

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

2015 Benchmark Scores Report - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

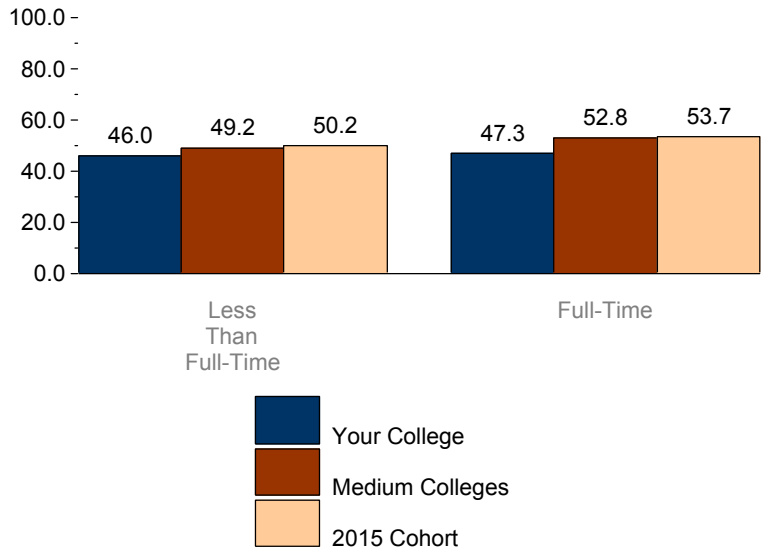
Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Benchmark	Breakout Group	Your College	Medium Colleges		2015 Cohort	
		Score	Score	Difference	Score	Difference
Early Connections	Less than full-time	46.0	49.2	-3.2	50.2	-4.2
	Full-time	47.3	52.8	-5.5	53.7	-6.4
High Expectations and Aspirations	Less than full-time	47.9	49.9	-2.0	49.7	-1.8
	Full-time	47.6	49.9	-2.3	49.9	-2.3
Clear Academic Plan and Pathway	Less than full-time	49.7	49.2	0.6	50.7	-1.0
	Full-time	49.8	51.6	-1.8	52.4	-2.6
Effective Track to College Readiness	Less than full-time	47.9	49.7	-1.8	50.3	-2.4
	Full-time	57.4	50.5	6.8	51.1	6.2
Engaged Learning	Less than full-time	38.9	47.4	-8.6	47.6	-8.7
	Full-time	47.1	53.7	-6.6	54.1	-7.0
Academic and Social Support Network	Less than full-time	40.8	48.3	-7.5	48.3	-7.5
	Full-time	47.9	53.1	-5.2	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: Medium Colleges 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: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

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	Less than full-time	3.66	4.00	-0.41**	3.98	
		Full-time	3.75	4.08	-0.41**	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	3.40		3.39	
		Full-time	3.34	3.55		3.54	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Less than full-time	3.30	3.03		2.99	
		Full-time	3.24	3.12		3.11	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Less than full-time	3.31	3.19		3.19	
		Full-time	3.17	3.39		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: Medium Colleges in the 2015 Cohort*

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

[Unweighted]

Early Connections (EARLYCON)

			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.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	3	4.5	59	1.1	232	0.9
		Disagree	6	9.0	111	2.1	566	2.2
		Neutral	15	22.4	1,174	22.0	6,171	23.7
		Agree	30	44.8	2,434	45.6	11,592	44.5
		Strongly agree	13	19.4	1,555	29.2	7,505	28.8
		Total	67	100.0	5,333	100.0	26,066	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	4	6.0	368	6.9	1,902	7.3
		Disagree	13	19.4	804	15.1	3,927	15.1
		Neutral	14	20.9	1,454	27.4	6,963	26.8
		Agree	20	29.9	1,719	32.3	8,432	32.4
		Strongly agree	16	23.9	969	18.2	4,786	18.4
		Total	67	100.0	5,314	100.0	26,010	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	5	7.5	565	10.6	3,000	11.6
		Disagree	15	22.4	1,386	26.1	6,862	26.4
		Neutral	15	22.4	1,448	27.3	6,943	26.7
		Agree	19	28.4	1,173	22.1	5,671	21.8
		Strongly agree	13	19.4	739	13.9	3,489	13.4
		Total	67	100.0	5,311	100.0	25,965	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	7	10.4	702	13.2	3,527	13.6
		Disagree	12	17.9	1,155	21.7	5,561	21.4
		Neutral	13	19.4	1,018	19.2	4,962	19.1
		Agree	23	34.3	1,295	24.4	6,273	24.1
		Strongly agree	12	17.9	1,144	21.5	5,656	21.8
		Total	67	100.0	5,314	100.0	25,979	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	10	15.4	1,473	28.4	7,001	27.8
		No	55	84.6	3,707	71.6	18,203	72.2
		Total	65	100.0	5,180	100.0	25,204	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 Enrollment Status: Full-Time Students

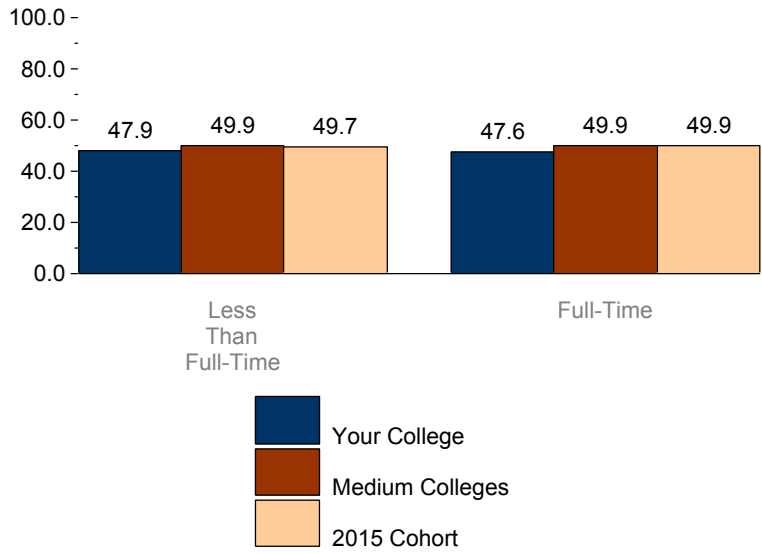
[Unweighted]

Early Connections (EARLYCON)

			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.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	0	N/A	89	0.5	461	0.6
		Disagree	4	1.9	252	1.5	1,266	1.6
		Neutral	77	37.4	3,418	19.7	15,867	20.7
		Agree	91	44.2	8,083	46.6	35,132	45.8
		Strongly agree	34	16.5	5,489	31.7	24,031	31.3
		Total	206	100.0	17,331	100.0	76,757	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	17	8.3	903	5.2	4,203	5.5
		Disagree	27	13.1	2,200	12.7	9,825	12.8
		Neutral	58	28.2	4,316	24.9	19,446	25.4
		Agree	77	37.4	6,238	36.0	26,830	35.0
		Strongly agree	27	13.1	3,647	21.1	16,355	21.3
		Total	206	100.0	17,304	100.0	76,659	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	17	8.3	1,613	9.3	7,544	9.9
		Disagree	42	20.5	4,226	24.5	18,983	24.8
		Neutral	48	23.4	4,563	26.4	19,807	25.9
		Agree	70	34.1	4,152	24.1	18,003	23.6
		Strongly agree	28	13.7	2,701	15.7	12,103	15.8
		Total	205	100.0	17,255	100.0	76,440	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	25	12.1	1,877	10.9	8,808	11.5
		Disagree	42	20.4	3,403	19.7	15,067	19.7
		Neutral	47	22.8	2,815	16.3	12,517	16.4
		Agree	58	28.2	4,534	26.3	19,834	25.9
		Strongly agree	34	16.5	4,642	26.9	20,319	26.5
		Total	206	100.0	17,271	100.0	76,545	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	55	27.5	6,049	35.8	25,125	33.7
		No	145	72.5	10,832	64.2	49,391	66.3
		Total	200	100.0	16,881	100.0	74,516	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 Enrollment Status
 [Unweighted]
 High Expectations and Aspirations (HIEXPACT)



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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 Enrollment Status

[Unweighted]

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	Less than full-time	4.00	4.29	-0.41**	4.28	-0.40**
		Full-time	4.05	4.29	-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	4.37		4.37	
		Full-time	4.39	4.42		4.43	
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Less than full-time	4.33	4.23		4.24	
		Full-time	4.28	4.31		4.33	
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	Less than full-time	1.33	1.44		1.45	
		Full-time	1.38	1.45		1.44	
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Less than full-time	1.48	1.37		1.38	
		Full-time	1.50	1.37		1.39	
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Less than full-time	1.57	1.59		1.57	
		Full-time	1.68	1.67		1.65	
19s. Skip class [HIEEXPECT]	SKIPCL	Less than full-time	1.35	1.32		1.32	
		Full-time	1.29	1.35		1.35	

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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 Enrollment Status: Less Than Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	1	1.5	8	0.2	51	0.2
		Disagree	0	N/A	29	0.5	165	0.6
		Neutral	16	23.9	620	11.7	2,983	11.5
		Agree	31	46.3	2,392	45.2	11,891	45.9
		Strongly agree	19	28.4	2,240	42.4	10,817	41.8
		Total	67	100.0	5,289	100.0	25,907	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	0	N/A	21	0.4	138	0.5
		Disagree	1	1.5	85	1.6	361	1.4
		Neutral	8	12.1	487	9.2	2,658	10.2
		Agree	28	42.4	2,008	37.9	9,463	36.5
		Strongly agree	29	43.9	2,704	51.0	13,312	51.3
		Total	66	100.0	5,305	100.0	25,932	100.0
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	0	N/A	36	0.7	153	0.6
		Disagree	1	1.5	89	1.7	433	1.7
		Neutral	5	7.6	756	14.2	3,723	14.3
		Agree	31	47.0	2,154	40.5	10,353	39.8
		Strongly agree	29	43.9	2,285	43.0	11,351	43.6
		Total	66	100.0	5,320	100.0	26,013	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 [HIEXPECT]	LATETURN	Never	46	69.7	3,549	66.1	17,158	65.7
		Once	18	27.3	1,309	24.4	6,535	25.0
		Two or three times	2	3.0	451	8.4	2,102	8.1
		Four or more times	0	N/A	59	1.1	306	1.2
				Total	66	100.0	5,368	100.0
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	43	65.2	3,844	72.9	18,456	71.9
		Once	15	22.7	1,016	19.3	5,081	19.8
		Two or three times	7	10.6	329	6.2	1,673	6.5
		Four or more times	1	1.5	84	1.6	460	1.8
				Total	66	100.0	5,273	100.0
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	38	56.7	3,125	58.2	15,340	58.7
		Once	22	32.8	1,483	27.6	7,352	28.1
		Two or three times	5	7.5	605	11.3	2,737	10.5
		Four or more times	2	3.0	155	2.9	697	2.7
				Total	67	100.0	5,368	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 Enrollment Status: Less Than Full-Time Students

[Unweighted]

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	51	77.3	4,113	76.6	19,987	76.3
		Once	9	13.6	864	16.1	4,305	16.4
		Two or three times	4	6.1	327	6.1	1,564	6.0
		Four or more times	2	3.0	68	1.3	323	1.2
		Total	66	100.0	5,372	100.0	26,179	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 Enrollment Status: Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	0	N/A	27	0.2	142	0.2
		Disagree	1	0.5	109	0.6	489	0.6
		Neutral	47	22.9	1,858	10.8	8,380	11.0
		Agree	97	47.3	8,012	46.5	35,305	46.2
		Strongly agree	60	29.3	7,235	42.0	32,074	42.0
		Total	205	100.0	17,241	100.0	76,390	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	0	N/A	66	0.4	329	0.4
		Disagree	2	1.0	201	1.2	842	1.1
		Neutral	18	8.8	1,474	8.5	6,364	8.3
		Agree	83	40.5	6,170	35.7	26,684	34.9
		Strongly agree	102	49.8	9,366	54.2	42,274	55.3
		Total	205	100.0	17,277	100.0	76,493	100.0
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	0	N/A	85	0.5	364	0.5
		Disagree	4	1.9	242	1.4	1,000	1.3
		Neutral	23	11.2	2,012	11.6	8,587	11.2
		Agree	90	43.7	6,812	39.4	29,452	38.4
		Strongly agree	89	43.2	8,153	47.1	37,246	48.6
		Total	206	100.0	17,304	100.0	76,649	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 [HIEXPECT]	LATETURN	Never	148	72.5	11,297	65.0	50,487	65.6
		Once	38	18.6	4,501	25.9	19,765	25.7
		Two or three times	14	6.9	1,410	8.1	5,891	7.7
		Four or more times	4	2.0	182	1.0	779	1.0
		Total	204	100.0	17,390	100.0	76,922	100.0
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	127	63.2	12,409	72.4	53,740	70.8
		Once	53	26.4	3,371	19.7	15,811	20.8
		Two or three times	16	8.0	1,100	6.4	5,089	6.7
		Four or more times	5	2.5	260	1.5	1,225	1.6
		Total	201	100.0	17,140	100.0	75,865	100.0
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	100	49.0	9,229	53.0	41,675	54.1
		Once	73	35.8	5,309	30.5	23,099	30.0
		Two or three times	27	13.2	2,300	13.2	9,863	12.8
		Four or more times	4	2.0	577	3.3	2,342	3.0
		Total	204	100.0	17,415	100.0	76,979	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 Enrollment Status: Full-Time Students

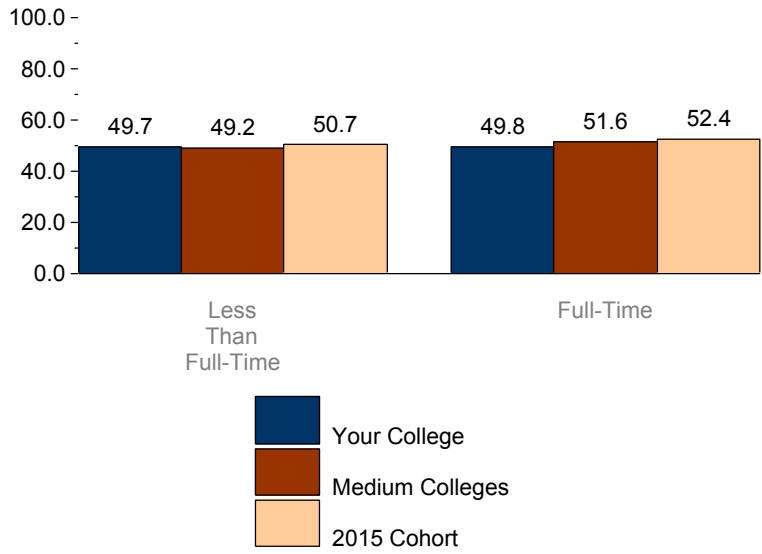
[Unweighted]

High Expectations and Aspirations (HIEXPECT)

			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 [HIEXPECT]	SKIPCL	Never	156	76.1	12,879	73.8	57,604	74.7
		Once	41	20.0	3,171	18.2	13,371	17.3
		Two or three times	5	2.4	1,177	6.7	5,143	6.7
		Four or more times	3	1.5	214	1.2	993	1.3
		Total	205	100.0	17,441	100.0	77,111	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 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: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

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	Less than full-time	3.65	3.72		3.75	
		Full-time	3.65	3.83		3.84	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Less than full-time	3.66	3.62		3.67	
		Full-time	3.69	3.73		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	3.25		3.30	
		Full-time	3.56	3.33		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	3.84		3.86	
		Full-time	3.95	3.97		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	2.88		2.88	
		Full-time	2.71	2.95		2.92	

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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 Enrollment Status: Less Than Full-Time Students

[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	2	3.0	171	3.3	712	2.8
		Disagree	4	6.1	387	7.4	2,005	7.8
		Neutral	22	33.3	1,420	27.0	6,663	25.8
		Agree	25	37.9	2,038	38.8	10,074	39.0
		Strongly agree	13	19.7	1,241	23.6	6,364	24.6
		Total	66	100.0	5,257	100.0	25,818	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	3	4.5	299	5.6	1,324	5.1
		Disagree	6	9.0	721	13.6	3,286	12.6
		Neutral	17	25.4	1,015	19.1	5,099	19.6
		Agree	26	38.8	1,916	36.1	9,176	35.3
		Strongly agree	15	22.4	1,360	25.6	7,116	27.4
		Total	67	100.0	5,311	100.0	26,001	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	3	4.5	384	7.2	1,746	6.7
		Disagree	13	19.4	1,051	19.8	5,028	19.4
		Neutral	16	23.9	1,591	30.0	7,658	29.5
		Agree	20	29.9	1,406	26.5	6,864	26.4
		Strongly agree	15	22.4	878	16.5	4,672	18.0
		Total	67	100.0	5,310	100.0	25,968	100.0
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	230	4.3	1,051	4.0
		Disagree	4	6.0	468	8.8	2,256	8.7
		Neutral	11	16.4	816	15.4	3,986	15.3
		Agree	29	43.3	2,221	41.8	10,702	41.1
		Strongly agree	22	32.8	1,579	29.7	8,014	30.8
		Total	67	100.0	5,314	100.0	26,009	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	8	11.9	645	12.1	3,288	12.6
		Disagree	19	28.4	1,610	30.3	7,926	30.5
		Neutral	23	34.3	1,414	26.6	6,601	25.4
		Agree	13	19.4	1,035	19.5	5,065	19.5
		Strongly agree	4	6.0	611	11.5	3,134	12.0
		Total	67	100.0	5,315	100.0	26,014	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 Enrollment Status: Full-Time Students

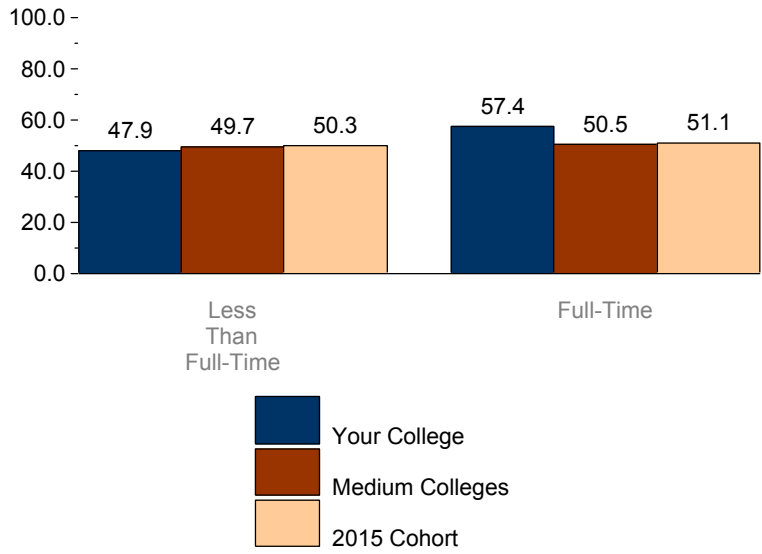
[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

			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.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	5	2.5	334	1.9	1,635	2.1
		Disagree	18	8.8	1,087	6.3	5,000	6.6
		Neutral	59	28.9	4,245	24.7	18,396	24.2
		Agree	83	40.7	6,995	40.7	30,385	39.9
		Strongly agree	39	19.1	4,530	26.4	20,737	27.2
		Total	204	100.0	17,191	100.0	76,153	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	8	3.9	808	4.7	3,726	4.9
		Disagree	28	13.6	2,129	12.3	9,332	12.2
		Neutral	34	16.5	3,187	18.4	13,734	17.9
		Agree	86	41.7	5,989	34.6	26,636	34.8
		Strongly agree	50	24.3	5,187	30.0	23,211	30.3
		Total	206	100.0	17,300	100.0	76,639	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	8	3.9	1,016	5.9	4,713	6.2
		Disagree	33	16.0	3,340	19.3	14,585	19.1
		Neutral	44	21.4	5,067	29.3	21,860	28.6
		Agree	77	37.4	4,620	26.8	20,573	26.9
		Strongly agree	44	21.4	3,226	18.7	14,784	19.3
		Total	206	100.0	17,269	100.0	76,515	100.0
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	568	3.3	2,742	3.6
		Disagree	14	6.8	1,280	7.4	5,782	7.5
		Neutral	22	10.7	2,235	12.9	9,950	13.0
		Agree	99	48.1	7,212	41.7	31,472	41.1
		Strongly agree	63	30.6	6,007	34.7	26,659	34.8
		Total	206	100.0	17,302	100.0	76,605	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	28	13.7	1,963	11.4	9,067	11.8
		Disagree	69	33.7	5,014	29.0	22,997	30.0
		Neutral	60	29.3	4,538	26.3	19,603	25.6
		Agree	30	14.6	3,529	20.4	15,162	19.8
		Strongly agree	18	8.8	2,241	13.0	9,772	12.8
		Total	205	100.0	17,285	100.0	76,601	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 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: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

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	Less than full-time	3.92	3.94		3.98	
		Full-time	3.97	4.00		4.01	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Less than full-time	3.65	3.89		3.93	
		Full-time	3.91	3.95		3.97	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKILLS	Less than full-time	3.36	3.59		3.64	
		Full-time	3.57	3.60		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: Medium Colleges 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		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	57	85.1	4,524	85.5	21,698	83.9
		No	10	14.9	769	14.5	4,167	16.1
		Total	67	100.0	5,293	100.0	25,865	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	50	82.0	4,544	88.5	21,928	87.3
		No	11	18.0	592	11.5	3,183	12.7
		Total	61	100.0	5,136	100.0	25,111	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	49	76.6	3,660	69.3	17,970	69.7
		No	15	23.4	1,625	30.7	7,822	30.3
		Total	64	100.0	5,285	100.0	25,792	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	1	1.5	121	2.3	431	1.7
		Disagree	3	4.5	212	4.0	1,011	3.9
		Neutral	14	21.2	1,133	21.2	5,401	20.8
		Agree	30	45.5	2,281	42.6	10,882	41.8
		Strongly agree	18	27.3	1,602	29.9	8,299	31.9
		Total	66	100.0	5,349	100.0	26,024	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	3	4.5	100	1.9	356	1.4
		Disagree	4	6.1	233	4.4	996	3.8
		Neutral	18	27.3	1,243	23.2	5,988	23.0
		Agree	29	43.9	2,374	44.4	11,418	43.9
		Strongly agree	12	18.2	1,397	26.1	7,235	27.8
		Total	66	100.0	5,347	100.0	25,993	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	5	7.6	192	3.6	737	2.8
		Disagree	7	10.6	525	9.8	2,495	9.6
		Neutral	23	34.8	1,722	32.2	8,272	31.8
		Agree	21	31.8	1,761	32.9	8,441	32.5
		Strongly agree	10	15.2	1,148	21.5	6,062	23.3
		Total	66	100.0	5,348	100.0	26,007	100.0

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

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

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

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

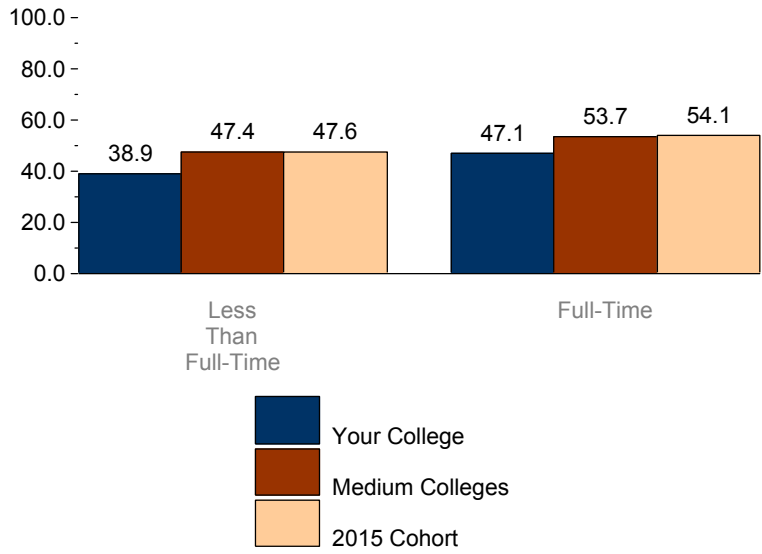
[Unweighted]

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	194	96.5	14,330	83.3	62,972	82.6
		No	7	3.5	2,876	16.7	13,277	17.4
		Total	201	100.0	17,206	100.0	76,249	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	184	92.9	14,994	89.0	65,598	87.8
		No	14	7.1	1,859	11.0	9,103	12.2
		Total	198	100.0	16,853	100.0	74,701	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	174	85.3	11,220	65.3	50,406	66.3
		No	30	14.7	5,955	34.7	25,608	33.7
		Total	204	100.0	17,175	100.0	76,014	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	1	0.5	257	1.5	1,156	1.5
		Disagree	6	2.9	765	4.4	3,162	4.1
		Neutral	54	26.5	3,332	19.2	14,882	19.4
		Agree	80	39.2	7,451	42.9	32,485	42.3
		Strongly agree	63	30.9	5,575	32.1	25,094	32.7
		Total	204	100.0	17,380	100.0	76,779	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	0	N/A	201	1.2	878	1.1
		Disagree	8	3.9	733	4.2	2,950	3.8
		Neutral	55	27.0	3,747	21.6	16,382	21.4
		Agree	89	43.6	7,709	44.4	34,131	44.5
		Strongly agree	52	25.5	4,979	28.7	22,366	29.2
		Total	204	100.0	17,369	100.0	76,707	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	2	1.0	509	2.9	2,138	2.8
		Disagree	21	10.3	1,930	11.1	7,772	10.1
		Neutral	78	38.4	5,467	31.5	23,892	31.2
		Agree	64	31.5	5,513	31.7	24,704	32.2
		Strongly agree	38	18.7	3,948	22.7	18,179	23.7
		Total	203	100.0	17,367	100.0	76,685	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 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: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

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	Less than full-time	2.60	2.82		2.79	
		Full-time	2.60	2.87	-0.32**	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	2.12		2.12	
		Full-time	2.11	2.15		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	1.51		1.52	
		Full-time	1.58	1.50		1.54	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Less than full-time	2.42	2.48		2.43	
		Full-time	2.73	2.59		2.57	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Less than full-time	1.37	1.50		1.51	
		Full-time	1.67	1.68		1.69	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Less than full-time	1.18	1.25		1.27	
		Full-time	1.35	1.30		1.32	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Less than full-time	1.20	1.26		1.26	
		Full-time	1.40	1.33		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	2.00		2.03	
		Full-time	2.31	2.28		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	2.21		2.16	
		Full-time	1.94	2.41	-0.45**	2.37	-0.41**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Less than full-time	1.85	2.04		2.04	
		Full-time	1.91	2.13	-0.23**	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	2.31		2.31	
		Full-time	2.17	2.39		2.39	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Less than full-time	2.17	2.31		2.30	
		Full-time	2.26	2.45		2.43	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Less than full-time	1.32	1.53		1.54	
		Full-time	1.45	1.60		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: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

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	Less than full-time	1.28	1.26		1.28	
		Full-time	1.39	1.28		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	1.79	-0.30**	1.74	-0.27**
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Less than full-time	1.39	2.00	-0.54**	1.98	-0.52**
		Full-time	1.90	2.22	-0.26**	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: Medium Colleges 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		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	9	13.4	478	8.9	2,332	8.9
		Once	18	26.9	1,219	22.6	6,325	24.1
		Two or three times	31	46.3	2,486	46.1	12,038	45.9
		Four or more times	9	13.4	1,210	22.4	5,535	21.1
		Total	67	100.0	5,393	100.0	26,230	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	16	23.9	1,615	30.2	7,800	30.0
		Once	26	38.8	1,828	34.2	9,135	35.1
		Two or three times	22	32.8	1,545	28.9	7,357	28.3
		Four or more times	3	4.5	354	6.6	1,733	6.7
		Total	67	100.0	5,342	100.0	26,025	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	48	71.6	3,707	68.9	17,816	68.0
		Once	7	10.4	859	16.0	4,318	16.5
		Two or three times	10	14.9	580	10.8	2,874	11.0
		Four or more times	2	3.0	238	4.4	1,197	4.6
		Total	67	100.0	5,384	100.0	26,205	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	14	21.2	1,119	20.8	5,878	22.4
		Once	20	30.3	1,366	25.4	6,914	26.4
		Two or three times	22	33.3	2,088	38.8	9,735	37.1
		Four or more times	10	15.2	813	15.1	3,679	14.0
		Total	66	100.0	5,386	100.0	26,206	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	50	76.9	3,656	68.2	17,644	67.6
		Once	9	13.8	926	17.3	4,630	17.7
		Two or three times	3	4.6	569	10.6	2,822	10.8
		Four or more times	3	4.6	211	3.9	994	3.8
		Total	65	100.0	5,362	100.0	26,090	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	57	86.4	4,510	83.8	21,691	82.8
		Once	7	10.6	473	8.8	2,545	9.7
		Two or three times	1	1.5	310	5.8	1,429	5.5
		Four or more times	1	1.5	87	1.6	532	2.0
		Total	66	100.0	5,380	100.0	26,197	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	58	87.9	4,487	83.5	21,760	83.4
		Once	5	7.6	502	9.3	2,490	9.5
		Two or three times	1	1.5	276	5.1	1,326	5.1
		Four or more times	2	3.0	108	2.0	525	2.0
		Total	66	100.0	5,373	100.0	26,101	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 Enrollment Status: Less Than Full-Time Students

[Unweighted]

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	31	47.0	2,502	46.4	11,736	44.8
		Once	13	19.7	1,126	20.9	5,685	21.7
		Two or three times	10	15.2	1,015	18.8	5,137	19.6
		Four or more times	12	18.2	745	13.8	3,663	14.0
		Total	66	100.0	5,388	100.0	26,221	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	32	48.5	1,768	33.0	9,079	34.8
		Once	21	31.8	1,437	26.8	7,084	27.1
		Two or three times	8	12.1	1,444	26.9	6,586	25.2
		Four or more times	5	7.6	716	13.3	3,376	12.9
		Total	66	100.0	5,365	100.0	26,125	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	34	51.5	1,781	33.1	8,796	33.6
		Once	15	22.7	1,941	36.0	9,261	35.4
		Two or three times	10	15.2	1,310	24.3	6,370	24.3
		Four or more times	7	10.6	353	6.6	1,747	6.7
		Total	66	100.0	5,385	100.0	26,174	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	23	34.8	1,262	23.5	6,149	23.5
		Once	18	27.3	1,789	33.3	8,581	32.8
		Two or three times	18	27.3	1,707	31.7	8,527	32.6
		Four or more times	7	10.6	621	11.5	2,922	11.2
		Total	66	100.0	5,379	100.0	26,179	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	22	33.3	1,386	25.8	6,885	26.3
		Once	19	28.8	1,590	29.6	7,722	29.5
		Two or three times	17	25.8	1,736	32.3	8,356	31.9
		Four or more times	8	12.1	659	12.3	3,216	12.3
		Total	66	100.0	5,371	100.0	26,179	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	52	78.8	3,588	66.8	17,315	66.2
		Once	9	13.6	985	18.3	4,740	18.1
		Two or three times	3	4.5	564	10.5	2,942	11.2
		Four or more times	2	3.0	237	4.4	1,176	4.5
		Total	66	100.0	5,374	100.0	26,173	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	53	81.5	4,284	83.9	20,810	83.2
		Once	8	12.3	447	8.8	2,214	8.9
		Two or three times	2	3.1	216	4.2	1,211	4.8
		Four or more times	2	3.1	157	3.1	772	3.1
		Total	65	100.0	5,104	100.0	25,007	100.0

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

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

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2015 Cohort*

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

[Unweighted]

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	52	81.3	3,347	66.1	16,517	66.5
		Once	3	4.7	556	11.0	3,000	12.1
		Two or three times	8	12.5	492	9.7	2,435	9.8
		Four or more times	1	1.6	665	13.1	2,894	11.6
		Total	64	100.0	5,060	100.0	24,846	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	45	72.6	2,536	49.1	12,526	49.8
		Once	12	19.4	943	18.3	4,505	17.9
		Two or three times	3	4.8	848	16.4	4,096	16.3
		Four or more times	2	3.2	836	16.2	4,009	15.9
		Total	62	100.0	5,163	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: Medium Colleges in the 2015 Cohort*

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

[Unweighted]

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	29	14.3	1,324	7.6	5,737	7.4
		Once	63	31.0	3,766	21.6	17,309	22.4
		Two or three times	72	35.5	8,274	47.4	36,296	47.0
		Four or more times	39	19.2	4,091	23.4	17,918	23.2
		Total	203	100.0	17,455	100.0	77,260	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	53	26.2	4,741	27.3	21,119	27.5
		Once	88	43.6	6,449	37.2	28,088	36.6
		Two or three times	47	23.3	5,001	28.8	22,382	29.2
		Four or more times	14	6.9	1,160	6.7	5,172	6.7
		Total	202	100.0	17,351	100.0	76,761	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	138	68.0	12,117	69.4	51,543	66.8
		Once	29	14.3	2,715	15.5	13,044	16.9
		Two or three times	20	9.9	1,858	10.6	8,879	11.5
		Four or more times	16	7.9	770	4.4	3,728	4.8
		Total	203	100.0	17,460	100.0	77,194	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	25	12.1	2,823	16.2	13,123	17.0
		Once	55	26.7	4,447	25.5	19,740	25.6
		Two or three times	76	36.9	7,179	41.1	31,713	41.1
		Four or more times	50	24.3	3,004	17.2	12,592	16.3
		Total	206	100.0	17,453	100.0	77,168	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	119	58.0	10,167	58.6	44,600	58.1
		Once	44	21.5	3,499	20.2	15,965	20.8
		Two or three times	33	16.1	2,667	15.4	11,712	15.3
		Four or more times	9	4.4	1,010	5.8	4,479	5.8
		Total	205	100.0	17,343	100.0	76,756	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	163	79.1	14,293	81.9	61,844	80.2
		Once	22	10.7	1,602	9.2	7,999	10.4
		Two or three times	13	6.3	1,045	6.0	4,961	6.4
		Four or more times	8	3.9	516	3.0	2,353	3.0
		Total	206	100.0	17,456	100.0	77,157	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	161	78.5	13,802	79.3	60,199	78.3
		Once	16	7.8	1,899	10.9	8,868	11.5
		Two or three times	19	9.3	1,160	6.7	5,361	7.0
		Four or more times	9	4.4	533	3.1	2,440	3.2
		Total	205	100.0	17,394	100.0	76,868	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 Enrollment Status: Full-Time Students

[Unweighted]

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	70	34.0	6,028	34.5	25,963	33.6
		Once	43	20.9	3,870	22.2	17,407	22.5
		Two or three times	52	25.2	4,174	23.9	18,752	24.3
		Four or more times	41	19.9	3,398	19.5	15,091	19.5
		Total	206	100.0	17,470	100.0	77,213	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	88	42.9	4,495	25.9	20,737	27.0
		Once	64	31.2	4,449	25.6	20,225	26.3
		Two or three times	31	15.1	5,290	30.4	22,663	29.5
		Four or more times	22	10.7	3,149	18.1	13,232	17.2
		Total	205	100.0	17,383	100.0	76,857	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	89	43.4	5,287	30.3	24,115	31.3
		Once	55	26.8	6,006	34.4	26,522	34.4
		Two or three times	51	24.9	4,734	27.1	20,380	26.4
		Four or more times	10	4.9	1,412	8.1	6,069	7.9
		Total	205	100.0	17,439	100.0	77,086	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	58	28.3	3,758	21.5	16,786	21.8
		Once	72	35.1	5,430	31.1	23,628	30.7
		Two or three times	58	28.3	6,028	34.6	26,752	34.7
		Four or more times	17	8.3	2,223	12.7	9,915	12.9
		Total	205	100.0	17,439	100.0	77,081	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	55	26.8	3,589	20.6	16,435	21.3
		Once	62	30.2	4,980	28.6	22,189	28.8
		Two or three times	67	32.7	6,290	36.1	27,276	35.4
		Four or more times	21	10.2	2,571	14.8	11,172	14.5
		Total	205	100.0	17,430	100.0	77,072	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	146	71.2	10,915	62.6	47,447	61.6
		Once	34	16.6	3,499	20.1	15,615	20.3
		Two or three times	17	8.3	2,123	12.2	9,870	12.8
		Four or more times	8	3.9	889	5.1	4,115	5.3
		Total	205	100.0	17,426	100.0	77,047	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	163	81.5	14,074	83.2	60,834	81.6
		Once	13	6.5	1,505	8.9	7,075	9.5
		Two or three times	8	4.0	819	4.8	4,098	5.5
		Four or more times	16	8.0	510	3.0	2,536	3.4
		Total	200	100.0	16,908	100.0	74,543	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 Enrollment Status: Full-Time Students

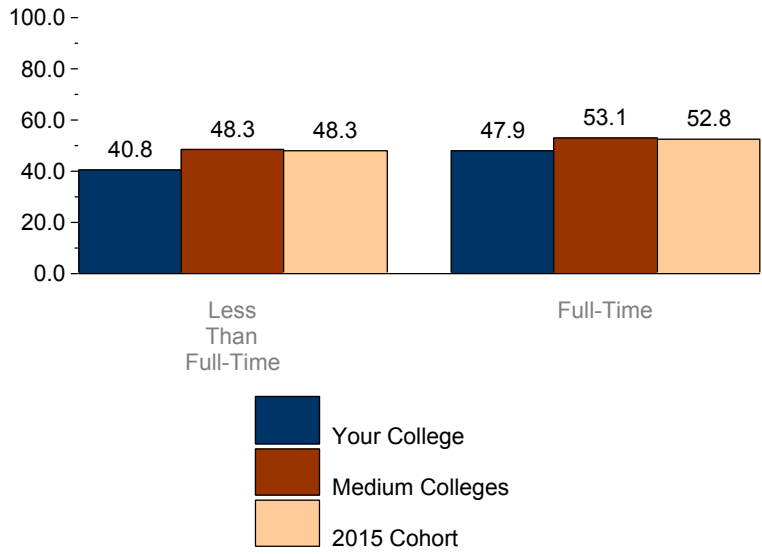
[Unweighted]

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	150	75.0	10,554	62.8	46,995	63.4
		Once	26	13.0	1,884	11.2	9,204	12.4
		Two or three times	10	5.0	1,750	10.4	7,889	10.6
		Four or more times	14	7.0	2,613	15.6	10,006	13.5
		Total	200	100.0	16,801	100.0	74,094	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	100	50.5	7,048	41.6	31,739	42.5
		Once	40	20.2	2,942	17.4	13,101	17.6
		Two or three times	36	18.2	3,184	18.8	13,880	18.6
		Four or more times	22	11.1	3,763	22.2	15,926	21.3
		Total	198	100.0	16,937	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: Medium Colleges 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: Medium Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

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	Less than full-time	3.52	3.85		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	4.28		4.28	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Less than full-time	4.42	4.35		4.35	
		Full-time	4.37	4.39		4.38	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Less than full-time	4.04	4.28		4.27	
		Full-time	4.18	4.33		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	4.04		4.03	
		Full-time	4.19	4.27		4.26	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Less than full-time	3.96	4.24		4.20	
		Full-time	4.11	4.35	-0.31**	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	4.20		4.18	
		Full-time	4.25	4.35		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: Medium Colleges 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		Medium Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	3	4.5	101	1.9	510	2.0
		Disagree	6	9.0	404	7.6	1,895	7.3
		Neutral	18	26.9	1,100	20.7	5,253	20.2
		Agree	33	49.3	2,317	43.6	11,172	43.0
		Strongly agree	7	10.4	1,388	26.1	7,131	27.5
		Total	67	100.0	5,310	100.0	25,961	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	39	0.7	180	0.7
		Disagree	1	1.5	123	2.3	599	2.3
		Neutral	8	11.9	466	8.8	2,457	9.5
		Agree	35	52.2	2,539	47.8	12,096	46.5
		Strongly agree	23	34.3	2,149	40.4	10,659	41.0
		Total	67	100.0	5,316	100.0	25,991	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	0	N/A	23	0.4	126	0.5
		Disagree	1	1.5	90	1.7	448	1.7
		Neutral	3	4.6	384	7.2	1,897	7.3
		Agree	29	44.6	2,334	44.0	11,254	43.4
		Strongly agree	32	49.2	2,474	46.6	12,222	47.1
		Total	65	100.0	5,305	100.0	25,947	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	1	1.5	42	0.8	193	0.7
		Disagree	4	6.0	120	2.3	642	2.5
		Neutral	8	11.9	458	8.6	2,409	9.3
		Agree	32	47.8	2,369	44.6	11,410	43.9
		Strongly agree	22	32.8	2,328	43.8	11,360	43.7
		Total	67	100.0	5,317	100.0	26,014	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	3	4.5	183	3.4	895	3.4
		Disagree	4	6.0	344	6.5	1,666	6.4
		Neutral	14	20.9	596	11.2	3,178	12.2
		Agree	28	41.8	2,136	40.1	10,220	39.3
		Strongly agree	18	26.9	2,062	38.8	10,055	38.7
		Total	67	100.0	5,321	100.0	26,014	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	2	3.0	83	1.6	494	1.9
		Disagree	4	6.0	182	3.4	1,074	4.2
		Neutral	8	11.9	471	8.9	2,524	9.8
		Agree	34	50.7	2,231	42.1	10,479	40.5
		Strongly agree	19	28.4	2,329	44.0	11,293	43.7
		Total	67	100.0	5,296	100.0	25,864	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 Enrollment Status: Less Than Full-Time Students

[Unweighted]

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.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	2	3.0	121	2.3	586	2.3
		Disagree	3	4.5	236	4.4	1,265	4.9
		Neutral	8	11.9	470	8.8	2,420	9.3
		Agree	32	47.8	2,125	39.9	10,384	39.9
		Strongly agree	22	32.8	2,368	44.5	11,354	43.7
		Total	67	100.0	5,320	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: Medium Colleges 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		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	1.9	306	1.8	1,281	1.7
		Disagree	17	8.3	1,287	7.5	5,479	7.2
		Neutral	53	25.7	3,231	18.7	14,473	18.9
		Agree	91	44.2	7,538	43.7	33,124	43.3
		Strongly agree	41	19.9	4,892	28.4	22,087	28.9
		Total	206	100.0	17,254	100.0	76,444	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	0	N/A	93	0.5	418	0.5
		Disagree	5	2.4	354	2.0	1,681	2.2
		Neutral	16	7.8	1,468	8.5	6,699	8.8
		Agree	105	51.0	8,069	46.7	35,113	45.9
		Strongly agree	80	38.8	7,291	42.2	32,632	42.6
		Total	206	100.0	17,275	100.0	76,543	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	1	0.5	55	0.3	276	0.4
		Disagree	3	1.5	251	1.5	1,235	1.6
		Neutral	9	4.4	1,122	6.5	5,105	6.7
		Agree	97	47.5	7,331	42.5	32,280	42.3
		Strongly agree	94	46.1	8,487	49.2	37,503	49.1
		Total	204	100.0	17,246	100.0	76,399	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	0	N/A	80	0.5	379	0.5
		Disagree	4	1.9	311	1.8	1,519	2.0
		Neutral	28	13.6	1,327	7.7	6,431	8.4
		Agree	101	49.0	7,658	44.3	33,648	43.9
		Strongly agree	73	35.4	7,917	45.8	34,626	45.2
		Total	206	100.0	17,293	100.0	76,603	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	3	1.5	259	1.5	1,360	1.8
		Disagree	5	2.4	565	3.3	2,771	3.6
		Neutral	22	10.7	1,439	8.3	6,445	8.4
		Agree	95	46.1	6,950	40.2	30,386	39.7
		Strongly agree	81	39.3	8,082	46.7	35,658	46.5
		Total	206	100.0	17,295	100.0	76,620	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	3	1.5	166	1.0	974	1.3
		Disagree	11	5.4	399	2.3	2,117	2.8
		Neutral	24	11.8	1,132	6.6	5,448	7.1
		Agree	88	43.1	7,001	40.7	30,100	39.5
		Strongly agree	78	38.2	8,512	49.5	37,587	49.3
		Total	204	100.0	17,210	100.0	76,226	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 Enrollment Status: Full-Time Students

[Unweighted]

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.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	0	N/A	184	1.1	966	1.3
		Disagree	8	3.9	513	3.0	2,439	3.2
		Neutral	17	8.3	1,111	6.4	5,505	7.2
		Agree	97	47.1	6,733	38.9	29,399	38.4
		Strongly agree	84	40.8	8,754	50.6	38,317	50.0
		Total	206	100.0	17,295	100.0	76,626	100.0

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