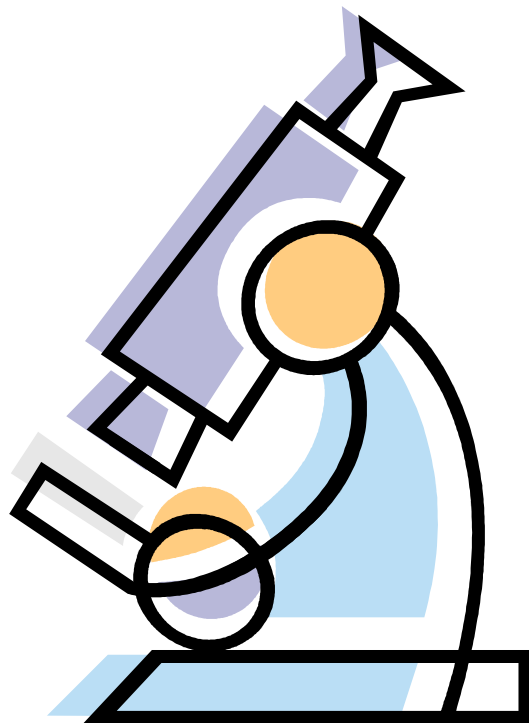


**Analysis of the Community College Survey of Student Engagement
and the Community College Faculty Survey of Student Engagement
2009**



**Modesto Junior College
Research and Planning Office
September 2009**

Executive Summary: Analysis of the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement 2009

Dr. Ken Hart, Director, and Nora Seronello, Research Analyst

Introduction

This is the second summary and report produced from the administration of the Community College Survey of Student Engagement (CCSSE) at Modesto Junior College (MJC). The CCSSE began as a project of the Community College Leadership Program at the University of Texas at Austin.¹ The CCSSE is administered to community college students nationally and includes questions that assess student behaviors and institutional practices, both of which play a vital part in student learning and success. The CCSSE contains questions that frame five benchmark areas that have been identified in research² as indicators of student engagement and satisfaction. The five benchmarks are labeled as Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Each benchmark score is calculated, using a weighted mean average, across multiple survey questions characterizing that benchmark (see Appendix A for details of the research methodology). Data in this summary and the Appendices are also reported by individual mean average scores per question and further disaggregated by demographic criteria.

In addition to administering the CCSSE at MJC in Spring 2009, the MJC Research and Planning Office coordinated the administration of the online Community College Faculty Survey of Student Engagement (CCFSSE) for the college's faculty. This addition enhances the college's ability to assess student engagement and satisfaction and institutional practices by determining whether MJC group responses are generally above or below norms in terms of the national CCSSE student group, the Hispanic Student Success Consortium (HSSC) group, the Extra Large Community Colleges (XL CCs) group, the MJC CCFSSE faculty group, the Learning Communities oversample, and the MJC student group in 2006.

The MJC Research and Planning Office, President, Vice President of Instruction, Instructional Deans, and Coordinator of MJC Learning Communities would like to thank the full-time and part-time faculty members and students who set aside valuable classroom time to help in the administration of the CCSSE in Spring 2009.

Comparisons of Overall Benchmark Scores

The conceptual framework of the Community College Survey of Student Engagement (CCSSE) involves five benchmarks that have been identified as indicators of student engagement in, and satisfaction with, their college experience. Each benchmark is comprised of a set of questions from the survey. In Spring 2009, 982 MJC students in 55 randomly selected course sections completed this survey. (For a detailed explanation of the methodology, mean averages, and benchmark score derivations, please see Appendix A.) The overall benchmark score comparisons with the different groups resulted in the following outcomes:

- *Benchmark #1: Active and Collaborative Learning* – the MJC student group benchmark score was higher than the benchmark scores of the national CCSSE group, the Hispanic Student Success Consortium (HSSC), and the Extra Large Community College group (XL CCs).

¹ CCSSE was also the original name of the organization, which recently changed its name to the Center for Community College Student Engagement. The center is still a part of the Community College Leadership Program at the university of Texas at Austin.

² See the works of Astin, Pascarella and Terenzini, Tinto, and others involving issues such as college impact, student attrition, and student retention.

- *Benchmark #2: Student Effort* – the MJC benchmark score was higher than the XL CCs group and the same as the national CCSSE group but lower than the HSSC group.
- *Benchmark #3: Academic Challenge* – the MJC benchmark score was higher than the benchmark scores of the national CCSSE group, the HSSC group, and the XL CCs group.
- *Benchmark #4: Student-Faculty Interaction* – the MJC benchmark score was lower than the benchmark scores of the national CCSSE group, the HSSC group, and the XL CCs group.
- *Benchmark #5: Support for Learners* – the MJC benchmark score was higher than the XL CCs group but lower than the national CCSSE group and the HSSC group.

(See Appendix A for detailed explanations of the methodology used by the CCSSE researchers.)

Highlights of Significant Differences Between the MJC Group and the other Groups from Questions Within Benchmarks and Outside the Benchmarks

The following highlights are taken from only those questions that indicated statistically significant differences between mean average scores of the MJC student group, compared to the national CCSSE group, Hispanic Student Success Consortium (HSSC) group and the Extra Large Community Colleges (XL CCs) group. Three questions in the Benchmarks contained significant differences in mean average responses among the groups. (CCSSE Researchers used a two-tailed t-test and effect size [$\Rightarrow 0.2$] to determine statistical significance.)

Benchmark #1 – Active and Collaborative Learning

- In response to the question regarding the student respondent working with other students on projects during class, the MJC group indicated a significantly higher average response than the national CCSSE group and the Extra Large CCs group.

Benchmark #2 – Student Effort

- In response to the question regarding the student preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program), the MJC group indicated a significantly higher average response than the HSSC group.

Benchmark #3 – Academic Challenge

- In response to the question regarding the number of papers or reports of any length that the student prepared, the MJC group indicated a significantly higher average response than the HSSC group.

Weekly Activities with Statistically Significant Different Responses

- In response to the question regarding the student having serious conversations with other students of a different race or ethnicity, the MJC group indicated a significantly higher average response than the national CCSSE group.
- In response to the question regarding the student working for pay, the MJC group indicated a significantly lower average response than the national CCSSE group, the HSSC group, and the XL CCs group.
- In response to the question regarding the student providing care for dependents living with him or her (parents, children, spouse, etc.), the MJC group indicated a significantly lower average response than the HSSC group.

Student Services (as categorized and labeled by CCSSE) with Statistically Significant Different Responses

Frequency of Use:

- **Peer or Other Tutoring** – the MJC group indicated a significantly lower average response than the HSSC group.
- **Skill Labs (writing, math, etc.)** – the MJC group indicated a significantly lower average response than the national CCSSE group and HSSC group.

Importance:

- **Career Counseling** – the MJC group indicated a significantly higher average response than the national CCSSE group.

Satisfaction:

- **Peer or Other Tutoring** – the MJC group indicated a significantly lower average response than the HSSC group.

Highlights of Community College Faculty Survey of Student Engagement (CCFSSE)

- Along with surveying MJC students, MJC Faculty were also surveyed in Spring 2009, using the Community College Faculty Survey of Student Engagement (CCFSSE). MJC Faculty Response Rate was an outstanding 45.7 percent, compared to the national CCFSSSE average response rate of 35.0 percent.
- Of the five benchmark scores for MJC, Academic Challenge had the highest mean average score. The faculty responses to the questions in this benchmark, concerning course activities (such as analyzing, synthesizing, using information to work on a new skill) were higher than student responses. Faculty responses to the question pertaining to number of papers written indicated fewer papers assigned than students indicated. Faculty responses to the question of exams, etc., challenging students to do their best were skewed toward the Extremely Challenging end of the response range while student responses were not as skewed in that direction.

Over-sample³ - Learning Communities Group

This over-sample group had several notably higher average responses to the survey questions of the benchmarks. There were also differences in high importance/high satisfaction and high importance/low satisfaction in the student services questions (see Appendix I).

Recommendations

Conversations concerning the detailed data from the CCSSE and CCFSSSE in terms of comparisons between the 2009 MJC student group and the other groups (national CCSSE, Hispanic Student Success Consortium, Extra Large Community Colleges, MJC Faculty group, Learning Communities, and the 2006 MJC student group) are recommended. The reviews of the various sets of data are needed in order to determine if any action needs to be taken to improve processes and activities related to questions in the Student-Faculty Interaction and Support for Learners benchmarks. In addition to conversations of data related to these benchmarks, conversations related to the Frequency of Use, Importance, and Satisfaction of Student and Instructional Services are recommended. These conversations need to balance reported level of frequency of use of these services with the level of importance and satisfaction.

³ Group additionally surveyed for comparison with MJC group responses. See Appendix A for further explanation.

Appendix A

Methodology and Comparisons of Overall Benchmark Scores: Explanations

Methodology

The MJC Research and Planning Office, with the assistance of the District Research and Planning Office and IT, sent a data set of approximately 1,600 sections for Spring 2009, and CCSSE researchers randomly selected 55 sections of MJC students in which to administer the CCSSE. CCSSE researchers have determined various methods of measuring survey completion rates. One is **Target Sample Size**. These 55 MJC sections represented the Target Sample Size of 1,200 students, established by CCSSE researchers as the target for MJC. A total of 982 students (which excluded incomplete surveys, students under 18, students who indicated they had taken the CCSSE in another class, and students who did not indicate enrollment status [FT/PT]), resulting in an 82 Percent of Target Rate. The national CCSSE group of 400,886 respondents had a Percent of Target Rate of 79. The other measures are Overall Survey Completion Rate, Within-class Completion Rate, and Percent of Sampled Classes. According to CCSSE researchers, “**Overall survey completion rates** consist of surveys completed divided by the number of surveys mailed [to MJC]. **Within class completion rates** are surveys completed divided by the number of students enrolled in participating classes, and the **percent of sampled classes** included participating classes divided by the total number of classes in the sample. MJC group’s overall survey completion rate was 51 percent; national CCSSE group’s rate was also 51 percent. MJC group’s within class completion rate was 60 percent; national CCSSE group’s rate was also 60 percent. MJC group’s percent of sampled classes was 82 percent; national CCSSE group’s percent was 86.

In addition to using t-tests and effect size to demonstrate the validity of a sample to its general population, another approach is comparison of student demographic characteristics (gender, ethnicity, age, and enrollment status) in order to confirm the random sample is representative of its general population. As seen on the following table, according to CCSSE researchers using data from MJC student respondents and their using MJC-reported Integrated Postsecondary Education Data System (IPEDS) data, the student demographic characteristics are representative except in two related areas: Enrollment Status (and resulting younger student age). The national community college percentage of full-time students in 2009 is 40 percent and for part-time students is 60 percent. The CCSSE group’s percentages are full-time 36 percent and part-time 64 percent. MJC’s total population percentages almost match the CCSSE groups, which is the exact opposite of the MJC respondent group’s percentages. Consequently, CCSSE researchers weighted MJC student responses to adjust this reversal.

Comparisons of Overall Benchmark Scores

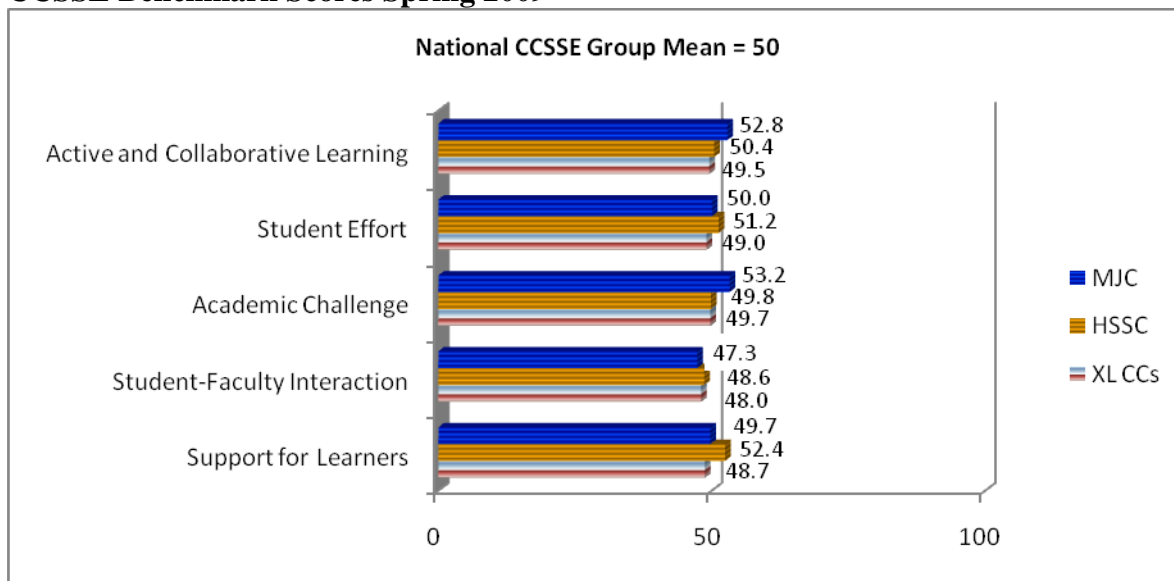
Each national benchmark score is initially re-scaled so that all questions of that benchmark are on the same scale (0 to 1). Then, the score is computed by averaging the scores of the related survey question. Lastly, the scores are standardized around the mean of the 3-year cohort so that all benchmark scores have a mean of 50 with a standard deviation of 25. Benchmark scores on the same scale allows comparisons among benchmarks and between survey groups.⁴

⁴ “2009 Institutional Report: Benchmarks of Effective Educational Practice.” For further explanations of research theory related to student engagement and the CCSSE methodologies, go to <http://www.ccsse.org/aboutsurvey/psychometrics.pdf> “Dimensions of Student Engagement in American Community College: Using the Community College Student Report in Research and Practice.”

Comparison of Student Demographics

Student Characteristics	2009 MJC CCSSE Group	2009 MJC Total Student Population	2009 National CCSSE Group	2009 CCSSE Total Student Population
Female	58%	60%	56%	58%
Male	42%	40%	44%	42%
American Indian/ Other Native American	2%	1%	1%	1%
Asian, Asian American or Pacific Islander	8%	8%	9%	6%
Black or African American, Non-Hispanic	3%	3%	14%	13%
Hispanic, Latino, Spanish	30%	26%	21%	14%
White, Non-Hispanic	45%	40%	46%	58%
Other	7%	21%	7%	6%
International Student or Foreign National	6%	0%	3%	2%
18 to 24	72%	61%	58%	59%
25 to 29	12%	12%	14%	14%
30 to 39	9%	13%	14%	14%
40 to 49	4%	9%	8%	9%
50 to 64	3%	4%	4%	4%
65 and over	0%	1%	1%	1%
Full-Time	64%	35%	36%	40%
Part-Time	36%	65%	64%	60%

Modesto Junior College and Other Groups CCSSE Benchmark Scores Spring 2009



Appendix B
Benchmark #1: Active and Collaborative Learning

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
(1) Asked questions in class or contributed to class discussions	2.76	2.83	2.85	2.91	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Made a class presentation	2.07	2.07	2.06	2.05	
(3) Worked with other students on projects during class	2.67	2.52	2.46↓*	2.47↓*	
(4) Worked with classmates outside class to prepare class assignments	2.03	1.91	1.87	1.87	
(5) Tutored or taught other students (paid or voluntary)	1.38	1.41	1.37	1.37	
(6) Participated in a community-based project as a part of a regular course	1.31	1.33	1.30	1.31	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.71	2.56	2.55	2.56	

*Statistically Significant Difference above (↑) or below (↓) the MJC Mean

[t-tests: MJC vs. comparison groups; 2-tailed p<0.001 and effect size =>.2]

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

Appendix C

Benchmark #2: Student Effort

Benchmark Questions	MJC Group Means	HSSC Group Means	CCSSE Group Means	CCSSE Group Means	Key for Means
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.46	2.50	2.45	2.47	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.71	2.71	2.72	
(3) Came to class without completing readings or assignments	1.86	1.87	1.90	1.86	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.09	2.10	2.12	2.09	1=None 2=1 to 4 books 3=5 to 10 books 4=11 to 20 books 5=>20 books
(5) [Hours in a week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program	2.08	1.84↓*	1.89	1.92	0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=>30 hours
How often you use the following services:					0=Don't Know/NA
(6) Peer or other tutoring	1.41	1.56↑*	1.46	1.46	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.55	1.82↑*	1.69	1.71↑*	2=Sometimes
(8) Computer lab	2.10	2.13	2.05	2.10	3=Often

*Statistically Significant Difference above (↑) or below (↓) the MJC Mean

[t-tests: MJC vs. comparison groups; 2-tailed p<0.001 and effect size =>.2]

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

Appendix D

Benchmark #3: Academic Challenge

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.57	2.51	2.54	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.92	2.88	2.88	2.85	1=Very little 2=Some
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.84	2.75	2.73	2.72	3=Quite a bit 4=Very Much
(4) Making judgments about the value or soundness of information, arguments, or methods	2.66	2.59	2.57	2.56	
(5) Applying theories or concepts to practical problems or in new situations	2.70	2.65	2.66	2.66	
(6) Using information you have read or heard to perform a new skill	2.88	2.79	2.75	2.76	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.88	2.8	2.83	2.86	1=None 2=1 to 4 texts 3=5 to 10 texts 4=11 to 20 texts
(8) Number of written papers or reports of any length	2.96	2.75↓*	2.81	2.83	5=>20 texts
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	5.00	4.94	4.92	4.99	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
How much does college emphasize the following: (10) Encouraging you to spend significant amounts of time studying	3.06	2.98	2.95	2.97	1=Very little 2=Some 3=Quite a bit 4=Very Much

*Statistically Significant Difference above (↑) or below (↓) the MJC Mean

[t-tests: MJC vs. comparison groups; 2-tailed p<0.001 and effect size =>.2]

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

Appendix E

Benchmark #4: Student-Faculty Interaction

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
(1) Used email to communicate with an instructor	2.42	2.52	2.58	2.59	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.38	2.47	2.47	2.52	
(3) Talked about career plans with an instructor or advisor	2.04	1.98	1.94	2.03	
(4) Discussed ideas from your readings or classes with instructors outside class	1.70	1.73	1.70	1.74	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.65	2.57	2.62	2.66	
(6) Worked with instructors on activities other than coursework	1.39	1.43	1.38	1.41	

*Statistically Significant Difference above (↑) or below (↓) the MJC Mean

[t-tests: MJC vs. comparison groups; 2-tailed $p < 0.001$ and effect size $\Rightarrow .2$]

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

Appendix F

Benchmark #5: Support for Learners

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
How much does college emphasize the following:					1=Very little 2=Some 3=Quite a bit 4=Very Much
(1) Providing the support you need to help you succeed at this college	2.97	3.01	2.93	2.97	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.63	2.54	2.49	
(3) Helping you cope with your non-academic responsibilities (work, family)	1.91	2.07	1.91	1.94	
(4) Providing the support you need to thrive socially	2.16	2.27	2.11	2.14	
(5) Providing the financial support you need to afford your education	2.33	2.41	2.32	2.43	
How often you use the following services:					0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Academic advising/planning	1.73	1.73	1.71	1.76	
(7) Career counseling	1.54	1.51	1.45	1.43	

*Statistically Significant Difference above (↑) or below (↓) the MJC Mean

[t-tests: MJC vs. comparison groups; 2-tailed p<0.001 and effect size =>.2]

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

Appendix G

Educational and Personal Development

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
(1) Acquiring a broad general education	3.02	3.01	2.95	2.95	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.55	2.52	2.46	2.58	
(3) Writing clearly and effectively	2.79	2.77	2.69	2.70	
(4) Speaking clearly and effectively	2.65	2.73	2.61	2.61	
(5) Thinking critically and analytically	2.95	2.94	2.86	2.89	
(6) Solving numerical problems	2.47	2.66	2.58	2.60	
(7) Using computing/information technology	2.62	2.78	2.67	2.73	
(8) Working effectively with others	2.76	2.82	2.69	2.73	
(9) Learning effectively on your own	2.89	2.96	2.88	2.91	
(10) Understanding yourself	2.66	2.75	2.60	2.60	
(11) Understanding people of other racial and ethnic backgrounds	2.47	2.56	2.42	2.37	
(12) Developing a personal code of values and ethics	2.42	2.51	2.35	2.36	
(13) Contributing to the welfare of your community	2.01	2.08	1.97	2.01	
(14) Developing clearer career goals	2.77	2.75	2.62	2.67	
(15) Gaining information about career opportunities	2.62	2.63	2.49	2.55	

*Statistically Significant Difference above (↑) or below (↓) the MJC Mean

[t-tests: MJC vs. comparison groups; 2-tailed $p < 0.001$ and effect size $\Rightarrow .2$]

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

Appendix H

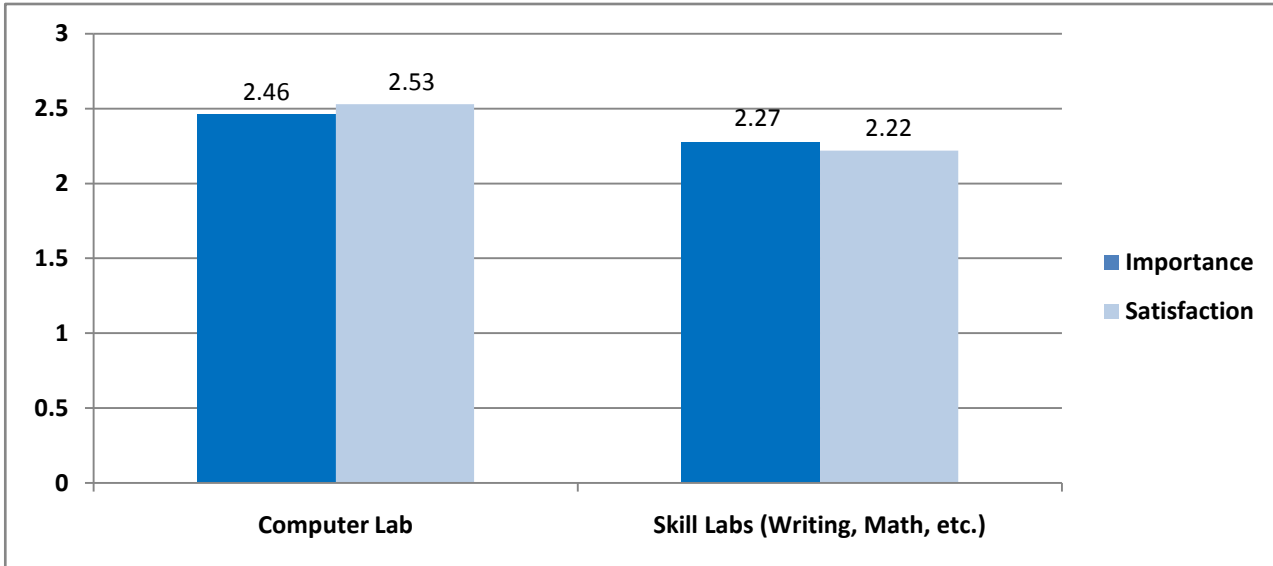
Student Services: Frequency of Use, Importance, and Satisfaction

Frequency of Use	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
Academic advising/planning	1.73	1.73	1.71	1.76	0=Don't know/NA
Career counseling	1.54	1.51	1.45	1.43	1=Rarely/never
Job placement assistance	1.23	1.25	1.22	1.24	2=Sometimes
Peer or other tutoring	1.41	1.56 ↑	1.46	1.46	3=Often
Skill labs (Writing, math, etc.)	1.55	1.82 ↑	1.69	1.46	
Child care	1.14	1.18	1.14	1.18	
Financial aid advising	1.67	1.81	1.73	1.81	
Computer lab	2.10	2.13	2.05	2.10	
Student organizations	1.31	1.39	1.31	1.35	
Transfer credit assistance	1.50	1.52	1.52	1.54	
Services to students with disabilities	1.21	1.30	1.27	1.29	
Importance	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
Academic advising/planning	2.58	2.56	2.51	2.52	1=Not at all
Career counseling	2.46	2.44	2.33	2.29 ↓	2=Somewhat
Job placement assistance	2.02	2.07	2.02	2.04	3=Very
Peer or other tutoring	2.12	2.23	2.11	2.10	
Skill labs (Writing, math, etc.)	2.27	2.32	2.21	2.19	
Child care	1.75	1.78	1.71	1.73	
Financial aid advising	2.40	2.42	2.34	2.40	
Computer lab	2.46	2.49	2.41	2.44	
Student organizations	1.82	1.90	1.83	1.83	
Transfer credit assistance	2.25	2.27	2.27	2.24	
Services to students with disabilities	1.99	2.07	2.02	2.03	
Satisfaction	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
Academic advising/planning	2.22	2.17	2.15	2.23	0=NA
Career counseling	2.15	2.08	2.04	2.06	1=Not at all
Job placement assistance	1.85	1.83	1.78	1.83	2=Somewhat
Peer or other tutoring	2.07	2.21 ↑	2.14	2.16	3=Very
Skill labs (Writing, math, etc.)	2.22	2.33	2.26	2.26	
Child care	1.81	1.78	1.73	1.77	
Financial aid advising	2.17	2.16	2.11	2.20	
Computer lab	2.53	2.52	2.47	2.49	
Student organizations	2.01	1.98	1.93	1.98	
Transfer credit assistance	2.09	2.03	2.05	2.07	
Services to students with disabilities	1.96	2.01	1.98	2.02	

(MJC n=982; HSSC n=14,092; XL CCs n=63,470; CCSSE n=400,886)

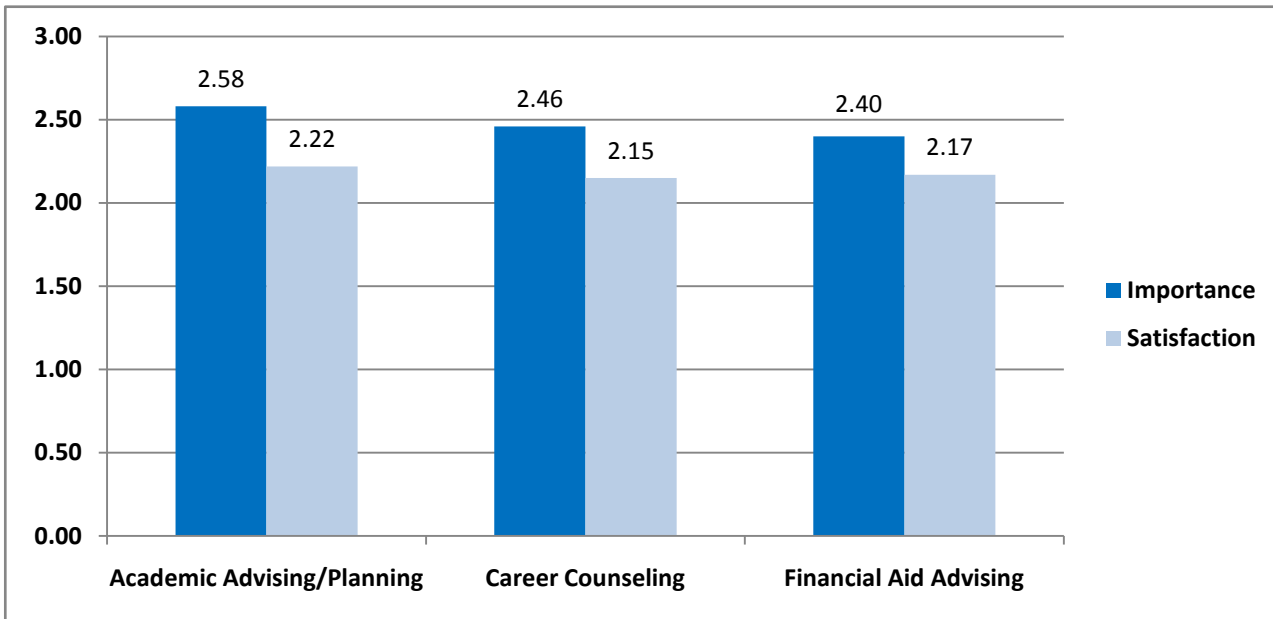
Appendix H

Student Services: Quadrant Analysis: Smallest Gaps and Largest Gaps



High Importance/High Satisfaction - Smallest Gaps			
Student Service Area	Means* Importance	Means* Satisfaction	Gap
Computer Lab	2.46	2.53	-0.07
Skill Labs (Writing, Math, etc.)	2.27	2.22	0.05

*Scale: 1=Not at all/2=Somewhat/3=Very



High Importance/Low Satisfaction - Largest Gaps			
Student Service Area	Means* Importance	Means* Satisfaction	Gap
Academic Advising/Planning	2.58	2.22	0.36
Career Counseling	2.46	2.15	0.31
Financial Aid Advising	2.40	2.17	0.23

*Scale: 1=Not at all/2=Somewhat/3=Very

Appendix I
Learning Communities Group and MJC Group Responses

Benchmark Category and Questions	MJC Group Means	LC Group Means	Key for Means
Benchmark #1: Active and Collaborative Learning			
(1) Asked questions in class or contributed to class discussion	2.76	2.77	1=Never
(2) Made a class presentation	2.07	1.92	2=Sometimes
(3) Worked with other students on projects during class	2.67	3.10	3=Often
(4) Worked with classmates outside class to prepare class assignments	2.03	2.14	4=Very Often
(5) Tutored or taught other students (paid or voluntary)	1.38	1.33	
(6) Participated in a community-based project as part of a regular course	1.31	1.45	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers, etc.)	2.71	2.72	

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
Benchmark #2: Student Effort			
(1) Prepared two or more drafts of a paper or assignment before turning it in	2.46	3.11	1=Never
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.94	2=Sometimes
(3) Came to class without completing readings or assignments	1.86	1.86	3=Often
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.09	1.88	4=Very Often
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	2.08	2.19	1=None
			2=1 to 4 books
			3=5 to 10 books
			4=11 to 20 books
			0=None
			1=1-5 hours
			2=6-10 hours
			3=11-20 hours
			4=21-30 hours
			5=>30 hours
How often you use the following services:			0=Don't Know/NA
(6) Peer or other tutoring	1.41	1.18	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.55	1.38	2=Sometimes
(8) Computer lab	2.10	1.86	3=Often

Appendix I
Learning Communities Group and MJC Group Responses

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
Benchmark #3: Academic Challenge			
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.73	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.92	2.84	1=Very little 2=Some 3=Quite a bit 4=Very Much
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.84	3.00	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.66	2.75	
(5) Applying theories or concepts to practical problems or in new situations	2.70	2.80	
(6) Using information you have read or heard to perform a new skill	2.88	2.93	
(7) Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.88	3.26	1=None 2=1 to 4 texts, etc. 3=5 to 10 texts, etc. 4=11 to 20 texts, etc. 5=>20 texts, etc.
(8) Number of written papers or reports of any length	2.96	3.60	(same scale as in 7)
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	5.00	4.97	Range from 1-7, with ends described as 1=Extremely Easy 7=Extremely Challenging
How much does college emphasize the following: (10) Encouraging you to spend significant amounts of time studying	3.06	3.29	1=Very little 2=Some 3=Quite a bit 4=Very Much

Appendix I
Learning Communities Group and MJC Group Responses

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
Benchmark #4: Student-Faculty Interaction			
(1) Used email to communicate with an instructor	2.42	2.24	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.38	2.40	
(3) Talked about career plans with an instructor or advisor	2.04	2.00	
(4) Discussed ideas from your readings or classes with instructors outside class	1.70	1.66	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.65	2.96	
(6) Worked with instructors on activities other than coursework	1.39	1.33	

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
Benchmark #5: Support for Learners			
How much does college emphasize the following:			
(1) Providing the support you need to help you succeed at this college	2.97	3.15	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.75	
(3) Helping you cope with your non-academic responsibilities (work, family, etc)	1.91	2.24	
(4) Providing the support you need to thrive socially	2.16	2.55	
(5) Providing the financial support you need to afford your education	2.33	2.56	
How often you use the following services:			
(6) Academic advising/planning	1.73	1.53	0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(7) Career counseling	1.54	1.35	

Appendix I
Learning Communities Group and MJC Group Responses

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	MJC Group Means	LC Group Means	Key for Means
(1) Acquiring a broad general education	3.02	3.21	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.55	2.43	
(3) Writing clearly and effectively	2.79	3.35	
(4) Speaking clearly and effectively	2.65	2.96	
(5) Thinking critically and analytically	2.95	3.17	
(6) Solving numerical problems	2.47	2.22	
(7) Using computing/information technology	2.62	2.74	
(8) Working effectively with others	2.76	3.20	
(9) Learning effectively on your own	2.89	3.03	
(10) Understanding yourself	2.66	2.96	
(11) Understanding people of other racial and ethnic backgrounds	2.47	2.81	
(12) Developing a personal code of values and ethics	2.42	2.60	
(13) Contributing to the welfare of your community	2.01	1.99	
(14) Developing clearer career goals	2.77	2.95	
(15) Gaining information about career opportunities	2.62	2.71	

Appendix J
2006 MJC Group and 2009 MJC Group Responses

Benchmark Category and Questions	2006 MJC Group Means	2009 MJC Group Means	Key for Means
Benchmark #1: Active and Collaborative Learning			
(1) Asked questions in class or contributed to class discussions	2.72	2.76	1=Never
(2) Made a class presentation	2.06	2.07	2=Sometimes
(3) Worked with other students on projects during class	2.51	2.67	3=Often
(4) Worked with classmates outside class to prepare class assignments	1.89	2.03	4=Very Often
(5) Tutored or taught other students (paid or voluntary)	1.37	1.38	
(6) Participated in a community-based project as part of a regular course	1.31	1.31	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers, etc.)	2.59	2.71	

Benchmark Category & Questions	2006 MJC Group Means	2009 MJC Group Means	Key for Means
Benchmark #2: Student Effort			
(1) Prepared two or more drafts of a paper or assignment before turning it in	2.42	2.46	1=Never
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.73	2.82	2=Sometimes 3=Often 4=Very Often
(3) Came to class without completing readings or assignments	1.96	1.86	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.06	2.09	1=None 2=1 to 4 books 3=5 to 10 books 4=11 to 20 books 5=>20 books
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.97	2.08	0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=>30 hours
How often you use the following services:			
(6) Peer or other tutoring	1.41	1.41	0=Don't Know/NA 1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.66	1.55	2=Sometimes
(8) Computer lab	2.04	2.10	3=Often

Appendix J
2006 MJC Group and 2009 MJC Group Responses

Benchmark Category & Questions	2006 MJC Group Means	2009 MJC Group Means	Key for Means
Benchmark #3: Academic Challenge			
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.55	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.75	2.92	1=Very little 2=Some 3=Quite a bit 4=Very Much
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.68	2.84	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.59	2.66	
(5) Applying theories or concepts to practical problems or in new situations	2.57	2.70	
(6) Using information you have read or heard to perform a new skill	2.70	2.88	
(7) Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.96	2.88	1=None 2=1 to 4 texts, etc. 3=5 to 10 texts, etc. 4=11 to 20 texts, etc. 5=>20 texts, etc.
(8) Number of written papers or reports of any length	3.18	2.96	(same scale as in 7)
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.93	5.00	Range from 1-7, with ends described as 1=Extremely Easy 7=Extremely Challenging
How much does college emphasize the following: (10) Encouraging you to spend significant amounts of time studying	2.98	3.06	1=Very little 2=Some 3=Quite a bit 4=Very Much

Appendix J
2006 MJC Group and 2009 MJC Group Responses

Benchmark Category & Questions	2006 MJC Group Means	2009 MJC Group Means	Key for Means
Benchmark #4: Student-Faculty Interaction			
(1) Used email to communicate with an instructor	2.27	2.42	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.42	2.38	
(3) Talked about career plans with an instructor or advisor	2.00	2.04	
(4) Discussed ideas from your readings or classes with instructors outside class	1.62	1.70	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.60	2.65	
(6) Worked with instructors on activities other than coursework	1.37	1.39	

Benchmark Category & Questions	2006 MJC Group Means	2009 MJC Group Means	Key for Means
Benchmark #5: Support for Learners			
How much does college emphasize the following:			
(1) Providing the support you need to help you succeed at this college	2.84	2.97	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.49	
(3) Helping you cope with your non-academic responsibilities (work, family, etc)	1.89	1.91	
(4) Providing the support you need to thrive socially	2.11	2.16	
(5) Providing the financial support you need to afford your education	2.35	2.33	
How often you use the following services:			
(6) Academic advising/planning	1.76	1.73	0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(7) Career counseling	1.55	1.54	

Appendix J
2006 MJC Group and 2009 MJC Group Responses

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	2006 MJC Group Means	2009 MJC Group Means	Key for Means
(1) Acquiring a broad general education	2.97	3.02	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.47	2.55	
(3) Writing clearly and effectively	2.72	2.79	
(4) Speaking clearly and effectively	2.69	2.65	
(5) Thinking critically and analytically	2.86	2.95	
(6) Solving numerical problems	2.44	2.47	
(7) Using computing/information technology	2.58	2.62	
(8) Working effectively with others	2.67	2.76	
(9) Learning effectively on your own	2.79	2.89	
(10) Understanding yourself	2.58	2.66	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.47	
(12) Developing a personal code of values and ethics	2.33	2.42	
(13) Contributing to the welfare of your community	2.00	2.01	
(14) Developing clearer career goals	2.63	2.77	
(15) Gaining information about career opportunities	2.48	2.62	

Appendix J
2006 MJC Group and 2009 MJC Group Responses

Frequency of use	2006 MJC Means	2009 MJC Means	Key for Means
Academic advising/planning	1.76	1.73	0=Don't know/NA 1=Rarely/never 2=Sometimes 3=Often
Career counseling	1.55	1.54	
Job placement assistance	1.25	1.23	
Peer and other tutoring	1.41	1.41	
Skill labs (writing, math, etc.)	1.66	1.55	
Child care	1.18	1.14	
Financial aid advising	1.70	1.67	
Computer lab	2.04	2.10	
Student organizations	1.35	1.31	
Transfer credit assistance	1.53	1.50	
Services to students with disabilities	1.39	1.21	

Importance	2006 MJC Means	2009 MJC Means	Key for Means
Academic advising/planning	2.56	2.58	1=Not at all 2=Somewhat 3=Very
Career counseling	2.45	2.46	
Job placement assistance	2.02	2.02	
Peer and other tutoring	2.07	2.12	
Skill labs (writing, math, etc.)	2.25	2.27	
Child care	1.78	1.75	
Financial aid advising	2.42	2.40	
Computer lab	2.47	2.46	
Student organizations	1.91	1.82	
Transfer credit assistance	2.25	2.25	
Services to students with disabilities	2.06	1.99	

Satisfaction	2006 MJC Means	2009 MJC Means	Key for Means
Academic advising/planning	2.17	2.22	0=NA 1=Not at all 2=Somewhat 3=Very
Career counseling	2.12	2.15	
Job placement assistance	1.80	1.85	
Peer and other tutoring	2.03	2.07	
Skill labs (writing, math, etc.)	2.20	2.22	
Child care	1.83	1.81	
Financial aid advising	2.16	2.17	
Computer lab	2.47	2.53	
Student organizations	1.94	2.01	
Transfer credit assistance	2.02	2.09	
Services to students with disabilities	2.02	1.96	

Appendix J
2006 MJC Group and 2009 MJC Group Responses

2009 MJC Group

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.46	2.53	-0.07
Skill Labs (Writing, Math, etc.)	2.27	2.22	0.05

*Scale: 1=Not at all/2=Somewhat/3=Very

2006 MJC Group

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.46	2.47	-0.01
Skill Labs (Writing, Math, etc.)	2.25	2.20	0.05

*Scale: 1=Not at all/2=Somewhat/3=Very

2009 MJC Group

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.58	2.22	0.36
Career Counseling	2.46	2.15	0.31
Financial Aid Advising	2.40	2.17	0.23

*Scale: 1=Not at all/2=Somewhat/3=Very

2006 MJC Group

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.56	2.17	0.39
Career Counseling	2.45	2.12	0.33
Financial Aid Advising	2.42	2.16	0.26

*Scale: 1=Not at all/2=Somewhat/3=Very

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Benchmark #1: Active and Collaborative Learning		PT Faculty	FT Faculty	All Faculty	Students		
		Percent	Percent	Percent	Percent		
Questions from Faculty Perspective							
		How often do students in your selected course section ask questions in class or contribute to class discussions	Don't Know	0%	0%	0%	
		Never	0%	0%	0%	4%	
		Sometimes	21%	11%	16%	41%	
		Often	25%	25%	25%	30%	
Very Often	54%	63%	59%	25%			
How often do students in your selected course section make a class presentation		Don't Know	0%	0%	0%		
		Never	29%	38%	33%	29%	
		Sometimes	46%	39%	42%	41%	
		Often	12%	11%	11%	23%	
		Very Often	13%	13%	13%	6%	
How often do students in your selected course section work with other students on projects during class		Don't Know	1%	0%	0%		
		Never	10%	11%	10%	9%	
		Sometimes	37%	28%	32%	36%	
		Often	22%	23%	22%	36%	
		Very Often	30%	39%	35%	20%	
How often do students in your selected course section work with classmates outside of class to prepare class assignments		Don't Know	13%	13%	13%		
		Never	14%	5%	9%	33%	
		Sometimes	44%	44%	44%	39%	
		Often	24%	22%	23%	20%	
		Very Often	6%	16%	11%	8%	
How often do students in your selected course section tutor or teach other students (paid or voluntary)		Don't Know	39%	22%	30%		
		Never	19%	16%	18%	74%	
		Sometimes	29%	39%	34%	18%	
		Often	10%	16%	13%	5%	
		Very Often	3%	7%	5%	3%	
How often do students in your selected course section participate in a community-based project as a part of a regular course		Don't Know	36%	19%	27%		
		Never	45%	48%	47%	76%	
		Sometimes	14%	21%	18%	18%	
		Often	5%	7%	6%	4%	
		Very Often	1%	6%	3%	2%	
How often do students in your selected course section discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)		Don't Know	33%	24%	28%		
		Never	3%	2%	3%	10%	
		Sometimes	32%	33%	33%	34%	
		Often	25%	28%	27%	32%	
		Very Often	7%	12%	10%	24%	

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Benchmark #2: Student Effort		PT Faculty	FT Faculty	All Faculty	Students
Questions from Faculty Perspective		Percent	Percent	Percent	Percent
How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in	Don't Know	16%	5%	10%	
	Never	37%	36%	37%	20%
	Sometimes	23%	31%	28%	32%
	Often	12%	21%	17%	30%
	Very Often	12%	7%	9%	18%
How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources	Don't Know	2%	1%	1%	
	Never	17%	17%	17%	8%
	Sometimes	23%	20%	21%	26%
	Often	35%	24%	29%	42%
	Very Often	23%	39%	31%	24%
How often do students in your selected course section come to class without completing readings or assignments	Don't Know	7%	4%	6%	
	Never	6%	4%	5%	31%
	Sometimes	52%	62%	57%	56%
	Often	22%	17%	19%	8%
	Very Often	13%	13%	13%	4%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)	None	1%	1%	1%	1%
	1 to 5 hrs.	36%	28%	32%	36%
	6 to 10 hrs.	41%	46%	44%	32%
	11 to 20 hrs.	20%	19%	19%	20%
	21 to 30 hrs.	2%	5%	4%	8%
	More than 30	0%	1%	0%	3%
How often do you refer students to peer or other tutoring (Students = how often do you use tutoring)	Don't Know/NA	5%	2%	3%	28%
	Rarely/Never	16%	13%	14%	48%
	Sometimes	47%	38%	42%	18%
	Often	32%	48%	41%	6%
How often do you refer students to skill labs (writing, math, etc.) (Students = how often do you use skill labs)	Don't Know/NA	5%	3%	4%	20%
	Rarely/Never	20%	16%	18%	47%
	Sometimes	37%	39%	38%	22%
	Often	38%	42%	40%	11%
How often do you refer students to computer labs (Students = how often do you use computer labs)	Don't Know/NA	9%	3%	6%	12%
	Rarely/Never	27%	15%	20%	23%
	Sometimes	30%	38%	34%	32%
	Often	34%	44%	40%	32%

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Benchmark #3: Academic Challenge		PT Faculty	FT Faculty	All Faculty	Students	
		Percent	Percent	Percent	Percent	
Questions from Faculty Perspective	How often do students in your selected course section work harder than they thought they could to meet your standards or expectations	Don't Know	10%	7%	9%	0%
		Never	2%	1%	1%	11%
		Sometimes	29%	19%	24%	40%
		Often	40%	46%	43%	34%
		Very Often	19%	27%	23%	15%
During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory	Very Little	3%	6%	4%	4%	
	Some	23%	12%	17%	26%	
	Quite a bit	40%	34%	37%	43%	
	Very Much	34%	48%	41%	27%	
During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways	Very Little	5%	2%	3%	4%	
	Some	27%	9%	17%	31%	
	Quite a bit	25%	38%	32%	40%	
	Very Much	44%	50%	47%	25%	
During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods	Very Little	9%	7%	8%	12%	
	Some	24%	21%	22%	31%	
	Quite a bit	33%	27%	30%	35%	
	Very Much	34%	45%	40%	22%	
During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations	Very Little	12%	5%	8%	7%	
	Some	22%	15%	18%	36%	
	Quite a bit	29%	36%	33%	37%	
	Very Much	36%	44%	41%	20%	
During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill	Very Little	12%	4%	8%	7%	
	Some	23%	19%	21%	26%	
	Quite a bit	23%	33%	28%	40%	
	Very Much	42%	44%	43%	28%	
In your selected course section, what is the number of assigned textbooks, manuals, books, or book-length packs of course readings that your students read	None	12%	7%	9%	2%	
	1	49%	38%	43%	42%	
	2-3	29%	38%	34%	32%	
	4-6	4%	12%	8%	14%	
	More than 6	7%	5%	6%	10%	
In your selected course section, what is the number of written papers or reports of any length that your students write	None	24%	17%	20%	6%	
	1	13%	12%	13%	32%	
	2 to 3	16%	25%	21%	31%	
	4 to 6	20%	19%	19%	19%	
	More than 6	27%	27%	27%	11%	

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Benchmark #3: Academic Challenge (continued)		PT Faculty	FT Faculty	All Faculty	Students
Questions from Faculty Perspective		Percent	Percent	Percent	Percent
Select the circle that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	1%	1%	1%	1%
	(2)	1%	0%	0%	2%
	(3)	5%	1%	3%	6%
	(4)	13%	10%	11%	23%
	(5)	28%	31%	30%	35%
	(6)	43%	45%	44%	24%
	Extremely Challenging (7)	8%	13%	11%	10%
How much does this college emphasize encouraging students to spend significant amounts of time studying	Very Little	1%	5%	3%	4%
	Some	26%	28%	27%	20%
	Quite a bit	52%	43%	47%	42%
	Very Much	21%	24%	23%	34%

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Benchmark #4: Student-Faculty Interaction		PT Faculty	FT Faculty	All Faculty	Students
		Percent	Percent	Percent	Percent
Questions from Faculty Perspective How often do students in your selected course section use e-mail to communicate with you	Don't Know	0%	1%	0%	
	Never	3%	2%	2%	19%
	Sometimes	37%	34%	35%	38%
	Often	32%	33%	32%	25%
	Very Often	28%	31%	30%	18%
How often do students in your selected course section discuss grades or assignments with you	Don't Know	0%	0%	0%	
	Never	1%	0%	0%	13%
	Sometimes	27%	33%	30%	46%
	Often	45%	38%	41%	31%
	Very Often	28%	28%	28%	10%
How often do students in your selected course section talk about career plans with you	Don't Know	0%	0%	0%	
	Never	6%	5%	5%	31%
	Sometimes	62%	45%	53%	42%
	Often	22%	34%	29%	19%
	Very Often	10%	16%	13%	7%
How often do students in your selected course section discuss ideas from their readings or classes with you outside of class	Don't Know	1%	0%	0%	
	Never	12%	9%	10%	50%
	Sometimes	61%	46%	53%	35%
	Often	16%	33%	25%	12%
	Very Often	10%	11%	11%	4%
How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance	Don't Know	0%	0%	0%	
	Never	0%	1%	0%	9%
	Sometimes	6%	9%	8%	34%
	Often	42%	40%	41%	38%
	Very Often	51%	50%	51%	18%
How often do students in your selected course section work with you on activities other than coursework	Don't Know	2%	1%	1%	
	Never	51%	30%	40%	72%
	Sometimes	37%	48%	43%	19%
	Often	8%	14%	11%	6%
	Very Often	2%	7%	4%	2%

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Benchmark #5: Support for Learners		PT Faculty	FT Faculty	All Faculty	Students
Questions from Faculty Perspective		Percent	Percent	Percent	Percent
How much does this college emphasize providing students the support they need to help them to succeed at this college	Very Little	0%	2%	1%	5%
	Some	16%	18%	17%	23%
	Quite a bit	36%	38%	37%	44%
	Very Much	49%	43%	45%	29%
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	5%	5%	5%	18%
	Some	21%	30%	26%	34%
	Quite a bit	30%	36%	33%	29%
	Very Much	44%	29%	36%	19%
How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)	Very Little	8%	7%	7%	43%
	Some	33%	46%	40%	32%
	Quite a bit	36%	33%	34%	16%
	Very Much	23%	14%	18%	9%
How much does this college emphasize providing students the support they need to thrive socially	Very Little	7%	11%	9%	26%
	Some	43%	53%	48%	43%
	Quite a bit	31%	25%	28%	20%
	Very Much	19%	11%	15%	11%
How much does this college emphasize providing the financial support students need to afford their education	Very Little	1%	2%	1%	31%
	Some	25%	27%	26%	24%
	Quite a bit	39%	50%	45%	24%
	Very Much	35%	21%	27%	20%
How often do you refer students to academic advising/planning (Students = how often do you use academic advising/planning)	Don't Know/NA	5%	1%	3%	8%
	Rarely or Never	27%	18%	22%	40%
	Sometimes	43%	42%	42%	39%
	Often	26%	39%	33%	14%
How often do you refer students to career counseling (Students = how often do you use career counseling)	Don't Know/NA	7%	2%	4%	15%
	Rarely or Never	35%	31%	33%	49%
	Sometimes	42%	43%	42%	26%
	Often	16%	25%	21%	10%

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Educational and Personal Development

To what extent do students' experiences "in your selected course section" (Students="at this college") contribute to their knowledge, skills, and personal development in		PT Faculty Percent	FT Faculty Percent	All Faculty Percent	Students Percent
Acquiring a broad general education	None	0%	0%	0%	
	Very Little	2%	8%	5%	4%
	Some	22%	17%	19%	22%
	Quite a bit	40%	36%	38%	41%
	Very Much	36%	39%	37%	33%
Acquiring job or work-related knowledge and skills	None	0%	0%	0%	
	Very Little	8%	5%	6%	20%
	Some	20%	21%	21%	28%
	Quite a bit	40%	32%	36%	30%
	Very Much	32%	42%	37%	23%
Writing clearly and effectively	None	8%	3%	5%	
	Very Little	10%	10%	10%	8%
	Some	29%	31%	30%	28%
	Quite a bit	30%	30%	30%	42%
	Very Much	24%	26%	25%	23%
Speaking clearly and effectively	None	5%	4%	4%	
	Very Little	6%	14%	10%	12%
	Some	32%	31%	32%	32%
	Quite a bit	42%	29%	35%	36%
	Very Much	15%	21%	18%	20%
Thinking critically and analytically	None	0%	0%	0%	
	Very Little	3%	2%	2%	6%
	Some	11%	9%	10%	22%
	Quite a bit	40%	31%	35%	42%
	Very Much	46%	58%	52%	30%
Solving numerical problems	None	39%	31%	35%	
	Very Little	20%	25%	23%	21%
	Some	21%	15%	18%	31%
	Quite a bit	9%	13%	11%	29%
	Very Much	11%	15%	13%	20%
Using computing/information technology	None	12%	8%	10%	
	Very Little	12%	14%	13%	16%
	Some	38%	24%	31%	30%
	Quite a bit	24%	32%	28%	31%
	Very Much	13%	22%	18%	23%
Working effectively with others	None	2%	2%	2%	
	Very Little	5%	7%	6%	7%
	Some	26%	25%	25%	31%
	Quite a bit	30%	28%	29%	40%
	Very Much	37%	39%	38%	21%

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

Appendix K

Comparison of Faculty Responses and 2009 MJC Group Responses

Educational and Personal Development (continued)

To what extent do students' experiences "in your selected course section" (Students="at this college") contribute to their knowledge, skills, and personal development in		PT Faculty Percent	FT Faculty Percent	All Faculty Percent	Students Percent
Learning effectively on your own	None	0%	0%	0%	
	Very Little	0%	2%	1%	5%
	Some	19%	12%	15%	26%
	Quite a bit	46%	43%	44%	42%
	Very Much	35%	44%	40%	26%
Understanding yourself	None	0%	2%	1%	
	Very Little	8%	8%	8%	14%
	Some	28%	32%	30%	27%
	Quite a bit	40%	25%	32%	37%
	Very Much	24%	33%	29%	22%
Understanding people of other racial and ethnic backgrounds	None	3%	12%	8%	
	Very Little	12%	9%	10%	18%
	Some	27%	33%	30%	35%
	Quite a bit	33%	26%	29%	30%
	Very Much	26%	21%	23%	18%
Developing a personal code of values and ethics	None	0%	8%	4%	
	Very Little	8%	9%	9%	23%
	Some	30%	26%	28%	30%
	Quite a bit	35%	30%	32%	29%
	Very Much	27%	26%	26%	18%
Contributing to the welfare of your community	None	4%	13%	9%	
	Very Little	15%	19%	17%	38%
	Some	41%	28%	34%	32%
	Quite a bit	22%	22%	22%	20%
	Very Much	17%	18%	18%	10%
Developing clearer career goals	None	2%	2%	2%	
	Very Little	12%	13%	13%	11%
	Some	34%	34%	34%	27%
	Quite a bit	33%	28%	30%	35%
	Very Much	18%	24%	21%	26%
Gaining information about career opportunities	None	8%	8%	8%	
	Very Little	16%	21%	19%	15%
	Some	29%	26%	27%	31%
	Quite a bit	31%	28%	29%	32%
	Very Much	16%	18%	17%	22%

(All Faculty N=233, PT Faculty N=110, FT Faculty N=123, All MJC Students=982)

GLOSSARY OF TERMS USED

The vast majority of terms used throughout this report are in general use in Education. The acronyms and key phrases frequently used throughout this text are listed below with a brief definition for the convenience of the reader.

NOTE: As the CCSSE organization indicated in its data summaries and national, as well as institutional, reports, data that are repeated in two groups being compared results in statistically *invalid* comparisons. In other words, data have been pulled from one main group to compare the remaining data to another sub-group. One example is the Hispanic Student Success Consortium (HSSC), in which 18 institutions belong. MJC is one of these 18 institutions. The HSSC Group represents a grand total of 14,092 student responses. However, for a comparison of the MJC Group responses (982) to the HSSC Group responses (13,110), the responses of the MJC Group were subtracted from the HSSC Group for a fair comparison between the two. Another example is the CCSSE Group – it actually represents a total of 663 institutions (a grand total of 400,886 students), but the MJC Group responses are pulled *from it* to best compare *to it*.

Benchmark – in CCSSE, a grouping of questions that comprise a significant indicator of student engagement

CCSSE – Community College Survey of Student Engagement, a tool that collects data related to activities defined as “student engagement,” including frequencies of service use and ranking of student-perceived levels of importance and satisfaction

CCFSSE – Community College Faculty Survey of Student Engagement, the faculty version of the CCSSE from the faculty’s perspective

HSSC Group – 14,092 student respondents from the 18 colleges that form the Hispanic Student Success Consortium (see **NOTE** above)

XLCCs Group – 63,470 student respondents from the 58 colleges that comprise the “Extra Large Community Colleges” (15,000+ credit students), of which MJC is one

LC Group – MJC Learning Community students over-sampled in MJC’s CCSSE administration (see **NOTE** above)

MJC Group – A total of 982 student respondents from Modesto Junior College in spring 2009 (see **NOTE** above)

CCSSE Group – National group of over 400,000 student respondents from 663 two-year colleges in 48 states and British Columbia, Nova Scotia, Ontario, and the Marshall Islands in spring 2009 (see **NOTE** above)

Over-sample – in stratified sampling, an extra group of respondents used to compare with a primary group of respondents to avoid an under-representation of a particular group