



Community & Technical College



## The Community College Faculty Survey of Student Engagement (CCFSSE)

# Overview of 2012 Survey Results Hazard Community and Technical College for Academic Services

## Introduction

The Community College Faculty Survey of Student Engagement (CCFSSE), an initiative of The Center for Community College Student Engagement, 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.

CCFSSE reports enable participating institutions to view faculty perceptions of student engagement alongside student responses. However, the side-by-side tables, while illustrative, are not entirely equivalent—that is, 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.

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.

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## CCFSSE Member Colleges

The Center utilizes a three-year cohort of participating colleges in all of its data analyses. This approach, which was instituted in 2006, increases the total number of institutions and faculty contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2012 CCFSSE Cohort includes all colleges that participated in CCFSSE from 2010 through 2012. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2012 CCFSSE Cohort is comprised of a total of 36,062 faculty members at 300 institutions across 45 states, plus Bermuda and the Northern Marianas.

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## CCFSSE Sampling

CCFSSE is an online census survey that invites all faculty teaching credit courses at participating colleges to contribute their front-line perspectives on student engagement. All faculty members included in the college's Course Master Data File are invited to participate in CCFSSE. In the invitations to participate in the online survey, faculty members are asked to reflect on a specific course, or, if that course is no longer offered, a specific course of the instructor's choosing. Invitations were sent to 96 faculty members at HCTC (67 full-time and 29 part-time), with a 62.5% response rate compared to a 66% response rate when the CCFSSE was administered in 2010.

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## 2012 Faculty Respondent Profile

### Employment Status

50% of our faculty respondents are employed part-time and 50% are employed full-time. This mirrors/differs from the faculty make-up of our college, which is 38% part-time and 63% full-time.

### Total Number of Credit Hours

The total number of credit hours taught by our faculty during the academic year ranges from 1 to 3 hours to more than 30 hours. During the 2011-2012 academic year, 23% of full-time respondents taught 15 credit hours or less, 53% taught between 15 and 30 credit hours, and 24% taught more than 30 credit hours, while 88% of part-time respondents taught 15 credit hours or less, 12% taught between 15 and 30 credit hours, and 0% taught more than 30 credit hours.

### Academic Rank

Full-time faculty respondents indicate having the following rank at our college: 23% instructor or lecturer, 12% assistant professor, 17% associate professor, and 46% professor. Part-time faculty respondents indicate having the following rank: 100% instructor or lecturer, 0% assistant professor, 0% associate professor, and 0% professor.

### Time Teaching at HCTC

53% of faculty respondents indicate teaching at HCTC from 10-29 years while another 4% have taught 30 or more years.

### Tenure Status

46% of faculty respondents at our college are tenured. Of full-time faculty respondents, 46% are tenured while 0% are on track for tenure. Of part-time faculty respondents, 0% are on track for tenure.

### Gender

44% of our college's faculty respondents are male and 56% are female.

### Racial Identification

95% of our faculty respondents identify themselves as White/Non-Hispanic, 0% as Hispanic/Latino/Spanish, 2% as Black or African American, and 0% as Asian. 2% of the faculty respondents are Native American. 1% marked "other" when responding to the question, "What is your racial identification?"

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## Selected Findings

Since the CCFSSSE is the faculty companion survey to the CCSSE, please see the CCSSE report prepared for Academic Services and the CCSSE report prepared for Student Services as they show student-reported responses alongside faculty perceptions responses which could show gaps. This is a more efficient way of reviewing the CCFSSSE data to develop strategies (and implementation plans) to address these gaps.

Below is other summary data gleaned from the CCFSSSE.

### Faculty Activities

Faculty spend their typical 7-day week doing a variety of activities related to their role as a faculty member at HCTC (number of hours per week spent). The following is what faculty respondents revealed:

- 31% spent 13-16 hours teaching students in class
- 44% spent 1-4 hours grading papers
- 61% spent 1-4 hours giving other forms of written/oral feedback to students
- 41% spent 5-8 hours preparing for class
- 67% spent 1-4 hours reflecting/working on ways to improve teaching
- 57% spent 1-4 hours on research/scholarly activities
- 54% spent 1-4 hours advising students
- 59% spent 1-4 hours on other interactions with students outside classroom
- 40% spent 1-4 hours coordinating and/or administrative activities
- 61% spent 1-4 hours participating on college committees or task forces
  
- Faculty respondents reported that they spend 0% time on working with honors projects, supervising internships/field experiences, working with students on activities other than coursework, conducting service activities, or mentoring other faculty.

Activity	None	1-4	5-8	9-12	13-16	17-20	21-30	31+
Teaching students in class	0%	9.8%	19.7%	11.5%	31.1%	14.8%	8.2%	4.9%
Grading papers	0%	44.3%	34.4%	8.2%	6.6%	1.6%	3.3%	1.6%
Giving other forms of written/oral feedback to students	0%	60.7%	23%	8.2%	4.9%	1.6%	0%	1.6%
Preparing for class	0%	29.5%	41%	16.4%	6.6%	1.6%	1.6%	3.3%
Reflecting/working on ways to improve teaching	0%	67.2%	21.3%	8.2%	0%	1.6%	0%	1.6%
Research/scholarly activities	16.4%	57.4%	18%	1.6%	3.3%	3.3%	0%	0%
Working with honors projects	86.9%	6.6%	3.3%	1.6%	1.6%	0%	0%	0%
Advising students	14.8%	54.1%	19.7%	6.6%	0%	3.3%	0%	1.6%
Supervising internships/field experiences	63.3%	11.7%	8.3%	13.3%	1.7%	0%	1.7%	0%
Working with students on activities other than coursework	42.6%	37.7%	11.5%	1.6%	3.3%	1.6%	1.6%	0%
Other interactions with students outside classroom	16.4%	59%	18%	3.3%	1.6%	0%	1.6%	0%
Conducting service activities	50%	30%	11.7%	5%	1.7%	1.7%	0%	0%
Coordination and/or administrative activities	36.7%	40%	11.7%	5%	0%	3.3%	0%	3.3%
Participating on college committees or task forces	18%	60.7%	13.1%	3.3%	3.3%	0%	0%	1.6%
Mentoring other faculty	45.9%	42.6%	6.6%	1.6%	0%	1.6%	0%	1.6%

## Classroom Activities

Classroom engagement is an important factor in overall student engagement. CCFSSSE takes a closer look at the classroom activities faculty members incorporate into their courses by asking faculty to report the percentage of class time spent on activities. The following is what faculty respondents revealed about the percent of class time spent in those areas:

- 23% spent 10-19% of their class time on lecturing
- 25% spent 10-19% of their class time on teacher-led discussion
- 37% spent 1-9% of their class time on student computer use
- 28% spent 1-9% of their class time on small group activities
- 28% spent 0% of their time on teacher-student shared responsibility

Activity	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
Lecture	6.7%	11.7%	23.3%	11.7%	13.3%	11.7%	15%	6.7%
Teacher-lead discussion	5%	18.3%	25%	23.3%	10%	5%	13.3%	0%
Teacher-student shared responsibility	27.8%	22.2%	22.2%	11.1%	5.6%	1.9%	9.3%	0%
Student computer use	26.7%	36.7%	11.7%	5.0%	6.7%	3.3%	0%	10%
Small group activities	10%	28.3%	33.3%	13.3%	3.3%	1.7%	5%	5%

- 37% spent 0% of their class time on student presentations while another 37% spent 1-9%
- 37% spent 0% of their class time on in-class writing while another 35% spent 1-9%
- 48% spent 1-9% of their class time on testing and evaluation
- 17% spent 20-29% of their class time on hands-on practice
- 90% spent 0% of their class time on applied and fine arts performances
- 43% spent 0% of their class time on experiential (labs or field work)

Activity	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
Student presentations	36.7%	36.7%	13.3%	6.7%	3.3%	1.7%	1.7%	0%
In-class writing	36.7%	35%	13.3%	8.3%	5%	0%	1.7%	0%
Testing and evaluation	3.3%	47.5%	26.2%	11.5%	8.2%	1.6%	0%	1.6%
Performances in applied and fine arts	90%	1.7%	5%	0%	1.7%	0%	1.7%	0%
Experiential (labs, field work, etc.)	43.3%	8.3%	6.7%	10%	10%	3.3%	11.7%	6.7%
Hands-on practice	10%	15%	13.3%	16.7%	10%	6.7%	11.7%	16.7%

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## Findings: 2012 Promising Practices

Faculty were asked to respond on the 2012 CCFSSSE to a series of special research questions focused on “identifying and promoting high-impact educational practices” for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and credential attainment. Faculty were asked about their involvement in a structured learning experience, organized “learning community,” orientation, student success course, and accelerated course. The majority of the faculty respondents did not respond to these questions since they are not directly involved; the few who did respond represent the small number of faculty who are involved.

Below is the data gleaned from this section of the CCFSSSE faculty survey.

### Faculty Use of In-Class Assessments

Faculty respondents were asked to indicate which in-class assessment method they used at the beginning of the Spring 2012 term to determine the students’ preparedness to succeed in their course. 40% of faculty respondents use a written assessment.

Method	% Faculty Respondents Using Method
Written assessment	40.3%
Oral assessment	12.9%
Online assessment	22.6%
Computer-assisted assessment	12.9%
None of these	32.3%

**Consider:** Using an assessment at the beginning of the term to determine how prepared the students are to succeed in the course is a “promising practice.” If 32% of the faculty respondents indicated that they are not using any of these methods, are they using some other assessment?

**Suggestions:** Discuss this data at the division level to determine if there is a manageable way to determine the students’ preparedness and any strategies that can be put in place and assessed through your discipline’s course assessment forms.

### Faculty Attendance Policy

Faculty respondents were asked if they had a course attendance policy that specifies the adverse impact on students’ grades for missing class. 86% of faculty respondents indicated that they had such a policy which they include on their course syllabus. 67% of faculty respondents who have the attendance policy have attendance tied to a participation score/grade.

How Communicated Policy	% Faculty Respondents
Policy explained orally	91%
Policy on course syllabus	94%
Policy on course website, blog	39%
Students sign syllabus or policy as contract/understanding expectations	43%
Policy sent to student email	22%
Policy sent to student text message	0%
Policy sent via social networking tools	0%

Adverse Impact on Students' Grades for Missing Class	% Faculty Respondents
Attendance tied to participation score/grade	67%
Deduct given number of points from final grade for each missed class	18%
Deduct given number of points after preset number of classes missed	26%

**Consider:** Having an attendance policy which directly affects the student's grade is a "promising practice." 14% of the faculty respondents indicated that they did NOT have an attendance policy; why not?

**Suggestions:** Discuss this data at the division level to determine whether faculty feel having an attendance policy which affects the student's final grade actually promotes student success.

### Students Struggling Academically

Faculty respondents were asked which actions they have taken in regard to students who have been struggling academically in their course. 73% of faculty respondents indicated that they contact students directly outside of class.

Action	% Faculty Respondents
Communicated with students directly during class	69%
Contacted students directly outside of class	73%
Notified someone else at college who contacts students as part of early alert system	44%
Contacted someone else at college who then contacts students as part of an informal intervention process	10%
Referred students to college tutoring services	44%
Required that students participate in college tutoring services	7%

**Consider:** Having an intervention for students who are struggling academically is a "promising practice." Students can lose their financial aid if they don't complete their coursework. Persistence is also affected. What manageable action can faculty take to ensure that students complete their course successfully?

**Suggestions:** Discuss this data at the division level to determine a manageable course of action, along with an implementation plan. The effectiveness of this can be measured by the IR Office through the discipline retention rates (ABCD grades) which are reported through the division assessment plans or program reviews.