



## 2007 CCFSSSE Administration Results

### Executive Summary

The Community College Faculty Survey of Student Engagement is a companion to CCSSE and elicits information from faculty about their teaching practices and their perceptions regarding students' educational experiences. Results from CCFSSSE can enable institutions to view faculty expectations and perceptions of student engagement alongside student responses. Though not entirely equivalent, the two surveys differ in that students are asked to report perceptions and experiences across the period of the current academic year while faculty are asked to indicate their perceptions of student experiences in college more generally. Nevertheless, the comparisons of student and faculty responses provide a prompt for campus discussions, particularly in areas where the two seem to report divergent perceptions of the same experience.

At Kingwood College, 171 faculty participated in the CCFSSSE 2007 administration; 74 full-time and 97 adjunct.

Unlike the CCSSE results which are categorized into five benchmark areas, the CCFSSSE results are reported by raw data only, and each question was analyzed by the IE Office to determine in which benchmark area it belonged. Mean ratings of highest and lowest engagement were determined for all faculty, full-time faculty only, and adjunct faculty only. When comparing the perception of student engagement by full-time and adjunct faculty, the perception was practically the same in all benchmark areas. However, when comparing perception of engagement between faculty and students, faculty tended to report higher rates of engagement than did students, particularly in respect to receiving prompt feedback, asking questions in class or contributing to class discussions, analyzing the basic elements of an idea, and providing support to succeed in college. It should be noted that the 2007 CCSSE cohort member colleges' results (223 colleges) show that faculty also reported higher rates of interaction than did students, most notably with report to receiving prompt feedback and discussing grades or assignments. Table 2 shows the highest and least engagement reported by full-time and adjunct faculty while Table 3 shows the highest and least engagement reported by faculty and students.

There were also faculty only questions that captured faculty's participation in professional development activities, the percentage of time faculty spends on student interaction, and college services incorporated into course work. Results indicated that faculty spend 42% of time lecturing, 26% of time on faculty-led discussions, 23% of time on faculty-student shared responsibility, and 18% of time on small group activity. (See Tables 4 & 5)

In summary, CCFSSSE results indicate some disparity between faculty and student perception of engagement. It should be noted that the student survey questions elicit a response pertaining to their actual engagement activities while the faculty survey questions primarily seek faculty's perception of student engagement rather than their involvement of students in the identical engagement practices. However, the percentage of time faculty members spend on certain activities can lead to discussion on which activities should require more or less time.

Table 1

**General Information**

**Number of participants: 171**

**Participants by Ethnicity**

Race/Ethnicity	Number	Percent (%)
American Indian/Other Native American	1	1
Asian, Asian American, or Pacific Islander	6	3
Black or African American, Non-Hispanic	12	7
White, Non-Hispanic	128	75
Hispanic, Latino, Spanish	12	7
Other	12	7
Total	171	100

**Participants by Gender**

Gender	Number	Percent (%)
Male	82	48
Female	89	52
Total	171	100

**Participants by Enrollment Status**

Enrollment Status	Number	Percent (%)
Full-Time	74	43
Adjunct	97	57
Total	171	100

**Participants by Highest degree earned**

Highest degree earned	Number	Percent (%)
Associate degree	2	1
Bachelor's degree	26	15
Master's degree	99	58
Doctoral degree	34	20
First professional degree	8	5
Other	2	1
Total	171	100

**Table 2**

**Summary of mean ratings of Highest and Least Engagement**

Rating scale of 4.00 = highest; 1 = least

	Highest Engagement				Least Engagement			
	Benchmark	Faculty			Benchmark	Faculty		
		All	Full-Time	Ad-junct		All	Full-Time	Ad-junct
<b>Active and Collaborative Learning</b>	4a. Asked questions in class or contributed to class discussions	3.27	3.39	3.19	4i. Participated in a community-based project as a part of a regular course	1.60	1.84	1.38
	4f. Work with other students on projects during class	2.79	2.80	2.78	4b. Make a class presentation	2.08	2.12	2.05
<b>Student Effort</b>	4d. Worked on a paper or project that required integrating ideas or information from various sources	2.69	2.68	2.70	10a. Number of hours spent in preparing for class	1.69	1.72	1.67
	4e. Come to class without completing readings or assignments	2.51	2.64	2.41	13e1 Frequency: Skill labs	1.99	2.08	1.93
<b>Academic Challenge</b>	5b. Analyzing the basic elements of an idea, experience, or theory	3.28	3.46	3.14	6a. Number of assigned textbooks, manuals, books or book-length packs of course readings	2.44	2.69	2.24
	5c. Synthesizing and organizing ideas, information, or experiences in new ways	3.21	3.40	3.05	4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.83	2.96	2.73
<b>Faculty-Student Interaction</b>	4o. Received prompt feedback	3.48	3.46	3.49	4q. Worked with instructors on activities other than coursework	1.72	1.82	1.60
	4l. Discuss grade or assignments with you	2.99	3.01		4n. Discussed ideas from your readings or classes with instructors outside of class	2.42	2.55	2.32
	4k. Use e-mail to communicate with you			3.01				
<b>Support for Learners</b>	9b. Providing the support you need to help you succeed at this college	3.48	3.46	3.51	13b1. Frequency: Career counseling	1.76	1.76	1.77
	9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.96	2.97	2.96	13a1. Frequency: Academic advising/planning	2.10	2.26	1.97
	9f. Providing financial support students need to afford their education	2.96	2.97	2.95				

**Table 3**

**Summary of mean ratings of Highest and Least Engagement**

Rating scale of 4.00 = highest; 1 = least

	<b>Highest Engagement</b>	<b>All Students</b>	<b>All Faculty</b>	<b>Least Engagement</b>	<b>All Students</b>	<b>All Faculty</b>
<b>Active and Collaborative Learning</b>	4a. Asked questions in class or contributed to class discussions	2.90	3.27	4i. Participated in a community-based project as a part of a regular course	1.23	1.60
	4r. Discussed ideas from your readings or classes with others outside of class	2.64		4h. Tutored or taught other students	1.38	
	4f. Work with other students on projects during class		2.79	4b. Make a class presentation		2.08
<b>Student Effort</b>	4d. Worked on a paper or project that required integrating ideas or information from various sources	2.81	2.69	13d1. Frequency: peer or other tutoring	1.48	
	4c. Prepared two or more drafts of a paper or assignment before turning it in	2.52		13e1. Frequency: skill labs	1.61	1.99
	4e. Come to class without completing readings or assignments		2.51	10a. Number of hours spent in preparing for class		1.69
<b>Academic Challenge</b>	9a. Encouraging you to spend significant amounts of time studying	2.96		5d. Making judgments about the value or soundness of information, arguments, or methods	2.51	
	5b. Analyzing the basic elements of an idea, experience, or theory	2.81	3.28	4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.52	2.83
	5c. Synthesizing and organizing ideas, information, or experiences in new ways		3.21	6a. Number of assigned textbooks, manuals, books or book-length packs of course readings		2.44

**Table 3 continued**

**Summary of mean ratings of Highest and Least Engagement**

Rating scale of 4.00 = highest; 1 = least

	<b>Highest Engagement</b>	<b>All Students</b>	<b>All Faculty</b>	<b>Least Engagement</b>	<b>All Students</b>	<b>All Faculty</b>
<b>Student-Faculty Interaction</b>	4o. Received prompt feedback	2.66	3.48	4q. Worked with instructors on activities other than coursework	1.30	1.72
	4k. Used e-mail to communicate with an instructor	2.61		4n. Discussed ideas from your readings or classes with instructors outside of class	1.62	2.42
	4l. Discuss grade or assignments with you		2.99			
<b>Support for Learners</b>	9b. Providing the support you need to help you succeed at this college	2.95	3.48	13b1. Frequency: Career counseling	1.36	2.10
	9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.45	2.96	13a1. Frequency: Academic advising/planning	1.69	1.76
	9f. Providing financial support students need to afford their education		2.96			

**Table 4**

**13.2) How much do you incorporate the use of these services into your selected course section?**

1= Rarely or never; 2 = Sometimes; 3 = Often

	All	Full-Time	Adjunct
13a2. Academic advising/planning	1.70	1.95	1.52
13b2. Career counseling	1.50	1.62	1.41
13c2. Job placement assistance	1.26	1.27	1.26
13d2. Peer or other tutoring	2.08	2.19	2.00
13e2. Skill labs	1.76	1.82	1.71
13f2. Child care	0.92	0.96	0.89
13g2. Financial aid advising	1.29	1.45	1.17
13h2. Computer lab	1.90	1.97	1.85
13i2. Student organizations	1.32	1.51	1.17
13j2. Transfer credit assistance	1.36	1.53	1.22
13k2. Services to students with disabilities	1.59	1.69	1.52

**Table 5**

**16) In your selected course section, on average, what percent of class time is spent on the following?**

	All	Total Responses	Full-Time	Adjunct
16a. Lecture	42%	167	42%	42%
16b. Teacher-led discussion	26	157	27	26
16c. Teacher-student shared responsibility (seminar, discussion, etc.)	23	115	24	22
16d. Student computer use	21	82	16	26
16e. Small group activities	18	137	18	19
16f. Student presentations	16	99	16	17
16g. In-class writing	13	89	12	15
16h. Testing and evaluation	14	162	14	14
16i. Performances in applied and fine arts (dance, drama, music)	30	15	26	32
16j. Experiential (labs, field work, clinical placement, internships)	24	62	25	24
16k. Hands-on practice	30	116	30	29