



JOLIET JUNIOR COLLEGE
—1901—

2009 Community College of Student Engagement (CCSSE)

College Results: Benchmark Reports

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Introduction

The Community College Survey of Student Engagement (*CCSSE*) utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are truly central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges. The five benchmarks are as follows: 1) Active and Collaborative Learning, 2) Student Effort, 3) Academic Challenge, 4) Student-Faculty Interactions, and 5) Support for Learners.

Benchmark scores are designed to help colleges investigate student engagement in key areas that — according to research — contribute to effective educational practice (Chickering and Gamson, 1987). Colleges can use these scores to prompt dialogue about effective teaching and learning. Scores likewise can be used to focus attention on programs and policies that may be in need of improvement — and on those worthy of celebration.

Community colleges differ significantly — even dramatically — from one another on variables including size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores — especially when making institutional comparisons. Furthermore, the Community College Survey of Student Engagement has adopted an official policy on “Responsible Uses of *CCSSE* Data.” Please review the policy, which is provided as an appendix to this report.

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Summary Table for All Students

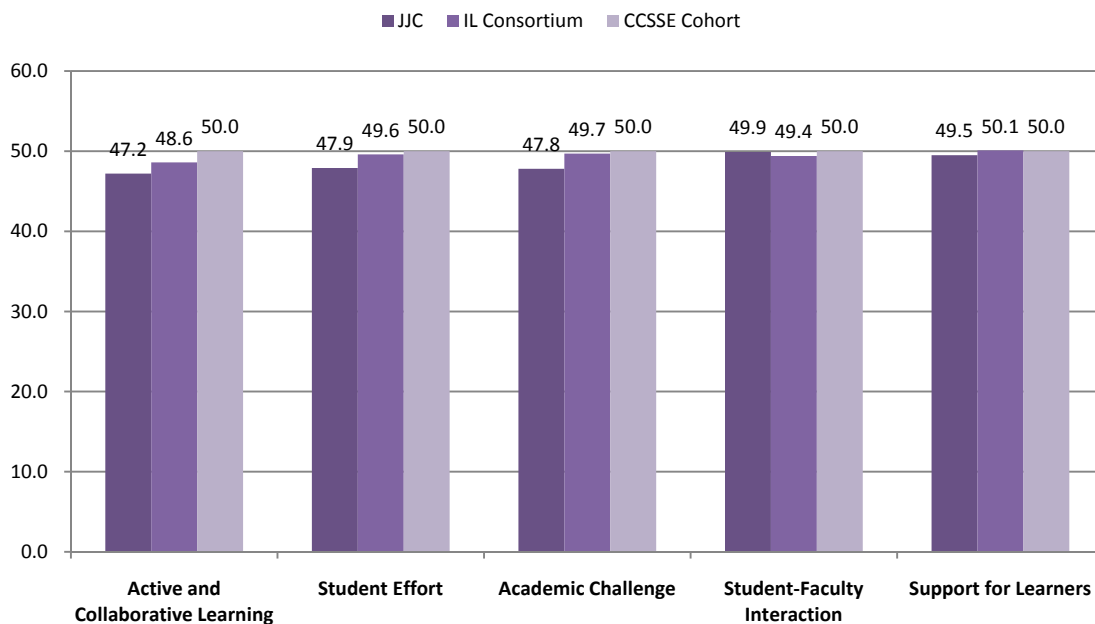
Table 1 is a **Summary Table** of scores for **all students** on each of the five benchmarks: 1) Active and Collaborative Learning, 2) Student Effort, 3) Academic Challenge, 4) Student-Faculty Interactions, and 5) Support for Learners for your institution, a comparison group, and the 2008 CCSSE Cohort.

Benchmark Score: Each benchmark score was computed by averaging the scores on the survey item that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creations of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Table 1: 2009 Benchmark Summary Table for All Students

	Benchmark Scores		
	JJC	IL Consortium	CCSSE Cohort
Active and Collaborative Learning	47.2	48.6	50.0
Student Effort	47.9	49.6	50.0
Academic Challenge	47.8	49.7	50.0
Student-Faculty Interaction	49.9	49.4	50.0
Support for Learners	49.5	50.1	50.0
	Number of Colleges	16	663

Figure 1: 2009 Benchmark Summary Table for All Students



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Active and Collaborative Learning

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

During the current school year, how often have you

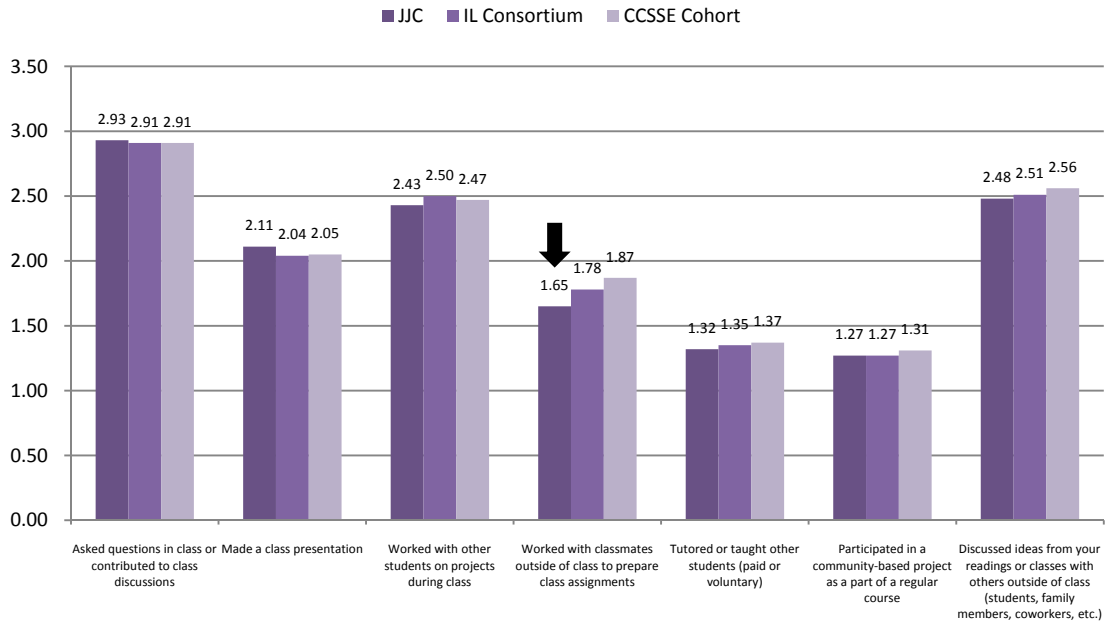
- Asked questions in class or contributed to class
- discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based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

Table 1a: Active and Collaborative Learning

		Benchmark Scores			
All Students		JJC 47.2	IL Consortium 48.6	CCSSE Cohort 50.0	
Item	JJC	IL Consortium	Above/Below Mean	2009 CCSSE Cohort	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.93	2.91		2.91	
4b. Made a class presentation	2.11	2.04		2.05	
4f. Worked with other students on projects during class	2.43	2.50		2.47	
4g. Worked with classmates outside of class to prepare class assignments	1.65	1.78		1.87	↓
4h. Tutored or taught other students (paid or voluntary)	1.32	1.35		1.37	
4i. Participated in a community-based project as a part of a regular course	1.27	1.27		1.31	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.48	2.51		2.56	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of JJC comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Figure 1a: Active and Collaborative Learning



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Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Associated with this benchmark are eight survey items indicating student behavior in these terms:

During the current school year, how often have you

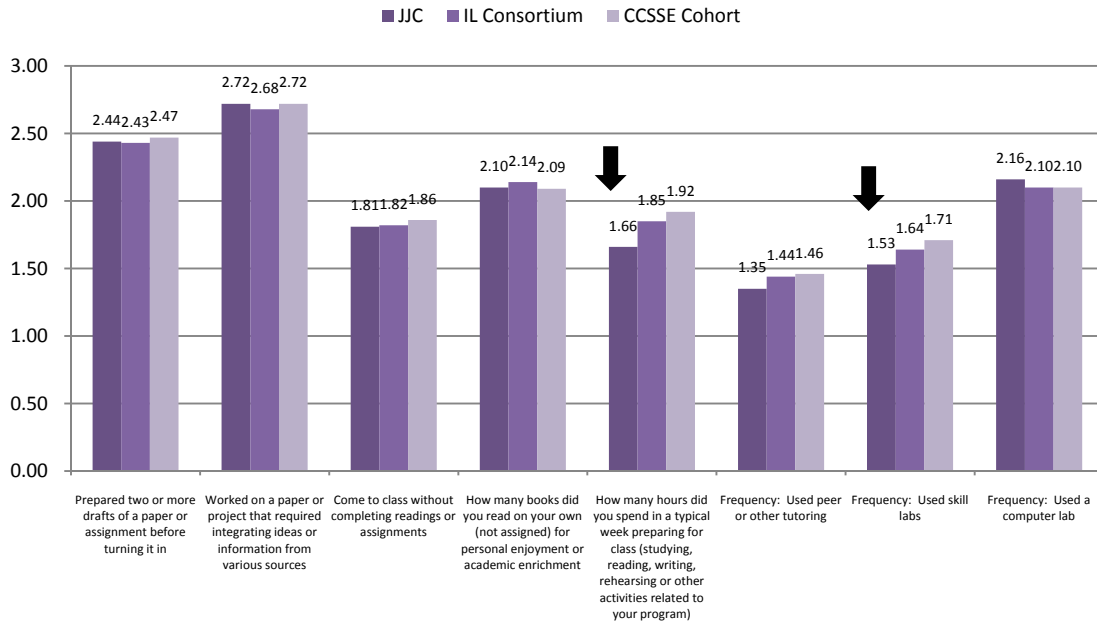
- Prepared two or more drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas or information from various sources
- Come to class without completing readings or assignments
- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing or other activities related to your program)
- Used peer or other tutoring
- Used skill labs
- Used a computer lab

Table 2a: Student Effort

Benchmark Scores						
All Students	JJC 47.9	IL Consortium 49.6		CCSSE Cohort 50.0		
Item	JJC	IL Consortium	Above/Below Mean	2008 CCSSE Cohort	Above/Below Mean	
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.44	2.43		2.47		
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.72	2.68		2.72		
4e. Come to class without completing readings or assignments	1.81	1.82		1.86		
6b. How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	2.14		2.09		
10a. How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing or other activities related to your program)	1.66	1.85		1.92	↓	
13d1. Frequency: Used peer or other tutoring	1.35	1.44		1.46		
13e1. Frequency: Used skill labs	1.53	1.64		1.71	↓	
13h1. Frequency: Used a computer lab	2.16	2.10		2.10		

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of JJC comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Figure 2a: Student Effort



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Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from The Community College Student Report correspond to components of academic challenge including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. Specifically, Academic Challenge includes the following items:

During the current school year, how often have you

- Worked harder than you thought you could to meet an instructor's standards or expectations
- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations
- Using information you have read or heard to perform a new skill
- How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
- How many papers or reports of any length did you write
- To what extent have your examinations challenged you to do your best work
- Encouraging you to spend significant amounts of time studying

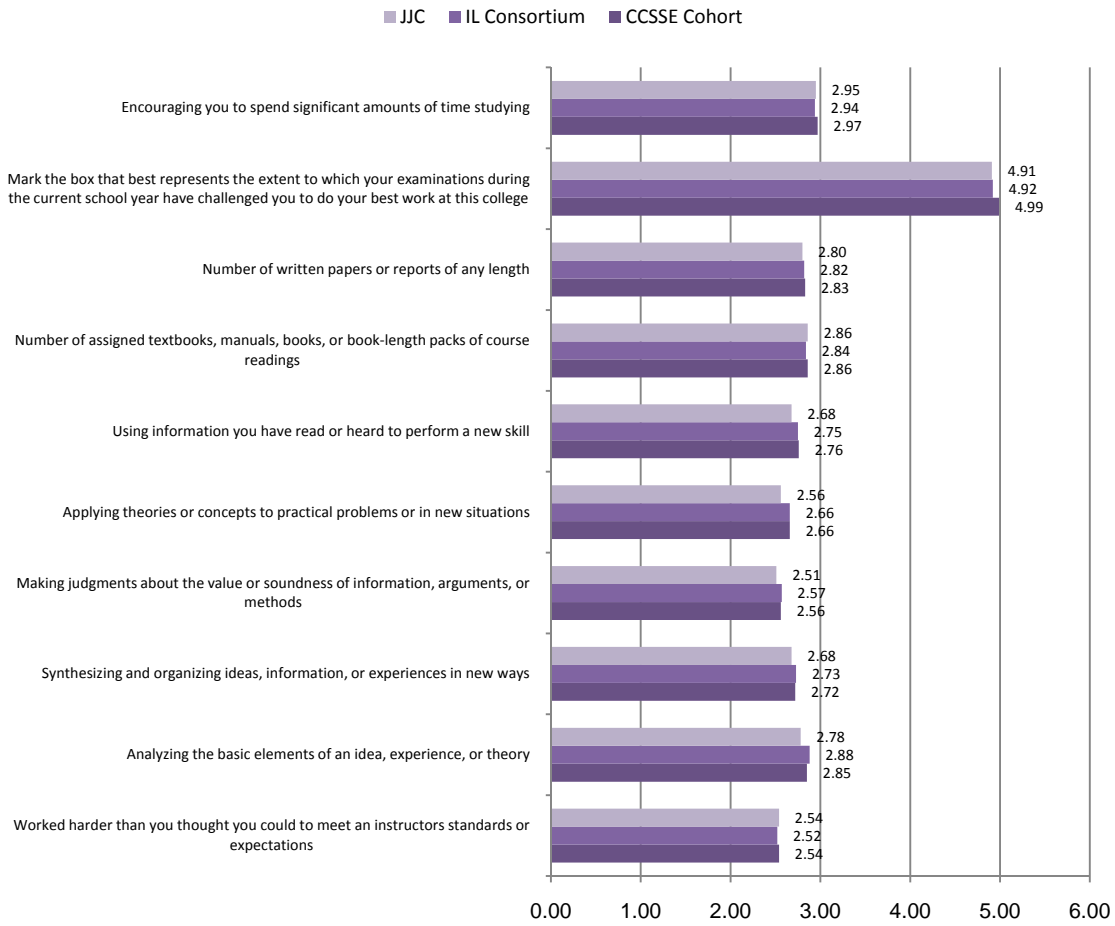
Table 3a: Academic Challenge

		Benchmark Scores			
All Students	JJC	IL Consortium	IL Consortium	2008 CCSSE Cohort	CCSSE Cohort
	47.8	49.7		50.0	
Item	JJC	IL Consortium	Above/Below Mean	2008 CCSSE Cohort	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.54	2.52		2.54	
5b. Analyzing the basic elements of an idea, experience, or theory	2.78	2.88		2.85	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.68	2.73		2.72	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.51	2.57		2.56	

Table 3a: Academic Challenge - Continued

	Item	JJC	IL Consortium	Above/Below Mean	2008 CCSSE Cohort	Above/Below Mean
5e.	Applying theories or concepts to practical problems or in new situations	2.56	2.66		2.66	
5f.	Using information you have read or heard to perform a new skill	2.68	2.75		2.76	
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.86	2.84		2.86	
6c.	Number of written papers or reports of any length	2.80	2.82		2.83	
7.	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.91	4.92		4.99	
9a.	Encouraging you to spend significant amounts of time studying	2.95	2.94		2.97	

Figure 3a: Academic Challenge



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Student-Faculty Interaction

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. The six items used in this benchmark are about students' experience in these areas:

During the current school year, how often have you

- Used email to communicate with an instructor
- Discussed grades or assignments with an instructor
- Talked about career plans with an instructor or advisor
- Discussed ideas from your readings or classes with instructors outside of class
- Received prompt feedback (written or oral) from instructors on your performance
- Worked with instructors on activities other than coursework

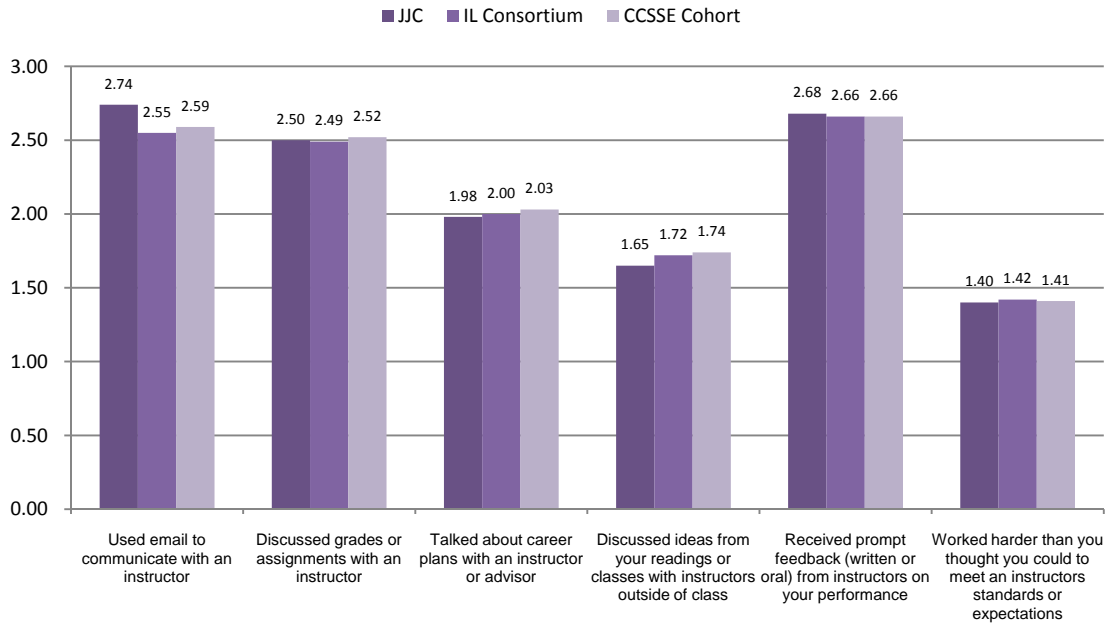
Table 4a: Student-Faculty Interaction

Benchmark Scores					
All Students	JJC	IL Consortium		CCSSE Cohort	
	49.9	49.4		50.0	

Item	JJC	IL Consortium	Above/Below Mean	2008 CCSSE Cohort	Above/Below Mean
4k. Used email to communicate with an instructor	2.74	2.55	↑	2.59	
4l. Discussed grades or assignments with an instructor	2.50	2.49		2.52	
4m. Talked about career plans with an instructor or advisor	1.98	2.00		2.03	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.65	1.72		1.74	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.68	2.66		2.66	
4q. Worked harder than you thought you could to meet an instructors standards or expectations	1.40	1.42		1.41	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of JJC comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Figure 4a: Student-Faculty Interaction



Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention. The seven survey items contributing to this benchmark include the following:

How much does this college emphasize

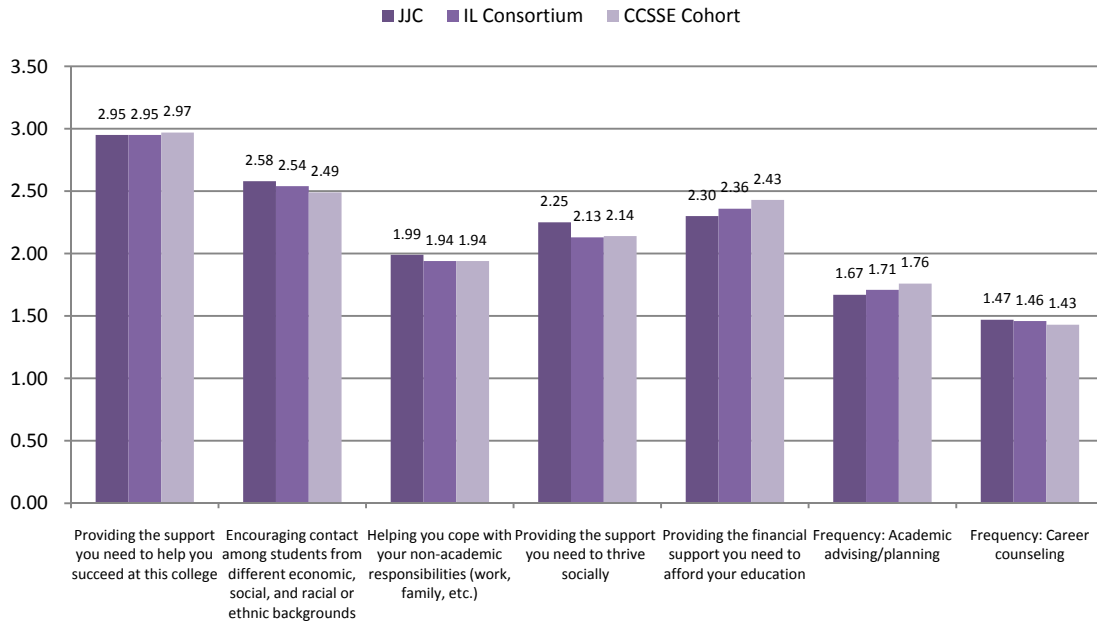
- Providing the support you need to help you succeed at this college
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education
- Used academic advising/ planning services
- Used career counseling services

Table 5a: Support for Learners

Benchmark Scores					
All Students	JJC	IL Consortium		CCSSE Cohort	
	49.5		50.1		50.0

Item	JJC	IL Consortium	Above/Below Mean	2008 CCSSE Cohort	Above/Below Mean
9b. Providing the support you need to help you succeed at this college	2.95	2.95		2.97	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.58	2.54		2.49	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.99	1.94		1.94	
9e. Providing the support you need to thrive socially	2.25	2.13		2.14	
9f. Providing the financial support you need to afford your education	2.30	2.36		2.43	
13a1. Frequency: Academic advising/planning	1.67	1.71		1.76	
13b1. Frequency: Career counseling	1.47	1.46		1.43	

Figure 5a: Support for Learners



POLICY STATEMENT ON RESPONSIBLE USES OF CCSSE DATA

In accessing the *CCSSE* database and using the *CCSSE* data search tools, the user agrees to the following *CCSSE* policy positions regarding responsible and appropriate uses of the survey data.

- *CCSSE* supports uses of survey data for benchmarking effective educational practices, for targeting and monitoring progress in quality improvement, and for public reporting in ways that serve to increase understanding of collegiate quality and to support institutional efforts to improve undergraduate student learning and retention. *CCSSE* especially supports public reporting of student engagement results in ways that enable thoughtful, responsible institutional comparisons while encouraging and celebrating institutional diversity.
- *CCSSE* does not support the use of student engagement survey results for the purpose of ranking community and technical colleges. Such uses would obscure complex dimensions of institutional performance and student behavior.
- Because of differences in institutional focus, student characteristics, and resources, comparisons of survey results from two single institutions serve little constructive purpose and may in fact be wholly inappropriate. *CCSSE's* data search tools therefore provide group comparisons, using aggregated data from at least three institutions.
- Appropriate interpretation of survey data will take into account the institutional context (mission, size, urbanicity, program mix, and so on) as well as the characteristics of a particular institution's student population – for example, the proportions of full- vs. part-time students, traditional collegeage vs. non-traditional-age students, students who are academically under-prepared as they enter the institution, and students with various educational goals.