



Tips for Understanding and Using your CCFSSE Results

1) Determine whether your sample is an accurate reflection of your faculty population.

- ★ If there is an over- or under-representation of certain faculty (e.g., part-time or full-time), interpret overall results with caution.

2) Examine the gaps between faculty and student responses on items of interest to your institution and/or review items comprising the following benchmarks:

★ **Active and Collaborative Learning** (pp. SFC1-SFC2)

- ★ Ask questions in class or contribute to class discussions
- ★ Make a class presentation
- ★ Work with other students on projects during class
- ★ Work with classmates outside of class to prepare class assignments
- ★ Tutor or teach other students (paid or voluntary)
- ★ Participate in a community-based project as a part of a regular course
- ★ Discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc)

★ **Academic Challenge** (pp. SFC1-SFC4)

- ★ Work harder than they thought they could to meet your standards or expectations
- ★ Analyzing the basic elements of an idea, experience or theory
- ★ Synthesizing and organizing ideas, information, or experiences in new ways
- ★ Making judgments about the value or soundness of information, arguments or methods
- ★ Applying theories or concepts to practical problems or in new situations
- ★ Having students use information they have read or heard to perform a new skill
- ★ Number of assigned textbooks, manuals, books, or book-length packs of course readings
- ★ Number of written papers or reports of any length
- ★ Extent to which your examinations of student performance challenge students to do their best work
- ★ Encouraging students to spend significant amounts of time studying

★ **Student-Faculty Interaction** (pp. SFC1-SFC2)

- ★ Use e-mail to communicate with you
- ★ Discuss grades or assignments with you
- ★ Talk about career plans with you
- ★ Discuss ideas from their readings or classes with you outside of class
- ★ Receive prompt feedback (written or oral) from you about their performance
- ★ Work with you on activities other than coursework

3) Examine how faculty spend their time as well as what activities they incorporate into class time (e.g., lecture, small group activities, etc.).

4) Elicit faculty discussion about what surprises them in:

- ★ Faculty survey results
- ★ Comparisons of faculty and student responses

Discuss the value of systematically collected data -- as contrasted with personal anecdotes -- in developing an accurate understanding of students' experiences; and identify areas where further inquiry (student focus groups, for example, or structured faculty interviews) might prove informative and useful.

5) Engage faculty in discussions about the results and solicit suggestions on how to address any gaps or other issues of concern to faculty.

6) Provide faculty with information on ways the administration will support faculty recommendations for change.