INTRODUCTION

The Office of Institutional Effectiveness administers a survey to a sample of registered students during the fall semester for the purpose of assessing overall engagement, learning acquisition, and student satisfaction in several areas. Students are asked about their experiences with the campus community, with faculty, and campus environment. Students are also asked about their satisfaction with support services and learning experiences.

METHODOLOGY

For the 2015-2016 academic year, the fall student survey was administered online. Previous administrations of the fall student survey have been conducted via paper-pencil. Online administration of the survey eliminated the need to use class time and would greatly reduce the amount of resources needed to administer hard copies of the survey (e.g. paper, personnel, data entry etc.)

A random sample of all credit courses offered during the fall 2015 semester was selected for the purpose of distributing surveys to students in the sampled courses. This sampling frame resulted in a total of 1282 course sections selected with a total of 22,233 enrolled students. Based on survey literature, online response rates are traditionally lower than paper-pencil response rates (Nulty, 2008). Anticipating a lower response rate, a larger sample of students was selected.

The survey was distributed, via e-mail, during the 12th week of the fall semester and students were given three weeks to respond. A total of **2,221** students completed the survey. Additional demographic data from the Office of Institutional Effectiveness was gathered to supplement the demographic data obtained from the survey.

SUMMARY OF FINDINGS

Students who completed the survey were a representative sample of the general PCC student population. Survey results indicate that:

- A majority of students reported that their learning, based the College's General Education Outcomes, improved a lot as a consequence of their education experiences at PCC.
- Generally, students reported satisfaction with the student support services offered at PCC.
    - The services used the most were the online registration services, campus bookstore, and the Shatford Library.
- A majority of students indicated that they are satisfied with their classroom experiences.
- A majority of students indicated neutral or satisfactory feelings regarding the campus environment.
- A majority of students indicated positive feelings towards their academic engagement at PCC, however reported neutral feelings towards their engagement with others at PCC.
- The level of interaction between students and faculty depended on the activity. A majority of students indicated that they sometimes engaged with faculty as it related to coursework or academic matters. However, a majority indicated that they never engaged with faculty as it related to activities outside of class and not related to coursework.

RESULTS

The fall student survey contains eight different sections: *overall satisfaction with PCC*, *learning assessment*, *student support services, classroom experiences*, *campus environment*, *engagement with the campus community*, *faculty and student interaction*, and *demographics*. Results are provided by section and include students who completed the survey *and* were enrolled during the fall 2015 semester, resulting in a final sample size of **2219**.

For each of the eight sections, results are provided on a question-by-question basis, including frequencies, percentages and averages. For all tables provided, cells that are shaded in blue indicate the response option that was selected most by students for each item. **Higher question averages indicate more learning, more faculty interaction, and more engagement with the campus community. Additionally higher question averages indicate greater satisfaction with support services, classroom experiences, campus environment, and overall satisfaction with PCC.**

Student Characteristics

Students were asked to provide some background information, including ethnicity, number of hours worked, first-generation status, and information regarding family income and education. The Office of Institutional Effectiveness also provided additional demographic information such as enrollment status, part-time/full-time status, gender, age, and residency information to supplement this section.

A slight majority of students were 19 years of age or younger (39.3%) followed by students ages 20 to 24 (30.5%), and students ages 25 to 29 (11.1%). Additionally, a majority of students were female (62.3%), Hispanic or Latino (43.8%) and lived out of the Pasadena Area Community College District when they first applied to the college (64.1%)[1]. Table 1 provides the age, gender, ethnicity, and residency status breakdown for all students that completed the survey. Table 1 also provides demographic information for the general PCC student population[2]. With respect to age, ethnic groups, and residency, the student sample appears to be representative of the general PCC student population. Female and Asian survey respondents had the highest overrepresentation when compared to the general PCC student population.

Table 1. Student Demographics

Demographics	Survey Respondents	General PCC Student Population
Age		
19 or less	39.3%	42%
20 to 24	30.5%	34%
25 to 29	11.1%	11.9%
30 to 34	5.4%	5.3%
35 to 39	4.3%	2.8%
40 to 49	5.3%	2.6%
50 plus	4.1%	1.4%

---

[1] Students are tagged with a residency status when they first apply to the college, however the residency status tag is never updated, even if students move into the district. It is possible that the percent of out-of-district students is inflated.

[2] All students enrolled in credit courses during the fall 2015 semester

Fall Student Survey Results – 2015

Gender		
Female	62.3%	52.5%
Male	37.1%	46.9%
Not reported	0.6%	0.6%
Ethnicity		
Asian	31.9%	23.6%
Black/African American	3.2%	4.4%
Hispanic/Latino	43.8%	50%
Other	0.4%	0%
Two or more races	11.9%	8.9%
Unknown/not reported	1.7%	4.4%
White	7.1%	8.6%
Residency		
In District	23.8%	26.8%
Out of District	64.1%	61.4%
Other	12.0%	11.9%
Total	2219	64683

Educational background information was obtained for students, either through self-report on the fall student survey or supplemented information from the Office of Institutional Effectiveness. Educational background information include first-time student status, enrollment status, first-generation student status, and enrollment at other colleges.

- The majority of student were continuing students (69.4%) compared to first-time students (30.6%)
- The majority of students were full-time (59.2%) compared to part-time (40.8%).
- A majority of students indicated that they were *not* the first member in their *immediate* family[3] to attend college (61.2%)
- However, a majority of students were the first member in their *extended* family[4] to attend college (77.4%).
- When asked how many other colleges students were enrolled for credit during the fall 2015 semester, 94% of students indicated that they were not enrolled in any other college.
- For the 6% of students who attended at least one other college, the majority attended Glendale College, followed by East Los Angeles College, then Citrus College.
- Students listed a total of 31 different colleges they attended during fall 2015.

Refer to Table 2 for an educational background breakdown for all students that completed the survey.

---

[3] Immediate family was defined as parents/guardians and siblings.
[4] Extended family was defined as grandparents, uncles, aunts, and cousins.

Table 2. Student demographics: Educational Background

Educational Background	Frequency	Percent
First-time student status (N = 2219)		
First time student	680	30.6%
Continuing student	1539	69.4%
Enrollment Status (N = 2219)		
Part-time	906	40.8%
Full-time	1313	59.2%
First to attend college: Immediate family (N = 2169)		
Yes	812	36.6%
No	1357	61.2%
First to attend college: Extended family (N = 2161)		
Yes	1672	77.4%
No	489	22.6%
Enrollment in other colleges (N = 2201)		
No other college	2086	94%
1 other college	73	3.3%
2 other colleges	20	0.9%
3 other colleges	3	0.1%
4+ other colleges	19	0.9%

College	Frequency	Percent
Glendale Community College	19	16.5%
East Los Angeles College	15	13.0%
Citrus College	7	6.1%

* 115 students attended at least the other college

In addition to basic student demographics and educational background information, information regarding students' family education and income, and work status was obtained.

- A slight majority of students indicated that the highest level of education obtained by a parent or guardian was *high school graduate*, followed *by no education to some high school*, and *four year college degree (BA).*[5]
- A majority of students indicated that they did not know their family's income (30%), followed by $12,000 - $23,999, and $60,000 and over.[6]
- A majority of students do not work, followed by students who worked 30 to 39 hours per week, and students who worked 10 – 19 hours per week.

Employment data was further disaggregated by enrollment status to get a sense of whether a disproportionate amount of working students were enrolled part-time.

- A higher percentage of non-working students were enrolled fulltime (71%) compared to part-time (29%).
- A higher percentage of full-time students worked between 1 – 9 hours, 10 – 19 hours, and 20 – 29 hours compared to students enrolled part-time.
- For students who worked between 30 to 39 hours weekly, a large majority of them were enrolled part-time (67%) compared to full-time enrollment (33%).

---

[5] With regards to family education, students were instructed to answer the question using the parent or guardian with the highest level of education.
[6] Students were asked to estimate the combined total for all in the family unit

Table 3. Student Demographics: Family Income

Income Demographics	Frequency	Percent
Parent/Guardian Education (N = 2185)		
Don't know	201	9.2%
No education to some H.S.	404	18.5%
High school graduate	472	21.6%
Some college or tech school	376	17.2%
Associate's Degree	117	5.4%
Four year college Degree (B.A.)	378	17.3%
Master's Degree	152	7%
Doctorate or Professional degree	85	3.9%
Estimated Family Income (N = 2180)		
$0 - $5,999	216	9.9%
$6,000 - $11,999	155	7.1%
$12,000 - $23,999	341	15.6%
$24,000 - $29,999	170	7.8%
$30,000 - $41,999	193	8.9%
$42,000 - $59,999	136	6.2%
$60,000 and over	299	13.7%
Don't know	670	30.7%
Hours worked per week (N = 2196)		
0 Hours	989	45%
1 - 9 Hours	207	9.4%
10 - 19 Hours	324	14.8%
20 - 29 Hours	313	14.3%
30 - 39 Hours	363	16.5%
40+ Hours	0	0%

Enrolled Part time	Enrolled Full time
29%	71%
44%	56%
39%	61%
48%	52%
67%	33%

Learning Assessment

Students were asked a series of questions (13 total) to assess improvement in learning as a consequence of their educational experiences at PCC. Collectively, the questions address the College's General Educational Outcomes (CEO). Students were asked to self-report on their writing, math, critical thinking, application of knowledge and research, and appreciation of personal and global perspectives learning, to name a few. Students were asked to rate learning improvement on a Likert-type scale from 1 (not at all) to 5 (very much).

- For all but one question, the majority of students indicated that their learning improved *a lot* as a consequence of their educational experiences at PCC.
- When asked about the ability to apply mathematical concepts, a slight majority indicated that their learning improved *some* as a consequence of their educational experiences at PCC.
  - This skill also received the highest percentage of no improvement and had the lowest item average (M = 3.33).
- Based on averages, students reported the largest improvement in their ability to "understand the beliefs, opinions, and values of other people and cultures."

Table 4. Learning assessment results by item

Learning assessment	Not at all (1)	A little (2)	Some (3)	A lot (4)	Very much (5)	Total N	Average Rating
Ability to read and comprehend written material	4.8%	9.4%	28.8%	38.1%	18.9%	2208	3.57
Ability to write in a clear and organized manner	5.6%	8.3%	27.9%	38.1%	20.1%	2202	3.59
Ability to listen actively and critically to other's comments	3.8%	6.7%	25.9%	39.0%	24.6%	2197	3.74
Ability to communicate through speech, writing, music, art and/or performance	5.6%	9.4%	27.7%	34.8%	22.5%	2192	3.59
Ability to identify and analyze real or potential problems	4.0%	9.1%	29.6%	36.7%	20.5%	2197	3.61
Ability to formulate and apply knowledge, skills, ideas, in the appropriate context	2.4%	8.0%	28.1%	39.7%	21.7%	2201	3.70
Ability to apply mathematical concepts and methods	10.4%	11.2%	31.6%	28.7%	18.2%	2187	3.33
Ability to locate, retrieve, and evaluate information using appropriate research tools	3.7%	8.1%	26.2%	38.5%	23.5%	2203	3.70
Ability to conduct research and present findings ethnically and effectively	4.9%	8.0%	26.8%	37.3%	23.0%	2197	3.66
Ability to understand the beliefs, opinions, and values of other people and cultures	4.3%	6.8%	22.7%	36.9%	29.3%	2199	3.80
Ability to be an informed and active citizen at the local, state, national, and global levels	9.1%	11.4%	29.2%	31.1%	19.2%	2193	3.40
Ability to appreciate art and individual expression	7.2%	11.1%	24.1%	32.4%	25.1%	2192	3.57
Ability to understand yourself and your relation to others	4.8%	8.6%	25.3%	35.9%	25.5%	2192	3.69

Student Support Services

Students were asked to rate their level of satisfaction with several support services on campus including: bookstore, dining services, online services, and various offices and centers. Students were asked to rate their satisfaction level on a scale from 1 (very dissatisfied) to 4 (very satisfied) for services they actually used. For services students had not used, they were asked to indicate "did not use". The "Total" column represents the number of students who responded to each question.

- For all but two, a majority of students indicated that they were "satisfied" with the support services listed below.
- Library and reference desk were the highest rated services
- Counseling services had the highest percentage of dissatisfaction.

Table 5. Support service satisfaction

Service	Very dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Total	Average Rating
Campus bookstore	3.0%	7.4%	56.2%	33.4%	2039	3.20
Dining services - Piazza	5.4%	12.7%	55.8%	26.2%	1325	3.03
Dining services - Lancers' Pass	5.9%	9.1%	58.0%	27.1%	1025	3.06
Online application process	3.1%	4.8%	55.5%	36.7%	1691	3.26
LancerLink online resources	2.2%	3.7%	51.8%	42.3%	1894	3.34
Testing/Assessment	3.4%	7.3%	61.0%	28.3%	1542	3.14
Support for Canvas/Learning management system	3.0%	4.5%	53.7%	38.9%	1670	3.28
Admissions office	4.6%	8.0%	57.6%	29.8%	1654	3.13
Counseling Services	10.9%	14.4%	45.6%	29.1%	1677	2.93
Computer Learning Center	3.0%	4.1%	54.5%	38.4%	1179	3.28
Online registration service	5.1%	7.4%	49.3%	38.2%	2094	3.21
Registration Office	5.2%	6.8%	53.2%	34.8%	1559	3.18
Scholarship & Financial Aid Office	9.1%	13.2%	46.1%	31.5%	1467	3.00
Child Development Center	6.1%	3.6%	56.5%	33.8%	441	3.18
EOP&S	6.8%	7.9%	47.3%	38.0%	584	3.16
Human Resources	6.1%	4.8%	60.6%	28.5%	540	3.11
Student Health Center	4.1%	3.1%	49.6%	43.2%	748	3.32
Student Records (Transcripts)	4.9%	6.8%	58.8%	29.5%	851	3.13
Transfer center	5.3%	8.1%	56.1%	30.6%	856	3.12
Student Affairs Office	5.4%	4.9%	57.3%	32.3%	609	3.17
Shatford Library - Overall	1.9%	2.5%	41.1%	54.6%	1940	3.48
Shatford Library - Reference desk	2.0%	1.9%	46.1%	50.1%	1333	3.44
Transfer tool on PCC webpage	4.0%	5.7%	54.1%	36.2%	1047	3.22
College Police and Safety Office	4.5%	5.5%	53.5%	36.3%	984	3.22
Learning Assistance Center	3.3%	6.2%	49.5%	41.1%	825	3.28
Psychological Services	6.0%	3.6%	56.0%	34.3%	466	3.19
Student Business Services	3.6%	3.6%	60.6%	32.2%	687	3.21
Career/Job Placement	5.4%	8.2%	55.6%	30.7%	644	3.12

Based on students' "did not use" responses, the top five most used services were:

1. Online registration
2. Campus bookstore
3. Shatford Library
4. Lancerlink online resources
5. Online application

An additional notable finding is how infrequently students used academic services, specifically the Transfer Center and the Learning Assistance Center. Table 6 provides usage information for all services.

Table 6. Student support services usage

Service	Did not use	Service	Did not use
Online registration service	5.0%	**Transfer tool on PCC webpage**	52.4%
Campus bookstore	7.8%	**Dining services - Lancers' Pass**	53.6%
Shatford Library - Overall	12.0%	**College Police and Safety Office**	55.3%
LancerLink online resources	14.1%	**Transfer center**	61.1%
Online application process	23.2%	**Student Records (Transcripts)**	61.4%
Counseling Services	24.0%	**Learning Assistance Center**	62.5%
Support for Canvas/Learning management system	24.3%	**Student Health Center**	66.0%
Admissions office	25.0%	**Student Business Services**	68.7%
Registration Office	29.1%	**Career/Job Placement**	70.8%
Testing/Assessment	29.9%	**Student Affairs Office**	72.2%
Scholarship and Financial Aid Office	33.5%	**Extended Opportunity Programs & Services (EOP&S)**	73.5%
Shatford Library - Reference desk	39.5%	**Human Resources**	75.4%
Dining services - Piazza	40.0%	**Psychological Services**	78.8%
Computer Learning Center	46.5%	**Child Development Center**	80.0%

Classroom Experiences

Students were asked to think about their overall PCC classroom experiences during the fall 2015 semester and rate their level of satisfaction on 14 questions on a scale from 1 (very dissatisfied) to 5 (very satisfied). The "Total" column represents the number of students who responded to each question.

- For all 14 questions, a majority of students indicated that they were "satisfied" with their classroom experiences.
- The one question in which there was the most dissatisfaction (very dissatisfied and dissatisfied percentages combined) was "the availability of courses to make progress towards your degree" at roughly 17%.
    - This question also had the lowest satisfaction average. No other question had more than 10% "very dissatisfied" and "dissatisfied" combined.

Table 7. Classroom experience satisfaction

Classroom Experiences	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total	Average Rating
Your formal academic experience at PCC	1.8%	3.0%	27.2%	43.3%	24.8%	2201	3.86
The quality of your classroom/lab facilities	2.8%	6.3%	25.9%	44.8%	20.2%	2191	3.73
The overall quality of instruction	1.9%	3.6%	21.6%	46.8%	26.1%	2194	3.92
Availability of your instructors	2.0%	3.6%	31.3%	41.0%	22.1%	2195	3.78
Quality of instruction in your major area of study	2.7%	4.8%	25.9%	39.6%	27.0%	2197	3.84
Quality of instruction outside your major area of study	2.2%	4.1%	31.9%	40.9%	20.8%	2191	3.74
The degree to which your instructors motivated you to succeed	2.6%	4.4%	24.7%	40.0%	28.2%	2193	3.87
The degree to which your instructors encouraged you to participate in-class	2.3%	3.2%	23.4%	42.3%	28.8%	2198	3.92
Your instructor's testing/grading methods	3.4%	6.3%	27.4%	39.9%	22.9%	2196	3.73
The use of technology in your classes	2.6%	5.1%	32.1%	39.2%	21.1%	2193	3.71
The extent to which faculty included global perspectives in their class presentation, assignments, or discussions	2.1%	3.5%	25.6%	41.5%	27.4%	2189	3.76
The availability of courses to make progress towards your degree	8.1%	8.7%	26.7%	37.5%	18.9%	2191	3.5
Openness of instructors to diverse student opinions	2.1%	3.5%	25.6%	41.5%	27.4%	2189	3.89
The number of students in your classes	2.0%	3.2%	25.4%	45.7%	23.7%	2195	3.86

Campus Environment

Students were asked to rate their satisfaction with the overall campus environment on a scale of 1 (very dissatisfied) to 5 (Very satisfied) on six questions. The "Total" Column represents the number of students who responded to each question.

- The majority of students were "satisfied" with safety and security on campus, the level of academic integrity on campus, and commute time to campus.
- The majority of students were "neutral" (neither satisfied nor dissatisfied) with parking on campus and opportunities for organized and informal out-of-class experiences.

Table 8. Campus environment satisfaction

Campus Environment	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total	Average Rating
Parking on campus	9.3%	13.4%	39.1%	26.8%	11.3%	2198	3.17
Your safety and security on campus	1.8%	4.2%	28.7%	45.3%	20.0%	2197	3.77
The level of academic integrity on campus	1.7%	3.5%	30.8%	44.4%	19.6%	2191	3.77
Your commute to campus (e.g. distance, travel time, train/bus service)	3.5%	7.3%	30.1%	39.5%	19.5%	2191	3.64
Opportunities for organized out-of-class experiences	2.6%	5.7%	51.2%	27.7%	12.8%	2192	3.42
Informal out-of-class experiences (e.g. performances, speakers, informal student discussions)	2.2%	4.2%	51.5%	29.0%	13.0%	2187	3.47

Engagement with Campus Community

Students were asked about their experiences with the larger campus community and the extent to which they agreed or disagreed with 10 statements. Students were asked to rate their responses on a scale of 1 (strongly disagree) to 5 (strongly agree). The "Total" Column represents the number of students who responded to the questions.

Students had positive attitudes about the campus community as it related to educational or learning experiences. For example, a majority of students agreed that:

- PCC satisfies their educational goals
- They share educational values with others at PCC
- They are satisfied with their learning
- PCC provides ample opportunities to learn.

In contrast, students tended to have neutral feelings about the campus community as it related to relationships with others at PCC. For example, the majority of students reported *neutral* feelings that:

- They have friends at PCC whom they can tell anything
- They matter to other students at PCC
- They are close to other students at PCC
- Regularly talking to others at PCC about personal matters.
- That they could rely on others at PCC.

A majority of students "disagreed" with the idea of PCC *not* promoting a desire to learn.

Table 9. Engagement with the campus community

Engagement Campus Community	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Average Rating
I have friends at PCC to whom I can tell anything	10.3%	17.0%	31.6%	26.8%	14.3%	2189	3.18
I feel that PCC satisfies my educational goals	2.0%	4.0%	24.9%	47.6%	21.3%	2188	3.83
I feel that I matter to other students at PCC	5.9%	10.2%	44.8%	28.2%	10.9%	2186	3.28
I feel close to others at PCC	6.7%	14.0%	42.3%	26.9%	10.2%	2186	3.2
I feel that PCC does not promote a desire to learn	26.6%	37.1%	23.1%	9.5%	3.7%	2187	2.27
I regularly talk to others at PCC about personal matters	15.1%	25.4%	34.2%	19.9%	5.4%	2187	2.75
I share the educational values of others at PCC	3.6%	6.1%	35.2%	41.4%	13.7%	2186	3.55
I feel that I can rely on others at PCC	6.4%	11.6%	44.6%	29.3%	8.2%	2187	3.21
I am satisfied with my learning at PCC	1.8%	3.8%	24.1%	47.0%	23.3%	2183	3.86
I feel that PCC gives me ample opportunities to learn	1.6%	3.3%	24.4%	46.2%	24.4%	2188	3.88

Faculty and Student Interaction

The last topic addressed in the fall student survey was faculty and student interaction. Students were asked to think about their experiences at PCC for the fall 2015 semester and rate the frequency of interaction with their instructors on a series of 15 questions. Students were asked to rate their interaction with instructors on a scale of 1 (never) to 5 (very often). The "Total" column represents the number of students who responded to the questions.

Results indicate that students' interactions with faculty depended on the activity. A majority of students do not interact with faculty outside of class and tended to interact with faculty more as it related to coursework or general academic topics. For example, a majority of students indicated that they *never*:

- Worked with instructors on activities other than coursework
- Socialized with a faculty member outside of class (had a soft drink or snack, etc.)
- Participated with other students in a discussion with one or more faculty members outside of class

However, a majority of students indicated that they *sometimes* interact with faculty as it related to coursework or general academic topics. Below are a few examples:

- Use e-mail to communicate with an instructor
- Discussed grades/assignments with an instructor
- Talked about career plans with an instructor or advisor
- Discussed ideas from readings/classes with instructors outside of class

The only interaction students *often* had with faculty members was in receiving prompt feedback from instructors on their performance.

Table 10. Frequency of faculty and student interaction

Faculty and Student Interaction	Never	Rarely	Sometimes	Often	Very Often	Total	Average Rating
Used e-mail to communicate with an instructor	3.8%	12.3%	37.8%	27.8%	18.3%	2194	3.45
Discussed grades or assignments with an instructor	5.5%	18.1%	38.4%	24.9%	13.2%	2192	3.22
Talked about career plans with an instructor	23.5%	28.1%	29.4%	12.0%	6.9%	2189	2.51
Talked about career plans with an advisor	27.0%	25.7%	28.3%	12.4%	6.5%	2187	2.46
Discussed ideas from your readings or classes with instructors outside of class	26.5%	23.1%	29.9%	13.6%	6.9%	2188	2.51
Received prompt feedback (written or oral) from instructors on your performance	5.0%	10.0%	32.1%	34.6%	18.3%	2189	3.51
Worked with instructors on activities other than coursework	41.4%	21.6%	21.0%	10.7%	5.3%	2184	2.17
Talked with your instructor about information related to a course you were taking (e.g. grades, make up work, assignments)	8.7%	16.7%	38.6%	24.3%	11.6%	2188	3.13
Discussed your academic program or course selection with an instructor	22.7%	23.9%	30.1%	15.6%	7.7%	2188	2.62
Discussed ideas for a term paper or other class project with a faculty member	28.9%	19.2%	30.0%	14.3%	7.6%	2182	2.53
Worked harder as a result of feedback from an instructor	8.7%	9.1%	32.9%	30.9%	18.4%	2186	3.41
Socialized with a faculty member outside of class (had a snack or soft drink etc.)	60.6%	13.0%	15.2%	7.6%	3.7%	2187	1.81
Participated with other students in a discussion with one or more faculty members outside of class	40.8%	18.6%	23.3%	11.8%	5.6%	2188	2.23
Asked your instructor for comments or criticism about your academic performance	22.7%	19.2%	33.8%	16.4%	7.9%	2185	2.68
Worked harder than you thought you could to meet an instructor's expectations and standards	9.2%	11.3%	37.3%	26.4%	15.7%	2185	3.28