



Community & Technical College



The Community College Survey of Student Engagement (CCSSE)

Overview of 2012 Survey Results Hazard Community and Technical College for Academic Services

Introduction

The Community College Survey of Student Engagement (CCSSE) is an initiative of the Center for Community College Student Engagement. It provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

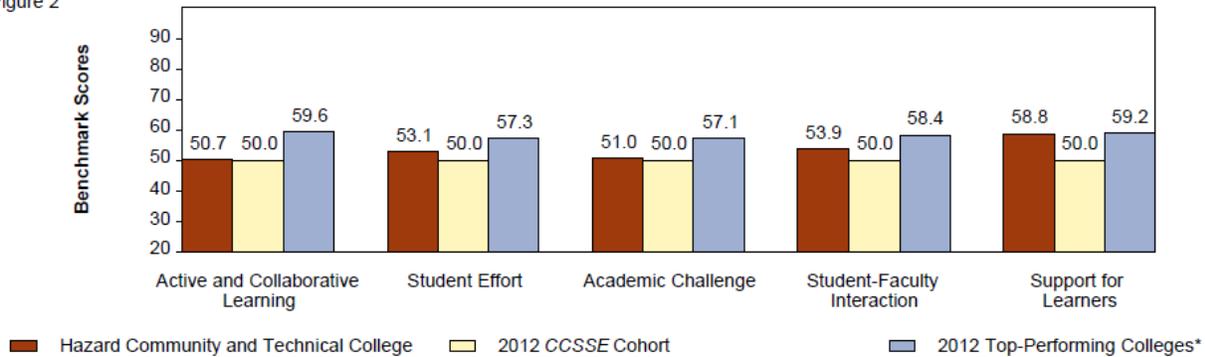
CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. **The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.**

The graph below shows how HCTC scored when compared to the entire CCSSE cohort of colleges and when compared to Top-Performing Colleges who scored in the top 10% of the cohort by benchmark.

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.

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

- 4a Frequency: Asked questions in class or contributed to class discussions
- 4b Frequency: Made a class presentation
- 4f Frequency: Worked with other students on projects during class
- 4g Frequency: Worked with other classmates outside of class to prepare class assignments
- 4h Frequency: Tutored or taught other students (paid or voluntary)
- 4i Frequency: Participated in a community-based project as part of a regular course
- 4r Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

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.

- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: Come to class without completing readings or assignments
- 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d1 Frequency of use: Peer or other tutoring
- 13e1 Frequency of use: Skill labs (writing, math, etc.)
- 13h1 Frequency of use: Computer lab

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

- 4p Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or

- theory
- 5c Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways
- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
- 6a Number of assigned textbooks, manuals, books, or book-length packs of course readings
- 6c Number of written papers or reports of any length
- 7 Rate the extent to which your examinations have challenged you to do your best work
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

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.

- 4k Frequency: Used e-mail to communicate with an instructor
- 4l Frequency: Discussed grades or assignments with an instructor
- 4m Frequency: Talked about career plans with an instructor or advisor
- 4n Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4o Frequency: Received prompt feedback (written or oral) from instructors on your performance
- 4q Frequency: Worked with instructors on activities other than coursework

Support for Learners

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.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 13a1 Frequency of use: Academic advising/planning
- 13b1 Frequency of use: Career counseling

CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2012 CCSSE Cohort includes all colleges that participated in CCSSE from 2010 through 2012. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2012 CCSSE Cohort represents over 5,381,801 community college students from 710 community and technical colleges in 48 states and the District of Columbia, four Canadian provinces (Alberta, British Columbia, Nova Scotia, and Quebec), as well as Bermuda, and Northern Marianas.

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, **519 respondents submitted usable surveys out of the unduplicated count of 861 students who were enrolled in the 87 Spring 2012 course sections chosen by CCSSE.** The number of completed surveys produced an overall “percent of target” rate of 65%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- ✘ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
- ✘ The student reported his or her age as under 18.
- ✘ The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
- ✘ Oversample respondents are not included because they are selected outside of CCSSE's primary sampling procedures.

2012 Student Respondent Profile

Enrollment Status

15% of surveyed students report being less than full-time college students, compared to 28% of the 2012 CCSSE Cohort colleges' total student population. 85% of the student respondents at our college report attending college full-time, while 72% of the 2012 CCSSE Cohort colleges' total student population attended full-time. This inverse representation is a result of the sampling technique and the in-class administration process. Population data¹ for all students at our college is 57% less than full-time and 43% full-time. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

Age

Student respondents at our college range in age from 18 to 65+ years old. Approximately 89% are between 18 to 39 years old; 69% are 18 to 24 years old while 20% are 25 to 39 years old. 8% are over 40 years old. Students at our college are younger than the 2012 CCSSE Cohort, of which over half (64%) of students are between 18 and 24, 25% are between 25 and 39, and 10% are over 40 years old.

Gender

39% of student respondents are male and 61% are female, which is comparable to the 2012 CCSSE Cohort, which is 43% male and 57% female.

Race & Ethnicity

94% of our student respondents identified themselves as White/Non-Hispanic, 0% as Hispanic/Latino/Spanish, 1% as Black or African American, and 0% as Asian. 1% of the student respondents are American Indian. 1% marked *other* when responding to the question, "What is your racial identification?" Our student sample is less diverse than the 2012 CCSSE Cohort, which was 61% White/Non-Hispanic, 12% Hispanic/Latino/Spanish, 12% Black or African American, 4% Asian, and 2% American Indian.

International Students

2% of our students responded yes to the question, "Are you an international student or foreign national?" Our college has fewer international students than the 2012 CCSSE Cohort, of which 6% are international.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Limited English Speaking Students

At our institution, less than 1% of CCSSE respondents are non-native English speakers.

First-Generation Status

56% of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation." 36% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 38% indicate that level for their fathers.

¹ Population data are those reported for the most recent IPEDS enrollment report.

Educational Attainment

77% of respondents report starting their college careers at this community college. Approximately 65% of students indicate that their highest level of educational attainment is a high school diploma or GED; 18% have completed fewer than 30 credit hours of college-level work; 23% report having either a certificate or an associate degree; 4% have earned a bachelor's degree; and less than 1% have earned an advanced degree.

Goals

Students were asked to indicate their reasons or goals for attending this college. 62% indicated that obtaining a degree or certificate is a primary goal, with an additional 23% indicating that it is a secondary goal. 33% of students indicated that their primary goal is to transfer to a 4-year college, while 47% indicated that obtaining job-related skills is a primary goal.

Total Credit Hours Earned

32% of surveyed students have completed fewer than 15 credit hours; 18% have completed 15-29 credit hours; and 35% have completed more than 30 credit hours.

External Commitments

13% of student respondents work 21 or more hours per week; 8% care for dependents at least 11 hours per week; and 67% spend at least 1-5 hours per week commuting to class.

Findings: Educational Programs

(as related to curriculum, instruction, pedagogy, and rigor) – SACS Standard 3.3.1.1.

CCSSE created a SACS Accreditation Toolkit which maps CCSSE survey items to specific SACSCOC Standards. These survey items have been grouped under the appropriate CCSSE benchmark area and contain both the student response percentage from the CCSSE survey and the faculty perception percentage from the CCFSSSE. Under each of those benchmark areas is a “Consider” section and a “Suggestions” section which need to be discussed at applicable college levels and actions documented.

SACS Accreditation Map Key

Standard #	SACS Standard	CCSSE Item #'s	Key Concepts
2.10	The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (Student Support Services)	4h, 4i, 4m, 4n, 4q, 4r, 4s, 4t, 8f, 8h, 8i, 9a, 9b, 9c, 9d, 9e, 9f, 10c, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 13i, 13k	support services environment
3.3.1.1.	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes. (Institutional Effectiveness)	4a, 4b, 4c, 4d, 4e, 4f, 4g, 4i, 4l, 4n, 4o, 4p, 4q, 4r, 4u, 5a, 5b, 5c, 5d, 5e, 5f, 6a, 6b, 6c, 7, 8f, 8h, 8i, 9a, 10a	curriculum instruction pedagogy rigor
3.3.1.3.	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational support services. (Institutional Effectiveness)	4h, 4m, 8f, 8h, 8i, 9b, 13a, 13b, 13d, 13e, 13h, 13k	learning support
3.4.4	The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "The Transfer or Transcribing of Academic Credit.") (Acceptance of academic credit)	13j	support services/ transfer
3.4.9	The institution provides appropriate academic support services. (Academic support services)	4h, 4m, 8f, 8h, 8i, 9b, 13a, 13b, 13d, 13e, 13h, 13k	learning support support services
3.4.12	The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)	4j, 4k, 13h	technology learning support
3.5.1	The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)	8f, 8h, 8i	assessment placement

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives. Students and faculty were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following questions:

Students: In your experience at this college during the current school year, about how often have you...?

Faculty: How often do students in your selected course section...?

Survey Item	% Students Who Reported Very Often or Often	% Faculty Who Reported Very Often or Often
4a. asked questions in class or contributed to class discussions	77%	76%
4b. made a class presentation	19%	24%
4f. worked with other students on projects during class	49%	56%
4g. worked with classmates outside of class to prepare class assignments	27%	35%
4h. tutored or taught other students (paid or voluntary)	9%	15%
4i. participated in a community-based project as part of a regular course	5%	6%
4r. discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	18%	36%

Consider: While faculty perceptions align with what students reported about asking questions in class, there are larger gaps between the other collaborative areas. What types of strategies can faculty use to improve this collaboration?

Suggestions: Develop strategies for courses in your division, along with an implementation plan, for one or more of these items.

Student Effort

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. Students and faculty were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following questions:

Students: In your experience at this college during the current school year, about how often have you...?

Faculty: How often do students in your selected course section...?

Survey Item	% Students Who Reported Very Often or Often	% Faculty Who Reported Very Often or Often
4c. prepared two or more drafts of a paper or assignment before turning it in	49%	26%
4d. worked on a paper or project that required integrating ideas or information from various sources	56%	34%
4e. come to class without completing readings or assignments	7%	40%
4p. worked harder than you thought you could to meet an instructor's standards or expectations	59%	54%

Consider: Students reported putting forth more effort on preparing drafts of papers which integrate ideas than faculty actually perceived they were doing. Why do faculty have a lower perception?

There is a large gap between the fact that students reported that they were coming to class prepared while 40% of faculty responded that students were NOT coming to class prepared. What types of strategies can faculty use to ensure that students come to class prepared?

Suggestions: Discuss these results as a division and develop strategies for courses in your division, along with an implementation plan, for one or more of these items.

Students: How important is it for you to participate in the following item?
 Faculty: How important is it that students participate in the following item?

Survey Item	% Students Who Reported I Have Not Done, Nor Plan to Do	% Faculty Who Reported Very Important
8f. study skills course	62%	66%
8h. college orientation program or course	47%	62%
8i. organized learning communities	64%	43%

Students: How much does this college emphasize the following item?
 Faculty: How much does this college emphasize the following item?

Survey Item	% Students Who Reported Very Much	% Faculty Who Reported Very Much
9a. increased study time	37%	30%

Students: How many hours do you spend preparing for this item?
 Faculty: How many hours do you think all students spend preparing for this item?

Survey Item	% Students Who Reported More than 10 Hours/Week	% Faculty Who Reported More than 10 Hours/Week
10a. class preparation	27%	15%

Consider: This data shows that many students do not think study skills courses or learning communities are important. However, more students did feel that the orientation program or course was important. Faculty feel that the study skills course and orientation program are important, but fewer faculty supported the learning community approach. How can more faculty get involved in the learning community approach? Why do you think 30% of faculty report that this college does not emphasize encouraging students to study? Why do only 27% of the students spend more than 10 hours/week preparing for class?

Suggestions: Discuss these results as a division and develop strategies for courses in your division, along with an implementation plan, for one or more of these items.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. Students and faculty were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following questions:

Students: During the 2012 school year, how much does the coursework at this college emphasize the following ...?

Faculty: During the 2012 school year, how much does the coursework in your selected course section emphasize the following ...?

Survey Item	% Students Who Reported Very Often or Often	% Faculty Who Reported Very Often or Often
5a. memorizing facts, ideas, or methods from your classes and readings so you can repeat them in pretty much the same form	69%	48%
5b. analyzing the basic elements of an idea, experience, or theory	64%	80%
5c. synthesizing and organizing ideas, information, or experiences in new ways	62%	79%
5d. making judgments about the value or soundness of information, arguments, or methods	57%	68%
5e. applying theories or concepts to practical problems or in new situations	61%	77%
5f. using information you have read or heard to perform a new skill	64%	74%

Consider: This data shows that faculty and students have different perceptions as to what level of Bloom's taxonomy is being used in the classroom. Why do the majority of students perceive that memorization is emphasized over the other five levels of Bloom's? Why do the majority of faculty perceive that they are emphasizing levels 2-5 and yet a significant different exists with what the students report? What should division faculty do to address this?

Suggestions: Discuss these results as a division and develop strategies to improve these results for courses in your division, along with an implementation plan, for one or more of these items.

Student-Faculty Interaction

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. Students and faculty were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following questions:

Students: In your experience at this college during the current school year, about how often have you...?

Faculty: How often do students in your selected course section...?

Survey Item	% Students Who Reported Very Often or Often	% Faculty Who Reported Very Often or Often
4k. used email to communicate with an instructor	63%	69%
4l. discussed grades or assignments with an instructor	57%	77%
4m. talked about career plans with an instructor or advisor	39%	60%
4n. discussed ideas from your readings or classes with instructors outside of class	18%	35%
4o. received prompt feedback (written or oral) from instructors on your performance	60%	89%
4q. worked with instructors on activities other than coursework	12%	18%

Consider: This data speaks to how faculty can help students focus on their academic progress/goals. Some of these items have large gaps between the faculty perception and what students reported. How can faculty improve their interaction with students?

Suggestions: Develop strategies for courses in your division, along with an implementation plan.

Technology Learning Support

SACS Standard 3.4.12.

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (*Technology use*)

Students and faculty were given the opportunity to mark *Very Often, Often, Sometimes, or Never* in response to items such as the following questions:

Students: In your experience at this college during the current school year, about how often have you...?

Faculty: How often do students in your selected course section...?

Survey Item	% Students Who Reported Very Often or Often	% Faculty Who Reported Very Often or Often
4j. used the Internet or Instant Messaging to work on an assignment	67%	53%
4k. used email to communicate with an instructor	63%	69%

Students and faculty were given the opportunity to mark *Very Much, Quite A Bit, Some, or Very Little* in response to items such as the following question:

Students: During the 2012 school year, how much does this college emphasize the following ...?

Faculty: During the 2012 school year, how much does this college emphasize the following ...?

Survey Item	% Students Who Reported Very Much	% Faculty Who Reported Very Much
9g. using computers in academic work	50%	61%

Consider: In this day and age, it would seem that more students would report a higher usage of technology in the classroom. Perhaps they are using technology more on a social level? How can faculty further improve the use of technology to improve student learning?

Suggestions: Discuss these results as a division and develop strategies to improve these results for courses in your division, along with an implementation plan, for one or more of these items.

General Education

The following items are not linked to a specific SACS standard; however they provide indirect measurements of the student and faculty perceptions as to how the courses selected contribute to the students' knowledge, skills, and personal development. Students and faculty were given the opportunity to mark *Very Much*, *Quite A Bit*, *Some*, or *Very Little* in response to items such as the following question:

Students: How has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

Faculty: to what extent to students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following items.

Survey Item	% Students Who Reported Very Much	% Faculty Who Reported Very Much
12a. acquiring a broad general education	42%	38%
12b. acquiring a job or work-related knowledge and skills	33%	53%
12c. writing clearly and effectively	33%	28%
12d. speaking clearly and effectively	32%	28%
12e. thinking critically and analytically	40%	57%
12f. solving numerical problems	27%	34%
12g. using computing and information technology	40%	42%
12h. working effectively with others	38%	44%
12i. learning independently	40%	44%
12j. understanding themselves	31%	32%
12k. understanding people of other racial and ethnic backgrounds	21%	21%
12l. developing a personal code of values and ethics	26%	33%
12m. contributing to welfare of community	20%	57%

Consider: The reported percentages for the extent to which students and faculty believe the students are developed in each general education competency are relatively low. Which content areas do you think students are more developed? Less developed?

Suggestions: Examine your course assessment forms from the Fall 2011 and Spring 2012 terms and determine if you are placing enough emphasis on these items. Develop an action plan to write outcomes to improve the development of one or more of these competencies.

Relationships

The following items relate data concerning the quality of relationships students have with other students, instructors, and administrative personnel and offices. Each percentage is related to the highest level which could be chosen as a response.

Survey Item	% Students Who Reported Friendly, Supportive, Sense of Belonging	% Faculty Who Reported Friendly, Supportive, Sense of Belonging
11a. relationships with other students	42%	26%

Survey Item	% Students Who Reported Available, Helpful, Sympathetic	% Faculty Who Reported Available, Helpful, Sympathetic
11b. relationships with instructors	46%	30%

Survey Item	% Students Who Reported Helpful, Considerate, Flexible	% Faculty Who Reported Helpful, Considerate, Flexible
11c. relationships with administrative personnel and offices	36%	18%

Consider: This data speaks to the importance of building relationships with students. Less than 50% of the students surveyed reported the highest level. Faculty perceptions of these relationships was even less. What can the college do to improve its relationships with students at all levels?

Suggestions: Discuss these results at the faculty level, administrator level, and staff level and develop strategies to improve these results, along with an implementation plan.

2012 Student Responses Without Accompanying Faculty Responses

College-Sponsored Activities

85% of student respondents do **NOT** participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 11% typically spend only 1 to 5 hours per week participating in these activities.

Sources to Pay Tuition

Student respondents were asked which sources they use to pay their tuition. 58% of student respondents indicated grants and scholarships was their major source.

SOURCE	Major Source	Minor Source	Not a Source
Own income/savings	25%	25%	50%
Parent/spouse/significant other's income/savings	16%	25%	59%
Employer contributions	6%	6%	88%
Grants & scholarships	58%	13%	29%
Student loans	31%	12%	57%
Public assistance	11%	9%	80%

Take Classes

88% of the student respondents indicated that they most frequently take HCTC classes during the day (morning or afternoon).

Recommend College

95% of the student respondents would recommend this college to a friend or family member.

Evaluation of Educational Experience

88% of the student respondents evaluated their HCTC educational experience as Good or Excellent.

Findings: 2012 Promising Practices

There were five special research-focused questions on the 2012 CCSSE which focused on “identifying and promoting high-impact educational practices” for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and credential attainment. The five areas were: completed registration before the first day of class, attended orientation, participated in structured experience for new students, enrolled in organized “learning community,” and enrolled in college success course.

88% of the student respondents indicated that they registered for all their classes before the first day of class.

42% of the student respondents indicated that they attended an on-campus orientation prior to the beginning of classes.

72% of the student respondents indicated that they did NOT participate in a structured experience for new students since HCTC does not have a “freshman seminar” or “first-year experience” program. However, the other 28% of student respondents indicated that they HAD participated but were most likely thinking of either orientation or GEN 102 as the “structured experience for new students.”

13% of the student respondents indicated that they had enrolled in an organized “learning community.”

24% of the student respondents indicated that they had enrolled in a student success course (such as GEN 102).

Consider: HCTC is engaged in four of these five high-impact educational practices. Through the Retention Effort, HCTC follows up with credential-seeking students to ensure they register before the first day of class. HCTC does offer an orientation program; however, it is not mandatory for new students so very few students choose to participate. HCTC does not have a “first-year experience” program. HCTC does offer a few classes in the learning community format. HCTC does recommend that new students enroll in the GEN 102 student success course, but it is not mandatory and the success rate for students enrolled remains around 60% for the last four terms. Should HCTC more fully embrace these practices by making them mandatory or at least find a way to encourage more students to participate?

Suggestions: Discuss these results at the administrator level and within Academic Affairs and Students Affairs, and develop strategies, along with an implementation plan, to more fully implement these best practices.

Findings: 2012 Kentucky Focus Responses

KCTCS determines a set of 15 “focus” questions which appear on the CCSSE for KCTCS schools. The same questions have been used for the last two CCSSE administrations (2010 and 2012).

75% of the student respondents indicated that their family considers a college education important for their future success.

24% of the student respondents indicated that HCTC includes multi-cultural issues in coursework on a limited basis (Very Little).

24% of the student respondents indicated that they have RARELY/NEVER been exposed at HCTC to an increased awareness of the contributions made to civilization by the diverse cultures of the world.

6% of the student respondents indicated that HCTC does NOT make them feel like they belong at HCTC.

93% of the student respondents indicated that they are satisfied with the help they receive when they register for classes.

19% of the student respondents indicated that they have NEVER received emotional support and/or encouragement from instructors.

15% of the student respondents indicated that they have NEVER received motivational support (written or oral) from instructors in achieving their academic goals.

12% of the student respondents indicated that they have NEVER had instructors serve as positive role models.

19% of the student respondents indicated that they have RARELY/NEVER been exposed at HCTC to an emphasis on promoting leadership and ethical decision making.

5% of the student respondents indicated that they have NEVER had their learning enhanced through the use of technology.

17% of the student respondents saw themselves in the top 10% relative to their academic ability. (Above average = 39% and Average = 38%)

22% of the student respondents saw themselves in the top 10% relative to being prepared for a competitive workforce. (Above average = 35% and Average = 37%)

39% of the student respondents saw themselves in the top 10% relative to their motivation to achieve. (Above average = 37% and Average = 21%)

66% of the student respondents indicated that their primary location where they use computers to do school work is at their home while another 23% indicated at HCTC.

79% of the student respondents indicated that their level of Internet access at home was high-speed (cable or DSL). Another 14% of the student respondents indicated that did not have ANY Internet access at their home.

Consider: Two of the questions above relate to multi-cultural issues; how can HCTC students become more aware of the importance of different cultures?
It is concerning that 6% of the student respondents did not feel like they belonged at HCTC; what can HCTC do to give each and every student a sense of belonging?

Equally concerning is that 19% of the students surveyed reported NEVER receiving emotional support from instructors while another 15% reported NEVER receiving motivational support from instructors; what can the faculty do to ensure students are receiving emotional and motivational support to help them succeed?

What about the fact that 19% of the students surveyed indicated that they have never been exposed to areas where leadership or ethical decision-making was promoted.

Should faculty be concerned that 12% of the students surveyed felt that instructors did not serve as positive role models?

While HCTC does a good job of integrating technology into the classroom, 5% of the students surveyed reported that their learning had NOT been enhanced through the use of technology; perhaps those faculty who use technology could help other faculty who are struggling to incorporate the use of technology in their delivery methods?

There are three questions related to what level students saw themselves in the areas of academic ability, prepared for a competitive workforce, and motivation to achieve. These are three areas extremely important for student success; what can HCTC do to strengthen each of these areas?

In Fall 2012, 27% of HCTC student enrollment (excluding workforce students) take all their courses completely ONLINE. It is encouraging to see that now 79% of the students surveyed report having high speed Internet access at home. Is HCTC doing all it can to serve another 14% of the students surveyed who indicated they had NO Internet access at home and who must rely on HCTC computer labs and libraries to be open at convenient times so that they can complete their assignments?

Suggestions: Discuss these results at the administrator level and within Academic Affairs and Students Affairs, and develop strategies, along with an implementation plan, to address these areas.