Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) Report – Spring 2015

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1 INTRODUCTION

Florida SouthWestern State College's Quality Enhancement Plan (QEP) initiated in 2012 calls for faculty and staff to complete professional development modules purposed towards the promotion of critical thinking in enhancing the likelihood of success of first-year students (Florida SouthWestern, 2013). To measure the success of the program the college employs the Community College Survey of (Faculty) Student Engagement (CCSSE & CCFSSE). More specifically, the college uses a subset of survey questions, defined by the center as the Academic Challenge benchmark is an indicator of student engagement (Mandarino, et al., 2010) and is evaluated here. The results of which are reported directly by the facilitator of the surveys, the Center for Community College Student Engagement housed at the University of Texas at Austin.

Additionally, the CCSSE and CCFSSE reports encompass a series of questions addressing common survey topics. As a result, an evaluation of the interaction, needs, and perception of the student can be compared with an evaluation of the faculty perception of student's interaction, needs, and perception. A complete review of these comparisons is also herein detailed.

The complete reports for CCSSE and CCFSSE are included as appendices (Appendix A & B). For additional detail or further analysis not provided in this report, please contact Dr. Joseph van Gaalen, Director of Academic Assessment, Academic Affairs (joseph.vangaalen@fsw.edu; x6965).

2 STATISTICS

During the spring 2015 semester, 83 sections across the Charlotte, Collier, and Thomas Edison (Lee) campuses, as well as the Hendry-Glades center, were administered the CCSSE survey. These courses were randomly sampled to participate in the survey from the college's entry level course offerings for the spring 2015 semester. Additionally, 220 faculty participated in the survey.

2.1 QEP INITIATIVE STATISTICS

2.1.1 Academic Challenge benchmark (CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a)

As of the 2013-2014 Academic Year, the college has issued a goal of 3% above the 'extra-large college' weighted scores in the Academic Challenge benchmark weighted scores. The benchmark score for 2015 for Florida SouthWestern was 50.2 (Figure 1). This is an increase of 0.2% from the extra-large college score of 50.1 and shown in Figure 1. It should be noted that the extra-large college cohort is not listed in Figure 1. Additional benchmarks of effective educational practice as defined by the Center for

Community College Student Engagement are included in Figure 1 (CCSSE, 2015). For the full report from which this figure is cited, please see Appendix A.

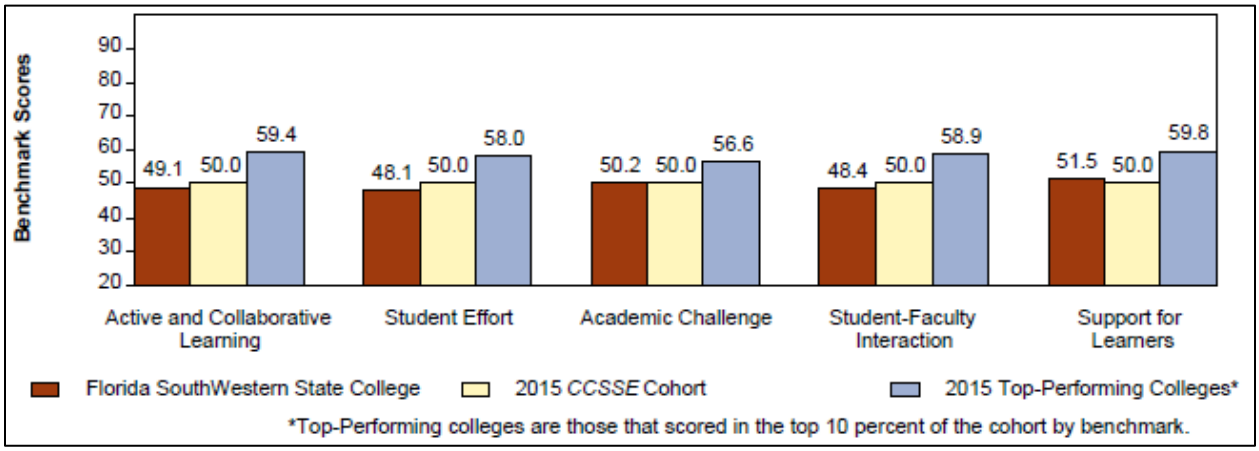

Figure 1. 2015 CCSSE benchmark scores including Florida SouthWestern's focus benchmark, Academic Challenge compared with similar colleges comprising the 2015 CCSSE Cohort and top-performing colleges of the 2015 CCSSE Cohort (CCSSE, 2015)

2.1.2 Student-Faculty Interactions Benchmark (CCSSE: 4k, 4l, 4m, 4n, 4o, 4q)

As of the 2013-2014 Academic Year, the college has issued a goal of 3% above the 'extra-large college' weighted scores in the Student-Faculty Interactions benchmark. The benchmark score for 2015 for Florida SouthWestern was 48.4 (Figure 1). This is 1.0% above the extra-large college weighted score of 47.9%.

2.1.3 Subset of Active and Collaborative Learning Items Benchmark (CCSSE: 4f, 4g, 4h, 4r)

As of the 2013-2014 Academic Year, the college has issued a goal of a 3% above the 'extra-large college' weighted scores in the Student-Faculty Interactions benchmark. The benchmark score for 2014 for Florida SouthWestern was 49.1% (Figure 1). This is 1.0% below the extra-large college weighted score of 49.8%.

2.2 Comparative Statistics: Faculty/Student Perception, Opinion, and Estimates

Many questions included in the CCSSE and CCFSSE surveys are applicable to similar or identical situations experienced by both faculty and students. As a result, if worded with minimal bias, these questions can be compared to help identify and characterize classroom conduct and ambiance. While the surveys for students and faculty include more questions than are reported here, some of those are worded differently enough between cohorts to limit the value of the response. For example, the following is a question posed to the faculty followed by the one posed to the students:

> To Faculty: *"How often do students in your selected course section ask questions in class or contribute to class discussions?"*
> To Students: *"In your experiences at this college during the current school year, about how often have you asked questions in class or contributed to class discussions?"*

In the question posed to the faculty, there is no specification of which students, only how often are questions asked. As a result, positive responses can be elicited when only a small percentage of

students are actually interacting. In the question posed to the students, however, individual students are responding with their individual habits towards asking questions, not towards how active the class as a whole is in asking questions. This difference makes the results questionable as to any meaningful interpretation.

An example of a more effective comparative question posed to faculty and students is as follows:

> To Faculty: *"How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance?"*
> To Students: *"In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance?"*

In this question posed to the faculty, the results provide information as to faculty perception of what providing prompt feedback means to them and if they provided it. Conversely, in the question posed to the students, the results provide information into the perception of what prompt feedback means to them and if they experienced it. When compared, the results provide a greater understanding on the expectation of feedback promptness between cohorts as well as a quantitative measure of error with regard to what is considered prompt. Future student evaluation of instruction surveys can be weighed with these types of survey questions acting as support for interpretation regarding faculty evaluation. For a review of all common questions in the CCSSE/CCFSSE surveys, see Appendix B.

2.2.1 Course Assignments

Figure 2, CCFSSE code: FCLPRESEN, CCSSE code: CLPRESEN, focuses on class presentation opportunities. From the phrasing of the faculty question "How often do students… …make a class presentation?" the interpretation of the results exhibits the frequency of the faculty to assign class presentations. From the phrasing of the student comparative question "…about how often have you made a class presentation?" the interpretation of the results exhibits the frequency of the student to complete an assigned class presentation.

Since the surveyed faculty do not necessarily correspond to the same courses in which the students were surveyed there can be no direct comparison made in this instance. If the faculty surveyed and students surveyed originated from the same courses there would have been a known number of presentations required of faculty, meanings of 'sometimes', 'often', and 'very often' have a distinct meaning by default. Therefore, an interpretation without any survey bias can be extracted only from the 'never' indication of survey takers. In this instance, the survey provides a glimpse into typical presentation assignment and output of students.

Figure 3, CCFSSE code: FREWROPAP, CCSSE code: REWROPAP, focuses on the number of drafts a student complete towards a final submitted paper. From the phrasing of the faculty question "How often do students… …prepare two or more drafts of a paper or assignment before turning it in?" the interpretation of the results exhibits faculty perception of how often students write drafts of papers, as it includes both what faculty might assign as well as what faculty might expect outside of the classroom from the students. From the phrasing of the student comparative question "…about how often have you prepared two or more drafts of a paper or assignment before turning it in?" the interpretation of the results exhibits the frequency of the student to complete two or more drafts.

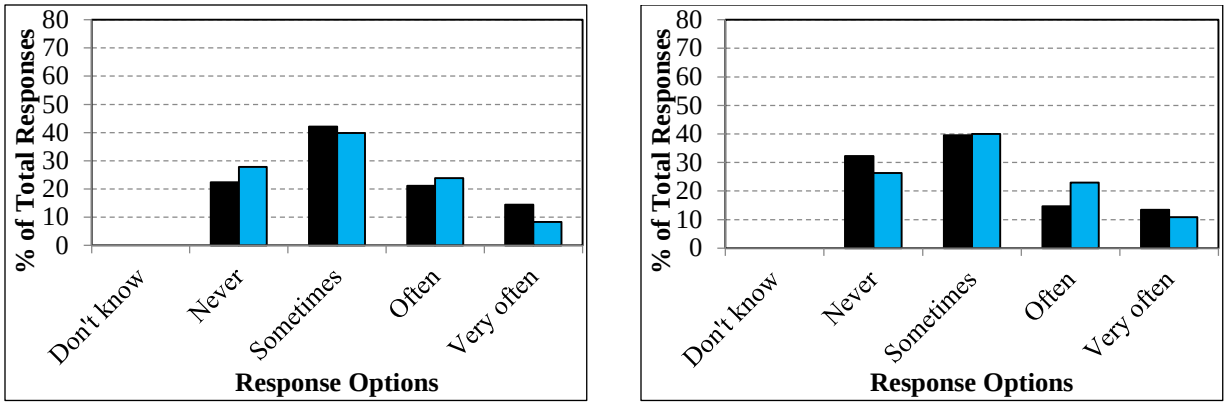

Figure 2. Faculty (black) Question: How often do students in your selected course section make a class presentation? Student (blue) Question: In your experiences at this college during the current school year, about how often have you made a class presentation? (left – 2014 survey, right – 2015 survey)

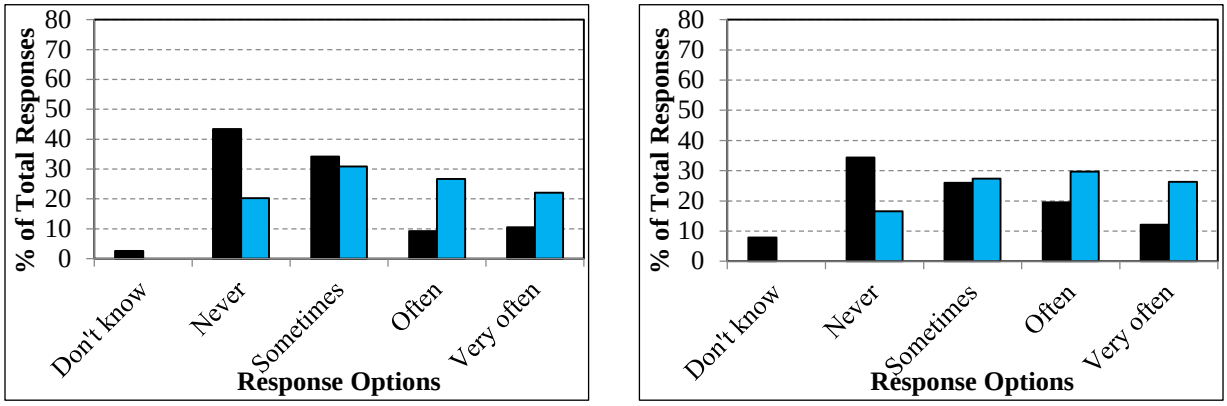

Figure 3. Faculty (black): How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in? Students (blue): In your experiences at this college during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in? (left – 2014 survey, right – 2015 survey)

Since the exact number of 'two or more drafts' is a varying response as it pertains to the survey taker, interpretation only relies on what is defined by the survey taker without any controlled survey response. To clarify, in Figure 2, faculty defines the variable as 'very often', so if students complete an equal number of that variable but call it 'often' disagreement exists. In Figure 3, neither faculty nor student defines what 'very often' means; therefore responses are free of one-way bias. Some potential causes of disparity between faculty and students may result from varying perception of student behavior by faculty (Cherif, et al., 2014), varying interpretation of the term 'draft' by students (e.g. constant revising) (University of North Carolina, 2014), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).

Results indicate that faculty surveyed are heavily skewed towards the negative response and strongly feel that multiple drafts of assignments are not completed by students before submission (Never: 34.4%). By contrast, only 16.6% of students surveyed responded that they never complete two or more drafts. These results are similar to 2014 survey results in which 43.4% of faculty answered 'never', while 20.3% of students responded 'never'.

Figure 4, CCFSSE code: FINTEGRAT, CCSSE code: INTEGRAT, focuses on assessments that require integration of various sources. From the phrasing of the faculty question "How often do students… …work on a paper that requires integrating ideas or information from various sources?" the interpretation of the results exhibits the frequency of the faculty to assign papers requiring integration of ideas from multiple sources. From the phrasing of the student comparative question "…about how often have you worked on a paper or project that required integrating ideas or information from various sources?" the interpretation of the results exhibits the frequency of the student to both recognize that a paper requires integration of sources as well as complete work on that assignment.

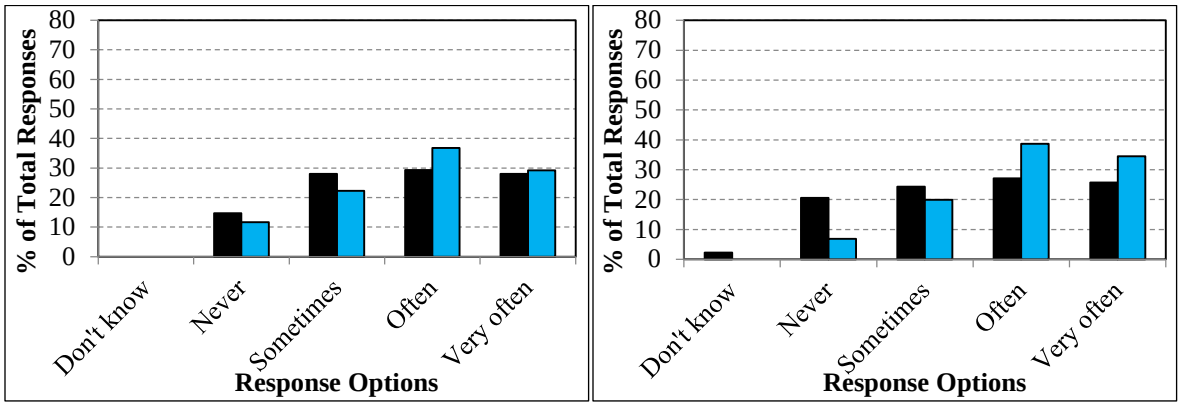

Figure 4. Faculty (black): How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources? Students (blue): In your experiences at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources? (left – 2014 survey, right – 2015 survey)

Since the surveyed faculty do not necessarily correspond to the same courses in which the students were surveyed there can be no direct comparison made in this instance. If the faculty surveyed and students surveyed originated from the same courses there would have been a known number of integrated projects required of faculty, meanings of 'sometimes', 'often', and 'very often' have a distinct meaning by default. Therefore, an interpretation without any survey bias can be extracted only from the 'never' indication of survey takers. In this instance, the survey provides a glimpse into typical integrated project assignment and output of students. Additionally, comparing faculty with students serves as an indication of what students constitute as integration. The results indicate a fairly consistent response between both faculty and student, indicating no immediate inconsistencies in both survey interpretation or integration assignments.

Figure 5, CCFSSE code: FCLUNPREP, CCSSE code: CLUNPREP, focuses on preparation for class sessions. From the phrasing of the faculty question "How often do students… …come to class without completing readings or assignments?" the interpretation of the results exhibits faculty perception of student preparedness. From the phrasing of the student comparative question "…about how often have you come to class without completing readings or assignments?" the interpretation of the results exhibits the frequency of the student to attend class unprepared. The perception of the faculty and the actual preparedness of the student should be, given reasonable assumptions, a one-to-one comparison. Some potential causes of disparity between faculty and students may result from varying perception of student behavior by faculty (Cherif, et al., 2014), varying perception of preparedness by students (Young, 2002), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).

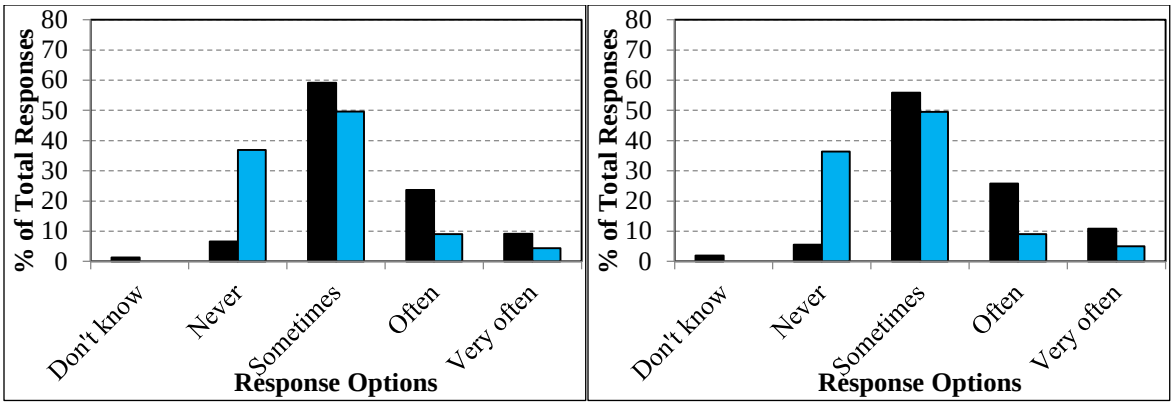

Figure 5. Faculty (black): How often do students in your selected course section come to class without completing readings or assignments? Student (blue): In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments. (left – 2014 survey, right – 2015 survey)

The results indicate faculty perceive unpreparedness at a much higher percentage than students report. Faculty response exhibits only 5.6% believe students never come to class unprepared. By comparison, 36.4% of students believe they never come to class unprepared. This is similar to 2014 results in which faculty response exhibits 6.6% and students 36.9% (Figure 5, left).

Figure 6, CCFSSE code: FINTERNET, CCSSE code: INTERNET, focuses on the use of internet for assignments. From the phrasing of the faculty question "How often do students… …use the internet or instant messaging to work on an assignment?" the interpretation of the results exhibits faculty perception or expectance of student use of the internet for course work. From the phrasing of the student comparative question "…about how often have you used the internet or instant messaging to work on an assignment?" the interpretation of the results exhibits the frequency of the student to use the internet/instant messaging for assignments. Perception of the faculty and the actual usage by the student is a one-to-one comparison although inferences from the results are limited. Some potential causes of disparity between faculty and students may result from faculty perception of internet usage in learning (Tabata and Johnsrud, 2008) and bias related to self-reporting (Donaldson and Grant-Valone, 2002).

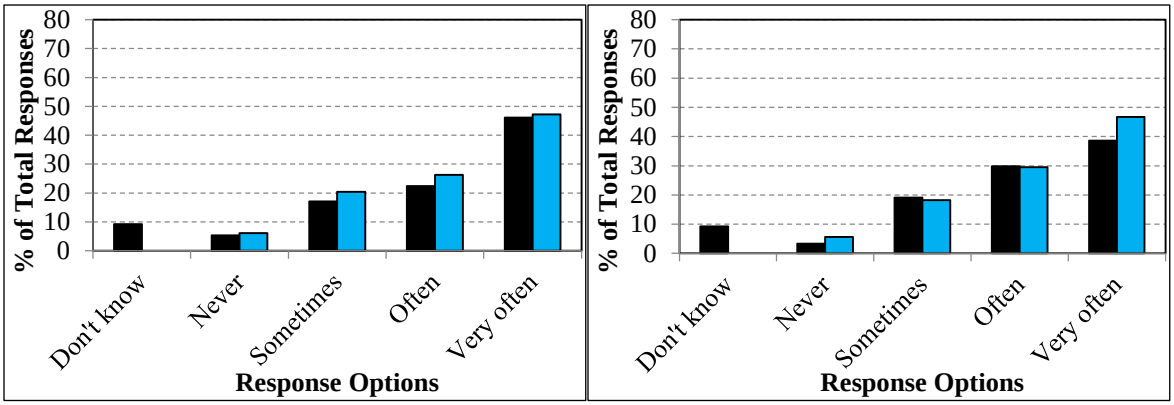

Figure 6. Faculty (black): How often do students in your selected course section use the internet or instant messaging to work on an assignment? Students (blue): In your experiences at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment? (left – 2014 survey, right – 2015 survey)

The results indicate that the perception of both faculty and students regarding use of internet for work is quite similar. In fact, across both years, the only difference is that approximately 10% of faculty do not prefer to guess and respond 'Don't know'. It is reasonable to assume the percentage of faculty that abstained from answering the survey question would not alter results significantly (Armstrong and Overton, 1977).

Figure 7, CCFSSE code: FFACIDEAS, CCSSE code: FACIDEAS, focuses on the extent to which students discuss class ideas outside of the classroom with faculty. From the phrasing of the faculty question "How often do students… …discuss ideas from their readings or classes with you outside of class?" the interpretation of the results exhibits faculty estimate of either A) percentage of students who discuss with them outside of class or B) percentage of time students discuss with them outside of class based on a preconceived notion of how often this should occur given the class size. From the phrasing of the student comparative question "…about how often have you discussed ideas from your readings or classes with instructors outside of class?" the interpretation of the results exhibits the frequency of the individual student to visit faculty outside of class time to discuss course materials. In this case, the imprecision of the faculty survey question may cause results to be difficult to interpret.

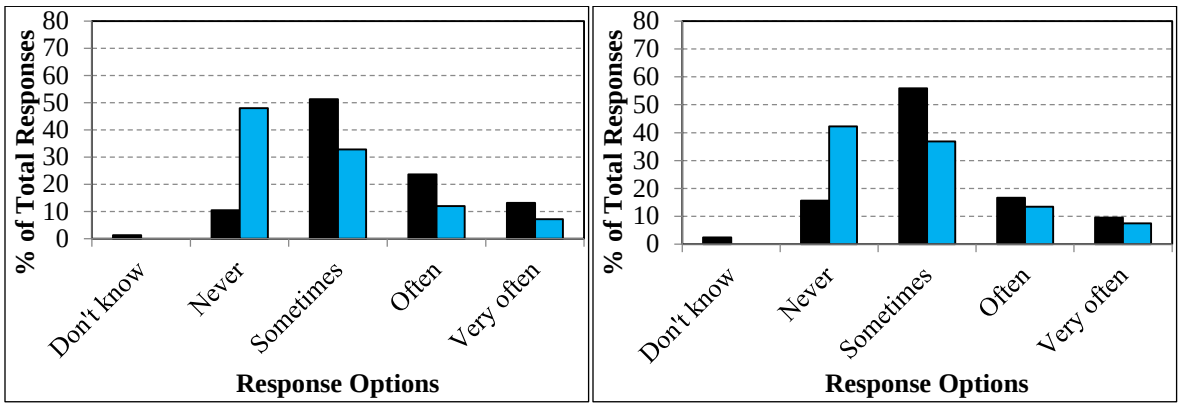

Figure 7. Faculty (black): How often do students in your selected course section discuss ideas from their readings or classes with you outside of class? Student (blue): In your experiences at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class? (left – 2014 survey, right – 2015 survey)

The results are likely indicative of option (B) in faculty interpretation (see above) in that faculty have interaction of some kind outside the classroom at nearly 90%, an unlikely case if interpreted as option (A). While the vast majority of faculty spend time outside of class with some cohort of students, only about half of the students are taking the opportunity to speak with the dedicated faculty.

Figure 8, CCFSSE code: FFACFEED, CCSSE code: FACFEED, focuses on prompt feedback from the faculty. From the phrasing of the faculty question "How often do students… …receive prompt feedback…?" the interpretation of the results exhibits faculty perception of their providing of prompt feedback. From the phrasing of the student comparative question "…about how often have you received prompt feedback…?" the interpretation of the results exhibits the estimate of the student's view of faculty's promptness in providing feedback. The perception of the faculty and of the student should be a one-to-one comparison.

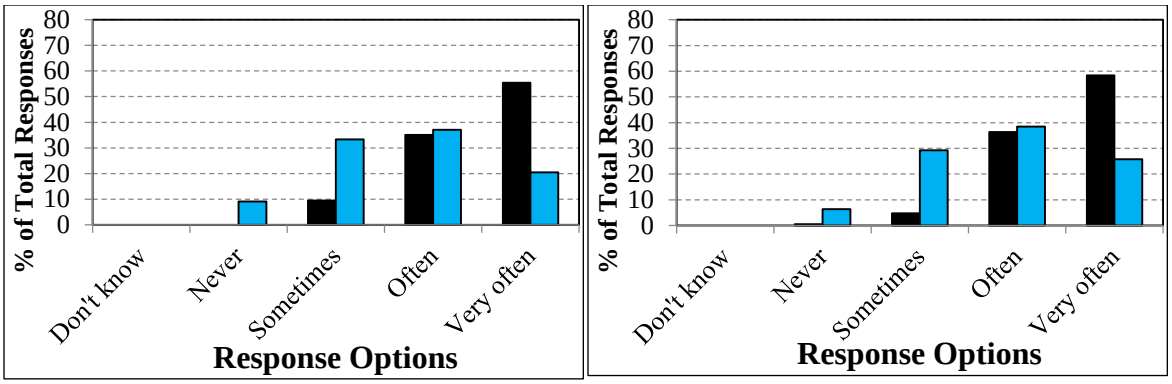

Figure 8. Faculty (black): How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance? Student (blue): In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance? (left – 2014 survey, right – 2015 survey)

The results indicate that most faculty feel they provide prompt feedback 'often' or 'very often' (94.8%). In contrast, only 64.3% of students stated they were provided prompt feedback 'often' or 'very often'. One likely influence on survey results is the gap between faculty and student perception of 'prompt' (Jukes, et al., 2010). These results are similar to that of the previous year in which 90.5% of faculty and 57.8% of students responded 'often' or 'very often' (Figure 8, left).

Figure 9, CCFSSE code: FEXAMS, CCSSE code: EXAMS, focuses on exam performance. From the phrasing of the faculty question "Select the response that best represents the extent to which your examinations of student performance… …challenge students to do their best work?" the interpretation of the results exhibits faculty perception of the level of difficult of the exams they administer. From the phrasing of the student comparative question "Mark the response that best represents the extent to which your examinations… …have challenged you to do your best work at this college?" the interpretation of the results exhibits the estimate of the student's view of exam difficulty. The perception of the faculty and of the student should be a one-to-one comparison.

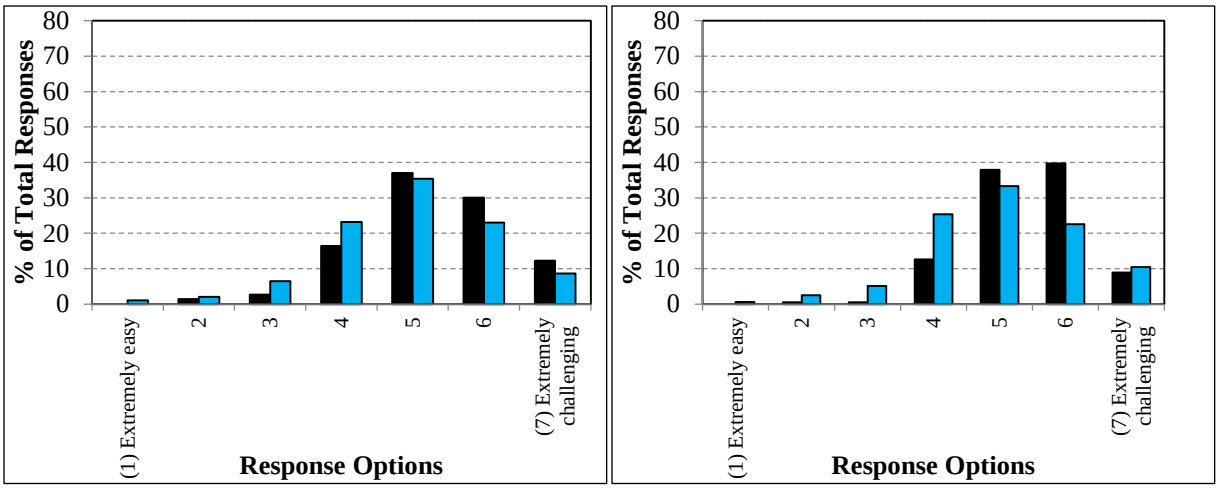

Figure 9. Faculty (black): Select the response that best represents the extent to which your examinations of student performance (e.g. exams, portfolio) challenge students to do their best work. Student (blue): Mark the response that best represents the extent to which your examinations during current school year have challenged you to do your best work at this college. (left – 2014 survey, right – 2015 survey)

The results indicate a tendency for faculty to perceive their examinations as more challenging than the students do. Faculty results are skewed towards the positive, and are consistently higher than student response at level 5 and up, and lower at level 4 and below. Faculty responded 5 or higher 86.5% 79.4% of the time, while students responded 5 or higher only 66.4% 66.1% of the time. These results are consistent with 2014, where 79.% of faculty responded 5 or higher and 66.1% responded similarly.

Some possibilities for this disparity may be a result of A) faculty are not familiar enough with student capability to properly estimate assessment difficulty, a problem identified by Gulacar and Bowman (2014), B) students are not sufficiently aware of their academic limits to appropriately judge, C) students perception is influenced by sources such as test anxiety, teaching/testing style of the instructor, or perceived difficulty of the subject as a whole (Okebukola and Jegede, 1989; Parkinson, et al., 1998; Hudson and Treagust, 2013), or D) a combination.

Figure 10, CCFSSE code: FENVCOMP, CCSSE code: ENVCOMP, focuses on use of computers. From the phrasing of the faculty question "How much does this college emphasize using computers in academic work?" the interpretation of the results exhibits faculty perception of use of computers in academic work. From the phrasing of the student comparative question "How much does this college emphasize using computers in academic work?" the interpretation of the results exhibits student perception of emphasis on computer use. The perception of the faculty and of the student should be a one-to-one comparison.

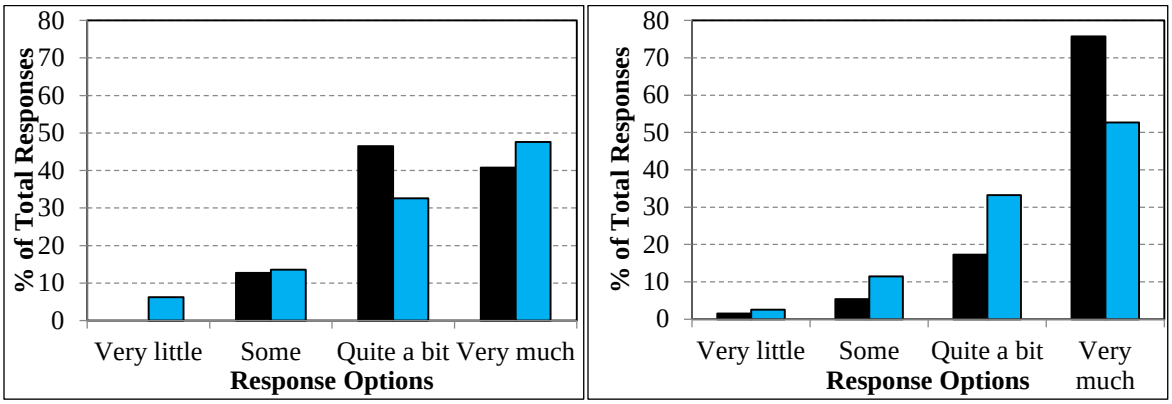

Figure 10. Faculty (black): How much does this college emphasize using computers in academic work? Student (blue): How much does this college emphasize using computers in academic work? (left – 2014 survey, right – 2015 survey)

The results indicate faculty feel there is extensive emphasis on computer usage in academics with 75.7% responding 'very much' compared with students at 52.7%. This seems in contrast with student perception, however, when taking both positive options, 'very much' and 'quite a bit', the two groups are quite similar (faculty - 96.8% 'very much' or 'quite a bit'; student - 85.9% 'very much' or 'quite a bit'). The variation between faculty and student at the top two answer choices is not present in 2014 results although again, when taking both answer options together, agreement is fairly strong (Figure 10, left).

Figure 11, CCFSSE code: FGNGENLED, CCSSE code: GNGENLED, focuses on acquisition of skills for a general education. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in acquiring a broad general education?" the interpretation of the results exhibits faculty perception of use of course materials in providing an overall general education. From the phrasing of the student comparative

question “How much has your experience… …contributed to your knowledge, skills, and personal development in acquiring a broad general education?” the interpretation of the results exhibits student perception of the use of course materials in providing an overall general education. The perception of the faculty and of the student should be a one-to-one comparison.

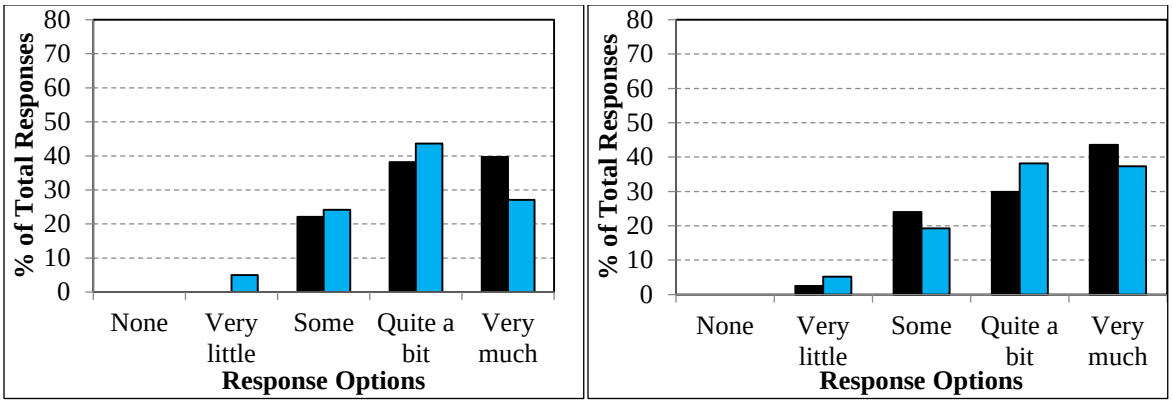

Figure 11. Faculty (black): To what extent do students’ experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education? (left – 2014 survey, right – 2015 survey)

The results indicate good agreement between faculty and students. Faculty surveyed responded ‘quite a bit’ or ‘very much’ 73.5% of the time. Students surveyed indicated the same categories 75.5% of the time. A small percentage of students surveyed (5.2%) felt that there was very little content that develop a general education. These results are similar to 2014 survey results in which 77.9% of faculty and 70.7% of students answered ‘quite a bit’ or ‘very much’.

Figure 12, CCFSSE code: FGNWORK, CCSSE code: GNWORK, focuses on acquisition of skills for the workplace. From the phrasing of the faculty question “To what extent do students’ experiences… contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?” the interpretation of the results exhibits faculty perception of use of course materials in providing a foundation for the workplace. From the phrasing of the student comparative question “How much has your experience… …contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?” the interpretation of the results exhibits student perception of the use of course materials in providing a foundation for the workplace. The perception of the faculty and of the student should be a one-to-one comparison.

The results indicate students surveyed do not feel as strongly that experiences in the classroom contribute to development in the workplace. Of faculty surveyed, 71.8% responded ‘quite a bit’ or ‘very much’. In contrast, only 44.6% of students surveyed responded in the same categories. These results are similar to 2014 survey results in which 62.3% of faculty and 44.2% of students answered ‘quite a bit’ or ‘very much’.

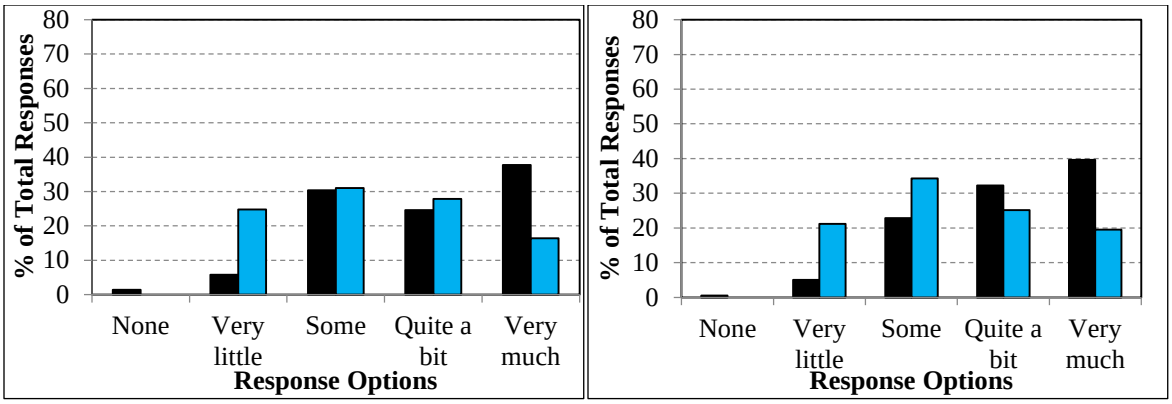

Figure 12. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? (left – 2014 survey, right – 2015 survey)

Some causes for the disparity in these results may stem from two pathways. The first involves the success of the General Education Curriculum. Since the General Education curriculum has traditionally been designed to prepare the student for community interaction, think independently, and integrate knowledge (University of Illinois, 2014; Washington State Univ., 2014), the success of the program, to some extent then, supports a foundation towards success in the workplace. There is precedent for a lack of connectivity conveyed in the classroom between course goals and general education goals (Muffo, 2001; Harmes and Miller, 2007). This possibility is presently being addressed by Florida SouthWestern's General Education Assessment Plan for 2014-15, where locally designed assignments and assessments will spearhead the measurement of achievement of General Education Competencies (Florida SouthWestern, 2014).

The second possible cause for the disparity in the survey results lies with the students. Students surveyed may be unaware of the links between their perspective careers and General Education courses' associated experiences. Although this cause is student related, a successful implementation of Florida SouthWestern's 2014-15 General Education Assessment Plan will help correct this problem as well.

Figure 13, CCFSSE code: FGNANALY, CCSSE code: GNANALY, focuses on acquisition of skills for critical thinking. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in thinking critically and analytically?" the interpretation of the results exhibits faculty perception of use of course materials in providing a foundation for critical thinking. From the phrasing of the student comparative question "How much has your experience… …contributed to your knowledge, skills, and personal development in thinking critically and analytically?" the interpretation of the results exhibits student perception of the use of course materials in providing a foundation for critical thinking. The perception of the faculty and of the student should be a one-to-one comparison.

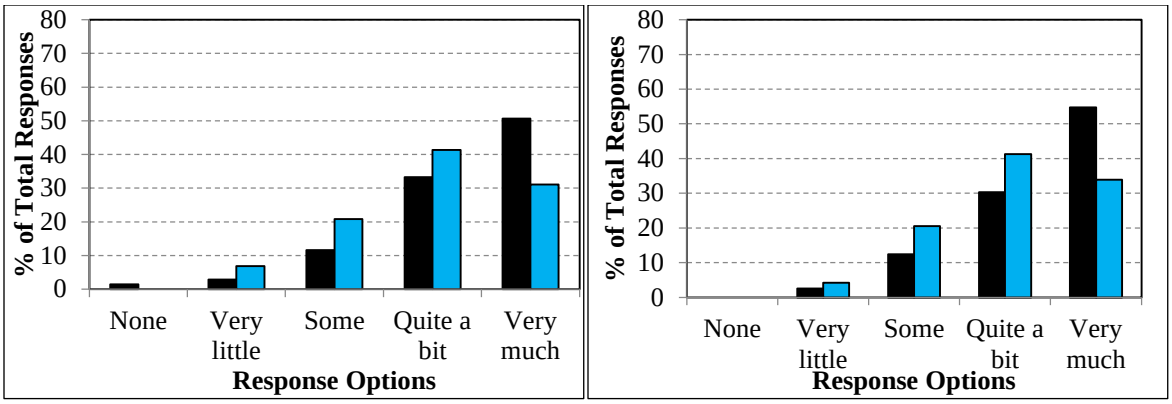

Figure 13. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in thinking critically and analytically? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in thinking critically and analytically? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 84.3% responded 'quite a bit' or 'very much'. By comparison, 75.2% of students surveyed responded with either 'quite a bit' or 'very much'. These results are similar to 2014 survey results in which 84.0% of faculty and 72.6% of students answered 'quite a bit' or 'very much' (Figure 13, left).

Figure 14, CCFSSE code: FGNDIVERS, CCSSE code: GNDIVERS, focuses on acquisition of skills for understanding diversity. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?" the interpretation of the results exhibits faculty perception of use of course materials in providing a foundation for understanding diversity. From the phrasing of the student comparative question "How much has your experience… …contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?" the interpretation of the results exhibits student perception of the use of course materials in providing a foundation for understanding diversity. The perception of the faculty and of the student should be a one-to-one comparison.

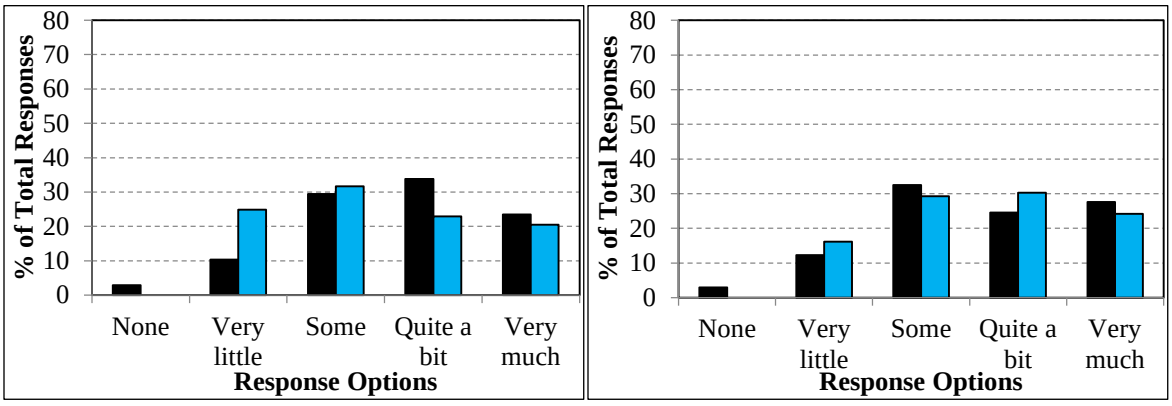

Figure 14. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and students. Compared with 2014, agreement is slightly higher. In 2014, a slight difference in responses of 'very little' and 'none'.

Figure 15, CCFSSE code: FCARGOAL, CCSSE code: CARGOAL, focuses on acquisition of skills for developing career goals. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in developing clearer career goals?" the interpretation of the results exhibits faculty perception of use of course materials in providing a foundation for developing career goals. From the phrasing of the student comparative question "How much has your experience… …contributed to your knowledge, skills, and personal development in developing clearer career goals?" the interpretation of the results exhibits student perception of the use of course materials in providing a foundation for developing career goals. The perception of the faculty and of the student should be a one-to-one comparison.

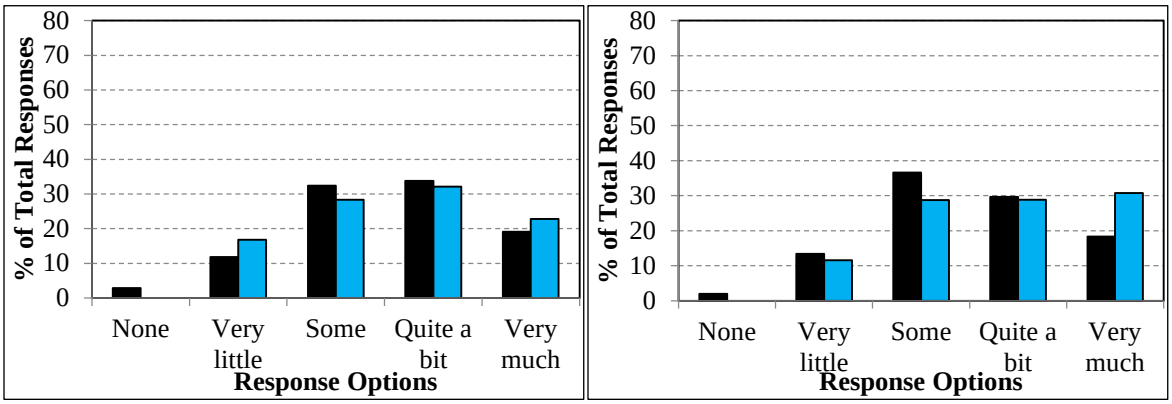

Figure 15. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing clearer career goals? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in developing clearer career goals? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 84.6% responded with at least 'some' contribution. By comparison, 88.4% of students surveyed responded in the same categories. These results are similar to that of the previous year in which 84.3% of faculty responded with at least 'some' contribution while 83.2% of students responded similarly (Figure 15, left).

Figure 16, CCFSSE code: FGAINCAR, CCSSE code: GAINCAR, focuses on acquisition of skills for developing gaining information about careers. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in gaining information about career opportunities?" the interpretation of the results exhibits faculty perception of use of course materials in providing development of clearer career goals. From the phrasing of the student comparative question "How much has your experience… …contributed to your knowledge, skills, and personal development in gaining information about career opportunities?" the interpretation of the results exhibits student perception of the use of course materials in providing development of clearer career goals. The perception of the faculty and of the student should be a one-to-one comparison.

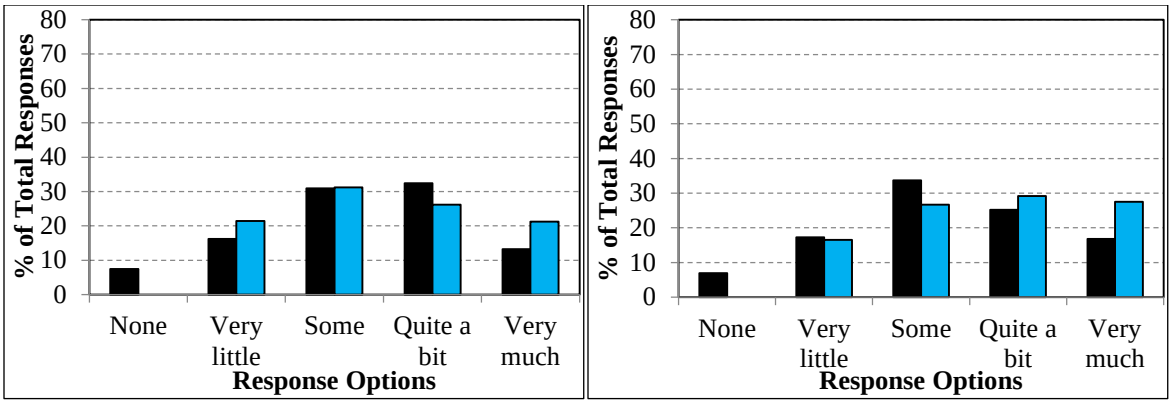

Figure 16. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in gaining information about career opportunities? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 75.8% responded with at least 'some' contribution. By comparison, 75.8% of students surveyed responded similarly. These results are similar to that of the previous year in which 76.5% of faculty responded with at least 'some' contribution while 78.6% of students responded similarly (Figure 16, left).

2.2.2 Class Behavior

Figure 17, CCFSSE code: FWORKHARD, CCSSE code: WORKHARD, focuses on the perception that students worked harder than they thought in the course. From the phrasing of the faculty question "How often do students… …work harder than they thought they could to meet your standards or expectations?" the interpretation of the results exhibits faculty perception of student effort and/or determination. From the phrasing of the student comparative question "…about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?" the interpretation of the results exhibits the estimate of the student's effort and/or determination. The perception of the faculty and of the student should be a one-to-one comparison.

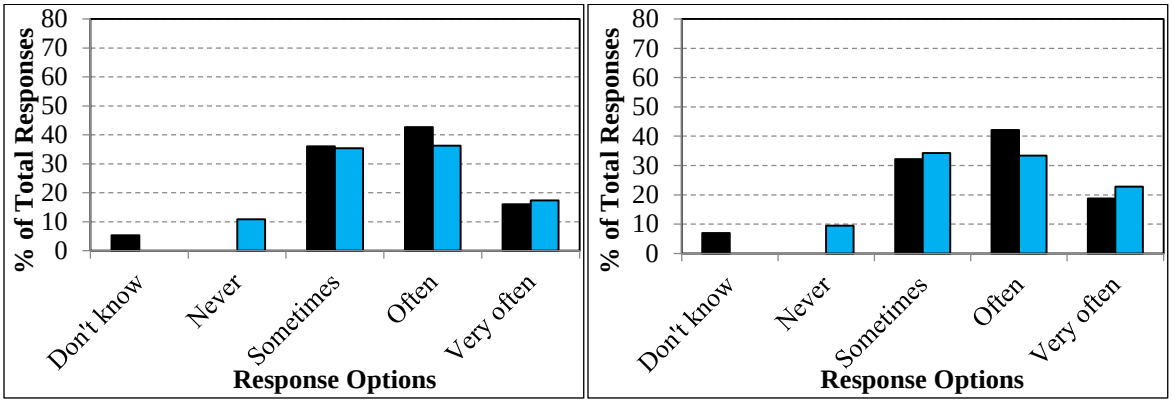

Figure 17. Faculty (black): How often do students in your selected course section work harder than they thought they could to meet your standards or expectations? Student (blue): In your experiences at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations? (left – 2014 survey, right – 2015 survey)

The results indicate that most faculty feel students work harder than they thought at some point (93.0% answered 'sometimes', 'often', or 'very often'). Students exhibit similar views although 9.5% of those surveyed stated they never worked harder than they thought to meet standards. These results are similar to that of the previous year in which 94.7% of faculty responded with at least 'some' while 89.1% of students responded similarly (Figure 17, left). It would appear that, for the most part, faculty and students agree upon the regularity of working harder than expected.

Figure 18, CCFSSE code: FSKIPCLAS, CCSSE code: SKIPCLAS, focuses on the frequency of students skipping class. From the phrasing of the faculty question "How often do students… …skip class?" the interpretation of the results exhibits faculty perception of student attendance without reasonable excuses. From the phrasing of the student comparative question "…about how often have you skipped class?" the interpretation of the results exhibits the estimate of the student's frequency of skipping class. The perception of the faculty and student should be a one-to-one comparison. Some potential causes of disparity between faculty and students may result from varying perception of student behavior by faculty (Cherif, et al., 2014), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).

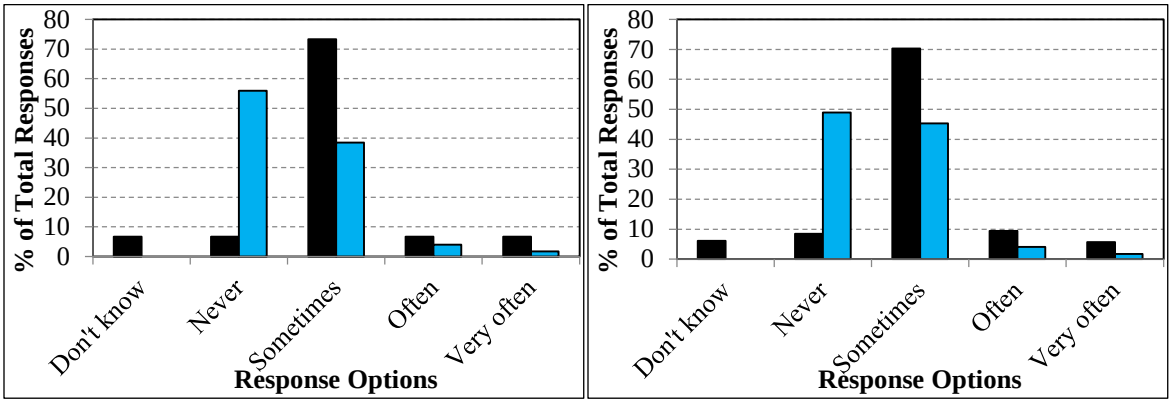

Figure 18. Faculty (black): How often do students in your selected course section skip class? Student (blue): In your experiences at this college during the current school year, about how often have you skipped class? (left – 2014 survey, right – 2015 survey)

The results indicate that an overwhelming majority of faculty surveyed feel that students skip class at least 'sometimes' (85.4%). In contrast, only 51.1% of students surveyed answered that they skip class at least 'sometimes'. These results are similar to 2014 in which 86.7% of faculty responded at least 'sometimes' and 44.1% of students responded similarly.

Figure 19, CCFSSE code: FPAYWORK, CCSSE code: PAYWORK, focuses on the estimate of student work outside of class hours. From the phrasing of the faculty question "About how many hours do you think… …[students] at this college spend in a typical 7-day week working for pay?" the interpretation of the results exhibits faculty estimate of student work hours for pay. From the phrasing of the student comparative question "About how many hours do you spend in a typical 7-day week working for pay?" the interpretation of the results exhibits the estimate of the student's work hours for pay. The perception of the faculty and of the student should be a one-to-one comparison. Some potential causes of disparity between faculty and students may result from varying perception of student demographics

and life situations by faculty, statistics not always common knowledge to faculty (Banta and Kuh, 1998; Hodgkinson, 2001), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).

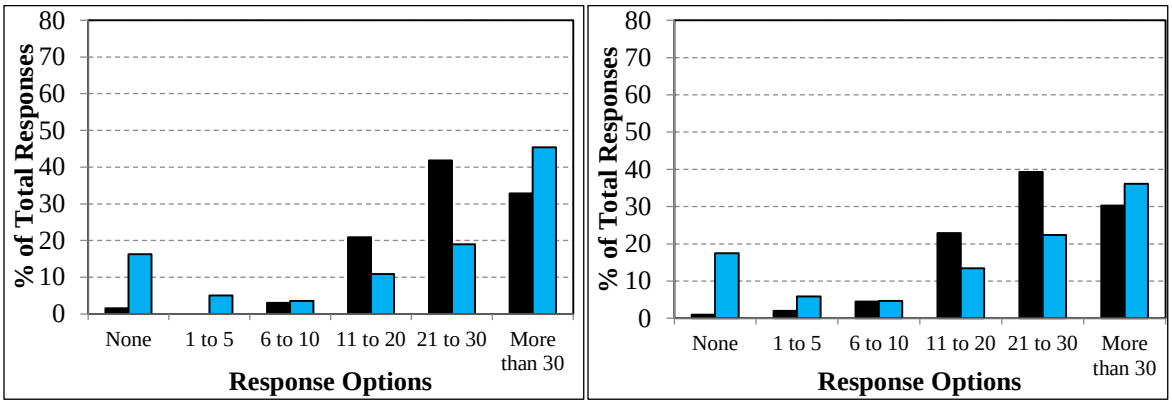

Figure 19. Faculty (black): About how many hours do you think full- and part-time students at this college spend in a typical 7-day week working for pay? Student (blue): About how many hours do you spend in a typical 7-day week working for pay? (left – 2014 survey, right – 2015 survey)

The results indicate that tend to somewhat underestimate the number of hours students work for pay. Of the faculty surveyed, responses center on the 21-30 hour per week range. Actual hours as per response from students surveyed exhibits a bimodal distribution where students either work more than 30 hours per week, or don't work at all. Of students surveyed, 53.8% of responses were either 'none' or 'more than 30' hours. These results are similar to 2014 in which 61.7% of students responded either 'none' or 'more than 30'.

2.2.3 Learning Techniques

Figure 20, CCFSSE code: FMEMORIZE, CCSSE code: MEMORIZE, focuses on course content involving memorization. From the phrasing of the faculty question "How much does the coursework… …emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form?" the interpretation of the results exhibits faculty estimates of memorization content. From the phrasing of the student comparative question "…how much has your coursework at this college emphasized memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form?" the interpretation of the results exhibits the student estimate of the memorization content. The perception of the faculty and of the student should be a one-to-one comparison.

The results exhibit a large disagreement between faculty and students. Faculty responded to the survey with 'some' or 'very little' 63.7% of the time. In contrast, 31.2% of students answered similarly. These results are consistent with the previous year in which 69.3% of faculty responded 'some' or 'very little' while 34.8% of students responded similarly.

Since faculty serve to facilitate the materials, it is reasonable to assume their responses are the better estimate of how much material is of memorization style. If we hold to this assumption, these results indicate that the majority of students treat course materials as memorization content even when they are conceptual, application, or theory; in short, this is a deficit in information literacy of varying degree which has been a common target for methods of improving student learning (Ambrose, et al., 2010; Jackson, 2008; Paul and Elder, 2007). If we do not hold to this assumption, since the method of learning

materials can vary from what is expected by the instructor, another cause of disparity in the survey may be the belief by the faculty member that the material is conveyed in a manner that may induce memorization tactics used by students.

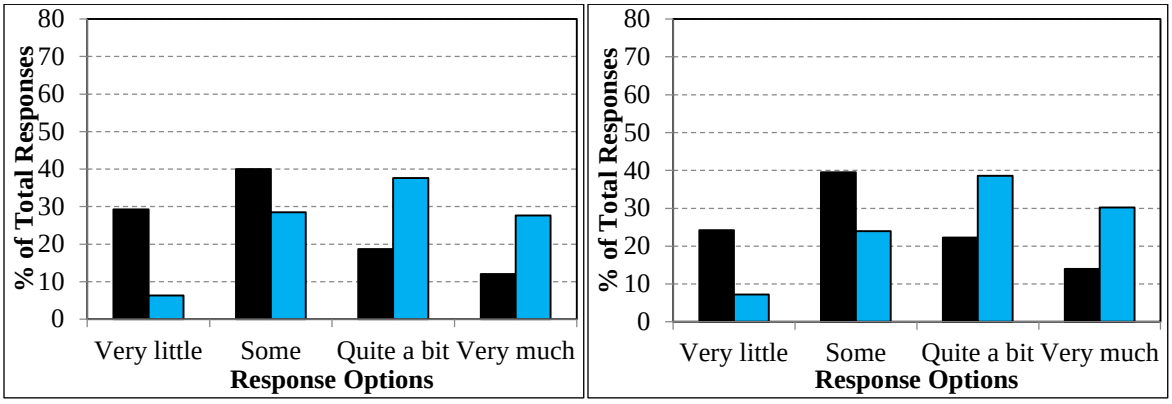

Figure 20. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form? Student (blue): During the current school year, how much has your coursework at this college emphasized memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form? (left – 2014 survey, right – 2015 survey)

Figure 21, CCFSSE code: FANALYZE, CCSSE code: ANALYZE, focuses on course content involving analysis. From the phrasing of the faculty question "How much does the coursework… …emphasize analyzing the basic elements of an idea, experience, or theory?" the interpretation of the results exhibits faculty estimates of analysis content. From the phrasing of the student comparative question "…how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory?" the interpretation of the results exhibits the student estimate of the analysis content. The perception of the faculty and of the student should be a one-to-one comparison.

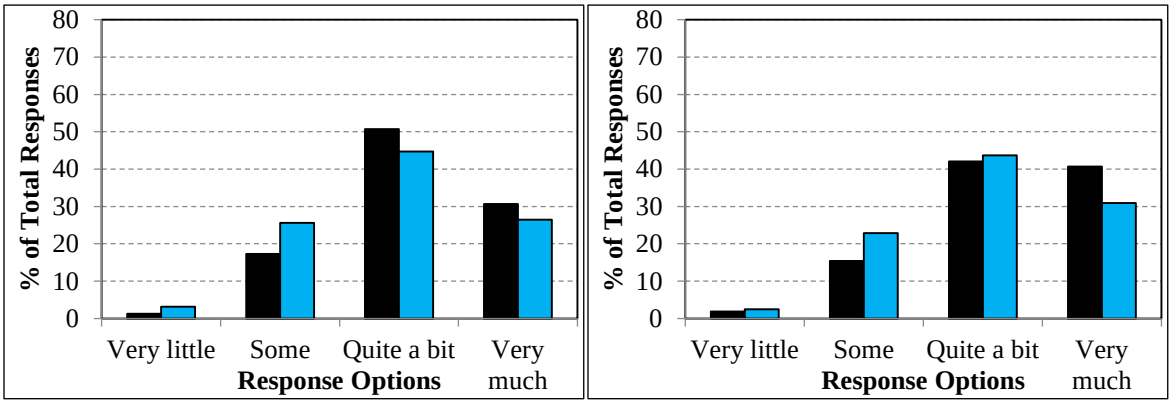

Figure 21. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory? Student (blue): During the current school year, how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and student. Any disparity may be a result of uncertainty of analysis elements among students, or the belief by the faculty member that material is conveyed in a manner that is conducive to recognizing analytical elements, both of which have been a common target for methods of improving student learning (Paul and Elder, 2010).

Figure 22, CCFSSE code: FSYNTHESZ, CCSSE code: SYNTHESZ, focuses on course content involving synthesis of ideas. From the phrasing of the faculty question "How much does the coursework… …emphasize synthesizing and organizing ideas, information, or experiences in new ways?" the interpretation of the results exhibits faculty estimates of synthesis content. From the phrasing of the student comparative question "…how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways?" the interpretation of the results exhibits the student estimate of the synthesis content. The perception of the faculty and of the student should be a one-to-one comparison.

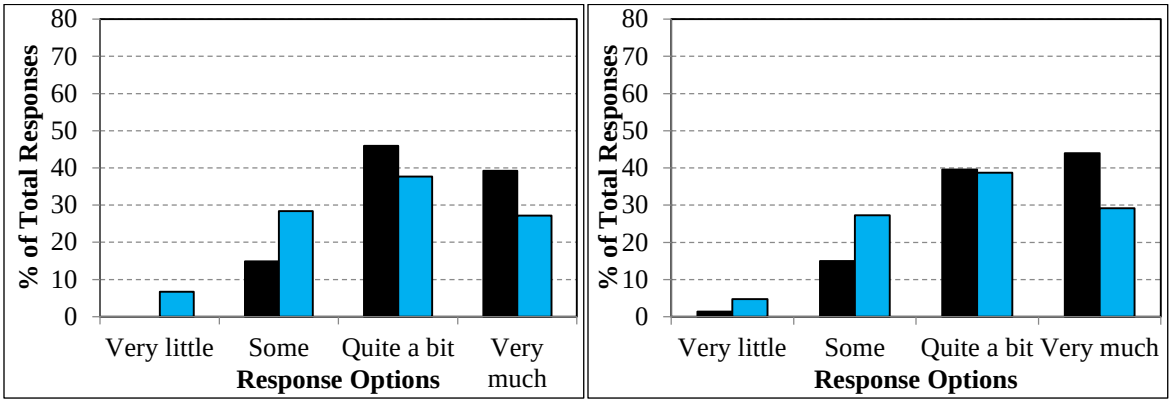

Figure 22. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways? Student (blue): During the current school year, how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways? (left – 2014 survey, right – 2015 survey)

The results indicate moderate agreement between faculty and student. Surveyed faculty response exhibits 83.6% of survey takers feel synthesis occurs 'quite a bit' or 'very much'. In contrast, only 67.9% of students surveyed feel this is the case. These results are similar to 2014 in which surveyed faculty response exhibited 83.1% of survey takers feel synthesis occurs 'quite a bit' or 'very much' and only 64.9% of students surveyed agreed (Figure 22, left).

Since faculty serve to facilitate the materials, it is reasonable to assume their responses are the better estimate of how much material is on synthesis. If we hold to this assumption, these results exhibit approximately one-quarter of students surveyed do not recognize synthesis where faculty state it exists. Any disparity may be a result of uncertainty on synthesis elements among students, which has been a common target for methods of improving student learning (Paul and Elder, 2007). If we do not hold to this assumption, another cause of disparity in the survey may be the belief by the faculty member that the material is conveyed in a manner that may or may not be conducive to synthesizing tactics used by students, also a common target for methods of improving student learning (Paul and Elder, 2010).

Figure 23, CCFSSE code: FEVALUATE, CCSSE code: EVALUATE, focuses on course content involving making judgments of information. From the phrasing of the faculty question "How much does the coursework… …emphasize making judgments about the value or soundness of information, arguments, or methods?" the interpretation of the results exhibits faculty estimates of maturity in judgment content. From the phrasing of the student comparative question "…how much has your coursework at

this college emphasized making judgments about the value or soundness of information, arguments, or methods?" The interpretation of the results exhibits the student estimate of maturity of judgment content. The perception of the faculty and of the student should be a one-to-one comparison.

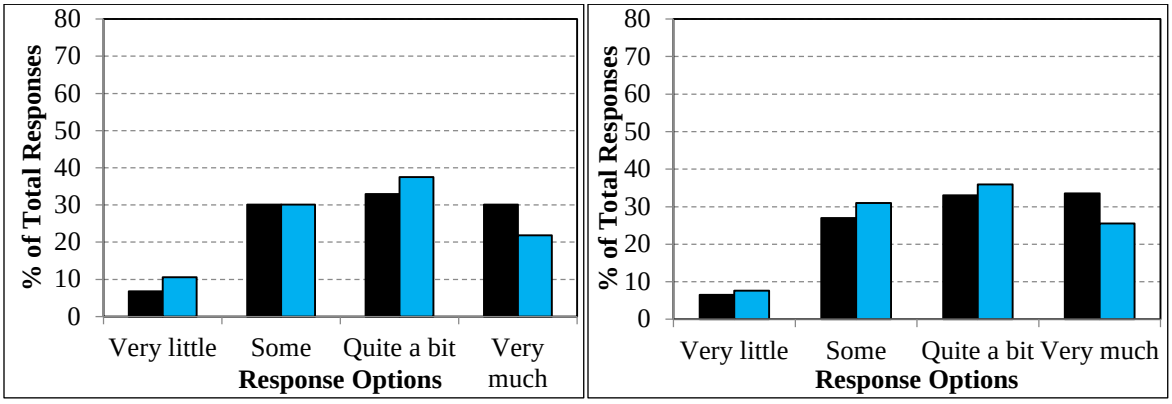

Figure 23. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods? Student (blue): During the current school year, how much has your coursework at this college emphasized making judgments about the value or soundness of information, arguments, or methods? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and student. Any disparity between faculty and students surveyed may be a result of uncertainty on what constitutes judgment of information among students or the belief by the faculty member that the material is conveyed in a manner that may or may not be conducive to recognizing judgment elements, both of which have been a common target for methods of improving student learning (Paul and Elder, 2008).

Figure 24, CCFSSE code: FAPPLYING, CCSSE code: APPLYING, focuses on course content involving the application of theory. From the phrasing of the faculty question "How much does the coursework… …emphasize applying theories or concepts to practical problems or in new situations?" the interpretation of the results exhibits faculty estimates of theory application content. From the phrasing of the student comparative question "…how much has your coursework at this college emphasized applying theories or concepts to practical problems or in new situations?" The interpretation of the results exhibits the student estimate of theory application content. The perception of the faculty and of the student should be a one-to-one comparison.

The results indicate fairly good agreement between faculty and student. Any disparity between faculty and students surveyed may be a result of uncertainty on what constitutes application of theory among students or the belief by the faculty member that the material is conveyed in a manner that may or may not be conducive to recognizing application of theory elements, both of which have been a common target for methods of improving student learning (Detlor, et al., 2012).

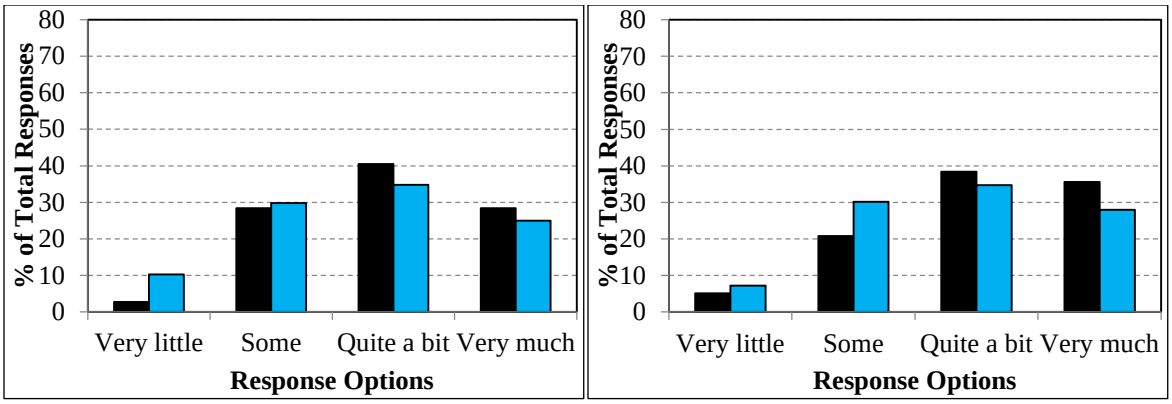

Figure 24. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations? Student (blue): During the current school year, how much has your coursework at this college emphasized applying theories or concepts to practical problems or in new situations? (left – 2014 survey, right – 2015 survey)

Figure 25, CCFSSE code: FPERFORM, CCSSE code: PERFORM, focuses on course content involving the application of theory. From the phrasing of the faculty question "How much does the coursework… …emphasize having students use information they have read or heard to perform a new skill?" the interpretation of the results exhibits faculty estimates of assembly of information content. From the phrasing of the student comparative question "…how much has your coursework at this college emphasized using information you have read or heard to perform a new skill?" The interpretation of the results exhibits the student estimate of assembly of information content. The perception of the faculty and of the student should be a one-to-one comparison.

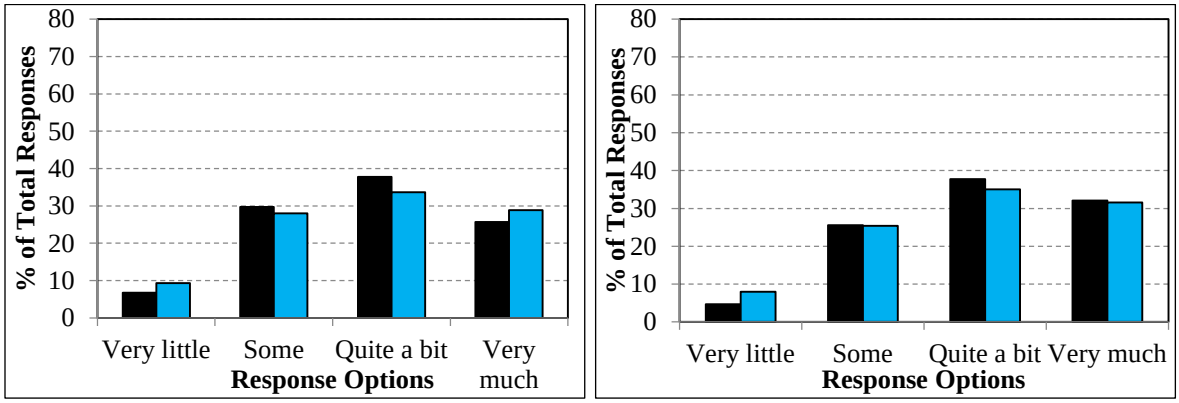

Figure 25. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill? Student (blue): During the current school year, how much has your coursework at this college emphasized using information you have read or heard to perform a new skill? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and student. Any disparity between faculty and students surveyed may be a result of uncertainty on what constitutes assembly of information content among students or the belief by the faculty member that the material is conveyed in a manner that may or may not be conducive to recognizing assembly of information elements, both of which have been a common target for methods of improving student learning (Detlor, et al., 2012).

2.2.4 Academic Support

Figure 26, CCFSSE code: FENVSCHOL, CCSSE code: ENVSCHOL, focuses on encouraging study time. From the phrasing of the faculty question "How much does this college emphasize encouraging students to spend significant amounts of time studying?" the interpretation of the results exhibits faculty perception of college campaign for encouragement of study. From the phrasing of the student comparative question "How much does this college emphasize encouraging you to spend significant amounts of time studying?" The interpretation of the results exhibits the student perception of college campaign for encouragement of study. The perception of the faculty and of the student should be a one-to-one comparison.

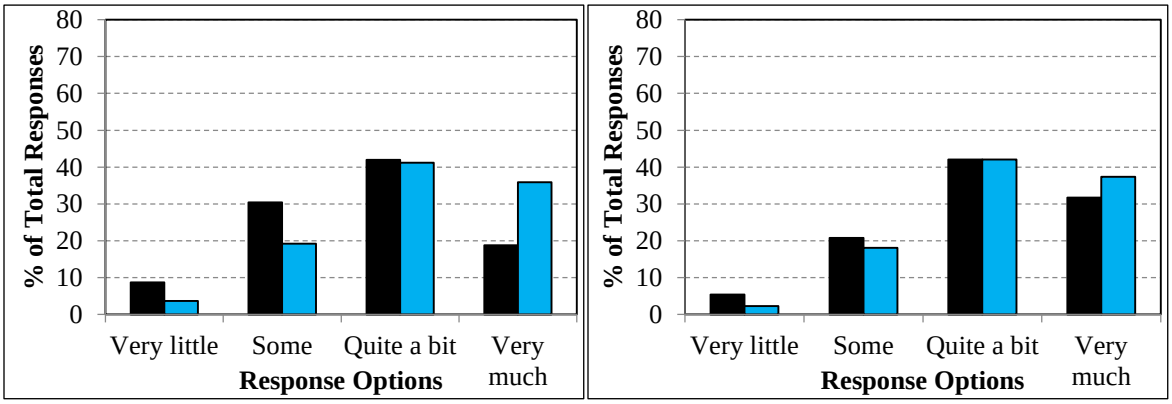

Figure 26. Faculty (black): How much does this college emphasize encouraging students to spend significant amounts of time studying? Student (blue): How much does this college emphasize encouraging you to spend significant amounts of time studying? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and student. This is in contrast to 2014 results in which faculty tended to perceive college encouragement of study much less than that of students. In that study, faculty responded 'some' or 'very little' 39.1% of the time compared with student response in the same scale 22.9%. Further, students who were surveyed responded 'very much' 35.9% of the time, while surveyed faculty response in the same scale was just 18.8%. At the time, results had potential for interpretation that there was limited faculty exposure to college services that encourage study (Banta and Kuh, 1998). Given the latest results, it appears this interpretation may have been accurate at the time, but intervening factors may have changed the faculty perception.

Figure 27, CCFSSE code: FENVSUPRT, CCSSE code: ENVSUPRT, focuses on college support. From the phrasing of the faculty question "How much does this college emphasize providing students the support they need to help them to succeed at this college?" the interpretation of the results exhibits faculty perception of college support services. From the phrasing of the student comparative question "How much does this college emphasize providing the support you need to help you succeed at this college?" The interpretation of the results exhibits the student perception of college support services. The perception of the faculty and of the student should be a one-to-one comparison.

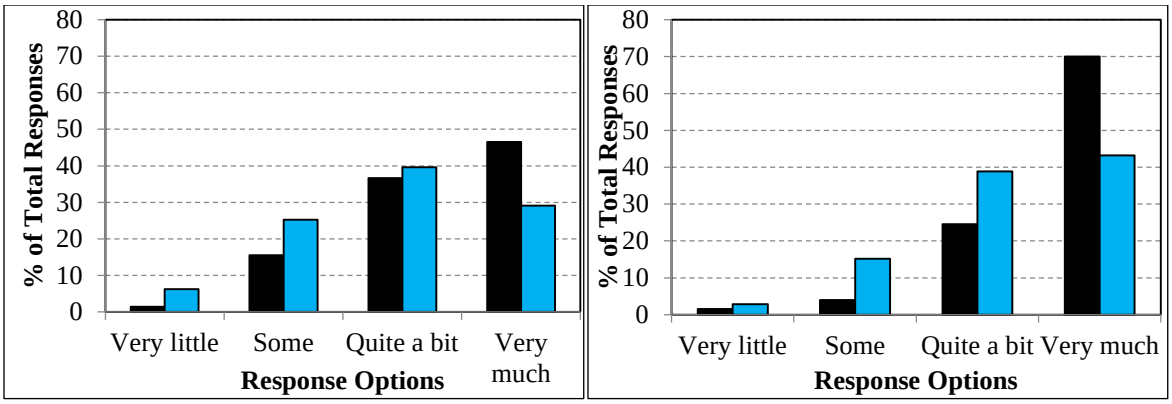

Figure 27/ Faculty (black): How much does this college emphasize providing students the support they need to help them to succeed at this college? Student (blue): How much does this college emphasize providing the support you need to help you succeed at this college? (left – 2014 survey, right – 2015 survey)

The results indicate faculty feel very strongly that there are support pathways in place for students. Of the faculty surveyed, 70.0% answered 'very much' when asked if there is emphasis on providing students the support they need while students surveyed only answered 'very much' 43.2% of the time. Overall, however, there is moderate agreement between faculty and students in the positive. It is, however, possible that a disparity does exist as a result of limited student exposure to specific college support services (Banta and Kuh, 1998).

Figure 28, CCFSSE code: FENVFAC, CCSSE code: ENVFAC, focuses on college support. From the phrasing of the faculty question "Select the response that best represents the quality of student relationships with instructors." the interpretation of the results exhibits faculty perception of their relationship with students. From the phrasing of the student comparative question "Mark the number that best represents the quality of your relationships with instructors at this college." The interpretation of the results exhibits the student perception of their relationship with faculty. The perception of the faculty and of the student should be a one-to-one comparison.

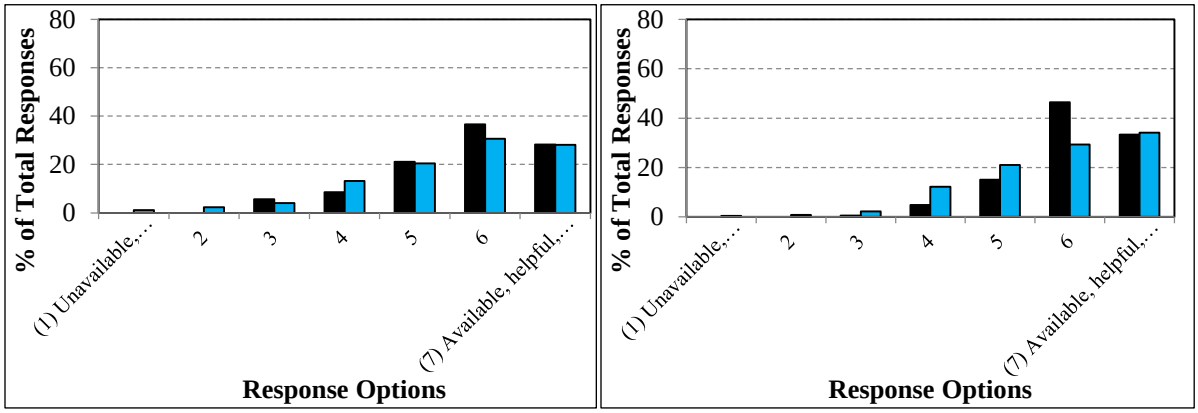

Figure 28. Faculty (black): Select the response that best represents the quality of student relationships with instructors. Student (blue): Mark the number that best represents the quality of your relationships with instructors at this college. (left – 2014 survey, right – 2015 survey)

The results indicate that both faculty and students perceive a good working relationship. Strong working relationships are often associated with respect between faculty and student, a level of

approachability displayed by the instructor, positivity in the classroom, and a line of communication that shows care for the student (Weimer, 2010). And good rapport between faculty and students are often strong foundations for increased academic motivation, quality of output by the student, and increased learning satisfaction by the student (Granitz, et al. 2009). The agreement between surveyed faculty and students, therefore, provides information on all of the above mentioned aspects.

Figure 29, CCFSSE code: FIMPACAD, CCSSE code: IMPACAD, focuses on college advising. From the phrasing of the faculty question "How important do you believe academic advising/planning is to students at this college?" the interpretation of the results exhibits faculty opinion on advising needs. From the phrasing of the student comparative question "How important is academic advising/planning to you at this college?" the interpretation of the results exhibits the student opinion on advising needs. The perception of the faculty and of the student should be a one-to-one comparison.

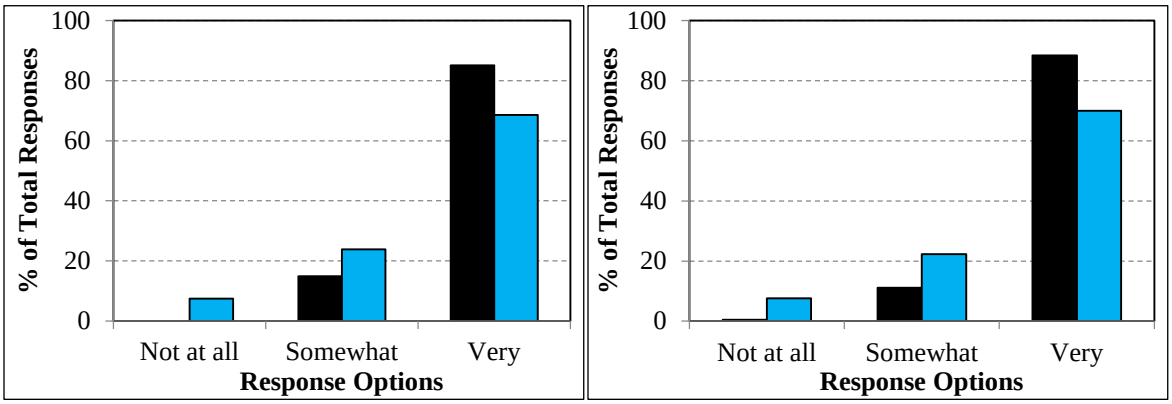

Figure 29. Faculty (black): How important do you believe academic advising/planning is to students at this college? Students (blue): How important is academic advising/planning to you at this college? (left – 2014 survey, right – 2015 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 88.4% responded that academic advising/planning is 'very' important. By comparison, 70.0% of students surveyed responded in the same categories. Of the students surveyed, 7.6% responded 'Not at all'. These results are similar to that of 2014 in which 85.1% of faculty and 68.6% of students responded 'very' important (Figure 29, left).

Figure 30, CCFSSE code: FIMPCACOU, CCSSE code: IMPCACOU, focuses on career counseling. From the phrasing of the faculty question "How important do you believe career counseling is to students at this college?" the interpretation of the results exhibits faculty opinion on career counseling. From the phrasing of the student comparative question "How important is career counseling to you at this college?" the interpretation of the results exhibits the student opinion on career counseling needs. The perception of the faculty and of the student should be a one-to-one comparison.

The results indicate moderate agreement between faculty and students. Of faculty surveyed, 98.5% responded that career counseling is 'somewhat' or 'very' important. By comparison, 79.6% of students surveyed responded in the same categories. Of the students surveyed, 20.4% responded 'Not at all'. These results are similar to that of 2014 in which 100% of faculty and 78.3% of students responded 'somewhat' or 'very' important (Figure 30, left).

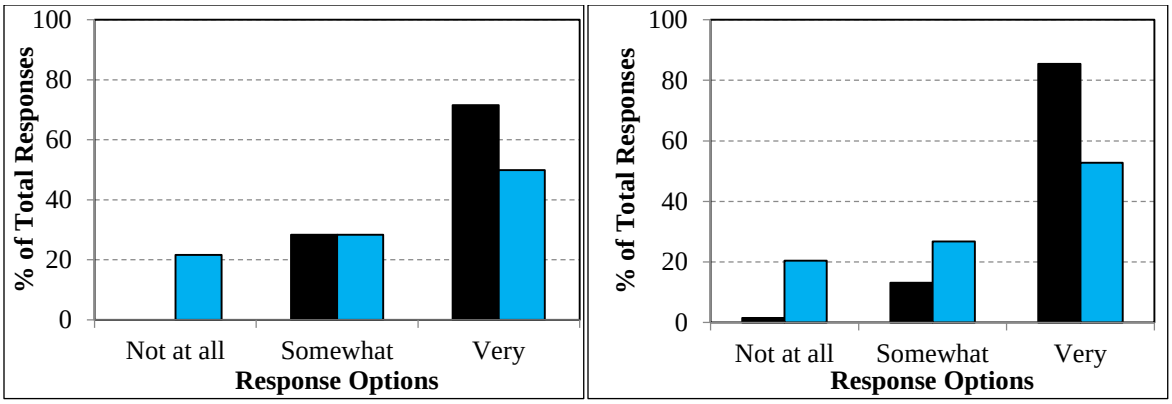

Figure 30. Faculty (black): How important do you believe career counseling is to students at this college? Student (blue): How important is career counseling to you at this college? (left – 2014 survey, right – 2015 survey)

Figure 31, CCFSSE code: FIMPJOBPL, CCSSE code: IMPJOBPL, focuses on job placement assistance. From the phrasing of the faculty question "How important do you believe job placement assistance is to students at this college?" the interpretation of the results exhibits faculty opinion on job placement. From the phrasing of the student comparative question "How important is job placement assistance to you at this college?" the interpretation of the results exhibits the student opinion on job placement assistance. The perception of the faculty and of the student should be a one-to-one comparison.

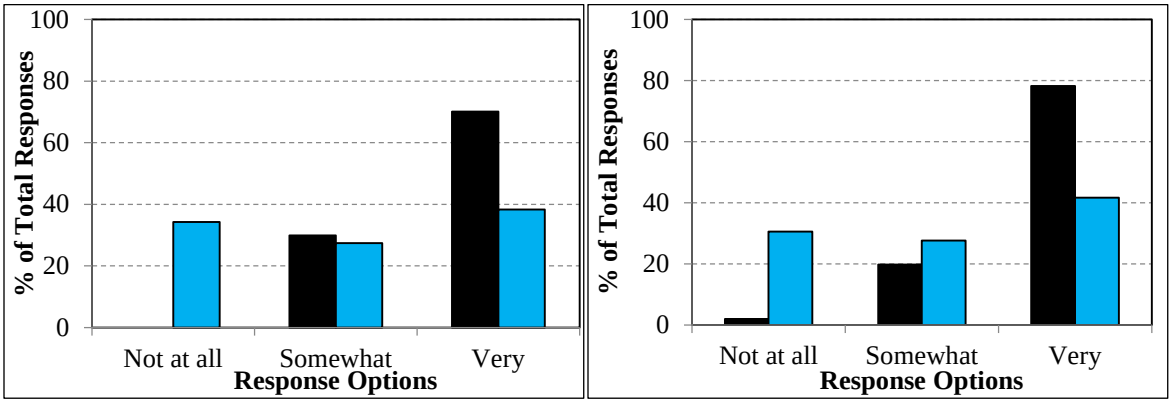

Figure 31. Faculty (black): How important do you believe job placement assistance is to students at this college? Student (blue): How important is job placement assistance to you at this college? (left – 2014 survey, right – 2015 survey)

The results indicate moderate to low agreement between faculty and students. Of faculty surveyed, 98.0% responded that career counseling is 'somewhat' or 'very' important. By comparison, 69.4% of students surveyed responded in the same categories. Of the students surveyed, 30.6% responded 'Not at all'. These results are similar to that of 2014 in which 100% of faculty and 66.7% of students responded 'somewhat' or 'very' important (Figure 31, left).

2.2.5 Retention

Figure 32, CCFSSE code: FWRKFULL, CCSSE code: WRKFULL, focuses on employment influence on retention. From the phrasing of the faculty question "How likely is it that working full-time would cause students to withdraw from class or from this college?" the interpretation of the results exhibits faculty perception on student jobs influencing retention. From the phrasing of the student comparative question "How likely is it that working full-time would cause you to withdraw from class or from this

college?" the interpretation of the results exhibits the student opinion on employment influence on retention.

Since students are responding with their individual opinion based on working knowledge of their lives while faculty are responding with their perception of the scenario based on different facts, inferences from the comparison are limited. A student response is related to the surveyed students' employment factors and their opinion of influence on success in college. The faculty response is an indicator of their idea of how influential jobs are to student success without taking into account whether the student has a job or not. By example, a class filled with students who are unemployed would answer 'not likely' since there is no option for 'not applicable' while the instructor for that course is not bound by that condition and will still answer whatever perception he or she may have of such a scenario.

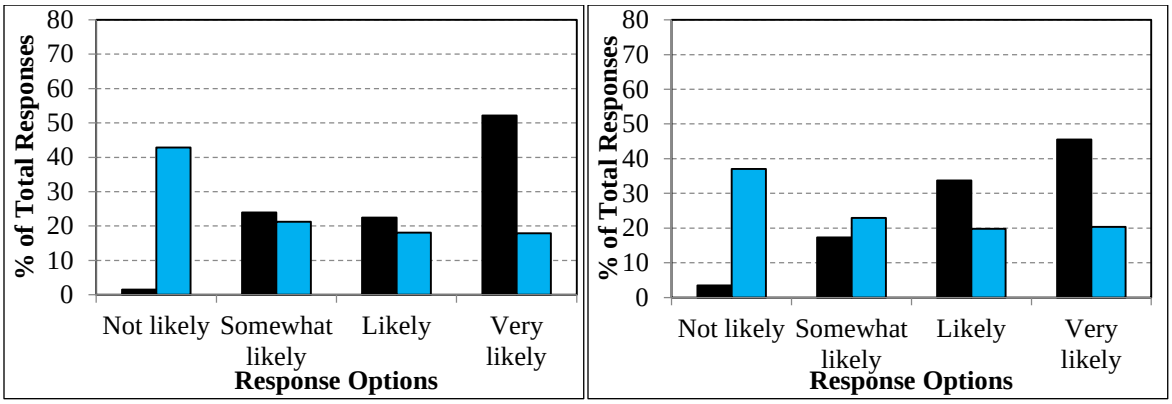

Figure 32. Faculty (black): How likely is it that working full-time would cause students to withdraw from class or from this college? Student (blue): How likely is it that working full-time would cause you to withdraw from class or from this college? (left – 2014 survey, right – 2015 survey)

Figure 33, CCFSSE code: FCAREDEP, CCSSE code: CAREDEP, focuses on care for dependents influence on retention. From the phrasing of the faculty question "How likely is it that caring for dependents would cause students to withdraw from class or from this college?" the interpretation of the results exhibits faculty perception on student care for dependents influence on retention. From the phrasing of the student comparative question "How likely is it that caring for dependents would cause you to withdraw from class or from this college?" the interpretation of the results exhibits the student opinion on care for dependents influence on retention.

Since students are responding with their individual opinion based on working knowledge of their lives while faculty are responding with their perception of the scenario based on different facts, inferences from the comparison are limited. A student response is related to the surveyed students' status as a parent or not and their opinion of influence on success in college. The faculty response is an indicator of their idea of how influential parenting is to student success without taking into account whether the student is a parent or not. By example, a class filled with students who are not parents would answer 'not likely' since there is no option for 'not applicable' while the instructor for that course is not bound by that condition and will still answer whatever perception he or she may have of such a scenario.

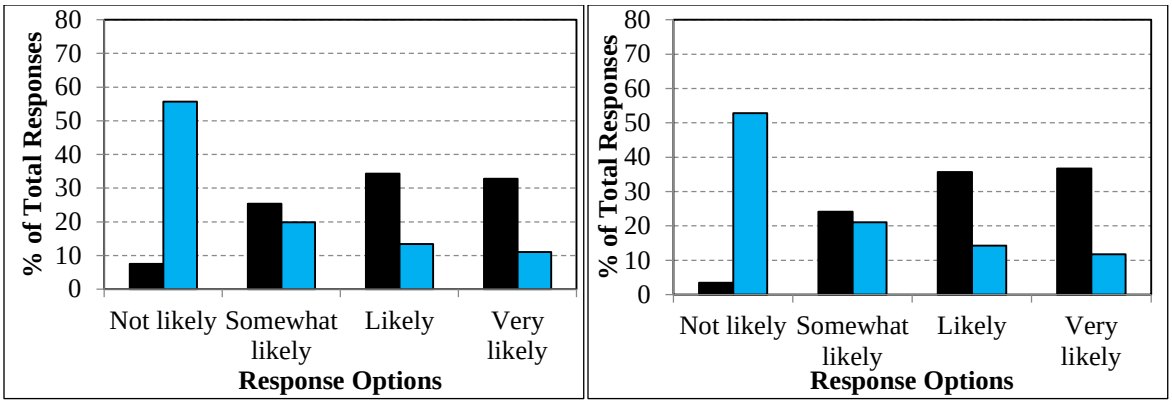

Figure 33. How likely is it that caring for dependents would cause students to withdraw from class or from this college? Student (blue): How likely is it that caring for dependents would cause you to withdraw from class or from this college? (left – 2014 survey, right – 2015 survey)

Figure 34, CCFSSE code: FACADUNP, CCSSE code: CAREDEP, focuses on how unpreparedness influences retention. From the phrasing of the faculty question "How likely is it that being academically unprepared would cause students to withdraw from class or from this college?" the interpretation of the results exhibits faculty perception on student preparedness influencing retention. From the phrasing of the student comparative question "How likely is it that being academically unprepared would cause you to withdraw from class or from this college?" the interpretation of the results exhibits the student opinion on preparedness influencing retention. The perception of the faculty and of the student should be a one-to-one comparison.

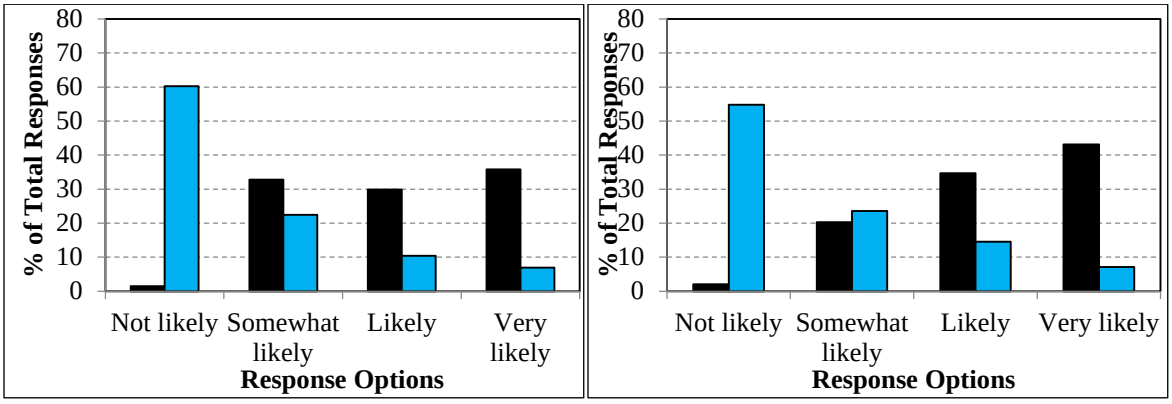

Figure 34. Faculty (black): How likely is it that being academically unprepared would cause students to withdraw from class or from this college? Student (blue): How likely is it that being academically unprepared would cause you to withdraw from class or from this college? (left – 2014 survey, right – 2015 survey)

Since students are responding with their individual opinion based on working knowledge of their lives while faculty are responding with their perception of the scenario based on different facts, inferences from the comparison are limited. A student response is related to the surveyed students' preparation level and their opinion of influence on success in college. The faculty response is an indicator of their idea of how influential preparation is to student success without taking into account whether the student's individual determination. By example, a class filled with students who are dedicated to their studies would answer 'not likely' since there is no option for 'not applicable' while the instructor for that

course is not bound by that condition and will still answer whatever perception he or she may have of such a scenario.

The results indicate poor agreement between faculty and students. Of the students surveyed, 54.8% responded 'not likely' when asked if lack of preparation would cause them to have to withdraw from the college. In contrast, only 2.0% of faculty surveyed responded 'not likely'. These results are similar to those of 2014 in which 60.3% of faculty and only 1.5% of students responded 'not likely'.

3 CONCLUSIONS

In Florida SouthWestern State College's QEP requires measures of success in promoting critical thinking towards enhancing first-year student success. The program employs CCSSE and CCFSSE surveys to that end. The results of the surveys can be used to drive instruction going forward.

FSW's goal of 3% above 'extra-large college' weighted scores in the Academic Challenge benchmark of CCSSE was not met. The benchmark weighted score for extra-large colleges was 50.2%, making FSW above the weighted score by 0.4%. The benchmark score for 2014 for Student-Faculty Interactions benchmark was 48.4%, which is 1.2% below the extra-large college weighted score of 50.0%. The benchmark Active and Collaborative Learning Items was 49.1%, which is 1.8% below the extra-large college weighted score of 49.5%. For details, see Appendix A.

Questions applicable to faculty and students yielded information about the perception and estimate of five topics applicable to both groups. Co-evaluated surveys such as these have the potential to be weighed when assessing student evaluation of instruction surveys as they provide support for interpretation of student opinion. The topics are:

- Course Assignments
- Class Behavior
- Learning Techniques
- Academic Support
- Retention

Of those topics, 33 survey questions were reviewed. A drilldown of notable results are as follows:

1. When asked if two or more drafts of a paper are prepared before turning it in, the faculty surveyed are skewed towards the negative response, answering 'never' 34.4% of the time. By contrast, only 16.6% of students surveyed responded that they never complete two or more drafts. Some potential causes of disparity between faculty and students may result from varying perception of student behavior by faculty (Cherif, et al., 2014), varying interpretation of the term 'draft' by students (e.g. constant revising) (University of North Carolina, 2014), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).
2. When faculty were asked how often students come to class without completing readings or assignments and students were asked how often they came to class without completing readings or assignments the results are markedly different. Faculty response exhibits only 5.6% believe students never come to class unprepared. By comparison, 36.4% of students believe they never come to class unprepared. Some potential causes of disparity between faculty and students may result from varying perception of student behavior by faculty (Cherif, et al., 2014),

varying perception of preparedness by students (Young, 2002), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).

3. When faculty were asked how often they give prompt feedback and students were asked how often they received prompt feedback, results were negatively skewed for students. Only 57.8% of students stated they were provided prompt feedback 'often' or 'very often' while 90.5% of faculty stated the same. One likely influence on survey results is the gap between faculty and student perception of 'prompt' (Jukes, et al., 2010).
4. When asked if exams challenge students to do their best work, the results exhibited a faculty tendency to perceive the exams as more challenging than the students. In a scale of 1-7, where 1 is 'extremely easy' and 7 is 'extremely challenging', faculty responded 5 or higher 86.5% 79.4% of the time, while students responded 5 or higher only 66.4% 66.1% of the time. This difference may be a result of a number of factors. First, faculty may not be familiar enough with student capability to properly estimate assessment difficulty. This problem has some precedence, most recently identified by Gulacar and Bowman (2014). Second, students may not be sufficiently aware of their academic limits to appropriately judge. Third, student perception may be influenced by sources such as test anxiety, teaching/testing style of the instructor, or perceived difficulty of the subject as a whole, which again has some precedent as identified by Okebukola and Jegede (1989), Parkinson, et al., (1998), and Hudson and Treagust (2013). Fourth, it may be a combination of two or more of these possibilities.
5. When asked if experiences in the classroom contribute to development in the workplace only 44.6% of students surveyed responded 'quite a bit' or 'very much'. Faculty surveyed, however, responded 71.8% of the time in those same categories. The causes of this difference are somewhat complicated. One possibility is the success of the General Education Curriculum. Since the General Education Curriculum has traditionally been designed to prepare the student for community interaction, think independently, and integrate knowledge (University of Illinois, 2014; Washington State Univ., 2014), the success of the program, to some extent then, supports a foundation towards success in the workplace, where those assets are valued. If that is the case, there is precedent for a lack of connectivity conveyed in the classroom between course goals and general education goals (Muffo, 2001; Harmes and Miller, 2007). This possibility is presently being addressed by Florida SouthWestern's General Education Assessment Plan for 2014-15, where locally designed assignments and assessments will spearhead the measurement of achievement of General Education Competencies (Florida SouthWestern, 2014). One other possibility lies with the students. Students surveyed may be unaware of the links between their perspective careers and the General Education courses' associated experiences. Although this cause is student related, a successful implementation of Florida SouthWestern's 2014-15 General Education Assessment Plan will help to correct this problem.
6. When asked how often students skip class, faculty surveyed overwhelmingly responded affirmatively, with only 8.5% responding 'never' (6.1% responded 'don't know'). This is in sharp contrast to the 48.9% of students who answered 'never'. Some potential causes of disparity between faculty and students may result from varying perception of student behavior by faculty (Cherif, et al., 2014), and bias related to self-reporting (Donaldson and Grant-Valone, 2002).
7. When asked how often students worked a job for pay, faculty surveyed underestimated the number of hours worked by students but also underestimated the number of students who did not work at all. Students surveyed responded 'none' 17.5% of the time whereas faculty

surveyed responded 'none' 1.0% of the time. Faculty surveyed response distribution was centered on 21-30 hours per week while students were distributed bi-modally centered on 'more than 30 hours' and 'none'.

8. When asked how much does coursework emphasize memorization, there was a large disagreement between faculty and students. Faculty responded to the survey with 'some' or 'very little' 63.7% of the time. In contrast, 31.2% of students answered similarly. Since faculty serve to facilitate the materials, it is reasonable to assume their responses are the better estimate. If we hold to this assumption, these results indicate that the majority of students treat course materials as memorization content even when they are conceptual, application, or theory, which has been a common target for methods of improving student learning (Ambrose, et al., 2010; Paul and Elder, 2007).
9. When asked how much the college emphasizes encouraging students to spend time studying, faculty and student agreement is fairly good. This is in contrast to 2014 results in which faculty tended to perceive college encouragement of study much less than that of students. In that study, faculty responded 'some' or 'very little' 39.1% of the time compared with student response in the same scale 22.9%. Further, students who were surveyed responded 'very much' 35.9% of the time, while surveyed faculty response in the same scale was just 18.8%.
10. No other results other than #9 above indicate strong disagreement from 2014 survey results.

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APPENDIX A

Community College Survey of Student Engagement

Florida SouthWestern State College

2015 Key Findings

Table of Contents

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2015 Community College Survey of Student Engagement (*CCSSE*). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the *CCSSE* cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five *CCSSE* special-focus items. Select faculty survey data are also highlighted.

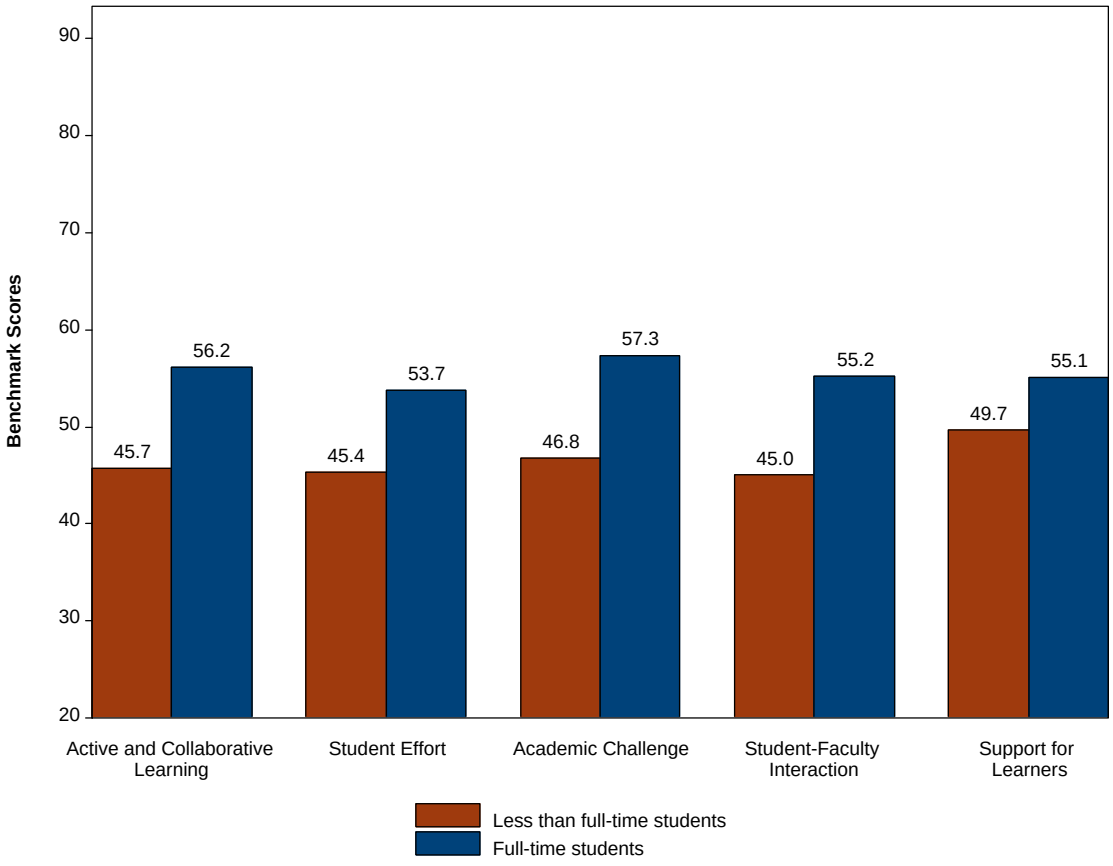
Promising Practices for Student Success

In each annual administration, *CCSSE* has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. In the 2015 administration, some institutions opted to add special-focus items concentrated on community college students' participation in a defined collection of promising practices for which there is growing evidence of effectiveness in improving student outcomes such as course completion and persistence. The results of these findings are on pages 6-7 of this report.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's *CCSSE* benchmark scores by students' enrollment status.

Figure 1



Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy "Responsible Uses of *CCSSE* and *SENSE* Data," available at **www.cccse.org**.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2015 *CCSSE* Cohort (2013-2015) throughout all reports.

CCSSE Benchmarks

★ Active and Collaborative Learning

Students 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.

★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ Academic Challenge

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.

★ Student-Faculty Interaction

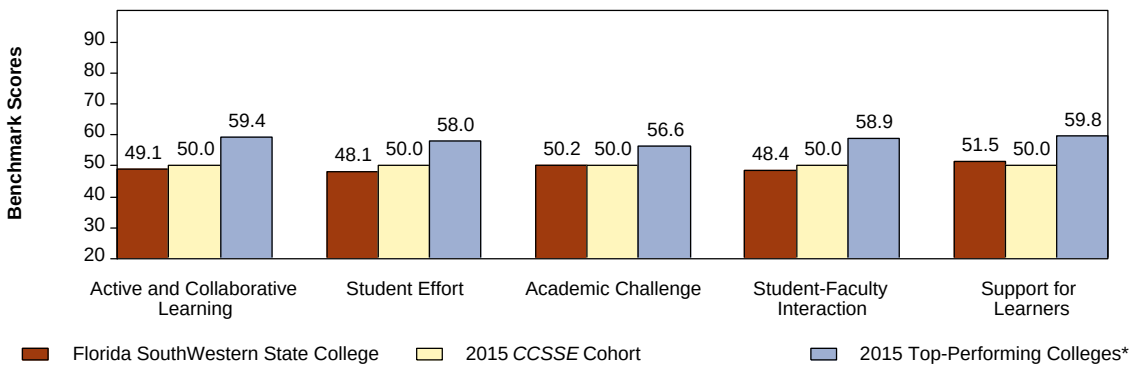
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners

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.

For further information about *CCSSE* benchmarks, please visit **www.cccse.org**.

Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit **www.cccse.org**.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2015 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2015 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at **www.cccse.org**.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2015 *CCSSE* Cohort. For instance, 8.7% of Florida SouthWestern State College students, compared with 7.7% of other students in the cohort, responded *often* or *very often* on item 4i. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 3

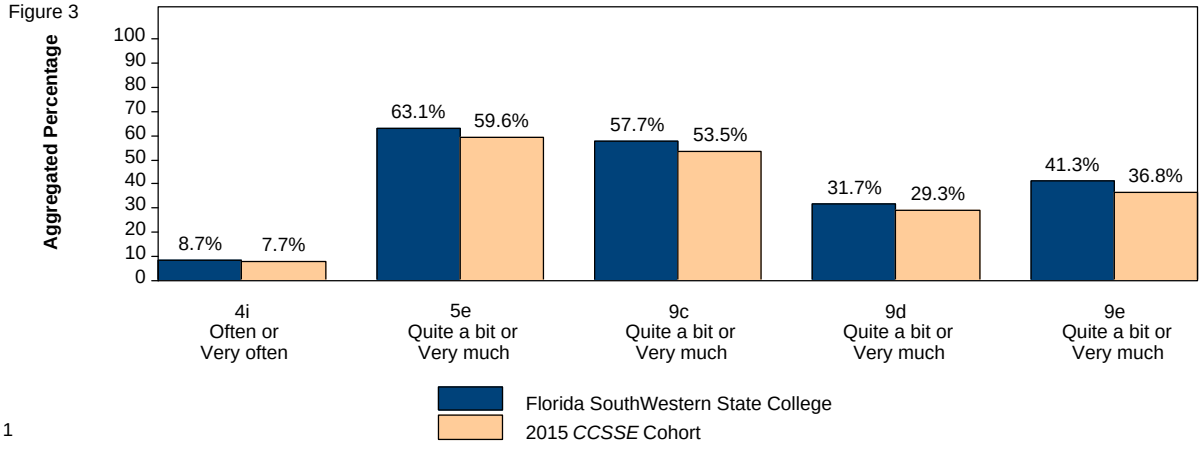


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Academic Challenge	5e	Applying theories or concepts to practical problems or in new situations
Support For Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support For Learners	9e	Providing the support you need to thrive socially

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 5, *quite a bit* and *very much* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2015 *CCSSE* Cohort. For instance, 47.2% of Florida SouthWestern State College students, compared with 51.4% of other students in the cohort, responded *often* or *very often* on item 4l. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

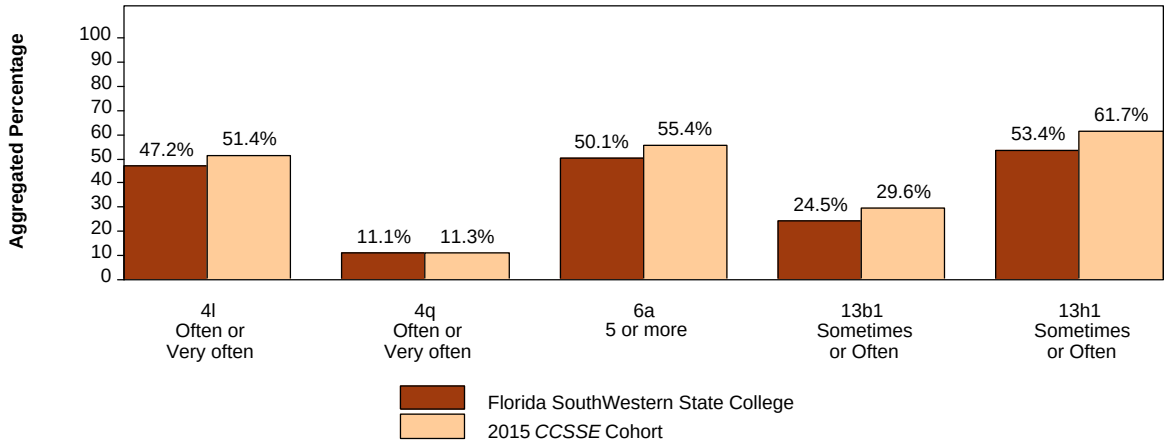


Table 2

Benchmark	Item Number	Item
Student-Faculty Interaction	4l	Discussed grades or assignments with an instructor
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
Support For Learners	13b1	Frequency: Career counseling
Student Effort	13h1	Frequency: Computer lab

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, *5 to 10*, *11 to 20*, and *more than 20* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

2015 *CCSSE* Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2015 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the *CCSSE* Promising Practices item-set respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).

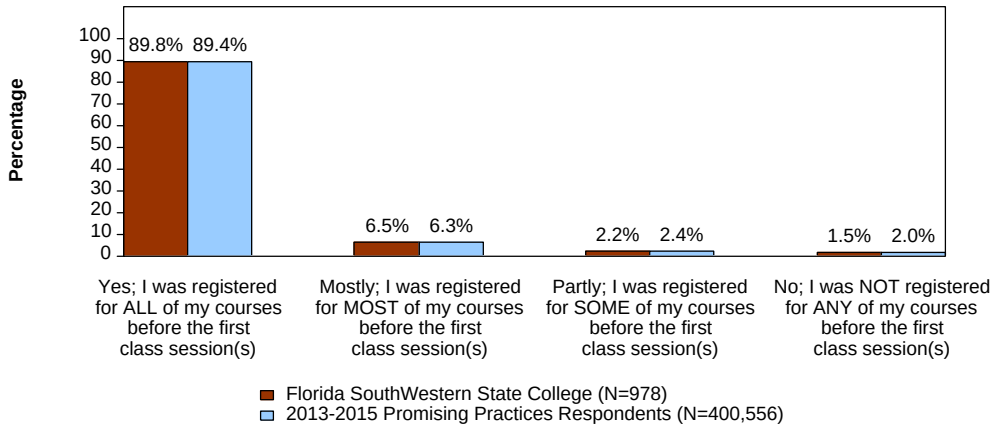


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

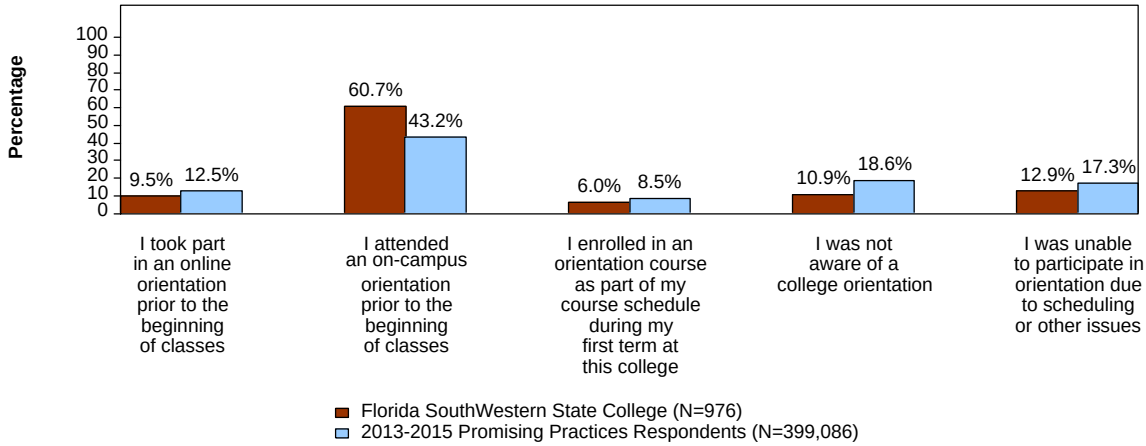


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Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

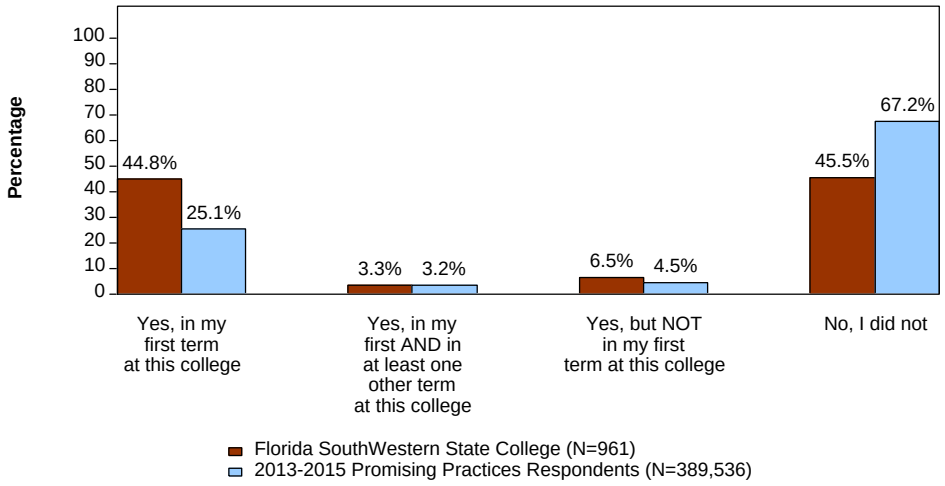


Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together). ^{newline

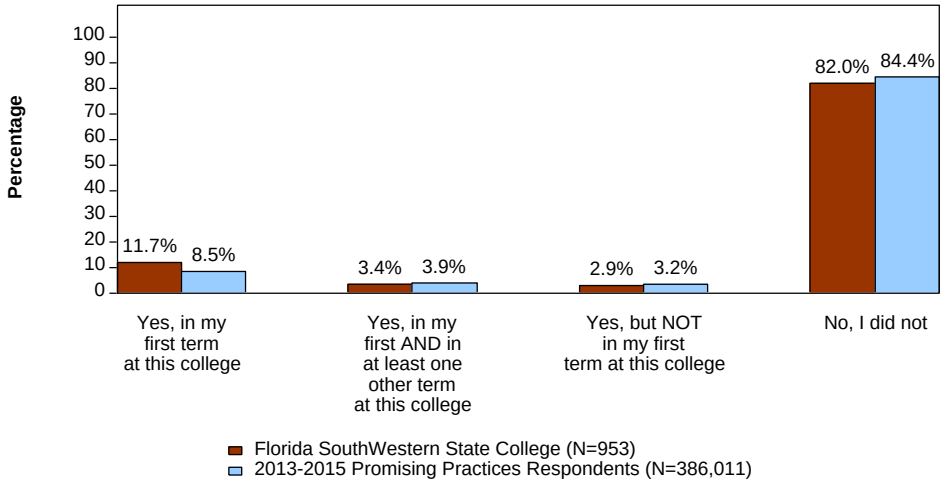
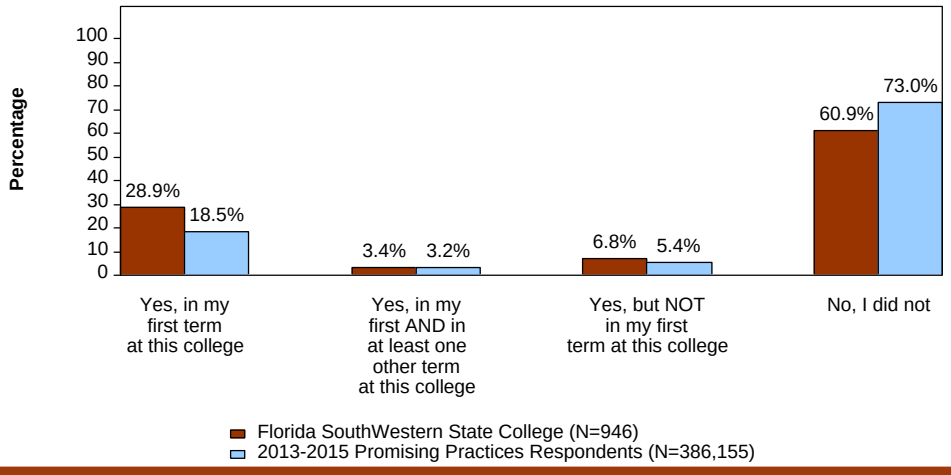


Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, 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. Many of these results can be viewed alongside the corresponding *CCSSE* item results to reveal interesting differences between students' reported experiences and faculty members' perceptions of those experiences—and can serve as an excellent starting point to engage faculty in conversations about engagement. For colleges that did not administer *CCFSSE*, cohort respondent data are provided.

Figure 10

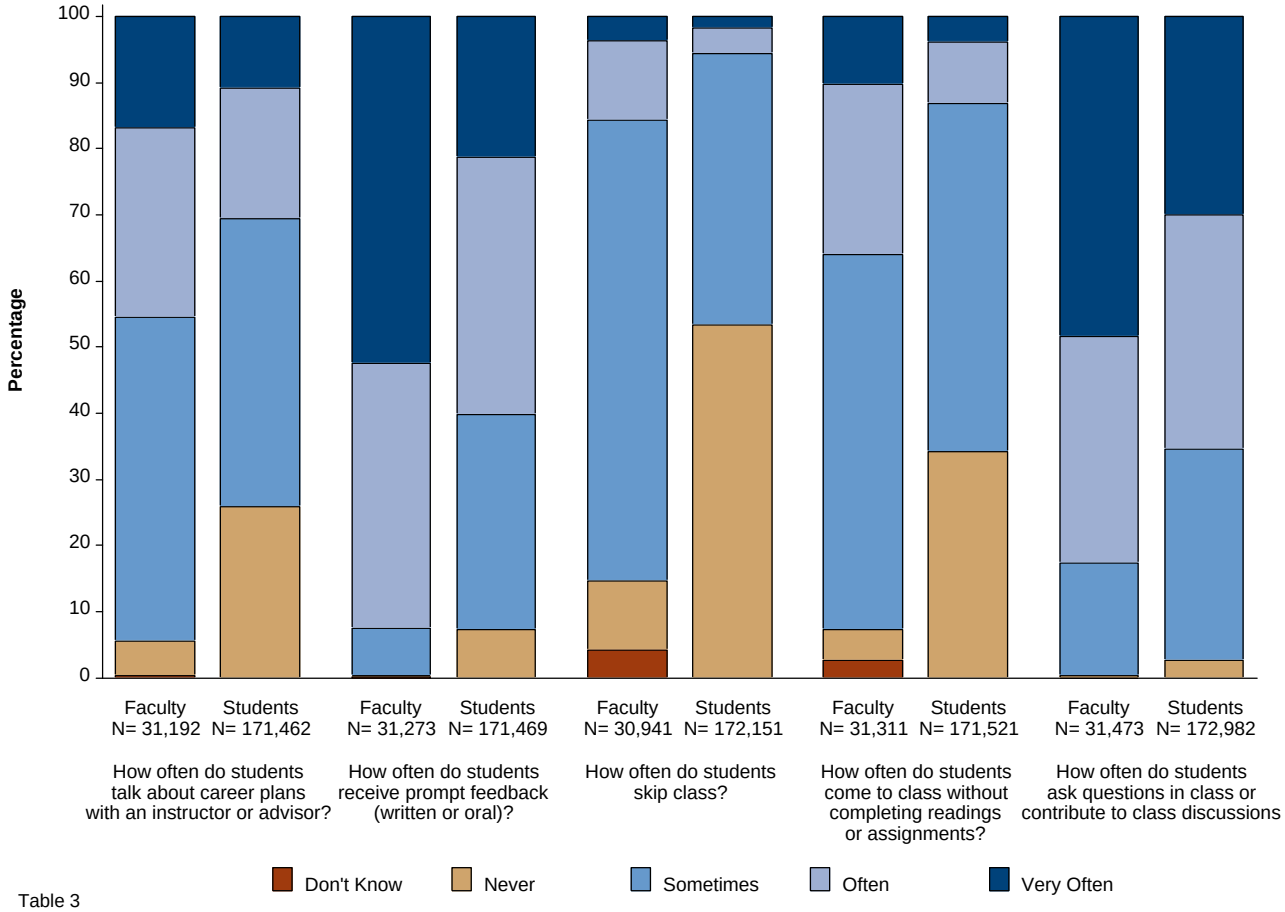


Table 3

	How often do students talk about career plans with an instructor or advisor?		How often do students receive prompt feedback (written or oral)?		How often do students skip class?		How often do students come to class without completing readings or assignments?		How often do students ask questions in class or contribute to class discussions	
Response	**Faculty**	**Student**	**Faculty**	**Student**	**Faculty**	**Student**	**Faculty**	**Student**	**Faculty**	**Student**
Don't Know	0.3%	N/A	0.1%	N/A	4.2%	N/A	2.6%	N/A	0.0%	N/A
Never	5.2%	25.9%	0.3%	7.2%	10.5%	53.3%	4.7%	34.3%	0.2%	2.7%
Sometimes	49.0%	43.6%	7.2%	32.7%	69.6%	41.2%	56.7%	52.6%	17.2%	32.0%
Often	28.7%	19.8%	39.9%	38.7%	12.0%	3.9%	25.6%	9.4%	34.1%	35.3%
Very Often	16.7%	10.8%	52.5%	21.3%	3.7%	1.6%	10.3%	3.8%	48.5%	30.1%

Faculty responses reference a selected course. Student responses are weighted and reference the entire year.

APPENDIX B

2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do students in your selected course section ask questions in class or contribute to class discussions?	FCLQUEST	Don't know	8	0.1	7	0.0	15	0.0	In your experiences at this college during the current school year, about how often have you asked questions in class or contributed to class discussions?	CLQUEST			
		Never	31	0.2	34	0.2	65	0.2			Never	4,612	2.7
		Sometimes	2,717	18.5	2,686	16.0	5,403	17.2			Sometimes	55,324	32.0
		Often	5,165	35.2	5,575	33.2	10,740	34.1			Often	61,060	35.3
		Very often	6,746	46.0	8,504	50.6	15,250	48.5			Very often	51,985	30.1
		Total	14,667	100.0	16,806	100.0	31,473	100.0			Total	172,982	100.0
How often do students in your selected course section make a class presentation?	FCLPRESEN	Don't know	45	0.3	27	0.2	72	0.2	In your experiences at this college during the current school year, about how often have you made a class presentation?	CLPRESEN			
		Never	4,528	31.0	5,278	31.5	9,806	31.3			Never	45,778	26.6
		Sometimes	5,766	39.5	6,857	41.0	12,623	40.3			Sometimes	69,802	40.5
		Often	2,318	15.9	2,572	15.4	4,890	15.6			Often	39,269	22.8
		Very often	1,930	13.2	2,003	12.0	3,933	12.6			Very often	17,532	10.2
		Total	14,587	100.0	16,737	100.0	31,324	100.0			Total	172,380	100.0
How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in?	FREWROPAP	Don't know	1,184	8.1	1,003	6.0	2,187	7.0	In your experiences at this college during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in?	REWROPAP			
		Never	5,692	39.1	7,038	42.2	12,730	40.7			Never	34,138	19.9
		Sometimes	4,249	29.2	4,914	29.4	9,163	29.3			Sometimes	49,866	29.0
		Often	1,888	13.0	2,030	12.2	3,918	12.5			Often	51,091	29.8
		Very often	1,544	10.6	1,710	10.2	3,254	10.4			Very often	36,580	21.3
		Total	14,557	100.0	16,695	100.0	31,252	100.0			Total	171,675	100.0
How often do students in your selected course section work on a paper or project that requires integrating ideas or information from various sources?	FINTEGRAT	Don't know	233	1.6	148	0.9	381	1.2	In your experiences at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?	INTEGRAT			
		Never	3,271	22.5	3,707	22.2	6,978	22.3			Never	16,142	9.4
		Sometimes	4,072	28.0	4,737	28.4	8,809	28.2			Sometimes	43,622	25.4
		Often	3,701	25.4	4,192	25.1	7,893	25.3			Often	63,664	37.0
		Very often	3,269	22.5	3,907	23.4	7,176	23.0			Very often	48,425	28.2
		Total	14,546	100.0	16,691	100.0	31,237	100.0			Total	171,853	100.0
How often do students in your selected course section come to class without completing readings or assignments?	FCLUNPREP	Don't know	434	3.0	377	2.3	811	2.6	In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments?	CLUNPREP			
		Never	827	5.7	658	3.9	1,485	4.7			Never	58,767	34.3
		Sometimes	8,483	58.2	9,285	55.5	17,768	56.7			Sometimes	90,161	52.6
		Often	3,510	24.1	4,511	27.0	8,021	25.6			Often	16,078	9.4
		Very often	1,334	9.1	1,892	11.3	3,226	10.3			Very often	6,515	3.8
		Total	14,588	100.0	16,723	100.0	31,311	100.0			Total	171,521	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do students in your selected course section work with other students on projects during class?	FCLASSGRP	Don't know	175	1.2	90	0.5	265	0.8	In your experiences at this college during the current school year, about how often have you worked with other students on projects during class?	CLASSGRP			
		Never	2,013	13.8	1,856	11.1	3,869	12.4			Never	20,402	11.9
		Sometimes	5,101	35.0	5,445	32.6	10,546	33.7			Sometimes	63,695	37.2
		Often	4,212	28.9	5,128	30.7	9,340	29.9			Often	58,380	34.1
		Very often	3,068	21.1	4,201	25.1	7,269	23.2			Very often	28,766	16.8
		Total	14,569	100.0	16,720	100.0	31,289	100.0			Total	171,243	100.0
How often do students in your selected course section work with classmates outside of class to prepare class assignments?	FOCCGRP	Don't know	2,617	18.0	2,086	12.5	4,703	15.0	In your experiences at this college during the current school year, about how often have you worked with classmates outside of class to prepare class assignments?	OCCGRP			
		Never	2,330	16.0	2,062	12.3	4,392	14.0			Never	63,679	37.1
		Sometimes	5,944	40.8	7,097	42.5	13,041	41.7			Sometimes	64,769	37.7
		Often	2,667	18.3	3,787	22.7	6,454	20.6			Often	29,726	17.3
		Very often	996	6.8	1,684	10.1	2,680	8.6			Very often	13,505	7.9
		Total	14,554	100.0	16,716	100.0	31,270	100.0			Total	171,679	100.0
How often do students in your selected course section tutor or teach other students (paid or voluntary)?	FTUTOR	Don't know	6,303	43.3	5,001	29.9	11,304	36.1	In your experiences at this college during the current school year, about how often have you tutored or taught other students (paid or voluntary)?	TUTOR			
		Never	2,543	17.5	2,596	15.5	5,139	16.4			Never	124,228	72.2
		Sometimes	4,129	28.3	6,208	37.1	10,337	33.0			Sometimes	33,068	19.2
		Often	1,184	8.1	2,105	12.6	3,289	10.5			Often	9,736	5.7
		Very often	412	2.8	804	4.8	1,216	3.9			Very often	5,029	2.9
		Total	14,571	100.0	16,714	100.0	31,285	100.0			Total	172,062	100.0
How often do students in your selected course section participate in a community-based project as a part of a regular course?	FCOMMPROJ	Don't know	4,780	33.0	3,230	19.4	8,010	25.7	In your experiences at this college during the current school year, about how often have you participated in a community-based project as a part of a regular course?	COMMPROJ			
		Never	6,993	48.2	8,644	51.8	15,637	50.1			Never	128,223	74.8
		Sometimes	1,878	12.9	3,141	18.8	5,019	16.1			Sometimes	29,771	17.4
		Often	529	3.6	945	5.7	1,474	4.7			Often	9,225	5.4
		Very often	325	2.2	716	4.3	1,041	3.3			Very often	4,218	2.5
		Total	14,505	100.0	16,676	100.0	31,181	100.0			Total	171,437	100.0
How often do students in your selected course section use the Internet or instant messaging to work on an assignment?	FINTERNET	Don't know	1,469	10.1	1,202	7.2	2,671	8.5	In your experiences at this college during the current school year, about how often have you used the Internet or instant messaging to work on an assignment?	INTERNET			
		Never	1,072	7.4	1,153	6.9	2,225	7.1			Never	11,307	6.6
		Sometimes	3,481	23.9	3,813	22.8	7,294	23.3			Sometimes	35,802	20.9
		Often	3,913	26.9	4,578	27.3	8,491	27.1			Often	51,091	29.8
		Very often	4,628	31.8	6,001	35.8	10,629	33.9			Very often	73,124	42.7
		Total	14,563	100.0	16,747	100.0	31,310	100.0			Total	171,325	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do students in your selected course section use e-mail to communicate with you?	FEMAIL	Don't know	11	0.1	10	0.1	21	0.1	In your experiences at this college during the current school year, about how often have you used e-mail to communicate with an instructor?	EMAIL			
		Never	92	0.6	97	0.6	189	0.6			Never	11,120	6.5
		Sometimes	2,870	19.7	3,250	19.4	6,120	19.5			Sometimes	49,395	28.8
		Often	5,183	35.5	5,800	34.7	10,983	35.1			Often	54,769	31.9
		Very often	6,425	44.1	7,577	45.3	14,002	44.7			Very often	56,161	32.8
		Total	14,581	100.0	16,734	100.0	31,315	100.0			Total	171,445	100.0
How often do students in your selected course section discuss grades or assignments with you?	FFACGRADE	Don't know	8	0.1	5	0.0	13	0.0	In your experiences at this college during the current school year, about how often have you discussed grades or assignments with an instructor?	FACGRADE			
		Never	63	0.4	46	0.3	109	0.3			Never	14,826	8.6
		Sometimes	3,546	24.3	3,689	22.1	7,235	23.1			Sometimes	68,749	40.0
		Often	6,277	43.1	7,152	42.8	13,429	42.9			Often	53,091	30.9
		Very often	4,683	32.1	5,833	34.9	10,516	33.6			Very often	35,086	20.4
		Total	14,577	100.0	16,725	100.0	31,302	100.0			Total	171,751	100.0
How often do students in your selected course section talk about career plans with you?	FFACPLANS	Don't know	67	0.5	40	0.2	107	0.3	In your experiences at this college during the current school year, about how often have you talked about career plans with an instructor or advisor?	FACPLANS			
		Never	988	6.8	634	3.8	1,622	5.2			Never	44,325	25.9
		Sometimes	7,490	51.6	7,786	46.7	15,276	49.0			Sometimes	74,689	43.6
		Often	3,976	27.4	4,988	29.9	8,964	28.7			Often	33,963	19.8
		Very often	1,998	13.8	3,225	19.3	5,223	16.7			Very often	18,485	10.8
		Total	14,519	100.0	16,673	100.0	31,192	100.0			Total	171,462	100.0
How often do students in your selected course section discuss ideas from their readings or classes with you outside of class?	FFACIDEAS	Don't know	206	1.4	118	0.7	324	1.0	In your experiences at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class?	FACIDEAS			
		Never	2,112	14.5	1,421	8.5	3,533	11.3			Never	76,711	44.8
		Sometimes	7,986	55.0	9,289	55.7	17,275	55.3			Sometimes	62,424	36.5
		Often	2,990	20.6	4,139	24.8	7,129	22.8			Often	22,018	12.9
		Very often	1,239	8.5	1,719	10.3	2,958	9.5			Very often	9,958	5.8
		Total	14,533	100.0	16,686	100.0	31,219	100.0			Total	171,112	100.0
How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance?	FFACFEED	Don't know	22	0.2	15	0.1	37	0.1	In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance?	FACFEED			
		Never	55	0.4	27	0.2	82	0.3			Never	12,424	7.2
		Sometimes	1,105	7.6	1,138	6.8	2,243	7.2			Sometimes	56,026	32.7
		Often	5,749	39.5	6,738	40.3	12,487	39.9			Often	66,442	38.7
		Very often	7,617	52.4	8,807	52.7	16,424	52.5			Very often	36,577	21.3
		Total	14,548	100.0	16,725	100.0	31,273	100.0			Total	171,469	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do students in your selected course section work harder than they thought they could to meet your standards or expectations?	FWORKHARD	Don't know	1,312	9.0	1,096	6.6	2,408	7.7	In your experiences at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?	WORKHARD			
		Never	197	1.4	159	1.0	356	1.1			Never	16,135	9.4
		Sometimes	4,658	32.0	4,774	28.6	9,432	30.2			Sometimes	61,355	35.8
		Often	6,041	41.5	7,346	44.0	13,387	42.9			Often	61,797	36.0
		Very often	2,340	16.1	3,314	19.9	5,654	18.1			Very often	32,213	18.8
		Total	14,548	100.0	16,689	100.0	31,237	100.0			Total	171,500	100.0
How often do students in your selected course section work with you on activities other than coursework?	FFACOTH	Don't know	603	4.2	369	2.2	972	3.1	In your experiences at this college during the current school year, about how often have you worked with instructors on activities other than coursework?	FACOTH			
		Never	7,678	52.9	5,622	33.7	13,300	42.7			Never	113,653	66.9
		Sometimes	4,842	33.4	7,879	47.3	12,721	40.8			Sometimes	37,141	21.9
		Often	995	6.9	2,034	12.2	3,029	9.7			Often	13,405	7.9
		Very often	385	2.7	768	4.6	1,153	3.7			Very often	5,751	3.4
		Total	14,503	100.0	16,672	100.0	31,175	100.0			Total	169,951	100.0
How often do students in your selected course section discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)?	FOOCIDEAS	Don't know	5,143	35.4	5,121	30.7	10,264	32.9	In your experiences at this college during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?	OOCIDEAS			
		Never	706	4.9	562	3.4	1,268	4.1			Never	23,804	13.8
		Sometimes	4,942	34.0	5,907	35.4	10,849	34.8			Sometimes	64,284	37.4
		Often	2,786	19.2	3,822	22.9	6,608	21.2			Often	50,021	29.1
		Very often	943	6.5	1,258	7.5	2,201	7.1			Very often	33,793	19.7
		Total	14,520	100.0	16,670	100.0	31,190	100.0			Total	171,902	100.0
How often do students in your selected course section have serious conversations with students of a different race or ethnicity other than their own?	FDIVRSTUD	Don't know	4,450	30.6	4,793	28.7	9,243	29.6	In your experiences at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own?	DIVRSTUD			
		Never	909	6.3	720	4.3	1,629	5.2			Never	38,127	22.2
		Sometimes	3,383	23.3	4,217	25.2	7,600	24.3			Sometimes	53,181	31.0
		Often	3,524	24.2	4,128	24.7	7,652	24.5			Often	41,923	24.4
		Very often	2,277	15.7	2,845	17.0	5,122	16.4			Very often	38,498	22.4
		Total	14,543	100.0	16,703	100.0	31,246	100.0			Total	171,729	100.0
How often do students in your selected course section have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values?	FDIFFSTUD	Don't know	5,335	36.8	5,816	34.9	11,151	35.8	In your experiences at this college during the current school year, about how often have you had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values?	DIFFSTUD			
		Never	1,053	7.3	798	4.8	1,851	5.9			Never	42,727	24.9
		Sometimes	3,288	22.7	4,068	24.4	7,356	23.6			Sometimes	56,835	33.1
		Often	2,961	20.4	3,629	21.8	6,590	21.1			Often	39,417	23.0
		Very often	1,870	12.9	2,341	14.1	4,211	13.5			Very often	32,646	19.0
		Total	14,507	100.0	16,652	100.0	31,159	100.0			Total	171,625	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do students in your selected course section skip class?	FSKIPCLAS	Don't know	703	4.9	602	3.6	1,305	4.2	In your experiences at this college during the current school year, about how often have you skipped class?	SKIPCLAS			
		Never	1,428	9.9	1,811	11.0	3,239	10.5			Never	91,721	53.3
		Sometimes	9,928	68.9	11,611	70.2	21,539	69.6			Sometimes	70,865	41.2
		Often	1,799	12.5	1,901	11.5	3,700	12.0			Often	6,730	3.9
		Very often	547	3.8	611	3.7	1,158	3.7			Very often	2,834	1.6
		Total	14,405	100.0	16,536	100.0	30,941	100.0			Total	172,151	100.0
During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form?	FMEMORIZE	Very little	2,973	20.6	3,748	22.5	6,721	21.6	During the current school year, how much has your coursework at this college emphasized memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form?	MEMORIZE	Very little	10,417	6.0
		Some	4,893	33.9	5,600	33.6	10,493	33.7			Some	45,194	26.2
		Quite a bit	4,090	28.3	4,532	27.2	8,622	27.7			Quite a bit	68,034	39.5
		Very much	2,494	17.3	2,774	16.7	5,268	16.9			Very much	48,742	28.3
		Total	14,450	100.0	16,654	100.0	31,104	100.0			Total	172,388	100.0
During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory?	FANALYZE	Very little	425	2.9	379	2.3	804	2.6	During the current school year, how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory?	ANALYZE	Very little	7,465	4.3
		Some	2,318	16.1	2,416	14.5	4,734	15.2			Some	43,332	25.2
		Quite a bit	6,373	44.2	7,517	45.2	13,890	44.7			Quite a bit	73,725	42.9
		Very much	5,317	36.8	6,326	38.0	11,643	37.5			Very much	47,305	27.5
		Total	14,433	100.0	16,638	100.0	31,071	100.0			Total	171,827	100.0
During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways?	FSYNTHESZ	Very little	549	3.8	415	2.5	964	3.1	During the current school year, how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways?	SYNTHESZ	Very little	11,271	6.6
		Some	2,862	19.9	2,773	16.7	5,635	18.2			Some	51,643	30.2
		Quite a bit	5,644	39.3	6,573	39.6	12,217	39.5			Quite a bit	66,603	38.9
		Very much	5,303	36.9	6,821	41.1	12,124	39.2			Very much	41,608	24.3
		Total	14,358	100.0	16,582	100.0	30,940	100.0			Total	171,126	100.0
During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods?	FEVALUATE	Very little	1,282	8.9	1,124	6.8	2,406	7.8	During the current school year, how much has your coursework at this college emphasized making judgments about the value or soundness of information, arguments, or methods?	EVALUATE	Very little	20,043	11.7
		Some	3,719	25.9	4,084	24.6	7,803	25.2			Some	56,447	32.9
		Quite a bit	5,121	35.6	6,103	36.8	11,224	36.2			Quite a bit	59,247	34.6
		Very much	4,263	29.6	5,282	31.8	9,545	30.8			Very much	35,606	20.8
		Total	14,385	100.0	16,593	100.0	30,978	100.0			Total	171,342	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations?	FAPPLYING	Very little	747	5.2	567	3.4	1,314	4.2	During the current school year, how much has your coursework at this college emphasized applying theories or concepts to practical problems or in new situations?	APPLYING	Very little	15,787	9.2
		Some	3,118	21.7	3,004	18.1	6,122	19.8			Some	53,209	31.0
		Quite a bit	5,414	37.6	6,177	37.2	11,591	37.4			Quite a bit	61,624	35.9
		Very much	5,109	35.5	6,843	41.2	11,952	38.6			Very much	40,947	23.9
		Total	14,388	100.0	16,591	100.0	30,979	100.0			Total	171,567	100.0
During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill?	FPERFORM	Very little	1,105	7.7	1,046	6.3	2,151	6.9	During the current school year, how much has your coursework at this college emphasized using information you have read or heard to perform a new skill?	PERFORM	Very little	13,373	7.8
		Some	3,577	24.8	3,659	22.0	7,236	23.3			Some	46,061	26.7
		Quite a bit	5,111	35.4	5,777	34.7	10,888	35.0			Quite a bit	62,253	36.1
		Very much	4,643	32.2	6,160	37.0	10,803	34.8			Very much	50,537	29.3
		Total	14,436	100.0	16,642	100.0	31,078	100.0			Total	172,224	100.0
In your selected course section, what is the number of textbooks, manuals, books, or book-length packs of course readings that you assign?	FREADASGN	None	887	6.2	1,009	6.1	1,896	6.1	During the current school year, about what number of textbooks, manuals, books, or book-length packs of course readings were you assigned?	READASGN	None	5,398	3.2
		1	7,546	52.6	8,148	49.2	15,694	50.8			1 to 4	71,600	42.0
		2 to 3	4,134	28.8	5,299	32.0	9,433	30.5			5 to 10	50,129	29.4
		4 to 6	661	4.6	895	5.4	1,556	5.0			11 to 20	24,004	14.1
		More than 6	1,106	7.7	1,199	7.2	2,305	7.5			More than 20	19,178	11.3
		Total	14,334	100.0	16,550	100.0	30,884	100.0			Total	170,309	100.0
In your selected course section, what is the number of written papers or reports of any length that you assign?	FWRITEANY	None	3,390	24.1	4,039	24.9	7,429	24.6	During the current school year, about what number of papers or reports of any length did you write?	WRITEANY	None	15,974	9.4
		1	2,140	15.2	2,572	15.9	4,712	15.6			1 to 4	53,280	31.3
		2 to 3	3,429	24.4	3,851	23.8	7,280	24.1			5 to 10	54,778	32.2
		4 to 6	2,820	20.1	3,017	18.6	5,837	19.3			11 to 20	29,956	17.6
		More than 6	2,272	16.2	2,711	16.7	4,983	16.5			More than 20	16,125	9.5
		Total	14,051	100.0	16,190	100.0	30,241	100.0			Total	170,113	100.0
Select the response that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work.	FEXAMS	(1) Extremely easy	33	0.2	34	0.2	67	0.2	Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.	EXAMS	(1) Extremely easy	1,549	0.9
		(2)	100	0.7	80	0.5	180	0.6			(2)	3,221	2.0
		(3)	368	2.6	352	2.1	720	2.3			(3)	9,641	5.9
		(4)	2,251	15.7	1,990	12.0	4,241	13.7			(4)	40,508	24.7
		(5)	5,341	37.2	5,889	35.5	11,230	36.3			(5)	55,648	33.9
		(6)	5,124	35.7	6,565	39.5	11,689	37.8			(6)	36,867	22.5
		(7) Extremely challenging	1,141	7.9	1,695	10.2	2,836	9.2			(7) Extremely challenging	16,720	10.2
		Total	14,358	100.0	16,605	100.0	30,963	100.0			Total	164,154	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How important is it to you that students participate in an internship, field experience, co-op experience, or clinical assignment when appropriate?	FINTERN	Not important	2,008	14.1	1,737	10.5	3,745	12.2	While attending this college, have you done, are you doing, or do you plan to do an internship, field experience, co-op experience, or clinical assignment?	INTERN	I have not done, nor plan to do	62,836	37.2
		Somewhat important	4,354	30.6	4,872	29.4	9,226	30.0			I plan to do	78,884	46.7
		Very important	7,859	55.3	9,946	60.1	17,805	57.9			I have done	27,258	16.1
		Total	14,221	100.0	16,555	100.0	30,776	100.0			Total	168,978	100.0
How important is it to you that students participate in English as a second language courses when appropriate?	FESL	Not important	2,675	18.9	3,043	18.4	5,718	18.6	While attending this college, have you taken, are you taking, or do you plan to take an English as a second language course?	ESL	I have not done, nor plan to do	141,444	83.7
		Somewhat important	4,983	35.2	5,555	33.7	10,538	34.4			I plan to do	9,749	5.8
		Very important	6,510	45.9	7,898	47.9	14,408	47.0			I have done	17,809	10.5
		Total	14,168	100.0	16,496	100.0	30,664	100.0			Total	169,002	100.0
How important is it to you that students participate in developmental/remedial reading courses when appropriate?	FDEVREAD	Not important	1,279	9.0	989	6.0	2,268	7.4	While attending this college, have you taken, are you taking, or do you plan to take a developmental/remedial reading course?	DEVREAD	I have not done, nor plan to do	122,117	72.2
		Somewhat important	4,256	30.1	4,170	25.3	8,426	27.5			I plan to do	15,186	9.0
		Very important	8,613	60.9	11,306	68.7	19,919	65.1			I have done	31,778	18.8
		Total	14,148	100.0	16,465	100.0	30,613	100.0			Total	169,080	100.0
How important is it to you that students participate in developmental/remedial writing courses when appropriate?	FDEVWRITE	Not important	1,208	8.5	984	6.0	2,192	7.2	While attending this college, have you taken, are you taking, or do you plan to take a developmental/remedial writing course?	DEVWRITE	I have not done, nor plan to do	113,430	67.1
		Somewhat important	4,070	28.8	4,124	25.1	8,194	26.8			I plan to do	18,049	10.7
		Very important	8,876	62.7	11,346	69.0	20,222	66.1			I have done	37,593	22.2
		Total	14,154	100.0	16,454	100.0	30,608	100.0			Total	169,073	100.0
How important is it to you that students participate in developmental/remedial math courses when appropriate?	FDEVMATH	Not important	1,948	13.8	1,238	7.5	3,186	10.4	While attending this college, have you taken, are you taking, or do you plan to take a developmental/remedial math course?	DEVMATH	I have not done, nor plan to do	90,560	53.6
		Somewhat important	4,200	29.8	4,186	25.4	8,386	27.5			I plan to do	24,248	14.4
		Very important	7,944	56.4	11,033	67.0	18,977	62.1			I have done	54,041	32.0
		Total	14,092	100.0	16,457	100.0	30,549	100.0			Total	168,848	100.0
How important is it to you that students participate in study skills courses when appropriate?	FSTUDSKIL	Not important	706	5.0	689	4.2	1,395	4.5	While attending this college, have you taken, are you taking, or do you plan to take a study skills course?	STUDSKIL	I have not done, nor plan to do	105,236	62.4
		Somewhat important	4,396	31.0	5,166	31.3	9,562	31.1			I plan to do	34,913	20.7
		Very important	9,085	64.0	10,662	64.6	19,747	64.3			I have done	28,467	16.9
		Total	14,187	100.0	16,517	100.0	30,704	100.0			Total	168,616	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How important is it to you that students participate in honors courses when appropriate?	FHONORS	Not important	3,142	22.3	3,935	23.9	7,077	23.2	While attending this college, have you taken, are you taking, or do you plan to take an honors course?	HONORS	I have not done, nor plan to do	117,452	69.9
		Somewhat important	6,449	45.8	7,894	48.0	14,343	47.0			I plan to do	41,137	24.5
		Very important	4,485	31.9	4,604	28.0	9,089	29.8			I have done	9,501	5.7
		Total	14,076	100.0	16,433	100.0	30,509	100.0			Total	168,090	100.0
How important is it to you that students participate in a college orientation program or course when appropriate?	FORIEN	Not important	1,411	10.0	1,316	8.0	2,727	8.9	While attending this college, have you done, are you doing, or do you plan to do a college orientation program or course?	ORIEN	I have not done, nor plan to do	88,392	52.4
		Somewhat important	5,275	37.5	5,756	35.1	11,031	36.2			I plan to do	23,142	13.7
		Very important	7,393	52.5	9,348	56.9	16,741	54.9			I have done	57,036	33.8
		Total	14,079	100.0	16,420	100.0	30,499	100.0			Total	168,570	100.0
How important is it to you that students participate in organized learning communities when appropriate?	FLRNCOMM	Not important	2,242	15.9	2,929	17.8	5,171	16.9	While attending this college, have you done, are you doing, or do you plan to do an organized learning community?	LRNCOMM	I have not done, nor plan to do	115,243	68.1
		Somewhat important	6,886	48.8	8,532	51.8	15,418	50.4			I plan to do	35,402	20.9
		Very important	4,980	35.3	5,009	30.4	9,989	32.7			I have done	18,488	10.9
		Total	14,108	100.0	16,470	100.0	30,578	100.0			Total	169,133	100.0
How much does this college emphasize encouraging students to spend significant amounts of time studying?	FENVSCHOL	Very little	547	3.9	932	5.7	1,479	4.9	How much does this college emphasize encouraging you to spend significant amounts of time studying?	ENVSCHOL	Very little	6,265	3.7
		Some	3,539	25.5	4,489	27.5	8,028	26.6			Some	34,630	20.4
		Quite a bit	5,839	42.0	6,592	40.4	12,431	41.2			Quite a bit	70,591	41.5
		Very much	3,965	28.5	4,302	26.4	8,267	27.4			Very much	58,675	34.5
		Total	13,890	100.0	16,315	100.0	30,205	100.0			Total	170,160	100.0
How much does this college emphasize providing students the support they need to help them to succeed at this college?	FENVSUPRT	Very little	168	1.2	305	1.9	473	1.6	How much does this college emphasize providing the support you need to help you succeed at this college?	ENVSUPRT	Very little	7,723	4.5
		Some	1,605	11.5	2,278	14.0	3,883	12.9			Some	35,568	20.9
		Quite a bit	5,070	36.5	6,075	37.2	11,145	36.9			Quite a bit	67,452	39.7
		Very much	7,060	50.8	7,654	46.9	14,714	48.7			Very much	59,138	34.8
		Total	13,903	100.0	16,312	100.0	30,215	100.0			Total	169,882	100.0
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	FENVDIVRS	Very little	708	5.1	1,250	7.7	1,958	6.5	How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	ENVDIVRS	Very little	27,337	16.1
		Some	3,394	24.6	4,732	29.1	8,126	27.1			Some	50,531	29.8
		Quite a bit	4,796	34.8	5,632	34.7	10,428	34.7			Quite a bit	50,380	29.8
		Very much	4,881	35.4	4,629	28.5	9,510	31.7			Very much	41,087	24.3
		Total	13,779	100.0	16,243	100.0	30,022	100.0			Total	169,335	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)?	FENVNACAD	Very little	1,318	9.6	1,761	10.8	3,079	10.3	How much does this college emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?	ENVNACAD	Very little	63,669	37.6
		Some	5,042	36.8	6,185	38.0	11,227	37.5			Some	55,898	33.0
		Quite a bit	4,567	33.3	5,308	32.7	9,875	32.9			Quite a bit	30,841	18.2
		Very much	2,790	20.3	3,003	18.5	5,793	19.3			Very much	19,016	11.2
		Total	13,717	100.0	16,257	100.0	29,974	100.0			Total	169,424	100.0
How much does this college emphasize providing students the support they need to thrive socially?	FENVSOCAL	Very little	1,250	9.1	1,886	11.6	3,136	10.5	How much does this college emphasize providing the support you need to thrive socially?	ENVSOCAL	Very little	42,699	25.3
		Some	5,052	36.9	6,687	41.2	11,739	39.3			Some	63,019	37.4
		Quite a bit	4,657	34.0	4,990	30.8	9,647	32.3			Quite a bit	40,367	23.9
		Very much	2,723	19.9	2,660	16.4	5,383	18.0			Very much	22,585	13.4
		Total	13,682	100.0	16,223	100.0	29,905	100.0			Total	168,669	100.0
How much does this college emphasize providing the financial support students need to afford their education?	FFINSUPP	Very little	640	4.7	714	4.4	1,354	4.5	How much does this college emphasize providing the financial support you need to afford your education?	FINSUPP	Very little	34,585	20.5
		Some	3,008	22.0	3,721	22.9	6,729	22.5			Some	43,689	25.8
		Quite a bit	5,760	42.1	6,998	43.2	12,758	42.7			Quite a bit	45,525	26.9
		Very much	4,260	31.2	4,784	29.5	9,044	30.3			Very much	45,316	26.8
		Total	13,668	100.0	16,217	100.0	29,885	100.0			Total	169,116	100.0
How much does this college emphasize using computers in academic work?	FENVCOMP	Very little	185	1.3	256	1.6	441	1.5	How much does this college emphasize using computers in academic work?	ENVCOMP	Very little	7,546	4.4
		Some	1,320	9.5	1,574	9.7	2,894	9.6			Some	25,397	15.0
		Quite a bit	4,467	32.3	5,414	33.2	9,881	32.8			Quite a bit	53,347	31.4
		Very much	7,863	56.8	9,042	55.5	16,905	56.1			Very much	83,576	49.2
		Total	13,835	100.0	16,286	100.0	30,121	100.0			Total	169,866	100.0
About how many hours do you think full- and part-time students at this college spend in a typical 7-day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)?	FACADPR01	None	82	0.6	104	0.6	186	0.6	About how many hours do you spend in a typical 7-day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your programs)?	ACADPR01	None	2,523	1.5
		1 to 5	6,190	45.4	7,051	43.7	13,241	44.5			1 to 5	66,944	39.4
		6 to 10	5,022	36.8	5,845	36.2	10,867	36.5			6 to 10	51,096	30.1
		11 to 20	1,946	14.3	2,551	15.8	4,497	15.1			11 to 20	31,530	18.6
		21 to 30	356	2.6	455	2.8	811	2.7			21 to 30	11,299	6.7
		More than 30	50	0.4	123	0.8	173	0.6			More than 30	6,430	3.8
		Total	13,646	100.0	16,129	100.0	29,775	100.0			Total	169,821	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
About how many hours do you think full- and part-time students at this college spend in a typical 7-day week working for pay?	FPAYWORK	None	180	1.3	139	0.9	319	1.1	About how many hours do you spend in a typical 7-day week working for pay?	PAYWORK	None	41,572	24.6
		1 to 5	354	2.6	360	2.2	714	2.4			1 to 5	10,600	6.3
		6 to 10	932	6.9	884	5.5	1,816	6.1			6 to 10	11,234	6.6
		11 to 20	3,452	25.6	4,461	27.8	7,913	26.8			11 to 20	21,830	12.9
		21 to 30	5,405	40.0	7,044	43.9	12,449	42.1			21 to 30	31,781	18.8
		More than 30	3,181	23.6	3,164	19.7	6,345	21.5			More than 30	52,248	30.9
		Total	13,504	100.0	16,052	100.0	29,556	100.0			Total	169,265	100.0
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.)?	FCOCURR01	None	1,958	14.6	2,338	14.6	4,296	14.6	About how many hours do you spend in a typical 7-day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)?	COCURR01	None	135,383	79.9
		1 to 5	9,652	71.8	11,919	74.2	21,571	73.1			1 to 5	23,789	14.0
		6 to 10	1,399	10.4	1,374	8.6	2,773	9.4			6 to 10	5,286	3.1
		11 to 20	358	2.7	319	2.0	677	2.3			11 to 20	2,731	1.6
		21 to 30	68	0.5	77	0.5	145	0.5			21 to 30	1,086	0.6
		More than 30	13	0.1	31	0.2	44	0.1			More than 30	1,172	0.7
		Total	13,448	100.0	16,058	100.0	29,506	100.0			Total	169,448	100.0
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.)?	FCAREDE01	None	389	2.9	322	2.0	711	2.4	About how many hours do you spend in a typical 7-day week providing care for dependents living with you (parents, children, spouse, etc.)?	CAREDE01	None	74,825	44.3
		1 to 5	2,331	17.4	2,378	14.9	4,709	16.1			1 to 5	27,826	16.5
		6 to 10	2,803	21.0	3,254	20.4	6,057	20.7			6 to 10	14,246	8.4
		11 to 20	3,052	22.8	4,026	25.2	7,078	24.1			11 to 20	10,332	6.1
		21 to 30	2,286	17.1	2,924	18.3	5,210	17.8			21 to 30	6,747	4.0
		More than 30	2,509	18.8	3,056	19.1	5,565	19.0			More than 30	35,095	20.8
		Total	13,370	100.0	15,960	100.0	29,330	100.0			Total	169,070	100.0
About how many hours do you think full- and part-time students at this college spend in a typical 7-day week commuting to and from classes?	FCOMMUTE	None	142	1.0	140	0.9	282	1.0	About how many hours do you spend in a typical 7-day week commuting to and from classes?	COMMUTE	None	12,053	7.1
		1 to 5	8,721	64.3	9,964	62.0	18,685	63.1			1 to 5	114,531	67.6
		6 to 10	3,394	25.0	4,460	27.7	7,854	26.5			6 to 10	26,938	15.9
		11 to 20	837	6.2	1,025	6.4	1,862	6.3			11 to 20	9,080	5.4
		21 to 30	248	1.8	279	1.7	527	1.8			21 to 30	2,863	1.7
		More than 30	218	1.6	207	1.3	425	1.4			More than 30	3,917	2.3
		Total	13,560	100.0	16,075	100.0	29,635	100.0			Total	169,381	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
Select the response that best represents the quality of student relationships with other students.	FENVSTU	(1) Unfriendly, unsupportive, sense of alienation	14	0.1	13	0.1	27	0.1	Mark the number that best represents the quality of your relationships with other students at this college.	ENVSTU	(1) Unfriendly, unsupportive, sense of alienation	1,939	1.1
		(2)	65	0.5	73	0.4	138	0.5			(2)	3,859	2.3
		(3)	290	2.1	335	2.1	625	2.1			(3)	8,109	4.8
		(4)	1,751	12.7	2,148	13.2	3,899	13.0			(4)	27,167	16.0
		(5)	3,637	26.3	4,736	29.1	8,373	27.8			(5)	36,384	21.4
		(6)	5,176	37.5	6,219	38.2	11,395	37.9			(6)	44,706	26.3
		(7) Friendly, supportive, sense of belonging	2,881	20.9	2,747	16.9	5,628	18.7			(7) Friendly, supportive, sense of belonging	47,778	28.1
		Total	13,814	100.0	16,271	100.0	30,085	100.0			Total	169,942	100.0
Select the response that best represents the quality of student relationships with instructors.	FENVFAC	(1) Unavailable, unhelpful, unsympathetic	14	0.1	12	0.1	26	0.1	Mark the number that best represents the quality of your relationships with instructors at this college.	ENVFAC	(1) Unavailable, unhelpful, unsympathetic	1,152	0.7
		(2)	52	0.4	60	0.4	112	0.4			(2)	2,602	1.5
		(3)	167	1.2	168	1.0	335	1.1			(3)	6,167	3.6
		(4)	1,077	7.8	1,277	7.8	2,354	7.8			(4)	19,117	11.2
		(5)	2,847	20.6	3,626	22.3	6,473	21.5			(5)	33,549	19.7
		(6)	5,817	42.2	7,393	45.4	13,210	43.9			(6)	51,419	30.3
		(7) Available, helpful, sympathetic	3,822	27.7	3,748	23.0	7,570	25.2			(7) Available, helpful, sympathetic	55,951	32.9
		Total	13,796	100.0	16,284	100.0	30,080	100.0			Total	169,957	100.0
Select the response that best represents the quality of student relationships with administrative personnel and offices.	FENVADM	(1) Unhelpful, inconsiderate, rigid	152	1.1	319	2.0	471	1.6	Mark the number that best represents the quality of your relationships with administrative personnel and offices at this college.	ENVADM	(1) Unhelpful, inconsiderate, rigid	5,560	3.3
		(2)	366	2.7	830	5.1	1,196	4.0			(2)	7,882	4.6
		(3)	747	5.5	1,498	9.2	2,245	7.5			(3)	13,440	7.9
		(4)	2,307	16.8	3,193	19.7	5,500	18.4			(4)	31,544	18.6
		(5)	3,248	23.7	4,037	24.9	7,285	24.3			(5)	35,416	20.9
		(6)	4,088	29.9	4,309	26.5	8,397	28.1			(6)	37,717	22.2
		(7) Helpful, considerate, flexible	2,785	20.3	2,049	12.6	4,834	16.2			(7) Helpful, considerate, flexible	38,158	22.5
		Total	13,693	100.0	16,235	100.0	29,928	100.0			Total	169,718	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education?	FGNGENLED	None	54	0.4	86	0.5	140	0.5	How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education?	GNGENLED			
		Very little	357	2.7	625	3.9	982	3.3			Very little	8,646	5.1
		Some	2,655	19.7	3,644	22.7	6,299	21.3			Some	35,792	21.1
		Quite a bit	5,320	39.5	6,162	38.4	11,482	38.9			Quite a bit	68,720	40.6
		Very much	5,083	37.7	5,548	34.5	10,631	36.0			Very much	56,149	33.2
		Total	13,469	100.0	16,065	100.0	29,534	100.0			Total	169,306	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?	FGNWORK	None	93	0.7	77	0.5	170	0.6	How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?	GNWORK			
		Very little	668	5.0	720	4.5	1,388	4.7			Very little	29,556	17.5
		Some	3,149	23.4	3,391	21.1	6,540	22.2			Some	48,546	28.7
		Quite a bit	4,581	34.1	4,773	29.7	9,354	31.7			Quite a bit	50,905	30.1
		Very much	4,956	36.9	7,094	44.2	12,050	40.8			Very much	40,061	23.7
		Total	13,447	100.0	16,055	100.0	29,502	100.0			Total	169,068	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in writing clearly and effectively?	FGNWRITE	None	441	3.3	391	2.4	832	2.8	How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?	GNWRITE			
		Very little	1,544	11.5	1,860	11.6	3,404	11.5			Very little	15,940	9.4
		Some	3,951	29.4	5,102	31.8	9,053	30.7			Some	44,447	26.3
		Quite a bit	3,914	29.1	4,653	29.0	8,567	29.0			Quite a bit	63,852	37.7
		Very much	3,610	26.8	4,045	25.2	7,655	25.9			Very much	44,918	26.6
		Total	13,460	100.0	16,051	100.0	29,511	100.0			Total	169,157	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in speaking clearly and effectively?	FGNSPEAK	None	329	2.5	304	1.9	633	2.2	How much has your experience at this college contributed to your knowledge, skills, and personal development in speaking clearly and effectively?	GNSPEAK			
		Very little	1,306	9.7	1,734	10.8	3,040	10.3			Very little	19,807	11.7
		Some	4,104	30.6	5,087	31.8	9,191	31.2			Some	46,367	27.4
		Quite a bit	4,438	33.1	5,232	32.7	9,670	32.9			Quite a bit	60,164	35.6
		Very much	3,230	24.1	3,665	22.9	6,895	23.4			Very much	42,733	25.3
		Total	13,407	100.0	16,022	100.0	29,429	100.0			Total	169,071	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in thinking critically and analytically?	FGNANALY	None	42	0.3	20	0.1	62	0.2	How much has your experience at this college contributed to your knowledge, skills, and personal development in thinking critically and analytically?	GNANALY			
		Very little	299	2.2	240	1.5	539	1.8			Very little	8,962	5.3
		Some	1,837	13.7	1,633	10.2	3,470	11.8			Some	37,274	22.1
		Quite a bit	4,716	35.1	5,196	32.4	9,912	33.6			Quite a bit	68,732	40.7
		Very much	6,544	48.7	8,959	55.8	15,503	52.6			Very much	54,018	32.0
		Total	13,438	100.0	16,048	100.0	29,486	100.0			Total	168,986	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in solving numerical problems?	FGNSOLVE	None	3,305	24.6	3,195	19.9	6,500	22.1	How much has your experience at this college contributed to your knowledge, skills, and personal development in solving numerical problems?	GNSOLVE			
		Very little	3,143	23.4	3,450	21.5	6,593	22.4			Very little	21,294	12.6
		Some	2,696	20.1	3,151	19.6	5,847	19.8			Some	46,664	27.6
		Quite a bit	1,691	12.6	2,567	16.0	4,258	14.4			Quite a bit	58,132	34.4
		Very much	2,579	19.2	3,696	23.0	6,275	21.3			Very much	42,840	25.4
		Total	13,414	100.0	16,059	100.0	29,473	100.0			Total	168,931	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in using computing and information technology?	FGNCMPTS	None	512	3.8	400	2.5	912	3.1	How much has your experience at this college contributed to your knowledge, skills, and personal development in using computing and information technology?	GNCMPTS			
		Very little	1,189	8.8	1,170	7.3	2,359	8.0			Very little	18,816	11.1
		Some	3,402	25.3	3,943	24.6	7,345	24.9			Some	42,236	25.0
		Quite a bit	4,043	30.1	4,961	30.9	9,004	30.5			Quite a bit	55,424	32.8
		Very much	4,308	32.0	5,583	34.8	9,891	33.5			Very much	52,477	31.1
		Total	13,454	100.0	16,057	100.0	29,511	100.0			Total	168,953	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in working effectively with others?	FGNOTHERS	None	179	1.3	137	0.9	316	1.1	How much has your experience at this college contributed to your knowledge, skills, and personal development in working effectively with others?	GNOTHERS			
		Very little	818	6.1	901	5.6	1,719	5.8			Very little	13,612	8.1
		Some	3,562	26.5	3,803	23.7	7,365	24.9			Some	47,214	27.9
		Quite a bit	4,707	35.0	5,389	33.5	10,096	34.2			Quite a bit	61,619	36.5
		Very much	4,198	31.2	5,844	36.4	10,042	34.0			Very much	46,574	27.6
		Total	13,464	100.0	16,074	100.0	29,538	100.0			Total	169,019	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in learning effectively on their own?	FGNINQ	None	25	0.2	18	0.1	43	0.1	How much has your experience at this college contributed to your knowledge, skills, and personal development in learning effectively on your own?	GNINQ			
		Very little	259	1.9	269	1.7	528	1.8			Very little	9,992	5.9
		Some	2,382	17.7	2,746	17.1	5,128	17.3			Some	36,476	21.6
		Quite a bit	6,119	45.4	7,276	45.2	13,395	45.3			Quite a bit	65,212	38.6
		Very much	4,684	34.8	5,784	35.9	10,468	35.4			Very much	57,370	33.9
		Total	13,469	100.0	16,093	100.0	29,562	100.0			Total	169,050	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding themselves?	FGNSELF	None	299	2.2	418	2.6	717	2.4	How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding yourself?	GNSELF			
		Very little	1,062	7.9	1,596	10.0	2,658	9.0			Very little	25,568	15.1
		Some	4,017	30.0	5,001	31.2	9,018	30.6			Some	45,091	26.7
		Quite a bit	4,375	32.6	5,019	31.3	9,394	31.9			Quite a bit	51,856	30.7
		Very much	3,654	27.3	3,997	24.9	7,651	26.0			Very much	46,372	27.5
		Total	13,407	100.0	16,031	100.0	29,438	100.0			Total	168,887	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?	FGNDIVERS	None	857	6.4	1,247	7.8	2,104	7.2	How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?	GNDIVERS			
		Very little	1,721	12.8	2,499	15.6	4,220	14.3			Very little	33,220	19.7
		Some	3,991	29.8	4,840	30.2	8,831	30.0			Some	51,950	30.8
		Quite a bit	3,720	27.8	4,186	26.1	7,906	26.9			Quite a bit	47,163	28.0
		Very much	3,107	23.2	3,240	20.2	6,347	21.6			Very much	36,257	21.5
		Total	13,396	100.0	16,012	100.0	29,408	100.0			Total	168,590	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing a personal code of values and ethics?	FGNETHICS	None	480	3.6	615	3.8	1,095	3.7	How much has your experience at this college contributed to your knowledge, skills, and personal development in developing a personal code of values and ethics?	GNETHICS			
		Very little	1,379	10.3	1,895	11.8	3,274	11.1			Very little	33,710	20.0
		Some	4,249	31.7	5,163	32.2	9,412	32.0			Some	51,556	30.6
		Quite a bit	4,191	31.3	4,725	29.5	8,916	30.3			Quite a bit	47,347	28.1
		Very much	3,088	23.1	3,632	22.7	6,720	22.8			Very much	36,075	21.4
		Total	13,387	100.0	16,030	100.0	29,417	100.0			Total	168,688	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in contributing to the welfare of their community?	FGNCOMMUN	None	1,158	8.7	1,470	9.2	2,628	9.0	How much has your experience at this college contributed to your knowledge, skills, and personal development in contributing to the welfare of your community?	GNCOMMUN			
		Very little	2,679	20.1	3,355	21.0	6,034	20.6			Very little	56,483	33.5
		Some	4,956	37.2	5,599	35.0	10,555	36.0			Some	58,097	34.5
		Quite a bit	2,776	20.9	3,242	20.3	6,018	20.5			Quite a bit	32,990	19.6
		Very much	1,738	13.1	2,312	14.5	4,050	13.8			Very much	20,905	12.4
		Total	13,307	100.0	15,978	100.0	29,285	100.0			Total	168,475	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing clearer career goals?	FCARGOAL	None	464	3.5	617	3.9	1,081	3.7	How much has your experience at this college contributed to your knowledge, skills, and personal development in developing clearer career goals?	CARGOAL			
		Very little	1,492	11.2	1,896	11.8	3,388	11.5			Very little	21,784	12.9
		Some	4,586	34.3	5,089	31.8	9,675	32.9			Some	43,884	26.0
		Quite a bit	4,077	30.5	4,724	29.5	8,801	29.9			Quite a bit	54,370	32.2
		Very much	2,757	20.6	3,698	23.1	6,455	22.0			Very much	48,871	28.9
		Total	13,376	100.0	16,024	100.0	29,400	100.0			Total	168,909	100.0
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities?	FGAINCAR	None	895	6.7	1,095	6.9	1,990	6.8	How much has your experience at this college contributed to your knowledge, skills, and personal development in gaining information about career opportunities?	GAINCAR			
		Very little	2,233	16.7	2,690	16.8	4,923	16.8			Very little	28,485	16.8
		Some	4,246	31.8	4,844	30.3	9,090	31.0			Some	47,249	27.9
		Quite a bit	3,536	26.4	4,072	25.5	7,608	25.9			Quite a bit	49,667	29.4
		Very much	2,462	18.4	3,284	20.5	5,746	19.6			Very much	43,762	25.9
		Total	13,372	100.0	15,985	100.0	29,357	100.0			Total	169,163	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do you refer students to academic advising/planning?	FUSEACAD	N.A.	590	4.5	273	1.7	863	3.0	How often do you use academic advising/planning at this college?	USEACAD	Don't know/N.A.	11,129	6.7
		Rarely/Never	2,796	21.1	2,134	13.4	4,930	16.9			Rarely/Never	52,409	31.3
		Sometimes	6,668	50.4	7,500	47.1	14,168	48.6			Sometimes	75,986	45.4
		Often	3,175	24.0	6,002	37.7	9,177	31.5			Often	27,709	16.6
		Total	13,229	100.0	15,909	100.0	29,138	100.0			Total	167,232	100.0
How often do you refer students to career counseling?	FUSECACOU	N.A.	1,015	7.7	665	4.2	1,680	5.8	How often do you use career counseling at this college?	USECACOU	Don't know/N.A.	32,992	19.8
		Rarely/Never	5,001	37.9	5,175	32.6	10,176	35.0			Rarely/Never	83,365	50.1
		Sometimes	5,423	41.1	7,356	46.4	12,779	44.0			Sometimes	38,930	23.4
		Often	1,754	13.3	2,669	16.8	4,423	15.2			Often	11,277	6.8
		Total	13,193	100.0	15,865	100.0	29,058	100.0			Total	166,564	100.0
How often do you refer students to job placement assistance?	FUSEJOBPL	N.A.	1,733	13.2	1,332	8.4	3,065	10.6	How often do you use job placement assistance at this college?	USEJOBPL	Don't know/N.A.	65,334	39.5
		Rarely/Never	6,500	49.6	7,348	46.5	13,848	47.9			Rarely/Never	79,540	48.1
		Sometimes	3,867	29.5	5,291	33.5	9,158	31.7			Sometimes	15,334	9.3
		Often	1,007	7.7	1,833	11.6	2,840	9.8			Often	5,185	3.1
		Total	13,107	100.0	15,804	100.0	28,911	100.0			Total	165,393	100.0
How often do you refer students to peer or other tutoring?	FUSETUTOR	N.A.	535	4.1	249	1.6	784	2.7	How often do you use peer or other tutoring at this college?	USETUTOR	Don't know/N.A.	37,430	22.7
		Rarely/Never	2,403	18.2	2,016	12.7	4,419	15.2			Rarely/Never	75,469	45.7
		Sometimes	5,184	39.3	6,670	42.1	11,854	40.8			Sometimes	35,745	21.6
		Often	5,057	38.4	6,924	43.7	11,981	41.3			Often	16,501	10.0
		Total	13,179	100.0	15,859	100.0	29,038	100.0			Total	165,145	100.0
How often do you refer students to skill labs (writing, math, etc.)?	FUSELAB	N.A.	981	7.4	774	4.9	1,755	6.0	How often do you use skills labs (writing, math, etc.) at this college?	USELAB	Don't know/N.A.	32,644	19.8
		Rarely/Never	3,085	23.4	3,209	20.2	6,294	21.7			Rarely/Never	60,438	36.7
		Sometimes	4,610	34.9	6,122	38.6	10,732	36.9			Sometimes	41,633	25.3
		Often	4,515	34.2	5,751	36.3	10,266	35.3			Often	30,063	18.2
		Total	13,191	100.0	15,856	100.0	29,047	100.0			Total	164,778	100.0
How often do you refer students to child care?	FUSECHLD	N.A.	3,774	28.6	3,869	24.4	7,643	26.3	How often do you use child care at this college?	USECHLD	Don't know/N.A.	91,552	55.5
		Rarely/Never	7,685	58.3	9,279	58.5	16,964	58.4			Rarely/Never	64,313	39.0
		Sometimes	1,492	11.3	2,352	14.8	3,844	13.2			Sometimes	4,990	3.0
		Often	227	1.7	361	2.3	588	2.0			Often	4,105	2.5
		Total	13,178	100.0	15,861	100.0	29,039	100.0			Total	164,960	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How often do you refer students to financial aid advising?	FUSEFAADV	N.A.	1,898	14.4	888	5.6	2,786	9.6	How often do you use financial aid advising at this college?	USEFAADV	Don't know/N.A.	28,025	17.0
		Rarely/Never	5,226	39.7	4,184	26.4	9,410	32.4			Rarely/Never	49,787	30.2
		Sometimes	4,603	35.0	7,417	46.7	12,020	41.4			Sometimes	53,859	32.6
		Often	1,440	10.9	3,380	21.3	4,820	16.6			Often	33,418	20.2
		Total	13,167	100.0	15,869	100.0	29,036	100.0			Total	165,088	100.0
How often do you refer students to computer labs?	FUSECOMLB	N.A.	1,153	8.7	753	4.7	1,906	6.6	How often do you use computer labs at this college?	USECOMLB	Don't know/N.A.	20,410	12.4
		Rarely/Never	3,156	23.9	3,068	19.3	6,224	21.4			Rarely/Never	42,561	25.8
		Sometimes	4,773	36.2	6,405	40.3	11,178	38.5			Sometimes	51,377	31.1
		Often	4,098	31.1	5,650	35.6	9,748	33.5			Often	50,788	30.8
		Total	13,180	100.0	15,876	100.0	29,056	100.0			Total	165,136	100.0
How often do you refer students to student organizations?	FUSESTORG	N.A.	1,887	14.4	880	5.6	2,767	9.5	How often do you use student organizations at this college?	USESTORG	Don't know/N.A.	56,601	34.5
		Rarely/Never	6,383	48.6	5,914	37.3	12,297	42.4			Rarely/Never	74,933	45.7
		Sometimes	3,922	29.9	6,718	42.4	10,640	36.7			Sometimes	22,083	13.5
		Often	934	7.1	2,339	14.8	3,273	11.3			Often	10,395	6.3
		Total	13,126	100.0	15,851	100.0	28,977	100.0			Total	164,012	100.0
How often do you refer students to transfer credit assistance?	FUSETRCRD	N.A.	2,333	17.8	1,268	8.0	3,601	12.4	How often do you use transfer credit assistance at this college?	USETRCRD	Don't know/N.A.	55,890	33.8
		Rarely/Never	6,134	46.7	5,723	36.2	11,857	41.0			Rarely/Never	63,643	38.5
		Sometimes	3,696	28.2	6,547	41.4	10,243	35.4			Sometimes	32,793	19.8
		Often	962	7.3	2,281	14.4	3,243	11.2			Often	12,957	7.8
		Total	13,125	100.0	15,819	100.0	28,944	100.0			Total	165,284	100.0
How often do you refer students to services to students with disabilities?	FUSEDISAB	N.A.	1,047	8.0	547	3.5	1,594	5.5	How often do you use services to students with disabilities at this college?	USEDISAB	Don't know/N.A.	90,437	54.6
		Rarely/Never	3,606	27.4	3,367	21.3	6,973	24.1			Rarely/Never	58,199	35.1
		Sometimes	6,132	46.6	8,572	54.2	14,704	50.8			Sometimes	8,998	5.4
		Often	2,361	18.0	3,338	21.1	5,699	19.7			Often	8,052	4.9
		Total	13,146	100.0	15,824	100.0	28,970	100.0			Total	165,686	100.0
How important do you believe academic advising/planning is to students at this college?	FIMPACAD	Not at all	95	0.7	111	0.7	206	0.7	How important is academic advising/planning to you at this college?	IMPACAD	Not at all	12,490	7.7
		Somewhat	1,831	13.9	1,933	12.2	3,764	13.0			Somewhat	40,091	24.8
		Very	11,244	85.4	13,834	87.1	25,078	86.3			Very	109,136	67.5
		Total	13,170	100.0	15,878	100.0	29,048	100.0			Total	161,717	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How important do you believe career counseling is to students at this college?	FIMPCACOU	Not at all	171	1.3	223	1.4	394	1.4	How important is career counseling to you at this college?	IMPCACOU	Not at all	29,796	18.6
		Somewhat	2,783	21.2	4,027	25.4	6,810	23.5			Somewhat	45,408	28.4
		Very	10,203	77.5	11,601	73.2	21,804	75.2			Very	84,617	52.9
		Total	13,157	100.0	15,851	100.0	29,008	100.0			Total	159,821	100.0
How important do you believe job placement assistance is to students at this college?	FIMPJOBPL	Not at all	263	2.0	464	2.9	727	2.5	How important is job placement assistance to you at this college?	IMPJOBPL	Not at all	47,987	30.3
		Somewhat	3,306	25.2	4,960	31.4	8,266	28.6			Somewhat	46,005	29.1
		Very	9,540	72.8	10,390	65.7	19,930	68.9			Very	64,165	40.6
		Total	13,109	100.0	15,814	100.0	28,923	100.0			Total	158,158	100.0
How important do you believe peer and other tutoring is to students at this college?	FIMPTUTOR	Not at all	203	1.5	182	1.2	385	1.3	How important is peer and other tutoring to you at this college?	IMPTUTOR	Not at all	37,494	23.7
		Somewhat	3,451	26.3	3,759	23.8	7,210	24.9			Somewhat	49,818	31.5
		Very	9,474	72.2	11,885	75.1	21,359	73.8			Very	70,799	44.8
		Total	13,128	100.0	15,826	100.0	28,954	100.0			Total	158,111	100.0
How important do you believe skills labs (writing, math, etc.) are to students at this college?	FIMPLAB	Not at all	191	1.5	206	1.3	397	1.4	How important are skills labs (writing, math, etc.) to you at this college?	IMPLAB	Not at all	32,926	20.9
		Somewhat	2,752	20.9	3,324	21.0	6,076	21.0			Somewhat	48,760	31.0
		Very	10,196	77.6	12,305	77.7	22,501	77.7			Very	75,756	48.1
		Total	13,139	100.0	15,835	100.0	28,974	100.0			Total	157,442	100.0
How important do you believe child care is to students at this college?	FIMPCHLD	Not at all	1,086	8.3	1,176	7.4	2,262	7.8	How important is child care to you at this college?	IMPCHLD	Not at all	82,185	52.3
		Somewhat	5,891	45.0	6,829	43.2	12,720	44.0			Somewhat	29,837	19.0
		Very	6,125	46.7	7,815	49.4	13,940	48.2			Very	45,002	28.7
		Total	13,102	100.0	15,820	100.0	28,922	100.0			Total	157,025	100.0
How important do you believe financial aid advising is to students at this college?	FIMPFAADV	Not at all	181	1.4	124	0.8	305	1.1	How important is financial aid advising to you at this college?	IMPFAADV	Not at all	25,641	16.2
		Somewhat	2,341	17.8	2,426	15.3	4,767	16.5			Somewhat	28,099	17.7
		Very	10,619	80.8	13,283	83.9	23,902	82.5			Very	104,578	66.1
		Total	13,141	100.0	15,833	100.0	28,974	100.0			Total	158,317	100.0
How important do you believe computer labs are to students at this college?	FIMPCOMLB	Not at all	184	1.4	206	1.3	390	1.3	How important are computer labs to you at this college?	IMPCOMLB	Not at all	22,729	14.3
		Somewhat	3,160	24.1	3,787	23.9	6,947	24.0			Somewhat	42,587	26.9
		Very	9,781	74.5	11,831	74.8	21,612	74.7			Very	93,079	58.8
		Total	13,125	100.0	15,824	100.0	28,949	100.0			Total	158,395	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How important do you believe student organizations are to students at this college?	FIMPSTORG	Not at all	1,053	8.0	1,062	6.7	2,115	7.3	How important are student organizations to you at this college?	IMPSTORG	Not at all	57,097	36.5
		Somewhat	7,095	54.2	8,523	53.9	15,618	54.0			Somewhat	56,373	36.0
		Very	4,951	37.8	6,223	39.4	11,174	38.7			Very	43,012	27.5
		Total	13,099	100.0	15,808	100.0	28,907	100.0			Total	156,483	100.0
How important do you believe transfer credit assistance is to students at this college?	FIMPTRCRD	Not at all	352	2.7	375	2.4	727	2.5	How important is transfer credit assistance to you at this college?	IMPTRCRD	Not at all	39,940	25.3
		Somewhat	4,111	31.4	5,031	31.9	9,142	31.7			Somewhat	35,654	22.6
		Very	8,634	65.9	10,379	65.8	19,013	65.8			Very	82,348	52.1
		Total	13,097	100.0	15,785	100.0	28,882	100.0			Total	157,942	100.0
How important do you believe services to students with disabilities are to students at this college?	FIMPDISAB	Not at all	222	1.7	198	1.3	420	1.5	How important are services to students with disabilities to you at this college?	IMPDISAB	Not at all	59,248	37.6
		Somewhat	3,193	24.5	3,972	25.2	7,165	24.9			Somewhat	24,693	15.7
		Very	9,634	73.8	11,574	73.5	21,208	73.7			Very	73,699	46.8
		Total	13,049	100.0	15,744	100.0	28,793	100.0			Total	157,640	100.0
How likely is it that working full-time would cause students to withdraw from class or from this college?	FWRKFULL	Not likely	353	2.7	283	1.8	636	2.2	How likely is it that working full-time would cause you to withdraw from class or from this college?	WRKFULL	Not likely	64,403	38.0
		Somewhat likely	2,460	18.7	2,347	14.8	4,807	16.6			Somewhat likely	36,818	21.7
		Likely	4,490	34.1	5,298	33.4	9,788	33.7			Likely	31,449	18.6
		Very likely	5,877	44.6	7,933	50.0	13,810	47.6			Very likely	36,628	21.6
		Total	13,180	100.0	15,861	100.0	29,041	100.0			Total	169,298	100.0
How likely is it that caring for dependents would cause students to withdraw from class or from this college?	FCAREDEP	Not likely	468	3.6	397	2.5	865	3.0	How likely is it that caring for dependents would cause you to withdraw from class or from this college?	CAREDEP	Not likely	81,299	48.2
		Somewhat likely	3,492	26.6	3,457	21.9	6,949	24.0			Somewhat likely	38,091	22.6
		Likely	4,988	38.0	6,050	38.2	11,038	38.1			Likely	27,842	16.5
		Very likely	4,178	31.8	5,914	37.4	10,092	34.9			Very likely	21,595	12.8
		Total	13,126	100.0	15,818	100.0	28,944	100.0			Total	168,828	100.0
How likely is it that being academically unprepared would cause students to withdraw from class or from this college?	FACADUNP	Not likely	419	3.2	279	1.8	698	2.4	How likely is it that being academically unprepared would cause you to withdraw from class or from this college?	ACADUNP	Not likely	93,447	55.5
		Somewhat likely	2,910	22.1	2,578	16.3	5,488	18.9			Somewhat likely	40,367	24.0
		Likely	4,635	35.3	5,360	33.9	9,995	34.5			Likely	21,447	12.7
		Very likely	5,180	39.4	7,617	48.1	12,797	44.2			Very likely	13,032	7.7
		Total	13,144	100.0	15,834	100.0	28,978	100.0			Total	168,294	100.0

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2015 Frequency Distributions - Student and Faculty Items

2015 *CCFSSE* Results (Faculty)									2015 *CCSSE* Results (Students)				
			Part-Time		Full-Time		All Faculty					All Students	
***CCFSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	***CCSSE* Item**	**Variable**	**Responses**	**Count**	**Percent**
How likely is it that lacking finances would cause students to withdraw from class or from this college?	FLACKFIN	Not likely	713	5.4	549	3.5	1,262	4.4	How likely is it that lack of finances would cause you to withdraw from class or from this college?	LACKFIN	Not likely	49,580	29.4
		Somewhat likely	3,352	25.6	3,103	19.7	6,455	22.3			Somewhat likely	38,515	22.8
		Likely	4,505	34.4	5,404	34.2	9,909	34.3			Likely	32,862	19.5
		Very likely	4,538	34.6	6,732	42.6	11,270	39.0			Very likely	47,722	28.3
		Total	13,108	100.0	15,788	100.0	28,896	100.0			Total	168,680	100.0
How likely is it that transferring to a 4-year college or university would cause students to withdraw from class or from this college?	FTRANSFER	Not likely	2,606	19.9	3,415	21.6	6,021	20.9	How likely is it that transferring to a 4-year college or university would cause you to withdraw from class or from this college?	TRANSFER	Not likely	57,024	33.8
		Somewhat likely	4,843	37.1	5,880	37.2	10,723	37.1			Somewhat likely	30,625	18.1
		Likely	3,737	28.6	4,313	27.3	8,050	27.9			Likely	30,642	18.1
		Very likely	1,883	14.4	2,191	13.9	4,074	14.1			Very likely	50,590	30.0
		Total	13,069	100.0	15,799	100.0	28,868	100.0			Total	168,881	100.0

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