

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Scores Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

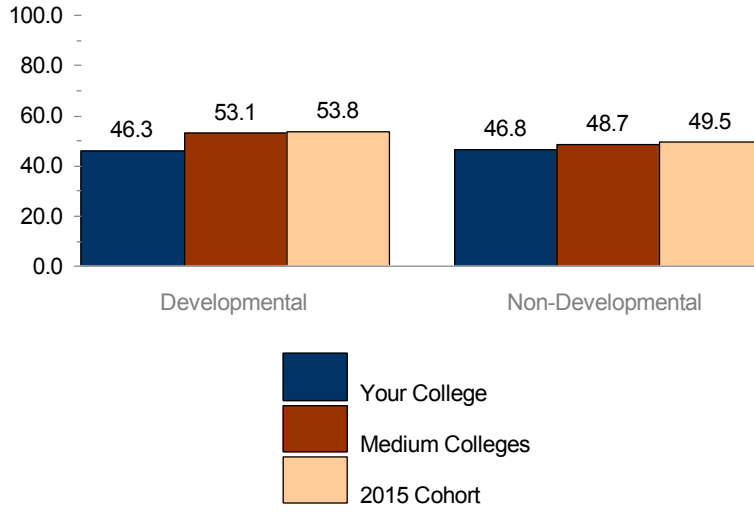
Entering Students Only - Breakout by Developmental Status

[Weighted]

		Your College	Medium Colleges		2015 Cohort	
Benchmark	Breakout Group	Score	Score	Difference	Score	Difference
Early Connections	Developmental	46.3	53.1	-6.8	53.8	-7.5
	Non-developmental	46.8	48.7	-2.0	49.5	-2.7
High Expectations and Aspirations	Developmental	50.3	50.0	0.3	49.5	0.8
	Non-developmental	44.9	49.6	-4.7	50.3	-5.4
Clear Academic Plan and Pathway	Developmental	48.1	51.8	-3.7	52.7	-4.7
	Non-developmental	51.5	48.4	3.0	49.8	1.6
Effective Track to College Readiness	Developmental	50.8	57.1	-6.4	57.4	-6.6
	Non-developmental	52.9	40.2	12.7	41.3	11.6
Engaged Learning	Developmental	43.8	52.5	-8.7	52.8	-9.0
	Non-developmental	40.2	46.8	-6.6	47.3	-7.2
Academic and Social Support Network	Developmental	43.3	50.4	-7.1	50.4	-7.1
	Non-developmental	44.3	50.7	-6.4	50.5	-6.2

* The comparison group and cohort columns on this page INCLUDE your college.

Survey of Entering Student Engagement
Yuba College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Medium Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Developmental Status
 [Weighted]
 Early Connections (EARLYCON)



* The comparison group and cohort bars on this page INCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

Early Connections (EARLYCON)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Developmental	3.67	4.07	-0.50**	4.04	-0.46**
		Non-developmental	3.73	4.00	-0.35**	3.99	-0.35**
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Developmental	3.40	3.55		3.52	
		Non-developmental	3.39	3.37		3.40	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Developmental	3.34	3.19		3.14	
		Non-developmental	3.19	2.93		2.94	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Developmental	3.14	3.40		3.37	
		Non-developmental	3.37	3.15		3.17	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.							

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	7	4.9	64	0.5	396	0.7
		Disagree	5	4.1	207	1.7	1,049	1.9
		Neutral	39	29.1	2,543	20.6	11,885	21.8
		Agree	57	43.0	5,557	45.1	24,001	43.9
		Strongly agree	25	18.9	3,958	32.1	17,288	31.7
		Total	133	100.0	12,330	100.0	54,620	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	9	7.0	641	5.2	3,338	6.1
		Disagree	26	19.3	1,610	13.1	7,247	13.3
		Neutral	29	21.7	3,076	25.0	13,456	24.7
		Agree	41	31.1	4,293	34.9	18,617	34.2
		Strongly agree	28	20.9	2,685	21.8	11,854	21.7
		Total	133	100.0	12,305	100.0	54,512	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	10	7.8	1,050	8.5	5,402	9.9
		Disagree	22	16.9	2,913	23.7	13,089	24.1
		Neutral	37	27.6	3,117	25.4	13,450	24.7
		Agree	39	29.2	3,103	25.2	13,451	24.7
		Strongly agree	25	18.5	2,108	17.2	8,990	16.5
		Total	132	100.0	12,290	100.0	54,382	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	19	13.9	1,303	10.6	6,167	11.3
		Disagree	25	18.5	2,265	18.4	10,171	18.7
		Neutral	28	20.9	2,114	17.2	9,381	17.2
		Agree	44	32.7	3,347	27.3	14,557	26.7
		Strongly agree	19	13.9	3,248	26.5	14,141	26.0
		Total	133	100.0	12,277	100.0	54,417	100.0
Item 23								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	26	20.5	3,964	33.7	16,723	32.1
		No	101	79.5	7,807	66.3	35,400	67.9
		Total	127	100.0	11,772	100.0	52,124	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

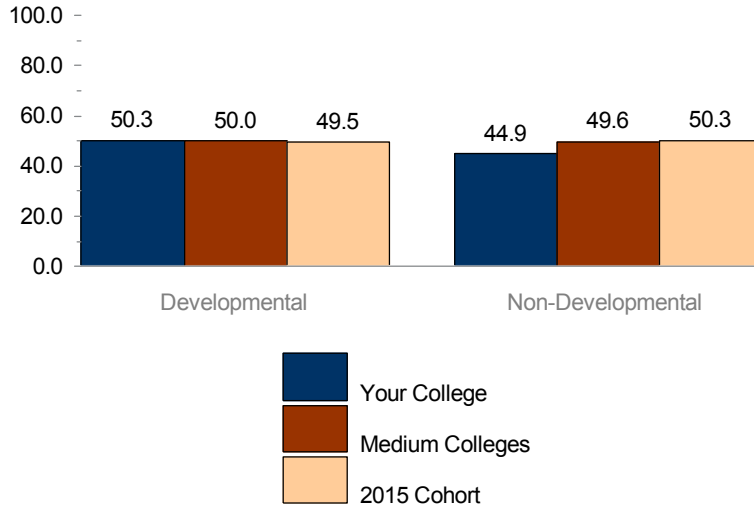
[Weighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	0	N/A	99	1.2	301	0.7
		Disagree	10	8.1	152	1.8	741	1.8
		Neutral	35	29.1	1,816	21.2	9,107	22.6
		Agree	54	44.9	4,123	48.0	18,956	47.1
		Strongly agree	22	18.0	2,394	27.9	11,166	27.7
		Total	121	100.0	8,583	100.0	40,271	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	9	7.2	614	7.2	2,692	6.7
		Disagree	17	14.4	1,302	15.2	5,949	14.8
		Neutral	33	26.9	2,395	28.0	11,228	27.9
		Agree	43	35.4	2,846	33.2	13,469	33.5
		Strongly agree	20	16.2	1,408	16.4	6,888	17.1
		Total	121	100.0	8,564	100.0	40,225	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	10	8.1	997	11.7	4,609	11.5
		Disagree	33	26.9	2,339	27.3	10,978	27.3
		Neutral	22	18.3	2,469	28.9	11,519	28.7
		Agree	37	30.9	1,757	20.6	8,205	20.4
		Strongly agree	19	15.7	989	11.6	4,832	12.0
		Total	121	100.0	8,551	100.0	40,143	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	10	8.0	1,164	13.6	5,541	13.8
		Disagree	24	19.7	2,024	23.6	9,115	22.7
		Neutral	25	21.0	1,562	18.2	7,382	18.4
		Agree	36	29.7	1,985	23.2	9,416	23.4
		Strongly agree	26	21.5	1,837	21.4	8,740	21.7
		Total	121	100.0	8,573	100.0	40,193	100.0
Item 23								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	26	21.4	2,589	31.0	11,397	29.2
		No	94	78.6	5,750	69.0	27,663	70.8
		Total	119	100.0	8,339	100.0	39,059	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement
Yuba College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Medium Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Developmental Status
 [Weighted]
 High Expectations and Aspirations (HIEXPACT)



* The comparison group and cohort bars on this page INCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Developmental	4.02	4.32	-0.43**	4.31	-0.42**
		Non-developmental	4.02	4.24	-0.34**	4.26	-0.37**
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Developmental	4.35	4.41		4.40	
		Non-developmental	4.31	4.37		4.38	
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Developmental	4.27	4.25		4.26	
		Non-developmental	4.35	4.29		4.31	
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Developmental	1.34	1.48		1.49	
		Non-developmental	1.37	1.41		1.39	
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Developmental	1.45	1.38		1.39	
		Non-developmental	1.52	1.37		1.38	
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Developmental	1.44	1.57		1.56	
		Non-developmental	1.80	1.71		1.66	
19s. Skip class [HIEEXPECT]	SKIPCL	Developmental	1.27	1.34		1.35	
		Non-developmental	1.38	1.34		1.33	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Strongly disagree	2	1.7	14	0.1	107	0.2
		Disagree	0	N/A	72	0.6	361	0.7
		Neutral	31	23.5	1,359	11.1	6,024	11.1
		Agree	59	44.4	5,322	43.5	23,878	44.0
		Strongly agree	40	30.4	5,463	44.7	23,891	44.0
		Total	132	100.0	12,229	100.0	54,262	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Strongly disagree	0	N/A	52	0.4	272	0.5
		Disagree	2	1.7	153	1.2	678	1.2
		Neutral	15	11.2	1,084	8.8	5,157	9.5
		Agree	50	37.9	4,347	35.4	18,940	34.9
		Strongly agree	64	49.2	6,628	54.0	29,280	53.9
		Total	131	100.0	12,263	100.0	54,326	100.0
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Strongly disagree	0	N/A	85	0.7	330	0.6
		Disagree	1	0.8	193	1.6	866	1.6
		Neutral	19	14.3	1,765	14.4	7,756	14.2
		Agree	56	41.8	4,765	38.8	20,901	38.4
		Strongly agree	57	43.1	5,488	44.6	24,642	45.2
		Total	133	100.0	12,297	100.0	54,495	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Never	93	70.9	7,744	63.3	34,004	62.8
		Once	33	25.4	3,268	26.7	14,669	27.1
		Two or three times	3	2.5	1,073	8.8	4,806	8.9
		Four or more times	2	1.2	152	1.2	670	1.2
				Total	131	100.0	12,237	100.0
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Never	87	66.1	8,701	72.5	37,920	71.2
		Once	32	24.0	2,332	19.4	10,791	20.3
		Two or three times	11	8.7	746	6.2	3,520	6.6
		Four or more times	2	1.2	229	1.9	1,024	1.9
				Total	131	100.0	12,008	100.0
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Never	81	61.3	7,237	59.1	32,022	59.0
		Once	44	33.4	3,363	27.5	15,206	28.0
		Two or three times	6	4.9	1,299	10.6	5,587	10.3
		Four or more times	1	0.4	337	2.8	1,418	2.6
				Total	132	100.0	12,236	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

			Your College		Medium Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	103	79.1	9,164	74.8	40,589	74.7
		Once	20	15.4	2,109	17.2	9,397	17.3
		Two or three times	6	4.6	825	6.7	3,606	6.6
		Four or more times	1	0.8	147	1.2	731	1.3
		Total	130	100.0	12,244	100.0	54,323	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Strongly disagree	0	N/A	21	0.3	79	0.2
		Disagree	1	0.4	55	0.6	250	0.6
		Neutral	28	23.3	1,009	11.8	4,620	11.5
		Agree	61	50.2	4,192	49.1	19,530	48.7
		Strongly agree	31	26.0	3,266	38.2	15,632	39.0
		Total	121	100.0	8,543	100.0	40,110	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Strongly disagree	0	N/A	30	0.3	179	0.4
		Disagree	1	0.9	142	1.7	533	1.3
		Neutral	13	10.4	767	9.0	3,753	9.3
		Agree	55	45.5	3,336	39.0	14,902	37.1
		Strongly agree	52	43.2	4,289	50.1	20,806	51.8
		Total	121	100.0	8,565	100.0	40,172	100.0
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Strongly disagree	0	N/A	41	0.5	170	0.4
		Disagree	3	2.7	138	1.6	578	1.4
		Neutral	4	3.6	958	11.2	4,483	11.1
		Agree	59	49.8	3,576	41.7	16,233	40.4
		Strongly agree	52	43.8	3,862	45.0	18,765	46.6
		Total	119	100.0	8,575	100.0	40,229	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Never	85	70.5	5,876	69.0	27,859	69.6
		Once	27	22.2	1,908	22.4	9,113	22.8
		Two or three times	8	6.8	650	7.6	2,682	6.7
		Four or more times	1	0.4	87	1.0	386	1.0
				Total	120	100.0	8,521	100.0
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Never	75	64.0	6,105	72.5	28,372	71.8
		Once	27	22.6	1,650	19.6	7,932	20.1
		Two or three times	13	10.6	555	6.6	2,634	6.7
		Four or more times	3	2.8	108	1.3	585	1.5
				Total	118	100.0	8,417	100.0
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Never	54	44.8	4,374	51.2	21,421	53.5
		Once	42	35.0	2,620	30.7	12,084	30.2
		Two or three times	19	15.3	1,227	14.4	5,279	13.2
		Four or more times	6	5.0	315	3.7	1,275	3.2
				Total	121	100.0	8,536	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

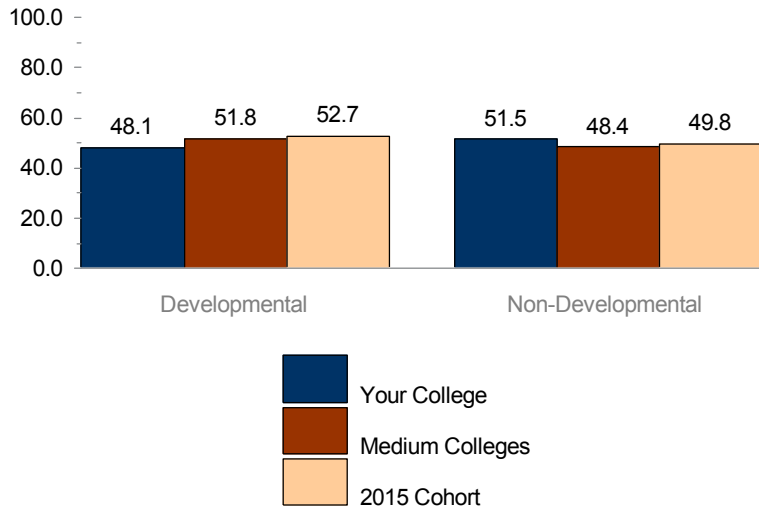
[Weighted]

High Expectations and Aspirations (HIEEXPECT)

			Your College		Medium Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	90	74.4	6,419	75.1	30,529	76.1
		Once	21	17.5	1,451	17.0	6,633	16.5
		Two or three times	5	4.1	558	6.5	2,491	6.2
		Four or more times	5	4.1	116	1.4	484	1.2
Total			121	100.0	8,544	100.0	40,137	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement
Yuba College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Medium Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Developmental Status
 [Weighted]
 Clear Academic Plan and Pathway (ACADPLAN)



* The comparison group and cohort bars on this page INCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

Clear Academic Plan and Pathway (ACADPLAN)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Developmental	3.64	3.82		3.81	
		Non-developmental	3.70	3.72		3.76	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Developmental	3.59	3.75		3.76	
		Non-developmental	3.75	3.58		3.62	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Developmental	3.34	3.37		3.38	
		Non-developmental	3.68	3.19	0.46**	3.23	0.41**
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Developmental	3.93	3.97		3.95	
		Non-developmental	4.03	3.81		3.83	
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Developmental	2.79	2.98		2.95	
		Non-developmental	2.70	2.84		2.82	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	5	4.2	250	2.1	1,285	2.4
		Disagree	8	6.3	859	7.1	4,056	7.5
		Neutral	41	31.4	2,986	24.5	12,928	23.9
		Agree	50	38.0	4,848	39.8	21,210	39.2
		Strongly agree	26	20.1	3,235	26.6	14,618	27.0
		Total	130	100.0	12,178	100.0	54,097	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	9	6.6	498	4.0	2,444	4.5
		Disagree	14	10.2	1,547	12.6	6,390	11.7
		Neutral	29	22.2	2,102	17.1	9,633	17.7
		Agree	52	39.3	4,497	36.6	19,455	35.7
		Strongly agree	29	21.7	3,644	29.7	16,561	30.4
		Total	133	100.0	12,287	100.0	54,484	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	9	6.6	670	5.5	3,248	6.0
		Disagree	27	20.5	2,338	19.0	9,964	18.3
		Neutral	32	23.8	3,497	28.5	15,157	27.9
		Agree	41	30.7	3,359	27.4	15,040	27.6
		Strongly agree	25	18.5	2,410	19.6	10,999	20.2
		Total	133	100.0	12,274	100.0	54,407	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	4	3.3	348	2.8	1,834	3.4
		Disagree	9	7.0	908	7.4	4,045	7.4
		Neutral	21	16.0	1,624	13.2	7,392	13.6
		Agree	54	41.0	5,276	42.9	22,690	41.6
		Strongly agree	44	32.8	4,143	33.7	18,529	34.0
		Total	133	100.0	12,298	100.0	54,490	100.0
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Strongly disagree	16	12.3	1,341	10.9	6,364	11.7
		Disagree	38	28.4	3,553	28.9	15,915	29.2
		Neutral	45	33.7	3,158	25.7	13,588	24.9
		Agree	26	19.4	2,550	20.7	11,198	20.5
		Strongly agree	8	6.1	1,693	13.8	7,435	13.6
		Total	132	100.0	12,296	100.0	54,500	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

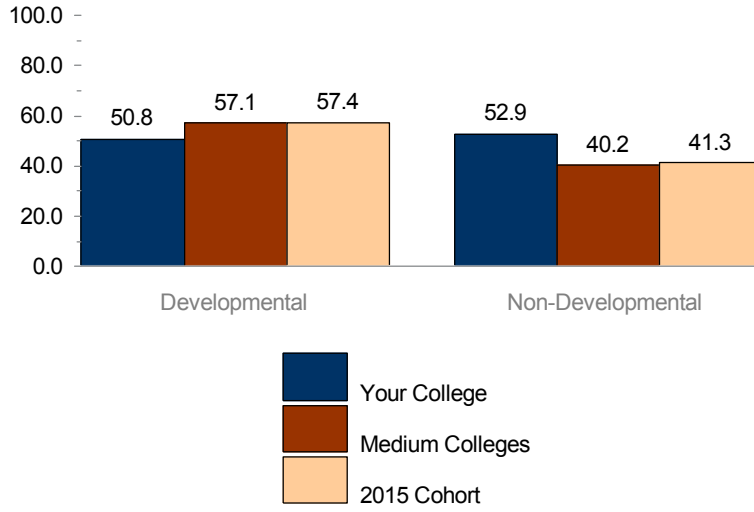
[Weighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	2	1.3	263	3.1	1,011	2.5
		Disagree	8	6.7	570	6.7	2,706	6.8
		Neutral	39	32.0	2,353	27.7	10,673	26.7
		Agree	49	40.6	3,401	40.0	15,920	39.8
		Strongly agree	23	19.4	1,915	22.5	9,661	24.2
		Total	121	100.0	8,503	100.0	39,970	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	2	1.8	538	6.3	2,251	5.6
		Disagree	15	12.1	1,158	13.5	5,377	13.4
		Neutral	26	21.6	1,819	21.2	8,321	20.7
		Agree	47	39.0	2,931	34.2	13,728	34.1
		Strongly agree	31	25.6	2,122	24.8	10,526	26.2
		Total	121	100.0	8,568	100.0	40,204	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	2	1.8	659	7.7	2,807	7.0
		Disagree	19	15.7	1,764	20.6	8,238	20.5
		Neutral	27	22.0	2,711	31.7	12,492	31.1
		Agree	41	34.1	2,170	25.3	10,167	25.3
		Strongly agree	32	26.5	1,258	14.7	6,467	16.1
		Total	121	100.0	8,562	100.0	40,170	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	2	1.8	419	4.9	1,785	4.4
		Disagree	7	5.8	805	9.4	3,713	9.2
		Neutral	15	12.1	1,327	15.5	6,198	15.4
		Agree	59	48.4	3,479	40.6	16,317	40.6
		Strongly agree	39	31.9	2,542	29.7	12,199	30.3
		Total	121	100.0	8,570	100.0	40,213	100.0
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Strongly disagree	16	13.4	1,075	12.5	5,190	12.9
		Disagree	40	32.7	2,634	30.8	12,669	31.5
		Neutral	38	31.4	2,349	27.4	10,692	26.6
		Agree	19	15.7	1,620	18.9	7,380	18.4
		Strongly agree	8	6.7	886	10.3	4,267	10.6
		Total	121	100.0	8,563	100.0	40,198	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement
Yuba College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2015 Cohort*
Entering Students Only - Breakout by Developmental Status
[Weighted]
Effective Track to College Readiness (COLLREAD)



* The comparison group and cohort bars on this page INCLUDE your college.

23MAR16

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

Effective Track to College Readiness (COLLREAD)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Developmental	3.85	4.07		4.08	
		Non-developmental	4.03	3.82		3.87	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Developmental	3.74	4.00	-0.32**	4.02	-0.34**
		Non-developmental	3.76	3.80		3.84	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Developmental	3.46	3.72		3.74	
		Non-developmental	3.44	3.42		3.50	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.							

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math [COLLREAD]	REQPTEST	Yes	117	88.8	10,934	89.4	48,318	89.1
		No	15	11.2	1,296	10.6	5,895	10.9
		Total	132	100.0	12,230	100.0	54,212	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	100	82.4	10,960	92.3	48,127	91.3
		No	21	17.6	916	7.7	4,576	8.7
		Total	121	100.0	11,876	100.0	52,703	100.0
Item 14								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	104	82.6	10,394	85.0	45,946	84.9
		No	22	17.4	1,839	15.0	8,149	15.1
		Total	126	100.0	12,233	100.0	54,095	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	2	1.7	151	1.2	651	1.2
		Disagree	5	3.8	379	3.1	1,677	3.1
		Neutral	33	25.0	2,212	18.1	9,724	18.0
		Agree	62	47.1	5,197	42.6	22,565	41.7
		Strongly agree	29	22.5	4,251	34.9	19,442	36.0
		Total	131	100.0	12,189	100.0	54,060	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	4	3.4	112	0.9	528	1.0
		Disagree	7	5.4	429	3.5	1,729	3.2
		Neutral	33	25.0	2,478	20.3	10,893	20.2
		Agree	61	46.7	5,441	44.7	23,842	44.2
		Strongly agree	26	19.5	3,724	30.6	16,995	31.5
		Total	131	100.0	12,185	100.0	53,988	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	7	5.5	311	2.5	1,306	2.4
		Disagree	15	11.8	1,073	8.8	4,544	8.4
		Neutral	40	30.5	3,486	28.6	15,388	28.5
		Agree	47	36.0	4,183	34.3	18,263	33.8
		Strongly agree	21	16.3	3,133	25.7	14,517	26.9
		Total	130	100.0	12,186	100.0	54,019	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

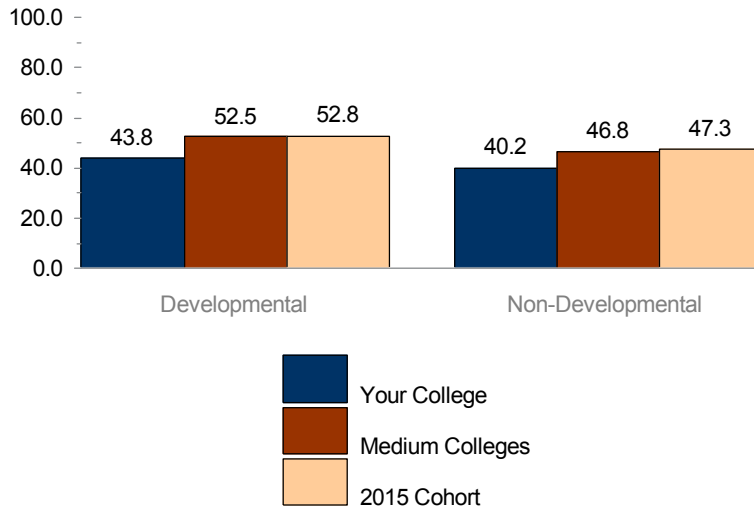
[Weighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math [COLLREAD]	REQPTEST	Yes	109	90.9	6,506	76.3	29,798	74.4
		No	11	9.1	2,022	23.7	10,232	25.6
		Total	120	100.0	8,528	100.0	40,030	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	106	91.1	6,903	82.5	32,046	81.6
		No	10	8.9	1,466	17.5	7,232	18.4
		Total	116	100.0	8,369	100.0	39,278	100.0
Item 14								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	94	77.9	3,539	41.6	17,616	44.2
		No	27	22.1	4,962	58.4	22,257	55.8
		Total	121	100.0	8,501	100.0	39,873	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	1	0.4	234	2.7	836	2.1
		Disagree	5	4.1	483	5.7	2,092	5.2
		Neutral	27	22.1	1,971	23.1	9,249	23.2
		Agree	46	38.5	3,728	43.7	17,053	42.7
		Strongly agree	42	34.8	2,106	24.7	10,713	26.8
		Total	120	100.0	8,522	100.0	39,944	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	2	1.8	193	2.3	660	1.7
		Disagree	6	5.0	449	5.3	1,876	4.7
		Neutral	36	30.3	2,165	25.4	10,058	25.2
		Agree	49	40.7	3,815	44.8	17,818	44.6
		Strongly agree	27	22.2	1,897	22.3	9,506	23.8
		Total	120	100.0	8,520	100.0	39,918	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	Strongly disagree	5	4.1	364	4.3	1,339	3.4
		Disagree	11	9.0	1,089	12.8	4,707	11.8
		Neutral	52	43.0	3,062	35.9	14,183	35.5
		Agree	31	26.2	2,579	30.3	12,225	30.6
		Strongly agree	21	17.6	1,425	16.7	7,460	18.7
		Total	120	100.0	8,519	100.0	39,914	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement
Yuba College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2015 Cohort*
Entering Students Only - Breakout by Developmental Status
[Weighted]
Engaged Learning (ENGAGLRN)



* The comparison group and cohort bars on this page INCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

Engaged Learning (ENGAGLRN)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Developmental	2.48	2.81	-0.39**	2.80	-0.38**
		Non-developmental	2.69	2.87		2.85	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Developmental	2.25	2.20		2.20	
		Non-developmental	2.05	2.03		2.03	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Developmental	1.60	1.57		1.62	
		Non-developmental	1.41	1.40		1.41	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Developmental	2.60	2.50		2.46	
		Non-developmental	2.49	2.55		2.52	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Developmental	1.51	1.57		1.59	
		Non-developmental	1.50	1.60		1.60	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Developmental	1.23	1.31		1.34	
		Non-developmental	1.29	1.21		1.23	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Developmental	1.27	1.28		1.30	
		Non-developmental	1.31	1.30		1.30	
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Developmental	2.30	2.14		2.15	
		Non-developmental	1.98	2.11		2.15	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Developmental	1.87	2.32	-0.43**	2.28	-0.39**
		Non-developmental	1.81	2.28	-0.49**	2.24	-0.44**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Developmental	1.83	2.13	-0.33**	2.12	-0.32**
		Non-developmental	1.88	2.02		2.01	
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Developmental	2.19	2.42		2.41	
		Non-developmental	2.07	2.24		2.26	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Developmental	2.20	2.37		2.36	
		Non-developmental	2.19	2.37		2.36	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Developmental	1.38	1.61		1.62	
		Non-developmental	1.34	1.49		1.52	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

Engaged Learning (ENGAGLRN)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Developmental	1.46	1.32		1.34	
		Non-developmental	1.19	1.20		1.22	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Developmental	1.41	1.96	-0.47**	1.89	-0.42**
		Non-developmental	1.36	1.43		1.46	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Developmental	1.54	2.18	-0.55**	2.16	-0.53**
		Non-developmental	1.70	1.99		1.98	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	21	15.7	1,010	8.2	4,420	8.1
		Once	42	31.6	2,904	23.7	13,310	24.5
		Two or three times	55	41.6	5,754	46.9	25,524	46.9
		Four or more times	15	11.1	2,611	21.3	11,182	20.5
		Total	132	100.0	12,279	100.0	54,436	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	27	20.6	3,124	25.7	13,941	25.8
		Once	53	39.9	4,359	35.8	19,430	36.0
		Two or three times	45	33.8	3,794	31.2	16,691	30.9
		Four or more times	8	5.8	900	7.4	3,964	7.3
		Total	132	100.0	12,176	100.0	54,025	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	87	66.2	8,062	65.7	34,095	62.7
		Once	17	13.2	2,099	17.1	10,123	18.6
		Two or three times	20	15.3	1,463	11.9	7,095	13.0
		Four or more times	7	5.3	650	5.3	3,071	5.6
		Total	132	100.0	12,273	100.0	54,385	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	15	11.3	2,369	19.3	11,195	20.6
		Once	45	34.6	3,257	26.6	14,617	26.9
		Two or three times	48	36.7	4,814	39.3	20,805	38.3
		Four or more times	23	17.4	1,816	14.8	7,772	14.3
		Total	131	100.0	12,255	100.0	54,389	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	86	66.6	7,847	64.3	34,346	63.4
		Once	25	19.5	2,282	18.7	10,411	19.2
		Two or three times	13	10.1	1,509	12.4	6,889	12.7
		Four or more times	5	3.8	568	4.7	2,503	4.6
		Total	129	100.0	12,207	100.0	54,148	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	112	85.5	9,865	80.5	42,865	78.8
		Once	11	8.7	1,264	10.3	6,243	11.5
		Two or three times	4	3.3	809	6.6	3,689	6.8
		Four or more times	3	2.5	321	2.6	1,582	2.9
		Total	131	100.0	12,259	100.0	54,380	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	113	86.3	9,993	81.7	43,605	80.6
		Once	6	4.6	1,282	10.5	5,997	11.1
		Two or three times	6	4.9	676	5.5	3,214	5.9
		Four or more times	5	4.1	275	2.2	1,304	2.4
		Total	131	100.0	12,226	100.0	54,121	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Never	46	35.0	4,927	40.1	21,522	39.5
		Once	28	21.3	2,694	22.0	12,204	22.4
		Two or three times	29	22.1	2,607	21.2	11,739	21.6
		Four or more times	28	21.6	2,044	16.7	8,964	16.5
		Total	131	100.0	12,272	100.0	54,429	100.0
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Never	59	45.7	3,543	29.0	16,498	30.4
		Once	41	31.8	3,247	26.6	14,620	27.0
		Two or three times	16	12.5	3,415	28.0	14,690	27.1
		Four or more times	13	10.0	2,012	16.5	8,402	15.5
		Total	130	100.0	12,217	100.0	54,209	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	64	49.4	3,635	29.7	16,499	30.4
		Once	34	26.3	4,379	35.7	19,191	35.3
		Two or three times	21	16.3	3,235	26.4	14,281	26.3
		Four or more times	10	7.9	1,006	8.2	4,350	8.0
		Total	130	100.0	12,254	100.0	54,321	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	42	32.1	2,421	19.8	10,888	20.0
		Once	35	26.6	3,965	32.4	17,297	31.8
		Two or three times	41	31.7	4,175	34.1	19,018	35.0
		Four or more times	13	9.6	1,679	13.7	7,143	13.1
		Total	131	100.0	12,240	100.0	54,346	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	38	29.3	2,840	23.2	12,858	23.7
		Once	41	31.4	3,664	29.9	16,069	29.6
		Two or three times	38	29.3	4,087	33.4	18,147	33.4
		Four or more times	13	10.0	1,653	13.5	7,259	13.4
		Total	130	100.0	12,243	100.0	54,333	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	95	73.3	7,600	62.1	33,279	61.3
		Once	22	17.2	2,481	20.3	11,086	20.4
		Two or three times	10	7.5	1,511	12.3	7,054	13.0
		Four or more times	3	2.1	649	5.3	2,901	5.3
		Total	130	100.0	12,241	100.0	54,319	100.0
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	96	74.6	9,469	80.9	41,275	79.5
		Once	16	12.3	1,182	10.1	5,438	10.5
		Two or three times	8	5.9	629	5.4	3,165	6.1
		Four or more times	9	7.2	427	3.6	2,018	3.9
		Total	129	100.0	11,706	100.0	51,896	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Never	98	76.3	6,409	55.1	29,199	56.6
		Once	12	9.3	1,505	12.9	7,336	14.2
		Two or three times	15	11.5	1,459	12.5	6,636	12.9
		Four or more times	4	2.9	2,255	19.4	8,420	16.3
		Total	129	100.0	11,627	100.0	51,591	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	80	64.1	5,011	42.7	22,355	43.0
		Once	27	21.5	2,068	17.6	9,450	18.2
		Two or three times	13	10.5	2,170	18.5	9,647	18.5
		Four or more times	5	3.9	2,492	21.2	10,555	20.3
		Total	124	100.0	11,741	100.0	52,007	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	15	12.2	746	8.7	3,500	8.7
		Once	32	26.3	1,738	20.3	8,754	21.8
		Two or three times	50	41.7	3,961	46.3	18,318	45.6
		Four or more times	24	19.9	2,118	24.7	9,623	23.9
		Total	120	100.0	8,562	100.0	40,195	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	36	30.5	2,846	33.4	13,313	33.3
		Once	48	40.0	3,019	35.5	14,238	35.7
		Two or three times	29	24.1	2,185	25.7	10,107	25.3
		Four or more times	7	5.4	465	5.5	2,278	5.7
		Total	119	100.0	8,514	100.0	39,936	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	91	75.2	6,369	74.4	29,804	74.2
		Once	14	11.3	1,181	13.8	5,560	13.8
		Two or three times	13	10.4	760	8.9	3,470	8.6
		Four or more times	4	3.1	248	2.9	1,338	3.3
		Total	121	100.0	8,558	100.0	40,171	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	29	23.9	1,588	18.5	7,845	19.5
		Once	28	22.8	2,106	24.6	9,969	24.8
		Two or three times	41	33.6	3,416	39.9	15,926	39.7
		Four or more times	24	19.7	1,460	17.0	6,413	16.0
		Total	121	100.0	8,571	100.0	40,153	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	84	69.9	5,389	63.3	25,215	63.1
		Once	18	15.3	1,568	18.4	7,514	18.8
		Two or three times	11	9.4	1,149	13.5	5,260	13.2
		Four or more times	7	5.4	412	4.8	1,969	4.9
		Total	121	100.0	8,518	100.0	39,957	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	97	80.2	7,424	86.8	34,351	85.6
		Once	16	13.1	589	6.9	3,140	7.8
		Two or three times	5	4.0	396	4.6	1,874	4.7
		Four or more times	3	2.7	148	1.7	786	2.0
		Total	121	100.0	8,557	100.0	40,151	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	97	80.6	6,968	81.6	32,680	81.6
		Once	14	11.3	810	9.5	3,885	9.7
		Two or three times	6	4.9	512	6.0	2,373	5.9
		Four or more times	4	3.2	247	2.9	1,105	2.8
		Total	121	100.0	8,537	100.0	40,043	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Never	59	48.5	3,592	41.9	16,092	40.1
		Once	24	19.7	1,784	20.8	8,537	21.3
		Two or three times	21	16.9	1,819	21.2	8,841	22.0
		Four or more times	18	14.8	1,367	16.0	6,701	16.7
		Total	121	100.0	8,563	100.0	40,171	100.0
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Never	56	46.6	2,566	30.1	12,780	31.9
		Once	39	32.3	2,205	25.9	10,557	26.4
		Two or three times	18	14.8	2,527	29.6	10,992	27.5
		Four or more times	8	6.3	1,225	14.4	5,680	14.2
		Total	121	100.0	8,522	100.0	40,009	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	58	47.5	2,948	34.4	14,184	35.3
		Once	28	23.3	3,018	35.2	13,882	34.6
		Two or three times	27	22.4	2,091	24.4	9,600	23.9
		Four or more times	8	6.8	506	5.9	2,461	6.1
		Total	121	100.0	8,562	100.0	40,127	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	39	32.4	2,271	26.5	10,606	26.4
		Once	43	35.6	2,792	32.6	12,702	31.7
		Two or three times	29	24.3	2,677	31.2	12,691	31.6
		Four or more times	9	7.7	830	9.7	4,113	10.3
		Total	121	100.0	8,570	100.0	40,112	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	39	31.8	2,055	24.1	9,825	24.5
		Once	34	28.2	2,418	28.3	11,455	28.6
		Two or three times	35	28.7	2,958	34.6	13,540	33.8
		Four or more times	14	11.2	1,111	13.0	5,298	13.2
		Total	121	100.0	8,543	100.0	40,118	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	96	79.0	5,869	68.7	27,094	67.6
		Once	16	13.0	1,509	17.7	7,049	17.6
		Two or three times	4	3.1	828	9.7	4,271	10.7
		Four or more times	6	5.0	342	4.0	1,692	4.2
		Total	121	100.0	8,548	100.0	40,107	100.0
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	105	88.5	7,226	87.5	33,690	86.6
		Once	9	7.4	584	7.1	2,807	7.2
		Two or three times	1	0.9	275	3.3	1,493	3.8
		Four or more times	4	3.2	173	2.1	905	2.3
		Total	118	100.0	8,258	100.0	38,896	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

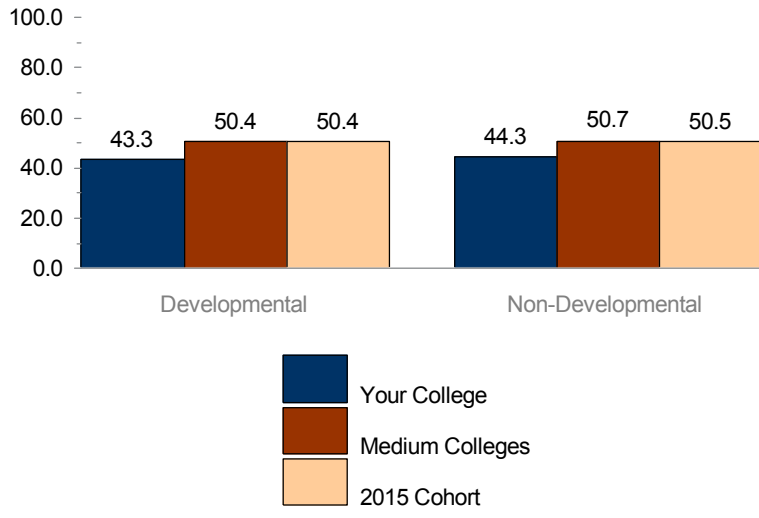
[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Never	94	80.9	6,346	77.5	29,414	76.1
		Once	8	7.0	745	9.1	3,608	9.3
		Two or three times	8	7.1	512	6.3	2,580	6.7
		Four or more times	6	5.1	580	7.1	3,038	7.9
		Total	116	100.0	8,183	100.0	38,641	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	70	60.9	4,181	50.2	19,825	50.8
		Once	21	18.4	1,457	17.5	6,659	17.0
		Two or three times	12	10.8	1,328	15.9	6,150	15.7
		Four or more times	11	9.9	1,366	16.4	6,428	16.5
		Total	115	100.0	8,331	100.0	39,063	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement
Yuba College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Medium Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Developmental Status
 [Weighted]
 Academic and Social Support (ACSOCSUP)



* The comparison group and cohort bars on this page INCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status

[Weighted]

Academic and Social Support (ACSOCSUP)

			Your College	Medium Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Developmental	3.69	3.91		3.92	
		Non-developmental	3.52	3.81	-0.31**	3.83	-0.34**
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Developmental	4.25	4.25		4.25	
		Non-developmental	4.20	4.27		4.27	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Developmental	4.46	4.35		4.35	
		Non-developmental	4.34	4.38		4.37	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Developmental	4.08	4.28		4.27	
		Non-developmental	4.12	4.33	-0.32**	4.31	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Developmental	3.93	4.13		4.11	
		Non-developmental	4.02	4.18		4.17	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Developmental	3.93	4.30	-0.45**	4.27	-0.39**
		Non-developmental	4.11	4.28		4.26	
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Developmental	4.03	4.26		4.24	
		Non-developmental	4.21	4.28		4.26	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	5	4.1	216	1.8	960	1.8
		Disagree	10	7.4	830	6.8	3,520	6.5
		Neutral	23	17.2	2,336	19.1	10,498	19.3
		Agree	77	58.3	5,382	43.9	23,375	43.0
		Strongly agree	17	13.1	3,494	28.5	16,011	29.5
		Total	133	100.0	12,258	100.0	54,365	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	99	0.8	396	0.7
		Disagree	1	0.8	280	2.3	1,294	2.4
		Neutral	15	11.1	1,177	9.6	5,363	9.8
		Agree	68	50.8	5,652	46.0	24,586	45.2
		Strongly agree	50	37.3	5,072	41.3	22,814	41.9
		Total	133	100.0	12,278	100.0	54,454	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	1	0.4	49	0.4	285	0.5
		Disagree	1	0.4	216	1.8	963	1.8
		Neutral	4	2.9	955	7.8	4,150	7.6
		Agree	58	45.5	5,187	42.3	22,847	42.1
		Strongly agree	65	50.7	5,850	47.7	26,080	48.0
		Total	128	100.0	12,257	100.0	54,323	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	2	1.6	94	0.8	398	0.7
		Disagree	6	4.5	269	2.2	1,351	2.5
		Neutral	15	11.0	1,164	9.5	5,388	9.9
		Agree	66	49.6	5,293	43.1	23,244	42.6
		Strongly agree	44	33.2	5,475	44.5	24,129	44.3
		Total	133	100.0	12,294	100.0	54,509	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	5	3.7	315	2.6	1,513	2.8
		Disagree	8	6.2	667	5.4	2,864	5.3
		Neutral	19	14.4	1,322	10.7	6,231	11.4
		Agree	60	45.1	4,823	39.2	21,179	38.9
		Strongly agree	41	30.7	5,178	42.1	22,722	41.7
		Total	133	100.0	12,305	100.0	54,509	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	5	3.7	154	1.3	874	1.6
		Disagree	8	5.8	327	2.7	1,780	3.3
		Neutral	16	12.4	988	8.1	4,621	8.5
		Agree	66	49.8	5,004	40.9	21,615	39.9
		Strongly agree	38	28.4	5,765	47.1	25,267	46.7
		Total	132	100.0	12,238	100.0	54,158	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Developmental Students

[Weighted]

Academic and Social Support (ACSOCSUP)

			Your College		Medium Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	4	3.3	205	1.7	988	1.8
		Disagree	4	3.3	475	3.9	2,205	4.0
		Neutral	17	12.7	1,067	8.7	4,884	9.0
		Agree	65	48.8	4,741	38.6	21,225	39.0
		Strongly agree	42	31.9	5,808	47.2	25,185	46.2
Total			133	100.0	12,296	100.0	54,487	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Developmental Status: Non-Developmental Students

[Weighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	3	2.7	165	1.9	785	2.0
		Disagree	12	10.3	754	8.8	3,359	8.4
		Neutral	44	36.0	1,779	20.8	8,137	20.3
		Agree	42	34.5	3,745	43.8	17,526	43.7
		Strongly agree	20	16.6	2,115	24.7	10,342	25.8
		Total	121	100.0	8,559	100.0	40,147	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	39	0.5	210	0.5
		Disagree	3	2.7	182	2.1	850	2.1
		Neutral	11	9.5	680	7.9	3,383	8.4
		Agree	65	53.4	4,214	49.1	19,245	47.9
		Strongly agree	42	34.5	3,462	40.4	16,486	41.0
		Total	121	100.0	8,577	100.0	40,175	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	0	N/A	31	0.4	137	0.3
		Disagree	3	2.3	122	1.4	650	1.6
		Neutral	8	6.3	505	5.9	2,585	6.4
		Agree	56	46.8	3,847	44.9	17,788	44.3
		Strongly agree	54	44.6	4,060	47.4	18,988	47.3
		Total	121	100.0	8,565	100.0	40,148	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	0	N/A	38	0.4	200	0.5
		Disagree	5	4.1	154	1.8	762	1.9
		Neutral	17	14.4	555	6.5	3,039	7.6
		Agree	57	47.5	4,023	47.0	18,494	46.0
		Strongly agree	41	34.1	3,794	44.3	17,701	44.0
		Total	121	100.0	8,564	100.0	40,196	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	3	2.7	209	2.4	1,017	2.5
		Disagree	3	2.7	372	4.3	1,953	4.9
		Neutral	23	19.3	757	8.8	3,725	9.3
		Agree	49	40.3	3,559	41.5	16,176	40.2
		Strongly agree	42	34.9	3,670	42.8	17,330	43.1
		Total	121	100.0	8,568	100.0	40,202	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	1	0.9	115	1.4	614	1.5
		Disagree	7	5.9	269	3.1	1,473	3.7
		Neutral	14	11.2	653	7.6	3,369	8.4
		Agree	55	45.5	3,585	42.0	16,219	40.5
		Strongly agree	44	36.5	3,920	45.9	18,384	45.9
		Total	121	100.0	8,542	100.0	40,058	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - Yuba College (2015 Administration)
2015 Benchmark Frequency Distributions - Main Survey
 Comparison Group: Medium Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Developmental Status: Non-Developmental Students
 [Weighted]
 Academic and Social Support (ACSOCSUP)

			Your College		Medium Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	0	N/A	146	1.7	693	1.7
		Disagree	7	5.4	322	3.8	1,685	4.2
		Neutral	10	8.1	554	6.5	3,014	7.5
		Agree	56	46.2	3,495	40.8	15,874	39.5
		Strongly agree	49	40.3	4,060	47.3	18,962	47.1
		Total	121	100.0	8,575	100.0	40,228	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.