

More Than Keeping Score: Comparing Faculty and Student Perceptions of Engagement

THE 2009 ASSESSMENT INSTITUTE
Indiana University-Purdue University Indianapolis
October 25 – October 27, 2009
Indianapolis, Indiana

John Cosgrove and Lawrence J. McDaniel
St. Louis Community College
Track: 04D (CC)
Time: 12:45 - 2:00 p.m.
Monday, October 26, 2009
Council Room

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About CCSSE & CCFSSSE

- CCSSE = National survey that measures community college students' level of engagement in activities associated with academic success.
- CCFSSSE = National survey that elicits information from faculty about their perceptions regarding students' educational experiences, and faculty teaching practices.
- Managed by the Center for Community College Student Engagement, University of Texas at Austin.

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CCSSE & CCFSSSE at STLCC

- A random sample of **courses** were selected from a list submitted to CCSSE and CCSSE selected a set of courses/sections for the student survey.
- Each faculty member whose course/section was selected was also asked to participate in the CCFSSSE.
- About 2,300 students surveys and 165 faculty surveys are used in the analysis.

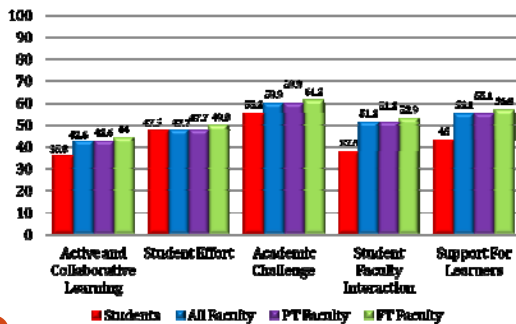
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Exploring the Data

- Student and Faculty data cover a wide range of topics and dimensions including: Active and Collaborative Learning, Academic Challenge, Student Effort, Faculty and Student Interaction, and Support for Learners.
- In addition, STLCC contributions to key student learning outcomes are explored.
- This presentation compares student and faculty responses across a number of key areas.

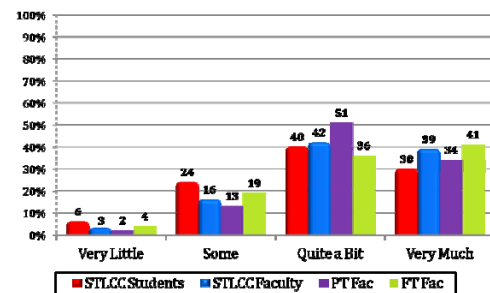
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Student vs. Faculty Scaled Scores On
CCSSE Benchmarks



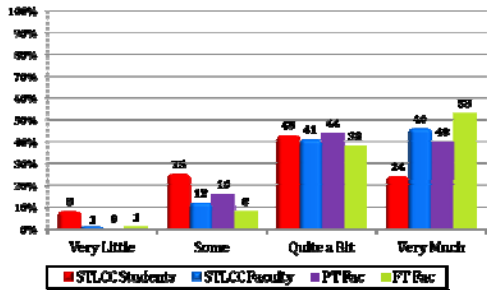
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Student Outcomes: How Much Does STLCC Contribute To
Students Skills/Knowledge In: Acquiring a Broad General
Education [Case 1]



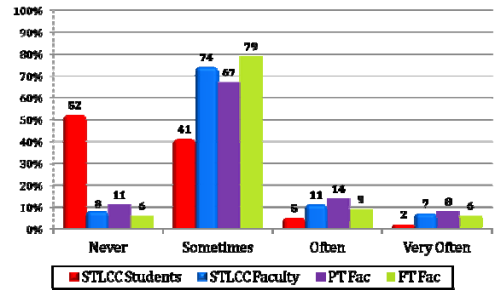
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Student Outcomes: How Much Does STLCC Contribute To Students Skills/Knowledge In: Thinking Critically and Analytically [Case 2]



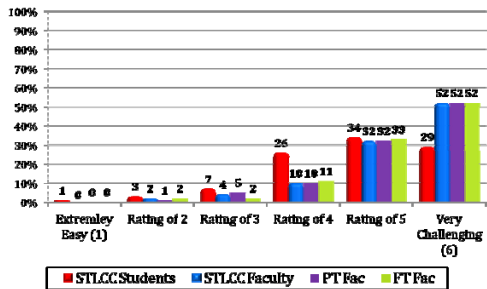
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Student Effort: How Often Do Your Students Skip Class [Case 3]



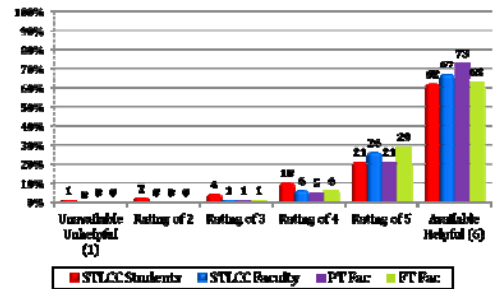
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Academic Challenge: How Challenging Are Your (faculty) Examinations/Assignments? [Case 4]



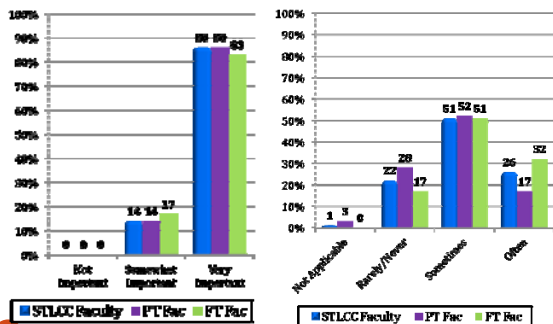
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Student-Faculty Interaction: Quality of Student Relationships With Faculty? [Case 5]



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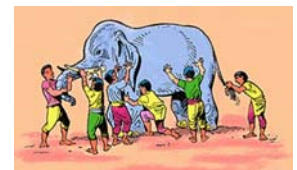
Faculty Value and Faculty Referral: How Important Is Academic Advising/Planning & How Often Do You Refer Students To Academic Advising/Planning [Case 6]



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Our project

Using CCSSE and CCFSE 2009 results, STLCC is conducting a series of workshops in which faculty and students respond to key engagement issues identified by the surveys.



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I DID @ STLCC

Inquire

How and why do faculty and student views of student engagement differ?

Discover

CCSSE + CCFSSSE results

Interpret

Represent faculty views or student views according to the directions provided. Your role-playing should allow faculty and students to explain their perceptions of the results provided in selected cases.

Develop

Which student engagement best practices that “bridge the gaps” should be institutionalized?

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Workshop #1 (10.20.09) STLCC Faculty Role-Play

Represent faculty views and student views on the selected cases according to directions provided below:

1. Divide into 6 groups according to handout.
2. Evens take even cases and odds take odd cases.
3. “Faculty” & “Student” designations (F & S) for each group are assigned.
4. Faculty present their perceptions (fair, surprising, questionable) of the faculty/student gap for the case at hand and students do the same.
5. Offer and record suggestions and recommendations for bridging these perceptual gaps to your group and to other groups.

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Challenges @ STLCC (10.20.09)



- @ 150 faculty/staff / administrators from 4 campuses and every conceivable discipline
- Lecture hall (fixed tables & seats & cramped aisles)
- 75 minutes but late start
- Free lunch on the horizon
- Did we mention, “@ 150 faculty/staff / administrators from 4 campuses ...?”
- 20 + groups, discussion, and reports!!!

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Workshop #2 (10.26.09) IUPUI Assessment Institute Role-Play

Represent faculty views and student views on the selected cases according to directions provided below:

1. Divide into 6 groups according to handout.
2. Evens take even cases (2,4,6) and odds take odd (1,3,5).
3. “Faculty” & “Student” designations (F & S) for each group are assigned.
4. Faculty present their perceptions (fair, surprising, questionable) of the faculty/student gap for the case at hand and students do the same.
5. Offer and record suggestions and recommendations for bridging these perceptual gaps to your group and to other groups.

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IUPUI Results (10.26.09)

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STLCC Results 10.20.09

Outcomes (Cases 1 & 2)

- Because of differing understandings, faculty need to define objectives / outcomes more directly and specifically.
- Don't confuse repetition and reinforcement.
- Don't confuse educational activity with learning / understanding outcomes.

Student Effort (Case 3)

- Students distinguish between “a skip” and “a miss.”
- Faculty “should” distinguish between understanding and obligation.
- Priority A ≠ Priority B, or Priority C, D, E ...

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STLCC Results 10.20.09

Academic Challenge (Case 4)

- According to faculty, faculty's sense of "very challenging" would be defined as "too hard" or even "ridiculous" by students.
- Faculty claim that they drive examinations / assignments toward level 4/5.

Student-Faculty Interaction (Case 5)

- Although a commendable result, some wonder if faculty sometimes confuse "helping" with "enabling."

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STLCC Results 10.20.09

Faculty Value and Faculty Referral (Case 6)

- A significant and false assumption is that students have been "advised."
- A second and significant false assumption is that students continue to engage academic advising / counseling throughout their time at the cc.

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Faculty-recommended "best practices" (10.20.09)

- Learner-centered / outcomes-based pedagogy would encourage closer and more direct attention to students' understanding of critical thinking, general education [eg. see handout from Driscoll, *Developing Outcomes-Based Assessment for Learner-Centered Education* (Stylus 2007)].
- Requiring COL 020 (college orientation class/course) would ensure that students are informed of purpose and function of general education, academic advising.
- Academically "challenging" assignments and exams should recognize the (Bloom) taxonomy of intellectual tasks.
- Provide more counseling / advising more often and in more ways, such as through discipline-based advising.

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What's next?

- CCSSE and CCFSE results have been shared with each campus and campus teams have formed charged with the development of specific action plans regarding campus-identified issues/concerns/strengths.
- Additional CCSSE and CCFSE Gap Analysis is being shared with student and faculty discussion groups to further explore differences in student and faculty perceptions associated with: Student Outcomes, Student Effort, Academic Challenge, and Faculty/Student Interaction.
- District-wide Student Affairs Assessment Task Force is analyzing CCSEE results related to: Student Satisfaction With Support Services (including data related to student perceived value and student usage), Student Effort, and Support for Learners and will develop specific action plans to enhance student engagement in these areas.

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Resources: STLCC Mission-Based Assessment

- "St. Louis Community College Customizes Assessment." *League for Innovation: iStream Project Highlight* (2009): n. pag. Web. February 2009. http://www.league.org/istreamSite/project_index.cfm?id=1041&submit=Open+Edition
- Cosgrove, John, and Lawrence J. McDoniel. "Assessment Is More Than Keeping Score: Moving From Inquiry, Through Interpretation, To Action." *League for Innovation: Learning Abstracts* 12.2 (2009): n. pag. Web. February 2009. <http://www.league.org/blog/post.cfm/assessment-is-more-than-keeping-score-moving-from-inquiry-through-interpretation-to-action>
- Cosgrove, John, and Lawrence J. McDoniel. "Creating a Culture of Action Using Mission-Based Assessment." *Assessment Update* 21.4 (2009): n. pag. Print.
- Cosgrove, John, and Lawrence J. McDoniel. "Mission-Based Assessment to Improve Student Learning and Institutional Effectiveness." Ed. Trudy Banta. *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco: Jossey-Bass, 2009. 220-225.

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John Cosgrove, Director of Institutional Research &
Planning
jcosgrove@stlcc.edu

Lawrence McDoniel, Professor of English
lmcdoniel@stlcc.edu

St. Louis Community College, St. Louis, MO

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