



JOLIET JUNIOR COLLEGE  
—1901—

**2010 Community College Survey of Student Engagement (CCSSE)  
College Results: Means Summary**



# Means Summary

There are five reports contained in this section. The first two reports present data for **all students** and the final three present data for students by **enrollment status** (part-and full-time).

The **Means Summary Report** (pp. M1 - M9) provides item-by-item means for **all students** at your institution contrasted with a comparison group and the 2010 *CCSSE* Cohort (students who participated in *CCSSE* from 2008 through 2010). Below is a description of the layout of this report:

## Item

The items from *The Community College Student Report* appear in the left column in the same order they appear on the instrument. Because the report lists means and mean comparison information, only those items that have numerically scaled responses appear. The items measuring other educational experiences (practicum experiences, study abroad, etc.) do not appear because their response sets are categorical (yes, no, undecided). Please refer to the Frequencies Distributions for details on these items.

## Variable

The name of each variable appears in the second column for easy reference to your data file and the summary statistics reports.

## Class

The class appears in the third column and corresponds to the sample for which the data are reported (e.g., all students, part-time students, or full-time students).

## Mean

A mean is the arithmetic average of all responses on a particular item. Means are provided for your institution, a comparison group, and for the 2010 *CCSSE* Cohort.

## Sig (Statistical Significance)

A *t* test, a statistical procedure used to compare two means, is conducted between your college and comparison group as well as your college and the 2010 *CCSSE* Cohort. The statistical significance—the probability of the observed difference occurring where there are truly no differences between the means—is reported. For the comparison group and the 2010 *CCSSE* Cohort, mean differences that are significant at the  $p < .001$  level and have an effect size greater than or equal to .2 (see below) are indicated by a single asterisk (\*).

## Effect Size

The actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant. For this reason, *CCSSE* also reports the effect size (only when the value is greater than or equal to .2) associated with those item comparisons that are statistically significant. **The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item.**

**The Summary Statistics Report** (pp. M10 - M13) presents statistics on ***all students*** at your institution contrasted with a comparison group and the 2010 *CCSSE* Cohort. A description of the layout of this report is provided below:

#### Variable Names

The name of each variable; this is the same name contained in the second column of the **Means Summary Report: All Students**.

#### # of respondents

The total number of respondents for your college, a comparison group, and the 2010 *CCSSE* Cohort are listed. As a reminder, respondents may be **excluded** from institutional reports for the following reasons: 1) the respondent did not indicate whether he or she was enrolled part- or full-time at the institution, 2) the survey is invalid, 3) the student reported his or her age as under 18, or; 4) the student indicated that he or she had taken the survey in a previous class.

#### Mean

The mean is the arithmetic average of all responses on a particular item.

#### Standard deviation

A statistic used as a measure of the dispersion or variation in a distribution, equal to the square root of the arithmetic mean of the squares of the deviations from the arithmetic mean; more generally, a measure of the extent to which numbers are spread around their average.

#### Std error of the mean

A measurement of error when a sample mean is used to estimate the mean of the population from which the sample was drawn. The standard error of the mean is computed as the standard deviation of the original population divided by the square root of the sample size.

#### Significance

The probability of the observed difference occurring where there are truly no differences between the means. For the comparison group and the 2010 *CCSSE* Cohort, mean differences that are significant at the  $p < .001$  level and have an effect size greater than or equal to .2 are indicated by a single asterisk (\*).

#### Effect size

The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. For a more detailed description, see above.

The next series of reports, found on pages M14 through M30, contain the same reports described above broken down by ***enrollment status*** for your institution, a comparison group, and the 2010 *CCSSE* Cohort.

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
a	Asked questions in class or contributed to class discussions (ACTCOL)	CLQUEST	All Students	2.93	2.86		2.91
b	Made a class presentation (ACTCOL)	CLPRESEN	All Students	2.24	2.07		2.06
c	Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	REWROPAP	All Students	2.36	2.46		2.48
d	Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	INTEGRAT	All Students	2.80	2.74		2.73
e	Came to class without completing readings or assignments (STUEFF)	CLUNPREP	All Students	1.84	1.88		1.84
f	Worked with other students on projects during class (ACTCOL)	CLASSGRP	All Students	2.54	2.47		2.48
g	Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP	All Students	1.75	1.87		1.89
h	Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR	All Students	1.29	1.36		1.38
i	Participated in a community-based project as a part of a regular course (ACTCOL)	COMMPROJ	All Students	1.21	1.29		1.31
j	Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	2.97	2.90		2.91
k	Used email to communicate with an instructor (STUFAC)	EMAIL	All Students	2.89	2.65	0.25*	2.66
l	Discussed grades or assignments with an instructor (STUFAC)	FACGRADE	All Students	2.55	2.48		2.54
m	Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS	All Students	2.00	1.96		2.04
n	Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS	All Students	1.63	1.70		1.74
o	Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED	All Students	2.65	2.64		2.67
p	Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	WORKHARD	All Students	2.57	2.54		2.56
q	Worked with instructors on activities other than coursework (STUFAC)	FACOTH	All Students	1.40	1.38		1.41
r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	OOCIDEAS	All Students	2.42	2.56		2.57
s	Had serious conversations with students of a different race or ethnicity other than your own	DIVRSTUD	All Students	2.35	2.48		2.38
t	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.27	2.37		2.34
u	Skipped Class	SKIPCLAS	All Students	1.59	1.58		1.56

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>5. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>During the current school year, how much has your coursework at this college emphasized the following mental activities?</i>							
a Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	All Students	2.80	2.84		2.83	
b Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	ANALYZE	All Students	2.78	2.90		2.86	
c Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHESZ	All Students	2.65	2.75		2.73	
d Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE	All Students	2.51	2.58		2.57	
e Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING	All Students	2.61	2.66		2.67	
f Using information you have read or heard to perform a new skill. (ACCHALL)	PERFORM	All Students	2.67	2.76		2.78	
<i>6. 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
<i>During the current school year, about how much reading and writing have you done at this college?</i>							
a Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	READASGN	All Students	2.88	2.84		2.87	
b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	READOWN	All Students	2.05	2.13		2.10	
c Number of written papers or reports of any length (ACCHALL)	WRITEANY	All Students	2.82	2.84		2.85	
<i>7. 1=Extremely easy ... 7=Extremely challenging</i>							
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 (ACCHALL)	EXAMS	All Students	4.92	4.92		4.99	
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
a Encouraging you to spend significant amounts of time studying (ACCHALL)	ENVSCHOL	All Students	2.93	2.97		2.98	
b Providing the support you need to help you succeed at this college (SUPPORT)	ENVSUPRT	All Students	3.04	2.95		2.98	
c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	ENVDIVRS	All Students	2.55	2.54		2.50	

\*T-test: 2-tailed

**Community College Survey of Student Engagement**

**2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
d Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	ENVNACAD	All Students	1.89	1.91		1.95	
e Providing the support you need to thrive socially (SUPPORT)	ENVSOCAL	All Students	2.19	2.12		2.15	
f Providing the financial support you need to afford your education (SUPPORT)	FINSUPP	All Students	2.35	2.38		2.46	
g Using computers in academic work	ENVCOMP	All Students	3.14	3.10		3.14	
<i>10. 0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours</i>							
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>							
a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (STUEFF)	ACADPR01	All Students	1.79	1.91		1.95	
b Working for pay	PAYWORK	All Students	3.23	3.01		2.94	
c Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.20	0.24		0.28	
d Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	1.77	1.60		1.80	
e Commuting to and from classes	COMMUTE	All Students	1.31	1.31		1.32	
<i>11. 1=Unfriendly, unsupportive, sense of alienation ... 7=Friendly, supportive, sense of belonging</i>							
<i>Mark the number that best represents the quality of your relationships with people at this college.</i>							
a Other students	ENVSTU	All Students	5.36	5.38		5.50	
b Instructors	ENVFAC	All Students	5.72	5.60		5.67	
c Administrative personnel and offices	ENVADM	All Students	4.86	4.80		4.99	
<i>12. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</i>							
a Acquiring a broad general education	GNGENLED	All Students	3.03	2.96		2.96	
b Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.53	2.47		2.58	
c Writing clearly and effectively	GNWRITE	All Students	2.63	2.71		2.72	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>12. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</i>							
d Speaking clearly and effectively	GNSPEAK	All Students	2.59	2.62		2.63	
e Thinking critically and analytically	GNANALY	All Students	2.82	2.88		2.90	
f Solving numerical problems	GNSOLVE	All Students	2.56	2.58		2.61	
g Using computing and information technology	GNCMPTS	All Students	2.71	2.69		2.75	
h Working effectively with others	GNOTHERS	All Students	2.64	2.71		2.75	
i Learning effectively on your own	GNINQ	All Students	2.88	2.90		2.92	
j Understanding yourself	GNSELF	All Students	2.53	2.61		2.62	
k Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.34	2.44		2.39	
l Developing a personal code of values and ethics	GNETHICS	All Students	2.29	2.37		2.38	
m Contributing to the welfare of your community	GNCOMMUN	All Students	1.86	1.98		2.03	
n Developing clearer career goals	CARGOAL	All Students	2.63	2.64		2.68	
o Gaining information about career opportunities	GAINCAR	All Students	2.49	2.51		2.56	
<i>13. 1 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
a Frequency: Academic advising/planning	USEACAD	All Students	1.66	1.72		1.77	
b Frequency: Career counseling	USECACOU	All Students	1.45	1.45		1.43	
c Frequency: Job placement assistance	USEJOBPL	All Students	1.20	1.22		1.24	
d Frequency: Peer or other tutoring	USETUTOR	All Students	1.41	1.46		1.46	
e Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.59	1.68		1.71	
f Frequency: Child care	USECHLD	All Students	1.12	1.14		1.18	
g Frequency: Financial aid advising	USEFAADV	All Students	1.66	1.76		1.83	-0.22*
h Frequency: Computer lab	USECOMLB	All Students	2.08	2.05		2.10	
i Frequency: Student organizations	USESTORG	All Students	1.30	1.31		1.35	
j Frequency: Transfer credit assistance	USETRCRD	All Students	1.48	1.53		1.54	
k Frequency: Services for people with disabilities	USEDISAB	All Students	1.27	1.27		1.29	

\*T-test: 2-tailed



**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>13. 2 1=Not at all, 2=Somewhat, 3=Very</i>							
<i>How satisfied you are with the services?</i>							
a Satisfaction: Academic advising/planning	SATACAD	All Students	2.20	2.16		2.23	
b Satisfaction: Career Counseling	SATCACOU	All Students	2.11	2.04		2.05	
c Satisfaction: Job placement assistance	SATJOBPL	All Students	1.69	1.77		1.82	
d Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.07	2.14		2.16	
e Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.18	2.25		2.26	
f Satisfaction: Child care	SATCHLD	All Students	1.71	1.73		1.78	
g Satisfaction: Financial aid advising	SATFAADV	All Students	1.99	2.14	-0.20*	2.21	-0.31*
h Satisfaction: Computer lab	SATCOMLB	All Students	2.46	2.46		2.49	
i Satisfaction: Student organizations	SATSTORG	All Students	1.91	1.93		1.98	
j Satisfaction: Transfer credit assistance	SATTRCRD	All Students	1.96	2.06		2.08	
k Satisfaction: Services for people with disabilities	SATDISAB	All Students	1.90	1.98		2.02	
<i>13. 3 1=Not at all, 2=Somewhat, 3=Very</i>							
<i>How important the services are to you?</i>							
a Importance: Academic advising/planning	IMPACAD	All Students	2.47	2.52		2.53	
b Importance: Career counseling	IMPCACOU	All Students	2.30	2.34		2.30	
c Importance: Job placement assistance	IMPJOBPL	All Students	2.04	2.05		2.06	
d Importance: Peer or other tutoring	IMPTUTOR	All Students	2.02	2.11		2.11	
e Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.13	2.21		2.20	
f Importance: Child care	IMPCHLD	All Students	1.70	1.71		1.74	
g Importance: Financial aid advising	IMPFAADV	All Students	2.32	2.37		2.43	
h Importance: Computer lab	IMPCOMLB	All Students	2.43	2.41		2.45	
i Importance: Student organizations	IMPSTORG	All Students	1.78	1.83		1.84	
j Importance: Transfer credit assistance	IMPTRCRD	All Students	2.30	2.27		2.24	
k Importance: Services for people with disabilities	IMPDISAB	All Students	2.04	2.01		2.04	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

Item	Variable	Class	Your College	Ex-Large Colleges		2010 Cohort	
			Mean	Mean	Effect Size*	Mean	Effect Size*
<i>14. 1=Not Likely, 2=Somewhat Likely, 3=Likely, 4=Very Likely</i>							
<i>How likely is it that the following issues would cause you to withdraw from class or from this college?</i>							
a Working full-time	WRKFULL	All Students	2.14	2.22		2.17	
b Caring for dependents	CAREDEP	All Students	1.96	1.92		1.92	
c Academically unprepared	ACADUNP	All Students	1.67	1.72		1.67	
d Lack of finances	LACKFIN	All Students	2.54	2.45		2.46	
e Transfer to a 4-year college	TRANSFER	All Students	2.49	2.58		2.43	
<i>15. 1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>							
15 How supportive are your friends of your attending this college?	FRNDSUPP	All Students	3.16	3.20		3.24	
<i>16. 1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>							
16 How supportive is your immediate family of your attending this college?	FAMSUPP	All Students	3.49	3.46		3.51	
<i>23. 0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5=Over 60 credits</i>							
23 How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	All Students	2.15	2.03		2.01	
<i>25. 1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more credits</i>							
25 How many classes are you presently taking at OTHER institutions?	OTHINST	All Students	1.30	1.40		1.41	
<i>27. 1=Poor, 2=Fair, 3=Good, 4=Excellent</i>							
27 How would you evaluate your entire educational experience at this college?	ENTIREXP	All Students	3.13	3.14		3.16	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

Item	Variable	Class	Your College	Ex-Large Colleges		2010 Cohort	
			Mean	Mean	Effect Size*	Mean	Effect Size*
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
a Asked questions in class or contributed to class discussions (ACTCOL)	CLQUEST	Less than Full-time	2.94	2.83		2.88	
	CLQUEST	Full-time	2.91	2.90		2.96	
b Made a class presentation (ACTCOL)	CLPRESEN	Less than Full-time	2.10	1.94		1.92	
	CLPRESEN	Full-time	2.43	2.27		2.25	
c Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	REWROPAP	Less than Full-time	2.26	2.37		2.38	
	REWROPAP	Full-time	2.49	2.62		2.63	
d Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	INTEGRAT	Less than Full-time	2.67	2.60		2.59	
	INTEGRAT	Full-time	2.98	2.96		2.94	
e Came to class without completing readings or assignments (STUEFF)	CLUNPREP	Less than Full-time	1.72	1.83		1.78	
	CLUNPREP	Full-time	2.01	1.96		1.93	
f Worked with other students on projects during class (ACTCOL)	CLASSGRP	Less than Full-time	2.52	2.41		2.40	
	CLASSGRP	Full-time	2.56	2.57		2.58	
g Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP	Less than Full-time	1.72	1.78		1.77	
	OCCGRP	Full-time	1.78	2.01	-0.26*	2.05	-0.29*
h Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR	Less than Full-time	1.30	1.31		1.31	
	TUTOR	Full-time	1.27	1.45	-0.23*	1.46	-0.25*
i Participated in a community-based project as a part of a regular course (ACTCOL)	COMMPROJ	Less than Full-time	1.15	1.25		1.25	
	COMMPROJ	Full-time	1.30	1.37		1.40	
j Used the Internet or instant messaging to work on an assignment	INTERNET	Less than Full-time	2.90	2.80		2.80	
	INTERNET	Full-time	3.05	3.06		3.06	
k Used email to communicate with an instructor (STUFAC)	EMAIL	Less than Full-time	2.83	2.54	0.30*	2.53	0.31*
	EMAIL	Full-time	2.97	2.84		2.84	
l Discussed grades or assignments with an instructor (STUFAC)	FACGRADE	Less than Full-time	2.51	2.41		2.45	
	FACGRADE	Full-time	2.59	2.59		2.65	

\*T-test: 2-tailed

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Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
m Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS	Less than Full-time	1.98	1.88		1.92	
	FACPLANS	Full-time	2.02	2.10		2.19	
n Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS	Less than Full-time	1.58	1.63		1.66	
	FACIDEAS	Full-time	1.69	1.80		1.85	
o Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED	Less than Full-time	2.63	2.61		2.64	
	FACFEED	Full-time	2.68	2.68		2.70	
p Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	WORKHARD	Less than Full-time	2.58	2.49		2.50	
	WORKHARD	Full-time	2.57	2.62		2.64	
q Worked with instructors on activities other than coursework (STUFAC)	FACOTH	Less than Full-time	1.37	1.33		1.34	
	FACOTH	Full-time	1.44	1.46		1.51	
r Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	OOCIDEAS	Less than Full-time	2.40	2.53		2.53	
	OOCIDEAS	Full-time	2.44	2.62		2.63	-0.21*
s Had serious conversations with students of a different race or ethnicity other than your own	DIVRSTUD	Less than Full-time	2.28	2.40		2.32	
	DIVRSTUD	Full-time	2.45	2.60		2.50	
t Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	Less than Full-time	2.16	2.28		2.24	
	DIFFSTUD	Full-time	2.41	2.52		2.49	
u Skipped Class	SKIPCLAS	Less than Full-time	1.50	1.52		1.48	
	SKIPCLAS	Full-time	1.71	1.67		1.65	
<i>5. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>During the current school year, how much has your coursework at this college emphasized the following mental activities?</i>							
a Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	Less than Full-time	2.73	2.80		2.79	
	MEMORIZE	Full-time	2.90	2.90		2.89	

\*T-test: 2-tailed

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			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>5. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>During the current school year, how much has your coursework at this college emphasized the following mental activities?</i>							
b Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	ANALYZE	Less than Full-time	2.73	2.86		2.83	
	ANALYZE	Full-time	2.86	2.96		2.92	
c Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHESZ	Less than Full-time	2.61	2.70		2.69	
	SYNTHESZ	Full-time	2.70	2.82		2.80	
d Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE	Less than Full-time	2.42	2.51		2.49	
	EVALUATE	Full-time	2.62	2.69		2.67	
e Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING	Less than Full-time	2.56	2.61		2.60	
	APPLYING	Full-time	2.67	2.76		2.76	
f Using information you have read or heard to perform a new skill. (ACCHALL)	PERFORM	Less than Full-time	2.61	2.72		2.71	
	PERFORM	Full-time	2.75	2.84		2.86	
<i>6. 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
<i>During the current school year, about how much reading and writing have you done at this college?</i>							
a Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	READASGN	Less than Full-time	2.74	2.67		2.69	
	READASGN	Full-time	3.06	3.10		3.12	
b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	READOWN	Less than Full-time	2.10	2.12		2.11	
	READOWN	Full-time	1.99	2.14		2.10	
c Number of written papers or reports of any length (ACCHALL)	WRITEANY	Less than Full-time	2.56	2.62		2.62	
	WRITEANY	Full-time	3.16	3.19		3.17	
<i>7. 1=Extremely easy ... 7=Extremely challenging</i>							
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 (ACCHALL)	EXAMS	Less than Full-time	4.97	4.91		4.98	
	EXAMS	Full-time	4.85	4.95		5.02	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
a Encouraging you to spend significant amounts of time studying (ACCHALL)	ENVSCHOL	Less than Full-time	2.94	2.93		2.94	
	ENVSCHOL	Full-time	2.91	3.03		3.04	
b Providing the support you need to help you succeed at this college (SUPPORT)	ENVSUPRT	Less than Full-time	3.09	2.92		2.94	
	ENVSUPRT	Full-time	2.97	2.99		3.02	
c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	ENVDIVRS	Less than Full-time	2.56	2.50		2.46	
	ENVDIVRS	Full-time	2.53	2.61		2.57	
d Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	ENVNACAD	Less than Full-time	1.88	1.88		1.90	
	ENVNACAD	Full-time	1.90	1.97		2.01	
e Providing the support you need to thrive socially (SUPPORT)	ENVSOCAL	Less than Full-time	2.18	2.07		2.08	
	ENVSOCAL	Full-time	2.20	2.20		2.24	
f Providing the financial support you need to afford your education (SUPPORT)	FINSUPP	Less than Full-time	2.32	2.27		2.34	
	FINSUPP	Full-time	2.40	2.55		2.62	-0.21*
g Using computers in academic work	ENVCOMP	Less than Full-time	3.10	3.01		3.04	
	ENVCOMP	Full-time	3.19	3.24		3.28	
<i>10. 0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours</i>							
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>							
a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (STUEFF)	ACADPR01	Less than Full-time	1.71	1.78		1.81	
	ACADPR01	Full-time	1.91	2.12		2.14	-0.20*
b Working for pay	PAYWORK	Less than Full-time	3.53	3.31		3.31	
	PAYWORK	Full-time	2.84	2.54		2.47	
c Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	Less than Full-time	0.11	0.18		0.18	
	COCURR01	Full-time	0.33	0.34		0.41	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>10. 0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours</i>							
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>							
d Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	Less than Full-time	2.23	1.78		2.02	
	CAREDE01	Full-time	1.16	1.32		1.52	
e Commuting to and from classes	COMMUTE	Less than Full-time	1.23	1.23		1.24	
	COMMUTE	Full-time	1.41	1.43		1.43	
<i>11. 1=Unfriendly, unsupportive, sense of alienation ... 7=Friendly, supportive, sense of belonging</i>							
<i>Mark the number that best represents the quality of your relationships with people at this college.</i>							
a Other students	ENVSTU	Less than Full-time	5.46	5.37		5.46	
	ENVSTU	Full-time	5.22	5.39		5.54	-0.24*
b Instructors	ENVFAC	Less than Full-time	5.94	5.67		5.72	
	ENVFAC	Full-time	5.44	5.51		5.61	
c Administrative personnel and offices	ENVADM	Less than Full-time	5.06	4.84		5.00	
	ENVADM	Full-time	4.59	4.76		4.98	-0.25*
<i>12. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</i>							
a Acquiring a broad general education	GNGENLED	Less than Full-time	3.02	2.90		2.89	
	GNGENLED	Full-time	3.05	3.07		3.06	
b Acquiring job or work-related knowledge and skills	GNWORK	Less than Full-time	2.58	2.44		2.51	
	GNWORK	Full-time	2.46	2.51		2.65	
c Writing clearly and effectively	GNWRITE	Less than Full-time	2.57	2.63		2.64	
	GNWRITE	Full-time	2.71	2.83		2.83	
d Speaking clearly and effectively	GNSPEAK	Less than Full-time	2.54	2.56		2.55	
	GNSPEAK	Full-time	2.66	2.73		2.73	
e Thinking critically and analytically	GNANALY	Less than Full-time	2.79	2.82		2.84	
	GNANALY	Full-time	2.87	2.97		2.99	
f Solving numerical problems	GNSOLVE	Less than Full-time	2.56	2.51		2.53	
	GNSOLVE	Full-time	2.55	2.70		2.73	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>12. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?</i>							
g Using computing and information technology	GNCMPTS	Less than Full-time	2.68	2.62		2.66	
	GNCMPTS	Full-time	2.75	2.80		2.86	
h Working effectively with others	GNOTHERS	Less than Full-time	2.59	2.66		2.68	
	GNOTHERS	Full-time	2.72	2.79		2.84	
i Learning effectively on your own	GNINQ	Less than Full-time	2.87	2.86		2.88	
	GNINQ	Full-time	2.88	2.95		2.97	
j Understanding yourself	GNSSELF	Less than Full-time	2.49	2.56		2.56	
	GNSSELF	Full-time	2.58	2.68		2.69	
k Understanding people of other racial and ethnic backgrounds	GNDIVERS	Less than Full-time	2.31	2.38		2.33	
	GNDIVERS	Full-time	2.39	2.54		2.47	
l Developing a personal code of values and ethics	GNETHICS	Less than Full-time	2.21	2.31		2.31	
	GNETHICS	Full-time	2.40	2.46		2.48	
m Contributing to the welfare of your community	GNCOMMUN	Less than Full-time	1.82	1.93		1.97	
	GNCOMMUN	Full-time	1.91	2.05		2.10	
n Developing clearer career goals	CARGOAL	Less than Full-time	2.61	2.57		2.60	
	CARGOAL	Full-time	2.65	2.74		2.79	
o Gaining information about career opportunities	GAINCAR	Less than Full-time	2.43	2.43		2.46	
	GAINCAR	Full-time	2.57	2.62		2.68	
<i>13. 1 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
a Frequency: Academic advising/planning	USEACAD	Less than Full-time	1.65	1.68		1.72	
	USEACAD	Full-time	1.67	1.78		1.83	-0.24*
b Frequency: Career counseling	USECACOU	Less than Full-time	1.48	1.44		1.42	
	USECACOU	Full-time	1.41	1.49		1.46	
c Frequency: Job placement assistance	USEJOBPL	Less than Full-time	1.20	1.20		1.20	
	USEJOBPL	Full-time	1.20	1.25		1.28	

\*T-test: 2-tailed



**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>13. 1 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
d Frequency: Peer or other tutoring	USETUTOR	Less than Full-time	1.43	1.44		1.44	
	USETUTOR	Full-time	1.37	1.50		1.50	
e Frequency: Skill labs (writing, math, etc.)	USELAB	Less than Full-time	1.61	1.65		1.66	
	USELAB	Full-time	1.57	1.74	-0.22*	1.77	-0.26*
f Frequency: Child care	USECHLD	Less than Full-time	1.15	1.13		1.16	
	USECHLD	Full-time	1.08	1.15		1.19	-0.22*
g Frequency: Financial aid advising	USEFAADV	Less than Full-time	1.66	1.71		1.77	
	USEFAADV	Full-time	1.66	1.84	-0.23*	1.90	-0.31*
h Frequency: Computer lab	USECOMLB	Less than Full-time	2.01	1.96		1.99	
	USECOMLB	Full-time	2.15	2.17		2.23	
i Frequency: Student organizations	USESTORG	Less than Full-time	1.25	1.26		1.27	
	USESTORG	Full-time	1.37	1.39		1.43	
j Frequency: Transfer credit assistance	USETRCRD	Less than Full-time	1.46	1.49		1.50	
	USETRCRD	Full-time	1.50	1.59		1.58	
k Frequency: Services for people with disabilities	USEDISAB	Less than Full-time	1.34	1.25		1.27	
	USEDISAB	Full-time	1.19	1.28		1.31	
<i>13. 2 1=Not at all, 2=Somewhat, 3=Very</i>							
<i>How satisfied you are with the services?</i>							
a Satisfaction: Academic advising/planning	SATACAD	Less than Full-time	2.25	2.16		2.21	
	SATACAD	Full-time	2.13	2.17		2.24	
b Satisfaction: Career Counseling	SATCACOU	Less than Full-time	2.13	2.03		2.05	
	SATCACOU	Full-time	2.08	2.05		2.07	
c Satisfaction: Job placement assistance	SATJOBPL	Less than Full-time	1.64	1.75		1.78	
	SATJOBPL	Full-time	1.75	1.80		1.86	
d Satisfaction: Peer or other tutoring	SATTUTOR	Less than Full-time	2.08	2.12		2.14	
	SATTUTOR	Full-time	2.06	2.17		2.19	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>13. 2 1=Not at all, 2=Somewhat, 3=Very</i>							
<i>How satisfied you are with the services?</i>							
e Satisfaction: Skill labs (writing, math, etc.)	SATLAB	Less than Full-time	2.14	2.24		2.25	
	SATLAB	Full-time	2.23	2.28		2.28	
f Satisfaction: Child care	SATCHLD	Less than Full-time	1.64	1.72		1.74	
	SATCHLD	Full-time	1.82	1.76		1.81	
g Satisfaction: Financial aid advising	SATFAADV	Less than Full-time	1.96	2.11		2.18	
	SATFAADV	Full-time	2.03	2.18	-0.20*	2.25	-0.31*
h Satisfaction: Computer lab	SATCOMLB	Less than Full-time	2.40	2.45		2.47	
	SATCOMLB	Full-time	2.53	2.49		2.52	
i Satisfaction: Student organizations	SATSTORG	Less than Full-time	1.82	1.89		1.92	
	SATSTORG	Full-time	1.99	1.99		2.04	
j Satisfaction: Transfer credit assistance	SATTRCRD	Less than Full-time	1.95	2.05		2.07	
	SATTRCRD	Full-time	1.98	2.07		2.09	
k Satisfaction: Services for people with disabilities	SATDISAB	Less than Full-time	1.88	1.96		2.00	
	SATDISAB	Full-time	1.96	2.01		2.05	
<i>13. 3 1=Not at all, 2=Somewhat, 3=Very</i>							
<i>How important the services are to you?</i>							
a Importance: Academic advising/planning	IMPACAD	Less than Full-time	2.49	2.49		2.50	
	IMPACAD	Full-time	2.44	2.57	-0.20*	2.59	-0.23*
b Importance: Career counseling	IMPCACOU	Less than Full-time	2.33	2.32		2.27	
	IMPCACOU	Full-time	2.27	2.38		2.35	
c Importance: Job placement assistance	IMPJOBPL	Less than Full-time	2.05	2.02		2.02	
	IMPJOBPL	Full-time	2.04	2.08		2.12	
d Importance: Peer or other tutoring	IMPTUTOR	Less than Full-time	2.03	2.08		2.07	
	IMPTUTOR	Full-time	2.01	2.17		2.17	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

			Your College	Ex-Large Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>13. 3 1=Not at all, 2=Somewhat, 3=Very</i>							
<i>How important the services are to you?</i>							
e Importance: Skill labs (writing, math, etc.)	IMPLAB	Less than Full-time	2.15	2.18		2.16	
	IMPLAB	Full-time	2.12	2.26		2.26	
f Importance: Child care	IMPCHLD	Less than Full-time	1.73	1.70		1.72	
	IMPCHLD	Full-time	1.66	1.73		1.77	
g Importance: Financial aid advising	IMPFAADV	Less than Full-time	2.36	2.32		2.36	
	IMPFAADV	Full-time	2.28	2.45	-0.22*	2.51	-0.31*
h Importance: Computer lab	IMPCOMLB	Less than Full-time	2.39	2.35		2.37	
	IMPCOMLB	Full-time	2.48	2.50		2.55	
i Importance: Student organizations	IMPSTORG	Less than Full-time	1.74	1.78		1.78	
	IMPSTORG	Full-time	1.82	1.91		1.93	
j Importance: Transfer credit assistance	IMPTRCRD	Less than Full-time	2.28	2.22		2.20	
	IMPTRCRD	Full-time	2.33	2.36		2.31	
k Importance: Services for people with disabilities	IMPDISAB	Less than Full-time	2.09	1.99		2.00	
	IMPDISAB	Full-time	1.98	2.06		2.08	
<i>14. 1=Not Likely, 2=Somewhat Likely, 3=Likely, 4=Very Likely</i>							
<i>How likely is it that the following issues would cause you to withdraw from class or from this college?</i>							
a Working full-time	WRKFULL	Less than Full-time	2.22	2.28		2.22	
	WRKFULL	Full-time	2.02	2.13		2.11	
b Caring for dependents	CAREDEP	Less than Full-time	2.11	1.94		1.94	
	CAREDEP	Full-time	1.77	1.88		1.89	
c Academically unprepared	ACADUNP	Less than Full-time	1.68	1.70		1.66	
	ACADUNP	Full-time	1.66	1.74		1.69	
d Lack of finances	LACKFIN	Less than Full-time	2.70	2.47		2.47	
	LACKFIN	Full-time	2.33	2.42		2.45	
e Transfer to a 4-year college	TRANSFER	Less than Full-time	2.28	2.47		2.34	
	TRANSFER	Full-time	2.77	2.78		2.57	

\*T-test: 2-tailed

**Community College Survey of Student Engagement  
2010 Means Summary Report - Joliet Junior College**

Item	Variable	Class	Your College	Ex-Large Colleges		2010 Cohort	
			Mean	Mean	Effect Size*	Mean	Effect Size*
<i>15. 1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>							
15 How supportive are your friends of your attending this college?	FRNDSUPP	Less than Full-time	3.19	3.20		3.24	
	FRNDSUPP	Full-time	3.12	3.19		3.25	
<i>16. 1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>							
16 How supportive is your immediate family of your attending this college?	FAMSUPP	Less than Full-time	3.54	3.45		3.49	
	FAMSUPP	Full-time	3.41	3.48		3.54	
<i>23. 0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5=Over 60 credits</i>							
23 How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	Less than Full-time	2.10	1.93		1.87	
	TOTCHRS	Full-time	2.21	2.18		2.17	
<i>25. 1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more credits</i>							
25 How many classes are you presently taking at OTHER institutions?	OTHINST	Less than Full-time	1.24	1.40		1.41	
	OTHINST	Full-time	1.38	1.42		1.40	
<i>27. 1=Poor, 2=Fair, 3=Good, 4=Excellent</i>							
27 How would you evaluate your entire educational experience at this college?	ENTIREXP	Less than Full-time	3.19	3.15		3.16	
	ENTIREXP	Full-time	3.03	3.12		3.15	

\*T-test: 2-tailed