

The Community College Survey of Student Engagement (CCSSE)

Overview of 2008 Survey Results *El Camino College Compton Center*

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument, the Community College Student Report (CCSR), is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE will again utilize a 3-year cohort of participating colleges (2006 through 2008) in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2008 CCSSE Cohort**.

This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2008 CCSSE Cohort is comprised of a total of 585 institutions across 48 states, plus British Columbia, Nova Scotia, and the Marshall Islands. Two hundred ninety-five of these member colleges are classified as small (< 4,500), 147 as medium (4,500-7,999), 96 as large (8,000-14,999), and 47 as extra-large institutions (15,000 + credit students).² One hundred fourteen of the Cohort member colleges are located in urban areas, 129 in suburban areas, and 342 in rural-serving areas.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2007 and 2008, only the 2008 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

El Camino College Compton Center falls into the Small College size category and is classified as being located in a Suburban-serving area. El Camino College and Compton Center are also members of the Hispanic Student Success Consortium composed of 24 other 2-year Hispanic-Serving Institutions.

Student Respondents

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at our institution, 306 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 51%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.³)

2008 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2008 CCSSE Cohort survey respondent population to the total student population of the 2008 CCSSE Cohort member colleges.

Gender (survey item #30)

Of the 288 student respondents at Compton Center who answered this item, 34% are male and 66% are female. This contrasts with the full population of the CCSSE Cohort community college students, comprised of 41% males and 59% females as well as the underlying Compton population of 67% male and 33% female.

Age (survey item #29)

2008 CCSSE student respondents at Compton Center range in age from 18 to over 65 years old. Approximately 86% are between 18 to 39 years old; 54% are 18 to 24 years old while 14% are 25 to 39 years old.

Racial Identification (survey item #34)

Forty percent of student respondents identify themselves as African American, 38% as Latino/Hispanic, 4% as Asian, and 2% as White/non-Hispanic. Less than 1% of the student respondents are Native American. Six percent marked “other” when responding to the question, “What is your racial identification?” African-American students were underrepresented in the survey relative to their representation on campus. However, some survey responses are weighted according to the most recent college data reported to IPEDS (fall 2007).

International Students (survey item #33)

Nine percent of our students responded yes to the question, “Are you an international student or foreign national?”

³ See exclusionary rules on page 4.

Enrollment Status (survey item #2)

Sixty-one percent of the student respondents at Compton Center report attending college full-time, while 38% of the 2008 CCSSE Cohort colleges' total student population attended full-time. Only 39% of surveyed students report being part-time college students, compared to 62% as reported to IPEDS. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Languages Other Than English (survey item #32 and local college item #1)

Students whose first language is not English comprise a significant proportion of students in community colleges. At Compton Center, 36% of enrolled students are bilingual or non-native English speakers. In addition, 46% speak another language at home, either exclusively or in combination with English. Eighteen percent of Compton students speak Spanish at home.

First-Generation Status (survey item #36)

Of all students reporting parental education, 57% indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. Sixty-two percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 68% indicate that level for their fathers.

Educational Attainment (survey items #1, #23 and #35)

Fifty-nine percent of the respondents report starting their college careers at Compton Center. Approximately 66% of students indicate that their highest level of educational attainment is a high school diploma or GED; 73% have completed fewer than 30 credit hours of college-level work; 8% report either a certificate or an associate degree; 6% have earned a bachelor's degree; and 2% have earned an advanced degree.

Credit Hours Earned (survey item #23)

Fifty-eight percent of surveyed students have completed fewer than 15 credit hours; 15% have completed 15-29 credit hours; and 27% have completed more than 30 credit hours.

Grades (survey item #21)

Thirty-four percent of students report that they earned average grades of B+ or higher, while 1% of students report that they earned grades of C- or lower. Fifty-eight percent report earning an average of Bs and Cs.

External Commitments (survey item #10)

Forty-eight percent of students work 21 or more hours per week; 33% of students care for dependents at least 11 hours per week; and 34% of students spend at least 6 hours per week commuting to class.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ✘ The survey is invalid.⁴
- ✘ Students reported their age as under 18.
- ✘ Students indicated that they had taken the survey in a previous class.
- ✘ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.

A total of 8 surveys were excluded for Compton Center (314 – 306).

Selected Findings

Many crucial questions that community colleges need answered—What are our students' goals? What issues keep our students from persisting? How effectively are we engaging students in the classroom? How satisfied are our students with the support services we offer?—can be answered by investigating the percentage of student responses to specific CCSSE survey items. This section on Selected Findings from Compton Center data mirrors that found in the *Overview of National 2008 CCSSE Cohort Survey Results*.

The section is organized in terms of seven key topics: Educational Goals, Time on Task, Relationships, Academic Experience, Barriers to Persistence, Student and Academic Support Services, and Student Satisfaction.

The report concludes with a discussion of the degree to which students are engaged in educationally purposeful activities at Compton Center.

Educational Goals

Community colleges have multiple missions and goals, as do their students. Students responding to the survey were given the opportunity to mark Primary Goal, Secondary Goal, or Not a Goal in response to a list of possible goals for attending Compton Center (item #17). As a result, many students mark more than one primary goal; therefore, the percentages in the table below do not sum to 100%.

⁴ If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.

As seen in Table 1, students identify various educational goals. Sixty percent are interested in transferring to a 4-year college or university. Sixty-three percent of the student respondents identify obtaining an associate degree as a primary goal, while 44% are primarily interested in obtaining or updating job-related skills. Twenty-nine percent of respondents seek to change careers, and 37% aspire to complete a certification program.

Table 1: Educational Goals

	Primary Goal	Secondary Goal	Not a Goal
Complete a certification program	37%	24%	39%
Obtain an associate degree	63%	25%	12%
Transfer to a 4-year college or university	60%	25%	15%
Obtain or update job-related skills	44%	28%	28%
Self-improvement/personal enjoyment	52%	27%	21%
Change careers	29%	26%	46%

Time on Task

Students' behaviors and obligations contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. Table 2, featuring item #10, highlights that only 16% of full-time students spend at least 21 hours per week preparing for class while 36% spend 5 hours or fewer preparing for class. Work and family obligations can often interfere with spending sufficient time studying classes. Fifty-six percent of part-time and 46% of full-time students spend more than 20 hours per week working for pay. More than a half (54%) of part-time students and 47% of full-time students spend at least 6 hours per week caring for dependents. Forty-three percent of Compton students indicated that they have children who live with them (item #28).

Table 2: Time on Task

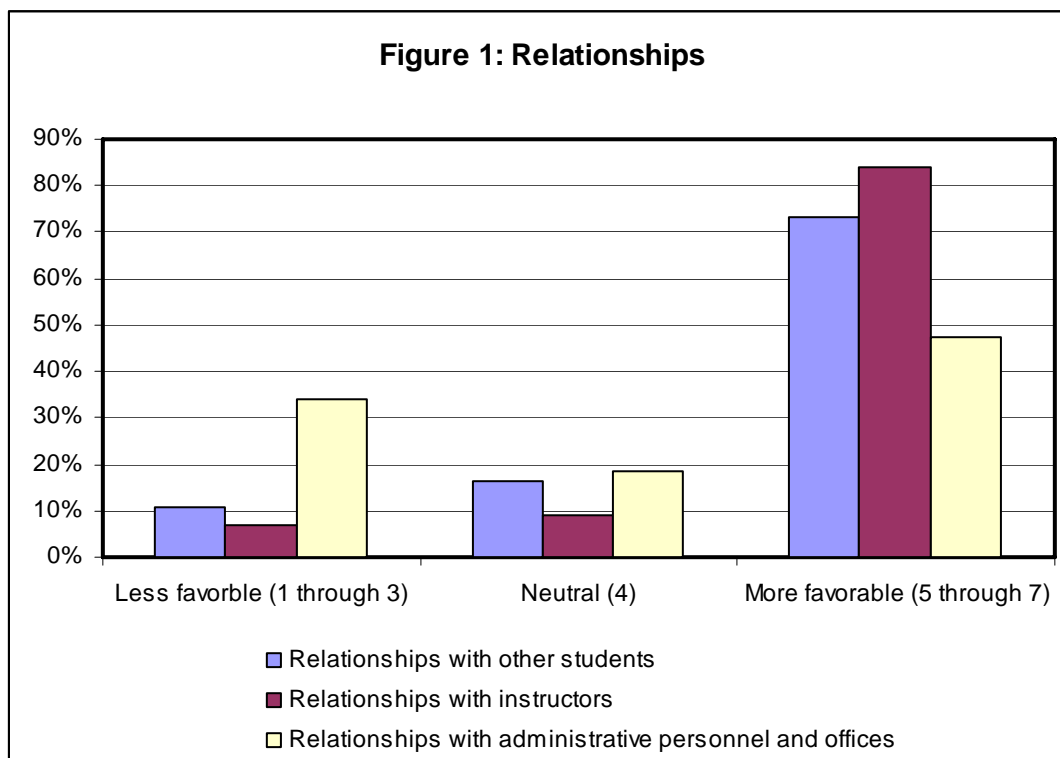
	Part-time			Full-time		
	5 or fewer	6-20 hours	21 hours or more	5 or fewer	6-20 hours	21 hours or more
Preparing for class	47%	48%	5%	36%	48%	16%
Participating in college-sponsored activities	92%	6%	2%	84%	12%	4%
Working for pay	30%	15%	56%	46%	21%	33%
Providing care for dependents	46%	19%	35%	54%	19%	28%
Commuting to and from classes	70%	23%	7%	60%	29%	12%

Relationships

Many educators believe in the power of their individual connections to students – a belief that is supported by higher education research as well. In point of fact, the level of student-faculty interaction is one of the most powerful predictors of student persistence in college. And, in numerous focus groups conducted with community college students, it was found that when asked to cite the factor that was most important in helping them stay in school and succeed there, students inevitably talk about *relationships*.

Various items on the survey can address the level and extent of students' relational experience while attending the college. Item #4q on the survey asks students to indicate how often they worked with instructors on activities other than coursework. Over half (56%) indicated they "Never" engaged in such activities. When asked how much their college encouraged contact among students from different economic, social, and racial or ethnic backgrounds (#9c), 57% stated that this occurred "Quite a bit/Very much." Over a third (39%) indicated that Compton provided "Quite a bit/Very much" of the support needed to thrive socially (#9e). Finally, 68% of their friends are "Quite a bit/Extremely" supportive of their attending the college while 77% of their families were supportive of this decision (items #15 and #16). This is considerably lower than the average of the *CCSSE* cohort (see also *Barriers to Persistence* below).

Figure 1 highlights results from item #11 on the survey, which ask specifically about students' relationships with other students, instructors, and administrative personnel and offices at the college. Overall, students gave high ratings to their relationships. Regarding relationships with other students, respondents judged the quality of their relationships quite favorably with a rating of 5 or higher given by 73%. An even higher percentage (84%) gave favorable ratings to the quality of their relationships with instructors, while relationships with administrative personnel and offices were given a lower favorable rating (47%).



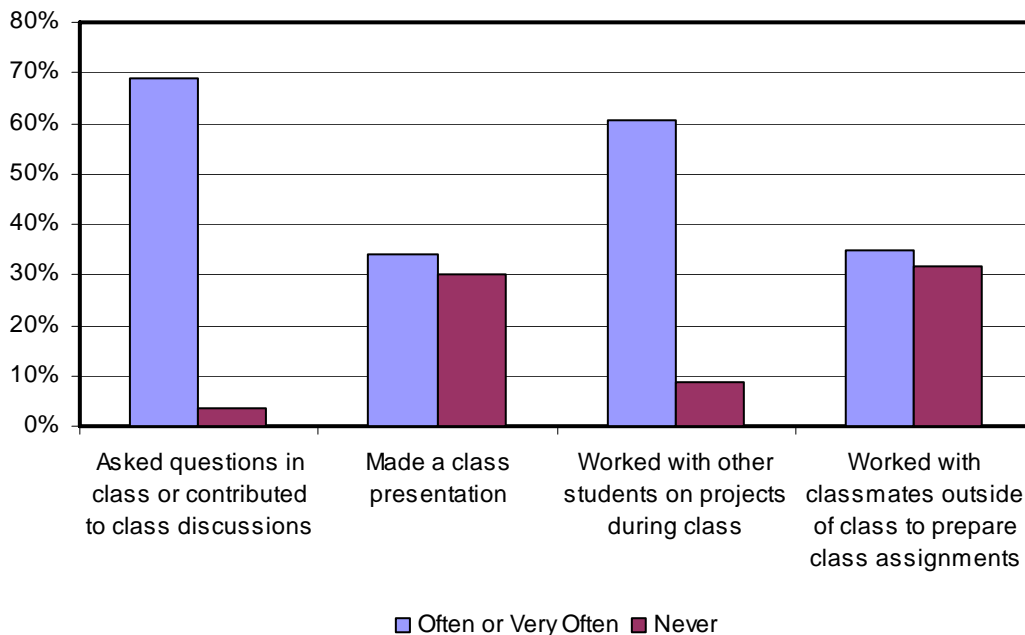
Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy that students invest in their academic work. The *CCSR* asks students to respond to several survey items in order to gauge how actively they are involved in their education (see items 4a, 4b, 4f, 4g and others). Students were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following:

- ✘ “Asked questions in class or contributed to class discussions”
- ✘ “Made a class presentation”
- ✘ “Worked with other students on projects during class”
- ✘ “Worked with classmates outside of class to prepare assignments”

While some students are highly involved in their academic experience (those who marked *Often* or *Very Often*), others are less engaged, as illustrated by their responses of *Never*, as displayed in the figure below.

Figure 2: Academic Experience

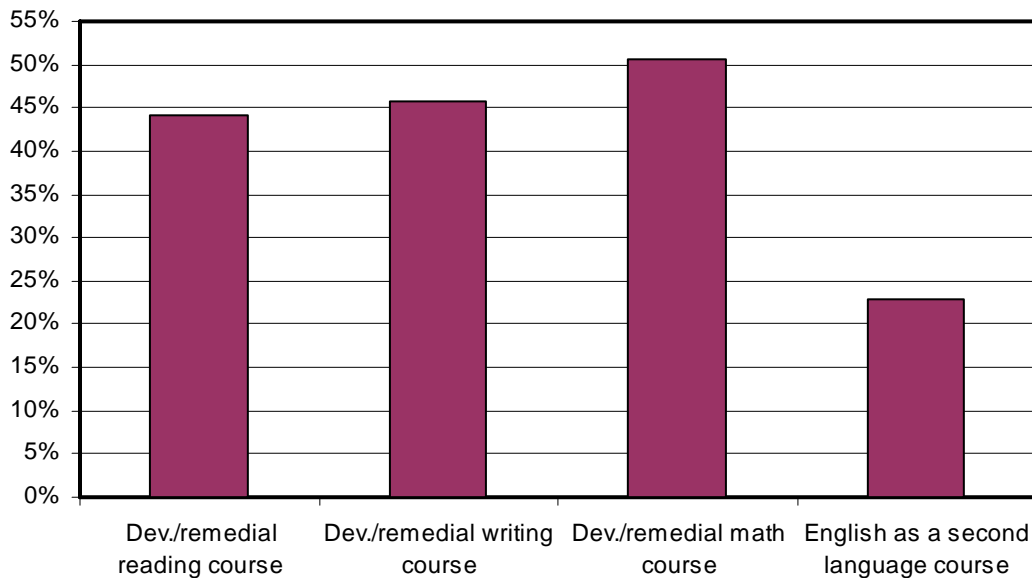


Community colleges have quite diverse student populations, and in order to adequately serve student needs, the institutions offer a variety of courses and special programs. Item #8 on the *CCSR* asks students to identify which course paths they are following. These options are discussed in the sections below.

Developmental Education and English as a Second Language (ESL)

As shown in Figure 3, large percentages of students either have taken or plan to enroll in developmental reading, writing, and/or math courses, while a smaller percentage plan on taking an ESL course. With the exception of math, enrollment in developmental courses is much higher for Compton students than for the *CCSSE* cohort. However, the Compton percentages are about the same as those of the Hispanic Student Success Consortium, likely indicating that the consortium serves a higher percentage of English language learners.

**Figure 3: Developmental Education and ESL
(Have Done or Plan to Do)**



Study Skills and Orientation Courses

Over 58% of students have taken or will enroll in a study skills course, and 61% have taken or will enroll in an orientation program or course. This level of participation in programs or courses that directly aid student academic success and persistence is considerably higher than the *CCSSE* cohort as a whole.

Curricular Experience

Compton Center offers a variety of curricular ways that students can become more engaged in their learning process, such as through honors courses, internships, field experiences, clinical assignments, and learning communities (linked courses/study groups led by faculty or counselors). As shown in Table 3, 61% have participated or plan to participate in some form of internship or field experience (11% have done so). Twenty percent plan to or have participated in an honors course. Finally, 50% have participated or plan to participate in an organized learning community—item #8h. The latter two categories are well above the average of the *CCSSE* cohort.

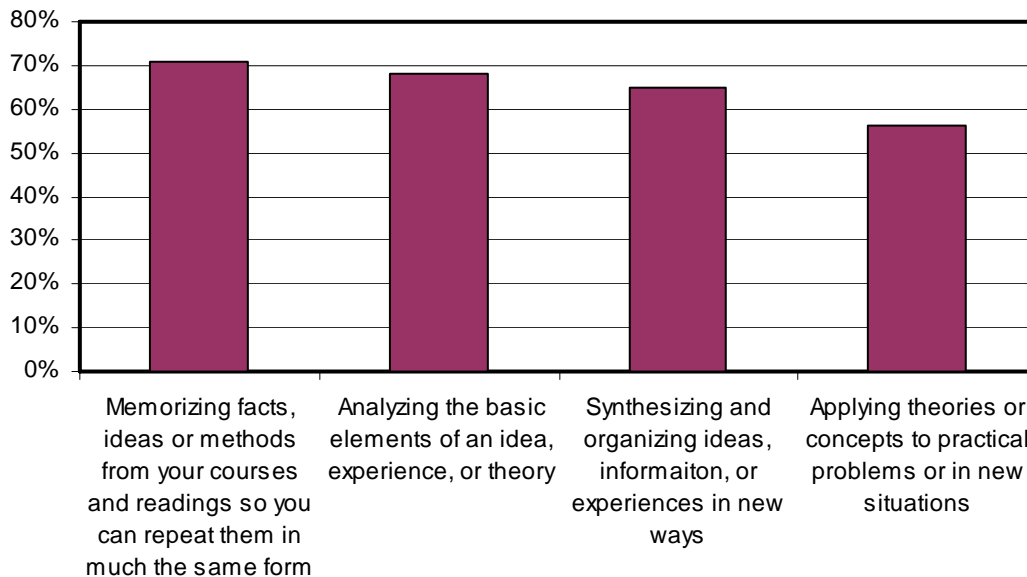
Table 3: Curricular Experiences

	Have Done or Plan to Do
Internship, field experience, or clinical assignment	61%
Honors course	20%
Organized learning communities	50%

Student Learning

Student respondents indicate how much their coursework emphasizes intellectual processes such as memorization, the application of theories and concepts to practical problems, analysis, synthesis and organization, making value judgments, and using learned information to perform new skills. Figure 4 illustrates students' perceptions of the extent to which Compton Center promotes these cognitive activities (item #5). Over 60% of students perceived that Compton course work encouraged higher-order cognitive activities such as analyzing and synthesizing ideas "quite a bit" or "very much."

**Figure 4: Student Learning
(Quite a bit or Very Much)**

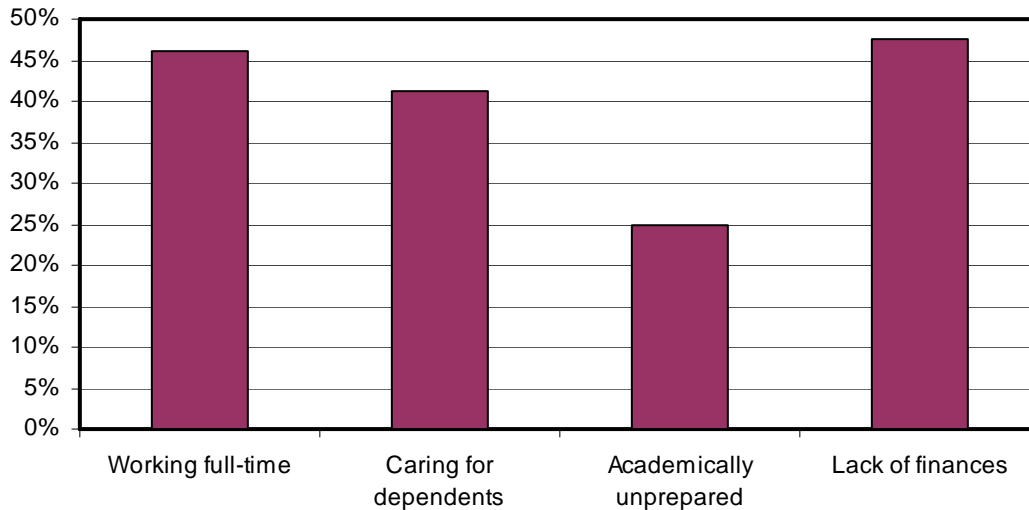


Barriers to Persistence

CCSSE also asks students to indicate the issues that would require them to withdraw from college (item #14). That is, what keeps students from achieving their educational goals? The percentage of students who report that the various factors would result in their withdrawing from class or from college is highlighted in Figure 5. Again, students could mark more than one factor; therefore, percentages will not sum to 100%. Over 45% of students felt that working full-time and lack of finances would likely or very likely cause them to withdraw from Compton Center. Other barriers to persistence include lack of peer or familial support (items

#15 and #16). Nearly one third (32%) of students report that their friends are Somewhat or Not Very supportive of “your attending this college” while 23% respond similarly about support from their immediate families.

**Figure 5: Barriers to Persistence
(Likely or Very Likely Cause)**



Student and Academic Support Services

Often surveys ask a combination of questions relating to satisfaction, use, or importance levels of services, but rarely are surveys designed in a way that asks students to link all three, as does *CCSSE*. Table 4 displays use, satisfaction, and importance of a number of key academic and student support services (item #13). The first column reports the percentage of students who say that they used the service either *Sometimes* or *Often*; the second column shows the percentage of students who report they are *Somewhat* or *Very Satisfied* with the service; and the third column reports the percentage of students who rate the service as *Somewhat* or *Very Important*.

Many Compton Center students do not use the variety of student services available to them. Just over 50% of students indicated that they use skills labs and academic advising *Sometimes* or *Often*, the top two in usage. Sixteen percent or fewer were periodic or frequent users of job placement assistance, child care, and services to students with disabilities (2% of Compton students have a registered disability).

Students were most satisfied with skills labs (writing, math, etc), computer labs, and academic counseling/advising. Academic and career counseling and computer labs also rated as the highest in importance. Students were least satisfied with child care, job placement services and service to students with disabilities.

Two local questions address aspects of student and academic support services. In local item 8, students were asked how often they used academic support services such as tutoring. Fifty-three percent said *Never* or *Seldom*, while 29% said *Often* or *Very Often*. Part-time students “*Never*” use academic support services. Students were also queried about their “best source of academic advising” at Compton (local item 9). Thirty-four percent indicated that Counselors were their source but 31% indicated friends, family or other

students. Nearly a quarter (23%) said they had not received any academic advising. This percentage jumps to 29% for part-time students.

Two final local questions related to satisfaction with student services: registration process and student orientation program. Regarding registration, 79% were “mostly” or “very satisfied”, while 6% were very dissatisfied. For the orientation program, 51% of students were mostly or very satisfied. However, 36% did not participate in an orientation program. This indicates that a total of 80% of participants were satisfied.

Table 4: Student Services by Use, Satisfaction, and Importance⁵

	Use (Often/Sometimes)	Satisfaction* (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	52%	85%	95%
Career counseling	46%	82%	91%
Job placement assistance	16%	65%	74%
Peer and other tutoring	34%	83%	82%
Skills labs (writing, math, etc.)	57%	91%	88%
Child care	8%	58%	61%
Financial aid advising	48%	79%	87%
Computer lab	59%	89%	90%
Student organizations	25%	77%	75%
Transfer credit assistance	31%	80%	84%
Services to students with disabilities	7%	69%	69%

* Percent of periodic or frequent users who are *somewhat* or *very satisfied*.

Note: Percentages in **bold** are the three highest ratings in each column; *italicized* percentages are the three lowest in each area.

Student Satisfaction

A useful measure of satisfaction is whether a student recommends a service or institution to others. The *CCSR* asks students if they would recommend Compton Center to a friend or family member (item #26). Eighty-four percent report they would make such a recommendation, slightly lower than the national *CCSSE* average. Another item asks students to evaluate their entire educational experience (item #27). Seventy-two percent describe their experience as *Good* or *Excellent*, and 4% rate their experience as *Poor*.

Another measure of student satisfaction is the percent of returning or successful students. Fifty-six percent of the students indicate that they plan to enroll at Compton Center within the next 12 months, while 14% report that they have accomplished their goals and will not be returning. On the other hand, 25% report they are uncertain or have no plans to return.

Finally, a local question asked students how they would rate the “academic quality” of Compton Center in general (local item #5). Sixty-eight percent indicated *Excellent* or *Good*, somewhat lower than a similar question about their entire educational experience (#27).

⁵ The satisfaction percentages in Table 4 are not comparable to the *CCSSE* cohort percentages in the *Overview of National 2008 CCSSE Cohort – Survey Results*. The *CCSSE* report shows percentage satisfied out of all respondents, while the above table shows percentage satisfied out of all users of the service.

Participation in Engagement Activities

The first 21 engagement items on the *CCSR* ask students to indicate how often they have engaged in particular activities during the current academic year. For purposes of analysis, *CCSSE* collapsed the response categories *Often* and *Very Often* to report substantial levels of engagement; the criterion for inclusion was that half of all students had to report participating in the activity. This information is highlighted in Table 5. Across the board, part-time students are less likely than full-time to indicate substantial levels of engagement.

Table 5: Percentage of Students Who Reported Participating Often or Very Often in Selected Engagement Activities by Enrollment Status

Most Frequent Student Activity Items	All	Part-time	Full-time
Used the Internet or instant messaging to work on an assignment	58%	54%	66%
Worked on a paper or project that required integrating ideas or information from various sources	57%	50%	71%
Had serious conversations with students of a different race or ethnicity other than your own	61%	61%	61%
Asked questions in class or contributed to class discussions	69%	64%	80%
Worked with other students on a project during class	61%	58%	65%
Received prompt feedback (written or oral) from instructors on your performance	63%	63%	65%
Prepared one or more drafts of a paper or assignment before turning it in	58%	50%	73%
Discussed grades or assignments with an instructor	56%	53%	62%

In comparison, it is also important to note what students are not doing in college as frequently as one might expect. To report the least frequent activities, *CCSSE* uses the *never* response category. Table 6 consists of items where 30% or more of all students report never engaging in that particular activity. Part-time students are more likely than are their full-time peers to report never when responding to student activity items.

Table 6: Percentage of Students Who Reported Never Participating in Selected Engagement Activities by Enrollment Status

Least Frequent Student Activity Items	All	Part-time	Full-time
Participated in a community-based project as a part of a regular course	64%	68%	57%
Tutored or taught other students (paid or voluntary)	63%	67%	56%
Worked with instructors on activities other than coursework	56%	56%	54%
Discussed ideas from your readings or classes with instructors outside of class	38%	41%	32%
Came to class without completing readings or assignments	38%	37%	39%
Worked with classmates outside of class to prepare class assignments	32%	37%	23%
Made a class presentation	30%	38%	15%

Course Delivery and Marketing Survey Items

Although not directly related to “student engagement,” questions about student preferences for course offerings are critical to ensure that the college is offering courses and services needed by students. In addition, marketing questions ensure that Compton reaches the full extent of its service area to ensure broad access to Compton’s programs and services. Responses to these questions should assist campus leaders with future enrollment planning.

Course Delivery

Repeating a question asked on a Spring 2006 survey, Compton Center asked students about their desire for more online (internet-delivered) courses. Sixty-three percent selected *Somewhat Agree* or *Strongly Agree*, with similar results found among both full- and part-time students.

When asked about time periods preferred for courses, 39% selected 8:00 a.m. to noon, while 17% preferred the afternoon (noon to 4:00 p.m.). Thirty-six percent requested evenings after 4:00 p.m. Many more part-time students selected this category with 41% of part-timers desiring evening classes. Very few showed interest in Saturday classes; however, the question design forced one top choice. Students who prefer evening classes may also prefer to attend on Saturday. More detailed survey items may be administered in the future to tease out interest in a “weekend college.”

Marketing and Outreach

Easy access to the Schedule of Classes assists students in choosing their courses. One question on the survey asked students how they access the class schedule. Over 34% indicated that they access the schedule in some sort of electronic form, either with the online searchable schedule of classes (25%) or the online (pdf) version of the class schedule (9%).

Another third (29%) used a combination of printed and searchable schedule. Thirty-three percent used only the printed schedule.

Somewhat related to this topic is a local question inquiring about course sequencing. For the statement, “courses at [Compton] are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner,” 74% selected either *Agree* or *Strongly Agree*.

Future Reports

In addition to this brief summary of results, a wealth of information still remains to review and discuss. This section highlights a series of future reports based on the Spring 2008 CCSSE results.

Special Focus Items – Financial Aid

Each year CCSSE selects a different topic for the special item set, based on interest among CCSSE colleges and the research community, and CCSSE will share national results in its annual report. This strategy will help to keep the survey fresh — addressing issues of importance to community colleges and their students — while also keeping the core survey stable.

The special focus items for 2008 were about Student Financial Aid. Results from these questions along with other financially-related questions on the CCSR will be summarized in a future report.

Mean Score Comparisons and Frequency Reports

This report summarizes results based on percentages of students who responded in each category or groups of categories. Another approach is to compare Compton’s mean, or average, score on each item with those of the entire cohort and the Hispanic Student Success consortium. For *scaled* items, a point value is awarded to each part of the scale (for example, *Very Often* = 4 to *Never* = 1). Comparing two mean scores also permits the opportunity to “test” the difference between them to determine if that difference is large enough that it’s likely to remain if we were to survey *all* students, not just a sample. This is known as a “statistically significant” difference. A mean score report will be published in a separate document.

Frequency reports (tables containing the number and percentage of respondents by category for each item) also will be published at a later date.

Benchmarks of Effective Educational Practice

The *Community College Survey of Student Engagement (CCSSE)* utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are truly central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges.

The five benchmarks encompass 38 engagement items from the *CCSSE* survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the most powerful contributors to effective teaching, learning, student retention, and student success.

The five *CCSSE* benchmarks are:

- ✘ Active and Collaborative Learning
- ✘ Student Effort
- ✘ Academic Challenge
- ✘ Student-Faculty Interaction
- ✘ Support for Learners

More information about *CCSSE*'s benchmarks and how well Compton Center performed will be featured in a separate report entitled, *Benchmarks of Effective Educational Practice*.

Community College Faculty Survey of Student Engagement (CCFSSE)

The *CCFSSE*, designed as a companion to the *Community College Student Report*, elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

Compton Center elected to participate in the *CCFSSE* along with the student survey. A summary of Compton faculty responses along with comparisons of student and faculty perceptions will be released soon.

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4q, 9c, 9e, & 15

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Developmental Education, ESL, Study Skills, and Orientation Courses

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