



JOLIET JUNIOR COLLEGE
—1901—

**2008 Community College of Student Engagement (CCSSE)
College Results: Benchmark Reports**

Benchmark Reports

This section contains nine reports presenting data for **all students**, for students by **enrollment status** (e.g., part- and full-time), and for students by **credit hour status** (0 to 29 and 30+ credits).

The first report, on page B1, 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.

The **CCSSE Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for **all students** at your institution. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. Deciles are listed for the 2008 CCSSE Cohort and for each appropriate breakdown according to college size and urbanicity. **To help you gauge your college's performance relative to the comparison groups, the shaded area on the tables indicate the deciles that are less than or equal to your benchmark scores.**

The third report—**Bar Charts and Benchmark Item Composition**—uses bar charts to represent the data provided in the summary table, for **all students** for each benchmark (pp. B3 - B7). In addition, it provides a listing of items from *The Community College Student Report* making up that particular benchmark (e.g., Active and Collaborative Learning), the means associated with each item and whether your college's mean is above or below the mean for the comparison group as well as the 2008 CCSSE Cohort.

The next series of reports, found on pages B8 through B19, contain the same reports described above broken down by **enrollment status** for your institution, a comparison group, and the 2008 CCSSE Cohort.

The final set of reports, pages B20 through B31, highlight data for all students by **credit hour status** for your institution, a comparison group, and the 2008 CCSSE Cohort.

Please note that for consortium reports, there are no deciles reports, and the page numbers will not correspond to those listed above.

Community College Survey of Student Engagement
2008 Benchmark Summary Table - All Students
Joliet Junior College, Illinois Consortium

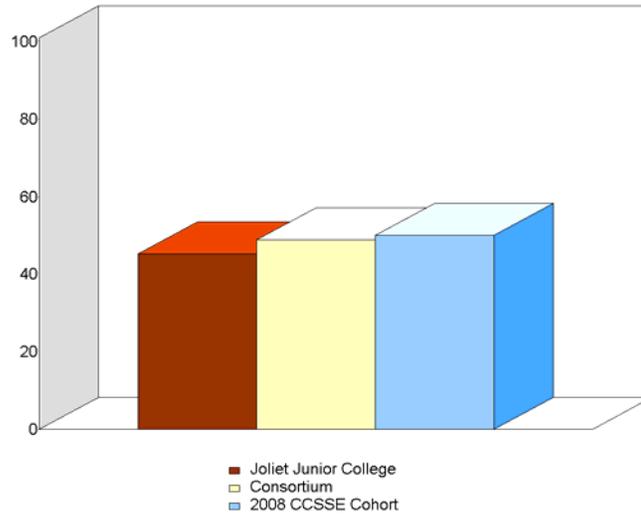
All Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	45.3	Benchmark Score	48.9	50.0
		Score Difference	-3.6	-4.7
Student Effort	50.0	Benchmark Score	49.3	50.0
		Score Difference	0.7	0.0
Academic Challenge	48.6	Benchmark Score	50.7	50.0
		Score Difference	-2.1	-1.4
Student-Faculty Interaction	48.4	Benchmark Score	50.3	50.0
		Score Difference	-1.9	-1.6
Support for Learners	45.8	Benchmark Score	50.0	50.0
		Score Difference	-4.2	-4.2
		Number of Colleges	6	585

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation 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.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2008 CCSSE Cohort) from your college's score on each benchmark.

Active and Collaborative Learning Bar Charts and Benchmark Item Composition - All Students

Description - 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 collaborating 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, the community, and their personal lives.



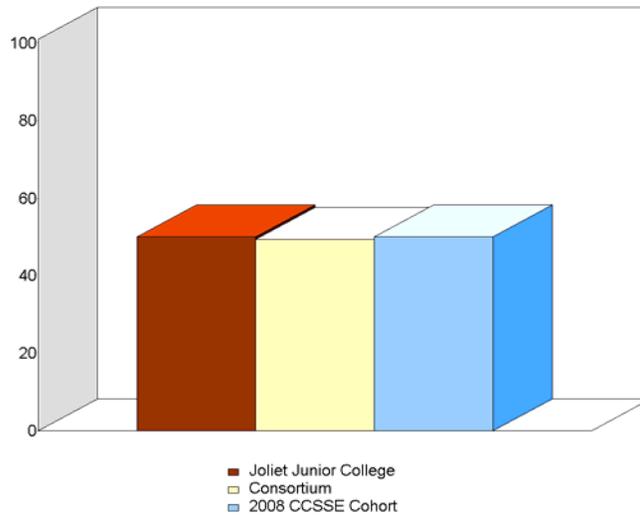
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
All Students	45.3	48.9	50.0

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.90	2.95		2.91	
4b. Made a class presentation	2.02	2.08		2.04	
4f. Worked with other students on projects during class	2.44	2.48		2.47	
4g. Worked with classmates outside of class to prepare class assignments	1.65	1.79		1.86	▼
4h. Tutored or taught other students (paid or voluntary)	1.27	1.33		1.37	
4i. Participated in a community-based project as a part of a regular course	1.19	1.26		1.31	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.40	2.55		2.56	

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

Student Effort Bar Charts and Benchmark Item Composition - All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



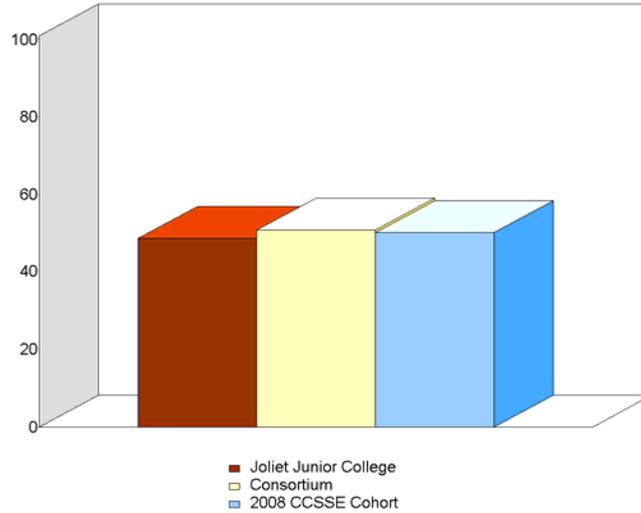
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
All Students	50.0	49.3	50.0

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.36	2.48		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.73	2.72		2.71	
4e. Came to class without completing readings or assignments	1.79	1.83		1.87	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	2.11		2.08	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.83	1.83		1.90	
13d1. Frequency: Peer or other tutoring	1.35	1.38		1.46	
13e1. Frequency: Skill labs (writing, math, etc.)	1.61	1.60		1.71	
13h1. Frequency: Computer lab	2.20	2.04	▲	2.10	

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

Academic Challenge Bar Charts and Benchmark Item Composition - All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



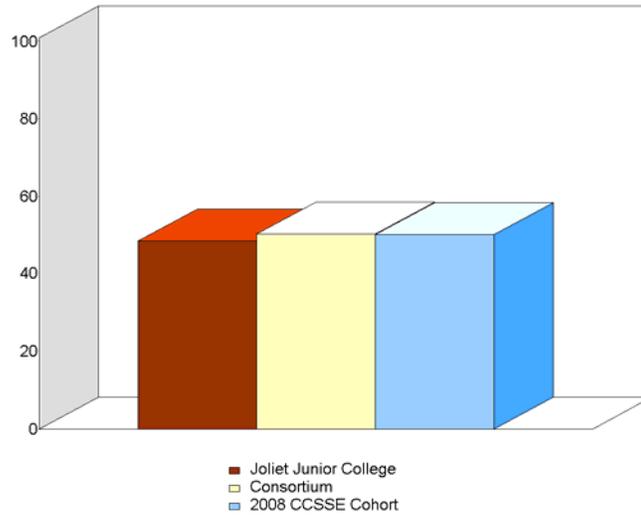
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
All Students	48.6	50.7	50.0

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.51	2.53		2.53	
5b. Analyzing the basic elements of an idea, experience, or theory	2.80	2.86		2.84	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.66	2.73		2.71	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.48	2.57		2.55	
5e. Applying theories or concepts to practical problems of in new situations	2.63	2.67		2.64	
5f. Using information you have read or heard to perform a new skill	2.76	2.74		2.75	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.80	2.92		2.86	
6c. Number of written papers or reports of any length	2.84	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	4.92	5.00		5.00	
9a. Encouraging you to spend significant amounts of time studying	2.90	2.98		2.96	

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

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



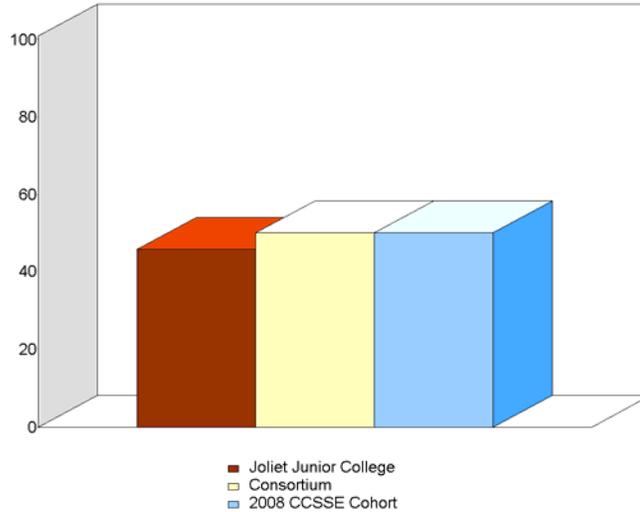
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
All Students	48.4	50.3	50.0

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.56	2.48		2.52	
4l. Discussed grades or assignments with an instructor	2.42	2.55		2.52	
4m. Talked about career plans with an instructor or advisor	1.93	2.10		2.02	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.61	1.72		1.73	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.69	2.67		2.66	
4q. Worked with instructors on activities other than coursework	1.41	1.37		1.40	

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

Support for Learners Bar Charts and Benchmark Item Composition - All Students

Description - 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.



Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
All Students	45.8	50.0	50.0

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.93	2.96		2.95	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.31	2.47		2.47	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.81	1.91		1.93	
9e. Providing the support you need to thrive socially	2.02	2.12		2.11	
9f. Providing the financial support you need to afford your education	2.15	2.41	▼	2.39	▼
13a1. Frequency: Academic advising/planning	1.62	1.76	▼	1.75	▼
13b1. Frequency: Career counseling	1.46	1.47		1.43	

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Community College Survey of Student Engagement
 2008 Benchmark Summary Table - Enrollment Status Breakout
Joliet Junior College, Illinois Consortium

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	41.8	Benchmark Score	46.3	46.5
		Score Difference	-4.4	-4.7
Student Effort	49.1	Benchmark Score	46.8	47.1
		Score Difference	2.4	2.0
Academic Challenge	46.5	Benchmark Score	48.1	46.5
		Score Difference	-1.6	-0.0
Student-Faculty Interaction	45.3	Benchmark Score	47.0	46.8
		Score Difference	-1.8	-1.6
Support for Learners	43.6	Benchmark Score	48.1	48.5
		Score Difference	-4.4	-4.8
		Number of Colleges	6	585

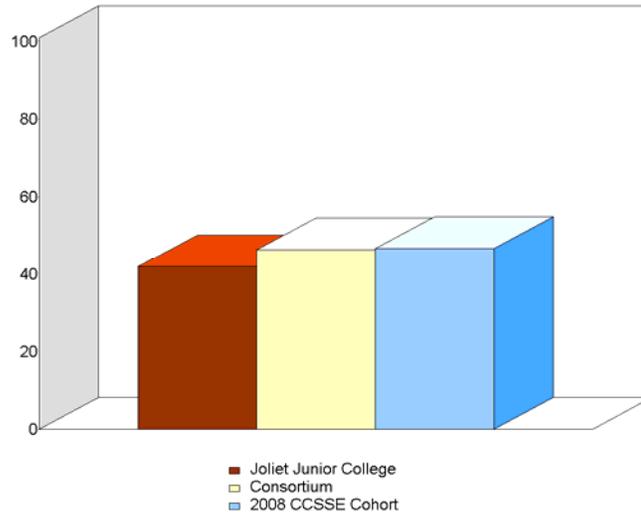
Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	50.6	Benchmark Score	53.1	56.0
		Score Difference	-2.6	-5.4
Student Effort	51.4	Benchmark Score	53.3	55.2
		Score Difference	-1.9	-3.8
Academic Challenge	51.8	Benchmark Score	54.8	55.4
		Score Difference	-3.0	-3.6
Student-Faculty Interaction	53.1	Benchmark Score	55.3	55.9
		Score Difference	-2.2	-2.8
Support for Learners	49.0	Benchmark Score	53.2	53.7
		Score Difference	-4.2	-4.7
		Number of Colleges	6	585

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation 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.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2008 CCSSE Cohort) from your college's score on each benchmark.

Active and Collaborative Learning Bar Charts and Benchmark Item Composition - Part-Time Students

Description - 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 collaborating 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, the community, and their personal lives.



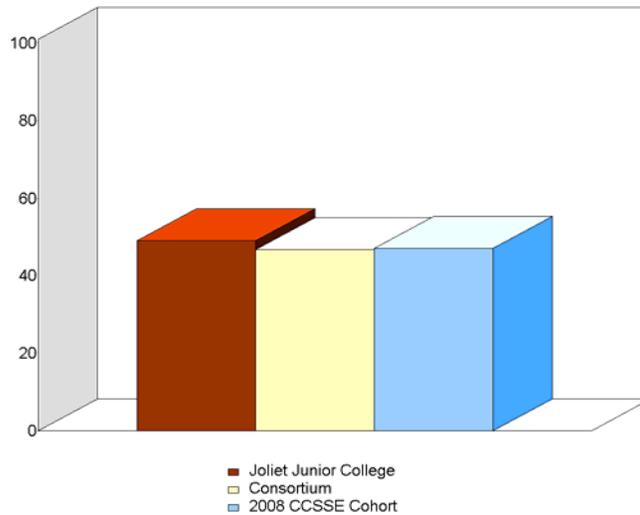
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Part-Time	41.8	46.3	46.5

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.91	2.98		2.88	
4b. Made a class presentation	1.83	1.92		1.91	
4f. Worked with other students on projects during class	2.37	2.42		2.39	
4g. Worked with classmates outside of class to prepare class assignments	1.52	1.71		1.74	▼
4h. Tutored or taught other students (paid or voluntary)	1.25	1.28		1.31	
4i. Participated in a community-based project as a part of a regular course	1.12	1.22		1.24	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.39	2.55		2.52	

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

Student Effort Bar Charts and Benchmark Item Composition - Part-Time Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



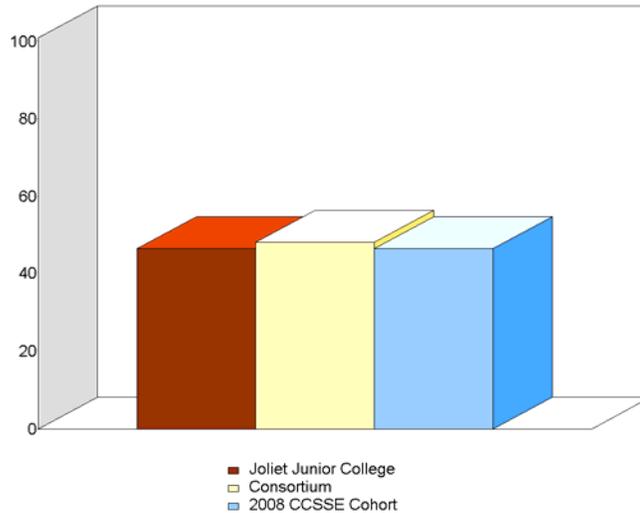
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Part-Time	49.1	46.8	47.1

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.31	2.36		2.36	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.57	2.54		2.56	
4e. Came to class without completing readings or assignments	1.67	1.73		1.81	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.15	2.15		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.80	1.73		1.77	
13d1. Frequency: Peer or other tutoring	1.34	1.38		1.43	
13e1. Frequency: Skill labs (writing, math, etc.)	1.63	1.56		1.66	
13h1. Frequency: Computer lab	2.15	1.91		1.98	

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

Academic Challenge Bar Charts and Benchmark Item Composition - Part-Time Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



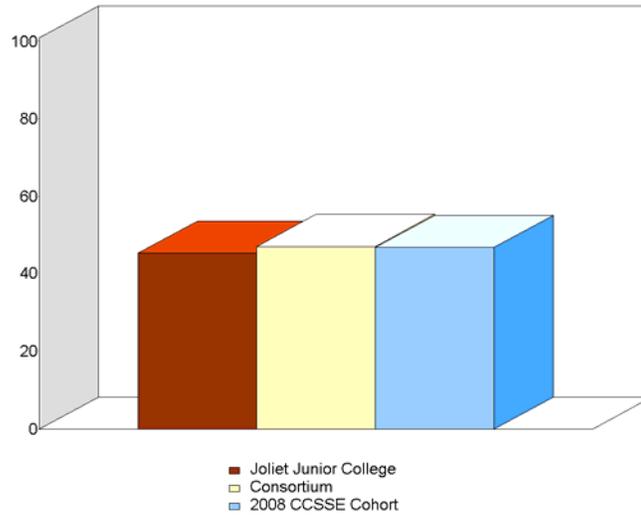
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Part-Time	46.5	48.1	46.5

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.48	2.50		2.48	
5b. Analyzing the basic elements of an idea, experience, or theory	2.77	2.84		2.80	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.68	2.71		2.66	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.42	2.52		2.47	
5e. Applying theories or concepts to practical problems of in new situations	2.56	2.62		2.58	
5f. Using information you have read or heard to perform a new skill	2.78	2.70		2.68	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.63	2.80		2.68	
6c. Number of written papers or reports of any length	2.60	2.57		2.59	
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	4.94	5.03		4.98	
9a. Encouraging you to spend significant amounts of time studying	2.88	2.95		2.91	

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

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - Part-Time Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



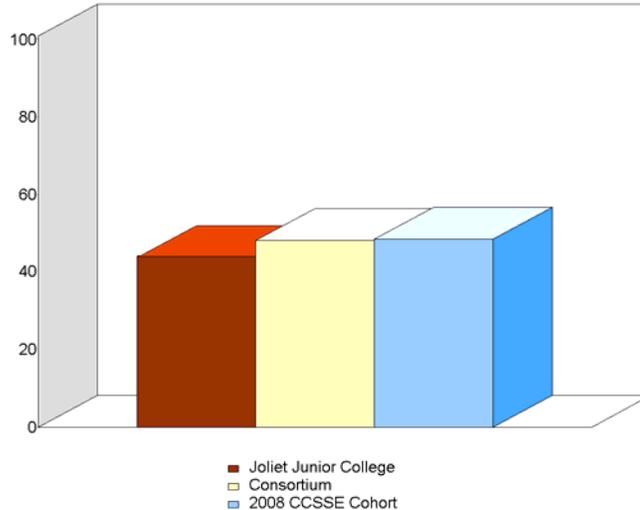
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Part-Time	45.3	47.0	46.8

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.37	2.30		2.39	
4l. Discussed grades or assignments with an instructor	2.34	2.49		2.43	
4m. Talked about career plans with an instructor or advisor	1.87	2.02		1.90	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.58	1.65		1.65	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.69	2.66		2.64	
4q. Worked with instructors on activities other than coursework	1.34	1.32		1.33	

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

Support for Learners Bar Charts and Benchmark Item Composition - Part-Time Students

Description - 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.



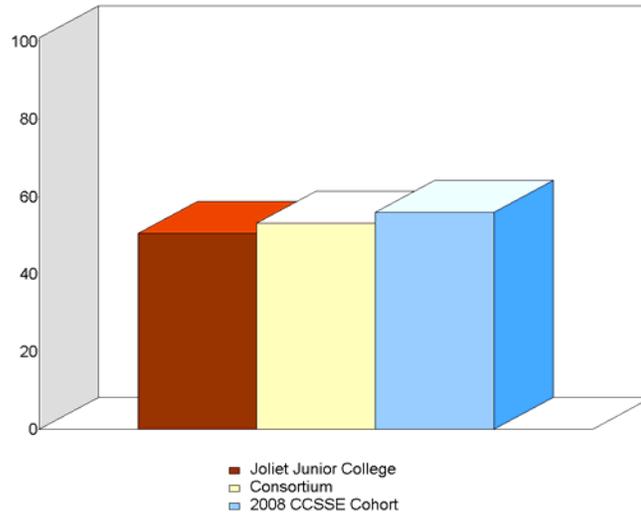
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Part-Time	43.6	48.1	48.5

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.94	2.94		2.92	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.22	2.40		2.43	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.77	1.86		1.88	
9e. Providing the support you need to thrive socially	1.89	2.04		2.05	
9f. Providing the financial support you need to afford your education	2.03	2.33		2.27	
13a1. Frequency: Academic advising/planning	1.59	1.73		1.70	
13b1. Frequency: Career counseling	1.48	1.47		1.41	

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

Active and Collaborative Learning Bar Charts and Benchmark Item Composition - Full-Time Students

Description - 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 collaborating 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, the community, and their personal lives.



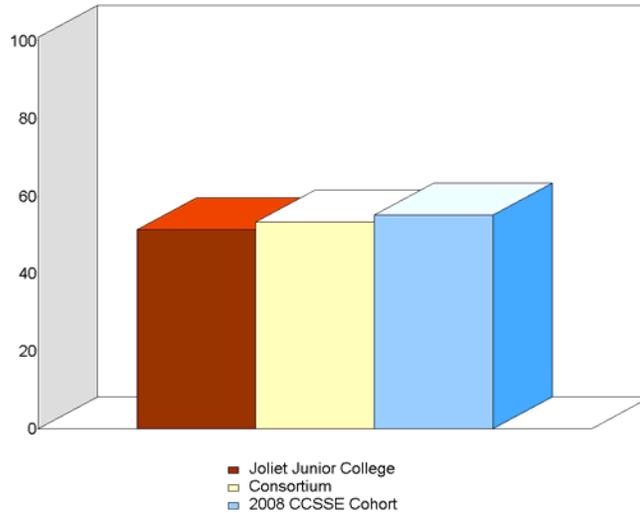
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Full-Time	50.6	53.1	56.0

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.87	2.91		2.95	
4b. Made a class presentation	2.30	2.31		2.25	
4f. Worked with other students on projects during class	2.56	2.57		2.57	
4g. Worked with classmates outside of class to prepare class assignments	1.83	1.91		2.02	▼
4h. Tutored or taught other students (paid or voluntary)	1.32	1.41		1.46	
4i. Participated in a community-based project as a part of a regular course	1.30	1.34		1.39	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.41	2.56		2.62	▼

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

Student Effort
Bar Charts and Benchmark Item Composition - Full-Time Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



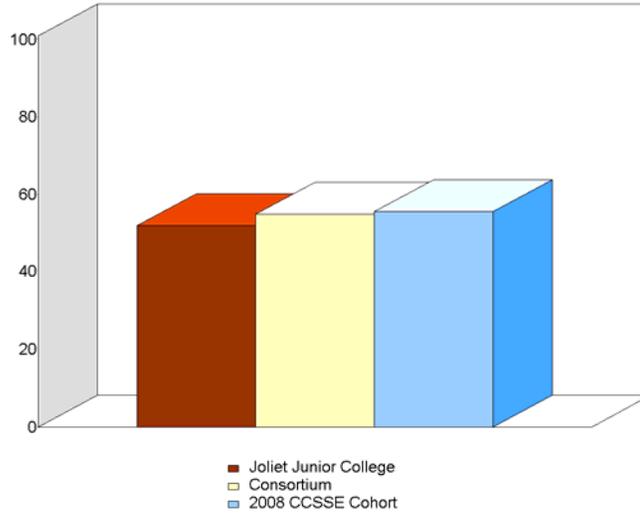
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Full-Time	51.4	53.3	55.2

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.45	2.66	▼	2.63	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.98	2.98		2.92	
4e. Came to class without completing readings or assignments	1.96	1.96		1.97	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.01	2.05		2.07	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.88	1.99		2.11	
13d1. Frequency: Peer or other tutoring	1.37	1.40		1.50	
13e1. Frequency: Skill labs (writing, math, etc.)	1.59	1.66		1.77	▼
13h1. Frequency: Computer lab	2.28	2.19		2.24	

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

Academic Challenge
Bar Charts and Benchmark Item Composition - Full-Time Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



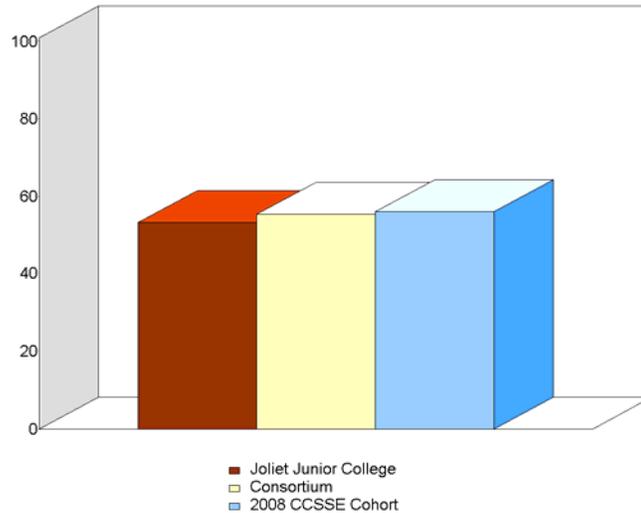
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Full-Time	51.8	54.8	55.4

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.60	2.61	2.61	
5b. Analyzing the basic elements of an idea, experience, or theory	2.83	2.90	2.91	2.91	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.63	2.78	2.79	2.79	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.58	2.65	2.66	2.66	
5e. Applying theories or concepts to practical problems of in new situations	2.73	2.76	2.74	2.74	
5f. Using information you have read or heard to perform a new skill	2.73	2.81	2.84	2.84	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	3.07	3.13	3.12	3.12	
6c. Number of written papers or reports of any length	3.20	3.22	3.17	3.17	
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	4.89	4.97	5.03	5.03	
9a. Encouraging you to spend significant amounts of time studying	2.93	3.04	3.03	3.03	

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

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - Full-Time Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



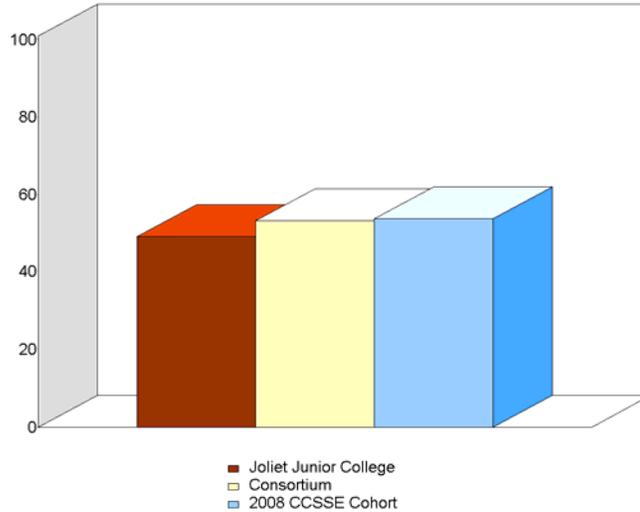
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Full-Time	53.1	55.3	55.9

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.85	2.74		2.72	
4l. Discussed grades or assignments with an instructor	2.55	2.65		2.64	
4m. Talked about career plans with an instructor or advisor	2.03	2.23	▼	2.18	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.65	1.83	▼	1.84	▼
4o. Received prompt feedback (written or oral) from instructors on your performance	2.68	2.69		2.69	
4q. Worked with instructors on activities other than coursework	1.50	1.46		1.50	

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

Support for Learners Bar Charts and Benchmark Item Composition - Full-Time Students

Description - 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.



Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
Full-Time	49.0	53.2	53.7

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.93	3.00		3.00	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.45	2.58		2.55	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.87	2.00		1.99	
9e. Providing the support you need to thrive socially	2.20	2.24		2.20	
9f. Providing the financial support you need to afford your education	2.33	2.54		2.55	
13a1. Frequency: Academic advising/planning	1.65	1.80	▼	1.82	▼
13b1. Frequency: Career counseling	1.44	1.48		1.46	

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

Community College Survey of Student Engagement
 2008 Benchmark Summary Table - Credit Hour Status Breakout
Joliet Junior College, Illinois Consortium

0 to 29 Credits				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	42.2	Benchmark Score	45.9	47.7
		Score Difference	-3.7	-5.5
Student Effort	47.6	Benchmark Score	48.0	49.3
		Score Difference	-0.4	-1.6
Academic Challenge	47.1	Benchmark Score	48.7	48.1
		Score Difference	-1.6	-0.9
Student-Faculty Interaction	45.2	Benchmark Score	47.8	48.2
		Score Difference	-2.6	-2.9
Support for Learners	43.3	Benchmark Score	49.3	50.0
		Score Difference	-6.1	-6.7
		Number of Colleges	6	585

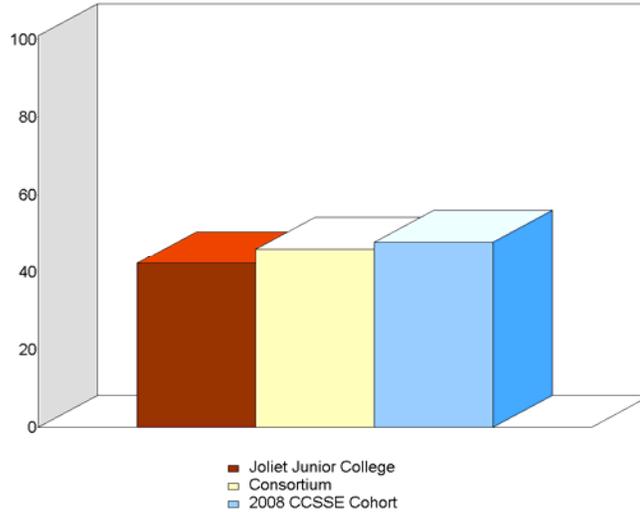
30+ Credits				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	52.0	Benchmark Score	55.1	56.3
		Score Difference	-3.0	-4.3
Student Effort	55.6	Benchmark Score	52.0	52.8
		Score Difference	3.6	2.8
Academic Challenge	52.4	Benchmark Score	55.4	54.6
		Score Difference	-3.1	-2.2
Student-Faculty Interaction	55.4	Benchmark Score	55.5	55.8
		Score Difference	-0.2	-0.5
Support for Learners	51.0	Benchmark Score	51.4	51.9
		Score Difference	-0.4	-0.9
		Number of Colleges	6	585

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation 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.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2008 CCSSE Cohort) from your college's score on each benchmark.

Active and Collaborative Learning
Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

Description - 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 collaborating 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, the community, and their personal lives.



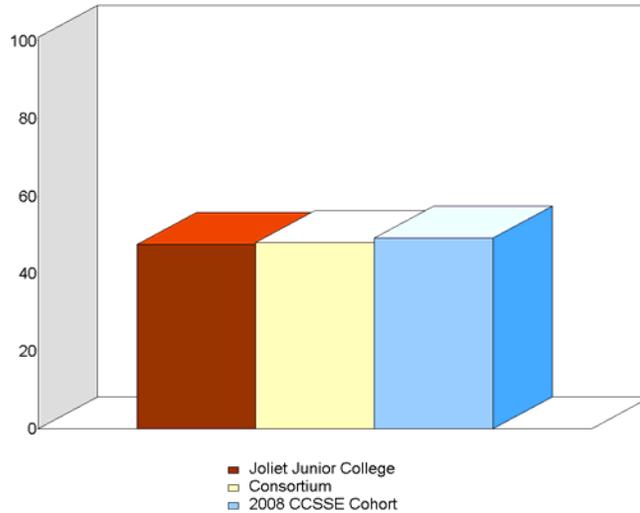
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
0 to 29 Credits	42.2	45.9	47.7

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.84	2.92		2.88	
4b. Made a class presentation	1.94	2.01		1.96	
4f. Worked with other students on projects during class	2.35	2.43		2.43	
4g. Worked with classmates outside of class to prepare class assignments	1.54	1.70		1.78	▼
4h. Tutored or taught other students (paid or voluntary)	1.21	1.29		1.32	
4i. Participated in a community-based project as a part of a regular course	1.17	1.22		1.26	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.38	2.49		2.53	

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

Student Effort Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



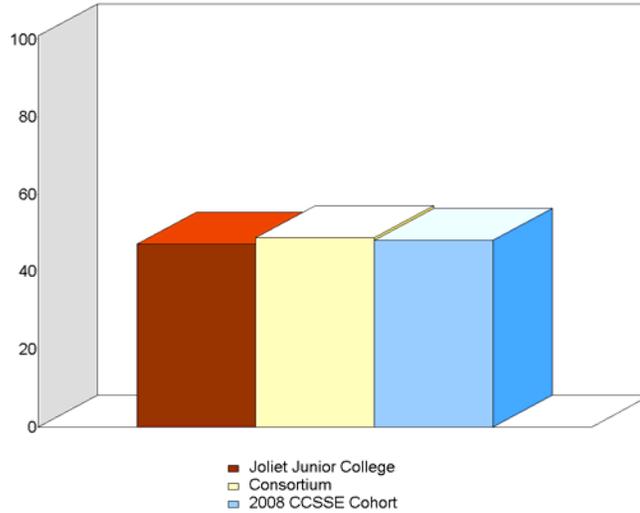
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
0 to 29 Credits	47.6	48.0	49.3

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.34	2.49		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.67	2.67		2.65	
4e. Came to class without completing readings or assignments	1.78	1.82		1.85	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.07	2.07		2.06	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.79	1.75		1.83	
13d1. Frequency: Peer or other tutoring	1.30	1.37		1.44	
13e1. Frequency: Skill labs (writing, math, etc.)	1.56	1.61		1.71	
13h1. Frequency: Computer lab	2.10	2.00		2.06	

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

Academic Challenge
Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



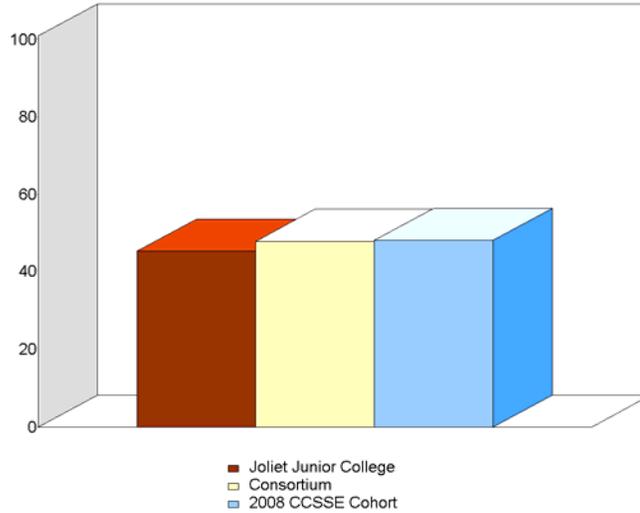
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
0 to 29 Credits	47.1	48.7	48.1

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.46	2.51	2.50	2.50	
5b. Analyzing the basic elements of an idea, experience, or theory	2.75	2.80	2.79	2.79	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.63	2.69	2.67	2.67	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.47	2.54	2.50	2.50	
5e. Applying theories or concepts to practical problems of in new situations	2.56	2.61	2.58	2.58	
5f. Using information you have read or heard to perform a new skill	2.71	2.68	2.70	2.70	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.79	2.88	2.81	2.81	
6c. Number of written papers or reports of any length	2.88	2.82	2.79	2.79	
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	4.83	4.94	4.92	4.92	
9a. Encouraging you to spend significant amounts of time studying	2.85	2.92	2.91	2.91	

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

Student-Faculty Interaction
Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



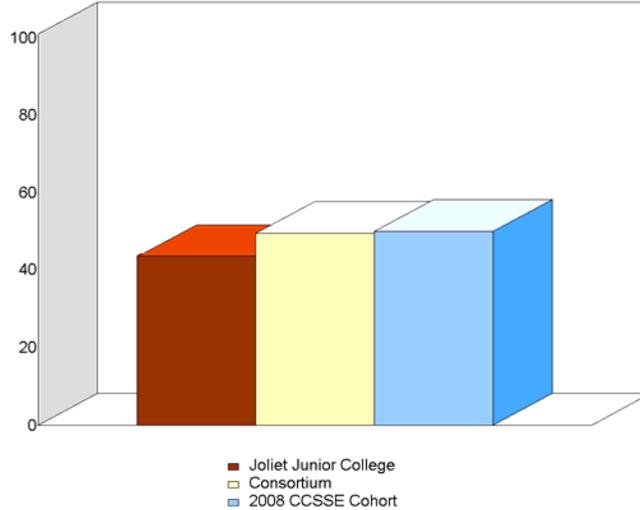
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
0 to 29 Credits	45.2	47.8	48.2

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.45	2.39		2.44	
4l. Discussed grades or assignments with an instructor	2.35	2.50		2.47	
4m. Talked about career plans with an instructor or advisor	1.84	2.05	▼	1.95	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.52	1.66		1.68	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.69	2.66		2.64	
4q. Worked with instructors on activities other than coursework	1.35	1.34		1.36	

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

Support for Learners
Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

Description - 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.



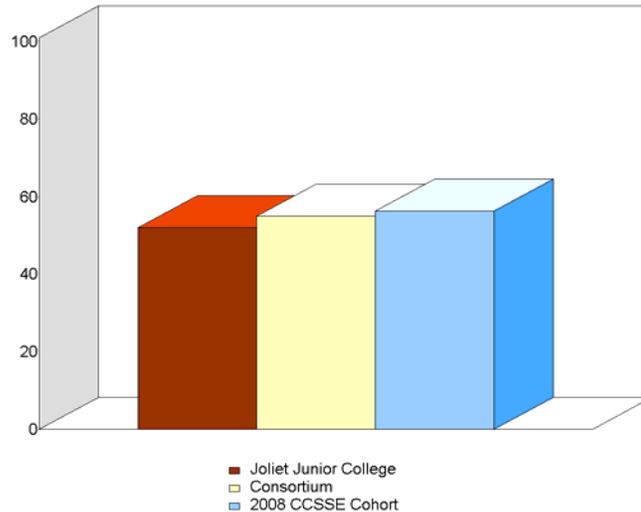
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
0 to 29 Credits	43.3	49.3	50.0

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2008 CCSSE Cohort Mean	Above/Below Mean
9b. Providing the support you need to help you succeed at this college	2.87	2.95		2.94	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.23	2.46	▼	2.45	▼
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.77	1.91		1.92	
9e. Providing the support you need to thrive socially	1.98	2.14		2.11	
9f. Providing the financial support you need to afford your education	2.12	2.42	▼	2.38	▼
13a1. Frequency: Academic advising/planning	1.55	1.73	▼	1.72	▼
13b1. Frequency: Career counseling	1.40	1.49		1.42	

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

Active and Collaborative Learning Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - 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 collaborating 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, the community, and their personal lives.



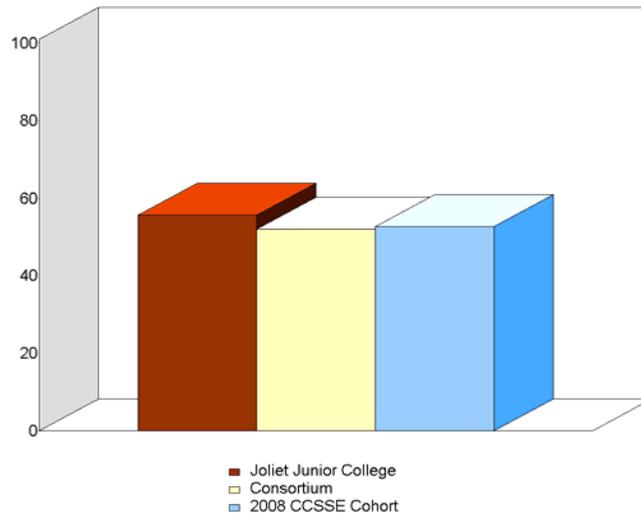
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
30+ Credits	52.0	55.1	56.3

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	3.00	3.02		2.98	
4b. Made a class presentation	2.20	2.22		2.23	
4f. Worked with other students on projects during class	2.64	2.59		2.55	
4g. Worked with classmates outside of class to prepare class assignments	1.88	1.97		2.03	
4h. Tutored or taught other students (paid or voluntary)	1.39	1.42		1.47	
4i. Participated in a community-based project as a part of a regular course	1.23	1.34		1.40	▼
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.44	2.67	▼	2.64	

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

Student Effort Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
30+ Credits	55.6	52.0	52.8

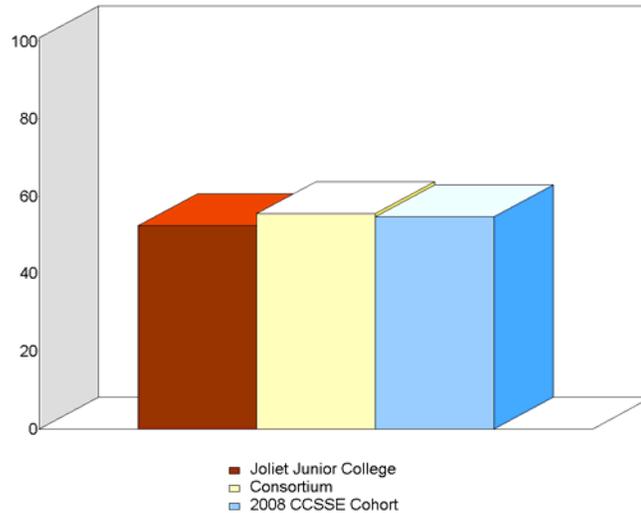
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2008 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.46	2.45		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.89	2.82		2.84	
4e. Came to class without completing readings or assignments	1.79	1.84		1.92	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.14	2.17		2.12	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.92	2.00		2.06	
13d1. Frequency: Peer or other tutoring	1.44	1.40		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	1.71	1.58		1.70	
13h1. Frequency: Computer lab	2.38	2.10	▲	2.18	▲

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

Academic Challenge

Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



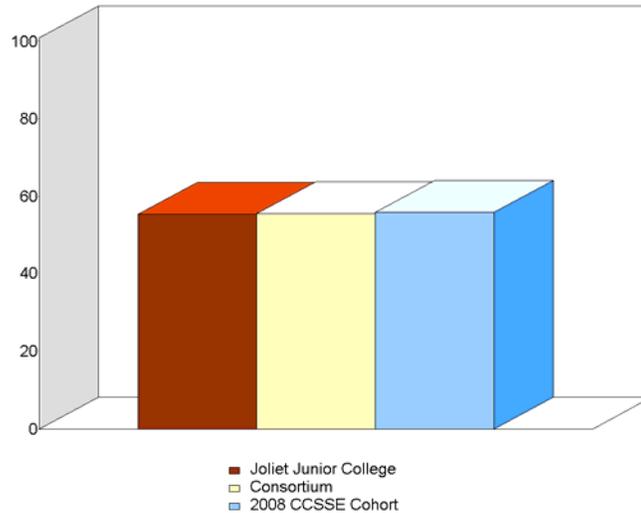
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
30+ Credits	52.4	55.4	54.6

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.65	2.58		2.60	
5b. Analyzing the basic elements of an idea, experience, or theory	2.90	2.99		2.95	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.73	2.80		2.80	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.50	2.65		2.65	
5e. Applying theories or concepts to practical problems of in new situations	2.80	2.79		2.78	
5f. Using information you have read or heard to perform a new skill	2.86	2.85		2.84	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.84	3.03		2.97	
6c. Number of written papers or reports of any length	2.75	2.84		2.89	
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	5.13	5.15		5.17	
9a. Encouraging you to spend significant amounts of time studying	3.01	3.09		3.04	

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

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



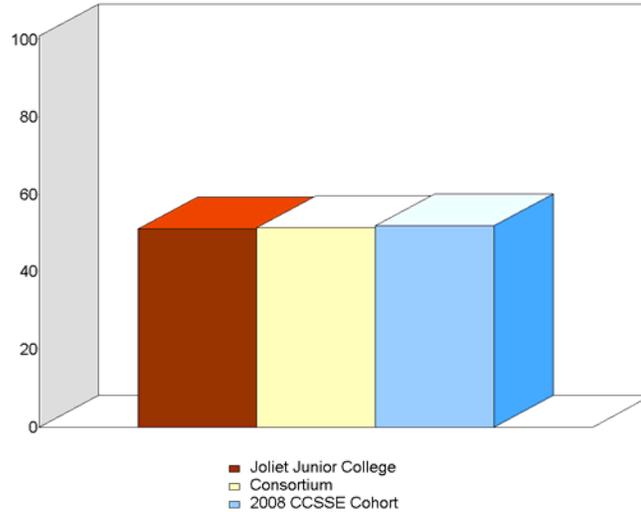
Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
30+ Credits	55.4	55.5	55.8

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.82	2.68		2.70	
4l. Discussed grades or assignments with an instructor	2.57	2.66		2.62	
4m. Talked about career plans with an instructor or advisor	2.14	2.21		2.15	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.78	1.84		1.85	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.71	2.70		2.72	
4q. Worked with instructors on activities other than coursework	1.54	1.44		1.48	

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

Support for Learners Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - 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.



Benchmark Scores			
	Joliet Junior College	Consortium	2008 CCSSE Cohort
30+ Credits	51.0	51.4	51.9

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.07	2.99		2.98	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.51		2.52	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	1.90		1.93	
9e. Providing the support you need to thrive socially	2.10	2.06		2.12	
9f. Providing the financial support you need to afford your education	2.21	2.41		2.40	
13a1. Frequency: Academic advising/planning	1.74	1.80		1.82	
13b1. Frequency: Career counseling	1.57	1.43		1.46	

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