

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

**2015 Benchmark Scores Report - Main Survey**

Comparison Group: Hispanic Student Success in the 2015 Cohort\*

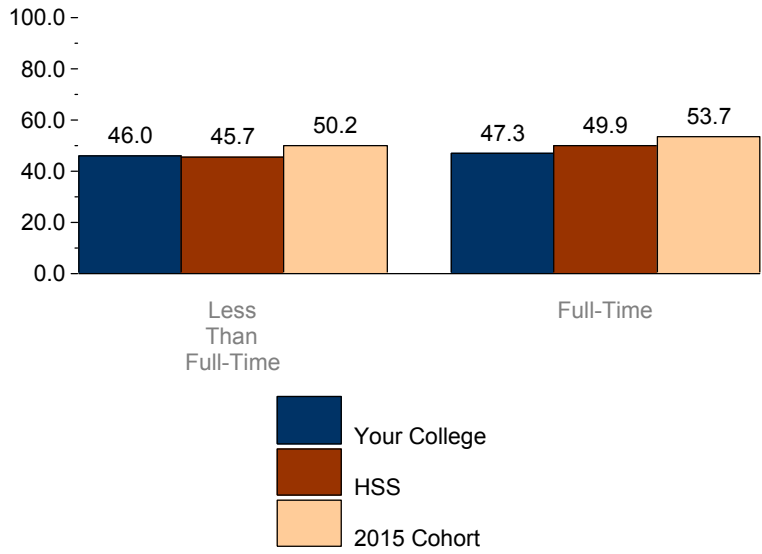
Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Benchmark	Breakout Group	Your College	HSS		2015 Cohort	
		Score	Score	Difference	Score	Difference
Early Connections	Less than full-time	46.0	45.7	0.3	50.2	-4.2
	Full-time	47.3	49.9	-2.6	53.7	-6.4
High Expectations and Aspirations	Less than full-time	47.9	50.7	-2.8	49.7	-1.8
	Full-time	47.6	51.5	-3.8	49.9	-2.3
Clear Academic Plan and Pathway	Less than full-time	49.7	48.6	1.1	50.7	-1.0
	Full-time	49.8	51.4	-1.6	52.4	-2.6
Effective Track to College Readiness	Less than full-time	47.9	51.6	-3.7	50.3	-2.4
	Full-time	57.4	51.7	5.7	51.1	6.2
Engaged Learning	Less than full-time	38.9	47.2	-8.3	47.6	-8.7
	Full-time	47.1	53.6	-6.5	54.1	-7.0
Academic and Social Support Network	Less than full-time	40.8	46.4	-5.6	48.3	-7.5
	Full-time	47.9	50.8	-2.9	52.8	-4.9

\* 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: Hispanic Student Success in the 2015 Cohort\*  
 Entering Students Only - Breakout by Enrollment Status  
 [Unweighted]  
 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Early Connections (EARLYCON)

			Your College	HSS		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	Less than full-time	3.66	3.98		3.98	
		Full-time	3.75	4.02	-0.32**	4.06	-0.38**
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Less than full-time	3.46	3.27		3.39	
		Full-time	3.34	3.44		3.54	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Less than full-time	3.30	2.88		2.99	
		Full-time	3.24	3.05		3.11	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Less than full-time	3.31	3.15		3.19	
		Full-time	3.17	3.26		3.36	
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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	3	4.5	33	0.8	232	0.9
		Disagree	6	9.0	97	2.2	566	2.2
		Neutral	15	22.4	1,057	24.4	6,171	23.7
		Agree	30	44.8	1,880	43.4	11,592	44.5
		Strongly agree	13	19.4	1,265	29.2	7,505	28.8
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,332</b>	<b>100.0</b>	<b>26,066</b>	<b>100.0</b>
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	4	6.0	381	8.8	1,902	7.3
		Disagree	13	19.4	777	18.0	3,927	15.1
		Neutral	14	20.9	1,157	26.8	6,963	26.8
		Agree	20	29.9	1,316	30.5	8,432	32.4
		Strongly agree	16	23.9	689	15.9	4,786	18.4
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,320</b>	<b>100.0</b>	<b>26,010</b>	<b>100.0</b>
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	5	7.5	550	12.7	3,000	11.6
		Disagree	15	22.4	1,314	30.4	6,862	26.4
		Neutral	15	22.4	1,056	24.5	6,943	26.7
		Agree	19	28.4	891	20.6	5,671	21.8
		Strongly agree	13	19.4	505	11.7	3,489	13.4
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,316</b>	<b>100.0</b>	<b>25,965</b>	<b>100.0</b>
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	7	10.4	613	14.2	3,527	13.6
		Disagree	12	17.9	978	22.7	5,561	21.4
		Neutral	13	19.4	799	18.5	4,962	19.1
		Agree	23	34.3	990	22.9	6,273	24.1
		Strongly agree	12	17.9	934	21.7	5,656	21.8
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,314</b>	<b>100.0</b>	<b>25,979</b>	<b>100.0</b>
<b>Item 23</b>								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	10	15.4	1,088	26.0	7,001	27.8
		No	55	84.6	3,094	74.0	18,203	72.2
		<b>Total</b>	<b>65</b>	<b>100.0</b>	<b>4,182</b>	<b>100.0</b>	<b>25,204</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

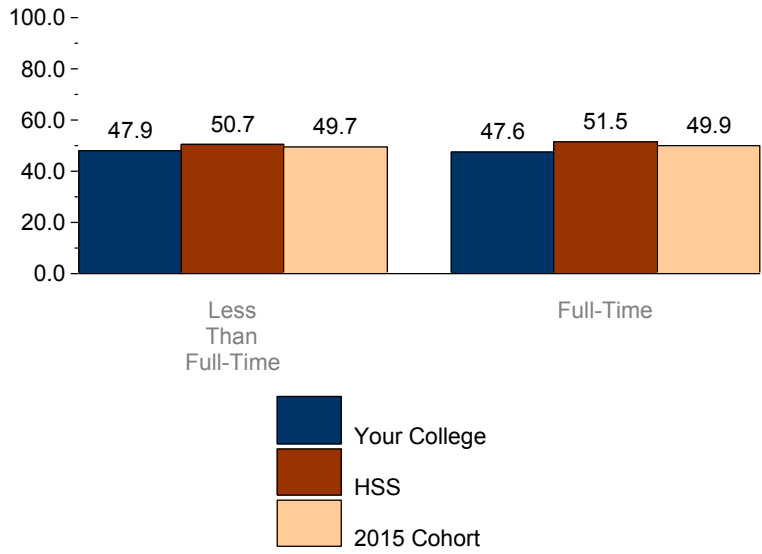
[Unweighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	0	N/A	55	0.6	461	0.6
		Disagree	4	1.9	161	1.8	1,266	1.6
		Neutral	77	37.4	2,143	23.5	15,867	20.7
		Agree	91	44.2	3,987	43.7	35,132	45.8
		Strongly agree	34	16.5	2,778	30.4	24,031	31.3
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,124</b>	<b>100.0</b>	<b>76,757</b>	<b>100.0</b>
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	17	8.3	596	6.5	4,203	5.5
		Disagree	27	13.1	1,326	14.5	9,825	12.8
		Neutral	58	28.2	2,461	27.0	19,446	25.4
		Agree	77	37.4	2,906	31.9	26,830	35.0
		Strongly agree	27	13.1	1,833	20.1	16,355	21.3
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,122</b>	<b>100.0</b>	<b>76,659</b>	<b>100.0</b>
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	17	8.3	1,020	11.2	7,544	9.9
		Disagree	42	20.5	2,355	25.9	18,983	24.8
		Neutral	48	23.4	2,309	25.4	19,807	25.9
		Agree	70	34.1	1,980	21.8	18,003	23.6
		Strongly agree	28	13.7	1,422	15.7	12,103	15.8
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,086</b>	<b>100.0</b>	<b>76,440</b>	<b>100.0</b>
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	25	12.1	1,175	12.9	8,808	11.5
		Disagree	42	20.4	1,911	21.0	15,067	19.7
		Neutral	47	22.8	1,609	17.7	12,517	16.4
		Agree	58	28.2	2,225	24.4	19,834	25.9
		Strongly agree	34	16.5	2,184	24.0	20,319	26.5
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,104</b>	<b>100.0</b>	<b>76,545</b>	<b>100.0</b>
<b>Item 23</b>								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	55	27.5	2,742	31.0	25,125	33.7
		No	145	72.5	6,115	69.0	49,391	66.3
		<b>Total</b>	<b>200</b>	<b>100.0</b>	<b>8,857</b>	<b>100.0</b>	<b>74,516</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*  
 Entering Students Only - Breakout by Enrollment Status  
 [Unweighted]  
 High Expectations and Aspirations (HIEXPECT)



\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

			Your College	HSS		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
<b>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.</b>							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Less than full-time	4.00	4.30	-0.43**	4.28	-0.40**
		Full-time	4.05	4.30	-0.35**	4.29	-0.34**
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Less than full-time	4.29	4.38		4.37	
		Full-time	4.39	4.46		4.43	
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Less than full-time	4.33	4.26		4.24	
		Full-time	4.28	4.35		4.33	
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Less than full-time	1.33	1.45		1.45	
		Full-time	1.38	1.42		1.44	
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Less than full-time	1.48	1.40		1.38	
		Full-time	1.50	1.38		1.39	
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Less than full-time	1.57	1.58		1.57	
		Full-time	1.68	1.59		1.65	
19s. Skip class [HIEEXPECT]	SKIPCL	Less than full-time	1.35	1.29		1.32	
		Full-time	1.29	1.29		1.35	

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	1	1.5	6	0.1	51	0.2
		Disagree	0	N/A	16	0.4	165	0.6
		Neutral	16	23.9	492	11.4	2,983	11.5
		Agree	31	46.3	1,978	45.9	11,891	45.9
		Strongly agree	19	28.4	1,818	42.2	10,817	41.8
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,310</b>	<b>100.0</b>	<b>25,907</b>	<b>100.0</b>
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	0	N/A	26	0.6	138	0.5
		Disagree	1	1.5	58	1.3	361	1.4
		Neutral	8	12.1	453	10.5	2,658	10.2
		Agree	28	42.4	1,470	34.2	9,463	36.5
		Strongly agree	29	43.9	2,297	53.4	13,312	51.3
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,304</b>	<b>100.0</b>	<b>25,932</b>	<b>100.0</b>
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	0	N/A	27	0.6	153	0.6
		Disagree	1	1.5	59	1.4	433	1.7
		Neutral	5	7.6	643	14.9	3,723	14.3
		Agree	31	47.0	1,645	38.1	10,353	39.8
		Strongly agree	29	43.9	1,943	45.0	11,351	43.6
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,317</b>	<b>100.0</b>	<b>26,013</b>	<b>100.0</b>
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>								
19c. Turn in an assignment late [HIEXPECT]	LATETURN	Never	46	69.7	2,791	64.6	17,158	65.7
		Once	18	27.3	1,133	26.2	6,535	25.0
		Two or three times	2	3.0	360	8.3	2,102	8.1
		Four or more times	0	N/A	35	0.8	306	1.2
				<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,319</b>	<b>100.0</b>
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	43	65.2	2,963	70.0	18,456	71.9
		Once	15	22.7	922	21.8	5,081	19.8
		Two or three times	7	10.6	282	6.7	1,673	6.5
		Four or more times	1	1.5	67	1.6	460	1.8
				<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,234</b>	<b>100.0</b>
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	38	56.7	2,498	57.9	15,340	58.7
		Once	22	32.8	1,269	29.4	7,352	28.1
		Two or three times	5	7.5	430	10.0	2,737	10.5
		Four or more times	2	3.0	119	2.8	697	2.7
				<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,316</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		HSS		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?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	51	77.3	3,380	78.0	19,987	76.3
		Once	9	13.6	689	15.9	4,305	16.4
		Two or three times	4	6.1	218	5.0	1,564	6.0
		Four or more times	2	3.0	47	1.1	323	1.2
		Total	66	100.0	4,334	100.0	26,179	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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	0	N/A	13	0.1	142	0.2
		Disagree	1	0.5	55	0.6	489	0.6
		Neutral	47	22.9	993	10.9	8,380	11.0
		Agree	97	47.3	4,184	46.0	35,305	46.2
		Strongly agree	60	29.3	3,844	42.3	32,074	42.0
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,089</b>	<b>100.0</b>	<b>76,390</b>	<b>100.0</b>
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	0	N/A	43	0.5	329	0.4
		Disagree	2	1.0	93	1.0	842	1.1
		Neutral	18	8.8	719	7.9	6,364	8.3
		Agree	83	40.5	3,012	33.1	26,684	34.9
		Strongly agree	102	49.8	5,221	57.4	42,274	55.3
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,088</b>	<b>100.0</b>	<b>76,493</b>	<b>100.0</b>
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	0	N/A	41	0.4	364	0.5
		Disagree	4	1.9	120	1.3	1,000	1.3
		Neutral	23	11.2	1,042	11.4	8,587	11.2
		Agree	90	43.7	3,362	36.9	29,452	38.4
		Strongly agree	89	43.2	4,553	49.9	37,246	48.6
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,118</b>	<b>100.0</b>	<b>76,649</b>	<b>100.0</b>
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>								
19c. Turn in an assignment late [HIEXPECT]	LATETURN	Never	148	72.5	6,144	67.4	50,487	65.6
		Once	38	18.6	2,215	24.3	19,765	25.7
		Two or three times	14	6.9	669	7.3	5,891	7.7
		Four or more times	4	2.0	92	1.0	779	1.0
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,120</b>	<b>100.0</b>	<b>76,922</b>	<b>100.0</b>
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	127	63.2	6,435	71.7	53,740	70.8
		Once	53	26.4	1,821	20.3	15,811	20.8
		Two or three times	16	8.0	577	6.4	5,089	6.7
		Four or more times	5	2.5	139	1.5	1,225	1.6
		<b>Total</b>	<b>201</b>	<b>100.0</b>	<b>8,972</b>	<b>100.0</b>	<b>75,865</b>	<b>100.0</b>
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	100	49.0	5,248	57.6	41,675	54.1
		Once	73	35.8	2,628	28.8	23,099	30.0
		Two or three times	27	13.2	997	10.9	9,863	12.8
		Four or more times	4	2.0	243	2.7	2,342	3.0
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,116</b>	<b>100.0</b>	<b>76,979</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

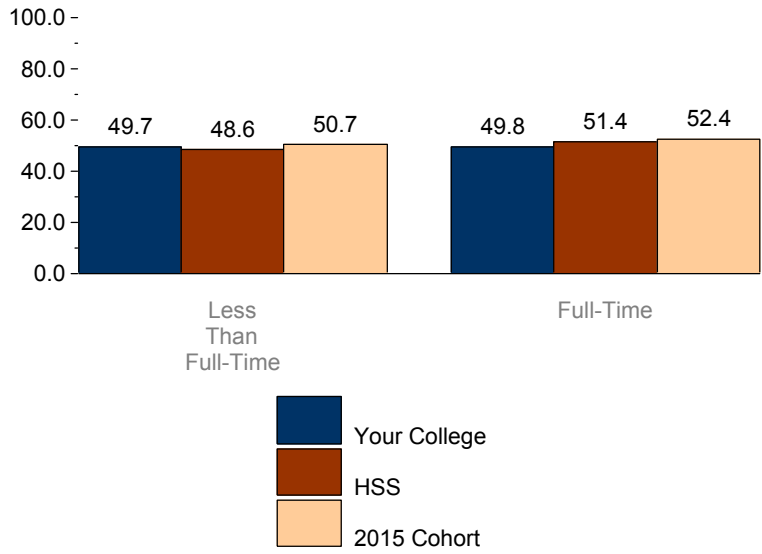
[Unweighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		HSS		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?								
19s. Skip class [HIEXPECT]	SKIPCL	Never	156	76.1	7,137	78.0	57,604	74.7
		Once	41	20.0	1,432	15.7	13,371	17.3
		Two or three times	5	2.4	470	5.1	5,143	6.7
		Four or more times	3	1.5	107	1.2	993	1.3
		Total	205	100.0	9,146	100.0	77,111	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: Hispanic Student Success in the 2015 Cohort\*  
 Entering Students Only - Breakout by Enrollment Status  
 [Unweighted]  
 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

			Your College	HSS		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	Less than full-time	3.65	3.73		3.75	
		Full-time	3.65	3.77		3.84	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Less than full-time	3.66	3.66		3.67	
		Full-time	3.69	3.71		3.73	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Less than full-time	3.46	3.29		3.30	
		Full-time	3.56	3.34		3.34	
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Less than full-time	4.00	3.81		3.86	
		Full-time	3.95	3.90		3.96	
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	Less than full-time	2.79	2.85		2.88	
		Full-time	2.71	2.88		2.92	

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		HSS		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	3.0	115	2.7	712	2.8
		Disagree	4	6.1	382	8.9	2,005	7.8
		Neutral	22	33.3	1,047	24.4	6,663	25.8
		Agree	25	37.9	1,726	40.3	10,074	39.0
		Strongly agree	13	19.7	1,013	23.7	6,364	24.6
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,283</b>	<b>100.0</b>	<b>25,818</b>	<b>100.0</b>
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	3	4.5	218	5.0	1,324	5.1
		Disagree	6	9.0	566	13.1	3,286	12.6
		Neutral	17	25.4	860	19.9	5,099	19.6
		Agree	26	38.8	1,498	34.7	9,176	35.3
		Strongly agree	15	22.4	1,180	27.3	7,116	27.4
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,322</b>	<b>100.0</b>	<b>26,001</b>	<b>100.0</b>
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	3	4.5	289	6.7	1,746	6.7
		Disagree	13	19.4	867	20.1	5,028	19.4
		Neutral	16	23.9	1,237	28.6	7,658	29.5
		Agree	20	29.9	1,144	26.5	6,864	26.4
		Strongly agree	15	22.4	783	18.1	4,672	18.0
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,320</b>	<b>100.0</b>	<b>25,968</b>	<b>100.0</b>
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	1	1.5	198	4.6	1,051	4.0
		Disagree	4	6.0	424	9.8	2,256	8.7
		Neutral	11	16.4	669	15.5	3,986	15.3
		Agree	29	43.3	1,731	40.1	10,702	41.1
		Strongly agree	22	32.8	1,299	30.1	8,014	30.8
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,321</b>	<b>100.0</b>	<b>26,009</b>	<b>100.0</b>
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	8	11.9	550	12.7	3,288	12.6
		Disagree	19	28.4	1,398	32.3	7,926	30.5
		Neutral	23	34.3	1,036	23.9	6,601	25.4
		Agree	13	19.4	820	19.0	5,065	19.5
		Strongly agree	4	6.0	523	12.1	3,134	12.0
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,327</b>	<b>100.0</b>	<b>26,014</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

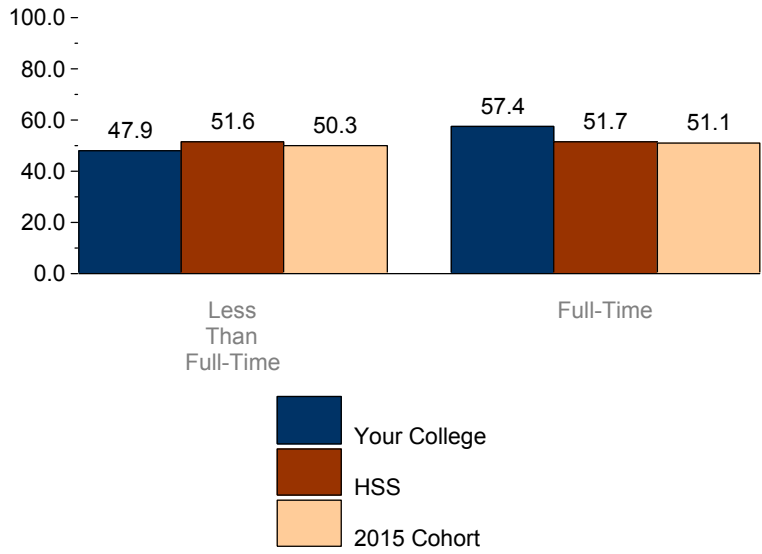
[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		HSS		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	2.5	256	2.8	1,635	2.1
		Disagree	18	8.8	700	7.7	5,000	6.6
		Neutral	59	28.9	2,318	25.6	18,396	24.2
		Agree	83	40.7	3,397	37.5	30,385	39.9
		Strongly agree	39	19.1	2,387	26.4	20,737	27.2
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,058</b>	<b>100.0</b>	<b>76,153</b>	<b>100.0</b>
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	8	3.9	492	5.4	3,726	4.9
		Disagree	28	13.6	1,174	12.9	9,332	12.2
		Neutral	34	16.5	1,615	17.7	13,734	17.9
		Agree	86	41.7	3,089	33.9	26,636	34.8
		Strongly agree	50	24.3	2,752	30.2	23,211	30.3
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,122</b>	<b>100.0</b>	<b>76,639</b>	<b>100.0</b>
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	8	3.9	610	6.7	4,713	6.2
		Disagree	33	16.0	1,733	19.1	14,585	19.1
		Neutral	44	21.4	2,542	27.9	21,860	28.6
		Agree	77	37.4	2,341	25.7	20,573	26.9
		Strongly agree	44	21.4	1,870	20.6	14,784	19.3
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,096</b>	<b>100.0</b>	<b>76,515</b>	<b>100.0</b>
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	8	3.9	364	4.0	2,742	3.6
		Disagree	14	6.8	802	8.8	5,782	7.5
		Neutral	22	10.7	1,290	14.1	9,950	13.0
		Agree	99	48.1	3,602	39.5	31,472	41.1
		Strongly agree	63	30.6	3,060	33.6	26,659	34.8
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,118</b>	<b>100.0</b>	<b>76,605</b>	<b>100.0</b>
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	28	13.7	1,099	12.1	9,067	11.8
		Disagree	69	33.7	2,870	31.5	22,997	30.0
		Neutral	60	29.3	2,315	25.4	19,603	25.6
		Agree	30	14.6	1,694	18.6	15,162	19.8
		Strongly agree	18	8.8	1,141	12.5	9,772	12.8
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,119</b>	<b>100.0</b>	<b>76,601</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*  
 Entering Students Only - Breakout by Enrollment Status  
 [Unweighted]  
 Effective Track to College Readiness (COLLREAD)



\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Effective Track to College Readiness (COLLREAD)

			Your College	HSS		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	Less than full-time	3.92	4.02		3.98	
		Full-time	3.97	4.04		4.01	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Less than full-time	3.65	3.97		3.93	
		Full-time	3.91	4.00		3.97	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDKILLS	Less than full-time	3.36	3.68		3.64	
		Full-time	3.57	3.68		3.64	
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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
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	57	85.1	3,606	83.7	21,698	83.9
		No	10	14.9	700	16.3	4,167	16.1
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,306</b>	<b>100.0</b>	<b>25,865</b>	<b>100.0</b>
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	50	82.0	3,623	86.9	21,928	87.3
		No	11	18.0	545	13.1	3,183	12.7
		<b>Total</b>	<b>61</b>	<b>100.0</b>	<b>4,168</b>	<b>100.0</b>	<b>25,111</b>	<b>100.0</b>
<b>Item 14</b>								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	49	76.6	3,108	72.5	17,970	69.7
		No	15	23.4	1,176	27.5	7,822	30.3
		<b>Total</b>	<b>64</b>	<b>100.0</b>	<b>4,284</b>	<b>100.0</b>	<b>25,792</b>	<b>100.0</b>
<b>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:</b>								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	1	1.5	59	1.4	431	1.7
		Disagree	3	4.5	141	3.3	1,011	3.9
		Neutral	14	21.2	879	20.4	5,401	20.8
		Agree	30	45.5	1,790	41.6	10,882	41.8
		Strongly agree	18	27.3	1,439	33.4	8,299	31.9
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,308</b>	<b>100.0</b>	<b>26,024</b>	<b>100.0</b>
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	3	4.5	48	1.1	356	1.4
		Disagree	4	6.1	155	3.6	996	3.8
		Neutral	18	27.3	955	22.2	5,988	23.0
		Agree	29	43.9	1,868	43.5	11,418	43.9
		Strongly agree	12	18.2	1,273	29.6	7,235	27.8
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,299</b>	<b>100.0</b>	<b>25,993</b>	<b>100.0</b>
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	5	7.6	105	2.4	737	2.8
		Disagree	7	10.6	389	9.0	2,495	9.6
		Neutral	23	34.8	1,336	31.0	8,272	31.8
		Agree	21	31.8	1,437	33.4	8,441	32.5
		Strongly agree	10	15.2	1,037	24.1	6,062	23.3
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,304</b>	<b>100.0</b>	<b>26,007</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

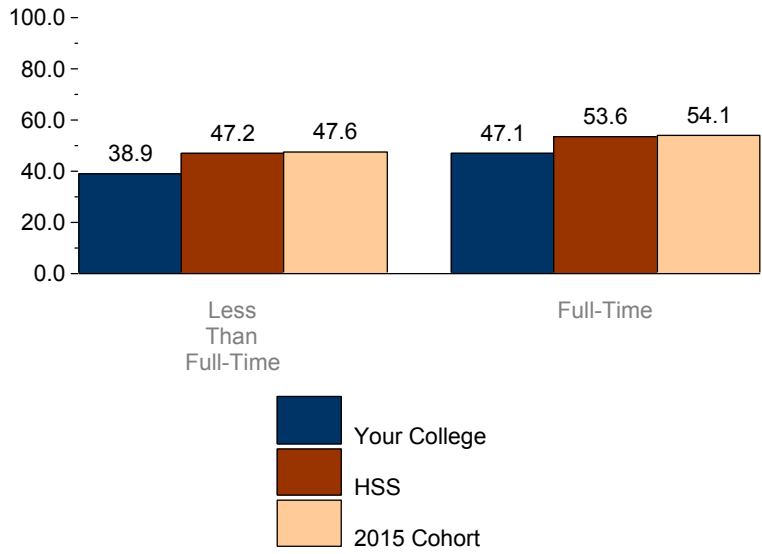
[Unweighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
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	194	96.5	7,521	82.9	62,972	82.6
		No	7	3.5	1,551	17.1	13,277	17.4
		<b>Total</b>	<b>201</b>	<b>100.0</b>	<b>9,072</b>	<b>100.0</b>	<b>76,249</b>	<b>100.0</b>
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	184	92.9	7,713	87.1	65,598	87.8
		No	14	7.1	1,139	12.9	9,103	12.2
		<b>Total</b>	<b>198</b>	<b>100.0</b>	<b>8,852</b>	<b>100.0</b>	<b>74,701</b>	<b>100.0</b>
<b>Item 14</b>								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	174	85.3	6,210	68.7	50,406	66.3
		No	30	14.7	2,828	31.3	25,608	33.7
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,038</b>	<b>100.0</b>	<b>76,014</b>	<b>100.0</b>
<b>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:</b>								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	1	0.5	126	1.4	1,156	1.5
		Disagree	6	2.9	334	3.7	3,162	4.1
		Neutral	54	26.5	1,729	19.0	14,882	19.4
		Agree	80	39.2	3,759	41.3	32,485	42.3
		Strongly agree	63	30.9	3,161	34.7	25,094	32.7
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,109</b>	<b>100.0</b>	<b>76,779</b>	<b>100.0</b>
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	0	N/A	94	1.0	878	1.1
		Disagree	8	3.9	331	3.6	2,950	3.8
		Neutral	55	27.0	1,892	20.8	16,382	21.4
		Agree	89	43.6	3,952	43.4	34,131	44.5
		Strongly agree	52	25.5	2,828	31.1	22,366	29.2
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,097</b>	<b>100.0</b>	<b>76,707</b>	<b>100.0</b>
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	2	1.0	250	2.7	2,138	2.8
		Disagree	21	10.3	832	9.1	7,772	10.1
		Neutral	78	38.4	2,798	30.7	23,892	31.2
		Agree	64	31.5	2,969	32.6	24,704	32.2
		Strongly agree	38	18.7	2,255	24.8	18,179	23.7
		<b>Total</b>	<b>203</b>	<b>100.0</b>	<b>9,104</b>	<b>100.0</b>	<b>76,685</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*  
 Entering Students Only - Breakout by Enrollment Status  
 [Unweighted]  
 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College	HSS		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>							
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	Less than full-time	2.60	2.74		2.79	
		Full-time	2.60	2.80	-0.24**	2.86	-0.31**
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Less than full-time	2.18	2.11		2.12	
		Full-time	2.11	2.18		2.15	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Less than full-time	1.49	1.52		1.52	
		Full-time	1.58	1.59		1.54	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Less than full-time	2.42	2.44		2.43	
		Full-time	2.73	2.56		2.57	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Less than full-time	1.37	1.59		1.51	
		Full-time	1.67	1.72		1.69	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Less than full-time	1.18	1.31		1.27	
		Full-time	1.35	1.36		1.32	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Less than full-time	1.20	1.28		1.26	
		Full-time	1.40	1.36		1.35	
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Less than full-time	2.05	2.16		2.03	
		Full-time	2.31	2.37		2.30	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Less than full-time	1.79	2.11		2.16	
		Full-time	1.94	2.30	-0.34**	2.37	-0.41**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Less than full-time	1.85	2.00		2.04	
		Full-time	1.91	2.06		2.11	
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Less than full-time	2.14	2.30		2.31	
		Full-time	2.17	2.36		2.39	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Less than full-time	2.17	2.23		2.30	
		Full-time	2.26	2.36		2.43	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Less than full-time	1.32	1.54		1.54	
		Full-time	1.45	1.59		1.62	

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College	HSS		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	Less than full-time	1.28	1.31		1.28	
		Full-time	1.39	1.38		1.31	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Less than full-time	1.34	1.70		1.67	
		Full-time	1.44	1.77	-0.30**	1.74	-0.27**
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Less than full-time	1.39	2.02	-0.57**	1.98	-0.52**
		Full-time	1.90	2.16		2.19	-0.24**

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	9	13.4	417	9.6	2,332	8.9
		Once	18	26.9	1,134	26.2	6,325	24.1
		Two or three times	31	46.3	1,954	45.2	12,038	45.9
		Four or more times	9	13.4	822	19.0	5,535	21.1
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,327</b>	<b>100.0</b>	<b>26,230</b>	<b>100.0</b>
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	16	23.9	1,248	29.0	7,800	30.0
		Once	26	38.8	1,591	37.0	9,135	35.1
		Two or three times	22	32.8	1,182	27.5	7,357	28.3
		Four or more times	3	4.5	276	6.4	1,733	6.7
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,297</b>	<b>100.0</b>	<b>26,025</b>	<b>100.0</b>
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	48	71.6	2,910	67.2	17,816	68.0
		Once	7	10.4	790	18.2	4,318	16.5
		Two or three times	10	14.9	437	10.1	2,874	11.0
		Four or more times	2	3.0	196	4.5	1,197	4.6
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,333</b>	<b>100.0</b>	<b>26,205</b>	<b>100.0</b>
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	14	21.2	920	21.2	5,878	22.4
		Once	20	30.3	1,189	27.4	6,914	26.4
		Two or three times	22	33.3	1,631	37.7	9,735	37.1
		Four or more times	10	15.2	592	13.7	3,679	14.0
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,332</b>	<b>100.0</b>	<b>26,206</b>	<b>100.0</b>
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	50	76.9	2,650	61.4	17,644	67.6
		Once	9	13.8	946	21.9	4,630	17.7
		Two or three times	3	4.6	544	12.6	2,822	10.8
		Four or more times	3	4.6	177	4.1	994	3.8
		<b>Total</b>	<b>65</b>	<b>100.0</b>	<b>4,317</b>	<b>100.0</b>	<b>26,090</b>	<b>100.0</b>
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	57	86.4	3,467	79.9	21,691	82.8
		Once	7	10.6	520	12.0	2,545	9.7
		Two or three times	1	1.5	247	5.7	1,429	5.5
		Four or more times	1	1.5	104	2.4	532	2.0
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,338</b>	<b>100.0</b>	<b>26,197</b>	<b>100.0</b>
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	58	87.9	3,555	82.3	21,760	83.4
		Once	5	7.6	422	9.8	2,490	9.5
		Two or three times	1	1.5	233	5.4	1,326	5.1
		Four or more times	2	3.0	110	2.5	525	2.0
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,320</b>	<b>100.0</b>	<b>26,101</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>								
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	31	47.0	1,659	38.3	11,736	44.8
		Once	13	19.7	990	22.8	5,685	21.7
		Two or three times	10	15.2	1,004	23.1	5,137	19.6
		Four or more times	12	18.2	684	15.8	3,663	14.0
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,337</b>	<b>100.0</b>	<b>26,221</b>	<b>100.0</b>
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	32	48.5	1,576	36.5	9,079	34.8
		Once	21	31.8	1,215	28.1	7,084	27.1
		Two or three times	8	12.1	1,022	23.6	6,586	25.2
		Four or more times	5	7.6	510	11.8	3,376	12.9
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,323</b>	<b>100.0</b>	<b>26,125</b>	<b>100.0</b>
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	34	51.5	1,553	35.9	8,796	33.6
		Once	15	22.7	1,500	34.7	9,261	35.4
		Two or three times	10	15.2	1,002	23.2	6,370	24.3
		Four or more times	7	10.6	273	6.3	1,747	6.7
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,328</b>	<b>100.0</b>	<b>26,174</b>	<b>100.0</b>
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	23	34.8	1,010	23.3	6,149	23.5
		Once	18	27.3	1,451	33.5	8,581	32.8
		Two or three times	18	27.3	1,426	32.9	8,527	32.6
		Four or more times	7	10.6	445	10.3	2,922	11.2
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,332</b>	<b>100.0</b>	<b>26,179</b>	<b>100.0</b>
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	22	33.3	1,223	28.2	6,885	26.3
		Once	19	28.8	1,332	30.8	7,722	29.5
		Two or three times	17	25.8	1,320	30.5	8,356	31.9
		Four or more times	8	12.1	455	10.5	3,216	12.3
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,330</b>	<b>100.0</b>	<b>26,179</b>	<b>100.0</b>
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	52	78.8	2,890	66.7	17,315	66.2
		Once	9	13.6	769	17.8	4,740	18.1
		Two or three times	3	4.5	464	10.7	2,942	11.2
		Four or more times	2	3.0	209	4.8	1,176	4.5
		<b>Total</b>	<b>66</b>	<b>100.0</b>	<b>4,332</b>	<b>100.0</b>	<b>26,173</b>	<b>100.0</b>
<b>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?</b>								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	53	81.5	3,356	81.0	20,810	83.2
		Once	8	12.3	408	9.8	2,214	8.9
		Two or three times	2	3.1	249	6.0	1,211	4.8
		Four or more times	2	3.1	130	3.1	772	3.1
		<b>Total</b>	<b>65</b>	<b>100.0</b>	<b>4,143</b>	<b>100.0</b>	<b>25,007</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		HSS		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	52	81.3	2,607	63.0	16,517	66.5
		Once	3	4.7	603	14.6	3,000	12.1
		Two or three times	8	12.5	472	11.4	2,435	9.8
		Four or more times	1	1.6	455	11.0	2,894	11.6
		Total	64	100.0	4,137	100.0	24,846	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	45	72.6	1,950	46.8	12,526	49.8
		Once	12	19.4	811	19.5	4,505	17.9
		Two or three times	3	4.8	766	18.4	4,096	16.3
		Four or more times	2	3.2	641	15.4	4,009	15.9
		Total	62	100.0	4,168	100.0	25,136	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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	29	14.3	734	8.0	5,737	7.4
		Once	63	31.0	2,244	24.6	17,309	22.4
		Two or three times	72	35.5	4,291	46.9	36,296	47.0
		Four or more times	39	19.2	1,871	20.5	17,918	23.2
		<b>Total</b>	<b>203</b>	<b>100.0</b>	<b>9,140</b>	<b>100.0</b>	<b>77,260</b>	<b>100.0</b>
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	53	26.2	2,386	26.2	21,119	27.5
		Once	88	43.6	3,328	36.6	28,088	36.6
		Two or three times	47	23.3	2,786	30.6	22,382	29.2
		Four or more times	14	6.9	601	6.6	5,172	6.7
		<b>Total</b>	<b>202</b>	<b>100.0</b>	<b>9,101</b>	<b>100.0</b>	<b>76,761</b>	<b>100.0</b>
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	138	68.0	5,884	64.3	51,543	66.8
		Once	29	14.3	1,631	17.8	13,044	16.9
		Two or three times	20	9.9	1,113	12.2	8,879	11.5
		Four or more times	16	7.9	523	5.7	3,728	4.8
		<b>Total</b>	<b>203</b>	<b>100.0</b>	<b>9,151</b>	<b>100.0</b>	<b>77,194</b>	<b>100.0</b>
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	25	12.1	1,490	16.3	13,123	17.0
		Once	55	26.7	2,467	27.0	19,740	25.6
		Two or three times	76	36.9	3,745	40.9	31,713	41.1
		Four or more times	50	24.3	1,447	15.8	12,592	16.3
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,149</b>	<b>100.0</b>	<b>77,168</b>	<b>100.0</b>
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	119	58.0	5,043	55.4	44,600	58.1
		Once	44	21.5	2,078	22.8	15,965	20.8
		Two or three times	33	16.1	1,458	16.0	11,712	15.3
		Four or more times	9	4.4	529	5.8	4,479	5.8
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,108</b>	<b>100.0</b>	<b>76,756</b>	<b>100.0</b>
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	163	79.1	7,093	77.6	61,844	80.2
		Once	22	10.7	1,102	12.1	7,999	10.4
		Two or three times	13	6.3	627	6.9	4,961	6.4
		Four or more times	8	3.9	319	3.5	2,353	3.0
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,141</b>	<b>100.0</b>	<b>77,157</b>	<b>100.0</b>
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	161	78.5	7,060	77.5	60,199	78.3
		Once	16	7.8	1,106	12.1	8,868	11.5
		Two or three times	19	9.3	643	7.1	5,361	7.0
		Four or more times	9	4.4	296	3.3	2,440	3.2
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,105</b>	<b>100.0</b>	<b>76,868</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?</b>								
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	70	34.0	2,697	29.4	25,963	33.6
		Once	43	20.9	2,219	24.2	17,407	22.5
		Two or three times	52	25.2	2,385	26.0	18,752	24.3
		Four or more times	41	19.9	1,857	20.3	15,091	19.5
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,158</b>	<b>100.0</b>	<b>77,213</b>	<b>100.0</b>
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	88	42.9	2,662	29.2	20,737	27.0
		Once	64	31.2	2,484	27.3	20,225	26.3
		Two or three times	31	15.1	2,547	28.0	22,663	29.5
		Four or more times	22	10.7	1,411	15.5	13,232	17.2
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,104</b>	<b>100.0</b>	<b>76,857</b>	<b>100.0</b>
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	89	43.4	3,088	33.7	24,115	31.3
		Once	55	26.8	3,123	34.1	26,522	34.4
		Two or three times	51	24.9	2,239	24.5	20,380	26.4
		Four or more times	10	4.9	705	7.7	6,069	7.9
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,155</b>	<b>100.0</b>	<b>77,086</b>	<b>100.0</b>
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	58	28.3	2,057	22.5	16,786	21.8
		Once	72	35.1	2,871	31.4	23,628	30.7
		Two or three times	58	28.3	3,101	33.9	26,752	34.7
		Four or more times	17	8.3	1,107	12.1	9,915	12.9
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,136</b>	<b>100.0</b>	<b>77,081</b>	<b>100.0</b>
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	55	26.8	2,162	23.6	16,435	21.3
		Once	62	30.2	2,673	29.2	22,189	28.8
		Two or three times	67	32.7	3,131	34.2	27,276	35.4
		Four or more times	21	10.2	1,180	12.9	11,172	14.5
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,146</b>	<b>100.0</b>	<b>77,072</b>	<b>100.0</b>
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	146	71.2	5,801	63.5	47,447	61.6
		Once	34	16.6	1,768	19.3	15,615	20.3
		Two or three times	17	8.3	1,094	12.0	9,870	12.8
		Four or more times	8	3.9	477	5.2	4,115	5.3
		<b>Total</b>	<b>205</b>	<b>100.0</b>	<b>9,140</b>	<b>100.0</b>	<b>77,047</b>	<b>100.0</b>
<b>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?</b>								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	163	81.5	6,859	77.5	60,834	81.6
		Once	13	6.5	1,024	11.6	7,075	9.5
		Two or three times	8	4.0	561	6.3	4,098	5.5
		Four or more times	16	8.0	409	4.6	2,536	3.4
		<b>Total</b>	<b>200</b>	<b>100.0</b>	<b>8,853</b>	<b>100.0</b>	<b>74,543</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

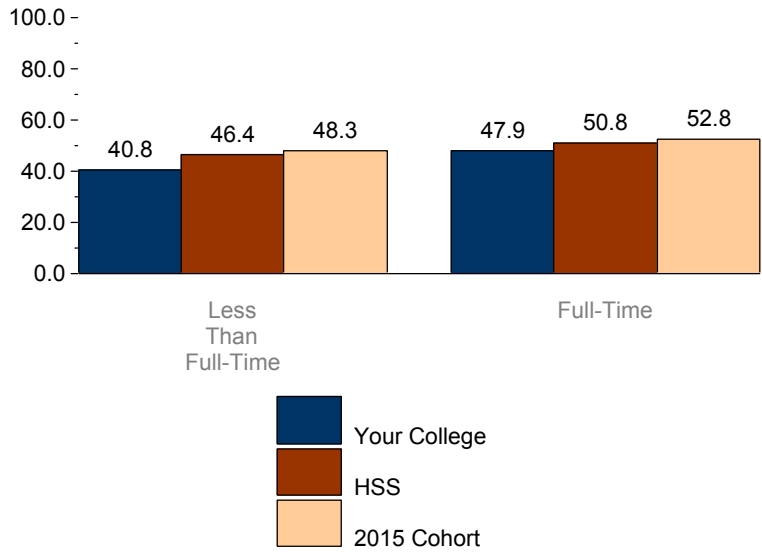
[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		HSS		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	150	75.0	5,341	60.8	46,995	63.4
		Once	26	13.0	1,263	14.4	9,204	12.4
		Two or three times	10	5.0	1,054	12.0	7,889	10.6
		Four or more times	14	7.0	1,125	12.8	10,006	13.5
		Total	200	100.0	8,783	100.0	74,094	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	100	50.5	3,730	42.1	31,739	42.5
		Once	40	20.2	1,700	19.2	13,101	17.6
		Two or three times	36	18.2	1,717	19.4	13,880	18.6
		Four or more times	22	11.1	1,714	19.3	15,926	21.3
		Total	198	100.0	8,861	100.0	74,646	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: Hispanic Student Success in the 2015 Cohort\*  
 Entering Students Only - Breakout by Enrollment Status  
 [Unweighted]  
 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Academic and Social Support (ACSOCSUP)

			Your College	HSS		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	Less than full-time	3.52	3.89		3.87	
		Full-time	3.72	3.89		3.91	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Less than full-time	4.19	4.25		4.25	
		Full-time	4.26	4.30		4.28	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Less than full-time	4.42	4.36		4.35	
		Full-time	4.37	4.40		4.38	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Less than full-time	4.04	4.24		4.27	
		Full-time	4.18	4.28		4.31	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Less than full-time	3.81	4.01		4.03	
		Full-time	4.19	4.19		4.26	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Less than full-time	3.96	4.15		4.20	
		Full-time	4.11	4.23		4.33	-0.26**
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Less than full-time	4.03	4.16		4.18	
		Full-time	4.25	4.27		4.33	

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	3	4.5	84	1.9	510	2.0
		Disagree	6	9.0	288	6.7	1,895	7.3
		Neutral	18	26.9	848	19.7	5,253	20.2
		Agree	33	49.3	1,902	44.1	11,172	43.0
		Strongly agree	7	10.4	1,191	27.6	7,131	27.5
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,313</b>	<b>100.0</b>	<b>25,961</b>	<b>100.0</b>
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	38	0.9	180	0.7
		Disagree	1	1.5	86	2.0	599	2.3
		Neutral	8	11.9	420	9.7	2,457	9.5
		Agree	35	52.2	1,986	45.9	12,096	46.5
		Strongly agree	23	34.3	1,793	41.5	10,659	41.0
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,323</b>	<b>100.0</b>	<b>25,991</b>	<b>100.0</b>
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	0	N/A	33	0.8	126	0.5
		Disagree	1	1.5	67	1.6	448	1.7
		Neutral	3	4.6	293	6.8	1,897	7.3
		Agree	29	44.6	1,857	43.1	11,254	43.4
		Strongly agree	32	49.2	2,056	47.7	12,222	47.1
		<b>Total</b>	<b>65</b>	<b>100.0</b>	<b>4,306</b>	<b>100.0</b>	<b>25,947</b>	<b>100.0</b>
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	1	1.5	37	0.9	193	0.7
		Disagree	4	6.0	137	3.2	642	2.5
		Neutral	8	11.9	425	9.8	2,409	9.3
		Agree	32	47.8	1,893	43.8	11,410	43.9
		Strongly agree	22	32.8	1,827	42.3	11,360	43.7
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,319</b>	<b>100.0</b>	<b>26,014</b>	<b>100.0</b>
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	3	4.5	175	4.1	895	3.4
		Disagree	4	6.0	272	6.3	1,666	6.4
		Neutral	14	20.9	526	12.2	3,178	12.2
		Agree	28	41.8	1,706	39.5	10,220	39.3
		Strongly agree	18	26.9	1,641	38.0	10,055	38.7
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,320</b>	<b>100.0</b>	<b>26,014</b>	<b>100.0</b>
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	2	3.0	115	2.7	494	1.9
		Disagree	4	6.0	222	5.2	1,074	4.2
		Neutral	8	11.9	423	9.9	2,524	9.8
		Agree	34	50.7	1,680	39.2	10,479	40.5
		Strongly agree	19	28.4	1,847	43.1	11,293	43.7
		<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>4,287</b>	<b>100.0</b>	<b>25,864</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		HSS		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.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	2	3.0	110	2.5	586	2.3
		Disagree	3	4.5	218	5.0	1,265	4.9
		Neutral	8	11.9	428	9.9	2,420	9.3
		Agree	32	47.8	1,673	38.7	10,384	39.9
		Strongly agree	22	32.8	1,892	43.8	11,354	43.7
		Total	67	100.0	4,321	100.0	26,009	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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		HSS		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
<b>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.</b>								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	4	1.9	163	1.8	1,281	1.7
		Disagree	17	8.3	665	7.3	5,479	7.2
		Neutral	53	25.7	1,811	19.9	14,473	18.9
		Agree	91	44.2	3,803	41.8	33,124	43.3
		Strongly agree	41	19.9	2,647	29.1	22,087	28.9
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,089</b>	<b>100.0</b>	<b>76,444</b>	<b>100.0</b>
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	48	0.5	418	0.5
		Disagree	5	2.4	206	2.3	1,681	2.2
		Neutral	16	7.8	811	8.9	6,699	8.8
		Agree	105	51.0	3,984	43.8	35,113	45.9
		Strongly agree	80	38.8	4,055	44.5	32,632	42.6
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,104</b>	<b>100.0</b>	<b>76,543</b>	<b>100.0</b>
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	1	0.5	28	0.3	276	0.4
		Disagree	3	1.5	157	1.7	1,235	1.6
		Neutral	9	4.4	601	6.6	5,105	6.7
		Agree	97	47.5	3,679	40.5	32,280	42.3
		Strongly agree	94	46.1	4,614	50.8	37,503	49.1
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,079</b>	<b>100.0</b>	<b>76,399</b>	<b>100.0</b>
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	0	N/A	60	0.7	379	0.5
		Disagree	4	1.9	211	2.3	1,519	2.0
		Neutral	28	13.6	891	9.8	6,431	8.4
		Agree	101	49.0	3,916	43.0	33,648	43.9
		Strongly agree	73	35.4	4,039	44.3	34,626	45.2
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,117</b>	<b>100.0</b>	<b>76,603</b>	<b>100.0</b>
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	3	1.5	177	1.9	1,360	1.8
		Disagree	5	2.4	429	4.7	2,771	3.6
		Neutral	22	10.7	876	9.6	6,445	8.4
		Agree	95	46.1	3,622	39.7	30,386	39.7
		Strongly agree	81	39.3	4,015	44.0	35,658	46.5
		<b>Total</b>	<b>206</b>	<b>100.0</b>	<b>9,119</b>	<b>100.0</b>	<b>76,620</b>	<b>100.0</b>
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	3	1.5	163	1.8	974	1.3
		Disagree	11	5.4	362	4.0	2,117	2.8
		Neutral	24	11.8	825	9.1	5,448	7.1
		Agree	88	43.1	3,540	39.1	30,100	39.5
		Strongly agree	78	38.2	4,160	46.0	37,587	49.3
		<b>Total</b>	<b>204</b>	<b>100.0</b>	<b>9,050</b>	<b>100.0</b>	<b>76,226</b>	<b>100.0</b>

\* 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: Hispanic Student Success in the 2015 Cohort\*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		HSS		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.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	0	N/A	152	1.7	966	1.3
		Disagree	8	3.9	370	4.1	2,439	3.2
		Neutral	17	8.3	731	8.0	5,505	7.2
		Agree	97	47.1	3,497	38.4	29,399	38.4
		Strongly agree	84	40.8	4,360	47.9	38,317	50.0
		Total	206	100.0	9,110	100.0	76,626	100.0

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

## Colleges in the Comparison Group

Comparison Group: Hispanic Student Success in the 2015 Cohort

Institution	State
Austin Community College	TX
Brazosport College	TX
Coastal Bend College	TX
Cochise College	AZ
El Centro College	TX
Essex County College	NJ
GateWay Community College	AZ
Glendale Community College	AZ
Hartnell College	CA
Laredo Community College	TX
Lee College	TX
Lone Star College - CyFair	TX
Lone Star College - Kingwood	TX
Lone Star College - Montgomery	TX
Lone Star College - North Harris	TX
Lone Star College - Tomball	TX
Lone Star College - University Park	TX
Miami Dade College	FL
Mountain View College	TX
New Mexico Junior College	NM
New Mexico State University, Carlsbad	NM
Northwest Vista College	TX
Palo Alto College	TX
Pasadena City College	CA
Triton College	IL
Waubonsee Community College	IL
Wharton County Junior College	TX