

The Community College Faculty Survey of Student Engagement (CCFSSE)

2004 Pilot Overview

Introduction

The Community College Faculty Survey of Student Engagement (CCFSSE) was piloted in the fall of 2004 by the Community College Survey of Student Engagement (CCSSE). The CCFSSE, designed as a companion to the *Community College Student Report*, elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

Participating institutions will be able to view faculty expectations and perceptions of student engagement alongside student responses; these results will not only help member colleges identify areas of strength, but will also enable them to recognize challenges or gaps that may require further consideration. CCSSE member colleges are already using student survey results for internal review, benchmarking, and responding to accrediting agencies. The CCFSSE can be used to strengthen those endeavors and to promote faculty involvement. Furthermore, results from the CCFSSE can be used to target areas of focus for faculty development programs.

This overview is divided into two sections and is organized to provide a general understanding of survey administration and of selected findings from the CCFSSE's 2004 pilot survey. In the first section, we describe how the survey was administered and compare CCFSSE institutions and faculty with CCSSE 2004 member colleges, as well as with the national population of two-year colleges.

In the second section, we highlight selected findings and make some comparisons to 2004 CCSSE results.

Please note: The pilot administration is intended primarily to provide information important in fine-tuning the survey instrument and the survey administration process. Results from this pilot administration, while they may be interesting and useful to participating colleges, should be treated as preliminary findings, CCSSE expresses sincere appreciation to the colleges that so readily volunteered to participate in the pilot project.

CCFSSE 2004 Pilot Institutions and Respondents

All institutions that participated in the 2004 *CCSSE* survey administration were invited to participate in the *CCFSSE* pilot project. The pilot was a Web-based survey: faculty members at participating institutions were sent an invitation email and asked to respond to the online survey via the Web. The survey was conducted online from October 15 through December 31, 2004. All faculty members whose courses were selected for the 2004 *CCSSE* survey administration were invited to participate. The *CCFSSE* pilot survey was completed by 1476 faculty members at 86 institutions. A list of participating institutions is provided at the end of this overview.

Representation of Institutions

The institutions that participated in the 2004 *CCFSSE* pilot generally reflect the characteristics of size and location of colleges that participated in the *CCSSE* 2004 student survey, as well as the underlying national population of colleges. The numbers and accompanying percentages (in parentheses) displayed in all three columns of the table below represent within-category data.

Colleges by Size and Urbanicity

	CCFSSE 2004 Pilot	CCSSE 2004	National
By size			
Extra-Large (15,000+)	10 (12%)	17 (11%)	91 (8%)
Large (8,000-14,999)	17 (20%)	25 (16%)	154 (14%)
Medium (4,500-7,999)	15 (17%)	35 (23%)	207 (19%)
Small (up to 4,499)	44 (51%)	75 (49%)	625 (58%)
By Urbanicity			
Urban	23 (27%)	40 (26%)	416 (38%)
Suburban	34 (40%)	51 (34%)	259 (24%)
Rural	29 (34%)	61 (40%)	408 (38%)

Representation of Faculty Respondents

2004 *CCFSSE* Pilot faculty respondents generally mirror the national two-year college faculty population,¹ with the exception of employment status, as illustrated in the table on the next page.

Gender

The 734 female faculty members who responded to the *CCFSSE* pilot account for 52% of all respondents. Six hundred seventy-nine men responded, accounting for 48% of respondents. Nationally, women comprise 50% of faculty at two-year institutions.

Race and Ethnicity

The *CCFSSE* 2004 pilot respondents' race and ethnicity closely parallel the NCES faculty data for two-year institutions.

Employment Status

Seventy-four percent of *CCFSSE* pilot respondents identified themselves as full-time faculty members, while 26% indicated that they were employed on a part-time basis. These percentages are quite different from NCES national data, which indicate that only 36% of faculty members are employed full-time.

¹ All national faculty data cited in this overview are 1999 NCES data for faculty at public and private two-year institutions.

Respondents versus National Population

	CCFSSE Pilot Respondents	National
Gender		
Male	679 (48%)	50%
Female	734 (52%)	50%
Race/Ethnicity		
American Indian or other Native American	11 (<1%)	<1%
Asian, Asian American or Pacific Islander	33 (2%)	3%
Native Hawaiian	5 (<1%)	- ²
Black or African American, Non-Hispanic	64 (5%)	6%
White, Non-Hispanic	1174 (84%)	86%
Hispanic, Latino, Spanish	71 (5%)	5%
Other	43 (3%)	-
Employment Status		
Full-time	1051 (74%)	36%
Part-time	376 (26%)	64%

Academic Rank

The table below shows the percentage of faculty respondents by academic rank as compared to national data.

Respondents by Academic Rank

	CCFSSE	National
Professor	32%	10%
Associate Professor	15%	5%
Assistant Professor	16%	5%
Instructor or Lecturer	35%	60%
Other	2%	20%

² 1999 NCES data do not include the categories "Native Hawaiian" or "Other"

Response Rates

The average institutional response rate for the 2004 CCFSSSE pilot was 37%. This is lower than the 80% percent of target rate for CCSSE 2004³.

Selected Findings

This section of the overview features selected findings from the 2004 CCFSSSE pilot.

Class Size as Compared to College Size

For all but small colleges, nearly or more than half of the faculty reported their class size as between 20 and 29 students. Small college faculty taught nearly equal percentages of classes with 10 to 19 students and 20 to 29 students (37% and 38% respectively). Interestingly, even at the small colleges, there was a low percentage of very small classes (fewer than 10 students) being taught by these instructors.

Class Sizes across Colleges by Size

College Size	Class Size					
	>10	10-19	20-29	30-39	40-69	70>
Extra-Large (15,000+)	3%	19%	52%	21%	3%	2%
Large (8,000-14,999)	4%	24%	49%	13%	7%	2%
Medium (4,500-7,999)	4%	29%	53%	10%	4%	1%
Small (up to 4,499)	7%	37%	38%	12%	4%	2%

³ The number of completed surveys produced an overall “percent of target” rate of 80%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.

How Faculty Spend Their Time

The table below highlights the teaching-related and other professional activities on which full-and-part-time faculty reported spending their time in a typical 7-day week⁴. As expected, full-time faculty reported spending more hours teaching students than their part-time counterparts. Interestingly, though, roughly equal percentages of both groups spent between 1 and 10 hours a week on the remaining teaching-related activities. Meanwhile, both groups spent only limited time on other professional activities.

Hours Spent on Selected Activities during 7-day Week

	Part-time			Full-time		
	1 to 10	11-20	21+	1 to 10	11-20	21+
Teaching-related activities						
Teaching students in class	77%	19%	4%	13%	65%	22%
Grading papers	86%	8%	4%	74%	19%	7%
Giving other forms of written and oral feedback to students	94%	2%	1%	89%	6%	3%
Preparing for class	89%	9%	2%	78%	16%	6%
Reflecting and working on ways to improve my teaching	94%	3%	2%	90%	6%	4%
Other professional activities						
Research and scholarly activities	70%	5%	3%	75%	3%	2%
Working with honors' projects	8%	0%	0%	18%	1%	0%
Advising students	60%	2%	3%	83%	3%	1%
Supervising internships or other field experiences	11%	1%	1%	25%	2%	2%
Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	21%	0%	1%	54%	2%	0%
Other interactions with students outside the classroom	54%	1%	3%	78%	2%	1%
Conducting service activities	20%	0%	2%	46%	1%	0%

⁴ Percentages will not total to 100 in all cases because data from the "None" category has been excluded.

Class Time

Question #16 asks faculty to report the percent of class time spent on activities such as lecture, teacher-led discussion, and in-class writing. On average, faculty respondents reported spending between 30 and 39% of their class time lecturing, between 1 and 9% of their class time on student presentations, and between 10 and 19% of their class time on hands-on practice.

Percent of Class Time Spent on Various Activities (All Faculty)

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
Lecture	2%	12%	15%	14%	13%	14%	22%	8%
Teacher-led discussion	4%	22%	26%	20%	11%	7%	8%	3%
Teacher-student shared responsibility	24%	29%	19%	11%	7%	4%	3%	2%
Student computer use	49%	23%	8%	5%	3%	3%	4%	5%
Small group activities	21%	33%	22%	10%	6%	4%	2%	1%
Student presentations	38%	35%	14%	6%	3%	2%	2%	0%
In-class writing	47%	34%	11%	4%	2%	1%	1%	0%
Testing and evaluation	4%	46%	33%	10%	3%	1%	1%	1%
Performances in applied and fine arts	92%	4%	1%	1%	1%	1%	1%	1%
Experiential	66%	12%	6%	5%	3%	3%	3%	1%
Hands-on practice	25%	19%	16%	10%	8%	6%	8%	7%

Faculty Perceptions about Student-Faculty Interaction

On the *CCFSSE* survey, faculty members are asked how often students interact with them, in and out of class. The table below presents the amount of time faculty members report that students interact with them *often* or *very often*; the table also indicates how students responded to the same items on the 2004 *CCSSE* survey. As the table highlights, on every item listed, faculty report higher rates of interaction than students, most notably with respect to receiving prompt feedback (written and oral).

Student-Faculty Interactions (Response of “Often” or “Very Often”)

	Faculty Responses	Student Responses
Use e-mail to communicate with you	49%	36%
Discuss grades or assignments with you	71%	43%
Talk about career plans with you	38%	23%
Discuss ideas from your readings or classes with you outside of class	28%	15%
Receive prompt feedback (written or oral) from you about their performance	93%	55%

Suggested Steps for Reviewing, Understanding and Using CCFSSSE Results

- ✘ Review and interpret all results as preliminary due to the fact that this was the pilot administration of the survey.
- ✘ Do not interpret results if fewer than 10 faculty members completed the survey.
- ✘ Examine the gaps between faculty and student responses on items of interest to your institution.
- ✘ Examine how faculty spend their time as well as what activities they incorporate into class time.
- ✘ Review and present the findings to faculty with all the caveats noted above.
- ✘ Engage faculty in discussions about the results and solicit suggestions on how to address any gaps or other issues of concern to faculty.
- ✘ Provide faculty with information on ways the administration will support faculty recommendations for change.

2004 Participating Institutions

Institution	City	State
Asnuntuck Community College	Enfield	CT
Bellevue Community College	Bellevue	WA
Blinn College	Brenham	TX
Brookhaven College	Farmers Branch	TX
Broward Community College	Fort Lauderdale	FL
Bucks County Community College	Newtown	PA
Butler County Community College	El Dorado	KS
Capital Community College	Hartford	CT
Cedar Valley College	Lancaster	TX
Central Arizona College	Coolidge	AZ
Central Florida Community College	Ocala	FL
Chesapeake College	Wye Mills	MD
Chipola College	Marianna	FL
Clarendon College	Clarendon	TX
Clovis Community College	Clovis	NM
Coastal Bend College	Beeville	TX
College of the Mainland	Texas City	TX
Corning Community College	Corning	NY
Cuyahoga Community College	Cleveland	OH
Daytona Beach Community College	Daytona Beach	FL
Edison Community College	Fort Myers	FL
Ellsworth Community College	Marshalltown	IA
Florida Community College at Jacksonville	Jacksonville	FL
Florida Keys Community College	Key West	FL
Galveston College	Galveston	TX
Gateway Community College	New Haven	CT
Gulf Coast Community College	Panama City	FL
Hawaii Community College	Hilo	HI
Housatonic Community College	Bridgeport	CT
Howard College	Big Spring	TX
Illinois Central College	East Peoria	IL
Indian River Community College	Fort Pierce	FL
Ivy Tech State College - Columbus	Columbus	IN
J. Sargeant Reynolds Community College	Richmond	VA
James A. Rhodes State College	Lima	OH
Johnson County Community College	Overland Park	KS
Kilgore College	Kilgore	TX
Lake City Community College	Lake City	FL
Lake-Sumter Community College	Leesburg	FL
Lamar Institute of Technology	Beaumont	TX
Manatee Community College	Bradenton	FL

Institution	City	State
Manchester Community College	Manchester	CT
Marshalltown Community College	Marshalltown	IA
Miami Dade College	Miami	FL
Middlesex Community College	Middletown	CT
Naugatuck Valley Community-Technical College	Waterbury	CT
New Mexico Junior College	Hobbs	NM
North Hennepin Community College	Brooklyn Park	MN
North Lake College	Irving	TX
Northern Virginia Community College	Annandale	VA
Northwest Vista College	San Antonio	TX
Northwestern Connecticut Community College	Winsted	CT
Norwalk Community College	Norwalk	CT
Ocean County College	Toms River	NJ
Palm Beach Community College	Lake Worth	FL
Palo Alto College	San Antonio	TX
Panola College	Carthage	TX
Pasco-Hernando Community College	New Port Richey	FL
Quinebaug Valley Community College	Danielson	CT
Richland College	Dallas	TX
San Juan College	Farmington	NM
Santa Fe Community College	Gainesville	FL
Seminole Community College	Sanford	FL
Sinclair Community College	Dayton	OH
South Florida Community College	Avon Park	FL
South Mountain Community College	Phoenix	AZ
South Suburban College	South Holland	IL
Southwest Texas Junior College	Uvalde	TX
Spartanburg Technical College	Spartanburg	SC
St. Petersburg College	St. Petersburg	FL
Surry Community College	Dobson	NC
Tallahassee Community College	Tallahassee	FL
Texas State Technical College Marshall	Marshall	TX
Texas State Technical College West Texas	Sweetwater	TX
The University of New Mexico – Gallup	Gallup	NM
The Victoria College	Victoria	TX
Three Rivers Community College	Norwich	CT
Tunxis Community College	Farmington	CT
University of Cincinnati Clermont College	Batavia	OH
Valencia Community College	Orlando	FL
West Virginia State Community and Technical College	Institute	WV
Western Texas College	Snyder	TX
Windward Community College	Kaneohe	HI

Institution	City	State
Wor-Wic Community College	Salisbury	MD
York Technical College	Rock Hill	SC
Zane State College	Zanesville	OH