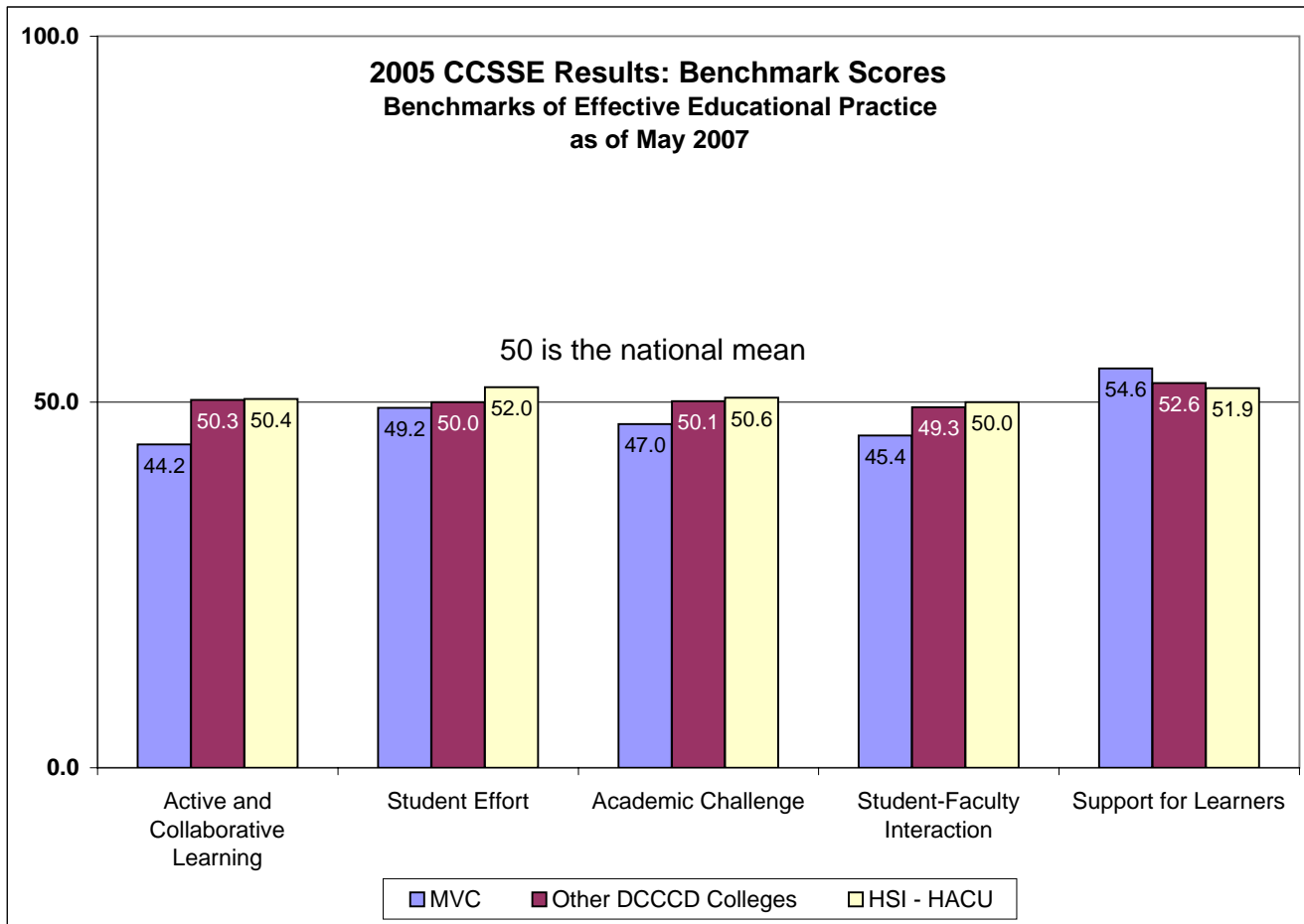


**Community College Survey of Student Engagement (CCSSE) 2005 Institutional Report
Mountain View College**



MVC: Mountain View College

Other DCCCD Colleges: Brookhaven College, Cedar Valley College, El Centro College, Northlake College, and Richland College (Eastfield College does not have comparative CCSSE data as of May 2007) *Source: May 2007 query into comparable data on CCSSE members only web site*

HSI/HACU: Hispanic Serving Institutions / Hispanic Association of Colleges and Universities Consortium (The consortium consists of 16 colleges in five states.) *Source: MVC 2005 CCSSE Institutional Report*

CCSSE Benchmarks: The five benchmarks of effective educational practice encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience.

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CCSSE 2005 Benchmark Report with Survey Item Detail:

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Complete hardcopy reports are available in the Research and Planning Office for MVC's participation in the 2002, 2003, 2004, and 2005 CCSSE Surveys

NOTE: Searchable MVC and comparison institution CCSSE results are available on the CCSSE web site for member institutions.

Contact MVC Research and Planning for access to these data.

<http://www.ccsse.org/index.cfm>

Community College Survey of Student Engagement
2005 Benchmark Report
Mountain View College

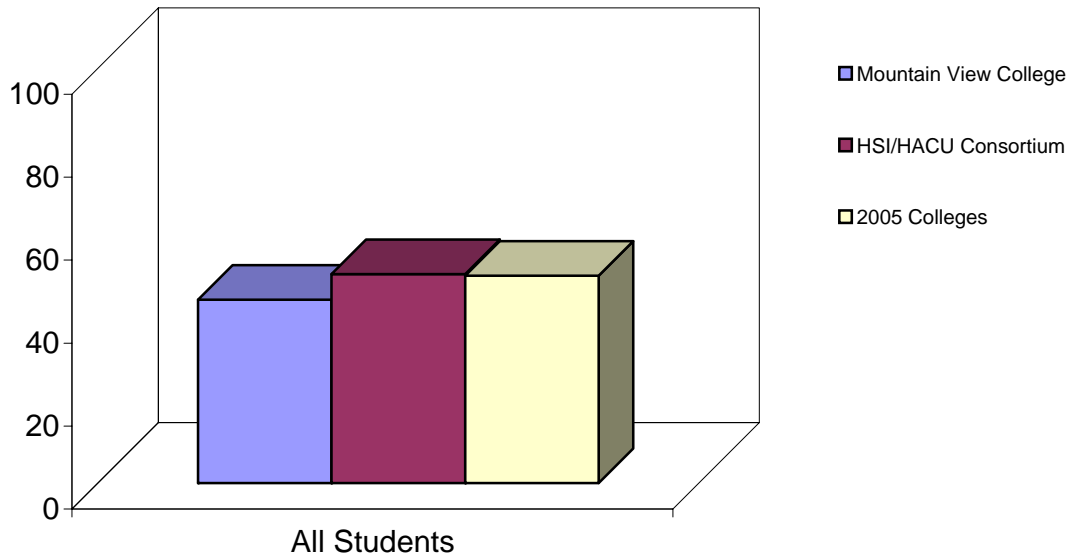
All Students				
Benchmark	Mountain View College	Comparison Group Statistics		
			HSI/HACU Consortium	2005 Colleges
Active and Collaborative Learning	44.2	Benchmark Score	50.4	50.0
		Score Difference	-6.2	-5.8
Student Effort	49.2	Benchmark Score	52.0	50.0
		Score Difference	-2.8	-0.8
Academic Challenge	47.0	Benchmark Score	50.6	50.0
		Score Difference	-3.6	-3.0
Student-Faculty Interaction	45.4	Benchmark Score	50.0	50.0
		Score Difference	-4.6	-4.6
Support for Learners	54.6	Benchmark Score	51.9	50.0
		Score Difference	2.7	4.6
		Number of Colleges	16	257

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 consortia colleges or 2005 colleges) 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.

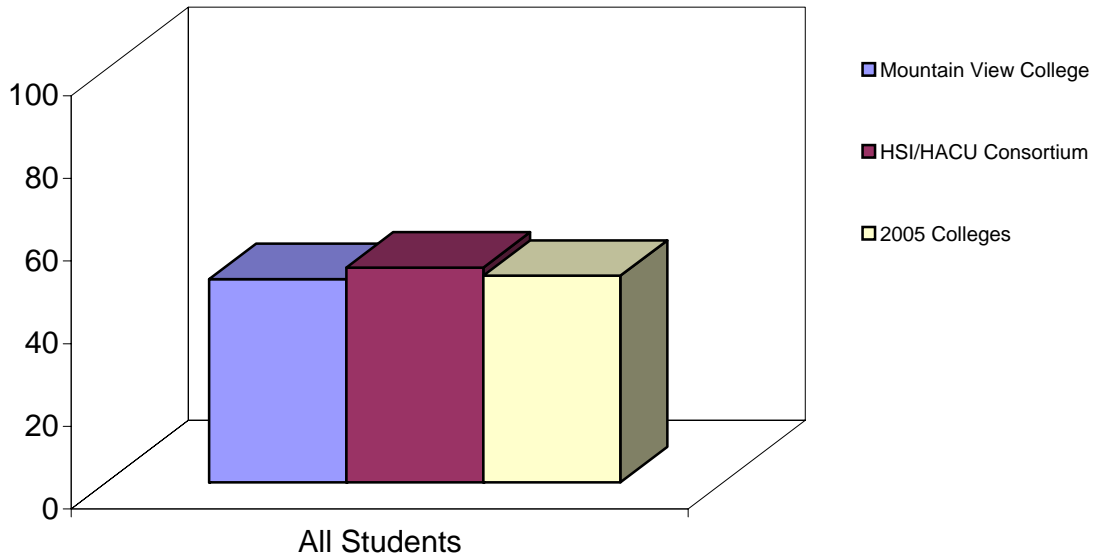


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
All Students	44.2	50.4	50.0

Active and Collaborative Learning	
4a.	Asked questions in class or contributed to class discussions
4b.	Made a class presentation
4f.	Worked with other students on projects during class
4g.	Worked with classmates outside of class to prepare class assignments
4h.	Tutored or taught other students (paid or voluntary)
4i.	Participated in a community-based project as a part of a regular course
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

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.

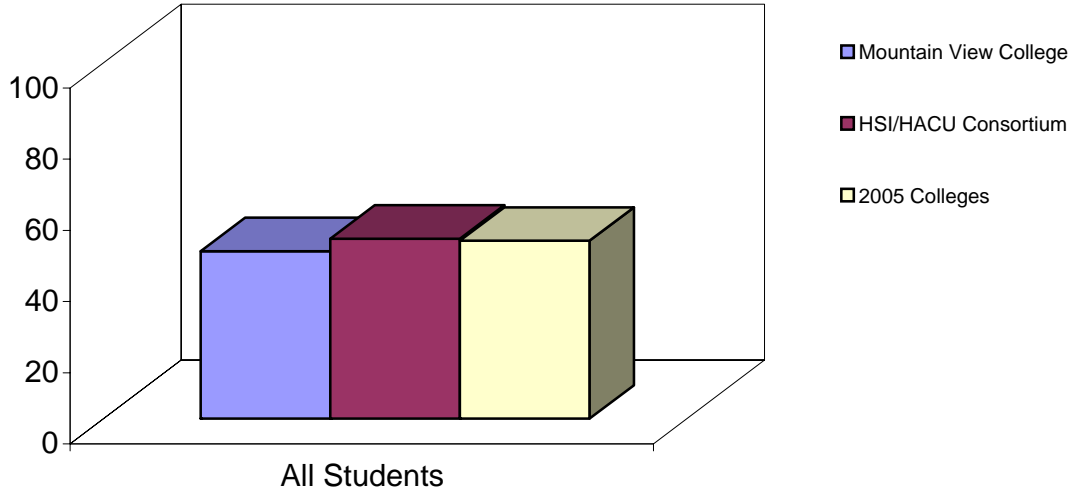


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
All Students	49.2	52.0	50.0

Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information from various sources
4e.	Come to class without completing readings or assignments
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a.	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d.	Frequency of use: Peer or other tutoring
13e.	Frequency of use: Skill labs
13h.	Frequency of use: Computer lab

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.

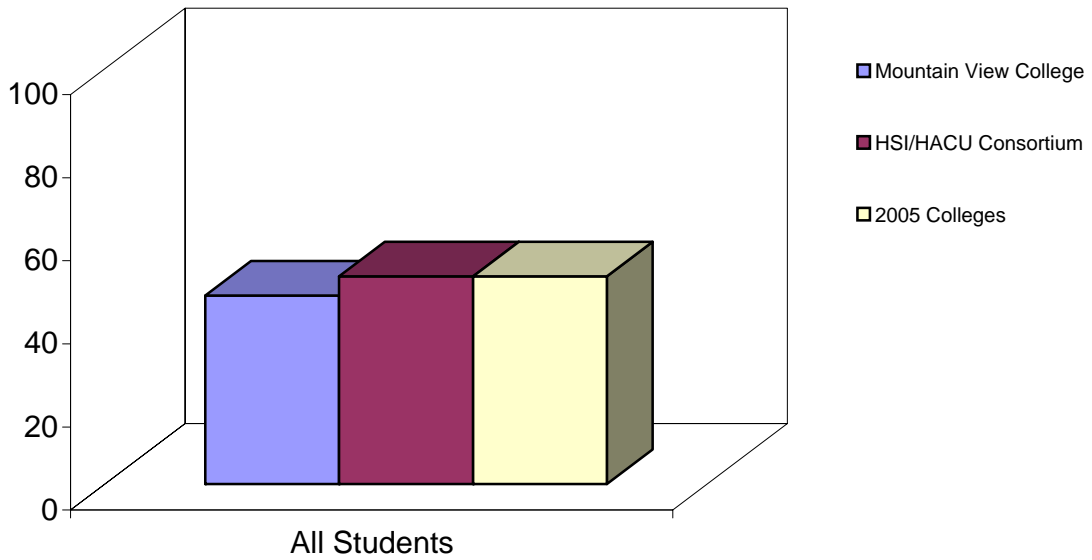


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
All Students	47.0	50.6	50.0

- Academic Challenge**
- 4p. Worked harder than you thought you could to meet an instructor's standards or expectations
 - 5b. Analyzing the basic elements of an idea, experience, or theory
 - 5c. Synthesizing and organizing ideas, information, or experiences in new ways
 - 5d. Making judgments about the value or soundness of information, arguments, or methods
 - 5e. Applying theories or concepts to practical problems or in new situations
 - 5f. Using information you have read or heard to perform a new skill
 - 6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings
 - 6c. Number of written papers or reports of any length
 - 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
 - 9a. Encouraging you to spend significant amounts of time studying

**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.

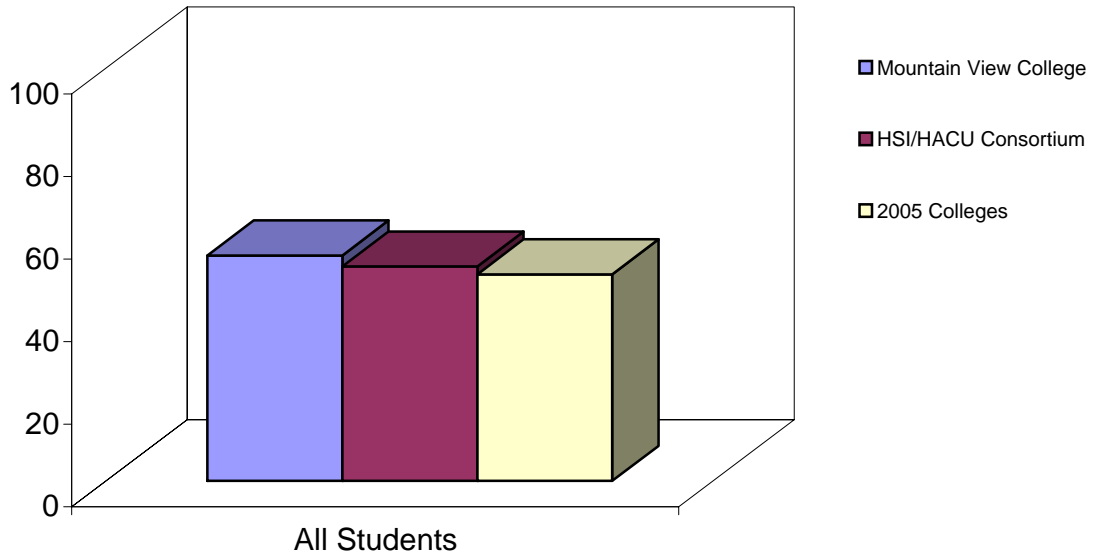


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
All Students	45.4	50.0	50.0

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**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			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
All Students	54.6	51.9	50.0

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e.	Providing the support you need to thrive socially
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling

Community College Survey of Student Engagement
2005 Benchmark Report
Mountain View College

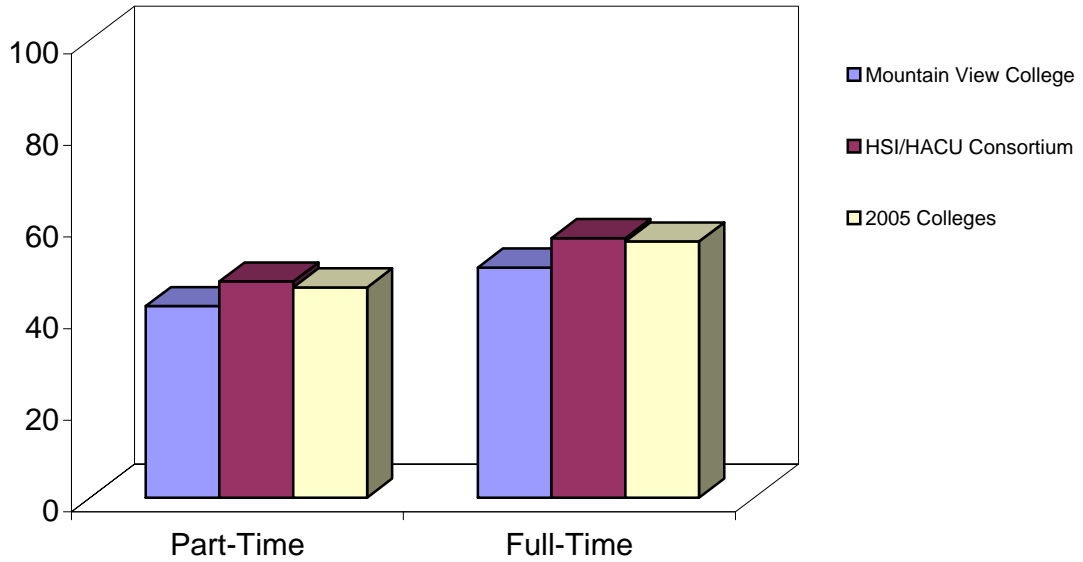
Part-Time Students				
Benchmark	Mountain View College	Comparison Group Statistics		
			HSI/HACU Consortium	2005 Colleges
Active and Collaborative Learning	41.8	Benchmark Score	47.2	45.9
		Score Difference	-5.4	-4.1
Student Effort	46.0	Benchmark Score	48.7	46.5
		Score Difference	-2.8	-0.5
Academic Challenge	44.1	Benchmark Score	47.5	46.1
		Score Difference	-3.4	-2.1
Student-Faculty Interaction	40.4	Benchmark Score	46.9	46.8
		Score Difference	-6.6	-6.4
Support for Learners	53.4	Benchmark Score	49.5	48.2
		Score Difference	4.0	5.2
		Number of Colleges	16	257

Full-Time Students				
Benchmark	Mountain View College	Comparison Group Statistics		
			HSI/HACU Consortium	2005 Colleges
Active and Collaborative Learning	50.2	Benchmark Score	56.6	55.9
		Score Difference	-6.5	-5.7
Student Effort	56.9	Benchmark Score	58.4	55.8
		Score Difference	-1.5	1.1
Academic Challenge	54.3	Benchmark Score	56.8	55.7
		Score Difference	-2.5	-1.4
Student-Faculty Interaction	57.5	Benchmark Score	56.0	56.4
		Score Difference	1.4	1.1
Support for Learners	57.3	Benchmark Score	56.1	54.2
		Score Difference	1.2	3.1
		Number of Colleges	16	257

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.

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

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.

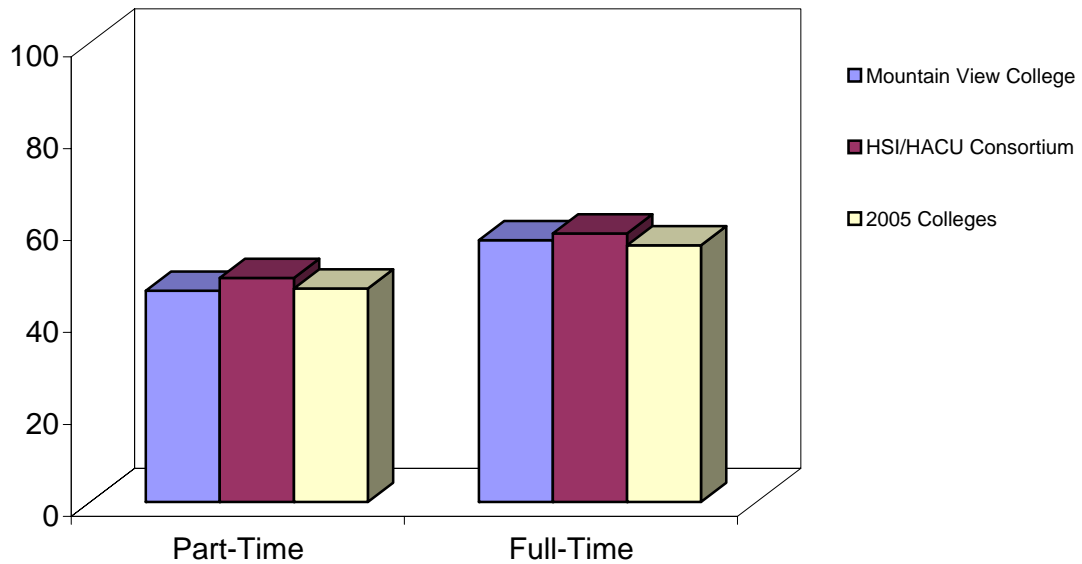


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
Part-Time	41.8	47.2	45.9
Full-Time	50.2	56.6	55.9

Active and Collaborative Learning	
4a.	Asked questions in class or contributed to class discussions
4b.	Made a class presentation
4f.	Worked with other students on projects during class
4g.	Worked with classmates outside of class to prepare class assignments
4h.	Tutored or taught other students (paid or voluntary)
4i.	Participated in a community-based project as a part of a regular course
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

**Student Effort
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

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



Benchmark Scores

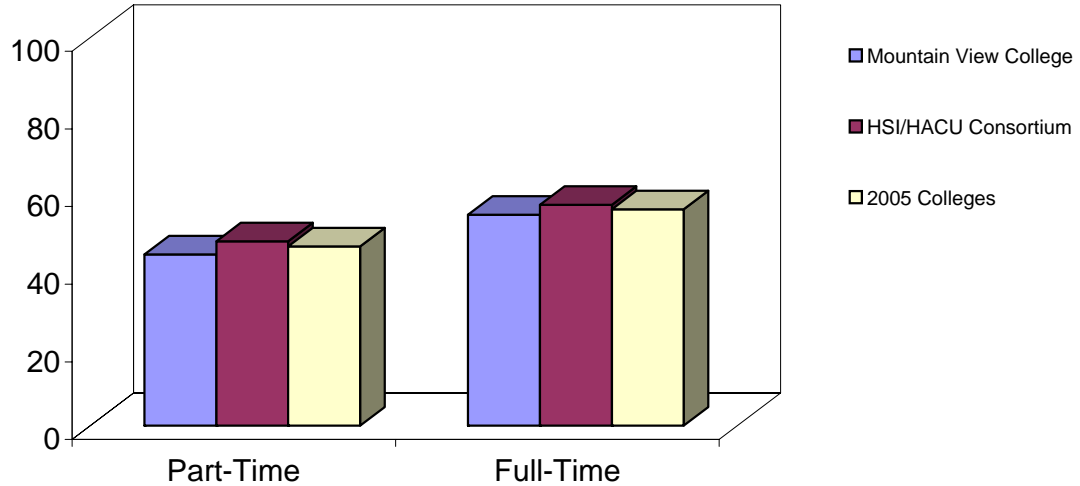
	Mountain View College	HSI/HACU Consortium	2005 Colleges
Part-Time	46.0	48.7	46.5
Full-Time	56.9	58.4	55.8

Student Effort

- 4c. Prepared two or more drafts of a paper or assignment before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4e. Come to class without completing readings or assignments
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d. Frequency of use: Peer or other tutoring
- 13e. Frequency of use: Skill labs
- 13h. Frequency of use: Computer lab

Academic Challenge
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout

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.



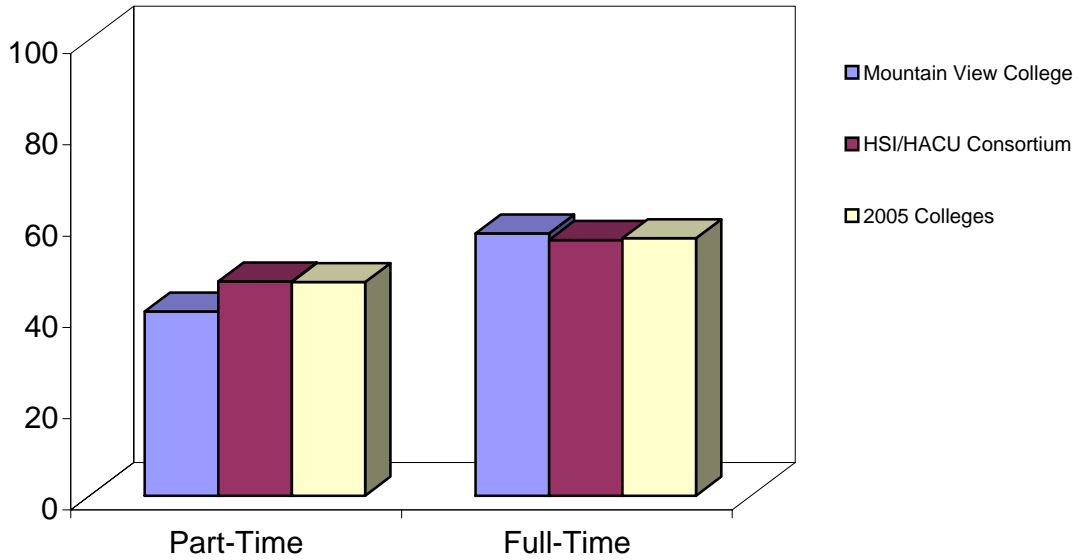
Benchmark Scores

	Mountain View College	HSI/HACU Consortium	2005 Colleges
Part-Time	44.1	47.5	46.1
Full-Time	54.3	56.8	55.7

Academic Challenge	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
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
9a.	Encouraging you to spend significant amounts of time studying

**Student-Faculty Interaction
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

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.

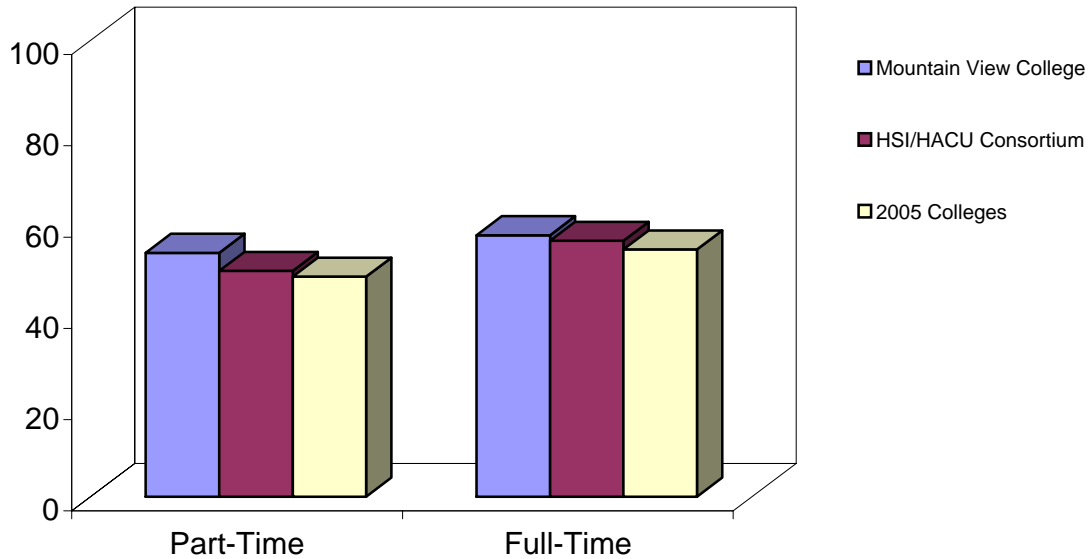


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
Part-Time	40.4	46.9	46.8
Full-Time	57.5	56.0	56.4

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

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			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
Part-Time	53.4	49.5	48.2
Full-Time	57.3	56.1	54.2

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e.	Providing the support you need to thrive socially
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling

Community College Survey of Student Engagement
2005 Benchmark Report
Mountain View College

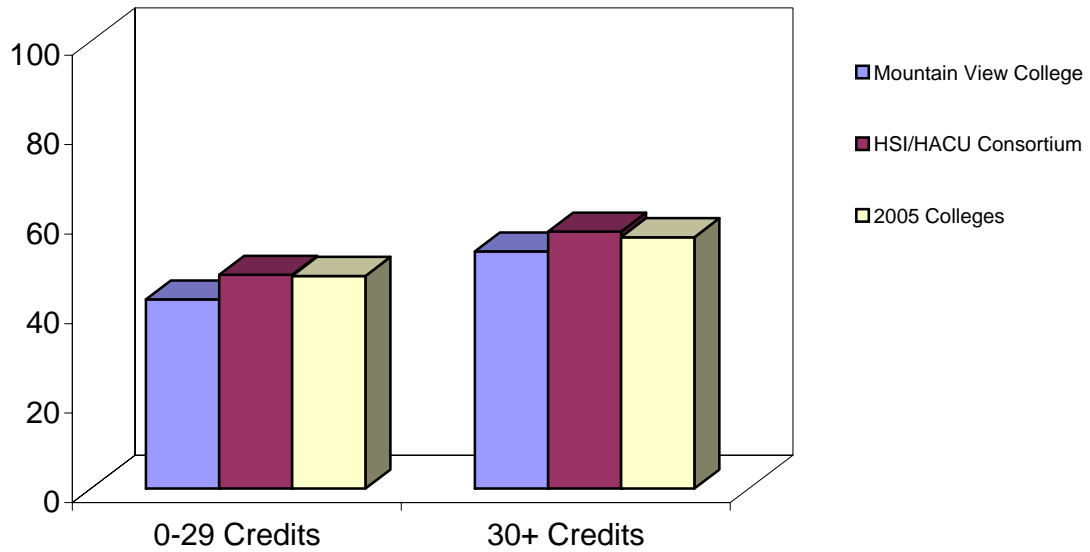
0 to 29 Credits				
Benchmark	Mountain View College	Comparison Group Statistics		
			HSI/HACU Consortium	2005 Colleges
Active and Collaborative Learning	42.2	Benchmark Score	47.8	47.5
		Score Difference	-5.6	-5.3
Student Effort	46.2	Benchmark Score	50.5	49.2
		Score Difference	-4.3	-3.0
Academic Challenge	45.7	Benchmark Score	48.7	48.2
		Score Difference	-3.0	-2.6
Student-Faculty Interaction	43.6	Benchmark Score	47.8	48.4
		Score Difference	-4.1	-4.8
Support for Learners	53.1	Benchmark Score	51.2	50.1
		Score Difference	1.9	3.0
		Number of Colleges	16	257

30+ Credits				
Benchmark	Mountain View College	Comparison Group Statistics		
			HSI/HACU Consortium	2005 Colleges
Active and Collaborative Learning	53.0	Benchmark Score	57.4	56.2
		Score Difference	-4.4	-3.2
Student Effort	57.5	Benchmark Score	55.6	52.9
		Score Difference	1.9	4.6
Academic Challenge	51.5	Benchmark Score	55.7	54.6
		Score Difference	-4.1	-3.0
Student-Faculty Interaction	52.8	Benchmark Score	56.0	56.7
		Score Difference	-3.2	-3.9
Support for Learners	57.9	Benchmark Score	53.4	52.2
		Score Difference	4.5	5.7
		Number of Colleges	16	257

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.

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

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.



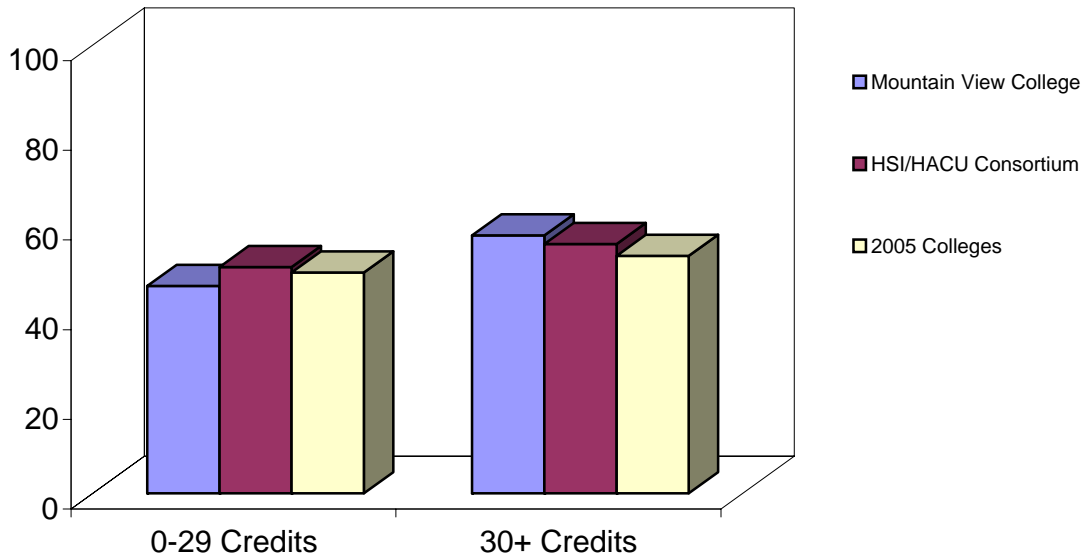
Benchmark Scores

	Mountain View College	HSI/HACU Consortium	2005 Colleges
0-29 Credits	42.2	47.8	47.5
30+ Credits	53.0	57.4	56.2

Active and Collaborative Learning	
4a.	Asked questions in class or contributed to class discussions
4b.	Made a class presentation
4f.	Worked with other students on projects during class
4g.	Worked with classmates outside of class to prepare class assignments
4h.	Tutored or taught other students (paid or voluntary)
4i.	Participated in a community-based project as a part of a regular course
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout

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

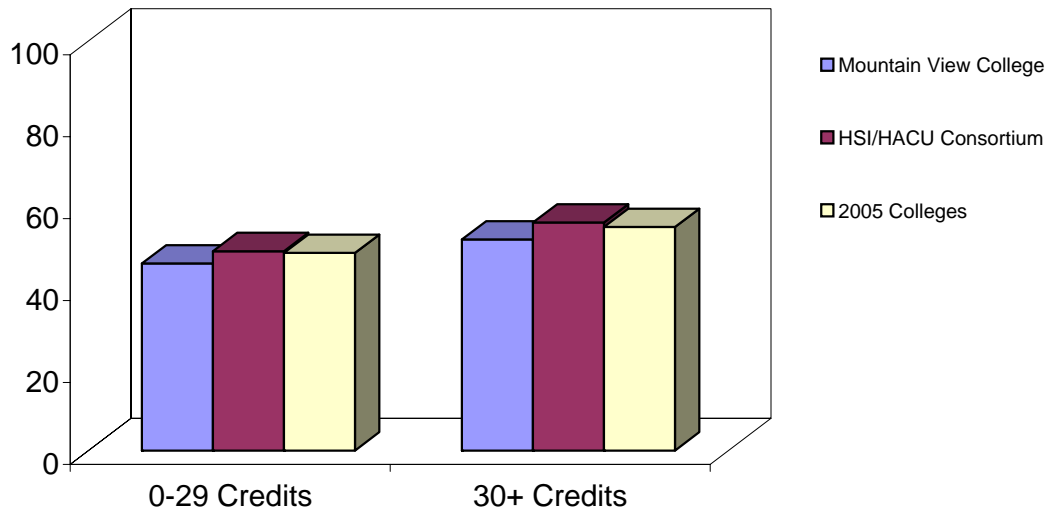


Benchmark Scores			
	Mountain View College	HSI/HACU Consortium	2005 Colleges
0-29 Credits	46.2	50.5	49.2
30+ Credits	57.5	55.6	52.9

Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information from various sources
4e.	Come to class without completing readings or assignments
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a.	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d.	Frequency of use: Peer or other tutoring
13e.	Frequency of use: Skill labs
13h.	Frequency of use: Computer lab

**Academic Challenge
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

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.



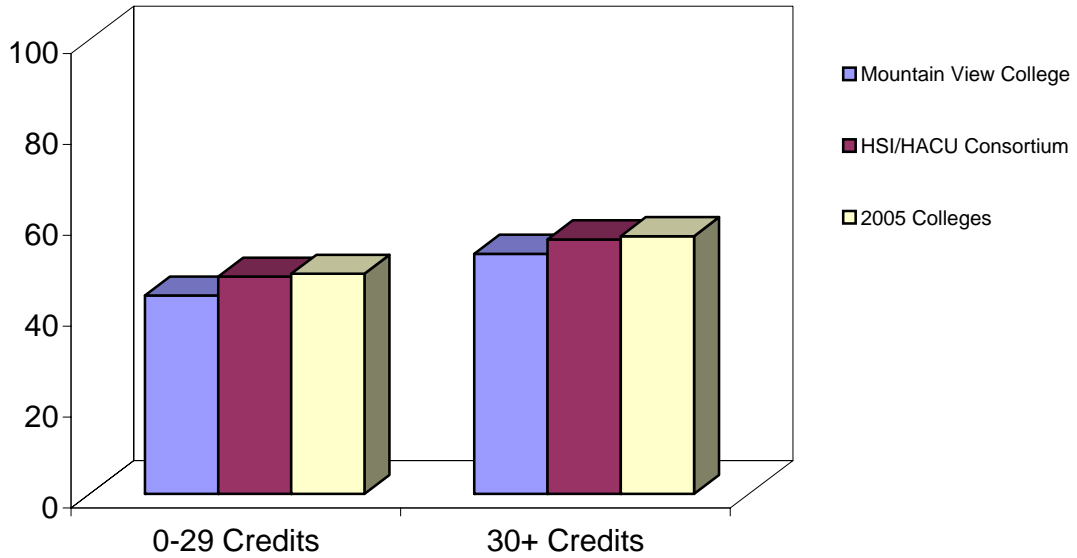
Benchmark Scores

	Mountain View College	HSI/HACU Consortium	2005 Colleges
0-29 Credits	45.7	48.7	48.2
30+ Credits	51.5	55.7	54.6

Academic Challenge	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
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
9a.	Encouraging you to spend significant amounts of time studying

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Credit Hour Status Breakout**

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

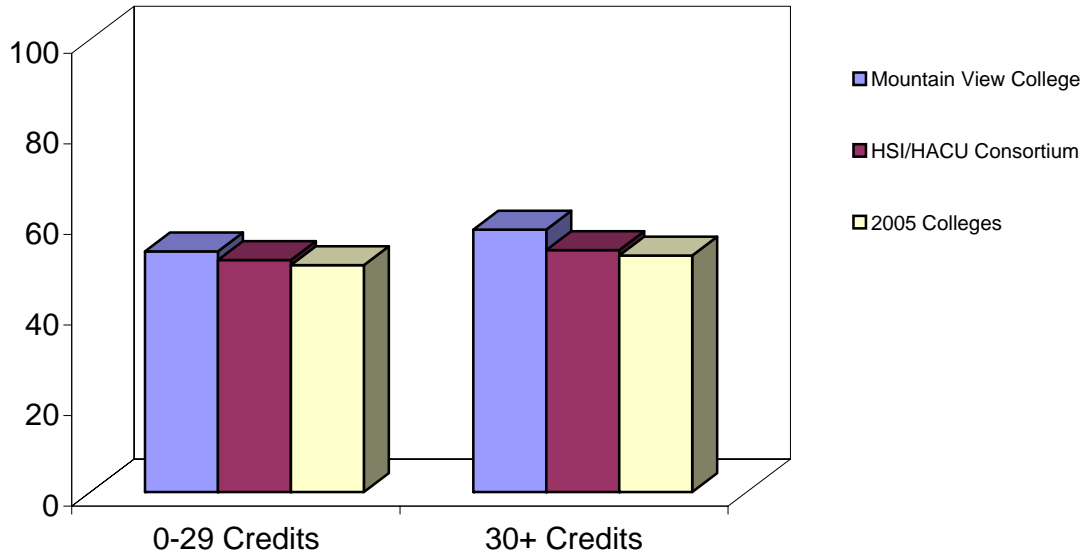
	Mountain View College	HSI/HACU Consortium	2005 Colleges
0-29 Credits	43.6	47.8	48.4
30+ Credits	52.8	56.0	56.7

Student-Faculty Interaction

- 4k. Used email to communicate with an instructor
- 4l. Discussed grades or assignments with an instructor
- 4m. Talked about career plans with an instructor or advisor
- 4n. Discussed ideas from your readings or classes with instructors outside of class
- 4o. Received prompt feedback (written or oral) from instructors on your performance
- 4q. Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

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

	Mountain View College	HSI/HACU Consortium	2005 Colleges
0-29 Credits	53.1	51.2	50.1
30+ Credits	57.9	53.4	52.2

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e.	Providing the support you need to thrive socially
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling