

Community College Survey of Student Engagement
2007 Benchmark Summary Table - All Students
Austin Community College

All Students				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges	2007 CCSSE	Cohort
Active and Collaborative Learning	45.5	Benchmark Score	49.2	50.0
		Score Difference	-3.7	-4.5
Student Effort	47.3	Benchmark Score	49.2	50.0
		Score Difference	-1.9	-2.7
Academic Challenge	49.0	Benchmark Score	49.5	50.0
		Score Difference	-0.5	-1.0
Student-Faculty Interaction	51.4	Benchmark Score	48.3	50.0
		Score Difference	3.1	1.4
Support for Learners	49.3	Benchmark Score	48.9	50.0
		Score Difference	0.4	-0.7
		Number of Colleges	46	525

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 2007 CCSSE Cohort) from your college's score on each benchmark.

2007 CCSSE Cohort Benchmark Deciles

All Students

Austin Community College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2007 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. 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. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

2007 CCSSE Cohort	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	40.5	45.6	47.1	48.1	49.1	50.1	51.2	52.3	53.7	55.7	75.8
Student Effort	41.3	46.2	47.4	48.3	49.1	50.1	51.1	52.0	53.3	55.1	74.3
Academic Challenge	35.2	45.9	47.4	48.4	49.2	50.0	50.9	51.7	52.9	54.4	67.8
Student-Faculty Interaction	41.0	45.8	47.4	48.3	49.3	50.2	51.4	52.4	53.7	55.9	65.1
Support for Learners	38.6	45.1	46.9	48.0	49.2	50.4	51.5	52.6	54.0	56.1	81.5

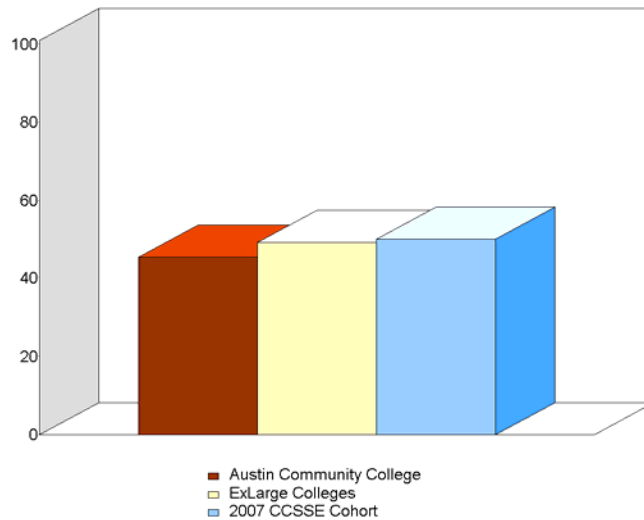
ExLarge Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.9	45.4	46.5	46.8	47.1	48.2	50.0	51.5	52.1	54.9	59.4
Student Effort	42.2	45.0	46.8	47.4	48.0	48.7	49.6	50.9	52.3	54.2	57.0
Academic Challenge	43.4	45.3	47.3	47.6	49.0	49.6	50.2	50.7	51.6	53.1	55.9
Student-Faculty Interaction	41.1	43.6	44.7	46.5	47.2	48.1	49.1	50.6	51.4	53.2	55.1
Support for Learners	42.6	44.7	45.4	46.4	47.4	49.0	49.5	50.4	51.4	53.7	59.5

Urban Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	41.1	45.5	46.5	47.1	48.2	49.4	50.6	52.1	54.1	55.6	65.7
Student Effort	42.2	46.0	47.3	48.1	48.7	49.8	51.0	52.4	54.1	55.6	63.8
Academic Challenge	43.5	45.9	47.7	48.4	49.0	49.9	51.3	52.5	54.0	55.8	66.3
Student-Faculty Interaction	41.0	44.7	46.3	48.0	48.6	49.6	50.1	51.3	52.1	53.6	59.4
Support for Learners	40.5	46.0	47.0	48.4	49.5	50.2	51.5	52.6	53.5	55.3	64.0

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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
All Students	45.5	49.2	50.0

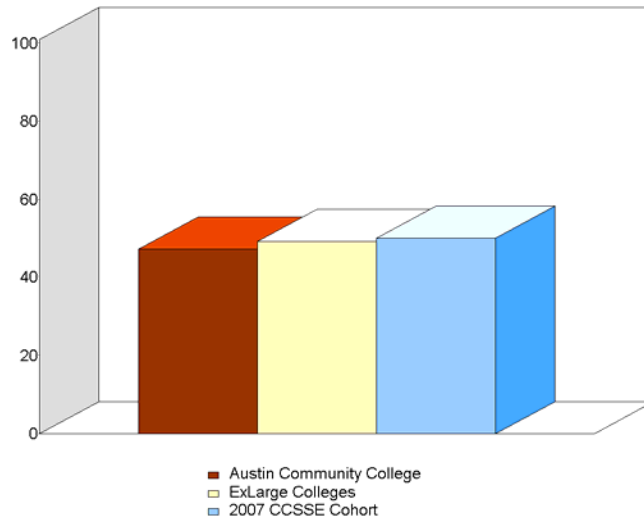
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.85	2.84		2.91	
4b. Made a class presentation	1.85	2.05	▼	2.04	▼
4f. Worked with other students on projects during class	2.25	2.44	▼	2.46	▼
4g. Worked with classmates outside of class to prepare class assignments	1.78	1.83		1.84	
4h. Tutored or taught other students (paid or voluntary)	1.38	1.37		1.36	
4i. Participated in a community-based project as a part of a regular course	1.20	1.29		1.29	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.52	2.54		2.55	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
All Students	47.3	49.2	50.0

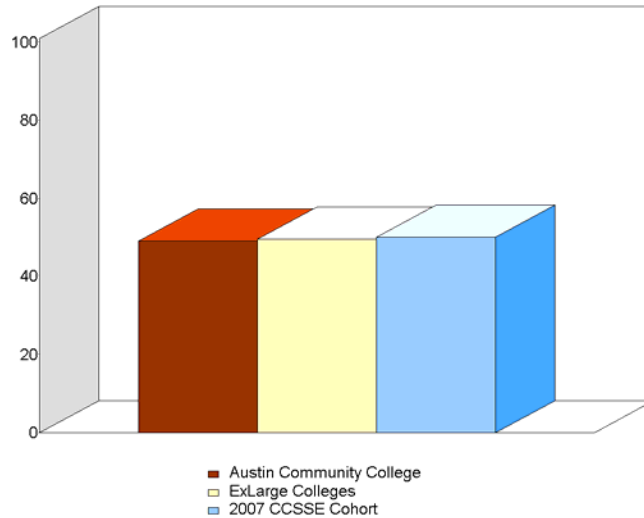
Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.31	2.46		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.55	2.69		2.70	
4e. Came to class without completing readings or assignments	1.98	1.92		1.88	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.10		2.07	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.90	1.85		1.88	
13d1. Frequency: Peer or other tutoring	1.55	1.47		1.45	
13e1. Frequency: Skill labs (writing, math, etc.)	1.66	1.69		1.71	
13h1. Frequency: Computer lab	2.07	2.04		2.09	

[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.



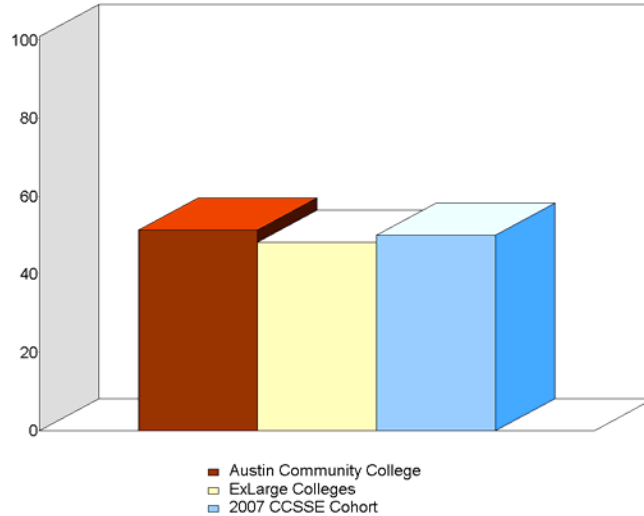
Benchmark Scores			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
All Students	49.0	49.5	50.0

Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.41	2.48		2.52	
5b. Analyzing the basic elements of an idea, experience, or theory	2.87	2.85		2.82	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.72	2.70		2.69	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.59	2.54		2.53	
5e. Applying theories or concepts to practical problems or in new situations	2.67	2.61		2.62	
5f. Using information you have read or heard to perform a new skill	2.69	2.70		2.72	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.72	2.84		2.85	
6c. Number of written papers or reports of any length	2.74	2.80		2.81	
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	4.95	4.92		5.00	
9a. Encouraging you to spend significant amounts of time studying	2.86	2.93		2.94	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
All Students	51.4	48.3	50.0

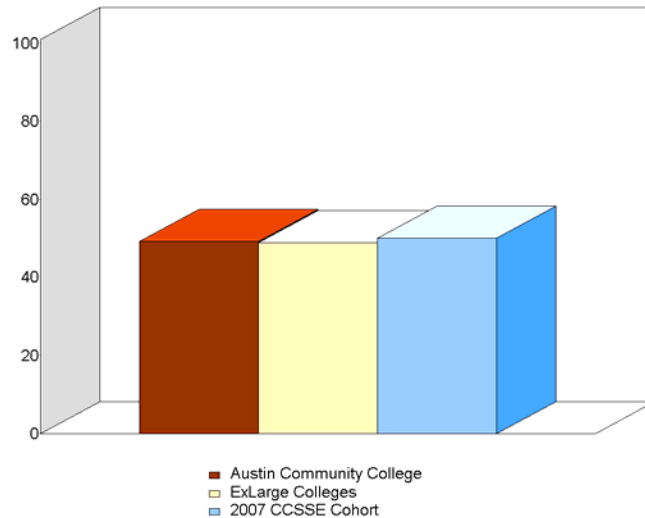
Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.54	2.42		2.41	
4l. Discussed grades or assignments with an instructor	2.54	2.43		2.49	
4m. Talked about career plans with an instructor or advisor	1.88	1.91		1.99	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.79	1.68		1.72	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.76	2.60		2.65	
4q. Worked with instructors on activities other than coursework	1.34	1.36		1.39	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
All Students	49.3	48.9	50.0

Support for Learners	Your College Mean	Other ExLarge 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	2.90	2.89		2.93	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.50	2.49		2.45	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.90	1.87		1.90	
9e. Providing the support you need to thrive socially	2.10	2.05		2.08	
9f. Providing the financial support you need to afford your education	2.33	2.27		2.37	
13a1. Frequency: Academic advising/planning	1.65	1.69		1.74	
13b1. Frequency: Career counseling	1.41	1.46		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.]

Community College Survey of Student Engagement
2007 Benchmark Summary Table - Enrollment Status Breakout
Austin Community College

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges	2007 CCSSE Cohort	
Active and Collaborative Learning	42.6	Benchmark Score	46.2	46.6
		Score Difference	-3.6	-3.9
Student Effort	44.5	Benchmark Score	46.0	46.8
		Score Difference	-1.5	-2.3
Academic Challenge	46.8	Benchmark Score	46.4	46.4
		Score Difference	0.4	0.3
Student-Faculty Interaction	48.5	Benchmark Score	45.5	46.8
		Score Difference	3.1	1.7
Support for Learners	49.3	Benchmark Score	47.0	48.4
		Score Difference	2.3	0.8
		Number of Colleges	46	525

Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges	2007 CCSSE Cohort	
Active and Collaborative Learning	52.9	Benchmark Score	54.9	56.2
		Score Difference	-2.0	-3.2
Student Effort	54.7	Benchmark Score	55.1	55.5
		Score Difference	-0.4	-0.8
Academic Challenge	54.9	Benchmark Score	55.4	55.6
		Score Difference	-0.5	-0.7
Student-Faculty Interaction	58.9	Benchmark Score	53.7	56.0
		Score Difference	5.2	2.9
Support for Learners	49.3	Benchmark Score	52.3	53.8
		Score Difference	-3.0	-4.5
		Number of Colleges	46	525

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 2007 CCSSE Cohort) from your college's score on each benchmark.

2007 CCSSE Cohort Benchmark Deciles

Enrollment Status Breakout

Austin Community College

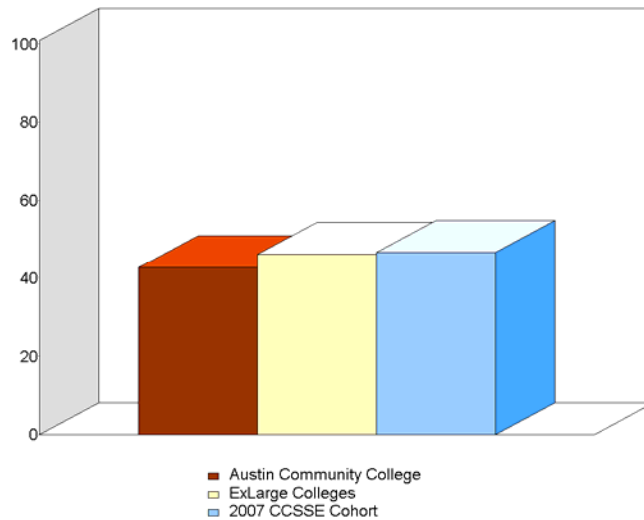
These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2007 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. 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. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

		Part-Time Students										
2007 CCSSE Cohort		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		35.2	41.6	43.0	44.1	45.2	46.2	47.3	48.4	49.7	51.9	73.4
Student Effort		32.8	41.9	43.7	44.7	45.7	46.7	47.7	48.8	49.9	51.8	69.0
Academic Challenge		33.9	41.1	42.9	44.2	45.5	46.4	47.4	48.6	49.5	51.1	71.6
Student-Faculty Interaction		36.5	41.6	43.2	44.4	45.5	46.6	47.7	48.7	50.1	52.1	64.5
Support for Learners		37.5	42.8	44.2	45.5	46.8	48.3	49.4	50.7	52.0	54.6	77.6
ExLarge Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		41.5	42.6	43.2	43.6	44.3	45.1	45.7	47.8	50.0	51.5	56.4
Student Effort		37.2	41.2	43.5	44.3	45.3	45.7	46.9	47.5	49.1	50.3	54.7
Academic Challenge		40.3	43.0	43.9	44.6	45.8	46.6	46.9	47.8	48.8	50.2	54.8
Student-Faculty Interaction		39.2	40.9	42.1	42.9	44.7	45.4	46.6	47.8	48.5	49.9	52.6
Support for Learners		40.4	42.9	43.7	44.8	45.3	46.5	47.7	49.3	49.5	51.6	57.7
Urban Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		37.7	42.6	43.6	44.2	45.2	45.8	46.9	48.9	50.6	51.9	72.8
Student Effort		37.7	42.5	43.9	44.7	45.6	46.9	48.7	49.4	50.4	52.9	60.1
Academic Challenge		39.4	41.9	44.3	45.2	46.0	46.8	48.1	49.2	50.9	52.7	65.4
Student-Faculty Interaction		36.5	42.1	43.4	44.1	45.5	46.4	47.2	48.5	49.1	51.0	57.9
Support for Learners		40.4	43.2	44.8	46.4	47.5	48.7	49.5	50.5	51.8	53.7	64.4
		Full-Time Students										
2007 CCSSE Cohort		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		46.0	50.9	52.1	53.6	54.8	56.0	57.2	58.1	59.8	61.9	78.2
Student Effort		41.9	50.9	52.1	53.1	54.1	54.8	56.2	57.4	58.7	61.1	75.8
Academic Challenge		39.5	50.7	52.8	53.8	54.5	55.3	56.3	57.2	58.4	60.4	74.5
Student-Faculty Interaction		43.8	51.0	52.5	53.7	54.7	55.7	56.9	58.0	59.5	61.8	70.1
Support for Learners		40.3	48.3	49.6	51.2	52.2	53.2	54.5	55.7	57.5	60.0	82.6
ExLarge Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		48.2	50.5	51.6	52.3	53.8	54.2	55.1	56.0	57.9	61.3	66.5
Student Effort		48.2	50.8	51.9	53.4	54.3	54.7	55.0	56.6	58.4	60.7	62.2
Academic Challenge		48.9	52.4	53.6	53.8	54.3	54.7	56.1	57.1	57.4	58.5	63.1
Student-Faculty Interaction		45.7	48.9	50.7	51.0	52.4	53.5	54.5	55.7	57.5	58.9	61.9
Support for Learners		46.6	47.7	49.1	49.9	50.5	52.1	52.7	53.7	54.4	58.7	67.0
Urban Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		47.3	49.9	51.5	52.9	54.0	55.4	56.2	57.6	59.6	62.4	67.2
Student Effort		48.1	51.5	52.5	53.8	54.7	55.9	56.6	58.1	59.7	61.9	67.7
Academic Challenge		48.9	52.0	53.5	54.1	54.9	55.5	56.6	57.3	58.3	60.3	74.5
Student-Faculty Interaction		45.4	50.2	51.5	53.4	54.2	54.8	55.7	56.4	58.1	59.8	64.0
Support for Learners		40.3	48.4	50.4	51.8	52.7	53.3	54.4	55.3	57.3	58.7	65.1

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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Part-Time	42.6	46.2	46.6

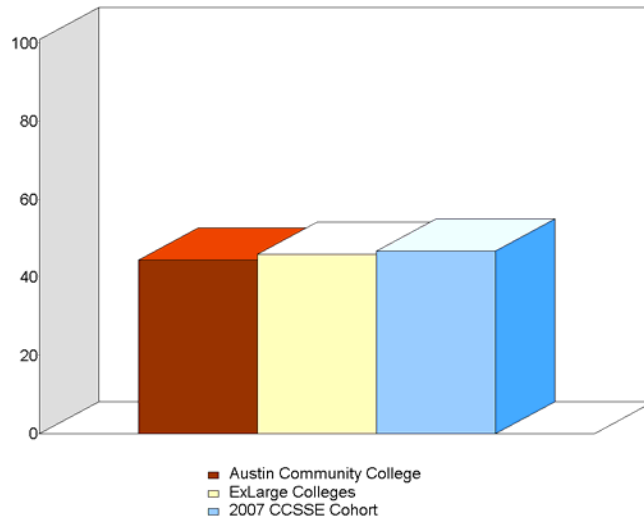
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.81	2.82		2.88	
4b. Made a class presentation	1.78	1.93		1.90	
4f. Worked with other students on projects during class	2.20	2.38		2.38	
4g. Worked with classmates outside of class to prepare class assignments	1.70	1.75		1.72	
4h. Tutored or taught other students (paid or voluntary)	1.34	1.32		1.30	
4i. Participated in a community-based project as a part of a regular course	1.15	1.24		1.23	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.46	2.50		2.51	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Part-Time	44.5	46.0	46.8

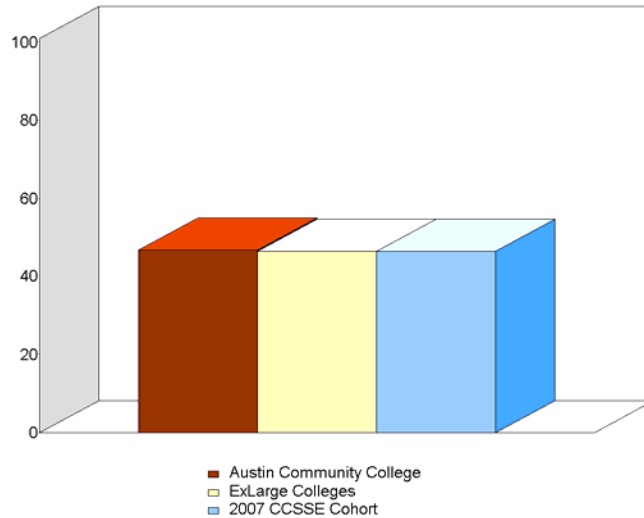
Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.22	2.35		2.36	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.45	2.56		2.54	
4e. Came to class without completing readings or assignments	1.96	1.87		1.82	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.03	2.11		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.76	1.73		1.74	
13d1. Frequency: Peer or other tutoring	1.51	1.43		1.42	
13e1. Frequency: Skill labs (writing, math, etc.)	1.65	1.65		1.66	
13h1. Frequency: Computer lab	2.00	1.94		1.97	

[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 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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Part-Time	46.8	46.4	46.4

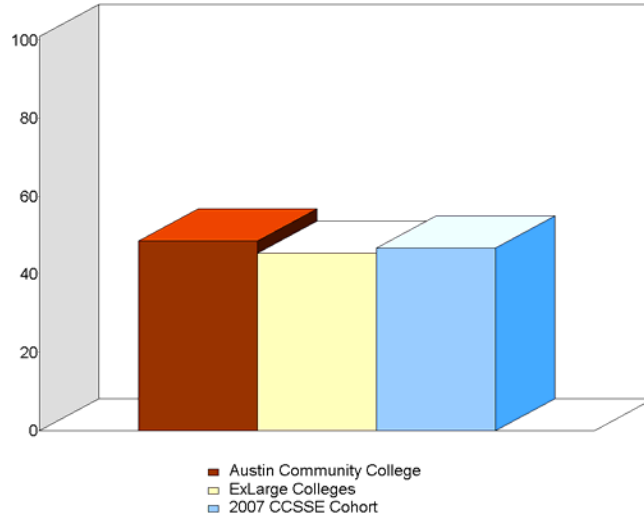
Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.34	2.43		2.46	
5b. Analyzing the basic elements of an idea, experience, or theory	2.82	2.80		2.78	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.67	2.65		2.64	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.53	2.46		2.45	
5e. Applying theories or concepts to practical problems or in new situations	2.63	2.56		2.55	
5f. Using information you have read or heard to perform a new skill	2.67	2.65		2.66	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.63	2.69		2.67	
6c. Number of written papers or reports of any length	2.63	2.60		2.57	
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	4.90		4.97	
9a. Encouraging you to spend significant amounts of time studying	2.82	2.89		2.89	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Part-Time	48.5	45.5	46.8

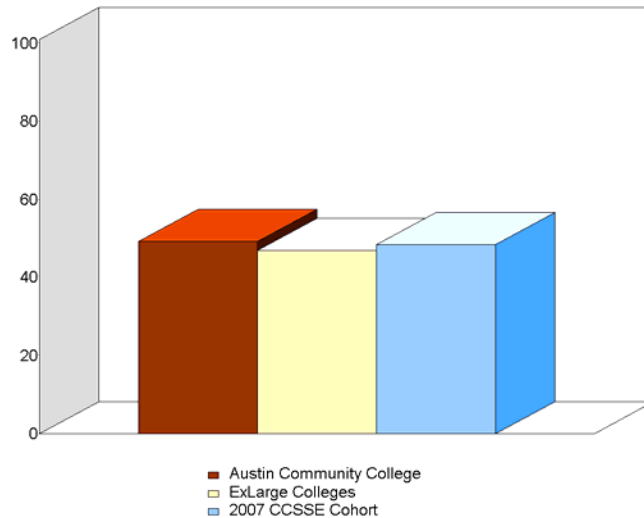
Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.43	2.30		2.28	
4l. Discussed grades or assignments with an instructor	2.47	2.36		2.40	
4m. Talked about career plans with an instructor or advisor	1.80	1.83		1.87	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.72	1.62		1.64	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.74	2.59		2.63	
4q. Worked with instructors on activities other than coursework	1.29	1.32		1.32	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Part-Time	49.3	47.0	48.4

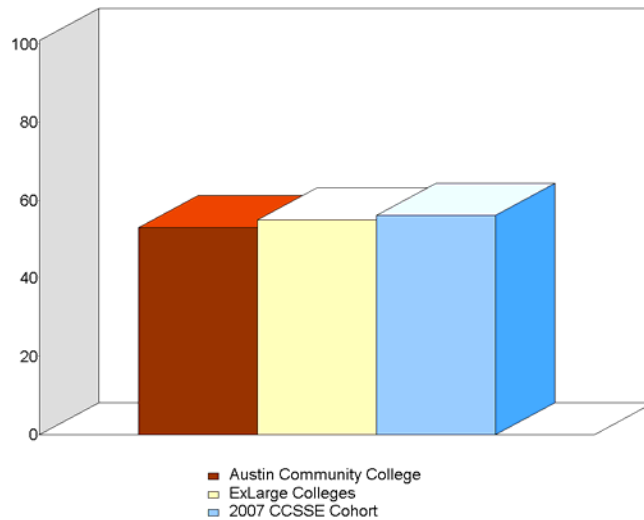
Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.90	2.87		2.89	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.44		2.40	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.90	1.84		1.86	
9e. Providing the support you need to thrive socially	2.11	2.00		2.01	
9f. Providing the financial support you need to afford your education	2.32	2.17		2.24	
13a1. Frequency: Academic advising/planning	1.64	1.65		1.69	
13b1. Frequency: Career counseling	1.40	1.44		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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Full-Time	52.9	54.9	56.2

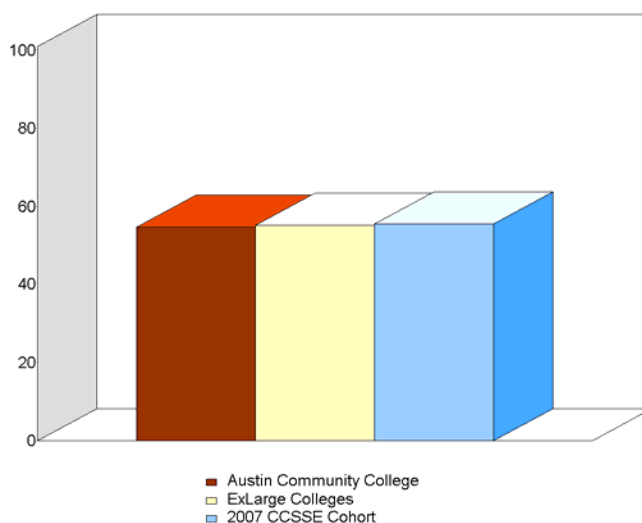
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.96	2.87		2.94	
4b. Made a class presentation	2.03	2.27	▼	2.24	▼
4f. Worked with other students on projects during class	2.38	2.55		2.57	▼
4g. Worked with classmates outside of class to prepare class assignments	2.00	2.00		2.01	
4h. Tutored or taught other students (paid or voluntary)	1.47	1.46		1.46	
4i. Participated in a community-based project as a part of a regular course	1.33	1.38		1.38	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.67	2.60		2.61	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Full-Time	54.7	55.1	55.5

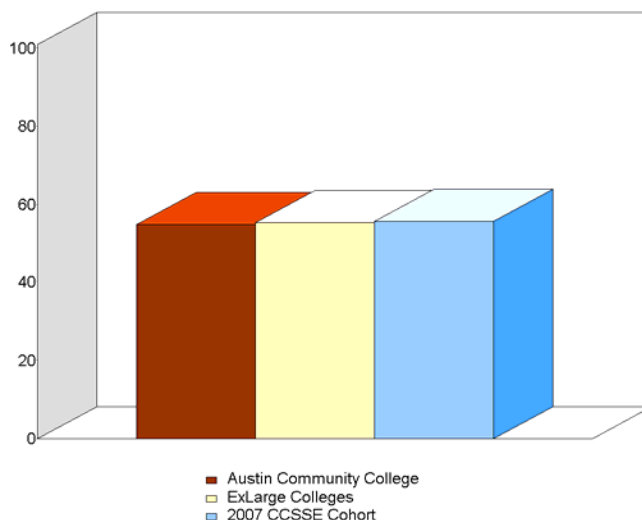
Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.55	2.65		2.64	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.94		2.92	
4e. Came to class without completing readings or assignments	2.05	2.01		1.98	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.12	2.11		2.06	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.28	2.09		2.09	
13d1. Frequency: Peer or other tutoring	1.66	1.53		1.50	▲
13e1. Frequency: Skill labs (writing, math, etc.)	1.71	1.76		1.77	
13h1. Frequency: Computer lab	2.24	2.21		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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Full-Time	54.9	55.4	55.6

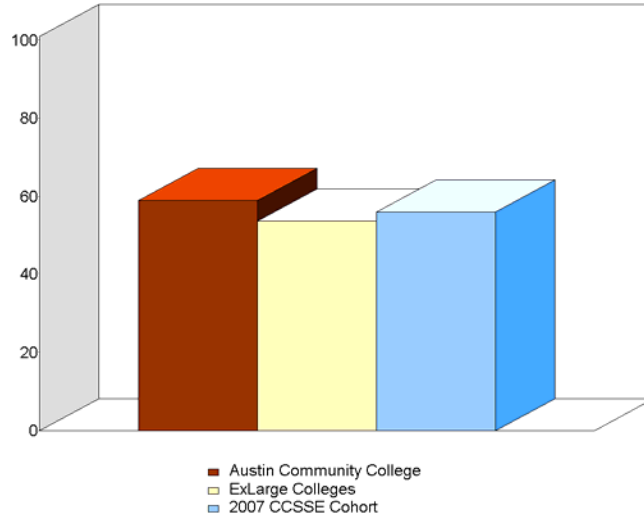
Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.58	2.57		2.60	
5b. Analyzing the basic elements of an idea, experience, or theory	2.99	2.94		2.90	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.83	2.79		2.77	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.74	2.68		2.65	
5e. Applying theories or concepts to practical problems or in new situations	2.77	2.72		2.72	
5f. Using information you have read or heard to perform a new skill	2.76	2.78		2.81	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.95	3.12		3.12	
6c. Number of written papers or reports of any length	3.03	3.19		3.16	
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	4.99	4.96		5.03	
9a. Encouraging you to spend significant amounts of time studying	2.98	3.01		3.02	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Full-Time	58.9	53.7	56.0

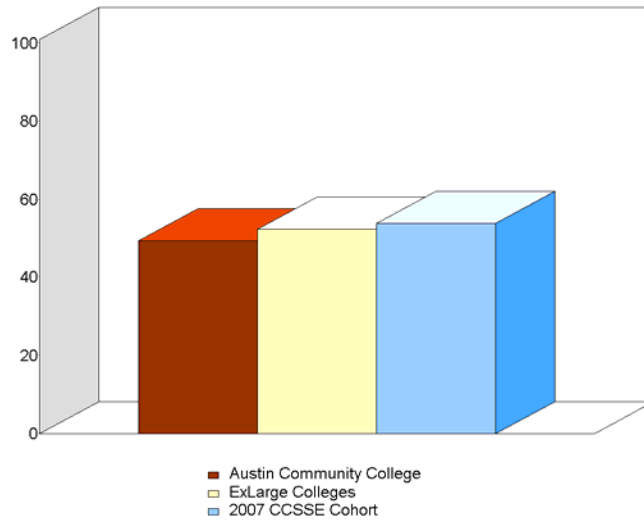
Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.82	2.64		2.62	▲
4l. Discussed grades or assignments with an instructor	2.71	2.56		2.61	
4m. Talked about career plans with an instructor or advisor	2.07	2.07		2.15	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.98	1.78	▲	1.83	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.80	2.63	▲	2.67	
4q. Worked with instructors on activities other than coursework	1.45	1.44		1.49	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
Full-Time	49.3	52.3	53.8

Support for Learners	Your College Mean	Other ExLarge 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	2.89	2.95		2.98	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.52	2.57		2.52	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	1.94		1.96	
9e. Providing the support you need to thrive socially	2.08	2.14		2.17	
9f. Providing the financial support you need to afford your education	2.36	2.45		2.54	
13a1. Frequency: Academic advising/planning	1.67	1.77		1.81	▼
13b1. Frequency: Career counseling	1.44	1.50		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
2007 Benchmark Summary Table - Credit Hour Status Breakout
Austin Community College

0 to 29 Credits				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges	2007 CCSSE	Cohort
Active and Collaborative Learning	42.4	Benchmark Score	46.7	47.7
		Score Difference	-4.3	-5.3
Student Effort	45.8	Benchmark Score	47.6	49.1
		Score Difference	-1.8	-3.4
Academic Challenge	47.3	Benchmark Score	47.5	48.1
		Score Difference	-0.2	-0.8
Student-Faculty Interaction	49.4	Benchmark Score	46.2	48.1
		Score Difference	3.2	1.2
Support for Learners	48.6	Benchmark Score	48.2	49.9
		Score Difference	0.4	-1.3
		Number of Colleges	46	525

30+ Credits				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges 2007 CCSSE Cohort		
Active and Collaborative Learning	52.6	Benchmark Score	53.9	56.5
		Score Difference	-1.4	-3.9
Student Effort	51.1	Benchmark Score	51.8	52.9
		Score Difference	-0.7	-1.8
Academic Challenge	53.9	Benchmark Score	53.3	54.7
		Score Difference	0.6	-0.8
Student-Faculty Interaction	56.6	Benchmark Score	52.4	56.1
		Score Difference	4.3	0.5
Support for Learners	51.5	Benchmark Score	49.8	52.1
		Score Difference	1.7	-0.6
		Number of Colleges	46	525

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 2007 CCSSE Cohort) from your college's score on each benchmark.

2007 CCSSE Cohort Benchmark Deciles

Credit Hour Status Breakout

Austin Community College

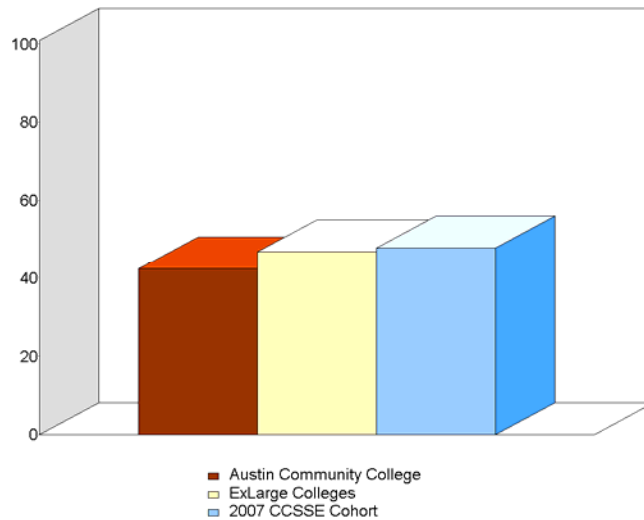
These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2007 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. 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. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

		0 to 29 Credits										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2007 CCSSE Cohort												
Active and Collaborative Learning		37.4	42.8	44.4	45.4	46.3	47.2	48.4	49.5	50.7	52.9	73.1
Student Effort		38.1	44.4	45.7	46.9	48.1	49.0	50.0	51.0	52.0	54.1	72.4
Academic Challenge		32.2	43.9	45.4	46.4	47.2	47.8	48.7	49.7	50.7	52.6	65.3
Student-Faculty Interaction		38.8	43.3	44.8	45.8	46.7	47.6	48.9	50.0	51.2	53.2	64.1
Support for Learners		37.6	44.5	46.1	47.2	48.4	49.5	50.8	51.9	53.3	55.4	82.4
ExLarge Colleges												
Active and Collaborative Learning		41.6	42.4	43.6	44.2	45.0	45.9	46.8	48.7	49.9	51.2	56.0
Student Effort		38.1	43.4	45.4	45.7	46.4	47.4	48.6	49.6	50.3	51.5	55.7
Academic Challenge		39.6	44.1	45.9	46.0	46.7	47.3	48.0	48.7	49.8	51.9	54.7
Student-Faculty Interaction		39.4	41.2	42.1	44.3	45.0	46.0	46.7	48.9	49.4	51.6	53.3
Support for Learners		40.3	43.7	45.0	45.6	47.2	48.1	49.3	50.2	50.5	52.1	59.0
Urban Colleges												
Active and Collaborative Learning		39.3	43.1	44.0	44.5	45.7	46.6	47.8	49.2	51.1	53.5	67.3
Student Effort		38.1	44.9	45.6	46.4	47.2	48.9	49.9	50.8	52.0	54.5	64.5
Academic Challenge		39.6	44.6	46.0	46.7	47.2	47.9	48.8	50.5	51.9	54.3	63.1
Student-Faculty Interaction		39.4	42.5	44.6	45.3	46.5	47.1	48.7	49.2	50.5	51.6	58.6
Support for Learners		40.3	44.9	46.1	47.3	48.6	49.7	50.7	51.7	53.1	54.7	64.7
		30+ Credits										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2007 CCSSE Cohort												
Active and Collaborative Learning		43.9	50.4	52.3	53.7	55.2	56.4	57.2	58.5	60.1	62.8	79.7
Student Effort		40.9	47.9	49.4	50.5	51.3	52.3	53.3	54.6	56.2	58.6	77.3
Academic Challenge		37.5	49.1	51.1	52.2	53.5	54.7	55.8	57.0	58.3	59.9	76.5
Student-Faculty Interaction		42.6	50.4	52.0	53.6	54.7	56.1	56.9	58.2	60.0	62.3	76.6
Support for Learners		34.9	45.8	47.5	49.2	50.4	51.6	52.9	54.7	56.0	58.8	80.7
ExLarge Colleges												
Active and Collaborative Learning		48.2	49.7	51.2	51.7	52.6	52.9	54.2	55.4	56.7	58.9	66.1
Student Effort		45.8	47.3	48.8	49.2	50.4	51.0	52.1	52.6	55.6	57.1	63.0
Academic Challenge		43.9	49.4	51.1	51.4	52.3	53.0	53.9	55.2	55.9	57.9	63.1
Student-Faculty Interaction		44.7	47.6	49.6	50.5	50.9	52.2	52.9	54.6	56.1	56.9	59.6
Support for Learners		42.4	44.9	46.0	47.2	49.2	49.7	50.7	51.5	51.7	55.9	60.4
Urban Colleges												
Active and Collaborative Learning		47.1	50.0	52.2	53.8	55.1	56.4	57.3	58.7	60.1	63.2	75.8
Student Effort		46.5	49.1	49.8	50.9	51.7	52.9	54.6	55.9	57.1	59.9	67.8
Academic Challenge		47.7	50.3	51.6	52.4	53.5	54.8	56.2	57.5	58.5	61.2	76.5
Student-Faculty Interaction		42.6	49.9	51.0	52.2	53.5	54.4	55.3	56.6	57.6	59.6	71.9
Support for Learners		36.6	46.9	49.1	50.1	50.8	52.1	53.1	54.7	56.0	57.8	69.5

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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
0 to 29 Credits	42.4	46.7	47.7

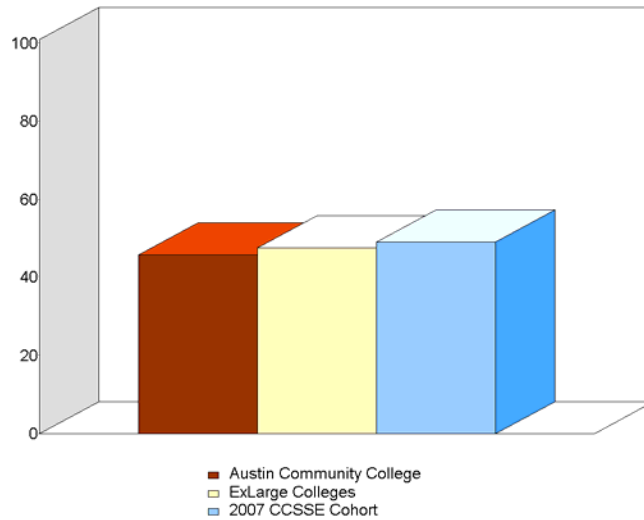
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.81	2.81		2.87	
4b. Made a class presentation	1.74	1.97	▼	1.95	▼
4f. Worked with other students on projects during class	2.18	2.41	▼	2.41	▼
4g. Worked with classmates outside of class to prepare class assignments	1.71	1.76		1.76	
4h. Tutored or taught other students (paid or voluntary)	1.34	1.32		1.32	
4i. Participated in a community-based project as a part of a regular course	1.18	1.25		1.24	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.47	2.50		2.51	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
0 to 29 Credits	45.8	47.6	49.1

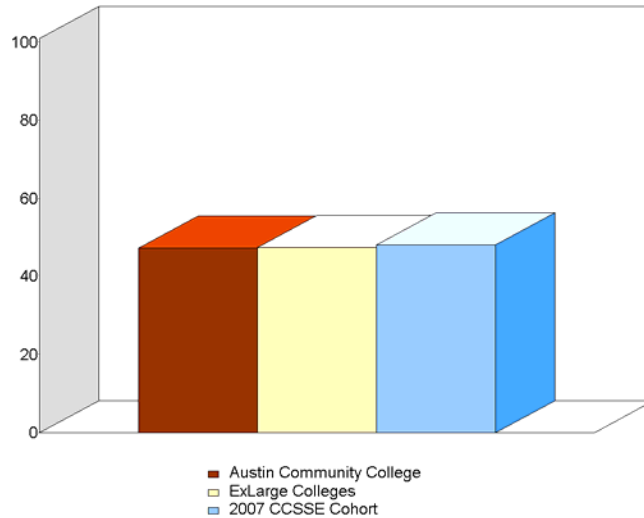
Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.26	2.45		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.50	2.63		2.63	
4e. Came to class without completing readings or assignments	1.98	1.90		1.86	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.04	2.08		2.05	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.85	1.78		1.81	
13d1. Frequency: Peer or other tutoring	1.54	1.44		1.43	
13e1. Frequency: Skill labs (writing, math, etc.)	1.67	1.67		1.71	
13h1. Frequency: Computer lab	2.03	1.99		2.04	

[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.]

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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
0 to 29 Credits	47.3	47.5	48.1

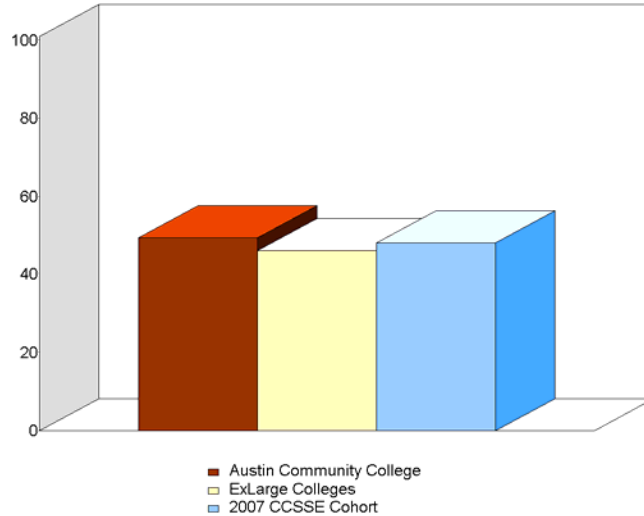
Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.36	2.44		2.49	
5b. Analyzing the basic elements of an idea, experience, or theory	2.81	2.80		2.78	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.69	2.66		2.65	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.55	2.49		2.48	
5e. Applying theories or concepts to practical problems or in new situations	2.61	2.55		2.56	
5f. Using information you have read or heard to perform a new skill	2.66	2.65		2.68	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.68	2.79		2.80	
6c. Number of written papers or reports of any length	2.75	2.77		2.78	
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	4.86	4.84		4.92	
9a. Encouraging you to spend significant amounts of time studying	2.81	2.89		2.90	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
0 to 29 Credits	49.4	46.2	48.1

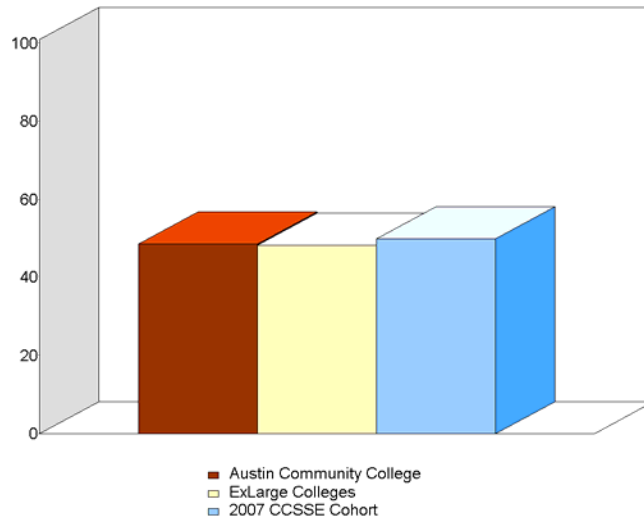
Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.48	2.35		2.33	
4l. Discussed grades or assignments with an instructor	2.49	2.39		2.44	
4m. Talked about career plans with an instructor or advisor	1.84	1.86		1.92	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.73	1.63		1.66	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.74	2.58		2.62	
4q. Worked with instructors on activities other than coursework	1.30	1.33		1.35	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
0 to 29 Credits	48.6	48.2	49.9

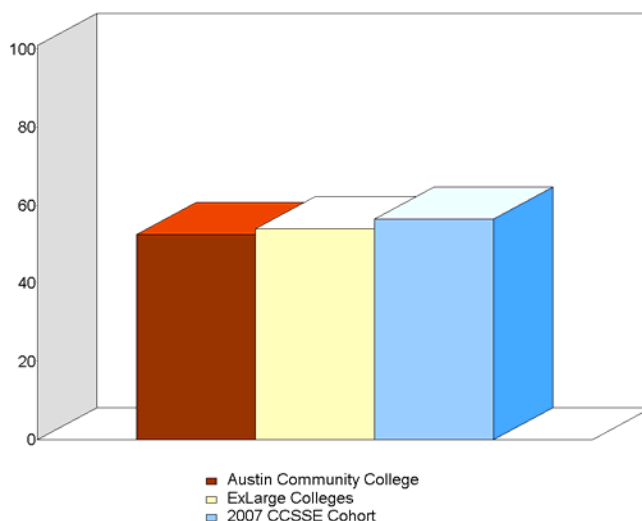
Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.89	2.88		2.91	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.47		2.42	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.85	1.88		1.90	
9e. Providing the support you need to thrive socially	2.08	2.06		2.08	
9f. Providing the financial support you need to afford your education	2.33	2.27		2.36	
13a1. Frequency: Academic advising/planning	1.65	1.65		1.70	
13b1. Frequency: Career counseling	1.39	1.44		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 - 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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
30+ Credits	52.6	53.9	56.5

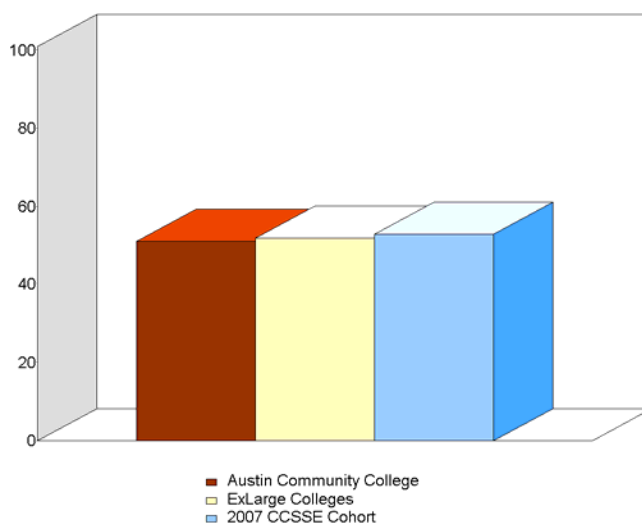
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.95	2.89		2.98	
4b. Made a class presentation	2.12	2.22		2.22	
4f. Worked with other students on projects during class	2.38	2.50		2.55	
4g. Worked with classmates outside of class to prepare class assignments	1.96	1.98		2.01	
4h. Tutored or taught other students (paid or voluntary)	1.47	1.45		1.46	
4i. Participated in a community-based project as a part of a regular course	1.25	1.35		1.38	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.68	2.60		2.63	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
30+ Credits	51.1	51.8	52.9

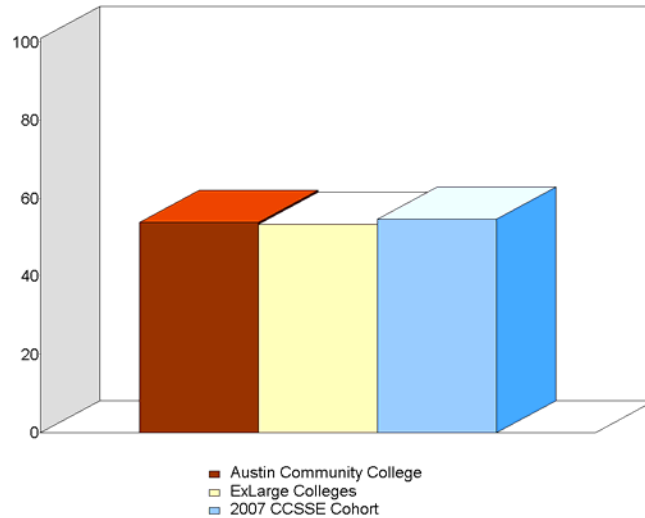
Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.47	2.46		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.68	2.80		2.83	
4e. Came to class without completing readings or assignments	1.97	1.95		1.93	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.08	2.15		2.11	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.99	1.98		2.03	
13d1. Frequency: Peer or other tutoring	1.58	1.52		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	1.65	1.70		1.70	
13h1. Frequency: Computer lab	2.17	2.13		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.



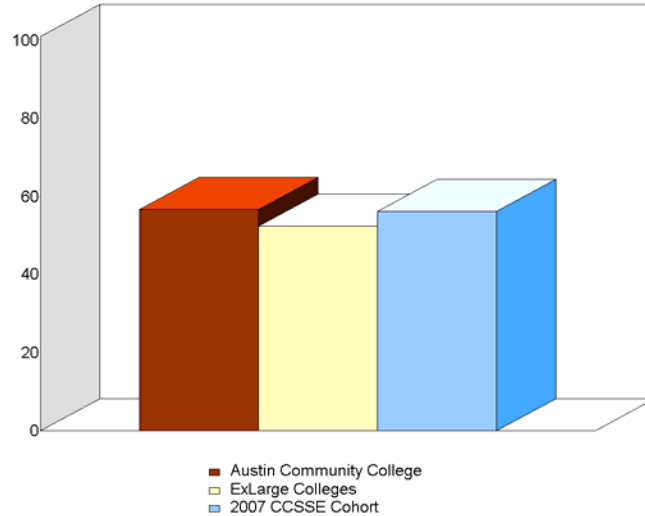
Benchmark Scores			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
30+ Credits	53.9	53.3	54.7

Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.53	2.54		2.59	
5b. Analyzing the basic elements of an idea, experience, or theory	2.99	2.94		2.93	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.81	2.77		2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.74	2.62		2.64	
5e. Applying theories or concepts to practical problems or in new situations	2.84	2.73		2.75	
5f. Using information you have read or heard to perform a new skill	2.78	2.78		2.82	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.78	2.92		2.96	
6c. Number of written papers or reports of any length	2.74	2.85		2.87	
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	5.18	5.08		5.16	
9a. Encouraging you to spend significant amounts of time studying	2.99	3.00		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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
30+ Credits	56.6	52.4	56.1

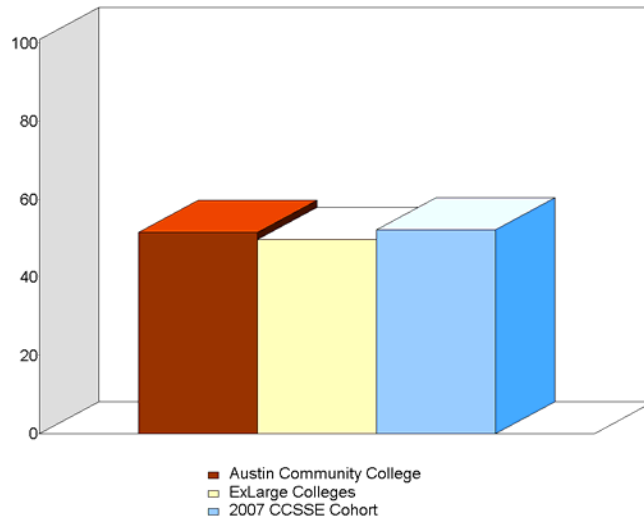
Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.72	2.58		2.60	
4l. Discussed grades or assignments with an instructor	2.69	2.52		2.60	
4m. Talked about career plans with an instructor or advisor	1.98	2.02		2.13	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.91	1.76		1.83	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.82	2.65		2.71	
4q. Worked with instructors on activities other than coursework	1.41	1.41		1.47	

[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			
	Austin Community College	ExLarge Colleges	2007 CCSSE Cohort
30+ Credits	51.5	49.8	52.1

Support for Learners	Your College Mean	Other ExLarge 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	2.96	2.92		2.96	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.62	2.53		2.50	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.01	1.86		1.91	
9e. Providing the support you need to thrive socially	2.17	2.04		2.09	
9f. Providing the financial support you need to afford your education	2.35	2.26		2.38	
13a1. Frequency: Academic advising/planning	1.64	1.76		1.81	▼
13b1. Frequency: Career counseling	1.45	1.49		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
2007 Benchmark Summary Table - All Students
Austin Community College, Hispanic Student Success Consortium

All Students				
Benchmark	Your College	Comparison Group Statistics		
		Consortium	2007 CCSSE Cohort	
Active and Collaborative Learning	45.5	Benchmark Score	52.1	50.0
		Score Difference	-6.6	-4.5
Student Effort	47.3	Benchmark Score	53.0	50.0
		Score Difference	-5.7	-2.7
Academic Challenge	49.0	Benchmark Score	51.8	50.0
		Score Difference	-2.8	-1.0
Student-Faculty Interaction	51.4	Benchmark Score	51.4	50.0
		Score Difference	0.0	1.4
Support for Learners	49.3	Benchmark Score	53.7	50.0
		Score Difference	-4.4	-0.7
		Number of Colleges	15	525

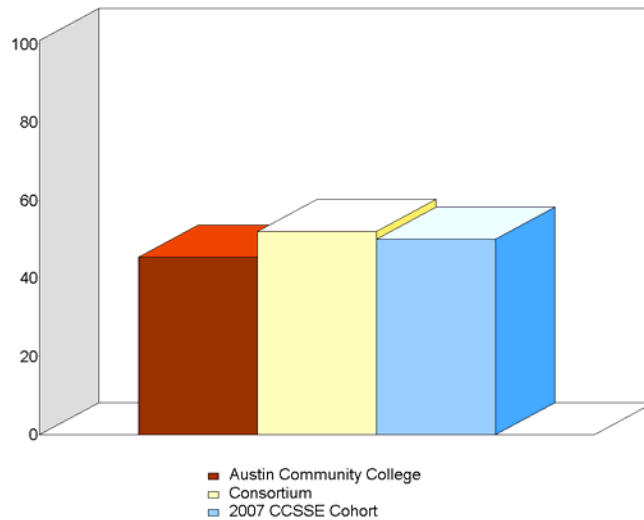
Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. 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 2007 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			
	Austin Community College	Consortium	2007 CCSSE Cohort
All Students	45.5	52.1	50.0

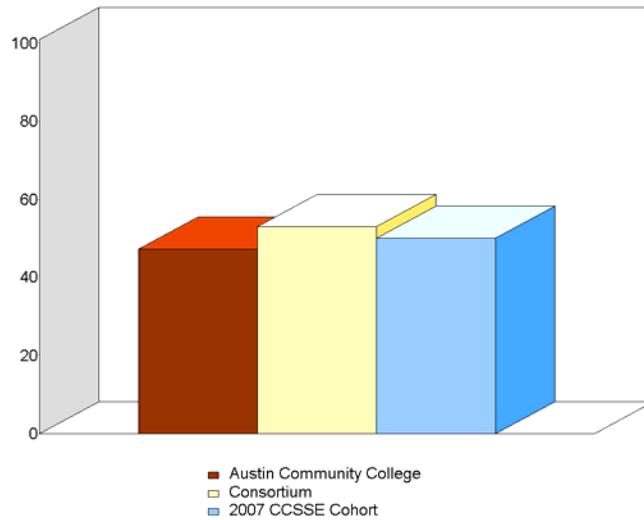
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.85	2.84		2.91	
4b. Made a class presentation	1.85	2.17	▼	2.04	▼
4f. Worked with other students on projects during class	2.25	2.56	▼	2.46	▼
4g. Worked with classmates outside of class to prepare class assignments	1.78	1.96		1.84	
4h. Tutored or taught other students (paid or voluntary)	1.38	1.41		1.36	
4i. Participated in a community-based project as a part of a regular course	1.20	1.35	▼	1.29	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.52	2.54		2.55	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
All Students	47.3	53.0	50.0

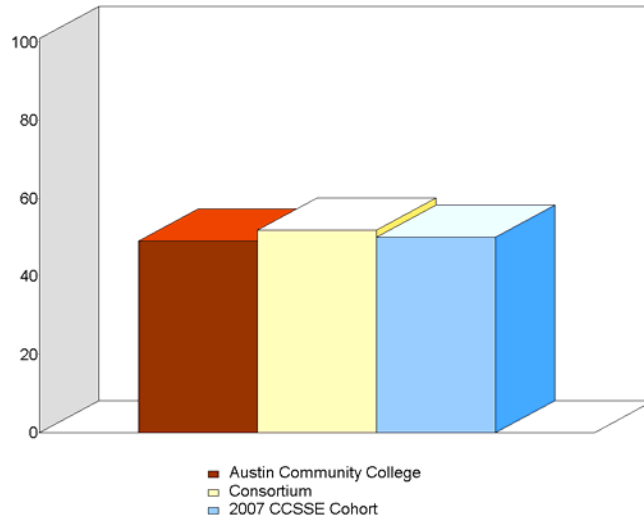
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.31	2.57	▼	2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.55	2.75	▼	2.70	
4e. Came to class without completing readings or assignments	1.98	1.91		1.88	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.05		2.07	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.90	1.85		1.88	
13d1. Frequency: Peer or other tutoring	1.55	1.56		1.45	
13e1. Frequency: Skill labs (writing, math, etc.)	1.66	1.82		1.71	
13h1. Frequency: Computer lab	2.07	2.19		2.09	

[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.



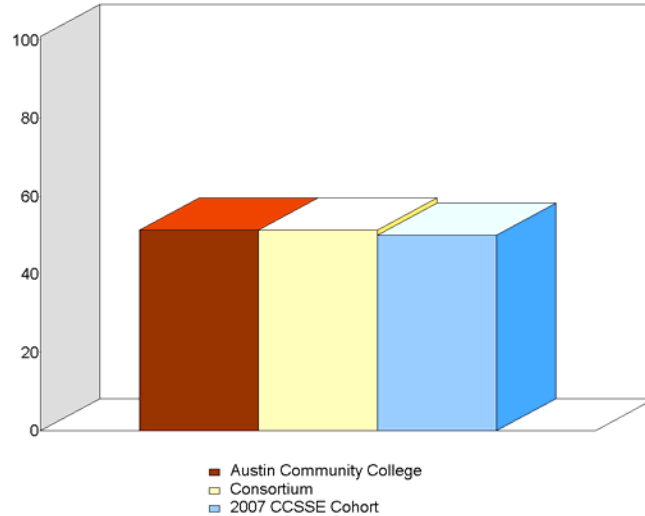
Benchmark Scores			
	Austin Community College	Consortium	2007 CCSSE Cohort
All Students	49.0	51.8	50.0

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 an instructor's standards or expectations	2.41	2.57		2.52	
5b. Analyzing the basic elements of an idea, experience, or theory	2.87	2.88		2.82	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.72	2.78		2.69	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.59	2.61		2.53	
5e. Applying theories or concepts to practical problems or in new situations	2.67	2.65		2.62	
5f. Using information you have read or heard to perform a new skill	2.69	2.78		2.72	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.72	2.84		2.85	
6c. Number of written papers or reports of any length	2.74	2.82		2.81	
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	4.95	4.97		5.00	
9a. Encouraging you to spend significant amounts of time studying	2.86	2.99		2.94	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
All Students	51.4	51.4	50.0

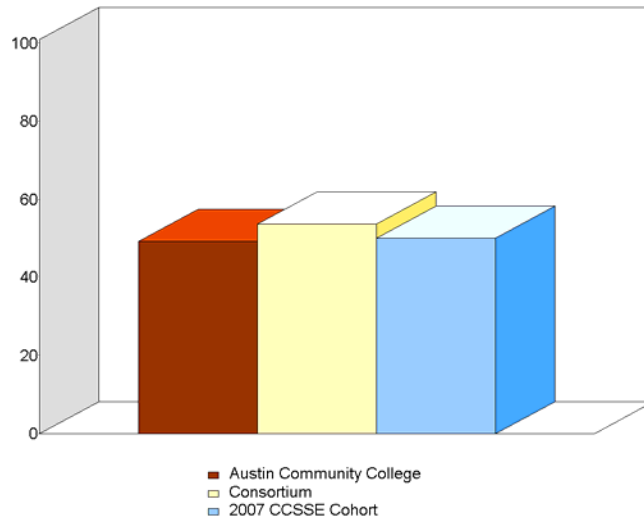
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.54	2.46		2.41	
4l. Discussed grades or assignments with an instructor	2.54	2.50		2.49	
4m. Talked about career plans with an instructor or advisor	1.88	2.03		1.99	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.79	1.75		1.72	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.76	2.61		2.65	
4q. Worked with instructors on activities other than coursework	1.34	1.42		1.39	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
All Students	49.3	53.7	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	2.90	2.98		2.93	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.50	2.59		2.45	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.90	2.04		1.90	
9e. Providing the support you need to thrive socially	2.10	2.25		2.08	
9f. Providing the financial support you need to afford your education	2.33	2.45		2.37	
13a1. Frequency: Academic advising/planning	1.65	1.77		1.74	
13b1. Frequency: Career counseling	1.41	1.53		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.]

Community College Survey of Student Engagement
2007 Benchmark Summary Table - Enrollment Status Breakout
Austin Community College, Hispanic Student Success Consortium

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	42.6	Benchmark Score	48.7	46.6
		Score Difference	-6.1	-3.9
Student Effort	44.5	Benchmark Score	50.2	46.8
		Score Difference	-5.7	-2.3
Academic Challenge	46.8	Benchmark Score	48.9	46.4
		Score Difference	-2.2	0.3
Student-Faculty Interaction	48.5	Benchmark Score	48.3	46.8
		Score Difference	0.2	1.7
Support for Learners	49.3	Benchmark Score	51.9	48.4
		Score Difference	-2.6	0.8
		Number of Colleges	15	525

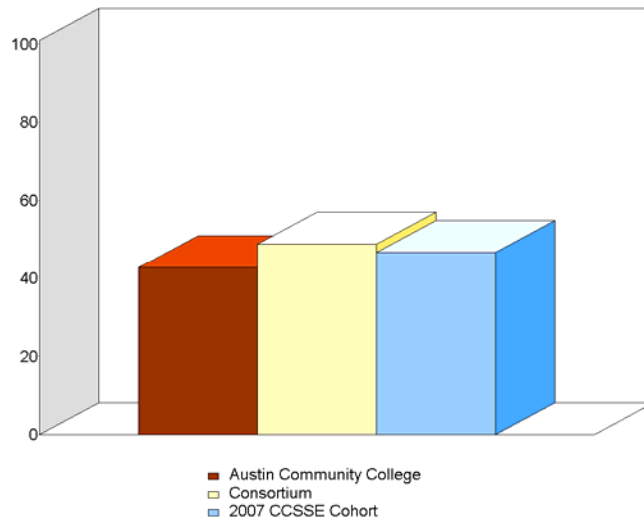
Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	52.9	Benchmark Score	59.1	56.2
		Score Difference	-6.2	-3.2
Student Effort	54.7	Benchmark Score	58.9	55.5
		Score Difference	-4.2	-0.8
Academic Challenge	54.9	Benchmark Score	57.6	55.6
		Score Difference	-2.7	-0.7
Student-Faculty Interaction	58.9	Benchmark Score	57.6	56.0
		Score Difference	1.3	2.9
Support for Learners	49.3	Benchmark Score	57.1	53.8
		Score Difference	-7.8	-4.5
		Number of Colleges	15	525

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 2007 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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Part-Time	42.6	48.7	46.6

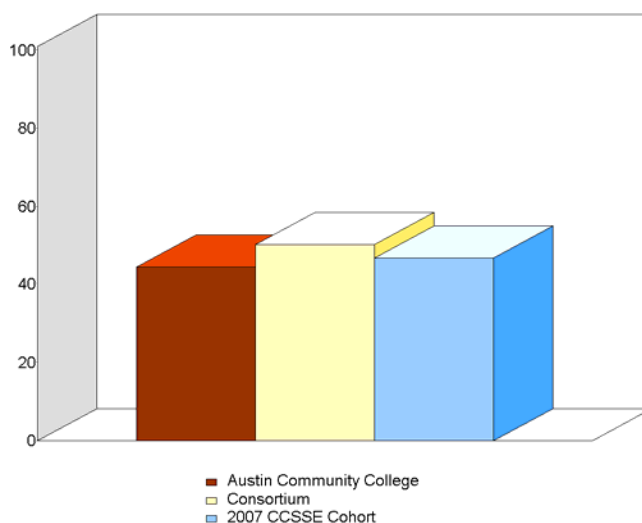
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.81	2.81		2.88	
4b. Made a class presentation	1.78	2.04	▼	1.90	
4f. Worked with other students on projects during class	2.20	2.49	▼	2.38	
4g. Worked with classmates outside of class to prepare class assignments	1.70	1.86		1.72	
4h. Tutored or taught other students (paid or voluntary)	1.34	1.36		1.30	
4i. Participated in a community-based project as a part of a regular course	1.15	1.28	▼	1.23	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.46	2.48		2.51	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Part-Time	44.5	50.2	46.8

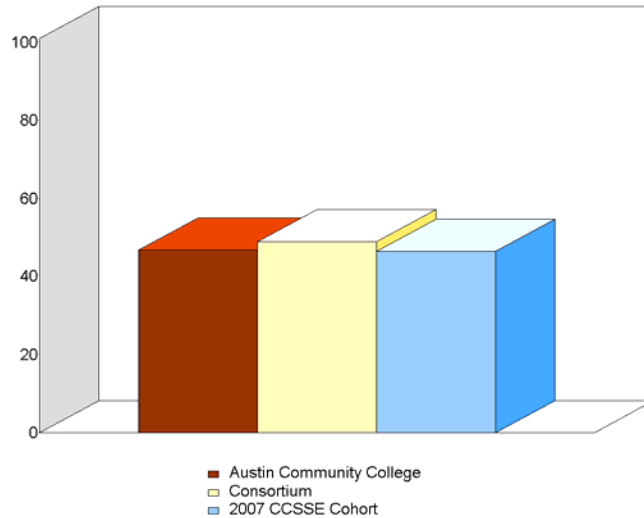
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.22	2.48	▼	2.36	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.45	2.63		2.54	
4e. Came to class without completing readings or assignments	1.96	1.89		1.82	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.03	2.04		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.76	1.73		1.74	
13d1. Frequency: Peer or other tutoring	1.51	1.53		1.42	
13e1. Frequency: Skill labs (writing, math, etc.)	1.65	1.78		1.66	
13h1. Frequency: Computer lab	2.00	2.11		1.97	

[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 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.



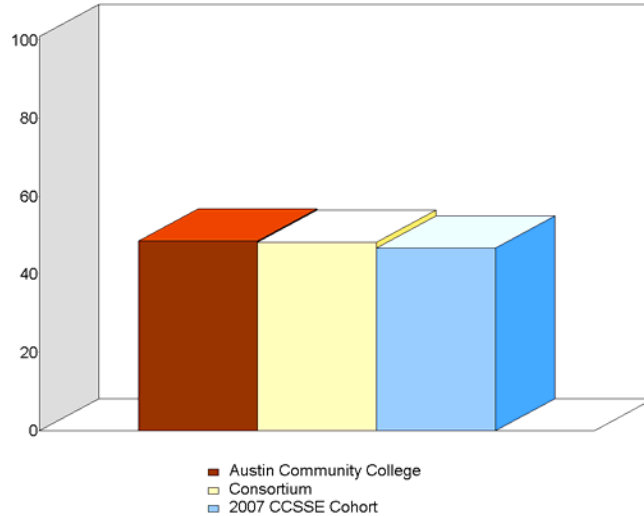
Benchmark Scores			
	Austin Community College	Consortium	2007 CCSSE Cohort
Part-Time	46.8	48.9	46.4

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 an instructor's standards or expectations	2.34	2.51		2.46	
5b. Analyzing the basic elements of an idea, experience, or theory	2.82	2.84		2.78	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.67	2.73		2.64	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.53	2.54		2.45	
5e. Applying theories or concepts to practical problems or in new situations	2.63	2.60		2.55	
5f. Using information you have read or heard to perform a new skill	2.67	2.73		2.66	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.63	2.71		2.67	
6c. Number of written papers or reports of any length	2.63	2.64		2.57	
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	4.93		4.97	
9a. Encouraging you to spend significant amounts of time studying	2.82	2.95		2.89	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Part-Time	48.5	48.3	46.8

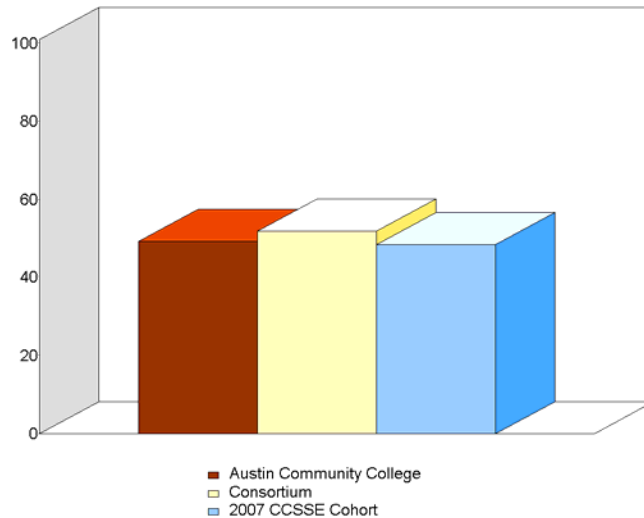
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.43	2.35		2.28	
4l. Discussed grades or assignments with an instructor	2.47	2.43		2.40	
4m. Talked about career plans with an instructor or advisor	1.80	1.94		1.87	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.72	1.68		1.64	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.74	2.58		2.63	
4q. Worked with instructors on activities other than coursework	1.29	1.37		1.32	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Part-Time	49.3	51.9	48.4

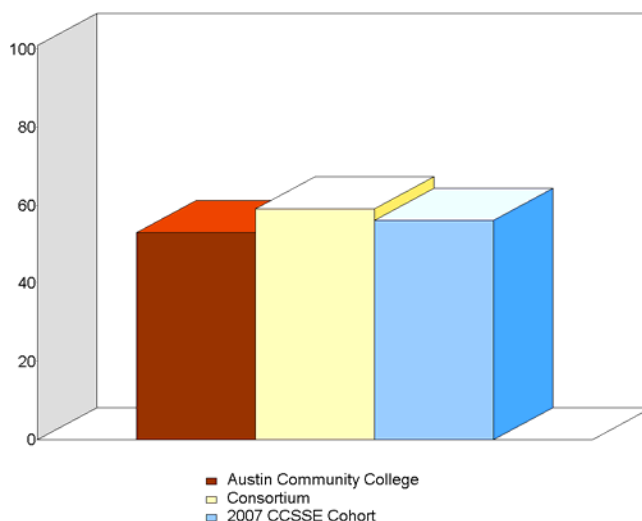
Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.90	2.95		2.89	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.54		2.40	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.90	2.00		1.86	
9e. Providing the support you need to thrive socially	2.11	2.19		2.01	
9f. Providing the financial support you need to afford your education	2.32	2.34		2.24	
13a1. Frequency: Academic advising/planning	1.64	1.72		1.69	
13b1. Frequency: Career counseling	1.40	1.50		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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Full-Time	52.9	59.1	56.2

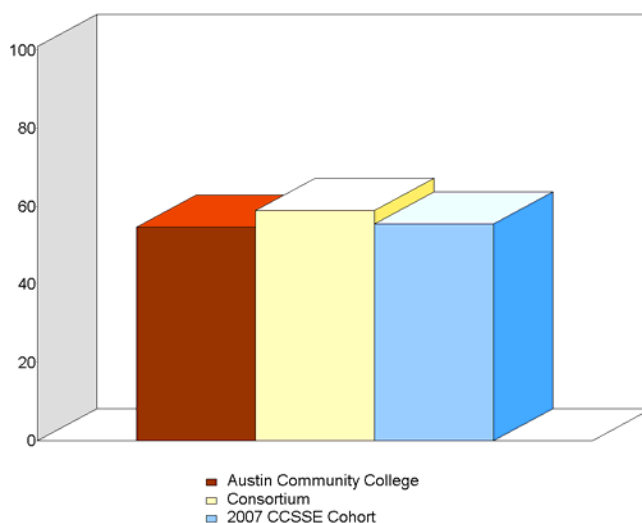
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.96	2.91		2.94	
4b. Made a class presentation	2.03	2.40	▼	2.24	▼
4f. Worked with other students on projects during class	2.38	2.68	▼	2.57	▼
4g. Worked with classmates outside of class to prepare class assignments	2.00	2.15		2.01	
4h. Tutored or taught other students (paid or voluntary)	1.47	1.52		1.46	
4i. Participated in a community-based project as a part of a regular course	1.33	1.48		1.38	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.67	2.64		2.61	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Full-Time	54.7	58.9	55.5

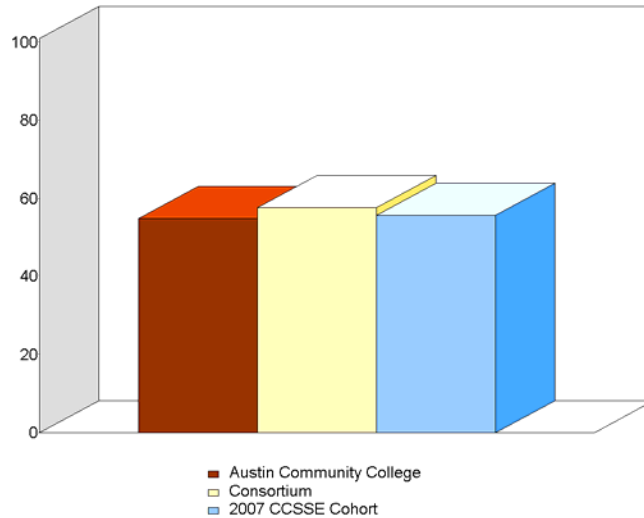
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.55	2.75	▼	2.64	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.98		2.92	
4e. Came to class without completing readings or assignments	2.05	1.96		1.98	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.12	2.08		2.06	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.28	2.09		2.09	
13d1. Frequency: Peer or other tutoring	1.66	1.61		1.50	▲
13e1. Frequency: Skill labs (writing, math, etc.)	1.71	1.89	▼	1.77	
13h1. Frequency: Computer lab	2.24	2.34		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.



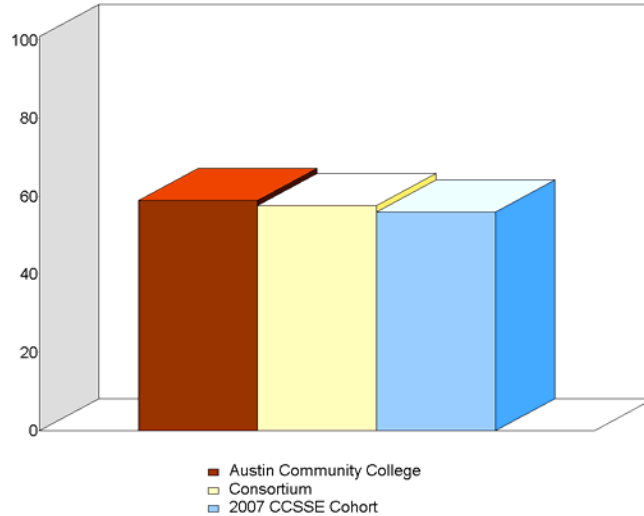
Benchmark Scores			
	Austin Community College	Consortium	2007 CCSSE Cohort
Full-Time	54.9	57.6	55.6

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 an instructor's standards or expectations	2.58	2.67		2.60	
5b. Analyzing the basic elements of an idea, experience, or theory	2.99	2.98		2.90	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.83	2.86		2.77	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.74	2.74		2.65	
5e. Applying theories or concepts to practical problems or in new situations	2.77	2.76		2.72	
5f. Using information you have read or heard to perform a new skill	2.76	2.87		2.81	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.95	3.11		3.12	
6c. Number of written papers or reports of any length	3.03	3.17		3.16	
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	4.99	5.04		5.03	
9a. Encouraging you to spend significant amounts of time studying	2.98	3.08		3.02	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Full-Time	58.9	57.6	56.0

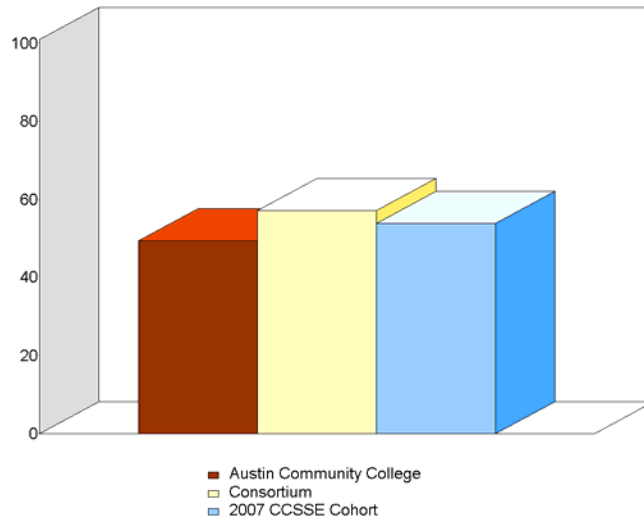
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.82	2.69		2.62	▲
4l. Discussed grades or assignments with an instructor	2.71	2.64		2.61	
4m. Talked about career plans with an instructor or advisor	2.07	2.21		2.15	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.98	1.89		1.83	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.80	2.67		2.67	
4q. Worked with instructors on activities other than coursework	1.45	1.52		1.49	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
Full-Time	49.3	57.1	53.8

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	2.89	3.04		2.98	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.52	2.67		2.52	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	2.12	▼	1.96	
9e. Providing the support you need to thrive socially	2.08	2.33	▼	2.17	
9f. Providing the financial support you need to afford your education	2.36	2.66	▼	2.54	
13a1. Frequency: Academic advising/planning	1.67	1.86	▼	1.81	▼
13b1. Frequency: Career counseling	1.44	1.59	▼	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
2007 Benchmark Summary Table - Credit Hour Status Breakout
Austin Community College, Hispanic Student Success Consortium

0 to 29 Credits				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	42.4	Benchmark Score	49.3	47.7
		Score Difference	-6.9	-5.3
Student Effort	45.8	Benchmark Score	51.3	49.1
		Score Difference	-5.5	-3.4
Academic Challenge	47.3	Benchmark Score	49.8	48.1
		Score Difference	-2.6	-0.8
Student-Faculty Interaction	49.4	Benchmark Score	49.2	48.1
		Score Difference	0.1	1.2
Support for Learners	48.6	Benchmark Score	52.6	49.9
		Score Difference	-3.9	-1.3
		Number of Colleges	15	525

30+ Credits				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	52.6	Benchmark Score	58.1	56.5
		Score Difference	-5.5	-3.9
Student Effort	51.1	Benchmark Score	56.1	52.9
		Score Difference	-5.1	-1.8
Academic Challenge	53.9	Benchmark Score	56.3	54.7
		Score Difference	-2.4	-0.8
Student-Faculty Interaction	56.6	Benchmark Score	56.0	56.1
		Score Difference	0.6	0.5
Support for Learners	51.5	Benchmark Score	56.0	52.1
		Score Difference	-4.5	-0.6
		Number of Colleges	15	525

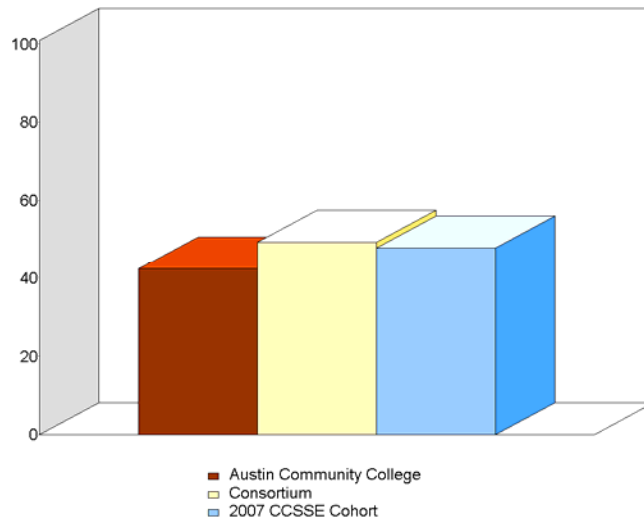
Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. 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 2007 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			
	Austin Community College	Consortium	2007 CCSSE Cohort
0 to 29 Credits	42.4	49.3	47.7

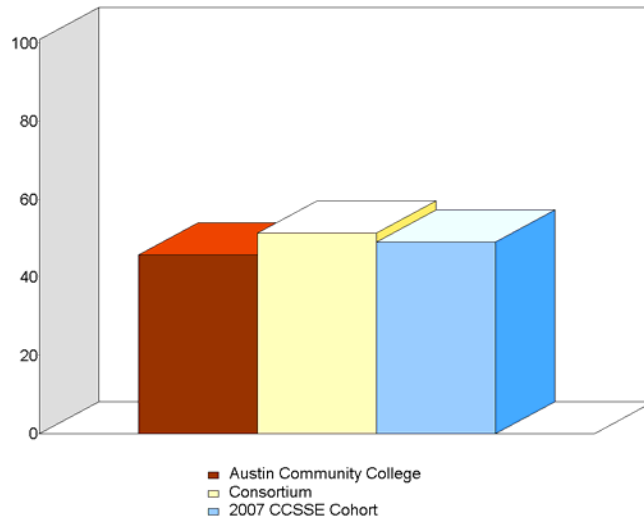
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.81	2.81		2.87	
4b. Made a class presentation	1.74	2.07	▼	1.95	▼
4f. Worked with other students on projects during class	2.18	2.53	▼	2.41	▼
4g. Worked with classmates outside of class to prepare class assignments	1.71	1.87		1.76	
4h. Tutored or taught other students (paid or voluntary)	1.34	1.37		1.32	
4i. Participated in a community-based project as a part of a regular course	1.18	1.30		1.24	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.47	2.50		2.51	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
0 to 29 Credits	45.8	51.3	49.1

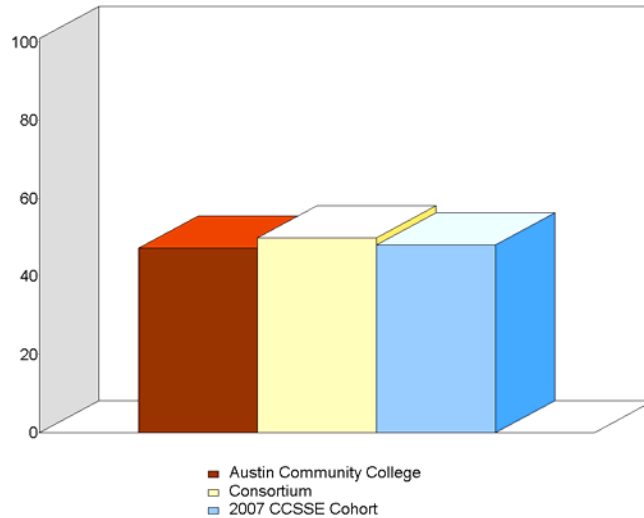
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.26	2.56	▼	2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.50	2.69		2.63	
4e. Came to class without completing readings or assignments	1.98	1.90		1.86	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.04	2.03		2.05	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.85	1.76		1.81	
13d1. Frequency: Peer or other tutoring	1.54	1.52		1.43	
13e1. Frequency: Skill labs (writing, math, etc.)	1.67	1.81		1.71	
13h1. Frequency: Computer lab	2.03	2.16		2.04	

[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.]

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			
	Austin Community College	Consortium	2007 CCSSE Cohort
0 to 29 Credits	47.3	49.8	48.1

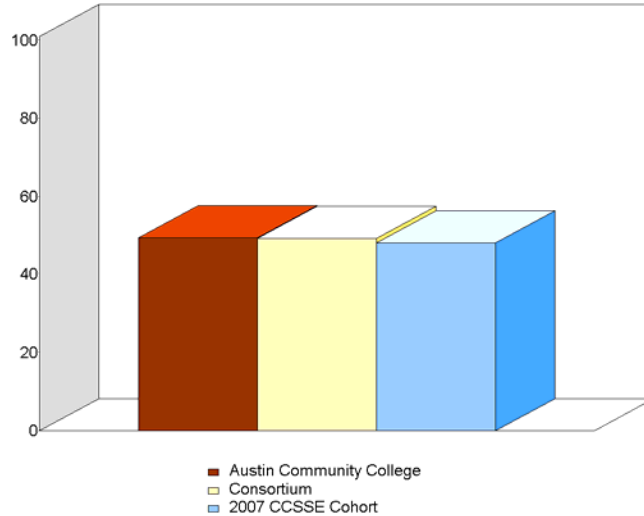
Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.36	2.53		2.49	
5b. Analyzing the basic elements of an idea, experience, or theory	2.81	2.82		2.78	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.69	2.73		2.65	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.55	2.55		2.48	
5e. Applying theories or concepts to practical problems or in new situations	2.61	2.60		2.56	
5f. Using information you have read or heard to perform a new skill	2.66	2.74		2.68	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.68	2.79		2.80	
6c. Number of written papers or reports of any length	2.75	2.80		2.78	
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	4.86	4.89		4.92	
9a. Encouraging you to spend significant amounts of time studying	2.81	2.95		2.90	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
0 to 29 Credits	49.4	49.2	48.1

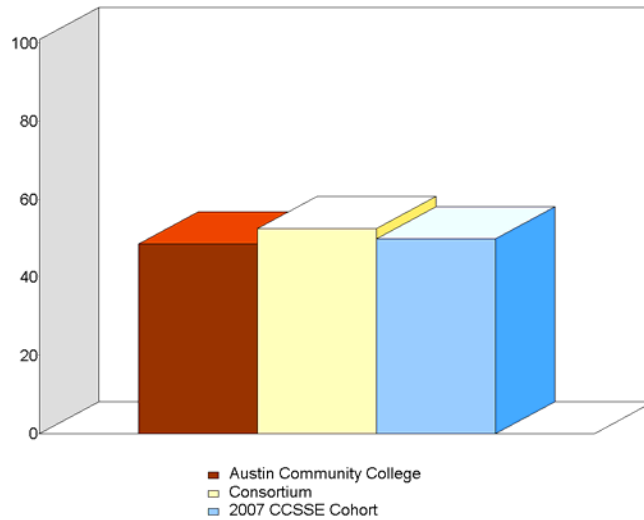
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.48	2.40		2.33	
4l. Discussed grades or assignments with an instructor	2.49	2.46		2.44	
4m. Talked about career plans with an instructor or advisor	1.84	1.97		1.92	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.73	1.69		1.66	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.74	2.59		2.62	
4q. Worked with instructors on activities other than coursework	1.30	1.39		1.35	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
0 to 29 Credits	48.6	52.6	49.9

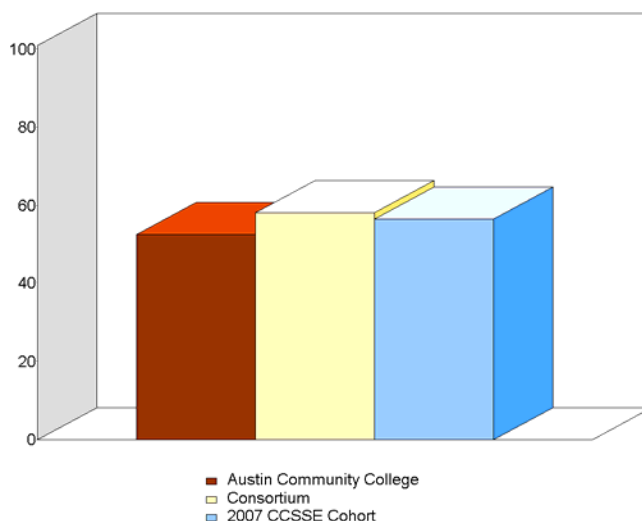
Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.89	2.96		2.91	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.46	2.55		2.42	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.85	2.03		1.90	
9e. Providing the support you need to thrive socially	2.08	2.23		2.08	
9f. Providing the financial support you need to afford your education	2.33	2.43		2.36	
13a1. Frequency: Academic advising/planning	1.65	1.73		1.70	
13b1. Frequency: Career counseling	1.39	1.50		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 - 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			
	Austin Community College	Consortium	2007 CCSSE Cohort
30+ Credits	52.6	58.1	56.5

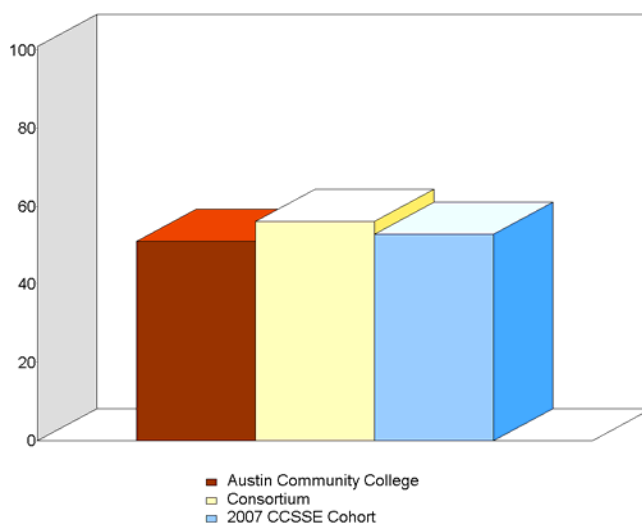
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.95	2.91		2.98	
4b. Made a class presentation	2.12	2.38	▼	2.22	
4f. Worked with other students on projects during class	2.38	2.62	▼	2.55	
4g. Worked with classmates outside of class to prepare class assignments	1.96	2.15	▼	2.01	
4h. Tutored or taught other students (paid or voluntary)	1.47	1.51		1.46	
4i. Participated in a community-based project as a part of a regular course	1.25	1.44	▼	1.38	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.68	2.62		2.63	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
30+ Credits	51.1	56.1	52.9

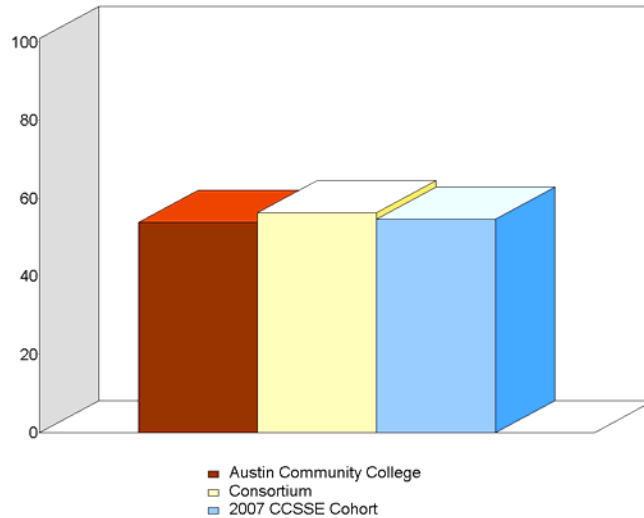
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.47	2.60		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.68	2.89	▼	2.83	
4e. Came to class without completing readings or assignments	1.97	1.94		1.93	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.08	2.08		2.11	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.99	2.00		2.03	
13d1. Frequency: Peer or other tutoring	1.58	1.63		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	1.65	1.83		1.70	
13h1. Frequency: Computer lab	2.17	2.26		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			
	Austin Community College	Consortium	2007 CCSSE Cohort
30+ Credits	53.9	56.3	54.7

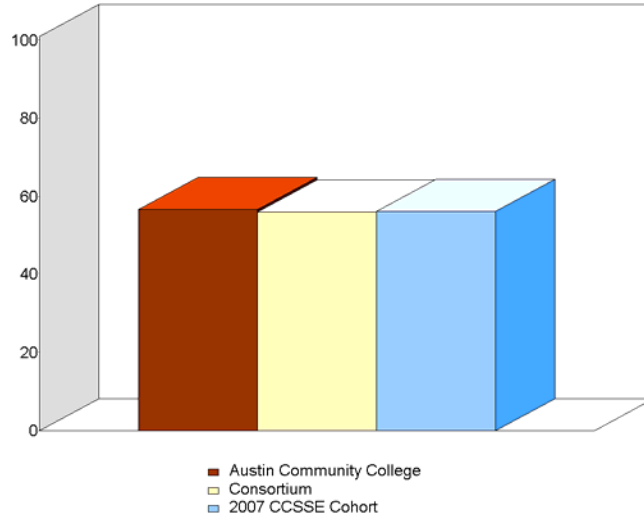
Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.53	2.64		2.59	
5b. Analyzing the basic elements of an idea, experience, or theory	2.99	3.01		2.93	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.81	2.88		2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.74	2.73		2.64	
5e. Applying theories or concepts to practical problems or in new situations	2.84	2.78		2.75	
5f. Using information you have read or heard to perform a new skill	2.78	2.87		2.82	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.78	2.95		2.96	
6c. Number of written papers or reports of any length	2.74	2.86		2.87	
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	5.18	5.15		5.16	
9a. Encouraging you to spend significant amounts of time studying	2.99	3.08		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			
	Austin Community College	Consortium	2007 CCSSE Cohort
30+ Credits	56.6	56.0	56.1

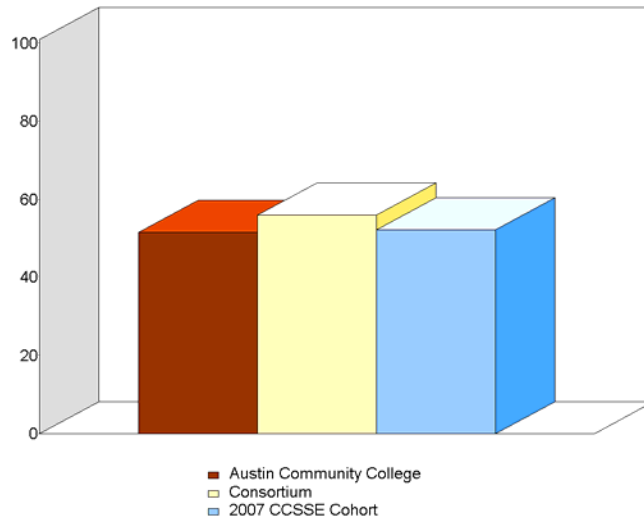
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.72	2.61		2.60	
4l. Discussed grades or assignments with an instructor	2.69	2.60		2.60	
4m. Talked about career plans with an instructor or advisor	1.98	2.16		2.13	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.91	1.88		1.83	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.82	2.68		2.71	
4q. Worked with instructors on activities other than coursework	1.41	1.48		1.47	

[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			
	Austin Community College	Consortium	2007 CCSSE Cohort
30+ Credits	51.5	56.0	52.1

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	2.96	3.05		2.96	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.62	2.67		2.50	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.01	2.06		1.91	
9e. Providing the support you need to thrive socially	2.17	2.28		2.09	
9f. Providing the financial support you need to afford your education	2.35	2.49		2.38	
13a1. Frequency: Academic advising/planning	1.64	1.86	▼	1.81	▼
13b1. Frequency: Career counseling	1.45	1.59		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.]