

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Scores Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

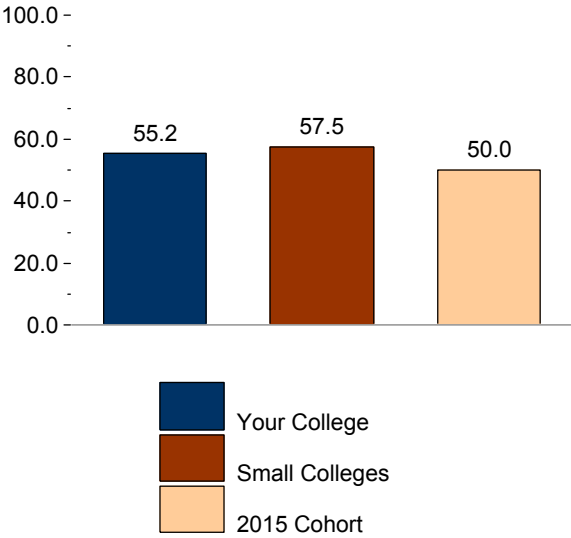
Entering Students Only

[Weighted]

Benchmark	Your College	Small Colleges		2015 Cohort	
	Score	Score	Difference	Score	Difference
Early Connections	55.2	57.5	-2.3	50.0	5.2
High Expectations and Aspirations	51.5	50.1	1.4	50.0	1.5
Clear Academic Plan and Pathway	49.6	55.7	-6.1	50.0	-0.4
Effective Track to College Readiness	50.7	51.8	-1.1	50.0	0.7
Engaged Learning	50.0	52.4	-2.4	50.0	0.0
Academic and Social Support Network	54.5	52.1	2.4	50.0	4.5

* The comparison group and cohort columns on this page INCLUDE your college.

Survey of Entering Student Engagement
University of Cincinnati Clermont College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*
Entering Students Only
[Weighted]
Early Connections (EARLYCON)



* The comparison group and cohort bars on this page INCLUDE your college.

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Early Connections (EARLYCON)

		Your College	Small Colleges		2015 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	4.18	4.13		4.02	0.21**
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	3.55	3.66		3.47	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	2.97	3.33	-0.31**	3.06	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	3.40	3.56		3.29	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.						

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** T-test: 2-tailed

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

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

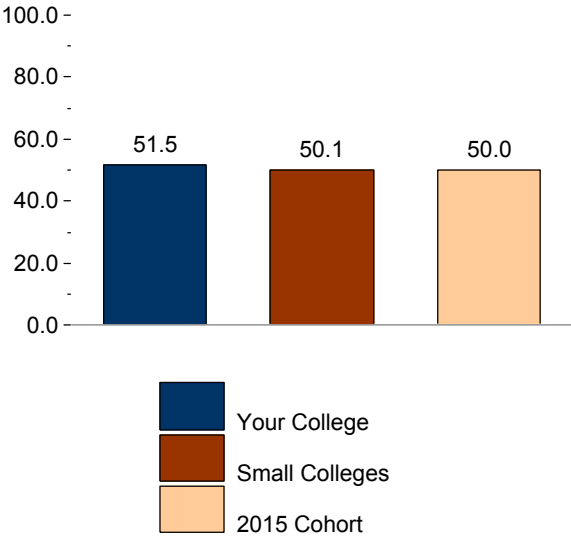
[Weighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	1	0.2	108	0.5	710	0.7
		Disagree	4	1.2	302	1.4	1,835	1.9
		Neutral	50	16.1	3,690	17.4	21,240	22.2
		Agree	140	44.9	9,757	46.0	43,384	45.3
		Strongly agree	117	37.6	7,356	34.7	28,665	29.9
		Total	312	100.0	21,213	100.0	95,834	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	17	5.5	904	4.3	6,097	6.4
		Disagree	42	13.3	2,322	11.0	13,332	13.9
		Neutral	70	22.5	4,978	23.5	24,944	26.1
		Agree	118	37.5	7,793	36.8	32,371	33.8
		Strongly agree	66	21.1	5,190	24.5	18,912	19.8
		Total	313	100.0	21,187	100.0	95,657	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	41	13.0	1,516	7.2	10,107	10.6
		Disagree	82	26.3	4,158	19.7	24,244	25.4
		Neutral	80	25.4	5,476	25.9	25,210	26.4
		Agree	66	21.2	5,829	27.6	21,915	23.0
		Strongly agree	44	14.1	4,153	19.7	13,967	14.6
		Total	313	100.0	21,132	100.0	95,443	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	43	13.9	1,737	8.2	11,804	12.4
		Disagree	56	17.7	3,394	16.0	19,459	20.4
		Neutral	43	13.9	3,543	16.7	16,966	17.8
		Agree	75	23.8	6,169	29.1	24,238	25.4
		Strongly agree	96	30.7	6,321	29.9	23,070	24.1
		Total	313	100.0	21,164	100.0	95,536	100.0
Item 23								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	138	44.8	8,393	40.7	28,569	30.8
		No	171	55.2	12,230	59.3	64,225	69.2
		Total	309	100.0	20,623	100.0	92,795	100.0

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Survey of Entering Student Engagement
University of Cincinnati Clermont College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*
Entering Students Only
[Weighted]
High Expectations and Aspirations (HIEXPECT)



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Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

High Expectations and Aspirations (HIEEXPECT)

		Your College	Small Colleges		2015 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	4.39	4.34		4.29	
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	4.49	4.41		4.39	
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	4.41	4.30		4.28	
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	1.46	1.47		1.45	
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	1.39	1.36		1.39	
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	1.62	1.59		1.61	
19s. Skip class [HIEEXPECT]	SKIPCL	1.38	1.36		1.34	

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Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	1	0.2	29	0.1	188	0.2
		Disagree	3	0.9	114	0.5	616	0.6
		Neutral	23	7.3	2,057	9.7	10,832	11.4
		Agree	134	42.7	9,306	44.1	43,859	46.0
		Strongly agree	153	48.8	9,604	45.5	39,809	41.8
		Total	313	100.0	21,111	100.0	95,305	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	1	0.5	83	0.4	455	0.5
		Disagree	3	1.0	231	1.1	1,223	1.3
		Neutral	17	5.4	1,892	8.9	9,016	9.4
		Agree	110	35.4	7,703	36.4	34,220	35.9
		Strongly agree	180	57.8	11,237	53.1	50,507	52.9
		Total	312	100.0	21,146	100.0	95,420	100.0
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	4	1.2	83	0.4	504	0.5
		Disagree	3	1.0	328	1.5	1,458	1.5
		Neutral	20	6.6	2,541	12.0	12,371	12.9
		Agree	120	38.5	8,517	40.2	37,545	39.3
		Strongly agree	164	52.7	9,707	45.8	43,775	45.8
		Total	311	100.0	21,175	100.0	95,652	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEXPECT]	LATETURN	Never	195	62.4	13,621	64.1	63,009	65.7
		Once	97	31.1	5,560	26.1	24,257	25.3
		Two or three times	16	5.2	1,834	8.6	7,633	8.0
		Four or more times	4	1.4	249	1.2	1,069	1.1
		Total	312	100.0	21,263	100.0	95,968	100.0
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	209	69.6	15,310	73.3	67,508	71.4
		Once	72	23.8	3,973	19.0	19,091	20.2
		Two or three times	13	4.2	1,257	6.0	6,292	6.7
		Four or more times	7	2.4	352	1.7	1,629	1.7
		Total	301	100.0	20,892	100.0	94,521	100.0
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	170	54.4	12,223	57.4	54,427	56.7
		Once	101	32.2	6,050	28.4	27,790	28.9
		Two or three times	34	10.8	2,421	11.4	11,097	11.6
		Four or more times	8	2.6	585	2.7	2,751	2.9
		Total	312	100.0	21,279	100.0	96,066	100.0

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2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

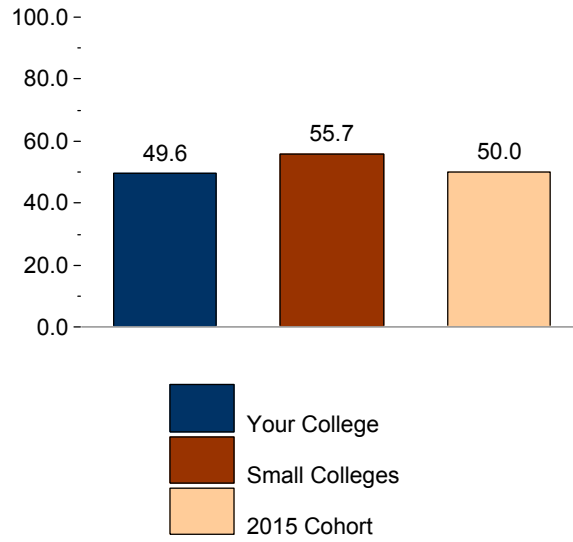
[Weighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	226	72.5	15,760	73.9	72,490	75.3
		Once	58	18.8	3,749	17.6	16,311	16.9
		Two or three times	23	7.3	1,492	7.0	6,200	6.4
		Four or more times	4	1.4	314	1.5	1,240	1.3
		Total	311	100.0	21,316	100.0	96,241	100.0

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Survey of Entering Student Engagement
University of Cincinnati Clermont College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*
Entering Students Only
[Weighted]
Clear Academic Plan and Pathway (ACADPLAN)



* The comparison group and cohort bars on this page INCLUDE your college.

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Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Clear Academic Plan and Pathway (ACADPLAN)

		Your College	Small Colleges		2015 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	3.77	3.97	-0.22**	3.79	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	3.61	3.88	-0.26**	3.70	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	3.27	3.49	-0.21**	3.32	
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	3.96	4.09		3.90	
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	2.91	3.09		2.90	

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2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

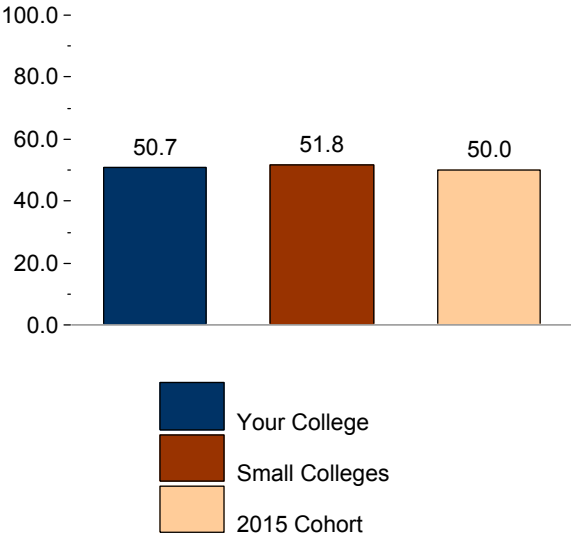
[Weighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	15	4.9	333	1.6	2,308	2.4
		Disagree	18	5.8	1,038	4.9	6,829	7.2
		Neutral	80	25.8	4,139	19.7	23,836	25.1
		Agree	106	33.9	8,934	42.4	37,534	39.5
		Strongly agree	92	29.5	6,607	31.4	24,471	25.8
		Total	311	100.0	21,052	100.0	94,978	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	22	7.0	711	3.4	4,737	5.0
		Disagree	53	16.9	1,988	9.4	11,848	12.4
		Neutral	49	15.8	3,571	16.8	18,153	19.0
		Agree	91	29.1	7,686	36.3	33,577	35.1
		Strongly agree	98	31.3	7,237	34.1	27,308	28.6
		Total	313	100.0	21,194	100.0	95,624	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	23	7.4	903	4.3	6,107	6.4
		Disagree	67	21.5	3,280	15.5	18,346	19.2
		Neutral	90	28.8	6,032	28.5	27,898	29.2
		Agree	67	21.5	6,320	29.9	25,501	26.7
		Strongly agree	65	20.8	4,609	21.8	17,633	18.5
		Total	313	100.0	21,145	100.0	95,486	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	16	5.1	427	2.0	3,651	3.8
		Disagree	26	8.4	1,137	5.4	7,815	8.2
		Neutral	34	11.0	2,547	12.0	13,757	14.4
		Agree	113	36.1	8,977	42.4	39,401	41.2
		Strongly agree	123	39.5	8,096	38.2	30,994	32.4
		Total	312	100.0	21,183	100.0	95,617	100.0
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Strongly disagree	38	12.3	1,994	9.4	11,666	12.2
		Disagree	101	32.1	5,522	26.1	28,833	30.2
		Neutral	70	22.2	5,575	26.3	24,559	25.7
		Agree	58	18.6	4,804	22.7	18,761	19.6
		Strongly agree	46	14.7	3,280	15.5	11,806	12.3
		Total	313	100.0	21,175	100.0	95,625	100.0

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Survey of Entering Student Engagement
University of Cincinnati Clermont College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*
Entering Students Only
[Weighted]
Effective Track to College Readiness (COLLREAD)



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Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Effective Track to College Readiness (COLLREAD)

		Your College	Small Colleges		2015 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	4.03	4.03		3.99	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	3.98	3.98		3.94	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	3.66	3.70		3.64	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.						

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2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

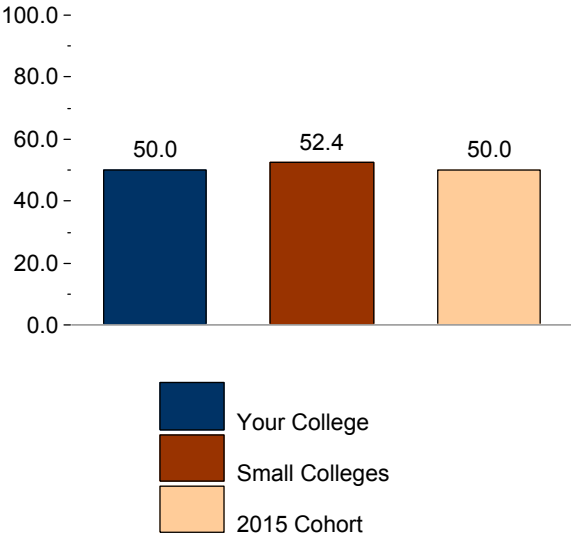
[Weighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math [COLLREAD]	REQPTEST	Yes	264	85.0	17,982	85.3	78,840	82.9
		No	47	15.0	3,087	14.7	16,292	17.1
		Total	310	100.0	21,069	100.0	95,132	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	266	88.2	18,430	89.5	80,840	87.1
		No	36	11.8	2,173	10.5	11,931	12.9
		Total	302	100.0	20,603	100.0	92,771	100.0
Item 14								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	203	65.4	14,384	68.5	64,129	67.6
		No	108	34.6	6,626	31.5	30,699	32.4
		Total	311	100.0	21,010	100.0	94,829	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	0	N/A	301	1.4	1,543	1.6
		Disagree	13	4.2	805	3.8	3,840	4.0
		Neutral	67	21.3	4,129	19.5	19,367	20.2
		Agree	130	41.5	8,690	41.0	40,299	42.1
		Strongly agree	103	33.0	7,286	34.3	30,696	32.1
		Total	313	100.0	21,211	100.0	95,745	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	4	1.4	246	1.2	1,225	1.3
		Disagree	10	3.1	746	3.5	3,684	3.9
		Neutral	66	21.0	4,416	20.8	21,444	22.4
		Agree	143	45.8	9,486	44.8	42,329	44.3
		Strongly agree	90	28.8	6,296	29.7	26,963	28.2
		Total	313	100.0	21,191	100.0	95,646	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	4	1.2	533	2.5	2,721	2.8
		Disagree	32	10.3	1,892	8.9	9,451	9.9
		Neutral	104	33.2	6,381	30.1	30,188	31.6
		Agree	102	32.5	6,994	33.0	30,954	32.4
		Strongly agree	71	22.8	5,390	25.4	22,349	23.4
		Total	312	100.0	21,190	100.0	95,663	100.0

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Survey of Entering Student Engagement
University of Cincinnati Clermont College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*
Entering Students Only
[Weighted]
Engaged Learning (ENGAGLRN)



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Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Engaged Learning (ENGAGLRN)

		Your College	Small Colleges		2015 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	2.88	2.84		2.82	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	1.99	2.10		2.13	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	1.62	1.56		1.53	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	2.53	2.49		2.49	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	1.59	1.66		1.59	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	1.34	1.31		1.29	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	1.33	1.33		1.30	
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	2.13	2.19		2.15	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	2.47	2.30		2.26	0.21**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	2.12	2.12		2.07	
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	2.31	2.39		2.35	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	2.42	2.41		2.36	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	1.66	1.62		1.58	
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	1.33	1.33		1.29	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	1.38	1.80	-0.38**	1.71	-0.31**
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	1.87	2.19	-0.27**	2.08	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

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

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	20	6.3	1,757	8.2	8,097	8.4
		Once	65	20.6	4,723	22.1	22,432	23.3
		Two or three times	162	51.8	10,014	46.9	44,655	46.3
		Four or more times	67	21.3	4,852	22.7	21,242	22.0
		Total	313	100.0	21,346	100.0	96,427	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	113	36.5	6,544	30.9	27,798	29.0
		Once	105	33.7	7,335	34.6	34,293	35.8
		Two or three times	74	23.9	5,914	27.9	27,296	28.5
		Four or more times	18	5.9	1,393	6.6	6,353	6.6
		Total	310	100.0	21,186	100.0	95,739	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	192	61.4	14,209	66.7	65,115	67.6
		Once	64	20.4	3,471	16.3	15,937	16.5
		Two or three times	40	12.9	2,514	11.8	10,798	11.2
		Four or more times	17	5.4	1,123	5.3	4,485	4.7
		Total	312	100.0	21,317	100.0	96,335	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	57	18.3	4,470	21.0	19,414	20.2
		Once	78	25.2	5,280	24.8	25,021	26.0
		Two or three times	129	41.7	8,225	38.6	37,404	38.8
		Four or more times	46	14.7	3,352	15.7	14,491	15.0
		Total	310	100.0	21,327	100.0	96,330	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	196	63.0	12,881	60.7	60,698	63.3
		Once	60	19.3	3,946	18.6	18,256	19.0
		Two or three times	42	13.4	3,152	14.8	12,349	12.9
		Four or more times	13	4.3	1,252	5.9	4,568	4.8
		Total	312	100.0	21,231	100.0	95,871	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	247	79.5	17,322	81.2	78,651	81.7
		Once	30	9.8	1,991	9.3	9,575	9.9
		Two or three times	23	7.6	1,308	6.1	5,669	5.9
		Four or more times	10	3.1	702	3.3	2,410	2.5
		Total	310	100.0	21,323	100.0	96,304	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	240	77.9	16,918	79.7	77,744	81.0
		Once	43	14.1	2,256	10.6	10,031	10.5
		Two or three times	16	5.2	1,412	6.7	5,704	5.9
		Four or more times	9	2.9	637	3.0	2,460	2.6
		Total	308	100.0	21,223	100.0	95,938	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Never	125	40.1	8,318	39.0	38,399	39.8
		Once	71	22.8	4,432	20.8	21,129	21.9
		Two or three times	65	20.8	4,819	22.6	20,904	21.7
		Four or more times	51	16.3	3,777	17.7	15,950	16.5
		Total	312	100.0	21,345	100.0	96,382	100.0
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Never	67	21.7	6,459	30.4	29,921	31.2
		Once	87	28.2	5,438	25.6	25,668	26.7
		Two or three times	97	31.3	5,907	27.8	26,080	27.2
		Four or more times	58	18.7	3,450	16.2	14,324	14.9
		Total	310	100.0	21,254	100.0	95,993	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	99	31.9	6,514	30.6	31,276	32.5
		Once	99	32.0	7,455	35.0	33,647	35.0
		Two or three times	87	27.8	5,713	26.8	24,353	25.3
		Four or more times	26	8.3	1,628	7.6	6,943	7.2
		Total	311	100.0	21,310	100.0	96,220	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	68	21.8	4,688	22.0	21,890	22.7
		Once	107	34.2	6,353	29.8	30,539	31.7
		Two or three times	110	35.1	7,530	35.3	32,313	33.6
		Four or more times	28	8.9	2,754	12.9	11,479	11.9
		Total	313	100.0	21,325	100.0	96,221	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	65	20.8	4,871	22.9	23,147	24.1
		Once	93	29.7	5,960	28.0	28,045	29.1
		Two or three times	112	35.9	7,356	34.5	32,254	33.5
		Four or more times	43	13.6	3,122	14.7	12,772	13.3
		Total	312	100.0	21,309	100.0	96,217	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	185	60.3	13,162	61.8	61,533	64.0
		Once	59	19.3	4,159	19.5	18,448	19.2
		Two or three times	45	14.7	2,857	13.4	11,545	12.0
		Four or more times	18	5.7	1,124	5.3	4,673	4.9
		Total	307	100.0	21,302	100.0	96,198	100.0
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	240	77.6	16,685	81.3	76,297	82.6
		Once	40	13.0	1,797	8.8	8,394	9.1
		Two or three times	26	8.3	1,197	5.8	4,726	5.1
		Four or more times	4	1.2	841	4.1	2,999	3.2
		Total	309	100.0	20,520	100.0	92,415	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

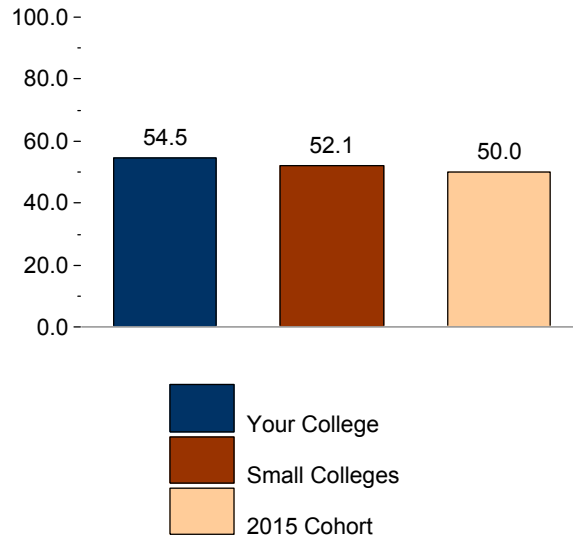
[Weighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Never	236	77.8	12,701	62.3	59,689	65.0
		Once	31	10.1	2,191	10.7	11,121	12.1
		Two or three times	24	7.9	2,269	11.1	9,372	10.2
		Four or more times	13	4.1	3,222	15.8	11,659	12.7
		Total	303	100.0	20,382	100.0	91,841	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	164	53.5	8,856	43.1	42,993	46.4
		Once	55	18.0	3,451	16.8	16,378	17.7
		Two or three times	49	16.0	3,743	18.2	16,075	17.3
		Four or more times	38	12.4	4,506	21.9	17,259	18.6
		Total	307	100.0	20,557	100.0	92,705	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement
University of Cincinnati Clermont College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*
Entering Students Only
[Weighted]
Academic and Social Support (ACSOCSUP)



* The comparison group and cohort bars on this page INCLUDE your college.

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Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Academic and Social Support (ACSOCSUP)

		Your College	Small Colleges		2015 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	4.01	3.94		3.88	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	4.34	4.27		4.26	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	4.41	4.37		4.36	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	4.36	4.31		4.29	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	4.29	4.20		4.13	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	4.42	4.35		4.26	
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	4.34	4.32		4.25	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

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

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	8	2.6	342	1.6	1,763	1.8
		Disagree	18	5.6	1,321	6.2	6,959	7.3
		Neutral	41	13.2	3,955	18.7	18,868	19.8
		Agree	143	45.8	9,120	43.1	41,299	43.3
		Strongly agree	103	32.9	6,405	30.3	26,545	27.8
		Total	312	100.0	21,143	100.0	95,434	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	2	0.7	130	0.6	608	0.6
		Disagree	12	3.8	456	2.2	2,160	2.3
		Neutral	21	6.7	1,926	9.1	8,844	9.3
		Agree	120	38.7	9,793	46.3	44,313	46.4
		Strongly agree	156	50.2	8,867	41.9	39,637	41.5
		Total	310	100.0	21,171	100.0	95,563	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	4	1.2	103	0.5	425	0.4
		Disagree	7	2.3	312	1.5	1,621	1.7
		Neutral	18	5.6	1,383	6.5	6,797	7.1
		Agree	113	36.3	9,142	43.3	41,088	43.1
		Strongly agree	170	54.5	10,192	48.2	45,456	47.7
		Total	312	100.0	21,131	100.0	95,388	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	4	1.2	119	0.6	603	0.6
		Disagree	8	2.6	418	2.0	2,147	2.2
		Neutral	16	5.2	1,789	8.4	8,537	8.9
		Agree	130	41.5	9,225	43.6	42,181	44.1
		Strongly agree	155	49.6	9,624	45.4	42,165	44.1
		Total	312	100.0	21,175	100.0	95,633	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	7	2.3	463	2.2	2,555	2.7
		Disagree	17	5.4	939	4.4	4,884	5.1
		Neutral	16	5.1	2,092	9.9	10,083	10.5
		Agree	110	35.1	8,191	38.7	37,772	39.5
		Strongly agree	163	52.1	9,495	44.8	40,355	42.2
		Total	313	100.0	21,180	100.0	95,649	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	4	1.4	222	1.1	1,507	1.6
		Disagree	9	3.0	515	2.4	3,305	3.5
		Neutral	13	4.2	1,478	7.0	8,104	8.5
		Agree	110	35.2	8,407	39.9	38,248	40.2
		Strongly agree	176	56.2	10,469	49.6	43,979	46.2
		Total	312	100.0	21,092	100.0	95,143	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Survey of Entering Student Engagement - University of Cincinnati Clermont College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2015 Cohort*

Entering Students Only

[Weighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	6	2.1	276	1.3	1,697	1.8
		Disagree	15	4.7	646	3.1	3,925	4.1
		Neutral	21	6.8	1,551	7.3	7,993	8.4
		Agree	95	30.5	8,262	39.0	37,526	39.2
		Strongly agree	175	56.0	10,438	49.3	44,505	46.5
		Total	312	100.0	21,174	100.0	95,646	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.