Benchmarks of Effective Practice

Active and Collaborative Learning - Page 3 in 2016 Benchmark Scores

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

***CCSSE* Items**

4a	Frequency: Asked questions in class or contributed to class discussions
4b	Frequency: Made a class presentation
4f	Frequency: Worked with other students on projects during class
4g	Frequency: Worked with other classmates outside of class to prepare class assignments
4h	Frequency: Tutored or taught other students (paid or voluntary)
4i	Frequency: Participated in a community-based project as part of a regular course
4r	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort - Page 7 in 2016 Benchmark Scores

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

***CCSSE* Items**

4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources
4e	Frequency: Come to class without completing readings or assignments
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d1	Frequency of use: Peer or other tutoring
13e1	Frequency of use: Skill labs (writing, math, etc.)
13h1	Frequency of use: Computer lab

Academic Challenge - Page 13 in 2016 Benchmark Scores

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

***CCSSE* Items**

4p	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory

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Academic Challenge (continued)

***CCSSE* Items**

5c	Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c	Number of written papers or reports of any length
7	Rate the extent to which your examinations have challenged you to do your best work
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction - Page 19 in 2016 Benchmark Scores

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

***CCSSE* Items**

4k	Frequency: Used e-mail to communicate with an instructor
4l	Frequency: Discussed grades or assignments with an instructor
4m	Frequency: Talked about career plans with an instructor or advisor
4n	Frequency: Discussed ideas from your readings or classes with instructors outside of class
4o	Frequency: Received prompt feedback (written or oral) from instructors on your performance
4q	Frequency: Worked with instructors on activities other than coursework

Support for Learners - Page 23 in 2016 Benchmark Scores

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

***CCSSE* Items**

9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	Amount of emphasis by college: Providing the support you need to thrive socially
9f	Amount of emphasis by college: Providing the financial support you need to afford your education
13a1	Frequency of use: Academic advising/planning
13b1	Frequency of use: Career counseling

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