



## Comparison of the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) 2023 Survey Results

### Introduction

*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 report their perceptions of their students' engagement experiences in a specific selected course.

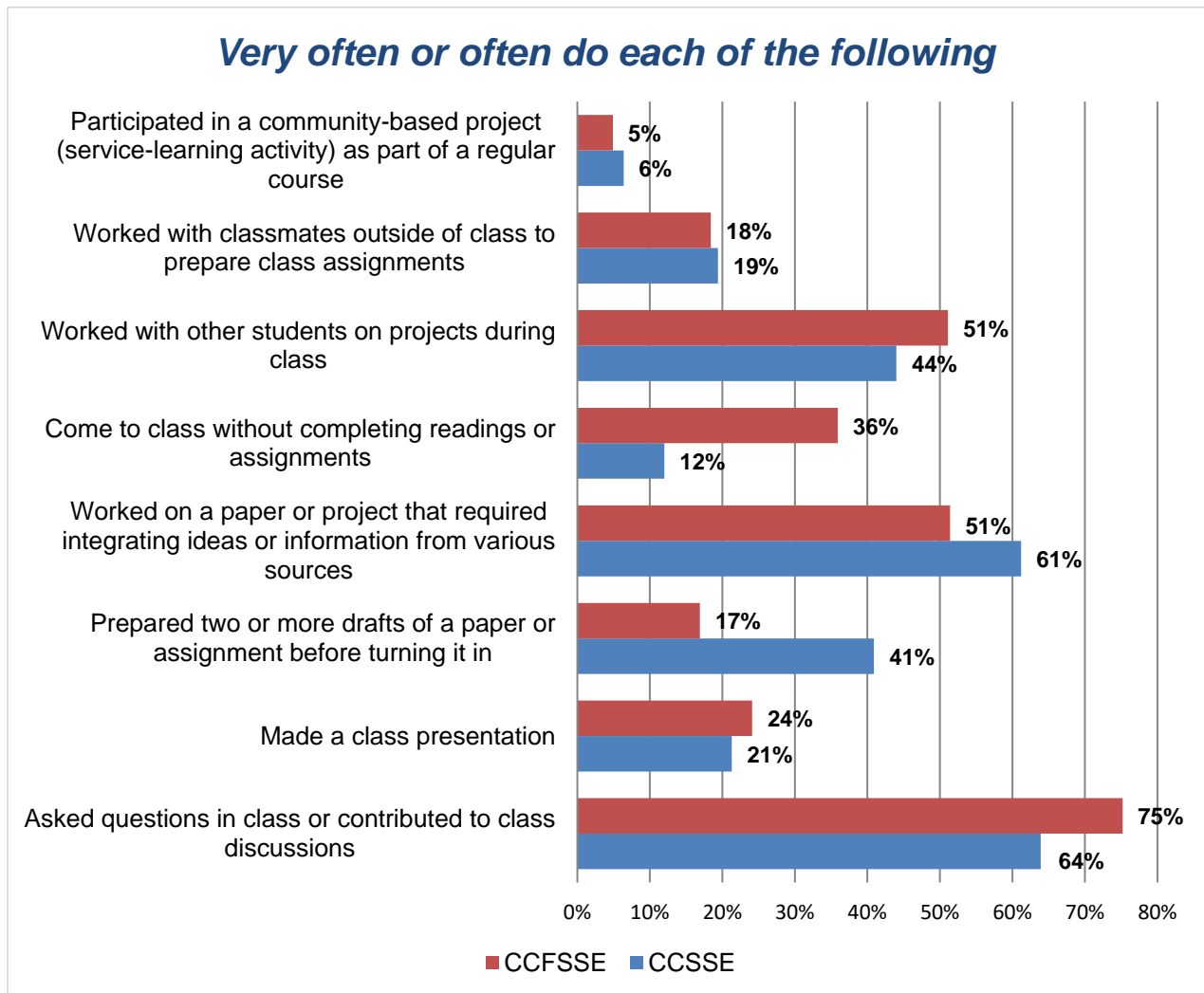
Nonetheless, the comparisons of student and faculty responses provide a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience.

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for generally equivalent items from Joliet Junior College's faculty (part-time, full-time, and all faculty) on *CCFSSE*, and all student data from Joliet Junior College's in-class administration of *CCSSE*.

## Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. CCSSE and CCFSSSE asks students and faculty to respond to several survey items in order to gauge how actively students are involved in their education. The chart below shows the responses of the students and faculty who marked *very often* or *often* to the following:

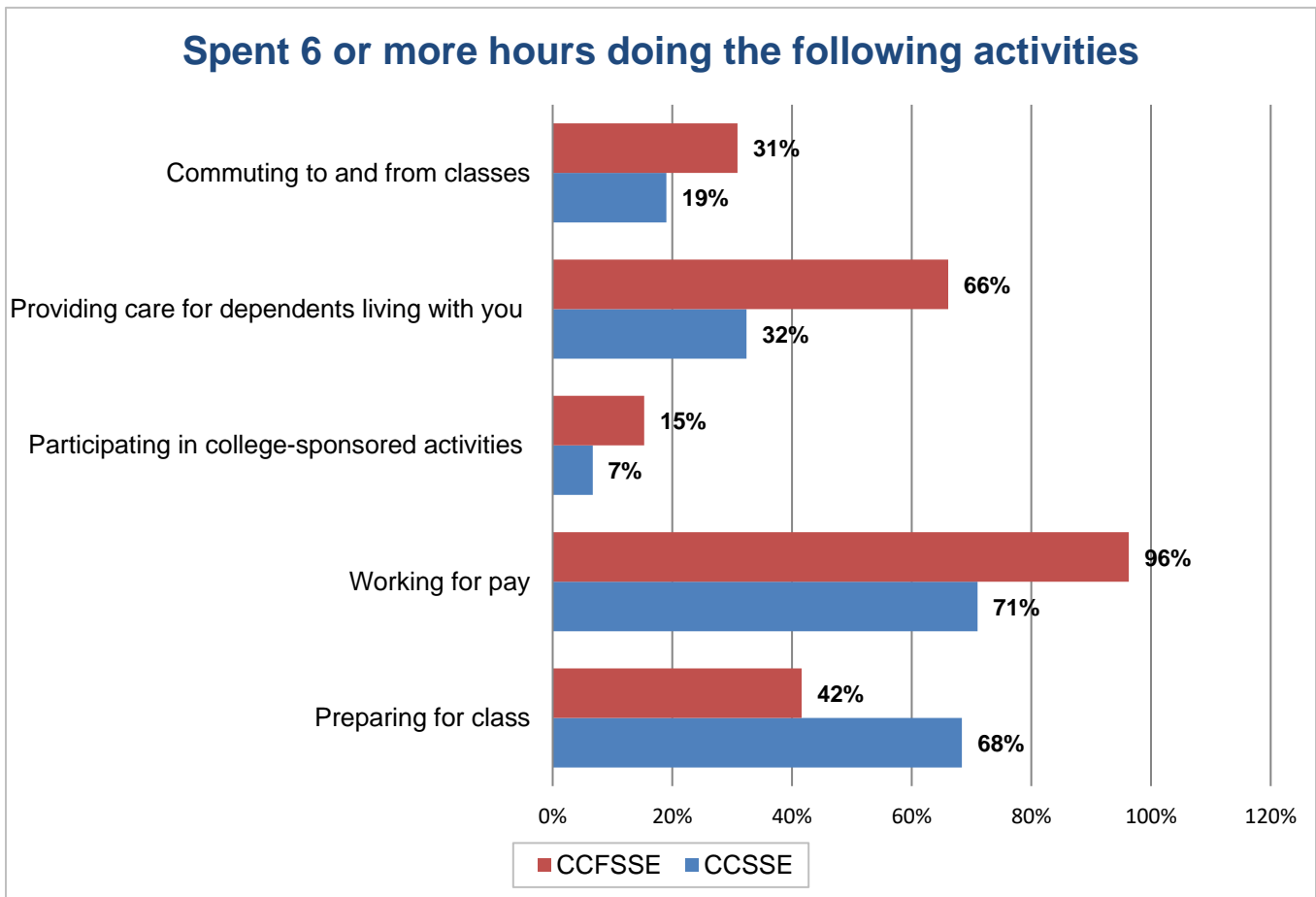
- Item 4a—Asked questions in class or contributed to class discussions
- Item 4b—Made a class presentation
- Item 4c—Prepared two or more drafts of a paper or assignment before turning it in
- Item 4d—Worked on a paper or project that required integrating ideas or information from various sources
- Item 4e—Come to class without completing readings or assignments
- Item 4f—Worked with other students on projects during class
- Item 4g—Worked with classmates outside of class to prepare assignments
- Item 4i—Participated in a community-based project (service-learning activity) as part of a regular course



## Student Experience

Research indicates that there are several factors that put undergraduate students at risk of not attaining their educational goals. Community college students generally are three to four times more likely to reflect those factors than are their counterparts in four-year colleges and universities. Students are given the opportunity to mark *none*, *1-5*, *6-10*, *11-20*, *21-30*, or *more than 30* in response to: About how many hours do you spend in a typical 7-day week doing each of the following? Faculty responded to how many hours on average they think students spend in a typical 7-day week doing each of the following. The chart below shows the responses of the students and faculty who marked *6 or more hours* to the following activities:

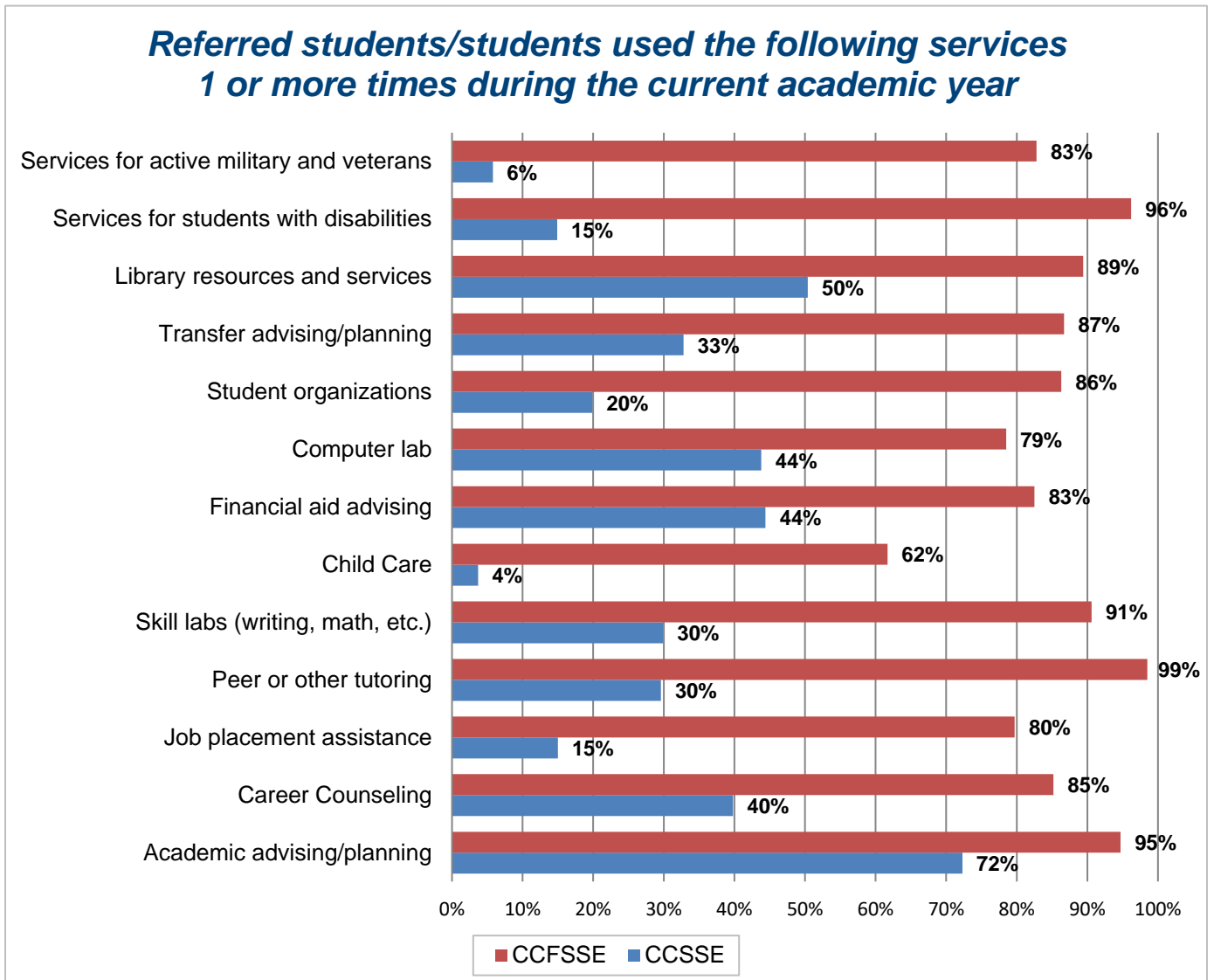
- Item 10a – Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
- Item 10b – Working for pay
- Item 10c – Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)
- Item 10d – Providing care for dependents living with you (parents, children, spouse, etc.)
- Item 10e – Commuting to and from classes



## Student Support Services Usage

CCSSE asks students to indicate whether they have used the various student services provided by Joliet Junior College, and CCFSSSE asks faculty if they referred students to the various student services. Students and faculty are given the opportunity to mark *never*, *1 time*, *2-4 times*, or *5 or more times* in response to the following services:

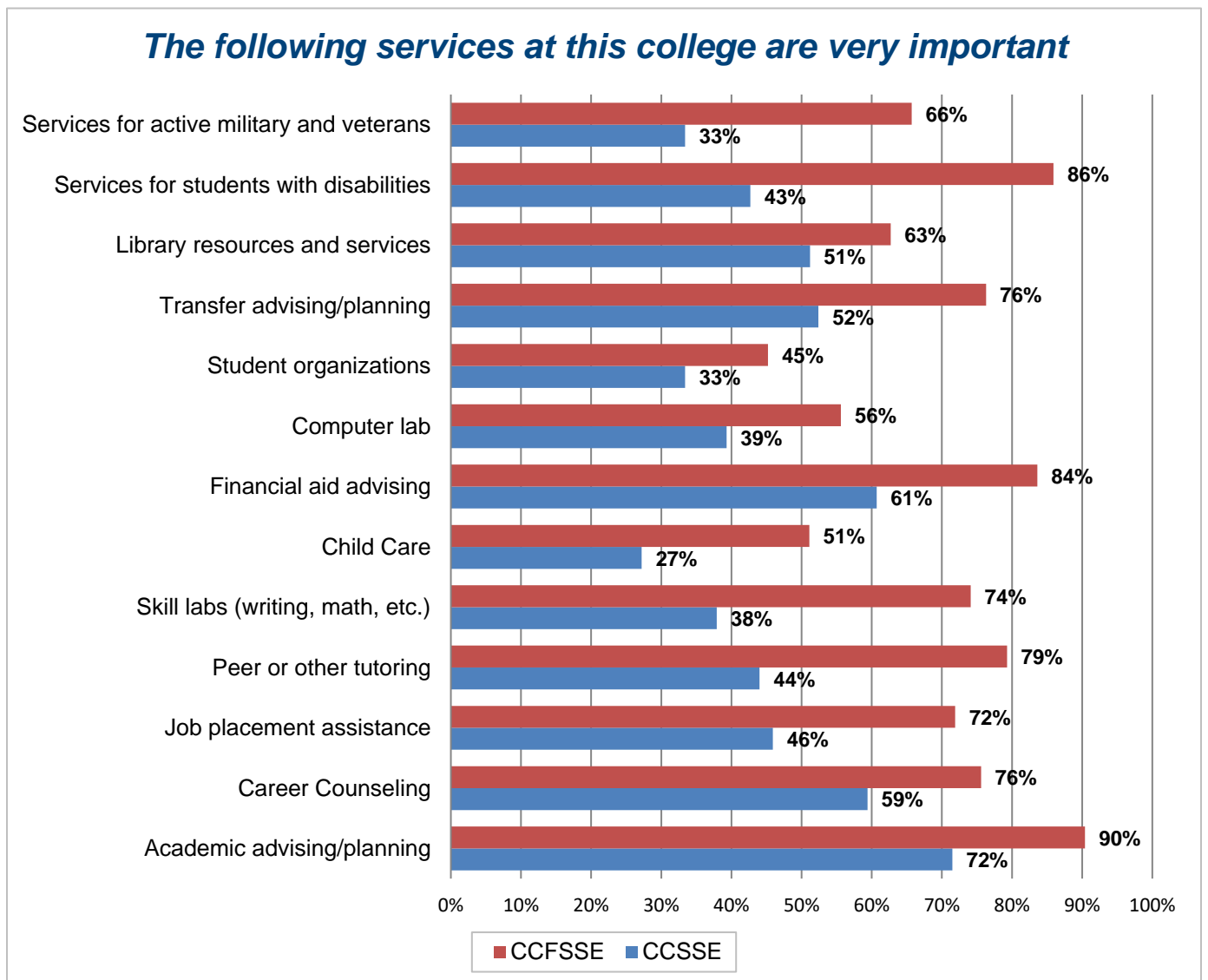
- Item 12.1a—Academic advising/planning
- Item 12.1b —Career counseling
- Item 12.1c —Job placement assistance
- Item 12.1d—Peer or other tutoring
- Item 12.1e—Skill labs (writing, math, etc.)
- Item 12.1f—Child care
- Item 12.1g—Financial aid advising
- Item 12.1h—Computer lab
- Item 12.1i—Student organizations
- Item 12.1j—Transfer advising/planning
- Item 12.1k—Library resources and services
- Item 12.1l—Services for students with disabilities
- Item 12.1m—Services for active military and veterans



## Student Support Services Importance

CCSSE & CCFSSSE asks students and faculty to indicate how important are the various student services provided by Joliet Junior College. Students and faculty are given the opportunity to mark *not at all*, *somewhat*, or *very* in response to the following services:

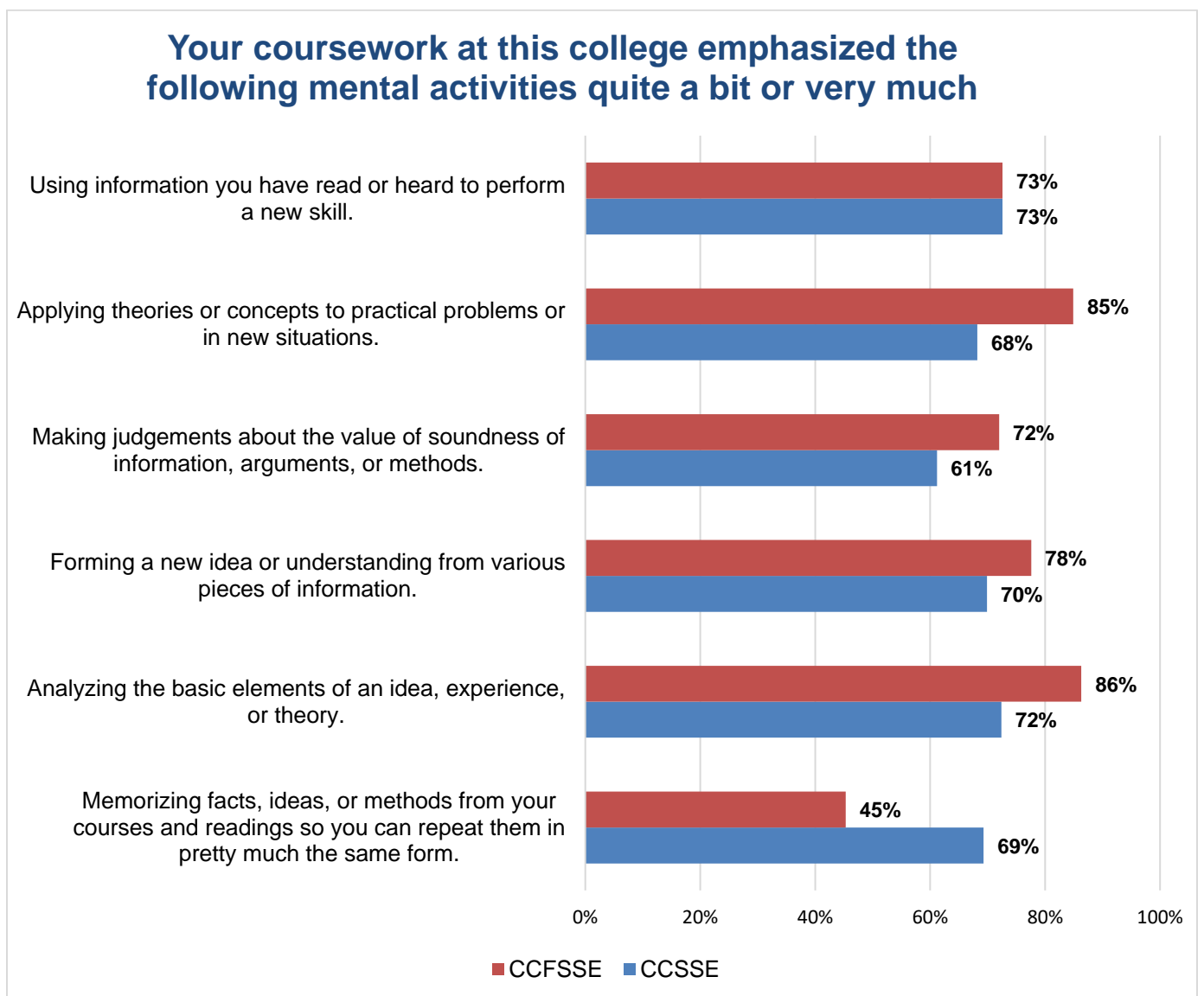
- Item 12.3a—Academic advising/planning
- Item 12.3b —Career counseling
- Item 12.3c —Job placement assistance
- Item 12.3d—Peer or other tutoring
- Item 12.3e—Skill labs (writing, math, etc.)
- Item 12.3f—Child care
- Item 12.3g—Financial aid advising
- Item 12.3h—Computer lab
- Item 12.3i—Student organizations
- Item 12.3j—Transfer advising/planning
- Item 12.3k—Library resources and services
- Item 12.3l—Services for students with disabilities
- Item 12.3m—Services for active military and veterans



## Student Learning

CCSSE asks students to respond to survey items in order to determine if the Colleges' institutional practices are positively related to student learning, where the most effective learning experiences will be those the college intentionally designs. Students and faculty are given the opportunity to mark *Very little*, *Some*, *Quite a bit*, or *Very much* in response to how much their coursework at this college emphasized the following mental activities:

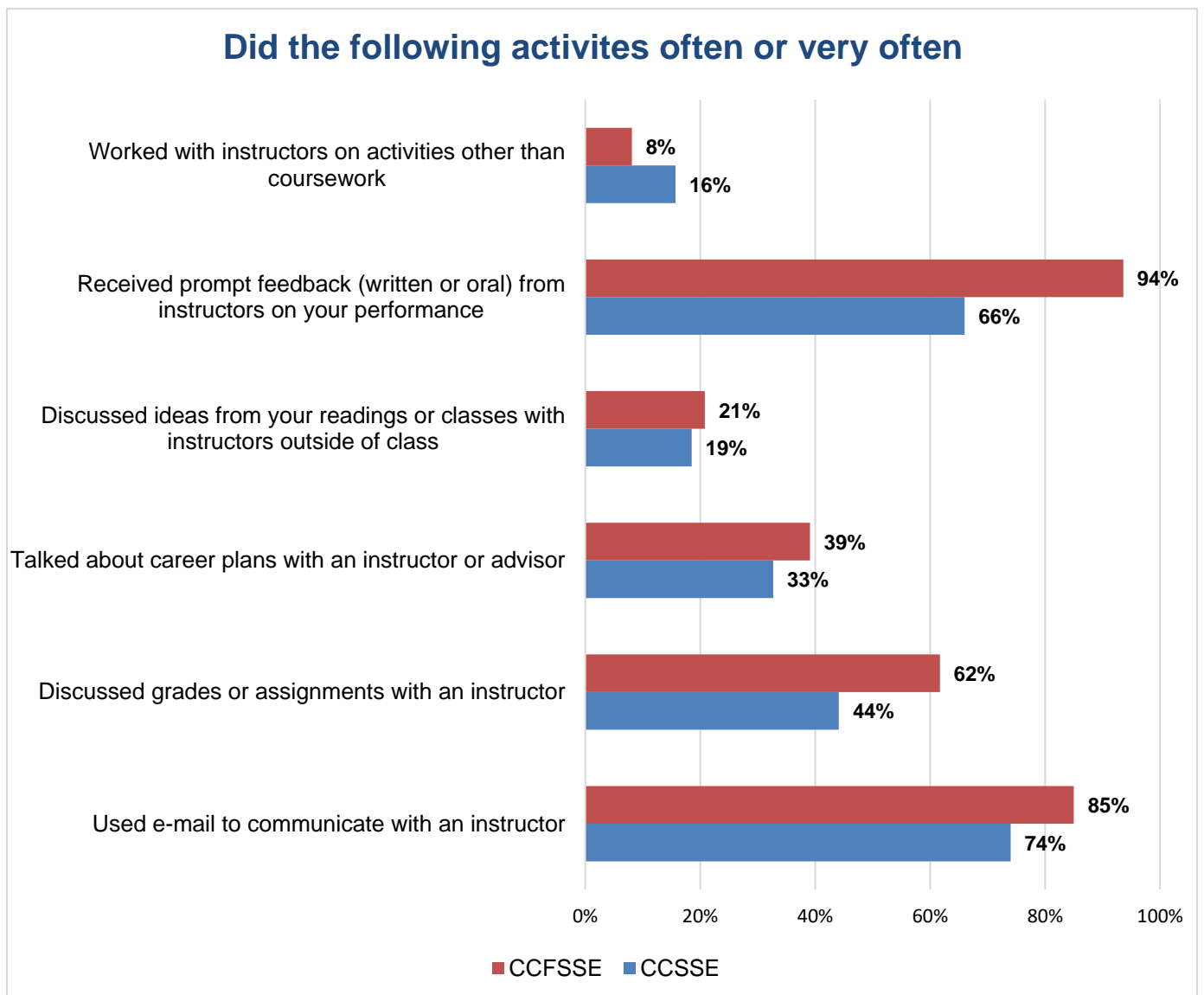
- Item 5a—Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.
- Item 5b—Analyzing the basic elements of an idea, experience, or theory.
- Item 5c—Forming a new idea or understanding from various pieces of information.
- Item 5d—Making judgements about the value of soundness of information, arguments, or methods.
- Item 5e—Applying theories or concepts to practical problems or in new situations.
- Item 5f—Using information you have read or heard to perform a new skill.



## Student-Faculty Interaction

In general, the more interaction students have with their instructors, the more likely they are to learn effectively and 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. Through student-faculty interaction, teachers become role models, mentors, and guides for continuous, life-long learning. Students and faculty are given the opportunity to mark *never*, *sometimes*, *often*, or *very often* in response to how often they have done each of the following activities:

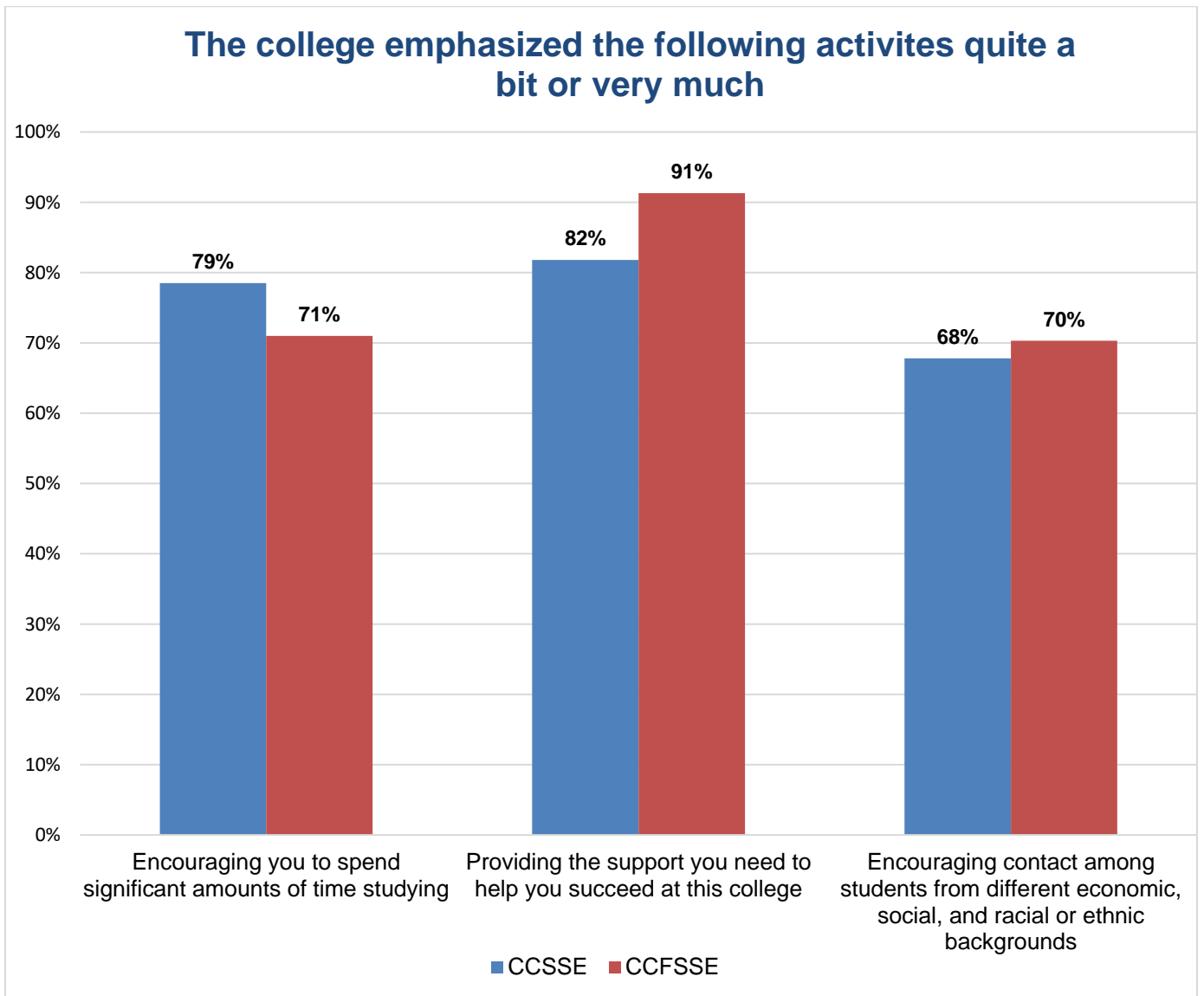
- Item 4j—Used e-mail to communicate with an instructor
- Item 4k —Discussed grades or assignments with an instructor
- Item 4l—Talked about career plans with an instructor or advisor
- Item 4m—Discussed ideas from your readings or classes with instructors outside of class
- Item 4n—Received prompt feedback (written or oral) from instructors on your performance
- Item 4p—Worked with instructors on activities other than coursework



## Supporting Students

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 areas that may affect learning and retention. Students and faculty are given the opportunity to mark *very little*, *some*, *quite a bit*, or *very much* in response to how much the college emphasizes the following activities:

- Item 9a— Encouraging you to spend significant amounts of time studying
- Item 9b — Providing the support you need to help you succeed at this college
- Item 9c— Encouraging contact among students from different economic, social, and racial or ethnic backgrounds





## Personal Development

Students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives. Students and faculty are given the opportunity to mark *very little*, *some*, *quite a bit*, or *very much* in response to what extent their experience at this college contributed to their knowledge, skills and personal development in the following areas:

- Item 11a—Acquiring job or work related knowledge and skills
- Item 11b—Writing clearly and effectively
- Item 11c—Speaking clearly and effectively
- Item 11d—Thinking critically and analytically
- Item 11e—Solving numerical problems
- Item 11f—Working effectively with others
- Item 11h—Developing clearer career goals
- Item 11i—Gaining information about career opportunities

