



Community College Survey of Student Engagement (CCSSE)
Overview of 2005 National Results:
Community College Faculty Survey of Student Engagement

Overview of 2005 National Results: Community College Faculty Survey of Student Engagement

Introduction

The Community College Faculty Survey of Student Engagement (*CCFSSE*) was piloted in the fall of 2004 and administered for the first time nationally in the spring of 2005 by the Community College Survey of Student Engagement (*CCSSE*). The *CCFSSE*, designed as a companion to the *Community College Student Report*, elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

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

The *CCFSSE* report enables participating institutions to view faculty expectations and perceptions of student engagement alongside student responses. However, it is important to

remember that the side-by-side tables, while illustrative, are not entirely equivalent -- that is, the *CCSSE* asks students to report perceptions and experiences across the period of the current academic year. Faculty members, in contrast, are asked to describe their practices in a specific selected course, as well as to indicate their perceptions of student experiences in the college more generally. Nonetheless, the student and faculty responses provide a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience.

The average institutional response rate for the 2005 *CCFSSE* was 35%. While this is an acceptable response rate for survey research, the rate is lower than the 80% percent of target rate for *CCSSE* 2005¹.

This overview is divided into two sections and is organized to provide a general understanding of survey administration and of selected findings from the *CCFSSE*'s 2005 administration. In the first section, we describe how the survey was administered and compare *CCFSSE* institutions and faculty with *CCSSE* 2005 member colleges, as well as with the national population of two-year colleges.

In the second section, we highlight selected national survey findings and provide some comparisons to the 2005 *CCSSE* results.

2005 CCFSSSE Institutions and Respondents

All institutions that participated in the 2005 CCSSE survey administration were invited to participate in the CCFSSSE. The survey was administered via the Web: faculty members at participating institutions were sent an invitational email and asked to respond to an online survey. The survey was conducted online from March 15 through May 27, 2005. All faculty members who taught credit courses were invited to participate. The CCFSSSE survey was completed by 3,561 faculty members at 39 institutions.

Representation of Institutions

As the table below highlights, slightly more large institutions participated in the 2005 CCFSSSE as compared to all 2005 CCSSE member colleges and the national population, which in turn resulted in an under-representation of small colleges. However, the distribution among participating colleges within urbanicity more closely mirrored the representation of colleges at the national level. The numbers and accompanying percentages (in parentheses) displayed in all three columns of the table below represent within-category data.

Colleges by Size and Urbanicity

	2005 CCFSSSE Participants	2005 CCSSE Member Colleges	National Population ²
By Size			
# of Institutions	39 (100%)	256 (100%)	1,095 (100%)
Small (up to 4,499)	14 (36%)	149 (58%)	630 (58%)
Medium (4,500-7,999)	10 (25%)	61 (24%)	224 (20%)
Large (8,000-14,999)	10 (25%)	28 (11%)	152 (14%)
Extra-Large (15,000+)	5 (13%)	18 (7%)	89 (8%)
By Urbanicity			
# of Institutions	39 (100%)	256 (100%)	1,083 (100%)
Urban	12 (31%)	71 (28%)	422 (39%)
Suburban	10 (26%)	59 (23%)	255 (24%)
Rural	17 (43%)	126 (49%)	406 (37%)

Representation of Faculty Respondents

2005 CCFSSSE faculty respondents generally mirror the national two-year college faculty population³, with the exception of employment status, as illustrated in the table below. It should be noted that CCFSSSE colleges submitted more valid e-mail addresses for full-time versus part-time faculty; accordingly, more full-time faculty members were invited to complete the survey.

Gender

The 1,930 female faculty members who responded to the CCFSSSE account for 55% of all respondents. One thousand five hundred fifty-three men responded, accounting for 45% of

respondents. Nationally, women comprise 49% of faculty at two-year institutions.

Race and Ethnicity

The CCFSSSE 2005 respondents' race and ethnicity closely parallel the NCES⁴ faculty data for two-year institutions.

Employment Status

Fifty-nine percent of CCFSSSE respondents identify themselves as full-time faculty members, while 41% indicate that they are employed on a part-time basis. These percentages are quite different from NCES national data, which indicate that only 33% of community college faculty members are employed full-time.

Respondents versus National Population

	2005 CCFSSSE Respondents	National Population
Gender		
Male	1,553 (45%)	51%
Female	1,930 (55%)	49%
Race/Ethnicity		
American Indian or other Native American	36 (1%)	<1%
Asian, Asian American or Pacific Islander	60 (2%)	3%
Native Hawaiian	1 (<1%)	.5
Black or African American, Non-Hispanic	214 (6%)	7%
White, Non-Hispanic	2,927 (83%)	83%
Hispanic, Latino, Spanish	131 (4%)	5%
Other	87 (3%)	2%
Employment Status		
Full-time	2,105 (59%)	33%
Part-time	1,456 (41%)	67%

Academic Rank

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

	2005 CCFSSSE Respondents	National Population
Professor	15%	10%
Associate Professor	12%	5%
Assistant Professor	11%	4%
Instructor or Lecturer	57%	50%
Other	5%	31%

Selected Findings

This section of the overview features selected findings from the 2005 CCFSSSE.

Class Size as Compared to College Size

The largest percentage of faculty at small and medium-sized colleges report teaching classes in the 10-19 class size range, while the largest percentage of faculty at large and extra-large colleges report teaching classes in the 20-29 class size range. However, for all college size categories, nearly 75% of faculty report their class size as between 10 and 29 students.

Class Sizes across Colleges by College Size

	Class Size					
	<10	10-19	20-29	30-39	40-69	70+
College Size						
Small (up to 4,499)	16%	39%	33%	8%	4%	<1%
Medium (4,500-7,999)	11%	40%	34%	10%	5%	<1%
Large (8,000-14,999)	9%	33%	42%	14%	2%	<1%
Extra-Large (15,000+)	6%	33%	41%	16%	5%	<1%

How Faculty Spend Their Time

Professional Activities

The table below highlights the teaching-related and other professional activities on which full- and part-time faculty describe spending their time in a typical 7-day week⁶. As expected, full-time faculty

indicate spending more hours teaching students than their part-time counterparts. Interestingly, though, roughly equal percentages of both groups spend between 1 and 12 hours a week on the remaining teaching-related activities. However, a much larger percentage of full-time faculty spend between 1-12 hours on other professional activities such as advising students and conducting service activities.

Hours Spent on Selected Activities during 7-day Week

	Part-time			Full-time		
	1 to 12	13-20	21+	1 to 12	13-20	21+
Teaching-related activities						
Teaching students in class	87%	10%	3%	27%	56%	16%
Grading papers	91%	5%	1%	82%	13%	4%
Giving other forms of written and oral feedback to students	94%	2%	1%	91%	6%	2%
Preparing for class	93%	6%	1%	84%	14%	3%
Reflecting and working on ways to improve my teaching	94%	3%	1%	93%	5%	2%
Other professional activities						
Research and scholarly activities	69%	5%	3%	74%	6%	1%
Working with honors projects	8%	1%	<1%	14%	<1%	<1%
Advising students	55%	2%	1%	87%	3%	1%
Supervising internships or other field experiences	9%	1%	<1%	24%	3%	1%
Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	19%	1%	<1%	51%	1%	<1%
Other interactions with students outside the classroom	51%	2%	1%	78%	2%	1%
Conducting service activities	18%	1%	<1%	41%	1%	<1%

Class Time

Item #16 asks faculty to report the percentage of class time spent on activities such as lecture, student computer use, and in-class writing. Almost a third of faculty respondents report spending 50-100% of their class time lecturing.

On the other hand, only 7% of respondents indicate spending 30% or more of their class time on in-class writing, and 50% of faculty report that none of their class time is dedicated to in-class writing. Similarly, large percentages of faculty report devoting no class time to experiential activities (67%) and student computer use (49%).

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

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
Lecture	2%	12%	14%	14%	12%	15%	22%	9%
Teacher-led discussion	4%	23%	24%	19%	11%	8%	7%	3%
Teacher-student shared responsibility	25%	27%	18%	13%	7%	4%	5%	2%
Student computer use	49%	24%	9%	4%	3%	2%	5%	4%
Small group activities	23%	32%	21%	12%	6%	3%	3%	1%
Student presentations	41%	36%	12%	5%	2%	2%	1%	1%
In-class writing	50%	30%	10%	4%	3%	2%	1%	1%
Testing and evaluation	5%	47%	32%	9%	3%	1%	1%	1%
Performances in applied and fine arts	92%	3%	1%	1%	1%	1%	1%	1%
Experiential	67%	10%	7%	5%	3%	3%	4%	1%
Hands-on practice	28%	20%	15%	10%	6%	6%	9%	7%

Overview of 2005 National Results:
Community College Faculty Survey of Student Engagement

The percentage of class time spent on various activities fluctuates quite a bit depending upon the number of years faculty members have taught. Instructors in their first year of teaching most closely parallel instructors who have been in the profession 30-39 years in terms of how much time is devoted to varying classroom activities. However, those who have been teaching between 1-4 years more closely parallel those who have been teaching 5-19 years (see table below).

Teachers who have taught between 10-19 years are more likely to spend their class time on in-class writing, computer use, and small group activities than are teachers in any other category. In fact, over a third of the instructors in this category report that they devote at least 50% of their class time to in-class writing, and nearly half of the teachers in this category report that they spend a minimum of 75% of their class time on small group activities.

Percentage of Class Time Spent on Various Activities Based on Number of Years Teaching (All Faculty)

	Number of years teaching					
	First year	1 to 4	5 to 9	10 to 19	20 to 29	30 to 39
Lecture						
30-39%	7%	22%	23%	28%	13%	8%
40-49%	6%	20%	22%	30%	14%	8%
50-74%	6%	19%	24%	28%	16%	8%
75-100%	5%	24%	19%	24%	17%	10%
Teacher-led discussion						
30-39%	6%	23%	23%	28%	15%	6%
40-49%	8%	21%	24%	25%	15%	7%
50-74%	4%	21%	24%	33%	14%	5%
75-100%	8%	18%	27%	24%	15%	7%
Student computer use						
30-39%	2%	22%	31%	19%	17%	9%
40-49%	4%	14%	28%	32%	17%	4%
50-74%	6%	18%	23%	27%	19%	7%
75-100%	8%	23%	19%	20%	17%	11%
Small group activities						
30-39%	8%	28%	25%	24%	10%	4%
40-49%	5%	28%	22%	27%	9%	9%
50-74%	8%	26%	26%	22%	13%	5%
75-100%	9%	6%	16%	47%	22%	0%
In-class writing						
30-39%	5%	24%	22%	30%	17%	2%
40-49%	2%	17%	20%	33%	20%	7%
50-74%	11%	14%	18%	39%	11%	5%
75-100%	6%	24%	12%	18%	12%	29%

Faculty Perceptions about Student-Faculty Interaction

On the *CCFSSE* survey, faculty members are asked how often students interact with them, in and out of class. The table below presents the percentage of faculty members who report that

students interact with them *often or very often*; the table also indicates how students responded to similar items on the 2005 *CCSSE* survey. As the table highlights, on every item listed, faculty report higher rates of interaction than students, most notably with respect to receiving prompt feedback (written and oral) and discussing grades or assignments.

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

	Faculty Responses	Student Responses
Use e-mail to communicate with you	50%	37%
Discuss grades or assignments with you	71%	44%
Talk about career plans with you	38%	23%
Discuss ideas from your readings or classes with you outside of class	29%	15%
Receive prompt feedback (written or oral) from you about their performance	93%	55%

Suggested Steps for Reviewing, Understanding and Using *CCFSSE* Results

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

End Notes

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

2 Includes all colleges in the target population that have valid IPEDS enrollment data.

3 All national faculty data cited in this overview are 2004 NCES data for faculty at public and private two-year institutions.

4 National Center for Education Statistics.

5 2004 NCES data do not include the category "Native Hawaiian."

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