

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Scores Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

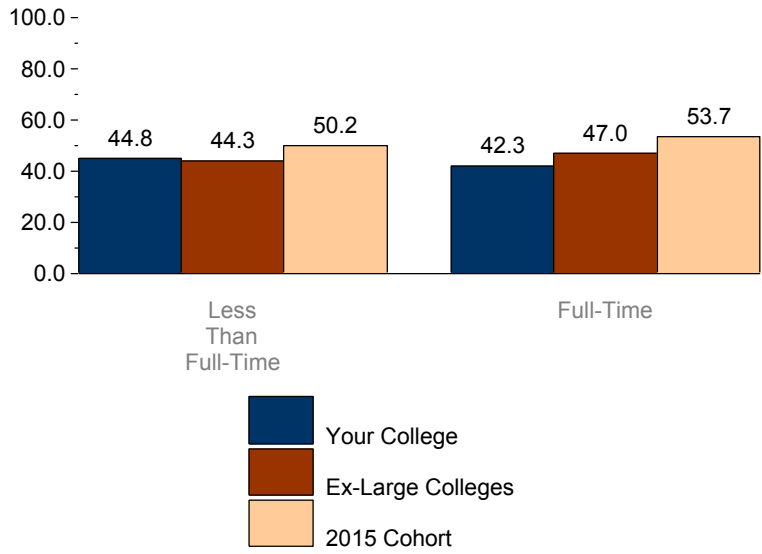
Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Benchmark	Breakout Group	Your College	Ex-Large Colleges		2015 Cohort	
		Score	Score	Difference	Score	Difference
Early Connections	Less than full-time	44.8	44.3	0.5	50.2	-5.4
	Full-time	42.3	47.0	-4.7	53.7	-11.4
High Expectations and Aspirations	Less than full-time	49.6	49.5	0.1	49.7	-0.2
	Full-time	51.5	50.2	1.3	49.9	1.5
Clear Academic Plan and Pathway	Less than full-time	58.3	46.2	12.0	50.7	7.6
	Full-time	55.7	47.9	7.8	52.4	3.2
Effective Track to College Readiness	Less than full-time	49.2	49.1	0.1	50.3	-1.1
	Full-time	45.4	49.0	-3.6	51.1	-5.8
Engaged Learning	Less than full-time	47.6	46.6	1.1	47.6	0.1
	Full-time	55.0	51.7	3.4	54.1	1.0
Academic and Social Support Network	Less than full-time	49.6	47.4	2.2	48.3	1.3
	Full-time	54.1	50.4	3.6	52.8	1.3

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

Survey of Entering Student Engagement
Austin Community College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large 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 - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Early Connections (EARLYCON)

			Your College	Ex-Large 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	4.00	3.93		3.98	
		Full-time	3.94	3.97		4.05	
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Less than full-time	3.29	3.32		3.40	
		Full-time	3.21	3.44		3.54	-0.29**
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Less than full-time	2.86	2.89		2.99	
		Full-time	2.90	2.97		3.11	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Less than full-time	3.23	3.08		3.19	
		Full-time	3.18	3.16		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 - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

[Unweighted]

Early Connections (EARLYCON)

			Your College		Ex-Large 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	2	0.8	63	0.9	233	0.9
		Disagree	6	2.5	165	2.5	566	2.2
		Neutral	59	24.8	1,754	26.2	6,127	23.7
		Agree	95	39.9	2,912	43.6	11,527	44.5
		Strongly agree	76	31.9	1,790	26.8	7,442	28.7
		Total	238	100.0	6,684	100.0	25,895	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	15	6.3	555	8.3	1,891	7.3
		Disagree	44	18.6	1,042	15.6	3,896	15.1
		Neutral	76	32.1	1,874	28.1	6,901	26.7
		Agree	62	26.2	2,096	31.4	8,390	32.5
		Strongly agree	40	16.9	1,100	16.5	4,762	18.4
		Total	237	100.0	6,667	100.0	25,840	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	18	7.6	890	13.4	2,987	11.6
		Disagree	94	39.5	1,856	27.9	6,783	26.3
		Neutral	58	24.4	1,790	26.9	6,900	26.8
		Agree	40	16.8	1,358	20.4	5,650	21.9
		Strongly agree	28	11.8	759	11.4	3,474	13.5
		Total	238	100.0	6,653	100.0	25,794	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	30	12.6	1,031	15.5	3,504	13.6
		Disagree	52	21.8	1,539	23.1	5,521	21.4
		Neutral	49	20.6	1,248	18.8	4,926	19.1
		Agree	47	19.7	1,525	22.9	6,249	24.2
		Strongly agree	60	25.2	1,305	19.6	5,608	21.7
		Total	238	100.0	6,648	100.0	25,808	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	45	19.9	1,590	24.7	6,966	27.8
		No	181	80.1	4,847	75.3	18,077	72.2
		Total	226	100.0	6,437	100.0	25,043	100.0

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Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

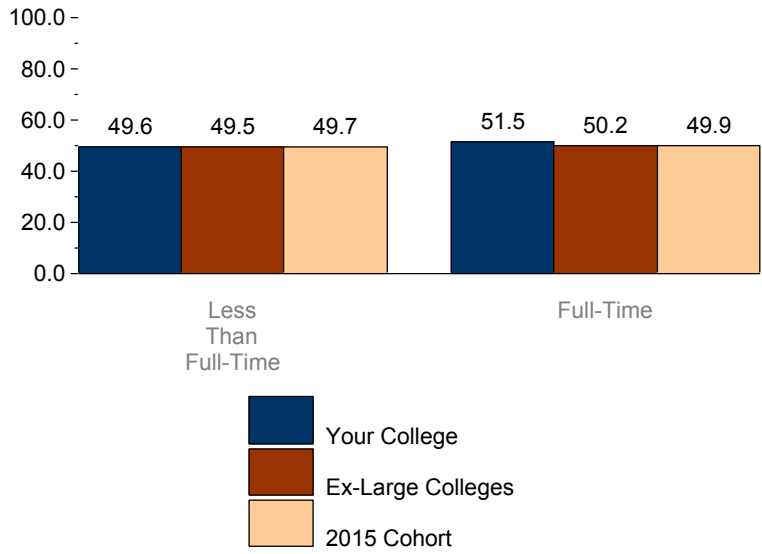
[Unweighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	2	0.8	132	0.9	459	0.6
		Disagree	4	1.6	308	2.0	1,266	1.7
		Neutral	67	26.5	3,704	23.9	15,877	20.7
		Agree	114	45.1	7,004	45.3	35,109	45.8
		Strongly agree	66	26.1	4,320	27.9	23,999	31.3
		Total	253	100.0	15,468	100.0	76,710	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	18	7.1	996	6.4	4,202	5.5
		Disagree	58	22.9	2,245	14.5	9,794	12.8
		Neutral	71	28.1	4,102	26.5	19,433	25.4
		Agree	65	25.7	5,167	33.4	26,842	35.0
		Strongly agree	41	16.2	2,944	19.1	16,341	21.3
		Total	253	100.0	15,454	100.0	76,612	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	29	11.5	1,857	12.0	7,532	9.9
		Disagree	77	30.6	4,193	27.2	18,948	24.8
		Neutral	67	26.6	3,995	25.9	19,788	25.9
		Agree	49	19.4	3,302	21.4	18,024	23.6
		Strongly agree	30	11.9	2,070	13.4	12,101	15.8
		Total	252	100.0	15,417	100.0	76,393	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	36	14.3	2,274	14.7	8,797	11.5
		Disagree	56	22.3	3,476	22.5	15,053	19.7
		Neutral	47	18.7	2,614	16.9	12,517	16.4
		Agree	52	20.7	3,643	23.6	19,840	25.9
		Strongly agree	60	23.9	3,432	22.2	20,293	26.5
		Total	251	100.0	15,439	100.0	76,500	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?	ASNTERS	Yes	43	17.4	4,367	29.2	25,137	33.8
		No	204	82.6	10,613	70.8	49,332	66.2
		Total	247	100.0	14,980	100.0	74,469	100.0

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Survey of Entering Student Engagement
Austin Community College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Enrollment Status
 [Unweighted]
 High Expectations and Aspirations (HIEEXPECT)



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Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

High Expectations and Aspirations (HIEXPECT)

			Your College	Ex-Large 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 [HIEXPECT]	WNTSCCD	Less than full-time	4.29	4.25		4.28	
		Full-time	4.29	4.25		4.29	
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Less than full-time	4.34	4.35		4.37	
		Full-time	4.50	4.44		4.43	
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Less than full-time	4.26	4.24		4.24	
		Full-time	4.35	4.34		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 [HIEXPECT]	LATETURN	Less than full-time	1.45	1.41		1.45	
		Full-time	1.41	1.41		1.44	
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Less than full-time	1.32	1.40		1.38	
		Full-time	1.31	1.42		1.39	
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Less than full-time	1.67	1.57		1.57	
		Full-time	1.66	1.65		1.65	
19s. Skip class [HIEXPECT]	SKIPCL	Less than full-time	1.31	1.31		1.32	
		Full-time	1.36	1.32		1.35	

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** T-test: 2-tailed

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Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges 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		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Strongly disagree	0	N/A	15	0.2	52	0.2
		Disagree	0	N/A	47	0.7	165	0.6
		Neutral	28	11.8	839	12.6	2,971	11.5
		Agree	113	47.5	3,076	46.3	11,809	45.9
		Strongly agree	97	40.8	2,664	40.1	10,739	41.7
		Total	238	100.0	6,641	100.0	25,736	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Strongly disagree	1	0.4	38	0.6	137	0.5
		Disagree	3	1.3	101	1.5	359	1.4
		Neutral	29	12.2	728	10.9	2,637	10.2
		Agree	85	35.9	2,401	36.1	9,406	36.5
		Strongly agree	119	50.2	3,381	50.8	13,222	51.3
		Total	237	100.0	6,649	100.0	25,761	100.0
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Strongly disagree	0	N/A	40	0.6	153	0.6
		Disagree	3	1.3	114	1.7	431	1.7
		Neutral	40	16.9	965	14.5	3,688	14.3
		Agree	87	36.7	2,639	39.6	10,297	39.8
		Strongly agree	107	45.1	2,912	43.7	11,273	43.6
		Total	237	100.0	6,670	100.0	25,842	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Never	153	64.3	4,498	67.4	17,051	65.8
		Once	64	26.9	1,657	24.8	6,489	25.0
		Two or three times	19	8.0	444	6.7	2,085	8.0
		Four or more times	2	0.8	72	1.1	304	1.2
		Total	238	100.0	6,671	100.0	25,929	100.0
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Never	169	74.1	4,603	70.0	18,330	71.9
		Once	47	20.6	1,408	21.4	5,049	19.8
		Two or three times	11	4.8	446	6.8	1,669	6.5
		Four or more times	1	0.4	117	1.8	460	1.8
		Total	228	100.0	6,574	100.0	25,508	100.0
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Never	118	49.8	3,933	58.7	15,260	58.8
		Once	82	34.6	1,882	28.1	7,292	28.1
		Two or three times	34	14.3	700	10.5	2,708	10.4
		Four or more times	3	1.3	181	2.7	696	2.7
		Total	237	100.0	6,696	100.0	25,956	100.0

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Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges 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		Ex-Large 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?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	182	77.1	5,165	77.0	19,856	76.3
		Once	38	16.1	1,076	16.1	4,276	16.4
		Two or three times	12	5.1	396	5.9	1,556	6.0
		Four or more times	4	1.7	67	1.0	321	1.2
		Total	236	100.0	6,704	100.0	26,009	100.0

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Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	0.4	34	0.2	141	0.2
		Disagree	1	0.4	118	0.8	489	0.6
		Neutral	27	10.7	1,917	12.4	8,400	11.0
		Agree	118	46.8	7,278	47.2	35,284	46.2
		Strongly agree	105	41.7	6,068	39.4	32,029	42.0
		Total	252	100.0	15,415	100.0	76,343	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	1	0.4	59	0.4	328	0.4
		Disagree	1	0.4	177	1.1	843	1.1
		Neutral	15	6.0	1,296	8.4	6,367	8.3
		Agree	88	35.1	5,336	34.6	26,679	34.9
		Strongly agree	146	58.2	8,541	55.4	42,230	55.2
		Total	251	100.0	15,409	100.0	76,447	100.0
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	1	0.4	68	0.4	363	0.5
		Disagree	2	0.8	204	1.3	1,002	1.3
		Neutral	26	10.3	1,688	10.9	8,584	11.2
		Agree	102	40.5	5,875	38.0	29,440	38.4
		Strongly agree	121	48.0	7,613	49.3	37,214	48.6
		Total	252	100.0	15,448	100.0	76,603	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	175	68.4	10,451	67.4	50,460	65.6
		Once	59	23.0	3,841	24.8	19,744	25.7
		Two or three times	21	8.2	1,075	6.9	5,884	7.7
		Four or more times	1	0.4	141	0.9	782	1.0
		Total	256	100.0	15,508	100.0	76,870	100.0
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	192	75.9	10,460	68.3	53,675	70.8
		Once	47	18.6	3,510	22.9	15,817	20.9
		Two or three times	10	4.0	1,090	7.1	5,095	6.7
		Four or more times	4	1.6	249	1.6	1,226	1.6
		Total	253	100.0	15,309	100.0	75,813	100.0
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	141	55.3	8,353	53.9	41,634	54.1
		Once	70	27.5	4,626	29.9	23,102	30.0
		Two or three times	33	12.9	2,065	13.3	9,857	12.8
		Four or more times	11	4.3	442	2.9	2,335	3.0
		Total	255	100.0	15,486	100.0	76,928	100.0

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2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

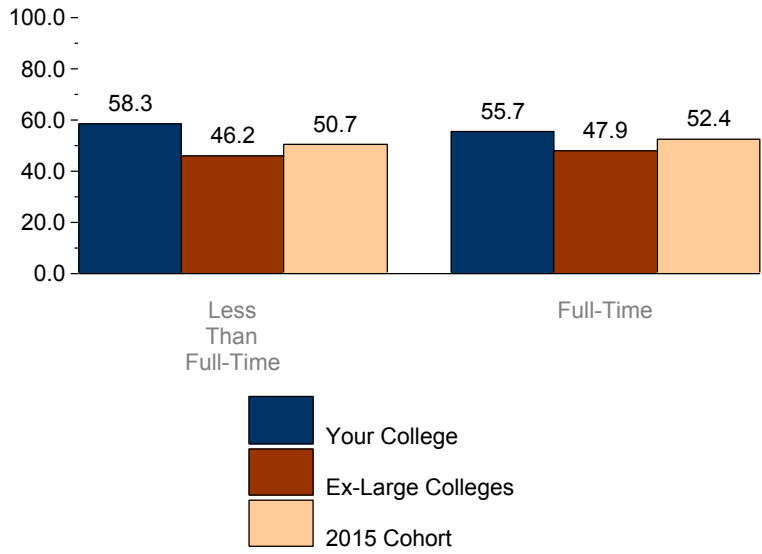
[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

			Your College		Ex-Large 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	187	73.3	11,852	76.3	57,573	74.7
		Once	48	18.8	2,548	16.4	13,364	17.3
		Two or three times	17	6.7	965	6.2	5,131	6.7
		Four or more times	3	1.2	165	1.1	993	1.3
Total			255	100.0	15,530	100.0	77,061	100.0

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Survey of Entering Student Engagement
Austin Community College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large 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 - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

			Your College	Ex-Large 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	4.03	3.69	0.33**	3.75	0.28**
		Full-time	4.00	3.74	0.26**	3.83	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Less than full-time	3.98	3.57	0.35**	3.67	0.27**
		Full-time	3.99	3.63	0.31**	3.73	0.22**
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Less than full-time	3.61	3.25	0.30**	3.29	0.27**
		Full-time	3.46	3.27		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	4.24	3.77	0.43**	3.86	0.36**
		Full-time	4.19	3.84	0.31**	3.96	0.22**
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	3.12	2.79	0.27**	2.88	
		Full-time	2.92	2.81		2.92	

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** T-test: 2-tailed

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	0.8	208	3.1	712	2.8
		Disagree	13	5.5	596	9.0	1,996	7.8
		Neutral	36	15.1	1,779	26.9	6,649	25.9
		Agree	113	47.5	2,506	37.8	9,986	38.9
		Strongly agree	74	31.1	1,532	23.1	6,303	24.6
		Total	238	100.0	6,621	100.0	25,646	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	6	2.5	384	5.8	1,321	5.1
		Disagree	18	7.6	959	14.4	3,274	12.7
		Neutral	34	14.3	1,432	21.5	5,082	19.7
		Agree	95	40.1	2,245	33.7	9,107	35.3
		Strongly agree	84	35.4	1,644	24.7	7,047	27.3
		Total	237	100.0	6,664	100.0	25,831	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	6	2.5	506	7.6	1,743	6.8
		Disagree	35	14.7	1,339	20.1	5,006	19.4
		Neutral	59	24.8	1,964	29.5	7,615	29.5
		Agree	84	35.3	1,676	25.2	6,800	26.4
		Strongly agree	54	22.7	1,175	17.6	4,633	18.0
		Total	238	100.0	6,660	100.0	25,797	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	2	0.8	320	4.8	1,050	4.1
		Disagree	9	3.8	676	10.1	2,251	8.7
		Neutral	19	8.0	1,093	16.4	3,978	15.4
		Agree	107	45.0	2,687	40.3	10,624	41.1
		Strongly agree	101	42.4	1,888	28.3	7,935	30.7
		Total	238	100.0	6,664	100.0	25,838	100.0
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Strongly disagree	20	8.4	943	14.1	3,276	12.7
		Disagree	62	26.1	2,149	32.2	7,883	30.5
		Neutral	60	25.2	1,625	24.4	6,564	25.4
		Agree	61	25.6	1,248	18.7	5,017	19.4
		Strongly agree	35	14.7	703	10.5	3,103	12.0
		Total	238	100.0	6,668	100.0	25,843	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

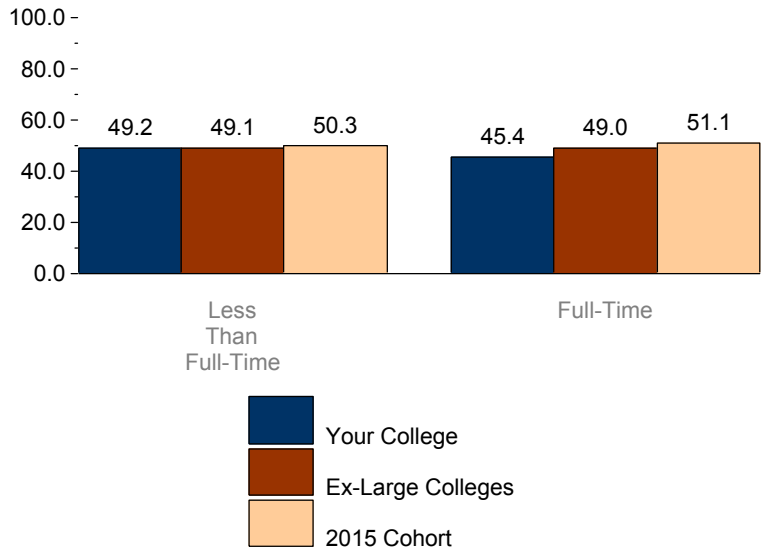
[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Ex-Large 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	0.8	407	2.7	1,638	2.2
		Disagree	12	4.8	1,295	8.4	5,006	6.6
		Neutral	42	16.8	4,059	26.5	18,413	24.2
		Agree	123	49.2	5,736	37.4	30,345	39.9
		Strongly agree	71	28.4	3,846	25.1	20,705	27.2
		Total	250	100.0	15,343	100.0	76,107	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	4	1.6	943	6.1	3,730	4.9
		Disagree	27	10.7	2,199	14.2	9,333	12.2
		Neutral	29	11.5	2,827	18.3	13,739	17.9
		Agree	100	39.5	5,201	33.7	26,622	34.8
		Strongly agree	93	36.8	4,278	27.7	23,168	30.2
		Total	253	100.0	15,448	100.0	76,592	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	5	2.0	1,166	7.6	4,716	6.2
		Disagree	42	16.7	3,149	20.4	14,576	19.1
		Neutral	87	34.5	4,278	27.7	21,817	28.5
		Agree	69	27.4	3,966	25.7	20,581	26.9
		Strongly agree	49	19.4	2,864	18.6	14,779	19.3
		Total	252	100.0	15,423	100.0	76,469	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	3	1.2	746	4.8	2,747	3.6
		Disagree	12	4.7	1,454	9.4	5,784	7.6
		Neutral	21	8.3	2,164	14.0	9,951	13.0
		Agree	116	45.8	6,177	40.0	31,455	41.1
		Strongly agree	101	39.9	4,899	31.7	26,621	34.8
		Total	253	100.0	15,440	100.0	76,558	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	25	9.9	2,138	13.8	9,070	11.8
		Disagree	78	30.8	4,960	32.1	22,988	30.0
		Neutral	69	27.3	3,803	24.6	19,594	25.6
		Agree	54	21.3	2,848	18.4	15,138	19.8
		Strongly agree	27	10.7	1,701	11.0	9,763	12.8
		Total	253	100.0	15,450	100.0	76,553	100.0

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

Survey of Entering Student Engagement
Austin Community College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large 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 - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Effective Track to College Readiness (COLLREAD)

			Your College	Ex-Large 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	3.95	3.99		3.98	
		Full-time	4.00	3.97		4.01	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Less than full-time	3.94	3.94		3.93	
		Full-time	4.03	3.94		3.97	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Less than full-time	3.66	3.64		3.64	
		Full-time	3.72	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 - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	199	83.6	5,311	80.2	21,556	83.9
		No	39	16.4	1,315	19.8	4,138	16.1
		Total	238	100.0	6,626	100.0	25,694	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	203	86.0	5,426	84.5	21,775	87.3
		No	33	14.0	993	15.5	3,161	12.7
		Total	236	100.0	6,419	100.0	24,936	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	155	65.7	4,406	66.7	17,864	69.7
		No	81	34.3	2,202	33.3	7,756	30.3
		Total	236	100.0	6,608	100.0	25,620	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	3	1.3	97	1.5	429	1.7
		Disagree	12	5.1	255	3.8	1,002	3.9
		Neutral	54	23.1	1,387	20.8	5,361	20.7
		Agree	89	38.0	2,798	42.0	10,823	41.9
		Strongly agree	76	32.5	2,118	31.8	8,241	31.9
		Total	234	100.0	6,655	100.0	25,856	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	2	0.9	80	1.2	357	1.4
		Disagree	14	6.0	235	3.5	986	3.8
		Neutral	46	19.7	1,548	23.3	5,960	23.1
		Agree	106	45.3	2,929	44.1	11,341	43.9
		Strongly agree	66	28.2	1,854	27.9	7,181	27.8
		Total	234	100.0	6,646	100.0	25,825	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	4	1.7	179	2.7	738	2.9
		Disagree	28	12.0	639	9.6	2,474	9.6
		Neutral	68	29.1	2,113	31.8	8,227	31.8
		Agree	77	32.9	2,172	32.7	8,385	32.5
		Strongly agree	57	24.4	1,548	23.3	6,015	23.3
		Total	234	100.0	6,651	100.0	25,839	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

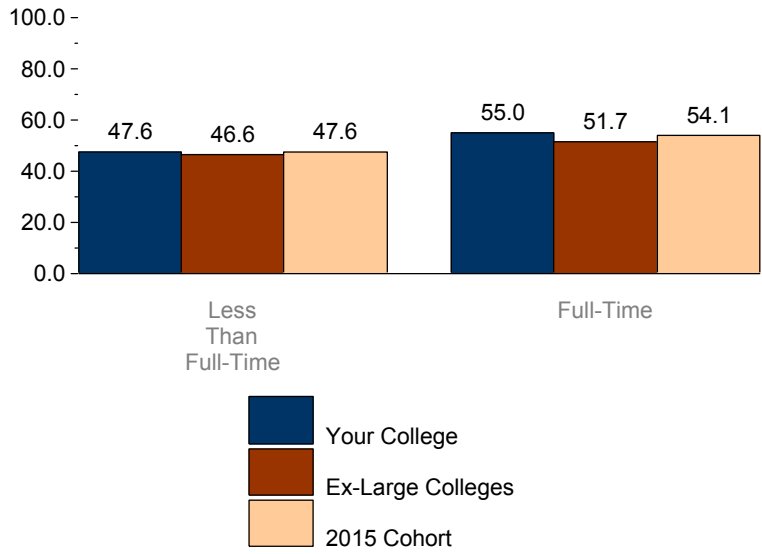
[Unweighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Ex-Large 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	198	78.6	12,472	81.2	62,968	82.6
		No	54	21.4	2,894	18.8	13,230	17.4
		Total	252	100.0	15,366	100.0	76,198	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	206	83.1	13,063	87.0	65,576	87.8
		No	42	16.9	1,960	13.0	9,075	12.2
		Total	248	100.0	15,023	100.0	74,651	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	123	49.4	10,127	66.0	50,457	66.4
		No	126	50.6	5,212	34.0	25,512	33.6
		Total	249	100.0	15,339	100.0	75,969	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	4	1.6	261	1.7	1,153	1.5
		Disagree	15	5.8	668	4.3	3,153	4.1
		Neutral	49	19.1	3,159	20.5	14,887	19.4
		Agree	99	38.5	6,529	42.3	32,466	42.3
		Strongly agree	90	35.0	4,815	31.2	25,067	32.7
		Total	257	100.0	15,432	100.0	76,726	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	2	0.8	190	1.2	876	1.1
		Disagree	11	4.3	657	4.3	2,947	3.8
		Neutral	47	18.4	3,414	22.1	16,390	21.4
		Agree	113	44.1	6,802	44.1	34,107	44.5
		Strongly agree	83	32.4	4,352	28.2	22,335	29.1
		Total	256	100.0	15,415	100.0	76,655	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	10	3.9	466	3.0	2,130	2.8
		Disagree	19	7.4	1,634	10.6	7,774	10.1
		Neutral	72	28.0	4,966	32.2	23,898	31.2
		Agree	88	34.2	4,879	31.7	24,680	32.2
		Strongly agree	68	26.5	3,467	22.5	18,149	23.7
		Total	257	100.0	15,412	100.0	76,631	100.0

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Survey of Entering Student Engagement
Austin Community College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large 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 - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College	Ex-Large 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	2.82	2.76		2.79	
		Full-time	2.84	2.84		2.86	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Less than full-time	2.17	2.13		2.12	
		Full-time	2.24	2.17		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	1.53		1.52	
		Full-time	1.75	1.55	0.23**	1.54	0.23**
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Less than full-time	2.38	2.41		2.43	
		Full-time	2.54	2.55		2.57	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Less than full-time	1.48	1.51		1.51	
		Full-time	1.61	1.64		1.69	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Less than full-time	1.24	1.28		1.27	
		Full-time	1.33	1.31		1.32	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Less than full-time	1.27	1.28		1.26	
		Full-time	1.43	1.34		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	1.93	2.03		2.03	
		Full-time	2.10	2.27		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	2.26	2.14		2.16	
		Full-time	2.48	2.30		2.37	
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Less than full-time	2.04	2.05		2.04	
		Full-time	2.19	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	2.32	2.31		2.31	
		Full-time	2.40	2.35		2.39	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Less than full-time	2.43	2.28		2.30	
		Full-time	2.56	2.39		2.43	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Less than full-time	1.62	1.53		1.54	
		Full-time	1.64	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 - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College	Ex-Large 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	1.35	1.27		1.28	
		Full-time	1.54	1.31	0.32**	1.31	0.33**
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Less than full-time	1.65	1.67		1.67	
		Full-time	1.73	1.73		1.74	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Less than full-time	1.85	1.97		1.98	
		Full-time	2.12	2.10		2.19	

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** T-test: 2-tailed

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College		Ex-Large 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?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	18	7.5	614	9.2	2,323	8.9
		Once	60	25.0	1,679	25.0	6,283	24.1
		Two or three times	109	45.4	3,083	46.0	11,960	45.9
		Four or more times	53	22.1	1,329	19.8	5,491	21.1
		Total	240	100.0	6,705	100.0	26,057	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	61	26.0	1,905	28.6	7,755	30.0
		Once	89	37.9	2,382	35.7	9,072	35.1
		Two or three times	68	28.9	1,957	29.4	7,311	28.3
		Four or more times	17	7.2	423	6.3	1,719	6.6
		Total	235	100.0	6,667	100.0	25,857	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	159	66.5	4,530	67.5	17,705	68.0
		Once	51	21.3	1,111	16.6	4,274	16.4
		Two or three times	21	8.8	762	11.4	2,863	11.0
		Four or more times	8	3.3	308	4.6	1,191	4.6
		Total	239	100.0	6,711	100.0	26,033	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	65	27.2	1,524	22.7	5,827	22.4
		Once	48	20.1	1,821	27.1	6,886	26.5
		Two or three times	96	40.2	2,450	36.5	9,661	37.1
		Four or more times	30	12.6	920	13.7	3,659	14.1
		Total	239	100.0	6,715	100.0	26,033	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	170	71.4	4,505	67.4	17,524	67.6
		Once	30	12.6	1,194	17.9	4,609	17.8
		Two or three times	30	12.6	749	11.2	2,795	10.8
		Four or more times	8	3.4	234	3.5	989	3.8
		Total	238	100.0	6,682	100.0	25,917	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	200	83.3	5,502	82.2	21,548	82.8
		Once	27	11.3	669	10.0	2,525	9.7
		Two or three times	9	3.8	389	5.8	1,421	5.5
		Four or more times	4	1.7	135	2.0	529	2.0
		Total	240	100.0	6,695	100.0	26,023	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	200	83.3	5,501	82.4	21,618	83.4
		Once	21	8.8	666	10.0	2,474	9.5
		Two or three times	13	5.4	368	5.5	1,314	5.1
		Four or more times	6	2.5	145	2.2	521	2.0
		Total	240	100.0	6,680	100.0	25,927	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	121	50.4	2,969	44.3	11,646	44.7
		Once	45	18.8	1,487	22.2	5,653	21.7
		Two or three times	44	18.3	1,320	19.7	5,103	19.6
		Four or more times	30	12.5	928	13.8	3,645	14.0
		Total	240	100.0	6,704	100.0	26,047	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	73	30.5	2,370	35.4	9,038	34.8
		Once	63	26.4	1,856	27.8	7,042	27.1
		Two or three times	72	30.1	1,640	24.5	6,522	25.1
		Four or more times	31	13.0	821	12.3	3,350	12.9
		Total	239	100.0	6,687	100.0	25,952	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	78	32.8	2,257	33.7	8,752	33.7
		Once	85	35.7	2,335	34.9	9,191	35.3
		Two or three times	62	26.1	1,631	24.4	6,318	24.3
		Four or more times	13	5.5	470	7.0	1,741	6.7
		Total	238	100.0	6,693	100.0	26,002	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	57	23.8	1,566	23.4	6,115	23.5
		Once	76	31.8	2,206	32.9	8,523	32.8
		Two or three times	79	33.1	2,215	33.1	8,466	32.6
		Four or more times	27	11.3	708	10.6	2,902	11.2
		Total	239	100.0	6,695	100.0	26,006	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	51	21.3	1,824	27.2	6,856	26.4
		Once	66	27.6	1,937	28.9	7,675	29.5
		Two or three times	90	37.7	2,156	32.2	8,283	31.9
		Four or more times	32	13.4	779	11.6	3,192	12.3
		Total	239	100.0	6,696	100.0	26,006	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	147	61.5	4,478	66.8	17,220	66.2
		Once	49	20.5	1,175	17.5	4,700	18.1
		Two or three times	31	13.0	748	11.2	2,914	11.2
		Four or more times	12	5.0	298	4.4	1,166	4.5
		Total	239	100.0	6,699	100.0	26,000	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	175	78.5	5,357	83.4	20,688	83.3
		Once	23	10.3	577	9.0	2,199	8.8
		Two or three times	19	8.5	324	5.0	1,194	4.8
		Four or more times	6	2.7	167	2.6	768	3.1
		Total	223	100.0	6,425	100.0	24,849	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	149	66.2	4,196	65.4	16,420	66.5
		Once	29	12.9	865	13.5	2,974	12.0
		Two or three times	23	10.2	650	10.1	2,420	9.8
		Four or more times	24	10.7	702	10.9	2,871	11.6
		Total	225	100.0	6,413	100.0	24,685	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	119	52.2	3,204	49.7	12,452	49.9
		Once	49	21.5	1,185	18.4	4,468	17.9
		Two or three times	36	15.8	1,100	17.0	4,063	16.3
		Four or more times	24	10.5	963	14.9	3,987	16.0
		Total	228	100.0	6,452	100.0	24,970	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College		Ex-Large 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?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	20	7.8	1,171	7.5	5,746	7.4
		Once	63	24.6	3,641	23.4	17,309	22.4
		Two or three times	110	43.0	7,247	46.6	36,258	47.0
		Four or more times	63	24.6	3,491	22.5	17,894	23.2
		Total	256	100.0	15,550	100.0	77,207	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	67	26.3	4,007	25.9	21,105	27.5
		Once	79	31.0	5,859	37.9	28,097	36.6
		Two or three times	91	35.7	4,543	29.4	22,338	29.1
		Four or more times	18	7.1	1,043	6.7	5,168	6.7
		Total	255	100.0	15,452	100.0	76,708	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	154	60.4	10,296	66.3	51,527	66.8
		Once	38	14.9	2,743	17.7	13,035	16.9
		Two or three times	37	14.5	1,765	11.4	8,862	11.5
		Four or more times	26	10.2	736	4.7	3,718	4.8
		Total	255	100.0	15,540	100.0	77,142	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	60	23.3	2,664	17.2	13,088	17.0
		Once	51	19.8	4,063	26.2	19,744	25.6
		Two or three times	93	36.2	6,432	41.4	31,696	41.1
		Four or more times	53	20.6	2,374	15.3	12,589	16.3
		Total	257	100.0	15,533	100.0	77,117	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	167	65.2	9,244	59.8	44,552	58.1
		Once	38	14.8	3,321	21.5	15,971	20.8
		Two or three times	35	13.7	2,141	13.9	11,710	15.3
		Four or more times	16	6.3	743	4.8	4,472	5.8
		Total	256	100.0	15,449	100.0	76,705	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	211	81.8	12,448	80.1	61,796	80.1
		Once	18	7.0	1,733	11.2	8,003	10.4
		Two or three times	20	7.8	969	6.2	4,954	6.4
		Four or more times	9	3.5	389	2.5	2,352	3.1
		Total	258	100.0	15,539	100.0	77,105	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	194	75.5	12,166	78.7	60,166	78.3
		Once	20	7.8	1,845	11.9	8,864	11.5
		Two or three times	38	14.8	1,015	6.6	5,342	7.0
		Four or more times	5	1.9	442	2.9	2,444	3.2
		Total	257	100.0	15,468	100.0	76,816	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Ex-Large 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	107	41.8	5,288	34.0	25,926	33.6
		Once	56	21.9	3,644	23.4	17,394	22.5
		Two or three times	54	21.1	3,685	23.7	18,750	24.3
		Four or more times	39	15.2	2,932	18.9	15,093	19.6
		Total	256	100.0	15,549	100.0	77,163	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	58	22.6	4,511	29.1	20,767	27.0
		Once	67	26.1	4,213	27.2	20,222	26.3
		Two or three times	82	31.9	4,414	28.5	22,612	29.4
		Four or more times	50	19.5	2,338	15.1	13,204	17.2
		Total	257	100.0	15,476	100.0	76,805	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	73	28.4	5,202	33.5	24,131	31.3
		Once	87	33.9	5,310	34.2	26,490	34.4
		Two or three times	73	28.4	3,904	25.2	20,358	26.4
		Four or more times	24	9.3	1,099	7.1	6,055	7.9
		Total	257	100.0	15,515	100.0	77,034	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	53	20.6	3,523	22.7	16,791	21.8
		Once	78	30.4	4,862	31.3	23,622	30.7
		Two or three times	95	37.0	5,238	33.8	26,715	34.7
		Four or more times	31	12.1	1,895	12.2	9,901	12.9
		Total	257	100.0	15,518	100.0	77,029	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	42	16.3	3,481	22.4	16,448	21.4
		Once	74	28.7	4,563	29.4	22,177	28.8
		Two or three times	97	37.6	5,436	35.0	27,246	35.4
		Four or more times	45	17.4	2,033	13.1	11,148	14.5
		Total	258	100.0	15,513	100.0	77,019	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	156	60.5	9,733	62.7	47,437	61.6
		Once	54	20.9	3,072	19.8	15,595	20.3
		Two or three times	33	12.8	1,875	12.1	9,854	12.8
		Four or more times	15	5.8	839	5.4	4,108	5.3
		Total	258	100.0	15,519	100.0	76,994	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	171	67.9	12,187	81.1	60,826	81.7
		Once	41	16.3	1,500	10.0	7,047	9.5
		Two or three times	24	9.5	821	5.5	4,082	5.5
		Four or more times	16	6.3	512	3.4	2,536	3.4
		Total	252	100.0	15,020	100.0	74,491	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

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

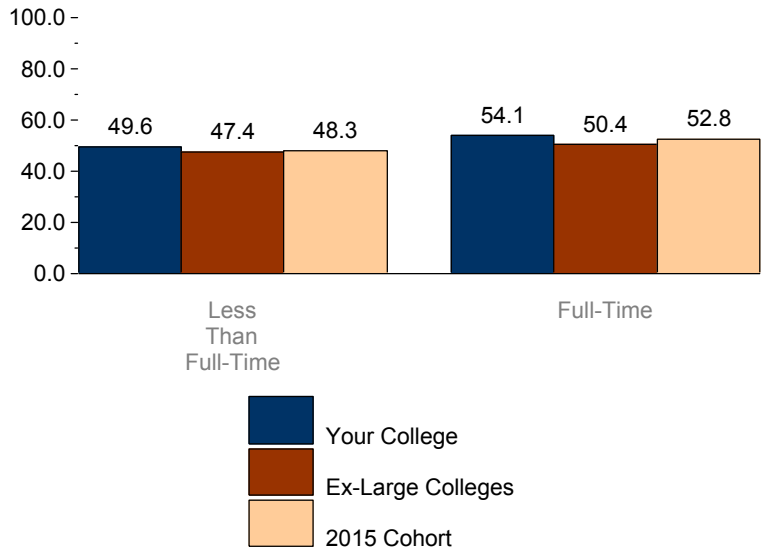
[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Ex-Large 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	158	63.2	9,337	62.4	46,987	63.5
		Once	30	12.0	2,214	14.8	9,200	12.4
		Two or three times	34	13.6	1,593	10.6	7,865	10.6
		Four or more times	28	11.2	1,826	12.2	9,992	13.5
		Total	250	100.0	14,970	100.0	74,044	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	107	42.5	6,791	45.1	31,732	42.5
		Once	53	21.0	2,761	18.4	13,088	17.5
		Two or three times	47	18.7	2,721	18.1	13,869	18.6
		Four or more times	45	17.9	2,772	18.4	15,903	21.3
		Total	252	100.0	15,045	100.0	74,592	100.0

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

Survey of Entering Student Engagement
Austin Community College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large 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 - Austin Community College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Academic and Social Support (ACSOCSUP)

			Your College	Ex-Large 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	3.83	3.86		3.87	
		Full-time	3.97	3.89		3.91	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Less than full-time	4.30	4.25		4.25	
		Full-time	4.35	4.27		4.28	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Less than full-time	4.48	4.35		4.35	
		Full-time	4.49	4.38		4.38	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Less than full-time	4.42	4.26		4.27	
		Full-time	4.46	4.29	0.22**	4.31	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Less than full-time	3.99	4.01		4.03	
		Full-time	4.18	4.21		4.26	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Less than full-time	4.25	4.14		4.20	
		Full-time	4.39	4.24		4.33	
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Less than full-time	4.09	4.14		4.18	
		Full-time	4.23	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 - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	6	2.5	137	2.1	507	2.0
		Disagree	21	8.9	490	7.4	1,880	7.3
		Neutral	43	18.1	1,338	20.1	5,228	20.3
		Agree	105	44.3	2,891	43.5	11,100	43.0
		Strongly agree	62	26.2	1,792	27.0	7,076	27.4
		Total	237	100.0	6,648	100.0	25,791	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	1	0.4	43	0.6	179	0.7
		Disagree	1	0.4	144	2.2	599	2.3
		Neutral	31	13.0	637	9.6	2,434	9.4
		Agree	97	40.8	3,136	47.1	12,034	46.6
		Strongly agree	108	45.4	2,700	40.5	10,574	41.0
		Total	238	100.0	6,660	100.0	25,820	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	0	N/A	28	0.4	126	0.5
		Disagree	1	0.4	112	1.7	448	1.7
		Neutral	13	5.5	486	7.3	1,887	7.3
		Agree	94	39.8	2,929	44.0	11,189	43.4
		Strongly agree	128	54.2	3,096	46.5	12,126	47.0
		Total	236	100.0	6,651	100.0	25,776	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	0	N/A	44	0.7	194	0.8
		Disagree	2	0.8	169	2.5	644	2.5
		Neutral	13	5.5	642	9.6	2,404	9.3
		Agree	106	44.5	2,977	44.7	11,336	43.9
		Strongly agree	117	49.2	2,831	42.5	11,265	43.6
		Total	238	100.0	6,663	100.0	25,843	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	11	4.6	231	3.5	887	3.4
		Disagree	15	6.3	458	6.9	1,655	6.4
		Neutral	33	13.9	848	12.7	3,159	12.2
		Agree	86	36.1	2,631	39.5	10,162	39.3
		Strongly agree	93	39.1	2,495	37.4	9,980	38.6
		Total	238	100.0	6,663	100.0	25,843	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	4	1.7	157	2.4	492	1.9
		Disagree	6	2.5	335	5.1	1,072	4.2
		Neutral	22	9.2	705	10.6	2,510	9.8
		Agree	100	42.0	2,667	40.3	10,413	40.5
		Strongly agree	106	44.5	2,758	41.6	11,206	43.6
		Total	238	100.0	6,622	100.0	25,693	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	9	3.8	154	2.3	579	2.2
		Disagree	12	5.1	379	5.7	1,256	4.9
		Neutral	22	9.3	668	10.0	2,406	9.3
		Agree	100	42.2	2,663	39.9	10,316	39.9
		Strongly agree	94	39.7	2,802	42.0	11,282	43.7
		Total	237	100.0	6,666	100.0	25,839	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	5	2.0	255	1.7	1,280	1.7
		Disagree	14	5.6	1,161	7.5	5,482	7.2
		Neutral	47	18.7	2,982	19.4	14,479	19.0
		Agree	102	40.6	6,674	43.3	33,113	43.3
		Strongly agree	83	33.1	4,335	28.1	22,045	28.9
		Total	251	100.0	15,407	100.0	76,399	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	3	1.2	77	0.5	415	0.5
		Disagree	2	0.8	366	2.4	1,684	2.2
		Neutral	24	9.6	1,413	9.2	6,691	8.7
		Agree	96	38.2	7,051	45.7	35,122	45.9
		Strongly agree	126	50.2	6,525	42.3	32,586	42.6
		Total	251	100.0	15,432	100.0	76,498	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	2	0.8	48	0.3	275	0.4
		Disagree	2	0.8	285	1.9	1,236	1.6
		Neutral	9	3.6	1,044	6.8	5,105	6.7
		Agree	96	38.1	6,444	41.8	32,281	42.3
		Strongly agree	143	56.7	7,580	49.2	37,454	49.1
		Total	252	100.0	15,401	100.0	76,351	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	1	0.4	71	0.5	378	0.5
		Disagree	0	N/A	368	2.4	1,523	2.0
		Neutral	17	6.7	1,389	9.0	6,442	8.4
		Agree	99	39.3	6,784	44.0	33,650	44.0
		Strongly agree	135	53.6	6,823	44.2	34,564	45.1
		Total	252	100.0	15,435	100.0	76,557	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	7	2.8	331	2.1	1,356	1.8
		Disagree	14	5.6	621	4.0	2,762	3.6
		Neutral	21	8.3	1,410	9.1	6,446	8.4
		Agree	95	37.7	6,177	40.0	30,386	39.7
		Strongly agree	115	45.6	6,906	44.7	35,624	46.5
		Total	252	100.0	15,445	100.0	76,574	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	1	0.4	299	1.9	976	1.3
		Disagree	3	1.2	605	3.9	2,125	2.8
		Neutral	18	7.2	1,307	8.5	5,454	7.2
		Agree	103	41.4	6,046	39.4	30,085	39.5
		Strongly agree	124	49.8	7,099	46.2	37,541	49.3
		Total	249	100.0	15,356	100.0	76,181	100.0

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

Survey of Entering Student Engagement - Austin Community College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large 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		Ex-Large 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	6	2.4	246	1.6	960	1.3
		Disagree	11	4.4	618	4.0	2,436	3.2
		Neutral	20	7.9	1,267	8.2	5,502	7.2
		Agree	96	38.1	5,959	38.6	29,400	38.4
		Strongly agree	119	47.2	7,360	47.6	38,282	50.0
		Total	252	100.0	15,450	100.0	76,580	100.0

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