



CCFSSE/CCSSE Crosswalk 2012

The following crosswalk includes similar items that are asked on both the Community College Faculty Survey of Student Engagement (CCFSSE) and the Community College Survey of Student Engagement (CCSSE), arranged first by CCSSE benchmark and then by other related items. Member colleges are already using student survey results for internal review, benchmarking, and responding to accrediting agencies. CCFSSE results can be used to strengthen those endeavors and to promote faculty involvement. Furthermore, results from CCFSSE can be used to target areas of focus for faculty development programs.

The Student and Faculty Frequency Distributions report, available on the CCFSSE tab of the CCSSE online reporting system, enables member colleges to view faculty expectations and perceptions of student engagement alongside student responses. Colleges may use this crosswalk along with the Student and Faculty Frequency Distributions report to identify areas of strength as well as recognize challenges or gaps that may require further consideration. It is important to remember, however, that the side-by-side tables, while illustrative, are not entirely equivalent—that is, CCSSE asks students to report perceptions and experiences across the period of the current academic year. Faculty members, in contrast, are asked to describe their practices in a specific course.

The comparison of student and faculty responses provides 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 crosswalk can be used in conjunction with the “Faculty Prediction Exercise,” also available in the Tools section of the CCSSE website, to prompt discussion on these differences.

CCFSSE/CCSSE Crosswalk

2012

CCFSSE Item	Item Description	CCSSE Item
Active and Collaborative Learning		
68.1%	FCLQUEST Frequency: Students ask questions in class or contribute to class discussions	4a - CLQUEST 77.5%
19.2%	FCLPRESEN Frequency: Students make a class presentation	4b - CLPRESEN 39.4%
65.9%	FCLASSGRP Frequency: Students work with other students on projects during class	4f - CLASSGRP 37.4%
17.2%	FOCCGRP Frequency: Students work with classmates outside of class to prepare class assignments	4g - OCCGRP 30%
64%	FTUTOR Frequency: Students tutor or teach other students (paid or voluntary)	4h - TUTOR 8.3%
14.9%	FCOMMPROJ Frequency: Students participate in a community-based project as part of a regular course	4i - COMMPROJ 19%
19.1%	FOOCIDEAS Frequency: Students discuss ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)	4r - OOCIDEAS 25.8%
Student Effort		
23.4%	FREWROPAP Frequency: Students prepare two or more drafts of a paper or assignment before turning it in	4c - REWROPAP 53.9%
31.9%	FINTEGRAT Frequency: Students work on a paper or project that requires integrating ideas or information from various sources	4d - INTEGRAT 63%
48.9%	FCLUNPREP Frequency: Students come to class without completing readings or assignments	4e - CLUNPREP 8.2%
94.7%	FACADPR01 Students' hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) 1-20 hrs.	10a - ACADPR01 93.7%
82.6%	FUSETUTOE Students' frequency of use: Peer or other tutoring	13d1 - USETUTOR 26%
58.1%	FUSELAB Students' frequency of use: Skill labs (writing, math, etc.)	13e1 - USELAB 52.5%
71.8%	FUSECOMLB Students' frequency of use: Computer lab	13h1 - USECOMLB 68.8%
Academic Challenge		
49.0%	FWORKHARD Frequency: Students worked harder than they thought they could to meet an instructor's standards or expectations	4p - WORKHARD 59.8%
70.2%	FANALYZE Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory	5b - ANALYZE 62.6%
67.4%	FSYNTHESZ Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways	5c - SYNTHESZ 62.2%
60.7%	FEVALUATE Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods	5d - EVALUATE 53.7%
63.8%	FAPPLYING Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations	5e - APPLYING 57.1%
63.8%	FPERFORM Amount of emphasis in coursework: Using information read or heard to perform a new skill	5f - PERFORM 65.3%

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CCFSSE Item	Item Description	CCSSE Item	
Academic Challenge (continued)			
77.8%	FWRITEANY	Number of written papers or reports of any length <i>1-20</i>	6c - WRITEANY 87%
21.3%	FEXAMS	Rate the extent to which student examinations challenge them to do their best work <i>1-7 (4 middle)</i>	7 - EXAMS 29.4%
74.5%	FENVSCHOL	Amount of emphasis by college: Encouraging students to spend significant amounts of time studying	9a - ENVSCHOL 76%
Student-Faculty Interaction			
53.2%	FEMAIL	Frequency: Students use e-mail to communicate with an instructor	4k - EMAIL 57.6%
63.8%	FFACGRADE	Frequency: Students discuss grades or assignments with an instructor	4l - FACGRADE 54%
42.5%	FFACPLANS	Frequency: Students talk about career plans with an instructor or advisor	4m - FACPLANS 45.3%
19.1%	FFACIDEAS	Frequency: Students discuss ideas from their readings or classes with instructors outside of class	4n - FACIDEAS 25.8%
89.4%	FFACFEED	Frequency: Students receive prompt feedback (written or oral) from instructors on their performance	4o - FACFEED 64.7%
6.4%	FFACOTH	Frequency: Students work with instructors on activities other than coursework	4q - FACOTH 11.8%
Support for Learners			
76.6%	FENVSUPRT	Amount of emphasis by college: Providing the support students need to help them succeed at the college	9b - ENVSUPRT 80.6%
59.6%	FENDIVRS	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	9c - ENVDIVRS 56%
48.9%	FENVNACAD	Amount of emphasis by college: Helping students cope with their non-academic responsibilities (work, family, etc.)	9d - ENVNACAD 41.9%
40.4%	FENVSOCAL	Amount of emphasis by college: Providing students the support they need to thrive socially	9e - ENVSOCAL 46.7%
76.6%	FFINSUPP	Amount of emphasis by college: Providing students the financial support they need to afford their education	9f - FINSUPP 69.2%
71.7%	FUSEACAD	Frequency of referral/Students' frequency of use: Academic advising/planning	13a1 - USEACAD 68.4%
39.2%	FUSECACOU	Frequency of referral/Students' frequency of use: Career counseling	13b1 - USECACOU 37%
Other Related Items			
47.9%	FINTERNET	Frequency: Students use the Internet or instant messaging to work on an assignment	4j - INTERNET 67.3%
42.6%	FDIVRSTUD	Frequency: Students have serious conversations with students of a different race or ethnicity other than their own	4s - DIVRSTUD 54.1%
29.8%	FDIFFSTUD	Frequency: Students have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values	4t - DIFFSTUD 44%
24.9%	FSKIPCLAS	Frequency: Students skip class	4u - SKIPCLAS 3.1%

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Other Related Items (continued)				
42.5%	FMEMORIZE	Amount of emphasis by college: Memorizing facts, ideas, or methods from classes and readings so students can repeat them in pretty much the same form	5a - MEMORIZE	69.1%
86.3%	FINTERN	Importance/Extent of participation: Internship, field experience, co-op experience, or clinical assignment	8a - INTERN	22.3%
47.8%	FESL	Importance/Extent of participation: English as a second language course	8b - ESL	19.6%
95.7%	FDEVREAD	Importance/Extent of participation: Developmental/remedial reading course	8c - DEVREAD	28.6%
93.7%	FDEVWRITE	Importance/Extent of participation: Developmental/remedial writing course	8d - DEVWRITE	33.6%
95.7%	FDEVMATH	Importance/Extent of participation: Developmental/remedial math course	8e - DEVMATH	48.5%
95.7%	FSTUDSKIL	Importance/Extent of participation: Study skills course	8f - STUDSKIL	42.7%
86.9%	FHONORS	Importance/Extent of participation: Honors course	8g - HONORS	32.3%
95.8%	FORIEN	Importance/Extent of participation: College orientation program or course	8h - ORIEN	48.1%
89.4%	FLRNCOMM	Importance/Extent of participation: Organized learning communities (linked courses/study groups led by faculty or counselors)	8i - LRNCOMM	31.8%
95.8%	FENVCOMP	Amount of emphasis by college: Students use computers in academic work	9g - ENVCOMP	81.9%
	FPAYWORK	Students' hours spent per week: Working for pay	10b - PAYWORK	
	FCOCURR01	Students' hours spent per week: Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	10c - COCURR01	
	FCAREDE01	Students' hours spent per week: Providing care for dependents living with them (parents, children, spouse, etc.)	10d - CAREDE01	
	FCOMMUTE	Students' hours spent per week: Commuting to and from classes	10e - COMMUTE	
	FENVSTU	Students' quality of relationship: Other students	11a - ENVSTU	
	FENVFAC	Students' quality of relationship: Instructors	11b - ENVFAC	
	FENVADM	Students' quality of relationship: Administrative personnel and offices	11c - ENVADM	
	FGNDENLED	Amount students' experience at this college contributes to their: Acquiring a broad general education	12a - GNGENLED	
	FGNWORK	Amount students' experience at this college contributes to their: Acquiring a job or work-related knowledge and skills	12b - GNWORK	
	FGNWRITE	Amount students' experience at this college contributes to their: Writing clearly and effectively	12c - GNWRITE	

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CCFSSE Item	Item Description	CCSSE Item
Other Related Items (continued)		
FGNSPEAK	Amount students' experience at this college contributes to their: Speaking clearly and effectively	12d - GNSPEAK
FGNANALY	Amount students' experience at this college contributes to their: Thinking critically and analytically	12e - GNANALY
FGNSOLVE	Amount students' experience at this college contributes to their: Solving numeric problems	12f - GNSOLVE
FGNCMPTS	Amount students' experience at this college contributes to their: Using computer and information technology	12g - GNCMPTS
FGNOTHERS	Amount students' experience at this college contributes to their: Working effectively with others	12h - GNOTHERS
FGNINQ	Amount students' experience at this college contributes to their: Learning effectively on their own	12i - GNINQ
FGNSELF	Amount students' experience at this college contributes to their: Understanding themselves	12j - GNSELF
FGNDIVERS	Amount students' experience at this college contributes to their: Understanding people of other racial and ethnic backgrounds	12k - GNDIVERS
FGETHICS	Amount students' experience at this college contributes to their: Developing a personal code of values and ethics	12l - GNETHICS
FGNCOMMUN	Amount students' experience at this college contributes to their: Contributing to the welfare of their community	12m - GNCOMMUN
FCARGOAL	Amount students' experience at this college contributes to their: Developing clearer career goals	12n - CARGOAL
FGAINCAR	Amount students' experience at this college contributes to their: Gaining information about career opportunities	12o - GAINCAR
FUSEJOBPL	Frequency of referral/Students' frequency of use: Job placement assistance	13c1 - USEJOBPL
FUSESTORG	Frequency of referral/Students' frequency of use: Transfer credit assistance	13j1 - USETRCRD
FUSEDISAB	Frequency of referral/Students' frequency of use: Services to students with disabilities	13k1 - USEDISAB
FIMPACAD	Importance to students: Academic advising/planning	13a3 - IMPACAD
FIMPCACOU	Importance to students: Career counseling	13b3 - IMPCACOU
FIMPJOBPL	Importance to students: Job placement assistance	13c3 - IMPJOBPL
FIMPTUTOR	Importance to students: Peer or other tutoring	13d3 - IMPTUTOR
FIMPLAB	Importance to students: Skill labs (writing, math, etc.)	13e3 - IMPLAB
FIMPCHLD	Importance to students: Child care	13f3 - IMPCHLD

100%
100%
100%
93%

64.1
60%
80%
46%

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Other Related Items (continued)		
100%	FIMPFAADV Importance to students: Financial aid advising	13g3 - IMPFAADV 85.1%
100%	FIMPCOMLB Importance to students: Computer lab	13h3 - IMPCOMLB 83.8%
95.7%	FIMPSTORG Importance to students: Student organizations	13i3 - IMPSTORG 63%
99.8%	FIMPTRCRD Importance to students: Transfer credit assistance	13j3 - IMPTRCRD 70.4%
97.9%	FIMPDISAB Importance to students: Services to students with disabilities	13k3 - IMPDISAB 59.3%
89.2%	FWRKFULL Cause students to withdraw: Working full-time	14a - WRKFULL 38.7%
80.4%	FCAREDEP Cause students to withdraw: Caring for dependents	14b - CAREDEP 35%
91.3%	FACADUNP Cause students to withdraw: Being academically unprepared	14c - ACADUNP 20.2%
78.3%	FLACKFIN Cause students to withdraw: Lacking finances	14d - LACKFIN 48.2%
28.3%	FTRANSFER Cause students to withdraw: Transferring to a 4-year college or university	14e - TRANSFER 42.4%