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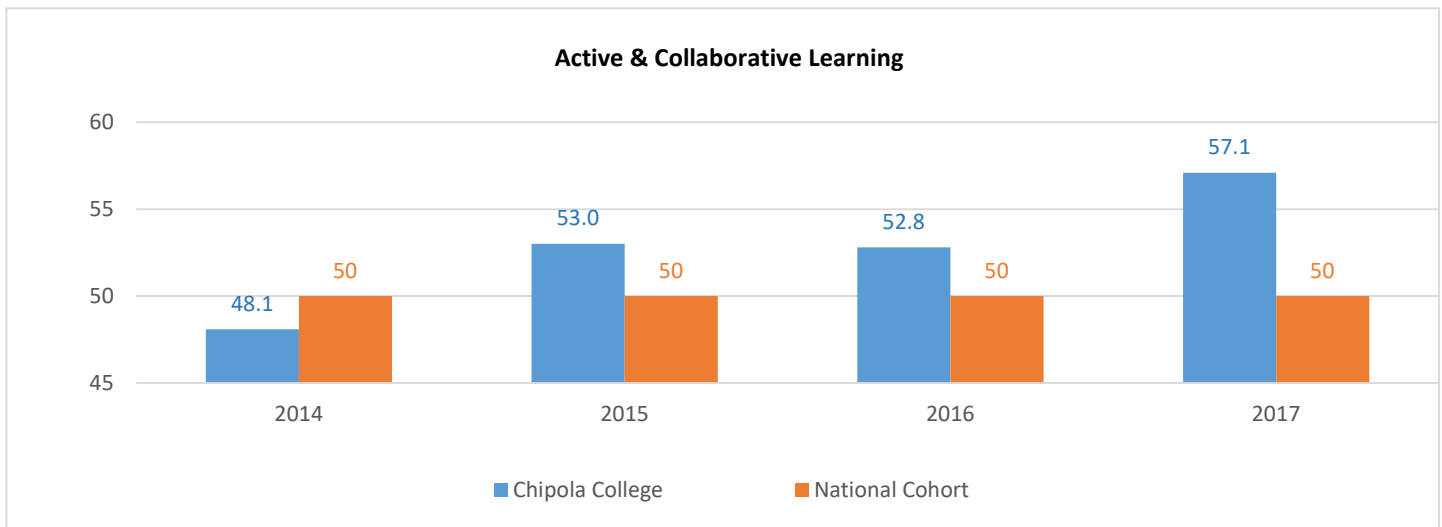
Update on Student Engagement: 2017 CCSSE Benchmark Scores

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 as having positive impacts on students’ college experiences and success. The Center further identified benchmark measures in each of the five areas by grouping results of 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!* provides an update of Chipola’s scores over the past four years on the CCSSE benchmark measures of effective educational practice in comparison with the normed score of the national cohort from each of those years. The 2017 CCSSE cohort included 297 institutions from 40 states and a Canadian province; 135 of the participating institutions, like Chipola College, had fewer than 4500 students.)

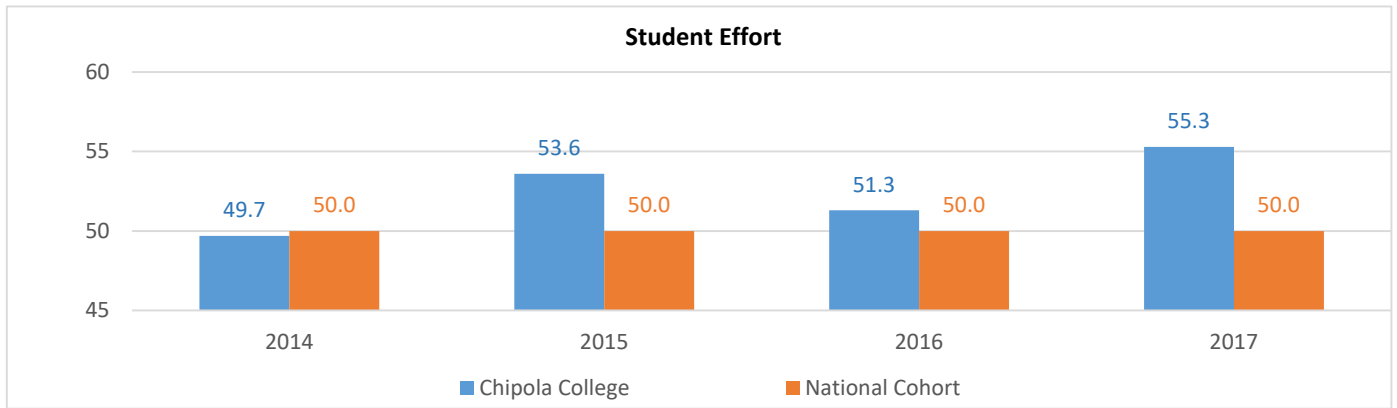
Active and Collaborative Learning

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.



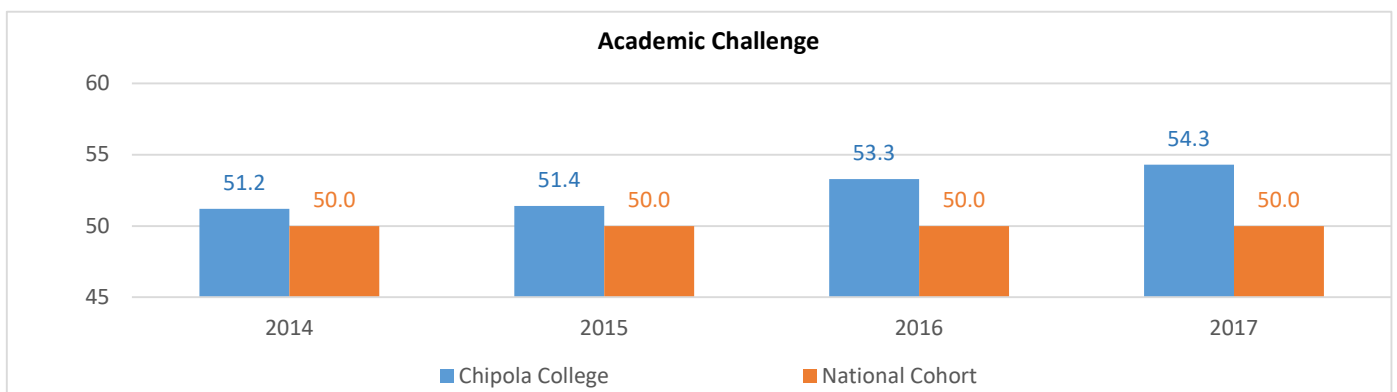
Student Effort

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



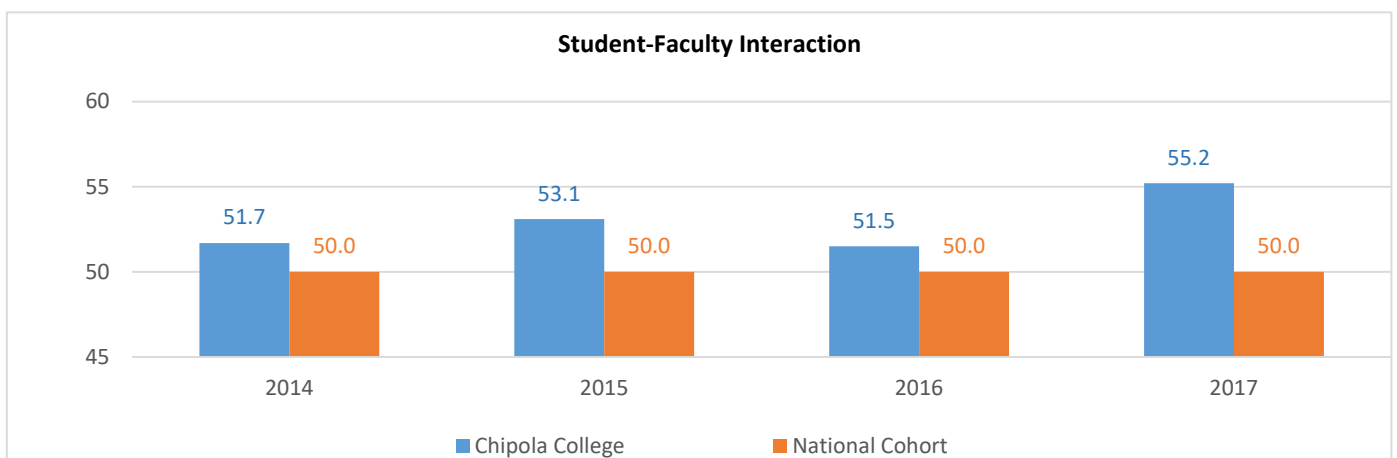
Academic Challenge

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.



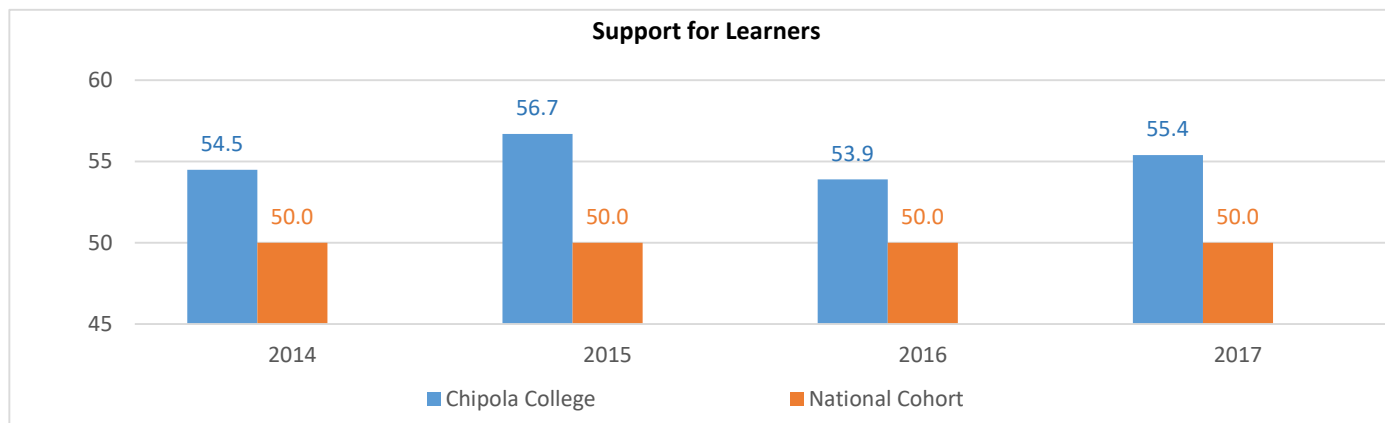
Student-Faculty Interaction

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.



Support for Learners

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



Implications for Chipola College Master Plan

Goal 1 of the Chipola College 2016-2017 Master Plan was to expand and maintain student access. A priority outcome identified by the college in relation to Goal 1 was that students would become more engaged in activities associated with increasing retention and completion. As shown by the 2017 CCSSE results, Chipola achieved the priority outcome by making significant progress in student engagement.

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.

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