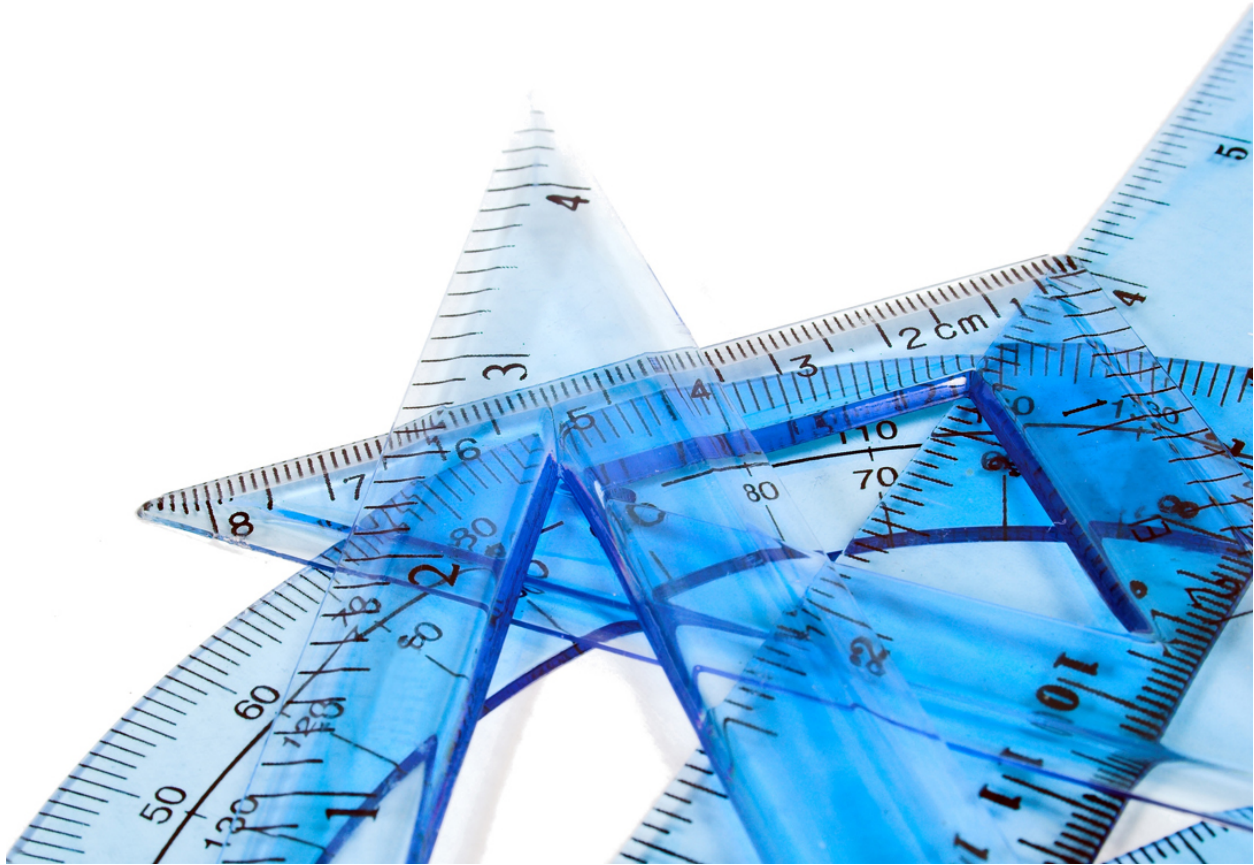


**Comparative Analysis of the  
Community College Survey of Student Engagement  
(CCSSE)  
2006 – 2011**



**Modesto Junior College Research Office  
(Dr. Ken Hart, Research Analyst)**

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## **Introduction**

Modesto Junior College has administered the Community College Survey of Student Engagement (CCSSE) during three spring semesters (2006, 2009, and 2011). The CCSSE began as a project of the Community College Leadership Program at the University of Texas at Austin with Dr. Kay McClenney as Director.<sup>1</sup> According to research by Astin, Pascarella and Terenzini, Tinto, and others, student engagement and student satisfaction are key indicators of student success.<sup>2</sup> The more engaged a student is with his or her own education and is satisfied with the experience, the more successful he or she will be. The CCSSE contains questions that frame five benchmark areas (indicators) that have been identified as important in measuring student engagement and satisfaction: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

MJC is now able to begin trend comparisons of itself (over 900 respondents in Spring 2011) with itself (2006 and 2009 groups), as well as to continue comparisons with the Hispanic Student Success Consortium (HSSC – over 43,000 respondents), with the Extra Large Colleges (XL CCs – over 81,000 respondents) group responses, and with the National CCSSE group (over 442,000 respondents) over a three-year period.

The MJC Research Office, Interim President, Vice President of Instruction, and Instructional Deans would like to thank the full-time and part-time faculty, students, and staff who set aside valuable classroom time and work to help in the administration of the CCSSE in Spring 2011.

## **Comparison of Overall CCSSE Benchmark Scores: MJC Compared to Other Groups 2011**

The conceptual framework of the CCSSE involves five benchmark areas that have been identified as indicators of student engagement in, and satisfaction with, the student college experience. Each benchmark is comprised of a set of questions from the survey. The college can view the student responses from two perspectives: comparing MJC group responses with the other major groups' responses and comparing the 2011 MJC group responses with the earlier MJC group responses (2006 and 2009).

- Compared to the other groups in 2011, MJC group Overall Benchmark scores are higher than all other groups for Student Effort (52.2) and Academic Challenge (52.0) benchmark areas.
- The MJC group overall benchmark score for Active and Collaborative Learning (50.1) is higher than the National CCSSE group score (50.0) and the Extra-large Community College group score (49.3). The MJC group score is lower than the Hispanic Student Success Consortium score (50.4).
- The MJC group overall benchmark score for Student-Faculty Interaction (49.4) is higher than the Hispanic Student Success Consortium score (49.1) and the Extra-large

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<sup>1</sup>CCSSE was also the original name of the organization, which 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.

<sup>2</sup>See the works of these and other researchers involved in issues such as college impact, student attrition, and student retention.

Community College group score (48.3). The MJC group score is lower than the National CCSSE group score (50.0).

- The MJC group overall benchmark score for Support for Learners (50.5) is higher than the National CCSSE group score (50.0) and the Extra-large Community College group score (49.1). The MJC group score is lower than the Hispanic Student Success Consortium score (51.7).

### **Comparison of MJC Groups' Overall Benchmark Scores (2006, 2009, and 2011)**

- Compared among the three MJC groups (2006, 2009, and 2011), the 2011 MJC group Overall Benchmark scores are higher than the earlier MJC groups for Student Effort (52.2) and Student-Faculty Interaction (49.4) benchmark areas.
- The 2011 MJC group benchmark score for Academic Challenge (52.0) is higher than the 2006 MJC group benchmark score (51.8) but lower than the 2009 MJC group benchmark score (53.2).
- The 2011 MJC group benchmark score for Support for Learners (50.5) is higher than the 2009 MJC group score but lower than the 2006 MJC group score.
- The 2011 MJC group benchmark score for Active and Collaborative Learning (50.1) is lower than the 2009 MJC group score (52.8) and the 2006 MJC group score (50.2).

### **Comparisons of Educational and Personal Development**

- The 2011 MJC group indicates higher mean averages than all the other groups in the following educational and personal development areas: acquiring a broad general education, writing and speaking clearly and effectively, thinking critically and analytically, using computing/information technology, working effectively with others, learning effectively on one's own, contributing to the welfare of the student's community, developing clearer career goals, and gaining information about career opportunities.
- The MJC groups' mean averages progressively increase from 2006 to 2011 in the following educational and personal development areas: acquiring a broad general education, writing clearly and effectively, thinking critically and analytically, solving numerical problems, using computing/information technology, working effectively with others, learning effectively on one's own, understanding oneself, understanding people of other racial and ethnic backgrounds, developing a personal code of values and ethics, contributing to the welfare of one's community, developing clearer career goals, and gaining information about career opportunities.

### **Comparisons of Student Services Areas: Frequency of Use, Importance, and Satisfaction**

- The Extra-Large Community College group has statistically significant lower mean averages than the 2011 MJC group's mean average in two areas: (1) frequency of use of the computer labs and (2) importance of the computer labs (t-tests: MJC vs. comparison groups; 2-tailed  $p < 0.001$  and effect size  $= .2$ ).
- The 2011 MJC group's mean averages, relative to the **frequency of use** of "Student Services" areas, are higher than all the other groups for five of the eleven areas.

- The 2011 MJC group’s mean averages, relative to the **importance** of “Student Services” areas, are higher than all the other groups for nine of the eleven areas.
- The 2011 MJC group’s mean averages, relative to the **satisfaction** with “Student Services” areas, are higher than all the other groups for eight of the eleven areas.
- The MJC group’s mean average for **frequency of use** of the computer labs is the only “Student Services” area that progressively increases from 2006 to 2011.
- The MJC group’s mean averages for **importance** of “Student Services” progressively increase from 2006 to 2011 for six of the eleven areas: academic advising/planning, career counseling, job placement assistance, peer and other tutoring, skill labs, and transfer credit assistance.
- The MJC group’s mean averages for **satisfaction** with “Student Services” progressively increase from 2006 to 2011 for seven of the eleven areas: academic advising/planning, job placement assistance, peer and other tutoring, skill labs, financial aid advising, computer lab, and transfer credit assistance.
- The MJC group’s “Student Services” areas indicating the **highest importance** and **highest satisfaction** remain the same two over the three administrations of the survey: computer lab and skill labs (writing, math, etc.).
- The MJC group’s “Student Services” areas indicating the **highest importance** yet **lowest satisfaction** remain the same three over the three administrations of the survey: academic advising/planning, career counseling, and financial aid advising.

### **Comparison of Learning Community Group to MJC Group 2011**

- The 2011 MJC Learning Community group’s mean average responses to the vast majority of the questions comprising the five benchmarks are substantially higher than the primary 2011 MJC group’s mean average responses.
- The 2011 MJC Learning Community group’s mean average responses to all of the educational and personal development areas, except solving numerical problems, are substantially higher than the primary 2011 MJC group’s mean average responses.

### **Recommendations**

Even with improvements in student engagement in, and satisfaction with, aspects of benchmark areas of instruction and student services, continued dialogue needs to occur between and among deans, faculty, staff, administrators, and students concerning the benchmark areas of Active and Collaborative Learning, Student-Faculty Interaction, and Support for Learners. With the advent of the First-Year Experience program, the next administration of the CCSSE in Spring 2013 needs to include these students as an oversample group to be compared to the primary MJC group. Considering the substantially higher mean average responses of the Learning Community group, dialogue with the Learning Community faculty and support staff and the First-Year Experience faculty and support staff needs to occur with appropriate administrators to determine how to expand the success of these smaller groups of students to the larger group of MJC students.

## Appendix A

### Methodology and Comparisons of Overall Benchmark Scores: Explanations

#### Methodology

The CCSSE research unit requested a list of sections from the MJC Research Office, explaining parameters of the types of sections to be excluded, such as labs that have lecture components and online only sections. The MJC Research Office, with the assistance of the District Research and Planning Office and IT, sent a data set of approximately 1,200 sections for Spring 2011, and CCSSE researchers randomly selected 56 sections of MJC students in which to administer the survey.

The CCSSE research unit has determined various methods of measuring survey completion rates. According to CCSSE researchers, **overall survey completion rates** consist of surveys completed divided by the number of surveys sent 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 surveyed** include participating classes (packets returned) divided by the total number of classes in the sample (packets sent) to MJC. A total of 905 students completed the survey (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]). The national CCSSE group was comprised of 443,217 respondents that participated from 2009 to 2011. The Extra Large Community College group is comprised of 81,797 respondents that participated from 2009 to 2011. MJC group's **overall survey completion rate** was 47 percent; the national CCSSE group's rate was 51 percent; the Extra Large CC group's rate was 53 percent. MJC group's **within class completion rate** was 63 percent; the national CCSSE group's rate was also 56 percent; the Extra Large CC group's rate was 63 percent. MJC group's **percent of sampled classes surveyed** was 73 percent; the national CCSSE group's percent was 86 percent; the Extra Large CC group's rate was 85 percent.

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 in the table in this appendix, 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 MJC survey group's enrollment status is 71 percent full-time students and 29 percent part-time students. The total MJC population's enrollment status is 35 percent full-time students and 65 percent part-time students. The CCSSE group's percentages are 42 percent full time and 58 percent part time. The MJC survey group's percentages are almost the opposite of the MJC total population percentages. Consequently, CCSSE researchers weighted the part-time MJC student responses to adjust for this reversal.

**Appendix A**  
**Methodology and Comparisons of Overall Benchmark Scores: Explanations**

**Comparison of Student Demographics**

Student Characteristics	2011 MJC Survey Group	MJC Total Student Population	2011 National CCSSE Group
Female	55%	58%	57%
Male	45%	42%	43%
American Indian/ Other Native American	2%	1%	1%
Asian, Asian American or Pacific Islander	7%	8%	5%
Black or African American, Non-Hispanic	2%	4%	13%
Hispanic, Latino, Spanish	30%	30%	14%
White, Non-Hispanic	46%	41%	56%
Other	8%	16%	9%
International Student or Foreign National	6%	0%	2%
18 to 19	29%	30%	25%
20 to 21	27%	20%	18%
22 to 24	14%	15%	15%
25 to 29	13%	13%	14%
30 to 39	10%	12%	15%
40 to 49	5%	7%	8%
50 to 64	2%	3%	4%
65 and over	0%	0%	1%
Full-Time	71%	35%	42%
Part-Time	29%	65%	58%

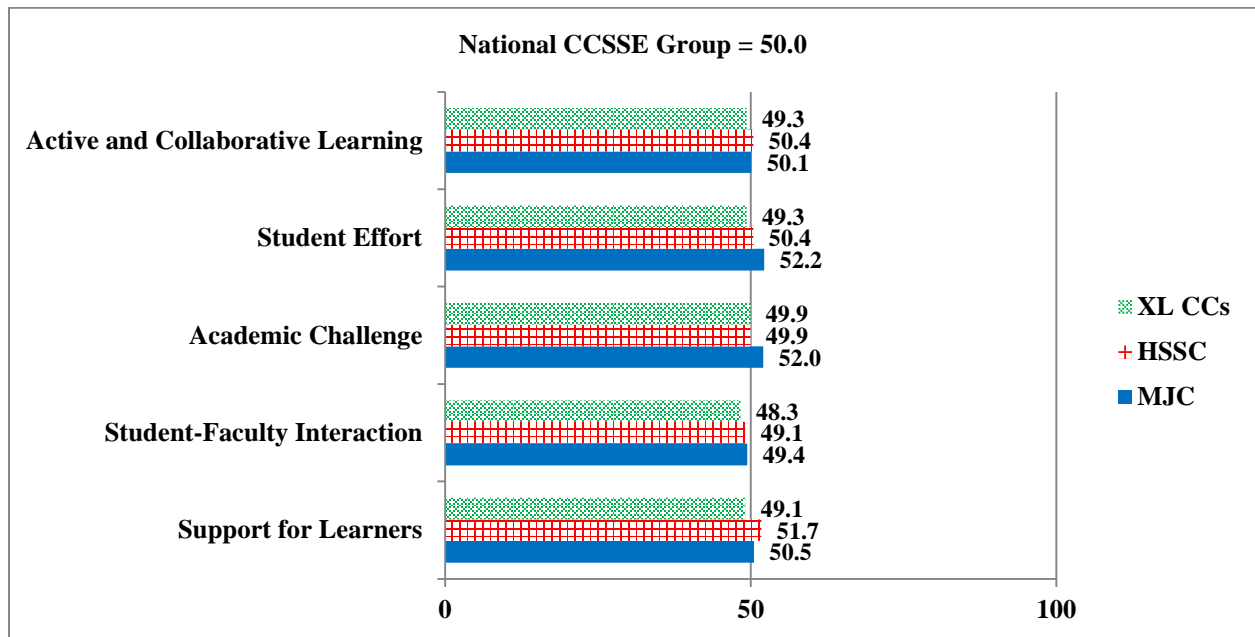
**Overall Benchmark Scores Methodology and Comparisons**

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 allow comparisons among benchmarks and between survey groups.<sup>1</sup>

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<sup>1</sup>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.”

**Appendix B**  
**MJC Overall Benchmark Scores Compared to Other Groups 2011**



XL CCs=Extra Large Community Colleges (15,000+ students)

HSSC=Hispanic Student Success Consortium

**Appendix C**  
**MJC and Other Groups**  
**Benchmark #1: Active and Collaborative Learning**

**2011**

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	2.84	2.87	2.92	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Made a class presentation	2.04	2.13	2.11	2.08	
(3) Worked with other students on projects during class	2.48	2.52	2.47	2.50	
(4) Worked with classmates outside class to prepare class assignments	1.99	1.93	1.88	1.90	
(5) Tutored or taught other students (paid or voluntary)	1.37	1.39	1.36	1.38	
(6) Participated in a community-based project as a part of a regular course	1.39	1.31	1.30	1.32	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.69	2.58	2.57	2.57	

\*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=905; HSSC n=43,973; XL CCs n=81,797; CCSSE n=443,217)

HSSC=Hispanic Student Success Consortium  
XL CCs=Extra Large Community Colleges (15,000+ students)  
CCSSE=National CCSSE Group

**Appendix D**  
**MJC and Other Groups**  
**Benchmark #2: Student Effort**

**2011**

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.53	2.53	2.51	2.50	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	2.87	2.76	2.79	2.77	
(3) Came to class without completing readings or assignments	1.87	1.83	1.86	1.82	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.10	2.12	2.10	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)	2.11	1.90	1.94	2.00	0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=>30 hours
<b>How often you use the following services:</b>					0=Don't Know/NA
(6) Peer or other tutoring	1.52	1.55	1.49	1.48	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.75	1.80	1.71	1.73	2=Sometimes
(8) Computer lab	2.22	2.07	2.04	2.09	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=905; HSSC n=43,973; XL CCs n=81,797; CCSSE n=443,217)

HSSC=Hispanic Student Success Consortium  
XL CCs=Extra Large Community Colleges (15,000+ students)  
CCSSE=National CCSSE Group

**Appendix E**  
**MJC and Other Groups**  
**Benchmark #3: Academic Challenge**

**2011**

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	2.61	2.61	2.57	2.59	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.90	2.91	2.92	2.89	1=Very little 2=Some
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.76	2.80	2.78	2.76	3=Quite a bit 4=Very Much
(4) Making judgments about the value or soundness of information, arguments, or methods	2.63	2.61	2.61	2.59	
(5) Applying theories or concepts to practical problems or in new situations	2.69	2.69	2.69	2.69	
(6) Using information you have read or heard to perform a new skill	2.90	2.83	2.79	2.80	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.97	2.85	2.88	2.90	1=None 2=1 to 4 texts 3=5 to 10 texts 4=11 to 20 texts 5=>20 texts
(8) Number of written papers or reports of any length	2.98	2.81	2.89	2.89	
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	5.01	4.96	4.92	4.99	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
(10) Encouraging you to spend significant amounts of time studying	3.15	3.02	2.99	3.01	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=905; HSSC n=43,973; XL CCs n=81,797; CCSSE n=443,217)

HSSC=Hispanic Student Success Consortium  
XL CCs=Extra Large Community Colleges (15,000+ students)  
CCSSE=National CCSSE Group

**Appendix F**  
**MJC and Other Groups**  
**Benchmark #4: Student-Faculty Interaction**

**2011**

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	2.76	2.72	2.74	2.76	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.53	2.54	2.52	2.56	
(3) Talked about career plans with an instructor or advisor	2.06	2.03	1.98	2.05	
(4) Discussed ideas from your readings or classes with instructors outside class	1.72	1.73	1.71	1.75	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.69	2.64	2.65	2.68	
(6) Worked with instructors on activities other than coursework	1.39	1.41	1.38	1.42	

\*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=905; HSSC n=43,973; XL CCs n=81,797; CCSSE n=443,217)

HSSC=Hispanic Student Success Consortium  
XL CCs=Extra Large Community Colleges (15,000+ students)  
CCSSE=National CCSSE Group

**Appendix G**  
**MJC and Other Groups**  
**Benchmark #5: Support for Learners**

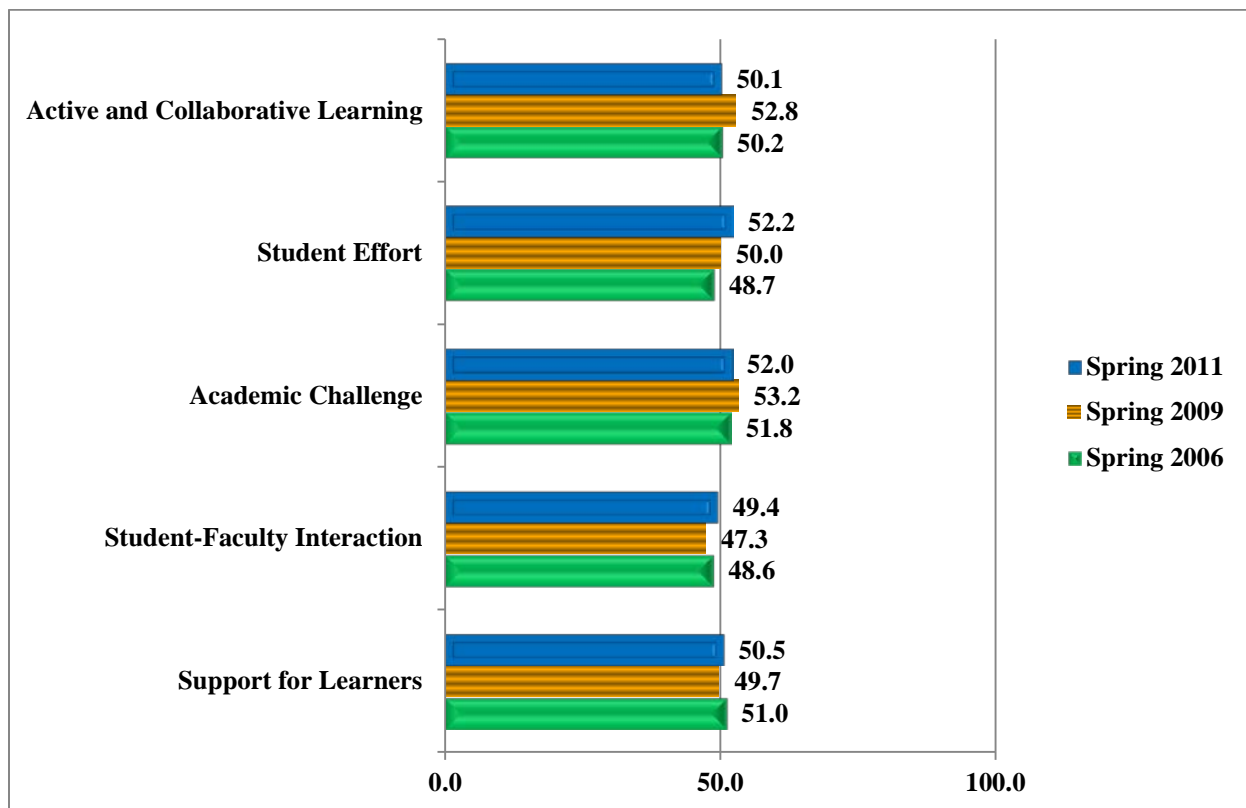
2011

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for 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	2.94	3.00	2.96	2.99	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.54	2.62	2.57	2.53	
(3) Helping you cope with your non-academic responsibilities (work, family)	2.00	2.02	1.93	1.95	
(4) Providing the support you need to thrive socially	2.23	2.23	2.15	2.17	
(5) Providing the financial support you need to afford your education	2.44	2.52	2.46	2.54	
<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	1.78	1.77	1.74	1.78	
(7) Career counseling	1.57	1.50	1.46	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=905; HSSC n=43,973; XL CCs n=81,797; CCSSE n=443,217)

HSSC=Hispanic Student Success Consortium  
XL CCs=Extra Large Community Colleges (15,000+ students)  
CCSSE=National CCSSE Group

**Appendix H**  
**Comparison of MJC Groups' Overall Benchmark Scores (2006, 2009, and 2011)**



**Appendix I**  
**Comparison of MJC Groups' Responses to Benchmark Questions (2006, 2009, and 2011)**  
**Benchmark #1: Active and Collaborative Learning**

Benchmark Category / Questions	2006 MJC Group	2009 MJC Group	2011 MJC Group	Key for Means
<b>Benchmark #1: Active and Collaborative Learning</b>	Means	Means	Means	
(1) Asked questions in class or contributed to class discussions	2.72	2.76	2.76	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Made a class presentation	2.06	2.07	2.04	
(3) Worked with other students on projects during class	2.51	2.67	2.48	
(4) Worked with classmates outside class to prepare class assignments	1.89	2.03	1.99	
(5) Tutored or taught other students (paid or voluntary)	1.37	1.38	1.37	
(6) Participated in a community-based project as part of a regular course	1.31	1.31	1.39	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers, etc.)	2.59	2.71	2.69	

**Appendix J**  
**Comparison of MJC Groups' Responses to Benchmark Questions (2006, 2009, and 2011)**  
**Benchmark #2: Student Effort**

Benchmark Category / Questions	2006 MJC Group	2009 MJC Group	2011 MJC Group	Key for Means
<b>Benchmark #2: Student Effort</b>	Means	Means	Means	
(1) Prepared two or more drafts of a paper or assignment before turning it in	2.42	2.46	2.53	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	2.82	2.87	
(3) Came to class without completing readings or assignments	1.96	1.86	1.87	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.06	2.09	2.05	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	2.11	0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=>30 hours
<b>How often you use the following services:</b>				0=Don't Know/NA
(6) Peer or other tutoring	1.41	1.41	1.52	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.66	1.55	1.75	2=Sometimes
(8) Computer lab	2.04	2.10	2.22	3=Often

**Appendix K**  
**Comparison of MJC Groups' Responses to Benchmark Questions (2006, 2009, and 2011)**  
**Benchmark #3: Academic Challenge**

Benchmark Category / Questions	2006 MJC Group	2009 MJC Group	2011 MJC Group	Key for Means
Benchmark #3: Academic Challenge	Means	Means	Means	
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.49	2.55	2.61	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.75	2.92	2.90	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	2.76	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.59	2.66	2.63	
(5) Applying theories or concepts to practical problems or in new situations	2.57	2.70	2.69	
(6) Using information you have read or heard to perform a new skill	2.70	2.88	2.90	
(7) Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.96	2.88	2.97	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	2.98	(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	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> (10) Encouraging you to spend significant amounts of time studying	2.98	3.06	3.15	1=Very little 2=Some 3=Quite a bit 4=Very Much

**Appendix L**  
**Comparison of MJC Groups' Responses to Benchmark Questions (2006, 2009, and 2011)**  
**Benchmark #4: Student-Faculty Interaction**

Benchmark Category / Questions	2006 MJC Group	2009 MJC Group	2011 MJC Group	Key for Means
<b>Benchmark #4: Student-Faculty Interaction</b>	Means	Means	Means	
(1) Used email to communicate with an instructor	2.27	2.42	2.76	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.42	2.38	2.53	
(3) Talked about career plans with an instructor or advisor	2.00	2.04	2.06	
(4) Discussed ideas from your readings or classes with instructors outside class	1.62	1.70	1.72	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.60	2.65	2.69	
(6) Worked with instructors on activities other than coursework	1.37	1.39	1.39	

**Appendix M**  
**Comparison of MJC Groups' Responses to Benchmark Questions (2006, 2009, and 2011)**  
**Benchmark #5: Support for Learners**

Benchmark Category / Questions	2006 MJC Group	2009 MJC Group	2011 MJC Group	
Benchmark #5: Support for Learners	Means	Means	Means	Key for Means
<b>How much does college emphasize the following:</b>				
(1) Providing the support you need to help you succeed at this college	2.84	2.97	2.94	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	2.54	
(3) Helping you cope with your non-academic responsibilities (work, family, etc.)	1.89	1.91	2.00	
(4) Providing the support you need to thrive socially	2.11	2.16	2.23	
(5) Providing the financial support you need to afford your education	2.35	2.33	2.44	
<b>How often you use the following services:</b>				0=Don't Know/NA
(6) Academic advising/planning	1.76	1.73	1.78	1=Rarely/never
(7) Career counseling	1.55	1.54	1.57	2=Sometimes
				3=Often

**Appendix N**  
**Comparisons of Educational and Personal Development**  
**MJC Group Responses Compared to Other Groups 2011**

**2011**

<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>MJC Group Means</b>	<b>HSSC Group Means</b>	<b>XL CCs Group Means</b>	<b>CCSSE Group Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	3.03	3.01	2.99	2.98	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.48	2.49	2.46	2.57	
(3) Writing clearly and effectively	2.82	2.81	2.75	2.75	
(4) Speaking clearly and effectively	2.75	2.74	2.67	2.65	
(5) Thinking critically and analytically	2.99	2.96	2.91	2.92	
(6) Solving numerical problems	2.53	2.68	2.62	2.64	
(7) Using computing/information technology	2.86	2.78	2.72	2.77	
(8) Working effectively with others	2.81	2.80	2.73	2.76	
(9) Learning effectively on your own	3.01	2.97	2.92	2.93	
(10) Understanding yourself	2.73	2.73	2.64	2.64	
(11) Understanding people of other racial and ethnic backgrounds	2.48	2.56	2.47	2.41	
(12) Developing a personal code of values and ethics	2.50	2.50	2.41	2.41	
(13) Contributing to the welfare of your community	2.10	2.07	2.01	2.04	
(14) Developing clearer career goals	2.84	2.72	2.66	2.70	
(15) Gaining information about career opportunities	2.67	2.58	2.51	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=905; HSSC n=43,973; XL CCs n=81,797; CCSSE n=443,217)

HSSC=Hispanic Student Success Consortium  
XL CCs=Extra Large Community Colleges (15,000+ students)  
CCSSE=National CCSSE Group

**Appendix O**  
**Comparisons of Educational and Personal Development**  
**Comparison of MJC Groups' Responses (2006, 2009, and 2011)**

<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>2006 MJC Group Means</b>	<b>2009 MJC Group Means</b>	<b>2011 MJC Group Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	2.97	3.02	3.03	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	2.48	
(3) Writing clearly and effectively	2.72	2.79	2.82	
(4) Speaking clearly and effectively	2.69	2.65	2.75	
(5) Thinking critically and analytically	2.86	2.95	2.99	
(6) Solving numerical problems	2.44	2.47	2.53	
(7) Using computing/information technology	2.58	2.62	2.86	
(8) Working effectively with others	2.67	2.76	2.81	
(9) Learning effectively on your own	2.79	2.89	3.01	
(10) Understanding yourself	2.58	2.66	2.73	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.47	2.48	
(12) Developing a personal code of values and ethics	2.33	2.42	2.50	
(13) Contributing to the welfare of your community	2.00	2.01	2.10	
(14) Developing clearer career goals	2.63	2.77	2.84	
(15) Gaining information about career opportunities	2.48	2.62	2.67	

**Appendix P**  
**Comparisons of Student Services Areas: Frequency of Use, Importance, and Satisfaction**  
**MJC Group Responses Compared to Other Groups 2011**

**2011**

Frequency of Use	MJC Group	HSSC Group	XL CCs Group	CCSSE Group	Key for Means
Academic advising/planning	1.78	1.77	1.74	1.78	0=Don't know/ NA
Career counseling	1.57	1.50	1.46	1.43	1=Rarely/never
Job placement assistance	1.28	1.24	1.22	1.24	2=Sometimes
Peer or other tutoring	1.52	1.55	1.49	1.48	3=Often
Skill labs (Writing, math, etc.)	1.75	1.80	1.71	1.73	
Child care	1.15	1.18	1.14	1.17	
Financial aid advising	1.79	1.88	1.83	1.87	
Computer lab	2.22	2.07	<b>2.04*</b> ↓	2.09	
Student organizations	1.38	1.38	1.33	1.36	
Transfer credit assistance	1.58	1.52	1.52	1.52	
Services to students with disabilities	1.37	1.31	1.28	1.30	
Importance	MJC Group	HSSC Group	XL CCs Group	CCSSE Group	Key for Means
Academic advising/planning	2.62	2.60	2.56	2.55	1=Not at all
Career counseling	2.50	2.43	2.37	2.32	2=Somewhat
Job placement assistance	2.15	2.09	2.08	2.08	3=Very
Peer or other tutoring	2.22	2.23	2.15	2.14	
Skill labs (Writing, math, etc.)	2.37	2.33	2.24	2.22	
Child care	1.86	1.78	1.73	1.75	
Financial aid advising	2.50	2.49	2.43	2.46	
Computer lab	2.58	2.46	<b>2.42*</b> ↓	2.45	
Student organizations	1.97	1.92	1.86	1.86	
Transfer credit assistance	2.34	2.29	2.29	2.24	
Services to students with disabilities	2.15	2.07	2.04	2.05	
Satisfaction	MJC Group	HSSC Group	XL CCs Group	CCSSE Group	Key for Means
Academic advising/planning	2.23	2.18	2.16	2.23	0=NA
Career counseling	2.12	2.07	2.04	2.05	1=Not at all
Job placement assistance	1.87	1.79	1.77	1.81	2=Somewhat
Peer or other tutoring	2.17	2.20	2.16	2.18	3=Very
Skill labs (Writing, math, etc.)	2.36	2.31	2.27	2.27	
Child care	1.88	1.79	1.74	1.78	
Financial aid advising	2.19	2.21	2.16	2.18	
Computer lab	2.58	2.49	2.46	2.49	
Student organizations	2.00	1.99	1.95	1.99	
Transfer credit assistance	2.09	2.05	2.05	2.07	
Services to students with disabilities	2.11	2.03	1.99	2.03	

\*Statistically Significant Difference above (↑) or below (↓) the MJC Mean  
[t-tests: MJC vs. comparison groups; 2-tailed p<0.001 and effect size =>.2]

**Appendix Q**  
**Comparisons of Student Services Areas: Frequency of Use, Importance, and Satisfaction**  
**Comparison of MJC Groups' Responses (2006, 2009, and 2011)**

<b>Frequency of use</b>	<b>2006 MJC</b>	<b>2009 MJC</b>	<b>2011 MJC</b>	<b>Key for Means</b>
Academic advising/planning	1.76	1.73	1.78	0=Don't know/NA 1=Rarely/never 2=Sometimes 3=Often
Career counseling	1.55	1.54	1.57	
Job placement assistance	1.25	1.23	1.28	
Peer and other tutoring	1.41	1.41	1.52	
Skill labs (writing, math, etc.)	1.66	1.55	1.75	
Child care	1.18	1.14	1.15	
Financial aid advising	1.70	1.67	1.79	
Computer lab	2.04	2.10	2.22	
Student organizations	1.35	1.31	1.38	
Transfer credit assistance	1.53	1.50	1.58	
Services to students with disabilities	1.39	1.21	1.37	

<b>Importance</b>	<b>2006 MJC</b>	<b>2009 MJC</b>	<b>2011 MJC</b>	<b>Key for Means</b>
Academic advising/planning	2.56	2.58	2.62	1=Not at all 2=Somewhat 3=Very
Career counseling	2.45	2.46	2.50	
Job placement assistance	2.02	2.02	2.15	
Peer and other tutoring	2.07	2.12	2.22	
Skill labs (writing, math, etc.)	2.25	2.27	2.37	
Child care	1.78	1.75	1.86	
Financial aid advising	2.42	2.40	2.50	
Computer lab	2.47	2.46	2.58	
Student organizations	1.91	1.82	1.97	
Transfer credit assistance	2.25	2.25	2.34	
Services to students with disabilities	2.06	1.99	2.15	

<b>Satisfaction</b>	<b>2006 MJC</b>	<b>2009 MJC</b>	<b>2011 MJC</b>	<b>Key for Means</b>
Academic advising/planning	2.17	2.22	2.23	0=NA 1=Not at all 2=Somewhat 3=Very
Career counseling	2.12	2.15	2.12	
Job placement assistance	1.80	1.85	1.87	
Peer and other tutoring	2.03	2.07	2.17	
Skill labs (writing, math, etc.)	2.20	2.22	2.36	
Child care	1.83	1.81	1.88	
Financial aid advising	2.16	2.17	2.19	
Computer lab	2.47	2.53	2.58	
Student organizations	1.94	2.01	2.00	
Transfer credit assistance	2.02	2.09	2.09	
Services to students with disabilities	2.02	1.96	2.11	

## Appendix R

### Comparisons of Student Services Areas: Frequency of Use, Importance, and Satisfaction MJC Importance/Satisfaction: Smallest and Largest Gaps (2006, 2009, and 2011)

#### 2011 MJC Group

High Importance/High Satisfaction - Smallest Gaps	Means*	Means*		
Student Service Area	Importance	Satisfaction	Gap	Key for Means
Computer Lab	2.58	2.58	0.00	1=Not at all
Skill Labs (Writing, Math, etc.)	2.37	2.36	0.01	2=Somewhat 3=Very

#### 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

#### 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

#### 2011 MJC Group

High Importance/Low Satisfaction - Largest Gaps	Means*	Means*		
Student Service Area	Importance	Satisfaction	Gap	Key for Means
Academic Advising/Planning	2.62	2.23	0.39	1=Not at all
Career Counseling	2.50	2.12	0.38	2=Somewhat
Financial Aid Advising	2.50	2.19	0.31	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

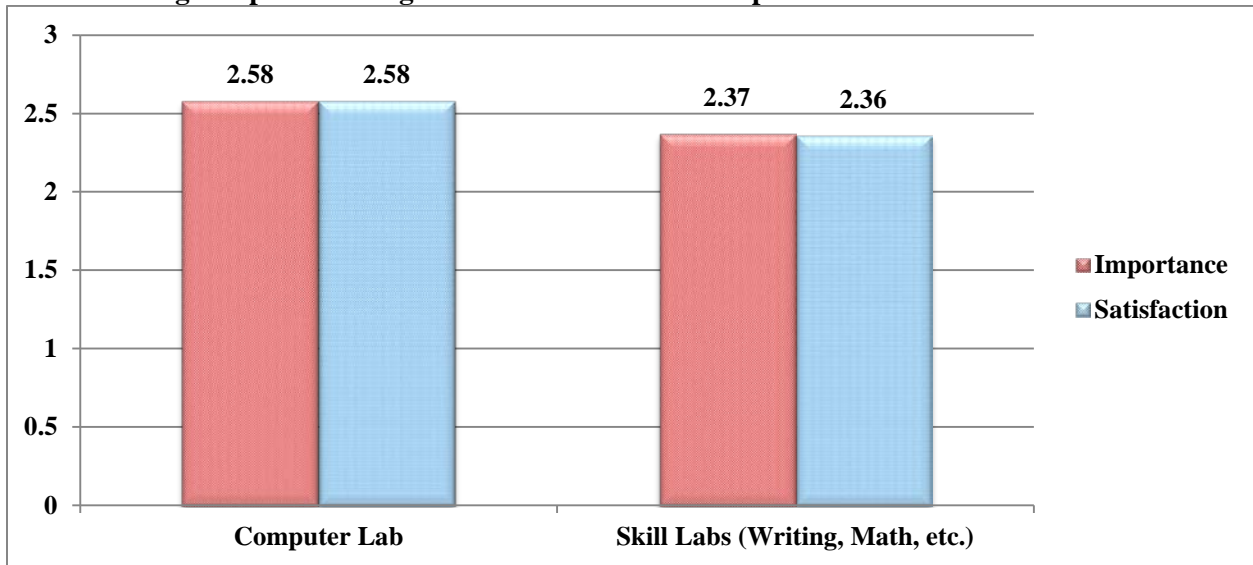
#### 2006 MJC Group

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

\*Statistically Significant Difference above (↑) or below (↓) the MJC Mean  
[t-tests: MJC vs. comparison groups; 2-tailed p<0.001 and effect size =>.2]

**Appendix S**  
**Comparisons of Student Services Areas: Frequency of Use, Importance, and Satisfaction**  
**MJC High Importance/High Satisfaction: Smallest Gaps 2011**

**MJC 2011 High Importance/High Satisfaction: Smallest Gaps**



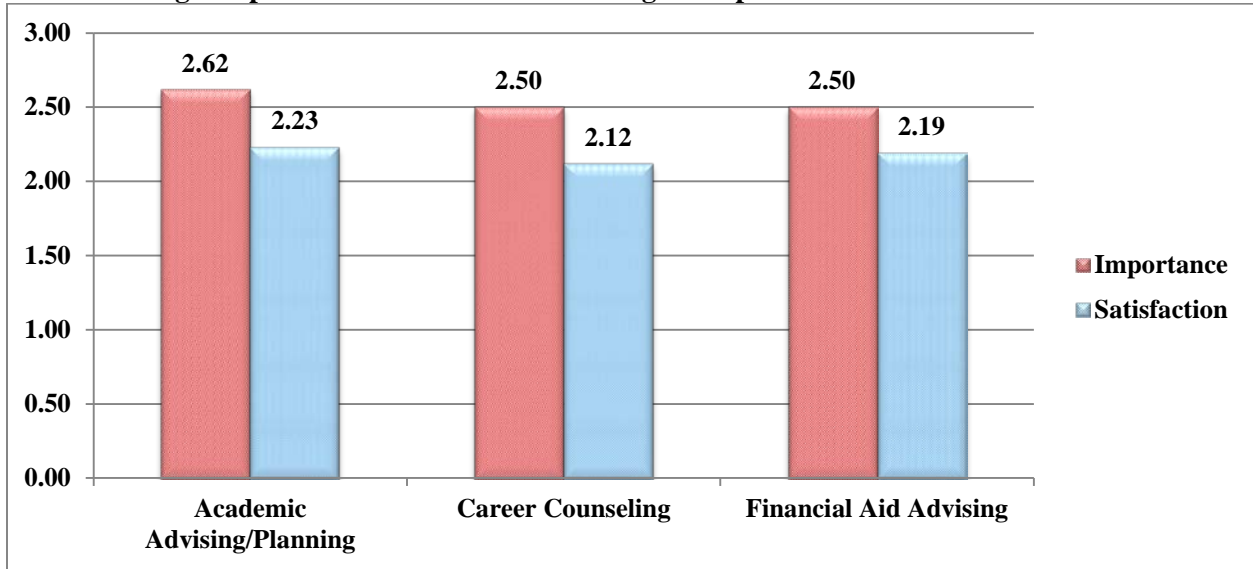
**2011**

<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	2.58	2.58	<b>0.00</b>
Skill Labs (Writing, Math, etc.)	2.37	2.36	<b>0.01</b>

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

**Appendix T**  
**Comparisons of Student Services Areas: Frequency of Use, Importance, and Satisfaction**  
**MJC High Importance/Low Satisfaction: Largest Gaps 2011**

**MJC 2011 High Importance/Low Satisfaction: Largest Gaps**



**2011**

<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	2.23	<b>0.39</b>
Career Counseling	2.50	2.12	<b>0.38</b>
Financial Aid Advising	2.50	2.19	<b>0.31</b>

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

**Appendix U**  
**Comparisons of Learning Community Group to MJC Group 2011**  
**Mean Average Responses to Benchmark Questions**

**2011**

Benchmark Category and Questions	MJC Group Means	LC Group Means	Key for Means
<b>Benchmark #1: Active and Collaborative Learning</b>			
(1) Asked questions in class or contributed to class discussions	2.76	2.90	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Made a class presentation	2.04	2.28	
(3) Worked with other students on projects during class	2.48	3.11	
(4) Worked with classmates outside class to prepare class assignments	1.99	2.62	
(5) Tutored or taught other students (paid or voluntary)	1.37	1.51	
(6) Participated in a community-based project as part of a regular course	1.39	1.73	
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers, etc.)	2.69	2.12	

**2011**

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
<b>Benchmark #2: Student Effort</b>			
(1) Prepared two or more drafts of a paper or assignment before turning it in	2.53	3.09	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	2.87	3.15	
(3) Came to class without completing readings or assignments	1.87	1.89	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.24	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)	2.11	2.10	0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours
<b>How often you use the following services:</b>			0=Don't Know/NA
(6) Peer or other tutoring	1.52	1.61	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.75	1.73	2=Sometimes
(8) Computer lab	2.22	2.35	3=Often

**Appendix U**  
**Comparisons of Learning Community Group to MJC Group 2011**  
**Mean Average Responses to Benchmark Questions**

**2011**

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
<b>Benchmark #3: Academic Challenge</b>			
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.61	2.86	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.90	2.95	1=Very little 2=Some 3=Quite a bit 4=Very Much
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.76	3.03	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.63	2.79	
(5) Applying theories or concepts to practical problems or in new situations	2.69	2.83	
(6) Using information you have read or heard to perform a new skill	2.90	3.05	
(7) Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.97	3.31	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	2.98	3.56	(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	5.01	5.09	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	3.15	3.41	1=Very little 2=Some 3=Quite a bit 4=Very Much

**Appendix U**  
**Comparisons of Learning Community Group to MJC Group 2011**  
**Mean Average Responses to Benchmark Questions**

**2011**

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
<b>Benchmark #4: Student-Faculty Interaction</b>			
(1) Used email to communicate with an instructor	2.76	2.81	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.53	2.75	
(3) Talked about career plans with an instructor or advisor	2.06	2.20	
(4) Discussed ideas from your readings or classes with instructors outside class	1.72	2.12	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.69	2.95	
(6) Worked with instructors on activities other than coursework	1.39	1.68	

**2011**

Benchmark Category & Questions	MJC Group Means	LC Group Means	Key for Means
<b>Benchmark #5: Support for Learners</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	2.94	3.37	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.54	3.14	
(3) Helping you cope with your non-academic responsibilities (work, family, etc)	2.00	2.49	
(4) Providing the support you need to thrive socially	2.23	2.73	
(5) Providing the financial support you need to afford your education	2.44	2.82	0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
<b>How often you use the following services:</b>			
(6) Academic advising/planning	1.78	1.59	
(7) Career counseling	1.57	1.39	

**Appendix V**  
**Comparisons of Learning Community Group to MJC Group 2011**  
**Mean Average Responses to Educational and Personal Development Areas**

**2011**

<b>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>MJC Group Means</b>	<b>LC Group Means</b>	<b>Key for Means</b>
(1) Acquiring a broad general education	3.03	3.24	1=Very little 2=Some 3=Quite a bit 4=Very Much
(2) Acquiring job or work-related knowledge and skills	2.48	2.55	
(3) Writing clearly and effectively	2.82	3.22	
(4) Speaking clearly and effectively	2.75	3.04	
(5) Thinking critically and analytically	2.99	3.18	
(6) Solving numerical problems	2.53	2.40	
(7) Using computing/information technology	2.86	3.00	
(8) Working effectively with others	2.81	3.23	
(9) Learning effectively on your own	3.01	3.14	
(10) Understanding yourself	2.73	3.12	
(11) Understanding people of other racial and ethnic backgrounds	2.48	2.99	
(12) Developing a personal code of values and ethics	2.50	2.81	
(13) Contributing to the welfare of your community	2.10	2.27	
(14) Developing clearer career goals	2.84	2.98	
(15) Gaining information about career opportunities	2.67	2.85	

## GLOSSARY OF TERMS

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 report, as well as institutional reports, data that are repeated in two groups being compared would result in statistically *invalid* comparisons. In other words, data of a sub-group have been extracted from the main group to compare the sub-group's data to the remaining data of the main group. One example is the Hispanic Student Success Consortium (HSSC). MJC is a member of the HSSC. The HSSC Group represents a grand total of 43,973 student responses. However, for a comparison of the MJC Group responses (905) to the HSSC Group responses (43,068), the responses of the MJC Group were extracted from the HSSC Group for a fair comparison between the two. In other words, the MJC Group responses are pulled *from the larger group* to more accurately compare *to the larger group*.

**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

**HSSC Group** – Hispanic Student Success Consortium (see **NOTE** above)

**XLCCs Group** – 81,797 student respondents from 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 905 student respondents from Modesto Junior College in spring 2011 (see **NOTE** above)

**CCSSE Group** – National group of over 400,000 student respondents

**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