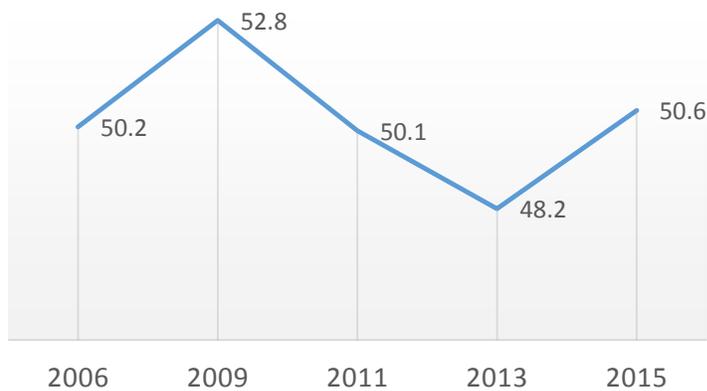


## CCSSE Survey at Modesto Junior College 2006-2015: Trends in Overall Benchmark Scores

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 at MJC. Each benchmark is comprised of a set of questions from the survey.

Analysis of the five survey trends at MJC (surveys administered during the years 2006, 2009, 2011, 2013, 2015) is organized around the following benchmark areas: (1) Active and Collaborative Learning; (2) Student Effort; (3) Academic Challenge; (4) Student-Faculty Interaction; and (5) Support for Learners. Below are graphs which chart these benchmarks.

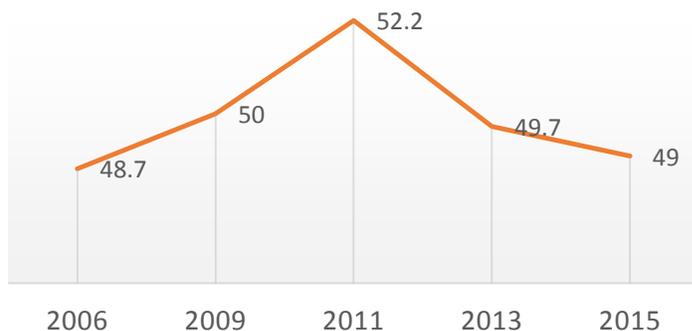
### I. Active and Collaborative Learning



#### Active and Collaborative Learning

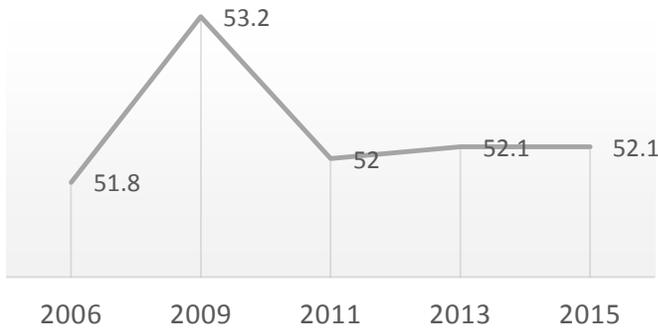
includes questions pertaining to the overall level of student active engagement in their own learning process. The peak score for this benchmark was in 2009 (just under 53), declined to 48 in 2013, and returned to just under 51 in 2015.

### II. Student Effort



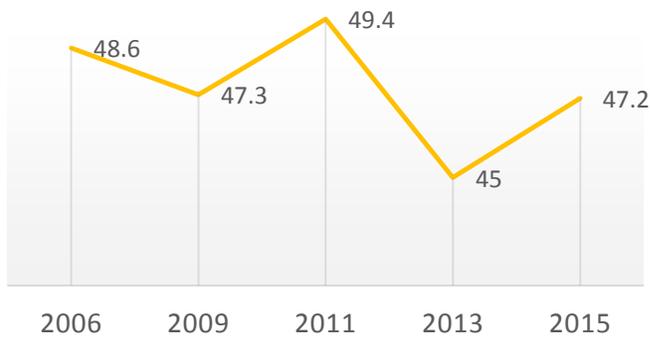
**Student Effort** includes questions pertaining to student work on papers, time spent preparing for class, and intellectual activities such as reading books on one's own. The peak score for this benchmark was in 2011 (above 52) but has been declining in more recent years, reaching 49 in 2015.

### III. Academic Challenge



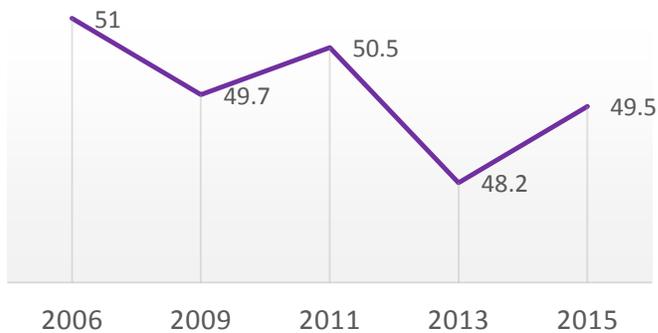
**Academic Challenge** includes questions pertaining to overall course and program rigor and the complexity of learning assignments intended to facilitate critical thinking skills. The peak score for this benchmark was reached in 2009 (above 53) and leveled at 52 in subsequent years.

### IV. Student-Faculty Interaction



**Student-Faculty Interaction** includes questions pertaining to communicating with instructors directly, discussing course materials with instructors outside of class, and receiving timely feedback from instructors on course performance. The peak score for this benchmark was reached in 2011 (above 49), declined to 47 in 2015.

### V. Support for Learners



**Support for Learners** includes questions pertaining to perceptions of the College's emphasis on support to aid student success, encouragement of contact among students of diverse economic and social backgrounds. The peak score for this benchmark was reached in 2006 (51) and was just below 50 in 2015.