Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) Report – Spring 2014

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1 INTRODUCTION

Florida SouthWestern State College's Quality Enhancement Plan (QEP) initiated in 2012 calls for faculty 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, Coordinator of Academic Assessment, Academic Affairs (joseph.vangaalen@fsw.edu; x6965).

2 STATISTICS

During the Spring 2014 semester, 86 sections across the Charlotte, Collier, and Thomas Edison (Lee) campuses, as well as the Hendry-Glades center, were administered the CCSSE and CCFSSE surveys. These courses were randomly sampled to participate in the survey from the college's entry level course offerings and account for 7.1% of all course sections offered during the Spring 2014 semester.

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 2014 for Florida SouthWestern was 50.2 (Figure 1). This is an increase of 0.4% from the extra-large college score of 50.0 (Florida SouthWestern, 2013) and shown in Figure 1. It should be noted that the extra-large college cohort is indicated as the 2014 CCSSE Cohort in Figure 1 and is defined as a three-year cohort (2012-2014). Additional benchmarks of effective educational practice as defined by the Center

for Community College Student Engagement are included in Figure 1 (CCSSE, 2014). For the full report from which this figure is cited, please see Appendix A.

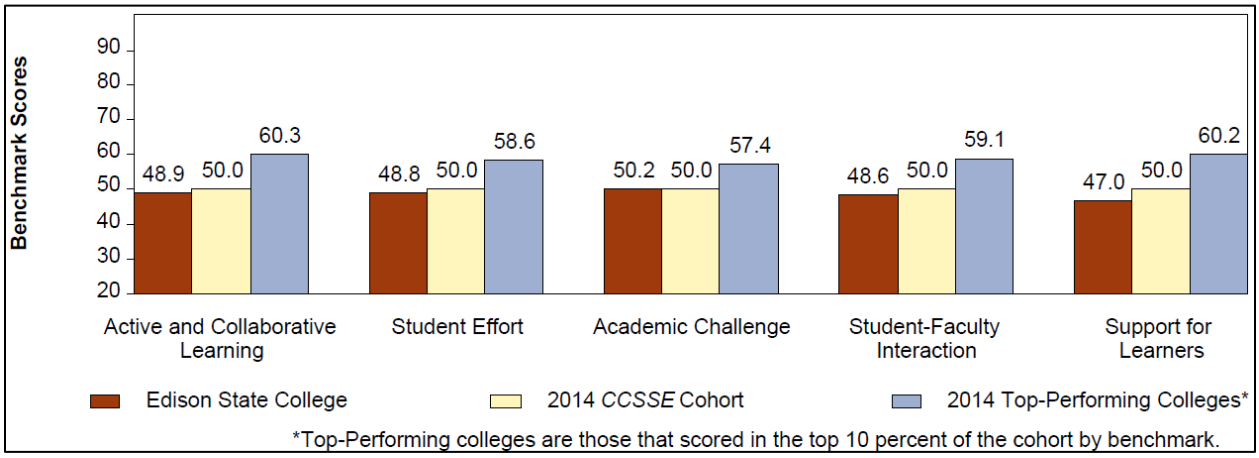


Figure 1. 2014 CCSSE benchmark scores including Florida SouthWestern's focus benchmark, Academic Challenge compared with similar colleges comprising the 2014 CCSSE Cohort and top-performing colleges of the 2014 CCSSE Cohort (CCSSE, 2014)

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 a 3 above the 'extra-large college' weighted scores in the Student-Faculty Interactions benchmark. The benchmark score for 2014 for Florida SouthWestern was 48.6 (Figure 1). This is 0.8% above the extra-large college weighted score of 48.2% (Florida SouthWestern, 2013). And again the 2014 CCSSE Cohort represented in Figure 1 differs from the score reported here as this benchmark is a subset as defined by Florida SouthWestern.

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 48.9% (Figure 1). This is 1.2% below the extra-large college weighted score of 49.5% (Florida SouthWestern, 2013). And again, the 2014 CCSSE Cohort represented in Figure 1 differs from the score reported here as this benchmark is a subset as defined by Florida SouthWestern.

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 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.

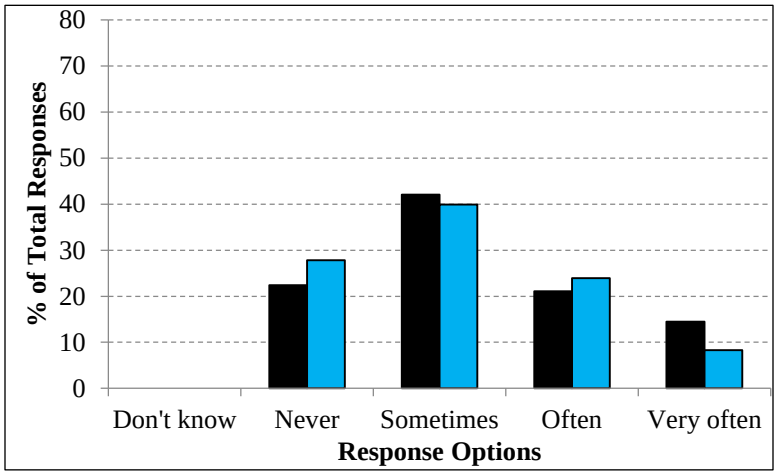


Figure 2.

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?

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: 43.4%). By contrast, only 20.3% of students surveyed responded that they never complete two or more drafts.

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?

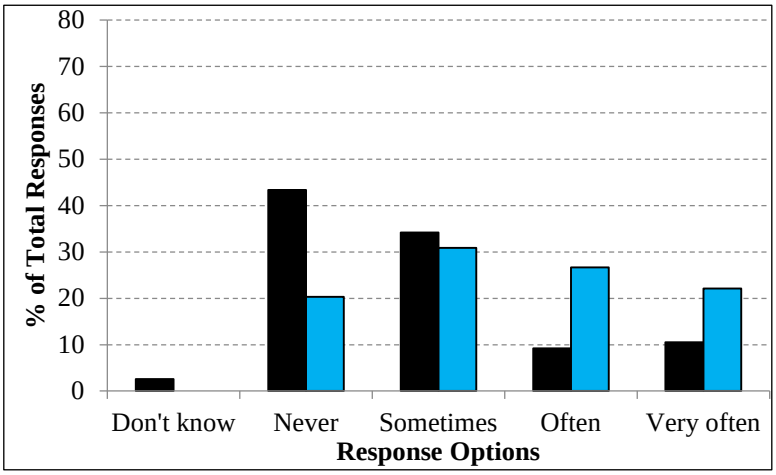
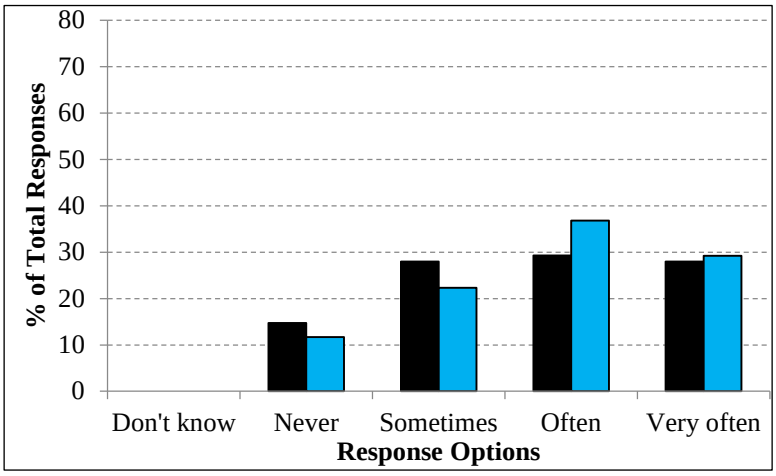


Figure 4, CCFSSE code: FINTEGRAT, CCSSE code: INTEGRAT, focuses on assessments that require integration of various sources. From the phrasing of the faculty question "How often do students… …work on a paper that requires integrating ideas or information from various sources?" the interpretation of the 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?



Since the surveyed faculty do not 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).

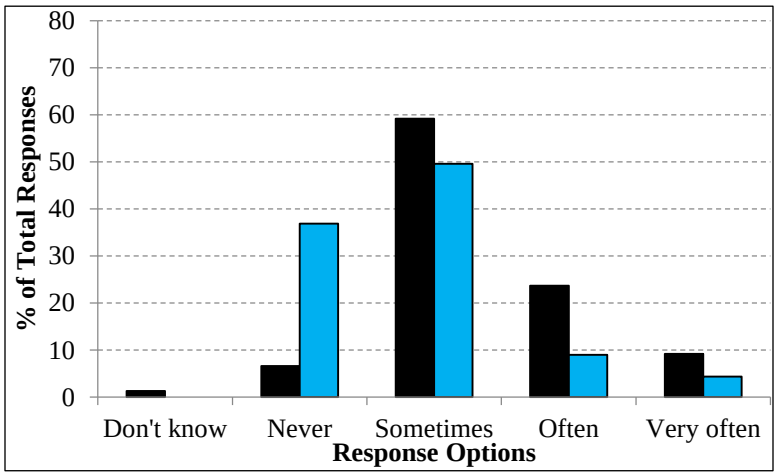


Figure 5.

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.

The results indicate faculty perceive unpreparedness at a much higher percentage than students report. Faculty response exhibits 6.6% of the time (or 6.6% of the students surveyed) never come to class unprepared. By comparison, 36.9% of students responded that they never come to class unprepared.

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).

The results indicate that of those faculty who did not abstain from answering the survey with an applicable response, 13.2% say students never use the internet for assignments. In contrast, students answered 'never' 35.5% of the time. It is reasonable to assume the 18.4% of faculty that abstained from answering the survey question would not alter results significantly (Armstrong and Overton, 1977).

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?

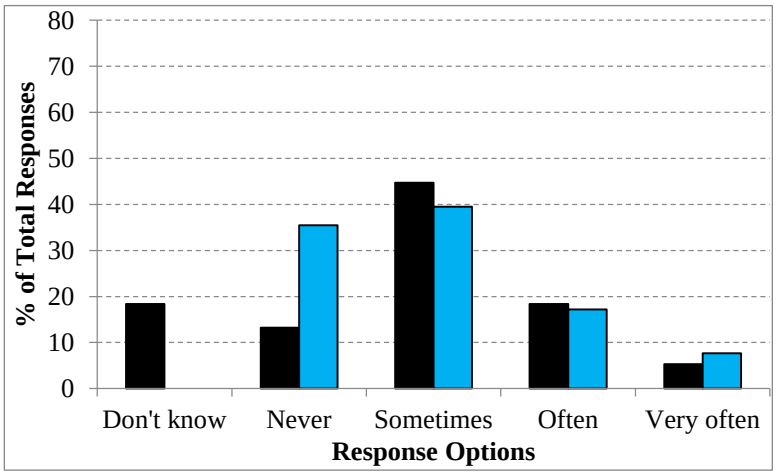


Figure 7, CCFSSE code: FFACIDEAS, CCSSE code: FACIDEAS, focuses on the extent to which students discuss class ideas outside of the classroom with faculty. From the phrasing of the faculty question "How often do students… …discuss ideas from their readings or classes with you outside of class?" the interpretation 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.

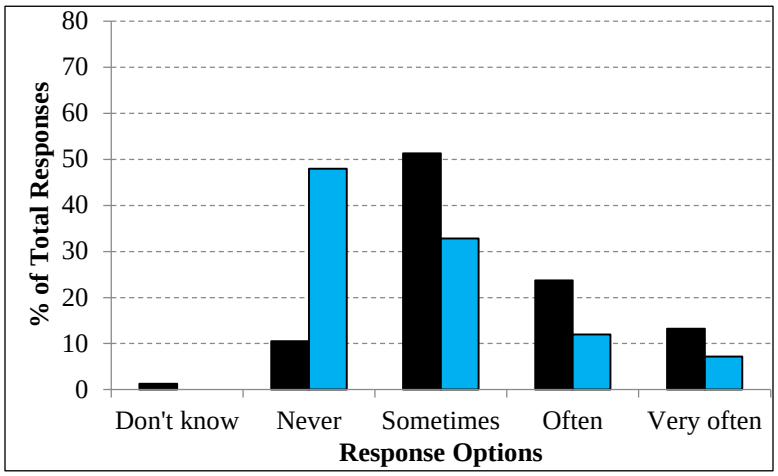


Figure 7.

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?

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, 48% of students do not take advantage of the opportunity.

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.

The results indicate that most faculty feel they provide prompt feedback often or very often (90.5%). In contrast, only 57.6% 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).

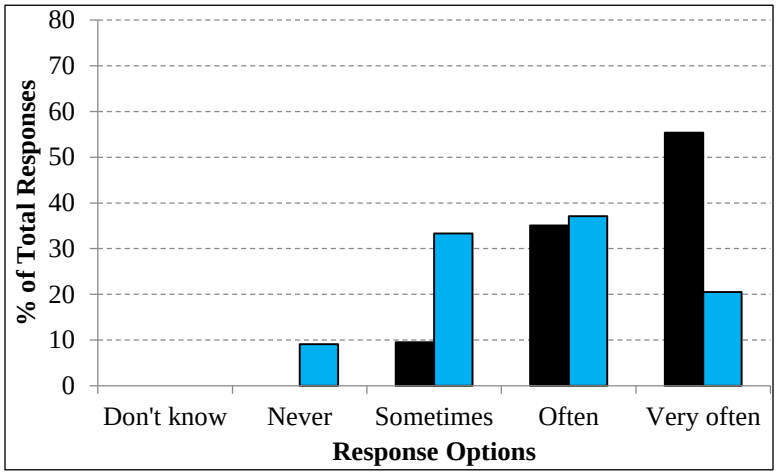


Figure 8.

Faculty (black): How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance?

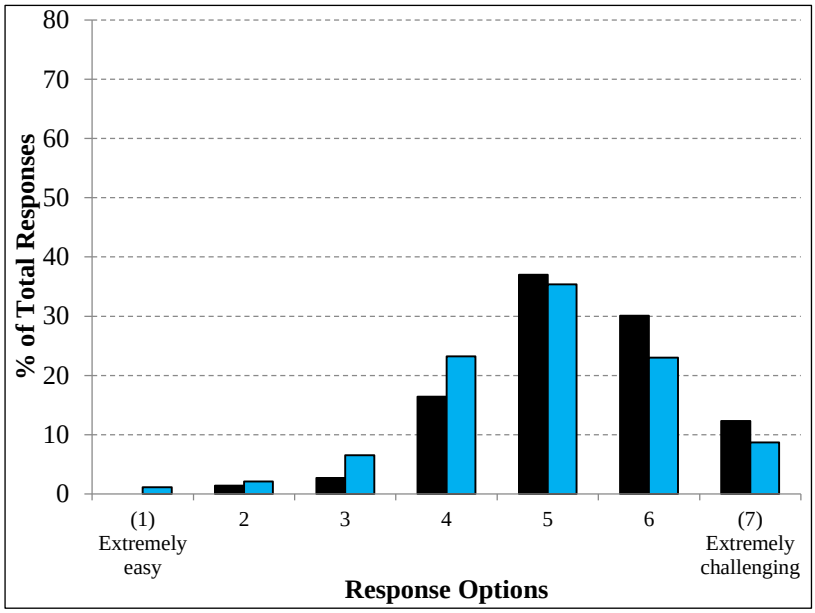
Student (blue): In your experiences at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance?

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.



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 79.4% of the time, while students responded 5 or higher only 66.1% of the time. It follows then that 33.9% of students responded 4 or lower compared with 20.6% of faculty.

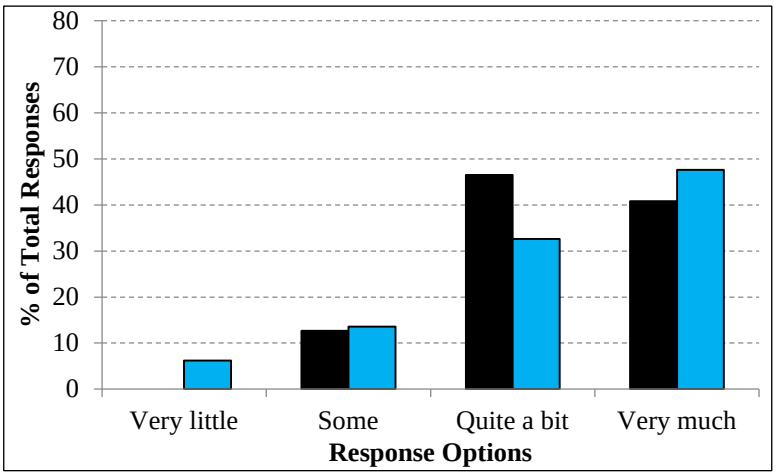
This disparity may be a result of A) faculty are not familiar enough with student capability to properly estimate assessment difficulty, a problem identified by Gulacar and Bowman (2014), B) students are not sufficiently aware of their academic limits to appropriately judge, C) students perception is 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?



The results indicate moderate agreement between faculty and students. Faculty responded 'quite a bit' or 'very much' 87.3% of the time. By comparison, students surveyed responded in those same categories 80.2% of the time.

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.

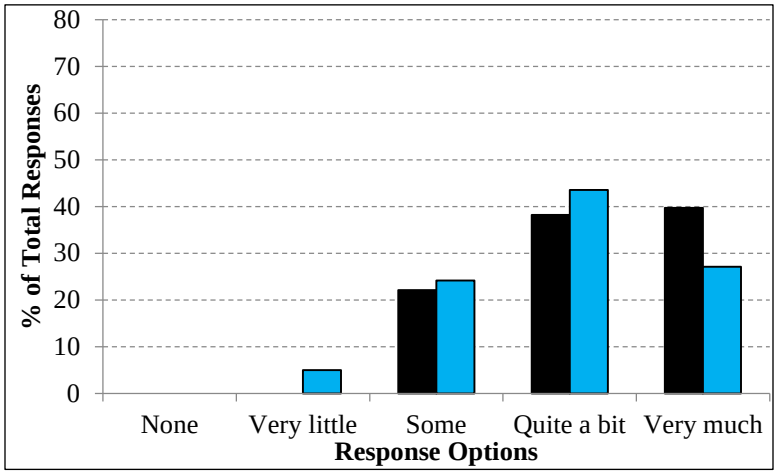


Figure 11.

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?

The results indicate good agreement between faculty and students. Faculty surveyed responded 'quite a bit' or 'very much' 79.9% of the time. Students surveyed indicated the same categories 70.7% of the time. A small percentage of students surveyed (5.0%) felt that there was very little content that develop a general education.

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, 62.3% responded 'quite a bit' or 'very much'. In contrast, only 44.2% of students surveyed responded in the same categories.

The causes of 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.

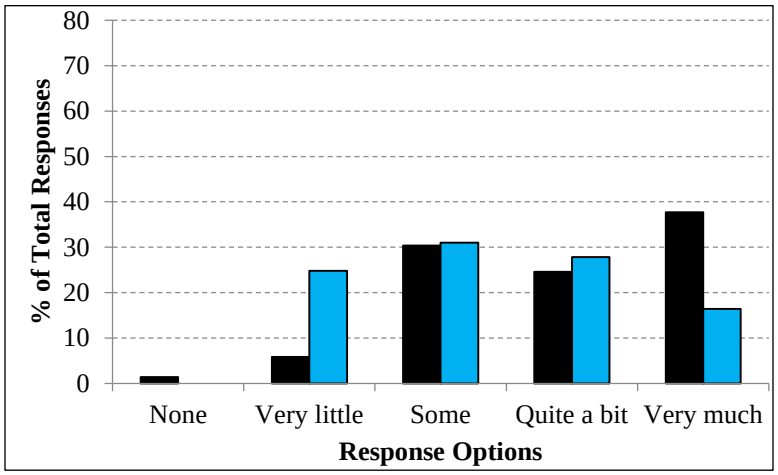


Figure 12.

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?

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.

The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 84.0% responded 'quite a bit' or 'very much'. By comparison, 72.6% of students surveyed responded in the same categories.

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?

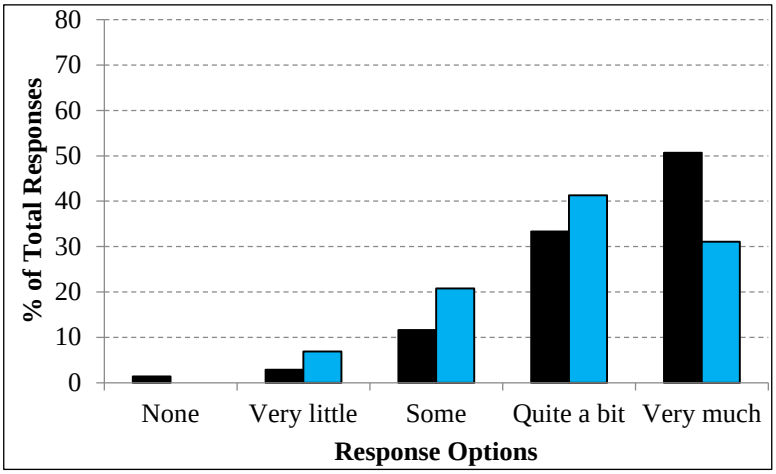


Figure 14, CCFSSE code: FGNDIVERS, CCSSE code: GNDIVERS, focuses on acquisition of skills for understanding diversity. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in understanding

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.

The results indicate moderate agreement between faculty and students. Of faculty surveyed, 63.2% responded 'some' or 'quite a bit'. By comparison, 54.6% of students surveyed responded in the same categories. There is a slight difference on the low end of the spectra. Of faculty survey takers, 86.8% said at least some knowledge towards understanding diversity was experienced. For student survey takers, however, survey takers who responded with at least some knowledge is only 75.1%.

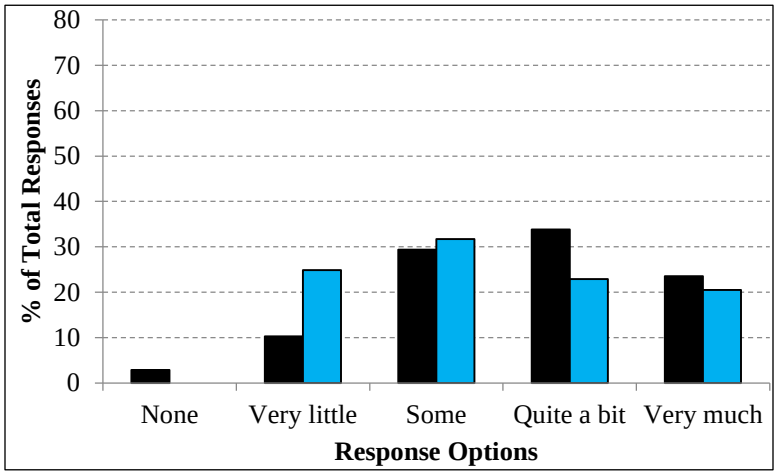


Figure 14.

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?

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.

The results indicate good agreement between faculty and students. Of faculty surveyed, 84.3% responded with at least 'some' contribution. By comparison, 83.2% of students surveyed responded in the same categories.

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.

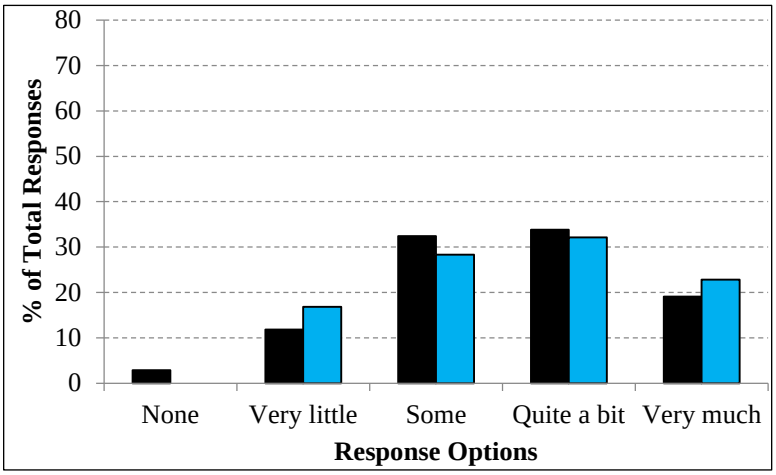


Figure 16, CCFSSE code: FGAINCAR, CCSSE code: GAINCAR, focuses on acquisition of skills for developing gaining information about careers. From the phrasing of the faculty question "To what extent do students' experiences… …contribute to their knowledge, skills, and personal development in gaining information 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.

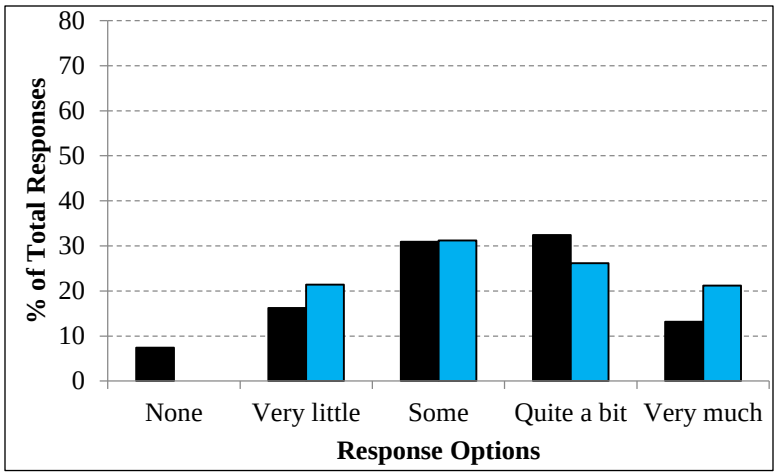


Figure 16. Faculty (black): To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities?

Student (blue): How much has your experience at this college contributed to your knowledge, skills, and personal development in gaining information about career opportunities?

The results indicate good agreement between faculty and students. Of faculty surveyed, 76.5% responded with at least 'some' contribution. By comparison, 78.6% of students surveyed responded in the same categories. Overall, students surveyed feel more strongly that their in-class experiences help them develop career goals than do the faculty. Faculty surveyed responded 'none' 7.4% of the time whereas no students responded 'none'.

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.

The results indicate that most faculty feel students work harder than they thought at some point (94.7% answered 'sometimes', 'often', or 'very often'). Students exhibit similar views although 10.9% of those surveyed stated they never worked harder than they thought to meet standards. 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).

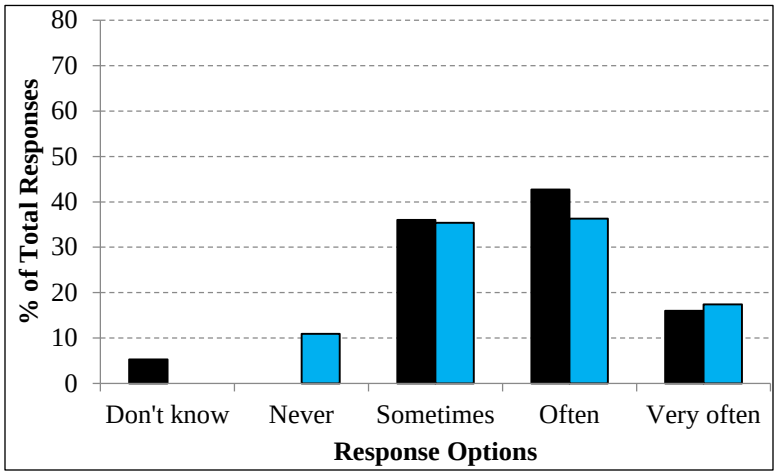


Figure 17.

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?

The results indicate that an overwhelming majority of faculty surveyed feel that students skip class at least sometimes (86.7% answered 'sometimes', 'often', or 'very often'). In contrast, only 44.1% of students surveyed answered that they skip class at least sometimes.

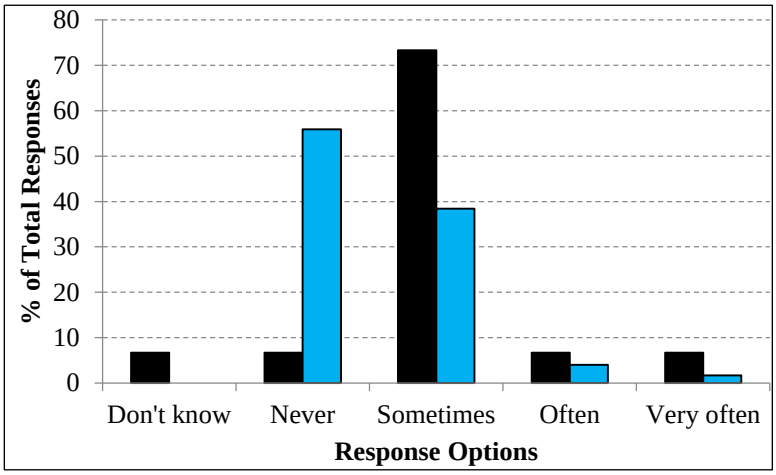
Figure 19, CCFSSE code: FPAYWORK, CCSSE code: PAYWORK, focuses on the estimate of student work outside of class hours. From the phrasing of the faculty question "About how many hours do you think… …[students] at this college spend in a typical 7-day week working for pay?" the interpretation of the results 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 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?



The results indicate that as a whole, there is a tendency for faculty surveyed to 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, 61.7% of responses were either none or greater than 30 hours.

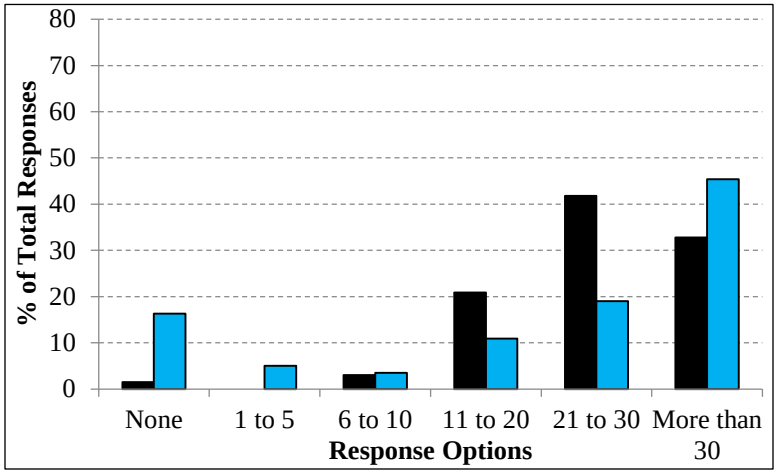


Figure 19. Faculty (black): About how many hours do you think full- and part-time students at this college spend in a typical 7-day week working for pay?

Student (blue): About how many hours do you spend in a typical 7-day week working for pay?

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' 69.3% of the time. In contrast, 34.8% of students answered 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, 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 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.

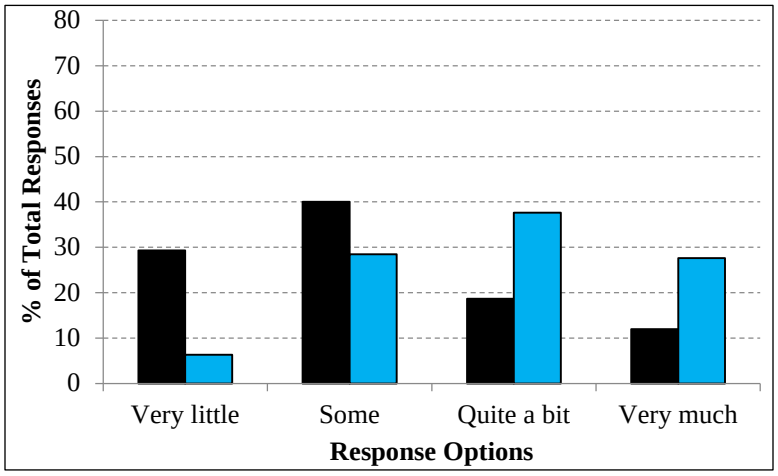


Figure 20.

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?

The results indicate fairly good agreement between faculty and student. The largest difference in survey response is for 'some', which recorded an 8.3% difference from faculty to students. 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 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?

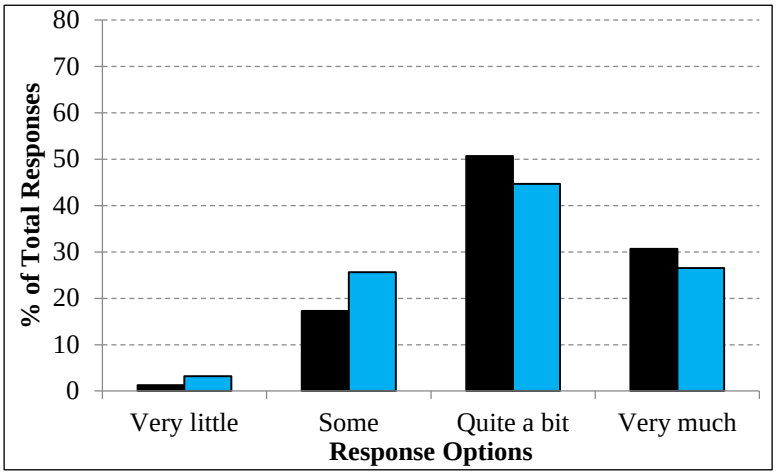


Figure 22, CCFSSE code: FSYNTHESZ, CCSSE code: SYNTHESZ, focuses on course content involving synthesis of ideas. From the phrasing of the faculty question "How much does the coursework… …emphasize synthesizing and organizing ideas, information, or experiences in new ways?" the interpretation of the results 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.

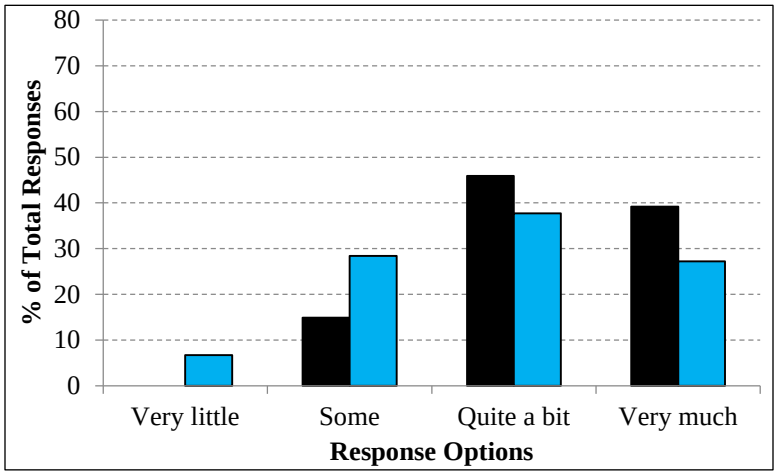


Figure 22.

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?

The results indicate moderate to poor agreement between faculty and student. Surveyed faculty response exhibits 85.1% of survey takers feel synthesis occurs 'quite a bit' or 'very much'. In contrast, only 64.9% of students surveyed feel this is the case.

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.

The results indicate fairly good agreement between faculty and student. The largest difference in survey response is for 'very much', which recorded an 8.3% difference from faculty to students. 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.

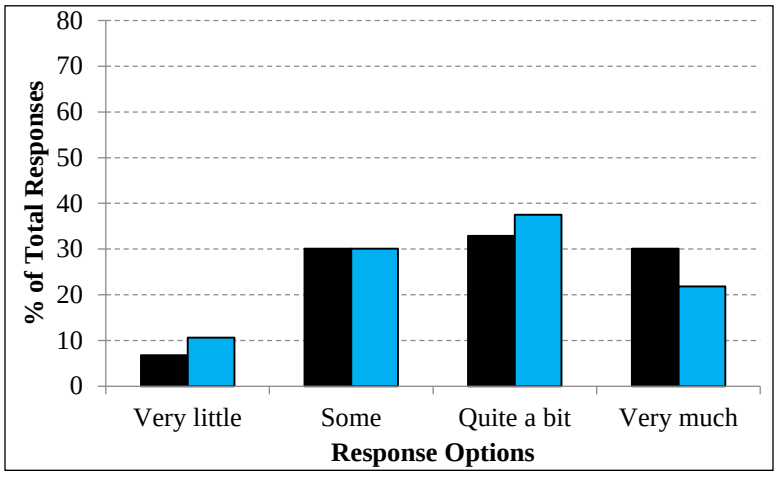


Figure 23.

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?

The results indicate fairly good agreement between faculty and student. The largest difference in survey response is for 'quite a bit', which recorded a 5.7% difference from faculty to students. 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?

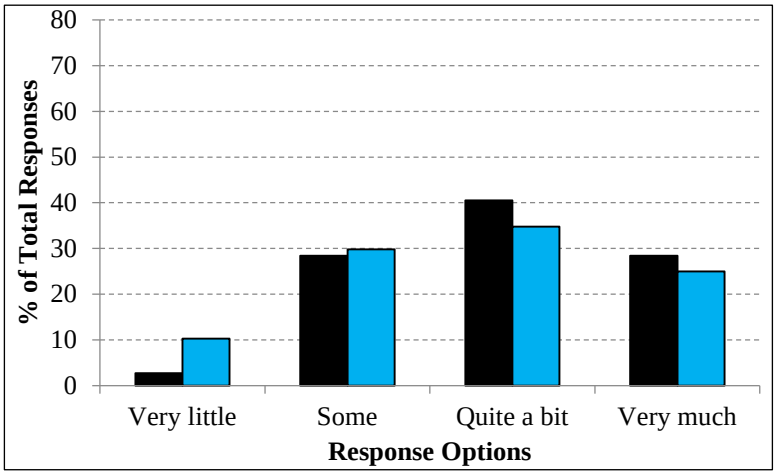


Figure 25, CCFSSE code: FPERFORM, CCSSE code: PERFORM, focuses on course content involving the application of theory. From the phrasing of the faculty question "How much does the coursework… …emphasize having students use information they have read or heard to perform a new skill?" the interpretation 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.

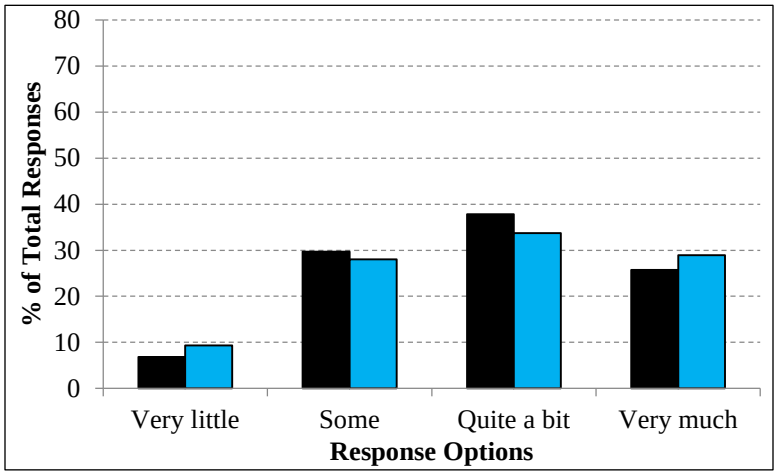


Figure 25.

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?

The results indicate fairly good agreement between faculty and student. The largest difference in survey response is for 'quite a bit', which recorded a 4.1% difference from faculty to students. 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.

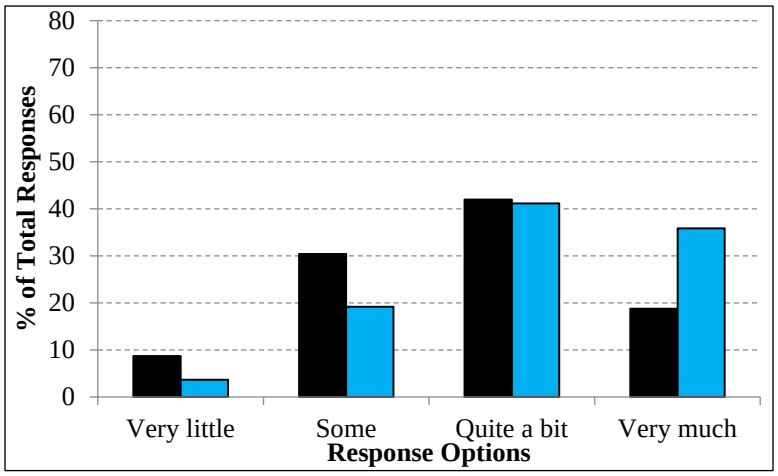


Figure 26.

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?

The results indicate a tendency for faculty to perceive college encouragement of study much less than that of students. 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%. This disparity may be a result of limited faculty exposure to college services that encourage study (Banta and Kuh, 1998).

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.

The results are in contrast to Figure 26, above, regarding encouragement of study time. In this case, faculty feel more strongly there are support pathways in place for students, the reverse of Figure 26. Of the faculty surveyed, 46.5% answered 'very much' when asked if there is emphasis on providing students the support they need while students surveyed only answered 'very much' 29.1% of the time. Overall, there is moderate agreement between faculty and students in the positive. The disparity may be a result of limited student exposure to specific college support services (Banta and Kuh, 1998).

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?

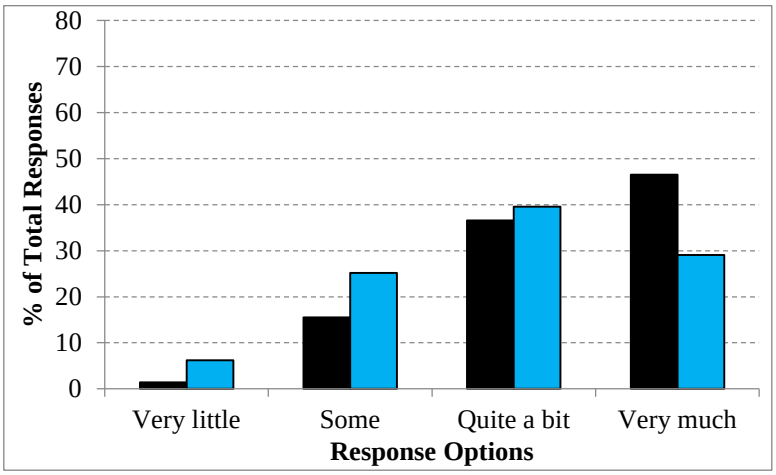


Figure 28, CCFSSE code: FENVFAC, CCSSE code: ENVFAC, focuses on college support. From the phrasing of the faculty question "Select the response that best represents the quality of student relationships with instructors." the interpretation of the results exhibits faculty perception of their relationship 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.

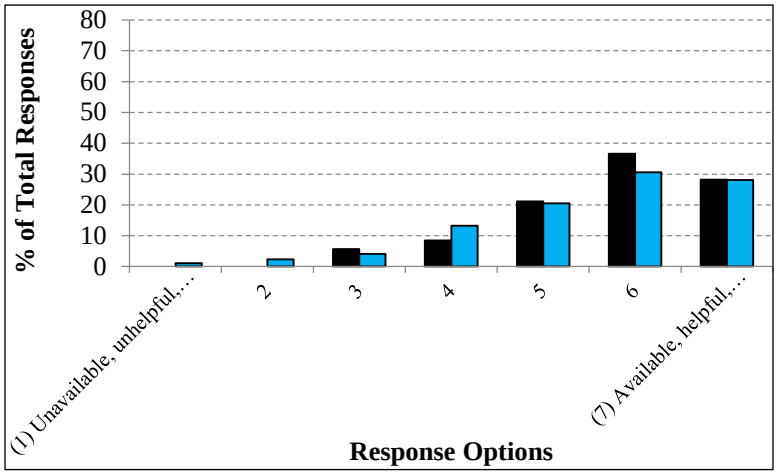


Figure 28.

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.

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.

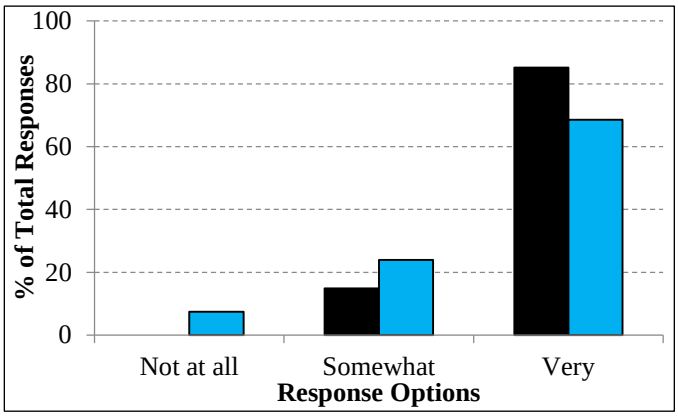


Figure 29. Faculty (black): How important do you believe academic advising/planning is to students at this college?

Student (blue): How important is academic advising/planning to you at this college?

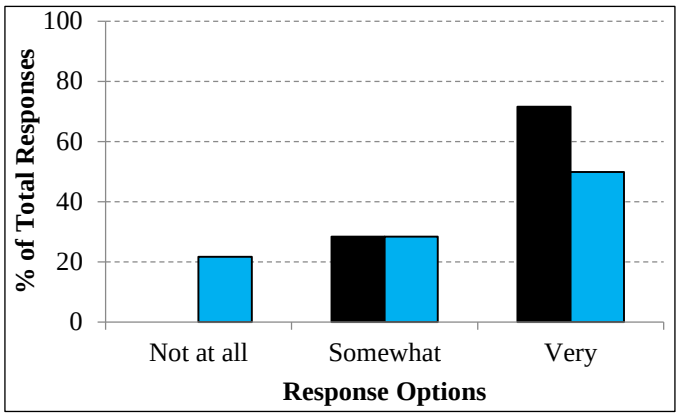
The results indicate fairly good agreement between faculty and students. Of faculty surveyed, 85.1% responded that academic advising/planning is 'very' important. By comparison, 68.6% of students surveyed responded in the same categories. Of the students surveyed, 7.5% responded 'Not at all'.

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.

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?



The results indicate moderate agreement between faculty and students. Of faculty surveyed, 100.0% responded that career counseling is 'somewhat' or 'very' important. By comparison, 78.3% of students surveyed responded in the same categories. Of the students surveyed, 21.7% responded 'Not at all'.

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.

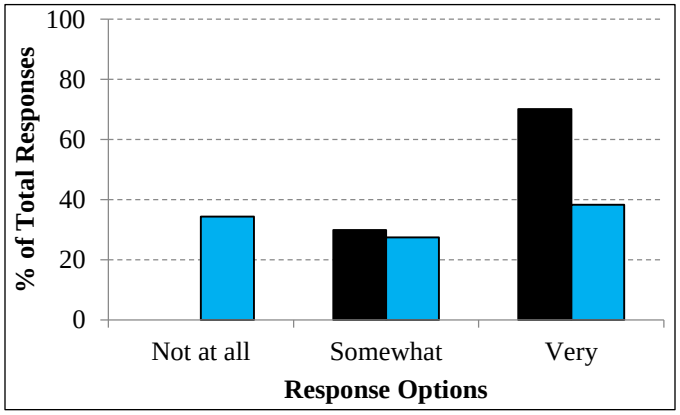


Figure 31. Faculty (black): How important do you believe job placement assistance is to students at this college?

Student (blue): How important is job placement assistance to you at this college?

The results indicate moderate to low agreement between faculty and students. Of faculty surveyed, 100.0% responded that career counseling is 'somewhat' or 'very' important. By comparison, 65.7% of students surveyed responded in the same categories. Of the students surveyed, 34.3% responded 'Not at all'.

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.

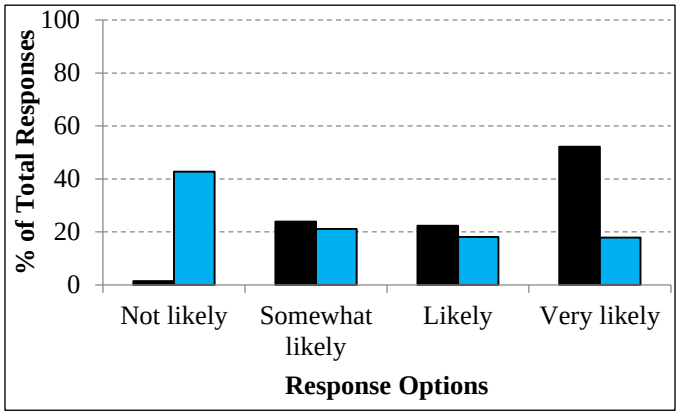
Since students are responding with their individual opinion based on working knowledge of their lives while faculty are responding with their perception of the scenario based on different facts, inferences from the comparison are limited. A student response is related to the surveyed students' employment 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 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.

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?



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.

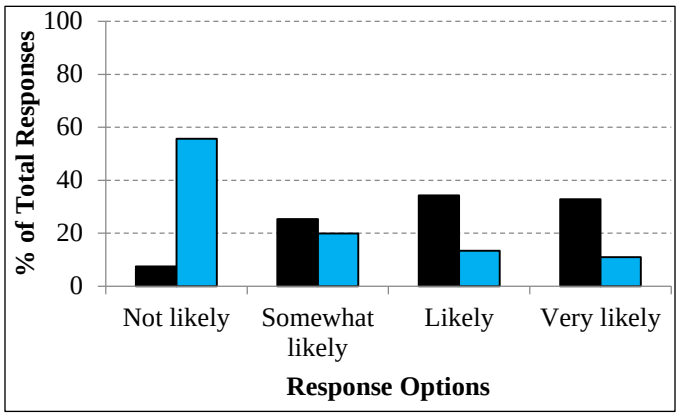


Figure 33. How likely is it that caring for dependents would cause students to withdraw from class or from this college?

Student (blue): How likely is it that caring for dependents would cause you to withdraw from class or from this college?

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.

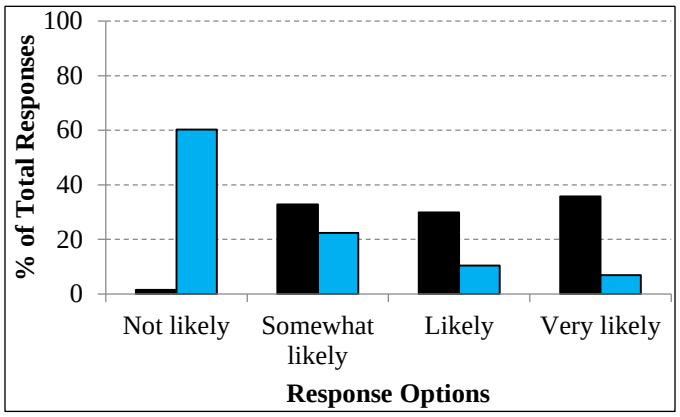


Figure 34. Faculty (black): How likely is it that being academically unprepared would cause students to withdraw from class or from this college?

Student (blue): How likely is it that being academically unprepared would cause you to withdraw from class or from this college?

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, 60.3% responded 'not likely' when asked if lack of preparation would cause them to have to withdraw from the college. In contrast, only 1.5% of faculty surveyed 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 48.6%, which is 0.8% above the extra-large college weighted score of 48.2%. The benchmark Active and Collaborative Learning Items was 48.9%, which is 1.2% 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, and Retention. Of those topics, 33 survey questions were reviewed and 10 yielded markedly different results.

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' 43.4% of the time. In contrast, only 20.3% of students surveyed responded 'never'. 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).

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. Surveyed faculty responded 6.6% of the time (or 6.6% of the student population depending on how the faculty interpreted the question) never come to class unprepared. This is in stark contrast to the 36.9% of students surveyed that responded 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).

When faculty were asked how often students discuss ideas outside of class and students were asked how often they discussed ideas outside of class with faculty the results show the use of time of the faculty compared with the percentage of students that take advantage of faculty availability. Only 10.5% of faculty surveyed responded that they never discuss topics with students outside of class. In contrast, 48.0% of students surveyed responded 'never'. So of the 88.2% of faculty surveyed that spend at least 'some' time discussing topics outside class with students (1.3% responded 'don't know'), these discussions occur with only 52% of students surveyed. The implication is that only approximately one-half of students take advantage of faculty that are clearly available for discussion.

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 57.6% 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).

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. On a scale of 1-7 (1=not challenging, 7=very challenging), faculty surveyed responded 5 or higher 79.4% of the time and were more heavily represented in 5 and higher. Students surveyed were more heavily represented in 4 and lower.

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.

When asked if experiences in the classroom contribute to development in the workplace only 44.2% of students surveyed responded 'quite a bit' or 'very much'. Faculty surveyed, however, responded 62.3% 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.

When asked how often students skip class, faculty surveyed overwhelmingly responded affirmatively, with only 6.7% responding 'never' (6.7% responded 'don't know'). This is in sharp contrast to the 55.9% 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).

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' 16.3% of the time whereas faculty surveyed responded 'none' 1.5% 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'.

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' 69.3% of the time. In contrast, 34.8% 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).

When asked how much the college emphasizes encouraging students to spend time studying, faculty surveyed underestimated the level of encouragement. Faculty surveyed responded 'some' or 'very little' 39.1% of the time while students surveyed responded 22.9% of the time.

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APPENDIX A

Benchmarks of Effective Practice

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

***CCSSE* Items**

4a	Frequency: Asked questions in class or contributed to class discussions
4b	Frequency: Made a class presentation
4f	Frequency: Worked with other students on projects during class
4g	Frequency: Worked with other classmates outside of class to prepare class assignments
4h	Frequency: Tutored or taught other students (paid or voluntary)
4i	Frequency: Participated in a community-based project as part of a regular course
4r	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

***CCSSE* Items**

4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources
4e	Frequency: Come to class without completing readings or assignments
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d1	Frequency of use: Peer or other tutoring
13e1	Frequency of use: Skill labs (writing, math, etc.)
13h1	Frequency of use: Computer lab

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

***CCSSE* Items**

4p	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory

***CCSSE* Items (continued)**

5c	Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c	Number of written papers or reports of any length
7	Rate the extent to which your examinations have challenged you to do your best work
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

***CCSSE* Items**

4k	Frequency: Used e-mail to communicate with an instructor
4l	Frequency: Discussed grades or assignments with an instructor
4m	Frequency: Talked about career plans with an instructor or advisor
4n	Frequency: Discussed ideas from your readings or classes with instructors outside of class
4o	Frequency: Received prompt feedback (written or oral) from instructors on your performance
4q	Frequency: Worked with instructors on activities other than coursework

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

***CCSSE* Items**

9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	Amount of emphasis by college: Providing the support you need to thrive socially
9f	Amount of emphasis by college: Providing the financial support you need to afford your education
13a1	Frequency of use: Academic advising/planning
13b1	Frequency of use: Career counseling

Community College Survey of Student Engagement

Edison State College

2014 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 2014 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 of the *CCSSE* special-focus items on promising educational practices. Select faculty survey data are also highlighted.

Promising Practices for Student Success

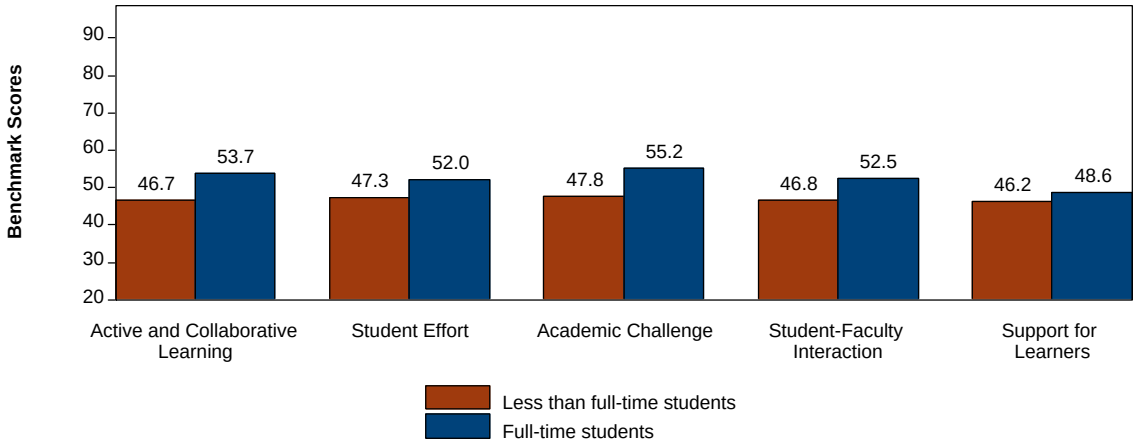
In each annual administration, *CCSSE* has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2014 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the *CCSSE* special-focus items; related items on the faculty survey (*CCFSSE*), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

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 2014 *CCSSE* Cohort (2012-2014) 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

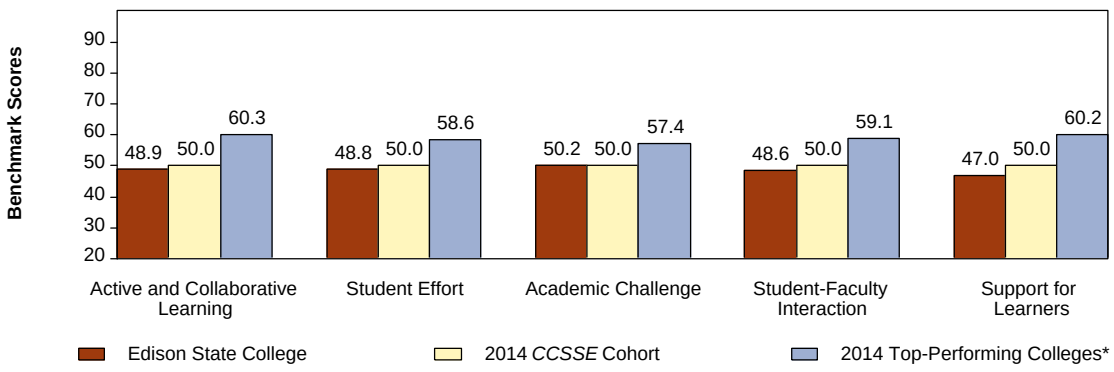
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ 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 2014 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2014 *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 2014 *CCSSE* Cohort. For instance, 65.7% of Edison State College students, compared with 64.3% of other students in the cohort, responded *often* or *very often* on item 4k. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 3

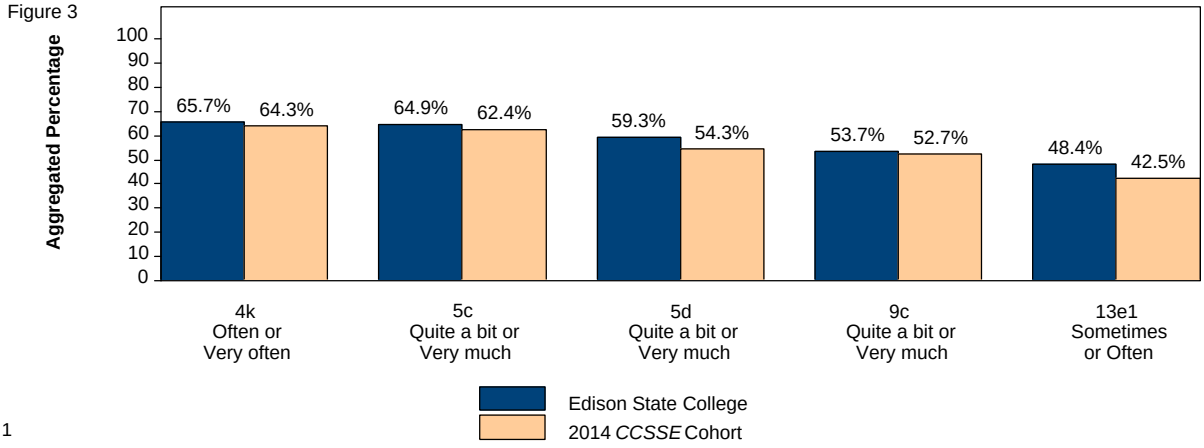


Table 1

Benchmark	Item Number	Item
Student-Faculty Interaction	4k	Used email to communicate with an instructor
Academic Challenge	5c	Synthesizing and organizing ideas, information, or experiences in new ways
Academic Challenge	5d	Making judgments about the value or soundness of information, arguments, or methods
Support For Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)

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.

For Item(s) 13, *sometimes* and *often* 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 2014 *CCSSE* Cohort. For instance, 8.5% of Edison State College students, compared with 10.9% of other students in the cohort, responded *often* or *very often* on item 4q. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

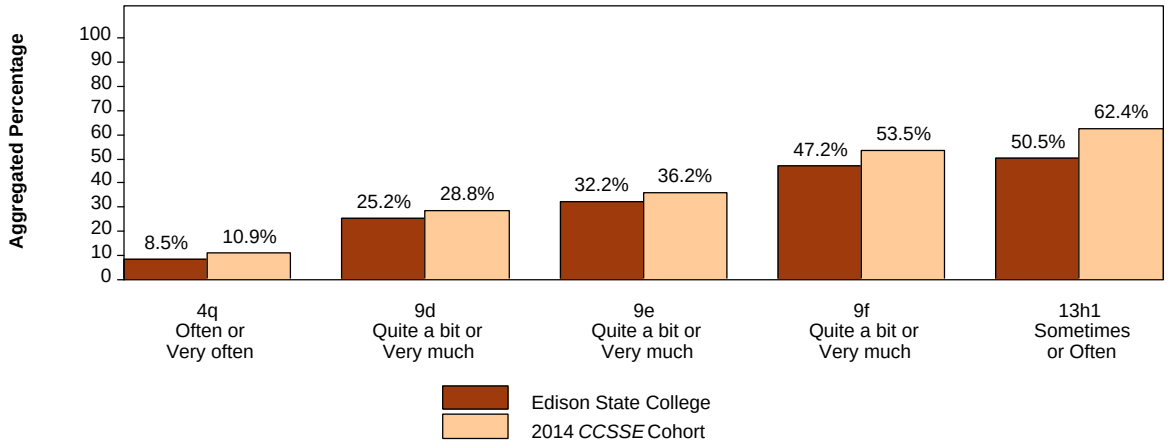


Table 2

Benchmark	Item Number	Item
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework
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
Support For Learners	9f	Providing the financial support you need to afford your education
Student Effort	13h1	Frequency: Computer lab

Notes:

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

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

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

2014 *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 2014 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 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).

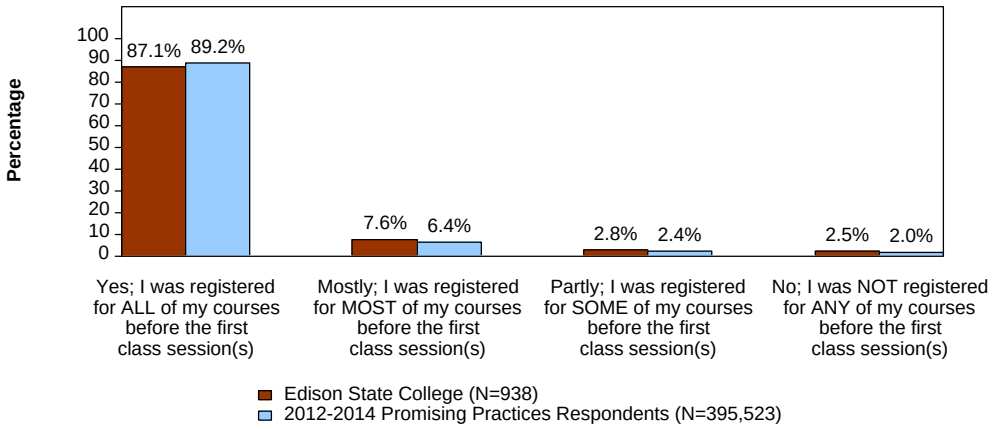


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

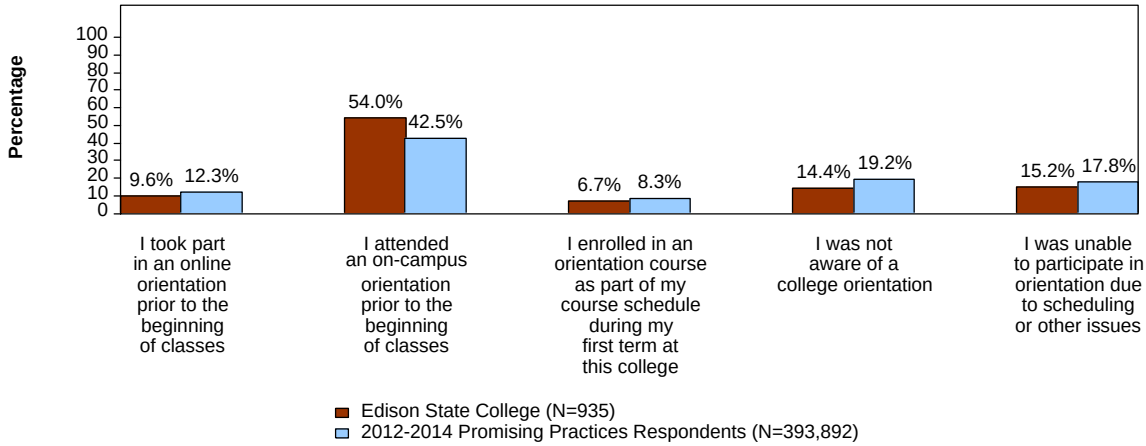


Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

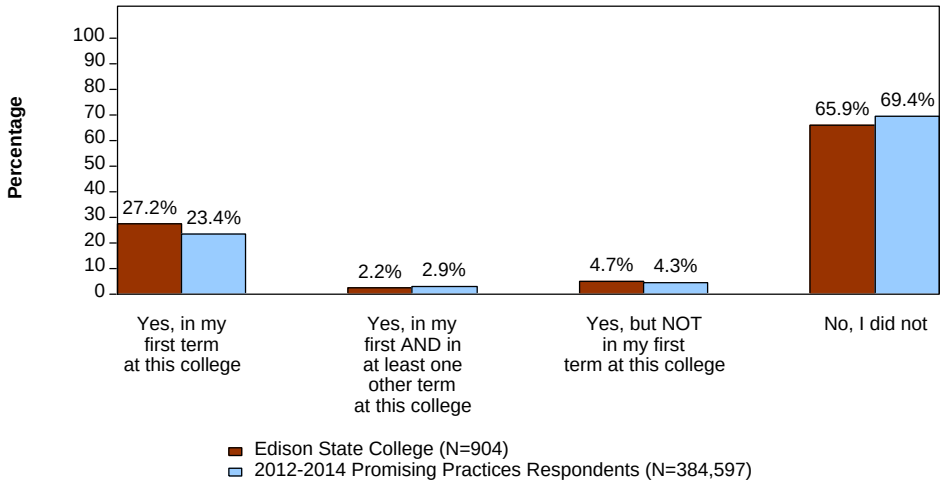


Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

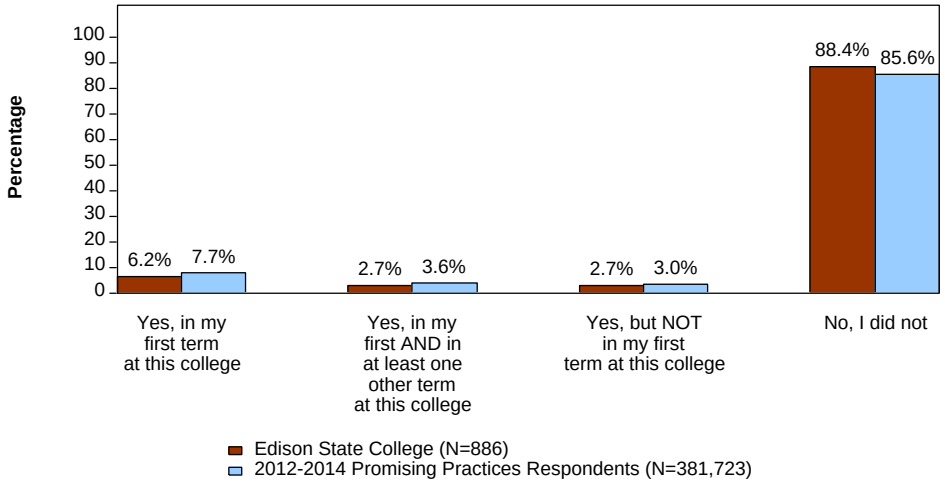
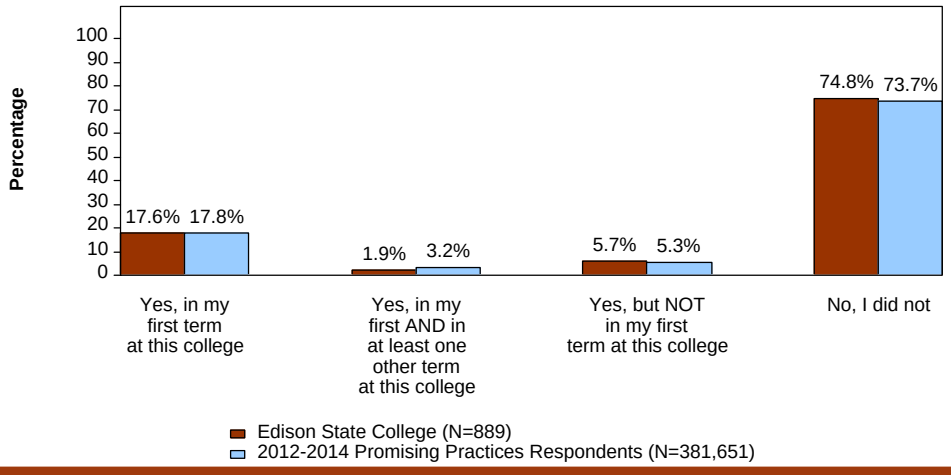


Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*) results displayed below reveal the proportion of full- and part-time faculty members from Edison State College that are involved in teaching or facilitating organized 'learning communities' (two or more courses that a group of students take together), structured experiences for new students (sometimes called a 'freshman seminar' or 'first-year experience'), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding *CCSSE* special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

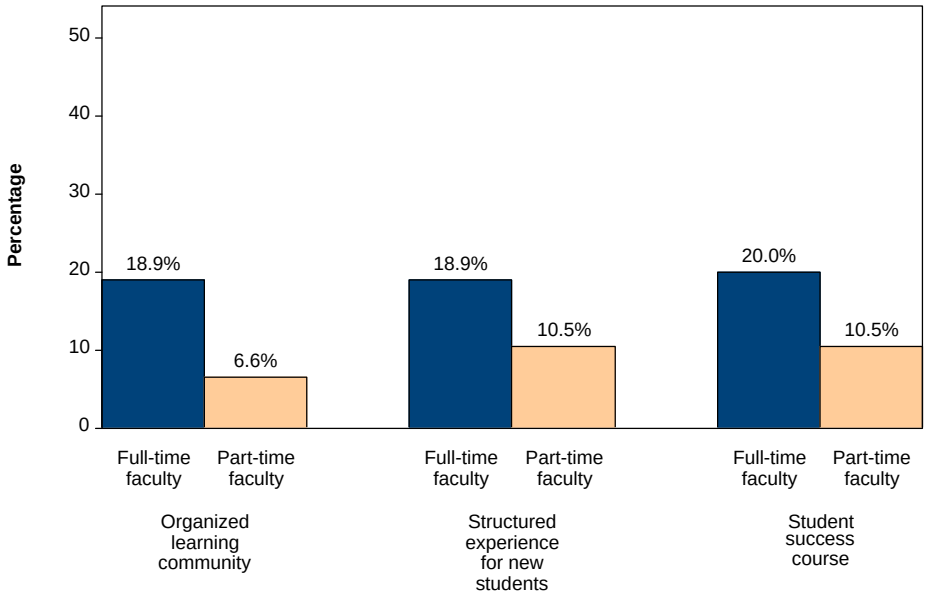


Table 3

	Organized learning community		Structured experience for new students		Student success course	
Response	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)
Did teach or facilitate	18	5	18	8	19	8
Did not teach or facilitate	77	71	77	68	76	68
Total	95	76	95	76	95	76

*Updated

APPENDIX B

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	0	N/A	0	N/A	0	N/A	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	0	N/A	0	N/A	0	N/A			Never	36	3.5
		Sometimes	20	26.3	16	16.8	36	21.1			Sometimes	360	34.6
		Often	22	28.9	31	32.6	53	31.0			Often	331	31.8
		Very often	34	44.7	48	50.5	82	48.0			Very often	313	30.1
		Total	76	100.0	95	100.0	171	100.0			Total	1,039	100.0
How often do students in your selected course section make a class presentation?	FCLPRESEN	Don't know	0	N/A	0	N/A	0	N/A	In your experiences at this college during the current school year, about how often have you made a class presentation?	CLPRESEN			
		Never	17	22.4	35	36.8	52	30.4			Never	289	27.8
		Sometimes	32	42.1	29	30.5	61	35.7			Sometimes	415	39.9
		Often	16	21.1	16	16.8	32	18.7			Often	249	23.9
		Very often	11	14.5	15	15.8	26	15.2			Very often	87	8.3
		Total	76	100.0	95	100.0	171	100.0			Total	1,040	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	2	2.6	5	5.4	7	4.1	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	33	43.4	48	51.6	81	47.9			Never	209	20.3
		Sometimes	26	34.2	24	25.8	50	29.6			Sometimes	318	30.9
		Often	7	9.2	3	3.2	10	5.9			Often	276	26.7
		Very often	8	10.5	13	14.0	21	12.4			Very often	228	22.1
		Total	76	100.0	93	100.0	169	100.0			Total	1,031	100.0
How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources?	FINTEGRAT	Don't know	0	N/A	1	1.1	1	0.6	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	11	14.7	21	22.6	32	19.0			Never	121	11.7
		Sometimes	21	28.0	29	31.2	50	29.8			Sometimes	232	22.3
		Often	22	29.3	16	17.2	38	22.6			Often	382	36.8
		Very often	21	28.0	26	28.0	47	28.0			Very often	303	29.2
		Total	75	100.0	93	100.0	168	100.0			Total	1,038	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 come to class without completing readings or assignments?	FCLUNPREP	Don't know	1	1.3	2	2.2	3	1.8	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	5	6.6	3	3.2	8	4.7			Never	381	36.9
		Sometimes	45	59.2	54	58.1	99	58.6			Sometimes	512	49.6
		Often	18	23.7	25	26.9	43	25.4			Often	93	9.0
		Very often	7	9.2	9	9.7	16	9.5			Very often	46	4.4
		Total	76	100.0	93	100.0	169	100.0			Total	1,032	100.0
How often do students in your selected course section work with other students on projects during class?	FCLASSGRP	Don't know	1	1.3	0	N/A	1	0.6	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	11	14.5	14	15.1	25	14.8			Never	158	15.3
		Sometimes	23	30.3	34	36.6	57	33.7			Sometimes	353	34.2
		Often	31	40.8	24	25.8	55	32.5			Often	366	35.4
		Very often	10	13.2	21	22.6	31	18.3			Very often	157	15.2
		Total	76	100.0	93	100.0	169	100.0			Total	1,033	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	14	18.4	7	7.4	21	12.4	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	10	13.2	10	10.6	20	11.8			Never	368	35.5
		Sometimes	34	44.7	37	39.4	71	41.8			Sometimes	409	39.5
		Often	14	18.4	29	30.9	43	25.3			Often	178	17.2
		Very often	4	5.3	11	11.7	15	8.8			Very often	80	7.7
		Total	76	100.0	94	100.0	170	100.0			Total	1,036	100.0
How often do students in your selected course section tutor or teach other students (paid or voluntary)?	FTUTOR	Don't know	33	43.4	33	35.5	66	39.1	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	11	14.5	11	11.8	22	13.0			Never	780	75.5
		Sometimes	24	31.6	30	32.3	54	32.0			Sometimes	173	16.7
		Often	4	5.3	13	14.0	17	10.1			Often	55	5.3
		Very often	4	5.3	6	6.5	10	5.9			Very often	26	2.5
		Total	76	100.0	93	100.0	169	100.0			Total	1,034	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 participate in a community-based project as a part of a regular course?	FCOMMPROJ	Don't know	27	36.5	17	18.3	44	26.3	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	31	41.9	53	57.0	84	50.3			Never	800	78.3
		Sometimes	12	16.2	16	17.2	28	16.8			Sometimes	134	13.1
		Often	2	2.7	3	3.2	5	3.0			Often	57	5.6
		Very often	2	2.7	4	4.3	6	3.6			Very often	30	3.0
		Total	74	100.0	93	100.0	167	100.0			Total	1,022	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	7	9.2	9	9.7	16	9.5	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	4	5.3	8	8.6	12	7.1			Never	63	6.1
		Sometimes	13	17.1	9	9.7	22	13.0			Sometimes	210	20.4
		Often	17	22.4	25	26.9	42	24.9			Often	271	26.3
		Very often	35	46.1	42	45.2	77	45.6			Very often	485	47.2
		Total	76	100.0	93	100.0	169	100.0			Total	1,029	100.0
How often do students in your selected course section use e-mail to communicate with you?	FEMAIL	Don't know	0	N/A	0	N/A	0	N/A	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	0	N/A	0	N/A	0	N/A			Never	38	3.7
		Sometimes	11	14.7	10	10.6	21	12.4			Sometimes	314	30.6
		Often	25	33.3	29	30.9	54	32.0			Often	346	33.7
		Very often	39	52.0	55	58.5	94	55.6			Very often	328	32.0
		Total	75	100.0	94	100.0	169	100.0			Total	1,026	100.0
How often do students in your selected course section discuss grades or assignments with you?	FFACGRADE	Don't know	0	N/A	0	N/A	0	N/A	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	0	N/A	0	N/A	0	N/A			Never	108	10.6
		Sometimes	12	16.0	29	31.2	41	24.4			Sometimes	404	39.4
		Often	37	49.3	29	31.2	66	39.3			Often	312	30.4
		Very often	26	34.7	35	37.6	61	36.3			Very often	201	19.6
		Total	75	100.0	93	100.0	168	100.0			Total	1,025	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 talk about career plans with you?	FFACPLANS	Don't know	0	N/A	1	1.1	1	0.6	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	3	3.9	5	5.4	8	4.7			Never	328	31.8
		Sometimes	37	48.7	41	44.1	78	46.2			Sometimes	445	43.1
		Often	21	27.6	22	23.7	43	25.4			Often	162	15.7
		Very often	15	19.7	24	25.8	39	23.1			Very often	98	9.5
		Total	76	100.0	93	100.0	169	100.0			Total	1,033	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	1	1.3	1	1.1	2	1.2	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	8	10.5	3	3.3	11	6.5			Never	491	48.0
		Sometimes	39	51.3	53	57.6	92	54.8			Sometimes	336	32.8
		Often	18	23.7	19	20.7	37	22.0			Often	123	12.0
		Very often	10	13.2	16	17.4	26	15.5			Very often	73	7.2
		Total	76	100.0	92	100.0	168	100.0			Total	1,024	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	0	N/A	0	N/A	0	N/A	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	0	N/A	0	N/A	0	N/A			Never	94	9.1
		Sometimes	7	9.5	3	3.2	10	6.0			Sometimes	344	33.3
		Often	26	35.1	28	30.1	54	32.3			Often	383	37.1
		Very often	41	55.4	62	66.7	103	61.7			Very often	211	20.5
		Total	74	100.0	93	100.0	167	100.0			Total	1,033	100.0
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	4	5.3	5	5.4	9	5.4	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	0	N/A	0	N/A	0	N/A			Never	113	10.9
		Sometimes	27	36.0	21	22.6	48	28.6			Sometimes	367	35.4
		Often	32	42.7	38	40.9	70	41.7			Often	376	36.3
		Very often	12	16.0	29	31.2	41	24.4			Very often	181	17.4
		Total	75	100.0	93	100.0	168	100.0			Total	1,037	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 you on activities other than coursework?	FFACOTH	Don't know	3	4.0	2	2.2	5	3.0	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	41	54.7	29	31.5	70	41.9			Never	723	71.3
		Sometimes	24	32.0	41	44.6	65	38.9			Sometimes	205	20.2
		Often	7	9.3	11	12.0	18	10.8			Often	62	6.2
		Very often	0	N/A	9	9.8	9	5.4			Very often	23	2.3
		Total	75	100.0	92	100.0	167	100.0			Total	1,014	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	28	36.8	27	29.7	55	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	2	2.6	2	2.2	4	2.4			Never	149	14.4
		Sometimes	29	38.2	32	35.2	61	36.5			Sometimes	381	36.9
		Often	14	18.4	22	24.2	36	21.6			Often	305	29.6
		Very often	3	3.9	8	8.8	11	6.6			Very often	197	19.1
		Total	76	100.0	91	100.0	167	100.0			Total	1,031	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	24	31.6	35	38.5	59	35.3	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	2	2.6	4	4.4	6	3.6			Never	204	19.8
		Sometimes	25	32.9	16	17.6	41	24.6			Sometimes	274	26.5
		Often	12	15.8	24	26.4	36	21.6			Often	259	25.0
		Very often	13	17.1	12	13.2	25	15.0			Very often	297	28.7
		Total	76	100.0	91	100.0	167	100.0			Total	1,035	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	27	35.5	43	47.8	70	42.2	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	2	2.6	5	5.6	7	4.2			Never	243	23.6
		Sometimes	25	32.9	11	12.2	36	21.7			Sometimes	313	30.5
		Often	12	15.8	19	21.1	31	18.7			Often	233	22.8
		Very often	10	13.2	12	13.3	22	13.3			Very often	237	23.1
		Total	76	100.0	90	100.0	166	100.0			Total	1,026	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	5	6.7	2	2.2	7	4.2	In your experiences at this college during the current school year, about how often have you skipped class?	SKIPCLAS			
		Never	5	6.7	17	18.7	22	13.3			Never	580	55.9
		Sometimes	55	73.3	57	62.6	112	67.5			Sometimes	399	38.4
		Often	5	6.7	14	15.4	19	11.4			Often	41	4.0
		Very often	5	6.7	1	1.1	6	3.6			Very often	18	1.7
		Total	75	100.0	91	100.0	166	100.0			Total	1,038	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	22	29.3	26	28.0	48	28.6	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	66	6.3
		Some	30	40.0	24	25.8	54	32.1			Some	296	28.5
		Quite a bit	14	18.7	30	32.3	44	26.2			Quite a bit	390	37.6
		Very much	9	12.0	13	14.0	22	13.1			Very much	286	27.6
		Total	75	100.0	93	100.0	168	100.0			Total	1,038	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	1	1.3	2	2.2	3	1.8	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	33	3.2
		Some	13	17.3	12	12.9	25	14.9			Some	265	25.6
		Quite a bit	38	50.7	40	43.0	78	46.4			Quite a bit	462	44.7
		Very much	23	30.7	39	41.9	62	36.9			Very much	274	26.5
		Total	75	100.0	93	100.0	168	100.0			Total	1,033	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	0	N/A	3	3.2	3	1.8	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	69	6.7
		Some	11	14.9	15	16.1	26	15.6			Some	292	28.4
		Quite a bit	34	45.9	29	31.2	63	37.7			Quite a bit	388	37.7
		Very much	29	39.2	46	49.5	75	44.9			Very much	280	27.2
		Total	74	100.0	93	100.0	167	100.0			Total	1,029	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	5	6.8	7	7.6	12	7.3	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	110	10.6
		Some	22	30.1	24	26.1	46	27.9			Some	311	30.1
		Quite a bit	24	32.9	26	28.3	50	30.3			Quite a bit	388	37.5
		Very much	22	30.1	35	38.0	57	34.5			Very much	226	21.8
		Total	73	100.0	92	100.0	165	100.0			Total	1,034	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	2	2.7	6	6.6	8	4.8	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	105	10.3
		Some	21	28.4	13	14.3	34	20.6			Some	305	29.8
		Quite a bit	30	40.5	28	30.8	58	35.2			Quite a bit	356	34.8
		Very much	21	28.4	44	48.4	65	39.4			Very much	256	25.0
		Total	74	100.0	91	100.0	165	100.0			Total	1,023	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	5	6.8	11	12.0	16	9.6	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	96	9.3
		Some	22	29.7	19	20.7	41	24.7			Some	291	28.0
		Quite a bit	28	37.8	29	31.5	57	34.3			Quite a bit	349	33.7
		Very much	19	25.7	33	35.9	52	31.3			Very much	300	28.9
		Total	74	100.0	92	100.0	166	100.0			Total	1,036	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	4	5.3	6	6.5	10	6.0	During the current school year, about what number of textbooks, manuals, books, or book-length packs of course readings were you assigned?	READASGN	None	29	2.8
		1	49	65.3	57	62.0	106	63.5			1 to 4	504	48.9
		2 to 3	15	20.0	24	26.1	39	23.4			5 to 10	263	25.5
		4 to 6	1	1.3	3	3.3	4	2.4			11 to 20	119	11.6
		More than 6	6	8.0	2	2.2	8	4.8			More than 20	115	11.1
		Total	75	100.0	92	100.0	167	100.0			Total	1,031	100.0
In your selected course section, what is the number of written papers or reports of any length that you assign?	FWRITEANY	None	12	16.7	19	21.1	31	19.1	During the current school year, about what number of papers or reports of any length did you write?	WRITEANY	None	84	8.1
		1	14	19.4	24	26.7	38	23.5			1 to 4	346	33.5
		2 to 3	20	27.8	21	23.3	41	25.3			5 to 10	317	30.7
		4 to 6	11	15.3	13	14.4	24	14.8			11 to 20	188	18.2
		More than 6	15	20.8	13	14.4	28	17.3			More than 20	97	9.4
		Total	72	100.0	90	100.0	162	100.0			Total	1,031	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	0	N/A	0	N/A	0	N/A	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	10	1.1
		(2)	1	1.4	2	2.2	3	1.8			(2)	20	2.1
		(3)	2	2.7	3	3.3	5	3.0			(3)	64	6.5
		(4)	12	16.4	8	8.7	20	12.1			(4)	228	23.2
		(5)	27	37.0	21	22.8	48	29.1			(5)	347	35.4
		(6)	22	30.1	42	45.7	64	38.8			(6)	225	23.0
		(7) Extremely challenging	9	12.3	16	17.4	25	15.2			(7) Extremely challenging	85	8.7
		Total	73	100.0	92	100.0	165	100.0			Total	980	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	13	18.1	9	9.9	22	13.5	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	397	38.6
		Somewhat important	22	30.6	32	35.2	54	33.1			I plan to do	493	48.0
		Very important	37	51.4	50	54.9	87	53.4			I have done	138	13.5
		Total	72	100.0	91	100.0	163	100.0			Total	1,028	100.0
How important is it to you that students participate in English as a second language courses when appropriate?	FESL	Not important	8	11.0	9	9.9	17	10.4	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	868	85.0
		Somewhat important	25	34.2	30	33.0	55	33.5			I plan to do	48	4.7
		Very important	40	54.8	52	57.1	92	56.1			I have done	104	10.2
		Total	73	100.0	91	100.0	164	100.0			Total	1,021	100.0
How important is it to you that students participate in developmental/remedial reading courses when appropriate?	FDEVREAD	Not important	4	5.5	5	5.4	9	5.5	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	786	76.7
		Somewhat important	24	32.9	24	26.1	48	29.1			I plan to do	53	5.2
		Very important	45	61.6	63	68.5	108	65.5			I have done	186	18.1
		Total	73	100.0	92	100.0	165	100.0			Total	1,025	100.0
How important is it to you that students participate in developmental/remedial writing courses when appropriate?	FDEVWRITE	Not important	3	4.1	7	7.6	10	6.1	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	780	76.3
		Somewhat important	21	28.8	21	22.8	42	25.5			I plan to do	65	6.4
		Very important	49	67.1	64	69.6	113	68.5			I have done	176	17.3
		Total	73	100.0	92	100.0	165	100.0			Total	1,021	100.0
How important is it to you that students participate in developmental/remedial math courses when appropriate?	FDEVMATH	Not important	10	13.7	8	8.8	18	11.0	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	530	52.0
		Somewhat important	23	31.5	22	24.2	45	27.4			I plan to do	97	9.5
		Very important	40	54.8	61	67.0	101	61.6			I have done	391	38.4
		Total	73	100.0	91	100.0	164	100.0			Total	1,018	100.0
How important is it to you that students participate in study skills courses when appropriate?	FSTUDSKIL	Not important	2	2.7	2	2.2	4	2.4	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	697	68.6
		Somewhat important	21	28.8	17	18.5	38	23.0			I plan to do	195	19.2
		Very important	50	68.5	73	79.3	123	74.5			I have done	124	12.2
		Total	73	100.0	92	100.0	165	100.0			Total	1,016	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	15	21.1	19	20.9	34	21.0	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	654	64.1
		Somewhat important	29	40.8	42	46.2	71	43.8			I plan to do	289	28.3
		Very important	27	38.0	30	33.0	57	35.2			I have done	77	7.6
		Total	71	100.0	91	100.0	162	100.0			Total	1,020	100.0
How important is it to you that students participate in a college orientation program or course when appropriate?	FORIEN	Not important	5	6.9	7	7.7	12	7.4	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	507	49.5
		Somewhat important	27	37.5	27	29.7	54	33.1			I plan to do	112	11.0
		Very important	40	55.6	57	62.6	97	59.5			I have done	404	39.5
		Total	72	100.0	91	100.0	163	100.0			Total	1,023	100.0
How important is it to you that students participate in organized learning communities when appropriate?	FLRNCOMM	Not important	10	13.9	13	14.1	23	14.0	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	702	68.8
		Somewhat important	34	47.2	54	58.7	88	53.7			I plan to do	220	21.6
		Very important	28	38.9	25	27.2	53	32.3			I have done	98	9.6
		Total	72	100.0	92	100.0	164	100.0			Total	1,020	100.0
How much does this college emphasize encouraging students to spend significant amounts of time studying?	FENVSCHOL	Very little	6	8.7	6	6.7	12	7.5	How much does this college emphasize encouraging you to spend significant amounts of time studying?	ENVSCHOL	Very little	39	3.7
		Some	21	30.4	28	31.1	49	30.8			Some	198	19.2
		Quite a bit	29	42.0	39	43.3	68	42.8			Quite a bit	425	41.2
		Very much	13	18.8	17	18.9	30	18.9			Very much	370	35.9
		Total	69	100.0	90	100.0	159	100.0			Total	1,031	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	1	1.4	1	1.1	2	1.2	How much does this college emphasize providing the support you need to help you succeed at this college?	ENVSUPRT	Very little	63	6.2
		Some	11	15.5	12	13.3	23	14.3			Some	259	25.2
		Quite a bit	26	36.6	42	46.7	68	42.2			Quite a bit	408	39.6
		Very much	33	46.5	35	38.9	68	42.2			Very much	300	29.1
		Total	71	100.0	90	100.0	161	100.0			Total	1,030	100.0
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	FENVDIVRS	Very little	2	2.9	7	7.9	9	5.7	How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	ENVDIVRS	Very little	169	16.5
		Some	19	27.5	27	30.3	46	29.1			Some	304	29.8
		Quite a bit	27	39.1	28	31.5	55	34.8			Quite a bit	292	28.5
		Very much	21	30.4	27	30.3	48	30.4			Very much	258	25.2
		Total	69	100.0	89	100.0	158	100.0			Total	1,023	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	7	10.1	14	15.6	21	13.2	How much does this college emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?	ENVNACAD	Very little	477	46.6
		Some	27	39.1	32	35.6	59	37.1			Some	289	28.2
		Quite a bit	25	36.2	31	34.4	56	35.2			Quite a bit	171	16.7
		Very much	10	14.5	13	14.4	23	14.5			Very much	87	8.5
		Total	69	100.0	90	100.0	159	100.0			Total	1,024	100.0
How much does this college emphasize providing students the support they need to thrive socially?	FENVSOCAL	Very little	4	5.8	9	10.2	13	8.3	How much does this college emphasize providing the support you need to thrive socially?	ENVSOCAL	Very little	325	31.8
		Some	31	44.9	36	40.9	67	42.7			Some	367	35.9
		Quite a bit	25	36.2	29	33.0	54	34.4			Quite a bit	233	22.8
		Very much	9	13.0	14	15.9	23	14.6			Very much	97	9.4
		Total	69	100.0	88	100.0	157	100.0			Total	1,021	100.0
How much does this college emphasize providing the financial support students need to afford their education?	FFINSUPP	Very little	4	5.7	5	5.6	9	5.6	How much does this college emphasize providing the financial support you need to afford your education?	FINSUPP	Very little	278	27.3
		Some	19	27.1	25	27.8	44	27.5			Some	260	25.5
		Quite a bit	32	45.7	38	42.2	70	43.8			Quite a bit	264	25.9
		Very much	15	21.4	22	24.4	37	23.1			Very much	217	21.3
		Total	70	100.0	90	100.0	160	100.0			Total	1,018	100.0
How much does this college emphasize using computers in academic work?	FENVCOMP	Very little	0	N/A	2	2.2	2	1.2	How much does this college emphasize using computers in academic work?	ENVCOMP	Very little	64	6.2
		Some	9	12.7	8	8.9	17	10.6			Some	139	13.6
		Quite a bit	33	46.5	28	31.1	61	37.9			Quite a bit	335	32.6
		Very much	29	40.8	52	57.8	81	50.3			Very much	489	47.6
		Total	71	100.0	90	100.0	161	100.0			Total	1,027	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	0	N/A	0	N/A	0	N/A	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	7	0.7
		1 to 5	34	48.6	40	46.0	74	47.1			1 to 5	394	38.3
		6 to 10	29	41.4	33	37.9	62	39.5			6 to 10	346	33.6
		11 to 20	7	10.0	10	11.5	17	10.8			11 to 20	181	17.6
		21 to 30	0	N/A	3	3.4	3	1.9			21 to 30	69	6.8
		More than 30	0	N/A	1	1.1	1	0.6			More than 30	31	3.0
		Total	70	100.0	87	100.0	157	100.0			Total	1,028	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	1	1.5	0	N/A	1	0.6	About how many hours do you spend in a typical 7-day week working for pay?	PAYWORK	None	166	16.3
		1 to 5	0	N/A	1	1.1	1	0.6			1 to 5	51	5.0
		6 to 10	2	3.0	7	8.0	9	5.8			6 to 10	36	3.5
		11 to 20	14	20.9	14	15.9	28	18.1			11 to 20	112	10.9
		21 to 30	28	41.8	39	44.3	67	43.2			21 to 30	193	19.0
		More than 30	22	32.8	27	30.7	49	31.6			More than 30	463	45.4
		Total	67	100.0	88	100.0	155	100.0			Total	1,020	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	7	10.0	10	11.4	17	10.8	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	856	83.9
		1 to 5	57	81.4	73	83.0	130	82.3			1 to 5	117	11.4
		6 to 10	6	8.6	4	4.5	10	6.3			6 to 10	23	2.2
		11 to 20	0	N/A	0	N/A	0	N/A			11 to 20	16	1.6
		21 to 30	0	N/A	1	1.1	1	0.6			21 to 30	7	0.7
		More than 30	0	N/A	0	N/A	0	N/A			More than 30	2	0.2
		Total	70	100.0	88	100.0	158	100.0			Total	1,021	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	2	3.0	1	1.1	3	1.9	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	428	41.8
		1 to 5	9	13.4	11	12.6	20	13.0			1 to 5	171	16.7
		6 to 10	15	22.4	21	24.1	36	23.4			6 to 10	103	10.0
		11 to 20	13	19.4	18	20.7	31	20.1			11 to 20	67	6.6
		21 to 30	15	22.4	15	17.2	30	19.5			21 to 30	51	5.0
		More than 30	13	19.4	21	24.1	34	22.1			More than 30	205	20.0
		Total	67	100.0	87	100.0	154	100.0			Total	1,025	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	2	2.9	1	1.1	3	1.9	About how many hours do you spend in a typical 7-day week commuting to and from classes?	COMMUTE	None	49	4.8
		1 to 5	38	54.3	44	50.0	82	51.9			1 to 5	721	70.4
		6 to 10	22	31.4	32	36.4	54	34.2			6 to 10	172	16.8
		11 to 20	6	8.6	9	10.2	15	9.5			11 to 20	54	5.3
		21 to 30	2	2.9	1	1.1	3	1.9			21 to 30	15	1.5
		More than 30	0	N/A	1	1.1	1	0.6			More than 30	12	1.2
		Total	70	100.0	88	100.0	158	100.0			Total	1,024	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	0	N/A	0	N/A	0	N/A	Mark the number that best represents the quality of your relationships with other students at this college.	ENVSTU	(1) Unfriendly, unsupportive, sense of alienation	20	1.9
		(2)	1	1.4	1	1.1	2	1.2			(2)	32	3.1
		(3)	2	2.8	6	6.7	8	5.0			(3)	74	7.2
		(4)	11	15.5	5	5.6	16	9.9			(4)	201	19.5
		(5)	16	22.5	24	26.7	40	24.8			(5)	192	18.7
		(6)	32	45.1	38	42.2	70	43.5			(6)	261	25.4
		(7) Friendly, supportive, sense of belonging	9	12.7	16	17.8	25	15.5			(7) Friendly, supportive, sense of belonging	247	24.0
		Total	71	100.0	90	100.0	161	100.0			Total	1,027	100.0
Select the response that best represents the quality of student relationships with instructors.	FENVFAC	(1) Unavailable, unhelpful, unsympathetic	0	N/A	0	N/A	0	N/A	Mark the number that best represents the quality of your relationships with instructors at this college.	ENVFAC	(1) Unavailable, unhelpful, unsympathetic	12	1.1
		(2)	0	N/A	1	1.1	1	0.6			(2)	24	2.3
		(3)	4	5.6	2	2.2	6	3.8			(3)	42	4.1
		(4)	6	8.5	3	3.4	9	5.6			(4)	136	13.2
		(5)	15	21.1	15	16.9	30	18.8			(5)	210	20.5
		(6)	26	36.6	47	52.8	73	45.6			(6)	314	30.6
		(7) Available, helpful, sympathetic	20	28.2	21	23.6	41	25.6			(7) Available, helpful, sympathetic	289	28.1
		Total	71	100.0	89	100.0	160	100.0			Total	1,027	100.0
Select the response that best represents the quality of student relationships with administrative personnel and offices.	FENVADM	(1) Unhelpful, inconsiderate, rigid	0	N/A	1	1.1	1	0.6	Mark the number that best represents the quality of your relationships with administrative personnel and offices at this college.	ENVADM	(1) Unhelpful, inconsiderate, rigid	50	4.8
		(2)	2	2.8	3	3.3	5	3.1			(2)	55	5.3
		(3)	6	8.3	8	8.9	14	8.6			(3)	102	9.9
		(4)	14	19.4	16	17.8	30	18.5			(4)	210	20.4
		(5)	15	20.8	20	22.2	35	21.6			(5)	229	22.3
		(6)	22	30.6	34	37.8	56	34.6			(6)	190	18.5
		(7) Helpful, considerate, flexible	13	18.1	8	8.9	21	13.0			(7) Helpful, considerate, flexible	192	18.7
		Total	72	100.0	90	100.0	162	100.0			Total	1,027	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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	0	N/A	0	N/A	0	N/A	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	0	N/A	2	2.3	2	1.3			Very little	52	5.0
		Some	15	22.1	17	19.8	32	20.8			Some	248	24.2
		Quite a bit	26	38.2	40	46.5	66	42.9			Quite a bit	446	43.6
		Very much	27	39.7	27	31.4	54	35.1			Very much	278	27.1
		Total	68	100.0	86	100.0	154	100.0			Total	1,024	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	1	1.4	1	1.2	2	1.3	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	4	5.8	5	5.8	9	5.8			Very little	253	24.8
		Some	21	30.4	14	16.3	35	22.6			Some	315	31.0
		Quite a bit	17	24.6	26	30.2	43	27.7			Quite a bit	283	27.8
		Very much	26	37.7	40	46.5	66	42.6			Very much	167	16.4
		Total	69	100.0	86	100.0	155	100.0			Total	1,018	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	3	4.4	3	3.5	6	3.9	How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?	GNWRITE			
		Very little	6	8.8	7	8.1	13	8.4			Very little	107	10.4
		Some	14	20.6	26	30.2	40	26.0			Some	298	29.1
		Quite a bit	22	32.4	30	34.9	52	33.8			Quite a bit	357	34.9
		Very much	23	33.8	20	23.3	43	27.9			Very much	262	25.6
		Total	68	100.0	86	100.0	154	100.0			Total	1,023	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	0	N/A	1	1.2	1	0.7	How much has your experience at this college contributed to your knowledge, skills, and personal development in speaking clearly and effectively?	GNSPEAK			
		Very little	5	7.5	11	12.8	16	10.5			Very little	137	13.4
		Some	21	31.3	25	29.1	46	30.1			Some	314	30.7
		Quite a bit	25	37.3	27	31.4	52	34.0			Quite a bit	348	34.0
		Very much	16	23.9	22	25.6	38	24.8			Very much	223	21.8
		Total	67	100.0	86	100.0	153	100.0			Total	1,022	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 thinking critically and analytically?	FGNANALY	None	1	1.4	0	N/A	1	0.7	How much has your experience at this college contributed to your knowledge, skills, and personal development in thinking critically and analytically?	GNANALY			
		Very little	2	2.9	3	3.6	5	3.3			Very little	70	6.9
		Some	8	11.6	4	4.8	12	7.9			Some	212	20.8
		Quite a bit	23	33.3	20	24.1	43	28.3			Quite a bit	420	41.3
		Very much	35	50.7	56	67.5	91	59.9			Very much	317	31.1
		Total	69	100.0	83	100.0	152	100.0			Total	1,019	100.0
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	19	27.9	9	10.5	28	18.2	How much has your experience at this college contributed to your knowledge, skills, and personal development in solving numerical problems?	GNSOLVE			
		Very little	20	29.4	25	29.1	45	29.2			Very little	109	10.7
		Some	13	19.1	18	20.9	31	20.1			Some	284	27.8
		Quite a bit	5	7.4	16	18.6	21	13.6			Quite a bit	378	37.0
		Very much	11	16.2	18	20.9	29	18.8			Very much	251	24.6
		Total	68	100.0	86	100.0	154	100.0			Total	1,023	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	1	1.4	1	1.2	2	1.3	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	5	7.2	2	2.3	7	4.5			Very little	155	15.2
		Some	21	30.4	19	22.1	40	25.8			Some	278	27.1
		Quite a bit	18	26.1	28	32.6	46	29.7			Quite a bit	321	31.4
		Very much	24	34.8	36	41.9	60	38.7			Very much	269	26.3
		Total	69	100.0	86	100.0	155	100.0			Total	1,023	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	0	N/A	1	1.2	1	0.6	How much has your experience at this college contributed to your knowledge, skills, and personal development in working effectively with others?	GNOTHERS			
		Very little	4	5.8	8	9.3	12	7.7			Very little	110	10.8
		Some	21	30.4	19	22.1	40	25.8			Some	353	34.5
		Quite a bit	24	34.8	26	30.2	50	32.3			Quite a bit	316	31.0
		Very much	20	29.0	32	37.2	52	33.5			Very much	242	23.7
		Total	69	100.0	86	100.0	155	100.0			Total	1,021	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 learning effectively on their own?	FGNINQ	None	0	N/A	0	N/A	0	N/A	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	1	1.4	0	N/A	1	0.6			Very little	95	9.3
		Some	14	20.3	18	20.9	32	20.6			Some	237	23.3
		Quite a bit	33	47.8	30	34.9	63	40.6			Quite a bit	361	35.4
		Very much	21	30.4	38	44.2	59	38.1			Very much	325	31.9
		Total	69	100.0	86	100.0	155	100.0			Total	1,018	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	1	1.4	1	1.2	2	1.3	How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding yourself?	GNSELF			
		Very little	1	1.4	10	11.6	11	7.1			Very little	200	19.7
		Some	22	31.9	28	32.6	50	32.3			Some	305	30.0
		Quite a bit	26	37.7	22	25.6	48	31.0			Quite a bit	254	25.0
		Very much	19	27.5	25	29.1	44	28.4			Very much	257	25.3
		Total	69	100.0	86	100.0	155	100.0			Total	1,015	100.0
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	2	2.9	7	8.2	9	5.9	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	7	10.3	12	14.1	19	12.4			Very little	253	24.9
		Some	20	29.4	28	32.9	48	31.4			Some	322	31.7
		Quite a bit	23	33.8	20	23.5	43	28.1			Quite a bit	233	22.9
		Very much	16	23.5	18	21.2	34	22.2			Very much	209	20.5
		Total	68	100.0	85	100.0	153	100.0			Total	1,017	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	3	4.4	2	2.3	5	3.2	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	5	7.4	11	12.8	16	10.4			Very little	256	25.3
		Some	18	26.5	30	34.9	48	31.2			Some	306	30.3
		Quite a bit	22	32.4	22	25.6	44	28.6			Quite a bit	254	25.1
		Very much	20	29.4	21	24.4	41	26.6			Very much	196	19.4
		Total	68	100.0	86	100.0	154	100.0			Total	1,013	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 contributing to the welfare of their community?	FGNCOMMUN	None	5	7.4	8	9.3	13	8.4	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	14	20.6	21	24.4	35	22.7			Very little	394	39.1
		Some	30	44.1	29	33.7	59	38.3			Some	330	32.7
		Quite a bit	13	19.1	12	14.0	25	16.2			Quite a bit	181	17.9
		Very much	6	8.8	16	18.6	22	14.3			Very much	104	10.3
		Total	68	100.0	86	100.0	154	100.0			Total	1,008	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	2	2.9	5	5.8	7	4.5	How much has your experience at this college contributed to your knowledge, skills, and personal development in developing clearer career goals?	CARGOAL			
		Very little	8	11.8	9	10.5	17	11.0			Very little	170	16.8
		Some	22	32.4	25	29.1	47	30.5			Some	285	28.3
		Quite a bit	23	33.8	22	25.6	45	29.2			Quite a bit	324	32.1
		Very much	13	19.1	25	29.1	38	24.7			Very much	231	22.8
		Total	68	100.0	86	100.0	154	100.0			Total	1,010	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	5	7.4	9	10.6	14	9.2	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	11	16.2	11	12.9	22	14.4			Very little	217	21.4
		Some	21	30.9	19	22.4	40	26.1			Some	316	31.2
		Quite a bit	22	32.4	22	25.9	44	28.8			Quite a bit	265	26.2
		Very much	9	13.2	24	28.2	33	21.6			Very much	215	21.2
		Total	68	100.0	85	100.0	153	100.0			Total	1,013	100.0
How often do you refer students to academic advising/planning?	FUSEACAD	N.A.	1	1.5	1	1.2	2	1.3	How often do you use academic advising/planning at this college?	USEACAD	Don't know/N.A.	56	5.5
		Rarely/Never	18	26.9	17	20.2	35	23.2			Rarely/Never	330	32.9
		Sometimes	31	46.3	42	50.0	73	48.3			Sometimes	470	47.0
		Often	17	25.4	24	28.6	41	27.2			Often	146	14.6
		Total	67	100.0	84	100.0	151	100.0			Total	1,001	100.0
How often do you refer students to career counseling?	FUSECACOU	N.A.	7	10.4	7	8.3	14	9.3	How often do you use career counseling at this college?	USECACOU	Don't know/N.A.	218	21.9
		Rarely/Never	28	41.8	34	40.5	62	41.1			Rarely/Never	509	51.2
		Sometimes	25	37.3	30	35.7	55	36.4			Sometimes	201	20.2
		Often	7	10.4	13	15.5	20	13.2			Often	67	6.7
		Total	67	100.0	84	100.0	151	100.0			Total	995	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 job placement assistance?	FUSEJOBPL	N.A.	12	17.9	8	9.6	20	13.3	How often do you use job placement assistance at this college?	USEJOBPL	Don't know/N.A.	433	44.1
		Rarely/Never	33	49.3	44	53.0	77	51.3			Rarely/Never	479	48.8
		Sometimes	16	23.9	24	28.9	40	26.7			Sometimes	53	5.4
		Often	6	9.0	7	8.4	13	8.7			Often	17	1.7
		Total	67	100.0	83	100.0	150	100.0			Total	981	100.0
How often do you refer students to peer or other tutoring?	FUSETUTOR	N.A.	0	N/A	3	3.6	3	2.0	How often do you use peer or other tutoring at this college?	USETUTOR	Don't know/N.A.	212	21.6
		Rarely/Never	14	21.2	11	13.1	25	16.7			Rarely/Never	471	47.9
		Sometimes	25	37.9	39	46.4	64	42.7			Sometimes	198	20.1
		Often	27	40.9	31	36.9	58	38.7			Often	102	10.4
		Total	66	100.0	84	100.0	150	100.0			Total	983	100.0
How often do you refer students to skill labs (writing, math, etc.)?	FUSELAB	N.A.	5	7.5	3	3.6	8	5.3	How often do you use skills labs (writing, math, etc.) at this college?	USELAB	Don't know/N.A.	163	16.6
		Rarely/Never	12	17.9	16	19.3	28	18.7			Rarely/Never	343	35.0
		Sometimes	20	29.9	32	38.6	52	34.7			Sometimes	283	28.9
		Often	30	44.8	32	38.6	62	41.3			Often	191	19.5
		Total	67	100.0	83	100.0	150	100.0			Total	980	100.0
How often do you refer students to child care?	FUSECHLD	N.A.	25	37.3	27	32.1	52	34.4	How often do you use child care at this college?	USECHLD	Don't know/N.A.	567	57.5
		Rarely/Never	38	56.7	51	60.7	89	58.9			Rarely/Never	393	39.9
		Sometimes	4	6.0	6	7.1	10	6.6			Sometimes	18	1.8
		Often	0	N/A	0	N/A	0	N/A			Often	8	0.8
		Total	67	100.0	84	100.0	151	100.0			Total	986	100.0
How often do you refer students to financial aid advising?	FUSEFAADV	N.A.	11	16.4	11	13.4	22	14.8	How often do you use financial aid advising at this college?	USEFAADV	Don't know/N.A.	158	16.1
		Rarely/Never	30	44.8	32	39.0	62	41.6			Rarely/Never	278	28.3
		Sometimes	21	31.3	28	34.1	49	32.9			Sometimes	341	34.8
		Often	5	7.5	11	13.4	16	10.7			Often	205	20.9
		Total	67	100.0	82	100.0	149	100.0			Total	981	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 computer labs?	FUSECOMLB	N.A.	7	10.6	8	9.5	15	10.0	How often do you use computer labs at this college?	USECOMLB	Don't know/N.A.	157	16.1
		Rarely/Never	17	25.8	22	26.2	39	26.0			Rarely/Never	325	33.4
		Sometimes	25	37.9	26	31.0	51	34.0			Sometimes	272	27.9
		Often	17	25.8	28	33.3	45	30.0			Often	220	22.6
		Total	66	100.0	84	100.0	150	100.0			Total	974	100.0
How often do you refer students to student organizations?	FUSESTORG	N.A.	7	10.4	9	10.7	16	10.6	How often do you use student organizations at this college?	USESTORG	Don't know/N.A.	365	37.5
		Rarely/Never	33	49.3	32	38.1	65	43.0			Rarely/Never	462	47.4
		Sometimes	17	25.4	27	32.1	44	29.1			Sometimes	106	10.8
		Often	10	14.9	16	19.0	26	17.2			Often	42	4.4
		Total	67	100.0	84	100.0	151	100.0			Total	976	100.0
How often do you refer students to transfer credit assistance?	FUSETRCRD	N.A.	16	24.2	12	14.5	28	18.8	How often do you use transfer credit assistance at this college?	USETRCRD	Don't know/N.A.	405	41.5
		Rarely/Never	35	53.0	48	57.8	83	55.7			Rarely/Never	364	37.3
		Sometimes	12	18.2	19	22.9	31	20.8			Sometimes	156	16.0
		Often	3	4.5	4	4.8	7	4.7			Often	52	5.3
		Total	66	100.0	83	100.0	149	100.0			Total	978	100.0
How often do you refer students to services to students with disabilities?	FUSEDISAB	N.A.	9	13.4	5	6.0	14	9.3	How often do you use services to students with disabilities at this college?	USEDISAB	Don't know/N.A.	549	55.9
		Rarely/Never	20	29.9	22	26.2	42	27.8			Rarely/Never	360	36.7
		Sometimes	30	44.8	43	51.2	73	48.3			Sometimes	55	5.6
		Often	8	11.9	14	16.7	22	14.6			Often	17	1.8
		Total	67	100.0	84	100.0	151	100.0			Total	981	100.0
How important do you believe academic advising/planning is to students at this college?	FIMPACAD	Not at all	0	N/A	0	N/A	0	N/A	How important is academic advising/planning to you at this college?	IMPACAD	Not at all	72	7.5
		Somewhat	10	14.9	14	16.9	24	16.0			Somewhat	230	23.9
		Very	57	85.1	69	83.1	126	84.0			Very	659	68.6
		Total	67	100.0	83	100.0	150	100.0			Total	960	100.0
How important do you believe career counseling is to students at this college?	FIMPCACOU	Not at all	0	N/A	1	1.2	1	0.7	How important is career counseling to you at this college?	IMPCACOU	Not at all	203	21.7
		Somewhat	19	28.4	18	21.7	37	24.7			Somewhat	265	28.4
		Very	48	71.6	64	77.1	112	74.7			Very	465	49.9
		Total	67	100.0	83	100.0	150	100.0			Total	932	100.0

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2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 job placement assistance is to students at this college?	FIMPJOBPL	Not at all	0	N/A	1	1.2	1	0.7	How important is job placement assistance to you at this college?	IMPJOBPL	Not at all	315	34.3
		Somewhat	20	29.9	28	33.7	48	32.0			Somewhat	252	27.4
		Very	47	70.1	54	65.1	101	67.3			Very	352	38.3
		Total	67	100.0	83	100.0	150	100.0			Total	919	100.0
How important do you believe peer and other tutoring is to students at this college?	FIMPTUTOR	Not at all	1	1.5	0	N/A	1	0.7	How important is peer and other tutoring to you at this college?	IMPTUTOR	Not at all	226	24.5
		Somewhat	18	26.9	12	14.6	30	20.1			Somewhat	270	29.2
		Very	48	71.6	70	85.4	118	79.2			Very	426	46.2
		Total	67	100.0	82	100.0	149	100.0			Total	922	100.0
How important do you believe skills labs (writing, math, etc.) are to students at this college?	FIMPLAB	Not at all	0	N/A	0	N/A	0	N/A	How important are skills labs (writing, math, etc.) to you at this college?	IMPLAB	Not at all	171	18.6
		Somewhat	15	22.4	9	11.0	24	16.1			Somewhat	287	31.2
		Very	52	77.6	73	89.0	125	83.9			Very	462	50.2
		Total	67	100.0	82	100.0	149	100.0			Total	920	100.0
How important do you believe child care is to students at this college?	FIMPCHLD	Not at all	4	6.0	7	8.4	11	7.3	How important is child care to you at this college?	IMPCHLD	Not at all	503	55.2
		Somewhat	36	53.7	35	42.2	71	47.3			Somewhat	181	19.8
		Very	27	40.3	41	49.4	68	45.3			Very	228	25.0
		Total	67	100.0	83	100.0	150	100.0			Total	912	100.0
How important do you believe financial aid advising is to students at this college?	FIMPFAADV	Not at all	1	1.5	1	1.2	2	1.3	How important is financial aid advising to you at this college?	IMPFAADV	Not at all	143	15.4
		Somewhat	17	25.4	12	14.5	29	19.3			Somewhat	158	17.0
		Very	49	73.1	70	84.3	119	79.3			Very	628	67.6
		Total	67	100.0	83	100.0	150	100.0			Total	929	100.0
How important do you believe computer labs are to students at this college?	FIMPCOMLB	Not at all	1	1.5	1	1.2	2	1.3	How important are computer labs to you at this college?	IMPCOMLB	Not at all	186	20.4
		Somewhat	21	31.8	21	25.3	42	28.2			Somewhat	264	28.9
		Very	44	66.7	61	73.5	105	70.5			Very	462	50.7
		Total	66	100.0	83	100.0	149	100.0			Total	912	100.0
How important do you believe student organizations are to students at this college?	FIMPSTORG	Not at all	4	6.0	7	8.5	11	7.4	How important are student organizations to you at this college?	IMPSTORG	Not at all	359	39.3
		Somewhat	44	65.7	38	46.3	82	55.0			Somewhat	328	35.9
		Very	19	28.4	37	45.1	56	37.6			Very	227	24.8
		Total	67	100.0	82	100.0	149	100.0			Total	913	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 transfer credit assistance is to students at this college?	FIMPTRCRD	Not at all	3	4.5	5	6.0	8	5.4	How important is transfer credit assistance to you at this college?	IMPTRCRD	Not at all	288	31.2
		Somewhat	28	42.4	31	37.3	59	39.6			Somewhat	208	22.6
		Very	35	53.0	47	56.6	82	55.0			Very	427	46.3
		Total	66	100.0	83	100.0	149	100.0			Total	923	100.0
How important do you believe services to students with disabilities are to students at this college?	FIMPDISAB	Not at all	2	3.0	1	1.2	3	2.0	How important are services to students with disabilities to you at this college?	IMPDISAB	Not at all	369	40.0
		Somewhat	21	31.3	21	25.3	42	28.0			Somewhat	151	16.3
		Very	44	65.7	61	73.5	105	70.0			Very	402	43.7
		Total	67	100.0	83	100.0	150	100.0			Total	922	100.0
How likely is it that working full-time would cause students to withdraw from class or from this college?	FWRKFULL	Not likely	1	1.5	9	10.7	10	6.6	How likely is it that working full-time would cause you to withdraw from class or from this college?	WRKFULL	Not likely	438	42.8
		Somewhat likely	16	23.9	11	13.1	27	17.9			Somewhat likely	216	21.2
		Likely	15	22.4	18	21.4	33	21.9			Likely	185	18.1
		Very likely	35	52.2	46	54.8	81	53.6			Very likely	183	17.9
		Total	67	100.0	84	100.0	151	100.0			Total	1,022	100.0
How likely is it that caring for dependents would cause students to withdraw from class or from this college?	FCAREDEP	Not likely	5	7.5	7	8.3	12	7.9	How likely is it that caring for dependents would cause you to withdraw from class or from this college?	CAREDEP	Not likely	567	55.7
		Somewhat likely	17	25.4	20	23.8	37	24.5			Somewhat likely	202	19.9
		Likely	23	34.3	25	29.8	48	31.8			Likely	136	13.4
		Very likely	22	32.8	32	38.1	54	35.8			Very likely	112	11.0
		Total	67	100.0	84	100.0	151	100.0			Total	1,018	100.0
How likely is it that being academically unprepared would cause students to withdraw from class or from this college?	FACADUNP	Not likely	1	1.5	3	3.6	4	2.6	How likely is it that being academically unprepared would cause you to withdraw from class or from this college?	ACADUNP	Not likely	614	60.3
		Somewhat likely	22	32.8	9	10.7	31	20.5			Somewhat likely	228	22.4
		Likely	20	29.9	22	26.2	42	27.8			Likely	105	10.4
		Very likely	24	35.8	50	59.5	74	49.0			Very likely	70	6.9
		Total	67	100.0	84	100.0	151	100.0			Total	1,017	100.0
How likely is it that lacking finances would cause students to withdraw from class or from this college?	FLACKFIN	Not likely	3	4.5	7	8.3	10	6.7	How likely is it that lack of finances would cause you to withdraw from class or from this college?	LACKFIN	Not likely	263	25.9
		Somewhat likely	22	33.3	15	17.9	37	24.7			Somewhat likely	276	27.1
		Likely	20	30.3	26	31.0	46	30.7			Likely	177	17.5
		Very likely	21	31.8	36	42.9	57	38.0			Very likely	300	29.5
		Total	66	100.0	84	100.0	150	100.0			Total	1,016	100.0

The student frequencies displayed on this report are weighted.

2014 Frequency Distributions - Student and Faculty Items

2014 *CCFSSE* Results (Faculty)									2014 *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 transferring to a 4-year college or university would cause students to withdraw from class or from this college?	FTRANSFER	Not likely	17	25.8	18	21.4	35	23.3	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	301	29.6
		Somewhat likely	23	34.8	31	36.9	54	36.0			Somewhat likely	191	18.8
		Likely	16	24.2	17	20.2	33	22.0			Likely	225	22.2
		Very likely	10	15.2	18	21.4	28	18.7			Very likely	299	29.4
		Total	66	100.0	84	100.0	150	100.0			Total	1,017	100.0

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