

**Community College Survey of Student Engagement**  
**2010 Benchmark Summary Report - College of the Desert**

	Benchmark	Your College	Large Colleges		2010 Cohort	
		Score	Score	Difference	Score	Difference
First-Generation	Active and Collaborative Learning	51.1	48.8	2.2	49.7	1.3
First-Generation	Student Effort	51.9	51.0	1.0	51.7	0.2
First-Generation	Academic Challenge	51.2	50.8	0.4	51.0	0.1
First-Generation	Student-Faculty Interaction	45.9	48.5	-2.6	49.9	-4.0
First-Generation	Support for Learners	50.1	50.7	-0.6	51.6	-1.4
Not First-Generation	Active and Collaborative Learning	51.6	49.7	1.9	50.9	0.7
Not First-Generation	Student Effort	47.4	47.8	-0.4	48.7	-1.3
Not First-Generation	Academic Challenge	50.6	49.3	1.3	50.0	0.6
Not First-Generation	Student-Faculty Interaction	46.3	49.4	-3.1	50.9	-4.6
Not First-Generation	Support for Learners	45.3	47.6	-2.2	48.7	-3.3

**Active and Collaborative Learning (ACTCOLL) Means Summary Report - College of the Desert**

			Your College	Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
a Asked questions in class or contributed to class discussions (ACTCOL)	CLQUEST	First-Generation	2.63	2.88	-0.28*	2.92	-0.34*
	CLQUEST	Not First-Generation	2.82	2.91		2.94	
b Made a class presentation (ACTCOL)	CLPRESEN	First-Generation	2.20	2.04		2.03	
	CLPRESEN	Not First-Generation	2.17	2.05		2.06	
f Worked with other students on projects during class (ACTCOL)	CLASSGRP	First-Generation	2.69	2.46	0.25*	2.47	0.24*
	CLASSGRP	Not First-Generation	2.54	2.46		2.48	
g Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP	First-Generation	1.90	1.84		1.86	
	OCCGRP	Not First-Generation	1.96	1.87		1.90	
h Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR	First-Generation	1.36	1.35		1.35	
	TUTOR	Not First-Generation	1.39	1.39		1.39	
i Participated in a community-based project as a part of a regular course (ACTCOL)	COMMPROJ	First-Generation	1.33	1.29		1.30	
	COMMPROJ	Not First-Generation	1.25	1.30		1.30	
r Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	OOCIDEAS	First-Generation	2.64	2.56		2.57	
	OOCIDEAS	Not First-Generation	2.69	2.57		2.58	

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4a . Asked questions in class or contributed to class discussions (ACTCOL)	Never	26	8.3	666	2.9	2794	2.5
	Sometimes	130	41.3	7813	34.3	35972	32.3
	Often	92	29.2	7988	35.1	39769	35.7
	Very often	67	21.3	6299	27.7	32955	29.6
	<b>Total</b>	<b>315</b>	<b>100.0</b>	<b>22766</b>	<b>100.0</b>	<b>111490</b>	<b>100.0</b>
4b . Made a class presentation (ACTCOL)	Never	76	24.1	7135	31.5	35601	32.1
	Sometimes	122	38.7	9142	40.3	44602	40.2
	Often	95	30.2	4637	20.5	22175	20.0
	Very often	22	7.0	1746	7.7	8609	7.8
	<b>Total</b>	<b>315</b>	<b>100.0</b>	<b>22660</b>	<b>100.0</b>	<b>110987</b>	<b>100.0</b>
4f . Worked with other students on projects during class (ACTCOL)	Never	22	7.1	3079	13.7	14503	13.1
	Sometimes	105	33.7	9097	40.4	44608	40.4
	Often	133	42.6	7196	32.0	35818	32.5
	Very often	53	17.0	3135	13.9	15395	14.0
	<b>Total</b>	<b>313</b>	<b>100.0</b>	<b>22507</b>	<b>100.0</b>	<b>110324</b>	<b>100.0</b>
4g . Worked with classmates outside of class to prepare class assignments (ACTCOL)	Never	128	41.0	9559	42.3	45796	41.4
	Sometimes	113	36.2	8350	37.0	41131	37.2
	Often	44	14.1	3344	14.8	17136	15.5
	Very often	27	8.7	1323	5.9	6632	6.0
	<b>Total</b>	<b>312</b>	<b>100.0</b>	<b>22576</b>	<b>100.0</b>	<b>110695</b>	<b>100.0</b>
4h . Tutored or taught other students (paid or voluntary) (ACTCOL)	Never	239	75.9	16927	74.7	82687	74.5
	Sometimes	50	15.9	4148	18.3	20721	18.7
	Often	14	4.4	1052	4.6	4985	4.5
	Very often	12	3.8	525	2.3	2539	2.3
	<b>Total</b>	<b>315</b>	<b>100.0</b>	<b>22652</b>	<b>100.0</b>	<b>110932</b>	<b>100.0</b>

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4i . Participated in a community-based project as a part of a regular course (ACTCOL)	Never	240	77.2	17832	78.9	86607	78.4
	Sometimes	50	16.1	3342	14.8	16909	15.3
	Often	12	3.9	985	4.4	4867	4.4
	Very often	10	3.2	428	1.9	2028	1.8
	<b>Total</b>	<b>312</b>	<b>100.0</b>	<b>22587</b>	<b>100.0</b>	<b>110411</b>	<b>100.0</b>
4r . Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	Never	29	9.3	2859	12.6	13266	12.0
	Sometimes	122	39.1	8522	37.6	42445	38.2
	Often	93	29.8	7104	31.3	34540	31.1
	Very often	67	21.5	4185	18.5	20717	18.7
	<b>Total</b>	<b>311</b>	<b>100.0</b>	<b>22670</b>	<b>100.0</b>	<b>110968</b>	<b>100.0</b>

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

Not First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4a . Asked questions in class or contributed to class discussions (ACTCOL)	Never	23	5.6	1272	2.7	5000	2.4
	Sometimes	131	31.6	15432	32.9	65700	31.7
	Often	157	37.9	16416	35.0	73433	35.4
	Very often	103	24.9	13837	29.5	63103	30.4
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46957</b>	<b>100.0</b>	<b>207236</b>	<b>100.0</b>
4b . Made a class presentation (ACTCOL)	Never	99	23.8	14340	30.6	62020	30.0
	Sometimes	184	44.2	19492	41.6	86230	41.7
	Often	98	23.6	9401	20.1	42388	20.5
	Very often	35	8.4	3605	7.7	15951	7.7
	<b>Total</b>	<b>416</b>	<b>100.0</b>	<b>46838</b>	<b>100.0</b>	<b>206589</b>	<b>100.0</b>
4f . Worked with other students on projects during class (ACTCOL)	Never	38	9.2	6212	13.4	26168	12.7
	Sometimes	168	40.9	18754	40.4	82408	40.2
	Often	149	36.3	15165	32.6	68257	33.3
	Very often	56	13.6	6317	13.6	28410	13.8
	<b>Total</b>	<b>411</b>	<b>100.0</b>	<b>46448</b>	<b>100.0</b>	<b>205243</b>	<b>100.0</b>
4g . Worked with classmates outside of class to prepare class assignments (ACTCOL)	Never	140	34.0	18930	40.6	80666	39.2
	Sometimes	170	41.3	17620	37.8	78670	38.2
	Often	78	18.9	7297	15.6	33549	16.3
	Very often	24	5.8	2818	6.0	13003	6.3
	<b>Total</b>	<b>412</b>	<b>100.0</b>	<b>46665</b>	<b>100.0</b>	<b>205888</b>	<b>100.0</b>
4h . Tutored or taught other students (paid or voluntary) (ACTCOL)	Never	300	72.1	33658	72.0	147883	71.7
	Sometimes	83	20.0	9379	20.1	41909	20.3
	Often	21	5.0	2453	5.2	10994	5.3
	Very often	12	2.9	1270	2.7	5563	2.7
	<b>Total</b>	<b>416</b>	<b>100.0</b>	<b>46760</b>	<b>100.0</b>	<b>206349</b>	<b>100.0</b>

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

Not First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4i . Participated in a community-based project as a part of a regular course (ACTCOL)	Never	335	80.7	36705	78.7	160104	77.8
	Sometimes	59	14.2	6949	14.9	32566	15.8
	Often	17	4.1	2075	4.5	9037	4.4
	Very often	5	1.2	892	1.9	4035	2.0
	<b>Total</b>	<b>416</b>	<b>100.0</b>	<b>46621</b>	<b>100.0</b>	<b>205742</b>	<b>100.0</b>
4r . Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	Never	41	9.9	5627	12.0	23538	11.4
	Sometimes	150	36.2	17740	38.0	78032	37.8
	Often	121	29.2	14451	30.9	65140	31.6
	Very often	102	24.6	8889	19.0	39500	19.2
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46707</b>	<b>100.0</b>	<b>206210</b>	<b>100.0</b>

**Student Effort (STUEFF) Means Summary Report - College of the Desert**

			Your College	Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
c Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	REWROPAP	First-Generation	2.61	2.53		2.52	
	REWROPAP	Not First-Generation	2.47	2.41		2.42	
d Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	INTEGRAT	First-Generation	2.74	2.72		2.71	
	INTEGRAT	Not First-Generation	2.84	2.75		2.75	
e Came to class without completing readings or assignments (STUEFF)	CLUNPREP	First-Generation	1.82	1.80		1.76	
	CLUNPREP	Not First-Generation	1.95	1.90		1.88	
<i>6. 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
<i>During the current school year, about how much reading and writing have you done at this college?</i>							
b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	READOWN	First-Generation	2.06	2.06		2.05	
	READOWN	Not First-Generation	2.07	2.16		2.13	
<i>10. 0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours</i>							
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>							
a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (STUEFF)	ACADPR01	First-Generation	1.91	2.00		2.02	
	ACADPR01	Not First-Generation	1.87	1.91		1.94	
<i>13. 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
d Frequency: Peer or other tutoring	USETUTOR	First-Generation	1.60	1.49		1.49	
	USETUTOR	Not First-Generation	1.48	1.41		1.41	
e Frequency: Skill labs (writing, math, etc.)	USELAB	First-Generation	1.90	1.75		1.76	
	USELAB	Not First-Generation	1.80	1.61	0.25*	1.63	0.22*
h Frequency: Computer lab	USECOMLB	First-Generation	1.95	2.08		2.11	
	USECOMLB	Not First-Generation	1.85	2.03	-0.24*	2.07	-0.29*

Student Effort (STUEFF) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4c . Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	Never	54	17.2	4353	19.3	21510	19.4
	Sometimes	85	27.1	6530	28.9	32590	29.4
	Often	104	33.1	7072	31.3	33617	30.4
	Very often	70	22.3	4651	20.6	23011	20.8
	<b>Total</b>	<b>313</b>	<b>100.0</b>	<b>22606</b>	<b>100.0</b>	<b>110728</b>	<b>100.0</b>
4d . Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	Never	40	12.9	2602	11.5	12685	11.5
	Sometimes	73	23.5	6484	28.6	32144	29.0
	Often	124	40.0	8243	36.4	40351	36.4
	Very often	73	23.5	5320	23.5	25569	23.1
	<b>Total</b>	<b>310</b>	<b>100.0</b>	<b>22649</b>	<b>100.0</b>	<b>110749</b>	<b>100.0</b>
4e . Came to class without completing readings or assignments (STUEFF)	Never	111	36.0	7931	35.2	41024	37.1
	Sometimes	153	49.7	11982	53.1	57659	52.2
	Often	34	11.0	1958	8.7	8689	7.9
	Very often	11	3.6	692	3.1	3091	2.8
	<b>Total</b>	<b>309</b>	<b>100.0</b>	<b>22563</b>	<b>100.0</b>	<b>110463</b>	<b>100.0</b>
6b . Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	None	90	29.0	6218	27.6	32069	29.1
	Between 1 and 4	144	46.5	11435	50.8	54019	49.0
	Between 5 and 10	53	17.1	3062	13.6	14600	13.2
	Between 11 and 20	15	4.8	1004	4.5	5100	4.6
	More than 20	9	2.9	804	3.6	4416	4.0
	<b>Total</b>	<b>311</b>	<b>100.0</b>	<b>22523</b>	<b>100.0</b>	<b>110204</b>	<b>100.0</b>



Student Effort (STUEFF) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
10a . Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (STUEFF)	None	2	0.6	248	1.1	1388	1.3
	1-5 hours	138	44.7	9039	40.2	43761	39.7
	6-10 hours	88	28.5	6755	30.0	32491	29.5
	11-20 hours	57	18.4	4218	18.7	20716	18.8
	21-30 hours	16	5.2	1485	6.6	7621	6.9
	More than 30 hours	8	2.6	765	3.4	4195	3.8
	<b>Total</b>	<b>309</b>	<b>100.0</b>	<b>22510</b>	<b>100.0</b>	<b>110172</b>	<b>100.0</b>
13.1d . Frequency: Peer or other tutoring (STUEFF)	Do not know/not applicable	71	23.5	5849	26.7	29265	27.2
	Rarely/never	129	42.7	9948	45.4	48445	45.1
	Sometimes	66	21.9	4359	19.9	21022	19.6
	Often	36	11.9	1751	8.0	8769	8.2
	<b>Total</b>	<b>302</b>	<b>100.0</b>	<b>21907</b>	<b>100.0</b>	<b>107501</b>	<b>100.0</b>
13.1e . Frequency: Skill labs (writing, math, etc.) (STUEFF)	Do not know/not applicable	37	12.3	4776	21.8	23757	22.1
	Rarely/never	105	34.9	7964	36.4	37977	35.3
	Sometimes	80	26.6	5452	24.9	27394	25.5
	Often	79	26.2	3699	16.9	18308	17.0
	<b>Total</b>	<b>301</b>	<b>100.0</b>	<b>21891</b>	<b>100.0</b>	<b>107436</b>	<b>100.0</b>
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	26	8.6	3030	13.8	14260	13.2
	Rarely/never	98	32.3	5452	24.9	25237	23.4
	Sometimes	95	31.4	6423	29.3	32411	30.1
	Often	85	28.1	7026	32.0	35855	33.3
	<b>Total</b>	<b>304</b>	<b>100.0</b>	<b>21931</b>	<b>100.0</b>	<b>107763</b>	<b>100.0</b>

**Student Effort (STUEFF) Frequency Distributions - College of the Desert**

**Not First-Generation**

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4c . Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	Never	81	19.5	11057	23.7	47463	23.1
	Sometimes	129	31.0	13928	29.9	62469	30.4
	Often	135	32.5	13179	28.3	58274	28.3
	Very often	71	17.1	8431	18.1	37584	18.3
	<b>Total</b>	<b>416</b>	<b>100.0</b>	<b>46595</b>	<b>100.0</b>	<b>205790</b>	<b>100.0</b>
4d . Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	Never	39	9.4	4949	10.6	21219	10.3
	Sometimes	107	25.9	12837	27.5	57536	27.9
	Often	146	35.4	17591	37.7	77687	37.7
	Very often	121	29.3	11272	24.2	49479	24.0
	<b>Total</b>	<b>413</b>	<b>100.0</b>	<b>46649</b>	<b>100.0</b>	<b>205921</b>	<b>100.0</b>
4e . Came to class without completing readings or assignments (STUEFF)	Never	114	27.6	13424	28.8	61661	30.0
	Sometimes	229	55.4	26187	56.2	114744	55.8
	Often	46	11.1	5103	11.0	21433	10.4
	Very often	24	5.8	1841	4.0	7750	3.8
	<b>Total</b>	<b>413</b>	<b>100.0</b>	<b>46555</b>	<b>100.0</b>	<b>205588</b>	<b>100.0</b>
6b . Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	None	112	27.1	11880	25.6	55922	27.3
	Between 1 and 4	205	49.5	22591	48.6	97825	47.7
	Between 5 and 10	66	15.9	7109	15.3	29868	14.6
	Between 11 and 20	17	4.1	2578	5.6	11280	5.5
	More than 20	14	3.4	2288	4.9	10157	5.0
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46446</b>	<b>100.0</b>	<b>205052</b>	<b>100.0</b>

Student Effort (STUEFF) Frequency Distributions - College of the Desert

Not First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
10a . Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program) (STUEFF)	None	3	0.7	700	1.5	3140	1.5
	1-5 hours	189	46.0	19570	42.2	84958	41.5
	6-10 hours	118	28.7	14302	30.8	62906	30.7
	11-20 hours	71	17.3	8073	17.4	35885	17.5
	21-30 hours	15	3.6	2578	5.6	12032	5.9
	More than 30 hours	14	3.4	1199	2.6	5994	2.9
	<b>Total</b>	<b>410</b>	<b>100.0</b>	<b>46422</b>	<b>100.0</b>	<b>204915</b>	<b>100.0</b>
13.1d . Frequency: Peer or other tutoring (STUEFF)	Do not know/not applicable	92	22.5	12765	28.0	56692	28.1
	Rarely/never	200	49.0	22195	48.7	98310	48.7
	Sometimes	83	20.3	7731	16.9	33992	16.9
	Often	34	8.3	2925	6.4	12738	6.3
	<b>Total</b>	<b>409</b>	<b>100.0</b>	<b>45616</b>	<b>100.0</b>	<b>201732</b>	<b>100.0</b>
13.1e . Frequency: Skill labs (writing, math, etc.) (STUEFF)	Do not know/not applicable	89	21.6	11361	25.0	49916	24.8
	Rarely/never	146	35.4	18801	41.3	81293	40.4
	Sometimes	96	23.3	9833	21.6	44557	22.1
	Often	80	19.4	5502	12.1	25499	12.7
	<b>Total</b>	<b>411</b>	<b>100.0</b>	<b>45497</b>	<b>100.0</b>	<b>201265</b>	<b>100.0</b>
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	89	21.7	6349	13.9	26738	13.3
	Rarely/never	131	31.9	12226	26.8	51085	25.3
	Sometimes	108	26.3	13512	29.6	60285	29.9
	Often	82	20.0	13525	29.7	63562	31.5
	<b>Total</b>	<b>410</b>	<b>100.0</b>	<b>45612</b>	<b>100.0</b>	<b>201670</b>	<b>100.0</b>

**Academic Challenge (ACCHALL) Means Summary Report - College of the Desert**

			Your College	Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
p Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	WORKHARD	First-Generation	2.59	2.60		2.61	
	WORKHARD	Not First-Generation	2.54	2.50		2.52	
<i>5. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>During the current school year, how much has your coursework at this college emphasized the following mental activities?</i>							
b Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	ANALYZE	First-Generation	2.95	2.88		2.86	
	ANALYZE	Not First-Generation	2.94	2.92		2.90	
c Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHESZ	First-Generation	2.73	2.75		2.74	
	SYNTHESZ	Not First-Generation	2.76	2.74		2.74	
d Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE	First-Generation	2.58	2.56		2.55	
	EVALUATE	Not First-Generation	2.56	2.59		2.60	
e Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING	First-Generation	2.60	2.66		2.66	
	APPLYING	Not First-Generation	2.65	2.69		2.70	
f Using information you have read or heard to perform a new skill. (ACCHALL)	PERFORM	First-Generation	2.82	2.78		2.79	
	PERFORM	Not First-Generation	2.80	2.74		2.77	
<i>6. 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
<i>During the current school year, about how much reading and writing have you done at this college?</i>							
a Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	READASGN	First-Generation	2.86	2.88		2.89	
	READASGN	Not First-Generation	2.89	2.83		2.84	
c Number of written papers or reports of any length (ACCHALL)	WRITEANY	First-Generation	2.81	2.82		2.82	
	WRITEANY	Not First-Generation	2.88	2.85		2.86	
<i>7. 1=Extremely easy ... 7=Extremely challenging</i>							
7 Mark the box 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 (ACCHALL)	EXAMS	First-Generation	5.14	5.10		5.14	
	EXAMS	Not First-Generation	4.97	4.88		4.93	

Academic Challenge (ACCHALL) Means Summary Report - College of the Desert

			Your College	Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
a Encouraging you to spend significant amounts of time studying (ACCHALL)	ENVSCHOL	First-Generation	3.06	3.04		3.06	
	ENVSCHOL	Not First-Generation	3.00	2.92		2.93	

Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4p . Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	Never	26	8.5	2155	9.6	10269	9.3
	Sometimes	118	38.7	8458	37.5	41519	37.5
	Often	116	38.0	8161	36.2	40081	36.2
	Very often	45	14.8	3782	16.8	18739	16.9
	<b>Total</b>	<b>305</b>	<b>100.0</b>	<b>22556</b>	<b>100.0</b>	<b>110608</b>	<b>100.0</b>
5b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	Very little	13	4.2	1044	4.6	5393	4.9
	Some	81	26.0	6292	27.7	31342	28.2
	Quite a bit	126	40.4	9751	43.0	47825	43.1
	Very much	91	29.2	5589	24.6	26459	23.8
	<b>Total</b>	<b>311</b>	<b>100.0</b>	<b>22676</b>	<b>100.0</b>	<b>111019</b>	<b>100.0</b>
5c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	Very little	30	9.7	1586	7.0	7719	7.0
	Some	104	33.5	7433	32.9	36718	33.2
	Quite a bit	94	30.3	8638	38.2	42751	38.7
	Very much	82	26.5	4932	21.8	23369	21.1
	<b>Total</b>	<b>310</b>	<b>100.0</b>	<b>22589</b>	<b>100.0</b>	<b>110557</b>	<b>100.0</b>
5d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	Very little	47	15.2	2863	12.7	13880	12.5
	Some	104	33.5	8080	35.8	40562	36.6
	Quite a bit	93	30.0	7685	34.0	37487	33.9
	Very much	67	21.6	3973	17.6	18753	16.9
	<b>Total</b>	<b>311</b>	<b>100.0</b>	<b>22601</b>	<b>100.0</b>	<b>110682</b>	<b>100.0</b>
5e . Applying theories or concepts to practical problems or in new situations (ACCHALL)	Very little	37	11.9	2291	10.1	10966	9.9
	Some	113	36.5	7690	33.9	38181	34.4
	Quite a bit	96	31.0	8103	35.8	39621	35.7
	Very much	63	20.3	4571	20.2	22116	19.9
	<b>Total</b>	<b>309</b>	<b>100.0</b>	<b>22655</b>	<b>100.0</b>	<b>110884</b>	<b>100.0</b>
5f . Using information you have read or heard to perform a new skill. (ACCHALL)	Very little	31	9.9	1967	8.7	8978	8.1
	Some	74	23.6	6721	29.6	33193	29.8
	Quite a bit	127	40.6	8316	36.6	40850	36.7
	Very much	80	25.6	5724	25.2	28243	25.4
	<b>Total</b>	<b>312</b>	<b>100.0</b>	<b>22728</b>	<b>100.0</b>	<b>111264</b>	<b>100.0</b>

Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
6a . Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	None	9	2.9	599	2.7	2975	2.7
	Between 1 and 4	141	45.5	9619	42.7	46552	42.2
	Between 5 and 10	80	25.8	6599	29.3	32861	29.8
	Between 11 and 20	43	13.9	3211	14.3	15224	13.8
	More than 20	36	11.6	2472	11.0	12574	11.4
	<b>Total</b>		<b>309</b>	<b>100.0</b>	<b>22500</b>	<b>100.0</b>	<b>110186</b>
6c . Number of written papers or reports of any length (ACCHALL)	None	32	10.3	2320	10.3	11804	10.7
	Between 1 and 4	100	32.3	7224	32.1	35587	32.3
	Between 5 and 10	99	31.9	7198	32.0	34076	30.9
	Between 11 and 20	50	16.1	3690	16.4	18398	16.7
	More than 20	28	9.0	2074	9.2	10242	9.3
	<b>Total</b>		<b>309</b>	<b>100.0</b>	<b>22506</b>	<b>100.0</b>	<b>110107</b>
7. Mark the box 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 (ACCHALL)	Extremely easy	1	0.3	166	0.8	771	0.7
	(2)	5	1.7	282	1.3	1459	1.4
	(3)	17	5.6	1081	5.0	4733	4.5
	(4)	57	18.8	4768	22.2	22660	21.5
	(5)	113	37.3	7267	33.8	35154	33.3
	(6)	70	23.1	5332	24.8	26902	25.5
	Extremely challenging	41	13.5	2601	12.1	13871	13.1
	<b>Total</b>		<b>304</b>	<b>100.0</b>	<b>21497</b>	<b>100.0</b>	<b>105550</b>
9a . Encouraging you to spend significant amounts of time studying (ACCHALL)	Very little	20	6.5	826	3.7	3740	3.4
	Some	46	14.8	4726	21.0	23009	20.9
	Quite a bit	140	45.2	9669	42.9	46877	42.5
	Very much	104	33.5	7303	32.4	36670	33.2
	<b>Total</b>		<b>310</b>	<b>100.0</b>	<b>22524</b>	<b>100.0</b>	<b>110296</b>

**Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert**

**Not First-Generation**

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4p . Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	Never	33	8.0	5743	12.3	23782	11.6
	Sometimes	182	44.0	18499	39.7	81937	39.8
	Often	142	34.3	15751	33.8	70331	34.2
	Very often	57	13.8	6633	14.2	29792	14.5
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46626</b>	<b>100.0</b>	<b>205842</b>	<b>100.0</b>
5b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	Very little	24	5.8	1919	4.1	8667	4.2
	Some	95	22.9	12026	25.7	54612	26.4
	Quite a bit	178	43.0	20860	44.6	91843	44.5
	Very much	117	28.3	11933	25.5	51388	24.9
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46738</b>	<b>100.0</b>	<b>206510</b>	<b>100.0</b>
5c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	Very little	35	8.6	3509	7.5	14488	7.0
	Some	128	31.3	15038	32.3	67616	32.9
	Quite a bit	146	35.7	18224	39.1	80673	39.2
	Very much	100	24.4	9825	21.1	42944	20.9
	<b>Total</b>	<b>409</b>	<b>100.0</b>	<b>46596</b>	<b>100.0</b>	<b>205721</b>	<b>100.0</b>
5d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	Very little	56	13.8	5458	11.7	23198	11.3
	Some	139	34.2	16373	35.2	73525	35.7
	Quite a bit	141	34.6	16385	35.2	72371	35.2
	Very much	72	17.7	8365	18.0	36705	17.8
	<b>Total</b>	<b>408</b>	<b>100.0</b>	<b>46581</b>	<b>100.0</b>	<b>205799</b>	<b>100.0</b>
5e . Applying theories or concepts to practical problems or in new situations (ACCHALL)	Very little	37	8.9	4456	9.5	18671	9.0
	Some	159	38.4	15332	32.8	68122	33.0
	Quite a bit	129	31.2	17078	36.6	76117	36.9
	Very much	89	21.5	9858	21.1	43432	21.0
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46724</b>	<b>100.0</b>	<b>206342</b>	<b>100.0</b>
5f . Using information you have read or heard to perform a new skill. (ACCHALL)	Very little	48	11.6	4604	9.8	18398	8.9
	Some	104	25.1	14263	30.4	61899	29.9
	Quite a bit	146	35.3	16631	35.5	74982	36.2
	Very much	116	28.0	11349	24.2	51596	24.9
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46847</b>	<b>100.0</b>	<b>206875</b>	<b>100.0</b>



Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

Not First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
6a . Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	None	7	1.7	1330	2.9	5575	2.7
	Between 1 and 4	185	44.5	19993	43.0	87390	42.6
	Between 5 and 10	118	28.4	14685	31.6	64839	31.6
	Between 11 and 20	56	13.5	6231	13.4	27950	13.6
	More than 20	49	11.8	4223	9.1	19239	9.4
	<b>Total</b>		<b>415</b>	<b>100.0</b>	<b>46462</b>	<b>100.0</b>	<b>204993</b>
6c . Number of written papers or reports of any length (ACCHALL)	None	44	10.6	4649	10.0	20316	9.9
	Between 1 and 4	115	27.6	14692	31.7	64079	31.3
	Between 5 and 10	144	34.6	14470	31.2	63534	31.0
	Between 11 and 20	74	17.8	8180	17.6	36879	18.0
	More than 20	38	9.1	4419	9.5	20013	9.8
	<b>Total</b>		<b>415</b>	<b>100.0</b>	<b>46410</b>	<b>100.0</b>	<b>204821</b>
7. Mark the box 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 (ACCHALL)	Extremely easy	4	1.0	477	1.1	2017	1.0
	(2)	7	1.8	1176	2.6	4873	2.5
	(3)	33	8.5	3149	7.0	12878	6.5
	(4)	94	24.1	10837	24.3	46339	23.5
	(5)	120	30.8	15490	34.7	68020	34.4
	(6)	79	20.3	9901	22.2	45926	23.3
	Extremely challenging	52	13.3	3659	8.2	17476	8.8
	<b>Total</b>		<b>389</b>	<b>100.0</b>	<b>44689</b>	<b>100.0</b>	<b>197529</b>
9a . Encouraging you to spend significant amounts of time studying (ACCHALL)	Very little	18	4.3	2314	5.0	9439	4.6
	Some	86	20.7	11743	25.3	50992	24.9
	Quite a bit	187	45.0	19993	43.0	89357	43.6
	Very much	124	29.8	12440	26.8	55281	27.0
	<b>Total</b>		<b>415</b>	<b>100.0</b>	<b>46490</b>	<b>100.0</b>	<b>205069</b>

Student-Faculty Interaction (STUFAC) Means Summary Report - College of the Desert

			Your College	Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
k Used email to communicate with an instructor (STUFAC)	EMAIL	First-Generation	2.60	2.63		2.62	
	EMAIL	Not First-Generation	2.67	2.71		2.70	
l Discussed grades or assignments with an instructor (STUFAC)	FACGRADE	First-Generation	2.36	2.48		2.52	
	FACGRADE	Not First-Generation	2.44	2.52		2.54	
m Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS	First-Generation	1.98	2.01		2.05	
	FACPLANS	Not First-Generation	1.91	1.97		2.01	
n Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS	First-Generation	1.63	1.69		1.71	
	FACIDEAS	Not First-Generation	1.63	1.72		1.74	
o Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED	First-Generation	2.49	2.65		2.67	-0.21*
	FACFEED	Not First-Generation	2.58	2.67		2.69	
q Worked with instructors on activities other than coursework (STUFAC)	FACOTH	First-Generation	1.44	1.37		1.38	
	FACOTH	Not First-Generation	1.31	1.38		1.41	

Student-Faculty Interaction (STUFAC) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4k . Used email to communicate with an instructor (STUFAC)	Never	39	12.6	2902	12.8	15194	13.7
	Sometimes	121	39.0	7885	34.9	37469	33.9
	Often	76	24.5	6603	29.2	31775	28.7
	Very often	75	24.2	5221	23.1	26243	23.7
	<b>Total</b>	<b>311</b>	<b>100.0</b>	<b>22611</b>	<b>100.0</b>	<b>110681</b>	<b>100.0</b>
4l . Discussed grades or assignments with an instructor (STUFAC)	Never	53	16.9	2425	10.7	10583	9.6
	Sometimes	138	44.1	10205	45.1	49293	44.6
	Often	79	25.2	6693	29.6	33610	30.4
	Very often	43	13.7	3289	14.5	17148	15.5
	<b>Total</b>	<b>313</b>	<b>100.0</b>	<b>22612</b>	<b>100.0</b>	<b>110634</b>	<b>100.0</b>
4m . Talked about career plans with an instructor or advisor (STUFAC)	Never	102	32.7	6826	30.2	31168	28.2
	Sometimes	134	42.9	10333	45.7	50861	46.0
	Often	55	17.6	3840	17.0	20170	18.2
	Very often	21	6.7	1587	7.0	8325	7.5
	<b>Total</b>	<b>312</b>	<b>100.0</b>	<b>22586</b>	<b>100.0</b>	<b>110524</b>	<b>100.0</b>
4n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	Never	158	50.6	11107	49.3	52579	47.6
	Sometimes	121	38.8	8118	36.0	41242	37.4
	Often	24	7.7	2443	10.8	12200	11.1
	Very often	9	2.9	867	3.8	4362	4.0
	<b>Total</b>	<b>312</b>	<b>100.0</b>	<b>22535</b>	<b>100.0</b>	<b>110383</b>	<b>100.0</b>
4o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	Never	43	13.7	1892	8.4	8670	7.8
	Sometimes	120	38.2	8077	35.8	38896	35.2
	Often	104	33.1	8677	38.4	43201	39.1
	Very often	46	14.6	3940	17.4	19798	17.9
	<b>Total</b>	<b>313</b>	<b>100.0</b>	<b>22586</b>	<b>100.0</b>	<b>110565</b>	<b>100.0</b>
4q . Worked with instructors on activities other than coursework (STUFAC)	Never	217	70.5	16412	73.2	79160	72.2
	Sometimes	51	16.6	4150	18.5	21364	19.5
	Often	34	11.0	1370	6.1	6795	6.2
	Very often	5	1.6	481	2.1	2376	2.2
	<b>Total</b>	<b>307</b>	<b>100.0</b>	<b>22413</b>	<b>100.0</b>	<b>109695</b>	<b>100.0</b>

Student-Faculty Interaction (STUFAC) Frequency Distributions - College of the Desert

Not First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4k . Used email to communicate with an instructor (STUFAC)	Never	55	13.2	4706	10.1	22686	11.0
	Sometimes	134	32.2	15701	33.7	67149	32.6
	Often	119	28.6	14652	31.4	64329	31.3
	Very often	108	26.0	11540	24.8	51573	25.1
	<b>Total</b>	<b>416</b>	<b>100.0</b>	<b>46599</b>	<b>100.0</b>	<b>205737</b>	<b>100.0</b>
4l . Discussed grades or assignments with an instructor (STUFAC)	Never	51	12.3	4355	9.3	17949	8.7
	Sometimes	181	43.6	20814	44.6	90323	43.8
	Often	134	32.3	14327	30.7	65284	31.7
	Very often	49	11.8	7181	15.4	32456	15.8
	<b>Total</b>	<b>415</b>	<b>100.0</b>	<b>46677</b>	<b>100.0</b>	<b>206012</b>	<b>100.0</b>
4m . Talked about career plans with an instructor or advisor (STUFAC)	Never	151	36.5	15366	33.0	63501	30.9
	Sometimes	170	41.1	20509	44.0	91078	44.3
	Often	71	17.1	7577	16.3	36031	17.5
	Very often	21	5.1	3166	6.8	15185	7.4
	<b>Total</b>	<b>413</b>	<b>100.0</b>	<b>46618</b>	<b>100.0</b>	<b>205795</b>	<b>100.0</b>
4n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	Never	215	51.9	22110	47.5	94649	46.1
	Sometimes	148	35.7	17137	36.8	78039	38.0
	Often	39	9.4	5238	11.3	23809	11.6
	Very often	12	2.9	2025	4.4	8881	4.3
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46510</b>	<b>100.0</b>	<b>205378</b>	<b>100.0</b>
4o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	Never	36	8.8	3507	7.5	14661	7.1
	Sometimes	161	39.2	16487	35.4	71875	34.9
	Often	153	37.2	18420	39.5	82303	40.0
	Very often	61	14.8	8190	17.6	36877	17.9
	<b>Total</b>	<b>411</b>	<b>100.0</b>	<b>46604</b>	<b>100.0</b>	<b>205716</b>	<b>100.0</b>
4q . Worked with instructors on activities other than coursework (STUFAC)	Never	307	75.6	33384	72.2	143636	70.4
	Sometimes	75	18.5	9130	19.8	42921	21.0
	Often	19	4.7	2723	5.9	12908	6.3
	Very often	5	1.2	973	2.1	4705	2.3
	<b>Total</b>	<b>406</b>	<b>100.0</b>	<b>46210</b>	<b>100.0</b>	<b>204170</b>	<b>100.0</b>

**Support for Learners (SUPPORT) Means Summary Report - College of the Desert**

			Your College	Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
b Providing the support you need to help you succeed at this college (SUPPORT)	ENVSUPRT	First-Generation	2.90	3.00		3.02	
	ENVSUPRT	Not First-Generation	2.75	2.94	-0.22*	2.96	-0.25*
c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	ENVDIVRS	First-Generation	2.53	2.55		2.51	
	ENVDIVRS	Not First-Generation	2.50	2.51		2.48	
d Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	ENVNACAD	First-Generation	1.89	1.95		1.96	
	ENVNACAD	Not First-Generation	1.84	1.89		1.90	
e Providing the support you need to thrive socially (SUPPORT)	ENVSOCAL	First-Generation	2.09	2.17		2.17	
	ENVSOCAL	Not First-Generation	1.96	2.08		2.10	
f Providing the financial support you need to afford your education (SUPPORT)	FINSUPP	First-Generation	2.46	2.46		2.53	
	FINSUPP	Not First-Generation	2.23	2.31		2.39	
<i>13. 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
a Frequency: Academic advising/planning	USEACAD	First-Generation	1.76	1.78		1.81	
	USEACAD	Not First-Generation	1.69	1.69		1.72	
b Frequency: Career counseling	USECACOU	First-Generation	1.61	1.48	0.20*	1.47	0.22*
	USECACOU	Not First-Generation	1.49	1.37		1.38	

**Support for Learners (SUPPORT) Frequency Distributions - College of the Desert**

**First-Generation**

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
9b . Providing the support you need to help you succeed at this college (SUPPORT)	Very little	32	10.4	1013	4.5	4904	4.5
	Some	65	21.0	5139	22.9	23837	21.6
	Quite a bit	113	36.6	9083	40.4	45336	41.2
	Very much	99	32.0	7248	32.2	36071	32.7
	<b>Total</b>	<b>309</b>	<b>100.0</b>	<b>22483</b>	<b>100.0</b>	<b>110148</b>	<b>100.0</b>
9c . Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	Very little	60	19.5	3999	17.8	20115	18.3
	Some	93	30.2	7022	31.3	35592	32.4
	Quite a bit	87	28.2	6588	29.4	31984	29.1
	Very much	68	22.1	4818	21.5	22124	20.1
	<b>Total</b>	<b>308</b>	<b>100.0</b>	<b>22427</b>	<b>100.0</b>	<b>109815</b>	<b>100.0</b>
9d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	Very little	137	44.2	9046	40.4	43475	39.6
	Some	102	32.9	7441	33.2	37079	33.8
	Quite a bit	39	12.6	3838	17.1	19113	17.4
	Very much	32	10.3	2074	9.3	10157	9.2
	<b>Total</b>	<b>310</b>	<b>100.0</b>	<b>22399</b>	<b>100.0</b>	<b>109824</b>	<b>100.0</b>
9e . Providing the support you need to thrive socially (SUPPORT)	Very little	99	32.1	6173	27.7	29884	27.4
	Some	114	37.0	8545	38.3	42433	38.8
	Quite a bit	63	20.5	5118	23.0	25097	23.0
	Very much	32	10.4	2459	11.0	11843	10.8
	<b>Total</b>	<b>308</b>	<b>100.0</b>	<b>22295</b>	<b>100.0</b>	<b>109257</b>	<b>100.0</b>
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	89	28.7	5981	26.7	26708	24.4
	Some	69	22.3	5709	25.5	27204	24.8
	Quite a bit	74	23.9	5204	23.2	26626	24.3
	Very much	78	25.2	5491	24.5	29032	26.5
	<b>Total</b>	<b>310</b>	<b>100.0</b>	<b>22385</b>	<b>100.0</b>	<b>109570</b>	<b>100.0</b>

Support for Learners (SUPPORT) Frequency Distributions - College of the Desert

First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	26	8.6	1836	8.3	9041	8.3
	Rarely/never	114	37.6	7550	34.0	35070	32.2
	Sometimes	115	38.0	9853	44.3	49048	45.0
	Often	48	15.8	2988	13.4	15791	14.5
	<b>Total</b>	<b>303</b>	<b>100.0</b>	<b>22227</b>	<b>100.0</b>	<b>108950</b>	<b>100.0</b>
13.1b . Frequency: Career counseling (SUPPORT)	Do not know/not applicable	25	8.2	4014	18.2	21125	19.5
	Rarely/never	149	49.0	10857	49.1	52757	48.6
	Sometimes	90	29.6	5782	26.2	27847	25.7
	Often	41	13.5	1457	6.6	6823	6.3
	<b>Total</b>	<b>305</b>	<b>100.0</b>	<b>22110</b>	<b>100.0</b>	<b>108552</b>	<b>100.0</b>

**Support for Learners (SUPPORT) Frequency Distributions - College of the Desert**

**Not First-Generation**

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
9b . Providing the support you need to help you succeed at this college (SUPPORT)	Very little	33	7.9	2316	5.0	9779	4.8
	Some	131	31.5	11214	24.2	47944	23.4
	Quite a bit	157	37.7	20025	43.1	88825	43.4
	Very much	93	22.4	12853	27.7	58322	28.5
	<b>Total</b>	<b>414</b>	<b>100.0</b>	<b>46408</b>	<b>100.0</b>	<b>204870</b>	<b>100.0</b>
9c . Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	Very little	75	18.2	8234	17.8	37260	18.2
	Some	137	33.2	15019	32.5	68933	33.8
	Quite a bit	121	29.3	14036	30.3	60294	29.5
	Very much	80	19.4	8982	19.4	37700	18.5
	<b>Total</b>	<b>413</b>	<b>100.0</b>	<b>46271</b>	<b>100.0</b>	<b>204187</b>	<b>100.0</b>
9d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	Very little	178	43.2	19427	42.0	84089	41.2
	Some	150	36.4	15924	34.4	71540	35.0
	Quite a bit	55	13.3	7457	16.1	33285	16.3
	Very much	28	6.8	3477	7.5	15337	7.5
	<b>Total</b>	<b>411</b>	<b>100.0</b>	<b>46285</b>	<b>100.0</b>	<b>204251</b>	<b>100.0</b>
9e . Providing the support you need to thrive socially (SUPPORT)	Very little	135	32.8	13759	29.9	58664	28.8
	Some	185	44.9	18548	40.3	83319	41.0
	Quite a bit	63	15.3	9774	21.2	44106	21.7
	Very much	29	7.0	3947	8.6	17269	8.5
	<b>Total</b>	<b>412</b>	<b>100.0</b>	<b>46028</b>	<b>100.0</b>	<b>203358</b>	<b>100.0</b>
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	135	32.6	13312	28.9	53920	26.5
	Some	125	30.2	13391	29.1	57824	28.4
	Quite a bit	76	18.4	10959	23.8	50850	25.0
	Very much	77	18.6	8405	18.2	40883	20.1
	<b>Total</b>	<b>413</b>	<b>100.0</b>	<b>46067</b>	<b>100.0</b>	<b>203477</b>	<b>100.0</b>



Support for Learners (SUPPORT) Frequency Distributions - College of the Desert

Not First-Generation

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	35	8.4	3941	8.6	17655	8.7
	Rarely/never	163	39.3	18002	39.1	75680	37.2
	Sometimes	172	41.4	19138	41.5	86821	42.6
	Often	45	10.8	5000	10.9	23494	11.5
	<b>Total</b>	<b>415</b>	<b>100.0</b>	<b>46081</b>	<b>100.0</b>	<b>203650</b>	<b>100.0</b>
13.1b . Frequency: Career counseling (SUPPORT)	Do not know/not applicable	59	14.3	9783	21.3	43738	21.5
	Rarely/never	207	50.1	24687	53.8	108109	53.2
	Sometimes	119	28.8	9353	20.4	42038	20.7
	Often	27	6.5	2076	4.5	9143	4.5
	<b>Total</b>	<b>412</b>	<b>100.0</b>	<b>45899</b>	<b>100.0</b>	<b>203028</b>	<b>100.0</b>