Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) Report – Spring 2016

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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; x16965).

2 STATISTICS

During the spring 2016 semester, 80 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 2016 semester. Additionally, 98 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 2016 for Florida SouthWestern was 52.3 (Figure 1). This is a difference of +4.4% from the extra-large college score of 50.0. 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, 2016). For the full report from which this figure is cited, please see Appendix A.

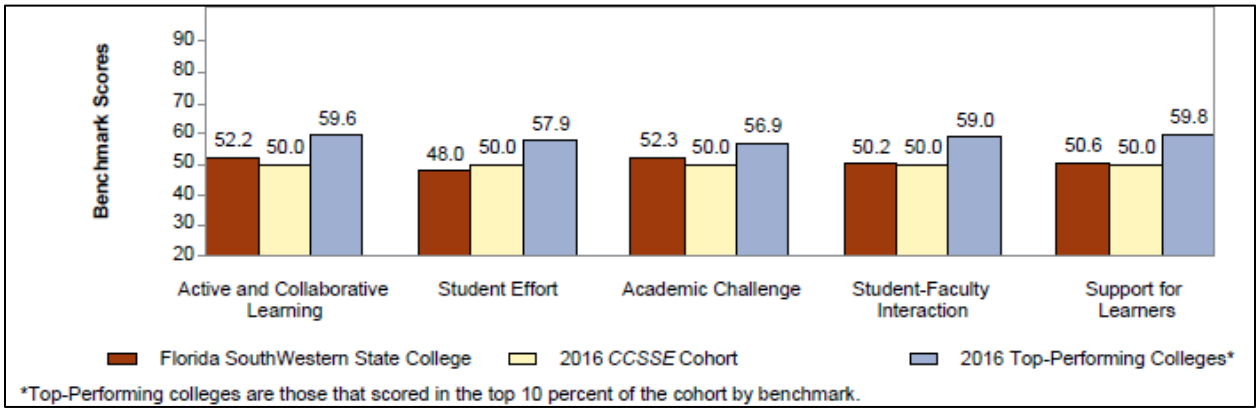

Figure 1. 2016 CCSSE benchmark scores including Florida SouthWestern's focus benchmark, Academic Challenge compared with similar colleges comprising the 2016 CCSSE Cohort and top-performing colleges of the 2016 CCSSE Cohort (CCSSE, 2016)

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 2016 for Florida SouthWestern was 50.2 (Figure 1). This is 5.0% above the extra-large college weighted score of 47.7.

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 Active and Collaborative Learning benchmark. The benchmark score for 2016 for Florida SouthWestern was 52.2 (Figure 1). This is 5.2% above the extra-large college weighted score of 49.5.

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.

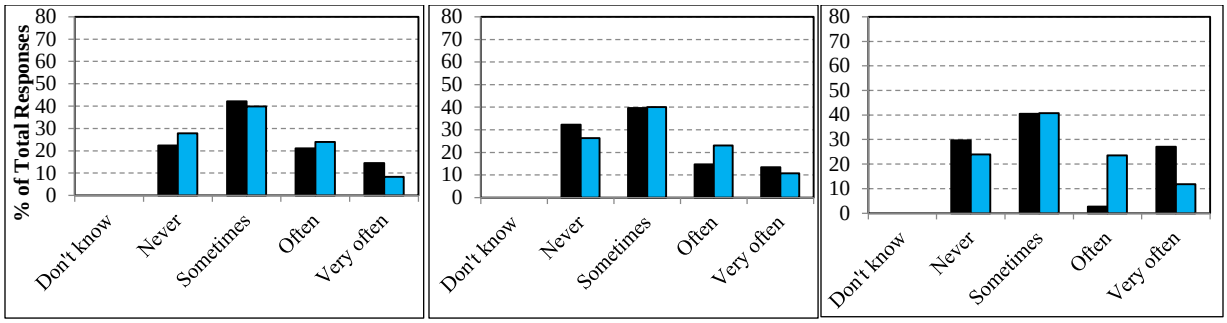

Figure 2. Faculty (black) Question: How often do students in your selected course section make a class presentation? Student (blue) Question: In your experiences at this college during the current school year, about how often have you made a class presentation? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

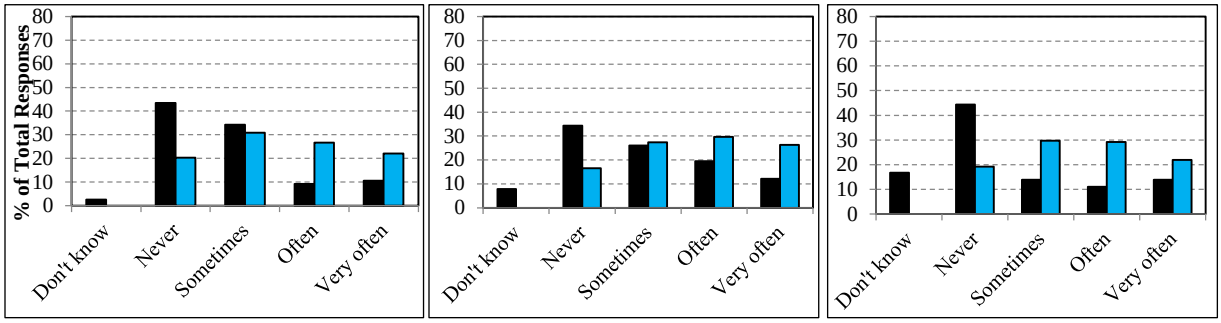

Figure 3. Faculty (black): How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in? Students (blue): In your experiences at this college during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in? (left – 2014 survey, middle – 2015 survey, right – 2016 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: 44%). By contrast, only 19% of students surveyed responded that they never complete two or more drafts. These results are similar to previous years in which 43% (2014) and 34% (2015) of faculty answered 'never', while 20% (2014) and 17% (2015) 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.

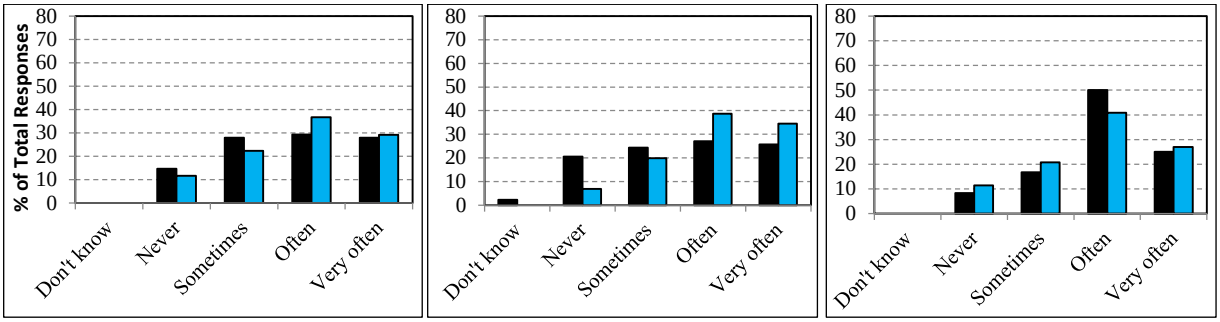

Figure 4. Faculty (black): How often do students in your selected course section work on a paper or project that requires integrating ideas or information from various sources? Students (blue): In your experiences at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources? (left – 2014 survey, middle – 2015 survey, right – 2016 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).

The results indicate faculty perceive unpreparedness at a much higher percentage than students report. Faculty response exhibits only 11% believe students never come to class unprepared. By comparison, 37% of students believe they never come to class unprepared. This is similar to results from previous years in which faculty response exhibits 7% in 2014 and 6% in 2015 compared with student response rates of 37% in 2014 and 36% in 2015 (Figure 5, left, middle).

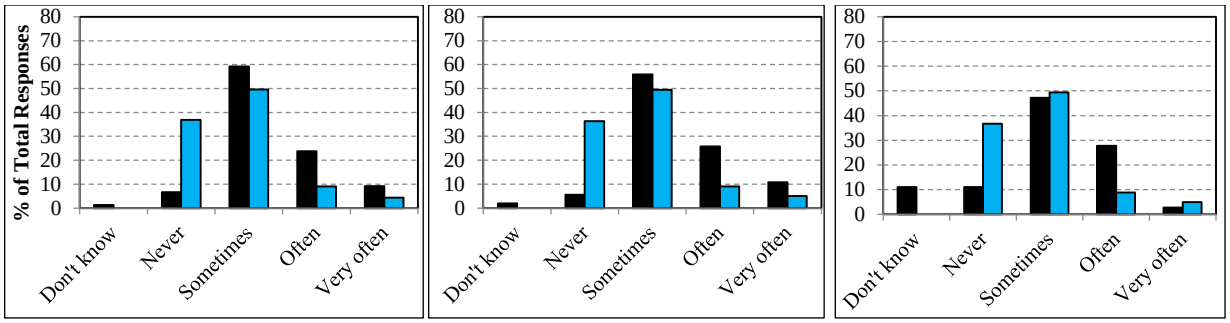

Figure 5. Faculty (black): How often do students in your selected course section come to class without completing readings or assignments? Student (blue): In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments. (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

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).

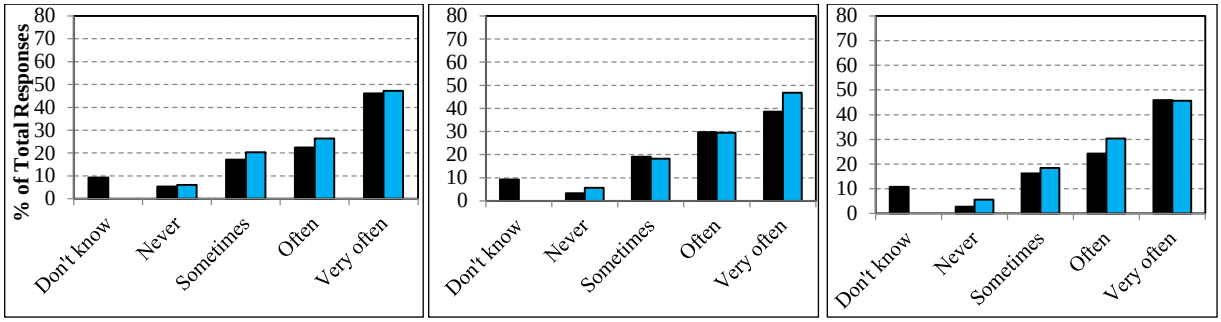

Figure 6. Faculty (black): How often do students in your selected course section use the internet or instant messaging to work on an assignment? Students (blue): In your experiences at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate that the perception of both faculty and students regarding use of internet for work is quite similar. In fact, across all three 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.

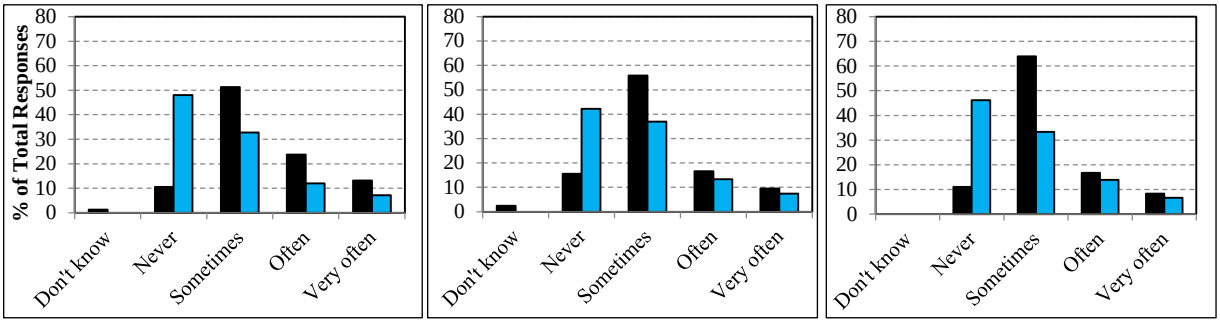

Figure 7. Faculty (black): How often do students in your selected course section discuss ideas from their readings or classes with you outside of class? Student (blue): In your experiences at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class? (left – 2014 survey, middle – 2015 survey, right – 2016 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 93%, 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, a common thread across all years in which the studies were conducted.

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 faculty and student should be one-to-one.

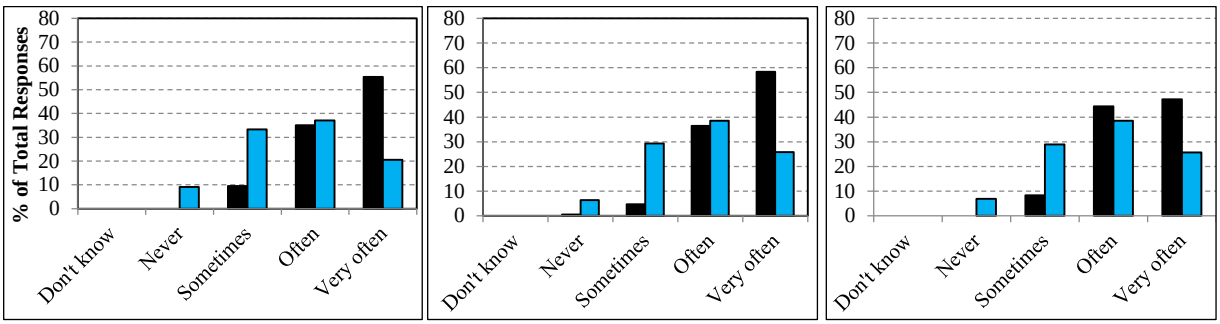

Figure 8. Faculty (black): How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance? Student (blue): In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate that most faculty feel they provide prompt feedback 'often' or 'very often' (92%). In contrast, only 64% 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 previous years. In 2015, 95% of faculty and 64% of students responded 'often' or 'very often'. In 2014 the results were 91% of faculty and 58% of students.

In February, 2015, the QEP assessment committee issued a "Did You Know" tip newsletter focused on the issue of prompt performance feedback. The newsletter highlighted the disparities noted in survey results and provided some suggestions for how to increase performance feedback and/or alter the methods of performance feedback. While the positive responses in 2016 faculty results ('often' and 'very often') do not appear to have changed, the type of positive response has changed. In both 2014 and 2015, faculty response of 'often' was 35% and 36%, respectively. Similarly, 'very often' response was 55% and 58%, respectively. In contrast, in 2016, 45% of faculty responded 'often', up 9-10% from previous years, and 47% responded 'very often', down 8-11% from previous years.

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 faculty and student should be one-to-one.

The results indicate a tendency for faculty to perceive their examinations as more challenging than the students do although this is less so than in previous years. 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 with the exception of level 3. Faculty responded 5 or higher 85% of the time, while students responded 5 or higher only 62% of the time. These results are consistent with 2014, where 79% of faculty responded 5 or higher and 66% responded similarly as well as 2015, where 87% of faculty responded 5 or higher and 66% responded similarly.

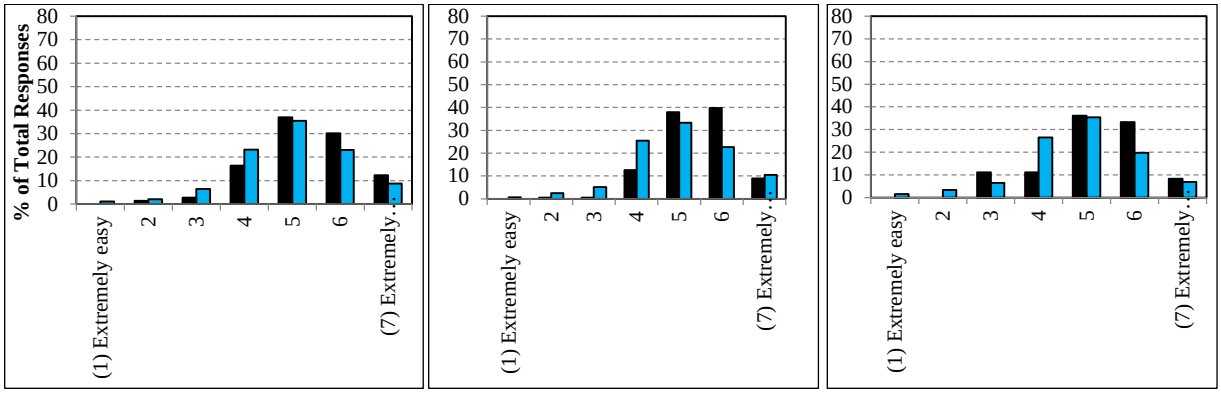

Figure 9. Faculty (black): Select the response that best represents the extent to which your examinations of student performance (e.g. exams, portfolio) challenge students to do their best work. Student (blue): Mark the response that best represents the extent to which your examinations during current school year have challenged you to do your best work at this college. (left – 2014 survey, middle – 2015 survey, 2016 – survey)

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.

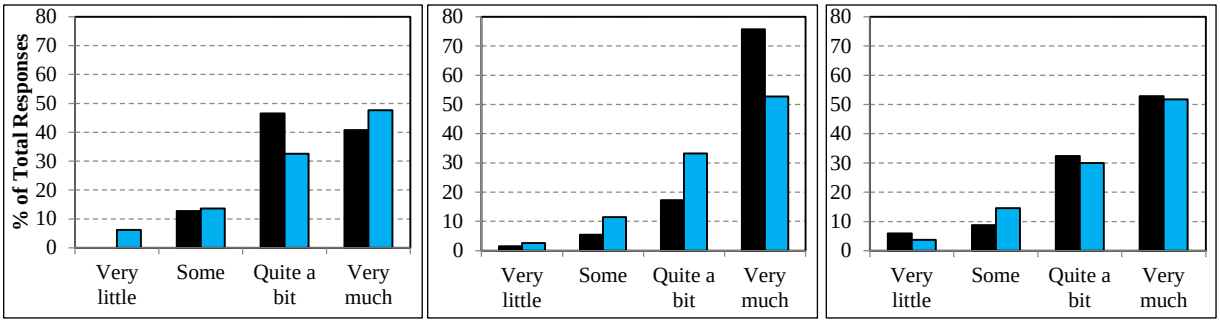

Figure 10. Faculty (black): How much does this college emphasize using computers in academic work? Student (blue): How much does this college emphasize using computers in academic work? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate faculty and students agree on the emphasis of computer usage in academics. This is in keeping with 2014 data, although it is counter to that of 2015 results, in which 76% of faculty responded 'very much' compared with students at 53%. However, while 2015 data seems in contrast with student perception, when taking both positive options, 'very much' and 'quite a bit', the two groups are quite similar (faculty - 97% 'very much' or 'quite a bit'; student - 86% 'very much' or 'quite a bit').

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.

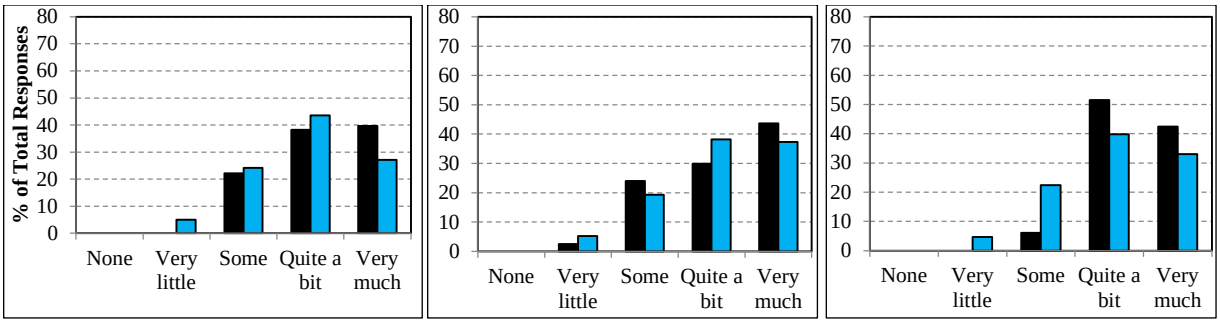

Figure 11. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate good agreement between faculty and students. Faculty surveyed responded 'quite a bit' or 'very much' 94% of the time. Students surveyed indicated the same categories 73% of the time. Results for students are similar to previous years, however, results for faculty are in stark contrast with previous years. In 2014, faculty responded 'quite a bit' or 'very much' 78% of the time, while in 2015, that result was 74% of the time. The 2016 results are an increase of 16% in over 2015 and 20% over 2014. In may be important to note that beginning in fall 2014 FSW embarked upon a new assessment plan for the General Education program. Results of that program were first disseminated in May 2015 and professional development opportunities in response to that program began in fall 2015.

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.

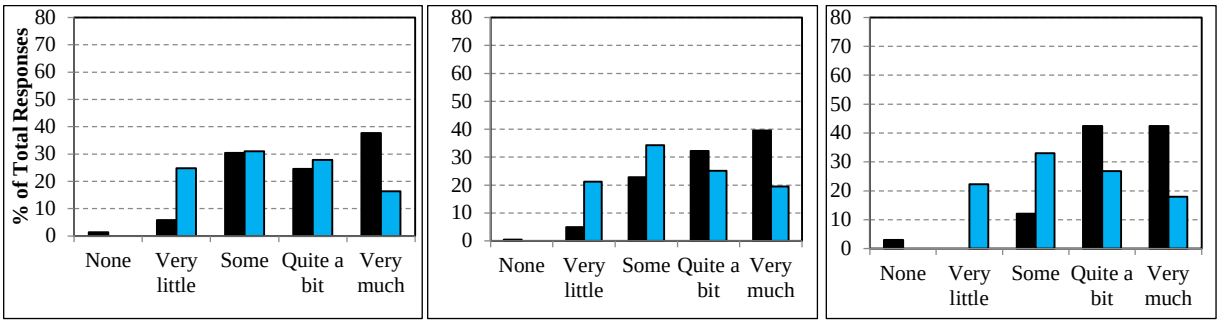

Figure 12. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results continue to indicate students surveyed do not feel as strongly that experiences in the classroom contribute to development in the workplace. Of faculty surveyed in 2016, 79% responded 'quite a bit' or 'very much'. In contrast, only 45% of students surveyed responded in the same categories.

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). Potential results of this evolution are already presenting themselves in other CCSSE survey responses.

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 outreach programs may most directly influence this statistic, 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.

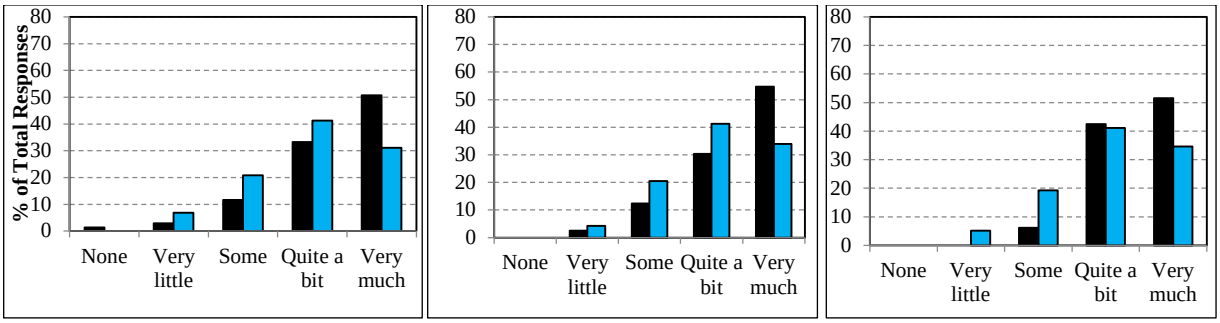

Figure 13. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in thinking critically and analytically? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in thinking critically and analytically? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 88% responded 'quite a bit' or 'very much'. By comparison, 76% of students surveyed responded with either 'quite a bit' or 'very much'. These results are similar to previous years where faculty responded 88% in 2014 and 90% in 2015 while students responded 73% in 2014 and 75% in 2015 (Figure 13, left and middle).

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.

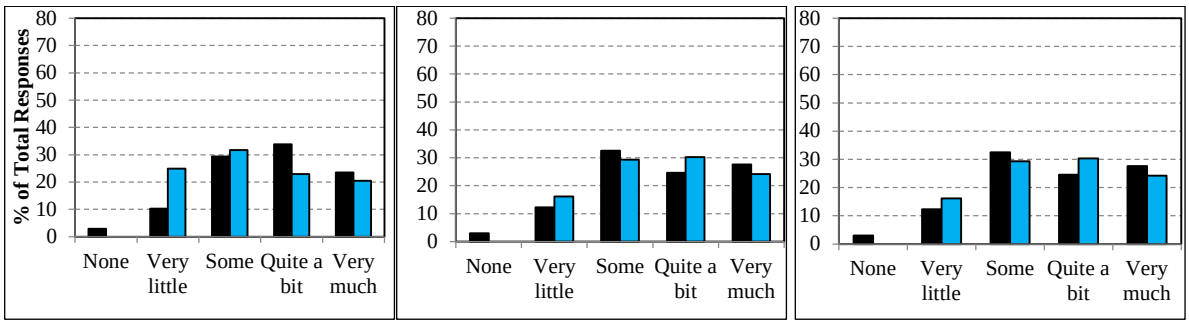

Figure 14. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate fairly good agreement between faculty and students. In 2016, 54% of faculty responded 'quite a bit' or 'very much' while 55% of students responded similarly. Over the course of the study very little change is measured.

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.

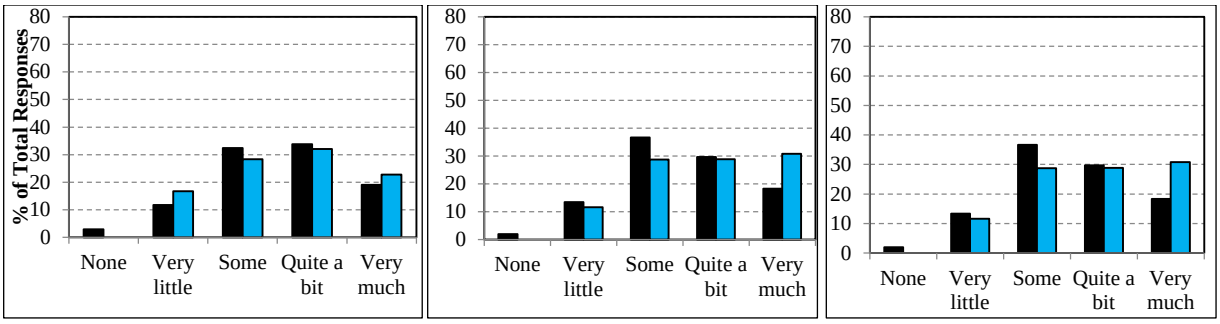

Figure 15. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing clearer career goals? Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in developing clearer career goals? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 87% responded with at least 'some' contribution. By comparison, 88% of students surveyed responded in the same categories. These results are similar to that of previous years. In 2014, 84% of faculty responded with at least 'some' contribution while 83% of students responded similarly. And in 2015, 85% of faculty responded with at least 'some' contribution while 88% of students responded similarly.

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.

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 77% responded with at least 'some' contribution. By comparison, 83% of students surveyed responded similarly. These results are similar to that of previous years. In 2014, 77% of faculty responded at least 'some' contribution while 79% of students responded similarly. In 2015, the results were even at 76%.

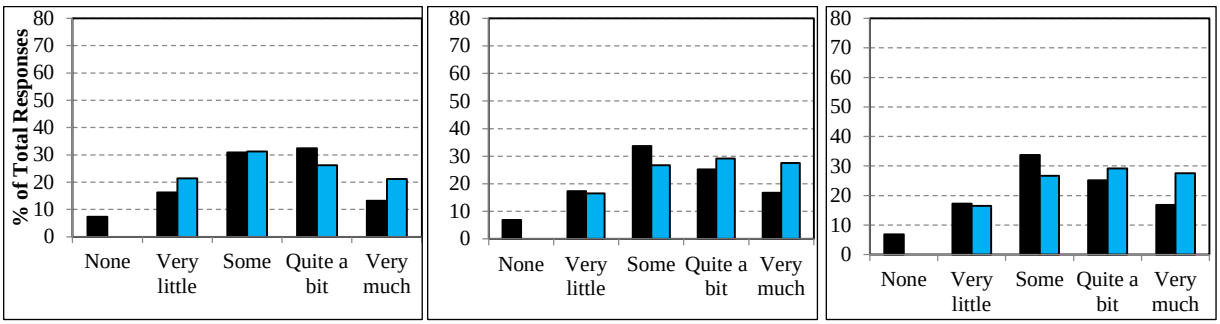

Figure 16. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities? Student (blue): How much has your experience at this college contributed to your knowledge,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

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.

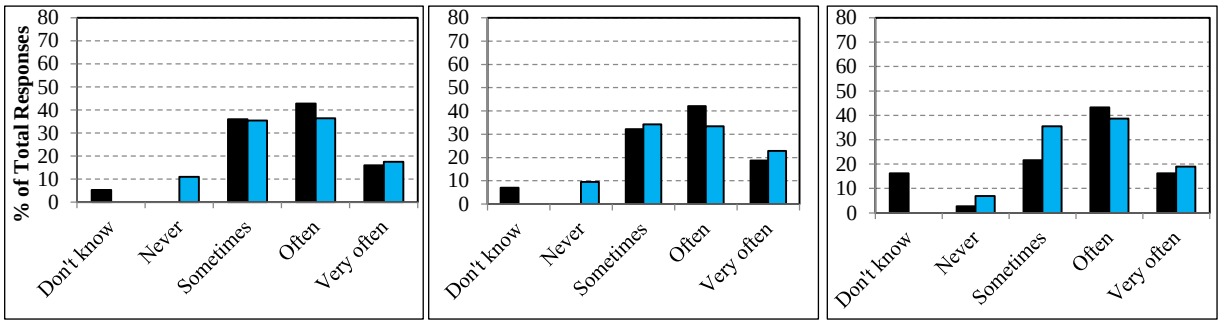

Figure 17. Faculty (black): How often do students in your selected course section work harder than they thought they could to meet your standards or expectations? Student (blue): In your experiences at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate that most faculty feel students work harder than they thought at some point (89% answered 'sometimes', 'often', or 'very often'). Students exhibit similar views (93%). These results are similar to that of 2014 (95% faculty / 89% students) and 2015 (93% faculty / 91% students) (Figure 17, left and middle). 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).

The results indicate that an overwhelming majority of faculty surveyed feel that students skip class at least 'sometimes' (82%). In contrast, only 43% of students surveyed answered that they skip class at least 'sometimes'. These results are similar to 2014 and 2015. In 2014, 87% of faculty responded at least 'sometimes' and 44% of students responded similarly. In 2015, 86% of faculty responded at least 'sometimes' and 51% of students responded similarly.

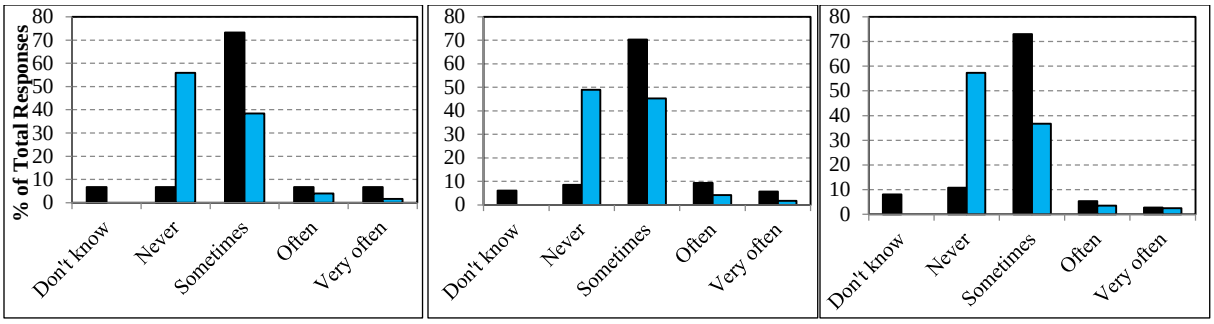

Figure 18. Faculty (black): How often do students in your selected course section skip class? Student (blue): In your experiences at this college during the current school year, about how often have you skipped class? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

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).

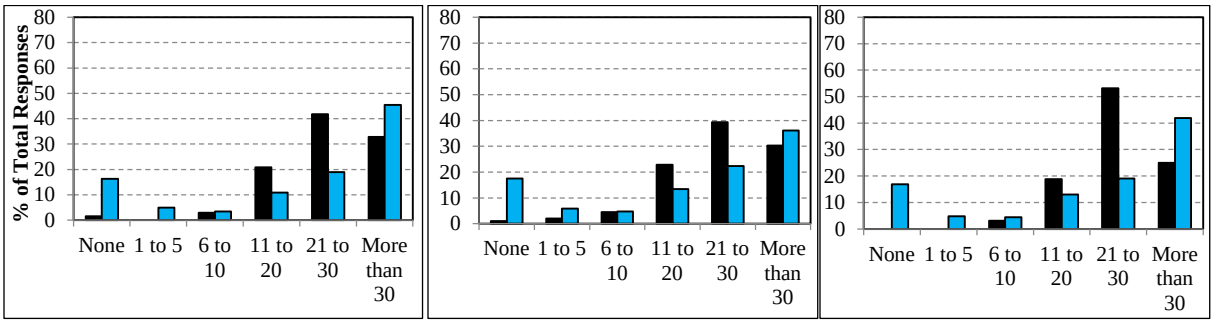

Figure 19. Faculty (black): About how many hours do you think full- and part-time students at this college spend in a typical 7-day week working for pay? Student (blue): About how many hours do you spend in a typical 7-day week working for pay? (left – 2014 survey, middle – 2015 survey, right – 2016 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, 59% 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' as well as 2015, where 54% 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 that has persisted since 2014. Faculty responded to the survey with 'some' or 'very little' 58% of the time. In contrast, 29% of students answered similarly. In 2014, 69% of faculty responded 'some' or 'very little' while 35% of students responded similarly. In 2015, 64% of faculty responded 'some' or 'very little' while 31% of students responded similarly. Faculty responding 'some' or 'very little' has decreased somewhat since the previous two years (69% in 2014 down consistently to 58% in 2016).

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. Regardless of the possibilities, there has been a steady decrease since 2014. In part, this may be due to an increased awareness among faculty as a result of teaching and learning opportunities presented to faculty in response to the 2014 results. A workshop presented in February 2015 aimed at targeting as well as outreach newsletters highlighting these results have been circulated over the same course of time.

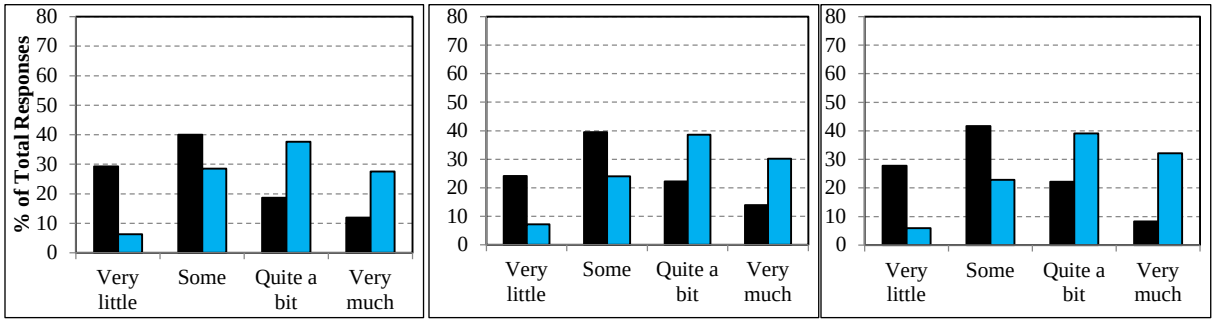

Figure 20. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form? Student (blue): During the current school year, how much has your coursework 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, middle – 2015 survey, right – 2016 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.

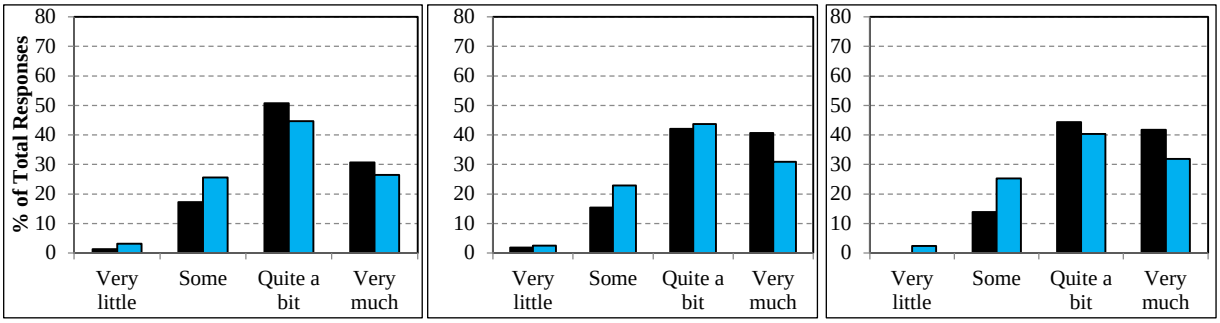

Figure 21. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory? Student (blue): During the current school year, how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate fairly good agreement between faculty and student and has been for all three years of the study. 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.

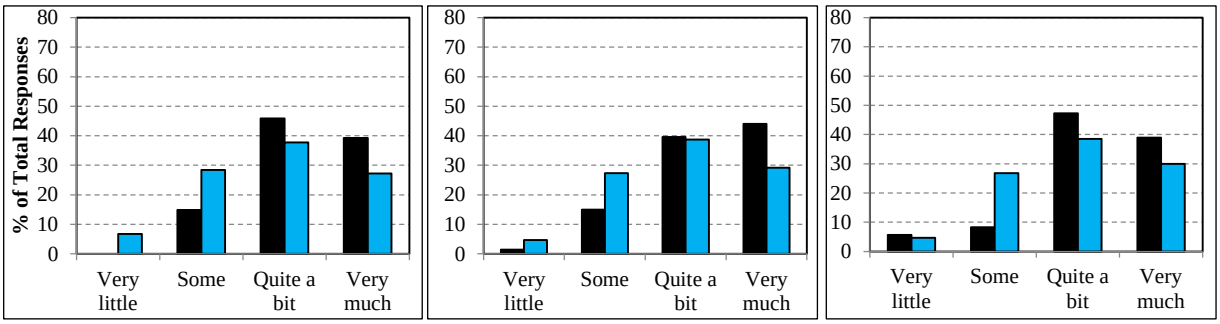

Figure 22. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways? Student (blue): During the current school year, how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate moderate agreement between faculty and student. Surveyed faculty response exhibits 88% of survey takers feel synthesis occurs 'quite a bit' or 'very much'. In contrast, only 68% of students surveyed feel this is the case. These results are similar to 2014 in which surveyed faculty response exhibited 83% of survey takers feel synthesis occurs 'quite a bit' or 'very much' and only 65% of students surveyed agreed. Similarly, in 2015, 84% of faculty response exhibited 83.1% of survey takers feel synthesis occurs 'quite a bit' or 'very much' and only 68% of students surveyed agreed (Figure 22, left and middle).

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.

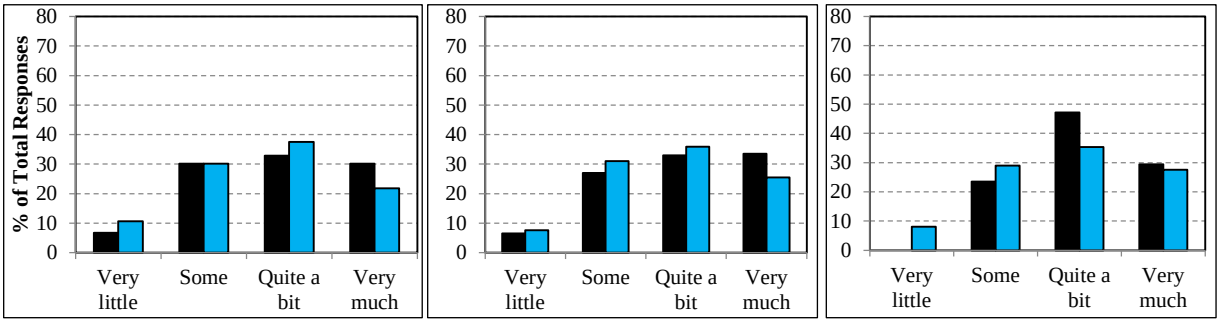

Figure 23. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods? Student (blue): During the current school year, how much has your coursework at this college emphasized making judgments about the value or soundness of information, arguments, or methods? (left – 2014 survey, middle – 2015 survey, right – 2016 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. While there is a substantial portion of faculty that now respond 'quite a bit' compared with previous years, the distinction between 'quite a bit' and 'very much' can often be cumbersome and when these two categories are combined little change exists from year to year. 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).

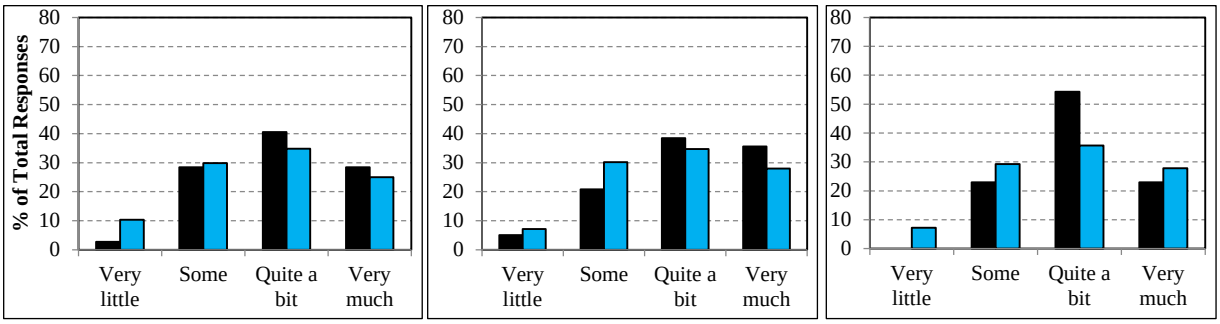

Figure 24. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations? Student (blue): During the current school year, how much has your coursework at this college emphasized applying theories or concepts to practical problems or in new situations? (left – 2014 survey, middle – 2015 survey, right – 2016 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.

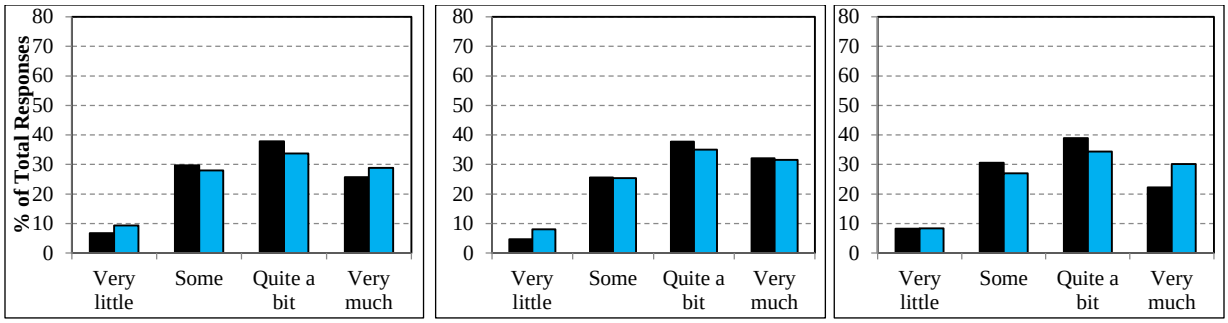

Figure 25. Faculty (black): During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill? Student (blue): During the current school year, how much has your coursework at this college emphasized using information you have read or heard to perform a new skill? (left – 2014 survey, middle – 2015 survey, right – 2016 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.

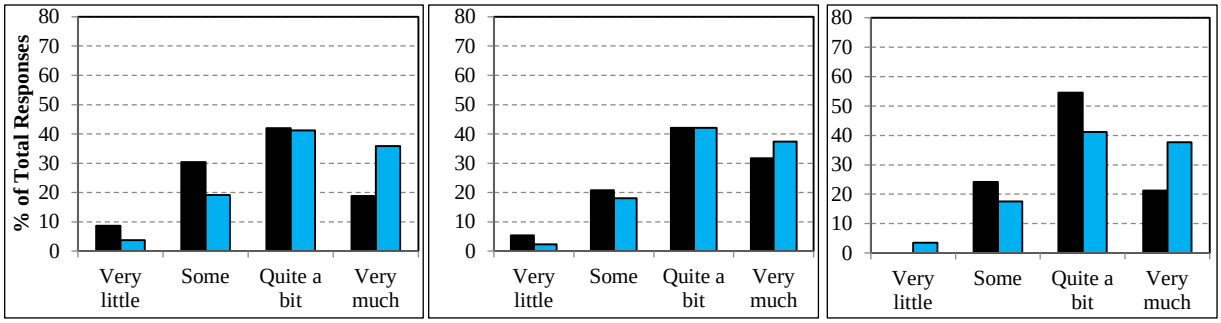

Figure 26. Faculty (black): How much does this college emphasize encouraging students to spend significant amounts of time studying? Student (blue): How much does this college emphasize encouraging you to spend significant amounts of time studying? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate fairly good agreement between faculty and student. While there is a substantial portion of faculty that now respond 'quite a bit' compared with previous years, the distinction between 'quite a bit' and 'very much' can often be cumbersome and when these two categories are combined little change exists from year to year.

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.

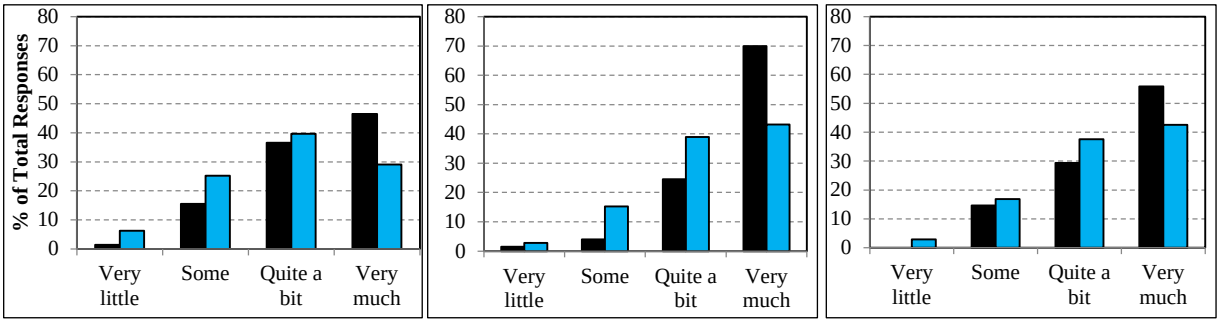

Figure 27/ Faculty (black): How much does this college emphasize providing students the support they need to help them to succeed at this college? Student (blue): How much does this college emphasize providing the support you need to help you succeed at this college? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate faculty feel very strongly that there are support pathways in place for students. Of the faculty surveyed, 73% answered 'very much' or 'quite a bit' when asked if there is emphasis on providing students the support they need and students surveyed answered 'very much' or 'quite a bit' 80% of the time. Overall, however, there is good 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.

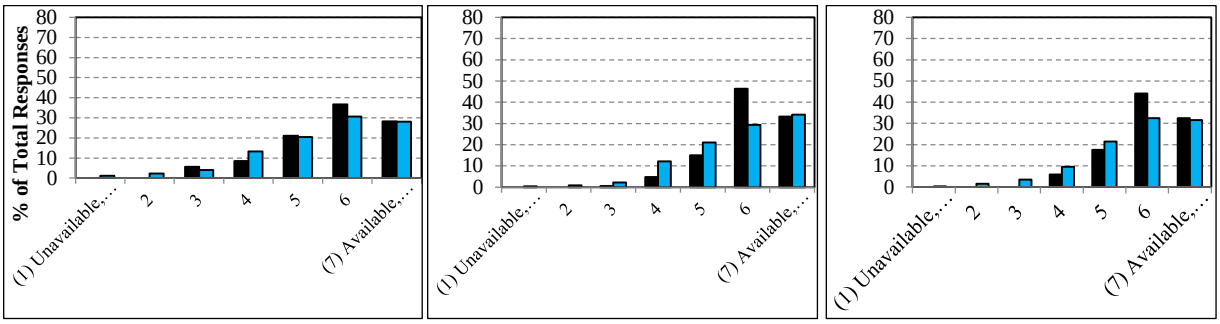

Figure 28. Faculty (black): Select the response that best represents the quality of student relationships with instructors. Student (blue): Mark the number that best represents the quality of your relationships with instructors at this college. (left – 2014 survey, middle – 2015 survey, right – 2016 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.

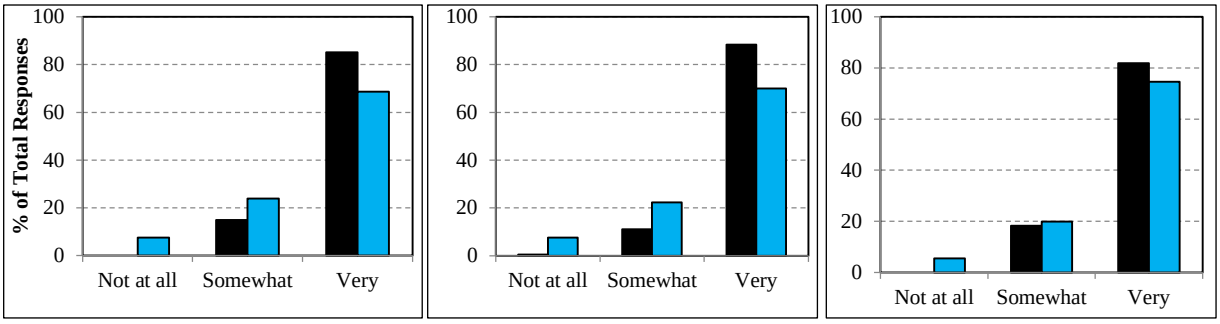

Figure 29. Faculty (black): How important do you believe academic advising/planning is to students at this college? Students (blue): How important is academic advising/planning to you at this college? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 82% responded that academic advising/planning is 'very' important. By comparison, 75% of students surveyed responded in the same categories. Of the students surveyed, 6% responded 'Not at all'. These results are similar to that of 2014 in which 85% of faculty and 69% of students responded 'very' important (Figure 29, left) as well as 2015 in which 88% of faculty and 70% of students responded 'very' important (Figure 29, middle).

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, 97% responded that career counseling is 'somewhat' or 'very' important. By comparison, 79% of students surveyed responded in the same categories. Of the students surveyed, 21% 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) as well as 2015 in which 99% of faculty and 80% of students responded 'somewhat' or 'very' important (Figure 30, middle).

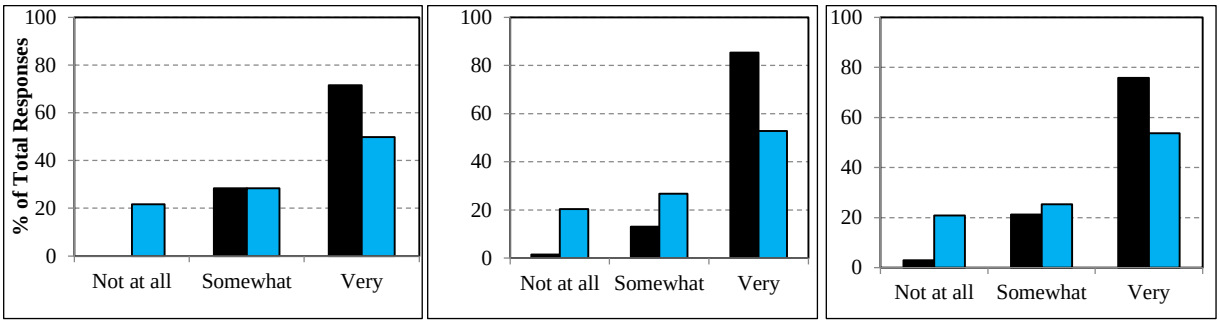

Figure 30. Faculty (black): How important do you believe career counseling is to students at this college? Student (blue): How important is career counseling to you at this college? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

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.

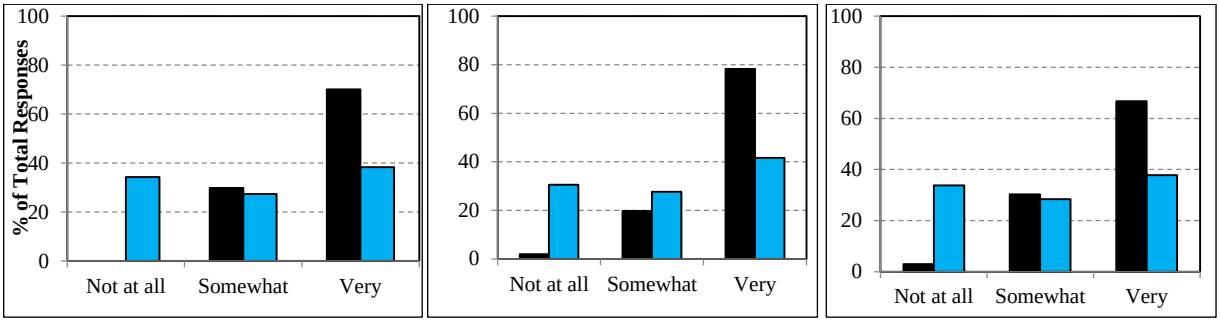

Figure 31. Faculty (black): How important do you believe job placement assistance is to students at this college? Student (blue): How important is job placement assistance to you at this college? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

The results indicate moderate to low agreement between faculty and students. Of faculty surveyed, 97% responded that career counseling is 'somewhat' or 'very' important. By comparison, 66% of students surveyed responded in the same categories. Of the students surveyed, 34% 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) as well as 2015 in which 98% of faculty and 69% of students responded 'somewhat' or 'very' important (Figure 31, middle).

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 might answer 'not likely' or guess based on what they think they'd do if they had a job 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.

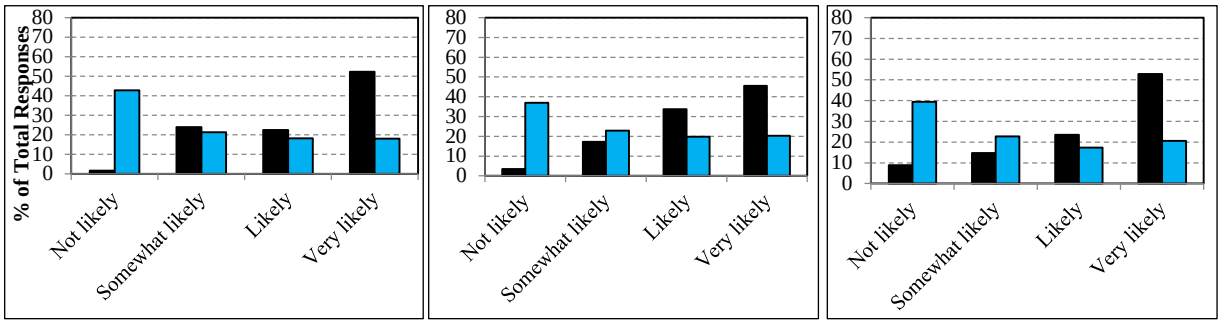

Figure 32. Faculty (black): How likely is it that working full-time would cause students to withdraw from class or from this college? Student (blue): How likely is it that working full-time would cause you to withdraw from class or from this college? (left – 2014 survey, middle – 2015 survey, right – 2016 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 might answer 'not likely' or guess based on what they think they'd do if they had a job 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.

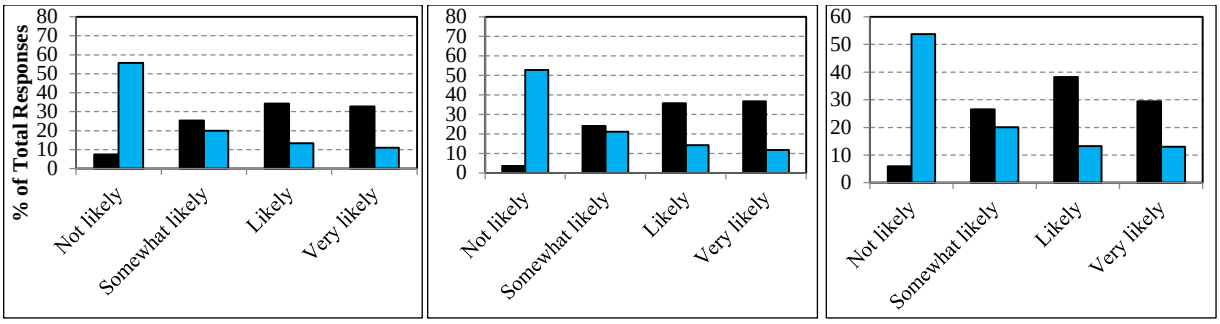

Figure 33. How likely is it that caring for dependents would cause students to withdraw from class or from this college? Student (blue): How likely is it that caring for dependents would cause you to withdraw from class or from this college? (left – 2014 survey, middle – 2015 survey, right – 2016 survey)

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.

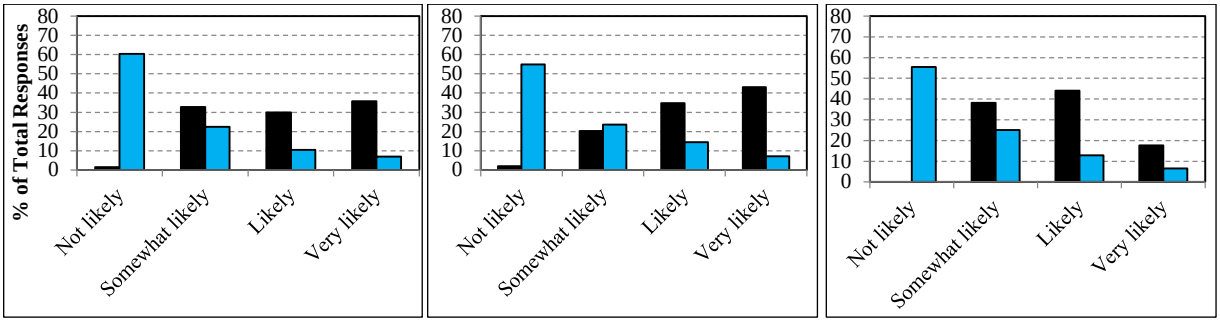

Figure 34. Faculty (black): How likely is it that being academically unprepared would cause students to withdraw from class or from this college? Student (blue): How likely is it that being academically unprepared would cause you to withdraw from class or from this college? (left – 2014 survey, middle – 2015 survey, right – 2016 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 might answer 'not likely' or guess based on what they think they'd do if they had a job 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, 56% responded 'not likely' when asked if lack of preparation would cause them to have to withdraw from the college. In contrast, 0% of faculty surveyed responded 'not likely'. These results are similar to those of

2014 in which 60% of faculty and only 2% of students responded 'not likely' as well as 2015 in which 55% of faculty and 2% 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 met. The benchmark weighted score for extra-large colleges was 52.3. This is a difference of +4.4% from the extra-large college score of 50.0. FSW's goal of 3% above 'extra-large college' weighted scores in the Student-Faculty Interactions benchmark was met. The benchmark score for 2016 for Florida SouthWestern was 50.2. This is 5.0% above the extra-large college weighted score of 47.7. FSW's goal of 3% above 'extra-large college' weighted scores in the Active and Collaborative Learning benchmark was met. The benchmark score for 2016 for Florida SouthWestern was 52.2. This is 5.2% 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' 44% of the time. By contrast, only 19% 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 11% believe students never come to class unprepared. By comparison, 37% 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 64% of students stated they were provided prompt feedback 'often' or 'very often' while 92% of faculty stated the same. Faculty response of 'often' increased while 'very often' decreased. This change from consistency in the previous two years may be in response to outreach programs highlighting this area over the past academic year.
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 85% of the time, while students responded 5 or higher only 62% 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 45% of students surveyed responded 'quite a bit' or 'very much'. Faculty surveyed, however, responded 79% 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 overwhelming majority of faculty surveyed feel that students skip class at least 'sometimes' (82%). This is in sharp contrast to the 43% of students surveyed answered that they skip class at least 'sometimes'. 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. Of students surveyed, 59% of responses were either 'none' or 'more than 30'

hours. 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, faculty responded to the survey with 'some' or 'very little' 58% of the time. In contrast, 29% of students answered similarly. In 2014, 69% of faculty responded 'some' or 'very little' while 35% of students responded similarly. In 2015, 64% of faculty responded 'some' or 'very little' while 31% of students responded similarly. Faculty responding 'some' or 'very little' has decreased somewhat since the previous two years (69% in 2014 down consistently to 58% in 2016). In part, this may be due to an increased awareness among faculty as a result of teaching and learning opportunities presented to faculty in response to the 2014 results. A workshop presented in February 2015 aimed at targeting as well as outreach newsletters highlighting these results have been circulated over the same course of time.

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