

Office for Institutional Effectiveness

Kapiolani Community College

ANNOUNCEMENTS

PLANNING

INSTITUTIONAL RESEARCH

ASSESSMENT & EVALUATION

GRANTS DEVELOPMENT



CCSSE – Community College Survey of Student Engagement

Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. The Community College Survey of Student Engagement (CCSSE) builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on. (Source: [CCSSE official website](#))

2016 Kapi'olani Community College CCSSE Report

[2016 KapCC CCSSE Report Summary](#)

2014 Kapi'olani Community College CCSSE Reports

[2014 KapCC CCSSE Report Summary](#)

[Multi-year Analysis of KapCC CCSSE Benchmark Scores](#)

2014 Institutional Report for Kapi'olani Community College

In spring 2014, more than 80 faculty and staff participated in the 2014 CCSSE administration and more than 1000 students were surveyed. Results were compiled and analyzed, establishing the 2014 baseline for student engagement, as part of the college's increasing commitment to student engagement, learning, and achievement.

Key Findings [Document Link](#)

The Key Findings report provides college-specific data in an easy-to-read and easy-to-share format including benchmark comparisons between your college, top-performing colleges, and the CCSSE Cohort. It also highlights aspects of highest and lowest student engagement at your college, as well as results from five of the CCSSE special-focus items on promising educational practices.

Overall Report

1. Means Report for All Students ([document link](#))
2. Frequency Report for All students ([document link](#))

Standard Benchmark Reports

1. Reports for All Students ([Document Link](#))
2. Reports for Part-Time and Full-Time Enrollment Status ([Document Link](#))

Decile Reports ([Document Link](#))

Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group.

Achieving the Dream Consortium Reports

1. Reports for All Students ([Document Link](#))
2. Reports for Part-Time and Full-Time Enrollment Status ([Document Link](#))

Special-Focus Items

1. Reports for All Students ([Document Link](#))

2. Reports for Part-Time and Full-Time Enrollment Status ([Document Link](#))

Additional Breakout Benchmark Reports

Developmental & Not Developmental ([Document Link](#))

Traditional & Non-Traditional Age Students ([Document Link](#))

First-Generation & Not First-Generation Students ([Document Link](#))

Race/Ethnicity ([Document Link](#))

Gender ([Document Link](#))

Full-Time & Less Than Full-Time ([Document Link](#))

Credit Hours Earned ([Document Link](#))

[How Benchmarks are Calculated](#)

2012 Institutional Report for Kapi'olani Community College

2012 CCSSE [Key Findings](#)

Highlight of CCSSE 2012 Results:

- [2010 and 2012 CCSSE Benchmark Comparisons Between ESL Students and Non-ESL Students](#)
- [2012 CCSSE Results Relevant to Student Services](#)

- [2012 Frequency Report All Students All Items](#)
- [Relationship Between Service-Learning and Student Engagement](#)
- [Relationship Between CCSSE and Student Institutional Achievement](#)

2010 Institutional Report for Kapi'olani Community College

Key Findings ([Document Link](#))

The booklet provides college-specific data in an easy-to-read and easy-to-share format including: benchmark comparisons between your college, colleges of similar size, and the CCSSE cohort; highlights of the areas of highest and lowest student engagement at your college; results from the five CCSSE special-focus items; and CCFSSSE results.

Overall Report

1. Means Report for All Students ([Document Link](#))
2. Frequency Report for All students ([Document Link](#))

Standard Benchmark Reports

1. Reports for All Students ([Document Link](#))
2. Reports for Part-Time and Full-Time Enrollment Status ([Document Link](#))

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Additional Breakout Benchmark Reports

Developmental & Not Developmental ([document link](#))

Traditional & Non-Traditional Age Students ([document link](#))

First-Generation & Not First-Generation Students ([document link](#))

Race/Ethnicity ([document link](#))

Hawai'i Consortium Benchmark Reports

1. All Students ([document link](#))
2. Reports for Part-Time and Full-Time Enrollment Status ([document link](#))

Achieving the Dream Consortium Reports

1. All Students ([document link](#))
2. Reports for Part-Time and Full-Time Enrollment Status ([document link](#))

Service Learning

1. Fall 2010 presentation ([document link](#))
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