Hazard
Community & Technical College

OFFICE OF INSTITUTIONAL RESEARCH

Anna Lois Puffer, Coordinator

606/487-3503

lois.puffer@kctcs.edu

Brenda Young, Data Research Assistant

606/487-3063

brenda.young@kctcs.edu

HCTC PARTICIPATION IN 2014 CCSSE ADMINISTRATION:

Promising Practices and KCTCS Focus Questions

Benchmarking Summary Report

April 20, 2015

Besides the standard CCSSE survey, CCSSE includes 5 questions regarding a current CCSSE initiative and KCTCS includes 15 questions.   For the Promising Practices group of questions, the comparison group is Medium-Sized Colleges (defined as institutions with a student enrollment between 4,500 and 7,999). For the KCTCS group of questions, the comparison group includes the KCTCS colleges who participate in CCSSE in even years: Ashland, Bluegrass, Henderson, Somerset, Southcentral, Southeast, and West Kentucky. (The other KCTCS colleges who participate in odd years include: Big Sandy, Elizabethtown, Gateway, Hopkinsville, Jefferson, Madisonville, Maysville, and Owensboro; they are excluded from this comparison group.)

This summary report provides the HCTC data compared to a comparison group for benchmarking purposes. The report concludes with a summary of what HCTC has done to improve student engagement over the last few years.

SUMMARY

For the five CCSSE Promising Practices

- **Fewer** HCTC respondents than respondents from the Medium-Sized Colleges Comparison Group indicated that they attended either an on-campus or online orientation.

- **About the same** percentage (90%) of HCTC respondents and respondents from the Medium-Sized Colleges Comparison Group indicated that they registered for all courses before the first class session.

- **About the same** percentage (71%) of HCTC respondents and respondents from the Medium-Sized Colleges Comparison Group indicated that they did **NOT** participate in a structured experience for new students (first-year experience).

- **About the same** percentage (75%) of HCTC respondents and respondents from the Medium-Sized Colleges Comparison Group indicated that they did **NOT** enroll in a college success course.

- **A high percentage** (70-80%) of HCTC respondents and respondents from the Medium-Sized Colleges Comparison Group are **NOT** enrolling in a learning community.

For the 15 Kentucky Focus Questions from KCTCS

HCTC respondents responded positively at a **HIGHER** percentage than did the KCTCS Comparison Group on the following items:
- satisfied with help they received when registering for classes
- remedial/transitional courses have helped prepare them for other college courses
- college personnel talked with them about the importance of completing a credential
- they know where to go on campus with career-related questions
- college personnel helped them understand how many hours outside of class per week they need to spend preparing and studying for each course
- college personnel helped them understand whether selected major/career was in a high-demand occupation/field
- college personnel care about them as a person

HCTC respondents responded positively at a **LOWER** percentage than did the KCTCS Comparison Group on the following items:
- finding information they need on the college's website
- advisor helped them develop before the end of their first term an academic plan for completing a credential or transferring to a four-year institution
- someone at the college contacts them if they are struggling with their studies to help them get the assistance they need

More HCTC respondents than respondents from the KCTCS Comparison Group are college students who are **NOT** employed.

Fewer HCTC respondents than the respondents from the KCTCS Comparison Group are college students who **ARE** employed.

About the same percentage (36%) of HCTC respondents and respondents from the KCTCS Comparison Group agree that the feature they value the most at the college is the availability of academic courses/programs.

About the same percentage (72-73%) percentage of HCTC respondents and respondents from the KCTCS Comparison Group use their At Home computer to do school work.
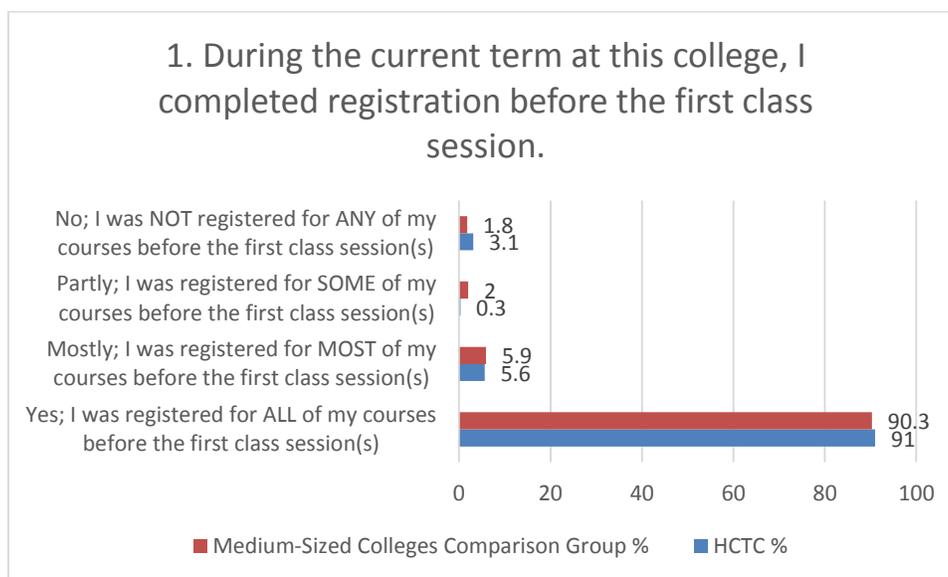
More HCTC respondents than respondents from the KCTCS Comparison Group Often/Sometimes use library resources for research for an assignment.

More HCTC respondents than respondents from the KCTCS Comparison Group indicated Very Much/Some that their experience with the library staff/resources helped them acquire the knowledge and skills necessary to search for information.
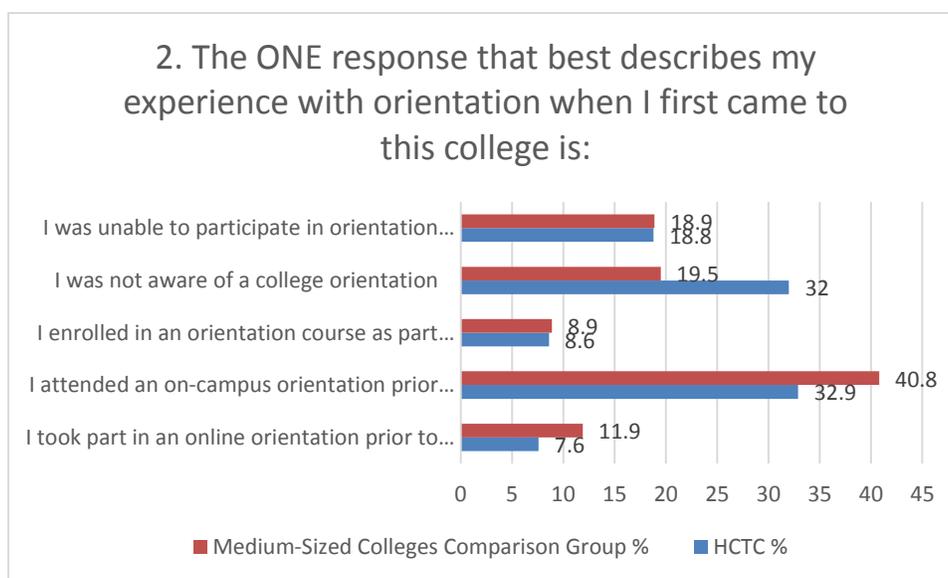
PROMISING PRACTICES QUESTIONS FROM CCSSE

For the CCSSE initiative, five high impact educational practices for community colleges were identified:

1. registration before the first day of class
2. orientaiton
3. first-year experience
4. learning community
5. student success course

1. During the current term at this college, I completed registration before the first class session.

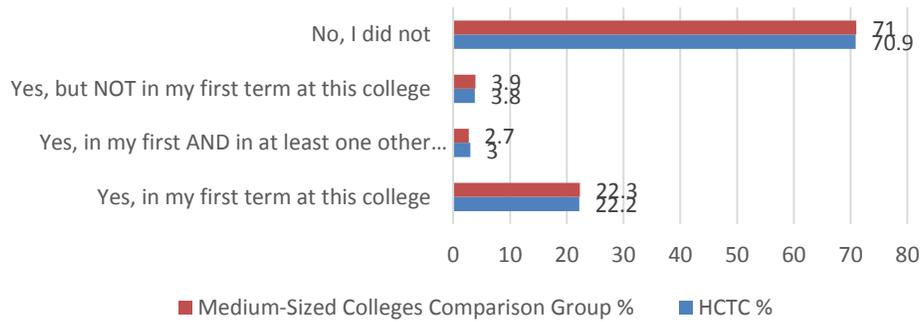| Response	Medium-Sized Colleges Comparison Group %	HCTC %
No; I was NOT registered for ANY of my courses before the first class session(s)	1.8	3.1
Partly; I was registered for SOME of my courses before the first class session(s)	2	0.3
Mostly; I was registered for MOST of my courses before the first class session(s)	5.9	5.6
Yes; I was registered for ALL of my courses before the first class session(s)	90.3	91

91% of HCTC respondents indicated that they were registered for all courses before the first class compared to 90.3% for the Medium-Sized Colleges Comparison Group.

2. The ONE response that best describes my experience with orientation when I first came to this college is:

Response	Medium-Sized Colleges Comparison Group %	HCTC %
I was unable to participate in orientation…	18.9	18.8
I was not aware of a college orientation	19.5	32
I enrolled in an orientation course as part…	8.9	8.6
I attended an on-campus orientation prior…	40.8	32.9
I took part in an online orientation prior to…	11.9	7.6

40.5% of HCTC respondents indicated that they attended either an on-campus or online orientation compared to 52.7% for the Medium-Sized Colleges Comparison Group.
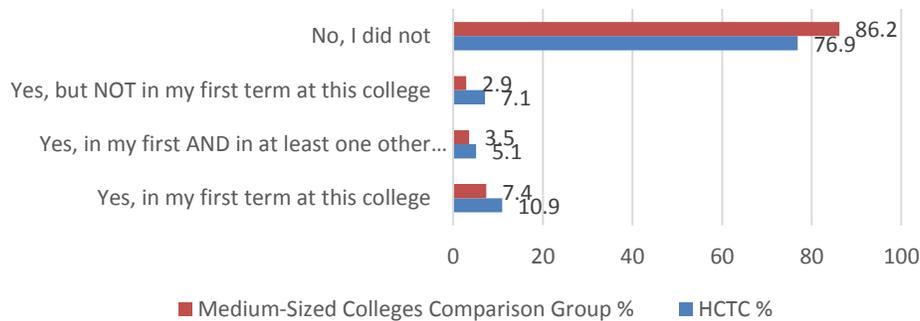**Another 32% of HCTC respondents indicated that they were not aware of a college orientation compared to 19.5% for the Medium-Sized Colleges Comparison Group.**

3. During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience.")

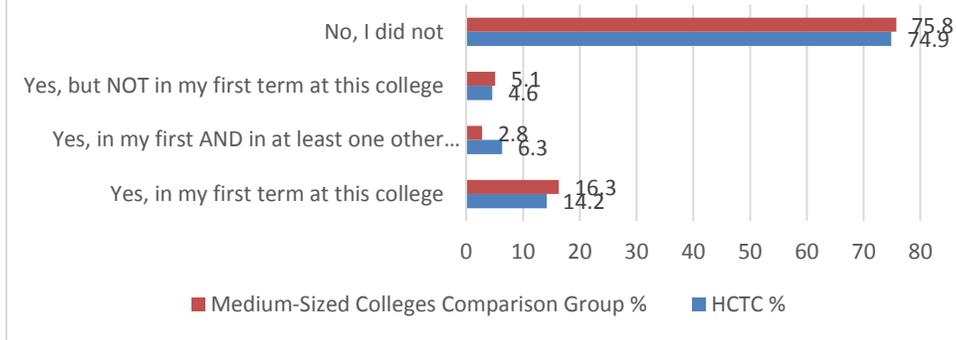| Category	Medium-Sized Colleges Comparison Group %	HCTC %
No, I did not	71	70.9
Yes, but NOT in my first term at this college	3.9	3.8
Yes, in my first AND in at least one other…	2.7	3
Yes, in my first term at this college	22.3	22.2

70.9% of HCTC respondents indicated that they did not participate in a first-year experience compared to 71% for the Medium-Sized Colleges Comparison Group.

4. During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

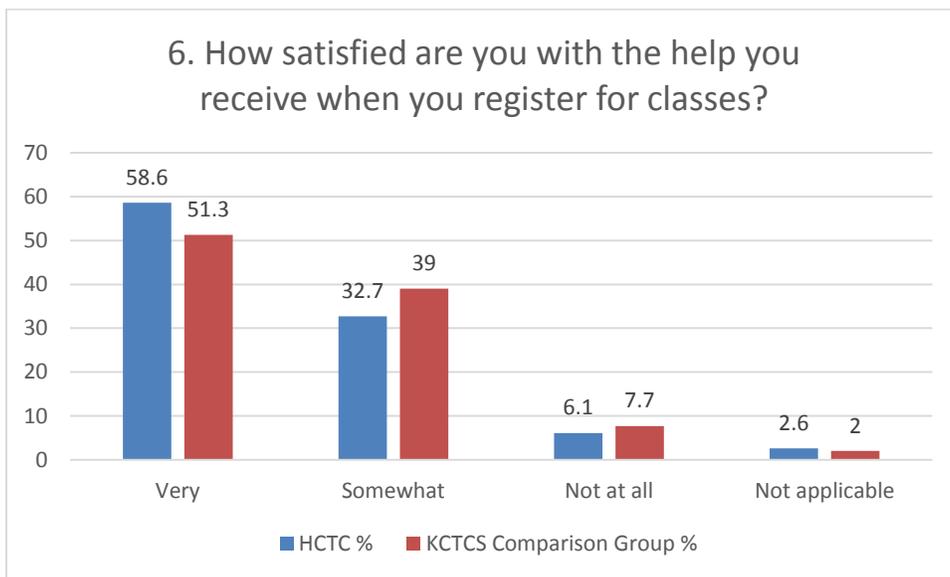| Category	Medium-Sized Colleges Comparison Group %	HCTC %
No, I did not	86.2	76.9
Yes, but NOT in my first term at this college	2.9	7.1
Yes, in my first AND in at least one other…	3.5	5.1
Yes, in my first term at this college	7.4	10.9

76.9% of HCTC respondents indicated that they did not enroll in a learning community compared to 86.2% for the Medium-Sized Colleges Comparison Group.

5. During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).

No, I did not	75.8 / 74.9
Yes, but NOT in my first term at this college	5.1 / 4.6
Yes, in my first AND in at least one other…	2.8 / 6.3
Yes, in my first term at this college	16.3 / 14.2

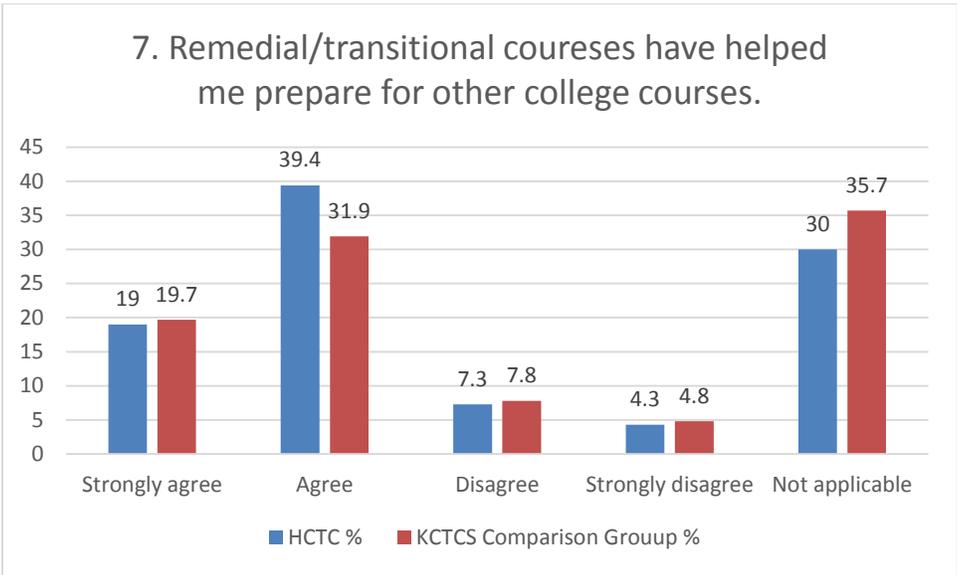■ Medium-Sized Colleges Comparison Group %   ■ HCTC %

74.9% of HCTC respondents indicated that they did not enroll in a college success course compared to 75.8% for the Medium-Sized Colleges Comparison Group.

KENTUCKY FOCUS QUESTIONS FROM KCTCS

6. How satisfied are you with the help you receive when you register for classes?

	Very	Somewhat	Not at all	Not applicable
HCTC %	58.6	32.7	6.1	2.6
KCTCS Comparison Group %	51.3	39	7.7	2

■ HCTC %   ■ KCTCS Comparison Group %

58.6% of HCTC respondents indicated Very compared to 51.3% for the KCTCS Comparison Group.

7. Remedial/transitional coureses have helped me prepare for other college courses.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
HCTC %	19	39.4	7.3	4.3	30
KCTCS Comparison Grouup %	19.7	31.9	7.8	4.8	35.7

58.4% of HCTC respondents indicated Strongly Agree/Agree compared to 51.6% for the KCTCS Comparison Group.

8. College personnel talked with me about the importance of completing a certificate, diploma, or degree.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
HCTC %	27.3	32.2	26.6	9.1	4.9
KCTCS Comparison Group %	22.7	28.9	26.8	13.5	8.2

59.5% of HCTC respondents indicated Strongly Agree/Agree compared to 51.6% for the KCTCS Comparison Group.

9. I can find the information I need on the college's website.
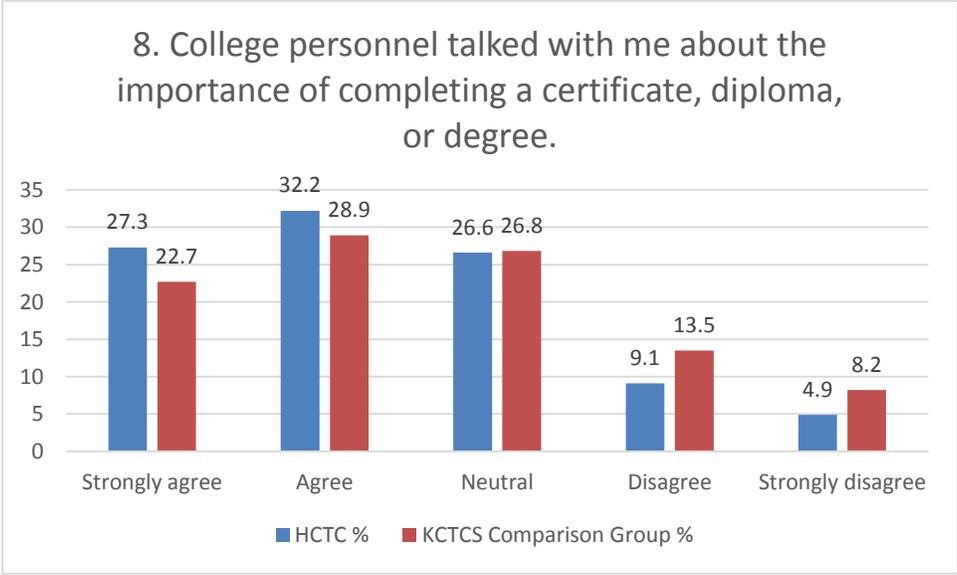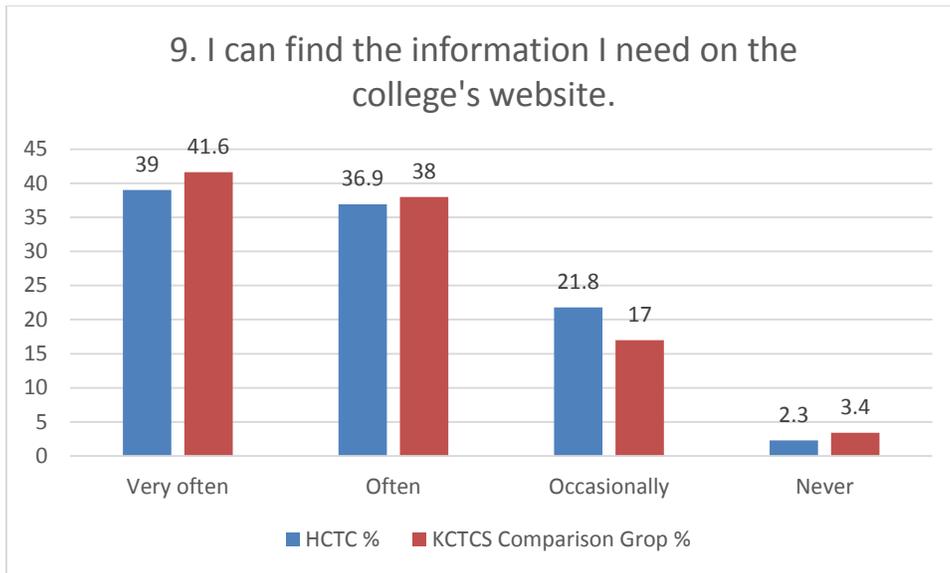
75.9% of HCTC respondents indicated Very Often/Often compared to 79.6 for the KCTCS Comparison Group.

10. I know where to go on compus with career-related questions.
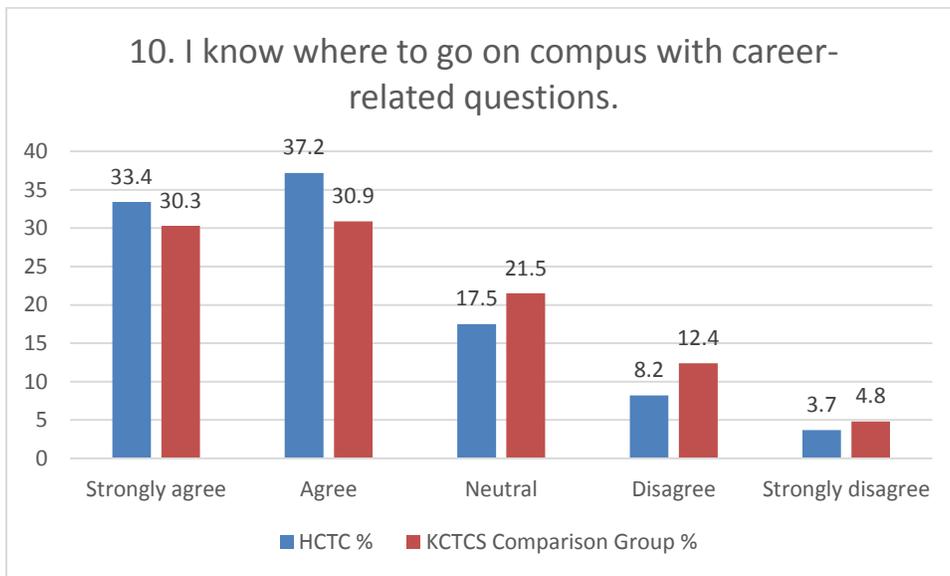
70.6% of HCTC respondents indicated Strongly Agree/Agree compared to 61.2% for the KCTCS Comparison Group.

11. One feature that I value at the college most is:

Category	HCTC %	KCTCS Comparison Group %
Availability of a broad range of academic courses and programs	36.1	36.5
Accessibility of information	23.5	19.4
Seamless opportunities to transfer to a 4-year institution	18.6	23.9
The range of available communication support services for students	13.9	8.5
Seamless opportunities to transfer to the workforce in my field of study	8	11.8

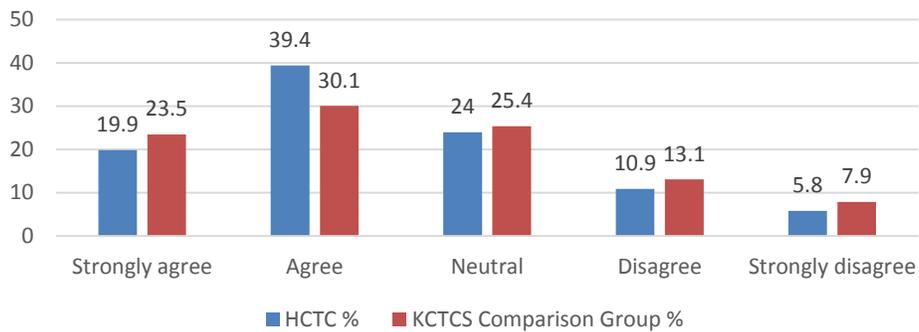**36.1% of HCTC respondents indicated Availability of academic courses/programs compared to 36.5% for KCTCS Comparison Group.**

12. College personnel helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.

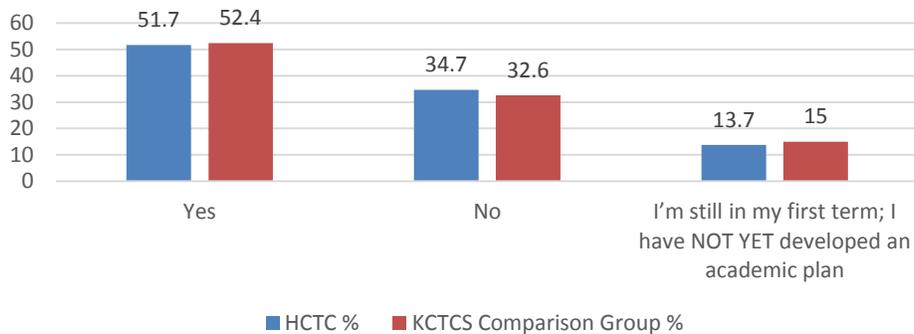| Category	HCTC %	KCTCS Comparison Group %
Strongly agree	20.1	22.2
Agree	36.1	31.1
Neutral	23.5	27.4
Disagree	14.8	13.1
Strongly disagree	5.7	6.2
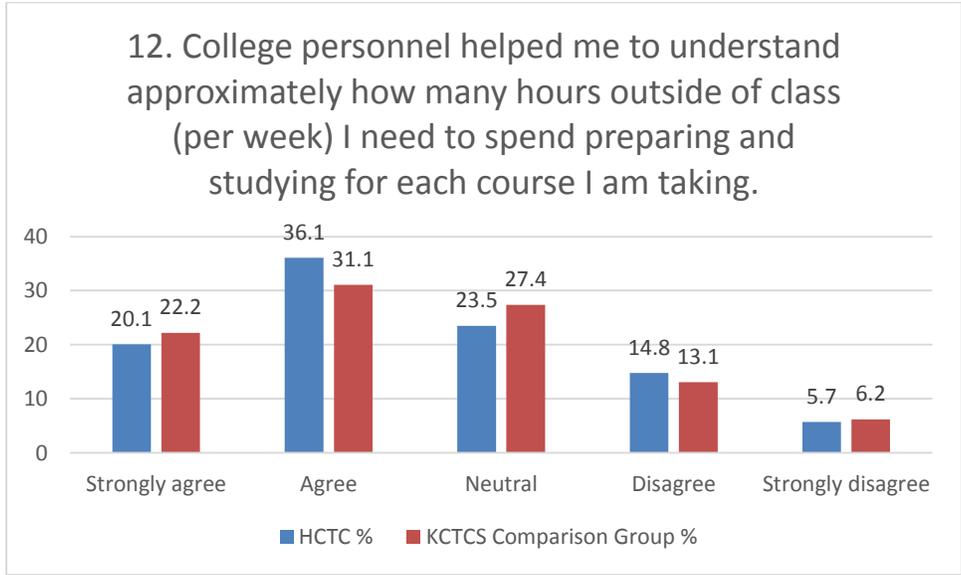
56.2% of HCTC respondents indicated Strongly Agree/Agree compared to 53.3% for the KCTCS Comparison Group.

13. College personnel helped me to understand whether my selected major or career is in a high-demand occupation/field (a field in which numerous jobs are expected to be available).
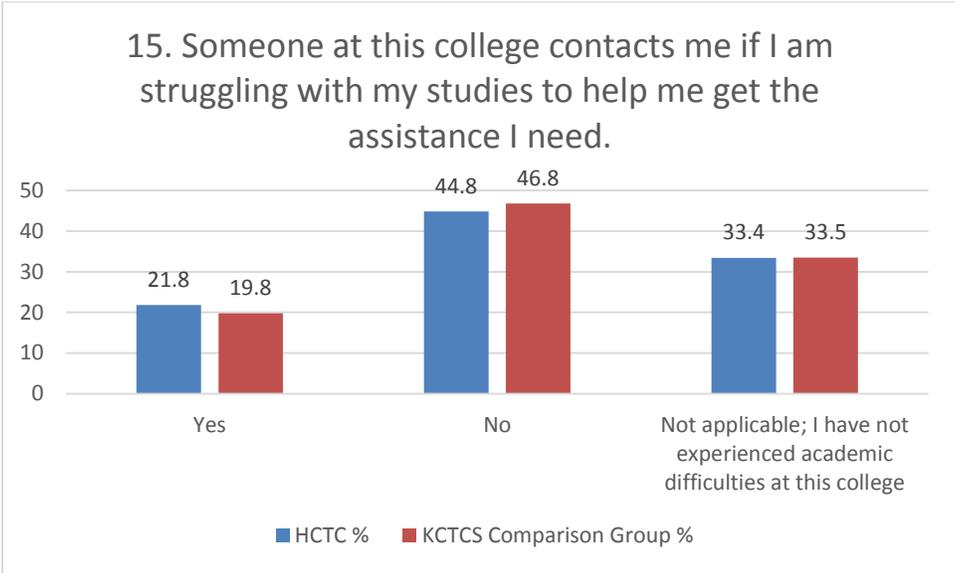
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
HCTC %	19.9	39.4	24	10.9	5.8
KCTCS Comparison Group %	23.5	30.1	25.4	13.1	7.9

59.3% of HCTC respondents indicated Strongly Agree/Agree compared to 53.6% for the KCTCS Comparison Group.
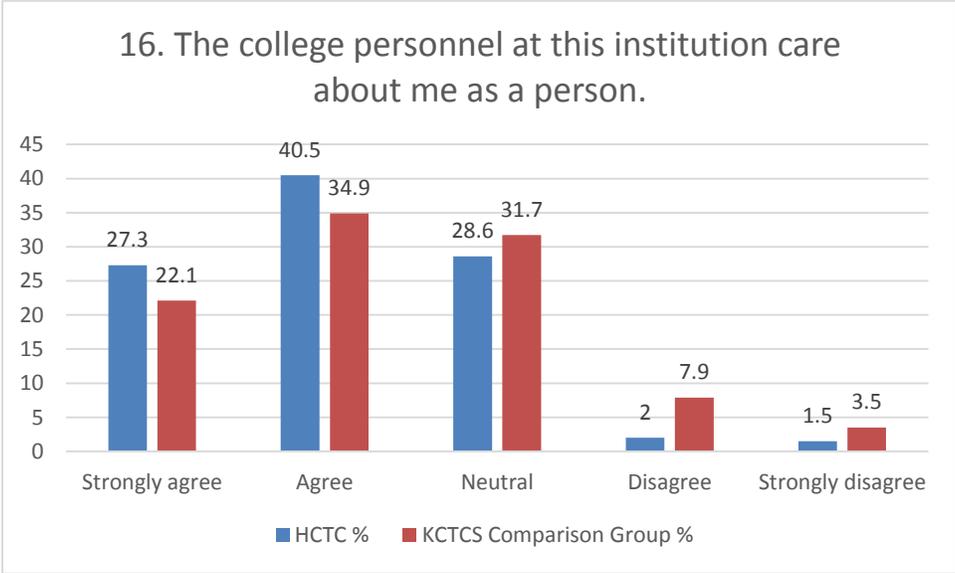
14. Before the end of my first term at this college, an advisor helped me develop an academic plan for completing a credential and/or transferring to a four-year college.

	Yes	No	I'm still in my first term; I have NOT YET developed an academic plan
HCTC %	51.7	34.7	13.7
KCTCS Comparison Group %	52.4	32.6	15

51.7% of HCTC respondents indicated Yes compared to 52.4% for the KCTCS Comparison Group.

15. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.

Chart data:

Response	HCTC %	KCTCS Comparison Group %
Yes	21.8	19.8
No	44.8	46.8
Not applicable; I have not experienced academic difficulties at this college	33.4	33.5

44.8% of HCTC respondents indicated No
compared to 46.8% for the KCTCS Comparsion Group.

16. The college personnel at this institution care about me as a person.

Chart data:

Response	HCTC %	KCTCS Comparison Group %
Strongly agree	27.3	22.1
Agree	40.5	34.9
Neutral	28.6	31.7
Disagree	2	7.9
Strongly disagree	1.5	3.5

67.8% of HCTC respondents indicated Strongly Agree/Agree
compared to 57.0% for the KCTCS Comparison Group.

17. I think of myself primarily as (choose option that best fits you):
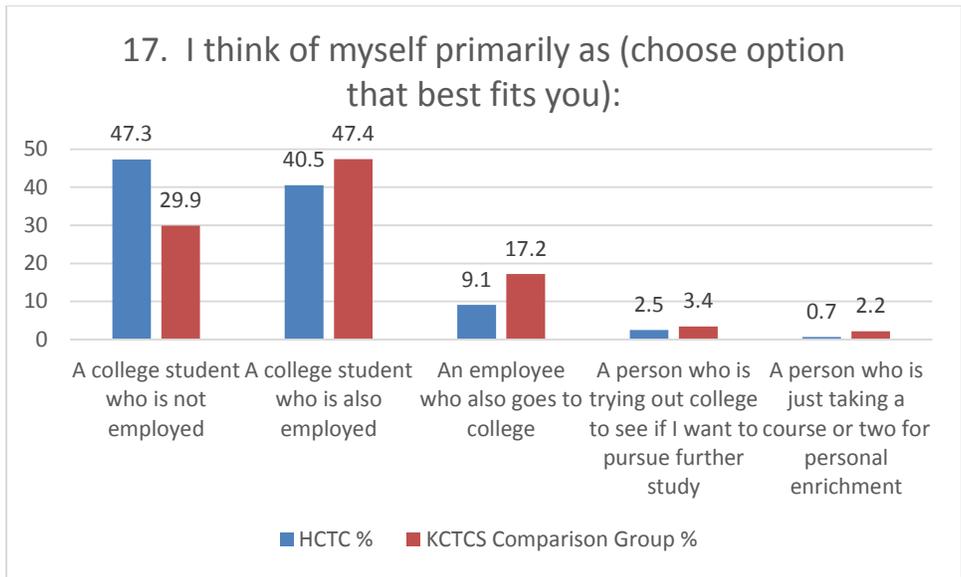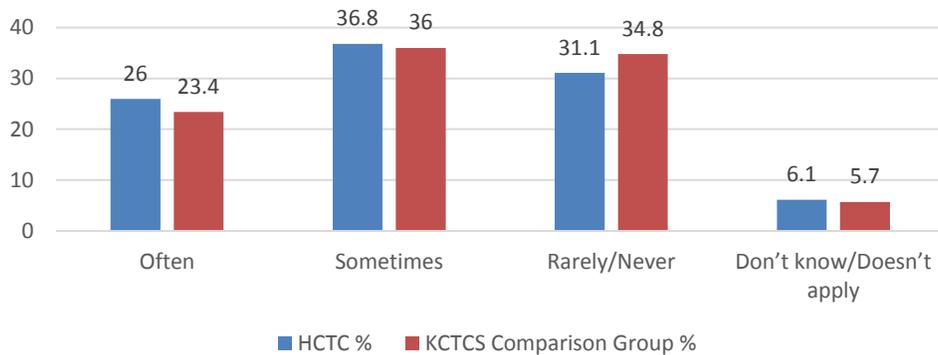

47.3% of HCTC respondents indicated that they were a college student who is not employed compared to 29.9% for the KCTCS Comparison Group.

Another 40.5% of HCTC respondents indicated that they were a college student who is also employed compared to 47.4% for the KCTCS Comparison Group.
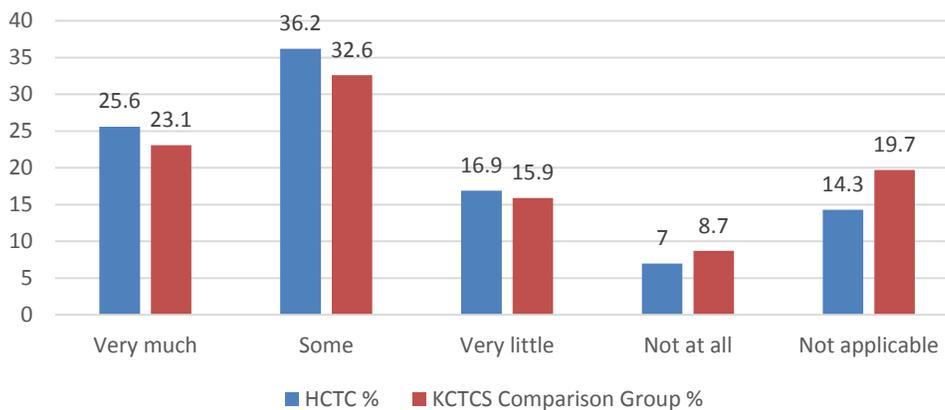
18. Where is the primary location that you use computers to do school work?
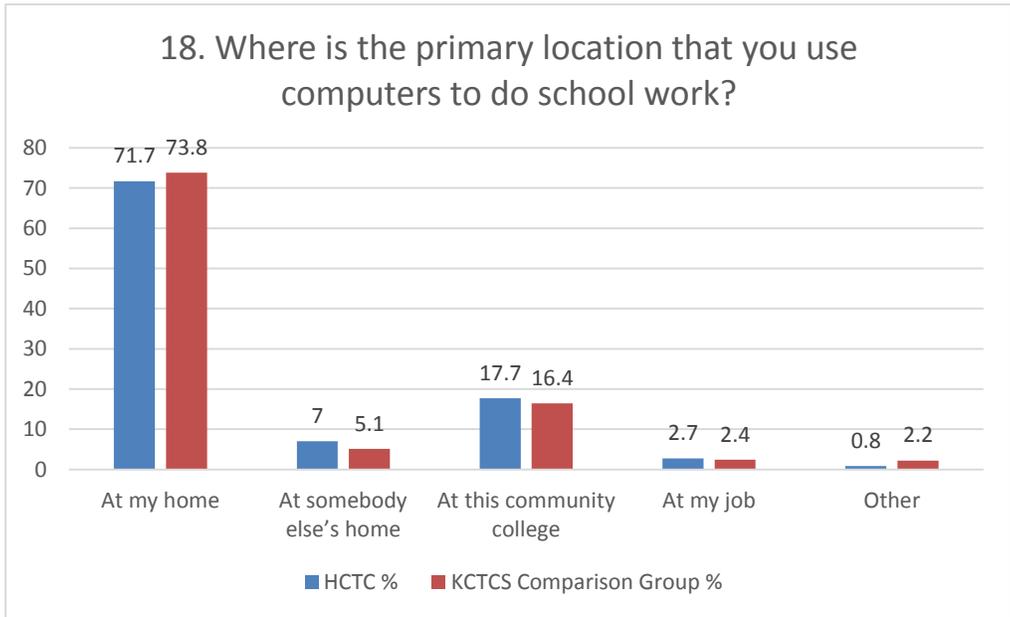
71.7% of HCTC respondents indicated At My Home compared to 73.8% for the KCTCS Comparison Group.

19. During the current school year, about how often have you used library resources (such as books, databases, etc.) for research for an assignment?

	Often	Sometimes	Rarely/Never	Don't know/Doesn't apply
HCTC %	26	36.8	31.1	6.1
KCTCS Comparison Group %	23.4	36	34.8	5.7

62.8% of HCTC respondents indicated Often/Sometimes compared to 59.4% for the KCTCS Comparison Group.

20. To what extent has your experience with the library staff and resources (instruction, online tutorials, or other resources such as library study guides) helped you to acquire the knowledge and skills necessary to search for information?

	Very much	Some	Very little	Not at all	Not applicable
HCTC %	25.6	36.2	16.9	7	14.3
KCTCS Comparison Group %	23.1	32.6	15.9	8.7	19.7

61.8% of HCTC respondents indicated Very Much/Some compared to 55.7% for the KCTCS Comparison Group.

HCTC'S RESPONSE TO IMPROVING STUDENT ENGAGEMENT
Prepared by Lois Puffer, HCTC IR Coordinator
November 21, 2014
With Edits by Academic Dean Leila Smith December 1, 2014

Over the last few years, HCTC faculty and staff were encouraged by IEPR to more closely review CCSSE data and were encouraged to promote additional student engagement activities to improve student retention and success. At HCTC, student engagement, a key indicator of learning, should occur both INSIDE the classroom as well as OUTSIDE the classroom. Below are the high-impact practices that increase student engagement according to CCSSE. Under each, we have provided HCTC's current state regarding the practice.

Excerpted from CCSSE's *A Matter of Degrees: Engaging Practices, Engaging Students*:
High Impact Practices for Community College Student Engagement …

The connection between student engagement and student success is well documented. Learning, persistence, and attainment in college are consistently associated with students' being actively engaged with college faculty and staff, with other students, and with the subject matter they are studying. Recent research underscores this connection. A study using data from the Community College Survey of Student Engagement *(CCSSE)* shows that student engagement— in particular, the *CCSSE* benchmarks of *active and collaborative learning* and *support for learners*—is an important predictor of college completion.

High-impact practices that increase student engagement include:

1. <u>Academic goal setting and planning</u>
   HCTC: Advising of continuing students was returned to the faculty in a better effort to help students persist from one term to the next and ultimately graduate with a credential. New students are advised by the Advising Center. Currently, an advising task team is looking at ways to improve advising, including a new Advising Evaluation instrument.

2. <u>Orientation</u>
   HCTC: In Summer 2009, 932 applicants participated in mandatory orientation and this had a significant effect on enrollment, persistence and completion. Library staff also provided instruction on finding information during the orientation sessions. Of those 932, 793 students enrolled at HCTC in Fall 2009 (or 85%). There were 504 first-time students in Fall 2009. 432 of that 504 were among this group of 932 who went through mandatory orientation (or 46%). 338 of the 932 students (or 36%) earned 913 credentials between Fa2009 and Fa2013. 368 of the 793 enrolled in Fa2009 were consecutively enrolled Fa2009, Sp2010, Fa2010, and Sp2011 (4 terms) or 46%. 238 of the 793 enrolled in in Fa2009 were consecutively enrolled Fa2009, Sp2010, Fa2010,

Sp2011, and Fa2011 (5 terms) or 30%. 178 of the 793 enrolled in in Fa2009 were consecutively enrolled Fa2009, Sp2010, Fa2010, Sp2011, Fa2011, and Sp2012 (6 terms) or 22%.

Mandatory orientation was not continued after that year and persistence and completion rates have suffered. However, orientation was offered each fall and spring term since Fall 2009. Orientation students were surveyed and were generally satisfied with the experience.

Term	Number Attended Orientation
Fall 2010	358
Fall 2011	294
Fall 2012	99
Fall 2013	102
Fall 2014	105

Term	Number Attended Orientation
Spring 2010	50
Spring 2011	52
Spring 2012	66
Spring 2013	14
Spring 2014	23

 Two task teams are working this year to bring back mandatory orientation under a "first-year experience program" umbrella.

3. Accelerated or fast-track developmental education
   HCTC: In the past, developmental education courses have been offered in 8-week segments (such as MT 55 first 8 weeks and MT 65 second 8 weeks), stacked together (such as ENC 90/91 or RDG 20/30), or paired with other non-developmental courses such as Biology or a student success course as a learning community.

   In an effort to move students through their developmental coursework more quickly, HCTC is now offering courses in several formats: Emporium Model ("math redesign"), traditional in-person, online, pairing courses together that allow students to enroll in a class one level above the one they test into (but with supplemental instruction). There is also a course that helps students meet their developmental reading and writing needs in one course—IRW 095. HCTC also has developmental math labs and developmental reading/writing labs where students can come for tutoring assistance. The Library also provides developmental reading and writing students with introduction to specific databases.

4. First-year experience
   HCTC: While HCTC does not have a structured "First-Year Experience Program," we have been conducting activities that could be organized under a "first-year experience program" umbrella. Advising is being improved; first-time students are now going to be required to participate in a mandatory orientation; advisors are using Starfish to promote student engagement and to improve student persistence; advisors continue to use IR's Retention Effort file to contact students who have not enrolled for the next semester; we have a new Career Counseling Center which helps Undecided first-time students choose a major; and the next QEP will focus on enrolling first-time students in a FYE student success course. It may be time to formally structure and label what we're doing as HCTC's First-Year Experience Program.

5. Student success course
   HCTC: For several years, HCTC has offered student success courses such as GE 100 Introduction to College, GE 101 Strategies for Academic Success, and GEN 102 Foundations of Learning both in-person and online. In Fall 2014, an online section of FYE 105 Achieving Academic Success was offered. A student success course is not required for graduation and it is difficult to get all first-time students to enroll. However, the topic for HCTC's next QEP will focus around a first-year experience student success course which first-time students will enroll in.

6. Learning community
   HCTC: Under HCTC's QEP, which ran between 2007-2012, some developmental education classes were paired with other non-developmental classes, and students were part of a learning community. It was difficult to get the same students enrolled in the developmental education course as well as the paired course.   HCTC faculty have offered other learning communities as well; however student interest has not been strong enough for classes to make.

7. Experiential learning beyond the classroom
   HCTC: Several academic programs allow students to participate in internships, co-op experience, field experience, or clinical assignments.

8. Tutoring
   HCTC: For several years, student tutors has been employed in the Academic/Student Resource Center or with Student Support Services. Recently, tutors can become certified. Faculty encourage students who struggle with coursework to seek assistance from tutors. HCTC also has developmental math labs and developmental reading/writing labs with full-time instructional specialists employed where students can come for tutoring assistance.

9. Supplemental instruction
   HCTC: To aid students in completing their developmental education courses, supplemental instruction time has been utilized in some courses. Faculty are piloting options to see which ones work best.

10. Assessment and placement
    HCTC: Since KCTCS began, all 16 colleges must follow the KCTCS Assessment and Placement policy and develop a local implementation plan. Students who test into developmental education courses are strongly encouraged to enroll in those courses their first semester.

11. Registration before classes begin
    HCTC: For several years, HCTC Program Coordinators have been using a semester to semester Retention Effort file to monitor whether program students enroll each semester. This has greatly improved our persistence rate.

12. Class attendance
    HCTC: A couple of years ago, KCTCS made it mandatory that faculty report "No Shows" in PeopleSoft in an effort to reduce the number of Return to Title IV (R2T4) funds returned to the federal government. Academics ensures that all faculty participate in this process. As a result, fewer R2T4 funds are being returned by HCTC. Also, faculty include an attendance policy in their class syllabus.

13. Alert and intervention
    HCTC: For several years, HCTC has had an Early Alert program where students who are reported for non-attendance are removed from classes. The new Starfish retention and student engagement tool allows faculty to communicate with students who are struggling with the course.