

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

2015 Benchmark Scores Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

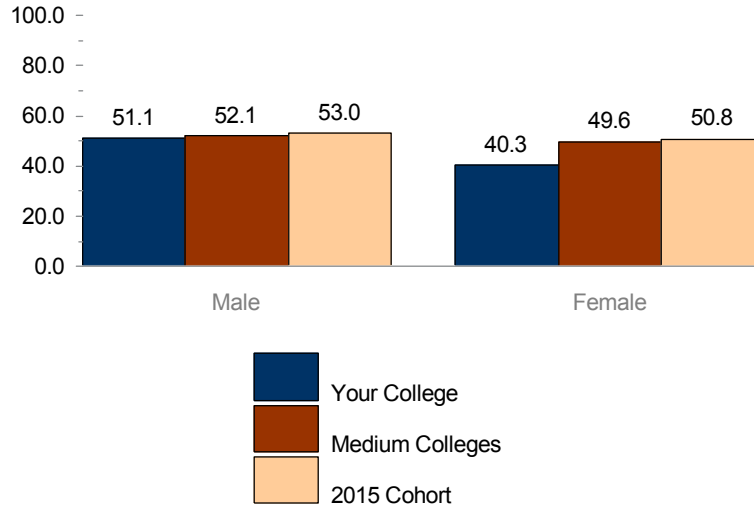
Entering Students Only - Breakout by Sex

[Weighted]

Benchmark	Breakout Group	Your College	Medium Colleges		2015 Cohort	
		Score	Score	Difference	Score	Difference
Early Connections	Male	51.1	52.1	-1.1	53.0	-1.9
	Female	40.3	49.6	-9.3	50.8	-10.5
High Expectations and Aspirations	Male	44.9	46.7	-1.7	46.7	-1.7
	Female	49.8	53.3	-3.5	53.1	-3.3
Clear Academic Plan and Pathway	Male	50.2	50.9	-0.8	52.3	-2.2
	Female	48.1	49.7	-1.6	50.9	-2.8
Effective Track to College Readiness	Male	52.0	48.0	4.1	49.3	2.8
	Female	50.7	51.8	-1.1	52.0	-1.3
Engaged Learning	Male	37.4	48.3	-10.9	48.6	-11.2
	Female	45.8	51.6	-5.8	52.0	-6.2
Academic and Social Support Network	Male	43.8	50.4	-6.6	50.2	-6.4
	Female	42.6	50.9	-8.3	51.1	-8.5

* 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 Sex
[Weighted]
Early Connections (EARLYCON)



* 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 Sex

[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	Male	3.93	4.04		4.02	
		Female	3.43	4.04	-0.78**	4.02	-0.75**
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Male	3.55	3.53		3.52	
		Female	3.21	3.43		3.43	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Male	3.37	3.14		3.12	
		Female	3.11	3.03		3.00	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Male	3.44	3.45		3.43	
		Female	2.99	3.18		3.16	
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 Sex: Male 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	68	0.7	273	0.7
		Disagree	1	0.9	118	1.3	658	1.6
		Neutral	32	27.1	1,875	20.6	9,116	21.8
		Agree	59	50.5	4,349	47.9	19,719	47.1
		Strongly agree	25	21.5	2,678	29.5	12,061	28.8
		Total	116	100.0	9,087	100.0	41,827	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	7	5.6	478	5.3	2,307	5.5
		Disagree	12	10.3	1,067	11.8	5,088	12.2
		Neutral	30	25.7	2,414	26.6	11,138	26.7
		Agree	47	40.2	3,360	37.0	15,092	36.1
		Strongly agree	21	18.3	1,754	19.3	8,136	19.5
		Total	116	100.0	9,073	100.0	41,761	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	7	5.6	814	9.0	4,013	9.6
		Disagree	17	14.9	1,945	21.5	8,990	21.6
		Neutral	35	30.4	2,754	30.4	12,513	30.0
		Agree	41	35.5	2,215	24.4	10,142	24.3
		Strongly agree	16	13.6	1,334	14.7	6,029	14.5
		Total	116	100.0	9,063	100.0	41,688	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	10	8.4	866	9.6	4,188	10.0
		Disagree	14	12.1	1,458	16.1	6,695	16.0
		Neutral	29	25.3	1,806	19.9	8,325	20.0
		Agree	41	35.6	2,579	28.5	11,862	28.4
		Strongly agree	22	18.7	2,350	25.9	10,645	25.5
		Total	116	100.0	9,059	100.0	41,714	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	27	23.7	2,774	31.0	11,953	29.2
		No	88	76.3	6,168	69.0	29,035	70.8
		Total	115	100.0	8,942	100.0	40,988	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 Sex: Female Students

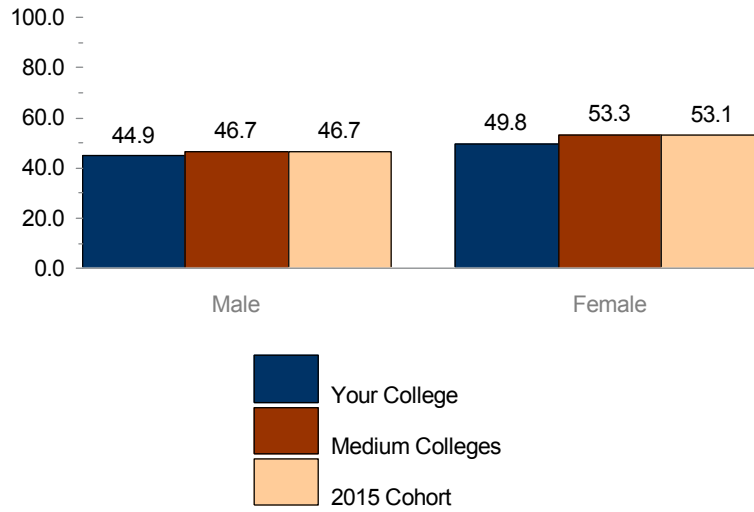
[Weighted]

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	5.0	88	0.8	393	0.8
		Disagree	14	10.9	231	2.0	1,081	2.1
		Neutral	43	32.7	2,360	20.8	11,257	22.2
		Agree	52	39.4	5,149	45.4	22,272	43.9
		Strongly agree	16	12.0	3,517	31.0	15,744	31.0
		Total	131	100.0	11,346	100.0	50,747	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	11	8.7	737	6.5	3,556	7.0
		Disagree	31	23.7	1,775	15.7	7,825	15.4
		Neutral	30	23.2	2,969	26.2	12,919	25.5
		Agree	35	26.9	3,597	31.8	16,202	32.0
		Strongly agree	23	17.5	2,232	19.7	10,171	20.1
		Total	131	100.0	11,310	100.0	50,673	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	14	10.4	1,168	10.3	5,730	11.3
		Disagree	37	28.4	3,175	28.1	14,507	28.7
		Neutral	23	17.5	2,744	24.3	11,855	23.5
		Agree	36	27.5	2,523	22.3	10,976	21.7
		Strongly agree	21	16.3	1,683	14.9	7,476	14.8
		Total	131	100.0	11,293	100.0	50,544	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	19	14.5	1,547	13.7	7,268	14.4
		Disagree	34	26.2	2,745	24.3	12,203	24.1
		Neutral	23	17.8	1,797	15.9	8,011	15.8
		Agree	38	28.6	2,613	23.1	11,418	22.6
		Strongly agree	17	12.9	2,610	23.1	11,720	23.2
		Total	131	100.0	11,312	100.0	50,620	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	23	18.2	3,770	33.6	16,177	32.3
		No	105	81.8	7,449	66.4	33,887	67.7
		Total	128	100.0	11,219	100.0	50,064	100.0

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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 Sex
[Weighted]
High Expectations and Aspirations (HIEXPACT)



* 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 Sex

[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	Male	4.09	4.29		4.28	
		Female	3.92	4.30	-0.56**	4.30	-0.56**
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Male	4.24	4.34		4.34	
		Female	4.38	4.45		4.45	
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Male	4.27	4.24		4.25	
		Female	4.31	4.31		4.32	
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	Male	1.47	1.52		1.51	
		Female	1.25	1.38		1.38	
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Male	1.60	1.46		1.48	
		Female	1.37	1.29		1.30	
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Male	1.71	1.73		1.70	
		Female	1.52	1.53		1.52	
19s. Skip class [HIEEXPECT]	SKIPCL	Male	1.24	1.36		1.36	
		Female	1.40	1.32		1.31	

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** T-test: 2-tailed

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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 Sex: Male Students

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

			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.								
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Strongly disagree	0	N/A	16	0.2	81	0.2
		Disagree	0	N/A	60	0.7	263	0.6
		Neutral	21	18.3	1,012	11.2	4,627	11.1
		Agree	63	54.2	4,190	46.3	19,644	47.1
		Strongly agree	32	27.5	3,766	41.6	17,058	40.9
		Total	116	100.0	9,044	100.0	41,674	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Strongly disagree	0	N/A	42	0.5	240	0.6
		Disagree	0	N/A	138	1.5	653	1.6
		Neutral	16	14.1	920	10.2	4,535	10.9
		Agree	56	48.2	3,534	39.1	15,708	37.7
		Strongly agree	44	37.8	4,415	48.8	20,528	49.3
		Total	116	100.0	9,049	100.0	41,664	100.0
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Strongly disagree	0	N/A	53	0.6	240	0.6
		Disagree	1	0.5	167	1.8	687	1.6
		Neutral	10	8.6	1,158	12.8	5,629	13.5
		Agree	62	54.4	3,857	42.5	17,099	41.0
		Strongly agree	42	36.6	3,833	42.3	18,090	43.3
		Total	114	100.0	9,068	100.0	41,745	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	72	61.7	5,528	60.6	25,636	61.2
		Once	35	30.4	2,555	28.0	11,682	27.9
		Two or three times	8	7.0	916	10.0	4,014	9.6
		Four or more times	1	0.9	130	1.4	580	1.4
				Total	116	100.0	9,129	100.0
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Never	60	53.1	5,988	66.5	26,995	65.1
		Once	39	34.3	2,076	23.0	9,860	23.8
		Two or three times	13	11.6	778	8.6	3,728	9.0
		Four or more times	1	1.0	170	1.9	864	2.1
				Total	113	100.0	9,011	100.0
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Never	50	43.2	4,602	50.3	21,560	51.3
		Once	51	44.2	2,806	30.6	13,156	31.3
		Two or three times	13	10.8	1,382	15.1	5,774	13.7
		Four or more times	2	1.9	365	4.0	1,502	3.6
				Total	116	100.0	9,155	100.0

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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 Sex: Male 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	93	80.3	6,797	74.0	31,191	74.1
		Once	18	15.5	1,577	17.2	7,263	17.2
		Two or three times	5	4.2	657	7.2	3,003	7.1
		Four or more times	0	N/A	149	1.6	660	1.6
		Total	116	100.0	9,180	100.0	42,118	100.0

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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 Sex: Female Students

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

			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.								
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Strongly disagree	2	1.7	17	0.1	88	0.2
		Disagree	1	0.4	57	0.5	306	0.6
		Neutral	39	29.6	1,275	11.3	5,697	11.3
		Agree	53	40.8	5,134	45.6	22,703	45.0
		Strongly agree	36	27.5	4,776	42.4	21,624	42.9
		Total	131	100.0	11,260	100.0	50,418	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Strongly disagree	0	N/A	35	0.3	193	0.4
		Disagree	3	2.5	135	1.2	501	1.0
		Neutral	11	8.5	848	7.5	4,005	7.9
		Agree	48	37.3	3,971	35.1	17,297	34.2
		Strongly agree	66	51.7	6,315	55.9	28,548	56.5
		Total	128	100.0	11,304	100.0	50,543	100.0
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Strongly disagree	0	N/A	57	0.5	223	0.4
		Disagree	4	2.9	148	1.3	694	1.4
		Neutral	13	10.0	1,446	12.8	6,103	12.0
		Agree	53	40.2	4,304	38.0	19,188	37.9
		Strongly agree	62	46.9	5,369	47.4	24,468	48.3
		Total	131	100.0	11,324	100.0	50,677	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	102	80.0	8,022	70.5	35,518	70.0
		Once	21	16.2	2,514	22.1	11,601	22.9
		Two or three times	4	3.0	751	6.6	3,218	6.3
		Four or more times	1	0.8	86	0.8	419	0.8
		Total	128	100.0	11,373	100.0	50,757	100.0
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Never	97	74.5	8,748	78.3	38,508	77.3
		Once	22	16.7	1,794	16.1	8,420	16.9
		Two or three times	8	5.9	486	4.3	2,234	4.5
		Four or more times	4	2.9	147	1.3	682	1.4
		Total	130	100.0	11,175	100.0	49,844	100.0
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Never	82	63.0	6,963	61.1	31,296	61.6
		Once	32	24.5	3,089	27.1	13,588	26.7
		Two or three times	12	9.6	1,079	9.5	4,824	9.5
		Four or more times	4	2.9	256	2.2	1,127	2.2
		Total	131	100.0	11,387	100.0	50,835	100.0

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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 Sex: Female Students

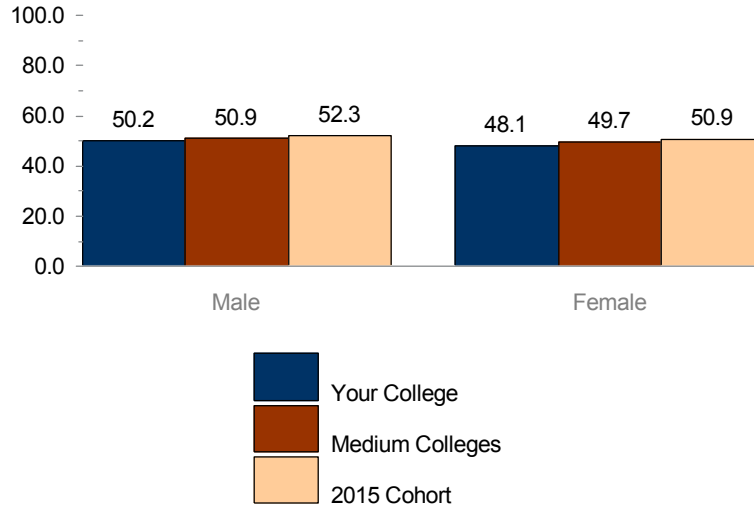
[Weighted]

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	97	74.3	8,679	76.1	39,084	76.6
		Once	21	16.1	1,930	16.9	8,465	16.6
		Two or three times	7	5.0	692	6.1	2,950	5.8
		Four or more times	6	4.6	100	0.9	493	1.0
		Total	131	100.0	11,401	100.0	50,993	100.0

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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 Sex
 [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 Sex

[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	Male	3.63	3.78		3.80	
		Female	3.64	3.78		3.79	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Male	3.59	3.72		3.73	
		Female	3.68	3.65		3.67	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Male	3.55	3.33		3.36	
		Female	3.40	3.27		3.28	
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Male	3.87	3.90		3.90	
		Female	4.03	3.92		3.91	
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	Male	2.97	2.98		2.97	
		Female	2.53	2.87	-0.29**	2.84	

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** 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 Sex: Male 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	1	0.5	197	2.2	889	2.1
		Disagree	11	9.9	539	6.0	2,556	6.2
		Neutral	38	32.9	2,439	27.1	10,911	26.3
		Agree	46	39.4	3,705	41.2	16,871	40.6
		Strongly agree	20	17.4	2,108	23.5	10,281	24.8
		Total	116	100.0	8,988	100.0	41,509	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	4	3.3	380	4.2	1,848	4.4
		Disagree	11	9.8	967	10.7	4,231	10.1
		Neutral	35	30.4	1,887	20.8	8,658	20.7
		Agree	43	37.3	3,407	37.6	15,458	37.0
		Strongly agree	22	19.2	2,428	26.8	11,560	27.7
		Total	116	100.0	9,069	100.0	41,755	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	2	1.4	522	5.8	2,394	5.7
		Disagree	17	14.5	1,502	16.6	6,771	16.2
		Neutral	34	29.5	3,029	33.4	13,424	32.2
		Agree	43	36.9	2,501	27.6	11,799	28.3
		Strongly agree	21	17.7	1,513	16.7	7,319	17.5
		Total	116	100.0	9,067	100.0	41,708	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	1.4	295	3.3	1,462	3.5
		Disagree	9	7.5	677	7.5	2,979	7.1
		Neutral	22	18.8	1,415	15.6	6,583	15.8
		Agree	55	47.2	3,959	43.6	17,863	42.8
		Strongly agree	29	25.2	2,726	30.1	12,848	30.8
		Total	116	100.0	9,072	100.0	41,735	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	12	10.3	995	11.0	4,685	11.2
		Disagree	23	19.7	2,272	25.1	10,884	26.1
		Neutral	47	40.4	2,807	31.0	12,372	29.6
		Agree	25	21.6	1,938	21.4	8,787	21.0
		Strongly agree	9	8.0	1,054	11.6	5,022	12.0
		Total	116	100.0	9,065	100.0	41,750	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 Sex: Female Students

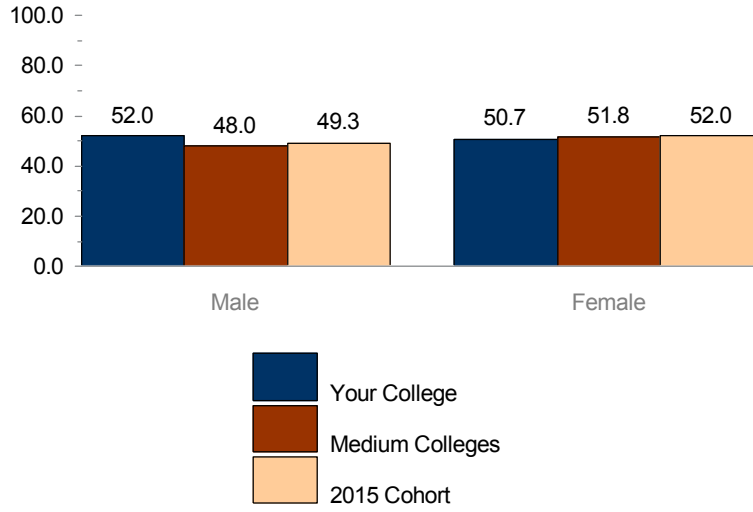
[Weighted]

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	7	5.1	301	2.7	1,339	2.7
		Disagree	6	4.6	840	7.5	4,013	8.0
		Neutral	41	31.8	2,767	24.7	12,063	24.0
		Agree	49	38.6	4,373	39.0	19,390	38.6
		Strongly agree	26	19.9	2,933	26.2	13,463	26.8
		Total	128	100.0	11,215	100.0	50,268	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	7	5.0	634	5.6	2,736	5.4
		Disagree	16	12.4	1,675	14.8	7,259	14.3
		Neutral	20	15.4	1,939	17.2	8,791	17.4
		Agree	57	43.6	3,832	33.9	16,916	33.4
		Strongly agree	31	23.6	3,221	28.5	14,928	29.5
		Total	131	100.0	11,301	100.0	50,630	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	9	6.7	767	6.8	3,505	6.9
		Disagree	29	22.0	2,491	22.1	10,990	21.7
		Neutral	24	18.2	3,051	27.0	13,498	26.7
		Agree	40	30.7	2,907	25.8	12,805	25.3
		Strongly agree	29	22.4	2,069	18.3	9,755	19.3
		Total	131	100.0	11,286	100.0	50,553	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	448	4.0	2,066	4.1
		Disagree	8	5.8	981	8.7	4,564	9.0
		Neutral	14	10.8	1,455	12.9	6,611	13.1
		Agree	58	44.4	4,611	40.8	20,187	39.9
		Strongly agree	47	35.7	3,815	33.7	17,217	34.0
		Total	131	100.0	11,310	100.0	50,645	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	20	15.4	1,355	12.0	6,580	13.0
		Disagree	55	41.9	3,760	33.3	17,033	33.6
		Neutral	31	23.7	2,592	22.9	11,293	22.3
		Agree	16	12.5	2,146	19.0	9,338	18.4
		Strongly agree	9	6.6	1,450	12.8	6,406	12.6
		Total	131	100.0	11,304	100.0	50,651	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 Sex
[Weighted]
Effective Track to College Readiness (COLLREAD)



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

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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 Sex

[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	Male	3.98	3.92		3.95	
		Female	3.90	4.00		4.02	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Male	3.81	3.89		3.92	
		Female	3.72	3.94		3.96	-0.29**
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Male	3.60	3.58		3.63	
		Female	3.32	3.61		3.64	-0.32**
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 Sex: Male 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	107	92.0	7,410	82.2	33,859	81.6
		No	9	8.0	1,608	17.8	7,658	18.4
		Total	116	100.0	9,018	100.0	41,517	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	95	84.5	7,671	87.2	35,144	86.7
		No	17	15.5	1,122	12.8	5,389	13.3
		Total	113	100.0	8,793	100.0	40,533	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	84	75.6	5,575	62.0	26,215	63.3
		No	27	24.4	3,415	38.0	15,169	36.7
		Total	112	100.0	8,990	100.0	41,384	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	0	N/A	207	2.3	760	1.8
		Disagree	2	1.4	367	4.0	1,577	3.7
		Neutral	33	28.2	1,890	20.6	8,834	21.0
		Agree	48	41.3	4,168	45.4	18,536	44.1
		Strongly agree	34	29.1	2,538	27.7	12,349	29.4
		Total	116	100.0	9,171	100.0	42,055	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	2	1.9	157	1.7	582	1.4
		Disagree	1	0.9	378	4.1	1,510	3.6
		Neutral	34	29.1	2,117	23.1	9,528	22.7
		Agree	59	50.7	4,193	45.7	19,311	46.0
		Strongly agree	20	17.3	2,323	25.3	11,082	26.4
		Total	116	100.0	9,169	100.0	42,014	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	Strongly disagree	3	2.4	326	3.6	1,219	2.9
		Disagree	4	3.7	870	9.5	3,679	8.8
		Neutral	46	39.5	3,016	32.9	13,700	32.6
		Agree	47	40.4	3,073	33.5	14,112	33.6
		Strongly agree	16	14.1	1,878	20.5	9,303	22.1
		Total	116	100.0	9,164	100.0	42,014	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 Sex: Female Students

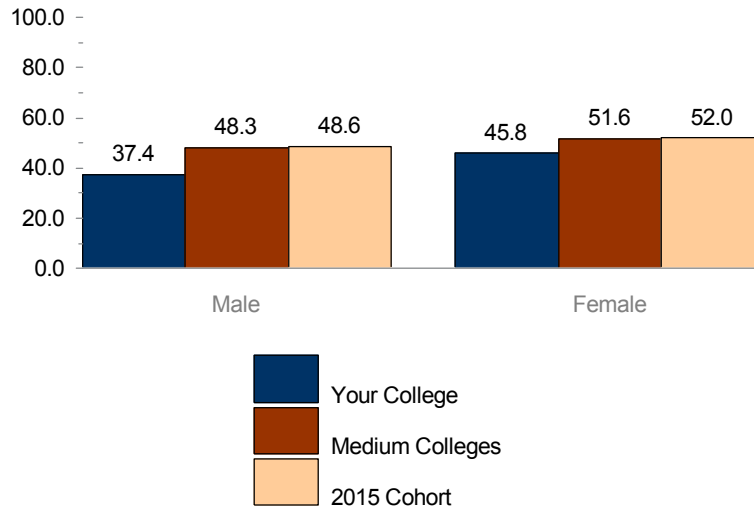
[Weighted]

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	113	87.3	9,620	85.4	42,380	84.0
		No	16	12.7	1,645	14.6	8,048	16.0
		Total	129	100.0	11,265	100.0	50,428	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	104	88.0	9,777	89.0	43,111	87.6
		No	14	12.0	1,209	11.0	6,077	12.4
		Total	118	100.0	10,986	100.0	49,188	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	107	83.5	7,992	71.0	35,696	71.0
		No	21	16.5	3,271	29.0	14,589	29.0
		Total	128	100.0	11,264	100.0	50,285	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	3	2.1	183	1.6	723	1.4
		Disagree	8	6.2	494	4.3	2,168	4.2
		Neutral	26	19.8	2,249	19.7	9,922	19.4
		Agree	57	43.6	4,710	41.2	20,650	40.5
		Strongly agree	37	28.2	3,783	33.1	17,573	34.4
		Total	131	100.0	11,420	100.0	51,036	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	4	3.3	147	1.3	593	1.2
		Disagree	12	9.2	493	4.3	2,057	4.0
		Neutral	32	24.5	2,497	21.9	11,171	21.9
		Agree	51	38.6	5,015	43.9	21,943	43.0
		Strongly agree	32	24.5	3,265	28.6	15,231	29.9
		Total	131	100.0	11,417	100.0	50,995	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	Strongly disagree	9	7.1	342	3.0	1,396	2.7
		Disagree	22	17.1	1,295	11.3	5,536	10.8
		Neutral	41	31.6	3,494	30.6	15,580	30.5
		Agree	33	25.0	3,657	32.0	16,055	31.5
		Strongly agree	25	19.2	2,634	23.1	12,458	24.4
		Total	131	100.0	11,423	100.0	51,025	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 Sex
[Weighted]
Engaged Learning (ENGAGLRN)



* 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 Sex

[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	Male	2.50	2.85	-0.41**	2.82	-0.39**
		Female	2.65	2.83		2.82	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Male	2.09	2.01		2.01	
		Female	2.20	2.23		2.22	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Male	1.46	1.47		1.50	
		Female	1.59	1.52		1.55	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Male	2.45	2.47		2.44	
		Female	2.67	2.56		2.53	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Male	1.52	1.57		1.58	
		Female	1.47	1.59		1.60	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Male	1.20	1.28		1.30	
		Female	1.29	1.26		1.28	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Male	1.24	1.29		1.29	
		Female	1.31	1.29		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	Male	2.16	2.04		2.06	
		Female	2.18	2.20		2.22	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Male	1.67	2.18	-0.51**	2.15	-0.47**
		Female	2.02	2.40	-0.37**	2.36	-0.33**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Male	1.73	2.05	-0.36**	2.05	-0.36**
		Female	1.98	2.12		2.09	
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Male	1.97	2.31	-0.37**	2.31	-0.37**
		Female	2.28	2.37		2.37	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Male	2.05	2.33		2.32	
		Female	2.34	2.40		2.40	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Male	1.39	1.60		1.61	
		Female	1.33	1.52		1.54	

* 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 Sex

[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	Male	1.18	1.25		1.27	
		Female	1.44	1.28		1.30	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Male	1.35	1.70	-0.34**	1.67	-0.32**
		Female	1.43	1.77	-0.32**	1.73	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Male	1.48	2.07	-0.52**	2.05	-0.51**
		Female	1.68	2.12	-0.39**	2.11	-0.38**

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** 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 Sex: Male 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	18	15.5	741	8.1	3,507	8.3
		Once	37	31.9	2,064	22.5	9,862	23.4
		Two or three times	46	40.0	4,248	46.3	19,442	46.2
		Four or more times	15	12.6	2,128	23.2	9,311	22.1
		Total	116	100.0	9,181	100.0	42,122	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	32	27.2	3,046	33.5	13,891	33.2
		Once	50	42.7	3,359	36.9	15,588	37.3
		Two or three times	28	24.0	2,252	24.7	10,266	24.5
		Four or more times	7	6.1	442	4.9	2,084	5.0
		Total	116	100.0	9,099	100.0	41,829	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	84	72.0	6,472	70.6	29,015	68.9
		Once	17	14.5	1,441	15.7	6,892	16.4
		Two or three times	11	9.3	915	10.0	4,445	10.6
		Four or more times	5	4.2	341	3.7	1,756	4.2
		Total	116	100.0	9,169	100.0	42,108	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	21	18.3	1,839	20.0	8,952	21.3
		Once	41	35.5	2,522	27.5	11,582	27.5
		Two or three times	34	29.4	3,473	37.8	15,808	37.6
		Four or more times	20	16.8	1,345	14.7	5,754	13.7
		Total	116	100.0	9,179	100.0	42,096	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	75	65.3	5,860	64.1	26,535	63.3
		Once	26	22.4	1,758	19.2	8,271	19.7
		Two or three times	9	7.6	1,090	11.9	5,281	12.6
		Four or more times	5	4.7	432	4.7	1,856	4.4
		Total	114	100.0	9,141	100.0	41,942	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	99	85.1	7,535	82.1	33,938	80.6
		Once	14	11.7	940	10.2	4,649	11.0
		Two or three times	1	0.9	496	5.4	2,494	5.9
		Four or more times	3	2.3	210	2.3	1,036	2.5
		Total	116	100.0	9,181	100.0	42,117	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	98	84.1	7,451	81.4	33,923	80.8
		Once	10	8.9	984	10.7	4,682	11.2
		Two or three times	7	5.6	516	5.6	2,424	5.8
		Four or more times	2	1.4	207	2.3	939	2.2
		Total	116	100.0	9,158	100.0	41,967	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 Sex: Male 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	47	40.7	4,044	44.0	18,060	42.8
		Once	27	22.9	2,052	22.3	9,515	22.6
		Two or three times	19	15.9	1,767	19.2	8,378	19.9
		Four or more times	24	20.5	1,325	14.4	6,200	14.7
		Total	116	100.0	9,188	100.0	42,154	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	62	53.3	3,089	33.7	14,730	35.1
		Once	38	32.3	2,500	27.3	11,657	27.7
		Two or three times	10	8.4	2,361	25.8	10,263	24.4
		Four or more times	7	6.0	1,206	13.2	5,360	12.8
		Total	116	100.0	9,156	100.0	42,010	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	63	54.3	2,988	32.6	13,899	33.0
		Once	31	26.6	3,339	36.4	15,040	35.7
		Two or three times	12	10.7	2,258	24.6	10,405	24.7
		Four or more times	10	8.4	594	6.5	2,746	6.5
		Total	116	100.0	9,180	100.0	42,090	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	48	41.2	2,178	23.7	10,059	23.9
		Once	33	28.5	3,007	32.8	13,555	32.2
		Two or three times	27	22.9	2,944	32.1	13,721	32.6
		Four or more times	9	7.5	1,045	11.4	4,749	11.3
		Total	116	100.0	9,175	100.0	42,084	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	41	35.5	2,194	23.9	10,559	25.1
		Once	38	32.7	2,889	31.5	12,869	30.6
		Two or three times	27	22.9	2,907	31.7	13,484	32.0
		Four or more times	10	8.9	1,176	12.8	5,191	12.3
		Total	116	100.0	9,165	100.0	42,102	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	87	74.3	5,675	61.9	25,817	61.3
		Once	19	16.3	1,934	21.1	8,899	21.1
		Two or three times	7	5.6	1,106	12.1	5,371	12.8
		Four or more times	4	3.7	459	5.0	2,001	4.8
		Total	116	100.0	9,174	100.0	42,088	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	100	88.4	7,404	84.0	33,682	83.2
		Once	8	7.3	811	9.2	3,657	9.0
		Two or three times	3	2.4	361	4.1	1,967	4.9
		Four or more times	2	1.9	234	2.7	1,169	2.9
		Total	113	100.0	8,810	100.0	40,475	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 Sex: Male Students

[Weighted]

Engaged Learning (ENGAGLRN)

			Your College		Medium Colleges		2015 Cohort	
Item	Variable	Responses	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	87	78.8	5,727	65.4	26,541	65.9
		Once	10	8.8	1,038	11.9	4,950	12.3
		Two or three times	12	10.9	873	10.0	4,165	10.3
		Four or more times	2	1.5	1,114	12.7	4,629	11.5
		Total	110	100.0	8,752	100.0	40,285	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	69	64.2	4,121	46.6	19,147	47.1
		Once	28	26.3	1,570	17.7	7,389	18.2
		Two or three times	7	6.5	1,569	17.7	6,986	17.2
		Four or more times	3	3.0	1,587	17.9	7,128	17.5
		Total	108	100.0	8,846	100.0	40,650	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 Sex: Female 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	16	12.5	976	8.5	4,266	8.4
		Once	35	26.8	2,520	22.1	11,748	23.0
		Two or three times	57	43.5	5,359	47.0	23,747	46.6
		Four or more times	22	17.2	2,558	22.4	11,224	22.0
		Total	130	100.0	11,413	100.0	50,985	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	30	23.1	2,871	25.3	13,017	25.7
		Once	50	38.6	3,944	34.8	17,512	34.6
		Two or three times	43	33.2	3,621	31.9	16,066	31.7
		Four or more times	7	5.0	907	8.0	4,045	8.0
		Total	129	100.0	11,342	100.0	50,640	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	88	68.1	7,811	68.4	34,070	66.9
		Once	13	10.0	1,809	15.8	8,443	16.6
		Two or three times	22	16.8	1,261	11.0	5,893	11.6
		Four or more times	7	5.0	539	4.7	2,553	5.0
		Total	129	100.0	11,421	100.0	50,960	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	22	16.6	2,053	18.0	9,761	19.1
		Once	27	20.8	2,770	24.3	12,552	24.6
		Two or three times	54	41.5	4,700	41.2	20,450	40.1
		Four or more times	28	21.1	1,892	16.6	8,228	16.1
		Total	131	100.0	11,415	100.0	50,990	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	94	72.1	7,259	63.9	32,260	63.6
		Once	17	12.9	2,034	17.9	9,312	18.3
		Two or three times	14	10.8	1,529	13.5	6,640	13.1
		Four or more times	5	4.2	539	4.7	2,538	5.0
		Total	131	100.0	11,362	100.0	50,750	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	107	81.8	9,581	84.0	42,307	83.0
		Once	13	10.0	895	7.8	4,478	8.8
		Two or three times	8	5.8	679	5.9	2,912	5.7
		Four or more times	3	2.5	254	2.2	1,269	2.5
		Total	131	100.0	11,409	100.0	50,965	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	109	83.8	9,368	82.3	41,449	81.6
		Once	9	7.1	1,067	9.4	4,908	9.7
		Two or three times	5	3.7	644	5.7	3,030	6.0
		Four or more times	7	5.4	306	2.7	1,405	2.8
		Total	131	100.0	11,385	100.0	50,791	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 Sex: Female 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	54	41.6	4,412	38.6	19,072	37.4
		Once	22	17.0	2,352	20.6	10,827	21.2
		Two or three times	30	23.2	2,591	22.7	11,863	23.2
		Four or more times	24	18.3	2,064	18.1	9,266	18.2
		Total	131	100.0	11,420	100.0	51,029	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	51	39.2	2,947	25.9	14,060	27.7
		Once	40	30.8	2,908	25.6	13,128	25.8
		Two or three times	24	18.3	3,523	31.0	15,084	29.7
		Four or more times	15	11.7	1,988	17.5	8,549	16.8
		Total	131	100.0	11,365	100.0	50,820	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	57	43.3	3,495	30.6	16,364	32.1
		Once	29	22.5	4,000	35.0	17,517	34.4
		Two or three times	35	26.6	3,010	26.4	13,143	25.8
		Four or more times	10	7.5	910	8.0	3,934	7.7
		Total	131	100.0	11,416	100.0	50,958	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	33	25.0	2,473	21.7	11,124	21.8
		Once	44	33.7	3,678	32.2	15,975	31.3
		Two or three times	39	30.0	3,842	33.7	17,601	34.5
		Four or more times	15	11.3	1,425	12.5	6,293	12.3
		Total	131	100.0	11,419	100.0	50,993	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	35	26.6	2,625	23.0	11,799	23.1
		Once	34	26.1	3,153	27.6	14,234	27.9
		Two or three times	45	34.0	4,055	35.5	17,721	34.8
		Four or more times	17	13.3	1,576	13.8	7,230	14.2
		Total	131	100.0	11,408	100.0	50,984	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	103	79.2	7,702	67.6	33,910	66.5
		Once	15	11.2	2,001	17.6	8,883	17.4
		Two or three times	9	6.7	1,186	10.4	5,713	11.2
		Four or more times	4	2.9	510	4.5	2,473	4.9
		Total	131	100.0	11,399	100.0	50,979	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	98	75.7	9,175	83.3	40,531	82.1
		Once	16	12.2	950	8.6	4,479	9.1
		Two or three times	6	4.6	532	4.8	2,619	5.3
		Four or more times	10	7.5	356	3.2	1,711	3.5
		Total	130	100.0	11,013	100.0	49,340	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 Sex: Female Students

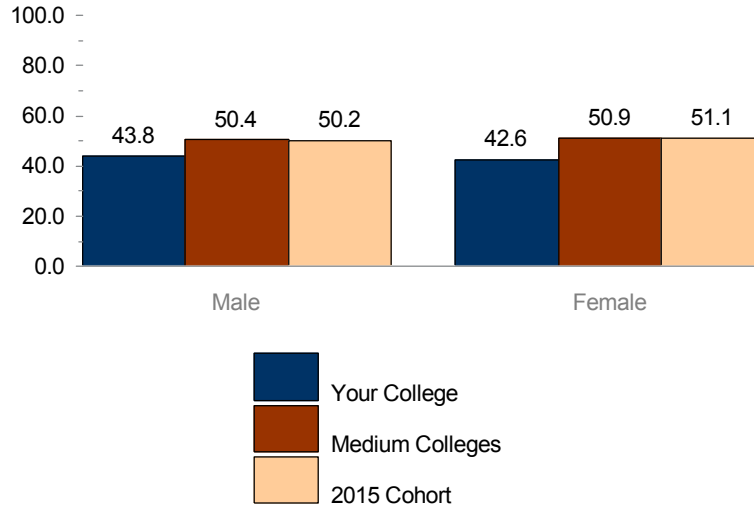
[Weighted]

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	101	77.9	6,954	63.7	31,540	64.4
		Once	10	7.9	1,199	11.0	5,843	11.9
		Two or three times	10	8.0	1,079	9.9	4,920	10.0
		Four or more times	8	6.2	1,689	15.5	6,700	13.7
		Total	130	100.0	10,921	100.0	49,004	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	81	64.1	5,008	45.1	22,614	45.7
		Once	17	13.7	1,923	17.3	8,510	17.2
		Two or three times	16	12.4	1,935	17.5	8,685	17.5
		Four or more times	12	9.8	2,226	20.1	9,691	19.6
		Total	127	100.0	11,091	100.0	49,500	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 Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2015 Cohort*
Entering Students Only - Breakout by Sex
[Weighted]
Academic and Social Support (ACSOCSUP)



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

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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 Sex

[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	Male	3.67	3.88		3.89	
		Female	3.52	3.86	-0.36**	3.87	-0.37**
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Male	4.17	4.26		4.25	
		Female	4.26	4.26		4.28	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Male	4.41	4.34		4.33	
		Female	4.37	4.38		4.39	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Male	4.09	4.25		4.24	
		Female	4.09	4.35	-0.38**	4.34	-0.35**
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Male	3.93	4.17		4.15	
		Female	3.95	4.14		4.13	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Male	4.10	4.32		4.29	
		Female	3.92	4.27	-0.42**	4.25	-0.37**
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Male	4.05	4.26		4.24	
		Female	4.13	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 Sex: Male 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	4	3.3	136	1.5	646	1.6
		Disagree	10	8.9	576	6.4	2,589	6.2
		Neutral	26	22.0	1,849	20.4	8,309	19.9
		Agree	57	49.1	4,164	46.0	19,078	45.8
		Strongly agree	20	16.8	2,323	25.7	11,041	26.5
		Total	116	100.0	9,048	100.0	41,664	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	35	0.4	232	0.6
		Disagree	2	1.4	182	2.0	900	2.2
		Neutral	17	15.0	820	9.1	3,965	9.5
		Agree	57	48.6	4,405	48.6	19,890	47.7
		Strongly agree	41	35.0	3,619	39.9	16,726	40.1
		Total	116	100.0	9,061	100.0	41,713	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	1	0.5	39	0.4	195	0.5
		Disagree	1	0.9	134	1.5	690	1.7
		Neutral	8	6.7	688	7.6	3,245	7.8
		Agree	47	41.4	4,022	44.5	18,440	44.3
		Strongly agree	58	50.5	4,158	46.0	19,088	45.8
		Total	114	100.0	9,041	100.0	41,659	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	0	N/A	74	0.8	310	0.7
		Disagree	6	5.2	191	2.1	1,007	2.4
		Neutral	13	11.2	877	9.7	4,210	10.1
		Agree	62	52.8	4,200	46.3	19,122	45.8
		Strongly agree	36	30.8	3,725	41.1	17,106	41.0
		Total	116	100.0	9,068	100.0	41,755	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	3	2.8	196	2.2	984	2.4
		Disagree	3	2.3	372	4.1	1,796	4.3
		Neutral	26	22.5	970	10.7	4,706	11.3
		Agree	51	43.5	3,708	40.8	16,891	40.4
		Strongly agree	34	28.8	3,833	42.2	17,392	41.6
		Total	116	100.0	9,078	100.0	41,768	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	1	0.9	88	1.0	518	1.2
		Disagree	4	3.7	199	2.2	1,095	2.6
		Neutral	14	11.8	719	8.0	3,627	8.7
		Agree	59	51.2	3,731	41.3	16,999	40.9
		Strongly agree	37	32.3	4,306	47.6	19,348	46.5
		Total	116	100.0	9,044	100.0	41,586	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 Sex: Male 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	2	1.9	156	1.7	728	1.7
		Disagree	7	5.6	318	3.5	1,575	3.8
		Neutral	17	14.5	764	8.4	3,821	9.1
		Agree	48	41.1	3,585	39.5	16,537	39.6
		Strongly agree	43	36.8	4,250	46.8	19,102	45.7
		Total	116	100.0	9,073	100.0	41,763	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 Sex: Female 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	3.8	228	2.0	1,024	2.0
		Disagree	10	7.9	964	8.5	4,108	8.1
		Neutral	42	31.9	2,167	19.2	9,795	19.4
		Agree	60	45.7	4,785	42.4	20,881	41.3
		Strongly agree	14	10.7	3,143	27.8	14,741	29.2
		Total	131	100.0	11,287	100.0	50,549	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	92	0.8	331	0.7
		Disagree	3	2.1	267	2.4	1,167	2.3
		Neutral	9	6.6	974	8.6	4,407	8.7
		Agree	72	54.8	5,250	46.4	22,947	45.3
		Strongly agree	48	36.5	4,737	41.8	21,768	43.0
		Total	131	100.0	11,320	100.0	50,621	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	0	N/A	38	0.3	202	0.4
		Disagree	3	2.1	186	1.6	835	1.7
		Neutral	4	3.0	708	6.3	3,176	6.3
		Agree	64	50.2	4,835	42.8	21,290	42.1
		Strongly agree	57	44.7	5,541	49.0	25,029	49.5
		Total	128	100.0	11,308	100.0	50,532	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	2	1.7	53	0.5	253	0.5
		Disagree	5	3.8	205	1.8	999	2.0
		Neutral	19	14.5	786	6.9	3,865	7.6
		Agree	58	44.4	4,915	43.4	21,629	42.7
		Strongly agree	47	35.7	5,354	47.3	23,904	47.2
		Total	131	100.0	11,313	100.0	50,650	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	5	3.8	318	2.8	1,481	2.9
		Disagree	9	6.7	632	5.6	2,934	5.8
		Neutral	16	12.0	1,046	9.2	4,877	9.6
		Agree	60	45.6	4,476	39.5	19,560	38.6
		Strongly agree	42	32.0	4,847	42.8	21,808	43.0
		Total	131	100.0	11,319	100.0	50,660	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	5	3.8	169	1.5	912	1.8
		Disagree	10	7.9	385	3.4	2,105	4.2
		Neutral	16	12.5	867	7.7	4,058	8.1
		Agree	58	44.2	4,675	41.5	19,937	39.6
		Strongly agree	41	31.7	5,166	45.9	23,342	46.4
		Total	131	100.0	11,262	100.0	50,354	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 Sex: Female 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	2	1.7	173	1.5	885	1.7
		Disagree	4	3.3	453	4.0	2,201	4.3
		Neutral	9	7.0	800	7.1	3,737	7.4
		Agree	73	56.0	4,468	39.5	19,703	38.9
		Strongly agree	42	32.0	5,427	47.9	24,134	47.6
		Total	131	100.0	11,321	100.0	50,660	100.0

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