

Community College Success Measure (CCSM)



Fresno City College Report

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About the Community College Equity Assessment Lab (CCEAL)

Mission

Our mission is to conduct research to inform practice that will enhance access, achievement, and success among underserved students in postsecondary education. Using the Community College Success Measure (CCSM), we partner with community colleges across the nation to examine factors that influence student success for underserved students in postsecondary education.

Objectives

- To serve as a clearinghouse for federal, state, and institutional data on student outcomes;
- To conduct and disseminate empirical research on the experiences of students of color in the community college; and
- To facilitate institutional capacity to serve historically underserved students by supporting efforts to integrate assessment, evaluation, and sustainability planning into student success efforts

Project Team

Frank Harris III, EdD—Co-Director and Professor
J. Luke Wood, PhD—Co-Director and Professor
Marissa Vasquez, EdD—Associate Director and Assistant Professor
Hayley Weddle—Project Assistant
Melissa Abeyta—Research Associate
Darielle Belvins—Research Associate
Stephanie Estrada—Research Associate
Vannessa Falcon—Research Associate
Karan Jain—Research Associate
Melissa Vang—Research Associate
Soua Xiong—Research Associate

Contact Information

Community College Equity Assessment Lab (CCEAL)
Minority Male Community College Collaborative (M2C3)
5500 Campanile Drive, EBA 229A
San Diego, CA 92182

<http://www.cceal.org/>
Email: cceal@mail.sdsu.edu

Community College Success Measure (CCSM)

About the CCSM

The CCSM is a survey designed by the CCEAL/M2C3 as a comprehensive assessment tool for evaluating student success in community colleges, with a focus on students who have been historically underserved in postsecondary education. Information derived from the CCSM can be used for:

- Establishing benchmarks for key indicators of student success,

The CCSM was developed to examine predictors of community college student success. The CCSM's items and scales are specifically designed to measure experiences and factors directly impacting the success of community college students of color. These factors include: non-cognitive outcomes (e.g. locus of control, utility, academic self-efficacy), environmental factors (e.g. finances, family responsibilities), campus ethos (e.g. campus climate, perceptions of care), and identity (e.g. gender and race/ethnicity).

CCSM Methodology

Students were asked to participate in an anonymous survey to assess their experiences. Responses were collected from students via hardcopy surveys that were administered to randomly selected course sections during regularly scheduled classes. The CCSM is comprised of 32 topical areas with multiple sub-questions. Background and environmental factor results are reported in the form of response percentages for each racial/ethnic group by gender. For the campus ethos domain, non-cognitive domain, and student outcomes, findings are categorized into three levels: acceptable, needs attention, or immediate concern. These classifications are derived from threshold scores established from inquiry across 60 community colleges using data derived from 12,000 students. Thresholds termed 'acceptable' represent instances where less than 20% of respondents indicate a level of 'disagreement' or frequency of 'never'. Respondents who report greater than 20% are termed 'needs attention,' while those indicating 30% or above are termed 'immediate concern'.

Data was collected from a random sample of 1,918 credit-seeking students who were enrolled at Fresno City College during the Fall 2017 term. In this report, White students includes only responses from low-income participants. This provides a stronger comparison to students from historically underserved racial backgrounds. After removing responses for high-income White students, as well as responses missing race and gender, 1,576 responses for men and women remain. The demographic breakdown of this sample is below. Note that Asian includes Filipino, Pacific Islander, and South Asian. The SE Asian category does not include Hmong.

White Men: 4%	Hmong Men: 6%	Multiethnic Men: 2%
White Women: 6%	Hmong Women: 8%	Multiethnic Women: 3%
Asian Men: 3%	African Am. Men: 3%	Middle Eastern, Native American, and 'Other' Men: 1%
Asian Women: 3%	African Am. Women: 3%	Middle Eastern, Native American, and 'Other' Women: 2%
SE Asian Men: 2%	Latino Men: 19%	
SE Asian Women: 2%	Latino Women: 33%	

Given small sample sizes for Middle Eastern students, Native American students, and students identifying as "Other," the CCSM does not report breakout scores for these groups.

The data in this report reflects 1,534 responses for White low-income men and women, Asian men and women, South East Asian men and women, Hmong men and women, African American men and women, Latino men and women, and Multiethnic men and women.

Campus Ethos Domain

Campus Ethos refers to students' perceptions of the campus climate and culture of the institution. Data collected includes: sense of belonging, personal relationship with faculty, access and efficacy of campus resources, and the presence of validating agents.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Acceptable”** indicates that less than 20% of students from a particular ethnic group disagreed with the item or marked ‘never’ while **“Needs Attention”** indicates that between 20-30% of students disagreed with the item or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students disagreed with the item or marked ‘never’.

Notable Findings:

- Asian men demonstrated higher perceptions of faculty racial bias compared to men from other racial/ethnic groups.
- African American women demonstrated lower perceptions that faculty value their presence compared to students from other racial/ethnic groups.
- Men and women across all racial/ethnic groups demonstrated low perceptions of personal relationships with faculty.
- Southeast Asian women demonstrated higher perceptions of faculty validation, particularly in regards to instructors who communicate they have the ability to do the work, compared to men and women from other racial/ethnic groups.
- Men and women across all racial/ethnic groups demonstrated low perceptions of staff validation.
- Men and women across all racial/ethnic groups demonstrated high perceptions of welcomeness to engage inside class.
- African American men and women, Latino men and women, and Multiethnic women demonstrated lower perceptions of welcomeness to engage outside of class, particularly regarding talking about academic matters, compared to men and women from other racial/ethnic groups.
- Men and women across all racial/ethnic groups demonstrated high perceptions that tutoring staff cared about them.
- White women and Multiethnic men demonstrated lower perceptions of service efficacy compared to students from other racial/ethnic groups.

Community College Success Measure

Campus Ethos Domain--Men		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Faculty Racial Bias	Appreciates me compared to other racial groups	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Interested in me compared to other racial groups	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Pays attention to me compared to other groups	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Campus Ethos Domain— Women		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Faculty Racial Bias	Appreciates me compared to other racial groups	--	--	--	--	--	--	--
	Interested in me compared to other racial groups	--	--	--	--	--	--	--
	Pays attention to me compared to other groups	--	--	--	--	--	--	--

Community College Success Measure

Campus Ethos Domain—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Sense of Belonging with Faculty	Cares about my perspective in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Values interacting with me	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Values my presence	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Cares about my success	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Believes I belong here	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Personal Relationship with Faculty	Knows my name	Needs Attention	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Acceptable
	Knows about my academic goals	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention
	Knows about my career goals	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Knows about my life aspirations	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Knows important information about my life	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Validation from Faculty	I have the ability to do the work	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention
	I can succeed in college	Needs Attention	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention
	I belong at this institution	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Acceptable

Community College Success Measure

Campus Ethos Domain— Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Sense of Belonging with Faculty	Cares about my perspective in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Values interacting with me	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Values my presence	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable
	Cares about my success	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Believes I belong here	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Personal Relationship with Faculty	Knows my name	Needs Attention	Acceptable	Acceptable	Acceptable	Needs Attention	Immediate Concern	Acceptable
	Knows about my academic goals	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Knows about my career goals	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Knows about my life aspirations	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Knows important information about my life	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Validation from Faculty	I have the ability to do the work	Needs Attention	Immediate Concern	Acceptable	Needs Attention	Needs Attention	Needs Attention	Needs Attention
	I can succeed in college	Needs Attention	Immediate Concern	Acceptable	Needs Attention	Needs Attention	Needs Attention	Needs Attention
	I belong at this institution	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention

Community College Success Measure

Campus Ethos Domain—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Validation from Staff	I have the ability to do the work	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	I can succeed in college	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	I belong at this institution	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Welcomeness to Engage Inside Class	Ask questions in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Respond to questions during class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Participate in class discussions	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Inquire about class progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Talk before and after class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Visit them during office hours	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable
Welcomeness to Engage Outside of Class	Say "hello" outside of class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Talk about academic matters	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Acceptable
	Talk about non-academic matters	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Needs Attention
	Encouraged to ask for academic support	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Acceptable

Community College Success Measure

Campus Ethos Domain— Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Validation from Staff	I have the ability to do the work	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	I can succeed in college	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	I belong at this institution	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Welcomeness to Engage Inside Class	Ask questions in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Respond to questions during class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Participate in class discussions	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Inquire about class progress	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable
	Talk before and after class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Visit them during office hours	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
Welcomeness to Engage Outside of Class	Say "hello" outside of class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
	Talk about academic matters	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention
	Talk about non-academic matters	Immediate Concern	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Encouraged to ask for academic support	Needs Attention	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention

Community College Success Measure

Campus Ethos Domain—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Service Care	Advising	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable
	Career counseling	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
	Transfer services	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Needs Attention
	School Library	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	Computer Lab	Acceptable	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Acceptable
	Tutoring	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Cafeteria/Food Service	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Needs Attention
	Maintenance/Janitorial Staff	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention
Service Access	Easy to access	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Know where to go for help	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Available when I need them	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Service Efficacy	Provide me with the help I need	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Accurate information	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Critical to my success	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention

Community College Success Measure

Campus Ethos Domain— Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Service Care	Advising	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Career counseling	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention	Acceptable
	Transfer services	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	School Library	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	Computer Lab	Needs Attention	Acceptable	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable
	Tutoring	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Cafeteria/Food Service	Immediate Concern	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern
	Maintenance/Janitorial Staff	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Service Access	Easy to access	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Know where to go for help	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Available when I need them	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Service Efficacy	Provide me with the help I need	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Accurate information	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Critical to my success	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Non-Cognitive Domain

Non-cognitive outcomes capture students' affective perceptions and responses to their educational experiences. Items include: intrinsic interest, academic self-efficacy, degree utility, locus of control, action control, masculine identities, and racial/ethnic affinity.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Acceptable”** indicates that less than 20% of students from a particular ethnic group somewhat agreed or disagreed with the item, or marked ‘never’ while **“Needs Attention”** indicates that between 20-30% of students somewhat agreed or disagreed with the item, or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students somewhat agreed or disagreed with the item, or marked ‘never’.

Notable Findings:

- Men across all racial/ethnic groups demonstrated low levels of comfort asking for and following through on help.
- Men across all racial/ethnic groups demonstrated low levels of perception that studying, being on campus, and being a college student are compatible with their role as provider.
- Asian men demonstrated lower levels of perception that school is a gender-neutral domain compared to men from other racial/ethnic groups.
- African American men and women and Asian women demonstrated higher perceptions that race is important to them compared to students from other racial/ethnic groups.
- Men and women across all racial/ethnic groups and genders demonstrated low perceptions of their ability to understand difficult concepts
- Asian men, SE Asian men, and Hmong men demonstrated lower perceptions of degree utility and locus of control compared to men and women from other racial/ethnic groups.
- Men and women across all racial/ethnic groups and genders demonstrated low perceptions that they get completely absorbed in their coursework.

Community College Success Measure

Non-Cognitive Domain—Men		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Help-Seeking	Asking for help	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Needs Attention	Immediate Concern
	Accepting help	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Acceptable	Needs Attention
	Following through with offered help	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Needs Attention	Immediate Concern

Non-Cognitive Domain— Women		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Help-Seeking	Asking for help	-	-	-	-	-	-	-
	Accepting help	-	-	-	-	-	-	-
	Following through with offered help	-	-	-	-	-	-	-

Community College Success Measure

Non-Cognitive Domain—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Breadwinner Orientation	Studying for classes is compatible with role	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Going to classes is compatible with role	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Being on campus is compatible with role	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Being a college student is compatible with role	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
School as a Gender- Neutral Domain	School is structured to serve both men and women	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	School is equally important for both	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Men and women are equally capable	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Racial Affinity	Race is important to me	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Acceptable	Immediate Concern	Immediate Concern
	Proud of my heritage	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Acceptable	Needs Attention	Immediate Concern
	Essential aspect of who I am	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Acceptable	Immediate Concern	Immediate Concern
	Strong connection to my community	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern

Community College Success Measure

Non-Cognitive Domain— Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Breadwinner Orientation	Studying for classes is compatible with role	-	-	-	-	-	-	-
	Going to classes is compatible with role	-	-	-	-	-	-	-
	Being on campus is compatible with role	-	-	-	-	-	-	-
	Being a college student is compatible with role	-	-	-	-	-	-	-
School as a Gender- Neutral Domain	School is structured to serve both men and women	-	-	-	-	-	-	-
	School is equally important for both	-	-	-	-	-	-	-
	Men and women are equally capable	-	-	-	-	-	-	-
Racial Affinity	Race is important to me	Immediate Concern	Acceptable	Needs Attention	Needs Attention	Acceptable	Needs Attention	Needs Attention
	Proud of my heritage	Immediate Concern	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Essential aspect of who I am	Immediate Concern	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Strong connection to my community	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Immediate Concern

Community College Success Measure

Non-Cognitive Domain—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Action Control	Completely focused on school	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention
	Work as hard as I can	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern
	Put forth my best effort	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern
	Driven to be successful	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Acceptable	Needs Attention	Acceptable
Self-Efficacy	Ability to excel	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Acceptable	Acceptable	Acceptable
	Understand difficult concepts	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention
	Master the material in class	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Acceptable
	Confident in abilities	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Acceptable	Needs Attention	Needs Attention
Degree Utility	Personal goals	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Needs Attention	Acceptable
	Financial security	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Acceptable	Needs Attention	Acceptable
	Job opportunities	Acceptable	Needs Attention	Needs Attention	Needs Attention	Acceptable	Acceptable	Acceptable
	Better life	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable

Community College Success Measure

Non-Cognitive Domain— Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Action Control	Completely focused on school	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern
	Work as hard as I can	Needs Attention	Needs Attention	Acceptable	Needs Attention	Immediate Concern	Needs Attention	Needs Attention
	Put forth my best effort	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention
	Driven to be successful	Acceptable	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Acceptable
Self-Efficacy	Ability to excel	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable
	Understand difficult concepts	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention
	Master the material in class	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention
	Confident in abilities	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention	Acceptable
Degree Utility	Personal goals	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	Financial security	Acceptable	Needs Attention	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable
	Job opportunities	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Better life	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Non-Cognitive Domain—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Locus of Control	I will get good grades	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable
	I have full control	Acceptable	Needs Attention	Needs Attention	Needs Attention	Acceptable	Acceptable	Acceptable
	I have the power	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Acceptable	Acceptable	Acceptable
	Success in my own hands	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable
Intrinsic Interest	Enjoy learning	Acceptable	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Acceptable	Acceptable
	Class is interesting	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Acceptable	Needs Attention	Needs Attention
	Want to learn as much as I can	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Acceptable	Acceptable	Needs Attention
	Absorbed in coursework	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

Non-Cognitive Domain— Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Locus of Control	I will get good grades	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	I have full control	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable
	I have the power	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Success in my own hands	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Intrinsic Interest	Enjoy learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Class is interesting	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Needs Attention	Needs Attention
	Want to learn as much as I can	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Absorbed in coursework	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

Student Outcomes

Student Outcomes demonstrate students' levels of academic integration and engagement, including: faculty-student engagement, usage of student services, transfer readiness, and persistence.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Acceptable”** indicates that less than 20% of students from a particular ethnic group disagreed with the item or marked ‘never’ while **“Needs Attention”** indicates that between 20-30% of students disagreed with the item or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students disagreed with the item or marked ‘never’.

Notable Findings:

- Men and women across all racial/ethnic groups reported low usage of campus services.
- Men and women across all racial/ethnic groups reported low levels of engagement with faculty, particularly regarding talking about academic and non-academic matters outside of class.
- White men and women, SE Asian women, African American men, Latino women, and Multiethnic women had higher percentages of students who indicated they are on track to transfer to a four-year institution compared to Asian men and women, SE Asian men, Hmong men and women, African American women, Latino men, and Multiethnic men.
- A low percentage of men and women across all racial/ethnic groups reported they are absolutely returning to campus next semester.

Community College Success Measure

Student Outcomes—Men		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Service Use	Advising	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Needs Attention
	Career counseling	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Transfer services	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	School Library	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention
	Computer Lab	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Tutoring	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

Student Outcomes—Women		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Service Use	Advising	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention
	Career counseling	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Transfer services	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	School Library	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Needs Attention
	Computer Lab	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Tutoring	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

Community College Success Measure

Student Outcomes—Men (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Faculty Student Engagement	Talk about academic matters in class	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention
	Talk about academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Talk about non-academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Talks about course grades	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern
Outcome Measures	Transfer Readiness	Acceptable	Immediate Concern	Immediate Concern	Immediate Concern	Acceptable	Needs Attention	Needs Attention
	Anticipated Persistence	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

Student Outcomes—Women (Continued)		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Faculty Student Engagement	Talk about academic matters in class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention
	Talk about academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Talk about non-academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Talks about course grades	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Outcome Measures	Transfer Readiness	Acceptable	Needs Attention	Acceptable	Immediate Concern	Immediate Concern	Acceptable	Acceptable
	Anticipated Persistence	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

Highlights for Faculty Members

The table below summarizes findings from the CCSM that are most relevant to faculty members. The CCSM asks respondents to report their experiences with and perceptions of faculty members. Below, we summarize responses that are correlates of students’ engagement with faculty. Engagement with faculty refers to frequency of interactions with faculty in educationally meaningful ways.

Top Faculty Factors Contributing to Faculty-Student Engagement—MEN

	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Racial Bias		√√			√	√√√	
Belonging	√	√√	√			√√√	
Personal Relationships	√√√		√	√√√	√√	√√√	
Validation	√	√√√		√√√	√	√√√	
Welcomeness (inside)		√√√	√	√		√	
Welcomeness (outside)		√√	√√√	√	√√	√√√	

Note: √ Important √√ Very Important √√√ Extremely Important

Top Faculty Factors Contributing to Faculty-Student Engagement—WOMEN

	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Belonging	√√√	√√	√		√	√√√	
Validation	√√√	√√		√√√		√√√	
Welcomeness (outside)	√√√	√√√	√	√√	√	√√√	√

Note: √ Important √√ Very Important √√√ Extremely Important

Racial Bias refers to students’ perceptions of the degree to which faculty members equally appreciate and pay attention to them compared to students from other racial/ethnic groups. Racial bias was a correlate of engagement for Asian, African American, and Latino men.

Belonging refers to students’ perceptions of whether faculty members value and care about them. Perceiving that faculty members valued them was a correlate of engagement for White men and women, Asian men and women, SE Asian men and women, African American women, and Latino men and women.

Personal Relationships refers to students’ perceptions of the degree to which faculty members know them as a person and form a relationship. Personal relationships was a correlate of engagement with faculty for men and women across all racial/ethnic groups with the exception of Asian men, Multiethnic men, and SE Asian women.

Faculty Validation indicates respondents’ perceptions of the degree to which they receive positive validation from faculty. Three items in the CCSM were used to assess validation from faculty, including the number of faculty who communicate that students belong and have the ability to succeed. Faculty validation was a correlate of engagement with faculty for men and women across all racial/ethnic groups, with the exception of SE Asian men and women, African American women, and Multiethnic men and women.

Community College Success Measure

Faculty Welcomeness (Inside) reflects the degree to which students believe that faculty members welcome their engagement inside of the classroom. Faculty welcomeness inside the classroom was correlated with engagement with faculty for Asian men, SE Asian men, Hmong men, White women, and Latino men and women.

Faculty Welcomeness (Outside) reflects the degree to which students believe that faculty members welcome their engagement outside of the classroom. Items in the CCSM assessing faculty welcomeness outside the classroom include feeling welcome to say hello, talk with faculty about non-academic matters, and ask for academic support. Faculty welcomeness outside of the classroom was correlated with engagement with faculty for men and women across all racial/ethnic groups, with the exception of White men and Multiethnic men.

Highlights for Retention/Success Program Advisors

The table below summarizes findings from the CCSM that are relevant to retention/success program advisors. The CCSM asks respondents to report experiences and perceptions that are useful for informing retention activities. The table below summarizes responses that positively contribute to students' focus/effort in college. Focus/effort refers to students' directed attention to their studies, coursework, or related academic matters.

Top Retention Factors Contributing to Effort/Focus—MEN

	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Breadwinner Orientation	√√	√√√	√√	√	√√√	√√√	
Help-Seeking	√√	√√√	√	√√√	√√√	√√√	
School as a Gender Neutral Domain	√√√	√√√	√√√		√√√	√√√	
Self-efficacy	√√√	√√√	√√√	√√√	√√√	√√√	√√
Degree utility	√√√	√√√	√√√	√√√	√√√	√√√	√
Locus of Control	√√√	√√√	√√√	√√√	√√√	√√√	√√√
Intrinsic Interest	√√√	√√√	√√√	√√√	√√√	√√√	√√√
Racial Affinity		√√		√√√		√√√	√√

Note: √ Important √√ Very Important √√√ Extremely Important

Top Retention Factors Contributing to Effort/Focus—WOMEN

	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Breadwinner Orientation	-	-	-	-	-	-	-
Help-Seeking	-	-	-	-	-	-	-
School as a Gender-Neutral Domain	-	-	-	-	-	-	-
Self-efficacy	√√√	√√√	√√√	√√√	√√√	√√√	√√√
Degree utility	√√√	√√√	√√√	√√√	√√√	√√√	√√√
Locus of Control	√√√	√	√√√	√√√	√√√	√√√	√√√
Intrinsic Interest	√√√	√√√	√√√	√√√	√√√	√√√	√√√
Racial Affinity	√		√	√	√√	√√√	

Note: √ Important √√ Very Important √√√ Extremely Important

Breadwinner Orientation refers to students’ perceptions of their role as providers, and the level to which going to class, studying, and being on campus is compatible with that role. Breadwinner orientation was a correlate of focus/effort for White, Asian, SE Asian, Hmong, African American, and Latino men.

Help-Seeking Behavior refers to students’ dispositions toward seeking help from support services and faculty. Three items in the CCSM were used to assess help-seeking behaviors, including comfort asking for help, utilizing support services, and following through on help offered. Help-seeking behavior was a correlate of focus/effort for White, Asian, SE Asian, Hmong, African American, and Latino men.

School as a Gender-Neutral Domain refers to students’ perceptions regarding whether or not school and academic endeavors are equally suited for women and men. School as a gender-neutral domain was a correlate of focus/effort for White, Asian, SE Asian, African American, and Latino men.

Community College Success Measure

Self-Efficacy reflects students' confidence in completing academic coursework successfully. Four items in the CCSM were used to assess self-efficacy, including students' belief in their ability to excel in class, and understand difficult concepts. Self-efficacy was a correlate of focus/effort for men and women across all racial/ethnic groups.

Degree Utility refers to students' perceptions of the worthwhileness of their collegiate endeavors. Degree Utility was a correlate of focus/effort for men and women across all racial/ethnic groups.

Locus of Control reflects students' perceived level of control over their academic futures. Locus of control was a correlate of focus/effort for men and women across all racial/ethnic groups.

Intrinsic Interest refers to students' authentic interest in academic matters. Four items in the CCSM were used to assess intrinsic interest, including enjoyment of learning and getting totally absorbed in coursework. Authentic interest in academic matters was a correlate of focus/effort for men and women across all racial/ethnic groups.

Racial Affinity refers to students' perceived connection and positive feelings toward their racial/ethnic community. Racial affinity was a correlate of focus/effort for White women, Asian men, SE Asian women, Hmong men and women, African American women, Latino men and women, and Multiethnic men.

Highlights for Student Support Staff

The table below summarizes findings from the CCSM that are relevant to student services staff. The CCSM asks respondents to report their experiences with and perceptions of staff. Below, we summarize responses that contribute to students’ service use in college. Service use refers to students’ self- reported use of various campus services (e.g. advising, library, tutoring, etc.).

Top Student Services Factors Contributing to Service Use—MEN

	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Access to Services		√	√√	√√		√√√	
Efficacy of Services			√√	√√√		√√√	
Staff Validation			√√√	√√		√√√	
Staff Care	√√	√√		√√√	√√√	√√√	

Note: √ Important √√ Very Important √√√ Extremely Important

Top Student Services Factors Contributing to Service Use—WOMEN

	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Access to Services	√√	√√√	√		√	√√√	√
Efficacy of Services	√√√	√√√	√√		√√	√√√	√
Staff Validation					√	√√√	
Staff Care	√√√				√√√	√√√	√

Note: √ Important √√ Very Important √√√ Extremely Important

Community College Success Measure

Access to Services refers to student perceptions of having adequate access to campus services. Access to services was a correlate of students' service use for White women, Asian men and women, SE Asian men and women, Hmong men, African American women, Latino men and women, and Multiethnic women.

Efficacy of Services indicates the perceived efficacy of campus services in addressing student needs. Three items in the CCSM were used to assess service efficacy, including whether services provide needed help and accurate information. Service efficacy was a correlate of students' service use for White women, Asian women, SE Asian men and women, Hmong men, African American women, Latino men and women, and Multiethnic women.

Staff Validation indicates respondents' perceptions of the degree to which they receive positive validation from staff. Staff validation was a correlate of service use SE Asian men, Hmong men, African American women, and Latino men and women.

Staff Care reflects students' perceptions of whether school professionals in service areas (e.g. tutoring, academic advising, library) care about their success. Staff care was a correlate of service use for White men and women, Asian men, Hmong men, African American men and women, Latino men and women, and Multiethnic women.

Background Factors

Background factors refer to pre-college academic performance and demographic characteristics. Examples of background factors collected include: high school GPA, racial/ethnic identification, age, income, parents' level of education, educational aspirations, students' level of education, military affiliation, and enrollment intensity. The tables below depict response percentages by racial/ethnic group and gender.

Notable Findings

- Over 56% of men and women from each racial/ethnic group were between the ages of 18-24 years old.
- African American men were more likely to have served in the military than their peers from other racial/ethnic groups.
- Across each racial/ethnic group, women were more likely than their male peers to have a high school GPA of a 3.0 or higher.
- Between 63% and 85% of men and women from each racial/ethnic group indicated that receiving a bachelor's degree or higher was their primary degree goal.
- White men and women were more likely than students from other racial/ethnic groups to have a college GPA of a 3.0 or higher.

		Men					
Respondent Age	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Under 18				4.0%		1.4%	
18-24	64.4%	78.4%	62.1%	75.2%	61.4%	73.3%	76.0%
25-31	16.9%	15.7%	27.6%	15.8%	18.2%	15.4%	20.0%
32-38	6.8%	3.9%	3.4%	5.0%	4.5%	5.8%	
39-45	5.1%	2.0%	6.9%		9.1%	1.7%	4.0%
46-52	3.4%				2.3%	1.7%	
53-59	3.4%				4.5%	0.7%	
60 or older							

		Women					
Respondent Age	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Under 18	1.1%				2.2%	1.1%	
18-24	58.5%	56.4%	57.9%	64.5%	58.7%	69.5%	70.5%
25-31	20.2%	27.3%	15.8%	26.6%	17.4%	16.5%	18.2%
32-38	9.6%	5.5%	18.4%	8.1%	10.9%	7.7%	4.5%
39-45	4.3%	7.3%	7.9%	0.8%	8.7%	3.4%	4.5%
46-52	4.3%	1.8%			2.2%	1.1%	2.3%
53-59	1.1%	1.8%				0.6%	
60 or older	1.1%						

Community College Success Measure

		Men						
Military Affiliation		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None		91.5%	98.0%	92.9%	99.0%	81.8%	93.1%	88.0%
Veteran		8.5%	2.0%	7.1%	1.0%	13.6%	5.2%	12.0%
Active Duty						4.5%		
Reserve							1.7%	

		Women						
Military Affiliation		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None		100.0%	100.0%	97.4%	100.0%	97.8%	99.4%	97.7%
Veteran				2.6%		2.2%	0.2%	
Active Duty								
Reserve							0.4%	2.3%

		Men						
Sexual Orientation		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Heterosexual		91.5%	88.2%	82.1%	92.1%	86.0%	93.8%	88.0%
Gay/Lesbian		5.1%	3.9%	7.1%	1.0%	7.0%	3.8%	8.0%
Bisexual		1.7%		10.7%	1.0%	2.3%	2.4%	4.0%
Pansexual					1.0%			
Non-conforming		1.7%	7.8%		5.0%	4.7%		

		Women						
Sexual Orientation		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Heterosexual		88.2%	90.6%	94.7%	92.7%	88.6%	90.9%	79.5%
Gay/Lesbian		1.1%			0.8%	2.3%	2.1%	4.5%
Bisexual		6.5%	3.8%		0.8%	6.8%	4.3%	11.4%
Pansexual		2.2%					0.6%	4.5%
Non-conforming		2.2%	5.7%	5.3%	5.7%	2.3%	2.1%	

Community College Success Measure

		Men					
Annual Income	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Under \$10,000	59.3%	56.9%	37.9%	48.5%	40.9%	41.8%	52.0%
\$10,001-20,000	40.7%	11.8%	20.7%	27.7%	18.2%	16.8%	20.0%
\$20,001-30,000		11.8%	13.8%	14.9%	18.2%	18.2%	12.0%
\$30,001-40,000		3.9%	10.3%	5.9%	6.8%	9.9%	8.0%
\$40,001-50,000				2.0%	6.8%	2.7%	4.0%
\$50,001-60,000		3.9%	3.4%		6.8%	3.4%	4.0%
\$60,001-70,000		5.9%		1.0%		2.1%	
\$70,001-80,000		2.0%	6.9%			1.7%	
\$80,001-90,000		2.0%					
\$90,001-100,000		2.0%	3.4%			1.7%	
\$100,001-110,000					2.3%	0.7%	
\$110,001 or more			3.4%			1.0%	

		Women					
Annual Income	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Under \$10,000	66.0%	40.0%	36.8%	50.8%	45.7%	43.6%	43.2%
\$10,001-20,000	34.0%	20.0%	15.8%	15.3%	17.4%	21.2%	9.1%
\$20,001-30,000		7.3%	5.3%	12.9%	19.6%	12.6%	4.5%
\$30,001-40,000		3.6%	18.4%	7.3%	6.5%	10.7%	15.9%
\$40,001-50,000		9.1%	7.9%	8.1%	6.5%	3.2%	4.5%
\$50,001-60,000				1.6%	2.2%	2.4%	4.5%
\$60,001-70,000		3.6%	5.3%	4.0%		1.3%	
\$70,001-80,000		1.8%				1.1%	2.3%
\$80,001-90,000		1.8%	2.6%		2.2%	0.9%	2.3%
\$90,001-100,000		5.5%				1.1%	2.3%
\$100,001-110,000		5.5%	2.6%			0.6%	4.5%
\$110,001 or more		1.8%	5.3%			1.1%	6.8%

		Men					
High School GPA	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
0.5 to 0.9 (F to D)			3.4%			0.3%	
1.0 to 1.4 (D to C-)	1.7%			2.0%	4.5%	1.4%	4.0%
1.5 to 1.9 (C- to C)	6.8%	3.9%	6.9%	1.0%	4.5%	4.5%	4.0%
2.0 to 2.4 (C to B-)	15.3%	13.7%	20.7%	22.8%	15.9%	22.3%	24.0%
2.5 to 2.9 (B- to B)	27.1%	25.5%	3.4%	30.7%	34.1%	35.3%	36.0%
3.0 to 3.4 (B to A-)	28.8%	31.4%	41.4%	32.7%	31.8%	24.7%	20.0%
3.5 to 4.0 (A- to A)	20.3%	25.5%	24.1%	10.9%	9.1%	11.6%	12.0%

Community College Success Measure

		Women					
High School GPA	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
0.5 to 0.9 (F to D)						0.2%	
1.0 to 1.4 (D to C-)			5.3%		4.3%	1.3%	
1.5 to 1.9 (C- to C)	2.1%			2.4%	4.3%	2.8%	
2.0 to 2.4 (C to B-)	10.6%	5.5%	5.3%	18.5%	15.2%	16.9%	18.2%
2.5 to 2.9 (B- to B)	10.6%	16.4%	18.4%	22.6%	28.3%	25.9%	22.7%
3.0 to 3.4 (B to A-)	36.2%	43.6%	50.0%	34.7%	37.0%	34.0%	25.0%
3.5 to 4.0 (A- to A)	40.4%	34.5%	21.1%	21.8%	10.9%	18.8%	34.1%

		Men					
Highest Degree Completed	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high				2.0%	2.3%	1.4%	
GED	1.7%	2.0%		2.0%	4.5%	2.1%	4.0%
High school	76.3%	86.3%	89.7%	89.1%	79.5%	84.6%	84.0%
Certificate	10.2%	5.9%		3.0%	9.1%	5.8%	4.0%
Associates	3.4%	3.9%		3.0%	4.5%	4.1%	4.0%
Bachelors	8.5%	2.0%	10.3%	1.0%		2.1%	4.0%
Masters or Professional							
Doctorate							

		Women					
Highest Degree Completed	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high		1.8%			2.2%	1.3%	2.3%
GED	5.3%	3.6%			4.3%	2.3%	6.8%
High school	69.1%	56.4%	71.1%	79.0%	71.7%	76.7%	75.0%
Certificate	9.6%	7.3%	10.5%	6.5%	13.0%	8.3%	6.8%
Associates	11.7%	10.9%	13.2%	8.1%	6.5%	7.5%	4.5%
Bachelors	2.1%	18.2%	5.3%	6.5%	2.2%	3.8%	4.5%
Masters or Professional	2.1%	1.8%				0.2%	
Doctorate							

Community College Success Measure

Highest Degree Expected	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high					2.3%		
GED			6.9%	1.0%		0.3%	
High school		5.9%		2.0%		1.7%	
Certificate	1.7%	7.8%		3.0%	2.3%	1.4%	4.0%
Associates	15.3%	23.5%	20.7%	23.8%	25.0%	16.4%	8.0%
Bachelors	50.8%	35.3%	48.3%	44.6%	36.4%	52.7%	52.0%
Masters or Professional	20.3%	17.6%	24.1%	21.8%	22.7%	20.9%	36.0%
Doctorate	11.9%	9.8%		4.0%	11.4%	6.5%	

Highest Degree Expected	Women						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high							
GED				0.8%		0.2%	2.3%
High school	1.1%		2.6%	2.4%	2.2%	0.2%	
Certificate	1.1%					0.6%	
Associates	14.9%	14.5%	15.8%	16.1%	15.2%	17.3%	9.1%
Bachelors	41.5%	45.5%	52.6%	46.0%	39.1%	44.7%	43.2%
Masters or Professional	28.7%	29.1%	28.9%	28.2%	32.6%	28.4%	36.4%
Doctorate	12.8%	10.9%		6.5%	10.9%	8.6%	9.1%

Father's Highest Degree	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high	1.7%		3.4%	2.0%	13.6%	15.8%	8.0%
GED		3.9%		6.9%		4.1%	4.0%
High school	28.8%	21.6%	31.0%	11.9%	27.3%	20.5%	36.0%
Certificate	5.1%	2.0%	3.4%	7.9%	9.1%	4.8%	12.0%
Associates	11.9%	11.8%	10.3%	5.9%	6.8%	7.9%	8.0%
Bachelors	22.0%	23.5%	10.3%	6.9%	13.6%	10.6%	12.0%
Masters or Professional	10.2%	11.8%	3.4%	3.0%	4.5%	1.4%	4.0%
Doctorate	1.7%	2.0%		1.0%	6.8%	0.3%	
Unknown	18.6%	23.5%	37.9%	54.5%	18.2%	34.6%	16.0%

Community College Success Measure

Father's Highest Degree	Women						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high	8.5%	3.6%	13.2%	3.2%		19.9%	4.5%
GED	6.4%			4.8%	2.2%		4.5%
High school	27.7%	27.3%	7.9%	10.5%	32.6%	19.7%	34.1%
Certificate	12.8%	7.3%	2.6%	5.6%	15.2%	3.9%	4.5%
Associates	10.6%	12.7%	13.2%	9.7%	15.2%	6.4%	9.1%
Bachelors	16.0%	25.5%	5.3%	4.0%	10.9%	6.2%	11.4%
Masters or Professional	6.4%			2.4%	6.5%	1.9%	11.4%
Doctorate	4.3%	3.6%		0.8%	2.2%	0.4%	2.3%
Unknown	7.4%	20.0%	57.9%	58.9%	15.2%	36.1%	18.2%

Mother's Highest Degree	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high			3.4%	3.0%	6.8%	15.1%	4.0%
GED	1.7%	3.9%		3.0%	4.5%	4.1%	4.0%
High school	28.8%	35.3%	31.0%	16.8%	34.1%	22.3%	44.0%
Certificate	10.2%	3.9%	3.4%	4.0%	4.5%	7.5%	4.0%
Associates	22.0%	13.7%	10.3%	6.9%	15.9%	11.3%	16.0%
Bachelors	16.9%	21.6%	10.3%	7.9%	15.9%	7.5%	8.0%
Masters or Professional	6.8%	3.9%	3.4%	1.0%	9.1%	2.4%	
Doctorate	3.4%	2.0%	3.4%				
Unknown	10.2%	15.7%	34.5%	57.4%	9.1%	29.8%	20.0%

Mother's Highest Degree	Women						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Junior high	6.4%	7.3%	2.6%	2.4%		18.8%	4.5%
GED	3.2%	1.8%	2.6%	2.4%	6.5%	8.1%	9.1%
High school	37.2%	18.2%	15.8%	15.3%	32.6%	21.2%	22.7%
Certificate	10.6%	1.8%	5.3%	4.0%	13.0%	7.1%	9.1%
Associates	20.2%	23.6%	7.9%	5.6%	13.0%	10.5%	9.1%
Bachelors	8.5%	20.0%	7.9%	5.6%	15.2%	5.3%	18.2%
Masters or Professional	5.3%	3.6%		0.8%	4.3%	2.4%	15.9%
Doctorate		1.8%				0.6%	
Unknown	8.5%	21.8%	57.9%	63.7%	15.2%	25.9%	11.4%

Community College Success Measure

Primary educational goal	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Transfer to a four year institution	61.0%	58.8%	75.9%	69.3%	72.7%	75.7%	80.0%
Associate's degree	13.6%	17.6%	10.3%	17.8%	15.9%	12.0%	8.0%
Certificate	3.4%	5.9%		2.0%	6.8%	1.4%	4.0%
License certificate	6.8%	3.9%		5.0%		3.1%	
Personal enjoyment or enrichment	6.8%	2.0%		2.0%	2.3%	0.7%	
Update job skills		5.9%	3.4%			1.4%	4.0%
Prepare for a new career	8.5%	5.9%	10.3%	4.0%	2.3%	5.8%	4.0%

Primary educational goal	Women						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Transfer to a four year institution	68.1%	58.2%	76.3%	66.1%	63.0%	72.9%	79.5%
Associate's degree	14.9%	20.0%	13.2%	20.2%	23.9%	15.0%	4.5%
Certificate	1.1%			0.8%		0.6%	
License certificate	7.4%	12.7%	5.3%	5.6%	8.7%	6.0%	6.8%
Personal enjoyment or enrichment	1.1%	1.8%		0.8%		0.9%	
Update job skills		1.8%	5.3%		2.2%	0.2%	2.3%
Prepare for a new career	7.4%	5.5%		6.5%	2.2%	4.3%	6.8%

Enrollment Intensity	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
1-5 credits	6.8%	7.8%	3.4%	5.0%	9.1%	9.2%	4.0%
6-11 credits	28.8%	29.4%	34.5%	32.7%	20.5%	27.4%	32.0%
12-15 credits	54.2%	56.9%	51.7%	51.5%	54.5%	51.0%	48.0%
16 or more credits	10.2%	5.9%	10.3%	10.9%	15.9%	12.3%	16.0%

Enrollment Intensity	Women						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
1-5 credits	3.2%	5.5%	2.6%	9.7%	6.5%	6.8%	11.4%
6-11 credits	24.5%	34.5%	42.1%	29.8%	39.1%	33.6%	31.8%
12-15 credits	64.9%	50.9%	50.0%	51.6%	41.3%	50.6%	47.7%
16 or more credits	7.4%	9.1%	5.3%	8.9%	13.0%	9.0%	9.1%

Community College Success Measure

		Men						
College GPA		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
NO GPA			3.7%	6.7%			1.2%	13.3%
.5 to .9 (F to D-)			11.1%			3.4%		
1.0 to 1.4 (D to C-)		2.7%			5.3%		2.5%	
1.50 to 1.9 (C- to C)		2.7%	3.7%		5.3%		2.5%	
2.0 to 2.4 (C to B-)		8.1%	11.1%	6.7%	24.6%	17.2%	24.8%	13.3%
2.5 to 2.9 (B- to B)		24.3%	33.3%	33.3%	47.4%	41.4%	41.0%	20.0%
3.0 to 3.4 (B to A-)		13.5%	11.1%	6.7%	10.5%	17.2%	11.2%	26.7%
3.5 to 4.0 (A- to A)		48.6%	25.9%	46.7%	7.0%	20.7%	16.8%	26.7%

		Women						
College GPA		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
NO GPA					1.4%		1.3%	
.5 to .9 (F to D-)					1.4%	4.5%	1.0%	
1.0 to 1.4 (D to C-)					2.7%		1.3%	
1.50 to 1.9 (C- to C)				4.2%	2.7%	9.1%	2.6%	
2.0 to 2.4 (C to B-)		10.8%	7.7%	16.7%	20.3%	27.3%	16.5%	18.2%
2.5 to 2.9 (B- to B)		29.2%	34.6%	37.5%	45.9%	22.7%	44.2%	24.2%
3.0 to 3.4 (B to A-)		9.2%	15.4%	25.0%	9.5%	22.7%	12.3%	18.2%
3.5 to 4.0 (A- to A)		50.8%	42.3%	16.7%	16.2%	13.6%	21.0%	39.4%

Environmental Domain and Outcomes

Environmental domain refers to factors external to the institution that have an impact on students' success in college. Data collected includes: number of dependents supported, stressful life events, employment status, and the amount of time spent caring for others. Outcomes demonstrate students' levels of academic integration and engagement, including: time spent studying, credits earned.

Notable Findings

- SE Asian men were less likely to work off campus compared to men and women from other racial/ethnic groups.
- A higher percentage of African American men identified as varsity athletes compared to men and women from other racial/ethnic groups.
- Over 20% of men and women from each racial/ethnic group reported struggling with stable places to live. 46% of African American women, 46% of Multiethnic women, 48% of Asian men, 52% of African American men, and 52% of Hmong men reported struggling with this issue.
- 27% of Multiethnic women, 22% of Asian men, 21% of SE Asian men, 18% of Hmong men, 18% of African American men, and 15% of Hmong women reported struggling with hunger.
- Between 16% and 40% of men and women from each racial/ethnic group reported struggling with stable employment.

		Men					
Number of Dependents	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	79.7%	62.7%	62.1%	46.5%	52.3%	68.8%	72.0%
One	11.9%	17.6%	17.2%	18.8%	20.5%	13.0%	12.0%
Two	5.1%	7.8%	13.8%	20.8%	13.6%	7.9%	8.0%
Three	1.7%	2.0%	3.4%	4.0%	6.8%	4.5%	8.0%
Four	1.7%	3.9%		2.0%	4.5%	3.1%	
Five plus		5.9%	3.4%	7.9%	2.3%	2.7%	

		Women					
Number of Dependents	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	64.9%	65.5%	60.5%	48.4%	58.7%	62.6%	65.9%
One	22.3%	12.7%	10.5%	12.9%	13.0%	13.0%	15.9%
Two	10.6%	12.7%	10.5%	21.8%	8.7%	9.8%	9.1%
Three	1.1%	5.5%	7.9%	4.0%	13.0%	7.7%	4.5%
Four	1.1%	1.8%		4.8%		3.2%	
Five plus		1.8%	10.5%	8.1%	6.5%	3.8%	4.5%

Community College Success Measure

Working off Campus (hours per week)	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	33.9%	45.1%	62.1%	48.5%	36.4%	34.9%	20.0%
1-5	6.8%	7.8%	10.3%	11.9%	9.1%	7.5%	8.0%
6-10	10.2%	3.9%	3.4%	8.9%	2.3%	7.9%	8.0%
11-15	15.3%	9.8%	3.4%	10.9%	2.3%	6.8%	24.0%
16-20	6.8%	7.8%	3.4%	5.0%	13.6%	8.9%	8.0%
21-25	13.6%	13.7%	6.9%	4.0%	4.5%	5.8%	4.0%
26-30	8.5%	3.9%		4.0%	9.1%	6.5%	
31-35	1.7%			2.0%	2.3%	4.1%	4.0%
36-40	3.4%			2.0%	2.3%	7.5%	12.0%
41 or more		7.8%	10.3%	3.0%	18.2%	9.9%	12.0%

Working off Campus (hours per week)	Women						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	28.7%	49.1%	39.5%	46.0%	34.8%	35.3%	18.2%
1-5	8.5%	5.5%	13.2%	11.3%	10.9%	6.2%	4.5%
6-10	12.8%	7.3%	7.9%	4.8%	6.5%	8.3%	6.8%
11-15	10.6%	7.3%	7.9%	7.3%	8.7%	8.3%	11.4%
16-20	11.7%	10.9%	15.8%	7.3%	6.5%	11.1%	18.2%
21-25	6.4%	1.8%	10.5%	6.5%	4.3%	6.2%	20.5%
26-30	7.4%	5.5%	2.6%	4.8%	4.3%	6.0%	6.8%
31-35	5.3%	3.6%		0.8%	4.3%	4.9%	2.3%
36-40	4.3%	7.3%	2.6%	6.5%	15.2%	6.6%	4.5%
41 or more	4.3%	1.8%		4.8%	4.3%	7.1%	6.8%

Caring for others (hours per week)	Men						
	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	45.8%	29.4%	34.5%	22.8%	31.8%	34.9%	36.0%
1-5	22.0%	25.5%	27.6%	22.8%	18.2%	24.0%	32.0%
6-10	13.6%	17.6%	10.3%	20.8%	4.5%	10.3%	4.0%
11-15	10.2%	5.9%	10.3%	8.9%	11.4%	7.5%	8.0%
16-20	5.1%	11.8%	10.3%	5.9%	13.6%	7.2%	8.0%
21-25		5.9%	3.4%	5.0%	6.8%	4.5%	
26-30		2.0%	3.4%	2.0%	4.5%	2.4%	
31-35	1.7%			5.0%	2.3%	1.7%	
36-40				2.0%	4.5%	1.4%	4.0%
41 or more	1.7%	2.0%		5.0%	2.3%	6.2%	8.0%

Community College Success Measure

		Women					
Caring for others (hours per week)	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	21.3%	20.0%	31.6%	21.8%	21.7%	23.5%	25.0%
1-5	17.0%	16.4%	13.2%	25.8%	28.3%	21.8%	34.1%
6-10	17.0%	20.0%	13.2%	6.5%	8.7%	13.0%	11.4%
11-15	10.6%	14.5%	2.6%	6.5%	6.5%	9.6%	4.5%
16-20	8.5%	9.1%	5.3%	5.6%	6.5%	7.0%	
21-25	5.3%	1.8%	7.9%	4.0%	4.3%	4.7%	6.8%
26-30	2.1%	3.6%	7.9%	6.5%	4.3%	2.8%	2.3%
31-35	4.3%	1.8%	2.6%	1.6%		1.5%	
36-40	2.1%	1.8%		2.4%	4.3%	1.7%	
41 or more	11.7%	10.9%	15.8%	19.4%	15.2%	14.5%	15.9%

		Men					
Commuting (hours per week)	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	3.4%	13.7%	10.3%	19.8%	6.8%	15.1%	16.0%
1-5	61.0%	47.1%	55.2%	40.6%	59.1%	50.0%	60.0%
6-10	27.1%	21.6%	17.2%	17.8%	6.8%	19.2%	12.0%
11-15	8.5%	5.9%	10.3%	8.9%	6.8%	4.8%	
16-20		3.9%	3.4%	3.0%		3.4%	4.0%
21-25		3.9%	3.4%	2.0%	2.3%	2.1%	
26-30				1.0%	6.8%	1.4%	4.0%
31-35				1.0%	2.3%	0.3%	
36-40				1.0%	4.5%	0.3%	
41 or more		3.9%		5.0%	4.5%	3.4%	4.0%

		Women					
Commuting (hours per week)	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None	3.2%	7.3%	26.3%	20.2%	15.2%	14.8%	6.8%
1-5	55.3%	45.5%	42.1%	43.5%	45.7%	50.2%	61.4%
6-10	30.9%	32.7%	18.4%	19.4%	21.7%	21.4%	22.7%
11-15	6.4%	1.8%	5.3%	5.6%	13.0%	6.4%	4.5%
16-20	2.1%	3.6%	5.3%	1.6%	2.2%	2.3%	2.3%
21-25	1.1%			0.8%	2.2%	1.3%	
26-30	1.1%	3.6%	2.6%	4.8%		0.8%	
31-35		1.8%		1.6%		0.6%	
36-40		1.8%				0.2%	
41 or more		1.8%		2.4%		2.1%	2.3%

Community College Success Measure

		Men						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Varsity Sports	Not an athlete	91.5%	98.0%	100.0%	98.0%	86.0%	94.8%	92.0%
	Yes, I am an athlete	8.5%	2.0%		2.0%	14.0%	5.2%	8.0%

		Women						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Varsity Sports	Not an athlete	93.6%	98.1%	100.0%	99.2%	97.6%	97.2%	93.2%
	Yes, I am an athlete	6.4%	1.9%		0.8%	2.4%	2.8%	6.8%

		Men						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Studying (hours per week)	None	8.5%	15.7%	3.4%	6.9%	2.3%	8.6%	20.0%
	1-5	30.5%	27.5%	58.6%	37.6%	36.4%	40.8%	48.0%
	6-10	35.6%	23.5%	6.9%	26.7%	22.7%	25.7%	20.0%
	11-15	8.5%	13.7%	20.7%	14.9%	6.8%	11.6%	8.0%
	16-20	8.5%	3.9%	10.3%	5.0%	6.8%	6.5%	4.0%
	21-25	1.7%	5.9%		5.0%	4.5%	2.1%	
	26-30	3.4%	7.8%		2.0%	11.4%	1.7%	
	31-35	3.4%					0.7%	
	36-40				1.0%	2.3%	0.7%	
	41 or more		2.0%		1.0%	6.8%	1.7%	

		Women						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Studying (hours per week)	None	4.3%	1.8%		3.2%	21.7%	3.8%	9.1%
	1-5	31.9%	20.0%	42.1%	47.6%	37.0%	40.8%	31.8%
	6-10	23.4%	30.9%	18.4%	20.2%	21.7%	26.5%	25.0%
	11-15	17.0%	20.0%	10.5%	10.5%	13.0%	11.7%	11.4%
	16-20	13.8%	5.5%	18.4%	4.0%	2.2%	8.3%	9.1%
	21-25	1.1%	9.1%	2.6%	3.2%	2.2%	3.0%	4.5%
	26-30	5.3%	3.6%	5.3%	4.8%		1.5%	6.8%
	31-35	1.1%			1.6%		0.8%	2.3%
	36-40		3.6%		1.6%	2.2%	0.9%	
	41 or more	2.1%	5.5%	2.6%	3.2%		2.8%	

Community College Success Measure

		Men						
Credits Earned		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None yet		18.6%	27.5%	31.0%	34.7%	20.5%	23.3%	32.0%
1 to 14 credits		13.6%	11.8%	10.3%	19.8%	18.2%	16.8%	20.0%
15 to 29 credits		11.9%	21.6%	24.1%	14.9%	15.9%	24.3%	24.0%
30 to 44 credits		18.6%	9.8%	20.7%	7.9%	20.5%	13.7%	16.0%
45 to 60 credits		16.9%	13.7%	6.9%	7.9%	18.2%	12.0%	4.0%
61 credits or more		20.3%	15.7%	6.9%	14.9%	6.8%	9.9%	4.0%

		Women						
Credits Earned		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
None yet		22.3%	14.5%	23.7%	29.0%	26.1%	22.4%	22.7%
1 to 14 credits		12.8%	10.9%	15.8%	12.9%	19.6%	20.1%	9.1%
15 to 29 credits		10.6%	14.5%	13.2%	9.7%	10.9%	16.5%	20.5%
30 to 44 credits		14.9%	21.8%	13.2%	13.7%	13.0%	14.8%	15.9%
45 to 60 credits		13.8%	7.3%	13.2%	13.7%	15.2%	11.3%	11.4%
61 credits or more		25.5%	30.9%	21.1%	21.0%	15.2%	14.8%	20.5%

		Men						
Issues w/ Stable Place of Living		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		30.5%	47.1%	41.4%	52.5%	52.3%	40.4%	20.0%
No		69.5%	52.9%	58.6%	47.5%	47.7%	59.6%	80.0%
		<i>If yes, how stressful?</i>						
Not stressful		22.2%	41.7%	25.0%	28.3%	34.8%	33.1%	20.0%
Somewhat stressful		44.4%	37.5%	58.3%	62.3%	26.1%	41.5%	60.0%
Stressful		27.8%	12.5%	16.7%	7.5%	21.7%	15.3%	
Very stressful		5.6%	8.3%		1.9%	17.4%	10.2%	20.0%

		Women						
Issues w/ Stable Place of Living		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		43.6%	25.5%	31.6%	32.3%	45.7%	35.9%	45.5%
No		56.4%	74.5%	68.4%	67.7%	54.3%	64.1%	54.5%
		<i>If yes, how stressful?</i>						
Not stressful		22.0%	14.3%	41.7%	30.0%	28.6%	30.9%	10.0%
Somewhat stressful		29.3%	35.7%	33.3%	42.5%	33.3%	29.3%	30.0%
Stressful		4.9%	14.3%	16.7%	15.0%	23.8%	21.5%	20.0%
Very stressful		43.9%	35.7%	8.3%	12.5%	14.3%	18.3%	40.0%

Community College Success Measure

		Men						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Hunger	Yes	3.4%	21.6%	20.7%	17.8%	18.2%	11.0%	8.0%
	No	96.6%	78.4%	79.3%	82.2%	81.8%	89.0%	92.0%
		<i>If yes, how stressful?</i>						
	Not stressful	50.0%	36.4%	16.7%	16.7%		12.5%	
	Somewhat stressful		27.3%	33.3%	50.0%	25.0%	40.6%	50.0%
	Stressful	50.0%	27.3%	33.3%	16.7%	37.5%	21.9%	
	Very stressful		9.1%	16.7%	16.7%	37.5%	25.0%	50.0%

		Women						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Hunger	Yes	12.8%	9.1%	5.3%	14.5%	10.9%	10.3%	27.3%
	No	87.2%	90.9%	94.7%	85.5%	89.1%	89.7%	72.7%
		<i>If yes, how stressful?</i>						
	Not stressful	8.3%			5.6%		16.4%	8.3%
	Somewhat stressful	25.0%	40.0%	50.0%	38.9%	20.0%	43.6%	50.0%
	Stressful	25.0%	40.0%		33.3%	60.0%	29.1%	16.7%
	Very stressful	41.7%	20.0%	50.0%	22.2%	20.0%	10.9%	25.0%

		Men						
		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Issues w/ transportation to and from campus	Yes	23.7%	41.2%	41.4%	45.5%	47.7%	39.7%	36.0%
	No	76.3%	58.8%	58.6%	54.5%	52.3%	60.3%	64.0%
		<i>If yes, how stressful?</i>						
	Not stressful	35.7%	42.9%	16.7%	34.8%	42.9%	31.9%	11.1%
	Somewhat stressful	28.6%	42.9%	58.3%	47.8%	19.0%	43.1%	55.6%
	Stressful	14.3%	9.5%	16.7%	13.0%	19.0%	18.1%	11.1%
	Very stressful	21.4%	4.8%	8.3%	4.3%	19.0%	6.9%	22.2%

Community College Success Measure

		Women					
Issues w/ transportation to and from campus	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
	Yes	42.6%	18.2%	31.6%	33.9%	43.5%	36.3%
No	57.4%	81.8%	68.4%	66.1%	56.5%	63.7%	47.7%
		<i>If yes, how stressful?</i>					
Not stressful	25.0%	10.0%	25.0%	26.2%	35.0%	28.0%	17.4%
Somewhat stressful	25.0%	40.0%	41.7%	33.3%	30.0%	36.3%	34.8%
Stressful	27.5%	20.0%	8.3%	28.6%	5.0%	17.6%	17.4%
Very stressful	22.5%	30.0%	25.0%	11.9%	30.0%	18.1%	30.4%

		Men					
Legal Concerns	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
	Yes	1.7%	17.6%	6.9%	14.9%	15.9%	15.8%
No	98.3%	82.4%	93.1%	85.1%	84.1%	84.2%	88.0%
		<i>If yes, how stressful?</i>					
Not stressful		33.3%	50.0%	26.7%	14.3%	15.2%	
Somewhat stressful	100.0%	22.2%	50.0%	40.0%	14.3%	19.6%	33.3%
Stressful		33.3%		20.0%	42.9%	32.6%	
Very stressful		11.1%		13.3%	28.6%	32.6%	66.7%

		Women					
Legal Concerns	White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
	Yes	11.7%	5.5%		4.0%	6.5%	8.8%
No	88.3%	94.5%	100.0%	96.0%	93.5%	91.2%	90.9%
		<i>If yes, how stressful?</i>					
Not stressful	9.1%					10.6%	
Somewhat stressful	9.1%			20.0%		17.0%	
Stressful	36.4%	33.3%		20.0%	66.7%	23.4%	25.0%
Very stressful	45.5%	66.7%		60.0%	33.3%	48.9%	75.0%

Community College Success Measure

		Men						
Relationship Challenges		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		20.3%	25.5%	24.1%	26.7%	25.0%	22.6%	36.0%
No		79.7%	74.5%	75.9%	73.3%	75.0%	77.4%	64.0%
		<i>If yes, how stressful?</i>						
Not stressful		8.3%	7.7%	14.3%	11.1%	18.2%	13.6%	
Somewhat stressful		8.3%	53.8%	57.1%	25.9%		36.4%	22.2%
Stressful		25.0%	30.8%	28.6%	22.2%	45.5%	25.8%	33.3%
Very stressful		58.3%	7.7%		40.7%	36.4%	24.2%	44.4%

		Women						
Relationship Challenges		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		50.0%	25.5%	15.8%	22.6%	32.6%	28.0%	36.4%
No		50.0%	74.5%	84.2%	77.4%	67.4%	72.0%	63.6%
		<i>If yes, how stressful?</i>						
Not stressful		4.3%	7.1%				4.7%	
Somewhat stressful		23.4%	28.6%	50.0%	39.3%	20.0%	30.9%	6.3%
Stressful		21.3%	42.9%	33.3%	25.0%	20.0%	32.2%	50.0%
Very stressful		51.1%	21.4%	16.7%	35.7%	60.0%	32.2%	43.8%

		Men						
Issues w/ stable employment		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		28.8%	29.4%	31.0%	27.7%	34.1%	34.6%	16.0%
No		71.2%	70.6%	69.0%	72.3%	65.9%	65.4%	84.0%
		<i>If yes, how stressful?</i>						
Not stressful		11.8%	33.3%	11.1%	10.7%	33.3%	28.7%	25.0%
Somewhat stressful		29.4%	46.7%	55.6%	35.7%	26.7%	25.7%	25.0%
Stressful		35.3%	13.3%	22.2%	39.3%	20.0%	27.7%	25.0%
Very stressful		23.5%	6.7%	11.1%	14.3%	20.0%	17.8%	25.0%

		Women						
Issues w/ stable employment		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		38.3%	21.8%	23.7%	20.2%	39.1%	25.0%	40.9%
No		61.7%	78.2%	76.3%	79.8%	60.9%	75.0%	59.1%
		<i>If yes, how stressful?</i>						
Not stressful		16.7%		22.2%	24.0%	11.1%	25.6%	11.1%
Somewhat stressful		19.4%	33.3%	11.1%	24.0%	22.2%	24.8%	27.8%
Stressful		19.4%	16.7%	55.6%	28.0%	27.8%	21.8%	22.2%
Very stressful		44.4%	50.0%	11.1%	24.0%	38.9%	27.8%	38.9%

Community College Success Measure

		Men						
Health Concerns		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		18.6%	33.3%	34.5%	26.7%	22.7%	21.6%	4.0%
No		81.4%	66.7%	65.5%	73.3%	77.3%	78.4%	96.0%
		<i>If yes, how stressful?</i>						
Not stressful			17.6%	10.0%	14.8%	10.0%	9.5%	
Somewhat stressful		27.3%	58.8%	50.0%	22.2%	10.0%	36.5%	
Stressful		54.5%	17.6%	30.0%	33.3%	40.0%	28.6%	
Very stressful		18.2%	5.9%	10.0%	29.6%	40.0%	25.4%	100.0%

		Women						
Health Concerns		White	Asian	SE Asian (no Hmong)	Hmong	African American	Latino	Multiethnic
Yes		36.2%	25.5%	26.3%	27.4%	30.4%	25.6%	36.4%
No		63.8%	74.5%	73.7%	72.6%	69.6%	74.4%	63.6%
		<i>If yes, how stressful?</i>						
Not stressful		5.9%		10.0%	2.9%		5.1%	
Somewhat stressful		14.7%	57.1%	50.0%	32.4%	7.1%	30.9%	12.5%
Stressful		32.4%	14.3%	30.0%	26.5%	50.0%	39.7%	25.0%
Very stressful		47.1%	28.6%	10.0%	38.2%	42.9%	24.3%	62.5%