

RESEARCH BRIEF

No. 78-15

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CCSSE and CCFSSSE 2015: Comparison of Faculty and Student Responses on the Five Benchmarks of Student Engagement

Introduction

What are CCSSE and CCFSSSE?

- **CCSSE:** The Community College Survey of Student Engagement is an annual nationwide survey of community college students. CCSSE helps institutions gauge their performance in different areas of **student engagement**.
- **CCFSSSE:** The Community College Faculty Survey of Student Engagement is a companion survey to the CCSSE. CCFSSSE is designed to measure faculty's teaching practices, professional activities, and perceptions of students' college experiences.

What are benchmarks?

- CCSSE identifies five **benchmarks** for assessing institutional performance in student engagement based on groups of conceptually-related items on the survey:
 - *Active and Collaborative Learning*
 - *Student Effort*
 - *Academic Challenge*
 - *Student-Faculty Interaction*
 - *Support for Learners*

CCSSE and CCFSSSE 2015 at NOVA

- In Spring 2015, **285** faculty members and **1,588** students participated in CCFSSSE and CCSSE at NOVA, respectively.

In This Research Brief

Comparison of Faculty and Student Benchmark Scores

- This Research Brief compares faculty and student responses from CCFSSSE and CCSSE on the five benchmarks and on the items comprising each benchmark.

Highlights

Overall Benchmark Scores

- Both students and faculty rated the *Academic Challenge* benchmark highest and the *Active and Collaborative Learning* benchmark lowest.
- Faculty scores were higher than student scores on all benchmarks. The difference was greatest for the Student-Faculty Interaction benchmark.

Active and Collaborative Learning

- Both students and faculty reported that students frequently **asked questions in class and contributed to class discussions**, giving this item the highest score for this benchmark.
- Faculty perceived students to be more likely to **tutor other students** than students themselves reported.

Student Effort

- Students felt they spent more time and effort on activities such as **preparing multiple drafts, integrating information from various sources, and preparing for class** than faculty perceived.
- Faculty reported referring students to resources such as **tutoring** and **skill labs** more frequently than students reported using these resources.

Academic Challenge

- Students perceived, more so than faculty, that the College placed greater emphasis on **spending time studying**.
- Faculty scores were generally higher than students' on this benchmark, particularly regarding the amount of time spent **synthesizing and organizing ideas, information, and experiences**, as well as the amount of time spent **applying theories or concepts to practical problems**.

Student-Faculty Interaction

- Faculty felt that they provided students with **prompt feedback on their performance** much more so than students perceived.
- Both students and faculty reported that their **interaction on activities other than coursework** was infrequent.

Support for Learners

- Both students and faculty reported that NOVA provided students with the **support they needed to succeed**.
- Both faculty and students also reported that students' use of **career counseling** at NOVA was infrequent.

Data Notes

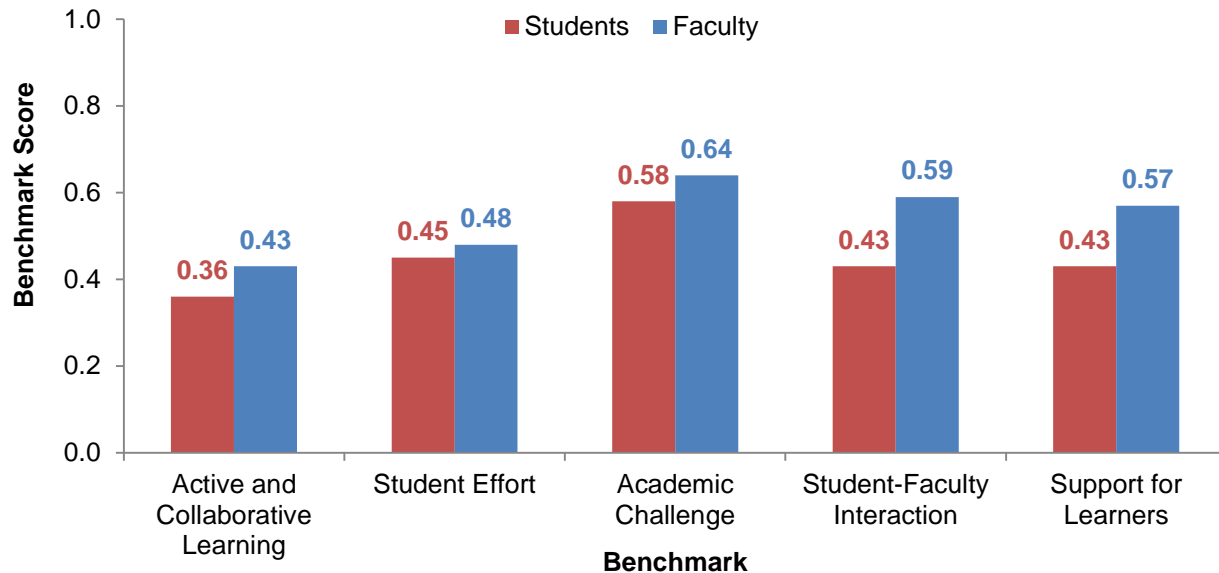
Benchmark Scores

- Since the response scale varied across the items on the survey, the raw scores were transformed by CCSSE to make the scale uniform and allow for easy interpretation and comparison of the data.
- All the scores reported herein are on a 0-1 scale, with 0 being the lowest and 1 being the highest rating of engagement.
- Several benchmark items were phrased differently for the student survey (CCSSE) compared to the faculty survey (CCFSSE). In instances where a variation exists, both versions of the question are included in the Data Tables in the Appendix.

Overall Benchmark Scores

Faculty scores were higher than student scores on all benchmarks (Figure 1). The difference was greatest for the *Student-Faculty Interaction* benchmark. This suggests that faculty perceived greater levels of student engagement (as measured by the five benchmarks) than students themselves perceived. Both students and faculty gave their highest scores to the *Academic Challenge* benchmark and their lowest scores to *Active and Collaborative Learning*.

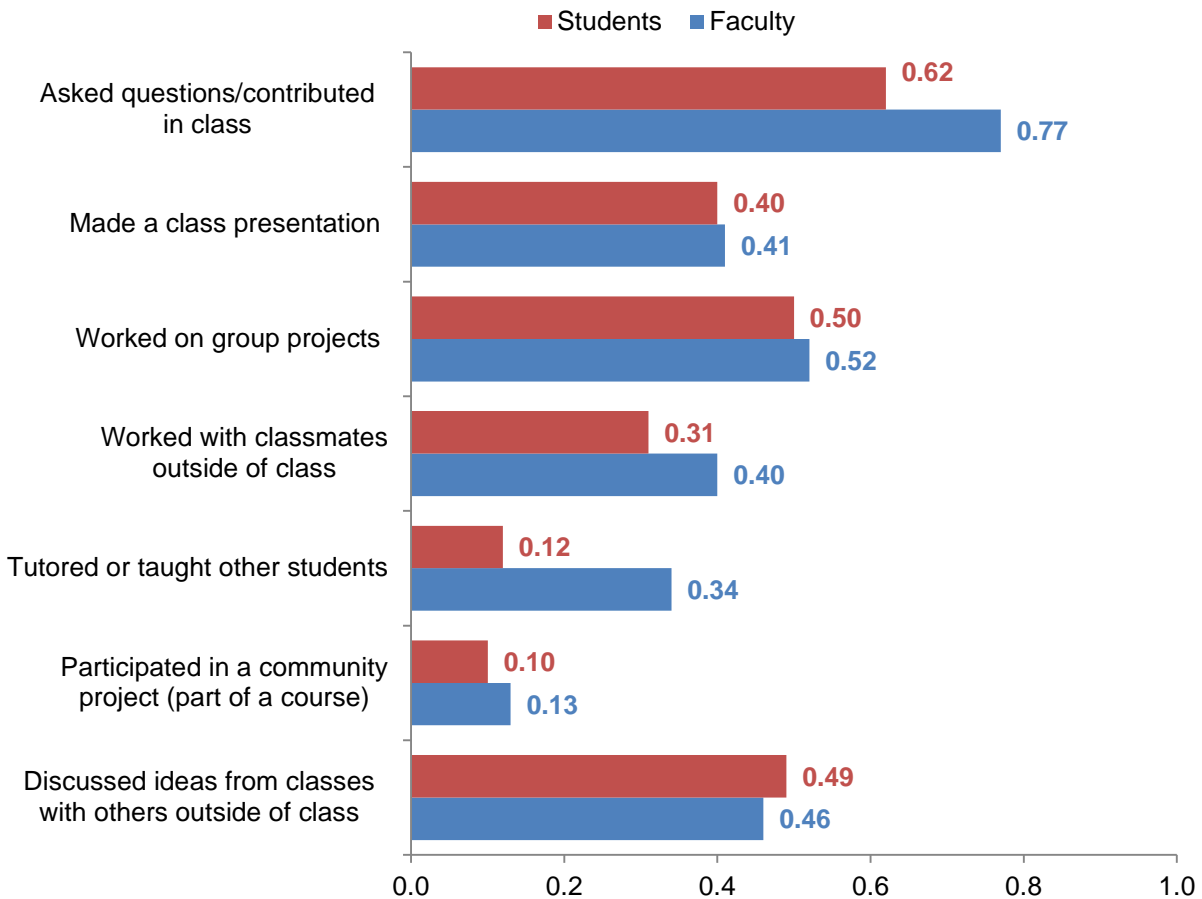
Figure 1. Comparison of Faculty and Student Responses on the Five Benchmarks of Student Engagement: Spring 2015



Active and Collaborative Learning

Overall, students and faculty both gave *Active and Collaborative Learning* the lowest score for student engagement at NOVA (0.36 and 0.43, respectively). Of the seven items that comprise this benchmark, three individual items showed that faculty generally perceived their students to be more involved in active and collaborative learning than the students considered themselves to be. These included “asked questions/contributed to class,” “worked with classmates outside of class,” and “tutored or taught other students.” The largest difference in faculty and student scores was for “tutored or taught other students (paid or voluntary)” (0.34 compared to 0.12). On the other four items, the faculty scores were roughly equal to that of the students.

Figure 1. Active and Collaborative Learning: Means for Individual Benchmark Items

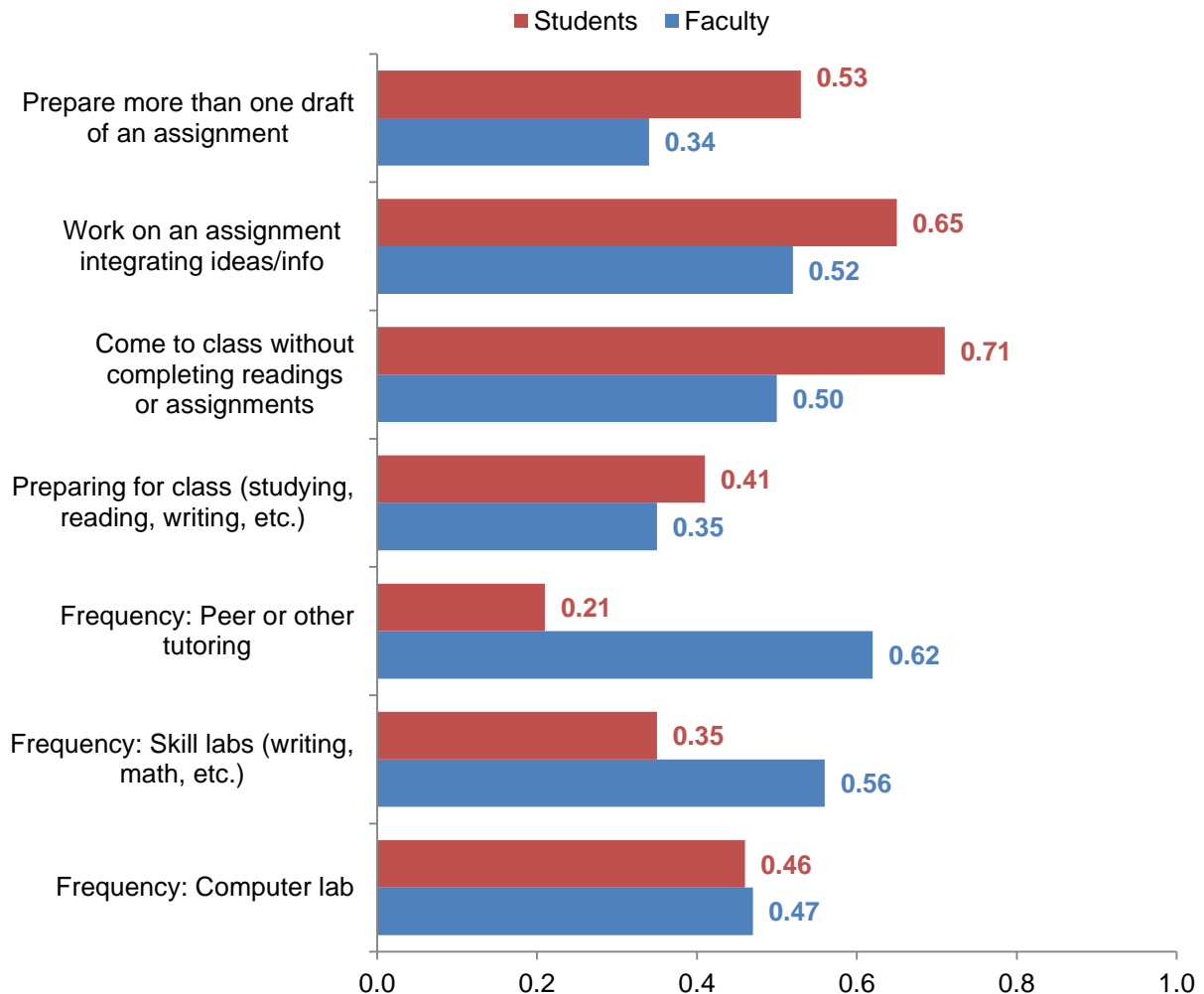


Student Effort

For three of the seven items in this benchmark, student scores were higher than faculty scores. Students felt they spent more time and effort on activities such as “preparing two or more drafts of a paper or assignment before turning it in” and “working on a paper or project that required integrating ideas or information from various sources” than faculty perceived. Students also reported higher scores for “coming to class without completing readings or assignments” than faculty perceived (0.71 compared to 0.50).

The scores also suggest that faculty referred students to resources such as tutoring, skill labs, and computer labs more frequently than students actually availed themselves of these resources.

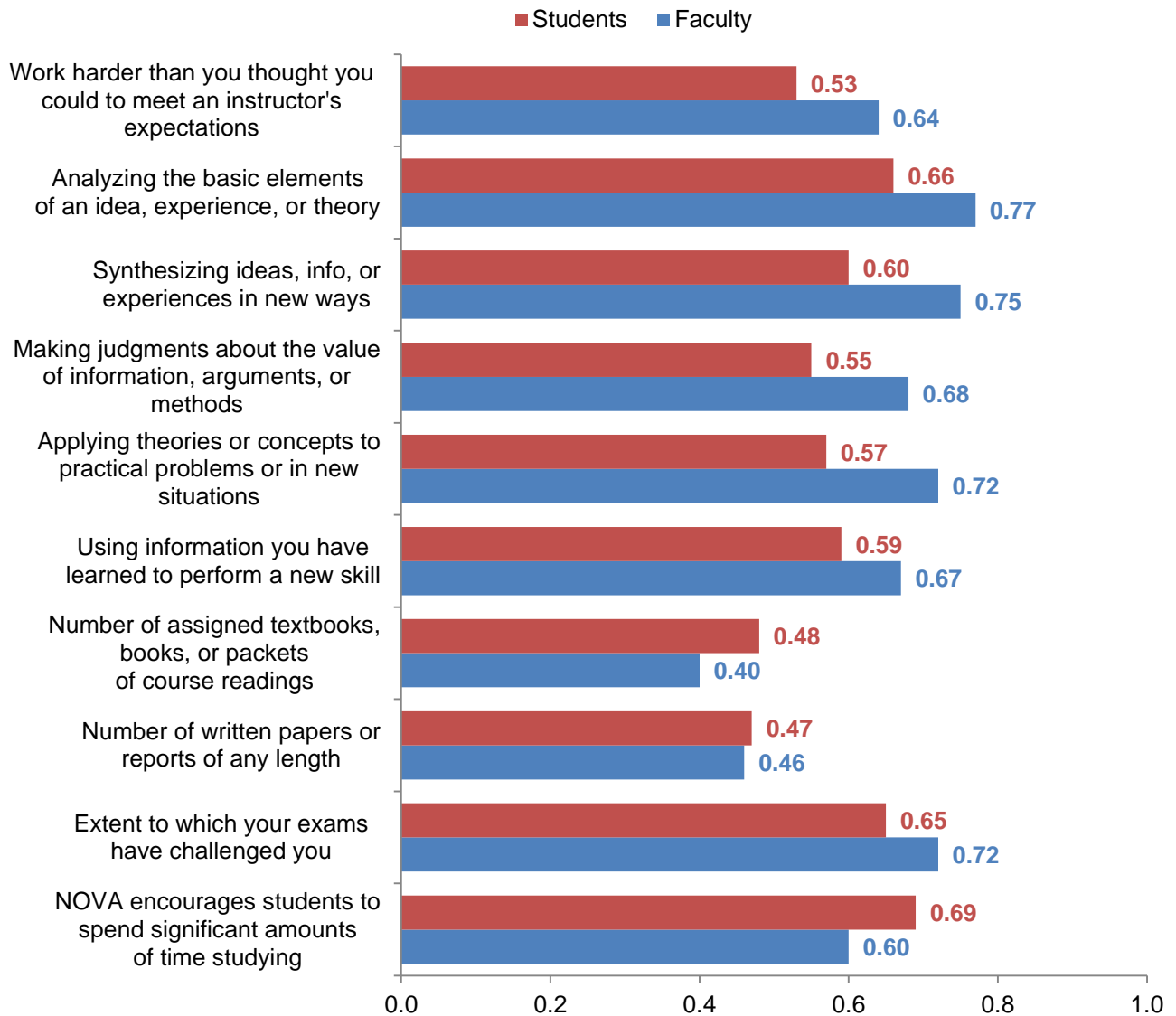
Figure 2. Student Effort – Faculty and Student Scores: Spring 2015



Academic Challenge

Overall, both students and faculty gave the highest scores to the *Academic Challenge* benchmark (0.58 and 0.64, respectively). Faculty scores on the seven of the ten items in this benchmark were between 0.07 and 0.15 points higher than the student scores. Thus, faculty overall appeared to believe that students worked harder and were more challenged than students themselves reported. Students, however, reported completing more coursework than faculty reported assigning. Students also perceived, more so than faculty, that the College placed greater emphasis on spending time studying.

Figure 3. Academic Challenge – Faculty and Student Scores: Spring 2015

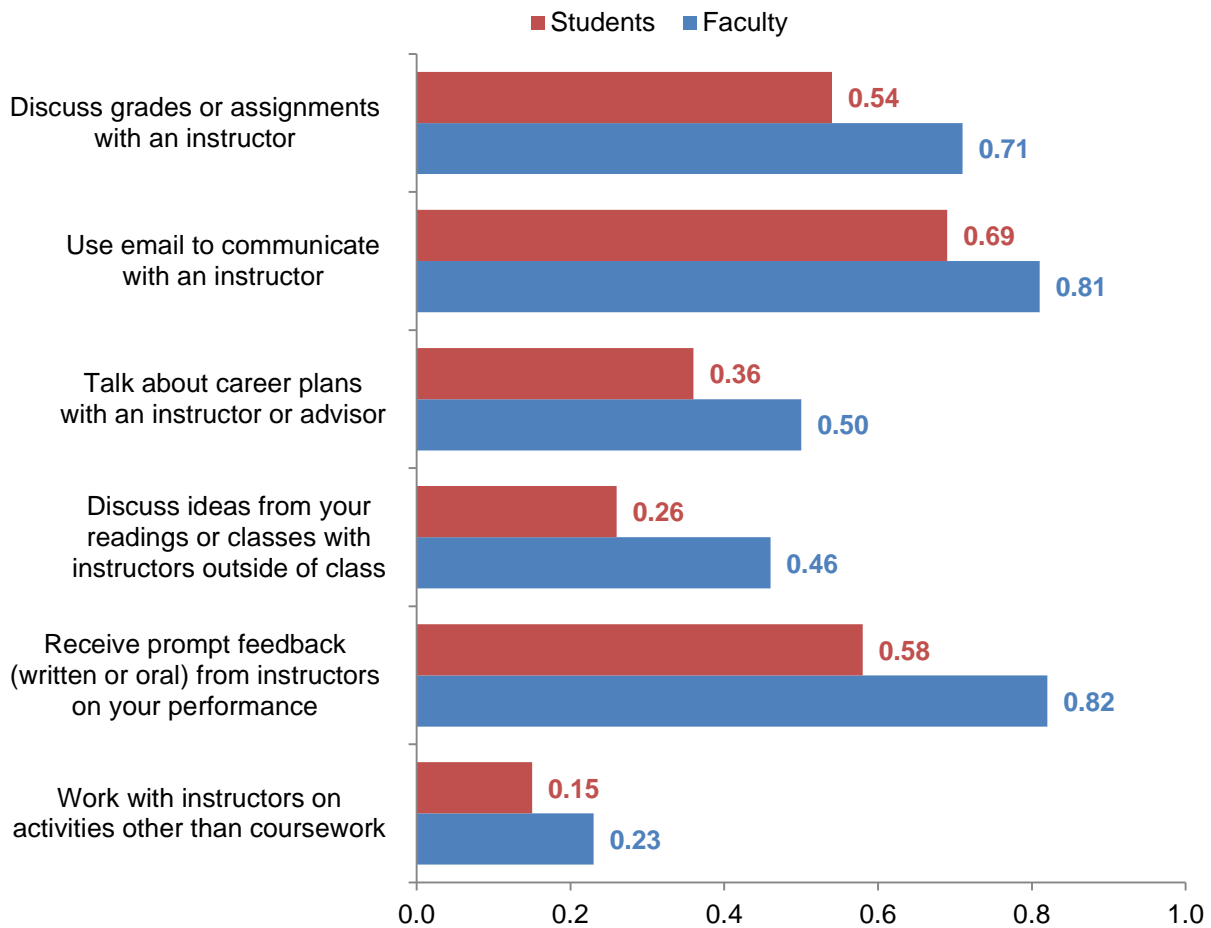


Student-Faculty Interaction

The benchmark with the greatest difference between student and faculty scores was the *Student-Faculty Interaction* benchmark (0.43 compared to 0.59). Faculty scores on each item in this benchmark were higher than the students' ratings of the same items, indicating that the frequency with which faculty believed they were interacting with students was higher than what the students perceived and reported.

The greatest difference between faculty and student responses related to “receiving prompt feedback (written or oral) from your instructors on your performance” (0.82 versus 0.58). Students reported the most frequent interaction with faculty as “use email to communicate with an instructor” (0.69). Both students and faculty reported that their “interaction on activities other than coursework” was infrequent (0.15 and 0.23).

Figure 4. Student-Faculty Interaction – Faculty and Student Scores: Spring 2015

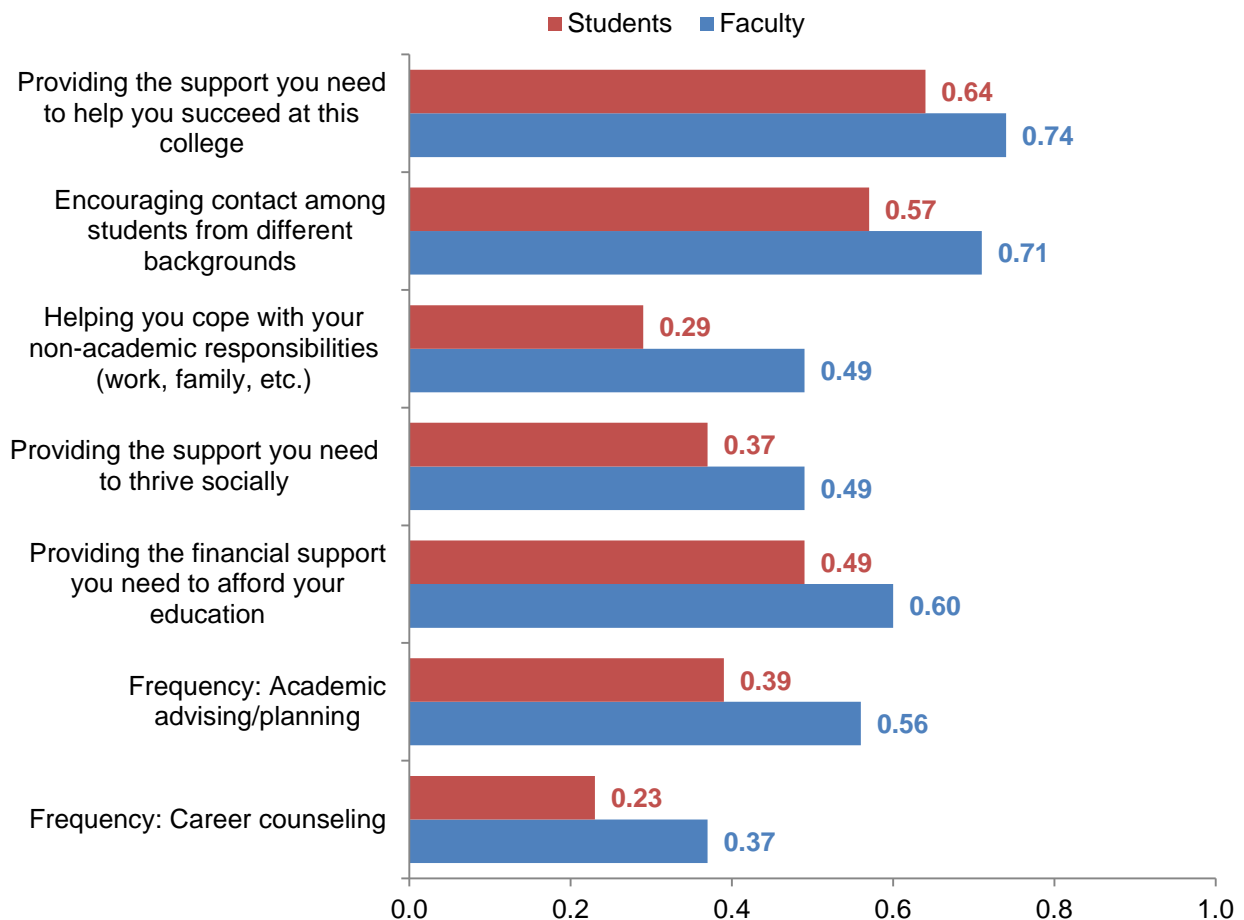


Support for Learners

Overall, the score on the *Support for Learners* benchmark was higher for faculty than students (0.57 compared to 0.43). Faculty scores on the individual items of the *Support for Learners* benchmark were 0.10 to 0.20 points higher than the student scores, suggesting that faculty perceived the College as providing a greater amount of social, academic, and non-academic support to students than students themselves perceived. Both faculty and students reported that NOVA provided students with the “support they needed to succeed at this college” (0.64 and 0.74) and rated this individual item the highest for this benchmark.

The greatest difference found between faculty and students scores on this benchmark was in “helping students cope with non-academic responsibilities” (0.49 for faculty compared to 0.29). Students’ reported use of career counseling and faculty referrals to career counseling at NOVA was the most infrequent response for both (0.23 and 0.37).

Figure 5. Support for Learners – Faculty and Student Scores: Spring 2015



APPENDIX: Data Tables

Table 1. Active and Collaborative Learning – Faculty and Student Scores: Spring 2015

Benchmark 1. Active and Collaborative Learning	CCFSSE 2015 (Faculty)	CCSSE 2015 (Students)
<i>CCSSE: In your experiences at this college during the current school year, about how often have you done each of the following?</i>		
<i>CCFSSE: How often do students in your selected course section do the following?</i>		
4a. Ask questions in class or contribute to class discussions	0.77	0.62
4b. Make a class presentation	0.41	0.40
4f. Work with other students on projects during class	0.52	0.50
4g. Work with classmates outside of class to prepare class assignments	0.40	0.31
4h. Tutor or teach other students (paid or voluntary)	0.34	0.12
4i. Participate in a community-based project as a part of a regular course	0.13	0.10
4r. Discuss ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	0.46	0.49

Note: The highest scores for faculty and students are indicated in **green**; the lowest scores are indicated in **red**.

Table 2. Student Effort – Faculty and Student Scores: Spring 2015

Benchmark 2. Student Effort	CCFSSE 2015 (Faculty)	CCSSE 2015 (Students)
<i>CCSSE: In your experiences at this college during the current school year, about how often have you done each of the following?</i>		
<i>CCFSSE: How often do students in your selected course section do the following?</i>		
4c. Prepare two or more drafts of a paper or assignment before turning it in	0.34	0.53
4d. Work on a paper or project that required integrating ideas or information from various sources	0.52	0.65
4e. Come to class without completing readings or assignments*	0.50	0.71
<i>CCSSE: During the current school year, about how much reading and writing have you done at this college?</i>		
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	---	0.28
<i>CCSSE: About how many hours do you spend in a typical 7-day week doing each of the following?</i>		
<i>CCFSSE: About how many hours do you think full and part-time students at this college spend in a typical 7-day week doing each of the following?</i>		
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your [their] program)	0.35	0.41
<i>CCSSE: Indicate how often you use the following services.</i>		
<i>CCFSSE: How often do you refer students to the following services?</i>		
13d. Frequency: Peer or other tutoring	0.62	0.21
13e. Frequency: Skill labs (writing, math, etc.)	0.56	0.35
13h. Frequency: Computer lab	0.47	0.46

*Item 4e was scored in reverse; therefore, even though this item is negatively worded, a higher score on this item represents a more positive response.

Note: The highest scores for faculty and students are indicated in **green**; the lowest scores are indicated in **red**.

Table 3. Academic Challenge – Faculty and Student Scores: Spring 2015

Benchmark 3. Academic Challenge	CCFSSE 2015 (Faculty)	CCSSE 2015 (Students)
<i>CCSSE: In your experiences at this college during the current school year, about how often have you done each of the following?</i> <i>CCFSSE: How often do students in your selected course section do the following?</i>		
4p. Work harder than you thought you could to meet an instructor's standards or expectations [Work harder than they thought they could to meet your standards or expectations]	0.64	0.53
<i>CCSSE: During the current school year, how much has your coursework at this college emphasized the following mental activities?</i> <i>CCFSSE: During the current school year, how much does the coursework in your selected course section emphasize the following mental activities?</i>		
5b. Analyzing the basic elements of an idea, experience, or theory	0.77	0.66
5c. Synthesizing and organizing ideas, information, or experiences in new ways	0.75	0.60
5d. Making judgments about the value or soundness of information, arguments, or methods	0.68	0.55
5e. Applying theories or concepts to practical problems or in new situations	0.72	0.57
5f. Using information you have read or heard to perform a new skill [Having students use information they have read or heard to perform a new skill]	0.67	0.59
<i>CCSSE: During the current school year, about how much reading and writing have you done at this college?</i> <i>CCFSSE: In your selected course section, about how much reading and writing do your students do?</i>		
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	0.40	0.48
6c. Number of written papers or reports of any length	0.46	0.47
<i>CCSSE: Mark the box 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.</i> <i>CCFSSE: Select the circle that best represents the extent to which your examinations of student performance challenge students to do their best work.</i>		
7. The extent to which your examinations during the current school year have challenged you to do your best work at this college [The extent to which your examinations of student performance challenge students to do their best work]	0.72	0.65
<i>CCSSE/CCFSSE: How much does this college emphasize the following?</i>		
9a. Encouraging students to spend significant amounts of time studying	0.60	0.69

Note: The highest scores for faculty and students are indicated in **green**; the lowest scores are indicated in **red**.

Table 4. Student-Faculty Interaction – Faculty and Student Scores: Spring 2015

Benchmark 4. Student-Faculty Interaction	CCFSSE 2015 (Faculty)	CCSSE 2015 (Students)
<i>CCSSE: In your experiences at this college during the current school year, about how often have you done each of the following?</i> <i>CCFSSE: How often do students in your selected course section do the following?</i>		
4k. Use email to communicate with an instructor [Use email to communicate with you]	0.81	0.69
4l. Discuss grades or assignments with an instructor [Discuss grades or assignments with you]	0.71	0.54
4m. Talk about career plans with an instructor or advisor [Talk about career plans with you]	0.50	0.36
4n. Discuss ideas from your readings or classes with instructors outside of class [Discuss ideas from their readings or classes with you outside of class]	0.46	0.26
4o. Receive prompt feedback (written or oral) from instructors on your performance [Receive prompt feedback (written or oral) from you about their performance]	0.82	0.58
4q. Work with instructors on activities other than coursework [Work with you on activities other than coursework]	0.23	0.15

Note: The highest scores for faculty and students are indicated in **green**; the lowest scores are indicated in **red**.

Table 5. Support for Learners – Faculty and Student Scores: Spring 2015

Benchmark 5. Support for Learners	CCFSSE 2015 (Faculty)	CCSSE 2015 (Students)
<i>CCSSE/CCFSSE: How much does this college emphasize the following?</i>		
9b. Providing the support you need to help you succeed at this college [Providing students the support they need to help them to succeed at this college]	0.74	0.64
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	0.71	0.57
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [Helping students cope with their non-academic responsibilities (work, family, etc.)]	0.49	0.29
9e. Providing the support you need to thrive socially [Providing students the support they need to thrive socially]	0.49	0.37
9f. Providing the financial support you need to afford your education [Providing the financial support students need to afford their education]	0.60	0.49
<i>CCSSE: Indicate how often you use the following services.</i>		
<i>CCFSSE: How often do you refer students to the following services?</i>		
13a. Frequency: Academic advising/planning	0.56	0.39
13b. Frequency: Career counseling	0.37	0.23

Note: The highest scores for faculty and students are indicated in **green**; the lowest scores are indicated in **red**.