

HAZARD COMMUNITY AND TECHNICAL COLLEGE						
	CCSSE Administration Year	Active & Collaborative Learning Benchmark	Student Effort Benchmark	Academic Challenge Benchmark	Student-Faculty Interaction Benchmark	Support for Learners Benchmark
Hazard	2006	57.4	57.2	61.1	62.3	57.4
KCTCS All	2006/2007	50.3	51.5	51.9	53.9	52.8
CCSSE Cohort	2004-2006	50.0	50.0	50.0	50.0	50.0
Hazard	2008	57.3	59.7	60.5	62.3	59.9
KCTCS All	2008/2009	49.2	51.4	50.9	52.9	51.7
CCSSE Cohort	2006-2008	50.0	50.0	50.0	50.0	50.0
Hazard	2010	52.5	54.4	53.3	58.4	57.1
KCTCS All	2010/2011	47.5	51.5	50.3	53.2	51.8
CCSSE Cohort	2008-2010	50.0	50.0	50.0	50.0	50.0

Hazard	2012	50.7	53.1	51.0	53.9	58.8
KCTCS All	2012/2013*	47.5*	51.5*	50.3*	53.2*	51.8*
CCSSE Cohort	2010-2012	50.0	50.0	50.0	50.0	50.0
Hazard	2014	51.7	52.0	50.7	55.6	52.1
KCTCS All	2013/2014*	48.7*	51.1*	50.4*	53.7*	52.5*
CCSSE Cohort	2012-2014	50.0	50.0	50.0	50.0	50.0

*Note: All KCTCS colleges do NOT participate in CCSSE in the same administration year. Hazard participates in 2006, 2008, 2010, 2012, 2014, 2016, etc. When reviewing the comparative average figures for KCTCS in the above chart, please note that benchmark results for both the odd and even year are combined together. The CCSSE Cohort is the average benchmark figures for colleges participating in the three-year cohort period; for colleges that participate more than once over the three-year period, only data from their most recent year of administration is included in the cohort's data set. Benchmark scores are standardized so that all CCSSE Cohort respondents have a mean of 50 and a standard deviation of 25.*

\* KCTCS averages for CCSSE administration year 2011; 2012 data has not been combined yet

### **ACTIVE & COLLABORATIVE LEARNING BENCHMARK**

Student 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.

### **SURVEY ITEMS**

During the current school year, how often have you:

Asked questions in class or contributed to class discussions (4a)

Made a class presentation (4b)

Worked with other students on projects during class (4f)

Worked with classmates outside of class to prepare class assignments (4g)

Tutored or taught other students (paid or voluntary) (4h)

Participated in a community-based project as a part of a regular course (4i)

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (4r)

## **STUDENT EFFORT BENCHMARK**

Student's own behavior contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

### **SURVEY ITEMS**

During the current school year, how often have you:

- Prepared two or more drafts of a paper or assignment before turning it in (4c)
- Worked on a paper or project that required integrating ideas or information from various sources (4d)
- Come to class without completing readings or assignments (4e)
- Used peer or other tutoring services (13d)
- Used skill labs (13e)
- Used a computer lab (13h)

During the current school year:

- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (6b)
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (10a)

## **ACADEMIC CHALLENGE BENCHMARK**

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.

### **SURVEY ITEMS**

During the current school year, how often have you:

- Worked harder than you thought you could to meet an instructor's standards or expectations (4p)

How much does your coursework at this college emphasize:

- Analyzing the basic elements of an idea, experience, or theory (5b)
- Synthesizing and organizing ideas, information, or experiences in new ways (5c)
- Making judgments about the value or soundness of information, arguments, or methods (5d)
- Applying theories or concepts to practical problems or in new situations (5e)
- Using information you have read or heard to perform a new skill (5f)

During the current school year:

- How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (6a)
- How many papers or reports of any length did you write (6c)
- To what extent have your examinations challenged you to do your best work (7)

How much does this college emphasize:

- Encouraging you to spend significant amounts of time studying (9a)

### **STUDENT-FACULTY INTERACTION BENCHMARK**

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.

#### **SURVEY ITEMS**

During the current school year, how often have you:

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

### **SUPPORT FOR LEARNERS BENCHMARK**

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.

#### **SURVEY ITEMS**

How much does this college emphasize:

- Providing the support you need to help you succeed at this college (9b)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (9c)
- Helping you cope with your nonacademic responsibilities (work, family, etc.) (9d)
- Providing the support you need to thrive socially (9e)
- Providing the financial support you need to afford your education (9f)

During the current school year, how often have you:

- Used academic advising/planning services (13a)
- Used career counseling services (13b)