

Oakton Student and Faculty Perceptions About Students' Engagement and Academic Experiences at Oakton



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Last spring Oakton participated in the Community College Survey of Student Engagement (CCSSE). This survey, initiated in 2002, claims to be a “much-needed tool for assessing quality in community college education.” Ninety-three community colleges administered the CCSSE.

The CCSSE asks questions about institutional practices and student behaviors that research has shown to be highly correlated with student learning and retention. The survey is administered to students during randomly selected classes, and results are weighted to ensure full-time students do not dominate survey results. A total of 792 Oakton students completed usable CCSSE surveys, though not all students answered every question. The CCSSE methodology is very much like the methodology we use for our own Current Student Survey.

The CCSSE examines students' perceptions. This fall, Oakton conducted a companion survey for faculty to elicit their perceptions about students' engagement and academic experiences at Oakton. Conducted online, the survey drew responses from 130 faculty members, 67 full-time and 63 part-time. The Oakton faculty survey was developed by the College's General Education Assessment Subcommittee (Trudy Bers, Vicki Giambrone, Linda Korbel, Jim KostECKI, Rene Kovala, Erick Mann, Gary Mines, Toni Rowitz, Suzanne Stock, Lynn Woodbury, and Donna Younger). Survey items parallel those in the CCSSE to permit comparing faculty and student perceptions. Additional faculty survey items focused on faculty perceptions of students' meeting Oakton's general education objectives.

This report presents results of the faculty survey, and compares students' and faculty members' responses on the same or similar questions asked for both groups. Data are presented in tables and charts. The online survey company provides easy-to-read tabulations of results that include actual questions; faculty responses to this online survey are provided in Appendix A. Appendix B includes a set of charts comparing responses of full-time and part-time faculty responses and, where available, CCSSE student responses.

General observations about comparative results include the following:

- Faculty tend to perceive that Oakton contributed more to students' knowledge and skills in general education areas than did students (Appendix B, Figure 1).

- Part-time faculty thought Oakton students were more often exposed to topics and experiences associated with ethics and diversity than did full-time faculty (Appendix B, Figure 2).
- The pattern of faculty and student perceptions regarding students' engagement at the College is mixed, though in nearly all cases faculty perceive more engagement than do students (Appendix B, Figure 3).
- Full-time and part-time faculty have similar perceptions about the extent to which courses emphasize selected mental or other activities, but in all cases, students perceive less emphasis than do faculty (Appendix B, Figure 4).
- The pattern of faculty and student perceptions regarding activities to maximize learning is mixed (Appendix B, Figure 5)
- Faculty report using an array of teaching approaches in their courses, with full-time faculty reporting more frequent use of different approaches than part-time faculty (Appendix B, Figure 6).



The value of this study resides less in the statistical findings than in its utility for prompting discussions about topics such as the use of varied teaching approaches, reasons faculty and students may differ in their perceptions regarding the extent of learning occurring at Oakton, and how Oakton might encourage greater student engagement.



Appendix A




Oakton Faculty Survey of Student Engagement Fall 2003 (conducted online)

Introduction:

As many of you know, last spring Oakton participated in the Community College Survey of Student Engagement (CCSSE). The CCSSE asks questions about institutional practices and student behaviors that research has shown to be highly correlated with student learning and retention. The survey was administered to students during randomly selected classes, and results were weighted to ensure full-time students did not dominate survey results. A total of 792 Oakton students completed usable CCSSE surveys. We are now interested to learn your views, as faculty members, about Oakton students' engagement in their courses and at the College. The questions in this survey parallel those in the CCSSE to permit us to compare faculty and student perceptions. Please think about one course you are teaching this semester, and respond to this brief, online survey. Your responses will remain confidential. We will report summary data only. If you have questions, feel free to contact any member of the General Education Assessment Subcommittee. Thank you. General Education Assessment Subcommittee (Trudy Bers, Vicki Giambrone, Linda Korbel, Jim Kostecki, Rene Kovala, Erick Mann, Gary Mines, Toni Rowitz, Suzanne Stock, Lynn Woodbury, Donna Younger)

1. Is this course	Number of Responses	Response Ratio
Baccalaureate-transfer (including developmental) 	96	74%
Career (occupational/technical) 	34	26%
Total		130 100%

2. Which level course are you thinking of?	Number of Responses	Response Ratio
Developmental 	12	9%
College-level 	116	89%
Honors	2	2%
Total		130 100%

3. For how many semester credit hours is this course?		Number of Responses	Response Ratio
1		4	3%
2		1	1%
3		82	63%
4		36	28%
5		7	5%
Total		130	100%

4. How many students in this course engage in the following:					
	<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>				
	4 All or nearly all	3 Many	2 Some	1 Very few or none	N/A
1. Ask questions in class or contribute to class discussions.	19% 24	42% 54	36% 46	3% 4	0% 0
2. Come to class without completing readings or assignments.	2% 3	25% 33	51% 66	18% 24	3% 4
3. Use e-mail to communicate with you.	9% 12	15% 19	44% 56	28% 35	4% 5
4. Discuss grades or assignments with you.	12% 15	41% 53	40% 52	8% 10	0% 0
5. Talk about career plans with you.	4% 5	21% 27	48% 63	27% 35	0% 0
6. Discuss ideas from readings or classes with you outside of class.	1% 1	15% 19	52% 67	30% 39	2% 3
7. Work harder than they usually do to meet your standards.	5% 7	37% 48	42% 55	8% 11	7% 9
8. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.).	15% 20	25% 32	20% 26	10% 13	30% 39
9. Work with other students on projects during class.	41% 53	22% 29	16% 21	10% 13	10% 13
10. Participate in a community-based project as part of your course.	6% 8	3% 4	8% 10	25% 32	57% 73
11. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment.	20% 26	14% 18	13% 17	23% 30	30% 39
12. Have conversations with other students who are different from them in terms of their religious beliefs, political opinions, or personal values.	26% 34	33% 43	19% 24	8% 10	14% 18

5. In this course, how often do you, as an instructor	
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The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	3 Often	2 Sometimes	1 Rarely/never	N/A
1. Challenge students to consider differing points of view.	61% 79	26% 34	2% 3	10% 13
2. Talk about current and/or global events in the context of class.	49% 63	25% 32	12% 15	15% 19

6. In this course, how much reading and writing do your students do? Please refer to the answer options just below this sentence as you select which box to click (ignore the numbers within the boxes).

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	1 None	2 1	3 2-3	4 4-6	5 More than 6
1. Number of assigned textbooks, books and/or book length packs of course readings.	14% 18	45% 58	30% 39	6% 8	5% 7
2. Number of written assignments of more than 10 pages.	78% 98	10% 12	4% 5	4% 5	5% 6
3. Number of written assignments from 5 to 10 pages.	50% 60	22% 26	17% 20	5% 6	7% 8
4. Number of written assignments of fewer than 5 pages.	21% 27	9% 11	17% 21	16% 20	37% 47

7. In this course, how much does your coursework emphasize the following mental or other activities?

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	4 Very much	3 Quite a bit	2 Some	1 Very little
1. Analyze the basic elements of an idea, experience, or theory.	60% 77	26% 33	12% 15	3% 4
2. Synthesize and organize ideas, information or experience in new ways.	48% 62	36% 46	13% 17	2% 3
3. Make judgments about the value or soundness of information, arguments, or methods.	37% 48	32% 41	23% 30	8% 10
4. Apply theories or concepts to practical problems or in new situations.	51% 65	34% 44	11% 14	4% 5

8. In a typical 7-day week, about how many hours do you expect students in this course to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)?

Number of Responses

Response Ratio

0





0 0%

1-2		5	4%
3-4		33	26%
5-6		50	39%
7-8		21	16%
9-10		12	9%
11-12		6	5%
More than 12		1	1%

Total 128 100%

9. In a typical 7-day week, about how many hours do you think your students actually spend, on the average, preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)?

Number of Responses **Response Ratio**

0		1	1%
1-2		54	42%
3-4		44	34%
5-6		19	15%
7-8		7	5%
9-10		2	2%
11-12		0	0%
More than 12		1	1%

Total 128 100%

10. To maximize student learning in this course, how important to you is it that your students

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	4 Very important	3 Important	2 Somewhat important	1 Not important	N/A
1. Prepare two or more drafts of a paper or assignment before turning it in.	13% 17	17% 22	17% 22	24% 31	29% 38
2. Work on a paper or project that required integrating ideas or information from various sources.	36% 47	25% 33	8% 11	11% 14	19% 25
3. Work with classmates outside of class to prepare class assignments.	12% 16	27% 35	28% 36	21% 27	12% 16
4. Put together ideas or concepts from different courses when completing assignments or during class discussions.	16% 21	21% 27	34% 44	16% 21	12% 16

5. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.).	16% 20	23% 30	34% 44	15% 19	12% 16
6. Tutor or teach other students (paid or voluntary).	9% 12	16% 21	27% 35	27% 35	21% 27

11. In your selected course, on average, how often do you use the following?

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	4 Very often	3 Often	2 Sometimes	1 Never
	1. Lecture	45% 59	23% 30	28% 36
2. Teacher-led discussion	38% 50	36% 47	20% 26	5% 7
3. Teacher-student shared responsibility (seminar, discussion, etc.)	14% 18	26% 33	43% 56	17% 22
4. Small group, in-class activities	28% 37	25% 33	34% 44	12% 16
5. Team assignments	14% 18	22% 28	32% 41	31% 40
6. Student presentations	15% 19	14% 18	32% 41	40% 52
7. Essay examinations	24% 31	17% 22	19% 25	40% 51
8. In-class writing other than exams	13% 17	20% 26	27% 35	40% 51
9. Performances in applied and fine arts (e.g., dance, drama, music)	6% 7	4% 5	6% 8	84% 105
10. Experiential activities (labs, field work, etc.)	36% 46	16% 21	16% 21	32% 41
11. Assignments that required students to use a computer (either on campus or elsewhere)	45% 58	19% 25	16% 21	20% 26
12. Service learning	7% 9	4% 5	8% 10	81% 101

12. How much do you think students' experiences AT OAKTON contribute to their knowledge, skills, and personal development in the following areas?

<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	4 Very much	3 Quite a bit	2 Some	1 Very little
	1. Writing clearly and effectively	17% 22	52% 67	27% 35
2. Speaking clearly and effectively	19% 24	43% 55	31% 39	7% 9
3. Thinking critically and analytically	29% 38	51% 66	17% 22	2% 3
4. Solving numerical problems	18% 22	37% 44	33% 40	12% 14



5. Working effectively with others	25% 32	53% 68	17% 22	5% 6
6. Understanding people of other racial and ethnic backgrounds	34% 43	41% 52	20% 25	6% 7
7. Defining problems	24% 30	46% 58	26% 33	5% 6
8. Constructing hypotheses	13% 17	38% 48	36% 45	13% 16
9. Gathering, analyzing and interpreting data or information using a variety of resources	23% 30	43% 56	28% 36	5% 7
10. Explaining how information fits within a historical context	11% 14	26% 33	44% 56	20% 25
11. Differentiating between fact and opinion	25% 32	42% 54	27% 35	6% 8
12. Comparing and evaluating alternate solutions	24% 31	40% 51	30% 39	5% 7

13. How often do you think students' experiences AT OAKTON expose them to the following:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	3 Often	2 Sometimes	1 Rarely / never	N/A
1. Diversity in race, gender, religion, sexual orientation, and disability status in the faculty, staff and administration at this college.	47% 60	38% 49	12% 16	3% 4
2. Diversity in race, gender, religion, sexual orientation, and disability status in the student body at this college.	71% 92	23% 30	2% 3	3% 4
3. Good interactions among students of different race, gender, religion, sexual orientation, and disability status at this college.	56% 72	38% 49	4% 5	2% 3
4. An increased awareness of the contributions made to civilization by the diverse cultures of the world.	32% 41	52% 67	9% 12	7% 9
5. An emphasis on modeling and promoting leadership and ethical decision-making.	32% 41	49% 62	12% 15	7% 9

14. What is your faculty status?

	Number of Responses	Response Ratio
Full-time 	67	52%
Part-time / adjunct 	63	48%
Total	130	100%

Appendix B

Comparisons of Full-time, Part-time and Student Responses

Figure 1
 Faculty and Student Perceptions About How Much Students' Experiences at Oakton Contribute to Knowledge and Skills
 in General Education Areas
 (Note: Students Were Not Asked About Some Areas)
 Pct Saying "Very Much" or "Quite a Bit"

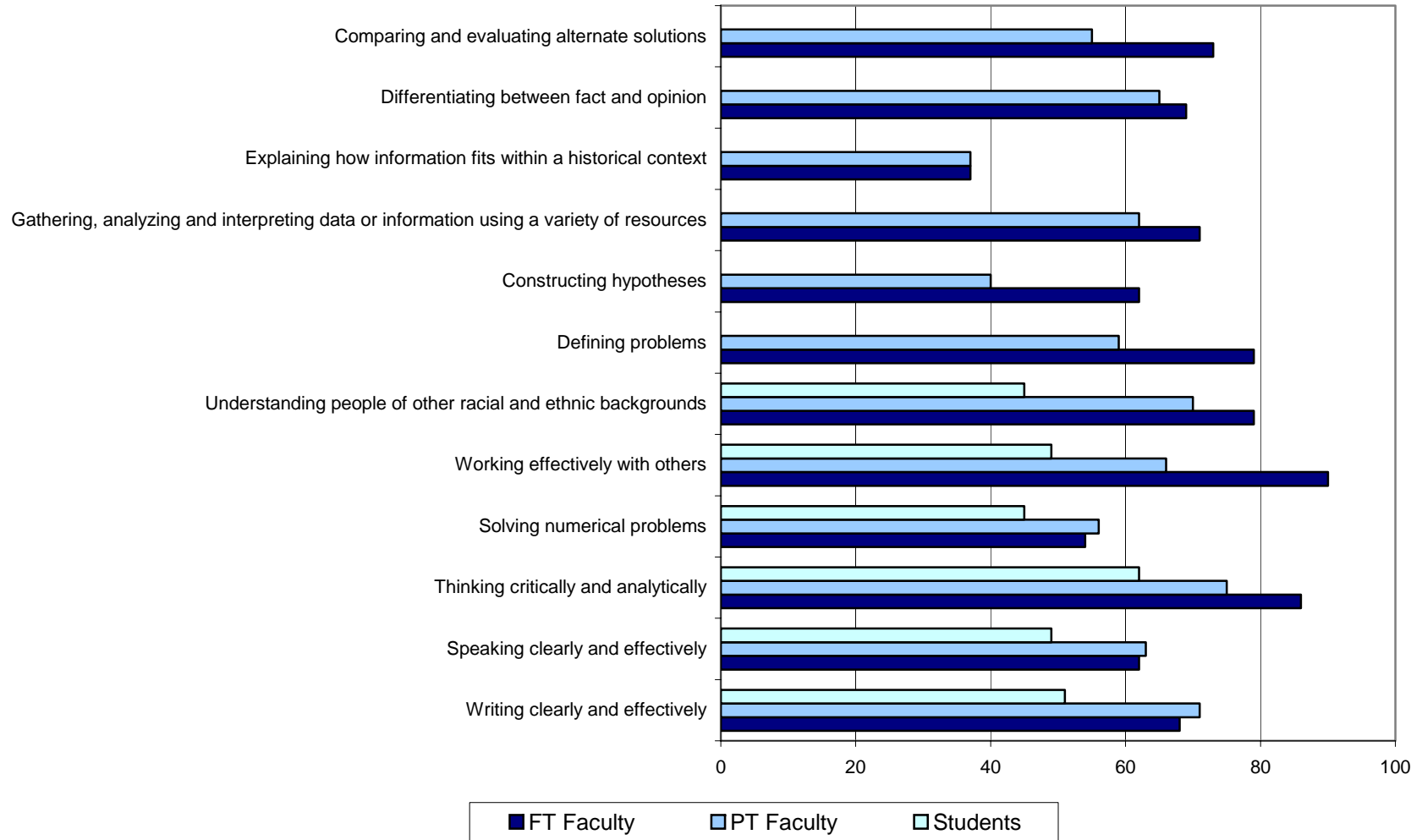


Figure 2
 Faculty Perceptions of Frequency of Students' Experiences at Oakton Exposed Them To...
 Percent Faculty Saying "Often"

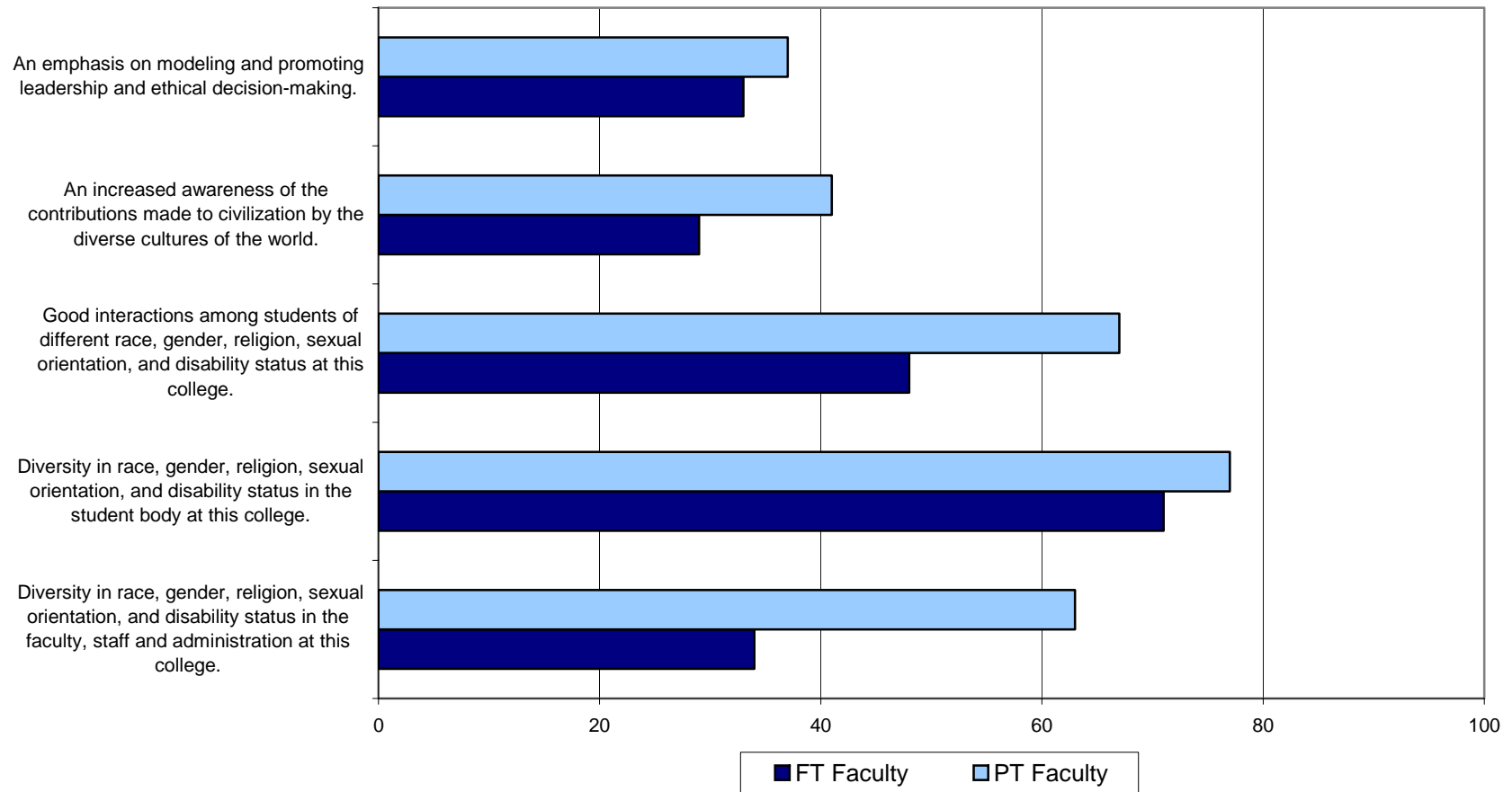


Figure 3
 Faculty and Student Perceptions about Engagement
 Percent Faculty saying all or nearly all students engage in activity.... Students saying they very often or often engage in activity
 (“you” is faculty)

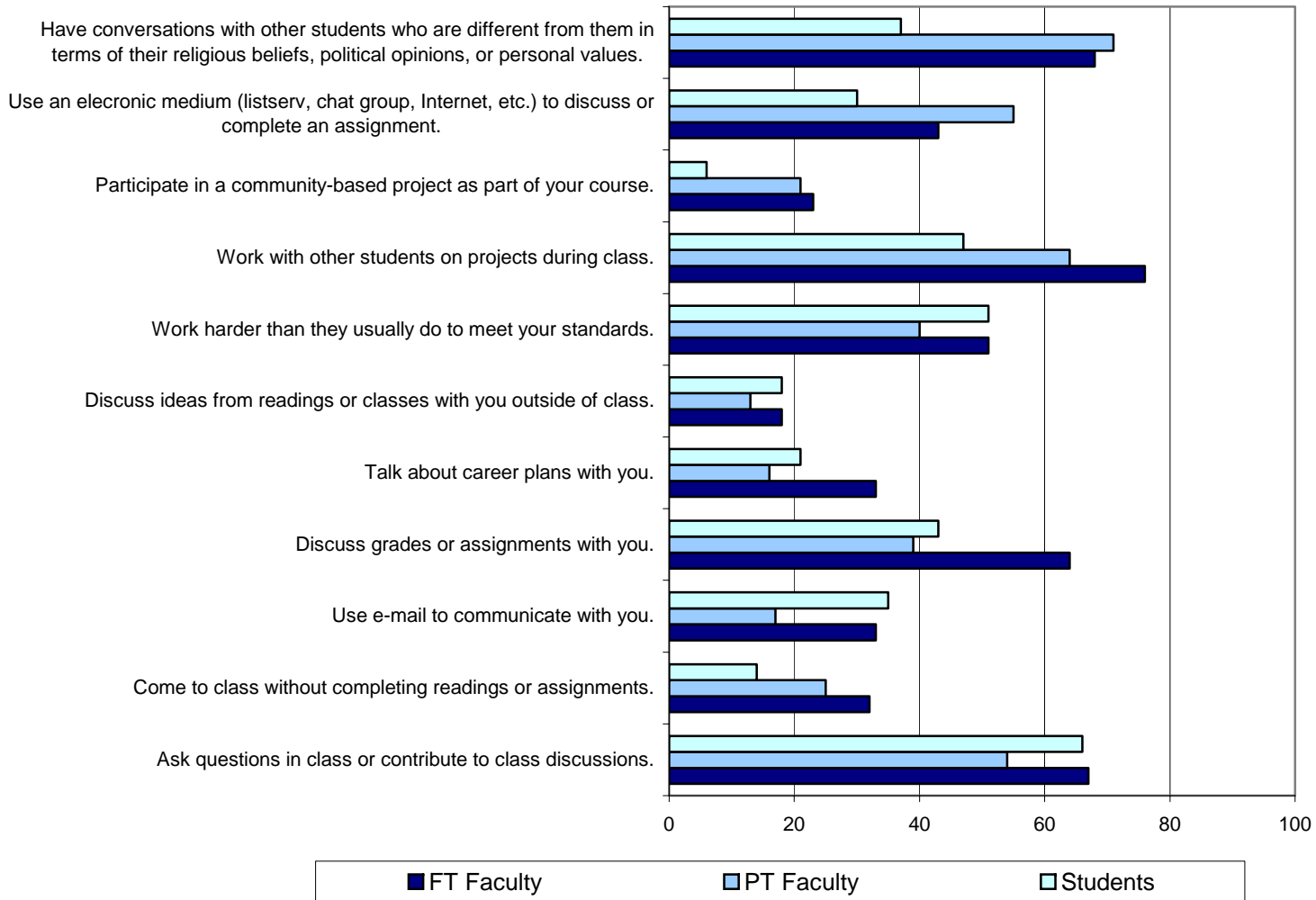


Figure 4
 Faculty and Student Perceptions about Course Emphases on Selected Mental or Other Activities
 Percent Faculty and Students saying “Very much” or “Quite a bit”

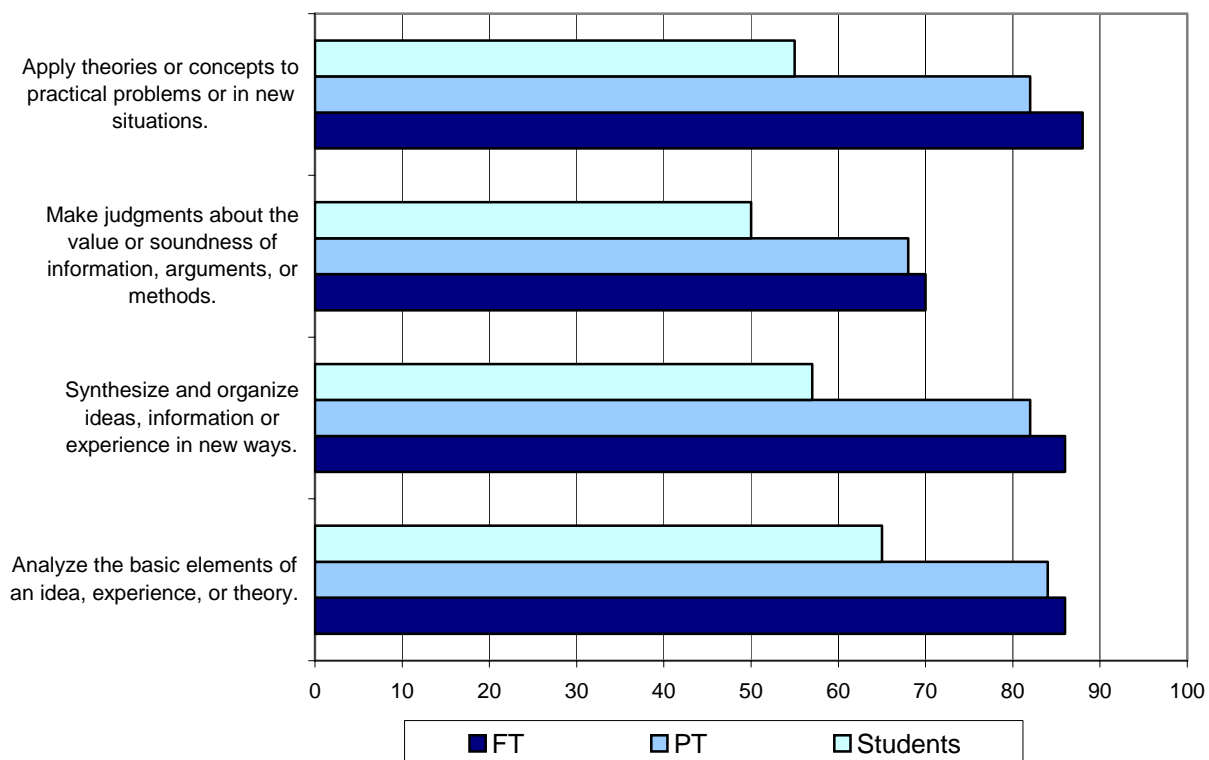


Figure 5
 Faculty and Student Perceptions Activities to Maximize Learning
 Pct Faculty Saying “Very Important” or “Important”
 Pct Students Saying They Have “Very Often” or “Often” Done Activity

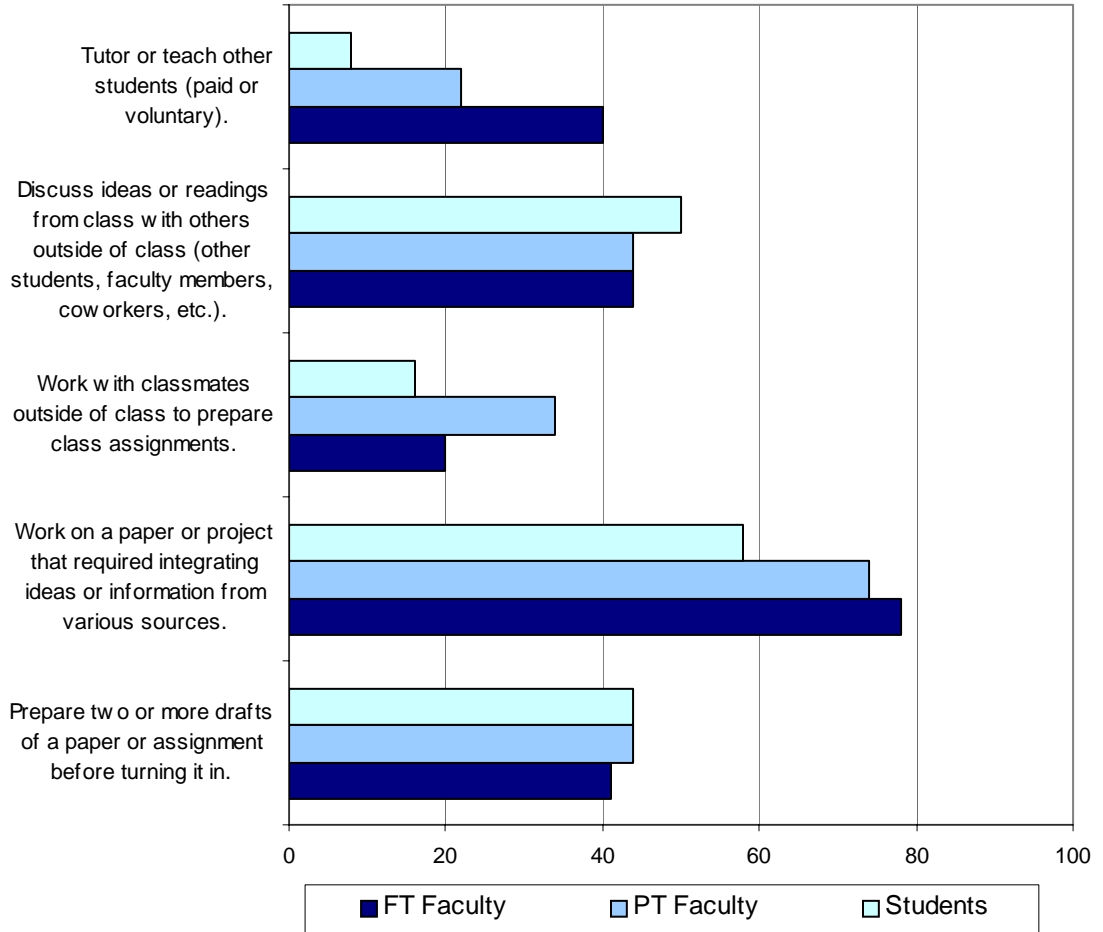


Figure 6
 Percent Faculty Using Each Teaching Approach “Very Often” or “Often”

