

2018 KapCC CCSSE Benchmark Report Summary

07/31/2018

Table of Contents

Executive Summary	1-2
CCSSE Benchmark Introduction.....	2-4
When to use Weights.....	4-5
2018 KapCC Benchmark Scores.....	5
KapCC Benchmark Comparisons with Medium Colleges.....	6
KapCC Benchmark Comparisons with University of Hawaii Community Colleges.....	6
KapCC Benchmark Comparisons with Top-Performing Colleges.....	7
KapCC Benchmark Comparisons with Achieving the Dream Colleges	7
KapCC Breakout Report by First-Generation Status.....	8
KapCC Breakout Report by Developmental Status.....	9
KapCC Breakout Report by Enrollment Status.....	10
KapCC Breakout Report by Credits Hours Earned.....	11
KapCC and Native Hawaiian Benchmark Scores Comparison	12
KapCC 2016 vs. 2018 Breakout Comparison.....	13
KapCC Native Hawaiian Breakout Comparison 2016 vs. 2018.....	14-16
KapCC Developmental Breakout Comparison 2016 vs. 2018.....	17-19
KapCC Non-developmental Breakout Comparison 2016 vs. 2018.....	20-22

Executive Summary

This summary is aimed to help administrators, faculty, and staff better understand the 2018 CCSSE official benchmark data released in late August. It starts with the introduction of CCSSE benchmark, and is followed by the comparisons of KapCC benchmark scores with larger colleges, Hawaii community colleges, top-performing colleges and ATD cohort in the 2018 cohort. It then presents KapCC deciles report. Lastly, it provides six additional KapCC breakout reports, including breakout reports by First-Generation Status, by developmental status, by

enrollment status, and by credit hours earned. The benchmark scores of native Hawaiian students are also compared with KapCC cohort.

CCSSE Benchmark Introduction

To assist colleges in their efforts to reach for excellence, *CCSSE* introduced national benchmarks. Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter — the more likely they are to learn and to achieve their academic goals. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenges, student-faculty interaction, and support for learners.

Active and Collaborative Learning (7 items: 4a, 4b, 4f, 4g, 4h, 4i, and 4q)

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. The following seven survey items contribute to this benchmark:

During the current 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 a part of a regular course (4i)
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (4q)

Student Effort (8 items: 4c, 4d, 4e, 6b, 10a, 12d1, 12e1, and 12h1)

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. Eight survey items that indicate how frequently students engage in a number of activities important to their learning and success are associated with this benchmark:

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)
- Used peer or other tutoring services (12d1)
- Used skill labs (12e1)
- Used a computer lab (12h1)

During the current school year:

- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (6b)
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (10a)

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

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:

During the current school year, how often have you:

- Worked harder than you thought you could to meet an instructor's standards or expectations (4o)

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 judgments 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: 4j, 4k, 4l, 4m, 4n, and 4p)

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. The six items used in this benchmark are:

During the current school year, how often have you:

- Used e-mail to communicate with an instructor (4j)
- Discussed grades or assignments with an instructor (4k)
- Talked about career plans with an instructor or advisor (4l)

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

Support for Learners (7 items: 9b, 9c, 9d, 9e, 9f, 12a1, and 12b1)

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. The following seven survey items 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:

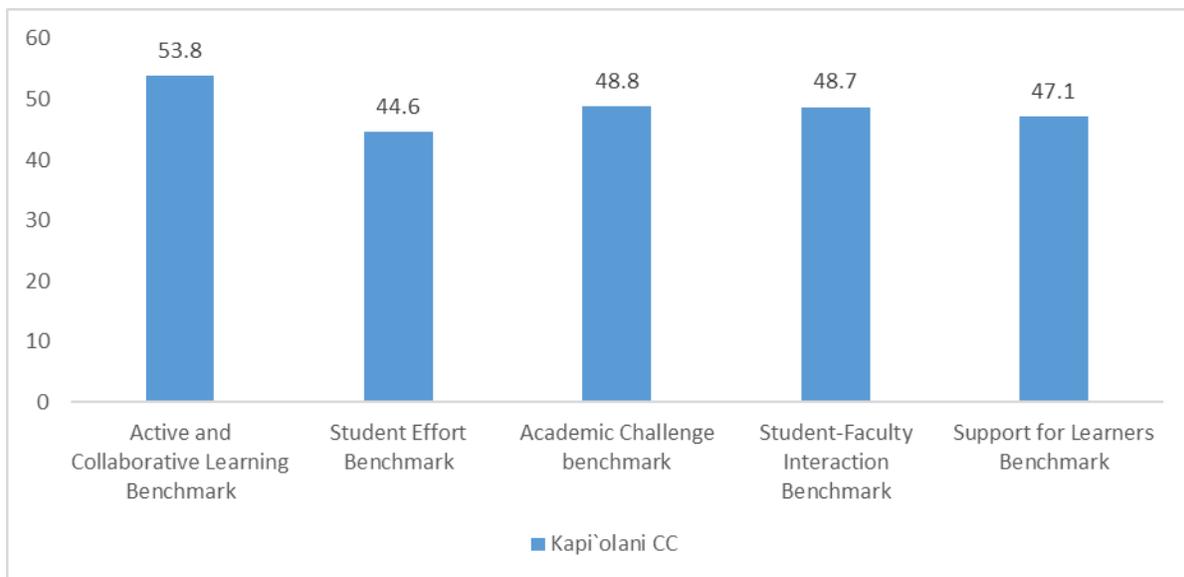
- Used academic advising/planning services (12a1)
- Used career counseling services (12b1)
-

When to Use Weights

In the CCSSE sampling procedure, students are sampled at the classroom level. As a result, full-time students, who by definition are enrolled in more classes than part-time students, are more likely to be sampled. To adjust for this sampling bias, CCSSE results are weighted using the most recently available IPEDS data. College data sets include a variable called IWEIGHT that contains the appropriate weight for each respondent. This variable is also used in the CCSSE online reporting system. Because weights are based on enrollment status, analysis of CCSSE results in which part-time students are in one group and full-time students are in another group should not employ weights. Further, when comparing subgroups broken out by enrollment status (e.g., part-time male with part-time female students), weights should not be used. Finally, when reporting simple demographics (e.g., the number of male and female students, number of respondents by race/ethnicity), weights should not be used. When comparing all members of one subgroup with members of another subgroup (e.g., all developmental students with all non-developmental students in which both part-time and full-time students are represented in each group), weights should be used. As noted above, weights are determined using the most recent

publicly available IPEDS data. As the publicly available IPEDS data at the time the CCSSE data set is created are approximately two years old, they may not accurately reflect a college's current student population. For example, in the case that a college has experienced a significant change in enrollment characteristics during the two years prior to administering CCSSE, the college's institutional research department may want to consider whether the weights based on IPEDS numbers are completely appropriate. Another example of when to consider not using weights is when the vast majority of students at the college are either full-time or part-time. As an example, if 92% of students are full-time, a college may want to look at the unweighted results for full-time students to guide many campus decisions.

2018 KapCC Benchmark Scores



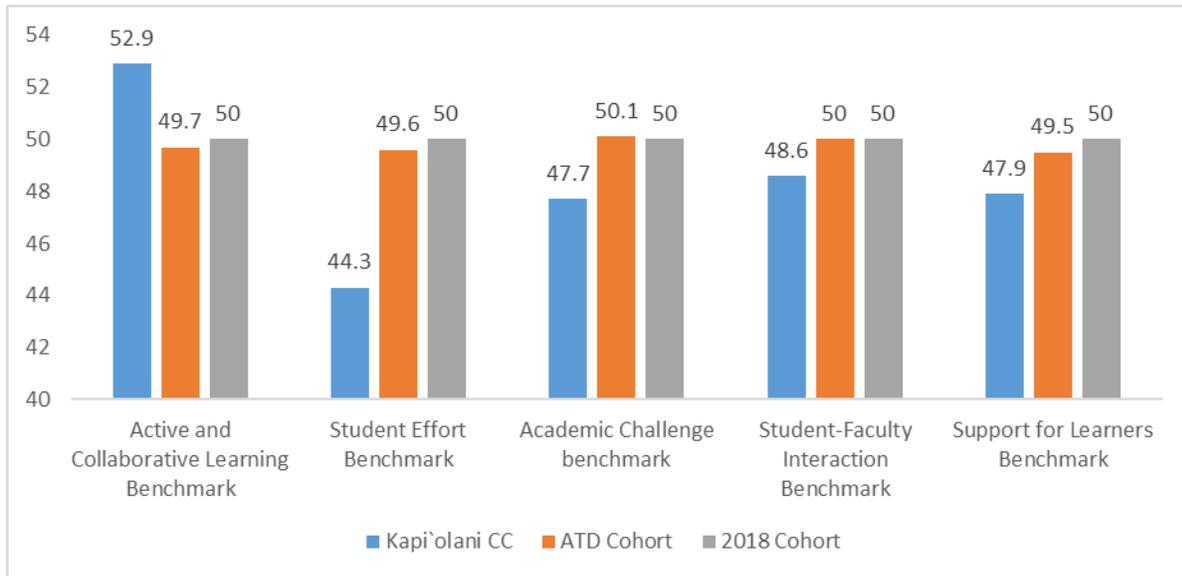
* Benchmark scores are standardized around the mean of CCSSE Cohort respondents' scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by full-time and less than full-time enrollment status. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between zero and 100, providing an understandable scale for member colleges.

* Standardized benchmark scores are useful for comparing one college to a comparison group of colleges or the three-year cohort at any one point in time. Raw benchmark scores are the appropriate measures to use for college that wish to conduct longitudinal trend analyses.

*For the detailed information about how benchmark scores are calculated, please go to the OFIE website for Assessment & Evaluation.

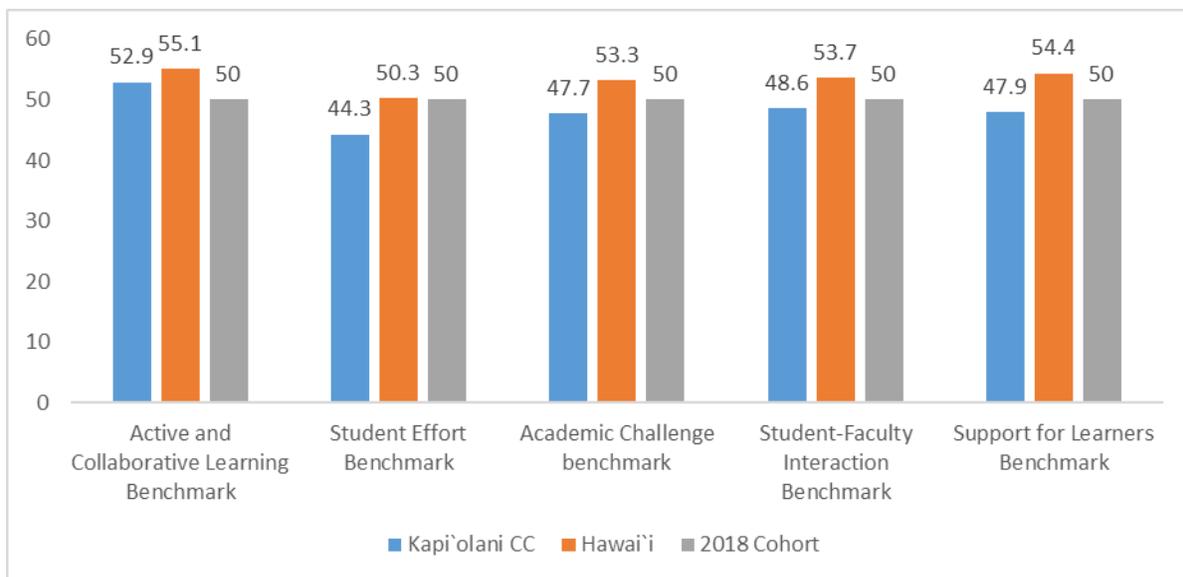
2018 Benchmark Scores Comparison

Comparison Groups: Medium Colleges in the 2018 Cohort

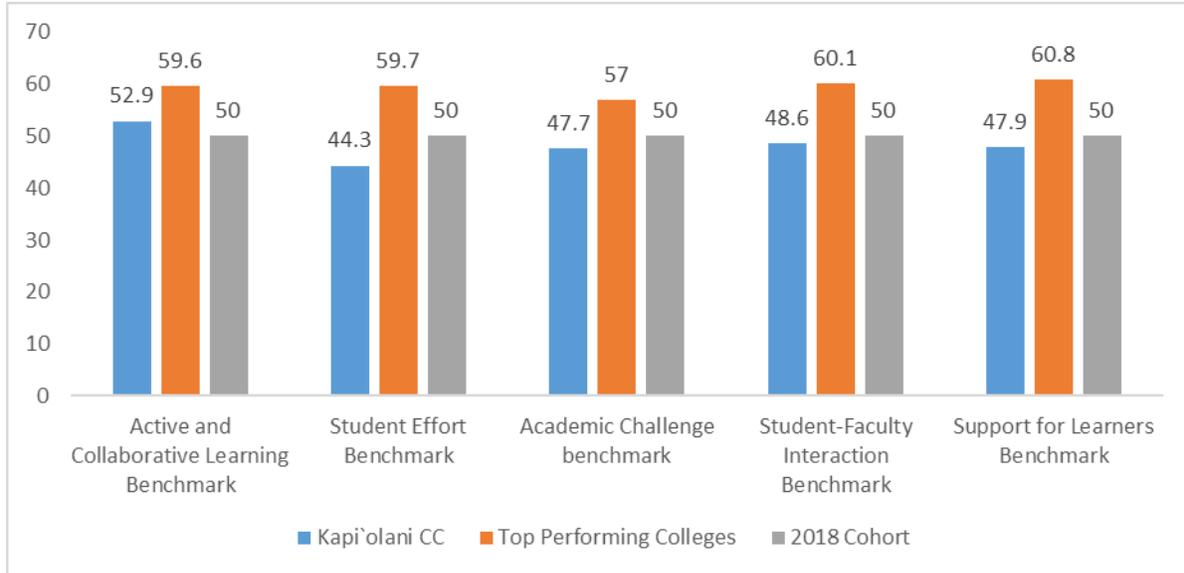


* According to CCSSE, small colleges (fewer than 4,499 students), medium colleges (4,500–7,999 students), large colleges (8,000–14,999 students), extra-large colleges (15,000 or more students)

Comparison Group: University of Hawaii Community Colleges in the 2018 Cohort

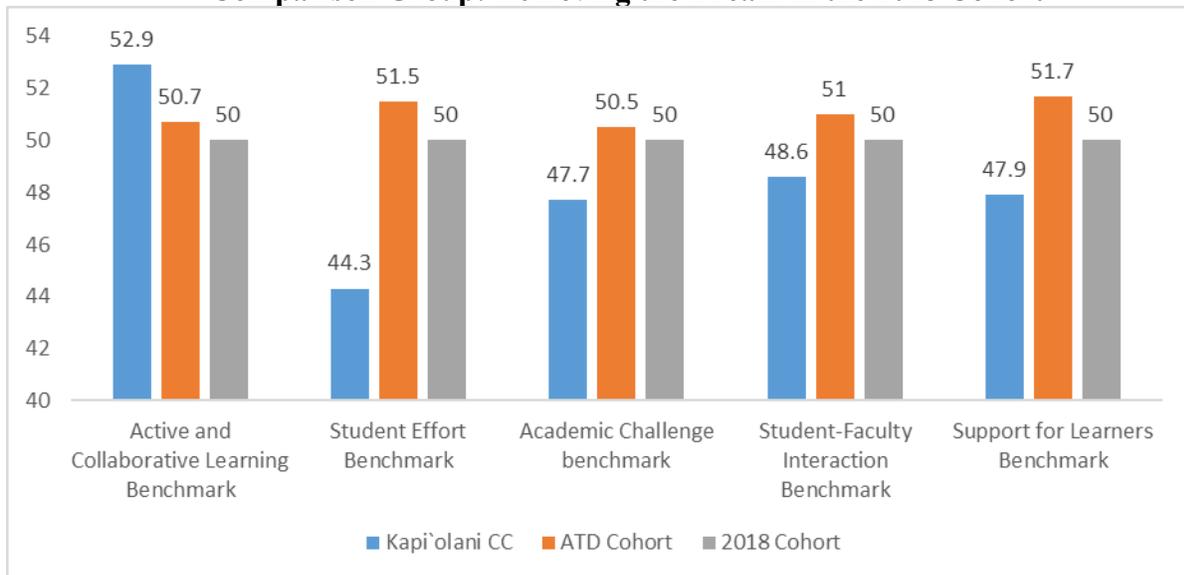


Comparison Group: Top-Performing colleges in the 2018 Cohort



*Top-Performing colleges are those that scores in the top 10 percent of the cohort by benchmark.

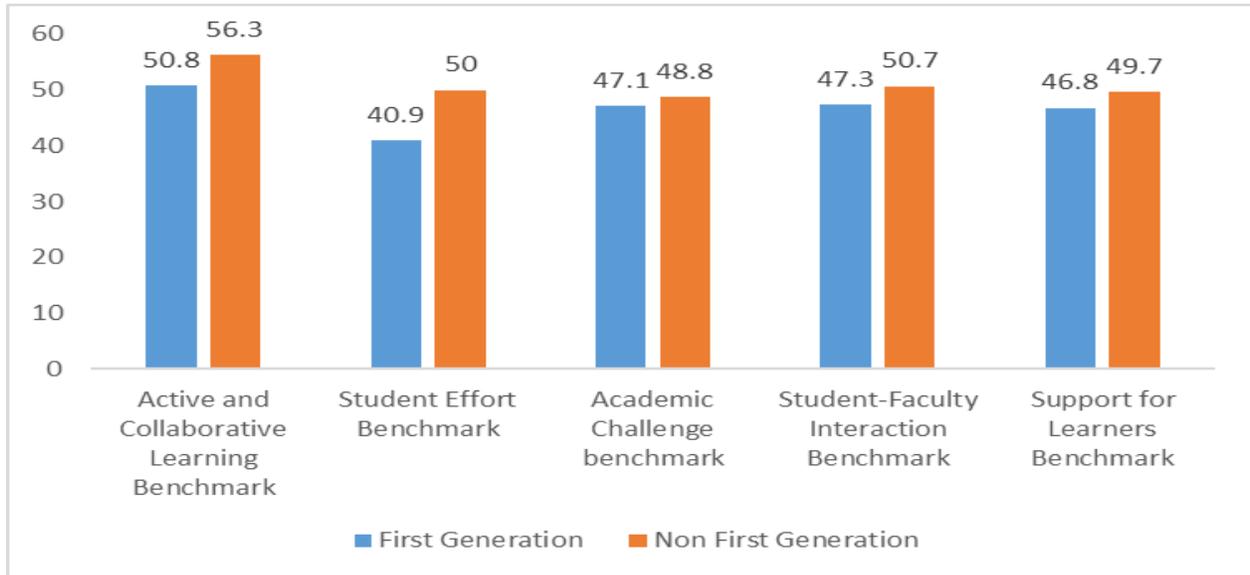
Comparison Group: Achieving the Dream in the 2018 Cohort



* KCC was part of the Achieving the Dream CCSSE 2018 consortium.

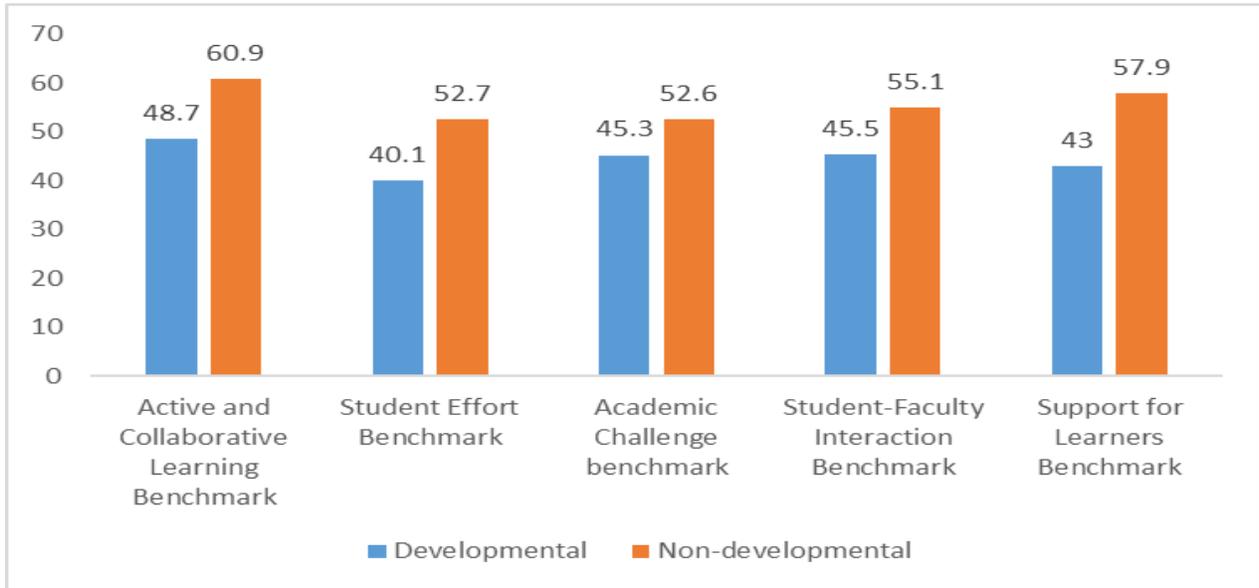
2018 CCSSE Benchmark KCC Student Level Breakout Reports

KCC Breakout by First-Generation Status



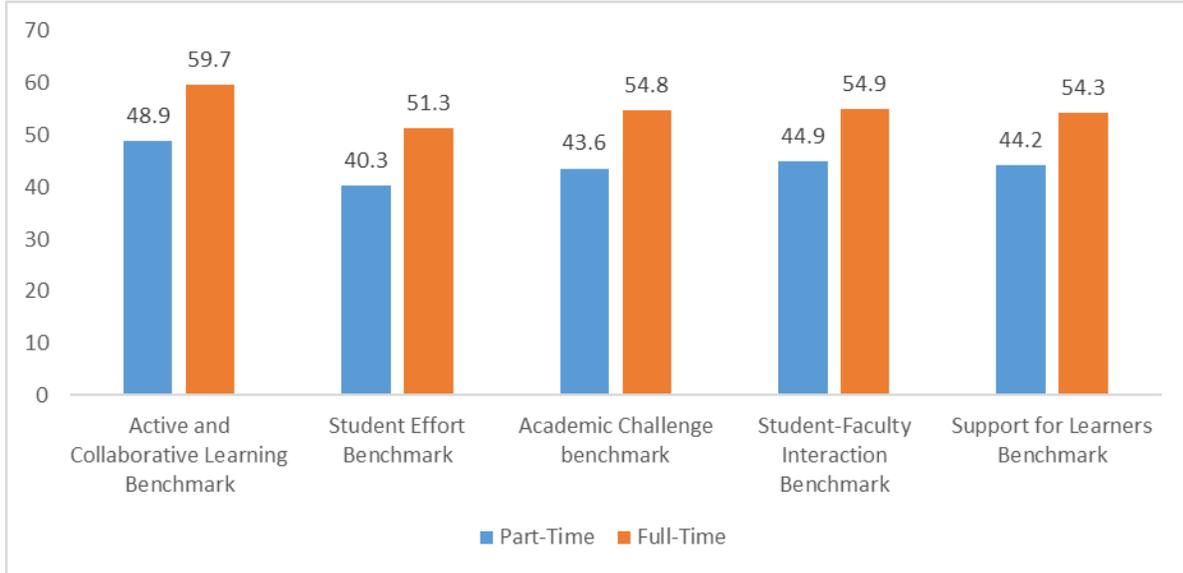
	First-Generation	Not first-generation	Score Difference
Active and Collaborative Learning	50.8	56.3	-5.5
Student Effort	40.9	50	-9.1
Academic Challenge	47.1	48.8	-1.7
Student-Faculty Interaction	47.3	50.7	-3.4
Support for Learner	46.8	49.7	-2.9

KCC Breakout by Developmental Status



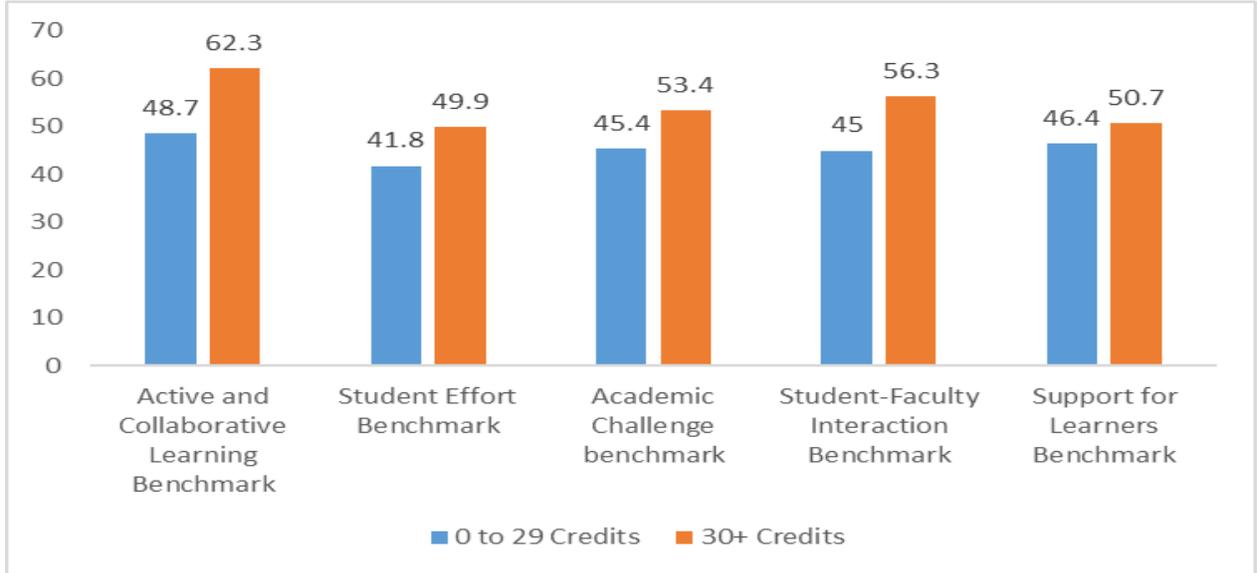
	Developmental	Non-Developmental	Score Difference
Active and Collaborative Learning	48.7	60.9	-12.2
Student Effort	40.1	52.7	-12.6
Academic Challenge	45.3	52.6	-7.3
Student-Faculty Interaction	45.5	55.1	-9.6
Support for Learner	43	57.9	-14.9

KCC Breakout by Enrollment Status



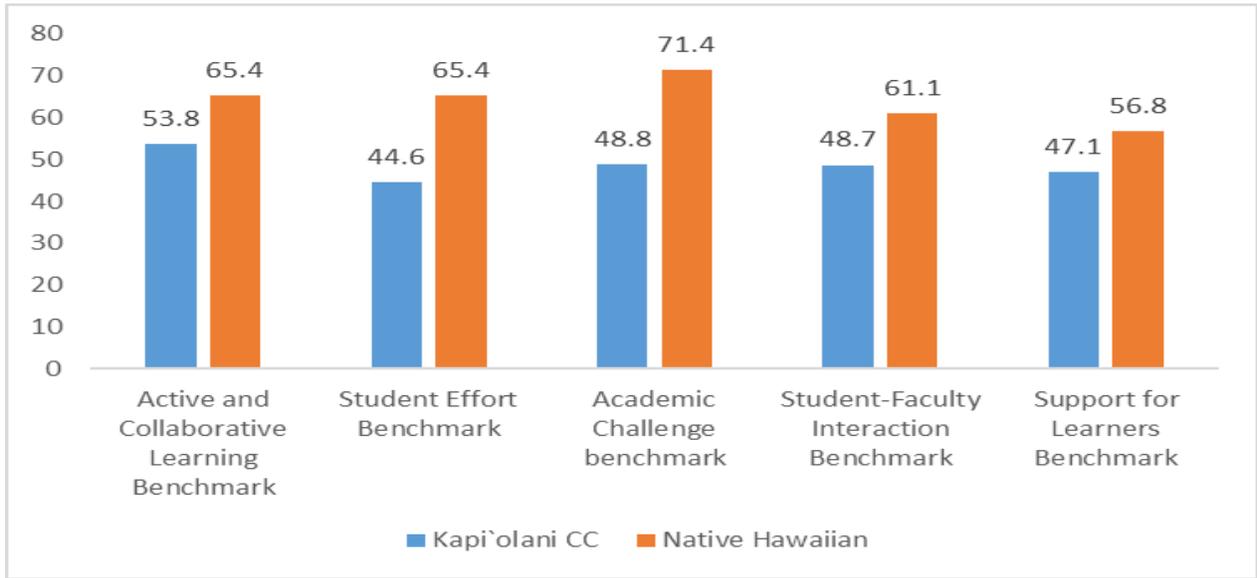
	Less than full-time	Full-time	Score Difference
Active and Collaborative Learning	48.9	59.7	10.8
Student Effort	40.3	51.3	11
Academic Challenge	43.6	54.8	11.2
Student-Faculty Interaction	44.9	54.9	10
Support for Learner	44.2	54.3	10.1

KCC Breakout by Credit Hours Earned



	0-29 credits	30+ credits	Score Difference
Active and Collaborative Learning	48.7	62.3	-13.6
Student Effort	41.8	49.9	-8.1
Academic Challenge	45.4	53.4	-8
Student-Faculty Interaction	45	56.3	-11.3
Support for Learner	46.4	50.7	-

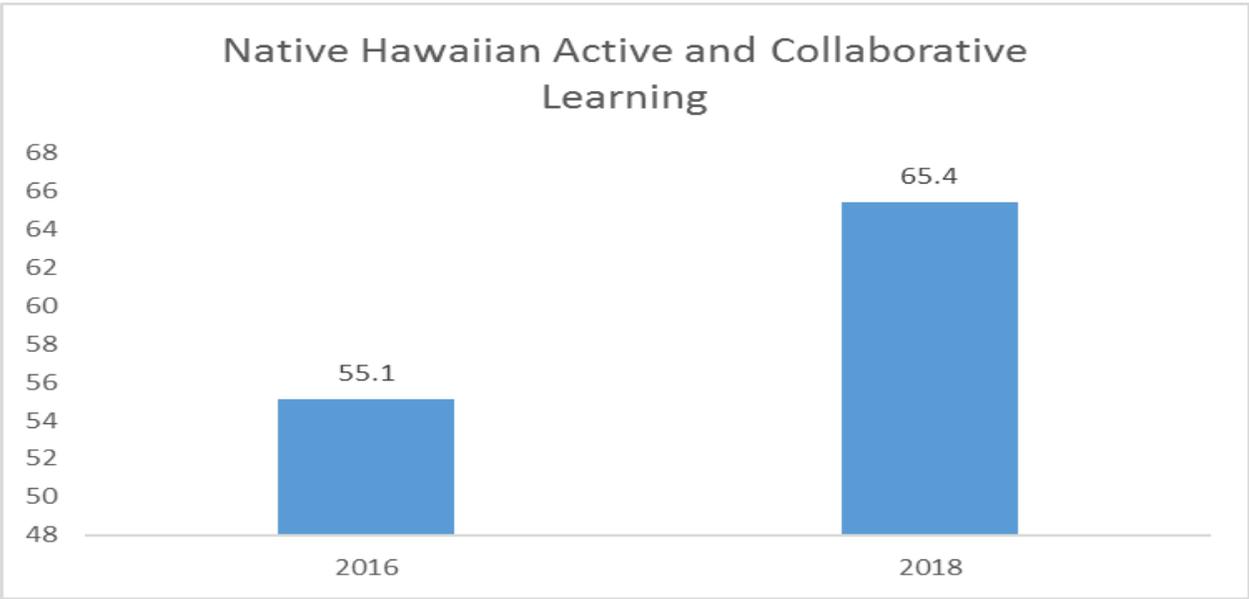
KCC Breakout by Native Hawaiian



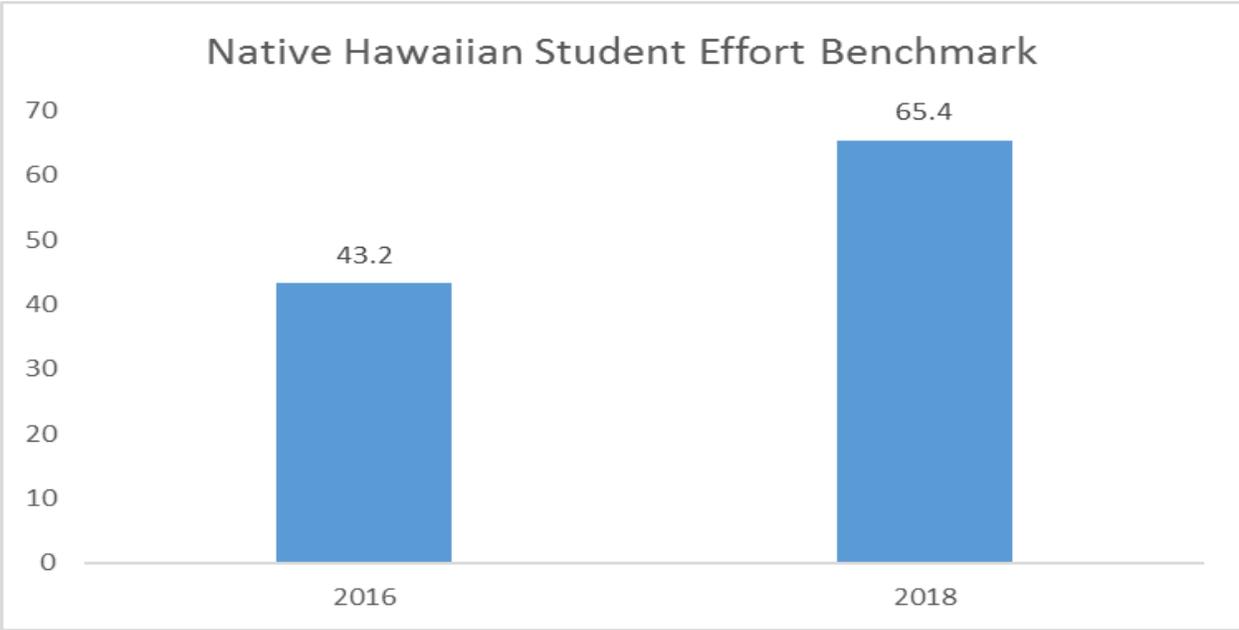
	Native Hawaiian	Kap CC	Score Difference
Active and Collaborative Learning	65.4	53.8	11.6
Student Effort	65.4	44.6	20.8
Academic Challenge	71.4	48.8	22.6
Student-Faculty Interaction	61.1	48.7	12.4
Support for Learner	56.8	47.1	9.7

Comparison of Breakouts: 2016 vs. 2018

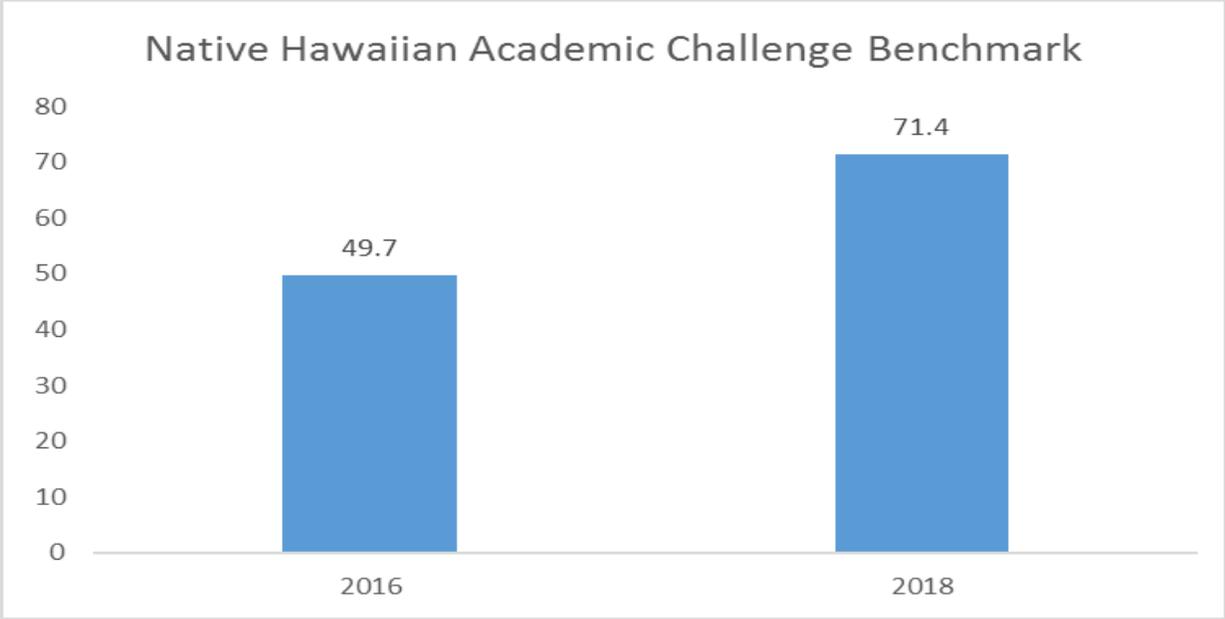
Breakout	Year	Active and Collaborative Learning Benchmark	Student Effort Benchmark	Academic Challenge benchmark	Student-Faculty Interaction Benchmark	Support for Learners Benchmark
Native Hawaiian	2016	55.1	43.2	49.7	49.5	46.3
	2018	65.4	65.4	71.4	61.1	56.8
	Δ	10.3	22.2	21.7	11.6	10.5
First Generation	2016	55.2	45.4	49.3	48.9	47.9
	2018	50.8	40.9	47.1	47.3	46.8
	Δ	-4.4	-4.5	-2.2	-1.6	-1.1
Non-First Generation	2016	54	44.5	50.3	49.2	46.4
	2018	56.3	50	48.8	50.7	49.7
	Δ	2.3	5.5	-1.5	1.5	3.3
Developmental Ed	2016	56.8	49.5	52.9	51.8	52.8
	2018	48.7	40.1	45.3	45.5	43
	Δ	-8.1	-9.4	-7.6	-6.3	-9.8
Non-developmental	2016	50.8	37.6	45.2	45.3	40.6
	2018	60.9	52.7	52.6	55.1	57.9
	Δ	10.1	15.1	7.4	9.8	17.3
Full Time	2016	59	50.9	53.4	53.1	50.2
	2018	59.7	51.3	54.8	54.9	54.3
	Δ	0.7	0.4	1.4	1.8	4.1
Part Time	2016	50.7	40.8	46.1	46	45.3
	2018	48.9	40.3	43.6	44.9	44.2
	Δ	-1.8	-0.5	-2.5	-1.1	-1.1
0 to 29 Credits	2016	50.7	42.7	46.8	45.8	46.4
	2018	48.7	41.8	45.4	45	46.4
	Δ	-2	-0.9	-1.4	-0.8	0
30+ Credits	2016	59.7	48	52.8	54.1	48.8
	2018	62.3	49.9	53.4	56.3	50.7
	Δ	2.6	1.9	0.6	2.2	1.9



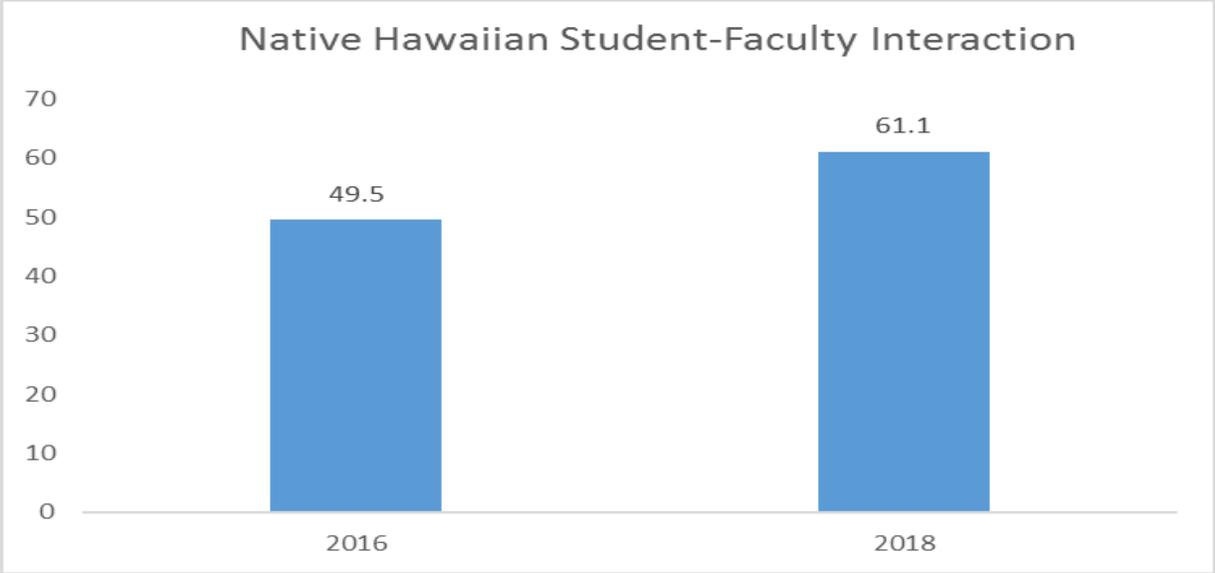
*10.3 point increase from 2016



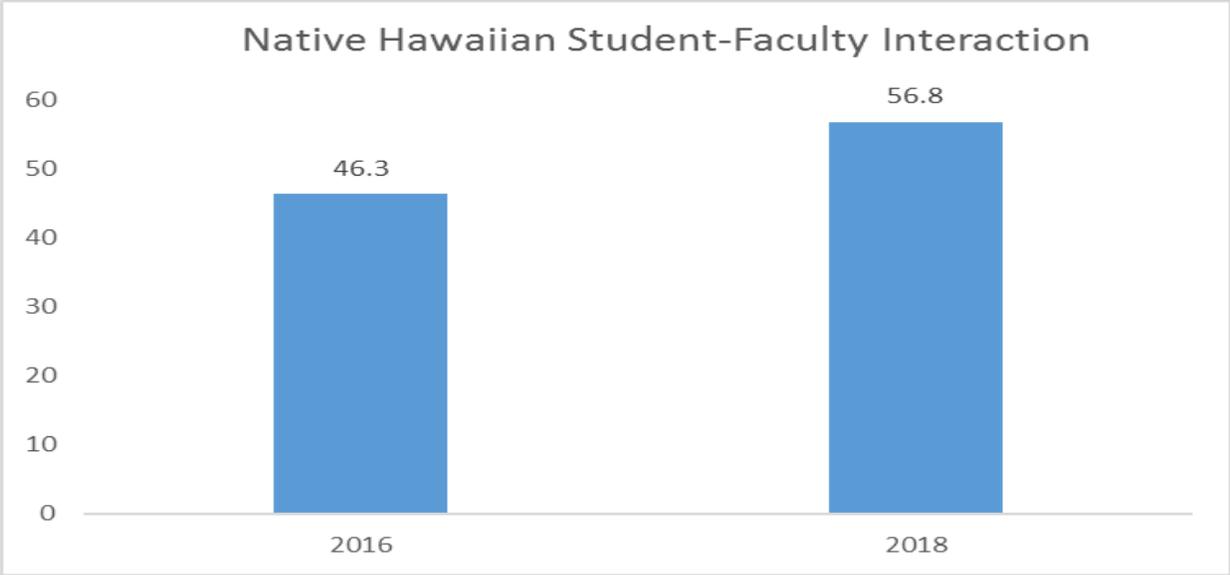
*22.2 point increase from 2016



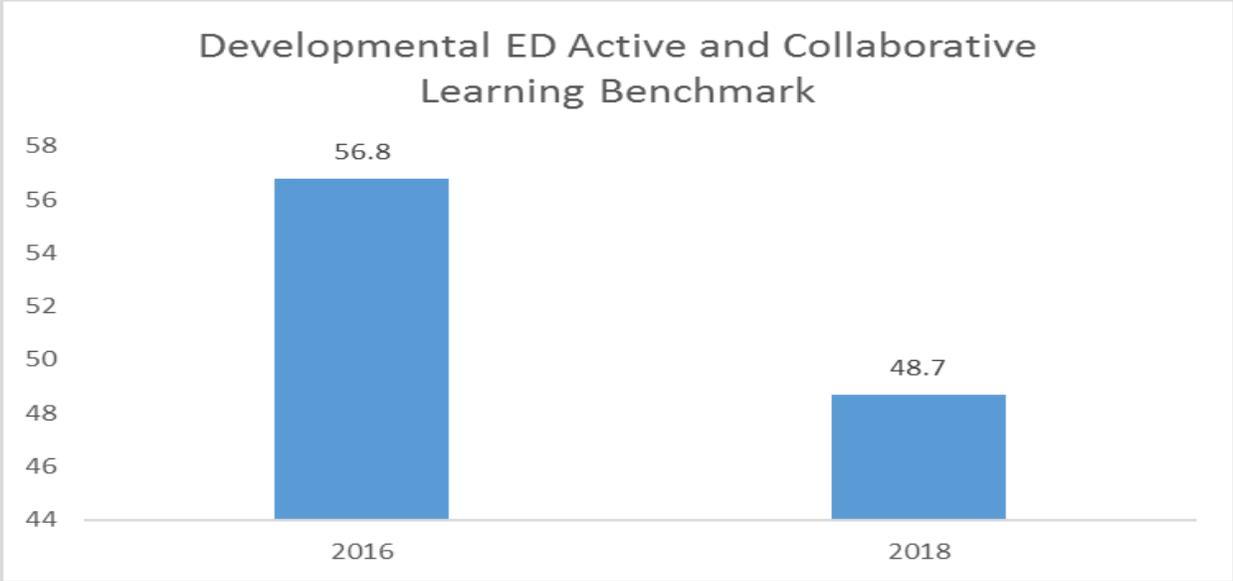
*21.7 point increase from 2016



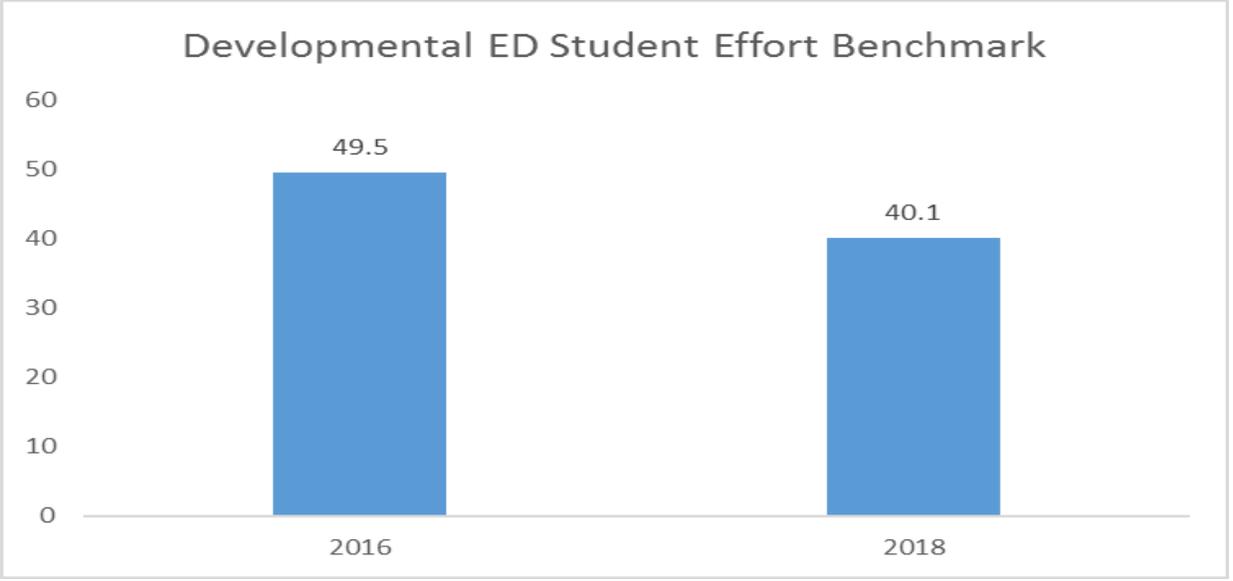
*11.6 Point increase from 2016



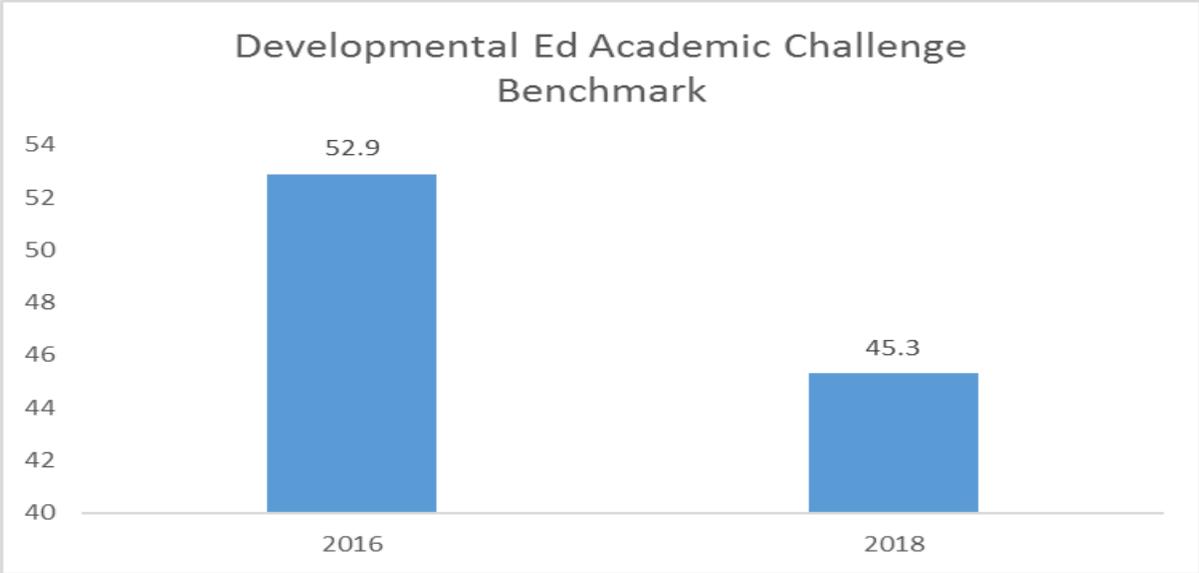
*10.5 point increase from 2016



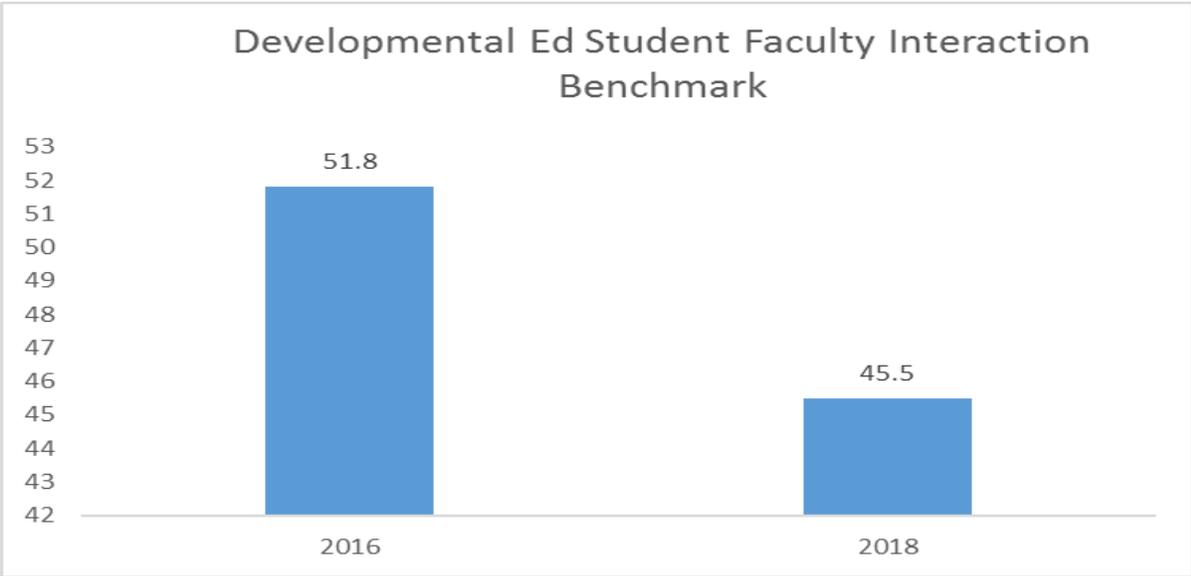
*-8.1 point decrease from 2016



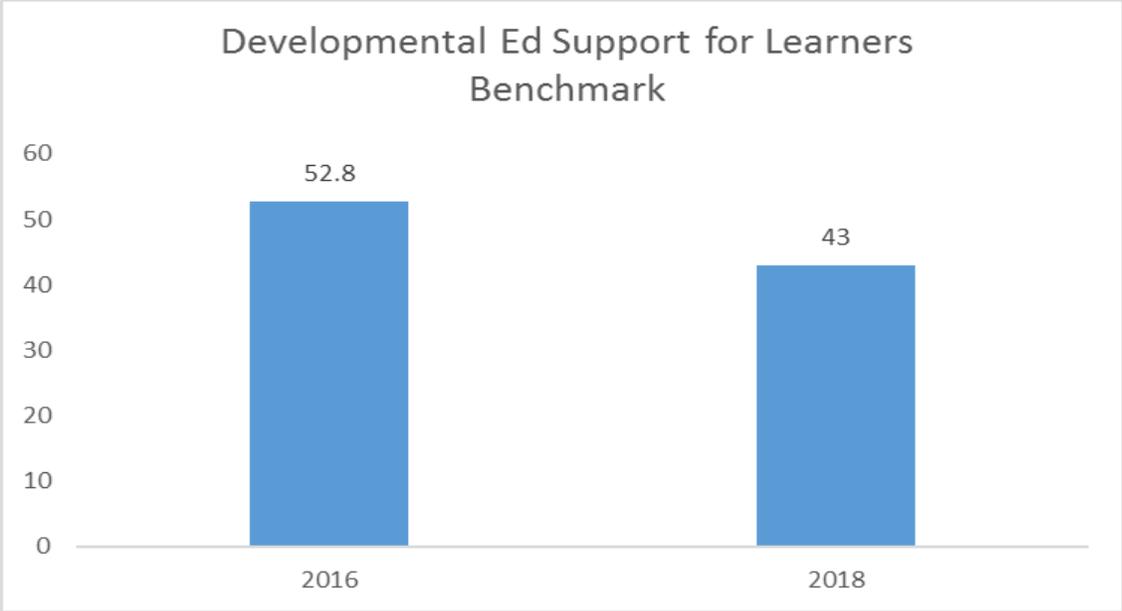
*-9.4 point decrease from 2016



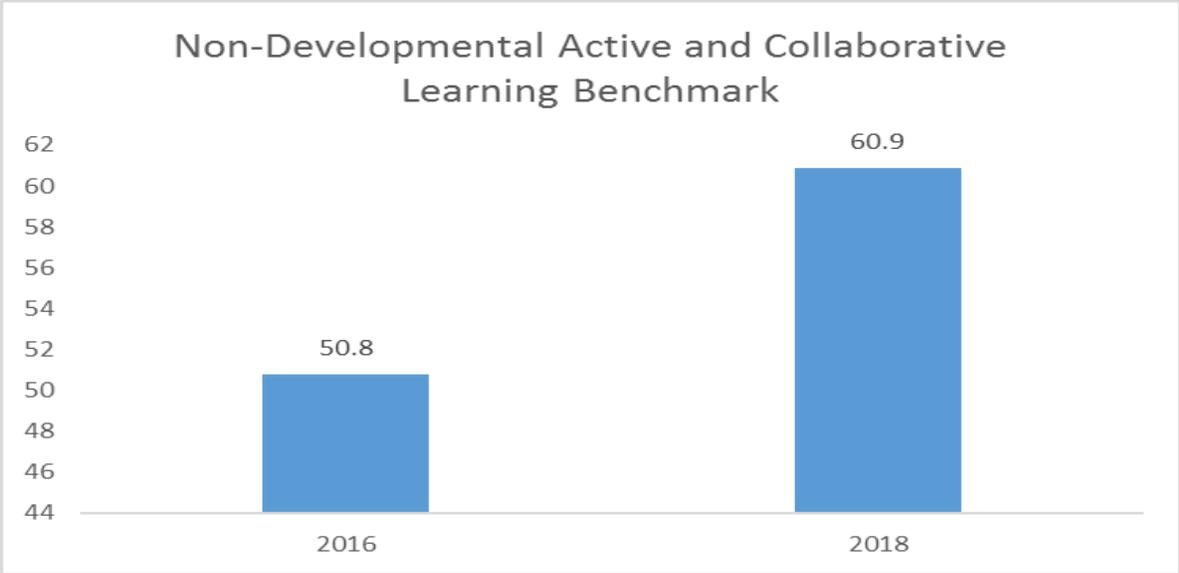
*-7.6 point decrease from 2016



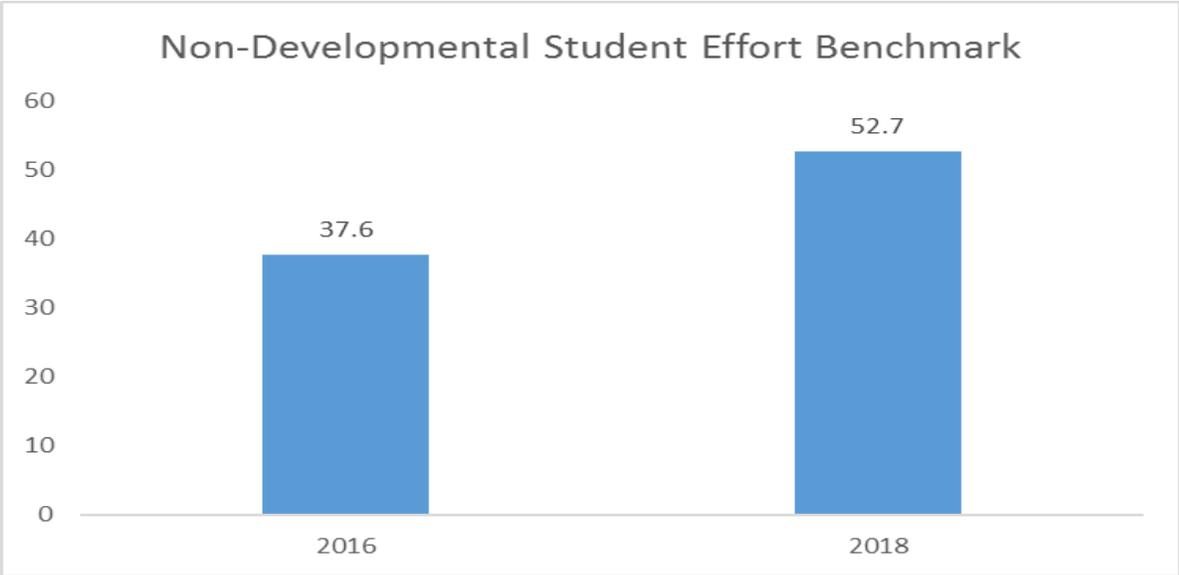
*-6.3 point decrease from 2018



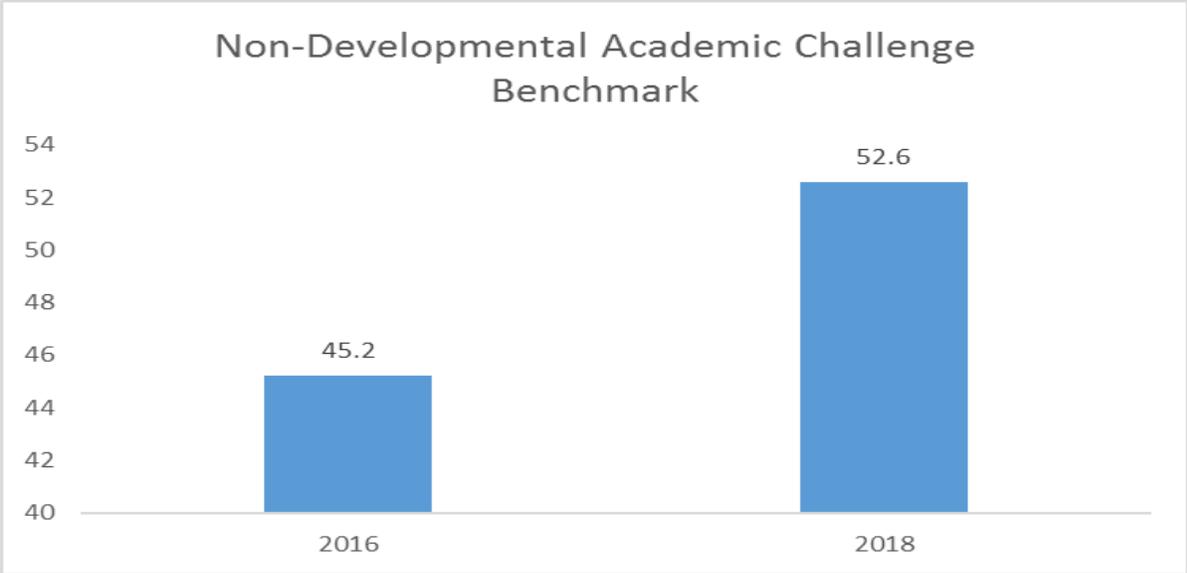
*-9.8 point decrease from 2018



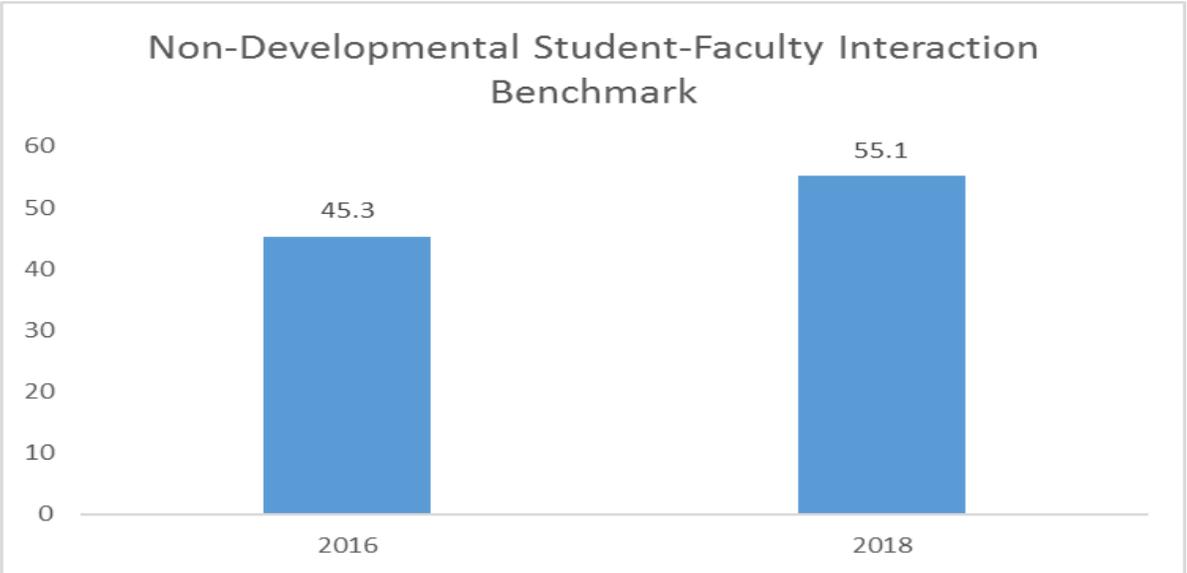
*10.1 point increase from 2016



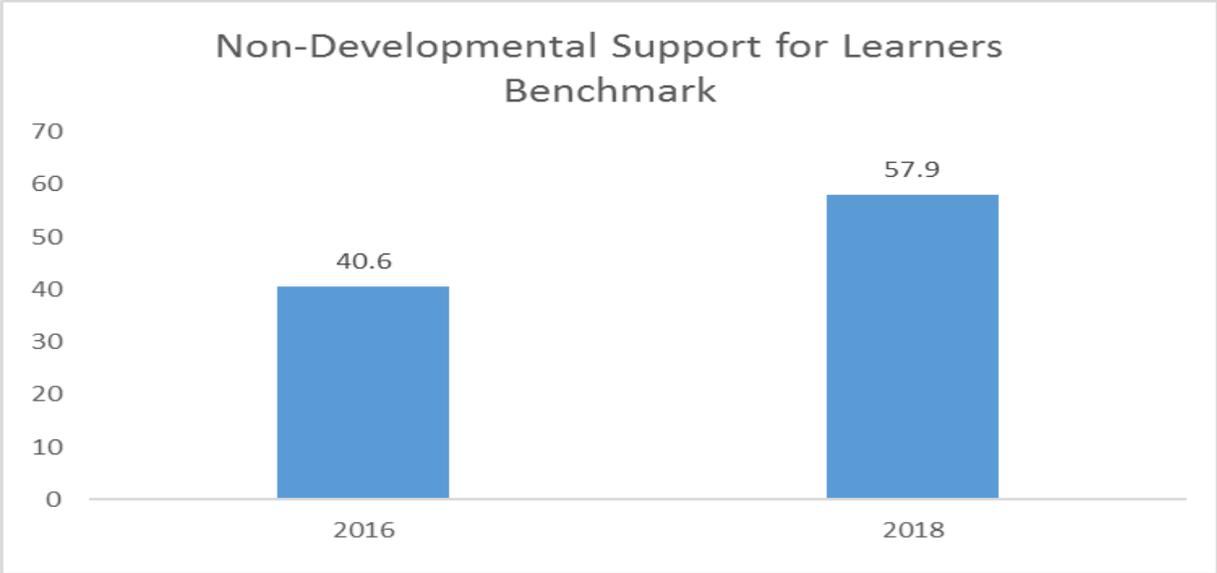
*15.1 point increase from 2016



*7.4 point increase from 2016



*9.8 point increase from 2016



*17.3 point increase from 2016