

## Did You Know?

### Topic: Benchmark Results from the Community College Survey of Student Engagement (CCSSE)

**Overview:** The following briefly summarizes a portion of the results\* from the spring 2009, 2010, and 2011 Community College Survey of Student Engagement (CCSSE) at Crafton Hills College (CHC). CCSSE provides information about effective practices in community colleges that can help in planning, evidence-based decision-making, and promote improvements in student learning and persistence.

**Methodology:** Conceptually related survey items that address key areas of student engagement are grouped through the University of Texas at Austin (i.e. developers of CCSSE) into five benchmark scores for; active and collaborative learning, student effort, academic challenge, support for learners, and student-faculty interaction. **Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents to facilitate a comparison of whether an institution's performance is higher or lower than average. For example, benchmark scores of 55 on Student Effort and 45 on Student-Faculty Interaction would indicate to a college that the institution is performing relatively better in regard to Student Effort than in regard to Student-Faculty Interaction. Further, the benchmark scores allow the college to understand that the results are above the average for participating institutions on one benchmark and below average on the other. Thus the data may be used both to identify relative strengths and areas for improvement.** For more information on how benchmark scores are computed, please [click here](#).

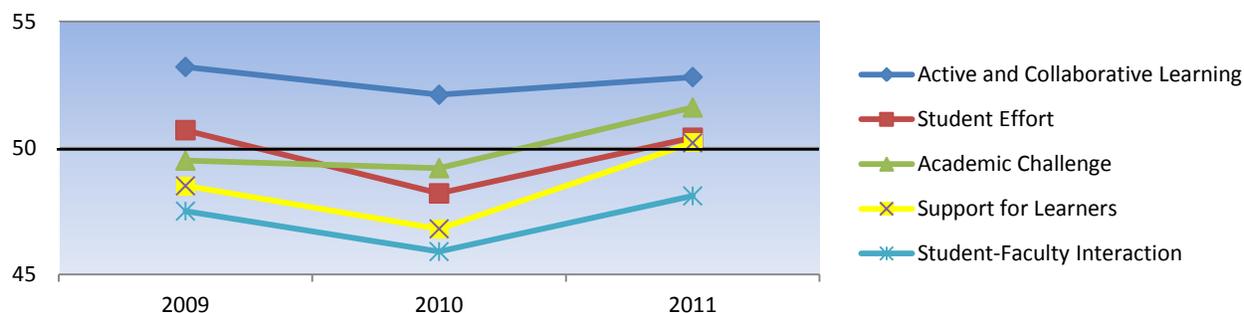
#### CCSSE Benchmarks for Effective Educational Practice:

- **Active and Collaborative Learning.** 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 real-life situations and problems.
- **Student Effort.** Student's own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
- **Academic Challenge.** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
- **Support for Learners.** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.
- **Student-Faculty Interaction.** In general, the more contact students have with their instructors, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### Summary of Findings:

- At Crafton, the active and collaborative learning benchmark has consistently been above average.
- In 2011, Crafton students reported higher student engagement than the cohort in all areas except student-faculty interaction. However, student-faculty interaction scores increased from 2010 to 2011.

Figure 1: Crafton Hills College CCSSE Benchmarks Spring 2009, 2010, and 2011



\*Additional results are available for review in the Office of Research and Planning upon request. Any questions regarding this report can be directed to the ORP at: (909) 389-3391 or you may send an e-mail request to [mriggs@craftonhills.edu](mailto:mriggs@craftonhills.edu).