

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Scores Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

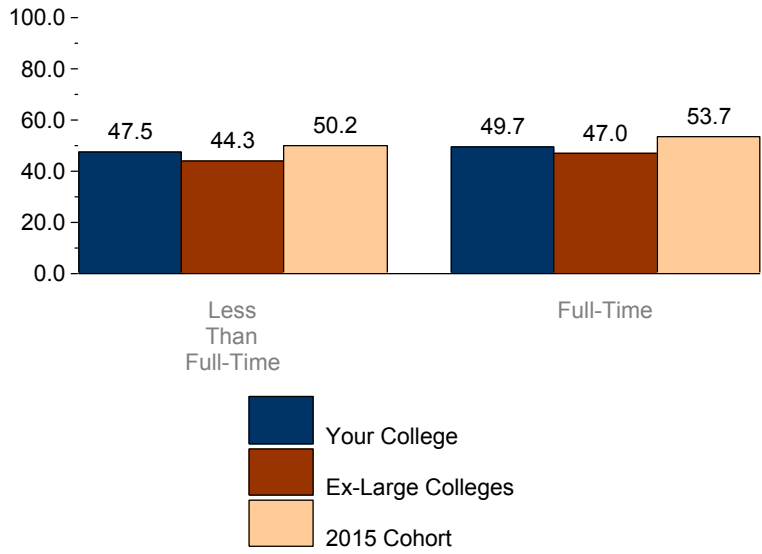
Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Benchmark	Breakout Group	Your College	Ex-Large Colleges		2015 Cohort	
		Score	Score	Difference	Score	Difference
Early Connections	Less than full-time	47.5	44.3	3.2	50.2	-2.7
	Full-time	49.7	47.0	2.7	53.7	-4.0
High Expectations and Aspirations	Less than full-time	54.7	49.5	5.3	49.7	5.0
	Full-time	53.3	50.2	3.1	49.9	3.4
Clear Academic Plan and Pathway	Less than full-time	55.5	46.2	9.3	50.7	4.8
	Full-time	58.6	47.9	10.7	52.4	6.2
Effective Track to College Readiness	Less than full-time	37.8	49.1	-11.3	50.3	-12.5
	Full-time	39.9	49.0	-9.1	51.1	-11.2
Engaged Learning	Less than full-time	45.9	46.6	-0.7	47.6	-1.7
	Full-time	54.0	51.7	2.3	54.1	-0.1
Academic and Social Support Network	Less than full-time	52.2	47.4	4.8	48.3	3.9
	Full-time	53.1	50.4	2.7	52.8	0.3

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

Survey of Entering Student Engagement
Florida SouthWestern State College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Enrollment Status
 [Unweighted]
 Early Connections (EARLYCON)



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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Early Connections (EARLYCON)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Less than full-time	4.06	3.93		3.98	
		Full-time	4.12	3.97		4.05	
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Less than full-time	3.39	3.32		3.40	
		Full-time	3.51	3.43		3.54	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Less than full-time	2.79	2.89		2.99	
		Full-time	3.06	2.97		3.11	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Less than full-time	3.21	3.08		3.19	
		Full-time	3.31	3.16		3.36	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.							

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

** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	1	0.5	64	1.0	234	0.9
		Disagree	8	3.9	163	2.4	564	2.2
		Neutral	40	19.4	1,773	26.4	6,146	23.7
		Agree	86	41.7	2,921	43.5	11,536	44.5
		Strongly agree	71	34.5	1,795	26.7	7,447	28.7
		Total	206	100.0	6,716	100.0	25,927	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	20	9.8	550	8.2	1,886	7.3
		Disagree	26	12.7	1,060	15.8	3,914	15.1
		Neutral	55	26.8	1,895	28.3	6,922	26.8
		Agree	63	30.7	2,095	31.3	8,389	32.4
		Strongly agree	41	20.0	1,099	16.4	4,761	18.4
		Total	205	100.0	6,699	100.0	25,872	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	34	16.8	874	13.1	2,971	11.5
		Disagree	59	29.2	1,891	28.3	6,818	26.4
		Neutral	48	23.8	1,800	26.9	6,910	26.8
		Agree	37	18.3	1,361	20.3	5,653	21.9
		Strongly agree	24	11.9	763	11.4	3,478	13.5
		Total	202	100.0	6,689	100.0	25,830	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	27	13.1	1,034	15.5	3,507	13.6
		Disagree	55	26.7	1,536	23.0	5,518	21.4
		Neutral	26	12.6	1,271	19.0	4,949	19.2
		Agree	44	21.4	1,528	22.9	6,252	24.2
		Strongly agree	54	26.2	1,311	19.6	5,614	21.7
		Total	206	100.0	6,680	100.0	25,840	100.0
Item 23								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	59	29.4	1,576	24.4	6,952	27.7
		No	142	70.6	4,886	75.6	18,116	72.3
		Total	201	100.0	6,462	100.0	25,068	100.0

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Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

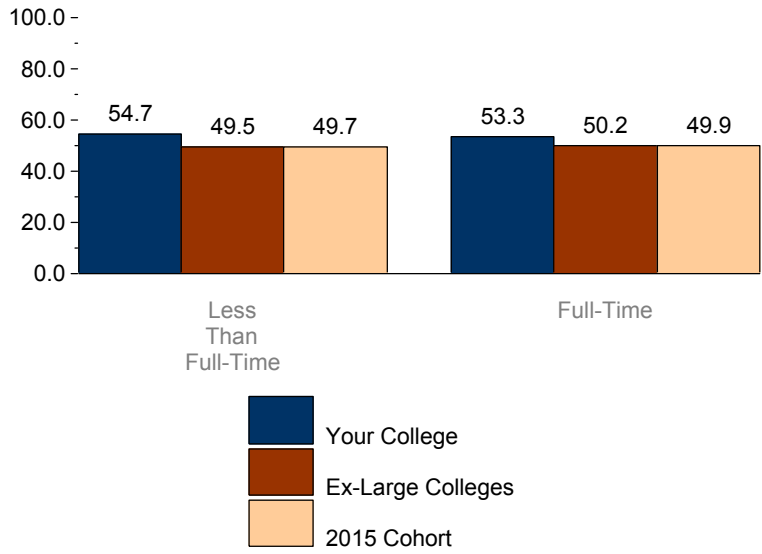
[Unweighted]

Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	4	0.8	130	0.9	457	0.6
		Disagree	4	0.8	308	2.0	1,266	1.7
		Neutral	82	15.4	3,689	24.3	15,862	20.8
		Agree	276	52.0	6,842	45.0	34,947	45.7
		Strongly agree	165	31.1	4,221	27.8	23,900	31.3
		Total	531	100.0	15,190	100.0	76,432	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	34	6.4	980	6.5	4,186	5.5
		Disagree	63	11.8	2,240	14.8	9,789	12.8
		Neutral	148	27.8	4,025	26.5	19,356	25.4
		Agree	173	32.5	5,059	33.3	26,734	35.0
		Strongly agree	115	21.6	2,870	18.9	16,267	21.3
		Total	533	100.0	15,174	100.0	76,332	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	55	10.4	1,831	12.1	7,506	9.9
		Disagree	137	25.8	4,133	27.3	18,888	24.8
		Neutral	138	26.0	3,924	25.9	19,717	25.9
		Agree	122	23.0	3,229	21.3	17,951	23.6
		Strongly agree	79	14.9	2,021	13.4	12,052	15.8
		Total	531	100.0	15,138	100.0	76,114	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	58	10.9	2,252	14.9	8,775	11.5
		Disagree	114	21.5	3,418	22.5	14,995	19.7
		Neutral	99	18.6	2,562	16.9	12,465	16.4
		Agree	128	24.1	3,567	23.5	19,764	25.9
		Strongly agree	132	24.9	3,360	22.2	20,221	26.5
		Total	531	100.0	15,159	100.0	76,220	100.0
Item 23								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	ASNPERS	Yes	130	25.1	4,280	29.1	25,050	33.8
		No	388	74.9	10,429	70.9	49,148	66.2
		Total	518	100.0	14,709	100.0	74,198	100.0

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Survey of Entering Student Engagement
Florida SouthWestern State College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Enrollment Status
 [Unweighted]
 High Expectations and Aspirations (HIEXPACT)



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Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Less than full-time	4.35	4.25		4.28	
		Full-time	4.30	4.25		4.29	
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Less than full-time	4.44	4.35		4.37	
		Full-time	4.50	4.43		4.43	
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Less than full-time	4.29	4.24		4.24	
		Full-time	4.41	4.34		4.33	
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Less than full-time	1.31	1.42		1.45	
		Full-time	1.39	1.41		1.44	
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Less than full-time	1.28	1.40		1.38	
		Full-time	1.33	1.42		1.39	
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Less than full-time	1.51	1.58		1.57	
		Full-time	1.56	1.65		1.65	
19s. Skip class [HIEEXPECT]	SKIPCL	Less than full-time	1.27	1.31		1.32	
		Full-time	1.35	1.32		1.35	

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** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEEXPECT]	WNTSCCD	Strongly disagree	1	0.5	14	0.2	51	0.2
		Disagree	2	1.0	45	0.7	163	0.6
		Neutral	21	10.2	846	12.7	2,978	11.6
		Agree	81	39.3	3,108	46.6	11,841	46.0
		Strongly agree	101	49.0	2,660	39.9	10,735	41.7
		Total	206	100.0	6,673	100.0	25,768	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEEXPECT]	ITTAKES	Strongly disagree	0	N/A	39	0.6	138	0.5
		Disagree	3	1.5	101	1.5	359	1.4
		Neutral	22	10.7	735	11.0	2,644	10.3
		Agree	63	30.6	2,423	36.3	9,428	36.6
		Strongly agree	118	57.3	3,382	50.6	13,223	51.3
		Total	206	100.0	6,680	100.0	25,792	100.0
18u. I am prepared academically to succeed in college [HIEEXPECT]	ACPRPRD	Strongly disagree	0	N/A	40	0.6	153	0.6
		Disagree	3	1.5	114	1.7	431	1.7
		Neutral	28	13.7	977	14.6	3,700	14.3
		Agree	81	39.5	2,645	39.5	10,303	39.8
		Strongly agree	93	45.4	2,926	43.7	11,287	43.6
		Total	205	100.0	6,702	100.0	25,874	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEEXPECT]	LATETURN	Never	150	74.3	4,501	67.1	17,054	65.7
		Once	44	21.8	1,677	25.0	6,509	25.1
		Two or three times	6	3.0	457	6.8	2,098	8.1
		Four or more times	2	1.0	72	1.1	304	1.2
				Total	202	100.0	6,707	100.0
19d. Not turn in an assignment [HIEEXPECT]	NOTTURN	Never	156	77.6	4,616	69.9	18,343	71.8
		Once	35	17.4	1,420	21.5	5,061	19.8
		Two or three times	8	4.0	449	6.8	1,672	6.5
		Four or more times	2	1.0	116	1.8	459	1.8
				Total	201	100.0	6,601	100.0
19f. Come to class without completing readings or assignments [HIEEXPECT]	NOTCOMPL	Never	134	65.4	3,917	58.2	15,244	58.7
		Once	45	22.0	1,919	28.5	7,329	28.2
		Two or three times	19	9.3	715	10.6	2,723	10.5
		Four or more times	7	3.4	177	2.6	692	2.7
				Total	205	100.0	6,728	100.0

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Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	159	77.6	5,188	77.0	19,879	76.3
		Once	37	18.0	1,077	16.0	4,277	16.4
		Two or three times	8	3.9	400	5.9	1,560	6.0
		Four or more times	1	0.5	70	1.0	324	1.2
		Total	205	100.0	6,735	100.0	26,040	100.0

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Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	1	0.2	34	0.2	141	0.2
		Disagree	1	0.2	118	0.8	489	0.6
		Neutral	62	11.6	1,882	12.4	8,365	11.0
		Agree	244	45.8	7,152	47.3	35,158	46.2
		Strongly agree	225	42.2	5,948	39.3	31,909	42.0
		Total	533	100.0	15,134	100.0	76,062	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	2	0.4	58	0.4	327	0.4
		Disagree	2	0.4	176	1.2	842	1.1
		Neutral	35	6.6	1,276	8.4	6,347	8.3
		Agree	178	33.6	5,246	34.7	26,589	34.9
		Strongly agree	312	59.0	8,375	55.3	42,064	55.2
		Total	529	100.0	15,131	100.0	76,169	100.0
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	2	0.4	67	0.4	362	0.5
		Disagree	2	0.4	204	1.3	1,002	1.3
		Neutral	45	8.4	1,669	11.0	8,565	11.2
		Agree	209	39.2	5,768	38.0	29,333	38.4
		Strongly agree	275	51.6	7,459	49.2	37,060	48.6
		Total	533	100.0	15,167	100.0	76,322	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEXPECT]	LATETURN	Never	370	69.8	10,256	67.3	50,265	65.6
		Once	118	22.3	3,782	24.8	19,685	25.7
		Two or three times	39	7.4	1,057	6.9	5,866	7.7
		Four or more times	3	0.6	139	0.9	780	1.0
		Total	530	100.0	15,234	100.0	76,596	100.0
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	397	75.6	10,255	68.2	53,470	70.8
		Once	91	17.3	3,466	23.0	15,773	20.9
		Two or three times	31	5.9	1,069	7.1	5,074	6.7
		Four or more times	6	1.1	247	1.6	1,224	1.6
		Total	525	100.0	15,037	100.0	75,541	100.0
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	327	61.9	8,167	53.7	41,448	54.1
		Once	126	23.9	4,570	30.0	23,046	30.1
		Two or three times	57	10.8	2,041	13.4	9,833	12.8
		Four or more times	18	3.4	435	2.9	2,328	3.0
		Total	528	100.0	15,213	100.0	76,655	100.0

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Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

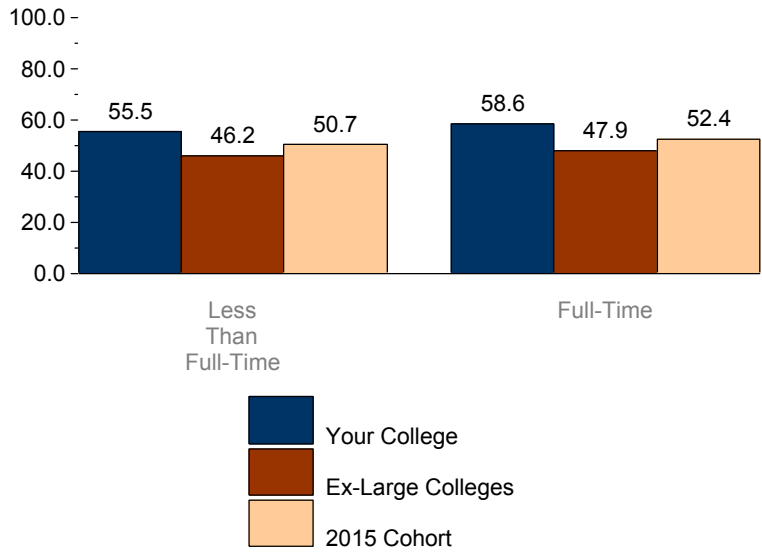
[Unweighted]

High Expectations and Aspirations (HIEEXPECT)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19s. Skip class [HIEEXPECT]	SKIPCL	Never	398	75.1	11,641	76.3	57,362	74.7
		Once	87	16.4	2,509	16.4	13,325	17.4
		Two or three times	36	6.8	946	6.2	5,112	6.7
		Four or more times	9	1.7	159	1.0	987	1.3
		Total	530	100.0	15,255	100.0	76,786	100.0

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Survey of Entering Student Engagement
Florida SouthWestern State College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Enrollment Status
 [Unweighted]
 Clear Academic Plan and Pathway (ACADPLAN)



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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Less than full-time	3.89	3.69		3.75	
		Full-time	3.95	3.73	0.21**	3.83	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Less than full-time	3.89	3.58	0.27**	3.67	
		Full-time	4.05	3.62	0.36**	3.73	0.28**
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Less than full-time	3.66	3.25	0.35**	3.29	0.31**
		Full-time	3.67	3.26	0.34**	3.34	0.28**
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Less than full-time	4.17	3.78	0.36**	3.86	0.29**
		Full-time	4.30	3.83	0.42**	3.96	0.33**
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Less than full-time	2.94	2.80		2.88	
		Full-time	3.06	2.80	0.22**	2.91	

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

** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	6	2.9	204	3.1	708	2.8
		Disagree	20	9.8	589	8.9	1,989	7.7
		Neutral	31	15.1	1,784	26.8	6,654	25.9
		Agree	82	40.0	2,537	38.1	10,017	39.0
		Strongly agree	66	32.2	1,540	23.1	6,311	24.6
		Total	205	100.0	6,654	100.0	25,679	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	9	4.4	381	5.7	1,318	5.1
		Disagree	13	6.3	964	14.4	3,279	12.7
		Neutral	36	17.6	1,430	21.4	5,080	19.6
		Agree	80	39.0	2,260	33.8	9,122	35.3
		Strongly agree	67	32.7	1,661	24.8	7,064	27.3
		Total	205	100.0	6,696	100.0	25,863	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	8	3.9	504	7.5	1,741	6.7
		Disagree	26	12.7	1,348	20.1	5,015	19.4
		Neutral	47	22.9	1,976	29.5	7,627	29.5
		Agree	71	34.6	1,689	25.2	6,813	26.4
		Strongly agree	53	25.9	1,176	17.6	4,634	17.9
		Total	205	100.0	6,693	100.0	25,830	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	4	2.0	318	4.7	1,048	4.1
		Disagree	9	4.4	676	10.1	2,251	8.7
		Neutral	20	9.8	1,092	16.3	3,977	15.4
		Agree	87	42.4	2,707	40.4	10,644	41.1
		Strongly agree	85	41.5	1,904	28.4	7,951	30.7
		Total	205	100.0	6,697	100.0	25,871	100.0
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Strongly disagree	27	13.1	936	14.0	3,269	12.6
		Disagree	59	28.6	2,152	32.1	7,886	30.5
		Neutral	47	22.8	1,638	24.4	6,577	25.4
		Agree	45	21.8	1,264	18.9	5,033	19.5
		Strongly agree	28	13.6	710	10.6	3,110	12.0
		Total	206	100.0	6,700	100.0	25,875	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

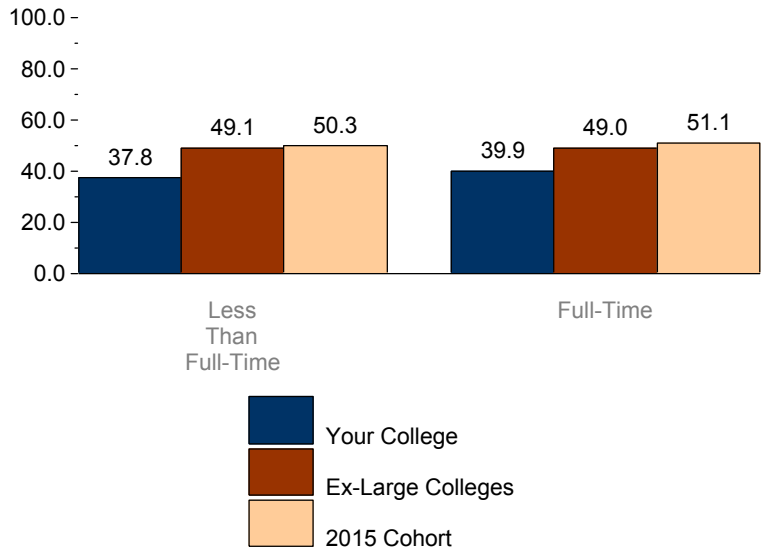
Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	10	1.9	399	2.6	1,630	2.1
		Disagree	32	6.0	1,275	8.5	4,986	6.6
		Neutral	102	19.3	3,999	26.5	18,353	24.2
		Agree	218	41.2	5,641	37.4	30,250	39.9
		Strongly agree	167	31.6	3,750	24.9	20,609	27.2
		Total	529	100.0	15,064	100.0	75,828	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	10	1.9	937	6.2	3,724	4.9
		Disagree	41	7.7	2,185	14.4	9,319	12.2
		Neutral	68	12.8	2,788	18.4	13,700	18.0
		Agree	204	38.5	5,097	33.6	26,518	34.7
		Strongly agree	207	39.1	4,164	27.4	23,054	30.2
		Total	530	100.0	15,171	100.0	76,315	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	13	2.4	1,158	7.6	4,708	6.2
		Disagree	71	13.4	3,120	20.6	14,547	19.1
		Neutral	133	25.0	4,232	27.9	21,771	28.6
		Agree	176	33.1	3,859	25.5	20,474	26.9
		Strongly agree	138	26.0	2,775	18.3	14,690	19.3
		Total	531	100.0	15,144	100.0	76,190	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	3	0.6	746	4.9	2,747	3.6
		Disagree	15	2.8	1,451	9.6	5,781	7.6
		Neutral	39	7.4	2,146	14.2	9,933	13.0
		Agree	234	44.2	6,059	40.0	31,337	41.1
		Strongly agree	238	45.0	4,762	31.4	26,484	34.7
		Total	529	100.0	15,164	100.0	76,282	100.0
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	Strongly disagree	54	10.2	2,109	13.9	9,041	11.9
		Disagree	141	26.5	4,897	32.3	22,925	30.1
		Neutral	134	25.2	3,738	24.6	19,529	25.6
		Agree	124	23.3	2,778	18.3	15,068	19.8
		Strongly agree	79	14.8	1,649	10.9	9,711	12.7
		Total	532	100.0	15,171	100.0	76,274	100.0

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

**Survey of Entering Student Engagement
Florida SouthWestern State College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey**

Comparison Group: Extra-Large Colleges in the 2015 Cohort*
Entering Students Only - Breakout by Enrollment Status
[Unweighted]
Effective Track to College Readiness (COLLREAD)



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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Effective Track to College Readiness (COLLREAD)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Less than full-time	3.93	3.99		3.98	
		Full-time	4.00	3.97		4.01	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Less than full-time	4.05	3.94		3.93	
		Full-time	4.10	3.93		3.97	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Less than full-time	3.66	3.64		3.64	
		Full-time	3.67	3.60		3.64	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.							

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

** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math [COLLREAD]	REQPTEST	Yes	123	60.6	5,387	80.9	21,632	84.1
		No	80	39.4	1,274	19.1	4,097	15.9
		Total	203	100.0	6,661	100.0	25,729	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	137	70.6	5,492	85.0	21,841	87.4
		No	57	29.4	969	15.0	3,137	12.6
		Total	194	100.0	6,461	100.0	24,978	100.0
Item 14								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	101	49.5	4,460	67.2	17,918	69.9
		No	103	50.5	2,180	32.8	7,734	30.1
		Total	204	100.0	6,640	100.0	25,652	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	5	2.4	95	1.4	427	1.6
		Disagree	9	4.4	258	3.9	1,005	3.9
		Neutral	43	21.0	1,398	20.9	5,372	20.8
		Agree	86	42.0	2,801	41.9	10,826	41.8
		Strongly agree	62	30.2	2,132	31.9	8,255	31.9
		Total	205	100.0	6,684	100.0	25,885	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	2	1.0	80	1.2	357	1.4
		Disagree	5	2.4	244	3.7	995	3.8
		Neutral	34	16.6	1,560	23.4	5,972	23.1
		Agree	104	50.7	2,931	43.9	11,343	43.9
		Strongly agree	60	29.3	1,860	27.9	7,187	27.8
		Total	205	100.0	6,675	100.0	25,854	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	9	4.4	174	2.6	733	2.8
		Disagree	16	7.8	651	9.7	2,486	9.6
		Neutral	63	30.7	2,118	31.7	8,232	31.8
		Agree	64	31.2	2,185	32.7	8,398	32.5
		Strongly agree	53	25.9	1,552	23.2	6,019	23.3
		Total	205	100.0	6,680	100.0	25,868	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

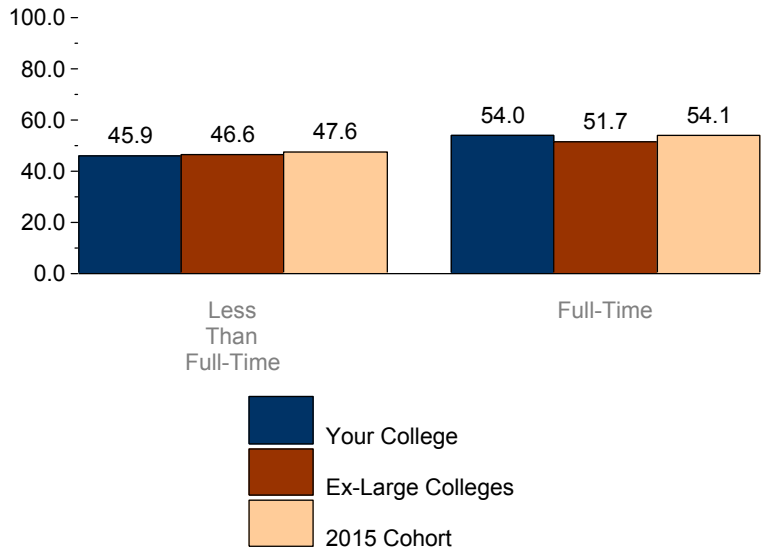
[Unweighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math [COLLREAD]	REQPTEST	Yes	309	58.7	12,361	81.9	62,857	82.8
		No	217	41.3	2,731	18.1	13,067	17.2
		Total	526	100.0	15,092	100.0	75,924	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	394	75.6	12,875	87.3	65,388	87.9
		No	127	24.4	1,875	12.7	8,990	12.1
		Total	521	100.0	14,750	100.0	74,378	100.0
Item 14								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	273	51.5	9,977	66.3	50,307	66.5
		No	257	48.5	5,081	33.7	25,381	33.5
		Total	530	100.0	15,058	100.0	75,688	100.0
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	10	1.9	255	1.7	1,147	1.5
		Disagree	19	3.6	664	4.4	3,149	4.1
		Neutral	101	19.2	3,107	20.5	14,835	19.4
		Agree	227	43.1	6,401	42.2	32,338	42.3
		Strongly agree	170	32.3	4,735	31.2	24,987	32.7
		Total	527	100.0	15,162	100.0	76,456	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	5	0.9	187	1.2	873	1.1
		Disagree	15	2.8	653	4.3	2,943	3.9
		Neutral	76	14.4	3,385	22.4	16,361	21.4
		Agree	258	49.0	6,657	44.0	33,962	44.5
		Strongly agree	173	32.8	4,262	28.1	22,245	29.1
		Total	527	100.0	15,144	100.0	76,384	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNSKLLS	Strongly disagree	18	3.4	458	3.0	2,122	2.8
		Disagree	48	9.1	1,605	10.6	7,745	10.1
		Neutral	158	29.9	4,880	32.2	23,812	31.2
		Agree	171	32.3	4,796	31.7	24,597	32.2
		Strongly agree	134	25.3	3,401	22.5	18,083	23.7
		Total	529	100.0	15,140	100.0	76,359	100.0

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

Survey of Entering Student Engagement
Florida SouthWestern State College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Enrollment Status
 [Unweighted]
 Engaged Learning (ENGAGLRN)



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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Less than full-time	2.83	2.76		2.79	
		Full-time	2.84	2.84		2.86	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Less than full-time	2.18	2.13		2.12	
		Full-time	2.22	2.17		2.15	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Less than full-time	1.56	1.53		1.52	
		Full-time	1.67	1.54		1.54	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Less than full-time	2.60	2.40		2.43	
		Full-time	2.65	2.54		2.57	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Less than full-time	1.45	1.51		1.51	
		Full-time	1.67	1.63		1.69	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Less than full-time	1.23	1.28		1.27	
		Full-time	1.34	1.31		1.32	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Less than full-time	1.25	1.28		1.26	
		Full-time	1.39	1.34		1.35	
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Less than full-time	1.97	2.03		2.03	
		Full-time	2.36	2.27		2.30	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Less than full-time	2.21	2.14		2.16	
		Full-time	2.35	2.30		2.37	
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Less than full-time	1.99	2.05		2.04	
		Full-time	2.15	2.06		2.11	
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Less than full-time	2.31	2.31		2.31	
		Full-time	2.36	2.36		2.39	
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Less than full-time	2.46	2.28		2.30	
		Full-time	2.51	2.39		2.43	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Less than full-time	1.43	1.54		1.54	
		Full-time	1.63	1.60		1.62	

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

** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?							
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times							
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Less than full-time	1.17	1.27		1.28	
		Full-time	1.34	1.31		1.31	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Less than full-time	1.49	1.67		1.67	
		Full-time	1.73	1.73		1.74	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Less than full-time	1.76	1.97		1.98	
		Full-time	1.90	2.11		2.19	-0.24**

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

** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College		Ex-Large Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	16	7.9	616	9.1	2,325	8.9
		Once	50	24.6	1,689	25.1	6,293	24.1
		Two or three times	89	43.8	3,103	46.0	11,980	45.9
		Four or more times	48	23.6	1,334	19.8	5,496	21.1
		Total	203	100.0	6,742	100.0	26,094	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	60	29.9	1,906	28.4	7,756	30.0
		Once	62	30.8	2,409	35.9	9,099	35.1
		Two or three times	61	30.3	1,964	29.3	7,318	28.3
		Four or more times	18	9.0	422	6.3	1,718	6.6
		Total	201	100.0	6,701	100.0	25,891	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	135	65.5	4,554	67.5	17,729	68.0
		Once	35	17.0	1,127	16.7	4,290	16.5
		Two or three times	28	13.6	755	11.2	2,856	11.0
		Four or more times	8	3.9	308	4.6	1,191	4.6
		Total	206	100.0	6,744	100.0	26,066	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	40	19.5	1,549	23.0	5,852	22.4
		Once	37	18.0	1,832	27.1	6,897	26.5
		Two or three times	92	44.9	2,454	36.4	9,665	37.1
		Four or more times	36	17.6	914	13.5	3,653	14.0
		Total	205	100.0	6,749	100.0	26,067	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	144	71.3	4,531	67.4	17,550	67.6
		Once	31	15.3	1,193	17.8	4,608	17.8
		Two or three times	21	10.4	758	11.3	2,804	10.8
		Four or more times	6	3.0	236	3.5	991	3.8
		Total	202	100.0	6,718	100.0	25,953	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	174	84.9	5,528	82.1	21,574	82.8
		Once	19	9.3	677	10.1	2,533	9.7
		Two or three times	7	3.4	391	5.8	1,423	5.5
		Four or more times	5	2.4	134	2.0	528	2.0
		Total	205	100.0	6,730	100.0	26,058	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	173	84.0	5,528	82.3	21,645	83.4
		Once	17	8.3	670	10.0	2,478	9.5
		Two or three times	13	6.3	368	5.5	1,314	5.1
		Four or more times	3	1.5	148	2.2	524	2.0
		Total	206	100.0	6,714	100.0	25,961	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College		Ex-Large Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Never	95	46.6	2,995	44.4	11,672	44.7
		Once	48	23.5	1,484	22.0	5,650	21.7
		Two or three times	33	16.2	1,331	19.7	5,114	19.6
		Four or more times	28	13.7	930	13.8	3,647	14.0
		Total	204	100.0	6,740	100.0	26,083	100.0
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Never	66	32.2	2,377	35.4	9,045	34.8
		Once	57	27.8	1,862	27.7	7,048	27.1
		Two or three times	55	26.8	1,657	24.7	6,539	25.2
		Four or more times	27	13.2	825	12.3	3,354	12.9
		Total	205	100.0	6,721	100.0	25,986	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	70	34.0	2,265	33.7	8,760	33.6
		Once	82	39.8	2,338	34.8	9,194	35.3
		Two or three times	41	19.9	1,652	24.6	6,339	24.3
		Four or more times	13	6.3	470	7.0	1,741	6.7
		Total	206	100.0	6,725	100.0	26,034	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	49	23.8	1,574	23.4	6,123	23.5
		Once	69	33.5	2,213	32.9	8,530	32.8
		Two or three times	64	31.1	2,230	33.1	8,481	32.6
		Four or more times	24	11.7	711	10.6	2,905	11.2
		Total	206	100.0	6,728	100.0	26,039	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	41	19.9	1,834	27.3	6,866	26.4
		Once	58	28.2	1,945	28.9	7,683	29.5
		Two or three times	79	38.3	2,167	32.2	8,294	31.9
		Four or more times	28	13.6	783	11.6	3,196	12.3
		Total	206	100.0	6,729	100.0	26,039	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	147	71.4	4,478	66.5	17,220	66.1
		Once	35	17.0	1,189	17.7	4,714	18.1
		Two or three times	18	8.7	761	11.3	2,927	11.2
		Four or more times	6	2.9	304	4.5	1,172	4.5
		Total	206	100.0	6,732	100.0	26,033	100.0
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	170	86.3	5,362	83.1	20,693	83.2
		Once	22	11.2	578	9.0	2,200	8.8
		Two or three times	4	2.0	339	5.3	1,209	4.9
		Four or more times	1	0.5	172	2.7	773	3.1
		Total	197	100.0	6,451	100.0	24,875	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Never	132	66.3	4,213	65.4	16,437	66.5
		Once	41	20.6	853	13.2	2,962	12.0
		Two or three times	22	11.1	651	10.1	2,421	9.8
		Four or more times	4	2.0	722	11.2	2,891	11.7
		Total	199	100.0	6,439	100.0	24,711	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	102	51.5	3,221	49.7	12,469	49.9
		Once	57	28.8	1,177	18.2	4,460	17.8
		Two or three times	23	11.6	1,113	17.2	4,076	16.3
		Four or more times	16	8.1	971	15.0	3,995	16.0
		Total	198	100.0	6,482	100.0	25,000	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College		Ex-Large Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	37	6.9	1,154	7.6	5,729	7.4
		Once	129	24.2	3,575	23.4	17,243	22.4
		Two or three times	249	46.7	7,108	46.5	36,119	47.0
		Four or more times	118	22.1	3,436	22.5	17,839	23.2
		Total	533	100.0	15,273	100.0	76,930	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	139	26.1	3,935	25.9	21,033	27.5
		Once	182	34.2	5,756	37.9	27,994	36.6
		Two or three times	166	31.2	4,468	29.4	22,263	29.1
		Four or more times	45	8.5	1,016	6.7	5,141	6.7
		Total	532	100.0	15,175	100.0	76,431	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	317	59.5	10,133	66.4	51,364	66.8
		Once	104	19.5	2,677	17.5	12,969	16.9
		Two or three times	81	15.2	1,721	11.3	8,818	11.5
		Four or more times	31	5.8	731	4.8	3,713	4.8
		Total	533	100.0	15,262	100.0	76,864	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	70	13.2	2,654	17.4	13,078	17.0
		Once	132	25.0	3,982	26.1	19,663	25.6
		Two or three times	238	45.0	6,287	41.2	31,551	41.1
		Four or more times	89	16.8	2,338	15.3	12,553	16.3
		Total	529	100.0	15,261	100.0	76,845	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	308	58.3	9,103	60.0	44,411	58.1
		Once	115	21.8	3,244	21.4	15,894	20.8
		Two or three times	75	14.2	2,101	13.8	11,670	15.3
		Four or more times	30	5.7	729	4.8	4,458	5.8
		Total	528	100.0	15,177	100.0	76,433	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	424	79.7	12,235	80.2	61,583	80.2
		Once	53	10.0	1,698	11.1	7,968	10.4
		Two or three times	38	7.1	951	6.2	4,936	6.4
		Four or more times	17	3.2	381	2.5	2,344	3.1
		Total	532	100.0	15,265	100.0	76,831	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	408	76.8	11,952	78.7	59,952	78.3
		Once	60	11.3	1,805	11.9	8,824	11.5
		Two or three times	40	7.5	1,013	6.7	5,340	7.0
		Four or more times	23	4.3	424	2.8	2,426	3.2
		Total	531	100.0	15,194	100.0	76,542	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Engaged Learning (ENGAGLRN)

			Your College		Ex-Large Colleges		2015 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Never	162	30.5	5,233	34.3	25,871	33.6
		Once	120	22.6	3,580	23.4	17,330	22.5
		Two or three times	143	26.9	3,596	23.5	18,661	24.3
		Four or more times	106	20.0	2,865	18.8	15,026	19.5
		Total	531	100.0	15,274	100.0	76,888	100.0
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Never	135	25.6	4,434	29.2	20,690	27.0
		Once	153	29.0	4,127	27.1	20,136	26.3
		Two or three times	156	29.6	4,340	28.5	22,538	29.4
		Four or more times	83	15.7	2,305	15.2	13,171	17.2
		Total	527	100.0	15,206	100.0	76,535	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	154	29.1	5,121	33.6	24,050	31.3
		Once	183	34.6	5,214	34.2	26,394	34.4
		Two or three times	151	28.5	3,826	25.1	20,280	26.4
		Four or more times	41	7.8	1,082	7.1	6,038	7.9
		Total	529	100.0	15,243	100.0	76,762	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	111	20.9	3,465	22.7	16,733	21.8
		Once	174	32.8	4,766	31.3	23,526	30.7
		Two or three times	190	35.8	5,143	33.7	26,620	34.7
		Four or more times	55	10.4	1,871	12.3	9,877	12.9
		Total	530	100.0	15,245	100.0	76,756	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	96	18.1	3,427	22.5	16,394	21.4
		Once	147	27.7	4,490	29.5	22,104	28.8
		Two or three times	211	39.7	5,322	34.9	27,132	35.4
		Four or more times	77	14.5	2,001	13.1	11,116	14.5
		Total	531	100.0	15,240	100.0	76,746	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	318	59.8	9,571	62.8	47,275	61.6
		Once	119	22.4	3,007	19.7	15,530	20.2
		Two or three times	68	12.8	1,840	12.1	9,819	12.8
		Four or more times	27	5.1	827	5.4	4,096	5.3
		Total	532	100.0	15,245	100.0	76,720	100.0
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	412	79.8	11,946	81.0	60,585	81.6
		Once	51	9.9	1,490	10.1	7,037	9.5
		Two or three times	37	7.2	808	5.5	4,069	5.5
		Four or more times	16	3.1	512	3.5	2,536	3.4
		Total	516	100.0	14,756	100.0	74,227	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

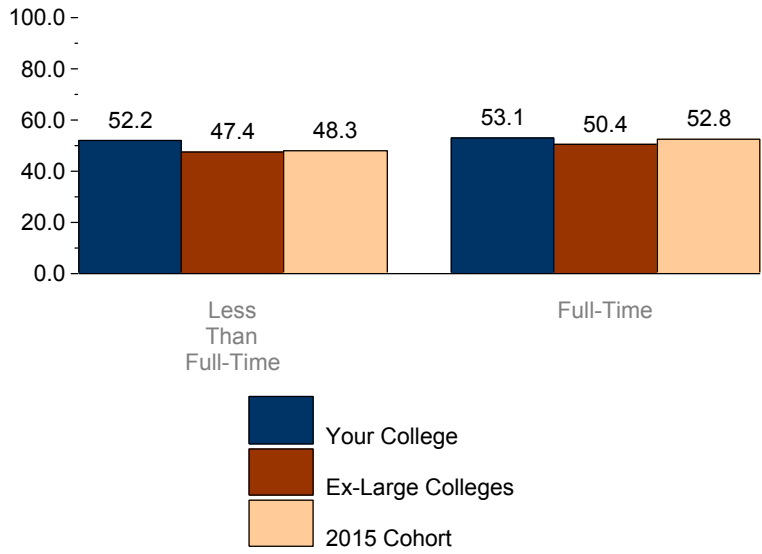
[Unweighted]

Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?								
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Never	299	58.5	9,196	62.5	46,846	63.5
		Once	98	19.2	2,146	14.6	9,132	12.4
		Two or three times	66	12.9	1,561	10.6	7,833	10.6
		Four or more times	48	9.4	1,806	12.3	9,972	13.5
		Total	511	100.0	14,709	100.0	73,783	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	254	48.9	6,644	45.0	31,585	42.5
		Once	122	23.5	2,692	18.2	13,019	17.5
		Two or three times	85	16.4	2,683	18.2	13,831	18.6
		Four or more times	58	11.2	2,759	18.7	15,890	21.4
		Total	519	100.0	14,778	100.0	74,325	100.0

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

Survey of Entering Student Engagement
Florida SouthWestern State College (2015 Administration)
2015 Benchmark Bar Chart - Main Survey
 Comparison Group: Extra-Large Colleges in the 2015 Cohort*
 Entering Students Only - Breakout by Enrollment Status
 [Unweighted]
 Academic and Social Support (ACSOCSUP)



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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

Academic and Social Support (ACSOCSUP)

			Your College	Ex-Large Colleges		2015 Cohort	
Item	Variable	Breakout Group	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.							
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree							
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Less than full-time	4.14	3.85	0.30**	3.86	0.28**
		Full-time	4.08	3.88	0.21**	3.90	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Less than full-time	4.29	4.25		4.25	
		Full-time	4.32	4.27		4.28	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Less than full-time	4.39	4.35		4.35	
		Full-time	4.39	4.38		4.38	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Less than full-time	4.34	4.26		4.27	
		Full-time	4.33	4.29		4.31	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Less than full-time	4.20	4.00		4.03	
		Full-time	4.26	4.21		4.26	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Less than full-time	4.15	4.14		4.20	
		Full-time	4.21	4.24		4.33	
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Less than full-time	4.27	4.13		4.18	
		Full-time	4.33	4.26		4.33	

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

** T-test: 2-tailed

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	3	1.5	140	2.1	510	2.0
		Disagree	8	3.9	503	7.5	1,893	7.3
		Neutral	23	11.3	1,358	20.3	5,248	20.3
		Agree	94	46.1	2,902	43.4	11,111	43.0
		Strongly agree	76	37.3	1,778	26.6	7,062	27.3
		Total	204	100.0	6,681	100.0	25,824	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	1	0.5	43	0.6	179	0.7
		Disagree	3	1.5	142	2.1	597	2.3
		Neutral	21	10.2	647	9.7	2,444	9.5
		Agree	90	43.9	3,143	47.0	12,041	46.6
		Strongly agree	90	43.9	2,718	40.6	10,592	41.0
		Total	205	100.0	6,693	100.0	25,853	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	0	N/A	28	0.4	126	0.5
		Disagree	4	2.0	109	1.6	445	1.7
		Neutral	15	7.4	484	7.2	1,885	7.3
		Agree	82	40.2	2,941	44.0	11,201	43.4
		Strongly agree	103	50.5	3,121	46.7	12,151	47.1
		Total	204	100.0	6,683	100.0	25,808	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	1	0.5	43	0.6	193	0.7
		Disagree	3	1.5	168	2.5	643	2.5
		Neutral	20	9.8	635	9.5	2,397	9.3
		Agree	83	40.5	3,000	44.8	11,359	43.9
		Strongly agree	98	47.8	2,850	42.6	11,284	43.6
		Total	205	100.0	6,696	100.0	25,876	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	5	2.4	237	3.5	893	3.5
		Disagree	9	4.4	464	6.9	1,661	6.4
		Neutral	19	9.2	862	12.9	3,173	12.3
		Agree	79	38.3	2,638	39.4	10,169	39.3
		Strongly agree	94	45.6	2,494	37.3	9,979	38.6
		Total	206	100.0	6,695	100.0	25,875	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	8	3.9	153	2.3	488	1.9
		Disagree	8	3.9	333	5.0	1,070	4.2
		Neutral	25	12.3	702	10.5	2,507	9.7
		Agree	68	33.3	2,699	40.5	10,445	40.6
		Strongly agree	95	46.6	2,769	41.6	11,217	43.6
		Total	204	100.0	6,656	100.0	25,727	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Less Than Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	6	2.9	157	2.3	582	2.2
		Disagree	7	3.4	384	5.7	1,261	4.9
		Neutral	15	7.3	675	10.1	2,413	9.3
		Agree	76	36.9	2,687	40.1	10,340	40.0
		Strongly agree	102	49.5	2,794	41.7	11,274	43.6
		Total	206	100.0	6,697	100.0	25,870	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	7	1.3	253	1.7	1,278	1.7
		Disagree	20	3.8	1,155	7.6	5,476	7.2
		Neutral	93	17.5	2,936	19.4	14,433	19.0
		Agree	213	40.2	6,563	43.4	33,002	43.4
		Strongly agree	197	37.2	4,221	27.9	21,931	28.8
		Total	530	100.0	15,128	100.0	76,120	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	2	0.4	78	0.5	416	0.5
		Disagree	12	2.3	356	2.3	1,674	2.2
		Neutral	47	8.8	1,390	9.2	6,668	8.7
		Agree	222	41.7	6,925	45.7	34,996	45.9
		Strongly agree	249	46.8	6,402	42.3	32,463	42.6
		Total	532	100.0	15,151	100.0	76,217	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	4	0.8	46	0.3	273	0.4
		Disagree	9	1.7	278	1.8	1,229	1.6
		Neutral	36	6.8	1,017	6.7	5,078	6.7
		Agree	209	39.4	6,331	41.9	32,168	42.3
		Strongly agree	273	51.4	7,450	49.3	37,324	49.1
		Total	531	100.0	15,122	100.0	76,072	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	1	0.2	71	0.5	378	0.5
		Disagree	15	2.8	353	2.3	1,508	2.0
		Neutral	46	8.7	1,360	9.0	6,413	8.4
		Agree	213	40.1	6,670	44.0	33,536	44.0
		Strongly agree	256	48.2	6,702	44.2	34,443	45.2
		Total	531	100.0	15,156	100.0	76,278	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	8	1.5	330	2.2	1,355	1.8
		Disagree	20	3.7	615	4.1	2,756	3.6
		Neutral	52	9.7	1,379	9.1	6,415	8.4
		Agree	198	37.1	6,074	40.1	30,283	39.7
		Strongly agree	256	47.9	6,765	44.6	35,483	46.5
		Total	534	100.0	15,163	100.0	76,292	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	12	2.3	288	1.9	965	1.3
		Disagree	29	5.5	579	3.8	2,099	2.8
		Neutral	43	8.1	1,282	8.5	5,429	7.2
		Agree	200	37.7	5,949	39.5	29,988	39.5
		Strongly agree	247	46.5	6,976	46.3	37,418	49.3
		Total	531	100.0	15,074	100.0	75,899	100.0

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

Survey of Entering Student Engagement - Florida SouthWestern State College (2015 Administration)

2015 Benchmark Frequency Distributions - Main Survey

Comparison Group: Extra-Large Colleges in the 2015 Cohort*

Entering Students Only - Breakout by Enrollment Status: Full-Time Students

[Unweighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College		Ex-Large Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	7	1.3	245	1.6	959	1.3
		Disagree	18	3.4	611	4.0	2,429	3.2
		Neutral	39	7.3	1,248	8.2	5,483	7.2
		Agree	197	37.0	5,858	38.6	29,299	38.4
		Strongly agree	271	50.9	7,208	47.5	38,130	50.0
		Total	532	100.0	15,170	100.0	76,300	100.0

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