Bridging the gap: Faculty – Student Out of class Interaction

Faculty Inquiry Team 2012-2013
Investigated Faculty-Student out of class interaction between Fall 2012-Spring 2013 based on CCSSE findings

- 2011 Community College Survey of Student Engagement (CCSSE)
  - active and collaborative learning
  - student effort
  - academic challenge
  - support for learners
  - student-faculty interactions

Our scores for student-faculty interactions were below those of community colleges of comparable size.
Methods

- Literature review
- Faculty survey
  - Measured faculty’s efforts to engage with students
  - Spring 2013 FLEX
  - N = 205 (27% response rate; self reported)
- Student survey
  - Open-ended, written survey of Chaffey College students
  - Survey questions based upon literature
  - November-December 2012
  - N = 165
- Videotaped interviews of students and faculty
  - March-April 2013
What do students think about Chaffey Faculty?
Findings: Student Survey

“Do you ACTIVELY seek out of class time with your instructors?”

Most students said no.

Why do students seek out professors outside of class time?

Most only seek answers to course components, questions about class work, or their grade in class.
Findings: Student Survey

What are some factors that prompt students to actively seek out a relationship with their instructors?

Students emphasized the instructor’s attitude as a key indicator of whether they would approach a faculty member or not.
Findings: Student Survey

Spillover effect: Instructor behavior in the classroom impacts a student’s likelihood of seeking out of the class help

- The students repeatedly commented that they are more likely to contact professors who:
  - Are “open” and “funny.”
  - “Care about what they do”
  - Seem to actually care about helping the students both during and outside of class.
  - Demonstrate “intelligence” and “expertise.”
Why engagement matters

Extant research shows that out of class interaction positively impacts on students cognitively, psychosocially and attitudinally, in ways that include:

- Grade point average
- Persistence
- Self-reports of learning
- Plans for graduate study
- Social integration/adjustment
Cycle of engagement

Students’ improved confidence and preparation

Classroom practices that invite and encourage interactions

Culture of interaction and engagement

Out-of-class practices encourage and sustain interactions
Faculty Survey

- Developed to assess initiation of faculty-student interactions by faculty (rather than by students)
- Survey scale of 1 (never) to 4 (very often)
- 205 (27%) responses; barely under the sample size required to generalize patterns institutionally.
- Some clear patterns of faculty engagement in interactions with students emerged from the sample.

For fuller explanations, see Did You Know?, vol.64, Spring 2013.
<table>
<thead>
<tr>
<th>Type of interaction</th>
<th>Strengths</th>
<th>Areas for growth</th>
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<tbody>
<tr>
<td>Face-to-face academic</td>
<td>• Inquiring about future plans (2.98)</td>
<td>• Inviting students to a beverage or meal outside of class (1.23),</td>
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<td>• Following up with students regarding previous class discussion (2.71)</td>
<td>• Offering tutoring outside of class (1.86)</td>
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<td></td>
<td>• Meeting outside of class for academic-related work (2.53)</td>
<td>• Working with students outside of class on ongoing projects (1.98)</td>
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<td></td>
<td>• Inviting students to office hours (2.91)</td>
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<tr>
<td>Electronic</td>
<td>• Making material available online (3.03)</td>
<td>• Using Moodle or other electronic communication to send course info (2.38)</td>
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<tr>
<td></td>
<td>• Emails (2.87)</td>
<td></td>
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<tr>
<td>Face-to-face non-academic</td>
<td>• Non-academic conversations with diverse students (2.58)</td>
<td>• Helping students with a personal issue (2.16)</td>
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<td>• Advising students in the transfer process (2.37)</td>
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<td>Activity Participation</td>
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<td>• Working with students outside of class on activities or projects (1.51)</td>
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<td>• Participated in a community based project with students (1.64)</td>
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<td>• Participated in student-based orgs (i.e. clubs, honors) (1.89)</td>
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Reflections from Chaffey Faculty
Want more?

- Exploring student engagement
- Creating a culture of interaction
- Fostering student engagement
- Faculty approachability
- Giving effective feedback
- Faculty expectations
- Integrative learning experiences

Come to our FLEX workshop tomorrow @
8am in CAA 211

Future Seminars:
November 4 & 11

Thank you