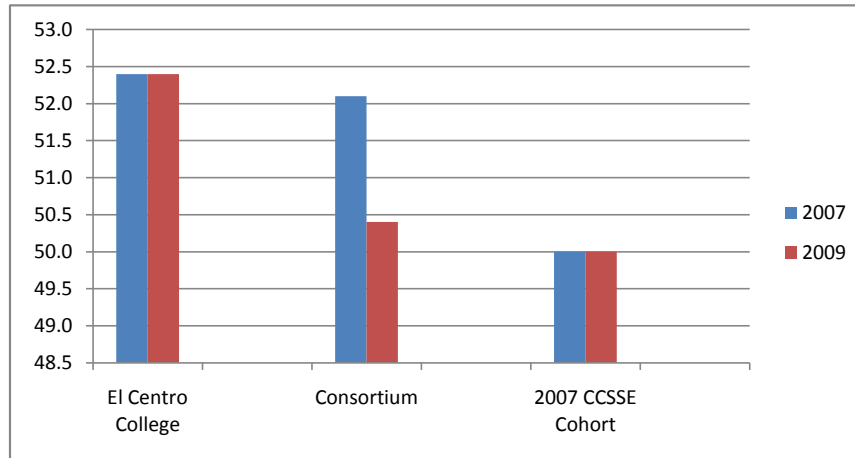


Active and Collaborative Learning Bar Charts and Benchmarks Item Composition - All Students

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 setting. 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.

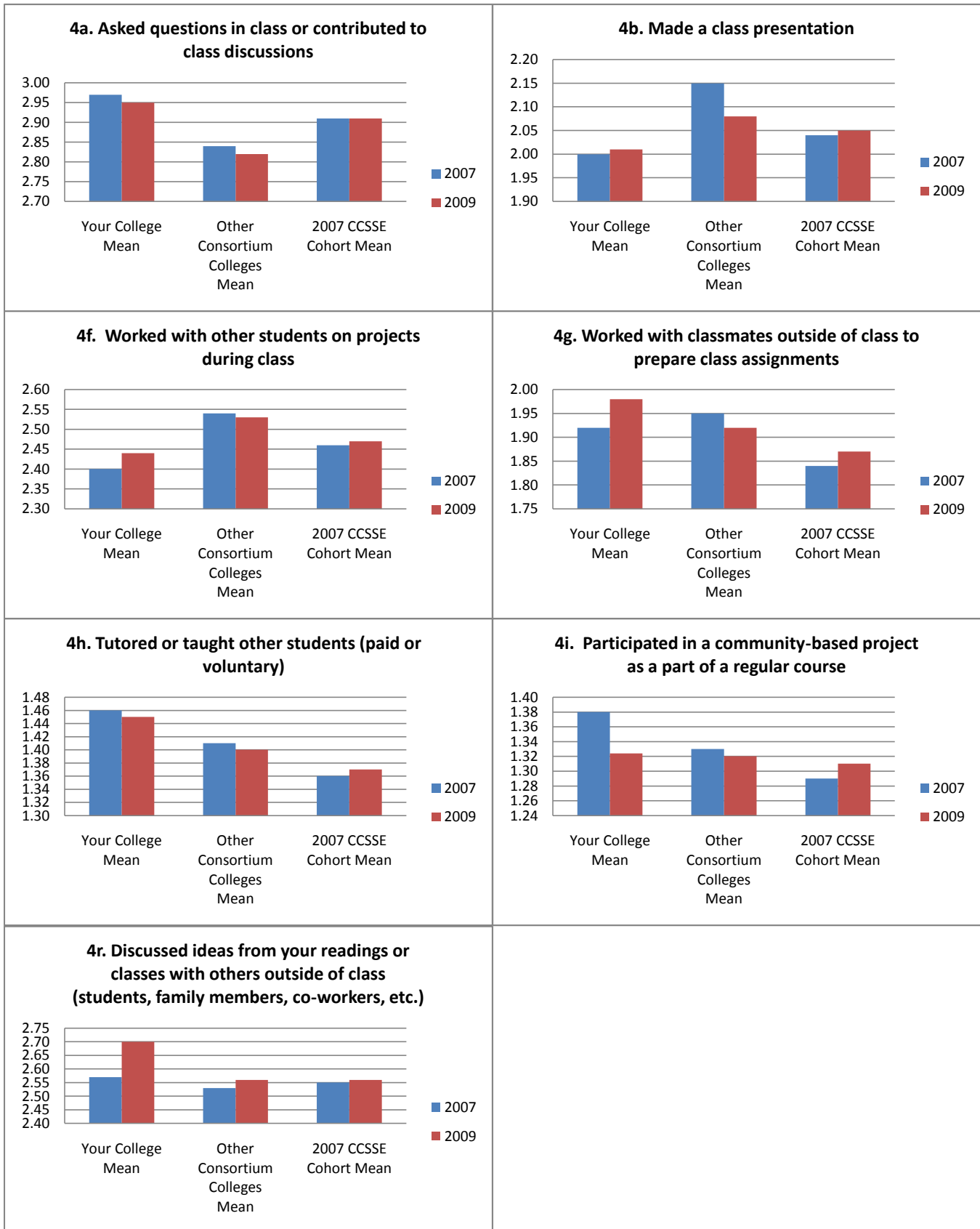


Benchmark Scores				
		El Centro College	Consortium	2007 CCSSE Cohort
All Students	2007	52.4	52.1	50.0
	2009	52.4	50.4	50.0

Active and Collaborative Learning		Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2007	2.97	2.84		2.91	
	2009	2.95	2.82		2.91	
4b. Made a class presentation	2007	2.00	2.15		2.04	
	2009	2.01	2.08		2.05	
4f. Worked with other students on projects during class	2007	2.40	2.54		2.46	
	2009	2.44	2.53		2.47	
4g. Worked with classmates outside of class to prepare class assignments	2007	1.92	1.95		1.84	
	2009	1.98	1.92		1.87	
4h. Tutored or taught other students (paid or voluntary)	2007	1.46	1.41		1.36	
	2009	1.45	1.40		1.37	
4i. Participated in a community-based project as a part of a regular course	2007	1.38	1.33		1.29	
	2009	1.32	1.32		1.31	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2007	2.57	2.53		2.55	
	2009	2.70	2.56		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.]

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

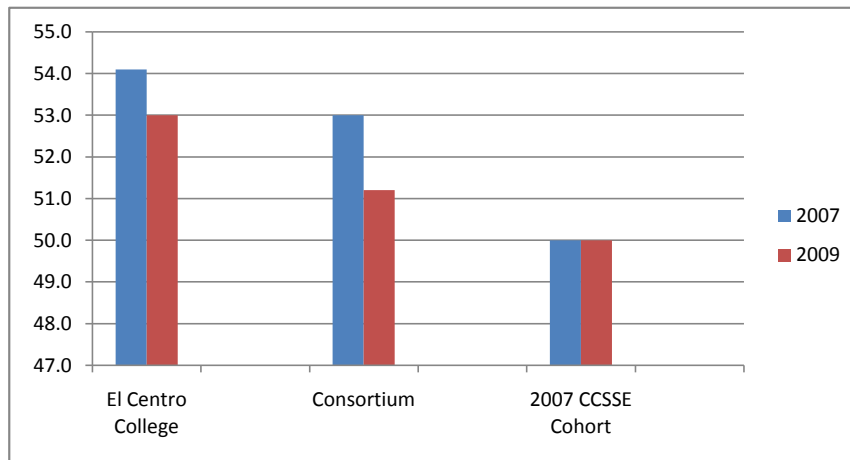


[Note: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student Effort

Bar Charts and Benchmarks Item Composition - All Students

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



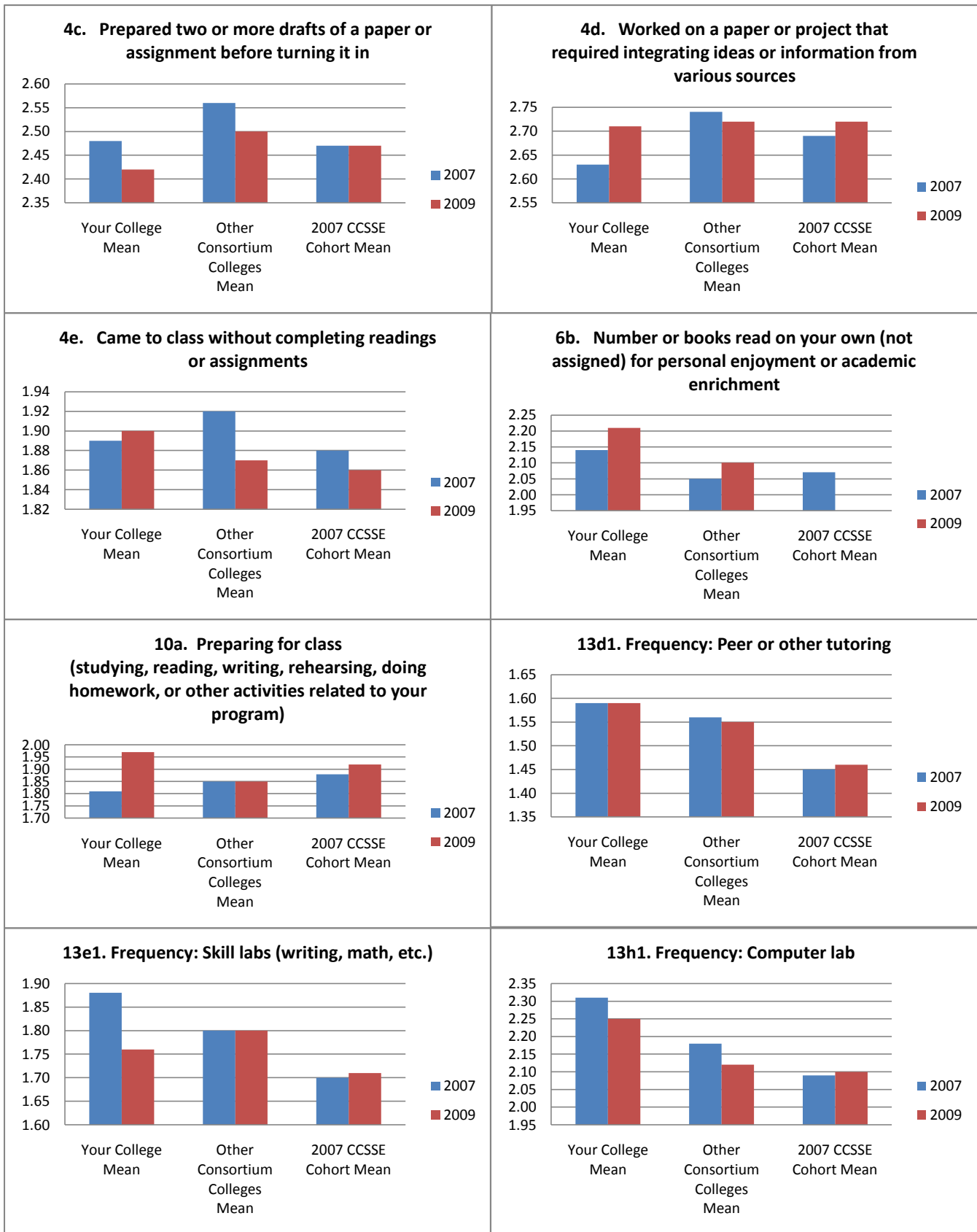
Benchmark Scores				
		El Centro College	Consortium	2007 CCSSE Cohort
All Students	2007	54.1	53.0	50.0
	2009	53.0	51.2	50.0

Student Effort		Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2007	2.48	2.56		2.47	
	2009	2.42	2.50		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2007	2.63	2.74		2.69	
	2009	2.71	2.72		2.72	
4e. Came to class without completing readings or assignments	2007	1.89	1.92		1.88	
	2009	1.90	1.87		1.86	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2007	2.14	2.05		2.07	
	2009	2.21	2.10		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2005	1.81	1.85		1.88	
		1.97	1.85		1.92	
13d1. Frequency: Peer or other tutoring	2005	1.59	1.56		1.45	↑
		1.59	1.55		1.46	
13e1. Frequency: Skill labs (writing, math, etc.)	2005	1.88	1.80		1.70	↑
		1.76	1.80		1.71	
13h1. Frequency: Computer lab	2005	2.31	2.18		2.09	↑
		2.25	2.12		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.]

Student Effort

Bar Charts and Benchmarks Item Composition - All Students

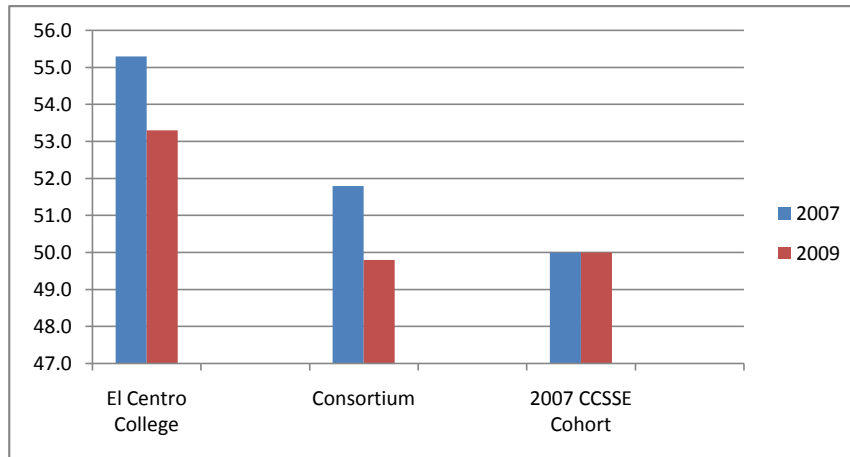


[Note: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Academic Challenge

Bar Charts and Benchmarks 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

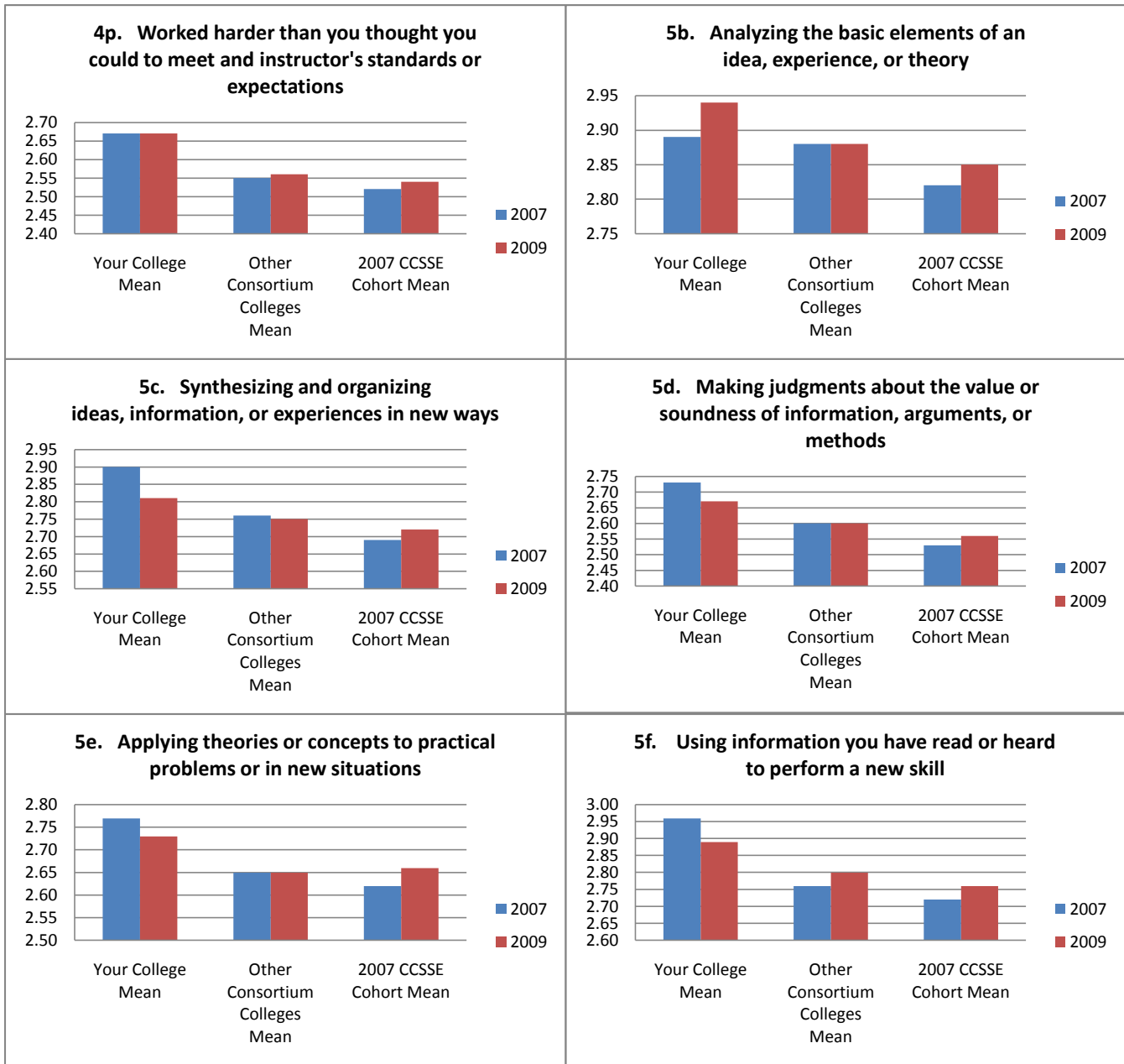


Benchmark Scores				
		El Centro College	Consortium	2007 CCSSE Cohort
All Students	2007	55.3	51.8	50.0
	2009	53.3	49.8	50.0

Academic Challenge		Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet and instructor's standards or expectations	2007	2.67	2.55		2.52	
	2009	2.67	2.56		2.54	
5b. Analyzing the basic elements of an idea, experience, or theory	2007	2.89	2.88		2.82	
	2009	2.94	2.88		2.85	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2007	2.90	2.76		2.69	↑
	2009	2.81	2.75		2.72	
5d. Making judgments about the value or soundness of information, arguments, or methods	2007	2.73	2.60		2.53	↑
	2009	2.67	2.60		2.56	
5e. Applying theories or concepts to practical problems or in new situations	2007	2.77	2.65		2.62	
	2009	2.73	2.65		2.66	
5f. Using information you have read or heard to perform a new skill	2007	2.96	2.76	↑	2.72	↑
	2009	2.89	2.80		2.76	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2007	2.77	2.84		2.85	
	2009	2.84	2.80		2.86	
6c. Number or written papers or reports of any length	2007	2.58	2.83	↓	2.81	↓
	2009	2.60	2.77		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	2007	5.24	4.95	↑	5.00	↑
	2009	5.21	4.93	↑	4.99	
9a. Encouraging you to spend significant amounts of time studying	2007	3.10	2.97		2.94	
	2009	3.09	2.98		2.97	

[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.]

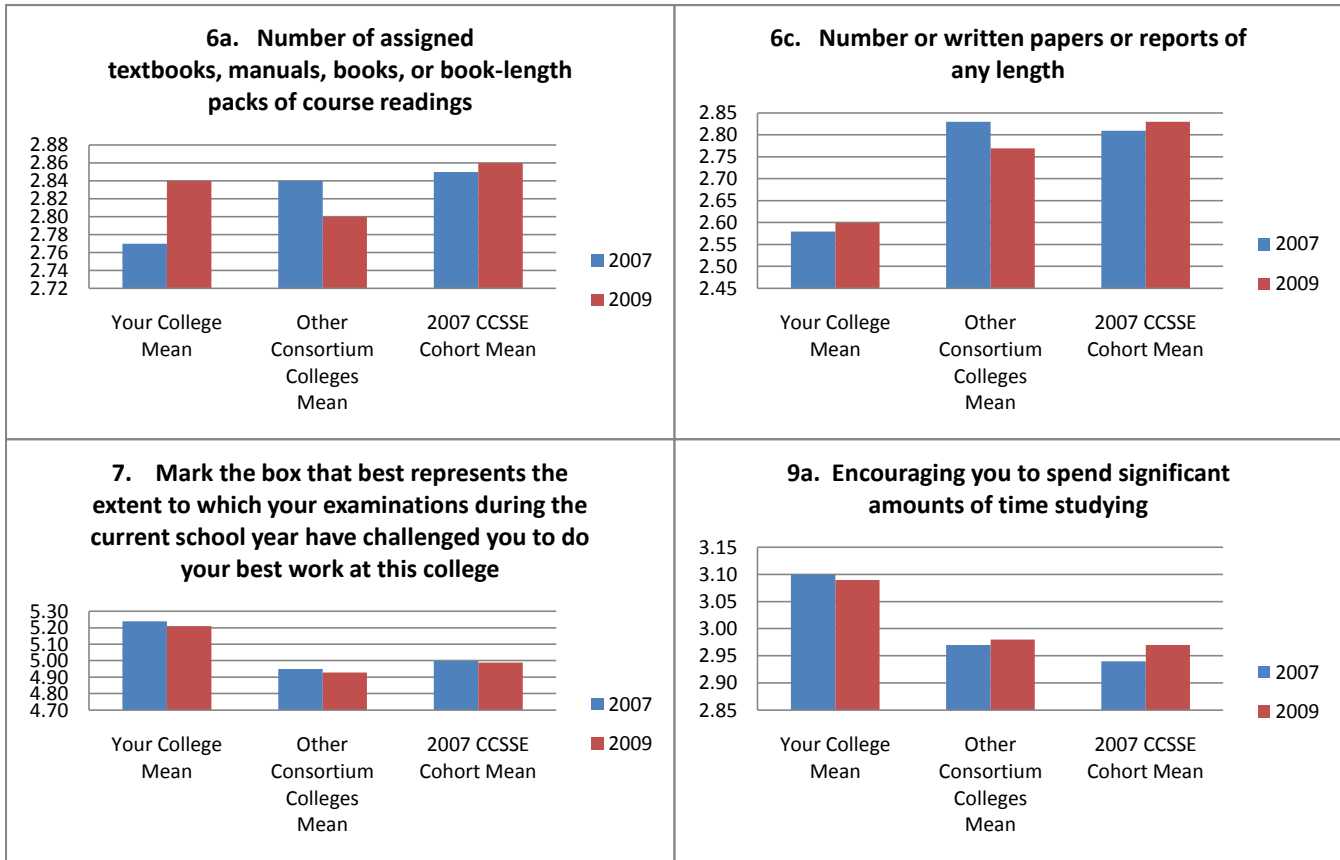
Academic Challenge Bar Charts and Benchmarks Item Composition - All Students



[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 Benchmarks Item Composition - All Students

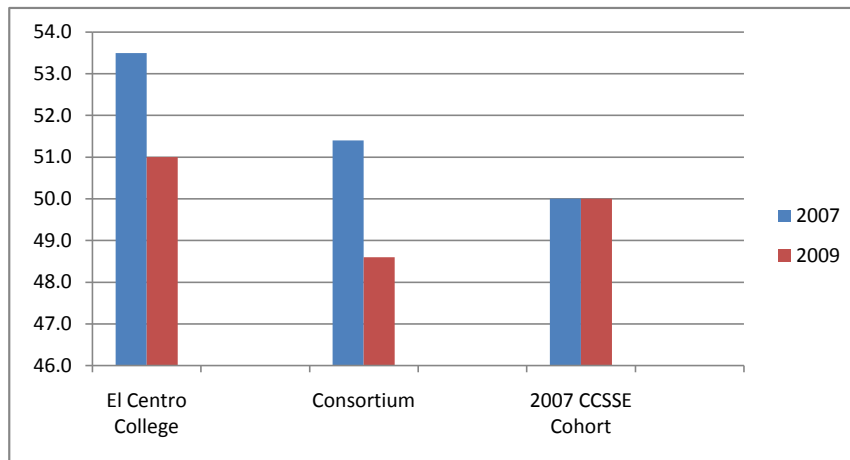


[Note: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student-Faculty Interaction

Bar Charts and Benchmarks 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.

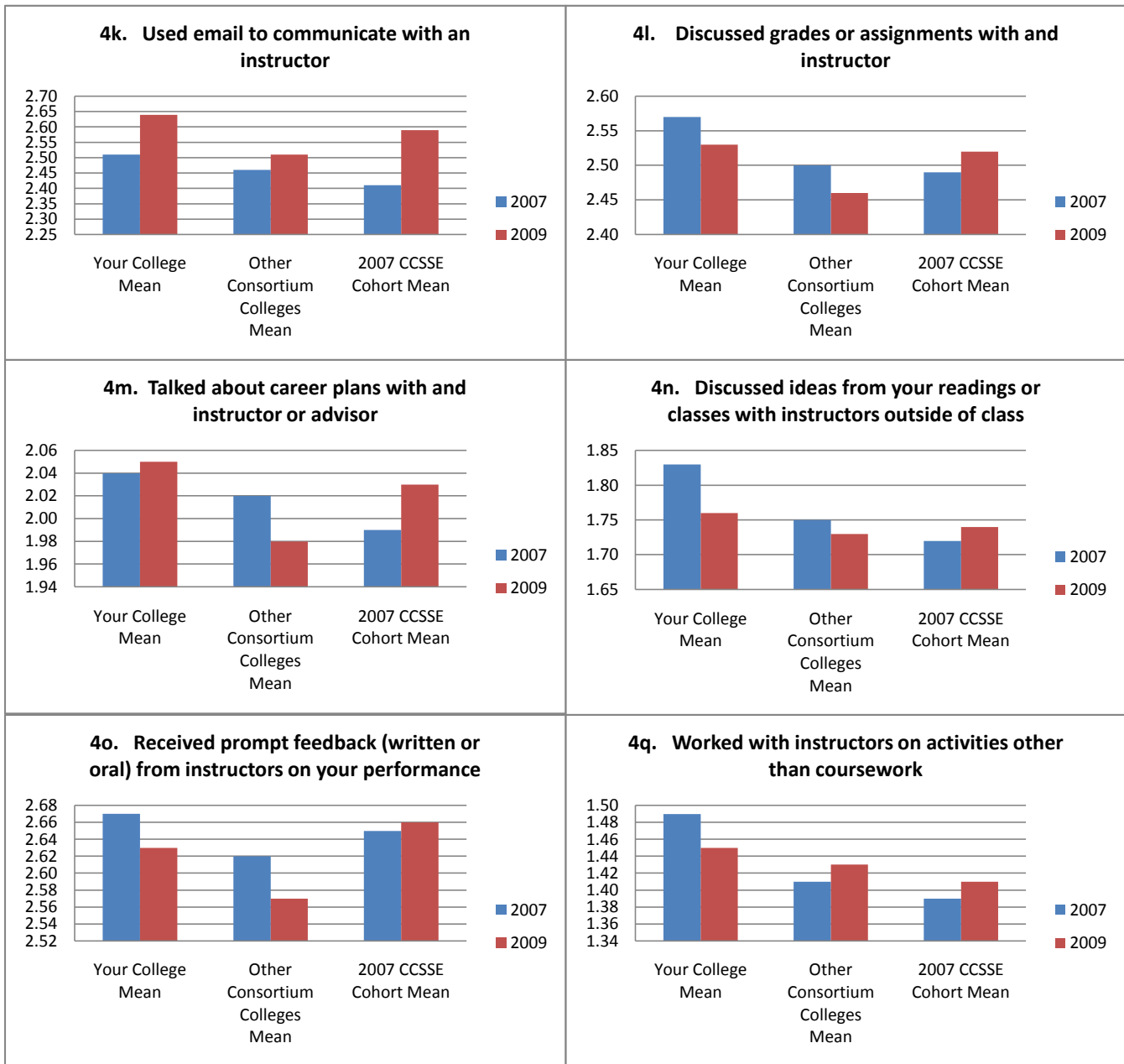


Benchmark Scores				
		El Centro College	Consortium	2007 CCSSE Cohort
All Students	2007	53.5	51.4	50.0
	2009	51.0	48.6	50.0

Student-Faculty Interaction		Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2007	2.51	2.46		2.41	
	2009	2.64	2.51		2.59	
4l. Discussed grades or assignments with and instructor	2007	2.57	2.50		2.49	
	2009	2.53	2.46		2.52	
4m. Talked about career plans with and instructor or advisor	2007	2.04	2.02		1.99	
	2009	2.05	1.98		2.03	
4n. Discussed ideas from your readings or classes with instructors outside of class	2007	1.83	1.75		1.72	
	2009	1.76	1.73		1.74	
4o. Received prompt feedback (written or oral) from instructors on your performance	2007	2.67	2.62		2.65	
	2009	2.63	2.57		2.66	
4q. Worked with instructors on activities other than coursework	2007	1.49	1.41		1.39	
	2009	1.45	1.43		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.]

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

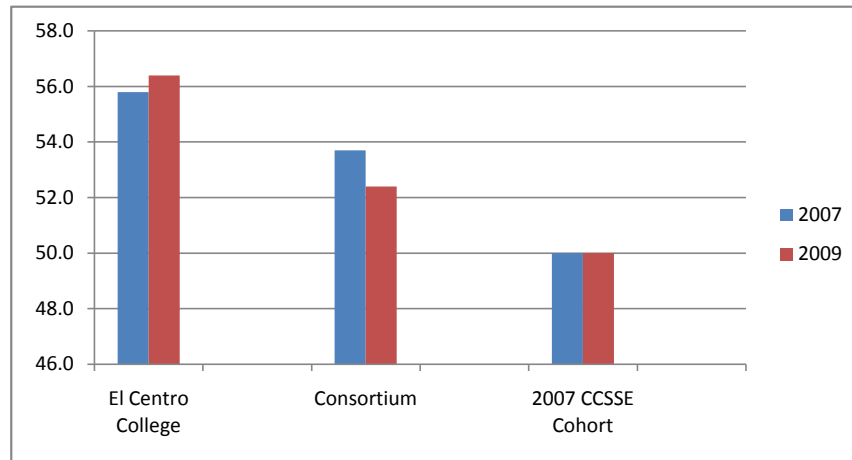


[Note: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Support for Learners

Bar Charts and Benchmarks 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				
		El Centro College	Consortium	2007 CCSSE Cohort
All Students	2007	55.8	53.7	50.0
	2009	56.4	52.4	50.0

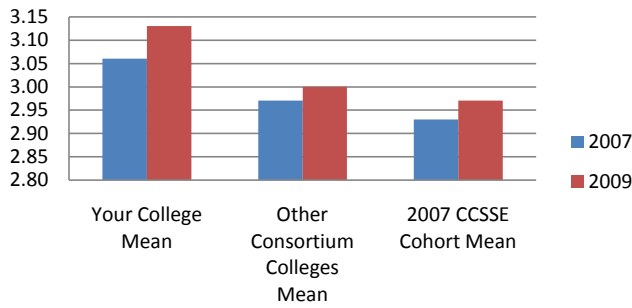
Support for Learners		Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
9b. Providing the support you need to help you succeed at this college	2007	3.06	2.97		2.93	
	2009	3.13	3.00		2.97	
9c. Encouraging contact among students from different economic backgrounds, social, and racial or ethnic backgrounds	2007	2.73	2.57		2.45	↑
	2009	2.79	2.61		2.49	↑
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2007	2.10	2.03		1.90	↑
	2009	2.23	2.05		1.94	↑
9e. Providing the support you need to thrive socially	2007	2.30	2.23		2.08	↑
	2009	2.34	2.26		2.14	↑
9f. Providing the financial support you need to afford your education	2007	2.45	2.44		2.37	
	2009	2.45	2.41		2.43	
13a1. Frequency: Academic advising/planning	2007	1.76	1.76		1.74	
	2009	1.81	1.73		1.76	
13b1. Frequency: Career counseling	2007	1.51	1.53		1.43	
	2009	1.44	1.52		1.43	

[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.]

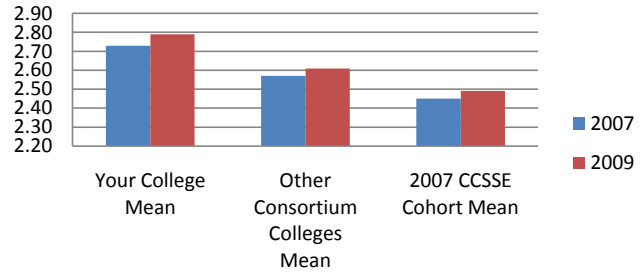
Support for Learners

Bar Charts and Benchmarks Item Composition - All Students

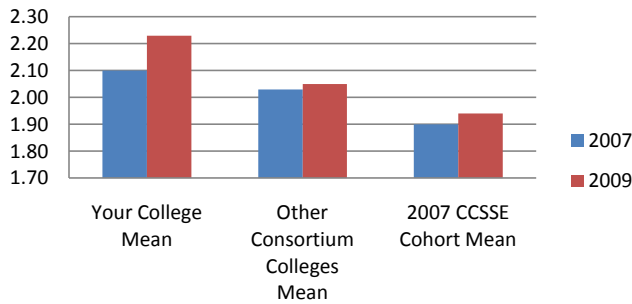
9b. Providing the support you need to help you succeed at this college



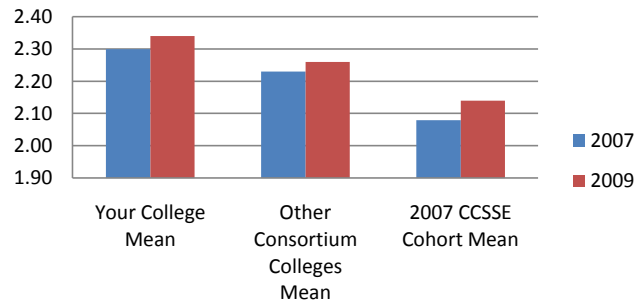
9c. Encouraging contact among students from different economic backgrounds, social, and racial or ethnic backgrounds



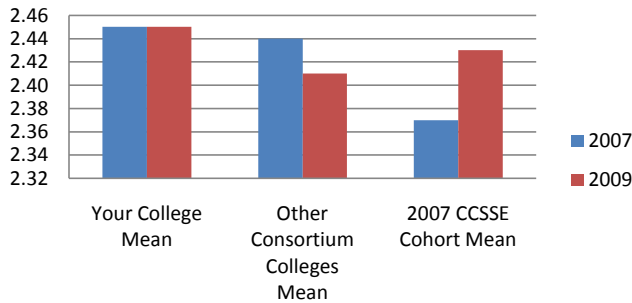
9d. Helping you cope with your non-academic responsibilities (work, family, ect.)



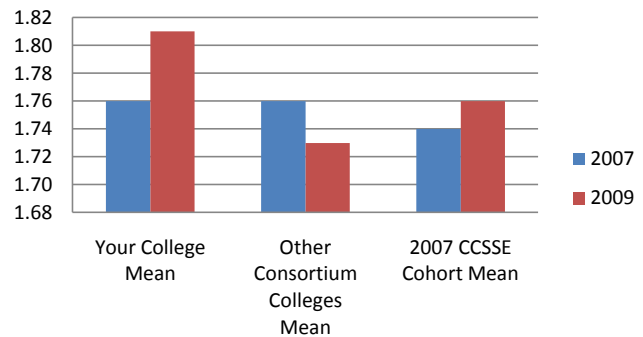
9e. Providing the support you need to thrive socially



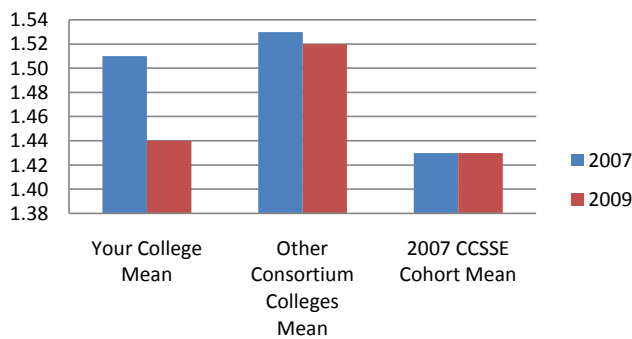
9f. Providing the financial support you need to afford your education



13a1. Frequency: Academic advising/planning



13b1. Frequency: Career counseling



[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.]