

Community College Faculty Survey of Student Engagement (CCFSSE): Comparison of Faculty and Student Perceptions

All items common to both the faculty and student CCSSE (Community College Survey of Student Engagement) were examined to identify those with large differences (a gap of 25 percentage points or more).

The largest differences included:

- Faculty-student interaction: Faculty more often reported that students received prompt feedback and that students discussed grades/assignments with faculty.
- Student effort: Students more often reported preparing multiple drafts of an assignment before turning it in.
- Academic challenge: Faculty more often reported that assessments of student performance were challenging.
- Support for learners: Faculty perceived the college as providing more support in non-academic areas and more financial support.
- Use of services: Compared to how often students reported using services, faculty more often reported referring students to tutoring, career counseling, skill labs, job placement assistance, student organizations, academic advising, transfer credit assistance, and financial aid advising.
- Retention factors: Compared to students, faculty more often reported that students are likely to withdraw due to lack of preparation, working full time, caring for dependents, and lack of finances.
- Allocation of time: Compared to faculty perceptions, students were more likely to report spending no time in college-sponsored activities and in caring for dependents.
- What students value: Faculty were more likely to report that skill labs, services to students with disabilities, tutoring, financial aid advising, and career counseling is very important to students.

The following tables show additional detail on the items with these largest gaps between faculty and student responses.

August 27, 2008

CCSSEItemsFacultyStudentGaps.doc

Faculty-Student Interaction:

Items with Higher Percentages of Faculty Responding "Often" or "Very Often"

Survey Item	Faculty responding "Often" or "Very often"	Students responding "Often" or "Very often"	Gap
Students received prompt feedback (written or oral) about performance.	93%	55%	38
Students discussed grades or assignments with faculty.	76%	44%	32

Student Effort:

Item with Higher Percentages of Students Responding "Often" or "Very Often"

Survey Item	Faculty responding "Often" or "Very often"	Students responding "Often" or "Very often"	Gap
Prepared two or more drafts of a paper or assignment before turning it in.	21%	50%	29

Academic Challenge:

Item with Higher Percentages of Faculty Responding "6" or "7" on a scale from 1 (Extremely easy) to 7 (Extremely challenging)

	Faculty responding "6" or "7" on a 7-point scale	Students responding "6" or "7" on a 7-point scale	Gap
Extent to which examinations of student performance (e.g., exams, portfolio) challenge students to do their best work:	56%	29%	27

August 27, 2008

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Support for Learners:

Items with Higher Percentages of Faculty Responding “Quite a bit” or “Very much”

	Faculty responding “Quite a bit” or “Very much”	Students responding “Quite a bit” or “Very much”	Gap
How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)?	51%	24%	27
How much does this college emphasize providing the financial support students need to afford their education?	65%	40%	25

Use of Services:

Items with Higher Percentages of Faculty Referring Students to Services “Sometimes” or “Often”, compared to Students’ Reported use of Services “Sometimes” or “Often”

	Faculty responding they “Sometimes” or “Often” refer students to service	Students responding they “Sometimes” or “Often” use this service	Gap
Peer or other tutoring	75%	20%	55
Career counseling	82%	39%	43
Skill labs (writing, math, etc.)	77%	35%	42
Job placement assistance	49%	11%	38
Student organizations	51%	16%	35
Academic advising/planning	93%	61%	32
Transfer credit assistance	73%	42%	31
Financial aid advising	62%	33%	29

August 27, 2008

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Retention Factors:

Items with Higher Percentages of Faculty Responding “Likely” or “Very likely”

	Faculty responding “Likely” or “Very likely”	Students responding “Likely” or “Very likely”	Gap
How likely is it that being academically unprepared would cause students to withdraw from class or from this college?	77%	19%	58
How likely is it that working full-time would cause students to withdraw from class or from this college?	79%	36%	43
How likely is it that caring for dependents would cause students to withdraw from class or from this college?	69%	26%	43
How likely is it that lacking finances would cause students to withdraw from class or from this college?	75%	40%	35

Other large differences: How Students Allocate their Time

Question: About how many hours do you think full and part-time students at this college spend in a typical 7 – day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)?

- 19% of faculty answered “None”, compared to 87% of students who said they spend no hours in college-sponsored activities (a 68 point gap).

Question: About how many hours do you think full and part-time students at this college spend in a typical 7 – day week providing care for dependents living with them (parents, children, spouse, etc.)?

- 3% of faculty answered “None”, compared to 46% of students who said they spend no hours providing care (a 43 point gap).

August 27, 2008

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Other large differences: What Students Value

Question: How important do you believe skills labs (writing, math, etc.) are to students at this college?

- 82% of faculty answered “Very important”, compared to 43% of students who said it was very important to them (a 39 point gap).

Question: How important do you believe services to students with disabilities is to students at this college?

- 76% of faculty answered “Very important”, compared to 44% of students who said it was very important to them (a 32 point gap).

Question: How important do you believe peer and other tutoring is to students at this college?

- 66% of faculty answered “Very important”, compared to 38% of students who said it was very important to them (a 28 point gap).

Question: How important do you believe financial aid advising is to students at this college?

- 80% of faculty answered “Very important”, compared to 53% of students who said it was very important to them (a 27 point gap).

Question: How important do you believe career counseling is to students at this college?

- 80% of faculty answered “Very important”, compared to 55% of students who said it was very important to them (a 25 point gap).

August 27, 2008

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