CCSSE TASK TEAM RECOMMENDATION MATRIX

ACADEMICS   See % GAP Column. Negative %s result when the faculty perception is higher than what students reported. Possitive %s result when what the students reported is higher than the faculty perception.

Benchmark	Gap	Question	Survey Item	Responsible	Recommendations	Strategies to Access Gaps	Feedback Mechanism	Frequency of Feedback
1: Active and Collaborative Learning	13.2%	4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc)	Divisions	All teaching faculty will implement and measure student engagement strategy(ies) with Student Learning Outcome (SLO) Course Assessment and PPE. Also, all teaching faculty will incorporate a script explaining CCSSE in their syllabi and discuss how the instructor will be using the results in class.	1. have students complete an assignment where they are required to question someone outside of class about a specific topic; 2. incorporate guest speakers/lecturers from particular areas to address how use subject in their work field and explain why the skills students are learning in the classroom are necessary.	Division chairs will provide CCSSE Task Team and division with a synopsis of results.	Annually
	-7.3%	4g	Worked with classmates outside of class to prepare class assignments		Develop Professional Learning Communities (PLC) within and across divisions.		Minutes from the PLC meetings.	Twice a semester
				ALT	Encourage division chairs to discuss CCSSE institutionalism in a positive light		ALT minutes will document.	
				Professional Development Committee	Offer Teacher Talk at each HCTC Professional Development day.			PD schedule
				Student Engagement Committee	Will come up with a list of Teacher Talk pd offerings by researching needs of faculty.	Suggestions include: 1. Authentic Assessment; 2. Best practices in Student Engagement; 3. Assessing Critical Thinking Skills; 4. Blooms Taxonomy; 5. Providing Prompt Feedback;	List of pd offerings	List presented to CCSSE Taskteam and shared with PD Committee
2: Student Effort	-33.8%	4e	Come to class without completing readings or assignments	Divisions	Each division will implement and measure developed content literacy strategies with Student Learning Outcomes Course Assessment and PPE goals.		Division chairs will provide CCSSE Task Team and division with a synopsis of results.	
	22.9%	4c	Prepared two or more drafts of a paper or assignment before turning it in					
	22.4%	4d	Worked on paper or project that required integrating ideas or information from various sources					

CCSSE TASK TEAM RECOMMENDATION MATRIX

ACADEMICS See % GAP Column. Negative %s result when the faculty perception is higher than what students reported. Possitive %s result when what the students reported is higher than the faculty perception.

Benchmark	Gap	Question	Survey Item	Responsible	Recommendations	Strategies to Access Gaps	Feedback Mechanism	Frequency of Feedback
3: Academic Challenge	-16.2%	5b	Analyzing the basic elements of an idea, experience, or theory	Senior Leadership	Create a taskteam with representation from each division and Institutional Research to create a critical thinking terminology sheet that will be used consistently in instruction, marketing, and advising.		Terminology Sheet(s)	Once
	20.8%	5a	Memorizing facts, ideas, or methods from your classes and readings so you can repeat them in pretty much the same form	Divisions	Each division will implement and measure developed content literacy strategies with Student Learning Outcomes Course Assessment and PPE goals.	Suggestions: Offer workshops for students addressing how to study, take notes, read textbooks, use sources, and apply critical thinking for their particular discipline.	Division chairs will provide CCSSE Task Team and division with a synopsis of results.	Annually
	-16.3%	5c	Synthesizing and organizing ideas, information, or experiences in new ways					
4: Student-Faculty Interaction	-28.3%	4o	Received prompt feedback (written or oral) from instructors on your performance	ALT and Student Services	To encourage student-faculty interaction, it is recommended that an informal setting for faculty and students to have a place to share ideas be designated.	Create student focus groups to discuss areas of concern for each CCSSE benchmark to get input from students on how faculty can best engage them in and out of the classroom.		
	-20.5%	4m	Talked about career plans with an instructor or advisor	PD Committee	A communication workshop with role playing on how to be approachable to students for faculty, staff, and administrators.		Workshop evaluations	Fall Startup
	-20.5%	4l	Discussed grades or assignments with an instructor	PLCs and Teacher Talk	PLC meetings and Teacher Talk focused on providing prompt feedback to students and discussing grades and readings.		Minutes	
	-17.1%	4n	Discussed ideas from your readings or classes with instructors outside of class					
5: Support for Learners	13.9%	4j	Used the Internet or Instant Messaging to work on an assignment	Divisions	Each division will implement and measure developed content literacy strategies with Student Learning Outcomes Course Assessment and PPE goals.		Division chairs will provide CCSSE Task Team and division with a synopsis of results.	
	11.6%	9g	Using computers in academic work					

CCSSE TASK TEAM RECOMMENDATION MATRIX

STUDENT SERVICES See % GAP Column. Negative %s result when the faculty perception is higher than what students reported. Possitive %s result when what the students reported is higher than the faculty perception.

Benchmark	Gap	Question	Survey Item	Responsible	Recommendations	Strategies to Access Gaps	Feedback Mechan	Frequency of Feedback
1: Active and Collaborative Learning	20.5	4m	Talked about career plans with an instructor or advisor	Germaine	Ongoing advising training for all advisors (faculty and staff) in terms of career assessment, academic counseling, and effective communication.		Workshop evaluations	Quarterly
				Career Counselors	Develop a career assessment and counseling webpage for the HCTC website		Webpage	
	-5.3	4h	Tutored or taught other students (paid or otherwise)	Marketing Team	As a marketing tool, create a video featuring community members employed in a field to address how skills learned in HCTC classes will help in career field. A tutoring video needs to be created as well to discuss merits of tutoring.		Video completion	
2: Student Effort	-17	13h	Computer Lab	Academic Leadership	Evening and online students often lack adequate technology at home and may work, so it is important to extend the time of access to computer labs or library services either in the evenings and/or on Saturdays.		Extended time of access	Annually
	-8.3	13e	Skill labs (math, writing)	Institutional Research	Assess student need for computer and skill labs.		Assessment Results	

3: Academic Challenge	Not applicable

4: Student-Faculty Interaction	Not applicable

Benchmark	Gap	Question	Survey Item	Responsible	Recommendations	Strategies to Access Gaps	Feedback Mechan	Frequency of Feedback
	-9.2	13f	Child care		Advisors need a resource/referral list for community services.	Suggestion: Given that Cindy Plumber's HMS 101 students create a community directory, it is recommended that HCTC utilizes that list as it is updated frequently.		

CCSSE TASK TEAM RECOMMENDATION MATRIX

STUDENT SERVICES See % GAP Column. Negative %s result when the faculty perception is higher than what students reported. Possitive %s result when what the students reported is higher than the faculty perception.

Benchmark	Gap	Question	Survey Item	Responsible	Recommendations	Strategies to Access Gaps	Feedback Mechan	Frequency of Feedback
5: Support for Learners	-22	13g	Financial aid advising	Germaine	Advising training needs to be offered on a regular basis and cater to individual advisor needs – expert to novice – in terms of academic planning, financial aid, and career planning.		Workshop Evlauations	Quarterly
					A counselor is needed to help students with personal matters as well as career decisions.		Availability of Counselor	
	-7.4	13a	Academic advising/planning		Students should have advisors assigned and information available in PeopleSoft		Advisor Assignments & PeopleSoft Info	
	-2.2	9b	Providing the support students need to succeed	ARC	The Academic Resource Centers should be utilized to address the need for academic support and maybe even offer scheduled learning communities for individual subject areas – need to train tutors and publicize more.		Tutoring Schedule, tutor training evaluations, publicity efforts	Each Semester
				Marketing Team	Advertise support available to help students succeed.		Publicity efforts	Each Semester
	-12.6	9f	Providing the financial support you need to afford your education	Senior Leadership	Create a task team to address the need to communicate to students the financial support available for their education.		Task Team minutes	Once
	26	12n	Developing career plans	ALT, Germain and Career Counselors	Provide opportunities for FYE classes for first-time freshman. Target undecided students for career assessment and counseling.		Decreased number of undecided students per academic year cohort.	Annually
	-37	13i	Student organizations	Student Life	Student Life needs to address the need for engaging students more on each campus.	Create an annual schedule of activities, marketing, and responsible personnel that includes all campuses.	Annual Schedule	Annually
						Create student focus groups to discuss possible activities, clubs, and events.		
				ALT	To encourage student participation in activites, it is recommended that ALT schedule an activity hour in the course schedule based on campus.		Availavility of activity hour	Each Semester

CCSSE TASK TEAM RECOMMENDATION MATRIX

KY FOCUS QUESTIONS
24% of student respondentents indicated that HCTC includes multi-cultural issues in coursework on a limited basis.
24% of student respondents indicated they 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.
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.
Responsible
ALT
Recommendations
Develop Professional Learning Communities (PLC) within and across divisions to address these issues.
Feedback
Minutes of PLT meetings
Frequency of feedback
Annually

CCSSE TASK TEAM RECOMMENDATION MATRIX

PROMISING PRACTICES
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.
13% of the student respondents indicated that they had enrolled in an organized learning community.
Responsible
ALT
Recommendations
Provide opportunities for FYE classes for first-time freshman.
Establish scheduled learning communities.
Feedback
Establishment of FYE classes and scheduled learning communities.
Frequency of feedback
Annually

4-17-2013

CCSSE TASK TEAM RECOMMENDATION MATRIX

OTHER RECOMMENDATIONS
CCSSE Task Team be made into a standing committee. Division Chairs review program review with faculty in terms of student engagement.