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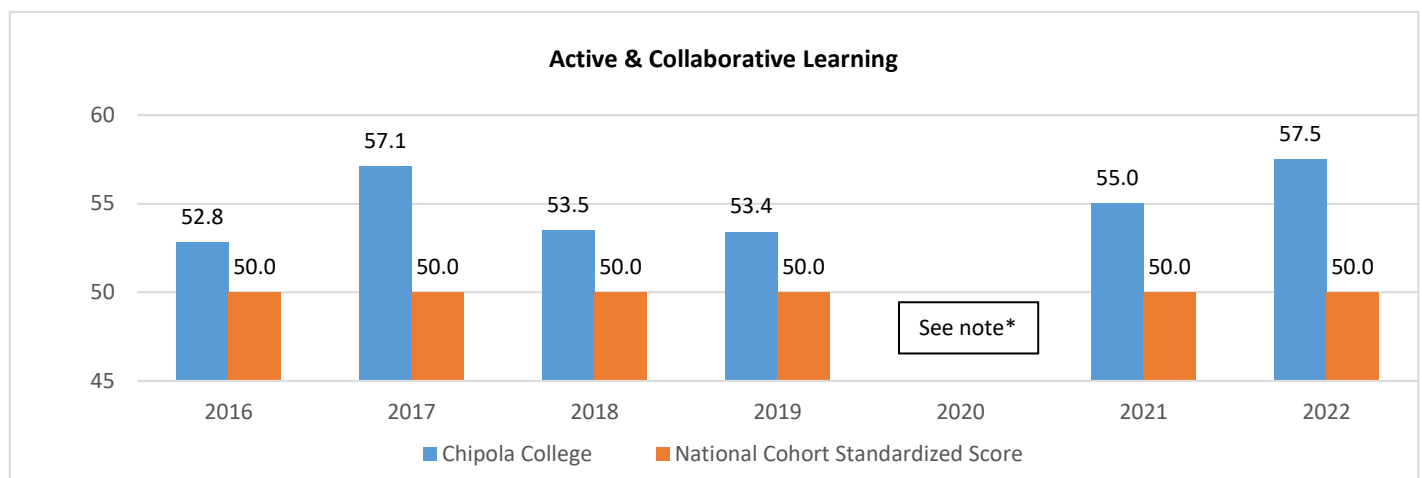
### 2022 CCSSE Benchmark Scores on Student Engagement at Chipola College

In the *Glossary of Education Reform* (2015), student engagement is defined as “the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” The Center for Community College Student Engagement at the University of Texas has documented the positive relationship between student engagement and success in community colleges. According to the Center (2013), “learning, persistence, and attainment in college are consistently associated with students’ being actively engaged with college faculty and staff, with other students, and with the subject matter they are studying.”

The Center for Community College Student Engagement identified five areas of effective educational practices that research has shown to have positive impacts on students’ college experiences and success. The Center further identified benchmark measures in each of the five areas by grouping responses to related survey items on the Community College Survey of Student Engagement (CCSSE). The survey items measure students’ level of engagement in various aspects of their academic pursuits and student development activities. The CCSSE is administered annually by colleges across the nation, including Chipola College. This month’s *Chipola College Facts!* is the latest of an annual publication that includes Chipola’s scores over several years on the CCSSE benchmark measures of effective educational practice in comparison with the standardized score of the national cohort from each of those years. The 2022 CCSSE cohort was comprised of more than 197,000 students in 438 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia; 231 of the participating institutions, like Chipola College, had fewer than 4500 credit students. **Note: Due to the COVID-19 pandemic, the 2020 CCSSE was administered online and the return rate was lower than normal. Because of the disruption in survey administration and the lower return rates, results of the 2020 CCSSE are not shown for comparison purposes.**

#### Active and Collaborative Learning

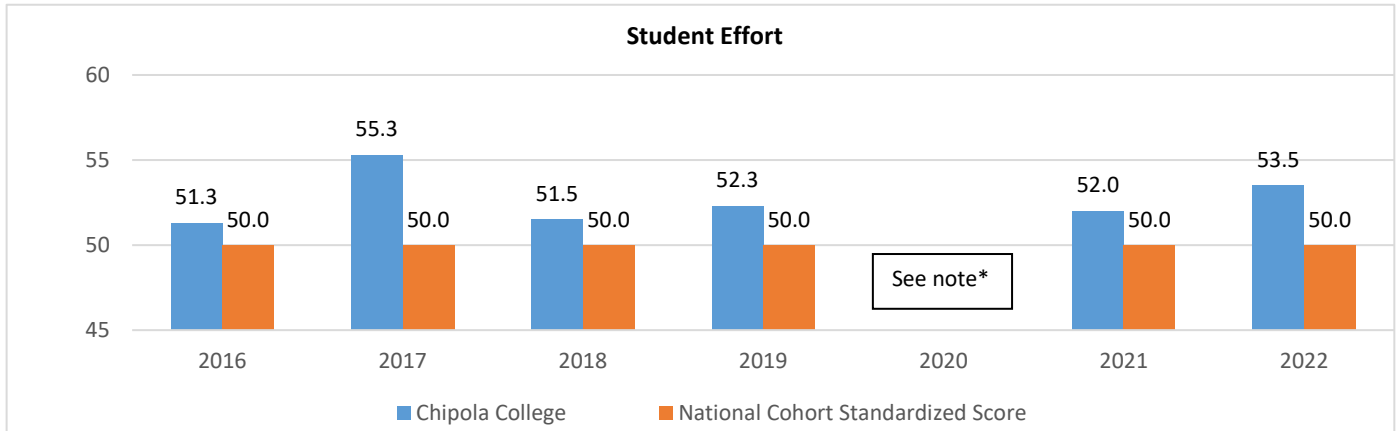
Learning is enhanced when students are actively involved in their educational experiences and have opportunities to think about and apply what they are learning in a variety of settings. By collaborating with others to solve problems and master concepts, students learn skills needed to deal with real-life situations and problems.



\*The COVID-19 pandemic caused a disruption in 2020 survey administration; results are not shown for comparison purposes.

### Student Effort

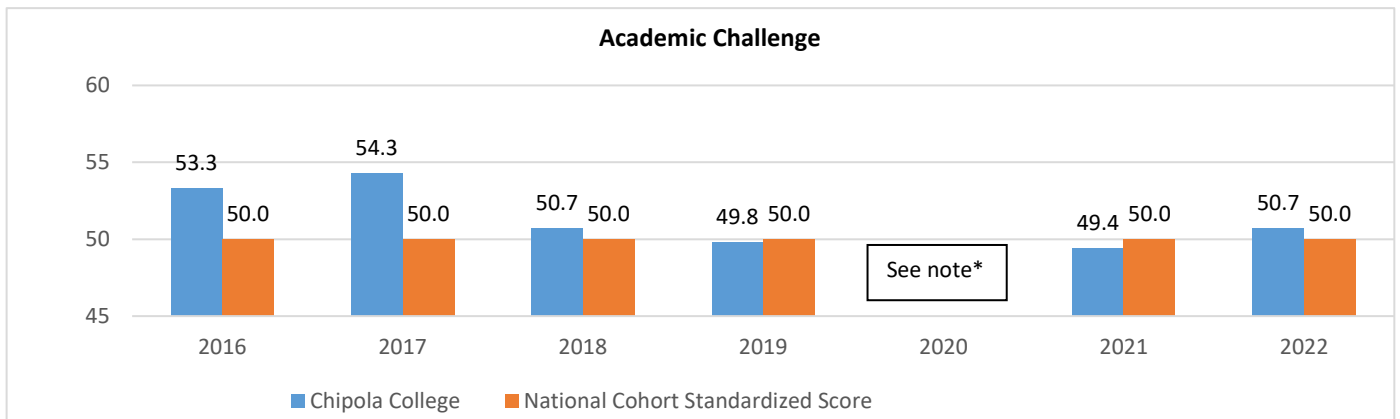
The effort put forth by students is closely related to their learning and the likelihood that they will achieve their educational goals.



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### Academic Challenge

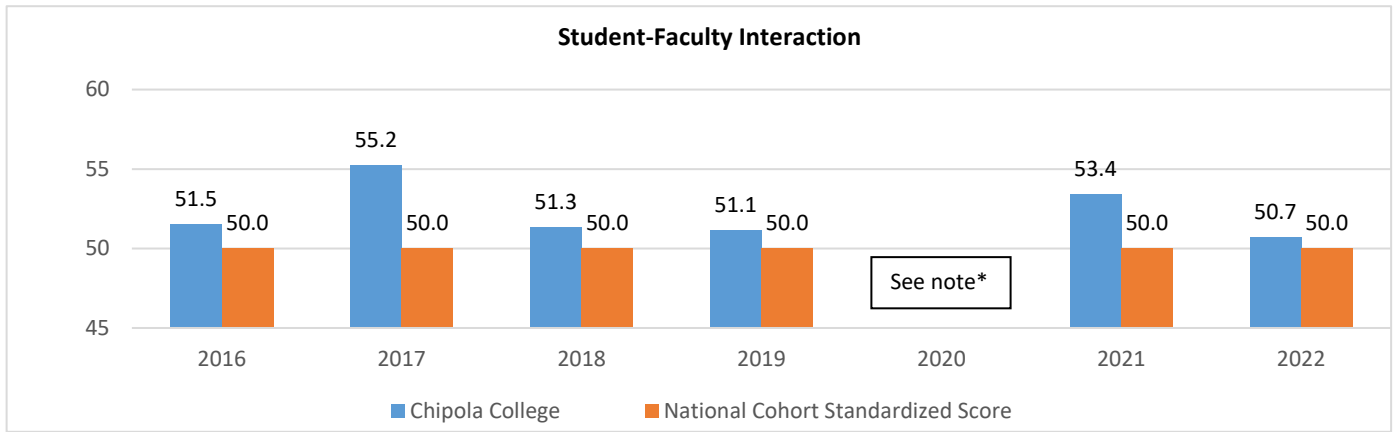
Challenging academic work is central to student learning and a key indicator of curriculum quality. CCSSE survey items grouped in this area address the nature, amount, and complexity of the academic work and the rigor of examinations.



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### Student-Faculty Interaction

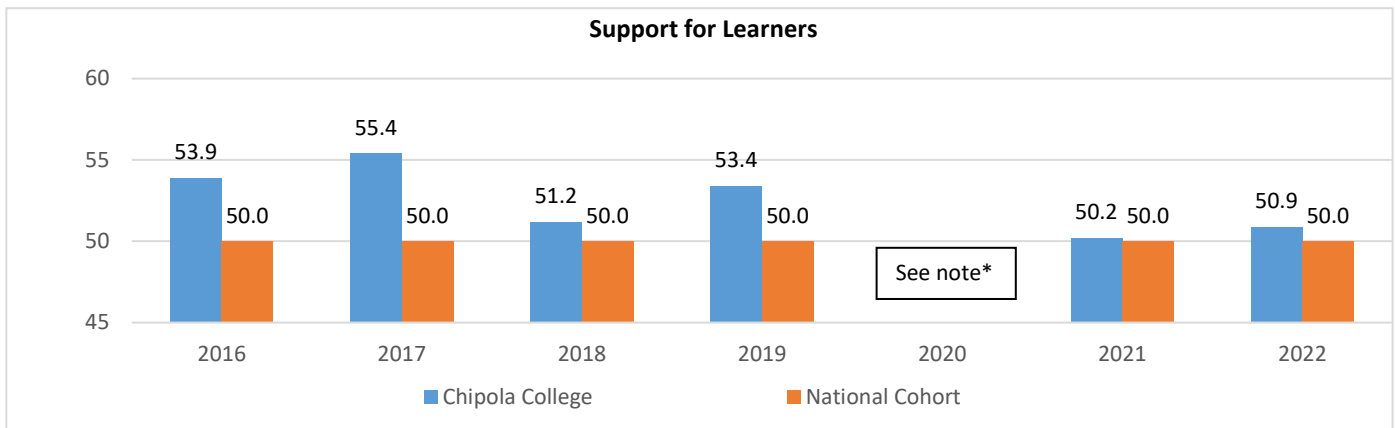
In general, there is an increase in learning and enrollment persistence the more students interact with faculty members in settings that allow instructors to become role models, mentors, and guides for continuous learning.



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### Support for Learners

Students achieve at higher levels and are more satisfied at colleges that provide support services, cultivate positive relationships among groups on campus, and demonstrate caring and commitment to student success.



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### Implications for Assessment and Planning

CCSSE results are important institutional assessment measures used by Chipola College to identify areas for improvement. The institutional planning and accountability committee will use the 2022 results as it develops a draft of the 2023-24 college master plan

*Chipola College Facts!* is a monthly accountability and institutional effectiveness fact sheet published jointly by the Chipola College Assessment, Compliance, and Grants Office and the Office of Information Systems. Its purpose is to facilitate informed decision-making by publishing relevant information throughout the year. For more information, contact Dr. Matthew Hughes at Chipola College, 3094 Indian Circle, Marianna, FL 32446 or at [hughesm@chipola.edu](mailto:hughesm@chipola.edu).

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