



The Community College Survey of Student Engagement (CCSSE)

Overview of 2023 Survey Results

Compton College

Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of [CCCSE](#), provides information about effective educational practice in community colleges. CCCSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for CCCSE's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality. According to the [CCCSE website](#), "[s]tudent learning, persistence, and attainment in college are strongly associated with student engagement," therefore improving the engagement level of Compton College students should improve several student success metrics. Student engagement encompasses not only how a student invests their time and energy, but also how a school invests time, energy, and resources to engage students.

Compton College and the CCSSE Comparison Colleges

CCCSE data analyses are based on a three-year cohort of student data from participating colleges. This approach increases the total number of institutions and students contributing to the national data set, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation. If a college participated more than one time in the three-year period, the cohort includes data only from that college's most recent year of participation.

The 2023 CCSSE Cohort includes [501 institutions](#) from 47 states, the District of Columbia, Bermuda, Marshall Islands, and Micronesia. Two-hundred sixty-six are classified as small (<4,500), 120 as medium (4,500-7,999), 77 as large (8,000-14,999), and 38 as extra-large institutions (15,000+) students.

Compton College falls in the Small College size category and is classified as being located in a Suburban-serving area. Compton College is also a member of the Hispanic Student Success Consortium composed of 72 other 2-year Hispanic-Serving Institutions.

CCSSE Administration to Students

In previous years, the CCSSE had been distributed at the classroom level, using paper and pencil survey response methods. In the Spring of 2023, Compton College utilized a multi-modal marketing approach targeting all students over age 18 to encourage student participation in the CCSSE. The Office of Institutional Effectiveness created a Canvas shell that added all survey-eligible students enrolled in any course in Spring '23. (Per CCSSE requirements, students are survey-eligible if they are enrolled in at least one credit-bearing or developmental education course, at least 18 years old, not currently incarcerated, not Dual Enrollment, and not enrolled in a lowest-level ESL course. The shell contained one assignment, which would show up on the students' calendars as well as in their "to do" page. Additionally, all students were shown an announcement (Appendix A) in Canvas encouraging them to respond to the survey. The research analyst responsible for distributing the survey emailed reminders through the Canvas portal as well as through CRM Advise. The Office of Institutional Effectiveness (IE Office) also emailed faculty to encourage them to allow class time for students to complete the survey and to offer extra credit for all students who participated.

Out of 2,521 survey-eligible students, 309 students provided valid survey responses, yielding a response rate of around 12%.

Excluded Respondents

For a variety of reasons, 119 respondents were excluded from analysis. Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- The survey is invalid if a student does not answer any of the 19 sub-items in item 4, answers very often to all 19 sub-items, or answers never to all 19 sub-items.
- The student reported his or her age as under 18.
- The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
- Oversample respondents are not included because they are selected outside of CCSSE's primary sampling procedures.

2023 Student Respondent Profile

Please note that percentages may not total 100% in each category due to missing data and/or rounding.

Race and Ethnicity

The racial and ethnic makeup of respondents do not reflect that of the Compton College student population. Latino/a/x students are underrepresented among respondents; they represent 49% of respondents while making up 65% of the student population. Black and African American students are overrepresented, responding at a rate of 30% while representing 22% of the student population. The “Two or More Races” (9%) and “Race or Ethnicity Unknown” (5%) categories were both overrepresented since they each make up 2% of the student population at Compton College. Results have been weighted to account for this.

Gender

Female students made up 74% of all respondents, male students were 23%, and 2% of respondents were labeled “Other/Did not respond.” According to IPEDS, which does not recognize non-binary students, the gender distribution of the Compton College student body is 66% female and 34% male. Results have been weighted to account for this.

Age

The age of respondents has shifted older in the last nine years. Only a third of respondents (33%) are between the ages of 18-24 which is an underrepresentation of their makeup (45%) on campus. By comparison, in the 2014 CCSSE, 62% of respondents were 18-24 years old, marking a 47% decrease. Almost half (45%) of respondents were between the ages of 25-39 years old although they make up only 32% of the student body.

Enrollment Status

Full-time students represented 52% of respondents, despite being only 18% of the student population. Results have been weighted to account for this.

International Students

3% of our student respondents selected “yes” to the question, “Are you an international student or non-resident?”

Non-Native English-Speaking Students

At Compton College, 74% of CCSSE respondents are native English speakers. This is slightly higher than the rest of the HSI consortium of schools (70%) and lower than the national cohort (81%).

First-Generation

69% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered "first-generation."

81% of respondents indicate that their mothers have at least some college experience, while 86% indicate that their fathers do.

College-Sponsored Activities

Only 68% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) which is lower than our Small College Cohort (77%) and the larger CCSSE Cohort (78%). Meanwhile, 23% of respondents spend 1 to 5 hours per week participating in these activities, indicating that Compton College students are more engaged on campus than their peers at other institutions.

Credit Hours Earned

33% of surveyed students have completed fewer than 15 credit hours; 21% have completed 15-29 credit hours; and 16% have completed more than 30 credit hours.

External Commitments

39% of student respondents work 21 or more hours per week; 33% care for dependents more than 21 hours per week; and 21% spend more than 6 hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college and could mark multiple goals as applicable. 79% identified transferring to a 4-year college or university as a goal, while 87% identified obtaining an associate degree, and 61% identified completing a certificate program as a goal. 74% indicated that obtaining or updating job-related skills is a goal, and 53% a career change as a goal for attending the college.

Notable Findings - General

Compton College's overall benchmark scores are statistically significant (Appendix C, statistically significant results are indicated by a double asterisk), outperforming the rest of the Small College Cohort and the 2023 CCSSE Cohort, sometimes by as much as 13 percentage points (fig. 1).

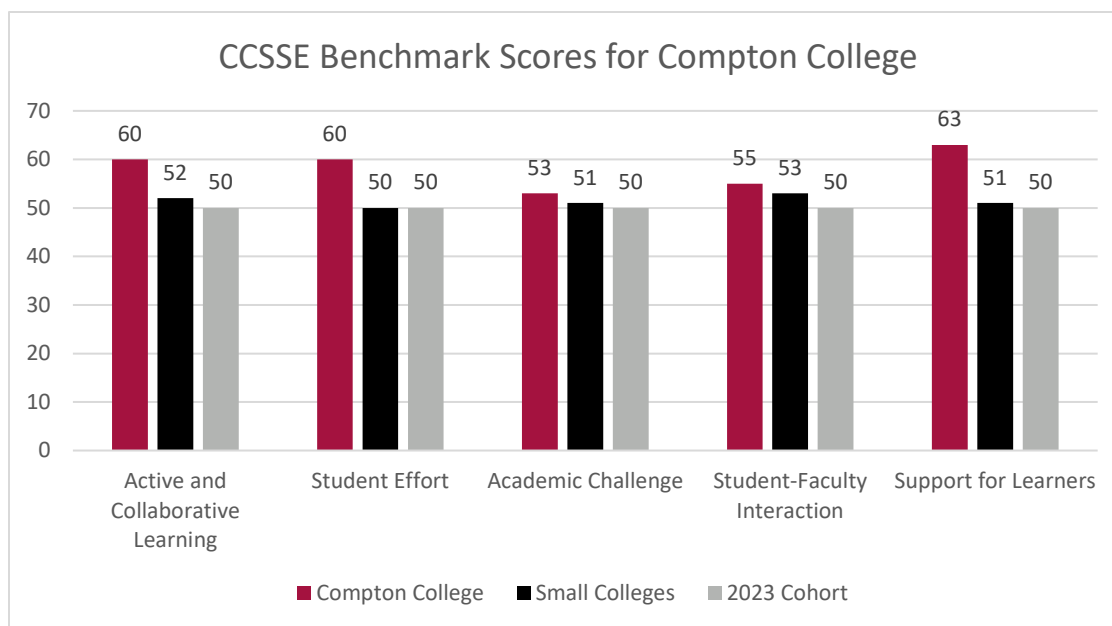


Figure 1: Compton College's CCSSE Benchmark scores as compared to the cohorts

Support for Learners

Students at Compton College feel well supported by the efforts of the college (fig. 2). Across the components of the Support for Learning benchmark, Compton College's scores are higher than the Small College and 2023 CCSSE Cohorts, indicating that we are doing an excellent job at providing resources to students. Although we are outpacing the cohorts to a statistically significant degree, 47% of respondents still felt that they were not well-supported. The single area that did not demonstrate statistical significance was that of academic advising/counseling, although our results did outpace the cohorts. Nevertheless, our efforts in the following areas should be celebrated:

- Encouraging diversity through contact with different ethnic groups
- Helping students cope with non-academic responsibilities
- Providing support for students to thrive socially
- Providing financial support
- Career counseling

Improvements in these areas should be a faculty-led effort and applied in the way faculty see fit.

Support for Learners (SUPPORT)

Item	Variable	Your College	Small Colleges		2023 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
Item 9: How much does this college emphasize the following?						
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much						
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	3.35	3.16	0.22**	3.15	0.23**
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	3.02	2.73	0.29**	2.74	0.27**
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	2.68	2.25	0.42**	2.25	0.41**
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	2.86	2.43	0.42**	2.41	0.44**
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	3.03	2.80	0.22**	2.76	0.25**
Item 12.1: How often have you used the following services during the current academic year?						
0 = Never , 1 = 1 time , 2 = 2-4 times , 3 = 5 or more times						
12.1a. Academic advising/planning [SUPPORT]	FREQACAD	1.67	1.64		1.60	
12.1b. Career counseling [SUPPORT]	FREQACOU	1.38	0.59	0.88**	0.61	0.85**

Figure 2: Support for Learners

Active and Collaborative Learning

Overall, students reported engaging in active and collaborative learning methods at a higher rate than the Small College and 2023 CCSSE Cohorts (fig. 3). Our successes in the following areas should be celebrated:

- Encouraging students to ask questions and participate in in-class discussions
- Students presenting in class
- Collaborating with other students outside of class
- Students tutoring or teaching fellow students

Even though Compton College had a high rate of success in this area overall, there are a few areas that were not statistically significantly higher than the cohort and have room for improvement:

- Providing time for in-class group work
- Offering community-based service-learning activities as part of a course
- Empowering students to discuss the ideas learned in class with others, students or otherwise, outside of class

Improvements in these areas should be a faculty-led effort and applied in the way faculty see fit.

Active and Collaborative Learning (ACTCOLL)

		Your College	Small Colleges		2023 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	3.20	3.00	0.22**	2.96	0.26**
4b. Made a class presentation [ACTCOLL]	CLPRESEN	2.40	2.05	0.36**	2.05	0.36**
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.54	2.34		2.29	0.25**
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.13	1.87	0.27**	1.82	0.33**
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.56	1.35	0.30**	1.33	0.33**
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	1.48	1.39		1.35	
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.44	2.52		2.49	

Figure 3: Active and Collaborative Learning

Student Effort (STUEFF)

		Your College	Small Colleges		2023 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	2.76	2.46	0.29**	2.49	0.26**
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	2.96	2.88		2.90	
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	1.81	1.71		1.71	
Item 6: During the current academic year, how much reading and writing have you done at this college?						
0 = None, 1 = 1-4, 2 = 5-10, 3 = 11-20, 4 = More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	1.28	1.00	0.27**	1.05	0.22**
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
0 = None, 1 = 1-5, 2 = 6-10, 3 = 11-20, 4 = 21-30, 5 = More than 30						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) [STUEFF]	ACADPR01	2.06	2.19		2.22	
Item 12.1: How often have you used the following services during the current academic year?						
0 = Never, 1 = 1 time, 2 = 2-4 times, 3 = 5 or more times						
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	1.07	0.60	0.48**	0.63	0.44**
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	0.88	0.80		0.71	
12.1h. Computer lab [STUEFF]	FREQCOMLB	1.11	0.87		0.75	0.33**

Figure 4: Student Effort

Student Effort

Compton College should similarly celebrate the student respondents for our Student Effort scores (fig.4), which outpace our cohorts by a statistically significant margin. Our student body excels in the following areas:

- Preparing multiple drafts of a paper
- Reading unassigned books on their own time
- Accessing tutoring

Our students could still use some extra support and encouragement in the following areas:

- Projects or papers that require multiple sources
- Attending other academic support offerings like skills labs or computer labs.

There are two areas that are time-based that could improve the overall score but should be assessed and implemented with caution if at all. These two are 1) hours spent preparing for class and 2) completing readings or assignments prior to coming to class. Because our students often have other obligations such as work for wages and caretaking responsibilities in the home, more research or discussion should be done regarding the effectiveness of a traditional (non-flipped) classroom.

Even the two lowest-scoring areas still outpace our small college peers and the national cohort, although out lead in these areas could be increased. The following sections will detail the Academic Challenge and Student-Faculty Interaction benchmarks into their composite parts to pinpoint areas for improvement.

Improvements in these areas should be a faculty-led effort and applied in the way faculty see fit.

Areas for Improvement: Academic Challenge

Regarding the components that make up the Academic Challenge Benchmark, Compton College is outperforming our peers, but has the potential to pull far ahead, possibly to above the 60% mark. Numerically, these areas with most room for improvement include faculty expectations (fig. 5), opportunities to apply the skills and concepts learned in the classroom (fig. 6), and written papers or reports (fig. 7).

Faculty Expectations - Compton College students' feel that their faculty instructors push them beyond their own perceived capabilities (fig. 5), and this happened at a higher rate at Compton College than at most other small colleges. There is still room for improvement in this area,

however, if we can attempt to move some of the “Sometimes” and “Never” responses over to the “Often” category. This should be a faculty-led effort and applied in the way faculty see fit.

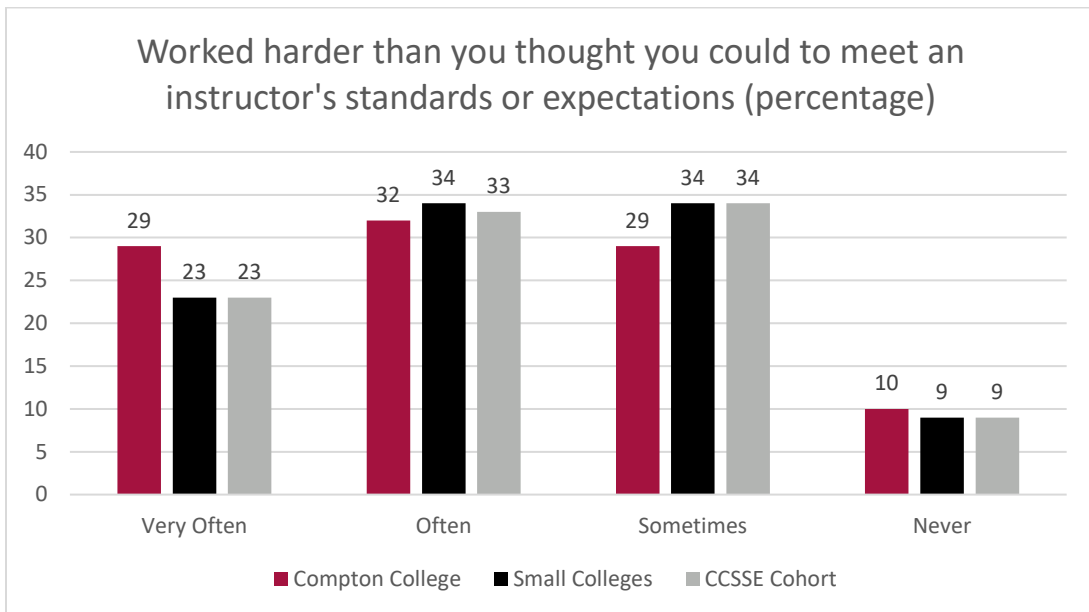


Figure 5: Academic Challenge - faculty expectations as compared to the cohorts

Applying Skills or Concepts - Student respondents report high rates of opportunities to apply new skills or concepts (fig. 6). However in order to pull farther ahead of our cohort, we could incorporate medial literacy or other methods whereby students can make judgments about the soundness of information. This should be a faculty-led effort and applied in the way faculty see fit.

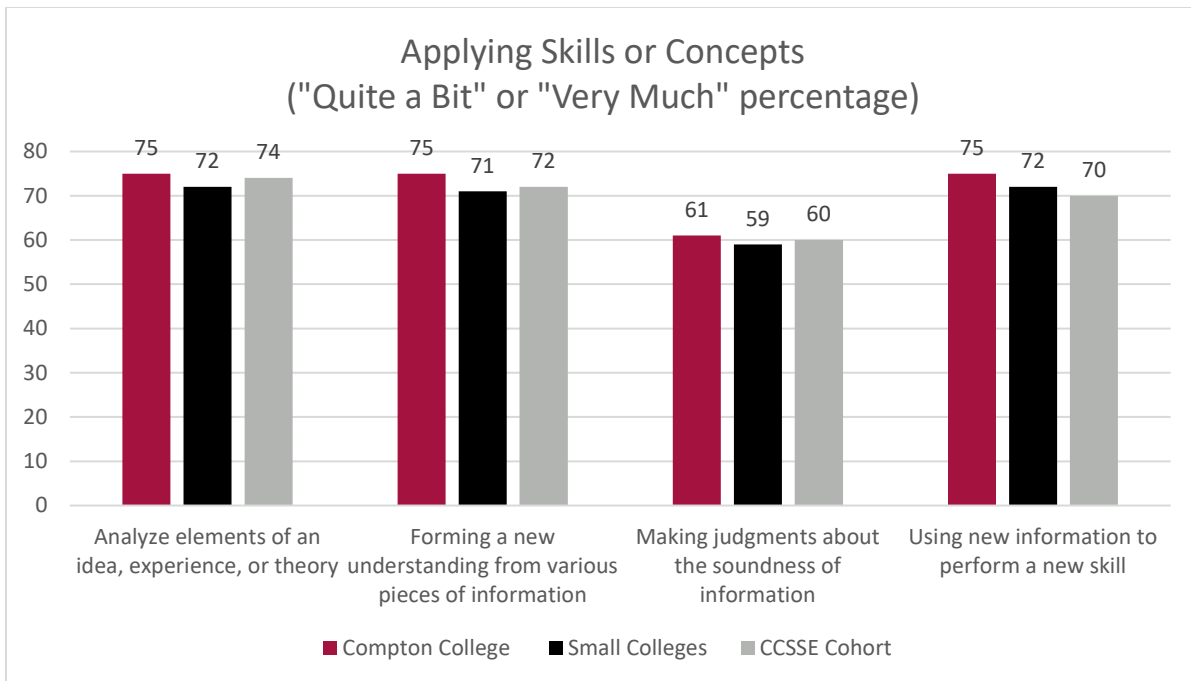


Figure 6: Academic Challenge - Applying skills as compared to the cohorts

Written Papers or Reports – Compared to the Small College and national CCSSE Cohorts, students at Compton College are writing fewer papers (fig. 7). The number and frequency of papers as an effective teaching and learning tool should be discussed among faculty to determine how to improve this outcome.

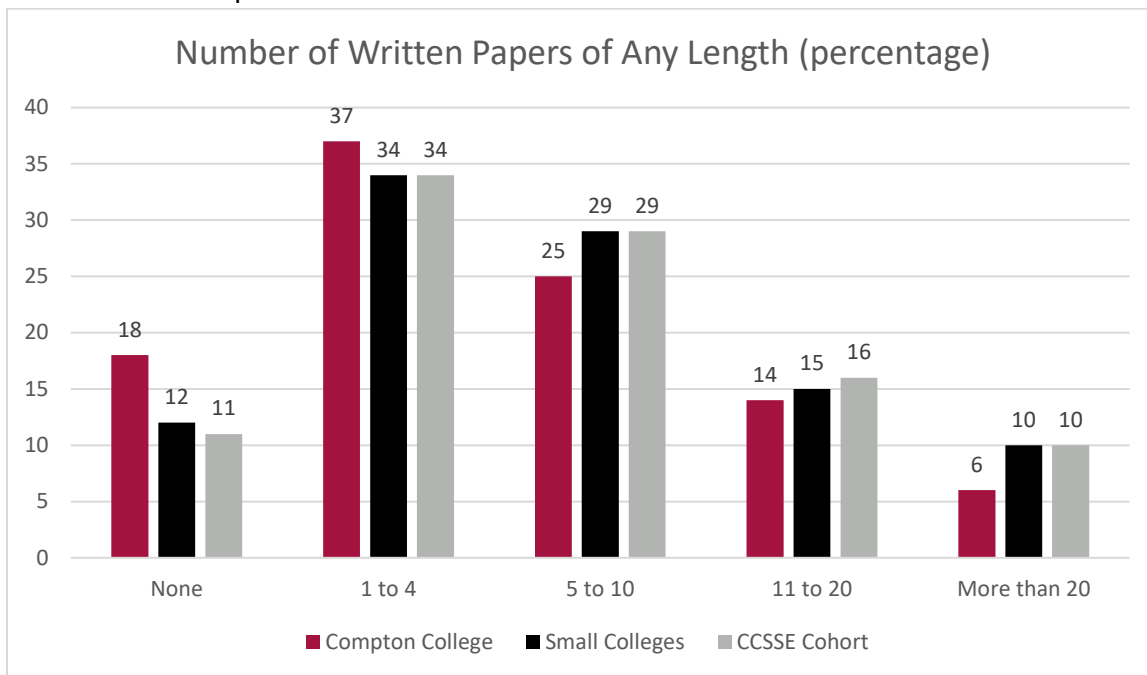


Figure 7: Academic Challenge - Number of papers as compared to the cohorts

Areas for Improvement: Student-Faculty Interaction

Among most of the components of the Student-Faculty Interaction benchmark, Compton College outperformed the Small College and CCSSE Cohorts (fig. 8).

Two areas that display the most room for numerical improvement are “receiving prompt feedback” and “discussing grades or assignments.” However, we must apply a critical eye to the other results.

Research shows that students of color cite encouragement from a trusted faculty as a major reason for continuing on in education (Bensimon, 2007). Although Compton College faculty outpace their peers in this area, if we are intentional about how to facilitate those conversations, we can improve even more. Looking into the next section of the report, we see that students at Compton College are not as likely to find information about career skills through their coursework (fig. 9) and that students rely on other sources than instructional faculty for information about careers (fig. 10). These two data points reiterate the opportunities to improve student-faculty interactions while empowering students to make informed decisions about their educational and career options.

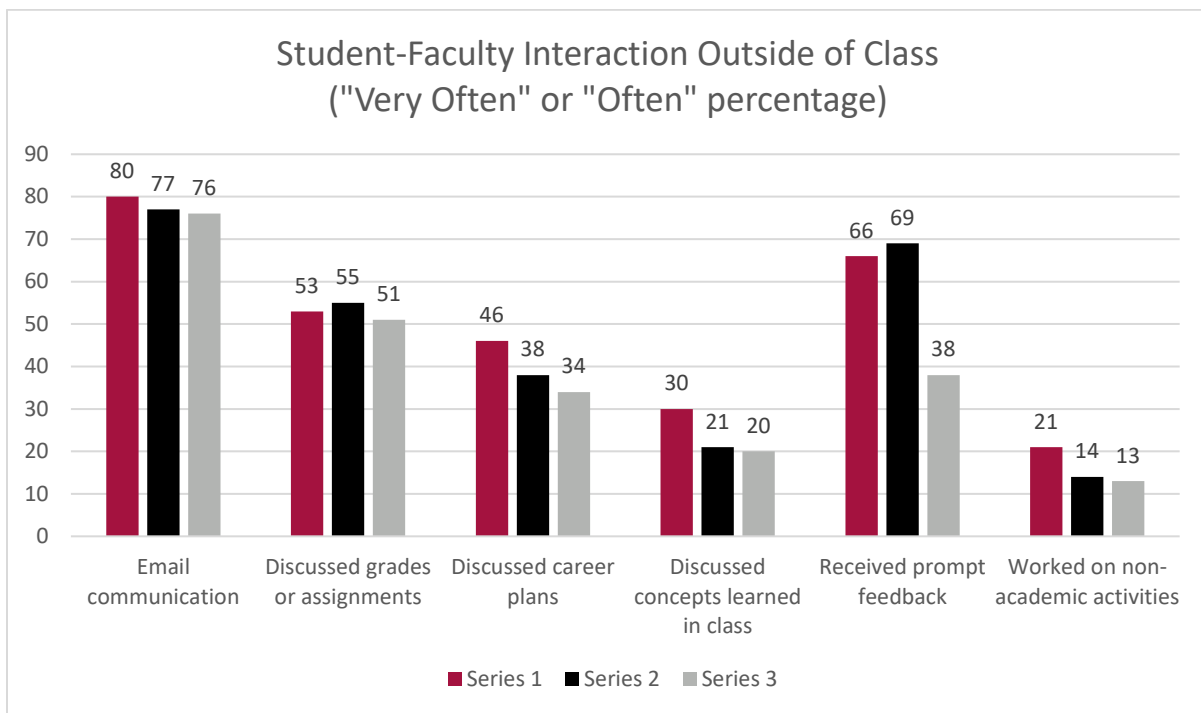


Figure 8: Student-Faculty Interaction - Outside of class as compared to the cohorts

Notable Findings – Labor Market, Livable Wage, & Applicable Skills

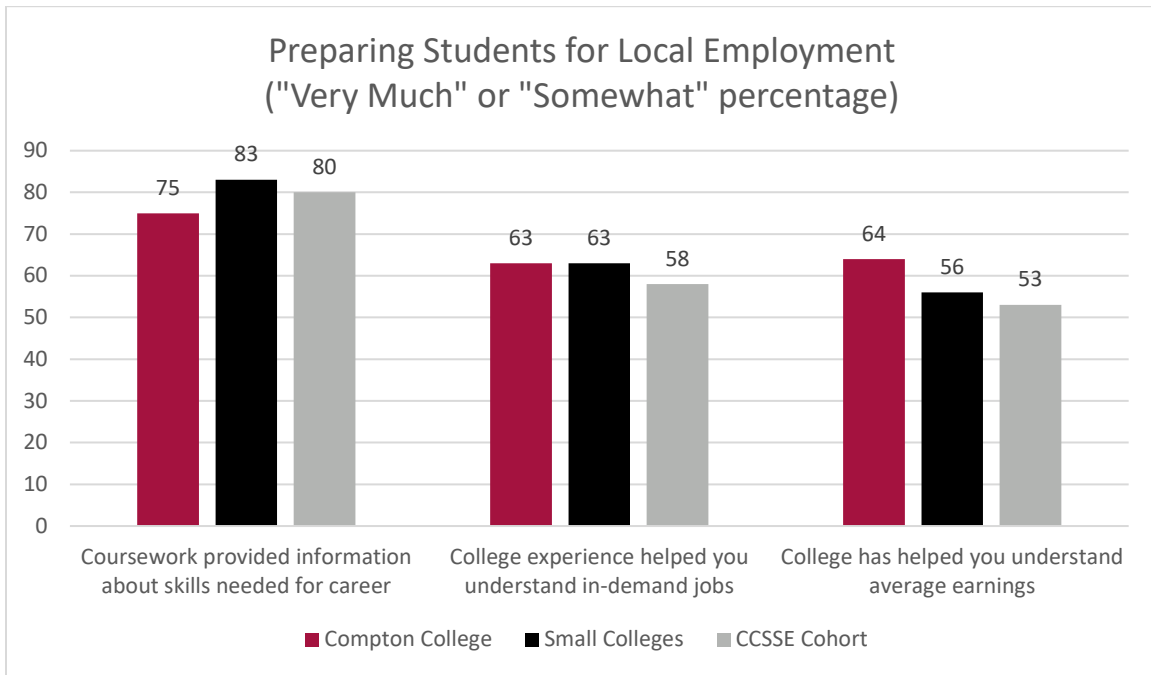


Figure 9: Preparing Students for Employment as compared to the cohorts

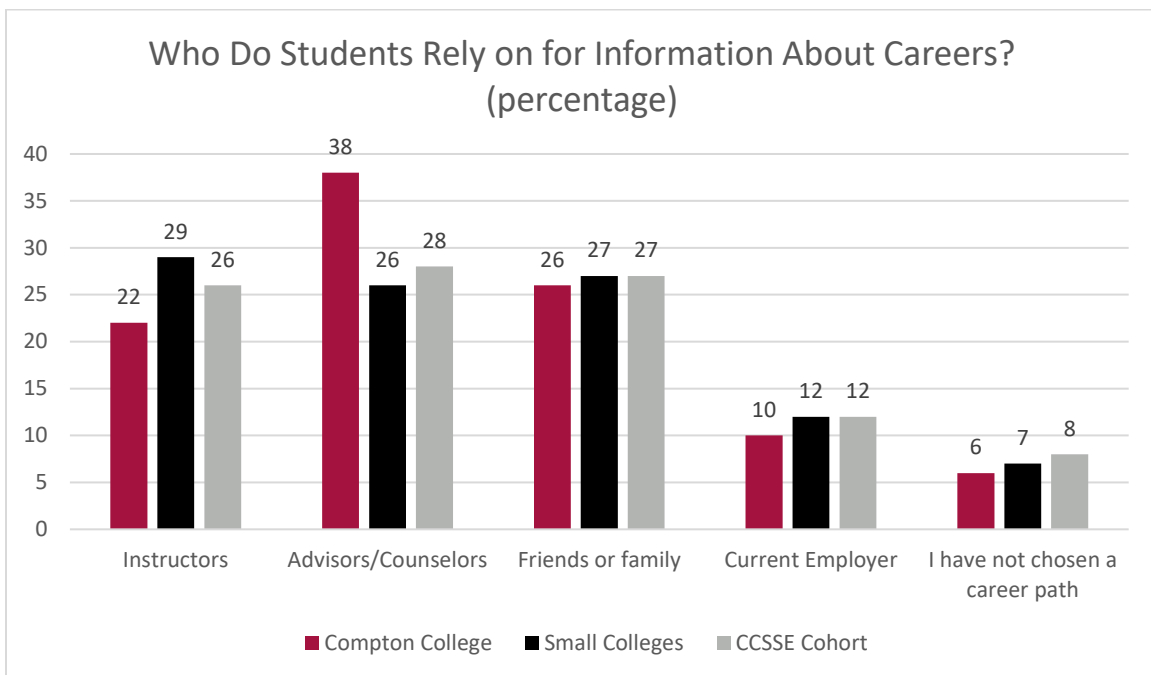


Figure 10: Trusted source for career information as compared to the cohorts

Notable Findings – Mental Health

Overall, 1 out of 5 Compton College students is experiencing at least one symptom of depression and/or anxiety.

The outcomes of Black men, Black women, and Latina women are concerning even among that pool and warrant immediate attention, in the form of more research and/or increased mental health support.

Black Students' Mental Health - Figure 11 illustrates that 1 out of 3 Black men who responded to the survey are experiencing symptoms of depression and anxiety. This is about double the rates of the general campus population. **Please be advised that the number of Black male respondents is too low for these results to be generalized.** Nevertheless, the preliminary statistics shown here indicate the need to immediately research this topic to understand if the scope of this issue on the Compton College Campus.

Over a quarter of Black women respondents reported depressive symptoms. This rate outpaces that of the wider campus population to a concerning degree. This indicates a need for mental health interventions for Black women students (fig. 11).

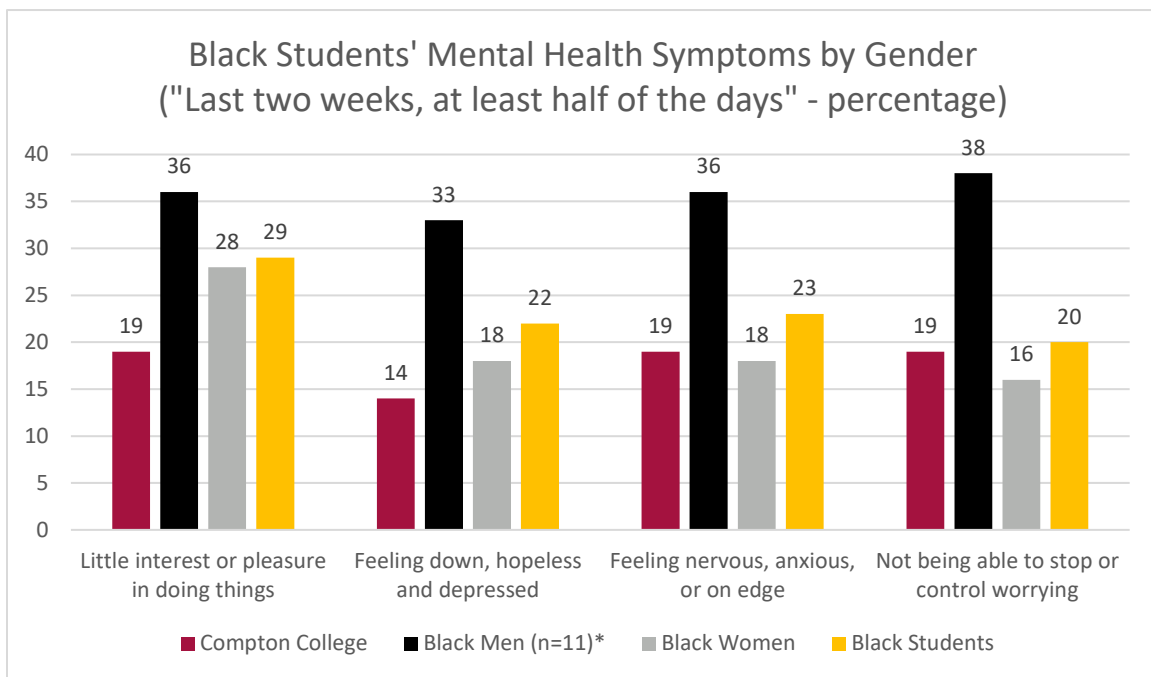


Figure 11: Black students' mental health by gender

From the CCSSE data, the answers may lie in financial and social stressors, and may be a good place to start. Although Compton College scored high on the students' perceptions of support offered by the campus, when disaggregated by race and ethnicity, Black students' responses

indicated they have a weaker perception of the college’s supports across the board (fig. 12). Of particular interest is the disparity in perceptions of financial support offered by the college, especially given the existence of Financial Aid; emergency and Edquity grants; technological, transportation, and food support; and the Guaranteed Income Program. More research must be done in this area to determine why Black students feel unsupported financially.

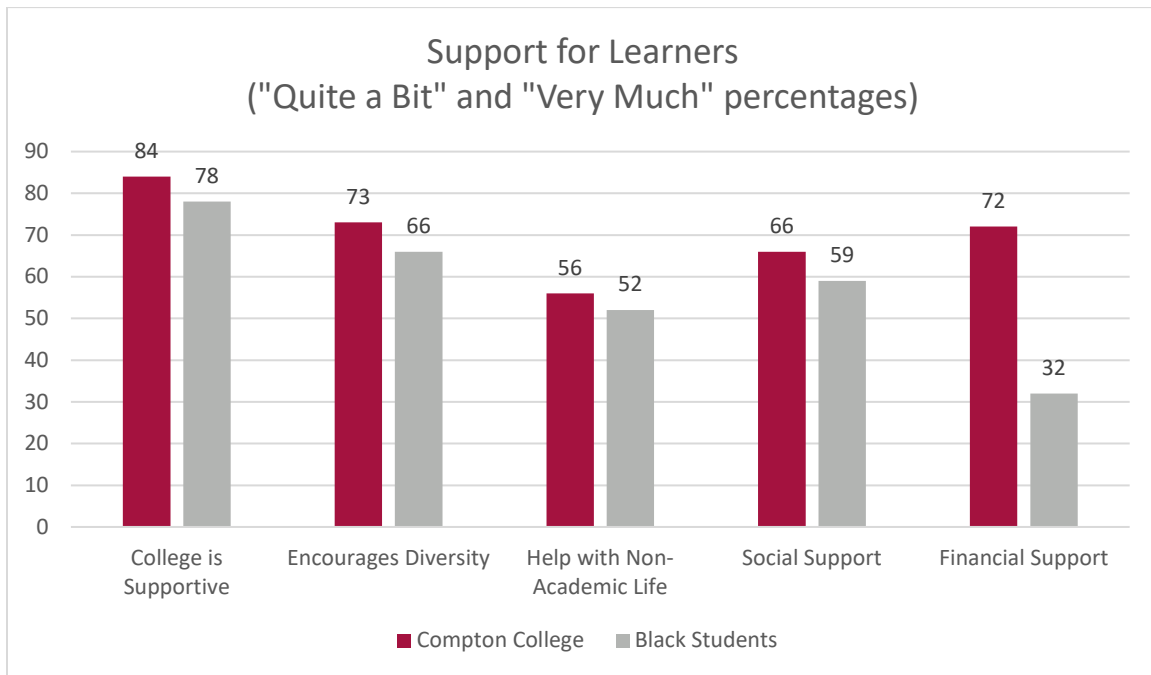


Figure 12: Black Students' perceptions of Support for Learners

Black students also feel less supported socially, indicating that they may benefit from targeted programming and social spaces.

Unsurprisingly, Black students overwhelmingly feel that cultural competence should be an important part of whatever mental health care they receive (fig. 13). Black students prefer to receive care from a trained mental health provider (fig. 14). This suggests that support for Black students move beyond academic support to include targeted, intentional social and emotional support in a variety of accessible forms facilitated by a trained mental health professional.

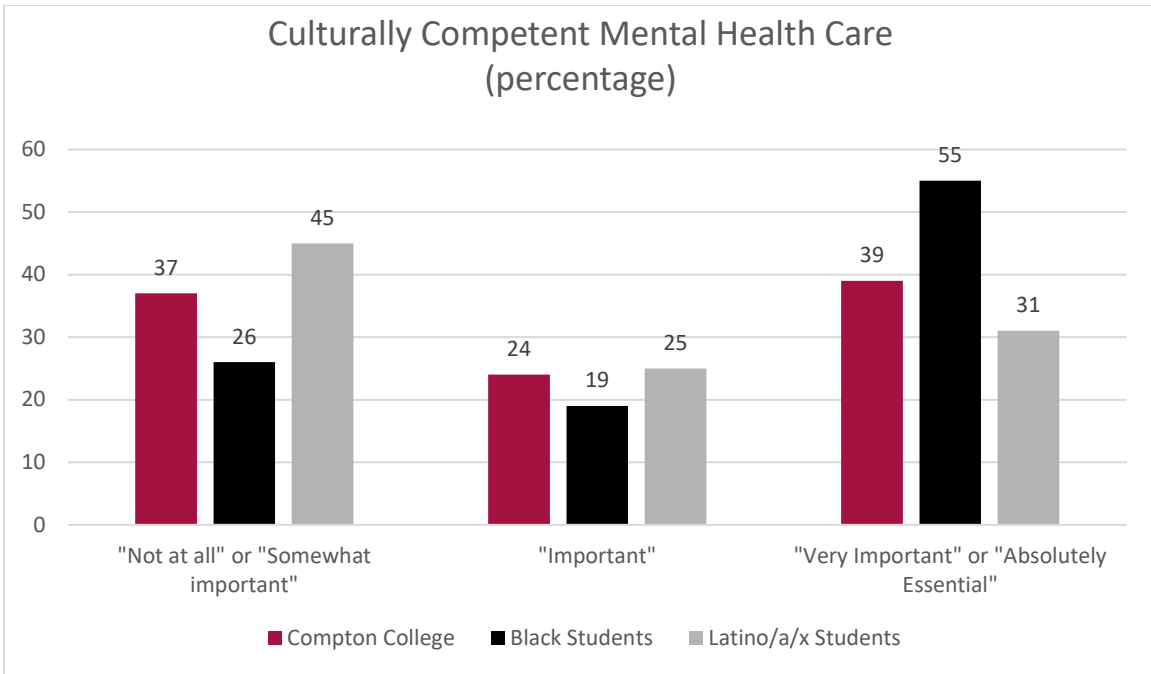


Figure 13: Importance of culturally competent care

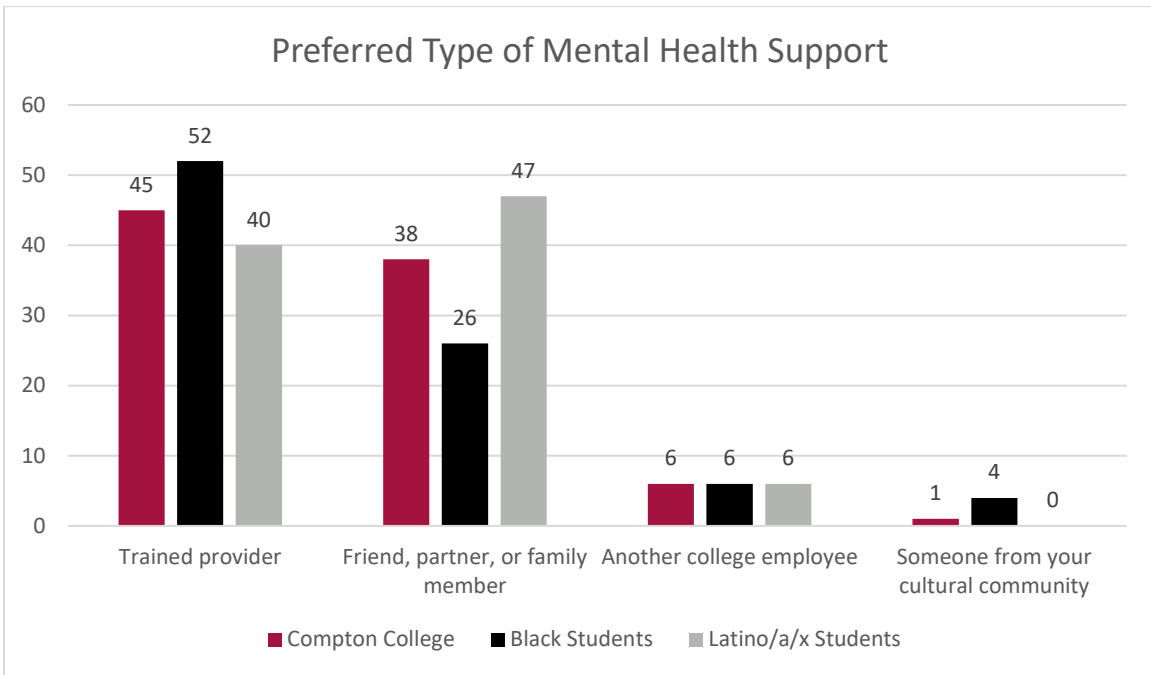


Figure 14: Preferred type of mental health support

Latino/a/x Students' Mental Health – When analyzing the outcomes of the Latino/a/x population at Compton College, it is important to remember that the schools' population is 63% Latino/a/x, so comparing it against the general school population does not allow for much variation. That being said, 1 out of every 4 Latina women respondents reported feeling nervous, anxious, or on edge (fig. 15).

The Latino men who responded reported incredibly low rates of mental health concerns across all symptoms. **Please be advised that the number of Latino male respondents is too low for these results to be generalized.** These preliminary results indicate that this population must be engaged in a study in order to validate these responses.

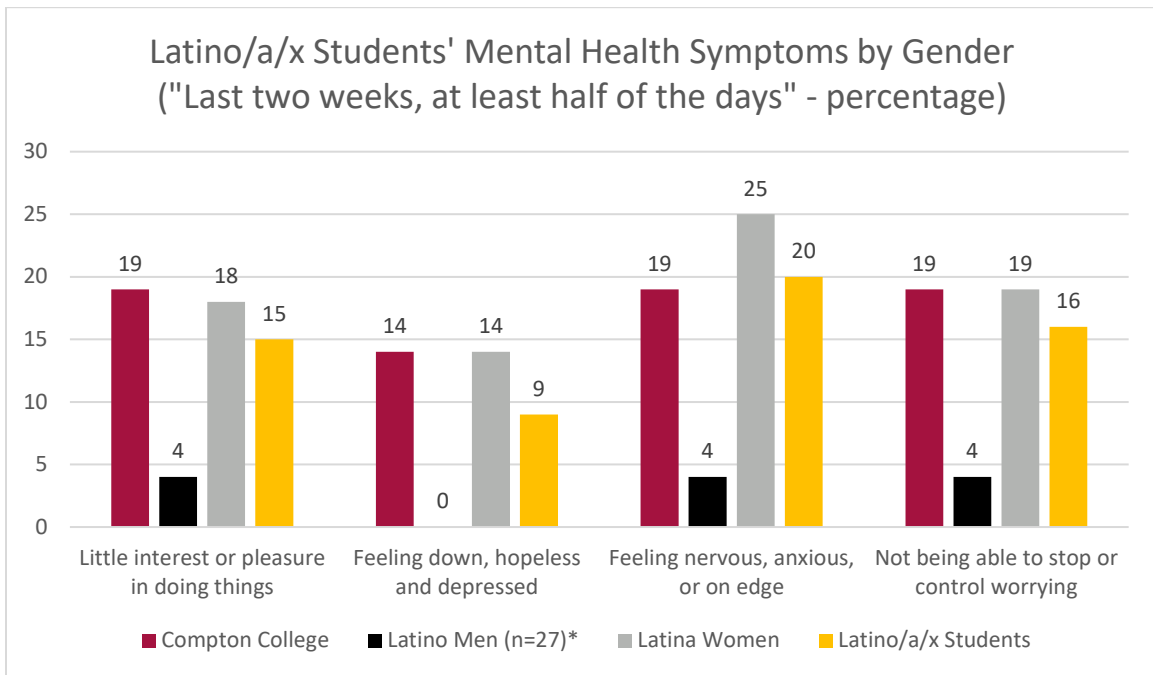


Figure 15: Latino/a/x students' mental health by gender

Notable Findings – Consortia Comparison

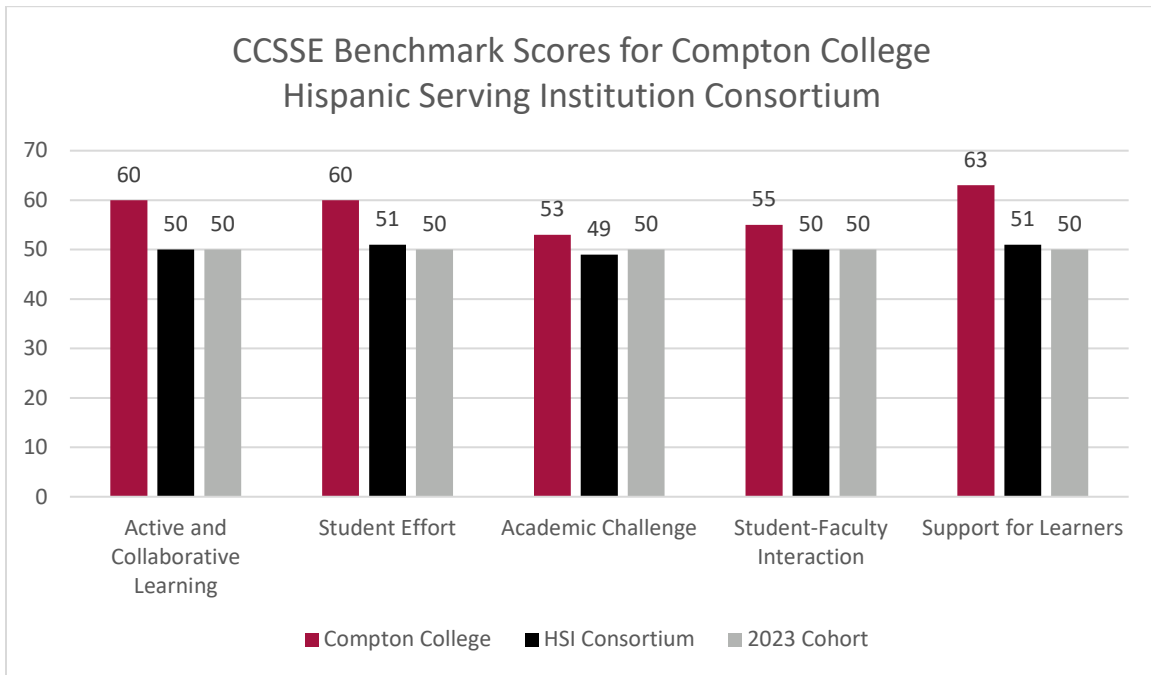


Figure 16: Compton College Benchmarks as compared to the Hispanic-Serving Institutions consortium

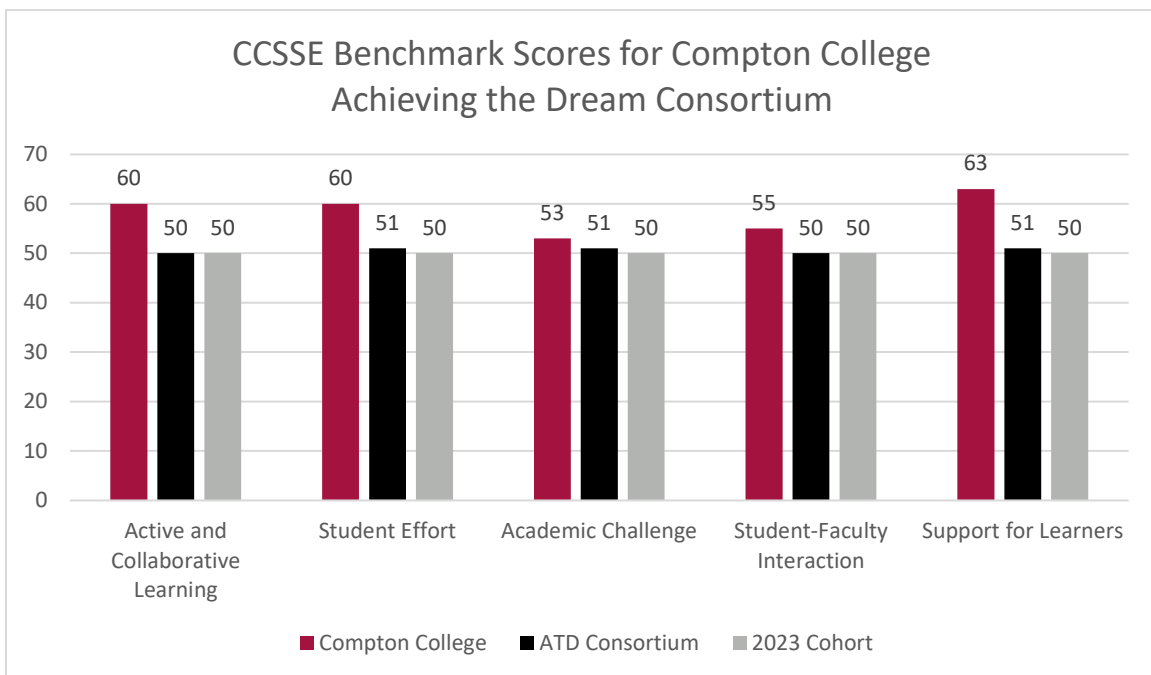


Figure 17: Compton College Benchmarks as compared to the Achieving the Dream consortium

Conclusion

Academic Assessment

Compton College should be proud of its CCSSE results, especially as compared to the Small College Cohort and the 2023 CCSSE Cohort. As a college, we should celebrate our successes in Active and Collaborative Learning, Student Effort, and Support for Learners. We consistently outpaced both cohorts in all areas, although there are two areas where the college could pull away from the pack even further: Academic Challenge and Student-Faculty Interactions. Improvements in either area should be led by faculty and may include:

- Raising expectations of students slightly across all courses
- Giving students more opportunities to make judgments about the soundness of information, possibly in the form of media literacy
- Potentially assigning more written papers or reports
- Providing students with more prompt feedback
- Discussing grades and assignments with students outside of class
- Conveying skills, career, and educational possibilities through classroom materials and in interactions with students of color outside of the classroom (Bensimon, 2007)

Mental Health

Compton College students reported mental health symptoms at slightly lower rates than our cohorts, however disaggregating by race and gender revealed some alarming statistics. Black student respondents, particularly Black men, reported alarmingly high rates of mental health symptoms. 1 in 4 Black and Latina women also reported mental health symptoms. ***Please be advised that the number of Black and Latino male respondents is too low for these results to be generalized requiring much more research.***

Targeted, qualitative research is needed to clarify what these students are experiencing and to begin identifying a way to address their needs. Black/African American and Latino/a/x students are less likely to seek mental health support (Hingwe, 2021), and Black men who have witnessed or experienced trauma require a specialized approach (Bauer et al., 2022). Umoja offers a curriculum that includes social-emotional learning and provides a physical space that would allow for a deeper level of mentorship than formal events or learning communities (The RP Group, 2020). Compton College should consider implementing Umoja.

Another potential intervention is the REDFLAGS model of mental health referral (Kalkbrenner et al., 2021), which can be modified for cultural competency, because it relies on peer-to-peer referrals in addition to referrals by faculty and classified professional.

Resources

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- Kalkbrenner, M. T., Flinn, R. E., Sullivan, D. K., & Esquivel Arteaga, L. E. (2021). A mental health literacy approach to supporting first-generation community college student mental health: The REDFLAGS model. *Community College Review, 49*(3), 243–261. <https://doi.org/10.1177/00915521211002893>
- The RP Group. (2020). *The importance of belonging and acceptance to Black student success*. The RP Group.

APPENDIX A

Canvas Flyer

Your feedback helps Compton College be the best it can be

SHARE YOUR THOUGHTS



Contact Hawk McFadzen hmcfadzen@compton.edu for information

Appendix B

CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, CCCSE reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and are positively related to student learning and persistence. Standard benchmark scores are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

- 4a Frequency: Asked questions in class or contributed to class discussions
- 4b Frequency: Made a class presentation
- 4f Frequency: Worked with other students on projects during class
- 4g Frequency: Worked with other classmates outside of class to prepare class assignments
- 4h Frequency: Tutored or taught other students (paid or voluntary)
- 4i Frequency: Participated in a community-based project (service-learning activity) as part of a regular course
- 4q Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of

settings and means through which students may apply themselves to the learning process.

- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: Come to class without completing readings or assignments
- 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
- 12d1 Frequency of use: Peer or other tutoring
- 12e1 Frequency of use: Skill labs (writing, math, etc.)
- 12h1 Frequency of use: Computer lab

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

- 4o Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
- 5c Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information
- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
- 6a Number of assigned textbooks, manuals, books, or packets of course readings
- 6c Number of written papers or reports of any length
- 7 Rate the extent to which your examinations have challenged you to do your best work
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to

learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

- 4j Frequency: Used e-mail to communicate with an instructor
- 4k Frequency: Discussed grades or assignments with an instructor
- 4l Frequency: Talked about career plans with an instructor or advisor
- 4m Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4n Frequency: Received prompt feedback (written or oral) from instructors on your performance
- 4p Frequency: Worked with instructors on activities other than coursework

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 12a1 Frequency of use: Academic advising/planning
- 12b1 Frequency of use: Career counseling

Appendix C

Benchmark Tables

**Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Scores Report - Main Survey**

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]

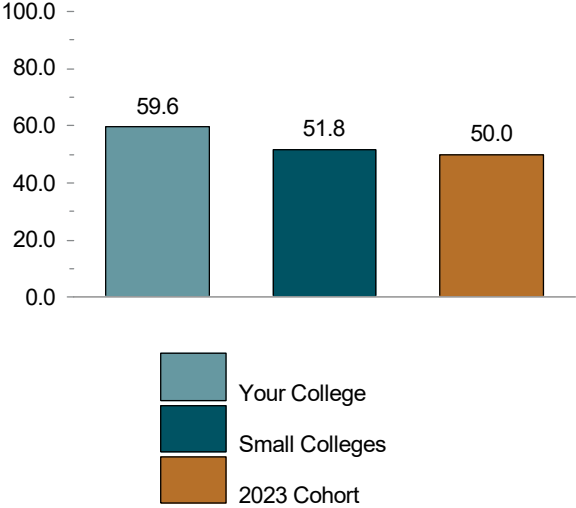
Benchmark	Your College	Small Colleges		2023 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	59.6	51.8	7.8	50.0	9.6
Student Effort	59.9	50.4	9.5	50.0	9.9
Academic Challenge	52.6	50.5	2.2	50.0	2.6
Student-Faculty Interaction	55.1	52.9	2.2	50.0	5.1
Support for Learners	63.4	51.2	12.3	50.0	13.4

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

Community College Survey of Student Engagement
Compton College (2023 Administration)
2023 Benchmark Bar Chart - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Active and Collaborative Learning (ACTCOLL)



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

Community College Survey of Student Engagement - Compton College (2023 Administration)

2023 Benchmark Means Report - Main Survey
 Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Active and Collaborative Learning (ACTCOLL)

		Your College	Small Colleges		2023 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often						
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	3.20	3.00	0.22**	2.96	0.26**
4b. Made a class presentation [ACTCOLL]	CLPRESEN	2.40	2.05	0.36**	2.05	0.36**
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.54	2.34		2.29	0.25**
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.13	1.87	0.27**	1.82	0.33**
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.56	1.35	0.30**	1.33	0.33**
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	1.48	1.39		1.35	
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.44	2.52		2.49	

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

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]

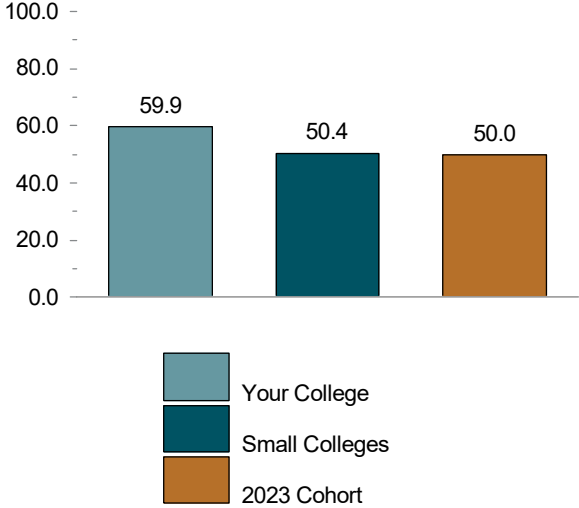
Active and Collaborative Learning (ACTCOLL)

Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	3	0.9	2,419	3.5	9,157	4.1
		Sometimes	79	25.6	19,341	27.7	65,733	29.3
		Often	82	26.4	23,831	34.1	73,380	32.7
		Very often	145	47.1	24,298	34.8	76,129	33.9
		Total	309	100.0	69,889	100.0	224,398	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	63	20.6	22,656	32.5	73,923	33.0
		Sometimes	118	38.6	27,194	39.0	85,981	38.4
		Often	65	21.4	13,234	19.0	42,357	18.9
		Very often	59	19.5	6,628	9.5	21,704	9.7
		Total	306	100.0	69,712	100.0	223,966	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	60	19.5	16,610	23.9	57,650	25.8
		Sometimes	83	26.7	24,022	34.6	77,890	34.9
		Often	104	33.8	17,275	24.9	53,703	24.1
		Very often	62	19.9	11,476	16.5	33,819	15.2
		Total	309	100.0	69,382	100.0	223,062	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	104	33.6	31,503	45.3	105,598	47.3
		Sometimes	99	32.0	21,694	31.2	69,836	31.3
		Often	67	21.8	10,217	14.7	30,101	13.5
		Very often	39	12.6	6,116	8.8	17,849	8.0
		Total	309	100.0	69,530	100.0	223,384	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	198	64.8	52,965	76.2	172,824	77.4
		Sometimes	58	19.1	11,169	16.1	33,979	15.2
		Often	35	11.4	3,306	4.8	9,965	4.5
		Very often	14	4.7	2,088	3.0	6,630	3.0
		Total	306	100.0	69,527	100.0	223,399	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	Never	209	68.2	51,158	73.6	170,203	76.3
		Sometimes	61	19.7	12,042	17.3	35,188	15.8
		Often	26	8.4	4,073	5.9	11,305	5.1
		Very often	11	3.7	2,246	3.2	6,519	2.9
		Total	307	100.0	69,520	100.0	223,215	100.0
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	59	19.3	11,270	16.2	38,682	17.3
		Sometimes	102	33.4	25,417	36.5	81,930	36.7
		Often	96	31.4	18,491	26.6	58,194	26.0
		Very often	49	16.0	14,417	20.7	44,609	20.0
		Total	306	100.0	69,594	100.0	223,416	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
Please see Table 1 for unweighted sample and population values of demographic items.

Community College Survey of Student Engagement
Compton College (2023 Administration)
2023 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Student Effort (STUEFF)



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

Community College Survey of Student Engagement - Compton College (2023 Administration)

2023 Benchmark Means Report - Main Survey
Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Student Effort (STUEFF)

Item	Variable	Your College	Small Colleges		2023 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	2.76	2.46	0.29**	2.49	0.26**
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	2.96	2.88		2.90	
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	1.81	1.71		1.71	
Item 6: During the current academic year, how much reading and writing have you done at this college?						
0 = None, 1 = 1-4, 2 = 5-10, 3 = 11-20, 4 = More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	1.28	1.00	0.27**	1.05	0.22**
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
0 = None, 1 = 1-5, 2 = 6-10, 3 = 11-20, 4 = 21-30, 5 = More than 30						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) [STUEFF]	ACADPR01	2.06	2.19		2.22	
Item 12.1: How often have you used the following services during the current academic year?						
0 = Never, 1 = 1 time, 2 = 2-4 times, 3 = 5 or more times						
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	1.07	0.60	0.48**	0.63	0.44**
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	0.88	0.80		0.71	
12.1h. Computer lab [STUEFF]	FREQCOMLB	1.11	0.87		0.75	0.33**

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

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Student Effort (STUEFF)

Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	30	9.9	14,698	21.1	46,020	20.6
		Sometimes	99	32.4	21,835	31.4	67,949	30.4
		Often	91	29.7	19,557	28.1	62,907	28.1
		Very often	86	28.1	13,460	19.4	46,630	20.9
		Total	307	100.0	69,550	100.0	223,507	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	22	7.2	6,444	9.3	20,760	9.3
		Sometimes	63	20.3	17,000	24.4	52,456	23.4
		Often	129	41.7	24,564	35.3	78,592	35.1
		Very often	95	30.7	21,614	31.0	71,922	32.1
		Total	308	100.0	69,621	100.0	223,731	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	141	45.8	31,498	45.3	102,253	45.7
		Sometimes	105	33.9	29,688	42.7	93,347	41.8
		Often	43	13.9	5,466	7.9	18,017	8.1
		Very often	20	6.5	2,911	4.2	9,935	4.4
		Total	309	100.0	69,563	100.0	223,552	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	None	61	21.3	23,670	35.1	67,066	31.6
		1-4	136	47.2	29,336	43.5	97,919	46.1
		5-10	53	18.5	8,183	12.1	27,717	13.0
		11-20	23	8.2	2,989	4.4	9,807	4.6
		More than 20	14	4.8	3,186	4.7	10,025	4.7
		Total	287	100.0	67,364	100.0	212,535	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.) [STUEFF]	ACADPR01	None	0	N/A	1,008	1.5	2,642	1.3
		1-5	96	36.8	22,492	34.0	66,950	32.4
		6-10	88	33.8	19,299	29.1	62,368	30.2
		11-20	51	19.8	13,552	20.5	43,909	21.3
		21-30	15	5.9	5,949	9.0	18,780	9.1
		More than 30	10	3.8	3,919	5.9	11,966	5.8
		Total	260	100.0	66,218	100.0	206,615	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	Never	117	49.3	44,229	69.1	134,308	67.7
		1 time	31	13.1	6,656	10.4	21,393	10.8
		2-4 times	45	19.0	7,872	12.3	25,606	12.9
		5 or more times	44	18.6	5,294	8.3	17,159	8.6
		Total	237	100.0	64,051	100.0	198,467	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
Please see Table 1 for unweighted sample and population values of demographic items.

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

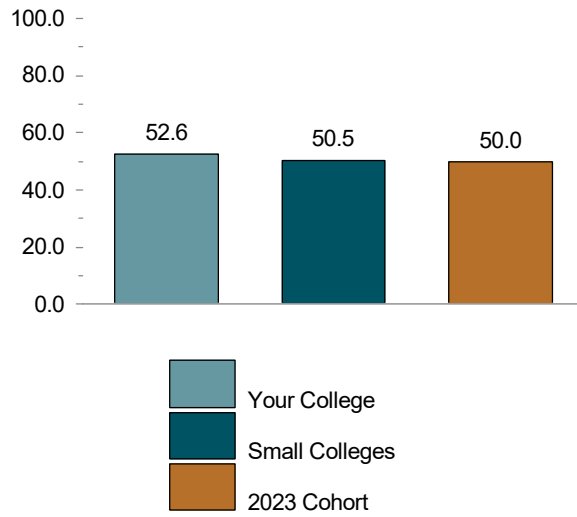
[Weighted]
 Student Effort (STUEFF)

Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12.1: How often have you used the following services during the current academic year?								
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	Never	138	58.7	39,759	62.1	130,420	65.8
		1 time	26	10.9	5,901	9.2	18,457	9.3
		2-4 times	33	13.8	9,393	14.7	26,698	13.5
		5 or more times	39	16.6	8,927	14.0	22,669	11.4
		Total	236	100.0	63,979	100.0	198,244	100.0
12.1h. Computer lab [STUEFF]	FREQCOMLB	Never	107	45.9	37,966	59.2	127,645	64.3
		1 time	39	16.6	6,431	10.0	18,550	9.4
		2-4 times	42	17.9	9,508	14.8	26,476	13.3
		5 or more times	46	19.6	10,192	15.9	25,713	13.0
		Total	234	100.0	64,097	100.0	198,385	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
 Please see Table 1 for unweighted sample and population values of demographic items.

Community College Survey of Student Engagement
Compton College (2023 Administration)
2023 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Academic Challenge (ACCHALL)



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

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Means Report - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Academic Challenge (ACCHALL)

		Your College	Small Colleges		2023 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4a. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	2.81	2.71		2.70	
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	3.05	2.99		3.02	
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	3.10	2.98		2.99	
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	2.76	2.72		2.74	
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	3.02	2.89		2.89	
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	3.07	3.02		3.00	
Item 6: During the current academic year, how much reading and writing have you done at this college?						
0 = None, 1 = 1-4, 2 = 5-10, 3 = 11-20, 4 = More than 20						
6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	1.73	1.92		1.87	
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	1.54	1.78	-0.21**	1.79	-0.22**
Item 7						
1 = Extremely easy, 2 = (2), 3 = (3), 4 = (4), 5 = (5), 6 = (6), 7 = Extremely challenging						
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	5.47	5.26		5.30	
Item 9: How much does this college emphasize the following?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	3.21	3.05		3.06	

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** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

Community College Survey of Student Engagement- Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Academic Challenge (ACCHALL)

Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	30	9.7	6,124	8.8	20,597	9.2
		Sometimes	89	29.1	23,772	34.2	76,890	34.4
		Often	98	31.8	23,602	33.9	74,670	33.4
		Very often	91	29.5	16,036	23.1	51,169	22.9
		Total	307	100.0	69,534	100.0	223,325	100.0
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	11	3.9	2,691	4.0	8,267	3.8
		Some	62	21.2	16,113	23.7	48,127	22.4
		Quite a bit	120	41.4	28,549	42.0	90,034	41.9
		Very much	97	33.5	20,597	30.3	68,411	31.8
		Total	290	100.0	67,950	100.0	214,840	100.0
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	7	2.4	3,168	4.7	10,069	4.7
		Some	64	22.0	16,302	24.0	50,285	23.4
		Quite a bit	114	39.3	27,336	40.3	85,192	39.7
		Very much	105	36.3	21,073	31.0	68,981	32.2
		Total	289	100.0	67,878	100.0	214,527	100.0
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	29	10.2	7,249	10.7	23,287	10.9
		Some	84	29.2	20,817	30.7	62,958	29.3
		Quite a bit	100	34.8	23,702	34.9	74,843	34.9
		Very much	74	25.8	16,139	23.8	53,520	24.9
		Total	287	100.0	67,906	100.0	214,609	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	16	5.6	4,869	7.2	16,220	7.6
		Some	56	19.5	18,046	26.5	56,008	26.1
		Quite a bit	123	42.6	24,531	36.1	77,018	35.9
		Very much	93	32.3	20,547	30.2	65,536	30.5
		Total	289	100.0	67,993	100.0	214,782	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	16	5.4	4,155	6.1	14,336	6.7
		Some	57	19.5	15,196	22.3	49,267	22.9
		Quite a bit	111	38.2	23,591	34.6	73,596	34.2
		Very much	107	36.9	25,156	36.9	77,952	36.2
		Total	290	100.0	68,098	100.0	215,150	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	None	18	6.5	2,050	3.0	6,753	3.2
		1-4	138	48.7	28,872	43.0	96,460	45.4
		5-10	58	20.3	17,897	26.6	54,282	25.6
		11-20	41	14.3	8,852	13.2	27,638	13.0
		More than 20	29	10.3	9,537	14.2	27,144	12.8
		Total	284	100.0	67,206	100.0	212,278	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
 Please see Table 1 for unweighted sample and population values of demographic items.

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Academic Challenge (ACCHALL)

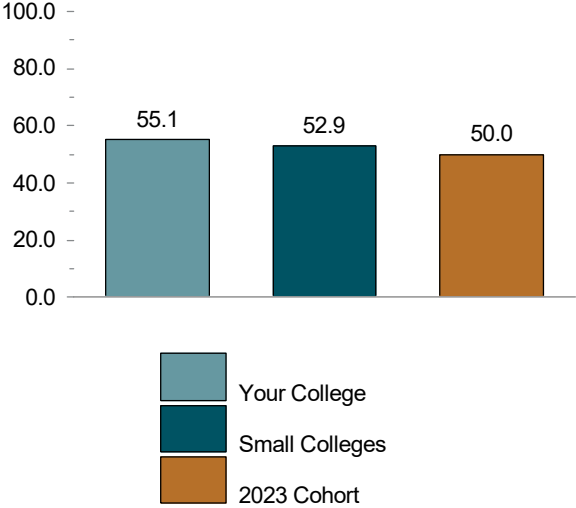
Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	51	17.6	7,954	11.8	24,250	11.4
		1-4	107	37.1	22,591	33.6	71,344	33.6
		5-10	72	25.2	19,613	29.1	62,568	29.5
		11-20	39	13.5	10,382	15.4	32,973	15.5
		More than 20	19	6.5	6,780	10.1	21,317	10.0
		Total	287	100.0	67,319	100.0	212,453	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	Extremely easy	3	1.1	507	0.8	1,516	0.7
		(2)	3	0.9	958	1.5	3,013	1.4
		(3)	3	1.2	2,648	4.0	7,613	3.6
		(4)	46	16.1	12,233	18.5	36,794	17.6
		(5)	91	32.1	21,003	31.8	67,064	32.0
		(6)	68	24.2	17,398	26.4	57,390	27.4
		Extremely challenging	69	24.4	11,260	17.1	36,002	17.2
		Total	283	100.0	66,008	100.0	209,392	100.0
Item 9: How much does this college emphasize the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	12	4.6	2,445	3.7	7,744	3.7
		Some	39	14.5	14,627	22.0	44,336	21.3
		Quite a bit	97	35.9	26,675	40.1	83,696	40.2
		Very much	121	45.0	22,801	34.3	72,635	34.9
		Total	269	100.0	66,547	100.0	208,411	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
 Please see Table 1 for unweighted sample and population values of demographic items.

Community College Survey of Student Engagement
Compton College (2023 Administration)
2023 Benchmark Bar Chart - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Student-Faculty Interaction (STUFAC)



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

Community College Survey of Student Engagement - Compton College (2023 Administration)

2023 Benchmark Means Report - Main Survey
 Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Student-Faculty Interaction (STUFAC)

		Your College	Small Colleges		2023 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often						
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	3.22	3.22		3.19	
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.69	2.72		2.64	
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	2.47	2.34		2.24	0.24**
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	2.07	1.86	0.23**	1.82	0.28**
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	2.90	2.96		2.94	
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.74	1.56	0.21**	1.51	0.28**

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

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

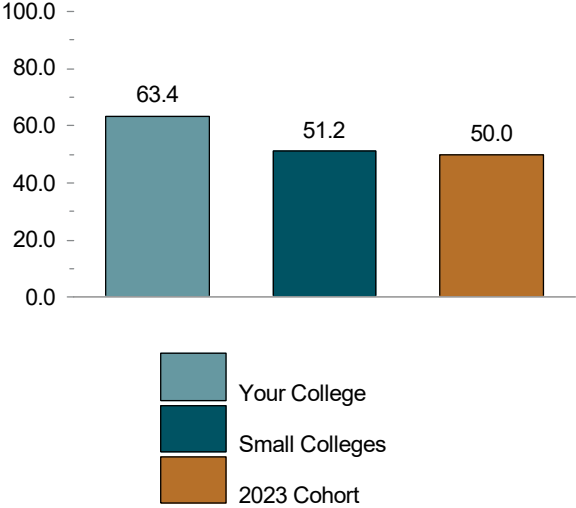
[Weighted]
 Student-Faculty Interaction (STUFAC)

Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	7	2.4	1,864	2.7	5,895	2.6
		Sometimes	57	18.4	13,966	20.1	48,362	21.6
		Often	104	33.7	20,728	29.8	67,186	30.1
		Very often	141	45.6	32,973	47.4	101,996	45.6
		Total	309	100.0	69,532	100.0	223,439	100.0
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	27	8.9	6,034	8.7	23,646	10.6
		Sometimes	117	38.0	25,462	36.5	85,979	38.4
		Often	85	27.8	19,995	28.7	60,214	26.9
		Very often	78	25.3	18,187	26.1	53,838	24.1
		Total	306	100.0	69,677	100.0	223,677	100.0
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	60	19.6	14,479	20.8	54,782	24.5
		Sometimes	106	34.4	28,261	40.7	92,029	41.2
		Often	77	24.9	15,561	22.4	44,813	20.1
		Very often	65	21.1	11,214	16.1	31,620	14.2
		Total	307	100.0	69,515	100.0	223,244	100.0
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	108	35.2	29,960	43.2	102,501	46.0
		Sometimes	107	35.1	24,947	36.0	76,030	34.1
		Often	52	17.0	8,910	12.8	27,300	12.3
		Very often	39	12.7	5,566	8.0	17,015	7.6
		Total	306	100.0	69,383	100.0	222,846	100.0
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	21	6.7	3,374	4.8	11,670	5.2
		Sometimes	84	27.3	18,094	26.0	58,886	26.4
		Often	111	35.9	26,389	37.9	83,288	37.3
		Very often	93	30.2	21,727	31.2	69,450	31.1
		Total	308	100.0	69,585	100.0	223,294	100.0
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	167	54.1	43,373	62.6	146,353	65.8
		Sometimes	77	24.9	16,426	23.7	48,444	21.8
		Often	42	13.6	5,980	8.6	17,281	7.8
		Very often	23	7.4	3,481	5.0	10,354	4.7
		Total	309	100.0	69,260	100.0	222,433	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
 Please see Table 1 for unweighted sample and population values of demographic items.

Community College Survey of Student Engagement
Compton College (2023 Administration)
2023 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
Support for Learners (SUPPORT)



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

Community College Survey of Student Engagement - Compton College (2023 Administration)

2023 Benchmark Means Report - Main Survey
 Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Support for Learners (SUPPORT)

		Your College	Small Colleges		2023 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 9: How much does this college emphasize the following?						
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much						
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	3.35	3.16	0.22**	3.15	0.23**
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	3.02	2.73	0.29**	2.74	0.27**
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	2.68	2.25	0.42**	2.25	0.41**
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	2.86	2.43	0.42**	2.41	0.44**
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	3.03	2.80	0.22**	2.76	0.25**
Item 12.1: How often have you used the following services during the current academic year?						
0 = Never , 1 = 1 time , 2 = 2-4 times , 3 = 5 or more times						
12.1a. Academic advising/planning [SUPPORT]	FREQACAD	1.67	1.64		1.60	
12.1b. Career counseling [SUPPORT]	FREQCACOU	1.38	0.59	0.88**	0.61	0.85**

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

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

Community College Survey of Student Engagement - Compton College (2023 Administration)
2023 Benchmark Frequency Distributions - Main Survey

Comparison Group: Small Colleges in the 2023 Cohort*

[Weighted]
 Support for Learners (SUPPORT)

Item	Variable	Responses	Your College		Small Colleges		2023 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	16	5.8	2,434	3.7	8,361	4.0
		Some	27	10.1	11,793	17.7	37,505	18.0
		Quite a bit	74	27.4	24,729	37.2	76,066	36.5
		Very much	153	56.7	27,524	41.4	86,314	41.4
		Total	270	100.0	66,480	100.0	208,247	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	29	10.7	8,994	13.6	28,577	13.8
		Some	45	16.8	18,465	27.9	55,880	26.9
		Quite a bit	86	32.1	20,337	30.7	63,320	30.5
		Very much	108	40.4	18,494	27.9	60,014	28.9
		Total	268	100.0	66,290	100.0	207,792	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	46	16.9	19,273	29.1	60,387	29.1
		Some	72	26.7	21,991	33.2	67,945	32.7
		Quite a bit	74	27.3	14,559	22.0	45,569	21.9
		Very much	78	29.0	10,480	15.8	33,811	16.3
		Total	270	100.0	66,302	100.0	207,712	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	35	13.0	13,456	20.3	45,024	21.7
		Some	59	21.8	23,246	35.1	71,262	34.3
		Quite a bit	86	31.8	17,195	25.9	52,344	25.2
		Very much	90	33.5	12,387	18.7	39,030	18.8
		Total	270	100.0	66,284	100.0	207,661	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	30	11.3	9,472	14.3	32,332	15.6
		Some	45	16.7	16,450	24.8	51,883	25.0
		Quite a bit	80	29.7	18,539	28.0	56,313	27.1
		Very much	114	42.4	21,827	32.9	67,097	32.3
		Total	269	100.0	66,289	100.0	207,625	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1a. Academic advising/planning [SUPPORT]	FREQACAD	Never	39	16.5	10,667	16.5	34,881	17.5
		1 time	52	21.8	12,949	20.1	43,043	21.6
		2-4 times	95	40.3	30,028	46.6	89,287	44.8
		5 or more times	51	21.5	10,823	16.8	32,236	16.2
		Total	237	100.0	64,467	100.0	199,446	100.0
12.1b. Career counseling [SUPPORT]	FREQACOU	Never	71	30.0	41,751	65.0	126,330	63.5
		1 time	41	17.5	9,937	15.5	32,490	16.3
		2-4 times	87	36.8	9,772	15.2	31,108	15.6
		5 or more times	37	15.7	2,813	4.4	9,059	4.6
		Total	237	100.0	64,272	100.0	198,988	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.
 Please see Table 1 for unweighted sample and population values of demographic items.

Appendix D

Mental Health Tables Black Students by Gender

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6. At this college, I feel that students' mental health and emotional well-being is a priority.	COLLQ8666	Strongly disagree	3	23.1	6	10.5	0	N/A	0	N/A	9	12.9
		Disagree	3	23.1	3	5.3	0	N/A	0	N/A	6	8.6
		Agree	5	38.5	20	35.1	0	N/A	0	N/A	25	35.7
		Strongly agree	2	15.4	28	49.1	0	N/A	0	N/A	30	42.9
		Total	13	100.0	57	100.0	0	N/A	0	N/A	70	100.0
7. Over the last 2 weeks, how often have you been bothered by having little interest or pleasure in doing things?	COLLQ8667	Not at all	5	45.5	25	44.6	0	N/A	0	N/A	30	44.8
		Several days	2	18.2	15	26.8	0	N/A	0	N/A	17	25.4
		More than half the days	1	9.1	8	14.3	0	N/A	0	N/A	9	13.4
		Nearly every day	3	27.3	8	14.3	0	N/A	0	N/A	11	16.4
		Total	11	100.0	56	100.0	0	N/A	0	N/A	67	100.0
8. Over the last 2 weeks, how often have you been bothered by feeling down, depressed or hopeless?	COLLQ8668	Not at all	6	50.0	30	55.6	0	N/A	0	N/A	36	54.5
		Several days	2	16.7	14	25.9	0	N/A	0	N/A	16	24.2
		More than half the days	0	N/A	5	9.3	0	N/A	0	N/A	5	7.6
		Nearly every day	4	33.3	5	9.3	0	N/A	0	N/A	9	13.6
		Total	12	100.0	54	100.0	0	N/A	0	N/A	66	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
9. Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious or on edge?	COLLQ8669	Not at all	5	45.5	26	47.3	0	N/A	0	N/A	31	47.0
		Several days	2	18.2	18	32.7	0	N/A	0	N/A	20	30.3
		More than half the days	1	9.1	6	10.9	0	N/A	0	N/A	7	10.6
		Nearly every day	3	27.3	5	9.1	0	N/A	0	N/A	8	12.1
		Total	11	100.0	55	100.0	0	N/A	0	N/A	66	100.0
10. Over the last 2 weeks, how often have you been bothered by not being able to stop or control worrying?	COLLQ8670	Not at all	6	46.2	29	55.8	0	N/A	0	N/A	35	53.8
		Several days	2	15.4	15	28.8	0	N/A	0	N/A	17	26.2
		More than half the days	1	7.7	3	5.8	0	N/A	0	N/A	4	6.2
		Nearly every day	4	30.8	5	9.6	0	N/A	0	N/A	9	13.8
		Total	13	100.0	52	100.0	0	N/A	0	N/A	65	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
11. In the past 12 months, I have needed help for emotional or mental health problems such as feeling sad, blue, anxious, or nervous.	COLLQ8671	Strongly disagree	5	38.5	18	32.1	0	N/A	0	N/A	23	33.3
		Disagree	1	7.7	8	14.3	0	N/A	0	N/A	9	13.0
		Neither agree nor disagree	0	N/A	9	16.1	0	N/A	0	N/A	9	13.0
		Agree	5	38.5	12	21.4	0	N/A	0	N/A	17	24.6
		Strongly agree	2	15.4	9	16.1	0	N/A	0	N/A	11	15.9
		Total	13	100.0	56	100.0	0	N/A	0	N/A	69	100.0
12. If you needed to seek professional help for your mental or emotional health while attending this college, you would know where to go.	COLLQ8672	Strongly disagree	5	41.7	3	5.4	0	N/A	0	N/A	8	11.8
		Disagree	1	8.3	7	12.5	0	N/A	0	N/A	8	11.8
		Neither agree nor disagree	0	N/A	7	12.5	0	N/A	0	N/A	7	10.3
		Agree	3	25.0	25	44.6	0	N/A	0	N/A	28	41.2
		Strongly agree	3	25.0	14	25.0	0	N/A	0	N/A	17	25.0
		Total	12	100.0	56	100.0	0	N/A	0	N/A	68	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
13. If you needed help for your mental health and emotional well-being in the past 12 months, how often have you sought such help?	COLLQ8673	Never	4	30.8	15	26.8	0	N/A	0	N/A	19	27.5
		Rarely	2	15.4	9	16.1	0	N/A	0	N/A	11	15.9
		Often	3	23.1	8	14.3	0	N/A	0	N/A	11	15.9
		Very often	2	15.4	9	16.1	0	N/A	0	N/A	11	15.9
		I have not needed help for my mental health and emotional well-being	2	15.4	15	26.8	0	N/A	0	N/A	17	24.6
		Total	13	100.0	56	100.0	0	N/A	0	N/A	69	100.0
14. If you needed help with your mental health and emotional well-being, what would be the greatest barrier that would keep you from seeking that help?	COLLQ8674	Lack of resources (money, time, transportation)	4	30.8	21	38.2	0	N/A	0	N/A	25	36.8
		I worry about what others will think of me	1	7.7	9	16.4	0	N/A	0	N/A	10	14.7
		I do not know where to seek help	2	15.4	3	5.5	0	N/A	0	N/A	5	7.4
		I do not know what kind of help I need	2	15.4	6	10.9	0	N/A	0	N/A	8	11.8
		Other	4	30.8	16	29.1	0	N/A	0	N/A	20	29.4
		Total	13	100.0	55	100.0	0	N/A	0	N/A	68	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
15. If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, whom would you most prefer to talk to about this?	COLLQ8675	Trained mental health provider (e.g., psychiatrist, psychologist, counselor, or social worker, etc.)	6	50.0	30	52.6	0	N/A	0	N/A	36	52.2
		Someone who works at this college who is not a trained mental health provider	0	N/A	4	7.0	0	N/A	0	N/A	4	5.8
		Friend, partner, or family member	2	16.7	16	28.1	0	N/A	0	N/A	18	26.1
		Someone from your cultural community (identity-based, faith-based, etc.)	0	N/A	3	5.3	0	N/A	0	N/A	3	4.3
		Other	4	33.3	4	7.0	0	N/A	0	N/A	8	11.6
		Total	12	100.0	57	100.0	0	N/A	0	N/A	69	100.0
16. If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, which of the following supports from a trained mental health provider would you most prefer to use?	COLLQ8676	In-person, individual counseling or therapy	7	53.8	29	52.7	0	N/A	0	N/A	36	52.9
		In-person, group therapy or a support group	1	7.7	4	7.3	0	N/A	0	N/A	5	7.4
		Teletherapy (counseling or therapy via the phone, video, text, messaging)	5	38.5	15	27.3	0	N/A	0	N/A	20	29.4
		Peer counseling from a trained peer	0	N/A	6	10.9	0	N/A	0	N/A	6	8.8
		Crisis hotline (number to call or text during a mental health crisis to reach a trained responder)	0	N/A	1	1.8	0	N/A	0	N/A	1	1.5
		Total	13	100.0	55	100.0	0	N/A	0	N/A	68	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
17. If you needed help with your mental health and emotional well-being, how important is it to you that your mental health provider understands your cultural community (racial/ethnic identity, gender identity, religious identity, LGBTQIA+ identity, etc.)?	COLLQ8677	Not at all important	3	23.1	8	14.3	0	N/A	0	N/A	11	15.9
		Somewhat important	1	7.7	6	10.7	0	N/A	0	N/A	7	10.1
		Important	4	30.8	9	16.1	0	N/A	0	N/A	13	18.8
		Very important	3	23.1	15	26.8	0	N/A	0	N/A	18	26.1
		Absolutely essential	2	15.4	18	32.1	0	N/A	0	N/A	20	29.0
		Total	13	100.0	56	100.0	0	N/A	0	N/A	69	100.0
18. In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?	COLLQ8678	None	6	46.2	29	51.8	0	N/A	0	N/A	35	50.7
		1-2 days	2	15.4	10	17.9	0	N/A	0	N/A	12	17.4
		3-5 days	2	15.4	9	16.1	0	N/A	0	N/A	11	15.9
		6 or more days	3	23.1	8	14.3	0	N/A	0	N/A	11	15.9
				Total	13	100.0	56	100.0	0	N/A	0	N/A

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Blacks or African Americans - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19. How likely is it that issues with mental health or emotional well-being would cause you to withdraw from class(es) or from this college?	COLLQ8679	Not likely	6	50.0	29	53.7	0	N/A	0	N/A	35	53.0
		Somewhat likely	2	16.7	11	20.4	0	N/A	0	N/A	13	19.7
		Likely	1	8.3	5	9.3	0	N/A	0	N/A	6	9.1
		Very likely	3	25.0	9	16.7	0	N/A	0	N/A	12	18.2
		Total	12	100.0	54	100.0	0	N/A	0	N/A	66	100.0
20. In the past 12 months have you needed help with substance use issues?	COLLQ8680	No	11	84.6	53	94.6	0	N/A	0	N/A	64	92.8
		Yes	0	N/A	1	1.8	0	N/A	0	N/A	1	1.4
		I am not sure	1	7.7	1	1.8	0	N/A	0	N/A	2	2.9
		I prefer not to respond	1	7.7	1	1.8	0	N/A	0	N/A	2	2.9
		Total	13	100.0	56	100.0	0	N/A	0	N/A	69	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6. At this college, I feel that students' mental health and emotional well-being is a priority.	COLLQ8666	Strongly disagree	4	14.8	8	9.5	0	N/A	0	N/A	12	10.5
		Disagree	2	7.4	7	8.3	0	N/A	1	33.3	10	8.8
		Agree	12	44.4	43	51.2	0	N/A	1	33.3	56	49.1
		Strongly agree	9	33.3	26	31.0	0	N/A	1	33.3	36	31.6
		Total	27	100.0	84	100.0	0	N/A	3	100.0	114	100.0
7. Over the last 2 weeks, how often have you been bothered by having little interest or pleasure in doing things?	COLLQ8667	Not at all	19	70.4	37	44.0	0	N/A	0	N/A	56	49.1
		Several days	7	25.9	32	38.1	0	N/A	2	66.7	41	36.0
		More than half the days	1	3.7	12	14.3	0	N/A	1	33.3	14	12.3
		Nearly every day	0	N/A	3	3.6	0	N/A	0	N/A	3	2.6
		Total	27	100.0	84	100.0	0	N/A	3	100.0	114	100.0
8. Over the last 2 weeks, how often have you been bothered by feeling down, depressed or hopeless?	COLLQ8668	Not at all	20	74.1	37	44.6	0	N/A	2	66.7	59	52.2
		Several days	7	25.9	35	42.2	0	N/A	1	33.3	43	38.1
		More than half the days	0	N/A	8	9.6	0	N/A	0	N/A	8	7.1
		Nearly every day	0	N/A	3	3.6	0	N/A	0	N/A	3	2.7
		Total	27	100.0	83	100.0	0	N/A	3	100.0	113	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
9. Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious or on edge?	COLLQ8669	Not at all	14	51.9	31	36.9	0	N/A	1	33.3	46	40.4
		Several days	12	44.4	32	38.1	0	N/A	1	33.3	45	39.5
		More than half the days	0	N/A	15	17.9	0	N/A	1	33.3	16	14.0
		Nearly every day	1	3.7	6	7.1	0	N/A	0	N/A	7	6.1
		Total	27	100.0	84	100.0	0	N/A	3	100.0	114	100.0
10. Over the last 2 weeks, how often have you been bothered by not being able to stop or control worrying?	COLLQ8670	Not at all	20	74.1	34	40.5	0	N/A	2	66.7	56	49.1
		Several days	6	22.2	34	40.5	0	N/A	0	N/A	40	35.1
		More than half the days	0	N/A	9	10.7	0	N/A	1	33.3	10	8.8
		Nearly every day	1	3.7	7	8.3	0	N/A	0	N/A	8	7.0
		Total	27	100.0	84	100.0	0	N/A	3	100.0	114	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
11. In the past 12 months, I have needed help for emotional or mental health problems such as feeling sad, blue, anxious, or nervous.	COLLQ8671	Strongly disagree	12	44.4	23	27.7	0	N/A	0	N/A	35	31.0
		Disagree	6	22.2	16	19.3	0	N/A	2	66.7	24	21.2
		Neither agree nor disagree	4	14.8	19	22.9	0	N/A	1	33.3	24	21.2
		Agree	5	18.5	18	21.7	0	N/A	0	N/A	23	20.4
		Strongly agree	0	N/A	7	8.4	0	N/A	0	N/A	7	6.2
		Total	27	100.0	83	100.0	0	N/A	3	100.0	113	100.0
12. If you needed to seek professional help for your mental or emotional health while attending this college, you would know where to go.	COLLQ8672	Strongly disagree	4	14.8	5	6.1	0	N/A	0	N/A	9	8.0
		Disagree	2	7.4	13	15.9	0	N/A	1	33.3	16	14.3
		Neither agree nor disagree	8	29.6	16	19.5	0	N/A	1	33.3	25	22.3
		Agree	9	33.3	32	39.0	0	N/A	1	33.3	42	37.5
		Strongly agree	4	14.8	16	19.5	0	N/A	0	N/A	20	17.9
		Total	27	100.0	82	100.0	0	N/A	3	100.0	112	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
13. If you needed help for your mental health and emotional well-being in the past 12 months, how often have you sought such help?	COLLQ8673	Never	13	50.0	27	32.1	0	N/A	0	N/A	40	35.4
		Rarely	2	7.7	16	19.0	0	N/A	2	66.7	20	17.7
		Often	2	7.7	17	20.2	0	N/A	0	N/A	19	16.8
		Very often	1	3.8	4	4.8	0	N/A	0	N/A	5	4.4
		I have not needed help for my mental health and emotional well-being	8	30.8	20	23.8	0	N/A	1	33.3	29	25.7
		Total	26	100.0	84	100.0	0	N/A	3	100.0	113	100.0
14. If you needed help with your mental health and emotional well-being, what would be the greatest barrier that would keep you from seeking that help?	COLLQ8674	Lack of resources (money, time, transportation)	5	19.2	27	32.5	0	N/A	1	33.3	33	29.5
		I worry about what others will think of me	2	7.7	18	21.7	0	N/A	0	N/A	20	17.9
		I do not know where to seek help	4	15.4	4	4.8	0	N/A	0	N/A	8	7.1
		I do not know what kind of help I need	8	30.8	15	18.1	0	N/A	1	33.3	24	21.4
		Other	7	26.9	19	22.9	0	N/A	1	33.3	27	24.1
		Total	26	100.0	83	100.0	0	N/A	3	100.0	112	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
15. If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, whom would you most prefer to talk to about this?	COLLQ8675	Trained mental health provider (e.g., psychiatrist, psychologist, counselor, or social worker, etc.)	10	37.0	34	40.5	0	N/A	1	33.3	45	39.5
		Someone who works at this college who is not a trained mental health provider	4	14.8	3	3.6	0	N/A	0	N/A	7	6.1
		Friend, partner, or family member	12	44.4	40	47.6	0	N/A	2	66.7	54	47.4
		Someone from your cultural community (identity-based, faith-based, etc.)	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
		Other	1	3.7	7	8.3	0	N/A	0	N/A	8	7.0
		Total	27	100.0	84	100.0	0	N/A	3	100.0	114	100.0
16. If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, which of the following supports from a trained mental health provider would you most prefer to use?	COLLQ8676	In-person, individual counseling or therapy	20	80.0	47	56.6	0	N/A	3	100.0	70	63.1
		In-person, group therapy or a support group	1	4.0	5	6.0	0	N/A	0	N/A	6	5.4
		Teletherapy (counseling or therapy via the phone, video, text, messaging)	2	8.0	27	32.5	0	N/A	0	N/A	29	26.1
		Peer counseling from a trained peer	2	8.0	1	1.2	0	N/A	0	N/A	3	2.7
		Crisis hotline (number to call or text during a mental health crisis to reach a trained responder)	0	N/A	3	3.6	0	N/A	0	N/A	3	2.7
		Total	25	100.0	83	100.0	0	N/A	3	100.0	111	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
17. If you needed help with your mental health and emotional well-being, how important is it to you that your mental health provider understands your cultural community (racial/ethnic identity, gender identity, religious identity, LGBTQIA+ identity, etc.)?	COLLQ8677	Not at all important	5	20.0	15	18.3	0	N/A	2	66.7	22	20.0
		Somewhat important	9	36.0	17	20.7	0	N/A	1	33.3	27	24.5
		Important	5	20.0	22	26.8	0	N/A	0	N/A	27	24.5
		Very important	3	12.0	19	23.2	0	N/A	0	N/A	22	20.0
		Absolutely essential	3	12.0	9	11.0	0	N/A	0	N/A	12	10.9
		Total	25	100.0	82	100.0	0	N/A	3	100.0	110	100.0
18. In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?	COLLQ8678	None	16	61.5	34	41.0	0	N/A	1	33.3	51	45.5
		1-2 days	6	23.1	29	34.9	0	N/A	2	66.7	37	33.0
		3-5 days	2	7.7	14	16.9	0	N/A	0	N/A	16	14.3
		6 or more days	2	7.7	6	7.2	0	N/A	0	N/A	8	7.1
		Total	26	100.0	83	100.0	0	N/A	3	100.0	112	100.0

Community College Survey of Student Engagement - Compton College (2023 Administration)
Frequency Distributions - Community College Student Mental Health and Well-Being

Focus on Hispanics or Latinos - Breakout by Gender Identity
 [Unweighted]

Item	Variable	Responses	Man		Woman		Other		I prefer not to respond		Combined	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19. How likely is it that issues with mental health or emotional well-being would cause you to withdraw from class(es) or from this college?	COLLQ8679	Not likely	19	73.1	41	49.4	0	N/A	1	33.3	61	54.5
		Somewhat likely	5	19.2	35	42.2	0	N/A	1	33.3	41	36.6
		Likely	1	3.8	4	4.8	0	N/A	1	33.3	6	5.4
		Very likely	1	3.8	3	3.6	0	N/A	0	N/A	4	3.6
		Total	26	100.0	83	100.0	0	N/A	3	100.0	112	100.0
20. In the past 12 months have you needed help with substance use issues?	COLLQ8680	No	24	92.3	74	90.2	0	N/A	3	100.0	101	91.0
		Yes	1	3.8	4	4.9	0	N/A	0	N/A	5	4.5
		I am not sure	1	3.8	2	2.4	0	N/A	0	N/A	3	2.7
		I prefer not to respond	0	N/A	2	2.4	0	N/A	0	N/A	2	1.8
		Total	26	100.0	82	100.0	0	N/A	3	100.0	111	100.0