

# Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy "Responsible Uses of *CCSSE* and *SENSE* Data," available at [www.ccsse.org](http://www.ccsse.org).

*CCSSE* uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2012 *CCSSE* Cohort (2010-2012) throughout all reports.

## CCSSE Benchmarks

### ★ Active and Collaborative Learning

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 real-life situations and problems.

### ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

### ★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

### ★ Student-Faculty Interaction

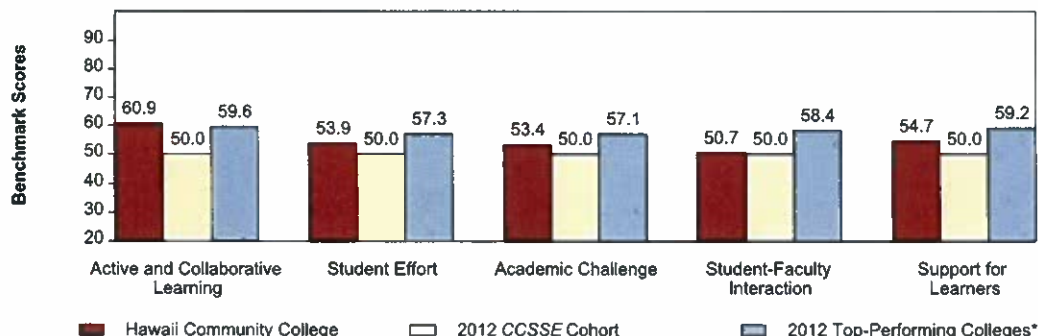
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.ccsse.org](http://www.ccsse.org).

Figure 2



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

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.ccsse.org](http://www.ccsse.org).



# **Community College Survey of Student Engagement**

Hawaii Community College

**2012 Key Findings**

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## Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2012 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

### Promising Practices for Student Success

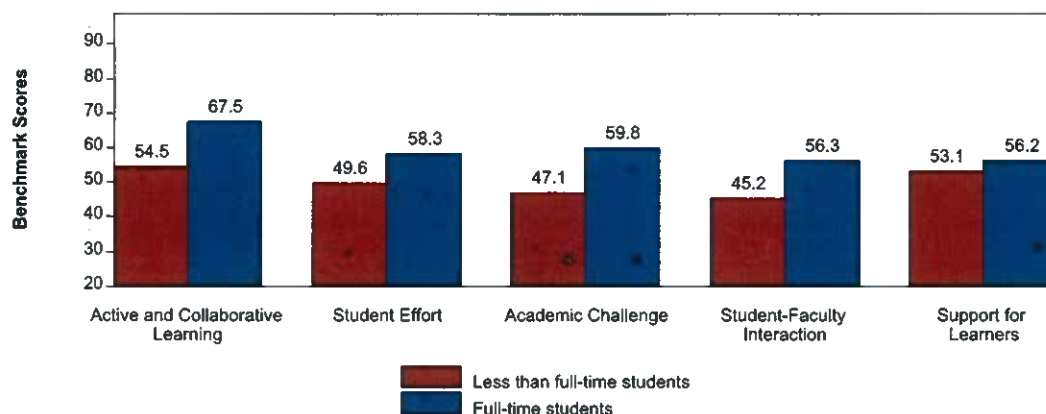
In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2012 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the 2012 CCSSE special-focus items; related items on the 2012 faculty survey (CCFSSE), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the new Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions. Additionally, a corresponding special-focus module will be included in the 2012 administration of the Survey of Entering Student Engagement (SENSE).

This data collection will provide empirical confirmation of promising educational practices in community colleges; quantification of the extent to which those practices are part of the current experience of our students; and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

### Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by students' enrollment status.

Figure 1







# Benchmarks of Effective Educational Practice

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## CCSSE Benchmarks

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### ★ Student-Faculty Interaction

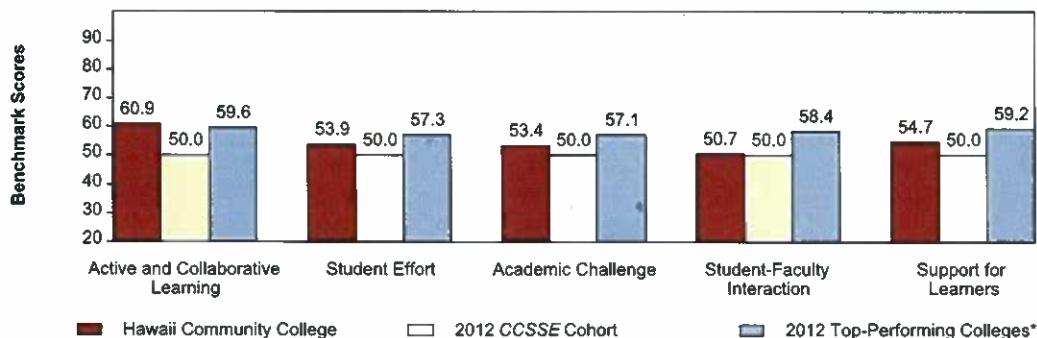
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 2



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Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).





## Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest in comparison to the 2012 CCSSE Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2012 CCSSE Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at [www.ccsse.org](http://www.ccsse.org).

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably compared with the 2012 CCSSE Cohort. For instance, 51.5% of Hawaii Community College students, compared with 30.6% of other students in the cohort, responded *often* or *very often* on item 4b.

Figure 3

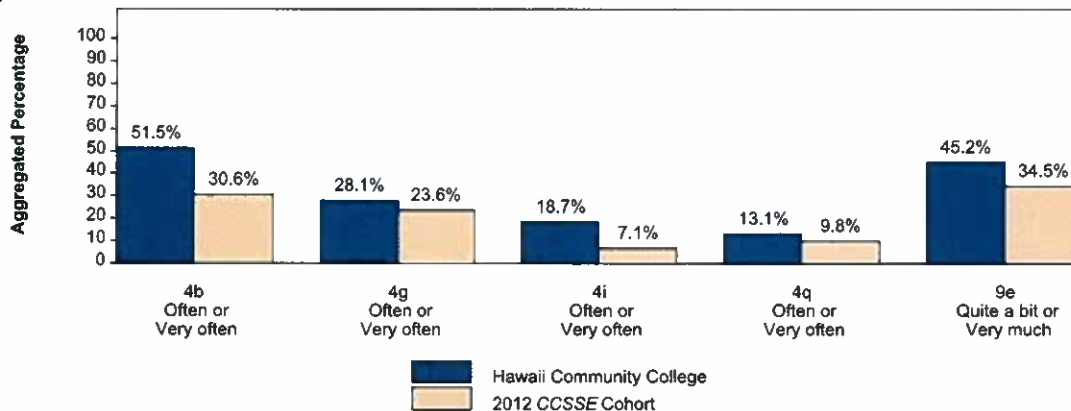


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework
Support For Learners	9e	Providing the support you need to thrive socially

**Notes:**

For Item(s) 4, *often* and *very often* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.



## Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably compared with the 2012 CCSSE Cohort. For instance, 29.2% of Hawaii Community College students, compared with 34.1% of other students in the cohort, responded *never* on item 4e.

Figure 4

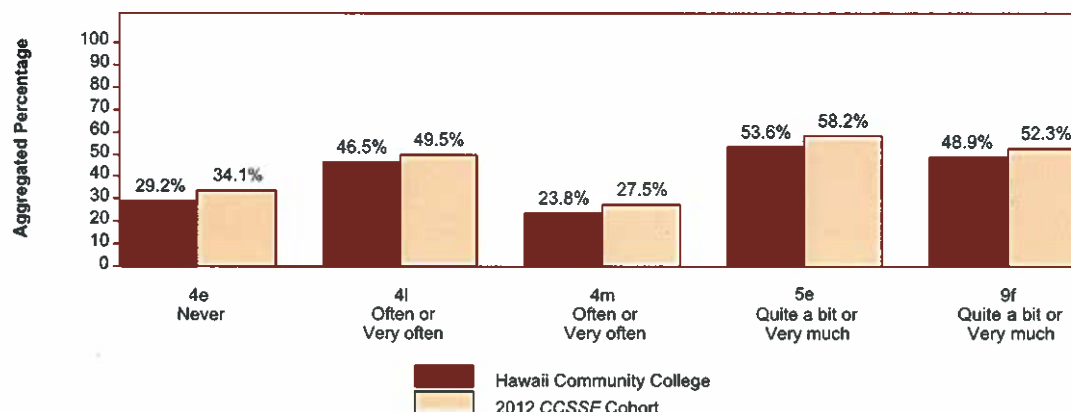


Table 2

Benchmark	Item Number	Item
Student Effort	4e	Came to class without completing readings or assignments
Student-Faculty Interaction	4l	Discussed grades or assignments with an instructor
Student-Faculty Interaction	4m	Talked about career plans with an instructor or advisor
Academic Challenge	5e	Applying theories or concepts to practical problems or in new situations
Support For Learners	9f	Providing the financial support you need to afford your education

### Notes:

For Item(s) 4, *often* and *very often* responses are combined.

For item 4e, responses have been reversed. A high percentage indicates that students *never* came to class without completing readings or assignments.

For Item(s) 5, *quite a bit* and *very much* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.



## 2012 CCSSE Special-Focus Items

The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2012 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the 2012 CCSSE promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).

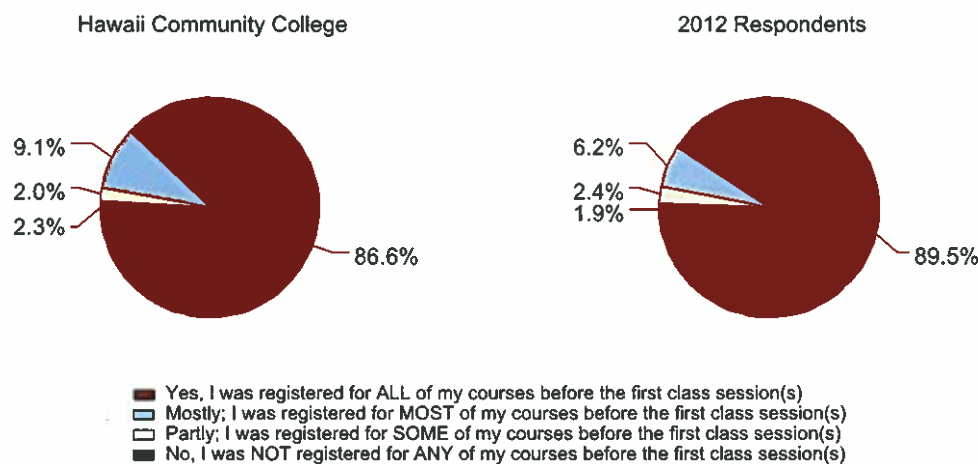


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is...

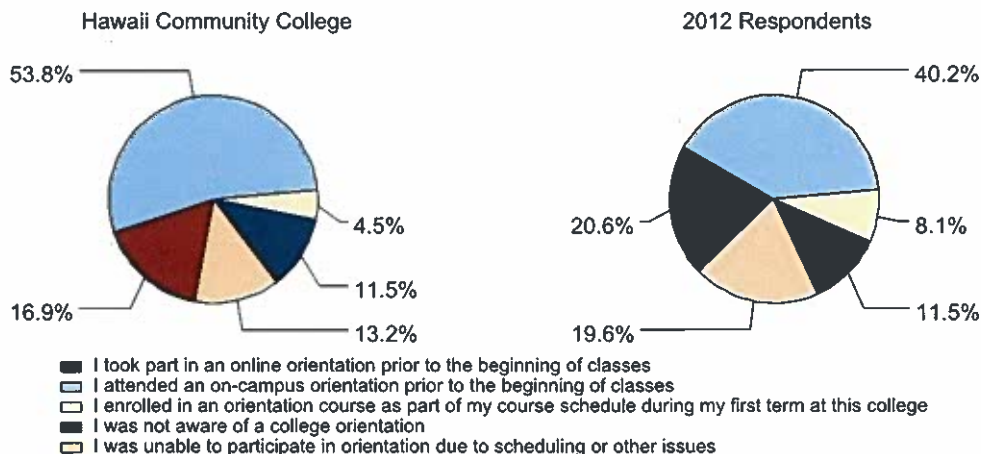




Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

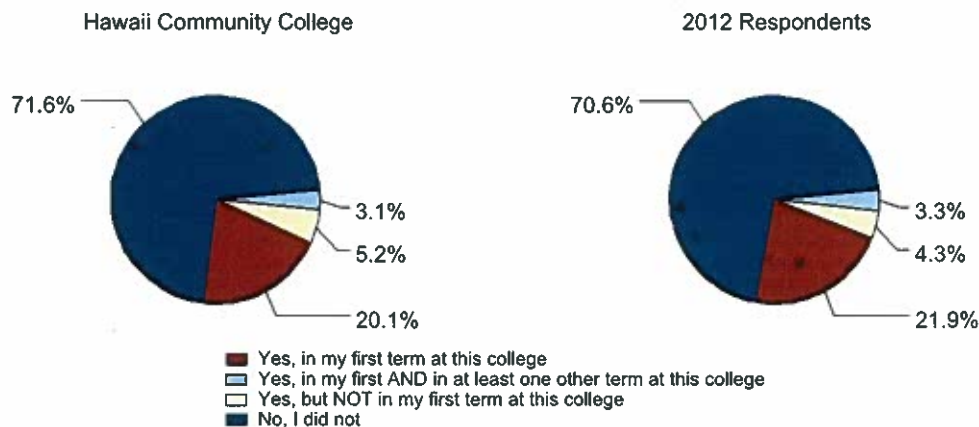


Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

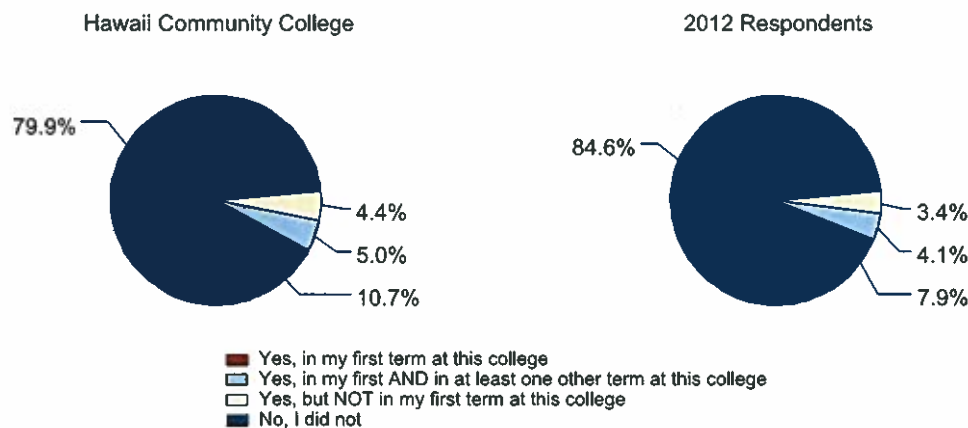
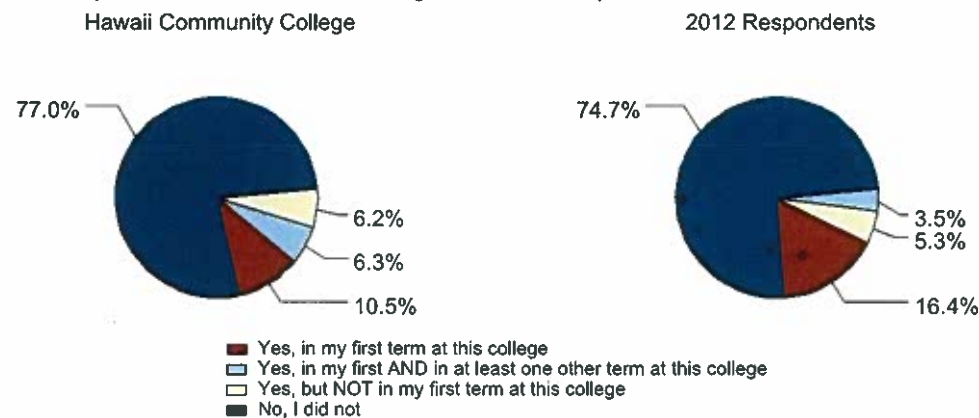


Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).







## CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion survey to CCSSE, 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. CCFSSE data not only help participating colleges identify areas of strength, but also enable them to recognize challenges or gaps that may require further consideration. The CCFSSE promising practices results displayed below reveal how often full- and part-time faculty members at Hawaii Community College assign selected group learning experiences.

Figure10: How often during your selected course section do you ASSIGN group learning experiences that REQUIRE students to:

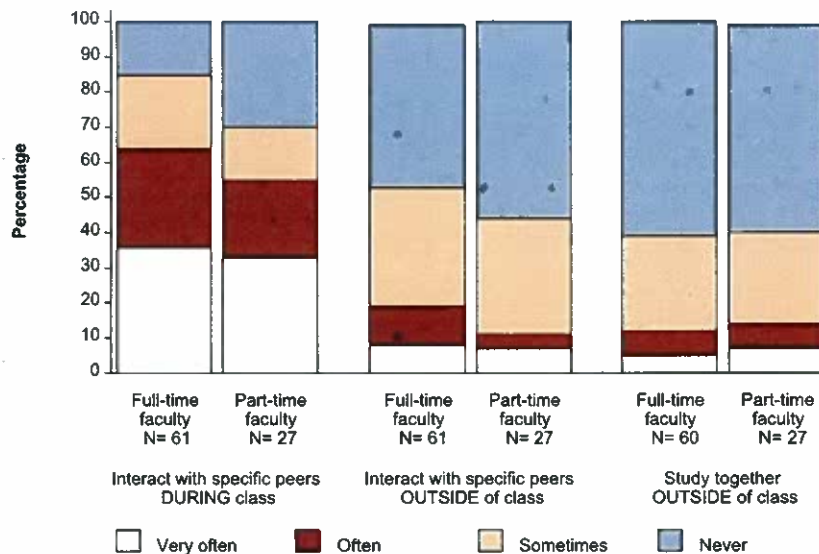


Table 3

Response	Interact with specific peers DURING class		Interact with specific peers OUTSIDE of class		Study together OUTSIDE of class	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Very often	36.1%	33.3%	8.2%	7.4%	5.0%	7.4%
Often	27.9%	22.2%	11.5%	3.7%	6.7%	7.4%
Sometimes	21.3%	14.8%	34.4%	33.3%	26.7%	25.9%
Never	14.8%	29.6%	45.9%	55.6%	61.7%	59.3%



**Community College Survey of Student Engagement - Hawail Community College**

**2012 Benchmark Scores Report - Main Survey**

Comparison Group: Small Colleges\*

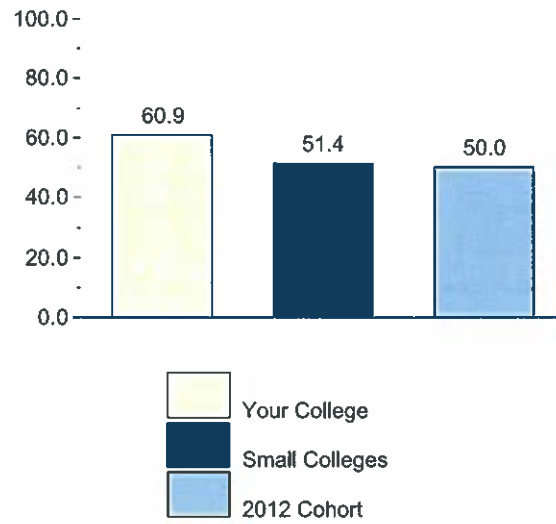
[Weighted]

Benchmark	Your College	Small Colleges		2012 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	60.9	51.4	9.6	50.0	10.9
Student Effort	53.9	51.0	2.9	50.0	3.9
Academic Challenge	53.4	50.4	3.0	50.0	3.4
Student-Faculty Interaction	50.7	51.9	-1.2	50.0	0.7
Support for Learners	54.7	51.9	2.8	50.0	4.7

\* The comparison group and cohort columns on this page INCLUDE your college.

**Community College Survey of Student Engagement**  
**Hawaii Community College**  
**2012 Benchmark Bar Chart - Main Survey**  
Comparison Group: Small Colleges\*

[Weighted]  
Active and Collaborative Learning (ACTCOLL)



\* The comparison group and cohort bars on this page INCLUDE your college.

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**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Means Report - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Active and Collaborative Learning (ACTCOLL)

		Your College	Small Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
<b>Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?</b>						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	2.96	2.99		2.94	
4b. Made a class presentation [ACTCOLL]	CLPRESEN	2.55	2.11	0.48**	2.11	0.48**
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.72	2.53	0.22**	2.51	0.24**
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.15	1.96	0.21**	1.92	0.25**
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.44	1.40		1.39	
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	1.76	1.35	0.59**	1.33	0.64**
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.71	2.58		2.57	

\* The comparison group and cohort columns on this page EXCLUDE your college.

\*\* T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

**Active and Collaborative Learning (ACTCOLL)**

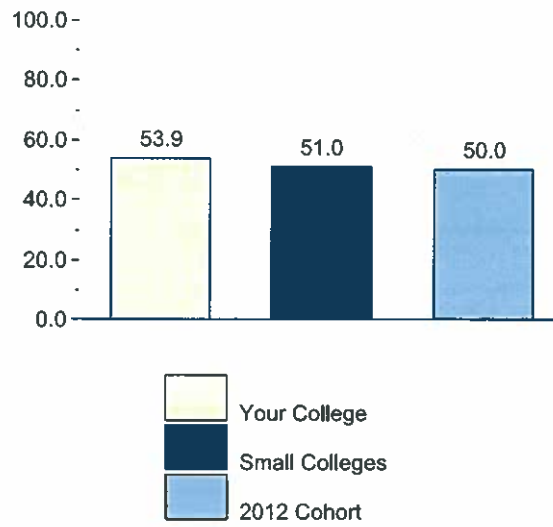
			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	5	1.2	2,588	1.9	11,365	2.5
		Sometimes	162	35.3	39,059	29.3	143,464	31.7
		Often	137	30.0	48,185	36.2	159,571	35.3
		Very often	153	33.5	43,320	32.5	137,548	30.4
		Total	457	100.0	133,152	100.0	451,948	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	63	13.7	37,181	28.0	126,272	28.1
		Sometimes	159	34.8	55,341	41.7	186,035	41.3
		Often	156	34.3	28,505	21.5	97,835	21.7
		Very often	79	17.2	11,583	8.7	39,877	8.9
		Total	456	100.0	132,611	100.0	450,018	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	27	6.0	15,293	11.6	54,528	12.2
		Sometimes	162	35.8	51,868	39.4	176,814	39.5
		Often	172	38.2	44,487	33.8	149,015	33.3
		Very often	91	20.1	20,081	15.2	66,729	14.9
		Total	452	100.0	131,729	100.0	447,086	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	99	22.0	48,601	36.8	171,897	38.3
		Sometimes	225	49.9	50,598	38.3	170,847	38.1
		Often	87	19.2	23,141	17.5	74,542	16.6
		Very often	40	8.9	9,761	7.4	31,134	6.9
		Total	451	100.0	132,102	100.0	448,420	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	315	69.5	94,281	71.2	324,618	72.2
		Sometimes	91	20.2	26,929	20.3	88,445	19.7
		Often	31	6.9	7,313	5.5	23,995	5.3
		Very often	15	3.4	3,821	2.9	12,352	2.7
		Total	454	100.0	132,344	100.0	449,410	100.0
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	Never	222	49.3	98,646	74.8	342,233	76.5
		Sometimes	144	32.0	23,085	17.5	73,264	16.4
		Often	55	12.3	6,999	5.3	21,910	4.9
		Very often	29	6.3	3,062	2.3	9,777	2.2
		Total	450	100.0	131,792	100.0	447,184	100.0
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	50	11.1	16,048	12.1	56,189	12.5
		Sometimes	153	33.8	49,588	37.5	168,160	37.4
		Often	128	28.3	41,098	31.0	137,013	30.5
		Very often	122	26.8	25,656	19.4	87,757	19.5
		Total	454	100.0	132,390	100.0	449,119	100.0

\* The comparison group and cohort columns on this page EXCLUDE your college.



**Community College Survey of Student Engagement**  
**Hawaii Community College**  
**2012 Benchmark Bar Chart - Main Survey**  
Comparison Group: Small Colleges\*

[Weighted]  
Student Effort (STUEFF)



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13JUN12

**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Means Report - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Student Effort (STUEFF)

		Your College	Small Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
<b>Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?</b>						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	2.72	2.52		2.52	
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	2.95	2.78		2.79	
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	1.88	1.79		1.82	
<b>Item 6: During the current school year, about how much reading and writing have you done at this college?</b>						
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	2.31	2.08	0.22**	2.10	0.20**
<b>Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?</b>						
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	2.13	2.05		2.02	
<b>Item 13.1: How often do you use the following services at this college?</b>						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	1.55	1.50		1.49	
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	1.72	1.79		1.74	
13.1h. Computer lab [STUEFF]	USECOMLB	2.11	2.13		2.09	

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\*\* T-test: 2-tailed

page 6 - 13JUN12

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**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Student Effort (STUEFF)

			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	64	14.1	25,135	19.0	88,003	19.6
		Sometimes	123	27.3	39,611	30.0	132,109	29.5
		Often	143	31.6	40,296	30.5	135,540	30.2
		Very often	122	27.0	27,086	20.5	92,644	20.7
		Total	452	100.0	132,128	100.0	448,296	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	32	6.9	12,420	9.4	43,933	9.8
		Sometimes	113	24.8	37,019	28.0	122,019	27.2
		Often	159	34.7	49,815	37.7	168,364	37.5
		Very often	153	33.5	32,989	24.9	114,318	25.5
		Total	456	100.0	132,243	100.0	448,635	100.0
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	132	29.2	47,250	35.8	152,797	34.1
		Sometimes	259	57.3	69,228	52.5	238,841	53.3
		Often	46	10.1	11,190	8.5	40,559	9.1
		Very often	15	3.4	4,246	3.2	15,520	3.5
		Total	452	100.0	131,915	100.0	447,717	100.0
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	None	92	20.3	40,681	30.9	129,370	29.0
		1 to 4	217	47.7	59,978	45.6	210,283	47.1
		5 to 10	91	19.9	17,538	13.3	61,972	13.9
		11 to 20	25	5.6	6,854	5.2	23,186	5.2
		More than 20	30	6.6	6,453	4.9	21,354	4.8
		Total	456	100.0	131,504	100.0	446,165	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	None	10	2.2	2,241	1.7	6,928	1.6
		1-5 hours	168	37.1	50,058	38.2	174,280	39.2
		6-10 hours	123	27.2	38,653	29.5	133,551	30.0
		11-20 hours	85	18.8	24,771	18.9	82,361	18.5
		21-30 hours	39	8.7	9,828	7.5	30,950	7.0
		More than 30 hours	27	6.0	5,632	4.3	17,020	3.8
		Total	453	100.0	131,183	100.0	445,090	100.0
Item 13.1: How often do you use the following services at this college?								
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	Don't know/N.A.	97	22.6	31,788	25.1	108,194	25.2
		Rarely/Never	198	46.1	58,351	46.1	198,884	46.4
		Sometimes	88	20.5	25,448	20.1	85,596	20.0
		Often	47	10.9	11,010	8.7	36,266	8.5
		Total	430	100.0	126,596	100.0	428,940	100.0

\* The comparison group and cohort columns on this page EXCLUDE your college.

**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

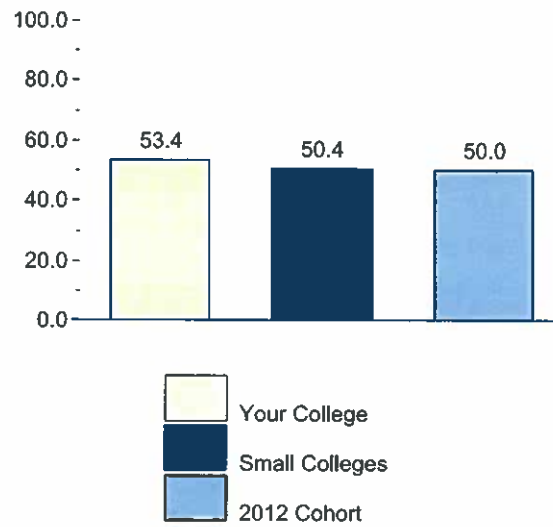
Student Effort (STUEFF)

			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 13.1: How often do you use the following services at this college?								
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	Don't know/N.A.	95	22.0	26,968	21.4	92,737	21.7
		Rarely/Never	162	37.6	43,984	34.8	157,949	36.9
		Sometimes	107	24.8	32,343	25.6	105,930	24.8
		Often	67	15.6	23,003	18.2	71,263	16.7
		Total	431	100.0	126,298	100.0	427,879	100.0
13.1h. Computer lab [STUEFF]	USECOMLB	Don't know/N.A.	47	10.9	14,383	11.4	53,620	12.5
		Rarely/Never	109	25.1	29,161	23.0	106,200	24.8
		Sometimes	126	28.9	39,431	31.2	130,922	30.5
		Often	152	35.1	43,570	34.4	138,154	32.2
		Total	435	100.0	126,545	100.0	428,897	100.0

\* The comparison group and cohort columns on this page EXCLUDE your college.

**Community College Survey of Student Engagement**  
**Hawaii Community College**  
**2012 Benchmark Bar Chart - Main Survey**  
Comparison Group: Small Colleges\*

[Weighted]  
Academic Challenge (ACCHALL)



\* The comparison group and cohort bars on this page INCLUDE your college.

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**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Means Report - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Academic Challenge (ACCHALL)

		Your College	Small Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
<b>Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?</b>						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	2.69	2.63		2.61	
<b>Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	2.91	2.88		2.90	
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	2.87	2.76		2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	2.65	2.60		2.61	
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	2.63	2.71		2.71	
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	2.93	2.85		2.83	
<b>Item 6: During the current school year, about how much reading and writing have you done at this college?</b>						
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20						
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	3.06	2.94		2.91	
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	3.20	2.91	0.26**	2.90	0.27**
<b>Item 7</b>						
1 = Extremely easy ... 7 = Extremely challenging						
7. Mark the response 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 [ACCHALL]	EXAMS	5.02	5.03		4.99	
<b>Item 9: How much does this college emphasize each of the following?</b>						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	3.13	3.05		3.02	

\* The comparison group and cohort columns on this page EXCLUDE your college.

\*\* T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.



**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Academic Challenge (ACCHALL)

			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	36	7.9	11,945	9.0	43,105	9.6
		Sometimes	155	34.3	48,887	37.0	166,571	37.2
		Often	178	39.3	47,803	36.2	161,264	36.0
		Very often	84	18.5	23,454	17.8	77,023	17.2
		Total	453	100.0	132,089	100.0	447,963	100.0
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	19	4.1	6,089	4.6	19,937	4.4
		Some	126	27.8	36,554	27.6	118,742	26.5
		Quite a bit	184	40.6	57,304	43.3	194,825	43.4
		Very much	124	27.4	32,296	24.4	115,184	25.7
		Total	454	100.0	132,243	100.0	448,689	100.0
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	Very little	25	5.5	8,731	6.6	29,978	6.7
		Some	129	28.7	42,329	32.1	140,986	31.6
		Quite a bit	177	39.3	51,879	39.4	175,173	39.2
		Very much	120	26.5	28,772	21.8	100,521	22.5
		Total	451	100.0	131,711	100.0	446,659	100.0
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	50	11.0	15,137	11.5	52,533	11.7
		Some	156	34.6	46,504	35.3	155,266	34.7
		Quite a bit	150	33.3	45,922	34.8	155,134	34.7
		Very much	95	21.1	24,275	18.4	84,185	18.8
		Total	452	100.0	131,837	100.0	447,117	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	49	10.9	11,595	8.8	41,240	9.2
		Some	161	35.6	43,561	33.0	146,073	32.6
		Quite a bit	152	33.7	48,398	36.6	162,779	36.3
		Very much	90	19.9	28,532	21.6	97,914	21.9
		Total	452	100.0	132,085	100.0	448,005	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	31	6.8	9,702	7.3	35,875	8.0
		Some	118	26.0	37,323	28.2	128,260	28.5
		Quite a bit	157	34.6	49,022	37.0	163,864	36.4
		Very much	148	32.7	36,450	27.5	121,648	27.1
		Total	454	100.0	132,498	100.0	449,647	100.0

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**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

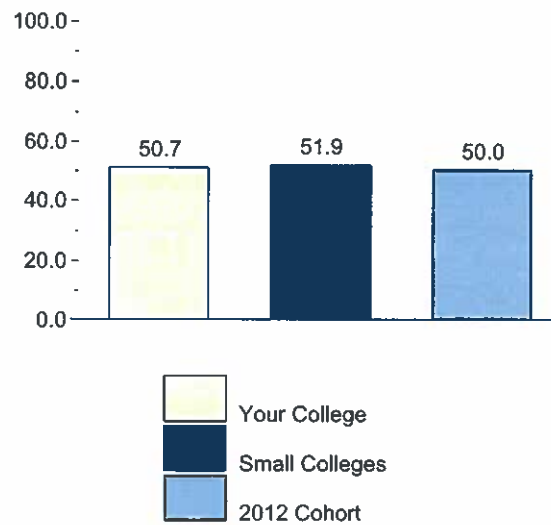
Academic Challenge (ACCHALL)

			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	None	12	2.7	3,514	2.7	12,281	2.8
		1 to 4	148	32.4	51,635	39.3	181,007	40.6
		5 to 10	161	35.4	40,998	31.2	137,273	30.8
		11 to 20	70	15.3	19,391	14.7	65,155	14.6
		More than 20	65	14.3	15,950	12.1	50,471	11.3
		Total	456	100.0	131,489	100.0	446,187	100.0
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	None	19	4.3	11,658	8.9	40,203	9.0
		1 to 4	125	27.5	40,452	30.8	137,250	30.8
		5 to 10	137	30.1	41,050	31.2	140,902	31.6
		11 to 20	90	19.8	24,149	18.4	81,900	18.4
		More than 20	83	18.3	14,133	10.8	45,598	10.2
		Total	454	100.0	131,443	100.0	445,854	100.0
Item 7								
7. Mark the response 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 [ACCHALL]	EXAMS	(1) Extremely easy	5	1.2	1,233	1.0	4,100	1.0
		(2)	3	0.6	2,301	1.8	8,354	2.0
		(3)	23	5.4	6,842	5.4	25,074	5.9
		(4)	110	25.4	29,057	23.0	101,048	23.6
		(5)	143	33.0	42,727	33.8	146,681	34.2
		(6)	101	23.5	29,734	23.5	98,255	22.9
		(7) Extremely challenging	47	10.8	14,622	11.6	44,767	10.5
		Total	432	100.0	126,516	100.0	428,279	100.0
Item 9: How much does this college emphasize each of the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	17	3.8	4,885	3.7	18,137	4.1
		Some	78	17.2	27,351	20.8	95,878	21.5
		Quite a bit	190	41.7	55,796	42.4	189,190	42.4
		Very much	170	37.3	43,418	33.0	142,665	32.0
		Total	456	100.0	131,451	100.0	445,870	100.0

\* The comparison group and cohort columns on this page EXCLUDE your college.

**Community College Survey of Student Engagement**  
**Hawaii Community College**  
**2012 Benchmark Bar Chart - Main Survey**  
Comparison Group: Small Colleges\*

[Weighted]  
Student-Faculty Interaction (STUFAC)



\* The comparison group and cohort bars on this page INCLUDE your college.

13JUN12

**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Means Report - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Student-Faculty Interaction (STUFAC)

		Your College	Small Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	2.80	2.82		2.81	
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.52	2.63		2.59	
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	1.97	2.16	-0.21**	2.08	
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	1.91	1.81		1.77	
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	2.65	2.72		2.70	
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.62	1.48		1.43	0.25**

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\*\* T-test: 2-tailed

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**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

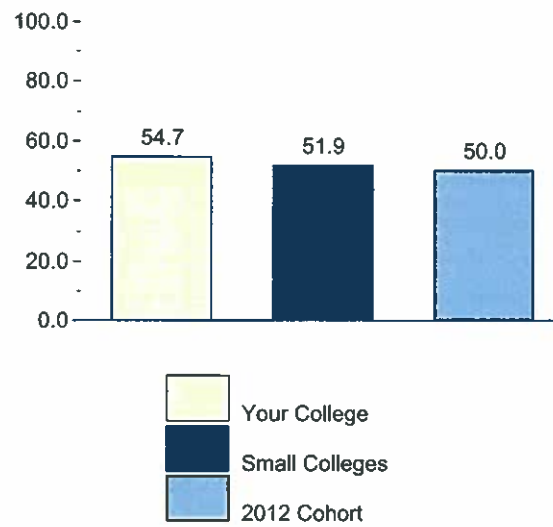
Student-Faculty Interaction (STUFAC)

			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	37	8.2	11,615	8.8	37,958	8.5
		Sometimes	155	34.4	39,621	30.0	138,114	30.8
		Often	119	26.4	42,038	31.8	141,344	31.5
		Very often	140	31.0	38,765	29.4	130,628	29.2
		Total	451	100.0	132,039	100.0	448,045	100.0
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	48	10.5	9,829	7.4	38,698	8.6
		Sometimes	196	43.0	53,954	40.8	187,582	41.8
		Often	137	30.1	43,425	32.9	141,398	31.5
		Very often	75	16.4	24,930	18.9	80,806	18.0
		Total	455	100.0	132,138	100.0	448,485	100.0
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	153	33.6	32,511	24.6	126,935	28.4
		Sometimes	193	42.6	58,692	44.5	197,749	44.2
		Often	76	16.8	27,756	21.0	83,539	18.7
		Very often	32	7.0	12,945	9.8	39,358	8.8
		Total	454	100.0	131,905	100.0	447,581	100.0
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	162	36.0	55,551	42.2	202,269	45.3
		Sometimes	199	44.1	52,003	39.5	167,316	37.5
		Often	58	12.9	17,183	13.0	54,774	12.3
		Very often	31	7.0	6,977	5.3	22,395	5.0
		Total	450	100.0	131,714	100.0	446,754	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	54	11.9	9,082	6.9	33,810	7.6
		Sometimes	145	32.2	44,926	34.1	153,647	34.3
		Often	157	34.8	52,402	39.7	174,685	39.0
		Very often	95	21.1	25,510	19.3	85,557	19.1
		Total	451	100.0	131,920	100.0	447,699	100.0
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	244	54.2	86,658	66.2	306,992	69.1
		Sometimes	147	32.7	29,941	22.9	93,492	21.0
		Often	44	9.7	10,407	7.9	31,628	7.1
		Very often	15	3.4	3,939	3.0	12,091	2.7
		Total	450	100.0	130,945	100.0	444,203	100.0

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**Community College Survey of Student Engagement**  
**Hawaii Community College**  
**2012 Benchmark Bar Chart - Main Survey**  
Comparison Group: Small Colleges\*

[Weighted]  
Support for Learners (SUPPORT)



\* The comparison group and cohort bars on this page INCLUDE your college.

13JUN12

**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Means Report - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Support for Learners (SUPPORT)

		Your College	Small Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
<b>Item 9: How much does this college emphasize each of the following?</b>						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	3.11	3.04		3.00	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	2.83	2.53	0.29**	2.55	0.27**
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	2.19	2.02		1.97	0.22**
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	2.45	2.24	0.23**	2.19	0.28**
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	2.47	2.66		2.56	
<b>Item 13.1: How often do you use the following services at this college?</b>						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1a. Academic advising/planning [SUPPORT]	USEACAD	1.79	1.85		1.79	
13.1b. Career counseling [SUPPORT]	USECACOU	1.51	1.44		1.44	

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\*\* T-test: 2-tailed

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**Community College Survey of Student Engagement - Hawaii Community College**

**2012 Benchmark Frequency Distributions - Main Survey**

Comparison Group: Small Colleges\*

[Weighted]

Support for Learners (SUPPORT)

			Your College		Small Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	12	2.6	5,989	4.6	22,379	5.0
		Some	97	21.4	27,287	20.8	98,186	22.1
		Quite a bit	173	38.1	53,784	41.0	182,394	41.0
		Very much	173	37.9	44,227	33.7	142,123	31.9
		Total	455	100.0	131,287	100.0	445,082	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	39	8.6	22,993	17.6	77,115	17.4
		Some	138	30.3	42,129	32.2	139,236	31.4
		Quite a bit	138	30.4	38,380	29.4	131,543	29.7
		Very much	140	30.7	27,206	20.8	95,257	21.5
		Total	456	100.0	130,708	100.0	443,151	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	130	28.7	48,067	36.8	174,356	39.3
		Some	169	37.2	45,448	34.8	148,982	33.6
		Quite a bit	92	20.4	23,875	18.3	77,100	17.4
		Very much	62	13.7	13,311	10.2	42,658	9.6
		Total	454	100.0	130,700	100.0	443,096	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	78	17.1	32,275	24.8	118,380	26.9
		Some	171	37.7	50,497	38.8	170,336	38.6
		Quite a bit	126	27.9	31,510	24.2	102,405	23.2
		Very much	78	17.3	15,742	12.1	49,730	11.3
		Total	453	100.0	130,024	100.0	440,851	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	119	26.1	24,339	18.7	98,029	22.2
		Some	114	25.0	32,630	25.0	112,564	25.5
		Quite a bit	110	24.2	36,293	27.8	114,919	26.0
		Very much	112	24.7	37,208	28.5	116,263	26.3
		Total	454	100.0	130,470	100.0	441,775	100.0
Item 13.1: How often do you use the following services at this college?								
13.1a. Academic advising/planning [SUPPORT]	USEACAD	Don't know/N.A.	52	12.0	9,526	7.4	33,999	7.8
		Rarely/Never	145	33.4	38,786	30.2	146,322	33.6
		Sometimes	171	39.4	59,181	46.1	192,438	44.2
		Often	66	15.2	20,927	16.3	62,539	14.4
		Total	435	100.0	128,419	100.0	435,298	100.0
13.1b. Career counseling [SUPPORT]	USEACOU	Don't know/N.A.	52	12.0	26,602	20.8	87,947	20.3
		Rarely/Never	217	50.3	64,254	50.3	220,540	50.9
		Sometimes	133	30.8	29,379	23.0	98,922	22.8
		Often	30	7.0	7,543	5.9	25,681	5.9
		Total	433	100.0	127,778	100.0	433,090	100.0

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