

*The Community College Survey of Student Engagement*

*2015 CCSSE Survey Report*



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Strategic Planning and Assessment for Enrollment & Student Services  
Institutional Effectiveness, Accreditation, and Research

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## The Community College Survey of Student Engagement (CCSSE)

### Overview of 2015 Survey Results Wake Technical Community College

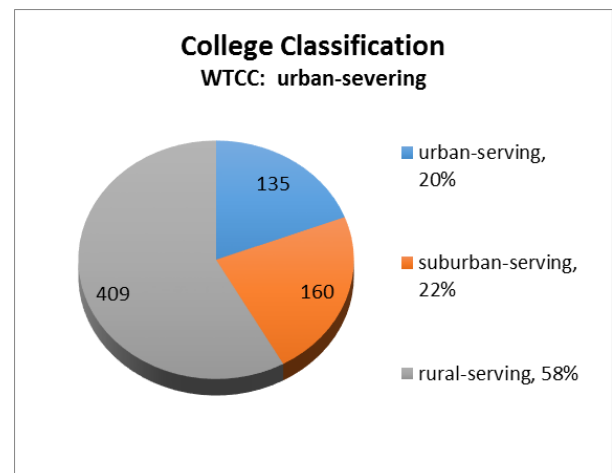
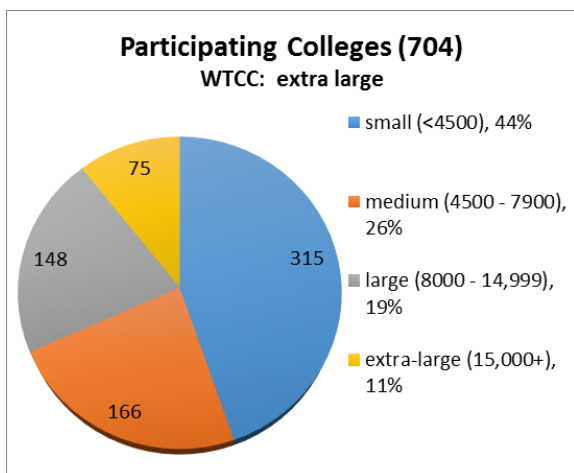
#### Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

#### CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. As an extra-large college, Wake Technical Community College is compared against other extra-large institutions nationwide (see Appendix A). This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2015 CCSSE Cohort represents over 441,500 community college students from 704 community and technical colleges in 47 states and the District of Columbia, three Canadian provinces, plus Micronesia and the Marshall Islands. Thirty-one colleges in North Carolina have administered the survey within the past three years (Appendix B).



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## CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the spring academic term, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, **1,190** respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of **99%**. The maximum sample sizes for each question answered on the 2015 survey follow:

**WTCC 1,190**

**Ex-Large Colleges 82,401**

**2015 Cohort 441,500**

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## 2015 Student Respondent Profile

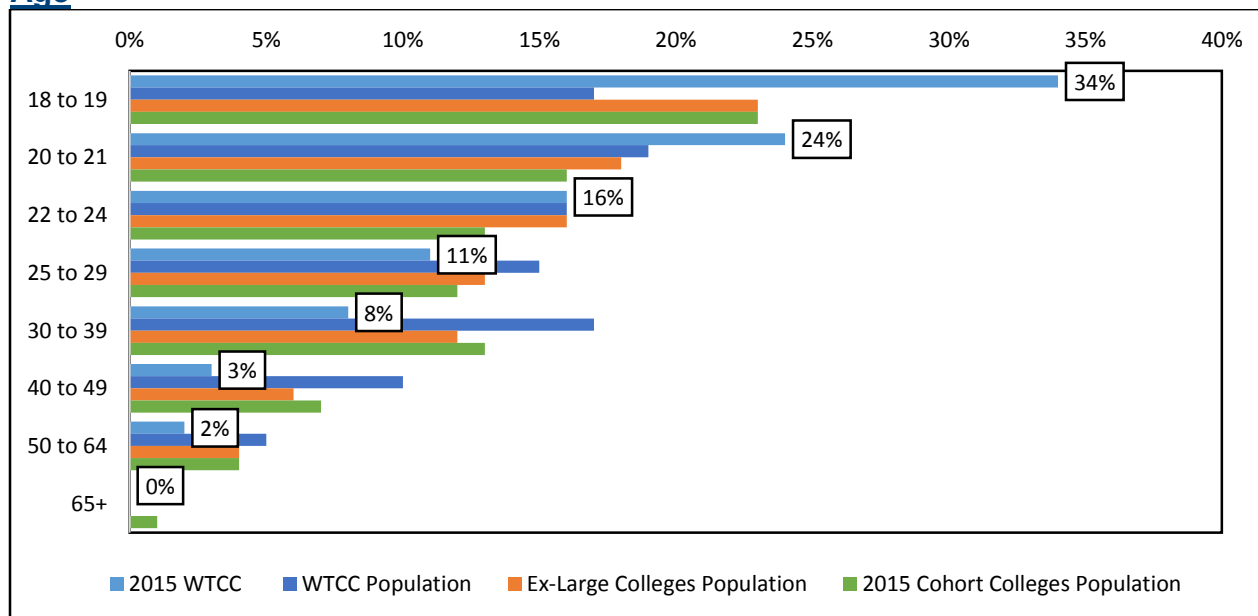
Please note that percentages may not add up to 100% in each category due to missing data and/or rounding.

### Enrollment Status

**33%** of our surveyed students report being less than full-time college students, compared to 28% of the 2015 CCSSE Cohort colleges' student respondents. **67%** of the student respondents at our college report attending college full-time, while 72% of the 2015 CCSSE Cohort colleges' student respondents attended full-time.

Population data<sup>1</sup> for all students at our college are **69%** less than full-time and **31%** full-time. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

### Age



WTCC avg. sample size = 1,163 students

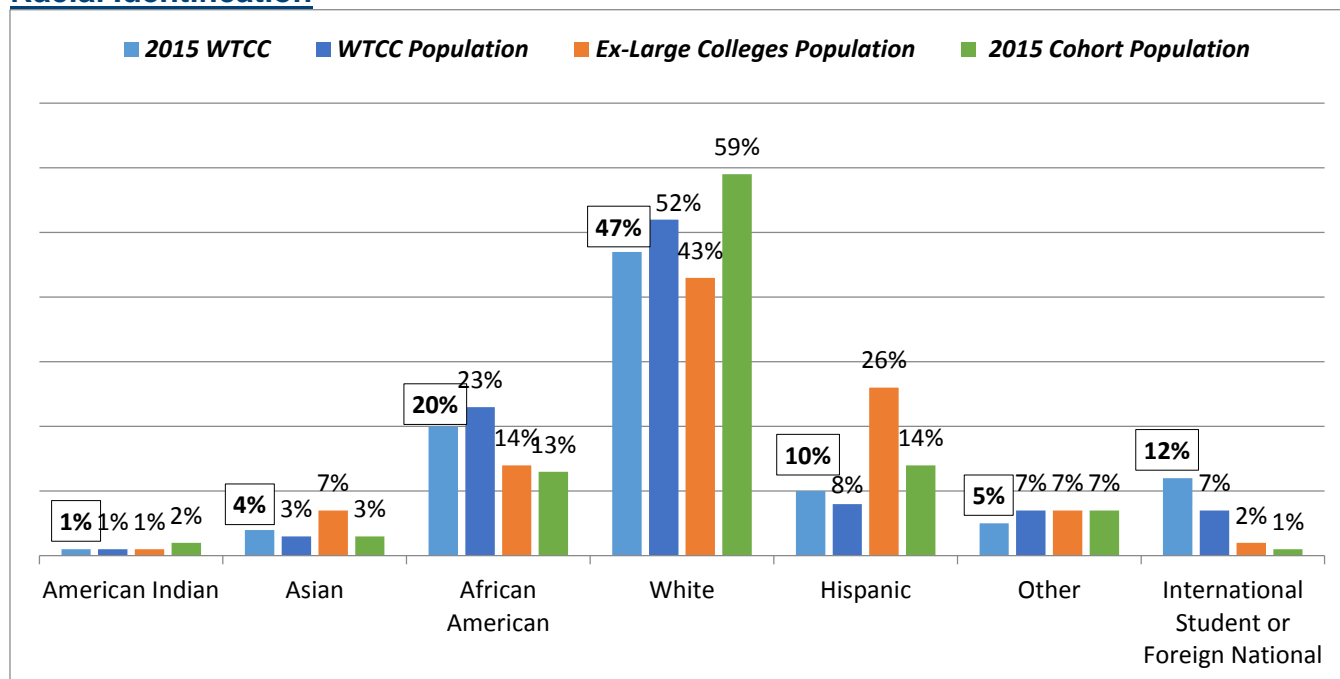
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<sup>1</sup> Population data are those reported for the most recent IPEDS enrollment report.

## Gender

**43%** of our student respondents are male and **55%** are female, which is comparable to the 2015 CCSSE Cohort, which is 42% male and 58% female.

## Racial Identification



WTCC avg. sample size = 1,164 students

## International Students

**12.0%** of our students responded yes to the question, “Are you an international student or foreign national?” Our college has more international students than the 2015 CCSSE Cohort, of which 1% are international.

***The results for the following student respondent categories are weighted according to the most recent IPEDS population data.***

## Non-Native English Speaking Students

At our college, **21.5%** of CCSSE respondents are non-native English speakers.

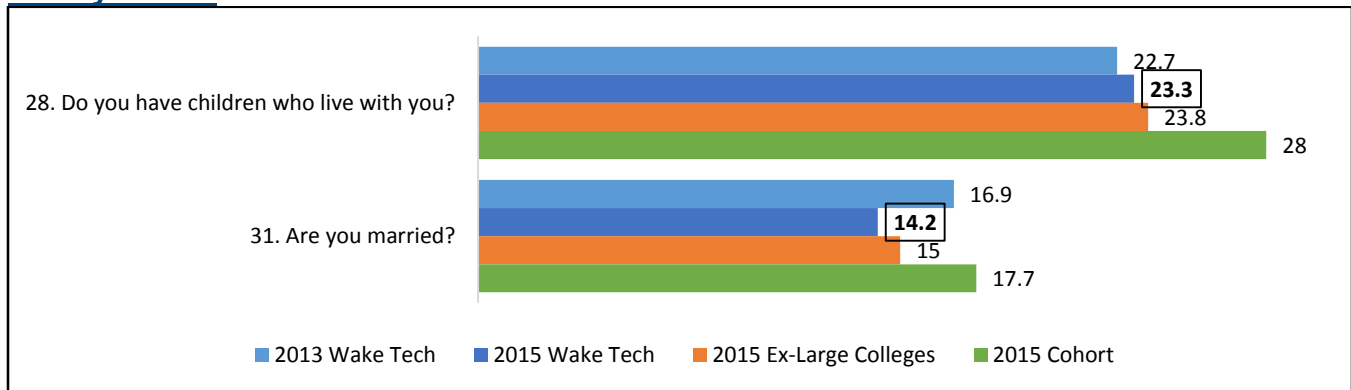
## First-Generation Status

**19.9%** of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered “first-generation.”

## Parent/Guardian Educational Status

**18.7%** indicate that their mothers’ highest level of education is a high school diploma (with no college experience), and **22.5%** indicate that level for their fathers’.

## Family Status



WTCC avg. sample size = 1,169 students

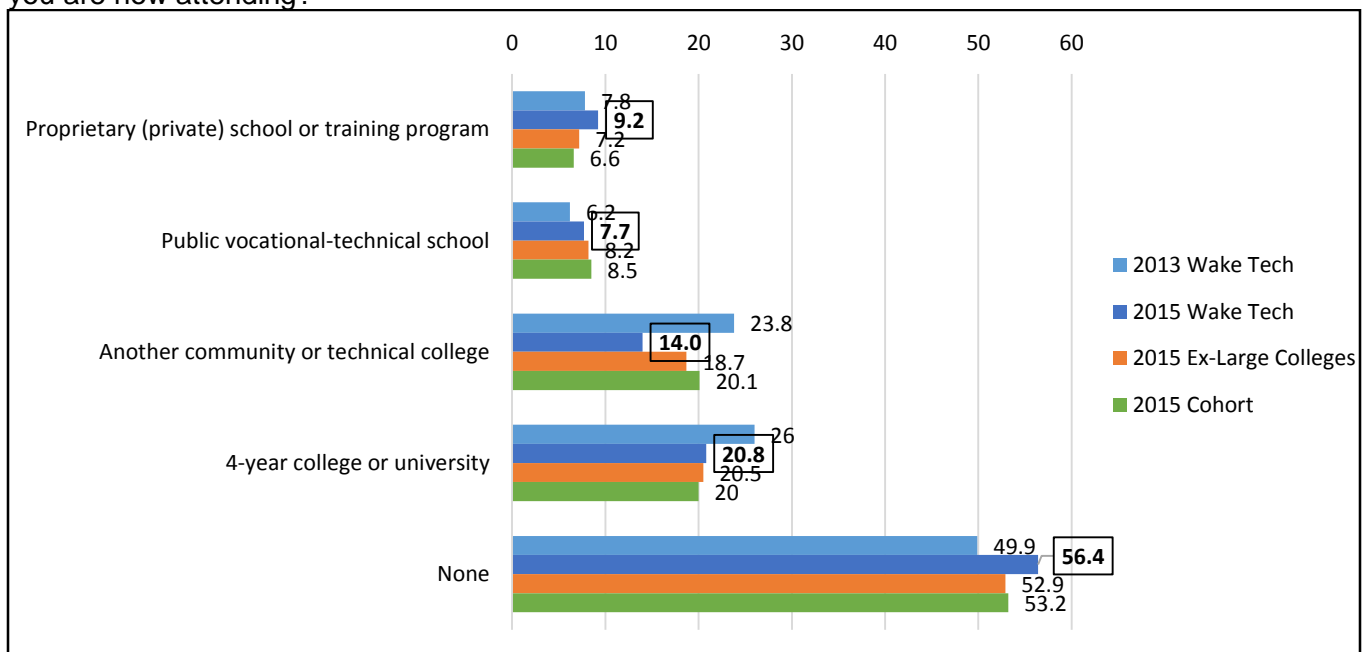
## College-Sponsored Activities

**88.2%** of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while **8.5%** typically spend only 1 to 5 hours per week participating in these activities.

## Educational Attainment

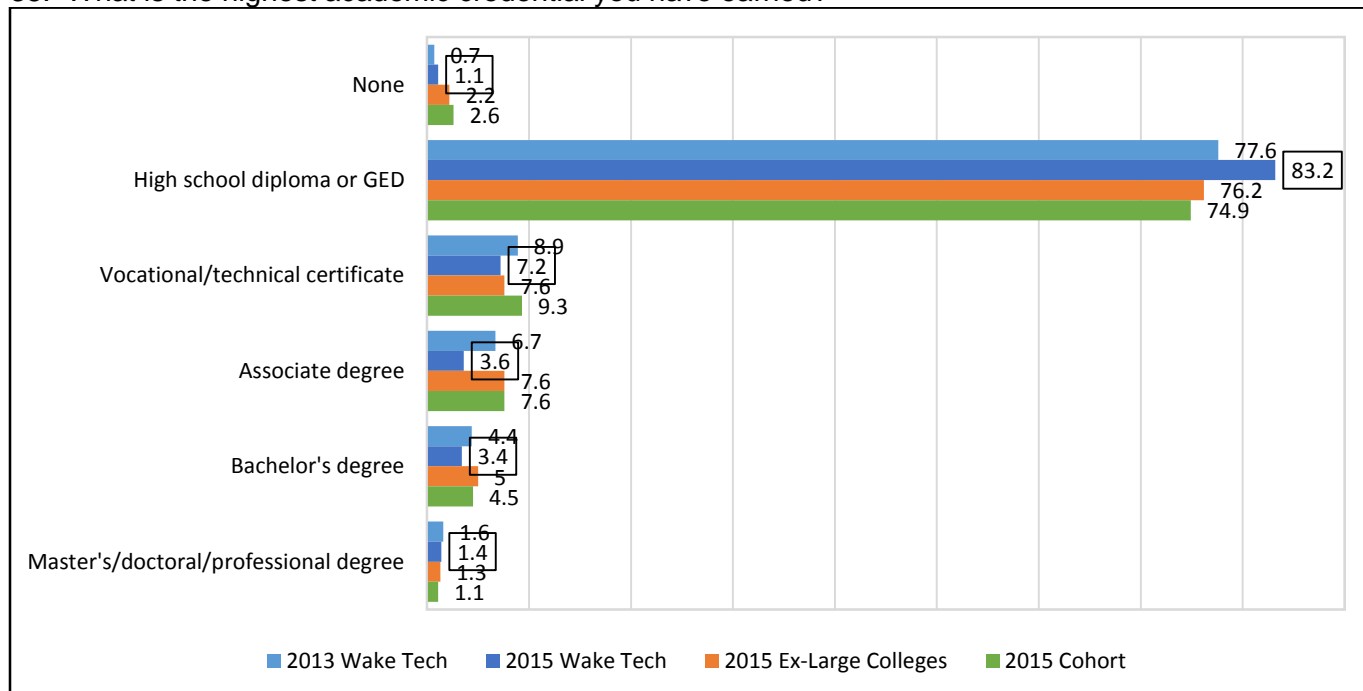
**73.2%** of respondents report starting their college careers at this community college. Approximately **83.2%** of students indicate that their highest level of educational attainment is a high school diploma or GED; **78.6%** have completed fewer than 30 credit hours of college-level work; **10.8%** report having either a certificate or an associate degree; **3.4%** have earned a bachelor's degree; and **1.4%** have earned an advanced degree.

19. Since high school, which of the following types of schools have you attended other than the one you are now attending?



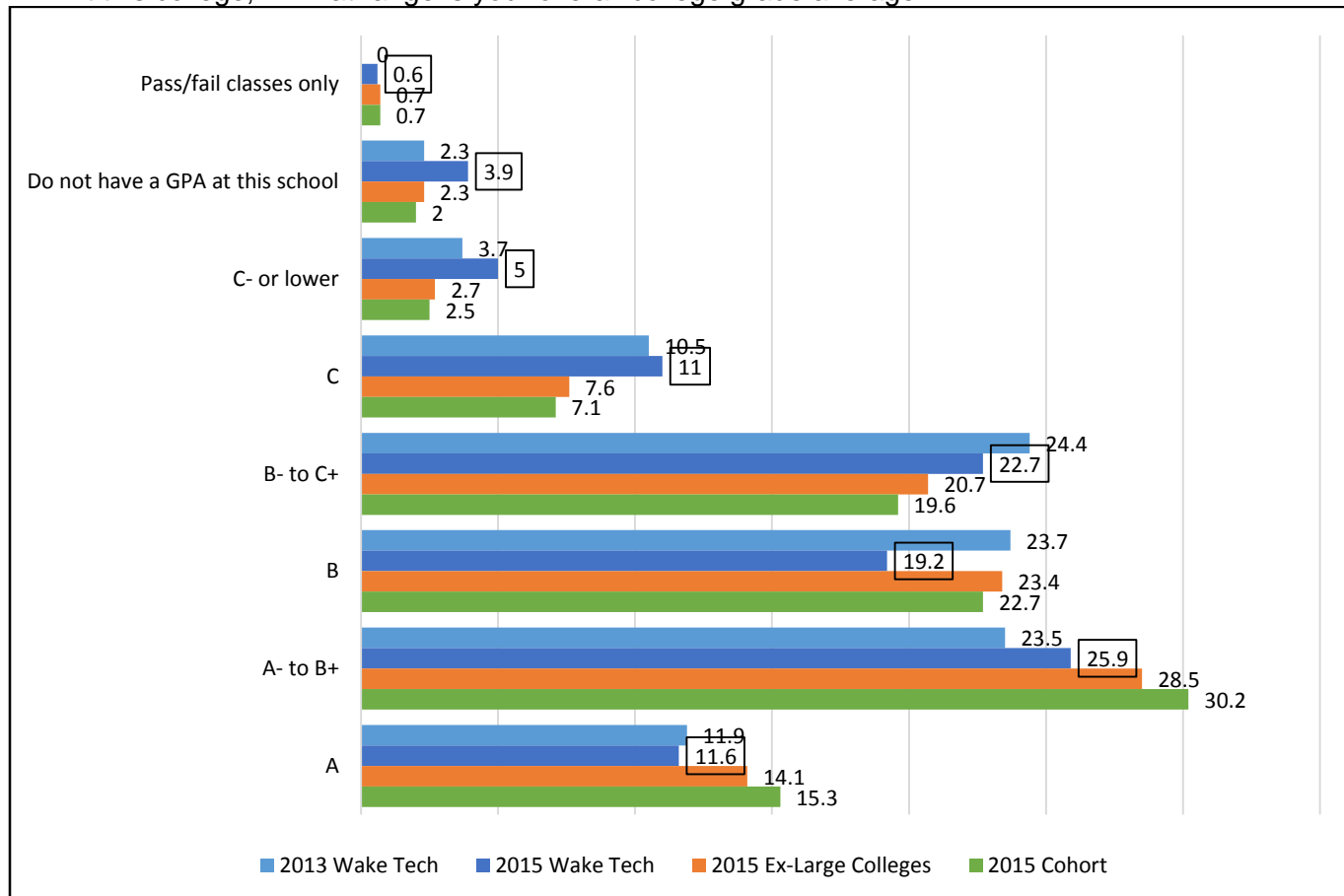
WTCC avg. sample size = 1,190 students

### 35. What is the highest academic credential you have earned?



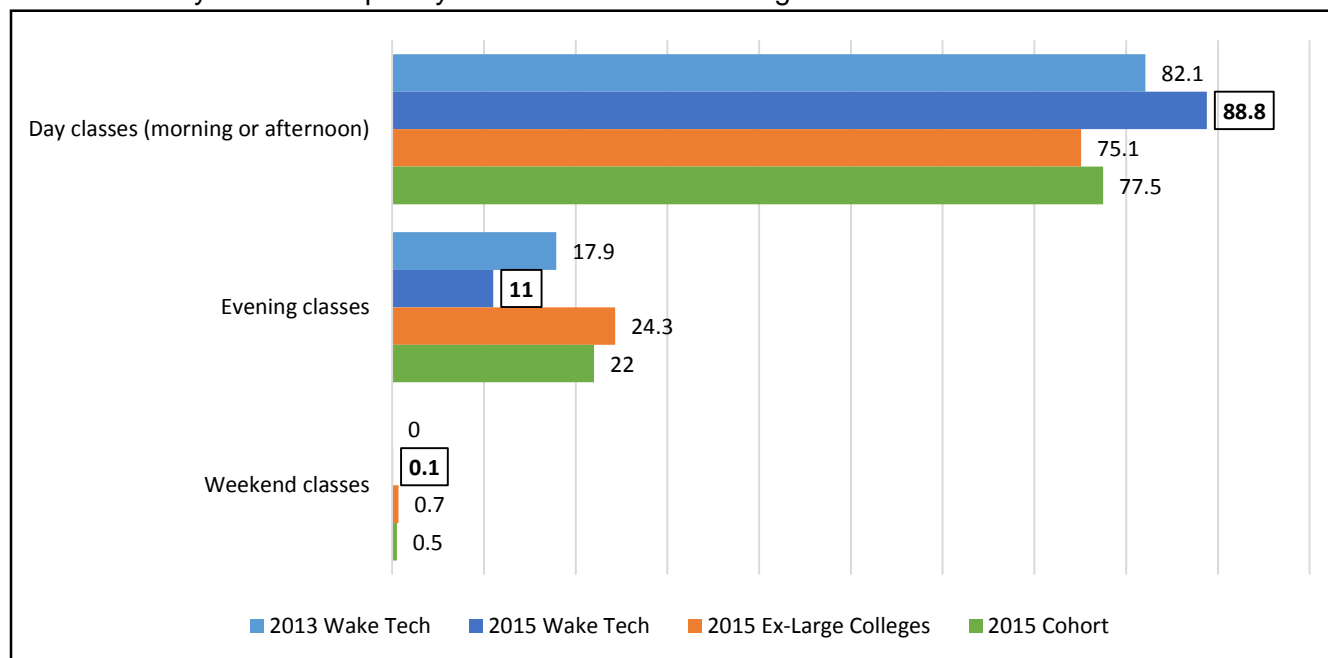
WTCC avg. sample size = 1,153 students

### 21. At this college, in what range is your overall college grade average?



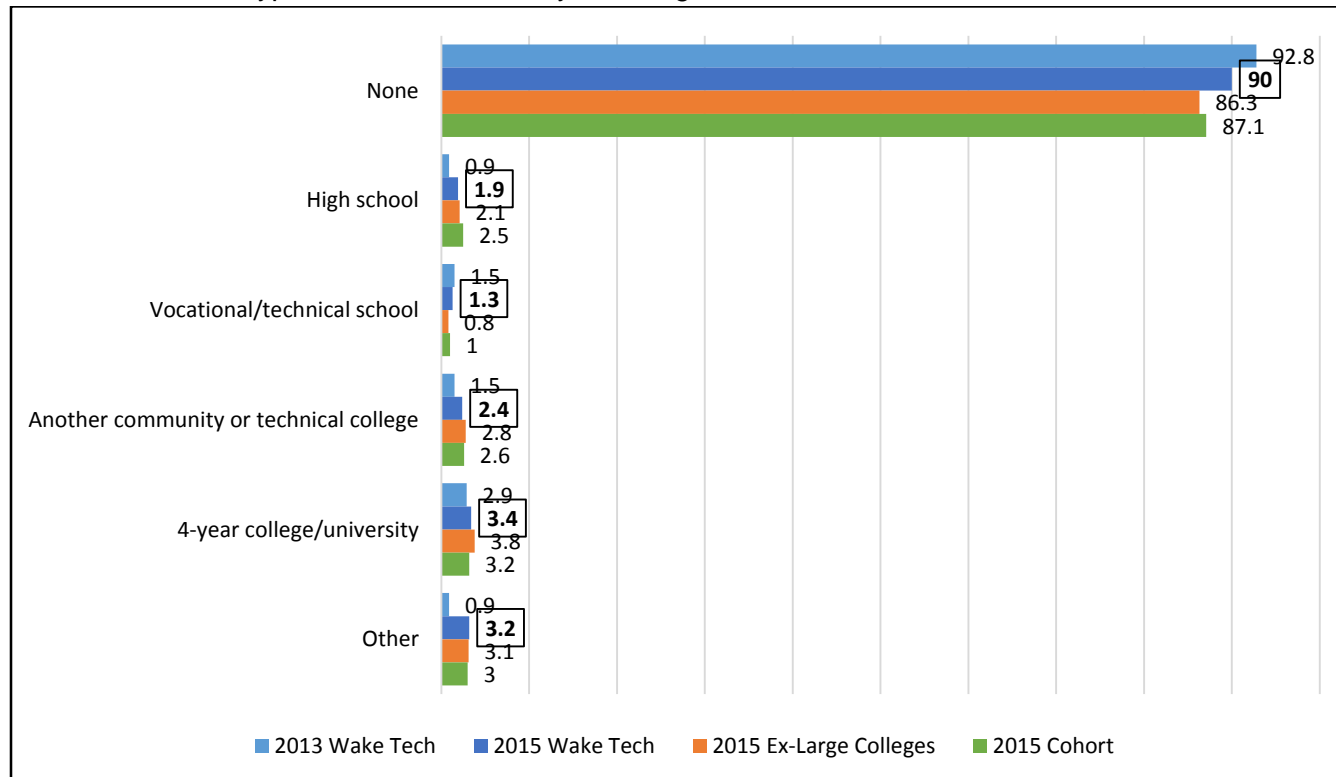
WTCC avg. sample size = 1,144 students

## 22. When do you most frequently take classes at this college?



WTCC avg. sample size = 1,147 students

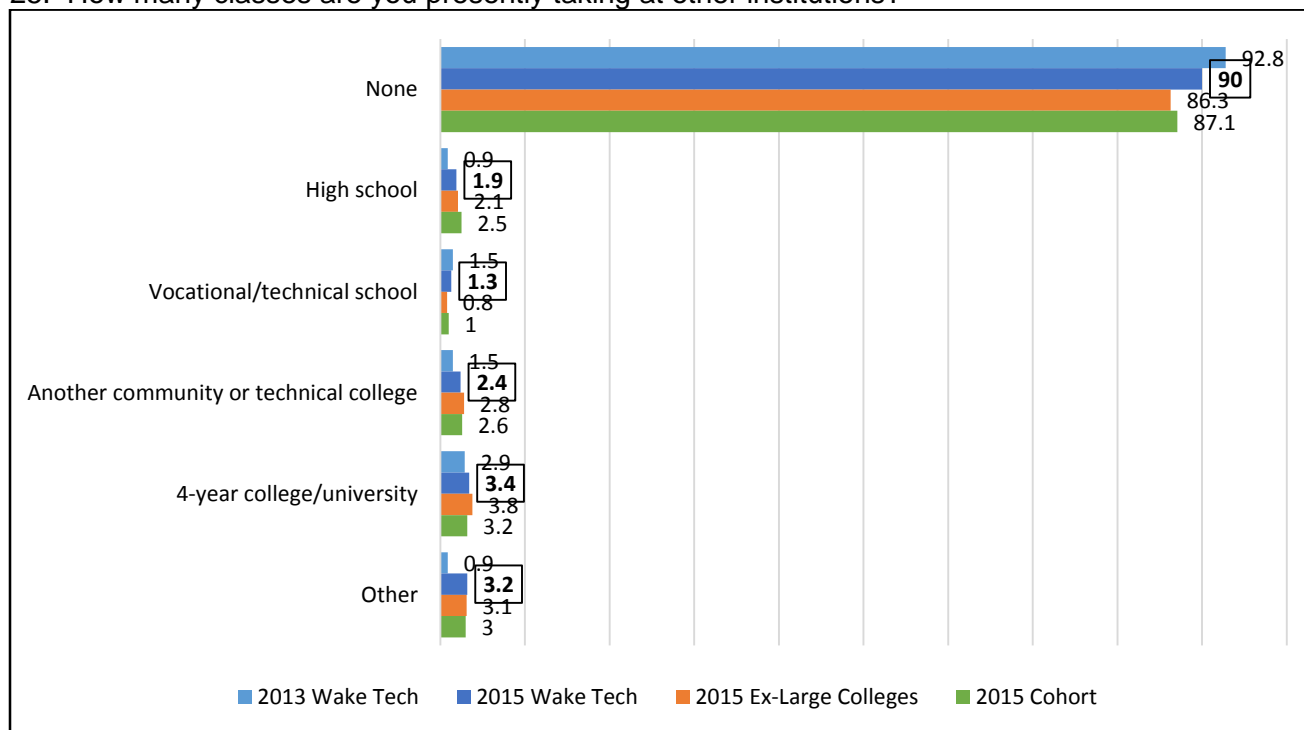
## 24. At what other types of institutions are you taking classes this term?



WTCC avg. sample size = 1,190 students



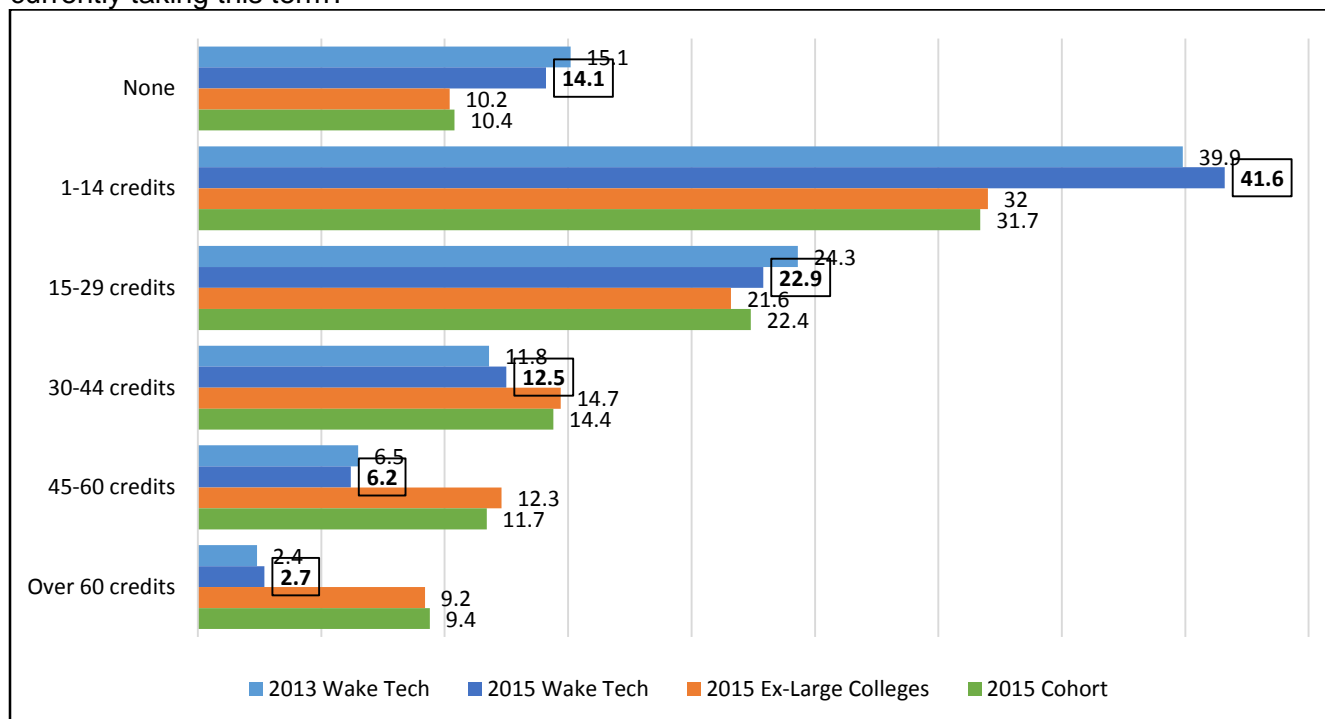
## 25. How many classes are you presently taking at other institutions?



WTCC avg. sample size = 1,168 students

## Total Credit Hours Earned

### 23. How many total credit hours have you earned at this college, not counting the courses you are currently taking this term?



WTCC avg. sample size = 1,158 students

\*#23 Statistically significant (see Appendix C)

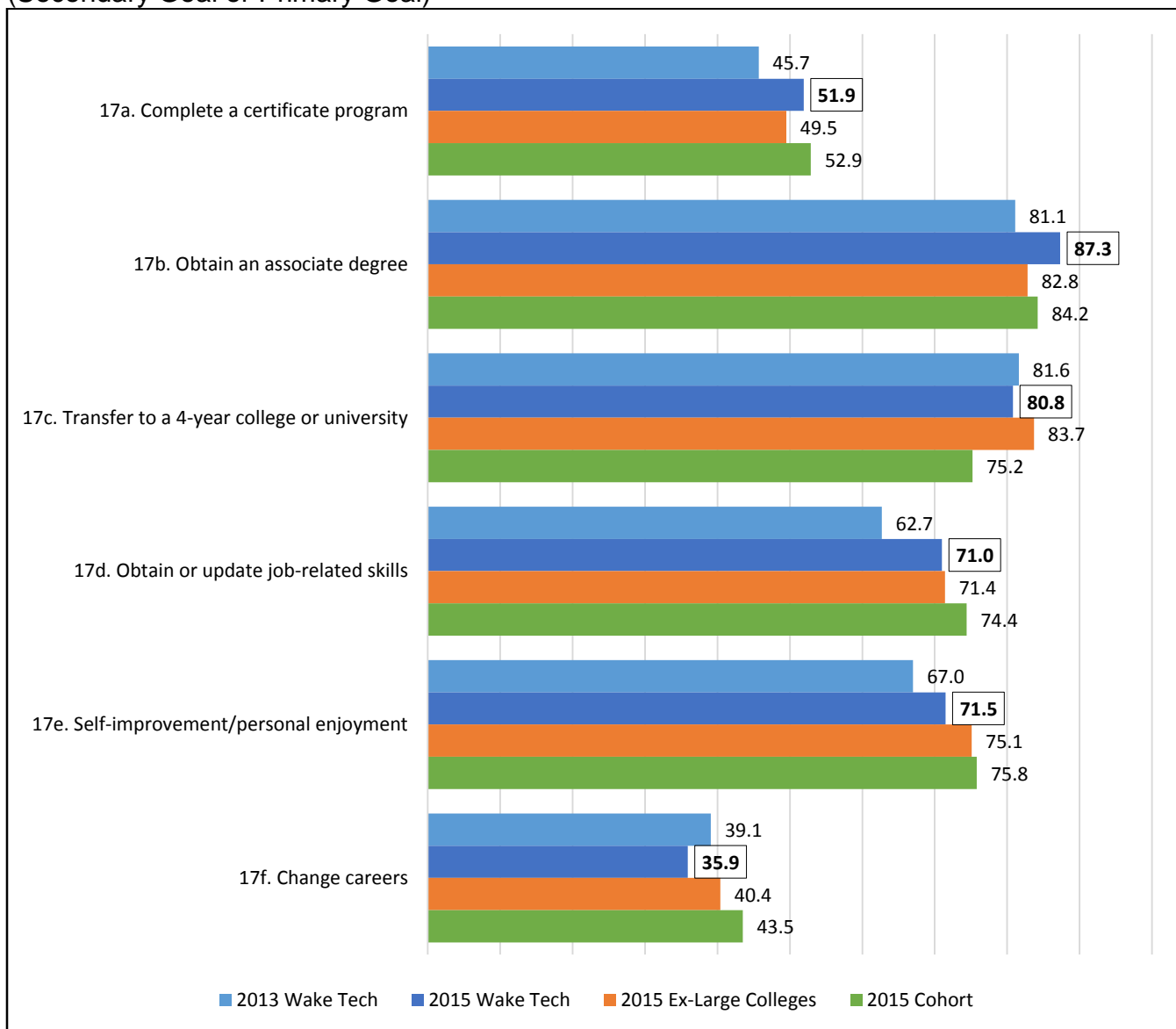
## External Commitments

**51.5%** of student respondents work 21 or more hours per week; **36.3%** care for dependents at least six hours per week, with **16.9%** caring for dependents more than 30 hours per week; and **22.3%** spend at least six hours per week commuting to class.

Our students are faced with balancing responsibilities of school, family and work. **23.3%** of student respondents indicated that they have children who live with them and **14.2%** responded that they are married.

## Goals

17. Indicate which of the following are your reasons/goals for attending this college.  
(Secondary Goal or Primary Goal)



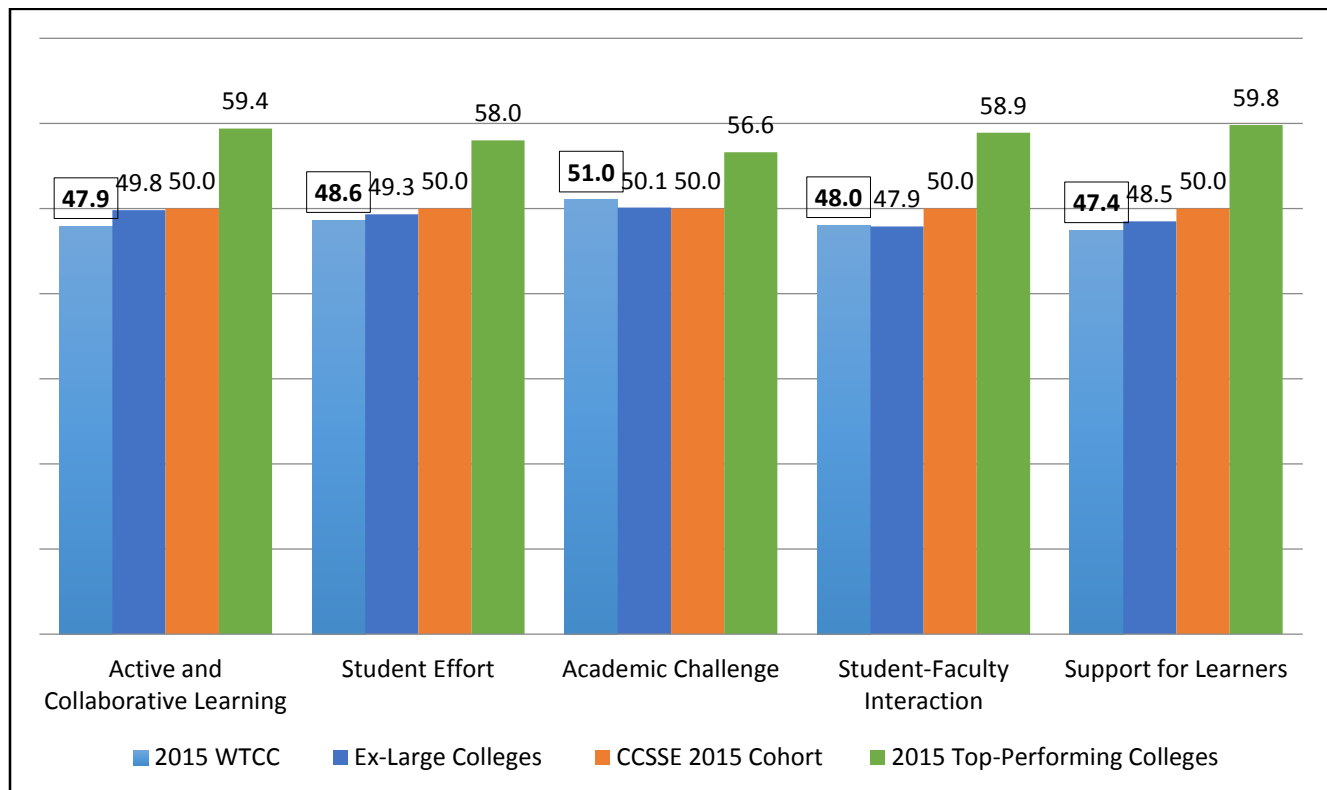
WTCC avg. sample size = 1,151 students

## CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

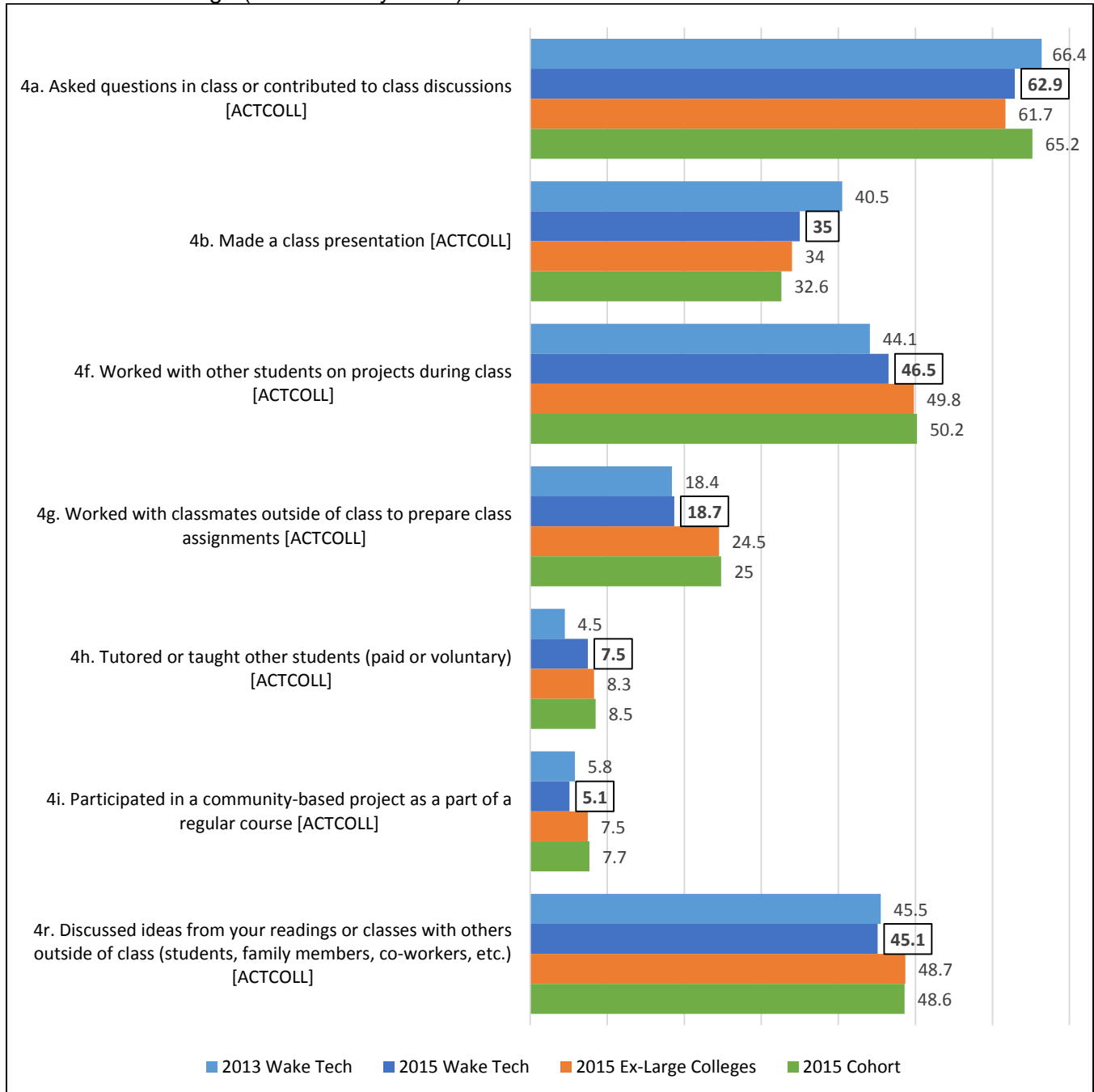
### Benchmark Scores – Comparisons



## Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)

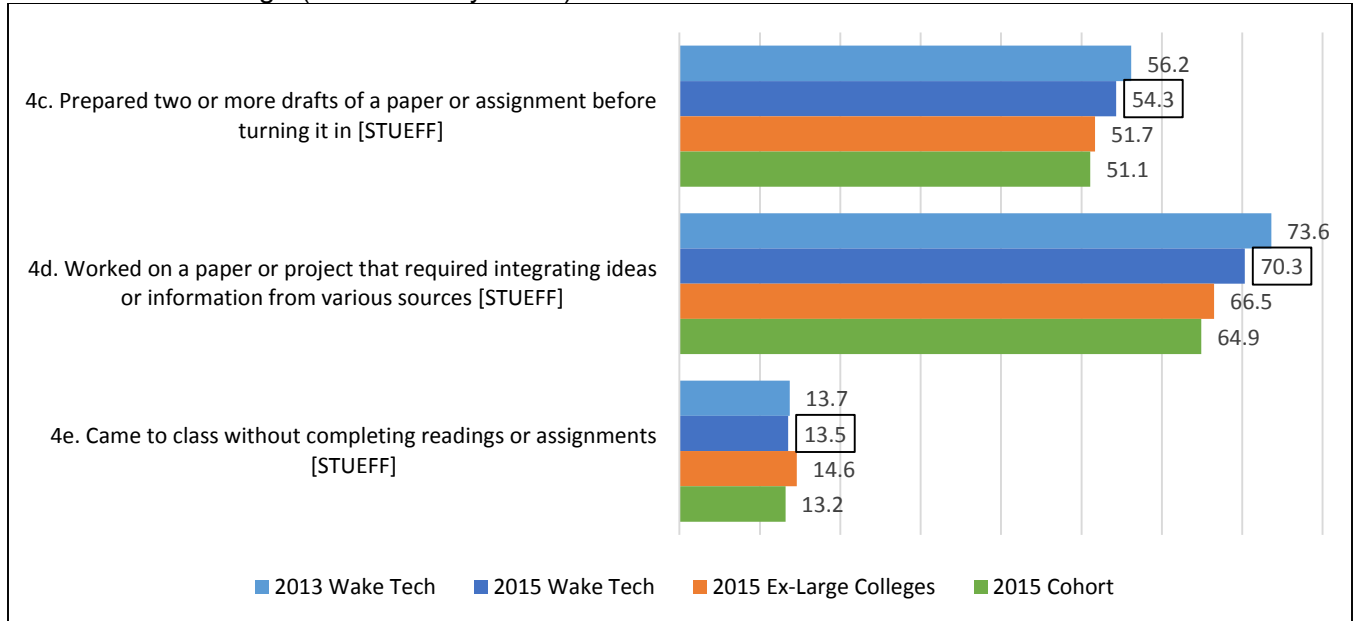


WTCC avg. sample size = 1,182 students

## Student Effort

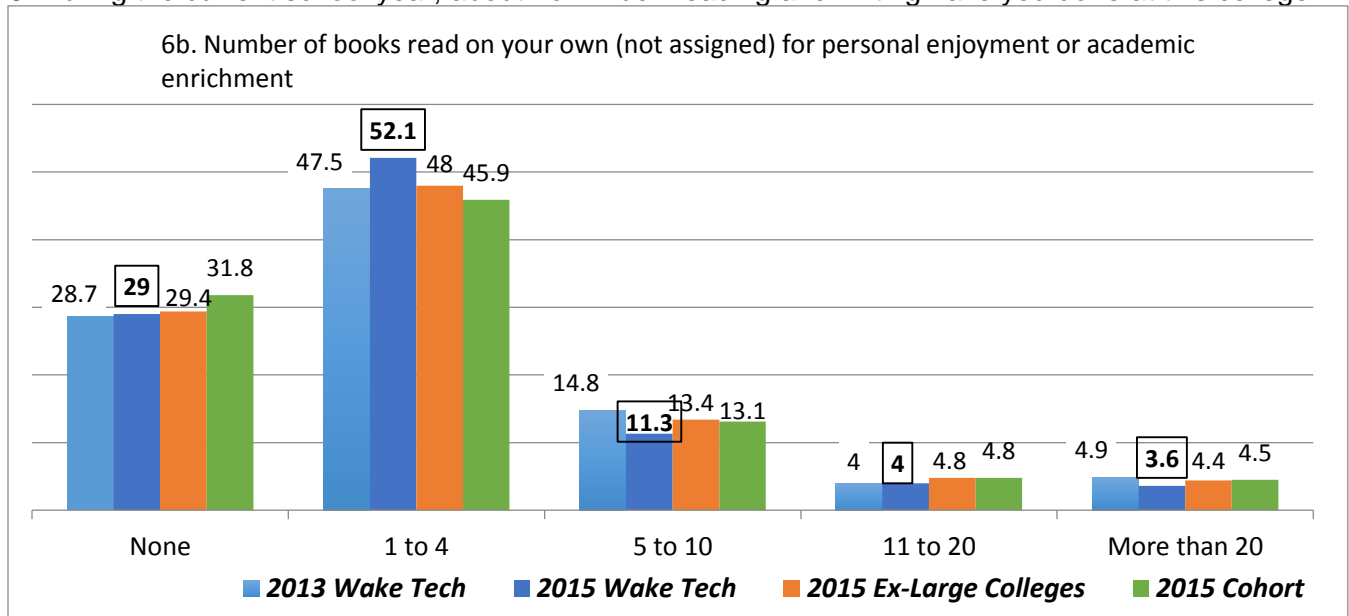
Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)



WTCC avg. sample size = 1,175 students

6. During the current school year, about how much reading and writing have you done at this college?

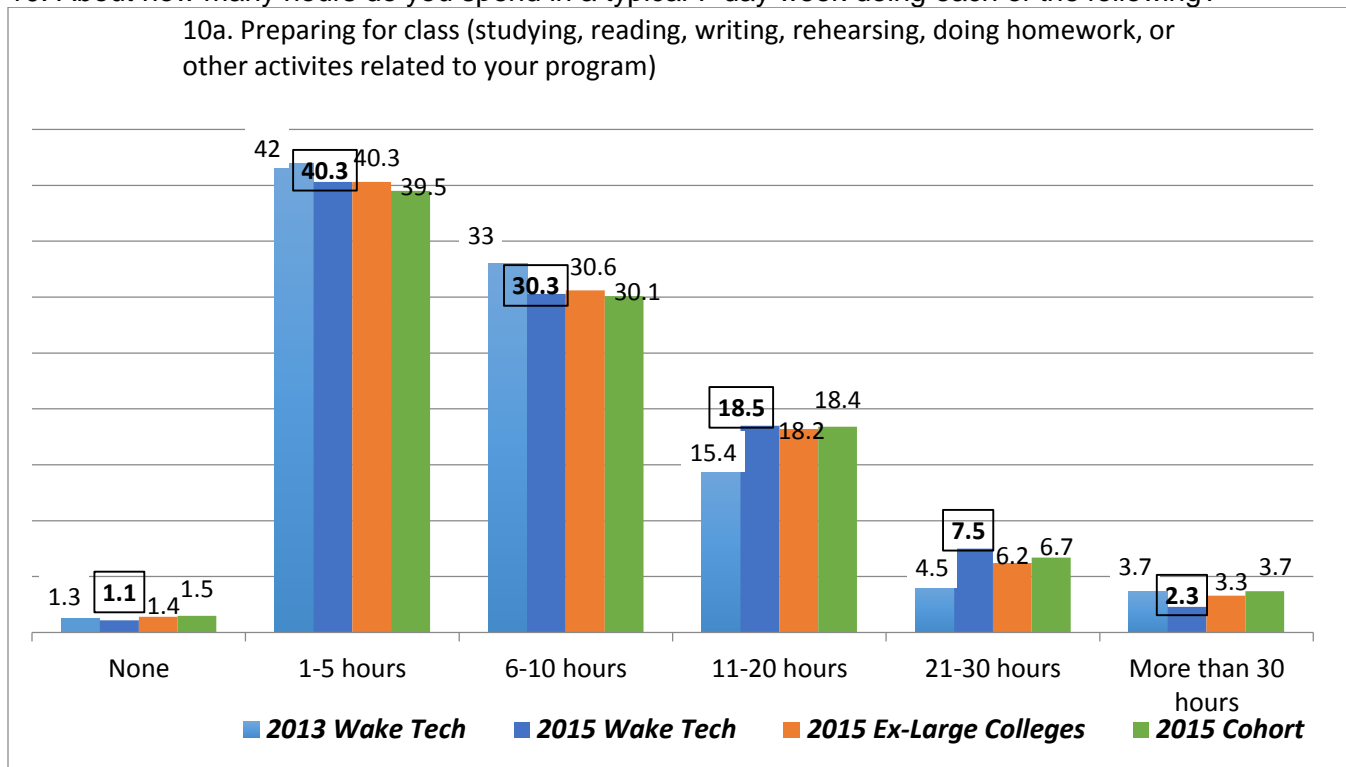


WTCC avg. sample size = 1,169 students

## Student Effort (Continued)

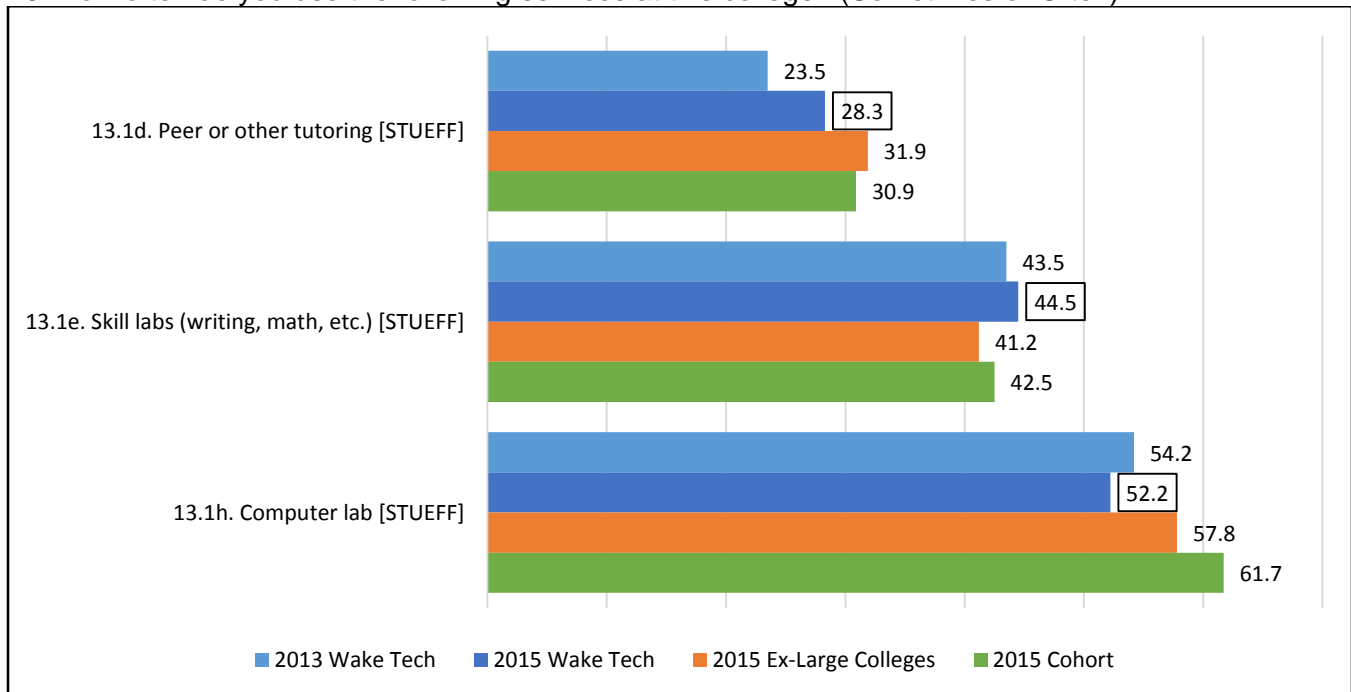
10. About how many hours do you spend in a typical 7-day week doing each of the following?

10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)



WTCC sample size = 1,164 students

13. How often do you use the following services at this college? (Sometimes or Often)



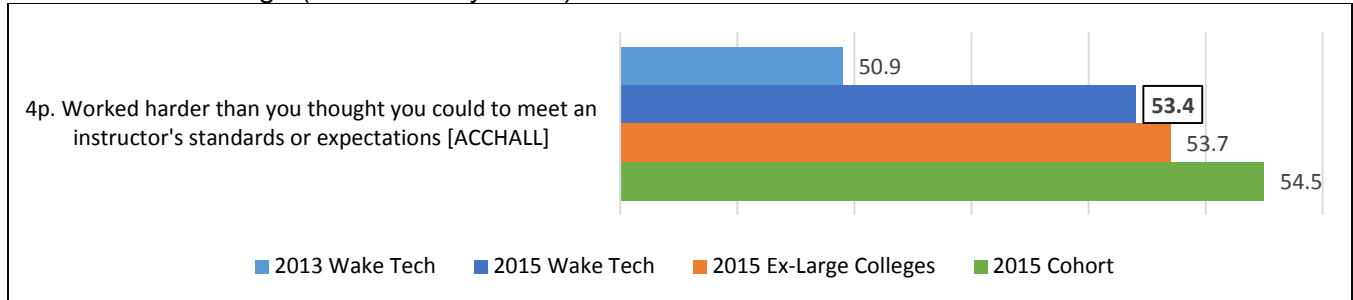
WTCC avg. sample size = 1,127 students

\*13.1h Statistically significant (see Appendix C)

## Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

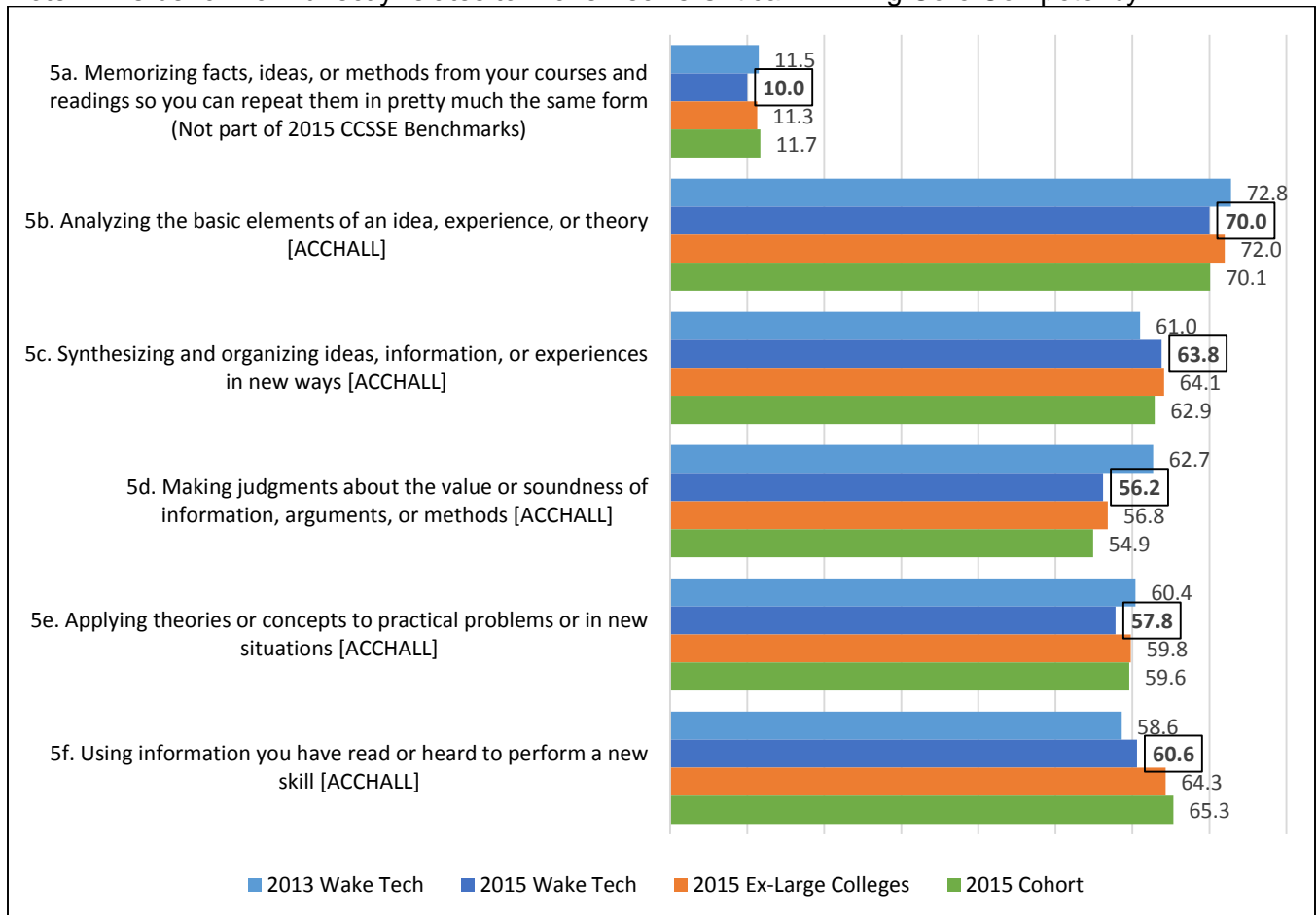
4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)



WTCC avg. sample size = 1,175 students

5. During the current school year, how much has your coursework at this college emphasized the following mental activities? (Quite a bit or Very much)

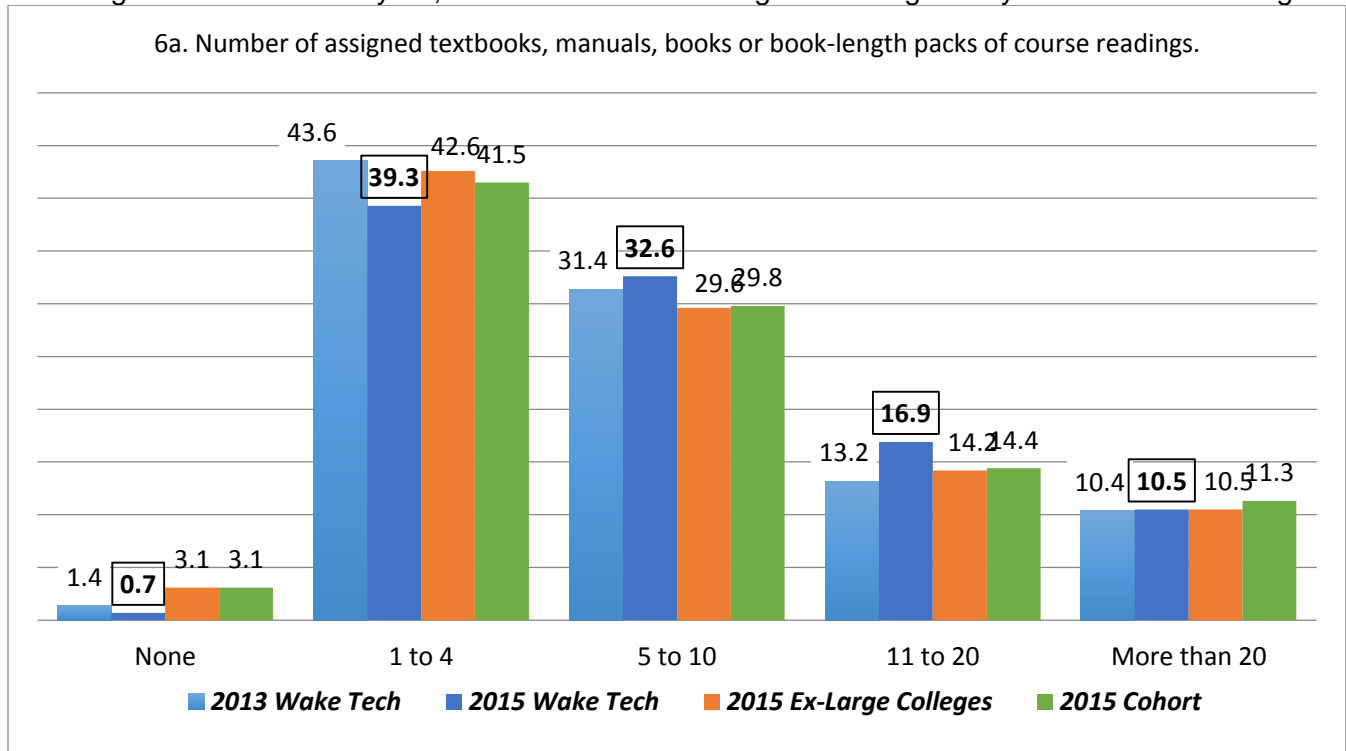
Note: This benchmark directly relates to Wake Tech's Critical Thinking Core Competency



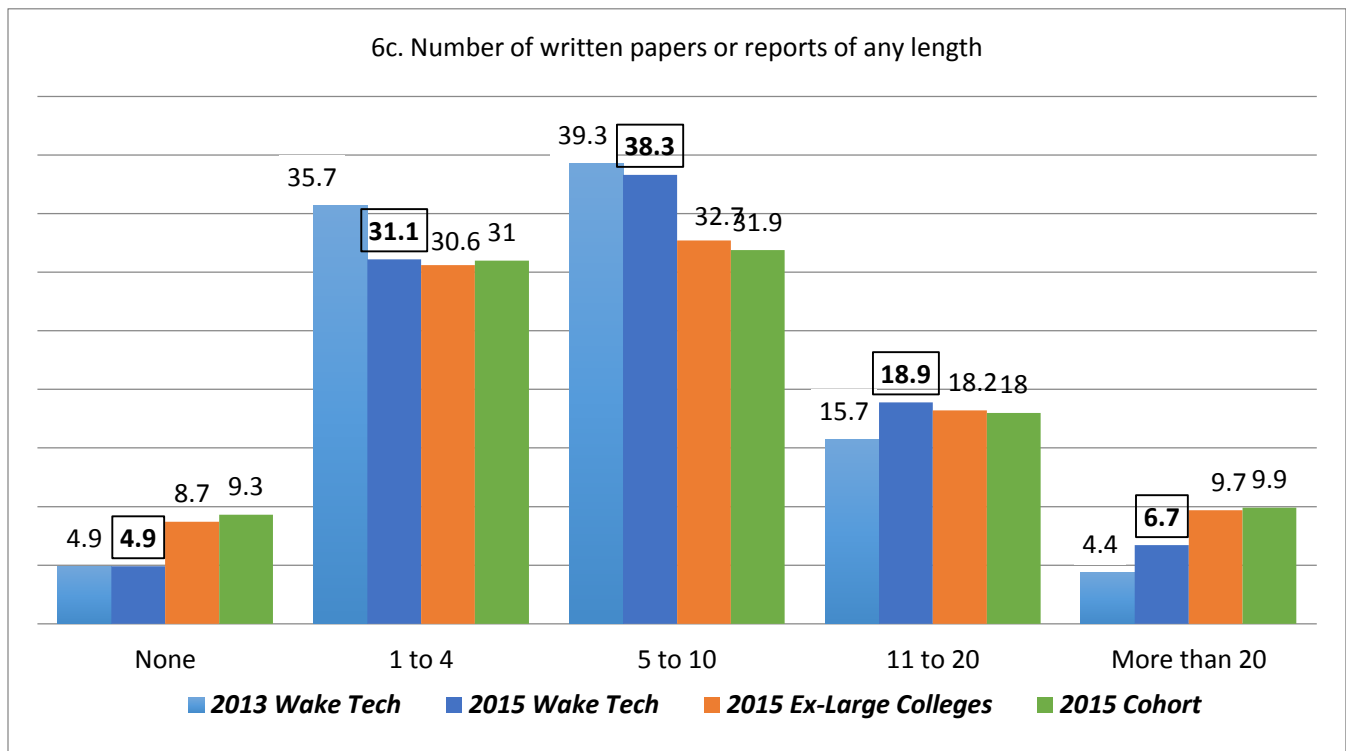
WTCC avg. sample size = 1,183 students

## Academic Challenge (Continued)

6. During the current school year, about how much reading and writing have you done at this college?



WTCC avg. sample size = 1,065 students

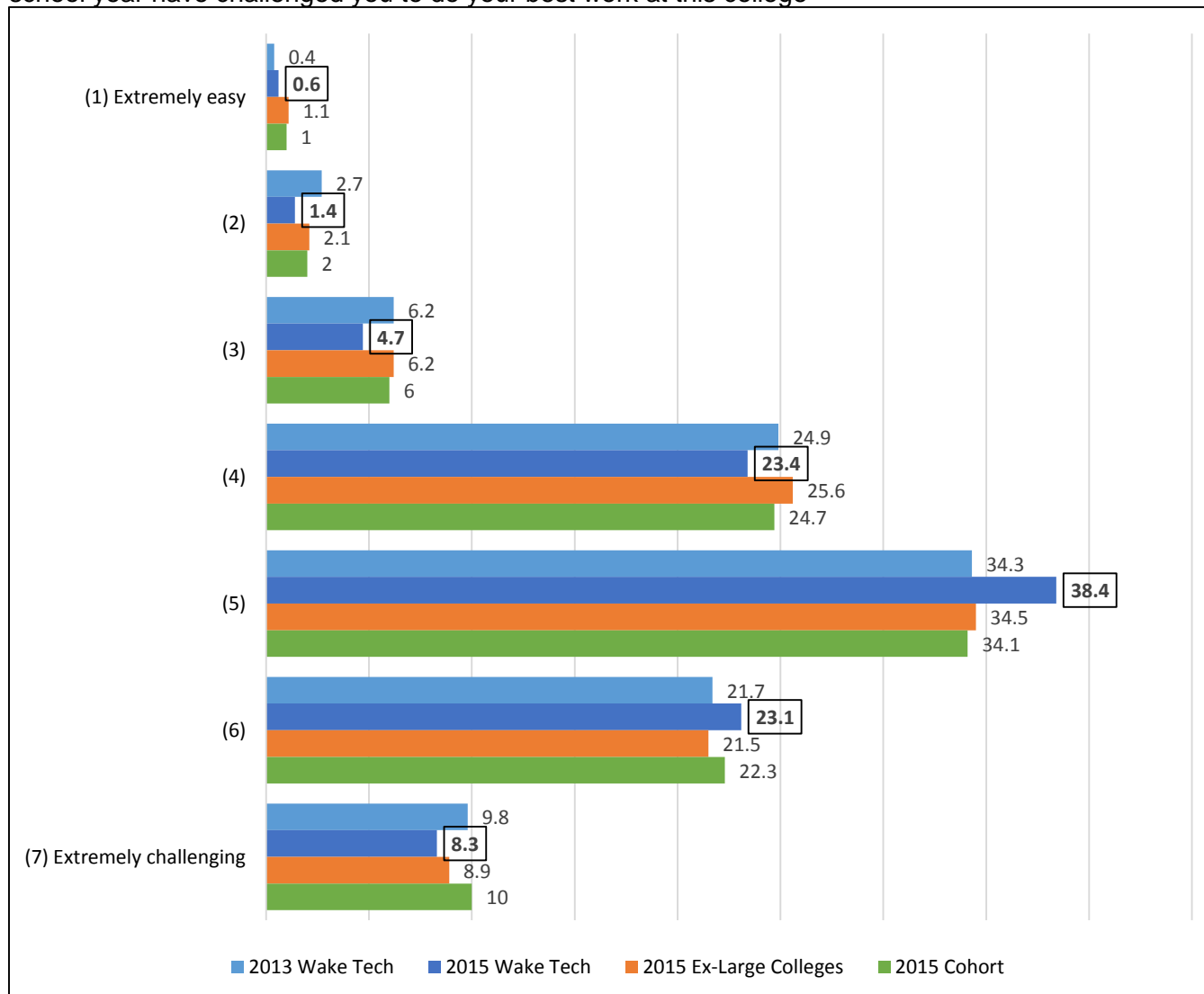


WTCC avg. sample size = 1,168 students



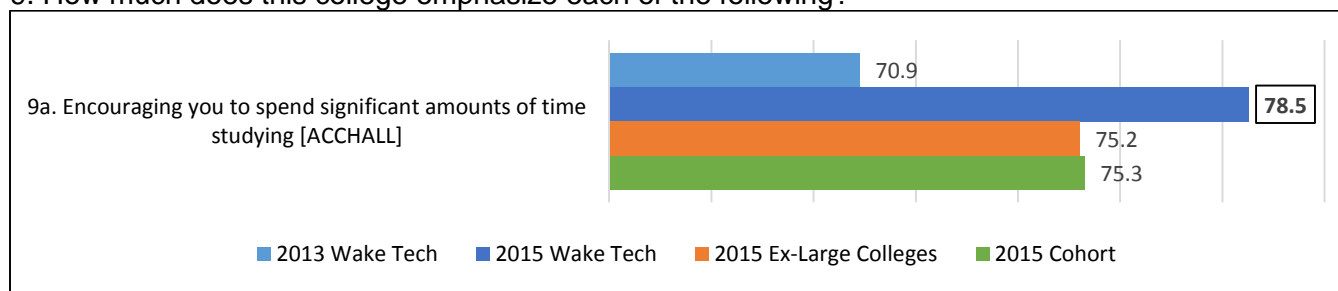
## Academic Challenge (Continued)

7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college



WTCC avg. sample size = 1,132 students

9. How much does this college emphasize each of the following?

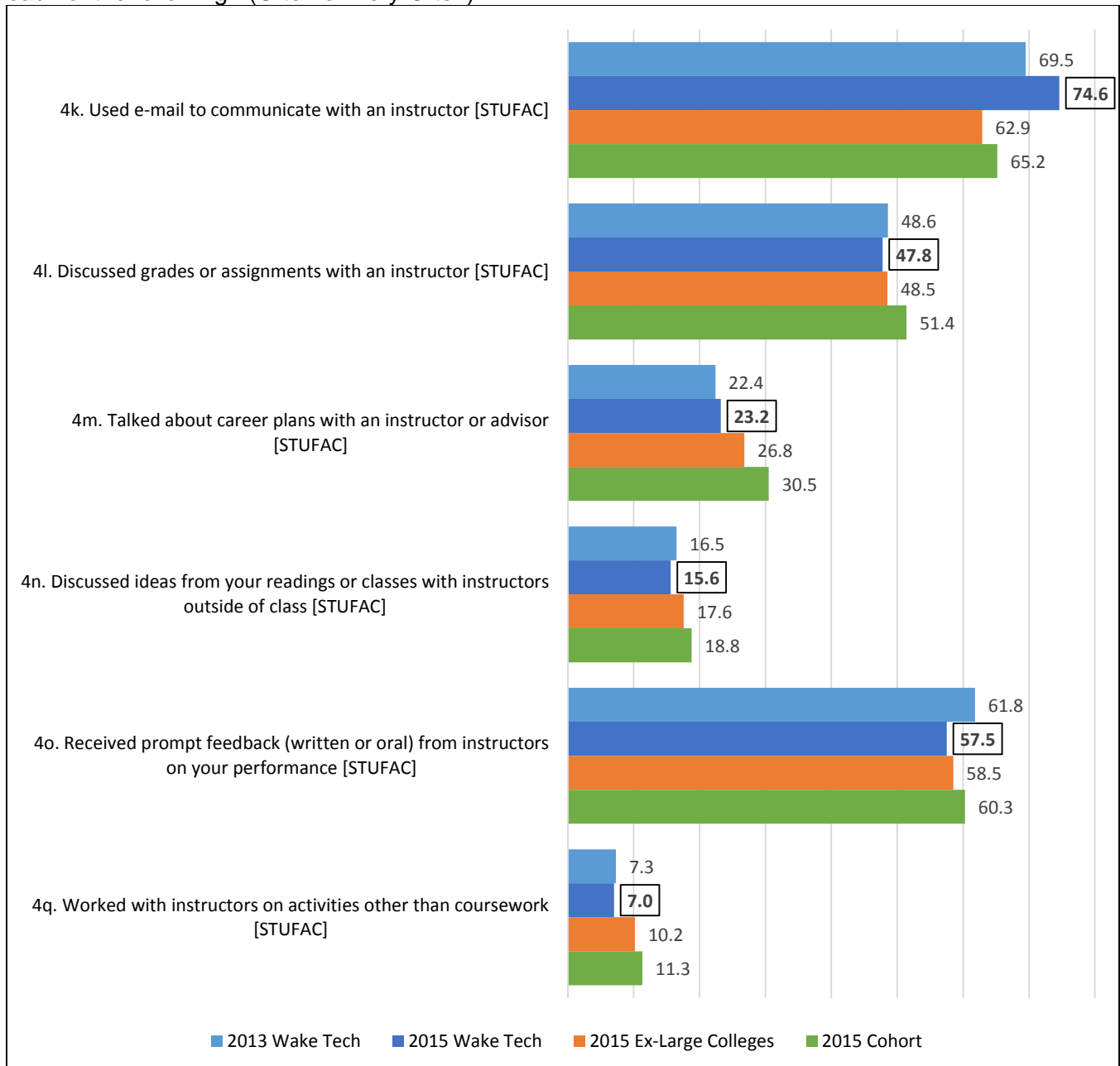


WTCC avg. sample size = 1,167 students

## Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)



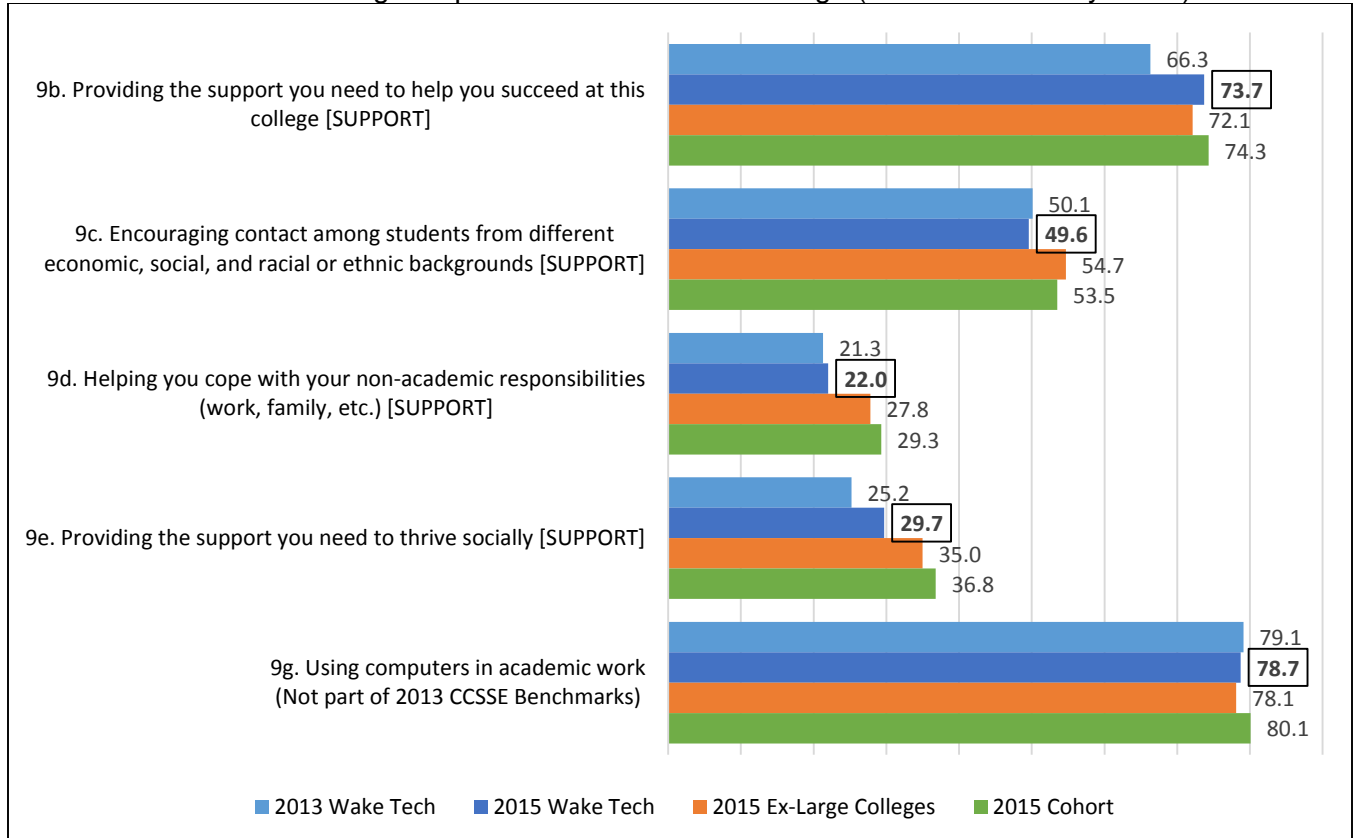
WTCC avg. sample size = 1,175 students

\*#4k Statistically significant (see Appendix C)

## Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

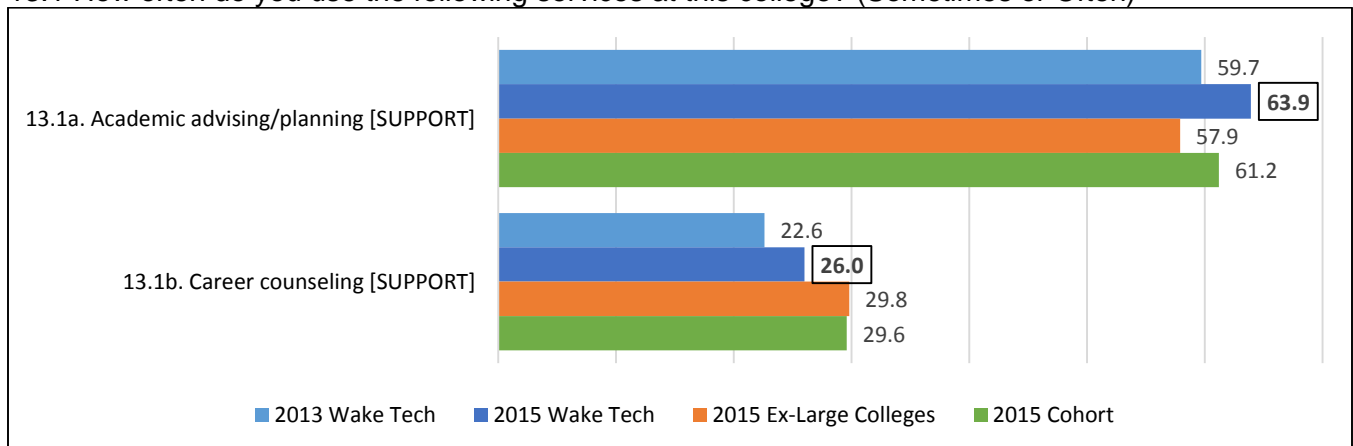
### 9. How much does this college emphasize each of the following? (Quite a bit or Very much)



WTCC avg. sample size = 1,163 students

Some

### 13.1 How often do you use the following services at this college? (Sometimes or Often)



WTCC avg. sample size = 1,138 students

## Aspects of Highest Student Engagement

This graph displays the aggregated frequencies for the items which WTCC 2015 **performed most favorably** relative to the 2015 CCSSE Cohort.

4. "In your experiences at this college during the current school year, about how often have you done each of the following?"

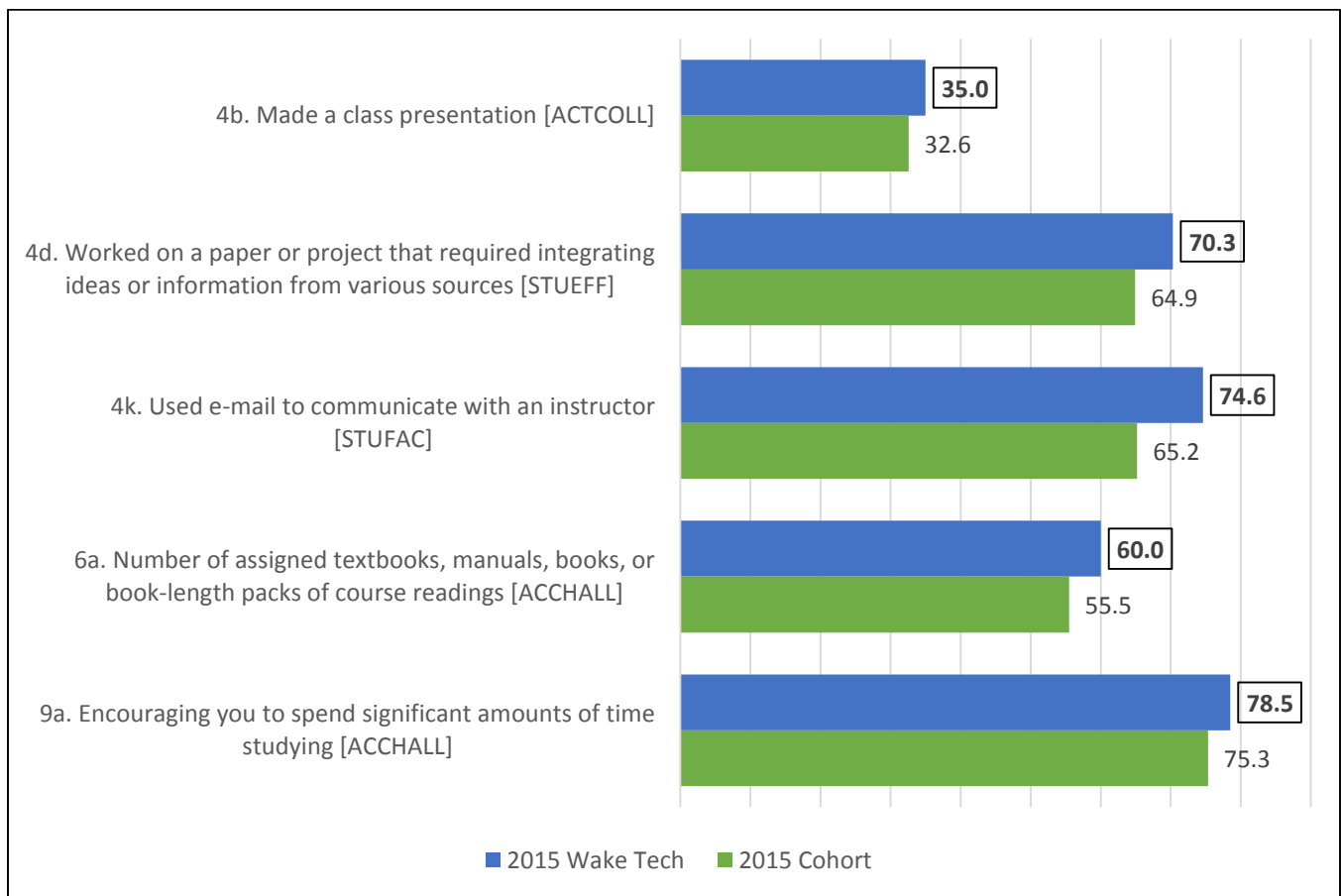
4b, 4d, 4k (% responding "Often + Very Often")

6. "During the current school year, about how much reading and writing have you done at this college?"

6a (% responding "5 or More")

9. "How much does this college emphasize each of the following?"

9a (% responding "Quite a bit + Very Much")



WTCC avg. sample size = 1,174 students

\* #4k Statistically significant (see Appendix C)

## Aspects of Lowest Student Engagement

This graph displays the aggregated frequencies for the items which WTCC 2015 **performed least favorably** relative to the 2015 CCSSE Cohort.

4. “In your experiences at this college during the current school year, about how often have you done each of the following?” (% responding “Often + Very Often”)

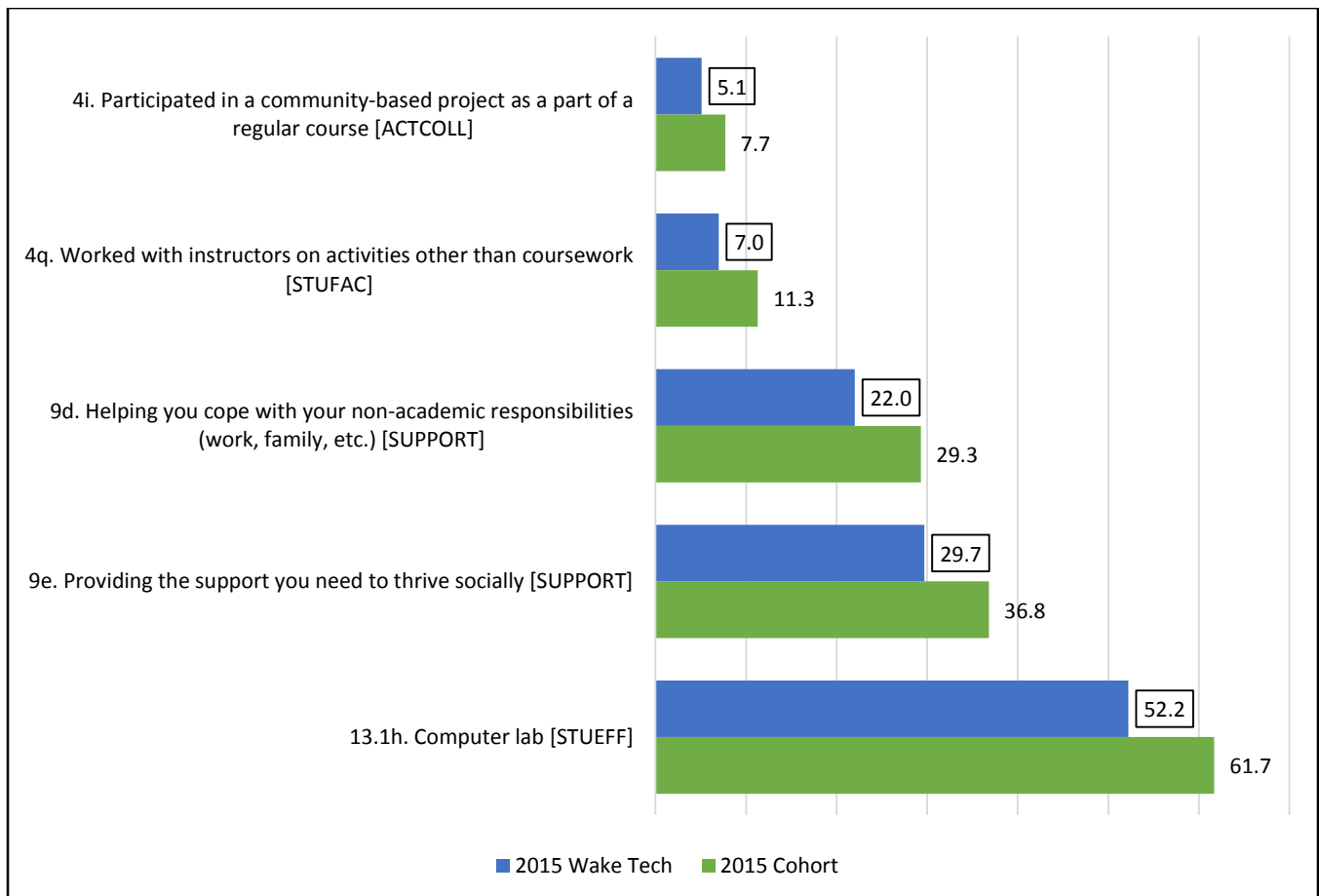
4i, 4q (% responding “Often + Very Often”)

9. “How much does this college emphasize each of the following?”

9d, 9e (% responding “Quite a bit + Very Much”)

13. “How often do you use the following services at this college?”

13.1h (% responding “Sometimes + Often”)

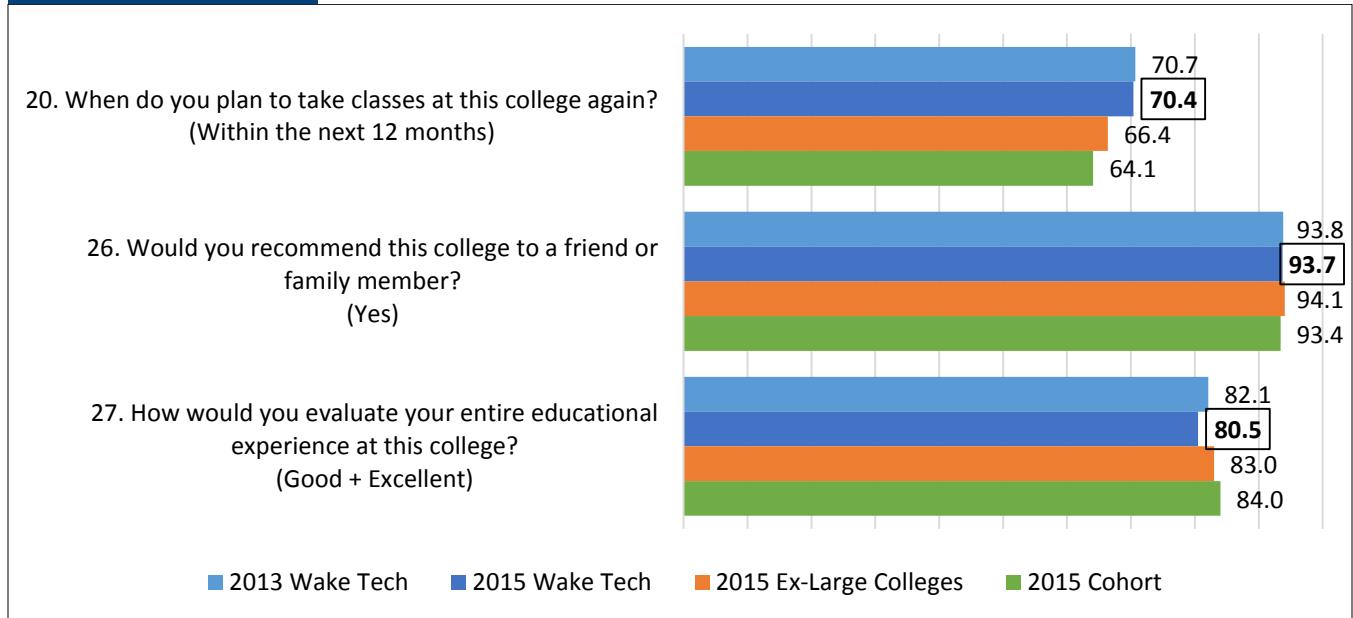


WTCC avg. sample size = 1,160 students

\* #13.1h Statistically significant (see Appendix C)

## Select Findings

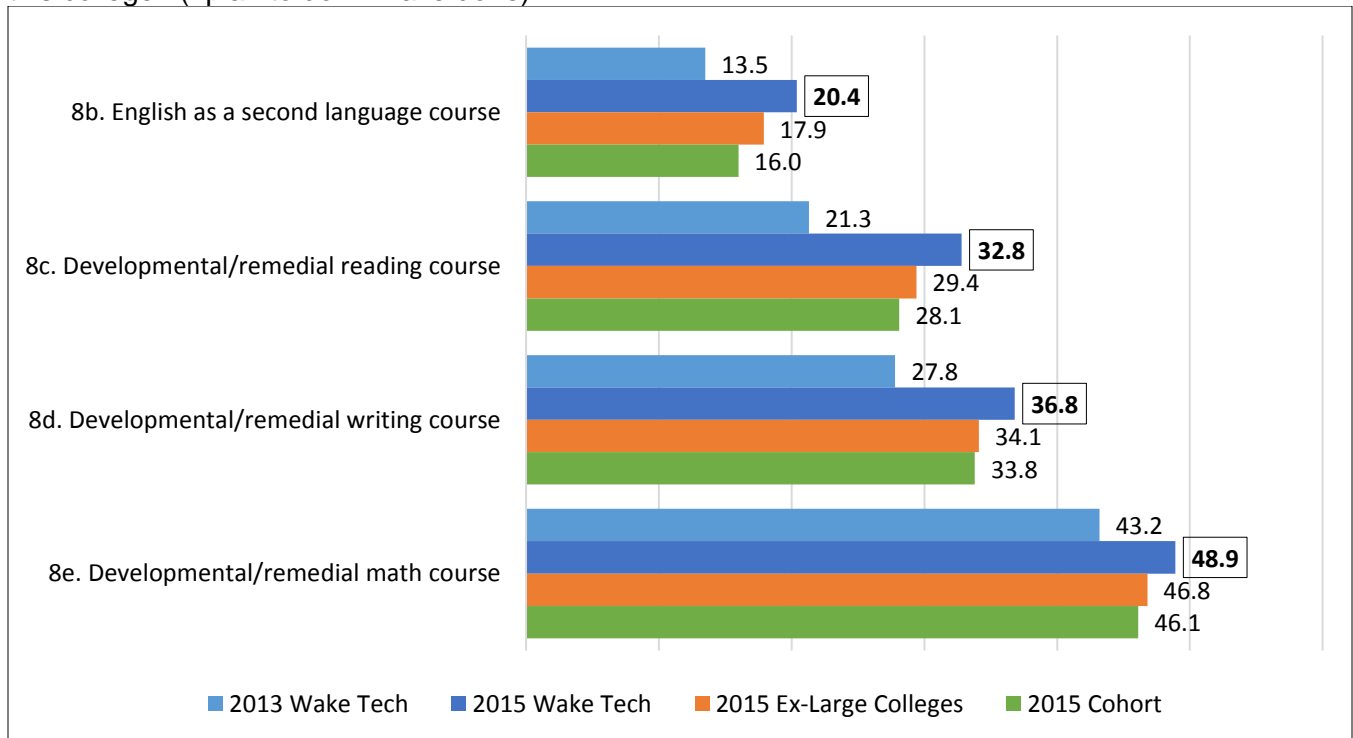
### Student Satisfaction



WTCC sample size = 1,663 students

### Developmental Education and ESL

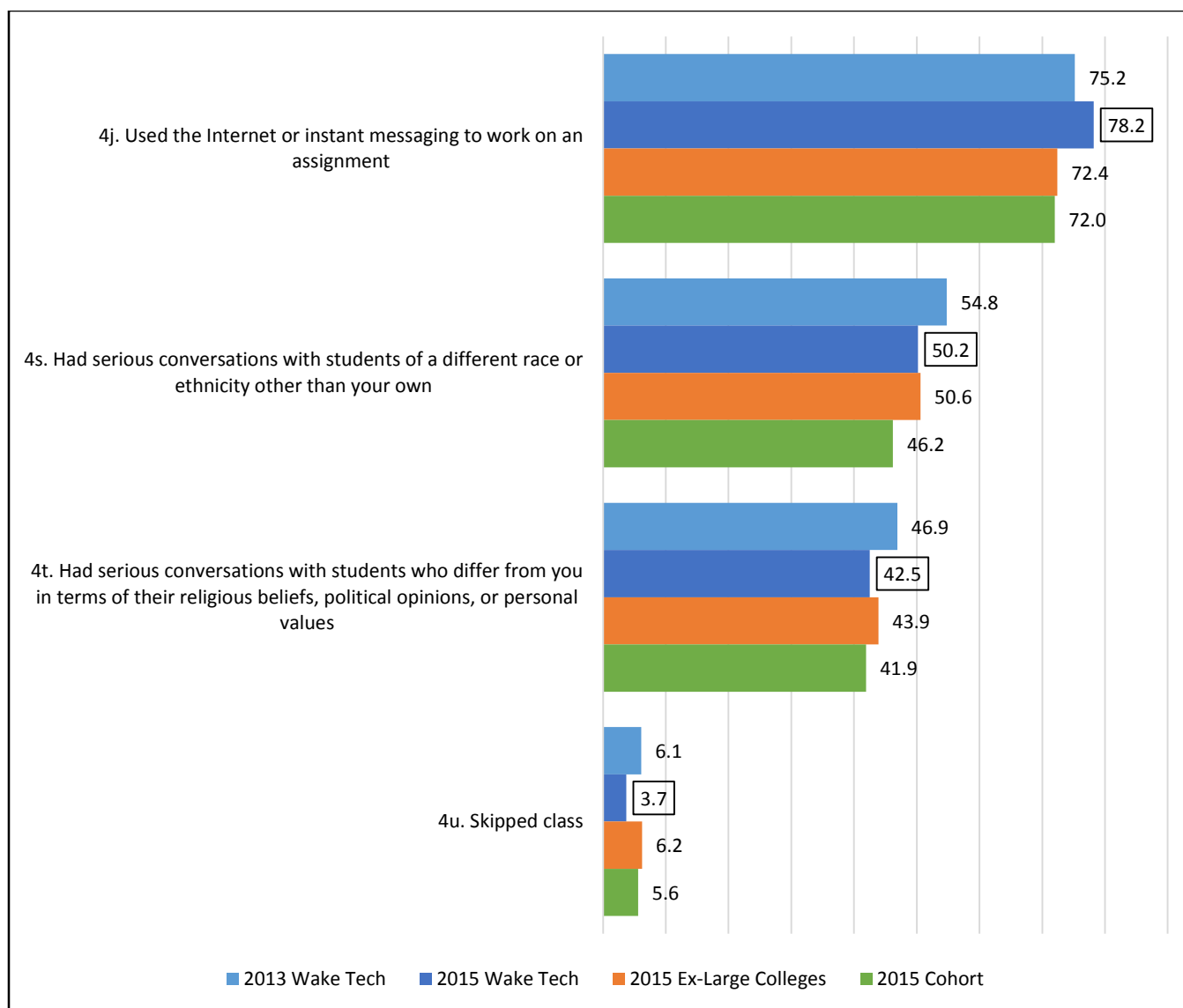
8. Which of the following have you done, are you doing, or do you plan to do while attending this college? (I plan to do + I have done)



WTCC avg. sample size = 1,159 students

## Academic Experience

4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)

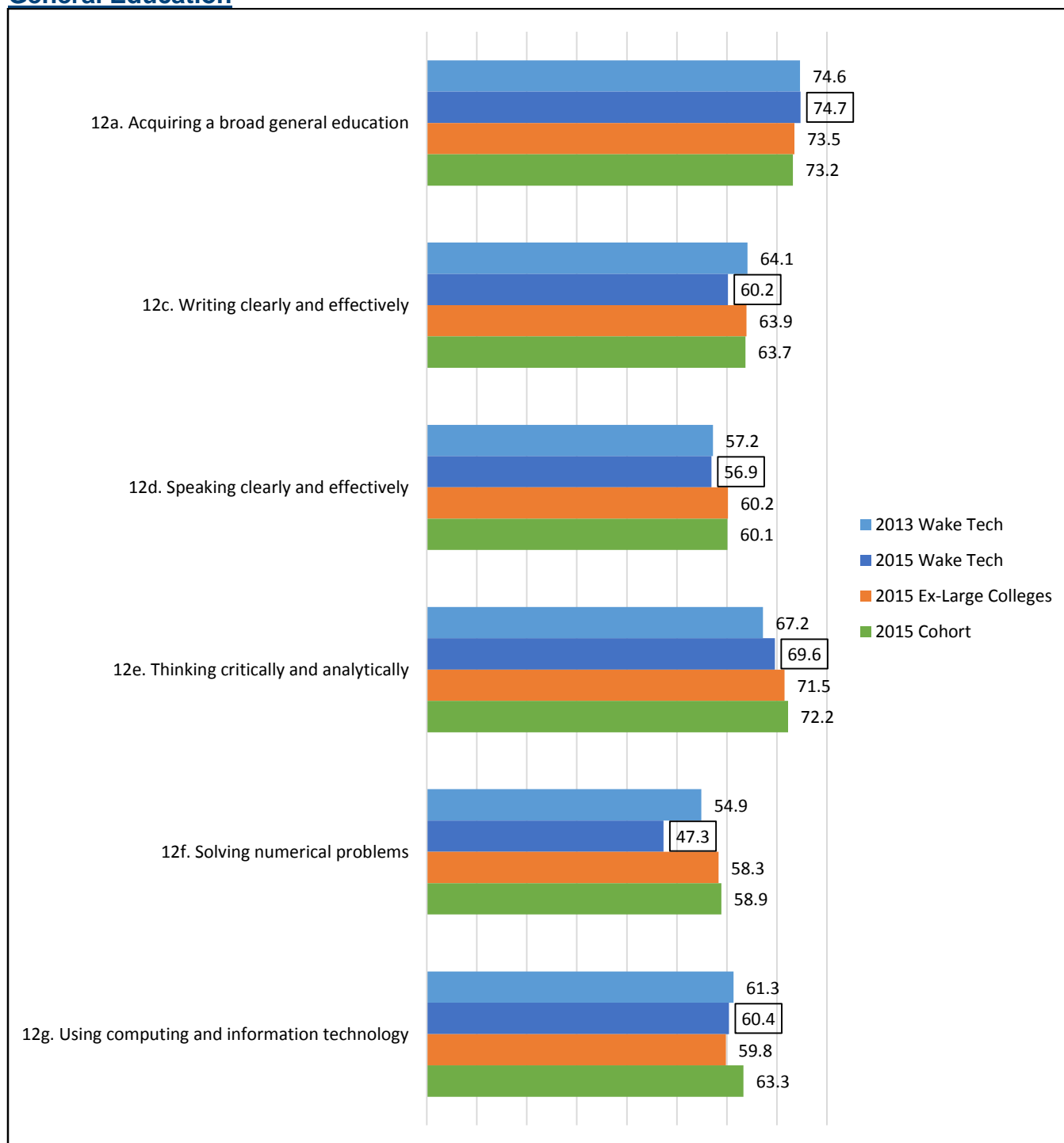


WTCC avg. sample size = 1,180 students

## General Education and Workforce/Soft Skills

12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (Quite a bit or very much)

### General Education

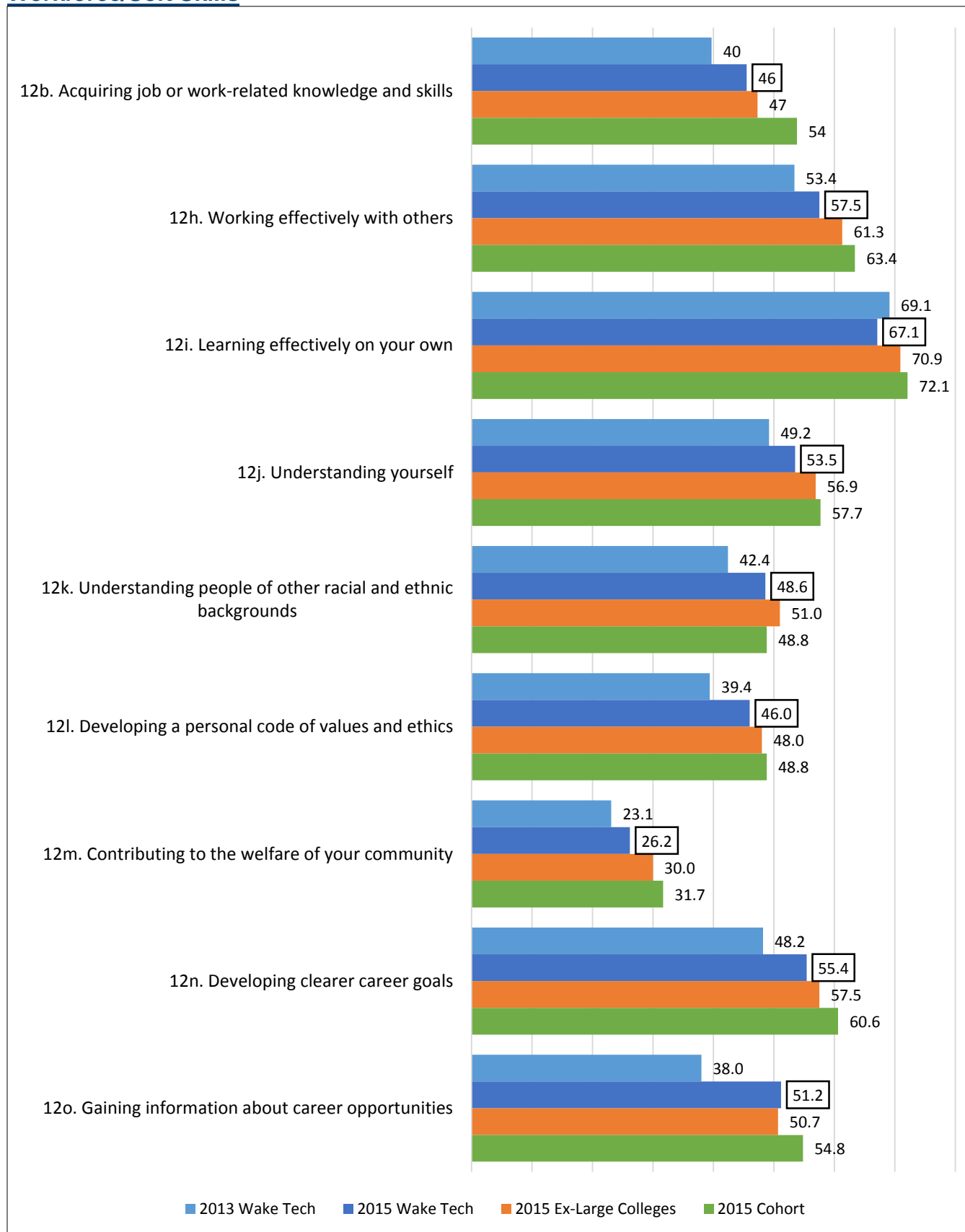


WTCC avg. sample size = 1,163 students

\*Statistically significant (see Appendix C)



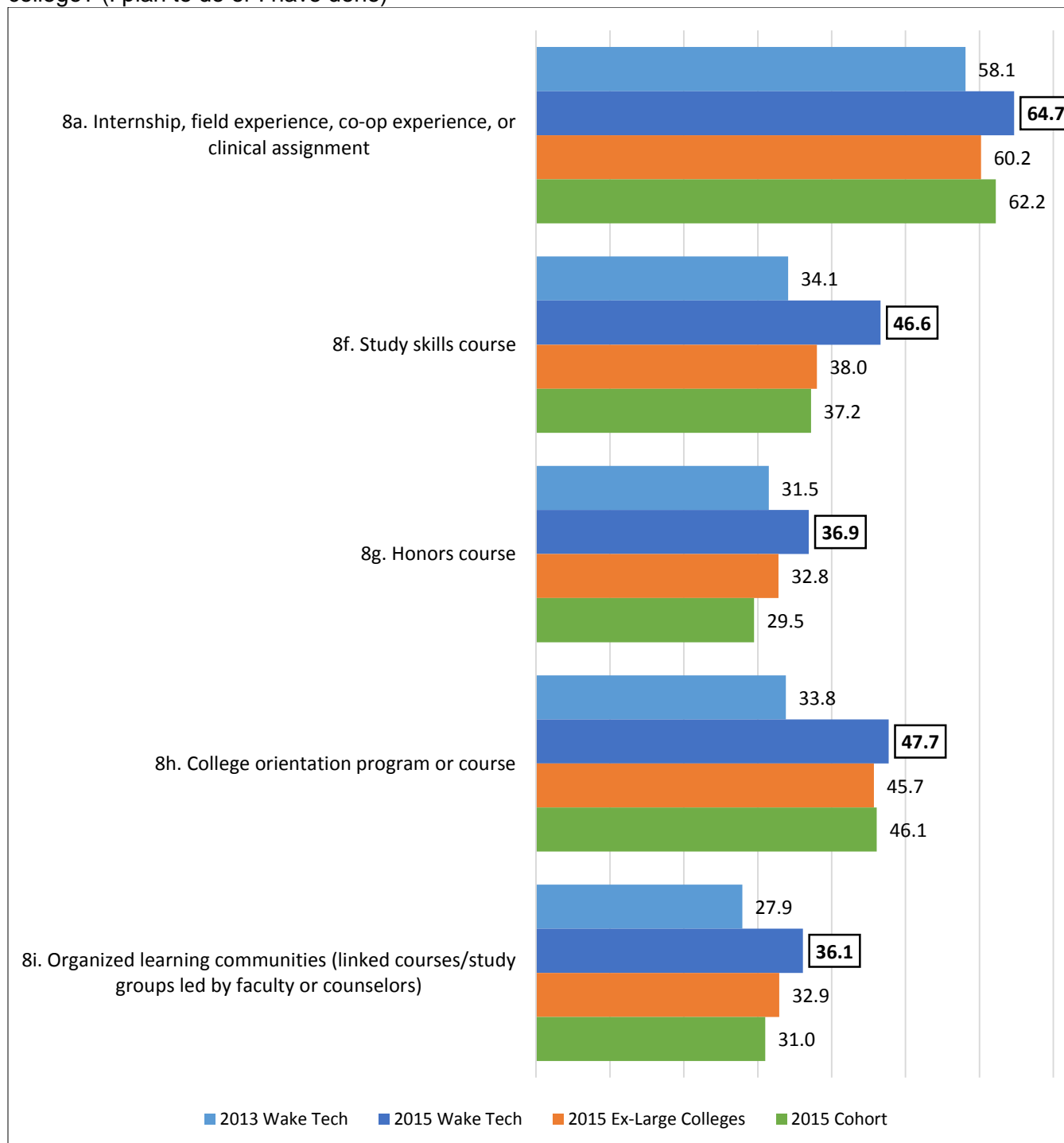
## Workforce/Soft Skills



WTCC avg. sample size = 1,162 students

## Co-Curricular Experiences

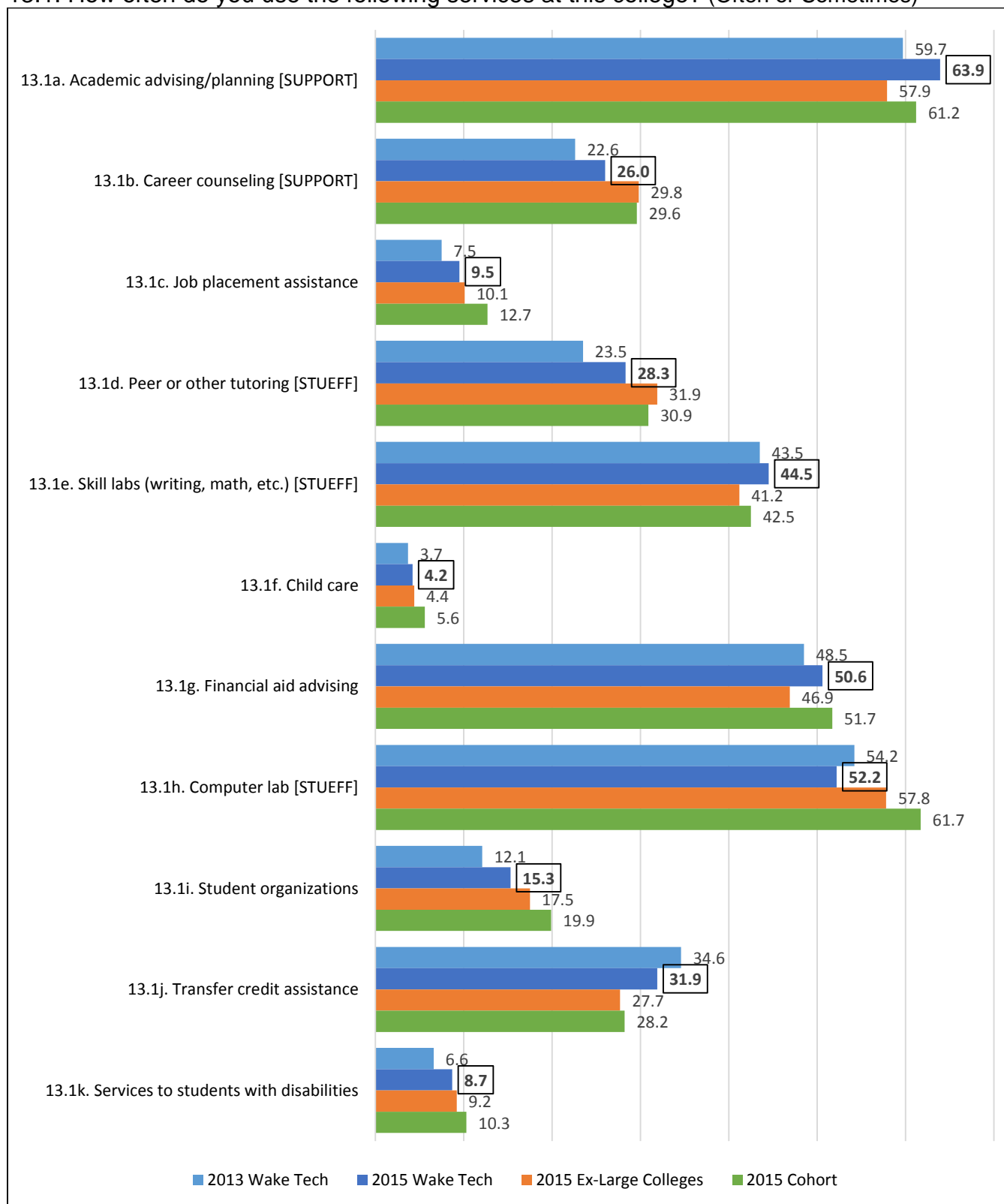
8. Which of the following have you done, are you doing, or do you plan to do while attending this college? (I plan to do or I have done)



WTCC avg. sample size = 1,156 students

## Support Services - Use

### 13.1: How often do you use the following services at this college? (Often or Sometimes)

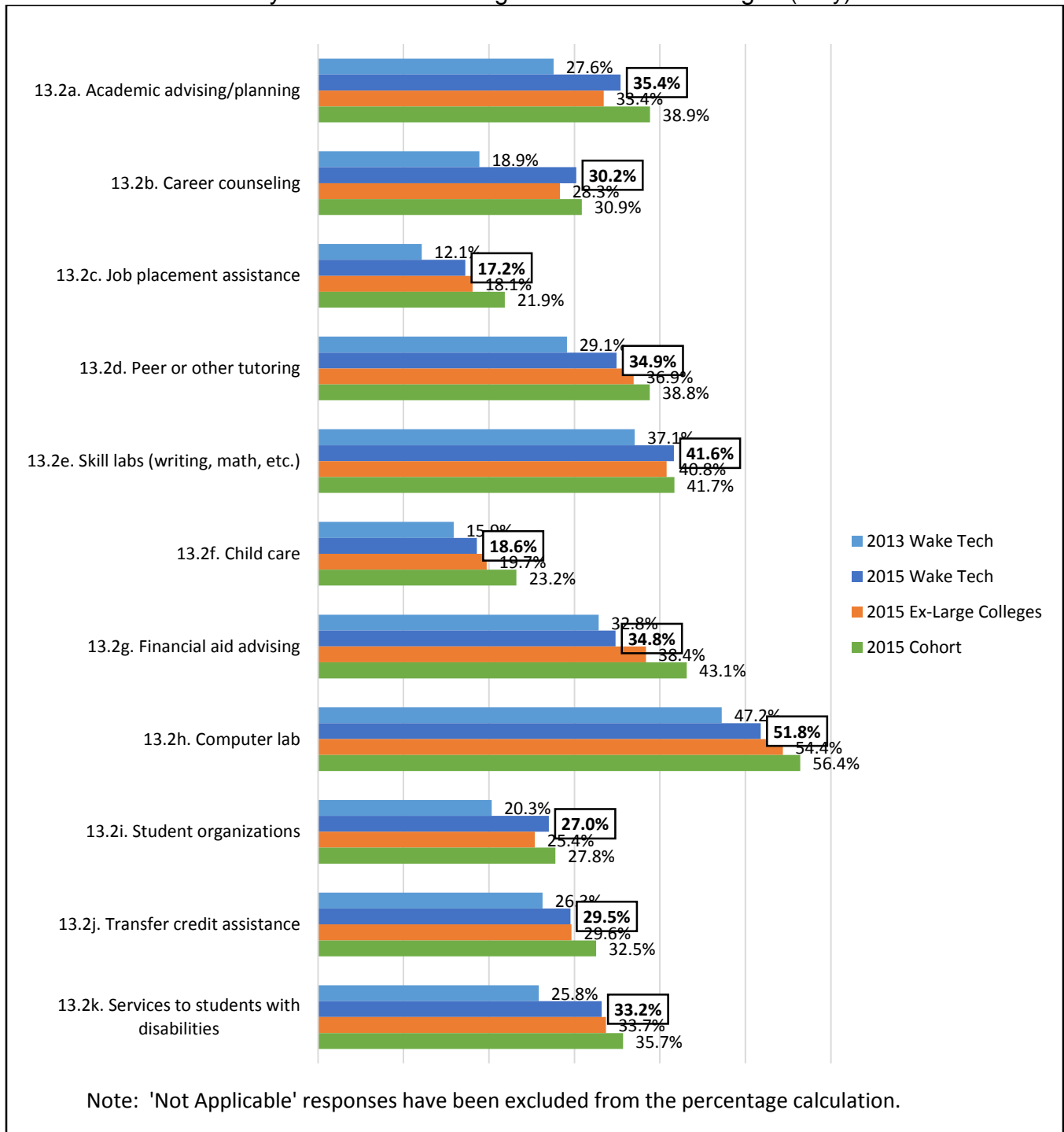


WTCC avg. sample size = 1,128 students

\* #13.1h Statistically significant (see Appendix C)

## Support Services - Satisfied

### 13.2: How satisfied are you with the following services at this college? (Very)

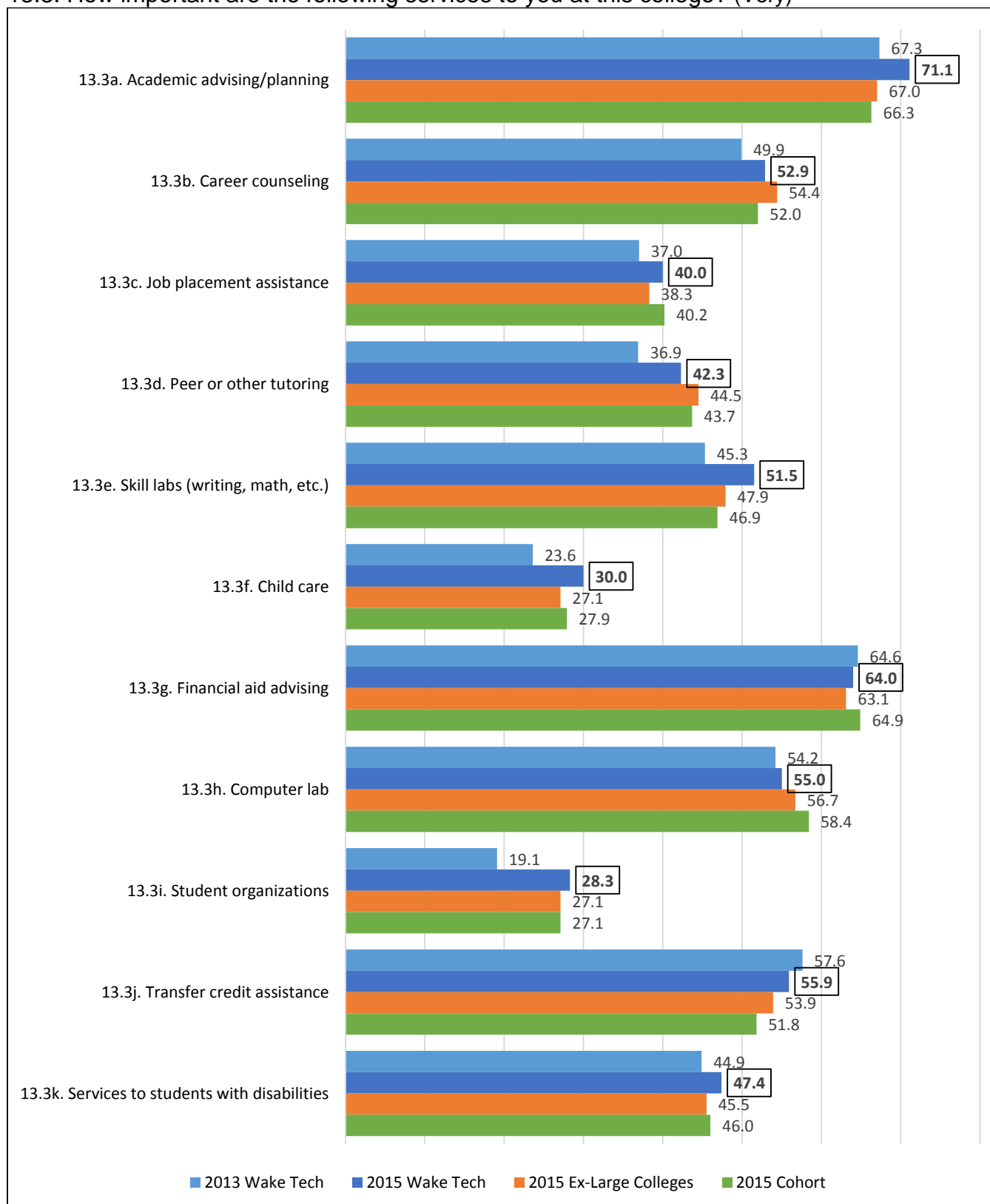


WTCC avg. sample size = 1082 students

Note: WTCC avg. sample size excluding N/A responses = 549 students

## Support Services - Important

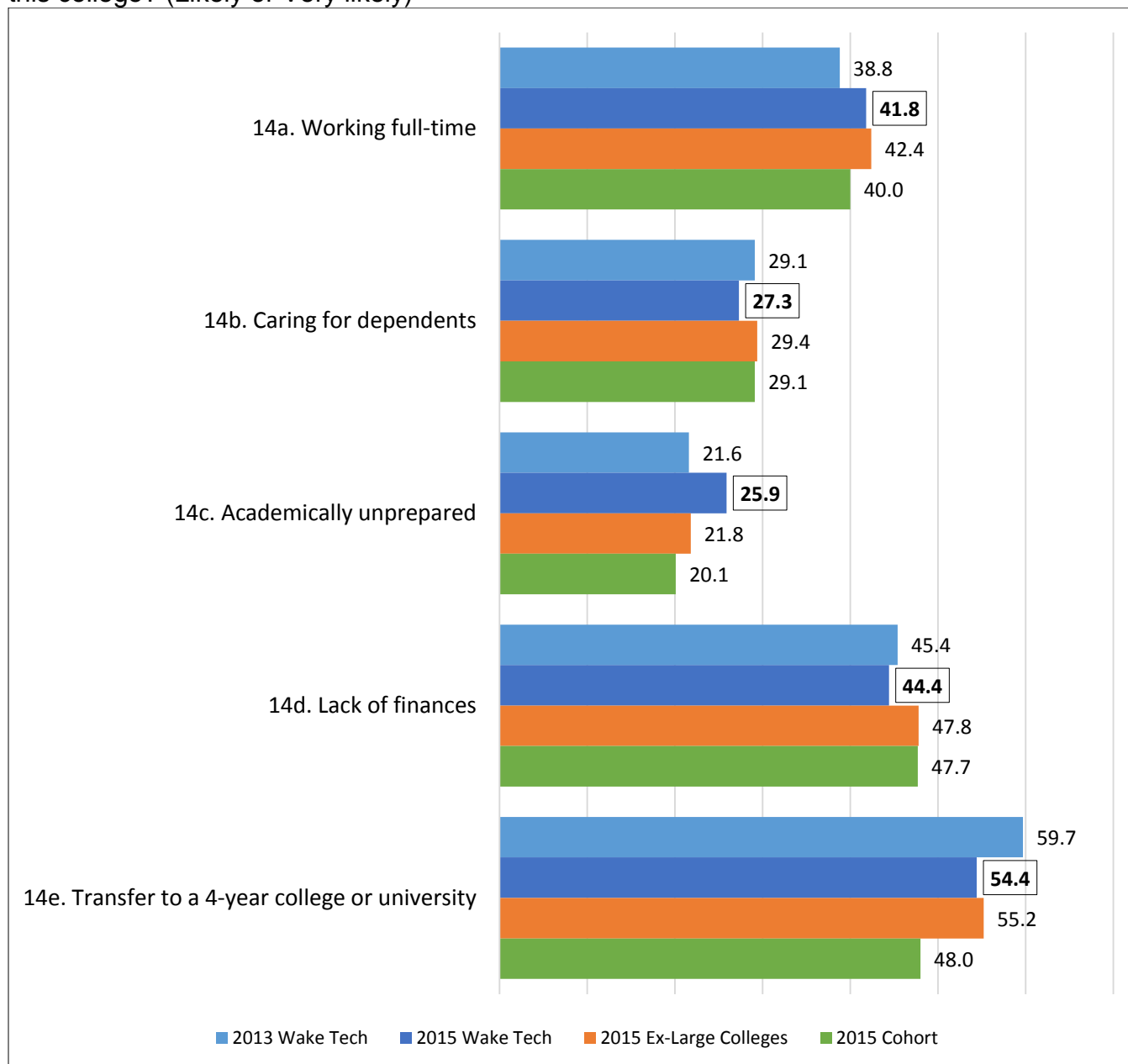
13.3: How important are the following services to you at this college? (Very)



WTCC avg. sample size = 1,071 students

## Barriers to Persistence

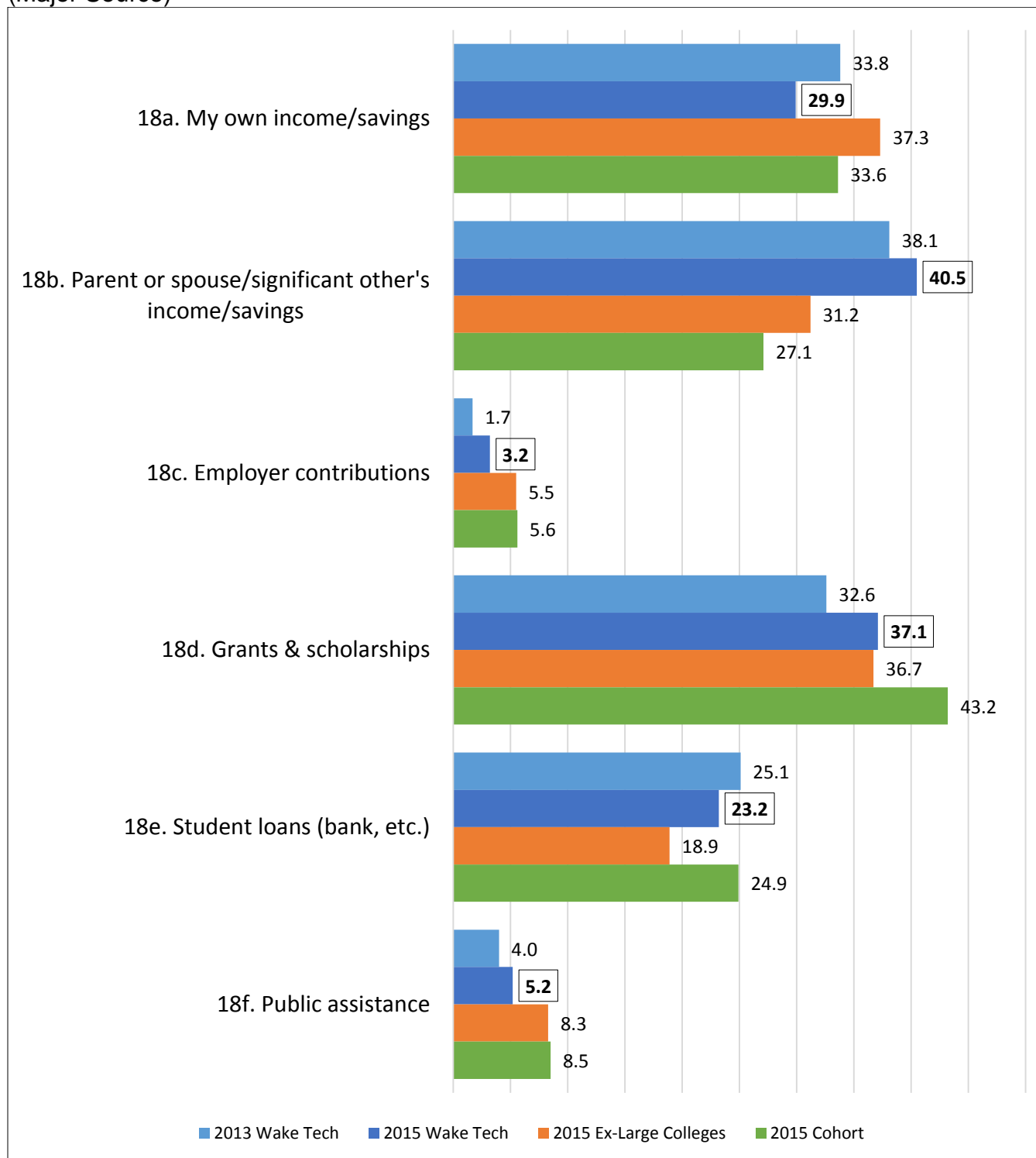
14. How likely is it that the following issues would cause you to withdraw from class or from this college? (Likely or Very likely)



WTCC avg. sample size = 1,155 students

## Sources Used to Pay Tuition

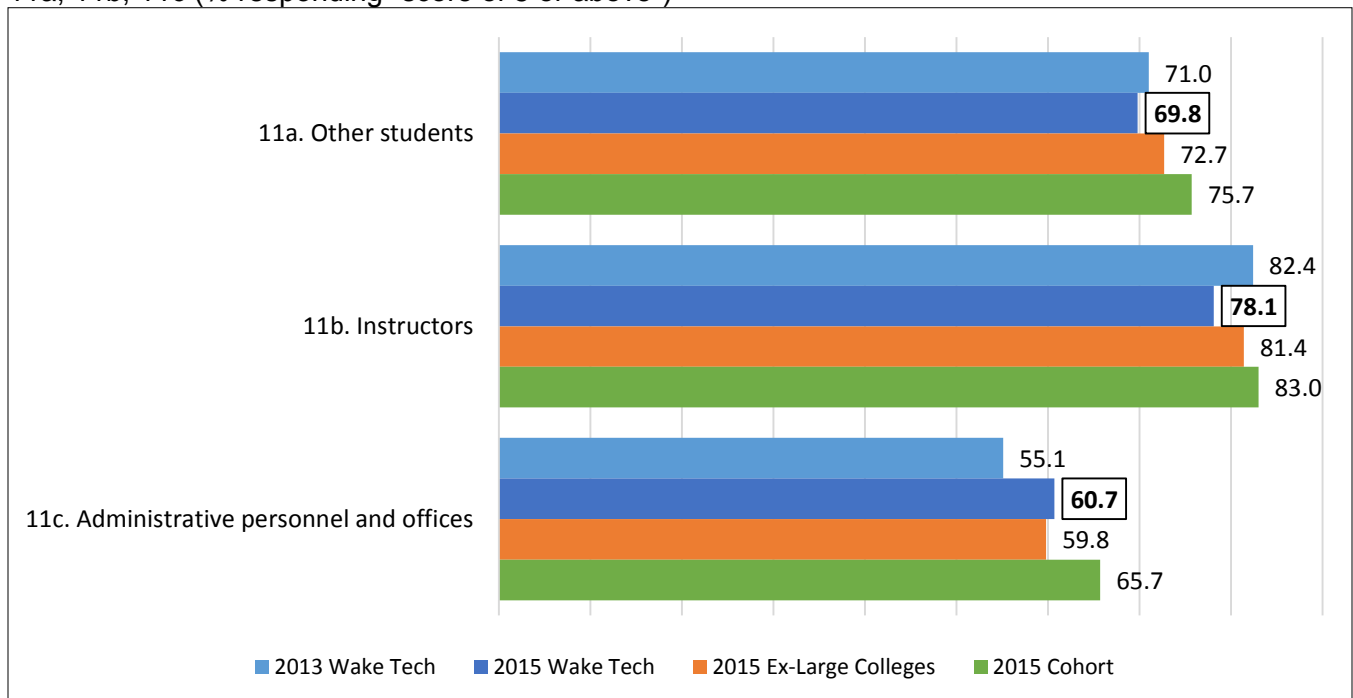
18. Indicate which of the following are sources you used to pay your tuition at this college?  
(Major Source)



WTCC avg. sample size = 1,127 students

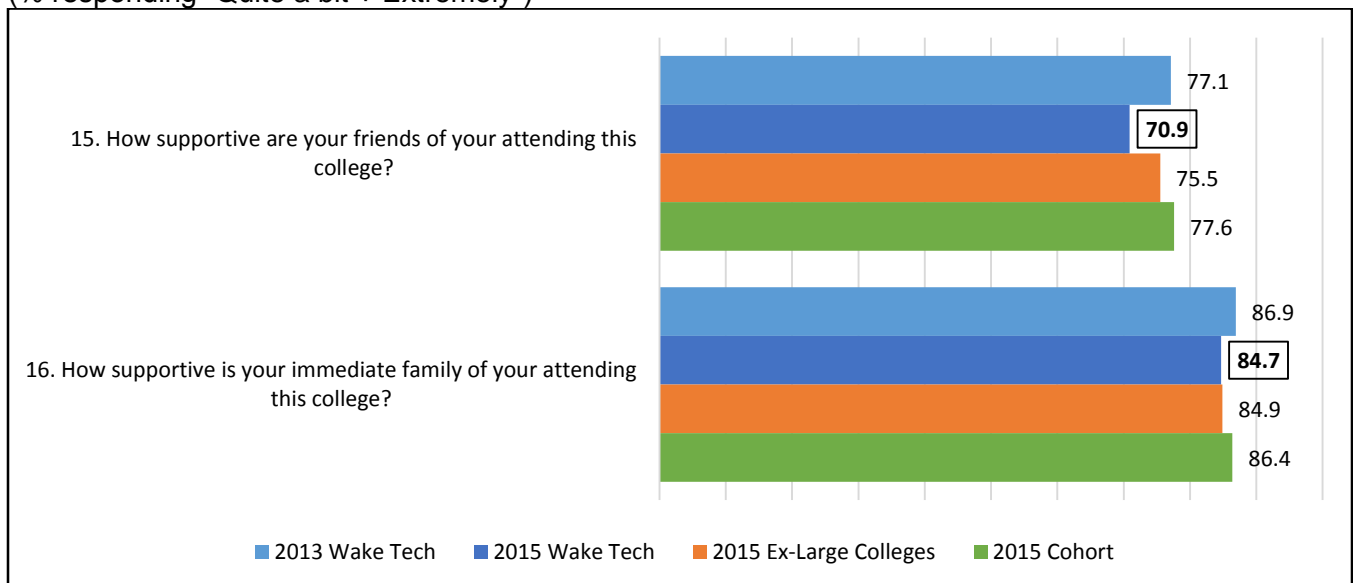
## Relationships (Quality & Support)

11. Mark the number that best represents the quality of your relationships with people at this college.  
(1 to 7 scale) 1=unfriendly, unsupportive, sense of alienation, 7=friendly, supportive, sense of belonging  
11a, 11b, 11c (% responding “score of 5 or above”)



WTCC avg. sample size = 1,164 students

15 & 16. How supportive are your friends and immediate family?  
(% responding “Quite a bit + Extremely”)



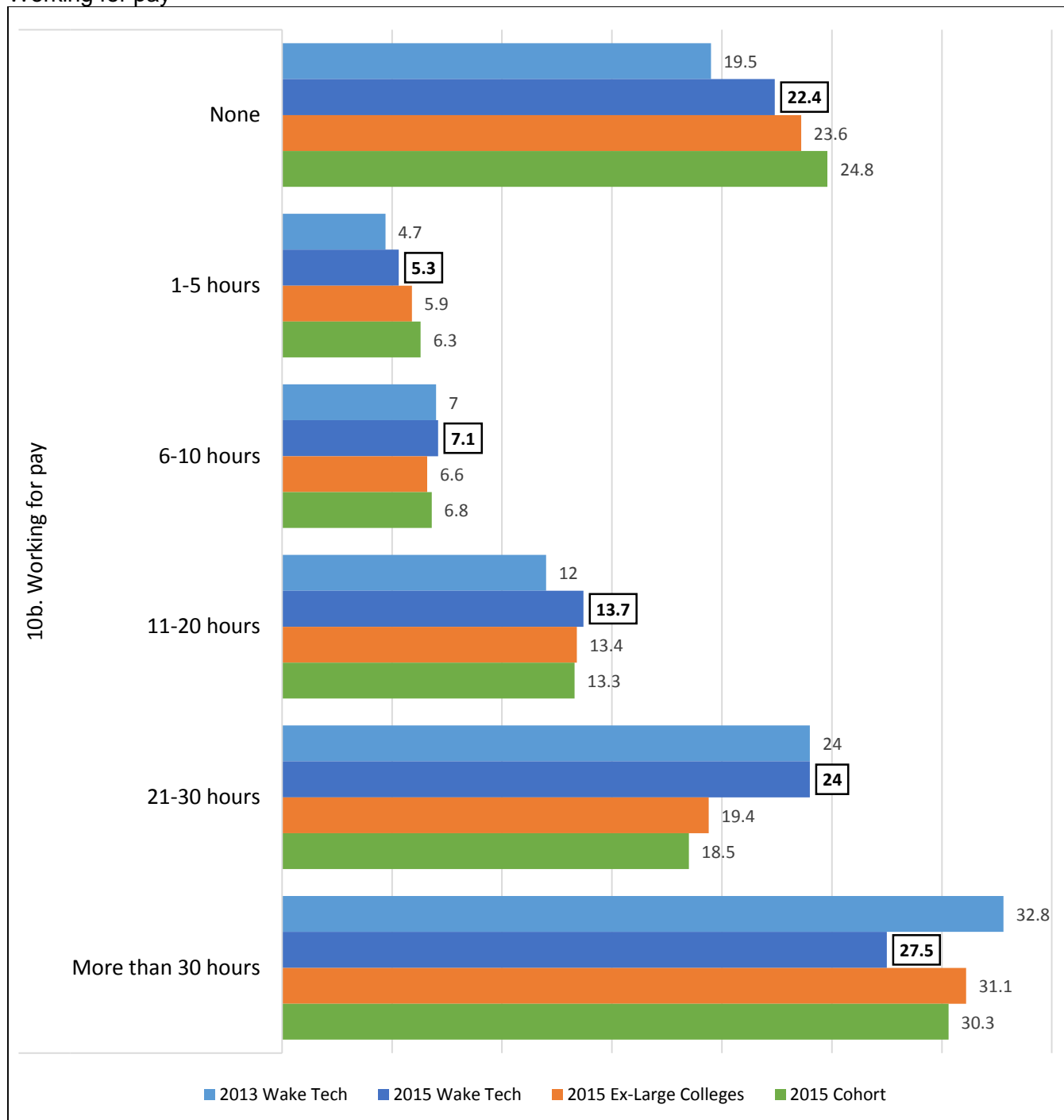
WTCC avg. sample size = 1,167 students



## Hours Spent: 7-day week

10. About how many hours do you spend in a typical 7-day week doing each of the following?

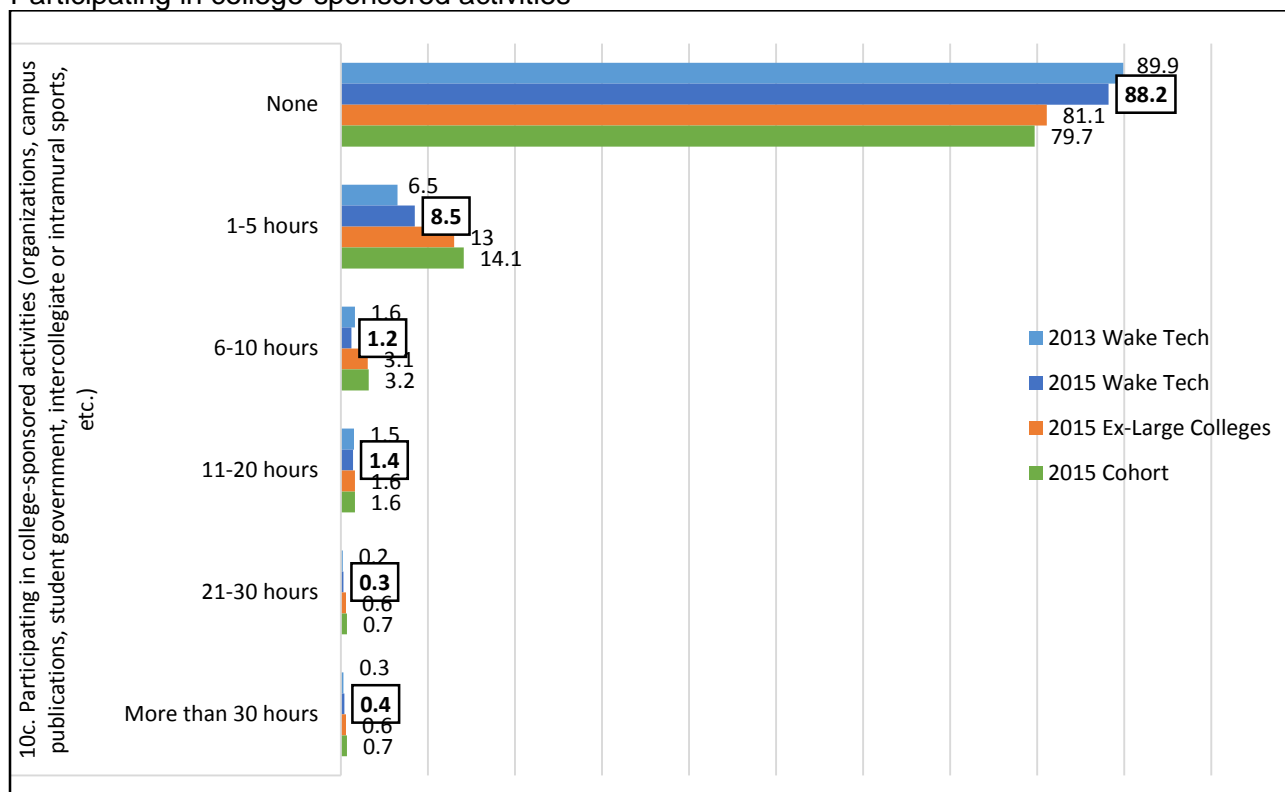
Working for pay



WTCC avg. sample size = 1,160 students

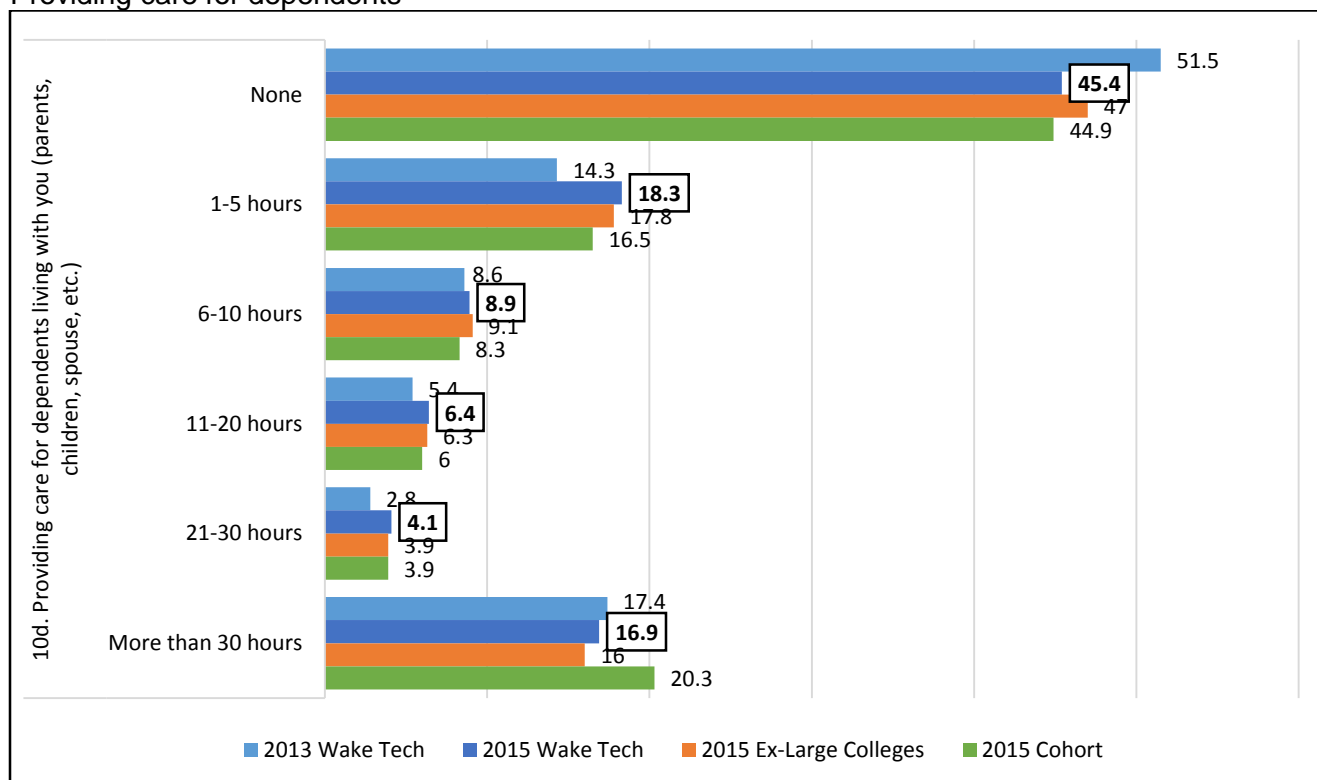
## Hours Spent: 7-day week (Continued)

### Participating in college-sponsored activities



WTCC avg. sample size = 1,159 students

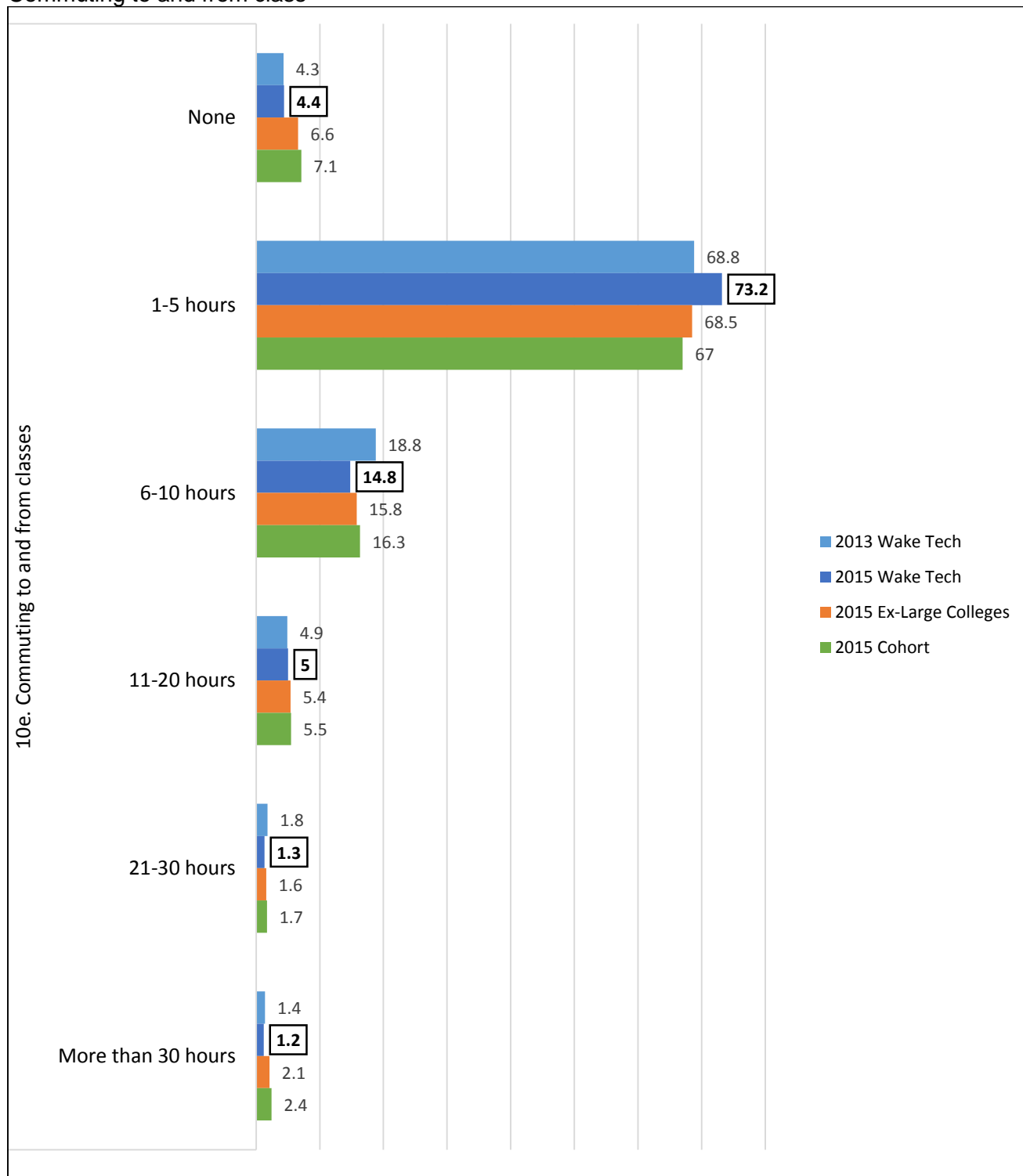
### Providing care for dependents



WTCC avg. sample size = 1,161 students

## Hours Spent: 7-day week (Continued)

### Commuting to and from class

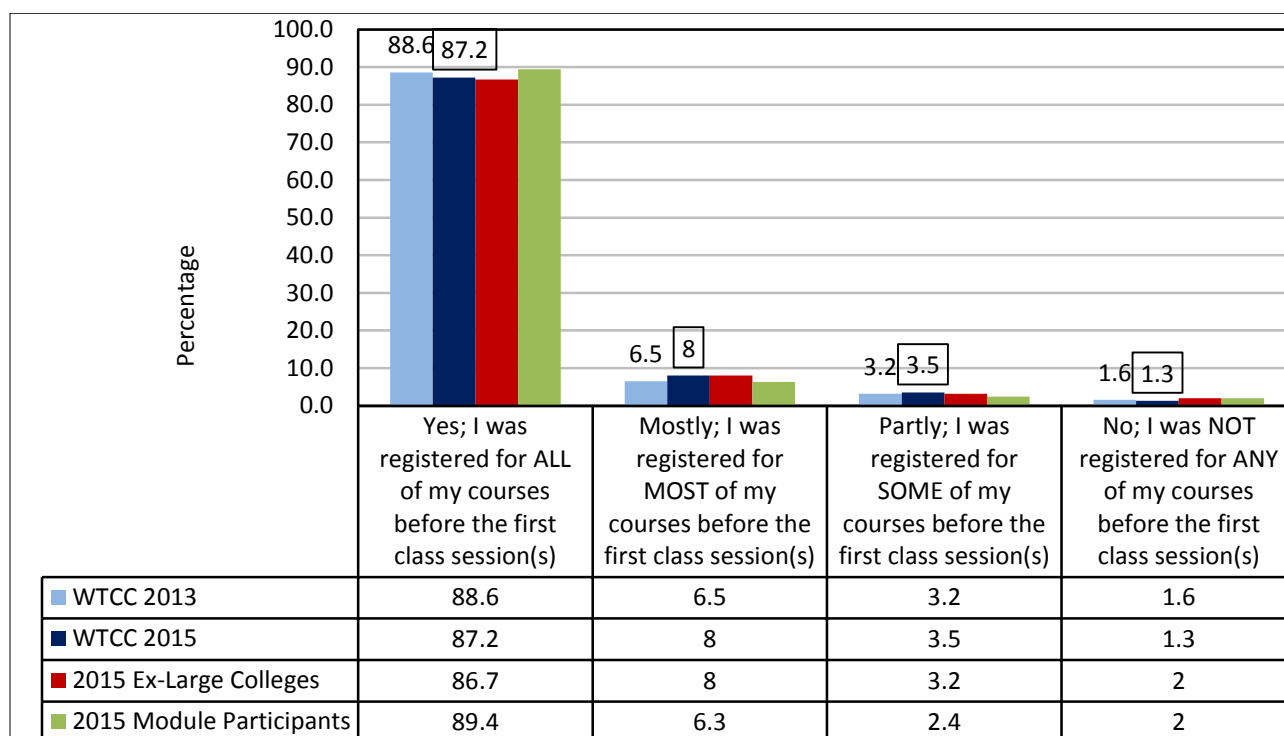


WTCC avg. sample size = 1,162 students

## Promising Practices (Completed by 1,109 students)

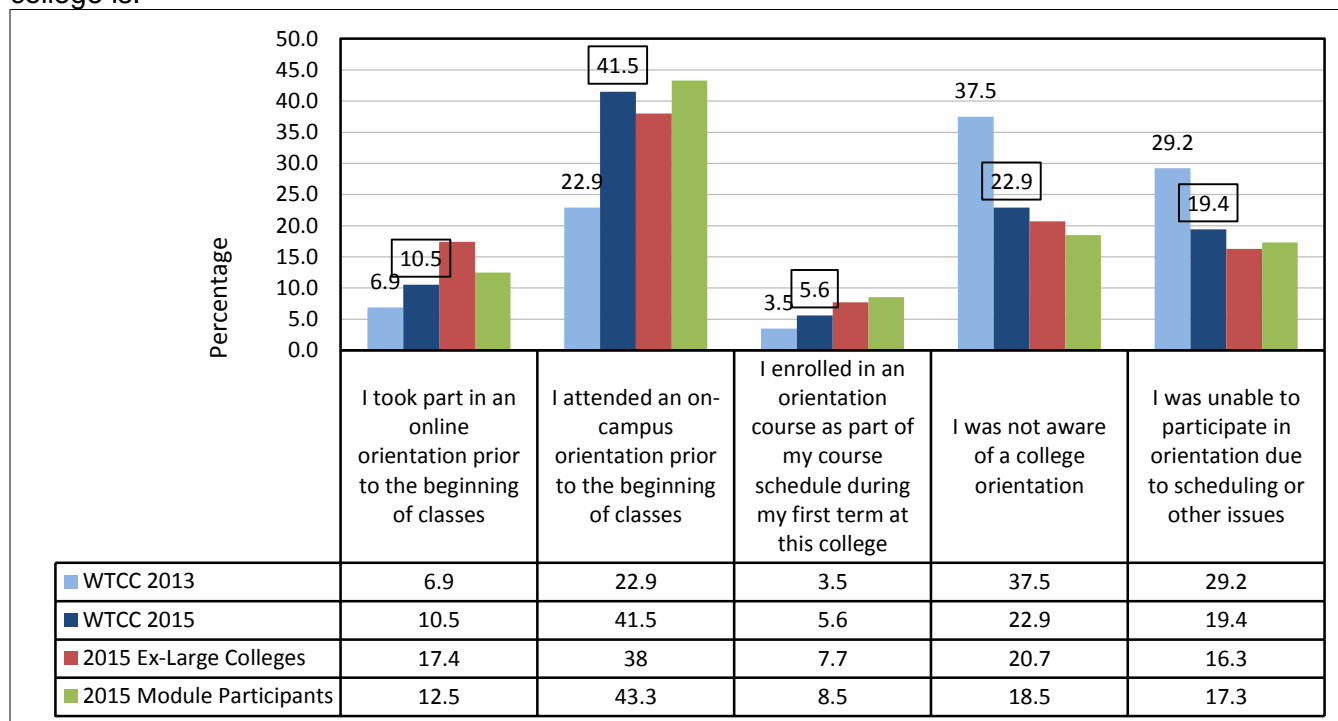
The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges (Appendix D) and the field at large to further explore fundamental areas of student engagement. The 2015 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses.

1. During the current term at this college, I completed registration before the first class session(s).



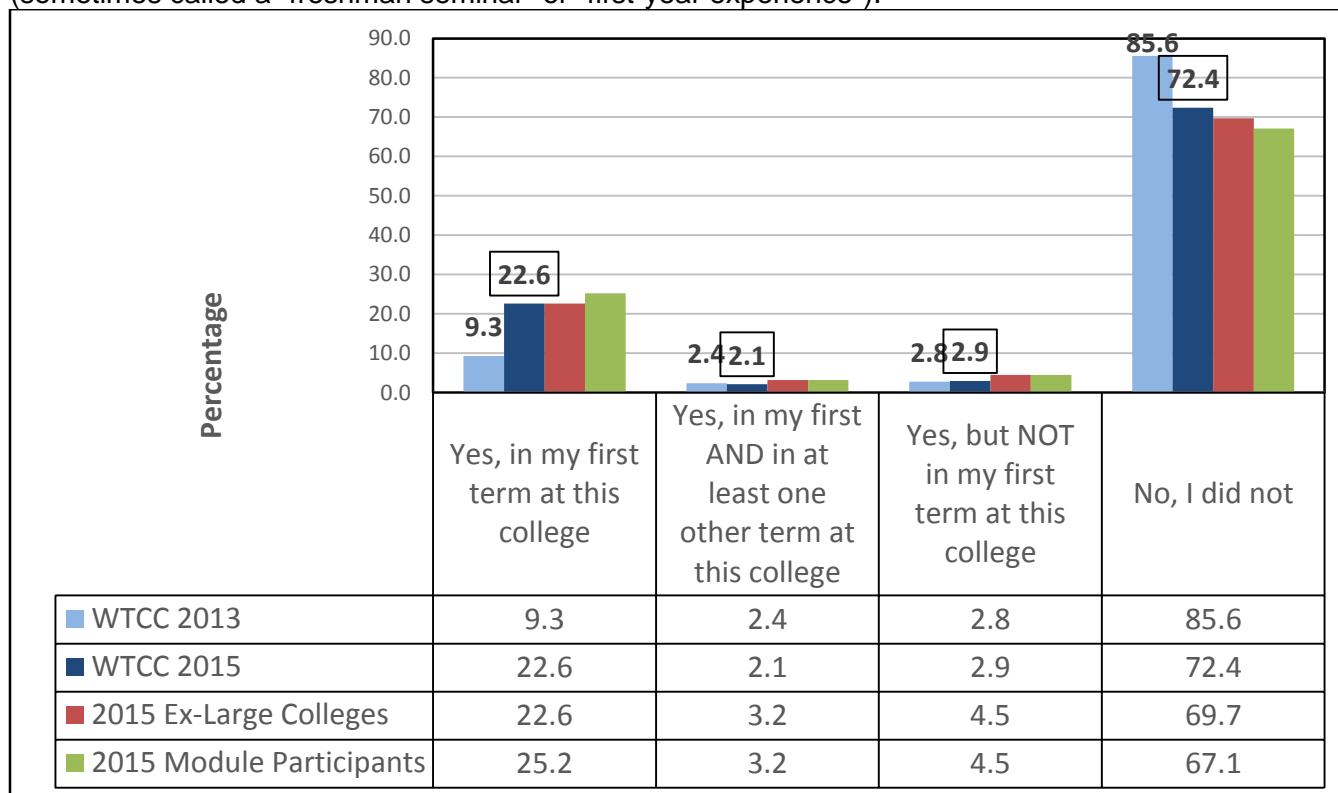
WTCC avg. sample size = 1,143 students

2. The ONE response that best describes my experience with orientation when I first came to this college is:



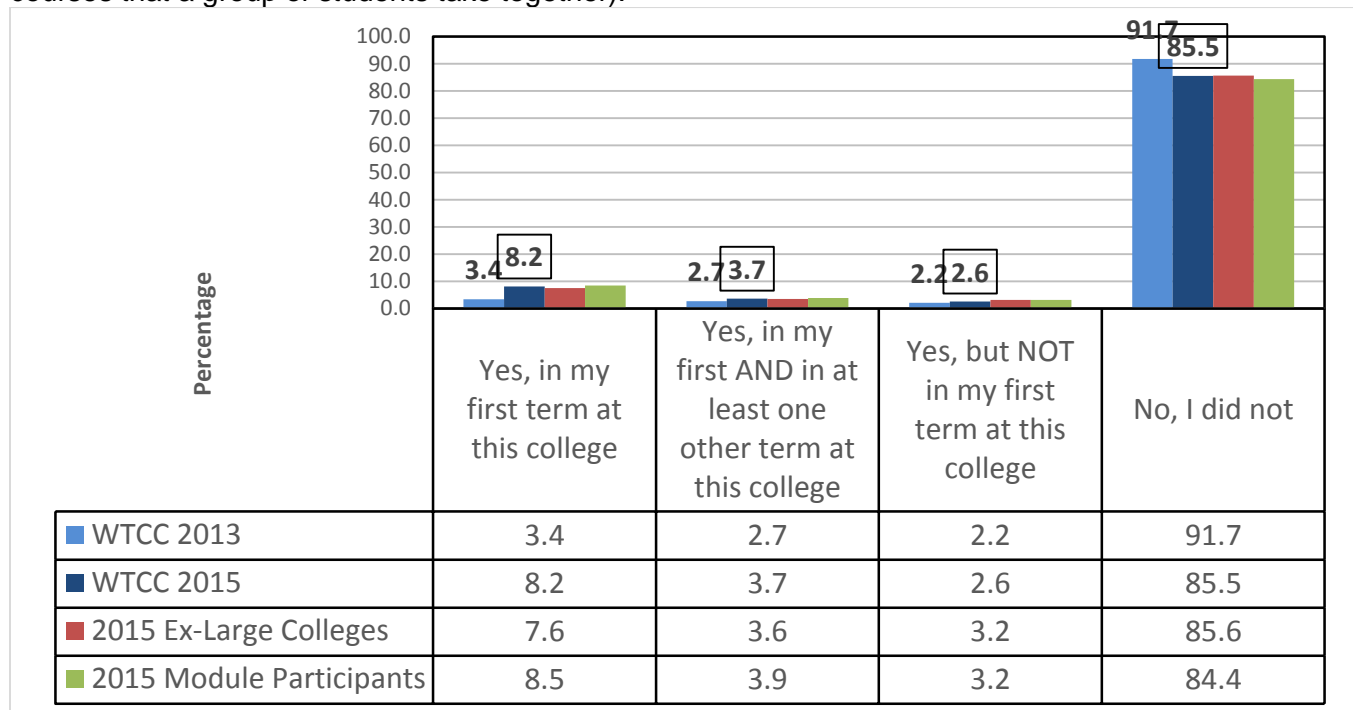
WTCC avg. sample size = 1,137 students

3. During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").



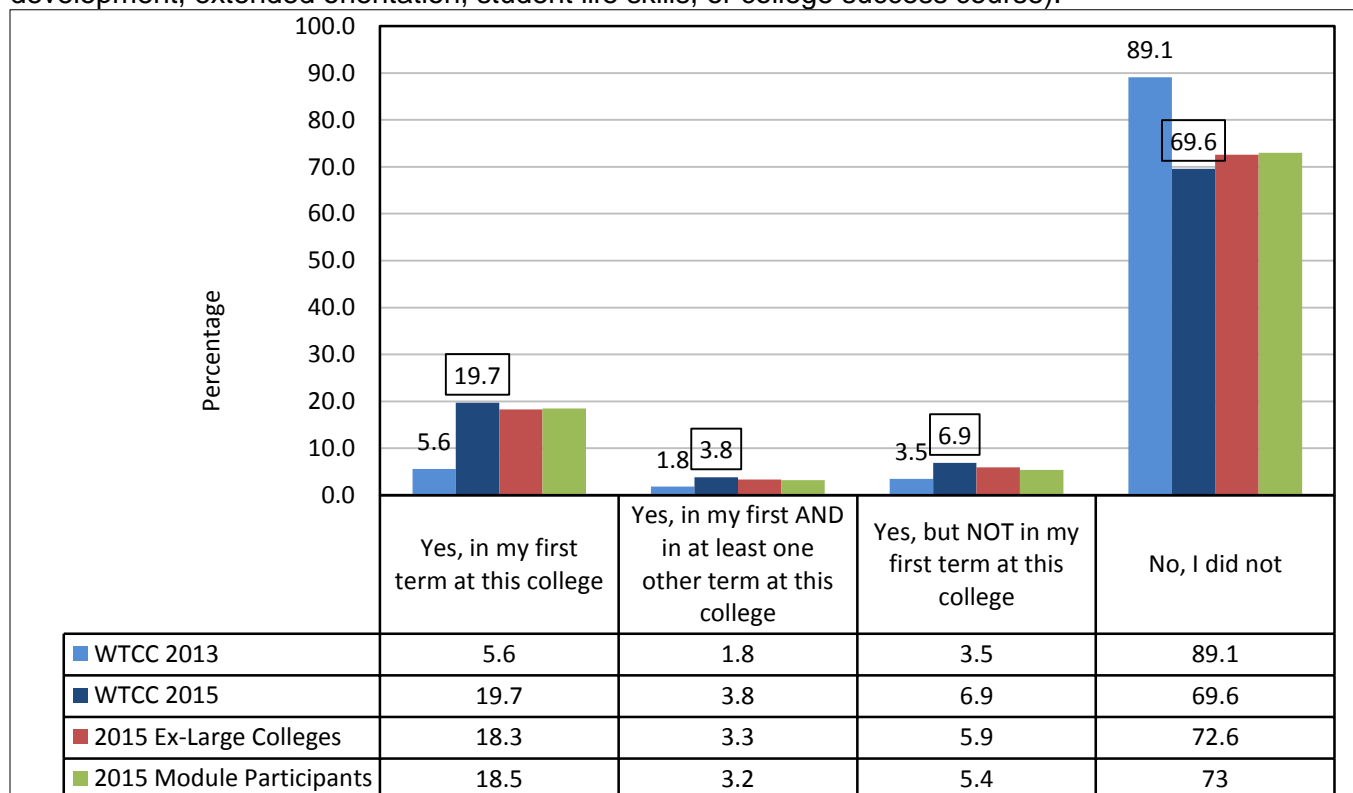
WTCC avg. sample size = 1,104 students

4. During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).



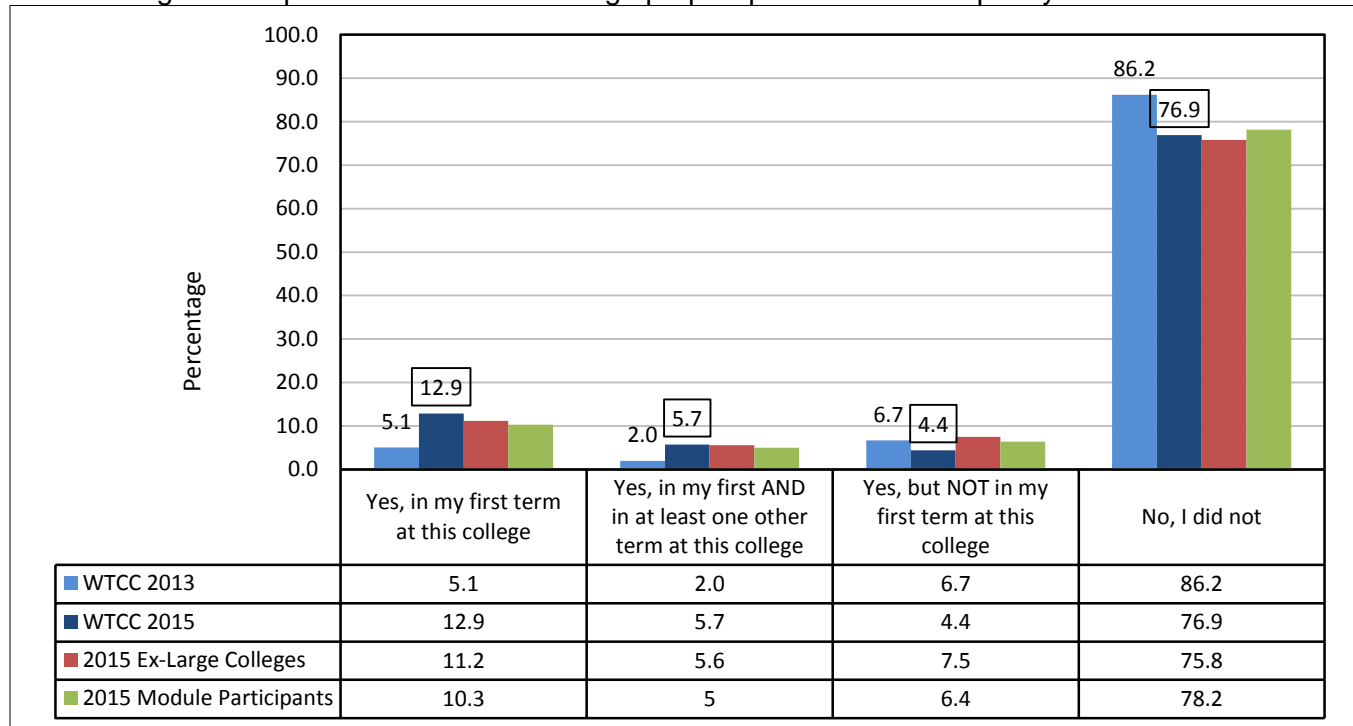
WTCC avg. sample size = 1,109 students

5. During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



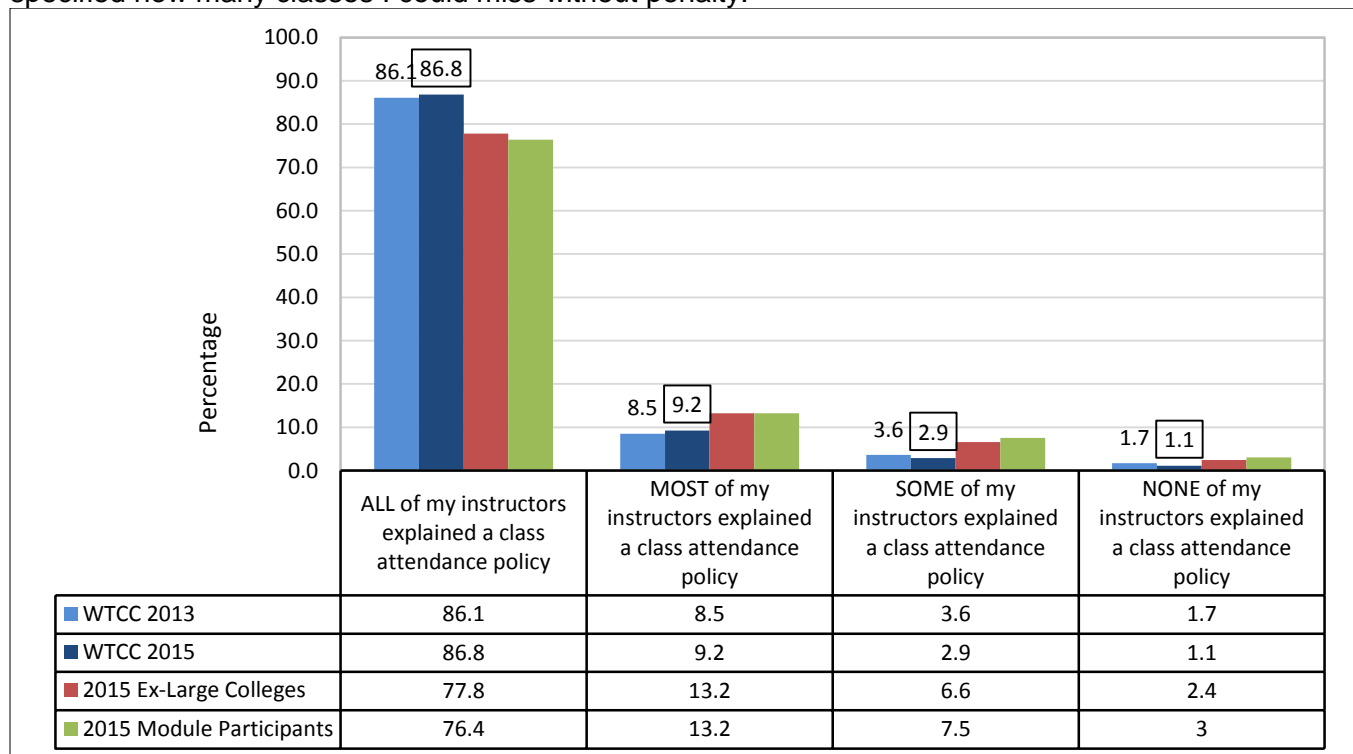
WTCC avg. sample size = 1,113 students

6. At this college, I participated in one or more accelerated courses/fast-track programs to help me move through developmental/basic skills/college prep requirements more quickly.



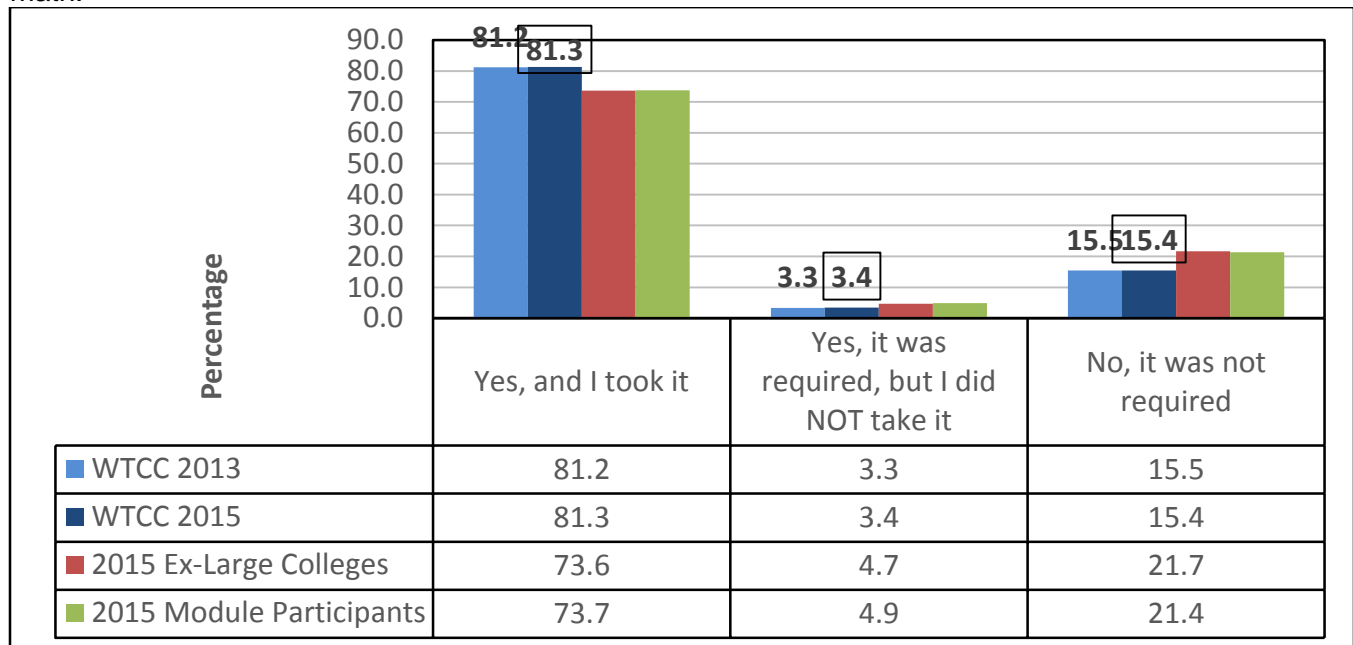
WTCC avg. sample size = 1,106 students

7. During the current term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without penalty.



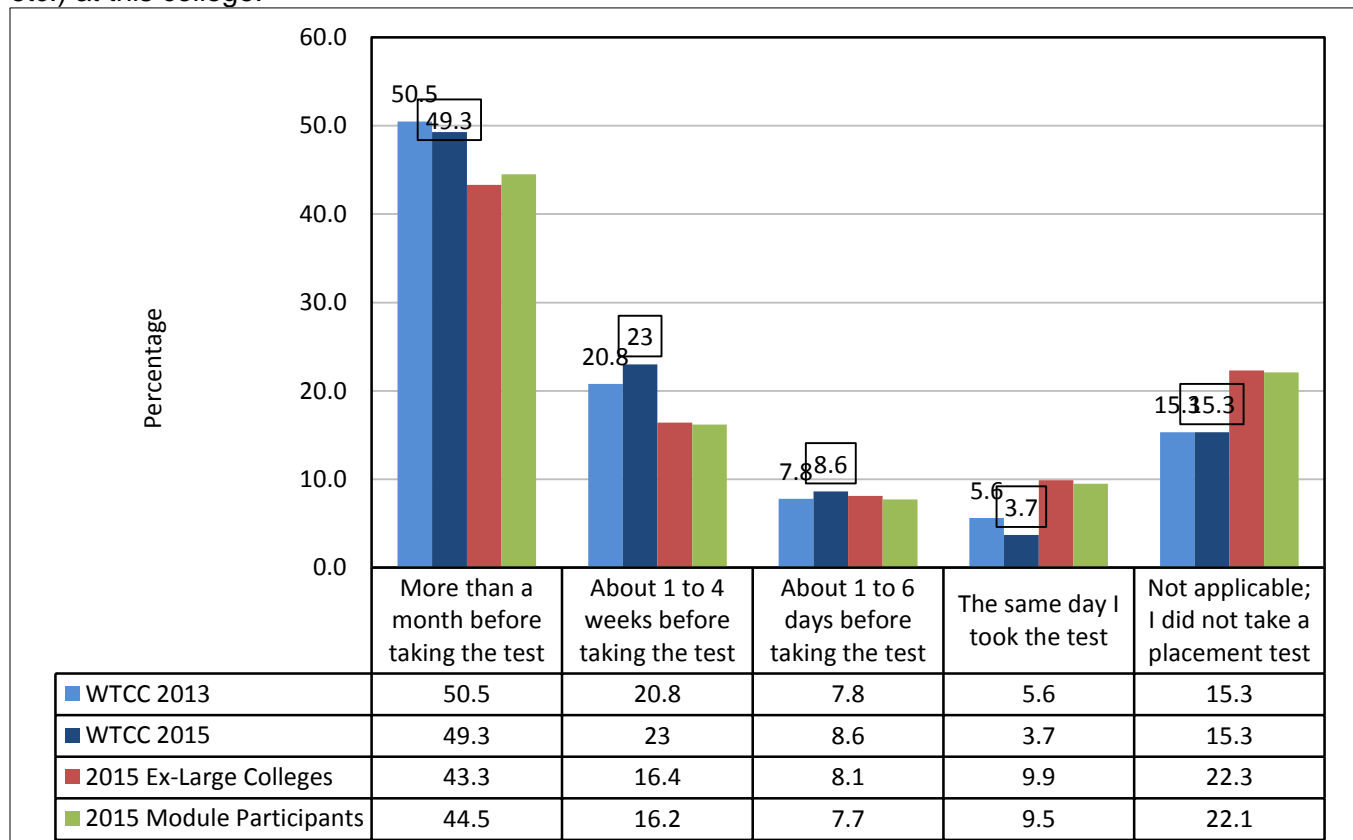
WTCC avg. sample size = 1,132 students

8. Before I could register for my first term at this college, I was REQUIRED to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.



WTCC avg. sample size = 1,109 students

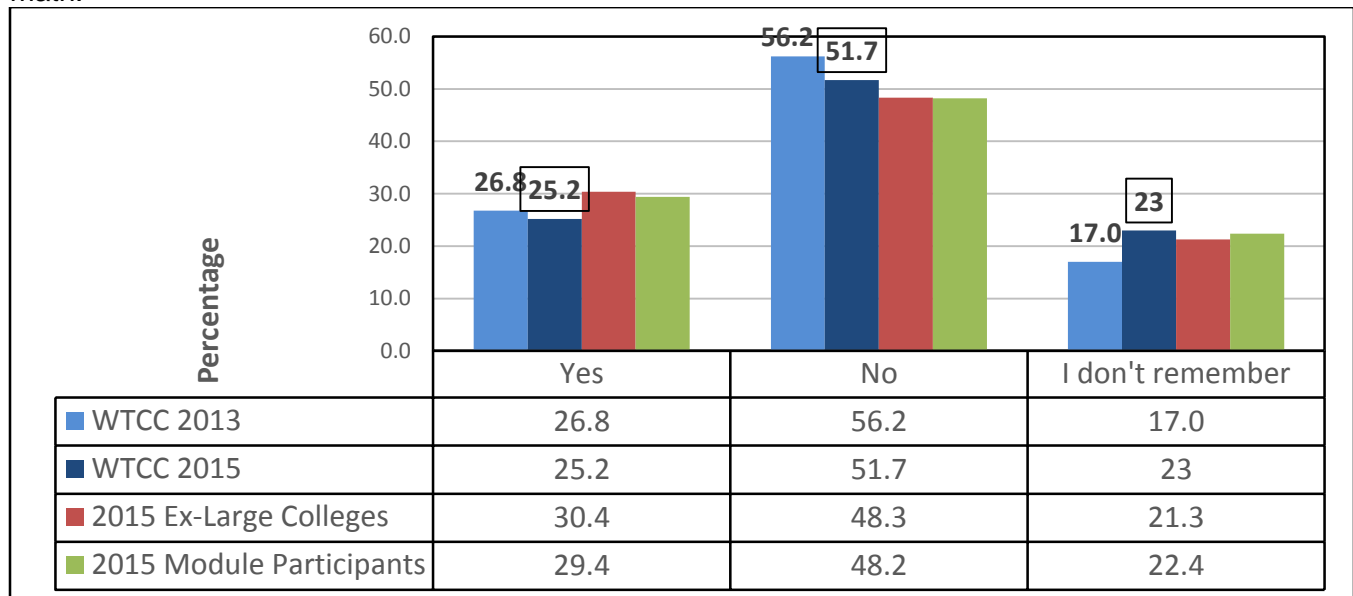
9. I became aware that I was required to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) at this college:



WTCC avg. sample size = 1,125 students

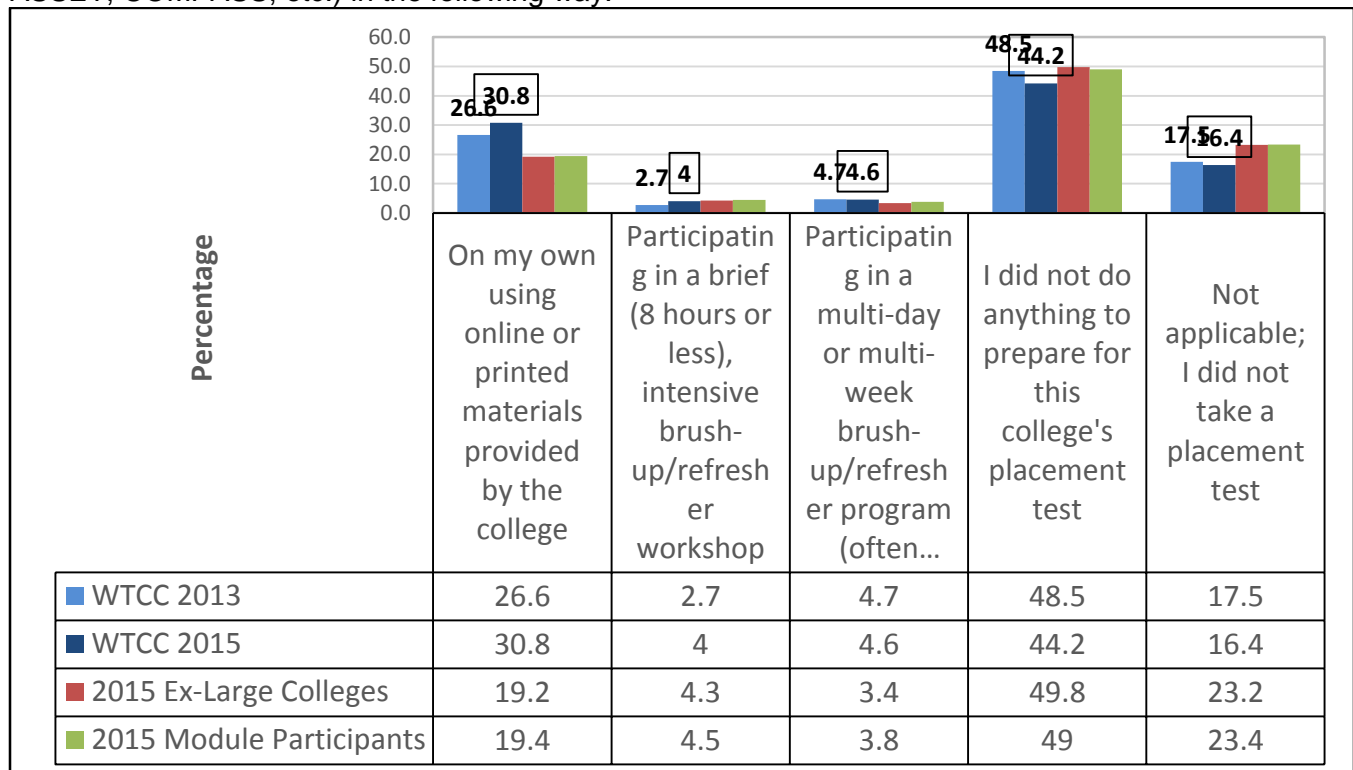


10. While I was in high school, besides taking the SAT or ACT, I completed this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.



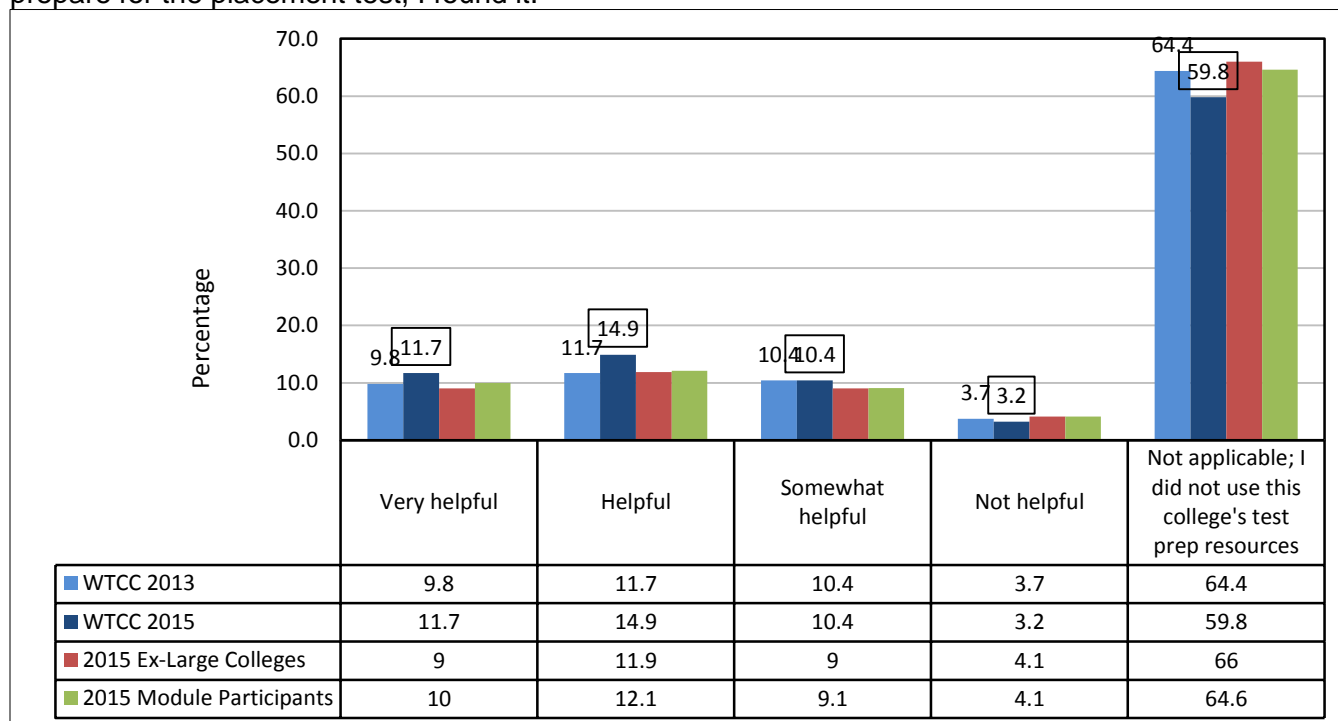
WTCC avg. sample size = 1,097 students

11. Before enrolling at this college, I prepared for this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) in the following way:



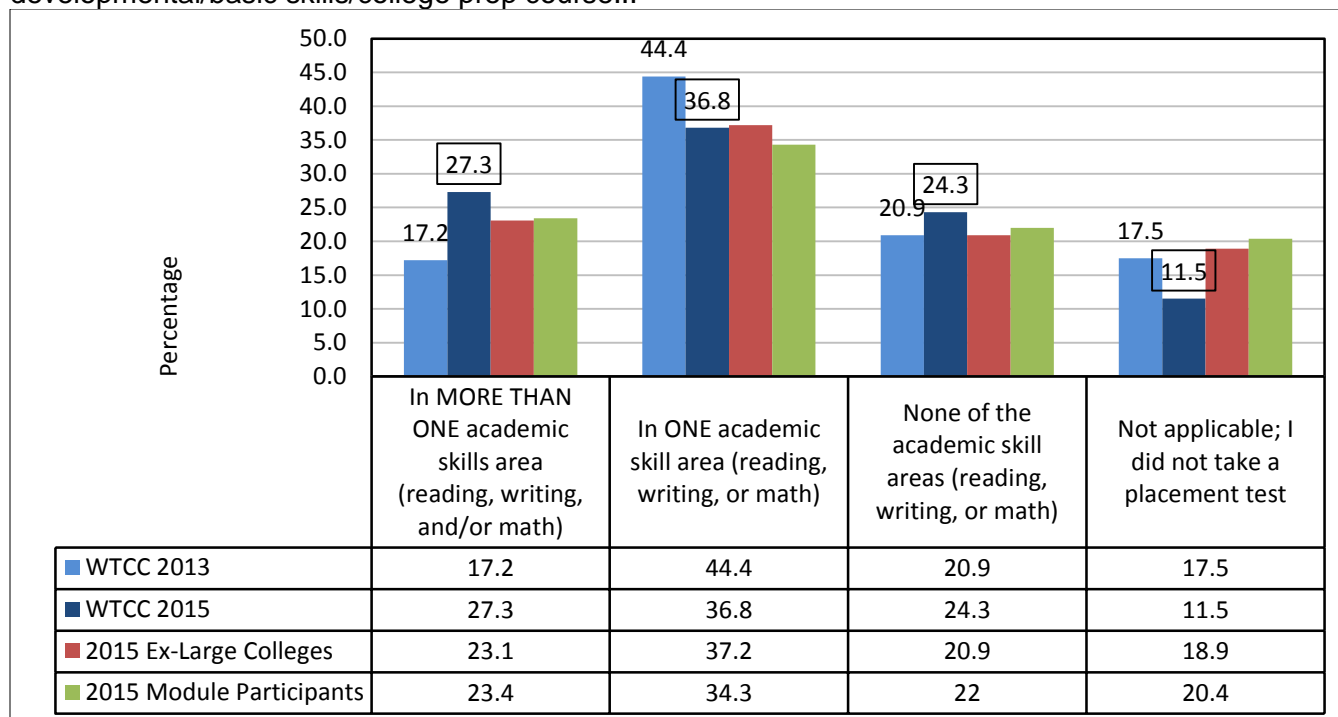
WTCC avg. sample size = 1,124 students

12. If I used resources from this college or one of the college's brush-up/refresher experiences to prepare for the placement test, I found it:



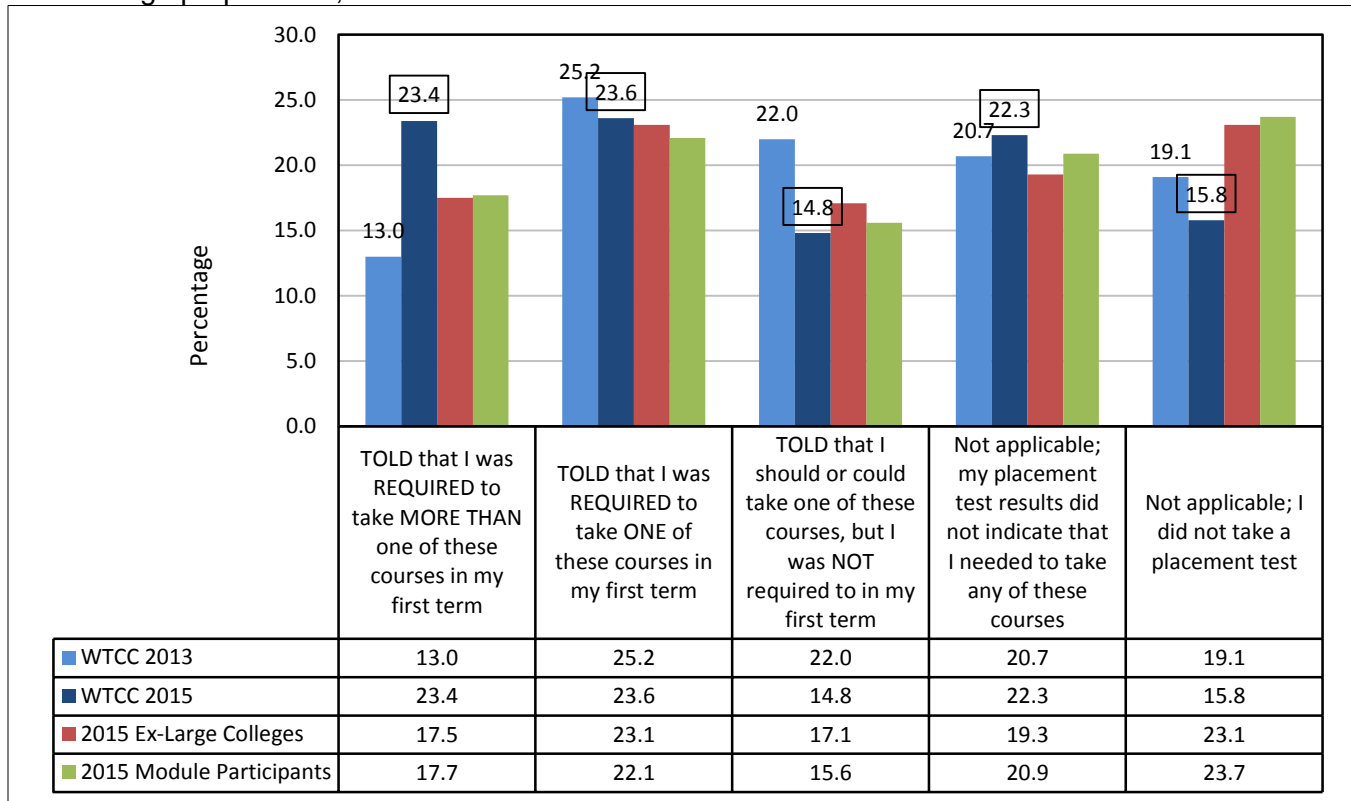
WTCC avg. sample size = 1,121 students

13. The results of the placement test I took at this college indicated that I needed to take a developmental/basic skills/college prep course...



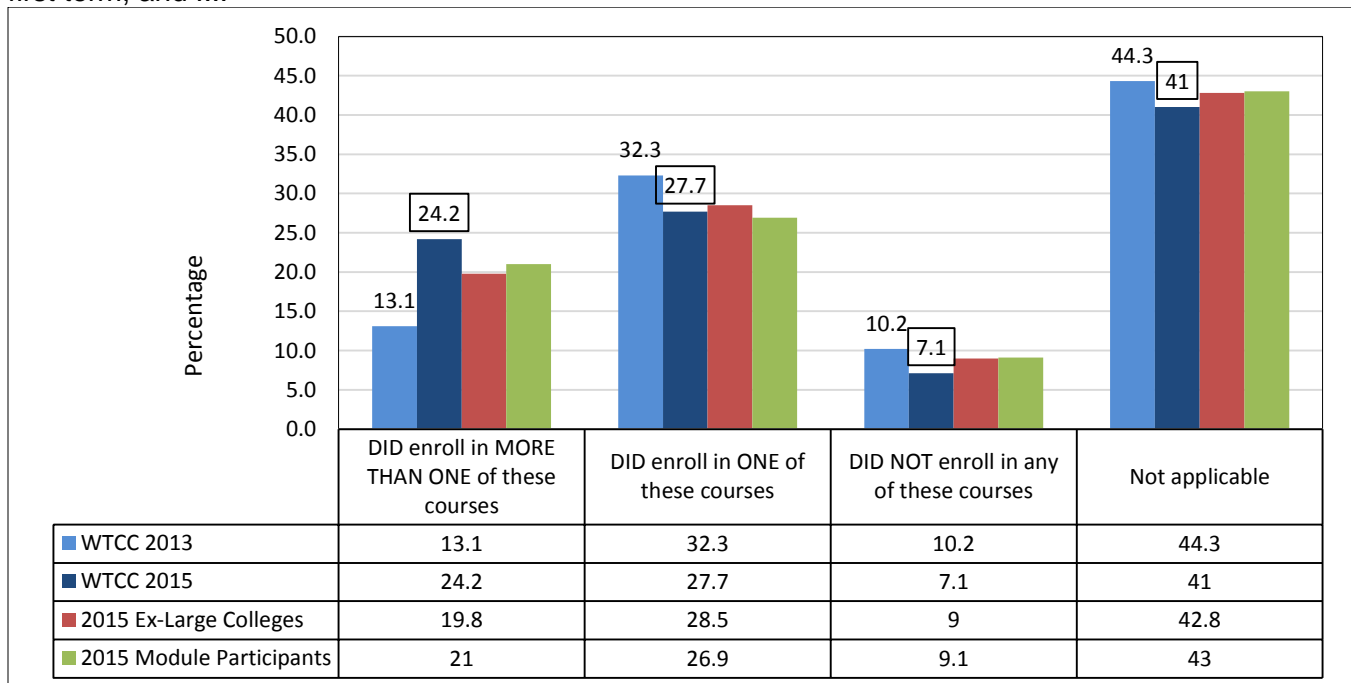
WTCC avg. sample size = 1,050 students

14. Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was...



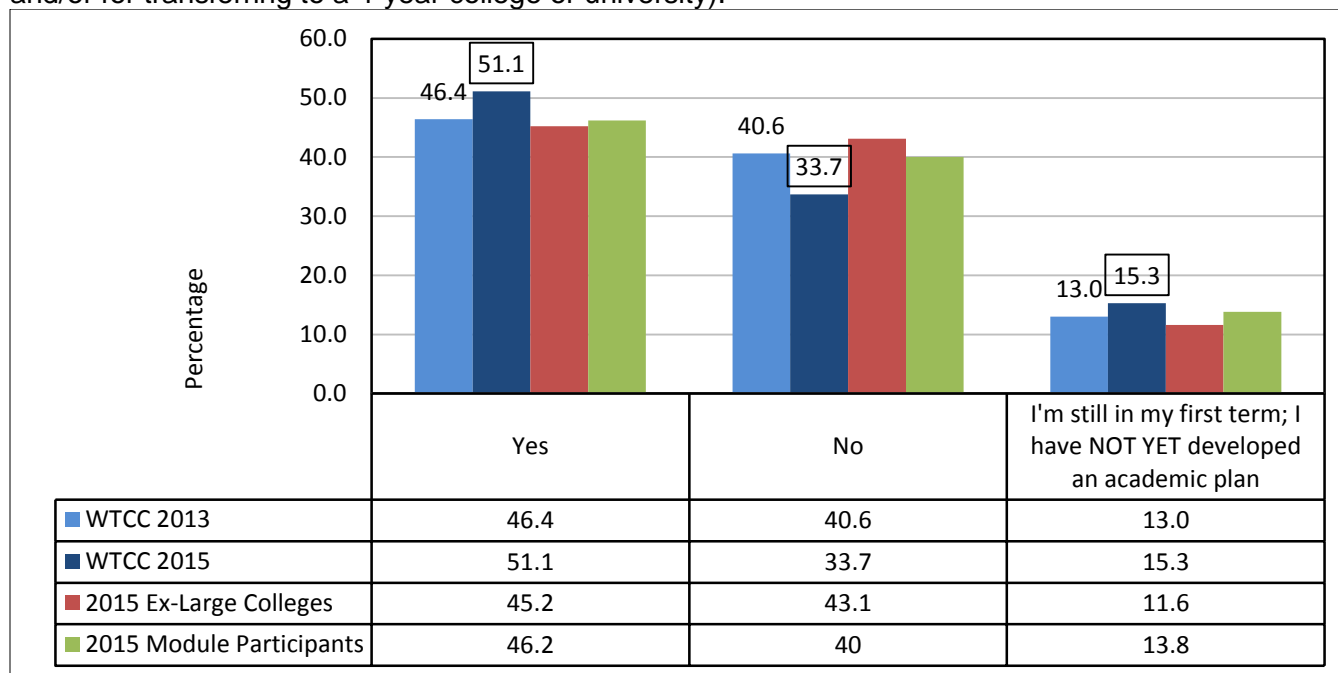
WTCC avg. sample size = 1,113 students

15. I was TOLD that I was REQUIRED to take a developmental/basic skills/college prep course in my first term, and I...



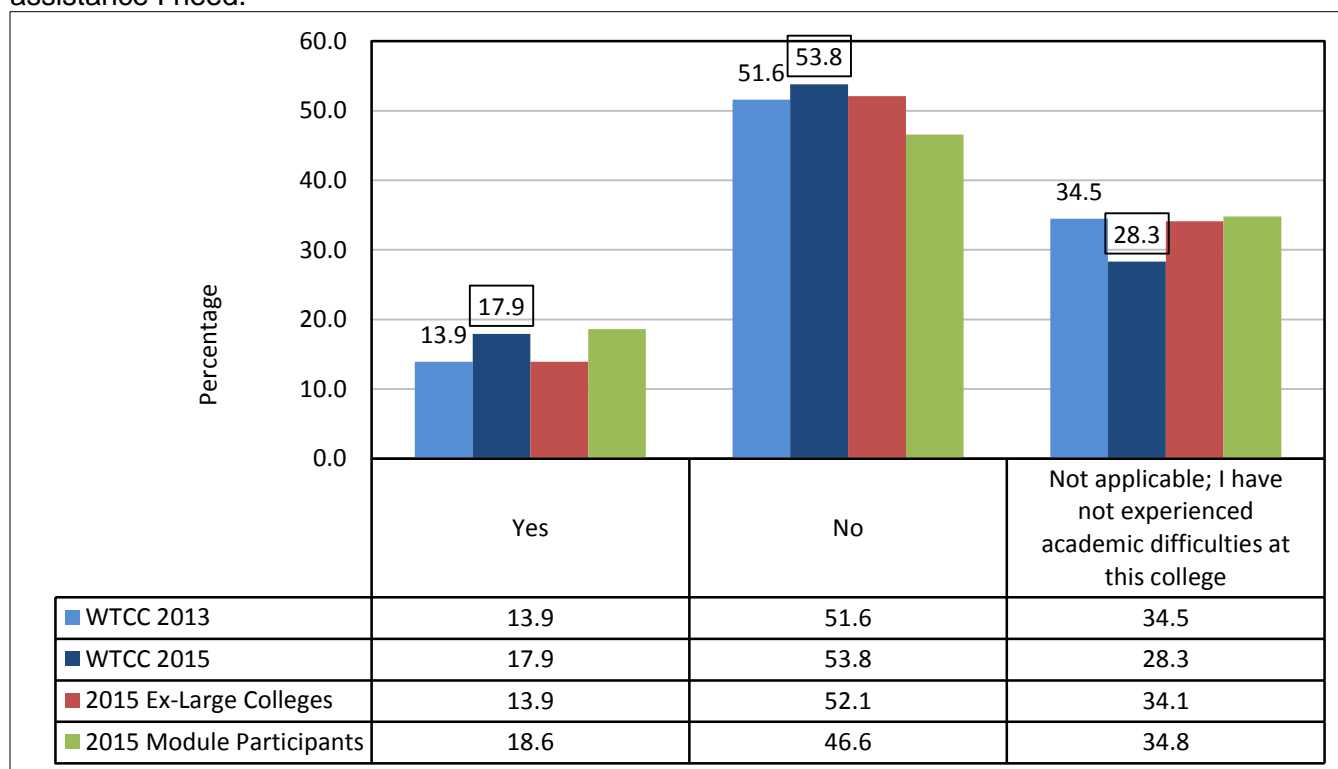
WTCC avg. sample size = 1,077 students

16. Before the end of my first term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).



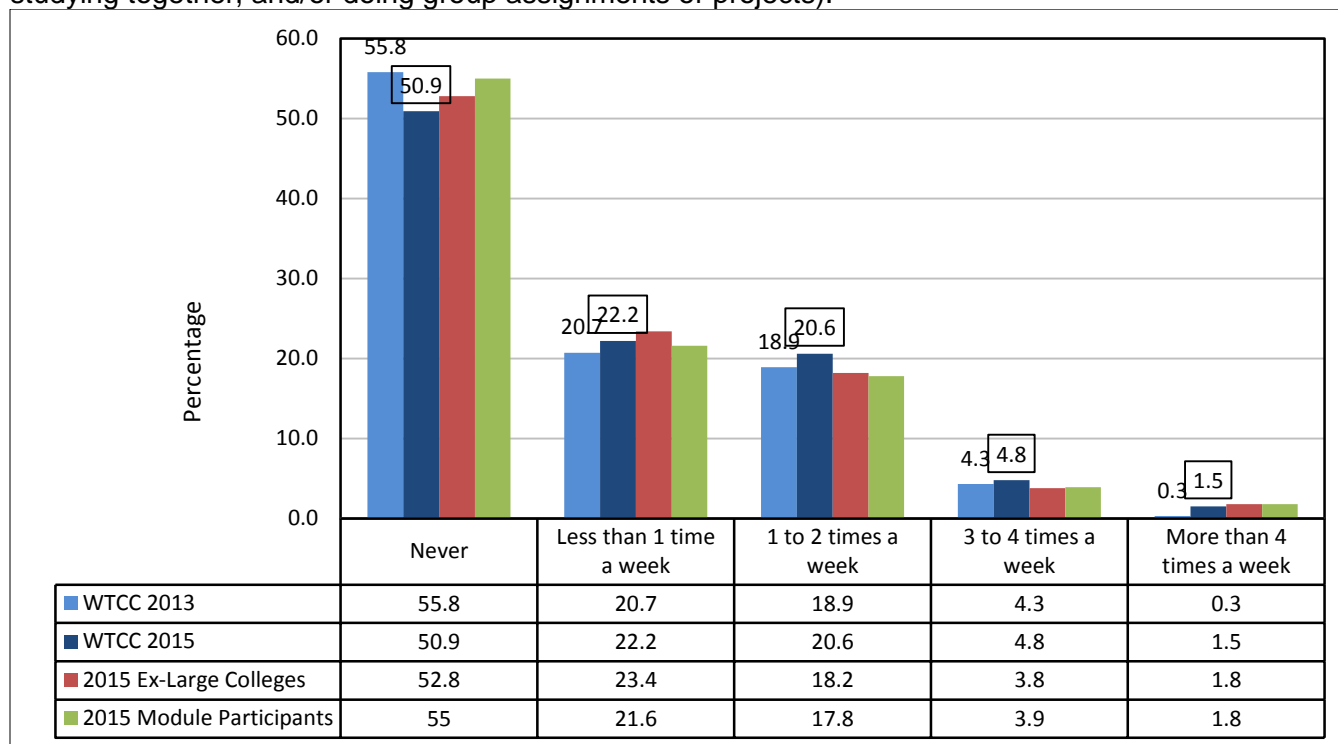
WTCC avg. sample size = 1,099 students

17. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.



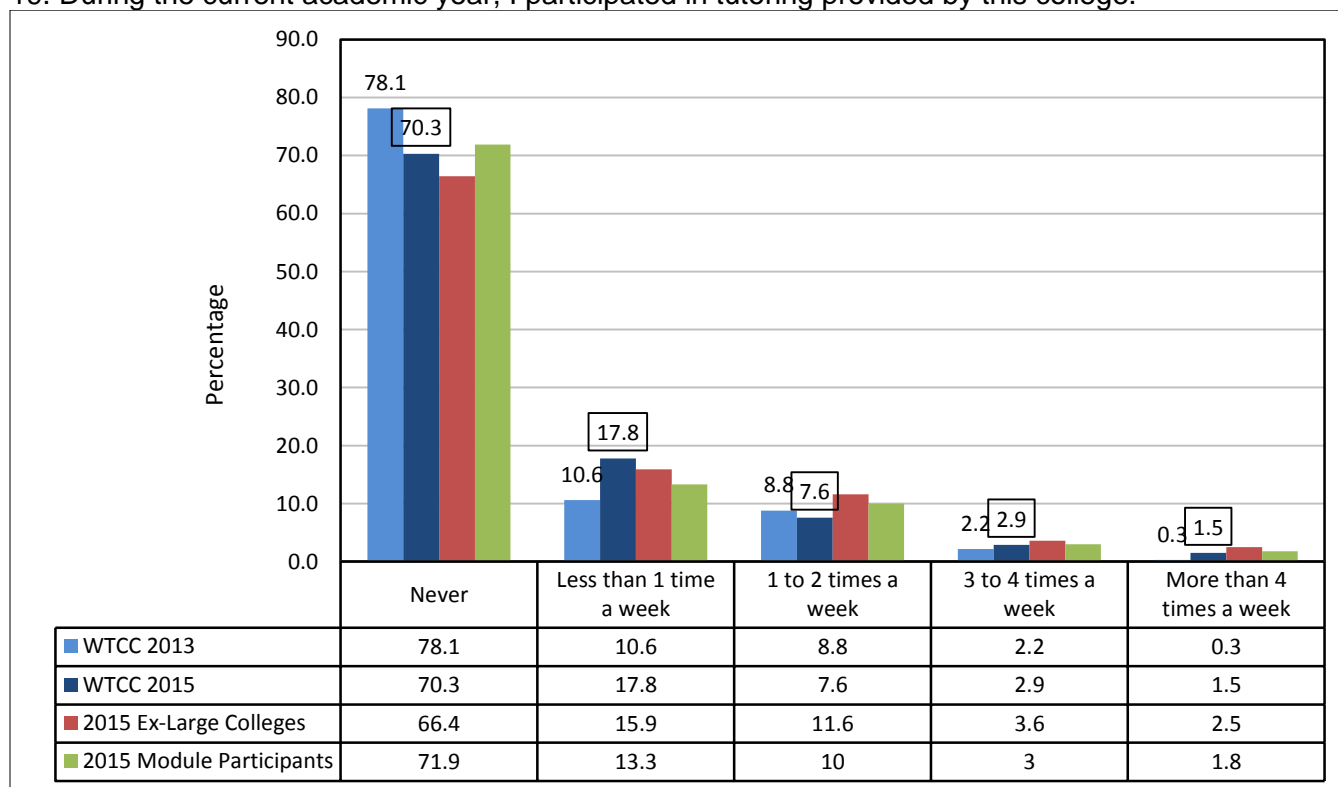
WTCC avg. sample size = 1,092 students

18. During the current academic year at this college, I participated in required group learning (experiences such as interacting with a specific group of students inside or outside the classroom, studying together, and/or doing group assignments or projects).



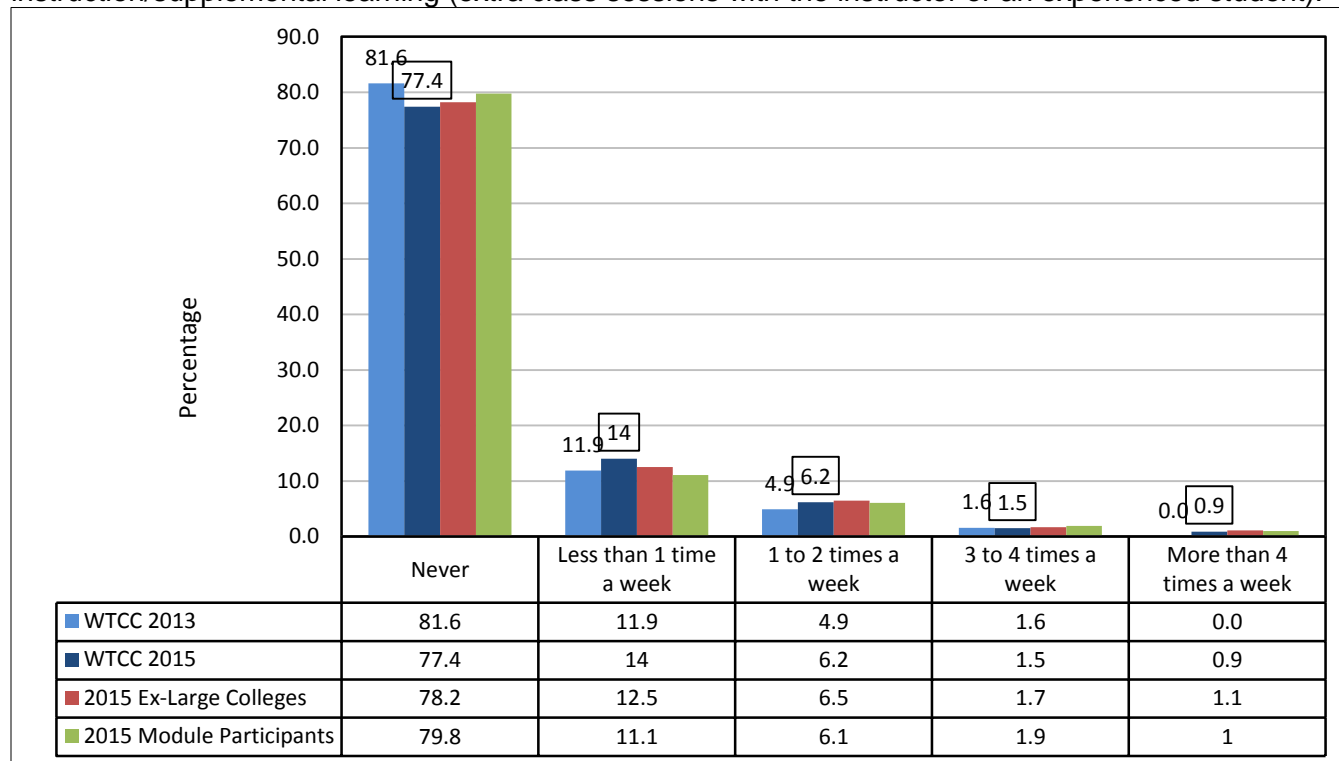
WTCC avg. sample size = 1,107 students

19. During the current academic year, I participated in tutoring provided by this college.



WTCC avg. sample size = 1,114 students

20. During the current academic year at this college, I participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).



WTCC avg. sample size = 1,113 students

## Appendix A - CCSSE Participating Extra-Large Colleges from 2013 to 2015

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Most Recent Year</b>
American River College	Sacramento	CA	2014
Anne Arundel Community College	Arnold	MD	2014
Austin Community College	Austin	TX	2013
Bakersfield College	Bakersfield	CA	2014
Bergen Community College	Paramus	NJ	2014
Blinn College	Brenham	TX	2014
Broward College	Ft. Lauderdale	FL	2014
Chaffey College	Rancho Cucamonga	CA	2013
City College of San Francisco	San Francisco	CA	2014
College of DuPage	Glen Ellyn	IL	2014
College of Lake County	Grayslake	IL	2014
College of the Canyons	Santa Clarita	CA	2015
Columbus State Community College	Columbus	OH	2015
Community College of Allegheny County	Pittsburgh	PA	2013
Community College of Baltimore County	Baltimore	MD	2014
Community College of Philadelphia	Philadelphia	PA	2013
Daytona State College	Daytona Beach	FL	2015
De Anza College	Cupertino	CA	2014
Diablo Valley College	Pleasant Hill	CA	2014
El Camino College	Torrance	CA	2014
El Paso Community College	El Paso	TX	2015
Florida SouthWestern State College	Fort Myers	FL	2015
Florida State College at Jacksonville	Jacksonville	FL	2015
Foothill College	Los Altos Hills	CA	2014
Fresno City College	Fresno	CA	2014
Front Range Community College	Westminster	CO	2015
Georgia Perimeter College	Decatur	GA	2014
Glendale Community College	Glendale	AZ	2014
Grand Rapids Community College	Grand Rapids	MI	2015
Grossmont College	El Cajon	CA	2015
Hillsborough Community College	Tampa	FL	2014
Houston Community College	Houston	TX	2015
Indian River State College	Fort Pierce	FL	2014
Joliet Junior College	Joliet	IL	2015
Kingsborough Community College	Brooklyn	NY	2014
Kirkwood Community College	Cedar Rapids	IA	2015
LaGuardia Community College	Long Island City	NY	2014
Lansing Community College	Lansing	MI	2015
Lone Star College - CyFair	Cypress	TX	2015

Lone Star College - North Harris	Houston	TX	2015
Long Beach City College	Long Beach	CA	2014
Macomb Community College	Warren	MI	2013
Madison Area Technical College	Madison	WI	2013
Mesa Community College	Mesa	AZ	2014
Metropolitan Community College	Kansas City	MO	2015
Modesto Junior College	Modesto	CA	2015
Montgomery College	Rockville	MD	2014
Moraine Valley Community College	Palos Hills	IL	2014
Mt. San Antonio College	Walnut	CA	2014
Nassau Community College	Garden City	NY	2015
Northern Virginia Community College	Annandale	VA	2015
Northwest Vista College	San Antonio	TX	2015
Orange Coast College	Costa Mesa	CA	2014
Pasadena City College	Pasadena	CA	2015
Pikes Peak Community College	Colorado Springs	CO	2015
Pima Community College	Tucson	AZ	2014
Richland College	Dallas	TX	2014
Riverside City College	Riverside	CA	2015
Sacramento City College	Sacramento	CA	2014
Salt Lake Community College	Salt Lake City	UT	2014
San Antonio College	San Antonio	TX	2015
Santa Fe College	Gainesville	FL	2013
Seminole State College of Florida	Sanford	FL	2013
Sierra College	Rocklin	CA	2015
South Texas College	McAllen	TX	2015
St. Petersburg College	Clearwater	FL	2015
Stark State College	North Canton	OH	2014
Suffolk County Community College	Selden	NY	2015
Tarrant County College District	Fort Worth	TX	2013
Tidewater Community College	Norfolk	VA	2013
Tulsa Community College	Tulsa	OK	2015
Valencia College	Orlando	FL	2015
Vincennes University	Vincennes	IN	2015
Wake Technical Community College	Raleigh	NC	2015
Wayne County Community College District	Detroit	MI	2015



## **Appendix B - CCSSE Participating Colleges in North Carolina (31)**

<b>Institution</b>	<b>City</b>	<b>Most Recent Year</b>
Alamance Community College	Graham	2014
Asheville-Buncombe Technical Community College	Asheville	2013
Caldwell Community College and Technical Institute	Hudson	2015
Cape Fear Community College	Wilmington	2015
Carolinas College of Health Sciences	Charlotte	2015
Carteret Community College	Morehead City	2014
Central Carolina Community College	Sanford	2013
Cleveland Community College	Shelby	2015
College of The Albemarle	Elizabeth City	2015
Davidson County Community College	Thomasville	2015
Forsyth Technical Community College	Winston-Salem	2015
Gaston College	Dallas	2014
Guilford Technical Community College	Jamestown	2013
Halifax Community College	Weldon	2015
Isothermal Community College	Spindale	2015
James Sprunt Community College	Kenansville	2015
Louisburg College	Louisburg	2015
Martin Community College	Williamston	2015
Nash Community College	Rocky Mount	2015
Pitt Community College	Winterville	2014
Roanoke-Chowan Community College	Ahoskie	2015
Robeson Community College	Lumberton	2015
Rowan-Cabarrus Community College	Salisbury	2015
South Piedmont Community College	Monroe	2015
Southeastern Community College	Whiteville	2013
Southwestern Community College	Sylva	2013
Surry Community College	Dobson	2014
Wake Technical Community College	Raleigh	2015
Wayne Community College	Goldsboro	2013
Western Piedmont Community College	Morganton	2015
Wilkes Community College	Wilkesboro	2014

## Appendix C - Statistically Significant Results

Survey results indicating statistically significant difference in means.

### 2015 Means Report - Main Survey

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

[Weighted]

Statistically significant difference in means.	WTCC		Ex-Large Colleges			2015Cohort		
Item	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
<b>4: In your experiences at this college during the current school year, about how often have you done each of the following?</b>								
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often								
4k. Used e-mail to communicate with an instructor [STUFAC]	1,176	3.12	80,412	2.87	0.26**	436,773	2.92	0.21**
<b>12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</b>								
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much								
12f. Solving numerical problems	1,159	2.46	79,197	2.69	-0.23**	431,170	2.7	-0.25**
<b>13.1: How often do you use the following services at this college?</b>								
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)								
13.1h. Computer lab [STUEFF]	982	1.88	67,650	1.99		374,862	2.06	-0.22**
<b>Item 23</b>								
0 = None, 1 = 1-14 credits, 2 = 15-29 credits, 3 = 30-44 credits, 4 = 45-60 credits, 5 = Over 60 credits								
<b>23. How many total credit hours have you earned at this college, not counting the courses you are currently taking this term?</b>								
23. [TOTCHRS]	1,159	1.63	78,789	2.14	-0.35**	429,363	2.13	-0.34**

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

\*\* T-Test: 2-tailed

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

The counts (N) displayed above are unweighted. For weighted counts, please see the Frequency Distribution.

## Standards for Interpreting Mean Differences

When interpreting mean differences across comparison groups, the Center uses a combination of two measures: (1) a t-test with a very conservative alpha level of .001 or less is used to determine if the difference between two means is significant and not likely due to chance, and (2) an effect size of .20 (absolute value) or more using Cohen's d is used to show the magnitude of difference between the two means. If a comparison is significant at an alpha level of .001 or less and has an effect size of .20 or greater, then it is considered to be a statistically significant difference worthy of further investigation. Comparisons that meet these criteria are marked with a double-asterisk (\*\*). For internal analysis of small groups, it may make sense for colleges to use a larger alpha level but typically not a larger effect size.

## Appendix D – Extra-Large Colleges in the Comparison Group (Promising Practices)

(Items #1-5)

<b>Institution</b>	<b>State</b>	<b>Institution</b>	<b>State</b>
American River College	CA	Lansing Community College	MI
Anne Arundel Community College	MD	Lone Star College - CyFair	TX
Austin Community College	TX	Lone Star College - North Harris	TX
Bakersfield College	CA	Long Beach City College	CA
Bergen Community College	NJ	Macomb Community College	MI
Blinn College	TX	Madison Area Technical College	WI
Broward College	FL	Mesa Community College	AZ
Chaffey College	CA	Metropolitan Community College	MO
City College of San Francisco	CA	Modesto Junior College	CA
College of DuPage	IL	Montgomery College	MD
College of Lake County	IL	Moraine Valley Community College	IL
College of the Canyons	CA	Mt. San Antonio College	CA
Columbus State Community College	OH	Nassau Community College	NY
Community College of Allegheny County	PA	Northern Virginia Community College	VA
Community College of Baltimore County	MD	Northwest Vista College	TX
Community College of Philadelphia	PA	Orange Coast College	CA
Daytona State College	FL	Pasadena City College	CA
De Anza College	CA	Pikes Peak Community College	CO
Diablo Valley College	CA	Pima Community College	AZ
El Camino College	CA	Richland College	TX
El Paso Community College	TX	Riverside City College	CA
Florida SouthWestern State College	FL	Sacramento City College	CA
Florida State College at Jacksonville	FL	Salt Lake Community College	UT
Foothill College	CA	San Antonio College	TX
Fresno City College	CA	Santa Fe College	FL
Front Range Community College	CO	Seminole State College of Florida	FL
Georgia Perimeter College	GA	Sierra College	CA
Glendale Community College	AZ	South Texas College	TX
Grand Rapids Community College	MI	St. Petersburg College	FL
Grossmont College	CA	Stark State College	OH
Hillsborough Community College	FL	Suffolk County Community College	NY
Houston Community College	TX	Tarrant County College District	TX
Indian River State College	FL	Tidewater Community College	VA
Joliet Junior College	IL	Tulsa Community College	OK
Kingsborough Community College	NY	Valencia College	FL
Kirkwood Community College	IA	Vincennes University	IN
LaGuardia Community College	NY	Wayne County Community College District	MI