



Community College Institutional Survey
Part 1.1: First-Year Experience

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Part 1 of 3: Inventory of Structured Group Learning Experiences

In an effort to capitalize on the strength of student groups, student cohorts, and communities of learning, many colleges implement various STRUCTURED GROUP LEARNING EXPERIENCES for students. Even if they go by different names at your college, describe them to the best of your ability in response to the following questions.

1. Does your college implement any kind of a structured first-year experience?

(A first-year experience is a course or a combination of in-class and out-of-class activities offered to students during their first semester/quarter or first-year at this college. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later.)

- No
- Yes

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Community College Institutional Survey
Part 1.2: Learning Communities

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16. Does your college implement any kind of a learning community?

(Learning communities are two or more linked courses that a group of students take together. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later)

- No
 Yes

17. Which of the following modalities are actively implemented for your college's learning community(ies)? (Mark all that apply)

- Face-to-face interaction
 Online interaction (such as mediated lectures, forums, chat)
 Computer-assisted learning (such as simulations, virtual labs, specialized software)
 Social networking technologies (such as Facebook, Twitter, MySpace)

18. Which student groups comprise the target population for your college's learning community(ies)? (Mark all that apply)

- All first-time students (full- AND part-time)
 First-time full-time students
 Developmental/remedial students
 No specific group of students
 Other (Please specify. Write in a short description below.)

250 characters remaining

19. For which students is (are) your learning community(ies) mandatory? (Mark all that apply)

- All first-time students (full- AND part-time)
 First-time full-time students
 Developmental/remedial students
 No specific group of students
 Other (Please specify. Write in a short description below.)

250 characters remaining

Let us know about the overall extent (scale) of student participation in this practice at your college:

20. What percent of all of your currently enrolled credit students (including developmental/remedial students) has participated in a learning community?

% of all students

*** and ***

21. What percent of your **targeted** student population has participated in a learning community?

% of targeted students

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Community College Institutional Survey
Part 1.2: Learning Communities

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22. Do you have more than one type of learning community?

- No
 Yes

***NOTE: If there is more than one type or instance of learning community at your college, select only ONE as your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.**

23. Which of the following modalities are actively implemented in your SELECTED* program? (Mark all that apply, especially if blended or otherwise used concurrently)

- Face-to-face interaction
 Online interaction (such as mediated lectures, forums, chat)
 Computer-assisted learning (such as simulations, virtual labs, specialized software)
 Social networking technologies (such as Facebook, Twitter, MySpace)

24. What is the duration of this* program? (What number of hours, days, or weeks, or how many quarters or semesters, does the program span?)

- Hours
 Days
 Weeks
 Quarters
 Semesters

25. How many total contact hours does this* program involve? (Or, the minimum number of contact hours)

Total (or minimum) contact hours

26. How many credits, if any, does this* program confer (whether institutional or degree credit)?

Number of credits

27. Does this* program use a standard textbook, curriculum guide, or other standard materials across most sections?

- No
 Yes

28. If so, please specify title, author, and/or source below (locally or commercially produced).

Text selected by individual teachers

characters remaining

***NOTE: If there is more than one type or instance of learning community at your college, select only ONE as your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.**

29. Indicate who at your campus participates in this* program and how. (Mark all that apply)

Who does this...	Among these members of the campus community?				
	Administrators	Department heads	Faculty	Student services staff	Students
Plans/designs this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinates/supervises the program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaches/facilitates the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training/professional development <i>available</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training/professional development <i>required</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. What kind of data do you gather to ascertain this* program's effectiveness? (Mark all that apply)

- Developmental course completion rates
- Overall course completion rates
- Fall to spring retention
- Fall to fall retention
- Fall to second-year retention
- GPA
- Degree or certificate attainment
- Time to completion
- Transfer to four-year/baccalaureate college/university
- Student learning outcomes assessment
- Other (Please specify. Write in a short description below.)

500 characters remaining

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***NOTE: If there is more than one type or instance of learning community your reference in responding to the next set of questions: specifically, of students participate.**



Community College Institutional Survey
Part 1.3: College Orientation

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31. Does your college implement any kind of college orientation?

(NOTE: College orientation may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later)

- No
 Yes

32. Which of the following modalities are actively implemented for your college orientation(s)? (Mark all that apply)

- Face-to-face interaction
 Online interaction (such as mediated lectures, forums, chat)
 Computer-assisted learning (such as simulations, virtual labs, specialized software)
 Social networking technologies (such as Facebook, Twitter, MySpace)

33. Which student groups comprise the target population for your college orientation(s)? (Mark all that apply)

- All first-time students (full- AND part-time)
 First-time full-time students
 Developmental/remedial students
 No specific group of students
 Other (Please specify. Write in a short description below.)

250 characters remaining

34. For which students is (are) your college orientation(s) mandatory? (Mark all that apply)

- All first-time students (full- AND part-time)
 First-time full-time students
 Developmental/remedial students
 No specific group of students
 Other (Please specify. Write in a short description below.)

250 characters remaining

Let us know about the overall extent (scale) of student participation in this practice at your college:

35. What percent of all of your currently enrolled credit students (including developmental/remedial students) has participated in college orientation?

% of all students

*** and ***

36. What percent of your **targeted** student population has participated in college orientation?

% of targeted students

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Community College Institutional Survey
Part 1.3: College Orientation

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37. Do you have more than one type of college orientation?

- No
 Yes

***NOTE: If there is more than one type or instance of college orientation at your college, select only ONE as your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.**

38. Which of the following modalities are actively implemented in your SELECTED* program? (Mark all that apply, especially if blended or otherwise used concurrently)

- Face-to-face interaction
 Online interaction (such as mediated lectures, forums, chat)
 Computer-assisted learning (such as simulations, virtual labs, specialized software)
 Social networking technologies (such as Facebook, Twitter, MySpace)

39. What is the duration of this* program? (What number of hours, days, or weeks or how many quarters or semesters, does the program span?)

- Hours
 Days
 Weeks
 Quarters
 Semesters

40. How many total contact hours does this* program involve? (Or, the minimum number of contact hours)

Total (or minimum) contact hours

41. How many credits, if any, does this* program confer (whether institutional or degree credit)?

Number of credits

42. Does this* program use a standard textbook, curriculum guide, or other standard materials?

- No
 Yes

43. If so, please specify title, author, and/or source below.

characters remaining

***NOTE: If there is more than one type or instance of college orientation your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.**

44. Indicate who at your campus participates in this* program and how. (Mark all that apply)

Who does this...	Among these members of the campus community?				
	Administrators	Department heads	Faculty	Student services staff	Students
Plans/designs this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinates/supervises the program?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaches/facilitates the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training/professional development <i>available</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training/professional development <i>required</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. What kind of data do you gather to ascertain this* program's effectiveness?

- Developmental course completion rates
- Overall course completion rates
- Fall to spring retention
- Fall to fall retention
- Fall to second-year retention
- GPA
- Degree or certificate attainment
- Time to completion
- Transfer to four-year/baccalaureate college/university
- Student learning outcomes assessment
- Other (Please specify. Write in a short description below.)

500 characters remaining

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***NOTE: If there is more than one type or instance of college orientation your reference in responding to the next set of questions: specifically, of students participate.**



Community College Institutional Survey
Part 1.4: Student Success Course

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46. Does your college implement any kind of student success course?

(A student success course is a course specifically designed to teach skills and strategies to help students succeed in college. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later)

- No
 Yes

47. Which of the following modalities are actively implemented for your college's student success course(s)? (Mark all that apply)

- Face-to-face interaction
 Online interaction (such as mediated lectures, forums, chat)
 Computer-assisted learning (such as simulations, virtual labs, specialized software)
 Social networking technologies (such as Facebook, Twitter, MySpace)

48. Which student groups comprise the target population for your student success course(s)? (Mark all that apply)

- All first-time students (full- AND part-time)
 First-time full-time students
 Developmental/remedial students
 No specific group of students
 Other (Please specify. Write in a short description below.)

250 characters remaining

49. For which students is (are) your student success course(s) mandatory? (Mark all that apply)

- All first-time students (full- AND part-time)
 First-time full-time students
 Developmental/remedial students
 No specific group of students
 Other (Please specify. Write in a short description below.)

250 characters remaining

Let us know about the overall extent (scale) of student participation in this practice at your college:

50. What percent of all of your currently enrolled credit students (including developmental/remedial students) has participated in student success course?

% of all students

*** and ***

51. What percent of your **targeted** student population has participated in student success course?

% of targeted students

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Community College Institutional Survey
Part 1.4: Student Success Course

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52. Do you have more than one type of student success course?

- No
 Yes

***NOTE: If there is more than one type or instance of a student success course at your college, select only ONE as your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.**

53. Which of the following modalities are actively implemented in your SELECTED program? (Mark all that apply, especially if blended or otherwise used concurrently)

- Face-to-face interaction
 Online interaction (such as mediated lectures, forums, chat)
 Computer-assisted learning (such as simulations, virtual labs, specialized software)
 Social networking technologies (such as Facebook, Twitter, MySpace)

54. What is the duration of this program? (What number of hours, days, or weeks or how many quarters or semesters, does the program span?)

- Hours
 Days
 Weeks
 Quarters
 Semesters

55. How many total contact hours does this program involve? (Or, the minimum number of contact hours)

 Total (or minimum) contact hours

56. How many credits, if any, does this program confer (whether institutional or degree credit)?

 Number of credits

57. Does this program use a standard textbook, curriculum guide, or other standard materials?

- No
 Yes

58. If so, please specify title, author, and/or source below (locally or commercially produced).

500 characters remaining

59. Indicate who at your campus participates in this program and how. (Mark all that apply)

Who does this...	Among these members of the campus community?				
	Administrators	Department heads	Faculty	Student services staff	Students
Plans/designs this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinates/supervises the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaches/facilitates the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training/professional development <i>available</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is training/professional development <i>required</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60. What kind of data do you gather to ascertain this program's effectiveness?

- Developmental course completion rates
- Overall course completion rates
- Fall to spring retention
- Fall to fall retention
- Fall to second-year retention
- GPA
- Degree or certificate attainment
- Time to completion
- Transfer to four-year/baccalaureate college/university
- Student learning outcomes assessment
- Other (Please specify. Write in a short description below.)

500 characters remaining

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Community College Institutional Survey
Part 1.5: Accelerated Courses or Fast Track

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61. Does your college implement any kind of accelerated course or fast-track program in DEVELOPMENTAL/REMEDIATION education?
(Accelerated courses or fast-track programs are learning experiences designed to help students move more quickly through course work in order to complete their educational goals. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later.)

- No
- Yes

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Community College Institutional Survey
Part 2: Curriculum and Components

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Part 2 of 3: Curriculum and Components of Structured Group Learning Experiences

Now please identify some of the specific components associated with your college's STRUCTURED GROUP LEARNING EXPERIENCES.

74. Which of the following components and/or curriculum content make up the *Structured first-year experience, learning communities, orientation, student success course, and accelerated/fast track course for developmental/remedial education at your college? (Mark all that apply)**

Definitions:

- A first-year experience is a course or combination of in-class and out-of-class activities offered to students during their first semester/quarter or first-year at this college.
- Learning communities are two or more linked courses that a group of students take together.
- College orientations
- A student success course is a course specifically designed to teach skills and strategies to help students succeed in college.
- Accelerated courses or fast-track programs are learning experiences designed to help students move more quickly through course work in order to complete their educational goals.

***Remember: if there is more than one type or instance of such program(s) at your college, select only ONE as your reference in responding: specifically, the one in which the greatest number of students participate.**

Is this component or curriculum content...	Part of this* structured group learning experience?				
	First-year experience	Learning community	College orientation	Student success course	Accelerated courses or fast-track programs
Time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Note-taking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Test-taking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use of information resources (e.g., library, finding and evaluating sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic technology skills (e.g., using Internet, word processing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online learning skills (e.g., course management system, "netiquette," constructive discourse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning style assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of a written individual academic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification of personal strengths and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information about and/or use of the college's personal/social support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about and/or use of the college's academic support network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned study groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assigned group projects/assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common reading(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study/assignments focused on a common theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus or community service project(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in campus activities/events outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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75. How are the *first-year experience, learning communities, orientation, student success course, and/or accelerated/fast track course* programs related at your college, if at all? Please provide a brief description of how they are connected, linked, or integrated.

They are not formally related.

2500 characters remaining

76. What else would you like us to know about the implementation of promising practices such as these (*first-year experience, learning communities, orientation, student success course, and/or accelerated/fast track course* programs) at your college?

COM is working on rebuilding its matriculation services to enhance student engagement and success.

Defunding of matriculation has resulted in the dismantling of the matriculation pipeline.

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Community College Institutional Survey
Part 3: Student Placement and Support Practices

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Part 3 of 3: Student Placement and Support Practices

The third part of this survey asks about student placement and academic support for students at your college.

Answer the Following Questions Regarding Your Institution's Registration and Placement Process:

77. In the most recent fall academic term, what percentage of all class enrollments did students register for after the first class meeting?

% of all class enrollments occurred after the first class meeting

78. Exceptions allowing late registration (after first class meeting) must be approved by whom?

- Advisor/counselor
 Faculty member
 Department or program chair
 Other Administrator
 No approval required for registration after first class meeting

79. Does your college have a formal policy that prohibits students from registering after the first meeting of a class?

- Yes
 No

80. Does your college provide a placement test (such as ACCUPLACER, ASSET, COMPASS, etc.), a placement test-preparation experience (such as an intensive skills "brush-up" workshop, summer program, or the like to help students prepare for your college's placement tests), or both, for any of the following areas? (Mark all that apply)

Does your college provide...	No	Yes, in-person/face-to-face	Yes, online or mediated
A placement test or entry assessment...			
For Reading?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For Writing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For Math?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A test preparation experience...			
For Reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Math?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

81. If your college offers a placement test-prep experience, which of the following describes the type of experience that your college offers? (Mark all that apply)

- Not applicable. Our college does not offer a test-prep program for the entry assessment

- A test-prep program for students still in high school
- A summer test prep program
- A test-prep program as part of our college's intake/registration process
- Other (Please specify. Write in a short description below.)

250 characters remaining

82. Identify the specific group(s) of students for whom a placement test-prep experience is mandatory. (Mark all that apply)

- All first-time students (full- AND part-time)
- First-time full-time students
- No specific group of students
- Other (Please specify. Write in a short description below.)

250 characters remaining

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Community College Institutional Survey
Part 3: Student Placement and Support Practices

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Regarding Academic Planning and Advising for Students:

83. For which of the following areas, if any, does your institution have in place a systematic process whereby each entering student will have assistance from the college by the end of his/her first semester/quarter? (Mark all that apply)

- Inquiring about work-life-school balance and choosing an appropriate course load
- Establishing an overall academic goal(s) (such as a college certificate, associate degree and/or transfer)
- Defining a course enrollment sequence
- Declaring a major
- Creating a written plan for attaining overall educational goals
- None of these

84. Identify the specific group(s) of entering students for which academic planning and advising is mandatory. (Mark all that apply)

- All first-time students (full- AND part-time)
- First-time full-time students
- Developmental/remedial students
- No specific group of students
- Other (Please specify. Write in a short description below.)

250 characters remaining

85. What percentage of your college's entering students receive academic planning and advising prior to registering for their first term at this college?

% of entering students

86. What percentage of your college's entering students receive academic planning and advising by the end of their first term?

% of entering students

87. In which of the following modalities is academic planning and advising provided? (Mark all that apply, especially if blended or otherwise used concurrently)

- Face-to-face interaction
- Online interaction
- Computer-assisted learning (such as surveys, tutorials, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

88. In what setting are students most likely to receive academic planning and advising in their first term? (Select only one)

- One-on-one with college staff member outside of class

- In a group setting outside of class
- As part of class
- Online
- Via social networking technologies (such as Facebook, Twitter, MySpace)

89. Who delivers academic planning and advising? Is professional development provided and/or required? (Mark all that apply)

Are these people...	Involved in this way in academic planning and advising?		
	Does this person deliver academic planning and advising?	Professional development in academic advising <i>provided</i> to this person?	Professional development in academic advising <i>required</i> of this person?
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Regarding Supplemental Instruction:

90. Identify the specific group(s) of students or courses for which supplemental instruction/supplemental learning is mandatory. (Mark all that apply)

- All first-time students (full- AND part-time)
- First-time full-time students
- Developmental/remedial students
- No specific group of students
- Other (Please specify. Write in a short description below.)

250 characters remaining

91. In what subject areas is supplemental instruction offered (i.e., student participation in extra class sessions with the instructor, a tutor, or an experienced student)?

a. Developmental math:

- None
- All courses
- Only selected courses

b. Developmental writing:

- None
- All courses
- Only selected courses

c. Developmental reading:

- None
- All courses
- Only selected courses

d. Introductory college-level courses:

- None
- All courses
- Only selected courses

e. Other (please specify):

- None
- All courses
- Only selected courses

92. In which of the following modalities is supplemental instruction/supplemental learning provided at your college? (Mark all that apply, especially if blended or otherwise used concurrently)

- Face-to-face interaction
- Online interaction
- Via social networking technologies (such as Facebook, Twitter, MySpace)

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Regarding Tutoring Services:

93. Does your institution offer tutoring services for students at this college?

- No
- Yes

94. In which of the following modalities is tutoring provided at your college? (Mark all that apply, especially if blended or otherwise used concurrently)

- Face-to-face interaction
- Online interaction
- Computer-assisted tutoring (such as simulations, virtual labs, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

95. In what setting are students most likely to receive tutoring? (Select only one)

- One-on-one with a college staff member or peer tutor outside of class
- In a skills lab at the college (such as writing, math)
- In a group setting outside of class
- As part of class
- Online
- Via social networking technologies such as Facebook, Twitter, MySpace

96. In what subject areas is tutoring offered at your college? (Select only one from each subject area)

a. Developmental math:

- None
- All courses
- Only selected courses

b. Developmental writing:

- None
- All courses
- Only selected courses

c. Developmental reading:

- None
- All courses
- Only selected courses

d. Introductory college-level courses:

- None

- All courses
- Only selected courses

e. Other (please specify):

- None
- All courses
- Only selected courses

97. Identify the specific group(s) of students or courses for which tutoring is mandatory. (Mark all that apply)

- All first-time students (full- AND part-time)
- First-time full-time students
- Developmental/remedial students
- No specific group of students
- Other (Please specify. Write in a short description below.)

250 characters remaining

98. Who delivers tutoring? Is professional development provided and/or required? (Mark all that apply)

Are these people...	Does this person deliver tutoring services?	Involved in this way in tutoring? Professional development in for tutoring <i>provided</i> to this person?	Professional development in tutoring <i>required</i> of this person?
Faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Regarding Early Academic Warning/Intervention Process:

99. Has your institution implemented a systematic early academic warning/early intervention process? (i.e., a process whereby someone at the college contacts students who are struggling academically in an effort to get them the assistance they need)

- No
 Yes

100. Who contacts or intervenes with students? (Mark all that apply)

- Faculty members
 Student services staff members
 Students
 Other (Please specify. Write in a short description below.)

Some special programs provide academic intervention.

250 characters remaining

101. Through which of the following modalities, if any, does the college contact or intervene with students? (Mark all that apply, especially if blended or otherwise used concurrently)

- By phone
 In face-to-face settings
 Online (such as mediated forums, chat)
 Via social networking technologies such as Facebook, Twitter, MySpace
 Other (Please specify. Write in a short description below.)

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Regarding Out-of-Class "Hands-On" Learning Experiences:

102. For which type of disciplines/academic areas does your college require the following out-of-class "hands-on" learning experiences as part of regular courses?

Are these out-of-class "hands-on" learning experiences requiredin this discipline or academic area?		
	Humanities/social sciences	Natural sciences	Vocational/technical
Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clinical placement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Field experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Service learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Institutional Survey

Your answers have been successfully submitted.

THANK YOU FOR SHARING YOUR RESPONSES!

You may update or revise your responses at any time until the close date of May 18th, 2011.

You may print this page as documentation of your participation in the *Institutional Survey*.

Your username is **CCIS4166**. Please click the "Exit" button below to exit the survey. You will be directed to the Community College Survey of Student Engagement website.

In addition, as we begin development of a major national report on high-impact educational practices in community colleges, we are seeking (as is customary for the Center) examples from colleges describing their implementation of specific promising practices and results achieved thus far. Please ensure that pertinent stories and data from your college are submitted through our [Engagement in Action form](#)! We look forward to featuring good work underway at participating colleges.

Thank you again for your time.

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