Crisscross: Faculty and Student Perceptions on Engagement

On Professional Development Day, STLCC faculty, staff, and administrators crowded into a Florissant Valley lecture hall to interpret the selected results of the CCSSE and CCFSSE surveys completed last spring. The discussion was lively as well as enlightening.

After a brief introduction by John Cosgrove, Director of Institutional Research & Planning, participants were given a series of cases—comparative results from both surveys—to consider (as follows).

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

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

![Graph: Student Effort: How Often Do Your Students Skip Class](Case 3)

![Graph: Academic Challenge: How Challenging Are Your (faculty) Examinations/Assignments?](Case 4)
After dividing into groups, participants were asked to represent faculty and student views on the selected cases. Finally, groups were asked to share suggestions and recommendations for bridging these perceptual gaps.

During the “report out,” groups volunteered the following observations on the issues discussed:

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 students’ problems and students’ obligation.
- Priority A ≠ Priority B, or Priority C, D, E ... 

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.”

Faculty Value and Faculty Referral (Case 6)
- A false assumption is that students have been “advised” to take your class when they appear in your classroom.
- A second false assumption is that students “on their own” will continue to engage academic advising / counseling throughout their time at the community college.
Finally, participants suggested that the following “best practices” should be implemented.

1. Learner-centered / outcomes-based pedagogy would encourage closer and more direct attention to students’ understanding of critical thinking, general education.
2. Requiring COL 020 (college orientation class/course) would ensure that students are informed of purpose and function of general education, academic advising.
3. Academically “challenging” assignments and exams should recognize the (Bloom) taxonomy of intellectual tasks.
4. Provide more counseling / advising more often and in more ways, such as through discipline-based advising.

As CCSSE and CCFSSE results are disseminated, more opportunities to discuss engagement and “best practices” used to encourage engagement will be offered. Until then, a variety of CCSSE and CCFSSE engagement PowerPoint presentations can be found at the IRP Assessment Portal [http://collegeweb.stlcc.edu/assessment/).

Assessment Council Summary Notes: October 16, 2009

- Finalize Council Charge

After some discussion, the revised Assessment Council charge (following) was accepted. Essentially, the Council will function as before but with the additional responsibility of recommending assessment projects to the (yet-to-be-formed) AQIP Steering Committee.

_The College's Assessment Council will promote and support the design and implementation of appropriate assessment strategies and the collection, interpretation and communication of data related to student academic achievement and institutional effectiveness. The Council will continuously examine the college’s assessment processes. In addition, the Council will review college-wide and campus-based assessment projects (including recommendations for improvement), and recommend key projects to the AQIP Steering Committee for adoption as STLCC AQIP Action Projects._

Discussion related to the Council charge included requests for “formative” critiques on “works in progress.” The Council might provide more opportunities for those working on assessment projects to consult with the Council. It was suggested that such should occur earlier in the academic year, certainly before the STLCC Assessment Showcases that are scheduled throughout April at the campuses.

- Update on Movement to AQIP
The next step in applying for participation in AQIP requires that the college conduct a self-study whose purpose is to determine the college’s awareness of continuous improvement and essentially what doing AQIP will require. Initially, the college had hoped to use AQIP Examiner, a survey instrument specifically designed to do that. However, the college was notified that AQIP Examiner is being revised and in currently unavailable. AQIP recommended that STLCC develop its own survey instrument, using the concepts of AQIP Examiner and the Baldrige Model (http://www.baldrige.com/). Consequently, John Cosgrove, Institutional Research & Planning, will design and circulate a survey instrument that will allow the college to gauge the level of STLCC’s familiarity with the principles of continuous improvement.

Vice Chancellor Donna Dare reported that the college hopes to apply for acceptance to AQIP this spring. Discussion that followed focused on the college’s “readiness” thanks to the success of its Mission-Based Assessment Model and the need to assure all who would participate that the college will provide whatever support necessary for AQIP-related processes and projects.

- Update on Mission-Based Plans and Campus-Based / Division Assessment Plans

As of Friday, October 16, most of the Mission-Based Assessment plans and all of the Campus-Based (Division/Departments) Assessment plans for 2009-2010 have been submitted.

- Update on CCSSE and CCFSSE results

IRP is working with the Student Affairs Mission-Based Group to interpret the CCSSE and CCFSSE data. At their last meeting, IRP provided a description and discussion of the CCSEE results related to the following key areas: Student Satisfaction (including data related to student perceived value and student usage) With Support Services, Student Effort, and Support for Learners. Cosgrove and Works recommended that the group focus its data analysis and interpretation on these three areas. The group accepted that recommendation and asked IRP to provide additional subgroup analysis, including comparisons of STLCC data to data from large urban community colleges.

In addition, each campus has received a copy of their CCSSE data notebook and the CCSSE password required to conduct additional analysis.

A variety of CCSSE and CCFSSE engagement PowerPoint presentations can be found at the IRP Assessment Portal http://collegeweb.stlcc.edu/assessment/).

- FYI

T - E - Assessment – M sessions @ Professional Development Day, Oct 20 at Florissant Valley Campus. A number of sessions (see below) on assessment will be offered on Professional Development Day as part of the Assessment Strand.
The next meeting of the Assessment Council will be on Friday, Nov 13, 2:30 – 4:00 p.m., at the Wildwood Campus, Multipurpose Room 102A.

Moving Toward AQIP (Academic Quality Improvement Program)

As we approach the application process for becoming an AQIP school, STLCC is ratcheting up our AQIP knowledge base. For professional development day, a presentation on AQIP 201, “AQIP 201: What’s Next?” hosted by Vice Chancellor Donna Dare and Professor Timothy Roach, outlined some next steps in pursing AQIP as STLCC’s option for accreditation. Attendees discussed the ways in which membership in AQIP might positively influence college culture. These might include increased interaction and wider participation among stakeholders regarding continuous quality improvement projects. The session also included the opportunity for input from the participants on how we as an institution will respond to specific questions in the AQIP application.

To provide further context for our application, Institutional Research and Planning will be conducting a survey of employees to glean insight regarding the college’s readiness to transition to a culture of continuous quality improvement.

In Sight & On Site, On Campus and Off

“More Than Keeping Score: Comparing Faculty and Student Perceptions of Engagement”
September 25-27, 2009
Assessment Institute
Indianapolis, Indiana

Using CCSSE and CCFSE 2009 data, John Cosgrove and Larry McDoniel will portray the college’s results and accompanying discussions held with faculty and students, provide
samples of these conversations, and invite participants’ reactions to findings and resulting projects.

**STLCC Assessment Council Meeting Calendar**

<table>
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<tr>
<th>Date / Time</th>
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<tr>
<td>Fri, Nov 13</td>
<td>Wildwood</td>
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<td>2:30 – 4</td>
<td>Multipurpose Rm 102 A</td>
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<td>Fri, Dec 4</td>
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<td>2:30 – 4</td>
<td>BA 105</td>
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<td>Fri, Jan 29</td>
<td>Forest Park</td>
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<td>Fri, Feb 19</td>
<td>Florissant Valley</td>
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<td>Fri, Mar 12</td>
<td>Wildwood</td>
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<tr>
<td>2:30 – 4</td>
<td>Multipurpose Rm 102 A</td>
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<td><strong>Fri, April 30</strong></td>
<td>Meramec</td>
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<td><strong>12 pm – 3 pm</strong></td>
<td><strong>Student Center 200 - 201</strong></td>
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<td>(Assessment of Assessment)</td>
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<tr>
<td>Fri, May 7</td>
<td>Forest Park</td>
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<td>2:30 – 4</td>
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“Save the Date!!!”

Following is a table listing important events relative to assessment and AQIP scheduled for 2009 – 2010. Please include these in your “must do” calendars and plans for this academic year.
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<thead>
<tr>
<th>Date</th>
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<tr>
<td>April, 2010</td>
<td>Campus-Based [Divisions/Departments] Assessment Showcases</td>
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### Announcing ...

The 2009 Assessment Institute  
The Westin Indianapolis  
50 South Capitol Avenue  
Indianapolis, Indiana  
Pre-Institute Workshops: October 25, 2009  
Institute Dates: October 26-27, 2009  
[http://www.planning.iupui.edu/institute](http://www.planning.iupui.edu/institute)

The Assessment Institute in Indianapolis is the nation’s oldest and largest event focused exclusively on Outcomes Assessment in Higher Education.

**Performance Assessment in Higher Education**  
Harvard Graduate School of Education  
November 1-3, 2009  

The program brings together faculty experts and leading practitioners with considerable experience developing, implementing and sustaining campus-based assessment processes. The program focuses on the practical challenges of fostering institutional cultures of assessment and accountability.

**AAC & U Gen Ed and Assessment: Maintaining Momentum, Achieving New Priorities**  
Network for Academic Renewal Conference  
February 18-20, 2010  
Seattle, Washington  
[http://www.aacu.org/meetings/generaleducation/index.cfm](http://www.aacu.org/meetings/generaleducation/index.cfm)

The conference will draw on AAC&U’s long-standing projects and publications on general education reform including work to bring diversity, global, and civic learning into general
education and models for advancing scientific and quantitative literacy through real-world curricula and problem-based pedagogies.

10th Annual Texas A&M University Assessment Conference
February 21-23, 2010
Hilton Conference Center
College Station, Texas
http://assessment.tamu.edu/conference/index.html

“Recognizing change as a powerful vehicle for achieving success is an important part of this year’s conference theme. Our assessment community is interested not only in what is being done, but what changes are being made to that assessment process, what are the long term implications and plans, what are the next steps?”

League for Innovation Innovations 2010
March 28-31, 2010
Baltimore, Maryland
http://www.league.org/i2010/

Innovations 2010 is the premier event for professionals dedicated to improving organizational teaching and learning, and discovering new approaches for enhancing the community college experience. The conference provides a tremendous forum for collaboration among academic experts and leading community college professionals, while granting participants exclusive access to the most inventive and thought-provoking programs from around the world.

Conference on Quality in Higher Education
115th Annual Meeting of NCA / The Higher Learning Commission
The Higher Learning Commission
Chicago, IL 60602
April 9 -13, 2010
http://www.ncahlc.org/index.php?option=com_content&task=view&id=166&Itemid=155

Don’t miss this chance to participate in one of the largest and most diverse higher education conferences of the year! The Higher Learning Commission seeks innovative, engaging proposals on a variety of topics for its 2010 Annual Meeting program.

Recent STLCC Assessment Publications

Important STLCC Assessment Links

- Institutional Research, Planning & Assessment Toolbox  http://collegeweb.stlcc.edu/assessment/
- Assessment Resources  http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/Assessment_Resources.html
- Assessment Public Site  http://www.stlcc.edu/Faculty_and_Staff_Resources/Assessment/