



CCSSE Benchmark Item Cross-Administration Comparison – 2004 to 2010
Office for Institutional Effectiveness Data Report
05/17/2011

Data Highlights:

1. The variation of item scores across four CCSSE administrations from 2004 to 2010 was very small, meaning that there were minimal changes on student engagement and their perception of the services and support provided by the college overall.
2. Despite this fact, we can observe an upward trend in the mean scores in 7 out of 38 CCSSE items, where the item score of a later year was consistently equal or higher than that of an earlier year. These 7 items are underlined in the data tables below, 4 out of these 7 items are in Benchmark 4: Student and Faculty Interaction. Although the climb in scores is mostly small and insignificant, it did show improvement in some areas of student engagement and the perception of the support and services provided by the college.
3. The only item that shows a downward trend in mean scores is 4c., which experienced consistent and gradual decline from 2.47 to 2.31 across four years, meaning that less students in later years prepared two or more drafts of a paper or assignment before turning it in. Again, the changes were very small.

If we only compare the data of the 2008 and 2010 administrations, we can observe that 17 items had higher or equal scores in 2010, and the other 21 items had lower scores in 2010 compared to the scores in 2008. None of the differences were statistically significant, except for Item 6a., judged by the two-sample *t*-test with the significance level at $\alpha = 0.001$. This indicates that students in 2010 CCSSE cohort read more numbers of assigned textbooks, manuals, books, or book-length packs of course readings in 2010 (mean = 2.87, standard deviation = 1.05) than in 2008 (Mean = 2.67, standard deviation = 0.93).

Implications:

It is evident from the overall flat trends in the CCSSE cross-year comparison data that unless interventions and improvement strategies are directed with a coordinated emphasis, there will be no significant improvement in overall student engagement across the campus.












Professional development for faculty and staff, curriculum innovations, and student support services can draw on the needs identified from the CCSSE data to guide and focus efforts to improve student engagement. The highest challenge areas, identified for all students when compared to the national CCSSE cohort during the 2010 administration, are represented in the following items (2010 Kapi'olani Community College CCSSE Results Highlights, 2011):








1. Item 4a. Asked questions in class or contributed to class discussions
2. Item 4e. Came to class without completing readings or assignments
3. Item 9f. Providing the financial support you need to afford your education

Benchmark Areas and Items	Scale	2004 Mean (SD)	2006 Mean (SD)	2008 Mean (SD)	2010 Mean (SD)	Graph
Benchmark 1: Active and Collaborative Learning		51.00	50.60	53.70	52.10	
4a. Asked questions in class or contributed to class discussions	1--4	2.66 (0.84)	2.66 (0.84)	2.64 (0.87)	2.65 (0.89)	
4b. Made a class presentation	1--4	2.15 (0.83)	2.11 (0.91)	2.21 (0.93)	2.13 (0.93)	
4f. Worked with other students on projects during class	1--4	2.55 (0.83)	2.48 (0.91)	2.53 (0.86)	2.65 (0.89)	
4g. Worked with classmates outside of class to prepare class assignments	1--4	2.02 (0.84)	1.99 (0.85)	2.09 (0.90)	2.13 (0.91)	
4h. Tutored or taught other students (paid or voluntary)	1--4	1.37 (0.69)	1.39 (0.69)	1.51 (0.82)	1.46 (0.76)	
4i. Participated in a community -based project as a part of a regular course	1--4	1.43 (0.72)	1.44 (0.71)	1.58 (0.84)	1.53 (0.80)	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1--4	2.40 (0.89)	2.44 (0.92)	2.45 (0.87)	2.42 (0.97)	

Note: SD stands for standard deviation.

Benchmark Areas and Items	Scale	2004 Mean (SD)	2006 Mean (SD)	2008 Mean (SD)	2010 Mean (SD)	Graph
Benchmark 2: Student Effort		47.30	46.10	46.60	46.00	
4c. Prepared two or more drafts of a paper or assignment before turning it in	1--4	2.47 (0.97)	2.44 (1.00)	2.44 (1.05)	2.31 (1.03)	
4d. Worked on a paper or project that required integrating ideas or information from various sources_	1--4	2.72 (0.90)	2.69 (0.88)	2.80 (0.90)	2.67 (0.98)	
4e. Came to class without completing readings or assignments	1--4	2.10 (0.73)	2.10 (0.76)	2.11 (0.74)	1.99 (0.76)	
6b. Number of books read on your own (not assigned for personal enjoyment or academic enrichment	1--5	2.04 (0.90)	2.00 (0.87)	1.94 (0.91)	2.02 (0.93)	
<u>10a. Preparing for class (studying, reading, writings, rehearsing, doing homework, or other activities related to your program)</u>	0--5	1.96 (1.10)	2.01 (1.09)	2.03 (1.09)	2.09 (1.14)	
13d1. Frequency: Peer or other tutoring	0--3	1.45 (0.61)	1.42 (0.62)	1.45 (0.63)	1.48 (0.67)	
13e1. Frequency: Skill labs (writing, match, etc)	0--3	1.62 (0.75)	1.61 (0.72)	1.58 (0.71)	1.64 (0.76)	
13h1. Frequency: Computer lab	0--3	1.93 (0.80)	1.98 (0.82)	2.02 (0.79)	2.01 (0.80)	

Benchmark Areas and Items	Scale	2004 Mean (SD)	2006 Mean (SD)	2008 Mean (SD)	2010 Mean (SD)	Graph
Benchmark 3: Academic Challenge		51.00	49.10	50.10	49.10	
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	1--4	2.46 (0.81)	2.46 (0.85)	2.41 (0.84)	2.47 (0.86)	
<u>5b. Analyzing the basic elements of an idea, experience, or theory</u>	1--4	2.82 (0.77)	2.84 (0.84)	2.87 (0.78)	2.91 (0.81)	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	1--4	2.63 (0.85)	2.61 (0.90)	2.72 (0.79)	2.70 (0.89)	
5d. Making judgments about the value or soundness of information, arguments, or methods	1--4	2.48 (0.87)	2.47 (0.92)	2.55 (0.87)	2.54 (0.91)	
5e. Applying theories or concepts to practical problems or in new situations	1--4	2.57 (0.91)	2.50 (0.95)	2.67 (0.94)	2.60 (0.91)	
5f. Using information you have read or heard to perform a new skill	1--4	2.72 (0.89)	2.67 (0.95)	2.78 (0.88)	2.75 (0.92)	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	1--5	2.82 (0.99)	2.82 (0.99)	2.67 (0.93)	2.87 (1.05)	
6c. Number of written papers or reports of any length	1--5	2.96 (1.12)	2.90 (1.15)	3.07 (1.12)	2.88 (1.12)	
7 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	1--7	5.06 (1.15)	5.03 (1.17)	5.07 (1.14)	4.99 (1.17)	
9a. Encouraging you to spend significant amounts of time studying	1--4	3.00 (0.81)	2.94 (0.85)	2.93 (0.82)	2.95 (0.86)	

Benchmark Areas and Items	Scale	2004 Mean (SD)	2006 Mean (SD)	2008 Mean (SD)	2010 Mean (SD)	Graph
Benchmark 4: Student-Faculty Interaction		51.10	53.70	53.30	51.70	
<u>4k. Used email to communicate with an instructor</u>	1--4	2.54 (0.93)	2.79 (0.94)	2.98 (0.88)	3.03 (0.87)	
<u>4l. Discussed grades or assignments with an instructor</u>	1--4	2.40 (0.79)	2.45 (0.84)	2.48 (0.86)	2.50 (0.88)	
4m. Talked about career plans with an instructor or advisor	1--4	1.87 (0.82)	1.90 (0.84)	1.97 (0.88)	1.93 (0.91)	
<u>4n. Discussed ideas from your readings or classes with instructors outside of class</u>	1--4	1.65 (0.72)	1.72 (0.77)	1.72 (0.81)	1.76 (0.82)	
<u>4o. Received prompt feedback (written or oral) from instructors on your performance</u>	1--4	2.60 (0.82)	2.60 (0.82)	2.63 (0.87)	2.63 (0.84)	
4q. Worked with instructors on activities other than coursework	1--4	1.40 (0.65)	1.50 (0.73)	1.53 (0.77)	1.44 (0.73)	

Benchmark Areas and Items	Scale	2004 Mean (SD)	2006 Mean (SD)	2008 Mean (SD)	2010 Mean (SD)	Graph
Benchmark 5: Support for Learners		49.40	50.30	52.30	49.10	
9b. Providing the support you need to help you succeed at this college	1--4	2.81 (0.87)	2.82 (0.86)	2.94 (0.87)	2.84 (0.86)	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1--4	2.62 (0.99)	2.62 (1.01)	2.71 (0.97)	2.67 (1.00)	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1--4	1.87 (0.92)	1.94 (0.94)	2.11 (0.99)	1.97 (0.96)	
9e. Providing the support you need to thrive socially	1--4	2.07 (0.96)	2.18 (0.93)	2.28 (0.96)	2.23 (0.95)	
<u>9f. Providing the financial support you need to afford your education</u>	1--4	2.02 (1.06)	2.08 (1.01)	2.16 (1.03)	2.18 (1.04)	
13a1. Frequency: Academic advising/planning	0--3	1.70 (0.64)	1.67 (0.64)	1.71 (0.67)	1.72 (0.68)	
13b1. Frequency: Career counseling	0--3	1.47 (0.63)	1.54 (0.60)	1.51 (0.63)	1.50 (0.64)	

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