



2026 CCSSE Results

September 2026 | Academic Year 26-27 | Internal Survey

The **Community College Survey of Student Engagement (CCSSE)** measures how actively students engage in practices that educational research links to learning and persistence. This edition of **Chipola College Facts!** reports results from the 2026 CCSSE administration, in which **267 Chipola students** participated, and compares them with the 2024 and 2025 administrations. CCSSE organizes its results into five national benchmarks, each standardized to a national mean of 50 (standard deviation 25) across all participating institutions.

All percentages and means are weighted using the CCSSE sampling weight (IWEIGHT). Response code 99 ("Not Applicable") is excluded from valid percentages and item means, consistent with CCSSE reporting standards.

CCSSE 2026 Benchmark Scores

Student Effort 57.9 Highest benchmark — above national mean of 50	Support for Learners 56.2 Up from 50.4 in 2025 (+5.8)	Academic Challenge 47.4 Lowest benchmark — below national mean
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Table: CCSSE 2026 benchmark highlights: Student Effort 57.9 (highest), Support for Learners 56.2, Academic Challenge 47.4 (lowest)..

In 2026, Chipola exceeded the national mean of 50 on **four of the five benchmarks**, led by Student Effort (57.9) and Support for Learners (56.2). Academic Challenge (47.4) remained below the national mean but improved from 2025. The benchmark scores are standardized so that 50 represents the average of all students at participating colleges nationally.

Benchmark Score Trend: 2024–2026

Benchmark	2024	2025	2026	2024–2026 Change
Active and Collaborative Learning	49.4	52.1	52.2	+2.8
Student Effort	52.9	48.8	57.9	+5.0
Academic Challenge	47.0	44.8	47.4	+0.4
Student-Faculty Interaction	51.7	52.1	51.2	–0.5
Support for Learners	51.0	50.4	56.2	+5.2

Table: CCSSE standardized benchmark scores (national mean=50), Chipola College, 2024–2026. Source: CCSSE 2026 Results workbook and 2024–2025 Executive Summaries..



Figure: CCSSE 2026 benchmark scores for Chipola College. Four of five benchmarks exceed the national mean of 50. Highest two shown in gold.

Understanding the Benchmark Changes

The most notable movements between 2025 and 2026 were substantial gains in **Student Effort (+9.1 points, from 48.8 to 57.9)** and **Support for Learners (+5.8 points, from 50.4 to 56.2)**. These increases reflect stronger reported study behaviors and improved student perceptions of institutional support.

Student Effort — Strongest Benchmark (57.9)

The Student Effort benchmark captures behaviors such as preparing multiple drafts, integrating information from various sources, and time spent on academic work. Chipola's 2026 score of 57.9 is the highest of any benchmark and well above the national mean of 50. Contributing item means (on a 4-point scale) include:

Contributing Item	Weighted Mean (1–4)
4d. Worked on a paper integrating ideas from various sources	2.89
4c. Prepared two or more drafts before turning in a paper	2.60
4e. Came to class without completing readings (lower is better)	1.68

Table: Selected Student Effort item means, CCSSE 2026. Higher means indicate more frequent engagement (except 4e, where lower is better)..

Support for Learners — Largest Improvement (+5.8 from 2025)

The Support for Learners benchmark measures students' perceptions of institutional commitment to their success and support with academic and non-academic responsibilities. Chipola's 2026 score of 56.2 represents the largest year-over-year gain of any benchmark. Top-box results (percentage responding "Quite a bit" or "Very much"):



Figure: Support for Learners item results, CCSSE 2026. Percentage responding "Quite a bit" or "Very much." Item 9b (support to succeed) highest at 86.1%.

Institutional support to succeed (item 9b) was rated "Quite a bit" or "Very much" by **86.1% of respondents** — the strongest support result. Helping students cope with non-academic responsibilities (item 9d, 44.2%) is the weakest support item and represents an opportunity, particularly given the college's substantial population of working and part-time students.

Academic Challenge — Lowest Benchmark (47.4)

Academic Challenge remained below the national mean of 50, though it improved from 44.8 in 2025 to 47.4 in 2026. Despite the benchmark score, several individual higher-order thinking items showed strong top-box results:

Mental Activity Item (Q5)	% "Quite a bit" or "Very much"
5b. Analyzing the basic elements of an idea or theory	73.0%
5f. Using information to perform a new skill	71.5%
5c. Forming a new idea from various pieces of information	69.8%
5e. Applying theories or concepts to practical problems	63.8%
5d. Making judgments about value or soundness of information	58.6%

Table: Academic Challenge mental-activity items (Q5), CCSSE 2026. Percentage responding "Quite a bit" or "Very much."

The gap between individual item strength and the overall benchmark reflects the benchmark's inclusion of items on assigned reading volume, writing volume, and out-of-class preparation time, where Chipola students report lower engagement. This pattern is consistent across the 2024–2026 administrations and aligns with faculty-reported concerns about time management and preparation.

Career and Advising Engagement

Career-related engagement has been a focus of prior **Facts!** editions. The 2026 CCSSE results show **improvement in career goal development** relative to 2025, while career-plan conversations with instructors and advisors remain an area for growth.

Career/Advising Item	2026 Result	Measure
11h. Developing clearer career goals	67.7%	"Quite a bit" or "Very much"
11i. Gaining information about career opportunities	62.2%	"Quite a bit" or "Very much"
4l. Talked about career plans with instructor/advisor	40.2%	"Often" or "Very often"
12.3b. Career counseling (importance mean)	2.41	Mean importance (1–3)

Table: Career and advising engagement items, CCSSE 2026..

Developing clearer career goals reached **67.7% "Quite a bit" or "Very much"** in 2026, an improvement over the 2025 mean of 2.83. However, only **40.2% of students** talked about career plans with an instructor or advisor "Often" or "Very often" — consistent with the career-services utilization gap identified in the Graduating Student Survey. Strengthening advisor and faculty referral pathways remains the highest-leverage action.

Highest and Lowest Engagement Items

Following the CCSSE Executive Summary format, the strongest and weakest individual engagement behaviors relative to national patterns are highlighted below.

Areas of Strength

Engagement Item	2026 Result
Overall educational experience rated Good or Excellent (Q36)	93.7%
9b. Institutional support to help you succeed	86.1%
9f. Financial support to afford your education	76.6%
5b. Analyzing the basic elements of an idea or theory	73.0%

Table: Highest-rated engagement and satisfaction items, CCSSE 2026..

Areas for Growth

Engagement Item	2026 Result
4h. Tutored or taught other students	11.8%
4l. Talked about career plans with instructor/advisor	40.2%
9d. Help coping with non-academic responsibilities	44.2%
4o. Worked harder than you thought you could	52.4%

Table: Lowest-rated engagement items, CCSSE 2026. Percentages reflect top-two response categories..

Overall Educational Experience

Rated Good or Excellent	Rated Excellent	Total Respondents
93.7%	53.7%	267
CCSSE Q36 (n=233)	Highest response category	2026 CCSSE administration

Table: Overall educational experience (CCSSE Q36): 93.7% rated Good or Excellent, 53.7% rated Excellent. N=267..

When asked to evaluate their overall educational experience at Chipola, **93.7% of respondents rated it "Good" or "Excellent,"** with 53.7% selecting "Excellent." This strong overall rating aligns with the Graduating Student Survey finding of 89.0% total-experience satisfaction and provides consistent, externally benchmarked evidence for HLC Criterion 3 (Teaching and Learning) and Criterion 4 (Evaluation and Improvement).

Respondent Profile

The 2026 CCSSE respondent profile reflects Chipola's enrollment characteristics. Percentages are weighted; counts are unweighted.

Characteristic	Category	Weighted %	Unwtd N
Enrollment status	Full-time	41.8%	205
	Part-time	58.2%	62
Started college	At Chipola	89.1%	235
	Elsewhere	10.9%	32
Credential-seeking	Yes	99.3%	237

Characteristic	Category	Weighted %	Unwtd N
Age	Traditional-age	86.3%	231
	Nontraditional-age	13.7%	36
First-generation	First-generation	32.2%	77
Developmental coursework	Taken or plan to take	46.2%	112

Table: CCSSE 2026 respondent profile. Weighted percentages with unweighted counts. Source: CCSSE 2026 Results workbook..

The respondent pool reflects Chipola’s access mission: a majority (58.2%) are part-time, most began their college careers at Chipola (89.1%), and nearly a third (32.2%) are first-generation students. The race/ethnicity distribution (67.1% White, 16.4% Black or African American, 5.3% Hispanic/Latino) closely tracks the institution’s overall enrollment demographics.

Summary and Key Findings

- 1. Four of five benchmarks exceed the national mean.** Chipola scored above the national mean of 50 on Student Effort (57.9), Support for Learners (56.2), Active and Collaborative Learning (52.2), and Student-Faculty Interaction (51.2). Only Academic Challenge (47.4) fell below, though it improved from 2025.
- 2. Support for Learners posted the largest gain.** The Support for Learners benchmark rose 5.8 points from 2025 (50.4 to 56.2), driven by strong ratings of institutional support to succeed (86.1%) and financial support (76.6%). This is a notable improvement in student perceptions of institutional commitment.
- 3. Overall satisfaction is high and externally validated.** 93.7% of respondents rated their overall educational experience Good or Excellent. This CCSSE result corroborates the Graduating Student Survey’s 89.0% total-experience satisfaction, providing two independent, benchmarked sources for accreditation documentation.
- 4. Academic Challenge remains the priority benchmark.** Despite strong individual higher-order thinking items (58–73% top-box), the Academic Challenge benchmark stays below the national mean, driven by lower reported reading/writing volume and out-of-class preparation time. This is a consistent multi-year pattern warranting continued attention through course design and the CoMPASS cycle.
- 5. Career-plan conversations lag career goal development.** While 67.7% of students report developing clearer career goals, only 40.2% talk about career plans with an instructor or advisor "Often" or "Very often." Strengthening advisor and faculty referral pathways to career services remains the highest-leverage action, consistent with prior editions.

Benchmark	2026 Score	vs. National Mean (50)	vs. 2025
Student Effort	57.9	+7.9	+9.1
Support for Learners	56.2	+6.2	+5.8
Active and Collaborative Learning	52.2	+2.2	+0.1
Student-Faculty Interaction	51.2	+1.2	−0.9
Academic Challenge	47.4	−2.6	+2.6

Table: Summary: CCSSE 2026 benchmark scores relative to the national mean and the prior year..

Data Source

Data are drawn from the 2026 CCSSE (Community College Survey of Student Engagement) administration, decoded results workbook (N=267, weighted by IWEIGHT), prepared by the Office of Assessment, Compliance & Grants. Multi-year benchmark comparisons use the 2024 and 2025 CCSSE Executive Summaries of Results. Benchmark scores are standardized to a national mean of 50 (standard deviation 25). Response code 99 ("Not

Applicable") is excluded from valid percentages and item means. CCSSE is administered by the Center for Community College Student Engagement, The University of Texas at Austin.

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