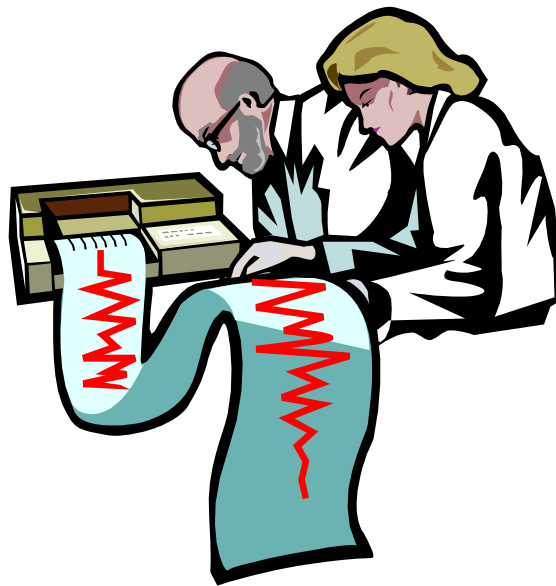


**Analysis of the  
Community College Survey of Student Engagement  
(CCSSE)  
Administered Spring 2006**



**Modesto Junior College  
Research and Planning Office  
August 2007**

# Analysis of Community College Survey of Student Engagement Administered Spring 2006

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## **Analysis of the Community College Survey of Student Engagement Administered Spring 2006 at Modesto Junior College**

**(Dr. Ken Hart, MJC Research Analyst; Diana Sunday, Research Consultant)**

### **INTRODUCTION**

This is the first summary and report produced from the administration of the Community College Survey of Student Engagement (CCSSE) at Modesto Junior College (MJC). The CCSSE survey is administered to community college students nationwide and asks questions that assess institutional practices and student behaviors as correlated to student learning and student retention. The CCSSE's raw survey data are aggregated into scores for the five areas of quality indicators of student engagement in educational activities. These five "benchmark" areas have been identified through years of educational research and are entitled: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-faculty Interaction, and Support for Learners<sup>1</sup>. Each "benchmark" score is a result of a weighted mean average calculation across multiple survey questions (see Appendix A). Data are also reported by individual mean scores per benchmark area, per question and further disaggregated by demographic criteria.

From the MJC CCSSE student surveys, and as returned to MJC from the Community College Leadership Program at The University of Texas at Austin,<sup>2</sup> data were summarized and provided for comparison purposes for each of the benchmarks and for both groups, the national CCSSE and the Hispanic Serving Institutions/Hispanic Association of Colleges and Universities (HSI/HACU) cohorts (see Appendix A). *By comparing these data, MJC can readily assess whether it is generally performing above or below norms in terms of national and HSI groups.* Furthermore, as MJC plans to administer the survey in subsequent years, these data may be valuable in measuring the effect of activities taken to improve or enhance student engagement.

The MJC Research and Planning Office, the Director of MJC's Learning Communities and Center for Learning Assistance, and the Vice President of Instruction would like to recognize and thank the full-time and part-time faculty members who set aside valuable classroom instruction time in order to assist and conduct the CCSSE in Spring 2006.

### **COMPARISONS OF OVERALL BENCHMARK SCORES**

The following are overall calculated scores per benchmark area collected from the Spring 2006 CCSSE survey and 897 MJC student respondents in 90 randomly selected course sections. For a full explanation of the methodology, of mean averages and benchmark score comparisons (see Appendix A).

The overall benchmark score comparisons by areas are:

- **Benchmark #1, Active and Collaborative Learning** – the MJC cohort's overall benchmark score was higher than the National CCSSE cohort's and lower than the HSI/HACU cohort's (see Appendix B).
- **Benchmark #2, Student Effort** – the MJC Cohort's overall benchmark score was lower than the National CCSSE and the HSI/HACU cohorts' (see Appendix C).

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<sup>1</sup> "Act on Fact: Using Data to Improve Student Success," p. 4.

<sup>2</sup> CCSSE is led and staffed by a [team](#) headquartered in the Community College Leadership Program at The University of Texas at Austin. In addition, there are two national advisory groups. The National Advisory Board is chaired by Peter Ewell, vice president at the National Center for Higher Education Management Systems. <http://www.ccsse.org/aboutccsse/aboutccsse.cfm> (August 6, 2007).

- Benchmark #3 Academic Challenge – the MJC Cohort’s overall benchmark score was higher than the National CCSSE and the HSI/HACU cohorts’ (see Appendix D).
- Benchmark #4 Student-Faculty Interaction – the MJC Cohort’s overall benchmark score was lower than the National CCSSE and the HSI/HACU cohorts’ (see Appendix E).
- Benchmark #5 Support for Learners – the MJC Cohort’s overall benchmark score was higher than the National CCSSE cohort’s and lower than the HSI/HACU cohort’s (see Appendix F).

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

## **IMPLICATIONS**

The survey results of Spring 2006 will primarily serve as the foundation, or baseline, data used in comparing the future MJC 2008 and 2010 CCSSE survey results. However, these data indicate that the college may wish to discuss strategies to address areas the College determines noteworthy or significant. Particular attention may be drawn to Benchmark #2 (Student Effort) and Benchmark #4 (Student-Faculty Interaction) that were lower than the national average. The College may also find some benefit in utilizing the results of the survey to validate its efforts for continuous improvement as faculty, staff, administrators, and students review and assess their activities including the results of this CCSSE survey.

Another implication as a result of the College’s participation in collecting the CCSSE will involve the broader discussion among the current California CCSSE users, the Research and Planning Group for California Community Colleges, and the California Community College Chancellor’s Office. If the survey were to be adopted by the entire state, as well as the CCFSSE (Community College Faculty Survey of Student Engagement), support for, and greater availability to, robust data sets may enhance future comparative analyses as well as enrich the College’s baseline planning information and evaluation processes.

## **RECOMMENDATIONS**

RECOMMENDATION #1: Under the leadership of the President and Vice President for Student Services, identify the appropriate MJC committees or task forces to review and evaluate the results of the CCSSE and how they might be utilized to evaluate trends or changes for future survey results expected in 2008 and 2010. And if appropriate, recommend any actions the college might identify or undertake in order to address the areas of concern applicable to student learning, student engagement and student services planning.

RECOMMENDATION #2: Under the leadership of the President, Vice President for Instruction, and Academic Senate, review and evaluate the results of CCSSE in terms of how the findings from the survey might contribute to the evaluation process and institutional effectiveness including strategic planning, accountability reporting an special projects. Any resulting recommendations or plans for action, including measurable outcomes for objectives should be carefully considered to ensure they are aligned with the College mission as reviewed by, and approved through college governance and oversight committees.

## **HIGHLIGHTS OF SIGNIFICANT DIFFERENCES BETWEEN GROUPS FROM SELECTED QUESTIONS FROM WITHIN EACH BENCHMARK INCLUDING ADDITIONAL CATEGORIES**

The following are taken from only those questions that returned **statistically significant correlations** as evidenced by a statistically verifiable difference between the mean scores of the MJC student respondent cohort compared to the National CCSSE Cohort. A qualified Hispanic Serving Institution (HSI), MJC is also compared to this second CCSSE subgroup, the national HSI/HACU Cohort, and noted where significant differences are found.

### **Statistically significant mean average responses of the MJC Cohort**

#### **Benchmark #1 – Active and Collaborative Learning**

- In response to the question about students asking questions in class and/or contributing to class discussion, the MJC Cohort indicated a **lower** average response than the National CCSSE Cohort and HSI/HACU Cohort.
- Both Full-time and Part-time enrollment status groups indicated a **lower** average response to the question about asking questions in class/contributing less to class discussion than the corresponding National CCSSE Cohorts and HSI/HACU Cohorts (see Appendix B).

#### **Benchmark #2 – Student Effort**

- The Full-time enrollment status group indicated a **higher** average response to the question about the number of hours per week spent preparing for class than the corresponding Full-time groups of the National CCSSE Cohort and the HSI/HACU Cohort.
- The Full-time enrollment status group indicated a **lower** average response than the other two cohorts to questions about using Peer/other tutoring and using Skill labs (see Appendix C).

#### **Benchmark #3 – Academic Challenge**

- The MJC Cohort indicated a **higher** average response to the question about the number of written papers of any length than the National CCSSE Cohort and the HSI/HACU Cohort.
- The Full-time and Part-time enrollment status groups indicated **higher** average responses to the question about the number of written papers of any length than the corresponding groups of the National CCSSE Cohort and HSI/HACU Cohort (see Appendix D).

#### **Benchmark #5 – Support for Learners**

- The Full-time enrollment status group indicated a **lower** average response to the question about the college emphasizing helping students to cope with their non-academic responsibilities (work, family, etc.) than the corresponding Full-time groups of the National CCSSE Cohort and the HSI/HACU Cohort.

#### **Additional Category #7 – Student Services (as categorized and labeled by CCSSE)**

*The questions in this category are ranked by the respondents in three ways:  
Frequency of Use, Importance, and Satisfaction.*

- The MJC Cohort indicated a **lower** average response to the question about the Frequency of Use of Financial aid advising than the National CCSSE Cohort and HSI/HACU Cohort.
- The MJC Cohort indicated a **higher** average response to the question about the Importance of Career counseling than the National CCSSE Cohort and the HSI/HACU Cohort (see Appendices A & H).

## HIGHLIGHTS OF SELECTED QUESTIONS WITHIN EACH BENCHMARK AND ADDITIONAL CATEGORIES AND OVERSAMPLES

### Mean average responses of MJC Cohort that were NOT statistically significant by Benchmark Area

#### **Benchmark #4 – Student-Faculty Interaction**

- The Female gender group indicated higher average responses to most questions in this benchmark than the Male group.
- The Full-time enrollment status group indicated higher average responses to all questions in this benchmark than the Part-time group (see Appendix E).

## HIGHLIGHTS OF SELECTED QUESTIONS IN ADDITIONAL CATEGORIES WITH OVER-SAMPLE COMPARISONS OF LEARNING COMMUNITIES (LCs) AND CENTERS FOR LEARNING ASSISTANCE (CLAs)

#### **Additional Category #6 – Educational and Personal Growth**

- The Full-time enrollment status group indicated higher average responses to all questions in this category than the Part-time group (see Appendix G).

#### **Additional Category #7 – Student Services (as categorized and labeled by CCSSE)**

Analyzing these eleven service areas by (High and Low) Importance and Satisfaction results in a quadrant involving the following sectors: High Importance/High Satisfaction, High Importance/Low Satisfaction, Low Importance/High Satisfaction, and Low Importance/Low Satisfaction.

Because the first two sectors of the quadrant indicate High Importance by the students, they are important in identifying the service areas that students feel are working well for them (High Satisfaction) and those service areas that are not (Low Satisfaction).

- The MJC Cohort indicated two instructional service areas having high importance and high satisfaction with the smallest gap between the two average means: Computer lab and Skill labs (Writing, Math, etc.).
- The MJC Cohort indicated four student service areas having high importance and low satisfaction with the largest gap between the average means: Academic advising/planning, Career counseling, Financial aid advising, and Transfer credit assistance.
- Analyzing the MJC Cohort by GENDER, ETHNICITY, and ENROLLMENT STATUS indicates slight differences in the selection of these student services areas (see Appendices A & H).

#### **(8) Over-sample<sup>3</sup> – Learning Communities**

- This over-sample group generally indicated much higher average responses in most benchmark and additional category questions. There were also differences in the high importance/high satisfaction and high importance/low satisfaction in the service areas (see Appendix I).

#### **(9) Over-sample<sup>3</sup> – Centers for Learning Assistance**

- This over-sample group generally followed the pattern of responses of the MJC Cohort with some exceptions. There were also slight differences in the high importance/high satisfaction and high importance/low satisfaction in the service areas (see Appendix J).

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<sup>3</sup> Groups additionally surveyed for comparison with MJC Cohort responses. See Appendix A for further explanation.

**Appendices**  
**for**  
**Analysis of the Community College Survey of Student Engagement**  
**Administered Spring 2006**

**Modesto Junior College**  
**Research and Planning Office**  
August 2007

## Appendix A

### Methodology and Overall Comparisons: Explanations

#### METHODOLOGY

CCSSE research staff received a data set of approximately 1,700 sections for spring 2006 and randomly selected approximately 90 sections of MJC students that were administered the survey. These sections represented approximately 5 percent of all MJC classes. Responders represented 86 percent of all sampled classes surveyed with an overall response rate of 42 percent for MJC students, ten percent lower than the average of 52 percent for the entire 2006 National CCSSE Cohort.

Student demographic characteristics (gender, ethnicity, age, and enrollment status) from survey respondents of the **MJC Cohort**, general **MJC Student Population**, the **National CCSSE Cohort**, and the participating **CCSSE Colleges' Student Population** were compared. The demographics of the representative random sample of MJC student survey respondents were representative, with one exception—student enrollment status for the part-time was lower than expected. Nationally, approximately two-thirds of all community college students, including those attending MJC, attend on a part-time basis, while one-third attend as full-time students. According to a national 2006 CCSSE report, this inverse representation of enrollment status was a national phenomenon for all cohorts surveyed and that completed the CCSSE. Responses were thus weighted by CCSSE researchers to reflect this reversal.

**The five benchmark categories of student engagement and institutional practices are:** #1: *Active and Collaborative Learning*; #2: *Student Effort*; #3: *Academic Challenge*; #4: *Student-Faculty Interaction*; and #5: *Support for Learners*. These five benchmark categories “have been shown through research to be important in high-quality educational practice. Through examining empirical results of factor analytic models and with input from its Technical Advisory Panel, CCSSE groups survey items related to each of these areas.”<sup>4</sup> Additional data were collected, analyzed, and are presented below in two additional categories: #6: *students' assessment of their “Educational and Personal Growth”* as a result of attending college, and #7: *the frequency of use, importance, and satisfaction with “Student Services.”* (CCSSE categories and labeling.) At MJC, these areas were sub-divided into “instructional service areas” and “student services areas.” MJC also opted to survey students who participated in the MJC Learning Communities (LC) and/or Centers for Learning Assistance (CLA) with the goal of learning more about these particular students' perceptions and habits as compared to other non-participating MJC student respondents (the “over-sampled cohorts”). Note: The **CCSSE survey does not group the questions according to benchmark areas**. Summarization requires manually combining responses into the five “benchmark” categories.

#### COMPARISONS OF OVERALL BENCHMARK SCORES

As indicated, the five “benchmarks” were analyzed by the cohorts described above. Findings were reported primarily by means (averages) and analyzed for statistical significance against comparison group(s). However, to compare the scores by benchmark areas one to another, and the MJC Cohort to the two other cohorts, “the survey items associated with each benchmark are first rescaled so that all items were on a like scale (0 to 1).” The benchmark scores are then averaged by scores related to each survey item (inclusive of the weighted scores by full- and part-time attendance status), and then standardized around the mean of the three-year cohort so that all responses have a mean of 50 with a standard deviation of 25. Benchmark scores are then averaged across all the scores for the associated items.<sup>5</sup>

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<sup>4</sup> “2006 Institutional Report: Benchmark of Effective Educational Practice,” 3.

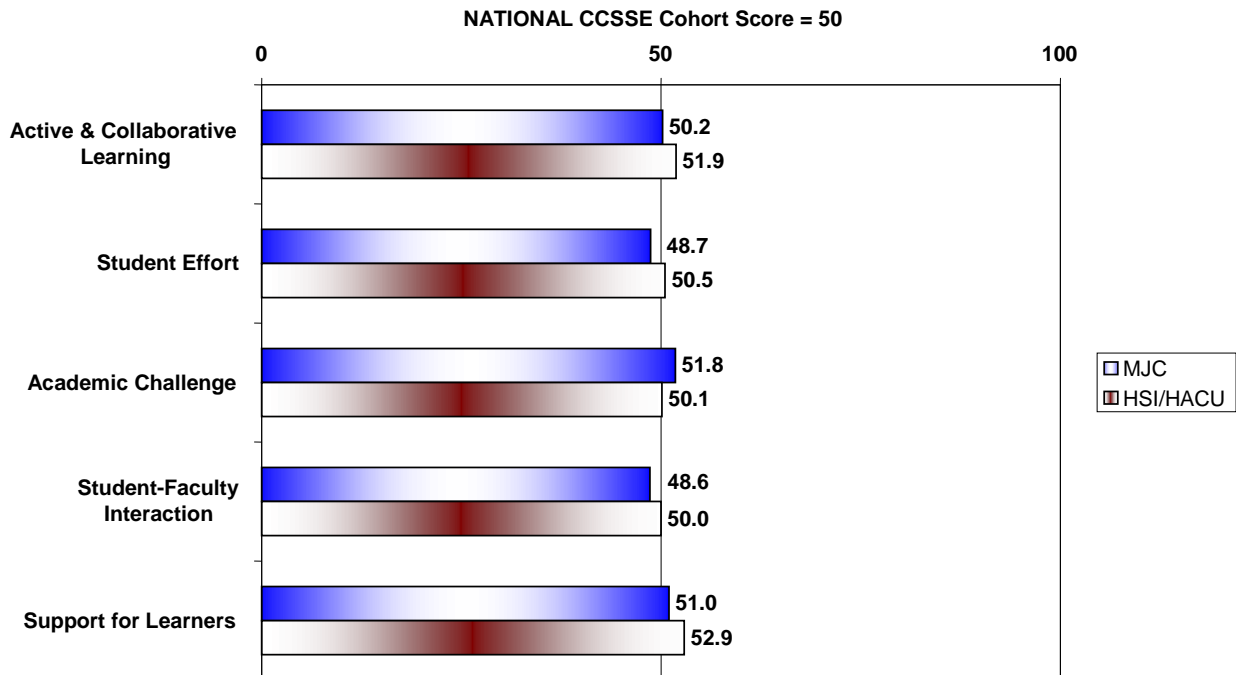
<sup>5</sup> Ibid. For further explanations of CCSSE sampling and analysis methodologies, visit “Dimensions of Student Engagement in American Community Colleges: Using the Community College Student Report in Research and Practice” at <http://www.ccsse.org/aboutsurvey/psychometrics.pdf>.

## Appendix A Methodology and Overall Comparisons: Explanations

**Comparison of Student Demographics**

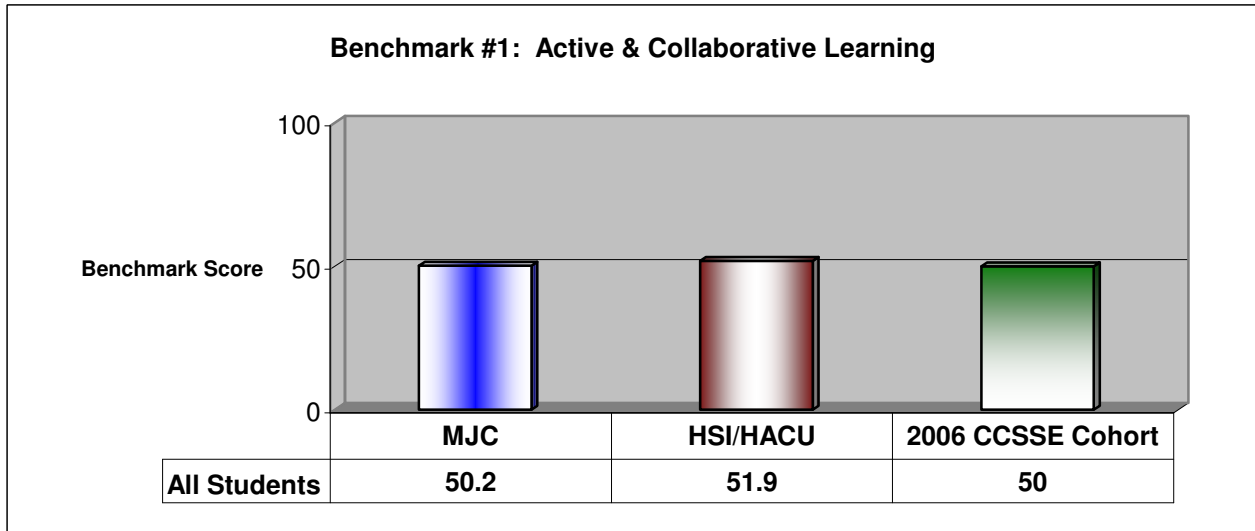
STUDENT CHARACTERISTICS	MJC CCSSE Cohort	Entire MJC Student Population	National CCSSE Cohort	Entire CCSSE Colleges' Student Pop.
<b>AGE</b>				
18-24 years	72%	63%	65%	55%
25-39 years	21%	23%	24%	30%
40+ years	7%	14%	11%	15%
<b>GENDER</b>				
Female	65%	60%	60%	59%
Male	35%	40%	40%	41%
<b>ETHNICITY</b>				
African American	3%	3%	14%	11%
Asian American/ Pacific Islander	11%	9%	5%	3%
Caucasian	45%	48%	61%	65%
Hispanic	30%	28%	13%	9%
Native American	2%	1%	1%	2%
Other/Undeclared	9%	11%	6%	10%
<b>ENROLLMENT</b>				
Part-time	34%	63%	31%	61%
Full-Time	66%	37%	69%	39%

### Modesto Junior College CCSSE Benchmark Scores Spring 2006



## Appendix B

### Benchmark #1: Active and Collaborative Learning



#### Benchmark #1: Active and Collaborative Learning

ALL Students	ALL MJC Means	HSI HACU Means	CCSSE Cohort Means	Key for Means
<b>Individual Benchmark Questions</b>				
(1) <i>Asked questions in class or contributed to class discussions</i>	2.72	2.85	2.90*	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Made a class presentation	2.06	2.14	2.02	
(3) Worked with other students on projects during class	2.51	2.50	2.45	
(4) Worked with classmates outside class to prepare class assignments	1.89	1.92	1.84	
(5) Tutored or taught other students (paid or voluntary)	1.37	1.43	1.37	
(6) Participated in a community-based project as part of a regular course	1.31	1.34	1.28	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.59	2.55	2.55	

\* Statistically Significant Difference between Comparative Means

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

## Appendix B

### Benchmark #1: Active and Collaborative Learning

**Benchmark #1: Active and Collaborative Learning**

GENDER	MJC Means	Female Means	Male Means	Key for Means
Individual Benchmark Questions				
(1) Asked questions in class or contributed to class discussions	2.72	2.74	2.67	1=Never
(2) Made a class presentation	2.06	2.09	2.03	2=Sometimes
(3) Worked with other students on projects during class	2.51	2.48	2.55	3=Often
(4) Worked with classmates outside class to prepare class assignments	1.89	1.87	1.91	4=Very Often
(5) Tutored or taught other students (paid or voluntary)	1.37	1.37	1.38	
(6) Participated in a community-based project as part of a regular course	1.31	1.35	1.24	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.59	2.71	2.36	

**Benchmark #1: Active and Collaborative Learning**

ETHNICITY	African-Amer. Means	Asian-Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Individual Benchmark Questions						
(1) Asked questions in class or contributed to class discussions	2.84	2.44	2.76	2.62	2.92	3.02
(2) Made a class presentation	2.04	2.04	2.03	2.13	2.56	2.08
(3) Worked with other students on projects during class	2.32	2.45	2.50	2.56	2.58	2.36
(4) Worked with classmates outside class to prepare class assignments	1.71	1.91	1.86	1.87	1.87	2.00
(5) Tutored or taught other students (paid or voluntary)	1.43	1.45	1.35	1.34	1.44	1.48
(6) Participated in a community-based project as part of a regular course	1.12	1.37	1.36	1.22	1.12	1.42
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.72	2.45	2.59	2.63	2.42	2.59

## Appendix B

### Benchmark #1: Active and Collaborative Learning

**Benchmark #1: Active and Collaborative Learning**

Enrollment Status: FULL-TIME Students	ALL MJC Means	HSI HACU Means	CCSSE Cohort Means	Key for Means
Individual Benchmark Questions				
(1) <i>Asked questions in class or contributed to class discussions</i>	<b>2.76</b>	<b>2.91</b>	<b>2.94*</b>	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Made a class presentation	2.29	2.36	2.23	
(3) Worked with other students on projects during class	2.55	2.62	2.57	
(4) Worked with classmates outside class to prepare class assignments	1.98	2.10	2.01	
(5) Tutored or taught other students (paid or voluntary)	1.48	1.53	1.46	
(6) Participated in a community-based project as part of a regular course	1.38	1.43	1.37	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.66	2.63	2.61	

*\* Statistically Significant Difference between Comparative Means*

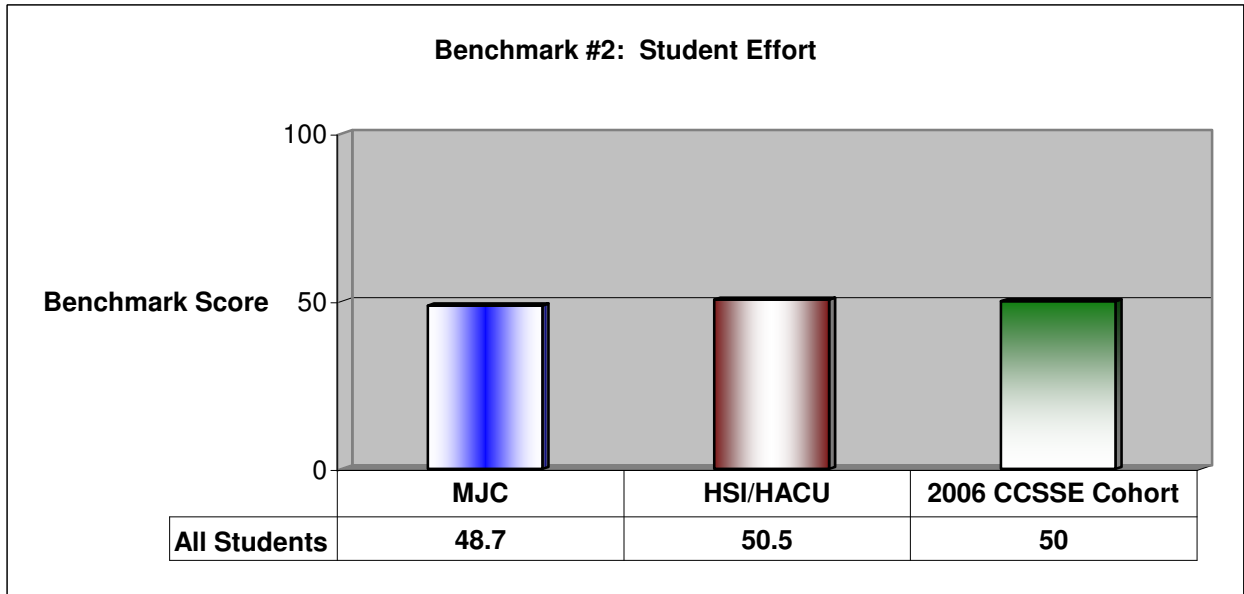
**Benchmark #1: Active and Collaborative Learning**

Enrollment Status: PART-TIME Students	ALL MJC Means	HSI HACU Means	CCSSE Cohort Means
Individual Benchmark Questions			
(1) <i>Asked questions in class or contributed to class discussions</i>	<b>2.69</b>	<b>2.83</b>	<b>2.88*</b>
(2) Made a class presentation	1.92	2.01	1.89
(3) Worked with other students on projects during class	2.48	2.43	2.37
(4) Worked with classmates outside class to prepare class assignments	1.83	1.81	1.72
(5) Tutored or taught other students (paid or voluntary)	1.30	1.37	1.30
(6) Participated in a community-based project as part of a regular course	1.27	1.28	1.22
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.54	2.50	2.51

*\* Statistically Significant Difference between Comparative Means*

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

## Appendix C Benchmark #2: Student Effort



### Benchmark #2: Student Effort

<b>ALL Students</b>	<b>MJC</b>	<b>HSI/ HACU</b>	<b>CCSSE Cohort</b>	<b>Key for Means</b>
<b>Individual Benchmark Questions</b>	<b>Means</b>	<b>Means</b>	<b>Means</b>	
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.42	2.51	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	2.73	2.69	2.68	
(3) Came to class without completing readings or assignments	1.96	1.91	1.89	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.06	2.08	2.08	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.97	1.80	1.88	0=None 1=1-5 2=6-10 3=11-20 4=21-30 5=>30
<b>How often you use the following services:</b>				0=Don't Know/NA
(6) Peer or other tutoring	1.41	1.53	1.45	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.66	1.77	1.71	2=Sometimes
(8) Computer lab	2.04	2.14	2.09	3=Often

## Appendix C

### Benchmark #2: Student Effort

GENDER	MJC Means	Female Means	Male Means	Key for Means
Individual Benchmark Questions				
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.42	2.52	2.24	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	2.73	2.80	2.61	
(3) Came to class without completing readings or assignments	1.96	1.93	2.02	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.06	2.08	2.04	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.97	2.07	1.80	0=None 1=1-5 2=6-10 3=11-20 4=21-30 5=>30
<b>How often you use the following services:</b>				0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Peer or other tutoring	1.41	1.42	1.37	
(7) Skill labs (writing, math, etc.)	1.66	1.67	1.64	
(8) Computer lab	2.04	2.02	2.04	

ETHNICITY	African- Amer. Means	Asian- Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Individual Benchmark Questions						
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.01	2.43	2.31	2.54	3.18	2.56
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.17	2.81	2.70	2.80	3.26	2.82
(3) Came to class without completing readings or assignments	2.05	2.04	1.95	2.02	1.62	1.86
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.21	2.49	2.09	1.81	2.22	2.27
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.84	2.15	1.95	1.97	2.68	1.91
<b>How often you use the following services:</b>						
(6) Peer or other tutoring	1.27	1.48	1.34	1.47	1.38	1.38
(7) Skill labs (writing, math, etc.)	1.49	1.82	1.63	1.69	2.08	1.45
(8) Computer lab	2.08	2.29	1.90	2.11	2.20	1.97

## Appendix C

### Benchmark #2: Student Effort

Enrollment Status: <b>FULL-TIME Students</b>	MJC	HSI/ HACU	CCSSE Cohort	Key for Means
Individual Benchmark Questions	Means	Means	Means	
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.60	2.71	2.64	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	2.97	2.93	2.90	
(3) Came to class without completing readings or assignments	2.08	1.99	1.99	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.11	2.07	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	<b>2.31*</b>	<b>2.05</b>	<b>2.09</b>	0=None 1=1-5 2=6-10 3=11-20 4=21-30 5=>30
<b>How often you use the following services:</b>				0=Don't Know/NA
(6) <i>Peer or other tutoring</i>	<b>1.44</b>	<b>1.59*</b>	<b>1.49</b>	1=Rarely/never
(7) <i>Skill labs (writing, math, etc.)</i>	<b>1.66</b>	<b>1.85*</b>	<b>1.78</b>	2=Sometimes
(8) Computer lab	2.21	2.31	2.25	3=Often

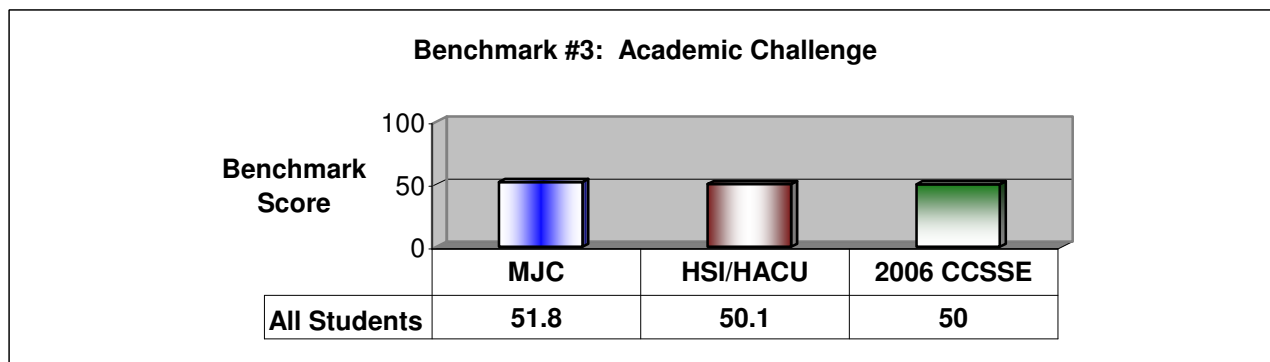
Enrollment Status: <b>PART-TIME Students</b>	MJC	HSI/ HACU	CCSSE Cohort	Key for Means
Individual Benchmark Questions	Means	Means	Means	
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.31	2.39	2.36	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.59	2.55	2.53	
(3) Came to class without completing readings or assignments	1.89	1.89	1.82	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.07	2.07	2.09	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.77	1.67	1.73	0=None 1=1-5 2=6-10 3=11-20 4=21-30 5=>30
<b>How often you use the following services:</b>				0=Don't Know/NA
(6) Peer or other tutoring	1.39	1.49	1.42	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.66	1.72	1.65	2=Sometimes
(8) Computer lab	1.92	2.03	1.96	3=Often

\* Statistically Significant Difference between Comparative Means

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

## Appendix D

### Benchmark #3: Academic Challenge



#### Benchmark #3: Academic Challenge

<b>ALL Students</b>	<b>MJC</b>	<b>HSI/ HACU</b>	<b>CCSSE</b>	<b>Key for Means</b>
<b>Individual Benchmark Questions</b>	<b>Means</b>	<b>Means</b>	<b>Means</b>	
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.51	2.51	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.75	2.83	2.80	1=Very little 2=Some
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.68	2.72	2.67	3=Quite a bit 4=Very Much
(4) Making judgments about the value or soundness of information, arguments, or methods	2.59	2.55	2.51	
(5) Applying theories or concepts to practical problems or in new situations	2.57	2.60	2.60	
(6) Using information you have read or heard to perform a new skill	2.70	2.73	2.71	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.96	2.81	2.84	1=None 2=1 to 4 3=5 to 10 4=11 to 20
<b>(8) Number of written papers or reports of any length*</b>	<b>3.18*</b>	<b>2.76</b>	<b>2.80</b>	5=>20
<i>* Statistically Significant Difference between Comparative Means</i>				
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.93	4.96	5.01	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b>				1=Very little 2=Some 3=Quite a bit 4=Very Much
(10) Encouraging you to spend significant amounts of time studying	2.98	2.93	2.93	

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

## Appendix D

### Benchmark #3: Academic Challenge

#### Benchmark #3: Academic Challenge

GENDER	MJC	Female	Male	Key for Means
Individual Benchmark Questions	Means	Means	Means	
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.58	2.36	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.75	2.75	2.77	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	2.69	2.67	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.59	2.60	2.58	
(5) Applying theories or concepts to practical problems or in new situations	2.57	2.58	2.56	
(6) Using information you have read or heard to perform a new skill	2.70	2.69	2.72	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.96	3.03	2.84	1=None 2=1 to 4 3=5 to 10 4=11 to 20
(8) Number of written papers or reports of any length	3.18	3.29	2.93	5=>20
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.93	5.01	4.80	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b>				
(10) Encouraging you to spend significant amounts of time studying	2.98	3.03	2.84	1=Very little 2=Some 3=Quite a bit 4=Very Much

## Appendix D

### Benchmark #3: Academic Challenge

#### Benchmark #3: Academic Challenge

ETHNICITY	African-Amer. Means	Asian-Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Individual Benchmark Questions						
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	1.91	2.54	2.52	2.53	2.55	2.60
(2) Analyzing the basic elements of an idea, experience, or theory	2.81	2.79	2.78	2.69	2.62	2.83
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.77	2.90	2.66	2.65	2.92	2.66
(4) Making judgments about the value or soundness of information, arguments, or methods	2.66	2.55	2.57	2.58	2.75	2.74
(5) Applying theories or concepts to practical problems or in new situations	2.76	2.47	2.54	2.64	2.70	2.54
(6) Using information you have read or heard to perform a new skill	2.60	2.64	2.69	2.74	3.18	2.67
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.91	3.30	2.90	2.96	3.31	2.96
(8) Number of written papers or reports of any length	2.94	3.37	3.16	3.16	3.08	3.27
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.46	5.23	4.91	4.90	4.58	5.05
<b>How much does college emphasize the following:</b>						
(10) Encouraging you to spend significant amounts of time studying	2.99	3.04	2.95	3.01	3.14	2.88

## Appendix D

### Benchmark #3: Academic Challenge

#### Benchmark #3: Academic Challenge

Enrollment Status:	MJC	HSI/ HACU	CCSSE	Key for Means
FULL-TIME Students				
Individual Benchmark Questions	Means	Means	Means	
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.54	2.60	2.59	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.90	2.92	2.87	1=Very little 2=Some 3=Quite a bit 4=Very Much
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.81	2.81	2.75	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.73	2.67	2.63	
(5) Applying theories or concepts to practical problems or in new situations	2.68	2.71	2.70	
(6) Using information you have read or heard to perform a new skill	2.79	2.83	2.80	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	3.27	3.09	3.12	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
<b>(8) Number of written papers or reports of any length*</b>	<b>3.48*</b>	<b>3.12</b>	<b>3.15</b>	
<i>* Statistically Significant Difference between Comparative Means</i>				
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	5.07	5.01	5.04	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b>				1=Very little 2=Some 3=Quite a bit 4=Very Much
(10) Encouraging you to spend significant amounts of time studying	3.07	3.04	3.01	

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

## Appendix D

### Benchmark #3: Academic Challenge

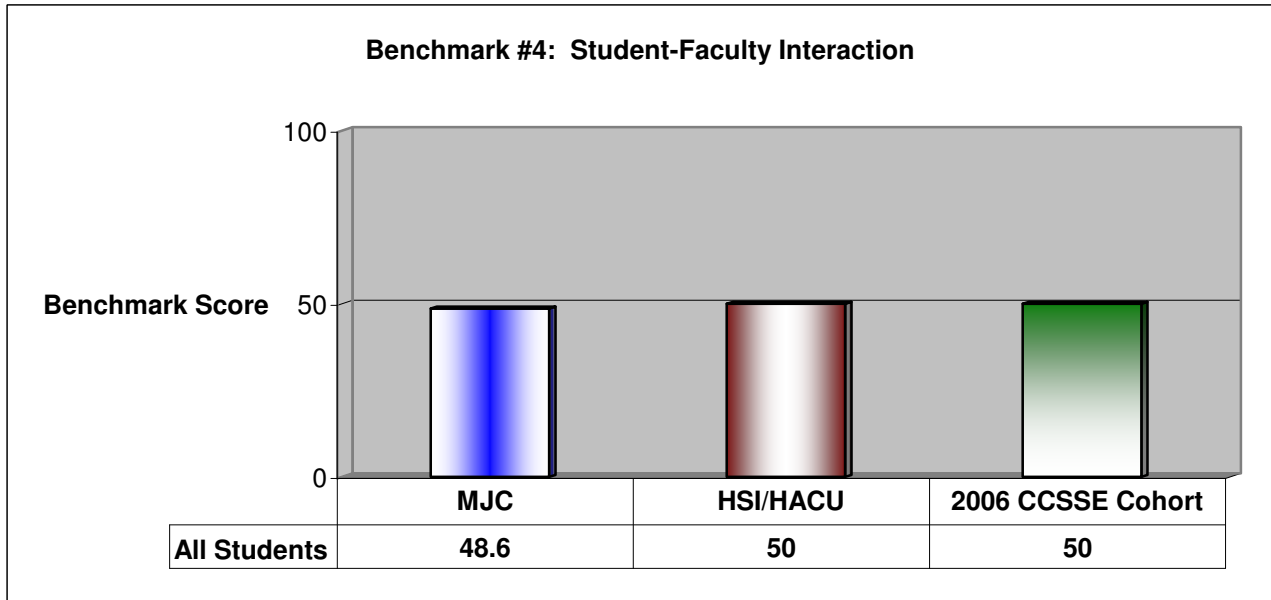
#### Benchmark #3: Academic Challenge

Enrollment Status:	MJC	HSI/ HACU	CCSSE	Key for Means
PART-TIME Students				
Individual Benchmark Questions	Means	Means	Means	
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.46	2.45	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.67	2.79	2.76	1=Very little 2=Some 3=Quite a bit 4=Very Much
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.61	2.68	2.62	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.50	2.49	2.43	
(5) Applying theories or concepts to practical problems or in new situations	2.51	2.55	2.53	
(6) Using information you have read or heard to perform a new skill	2.65	2.68	2.64	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.76	2.66	2.65	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
<b>(8) Number of written papers or reports of any length*</b>	<b>3.00*</b>	<b>2.56</b>	<b>2.56</b>	
<i>* Statistically Significant Difference between Comparative Means</i>				
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.85	4.92	4.98	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b>				1=Very little 2=Some 3=Quite a bit 4=Very Much
(10) Encouraging you to spend significant amounts of time studying	2.93	2.87	2.88	

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

## Appendix E

### Benchmark #4: Student-Faculty Interaction

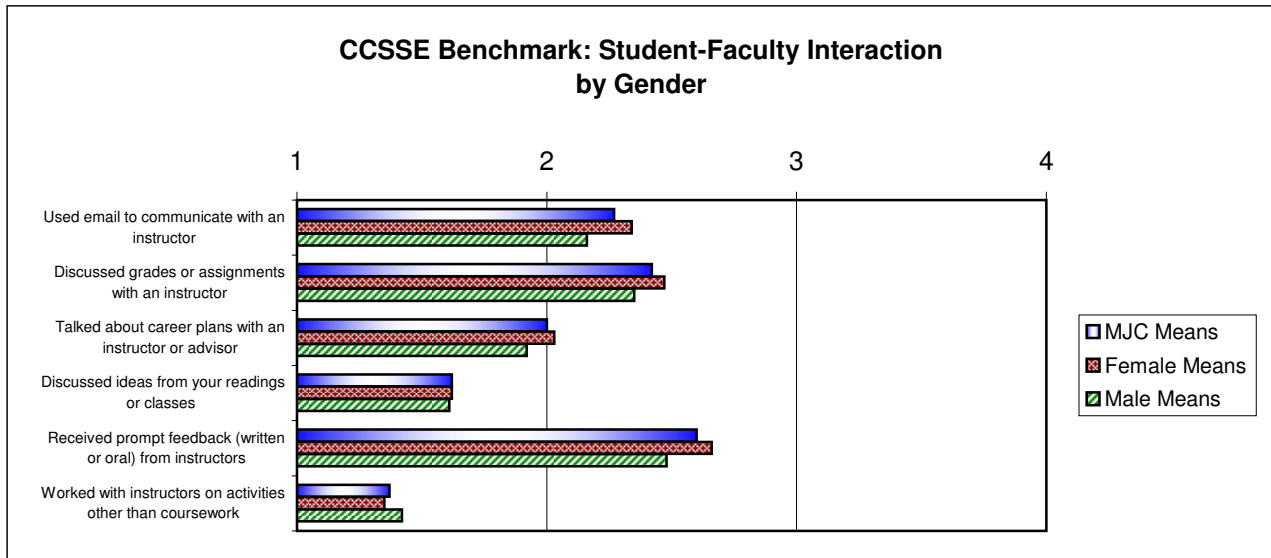


**Benchmark #4: Student-Faculty Interaction**

<b>ALL Students</b>	<b>MJC</b>	<b>HSI/ HACU</b>	<b>CCSSE Cohort</b>	<b>Key for Means</b>
<b>Individual Benchmark Questions</b>	<b>Means</b>	<b>Means</b>	<b>Means</b>	
(1) Used email to communicate with an instructor	2.27	2.32	2.30	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.42	2.45	2.48	
(3) Talked about career plans with an instructor or advisor	2.00	1.97	1.98	
(4) Discussed ideas from your readings or classes with instructors outside class	1.62	1.72	1.71	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.60	2.59	2.64	
(6) Worked with instructors on activities other than coursework	1.37	1.40	1.38	

## Appendix E

### Benchmark #4: Student-Faculty Interaction



#### Benchmark #4: Student-Faculty Interaction

GENDER	MJC	Female	Male	Key for Means
Individual Benchmark Questions	Means	Means	Means	
(1) Used email to communicate with an instructor	2.27	2.34	2.16	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.42	2.47	2.35	
(3) Talked about career plans with an instructor or advisor	2.00	2.03	1.92	
(4) Discussed ideas from your readings or classes with instructors outside class	1.62	1.62	1.61	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.60	2.66	2.48	
(6) Worked with instructors on activities other than coursework	1.37	1.35	1.42	

#### Benchmark #4: Student-Faculty Interaction

ETHNICITY	African-Amer. Means	Asian-Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Individual Benchmark Questions						
(1) Used email to communicate with an instructor	2.56	2.14	2.29	2.24	1.87	2.42
(2) Discussed grades or assignments with an instructor	2.42	2.44	2.48	2.36	2.32	2.65
(3) Talked about career plans with an instructor or advisor	2.05	2.09	2.02	1.94	1.91	1.93
(4) Discussed ideas from your readings or classes with instructors outside class	1.37	1.74	1.60	1.55	1.53	1.88
(5) Received prompt feedback (written or oral) from instructors on your performance	2.38	2.60	2.66	2.46	2.58	2.83
(6) Worked with instructors on activities other than coursework	1.22	1.66	1.35	1.32	1.40	1.38

## Appendix E

### Benchmark #4: Student-Faculty Interaction

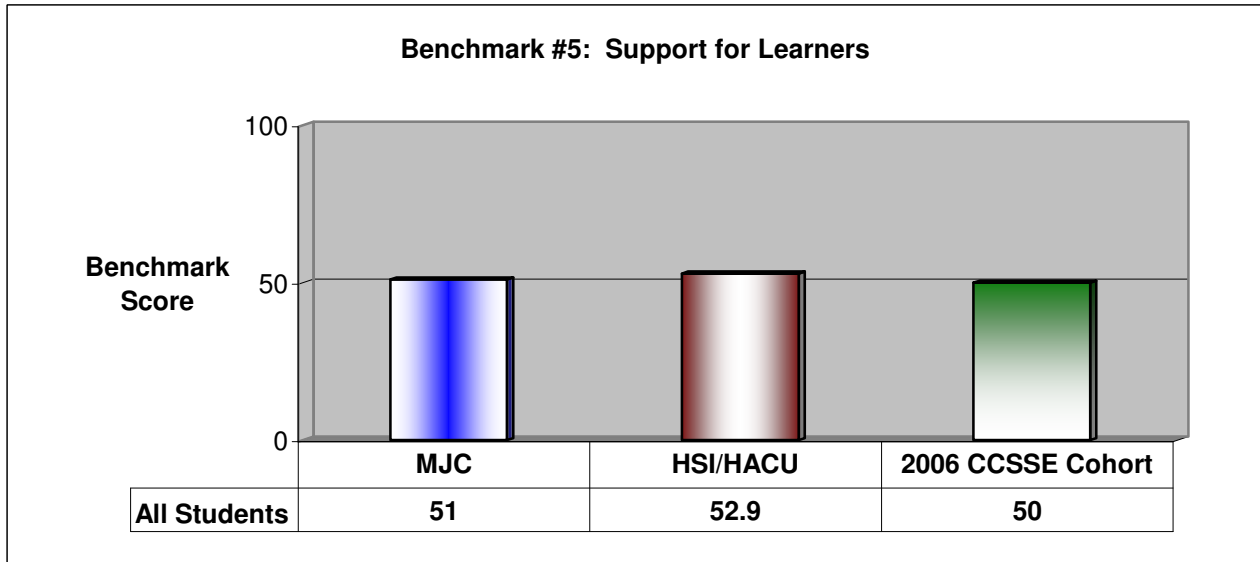
#### Benchmark #4: Student-Faculty Interaction

<b>Enrollment Status:</b>	<b>MJC</b>	<b>HSI/ HACU</b>	<b>CCSSE Cohort</b>	<b>Key for Means</b>
<b>FULL-TIME Students</b>				
<b>Individual Benchmark Questions</b>	<b>Means</b>	<b>Means</b>	<b>Means</b>	
(1) Used email to communicate with an instructor	2.44	2.53	2.49	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.54	2.57	2.60	
(3) Talked about career plans with an instructor or advisor	2.19	2.14	2.13	
(4) Discussed ideas from your readings or classes with instructors outside class	1.76	1.83	1.82	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.62	2.61	2.66	
(6) Worked with instructors on activities other than coursework	1.40	1.48	1.48	

#### Benchmark #4: Student-Faculty Interaction

<b>Enrollment Status:</b>	<b>MJC</b>	<b>HSI/ HACU</b>	<b>CCSSE Cohort</b>	<b>Key for Means</b>
<b>PART-TIME Students</b>				
<b>Individual Benchmark Questions</b>	<b>Means</b>	<b>Means</b>	<b>Means</b>	
(1) Used email to communicate with an instructor	2.17	2.22	2.17	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.35	2.38	2.39	
(3) Talked about career plans with an instructor or advisor	1.88	1.87	1.86	
(4) Discussed ideas from your readings or classes with instructors outside class	1.54	1.66	1.62	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.58	2.58	2.63	
(6) Worked with instructors on activities other than coursework	1.35	1.36	1.31	

## Appendix F Benchmark #5: Support for Learners



### Benchmark #5: Support for Learners

ALL Students	MJC	HSI/ HACU	CCSSE Cohort	Key for Means
Individual Benchmark Questions	Means	Means	Means	
<b>How much does college emphasize the following:</b>				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	2.84	2.94	2.91	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.56	2.42	
(3) Helping you cope with your non-academic responsibilities (work, family)	1.89	2.00	1.88	
(4) Providing the support you need to thrive socially	2.11	2.18	2.05	
(5) Providing the financial support you need to afford your education	2.35	2.39	2.35	
<b>How often you use the following services:</b>				0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Academic advising/planning	1.76	1.75	1.74	
(7) Career counseling	1.55	1.52	1.43	

## Appendix F

### Benchmark #5: Support for Learners

#### Benchmark #5: Support for Learners

GENDER	MJC	Female	Male	Key for Means
Individual Benchmark Questions	Means	Means	Means	
<b>How much does college emphasize the following:</b>				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	2.84	2.85	2.78	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.54	2.27	
(3) Helping you cope with your non-academic responsibilities (work, family)	1.89	1.90	1.81	
(4) Providing the support you need to thrive socially	2.11	2.12	2.06	
(5) Providing the financial support you need to afford your education	2.35	2.42	2.21	
<b>How often you use the following services:</b>				0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Academic advising/planning	1.76	1.77	1.73	
(7) Career counseling	1.55	1.56	1.48	

#### Benchmark #5: Support for Learners

ETHNICITY	African-Amer.	Asian-Amer.	Caucasian	Hispanic	Native Amer.	Other
Individual Benchmark Questions	Means	Means	Means	Means	Means	Means
<b>How much does college emphasize the following:</b>						
(1) Providing the support you need to help you succeed at this college	3.00	3.01	2.85	2.73	3.14	2.67
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.73	2.59	2.48	2.40	2.34	2.21
(3) Helping you cope with your non-academic responsibilities (work, family)	1.88	2.30	1.79	1.94	1.36	1.70
(4) Providing the support you need to thrive socially	2.69	2.35	2.04	2.13	1.40	1.96
(5) Providing the financial support you need to afford your education	2.49	2.48	2.20	2.54	1.86	2.15
<b>How often you use the following services:</b>						
(6) Academic advising/planning	1.77	1.96	1.75	1.70	1.79	1.72
(7) Career counseling	1.34	1.72	1.51	1.55	1.27	1.43

## Appendix F

### Benchmark #5: Support for Learners

#### Benchmark #5: Support for Learners

Enrollment Status:	MJC	HSI/ HACU	CCSSE Cohort	Key for Means
FULL-TIME Students	Means	Means	Means	
<b>Individual Benchmark Questions</b>				
<b>How much does college emphasize the following:</b>				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	2.93	3.01	2.96	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.48	2.65	2.50	
<b>(3) Helping you cope with your non-academic responsibilities (work, family, etc)</b>	<b>1.88</b>	<b>2.09*</b>	<b>1.94</b>	
(4) Providing the support you need to thrive socially	2.11	2.29	2.14	
(5) Providing the financial support you need to afford your education	2.40	2.62	2.53	
<b>How often you use the following services:</b>				0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Academic advising/planning	1.83	1.82	1.81	
(7) Career counseling	1.58	1.55	1.46	

\* Statistically Significant Difference between Comparative Means

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

#### Benchmark #5: Support for Learners

Enrollment Status:	MJC	HSI/ HACU	CCSSE Cohort	Key for Means
PART-TIME Students	Means	Means	Means	
<b>Individual Benchmark Questions</b>				
<b>How much does college emphasize the following:</b>				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	2.78	2.91	2.87	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.44	2.52	2.37	
(3) Helping you cope with your non-academic responsibilities (work, family)	1.90	1.95	1.83	
(4) Providing the support you need to thrive socially	2.11	2.11	1.98	
(5) Providing the financial support you need to afford your education	2.31	2.26	2.22	
<b>How often you use the following services:</b>				0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Academic advising/planning	1.71	1.70	1.69	
(7) Career counseling	1.54	1.49	1.41	

## Appendix G

### Educational and Personal Growth Questions

<b>ALL Students</b>				
<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>MJC Means</b>	<b>HSI/HACU Means</b>	<b>CCSSE Cohort Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	2.97	2.95	2.91	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.47	2.51	2.54	
(3) Writing clearly and effectively	2.72	2.73	2.66	
(4) Speaking clearly and effectively	2.69	2.68	2.56	
(5) Thinking critically and analytically	2.86	2.89	2.83	
(6) Solving numerical problems	2.44	2.60	2.56	
(7) Using computing/information technology	2.58	2.73	2.67	
(8) Working effectively with others	2.67	2.77	2.68	
(9) Learning effectively on your own	2.79	2.92	2.86	
(10) Understanding yourself	2.58	2.69	2.54	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.53	2.31	
(12) Developing a personal code of values and ethics	2.33	2.44	2.29	
(13) Contributing to the welfare of your community	2.00	2.07	1.95	
(14) Developing clearer career goals	2.63	2.66	2.60	
(15) Gaining information about career opportunities	2.48	2.54	2.49	

## Appendix G

### Educational and Personal Growth Questions

<b>GENDER</b>				
<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>MJC Means</b>	<b>Female Means</b>	<b>Male Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	2.97	2.99	2.91	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.47	2.47	2.47	
(3) Writing clearly and effectively	2.72	2.76	2.63	
(4) Speaking clearly and effectively	2.69	2.72	2.60	
(5) Thinking critically and analytically	2.86	2.87	2.82	
(6) Solving numerical problems	2.44	2.40	2.52	
(7) Using computing/information technology	2.58	2.57	2.58	
(8) Working effectively with others	2.67	2.74	2.58	
(9) Learning effectively on your own	2.79	2.83	2.72	
(10) Understanding yourself	2.58	2.62	2.50	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.47	2.34	
(12) Developing a personal code of values and ethics	2.33	2.36	2.27	
(13) Contributing to the welfare of your community	2.00	2.05	1.91	
(14) Developing clearer career goals	2.63	2.69	2.49	
(15) Gaining information about career opportunities	2.48	2.50	2.42	

<b>ETHNICITY</b>						
<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>African-Amer. Means</b>	<b>Asian-Amer. Means</b>	<b>Caucasian Means</b>	<b>Hispanic Means</b>	<b>Native Amer. Means</b>	<b>Other Means</b>
(1) Acquiring a broad general education	3.04	3.11	2.97	3.00	2.92	2.70
(2) Acquiring job or work-related knowledge and skills	2.50	2.58	2.57	2.49	1.77	2.05
(3) Writing clearly and effectively	2.85	2.93	2.70	2.69	2.47	2.72
(4) Speaking clearly and effectively	2.89	2.98	2.64	2.67	2.42	2.58
(5) Thinking critically and analytically	2.97	3.13	2.86	2.85	2.45	2.76
(6) Solving numerical problems	2.72	2.91	2.39	2.39	2.05	2.50
(7) Using computing/information technology	2.87	2.88	2.48	2.67	2.18	2.60
(8) Working effectively with others	2.85	2.85	2.63	2.73	1.84	2.58
(9) Learning effectively on your own	2.99	3.15	2.77	2.79	2.20	2.78
(10) Understanding yourself	2.82	2.88	2.52	2.66	2.07	2.48
(11) Understanding people of other racial and ethnic backgrounds	2.57	2.93	2.33	2.52	1.64	2.26
(12) Developing a personal code of values and ethics	2.52	2.70	2.29	2.36	1.81	2.11
(13) Contributing to the welfare of your community	2.13	2.34	1.95	2.03	1.69	1.90
(14) Developing clearer career goals	2.85	2.83	2.63	2.65	2.23	2.35
(15) Gaining information about career opportunities	2.78	2.60	2.53	2.45	2.45	2.21

## Appendix G

### Educational and Personal Growth Questions

<b>Enrollment Status:</b>				
<b>FULL-TIME and PART-TIME Students</b>				
<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>ALL MJC Means</b>	<b>FULL-TIME Means</b>	<b>PART-TIME Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	2.97	3.11	2.88	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.47	2.53	2.43	
(3) Writing clearly and effectively	2.72	2.83	2.66	
(4) Speaking clearly and effectively	2.69	2.74	2.66	
(5) Thinking critically and analytically	2.86	2.96	2.80	
(6) Solving numerical problems	2.44	2.59	2.34	
(7) Using computing/information technology	2.58	2.75	2.48	
(8) Working effectively with others	2.67	2.74	2.62	
(9) Learning effectively on your own	2.79	2.88	2.74	
(10) Understanding yourself	2.58	2.63	2.56	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.54	2.38	
(12) Developing a personal code of values and ethics	2.33	2.39	2.28	
(13) Contributing to the welfare of your community	2.00	2.04	1.99	
(14) Developing clearer career goals	2.63	2.79	2.53	
(15) Gaining information about career opportunities	2.48	2.63	2.40	

## Appendix H Student Services Questions

Frequency of use	ALL MJC Means	HSI/ HACU Means	CCSSE Cohort Means	Key for Means
Academic advising/planning	1.76	1.75	1.74	0=Don't know/NA
Career counseling	1.55	1.52	1.43	1=Rarely/never
Job placement assistance	1.25	1.26	1.25	2=Sometimes
Peer and other tutoring	1.41	1.53	1.45	3=Often
Skill labs (writing, math, etc.)	1.66	1.77	1.71	
Child care	1.18	1.20	1.18	
<b>Financial aid advising</b>	<b>1.70</b>	<b>1.86*</b>	<b>1.82</b>	
Computer lab	2.04	2.14	2.09	
Student organizations	1.35	1.38	1.34	
Transfer credit assistance	1.53	1.53	1.55	
Services to students with disabilities	1.39	1.31	1.30	

\* Statistically Significant Difference between Comparative Means

t-tests: MJC vs. Comparison Groups: 2-tailed,  $p < 0.001$  and effect size  $\Rightarrow .2$

Importance	ALL MJC Means	HSI/ HACU Means	CCSSE Cohort Means	Key for Means
Academic advising/planning	2.56	2.53	2.49	1=Not at all
<b>Career counseling</b>	<b>2.45*</b>	<b>2.38</b>	<b>2.27</b>	2=Somewhat
Job placement assistance	2.02	2.00	2.01	3=Very
Peer and other tutoring	2.07	2.17	2.07	
Skill labs (writing, math, etc.)	2.25	2.25	2.17	
Child care	1.78	1.77	1.72	
Financial aid advising	2.42	2.41	2.37	
Computer lab	2.47	2.48	2.43	
Student organizations	1.91	1.86	1.80	
Transfer credit assistance	2.25	2.26	2.21	
Services to students with disabilities	2.06	2.04	2.02	

\* Statistically Significant Difference between Comparative Means

t-tests: MJC vs. Comparison Groups: 2-tailed,  $p < 0.001$  and effect size  $\Rightarrow .2$

Satisfaction	ALL MJC Means	HSI/ HACU Means	CCSSE Cohort Means	Key for Means
Academic advising/planning	2.17	2.19	2.21	0=NA
Career counseling	2.12	2.08	2.03	1=Not at all
Job placement assistance	1.80	1.81	1.81	2=Somewhat
Peer and other tutoring	2.03	2.14	2.13	3=Very
Skill labs (writing, math, etc.)	2.20	2.27	2.24	
Child care	1.83	1.76	1.74	
Financial aid advising	2.16	2.21	2.18	
Computer lab	2.47	2.49	2.49	
Student organizations	1.94	1.95	1.94	
Transfer credit assistance	2.02	2.06	2.05	
Services to students with disabilities	2.02	1.99	1.99	

## Appendix H

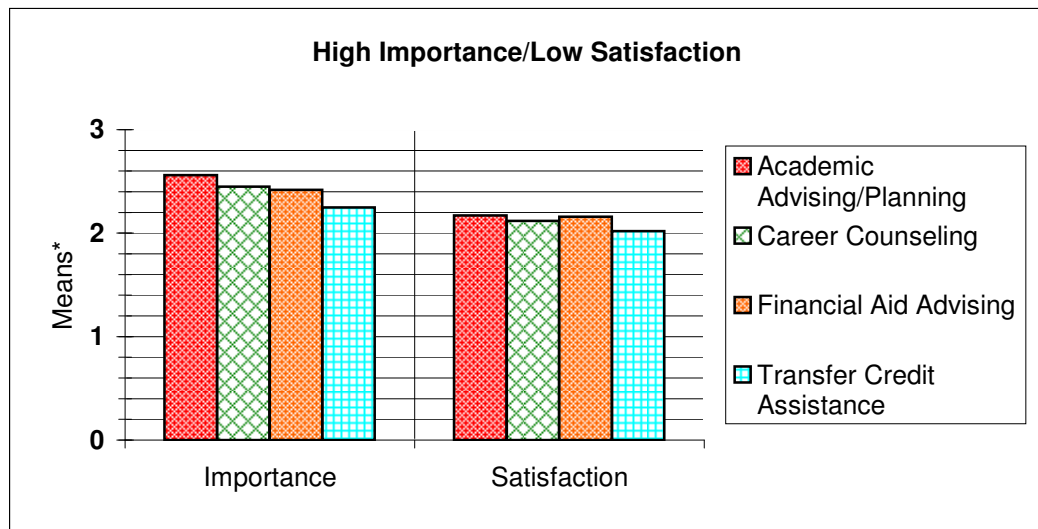
### Student Services Questions: Quadrant Analysis By ALL MJC Students



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

<b>High Importance/High Satisfaction - Smallest Gaps</b>			
Student Service Area	Means*	Means*	Gap
	Importance	Satisfaction	
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



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

<b>High Importance/Low Satisfaction - Largest Gaps</b>			
Student Service Area	Means*	Means*	Gap
	Importance	Satisfaction	
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
Transfer Credit Assistance	2.25	2.02	0.23

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

## Appendix H

### Student Services Questions: By MJC Gender

Frequency of use	ALL MJC Means	Female Means	Male Means	Key for Means
Academic advising/planning	1.76	1.77	1.73	0=Don't know/NA 1=Rarely/never 2=Sometimes 3=Often
Career counseling	1.55	1.56	1.48	
Job placement assistance	1.25	1.26	1.23	
Peer and other tutoring	1.41	1.42	1.37	
Skill labs (writing, math, etc.)	1.66	1.67	1.62	
Child care	1.18	1.21	1.10	
Financial aid advising	1.70	1.72	1.62	
Computer lab	2.04	2.02	2.04	
Student organizations	1.35	1.36	1.31	
Transfer credit assistance	1.53	1.58	1.43	
Services to students with disabilities	1.39	1.36	1.44	

Importance	ALL MJC Means	Female Means	Male Means	Key for Means
Academic advising/planning	2.56	2.62	2.42	1=Not at all 2=Somewhat 3=Very
Career counseling	2.45	2.52	2.30	
Job placement assistance	2.02	2.02	2.01	
Peer and other tutoring	2.07	2.12	1.96	
Skill labs (writing, math, etc.)	2.25	2.28	2.16	
Child care	1.78	1.86	1.62	
Financial aid advising	2.42	2.50	2.26	
Computer lab	2.46	2.49	2.40	
Student organizations	1.91	1.94	1.84	
Transfer credit assistance	2.25	2.29	2.21	
Services to students with disabilities	2.06	2.10	1.98	

Satisfaction	ALL MJC Means	Female Means	Male Means	Key for Means
Academic advising/planning	2.17	2.20	2.09	0=NA 1=Not at all 2=Somewhat 3=Very
Career counseling	2.12	2.19	1.97	
Job placement assistance	1.80	1.86	1.70	
Peer and other tutoring	2.03	2.04	2.01	
Skill labs (writing, math, etc.)	2.20	2.19	2.22	
Child care	1.83	1.91	1.69	
Financial aid advising	2.16	2.16	2.13	
Computer lab	2.47	2.47	2.46	
Student organizations	1.94	1.96	1.94	
Transfer credit assistance	2.02	2.10	1.96	
Services to students with disabilities	2.02	2.08	1.95	

## Appendix H

### Student Services Questions: By MJC Ethnicity

Frequency of use	ALL MJC Means	African Amer. Means	Asian Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Academic advising/planning	1.76	1.77	1.96	1.75	1.70	1.79	1.72
Career counseling	1.55	1.34	1.72	1.51	1.55	1.27	1.43
Job placement assistance	1.25	1.20	1.22	1.29	1.21	1.09	1.21
Peer and other tutoring	1.41	1.27	1.48	1.34	1.47	1.38	1.38
Skill labs (writing, math, etc.)	1.66	1.49	1.82	1.63	1.69	2.08	1.45
Child care	1.18	1.16	1.34	1.11	1.18	1.79	1.24
Financial aid advising	1.70	2.04	1.61	1.64	1.74	1.94	1.63
Computer lab	2.04	2.08	2.29	1.90	2.11	2.20	1.97
Student organizations	1.35	1.34	1.59	1.30	1.34	1.29	1.35
Transfer credit assistance	1.53	1.50	1.68	1.50	1.49	1.32	1.63
Services to students with disabilities	1.39	1.32	1.42	1.43	1.32	1.27	1.39

**Key for Means:** 0=Don't know/NA // 1=Rarely/never // 2=Sometimes // 3=Often

Importance	ALL MJC Means	African Amer. Means	Asian Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Academic advising/planning	2.56	2.59	2.49	2.53	2.64	2.58	2.43
Career counseling	2.45	2.28	2.55	2.42	2.54	2.32	2.15
Job placement assistance	2.02	2.12	2.22	2.00	2.03	2.04	1.93
Peer and other tutoring	2.07	2.17	2.24	2.02	2.11	1.94	2.05
Skill labs (writing, math, etc.)	2.25	2.34	2.34	2.16	2.38	2.16	2.15
Child care	1.78	1.86	1.85	1.73	1.86	1.96	1.62
Financial aid advising	2.42	2.60	2.37	2.35	2.54	2.48	2.32
Computer lab	2.46	2.44	2.62	2.40	2.51	2.66	2.35
Student organizations	1.91	1.88	2.16	1.82	1.99	2.18	1.76
Transfer credit assistance	2.25	2.41	2.15	2.23	2.36	2.21	2.19
Services to students with disabilities	2.06	2.05	2.02	2.05	2.10	2.25	1.97

**Key for Means:** 1=Not at all // 2=Somewhat // 3=Very

Satisfaction	ALL MJC Means	African Amer. Means	Asian Amer. Means	Caucasian Means	Hispanic Means	Native Amer. Means	Other Means
Academic advising/planning	2.17	2.18	2.13	2.24	2.09	2.10	2.10
Career counseling	2.12	1.77	2.21	2.20	2.03	1.84	1.88
Job placement assistance	1.80	1.94	1.62	1.96	1.71	1.12	1.65
Peer and other tutoring	2.03	2.57	1.85	2.01	2.08	1.88	1.90
Skill labs (writing, math, etc.)	2.20	2.57	2.16	2.24	2.16	2.08	2.12
Child care	1.83	1.19	1.76	1.81	1.89	1.90	1.73
Financial aid advising	2.16	2.61	1.98	2.11	2.22	2.50	1.94
Computer lab	2.47	2.47	2.43	2.47	2.48	2.50	2.27
Student organizations	1.94	1.86	1.92	1.97	2.01	1.78	1.79
Transfer credit assistance	2.02	1.91	2.10	2.05	2.04	2.27	1.98
Services to students with disabilities	2.02	2.24	1.88	2.15	1.91	2.50	2.04

**Key for Means:** 0=NA // 1=Not at all // 2=Somewhat // 3=Very

## Appendix H

### Student Services Questions: By Enrollment Status

Frequency of use	ALL MJC Means	FULL-TIME Means	PART-TIME Means	Key for Means
Academic advising/planning	1.76	1.83	1.71	0=Don't know/NA 1=Rarely/never 2=Sometimes 3=Often
Career counseling	1.55	1.58	1.54	
Job placement assistance	1.25	1.28	1.24	
Peer and other tutoring	1.41	1.44	1.39	
Skill labs (writing, math, etc.)	1.66	1.66	1.66	
Child care	1.18	1.17	1.19	
Financial aid advising	1.70	1.80	1.64	
Computer lab	2.04	2.21	1.92	
Student organizations	1.35	1.40	1.32	
Transfer credit assistance	1.53	1.64	1.46	
Services to students with disabilities	1.39	1.30	1.43	

Importance	ALL MJC Means	FULL-TIME Means	PART-TIME Means	Key for Means
Academic advising/planning	2.56	2.63	2.52	1=Not at all 2=Somewhat 3=Very
Career counseling	2.45	2.46	2.45	
Job placement assistance	2.02	2.03	2.03	
Peer and other tutoring	2.07	2.11	2.05	
Skill labs (writing, math, etc.)	2.25	2.26	2.25	
Child care	1.78	1.72	1.82	
Financial aid advising	2.42	2.41	2.43	
Computer lab	2.46	2.57	2.39	
Student organizations	1.91	1.92	1.91	
Transfer credit assistance	2.25	2.34	2.21	
Services to students with disabilities	2.06	2.10	2.04	

Satisfaction	ALL MJC Means	FULL-TIME Means	PART-TIME Means	Key for Means
Academic advising/planning	2.17	2.25	2.13	0=NA 1=Not at all 2=Somewhat 3=Very
Career counseling	2.12	2.15	2.10	
Job placement assistance	1.80	1.88	1.75	
Peer and other tutoring	2.03	2.01	2.04	
Skill labs (writing, math, etc.)	2.20	2.20	2.21	
Child care	1.83	1.76	1.88	
Financial aid advising	2.16	2.15	2.17	
Computer lab	2.47	2.55	2.41	
Student organizations	1.94	1.97	1.92	
Transfer credit assistance	2.02	2.07	1.99	
Services to students with disabilities	2.02	1.97	2.04	

## Appendix H

### Student Services Questions: Quadrant Analysis By Gender

#### ALL MJC Students

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

#### Female Students

<b>High Importance/High Satisfaction - Smallest Gaps</b>	Means*	Means*	
<b>Student Service Area</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Computer Lab	2.49	2.47	0.02

#### Male Students

<b>High Importance/High Satisfaction - Smallest Gaps</b>	Means*	Means*	
<b>Student Service Area</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Computer Lab	2.40	2.46	-0.06

#### ALL MJC Students

<b>High Importance/Low Satisfaction - Largest Gaps</b>	Means*	Means*	
<b>Student Service Area</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
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
Transfer Credit Assistance	2.25	2.02	0.23

#### Female Students

<b>High Importance/Low Satisfaction - Largest Gaps</b>	Means*	Means*	
<b>Student Service Area</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Academic Advising/Planning	2.62	2.20	0.42
Career Counseling	2.52	2.19	0.33
Financial Aid Advising	2.50	2.16	0.34

#### Male Students

<b>High Importance/Low Satisfaction - Largest Gaps</b>	Means*	Means*	
<b>Student Service Area</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
Academic Advising/Planning	2.42	2.09	0.33
Career Counseling	2.30	1.97	0.33
Financial Aid Advising	2.26	2.13	0.13

## Appendix H

### Student Services Questions: Quadrant Analysis By Ethnicity

#### ALL MJC Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.46	2.47	-0.01

#### AFRICAN AMERICAN Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Financial Aid Advising	2.60	2.61	-0.01
Computer Lab	2.44	2.47	-0.03

#### ASIAN AMERICAN Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.62	2.43	0.19

#### CAUCASIAN Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.40	2.47	-0.07

#### HISPANIC Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.51	2.48	0.03

#### NATIVE AMERICAN Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.66	2.50	0.16
Financial Aid Advising	2.48	2.50	-0.02

#### OTHER Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.35	2.27	0.08

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

## Appendix H

### Student Services Questions: Quadrant Analysis By Ethnicity

#### ALL MJC Students

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

#### AFRICAN AMERICAN Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.59	2.18	0.41
Transfer Credit Assistance	2.41	1.91	0.50

#### ASIAN AMERICAN Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Career Counseling	2.55	2.21	0.34
Academic Advising/Planning	2.49	2.13	0.36
Financial Aid Advising	2.37	1.98	0.39

#### CAUCASIAN Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.53	2.24	0.29
Career Counseling	2.42	2.20	0.22
Financial Aid Advising	2.35	2.11	0.24

#### HISPANIC Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.64	2.09	0.55
Career Counseling	2.54	2.03	0.51
Financial Aid Advising	2.54	2.22	0.32

#### NATIVE AMERICAN Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.58	2.10	0.48
Career Counseling	2.32	1.84	0.48

#### OTHER Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.43	2.10	0.33
Financial Aid Advising	2.32	1.94	0.38
Transfer Credit Assistance	2.19	1.98	0.21

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

## Appendix H

### Student Services Questions: Quadrant Analysis By Enrollment Status

#### ALL MJC Students

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

#### FULL-TIME Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.57	2.55	0.02

#### PART-TIME Students

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.39	2.41	-0.02

#### ALL MJC Students

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
Transfer Credit Assistance	2.25	2.02	0.23

#### FULL-TIME Students

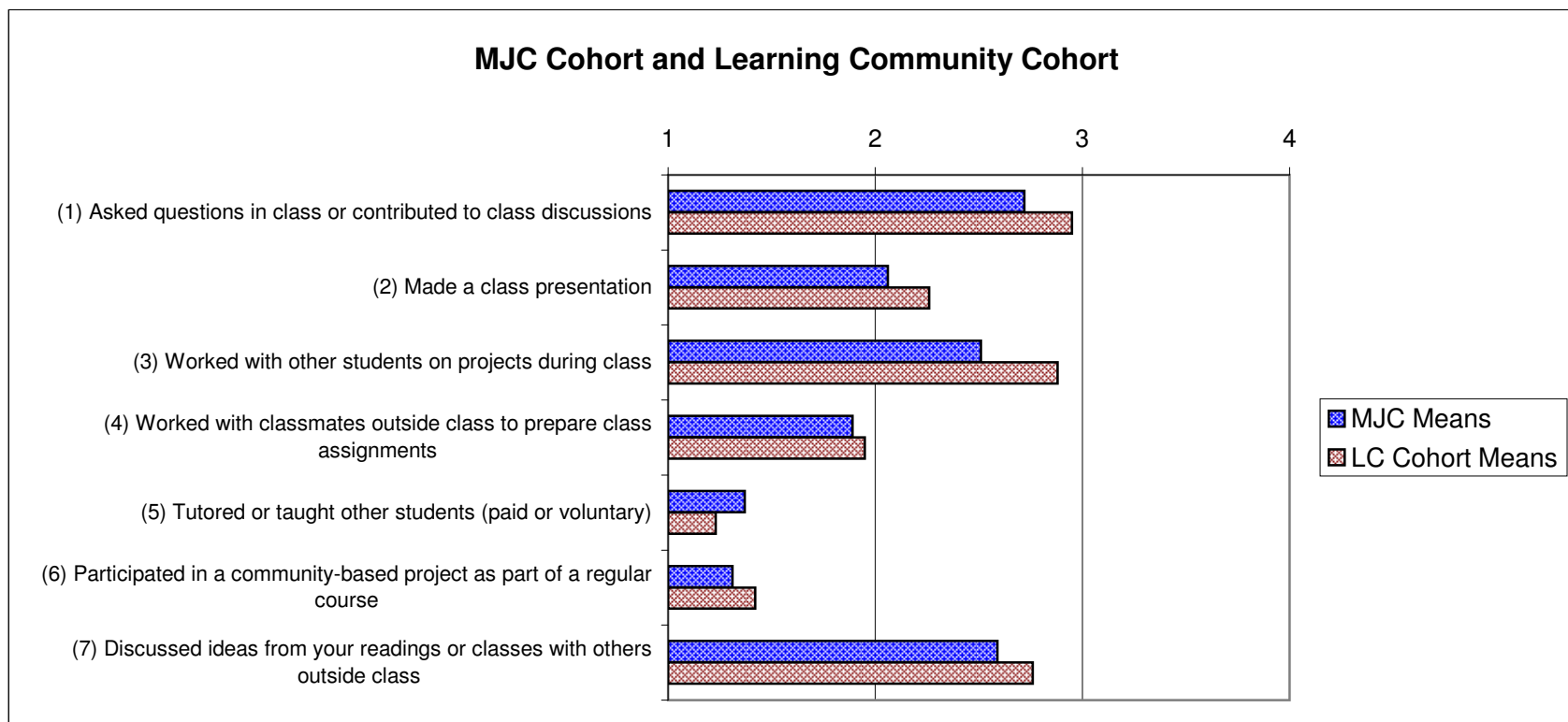
High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.63	2.25	0.38
Career Counseling	2.46	2.15	0.31
Financial Aid Advising	2.41	2.15	0.26
Transfer Credit Assistance	2.34	2.07	0.27

#### PART-TIME Students

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Academic Advising/Planning	2.52	2.13	0.39
Career Counseling	2.45	2.10	0.35
Financial Aid Advising	2.43	2.17	0.26

## Appendix I

### Learning Communities/Benchmark #1: Active and Collaborative Learning



Benchmark Category and Questions	MJC Means	LC Cohort Means	Key for Means
<b>Active and Collaborative Learning</b>			
(1) Asked questions in class or contributed to class discussions	2.72	2.95	1=Never
(2) Made a class presentation	2.06	2.26	2=Sometimes
(3) Worked with other students on projects during class	2.51	2.88	3=Often
(4) Worked with classmates outside class to prepare class assignments	1.89	1.95	4=Very Often
(5) Tutored or taught other students (paid or voluntary)	1.37	1.23	
(6) Participated in a community-based project as part of a regular course	1.31	1.42	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers, etc.)	2.59	2.76	

## Appendix I

### Learning Communities/Benchmark Question #2: Student Effort

#### MJC Cohort and Learning Community Cohort

Benchmark Category & Questions	MJC Means	LC Cohort Means	Key for Means
<b>Student Effort</b>			
(1) Prepared two or more drafts of a paper or assignment before turning it in	2.42	3.45	1=Never
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.73	3.37	2=Sometimes 3=Often
(3) Came to class without completing readings or assignments	1.96	2.11	4=Very Often
(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 3=5 to 10 4=11 to 20 5=>20
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing doing homework or other activities related to your program	1.97	2.40	0=None 1=1-5 2=6-10 3=11-20 4=21-30 5=>30
<b>How often you use the following services:</b>			0=Don't Know/NA
(6) Peer or other tutoring	1.41	1.31	1=Rarely/never
(7) Skills labs (writing, math, etc.)	1.66	1.70	2=Sometimes
(8) Computer lab	2.04	2.37	3=Often

## Appendix I

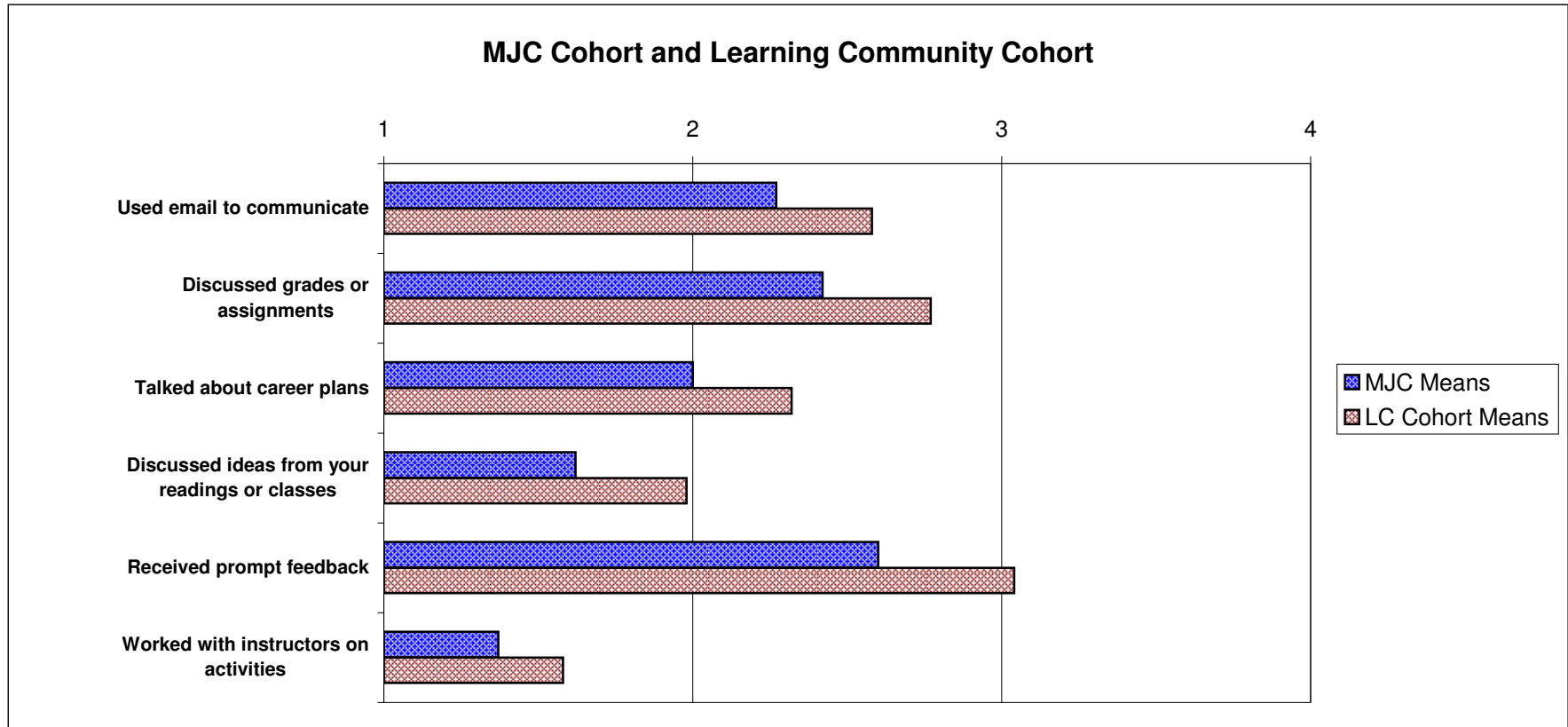
### Learning Communities/Benchmark Question #3: Academic Challenge

#### MJC Cohort and Learning Community Cohort

Benchmark Category & Questions	MJC Means	LC Cohort Means	Key for Means
<b>Academic Challenge</b>			
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.70	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.75	2.89	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	3.02	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.59	2.77	
(5) Applying theories or concepts to practical problems or in new situations	2.57	2.82	
(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	3.33	1=None 2=1 to 4 3=5 to 10
(8) Number of written papers or reports of any length	3.18	3.84	4=11 to 20 5=>20
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.93	5.16	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b>			1=Very little 2=Some 3=Quite a bit 4=Very Much
(10) Encouraging you to spend significant amounts of time studying	2.98	3.33	

## Appendix I

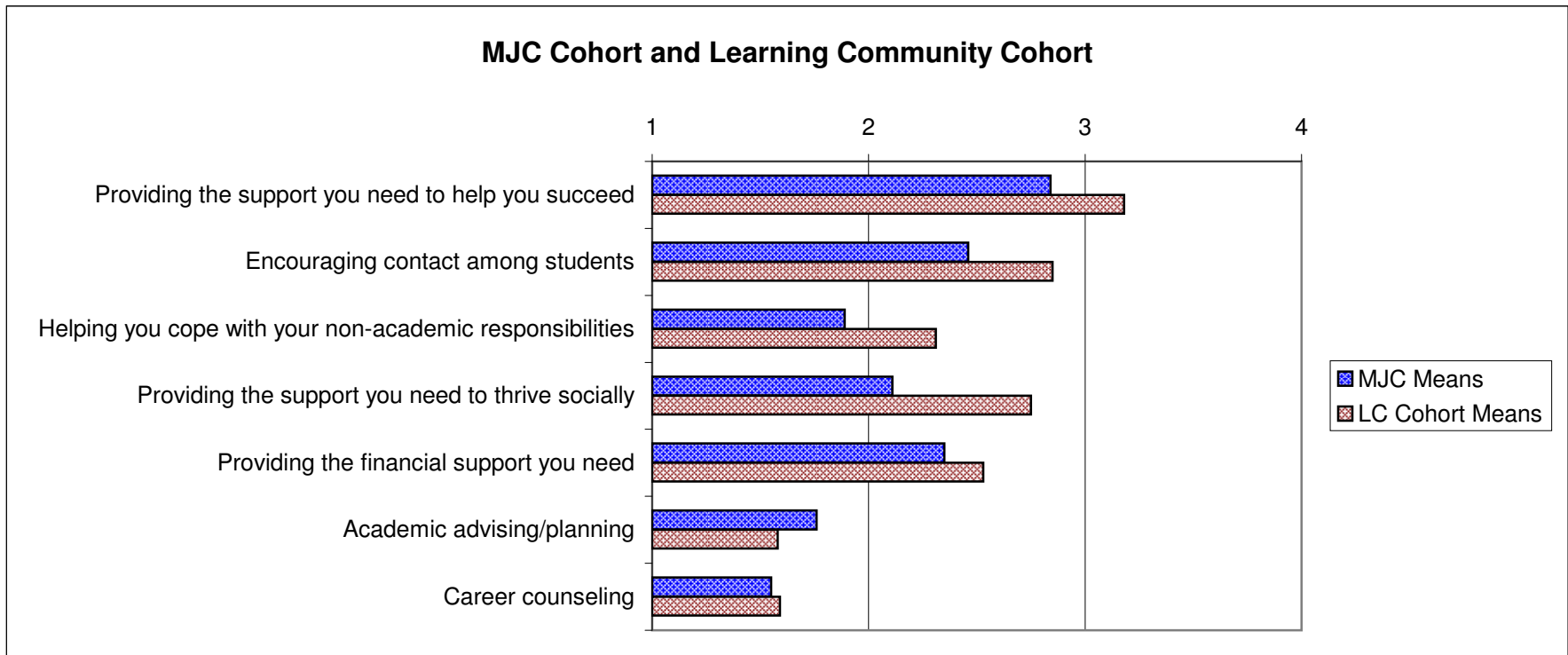
### Learning Communities/Benchmark Question #4: Student-Faculty Interaction



Benchmark Category & Questions	MJC Means	LC Cohort Means	Key for Means
<b>Student-Faculty Interaction</b>			
(1) Used email to communicate with an instructor	2.27	2.58	1=Never
(2) Discussed grades or assignments with an instructor	2.42	2.77	2=Sometimes
(3) Talked about career plans with an instructor or advisor	2.00	2.32	3=Often
(4) Discussed ideas from your readings or classes with instructors outside class	1.62	1.98	4=Very Often
(5) Received prompt feedback (written or oral) from instructors on your performance	2.60	3.04	
(6) Worked with instructors on activities other than coursework	1.37	1.58	

## Appendix I

### Learning Communities/Benchmark Question #5: Support for Learners



Benchmark Category & Questions	MJC Means	LC Cohort Means	Key for Means
<b>Support for Learners</b>			
<b>How much does college emphasize the following:</b>			
(1) Providing the support you need to help you succeed at this college	2.84	3.18	1=Very little
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.85	2=Some
(3) Helping you cope with your non-academic responsibilities (work, family, etc)	1.89	2.31	3=Quite a bit
(4) Providing the support you need to thrive socially	2.11	2.75	4=Very Much

## Appendix I

### Learning Communities/Educational and Personal Growth

#### MJC Cohort and Learning Community Cohort

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	MJC Means	LC Cohort Means	Key for Means
(1) Acquiring a broad general education	2.97	3.13	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.47	2.44	
(3) Writing clearly and effectively	2.72	3.02	
(4) Speaking clearly and effectively	2.69	2.80	
(5) Thinking critically and analytically	2.86	3.00	
(6) Solving numerical problems	2.44	2.33	
(7) Using computing and information technology	2.58	2.87	
(8) Working effectively with others	2.67	3.00	
(9) Learning effectively on your own	2.79	2.96	
(10) Understanding yourself	2.58	3.02	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.82	
(12) Developing a personal code of values and ethics	2.33	2.56	
(13) Contributing to the welfare of your community	2.00	2.02	
(14) Developing clearer career goals	2.63	2.95	
(15) Gaining information about career opportunities	2.48	2.85	

## Appendix I Learning Communities/Student Services

### MJC Cohort and Learning Community Cohort

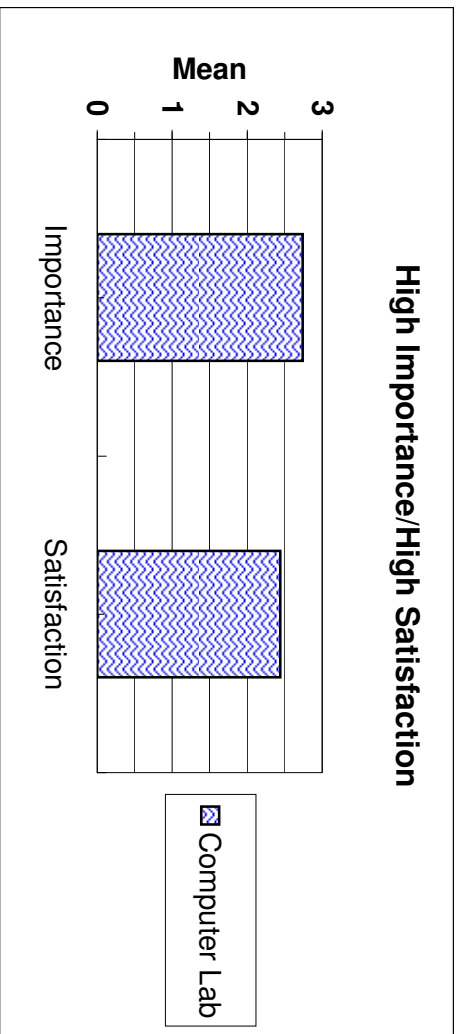
<b>Frequency of use</b>	<b>MJC Means</b>	<b>LC Cohort Means</b>	<b>Key for Means</b>
Academic advising/planning	1.76	1.58	0=Don't know/NA
Career counseling	1.55	1.59	1=Rarely/never
Job placement assistance	1.25	1.02	2=Sometimes
Peer and other tutoring	1.41	1.31	3=Often
Skill labs (writing, math, etc.)	1.66	1.70	
Child care	1.18	0.42	
Financial aid advising	1.70	1.42	
Computer lab	2.04	2.37	
Student organizations	1.35	0.98	
Transfer credit assistance	1.53	1.00	
Services to students with disabilities	1.39	0.56	

<b>Importance</b>	<b>MJC Means</b>	<b>LC Cohort Means</b>	<b>Key for Means</b>
Academic advising/planning	2.56	2.67	1=Not at all
Career counseling	2.45	2.67	2=Somewhat
Job placement assistance	2.03	2.06	3=Very
Peer and other tutoring	2.07	2.33	
Skill labs (writing, math, etc.)	2.25	2.52	
Child care	1.78	1.91	
Financial aid advising	2.42	2.45	
Computer lab	2.46	2.74	
Student organizations	1.91	1.96	
Transfer credit assistance	2.25	2.29	
Services to students with disabilities	2.06	2.07	

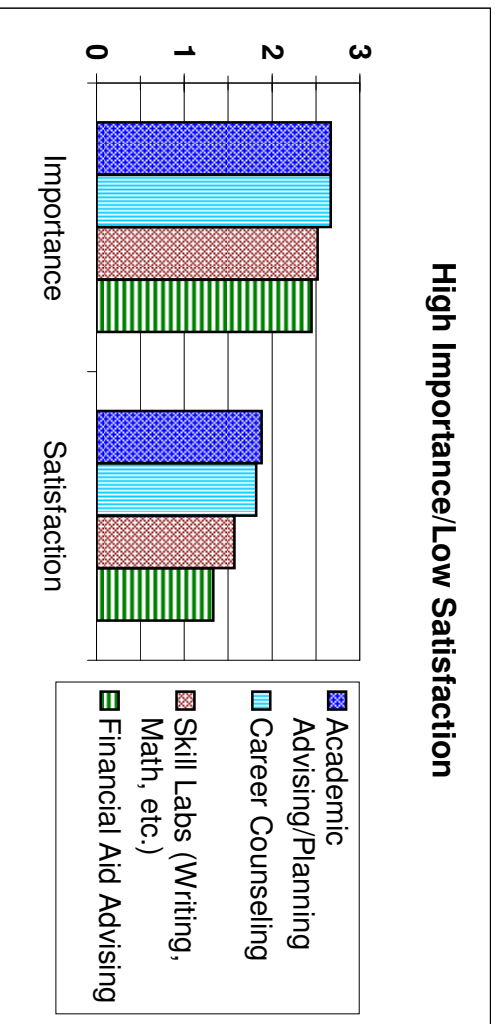
<b>Satisfaction</b>	<b>MJC Means</b>	<b>LC Cohort Means</b>	<b>Key for Means</b>
Academic advising/planning	2.17	1.88	0=NA
Career counseling	2.12	1.82	1=Not at all
Job placement assistance	1.80	0.80	2=Somewhat
Peer and other tutoring	2.03	1.26	3=Very
Skill labs (writing, math, etc.)	2.20	1.57	
Child care	1.83	0.36	
Financial aid advising	2.16	1.33	
Computer lab	2.47	2.44	
Student organizations	1.94	0.85	
Transfer credit assistance	2.02	0.98	
Services to students with disabilities	2.02	0.61	

# Appendix I

## Learning Communities/Student Services Quadrant Analysis



High Importance/High Satisfaction - Smallest Gap	Mean	Mean	Gap
Student Service Area	Importance	Satisfaction	
Computer Lab	2.74	2.44	0.30

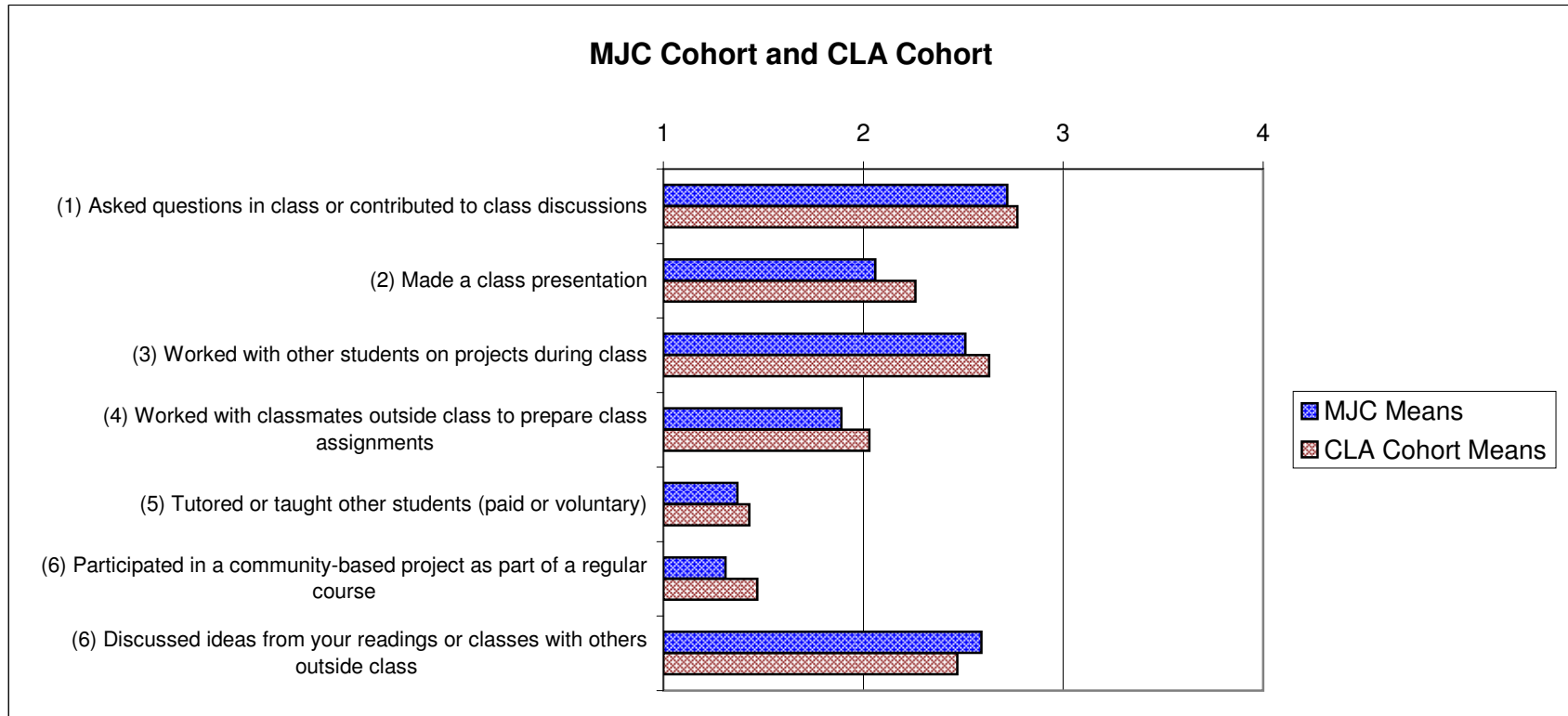


High Importance/Low Satisfaction - Largest Gaps	Means	Means	Gap
Student Service Area	Importance	Satisfaction	
Academic Advising/Planning	2.67	1.88	0.79
Career Counseling	2.67	1.82	0.85
Skill Labs (Writing, Math, etc.)	2.52	1.57	0.95
Financial Aid Advising	2.45	1.33	1.12

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

## Appendix J

### Center for Learning Assistance/Benchmark Question #1: Active and Collaborative Learning



Benchmark Category and Questions	MJC Means	CLA Cohort Means	Key for Means
<b>Active &amp; Collaborative Learning</b>			
(1) Asked questions in class or contributed to class discussions	2.72	2.77	1=Never
(2) Made a class presentation	2.06	2.26	2=Sometimes
(3) Worked with other students on projects during class	2.51	2.63	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	1.43	
(6) Participated in a community-based project as part of a regular course	1.31	1.47	
(6) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers, etc.)	2.59	2.47	

## Appendix J

### Center for Learning Assistance/Benchmark Question #2: Student Effort

#### MJC Cohort and CLA Cohort

Benchmark Category & Questions	MJC Means	CLA Means	Key for Means
<b>Student Effort</b>			
(1) Prepared two or more drafts of a paper or assignment before turning it in	2.42	2.63	1=Never
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.73	2.34	2=Sometimes
(3) Came to class without completing readings or assignments	1.96	1.99	3=Often
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.06	2.33	4=Very Often
(5) [Hours in week] Preparing for class (studying, reading, writing, rehearsing doing homework or other activities related to your program	1.97	2.19	1=None 2=1 to 4 3=5 to 10 4=11 to 20 5=>20
<b>How often you use the following services:</b>			0=None
(6) Peer or other tutoring	1.41	1.49	1=1-5 2=6-10 3=11-20 4=21-30 5=>30
(7) Skill labs (writing, math, etc.)	1.66	1.88	0=Don't Know/NA
(8) Computer lab	2.04	2.52	1=Rarely/never 2=Sometimes 3=Often

## Appendix J

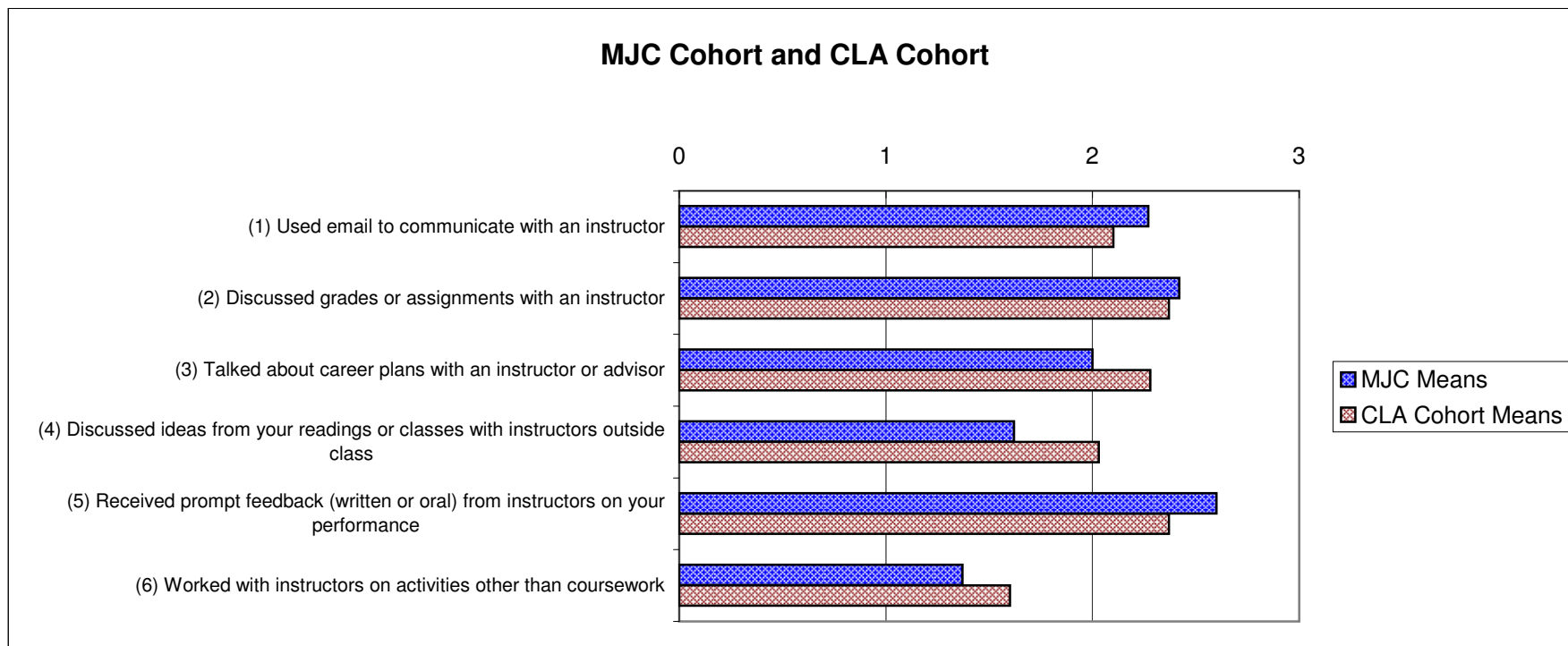
### Center for Learning Assistance/Benchmark Question #3: Academic Challenge

#### MJC Cohort and CLA Cohort

Benchmark Category & Questions	MJC Means	CLA Cohort Means	Key for Means
<b>Academic Challenge</b>			
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.58	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.75	2.49	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	2.57	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.59	2.27	
(5) Applying theories or concepts to practical problems or in new situations	2.57	2.35	
(6) Using information you have read or heard to perform a new skill	2.70	2.63	
(7) Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.96	3.09	
(8) Number of written papers or reports of any length	3.18	3.22	4=11 to 20 5=>20
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	4.93	5.03	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b> (10) Encouraging you to spend significant amounts of time studying	2.98	3.16	1=Very little 2=Some 3=Quite a bit 4=Very Much

## Appendix J

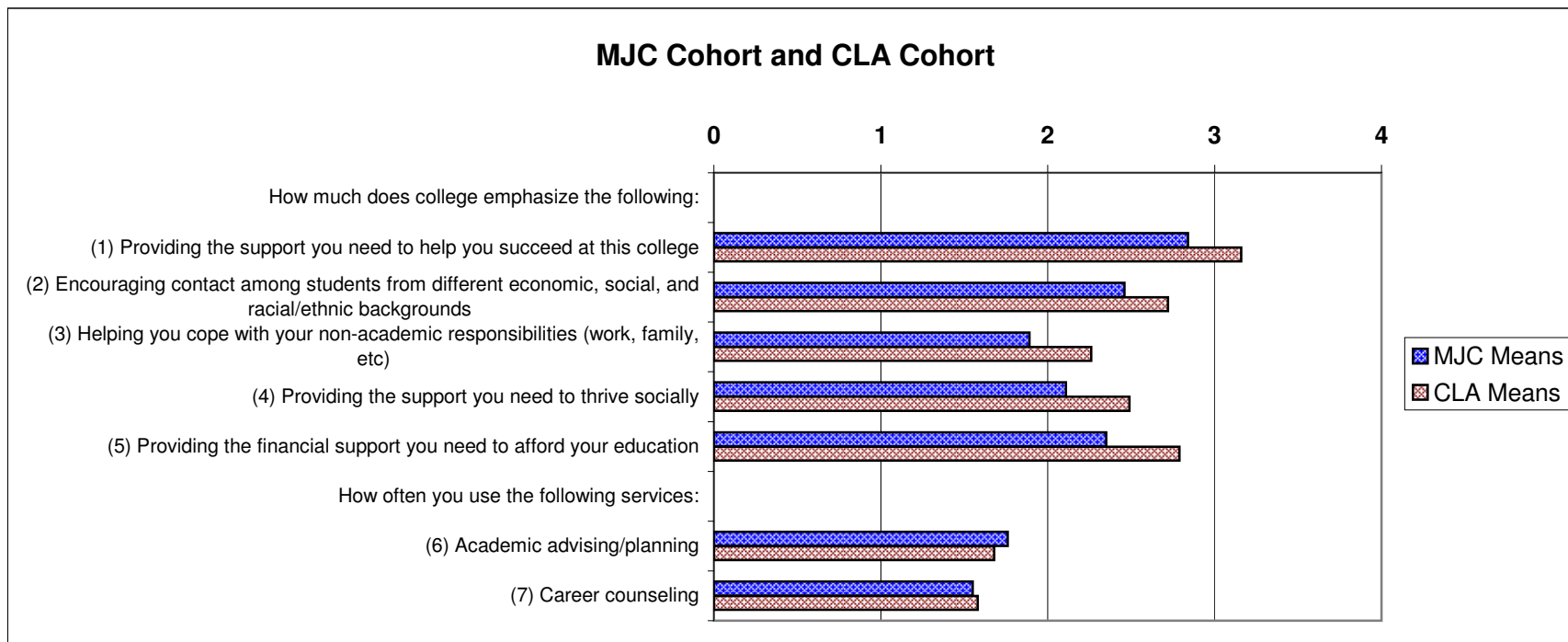
### Center for Learning Assistance/Benchmark Question #4: Student-Faculty Interaction



Benchmark Category & Questions	MJC Means	CLA Cohort Means	Key for Means
<b>Student-Faculty Interaction</b>			
(1) Used email to communicate with an instructor	2.27	2.10	1=Never
(2) Discussed grades or assignments with an instructor	2.42	2.37	2=Sometimes
(3) Talked about career plans with an instructor or advisor	2.00	2.28	3=Often
(4) Discussed ideas from your readings or classes with instructors outside class	1.62	2.03	4=Very Often
(5) Received prompt feedback (written or oral) from instructors on your performance	2.60	2.37	
(6) Worked with instructors on activities other than coursework	1.37	1.60	

## Appendix J

### Center for Learning Assistance/Benchmark Question #5: Support for Learners



Benchmark Category & Questions	MJC Means	CLA Means	Key for Means
<b>Support for Learners</b>			
<b>How much does college emphasize the following:</b>			
(1) Providing the support you need to help you succeed at this college	2.84	3.16	1=Very little
(2) Encouraging contact among students from different economic, social, and racial/ethnic backgrounds	2.46	2.72	2=Some
(3) Helping you cope with your non-academic responsibilities (work, family, etc)	1.89	2.26	3=Quite a bit
(4) Providing the support you need to thrive socially	2.11	2.49	4=Very Much
(5) Providing the financial support you need to afford your education	2.35	2.79	
<b>How often you use the following services:</b>			0=Don't Know/NA
(6) Academic advising/planning	1.76	1.68	1=Rarely/never
(7) Career counseling	1.55	1.58	2=Sometimes
			3=Often

**Appendix J**  
**Center for Learning Assistance/Educational and Personal Growth**

**MJC Cohort and CLA Cohort**

<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>MJC Means</b>	<b>CLA Cohort Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	2.97	2.82	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.47	2.52	
(3) Writing clearly and effectively	2.72	2.88	
(4) Speaking clearly and effectively	2.69	2.96	
(5) Thinking critically and analytically	2.86	2.71	
(6) Solving numerical problems	2.44	2.55	
(7) Using computing and information technology	2.58	2.87	
(8) Working effectively with others	2.67	2.81	
(9) Learning effectively on your own	2.79	2.96	
(10) Understanding yourself	2.58	2.91	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.82	
(12) Developing a personal code of values and ethics	2.33	2.54	
(13) Contributing to the welfare of your community	2.00	2.06	
(14) Developing clearer career goals	2.63	2.65	
(15) Gaining information about career opportunities	2.48	2.60	

## Appendix J Center for Learning Assistance/Student Services

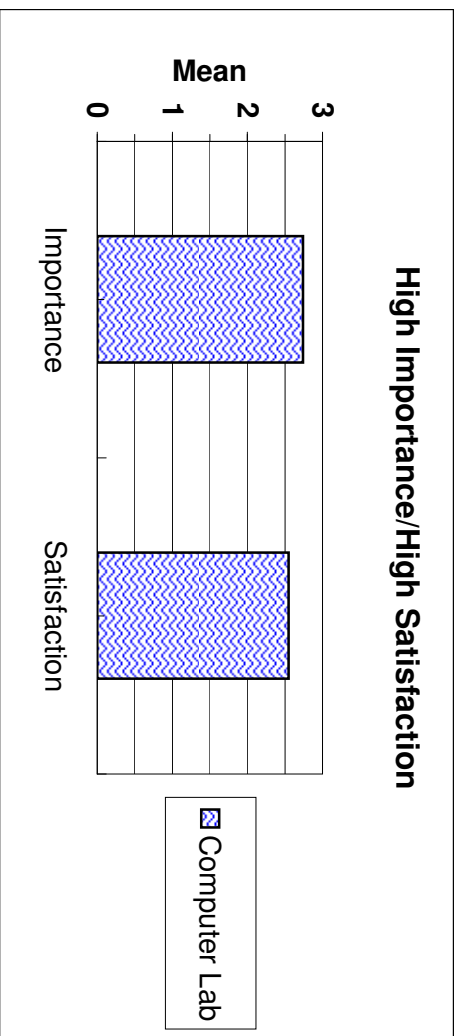
### MJC Cohort and CLA Cohort

Frequency of use	MJC Means	CLA Cohort Means	Key for Means
Academic advising/planning	1.76	1.68	0=Don't know/NA 1=Rarely/never 2=Sometimes 3=Often
Career counseling	1.55	1.58	
Job placement assistance	1.25	1.08	
Peer and other tutoring	1.41	1.49	3=Often
Skill labs (writing, math, etc.)	1.66	1.88	
Child care	1.18	0.62	
Financial aid advising	1.70	1.70	
Computer lab	2.04	2.52	
Student organizations	1.35	1.38	
Transfer credit assistance	1.53	1.12	
Services to students with disabilities	1.39	0.93	

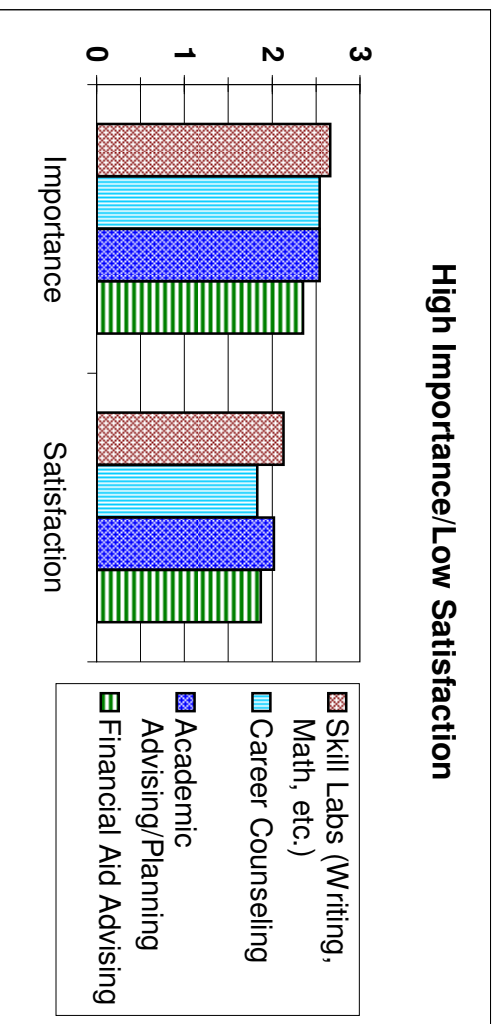
Importance	MJC Means	CLA Cohort Means	Key for Means
Academic advising/planning	2.56	2.54	1=Not at all 2=Somewhat 3=Very
Career counseling	2.45	2.54	
Job placement assistance	2.02	2.19	3=Very
Peer and other tutoring	2.07	2.34	
Skill labs (writing, math, etc.)	2.25	2.66	
Child care	1.78	1.74	
Financial aid advising	2.42	2.35	
Computer lab	2.46	2.74	
Student organizations	1.91	2.02	
Transfer credit assistance	2.25	2.21	
Services to students with disabilities	2.06	2.02	

Satisfaction	MJC Means	CLA Cohort Means	Key for Means
Academic advising/planning	2.17	2.02	0=NA 1=Not at all
Career counseling	2.12	1.83	
Job placement assistance	1.80	1.34	2=Somewhat 3=Very
Peer and other tutoring	2.03	1.91	
Skill labs (writing, math, etc.)	2.20	2.13	
Child care	1.83	0.84	
Financial aid advising	2.16	1.87	
Computer lab	2.47	2.55	
Student organizations	1.94	1.58	
Transfer credit assistance	2.02	1.63	
Services to students with disabilities	2.02	1.25	

## Appendix J Center for Learning Assistance/Student Services Quadrant Analysis



High Importance/High Satisfaction - Smallest Gap	Mean*	Mean*	
Student Service Area	Importance	Satisfaction	Gap
Computer Lab	2.74	2.55	0.19



High Importance/Low Satisfaction - Largest Gaps	Means*	Means*	
Student Service Area	Importance	Satisfaction	Gap
Skill Labs (Writing, Math, etc.)	2.66	2.13	0.53
Career Counseling	2.54	1.83	0.71
Academic Advising/Planning	2.54	2.02	0.52
Financial Aid Advising	2.35	1.87	0.48

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

## 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, the same data that are included in two groups being compared would create statistically *invalid* comparisons. In other words, CCSSE researchers extracted the MJC data to compare the remaining data to MJC data. For example, the Consortium of Hispanic-Serving Institutions/Hispanic Association of Colleges and Universities (HSI/HACU), includes 19 institutions. MJC is one of these 19 institutions (representing a grand total of 13,925 student responses). CCSSE researchers extracted the MJC data from the HSI/HACU Cohort so that only 18 institutions (13,028 student responses) were compared to the nineteenth member, MJC (897 student responses). Another example is the 2006 National CCSSE Cohort; it actually represents a total of 447 institutions (a grand total of 249,548 students), but MJC data were extracted from the National Cohort data to best compare to the National Cohort data.

**Benchmark** – in CCSSE, a grouping of questions around a significant indicator (term) of student engagement

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

**CLA Cohort** – MJC Centers for Learning Assistance students, over-sampled in MJC’s CCSSE administration (another example as in **NOTE** above)

**Cohort** – in research, a sample group of respondents

**HSI/HACU CCSSE Cohort**- 13,028 student respondents from the 18 colleges that form the Consortium of Hispanic-Serving Institutions/Hispanic Association of Colleges and Universities (see **NOTE** above)

**LC Cohort** – MJC Learning Community students over-sampled in MJC’s CCSSE administration (another example as in **NOTE** above)

**MJC Cohort** – A total of 897 student respondents from Modesto Junior College (see **NOTE** above)

**National CCSSE Cohort** – Approximately a quarter of a million student respondents from 446 two-year colleges in 46 states in Spring 2006 (another example as in **NOTE** above)

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