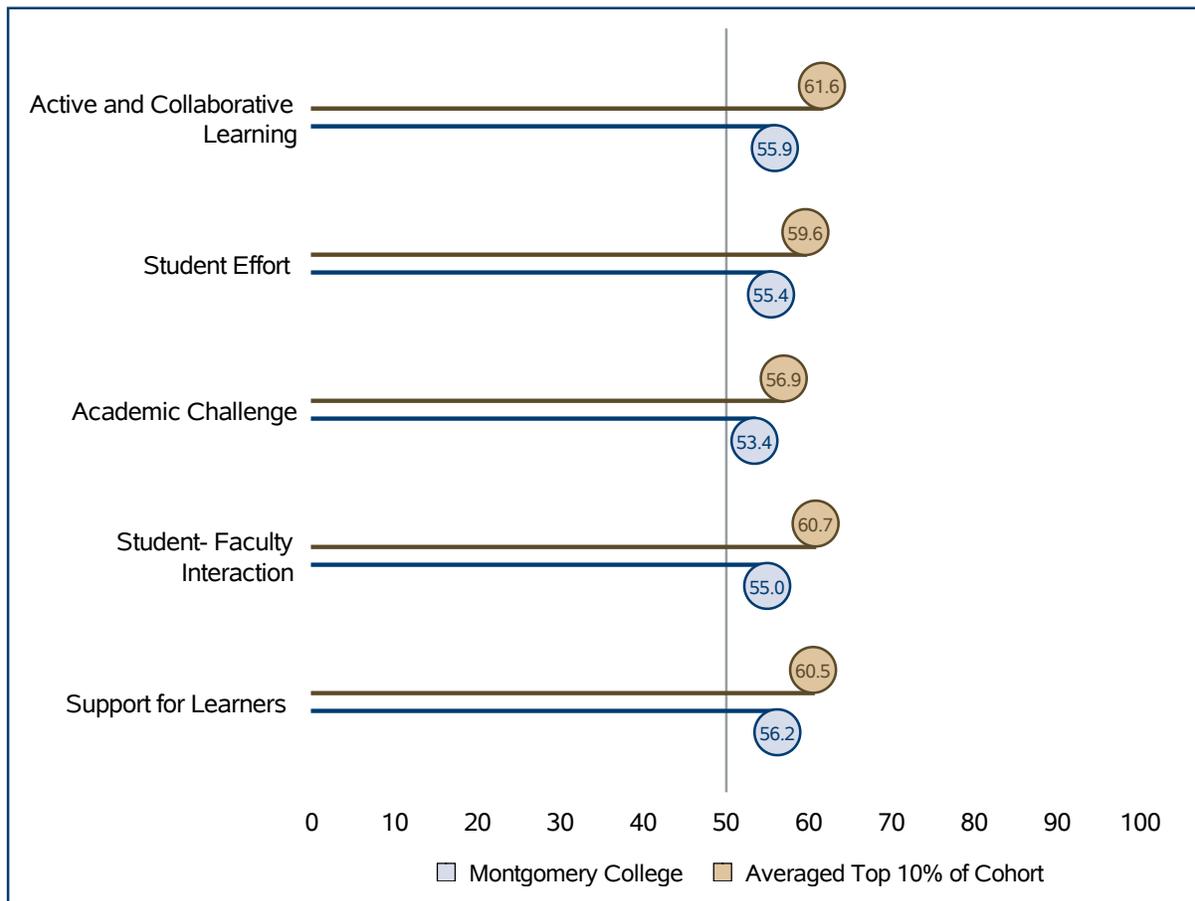


**Montgomery College**

**CCSSE 2021 Executive Summary of Results**



**Center for  
Community College  
Student Engagement**



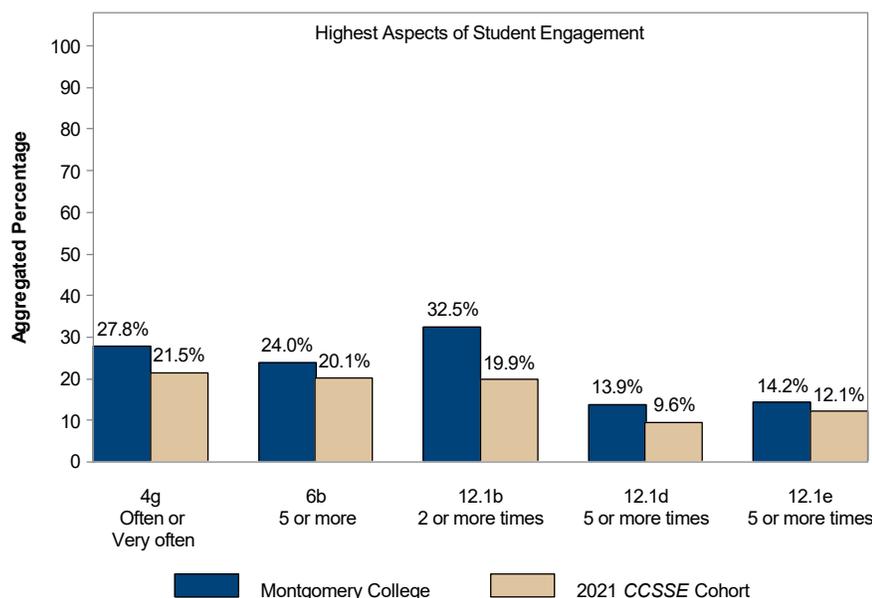
The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

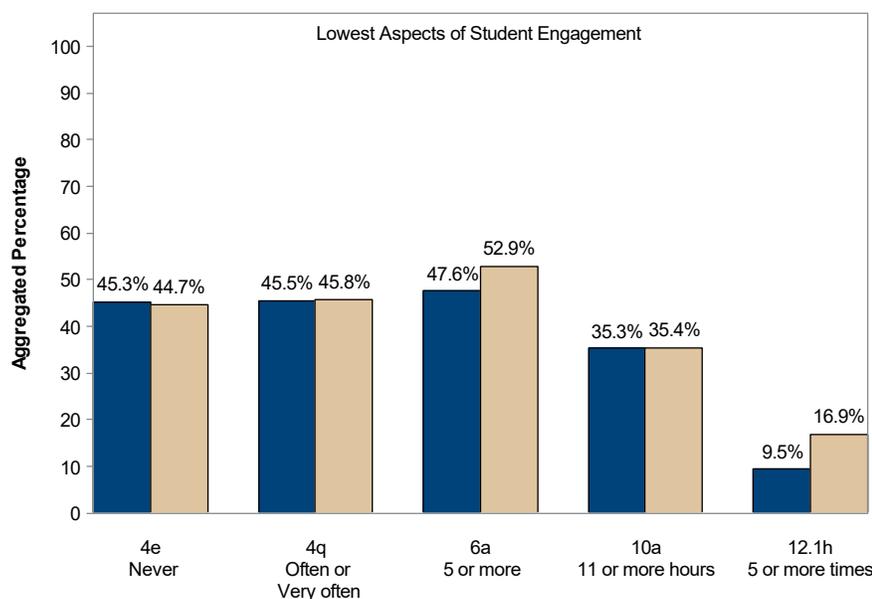
Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

For further information about *CCSSE* benchmarks and how they are computed, please visit [www.ccsse.org](http://www.ccsse.org).

# Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
6b. Number of books read on your own (not assigned)	Student Effort
12.1b. Frequency: Career counseling	Support for Learners
12.1d. Frequency: Peer or other tutoring	Student Effort
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort



Item	Benchmark
4e. Came to class without completing readings or assignments	Student Effort
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Active and Collaborative Learning
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Academic Challenge
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort
12.1h. Frequency: Computer lab	Student Effort

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2021 CCSSE Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at [www.ccsse.org](http://www.ccsse.org).

**Notes:**

- For item 4e, responses have been reversed. The frequency displayed is the percentage of students who report *never* coming to class without completing readings or assignments.
- For item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.
- For item 10a, 11–20, 21–30, and *more than 30* responses are combined.
- For item(s) 12.1a and 12.1b, 2–4 *times* and 5 or *more times* responses are combined because these services are typically used less frequently.



## Center for Community College Student Engagement

Program in Higher Education Leadership  
Department of Educational Leadership and Policy  
College of Education  
The University of Texas at Austin  
3316 Grandview Street  
Austin, TX 78705

T: 512.471.6807

[info@cccse.org](mailto:info@cccse.org)  
[www.cccse.org](http://www.cccse.org)