



Lake Land College

2013 Community College Survey of Student Engagement

2013 CCSSE Survey Results

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Introduction

Between 2002 and 2009, Lake Land College measured student satisfaction on an annual basis using the Noel-Levitz Student Satisfaction Inventory (SSI). This nationally standardized inventory, composed of 95 questions, measures student satisfaction with college services and identifies issues and services important to students. The results were compared year to year and used to assess trends and changes in satisfaction for students at Lake Land College. In addition, the results were compared to a national group of students attending similar community colleges. Lake Land College benchmarked its students' satisfaction against the national comparison group and reported where it fell below (not as satisfied), met (equally satisfied), or exceeded (more satisfied) the national norm. While the Noel-Levitz SSI results have proven useful to Lake Land College, the findings are limited to student satisfaction

In the spring of 2010, Lake Land College decided to administer the Community College Survey of Student Engagement (CCSSE) in order to examine student engagement (i.e., the amount of time and energy students invest in meaningful educational practices) and student satisfaction. The CCSSE provides information about effective educational practice in community colleges to promote improvements in student learning and persistence. CCSSE data can be used to inform decision making and target institutional improvements.

Since 2010, Lake Land College decided to alternate the administration of the SSI and the CCSSE in order to obtain different perspectives on student satisfaction and the student learning experience over time. As a result, each survey is administered every three years. For example, the SSI was administered in 2009 and 2012 and the CCSSE was administered in 2010 and 2013, and no survey is administered the third year (i.e., 2011).

The purpose of the following report is to provide information to the leadership of Lake Land College. It is recommended that the leadership of Lake Land College review and assess the findings in this report to determine the next steps for analyzing the data.

This report provides a summary of the following information:

- A description of the CCSSE member colleges and the 2013 3-year student cohort that serves as a comparison group
- A demographic summary of Lake Land College participants
- A summary of the responses to survey questions by Lake Land students and their national or Illinois counterparts as appropriate in relation to
 - Institutional Learning Goals
 - General Academic Engagement
 - Student Support Services
 - How Students Perceive and Pay College Costs
 - Support from Family and Friends
 - Student Persistence
 - Student Satisfaction
- A comparison of CCSSE findings for LLC over time.

CCSSE Member Colleges

CCSSE utilizes a 3-year cohort of participating colleges in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2013 CCSSE Cohort** (2011 through 2013). This approach, which was instituted in 2006, 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 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2013 CCSSE Cohort is composed of a total of 718 institutions across 48 states, the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, and the Northern Marianas. College size classification is based on the fall term headcount the semester before survey administration. Three hundred thirteen of these member colleges are classified as small (< 4,500), 187 as medium (4,500-7,999), 138 as large (8,000-14,999), and 80 as extra-large institutions (15,000 + credit students).² One hundred forty-seven of the Cohort member colleges are classified as urban-serving, 156 as suburban-serving, and 415 as rural-serving.³ Lake Land falls into the large size category and is classified as a rural-serving area.

Student Respondents

In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 772 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 77% (the target number of surveys was 1000). Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.)

Excluded Respondents

The total counts of respondents in an institution’s raw data file will differ from the numbers reported in the institutional reports due to the intentional exclusion of certain surveys. Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.
- Invalid surveys are excluded from the analyses. Invalid surveys include surveys where students did not respond to any sub-items under a question (i.e., if a student does not answer any of the 21 sub-items in item 4) or if a student answers “Very Often” or “Never” to all 21 sub-items.

¹ For returning participants, the college’s most recent year of participation is included in data analyses. For example, if a college participated in 2011 and 2012, only the 2012 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

³ These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.

- The student reported his or her age as less than 18.
- The student indicated that he or she had taken the survey in a previous class (item 3) or did not respond to the item.

2013 Student Respondent Profile

To understand the student population, the *CCSSE* asks a number of demographic and descriptive questions. A summary of these data is presented below.

Gender

Of the 772 student respondents at Lake Land who answered this item, 46% are male and 53% are female. This is slightly different than the full population of *CCSSE* Cohort community college students, comprised of 41% males and 59% females.

Family Status

Only 17% of the student respondents indicated that they are married. However, around 25% of students responded that they have children living with them.

Age

2013 *CCSSE* student respondents at Lake Land range in age from 18 to 65 or older. Approximately 93% are between 18 to 39 years old; 76% are 18 to 24 years old while 17% are 25 to 39 years old.

Racial Identification

The normal racial breakdown of all Lake Land College students includes a lower percentage of Whites and a much higher percentage of African Americans, which is due to the inclusion of the Department of Correction (DOC) students. The DOC students were not included in the *CCSSE* student population. As a result, the racial breakdown of the students participating in the *CCSSE* survey is as follows:

- 87% White/non-Hispanic
- 2% Hispanic/Latino/Spanish
- 3% as Black or African American
- 1% Native American
- 1% Asian
- 1% Other
- 3% International Student or Foreign National

Enrollment Status

The percent of full time college students at Lake Land (82%) is almost twice the percent of full time students of the 2013 *CCSSE* Cohort colleges' total student population (43%). Only 18% of surveyed Lake Land students report being part-time compared to 57% of the 2013 *CCSSE* Cohort colleges' total student population. 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/part-time variable so that reports will accurately reflect the underlying student population.

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise 3% of Lake Land's respondents compared to 14% of the 2013 *CCSSE* Cohort colleges' total student population.

Educational Attainment

The majority of Lake Land respondents (81%) report starting their college careers at Lake Land. Approximately 78% of students indicate that their highest level of educational attainment is a high school diploma or GED; 70% have completed fewer than 30 credit hours of college-level work; 13% report either a certificate or an associate degree; 3% have earned a bachelor's degree; and 1% have earned an advanced degree. Around 14% of Lake Land respondents report having attended a 4 year college or university since high school graduation in addition to Lake Land. Furthermore, 18% of respondents indicate having attended another community or technical college since high school graduation as well.

Credit Hours Earned

According to respondents almost 50% have completed fewer than 15 credit hours; 20% have completed 15-29 credit hours; and 30% have completed more than 30 credit hours.

Grades

Almost 43% of students report that they earned college grades of *B+* or higher, while less than 4% of students report that they earned grades of *C-* or lower.

First-Generation Status

The majority of Lake Land's student respondents (70%) indicate that they are first generation college students. First generation students consist of students whose parents (i.e., both mother and father) have not earned a bachelor degree. Some of the parents of these students may have earned an associate's degree or have had some college coursework but they do not have a four year degree. Over one-third of students (34%) indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 40% indicate the same level for their fathers.

Coursework at Other Institutions

While the majority of Lake Land students (81%) report taking courses only at Lake Land, a small percentage (3%) indicate that they are taking courses at a four year college/university. Almost 6% reveal taking courses at a high school and an additional 3% report taking classes at another community or technical college.

Coursework at Lake Land College

Over three fourths of student respondents (79%) report taking day classes most frequently at Lake Land College and a little less than one fourth (21%) report taking mostly evening classes. In regards to future plans for taking courses at Lake Land, 65% of student respondents indicate they plan to take additional courses at Lake Land within the next 12 months, while 12% report that they will not be returning because they plan to accomplish their educational goal in the current term. Almost 6% reveal they have no plans to return, and the remaining 16% of respondents are uncertain of then they will take courses at Lake Land again.

Educational Goals

The primary goal for attending Lake Land College is to attain a certificate or Associate's Degree for 61% of respondents. In addition, 44% indicate that a primary goal is to transfer to a 4 year university or college, and 49% report that obtaining or updating job related skills is a primary goal. Around 41% report taking courses for self-improvement is a primary goal.

College Experience

Almost 97% of student respondents indicated that they would recommend Lake Land College to a friend or family member. Eighty-five percent of students rated their entire educational experience at Lake Land College as good to excellent and 15% denoted that their overall educational experience at Lake Land has been fair.

2013 CCSSE Survey Findings

The following sections of the report highlight key findings from the 2013 *CCSSE* survey for Lake Land College. The first section addresses benchmarks of effective educational practices. The second section encompasses student engagement according to Lake Land College's Institutional Learning Goals. This is followed by additional sections that summarize key findings as they relate to student support services, general academic engagement, how students perceive and pay college costs, support from family and friends, student persistence, overall student satisfaction, and technology. In addition to the summary of responses from Lake Land College students, these results compare Lake Land College's results to findings from a comparison group of students from other large sized community colleges across the country. These results are displayed in graphs in each of the sections. Lake Land College results are indicated by LLC and the comparison community colleges of large size are identified by CCC. Finally, the third section summarizes the differences between the 2010 and 2013 *CCSSE* survey findings for Lake Land College.

Lake Land also participated in an Illinois Consortium of community colleges. This consortium consists of a group of twenty community colleges in Illinois. These colleges include the following: College of Lake County, Danville Area CC, Elgin CC, Harper College, Heartland CC, Highland CC, Illinois Central College, Illinois Valley CC, John Wood CC, Kankakee CC, Kaskaskia College, Lake Land College, Lincoln Land CC, Malcolm X College, McHenry County College, Oakton CC, Parkland College, Rend Lake College, Richard J. Daley College, Triton College, and Waubensee Community College. By participating in the consortium, Lake Land received an opportunity to ask an additional fifteen questions developed by the participating colleges in the consortium. Lake Land College results are indicated by LLC and the Illinois consortium of colleges is identified by ILC. These additional questions are integrated into the appropriate sections below.

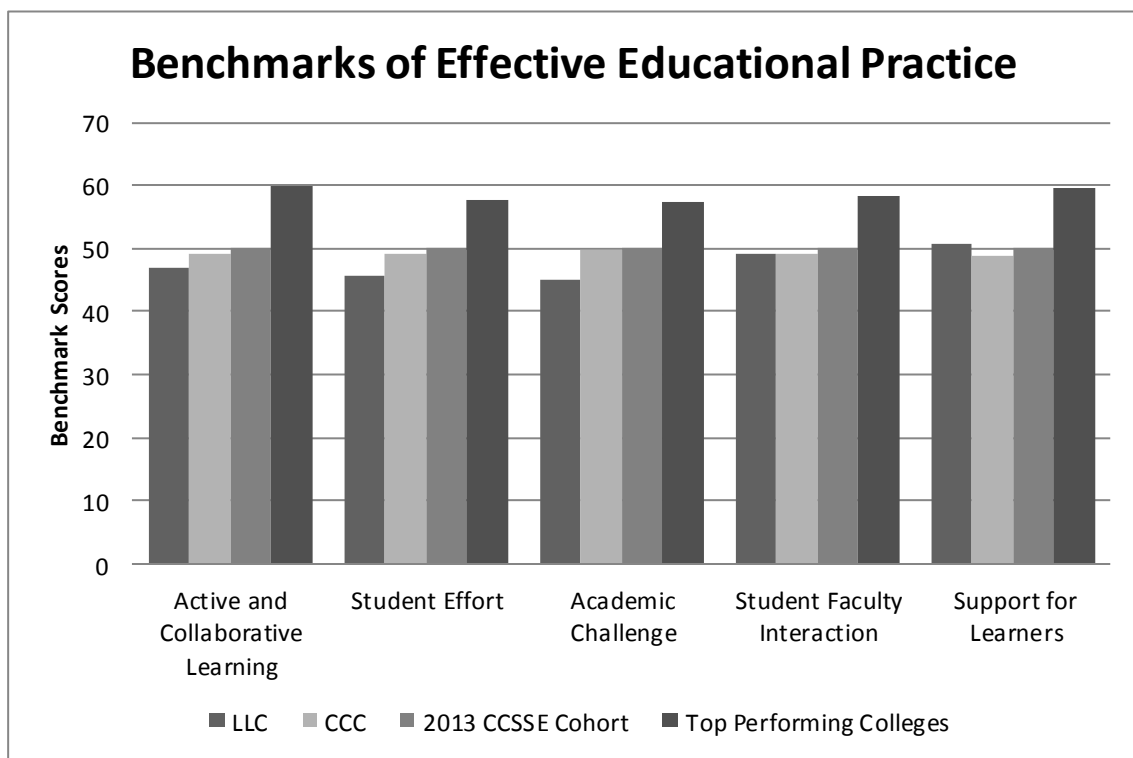
Benchmarks of Effective Educational Practice

The *CCSSE* has identified five groups of conceptually related survey items defined as benchmarks. These benchmarks represent subjects related to student college experiences and educational outcomes. Examining these areas allows colleges to evaluate their performance in areas central to their purpose of educating students. *CCSSE* has standardized the benchmark scores in order to compare one college to a group of similar colleges or the three-year cohort. Raw scores are standardized to have a mean of 50 and a standard deviation of 25 to ensure over 95% of the scores fall between zero and 100. Once this calculation is completed, the raw benchmark scores for each respondent are used to calculate the standardized benchmark score.

The five benchmarks include 1) Active and Collaborative Learning; 2) Student Effort; 3) Academic Challenge; 4) Student-Faculty Interaction; and 5) Support for Learners. Active and Collaborative Learning encompasses seven survey items associated with class discussions and interactions and working

This benchmark encompasses seven survey items associated with active participation in the classroom and collaboration with others both inside and outside of the classroom. The Student Effort benchmark includes eight survey items representing the frequency in which they engage in behaviors (i.e., preparing multiple drafts of papers, using skills and computer labs, etc.) that contribute to their learning. The Academic Challenge benchmark includes ten survey questions associated with the nature and amount of work assigned along with complexity of tasks and activities. Six items are used to evaluate student-faculty interaction. These items address how students interact with faculty. Support for Learners includes seven survey items addressing support services offered to students through the college.

The graph below depicts the standardized benchmark scores for Lake Land College (LLC), the large sized community college comparison group for Lake Land (CCC), the complete 2013 CCSSE cohort, and the top performing colleges. The top performing colleges are colleges that scored in the top 10 percent of the cohort by benchmark.



As the graph indicates, Lake Land College scored fairly close to its large sized college comparison group across all five benchmarks. The lowest scoring area for LLC is Academic Challenge and Student Effort. LLC's benchmark scores for these areas are 45 for Academic Challenge compared to 49.7 for CCC, 50 for the 2013 Cohort and 60 for the top performing colleges. For Student Effort LLC's benchmark score is 45.8 compared to 49.3 for CCC, 50 for the 2013 cohort and 57.8 for the top performing colleges.

While CCSSE did not provide LLC with results linked to differences between LLC and the top performing colleges, it did supply the effect size between LLC, the CCC, and the 2013 Cohort. Unlike statistical significance, which is heavily dependent on sample size, an effect size is a standard measure representing the magnitude of difference between two groups and is commonly used in best practices research. In general, effect sizes can be classified as "small" (.20), "medium" (.50), or "large" (.80).

The only significant effect sizes identified between LLC and the CCC and/or 2013 Cohort involved one survey item in Active and Collaborative Learning and two items in student effort. In Active and Collaborative Learning a significant effect size resulted between LLC and CCC (-.20) and LLC and 2013 cohort (-.21) in relation to the item “tutored or taught other students (paid or voluntary). This finding indicates that LLC students are significantly less likely to tutor or teach other students than CCC or 2013 Cohort students. In the Student Effort benchmark, LLC students are significantly less likely to “prepare two or more drafts of a paper or assignment before turning it in” than CCC students (-.21) and 2013 cohort students (-.22). In addition, CCC and the 2013 Cohort students are significantly more likely to spend more time “preparing for class (studying, reading, writing, doing homework, or other activities related to your program)” than LLC students (effect size -.26 and -.27, respectively).

Comparisons for the remaining three benchmarks, Academic Challenge, Student Faculty Interaction, and Support for Learners revealed no differences between LLC and the CCC or the 2013 Cohort. While LLC compares fairly well to the CCC and the 2013 Cohort, some effort needs to be expended across all the benchmark areas to reach equality with both the CCC and 2013 Cohort. If LLC’s goal is to become a top performing college in all five benchmark areas, key strategies for enhancing these areas need to be implemented and evaluated.

Institutional Learning Goals

Lake Land College strives to accomplish its mission of providing an affordable, accessible, and effective learning environment for the lifelong educational needs of its diverse communities. In support of this effort, the College established common institutional learning goals for its students. These common learning goals consist of the following:

- Communication
- Critical Thinking
- Problem Solving
- Diversity
- Citizenship
- Foundational Knowledge

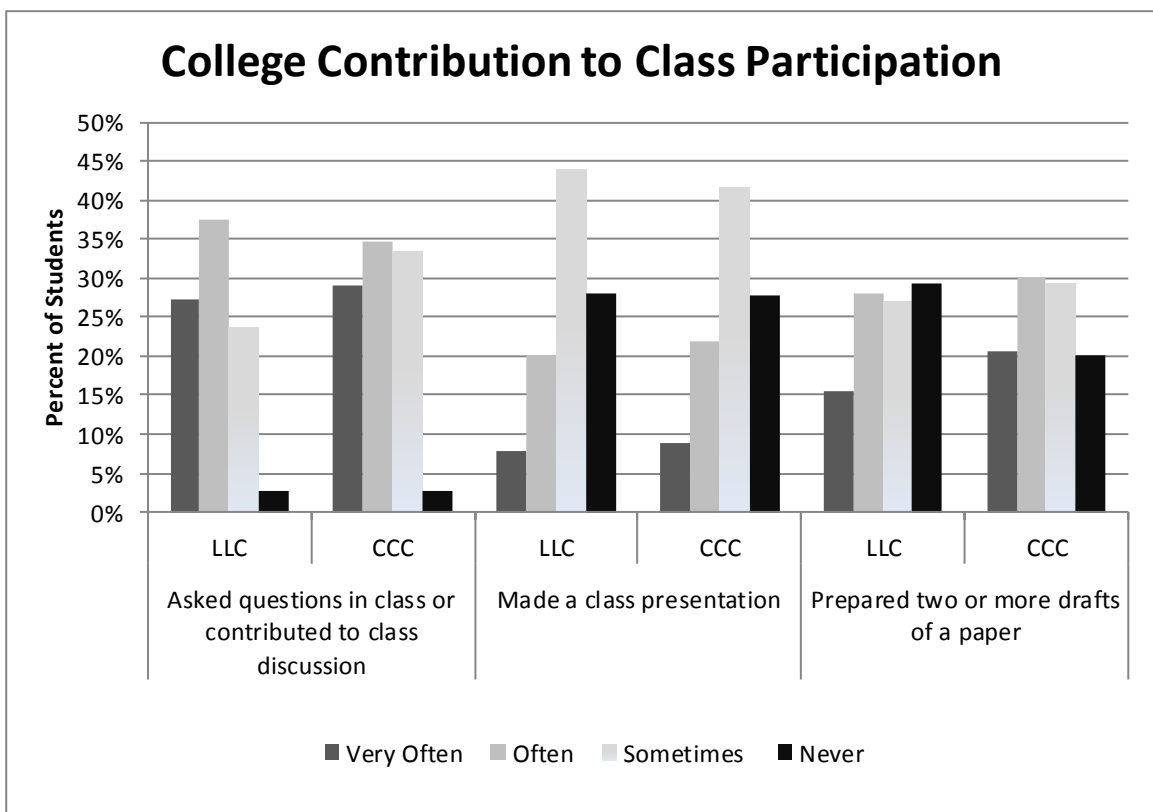
The *CCSSE* addresses all six of these institutional learning goals through its survey questions, and some of the goals receive more survey attention than others. The following section provides a summary of the survey findings as they relate to Lake Land College’s six institutional learning goals. Even through some of the results summarized address more than one goal, the findings are only presented once.

Communication

Communication is an essential ingredient of education. A positive student communication experience depends on the amount of time and energy students invest in their academic work. *CCSSE* asks students to respond to several survey items in order to gauge how actively they are involved in enhancing their communication skills. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or

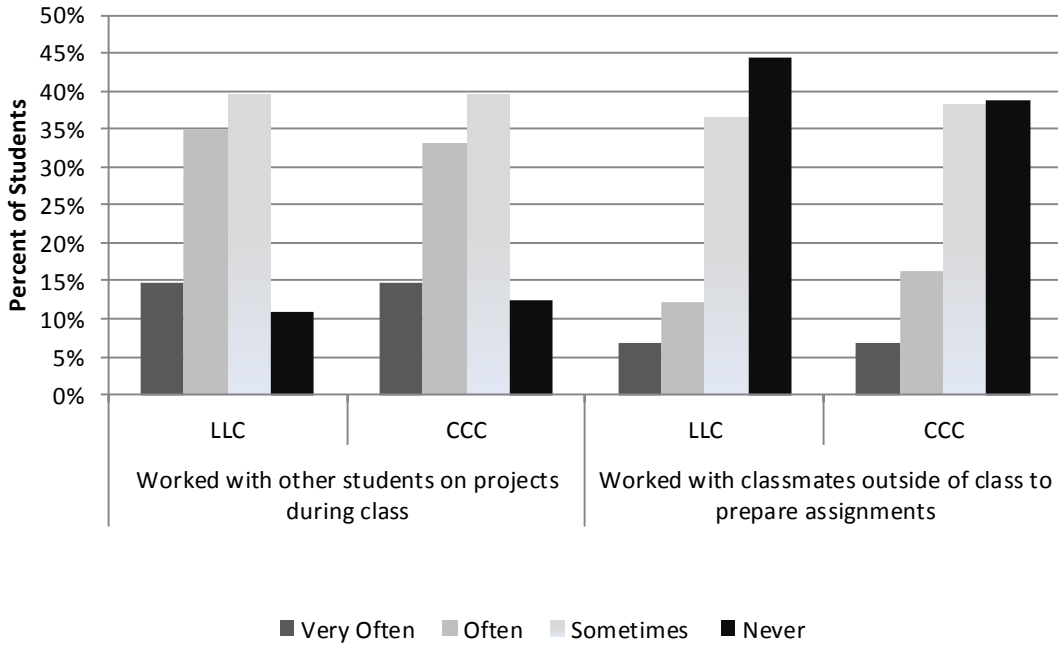
Never in response to the following question:⁴ In your experiences at this college during the current school year, about how often have you done each of the following?

- “Asked questions in class or contributed to class discussions”
- “Made a class presentation”
- “Prepared two or more drafts of a paper or assignment”
- “Worked with other students on projects during class”
- “Worked with classmates outside of class to prepare assignments”
- “Discussed grades or assignments with an instructor”
- “Discussed ideas from your readings or classes with instructors outside of class”
- “Discussed ideas from your readings or classes with others outside of class”

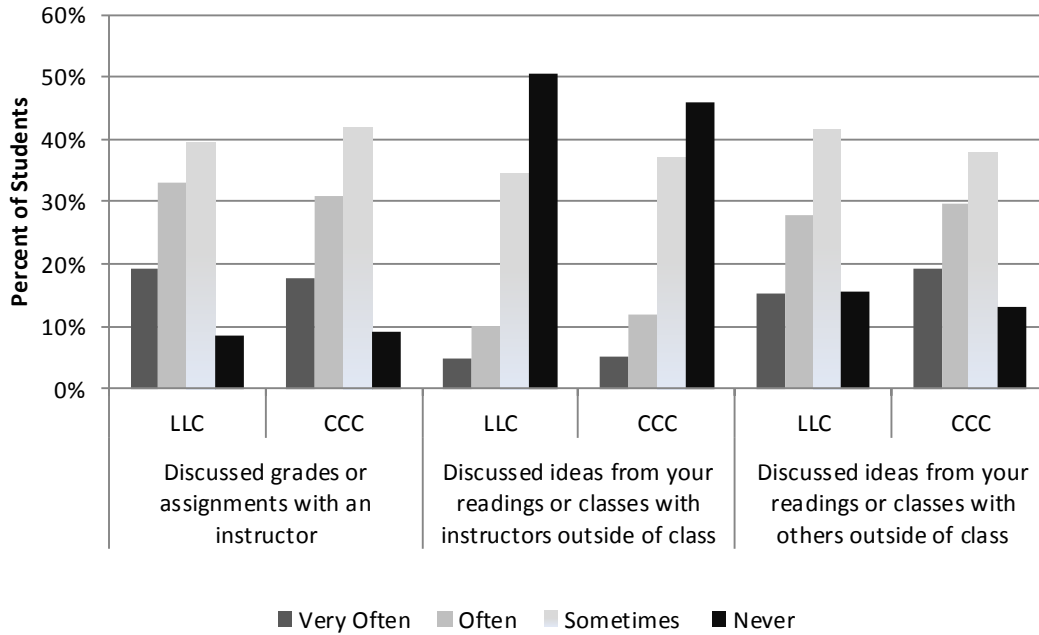


⁴In all of the following graphs, LLC represents findings from Lake Land College, CCC represents results from the comparison community colleges, and ILC represents findings from the Illinois consortium of colleges.

College Contribution to Class Collaboration

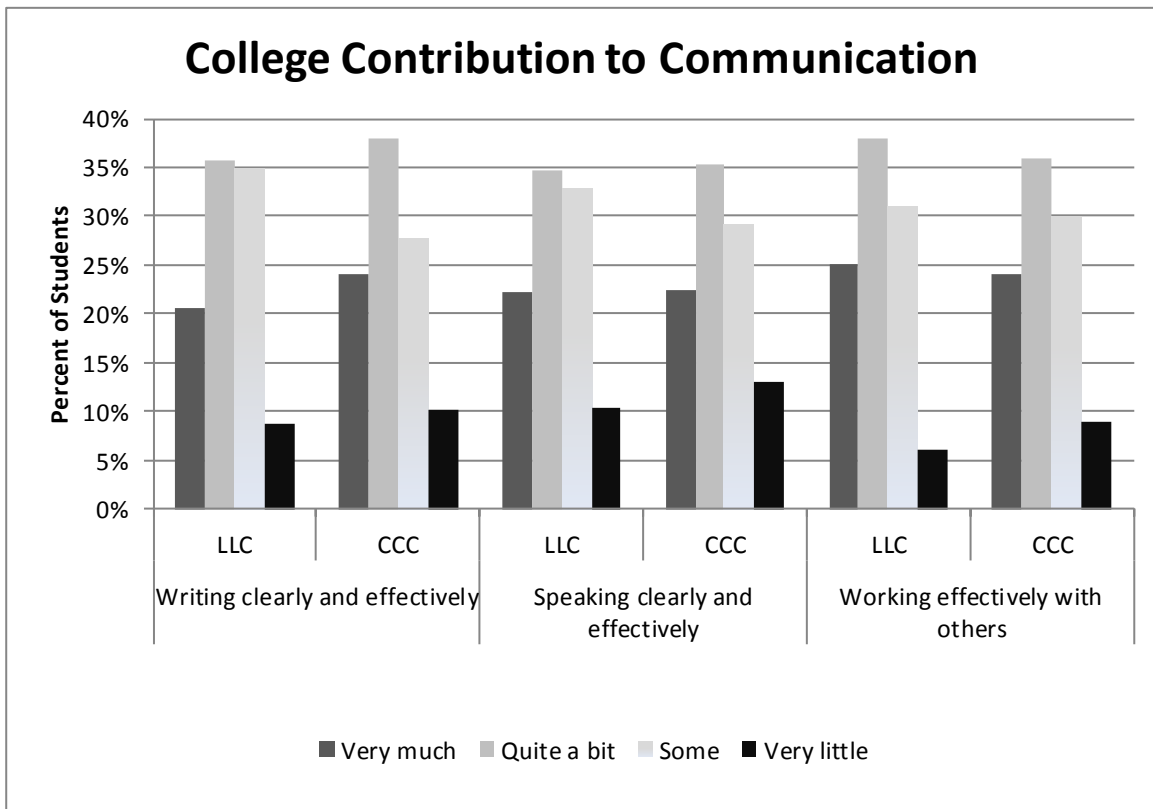


College Contribution to Discussions



In addition students are asked to determine how much their experiences at Lake Land have contributed to their knowledge, skills, and personal development in a number of areas including communication. Students are given the opportunity to indicate *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following questions: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

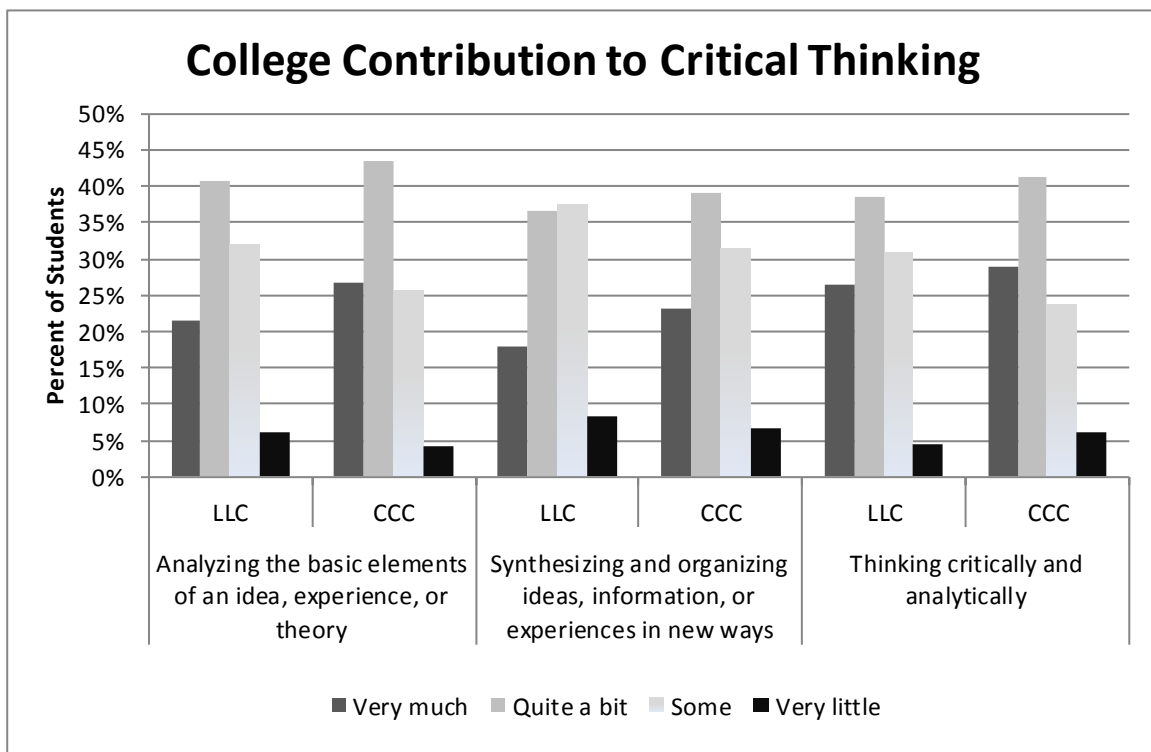
- “Writing clearly and effectively”
- “Speaking clearly and effectively”
- “Working effectively with others”

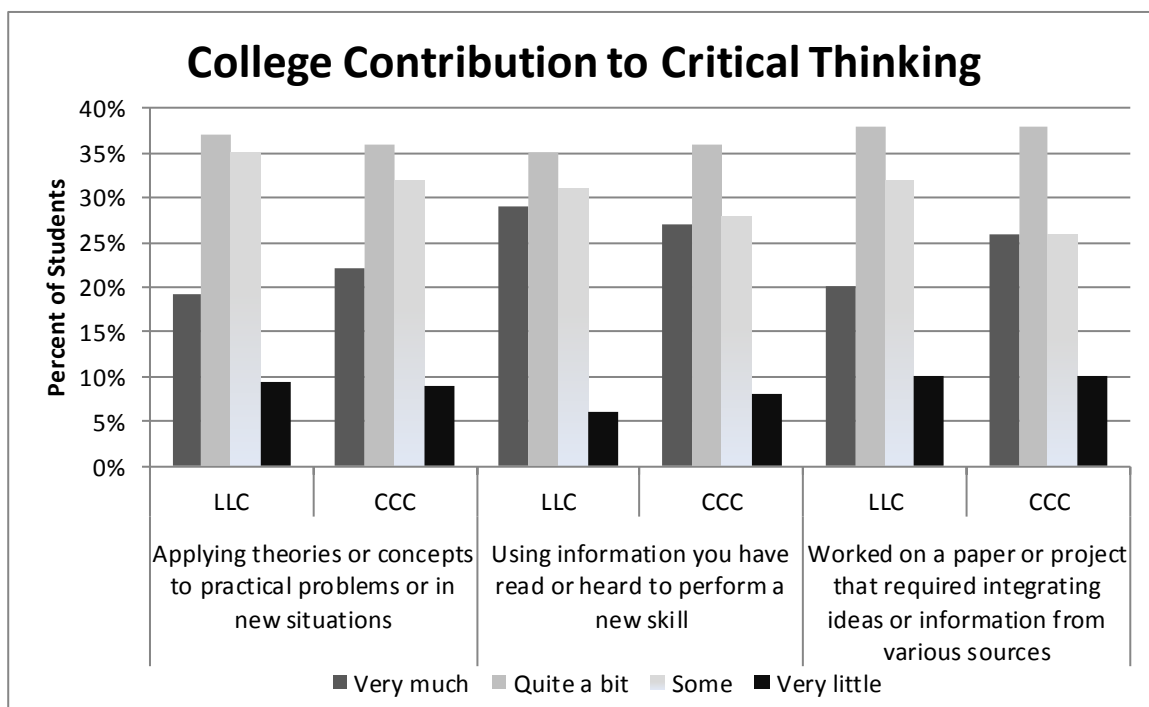


Critical Thinking

Critical thinking utilizes skills related to locating information, evaluating sources, analyzing data and arguments, interpreting initial results, and transferring insights to new contexts. *CCSSE* asks students to respond to several survey items in order to gauge how much their coursework at Lake Land has emphasized critical thinking activities or contributed to their skills, knowledge, and personal development in critical thinking areas. Students are given the opportunity to mark *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following questions: During the current school year, how much has your coursework emphasized the following mental activities?

- “Analyzing the basic elements of an idea, experience, or theory”
- “Synthesizing and organizing ideas, information, or experiences in new ways”
- “Applying theories or concepts to practical problems or in new situations”
- “Using information you have read or heard to perform a new skill”
- “Integrating ideas or information from various sources into a paper or project”
- “Thinking critically and analytically”

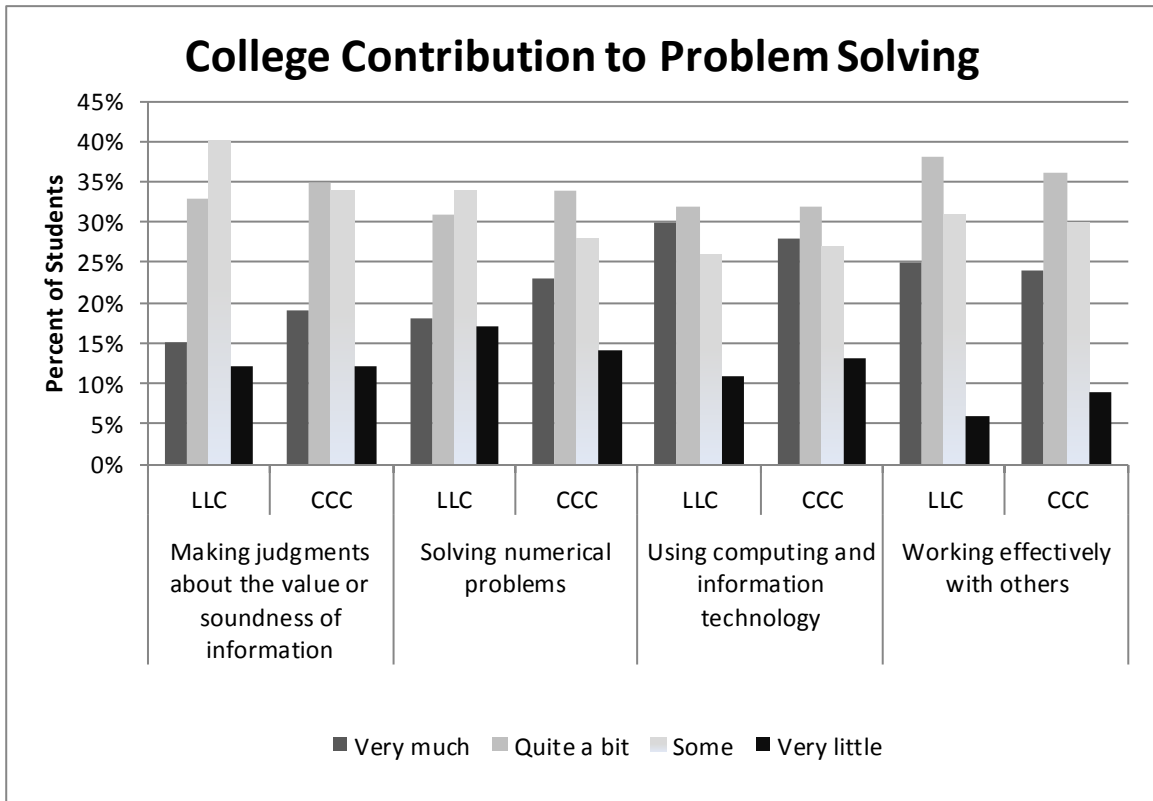




Problem Solving

Problem solving skills require students to apply scientific methods to problems, perform mathematical operations, interpret tables and graphs, and apply percentages, ratios and averages. *CCSSE* asks students to respond to several survey items in order to gauge how much their coursework at Lake Land has emphasized problem solving or contributed to their problem solving skills, knowledge, and personal development. Students are given the opportunity to mark *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following questions: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

- “Making judgments about the value or soundness of information, arguments, or methods”
- “Solving numerical problems”
- “Using computing and information technology”
- “Working effectively with others”

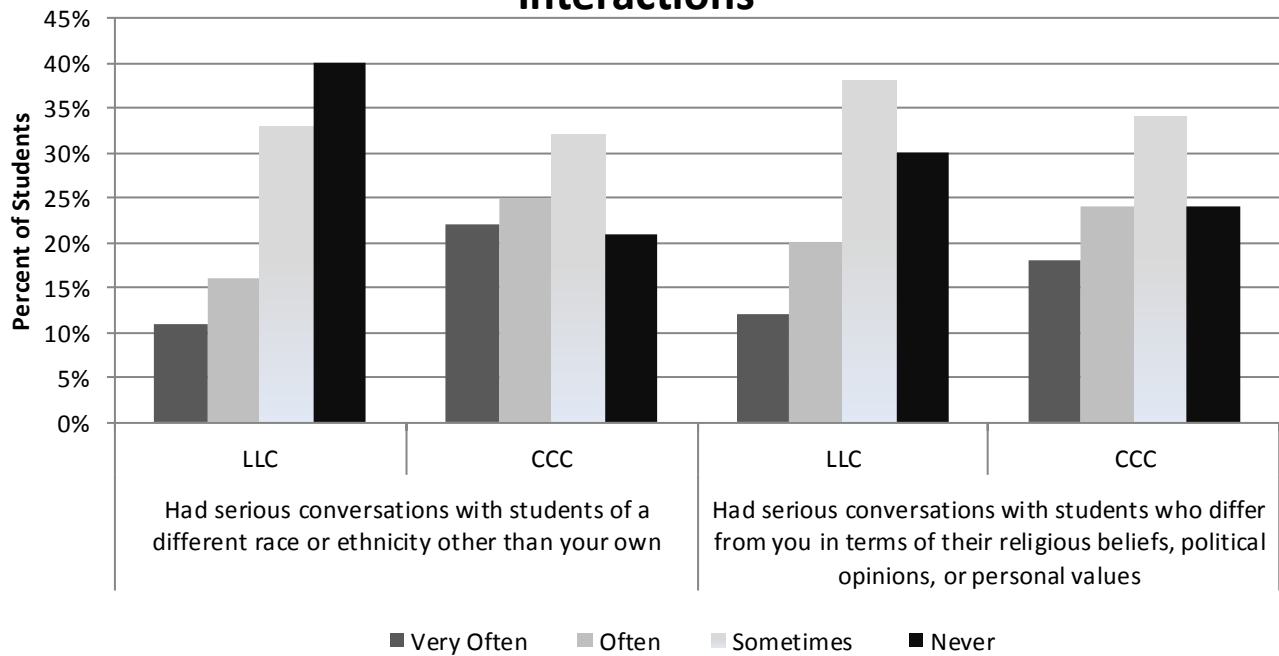


Diversity

Diversity is yet another ingredient to success in education. As the world becomes a smaller place and the segregation of cultures diminishes, the ability to understand others becomes more integral to success. CCSSE asks students to respond to several survey items in order to determine how actively they are involved in understanding others that are different from them. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to the following question: How often have you

- “Had serious conversations with students of a different race or ethnicity other than your own”
- “Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values”
- “Have you included diverse perspectives in class discussion or assignments”
- “Have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective”

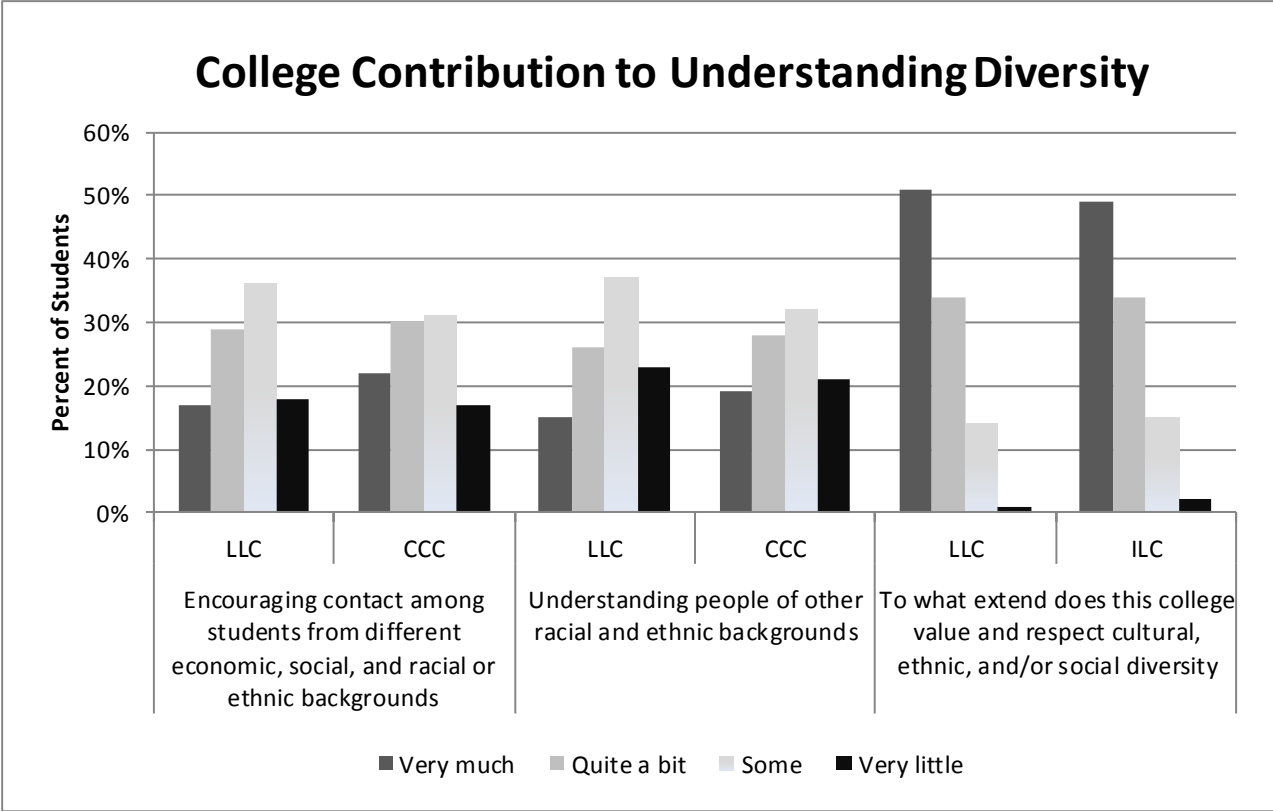
College Contribution to Frequency of Diversity Interactions



In addition students are asked to determine how much Lake Land emphasizes diversity as well as how much their experience at Lake Land has contributes to knowledge, skills, and personal development related to diversity. Students are given the opportunity to indicate *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following question: How much does this college emphasize or contribute to your knowledge, skills, and personal development in the following areas?

- “Encouraging contact among students from different economic, social, and racial or ethnic backgrounds”
- “Understanding people of other racial and ethnic backgrounds”
- “To what extent does this college value and respect cultural, ethnic, and/or social diversity”⁵

⁵ This question is an Illinois consortium question. As a result, the comparison group for this question consists of the students from the community colleges in Illinois that participated in the consortium.



Citizenship

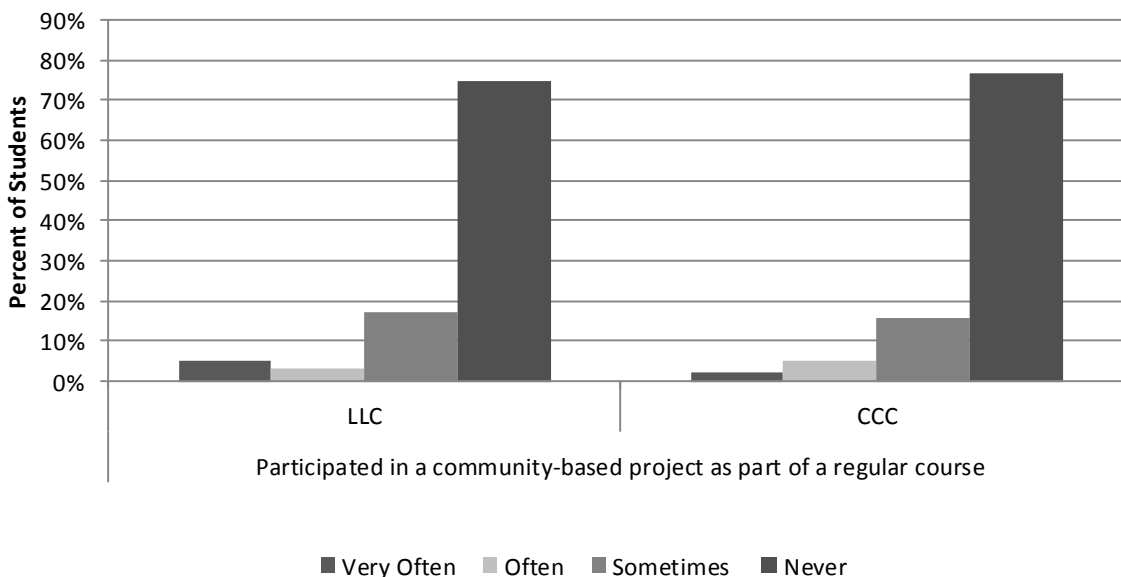
Citizenship requires students to demonstrate civic responsibility by understanding the impact of human actions on society and understanding their role in a global society. *CCSSE* asks students to respond to one survey item which LLC can use to understand how actively they are involved citizenship. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to the following question: In your experience at this college during the current school year, about how often have you

- “Participated in a community-based project as part of a regular course”

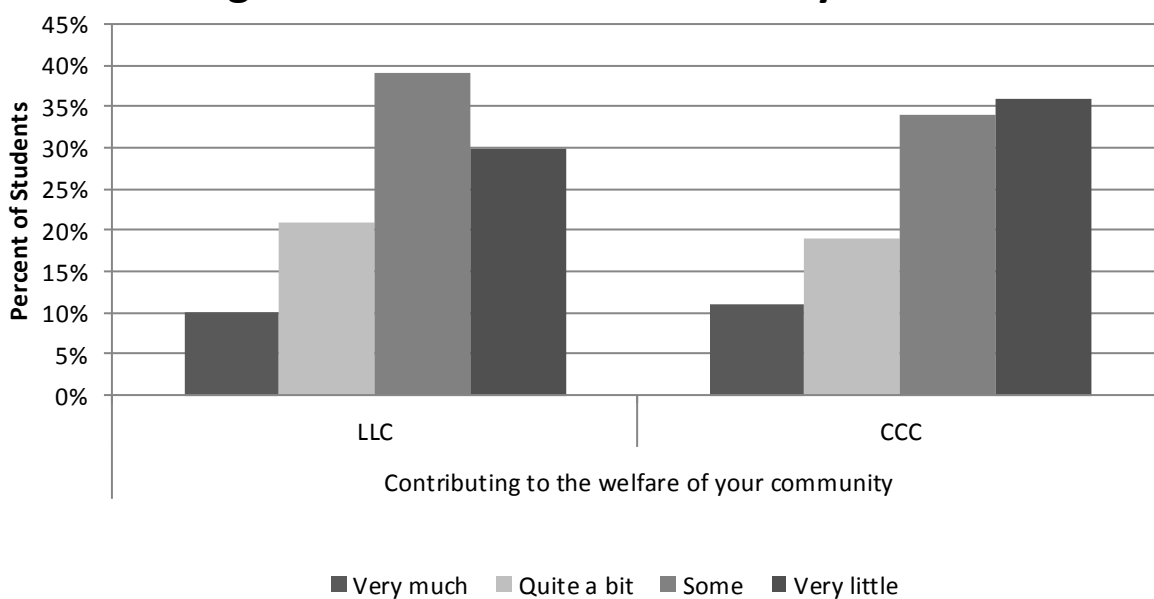
In addition students are asked to determine how much their experience at Lake Land contributed to their knowledge, skills, and personal development. Students are given the opportunity to indicate *Very Much*, *Quite a Bit*, *Some*, and *Very Little* in response to the following question: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following area?

- “Contributing to the welfare of your community”

College Contribution to Community Participation



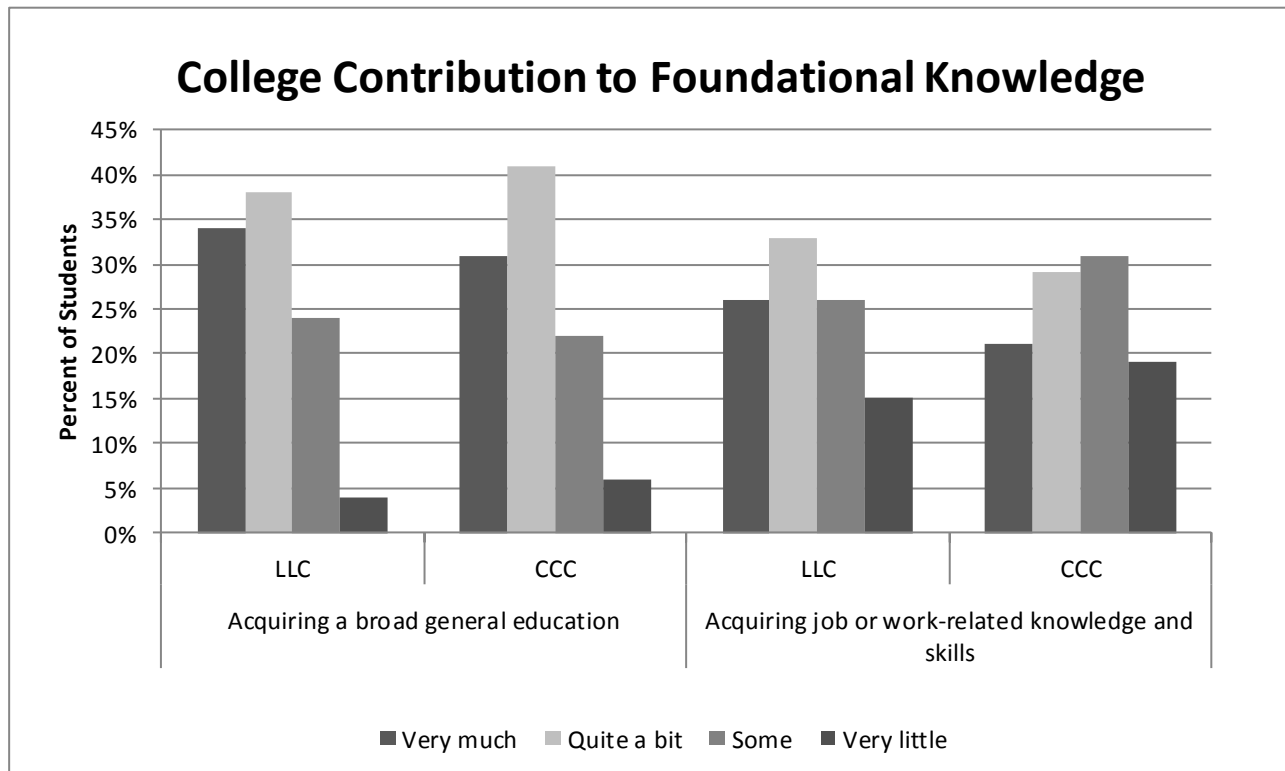
College Contribution to Community Welfare



Foundational Knowledge

Lake Land’s final institutional learning goal strives to have students demonstrate foundational knowledge in the liberal arts and sciences. *CCSSE* asks students to respond to several questions related to how much their experience at Lake Land contributes to knowledge, skills, and personal development related to foundational knowledge. Students are given the opportunity to indicate *Very Much, Quite a Bit, Some, and Very Little* in response to the question: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

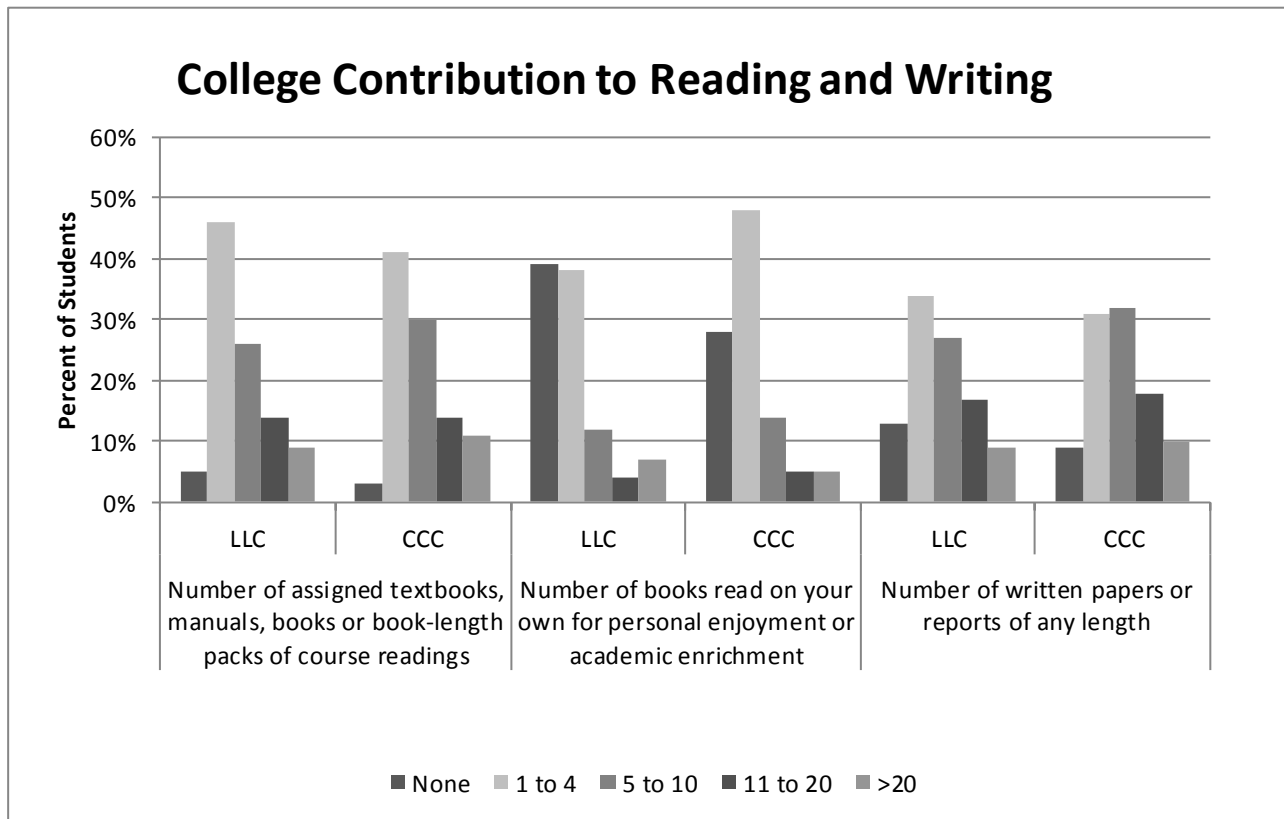
- “Acquiring a broad general education”
- “Acquiring job or work-related knowledge and skills”



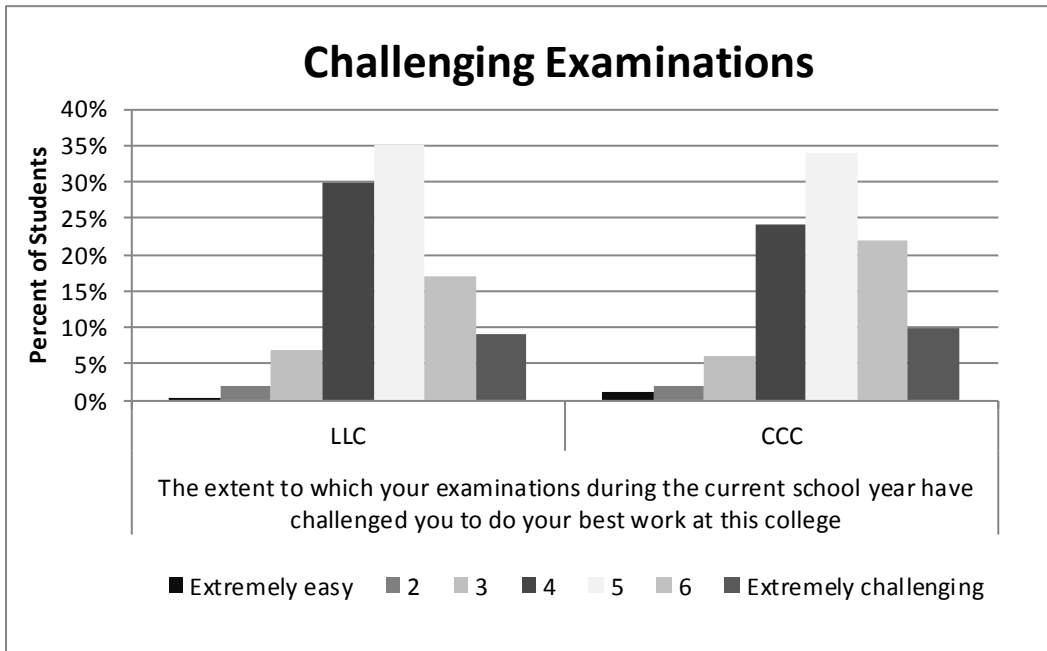
General Academic Engagement

The CCSSE survey contains several questions related to general academic engagement. These questions focus on how the college attended by the student engages them in academic activities such as reading and writing and challenging examinations. In addition, the survey asks students to identify activities and coursework in which the student may participate (i.e., internships, developmental education, etc.), as well as the number of hours per week the student spends on activities that may impact their educational goals.

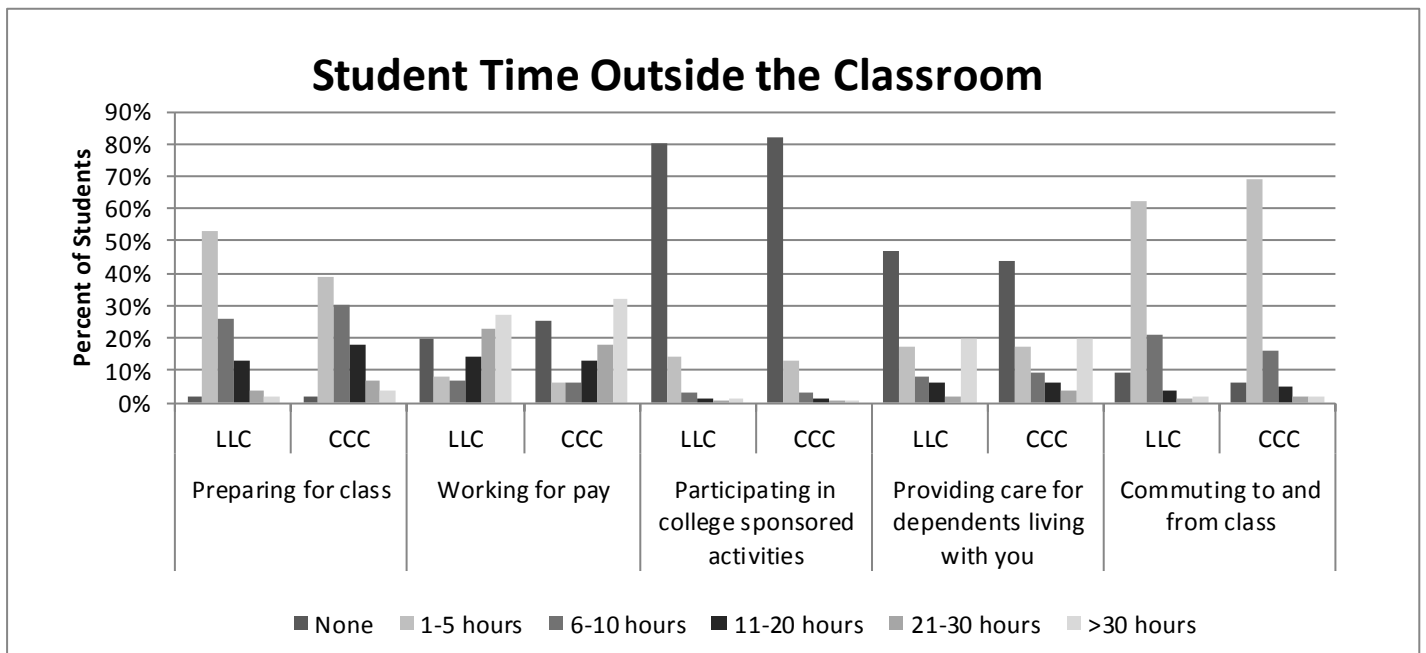
Students are given the opportunity to respond (*None, 1 to 4, 5 to 10, 11 to 20, or More than 20*) to the following question: During the current school year, about how much reading and writing have you done at this college?



Students are given the opportunity to respond on a seven point likert scale where one equals extremely easy and seven equals extremely challenging to the following question: 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.

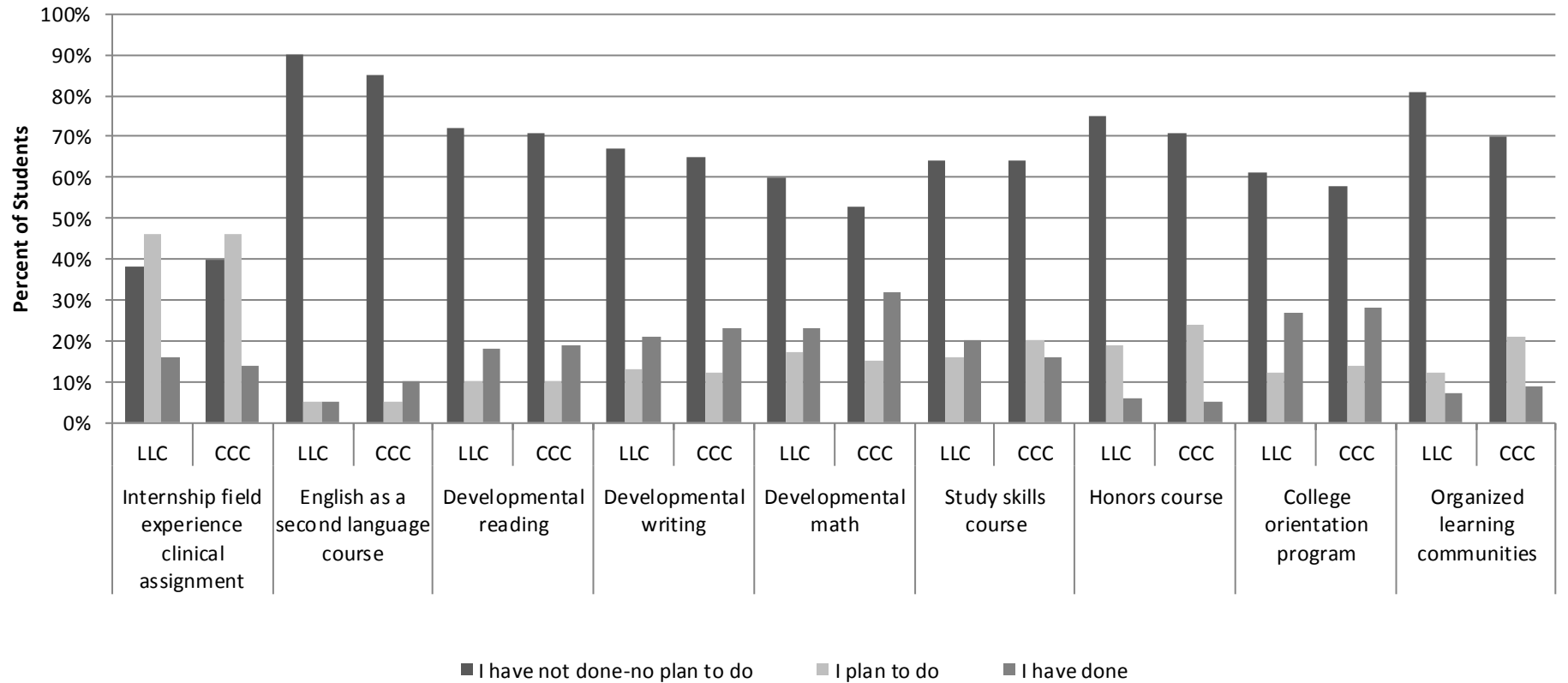


Students are given the opportunity to respond (*None, 1 to 5, 6 to 10, 11 to 20, 21 to 30, or More than 30 hours*) to the following question: About how many hours do you spend in a typical 7-day week doing each of the following?



Students are given the opportunity to respond (I have done, I plan to do, or I have not done nor plan to do) to the following question: Which of the following have you done, are you doing or do you plan to do while at this college?

Academic Plans



Student Support Services

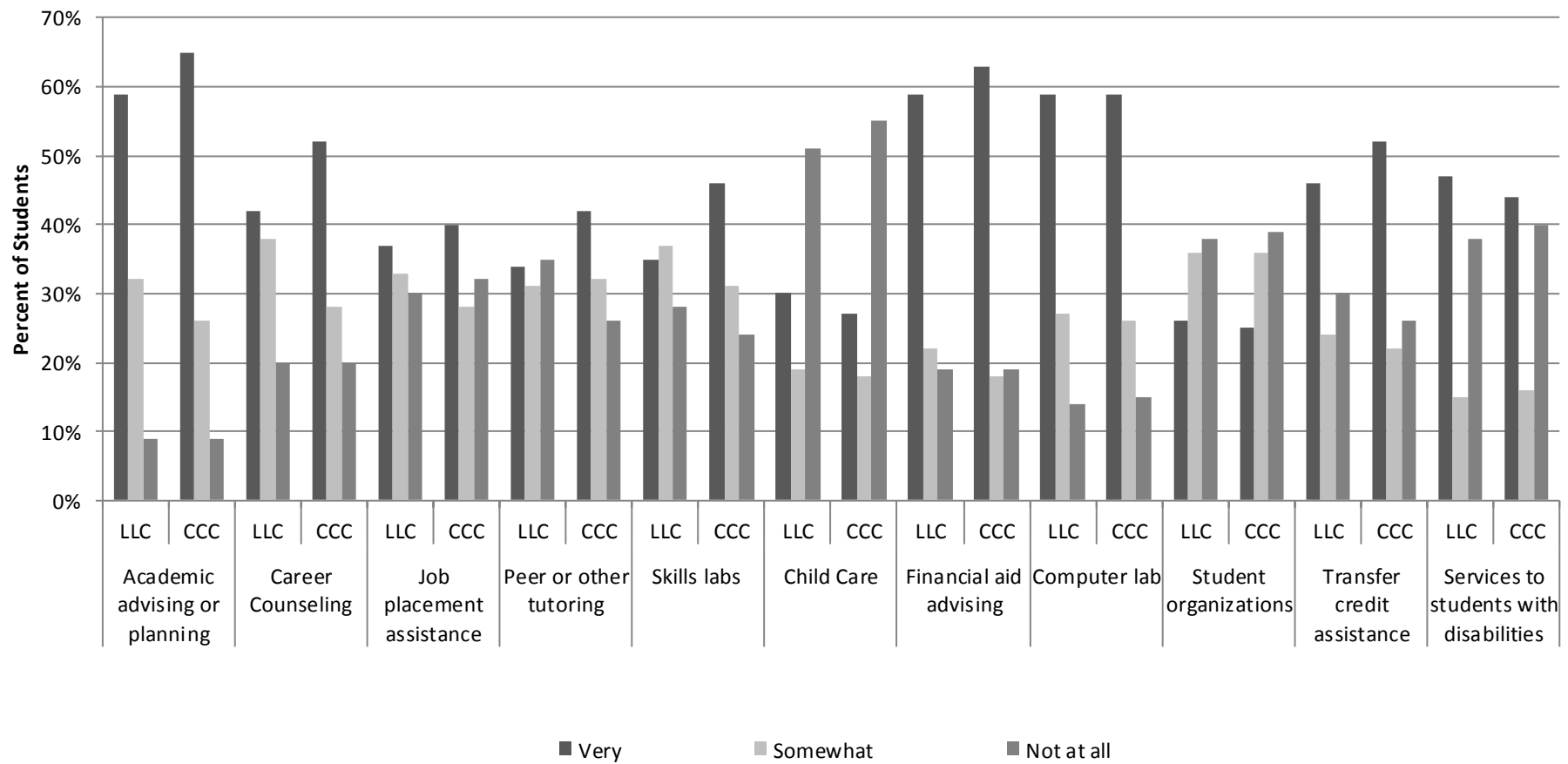
While Lake Land College strives to reach the common institutional learning goals for all of its students, the College also seeks to provide the support students need to be successful in accomplishing their educational goals. This section summarizes how students rate the importance of student support services, how frequently they use these services, and how satisfied they are with these services.

CCSSE addresses eleven student support services in the survey in three ways. First, students are asked to indicate how important the services are to them (*Very, Somewhat, Not at All*). Then they are asked to indicate how frequently they use services (*Often, Sometimes, Rarely/Never, or Don't Know/N.A.*). Finally, students are given the opportunity to share how satisfied they are with the services (*Very, Somewhat, Not at All, N.A.*). Students answer these three questions about the following eleven services:

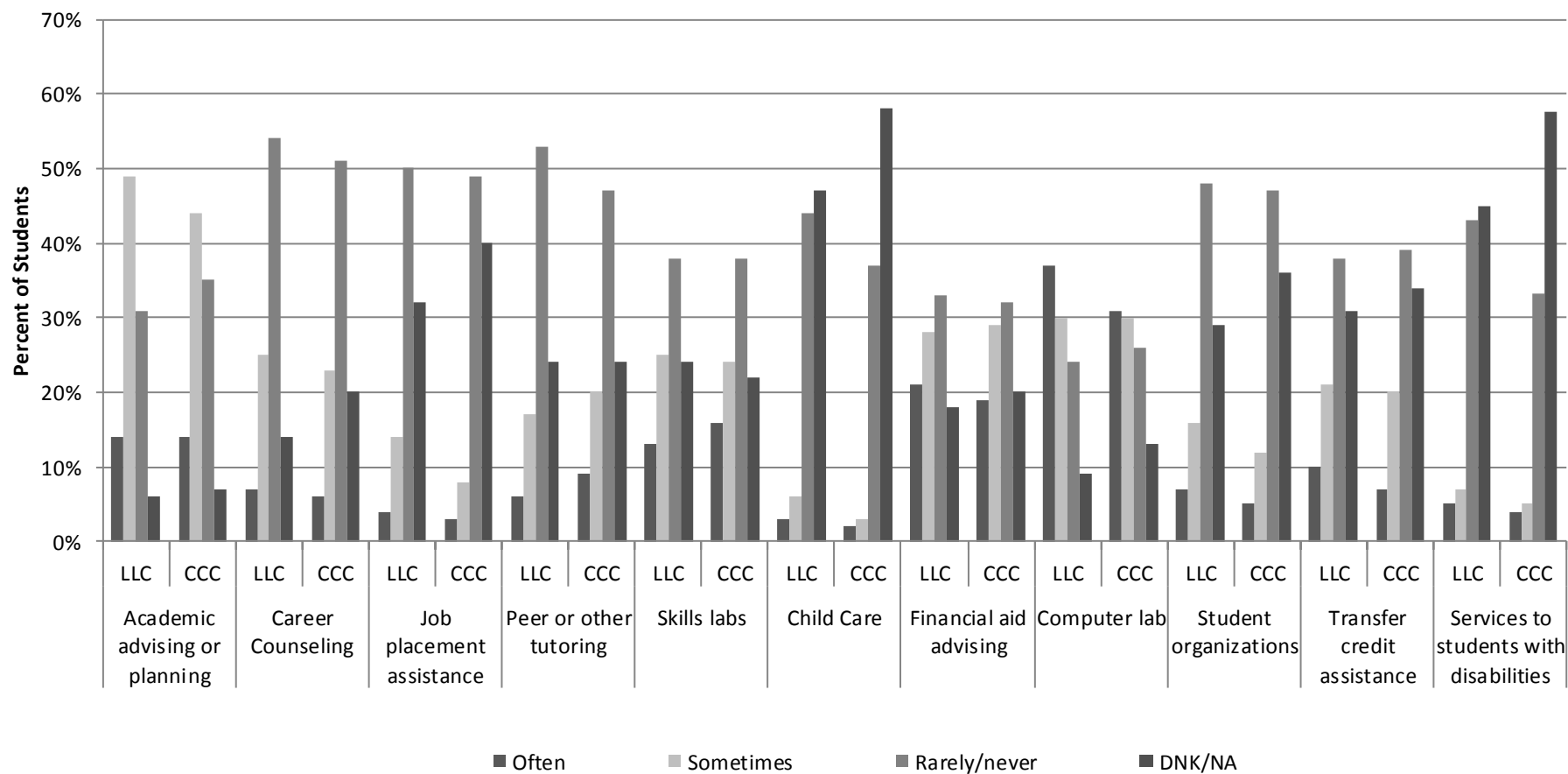
- “Academic advising/planning”
- “Career Counseling”
- “Job placement assistance”
- “Peer or other tutoring”
- “Skills labs (writing, math, etc.)”
- “Child care”
- “Financial aid advising”
- “Computer lab”
- “Student organizations”
- “Transfer credit assistance”
- “Services to students with disabilities”

The total responses for frequency of use and satisfaction with will not add up to 100 percent because don't know/not applicable responses are not included in the graphs below. For example, only 89% of respondents indicated how often they use academic advising/planning, which is represented in the graph. The remaining 11 percent of students replied that they did not know if they used (i.e., not applicable) this service while at Lake Land. This 11 percent of students are not included in the graphs. A not applicable response is not available for rating importance. As a result, the responses to the importance questions will add up to 100 percent.

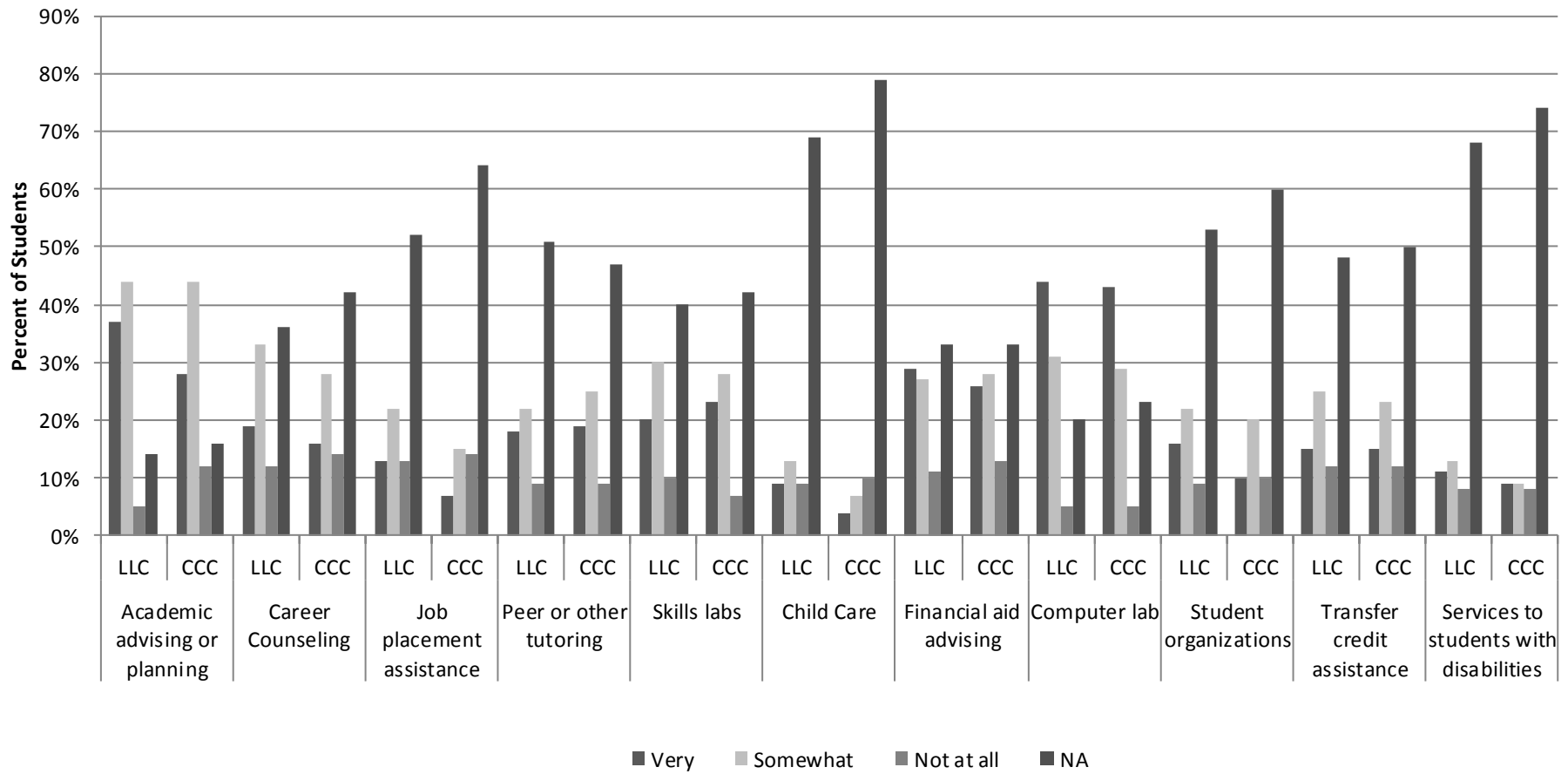
Importance of Student Support Services



Use of Student Support Services



Satisfaction with Student Support Services



Satisfaction with Support Services by Use and Importance

To examine satisfaction a little further, additional analyses look at satisfaction by use of services and importance of services. The following tables summarize these analyses.

| Satisfaction with Academic Advising/Planning by Frequency of Use and Importance | | | | | | |
|--|----------------------|------|--------------------|-------|----------------|-------|
| N=722 Use; N=718 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| <i>Use</i> | | | | | | |
| Don't Know/ not applicable | 1 | 0.1% | 8 | 1.1% | 1 | 0.1% |
| Rarely/never | 28 | 3.9% | 86 | 11.9% | 42 | 5.8% |
| Sometimes | 22 | 3.0% | 207 | 28.7% | 186 | 25.8% |
| Often | 5 | 0.7% | 36 | 5.0% | 98 | 13.6% |
| <i>Importance</i> | | | | | | |
| Not at all important | 8 | 1.1% | 7 | 1.0% | 3 | 0.4% |
| Somewhat important | 9 | 1.3% | 133 | 18.5% | 39 | 5.4% |
| Very important | 39 | 5.4% | 195 | 27.2% | 285 | 39.7% |

| Satisfaction Career Counseling by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=510 Use; N=507 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| <i>Use</i> | | | | | | |
| Don't Know/ not applicable | 8 | 1.6% | 11 | 2.2% | 1 | 0.2% |
| Rarely/never | 74 | 14.5% | 129 | 25.3% | 39 | 7.6% |
| Sometimes | 9 | 1.8% | 112 | 22.0% | 84 | 16.5% |
| Often | 2 | 0.4% | 6 | 1.2% | 37 | 7.3% |
| <i>Importance</i> | | | | | | |
| Not at all important | 22 | 4.3% | 7 | 1.4% | 1 | 0.2% |
| Somewhat important | 33 | 6.5% | 119 | 23.5% | 25 | 4.9% |
| Very important | 38 | 7.5% | 128 | 25.2% | 134 | 26.4% |

| Satisfaction with Job Placement Assistance by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=361 Use; N=361 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 22 | 6.1% | 9 | 2.5% | 8 | 2.2% |
| Rarely/never | 74 | 20.5% | 99 | 27.4% | 21 | 5.8% |
| Sometimes | 6 | 1.7% | 61 | 16.9% | 33 | 9.1% |
| Often | 1 | 0.3% | 2 | 0.6% | 25 | 6.9% |
| Importance | | | | | | |
| Not at all important | 39 | 10.8% | 7 | 1.9% | 1 | 0.3% |
| Somewhat important | 31 | 8.6% | 88 | 24.4% | 17 | 4.7% |
| Very important | 35 | 9.7% | 75 | 20.8% | 68 | 18.8% |

| Satisfaction with Peer or Other Tutoring by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=383 Use; N=377 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 9 | 2.3% | 11 | 2.9% | 6 | 1.6% |
| Rarely/never | 46 | 12.0% | 85 | 22.2% | 45 | 11.7% |
| Sometimes | 6 | 1.6% | 64 | 16.7% | 50 | 13.1% |
| Often | 3 | 0.8% | 13 | 3.4% | 45 | 11.7% |
| Importance | | | | | | |
| Not at all important | 27 | 7.2% | 10 | 2.7% | 2 | 0.5% |
| Somewhat important | 21 | 5.6% | 95 | 25.2% | 25 | 6.6% |
| Very important | 14 | 3.7% | 66 | 17.5% | 17 | 4.5% |

| Satisfaction with Skills Lab by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=471 Use; N=464 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 9 | 1.9% | 12 | 2.5% | 2 | 0.4% |
| Rarely/never | 43 | 9.1% | 75 | 15.9% | 18 | 3.8% |
| Sometimes | 7 | 1.5% | 145 | 30.8% | 52 | 11.0% |
| Often | 2 | 0.4% | 32 | 6.8% | 74 | 15.7% |
| Importance | | | | | | |
| Not at all important | 82 | 12.7% | 14 | 2.2% | 0 | 0.0% |
| Somewhat important | 21 | 3.3% | 152 | 23.5% | 24 | 3.7% |
| Very important | 11 | 1.7% | 92 | 14.2% | 122 | 18.9% |

| Satisfaction with Child Care by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=218 Use; N=215 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 23 | 10.6% | 11 | 5.0% | 9 | 4.1% |
| Rarely/never | 44 | 20.2% | 42 | 19.3% | 23 | 10.6% |
| Sometimes | 4 | 1.8% | 24 | 11.0% | 10 | 4.6% |
| Often | 1 | 0.5% | 6 | 2.8% | 21 | 9.6% |
| Importance | | | | | | |
| Not at all important | 42 | 19.5% | 11 | 5.1% | 3 | 1.4% |
| Somewhat important | 12 | 5.6% | 43 | 20.0% | 10 | 4.7% |
| Very important | 18 | 8.4% | 27 | 12.6% | 49 | 22.8% |

| Satisfaction with Financial Aid Advising by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=562 Use; N=557 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 5 | 0.9% | 2 | 0.4% | 2 | 0.4% |
| Rarely/never | 45 | 8.2% | 92 | 16.8% | 18 | 3.3% |
| Sometimes | 23 | 4.2% | 116 | 21.2% | 107 | 19.6% |
| Often | 7 | 1.3% | 17 | 3.1% | 112 | 20.5% |
| Importance | | | | | | |
| Not at all important | 9 | 1.7% | 0 | 0% | 0 | 0% |
| Somewhat important | 11 | 2% | 69 | 12.7% | 10 | 1.8% |
| Very important | 60 | 11.1% | 154 | 28.4% | 229 | 42.3% |

| Satisfaction with Computer Lab by Frequency of Use and Importance | | | | | | |
|--|----------------------|------|--------------------|-------|----------------|-------|
| N=691 Use; N=684 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 5 | 0.7% | 2 | 0.3% | 0 | 0.0% |
| Rarely/never | 18 | 2.6% | 42 | 6.1% | 15 | 2.2% |
| Sometimes | 12 | 1.7% | 116 | 16.8% | 106 | 15.3% |
| Often | 8 | 1.2% | 103 | 14.9% | 264 | 38.2% |
| Importance | | | | | | |
| Not at all important | 12 | 1.8% | 11 | 1.6% | 2 | 0.3% |
| Somewhat important | 15 | 2.2% | 103 | 15.1% | 46 | 6.7% |
| Very important | 17 | 2.5% | 145 | 21.2% | 333 | 48.7% |

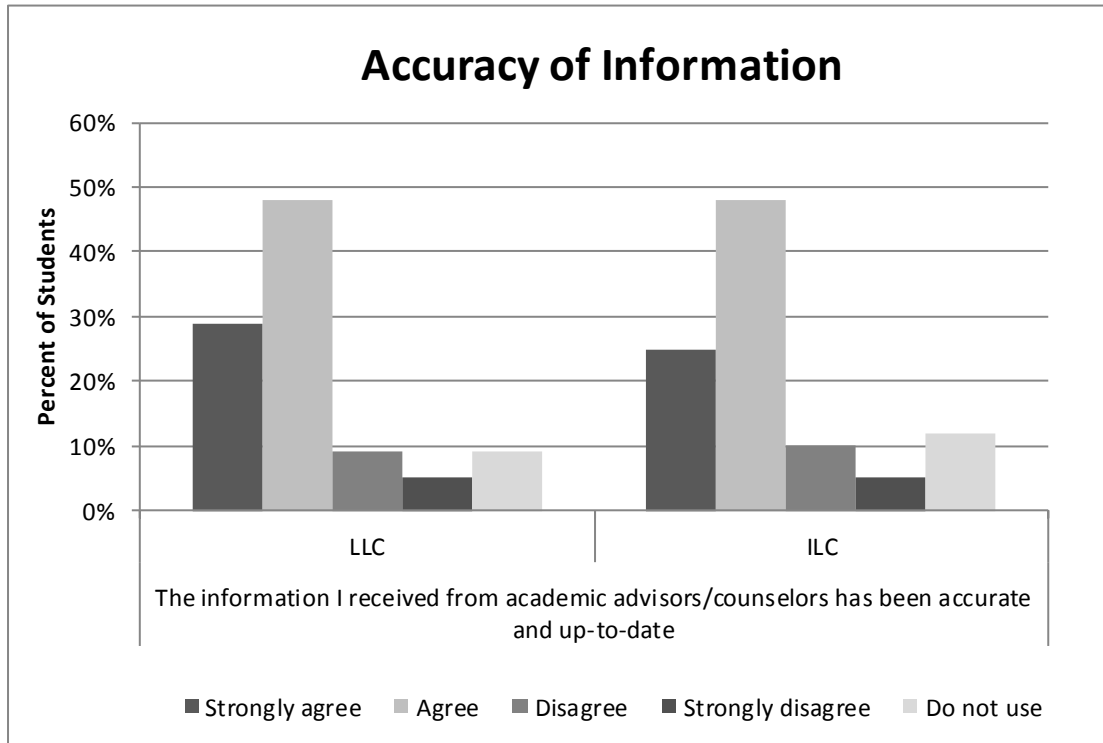
| Satisfaction with Student Organizations by Frequency of Use and Importance | | | | | | |
|---|----------------------|-------|--------------------|-------|----------------|-------|
| N=397 Use; N=392 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 9 | 2.3% | 7 | 1.8% | 4 | 1.0% |
| Rarely/never | 51 | 12.8% | 87 | 21.9% | 34 | 8.6% |
| Sometimes | 6 | 1.5% | 95 | 23.9% | 41 | 10.3% |
| Often | 1 | 0.3% | 9 | 2.3% | 53 | 13.4% |
| Importance | | | | | | |
| Not at all important | 31 | 7.9% | 13 | 3.3% | 2 | 0.5% |
| Somewhat important | 25 | 6.4% | 127 | 32.4% | 35 | 8.9% |
| Very important | 10 | 2.6% | 56 | 14.3% | 93 | 23.7% |

| Satisfaction with Transfer Credit Assistance by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=441 Use; N=435 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 15 | 3.4% | 9 | 2.0% | 5 | 1.1% |
| Rarely/never | 50 | 11.3% | 70 | 15.9% | 25 | 5.7% |
| Sometimes | 13 | 2.9% | 102 | 23.1% | 57 | 12.9% |
| Often | 9 | 2.0% | 12 | 2.7% | 74 | 16.8% |
| Importance | | | | | | |
| Not at all important | 26 | 6.0% | 4 | 0.9% | 2 | 0.5% |
| Somewhat important | 20 | 4.6% | 86 | 19.8% | 10 | 2.3% |
| Very important | 40 | 9.2% | 100 | 23.0% | 147 | 33.8% |

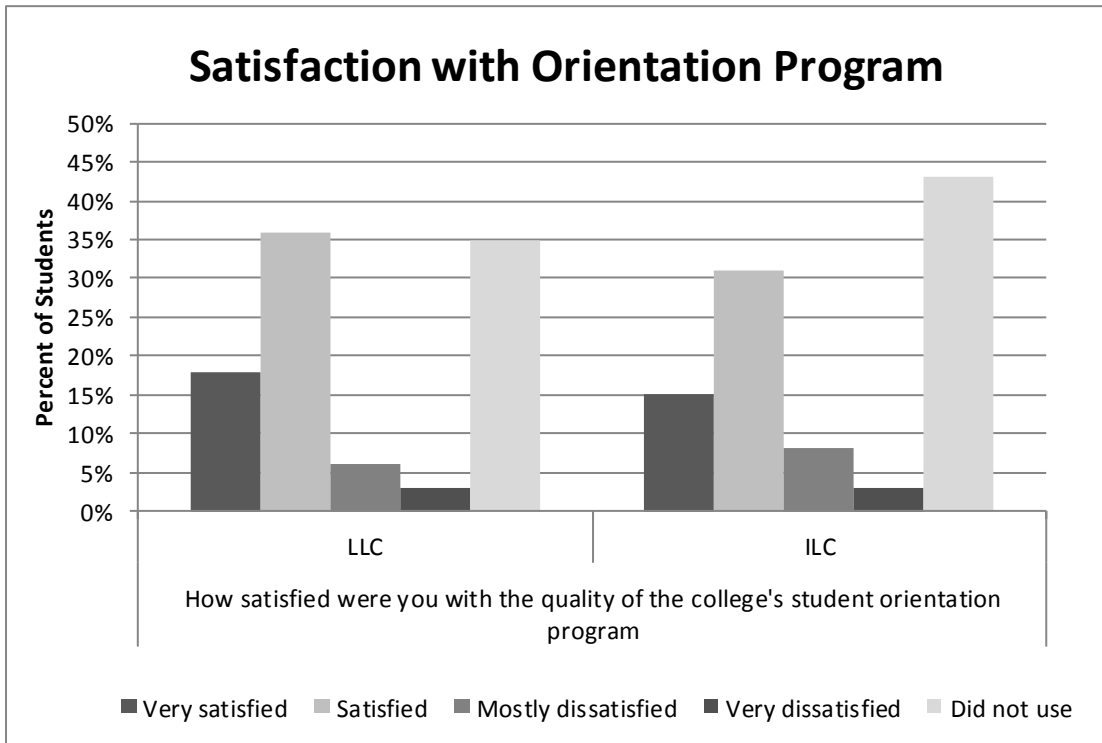
| Satisfaction with Services to Students with Disabilities by Frequency of Use and Importance | | | | | | |
|--|----------------------|-------|--------------------|-------|----------------|-------|
| N=225 Use; N=221 Importance | | | | | | |
| | Not at all Satisfied | | Somewhat Satisfied | | Very Satisfied | |
| | n | % | n | % | n | % |
| Use | | | | | | |
| Don't Know/ not applicable | 12 | 5.3% | 9 | 4.0% | 17 | 7.6% |
| Rarely/never | 32 | 14.2% | 48 | 21.3% | 30 | 13.3% |
| Sometimes | 4 | 1.8% | 28 | 12.4% | 16 | 7.1% |
| Often | 2 | 0.9% | 6 | 2.7% | 21 | 9.3% |
| Importance | | | | | | |
| Not at all important | 24 | 10.9% | 11 | 5.0% | 1 | 0.5% |
| Somewhat important | 10 | 4.5% | 41 | 18.6% | 6 | 2.7% |
| Very important | 16 | 7.2% | 35 | 15.8% | 77 | 34.8% |

Additional Support Services Questions

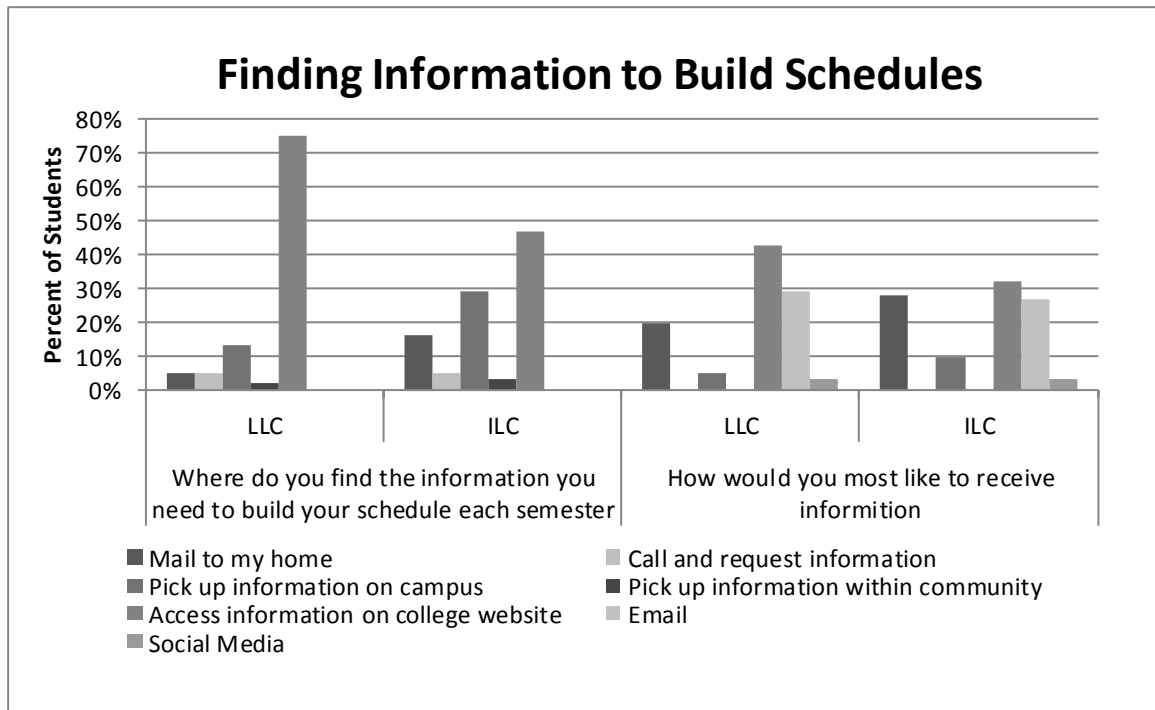
The Illinois Consortium of community colleges additional questions include four questions related to student support services. The first question addresses the accuracy of information students receive from academic counselors or advisors. Students are given the opportunity to respond (*Strongly agree, Agree, Disagree, Strongly disagree, or Do not use*) to the following question: The information I received from academic advisors/counselors has been accurate and up-to-date.



The second question involves student satisfaction with the College's orientation program. Students are given the opportunity to respond (Very satisfied, Satisfied, Mostly dissatisfied, Very dissatisfied, and Did not use) to the following question: How satisfied were you with the quality of the college's student orientation program?



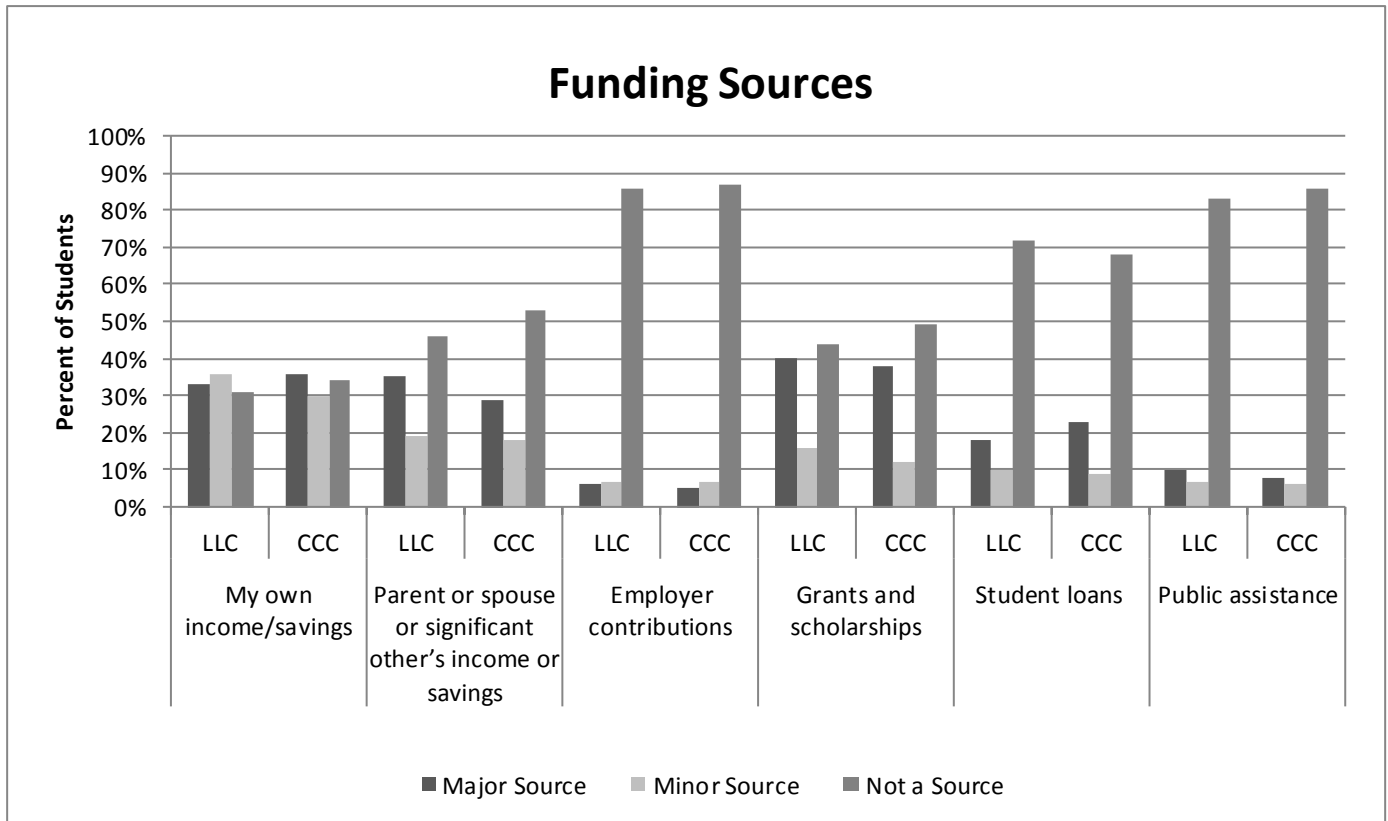
The third Illinois Consortium question asks students to identify where they find information to create their course schedules. The fourth question asks students how they would like to receive information from the college. The response options for locating schedule information and receiving information from the college are included in the graph below.



How Students Perceive and Pay College Costs

The rising cost of higher education is a major issue for students. In addition to the rising costs of education, students seeking higher education in Illinois are also experiencing the effects of a recession, high unemployment, and a state budget crisis. To gain a better understanding of how students pay for college, the CCSSE asks students to provide information related to their financial sources for their education. Students are given the opportunity to indicate *Major Source*, *Minor Source*, *Not a Source* in response to the following question: Indicate which of the following are sources you use to pay your tuition at this college?

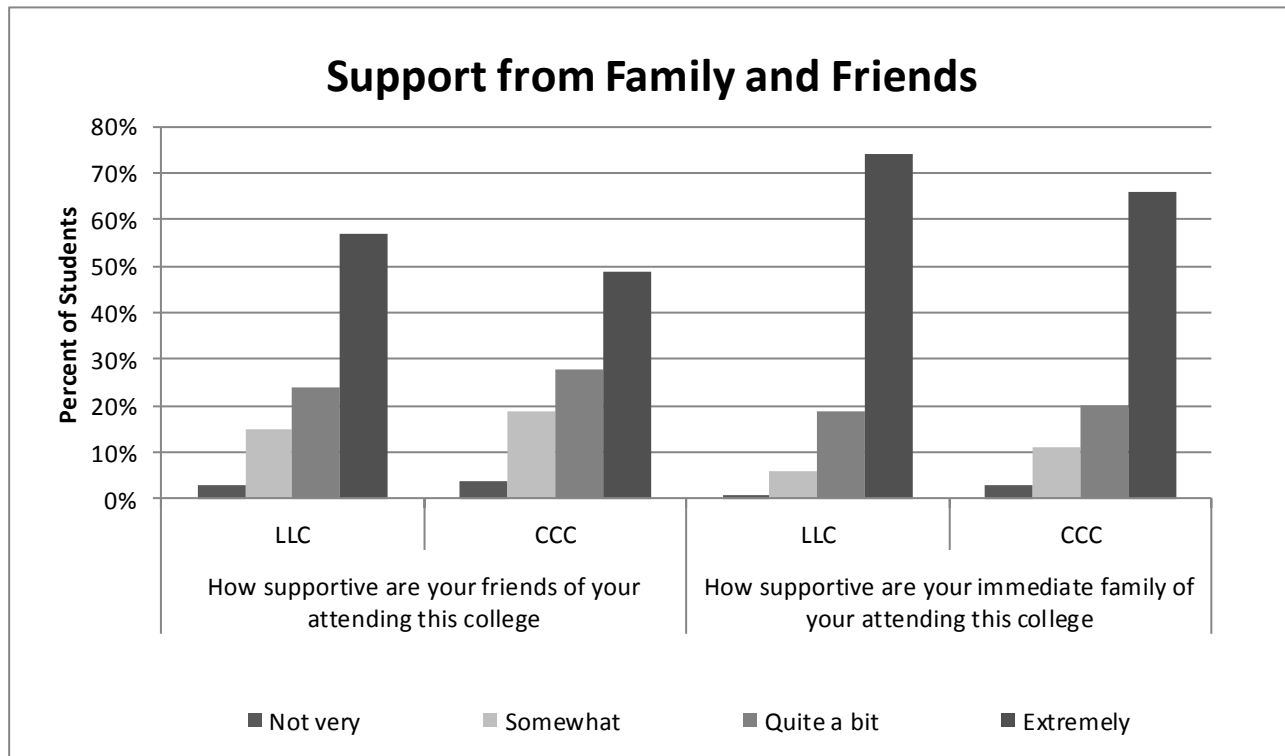
- “My own income/savings”
- “Parent or spouse/significant other’s income/savings”
- “Employer contributions”
- “Grants and scholarships”
- “Student loans”
- “Public assistance”



Support from Family and Friends

While the support a college provides to a student is critical to their success, students also need the support of family and friends. CCSSE asks students how supporting their friends and family are. Students are asked to respond *Extremely*, *Quite a bit*, *Somewhat*, and *Not Very* to the following questions:

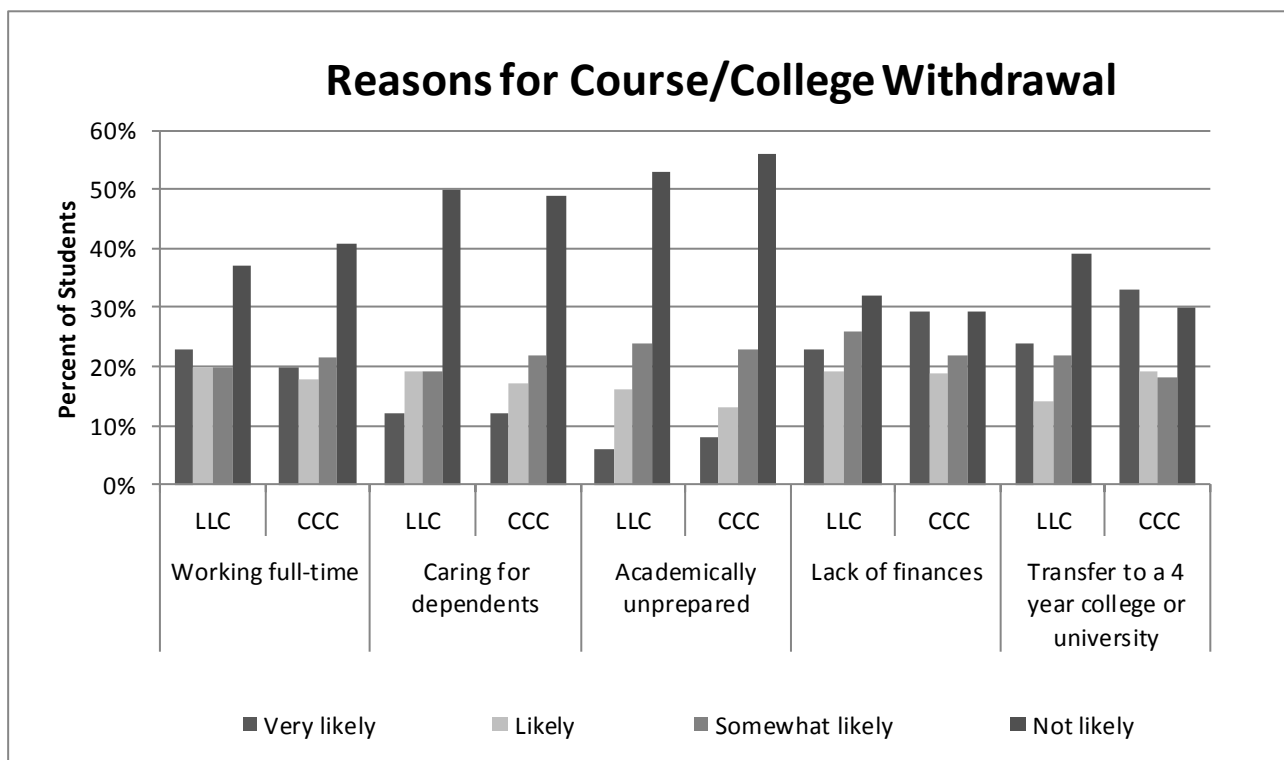
- “How supportive are your friends of your attending this college”
- “How supportive are your immediate family of your attending this college”



Student Persistence

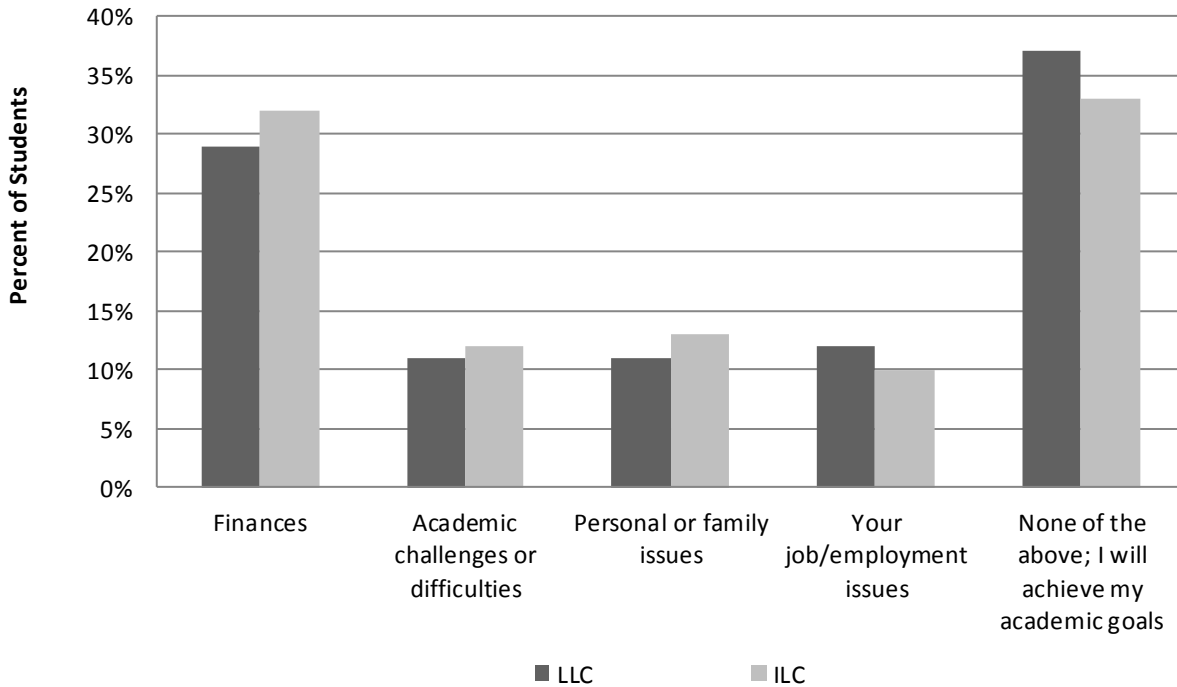
To gain an understanding of other factors that impinges on a student's successful completion of a degree at Lake Land, CCSSE asks student to identify issues that cause them to withdraw from classes or college. Students are asked to respond *Very likely*, *Likely*, *Somewhat Likely*, *Not likely* to the following question: How likely is it that the following issues would cause you to withdraw from class or from this college?

- "Working full-time"
- "Caring for dependents"
- "Academically unprepared"
- "Lack of finances"
- "Transfer to a 4-year college or university"



The Illinois consortium included a question that addressed barriers to persistence. This question asked students to identify the one factor that is most likely to keep them from achieving their academic goals. Students are asked to select one of the following responses *Finances*, *Academic challenges or difficulties*, *Personal or family issues*, *Job/employment issues*, *None of the above: I will achieve my academic goals*. The following graph reveals the results from this question and compares how Lake Land students and students from other community colleges in Illinois responded to the question.

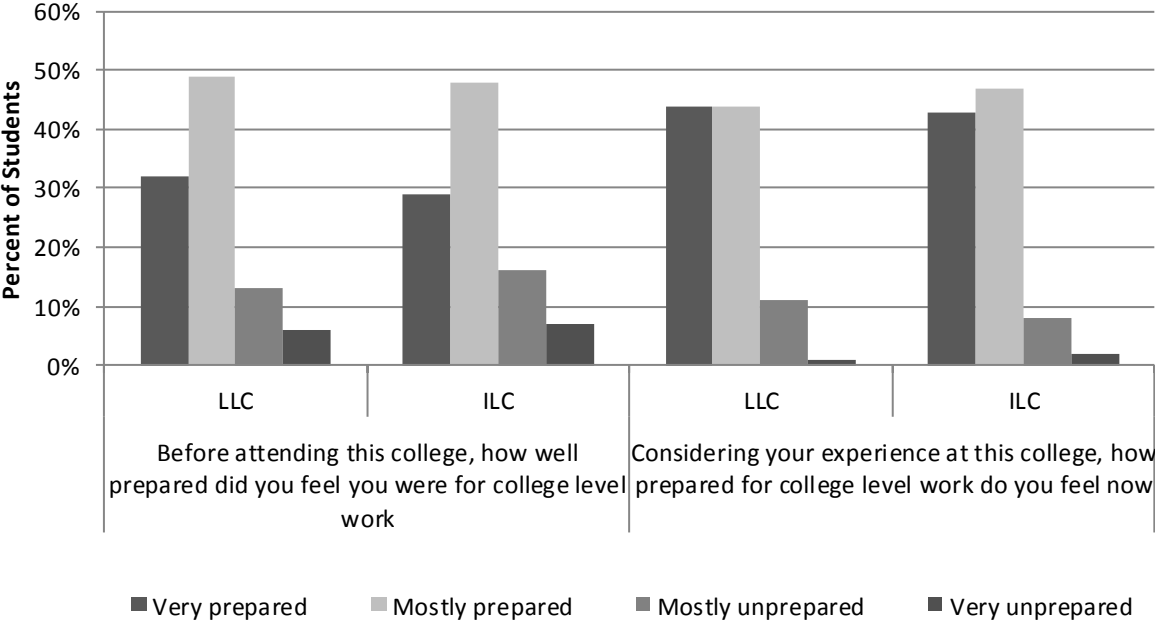
Reasons for Not Achieving Academic Goals



Feeling prepared for college can also influence a student’s persistence in reaching their educational goals. The Illinois Consortium of community colleges identified two questions related to how well students felt prepared before attending college and after attending college for a while. Students are given the opportunity to respond (*Very prepared, Mostly prepared, Mostly unprepared, and Very unprepared*) to the following questions.

- “Before attending this college, how well prepared did you feel you were for college level work”
- “Considering your experience at this college, how prepared for college level work do you feel now”

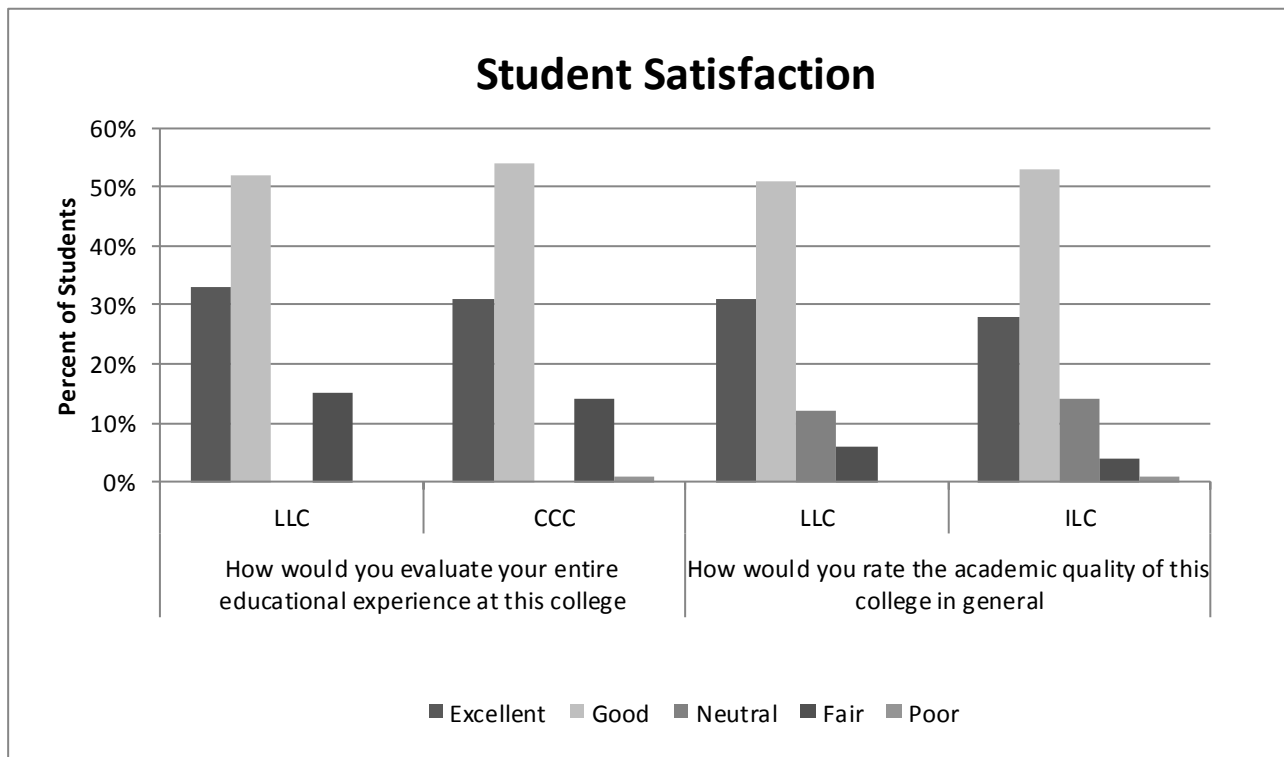
Student Preparedness



Student Satisfaction

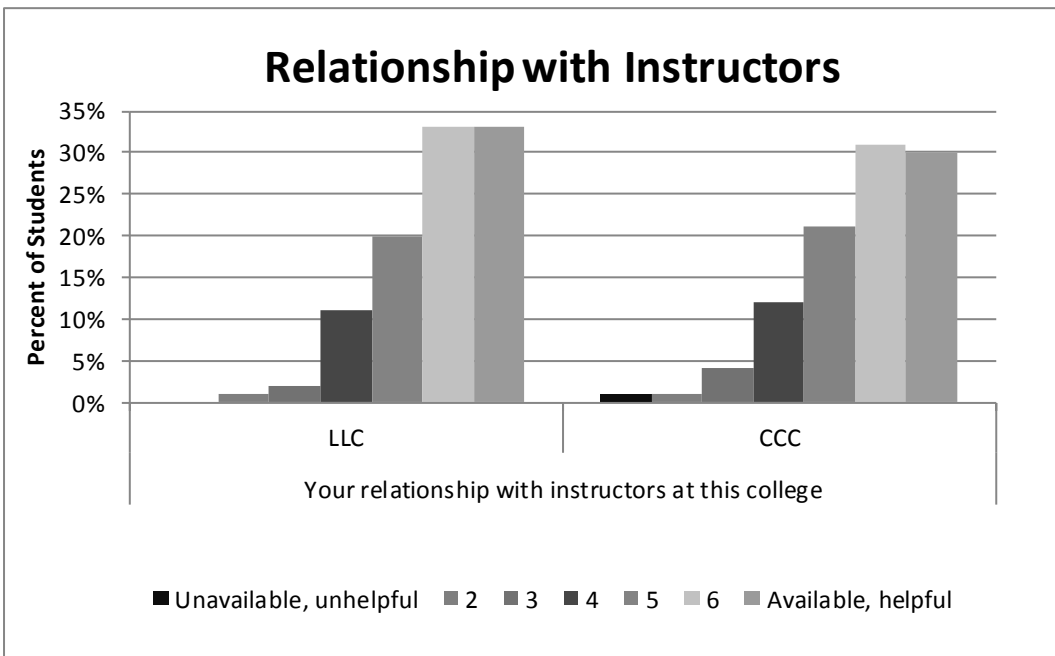
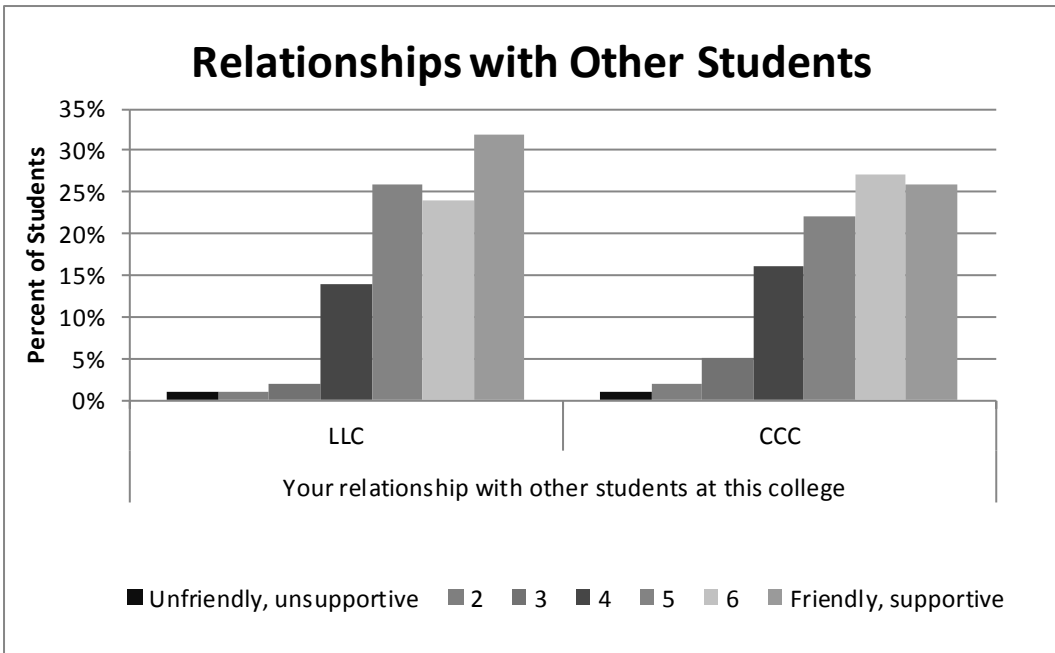
Several questions on the *CCSSE* survey address student satisfaction. The first simply asks students if they would recommend Lake Land to a friend or family member. The vast majority of Lake Land College students (95%) reported that they would recommend Lake Land College to a friend or family member, and 94% of the comparison group would recommend their college to a friend or family member. Additional satisfaction questions focused on the students' entire experience at the college. Students are asked to respond *Excellent, Good, Fair, or Poor* to the following questions:

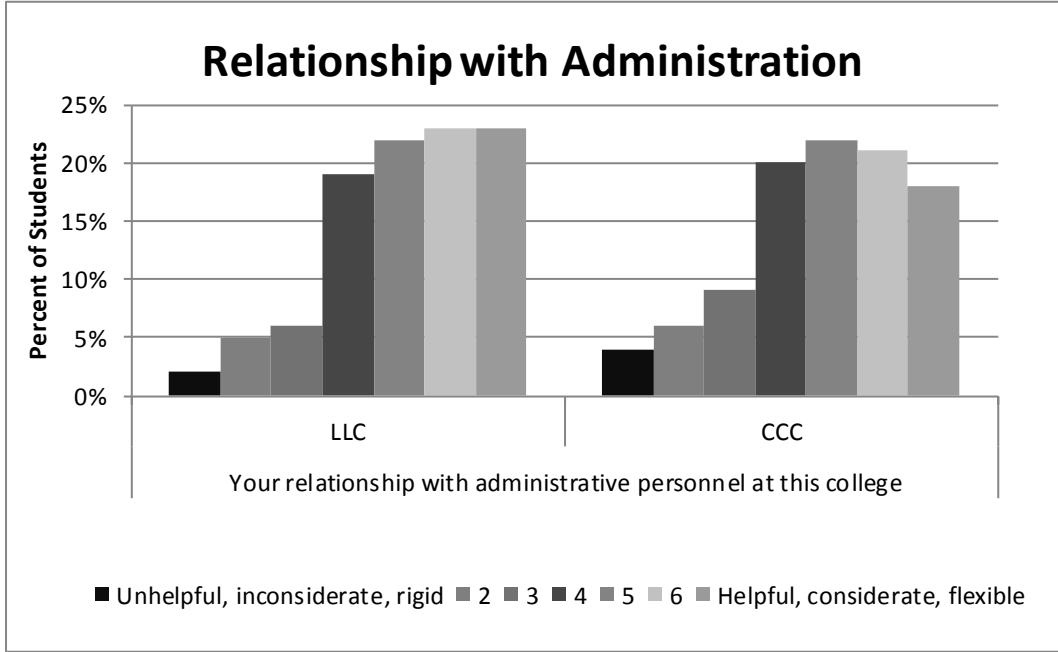
- “How would you evaluate your entire educational experience at this college”
- “How would you rate the academic quality of this college in general”⁶



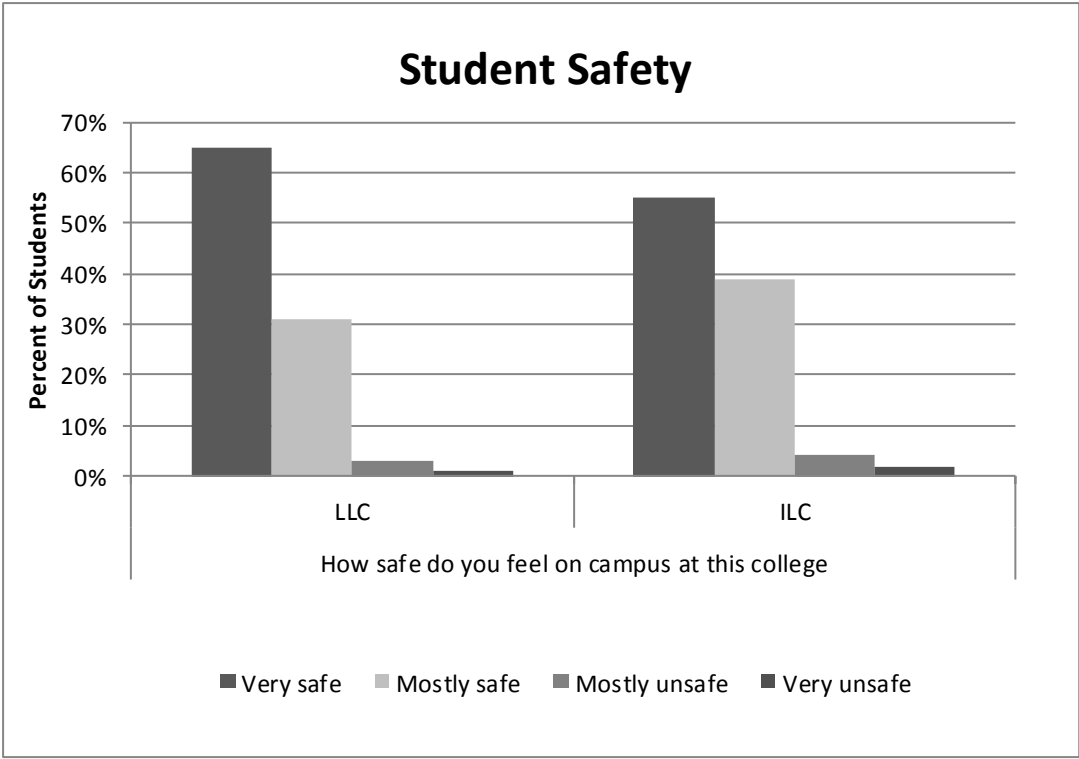
The *CCSSE* also asks students to rate their relationships with other students, instructors, and administrative personnel at the college on a seven point likert scale. Students are asked to indicate the number that best represents their relationship with 1) other students where 1 equals unfriendly and unsupportive and 7 equals friendly and supportive; 2) instructors where 1 equals unavailable, unhelpful, and unsympathetic and 7 equals helpful, available, and sympathetic; and 3) administrative personnel and offices where 1 equals unhelpful, inconsiderate, and rigid and 7 equals helpful, considerate, and flexible. The following three graphs summarize the results from these questions.

⁶ This question is an Illinois consortium question. As a result, the comparison group for this question consists of the students from the community colleges in Illinois that participated in the consortium.





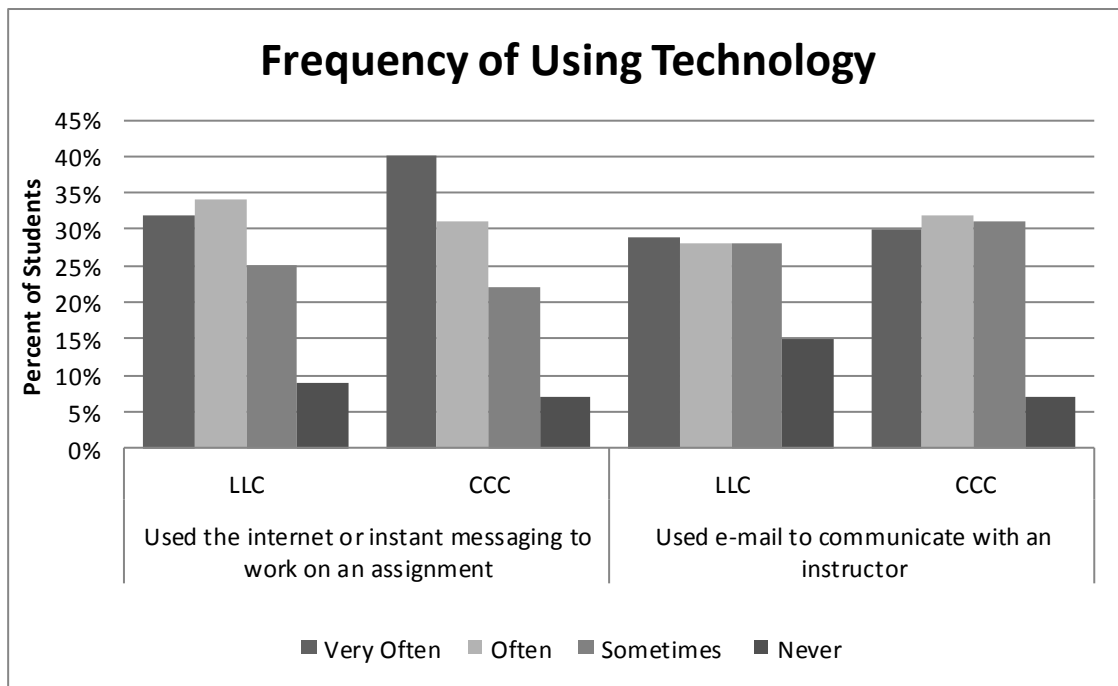
The Illinois Consortium survey also asks students to indicate how safe they feel on campus. They are given the option of responding (*Very safe, Mostly safe, Mostly unsafe, or Very unsafe*) to the following question: How safe do you feel on campus at this college?



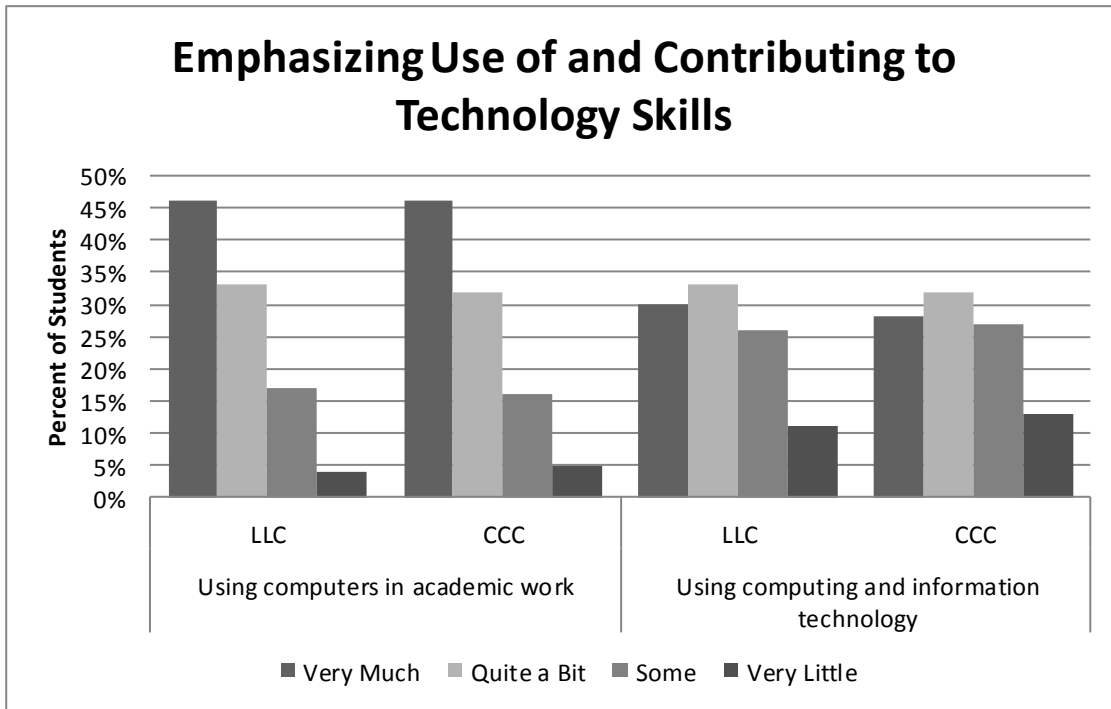
Students and Technology

As the world increases its use of technology in every aspect of life, education has also utilized technology in various ways to support and deliver educational services. CCSSE has included several questions related to the use of technology on its survey. The 2013 contained five questions related to student use of technology for educational purposes. The first two questions ask students how often they use technology to work on an assignment or contact an instructor. Students are asked to respond *Very Often*, *Often*, *Sometimes* or *Never* to the following questions:

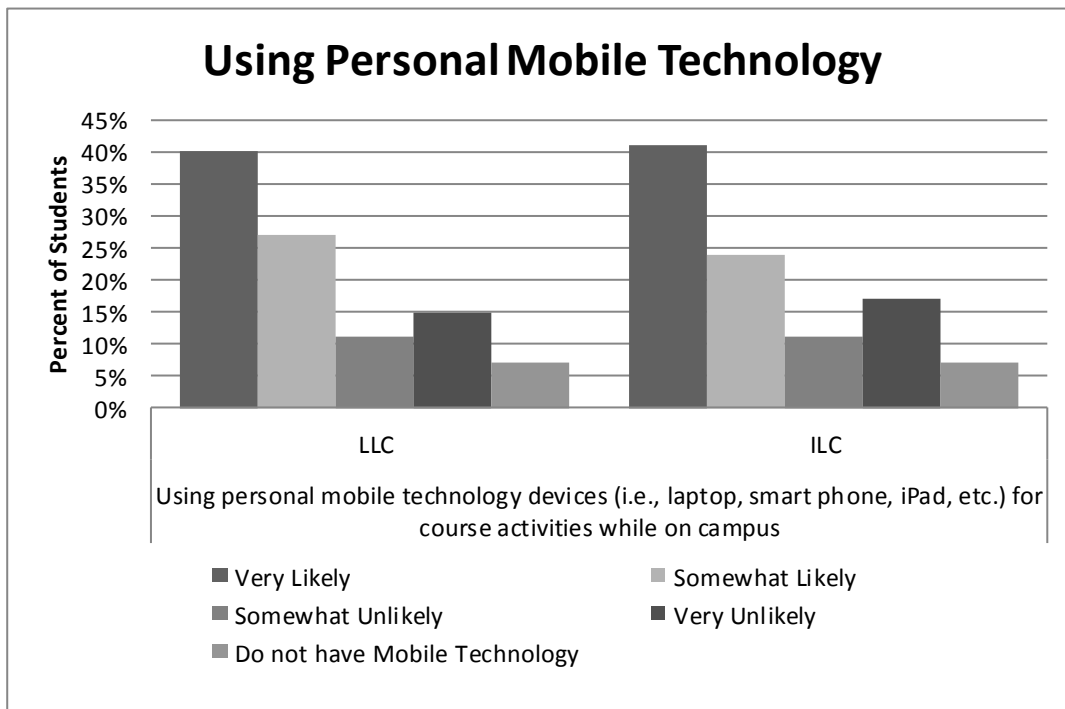
- “How often have you used the internet or instant messaging to work on an assignment”
- “How often have you used e-mail to communicate with an instructor”



The survey also requests students respond to the following two questions. How much does this college emphasize using computers in academic work, and how much has your experience at this college contributed to your knowledge, skills, and personal development in using computing and information technology? Students are asked to respond *Very Much*, *Quite a Bit*, *Some*, and *Very Little* to these questions.



The final question to address the use of technology was included on the Illinois Consortium survey. This question asked students to indicate how likely they are to use a personal mobile technology device (i.e., laptop, SMART phone, iPAD, etc.) for course activities like taking notes, accessing the internet, etc. while on campus. Students are asked to respond using the following options *Very Likely*, *Somewhat Likely*, *Somewhat Unlikely*, *Very unlikely*, and *I do not have mobile technology*.



Comparison of 2010 and 2013 CCSSE Findings

Differences in LLC Students across Time

The 2013 *CCSSE* administration comprised the second time it has been given to LLC students. To determine if any significant changes over time on the survey items have occurred, data analyses involved a series of independent sample *t*-tests. The table below shows only the survey items with significant differences and includes the survey item, means, *t*, and significance level (Sig.).

The first set of items in the table below asks students how often they have done one of the activities during the current school year at Lake Land. The 2013 cohort mean is higher for all eight of these items than the 2010 cohort mean. This suggests that the 2013 student cohort is significantly more likely to conduct these activities more often than the 2010 student cohort. For example, the 2013 student cohort reported making class presentations significantly more often than the 2010 student cohort. In addition, the results also suggest that the 2013 student cohort wrote more papers or reports than the 2010 student cohort.

The next set of items that revealed significant differences asked students how much the college emphasized providing various types of support (i.e., support to help succeed in college, thrive socially, and financial support) as well as encouraging interaction with people from diverse cultures and backgrounds and using computers in academic work. In each case, the results show that the 2013 student cohort reported that Lake Land seemed to emphasize these topics significantly more than the 2010 student cohort.

Another group of survey items asked how much their experience at Lake Land has contributed to knowledge, skills, and personal development in a number of areas. For all the items listed in the table below in this section, the 2013 student cohort were significantly more likely than the 2010 student cohort to report a higher sense of contribution from Lake Land in the listed areas (e.g., acquiring a broad general education, writing clearly and effectively, speaking clearly and effectively, etc.).

The next grouping of items focused on frequency of use, satisfaction with, and importance of various student services. Four items related to frequency of use have significant results. For all four items results suggest that the 2013 student cohort used these four services (i.e., academic planning, child care, student organizations, and transfer credit assistance) significantly more often than the 2010 student cohort. In regards to satisfaction with services, the 2013 student cohort seems to be significantly more satisfied with academic advising/planning than the 2010 student cohort, and they also perceive student organizations and child care to be significantly more important than the 2010 student cohort.

The final five items with significant differences cover a variety of topics. The 2013 student cohort indicated that they would be more likely to withdraw from college if they were caring for dependents than the 2010 student cohort. Findings also show that the 2013 student cohort reported that they perceived their family and friends to be more supportive than the 2010 student cohort. Transfer to a four year college/university for the 2013 student cohort was significantly more likely to be a secondary or primary goal than it was for the 2010 student cohort. Finally, the 2013 student cohort was significantly more likely to report using their own income/savings to pay for tuition than the 2010 student cohort.

| CCSSE Items with Significant Differences between LLC's 2010 and 2013 Survey Administration | | | | |
|---|------------------|------------------|------|------|
| Survey Item | 2010 Cohort Mean | 2013 Cohort Mean | t | Sig. |
| <i>In your experiences at this college during the current year, how often have you done the following? 1= never and 4 = very often</i> | | | | |
| Made a class presentation | 2.15 | 2.23 | 2.05 | .04 |
| Worked on a paper/project that required integrating ideas or information from various sources | 2.72 | 2.85 | 3.43 | .002 |
| Participated in a community-based project as a part of a regular course | 1.33 | 1.41 | 2.32 | .02 |
| Used email to communicate with an instructor | 2.77 | 2.90 | 2.88 | .004 |
| Discussed grades or assignments with an instructor | 2.59 | 2.68 | 2.01 | .044 |
| Talked about career plans with an instructor or advisor | 2.10 | 2.30 | 4.68 | .000 |
| Received prompt feedback (written or oral) from instructors on your performance | 2.57 | 2.72 | 3.94 | .000 |
| Worked harder than you thought you could to meet an instructor's standards or expectations | 2.51 | 2.60 | 2.13 | .033 |
| Worked with instructors on activities other than coursework | 1.43 | 1.54 | 2.97 | .03 |
| <i>How much reading and writing have you done at this college? 1 = none and 5 = more than 20</i> | | | | |
| Number of written papers or reports of any length | 2.92 | 3.05 | 2.46 | .014 |
| <i>Which of the following have you done/are you doing (3), do you plan to do (2), or have never done (1) while attending this college?</i> | | | | |
| Developmental/remedial writing course | 1.54 | 1.63 | 2.19 | .029 |
| Honors course | 1.24 | 1.33 | 3.30 | .001 |
| <i>How much does this college emphasize each of the following? 1 = very little to 4 = very much</i> | | | | |
| Providing the support you need to help you succeed at this college | 3.00 | 3.11 | 2.71 | .007 |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 2.34 | 2.46 | 2.37 | .018 |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | 1.84 | 2.04 | 4.38 | .000 |
| Providing the support you need to thrive socially | 2.14 | 2.31 | 3.88 | .000 |
| Providing the financial support you need to afford your education | 2.54 | 2.75 | 3.82 | .000 |
| Using computers in academic work | 3.26 | 3.35 | 2.24 | .025 |
| <i>About how many hours do you spend in a typical 7 day week doing each of the following? 0 = none to 5 = more than 30 hours</i> | | | | |
| Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) | 2.05 | 1.92 | 2.47 | .014 |
| Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate intramural sports) | .37 | .47 | 2.17 | .030 |
| <i>Mark the number that best represents the quality of your relationship with people at this college. 1 = unhelpful, unavailable, inconsiderate to 7 = helpful, available, considerate</i> | | | | |
| Instructors | 5.59 | 5.74 | 2.70 | .007 |
| Administrative personnel and offices | 5.05 | 5.21 | 2.33 | .020 |
| <i>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? 1 = very little to 4 = very much</i> | | | | |
| Acquiring a broad general education | 2.98 | 3.09 | 2.73 | .006 |
| Writing clearly and effectively | 2.60 | 2.79 | 4.17 | .000 |
| Speaking clearly and effectively | 2.58 | 2.75 | 3.19 | .000 |
| Thinking critically and analytically | 2.88 | 2.96 | 2.13 | .033 |
| Solving numerical problems | 2.47 | 2.65 | 3.85 | .000 |

| CCSSE Items with Significant Differences between LLC's 2010 and 2013 Survey Administration | | | | |
|--|------------------|------------------|------|------|
| Survey Item | 2010 Cohort Mean | 2013 Cohort Mean | t | Sig. |
| Using computing and information technology | 2.83 | 2.95 | 2.54 | .011 |
| Understanding yourself | 2.53 | 2.68 | 3.18 | .002 |
| Understanding people of other racial and ethnic backgrounds | 2.17 | 2.38 | 4.44 | .000 |
| Developing a personal code of values and ethics | 2.31 | 2.51 | 4.19 | .000 |
| Contributing to the welfare of your community | 1.95 | 2.13 | 3.80 | .000 |
| Developing clearer career goals | 2.75 | 2.86 | 2.33 | .020 |
| Gaining information about career opportunities | 2.64 | 2.78 | 2.98 | .003 |
| Indicate the frequency (0=don't know/not applicable, 1= rarely/never, 2 = sometimes and 3 = often), satisfaction (0=not applicable, 1= not at all 2 = sometimes and 3 = very), and importance (1=not at all, 2 = sometimes, and 3 = very) that the following services are to you at this college. | | | | |
| Frequency: Academic advising/planning | 1.81 | 1.92 | 3.20 | .001 |
| Frequency: Child care | 1.07 | 1.25 | 5.25 | .000 |
| Frequency: Student organizations | 1.37 | 1.48 | 2.80 | .005 |
| Frequency: Transfer credit assistance | 1.58 | 1.66 | 1.97 | .049 |
| Satisfaction: Academic advising/planning | 2.31 | 2.37 | 2.07 | .039 |
| Importance: Child Care | 1.73 | 1.82 | 2.01 | .045 |
| Importance: Student organizations | 1.83 | 1.98 | 3.78 | .000 |
| How likely would the following issue cause you to withdraw from class or this college? 1= not likely and 4 = very likely | | | | |
| Caring for dependents | 1.75 | 1.87 | 2.41 | .016 |
| How supportive are friends and family of your attending this college? 1=not very and 4 = extremely | | | | |
| How supportive are your friends of your attending this college? | 3.23 | 3.40 | 4.10 | .000 |
| How supportive is your immediate family of your attending this college? | 3.56 | 3.66 | 2.78 | .006 |
| Indicate reasons for attending this college? 1 = not a goal, 2 = secondary goal, 3 = primary goal | | | | |
| Transfer to a 4-year college or university | 2.09 | 2.23 | 3.11 | .002 |
| Which of the following are sources you use to pay your tuition at this college? 1 = not a sources, 2 = minor source, and 3 = major source | | | | |
| My own income/savings | 1.85 | 1.95 | 2.76 | .006 |