

Texas Association for Institutional  
Research  
37<sup>th</sup> Annual Conference  
Addison Texas

**Exploratory Analysis of Faculty  
Perceptions and Students self-reported  
time use behavior on the CCSSE and  
CCFSSE**

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# Overview

- Review the surveys
  - Community College Survey of Student Engagement (CCSSE)
  - Community College Faculty Survey of Student Engagement (CCFSSE)
- Time use questions on both surveys
- Research on student time use behavior and academic performance
- Impact of time use on self-reported GPA



# Overview

- Exploratory subgroup analysis of student time-use
- Faculty Perceptions of time use compared to Student's reported use of time
- Discussion
  - Impact of Faculty perceptions of student time use and availability academic expectations
  - Future research



# CCSSE

The *CCSSE* survey asks students about their college experiences —

- how they spend their time;
- what they feel they have gained from their classes;
- how they assess their relationships and interactions with faculty, counselors, and peers;
- what kinds of work they are challenged to do;
- how the college supports their learning; and so on.





# CCSSE Benchmarks

The five CCSSE benchmarks are:

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

Benchmark scores are standardized so that all CCSSE Cohort respondents have a mean of 50 and standard deviation of 25



# The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example:  Correct Mark  Incorrect Marks

1. Did you begin college at this college or elsewhere?  Started here  Started elsewhere
2. Thinking about this current academic term, how would you characterize your enrollment at this college?  Full-time  Less than full-time
3. Have you taken this survey in another class this term?  Yes  No

4. In your experiences at this college during the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# CCSSE at ACC

- Five administrations of CCSSE at ACC (2002, 2003, 2005, 2007, 2010, 2013)
- Most Recent administration Spring 2013
- Percent of target = 64%

*Community College Survey of Student Engagement*  
 2013 Appendix Table 2  
 2013 CCSSE Cohort Colleges: Percent of Target

College	State	Year of Participation	Adjusted Survey Count	Targeted Number of Surveys	Percent of Target
All Colleges in 2013 CCSSE Cohort			459481	581600	79%
All Extra Large Colleges in Cohort			89773	106200	85%
American River College	CA	2013	1434	1500	96%
Anne Arundel Community College	MD	2012	1164	1200	97%
Austin Community College	TX	2013	960	1500	64%



# CCFSSE

- Asks faculty about:
  - Perceptions of student experiences
  - Teaching practices
  - Institutional practices
- Also focuses on student engagement

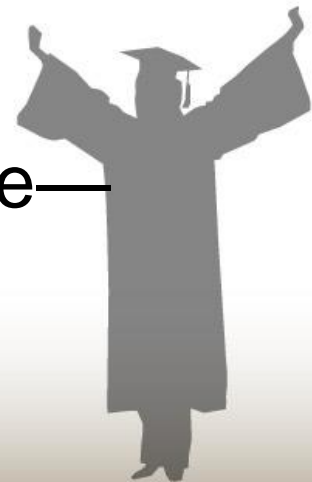




# CCFSSE

## The Community College Faculty Survey of Student Engagement (*CCFSSE*)

- elicits information from faculty about their perceptions regarding students' educational experiences,
- their teaching practices, and
- the ways they spend their professional time—both in and out of the classroom.



# CCFSSE

How often do students in your selected course section do the following?

	Very often	Often	Sometimes	Never	Don't know
Ask questions in class or contribute to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a class presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a paper that requires integrating ideas or information from various sources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutor or teach other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project as a part of a regular course	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use e-mail to communicate with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# CCFSSE at ACC

- Community College Faculty Survey of Student Engagement (CCFSSE; Spring 07,10,13)
- N=692 responded out of 2,064, response rate=33.5%



# Specific Time Oriented Items

10. About how many hours do you spend in a typical 7-day week doing each of the following?

	None	1 - 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working for pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Commuting to and from classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





# Student Time Use

<< View Previous



About how many hours do you think full- and part-time students on average at this college spend in a typical 7-day week doing each of the following?

Number of hours per week

None    1 - 5    6 - 10    11 - 20    21 - 30    30 +

Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)

Working for pay

Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)

Providing care for dependents living with them (parents, children, spouse, etc.)

Commuting to and from classes

Save and Exit

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# Empirical Research on Student Time

- There is empirical support for perceived relationship between student time use (“time management”) and academic performance
  - Research has found a positive correlation between a person’s ability to manage his/her time and academic performance (Britton & Tesser, 1991; Conte 1996; Macan, Shahani, Dipboye & Phillips, 1990).
  - Conte (1996), for example, in a meta-analysis reported a mean corrected correlation of  $r = .31$  between time management and academic performance.
  - Class attendance strong predictor of class grades and GPA (Crede, Roch & Kieszczynka, 2010)



# Non-Academic (Psych-Social) Factors

Our findings indicate that the non-academic factors of academic-related skills, academic self-confidence, academic goals, institutional commitment, social support, certain contextual influences (institutional selectivity and financial support), and social involvement all had a positive relationship to retention (Table 2). The strongest<sup>7</sup> factors were academic-related skills, academic self-confidence, and academic goals. Institutional commitment, social support, the contextual influences of institutional selectivity and financial support, and social involvement had a moderate relationship. Achievement motivation and general self-concept had a weak relationship. The contextual influence of institutional size had no relationship to college retention.

Lotkowski, Robbins & North (2004). The role of academic and non-academic factors in improving college retention.



# CCSSE Time-use Items & GPA Correlation Matrix

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations							
	ACADPR01	PAYWORK	COCURR01	CAREDE01	COMMUTE	SKIPCLAS	GPA
<b>ACADPR01</b>	1.00000	-0.19050	0.10513	0.05297	0.13944	-0.16137	0.15792
10a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)		<.0001	0.0010	0.0987	<.0001	<.0001	<.0001
	976	971	975	973	973	971	957
<b>PAYWORK</b>	-0.19050	1.00000	-0.06500	0.01405	-0.04104	0.07769	-0.00328
10b Working for pay	<.0001		0.0428	0.6622	0.2016	0.0156	0.9195
	971	973	972	970	970	968	954
<b>COCURR01</b>	0.10513	-0.06500	1.00000	0.05137	0.18760	0.00578	0.03193
10c Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	0.0010	0.0428		0.1091	<.0001	0.8570	0.3235
	975	972	978	974	975	973	958
<b>CAREDE01</b>	0.05297	0.01405	0.05137	1.00000	0.11585	-0.08694	-0.00664
10d Providing care for dependents living with you (parents, children, spouse, etc.)	0.0987	0.6622	0.1091		0.0003	0.0067	0.8376
	973	970	974	975	973	970	956
<b>COMMUTE</b>	0.13944	-0.04104	0.18760	0.11585	1.00000	-0.01978	-0.05280
10e Commuting to and from classes	<.0001	0.2016	<.0001	0.0003		0.5382	0.1028
	973	970	975	973	976	971	956
<b>SKIPCLAS</b>	-0.16137	0.07769	0.00578	-0.08694	-0.01978	1.00000	-0.13421
4u Skipped class	<.0001	0.0156	0.8570	0.0067	0.5382		<.0001
	971	968	973	970	971	991	963
<b>GPA</b>	0.15792	-0.00328	0.03193	-0.00664	-0.05280	-0.13421	1.00000
At this college, in what range is your overall college grade average?	<.0001	0.9195	0.3235	0.8376	0.1028	<.0001	
	957	954	958	956	956	963	968



# CCSSE Time-use Items and Benchmark Scores Correlation Matrix

Pearson Correlation Coefficients  
 Prob > |r| under H0: Rho=0  
 Number of Observations

	ACADPR01	PAYWORK	CAREDE01	ACTCOLL	ACCHALL	STUFAC	SUPPORT
<b>ACADPR01</b>	1.00000	-0.19050	0.05297	0.20934	0.36168	0.25688	0.13897
10a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	<.0001	<.0001	0.0987	<.0001	<.0001	<.0001	<.0001
	976	971	973	976	976	976	976
<b>PAYWORK</b>	-0.19050	1.00000	0.01405	0.03509	0.00811	-0.02315	-0.05953
10b Working for pay	<.0001		0.6622	0.2741	0.8006	0.4707	0.0634
	971	973	970	973	973	973	973
<b>CAREDE01</b>	0.05297	0.01405	1.00000	0.09616	0.07229	0.03289	0.07952
10d Providing care for dependents living with you (parents, children, spouse, etc.)	0.0987	0.6622		0.0026	0.0240	0.3049	0.0130
	973	970	975	975	975	975	975
<b>ACTCOLL</b>	0.20934	0.03509	0.09616	1.00000	0.43457	0.54489	0.27096
Benchmark Active and Collaborative Learning	<.0001	0.2741	0.0026		<.0001	<.0001	<.0001
	976	973	975	996	996	996	990
<b>ACCHALL</b>	0.36168	0.00811	0.07229	0.43457	1.00000	0.49475	0.39364
Benchmark Academic Challenge	<.0001	0.8006	0.0240	<.0001		<.0001	<.0001
	976	973	975	996	996	996	990
<b>STUFAC</b>	0.25688	-0.02315	0.03289	0.54489	0.49475	1.00000	0.38239
Benchmark Student Faculty Interaction	<.0001	0.4707	0.3049	<.0001	<.0001		<.0001
	976	973	975	996	996	996	990
<b>SUPPORT</b>	0.13897	-0.05953	0.07952	0.27096	0.39364	0.38239	1.00000
Benchmark Support for Learners	<.0001	0.0634	0.0130	<.0001	<.0001	<.0001	
	976	973	975	990	990	990	990

# CCSSE Time-use Items and Faculty Interaction items Correlation Matrix

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations								
	ACADPR01	EMAIL	FACGRADE	FACPLANS	FACIDEAS	FACFEED	WORKHARD	FACOTH
<b>ACADPR01</b>	1.00000	0.23300	0.22429	0.16696	0.18455	0.10901	0.30746	0.06290
10a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)		<.0001	<.0001	<.0001	<.0001	0.0007	<.0001	0.0518
	976	966	969	971	971	967	967	957
<b>EMAIL</b>	0.23300	1.00000	0.55253	0.30582	0.30878	0.27352	0.30117	0.15241
4k Used email to communicate with an instructor		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
	966	986	978	981	979	977	976	966
<b>FACGRADE</b>	0.22429	0.55253	1.00000	0.40350	0.41521	0.32036	0.35983	0.25652
4l Discussed grades or assignments with an instructor		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
	969	978	988	983	982	979	979	970
<b>FACPLANS</b>	0.16696	0.30582	0.40350	1.00000	0.45358	0.19706	0.30812	0.26816
4m Talked about career plans with an instructor or advisor		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
	971	981	983	991	984	981	981	972
<b>FACIDEAS</b>	0.18455	0.30878	0.41521	0.45358	1.00000	0.23623	0.29655	0.35665
4n Discussed ideas from your readings or classes with instructors outside of class		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
	971	979	982	984	989	980	980	971
<b>FACFEED</b>	0.10901	0.27352	0.32036	0.19706	0.23623	1.00000	0.31761	0.10029
4o Received prompt feedback (written or oral) from instructors on your performance		0.0007	<.0001	<.0001	<.0001	<.0001	<.0001	0.0018
	967	977	979	981	980	986	977	968
<b>WORKHARD</b>	0.30746	0.30117	0.35983	0.30812	0.29655	0.31761	1.00000	0.22901
4p Worked harder than you thought you could to meet an instructors standards or expectations		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
	967	976	979	981	980	977	986	967
<b>FACOTH</b>	0.06290	0.15241	0.25652	0.26816	0.35665	0.10029	0.22901	1.00000
4q Worked with instructors on activities other than coursework		0.0518	<.0001	<.0001	<.0001	<.0001	0.0018	<.0001
	957	966	970	972	971	968	967	976



# Research on Student time Use

- Why isn't the correlation higher between Preparing for Class and GPA?
  - Control variables
  - Performance = Ability\**Motivation*
  - Quality of studying moderates the relationship between time spent and GPA (Noonis & Hudson, 2006)
- What do you think?



# Number of Hours Spent Studying CCSSE National Results

- Number of hours spent studying at the community college level is shockingly low for many students!
  - National Results of CCSSE (N=431,319)
  - Hours spent preparing for class  $\leq 10$ 
    - All 70.7%
    - Full-time 63.1%
    - Part-time 76.1%



# Number of Hours Spent Studying CCSSE National Results

*Community College Survey of Student Engagement - 2014 Cohort*

**2014 Frequency Distributions - Main Survey**

Breakout by Enrollment Status

[Unweighted]

			Less Than Full-Time		Full-Time	
Item	Variable	Responses	Count	Percent	Count	Percent
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	None	2,077	1.7	3,700	1.2
		1-5 hours	52,867	44.0	100,994	32.4
		6-10 hours	36,521	30.4	91,944	29.5
		11-20 hours	19,443	16.2	67,928	21.8
		21-30 hours	6,147	5.1	29,336	9.4
		More than 30 hours	3,022	2.5	17,777	5.7
		<b>Total</b>	<b>120,077</b>	<b>100.0</b>	<b>311,679</b>	<b>100.0</b>



# Sub-group Analysis

- Subgroup Analysis
  - This is not that hard to do
  - Valuable as discussion point for the feedback of CCSSE results

```
|  
❏ proc freq data=CCSSE13;  
  table ACADPR01/  
  where paywork in (0,1,2,);  
  where also carede01 in (0,1,2,);  
  title 'paywork and care for dependents < = 10 hours';  
  run;
```

---



# Sub-group Analysis

	Pay Work and Dependent Care Hours Combined					
	< = 20 hours		22 - 40 hours		> 42 hours	
	N	%	N	%	N	%
Studying						
None	4	1%	0	0%	1	1%
1-5 hours	76	27%	1	9%	30	38%
6-10hours	70	25%	4	36%	20	25%
11-20hours	83	29%	4	36%	19	24%
21-30 hours	30	11%	2	18%	7	9%
More than 30 hours	20	7%	0	0%	2	3%
Total	283	100%	11	100%	79	100%

Note: > 42 hours includes students who selected response options 4,5 working for pay (PAYWORK) and 4,5 for Dependent Care (CAREDE01) so at a minimum the hours together would be 42 hours.





# Assumptions of student workload?

- Is there an assumption that students are spending their time working or dependent care and that is why they are not studying more?
- What do you think?



# High Expectations Matter

- Importance of high faculty expectations!

High expectations are an essential condition for student success. Simply put, no one rises to low expectations. But establishing high expectations is no simple matter. It requires more than just words, more than telling students that the community college holds high expectations for them. It also requires the establishment of policies and practices — and in turn, patterns of faculty, staff, and student actions — that reinforce those words in everyday practice. High expectations have to be experienced, not simply heard.

Community College Survey of Student Engagement (CCSSE). (2008). High Expectations and High Support.



# Student Perceptions of Faculty Expectations

Item	Variable	Responses	Your College		Ex-Large Colleges		2013 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	425	44.6	41,453	47.3	203,530	45.0
		Sometimes	356	37.4	31,432	35.9	169,674	37.5
		Often	108	11.3	10,389	11.9	55,980	12.4
		Very often	64	6.7	4,298	4.9	23,414	5.2
		Total	952	100.0	87,572	100.0	452,599	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	62	6.5	7,395	8.4	33,710	7.4
		Sometimes	263	27.7	30,065	34.3	153,393	33.8
		Often	390	41.1	33,385	38.0	176,924	39.0
		Very often	234	24.6	16,934	19.3	89,429	19.7
		Total	948	100.0	87,779	100.0	453,457	100.0
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	132	14.0	8,894	10.1	42,969	9.5
		Sometimes	363	38.2	32,685	37.2	167,507	36.9
		Often	319	33.6	31,248	35.6	163,648	36.1
		Very often	135	14.2	15,035	17.1	79,663	17.6
		Total	950	100.0	87,863	100.0	453,787	100.0

# Faculty Perceptions and Student behavior

Do faculty perceptions and student self reported behavior agree as to the amount of time typically spent on the CCSSE and CFSSE?

Question # 1 Preparing for class

Question # 2 Working

Question # 3 Participating in college sponsored activities

Question # 4 Dependent Care

Question # 5 Commuting



# Hypotheses

Null hypothesis: No difference

$$H_0: \mu_1 = \mu_2$$

Research hypothesis: There is a difference

$$H_1: \mu_1 \neq \mu_2$$





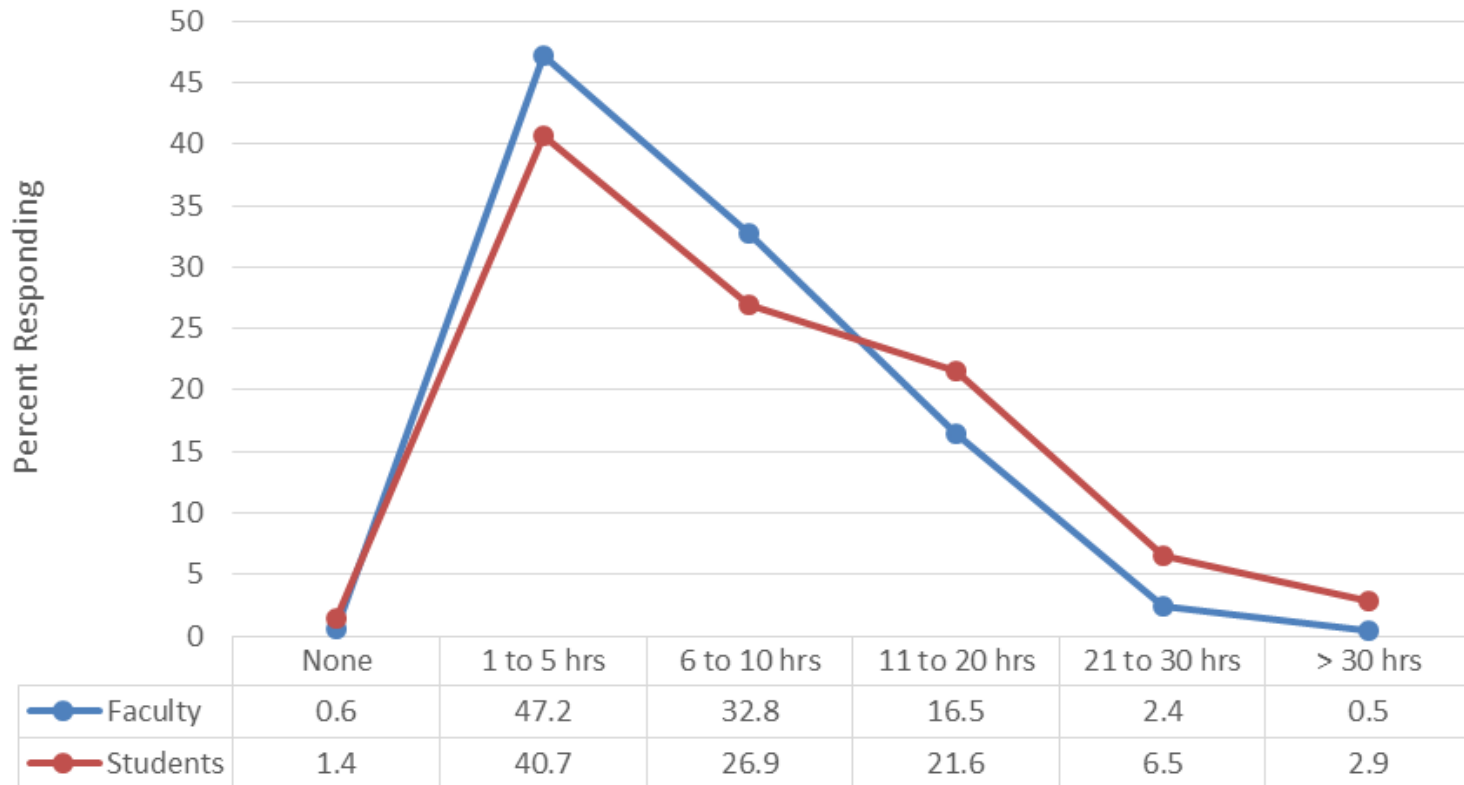
# t test significant differences

About how many hours do you spend in a typical 7-day week	Mean Survey Response			t-test	
	Faculty	Students	Difference	t	Significance
Preparing for class	1.7	2.0	-0.3	-4.9	p < .01
Working for pay	3.9	3.1	0.8	7.9	p < .01
Participating in college sponsored activities	0.8	0.2	0.6	7.9	p < .01
Providing care for dependents	3.0	1.3	1.7	18.5	p < .01
Commuting to and from classes	1.5	1.3	0.2	4.1	p < .01
Mean (scale 0 to 5)					
0=none, 1=1 to 5 hours, 2=6 to 10 hours ,3=11 to 20 hours , 4=21 to 30 hours ,5=more than 30 hours					

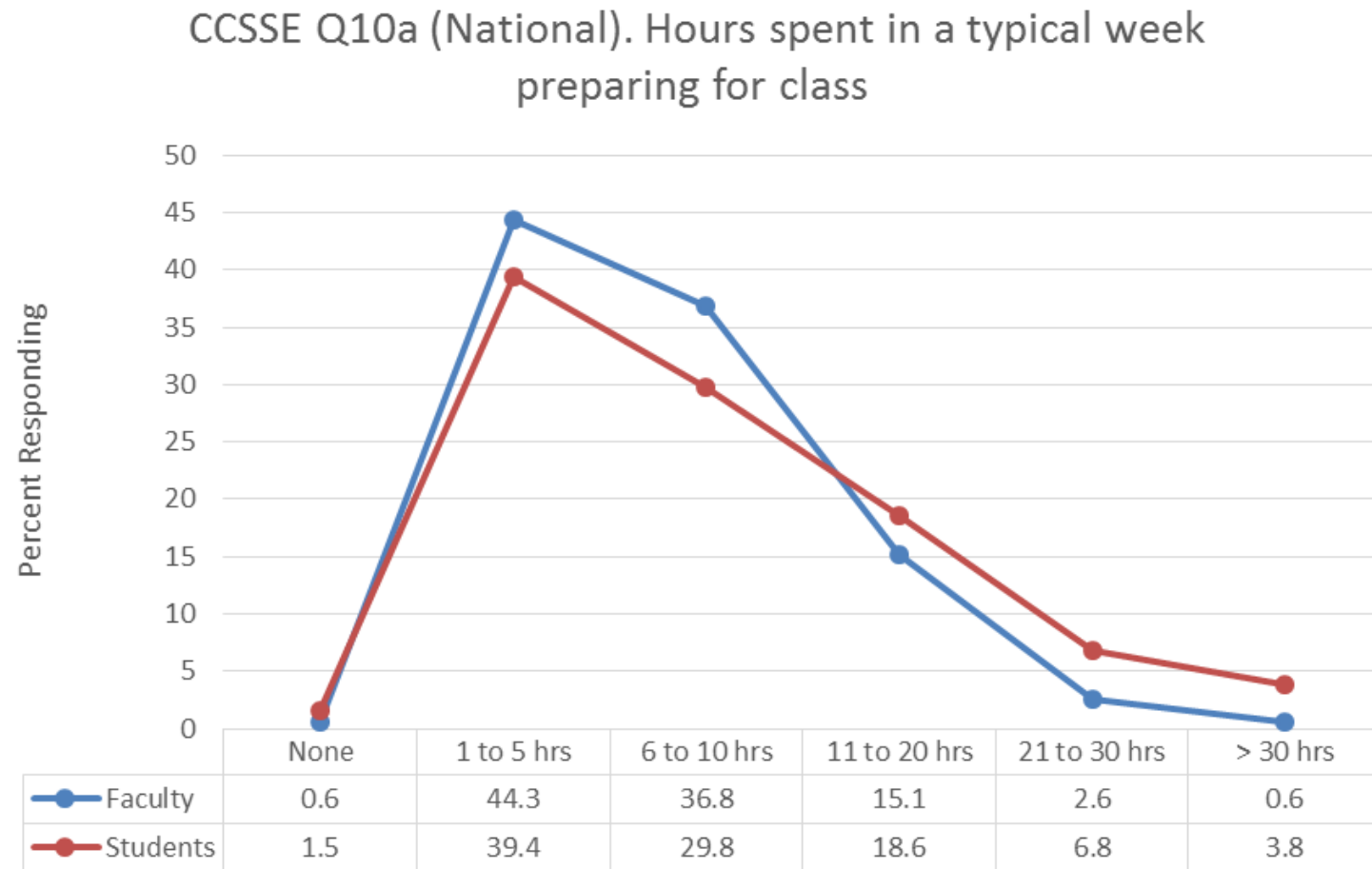


# Preparing for Class: Student responses vs. Faculty perceptions (Institution 2013)

CCSSE Q10a (Institution). Hours spent in a typical week preparing for class

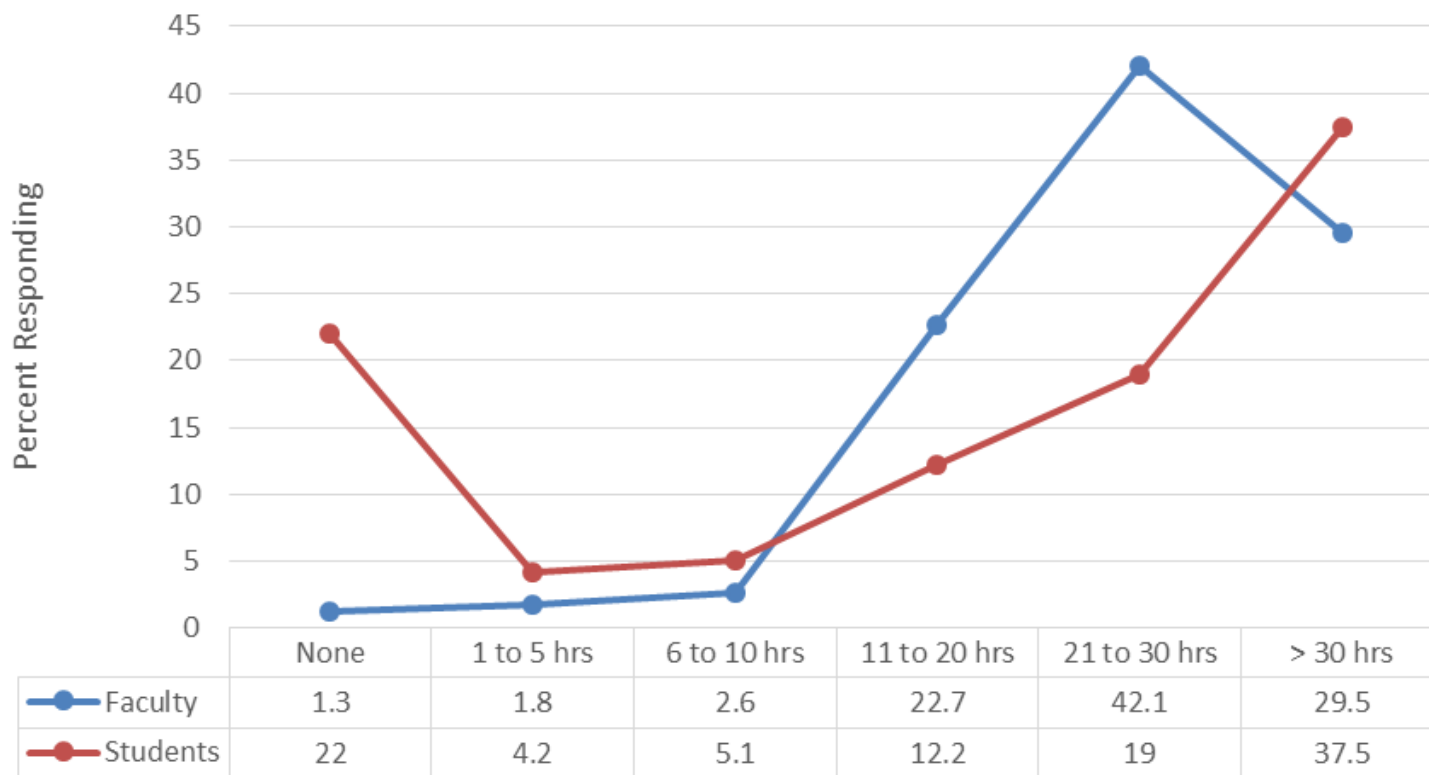


# Preparing for Class: Student responses vs. Faculty perceptions (National, 2014)



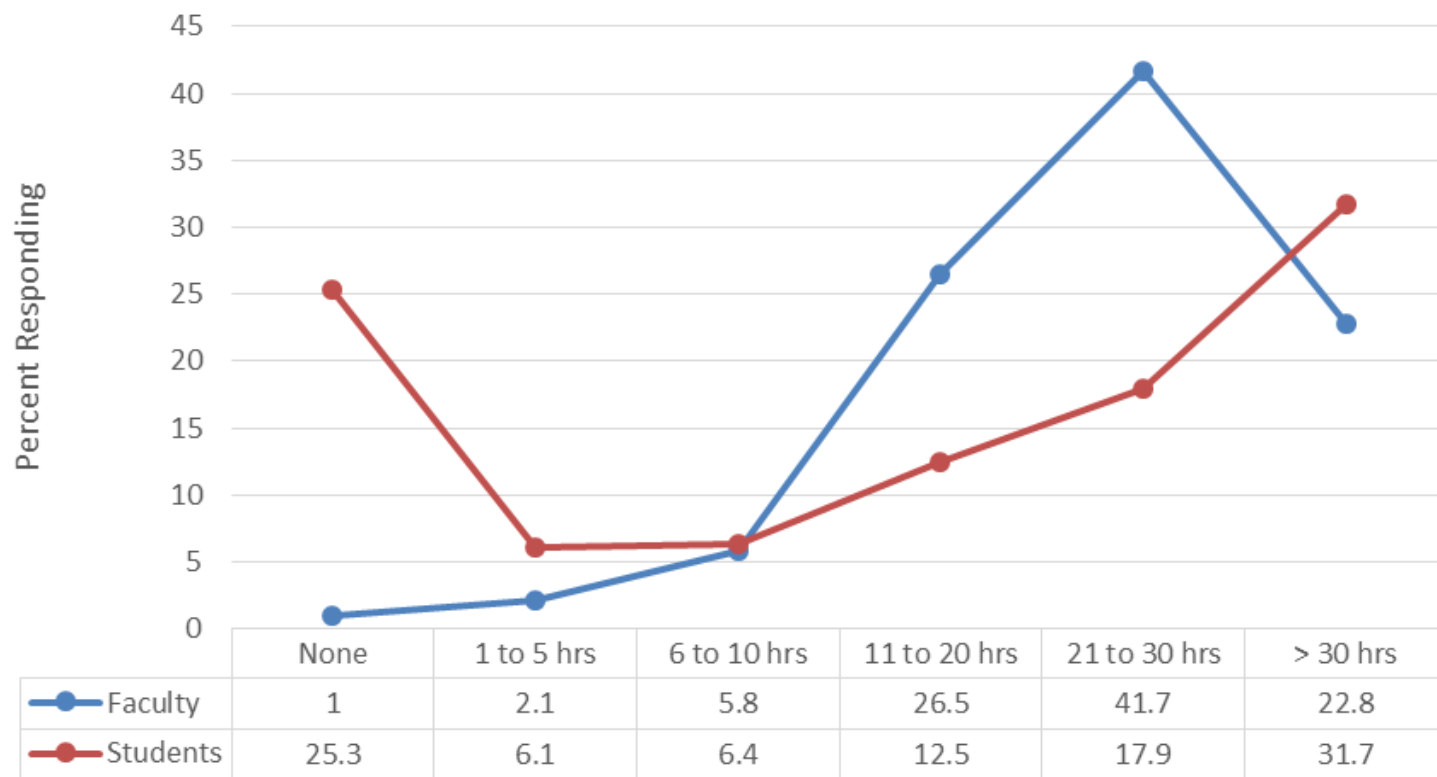
# Working for pay: Student responses vs. Faculty perceptions (Institution 2013)

CCSSE Q10b. (Institution) Hours spent in a typical 7 day week working for pay



# Working for pay: Student responses vs. Faculty perceptions (National 2014)

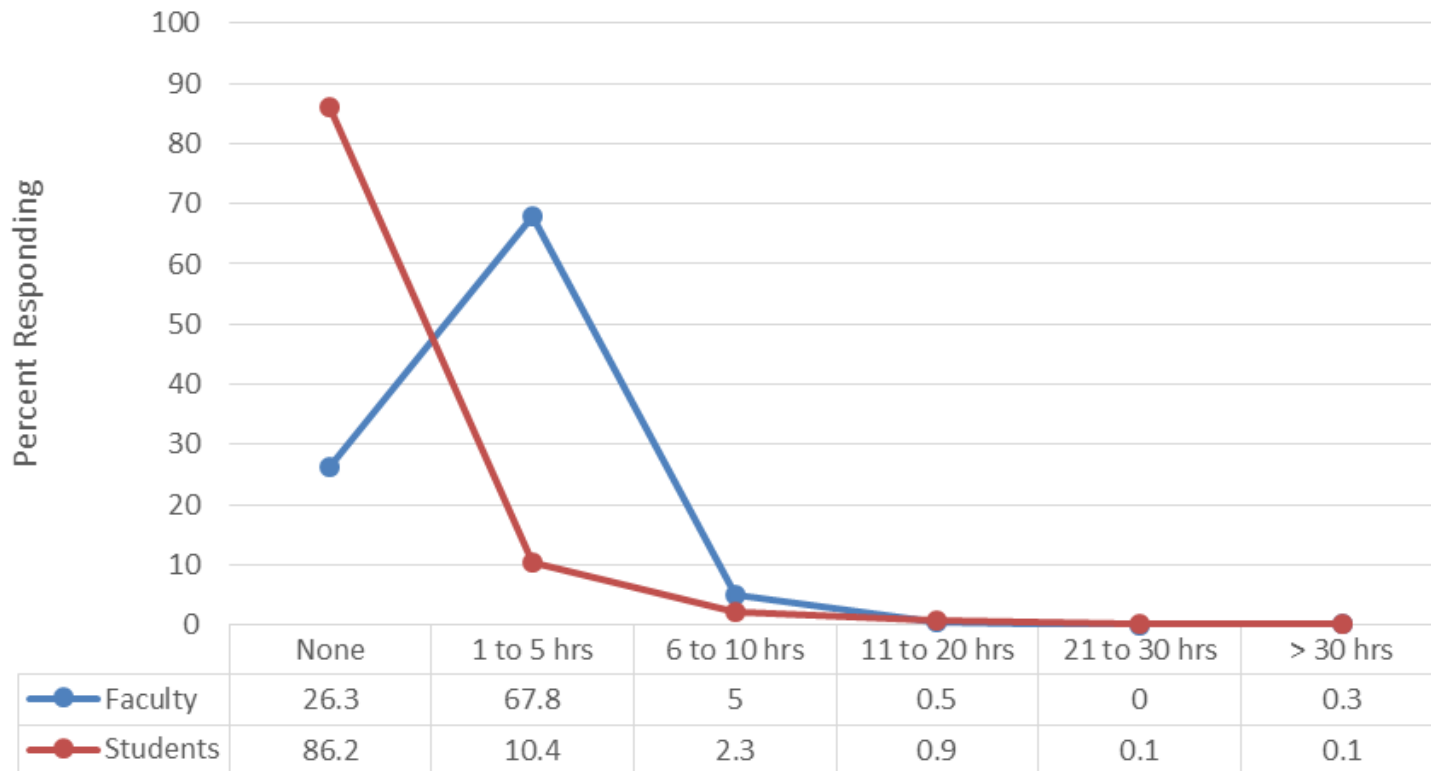
CCSSE Q10b. (National) Hours spent in a typical 7 day week working for pay





# College sponsored activities: Student responses vs. Faculty perceptions (Institution 2013)

CCSSE Q10c. (Institution) Hours spent in a typical 7 day week in college-sponsored activities



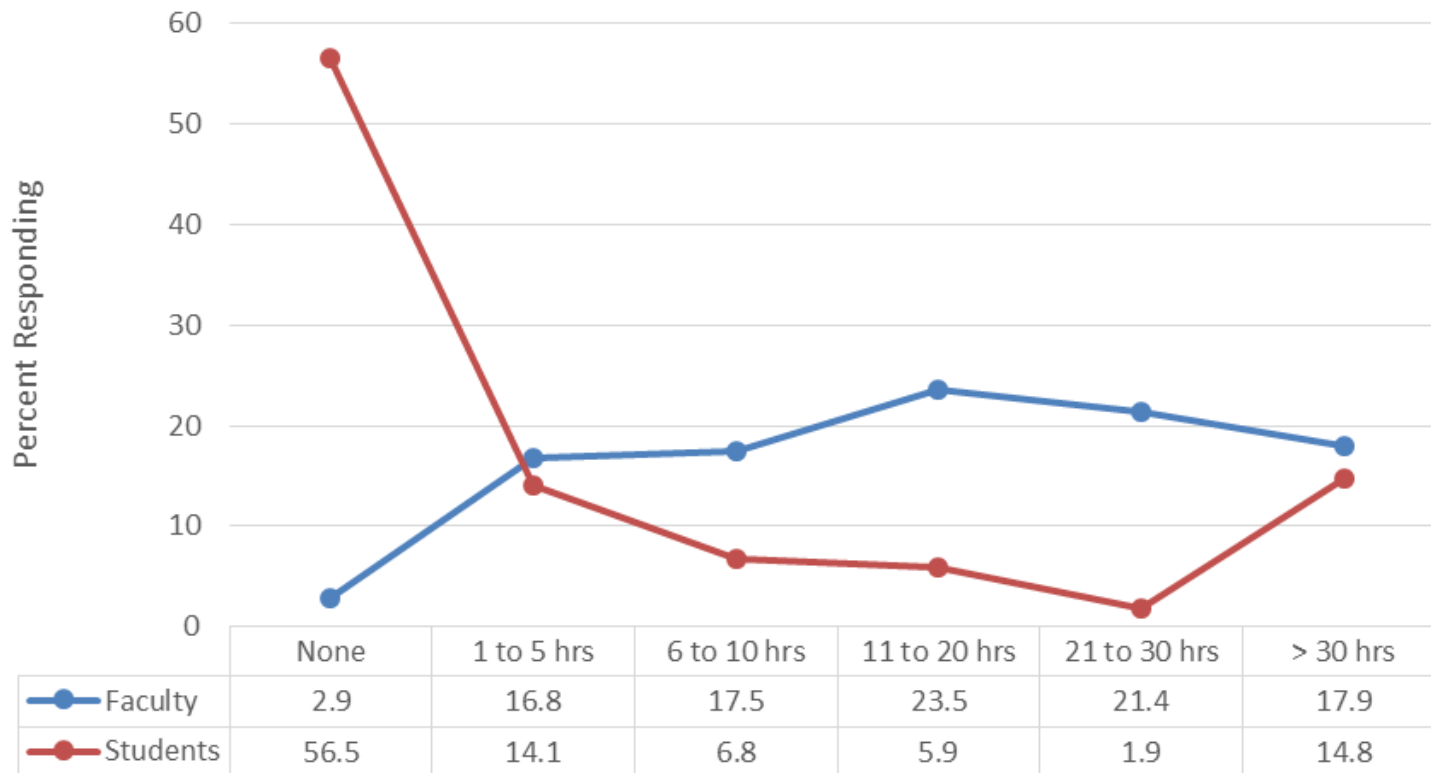
# College sponsored activities: Student responses vs. Faculty perceptions (National 2014)

CCSSE Q10c. (National) Hours spent in a typical 7 day week in college-sponsored activities



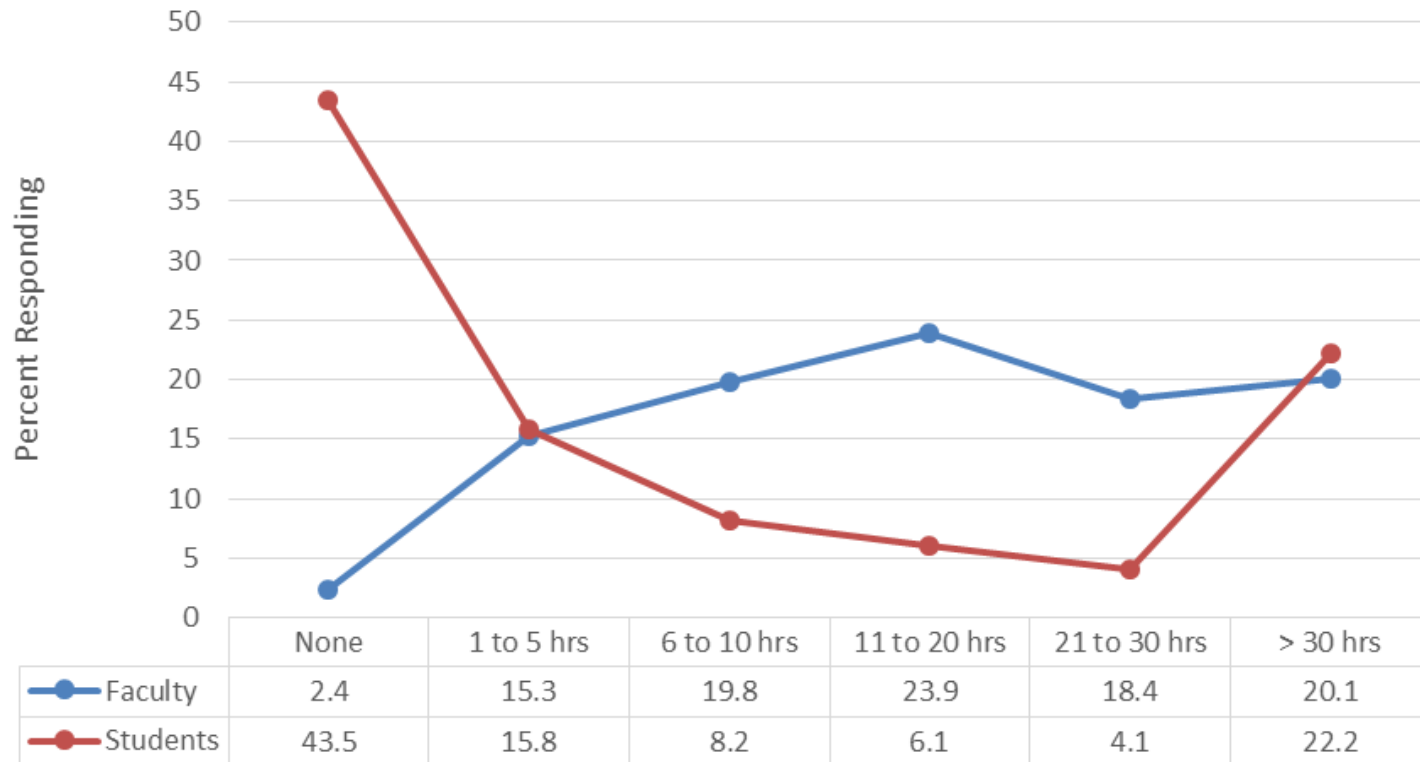
# Dependent Care: Student responses vs. Faculty perceptions (Institution 2013)

CCSSE Q10d. (Institution) Hours spent in a typical 7 day week providing care for dependents



# Dependent Care: Student responses vs. Faculty perceptions (National 2014)

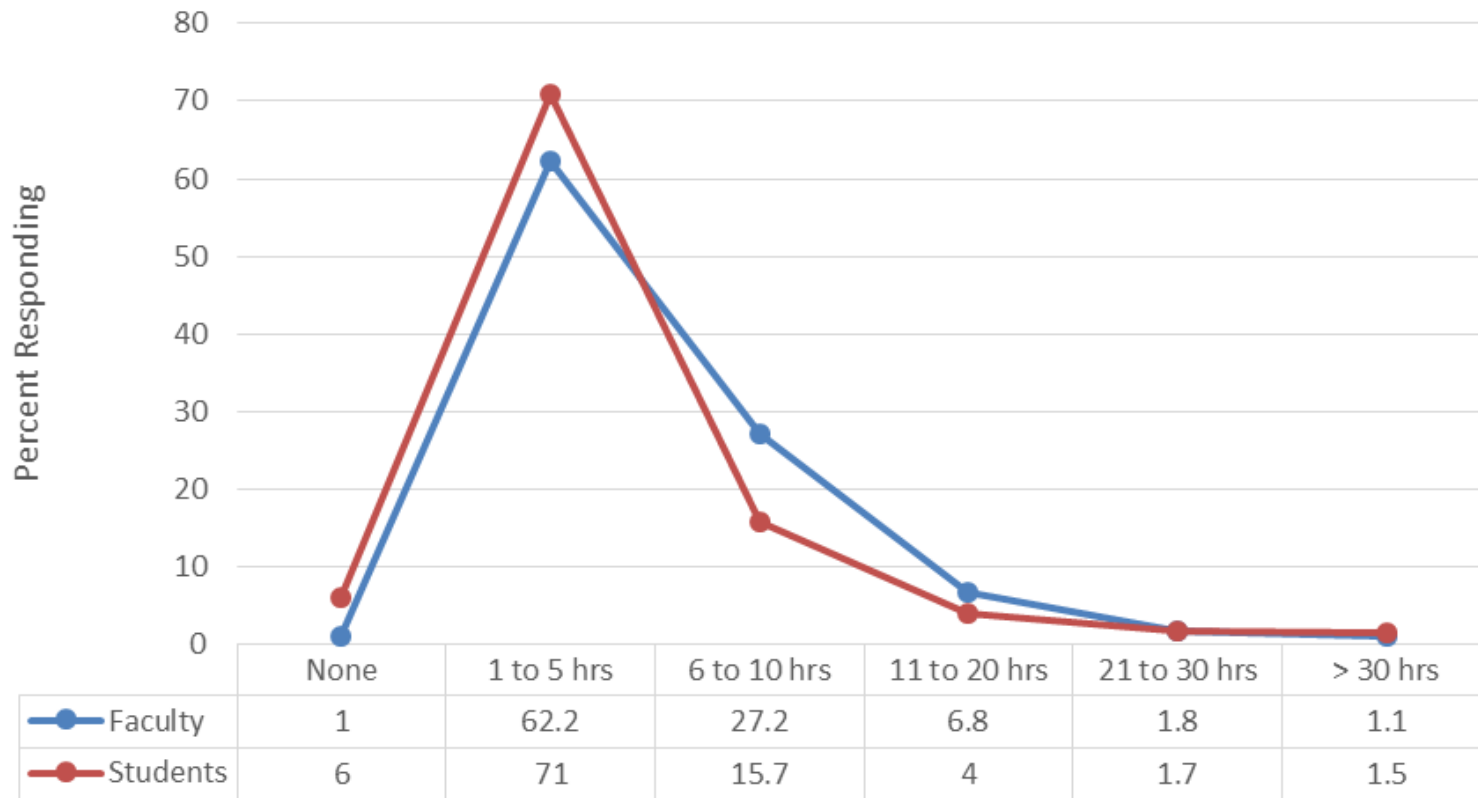
CCSSE Q10d. (National) Hours spent in a typical 7 day week providing care for dependents





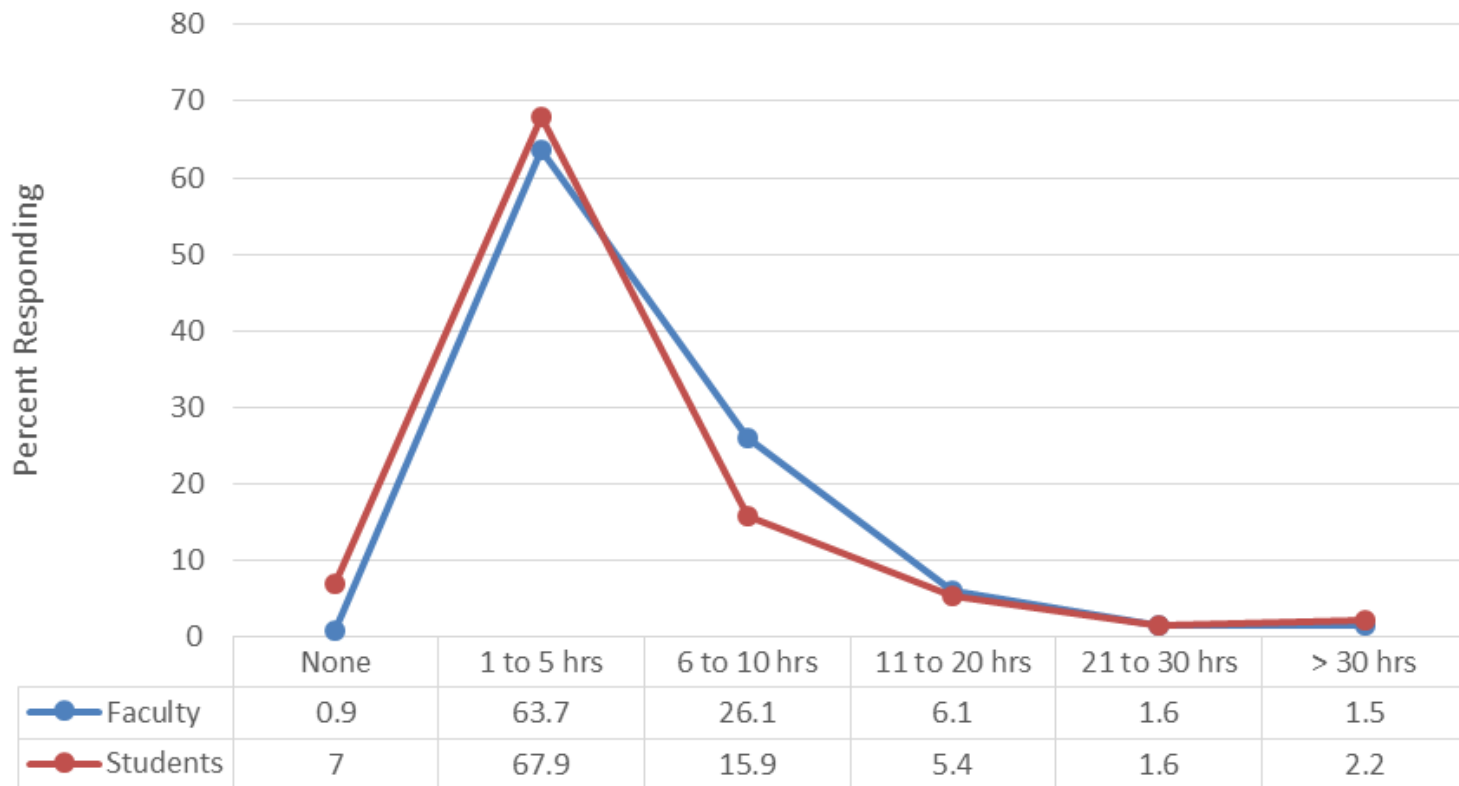
# Commuting: Student responses vs. Faculty perceptions (Institution 2013)

CCSSE Q10e. (Institution) Hours spent in a typical 7 day week commuting to and from classes



# Commuting: Student responses vs. Faculty perceptions (National 2014)

CCSSE Q10e. (National) Hours spent in a typical 7 day week commuting to and from classes



# Discussion

- How are you using your CCSSE/CFSSE results
- Have you looked at faculty expectations
- Future directions for research
  - More complex analysis: Cluster analysis to identify clusters of students
  - Hierarchical linear regression for impact of time on student performance
  - Predictors of faculty expectations



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