

Research Brief

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Office of Institutional Research and Planning
Office of Planning, Effectiveness and Accreditation

CCFSSE Survey Results

Last Spring, Prairie State College participated in the Community College Faculty Survey of Student Engagement (CCFSSE). This survey elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time.

A total of 105 faculty completed all or part of the survey; including 67 part-time and 38 full-time faculty. About 40% of respondents indicated their current status as tenured or tenure track; 55% are female and 45% are male.

The CCFSSE is offered as a companion to the CCSSE (Community College Survey of Student Engagement), and gives us an opportunity to view faculty perceptions of student engagement alongside student responses. However, the side-by-side comparisons, while illustrative, are not entirely equivalent. CCSSE asks students to report about their experiences across the period of the current academic year, while faculty are asked to describe their practices in a specific selected course, as well as to indicate their perceptions of student experiences at the college more generally.

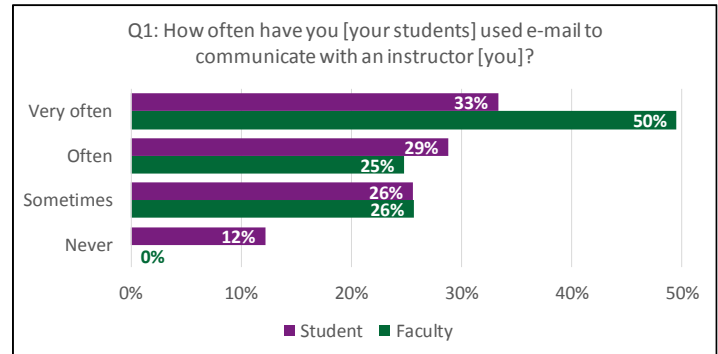
For example, the faculty survey asks:
How often do students in your selected course section use e-mail to communicate with you?

The CCSSE student survey asks:
In your experiences at this college during the current school year, about how often have you used email to communicate with an instructor?

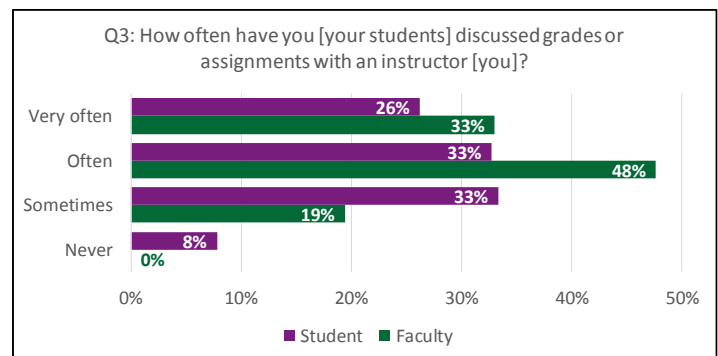
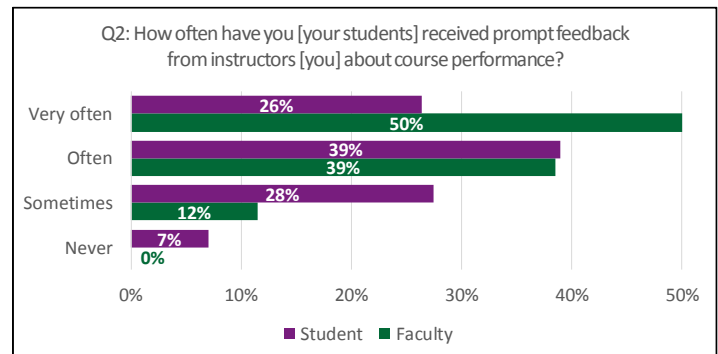
Nonetheless, the comparisons of student and faculty responses can be a catalyst for further discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience.

In this Research Brief, we provide a side-by-side comparison of faculty and student responses to ten of the survey questions. An abbreviated student question is provided in each graph, and the faculty version of the question is captured by the bracketed text.

Students report communicating by email with faculty less frequently than faculty report students use email (Q1).

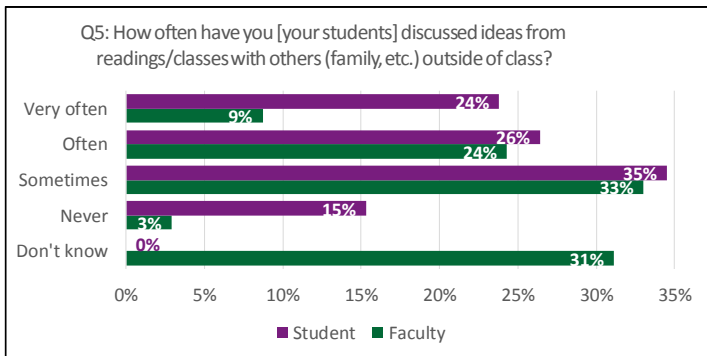
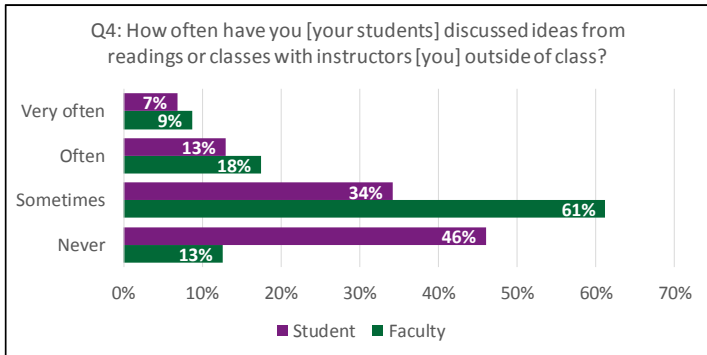


Students report feedback from instructors as less prompt and less often when compared to faculty's perceptions of the same (Q2 & Q3).

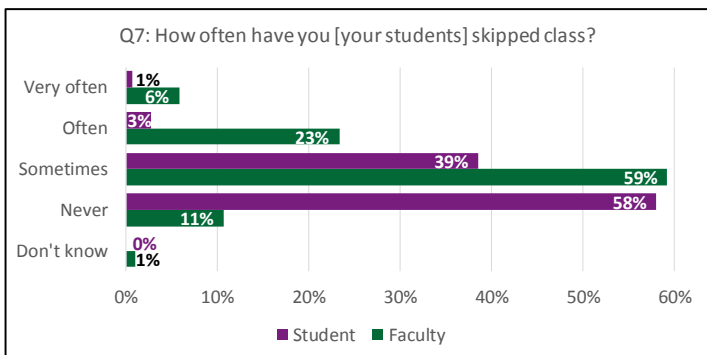
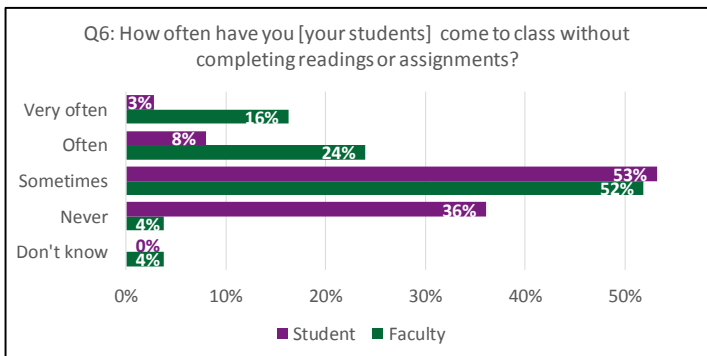


Forty-six percent of students report *never* discussing ideas from readings or classes with instructor outside of class; whereas 13% of faculty felt students *never* do so. Thirty-one percent of faculty report not knowing how often

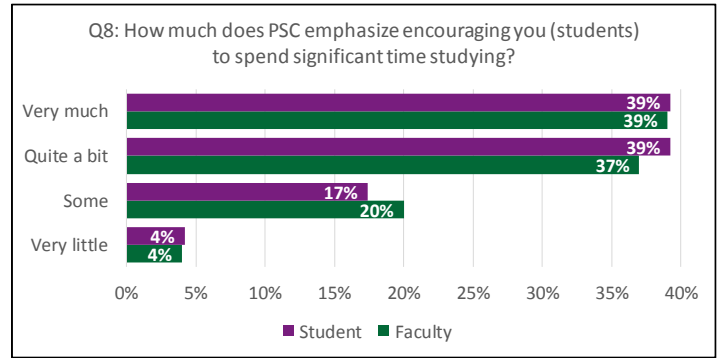
students discuss ideas from readings or classes with others, such as family members; 50% of students reported doing this *often* or *very often* (Q4 & Q5).



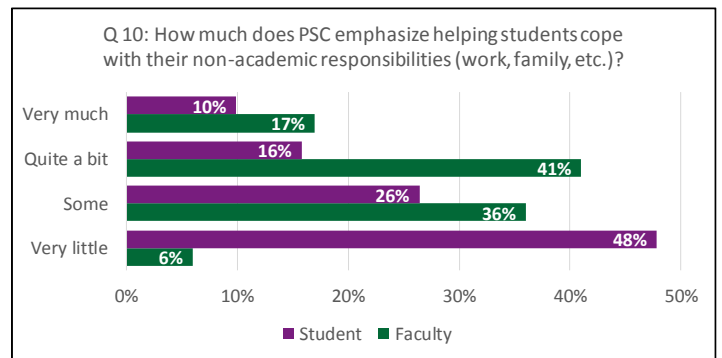
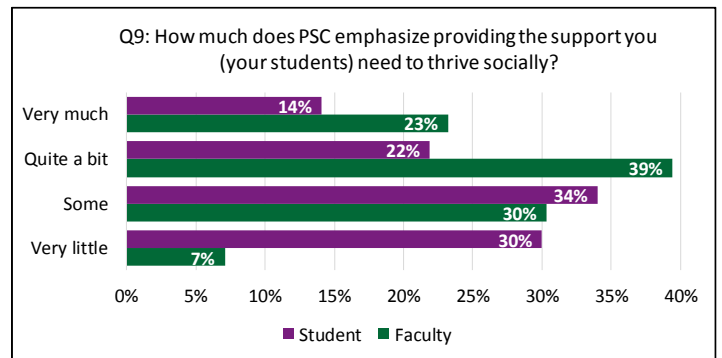
Students report that 36% *never* come to class without completing assignments, and 58% *never* skip class. Faculty report that students exhibit these behaviors more frequently (Q6 & Q7).



Faculty and students are in agreement regarding the emphasis PSC places on studying (Q8).



Students feel PSC provides less social and non-academic support than faculty feel the College provides (Q9 & Q10).



The 2014 CCFSSSE also provides information on faculty participation in “promising practices,” including learning communities and structured experiences for new students. These results can be found in the *CCSSE 2014 Key Findings Report* which is available on the Institutional Research and Planning Webpage.

Data for this Research Brief is based on the CCFSSSE 2014 *Frequency Distributions – Student and Faculty Items* report. Student frequencies are weighted. For additional information, please contact the Office of Institutional Research and Planning.