

CCSSE Survey

This questionnaire was administered in 2008, 2010, and 2012.

- **Ninety-six percent (96%)** of Great Falls College respondents said that they **would recommend GFC** to a friend or family member. This is slightly higher than the percentage for the CCSSE cohort.
- When respondents were asked to **evaluate** their **entire educational experience** at Great Falls College, **37%** said it was excellent and **49%** said "good." These are comparable to the CCSSE cohort.
- Most Great Falls College respondents were **white, female** and **24 years of age or younger**. Most reported that they were **full-time** students and had started college at GFC.
- The most commonly cited reason for attending GFC was to **obtain an associate degree** (85% said this was a primary or secondary goal); followed by **obtaining or updating job-related skills** (75%). The percentage of students at GFC who said that transferring to a 4-year school was a goal (62%) was substantially *less* than the percentage for all CCSSE respondents (74%).

Observations - 2012

- *With the onset of Common Ground and other initiatives at Great Falls College, the last few years have emphasized student success. Results from the CCSSE survey can be used to examine early results from some of these initiatives.*
 - With the advent of the new **Advising Center** in Fall 2011, the hope was that advising would become more intrusive, streamlined, and personalized. A number of questions in CCSSE examine students' experiences with advising. In 2012, students were more likely to say that they had talked about their career plans with an instructor or **advisor** (41% compared to 34% in 2010), had used academic advising services **more often** (69% compared to 64% in 2010 said they used this service sometimes or often), and **more** students indicated they were **satisfied** with these services (85% compared to 79%).
 - The revised student **orientation** process has also seen early results. In 2012, **53%** of respondents said that they had taken part in a college orientation program or course, compared to just **37%** in 2010.
 - Students in 2012 were slightly **more likely** to say that they **received prompt feedback** from their instructors (64% said often or very often) than they did in 2010 (61%). In fact, Great Falls College performed better on this measure than both our peer colleges and the entire CCSSE cohort (both had 58% of students say this). This has been an area of concern for the College.

Benchmark 1: 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.*

- Great Falls College received a **54.2** in this benchmark area. All benchmarks are standardized with a mean of 50 and a standard deviation of 25 at the student record level. GFC scored higher than about 80% of other CCSSE schools.
- Of the seven items included in this benchmark score, Great Falls College received a **higher** score on five items compared to all CCSSE institutions. These items include **asking questions** in class, **working with other students** during or outside of class, **tutoring** other students, and **discussing ideas outside of class**.
- Great Falls College scored **lower** on two items: making a **class presentation** and participating in a **community-based project**. In particular, only **23%** of GFC students said they had often or very often made a class presentation compared to **31%** of all CCSSE students. This percentage also decreased slightly for GFC compared to survey years 2008 and 2010, however this decrease was *not* statistically significant.

Benchmark 2: 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.*
- Great Falls College received a **53.1** in this benchmark area. All benchmarks are standardized with a mean of 50 and a standard deviation of 25 at the student record level. GFC scored higher than about 70% of other CCSSE schools.
- Of the eight items included in this benchmark score, Great Falls College received comparable scores on five items. There were **three** items where there was a difference: **worked on a paper that required integrating ideas** (GFC students were more likely to say they did this often or very often); GFC students were more likely to say they spent 11 or more hours **preparing for class** in a week, and GFC students were much more likely to say they **used tutoring services**.

Benchmark 3: Academic Challenge

- *Challenging intellectual and creative work is central to student learning and collegiate quality.*
- Great Falls College received a **51.8** in this benchmark area. All benchmarks are standardized with a mean of 50 and a standard deviation of 25 at the student record level. GFC scored higher than about 70% of other CCSSE schools.
- Of the 10 items included in this benchmark score, Great Falls College received comparable scores on five items. There were five items where there was a difference. GFC students were *less* likely to say that their coursework emphasized **making judgments** about the value of soundness of information, arguments, or methods.
- On the other hand, GFC students were *more* likely to say that their coursework emphasized **using information** they had read or heard to **perform a new skill**. They were also said they had **more assigned textbooks**, had been **challenged** to do their best work, and that GFC encouraged them to **spend time studying** (83% for GFC students said "quite a bit" or "very much" compared to 74% for all CCSSE schools and students).

Benchmark 4: 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.*

- Great Falls College received a **52.1** in this benchmark area. All benchmarks are standardized with a mean of 50 and a standard deviation of 25 at the student record level. GFC scored higher than about 60% of other CCSSE schools.
- Of the six items included in this benchmark score, Great Falls College received comparable scores on three items. GFC students were **much** more likely say that they **talked about their career plans with an instructor or advisor** and that they **received prompt feedback** from instructors. They were **less** likely to say they had **worked with instructors on activities other than coursework**.

Benchmark 5: 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.*
 - Great Falls College received a **54.5** in this benchmark area. All benchmarks are standardized with a mean of 50 and a standard deviation of 25 at the student record level. GFC scored higher than about 80% of other CCSSE schools.
 - Great Falls College received comparable scores on three of the seven items used in this benchmark. GFC students were **more** likely to say that the College provided them the **support they needed to succeed** and **encouraged contact among students from different backgrounds**. They also were **more** likely to say they received the **financial support** they needed to afford their education (67% of GFC students said "quite a bit" or "very much" compared to 52% of all students in the CCSSE cohort). GFC students **also used academic advising services more often**.

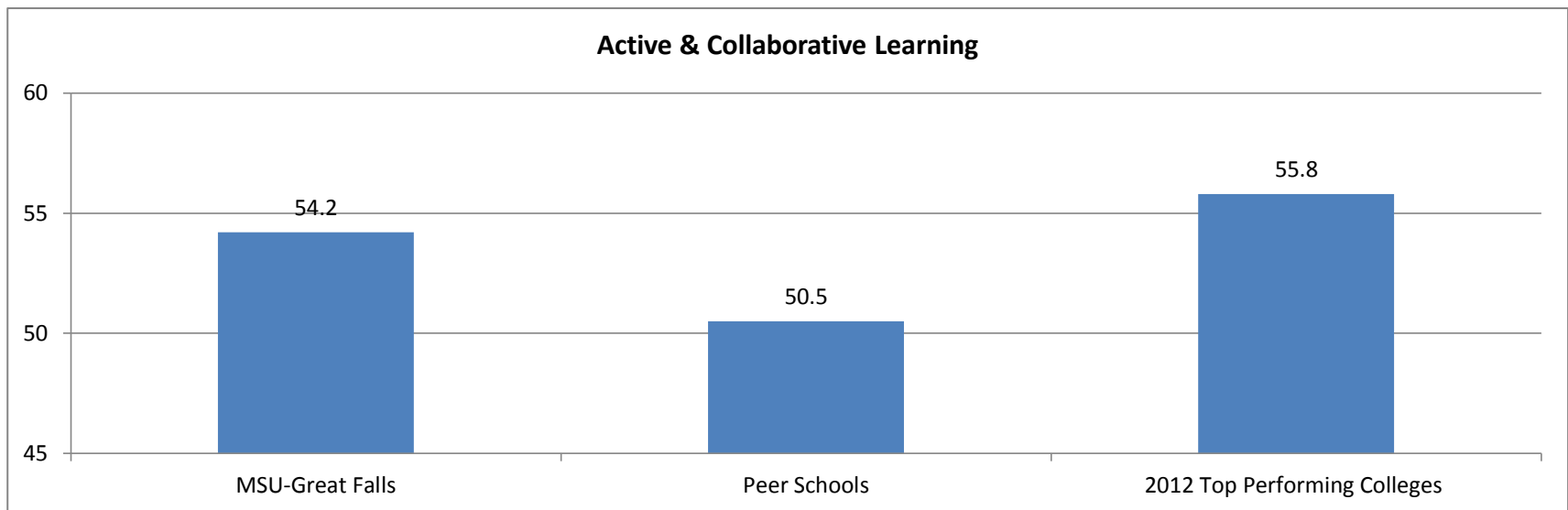
About this report: This report can be viewed in as little or as much detail as desired. Use the table of contents (TOC) to find question text. Multi-part questions have summary tabs where data for each part has been included, as well as an overall graph. For detailed discussion and graphs for each question part, visit the tab for that item.

<p>This report was produced by the Office of Institutional Research at Great Falls College. Please address any questions to Wendy Dove (wendy.dove@msugf.edu).</p>
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CCSSE Benchmarks - 2012

Benchmark scores are standardized so that all CCSSE Cohort respondents have a mean of 50 and standard deviation of 25. Top performing colleges are those that scored in the top ten percent by benchmark.

Benchmark: Active & Collaborative Learning



	Benchmark Score
MSU-Great Falls	54.2
Peer Schools	50.5
2012 Top Performing Colleges	55.8

Definition from CCSSE:

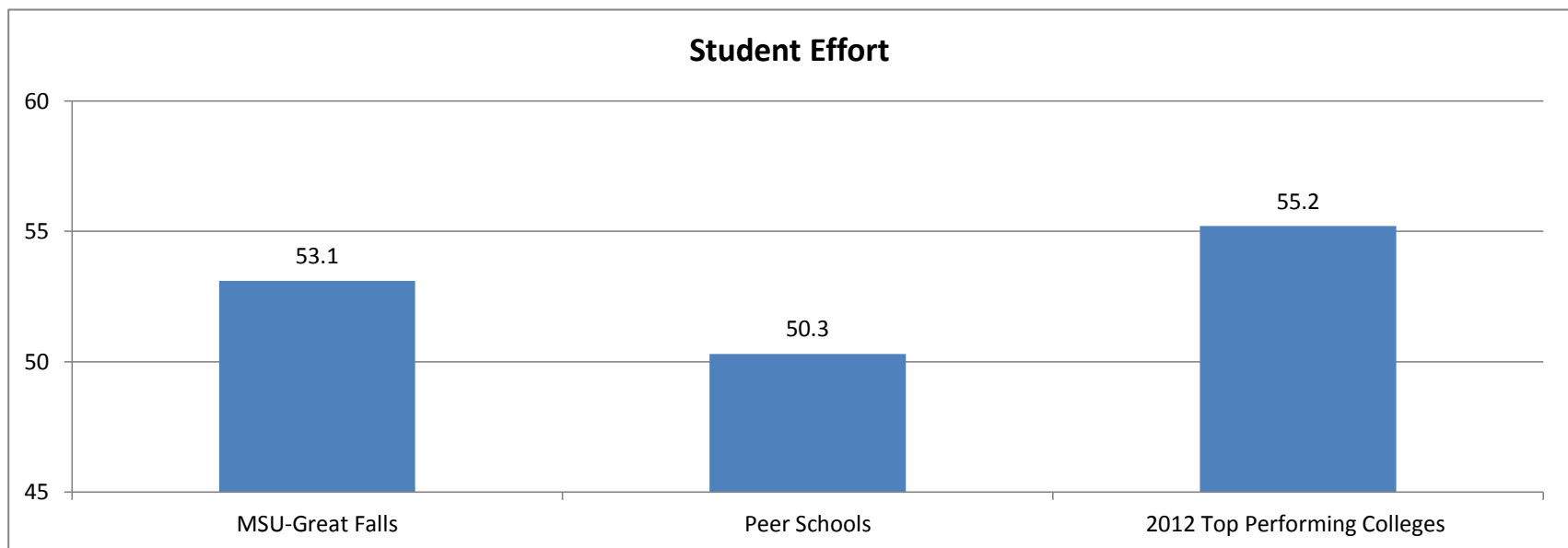
Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to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

Survey Items used to calculate benchmark score:

During the current school year, how often have you:

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

Benchmark: Student Effort



	Benchmark Score
MSU-Great Falls	53.1
Peer Schools	50.3
2012 Top Performing Colleges	55.2

Definition from CCSSE:

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.

Survey Items used to calculate benchmark score:

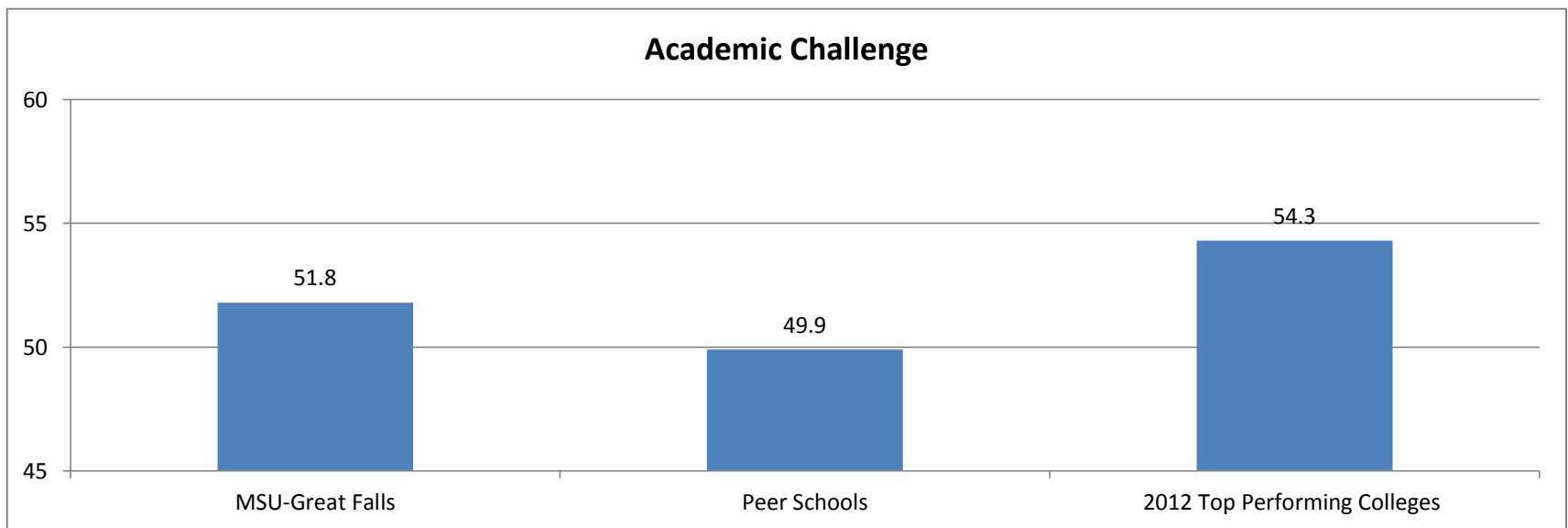
During the current school year, how often have you:

- 4c Prepared two or more drafts of a paper or assignment before turning it in
- 4d Worked on a paper or project that required integrating ideas or information from various sources
- 4e Come to class without completing readings or assignments
- 13d1 Used peer or other tutoring services
- 13e1 Used skill labs
- 13h1 Used a computer lab

During the current school year:

- 6b How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)

Benchmark: Academic Challenge



	Benchmark Score
MSU-Great Falls	51.8
Peer Schools	49.9
2012 Top Performing Colleges	54.3

Definition from CCSSE:

Challenging intellectual and creative work is central to student learning and collegiate quality.

Survey Items used to calculate benchmark score:

During the current school year, how often have you:

4p Worked harder than you thought you could to meet an instructor's standards or expectations

How much does your coursework at this college emphasize:

5b Analyzing the basic elements of an idea, experience, or theory

5c Synthesizing and organizing ideas, information, or experiences in new ways

5d Making judgments about the value or soundness of information, arguments, or methods

5e Applying theories or concepts to practical problems or in new situations

5f Using information you have read or heard to perform a new skill

During the current school year:

6a How many assigned textbooks, manuals, books, or book-length packs of course readings did you read

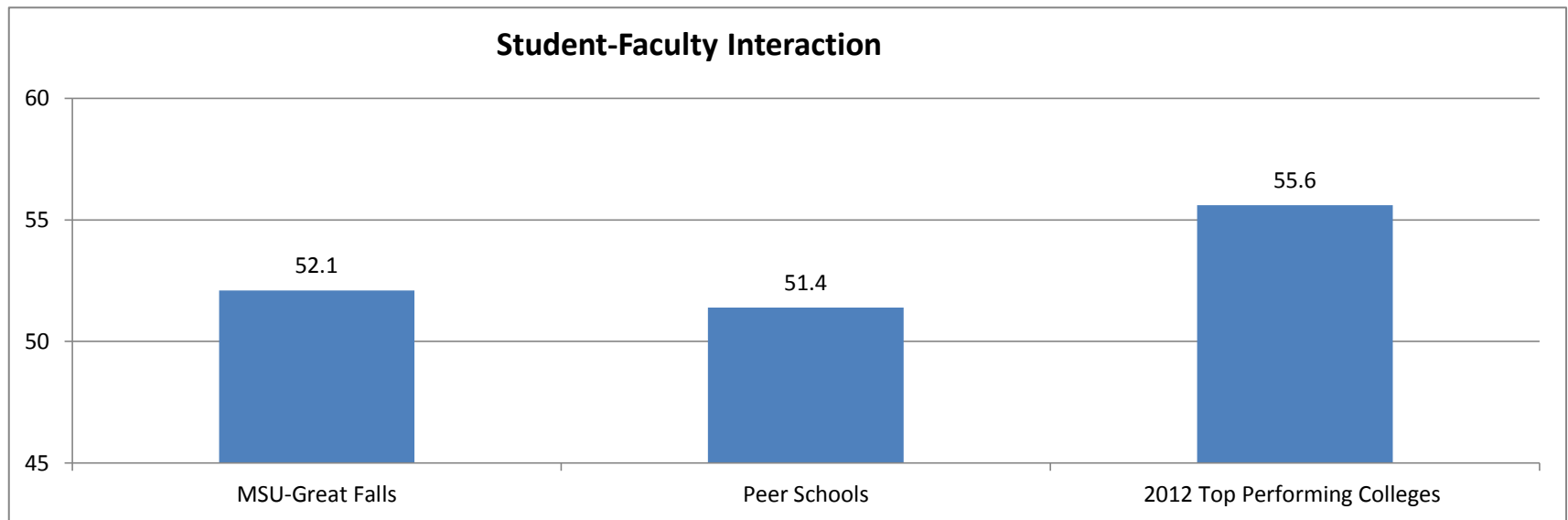
6c How many papers or reports of any length did you write

7 To what extent have your examinations challenged you to do your best work

How much does this college emphasize:

9a Encouraging you to spend significant amounts of time studying

Benchmark: Student-Faculty Interaction



	Benchmark Score
MSU-Great Falls	52.1
Peer Schools	51.4
2012 Top Performing Colleges	55.6

Definition from CCSSE:

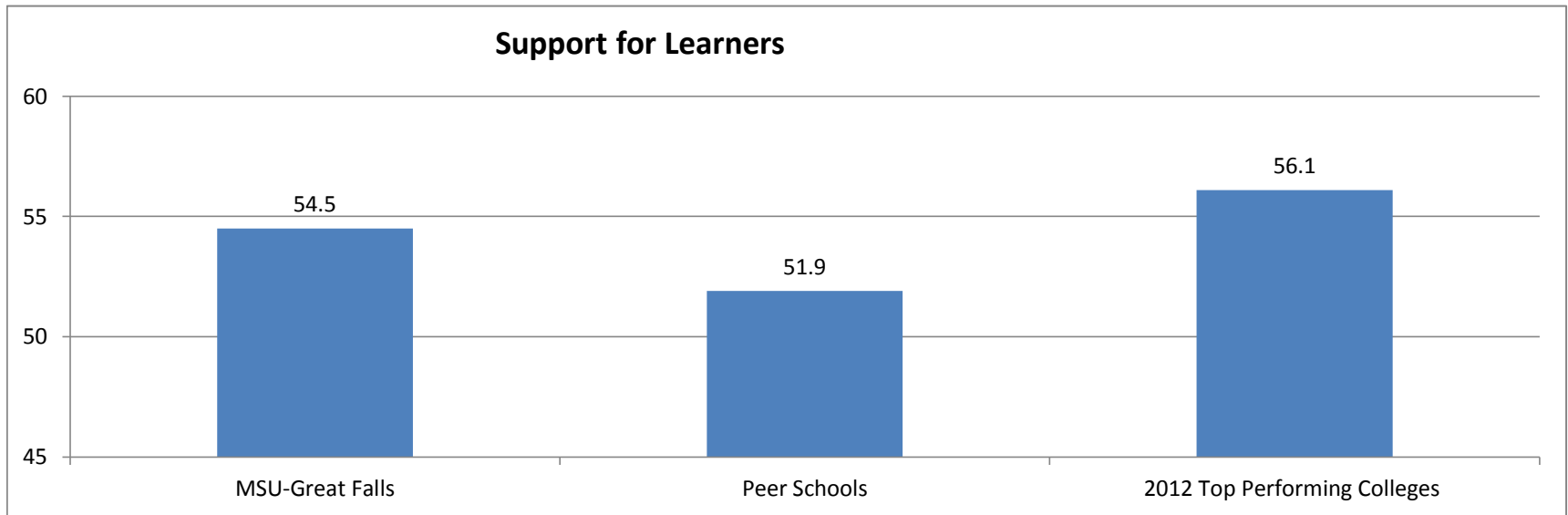
In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic 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.

Survey Items used to calculate benchmark score:

During the current school year, how often have you:

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

Benchmark: Support for Learners



	Benchmark Score
MSU-Great Falls	54.5
Peer Schools	51.9
2010 Top Performing Colleges	56.1

Definition from CCSSE:

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.

Survey Items used to calculate benchmark score:

How much does this college emphasize:

- 9b Providing the support you need to help you succeed at this college
- 9c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Helping you cope with your nonacademic responsibilities (work, family, etc.)
- 9e Providing the support you need to thrive socially
- 9f Providing the financial support you need to afford your education

During the current school year, how often have you:

- 13a1 Used academic advising/planning services
- 13b1 Used career counseling services

Year-to-Year Comparisons of Great Falls College Responses to CCSSE survey

Summary:

- * The changes seen between 2010 and 2012 responses seemed to fall into a number of general categories: Using technology, advising/student support, diversity, traditional students, and students' finances. The questions which saw a change of five percent or more are highlighted below.
- * Student respondents were more likely to say they used **technology** in their academic work, or used email to communicate with an instructor. In addition, reported frequency of usage of computer labs increased, as did the importance respondents gave to computer labs.
- * Reported frequency of use of academic **advising** services increased, as did satisfaction with those services. In addition, students reported they talked about their career plans with an instructor **or advisor** more often, and also were more likely to say that the college provided the support they needed to succeed. In addition, more students reporting taking part in orientation.
- * A number of issues related to **diversity** also increased. Specifically students in 2012 were more likely to say that they had conversations with students who had different religious, political, or personal beliefs. In addition, students also said that the college encourage contact among students of different backgrounds and the college contributed to their understanding of people of different backgrounds.
- * More **traditional**-aged students (18-24) took part in the survey this year. In addition, more students replied that they had attended another school prior to enrolling at Great Falls College, or that they had a previous credential from another postsecondary institution. More students said that transferring to a four-year school was a reason they enrolled at Great Falls College.
- * In terms of students' **finances**, the likelihood of withdrawal increased for all five listed reasons in 2012; three of those reasons (working full-time, lack of finances, and transfer to a four-year school) had increases of more than five percent. In addition, students in 2012 were less likely to cite their own savings or employer contributions as sources to pay tuition; and more likely to cite grants or scholarships and student loans as sources.

Questions

		Great Falls College All Responses			
		2008	2010	2012	
Q1	Did you begin college at this college or elsewhere? (<i>% saying at this college</i>)	60%	67%	68%	
Q2	Thinking about this current academic term, how would you characterize your enrollment at this college? (<i>% full-time</i>)	71%	75%	76%	
<i>Summary tab: In your experiences at this college during the current school year, about how often have you done each of the following? (% saying often or very often)</i>					
Q4All					
Q4a	Asked questions in class	74%	75%	72%	
Q4b	Made a class presentation	30%	30%	26%	
Q4c	Prepared two or more drafts of a paper	53%	53%	54%	
Q4d	Worked on a paper integrating ideas	65%	66%	68%	
Q4e	Come to class without completing assignments	12%	12%	13%	
Q4f	Worked with other students during class	55%	57%	57%	
Q4g	Worked with other students outside class	39%	37%	38%	
Q4h	Tutored or taught other students	10%	13%	11%	
Q4i	Participated in a community-based project	10%	6%	4%	
Q4j	Used the Internet to work on an assignment	74%	70%	75%	In 2012, more respondents said they were doing this.
Q4k	Used email to communicate with an instructor	52%	57%	65%	In 2012, more respondents said they were doing this.
Q4l	Discussed grades/assignments with instructor	53%	54%	51%	
Q4m	Talked about career plans with instructor	28%	34%	41%	In 2012, more respondents said they were doing this.
Q4n	Discussed ideas with instructors outside of class	17%	21%	20%	
Q4o	Received prompt feedback from instructors	55%	61%	63%	
Q4p	Worked harder than you thought you could	58%	57%	58%	
Q4q	Worked with instructors other than coursework	8%	10%	9%	
Q4r	Discussed ideas from classes outside class	57%	60%	58%	
Q4s	Had conversations with students of different race	33%	40%	42%	
Q4t	Had conversations with students of different religion, etc.	42%	41%	48%	In 2012, more respondents said they were doing this.
Q4u	Skipped class	3%	3%	5%	
<i>Summary tab: During the current school year, how much has your coursework at this college emphasized the following mental activities? (% saying quite a bit or very much)</i>					
Q5All					
Q5a	Memorizing facts, ideas, or methods	71%	72%	72%	
Q5b	Analyzing the basic elements of an idea	75%	75%	71%	
Q5c	Synthesizing and organizing ideas	67%	64%	65%	
Q5d	Making judgments about value	55%	54%	53%	
Q5e	Applying theories or concepts to practical problems	63%	64%	64%	
Q5f	Using information learned to perform a new skill	69%	71%	67%	

**Great Falls College
All Responses**

Questions	2008	2010	2012	Comments
Q6All <i>Summary tab: During the current school year, about how much reading and writing have you done at this college? (% saying 5 or more)</i>				
Q6a Number of assigned textbooks	67%	70%	69%	
Q6b Number of books read on own	20%	23%	24%	
Q6c Number of written papers	60%	62%	62%	
Q7 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college. (<i>% saying 5 or more on a 7-point scale</i>).	82%	80%	80%	
Q8All <i>Summary tab: Which of the following have you done, are you doing, or do you plan to do while attending this college? (% saying plan to do or have done)</i>				
Q8a Internship, field experience, co-op, or clinical assignment	69%	70%	68%	
Q8b English as a second language course	10%	6%	8%	
Q8c Developmental/remedial reading course	18%	18%	22%	
Q8d Developmental/remedial writing course	33%	37%	47%	In 2012, more respondents said they were doing this.
Q8e Developmental/remedial math course	45%	46%	57%	In 2012, more respondents said they were doing this.
Q8f Study skills course	25%	27%	26%	
Q8g Honors course	15%	22%	20%	
Q8h College orientation program or course	44%	47%	61%	In 2012, more respondents said they were doing this.
Q8i Organized learning communities	25%	30%	32%	
Q9All <i>Summary tab: How much does this college emphasize each of the following? (% saying quite a bit or very much)</i>				
Q9a Encouraging you to spend time studying	85%	83%	84%	
Q9b Providing support to help you succeed	79%	78%	83%	In 2012, more respondents said they were doing this.
Q9c Encouraging contact with students of different backgrounds	41%	48%	55%	In 2012, more respondents said they were doing this.
Q9d Helping cope with non-academic responsibilities	20%	24%	27%	
Q9e Providing support to thrive socially	27%	31%	34%	
Q9f Providing financial support	52%	58%	68%	In 2012, more respondents said they were doing this.
Q9g Using computers in academic work	84%	82%	89%	In 2012, more respondents said they were doing this.
Q10All <i>Summary tab: About how many hours do you spend in a typical 7-day week doing each of the following? (% saying 11 or more hours)</i>				
Q10a Preparing for class	56%	55%	50%	In 2012, respondents reported spending less time.
Q10b Working for pay	68%	61%	57%	
Q10c Participating in college-sponsored activities	1%	2%	2%	
Q10d Providing care for dependents	40%	40%	38%	
Q10e Commuting to and from classes	8%	6%	8%	
Q11All <i>Summary tab: Mark the box that best represents the quality of your relationship with people at this college. (% saying 5 or more on a 7-pt scale)</i>				
Q11a Other students	83%	84%	84%	
Q11b Instructors	86%	85%	84%	
Q11c Administrative personnel and offices	78%	78%	76%	

**Great Falls College
All Responses**

Questions	Great Falls College All Responses			Comments
	2008	2010	2012	
<i>Summary tab: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</i>				
Q12All (% saying quite a bit or very much)				
Q12a Acquiring a broad general education	71%	72%	77%	In 2012, more respondents said this was true.
Q12b Acquiring job or work-related knowledge and skills	62%	66%	61%	In 2012, fewer respondents said this was true.
Q12c Writing clearly and effectively	57%	60%	68%	In 2012, more respondents said this was true.
Q12d Speaking clearly and effectively	53%	56%	59%	
Q12e Thinking critically and analytically	75%	76%	73%	
Q12f Solving numerical problems	57%	62%	67%	In 2012, more respondents said this was true.
Q12g Using computing and information technology	67%	66%	71%	In 2012, more respondents said this was true.
Q12h Working effectively with others	64%	67%	70%	
Q12i Learning effectively on your own	73%	73%	71%	
Q12j Understanding yourself	51%	55%	52%	
Q12k Understanding people of other racial/ethnic backgrounds	32%	35%	40%	In 2012, more respondents said this was true.
Q12l Developing a personal code of values and ethics	40%	42%	46%	
Q12m Contributing to the welfare of your community	28%	31%	33%	
Q12n Developing clearer career goals	61%	63%	63%	
Q12o Gaining information about career opportunities	55%	60%	59%	
<i>Summary tab: Indicate how often you use the following services: (% saying never or n/a)</i>				
Q13-1All				
Q13a1 Academic advising/planning	45%	36%	31%	In 2012, fewer respondents said they never used this service.
Q13b1 Career counseling	75%	74%	73%	
Q13c1 Job placement assistance	89%	88%	92%	
Q13d1 Peer or other tutoring	66%	59%	60%	
Q13e1 Skill labs (writing, math, etc.)	67%	63%	56%	In 2012, fewer respondents said they never used this service.
Q13f1 Child care	96%	95%	96%	
Q13g1 Financial aid advising	45%	42%	38%	
Q13h1 Computer lab	37%	45%	37%	In 2012, fewer respondents said they never used this service.
Q13i1 Student organizations	87%	87%	83%	
Q13j1 Transfer credit assistance	67%	72%	70%	
Q13k1 Services to students with disabilities	94%	92%	88%	
<i>Summary tab: Indicate how satisfied you are with the services at this college. (% saying not at all)</i>				
Q13-2All				
Q13a2 Academic advising/planning	8%	11%	6%	In 2012, fewer respondents said they were not satisfied.
Q13b2 Career counseling	13%	15%	11%	
Q13c2 Job placement assistance	13%	12%	12%	
Q13d2 Peer or other tutoring	7%	6%	5%	
Q13e2 Skill labs (writing, math, etc.)	5%	6%	5%	
Q13f2 Child care	9%	11%	11%	
Q13g2 Financial aid advising	8%	8%	7%	
Q13h2 Computer lab	3%	5%	4%	
Q13i2 Student organizations	11%	8%	11%	
Q13j2 Transfer credit assistance	10%	9%	10%	
Q13k2 Services to students with disabilities	6%	6%	6%	
<i>Summary tab: Indicate how important the services are to you. (% saying somewhat or very important)</i>				
Q13-3All				
Q13a3 Academic advising/planning	93%	94%	93%	
Q13b3 Career counseling	82%	80%	82%	
Q13c3 Job placement assistance	74%	73%	72%	
Q13d3 Peer or other tutoring	82%	83%	82%	
Q13e Skill labs (writing, math, etc.)	79%	78%	80%	
Q13f3 Child care	50%	51%	50%	
Q13g3 Financial aid advising	88%	86%	90%	
Q13h3 Computer lab	90%	84%	91%	In 2012, more respondents that this service was important.
Q13i3 Student organizations	60%	63%	64%	
Q13j3 Transfer credit assistance	75%	76%	76%	
Q13k3 Services to students with disabilities	63%	66%	66%	

**Great Falls College
All Responses**

Questions	2008	2010	2012	Comments
Q14All <i>Summary tab: How likely is it that the following issues would cause you to withdraw from class or from this college? (% saying likely or very likely)</i>				
Q14a Working full-time	33%	34%	39%	In 2012, more respondents thought this was likely.
Q14b Caring for dependents	26%	28%	31%	
Q14c Academically unprepared	14%	16%	18%	
Q14d Lack of finances	47%	49%	55%	In 2012, more respondents thought this was likely.
Q14e Transfer to a 4-year college or university	39%	35%	43%	In 2012, more respondents thought this was likely.
Q15 How supportive are your friends of your attending this college? (<i>% saying quite a bit or very much</i>)	85%	84%	84%	
Q16 How supportive is your family of your attending this college? (<i>% saying quite a bit or very much</i>)	91%	89%	90%	
Q17All <i>Summary tab: Indicate which of the following are your reasons/goals for attending this college? (% saying primary or secondary goal)</i>				
Q17a Complete a certificate program	53%	57%	56%	
Q17b Obtain an associate degree	87%	84%	87%	
Q17c Transfer to a 4-year college or university	62%	57%	62%	In 2012, more respondents said this was a reason.
Q17d Obtain or update job-related skills	75%	71%	76%	In 2012, more respondents said this was a reason.
Q17e Self-improvement/personal enjoyment	75%	77%	77%	
Q17f Change careers	49%	52%	48%	
Q18All <i>Summary tab: Indicate which of the following are sources you use to pay your tuition at this college. (% saying major or minor source)</i>				
Q18a My own income/savings	69%	62%	51%	In 2012, fewer respondents said this was a source.
Q18b Parent or spouse's income/savings	41%	35%	33%	
Q18c Employer contributions	9%	13%	8%	In 2012, fewer respondents said this was a source.
Q18d Grants and scholarships	60%	64%	72%	In 2012, more respondents said this was a source.
Q18e Student loans	61%	63%	67%	
Q18f Public assistance	13%	17%	18%	
Q19 Since high school, which of the following types of schools have you attended other than the one you are now attending? (Multiple responses allowed) (<i>% saying none</i>)	46%	47%	53%	In 2012, more respondents said none.
Q20 When do you plan to take classes at this college again? (<i>% saying within next 12 mos</i>)	60%	72%	71%	
Q21 At this college, in what range is your overall college grade average? (<i>% saying B or higher</i>)	73%	76%	76%	
Q22 When do you most frequently take classes at this college? (<i>% saying daytime</i>)	81%	81%	89%	In 2012, more respondents were taking day classes.
Q23 How many total credit hours have you earned at this college, not counting the courses you are currently taking this term? (<i>% saying 15 or more</i>)	57%	51%	54%	
Q24 At what other types of institutions are you taking classes this term? (Multiple responses allowed). (<i>% saying none</i>)	93%	89%	94%	In 2012, more respondents said none.
Q25 How many classes are you presently taking at other institutions? (<i>% saying 1 or more</i>)	12%	11%	8%	
Q26 Would you recommend this college to a friend or family member? (<i>% saying yes</i>)	96%	97%	96%	
Q27 How would you evaluate your entire educational experience at this college? (<i>% saying good or excellent</i>)	90%	90%	86%	
Q28 Do you have children who live with you? (<i>% saying yes</i>)	35%	37%	35%	
Q29 Mark your age group (<i>% saying 18-24</i>)	58%	51%	56%	In 2012, more respondents were between 18 and 24 years.
Q30 Your sex (<i>% saying female</i>)	69%	63%	61%	
Q31 Are you married? (<i>% saying yes</i>)	28%	31%	25%	In 2012, fewer respondents were married.
Q32 Is English your native (first) language? (<i>% saying yes</i>)	99%	97%	96%	
Q33 Are you an international student or foreign national? (<i>% saying yes</i>)	1%	2%	2%	
Q34 What is your racial identification? (<i>% marking other than white</i>)	12%	15%	15%	
Q35 What is the highest academic credential you have earned? (<i>% saying HS Diploma or GED</i>)	75%	75%	80%	In 2012, more respondents said HS was highest credential.
Q36m Highest level of education: mother (<i>% saying associate degree or higher</i>)	36%	34%	36%	
Q36f Highest level of education: father (<i>% saying associate degree or higher</i>)	31%	30%	26%	

Noted Difference from year-to-year

Comparison between Great Falls College, our peers and the entire 2012 CCSSE cohort

Summary:

- * The differences seen between the responses for Great Falls College, peer institutions, and the entire CCSSE cohort seemed to fall into a number of general categories: technology, advising/student support, diversity, traditional students, and students' finances.
- * Great Falls respondents were more likely to say they used **technology** in their academic work.
- * Reported frequency of use of academic **advising** services was greater for Great Falls student respondents. In addition, students reported they talked about their career plans with an instructor **or advisor** more often, and also were more likely to say that the college provided the support they needed to succeed. In addition, more students reporting taking part in orientation.
- * A number of issues related to **diversity** also differed. Although Great Falls respondents were less likely to say they had serious conversations with students of a different race, they were more likely to say they had those conversations with students with different religious, political, or personal beliefs. They were less likely to be taking or plan to take an ESL course or say that their experience at Great Falls College had contributed to their understanding of people of other racial backgrounds.
- * Respondents at Great Falls College were more likely to be satisfied with financial aid services, and to use those services more frequently. In addition, they felt those services were more important than students in either of the other groups. Great Falls students did say it was more likely that they would have to withdraw from school for financial reasons. They were also more likely to cite grants, scholarships, and loans as sources used to pay tuition, and less likely to cite their own money or their parents' or spouse's money.
- * There were some differences in academic areas for Great Falls students. They were less likely to report making presentations in class, but more likely to report working with other students in or out of class. They were also more likely to say they frequented peer or other tutoring services, and felt those services were more important than students in the other groups.
- * Additional differences in responses to individual questions can be seen below in the detail. Those items where there was at least a five percentage point difference are highlighted in blue below.

Questions

Questions	All Weighted Responses			Comments
	Great Falls College	Peer Colleges	Other 2012 Cohort	
Q1 Did you begin college at this college or elsewhere? (% saying at this college) <i>Summary tab: In your experiences at this college during the current school year, about how often have you done each of the following? (% saying often or very often)</i>	68%	69%	70%	
Q4All Asked questions in class	70%	68%	66%	
Q4a Made a class presentation	23%	28%	31%	Fewer GFC respondents said they did this.
Q4b Prepared two or more drafts of a paper	53%	50%	51%	
Q4c Worked on a paper integrating ideas	66%	62%	63%	
Q4d Come to class without completing assignments	12%	11%	13%	
Q4e Worked with other students during class	55%	47%	48%	More GFC respondents said they did this.
Q4f Worked with other students outside class	37%	25%	24%	More GFC respondents said they did this.
Q4g Tutored or taught other students	10%	8%	8%	
Q4h Participated in a community-based project	4%	8%	7%	
Q4i Used the Internet to work on an assignment	75%	70%	70%	More GFC respondents said they did this.
Q4j Used email to communicate with an instructor	63%	61%	61%	
Q4k Discussed grades/assignments with instructor	48%	51%	50%	
Q4l Talked about career plans with instructor	39%	30%	28%	More GFC respondents said they did this.
Q4m Discussed ideas with instructors outside of class	18%	18%	17%	
Q4n Received prompt feedback from instructors	63%	58%	58%	More GFC respondents said they did this.
Q4o Worked harder than you thought you could	55%	53%	53%	
Q4p Worked with instructors other than coursework	7%	10%	10%	
Q4q Discussed ideas from classes outside class	56%	50%	50%	More GFC respondents said they did this.
Q4r Had conversations with students of different race	39%	38%	44%	Fewer GFC respondents than national said they did this.
Q4s Had conversations with students of different religion, etc.	45%	38%	41%	More GFC respondents said they did this.
Q4t Skipped class	4%	5%	5%	
Q4u <i>Summary tab: During the current school year, how much has your coursework at this college emphasized the following mental activities? (% saying quite a bit or very much)</i>				
Q5All Memorizing facts, ideas, or methods	70%	66%	66%	
Q5a Analyzing the basic elements of an idea	68%	67%	69%	
Q5b Synthesizing and organizing ideas	63%	60%	62%	
Q5c Making judgments about value	49%	53%	54%	Fewer GFC respondents said they did this.
Q5d Applying theories or concepts to practical problems	61%	57%	58%	
Q5e Using information learned to perform a new skill	64%	63%	64%	

Questions	All Weighted Responses			Comments
	Great Falls College	Peer Colleges	Other 2012 Cohort	
<i>Summary tab: During the current school year, about how much reading and writing have you done at this college? (% saying 5 or more)</i>				
Q6All				
Q6a	61%	57%	57%	
Q6b	22%	23%	24%	
Q6c	60%	60%	60%	
Q7	77%	69%	68%	GFC students were more likely to say they had been challenged by exams.
<i>Summary tab: Which of the following have you done, are you doing, or do you plan to do while attending this college? (% saying plan to do or have done)</i>				
Q8All				
Q8a	68%	63%	61%	More GFC respondents said they did or plan to do this.
Q8b	8%	14%	15%	Fewer GFC respondents said they did or plan to do this.
Q8c	22%	25%	28%	Fewer GFC respondents said they did or plan to do this.
Q8d	47%	34%	35%	More GFC respondents said they did or plan to do this.
Q8e	57%	47%	48%	More GFC respondents said they did or plan to do this.
Q8f	26%	35%	37%	Fewer GFC respondents said they did or plan to do this.
Q8g	20%	25%	29%	Fewer GFC respondents said they did or plan to do this.
Q8h	60%	42%	43%	More GFC respondents said they did or plan to do this.
Q8i	33%	28%	30%	More GFC respondents said they did or plan to do this.
<i>Summary tab: How much does this college emphasize each of the following? (% saying quite a bit or very much)</i>				
Q9All				
Q9a	83%	75%	74%	More GFC respondents said this was true.
Q9b	81%	75%	73%	More GFC respondents said this was true.
Q9c	55%	50%	51%	More GFC respondents said this was true.
Q9d	29%	28%	27%	
Q9e	34%	36%	35%	
Q9f	67%	56%	52%	More GFC respondents said this was true.
Q9g	88%	79%	79%	More GFC respondents said this was true.
<i>Summary tab: About how many hours do you spend in a typical 7-day week doing each of the following? (% saying 11 or more hours)</i>				
Q10All				
Q10a	45%	31%	29%	GFC students spent more time doing this.
Q10b	61%	58%	60%	
Q10c	1%	4%	3%	
Q10d	39%	40%	34%	GFC students spent more time doing this than students nationwide.
Q10e	7%	10%	9%	
<i>Summary tab: Mark the box that best represents the quality of your relationship with people at this college. (% saying 5 or more on a 7-pt scale)</i>				
Q11All				
Q11a	82%	80%	77%	GFC students had better relationships.
Q11b	84%	84%	83%	
Q11c	75%	70%	64%	GFC students had better relationships.

Questions

All Weighted Responses
Great Falls College Peer Colleges Other 2012 Cohort

Comments

Summary tab: How much has your experience at this college contributed to your knowledge, skills, and personal

development in the following areas? (% saying quite a bit or very much)

Question	Great Falls College	Peer Colleges	Other 2012 Cohort	Comments
Q12a Acquiring a broad general education	74%	72%	73%	
Q12b Acquiring job or work-related knowledge and skills	58%	59%	53%	
Q12c Writing clearly and effectively	68%	62%	63%	GFC students were more likely to say this was true.
Q12d Speaking clearly and effectively	58%	58%	58%	
Q12e Thinking critically and analytically	71%	71%	71%	
Q12f Solving numerical problems	64%	59%	58%	GFC students were more likely to say this was true.
Q12g Using computing and information technology	68%	64%	62%	GFC students were more likely to say this was true.
Q12h Working effectively with others	68%	63%	62%	GFC students were more likely to say this was true.
Q12i Learning effectively on your own	70%	71%	71%	
Q12j Understanding yourself	51%	56%	56%	GFC students were less likely to say this was true.
Q12k Understanding people of other racial/ethnic backgrounds	39%	44%	46%	GFC students were less likely to say this was true.
Q12l Developing a personal code of values and ethics	46%	48%	46%	
Q12m Contributing to the welfare of your community	32%	33%	30%	
Q12n Developing clearer career goals	62%	62%	59%	
Q12o Gaining information about career opportunities	57%	56%	53%	

Q13-1All *Summary tab: Indicate how often you use the following services: (% saying never or n/a)*

Question	Great Falls College	Peer Colleges	Other 2012 Cohort	Comments
Q13a1 Academic advising/planning	31%	38%	41%	GFC students were more likely to use this service
Q13b1 Career counseling	73%	71%	71%	
Q13c1 Job placement assistance	92%	88%	89%	
Q13d1 Peer or other tutoring	58%	73%	72%	GFC students were more likely to use this service
Q13e1 Skill labs (writing, math, etc.)	57%	57%	59%	
Q13f1 Child care	97%	93%	95%	
Q13g1 Financial aid advising	37%	43%	48%	GFC students were more likely to use this service
Q13h1 Computer lab	39%	37%	37%	
Q13i1 Student organizations	83%	81%	82%	
Q13j1 Transfer credit assistance	70%	72%	73%	
Q13k1 Services to students with disabilities	87%	90%	91%	

Q13-2All *Summary tab: Indicate how satisfied you are with the services at this college. (% saying not at all)*

Question	Great Falls College	Peer Colleges	Other 2012 Cohort	Comments
Q13a2 Academic advising/planning	7%	8%	11%	
Q13b2 Career counseling	12%	13%	14%	
Q13c2 Job placement assistance	12%	14%	14%	
Q13d2 Peer or other tutoring	6%	9%	9%	
Q13e2 Skill labs (writing, math, etc.)	6%	7%	7%	
Q13f2 Child care	12%	10%	10%	
Q13g2 Financial aid advising	7%	12%	13%	GFC students were more satisfied with this service.
Q13h2 Computer lab	5%	5%	5%	
Q13i2 Student organizations	11%	10%	10%	
Q13j2 Transfer credit assistance	10%	11%	12%	
Q13k2 Services to students with disabilities	6%	8%	8%	

Questions

All Weighted Responses
Great Falls College Peer Colleges Other 2012 Cohort

Comments

Q13-3All *Summary tab: Indicate how important the services are to you. (% saying somewhat or very important)*

- Q13a3** Academic advising/planning
- Q13b3** Career counseling
- Q13c3** Job placement assistance
- Q13d3** Peer or other tutoring
- Q13e** Skill labs (writing, math, etc.)
- Q13f3** Child care
- Q13g3** Financial aid advising
- Q13h3** Computer lab
- Q13i3** Student organizations
- Q13j3** Transfer credit assistance
- Q13k3** Services to students with disabilities

92%	91%	91%
83%	79%	80%
72%	68%	69%
82%	72%	73%
80%	77%	77%
50%	46%	46%
91%	84%	83%
90%	86%	86%
65%	61%	61%
76%	72%	73%
68%	60%	60%

GFC students were more likely to say this was important.

GFC students were more likely to say this was important.

GFC students were more likely to say this was important.

Summary tab: How likely is it that the following issues would cause you to withdraw from class or from this college? (% saying likely or very likely)

- Q14All** *saying likely or very likely)*
- Q14a** Working full-time
- Q14b** Caring for dependents
- Q14c** Academically unprepared
- Q14d** Lack of finances
- Transfer to a 4-year college or university

40%	38%	39%
31%	28%	29%
18%	18%	19%
55%	49%	49%
43%	40%	48%
82%	80%	78%
88%	88%	87%

GFC students were more likely to say this was true.

GFC students were less likely to say this was true than students nationwide.

- Q14e**
- Q15** How supportive are your friends of your attending this college? (% saying quite a bit or very much)
- Q16** How supportive is your family of your attending this college? (% saying quite a bit or very much)

Summary tab: Indicate which of the following are your reasons/goals for attending this college? (% saying primary or secondary goal)

- Q17All** *secondary goal)*
- Q17a** Complete a certificate program
- Q17b** Obtain an associate degree
- Q17c** Transfer to a 4-year college or university
- Q17d** Obtain or update job-related skills
- Q17e** Self-improvement/personal enjoyment
- Q17f** Change careers

55%	57%	52%
85%	85%	83%
62%	66%	74%
75%	74%	72%
77%	77%	75%
46%	50%	47%

GFC students were less likely to say this was true.

Summary tab: Indicate which of the following are sources you use to pay your tuition at this college. (% saying major or minor source)

- Q18All** *source)*
- Q18a** My own income/savings
- Q18b** Parent or spouse's income/savings
- Q18c** Employer contributions
- Q18d** Grants and scholarships
- Q18e** Student loans
- Q18f** Public assistance

52%	61%	64%
33%	40%	44%
8%	13%	13%
69%	65%	55%
68%	48%	35%
18%	16%	14%
53%	51%	51%

GFC students were less likely to say this was true.

GFC students were less likely to say this was true.

GFC students were less likely to say this was true.

GFC students were more likely to say this was true.

GFC students were more likely to say this was true.

Q19 Since high school, which of the following types of schools have you attended other than the one you are now attending? (Multiple responses allowed) (% saying none)

- Q20** When do you plan to take classes at this college again? (% saying within next 12 mos)
- Q21** At this college, in what range is your overall college grade average? (% saying B or higher)
- Q22** When do you most frequently take classes at this college? (% saying daytime)

71%	65%	66%
74%	69%	68%
89%	76%	74%
52%	57%	56%

GFC students were more likely to say this was true.

GFC students reported higher grades.

GFC students were more likely to take daytime classes.

Q23 How many total credit hours have you earned at this college, not counting the courses you are currently taking this term? (% saying 15 or more)

Questions

- Q24** At what other types of institutions are you taking classes this term? (Multiple responses allowed). (*% saying none*)
- Q25** How many classes are you presently taking at other institutions? (*% saying 1 or more*)
- Q26** Would you recommend this college to a friend or family member? (*% saying yes*)
- Q27** How would you evaluate your entire educational experience at this college? (*% saying good or excellent*)
- Q28** Do you have children who live with you? (*% saying yes*)
- Q31** Are you married? (*% saying yes*)
- Q32** Is English your native (first) language? (*% saying yes*)
- Q35** What is the highest academic credential you have earned? (*% saying HS Diploma or GED*)
- Q36m** Highest level of education: mother (*% saying associate degree or higher*)
- Q36f** Highest level of education: father (*% saying associate degree or higher*)

All Weighted Responses

Great Falls College	Peer Colleges	Other 2012 Cohort
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7%	13%	12%
9%	16%	15%
95%	93%	94%
84%	86%	85%
36%	38%	31%
25%	26%	22%
96%	94%	86%
80%	71%	74%
36%	31%	33%
26%	23%	29%

Comments

- GFC students were less likely to be doing this.
- GFC students were less likely to be doing this.
- More likely than national, less likely than peer groups.
- GFC students were more likely to be native English speakers.
- More likely to have a HS diploma or GED.
- More likely to have a mother who'd been to college.

Noted Difference from year-to-year