

CCSSE-CCFSSE STUDENT ENGAGEMENT AREAS WHERE HCTC HAS IMPROVED

Over the last three CCSSE administrations (2010, 2012, and 2014), 50% or more of the faculty and 50% or more of the students responded positively per the two highest survey scale items and these are NOT areas of student engagement where HCTC needs to do any work. (36 items)

CCSSE Benchmark: Active and Collaborative Learning

1. ask questions in class or contributed to class discussions [4a; SACSCOC 3.3.1.1]
2. worked with other students on projects during class [4f; SACSCOC 3.3.1.1]

CCSSE Benchmark: Academic Challenge

1. worked harder than you thought you could to meet an instructor's standards/expectations (4p; SACSCOC 3.3.1.1)
2. emphasized memorizing facts, ideas, or methods from courses/readings [5a; SACSCOC 3.3.1.1]
3. emphasized analyzing basic elements of an idea, experience, or theory [5b; SACSCOC 3.3.1.1]
4. emphasized synthesizing and organizing ideas, information, or experiences in new ways [5c; SACSCOC 3.3.1.1]
5. emphasized making judgements about the value or soundness of information, arguments, or methods [5d; SACSCOC 3.3.1.1]
6. emphasized applying theories or concepts to practical problems or in new situations [5e; SACSCOC 3.3.1.1]
7. emphasized using information you have read or heard to perform a new skill [5f; SACSCOC 3.3.1.1]
8. emphasized spending significant amounts of time studying [9a; SACSCOC 2.10/3.3.1.1]

CCSSE Benchmark: Student Effort

1. worked on paper/project that integrated ideas or information from various sources [4d; SACSCOC 3.3.1.1]
2. contributed to your knowledge, skills, and personal development in acquiring broad general education [12a; SACSCOC 3.5.1]
3. contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills [12b; SACSCOC 3.5.1]
4. contributed to your knowledge, skills, and personal development in writing clearly and effectively [12c; SACSCOC 3.5.1]
5. contributed to your knowledge, skills, and personal development in speaking clearly and effectively [12d; SACSCOC 3.5.1]
6. contributed to your knowledge, skills, and personal development in thinking critically and analytically [12e; SACSCOC 3.5.1]
7. contributed to your knowledge, skills, and personal development in using computing and information technology [12g; SACSCOC 3.5.1]
8. contributed to your knowledge, skills, and personal development in working effectively with others [12h; SACSCOC 3.5.1]
9. contributed to your knowledge, skills, and personal development in learning effectively on your own [12i; SACSCOC 3.5.1]
10. contributed to your knowledge, skills, and personal development in understanding yourself [12j; SACSCOC 3.5.1]
11. contributed to your knowledge, skills, and personal development in developing a personal code of values and ethics [12k; SACSCOC 3.5.1]
12. contributed to your knowledge, skills, and personal development in developing clearer career goals [12n; SACSCOC 3.4.9]
13. contributed to your knowledge, skills, and personal development in gaining information about career opportunities [12o; SACSCOC 3.4.9]
14. use skills labs (writing, math, etc.) at this college [13e; SACSCOC 2.10/3.3.1.3/3.4.9]
15. use computer labs at this college [13h; SACSCOC 2.10/3.3.1.3/3.4.9/3.4.12]

CCSSE Benchmark: Support for Learners

1. used the Internet or instant messaging to work on an assignment [4j; SACSCOC 3.4.12]
2. a lack of finances would cause students to withdraw from class or college [14d; SACSCOC 2.10/3.4.9]
3. provide support to help students succeed at this college [9b; SACSCOC 2.10/3.3.1.3/3.4.9]
4. encourage contact among students from different economic, social, and racial or ethnic backgrounds [9c; SACSCOC 2.10]
5. provide financial support students need to afford education [9f; SACSCOC 2.10]
6. emphasize using computers in academic work [9g; SACSCOC 3.5.1]
7. use academic advising/planning at this college [13a; SACSCOC 2.10/3.3.1.3/3.4.9]
8. use financial aid advising at this college [12g; SACSCOC 2.10]

CCSSE Benchmark: Student/Faculty Interaction

1. used email to communicate with an instructor [4k; SACSCOC 3.4.12]
2. discussed grades or assignments with instructor [4l; SACSCOC 3.3.1.1]
3. received prompt feedback from instructors on performance [4o; SACSCOC 3.3.1.1]

CCSSE-CCFSSE STUDENT ENGAGEMENT AREAS FOR IMPROVEMENT

Over the last three CCSSE administrations (2010, 2012, and 2014), less than 50% of the faculty AND less than 50% of the students responded positively per the two highest survey scale items and these ARE areas of student engagement where **HCTC needs to do some work** because the gap between the faculty perception percentage and the student reported percentage has **INCREASED** over the last three administrations. (7 items)

CCSSE Benchmark: Active and Collaborative Learning

1. tutored or taught other students [4h; SACSCOC 3.3.1.1; Academic Services]

CCSSE Benchmark: Student/Faculty Interaction

1. discussed ideas from readings or classes with instructors outside of class [4n; SACSCOC 2.10/3.3.1.1; Academic Services]

CCSSE Benchmark: Support for Learners

1. had serious conversations with students of a different race or ethnicity other than your own [4s; SACSCOC 2.10; Academic Services and Student Services]
2. had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values [4t; SACSCOC 2.10; Academic Services and Student Services]
3. use career counseling at this college [13b; SACSCOC 2.10/3.3.1.3/3.4.9; Student Services]
4. use peer or other tutoring at this college [13d; SACSCOC 2.10; Academic Services]
5. use transfer credit assistance at this college [13j; SACSCOC 3.4.4; Student Services]

Even though less than 50% of the faculty AND less than 50% of the students responded positively per the two highest survey scale items over the last three CCSSE administrations (2010, 2012, and 2014), the gap between the faculty perception percentage and the student reported percentage has **DECREASED** on these items, which means that **we have made improvements in these areas, but they are still under 50% for both faculty and students.** (9 items)

CCSSE Benchmark: Active and Collaborative Learning

1. made a class presentation [4b; SACSCOC 3.3.1.1; Academic Services]
2. worked with classmates outside of class to prepare class assignments [4g; SACSCOC 3.3.1.1; Academic Services]
3. participated in a community-based project as part of a regular course [4i; SACSCOC 2.10/3.3.1.3/3.4.9; Academic Services]

CCSSE Benchmark: Student Effort

1. came to class without completing readings or assignments [4e; SACSCOC 2.10/3.3.1.1; Academic Services]
2. skipped class [4u; SACSCOC 3.3.1.1; Academic Services]

CCSSE Benchmark: Student/Faculty Interaction

1. worked with instructors on activities other than coursework [4q; SACSCOC 2.10/3.3.1.1; Academic Services]

CCSSE Benchmark: Support for Learners

1. transferring to a 4-year college would cause student to withdraw from class or this college [14e; SACSCOC 2.10/3.4.9; Academic Services and Student Services]
2. use job placement assistance [13c; SACSCOC 2.10; Student Services]
3. use student organizations at this college [13i; SACSCOC 2.10; Student Services]

ACADEMIC SERVICES NEXT STEPS FOR USE OF 2014 CCSSE DATA

1. CCSSE Committee division faculty representative discuss selected CCSSE gap items at April 24, 2015 division meeting and program coordinators select at least one CCSSE item to incorporate 2014-15 program review.
2. Division faculty discuss items and develop strategies at August 2015 division retreat and September 2015 division meeting.
3. Program Coordinators enter strategies in 2014-15 program review before September 15, 2015.
4. Program faculty begin implementation of strategies in October-December 2015.
5. Program faculty continue implementation of strategies in Spring 2016.
6. Program faculty report out to Division Chairs on how effective implementation of strategies were to record in 2015-16 by May 15, 2016.

STUDENT SERVICES NEXT STEPS FOR USE OF 2014 CCSSE DATA

1. Before the end of Spring 2015, Student Services unit/subunit leaders meet to discuss selected CCSSE gap items.
2. Student Services unit/subunit leaders determine which unit/subunit can include one of the CCSSE items in their 2015-16 assessment plans.
3. Student Services unit/subunit leaders develop strategies for selected CCSSE item to be assessed in their 2015-16 assessment plan (which needs to be developed by July 31, 2015).
4. Student Services unit/subunit leaders implement strategies in Fall 2015-Spring 2016 so that the results can be reported in their assessment plans by May 30, 2016.