

Community College Survey of Student Engagement  
 2005 Benchmark Summary Table - All Students  
**Trinity Valley Community College**

All Students				
Benchmark	Trinity Valley Community College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
<b>Active and Collaborative Learning</b>	44.8	Benchmark Score	49.9	50.0
		Score Difference	-5.1	-5.2
<b>Student Effort</b>	43.9	Benchmark Score	49.9	50.0
		Score Difference	-6.0	-6.1
<b>Academic Challenge</b>	42.6	Benchmark Score	50.3	50.0
		Score Difference	-7.8	-7.4
<b>Student-Faculty Interaction</b>	44.4	Benchmark Score	50.1	50.0
		Score Difference	-5.8	-5.6
<b>Support for Learners</b>	50.5	Benchmark Score	49.6	50.0
		Score Difference	0.9	0.5
		Number of Colleges	61	257

**Benchmark Score:** Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

**Score Difference:** The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

## 2005 CCSSE Benchmark Deciles

### All Students

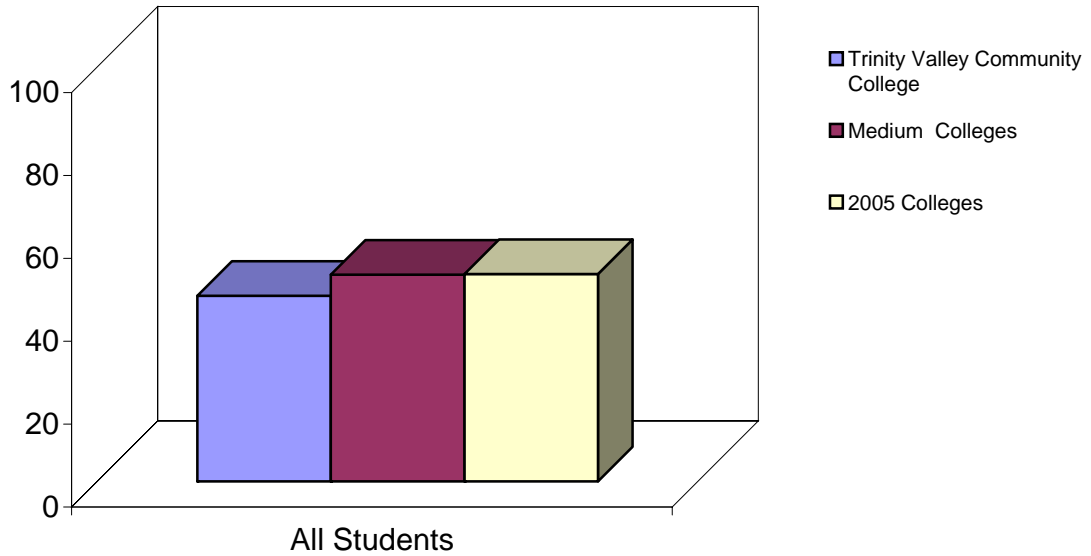
### Trinity Valley Community College

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 2005 participating group of colleges 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.

All Students											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>All 2005 Colleges</b>											
Active and Collaborative Learning	38.4	45.6	47.2	48.1	49.2	50.2	51.0	51.7	52.7	55.0	67.4
Student Effort	38.9	46.1	47.4	48.4	49.5	50.6	51.4	52.2	53.5	55.0	60.2
Academic Challenge	39.9	45.6	47.4	48.9	49.6	50.1	50.8	51.7	52.6	53.9	66.5
Student - Faculty Interaction	41.2	45.8	47.7	48.8	49.9	50.8	51.7	52.6	54.1	55.9	66.0
Support for Learners	42.3	45.9	47.2	48.0	49.4	50.3	51.2	52.4	54.4	56.7	62.6
<b>Small Colleges</b>											
Active and Collaborative Learning	38.4	46.1	47.7	48.7	49.7	50.8	51.4	52.6	53.7	56.7	67.4
Student Effort	40.7	46.3	47.8	49.4	50.7	51.2	52.0	53.0	53.9	55.3	59.6
Academic Challenge	41.4	45.5	47.4	48.6	49.5	50.2	50.8	51.8	52.8	54.4	66.5
Student - Faculty Interaction	41.2	46.5	48.4	49.7	50.9	51.8	52.8	54.1	55.4	57.3	66.0
Support for Learners	44.9	47.1	48.0	49.2	50.3	51.6	52.9	54.5	56.1	58.0	62.6
<b>Medium Colleges</b>											
Active and Collaborative Learning	42.7	44.8	47.5	48.1	48.9	50.0	51.0	51.7	52.5	53.8	60.6
Student Effort	38.9	45.7	47.7	48.4	48.9	49.7	51.0	51.9	52.7	54.4	58.3
Academic Challenge	39.9	46.4	48.6	49.4	49.7	50.1	50.8	51.9	53.0	54.3	57.5
Student - Faculty Interaction	44.4	45.4	47.7	48.5	49.3	49.9	50.9	52.3	52.9	54.2	56.2
Support for Learners	42.3	44.9	46.7	47.6	48.5	49.6	50.5	51.8	52.4	54.5	59.5
<b>Large Colleges</b>											
Active and Collaborative Learning	43.6	45.6	46.5	47.8	48.2	49.7	50.1	50.7	51.2	52.6	55.0
Student Effort	45.7	46.0	47.4	48.5	48.6	49.8	50.7	51.1	51.9	54.5	60.2
Academic Challenge	45.3	45.6	46.9	49.0	50.1	50.5	51.4	52.3	52.7	53.8	56.6
Student - Faculty Interaction	43.2	45.0	47.2	48.6	49.4	50.2	50.7	51.0	52.1	53.6	55.9
Support for Learners	42.8	45.3	45.8	47.1	47.8	49.5	49.9	51.2	52.0	53.9	56.6
<b>Extra Large Colleges</b>											
Active and Collaborative Learning	45.2	45.7	45.8	46.1	46.8	47.2	48.6	50.9	51.0	52.4	55.1
Student Effort	45.1	45.8	46.2	46.5	47.8	48.0	49.0	50.5	52.0	54.1	55.1
Academic Challenge	44.6	45.3	47.7	48.5	49.5	49.6	50.0	50.0	51.2	52.6	52.6
Student - Faculty Interaction	43.3	43.8	45.3	46.5	47.7	49.1	49.7	50.3	51.4	52.2	52.4
Support for Learners	43.8	45.0	45.9	47.2	47.9	48.0	49.4	49.5	50.7	51.3	58.0
<b>Urban Colleges</b>											
Active and Collaborative Learning	41.7	45.7	46.8	47.8	49.3	50.2	51.0	51.4	52.5	54.7	60.3
Student Effort	41.7	47.3	48.2	48.6	49.4	50.9	51.7	52.4	54.4	55.5	60.2
Academic Challenge	45.3	46.9	48.9	49.6	50.0	50.4	51.5	52.6	53.7	55.1	66.5
Student - Faculty Interaction	43.2	45.4	46.9	48.3	48.8	50.1	50.7	52.2	53.3	54.3	60.7
Support for Learners	43.8	45.8	47.2	48.0	48.8	49.7	50.8	51.8	52.4	55.0	59.5
<b>Suburban Colleges</b>											
Active and Collaborative Learning	42.4	45.5	46.0	47.8	48.3	49.6	50.8	51.2	52.0	53.8	67.4
Student Effort	43.4	45.8	46.3	47.8	48.5	49.6	50.6	51.6	52.3	54.1	59.6
Academic Challenge	41.9	45.3	47.3	49.3	49.5	50.1	50.6	51.0	52.4	52.8	59.3
Student - Faculty Interaction	41.2	44.9	47.5	48.4	49.9	50.5	51.1	51.8	54.2	55.0	59.0
Support for Learners	42.3	44.9	45.7	47.3	48.5	49.6	50.0	51.1	52.2	56.7	62.6
<b>Rural Colleges</b>											
Active and Collaborative Learning	38.4	46.1	47.7	48.4	49.3	50.3	51.4	52.7	53.7	56.1	62.0
Student Effort	38.9	46.1	46.8	48.4	50.2	50.9	51.7	52.5	53.6	54.4	58.4
Academic Challenge	39.9	45.2	46.9	48.2	49.0	49.8	50.7	51.5	52.4	53.8	56.8
Student - Faculty Interaction	42.6	46.5	48.6	49.6	50.6	51.4	52.4	52.9	55.1	57.1	66.0
Support for Learners	42.4	46.7	47.7	48.5	50.3	51.2	52.8	54.4	55.6	57.5	61.8

**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.

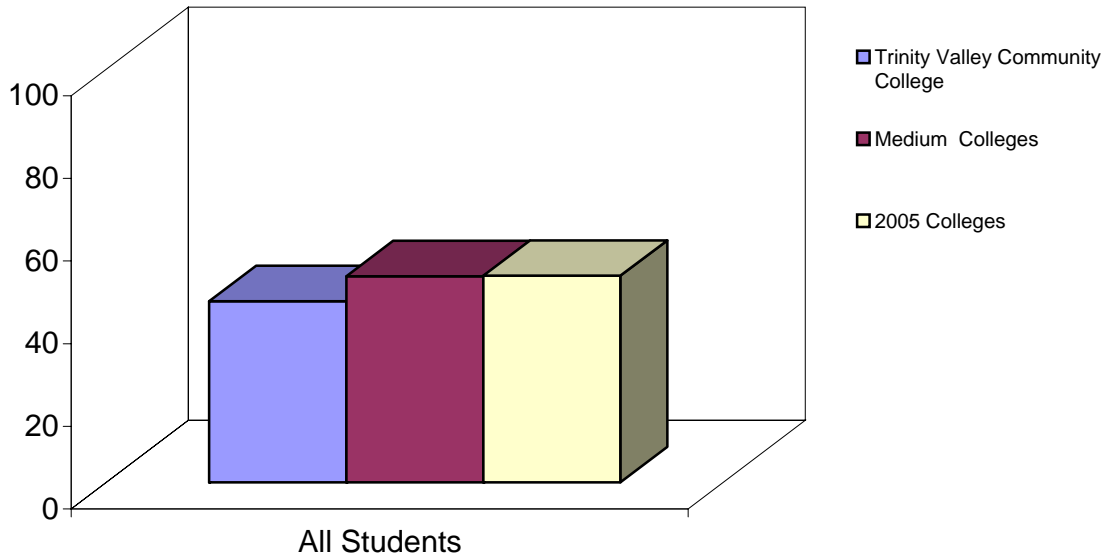


Benchmark Scores			
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>All Students</b>	44.8	49.9	50.0

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

**Student Effort  
Bar Charts and Benchmark Item Composition  
All Students**

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

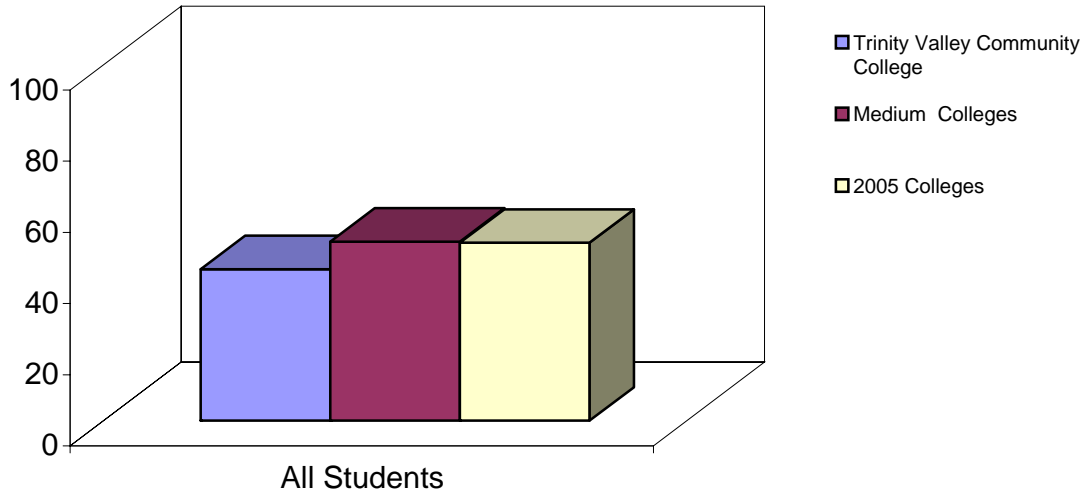


Benchmark Scores			
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>All Students</b>	43.9	49.9	50.0

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

**Academic Challenge**  
**Bar Charts and Benchmark Item Composition**  
**All Students**

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

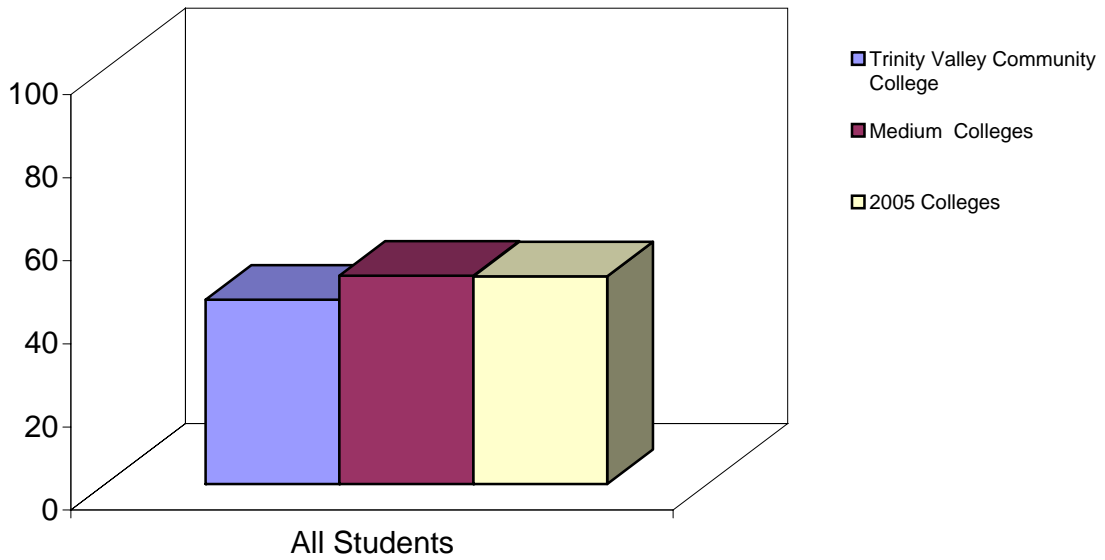


Benchmark Scores			
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>All Students</b>	42.6	50.3	50.0

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

**Student-Faculty Interaction  
Bar Charts and Benchmark Item Composition  
All Students**

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

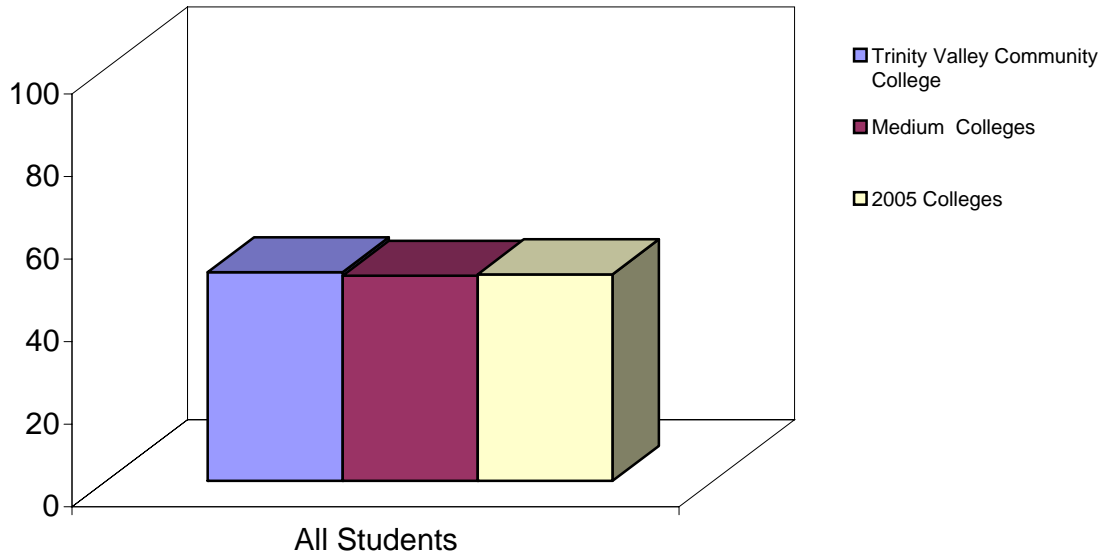


Benchmark Scores			
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>All Students</b>	44.4	50.1	50.0

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

**Support for Learners**  
**Bar Charts and Benchmark Item Composition**  
**All Students**

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores			
	<b>Trinity Valley Community College</b>	<b>Medium Colleges</b>	<b>2005 Colleges</b>
<b>All Students</b>	50.5	49.6	50.0

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

Community College Survey of Student Engagement  
 2005 Benchmark Summary Table - Enrollment Status Breakout  
**Trinity Valley Community College**

Part-Time Students				
Benchmark	Trinity Valley Community College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
<b>Active and Collaborative Learning</b>	39.5	Benchmark Score	45.7	45.9
		Score Difference	-6.3	-6.4
<b>Student Effort</b>	39.8	Benchmark Score	46.3	46.5
		Score Difference	-6.4	-6.7
<b>Academic Challenge</b>	38.6	Benchmark Score	46.7	46.1
		Score Difference	-8.1	-7.5
<b>Student-Faculty Interaction</b>	40.0	Benchmark Score	46.3	46.8
		Score Difference	-6.3	-6.8
<b>Support for Learners</b>	48.2	Benchmark Score	47.6	48.2
		Score Difference	0.6	0.0
		Number of Colleges	61	257

Full-Time Students				
Benchmark	Trinity Valley Community College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
<b>Active and Collaborative Learning</b>	52.2	Benchmark Score	56.0	55.9
		Score Difference	-3.8	-3.7
<b>Student Effort</b>	49.6	Benchmark Score	55.5	55.8
		Score Difference	-5.9	-6.3
<b>Academic Challenge</b>	48.2	Benchmark Score	55.9	55.7
		Score Difference	-7.7	-7.5
<b>Student-Faculty Interaction</b>	50.5	Benchmark Score	55.8	56.4
		Score Difference	-5.3	-5.9
<b>Support for Learners</b>	53.8	Benchmark Score	52.7	54.2
		Score Difference	1.0	-0.4
		Number of Colleges	61	257

**Benchmark Score:** Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

**Score Difference:** The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

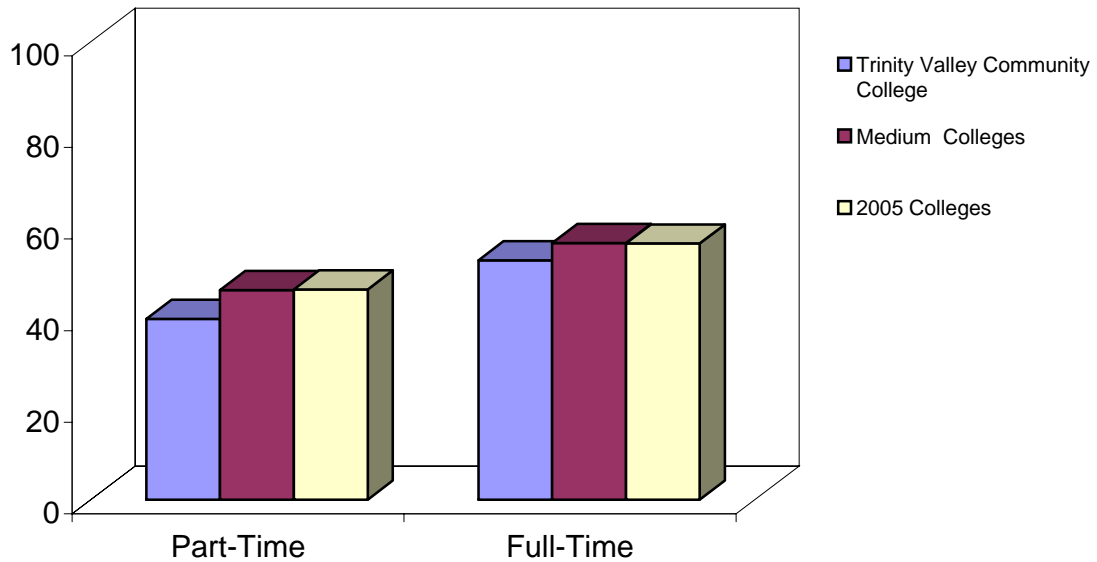
## 2005 CCSSE Benchmark Deciles Enrollment Status Breakout Trinity Valley Community College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both part-time and full-time students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges 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											Full-Time Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>All 2005 Colleges</b>																						
Active and Collaborative Learning	34.0	40.7	42.8	43.7	44.5	45.7	46.7	47.5	49.1	50.0	63.4	44.9	51.0	52.7	53.8	54.9	55.7	56.7	57.7	58.8	61.0	69.0
Student Effort	34.1	41.1	43.3	44.6	45.7	47.0	47.8	48.6	49.9	51.0	57.0	41.9	51.1	52.6	53.5	54.6	55.8	57.0	57.8	58.6	61.1	69.7
Academic Challenge	30.8	41.0	42.8	44.2	45.4	46.7	47.3	48.0	49.3	50.6	58.5	44.6	51.5	52.7	54.2	54.7	55.3	56.1	57.4	58.2	59.5	72.0
Student - Faculty Interaction	35.3	41.6	43.6	44.7	45.9	46.9	47.6	48.8	49.8	51.4	63.4	46.2	50.8	53.2	54.2	55.2	56.2	57.0	58.3	60.1	62.0	69.4
Support for Learners	37.6	42.9	44.6	45.7	46.9	47.8	49.1	50.5	51.8	53.5	61.6	44.7	48.4	50.3	51.3	52.6	53.4	54.4	56.1	57.9	60.9	70.6
<b>Small Colleges</b>																						
Active and Collaborative Learning	34.0	40.3	42.7	43.6	44.4	45.8	47.0	48.5	49.3	52.2	63.4	44.9	51.2	52.9	54.3	55.6	56.3	57.7	58.4	60.3	61.5	69.0
Student Effort	34.1	40.5	43.3	44.8	46.1	47.4	48.2	49.1	50.0	52.1	54.9	41.9	50.9	52.6	53.7	55.0	57.1	57.8	58.2	59.4	61.4	69.7
Academic Challenge	30.8	39.7	41.8	43.5	44.7	45.9	47.2	47.7	49.2	50.7	58.5	44.6	51.0	52.4	53.4	54.7	55.3	56.5	57.6	58.6	60.1	72.0
Student - Faculty Interaction	35.3	41.6	43.8	45.1	46.2	47.3	48.0	49.4	50.8	53.5	63.4	46.2	51.3	53.7	55.0	56.1	57.3	58.5	60.3	61.8	63.7	69.4
Support for Learners	37.6	42.8	44.9	46.5	47.6	49.1	50.8	51.8	53.0	55.4	61.6	47.0	50.0	51.3	52.8	53.6	55.0	56.2	58.1	59.7	62.6	70.6
<b>Medium Colleges</b>																						
Active and Collaborative Learning	34.4	41.5	42.3	43.7	44.9	45.7	47.2	47.4	48.4	49.7	56.6	49.0	51.9	53.3	54.0	55.0	56.0	57.1	57.6	57.9	60.7	66.4
Student Effort	35.0	41.7	43.4	44.7	45.3	46.6	47.8	48.3	50.1	50.9	53.0	46.1	52.3	53.0	53.5	54.2	55.4	56.2	56.9	57.7	58.7	68.0
Academic Challenge	34.7	42.5	44.1	45.1	46.5	47.1	47.7	48.2	49.5	50.6	55.7	48.2	53.0	54.0	54.6	54.9	55.5	55.9	56.9	57.6	59.3	64.6
Student - Faculty Interaction	35.7	41.6	43.0	44.5	45.4	46.9	47.9	49.0	49.5	49.9	52.2	49.6	51.4	53.4	53.9	55.1	56.1	56.5	57.8	58.6	60.1	62.1
Support for Learners	40.2	42.9	44.4	45.6	46.7	47.5	48.5	49.4	50.7	51.3	57.3	44.7	48.0	49.7	50.7	51.7	52.3	52.8	54.1	55.8	57.6	63.7
<b>Large Colleges</b>																						
Active and Collaborative Learning	40.6	42.2	43.8	44.1	44.8	45.6	45.8	46.8	47.3	48.4	52.0	47.9	50.3	51.7	52.7	54.3	55.2	55.6	56.5	57.3	59.6	62.8
Student Effort	40.8	42.2	43.7	44.8	46.1	46.3	47.1	47.7	48.0	49.9	57.0	50.4	51.1	52.6	53.7	54.3	55.3	55.8	56.9	58.6	60.1	62.5
Academic Challenge	40.2	42.5	43.3	45.1	46.3	46.6	47.5	48.5	49.3	52.4	52.7	51.8	52.0	52.5	54.2	54.6	55.4	56.6	57.6	58.4	59.5	60.3
Student - Faculty Interaction	38.6	42.0	43.9	44.9	45.5	46.4	46.7	47.8	48.9	50.0	50.9	47.0	49.1	53.4	54.1	54.6	55.4	55.9	56.7	58.1	60.5	60.7
Support for Learners	39.7	43.9	44.2	44.8	45.7	46.1	47.1	48.4	49.1	52.7	53.5	45.5	47.6	48.9	50.3	52.2	52.8	53.6	54.0	56.1	56.8	60.5
<b>Extra Large Colleges</b>																						
Active and Collaborative Learning	41.8	41.9	43.1	43.6	43.8	44.3	45.3	46.1	49.1	49.8	51.6	49.9	50.5	51.0	52.1	52.8	53.5	54.2	54.8	55.4	57.6	59.6
Student Effort	39.3	41.3	43.0	43.6	44.5	45.4	45.7	47.5	49.9	50.7	51.5	51.1	51.4	51.7	52.5	54.2	54.6	55.1	56.4	58.3	58.6	59.7
Academic Challenge	41.5	42.5	44.4	45.0	45.8	46.6	46.7	47.5	48.0	49.7	50.0	49.9	50.9	53.1	54.0	54.4	54.8	55.1	55.6	56.4	57.6	58.1
Student - Faculty Interaction	40.7	41.3	43.1	43.2	43.8	45.9	45.9	47.2	48.8	49.9	50.6	47.9	48.5	51.1	52.8	53.4	53.9	54.9	55.2	56.2	56.4	57.3
Support for Learners	41.5	43.2	43.8	44.6	46.2	46.6	46.9	47.2	48.2	49.7	54.0	47.9	47.9	48.9	50.7	51.2	51.3	52.7	52.8	54.4	56.4	63.3
<b>Urban Colleges</b>																						
Active and Collaborative Learning	39.0	41.9	43.3	44.3	45.3	46.1	47.1	47.4	48.7	49.8	56.0	47.9	50.7	52.7	53.9	55.0	55.8	56.6	57.3	58.1	60.5	66.2
Student Effort	39.0	42.9	44.5	45.2	45.9	47.3	48.3	49.1	50.4	51.7	57.0	46.1	52.7	53.5	54.3	55.4	56.7	57.7	58.3	59.4	61.6	68.0
Academic Challenge	40.2	42.5	44.1	45.7	46.7	47.3	47.8	49.3	50.4	52.6	58.5	49.9	52.4	53.7	54.6	55.2	56.0	57.4	58.5	59.3	60.3	72.0
Student - Faculty Interaction	38.6	42.5	43.3	44.2	45.2	46.7	47.5	48.9	49.9	50.8	59.5	47.7	50.1	52.9	53.4	54.2	55.6	56.5	57.5	58.6	60.6	62.9
Support for Learners	41.5	44.0	45.6	46.1	46.9	47.8	48.3	49.4	51.0	53.4	57.3	45.0	48.1	49.5	50.3	52.5	52.9	54.0	55.0	56.2	58.1	63.7
<b>Suburban Colleges</b>																						
Active and Collaborative Learning	38.5	42.1	43.2	43.8	44.5	45.0	46.1	47.3	48.4	49.8	63.4	46.0	50.5	51.8	52.2	54.0	54.5	55.4	57.1	57.7	60.6	69.0
Student Effort	39.3	41.7	43.3	44.1	45.7	46.4	47.2	47.8	49.1	50.4	52.9	48.9	51.1	52.0	53.0	53.7	54.7	55.7	56.3	57.5	58.5	62.3
Academic Challenge	36.4	41.5	43.8	45.0	45.8	46.8	47.1	47.7	48.6	50.0	57.1	49.2	51.8	54.0	54.5	54.6	55.2	55.6	56.2	56.9	57.7	60.1
Student - Faculty Interaction	35.9	42.3	44.1	45.2	46.2	46.7	47.8	48.3	49.4	50.0	56.2	46.2	49.8	53.5	54.1	54.8	55.1	56.3	57.1	58.4	60.4	64.9
Support for Learners	40.6	43.4	44.0	44.6	46.1	47.0	47.5	49.2	50.8	53.4	61.3	44.7	48.0	49.7	50.7	51.2	52.4	53.2	54.0	55.9	58.7	67.2
<b>Rural Colleges</b>																						
Active and Collaborative Learning	34.0	39.6	42.0	43.4	44.0	45.6	46.5	48.2	49.4	50.3	62.5	44.9	52.1	52.9	54.3	55.3	56.1	57.6	58.4	60.1	61.5	65.6
Student Effort	34.1	40.1	41.9	44.0	45.7	46.9	47.8	48.6	49.7	50.9	54.9	41.9	50.0	52.2	53.2	54.4	56.4	57.3	58.0	58.9	61.3	69.7
Academic Challenge	30.8	39.3	41.7	43.3	44.3	45.5	46.9	47.6	48.6	50.1	55.6	44.6	50.8	52.2	52.7	54.3	55.0	55.8	57.5	58.2	59.3	63.6
Student - Faculty Interaction	35.3	41.1	43.1	44.6	45.9	47.1	47.7	48.8	50.0	52.6	63.4	48.0	51.8	53.7	55.5	56.1	56.5	58.0	60.2	61.9	64.3	69.4
Support for Learners	37.6	41.6	44.3	45.3	47.5	49.1	50.6	51.6	52.7	54.7	61.6	45.5	50.0	51.3	52.2	53.5	54.6	56.7	58.3	60.1	62.6	70.6

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

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores

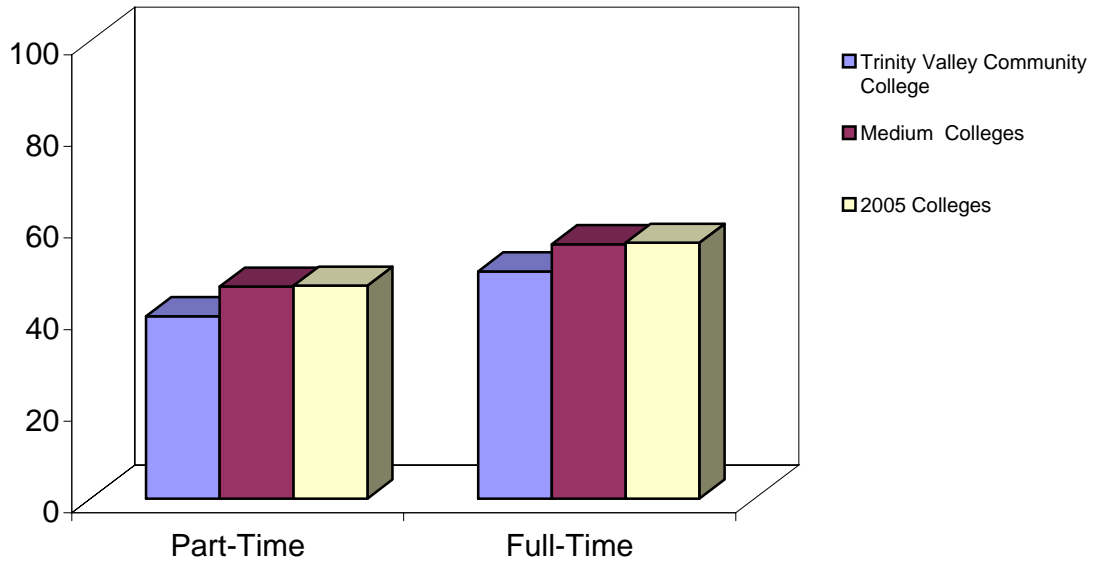
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>Part-Time</b>	39.5	45.7	45.9
<b>Full-Time</b>	52.2	56.0	55.9

**Active and Collaborative Learning**

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

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

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



Benchmark Scores

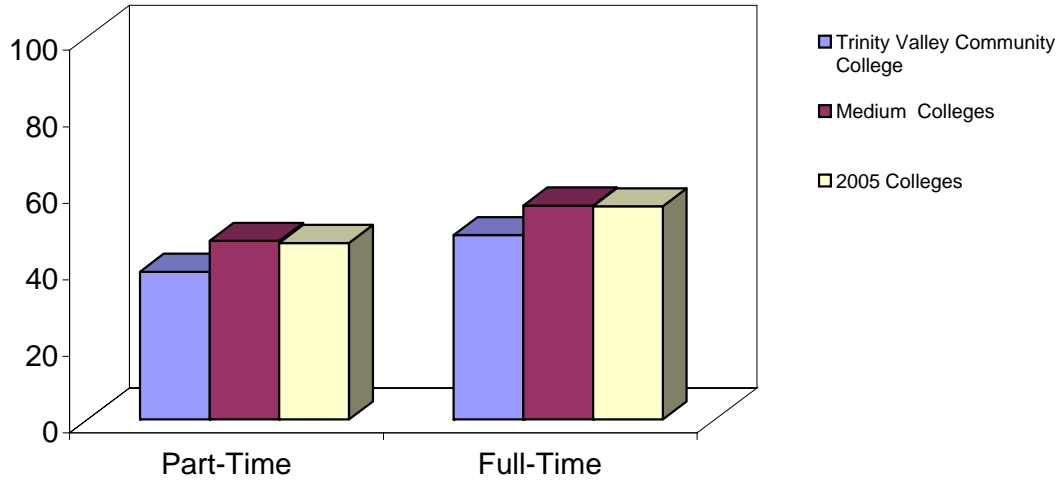
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>Part-Time</b>	39.8	46.3	46.5
<b>Full-Time</b>	49.6	55.5	55.8

**Student Effort**

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

**Academic Challenge  
Bar Charts and Benchmark Item Composition  
Enrollment Status Breakout**

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



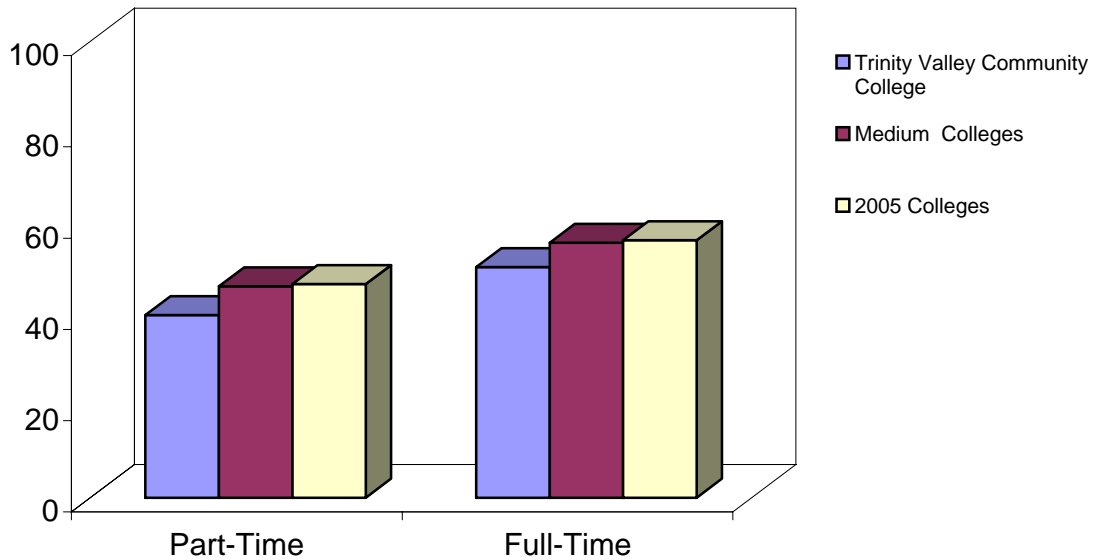
Benchmark Scores

	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>Part-Time</b>	38.6	46.7	46.1
<b>Full-Time</b>	48.2	55.9	55.7

<b>Academic Challenge</b>	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
7	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college
9a.	Encouraging you to spend significant amounts of time studying

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

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



Benchmark Scores

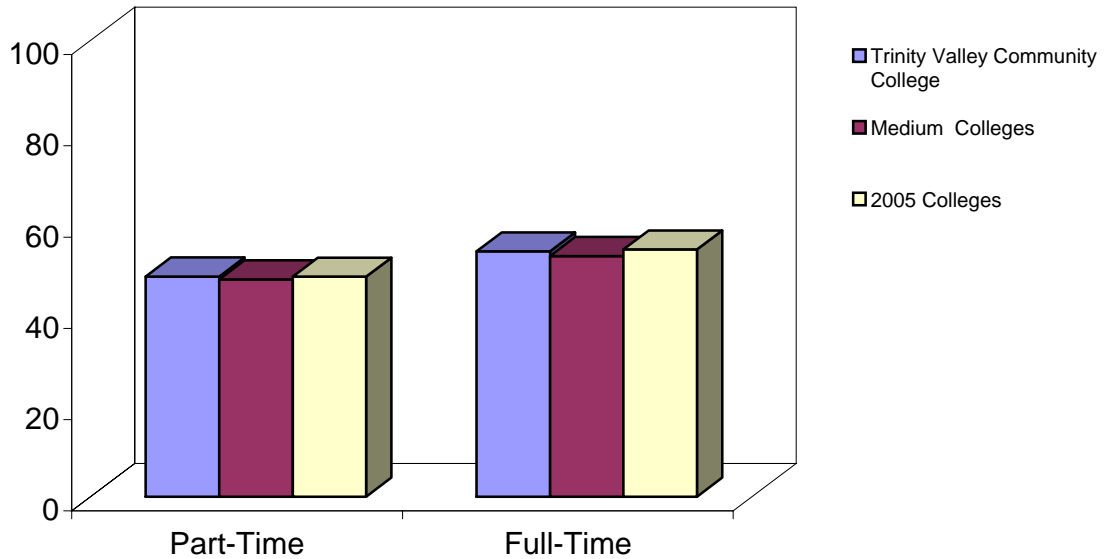
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>Part-Time</b>	40.0	46.3	46.8
<b>Full-Time</b>	50.5	55.8	56.4

**Student-Faculty Interaction**

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

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

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.




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**Benchmark Scores**

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	<b>Trinity Valley Community College</b>	<b>Medium Colleges</b>	<b>2005 Colleges</b>
<b>Part-Time</b>	48.2	47.6	48.2
<b>Full-Time</b>	53.8	52.7	54.2

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

Community College Survey of Student Engagement  
2005 Benchmark Summary Table - Credit Hour Status Breakout  
**Trinity Valley Community College**

0 to 29 Credits				
Benchmark	Trinity Valley Community College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
<b>Active and Collaborative Learning</b>	43.4	Benchmark Score	47.3	47.5
		Score Difference	-3.9	-4.1
<b>Student Effort</b>	43.2	Benchmark Score	48.7	49.2
		Score Difference	-5.5	-6.0
<b>Academic Challenge</b>	41.7	Benchmark Score	48.4	48.2
		Score Difference	-6.7	-6.6
<b>Student-Faculty Interaction</b>	42.7	Benchmark Score	47.8	48.4
		Score Difference	-5.1	-5.7
<b>Support for Learners</b>	49.5	Benchmark Score	49.1	50.1
		Score Difference	0.3	-0.6
		Number of Colleges	61	257

30+ Credits				
Benchmark	Trinity Valley Community College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
<b>Active and Collaborative Learning</b>	48.4	Benchmark Score	55.4	56.2
		Score Difference	-7.1	-7.8
<b>Student Effort</b>	46.0	Benchmark Score	52.1	52.9
		Score Difference	-6.1	-6.9
<b>Academic Challenge</b>	45.3	Benchmark Score	54.5	54.6
		Score Difference	-9.2	-9.3
<b>Student-Faculty Interaction</b>	48.7	Benchmark Score	55.4	56.7
		Score Difference	-6.7	-8.0
<b>Support for Learners</b>	53.0	Benchmark Score	50.5	52.2
		Score Difference	2.5	0.8
		Number of Colleges	61	257

**Benchmark Score:** Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

**Score Difference:** The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

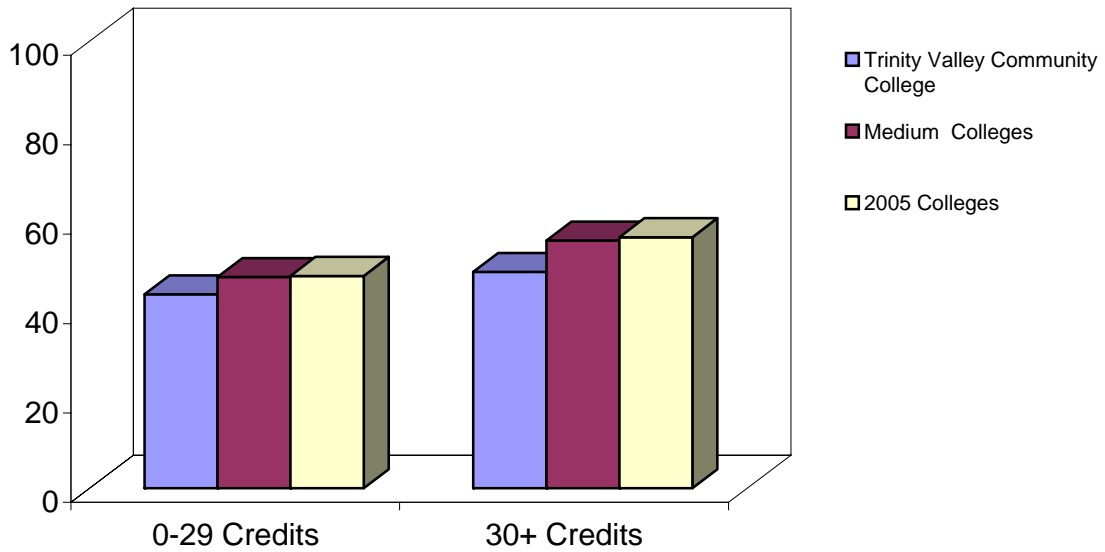
## 2005 CCSSE Benchmark Deciles Credit Hour Status Breakout Trinity Valley Community College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both students with 0 to 29 credits and students with 30 or more credits. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges 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										30 plus credits											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>All 2005 Colleges</b>																						
Active and Collaborative Learning	36.6	42.7	44.4	45.5	46.4	47.3	48.5	49.6	50.4	52.2	63.1	45.7	50.3	52.3	53.2	54.6	56.0	57.0	58.0	59.2	62.2	78.4
Student Effort	37.4	44.5	45.7	47.1	48.3	49.2	50.2	51.3	52.4	54.4	59.9	42.8	47.6	49.5	50.4	51.3	52.2	53.3	55.1	56.4	58.1	68.2
Academic Challenge	38.2	43.3	45.6	46.4	47.4	48.4	49.1	49.8	50.9	52.3	65.6	42.8	49.4	51.4	52.4	53.5	54.5	55.3	56.4	57.8	59.1	67.8
Student - Faculty Interaction	39.2	43.4	44.9	46.5	47.2	48.1	48.8	50.0	51.5	53.2	62.8	44.8	50.4	52.7	53.8	55.4	56.7	57.9	59.0	60.3	62.3	79.7
Support for Learners	40.3	45.3	46.5	47.6	48.6	49.4	50.7	52.1	53.6	56.0	61.8	40.8	45.9	47.8	49.4	50.8	51.7	52.4	54.0	56.3	58.6	72.9
<b>Small Colleges</b>																						
Active and Collaborative Learning	36.6	43.3	45.0	45.9	46.7	47.9	49.3	49.9	50.9	52.4	63.1	45.7	51.0	53.0	54.3	55.9	56.9	57.6	58.8	60.8	63.7	78.4
Student Effort	40.1	44.7	46.3	48.3	49.1	49.8	50.5	52.0	53.5	54.8	58.3	42.8	47.6	49.7	50.6	51.7	52.9	54.7	55.9	56.7	59.6	68.2
Academic Challenge	38.3	43.1	45.5	46.2	47.0	48.4	49.1	49.7	51.1	52.6	65.6	42.8	49.2	51.4	52.6	53.9	54.9	56.1	57.3	58.4	59.1	67.8
Student - Faculty Interaction	39.2	44.1	45.7	46.9	48.1	48.7	49.4	51.3	53.0	55.3	62.8	47.8	51.8	54.3	56.0	57.3	58.3	59.1	60.2	61.5	64.2	79.7
Support for Learners	44.6	46.2	47.7	48.5	49.7	51.3	52.2	54.1	55.2	56.8	61.8	42.2	47.5	48.9	51.2	51.9	52.6	54.4	56.3	58.4	60.7	72.9
<b>Medium Colleges</b>																						
Active and Collaborative Learning	39.9	42.5	44.4	45.7	46.4	47.3	48.2	49.1	50.3	50.9	58.1	47.4	50.3	52.0	53.0	53.5	55.5	57.1	57.5	59.1	60.2	66.6
Student Effort	37.4	44.0	45.7	46.8	47.8	48.9	50.1	51.1	51.8	53.6	56.7	43.6	48.1	49.3	50.2	51.1	51.6	52.8	53.8	55.5	56.7	61.8
Academic Challenge	38.2	44.4	46.4	47.4	47.9	48.4	49.0	50.2	51.0	52.0	55.4	45.3	49.6	51.5	52.4	53.4	54.2	55.0	55.7	57.1	59.6	64.4
Student - Faculty Interaction	41.4	43.3	44.8	46.1	47.1	47.6	48.4	49.7	50.7	52.6	53.4	47.5	50.4	51.5	53.2	53.8	55.3	56.1	58.1	59.0	61.2	64.6
Support for Learners	41.4	45.1	46.0	46.9	48.2	48.7	49.8	51.0	52.4	53.4	58.8	40.8	44.2	46.9	48.4	49.6	50.3	51.4	53.0	54.0	56.5	62.4
<b>Large Colleges</b>																						
Active and Collaborative Learning	40.3	42.5	44.2	45.0	46.6	47.0	47.4	48.5	49.6	49.9	52.7	47.6	50.4	52.9	54.4	54.6	54.9	55.6	56.8	57.2	58.2	64.7
Student Effort	43.5	44.7	45.4	46.4	47.7	48.2	49.1	50.3	50.8	53.3	59.9	48.2	49.1	49.9	51.1	51.3	51.7	52.1	54.4	55.1	57.9	61.8
Academic Challenge	42.8	44.1	45.7	47.3	48.5	49.3	49.6	50.0	50.3	52.0	57.0	45.7	49.4	51.1	52.2	53.2	53.9	56.4	57.3	57.8	59.6	60.3
Student - Faculty Interaction	41.9	42.7	45.1	46.6	46.8	47.2	48.4	49.1	50.3	51.3	53.9	44.8	50.1	52.8	53.4	54.2	55.1	55.5	57.1	58.1	61.5	62.8
Support for Learners	40.3	44.6	45.5	46.5	47.3	48.5	48.8	49.8	50.9	53.6	55.5	44.0	45.7	47.2	49.3	50.9	51.0	51.5	52.3	53.9	56.0	58.4
<b>Extra Large Colleges</b>																						
Active and Collaborative Learning	42.4	43.5	43.6	44.0	44.2	44.9	45.0	46.6	49.4	50.9	52.3	48.5	49.6	50.3	51.5	52.2	52.9	53.7	55.6	57.4	59.2	60.0
Student Effort	43.6	43.7	44.2	45.8	46.3	47.3	47.8	48.9	50.8	52.5	53.3	44.5	47.4	47.6	49.3	50.5	51.0	51.6	53.1	54.0	57.0	58.0
Academic Challenge	42.4	43.5	45.5	46.5	47.2	47.7	48.2	48.9	49.3	50.3	50.7	45.0	49.4	52.0	52.4	52.9	53.6	54.2	55.0	55.3	55.8	57.5
Student - Faculty Interaction	41.7	42.6	43.4	44.2	45.4	46.4	47.3	48.0	48.5	50.4	50.9	45.8	46.9	48.0	50.8	52.2	53.4	54.1	55.8	56.3	57.1	59.0
Support for Learners	43.7	43.9	45.7	46.2	47.2	48.1	48.6	49.0	50.4	50.9	58.2	43.3	43.5	46.7	46.8	48.5	49.1	50.0	51.1	51.8	52.4	57.8
<b>Urban Colleges</b>																						
Active and Collaborative Learning	40.6	43.0	44.2	45.3	46.4	47.3	48.9	49.5	49.9	51.0	55.6	48.3	50.4	52.4	53.4	54.7	56.0	57.1	57.8	59.2	62.2	70.9
Student Effort	40.6	44.5	46.2	47.4	48.8	49.6	50.4	51.6	53.3	55.2	59.9	43.8	49.5	50.3	51.5	51.9	52.5	54.4	55.5	56.7	58.3	61.8
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Student - Faculty Interaction	41.9	43.2	44.5	45.7	46.8	47.8	48.7	49.7	51.3	53.0	58.9	44.8	50.4	51.5	53.0	54.1	55.5	56.7	58.4	59.9	61.5	64.6
Support for Learners	43.7	45.6	46.5	47.6	48.4	49.0	50.2	50.9	52.8	55.2	58.8	42.8	44.9	46.7	48.6	50.3	51.6	52.0	53.0	54.3	57.0	62.4
<b>Suburban Colleges</b>																						
Active and Collaborative Learning	40.0	43.4	44.3	45.2	46.1	47.0	47.9	48.9	50.1	50.9	63.1	45.7	48.2	50.3	52.3	53.3	54.4	56.0	57.2	58.8	62.0	78.4
Student Effort	42.0	44.6	45.2	46.8	47.6	48.6	49.3	50.5	51.8	53.3	56.2	44.5	47.5	48.2	49.3	50.6	51.1	52.3	53.1	55.1	57.0	68.2
Academic Challenge	39.9	44.6	45.8	47.1	47.5	48.8	49.1	49.8	50.7	51.7	56.7	45.0	49.4	50.1	51.5	52.4	53.4	54.2	55.2	56.1	57.8	65.7
Student - Faculty Interaction	39.2	43.3	44.9	47.0	47.3	48.0	49.1	50.0	51.3	52.4	54.0	45.8	48.8	51.5	53.1	54.1	55.4	56.0	57.2	59.2	61.5	79.7
Support for Learners	41.4	44.6	45.1	46.5	47.4	48.6	49.3	50.1	53.4	56.8	61.8	40.8	44.3	46.8	48.4	49.7	50.6	51.2	52.0	53.4	58.6	72.9
<b>Rural Colleges</b>																						
Active and Collaborative Learning	36.6	42.6	44.6	45.6	46.7	47.4	49.1	49.9	50.8	52.4	61.8	47.5	51.0	53.0	53.7	55.6	56.6	57.3	58.3	59.9	62.5	75.5
Student Effort	37.4	44.1	45.4	47.1	48.3	49.6	50.2	51.7	52.9	54.5	58.3	42.8	47.6	49.4	50.2	51.3	52.3	54.2	55.6	56.5	59.3	67.1
Academic Challenge	38.2	42.9	44.4	45.8	46.3	47.3	48.4	49.6	50.1	52.1	55.0	45.3	48.8	51.5	52.3	53.6	54.6	55.6	56.7	58.3	58.9	65.9
Student - Faculty Interaction	40.7	43.8	45.6	46.5	47.5	48.2	48.9	50.3	52.0	55.3	62.8	47.8	52.1	54.3	55.4	57.2	58.1	58.7	59.9	61.1	64.2	73.5
Support for Learners	40.3	45.6	46.9	48.1	49.5	50.8	52.0	53.3	54.4	56.2	60.0	42.2	47.5	49.0	50.2	51.7	53.3	54.9	56.5	57.3	60.6	67.9

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

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



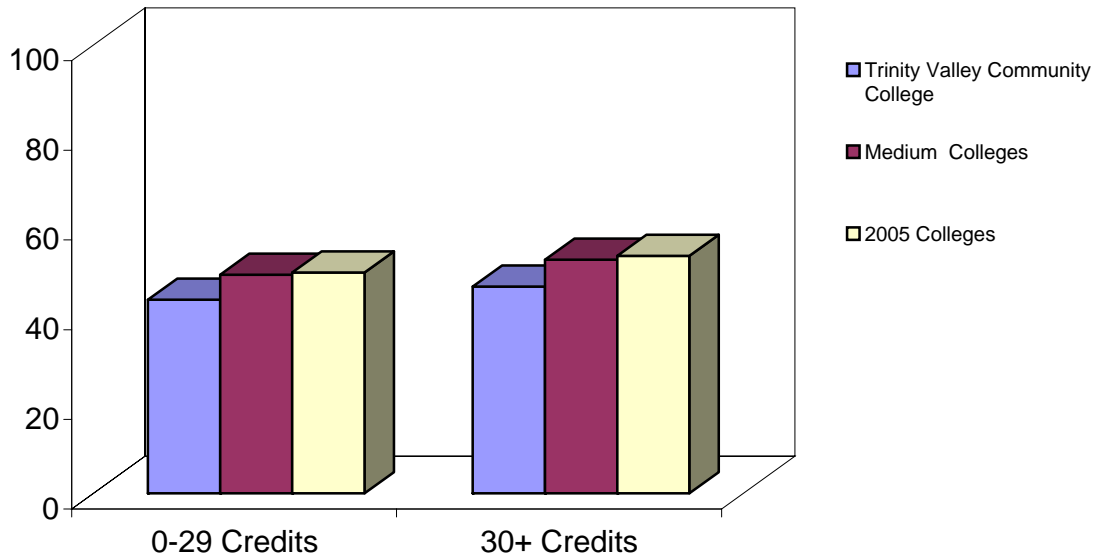
Benchmark Scores

	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>0-29 Credits</b>	43.4	47.3	47.5
<b>30+ Credits</b>	48.4	55.4	56.2

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

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

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



Benchmark Scores

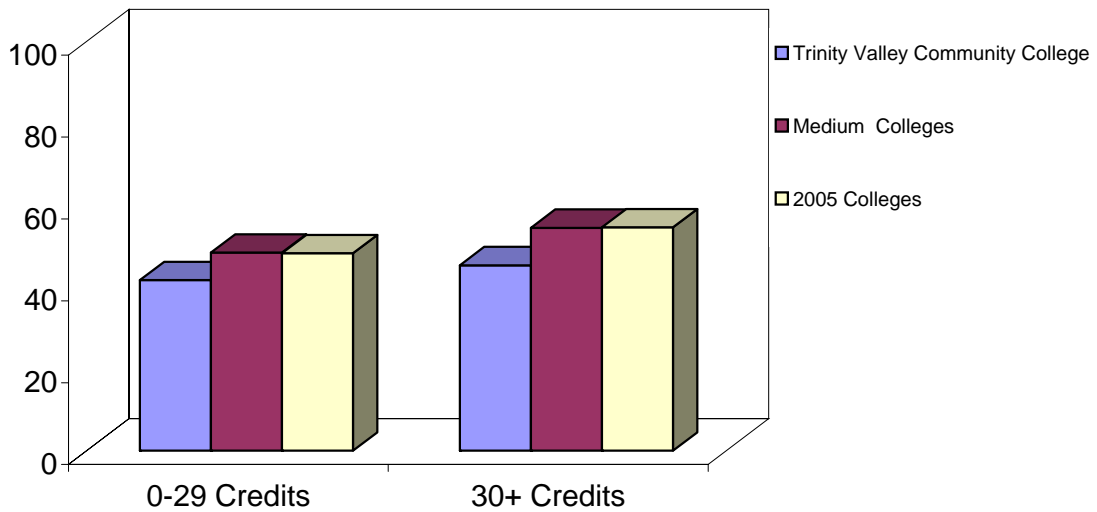
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>0-29 Credits</b>	43.2	48.7	49.2
<b>30+ Credits</b>	46.0	52.1	52.9

**Student Effort**

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

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

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



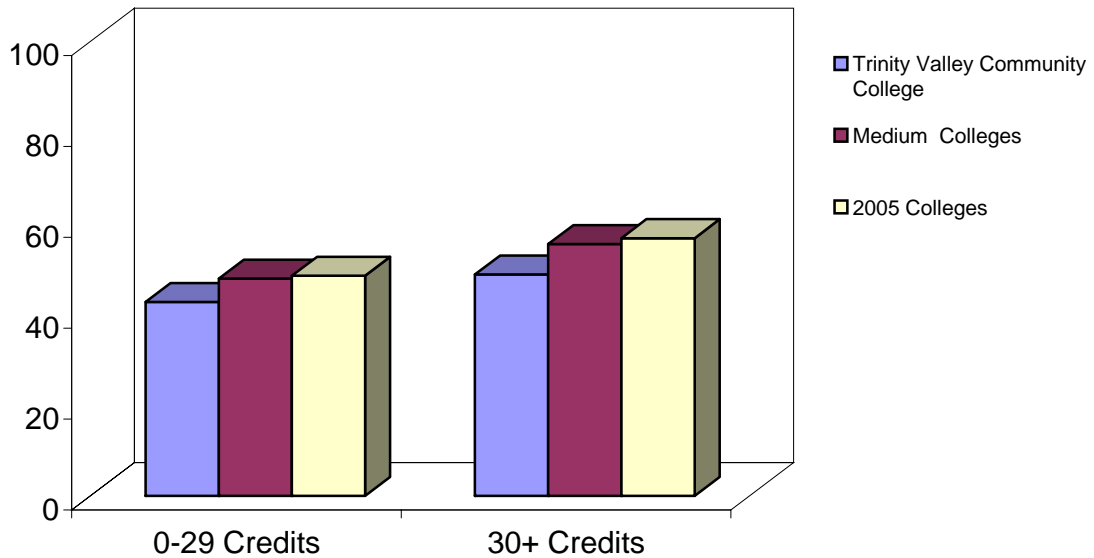
Benchmark Scores

	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>0-29 Credits</b>	41.7	48.4	48.2
<b>30+ Credits</b>	45.3	54.5	54.6

<b>Academic Challenge</b>	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
7	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college
9a.	Encouraging you to spend significant amounts of time studying

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

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



Benchmark Scores

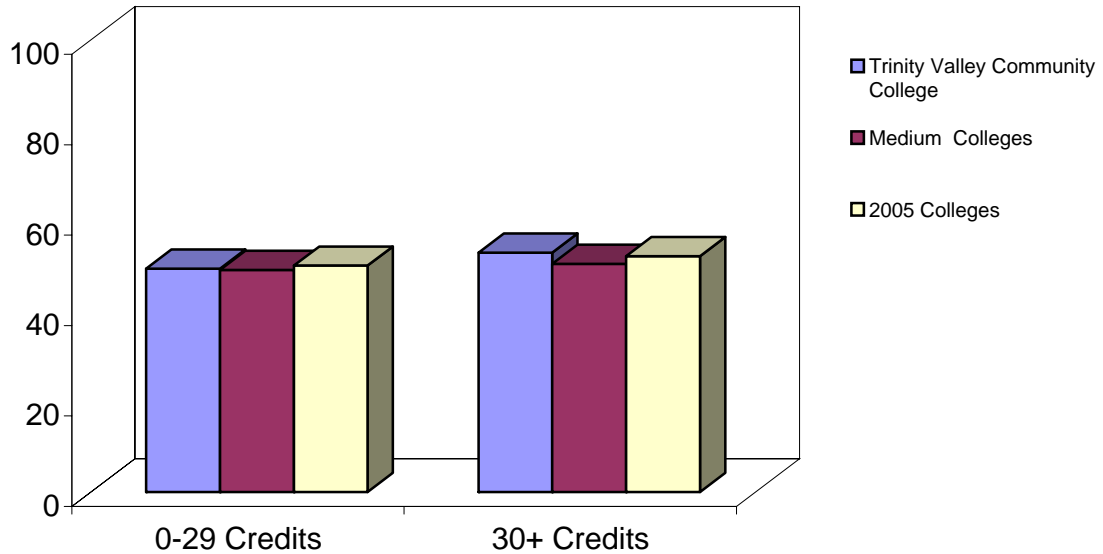
	Trinity Valley Community College	Medium Colleges	2005 Colleges
<b>0-29 Credits</b>	42.7	47.8	48.4
<b>30+ Credits</b>	48.7	55.4	56.7

**Student-Faculty Interaction**

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

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

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.




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**Benchmark Scores**

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	<b>Trinity Valley Community College</b>	<b>Medium Colleges</b>	<b>2005 Colleges</b>
<b>0-29 Credits</b>	49.5	49.1	50.1
<b>30+ Credits</b>	53.0	50.5	52.2

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