

CCSSE (2017-present) BENCHMARK DESCRIPTIONS

Active and Collaborative Learning **ACTCOLL** (7 items)

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.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4a	4a	Asked questions in class or contributed to class discussions	CLQUEST	1 – 4	CLQUEST	1 – 4
4b	4b	Made a class presentation	CLPRESEN	1 – 4	CLPRESEN	1 – 4
4f	4f	Worked with other students on projects during class	CLASSGRP	1 – 4	CLASSGRP	1 – 4
4g	4g	Worked with classmates outside of class to prepare class assignments	OCCGRP	1 – 4	OCCGRP	1 – 4
4h	4h	Tutored or taught other students (paid or voluntary)	TUTOR	1 – 4	TUTOR	1 – 4
4i	4i	Participated in a community-based project (service learning activity) as a part of a regular course	COMMPROJ	1 – 4	PARTICCBP	1 – 4
4r	4q	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	1 – 4	OOCIDEAS	1 – 4

4i. “(service learning activity)” was added to item text. No other changes were made.

4r/4q: Because a prior item was removed, the item was renumbered.

Student Effort **STUEFF** (8 items)

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.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4c	4c	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	1 – 4	REWROPAP	1 – 4
4d	4d	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	1 – 4	INTEGRAT	1 – 4
4e	4e	Come to class without completing readings or assignments	CLUNPREP	1 – 4	CLUNPREP	1 – 4
6b	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	See below	BKREADOWN	0 – 4
10a	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	0 – 5	ACADPR01	0 – 5
13d1	12d1	Frequency: Peer or other tutoring	USETUTOR	See below	FREQTUTOR	See below
13e1	12e1	Frequency: Skill labs (writing, math, etc.)	USELAB	See below	FREQLAB	See below
13h1	12h1	Frequency: Computer lab	USECOMLB	See below	FREQCOMLB	See below

6b. Response option numeric codes were changed as noted below. There were no changes to the item or response text.

Item	New Responses	Old Responses
6b	0 = None 1 = 1 to 4 2 = 5 to 10 3 = 11 to 20 4 = More than 20	1 = None 2 = 1 to 4 3 = 5 to 10 4 = 11 to 20 5 = More than 20

12d1, 12e1, 12h1: The response options were changed as noted below. No changes were made to the item text.

Item	New Responses	Old Responses
12d1	0 = Never, 1 = 1 time 2 = 2 – 4 times	0 = Don't know / N.A.
12e1		1 = Rarely/Never 2 = Sometimes

12h1	3 = 5 or more times	3 = Often
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Academic Challenge **ACCHALL** (10 items)

Challenging intellectual and creative work is central to student learning and collegiate quality.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4p	4o	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	1 – 4	WORKHARD	1 – 4
5b	5b	Analyzing the basic elements of an idea, experience, or theory	ANALYZE	1 – 4	ANALYZE	1 – 4
5c	5c	Forming a new idea or understanding from various pieces of information	SYNTHESZ	1 – 4	NEWIDEAS	1 – 4
5d	5d	Making judgments about the value or soundness of information, arguments, or methods	EVALUATE	1 – 4	EVALUATE	1 – 4
5e	5e	Applying theories or concepts to practical problems or in new situations	APPLYING	1 – 4	APPLYING	1 – 4
5f	5f	Using information you have read or heard to perform a new skill.	PERFORM	1 – 4	PERFORM	1 – 4
6a	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	See below	ASSIGREAD	See below
6c	6c	Number of written papers or reports of any length	WRITEANY	See below	NUMPAPRRPTS	See below
7	7	Mark the box that best represents the extent to which your examinations during the current academic year have challenged you to do your best work <u>at this college</u>	EXAMS	1 – 7	CHALNGXAM	1 – 7
9a	9a	Encouraging you to spend significant amounts of time studying	ENVSCHOL	1 – 4	ENVSCHOL	1 – 4

4p/4o: Because a prior item was removed, the item was renumbered.

5c: The item was replaced. (The previous item was “Synthesizing and organizing ideas, information, or experiences in new ways.”) *In cognitive interviews, students did not know what “synthesizing” means.*

7. The word “academic” was “school” in previous version.

6a & 6c: Response option numeric codes changed as noted below. Only the coded values change, this will have no effect on the benchmark scores.

Item	New Responses	Old Responses
6a	0 = None 1 = 1 to 4	1 = None 2 = 1 to 4

6c	2 = 5 to 10	3 = 5 to 10
	3 = 11 to 20	4 = 11 to 20
	4 = More than 20	5 = More than 20

Student-Faculty Interaction **STUFAC** (6 items)

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.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
4k	4j	Used email to communicate with an instructor	EMAIL	1 – 4	EMAIL	1 – 4
4l	4k	Discussed grades or assignments with an instructor	FACGRADE	1 – 4	FACGRADE	1 – 4
4m	4l	Talked about career plans with an instructor or advisor	FACPLANS	1 – 4	FACPLANS	1 – 4
4n	4m	Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	1 – 4	FACIDEAS	1 – 4
4o	4n	Received prompt feedback (written or oral) from instructors on your performance	FACFEED	1 – 4	FACFEED	1 – 4
4q	4p	Worked with instructors on activities other than coursework	FACOTH	1 – 4	FACOTH	1 – 4

All items: Because a prior item was removed, these items were renumbered. Otherwise, there was no change in the item text or response scales.

Support for Learners **SUPPORT** (7 items)

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.

Item Number		Item Description/Variable Label	Variable Name			
Old	New		Old	Old Values	New	New Values
9b	9b	Providing the support you need to help you succeed at this college	ENVSUPRT	1 – 4	ENVSUPRT	1 – 4
9c	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1 – 4	ENVDIVRS	1 – 4
9d	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1 – 4	ENVNACAD	1 – 4
9e	9e	Providing the support you need to thrive socially	ENVSOCAL	1 – 4	ENVSOCAL	1 – 4
9f	9f	Providing the financial support you need to afford your education	FINSUPP	1 – 4	FINSUPP	1 – 4
13a1	12a1	Frequency: Academic advising/planning	USEACAD	See below	FREQACAD	See below
13b1	12b1	Frequency: Career counseling	USECACOU	See below	FREQCACOU	See below

12a1, 12b1: Response options were changed as noted below.

Item	New Responses	Old Responses
12a1	0 = Never, 1 = 1 time	0 = Don't know / N.A. 1 = Rarely/Never
12b1	2 = 2 – 4 times 3 = 5 or more times	2 = Sometimes 3 = Often