

2016 Kapi'olani CCSSE Benchmark Report Summary

7/28/2016

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Abstract:

For the 2014 annual report and a multi-year analysis of Kapi'olani CCSSE Scores see:
<http://ofie.kapiolani.hawaii.edu/ccsse-community-college-survey-of-student-engagement/>

This analysis is designed to help various stakeholders of the Kapi'olani campus better understand the 2016 CCSSE benchmark data that was released to the campus in late July, 2016. This analysis begins with the a detailed defining of the CCSSE Benchmarks. Kapi'olani benchmark scores for 2004-2016 are then presented to compare the College against itself over the last 12 years. Following this internal comparison on the benchmarks scores over time, we then present comparisons of Kapi'olani scores against other medium sized colleges, other UHCC campuses, the 2016 CCSSE cohort of all colleges, and the Achieving the Dream 2016 Cohort. The report concludes with comparisons between students who have completed 0-29 and 30 plus credits, and between less than full-time and full-time students.

CCSSE Benchmarks Introduction

Research has shown time and again that the more students engage in their educational endeavors the more the students are inclined to learn and tend to succeed in their academic endeavors. The benchmarks of educational practices at the community college level are: active and collaborative learning, student effort, academic challenges, student-faculty interaction, and support for learners. Benchmark scores are standardized around the mean of the 2016 CCSSE cohort response scores so that the means of each individual benchmark score is 50 (see Table 1, 2, and 3 for illustration). The College's benchmarks thus fluctuate slightly around 50 but each point of fluctuation, positively or negatively, is considered substantial. For the detailed information about how benchmark scores are calculated, please go to the OFIE website for Assessment & Evaluation.

Active and Collaborative Learning (consists of 7 questions: 4a, 4b, 4f, 4g, 4h, 4i, and 4r)

When students are engaged in their education, they are more involved and tend to have more opportunities to think about what they have learned and more importantly apply what they have learned in the classroom and apply it to their daily lives. This allows students to gain personal and professional skills (such as complex problem solving, preventative planning, collaborating with others etc.). The following seven survey items contribute to this benchmark:

During the school year, how often have you:

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

Student Effort (consists of 8 questions: 4c, 4d, 4e, 6b, 10a, 13.1d, 13.1e, 13.1h)

Students' attitudes and behaviors are significant factors to the student learning process and the likelihood that their educational goals will be achieved. Student effort can be measured through a variety of means. The CCSSE survey presented eight items in which students could indicate how frequently they engaged in activities crucial to their learning and success:

During the current school year, how often have you:

- Prepared two or more drafts of a paper or assignment before turning it in (4c)
- Worked on a paper or project that required integrating ideas or information from various sources (4d)
- Come to class without completing readings or assignments (4e)

During the current school year, about how much reading and writing have you done at this college?

- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (6b)

About How many hours do you spend in a typical 7-day week doing each of the following?

- Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (10a)

How often do you use the following Services at this college?

- Peer or other tutoring (13.1d)

- Skill labs (writing, math, etc.) (13.1e)
- Computer lab (13.1h)

Academic Challenges (10 items: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, and 9a)

Challenging intellectual and creative work is at the very core of the student learning process and to the quality of education that the college provides. Ten survey items address the nature and quantity of work assigned to students, the complexity of cognitive tasks presented to students, and the standards faculty and instructors use to evaluate student performance. The questions asked to students were:

During the current school year, how often have you:

- Worked harder than you thought you could meet an instructor’s standards or expectations (4p)

How much does your coursework at this college emphasize?

- Analyzing the basic elements of an idea, experience or theory (5b)
- Synthesizing and organizing ideas, information, or experiences in new ways (5c)
- Making judgements about the value or soundness of information, arguments, or methods (5d)
- Applying theories or concepts to practical problems or in new situations (5e)
- Using information you have read or heard to perform a new skill (5f)

During the current school year:

- How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (6a).
- How many papers or reports of any length did you write (6c)
- To what extent have your examinations challenged you to do your best work (7)

How much does this college emphasize?

- Encouraging you to spend significant amounts of time studying (9a)

Student-Faculty Interaction (6 items)

Student faculty interaction is at the forefront of student engagement. In most cases instructional faculty are the people students interact with the most. They are the ones students engage with the most during their time at the college. Working with an instructor allows students to strengthen their connection with the college and helps them hone in on their academic success. Working with an instructor on a project allows students to gain first-hand experience on identifying and solving practical problems; through these interactions, faculty members become mentors/role-models. For this benchmark students were asked the following six questions.

During the current school year, how often have you:

- Used email to communicate with an instructor (4k)
- Discussed grades or assignments with instructors (4l)
- Talked about career plans with an instructor or advisor (4m)

- Discussed ideas from your readings or classes with instructors outside of class (4n)
- Received prompt feedback (written or oral) from instructors on your performance (4o)
- Worked with instructors on activities other than coursework (4q)

Support for Learners (7 items 9b, 9c, 9d, 9e, 9f, 13aq and 13b1)

Students perform better and tend to have more positive views of the college when the college is committed to their success and is responsible for cultivating positive professional and social relationships among various groups on campus. Community college students also benefit from services that are targeted to assist them such as academic and career planning, academic skills development, and other areas. The following questions from the survey contribute to this benchmark:

How much does this college emphasize?

- Providing the support you need to help you succeed at this college (9b)
- Encouraging contact among students from different economic, social and racial or ethnic backgrounds (9c)
- Helping you cope with your nonacademic responsibilities (work, family, etc.) (9d)
- Providing the support you need to thrive socially (9e)
- Providing the financial support you need to afford your education (9f)

During: the Current school year, how often have you:

- Used academic advising/planning services (13a1)
- Used career counseling services (13b1)

CCSSE Benchmarks at Kapi’olani: 2014-2016

The College has maintained a strong performance in active-collaborative learning over the 12 year period, and reached its highest benchmark in 2016. By contrast, and troublingly so, the Student Effort benchmark has remained below 50, and reached its low point in 2016. Over the period, the Academic Challenge, Faculty-Student Interaction, and Support for Learners benchmarks have hovered around 50, but all three benchmarks reached their nadir in 2016.

Table 1 Kapi’olani Benchmark Scores, 2004 through 2016

Benchmark	2004	2006	2008	2010	2012	2014	2016
Active and Collaborative Learning	51.0	50.6	53.7	52.1	50.9	52.7	53.8
Student Effort	47.3	46.1	46.6	46.0	47.5	47.4	44.6
Academic Challenge	51.0	49.1	50.1	49.1	51.6	51.4	48.8
Student-Faculty Interaction	51.1	53.7	53.3	51.7	49.9	52.1	48.7
Support for Learners	49.4	50.3	52.3	49.1	48.3	50.4	47.1

Comparisons with Other Institutional Groups

The following tables and figures compare Kapi’olani with other UH Community Colleges, the entire 2016 national cohort of community colleges, with Achieving the Dream Colleges, and with other-medium-sized community colleges. In 2014, Kapi’olani was compared with large community colleges and we looked comparatively better. With enrollment declines we moved into the “medium-sized” category in 2016 and did not fare as well comparatively.

Table 2 Comparison Groups: Medium Colleges and 2016 CCSSE Cohort

	Kapi’olani	Medium Colleges		2016 Cohort	
	Score	Score	Difference	Score	Difference
Benchmark					
Active and Collaborative Learning	53.8	49.8	4	50	3.8
Student Effort	44.6	49.8	-5.2	50	-5.4
Academic Challenge	48.8	50	-1.2	50	-1.2
Student-Faculty Interaction	48.7	50.2	-1.5	50	-1.3
Support for Learners	47.1	49.6	-2.5	50	-2.9

The blue shading represents the Kapiolani CCs benchmark scores. Green shading indicates any scores in which KCC performed better than medium colleges or the 2016 Cohort, while red shading indicates that KCC performed worse than the other two cohorts. In these comparisons, the College outperforms others on Active-Collaborative Learning, and significantly underperforms on Student Effort.

Table 3 Comparison Groups: UH Community Colleges and the 2016 CCSSE Cohort

	Kapi'olani	UH Community Colleges		2016 Cohort	
	Score	Score	Difference	Score	Difference
Benchmark					
Active and Collaborative Learning	53.8	55.5	-1.8	50	3.8
Student Effort	44.6	49.8	-5.4	50	-5.4
Academic Challenge	48.8	51.8	-3.0	50	-1.2
Student-faculty Interaction	48.7	53.2	-4.6	50	-1.3
Support for Learners	47.1	53.3	-6.2	50	-2.9

The data highlighted in blue represents the Kapi'olani 2016 CCSSE benchmark data, while the data in green represents where Kapi'olani performed higher in a benchmark versus other comparison groups. Areas colored in red represent where Kapi'olani performed lower vs. other comparison groups. The College underperformed on all five benchmarks relative to the UH Community Colleges. Relative to the UH Community Colleges and the 2016 CCSSE cohort, the College underperforms on the Student Effort and the Support for Learners Benchmark.

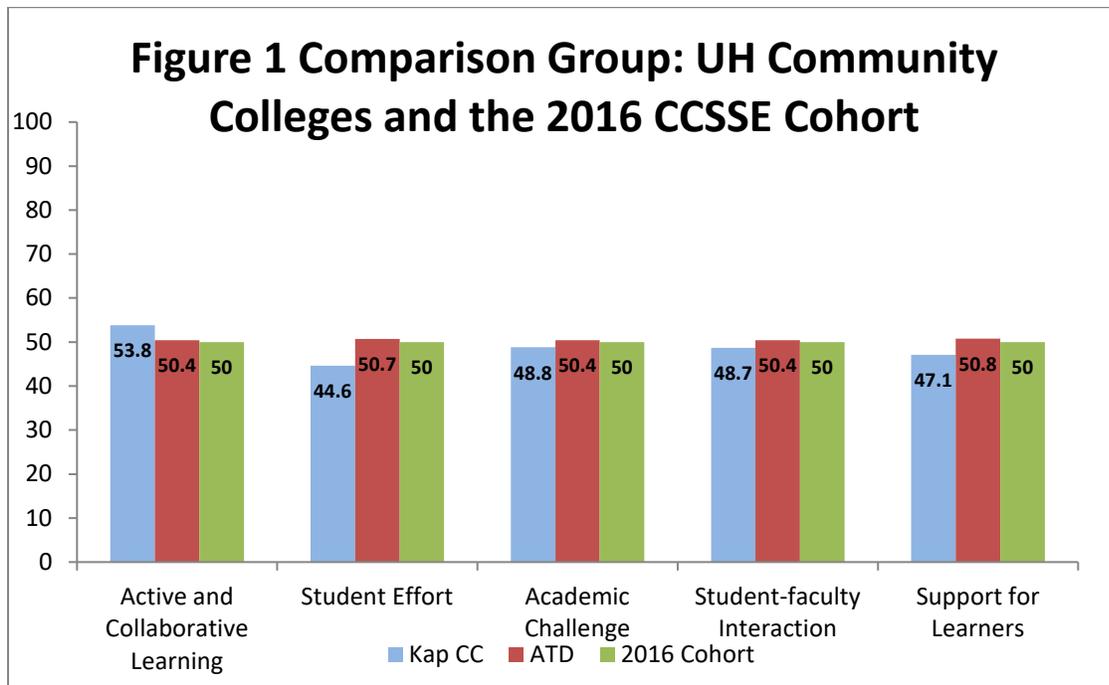


Table 4 Comparison Groups: Achieving the Dream and 2016 CCSSE Cohort

	Kapi'olani	ATD		2016 Cohort	
	Score	Score	Difference	Score	Difference
Benchmark					
Active and Collaborative Learning	53.8	50.4	3.4	50	3.8
Student Effort	44.6	50.7	-6.1	50	-5.4
Academic Challenge	48.8	50.4	-1.6	50	-1.2
Student-faculty Interaction	48.7	50.4	-1.7	50	-1.3
Support for Learners	47.1	50.8	-3.7	50	-2.9

As in other comparisons, the College outperforms on the Active-Collaborative Benchmarks but seriously underperforms on the Student Effort and Support for Learners Benchmarks.

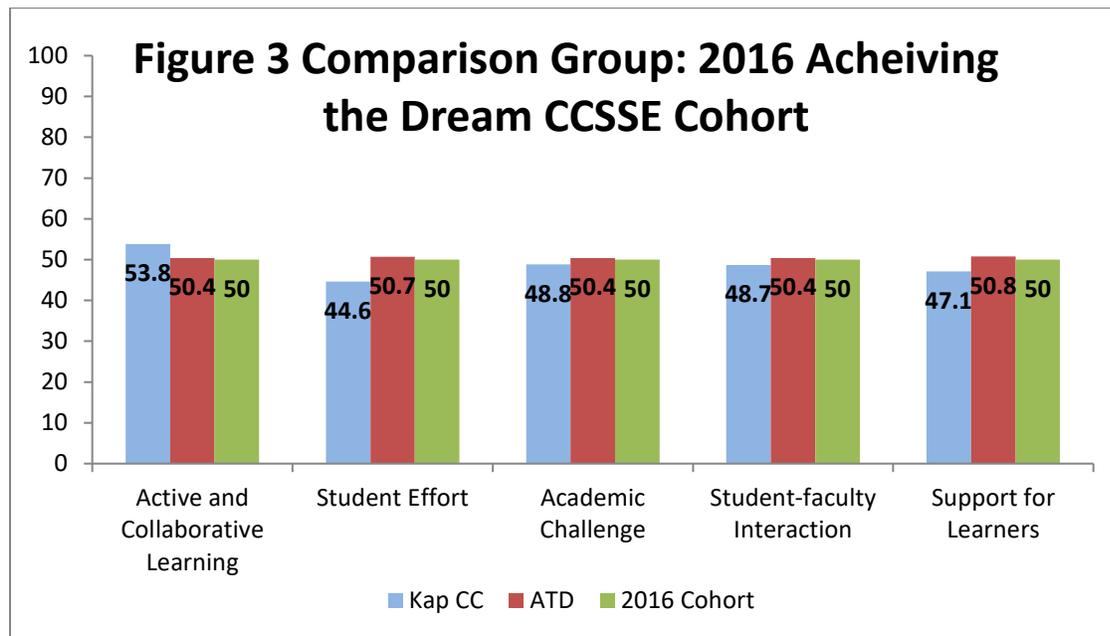


Figure 3: Comparison of Kapi'olani 2016 CCSSE results compared to the ATD cohort of 2016.

Table 4 Number of Credit Hours Earned, Medium Colleges and 2016 Cohort

	Your College	Medium Colleges		2016 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
0 to 29 Credits					
Active and Collaborative Learning	50.7	47.1	3.6	47.6	3.2
Student Effort	42.7	48.7	-6.0	49.2	-6.5
Academic Challenge	46.8	48.0	-1.2	48.0	-1.2
Student-Faculty Interaction	45.8	48.2	-2.4	48.6	-2.8
Support for Learners	46.4	49.3	-2.9	50.1	-3.7
30+ Credits					
Active and Collaborative Learning	59.7	54.8	5.0	55.7	4.0
Student Effort	48.0	51.5	-3.5	51.9	-3.9
Academic Challenge	52.8	53.9	-1.1	54.1	-1.3
Student-Faculty Interaction	54.1	53.9	0.2	54.8	-0.7
Support for Learners	48.8	50.2	-1.4	51.4	-2.6

Students who have completed 0-29 credits show lower scores on all five benchmarks than students who have completed 30+ credits. This is a promising finding and suggests that an emphasis on improving the benchmarks in courses typically taken in the first two-three semesters might translate into higher student achievement.

Table 5 Kapi'olani Comparisons by Enrollment Status and Credit Hours Earned

	Kapi'olani	Medium Colleges		2016 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Less Than Full-Time					
Active and Collaborative Learning	50.7	46	4.6	46.4	4.3
Student Effort	40.8	46.8	-6	47.3	-6.5
Academic Challenge	46.1	46.5	-0.4	46.5	-0.4
Student-Faculty Interaction	46	47	-1	47.3	-1.3
Support for Learners	45.3	47.8	-2.5	48.7	-3.4
Full-Time					
Active and Collaborative Learning	59	55.3	3.7	55.8	3.2
Student Effort	50.9	54.2	-3.3	54.4	-3.5
Academic Challenge	53.4	55.1	-1.7	55	-1.6
Student-Faculty Interaction	53.1	54.9	-1.8	55.4	-2.3
Support for Learners	50.2	52.2	-2.1	53	-2.8

Less than full-time students show lower scores on all five benchmarks than full-time students. This too is a promising finding and suggests that an emphasis on improving these benchmarks, particularly Student Effort, might translate into higher student achievement..

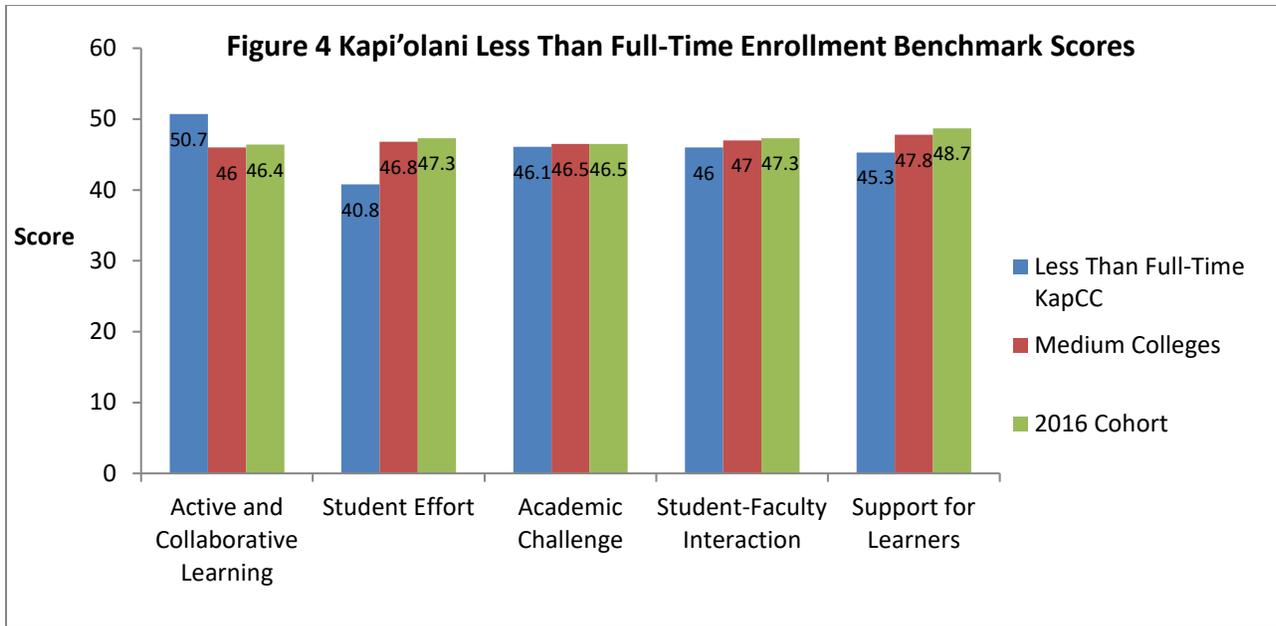
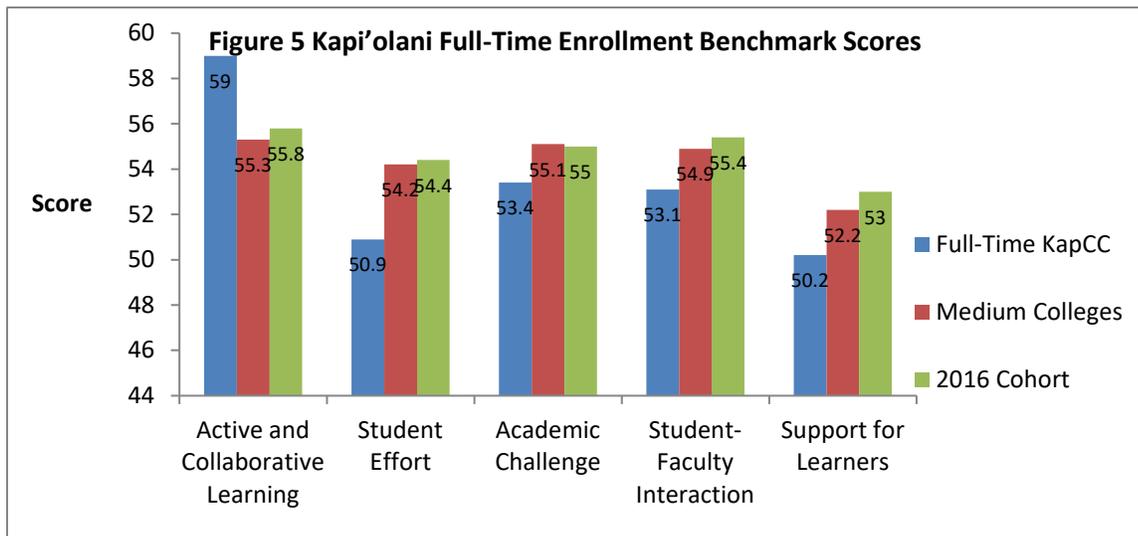
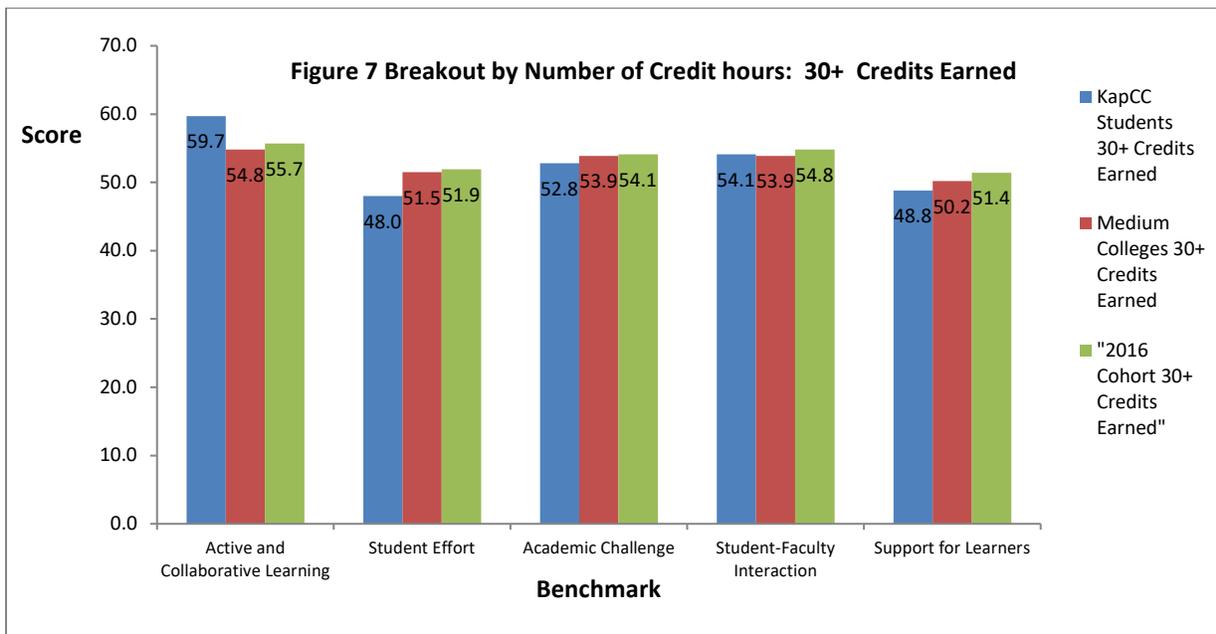
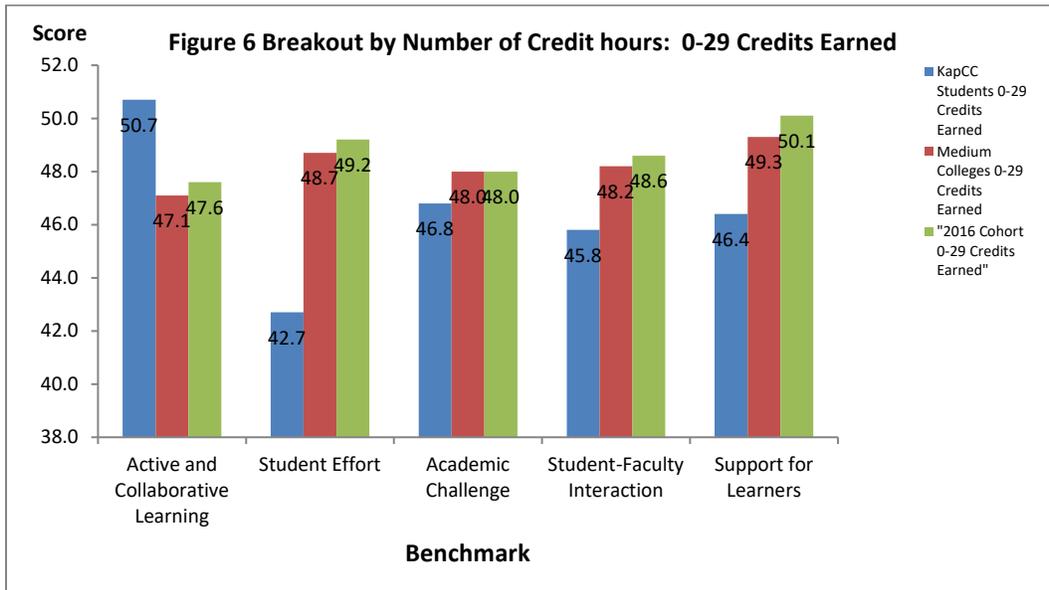


Figure 4: Comparison of less than full-time Kapi'olani student benchmark scores.





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