FLORIDA SOUTHWESTERN STATE COLLEGE

OFFICE OF ACADEMIC ASSESSMENT

2025 CCSSE Report

Team AASPIRE

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Executive Summary of Results

The Executive Summary of Results analyzes the responses from Florida SouthWestern State College students who participated in the 2025 Community College Survey of Student Engagement (CCSSE). The CCSSE is a national survey designed to assess institutional practices and student behaviors. This analysis focuses on five key areas of student engagement: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. In addition to these benchmarks, the report identifies the highest and lowest aspects of student engagement based on specific survey items. The results provide insight into how students interact with peers, faculty, and institutional resources. Together, these findings provide guidance for strengthening student engagement and enhancing the overall student experience at FSW.

Highest Aspects of Student Engagement

Figure 1, survey responses highlight areas where students reported high levels of engagement during the academic year. Question 4 focuses on how often students engaged in academic behaviors. Question 6 asks about the amount of reading and writing students have completed during the current academic year. Question 12.1 captures how often students actually used academic services. The stronger responses in these areas suggest that students are actively engaging with course material, collaborating with peers, and meeting the academic demands of their programs. These findings reflect a learning environment that encourages teamwork, critical thinking, and sustained academic effort.
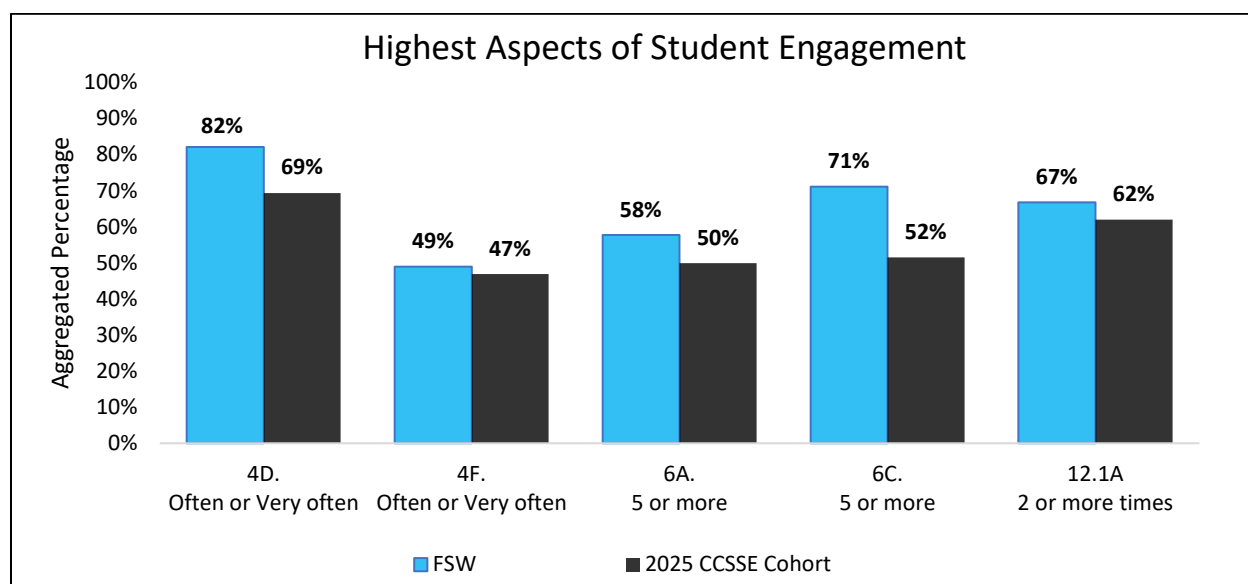

Figure 1. Comparison of highest aspect of student engagement scores from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following? Q6: During the current academic year, how much reading and writing have you done at this college? Q12.1: How often have you used the following services during the current academic year?

Item	Benchmark
4D. Worked on a paper or project that required integrating ideas or information from various sources.	Student Effort
4F. Worked with other students on projects during class.	Active and Collaborative Learning
6A. Number of assigned textbooks, manuals, books, or book-length packs of course readings.	Academic Challenge
6C. Number of written papers or reports of any length.	Academic Challenge
12.1A. Frequency: Academic advising/planning.	Support for Learners

Table 1: List of sub-questions (items) with their corresponding benchmarks.

Lowest Aspects of Student Engagement

Figure 2, survey responses highlight areas where students reported lower levels of engagement during the academic year. Question 4 focuses on how often students engaged in academic behaviors. Question 9 assesses how much the college emphasized support services. Question 12.1 captured how often students actually used academic services. The lower engagement in these areas suggest that students may be underutilizing available support services. These findings point to potential opportunities for the institution to enhance awareness of support services to better assist students.
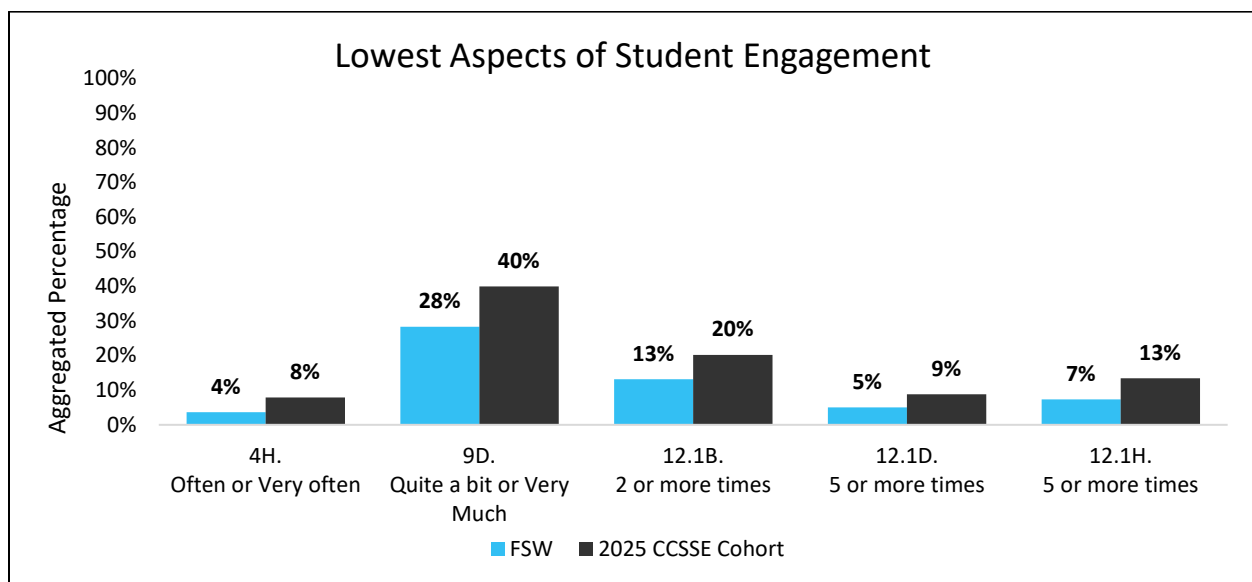

Figure 2. Comparison of lowest aspect of student engagement scores from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following? Q9: How much does this college emphasize the following? Q12.1: How often have you used the following services during the current academic year?

Item	Benchmark
4H. Tutored or taught other students (paid or voluntary).	Active and Collaborative Learning
9D. Helping you cope with your non-academic responsibilities (work, family, etc.).	Support for Learners
12.1B. Frequency: Career counseling.	Support for Learners
12.1D. Frequency: Peer or other tutoring.	Student Effort
12.1H. Frequency: Computer Lab.	Student Effort

Table 2. List of sub-questions (items) with their corresponding benchmarks.

Standardized Benchmark Scores

Benchmark	FSW	Averaged Top 10% of Cohort
	Score	**Score**
Active and Collaborative Learning	47.1	61.3
Student Effort	46.3	61.6
Academic Challenge	45.8	59.0
Student-Faculty Interaction	46.2	61.6
Support for Learners	45.3	62.5

Table 3: List of benchmark scores report from FSW and the 2025 CCSSE Cohort from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester.

Active and Collaborative Learning

Figure 3, survey responses for topic code: ACTCOLL, with question codes: CLQUEST (4A.), CLPRESEN (4B.), CLASSGRP (4F.), OCCGRP (4G.), TUTOR (4H.), PARTICCBP (4I.), and OOCIDEAS (4Q.) focuses on the frequency of student's engagement in collaborative learning activities during the academic year. These responses highlight how often students participated in learning experiences that involved working with peers, contributing in class, and applying course content outside the classroom. The Active and Collaborative Learning benchmark captures how deeply students are involved in their own learning through meaningful interaction, group work, and real-world application.
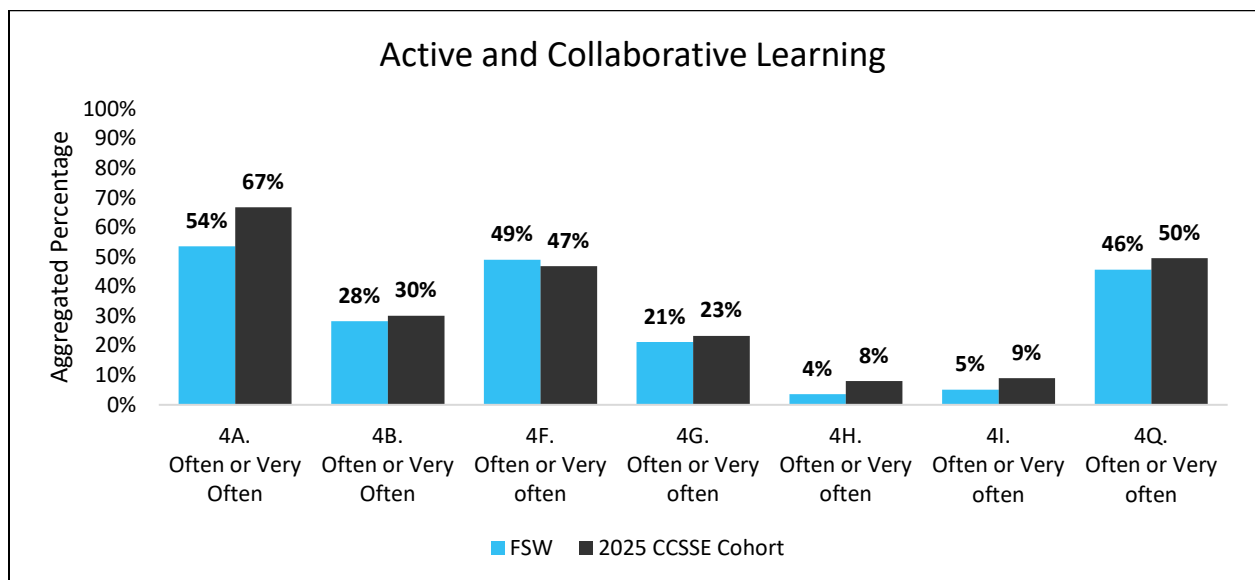

Figure 3: Comparison of early connection questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following?

Item
4A. Asked questions in class or contributed to class discussions.
4B. Made a class presentation.
4F. Worked with other students on projects during class.
4G. Worked with classmates outside of class to prepare class assignments.
4H. Tutored or taught other students (paid or voluntary).
4I. Participated in a community-based project (service-learning activity) as part of a regular course.
4Q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).

Table 4: Table 4: List of sub-question items with their corresponding benchmarks.

Student Effort

Figure 4, survey responses for topic code: STUEFF, with question codes, REWROPAP (4C.), INTEGRAT (4D.), CLUNPREP (4E.), BKREADOWN (6B.), ACADPRO1 (10A.), FREQTUTOR (12.1D.), FREQLAB (12.1E.), FREQCOMLB (12.1H.) focuses on the students' level of academic effort and the time they dedicated to coursework. These responses illustrate how often students engaged in behaviors that reflect academic discipline. They also capture student use of academic resources that support academic success. The Student Effort benchmark measures how much effort students are putting into their college experience, both inside and outside the classroom.
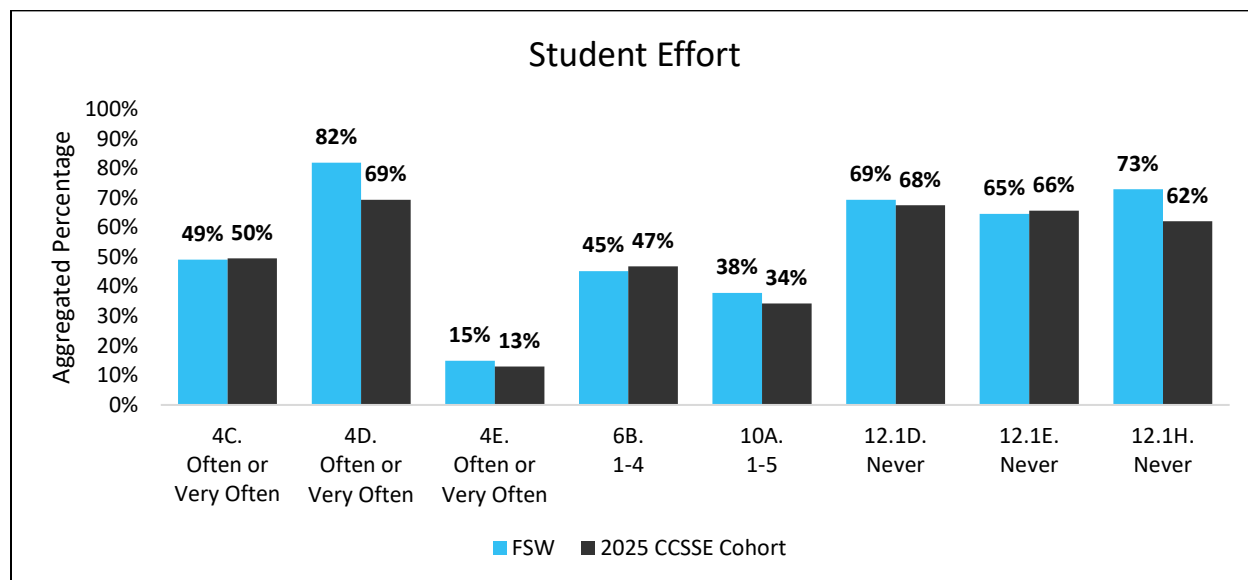

Figure 4: Comparison of high expectation and aspirations questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following? Q6: During the current academic year, how much reading and writing have you done at this college? Q10: About how many hours do you spend in a typical 7-day week doing each of the following? Q12.1: How often have you used the following services during the current academic year?

Item
4C. Prepared two or more drafts of a paper or assignment before turning it in.
4D. Worked on a paper or project that required integrating ideas or information from various sources.
4E. Come to class without completing readings or assignments.
6B. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.
10A. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.).
12.1D. Peer or other tutoring.
12.1E. Skill labs (writing, math, etc.).
12.1H. Computer lab.

Table 5: List of sub-question items with their corresponding benchmarks.

Academic Challenge

Figure 5 and 6, survey responses for topic code: ACCHALL, with question codes: WORKHARD (4O.), ANALYZE (5B.), NEWIDEAS (5C.), EVALUATE (5D.), APPLYING (5E.), PERFORM (5F.), ASSIGREAD (6A.), NUMPAPRRPTS (6C.), CHALNGXAM (7.), AND ENVSCHOL (9A.) focuses on the level of academic challenge students experienced during the academic year. These responses reflect how much students were pushed to engage in complex thinking, complete reading and writing assignments, and meet high academic expectations. The Academic Challenge benchmark highlights the intellectual effort and level of engagement required for academic success.
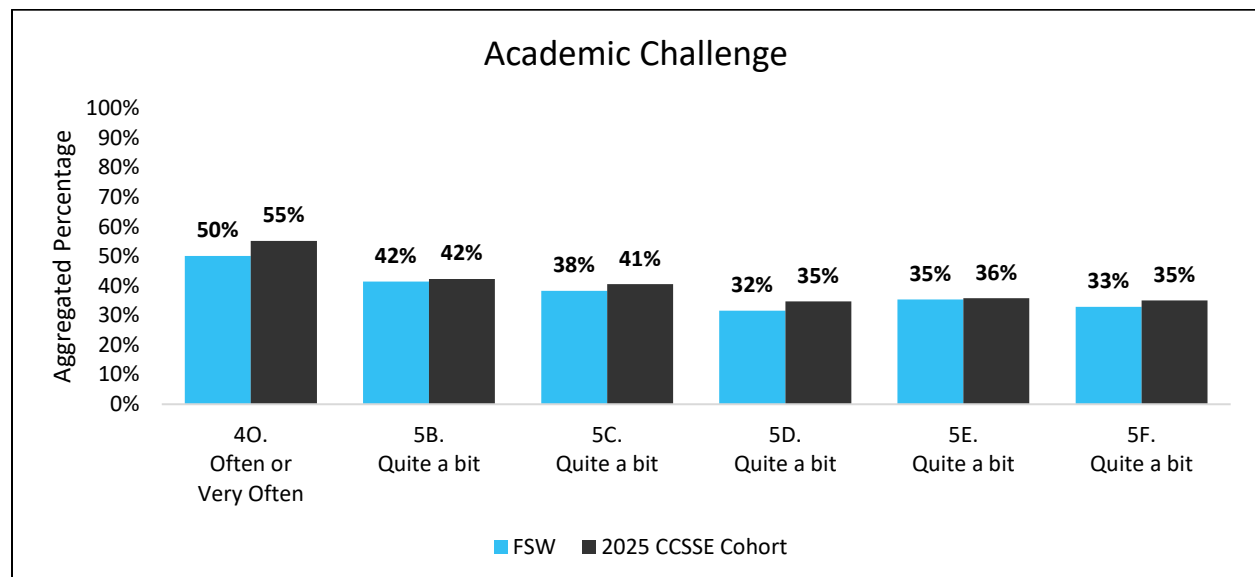

Figure 5: Comparison of clear academic plan and pathway questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following? Q5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?
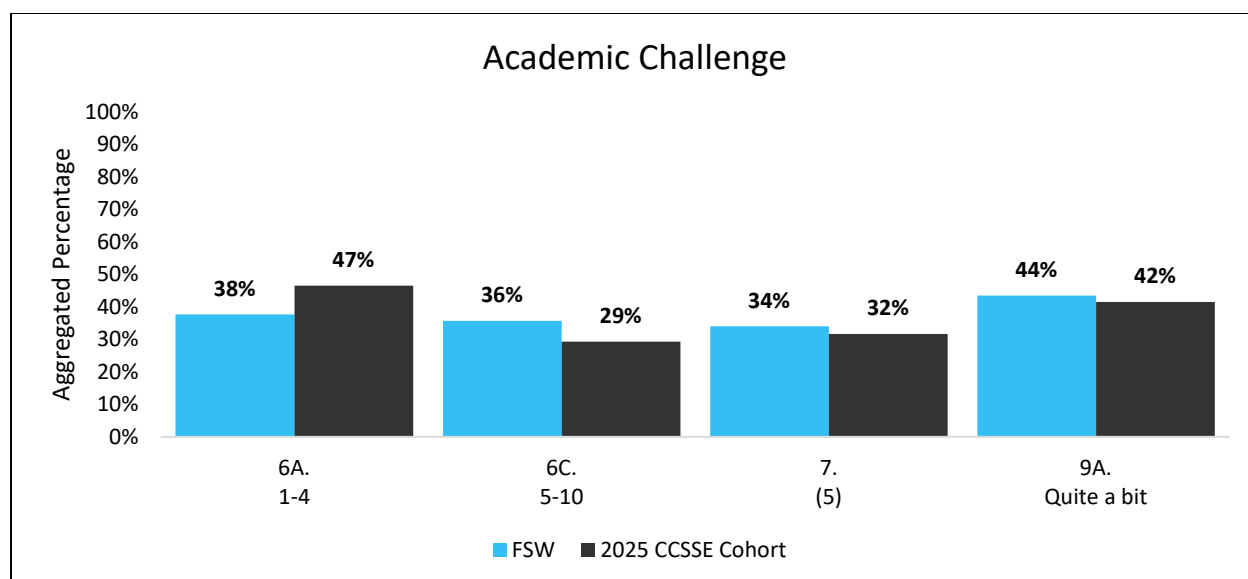
Figure 6: Comparison of clear academic plan and pathway questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q6: During the current academic year, how much reading and writing have you done at this college? Q7: Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college. Q9: How much does this college emphasize the following?

Item
4O. Worked harder than you thought you could to meet an instructor's standards or expectations.
5B. Analyzing the basic elements of an idea, experience, or theory.
5C. Forming a new idea or understanding from various pieces of information.
5D. Making judgements about the value or soundness of information, arguments, or methods.
5E. Applying theories or concepts to practical problems or in new situations.
5F. Using information you have read to heard to perform a new skill.
6A. Number of assigned textbooks, manuals, books, or packets of course readings.
6C. Number of written papers or reports of any length.
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college.
9A. Encouraging you to spend significant amounts of time studying.

Table 7: List of sub-question items with their corresponding benchmarks.

Student-Faculty Interaction

Figure 7, Survey Responses for topic code: STUFAC, with question codes: EMAIL (4J.), FACGRADE (4K.), FACPLANS (4L.), FACIDEAS (4M.), FACFEED (4N.), and FACOTH (4P.) focuses on the frequency and quality of interactions between students and faculty during the academic year. These responses capture how often students communicated with instructors, revived feedback, and engaged in meaningful conversations. The Student-Faculty Interaction benchmark highlights the role of faculty in supporting student learning, development, and engagement both inside and outside the classroom.
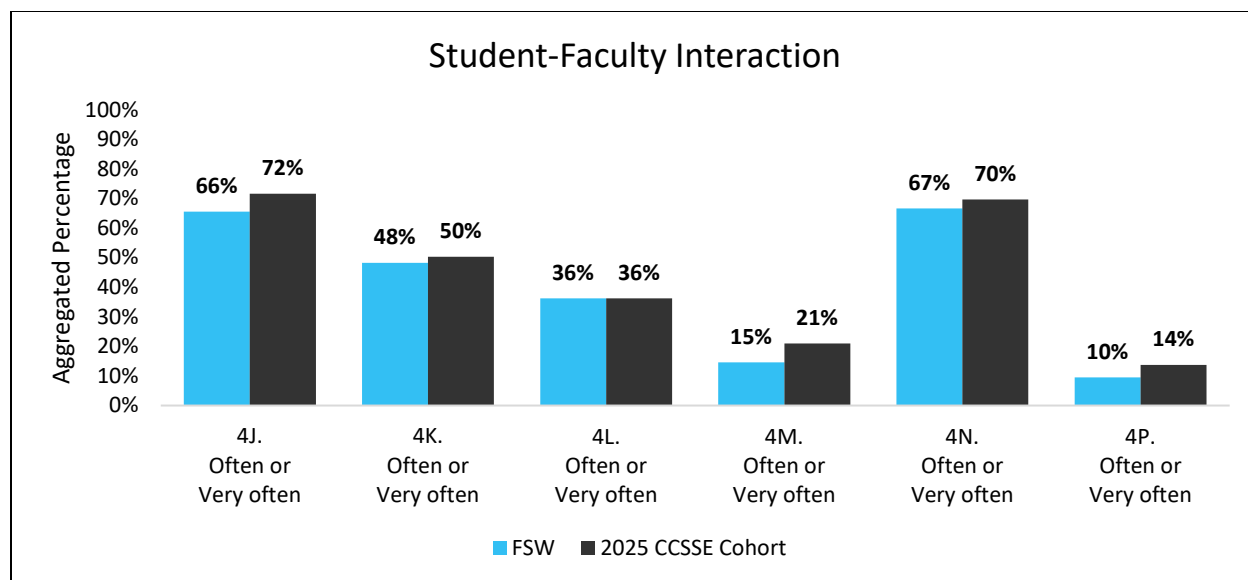
Figure 7: Comparison of effective track to college readiness questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following?

Item
4J. Used e-mail to communicate with an instructor.
4K. Discussed grades or assignments with an instructor.
4L. Talked about career plans with an instructor or advisor.
4M. Discussed ideas from your readings or classes with instructors outside of class.
4N. Received prompt feedback (written or oral) from instructors on your performance.
4P. Worked with instructors on activities other than coursework.

Table 8: List of sub-question items with their corresponding benchmarks.

Support for Learners

Figure 8, Survey Responses for topic code: SUPPORT, with question codes: ENVSUPRT (9B.), ENVDIVRS (9C.), ENVNACAD (9D.), ENVSOCAL (9E.), FINSUPP (9F.), FREQACAD (12.1A.), and FREQCACOU (12.1B.) focuses on the students' perceptions of the support services and resources available to help them succeed. These responses highlight how much the college emphasized academic and social support, financial assistance, and inclusion. They also highlighted how often students accessed advising and career counseling services. The Support for Learners benchmark reflects the extent to which students feel supported both inside and outside the classroom.
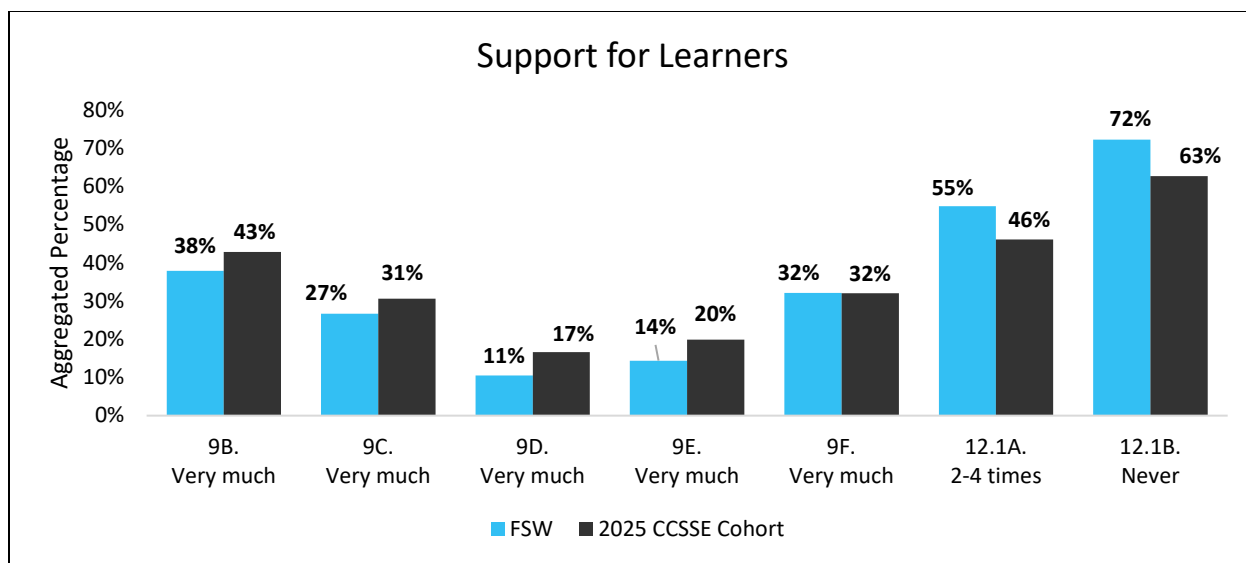
Figure 8: Comparison of engaged learning questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q9: How much does this college emphasize the following? Q12.1: How often have you used the following services during the current academic year?

Item
9B. Providing the support you need to help you succeed at this college.
9C. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
9D. Helping you cope with your non-academic responsibilities (work, family, etc.)
9E. Providing the support you need to thrive socially.
9F. Providing the financial support you need to afford your education.
12.1A. Academic advising/planning.
12.1B. Career counseling.

Table 9: List of sub-question items with their corresponding benchmarks.

Community College Survey of Student Engagement – Frequency Distributions

This report presents an analysis of student responses from the 2025 Community College Survey of Student Engagement (CCSSE) at Florida SouthWestern State College, comparing them to the 2025 CCSSE Cohort (pp. 53-57). CCSSE is a nationally recognized survey that assesses students' interactions within their community college environment. By comparing FSW's results to the CCSSE cohort, this analysis identifies key strengths as well as areas for improvement in supporting student success and institutional effectiveness. The insights gained will help guide future efforts to create a more supportive learning experience for students.

Item 1

Figure 9, survey responses for question code ENTER, focuses on whether students began their college education at FSW or at another college. With 86% of students starting at FSW, the data reflects strong retention or initial enrollment. The purpose of this question is to provide insight into both first-year and transfer students.
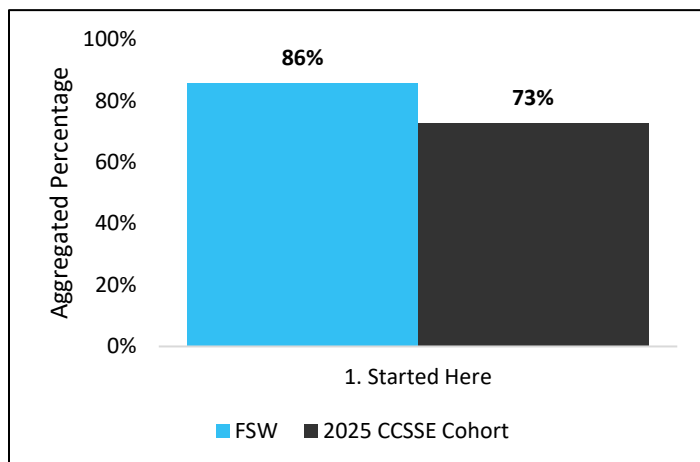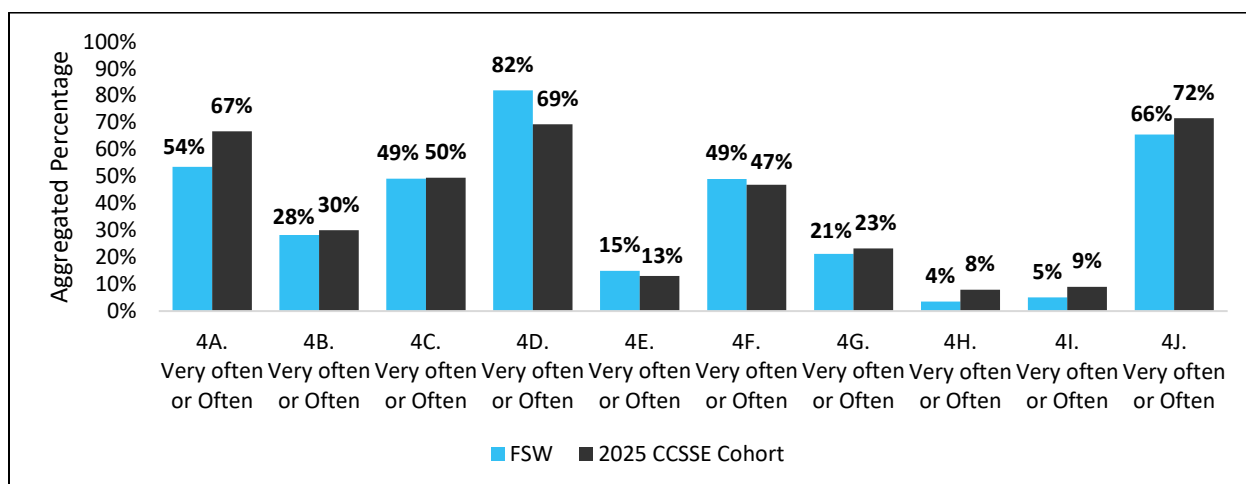
Figure 9: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the SPRING 2025 semester. Q1: Did you begin college at this college or elsewhere?

Item 4

Figure 10 and 11, survey responses for question codes CLQUEST (4A.), CLPRESEN (4B.), REWROPAP (4C.), INTEGRAT (4D.), CLUNPREP (4E.), CLASSGRP (4F.), OCCGRP (4G.), TUTOR (4H.), PARTICCBP (4I.), EMAIL (4J.), FACGRADE (4K.), FACPLANS (4L.), FACIDEAS (4M.), FACFEED (4N.), WORKHARD (4O.), FACOTH (4P.), OOCIDEAS (4Q.), CONVSTUDIFF (4R.), AND SKIPCLAS (4S.), focuses on how frequently students engaged in various educational activities during the current academic year at FSW. These items cover a range of activities, both inside and outside the classroom. The purpose of this question is to measure the extent of student engagement in educational practices that are associated with academic success.

Figure 10: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following?
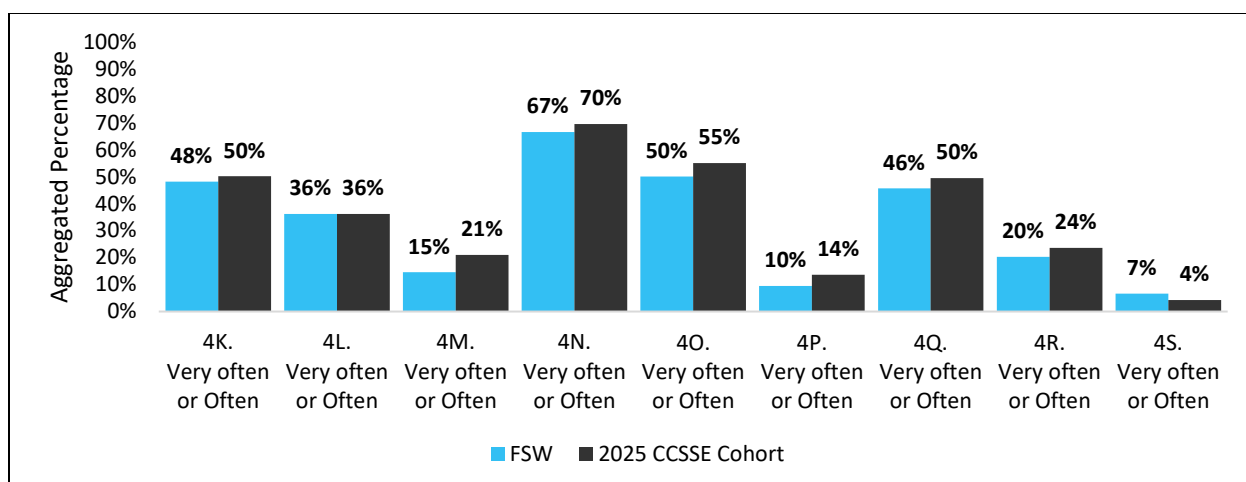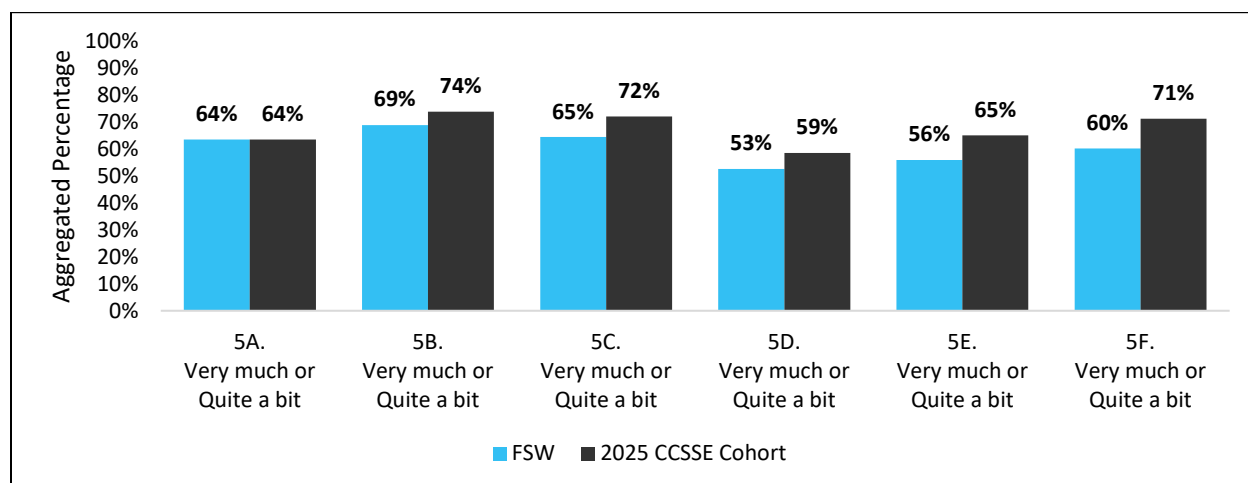
Figure 11: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q4: In your experiences at this college during the current academic year, about how often have you done each of the following?

Item
4A. Asked questions in class or contributed to class discussions.
4B. Made a class presentation.
4C. Prepared two or more drafts of a paper or assignment before turning it in.
4D. Worked on a paper or project that required integrating ideas or information from various sources.
4E. Come to class without completing readings or assignments.
4F. Worked with other students on projects during class.
4G. Worked with classmates outside of class to prepare class assignments.
4H. Tutored or taught other students (paid or voluntary).
4I. Participated in a community-based project (service-learning activity) as part of a regular course.
4J. Used e-mail to communicate with an instructor.
4K. Discussed grades or assignments with an instructor.
4L. Talked about career plans with an instructor or advisor.
4M. Discussed ideas from your readings or classes with instructors outside of class.
4N. Received prompt feedback (written or oral) from instructors on your performance.
4O. Worked harder than you thought you could to meet an instructor's standards or expectations.
4P. Worked with instructors on activities other than coursework.
4Q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
4R. Had serious conversations with students who differ from you.
4S. Skipped class.

Table 10: List of sub-questions (items) with their corresponding question code.

Item 5

Figure 12, survey responses for question codes MEMORIZE (5A.), ANALYZE (5B.), NEWIDEAS (5C.), EVALUATE (5D.), APPLYING (5E.), PERFORM (5F.) focuses on how much students feel their classes have emphasized different thinking skills during the current academic year. This question examines how often students are asked to engage in mental activities. The purpose of this question is to assess whether the students' coursework is supporting their learning and critical thinking.

Figure 12: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?

Item
5A. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.
5B. Analyzing the basic elements of an idea, experience, or theory.
5C. Forming a new idea or understanding from various pieces of information.
5D. Making judgements about the value or soundness of information, arguments, or methods.
5E. Applying theories or concepts to practical problems or in new situations.
5F. Using information you have read or heard to perform a new skill.

Table 11: List of sub-questions (items) with their corresponding question code.

Item 6

Figure 13, survey responses for question codes ASSIGREAD (6A.), BKREADOWN (6B.), and NUMPAPRRPTS (6C.), focuses on the amount of reading and writing students completed during the current academic year. This question examines the students' engagement with both assigned and personal reading materials. The purpose of this question is to measure the overall volume of reading and writing activities students undertake as part of their academic experience.
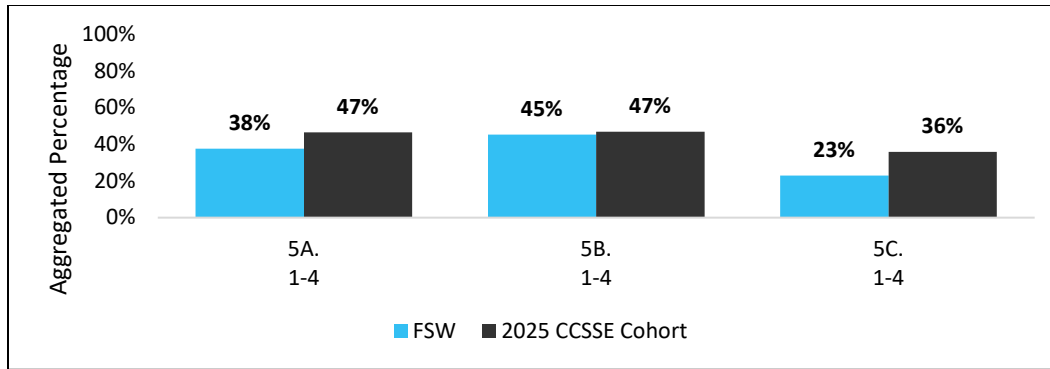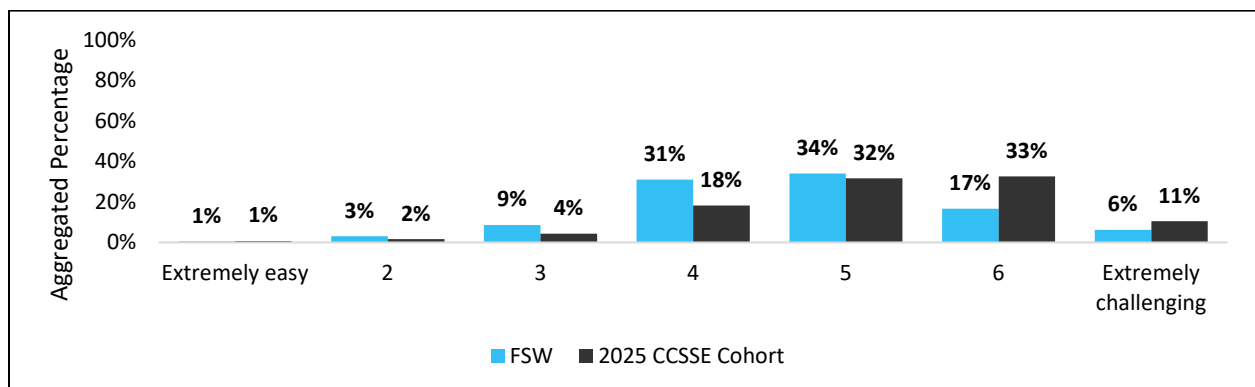
Figure 13: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q6: During the current academic year, how much reading and writing have you done at this college?

Item
6A. Number of assigned textbooks, manuals, books, or packets of course readings.
6B. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.
6C. Number of written papers or reports of any length.

Table 12: List of sub-questions (items) with their corresponding question code.

Item 7

Figure 14, survey responses for question codes CHALNGXAM (7.), focuses on students' perceptions on how much their exams have challenged them to do their best work during the current academic year. This question addresses the difficulty of exams and how effectively they push students to perform at their highest level. The purpose of this question is to understand how challenging student perceive their examinations to be.

Figure 14: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q7: Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college.

Item 8

Figure 15, survey responses for question codes DONEINTRN (8A.), DONEESL (8B.), DONEDEVRD (8C.), DONEDEVWR (8D.), DONEDEVMT (8E.), and DONEHNRS (8F.), focuses on students' involvement in various academic and support activities during their time at FSW. This question asks whether students

have engaged in experiences such as internships, ESL, developmental, or honors courses. The purpose of this question is to identify the types of academic pathways and support services students have accessed.
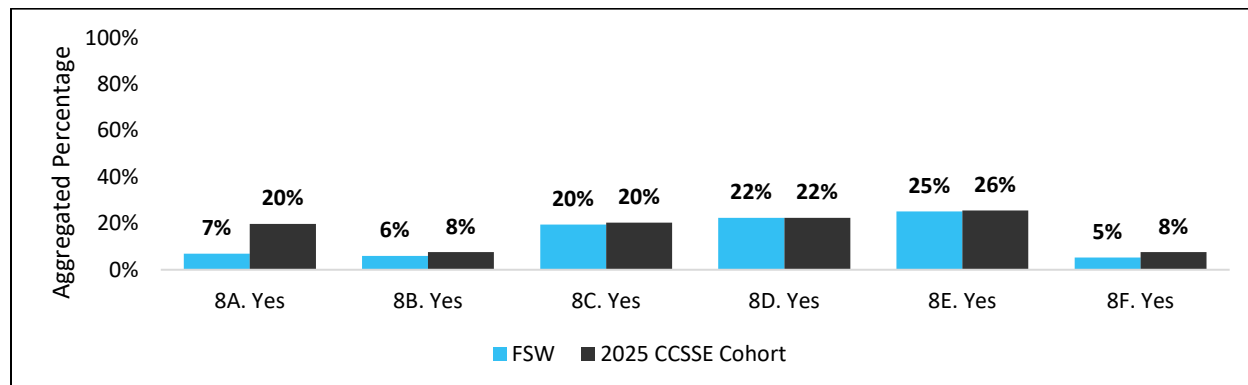

Figure 15: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q8: Which of the following have you done, or are you currently doing at this college?

Item
8A. Internship, field experience, co-op experience, or clinical assignment.
8B. An English course taught specifically for students whose first language is not English (ESL, ESOL).
8C. Developmental/remedial reading course (also referred to as Basic Skills, College Prep, etc.).
8D. Developmental/remedial writing course (also referred to as Basic Skills, College Prep, etc.).
8E. Developmental/remedial math course (also referred to as Basic Skills, College Prep, etc.).
8F. Honors course.

Table 13: List of sub-questions (items) with their corresponding question code.

Item 9

Figure 16, survey responses for question codes ENVSCHOL (9A.), ENVSUPRT (9B.), ENVDIVRS (9C.), ENVNACAD (9D.), ENVSOCAL (9E.), and FINSUPP (9F.), focuses on how much students feel the college emphasized various forms of support. This question examines FSW's efforts in promoting academic dedication, social inclusion, and overall student well-being. The purpose of this question is to understand how well students feel that FSW prioritizes student's needs.
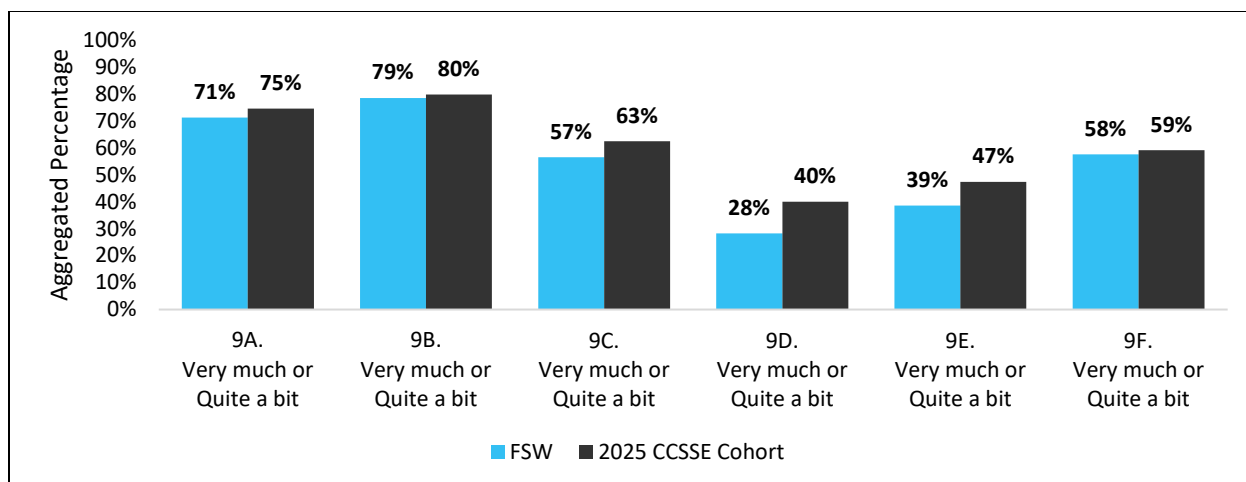
Figure 16: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q9: How much does this college emphasize the following?

Item
9A. Encouraging you to spend significant amounts of time studying.
9B. Providing the support you need to help you succeed at his college.
9C. Encouraging contact among students from different economics, social, and racial or ethnic backgrounds.
9D. Helping you cope with your non-academic responsibilities (work, family, etc.).
9E. Providing the support you need to thrive socially.
9F. Providing the financial support you need to afford your education.

Table 14: List of sub-questions (items) with their corresponding question code.

Item 10

Figure 17, survey responses for question codes ACADPR01 (10A.), PAYWORK (10B.), PARTICXCUR (10C.), CARED01 (10D.), and COMMUTE (10E.), focuses on the amount of time students spend weekly on various activities during a typical seven-day week. This question examines students' time management across academic, social, and personal responsibilities. The purpose of this question is to understand how students balance their time.
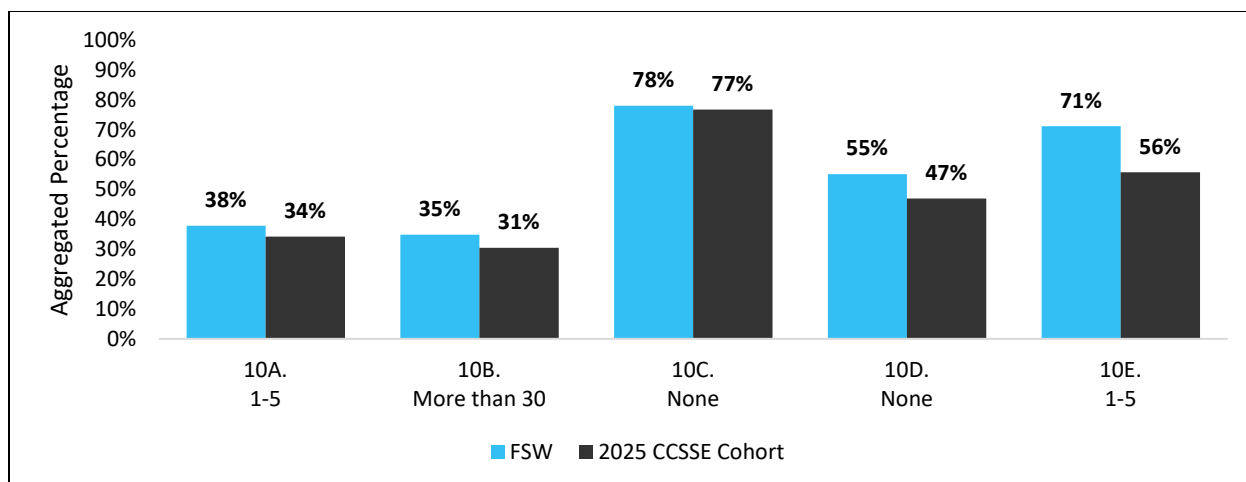
Figure 17: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q10: About how many hours do you spend in a typical 7-day week doing each of the following?

Item
10A. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.).
10B. Working for pay.
10C. Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.).
10D. Providing care for dependents living with you (parents, children, spouse, etc.).
10E. Commuting to and from classes.

Table 15: List of sub-questions (items) with their corresponding question code.

Item 11

Figure 18, survey responses for question codes GNWORK (11A.), GNWRITE (11B.), GNSPEAK (11C.), GNANALY (11D.), GNSOLVE (11E.), GNOTHERS (11F.), GNINQ (11G.), GNCARGOAL (11H.), and GNGAINCAR (11I.), focuses on students' perceptions of how their college experience has contributed to their development across a variety of academic, communication, and career related skills. This question examines the extent to which students feel their education has supported growth in essential skills and prepared them for career opportunities. The purpose of this question is to assess the ways FSW has enhance multiple areas of their personal and professional development.
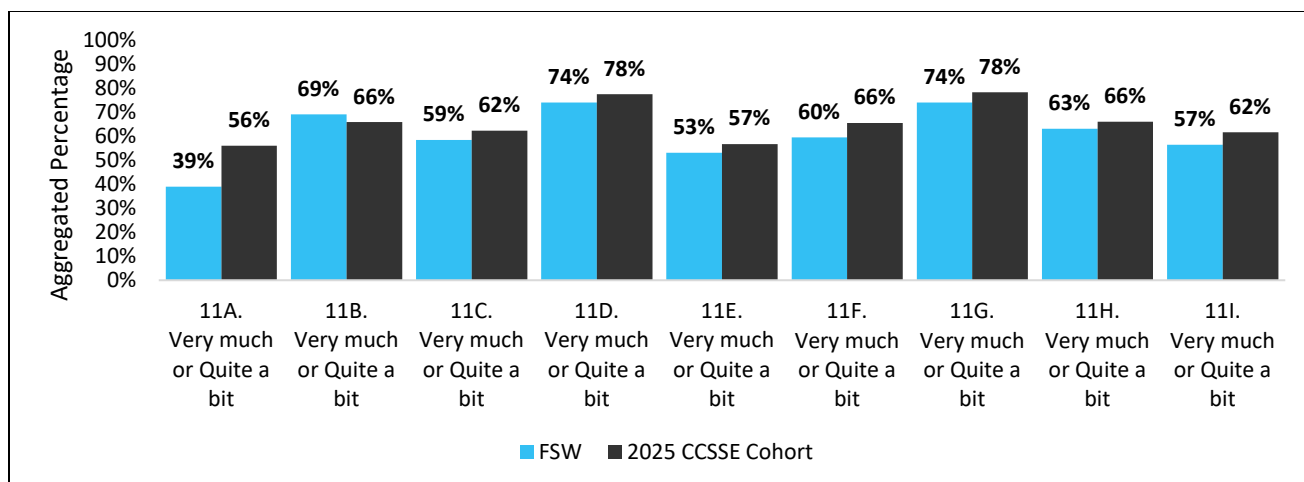
Figure 18: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q11: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

Item
11A. Acquiring job- or work-related knowledge and skills.
11B. Writing clearly and effectively.
11C. Speaking clearly and effectively.
11D. Thinking critically and analytically.
11E. Solving numerical problems.
11F. Working effectively with others.
11G. Learning effectively on your own.
11H. Developing clearer career goals.
11I. Gaining information about career opportunities.

Table 16: List of sub-questions (items) with their corresponding question code.

Item 12.1A

Figure 19, survey responses for question code FREQACAD focuses on how often students have used academic advising or planning services during the academic year. This question examines student engagement with advising resources that assist them in their educational planning. The purpose of this question is to understand how frequently students seek guidance to support their academic goals.
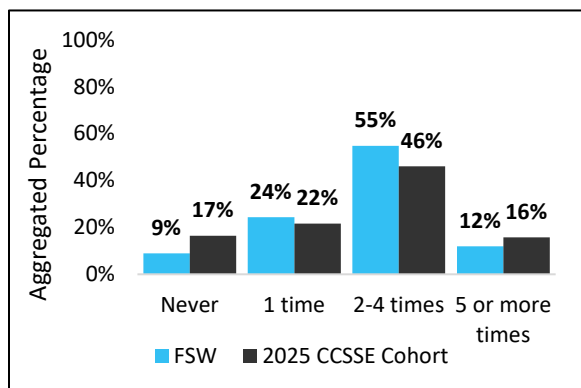

Figure 19: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1A: Academic advising/planning.

Item 12.1B

Figure 20, survey responses for question code FREQCACOU focuses on how often students have used career counseling services during the academic year. This question examines students' engagement with resources that support career planning. The purpose of this question is to understand how frequently students seek career guidance to help shape their professional goals.
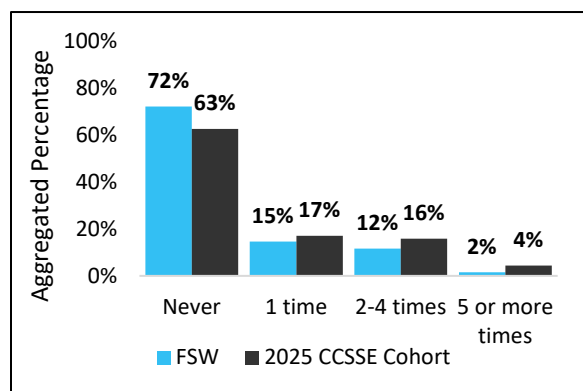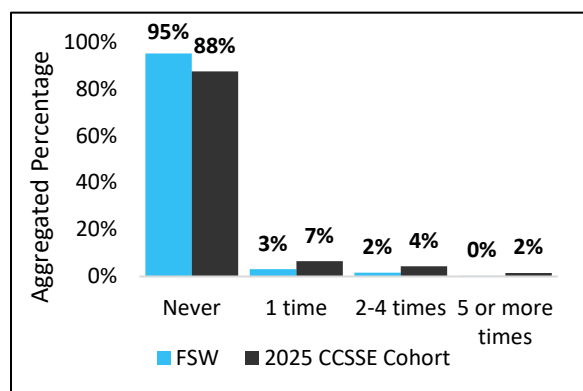

Figure 20: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1B: Career counseling.

Item 12.1C

Figure 21, survey responses for question code FREQJOBPL focuses on how often students have use job placement assistance during the academic year. This question looks at students' engagement with services aimed at helping them find employment opportunities. The purpose of this question is to understand how often students seek support in securing jobs.

Figure 21: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1C: Job placement assistance.

Item 12.1D

Figure 22, survey responses for question code FREQTUTOR focuses on how often students have used peer or other tutoring services during the academic year. This question examines the extent to which students access academic support outside of the classroom. The purpose of this question is to understand students' use of tutoring as a resource.
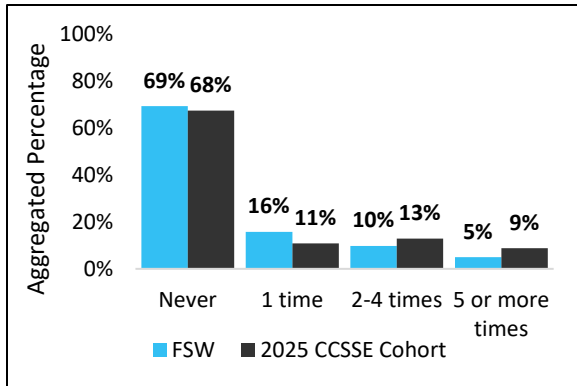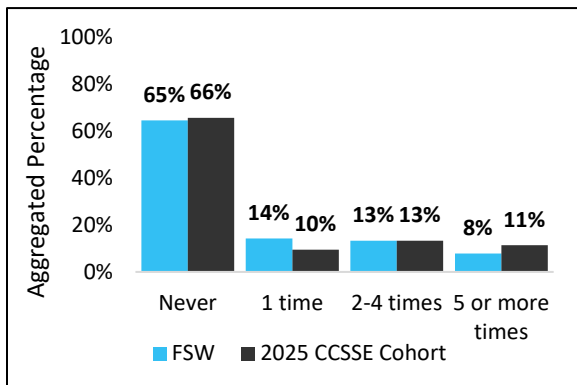
Figure 22: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1D: Peer or other tutoring.

Item 12.1E

Figure 23, survey responses for question code FREQLAB focuses on how often students have used skill labs during the academic year. This question looks at student engagement with support services such as writing and math labs. The purpose of this question is to understand how frequently students seek help through skill labs.

Figure 23: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1E: Skill labs (writing, math, etc.).

Item 12.1F

Figure 24, survey responses for question code FREQCHLD focuses on how often students have used child care services during the academic year. This question examines the extent to which students rely on child care support to balance their academic responsibilities. The purpose of this question is to provide insight into the role of child care services in helping students manage their educational commitments.
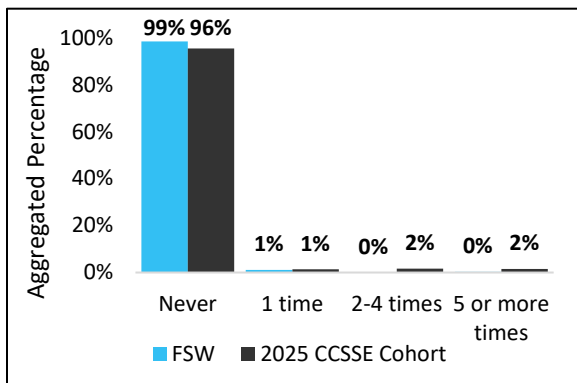

Figure 24: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1F: Child care.

Item 12.1G

Figure 25, survey responses for question code FREQFAADV focuses on how often students have used financial aid advising services during the academic year. This question explores students' engagement with support related to financial aid. The purpose of this question is to provide insight into how often students seek assistance in navigating the financial aspects of their education.
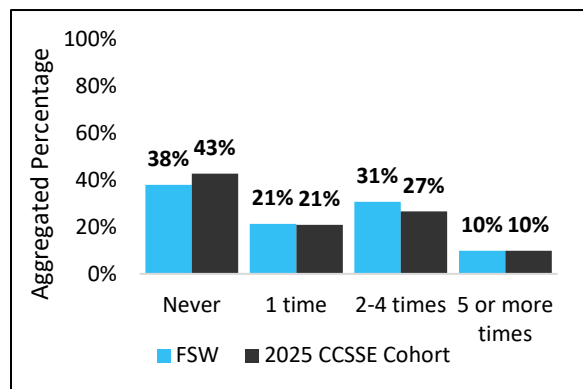

Figure 25: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1G: Financial aid advising.

Item 12.1H

Figure 26, survey responses for question code FREQCOMLB focuses on how often students have used the computer lab during the academic year. This question looks at student access to on campus technology resources for academic work. The purpose of this question is to provide insight into how frequently students use the computer labs to complete coursework or other related tasks.
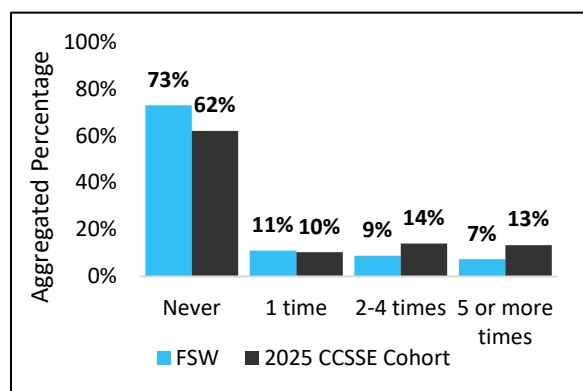

Figure 26: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1H: Computer lab.

Item 12.1I

Figure 27, survey responses for question code FREQSTORG focuses on how often students have participated in student organizations during the academic year. This question examines student involvement in campus life outside the classroom. The purpose of this question is to provide insight into how frequently students engage in extracurricular student activities.
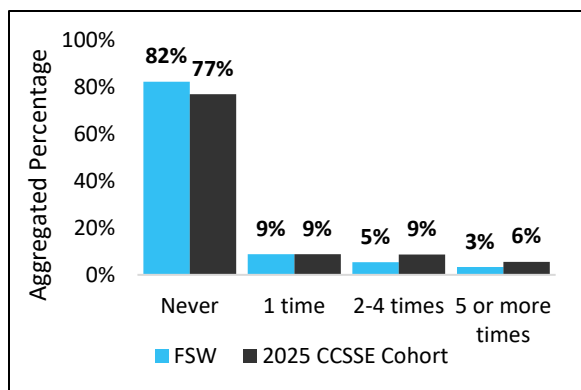
Figure 27: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1I: Student organizations.

Item 12.1J

Figure 28, survey responses for question code FREQTRADV focuses on how often students have used transfer advising or planning services during the academic year. This question examines students' engagement with support related to transferring to another institution. The purpose of this question is to provide insight into how frequently students seek guidance to prepare for the next step in their educational journey.
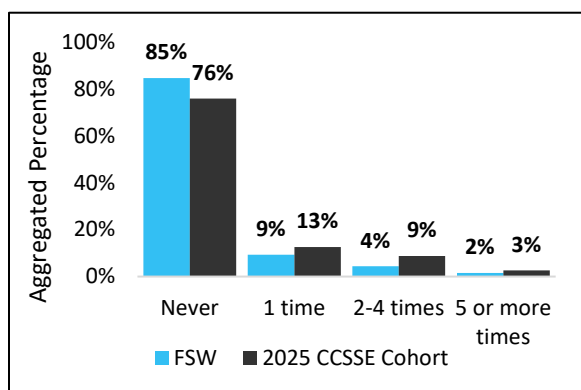

Figure 28: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1J: Transfer advising/planning.

Item 12.1K

Figure 29, survey responses for question code FREQLIB focuses on how often students have used library resources and services during the academic year. This question looks at students' engagement with academic support related to research assistance and study materials. The purpose of this question is to provide insight into how frequently students rely on the library to support their learning.
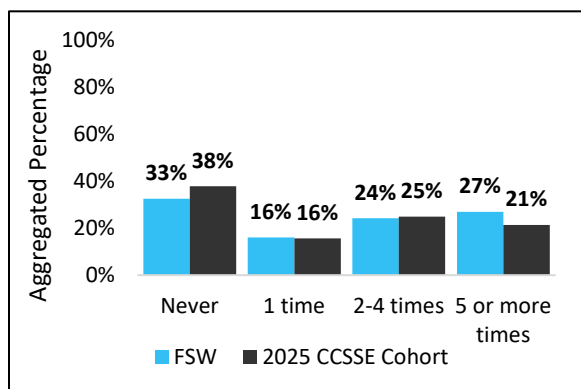

Figure 29: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1K: Library resources and services.

Item 12.1L

Figure 30, survey responses for question code FREQDISABSVC focuses on how often students have used services for students with disabilities during the academic year. This question examines students' engagement with accommodations and support designed to ensure equal access to education opportunities. The purpose of this question is to provide insight into how frequently students utilize these resources to support their academic success.
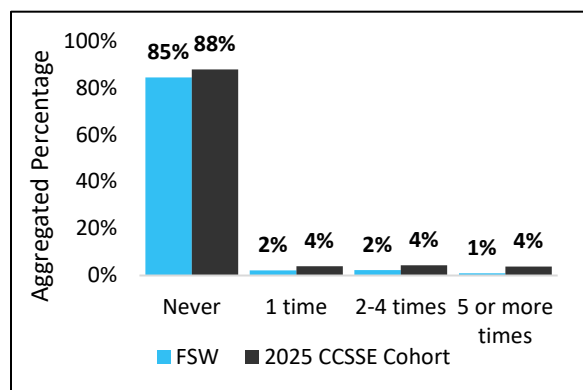

Figure 30: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1L: Services for students with disabilities.

Item 12.1M

Figure 31, survey responses for question code FREQMILSVCS focuses on how often students have used services for active military and veterans during the academic year. This question explored student engagement with resources specifically designed to support military affiliated individuals. The purpose of this question is to provide insight into how frequently these students access the services for active military and veterans.
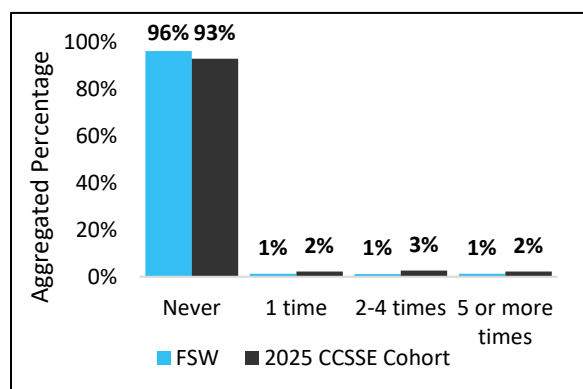

Figure 31: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.1: How often have you used the following services during the academic year? Q12.1M: Services for active military and veterans.

Item 12.2

Figure 32 and 33, survey responses for question codes SATACAD (12.2A.), SATCACOU (12.2B.), SATJOBPL (12.2C.), SATTUTOR (12.2D.), SATLAB (12.2E.), SATCHLD (12.2F.), SATFAADV (12.2G.), SATCOMLB (12.2H.), SATSTORG (12.2I.), SATTRADV (12.2J.), SATLIB (12.2K.), SATDISABSVC (12.2L.), and SATMILSVCS (12.2M.) focuses on how satisfied students are with the various support services offered by FSW. This question captures student satisfaction with resources such as academic advising, tutoring, financial aid, career services, and more. The purpose of this question is to provide insight into how well these services are meeting students' needs.
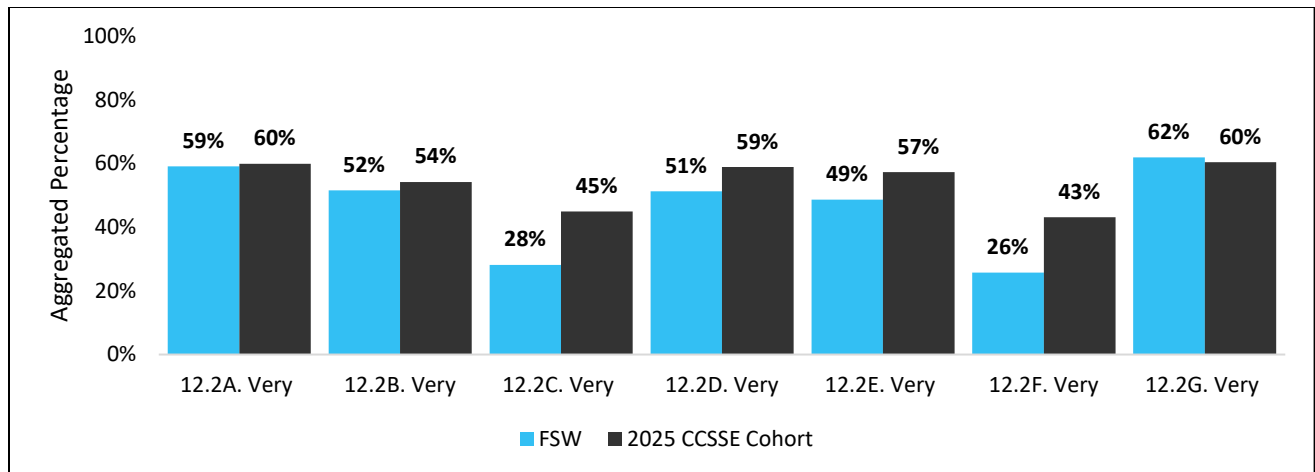
Figure 32: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.2: How satisfied are you with the services?
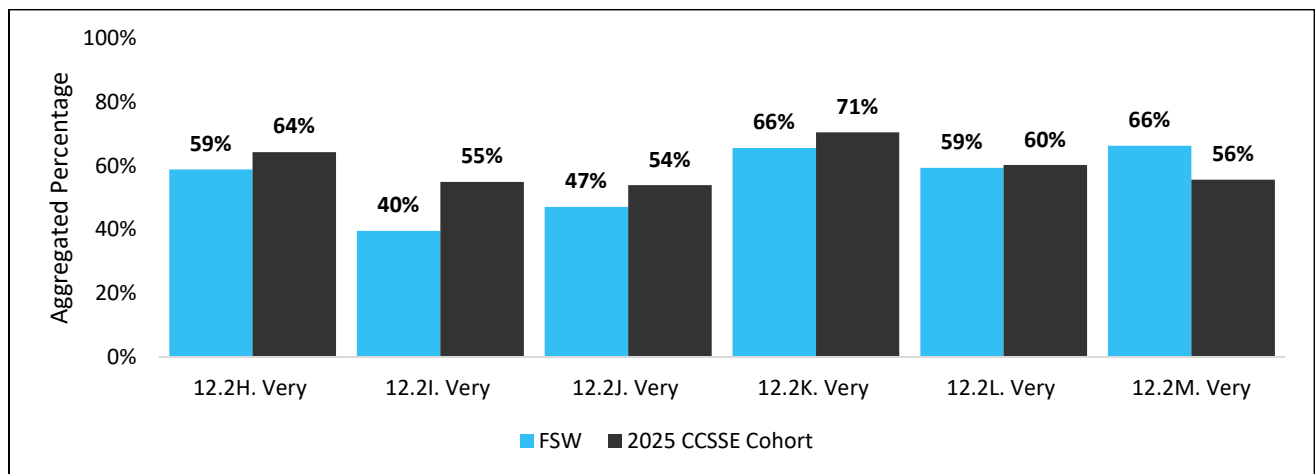

Figure 33: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.2: How satisfied are you with the services?

Item
12.2A. Academic advising/planning.
12.2B. Career counseling.
12.2C. Job placement assistance.
12.2D. Peer or other tutoring.
12.2E. Skill labs (writing, math, etc.).
12.2F. Child care.
12.2G. Financial aid advising.
12.2H. Computer lab.
12.2I. Student organizations
12.2J. Transfer counseling.
12.2K. Library resources and services.
12.2L. Services for students with disabilities.
12.2M. Services for active military and veterans.

Table 17: List of sub-questions (items) with their corresponding question code.

Item 12.3

Figure 34 and 35, survey responses for question codes IMPACAD (12.3A.), IMPCACOU (12.3B.), IMPJOBPL (12.3C.), IMPTUTOR (12.3D.), IMPLAB (12.3E.), IMPCHLD (12.3F.), IMPFAADV (12.3G.), IMPCOMLB (12.3H.), IMPSTORG (12.3I.), IMPTRADV (12.3J.), IMPLIB (12.3K.), IMPDISABSVC (12.3L.), and IMPMILSVCS (12.3M.) focuses on how important students consider the various support services offered at FSW. This question reflects students' views on the value of services such as academic advising, tutoring, financial aid, career services, and more. The purpose of this question is to provide insight into which resources students prioritize as important to their academic success.
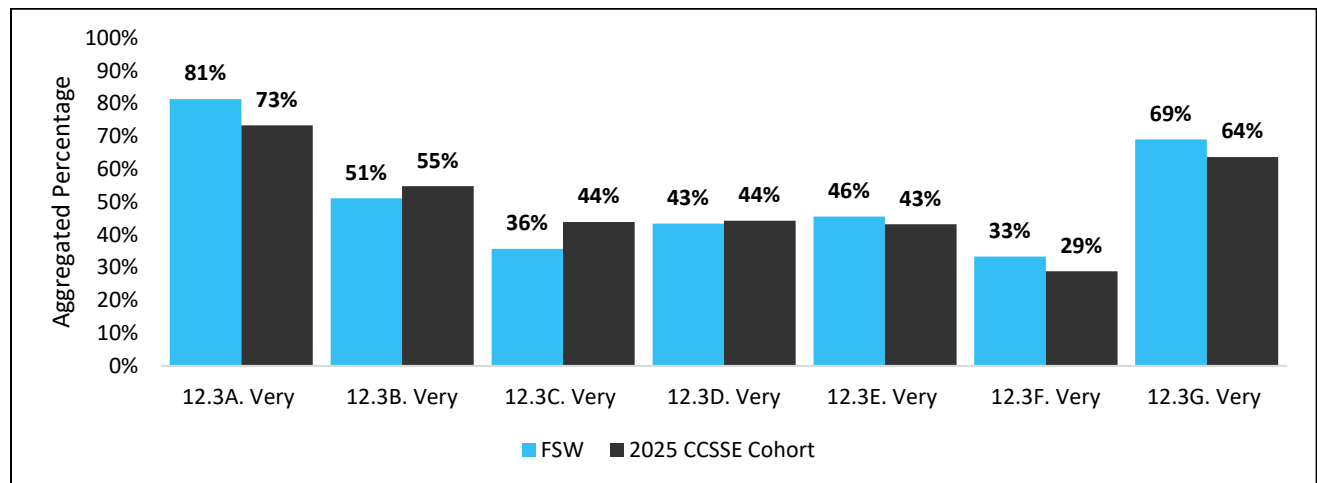

Figure 34: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.3: How important are the services to you at this college?
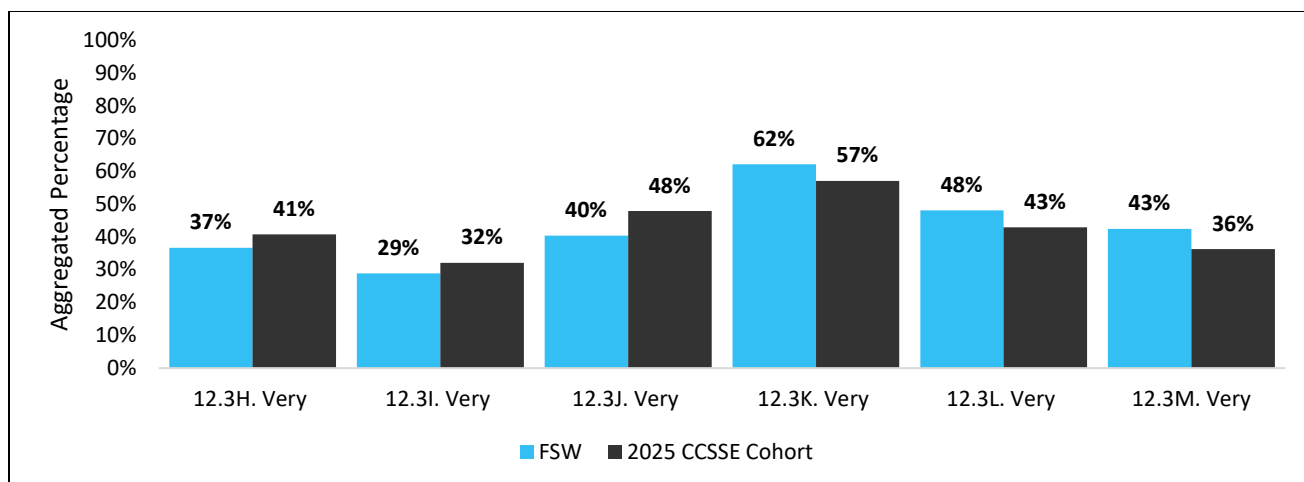
Figure 35: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q12.3: How important are the services to you at this college?

Item
12.3A. Academic advising/planning.
12.3B. Career counseling.
12.3C. Job placement assistance.
12.3D. Peer or other tutoring.
12.3E. Skill labs (writing, math, etc.).
12.3F. Child care.
12.3G. Financial aid advising.
12.3H. Computer lab.
12.3I. Student organizations.
12.3J. Transfer counseling.
12.3K. Library resources and services.
12.3L. Services for students with disabilities.
12.3M. Services for active military and veterans.

Table 18: List of sub-questions (items) with their corresponding question code.

Item 13

Figure 36, survey responses for question code COMPLREG focuses on whether students completed registration before the first-class session of the current academic term. This question examines students' ability to register on time. The purpose of this question is to provide insight into how effectively students complete timely registration.
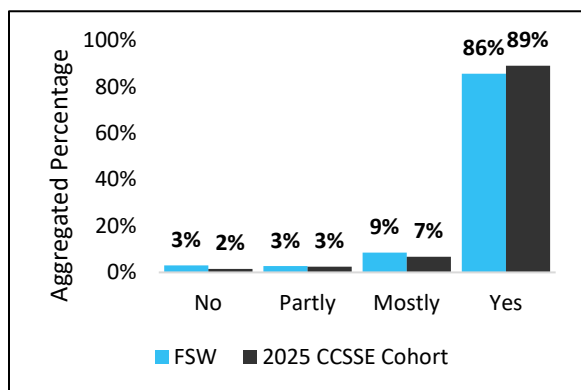
Figure 36: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q13: During the current academic term at this college, I completed registration before the first-class session(s).

Item 14

Figure 37, survey responses for question code COMPLREG focuses on students' experiences with orientation when they first came to FSW. This question captures the different ways students participated in orientation. The purpose of this question is to provide insight into how students are introduced to FSW.
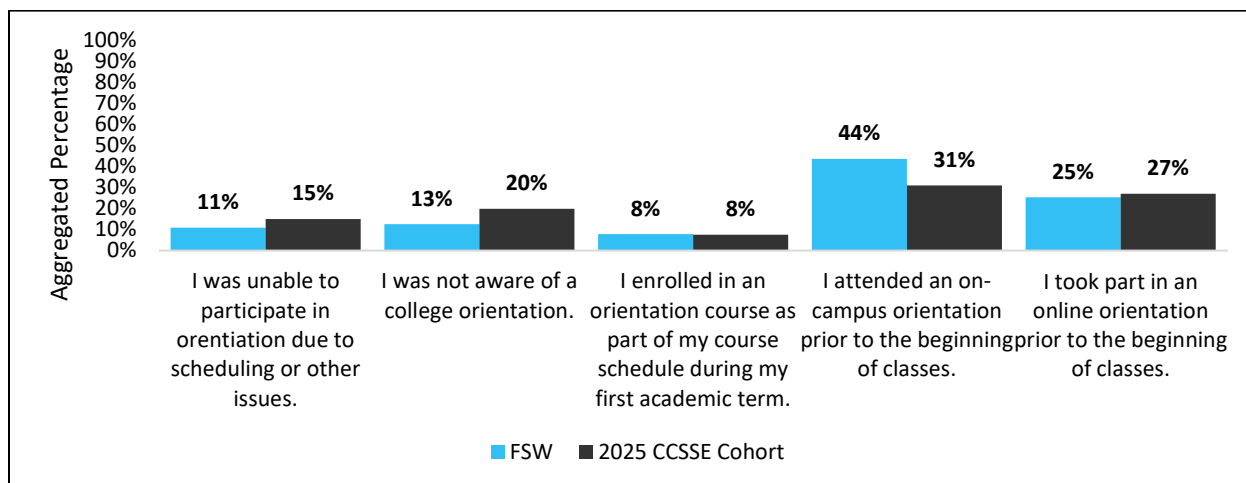

Figure 37: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q14: The one response that best describes my experience with orientation when I first came to this college is:

Item 15

Figure 38, survey responses for question code PARTICFYE focuses on students' participation in first-year experience programs during their first academic year. This question examines how many students engage with programs designed to support their transition in college. The purpose of this question is to provide insight into the student participation in these initiatives.
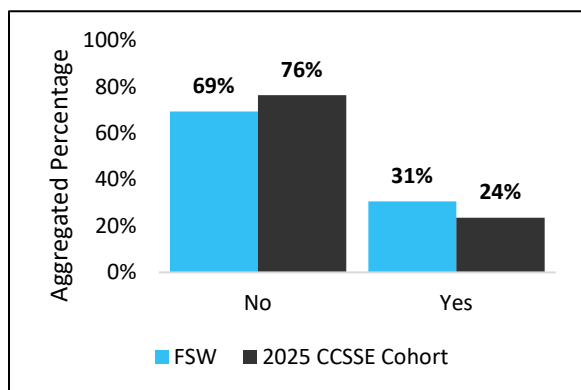
Figure 38: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q15: During my first academic year at this college, I participated in a first-year experience program.

Item 16

Figure 39, survey responses for question code PARTICLRNC focuses on students' participation in organized learning communities during their first academic term. This question examines involvement in formal program where groups of students take multiple classes together to enhance learning. The purpose of this question is to provide insight into the student engagement in these learning communities.
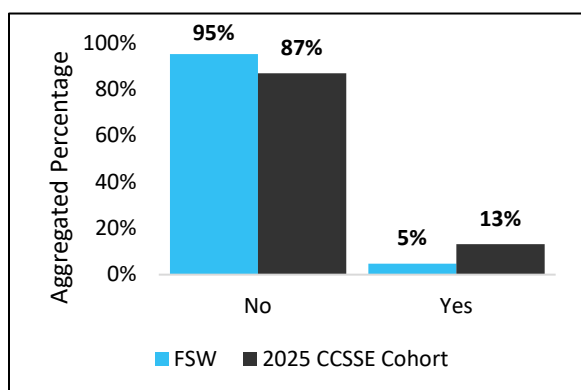

Figure 39: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q16: During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).

Item 17

Figure 40, survey responses for question code PARTICSSC focuses on students' participation in a student success course during their first academic term. This question examples engagement with courses designed to help students develop the skills needed to succeed in college. The purpose of this question is to provide insight into how many students participate in a student success course.
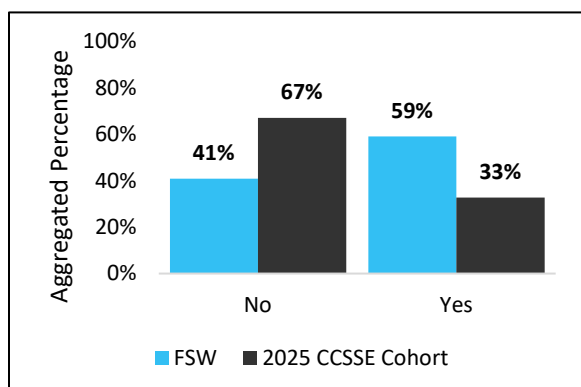

Figure 40: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q17: During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).

Item 18

Figure 41, survey responses for question code TOLDENRDEV focuses on whether students were advised to enroll in a developmental or remedial course during their first academic term. This question examines students' exposure to recommendations for foundational courses. The purpose of this question is to understand how many students received guidance to take developmental courses early in their college experience.
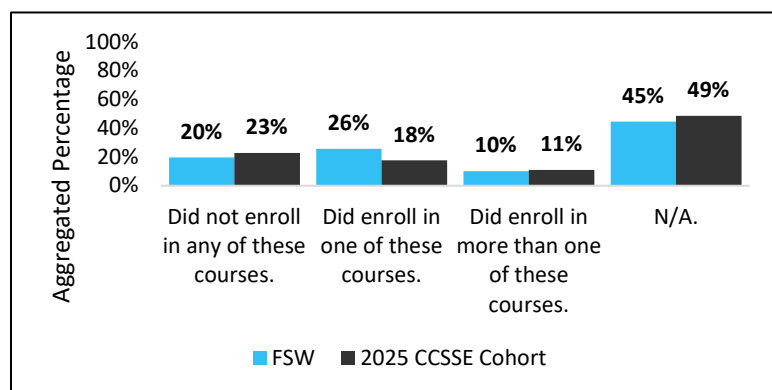

Figure 41: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q18: I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I…

Item 19

Figure 42, survey responses for question code ATTNDPOLICY focuses on students' understanding of their instructors' class attendance policies during the current academic term. This question assesses the clarity of communication regarding attendance rules to students. The purpose of this question is to determine how well instructors convey attendance rules to students.
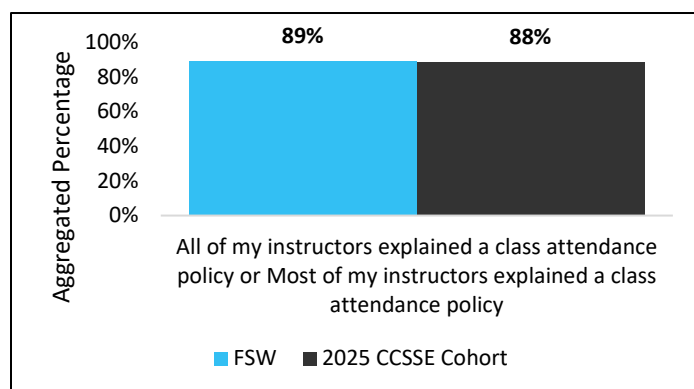

Figure 42: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q19: During the current academic term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without a penalty.

Item 20

Figure 43, survey responses for question code DEVACADPLN focuses on whether students received academic planning support from an advisory before the end of their first term. This question examines early advising practices aimed at helping students map out their educational goals. The purpose of this question is to understand how many students engaged in academic planning.
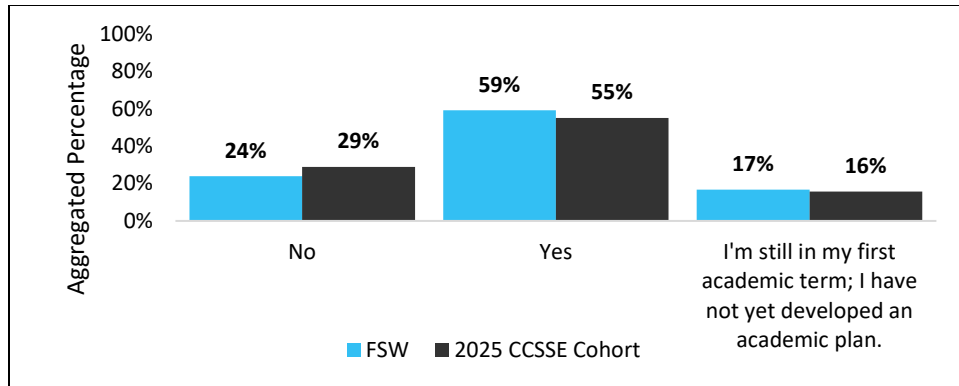
Figure 43: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q20: Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

Item 21

Figure 44, survey responses for question code STRGLASSIST focuses on whether students are contacted by someone at FSW when they are struggling academically. This question explored FSW's efforts to support students in need. The purpose of this question is to assess how effectively FSW assists students facing academic challenges.
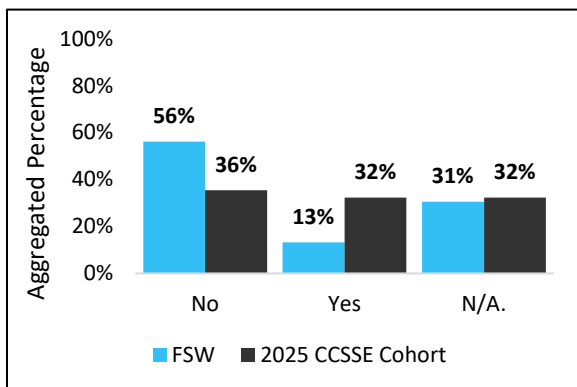

Figure 44: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q21: Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.

Item 22

Figure 45, survey responses for question code PARTICSI focuses on students' participation in supplemental instruction during the current academic year. This question examines engagement with additional learning opportunities designed to enhance academic performance. The purpose of this question is to measure how often students utilize supplemental instruction resources.
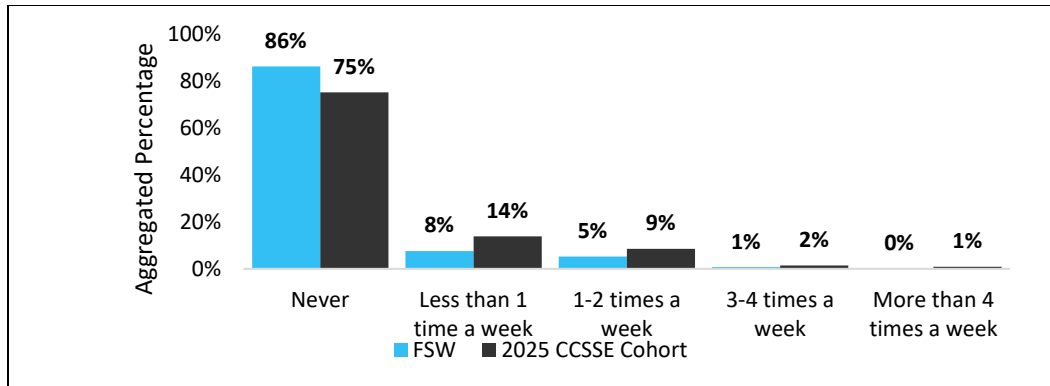
Figure 45: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q22: During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).

Item 23

Figure 46, survey responses for question codes WRKFULL (23A.), CAREDEP (23B.), ACADUNP (23C.), LACKFIN (23D.), and TRANSFER (23E.) focuses on students' likelihood of withdrawing from class or FSW due to various challenges. This question aims to identify potential barriers to academic completion. The purpose of this question is to assess which factors most commonly influence students' decisions to withdraw.
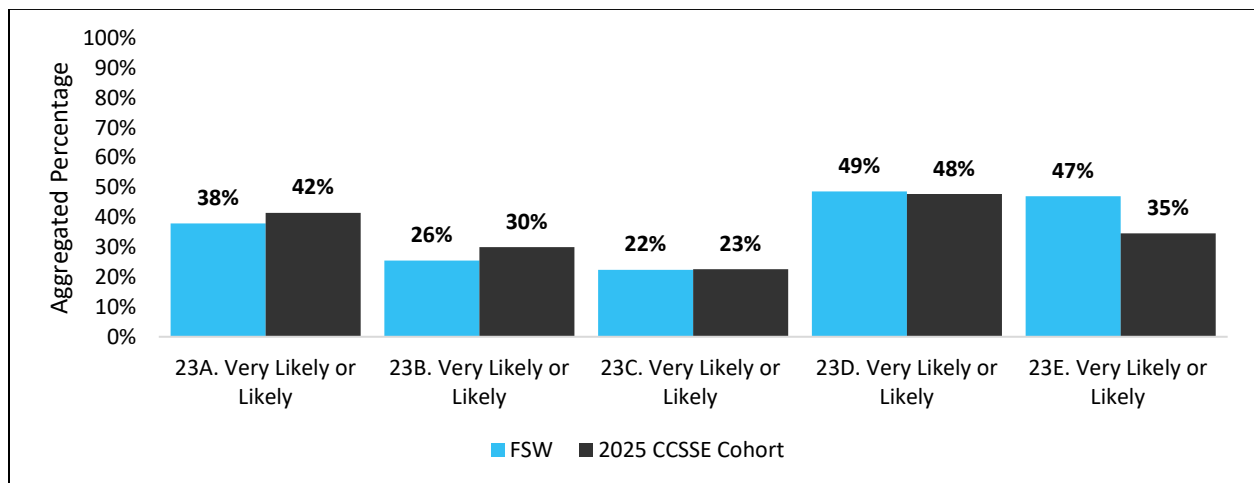

Figure 46: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q23: How likely is it that the following issues would cause you to withdraw from class or from this college?

Item
23A. Working full-time.
23B. Caring for dependents.
23C. Academically unprepared.
23D. Lack of finances.
23E. Transfer to a 4-year college or university.

Table 19: List of sub-questions (items) with their corresponding question code.

Item 24

Figure 47, survey responses for question code FRNDSUPP focuses on the level of support students feel they receive from their friends regarding their college attendance. This question examines the role of peer encouragement on students' academic journey. The purpose of this question is to understand how social support from friends contributes to student's overall college experience.
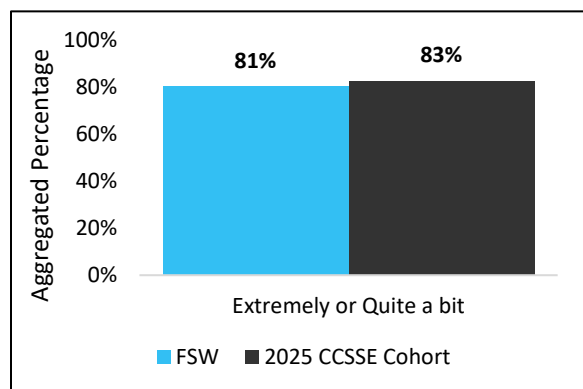

Figure 47: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q24: How supportive are your friends of your attending this college?

Item 25

Figure 48, survey responses for question code FAMSUPP focuses on the level of support students feel they receive from their immediate family regarding their college attendance. This question examines the influence of family encouragement on students' academic journey. The purpose of this question is to understand how family support from impacts student's overall college experience.
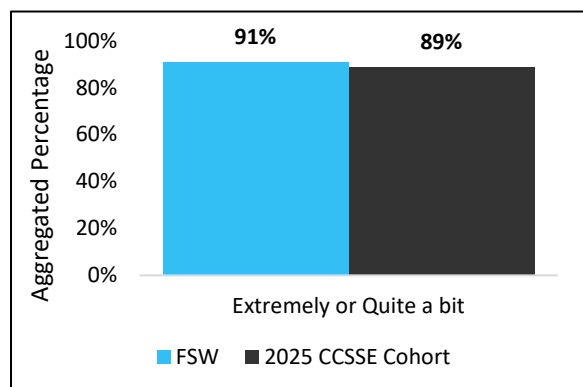

Figure 48: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q25: How supportive is your immediate family of your attending this college?

Item 26

Figure 49, survey responses for question codes GOALCERT (26A.), GOALAA (26B.), GOALTR4YR (26C.), GOALJOBSKILL (26D.), GOALCHGCAR (26E.), and GOALSELFIMP (26F.) focuses on students' reasons and goals for attending FSW. This question examines the various motivations that influence students' decisions to enroll. The purpose of this question is to gain insight into the key factors that shape students' educational priorities.
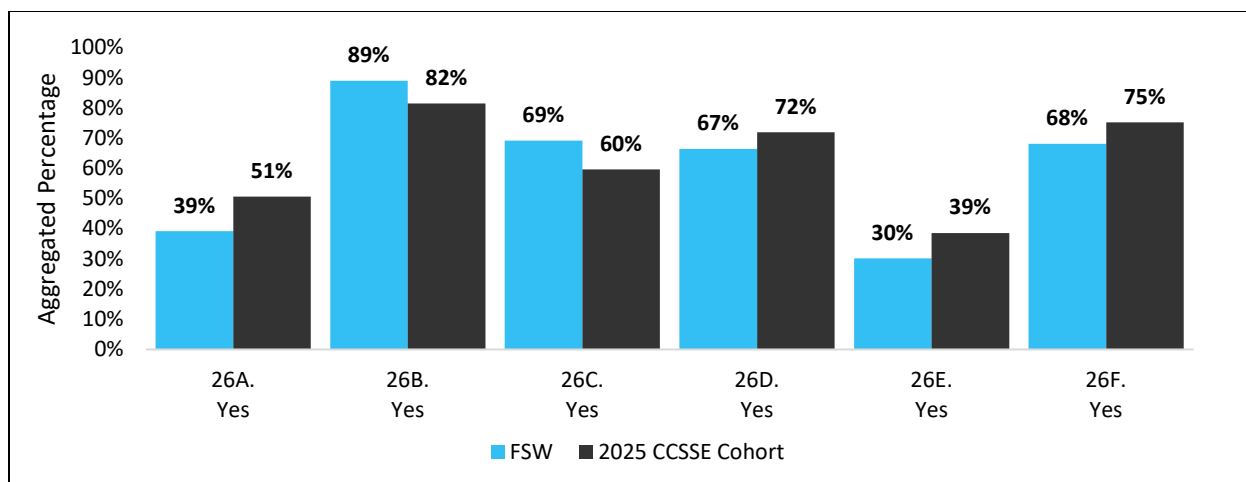
Figure 49: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q26: Indicate which of the following are your reasons/goals for attending this college.

Item
26A. Complete a certificate program.
26B. Obtain an associate degree.
26C. Transfer to a 4-year college or university.
26D. Obtain or update job-related skills.
26E. Change careers.
26F. Self-improvement/personal enjoyment.

Table 20: List of sub-questions (items) with their corresponding question code.

Item 27A

Figure 50, survey responses for question code PAYOWNINC focuses on students' use of their own income or savings to cover tuition costs. This question explores how many students depend on personal financial resources to support their education. The purpose of this question is to understand the extent to which students rely on their own financial resources to pay for their tuition.

Figure 50: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27A: My own income/savings.

Item 27B

Figure 51, survey responses for question code PAYFAM focuses on students' use of income or savings from family to pay for tuition. This question examines the role of family financial support in funding students' education. The purpose of this question is to understand the extent to which students depend on family financial resources to pay for their tuition.
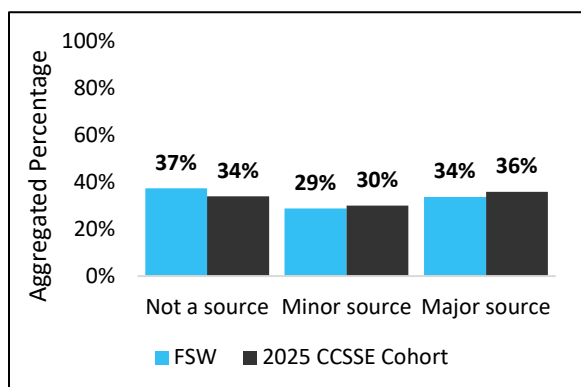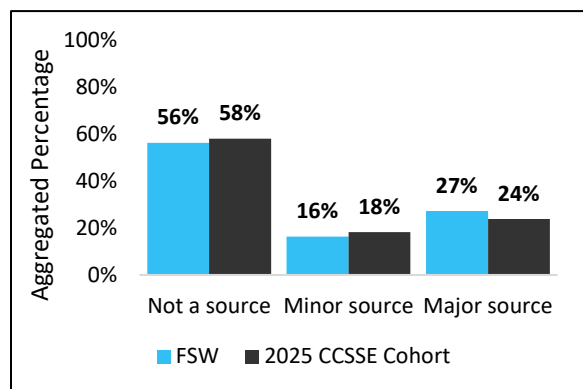

Figure 51: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27B: Income/savings from family.

Item 27C

Figure 52, survey responses for question code PAYEMPLOYER focuses on students' use of employer contributions to pay for tuition. This question examines the role of workplace financial support in funding students' education. The purpose of this question is to understand the extent to which students rely on employer assistance to pay for their tuition.
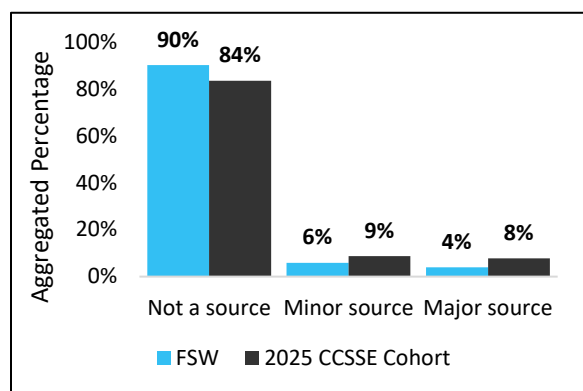

Figure 52: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27C: Employer contributions.

Item 27D

Figure 53, survey responses for question code PAYMILBEN focuses on students' use of active military or veterans' benefits to pay for tuition. This question examines the role of military related financial support in funding students' education. The purpose of this question is to understand the extent to which students rely on military or veterans' benefits to pay for their tuition.
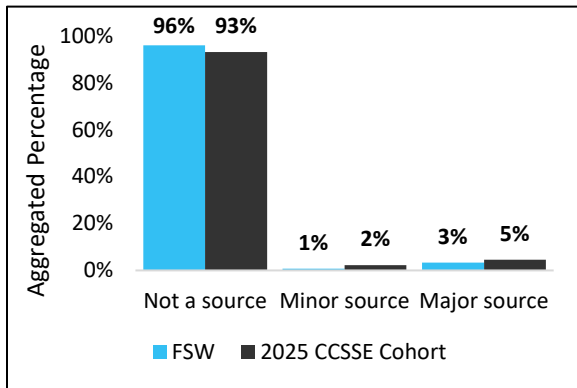
Figure 53: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27D: Active military or veterans' benefits.

Item 27E

Figure 54, survey responses for question code PAYGRANT focuses on students' use of grants to pay for tuition. This question examines the role of grant funding in supporting students' educational expenses. The purpose of this question is to understand the extent to which students rely on grants to pay for their tuition.
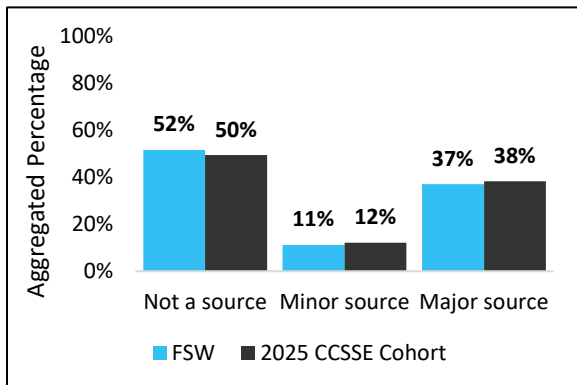

Figure 54: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27E: Grants.

Item 27F

Figure 55, survey responses for question code PAYSCHOL focuses on students' use of scholarships to pay for tuition. This question examines the role of scholarship funding in supporting students' education. The purpose of this question is to understand the extent to which students rely on scholarship to pay for their tuition.

Figure 55: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27F: Scholarships.

Item 27G

Figure 56, survey responses for question code PAYSTULOANS focuses on students' use of student loans from banks or other lenders to pay for tuition. This question examines the role of loan financing in covering educational costs. The purpose of this question is to understand the extent to which students rely on borrowed funds to pay for their tuition.
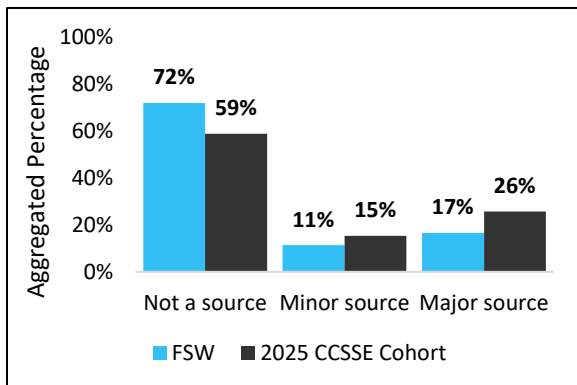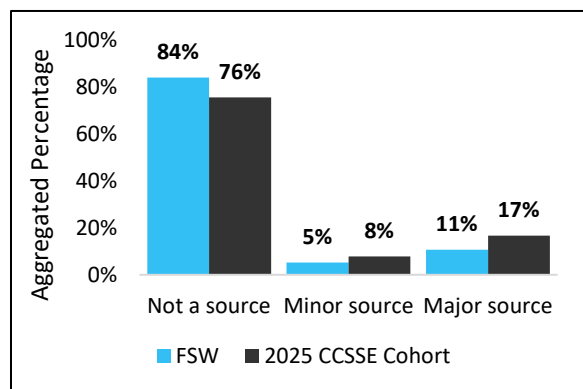

Figure 56: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27G: Student loans (banks, etc.).

Item 27H

Figure 57, survey responses for question code PAYPUBASSIST focuses on students' public assistance to pay for tuition. This question examines the role of government support programs in helping students finance their education. The purpose of this question is to understand the extent to which students depend on public assistance to pay for their tuition.

Figure 57: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q27: Indicate which of the following sources you use to pay for your tuition at this time. Q27H: Public assistance.

Item 28

Figure 58, survey responses for question code WHENTKAGN focuses on students' plans for future enrollment at FSW. This question examines when students intend to continue their education. The purpose of this question is to provide insight into students' academic plans.

Figure 58: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q28: When do you plan to take classes at this college again?

Item 29

Figure 59, survey responses for question code COLGPA focuses on students' self-reported overall GPA at FSW. This question explores the students' grade range that best represents their current academic performance. The purpose of this question is to provide insight into students' academic standing based on GPA ranges.
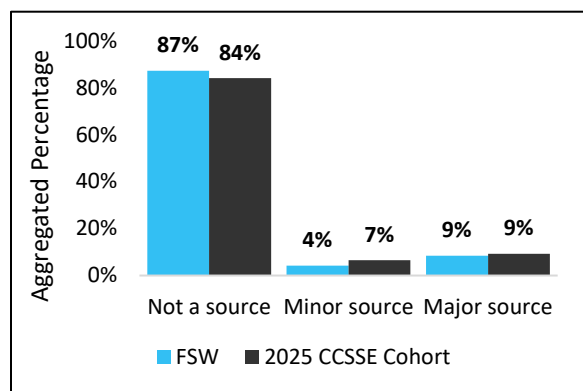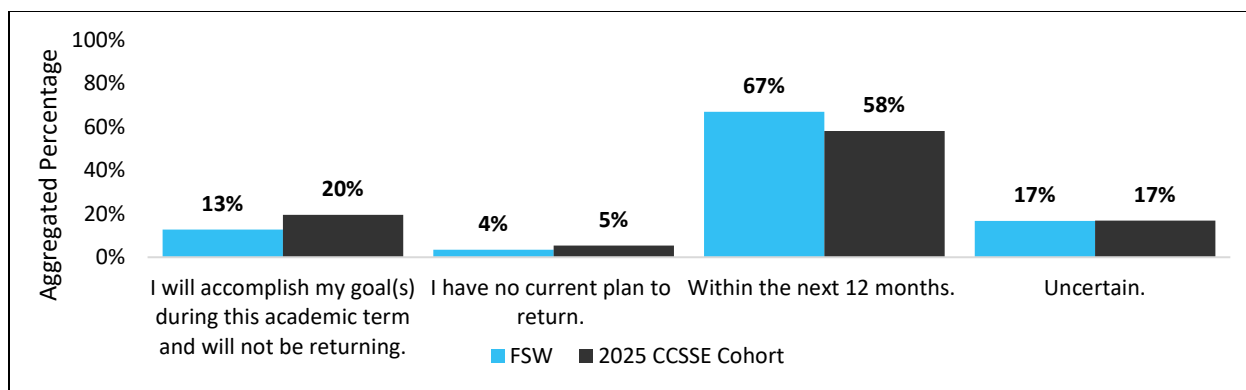

Figure 59: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q29: At this college, in what range is your overall grade point average (GPA)?

Item 30

Figure 60, survey responses for question code HSGPA focuses on students' self-reported overall high school GPA. This question explores students' grade range that best reflects their academic performance in high school. The purpose of this question is to provide insight into students' academic backgrounds before attending college.

Figure 60: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q30: In what range was your overall high school grade point average (GPA)?

Item 31

Figure 61, survey responses for question code TIMCLASS focuses on when students most frequently take classes at FSW. This question identifies the timeframes that students typically attend classes. The purpose of this question is to understand student scheduling preferences.
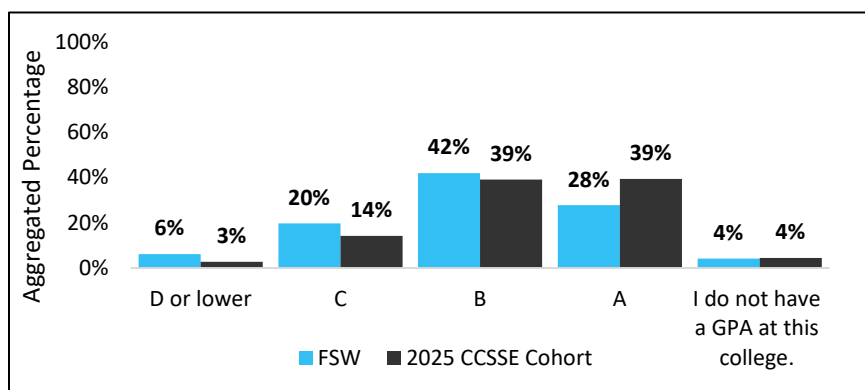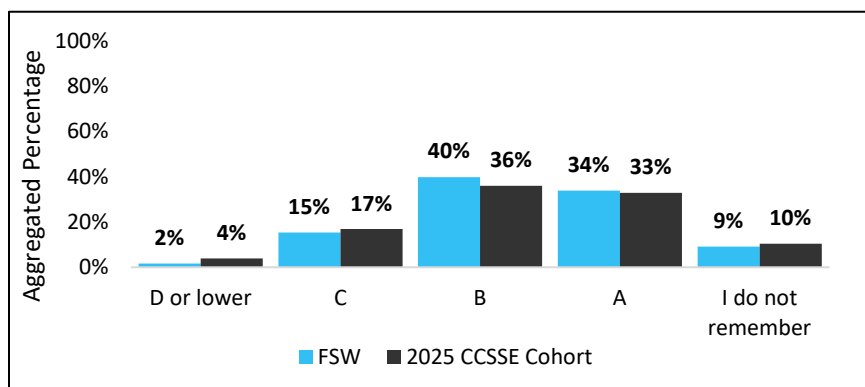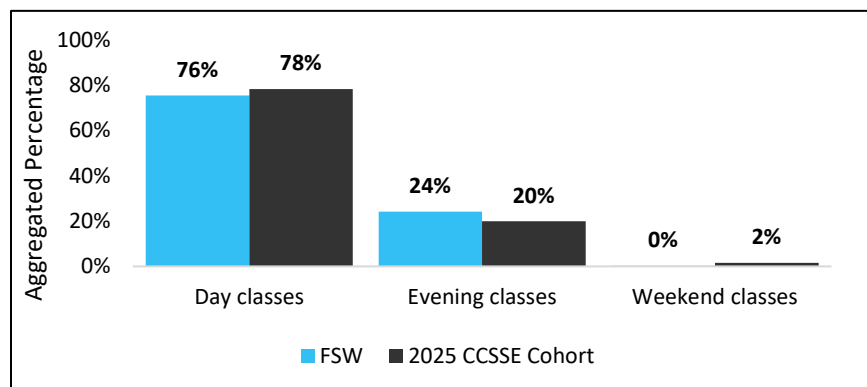

Figure 61: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q31: When do you most frequently take classes at this college?

Item 32A

Figure 62, survey responses for question code NUMCLF2F focuses on the number of face-to-face classes students are taking during the current academic term. This question examines students' in-person course load. The purpose of this question is to understand students' engagement with traditional classroom instruction.

Figure 62: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q32: During the current academic term, how many classes are you taking? Q32A: Face-to-face.

Item 32B

Figure 63, survey responses for question code NUMCLOL focuses on the number of online classes students are taking during the current academic term. This question examines students' participation in remote learning. The purpose of this question is to understand students' engagement with online course offerings.

Figure 63: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q32: During the current academic term, how many classes are you taking? Q32B: Online.

Item 32C

Figure 64, survey responses for question code NUMCLHYB focuses on the number of hybrid classes students are taking during the current academic term. This question examines students' participation in course that combine in person and online learning. The purpose of this question is to understand students' engagement with flexible instructional formats.
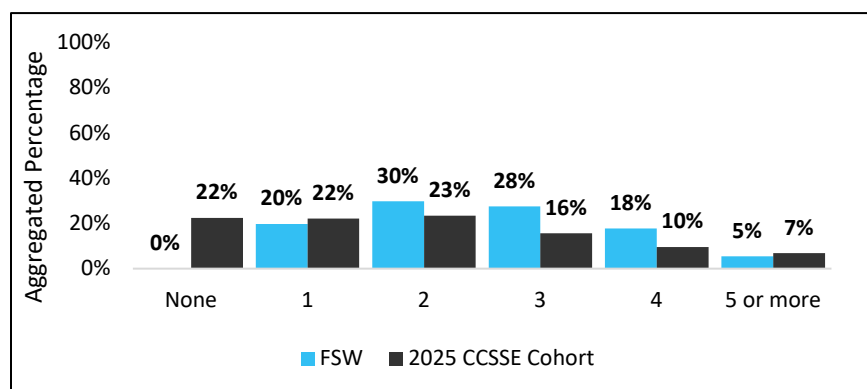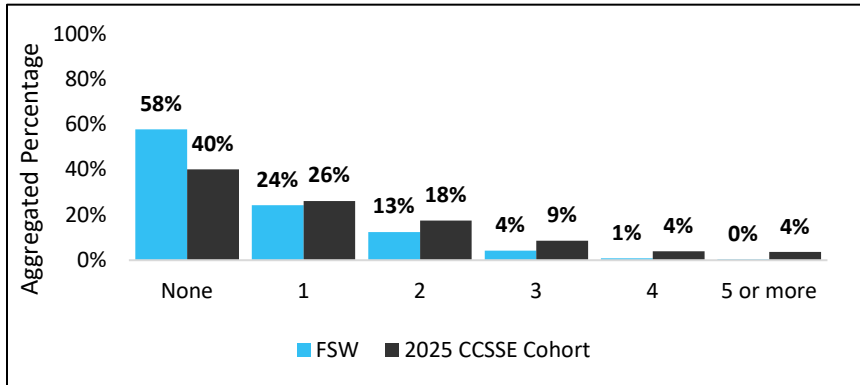

Figure 64: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q32: During the current academic term, how many classes are you taking? Q32C: Hybrid.

Item 33

Figure 65, survey responses for question code TOTCREARND focuses on the total number of credit hours students have earned at FSW, excluding course from the current academic term. This question examines students' academic progress to date. The purpose of this question is to understand how far along students are in their academic programs.

Figure 65: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q33: How many total credit hours have you earned at this college, not counting the courses you are currently taking this academic term?

Item 34

Figure 66, survey responses for question code TOTTERMS focuses on the total number of academic terms students have been enrolled at FSW. This question examines students to indicate how many terms they have attended. The purpose of this question is to identify where students are in their academic journey based on their term enrollment history.
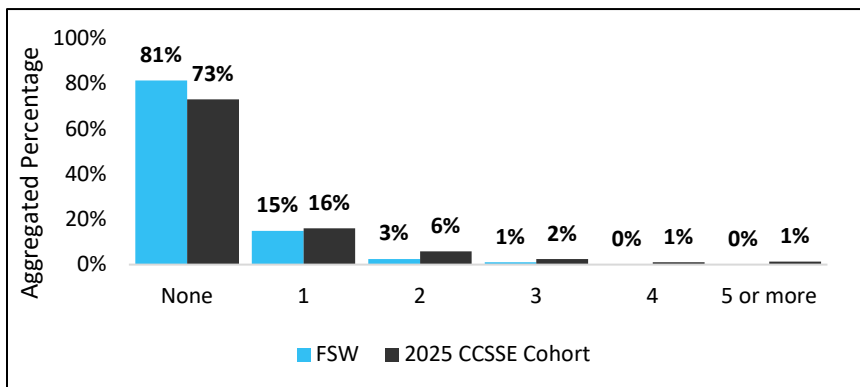

Figure 66: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q34: How many total academic terms have you been enrolled at this college?

Item 35

Figure 67, survey responses for question code RECOMMEN focuses on whether students would recommend FSW to a friend or family member. This question reflects overall student satisfaction with their college experience. The purpose of this question is to understand whether students feel confident that FSW would be a good choice for their friends or family members.
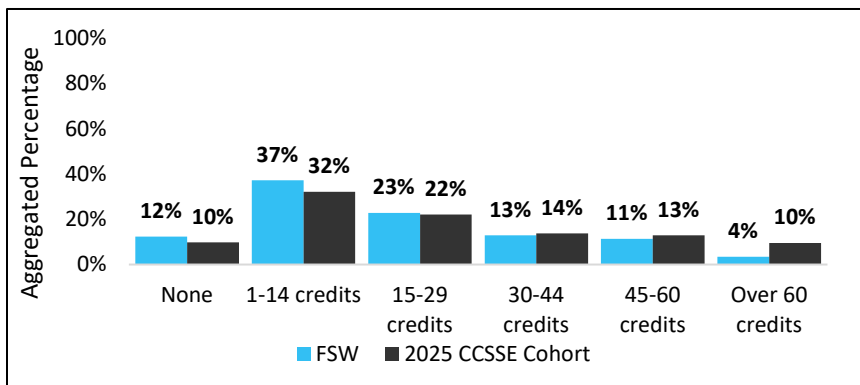

Figure 67: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q35: Would you recommend this college to a friend or family member?

Item 36

Figure 68, survey responses for question code OVRALLEXPER focuses on how students evaluate their overall educational experience at FSW. This question captures students' general impressions of their time at FSW. The purpose of this question is to assess students' overall satisfaction with their educational experience at FSW.

Figure 68: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q36: How would you evaluate your overall educational experience at this college?

Item 37

Figure 69, survey responses for question code CHILDREN focuses on whether students have children who live with them and depend on them for care. This question identifies students with caregiving responsibilities at home. The purpose of this question is to gather information about students' caregiving responsibilities.
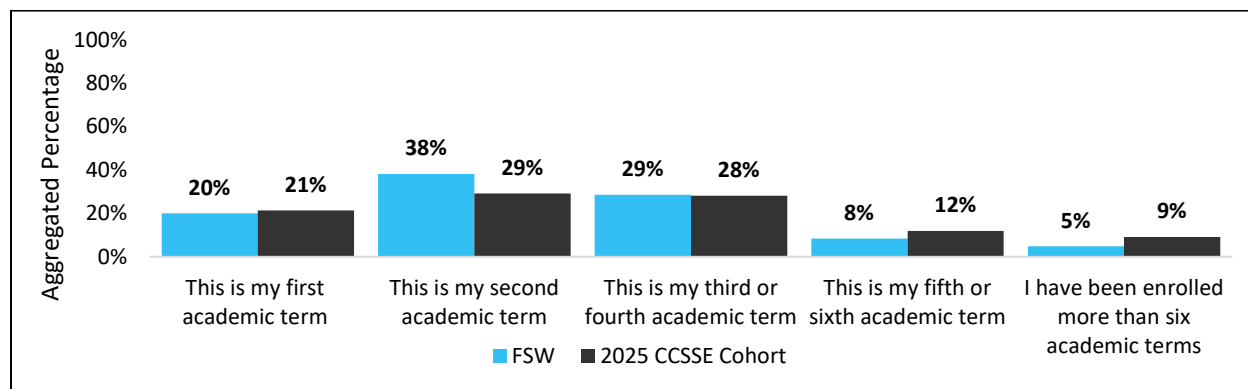

Figure 69: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q37: Do you have children who live with you and depend on you for their care?

Item 40

Figure 70, survey responses for question code MARRIED focuses on whether students are married. This question collects demographic information regarding students' personal relationships. The purpose of this question is to understand the marital status of students.
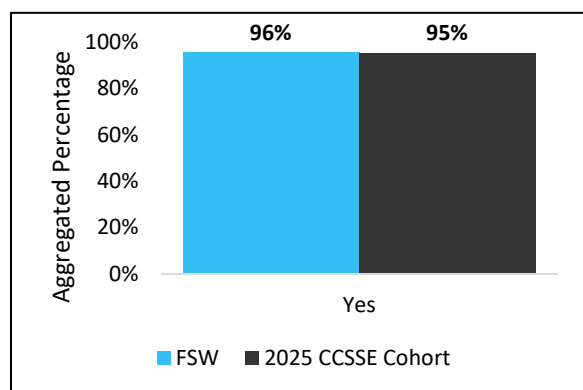

Figure 70: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q40: Are you married?

Item 41

Figure 71, survey responses for question code ENGFIRST focuses on whether English is students' native (first) language This question gathers information about students' primary language. The purpose of this question is to identify language backgrounds within the student population.
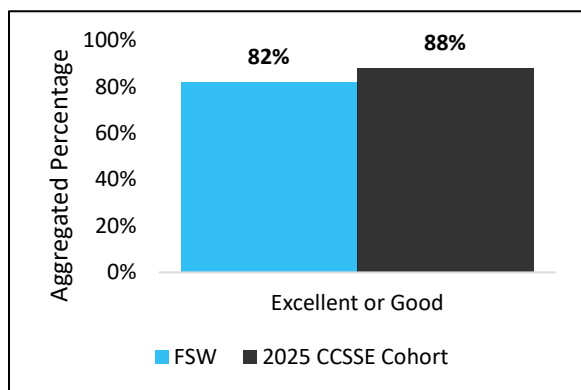

Figure 71: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q41: Is English your native (first) language?

Item 42

Figure 72, survey responses for question code MILITARY focuses on whether students are current or former members of the U.S. Armed Forces, Reserves, or National Guard. This question collects information about students' military affiliation. The purpose of this question is to identify students with military experience.
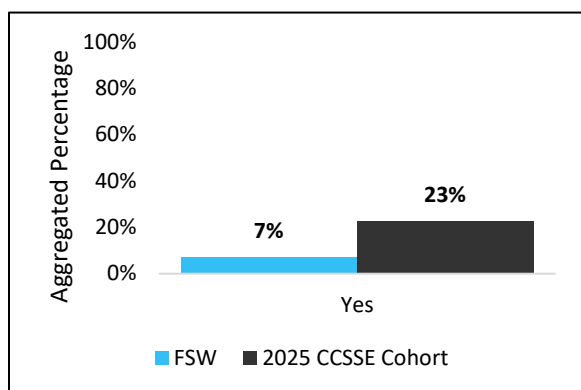

Figure 72: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q42: Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?

Item 44

Figure 73, survey responses for question code STUATHLETE focuses on whether students are student-athletes participating in teams sponsored by FSW's athletics department. This question collects information about students involved in collegiate sports. The purpose of this question is to identify students that are engaged in athletics at FSW.
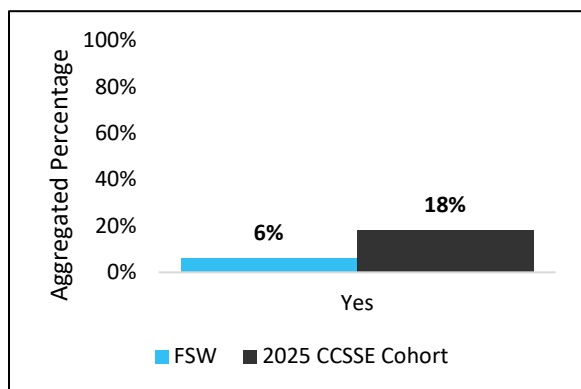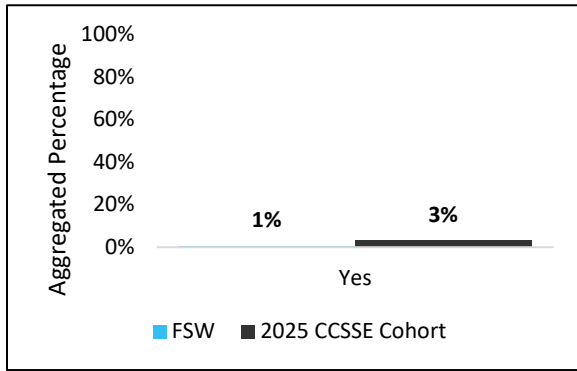
Figure 73: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q44: Are you a student-athlete on a team sponsored by this college's athletics department?

Item 46

Figure 74, survey responses for question code HIGHESTED, focuses on the highest academic credential students have earned. This question gathers information about students' previous education levels. The purpose of this question is to understand the educational backgrounds of students.
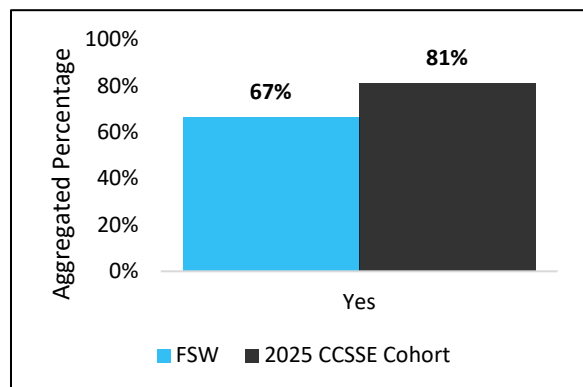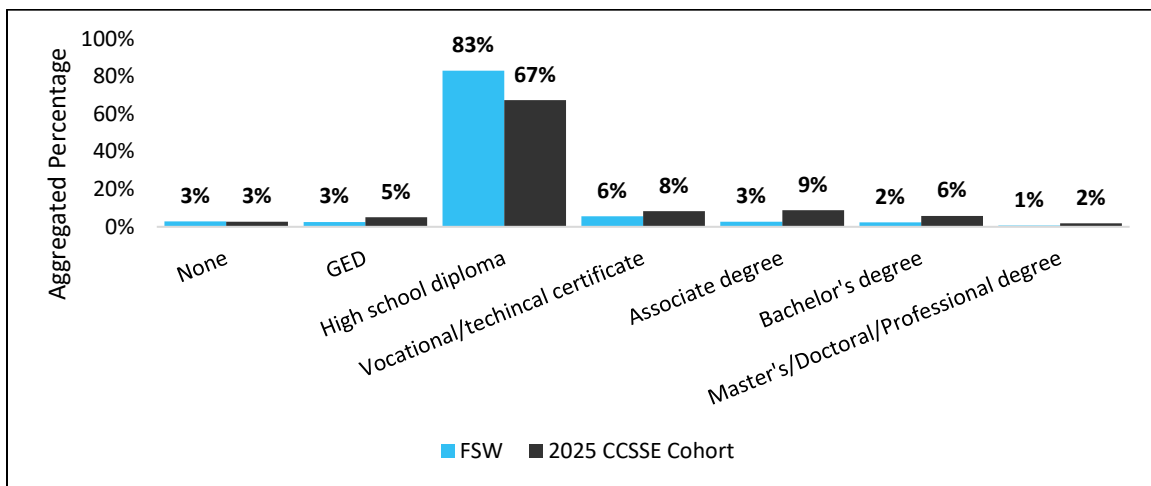

Figure 74: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q46: What is the highest academic credential you have earned?

Item 47

Figure 75, survey responses for question code SOMECOLMO (47A), SOMECOLFA (47B), SOMECOLSIB (47C), SOMECOLCHLD (47D), SOMECOLSP (47E), SOMECOLGUAR (47F), and SOMECOLNONE (47G), focuses on which family members have attended at least some college. This question includes multiple response options such as mother, father, sibling, child, spouse/partner, legal guardian, or no one. The purpose of this question is to gather information about students' family educational backgrounds.
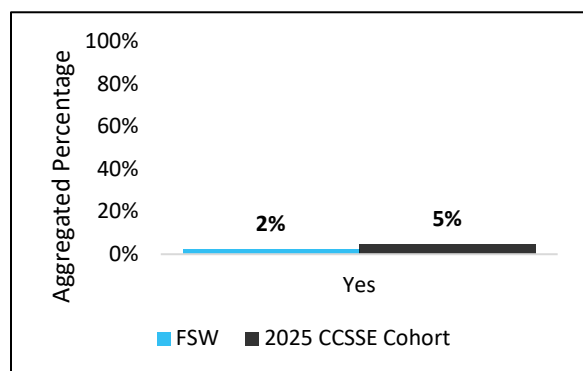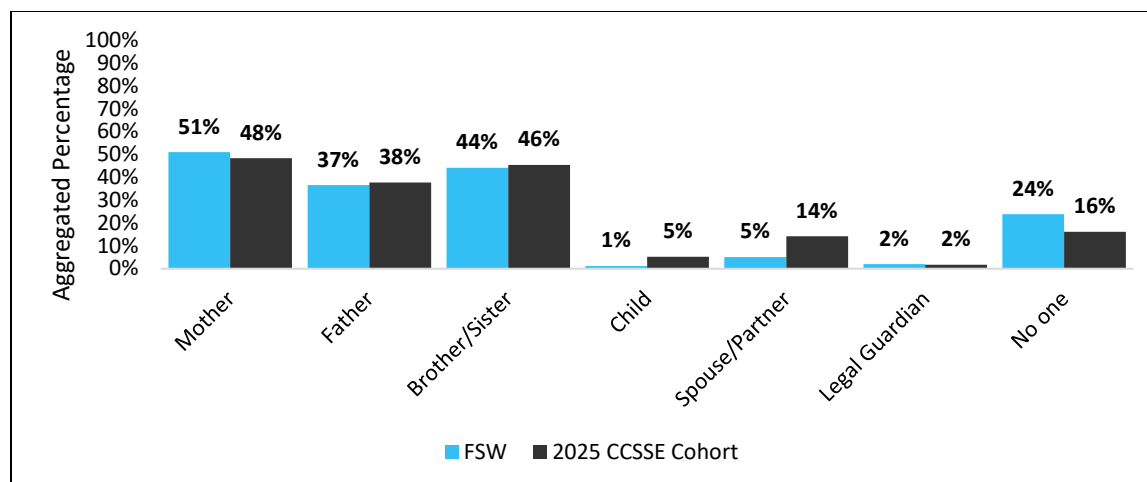
Figure 75: Comparison of questions from FSW (blue) and the 2025 CCSSE Cohort (black) from the 2025 CCSSE Main Survey conducted during the Spring 2025 semester. Q47: Who in your family has attended at least some college? (Mark all that apply).

Item
47A. Mother.
47B. Father.
47C. Brother/Sister.
47D. Child.
47E. Spouse/Partner.
47F. Legal Guardian.
47G. No one.

Table 21: List of sub-questions (items) with their corresponding question code.

Community College Survey of Student Engagement – Special Focus Items – Campus Accessibility

This report presents student responses from Florida SouthWestern State College collected through the 2025 Community College Survey of Student Engagement (CCSSE) Special Focus Items – Campus Accessibility. It explores students' experiences with campus inclusivity and accessibility. Key areas include familiarity with AI tools, use of accessible recourses, social connection, classroom environment, and FSW's efforts to creating a welcoming atmosphere. The findings highlight how effectively FSW supports all students and identify opportunities to enhance accessibility across campus.

Item 1

Figure 76, survey responses for question code COLLQ9136, focuses on whether students are familiar with AI tools. This question aims to assess students' exposure to widely available AI technologies. The purpose of this question is to gauge students' baseline awareness of commonly used AI tools. The results show responses of "Strongly agree" or "Agree" to each question.

Figure 76: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q1: I am familiar with AI tools (ChatGPT, Google Gemini, Grammarly, Microsoft Copilot, etc.).

Item 2

Figure 77, survey responses for question code COLLQ9169, focuses on how often students have used AI tools to assist with their coursework during the current academic year. This question explores the extent to which students are integrating AI tools into their academic work. The purpose of this question is to measure the practical applications of AI tools in students' learning experiences. The results show responses of "Sometimes" to each question.

Figure 77: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q2: In the current academic year at this college, how often have you used AI tools to assist with your coursework?

Item 3

Figure 78, survey responses for question code COLLQ9170, focuses on identifying who has taught students the most about evaluating the accuracy of AI-generated content during the current academic year. This question determines the primary source of students' guidance on critically assessing AI outputs. The purpose of this question is to understand where students are learning to evaluate the reliability of information produced by AI tools.

Figure 78: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q3: In the current academic year at this college, who has taught you the most about evaluating the accuracy of AI-generated content?

Item 4

Figure 79, survey responses for question code COLLQ9171, focuses on students' perceptions of whether AI tools have improved their learning during the current academic year. This question captures students' subjective evaluation of the impart AI tools have had on their academic experience. The purpose of this question is to assess the perceived educational value of using AI tools in a college setting. The results show responses of "Strongly agree" or "Agree" to each question.
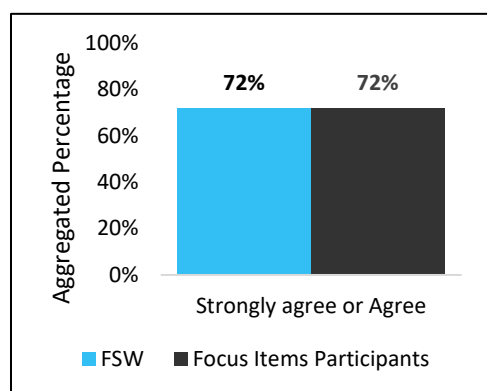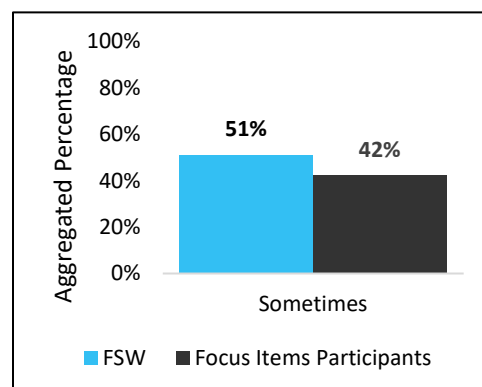

Figure 79: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q4: In the current academic year at this college, AI tools have improved my learning.

Item 5

Figure 80, survey responses for question code COLLQ9172, focuses on whether instructors clearly explained in the course syllabus how AI tools could be used in their courses during the current academic year. This question examines the clarity of AI-related expectations communicated to students at the

start of a course. The purpose of this question is to understand how well instructors are guiding students on the appropriate use of AI tools through their course syllabus.
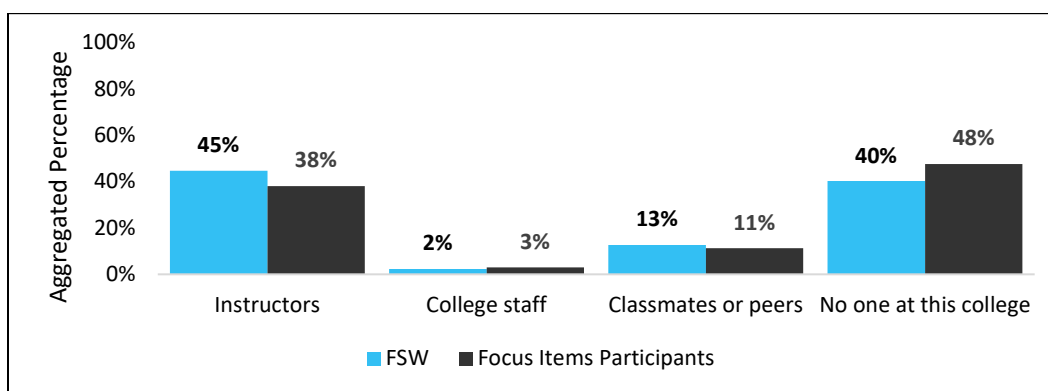

Figure 80: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q5: In the current academic year at this college, my instructors clearly explained in the course syllabus how AI tools could be used in their courses.

Item 6

Figure 81, survey responses for question code COLLQ9345, focuses on whether students consider themselves to be friends with their classmates. This question explores how well students are connecting with their peers. The purpose of this question is to understand students' sense of social connection in class. The results show responses of "Strongly agree" or "Agree" to the question.

Figure 81: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q6: I am friends with my classmates.

Item 7

Figure 82, survey responses for question code COLLQ9346, focuses on whether students feel like they belong at FSW. This question measures students' sense of belonging on campus. The purpose of this question is to understand how connected students feel to FSW. The results show responses of "Strongly agree" or "Agree" to the question.

Figure 82: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q7: I feel like I belong at this college.

Item 8

Figure 83, survey responses for question code COLLQ9347, focuses on whether students fully participate in class activities. This question looks at students' engagement during their courses. The purpose of this question is to understand how actively students are involved in their learning. The results show responses of "Strongly agree" or "Agree" to the question.
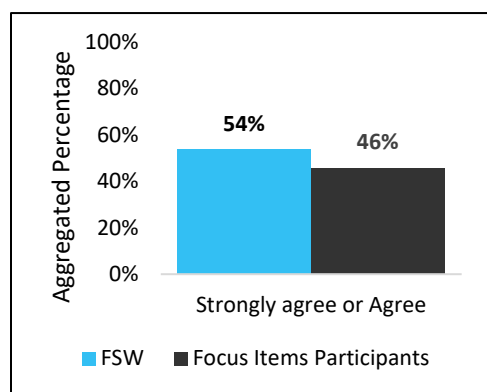
Figure 83: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q8: I fully participate in class activities.

Item 9

Figure 84, survey responses for question code COLLQ9348, focuses on whether students are likely to ask for help from support services at FSW if needed. This question examines students' willingness to seek assistance when facing challenges. The purpose of this question is to understand how comfortable students feel using available college resources. The results show responses of "Strongly agree" or "Agree" to the question.
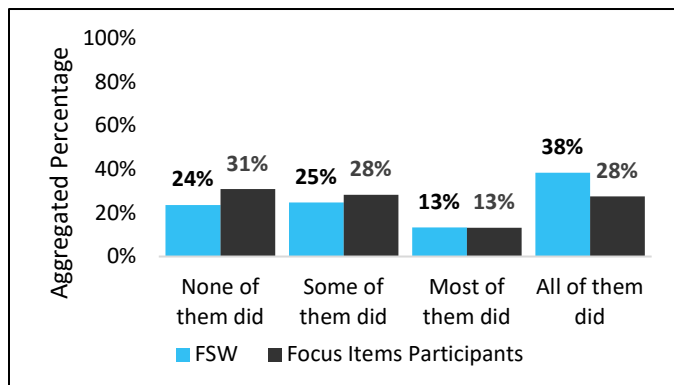

Figure 84: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q9: I am likely to ask for help from support services at this college if I need it.

Item 10

Figure 85, survey responses for question code COLLQ9349, focuses on whether students feel their instructors provide enough time to complete homework assignments. This question looks at students' perceptions on the amount of time given for coursework. The purpose of this question is to understand if students feel they have sufficient time to manage their assignments effectively.
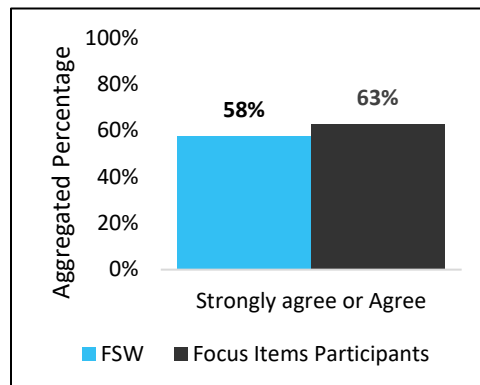

Figure 85: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q10: My instructors provide enough time for me to complete homework assignments.

Item 11

Figure 86, survey responses for question code COLLQ9350, focuses on whether instructors use captioned videos when showing media in class. This question examines the accessibility of course materials provided by instructors. The purpose of this question is to understand how well instructors support diverse learning needs through media.

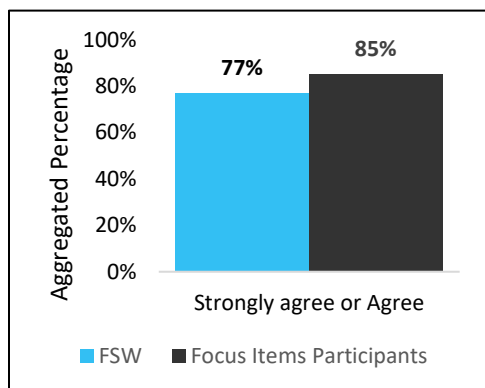*Figure 86: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q11: My instructors use captioned videos when they show media in class.*

Item 12

Figure 87, survey responses for question code COLLQ9351, focuses on how often instructors have included content that is negative about people with disabilities. This question explored the presence of potentially biased material in course content. The purpose of this question is to understand students' experiences with inclusivity in their classes. The results show responses of "Never" to the question.
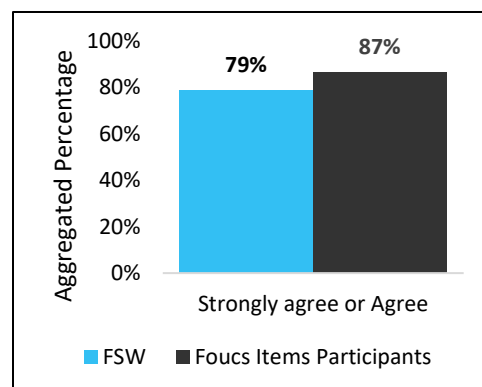
Figure 87: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q12: How often have your instructors included content that is negative about people with disabilities?

Item 13

Figure 88, survey responses for question code COLLQ9352, focuses on how often students have witnessed negative attitudes about people with disabilities from their instructors. This question looks at students' observations of instructor behavior related to disability. The purpose of this question is to understand the climate of respect and inclusivity within the classroom. The results show responses of "Never" to the question.
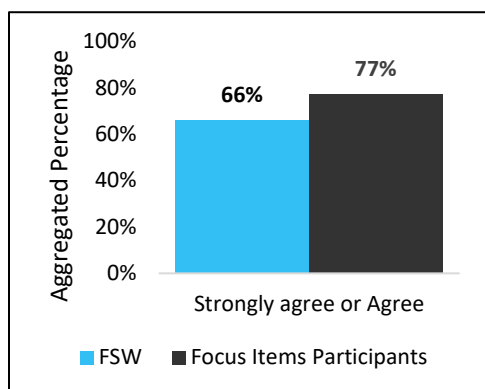
Figure 88: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q13: How often have you witnessed negative attitudes about people with disabilities from your instructors?

Item 14

Figure 89, survey responses for question code COLLQ9353, focuses on whether students feel classrooms at FSW are free of distracting noises. This question examines the overall noise environment in classrooms. The purpose of this question is to assess the quality of the classroom setting for learning. The results show responses of "Strongly agree" or "Agree" to the question.
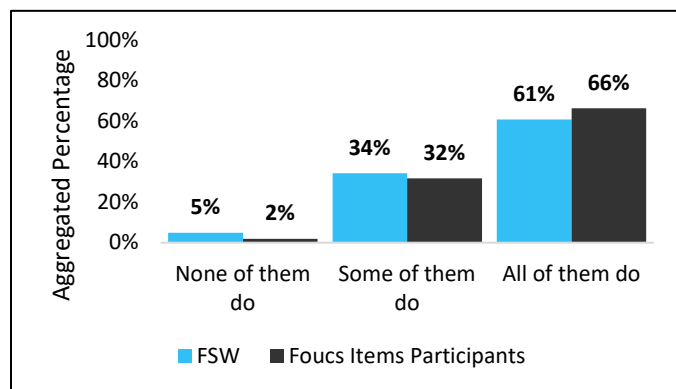
Figure 89: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q14: Classrooms at this college are free of distracting noise.

Item 15

Figure 90, survey responses for question code COLLQ9354, focuses on whether students find FSW's learning management system easy to use. This question examines students' experiences with the usability of the college's online platforms. The purpose of this question is to understand how effectively the learning management system supports students' access to course materials. The results show responses of "Strongly agree" or "Agree" to the question.

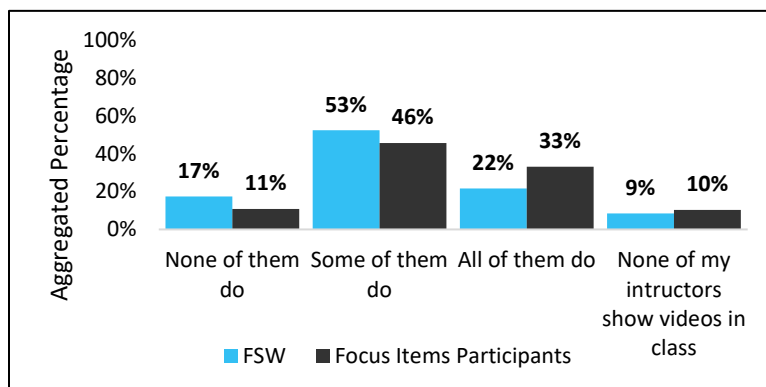*Figure 90: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q15: This college's learning management system (e.g., Canvas, Blackboard, etc.) is easy to use.*

Item 16

Figure 91, survey responses for question code COLLQ9355, focuses on whether FSW provides captioned videos for campus-wide communications. This question looks at the accessibility of information shared across the college. The purpose of this question is to understand how well FSW ensures that campus communications are accessible to all students. The results show responses of "Strongly agree" or "Agree" to the question.

Figure 91: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q16: This college provides captioned videos for campus-wide communications.

Item 17

Figure 92, survey responses for question code COLLQ9356, focuses on whether students feel FSW is welcoming to people with disabilities. This question explores students; perceptions of inclusivity on campus. The purpose of this question is to understand how supported students with disabilities feel within the FSW community. The results show responses of "Strongly agree" or "Agree" to the question.

Figure 92: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q17: This college is welcoming of people with disabilities.

Item 18

Figure 93, survey responses for question code COLLQ9357, focuses on how often students have witnessed bullying or judgement of others related to disabilities. This question examines students' observations of negative behavior concerning disabilities on campus. The purpose of this question is to understand the prevalence of disability related bullying or judgement within the FSW community. The results show responses of "Never" to the question.
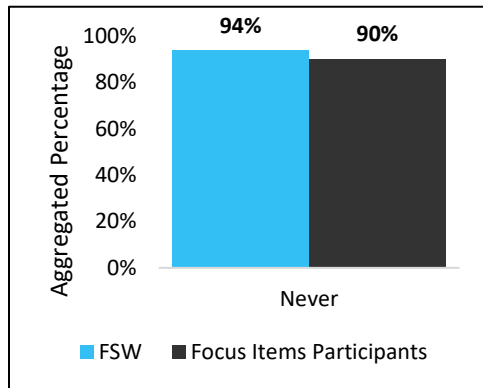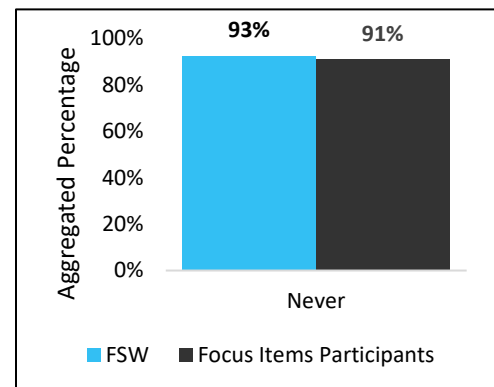

Figure 93: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q18: How often have you witnessed bullying or judgment of others related to their disability?

Item 19

Figure 94, survey responses for question code COLLQ9343, focuses on whether students have a disability, chronic health condition, or mental health condition lasting four months or longer. This question gathers information about student's long-term health and disability status. The purpose of this question is to understand how common these conditions are among students.
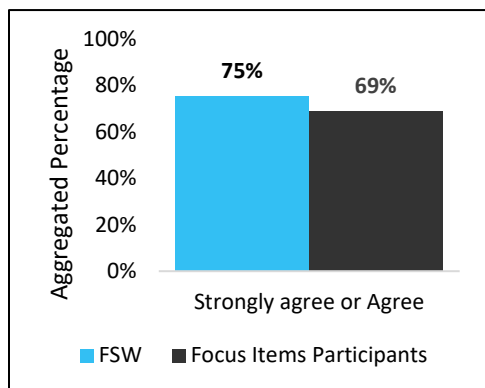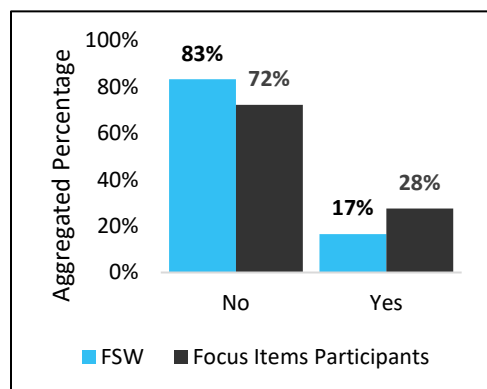

Figure 94: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q19: Do you have a disability, chronic health condition, or mental health condition that has lasted 4 months or longer?

Item 20

Figure 95, survey responses for question code COLLQ9344, focuses on which condition most affects students' daily lives if they have a disability, chronic health condition, or mental health condition. This question identifies the primary challenge impacting students' everyday experiences. The purpose of this question is to understand how these conditions affect students' daily functioning.

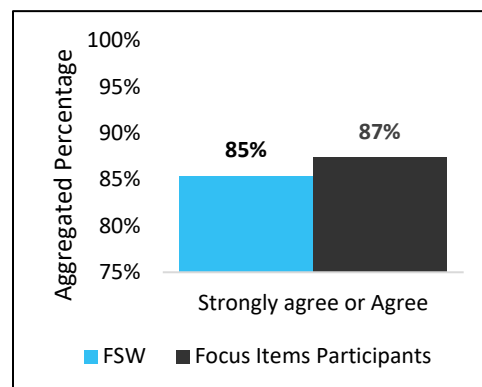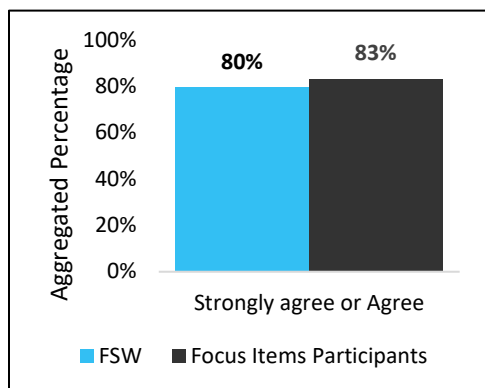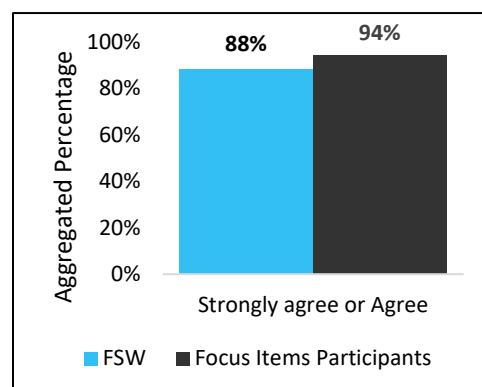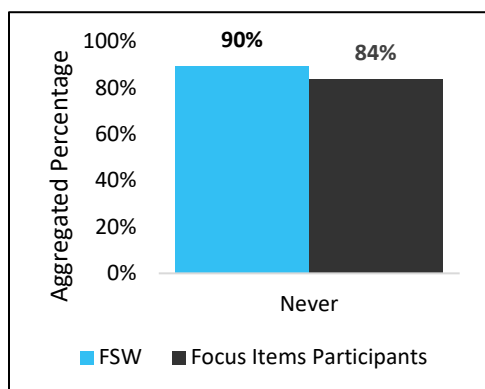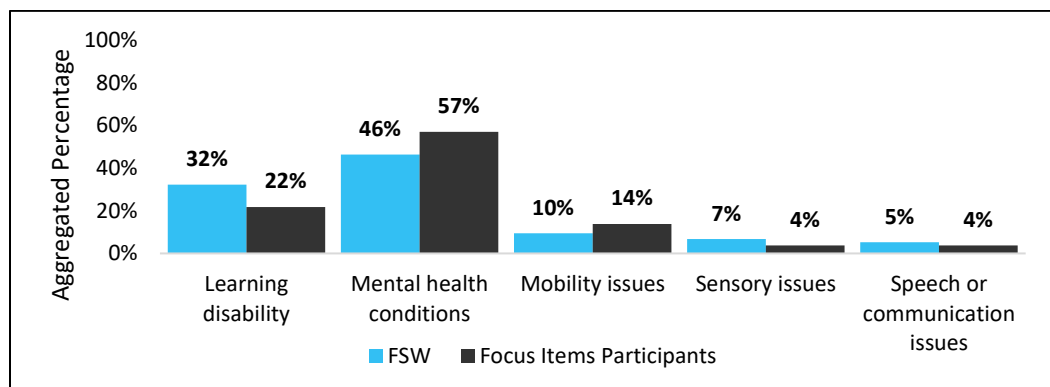*Figure 95: Question from FSW (blue) from the 2020 SENSE Guided Pathways Module conducted during the Fall 2020 semester. Q20: If you responded "yes" to the prior item, please indicate which of the following most affects your daily life.*

Review by Program

Program	Designated School	Total Responses
Agriculture, Animal Science, and Animal Health	SoPAS	4
Architecture; City, Urban & Regional Planning; Landscape Architecture	SoBT	8
Astronomy, Chemistry, Earth Science, Physics	SoPAS	5
Biological and Medical Sciences	SoPAS	30
Biological Technology, Nuclear and Radiologic Technologies	SoAH	19
Business Management and Administrative Services	SoBT	58
Communication Technologies, Technicians and Support Services	SoBT	2
Computer and Information Sciences, Networking and Support Services	SoBT	32
Construction, Electrical, Plumber, Line Worker	SoBT	4
Education	SoE	20
Electrical Engineer Technician, Quality Control, Drafting, Mining	SoPAS	6
English Languages and Literature	SoAHSS	2
Foreign Languages and Literature	SoAHSS	0
Health Professions (Nursing, Physical Therapy, Dental, EMT)	SoN / SoAH	118
History	SoAHSS	2
Homeland Security, Law Enforcement, Fire Fighting	SoAH / SoBT	13
Liberal Arts and Sciences, General Studies, and Humanities	SoAHSS	236
Mathematics and Statistics	SoPAS	4
Mechanical and Repair Technologies, Technician	SoBT	1
Paralegal, Legal Research and Support Services	SoBT	11
Parks, Recreation, Leisure, Fitness, Kinesiology	SoAH	1
Psychology	SoAHSS	18
Public Administration and Social Service Professions	SoBT	4
Social Science	SoAHSS	2
Transportation and Materials Moving	SoBT	2
Undecided	N/A	27
University Transfer	N/A	29
Visual and Performing Arts	SoAHSS	11
Not applicable	N/A	7
Other	N/A	66

Table 22: List of general programs provided by CCSSE with their corresponding school. While not all of these programs are offered by FSW, they closely align with those represented.

2025 Cohort – Colleges in the Comparison

Institution	Enrollment	City	State	Year
Alvin Community College	5,500	Alvin	TX	2025
Austin Community College	40,000	Austin	TX	2025
Bakersfield College	25,000	Bakersfield	CA	2025
Baltimore City Community College	4,000	Baltimore	MD	2025
Big Sandy Community and Technical College	2,500	Prestonsburg	KY	2025
Bismarck State College	4,000	Bismarck	ND	2025
Blue Ridge Community College	3,500	Weyers Cave	VA	2025
Brazosport College	4,000	Lake Jackson	TX	2025
Bridge Valley Community and Technical College	1,500	South Charleston	WV	2025
Bristol Community College	6,000	Fall River	MA	2025
Butler Community College	7,000	El Dorado	KS	2025
Carl Albert State College	2,000	Poteau	OK	2025
Casper College	3,500	Casper	WY	2025
Cecil College	2,000	North East	MD	2025
Central Community College	6,000	Grand Island	NE	2025
Central Wyoming College	1,500	Riverton	WY	2025
Chattanooga State Community College	7,500	Chattanooga	TN	2025
Chipola College	2,000	Marianna	FL	2025
Cleveland State Community College	3,000	Cleveland	TN	2025
Coastal Alabama Community College	6,500	Bay Minette	AL	2025
College of Menominee Nation	300	Keshena	WI	2025
College of Southern Maryland	6,000	La Plata	MD	2025
College of the Mainland	4,500	Texas City	TX	2025
Colorado Northwestern Community College	1,000	Rangely	CO	2025
Columbia State Community College	6,000	Columbia	TN	2025
Community College of Philadelphia	13,500	Philadelphia	PA	2025
Community College of Rhode Island	13,500	Warwick	RI	2025
Community College of Vermont	5,000	Montpelier	VT	2025
Connors State College	2,000	Warner	OK	2025
Contra Costa College	6,000	San Pablo	CA	2025
County College of Morris	6,500	Randolph	NJ	2025
Del Mar College	10,500	Corpus Christi	TX	2025
Doña Ana Community College	7,000	Las Cruces	NM	2025
Donnelly College	500	Kansas City	KS	2025
Dutchess Community College - SUNY	8,000	Poughkeepsie	NY	2025
Eastern Wyoming College	1,500	Torrington	WY	2025
El Paso Community College	26,000	El Paso	TX	2025
Elizabethtown Community & Technical College	6,000	Elizabethtown	KY	2025
Ellsworth Community College	500	Iowa Falls	IA	2025
Finger Lakes Community College	5,500	Canandaigua	NY	2025
Flathead Valley Community College	2,000	Kalispell	MT	2025
Florida State College at Jacksonville	22,500	Jacksonville	FL	2025
Fond du Lac Tribal and Community College	500	Cloquet	MN	2025

Gillette College	2,000	Gillette	WY	2025
Grand Rapids Community College	12,000	Grand Rapids	MI	2025
Greenville Technical College	10,500	Greenville	SC	2025
Guilford Technical Community College	11,000	Jamestown	NC	2025
HACC, Central Pennsylvania's Community College	15,500	Harrisburg	PA	2025
Harold Washington College	6,500	Chicago	IL	2025
Hazard Community and Technical College	2,500	Hazard	KY	2025
Heartland Community College	4,500	Normal	IL	2025
Helena College University of Montana	1,500	Helena	MT	2025
Highland Community College	2,500	Highland	KS	2025
Horry-Georgetown Technical College	6,500	Conway	SC	2025
Independence Community College	1,000	Independence	KS	2025
Jefferson Community and Technical College	12,000	Louisville	KY	2025
Johnson County Community College	14,000	Overland Park	KS	2025
Kansas City Kansas Community College	5,000	Kansas City	KS	2025
Kellogg Community College	3,500	Battle Creek	MI	2025
Keweenaw Bay Ojibwa Community College	300	L'Anse	MI	2025
Kirkwood Community College	12,000	Cedar Rapids	IA	2025
Lamar Institute of Technology	4,500	Beaumont	TX	2025
Lamar State College Orange	2,500	Orange	TX	2025
Lamar State College Port Arthur	2,500	Port Arthur	TX	2025
Lansing Community College	10,500	Lansing	MI	2025
Laramie County Community College	4,000	Cheyenne	WY	2025
Lee College	7,500	Baytown	TX	2025
Lehigh Carbon Community College	6,000	Schnecksville	PA	2025
Lone Star College System	70,000	The Woodlands	TX	2025
Los Medanos College	8,500	Pittsburg	CA	2025
Lower Columbia College	2,500	Longview	WA	2025
Madisonville Community College	3,000	Madisonville	KY	2025
Marion Military Institute	500	Marion	AL	2025
Marshalltown Community College	2,000	Marshalltown	IA	2025
Maysville Community & Technical College	3,500	Maysville	KY	2025
McHenry County College	8,000	Crystal Lake	IL	2025
Metropolitan Community College	13,000	Omaha	NE	2025
Mid-Plains Community College	2,000	North Platte	NE	2025
Middlesex Community College	7,000	Bedford	MA	2025
Miles Community College	500	Miles City	MT	2025
Milwaukee Area Technical College	12,500	Milwaukee	WI	2025
Mississippi Gulf Coast Community College	8,500	Perkinston	MS	2025
Missouri State University-West Plains	2,000	West Plains	MO	2025
Mitchell Community College	3,500	Statesville	NC	2025
Mohave Community College	3,500	Kingman	AZ	2025
Moraine Valley Community College	11,000	Palos Hills	IL	2025
Mott Community College	6,000	Flint	MI	2025
Nebraska Indian Community College	500	Macy	NE	2025
New Mexico Junior College	1,500	Hobbs	NM	2025

North Central Missouri College	1,500	Trenton	MO	2025
North Central Texas College	8,500	Gainesville	TX	2025
North Idaho College	4,500	Coeur d'Alene	ID	2025
Northeast Alabama Community College	2,500	Rainsville	AL	2025
Northeast Community College	5,000	Norfolk	NE	2025
Northeast Iowa Community College	4,000	Calmar	IA	2025
Northeast Lakeview College	6,500	Universal City	TX	2025
Northeast Texas Community College	2,500	Mount Pleasant	TX	2025
Northeast Wisconsin Technical College	11,000	Green Bay	WI	2025
Northeastern Junior College	1,500	Sterling	CO	2025
Northeastern Technical College	1,500	Cheraw	SC	2025
Northern New Mexico College	1,000	Espanola	NM	2025
Northwest College	1,500	Powell	WY	2025
Northwest Florida State College	5,000	Niceville	FL	2025
Northwest Vista College	18,500	San Antonio	TX	2025
Olive - Harvey College	2,000	Chicago	IL	2025
Onondaga Community College	8,500	Syracuse	NY	2025
Orange County Community College	6,000	Middletown	NY	2025
Owensboro Community and Technical College	4,000	Owensboro	KY	2025
Ozarks Technical Community College	11,000	Springfield	MO	2025
Palm Beach State College	24,000	Lake Worth	FL	2025
Palo Alto College	11,000	San Antonio	TX	2025
Passaic County Community College	5,500	Paterson	NJ	2025
Paul D. Camp Community College	1,000	Franklin	VA	2025
Pellissippi State Community College	9,500	Knoxville	TN	2025
Peninsula College	1,500	Port Angeles	WA	2025
Pima Community College	15,500	Tucson	AZ	2025
Porterville College	4,000	Porterville	CA	2025
Pueblo Community College	5,500	Pueblo	CO	2025
Reading Area Community College	4,000	Reading	PA	2025
Riverland Community College	3,500	Austin	MN	2025
Roanoke-Chowan Community College	500	Ahoskie	NC	2025
Rock Valley College	6,000	Rockford	IL	2025
Rowan College at Burlington County	7,500	Mount Laurel	NJ	2025
Rowan College of South Jersey - Cumberland	2,500	Vineland	NJ	2025
Rowan College of South Jersey - Gloucester	6,500	Sewell	NJ	2025
Rowan-Cabarrus Community College	7,000	Salisbury	NC	2025
Saginaw Chippewa Tribal College	200	Mount Pleasant	MI	2025
Saint Paul College	6,000	Saint Paul	MN	2025
Salish Kootenai College	500	Pablo	MT	2025
San Antonio College	19,000	San Antonio	TX	2025
Santa Fe College	12,500	Gainesville	FL	2025
Schoolcraft College	8,000	Livonia	MI	2025
Seminole State College of Florida	16,000	Sanford	FL	2025
Sheridan College	2,000	Sheridan	WY	2025
Shoreline Community College	5,500	Shoreline	WA	2025

South Arkansas College	1,000	El Dorado	AR	2025
South Central College	2,500	North Mankato	MN	2025
South Florida State College	2,500	Avon Park	FL	2025
South Louisiana Community College	6,000	Lafayette	LA	2025
Southeast Community College	9,500	Lincoln	NE	2025
Southeast Kentucky Community & Technical College	2,500	Cumberland	KY	2025
Southeast New Mexico College	1,000	Carlsbad	NM	2025
Southern Arkansas University Tech	1,000	Camden	AR	2025
Southside Virginia Community College	3,000	Alberta	VA	2025
Southwest Tennessee Community College	7,500	Memphis	TN	2025
Southwest Texas College	6,500	Uvalde	TX	2025
Southwestern Community College	1,500	Creston	IA	2025
Southwestern Community College	2,000	Sylva	NC	2025
Southwestern Oregon Community College	1,500	Coos Bay	OR	2025
Spokane Community College	7,000	Spokane	WA	2025
Spoon River College	1,000	Canton	IL	2025
St. Charles Community College	6,000	St. Louis	MO	2025
St. Philip's College	12,500	San Antonio	TX	2025
Stanly Community College	2,500	Albemarle	NC	2025
State College of Florida, Manatee-Sarasota	8,500	Bradenton	FL	2025
Stone Child College	300	Box Elder	MT	2025
SUNY Adirondack	3,000	Queensbury	NY	2025
Surry Community College	3,000	Dobson	NC	2025
Temple College	5,000	Temple	TX	2025
Terra State Community College	2,000	Fremont	OH	2025
Texas Southmost College	8,500	Brownsville	TX	2025
The College of the Florida Keys	900	Key West	FL	2025
Tidewater Community College	17,000	Norfolk	VA	2025
Trinidad State College	1,500	Trinidad	CO	2025
Trinity Valley Community College	5,500	Athens	TX	2025
Truckee Meadows Community College	10,000	Reno	NV	2025
Turtle Mountain College	500	Belcourt	ND	2025
UCNJ Union College of Union County, NJ	8,000	Cranford	NJ	2025
University of Cincinnati Blue Ash College	7,000	Blue Ash	OH	2025
University of Cincinnati Clermont College	7,500	Batavia	OH	2025
University of New Mexico-Los Alamos Campus	1,000	Los Alamos	NM	2025
Vernon College	2,500	Vernon	TX	2025
Victoria College	3,000	Victoria	TX	2025
Vincennes University	16,000	Vincennes	IN	2025
Washington State College of Ohio	2,000	Marietta	OH	2025
Washtenaw Community College	11,000	Ann Arbor	MI	2025
West Georgia Technical College	6,500	Waco	GA	2025
West Kentucky Community and Technical College	5,000	Paducah	KY	2025
Western Nebraska Community College	1,500	Scottsbluff	NE	2025
Western Technical College	4,000	La Crosse	WI	2025
Western Wyoming Community College	2,500	Rock Springs	WY	2025

Wharton County Junior College	6,000	Wharton	TX	2025
Whatcom Community College	2,500	Bellingham	WA	2025
Williston State College	1,000	Williston	ND	2025
Wilson Community College	2,000	Wilson	NC	2025
Wor-Wic Community College	2,500	Salisbury	MD	2025

Table 23: List of colleges in the comparison in the 2025 Cohort with their enrollment, city, state, and the most recent year of participation from the institutions.