CCSSE Student-Faculty Report Shows Where Students and Faculty Agree, Disagree

Have you ever wondered how much faculty perceptions and expectations agree with student behavior? The Community College Survey of Student Engagement (CCSSE), which we conducted last spring gives us a little insight. Because there is both a student and faculty version of the survey, we have the opportunity to compare responses on related questions. On the research web site, you can now find a report comparing student and faculty responses. For a direct link, click here.

Note that the questions asked of students and faculty are not always identical, so one must exercise some caution when making comparisons. With that caveat, here are some areas where the differences seem interesting:

- 89% of faculty say students in their selected course ask questions or contribute to class discussions often or very often while only 56% of students say they do the same in their classes. Could it be that a small number of students dominate discussions in some classes? Also, this is one of only a handful of questions where our student responses were below the national average, so there may be a goal in the next strategic plan addressing it.
- Only 24% of faculty say that students often or very often prepare two or more drafts of assignments before turning them in compared with 61% of students who claim to do so.
- Only 8% of students say they often or very often come to class without doing their reading or assignments; 28% of faculty say students do this often or very often.
- 80% of faculty say students often or very often discuss grades and assignments with them, but only 44% of students say that they do often or very often. Again, this is a question on which our students are below the national average.
- 96% of faculty say they often or very often give prompt performance feedback to their students; 59% of students say they receive such feedback promptly often or very often.
- Only 25% of faculty believe students often or very often discuss ideas from their classes or readings with others outside of class often or very often, but 52% of students say they do so.
- 47% of faculty say that the coursework in their selected course emphasizes memorizing facts, ideas, and methods quite a bit or very much; 68% of students say the same about their coursework.
- There are differences in several areas in what faculty say is important and what students actually do. For example, 76% of faculty say it is very important for students to take developmental writing courses, but only 23% of students had done so.
- The same is true for math: 64% of faculty say developmental math is important, but 19% of students have taken it.
- Similarly, 66% of faculty say it is very important for students to take courses in study skills, but just 21% of students had done so.
• 83% of faculty say they often or very often refer students to peer or other tutoring, but only 27% of students say they use those services often or very often. This is another area where we are below the national average (just slightly).

• Similarly, 72% of faculty say they often or very often refer students to writing or math skills labs (presumably the Learning Center), but just 44% of students say they often or very often use those services.

There are other interesting differences, but again it is important to keep the question wording in mind. In some cases, faculty are being asked questions about students in general, while students are being asked about their particular situation or experience. In other questions, students are being asked about their overall experience, while faculty were asked about a particular course. To look at the results for yourself, go [here](#).