

CCSSE Institutional Report  
Discussion Groups' Meeting Notes  
10/12/2004

Tom Pilat introduced the CCSSE Survey for Student Engagement conducted in the Spring of 2004. David Cook conducted a brief overview of the CCSSE Survey using PowerPoint and presented the results of the first benchmark of Active and Collaborative Learning. Five discussion groups were then formed. They were asked to discuss the following questions regarding results of the five CCSSE benchmarks and develop a short response in the form of a few statements and suggestions. The questions discussed were:

Does the data reflect your experience at ICC?  
Does it mean something for you in your role?  
Is average where we want to be as a college?  
If not, how can we attempt to improve the results in the future?

Remarks and suggestions on the five benchmarks:

☆ Active and Collaborative Learning

The group suggested a call for everyone to share their best collaborative activities and practices information between classrooms and disciplines. They also recommended reinforcing services available to students to promote the use of those services, interdisciplinary work to show students how learning crosses over between classes, and remembering that the students' needs are most important.

☆ Student Effort

The group noted that more than 40% of ICC students are working many hours and going to school. Suggestions were to look at the use of labs and find creative ways to support students' needs. Are there online services that could be developed?

Another point that was discussed related to the satisfaction level of students who used skills lab services. The group suggested the need to make special efforts to connect more students to labs and not just the students who have the most difficulty. Second, consider what the labs are called – the term "Help Lab" may carry a stigma.

This group was disturbed at the percentage of students who came to class unprepared. They had no suggestions at this stage but would like to see this concern addressed and improved. It was noted that students needed early feedback on their progress.

In conclusion, the group agreed that it was nice to be average but, as a college community, work should be done to improve.

### ☆ Academic Challenge

Results were disappointing and surprising to the group and did not meet their expectations. They suggested determining the priority of addressing the academic challenge area. To that end, a work group could be formed with members of the Academic Standards, Curriculum, General Education, and Assessment committees to discuss the results and determine a strategy to address concerns. Other suggestions were to change the student assessment tool, and use benchmarks in faculty assessment and student assessment, (i.e. introduce benchmarks through faculty and new faculty orientation, gain support and suggestions from the Faculty Senate, encourage faculty to do classroom assessment activities, encourage program faculty to use the benchmarks in exit interviews with students, and incorporate benchmarks within faculty self-assessment).

### ☆ Student-Faculty Interaction

The group noted some differences of opinion between career education and general education but overall they agreed with the data presented. They noted that there may be a lot of contact with a few students. The group agreed that average was not okay and they were disappointed with the overall results.

Faculty could make a difference by engaging students more with increased awareness by sharing results with the entire faculty using both the Instructional Innovation & Faculty Development and Institutional Research Websites. Suggestions for improvement were to look at class sizes to promote increased student engagement, review format and structure for class content, remove barriers to improve opportunities for off-campus community projects, develop assignments that encourage students to interact with the community, use web supplementation or class discussion outside of class to promote student-to-student and student-to-faculty interaction, and develop student awareness of our faculty's enthusiasm and passion for their work.

### ☆ Support for Learners

The group wanted to learn more about the items as they related to the Student Satisfaction Inventory. They were happy with the response that 65% of ICC students feel they had the support they needed to be successful. Even though more than 90% of students felt they had some or all of the support they needed, the College should look further at the <10% who didn't feel they had support. The group also noted the results show that students felt they didn't have the support they needed for non-academic problems.

Academic advisement numbers were lower than expected. It was noted that in some areas students may not realize they are using academic advisement. The group suggested some ideas for a mechanism to notify and encourage part-time students to contact their advisors at appropriate intervals as a way to improve advisement service and they recommended instituting some benchmarks.

In conclusion, they wanted to know more about the data. Questions remained about what role the College should play and what kind of support services are appropriate for the College to provide.

### Next Steps:

How will the results be communicated?

Janice Kinsinger encouraged Associate Deans to provide time for an overview of the CCSSE summary results in department meetings on Professional Development Day. A discussion of the CCSSE results has been scheduled during the evening adjunct faculty meeting.

The power point presentation, the entire CCSSE Institutional Report, and this meeting's notes would be available on the IIFD website by the end of the week and on the IR website soon after. Copies of the CCSSE Institutional Report would be distributed to Associate Deans and would also be available in the Library.

Ms. Kinsinger encouraged everyone to continue the discussions, her office will start to gather collaborative learning ideas, post them on the IIFD website for sharing, and use the CCSSE findings for future sessions to be offered. Dr. John Avendano suggested adding the CCSSE presentation to the agenda for a joint committee meeting or individual committee meetings (Academic Standards, Curriculum, General Education, and Assessment committees). Vicky Stewart noted that the Teaching and Learning Center could hold discussion groups on the individual benchmark topics.

In summary, collaborative efforts of existing committees, adoption by various academic departments and areas, and use of the Instructional Innovation and Faculty Development Office to continue discussion and make progress were recommended as next steps.