

AGENDA – RESEARCH, PLANNING AND EVALUATION COMMITTEE (RPEC)

MEETING INFORMATION

COMMITTEE CHARGE:

The Research, Planning and Evaluation Committee operates under the rules of the Brown Act. This committee is charged with the task of making planning meaningful to the college community by ensuring that all college wide plans adhere to and support the mission, values and strategic plan of the college. These plans will be designed to effectively support student learning and success. College wide plans will contain the appropriate components to drive decision-making processes.

| | | | |
|---|---|---------------------------|--|
| DATE: | 10/23/19 | LOCATION: | President's Conference Room |
| TIME: | 2:30 – 4:30 P.M. | MEETING TYPE: | Governance |
| CO-CHAIRS: | Becky Opsata | NOTETAKER: | |
| COMMITTEE MEMBERS: | Clarice Adams, Mark Akiyama, Daniel Catterson, Florence Espiritu, Gabe Harven, Heidi Gentry-Kolen, Chi Lo, Becky Opsata, René Sporer, Emily Stone | MEETING DATES: | Fall 2019: 9/11; 9/25; 10/09; 10/23; 11/13; 12/11 Spring 2020: 2/12; 2/26; 3/11; 3/25; 4/08; 4/22; 5/13 |
| PRESENTERS & INVITED GUESTS: | Chrisanne Knox | RELATED DOCUMENTS: | • Posted on RPEC webpage |

PREPARATION FOR MEETING: Please Read: Related documents listed above.

AGENDA ITEMS:

| | TOPIC | DESIRED OUTCOME | PRESENTER | TIME ALLOTTED | |
|-----|--|----------------------------|--------------|---------------|-------------|
| 1. | Introductions and Call to Order | | Becky Opsata | 1 min. | 2:30 – 2:31 |
| 2. | Agenda Review and Approval | Approval/ Action | ALL | 2 min. | 2:31 – 2:33 |
| 3. | Minutes Review and Approval | Approval/Action | ALL | 5 min. | 2:33 – 2:48 |
| 4. | Public Comment <i>(limited to 3 minutes)</i> | Discussion | ALL | 2 min. | 2:48 – 2:50 |
| 5. | Announcements | Discussion | ALL | 5 min. | 2:45 – 2:50 |
| 6. | External request for research | Discussion/Possible Action | ALL | 15 min. | 2:50 – 3:05 |
| 7. | Website analytics | Discussion/Possible Action | ALL | 25 min. | 3:05 – 3:30 |
| 8. | CCSSE data and ILOs | Discussion/Possible Action | ALL | 15 min. | 3:30 – 3:45 |
| 9. | CCSSE data workshopping | Discussion/Possible Action | ALL | 45 min. | 3:45 – 4:30 |
| 10. | | | | | |
| 11. | Adjournment | | ALL | | 4:30 |

RPEC – Notes 10/9/19

Introductions and call to order 2:37 – Chi Lo – new student rep.

Agenda Review – note on 1:30 for Part 8. Chi Lo moved to approve 2nd by Florence – agenda

Approval of Minutes – Heidi, 2nd by Chi to approve with one correction – vulnerable

Public Comment – none

Announcements - RP Group Conference 11/12/19 Tuesday 10 – 2

Trellis Survey Update – Emily – Emily presented that she was able to do more research regarding the concerns we had using the survey and company. The company and the survey are good. The District will take this on next year for everyone. The research showed the organization is legitimate and the survey has been validated. Daniel is concerned with the later use of the data after our survey. Will the company be using our student's data for their profit side or will the data be kept separate. Expect to see this next year from the District.

External For Update Approval – Becky reviewed additional questions for the form.

1. How do you plan to recruit participants?
2. Do you plan to use an incentives to encourage participation? What would you use?
3. How will you de-identify the students in your reporting to ensure student Confidentiality?
4. We have students who are under 18 years of age. What is your plan for removing under-aged students from participation in the survey?
5. What precautions will you take for the treatment of other vulnerable populations who could be adversely impacted by participation in the project?
6. What at the potential outcomes for participants in this project? What are the benefits and risk?
7. Will this information be used for a commercial endeavor? If yes, please describe how.

Moved by Heidi, 2nd by Florence to approve changes. Florence will add these to the form.

CCSSEE Question Classification Project – Discussion – All

We worked in pairs to evaluate the importance of questions to different constituency groups.

1. Library
2. ASDVC Students Journalism
3. Faculty/Senate
4. Deans
5. SS Managers
6. General Public
7. All
8. Workforce CE

Themes:

- Who students are
- What services used or not (satisfaction)
- Extra Opps in Classroom – work related skills – or lack – Learn to write
- Race and Equity
- ILOs

Opsata, Rebecca

From: Lovelace, Kevin <lovelace@csus.edu>
Sent: Thursday, October 10, 2019 1:12 PM
To: Opsata, Rebecca
Subject: RE: DVC Research Request - External

**** Email from External Sender ****

Hi Rebecca,

I really appreciate your email questions.

2. Yes, we are pulling a sample from Los Rios to ensure the survey is running properly.
3. I also work with the Chancellor's office in another capacity; however, I am not representing them through this study. I am using both my contacts and my research partner's, to connect with colleges.

I hope that clears up the questions. Please let me know if I need to resubmit for clarity purposes.

Dr. Kevin Lovelace

Lecturer

College of Business Administration

California State University, Sacramento

Office: (916)278-7127

Email: lovelace@csus.edu



"The public may be willing to forgive us for mistakes in judgement, but it will not forgive us for mistakes in motive" - Decrane, 1996

From: Opsata, Rebecca <BOpsata@dvc.edu>
Sent: Thursday, October 10, 2019 11:38 AM
To: Lovelace, Kevin <lovelace@csus.edu>
Subject: RE: DVC Research Request - External

Hello Kevin,

Thank you for submitting your request through our form. Our Research, Planning and Evaluation Committee will review your request at its next meeting, which is in 2 weeks.

In the meantime, can you clarify below in #2 where you talk about a pilot group of Los Rios students? That part is not relevant to DVC students, right? All you are asking is to do an online survey of our students?

And also, can you clarify what you wrote in #3 currently enrolled in all 115 California Community Colleges through the California Community College Chancellor's Office". What did you mean by THROUGH the Chancellor's Office? Will that office be part of the survey administration?

I'm sure these are questions that the committee will have, so getting that information in advance can save time.

Thank you!

Dr. Becky Opsata
Dean of Institutional Effectiveness and Accreditation
Diablo Valley College
AB 201
321 Golf Club Drive
Pleasant Hill, CA 94523
(925) 969-2724

From: Becky Opsata, Dean of Institutional Effectiveness and Accreditation <no-reply@wufoo.com>
Sent: Wednesday, October 9, 2019 3:07 PM
To: lovelace@csus.edu
Cc: Opsata, Rebecca <BOpsata@dvc.edu>
Subject: DVC Research Request - External

**** Email from External Sender ****

Thank you for submitting your research request. We will get back to you as soon as possible. In the meantime, if you have questions, please contact Becky Opsata, Dean of Institutional Effectiveness and Accreditation at Diablo Valley College.

Email: bopsata@dvc.edu

DVC Research Request – External

Today's Wednesday, October 9, 2019

Date *

Your Full Kevin Lovelace

Name *

Email * lovelace@csus.edu

Affiliation * Sacramento State University

Phone (916) 798-2362

Number *

1. What To investigate the influence of factors related to eLeadership and social identity on academic engagement
is/are your of Students with Disabilities.
research
question(s)?

**What would
you like to
know? ***

2. Describe your methodology for this research. *

1) Study Design We define a student with disabilities (SWDs) as one which is covered by all federal and state disability access and civil rights regulations, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and interacts with their university staff using Information and Communication Technology (ICT). The idea is that there will be communication and work through ICT. The purpose of this study is to investigate the influence of factors related to eLeadership and social identity on academic engagement of SWDs. The survey respondents for this study will include self-identified SWDs currently enrolled in institutions of higher education.

2) Sampling A preliminary version of the survey will be administered to a small group of students that fit into our criteria of a self-identified SWDs. Pilot (10) participants will be recruited from the Los Rios Community College District. Pilot participants will also be asked to provide feedback on the wordings that are confusing, ambiguous, redundant, or distracting; interpretation of questions; and survey fatigue. Based on the input from pilot participants, survey items will be reworded to make them simple and easy to understand. We also intend to adjust the number of questions to minimize time required to complete the questionnaire so that the response rate can be improved. Least cognitively demanding demographic questions will be included in the concluding section of the survey. Questions will be reverse coded at several places to minimize repetitiveness that reduces respondent motivation and cognitive engagement. Attention checking questions will be included in the survey to ensure proper responses from the survey respondents.

3) Data Collection Once the IRB is approved at CSUS, the California Community College Chancellor's Office will review and approve to collect data from all 115 campuses. Data will be collected using anonymous online survey technique from SWDs currently enrolled in all 115 California Community Colleges through the California Community College Chancellor's Office.

4) Data Analysis The unit of analysis for the study will be an individual – a student with disability – with a desire to obtain larger data sample for greater statistical power. Survey instruments and items for the constructs in the research model have been adapted from prior research. To avoid or minimize method bias, survey instrument will be refined through a multi-step process such as reviewing items with experts, re-wording items, and conducting a pilot survey before finalizing the survey. Research team will approach experts in the field to get constructive feedback on the questionnaire design. This helps us

understand any inherent problems in the questions that can confuse survey respondents leading to erroneous responses. Responses to all questions (unless otherwise noted) will be measured on either a five-point or seven-point Likert scale ranging from Strongly Disagree to Strongly Agree. Changes will be made where necessary after receiving feedback from experts and pilot run. The survey instrument for this study will include multiple questions and the survey method enables us to collect a multivariate data set. A standard method is to use structural equation modeling (SEM) approach, which is mostly a confirmatory technique. SEM can be used to study the relationships among latent constructs that are indicated by multiple measures. In this study, we propose to use Partial Least Squares structural equation modeling (PLS-SEM), which is particularly suited for situations where data are non-normal, and the sample size is small. Control variables, which are informed by the extant literature, will be included in the study to capture the co-variance associated with the factors that do not directly contribute to the research model.

5) Reporting of Results The aim of this research is to measure the influence of eLeadership qualities, relationship between SWDs and university staff, and effective use of ICT on the engagement of SWDs with the university. Results from this study will be published in peer reviewed journals.

3. Who will be the participants of your research? * Students with disabilities that have been identified by the local DSPS office.

4. How will you get the informed consent of your participants? * The DSPS student will receive an email from the local DSPS office with a link to the survey. The first page of the survey will have informed consent for the participants to click Yes or No depending if they wish to continue with the survey.

5. Has your research been approved by an Institutional Review Yes

Board at
another
institution?
(If yes,
please
upload your
IRB
approval
from your
home
institution).

Attach a
File



[dsps_irb_approval.pdf](#) 89.33 KB · PDF

6. How will you safely store the data you acquire? *
Raw research data will be stored on the Primary Investigator's California State University, Sacramento password protected laptop.



SACRAMENTO STATE
Redefine the Possible

Please keep this letter with your research records.

To: Ramakrishna Dantu
Business Administration

IRB protocol number: IRB-18-19-153

RE: Initial Review

On June 17, 2019, the Sacramento State Institutional Review Board (IRB) determined the proposal titled *eLeadership and Engagement of Students with Disabilities: Influencing Role of Social Identity and Espoused Values* to be Exempt from 45 CFR 46. This approval is limited to the activities described in the Initial application, and extends to the performance of these activities at each respective site identified in the Initial application. Exempt approvals will stand for the life of the project unless a modification results in a new determination.

Modifying your approved protocol:

No changes may be made to your study without first receiving IRB modification approval. Log into Cayuse IRB, select your study, and add a new submission type (Modification).

Study Closure:

Once research enrollment and all data collection are complete, the investigator is responsible for study closure. Log into Cayuse IRB, select your study, and add a new submission type (Closure) to complete this action.

Reporting Adverse Events:

Adverse reactions include, but are not limited to, bodily harm, psychological trauma, and the release of potentially damaging personal information. If any unanticipated adverse reaction should occur while conducting your research, please login to Cayuse, select this study, and add a new submission type. This submission type will be an adverse event and will look similar to your initial submission process.

Accessing Cayuse IRB:

<https://csus.cayuse424.com/rs/irb>

Should you need more information about the protection of human subjects, please consult our [Human Subjects Website](#) or contact the Research Integrity and Compliance Officer, Leah Vargas, at 916-278-5674 or leah.vargas@csus.edu.

Thank you and best wishes for continued success,

Leah Vargas
Research Integrity and Compliance Officer
Sacramento State Institutional Review Board (IRB)
FWA00003873

Communication and Collaboration

A student with effective communication skills will be a good listener and speaker.

They will be able to communicate orally, through writing, and visually using an appropriate medium. A student with collaboration skills will work with groups on the completion of a wide variety of projects. They will be able to work with teams comprised of a diverse set of people. They will develop leadership skills and the ability to work

This includes effective written and visual message construction, media choices, leadership skills, and the ability to work with others on projects.

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?

| | | | |
|--|------------|-------|-------|
| 4a. Asked questions in class or contributed to class discussions | Never | 43 | 4.2 |
| | Sometimes | 384 | 37.4 |
| | Often | 306 | 29.8 |
| | Very often | 294 | 28.6 |
| | Total | 1,027 | 100.0 |

| | | | |
|-------------------------------|------------|-------|-------|
| 4b. Made a class presentation | Never | 246 | 24.1 |
| | Sometimes | 438 | 42.9 |
| | Often | 220 | 21.5 |
| | Very often | 117 | 11.5 |
| | Total | 1,021 | 100.0 |

| | | | |
|---|------------|-------|-------|
| 4f. Worked with other students on projects during class | Never | 111 | 10.9 |
| | Sometimes | 340 | 33.5 |
| | Often | 334 | 32.9 |
| | Very often | 231 | 22.7 |
| | Total | 1,015 | 100.0 |

| | | | |
|--|------------|-------|-------|
| 4g. Worked with classmates outside of class to prepare class assignments | Never | 344 | 33.9 |
| | Sometimes | 405 | 39.9 |
| | Often | 163 | 16.1 |
| | Very often | 102 | 10.1 |
| | Total | 1,014 | 100.0 |

| | | | |
|---|------------|-------|-------|
| 4i. Participated in a community-based project (service-learning activity) as part of a regular course | Never | 759 | 75.3 |
| | Sometimes | 166 | 16.5 |
| | Often | 57 | 5.6 |
| | Very often | 26 | 2.6 |
| | Total | 1,008 | 100.0 |

| | | | |
|---|------------|-------|-------|
| 4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | Never | 135 | 13.4 |
| | Sometimes | 379 | 37.7 |
| | Often | 286 | 28.4 |
| | Very often | 206 | 20.5 |
| | Total | 1,006 | 100.0 |

Item 9: How much does this college emphasize the following?

| | | | |
|--------------------------------------|-------------|-----|-------|
| 11b. Writing clearly and effectively | Very little | 117 | 12.1 |
| | Some | 255 | 26.2 |
| | Quite a bit | 345 | 35.6 |
| | Very much | 254 | 26.1 |
| | Total | 971 | 100.0 |

| | | | |
|---------------------------------------|-------------|-----|-------|
| 11c. Speaking clearly and effectively | Very little | 131 | 13.5 |
| | Some | 293 | 30.2 |
| | Quite a bit | 281 | 29.0 |
| | Very much | 266 | 27.4 |
| | Total | 971 | 100.0 |

| | | | |
|--------------------------------------|-------------|-----|-------|
| 11f. Working effectively with others | Very little | 124 | 12.7 |
| | Some | 280 | 28.8 |
| | Quite a bit | 307 | 31.7 |
| | Very much | 260 | 26.8 |
| | Total | 970 | 100.0 |

ASSE crosswalked to ILOs
Draft 10/15/19

Empathy and Cultural Diversity

A student with an empathy mindset will be able to build relationships through understanding and valuing others with diverse backgrounds and cultures.

They will be connected and active in their community and will act in accordance with ethical norms.

This includes social and diversity awareness, civic engagement, and ethics.

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?

| | | | |
|--|------------|-------|-------|
| 4g. Worked with classmates outside of class to prepare class assignments | Never | 344 | 33.9 |
| | Sometimes | 405 | 39.9 |
| | Often | 163 | 16.1 |
| | Very often | 102 | 10.1 |
| | Total | 1,014 | 100.0 |

| | | | |
|---|------------|-------|-------|
| 4i. Participated in a community-based project (service-learning activity) as part of a regular course | Never | 759 | 75.3 |
| | Sometimes | 166 | 16.5 |
| | Often | 57 | 5.6 |
| | Very often | 26 | 2.6 |
| | Total | 1,008 | 100.0 |

| | | | |
|---|------------|-------|-------|
| 4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | Never | 135 | 13.4 |
| | Sometimes | 379 | 37.7 |
| | Often | 286 | 28.4 |
| | Very often | 206 | 20.5 |
| | Total | 1,006 | 100.0 |

| | | | |
|---|------------|-------|-------|
| 4r. Had serious conversations with students who differ from you | Never | 374 | 37.1 |
| | Sometimes | 390 | 38.7 |
| | Often | 151 | 15.0 |
| | Very often | 93 | 9.2 |
| | Total | 1,008 | 100.0 |

Item 9: How much does this college emphasize the following?

| | | | |
|--|-------------|-----|-------|
| 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | Very little | 154 | 15.7 |
| | Some | 238 | 24.3 |
| | Quite a bit | 326 | 33.3 |
| | Very much | 262 | 26.8 |
| | Total | 980 | 100.0 |

Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

| | | | |
|--------------------------------------|-------------|-----|-------|
| 11f. Working effectively with others | Very little | 124 | 12.7 |
| | Some | 280 | 28.8 |
| | Quite a bit | 307 | 31.7 |
| | Very much | 260 | 26.8 |
| | Total | 970 | 100.0 |

Growth Mindset

A student with a growth mindset is willing to take risks, learn from mistakes, and has a drive to complete tasks.

They set goals and priorities for actions and are flexible and able to respond to changes. A person with a growth mindset can be developed through practice, training, and effort.

A growth mindset believes that abilities and intelligence

can be developed through practice, training, and effort. This includes adaptability, resilience, self-awareness, and entrepreneurial mindset.

| | | | |
|--|------------|-------|-------|
| Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? | | | |
| 4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF] | Never | 199 | 19.6 |
| | Sometimes | 277 | 27.2 |
| | Often | 313 | 30.7 |
| | Very often | 230 | 22.5 |
| | Total | 1,019 | 100.0 |

| | | | |
|--|-------------|-----|------|
| Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities? | | | |
| 5f. Using information you have read or heard to perform a new skill [ACCHALL] | Very little | 84 | 8.3 |
| | Some | 229 | 22.7 |
| | Quite a bit | 419 | 41.5 |
| | Very much | 278 | 27.5 |

| | | | |
|--|-------|-----|-------|
| 17. During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college). | No | 773 | 81.5 |
| | Yes | 175 | 18.5 |
| | Total | 948 | 100.0 |

| | | | |
|---|-------------|-----|-------|
| Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? | | | |
| 11a. Acquiring job- or work-related knowledge and skills | Very little | 263 | 27.0 |
| | Some | 321 | 33.0 |
| | Quite a bit | 197 | 20.3 |
| | Very much | 191 | 19.7 |
| | Total | 972 | 100.0 |
| 11g. Learning effectively on your own | Very little | 86 | 8.8 |
| | Some | 230 | 23.7 |
| | Quite a bit | 327 | 33.6 |
| | Very much | 330 | 34.0 |
| | Total | 973 | 100.0 |
| 11h. Developing clearer career goals | Very little | 191 | 19.8 |
| | Some | 265 | 27.5 |
| | Quite a bit | 274 | 28.4 |
| | Very much | 234 | 24.3 |
| | Total | 963 | 100.0 |
| 11i. Gaining information about career opportunities | Very little | 229 | 23.9 |
| | Some | 302 | 31.5 |
| | Quite a bit | 245 | 25.5 |
| | Very much | 183 | 19.1 |
| | Total | 959 | 100.0 |

Information and Technological Fluency

A student who is information and technology fluent will utilize appropriate technology to locate and critically evaluate information from a variety of sources, to formulate responses to issues, reach informed decisions, and communicate effectively.

This includes being flexible and strategic in the use of technology, as well as the accurate and ethical use of written and visual materials.

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?

| | | | |
|--|------------|-------|-------|
| 4d. Worked on a paper or project that required integrating ideas or information from various sources | Never | 92 | 9.1 |
| | Sometimes | 242 | 23.9 |
| | Often | 388 | 38.2 |
| | Very often | 291 | 28.8 |
| | Total | 1,014 | 100.0 |

Item 6: During the current academic year, how much reading and writing have you done at this college?

| | | | |
|---|--------------|-----|-------|
| 6c. Number of written papers or reports of any length | None | 99 | 10.1 |
| | 1-4 | 281 | 28.6 |
| | 5-10 | 304 | 30.9 |
| | 11-20 | 193 | 19.7 |
| | More than 20 | 105 | 10.7 |
| | Total | 981 | 100.0 |

Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?

| | | | |
|--|-------------|-------|-------|
| 5c. Forming a new idea or understanding from various pieces of information | Very little | 49 | 4.9 |
| | Some | 246 | 24.3 |
| | Quite a bit | 419 | 41.5 |
| | Very much | 296 | 29.3 |
| | Total | 1,010 | 100.0 |
| 5d. Making judgements about the value or soundness of information, arguments, or methods | Very little | 82 | 8.2 |
| | Some | 294 | 29.3 |
| | Quite a bit | 382 | 38.0 |
| | Very much | 246 | 24.5 |
| | Total | 1,004 | 100.0 |
| 5e. Applying theories or concepts to practical problems or in new situations | Very little | 86 | 8.6 |
| | Some | 275 | 27.3 |
| | Quite a bit | 400 | 39.7 |
| | Very much | 247 | 24.5 |
| | Total | 1,008 | 100.0 |

Solution Mindset and Critical Thinking

A student with a solution mindset will think critically and evaluate information sources for accuracy and usefulness. They will think critically about data and information. They will be able to design and implement appropriate solutions for situations they face.

This includes understanding methods of inquiry and analysis of available choices.

| | | | |
|--|------------|-------|-------|
| Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? | | | |
| 4a. Asked questions in class or contributed to class discussions | Never | 43 | 4.2 |
| | Sometimes | 384 | 37.4 |
| | Often | 306 | 29.8 |
| | Very often | 294 | 28.6 |
| | Total | 1,027 | 100.0 |
| 4d. Worked on a paper or project that required integrating ideas or information from various sources | | | |
| | Never | 92 | 9.1 |
| | Sometimes | 242 | 23.9 |
| | Often | 388 | 38.2 |
| | Very often | 291 | 28.8 |
| | Total | 1,014 | 100.0 |
| 4r. Had serious conversations with students who differ from you | | | |
| | Never | 374 | 37.1 |
| | Sometimes | 390 | 38.7 |
| | Often | 151 | 15.0 |
| | Very often | 93 | 9.2 |
| | Total | 1,008 | 100.0 |

| | | | |
|---|-------------|-----|-------|
| Item 11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? | | | |
| 11d. Thinking critically and analytically | Very little | 73 | 7.5 |
| | Some | 215 | 22.2 |
| | Quite a bit | 369 | 38.1 |
| | Very much | 312 | 32.2 |
| | Total | 968 | 100.0 |
| 11e. Solving numerical problems | | | |
| | Very little | 171 | 17.6 |
| | Some | 281 | 28.9 |
| | Quite a bit | 284 | 29.2 |
| | Very much | 237 | 24.4 |
| | Total | 972 | 100.0 |

Solution mindset page 2

Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?

| | | | |
|--|-------------|-------|-------|
| 5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | Very little | 81 | 8.0 |
| | Some | 291 | 28.7 |
| | Quite a bit | 372 | 36.7 |
| | Very much | 269 | 26.6 |
| | Total | 1,013 | 100.0 |
| 5b. Analyzing the basic elements of an idea, experience, or theory | Very little | 45 | 4.5 |
| | Some | 200 | 19.9 |
| | Quite a bit | 438 | 43.6 |
| | Very much | 321 | 32.0 |
| | Total | 1,004 | 100.0 |
| 5c. Forming a new idea or understanding from various pieces of information | Very little | 49 | 4.9 |
| | Some | 246 | 24.3 |
| | Quite a bit | 419 | 41.5 |
| | Very much | 296 | 29.3 |
| | Total | 1,010 | 100.0 |

| | | | |
|--|-------------|-------|-------|
| 5d. Making judgements about the value or soundness of information, arguments, or methods | Very little | 82 | 8.2 |
| | Some | 294 | 29.3 |
| | Quite a bit | 382 | 38.0 |
| | Very much | 246 | 24.5 |
| | Total | 1,004 | 100.0 |
| 5e. Applying theories or concepts to practical problems or in new situations | Very little | 86 | 8.6 |
| | Some | 275 | 27.3 |
| | Quite a bit | 400 | 39.7 |
| | Very much | 247 | 24.5 |
| | Total | 1,008 | 100.0 |
| 5f. Using information you have read or heard to perform a new skill | Very little | 84 | 8.3 |
| | Some | 229 | 22.7 |
| | Quite a bit | 419 | 41.5 |
| | Very much | 278 | 27.5 |

Notable Findings

| | | | |
|---|-----------|-----|-------|
| 35. Would you recommend this college to a friend or family member? | No | 43 | 4.5 |
| | Yes | 899 | 95.5 |
| | Total | 941 | 100.0 |
| | | | |
| 36. How would you evaluate your overall educational experience at this college? | Poor | 3 | 0.4 |
| | Fair | 96 | 10.2 |
| | Good | 491 | 52.3 |
| | Excellent | 349 | 37.2 |
| | Total | 939 | 100.0 |
| | | | |

Item 9: How much does this college emphasize the following?

| | | | |
|--|-------------|-----|-------|
| 9b. Providing the support you need to help you succeed at this college [SUPPORT] | Very little | 48 | 5.0 |
| | Some | 206 | 21.2 |
| | Quite a bit | 410 | 42.4 |
| | Very much | 304 | 31.4 |
| | Total | 968 | 100.0 |
| 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT] | Very little | 154 | 15.7 |
| | Some | 238 | 24.3 |
| | Quite a bit | 326 | 33.3 |
| | Very much | 262 | 26.8 |
| | Total | 980 | 100.0 |

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?

| | | | |
|---|------------|-------|-------|
| 4r. Had serious conversations with students who differ from you | Never | 374 | 37.1 |
| | Sometimes | 390 | 38.7 |
| | Often | 151 | 15.0 |
| | Very often | 93 | 9.2 |
| | Total | 1,008 | 100.0 |

