

***2007 CCSSE & CCFSSE
Summary Report***



CCSSE

*Community College Survey
Of Student Engagement*

Polk Community College

Office of Institutional Research, Effectiveness & Planning

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1. Executive Summary

Students' perceptions of their educational experience at PCC have slightly improved across three and somewhat declined for two of the CCSSE benchmarks (see page 7). However, only benchmark #2, Student Effort is higher at PCC than indicated by the comparative data for its peers. While two benchmarks, *Active & Collaborative Learning* and *Academic Challenge*, received somewhat lower ratings at PCC, the scores for *Student-Faculty Interaction* and *Support for Learners*, indicate a more significant need for improvement when compared with student perceptions at other colleges.

In particular benchmark #4, *Student-Faculty Interactions*, requires attention as the PCC score trails the summary score for all Florida Community Colleges by about 10%. Mean scores for all items of this benchmark scale are lower at PCC than for its peers (see page 9, table 7). The largest gap is reflected in the use of e-mail to communicate with an instructor, nowadays a key ingredient for more productive student-faculty relations.

This finding is underlined by lower than average scores for the relationship quality between students on one hand and instructors, as well as administrative personnel and offices on the other (see page 13, table 12). The analysis shows that those ratings are more correlated with participants' perceptions of non-academic than academic support variables, which indicates the need to shift some of the transactional attention from the technical to the human/personal side of the dialogue. This is especially important when it comes to supporting students who face the multi-faceted challenges of work, family responsibilities, and college requirements.

Since more *Working for Pay* typically means less *Preparing for Class*, it isn't surprising that factors correlated with non-traditional student's realities play a pivotal role for most benchmarks. While PCC's proportion of students that work more than 20 hours per week has slightly declined (see page 14, table 15 b), the data shows that community college students in Florida work on average more than their peers outside the state. As a result, the negative impact on their preparation for class is compounded by existing high school performance issues and needs to be addressed via enhanced support services and student-advisor relationships.

Compared to 2004, most student services related satisfaction ratings show indications of the desired improvements (see page 14, items 13.2 a, b, g, i, j, and k). In particular the significant gains in academic advising, transfer credit assistance, and services to students with disabilities put the college back on track with respect to some of the very relevant peer-to-peer benchmarks. Strong improvement needs still exist in support areas concerning the help required to cope with non-academic responsibilities (see above) and concerning the financial support students need to afford their education. In both categories, PCC scores below peer benchmarks (see page 10, table 8, items 9 d, f).

Taking into account how much remedial education many of our students require to meet college standards and to what extent associated experiences involve challenges to self-esteem and persistence of effort, improved emphasis on student support is key to strengthening student-centric engagement at PCC. Furthermore, all student support activities should be considered critical elements of a QEP oriented quality focus that could address the implications of the expanded quality mandate within the framework of the next SACS accreditation process.

Together with the results of other performance data – including accountability measures within the performance-based funding activities in Florida – the results of the CCSSE report provide an excellent foundation to inform the continuing strategic planning process at PCC.

2. Institutional Report Overview

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The complete 2007 Institutional Report is available at the IREP office. It has seven sections:

- **CCSSE Overview** provides a general understanding of the findings
- **College Results** compares PCC and its peers in a couple of summary reports
- **Means Summary** contains a detailed analysis of PCC averages across items
- **Frequency Distributions** details the observed responses across items
- **Benchmark Reports** compares PCC with peer groups in 5 benchmarks
- **Codebook** contains the data dictionary of the 2004 CCSSE instrument
- **Using CCSSE Results** includes recommendations about applying the data
- **CCFSSE** shows the results of the faculty portion of the 2007 survey
- **Appendix** provides additional tables and CCSSE related information

Survey Background

CCSSE conducted its pilot survey in 2001 and the first national administration in 2003. In spring 2007, CCSSE conducted its 5th national administration, involving a total of 525 institutions across 48 states. Consortia participating in 2007 include member colleges from more than a dozen states; 22 colleges from the Achieving the Dream Consortium; and 15 members of the Hispanic Association of Colleges & Universities (among others). 150 colleges also administered the Community College Faculty Survey of Student Engagement (CCFSSE), which was offered as a companion to the Community College Student Report for the second time since its pilot testing during fall 2004.

Student Respondents

Only credit classes were sampled and randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at PCC, 663 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 83%.

Survey Participation			
	PCC	Peers	All 2007
	N=664	N=86,636	N=310,013
Percent of Target Rate	83%	76%	79%
Overall Completion Rate	53%	51%	51%
Average Within Class Completion Rate	51%	60%	59%
Percent of Sampled Classes Participating	100%	87%	87%

Table 1

3. Demographic Comparison

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE used the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (full- or part-time). The data were aggregated to compare the 2007 CCSSE survey respondent population to the total student population of 2007 CCSSE member colleges.

Demographic Comparison				
	PCC Sample	PCC Overall	FCCS 2007	CCSSE 2007
Gender				
Male	30.4%	33.4%	39.5%	41.1%
Female	69.6%	66.6%	60.5%	58.9%
Race/Ethnicity				
American Indian or other Native American	1.1%	0.9%	0.9%	0.9%
Asian, Asian American or Pacific Islander	2.1%	2.0%	4.0%	5.7%
Black or African American, Non-Hispanic	11.3%	13.4%	13.3%	13.6%
White, Non-Hispanic	67.4%	71.1%	66.8%	59.1%
Hispanic, Latino, Spanish	9.2%	8.0%	9.1%	14.1%
Other	3.1%	0.6%	4.7%	4.6%
International Student or Foreign National	5.8%	4.0%	1.2%	1.8%
Age				
18 to 19	30.5%	27.3%	24.1%	23.0%
20 to 21	27.7%	20.1%	18.0%	18.4%
22 to 24	11.2%	13.2%	14.2%	15.1%
25 to 29	10.0%	13.1%	13.5%	13.9%
30 to 39	10.9%	14.0%	15.5%	15.2%
40 to 49	7.3%	8.6%	9.7%	9.3%
50 to 64	2.1%	3.5%	4.3%	4.3%
65 and over	0.3%	0.3%	0.7%	0.8%
Enrollment Status				
Full - Time	62.0%	30.0%	66.2%	68.9%
Part - Time	38.0%	70.0%	33.8%	31.1%

Table 2

4. Benchmark Group Statistics

The five CCSSE benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the more powerful contributors to effective teaching, learning, student retention, and student success. The factors are:

- 1) Active and Collaborative Learning
- 2) Student Effort
- 3) Academic Challenge
- 4) Student-Faculty Interactions
- 5) Support for Learners

The summary table below contains the scores for all students for PCC in 2007, the totals for PCC in 2004, the FCCS Consortium, a selected peer comparison group of midsize colleges, and all 2007 CCSSE colleges.

A more detailed analysis and description of the benchmarks and its components can be found in the following section.

Student Engagement Benchmarks					
Benchmark	PCC 2007 N = 664	Comparative Statistics			
		PCC 2004 N = 638	FCCS 2007 N = 22,106	Peers 2007 N = 86,636	CCSSE 2007 N = 308,931
1. Active and Collaborative Learning	48.9	48.6 +0.3	50.0 -1.1	49.7 -0.8	50.0 -1.1
2. Student Effort	51.1	50.8 +0.3	50.3 +0.8	50.1 +1.0	50.0 +1.1
3. Academic Challenge	48.8	49.4 -0.6	50.4 -1.6	50.1 -1.3	50.0 -1.2
4. Student- Faculty Interaction	46.4	46.7 -0.3	51.1 -4.7	49.9 -3.5	50.0 -3.6
5. Support for Learners	46.2	45.5 +0.7	49.6 -3.4	49.6 -3.4	50.0 -3.8
Number of Colleges		1	28	136	525

Highlights indicate that 2007 values are: above Comparison Group below Comparison Group

5. Itemized Benchmark Scales

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

Items		PCC	Mean Values			
			- 2004	FCCS	Peers	All
4a	Asked questions in class or contributed to class discussions	2.80	2.89	2.87	2.91	2.91
4b	Made a class presentation	2.00	2.01	2.08	2.03	2.04
4f	Worked with other students on projects during class	2.46	2.42	2.40	2.45	2.46
4g	Worked with classmates outside of class to prepare class assignments	1.80	1.80	1.86	1.83	1.84
4h	Tutored or taught other students (paid or voluntary)	1.39	1.34	1.39	1.35	1.36
4i	Participated in a community-based project as a part of a regular course	1.29	1.24	1.29	1.28	1.29
4r	Discussed ideas from your readings or classes with others outside of class	2.55	2.51	2.57	2.55	2.55

Table 4

Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Items		PCC	Mean Values			
			- 2004	FCCS	Peers	All
4c	Prepared two or more drafts of a paper or assignment before turning it in	2.50	2.50	2.49	2.48	2.47
4d	Worked on a paper or project that required integrating ideas or information from various sources	2.76	2.77	2.77	2.70	2.69
4e	Came to class without completing readings or assignments	1.92	1.91	1.92	1.88	1.88
6b	Number of books read on your own for personal enjoyment or academic enrichment	2.08	2.07	2.10	2.07	2.07
10a	Preparing for class	1.73	1.69	1.83	1.89	1.88
13d	Frequency: Peer or other tutoring	1.60	1.58	1.46	1.44	1.45
13e	Frequency: Skill labs (writing, math, etc.)	1.76	1.69	1.75	1.68	1.70
13h	Frequency: Computer lab	2.10	2.08	2.03	2.09	2.09

Table 5

Highlights indicate: Significantly Above Mean Significantly Below Mean

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from *The Community College Student Report* correspond to components of academic challenge including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Items		PCC	Mean Values			
			- 2004	FCCS	Peers	All
4p	Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.45	2.52	2.52	2.52
5b	Analyzing the basic elements of an idea, experience, or theory	2.81	2.83	2.86	2.82	2.82
5c	Synthesizing and organizing ideas, information, or experiences in new ways	2.70	2.67	2.72	2.69	2.69
5d	Making judgments about the value or soundness of information, arguments, or methods	2.54	2.53	2.57	2.53	2.53
5e	Applying theories or concepts to practical problems or in new situations	2.62	2.57	2.64	2.62	2.62
5f	Using information you have read or heard to perform a new skill.	2.71	2.60	2.71	2.71	2.72
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.67	2.70	2.82	2.85	2.85
6c	Number of written papers or reports of any length	2.84	2.84	2.86	2.81	2.81
7	How much have your examinations challenged you to do your best work?	4.97	5.02	4.95	5.02	5.00
9a	Encouraging you to spend significant amounts of time studying	2.95	2.90	2.96	2.94	2.94

Table 6

Student-Faculty Interaction

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Items		PCC	Mean Values			
			- 2004	FCCS	Peers	All
4k	Used email to communicate with an instructor	2.25	2.12	2.58	2.41	2.41
4l	Discussed grades or assignments with an instructor	2.45	2.40	2.55	2.49	2.49
4m	Talked about career plans with an instructor or advisor	1.94	1.85	1.98	1.99	1.99
4n	Discussed ideas from your readings or classes with instructors outside of class	1.61	1.59	1.70	1.71	1.72
4o	Received prompt feedback from instructors on your performance	2.61	2.62	2.67	2.65	2.65
4q	Worked with instructors on activities other than coursework	1.32	1.30	1.36	1.38	1.39

Table 7

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Items		PCC	Mean Values			
			- 2004	FCCS	Peers	All
9b	Providing the support you need to help you succeed at this college	2.81	2.80	2.94	2.92	2.93
9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.29	2.48	2.43	2.45
9d	Helping you cope with your non-academic responsibilities (work, family, etc.)	1.71	1.65	1.84	1.88	1.90
9e	Providing the support you need to thrive socially	1.95	1.90	2.06	2.06	2.08
9f	Providing the financial support you need to afford your education	2.13	2.16	2.34	2.37	2.37
13a	Frequency: Academic advising/planning	1.76	1.70	1.75	1.73	1.74
13b	Frequency: Career counseling	1.40	1.38	1.41	1.41	1.43

Table 8

Highlights indicate: Significantly Above Mean Significantly Below Mean

Using Benchmarks

There are a number of ways that college leaders might choose to use the benchmarks and the comparison information provided in the CCSSE report. Multiple pages of survey data presented at the individual item level may be daunting. Where does one start when there are over 150 items addressing a variety of topics? The benchmark scores provide a manageable starting point for reviewing and understanding your CCSSE data.

For example, suppose that you have a college mission statement that expresses a commitment to excellence in learning support and faculty involvement with students. But you realize that the *Support for Learners* and *Student-Faculty Interaction* benchmark scores are lower than those for the comparison groups and for all 2007 participant colleges. Therefore, you decide that this is the area you want to target for improvement.

To help you understand more precisely what the differences are, CCSSE suggests that you drill down to the item level, look at the percentage of students responding in each category, and compare the responses to those in your comparison groups. This will allow you to identify the specific items that are problem areas, and then target these areas, creating appropriate initiatives to build student-faculty interaction.

6. Summary of Scaled Responses

This section is an extract of the *CCSSE Means Summary Report*, containing item-by-item means for all students at PCC contrasted with selected comparison groups and all CCSSE 2004 participants. Only those items that have numerically scaled responses are listed here and they appear in the same order they appear on the instrument.

COLLEGE ACTIVITIES						
4.	During the current school year, about how often have you done each of the following?	<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>				
Academic, Intellectual and Social Experiences		PCC	- 2004	FCCS	Peers	All
a.	Asked questions in class or contributed to class discussions	2.80	2.89	2.87	2.91	2.91
b.	Made a class presentation	2.00	2.01	2.08	2.03	2.04
c.	Prepared two or more drafts of a paper or assignment before turning it in	2.50	2.50	2.49	2.48	2.47
d.	Worked on a paper or project that required integrating ideas or information from various sources	2.76	2.77	2.77	2.70	2.69
e.	Came to class without completing readings or assignments	1.92	1.91	1.92	1.88	1.88
f.	Worked with other students on projects during class	2.46	2.42	2.40	2.45	2.46
g.	Worked with classmates outside of class to prepare class assignments	1.80	1.80	1.86	1.83	1.84
h.	Tutored or taught other students (paid or voluntary)	1.39	1.34	1.39	1.35	1.36
i.	Participated in a community-based project as a part of a regular course	1.29	1.24	1.29	1.28	1.29
j.	Used the Internet or instant messaging to work on an assignment	2.82	2.77	2.91	2.78	2.79
k.	Used email to communicate with an instructor	2.25	2.12	2.58	2.41	2.41
l.	Discussed grades or assignments with an instructor	2.45	2.40	2.55	2.49	2.49
m.	Talked about career plans with an instructor or advisor	1.94	1.85	1.98	1.99	1.99
n.	Discussed ideas from your readings or classes with instructors outside of class	1.61	1.59	1.70	1.71	1.72
o.	Received prompt feedback (written or oral) from instructors on your performance	2.61	2.62	2.67	2.65	2.65
p.	Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.45	2.52	2.52	2.52
q.	Worked with instructors on activities other than coursework	1.32	1.30	1.36	1.38	1.39
r.	Discussed ideas from your readings or classes with others outside of class	2.55	2.51	2.57	2.55	2.55
s.	Had serious conversations with students of a different race or ethnicity than your own	2.45	2.40	2.52	2.35	2.36
t.	Had serious conversations with students who differ from you in their beliefs, opinions, or values	2.32	2.39	2.43	2.32	2.32
u.	Skipped class	1.52	1.57	1.60	1.58	1.58

Table 9

COLLEGE ACTIVITIES (cont.)						
Character of Mental Activities		PCC	- 2004	FCCS	Peers	All
5.	...how much has your coursework emphasized the following mental activities?	<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>				
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them...	2.87	2.86	2.85	2.83	2.82
b.	Analyzing the basic elements of an idea, experience, or theory	2.81	2.83	2.86	2.82	2.82
c.	Synthesizing and organizing ideas, information, or experiences in new ways	2.70	2.67	2.72	2.69	2.69
d.	Making judgments about the value or soundness of information, arguments, or methods	2.54	2.53	2.57	2.53	2.53
e.	Applying theories or concepts to practical problems or in new situations	2.62	2.57	2.64	2.62	2.62
f.	Using information you have read or heard to perform a new skill.	2.71	2.60	2.71	2.71	2.72
Reading and Writing		PCC	- 2004	FCCS	Peers	All
6.	...about how much reading and writing have you done <u>at this college</u> ?	<i>1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>				
a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.67	2.70	2.82	2.85	2.85
b.	Number of books read on your own for personal enjoyment or academic enrichment	2.08	2.07	2.10	2.07	2.07
c.	Number of written papers or reports of any length	2.84	2.84	2.86	2.81	2.81
Nature of Exams		<i>1=Extremely easy to 7=Extremely challenging</i>				
7.	..how much have your examinations challenged you to do your best work?	4.97	5.02	4.96	5.02	5.00

Table 10

OPINIONS ABOUT YOUR SCHOOL						
Institutional Emphasis		PCC	- 2004	FCCS	Peers	All
9.	How much does <u>this college</u> emphasize...?	<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>				
a.	Encouraging you to spend significant amounts of time studying	2.95	2.90	2.96	2.94	2.94
b.	Providing the support you need to help you succeed at this college	2.81	2.80	2.94	2.92	2.93
c.	Encouraging contact among students from different ... backgrounds	2.39	2.29	2.48	2.43	2.45
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	1.71	1.65	1.84	1.88	1.90
e.	Providing the support you need to thrive socially	1.95	1.90	2.06	2.06	2.08
f.	Providing the financial support you need to afford your education	2.13	2.16	2.34	2.37	2.37
g.	Using computers in academic work	3.05	3.08	3.12	3.07	3.07

Table 11

WEEKLY ACTIVITIES					
	PCC	- 2004	FCCS	Peers	All
10.	About how many hours do you spend in a typical week doing each of the following? <i>0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week</i>				
a.	1.73	1.69	1.83	1.89	1.88
b.	3.47	3.72	3.47	3.27	3.23
c.	0.14	0.19	0.25	0.25	0.27
d.	1.77	1.84	1.63	1.83	1.81
e.	1.20	1.23	1.29	1.31	1.31
Quality of Relationships					
	PCC	- 2004	FCCS	Peers	All
11.	Mark the box that best represents the quality of your relationships with people <u>at this college</u> . <i>1=Unfriendly, unhelpful, unsupportive, to 7=Friendly, helpful, supportive</i>				
a.	5.47	5.29	5.36	5.47	5.47
b.	5.33	5.35	5.58	5.65	5.65
c.	4.74	4.44	4.86	4.93	4.94

Table 12

EDUCATIONAL AND PERSONAL GROWTH						
Knowledge, Skills & Personal Development		PCC	- 2004	FCCS	Peers	All
12.	How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>					
a.	Acquiring a broad general education	2.90	2.82	2.98	2.93	2.93
b.	Acquiring job or work-related knowledge and skills	2.35	2.32	2.42	2.54	2.55
c.	Writing clearly and effectively	2.69	2.67	2.74	2.68	2.68
d.	Speaking clearly and effectively	2.57	2.50	2.62	2.58	2.58
e.	Thinking critically and analytically	2.84	2.76	2.85	2.85	2.85
f.	Solving numerical problems	2.68	2.68	2.69	2.56	2.57
g.	Using computing and information technology	2.67	2.68	2.72	2.68	2.69
h.	Working effectively with others	2.65	2.52	2.64	2.68	2.69
i.	Learning effectively on your own	2.87	2.75	2.86	2.87	2.88
j.	Understanding yourself	2.52	2.42	2.53	2.55	2.56
k.	Understanding people of other racial/ethnic backgrounds	2.33	2.19	2.35	2.32	2.34
l.	Developing a personal code of values and ethics	2.30	2.16	2.31	2.29	2.32
m.	Contributing to the welfare of your community	1.94	1.84	1.95	1.96	1.97
n.	Developing clearer career goals	2.52	2.35	2.57	2.61	2.62
o.	Gaining information about career opportunities	2.36	2.20	2.46	2.49	2.51

Table 13

STUDENT SERVICES					
Usage Frequency, Satisfaction, & Importance	PCC	- 2004	FCCS	Peers	All
13.1 How often do you use the following services?	<i>0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often</i>				
a. Frequency: Academic advising/planning	1.76	1.70	1.75	1.73	1.74
b. Frequency: Career counseling	1.40	1.38	1.41	1.41	1.43
c. Frequency: Job placement assistance	1.17	1.17	1.20	1.23	1.25
d. Frequency: Peer or other tutoring	1.60	1.58	1.46	1.44	1.45
e. Frequency: Skill labs (writing, math, etc.)	1.76	1.69	1.75	1.68	1.70
f. Frequency: Child care	1.08	1.17	1.13	1.17	1.18
g. Frequency: Financial aid advising	1.77	1.71	1.79	1.80	1.80
h. Frequency: Computer lab	2.10	2.08	2.03	2.09	2.09
i. Frequency: Student organizations	1.27	1.25	1.32	1.33	1.34
j. Frequency: Transfer credit assistance	1.44	1.37	1.47	1.55	1.55
k. Frequency: Services to students w/ disabilities	1.30	1.21	1.26	1.29	1.30
13.2 How satisfied are you with the services?	<i>0=N.A., 1=Not at all, 2=Somewhat, 3=Very</i>				
a. Satisfaction: Academic advising/planning	2.20	2.04	2.19	2.20	2.21
b. Satisfaction: Career counseling	1.97	1.84	2.03	2.03	2.04
c. Satisfaction: Job placement assistance	1.64	1.61	1.78	1.80	1.82
d. Satisfaction: Peer or other tutoring	2.20	2.28	2.17	2.13	2.14
e. Satisfaction: Skill labs (writing, math, etc.)	2.19	2.19	2.30	2.24	2.25
f. Satisfaction: Child care	1.59	1.63	1.72	1.74	1.76
g. Satisfaction: Financial aid advising	2.04	1.99	2.14	2.19	2.18
h. Satisfaction: Computer lab	2.52	2.52	2.50	2.49	2.49
i. Satisfaction: Student organizations	1.95	1.88	1.98	1.96	1.96
j. Satisfaction: Transfer credit assistance	2.03	1.82	2.01	2.06	2.06
k. Satisfaction: Services to students w/ disabilities	2.00	1.76	2.00	2.01	2.00
13.3 How important are the services to you?	<i>1=Not at all, 2=Somewhat, 3=Very</i>				
a. Importance: Academic advising/planning	2.58	2.50	2.56	2.49	2.50
b. Importance: Career counseling	2.27	2.29	2.31	2.27	2.28
c. Importance: Job placement assistance	1.93	2.00	1.97	2.00	2.01
d. Importance: Peer or other tutoring	2.20	2.33	2.12	2.07	2.08
e. Importance: Skill labs (writing, math, etc.)	2.11	2.18	2.25	2.16	2.18
f. Importance: Child care	1.65	1.74	1.73	1.72	1.73
g. Importance: Financial aid advising	2.35	2.45	2.42	2.37	2.37
h. Importance: Computer lab	2.42	2.51	2.42	2.43	2.43
i. Importance: Student organizations	1.79	1.77	1.85	1.80	1.81
j. Importance: Transfer credit assistance	2.07	2.12	2.18	2.23	2.23
k. Importance: Services to students w/ disabilities	1.99	2.09	2.05	2.02	2.02

Table 14

COLLEGE EXPERIENCES						
	PCC	- 2004	FCCS	Peers	All	
14.	How likely is it that the following issues would cause you to withdraw from class or <u>from this college</u> ?	<i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>				
a.	Working full-time	2.18	2.28	2.17	2.15	2.17
b.	Caring for dependents	1.87	2.02	1.89	1.91	1.92
c.	Academically unprepared	1.69	1.72	1.72	1.65	1.67
d.	Lack of finances	2.48	2.55	2.39	2.38	2.38
e.	Transfer to a 4-year college or university	2.50	2.58	2.59	2.48	2.46
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>						
15.	How supportive are your friends of your attending this college?	3.32	3.15	3.26	3.23	3.23
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>						
16.	How supportive is your immediate family of your attending college?	3.62	3.57	3.55	3.50	3.50
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>						
23.	How many TOTAL credit hours have you earned at this college...?	1.98	1.91	2.04	2.01	2.02
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>						
25.	How many classes are you presently taking at OTHER institutions?	1.36	1.50	1.43	1.41	1.42
<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>						
27.	How would you evaluate your entire educational experience at this college?	3.06	3.03	3.14	3.15	3.15

Table 15 a

AGGREGATED SUMMARY DATA		
	PCC 2007	PCC 2004
Working For Pay More Than 20 Hours Per Week	69.8%	76.4%
First Generation In College (All PCC Participants)	74.2%	72.7%
First Generation In College (CCSSE Cohort)	65.5%	69.1%

Table 15 b

7. Summary of Categorical Responses

This section summarizes the observed frequencies (in %) for each of the categorical items of the survey. Please note that certain demographic items do not appear here since they are already covered in Section 2 of this summary.

Table 16

		PCC	- 2004	FCCS	Peers	All	
		Col %					
1.	Did you begin at PCC or elsewhere?	Started here	77.8	82.2	71.2	68.7	68.2
		Started elsewhere	22.2	17.8	28.8	31.3	31.8
17. Indicate which of the following are the reasons /goals for attending this college.	17a. Complete a certificate program	Not a goal	57.7	57.8	57.6	52.9	52.2
		Secondary goal	13.8	17.1	16.9	19.2	19.1
		Primary goal	28.6	25.1	25.5	27.9	28.7
	17b. Obtain an Associate degree	Not a goal	12.6	14.2	12.2	20.2	21.0
		Secondary goal	14.9	21.7	17.5	20.4	20.6
		Primary goal	72.5	64.0	70.4	59.5	58.5
	17c. Transfer to a 4-year college or university	Not a goal	20.9	22.3	16.9	26.9	27.3
		Secondary goal	23.5	21.7	20.8	21.9	21.4
		Primary goal	55.6	56.1	62.2	51.2	51.3
	17d. Obtain or update job-related skills	Not a goal	38.4	39.2	35.6	32.5	32.3
		Secondary goal	28.2	25.1	28.5	26.9	26.9
		Primary goal	33.4	35.7	35.9	40.6	40.8
	17e. Self improvement/ pers. enjoyment	Not a goal	29.0	28.6	28.0	26.9	26.3
		Secondary goal	32.8	34.5	35.3	34.9	34.6
		Primary goal	38.2	36.9	36.7	38.2	39.2
	17f. Change careers	Not a goal	55.7	57.5	59.0	54.2	54.6
		Secondary goal	14.1	14.9	15.7	15.9	16.1
		Primary goal	30.2	27.6	25.3	29.8	29.2
18. Indicate which of the following are the sources you use to pay your tuition at this college.	18a. My own income/savings	Not a source	26.9	31.2	31.7	33.2	32.0
		Minor source	25.3	25.5	29.5	28.2	28.0
		Major source	47.8	43.3	38.8	38.6	40.0
	18b. Parent or spouse/ significant other's income/ savings	Not a source	51.8	54.5	50.8	53.6	53.0
		Minor source	21.8	17.4	20.3	17.1	17.7
		Major source	26.5	28.1	28.9	29.3	29.2
	18c. Employer contributions	Not a source	81.8	84.4	84.9	84.0	83.9
		Minor source	7.5	8.4	7.7	7.7	7.9
		Major source	10.7	7.2	7.3	8.3	8.1
	18d. Grants & scholarships	Not a source	58.1	49.7	52.6	56.1	55.7
		Minor source	7.0	7.4	8.8	10.4	11.0
		Major source	34.9	42.9	38.6	33.5	33.3
	18e. Student loans (bank, etc.)	Not a source	85.3	85.4	77.2	73.7	73.5
		Minor source	5.6	6.4	7.3	7.8	7.9
		Major source	9.2	8.2	15.5	18.5	18.7
	18f. Public assistance	Not a source	89.8	90.9	90.7	89.0	88.7
		Minor source	3.8	3.0	4.0	4.3	4.7
		Major source	6.4	6.1	5.3	6.7	6.6

Table 17

			PCC	- 2004	FCCS	Peers	All
			Col %				
19. Other schools attended since high	Proprietary schools or training programs	No response	92.9	93.3	92.5	92.0	92.1
		Response	7.1	6.7	7.5	8.0	7.9
	Public vocational-technical school	No response	89.2	85.6	90.1	90.8	90.6
		Response	10.8	14.4	9.9	9.2	9.4
	Another community or technical college	No response	82.5	82.1	79.6	80.0	79.9
		Response	17.5	17.9	20.4	20.0	20.1
	Four year college or university	No response	85.6	88.3	82.0	77.7	77.0
		Response	14.4	11.7	18.0	22.3	23.0
	None	No response	43.0	42.4	47.2	49.5	50.4
		Response	57.0	57.6	52.8	50.5	49.6
20. When do you plan to take classes at this college again?	Completion this term & don't return		10.6	10.0	12.0	12.1	11.9
	I have no current plan to return		6.5	6.8	4.2	5.4	5.4
	Within the next 12 months		72.6	69.4	70.1	65.2	65.1
	Uncertain		10.2	13.8	13.7	17.3	17.5
21. At this college, in what range is your overall college grade average?	Pass/fail classes only		0.7	0.3	0.4	0.6	0.6
	Don't have a GPA at PCC		1.6	1.9	2.4	2.7	2.8
	C- or lower		3.2	2.1	2.5	2.2	2.3
	C		8.3	9.4	7.9	7.8	7.8
	B- to C+		20.3	18.0	19.2	18.3	18.7
	B		22.9	21.3	24.6	23.9	23.6
	A- to B+		28.5	32.8	28.0	27.8	27.7
22. When do you most frequently take classes at ...?	Day classes		61.0	52.3	67.5	68.9	68.2
	Evening classes		39.0	47.4	32.0	30.5	31.1
	Weekend classes		0.0	0.2	0.4	0.7	0.7
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	None		14.2	12.3	12.3	12.9	13.0
	1-14 credits		30.8	37.4	33.6	33.7	33.2
	15-29 credits		21.1	20.4	20.1	20.9	20.9
	30-44 credits		15.6	12.7	13.8	13.5	13.5
	45-60 credits		13.2	10.7	12.2	10.7	10.8
	Over 60 credits		5.1	6.4	8.0	8.4	8.6
24. At what other institutions are you taking classes this term?	None	No response	16.1	19.7	13.8	13.1	13.9
		Response	83.9	80.3	86.2	86.9	86.1
	High school	No response	95.2	89.9	97.0	97.6	97.7
		Response	4.8	10.1	3.0	2.4	2.3
	Vocational/technical school	No response	99.2	99.6	99.3	99.1	99.0
		Response	0.8	0.4	0.7	0.9	1.0
	Another community or technical college	No response	99.1	97.7	98.5	97.9	97.7
		Response	0.9	2.3	1.5	2.1	2.3
	4- year college/ university	No response	98.2	96.7	96.7	96.6	96.2
		Response	1.8	3.3	3.3	3.4	3.8
	Other	No response	97.8	97.6	96.9	96.8	96.7
		Response	2.2	2.4	3.1	3.2	3.3

Table 18

		PCC	- 2004	FCCS	Peers	All	
		Col %					
25.	How many classes are you presently taking at OTHER institutions?	None	83.8	76.8	83.4	84.1	83.4
		1 class	4.4	7.9	3.8	4.0	4.2
		2 classes	5.9	7.5	4.4	3.9	4.3
		3 classes	3.7	3.5	3.6	3.0	3.2
		4 classes or more	2.2	4.2	4.8	4.9	4.9
26.	Would you recommend this College to ..?	Yes	94.5	91.3	94.7	94.4	94.2
		No	5.5	8.7	5.3	5.6	5.8
27.	How would you evaluate your entire educational experience at this college?	Poor	1.1	1.1	1.3	1.2	1.3
		Fair	14.8	16.4	12.4	12.2	12.5
		Good	61.2	60.9	57.3	56.7	56.0
		Excellent	23.0	21.6	28.9	29.9	30.2
28.	Do you have children who live with you?	Yes	28.7	30.6	24.6	31.9	31.1
		No	71.3	69.4	75.4	68.1	68.9
31.	Are you Married?	Yes	28.2	27.9	20.4	25.4	25.0
		No	71.8	72.1	79.6	74.6	75.0
32.	Is English your native language?	Yes	89.2	92.6	85.8	90.4	87.7
		No	10.8	7.4	14.2	9.6	12.3
35.	What is the highest academic credential you have earned?	None	4.1	8.8	3.3	2.9	2.7
		High school diploma or GED	76.9	74.6	73.7	73.8	73.3
		Vocational / tech. certificate	5.4	7.8	8.4	9.7	9.6
		Associate degree	7.7	6.8	9.4	7.4	7.6
		Bachelor's degree	5.0	1.7	3.9	4.9	5.2
		Master's/Doctoral/Prof. degree	0.8	0.2	1.2	1.4	1.5
36m.	Highest level of education: mother	Not a high school graduate	13.1	14.3	10.5	13.0	13.6
		High school diploma or GED	34.5	38.9	30.0	33.6	32.9
		Some college, did not complete	14.8	13.8	18.7	16.8	16.6
		Associate degree	10.1	11.6	11.4	11.7	11.4
		Bachelor's degree	16.7	11.1	15.5	12.5	12.9
		Master's / First professional	7.2	4.9	7.7	6.5	6.5
		Doctorate degree	0.6	0.9	1.3	0.9	0.9
		Unknown	3.0	4.6	5.0	5.0	5.2
36f.	Highest level of education: father	Not a high school graduate	15.8	19.0	13.0	16.3	16.5
		High school diploma or GED	35.0	31.0	28.6	32.3	31.6
		Some college, did not complete	14.5	17.6	15.6	14.4	14.3
		Associate degree	5.0	6.7	7.3	7.2	7.3
		Bachelor's degree	13.5	11.3	15.4	12.7	13.0
		Master's / First professional	7.8	5.5	8.6	6.9	7.0
		Doctorate degree	3.4	1.1	3.3	2.3	2.4
		Unknown	5.1	7.9	8.3	7.8	8.0

8. Faculty & Student Perceptions Compared

The Faculty Survey

The Community College Faculty Survey of Student Engagement (CCFSSE) was administered for the first time nationally in the spring of 2005 by 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, and their perceptions regarding students' educational experiences. The 2007 CCFSSE sample consists of a three-year cohort of 223 colleges, involving 20,586 faculty members.

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, 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.

Each of the following tables shows four columns: The first column contains the actual question, the next two columns compare part-time and full-time faculty responses, while the last two columns compare faculty with student responses. Please note that instead of comparing mean values for the different scales, we selected certain key response frequencies (like in the table below, the percentage of “Often or Very Often” responses for each group). The *response key* is shown above columns 2-5 (except for table)

Student Behaviors	Often / Very Often			
	PT-F	FT-F	All F	All S
How often did students show the following behaviors during the current year?				
Ask questions in class or contribute to class discussions	80%	86%	85%	58%
Make a class presentation	26%	23%	25%	27%
Prepare two or more drafts of a paper or assignment before turning it in	18%	22%	21%	50%
Work on a paper that requires integrating ideas or information from various sources	61%	43%	50%	62%
Come to class without completing readings or assignments	24%	47%	38%	14%
Work with other students on projects during class	49%	53%	51%	46%
Work with classmates outside of class to prepare class assignments	28%	34%	32%	21%
Tutor or teach other students (paid or voluntary)	12%	30%	23%	8%
Participate in a community-based project as a part of a regular course	2%	8%	7%	7%
Use the internet or instant messaging to work on an assignment	52%	50%	50%	61%
Use e-mail to communicate with you	68%	64%	66%	38%
Discuss grades or assignments with you	76%	77%	77%	43%
Talk about career plans with you	49%	37%	41%	21%
Discuss ideas from their readings or classes with you outside of class	35%	28%	31%	14%
Receive prompt feedback (written or oral) from you about their performance	100%	95%	96%	53%
Work harder than they thought they could to meet your standards or expectations	68%	60%	63%	47%
Work with you on activities other than coursework	10%	14%	12%	8%
Discuss ideas from their readings or classes with others outside of class	32%	35%	34%	50%
Have serious conversations with students of a different race or ethnicity	42%	41%	42%	46%
Have serious conversations with students who differ in their beliefs or values	32%	34%	33%	41%
Skip class	6%	15%	12%	4%

Legend: PT-F (Part-Time Faculty) – FT-F (Full-Time Faculty) – All F (Total Faculty Sample) – All S (Total Student Sample)

Table 19

Color coding within tables has been kept simple, since complex and unusual patterns are missing. To remain focused on the most critical variations in perception, **orange highlights** have been used to indicate group differences between full-time and part-time faculty perceptions that are 15% or higher. Smaller differences could be easily over-interpreted as they are possibly co-founded with certain course types more often taught by part- or full-time faculty. Strong similarities with the national sample are present for the majority of these differences as well.

When comparing faculty and student responses, **yellow highlights** indicate variations of 20% or more. In addition, **red highlights** indicate that strong local differences lead to a much wider gap compared to the variances in the national sample. Since the majority of data speaks for itself, we will include a brief summary of findings in the *Improvement Recommendations* section of this report.

Coursework Emphasis	Quite a bit / Very much			
	PT-F	FT-F	All F	All S
How much has the coursework emphasized the following?				
Memorizing facts, ideas, or methods	26%	20%	22%	36%
Analyzing the basic elements of an idea, experience, or theory	45%	42%	44%	34%
Synthesizing and organizing ideas, information, or experiences in new ways	78%	85%	82%	58%
Making judgments about the value or soundness of information, arguments, etc.	70%	72%	71%	51%
Applying theories or concepts to practical problems or in new situations	78%	80%	79%	53%
Having students use information they have read or heard to perform a new skill	76%	78%	77%	57%

Reading & Writing Requirements	More than 1			
	PT-F	FT-F	All F	All S
What are the reading and writing requirement in your course sections?				
Number of assigned textbooks, manuals, books, or book-length course readings	46%	54%	51%	47%
Number of written papers or reports of any length	66%	60%	63%	59%

Examinations	Very Challenging (6-7)			
	PT-F	FT-F	All F	All S
How challenging have examinations been across the current school year?				
Examinations of student performance are challenging	55%	62%	59%	34%

How many hours do PCC students spend in a typical week with the following activities?				
Please note the different response markers for each row!	PT-F	FT-F	All F	All S
Preparing for class (1-10 hours)	88%	87%	87%	77%
Working for pay (More than 20 hours)	81%	84%	84%	64%
Participating in college-sponsored activities (0 hours)	16%	19%	18%	91%
Providing care for dependents living with them (More than 20 hours)	37%	49%	45%	24%
Commuting to and from class (5 or less hours)	72%	61%	65%	83%

Student Participation In College Offerings	Frequencies *)			
Faculty-Rated Importance vs. Actual/Planned Student Participation	PT-F	FT-F	All F	All S
Internships, field experience, co-op experience, or clinical assignment	57%	54%	55%	52%
English as a second language courses	51%	56%	54%	15%
Developmental/remedial reading courses	63%	75%	70%	29%
Developmental/remedial writing courses	65%	74%	70%	30%
Developmental/remedial math courses	67%	69%	68%	45%
Study skills courses	73%	68%	70%	28%
Honors courses	43%	44%	44%	26%
College orientation program or course	59%	51%	54%	26%
Organized learning communities	51%	32%	39%	25%

*) Please note that the table above compares the **percentage of faculty believing the selected areas of participation are very important to students** with the **percentage of students indicating that they have participated or plan to participate** in the selected college offerings. The spread for all items is very similar to the variances across the national sample.

Faculty Referral vs. Student Utilization of Services	Rarely or never			
How often do you refer students to (F) or use (S) the following?	PT-F	FT-F	All F	All S
Academic advising/planning	13%	17%	15%	35%
Career counseling	42%	43%	42%	49%
Job placement assistance	52%	62%	58%	41%
Peer or other tutoring	10%	6%	8%	39%
Skill labs (writing, math, etc.)	19%	13%	15%	33%
Child care	72%	55%	61%	33%
Financial aid advising	40%	23%	29%	29%
Computer labs	17%	14%	15%	21%
Student organizations	55%	43%	48%	41%
Transfer credit assistance	68%	58%	62%	33%
Services to students with disabilities	49%	26%	34%	28%

Perceived Importance of Services to Students	Very Important			
How important do you believe is the following to students at PCC?	PT-F	FT-F	All F	All S
Academic advising/planning	89%	88%	88%	66%
Career counseling	74%	73%	74%	49%
Job placement assistance	72%	62%	66%	35%
Peer or other tutoring	79%	85%	82%	45%
Skill labs (writing, math, etc.)	85%	83%	84%	40%
Child care	51%	52%	52%	24%
Financial aid advising	89%	93%	91%	60%
Computer labs	85%	87%	86%	59%
Student organizations	43%	43%	43%	23%
Transfer credit assistance	71%	67%	69%	43%
Services to students with disabilities	68%	77%	74%	43%

College Emphasis		Quite a bit / Very much			
How much does this college emphasize the following?	PT-F	FT-F	All F	All S	
Encouraging students to spend significant amounts of time studying	72%	64%	67%	72%	
Providing the support students need to succeed	84%	82%	83%	67%	
Encouraging contact among students from diverse*) backgrounds	72%	60%	64%	44%	
Helping students cope with their non-academic responsibilities	42%	34%	37%	17%	
Providing students the support they need to thrive socially	46%	28%	35%	23%	
Providing the financial support students need to afford their education	73%	69%	71%	35%	
Using computers in academic work	93%	89%	91%	74%	

*) economic, social, racial, and ethnic

Relationship Quality		Very Supportive (6-7)			
What is the quality of relationships at this college?	PT-F	FT-F	All F	All S	
Quality of student relationships with other students	58%	53%	54%	56%	
Quality of student relationships with instructors	70%	69%	69%	51%	
Quality of student relationships with administrative personnel/offices	54%	40%	44%	34%	

College Contribution to Student Development		Quite a bit / Very much			
How did students' experiences contribute to the following competencies?	PT-F	FT-F	All F	All S	
Acquiring a broad general education	85%	83%	84%	68%	
Acquiring job or work-related knowledge and skills	75%	74%	74%	43%	
Writing clearly and effectively	64%	50%	55%	62%	
Speaking clearly and effectively	60%	47%	53%	54%	
Thinking critically and analytically	89%	91%	91%	69%	
Solving numerical problems	32%	41%	37%	59%	
Using computing and information technology	58%	60%	59%	59%	
Working effectively with others	72%	67%	69%	56%	
Learning effectively on their own	96%	83%	88%	68%	
Understanding themselves	72%	59%	63%	52%	
Understanding people of other racial and ethnic backgrounds	52%	41%	45%	43%	
Developing a personal code of values and ethics	52%	51%	51%	40%	
Contributing to the welfare of their community	34%	45%	41%	27%	
Developing clearer career goals	52%	48%	50%	50%	
Gaining information about career opportunities	46%	35%	39%	43%	

Reasons for Withdrawal		Likely/Very likely			
How likely is the following to cause students to withdraw or drop out?	PT-F	FT-F	All F	All S	
Working full-time	85%	85%	84%	39%	
Caring for dependents	70%	83%	78%	25%	
Being academically unprepared	76%	81%	80%	19%	
Lacking finances	69%	70%	70%	49%	
Transferring to a 4-year college or university	32%	27%	29%	50%	

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