

**RESEARCH BRIEF**

**Community College Faculty Survey of Student Engagement  
(CCFSSE) 2017: Faculty Teaching Practices**

***Introduction***

**What is CCFSSSE?**

- The Community College Faculty Survey of Student Engagement (CCFSSE) is a companion survey to the Community College Survey of Student Engagement (CCSSE).
- CCFSSSE is designed to measure faculty members' teaching practices, professional activities, and perceptions of students' college experiences.

**CCFSSE 2017 at NOVA**

- At NOVA, **473 faculty members** including 274 full-time faculty (58 percent) and 199 part-time faculty (42 percent) participated in the CCFSSSE in Spring 2017.

***In This Research Brief***

**Faculty Teaching Practices of CCFSSSE Respondents**

- This Research Brief examines NOVA faculty members' responses to items of the following CCFSSSE topics, disaggregated by full-time and part-time teaching status:
  - Teaching Role Activities at NOVA
  - Time Spent on In-Class Teaching Activities
  - Promoting Use of NOVA Student Services
  - Actions Taken Regarding Struggling Students

**Summary**

During course instruction, full-time and part-time faculty members spent much of their time in lecture, teacher-led discussion, and hands-on practice. Both full-time and part-time faculty promoted the use of a variety of student services, particularly the use of library resources and services, peer or other tutoring services, and skills labs for writing and math. Although heavily favored among full-time faculty, most faculty members viewed academic advising as part of their teaching role at NOVA. Regarding actions taken for struggling students, both full-time and part-time faculty members most commonly indicated that they would communicate directly with a struggling student (outside of and during class) and would refer them to tutoring services. Full-time faculty were more likely than part-time faculty to communicate with a struggling student outside of class, refer a student to tutoring services, and contact someone else as part of an intervention process.

## **Key Findings**

### **Teaching Role Activities at NOVA**

- Among all faculty members, **academic advising** was the activity that was *most frequently* selected as part of their teaching role at NOVA.
- Full-time faculty members were *more likely* to select **academic advising, college orientation, community-based projects**, teaching a **capstone course**, and **clinical or other field supervision** as part of their teaching role.
- Part-time faculty members were *more likely* to select teaching a **student success course** as part of their teaching role.
- Nearly *all* full-time faculty members selected **academic advising** as part of their teaching role compared to only *a quarter* of part-time faculty members.

### **Time Spent on In-Class Teaching Activities**

- NOVA faculty members spent the *largest* percentage of in-class time (typically more than 30 percent) on **lecture, teacher-led discussion**, and **hands-on practice**.
- NOVA faculty members spent the *least* amount of in-class time on **performances in applied and fine arts, in-class writing**, and **student presentations**.
- Full-time faculty were *more likely* than part-time faculty members to spend in-class time on **experiential activities** (e.g., labs, field work).
- Part-time faculty were *more likely* than full-time faculty members to spend in-class time on **teacher-student shared responsibilities** (e.g., seminar) and **in-class writing**.

### **Promoting Use of NOVA Student Services**

- **Library resources and services, peer or other tutoring services**, and **skills labs** (writing, math, etc.) were student services that NOVA faculty members most often promoted during their instruction.
- Full-time faculty were *more likely* than part-time faculty members to promote the use of **academic advising and planning** services during their course instruction.

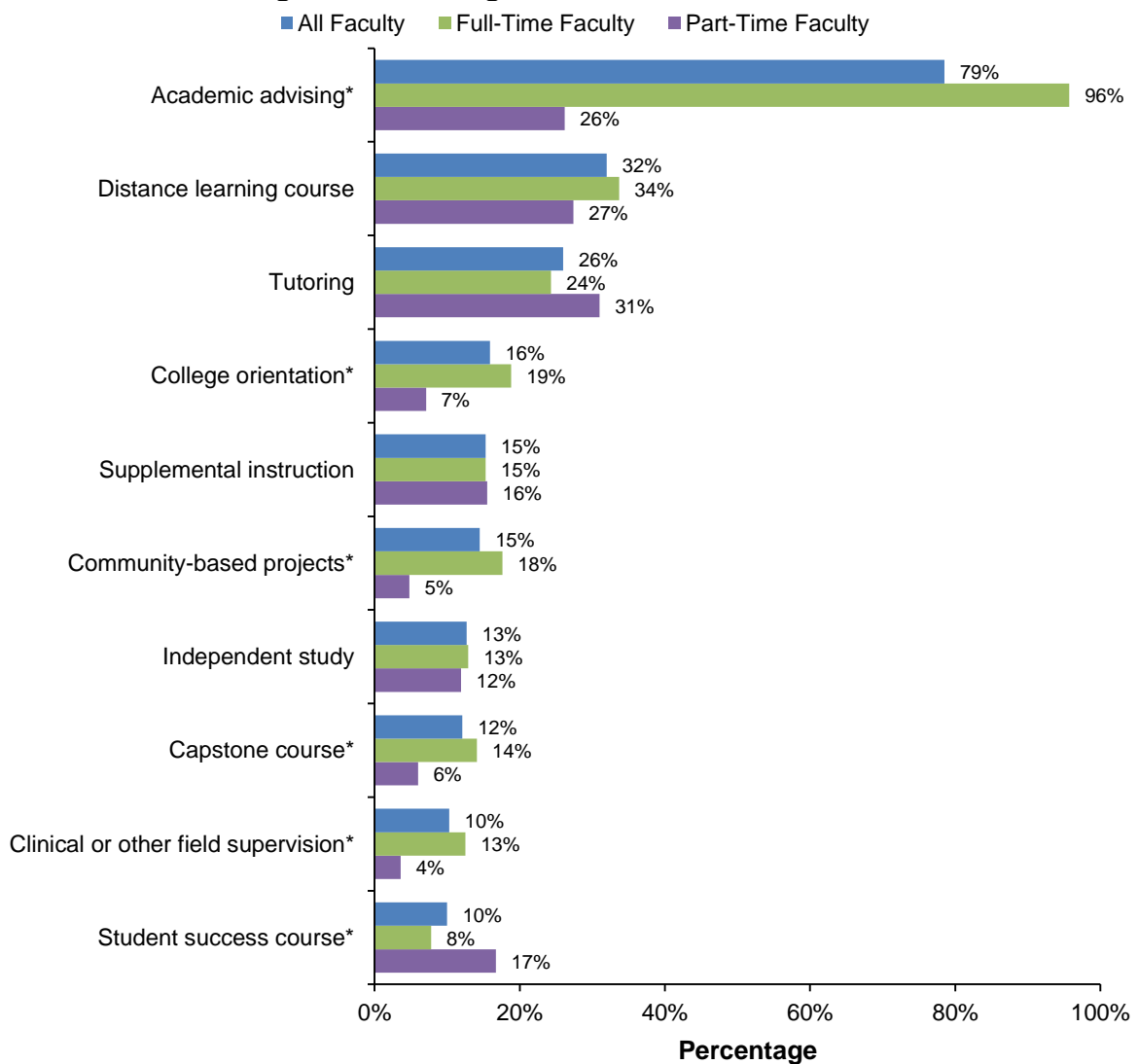
### **Actions Taken Regarding Struggling Students**

- The *most frequently* selected actions taken by faculty members to assist struggling students were **communicating with students outside of class, communicating with students during class**, and **referring students to tutoring services**.
- Full-time faculty were *more likely* than part-time faculty members to choose to **communicate with students outside of class, refer students to tutoring services**, or **contact someone else as part of an intervention process**.

## Teaching Role Activities at NOVA

Faculty members were asked to select from a list, all of the activities they considered to be part of their teaching role at NOVA. The vast majority of faculty members (79 percent) selected **academic advising** as part of their teaching role. Other frequently selected teaching role activities included teaching a **distance learning course** (32 percent) and **tutoring** (26 percent). Full-time and part-time faculty members differed significantly ( $p < 0.05$ )<sup>1</sup> in their selections of teaching role activities. Full-time faculty were *more likely* than part-time faculty members to choose **academic advising** (96 percent vs. 26 percent), **college orientation** (19 percent vs. 7 percent), **community-based projects** (18 percent vs. 5 percent), teaching a **capstone course** (14 percent vs. 6 percent), and **clinical or other field supervision** (13 percent vs. 4 percent). However, part-time faculty were *more likely* than full-time faculty members to choose teaching a **student success course** (17 percent vs. 8 percent) as part of their teaching role. (Figure 1)

**Figure 1. Teaching Role Activities at NOVA**



Note: See Table A1. All Faculty (339 respondents); Full-Time Faculty (255 respondents); Part-Time Faculty (84 respondents).

Teaching role activities that were selected by less than 10% of all faculty members were excluded.

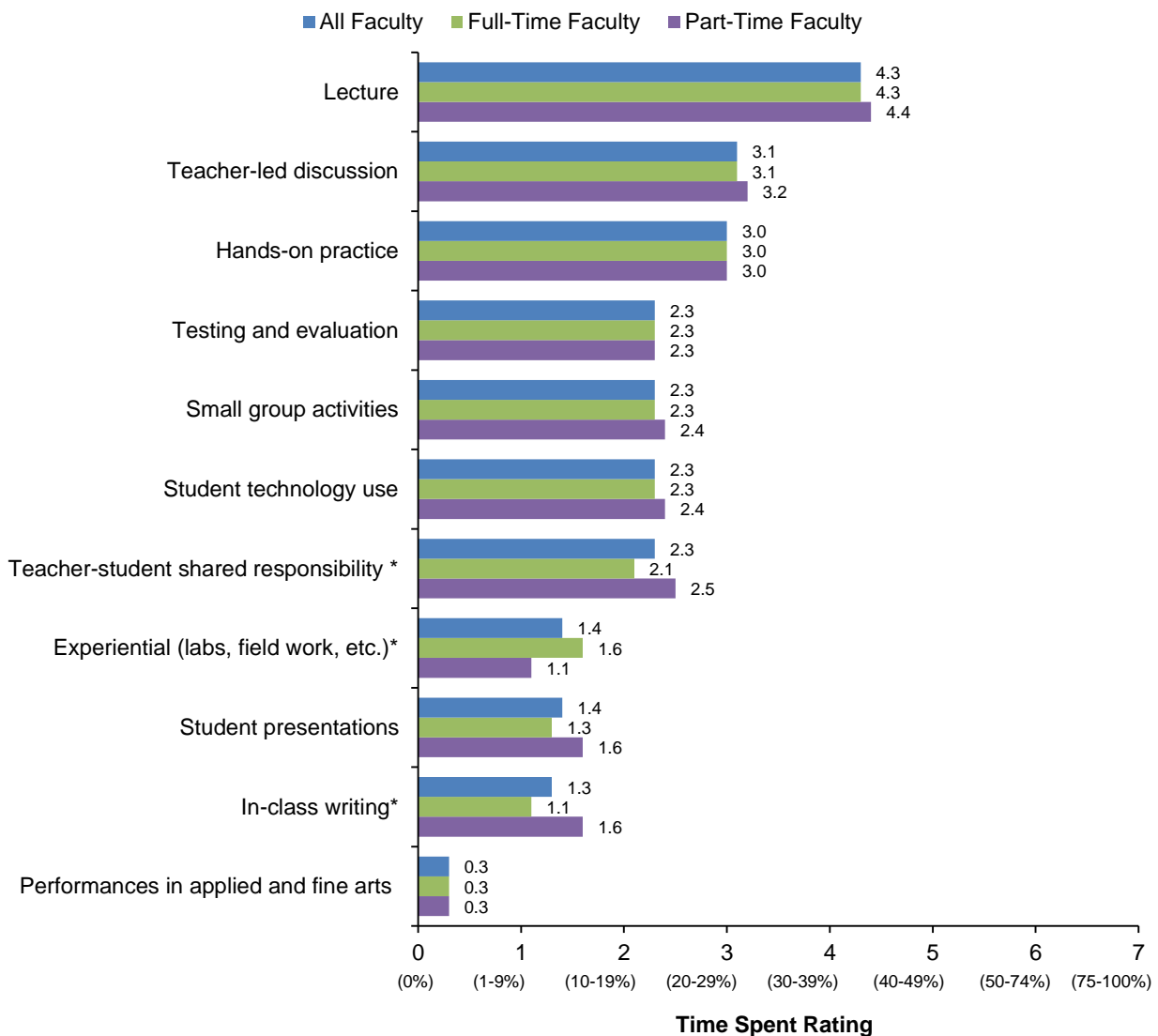
\* Difference in full-time and part-time faculty ratings was statistically significant ( $p < 0.05$ ).

<sup>1</sup> Two-tailed, independent means difference test (t-test)

## Time Spent on In-Class Activities

Faculty members were asked to select ratings associated with the percentage of time they spent on in-class activities. For all faculty members, ratings were *highest* for time spent in **lecture**, **teacher-led discussion**, and **hands-on practice**— ratings were *lowest* for time spent on performances in applied and fine arts, in-class writing, and student presentations. In general, ratings for time spent on in-class activities were comparable for both full-time and part-time faculty members. However, average ratings for time spent on **teacher-student shared responsibilities (e.g., seminar)** and **in-class writing** were *significantly higher* ( $p < 0.05$ )<sup>2</sup> for part-time faculty when compared to full-time faculty members. Conversely, the average rating for time spent on **experiential activities (e.g., labs, field work)** was *significantly higher* among full-time faculty when compared to part-time faculty members (1.6 compared to 1.1). (Figure 2)

**Figure 2. Average Faculty Ratings for Time Spent on In-Class Activities at NOVA**



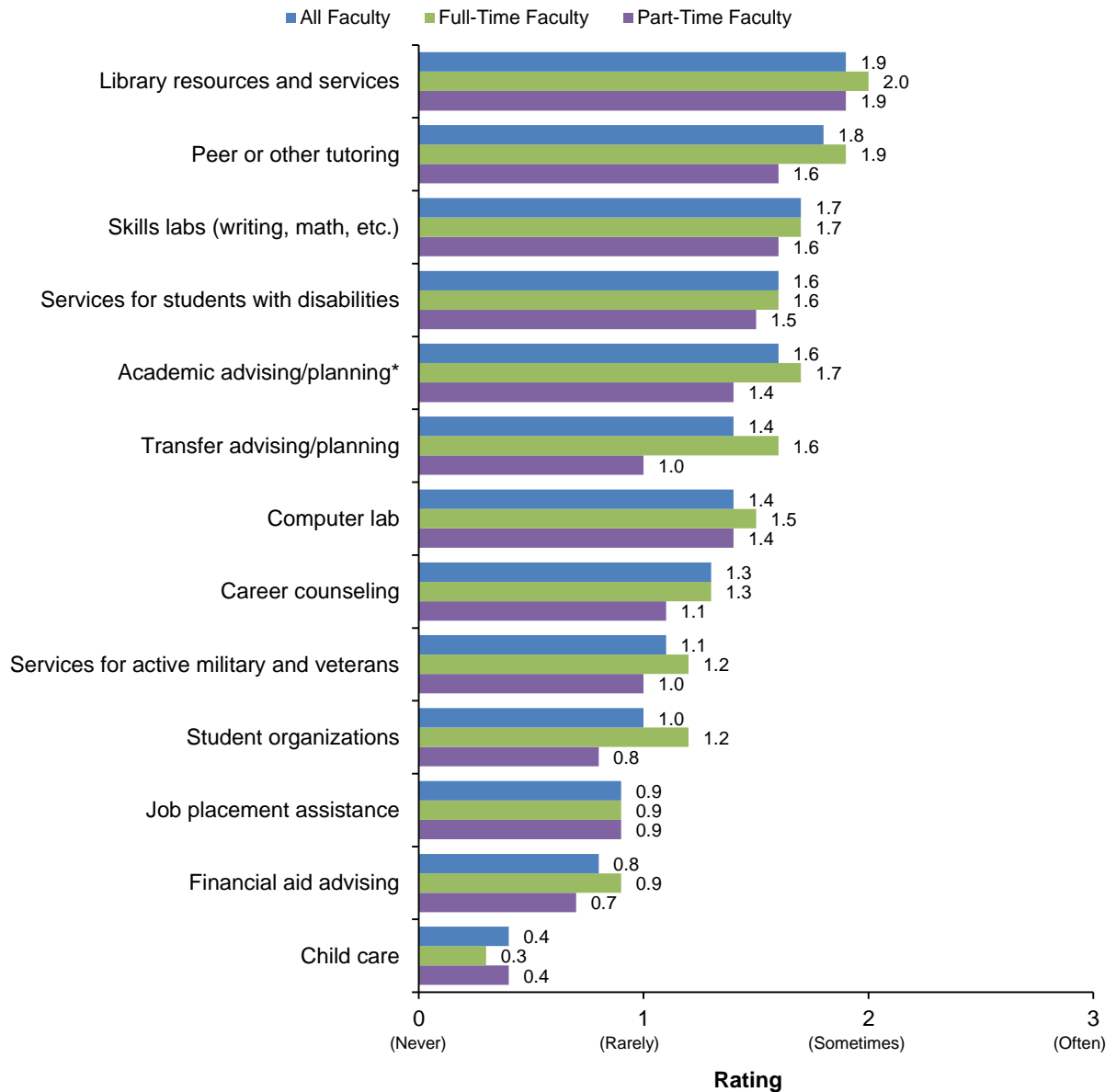
Note: See Table A2. All Faculty (respondents ≥ 343); Full-Time Faculty (respondents ≥ 194); Part-Time Faculty (respondents ≥ 149).  
 Time Spent Ratings: 0=0%; 1=1-9%; 2=10-19%; 3=20-29%; 4=30-39%; 5=40-49%; 6=50-74%; 7=75-100%.  
 \* Difference in full-time and part-time faculty ratings was statistically significant ( $p < 0.05$ ).

<sup>2</sup> Two-tailed, independent means difference test (t-test)

## Promoting Use of NOVA Student Services

Faculty members were asked to rate how much they incorporated the use of NOVA student services in their course instruction. For all faculty members, ratings were *highest* for promoting the use of **library resources and services, peer or other tutoring services, and skills labs (writing, math, etc.)**— ratings were *lowest* for promoting the use of child care services. Although ratings for promoting the use of student services were comparable for both full-time and part-time faculty members, the average rating for promoting the use of **academic advising/planning services** was *significantly higher* ( $p < 0.05$ )<sup>3</sup> among full-time faculty when compared to part-time faculty members (1.7 compared to 1.4). (Figure 3)

**Figure 3. Average Faculty Ratings for Promoting Use of NOVA Student Services**



Note: See Table A3. All Faculty (respondents  $\geq 365$ ); Full-Time Faculty (respondents  $\geq 213$ ); Part-Time Faculty (respondents  $\geq 152$ ). Ratings: 3=Often; 2=Sometimes; 1=Rarely; 0=Never.

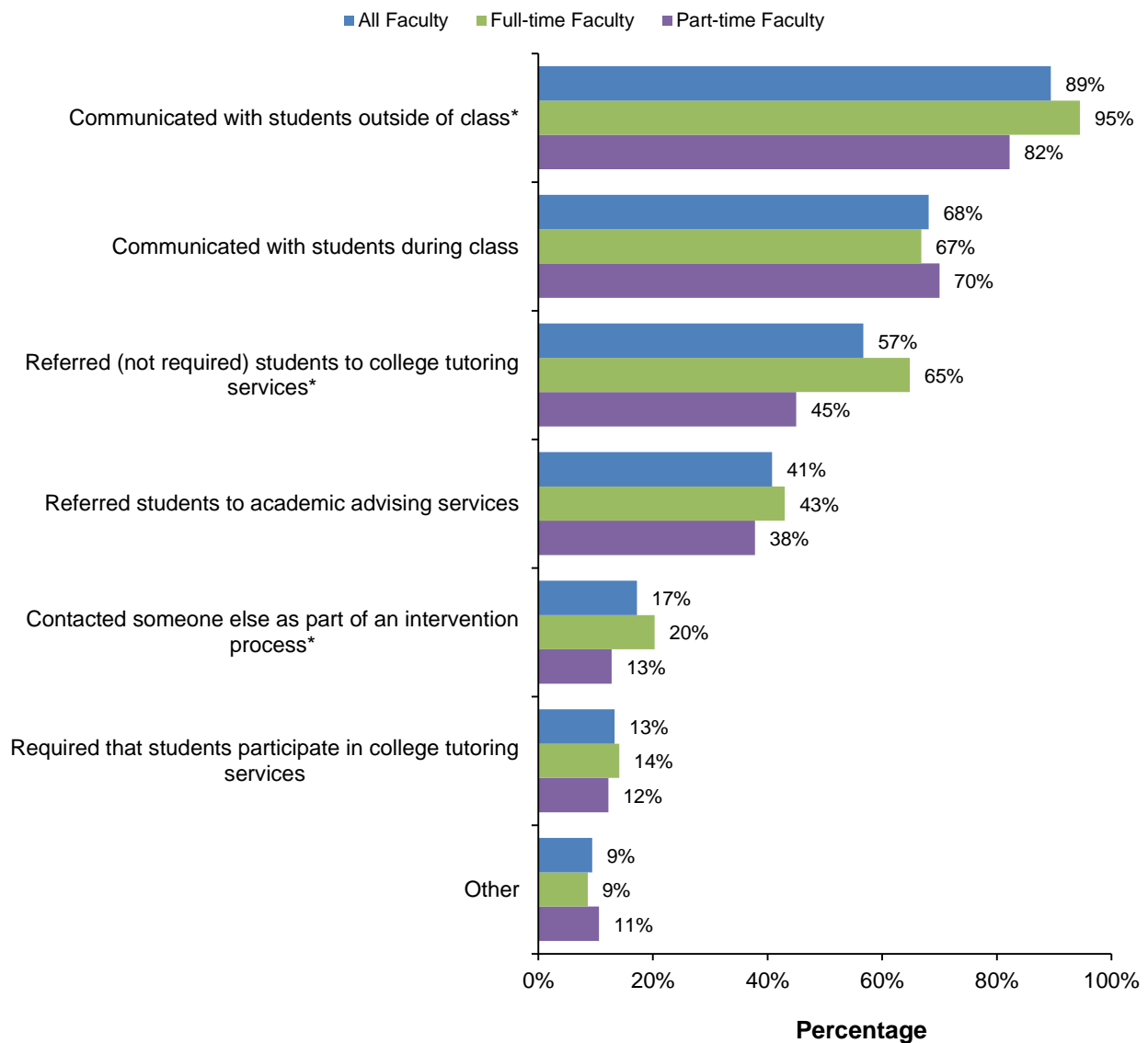
\* Difference in full-time and part-time faculty ratings was statistically significant ( $p < 0.05$ ).

<sup>3</sup> Two-tailed, independent means difference test (t-test)

## Actions Taken Regarding Struggling Students at NOVA

Faculty members were asked to select from a list, all of the actions taken at NOVA regarding students who struggled academically. The most commonly selected actions taken by NOVA faculty members were to **communicate with students outside of class** (89 percent), **communicate with students during class** (68 percent), and **refer students to tutoring services** (57 percent). Full-time and part-time faculty members differed significantly ( $p < 0.05$ )<sup>4</sup> in their selections of actions taken regarding struggling students. Full-time faculty were *more likely* than part-time faculty members to choose to **communicate with students outside of class** (95 percent vs. 82 percent), **refer students to tutoring services** (65 percent vs. 45 percent), and **contact someone else as part of an intervention process** (20 percent vs. 13 percent). (Figure 4)

**Figure 4. Actions Taken by Faculty Regarding Struggling Students at NOVA**



Note: See Table A4. All Faculty (436 respondents); Full-Time Faculty (256 respondents); Part-Time Faculty (180 respondents).  
 \* Difference in full-time and part-time faculty ratings was statistically significant ( $p < 0.05$ ).

<sup>4</sup> Two-tailed, independent means difference test (t-test)

## Appendix

**Table A1. Teaching Role Activities at NOVA: CCFSSSE 2017**

Selected Responses	Part-Time Faculty		Full-Time Faculty		All Faculty (Full-time and Part-time)	
	#	%	#	%	#	%
Organized learning community	3	4%	16	6%	19	6%
First-year experience program	6	7%	21	8%	27	8%
Team teaching	11	13%	16	6%	27	8%
Accelerated developmental education	7	8%	24	9%	31	9%
Student success course*	14	17%	20	8%	34	10%
Clinical or other field supervision*	3	4%	32	13%	35	10%
Capstone course*	5	6%	36	14%	41	12%
Independent study	10	12%	33	13%	43	13%
Community-based projects*	4	5%	45	18%	49	15%
Supplemental instruction	13	16%	39	15%	52	15%
College orientation*	6	7%	48	19%	54	16%
Tutoring	26	31%	62	24%	88	26%
Distance learning course	23	27%	86	34%	109	32%
Academic advising*	22	26%	244	96%	266	79%

Note: All Faculty (339 respondents); Full-Time Faculty (255 respondents); Part-Time Faculty (84 respondents). Column percentage totals do not add to 100% as respondents often selected multiple responses.

\*Two-tailed, independent means difference test (t-test) indicates significant difference ( $p < 0.05$ ) between part-time and full-time faculty members.

**Table A2. Average Faculty Ratings for Time Spent on In-Class Activities at NOVA: CCFSSSE 2017**

In-Class Activity	Average Rating		
	Part-Time Faculty	Full-Time Faculty	All Faculty (Full-time and Part-time)
Performances in applied and fine arts (dance, drama, Music)	0.3	0.3	0.3
In-class writing*	1.6	1.1	1.3
Student presentations	1.6	1.3	1.4
Experiential (labs, field work, art, exhibits, clinical placements, internships)*	1.1	1.6	1.4
Teacher-student shared responsibility (seminar, discussion, etc.)*	2.5	2.1	2.3
Student technology use	2.4	2.3	2.3
Small group activities	2.4	2.3	2.3
Testing and evaluation	2.3	2.3	2.3
Hands-on practice	3.0	3.0	3.0
Teacher-led discussion	3.2	3.1	3.1
Lecture	4.4	4.3	4.3

Note: All Faculty (respondents  $\geq 343$ ); Full-Time Faculty (respondents  $\geq 194$ ); Part-Time Faculty (respondents  $\geq 149$ ). Time Spent Ratings: 0=0%; 1=1-9%; 2=10-19%; 3=20-29%; 4=30-39%; 5=40-49%; 6=50-74%; 7=75-100%; Average ratings exclude respondents who selected "Not Applicable" for a given in-class activity.

\*Two-tailed, independent means difference test (t-test) indicates significant difference ( $p < 0.05$ ) between part-time and full-time faculty members.

**Table A3. Average Faculty Ratings for Promoting Use of NOVA Student Services: CCFSSSE 2017**

Student Services	Average Rating		
	Part-Time Faculty	Full-Time Faculty	All Faculty (Full-time and Part-time)
Child care	0.4	0.3	0.4
Financial aid advising	0.7	0.9	0.8
Job placement assistance	0.9	0.9	0.9
Student organizations	0.8	1.2	1.0
Services for active military and veterans	1.0	1.2	1.1
Career counseling	1.1	1.3	1.3
Computer lab	1.4	1.5	1.4
Transfer advising/planning	1.0	1.6	1.4
Academic advising/planning*	1.4	1.7	1.6
Services for students with disabilities	1.5	1.6	1.6
Skills labs (writing, math, etc.)	1.6	1.7	1.7
Peer or other tutoring	1.6	1.9	1.8
Library resources and services	1.9	2.0	1.9

Note: All Faculty (respondents  $\geq$  365); Full-Time Faculty (respondents  $\geq$  213); Part-Time Faculty (respondents  $\geq$  152). Rating Scale: 0=Never; 1=Rarely; 2=Sometimes; 3=Often; Average ratings exclude respondents who selected "Not Applicable" for student service.

\*Two-tailed, independent means difference test (t-test) indicates significant difference ( $p < 0.05$ ) between part-time and full-time faculty members.

**Table A4. Actions Taken by Faculty Regarding Struggling Students at NOVA: CCFSSSE 2017**

Selected Responses	Part-Time Faculty		Full-Time Faculty		All Faculty (Full-time and Part-time)	
	#	%	#	%	#	%
I have required that students participate in college tutoring services	22	12%	36	14%	58	13%
I have contacted someone else in the college who then contacts students as part of an intervention process*	23	13%	52	20%	75	17%
I have referred students to academic advising services	68	38%	110	43%	178	41%
I have referred (not required) students to college tutoring services*	81	45%	166	65%	247	57%
I have communicated with students during class	126	70%	171	67%	297	68%
I have communicated with students outside of class*	148	82%	242	95%	390	89%
Other	19	11%	22	9%	41	9%

Note: All Faculty (436 respondents); Full-Time Faculty (256 respondents); Part-Time Faculty (180 respondents). Column percentage totals do not add to 100% as respondents often selected multiple responses.

\*Two-tailed, independent means difference test (t-test) indicates significant difference ( $p < 0.05$ ) between part-time and full-time faculty members.