Faculty Inquiry Team Fall 2012-Spring 2013 Executive Summary

Introduction
Chaffey College took part in the Community College Survey of Student Engagement (CCSSE), a state wide survey that investigates various dimensions of faculty-student interaction. The CCSSE is designed to assess the factors that contribute to student retention and success. Some of the questions that the CCSSE ask include: how students spend their time, what students feel that they have gained from their classes, how students assess the relationships and interactions with faculty, peers and counselors, the kinds of work that students are tasked with, and how the college supports their learning (CCSSE 2013). While Chaffey scored extremely well on most measures of the CCSSE, one area that the school lacked was on the informal interaction outside of the classroom (insert actual statistic here).

The Faculty Inquiry Team (FIT) conducted qualitative and quantitative research over the course of 10 months to address this question. We used two major methodologies. The first was a quantitative survey. While the CCSSE asked students to rate their proactive efforts to engage with faculty, the FIT wanted to investigate how faculty instigated and maintained an ongoing interactive relationship with students. The survey yielded 205 respondents, which was a 27% response rate. The survey was distributed in the beginning of the Spring Semester, 2013, and was a self-reported survey. Faculty were encouraged to answer as honestly as possible.

The FIT designed a survey that measured interaction on four levels: Face-to-face academic, electronic, face-to-face non-academic, and participation in activities. A composite score was computed, on a scale of 1-4. The table below summarizes how we scored on each of these measures:

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<tr>
<th>Type of interaction</th>
<th>Strengths</th>
<th>Areas for growth</th>
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| Face-to-face academic | • Inquiring about future plans (2.98)  
|                     | • Following up with students regarding previous class discussion (2.71)  
|                     | • Meeting outside of class for academic-related work (2.53)  
|                     | • Inviting students to office hours (2.91)  | • Inviting students to a beverage or meal outside of class (1.23),  
|                     |                                             | • Offering tutoring outside of class (1.86)  |
| Electronic          | • Making material available online (3.03)  
|                     | • Emails (2.87)                                | • Using Moodle or other electronic communication to send course info (2.38)  |
| Face to Face non-academic | • Non-academic conversations with diverse students (2.58)  
|                      | • Advising students in the transfer process (2.37)  | • Helping students with a personal issue (2.16)  |

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<th>Activity Participation</th>
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|                       | • Working with students outside of class on activities or projects (1.51)  
|                       | • Participated in a community based project with students (1.64)  
|                       | • Participated in student-based orgs (i.e. clubs, honors) (1.89)  |                                        |

The results of the survey yielded that overall, Chaffey College faculty are much invested in student-academic success. They spend a lot of time ensuring that students are prepared for the classroom, and spend most of their efforts on academic teaching and advising. However, where we can see the most growth is in the final measure of interaction, “activity participation.” The survey results illustrate that many faculty are not actively participating in out of class activities or events.
Previous research show that students want to be part of a community, and that activity participation facilitates a sense of community, and fosters positive student engagement, retention and success. When faculty actively engages in student-based organizations, there is a formalized space for informal interaction with students. This informal interaction humanizes faculty to students, mitigating the fears and intimidations that students face.

The next segment of our project examined these intimidations and fears qualitatively. Part of our team conducted an in-depth, qualitative survey that examined how students perceive faculty, and why the out of class interaction tends to be low.
Faculty Inquiry Team Ideas for Best Practices:

- Claim spaces throughout the campuses (like the grassy knoll) invite students to have meetings outside of the classroom
- Encourage virtual office hours in addition to traditional live office hours
  - Use google talk for chat hours, have emails/texts with students during this time
  - Use google “hangouts,” train faculty on how to use these resources
- Communicate with students, “talk time”
- Compensate part time faculty for office hours
- Announce opportunities for out of class events and interactive opportunities. Send electronic reminders
- Increase informal campus meetings (art events, academic functions, club events)
- Arrange physical spaces near faculty/department offices to meet so students do not feel intimidated by the office
- Hold group study sessions OUTSIDE of the classroom. Meetings can be about projects, research papers, general course issues
- Mentoring programs for academic and career counseling
- Return emails
  - Accessibility
  - Responsiveness
  - Frequency
- Support of faculty advising from the institution—faculty needs more training on how to advise students
- Increase full-time faculty hiring
- Encourage faculty to schedule their classes not back-to-back so that there is “linger” time between classes
- Guide/encourage students to build after-class interactions with faculty
- Support of faculty-student meet-and-greets
- Promote a culture of interaction across the campus: Community, student, faculty & staff
- Develop landscaping and outdoor spaces that promote engagement

Future Research
Impacts of compensating part time faculty for office hours on:
- Student success
- Student learning
- Faculty/Student interaction
- Ratios of Full time- Part time

Future Workshops:
- What is faculty/student engagement? How do we foster it?
- How faculty behavior can influence student engagement
- Engaging students: Creative ways to increase student-faculty interaction
  - How to increase traffic to your office hours
  - “Feed a faculty” (students host faculty at cafeteria, institution subsidizes cost of coffee/tea/water
- Student share day: Have students teach teachers how to use resources, such as cell phones, tablets, etc