2016 CCSSE
Summary Report

CCSSE

Community College Survey
Of Student Engagement

Polk State College
Office of Institutional Research, Effectiveness & Planning

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Students' perceptions of their educational experience at Polk State had declined slightly across most and remained the same for one of the CCSSE benchmarks (see page 6). However, only benchmark #2, *Student Effort* is higher at Polk State than its peers as indicated by comparative data. *Student-Faculty Interactions* and *Support for Learners* had the biggest difference when compared with the peers of Polk State. The Polk State scores for these benchmarks were much lower than that of the 2016 CCSSE cohort and other Florida Community Colleges.

In particular benchmark #5, *Support for Learners*, trailed other Florida Community Colleges by almost 5%. This finding is underlined by a score much lower than the average for relationships with administrative personnel and offices. Also, Polk State had lower than average scores in satisfaction findings for academic advising/planning and financial aid advising.

CCSSE findings indicate that grants and scholarships are a major source of tuition funding for 47% of students. Which would support the importance of supporting students from an advising and financial aid standpoint.

Most students, 89%, would recommend Polk State College to a friend and 57% of students believe they have had a good educational experience at Polk State College.

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 2016 Institutional Report is available at the IREP office. It has seven sections:

- **CCSSE Overview** provides a general understanding of the findings
- **College Results** compares Polk State and its peers in a couple of summary reports
- **Means Summary** contains a detailed analysis of Polk State averages across items
- **Frequency Distributions** details the observed responses across items
- **Benchmark Reports** compares Polk State with peer groups in 5 benchmarks
- **Codebook** contains the data dictionary of the 2016 CCSSE instrument
- **Using CCSSE Results** includes recommendations about applying the data
- **CCFSSE** shows the results of the faculty portion of the 2016 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. Consortia participating in 2016 include member colleges from more than a dozen states; 60 colleges from the Achieving the Dream Consortium; and 23 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 Polk State, 828 students submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 83%.

Survey Participation			
	Polk State	**Peers**	**All 2016**
	N=828	N=116,374	N=434,288
Percent of Target Rate	**83%**	81%	77%
Overall Completion Rate	**54%**	53%	51%
Average Within Class Completion Rate	**59%**	63%	61%
Percent of Sampled Classes Participating	**94%**	85%	84%

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 2016 *CCSSE* survey respondent population to the total student population of 2016 *CCSSE* member colleges.

Demographic Comparison				
Gender	**POLK STATE Sample**	**POLK STATE Overall**	**FCS 2016**	**CCSSE 2016**
Male	**41%**	36%	43%	42%
Female	**58%**	64%	57%	58%
Race/Ethnicity				
American Indian or Native American	**0%**	0%	1%	2%
Asian, Asian American or Pacific Islander	**3%**	3%	6%	4%
Black or African American, Non-Hispanic	**14%**	17%	14%	13%
White, Non-Hispanic	**52%**	56%	46%	58%
Hispanic, Latino, Spanish	**20%**	18%	23%	15%
Other	**4%**	6%	8%	7%
International Student or Foreign National	**5%**	1%	1%	1%
Age				
18 to 19	**39%**	21%	23%	24%
20 to 21	**25%**	15%	18%	17%
22 to 24	**13%**	13%	15%	13%
25 to 29	**7%**	12%	13%	12%
30 to 39	**8%**	14%	13%	13%
40 to 49	**5%**	8%	6%	7%
50 to 64	**2%**	3%	4%	4%
65 and over	**0%**	0%	1%	1%
Enrollment Status				
Full - Time	**64%**	33%	38%	42%
Part - Time	**36%**	67%	62%	58%

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 POLK STATE in 2016, the totals for POLK STATE in 2013, the 2016 Florida College System (FCS) participants, a selected peer comparison group of large colleges, and all 2016 *CCSSE* colleges.

Student Engagement Benchmarks					
Benchmark	**POLK STATE 2016** N = 828	**Comparative Statistics**			
		POLK STATE 2013 N = 848	**FCS 2016** N =	**Peers 2016** N = 116,374	**CCSSE 2016** N = 434,288
1. Active and Collaborative Learning	**46.3**	49.8	49.9	49.2	50.0
		-3.5	-3.6	-2.9	-3.7
2. Student Effort	**51.3**	49.8	50.8	49.6	50.0
		1.5	0.5	1.7	1.3
3. Academic Challenge	**49.7**	50.3	51.2	49.6	50.0
		-0.6	-1.5	0.1	-0.3
4. Student-Faculty Interaction	**45.4**	45.4	50.0	48.7	50.0
		0.0	-4.6	-3.3	-4.6
5. Support for Learners	**45.6**	46.3	50.5	48.7	50.0
		-0.7	-4.9	-3.1	-4.4

Table 3

Highlights indicate that 2016 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	Mean Values				
		POLK STATE	2013	FCS	Peers	All
4a	Asked questions in class or contributed to class discussions	2.85	2.94	2.90	2.88	2.92
4b	Made a class presentation	2.23	2.10	2.18	2.16	2.17
4f	Worked with other students on projects during class	2.31	2.49	2.47	2.55	2.56
4g	Worked with classmates outside of class to prepare class assignments	1.93	2.02	2.00	1.94	1.96
4h	Tutored or taught other students (paid or voluntary)	1.33	1.40	1.41	1.39	1.39
4i	Participated in a community-based project as a part of a regular course	1.29	1.31	1.36	1.34	1.36
4r	Discussed ideas from your readings or classes with others outside of class	2.43	2.47	2.57	2.53	2.54

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	Mean Values				
		POLK STATE	2013	FCS	Peers	All
4c	Prepared two or more drafts of a paper or assignment before turning it in	2.63	2.55	2.57	2.53	2.53
4d	Worked on a paper or project that required integrating ideas or information from various sources	2.96	2.88	2.92	2.84	2.84
4e	Came to class without completing readings or assignments	1.85	1.80	1.83	1.85	1.83
6b	Number of books read on your own for personal enjoyment or academic enrichment	1.99	2.02	2.05	2.04	2.03
10a	Preparing for class	1.97	1.91	2.00	1.98	2.00
13d	Frequency: Peer or other tutoring	1.68	1.64	1.59	1.53	1.53
13e	Frequency: Skill labs (writing, math, etc.)	1.77	1.68	1.79	1.71	1.75
13h	Frequency: Computer lab	1.91	1.91	1.95	2.02	2.04

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	POLK STATE	2013	FCS	Peers	All
			Mean Values			
4p	Worked harder than you thought you could to meet an instructor's standards or expectations	**2.66**	2.60	2.66	2.62	2.64
5b	Analyzing the basic elements of an idea, experience, or theory	**2.91**	2.94	2.98	2.95	2.94
5c	Synthesizing and organizing ideas, information, or experiences in new ways	**2.81**	2.78	2.86	2.81	2.81
5d	Making judgments about the value or soundness of information, arguments, or methods	**2.67**	2.64	2.72	2.64	2.65
5e	Applying theories or concepts to practical problems or in new situations	**2.68**	2.75	2.77	2.74	2.75
5f	Using information you have read or heard to perform a new skill.	**2.76**	2.82	2.87	2.85	2.87
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings	**2.80**	2.83	2.84	2.87	2.88
6c	Number of written papers or reports of any length	**3.05**	2.86	2.88	2.88	2.88
7	How much have your examinations challenged you to do your best work?	**4.96**	5.09	4.93	4.92	4.95
9a	Encouraging you to spend significant amounts of time studying	**3.08**	3.01	3.08	3.05	3.06

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	POLK STATE	2013	FCS	Peers	All
			Mean Values			
4k	Used email to communicate with an instructor	**2.76**	2.78	2.95	2.92	2.94
4l	Discussed grades or assignments with an instructor	**2.60**	2.55	2.66	2.60	2.63
4m	Talked about career plans with an instructor or advisor	**1.88**	1.85	2.12	2.12	2.17
4n	Discussed ideas from your readings or classes with instructors outside of class	**1.72**	1.65	1.79	1.78	1.82
4o	Received prompt feedback from instructors on your performance	**2.77**	2.68	2.77	2.73	2.76
4q	Worked with instructors on activities other than coursework	**1.43**	1.35	1.45	1.46	1.50

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	POLK STATE	Mean Values			
			2013	FCS	Peers	All
9b	Providing the support you need to help you succeed at this college	**2.94**	2.93	3.08	3.03	3.06
9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	**2.61**	2.51	2.68	2.65	2.63
9d	Helping you cope with your non-academic responsibilities (work, family, etc.)	**1.89**	1.85	2.00	2.03	2.05
9e	Providing the support you need to thrive socially	**2.12**	2.14	2.24	2.23	2.26
9f	Providing the financial support you need to afford your education	**2.41**	2.52	2.56	2.55	2.58
13a	Frequency: Academic advising/planning	**1.74**	1.69	1.84	1.81	1.84
13b	Frequency: Career counseling	**1.38**	1.32	1.41	1.46	1.46

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.

9. Summary of Scaled Responses

This section is an extract of the *CCSSE Means Summary Report*, containing item-by-item means for all students at POLK STATE contrasted with selected comparison groups and all CCSSE 2016 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?	*1=Never, 2=Sometimes, 3=Often, 4=Very Often*				
Academic, Intellectual and Social Experiences	**POLK STATE**	**POLK 2013**	**FCS**	**Peers**	**All**
a. Asked questions in class or contributed to class discussions	2.85	2.94	2.90	2.88	2.92
b. Made a class presentation	2.23	2.10	2.18	2.16	2.17
c. Prepared two or more drafts of a paper or assignment before turning it in	2.63	2.55	2.57	2.53	2.53
d. Worked on a paper or project that required integrating ideas or information from various sources	2.96	2.88	2.92	2.84	2.84
e. Came to class without completing readings or assignments	1.85	1.80	1.83	1.85	1.83
f. Worked with other students on projects during class	2.31	2.49	2.47	2.55	2.56
g. Worked with classmates outside of class to prepare class assignments	1.93	2.02	2.00	1.94	1.96
h. Tutored or taught other students (paid or voluntary)	1.33	1.40	1.41	1.39	1.39
i. Participated in a community-based project as part of a regular course	1.29	1.31	1.36	1.34	1.36
j. Used the Internet or instant messaging to work on an assignment	3.06	3.00	3.17	3.08	3.08
k. Used email to communicate with an instructor	2.76	2.78	2.95	2.92	2.94
l. Discussed grades or assignments with an instructor	2.60	2.55	2.66	2.60	2.63
m. Talked about career plans with an instructor or advisor	1.88	1.85	2.12	2.12	2.17
n. Discussed ideas from your readings or classes outside of class	1.72	1.65	1.79	1.78	1.82

COLLEGE ACTIVITIES (cont.)					
o.	Received prompt feedback (written or oral) from instructors on your performance	2.77	2.68	2.77	2.73	2.76
p.	Worked harder than you thought you could to meet an instructor's standards or expectations	2.66	2.60	2.66	2.62	2.64
q.	Worked with instructors on activities other than coursework	1.43	1.35	1.45	1.46	1.50
r.	Discussed ideas from your readings or classes with others outside of class	2.43	2.47	2.57	2.53	2.54
s.	Had serious conversations with students of a different race or ethnicity than your own	2.60	2.58	2.61	2.51	2.46
t.	Had serious conversations with students who differ from you in their beliefs, opinions, or values	2.45	2.43	2.46	2.37	2.36
u.	Skipped class	1.56	1.48	1.55	1.56	1.54

	Character of Mental Activities	POLK STATE	POLK 2013	FCS	Peers	All
5.	...how much has your coursework emphasized the following mental activities?	*1=Never, 2=Sometimes, 3=Often, 4=Very Often*				
a.	**Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.90	2.88	2.94	2.88	2.88
b.	**Analyzing** the basic elements of an idea, experience, or theory	2.91	2.94	2.98	2.95	2.94
c.	**Synthesizing** and organizing ideas, information, or experiences in new ways	2.81	2.78	2.86	2.81	2.81
d.	**Making judgements** about the value or soundness of information, arguments, or methods	2.67	2.64	2.72	2.64	2.65
e.	**Applying** theories or concepts to practical problems or in new situations	2.68	2.75	2.77	2.74	2.75
f.	**Using information** you have read or heard to perform a new skill	2.76	2.82	2.87	2.85	2.87

Reading and Writing	POLK STATE	POLK 2013	FCS	Peers	All
6. …about how much reading and writing have you done <u>at this college</u>?	*1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20*				
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.80	2.83	2.84	2.87	2.88
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.99	2.02	2.05	2.04	2.03
c. Number of written papers or reports of any length	3.05	2.86	2.88	2.88	2.88
Nature of Exams	*1=Extremely easy to 7=Extremely Challenging*				
7. …how much have your examinations challenged you to do your best work?	4.96	5.09	4.93	4.92	4.95

OPINIONS ABOUT YOUR SCHOOL					
Institutional Emphasis	POLK STATE	POLK 2013	FCS	Peers	All
9. How much does <u>this college</u> emphasize…?	*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*				
a. Encouraging you to spend significant amounts of time studying	3.08	3.01	3.08	3.05	3.06
b. Providing the support you need to help you succeed at this college	2.94	2.93	3.08	3.03	3.06
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.61	2.51	2.68	2.65	2.63
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.89	1.85	2.00	2.03	2.05
e. Providing the support you need to thrive socially	2.12	2.14	2.24	2.23	2.26
f. Providing the financial support you need to afford your education	2.41	2.52	2.56	2.55	2.58
g. Using computers in academic work	3.14	3.11	3.29	3.23	3.24

WEEKLY ACTIVITIES					
Institutional Emphasis	**POLK STATE**	**POLK 2013**	**FCS**	**Peers**	**All**
10. About how many hours do you spend in a typical 7-day week doing each of the following?	*0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours*				
a. Preparing for class	1.97	1.91	2.00	1.98	2.00
b. Working for pay	3.25	3.08	3.05	2.94	2.87
c. Participating in college-sponsored activities	0.31	0.24	0.31	0.29	0.33
d. Providing care for dependents living with you	1.68	2.01	1.55	1.55	1.64
e. Commuting to and from classes	1.29	1.25	1.32	1.33	1.34
Quality of Relationships	**POLK STATE**	**POLK 2013**	**FCS**	**Peers**	**All**
11. Mark the number that best represents the quality of your relationships with people <u>at this college.</u>	*1=Unfriendly, unhelpful, unsupportive, to 7=Friendly, helpful, supportive*				
a. Relationships with other students	5.21	5.28	5.34	5.36	5.43
b. Relationships with instructors	5.56	5.65	5.66	5.67	5.71
c. Relationships with administrative personnel and offices	4.48	4.75	4.98	4.96	5.08

EDUCATIONAL AND PERSONAL GROWTH					
Knowledge, Skills & Personal Development	**POLK STATE**	**POLK 2013**	**FCS**	**Peers**	**All**
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*				
a. Acquiring a broad general education	3.05	3.03	3.06	3.00	3.01
b. Acquiring a job or work-related knowledge and skills	2.38	2.41	2.45	2.51	2.60
c. Writing clearly and effectively	2.86	2.87	2.86	2.80	2.81
d. Speaking clearly and effectively	2.70	2.70	2.77	2.73	2.74
e. Thinking critically and analytically	2.93	2.95	3.00	2.98	2.99
f. Solving numerical problems	2.76	2.88	2.81	2.70	2.71

		POLK STATE	POLK 2013	FCS	Peers	All
g.	Using computing and information technology	2.74	2.73	2.83	2.79	2.82
h.	Working effectively with others	2.73	2.75	2.77	2.80	2.83
i.	Learning effectively on your own	2.97	2.99	3.00	2.98	3.00
j.	Understanding yourself	2.66	2.60	2.68	2.68	2.70
k.	Understanding people of other racial/ethnic backgrounds	2.50	2.41	2.53	2.53	2.52
l.	Developing a personal code of values and ethics	2.48	2.41	2.50	2.48	2.51
m.	Contributing to the welfare of your community	2.08	2.10	2.11	2.08	2.11
n.	Developing clearer career goals	2.64	2.61	2.72	2.73	2.77
o.	Gaining information about career opportunities	2.46	2.37	2.58	2.59	2.64

STUDENT SERVICES						
Usage Frequency, Satisfaction, & Importance		**POLK STATE**	**POLK 2013**	**FCS**	**Peers**	**All**
13.1	How often do you use the following services?	*0=Don't know/N.A., 1=Rarely/never, 2=Sometimes,3=Often*				
a.	Frequency: Academic advising/planning	1.74	1.69	1.84	1.81	1.84
b.	Frequency: Career counseling	1.38	1.32	1.41	1.46	1.46
c.	Frequency: Job placement assistance	1.26	1.17	1.20	1.24	1.26
d.	Frequency: Peer or other tutoring	1.68	1.64	1.59	1.53	1.53
e.	Frequency: Skill labs (writing, math, etc.)	1.77	1.68	1.79	1.71	1.75
f.	Frequency: Child care	1.16	1.15	1.15	1.15	1.18
g.	Frequency: Financial aid advising	1.85	1.90	1.88	1.81	1.85
h.	Frequency: Computer lab	1.91	1.91	1.95	2.02	2.04
i.	Frequency: Student organizations	1.36	1.32	1.39	1.38	1.41
j.	Frequency: Transfer credit assistance	1.39	1.33	1.45	1.54	1.54
k.	Frequency: Services to students w/disabilities	1.30	1.29	1.30	1.33	1.34
13.2	How satisfied are you with the services at this college?	*1=Not at all, 2=Somewhat, 3=Very*				
a.	Satisfaction: Academic advising/planning	2.06	2.16	2.28	2.24	2.29
b.	Satisfaction: Career counseling	1.97	1.98	2.09	2.10	2.11

		POLK STATE	POLK 2013	FCS	Peers	All
c.	Satisfaction: Job placement assistance	1.73	1.75	1.86	1.85	1.89
d.	Satisfaction: Peer or other tutoring	2.29	2.27	2.30	2.23	2.23
e.	Satisfaction: Skill labs (writing, math, etc.)	2.22	2.28	2.37	2.29	2.31
f.	Satisfaction: Child care	1.66	1.74	1.81	1.80	1.82
g.	Satisfaction: Financial aid advising	2.04	2.13	2.25	2.22	2.26
h.	Satisfaction: Computer lab	2.42	2.50	2.49	2.48	2.49
i.	Satisfaction: Student organizations	1.99	2.06	2.09	2.03	2.06
j.	Satisfaction: Transfer credit assistance	1.89	2.09	2.07	2.10	2.11
k.	Satisfaction: Services to students w/disabilities	2.09	2.11	2.10	2.09	2.10

STUDENT SERVICES (cont.)						
Usage Frequency, Satisfaction, & Importance		**POLK STATE**	**POLK 2013**	**FCS**	**Peers**	**All**
13.3	How important are the following services to you at this college?	*1=Not at all, 2=Somewhat, 3=Very*				
a.	Importance: Academic advising/planning	2.55	2.56	2.62	2.58	2.59
b.	Importance: Career counseling	2.26	2.22	2.33	2.35	2.34
c.	Importance: Job placement assistance	2.07	2.05	2.07	2.08	2.10
d.	Importance: Peer or other tutoring	2.30	2.35	2.26	2.21	2.20
e.	Importance: Skill labs (writing, math, etc.)	2.24	2.21	2.33	2.25	2.26
f.	Importance: Child care	1.77	1.72	1.76	1.76	1.77
g.	Importance: Financial aid advising	2.50	2.53	2.52	2.45	2.48
h.	Importance: Computer lab	2.35	2.35	2.39	2.41	2.43
i.	Importance: Student organizations	1.91	1.84	1.94	1.91	1.92
j.	Importance: Transfer credit assistance	2.10	2.11	2.20	2.29	2.27
k.	Importance: Services to students w/disabilities	2.08	2.07	2.11	2.08	2.10

		POLK STATE	POLK 2013	FCS	Peers	All
	COLLEGE EXPERIENCES					
14.	How likely is it that the following issues would cause you to withdraw from class or from this college?	*1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely*				
a.	Working full-time	2.26	2.13	2.20	2.27	2.24
b.	Caring for dependents	1.90	1.90	1.89	1.94	1.94
c.	Academically unprepared	1.84	1.69	1.75	1.76	1.73
d.	Lack of finances	2.50	2.59	2.50	2.46	2.46
e.	Transfer to a 4-year college or university	2.46	2.39	2.56	2.56	2.45
		1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely				
15.	How supportive are your friends of your attending this college?	3.17	3.22	3.26	3.21	3.24
		1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely				
16.	How supportive is your immediate family of your attending this college?	3.46	3.52	3.53	3.49	3.51
		0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5=over 60 credits				
23.	How many total credits hours have you earned at this college, not counting the courses you are currently taking this term?	2.03	2.02	2.13	2.12	2.14
		1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more credits				
25.	How many classes are you presently taking at other institutions?	1.38	1.45	1.41	1.41	1.41
		1=Poor, 2=Fair, 3=Good, 4=Excellent				
27.	How would you evaluate your entire educational experience at this college?	2.98	3.07	3.13	3.12	3.14

10. 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.

			POLK STATE 2016	POLK 2013	FCS	Peers	All
1.	Did you begin at POLK STATE or elsewhere?	Started here	78%	78%	76%	71%	71%
		Started Elsewhere	21%	22%	24%	29%	29%
17. Indicate which of the following are the reasons/goals for attending this college.	17a. Complete a certificate program	Not a goal	57%	58%	54%	49%	47%
		Secondary goal	19%	16%	20%	22%	21%
		Primary goal	24%	26%	26%	29%	31%
	17b. Obtain an Associate degree	Not a goal	7%	9%	10%	17%	16%
		Secondary goal	16%	15%	17%	23%	21%
		Primary goal	77%	77%	74%	61%	63%
	17c. Transfer to a 4-year college or university	Not a goal	24%	23%	19%	19%	24%
		Secondary goal	25%	29%	22%	21%	22%
		Primary goal	51%	48%	59%	61%	54%
	17d. Obtain or update job-related skills	Not a goal	30%	31%	29%	28%	26%
		Secondary goal	31%	25%	30%	29%	28%
		Primary goal	39%	44%	41%	43%	46%
	17e. Self - improvement/personal enjoyment	Not a goal	27%	29%	25%	25%	24%
		Secondary goal	34%	33%	34%	34%	34%
		Primary goal	38%	38%	40%	41%	42%
	17f. Change careers	Not a goal	59%	58%	60%	59%	57%
		Secondary goal	15%	14%	15%	16%	16%
		Primary goal	26%	28%	24%	25%	26%
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	34%	39%	37%	31%	33%
		Minor source	29%	29%	31%	31%	32%
		Major source	36%	32%	32%	38%	35%
	18b. Parent or spouse/significant other's income/savings	Not a source	56%	58%	53%	50%	53%
		Minor source	20%	17%	19%	19%	19%
		Major source	23%	24%	28%	30%	28%
	18c. Employer contributions	Not a source	86%	85%	87%	87%	87%
		Minor source	8%	7%	7%	8%	8%
		Major source	6%	8%	5%	6%	6%
	18d. Grants & scholarships	Not a source	43%	38%	41%	49%	43%
		Minor source	10%	11%	12%	13%	14%
		Major source	47%	51%	47%	37%	42%
	18e. Student loans (bank, etc.)	Not a source	73%	81%	70%	71%	67%
		Minor source	11%	7%	9%	9%	10%
		Major source	16%	12%	21%	20%	24%
	18f. Public assistance	Not a source	88%	87%	86%	86%	85%
		Minor source	4%	3%	5%	6%	6%
		Major source	8%	9%	8%	8%	8%

			POLK STATE 2016	POLK 2013	FCS	Peers	All
19. Other schools attended since high school.	Proprietary schools or training programs	No response	95%	91%	93%	93%	93%
		Response	5%	9%	7%	7%	7%
	Public vocational-technical school	No response	90%	89%	91%	92%	92%
		Response	10%	11%	8%	8%	8%
	Another community or technical college	No response	84%	83%	82%	80%	80%
		Response	16%	17%	18%	20%	20%
	Four year college or university	No response	85%	87%	85%	79%	80%
		Response	15%	13%	15%	21%	20%
	None	No response	40%	44%	42%	46%	46%
		Response	60%	56%	58%	53%	54%
20.	When do you plan to take classes at this college again?	Complete this term & don't return	10%	10%	12%	14%	15%
		I have no current plan to return	3%	3%	4%	5%	5%
		Within the next 12 months	76%	73%	70%	65%	64%
		Uncertain	11%	13%	13%	16%	17%
21.	At this college, in what range is your overall college grade average?	Pass/fail classes only	0.8%	0.1%	0.6%	0.8%	0.7%
		Don't have a GPA at Polk State	1%	1%	1%	2%	2%
		C- or lower	4%	3%	2%	3%	3%
		C	9%	8%	7%	7%	7%
		B- to C+	24%	21%	20%	20%	19%
		B	23%	25%	23%	23%	22%
		A- To B+	27%	30%	31%	30%	30%
		A	11%	12%	15%	15%	15%
22.	When do you most frequently take classes at this college?	Day classes	75%	75%	77%	76%	78%
		Evening classes	24%	25%	23%	23%	21%
		Weekend classes	1%	0.3%	0.4%	0.5%	0.5%
23.	How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	None	11%	8%	10%	10%	10%
		1-14 credits	36%	39%	34%	32%	32%
		15-29 credits	18%	20%	20%	22%	22%
		30-44 credits	12%	14%	14%	14%	14%
		45-60 credits	16%	12%	14%	12%	12%
		Over 60 credits	6%	6%	8%	9%	9%
24. At what other institutions are you taking classes this term?	None	No response	12%	13%	13%	13%	13%
		Response	88%	87%	87%	86%	87%
	High school	No response	96%	96%	96%	98%	97%
		Response	4%	4%	4%	2%	3%
	Vocational/technical school	No response	99%	99%	99%	99%	99%
		Response	1%	0.3%	0.6%	0.9%	1%
	Another community college or technical college	No response	99%	99%	98%	97%	97%
		Response	1%	1%	1%	3%	3%
	4-year college/university	No response	98%	96%	97%	97%	97%
		Response	2%	4%	3%	3%	3%
	Other	No response	98%	98%	97%	97%	97%
		Response	2%	2%	2%	3%	3%

			POLK STATE 2016	POLK 2013	FCS	Peers	All
25.	How many other classes are you presently taking at OTHER institutions?	None	84%	84%	84%	84%	84%
		1 class	4%	3%	3%	4%	3%
		2 classes	4%	3%	4%	5%	4%
		3 classes	4%	4%	4%	3%	3%
		4 or more classes	3%	5%	4%	4%	5%
26.	Would you recommend this college to a friend or family member?	Yes	89%	92%	94%	94%	93%
		No	11%	8%	6%	6%	6%
27.	How would you evaluate your entire educational experience at this college?	Poor	2%	2%	1%	2%	2%
		Fair	19%	16%	15%	15%	14%
		Good	57%	56%	54%	54%	53%
		Excellent	22%	26%	30%	29%	31%
28.	Do you have children who live with you?	Yes	27%	33%	24%	25%	27%
		No	73%	66%	76%	74%	73%
31.	Are you married?	Yes	15%	23%	14%	15%	17%
		No	85%	77%	86%	85%	83%
32.	Is English your native language?	Yes	86%	88%	84%	79%	84%
		No	14%	12%	16%	21%	16%
35.	What is the highest academic credential you have earned?	None	6%	3%	4%	2%	3%
		High school diploma or GED	76%	72%	74%	76%	75%
		Vocational/tech. certificate	7%	12%	8%	8%	9%
		Associate degree	10%	10%	10%	7%	8%
		Bachelor's degree	1%	3%	3%	5%	4%
		Master's/Doctoral/ Prof. degree	0.5%	0.1%	0.9%	1%	1%
36m.	What is the highest level of education obtained by your Mother?	Not a high school graduate	14%	15%	11%	15%	13%
		High school diploma or GED	29%	33%	27%	26%	27%
		Some college	20%	17%	16%	16%	16%
		Associate degree	8%	14%	12%	12%	13%
		Bachelor's degree	16%	14%	18%	16%	15%
		Master's degree	7%	3%	8%	7%	7%
		Doctorate degree	0.7%	N/A	1%	1%	1%
		Unknown	5%	5%	6%	7%	6%
36f.	What is the highest level of education obtained by your Father?	Not a high school graduate	21%	19%	15%	18%	17%
		High school diploma or GED	32%	33%	29%	27%	30%
		Some college	14%	14%	14%	14%	14%
		Associate degree	6%	7%	8%	8%	8%
		Bachelor's degree	9%	12%	15%	14%	13%
		Master's degree	5%	4%	7%	7%	7%
		Doctorate degree	3%	3%	3%	2%	2%
		Unknown	9%	8%	9%	10%	10%

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 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 experience 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			
How often did students show the following behaviors during the current year?	**PT-F**	**FT-F**	**All F**	**All S**
Ask questions in class or contribute to class discussions	83%	80%	81%	60%
Make a class presentation	26%	34%	31%	33%
Prepare two or more drafts of a paper or assignment before turning it in	17%	22%	20%	55%
Work on a paper that requires integrating ideas or information from various sources	52%	53%	52%	69%
Come to class without completing readings or assignments	37%	43%	41%	16%
Work with other students on projects during class	48%	51%	49%	40%
Work with classmates outside of class to prepare class assignments	28%	29%	28%	23%
Tutor or teach other students (paid or voluntary)	9%	17%	14%	8%
Participate in a community-based project as a part of a regular course	4%	9%	6%	6%
Use the internet or instant messaging to work on an assignment	57%	58%	58%	71%
Use e-mail to communicate with you	76%	84%	81%	57%
Discuss grades or assignments with you	79%	81%	80%	49%
Talk about career plans with you	40%	42%	41%	20%
Discuss ideas from their readings or classes with you outside of class	25%	39%	33%	17%
Receive prompt feedback (written or oral) from you about their performance	92%	96%	94%	59%
Work harder than they thought they could to meet your standards or expectations	52%	61%	57%	56%
Work with you on activities other than coursework	9%	19%	15%	11%
Discuss ideas from their readings or classes with others outside of class	27%	34%	31%	42%
Have serious conversations with students of a different race or ethnicity	43%	50%	47%	53%
Have serious conversations with students who differ in terms of their beliefs/values	33%	43%	39%	46%
Skip class	17%	13%	15%	5%

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

Coursework Emphasis	Quite a bit/Very much			
During the current year, how much has the coursework emphasized the following?	**PT-F**	**FT-F**	**All F**	**All S**
Memorizing facts, ideas, or methods	53%	46%	49%	69%
Analyzing the basic elements of an idea, experience, or theory	81%	85%	84%	70%
Synthesizing and organizing ideas, information, or experiences in new ways	73%	80%	77%	64%
Making judgments about the value or soundness of information, arguments, etc.	64%	74%	70%	58%
Applying theories or concepts to practical problems or in new situations	74%	70%	72%	56%
Having students use information they have read or heard to perform a new skill	65%	75%	71%	61%

Reading & Writing Requirements	More than 1			
What are the reading and writing requirement in your course sections?	**PT-F**	**FT-F**	**All F**	**All S**
Number of assigned textbooks, manuals, books, or book-length course readings	44%	43%	44%	51%
Number of written papers or reports of any length	58%	62%	60%	85%

Examinations	Very Challenging (6-7)			
How challenging have examinations been across the current school year?	**PT-F**	**FT-F**	**All F**	**All S**
Examinations of student performance are challenging	49%	50%	49%	28%

How many hours do POLK STATE 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)**	87%	86%	86%	71%
Working for pay **(More than 20 hours)**	71%	83%	78%	58%
Participating in college-sponsored activities **(0 hours)**	6%	12%	10%	82%
Providing care for dependents living with them **(More than 20 hours)**	46%	42%	44%	23%
Commuting to and from class **(5 or less hours)**	69%	68%	68%	73%

Student Participation In College Offerings	Very important			
Student Participation: How important (to faculty) <u>versus</u> actual participation (by students):	PT-F	FT-F	All F	All S
Internships, field experience, co-op experience, or clinical assignment	49%	52%	51%	10%
English as a second language courses	43%	55%	50%	10%
Developmental/remedial reading courses	72%	76%	74%	18%
Developmental/remedial writing courses	74%	76%	75%	19%
Developmental/remedial math courses	73%	74%	74%	38%
Study skills courses	72%	66%	67%	13%
Honors courses	32%	34%	33%	11%
College orientation program or course	61%	65%	63%	35%
Organized learning communities	32%	32%	32%	11%

*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 the following?	PT-F	FT-F	All F	All S
Academic advising/planning	21%	13%	16%	38%
Career counseling	51%	39%	44%	51%
Job placement assistance	59%	58%	58%	44%
Peer or other tutoring	19%	9%	13%	39%
Skill labs (writing, math, etc.)	29%	22%	25%	34%
Child care	53%	55%	55%	36%
Financial aid advising	31%	25%	28%	32%
Computer labs	23%	16%	19%	30%
Student organizations	49%	34%	40%	46%
Transfer credit assistance	53%	51%	52%	38%
Services to students with disabilities	29%	23%	25%	33%

Perceived Importance of Services to Students	Very Important			
How important do you believe is the following to students at this college?	PT-F	FT-F	All F	All S
Academic advising/planning	82%	84%	83%	65%
Career counseling	71%	68%	69%	47%
Job placement assistance	59%	64%	62%	40%
Peer and other tutoring	63%	77%	71%	52%
Skills labs (writing, math, etc.)	72%	77%	75%	47%
Child care	32%	48%	41%	30%
Financial aid advising	70%	84%	78%	66%
Computer labs	63%	70%	67%	53%
Student organizations	38%	42%	40%	28%
Transfer credit assistance	46%	58%	53%	45%
Services to students with disabilities	67%	78%	73%	47%

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	64%	63%	63%	77%
Providing the support students need to succeed	88%	88%	87%	70%
Encouraging contact among students from different backgrounds	66%	70%	69%	54%
Helping students cope with their non-academic responsibilities	55%	53%	54%	24%
Providing students the support they need to thrive socially	53%	49%	50%	31%
Providing the financial support students need to afford their education	81%	77%	79%	46%
Using computers in academic work	87%	90%	89%	76%

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	62%	45%	52%	47%
Quality of student relationships with instructors	72%	62%	66%	59%
Quality of student relationships with administrative personnel/offices	52%	46%	48%	32%

College Contribution to Student Development	Quite a bit/Very much			
How much has the students' experiences contributed to the following knowledge or skills?	PT-F	FT-F	All F	All S
Acquiring a broad general education	78%	77%	77%	75%
Acquiring job or work-related knowledge and skills	69%	67%	68%	44%
Writing clearly and effectively	62%	54%	57%	70%
Speaking clearly and effectively	57%	60%	59%	61%
Thinking critically and analytically	84%	88%	87%	70%
Solving numerical problems	35%	39%	37%	60%
Using computing and information technology	59%	58%	58%	60%
Working effectively with others	60%	58%	59%	58%
Learning effectively on their own	81%	74%	77%	72%
Understanding themselves	56%	47%	51%	56%
Understanding people of other racial and ethnic backgrounds	47%	43%	45%	49%
Developing a personal code of values and ethics	58%	44%	50%	48%
Contributing to the welfare of their community	34%	31%	32%	33%
Developing clearer career goals	52%	43%	47%	58%
Gaining information about career opportunities	39%	34%	36%	49%

Reasons for Withdrawal	Likely/Very likely			
How likely is it that the following would cause students to withdraw from class or Polk State College?	PT-F	FT-F	All F	All S
Working full-time	73%	84%	80%	42%
Caring for dependents	62%	77%	71%	28%
Being academically unprepared	77%	76%	77%	23%
Lacking finances	65%	71%	69%	49%
Transferring to a 4-year college or university	31%	27%	28%	48%