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

1. Does your college implement any kind of a structured first-year experience?
   (A first-year experience is a course or a combination of in-class and out-of-class activities offered to students during their first semester/quarter or first-year at this college. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later.)
   - No
   - Yes
16. Does your college implement any kind of a learning community?
   (Learning communities are two or more linked courses that a group of students take together. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later)
   - [ ] No
   - [ ] Yes

17. Which of the following modalities are actively implemented for your college's learning community(ies)? (Mark all that apply)
   - [ ] Face-to-face interaction
   - [ ] Online interaction (such as mediated lectures, forums, chat)
   - [ ] Computer-assisted learning (such as simulations, virtual labs, specialized software)
   - [ ] Social networking technologies (such as Facebook, Twitter, MySpace)

18. Which student groups comprise the target population for your college's learning community(ies)? (Mark all that apply)
   - [ ] All first-time students (full- AND part-time)
   - [ ] First-time full-time students
   - [ ] Developmental/remedial students
   - [ ] No specific group of students
   - [ ] Other (Please specify. Write in a short description below.)

19. For which students is (are) your learning community(ies) mandatory? (Mark all that apply)
   - [ ] All first-time students (full- AND part-time)
   - [ ] First-time full-time students
   - [ ] Developmental/remedial students
   - [ ] No specific group of students
   - [ ] Other (Please specify. Write in a short description below.)

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

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

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

% of targeted students

3 of 19
22. Do you have more than one type of learning community?

☐ No
☒ Yes

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

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

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

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

☐ Hours
☐ Days
☐ Weeks
☐ Quarters
☒ Semesters

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

☐ Total (or minimum) contact hours

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

☐ Number of credits

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

☐ No
☒ Yes

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

Text selected by individual teachers

*NOTE: If there is more than one type or instance of learning community at your college, select only ONE as your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.
29. Indicate who at your campus participates in this* program and how. (Mark all that apply)

<table>
<thead>
<tr>
<th>Who does this…</th>
<th>Administrators</th>
<th>Department heads</th>
<th>Faculty</th>
<th>Student services staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans/designs this program?</td>
<td>☐</td>
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<tr>
<td>Coordinates/supervises the program?</td>
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<td>Teaches/facilitates the program?</td>
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<tr>
<td>Is training/professional development available?</td>
<td>☐</td>
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<tr>
<td>Is training/professional development required?</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

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

Other (Please specify. Write in a short description below.)

500 characters remaining

*NOTE: If there is more than one type or instance of learning community your reference in responding to the next set of questions: specifically, of students participate.
Community College Institutional Survey
Part 1.3: College Orientation

31. Does your college implement any kind of college orientation? (NOTE: College orientation may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later)

☐ No
☐ Yes

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

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

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

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

[250 characters remaining]

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

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

[250 characters remaining]

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

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

[ ] % of all students

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

[ ] % of targeted students
Community College Institutional Survey
Part 1.3: College Orientation

37. Do you have more than one type of college orientation?
   ☐ No
   ☑ Yes

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

38. Which of the following modalities are actively implemented in your SELECTED* program? (Mark all that apply, especially if blended or otherwise used concurrently)
   ☐ Face-to-face interaction
   ☑ Online interaction (such as mediated lectures, forums, chat)
   ☐ Computer-assisted learning (such as simulations, virtual labs, specialized software)
   ☐ Social networking technologies (such as Facebook, Twitter, MySpace)

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

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

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

42. Does this* program use a standard textbook, curriculum guide, or other standard materials?
   ☐ No
   ☑ Yes

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

   *NOTE: If there is more than one type or instance of college orientation at your college, select only ONE as your reference in responding to the next set of questions: specifically, the one in which the greatest number of students participate.
44. Indicate who at your campus participates in this* program and how. (Mark all that apply)

Who does this... Among these members of the campus community?

- Plans/designs this program? Administrators  [ ]  Department heads  [ ]  Faculty  [x]  Student services staff  [ ]  Students  [ ]
- Coordinates/supervises the program? Administrators  [ ]  Department heads  [x]  Faculty  [ ]  Student services staff  [ ]  Students  [ ]
- Teaches/facilitates the program? Administrators  [ ]  Department heads  [ ]  Faculty  [ ]  Student services staff  [ ]  Students  [ ]
- Is training/professional development available? Administrators  [ ]  Department heads  [ ]  Faculty  [ ]  Student services staff  [ ]  Students  [ ]
- Is training/professional development required? Administrators  [ ]  Department heads  [ ]  Faculty  [ ]  Student services staff  [ ]  Students  [ ]

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

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

500 characters remaining

*NOTE: If there is more than one type or instance of college orientation your reference in responding to the next set of questions: specifically, of students participate.
46. Does your college implement any kind of student success course? (A student success course is a course specifically designed to teach skills and strategies to help students succeed in college. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later)

- No
- Yes

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

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

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

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

characters remaining

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

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

characters remaining

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

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

% of all students
51. What percent of your targeted student population has participated in student success course?

% of targeted students
52. Do you have more than one type of student success course?
   - No
   - Yes

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

53. Which of the following modalities are actively implemented in your SELECTED program? (Mark all that apply, especially if blended or otherwise used concurrently)
   - [ ] Face-to-face interaction
   - [ ] Online interaction (such as mediated lectures, forums, chat)
   - [ ] Computer-assisted learning (such as simulations, virtual labs, specialized software)
   - [ ] Social networking technologies (such as Facebook, Twitter, MySpace)

54. What is the duration of this program? (What number of hours, days, or weeks or how many quarters or semesters, does the program span?)
   - [ ] Hours
   - [ ] Days
   - [ ] Weeks
   - [ ] Quarters
   - [ ] Semesters

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

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

57. Does this program use a standard textbook, curriculum guide, or other standard materials?
   - [ ] No
   - [ ] Yes

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

[500 characters remaining]
59. Indicate who at your campus participates in this program and how. (Mark all that apply)

<table>
<thead>
<tr>
<th>Who does this...</th>
<th>Administrators</th>
<th>Department heads</th>
<th>Faculty</th>
<th>Student services staff</th>
<th>Students</th>
</tr>
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<tr>
<td>Plans/designs this program?</td>
<td>☐</td>
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<tr>
<td>Coordinates/supervises the program?</td>
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<td>Teaches/facilitates the program?</td>
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<tr>
<td>Is training/professional development available?</td>
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<tr>
<td>Is training/professional development required?</td>
<td>☐</td>
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</tbody>
</table>

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

- ☐ Developmental course completion rates
- ☐ Overall course completion rates
- ☐ Fall to spring retention
- ☐ Fall to fall retention
- ☐ Fall to second-year retention
- ☐ GPA
- ☐ Degree or certificate attainment
- ☐ Time to completion
- ☐ Transfer to four-year/baccalaureate college/university
- ☐ Student learning outcomes assessment
- ☐ Other (Please specify. Write in a short description below.)
61. Does your college implement any kind of accelerated course or fast-track program in DEVELOPMENTAL/REMEDIAL education?

(Accelerated courses or fast-track programs are learning experiences designed to help students move more quickly through course work in order to complete their educational goals. NOTE: such a program may be linked or connected with other structured group learning experiences. You will have an opportunity to describe that relationship later.)

- No
- Yes
Part 2 of 3: Curriculum and Components of Structured Group Learning Experiences

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

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

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

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

<table>
<thead>
<tr>
<th>Is this component or curriculum content...</th>
<th>First-year experience</th>
<th>Learning community</th>
<th>College orientation</th>
<th>Student success course</th>
<th>Accelerated courses or fast-track programs</th>
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</thead>
<tbody>
<tr>
<td>Time management skills</td>
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<tr>
<td>Study skills</td>
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<tr>
<td>Note-taking skills</td>
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<tr>
<td>Test-taking skills</td>
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<tr>
<td>Use of information resources (e.g., library, finding and evaluating sources)</td>
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<tr>
<td>Basic technology skills (e.g., using Internet, word processing)</td>
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<tr>
<td>Online learning skills (e.g., course management system, “netiquette,” constructive discourse)</td>
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<td>Learning style assessment</td>
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<td>Development of a written individual academic plan</td>
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<td>Identification of personal strengths and challenges</td>
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<tr>
<td>Information about and/or use of the college's personal/social support services</td>
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<tr>
<td>Information about and/or use of the college's academic support network</td>
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<tr>
<td>Mentoring</td>
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<td>Tutoring</td>
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<tr>
<td>Assigned study groups</td>
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<tr>
<td>Activity</td>
<td>Options</td>
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<td>Assigned group projects/assignments</td>
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<td>Common reading(s)</td>
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<tr>
<td>Study/assignments focused on a common theme</td>
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<tr>
<td>Campus or community service project(s)</td>
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<tr>
<td>Participation in campus activities/events outside the classroom</td>
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<td>Group advising</td>
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<td>Supplemental instruction</td>
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<tr>
<td>Service learning</td>
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Save and Exit
75. How are the first-year experience, learning communities, orientation, student success course, and/or accelerated/fast track course programs related at your college, if at all? Please provide a brief description of how they are connected, linked, or integrated.

They are not formally related.

2500 characters remaining

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

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

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

2500 characters remaining
Part 3 of 3: Student Placement and Support Practices

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

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

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

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

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

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

- Yes
- No

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

<table>
<thead>
<tr>
<th>Does your college provide...</th>
<th>No</th>
<th>Yes, in-person/face-to-face</th>
<th>Yes, online or mediated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A placement test or entry assessment...</td>
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<td></td>
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<tr>
<td>For Reading?</td>
<td>☐</td>
<td>☑</td>
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<tr>
<td>For Writing?</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>For Math?</td>
<td>☐</td>
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<tr>
<td>A test preparation experience...</td>
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<tr>
<td>For Reading?</td>
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<tr>
<td>For Writing?</td>
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<tr>
<td>For Math?</td>
<td>☐</td>
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</tr>
</tbody>
</table>

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

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

---

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

250 characters remaining

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

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

Mandatory, but not enforced.

250 characters remaining

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

Regarding Academic Planning and Advising for Students:

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

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

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

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

[250 characters remaining]

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

[ % of entering students]

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

[ % of entering students]

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

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

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

- One-on-one with college staff member outside of class
89. Who delivers academic planning and advising? Is professional development provided and/or required? (Mark all that apply)

<table>
<thead>
<tr>
<th>Are these people...</th>
<th>Involved in this way in academic planning and advising?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does this person deliver academic planning and advising?</td>
</tr>
<tr>
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<td>Administrators</td>
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<td>Students</td>
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Community College Institutional Survey
Part 3: Student Placement and Support Practices

Regarding Supplemental Instruction:

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

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

250 characters remaining

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

a. Developmental math:
   - [ ] None
   - [ ] All courses
   - [ ] Only selected courses

b. Developmental writing:
   - [ ] None
   - [ ] All courses
   - [ ] Only selected courses

c. Developmental reading:
   - [ ] None
   - [ ] All courses
   - [ ] Only selected courses

d. Introductory college-level courses:
   - [ ] None
   - [ ] All courses
   - [ ] Only selected courses

e. Other (please specify):

- [ ] None
- [ ] All courses
- [ ] Only selected courses
92. In which of the following modalities is supplemental instruction/supplemental learning provided at your college? (Mark all that apply, especially if blended or otherwise used concurrently)

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

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Community College Leadership Program | Department of Educational Administration | College of Education
The University of Texas at Austin
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93. Does your institution offer tutoring services for students at this college?
   - No
   - Yes

94. In which of the following modalities is tutoring provided at your college? (Mark all that apply, especially if blended or otherwise used concurrently)
   - ✔ Face-to-face interaction
   - Online interaction
   - Computer-assisted tutoring (such as simulations, virtual labs, specialized software)
   - Social networking technologies (such as Facebook, Twitter, MySpace)

95. In what setting are students most likely to receive tutoring? (Select only one)
   - One-on-one with a college staff member or peer tutor outside of class
   - In a skills lab at the college (such as writing, math)
   - In a group setting outside of class
   - As part of class
   - Online
   - Via social networking technologies such as Facebook, Twitter, MySpace

96. In what subject areas is tutoring offered at your college? (Select only one from each subject area)
   a. Developmental math:
      - None
      - All courses
      - ✔ Only selected courses
   b. Developmental writing:
      - None
      - All courses
      - ✔ Only selected courses
   c. Developmental reading:
      - None
      - All courses
      - ✔ Only selected courses
   d. Introductory college-level courses:
      - None
97. Identify the specific group(s) of students or courses for which tutoring is mandatory. (Mark all that apply)
   - All first-time students (full- AND part-time)
   - First-time full-time students
   - Developmental/remedial students
   - No specific group of students
   - Other (Please specify. Write in a short description below.)

   250 characters remaining

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

<table>
<thead>
<tr>
<th>Are these people...</th>
<th>Does this person deliver tutoring services?</th>
<th>Involved in this way in tutoring?</th>
<th>Professional development in tutoring provided to this person?</th>
<th>Professional development in tutoring required of this person?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
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</tbody>
</table>

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Community College Leadership Program | Department of Educational Administration | College of Education  
The University of Texas at Austin

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http://www.ccsse.org/center/ccis/ISpage15b.cfm?AppID=04522DB6-188B-402E-2A8692...  5/19/2011
99. Has your institution implemented a systematic early academic warning/early intervention process? (i.e., a process whereby someone at the college contacts students who are struggling academically in an effort to get them the assistance they need)
   - No
   - Yes

100. Who contacts or intervenes with students? (Mark all that apply)
   - Faculty members
   - Student services staff members
   - Students
   - Other (Please specify. Write in a short description below.)

Some special programs provide academic intervention.

250 characters remaining

101. Through which of the following modalities, if any, does the college contact or intervene with students? (Mark all that apply, especially if blended or otherwise used concurrently)
   - By phone
   - In face-to-face settings
   - Online (such as mediated forums, chat)
   - Via social networking technologies such as Facebook, Twitter, MySpace
   - Other (Please specify. Write in a short description below.)

250 characters remaining
Regarding Out-of-Class "Hands-On" Learning Experiences:

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

<table>
<thead>
<tr>
<th>Are these out-of-class &quot;hands-on&quot; learning experiences required...</th>
<th>Humanities/social sciences</th>
<th>Natural sciences</th>
<th>Vocational/technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
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<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Apprenticeships</td>
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<tr>
<td>Clinical placement</td>
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<tr>
<td>Field experiences</td>
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<tr>
<td>Service learning</td>
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</tbody>
</table>

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Institutional Survey

Your answers have been successfully submitted.

THANK YOU FOR SHARING YOUR RESPONSES!
You may update or revise your responses at any time until the close date of May 18th, 2011.

You may print this page as documentation of your participation in the Institutional Survey.
Your username is CCIS4166. Please click the "Exit" button below to exit the survey. You will be directed to the Community College Survey of Student Engagement website.

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

Thank you again for your time.