



2010 Kapi'olani Community College CCSSE Results Highlights
3/14/2011

Benchmark Scores and Percentile Comparison with the 2010 CCSSE Cohort

Benchmark	Overall		Full-Time		Part-Time	
	Score	Percentile	Score	Percentile	Score	Percentile
Active and Collaborative Learning	52.1	70%	58.4	70%	48.7	70%
Student Effort	46.0	10%	53.5	30%	41.9	10%
Academic Challenge	49.1	30%	55.6	60%	45.4	30%
Student-Faculty Interaction	51.7	60%	57.0	60%	48.9	70%
Support for Learners	49.1	40%	52.4	40%	47.5	40%

Areas of Highest Student Engagement for KCC

Benchmark Areas	Survey Items	All	Part-Time	Full-Time
Active and Collaborative Learning (7 items)	4g. Worked with classmates outside of class to prepare class assignments	A/L/C	A/L/C	
	4i. Participated in a community-based project as a part of a regular course	A/L/C	A/L/C	A/L/C
Academic Challenge (10 items)	6c. Number of written papers or reports of any length	H		A
Student-Faculty Interaction (6 items)	4k. Used email to communicate with an instructor	A/H/L/C	A/L/C	A/H/L/C

Areas of Lowest Student Engagement for KCC

Benchmark Areas	Survey Items	All	Part-Time	Full-Time
Active and Collaborative Learning (7 items)	4a. Asked questions in class or contributed to class discussions	A/H/L/C	A/H/L/C	A/L/C
	4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)			H
Student Effort (8 items)	4c. Prepared two or more drafts of a paper or assignment before turning it in	H	A/H/L/C	
	4d. Worked on a paper or project that required integration ideas or information from various sources		H	
	4e. Came to class without completing readings or assignments	C	C	
Academic Challenge (10 items)	6c. Number of written papers or reports of any length		H	
Support for Learners (7 items)	9b. Providing the support you need to help you succeed at this college		H	H
	9f. Providing the financial support you need to afford your education	A/H/C	H	A/H/L/C

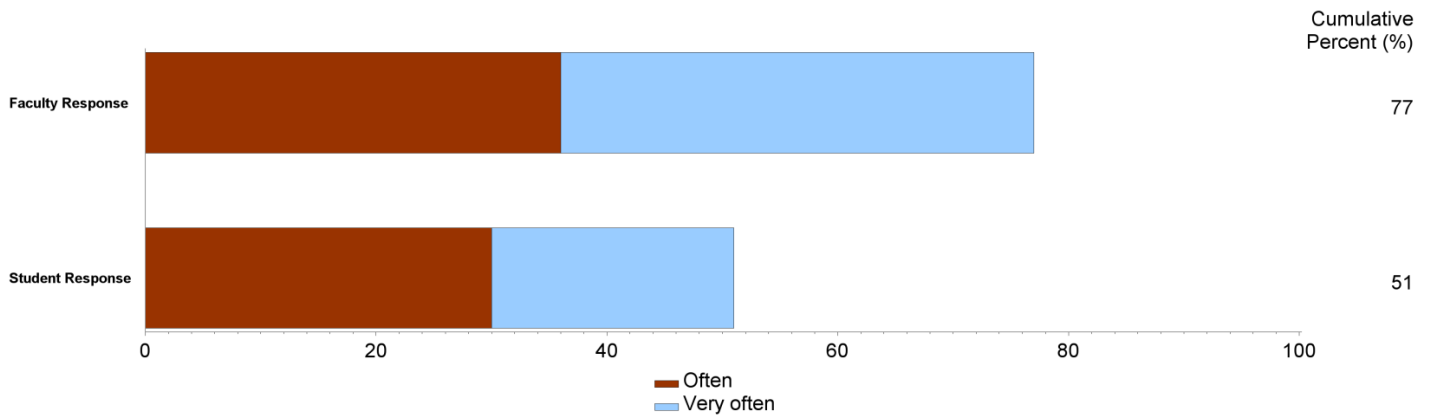
Notes: The abbreviations of our comparison groups on CCSSE are:

1. A: Achieving the Dream Consortium
2. H: Hawai'i Community College Consortium
3. L: large community colleges in the CCSSE comparison cohort
4. C: the entire CCSSE comparison cohort

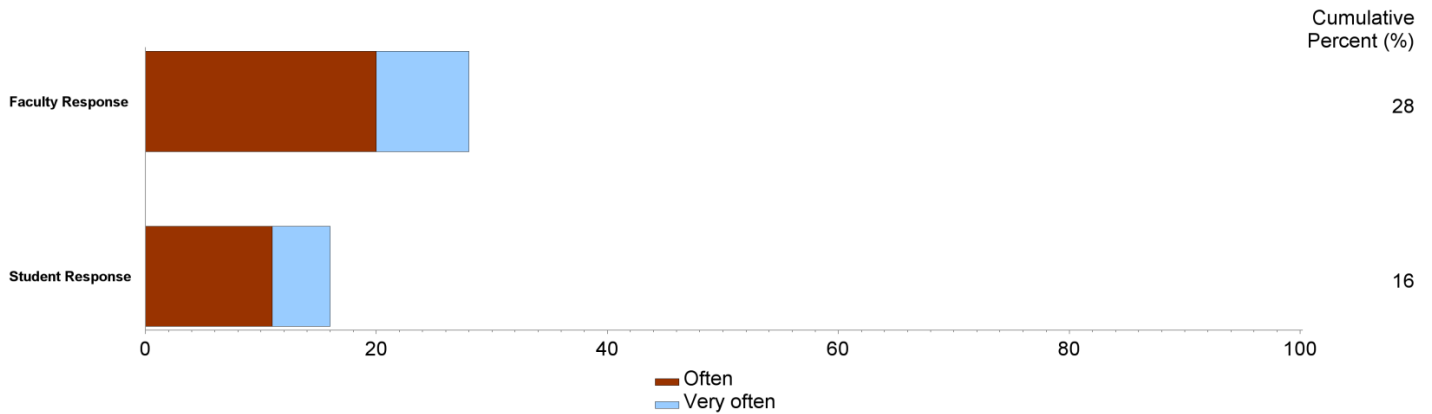
Community College Faculty Survey of Student Engagement (CCFSSE) Results Highlights

CCSSE Kapi'olani Community College 2010 Key Findings (2010 Key Findings, thereafter) reports that: "CCFSSE elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students' educational experiences. The comparisons of student and faculty responses provide a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience" (p.8). The following three figures show three key discrepancy areas in the 2010 Key Findings.

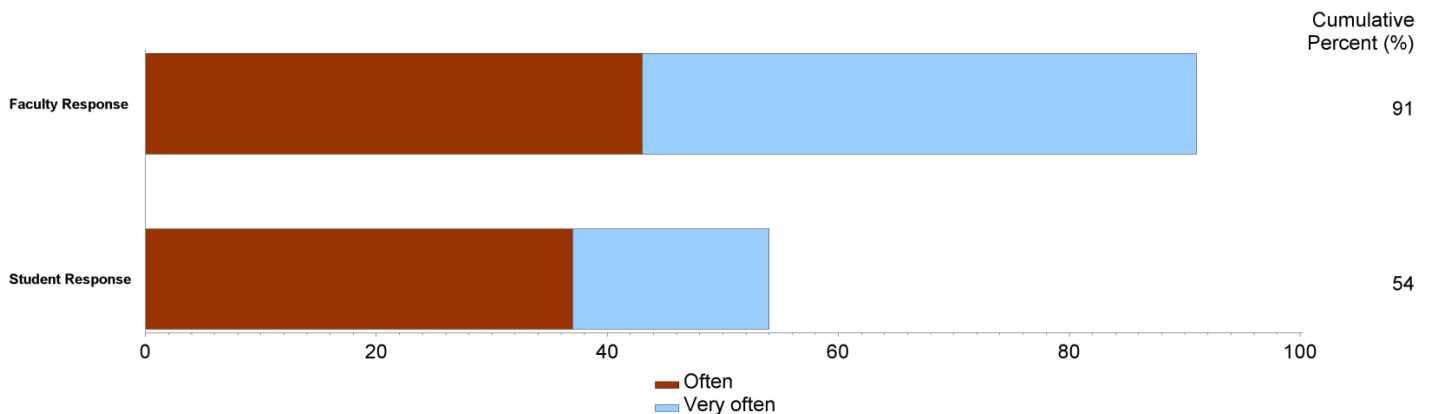
Item 4a. Asked questions in class or contributed to class discussions



Item 4n. Discussed ideas from your readings or classes with instructors outside of class



Item 4o. Received prompt feedback (written or oral) from instructors on your performance



Acting Upon the CCSSE Results:

Viable ideas of interventions to improve student engagement could come from dialogues between the teaching faculty and professional development team on topics such as:

- How to encourage students and create activities to promote students to be active participants in class; encouraging them to ask questions and contribute to class discussion. On the Faculty Survey of Student Engagement (CCFSSE), 80% of our faculty believed students already asked questions in class or contributed to the class discussions often or very often, but only about 50% of the students believed that they did so. What are the reasons behind this discrepancy? Would it be the case that any strategies that motivate the “silent” type or “retreat” type of students would be more effective in improving this area of student engagement?
- How to encourage students and create activities to motivate students to complete reading and assignments before they come to class.
- How to reconcile the expectations of how soon to expect teachers’ feedback between the faculty and students and how to utilize different techniques to improve providing feedback to students, such as peer feedback.

Student services may want to conduct in-depth investigations (using focus groups, for example) on:

- Why our students thought the college provided support to a lower degree than students from other University of Hawaii community colleges.
- How to make the students more aware of the various financial aid options that they can take advantage of, and how to support the students who are usually not eligible for federal grants and financial aid (such as international students).

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