



CCFSSE Survey (Faculty Survey)

This questionnaire was administered in 2010 and 2012.

- In 2012, over half of the GFC faculty respondents were **full-time** employees (60%) whose highest degree was a **master's degree** (69%).
- Most respondents (79%) said that they had taught the randomly selected course at least one time prior to the surveyed term.

Major Findings

- Only **16% of faculty** respondents thought that students prepared **two or more drafts of a paper** often or very often; **54% of students** respondents reported doing so. Faculty were asked to respond to the question in regards to their selected course; students were asked to respond for ALL their courses.
- **Faculty** were **more** likely to say that **students came to class unprepared (35% versus 13% of students)** or **skipped class (15% versus 5% of students)**.
- * **Eighty-nine** percent of **faculty** said they gave students **prompt feedback** often or very often; only **64% of students** said this was true.
- * When asked how much **memorizations** was emphasized in their classes, **72% of student** respondents said quite a bit or very much, **60% of faculty** said this.
- * Students and faculty had different opinions about how much GFC emphasized **encouraging students to spend time studying**. **Sixty-seven percent of faculty** said this was emphasized quite a bit or very much while **84% of students** said this.
- Faculty had different ideas about how students spent their time. **Sixty-five percent of faculty** thought students spent more than 20 hours a week **working**; only **40% of students** said they did this. **Sixty-five percent of faculty** thought students spent more than 20 hours a week on **dependent care**; only **33% of students** said they did this. On the other hand, only **5% of faculty** thought students spent more than 20 hours **preparing for class**; in actuality **33% of students** said they did this.
- * While **89% of faculty** thought being **unprepared academically** was a likely or very likely **reason for students to withdraw**; only **18% of students** thought this. Lack of preparation was ranked as the number one issue for faculty of the common issues (faculty actually ranked "personal issues" number one; however this wasn't an option for students); however for students it was ranked last. Students felt that a lack of finances was most likely to cause them to withdraw (faculty ranked lack of finances fifth this year after ranking it second in 2010).

- * When asked how they spent their time in a typical week, faculty respondents reported spending the most time teaching, preparing for class, grading papers, and giving feedback to students. Respondents reported giving the least amount of time to working with honors' projects, conducting service activities, supervising internships, and mentoring other faculty.
- The percentage of faculty who said that academic advising was included in their teaching role dropped from **54%** in 2010 to **46%** in 2012.

About this report: This report can be viewed in as little or as much detail as desired. Use the table of contents (TOC) to find question text and hyperlinks to each question. Multi-part questions have summary tabs where data for each part has been included, as well as an overall graph. For detailed discussion and graphs for each question part, follow the links on the summary tab to the item desired.

This report was produced by the Office of Institutional Research at Great Falls College. Please address any questions to Wendy Dove (wendy.dove@msugf.edu).

Year-to-Year Comparisons of Great Falls College Responses to CCFSSE survey

Summary:

* There were a few differences in faculty responses from the 2010 to the 2012 administration. Those that have a 15 percentage point or more difference are highlighted below.

Questions	Great Falls College All Responses		Comments
	2010	2012	
Q1 How many students are enrolled in your selected course section? (<i>% saying 10 to 29</i>)	76%	86%	
Q3 Prior to spring semester, how many times have you taught your selected course? (<i>% saying 4 or more</i>)	48%	49%	
Q4All <i>Summary tab: How often do students in your selected course section do the following? (% saying often or very often)</i>			
Q4a Ask questions in class	90%	83%	
Q4b Make a class presentation	25%	24%	
Q4c Prepare two or more drafts of a paper	17%	16%	
Q4d Work on a paper integrating ideas	53%	30%	Fewer faculty in 2012 said their students did this.
Q4e Come to class without completing assignments	10%	35%	More faculty in 2012 said their students did this.
Q4f Worked with other students during class	52%	46%	
Q4g Worked with other students outside class	42%	44%	
Q4h Tutor or teach other students	25%	22%	
Q4i Participate in a community-based project	7%	20%	
Q4j Use the Internet to work on an assignment	55%	51%	
Q4k Use email to communicate with you	64%	68%	
Q4l Discuss grades/assignments with you	78%	72%	
Q4m Talk about career plans with you	45%	45%	
Q4n Discussed ideas with you outside of class	49%	30%	Fewer faculty in 2012 said their students did this.
Q4o Receive prompt feedback from you	88%	89%	
Q4p Work harder than they thought they could	62%	49%	
Q4q Worked with you other than coursework	16%	9%	
Q4r Discuss ideas from classes outside class	34%	22%	
Q4s Have conversations with students of different race	22%	21%	
Q4t Have conversations with students of different religion, etc.	27%	19%	
Q4u Skip class	10%	15%	
<i>Summary tab: During the current school year, how much does the coursework in your selected course section emphasize the following</i>			
Q5All <i>mental activities? (% saying quite a bit or very much)</i>			
Q5a Memorizing facts, ideas, or methods	49%	60%	
Q5b Analyzing the basic elements of an idea	84%	78%	
Q5c Synthesizing and organizing ideas	86%	73%	
Q5d Making judgments about value	65%	56%	
Q5e Applying theories or concepts to practical problems	79%	64%	Fewer faculty in 2012 said their students did this.
Q5f Using information learned to perform a new skill	73%	62%	

Questions	Great Falls College All Responses		Comments
	2010	2012	
Q6All <i>Summary tab: In your selected course section, about how much reading and writing do your students do? (% saying 2 or more)</i>			
Q6a Number of assigned textbooks	49%	41%	
Q6b Number of written papers	58%	49%	
Q7 Mark the box that best represents the extent to which your examinations challenge students to do their best work at this college. (% saying 5 or more on a 7-point scale). <i>Summary tab: How important is it to you that students at this college participate in the following when appropriate? (% saying somewhat or very important).</i>	91%	75%	Fewer faculty in 2012 said their students did this.
Q8a Internship, field experience, co-op, or clinical assignment	94%	89%	
Q8b English as a second language course	63%	57%	
Q8c Developmental/remedial reading course	91%	94%	
Q8d Developmental/remedial writing course	91%	97%	
Q8e Developmental/remedial math course	93%	95%	
Q8f Study skills course	91%	98%	
Q8g Honors course	68%	60%	
Q8h College orientation program or course	88%	94%	
Q8i Organized learning communities	79%	79%	
Q9All <i>Summary tab: How much does this college emphasize each of the following? (% saying quite a bit or very much)</i>			
Q9a Encouraging students to spend time studying	75%	67%	
Q9b Providing students support to succeed	81%	79%	
Q9c Encouraging contact among students of different backgrounds	37%	44%	
Q9d Helping students cope with non-academic responsibilities	48%	46%	
Q9e Providing students support to thrive socially	35%	35%	
Q9f Providing students financial support	73%	68%	
Q9g Using computers in academic work	95%	92%	
Q10All <i>Summary tab: About how many hours do you think full and part-time students at this college spend in a typical 7-day week doing each of the following? (% saying 11 or more hours)</i>			
Q10a Preparing for class	38%	32%	
Q10b Working for pay	94%	91%	
Q10c Participating in college-sponsored activities	3%	0%	
Q10d Providing care for dependents	80%	87%	
Q10e Commuting to and from classes	5%	2%	
Q11All <i>Summary tab: Mark the box that best represents the quality of student relationship with people at this college. (% saying 5 or more on a 7-pt scale)</i>			
Q11a Other students	91%	75%	In 2012, faculty ranked students' relationships with other students lower than they had in 2010.
Q11b Instructors	98%	87%	
Q11c Administrative personnel and offices	83%	78%	

**Great Falls College
All Responses**

Questions	Great Falls College All Responses		Comments
	2010	2012	
<i>Summary tab: To what extent to students' experience in your selected course section contribute to their knowledge, skills, and personal development in the following areas? (% saying quite a bit or very much)</i>			
Q12All			
Q12a Acquiring a broad general education	64%	48%	Fewer faculty in 2012 said their students did this.
Q12b Acquiring job or work-related knowledge and skills	83%	82%	
Q12c Writing clearly and effectively	55%	40%	Fewer faculty in 2012 said their students did this.
Q12d Speaking clearly and effectively	52%	40%	
Q12e Thinking critically and analytically	86%	81%	
Q12f Solving numerical problems	41%	46%	
Q12g Using computing and information technology	71%	62%	
Q12h Working effectively with others	68%	75%	
Q12i Learning effectively on their own	89%	78%	
Q12j Understanding themselves	61%	52%	
Q12k Understanding people of other racial/ethnic backgrounds	25%	26%	
Q12l Developing a personal code of values and ethics	50%	46%	
Q12m Contributing to the welfare of your community	35%	31%	
Q12n Developing clearer career goals	59%	58%	
Q12o Gaining information about career opportunities	56%	40%	Fewer faculty in 2012 said their students did this.
<i>Summary tab: How often do you refer students to the following services: (% saying rarely/never or n/a)</i>			
Q13-1All			
Q13a1 Academic advising/planning	19%	16%	
Q13b1 Career counseling	36%	32%	
Q13c1 Job placement assistance	59%	54%	
Q13d1 Peer or other tutoring	26%	18%	
Q13e1 Skill labs (writing, math, etc.)	39%	32%	
Q13f1 Child care	91%	87%	
Q13g1 Financial aid advising	33%	34%	
Q13h1 Computer lab	42%	37%	
Q13i1 Student organizations	61%	60%	
Q13j1 Transfer credit assistance	46%	50%	
Q13k1 Services to students with disabilities	25%	19%	
<i>Summary tab: How much do you incorporate the use of these services into your selected course? (% saying sometimes or often)</i>			
Q13-2All			
Q13a2 Academic advising/planning	65%	53%	
Q13b2 Career counseling	54%	51%	
Q13c2 Job placement assistance	33%	32%	
Q13d2 Peer or other tutoring	68%	77%	
Q13e2 Skill labs (writing, math, etc.)	53%	62%	
Q13f2 Child care	8%	3%	
Q13g2 Financial aid advising	36%	32%	
Q13h2 Computer lab	57%	61%	
Q13i2 Student organizations	25%	26%	
Q13j2 Transfer credit assistance	31%	26%	
Q13k2 Services to students with disabilities	63%	73%	
<i>Summary tab: How important do you believe the services are to students at this college. (% saying somewhat or very important)</i>			
Q13-3All			
Q13a3 Academic advising/planning	97%	100%	
Q13b3 Career counseling	97%	100%	
Q13c3 Job placement assistance	93%	98%	
Q13d3 Peer or other tutoring	96%	100%	
Q13e3 Skill labs (writing, math, etc.)	96%	100%	
Q13f3 Child care	88%	92%	
Q13g3 Financial aid advising	97%	100%	
Q13h3 Computer lab	96%	98%	
Q13i3 Student organizations	84%	90%	
Q13j3 Transfer credit assistance	96%	98%	
Q13k3 Services to students with disabilities	94%	98%	

		Great Falls College All Responses		Comments
Questions		2010	2012	
Q14All	<i>Summary tab: How likely is it that the following issues would cause students to withdraw from class or from this college? (% saying likely or very likely)</i>			
Q14a	Working full-time	82%	82%	
Q14b	Caring for dependents	74%	84%	
Q14c	Academically unprepared	85%	89%	
Q14d	Lack of finances	88%	71%	Fewer faculty in 2012 said this would be an issue causing students to withdraw.
Q14e	Transfer to a 4-year college or university	28%	35%	
Q14f	Personal issue	81%	95%	
Q15All	<i>Summary tab: About how many hours do you spend in a typical 7-day week doing each of the following? (% saying 13 or more hours)</i>			
Q15a	Teaching students in class	45%	34%	
Q15b	Grading papers	15%	10%	
Q15c	Giving other forms of feedback to students	7%	5%	
Q15d	Preparing for class	15%	8%	
Q15e	Working on ways to improve teaching	6%	3%	
Q15f	Research and scholarly activities	3%	10%	
Q15g	Working with honors' projects	0%	2%	
Q15h	Advising students	3%	8%	
Q15i	Supervising internships	3%	2%	
Q15j	Working with students on other than course work	2%	2%	
Q15k	Other interaction with students	1%	10%	
Q15l	Conducting service activities	0%	0%	
Q15m	Coordination and/or administrative activities	7%	15%	
Q15n	Participating on college committees	1%	5%	
Q15o	Mentoring other faculty	0%	0%	
	<i>Summary tab: In your selected course section, on average, what percent of class time is spent on the following? (% saying 30% or more)</i>			
Q16All				
Q16a	Lecture	61%	56%	
Q16b	Teacher-led discussion	32%	22%	
Q16c	Seminar/Discussion	25%	17%	
Q16d	Student computer use	12%	15%	
Q16e	Small group activities	24%	20%	
Q16f	Student presentations	8%	2%	
Q16g	In-class writing	6%	2%	
Q16h	Testing and evaluation	5%	7%	
Q16i	Performances	2%	2%	
Q16j	Experiential	14%	18%	
Q16k	Hands-on practice	32%	29%	
Q17	During this term, does your institution consider you to be employed part- or full-time? (% saying full-time)	57%	60%	
Q18	What is the total # of credit hours you are scheduled to teach this year (% saying 22 or more)	45%	42%	
Q19All	During the current year, which of the following are part of your teaching role at this college? (% saying yes)			
Q19a	Team teaching	7%	16%	
Q19b	Linked courses	15%	14%	
Q19c	Learning community	7%	10%	
Q19d	Capstone course	16%	19%	
Q19e	Academic advising	54%	46%	
Q19f	Clinical or other field supervision	21%	24%	
Q19g	Distance learning course	46%	38%	
Q19h	Service learning	10%	19%	
Q19i	Independent study	3%	6%	
Q20	What is the highest degree you have earned? (% saying master's or higher)	71%	69%	
Q21	Where are you employed outside this college? (% saying not employed elsewhere)	36%	40%	

Noted Difference from year-to-year

Comparison between Great Falls College and the entire 2012 CCFSSSE cohort

Summary:

- * Responses from Great Falls College faculty respondents were compared to all CCFSSSE respondents. Differences of more than 10 percentage points are highlighted in the table below.
- * A larger percentage of GFC faculty respondents were full-time; however fewer of them reported having at least a master's degree than the CCFSSSE cohort.
- * GFC faculty were almost twice as likely to think that their students spent 11 or more hours preparing for class in a typical week.
- * GFC faculty were more likely to refer students to disability services and were also more likely to say they incorporated this service into their class.
- * GFC faculty were more likely to say that being academically unprepared, caring for dependents or personal issues might cause students to withdraw.
- * More GFC said that academic advising, clinical supervision, teaching a distance learning course, and service learning were a part of their teaching role.

Noted Difference from CCFSSSE cohort

Questions	All Responses - 2012		Comments
	CCFSSE Cohort	Great Falls College	
Q1 How many students are enrolled in your selected course section? (<i>% saying 10 to 29</i>)	75%	86%	While only 2% of GFC faculty had a class of 30 or more students, 16% of the cohort did. Cohort faculty were more likely to have taught the class numerous times.
Q3 Prior to spring semester, how many times have you taught your selected course? (<i>% saying 4 or more</i>)	71%	49%	
Q4All <i>Summary tab: How often do students in your selected course section do the following? (% saying often or very often)</i>			
Q4a Ask questions in class	83%	83%	
Q4b Make a class presentation	27%	24%	
Q4c Prepare two or more drafts of a paper	22%	16%	
Q4d Work on a paper integrating ideas	45%	30%	GFC faculty were less likely to say their students did this.
Q4e Come to class without completing assignments	36%	35%	
Q4f Worked with other students during class	51%	46%	
Q4g Worked with other students outside class	28%	44%	GFC faculty were more likely to say their students did this.
Q4h Tutor or teach other students	14%	22%	
Q4i Participate in a community-based project	8%	20%	GFC faculty were more likely to say their students did this.
Q4j Use the Internet to work on an assignment	57%	51%	
Q4k Use email to communicate with you	77%	68%	
Q4l Discuss grades/assignments with you	76%	72%	
Q4m Talk about career plans with you	43%	45%	
Q4n Discussed ideas with you outside of class	31%	30%	
Q4o Receive prompt feedback from you	92%	89%	
Q4p Work harder than they thought they could	60%	49%	GFC faculty were less likely to say their students did this.
Q4q Worked with you other than coursework	12%	9%	
Q4r Discuss ideas from classes outside class	28%	22%	
Q4s Have conversations with students of different race	38%	21%	GFC faculty were less likely to say their students did this.
Q4t Have conversations with students of different religion, etc.	33%	19%	GFC faculty were less likely to say their students did this.
Q4u Skip class	18%	15%	
Q5All <i>Summary tab: During the current school year, how much does the coursework in your selected course section emphasize the following mental activities? (% saying quite a bit or very much)</i>			
Q5a Memorizing facts, ideas, or methods	44%	60%	GFC faculty were more likely to say their students did this.
Q5b Analyzing the basic elements of an idea	82%	78%	
Q5c Synthesizing and organizing ideas	78%	73%	
Q5d Making judgments about value	66%	56%	GFC faculty were less likely to say their students did this.
Q5e Applying theories or concepts to practical problems	75%	64%	GFC faculty were less likely to say their students did this.
Q5f Using information learned to perform a new skill	68%	62%	

All Responses - 2012

Questions

	CCFSSE Cohort	Great Falls College	Comments
Q6All <i>Summary tab: In your selected course section, about how much reading and writing do your students do? (% saying 2 or more)</i>			
Q6a Number of assigned textbooks	43%	41%	
Q6b Number of written papers	59%	49%	GFC faculty were less likely to say their students did this.
Q7 Mark the box that best represents the extent to which your examinations challenge students to do their best work at this college. (<i>% saying 5 or more on a 7-point scale</i>).	84%	75%	GFC faculty were less likely to say their students did this.
Q8All <i>Summary tab: How important is it to you that students at this college participate in the following when appropriate? (% saying somewhat or very important).</i>			
Q8a Internship, field experience, co-op, or clinical assignment	87%	89%	
Q8b English as a second language course	81%	57%	GFC faculty were less likely to say their students did this.
Q8c Developmental/remedial reading course	93%	94%	
Q8d Developmental/remedial writing course	93%	97%	
Q8e Developmental/remedial math course	90%	95%	
Q8f Study skills course	96%	98%	
Q8g Honors course	78%	60%	GFC faculty were less likely to say their students did this.
Q8h College orientation program or course	91%	94%	
Q8i Organized learning communities	83%	79%	
Q9All <i>Summary tab: How much does this college emphasize each of the following? (% saying quite a bit or very much)</i>			
Q9a Encouraging students to spend time studying	68%	67%	
Q9b Providing students support to succeed	86%	79%	
Q9c Encouraging contact among students of different backgrounds	66%	44%	GFC faculty were less likely to say this.
Q9d Helping students cope with non-academic responsibilities	51%	46%	
Q9e Providing students support to thrive socially	48%	35%	GFC faculty were less likely to say this.
Q9f Providing students financial support	76%	68%	
Q9g Using computers in academic work	90%	92%	
Q10All <i>Summary tab: About how many hours do you think full and part-time students at this college spend in a typical 7-day week doing each of the following? (% saying 11 or more hours)</i>			
Q10a Preparing for class	17%	32%	GFC faculty thought their students spent more time.
Q10b Working for pay	92%	91%	
Q10c Participating in college-sponsored activities	2%	0%	
Q10d Providing care for dependents	64%	87%	GFC faculty thought their students spent more time.
Q10e Commuting to and from classes	9%	2%	
Q11All <i>Summary tab: Mark the box that best represents the quality of student relationship with people at this college. (% saying 5 or more on a 7-pt scale)</i>			
Q11a Other students	85%	75%	GFC faculty gave lower marks to this relationship.
Q11b Instructors	91%	87%	
Q11c Administrative personnel and offices	71%	78%	

All Responses - 2012

Questions

Questions	CCFSSE Cohort	Great Falls College	Comments
Q12All <i>Summary tab: To what extent to students' experience in your selected course section contribute to their knowledge, skills, and personal development in the following areas? (% saying quite a bit or very much)</i>			
Q12a Acquiring a broad general education	75%	48%	GFC faculty were less likely to say their course contributed.
Q12b Acquiring job or work-related knowledge and skills	72%	82%	GFC faculty were more likely to say their course contributed.
Q12c Writing clearly and effectively	53%	40%	GFC faculty were less likely to say their course contributed.
Q12d Speaking clearly and effectively	54%	40%	GFC faculty were less likely to say their course contributed.
Q12e Thinking critically and analytically	85%	81%	
Q12f Solving numerical problems	34%	46%	GFC faculty were more likely to say their course contributed.
Q12g Using computing and information technology	62%	62%	
Q12h Working effectively with others	66%	75%	
Q12i Learning effectively on their own	80%	78%	
Q12j Understanding themselves	57%	52%	
Q12k Understanding people of other racial/ethnic backgrounds	46%	26%	GFC faculty were less likely to say their course contributed.
Q12l Developing a personal code of values and ethics	52%	46%	
Q12m Contributing to the welfare of your community	33%	31%	
Q12n Developing clearer career goals	50%	58%	
Q12o Gaining information about career opportunities	43%	40%	
Q13-1All <i>Summary tab: How often do you refer students to the following services: (% saying rarely/never or n/a)</i>			
Q13a1 Academic advising/planning	22%	16%	
Q13b1 Career counseling	42%	32%	GFC faculty were more likely to refer to this service.
Q13c1 Job placement assistance	60%	54%	
Q13d1 Peer or other tutoring	20%	18%	
Q13e1 Skill labs (writing, math, etc.)	29%	32%	
Q13f1 Child care	85%	87%	
Q13g1 Financial aid advising	42%	34%	
Q13h1 Computer lab	26%	37%	GFC faculty were less likely to refer to this service.
Q13i1 Student organizations	55%	60%	
Q13j1 Transfer credit assistance	53%	50%	
Q13k1 Services to students with disabilities	32%	19%	GFC faculty were more likely to refer to this service.
Q13-2All <i>Summary tab: How much do you incorporate the use of these services into your selected course? (% saying sometimes or often)</i>			
Q13a2 Academic advising/planning	55%	53%	
Q13b2 Career counseling	47%	51%	
Q13c2 Job placement assistance	30%	32%	
Q13d2 Peer or other tutoring	68%	77%	
Q13e2 Skill labs (writing, math, etc.)	58%	62%	
Q13f2 Child care	9%	3%	
Q13g2 Financial aid advising	29%	32%	
Q13h2 Computer lab	66%	61%	
Q13i2 Student organizations	32%	26%	
Q13j2 Transfer credit assistance	29%	26%	
Q13k2 Services to students with disabilities	56%	73%	GFC faculty were more likely to say they used this service.
Q13-3All <i>Summary tab: How important do you believe the services are to students at this college. (% saying somewhat or very important)</i>			
Q13a3 Academic advising/planning	99%	100%	
Q13b3 Career counseling	99%	100%	
Q13c3 Job placement assistance	98%	98%	
Q13d3 Peer or other tutoring	99%	100%	
Q13e Skill labs (writing, math, etc.)	99%	100%	
Q13f3 Child care	92%	92%	
Q13g3 Financial aid advising	99%	100%	
Q13h3 Computer lab	99%	98%	
Q13i3 Student organizations	92%	90%	
Q13j3 Transfer credit assistance	98%	98%	
Q13k3 Services to students with disabilities	99%	98%	

All Responses - 2012

Questions

	CCFSSE Cohort	Great Falls College	Comments
Q14All <i>Summary tab: How likely is it that the following issues would cause students to withdraw from class or from this college? (% saying likely or very likely)</i>			
Q14a Working full-time	81%	82%	
Q14b Caring for dependents	73%	84%	GFC faculty were more likely to say this might cause students to withdraw.
Q14c Academically unprepared	78%	89%	GFC faculty were more likely to say this might cause students to withdraw.
Q14d Lack of finances	72%	71%	
Q14e Transfer to a 4-year college or university	43%	35%	
Q14f Personal issue	80%	95%	GFC faculty were more likely to say this might cause students to withdraw.
Q15All <i>Summary tab: About how many hours do you spend in a typical 7-day week doing each of the following? (% saying 13 or more hours)</i>			
Q15a Teaching students in class	41%	34%	
Q15b Grading papers	13%	10%	
Q15c Giving other forms of feedback to students	6%	5%	
Q15d Preparing for class	11%	8%	
Q15e Working on ways to improve teaching	6%	3%	
Q15f Research and scholarly activities	7%	10%	
Q15g Working with honors' projects	1%	2%	
Q15h Advising students	4%	8%	
Q15i Supervising internships	3%	2%	
Q15j Working with students on other than course work	2%	2%	
Q15k Other interaction with students	2%	10%	
Q15l Conducting service activities	1%	0%	
Q15m Coordination and/or administrative activities	6%	15%	
Q15n Participating on college committees	2%	5%	
Q15o Mentoring other faculty	1%	0%	
Q16All <i>Summary tab: In your selected course section, on average, what percent of class time is spent on the following? (% saying 30% or more)</i>			
Q16a Lecture	58%	56%	
Q16b Teacher-led discussion	32%	22%	GFC faculty were less likely to say this.
Q16c Seminar/Discussion	20%	17%	
Q16d Student computer use	14%	15%	
Q16e Small group activities	16%	20%	
Q16f Student presentations	8%	2%	
Q16g In-class writing	7%	2%	
Q16h Testing and evaluation	10%	7%	
Q16i Performances	3%	2%	
Q16j Experiential	13%	18%	
Q16k Hands-on practice	30%	29%	
Q17 During this term, does your institution consider you to be employed part- or full-time? (<i>% saying full-time</i>)	50%	60%	More GFC faculty were full-time.
Q18 What is the total # of credit hours you are scheduled to teach this year (<i>% saying 22 or more</i>)	40%	42%	
Q19All During the current year, which of the following are part of your teaching role at this college? (<i>% saying yes</i>)			
Q19a Team teaching	12%	16%	
Q19b Linked courses	10%	14%	
Q19c Learning community	9%	10%	
Q19d Capstone course	10%	19%	
Q19e Academic advising	31%	46%	GFC faculty were more likely to say this was part of their role.
Q19f Clinical or other field supervision	12%	24%	GFC faculty were more likely to say this was part of their role.
Q19g Distance learning course	24%	38%	GFC faculty were more likely to say this was part of their role.
Q19h Service learning	9%	19%	GFC faculty were more likely to say this was part of their role.
Q19i Independent study	12%	6%	
Q20 What is the highest degree you have earned? (<i>% saying master's or higher</i>)	84%	69%	More cohort faculty had at least a master's degree.
Q21 Where are you employed outside this college? (<i>% saying not employed elsewhere</i>)	49%	40%	

All Responses - 2012

Questions

Promising Practices Items

CCFSSE Cohort Great Falls College

Comments

- Q1 During the current year, in which ways have you been involved in a structured experience for new students? (% saying not involved)
- Q2 In your work with students in a first-year experience, which of the following modalities have you employed? (% saying face-to-face)
- Q3 During the current year, in which ways have you been involved in an organized learning community? (% saying not involved)
- Q4 In your work with students in an organized learning community, which of the following modalities have you employed? (% saying face-to-face)
- Q5 During the current year, in which ways have you been involved in college orientation? (% saying not involved)
- Q6 In your work with students in college orientation, which of the following modalities have you employed? (% saying face-to-face)
- Q7 During the current year, in which ways have you been involved in a student success course? (% saying not involved)
- Q8 In your work with students in a student success course, which of the following modalities have you employed? (% saying face-to-face)
- Q9 During the current year, in which ways have you been involved in an accelerated course? (% saying not involved)
- Q10 In your work with students in an accelerated course, which of the following modalities have you employed? (% saying face-to-face)
- Q11 At the beginning of the current term, which of the following methods did you use to administer an in-class assessment? (% saying yes)
- Q11a A written assessment
- Q11b An oral assessment
- Q11c An online assessment
- Q11d A computer-assisted assessment
- Q11e None of these
- Q12 Which of the following is your most common action if a student is under-prepared? (% saying yes)
- Q12a I recommend tutoring or other academic support service.
- Q12b I recommend student be placed in another course or level.
- Q12c I adjust my course pedagogy.
- Q12d I advise a student to drop the course.
- Q13 What percentage of your students registered after the first class session? (% saying 10% or less)
- Q14 Do you have a course attendance policy that specifies the adverse impact on a students' grades for missing class? (% saying yes)
- Q15 How have you communicated the attendance policy to students? (% saying yes)
- Q15a I've orally explained the policy to my students.
- Q15b I've included the policy on the course syllabus.
- Q15c I've posted the policy on a course website, blog, etc.
- Q15d I had students sign the syllabus or attendance policy as a contract.
- Q15e I've sent the policy in an e-mail to my students.
- Q15f I've sent the policy in a text message to my students.
- Q15g I've posted the policy or sent it via social networking tools.
- Q16 What is the nature of the adverse impact on students' grades for missing class? (% saying yes)
- Q16a Attendance is tied to a participation score or grade.
- Q16b I deduct a given number of points from the final grade for each missed class.
- Q16c I deduct a given number of points after a preset number of classes have been missed.
- Q17 How often during your selected course section do you assign group learning experiences that require students to: (% saying often or very often)
- Q17a Interact with a specific group of peers during class to complete group assignments or projects?
- Q17b Interact with a specific group of peers outside of the classroom to complete group assignments or projects?
- Q17c Study together outside of class?
- Q17d Study together during class?
- Q17e Collaborate using technology-mediated methods?
- Q18 Do you require students to be involved in an internship or other hands-on learning experience beyond the classroom?
- Q19 Do you require students to be involved in service learning?
- Q20 Is supplemental instruction available to students?
- Q21 Do you require students to be involved in supplemental instruction? (% saying yes depending on academic performance)
- Q22 Which of the following modalities have you employed for provided supplemental instruction? (% saying yes)
- Q22a Face-to-face interaction
- Q22b Online interaction
- Q22c Social networking technologies
- Q23 Which of the following statements best describe actions you've taken in regards to struggling students? (% saying yes)
- Q23a I've communicated with students directly during class.
- Q23b I've contacted students directly outside of class.
- Q23c I've notified someone else in the college who contacts students as part of an early academic warning system.
- Q23d I've contact someone else in the college who contact students as part of an informal intervention process.
- Q23e I have referred students to college tutoring services.
- Q23f I have required that students participate in college tutoring services.

64%	60%
92%	95%
72%	60%
94%	90%
65%	51%
95%	96%
70%	62%
92%	84%
74%	79%
88%	100%

GFC faculty were less likely to have been involved.
GFC faculty were less likely to have been involved.

40%	37%
20%	13%
10%	11%
10%	13%
36%	51%

Fewer GFC faculty administered an in-class assessment.

46%	45%
5%	3%
35%	41%
11%	0%
94%	92%
80%	76%

No GFC faculty advised a student to drop.

88%	96%
97%	98%
47%	45%
23%	9%
14%	9%
1%	0%
1%	0%

Fewer GFC faculty had students sign a contract.

63%	66%
13%	23%
18%	6%

More GFC faculty did this.
Fewer GFC faculty did this.

43%	49%
11%	18%
9%	10%
26%	26%
14%	15%
13%	20%
7%	13%
44%	48%
10%	7%

95%	97%
32%	38%
4%	0%

63%	62%
67%	87%
28%	40%
11%	25%
52%	65%
5%	3%

GFC faculty were more likely to do this.
GFC faculty were more likely to do this.
GFC faculty were more likely to do this.
GFC faculty were more likely to do this.

**Question 4 Comparison: Faculty: How often do students in your selected course section do the following?
Students: In your experiences at this college during the current school year, about how often have you done each of the following?**

Summary

On a number of the activities listed, there were significant differences between the responses of faculty and their students (those activities that had significant differences are marked in gray below). Many of these differences may have occurred because of the context of the questions asked - faculty were asked how often *students* in their sections did these activities collectively; while students were asked how often they individually did these activities. Faculty were more likely to say that their students did the following often or very often: Asked questions in class, came to class unprepared, discussed grades with them, discussed ideas from class outside of class, received prompt feedback from them, and skipped class. More than half of faculty respondents said they didn't know if students had serious conversations with students of a different ethnicity, religious beliefs, political opinions, etc. Students were more likely to say that they often or very often did the following: prepared two or more drafts, wrote a paper integrating ideas, used the Internet for schoolwork, worked harder than they thought they could, and discussed ideas from class with family and friends.

Average Percentages - by item

	0 Don't Know	1 Never	2 Sometimes	3 Often	4 Very Often	Total	Average	Notes
a Ask questions in class								
Faculty	0%	0%	17%	37%	46%	100%	3.29	There were significant differences between the responses of faculty (83%) reporting this happened often or very often and students (72%).
Students	-----	1%	27%	33%	39%	100%	3.09	
b Make a class presentation								
Faculty	0%	33%	43%	14%	10%	100%	2.00	Student respondents (26%) were slightly more likely to say that they did this often or very often than faculty respondents did (24%).
Students	-----	26%	48%	19%	7%	100%	2.06	
c Prepare two or more drafts of a paper								
Faculty	8%	54%	22%	10%	6%	100%	1.52	Student respondents (54%) were much more likely to report doing this often or very often than faculty members thought students did (16%).
Students	-----	18%	28%	32%	22%	100%	2.58	
d Work on a paper integrating ideas								
Faculty	2%	38%	30%	17%	13%	100%	2.02	Faculty (38%) were more likely to say students "never" did this; students were more likely to say they did this often or very often (68%).
Students	-----	6%	26%	44%	24%	100%	2.86	
e Come to class without completing assignments								
Faculty	5%	6%	54%	30%	5%	100%	2.24	Students (30%) were more likely to say they never did this; faculty were more likely to say students did this often or very often (35%).
Students	-----	30%	57%	10%	3%	100%	1.87	
f Work with other students during class								
Faculty	0%	6%	48%	25%	21%	100%	2.60	More than half of students (57%) and slightly less than half of faculty (46%) said that students did this often or very often.
Students	-----	6%	37%	37%	20%	100%	2.71	
g Work with other students outside class								
Faculty	13%	2%	41%	30%	14%	100%	2.32	Responses for faculty and students were similar. Thirteen percent of faculty said they didn't know if their students did this.
Students	-----	22%	40%	24%	14%	100%	2.29	
h Tutor or teach other students								
Faculty	32%	11%	34%	16%	6%	100%	1.53	Faculty (22%) seemed to be more likely to believe that their students (11%) did this often or very often. Sixty-four percent of students reported never doing this.
Students	-----	64%	25%	7%	4%	100%	1.51	
i Participate in a community-based project								
Faculty	19%	53%	8%	10%	1%	100%	1.37	Proportions for this measure were roughly equal; 80% of students said they never did this, while 72% of faculty said never or that they didn't know.
Students	-----	80%	16%	3%	1%	100%	1.26	
j Use the Internet to work on an assignment								
Faculty	13%	13%	24%	24%	27%	100%	2.40	Students were more likely to report doing this often or very often (75%).
Students	-----	6%	18%	27%	48%	100%	3.17	
k Use email to communicate with you								
Faculty	0%	0%	32%	37%	31%	100%	2.98	The percentage thinking students did this often or very often was similar for both; however 7% of students said they never did this
Students	-----	7%	28%	35%	29%	100%	2.87	

Average Percentages - by item		0 Don't Know	1 Never	2 Sometimes	3 Often	4 Very Often	Total	Average	Notes
l	Discuss grades/assignments with you								while no faculty thought this was the case.
	Faculty	0%	0%	29%	43%	29%	100%	3.00	Faculty (72%) were more likely to report that students did this often or very often than students were (50%).
	Students	-----	7%	43%	31%	19%	100%	2.63	
m	Talk about career plans with you								
	Faculty	0%	5%	50%	27%	18%	100%	2.58	Students were more likely to report that this never happened (16% versus 5%).
	Students	-----	16%	43%	25%	16%	100%	2.41	
n	Discussed ideas with you outside of class								
	Faculty	0%	16%	54%	24%	6%	100%	2.21	Students were more likely to report that this never happened (39% versus 16%).
	Students	-----	39%	41%	15%	5%	100%	1.86	
o	Receive prompt feedback from you								
	Faculty	0%	0%	11%	33%	56%	100%	3.44	This was another area where faculty and students disagreed; 89% of faculty reported this happening often or very often, while only 64% of students said this.
	Students	-----	4%	32%	44%	20%	100%	2.79	
p	Work harder than they thought you could								
	Faculty	16%	0%	35%	35%	14%	100%	2.32	More students said that they did this often or very often (57% versus 49%).
	Students	-----	8%	35%	37%	20%	100%	2.70	
q	Work with you other than coursework								
	Faculty	2%	44%	44%	6%	3%	100%	1.65	Students (67%) were more likely than faculty (44%) to say this never happened.
	Students	-----	67%	23%	8%	1%	100%	1.43	
r	Discuss ideas from classes outside class								
	Faculty	38%	2%	38%	16%	6%	100%	1.51	Thirty-eight percent of faculty said they didn't know if this happened; this explains why 57% of students said it happened often or very often but only 22% of faculty said this.
	Students	-----	8%	34%	35%	22%	100%	2.72	
s	Have conversations with students of different race								
	Faculty	51%	5%	24%	16%	5%	100%	1.19	Fifty-one percent of faculty said they didn't know if this happened; 42% of students said this happened often or very often.
	Students	-----	23%	35%	25%	17%	100%	2.36	
t	Have conversations with students of different religion, etc.								
	Faculty	56%	3%	22%	14%	5%	100%	1.10	Fifty-six percent of faculty said they didn't know if this happened; 81% of students said they did this at least sometimes.
	Students	-----	18%	34%	27%	20%	100%	2.50	
u	Skip class								
	Faculty	3%	8%	74%	15%	0%	100%	2.00	Fifty percent of students said they never did this; however only 8% of faculty said their students (collectively) never did this.
	Students	-----	50%	45%	4%	1%	100%	1.56	

**Question 5 Comparison: Faculty: During the current school year, how much does the coursework in your selected course section emphasize the following mental activities?
 Students: During the current school year, how much has your coursework at this college emphasized the following mental activities?**

Summary

On most of the mental activities listed, there were not significant differences between the responses of faculty and their students. Knowledge (memorization) is the lowest skill on Bloom's taxonomy. While only 60% of faculty said this was emphasized quite a bit or very much in their course, 72% of students said it was. Application is the next skill mentioned on Bloom's taxonomy. Both 64% of faculty and 64% of students said this was emphasized in their course. Analysis is next - 78% of faculty and 72% of students said this was emphasized quite a bit or very much. Synthesis follows - faculty (75%) were much more likely than students (65%) to say this was emphasized quite a bit or very much. The highest skill on the taxonomy is evaluation (making judgments). Again faculty (66%) were more likely to say this happened quite a bit or very much than students (53%). This difference was not statistically significant. Some of the differences seen here may be because students aren't as aware of the operational definitions of the terms used. For instance, students may be unsure what the term "synthesis" means in terms of coursework.

Average Percentages - by item		1	2	3	4	Total	Average	Notes
		Very little	Some	Quite a bit	Very much			
a	Memorizing facts, ideas, or methods							
	Faculty	10%	30%	35%	25%	100%	2.76	Students (72%) were more likely than faculty (60%) to say this happened quite a bit or very much.
	Students	4%	24%	37%	35%	100%	3.03	
b	Analyzing the basic elements of an idea							
	Faculty	10%	13%	40%	38%	100%	3.06	Proportions here were similar for both groups.
	Students	3%	25%	42%	30%	100%	2.98	
c	Synthesizing and organizing ideas							
	Faculty	8%	19%	44%	29%	100%	2.94	Proportions here were similar for both groups.
	Students	6%	29%	40%	25%	100%	2.84	
d	Making judgments about value							
	Faculty	14%	30%	35%	21%	100%	2.62	Proportions here were similar for both groups.
	Students	11%	36%	35%	18%	100%	2.60	
e	Applying theories or concepts to practical problems							
	Faculty	13%	24%	29%	35%	100%	2.86	Proportions here were similar for both groups.
	Students	6%	30%	39%	25%	100%	2.82	
f	Using information learned to perform a new skill							
	Faculty	11%	27%	25%	37%	100%	2.87	Overall, responses here were fairly similar.
	Students	6%	27%	37%	30%	100%	2.92	

Question 9 Comparison: Faculty and Students: How much does this college emphasize each of the following?

2012 Summary

Faculty and students agreed that Great Falls College provided students the support they needed to succeed, provided students financial support and emphasized using computers in academic work. There was also agreement that Great Falls College didn't emphasize providing students support to thrive socially nearly as much.

There were three areas of disconnect: encouraging students to spend time studying (67% faculty versus 84% students), encouraging contact among students of different backgrounds (44% faculty versus 55% students), and helping students cope with non-academic responsibilities. Forty-seven percent of faculty respondents felt that helping students cope with non-academic responsibilities was emphasized quite a bit or very much; however only 27% of students found this same level of emphasis.

These differences may simply be a matter of perspective. Perhaps students don't share their issues with non-academic responsibilities. It may be useful for faculty and staff to be aware of these differences in perception of emphasis.

Average Percentages - by item		1	2	3	4	Total	Average	Notes
		Very little	Some	Quite a bit	Very much			
a	Encouraging students to spend time studying							
	Faculty	3%	30%	37%	30%	100%	2.94	Students (84%) were more likely than faculty (67%) to say this was emphasized quite a bit or very much.
	Students	1%	15%	41%	43%	100%	3.25	
b	Providing students support to succeed							
	Faculty	0%	21%	32%	48%	100%	3.27	Faculty and students agreed that this was emphasized quite a bit or very much by Great Falls College.
	Students	2%	15%	39%	45%	100%	3.26	
c	Encouraging contact among students of different backgrounds							
	Faculty	14%	41%	27%	17%	100%	2.48	Students (55%) were slightly more likely than faculty (44%) to say this was emphasized quite a bit or very much.
	Students	17%	28%	30%	25%	100%	2.64	
d	Helping students cope with non-academic responsibilities							
	Faculty	12%	41%	34%	13%	100%	2.49	Students (27%) were much less likely to say this was an emphasis of Great Falls College than faculty (47%). Thirty-two percent of students said this was emphasized very little.
	Students	32%	41%	17%	10%	100%	2.05	
e	Providing students support to thrive socially							
	Faculty	21%	44%	32%	3%	100%	2.18	Responses were similar for this area.
	Students	25%	41%	23%	11%	100%	2.20	
f	Providing students financial support							
	Faculty	0%	32%	49%	19%	100%	2.87	Responses were similar for this area.
	Students	10%	22%	36%	32%	100%	2.90	
g	Using computers in academic work							
	Faculty	0%	8%	33%	59%	100%	3.51	Responses were similar for this area.
	Students	2%	8%	29%	61%	100%	3.48	

**Question 10 Comparison: Faculty: About how many hours do you think full and part-time students at this college spend in a typical 7-day week doing each of the following?
 Students: About how many hours do you spend in a typical 7-day week doing each of the following?**

2012 Summary

There were significant differences in the amounts of time students reported doing these activities and the amount of time faculty thought students spent. In particular, faculty thought students spent more time working and caring for dependents than students actually reported. In fact, 43% of students reported spending no time caring for dependents while no faculty thought students spent no time doing this. Thirty percent of students reported spending no time working, while no faculty thought students spent no time doing this.

Students reported spending more time preparing for class (over half [51%] said they spent 11 hours or more) than faculty thought they did (only 32% thought students spent more than 11 hours).

The differences seen here may have to do with the fact that faculty answered these questions for their "average" student, while students answered them individually.

Average Percentages - by item		0	1	2	3	4	5	Total	Average	Notes
		None	1-5 hours	6-10 hours	11-20 hours	21-30 hours	More than 30 hours			
a	Preparing for class									
	Faculty	0%	27%	42%	27%	3%	2%	100%	2.12	Students reported spending more time on average than faculty thought they spent.
	Students	1%	21%	28%	26%	17%	8%	100%	2.61	
b	Working for pay									
	Faculty	0%	5%	3%	26%	48%	17%	100%	3.69	Faculty thought students spent more time working than students actually reported.
	Students	30%	7%	6%	18%	19%	21%	100%	2.50	
c	Participating in college-sponsored activities									
	Faculty	32%	62%	7%	0%	0%	0%	100%	0.75	Faculty thought students spent more time participating in college-sponsored activities than students actually reported.
	Students	83%	14%	2%	1%	1%	0%	100%	0.23	
d	Providing care for dependents									
	Faculty	0%	5%	8%	22%	32%	33%	100%	3.80	Faculty thought students spent more time caring for dependents than students actually reported.
	Students	43%	13%	7%	5%	5%	28%	100%	2.01	
e	Commuting to and from classes									
	Faculty	2%	86%	10%	2%	0%	0%	100%	1.12	Students reported spending more time on average than faculty thought they spent.
	Students	3%	74%	15%	5%	1%	2%	100%	1.31	

Question 11 Comparison: Faculty: Select the circle that best represents the quality of student relationships with:
Students: Mark the box that best represents the quality of your relationships with people at this college.

2012 Summary

Both groups gave roughly the same rankings for student-instructor relationships. Students ranked relationships with other students and administrative personnel higher than did faculty.

Average Percentages - by item		1	2	3	4	5	6	7	Total	Average	Notes
		1 (Negative)	2	3	4	5	6	7 (Positive)			
a	Other students										
	Faculty	0%	0%	3%	22%	30%	35%	10%	100%	5.25	Students gave more positive responses. Sixty-three percent of students felt that the relationship was a 6 or a 7; only 45% of faculty felt this.
	Students	1%	1%	2%	11%	21%	29%	34%	100%	5.73	
b	Instructors										
	Faculty	0%	0%	0%	13%	19%	52%	16%	100%	5.71	Faculty and student responses were similar.
	Students	0%	2%	3%	10%	21%	34%	29%	100%	5.69	
c	Administrative personnel and offices										
	Faculty	0%	5%	8%	10%	27%	38%	13%	100%	5.24	Students gave more positive responses. Fifty-eight percent of students felt that the relationship was a 6 or a 7; 51% of faculty felt this.
	Students	2%	3%	4%	15%	19%	29%	29%	100%	5.48	

**Question 12 Comparison: Faculty: To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?
Students: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?**

Summary

On a number of the abilities listed, there were differences between the responses of faculty and their students (those activities that had significant differences are marked in gray below). Many of these differences may have occurred because of the context of the questions asked - faculty were asked to what extent *their individual course* contributed to an ability; while students were asked to what extent their *overall experience at MSU-Great Falls* contributed to an ability.

Faculty were more likely to say that their course contributed to students acquiring job skills.

Students were much more likely than faculty to say that their experience at MSU-Great Falls contributed to their acquiring a broad general education, their ability to write clearly and effectively, their ability to solve numerical problems, their understanding of people of other backgrounds, and gaining information about career opportunities.

Average Percentages - by item		0	1	2	3	4	Total	Average	Notes
		None	Very little	Some	Quite a bit	Very much			
a	Acquiring a broad general education								
	Faculty	0%	6%	45%	35%	13%	100%	2.55	Students were more likely to say this was true quite a bit or very much (77% versus 48%).
	Students	-----	4%	19%	41%	36%	100%	3.10	
b	Acquiring job or work-related knowledge and skills								
	Faculty	0%	6%	11%	29%	53%	100%	3.29	Faculty (82%) felt that their courses contributed quite a bit or very much more than students (60%) felt their overall experience at Great Falls College had contributed.
	Students	-----	13%	26%	30%	30%	100%	2.78	
c	Writing clearly and effectively								
	Faculty	3%	16%	40%	29%	11%	100%	2.29	Students were more likely to say this was true quite a bit or very much (68% versus 40%).
	Students	-----	7%	25%	41%	27%	100%	2.89	
d	Speaking clearly and effectively								
	Faculty	0%	13%	47%	26%	15%	100%	2.42	Students were more likely to say this was true quite a bit or very much (58% versus 41%).
	Students	-----	11%	31%	37%	21%	100%	2.70	
e	Thinking critically and analytically								
	Faculty	0%	2%	17%	38%	43%	100%	3.22	Faculty (81%) were more likely to say their courses had contributed to critical thinking than students (73%).
	Students	-----	3%	23%	42%	31%	100%	3.01	
f	Solving numerical problems								
	Faculty	16%	10%	29%	23%	23%	100%	2.26	Students (67%) were more likely to say their experience at Great Falls College had contributed than faculty (46%) said about their individual courses.
	Students	-----	8%	25%	38%	29%	100%	2.88	
g	Using computing and information technology								
	Faculty	2%	8%	29%	25%	37%	100%	2.87	Responses were similar.
	Students	-----	8%	21%	35%	36%	100%	2.98	
h	Working effectively with others								
	Faculty	0%	6%	19%	44%	31%	100%	2.98	Responses were similar.
	Students	-----	5%	25%	43%	27%	100%	2.92	
i	Learning effectively on their own								
	Faculty	0%	2%	21%	49%	29%	100%	3.05	Faculty (78%) were more likely to say their courses had contributed to learning effectively on their own than students (71%).
	Students	-----	7%	23%	40%	31%	100%	2.94	
j	Understanding themselves								
	Faculty	2%	18%	29%	37%	15%	100%	2.45	Responses were similar.
	Students	-----	18%	30%	28%	24%	100%	2.59	

Average Percentages - by item		0	1	2	3	4	Total	Average	Notes
		None	Very little	Some	Quite a bit	Very much			
k	Understanding people of other racial/ethnic backgrounds								
	Faculty	13%	28%	33%	16%	10%	100%	1.82	Students were more likely to say their experience contributed to this area.
	Students	-----	25%	35%	26%	14%	100%	2.28	
l	Developing a personal code of values and ethics								
	Faculty	5%	16%	34%	31%	15%	100%	2.34	Responses were similar.
	Students	-----	23%	31%	29%	17%	100%	2.40	
m	Contributing to the welfare of their community								
	Faculty	19%	18%	32%	18%	13%	100%	1.87	Students were more likely to say their experience contributed to this area.
	Students	-----	30%	37%	23%	10%	100%	2.13	
n	Developing clearer career goals								
	Faculty	3%	15%	24%	39%	19%	100%	2.56	Students were more likely to say their experience contributed to this area.
	Students	-----	10%	27%	36%	26%	100%	2.79	
o	Gaining information about career opportunities								
	Faculty	5%	16%	39%	21%	19%	100%	2.34	Students were more likely to say their experience contributed to this area.
	Students	-----	14%	27%	33%	26%	100%	2.71	

**Question 13-1 Comparison: Faculty: How often do you refer students to the following services?
Students: Indicate how often you use the following services.**

2012 Summary

Faculty were asked how often they referred students (collectively) to these services; students were asked how often they used these services (individually). Therefore there are some wide differences in the percentages and averages seen below. No statistical testing was done - but we can compare the ranking of these services by referrals of faculty and use by students. The "Rank" column below shows where each of the services ranked for each group. Rankings were similar for most services for each group. There were two major differences: disability services was number three on the list of referrals by faculty and number 10 for students, while computer labs were number one for students, but tied for fifth for faculty. Faculty were asked about students in the collective; collectively faculty probably refer a number of students each term to disability services. Students were asked about their individual frequency of use; probably only a small percentage of students qualify for disability services. Computer labs are used often by students, but faculty probably don't feel they need to refer students to those services.

Average Percentages - by item		0	1	2	3	Total	Average	Rank	Notes
		Don't Know/NA	Rarely/ never	Sometimes	Often				
a	Academic advising/planning								
	Faculty	3%	13%	48%	37%	100%	2.17	2	Both faculty and students ranked this service high in referrals and usage.
	Students	3%	28%	49%	20%	100%	1.86	2	
b	Career counseling								
	Faculty	3%	29%	54%	14%	100%	1.79	5/6	Both faculty and students ranked this in the middle.
	Students	18%	55%	21%	5%	100%	1.14	6	
c	Job placement assistance								
	Faculty	10%	44%	41%	5%	100%	1.41	9	Faculty and students both ranked this as the ninth most frequently referred to and used service.
	Students	42%	50%	5%	2%	100%	0.68	9	
d	Peer or other tutoring								
	Faculty	5%	13%	30%	52%	100%	2.30	1	This was ranked relatively higher by faculty and lower by students.
	Students	14%	46%	25%	15%	100%	1.41	5	
e	Skill labs (writing, math, etc.)								
	Faculty	11%	21%	25%	43%	100%	2.00	4	Both faculty and students ranked this in the middle.
	Students	20%	36%	23%	20%	100%	1.44	4	
f	Child care								
	Faculty	27%	60%	13%	0%	100%	0.86	11	Both faculty and students ranked this last; probably because there currently aren't any such services available.
	Students	61%	36%	1%	3%	100%	0.46	11	
g	Financial aid advising								
	Faculty	5%	29%	56%	11%	100%	1.73	7	Students ranked this higher than faculty.
	Students	10%	27%	41%	21%	100%	1.73	3	
h	Computer lab								
	Faculty	8%	29%	40%	24%	100%	1.79	5/6	Students said this was the most used service; faculty did not refer students to this the most (probably because students already knew about and used this service).
	Students	9%	28%	27%	36%	100%	1.91	1	
i	Student organizations								
	Faculty	14%	46%	35%	5%	100%	1.30	10	Both faculty and students ranked this low on their lists.
	Students	35%	48%	12%	5%	100%	0.87	8	
j	Transfer credit assistance								
	Faculty	13%	37%	38%	13%	100%	1.51	8	This was ranked in similar positions by faculty and students.
	Students	33%	37%	23%	7%	100%	1.04	7	

Average Percentages - by item		0	1	2	3	Total	Average	Rank	Notes
		Don't Know/NA	Rarely/ never	Sometimes	Often				
k	Services to students with disabilities								
	Faculty	5%	14%	52%	29%	100%	2.05	3	Differences seen here are probably because of the collective nature of the faculty question, compared to the individual nature of the student question.
	Students	53%	35%	6%	6%	100%	0.65	10	

**Question 13-3 Comparison: Faculty: How important do you believe the services are to students at this college?
Students: Indicate how important the services are to you.**

2012 Summary

Faculty were asked how important these services were to students (collectively); students were asked how important these services were to them (individually). Therefore there are significant differences in the percentages and averages seen below. No statistical testing was done - but we can compare the ranking of these services by referrals of faculty and use by students. The "Rank" column below shows where each of the services ranked for each group.

One distinction was the ranking for computer labs - students ranked this as the third most important service, while faculty ranked it lower in terms of importance. On the other hand, faculty ranked skill labs as more important than students did.

Average Percentages - by item		1	2	3	Total	Average	Rank	Notes
		Not at all	Somewhat	Very				
a	Academic advising/planning							
	Faculty	0%	11%	89%	100%	2.89	1	Both faculty and students ranked this service high in importance.
	Students	7%	26%	67%	100%	2.59	2	
b	Career counseling							
	Faculty	0%	25%	75%	100%	2.75	4	Both faculty and students ranked this in the middle.
	Students	18%	31%	52%	100%	2.34	5	
c	Job placement assistance							
	Faculty	2%	34%	64%	100%	2.62	7/8	Faculty and students both ranked this lower.
	Students	28%	27%	45%	100%	2.16	9	
d	Peer or other tutoring							
	Faculty	0%	26%	74%	100%	2.74	5	Both faculty and students ranked this in the middle.
	Students	18%	28%	54%	100%	2.36	4	
e	Skill labs (writing, math, etc.)							
	Faculty	0%	20%	80%	100%	2.80	3	Faculty ranked this higher than students.
	Students	20%	31%	49%	100%	2.30	6/7	
f	Child care							
	Faculty	8%	26%	66%	100%	2.57	9	Both faculty and students ranked this close to last; probably because there currently aren't any such services available.
	Students	51%	16%	34%	100%	1.83	11	
g	Financial aid advising							
	Faculty	0%	16%	84%	100%	2.84	2	Both ranked this as one of the two most important services.
	Students	10%	14%	76%	100%	2.66	1	
h	Computer lab							
	Faculty	2%	34%	64%	100%	2.62	7/8	Students said this was more important than faculty did.
	Students	9%	29%	62%	100%	2.53	3	
i	Student organizations							
	Faculty	10%	63%	27%	100%	2.17	11	Both faculty and students ranked this low on their lists.
	Students	36%	36%	28%	100%	1.92	10	
j	Transfer credit assistance							
	Faculty	2%	43%	56%	100%	2.54	10	Faculty ranked this lower than students did.
	Students	24%	22%	54%	100%	2.30	6/7	

Average Percentages - by item		1	2	3				
		Not at all	Somewhat	Very	Total	Average	Rank	Notes
k	Services to students with disabilities							
	Faculty	2%	26%	72%	100%	2.70	6	Differences seen here are probably because of the collective nature of the faculty question, compared to the individual nature of the student question.
	Students	34%	11%	55%	100%	2.21	8	

**Question 14 Comparison: Faculty: How likely is it that the following issues would cause students to withdraw from class or from this college?
Students: How likely is it that the following issues would cause you to withdraw from class or from this college?**

Summary

Overall students felt it was much less likely that any of these issues would cause them to withdraw, with the one exception of transferring to a college or university. For that issue, faculty and students gave somewhat comparable answers. Because of these wide differences, no statistical testing was done - but we can compare the ranking of these issues faculty and students. The "Rank" column below shows where each of the issues ranked for each group. While faculty said that students were most likely to withdraw because of personal reasons or because they were academically unprepared, students felt that academic unpreparedness was the least likely reason given. This is a major disconnect; either faculty are underestimating students at Great Falls College or students are overestimating their abilities.

Average Percentages - by item		1	2	3	4	Total	Average	Rank	Notes
		Not Likely	Somewhat Likely	Likely	Very Likely				
a	Working full-time								
	Faculty	2%	16%	39%	43%	100%	3.23	4	Both ranked it near the middle of the issues given.
	Students	41%	20%	18%	21%	100%	2.18	3	
b	Caring for dependents								
	Faculty	2%	15%	41%	43%	100%	3.25	3	Both ranked this similarly.
	Students	46%	23%	16%	15%	100%	2.01	4	
c	Academically unprepared								
	Faculty	0%	11%	41%	48%	100%	3.36	2	There were wide differences here - 89% of faculty said this was a likely or very likely reason, but only 18% of students said this.
	Students	56%	26%	12%	6%	100%	1.68	5	
d	Lack of finances								
	Faculty	5%	25%	41%	30%	100%	2.95	5	This was the top reason for students, but one of the bottom two for faculty.
	Students	26%	20%	23%	32%	100%	2.61	1	
e	Transfer to a 4-year college or university								
	Faculty	23%	43%	25%	10%	100%	2.21	6	This was the lowest ranked reason for faculty, but the second highest for students.
	Students	40%	17%	21%	22%	100%	2.26	2	
f	Personal issues								
	Faculty	0%	5%	41%	54%	100%	3.49	1	This option was only given on the CCFSSSE survey. Faculty said this was the most likely reason a student would withdraw.
	Students								