

Community College Survey of Student Engagement

Hazard Community and Technical College

2010 Key Findings

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Introduction

This report provides a summary of selected key findings from your institution's administration of the 2010 Community College Survey of Student Engagement (*CCSSE*). This document provides important information that we hope you can use to stimulate discussion on your campus about how to improve students' experiences at Hazard Community and Technical College.

Contents

- ★ *CCSSE* benchmarks for Hazard Community and Technical College, the 2010 *CCSSE* Cohort, and the top performing colleges by benchmark area
- ★ A report highlighting your institution's highest- and lowest-performing areas for part-time and full-time students by benchmark
- ★ Results from the 2010 Special-Focus Items
- ★ Selected results comparing student and faculty responses from the Community College Faculty Survey of Student Engagement (*CCFSSE*), if your college elected to participate in the national administration of that survey in spring 2010; if your college did not participate in the faculty survey, this page provides an example of the report your college would have received

***CCSSE* Online Reporting System**

The complete *CCSSE* 2010 results for Hazard Community and Technical College are available via the new *CCSSE* online reporting system (www.ccsse.org). This reporting site offers intuitive, point-and-click access to data and flexibility in creating reports.

***CCSSE* Resources at www.ccsse.org**

- ★ Accreditation Tools providing guidance on using student engagement results in the self-study and reaffirmation process
- ★ Annotated Bibliography containing interactive survey items linked to annotated lists of related research articles
- ★ Communication Tools including customizable templates and discussion guides for sharing survey results
- ★ Focus Group Tools including all the materials needed to plan and conduct student focus groups to add rich qualitative data to your understanding student engagement
- ★ Using *CCSSE* Tools including a *CCSSE* Course Evaluation Form, an end-of-course evaluation instrument that is aligned with *CCSSE* items on effective educational practice, and a Classroom Observation Form, developed for local use in faculty development and evaluation programs

Benchmarks of Effective Educational Practice Hazard Community and Technical College

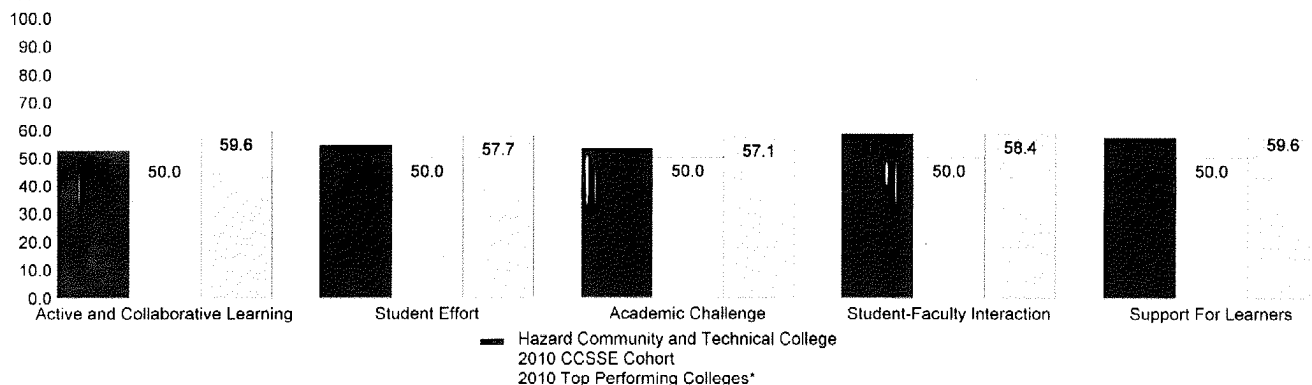
CCSSE Benchmarks

The Community College Survey of Student Engagement uses a set of five benchmarks of effective educational practice in community colleges. These benchmarks 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 similar colleges.

Community colleges differ significantly—even dramatically—from one another on variables including 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. Furthermore, *CCSSE* has adopted a policy on “Responsible Uses of *CCSSE* Data,” available at www.ccsse.org.

The five benchmarks encompass 38 engagement items from the *CCSSE* survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the most powerful contributors to effective teaching, and student learning, retention, and attainment. For further information about how the benchmark scores are computed, please visit www.ccsse.org.

CCSSE uses a three-year cohort of participating colleges in all of its analyses. The cohort is referred to as the 2010 *CCSSE* Cohort (2008 – 2010) throughout all reports.



Note: Benchmark scores are standardized so that all *CCSSE* Cohort respondents have a mean of 50 and standard deviation of 25.
* Top performing colleges are those that scored in the top ten percent by benchmark.

- ★ **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.

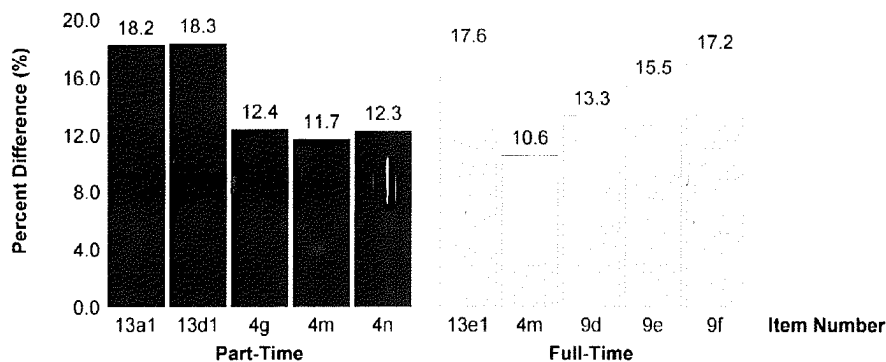
Areas of Highest Student Engagement Hazard Community and Technical College

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig deeper into the benchmark scores is to analyze the items contributing to the overall benchmark score and to disaggregate the data. This section features the five items on which part-time and full-time students scored highest and the five items on which they scored lowest in comparison to the 2010 *CCSSE* Cohort.

The items below reflect the largest differences (in mean scores) between Hazard Community and Technical College and the 2010 *CCSSE* Cohort. However, they may not be the most important to institutional mission or current program or policy goals. It is important to review the college's 2010 *CCSSE* Institutional Report for additional results of particular interest.

Item Number	Benchmark	Item
Part-Time Students		
13a1	Support for Learners	Frequency: Academic advising/planning
13d1	Student Effort	Frequency: Peer or other tutoring
4g	Active and Collaborative Learning	Worked with classmates outside of class to prepare class assignments
4m	Student-Faculty Interaction	Talked about career plans with an instructor or advisor
4n	Student-Faculty Interaction	Discussed ideas from your readings or classes with instructors outside of class
Full-Time Students		
13e1	Student Effort	Frequency: Skill labs (writing, math, etc.)
4m	Student-Faculty Interaction	Talked about career plans with an instructor or advisor
9d	Support for Learners	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	Support for Learners	Providing the support you need to thrive socially
9f	Support for Learners	Providing the financial support you need to afford your education

For instance, a greater percentage of your part-time students (18.2%), compared to other part-time students in the Cohort, responded 'Sometimes' or 'Often' on item 13a1 .

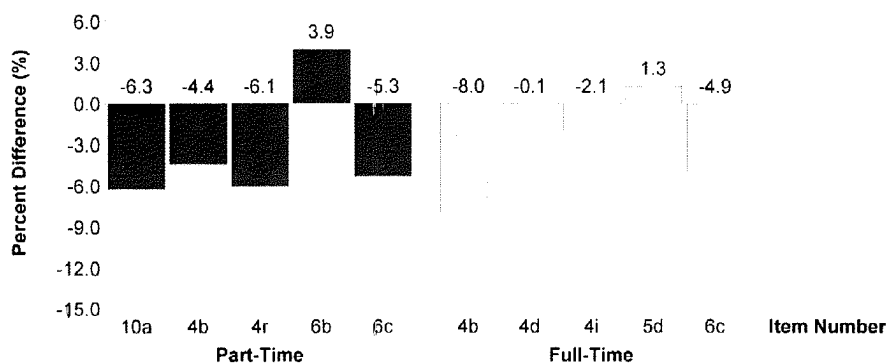


This figure, based on the table above, displays the percentage difference on items in which your students compared most favorably with those in the *CCSSE* Cohort. Notes on page 5 indicate how the frequencies were aggregated.

Areas of Lowest Student Engagement Hazard Community and Technical College

Item Number	Benchmark	Item
Part-Time Students		
10a	Student Effort	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
4b	Active and Collaborative Learning	Made a class presentation
4r	Active and Collaborative Learning	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
6b	Student Effort	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
6c	Academic Challenge	Number of written papers or reports of any length
Full-Time Students		
4b	Active and Collaborative Learning	Made a class presentation
4d	Student Effort	Worked on a paper or project that required integrating ideas or information from various sources
4i	Active and Collaborative Learning	Participated in a community-based project as a part of a regular course
5d	Academic Challenge	Making judgments about the value or soundness of information, arguments, or methods
6c	Academic Challenge	Number of written papers or reports of any length

For instance, a lower percentage of your part-time students (-6.3%), compared to other part-time students in the Cohort, responded at least '11-20' hours on item 10a.



This figure, based on the table above, displays the percentage difference on items in which your students compared least favorably with those in the *CCSSE* Cohort. Notes below indicate how the frequencies were aggregated.

Notes:

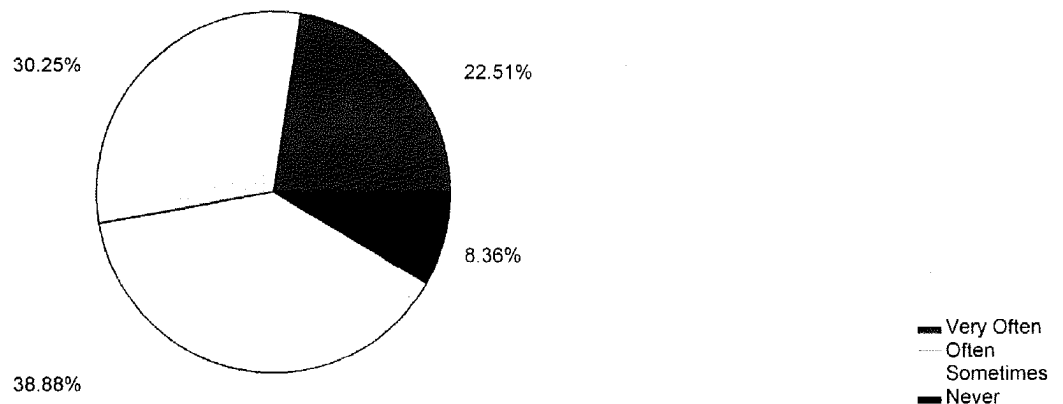
- For item 4, 'Often' and 'Very Often' responses were combined.
- For items 5 and 9, 'Quite a bit' and 'Very Much' responses were combined.
- For item 6, responses indicating at least 'Between 5 and 10' were combined.
- For item 7, responses where examinations were rated at least '5' on the 1 – 7 challenge scale were combined.
- For item 10, responses indicating at least '11-20' hours were combined.
- For item 13, 'Sometimes' and 'Often' responses were combined.

2010 *CCSSE* Special-Focus Items Hazard Community and Technical College

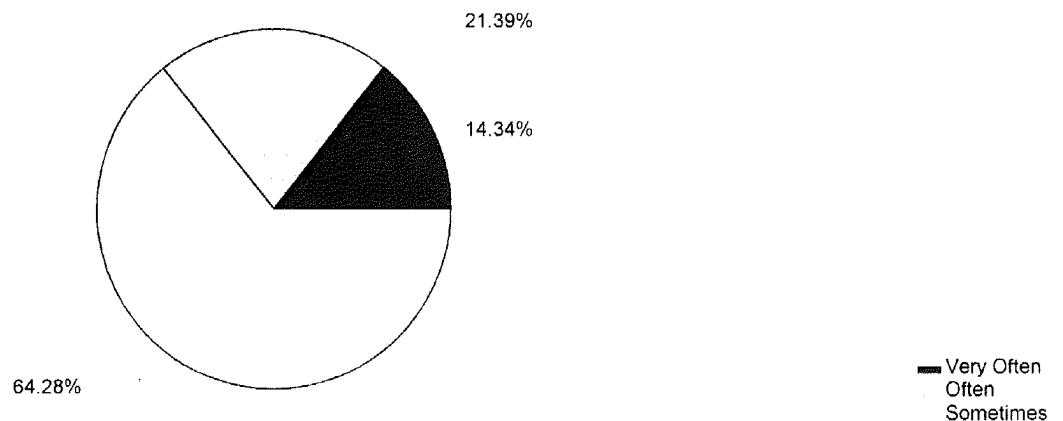
CCSSE has established a regular feature that allows participating colleges and researchers to delve more fully into areas of student experience and institutional performance that are related to student success. Because the Center's 2010 national report will focus on strengthening student engagement in the classroom, the five 2010 Special-Focus Items elicited new information about students' educational experiences associated with "deep learning"—experiences, for example, that help to integrate ideas, broaden or change perspectives, and promote reflection and self-criticism.

Of all 2010 *CCSSE* respondents, 42% report including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments 'very often' or 'often,' while 21% indicated 'never' having such experiences. Responses from students at your institution are provided below. For a complete frequency distribution report, please visit www.ccsse.org.

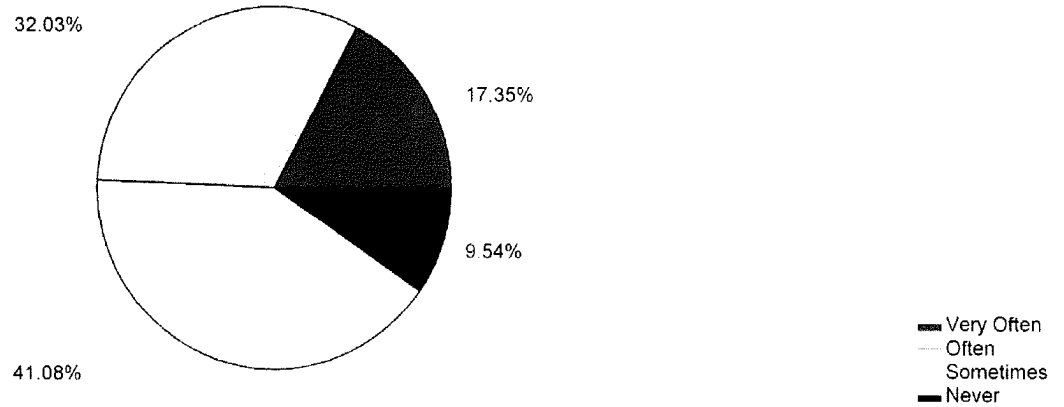
In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?



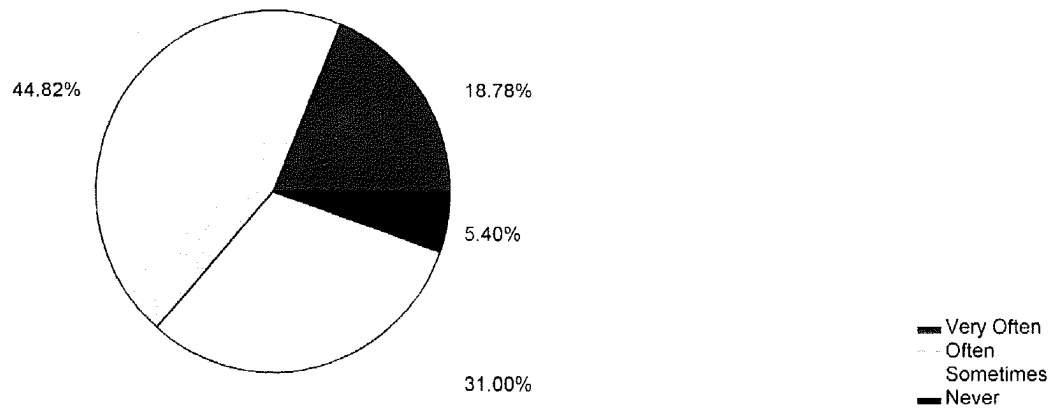
In your experience at this college during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments?



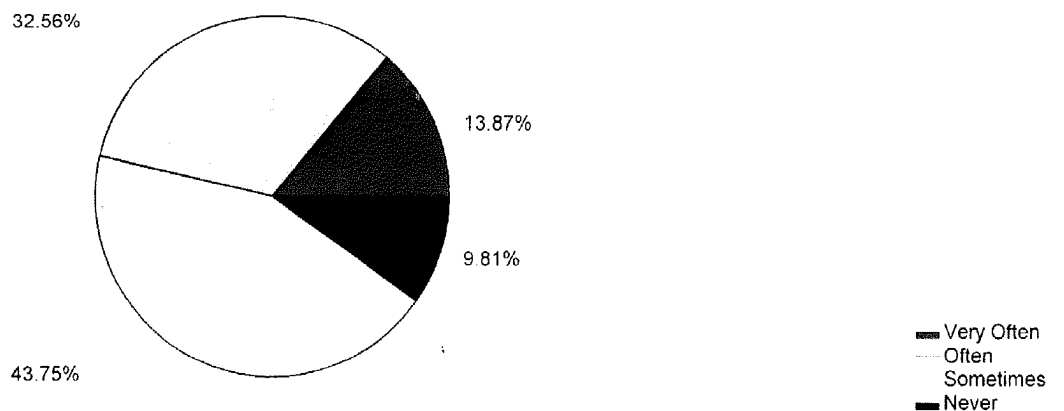
In your experience at this college during the current school year, about how often have you examined the strengths and weaknesses of your own views on a topic or issue?



In your experience at this college during the current school year, about how often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective?



In your experience at this college during the current school year, about how often have you learned something that changed your viewpoint about an issue or concept?

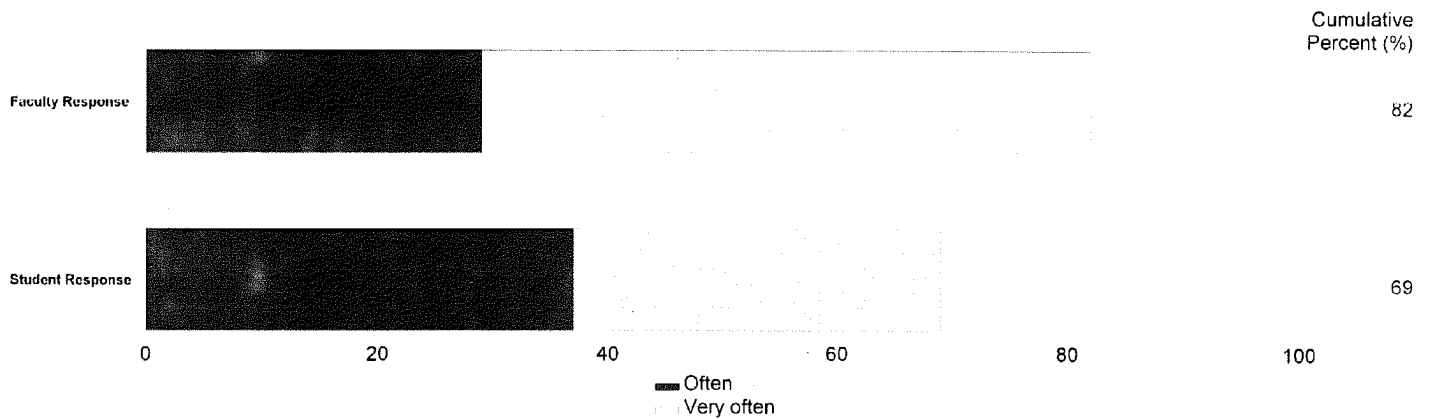


CCFSSE

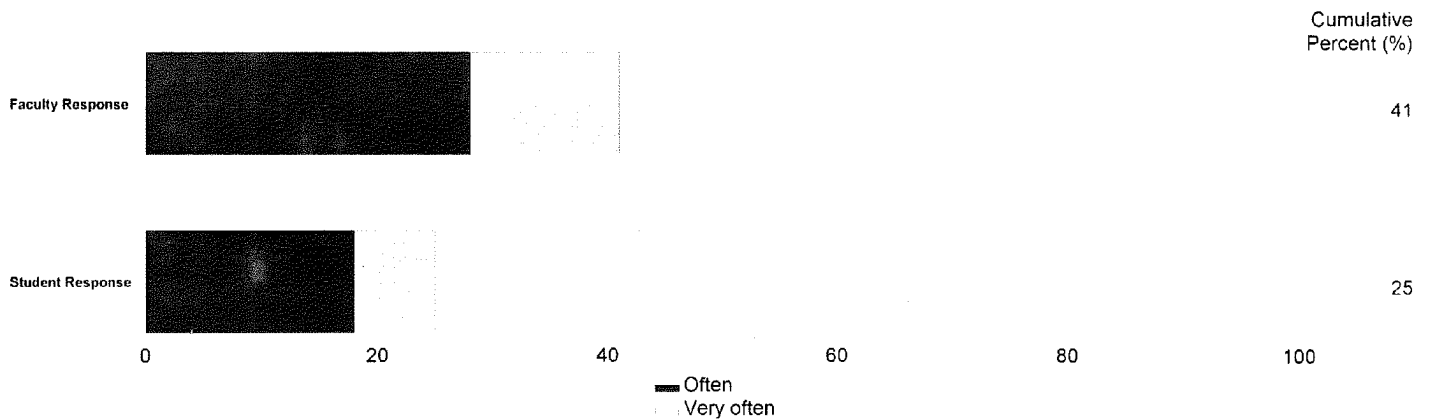
Hazard Community and Technical College

The Community College Faculty Survey of Student Engagement (CCFSSE) is a companion to the student survey. It 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.

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

