



# 2006 Institutional Report

## Overview of National 2006 CCFSSSE Cohort Survey Results

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

The CCFSSSE 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, 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 comparisons of 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.

Beginning this year, CCFSSSE will utilize a two-year cohort of participating colleges (2005 & 2006) in all of its data analyses.<sup>1</sup> This cohort is referred to as the **2006 CCFSSSE Cohort** throughout all reports and documentation. This new approach increases the total number of institutions and faculty contributing to the national dataset, which in turn increases the reliability of the overall results.

Next year, and all subsequent years, national CCFSSSE results will be reported in terms of a three-year cohort and will include faculty survey data from 2005 through 2007.

This overview is divided into two sections and is organized to provide a general understanding of survey administration and of selected findings from the 2006 CCFSSSE Cohort. In the first section, we describe how the survey was administered and compare the 2006 CCFSSSE Cohort with the 2006 CCSSE Cohort, as well as with the national population of two-year colleges.

In the second section, we highlight selected findings from the 2006 CCFSSSE Cohort and make some comparisons to 2006 CCSSE Cohort results.

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<sup>1</sup>For returning participants, the college's most recent year of CCFSSSE participation is included in data analyses. For example, if a college participated in 2005 and 2006, only the 2006 data would be used in the two-year cohort.

## 2006 CCFSSSE Cohort Institutions and Respondents

All institutions that participated in the 2006 CCFSSSE survey administration were invited to participate in the CCFSSSE. The survey was administered via the Web: faculty members at participating institutions were sent an invitation email and asked to respond to an online survey. The survey was conducted online from March 20 through May 26, 2006. All faculty members who taught spring credit courses were invited to participate. The CCFSSSE survey was completed by 5,440 faculty members at 65 institutions in 2006, and by 3,713 faculty members at 39 institutions in 2005.

### Representation of Institutions

The 2006 CCFSSSE Cohort<sup>2</sup> generally reflects the characteristics of size and location of the 2006 CCFSSSE Cohort<sup>3</sup>, as well as the underlying national population<sup>4</sup> of colleges. The numbers and accompanying percentages (in parentheses) displayed in all three columns of Table 1 represent within-category data.

**Table 1. Colleges by Size and Urbanicity**

	2006 CCFSSSE Cohort	2006 CCSSE Cohort	National Population
<b>By Size</b>			
<b># of Institutions</b>	96 (100%)	444 (100%)	1,093 (100%)
<b>Small (up to 4,499)</b>	46 (48%)	244 (55%)	612 (56%)
<b>Medium (4,500-7,999)</b>	23 (24%)	105 (24%)	238 (22%)
<b>Large (8,000-14,999)</b>	17 (18%)	57 (13%)	148 (13%)
<b>Extra-Large (15,000+)</b>	10 (10%)	38 (8%)	95 (9%)
<b>By Urbanicity</b>			
<b># of Institutions</b>	96 (100%)	444 (100%)	1,068 (100%)
<b>Urban</b>	28 (29%)	118 (26%)	416 (39%)
<b>Suburban</b>	25 (26%)	119 (27%)	256 (24%)
<b>Rural</b>	43 (45%)	207 (47%)	396 (37%)

## Representation of Faculty Respondents

The 2006 CCFSSSE Cohort faculty respondents generally mirror the national two-year college faculty population<sup>5</sup>, with the exception of employment status, as illustrated in Table 2.

### Gender

55% of all respondents to the CCFSSSE were female, and 45% of respondents were male. Nationally, women comprise 49% of faculty at two-year institutions.

### Race and Ethnicity

The 2006 CCFSSSE Cohort respondents' race and ethnicity closely parallel the NCES<sup>6</sup> faculty data for two-year institutions.

### Employment Status

Sixty-one percent of 2006 CCFSSSE Cohort respondents identified themselves as full-time faculty members, while 39% indicated that they were 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. Faculty members

at participating CCFSSSE institutions are sent an email invitation and asked to respond to the survey online. The inverse employment status representation is likely a product of colleges being unable to provide as many valid email addresses for part-time faculty as full-time.

<sup>2</sup>Representation charts do not include hospital-based or private institutions.

<sup>3</sup>Representation charts do not include hospital-based or private institutions.

<sup>4</sup>National population data do not include hospital-based or private institutions.

<sup>5</sup>U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04)

<sup>6</sup>National Center for Education Statistics

**Table 2. Respondents versus National Population**

	<b>2006 CCFSSSE Cohort</b>	<b>National Population</b>
<b>Gender</b>		
<b>Male</b>	45%	51%
<b>Female</b>	55%	49%
<b>Race/Ethnicity</b>		
<b>American Indian or other Native American</b>	1%	<1%
<b>Asian, Asian American or Pacific Islander</b>	2%	3%
<b>Native Hawaiian</b>	<1%	<sup>7</sup>
<b>Black or African American, Non-Hispanic</b>	5%	7%
<b>White, Non-Hispanic</b>	83%	83%
<b>Hispanic, Latino, Spanish</b>	5%	5%
<b>Other</b>	3%	2%
<b>Employment Status</b>		
<b>Full-time</b>	61%	33%
<b>Part-time</b>	39%	67%

### **Academic Rank**

Table 3 illustrates the percentage of all faculty respondents by academic rank as compared to national data. As shown, CCFSSSE respondents report much higher percentages—37% altogether—of professor, associate professor, and assistant professor ranks than those reported in national findings (19%), while the national data show 31% of all two-year faculty hold some “other” rank than those listed, much higher than the 5% reported by CCFSSSE respondents. There are also significant differences in the responses of part-time and full-time faculty. Eighty-two percent of part-time respondents hold the rank of instructor or lecturer, as opposed to 42% of full-time faculty, and only 9% of part-time participants hold any rank of professor—assistant, associate, or full—while 55% of full-time faculty have these titles.

### **Response Rates**

The average institutional response rate for the 2006 CCFSSSE administration was 35%; in 2005’s administration of the CCFSSSE, the response rate was 37%. While this is an acceptable response rate for survey research, the rate is substantially lower than the 52% percent completion rate found among student respondents for the 2006 CCSSE Cohort<sup>8</sup>.

<sup>7</sup>2004 NCES data do not include the category “Native Hawaiian.”

<sup>8</sup>The survey completion rate is the number of surveys returned divided by the number of surveys mailed.

**Table 3. Academic Rank**

	<b>2006 CCFSSSE Cohort</b>	<b>National Population</b>
<b>Professor</b>	18%	10%
<b>Associate Professor</b>	10%	5%
<b>Assistant Professor</b>	9%	4%
<b>Instructor or Lecturer</b>	57%	50%
<b>Other</b>	5%	31%

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## Selected Findings

This section of the overview features selected findings from the 2006 CCFSSSE Cohort.

### Class Size as Compared to College Size

The largest percentage of faculty at large and extra-large colleges reported that between 20 and 29 students were enrolled in their classes; at small colleges, 32% of faculty report teaching classes this size, and 37% of medium-sized college faculty reported teaching classes this size (see Table 4).

Forty-one percent of small college faculty teach classes that are 10-19 students in size, but a substantial percentage of faculty from the other sized colleges reported these class enrollments as well. Interestingly, all faculty who responded to the survey reported teaching quite low percentages of large classes, which include those over 39 students.

**Table 4. Class Sizes across Colleges by Size**

	<b>Class Size</b>					
	<b>&lt;10</b>	<b>10-19</b>	<b>20-29</b>	<b>30-39</b>	<b>40-69</b>	<b>70&gt;</b>
<b>College Size</b>						
<b>Extra-Large (15,000+)</b>	5%	36%	40%	14%	4%	1%
<b>Large (8,000-14,999)</b>	9%	37%	38%	11%	4%	1%
<b>Medium (4,500-7,999)</b>	12%	37%	37%	10%	4%	1%
<b>Small (up to 4,499)</b>	14%	41%	32%	8%	3%	1%

## How Faculty Spend Their Time: Professional Activities

Table 5 highlights the teaching-related and other professional activities on which full- and part-time faculty reported spending their time in a typical 7-day week<sup>9</sup>. As expected, full-time faculty reported spending more hours teaching students than their part-time counterparts. Interestingly, though, roughly equal percentages of both groups spent 1 and 12 hours a week on the remaining teaching-related activities.

However, a significantly larger percentage of full-time faculty spent between 1 and 12 hours on other professional activities such as advising students, working with students on activities other than coursework, and conducting service activities.

**Table 5. 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+
<b>Teaching-related activities</b>						
Teaching students in class	88%	9%	3%	31%	54%	15%
Grading papers	92%	3%	1%	84%	12%	4%
Giving other forms of written and oral feedback to students	94%	1%	<1%	91%	6%	1%
Preparing for class	92%	6%	1%	84%	13%	3%
Reflecting and working on ways to improve my teaching	95%	3%	1%	93%	5%	2%
<b>Other professional activities</b>						
Research and scholarly activities	71%	5%	3%	76%	4%	2%
Working with honors projects	8%	<1%	<1%	15%	<1%	<1%
Advising students	58%	2%	1%	86%	3%	2%
Supervising internships or other field experiences	10%	1%	<1%	26%	3%	1%
Working with students on activities other than coursework (committees, organizations, student life activities, orientation, intramurals, etc.)	17%	<1%	<1%	53%	2%	<1%
Other interactions with students outside the classroom	48%	1%	2%	77%	2%	<1%
Conducting service activities	17%	<1%	<1%	44%	1%	<1%

<sup>9</sup>Percentages will not total to 100 in all cases because data from the "None" category has been excluded.

## How Faculty Spend Their Time: Class Time

Question #16 asks faculty to report the percentage of class time spent on activities such as lecture, student computer use, and in-class writing (see Table 6). Almost a third of faculty respondents revealed spending 50-100% of their class time lecturing. On the other hand, over 90% of respondents reported

spending less than 20% of their class time on in-class writing. Similarly, 50% of faculty conveyed spending no class time on student computer use, and over half of respondents reported devoting less than 10% of their class time to small group activities.

**Table 6. Percent of Class Time Spent on Various Activities (All Faculty)**

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
<b>Lecture</b>	2%	12%	15%	13%	13%	14%	22%	9%
<b>Teacher-led discussion</b>	4%	22%	25%	19%	11%	8%	8%	3%
<b>Teacher-student shared responsibility</b>	24%	27%	18%	13%	7%	5%	5%	2%
<b>Student computer use</b>	50%	23%	9%	5%	3%	2%	4%	4%
<b>Small group activities</b>	22%	32%	21%	11%	6%	3%	4%	1%
<b>Student presentations</b>	39%	37%	13%	5%	3%	2%	1%	1%
<b>In-class writing</b>	50%	31%	10%	4%	2%	1%	1%	<1%
<b>Testing and evaluation</b>	5%	47%	31%	9%	4%	2%	1%	1%
<b>Performances in applied and fine arts</b>	91%	4%	1%	1%	1%	<1%	1%	1%
<b>Experiential</b>	64%	11%	6%	5%	3%	4%	4%	2%
<b>Hands-on practice</b>	27%	19%	15%	10%	6%	6%	9%	7%

The percent of class time spent on various activities fluctuates quite a bit depending upon the number of years faculty members have taught, as shown in Table 7. 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 1-4 years more closely parallel those who have been teaching 5-19 years in most instructional categories.

Teachers who have taught 10-19 years were more likely to spend their class time on teacher-led discussion and small group activities than were teachers in any other category. In fact, over a third of the teachers in this category reported that they devote a minimum of 75% of their class time to small group activities; similarly, a third of the instructors in this category report devoting at least half of their class time to in-class writing.

**Table 7. Percent of Class Time Spent on Various Activities Based on Number of Years Teaching (All Faculty)**

	Number of years teaching					
	First year	1-4	5-9	10-19	20-29	30-39
<b>Lecture</b>						
30-39%	6%	21%	23%	27%	15%	7%
40-49%	5%	21%	23%	29%	15%	7%
50-74%	6%	20%	24%	28%	15%	6%
75-100%	8%	21%	22%	24%	16%	9%
<b>Teacher-led discussion</b>						
30-39%	6%	21%	24%	28%	16%	5%
40-49%	5%	23%	25%	27%	14%	6%
50-74%	6%	22%	22%	30%	13%	7%
75-100%	8%	21%	25%	27%	14%	4%
<b>Student computer use</b>						
30-39%	5%	18%	27%	23%	20%	6%
40-49%	5%	13%	34%	29%	12%	5%
50-74%	7%	18%	25%	27%	18%	6%
75-100%	6%	21%	26%	25%	16%	5%
<b>Small group activities</b>						
30-39%	7%	26%	25%	25%	13%	4%
40-49%	6%	24%	23%	27%	13%	7%
50-74%	6%	24%	27%	27%	11%	4%
75-100%	13%	13%	21%	35%	15%	4%
<b>In-class writing</b>						
30-39%	5%	19%	26%	28%	17%	5%
40-49%	5%	23%	27%	32%	9%	5%
50-74%	7%	11%	22%	33%	17%	7%
75-100%	3%	18%	29%	16%	18%	16%

## Faculty Perceptions about Student Engagement

On the *CCFSSE* survey, faculty members are asked how often students interact with them, in and out of class. Table 8 presents the percentage of faculty who report that students interact with them *often or very often*; the table also indicates how the 2006 *CCSSE*

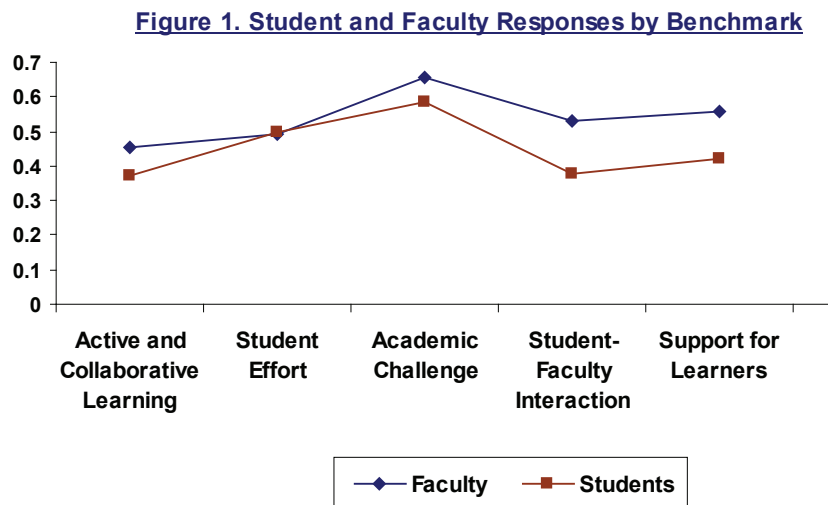
Cohort<sup>10</sup> responded to the same items. As the table highlights, on every item listed, faculty reported higher rates of interaction than students, most notably with respect to receiving prompt feedback (written and oral) and discussing grades or assignments.

**Table 8. Student-Faculty Interactions (Response of “Often” or “Very Often”)**

	Faculty Responses	Student Responses
Use e-mail to communicate with you	52%	39%
Discuss grades or assignments with you	71%	43%
Talk about career plans with you	40%	23%
Discuss ideas from your readings or classes with you outside of class	30%	15%
Receive prompt feedback (written or oral) from you about their performance	93%	55%

### Student and Faculty Responses by Benchmark

Figure 1, *Student and Faculty Responses by Benchmark*, highlights side-by-side responses to *CCSSE*'s five benchmark areas of effective educational practice.<sup>11</sup> When student and faculty views are presented side-by-side in this Overview - as they are in Table 8 and Figure 1 - the student responses include data only from colleges that are members of the 2006 *CCFSSE* Cohort.



<sup>10</sup>These student responses only include data from colleges that are members of the 2006 *CCFSSE* Cohort.

<sup>11</sup>For Figure 1, data are presented in groupings of *CCFSSE* items that correspond to comparable *CCSSE* benchmark composition items (excluding items 6a, 6b, and 6c). Student data is not weighted in this graph as there is not a comparable weighting scheme for faculty. Data are means of items where items were rescaled between 0 and 1.

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## Suggested Steps for Reviewing, Understanding and Using CCFSSSE Results

- ★ 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.