



Student Voices: Hosting Focus Groups to Learn the “Why” About Your College’s Data

Coral Noonan-Terry, Ph.D
Program Manager, Special Projects

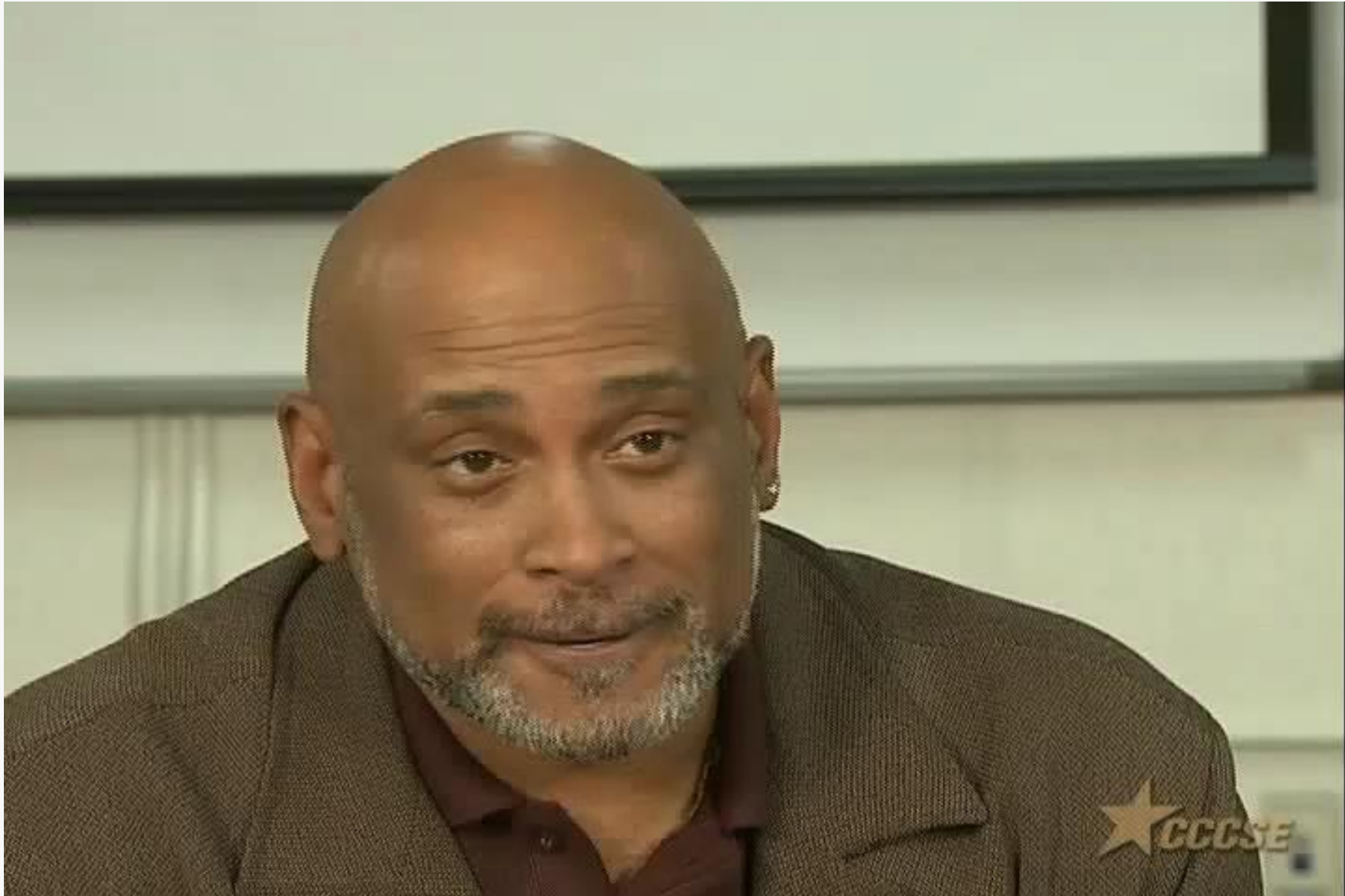


Why Focus Groups?

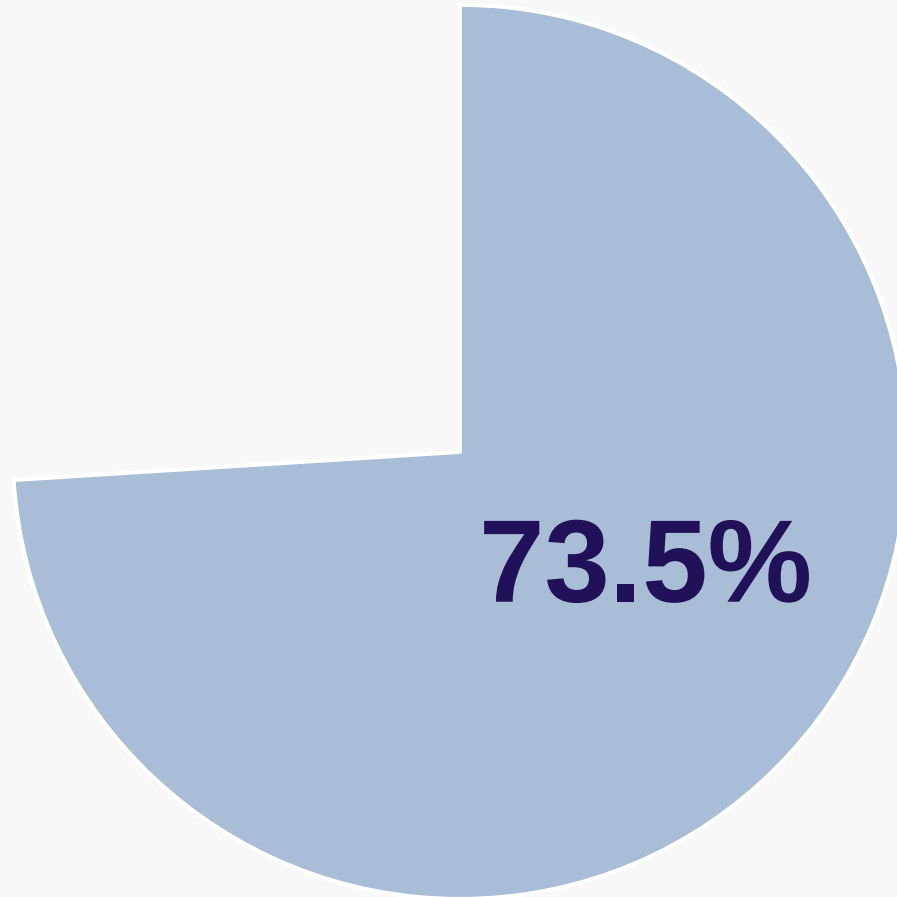
- Digging beneath the numbers...
moving from “what” to “why”
- Bringing data alive through student voices
- The power of stories

Why Focus Groups?

- Using numbers (quantitative data) and student voices (qualitative data) together...
- The numbers tell you *what*.
- The student voices tell you *why*.



Which service do the highest percentage of students respond is very important?



Academic Advising & Planning

Source: CCSSE 2021 Cohort Data

Yet...

18%

say they have *never* seen an advisor.

Source: CCSSE 2021 Cohort Data

But we gave them the info...

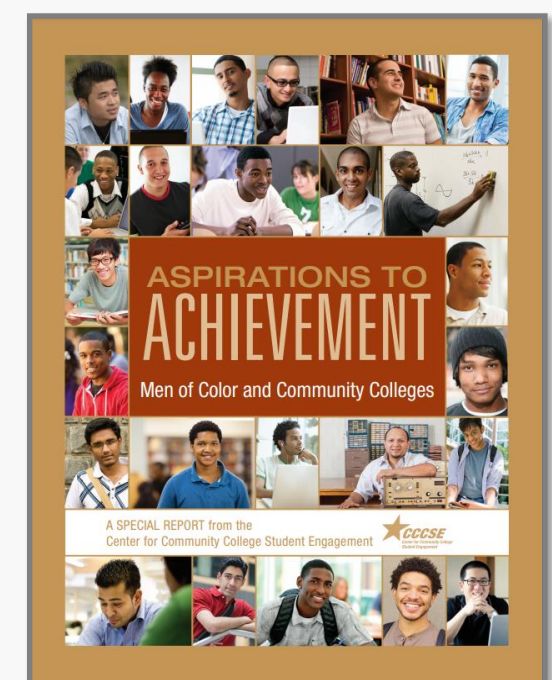
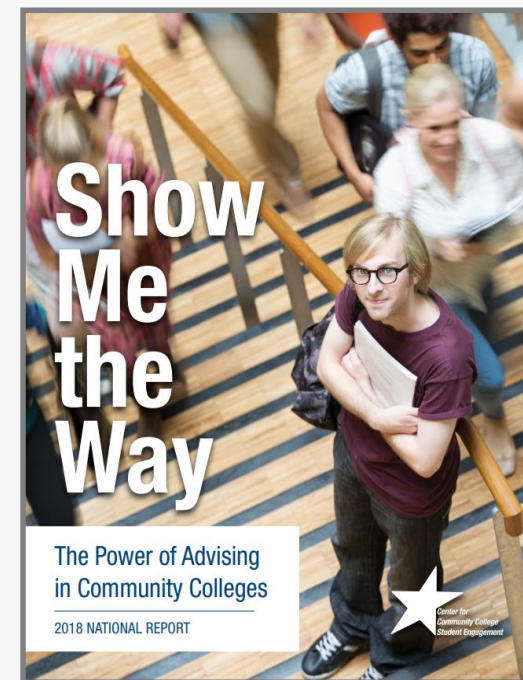
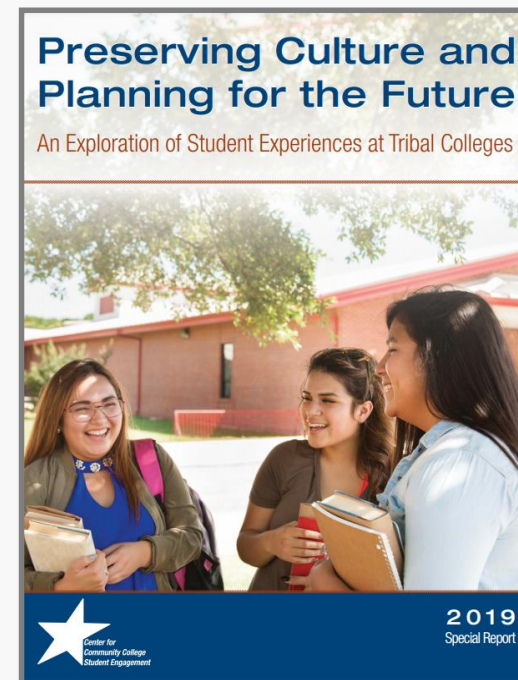
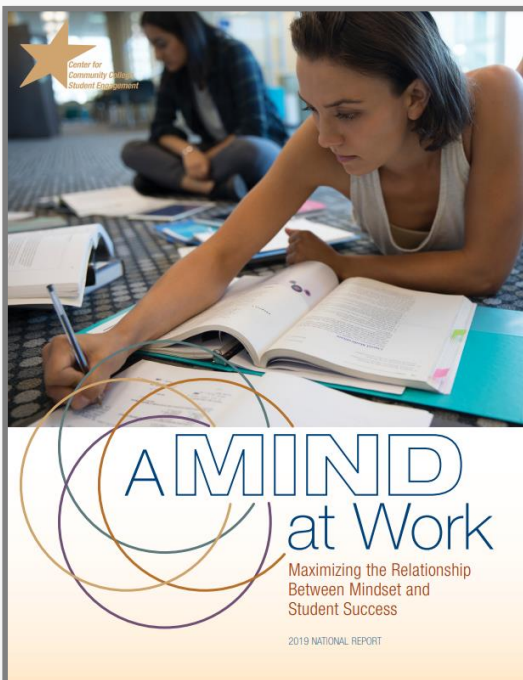
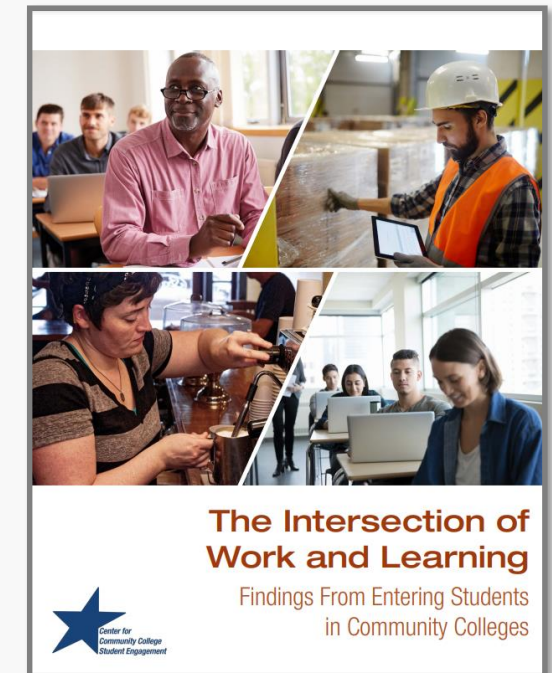
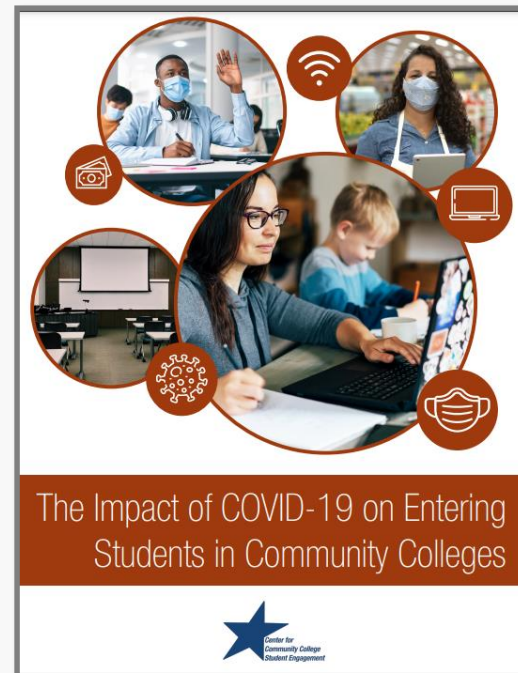
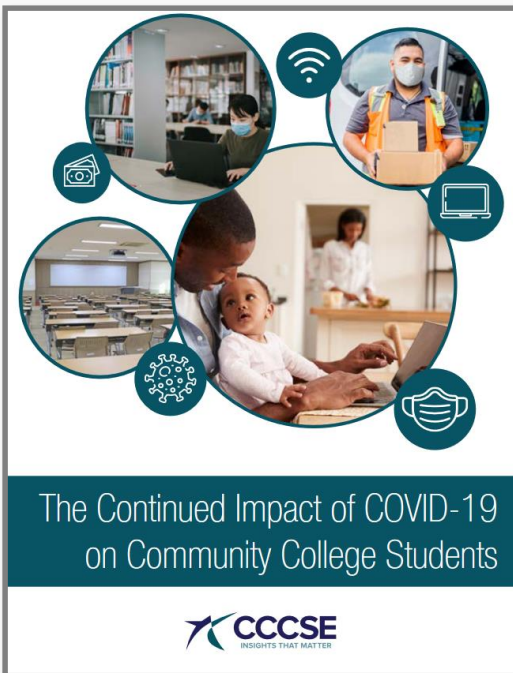


***Students don't
do optional!***

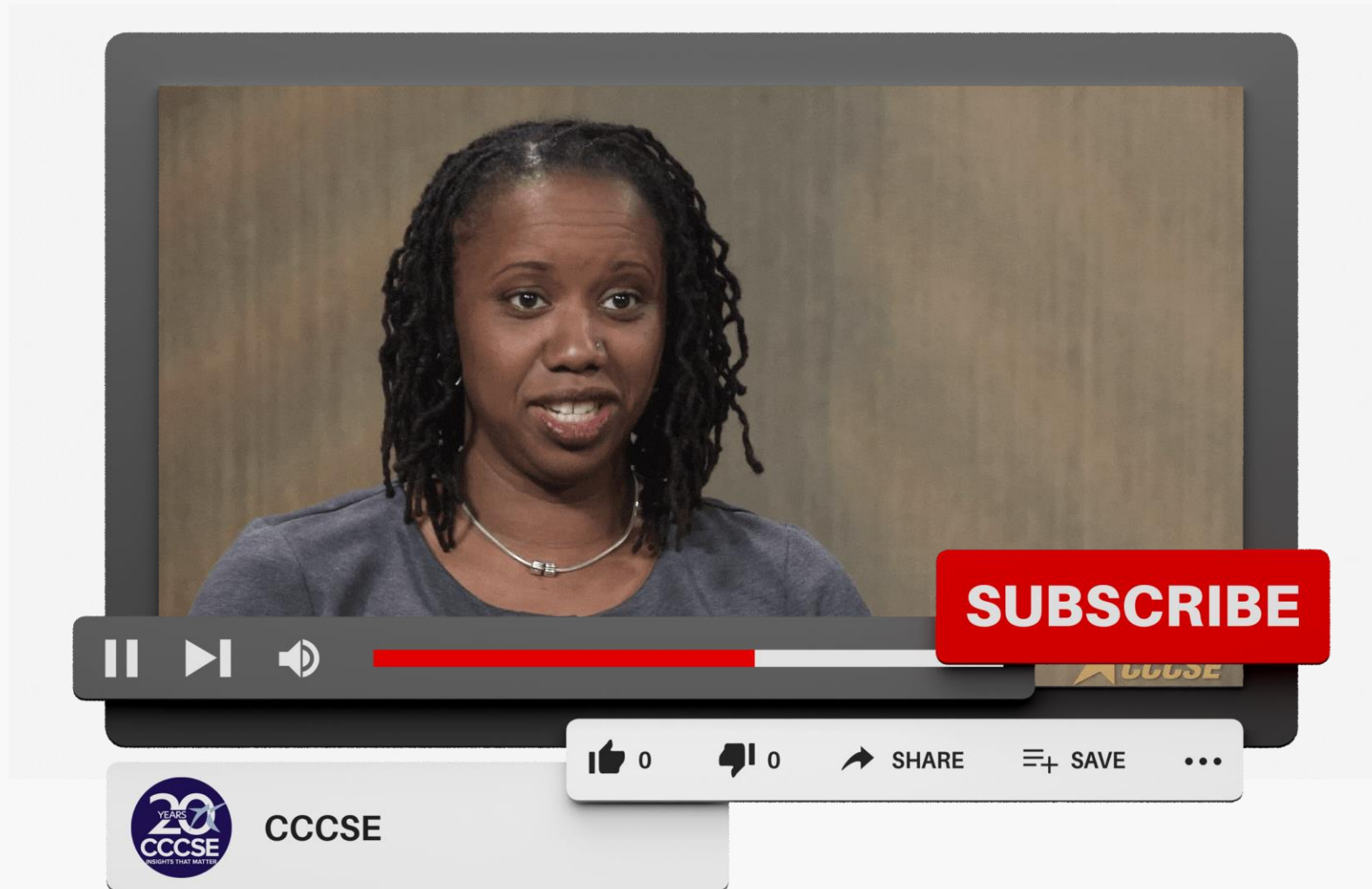


What is CCCSE?





YouTube Channel



Listening & Learning: Best of Focus Groups



Students Don't Know What They Don't Know

A Resource Guide

CCCSE INSIGHTS THAT MATTER

Almost one-third of community college students are the first in their families to attend college. And many non-traditional aged students are returning to college or starting college after time spent in the workforce and caring for their families. Therefore, we can't assume that students know everything they need to know about how to be successful in college.

Just like all of us, students don't know what they don't know.

The purpose of this tool is to support your conversations about how best to provide students with the information they need to succeed.

WHAT STUDENTS DON'T KNOW

SENSE Item 20 explores whether students know about particular college services.

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Did you know about the following services?

Students responding **No**.

Service	Percentage
Academic advising/planning (N=69,531)	19%
Financial assistance advising (N=68,843)	30%
Writing, math, or other skill lab (N=68,995)	23%
Transfer credit assistance (N=69,125)	52%

Source: SENSE 2020 Cohort Data

VIDEO CONTENT: Students Don't Know What They Don't Know

Through the following video clips, students affirm that they want college staff and faculty to arm them with the information they need to succeed.

Which video clip stood out to you the most? Why?

What actions can you take to ensure students are aware of the information and support services that may be critical for their success?

See more resources on page 2

ION

is a system for identifying the types and level of academic and need to successfully complete college-level gateway courses

ity members conducting, and what should they do when te? Does your college have a policy requiring faculty to for students—or even a mechanism for doing so? Are faculty ents about placement?

efore registering for classes the first time?

is a clear plan for program completion and employment or

y long it will take them to complete their degree?

y much it will cost to complete their degree?

ut programs of study that can increase their economic mobility?

longer can students afford to just wander and not have a clue what it's all about.

—ADMINISTRATOR

Reports

of experiences that can provide students with the information and

tion or data points did you find most interesting? Why?

one of the reports at your own college?



Interested in hosting a CCCSE workshop or a presentation on this topic? Contact info@cccse.org for more information.

The mission of CCCSE is to provide "aha" moments about the student experience.

Connect with us!



ESAL: Video Clips and Narratives Search

cccse.org/ESAL



Center for Community College Student Engagement

TEXAS

Go to CCSSE

Go to SENSE

Go to Members Only

Search

Center for Community College Student Engagement

ABOUT

JOIN

GRANT WORK

INSTITUTES & WORKSHOPS

PUBLICATIONS & RESOURCES

VIDEO LIBRARY

CONTACT

Home > Ensure Students Are Learning: Ensure Students Are Learning Web Toolkit

Ensure Students Are Learning Web Toolkit



Ensure Students Are Learning
Overview

Overview >

Teaching and Learning Within a Guided Pathways Framework >

Playbook >

Landscape Scan >

Equity Tools >

Video Clips and Narratives Search >

Component Descriptions >

Participating Colleges >

Faculty Focus Group Discussion Guide >

Professional Development Tools for Faculty >

Tools to Use With CCSSE, CCFSE, and SENSE Results >

Overview

The Center for Community College Student Engagement has long advocated efforts to strengthen community college education in ways that lead to increased college completion and equity in student outcomes. Learning from the Center's survey research and student focus groups, as well as

ESAL: Video Clips and Narratives Search

cccse.org/ESAL

Center for Community College Student Engagement

TEXAS



Go to CCSSEGo to SENSEGo to Members Only

Search

ABOUTJOINGRANT WORKINSTITUTES & WORKSHOPS
PUBLICATIONS & RESOURCESVIDEO LIBRARYCONTACT

Home > Ensure Students Are Learning: Ensure Students Are Learning Web Toolkit

Ensure Students Are Learning Web Toolkit



Center for Community College Student Engagement

Ensure Students Are Learning
Overview

Overview >

Teaching and Learning Within a Guided Pathways Framework >

Playbook >

Landscape Scan >

Equity Tools >

Video Clips and Narratives Search >

Component Descriptions >

Participating Colleges >

Faculty Focus Group Discussion Guide >

Professional Development Tools for Faculty >

Tools to Use With CCSSE, CCFSE, and SENSE Results >

Overview

The Center for Community College Student Engagement has long advocated efforts to strengthen community college education in ways that lead to increased college completion and equity in student outcomes. Learning from the Center's survey research and student focus groups, as well as

ESAL: Video Clips and Narratives Search

cccse.org/ESAL

Search

Because the component “high-impact teaching practices” encompasses so many impactful practices, it has been subdivided into 10 areas, each beginning with “HITP” in the drop-down menu below.

Components of Pillar Four:

- Any -

Select a Resource Type:

- Any -

Resource Title	Preview	Components
0% Lecture		• Student engagement • HITP- Collaborative assignments and projects
100% Outside of Class		• Applied learning experiences • Student engagement • HITP- Collaborative assignments and projects • Equity-minded, asset-based teaching

ESAL: Video Clips and Narratives Search

cccse.org/ESAL

Search

Because the component “high-impact teaching practices” encompasses so many impactful practices, it has been subdivided into 10 areas, each beginning with “HITP” in the drop-down menu below.

Components of Pillar Four:

- Any -

- Any -

Applied learning experiences

Student engagement

HITP- Alert and intervention

HITP- Tutoring

HITP- Supplemental instruction

HITP- Writing intensity

HITP- Collaborative assignments and projects

HITP- Research experience

HITP- ePortfolios

HITP- Service learning

HITP- Internships

HITP- Capstone projects

Equity-minded, asset-based teaching

Assessment of learning

Select a Resource Type:

- Any -

Preview

Components



- Student engagement
- HITP- Collaborative assignments and projects



- Applied learning experiences
- Student engagement
- HITP- Collaborative assignments and projects
- Equity-minded, asset-based teaching

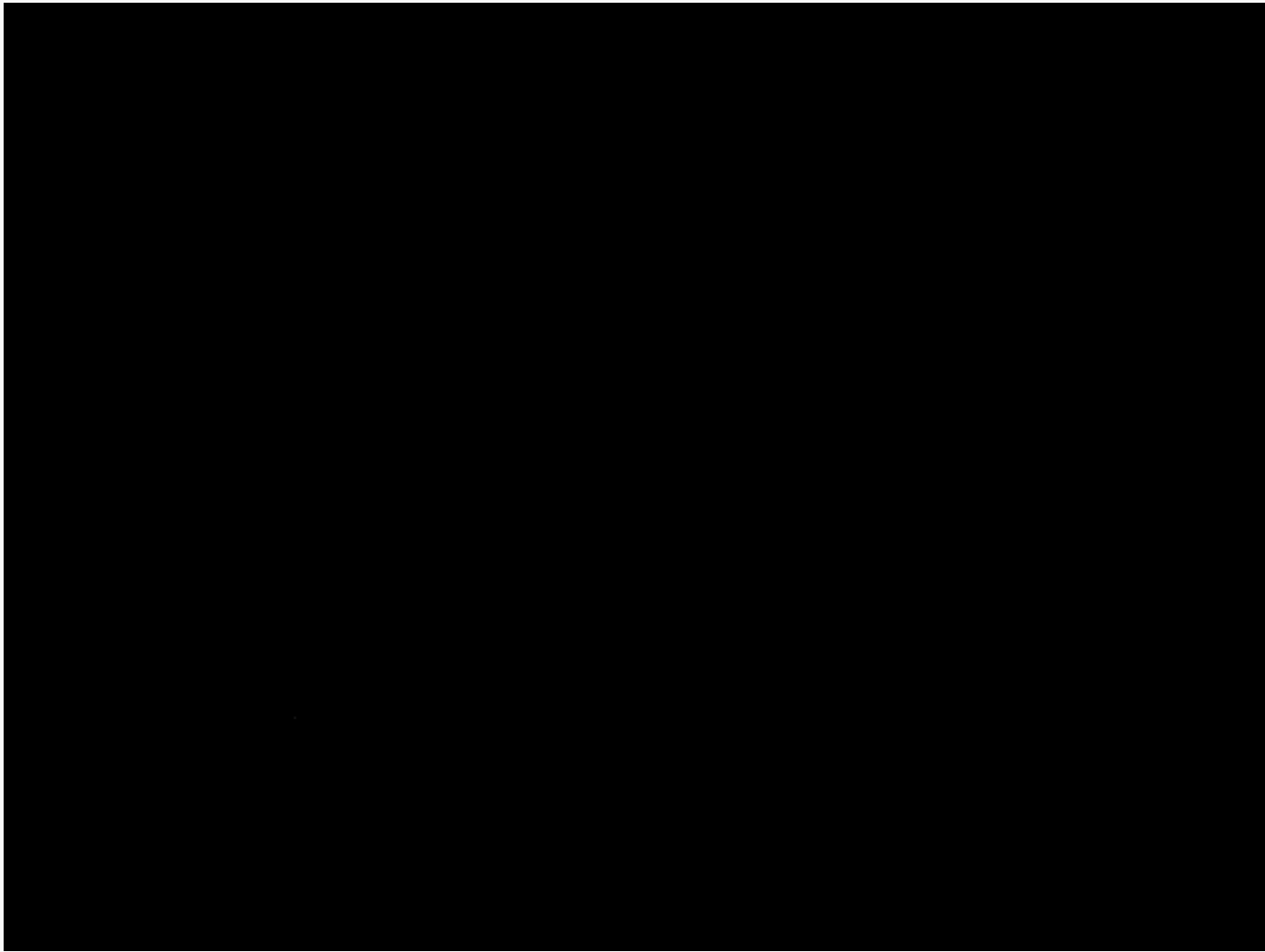
- Applied learning

Think about the emotions students feel
when they start their educational
journey at your campus

Or

Think about when you were a
student...













“School is **NOT FOR EVERYONE**.
I guess **I’M ONE** of those people it’s not
for. It is what it is.”



**Student
Aspirations**



**Student
Outcomes**

The Gap



**Student
Aspirations**

**Student
Outcomes**

Think about a time when you
were a student and may have
wanted to give up.

Who or what helped you?



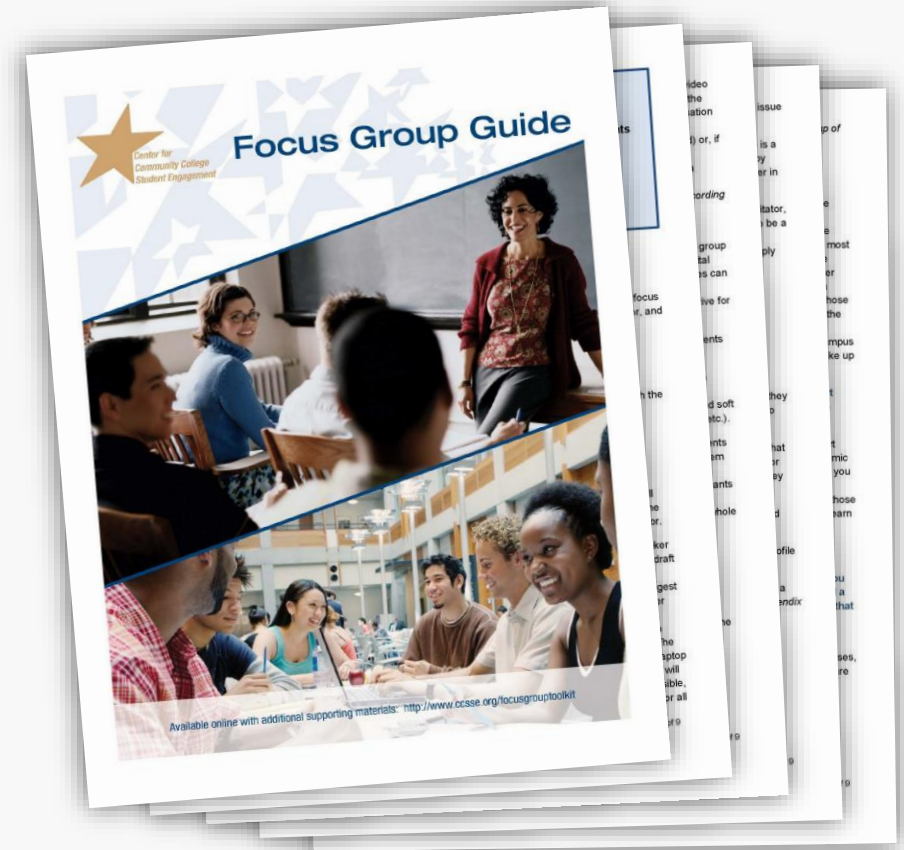




Focus Group Toolkit

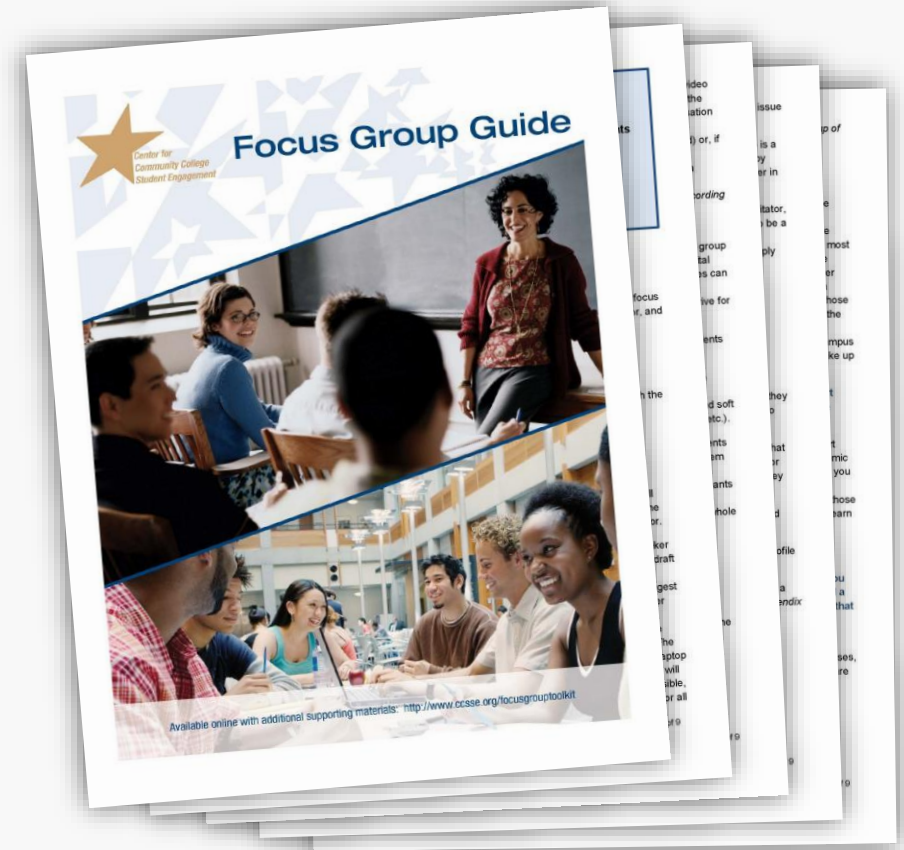
Focus Group Toolkit

- Planning Focus Groups
- Recruiting Focus Group Participants
- Discussion Tools
- Analyzing/Reporting



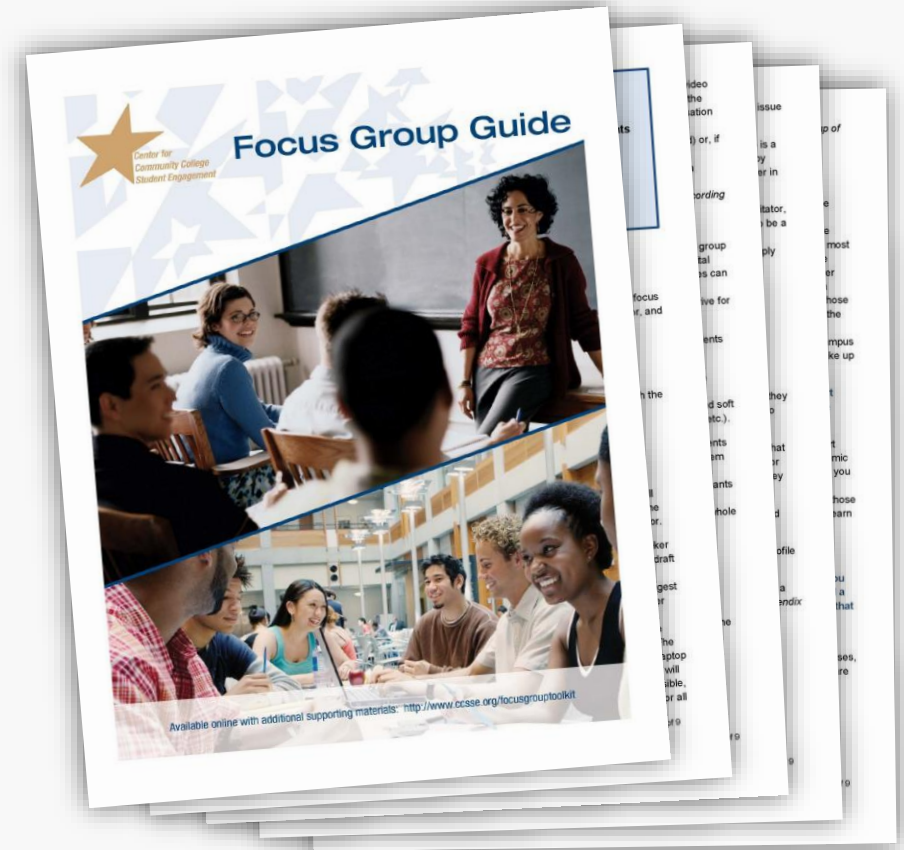
Focus Group Toolkit

- Planning Focus Groups
 - Selecting a Moderator and Note-taker
 - » A time to listen, not to talk.
 - » Choose your facilitator wisely.
 - Not known to participants
 - Able to listen without showing a reaction!
 - Coordinator Responsibilities
 - Coordinator Checklist
 - Room Set-Up
 - Videotaping Guidelines
 - Consent Forms



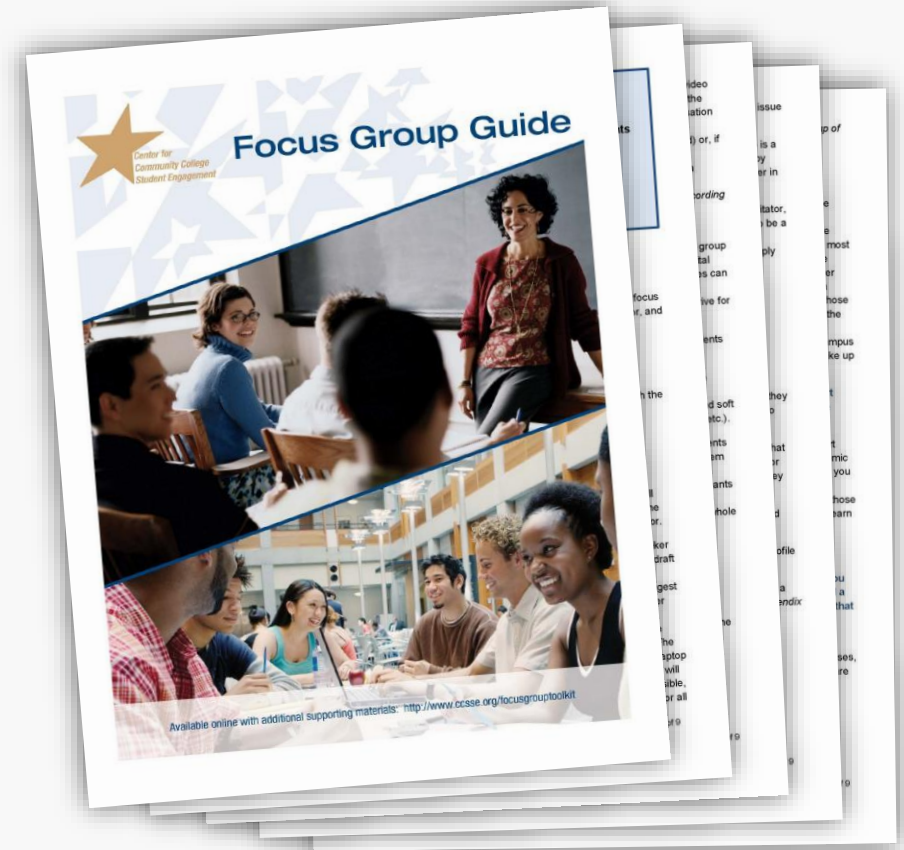
Focus Group Toolkit

- Planning Focus Groups
- Recruiting Focus Group Participants
 - Selecting Participants
 - » Your goal: Gain as accurate a picture as possible of student experiences at the college. **You want the good, the bad, and the ugly!**
 - Inviting Participants
- Discussion Tools
- Analyzing/Reporting



Focus Group Toolkit

- Planning Focus Groups
- Recruiting Focus Group Participants
- Discussion Tools
 - Moderator Do's and Don'ts
 - Moderator's Guide
 - Student Profile Sheet
 - Response Sheet – First Experiences
- Analyzing/Reporting



Focus Group Toolkit

- Gathering quantitative data along with qualitative information
 - **Student Profile Form** – Used to gather basic information about your participants
 - Additional response forms can be used to complement discussion findings.
 - » Non-Academic Responsibilities
 - » Finances
 - » Technology Use
 - » First Experiences

F.1 Profile Sheet for Students

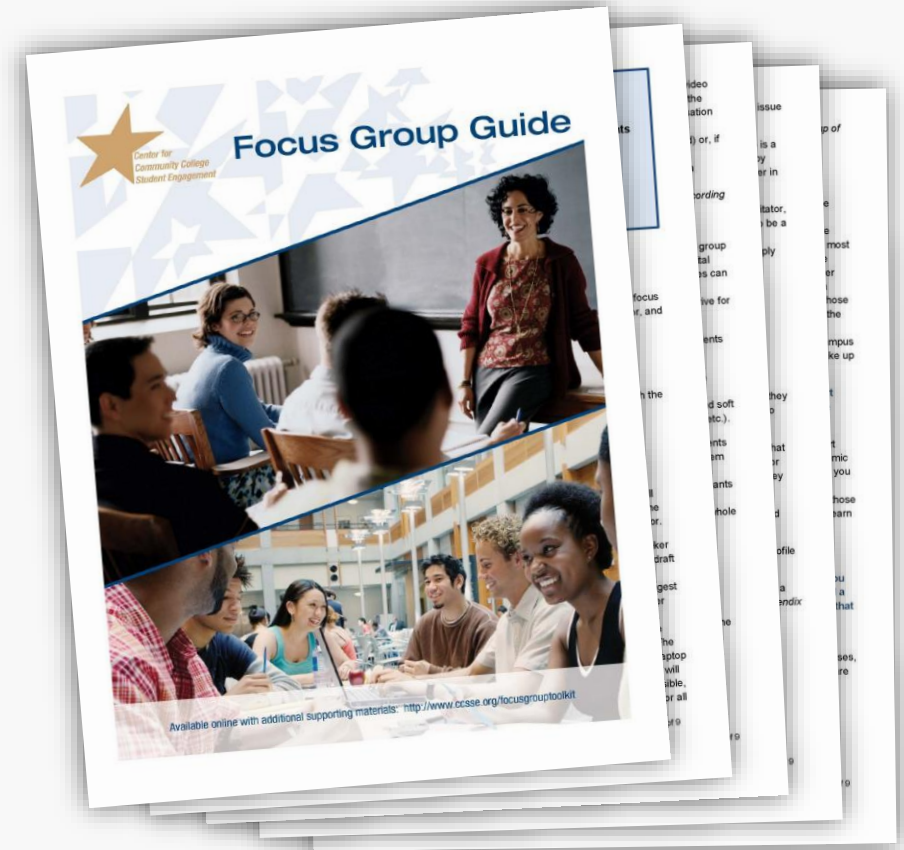
1. What is your gender identity?
☐ Man ☐ Woman ☐ Other ☐ I prefer not to respond
2. How old are you?
☐ Under 18 ☐ 30 to 39
☐ 18 to 19 ☐ 40 to 49
☐ 20 to 21 ☐ 50 to 64
☐ 22 to 24 ☐ 65+
☐ 25 to 29
3. What is your racial/ethnic identification? (Mark all that apply.)
☐ American Indian or Alaska Native ☐ Pacific Islander (non-Native Hawaiian)
☐ Asian ☐ White
☐ Black or African American ☐ Other (Please specify) _____
☐ Hispanic or Latino ☐ I prefer not to respond
☐ Native Hawaiian
4. Did you enroll in college immediately after graduating from high school?
☐ Yes ☐ No
5. Is this the first college you have attended or did you begin college elsewhere?
☐ Started here ☐ Started elsewhere
6. Is this your first academic term at this college?
☐ Yes ☐ No
7. How many TOTAL credit hours are you enrolled in this term?
☐ 3 or fewer ☐ 4-6
☐ 7-14 ☐ 15 or more
8. What is your enrollment status?
☐ Full-time ☐ Part-time
9. What is the highest academic credential you have earned?
☐ None ☐ Vocational/Technical
☐ High School Diploma or GED ☐ Bachelor's Degree
☐ Associate Degree ☐ Master's/Doctoral/Professional Degree
10. Have you served in the military?
☐ Yes ☐ No
11. Who in your family has attended at least some college? (Check all that apply.)
☐ Mother ☐ Spouse/Partner
☐ Father ☐ Legal Guardian
☐ Brother/Sister ☐ None of the Above

Published by the Center for Community College Student Engagement
The University of Texas at Austin
©2017 Permission granted for unlimited copying with appropriate citation

Focus Group Guide | Appendix F

Focus Group Toolkit

- Planning Focus Groups
- Recruiting Focus Group Participants
- Discussion Tools
- Analyzing/Reporting
 - Summary Report Sample



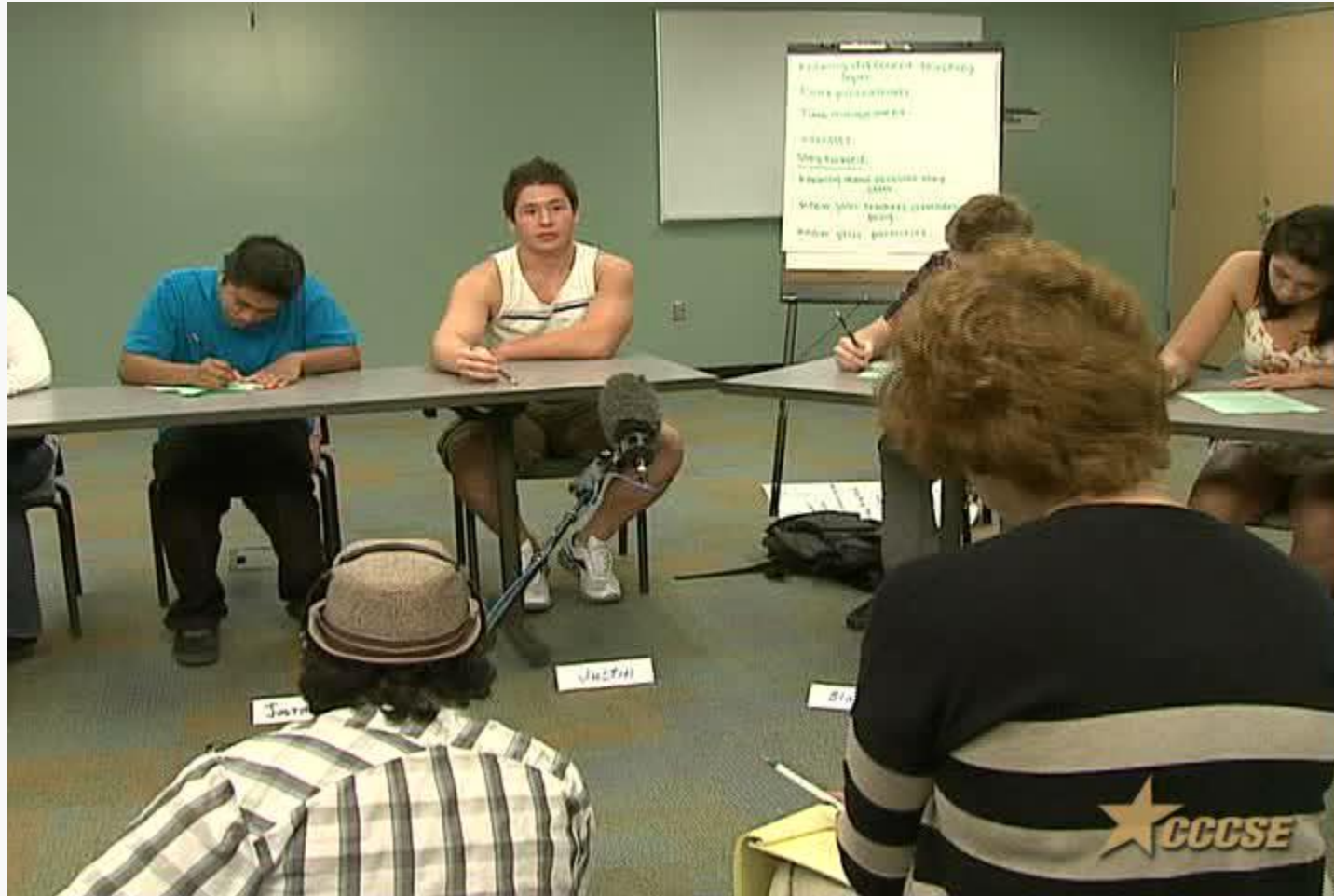
Focus Group Toolkit

- Discussion Questions
 - Who?
 - » Which students do you want to hear from?
 - What?
 - » What do you want to learn from them?
 - Why?
 - » What data lead you to ask those questions?

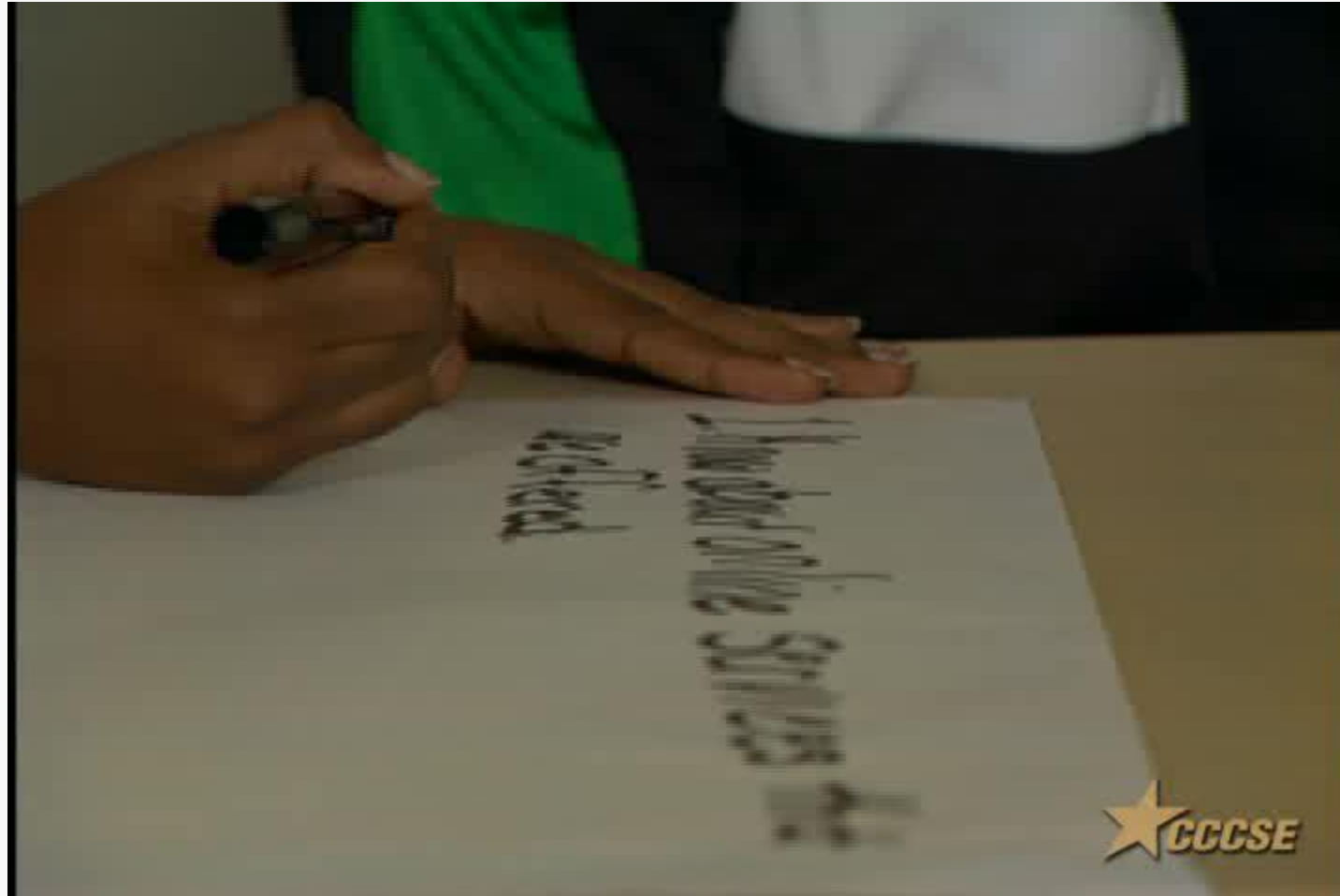
Focus Group Toolkit

- Discussion Questions
 - **Creating the Conversation**
 - » Who is your audience? Which groups do you want to engage in conversations about these issues? What challenges do you see in conducting focus groups?
 - » How will you use and share this information?
 - » **What do you want people to do with the information you gather?**

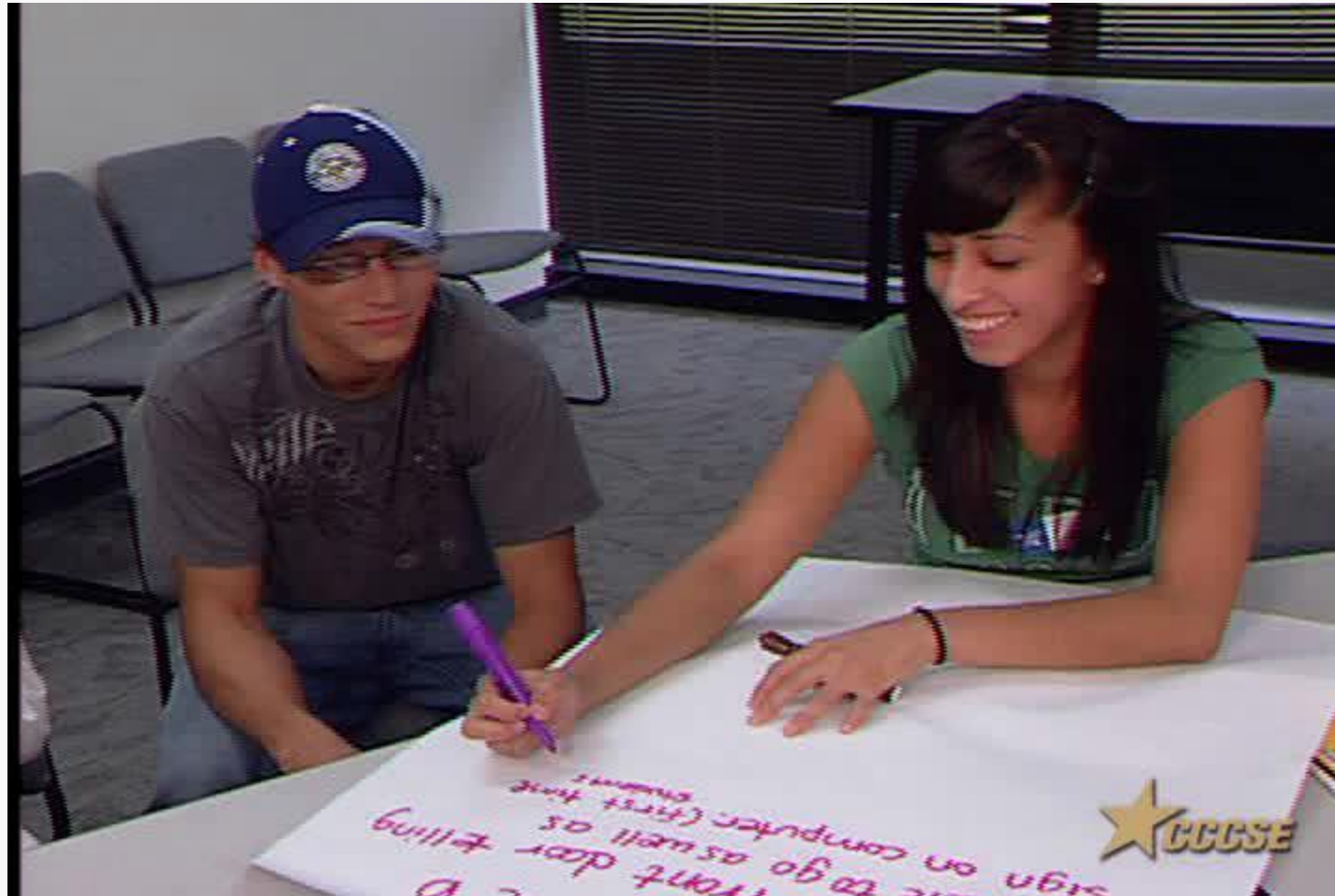
Create the conversation...



Invite students to talk with each other...

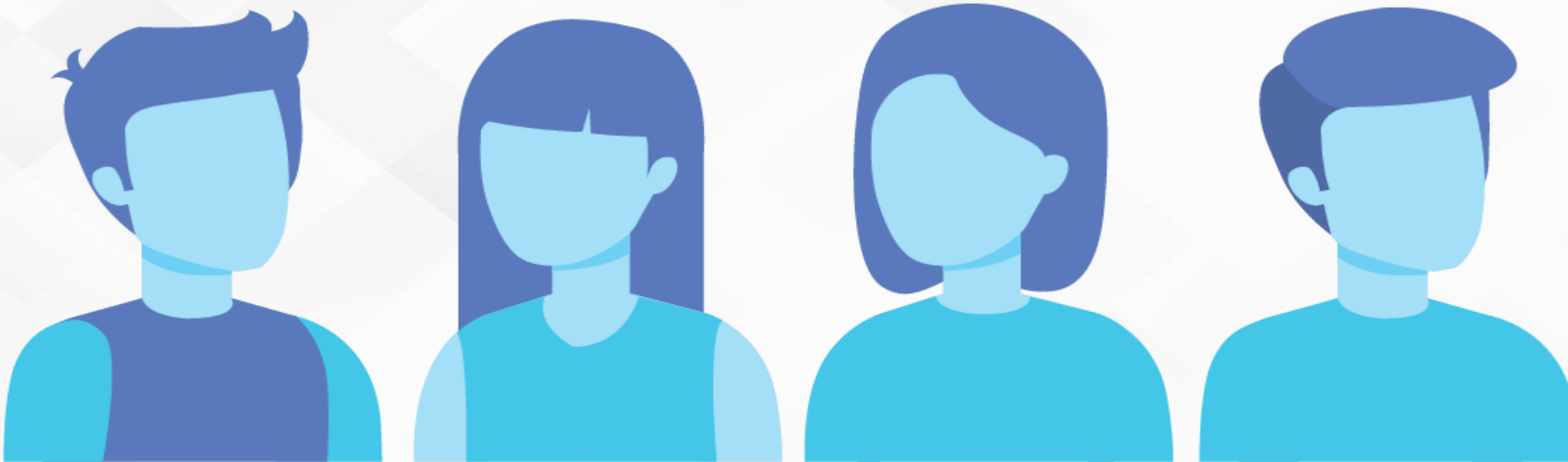


Then listen to their conversation...



Group Activity:

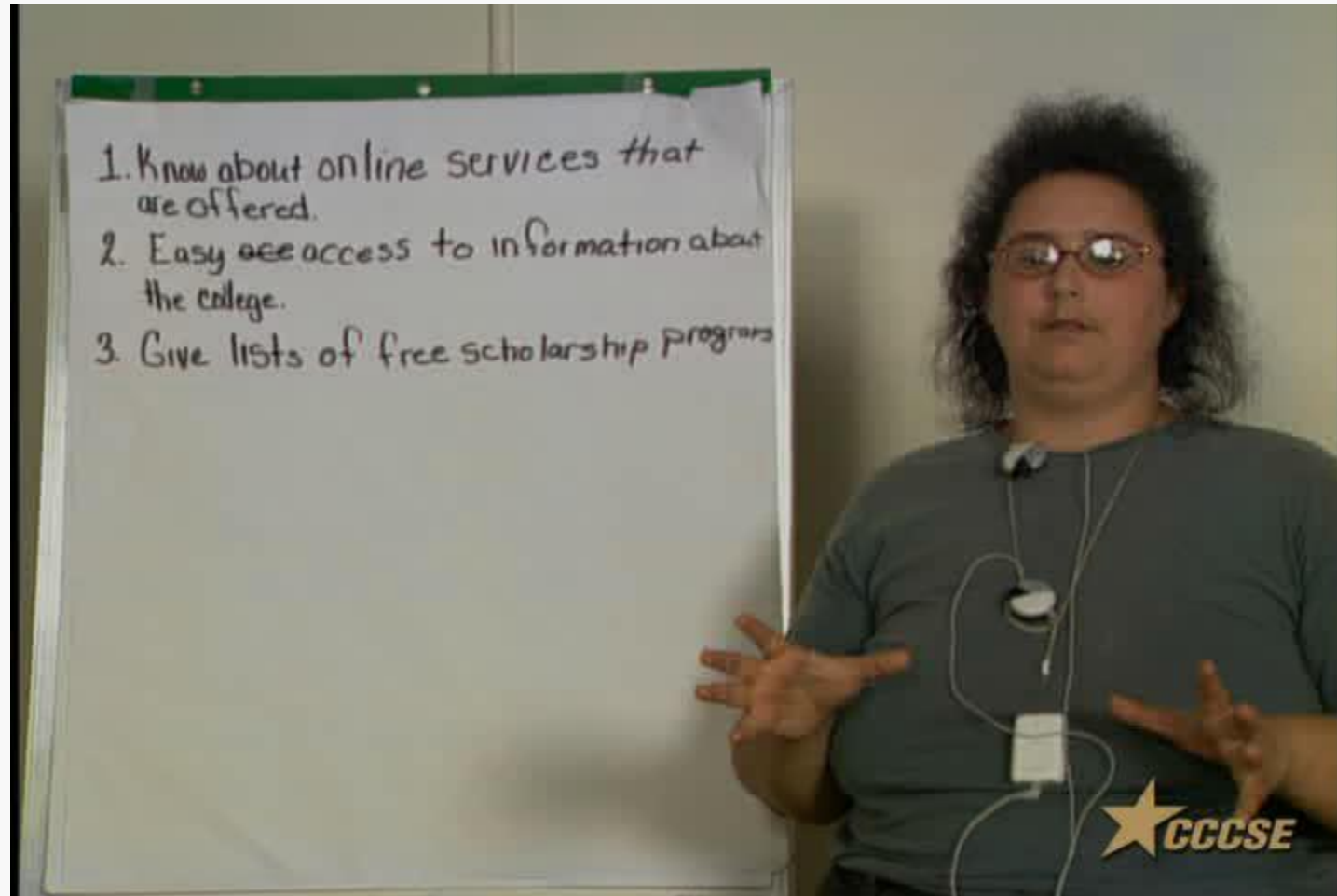
Create a Discussion Guide



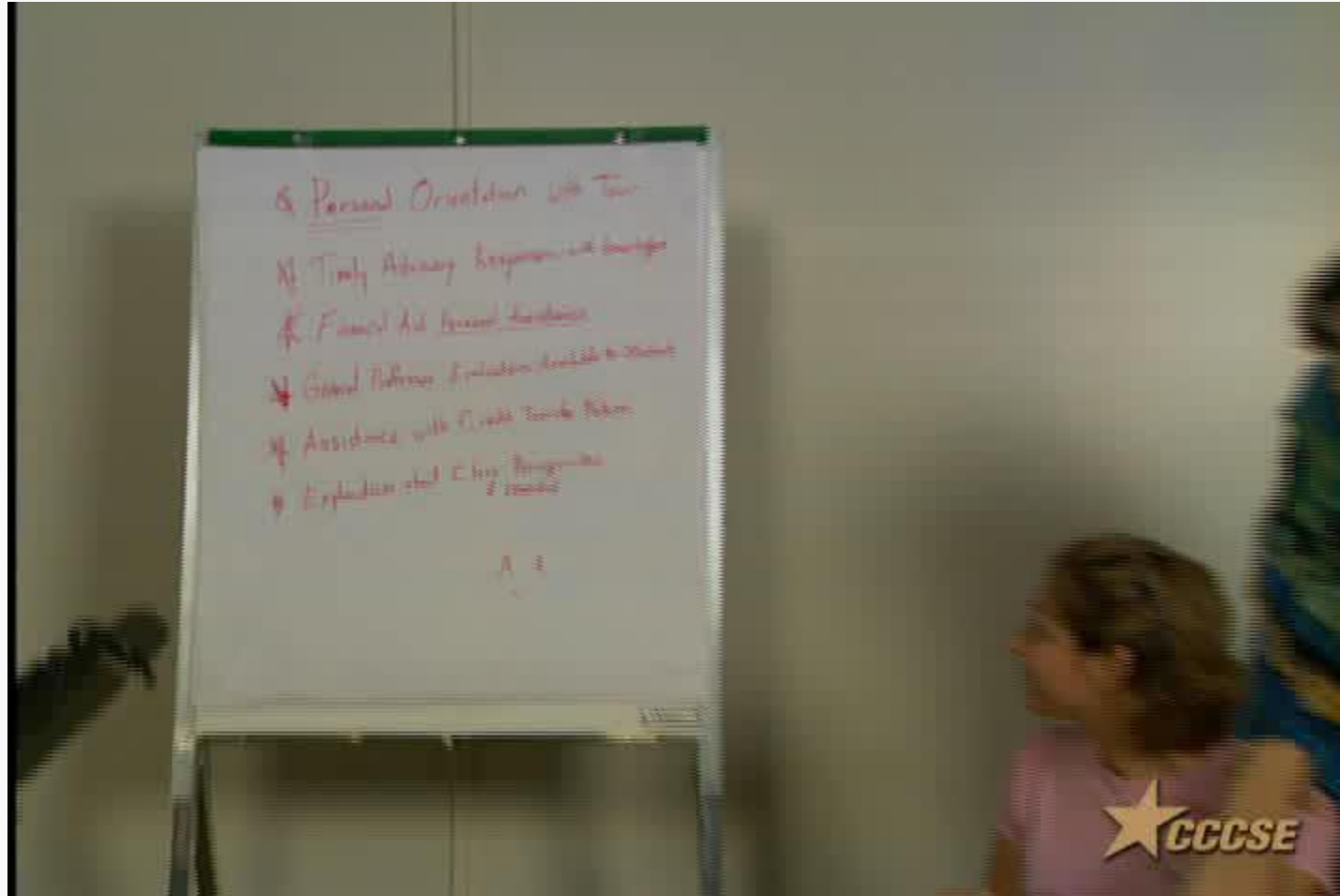
Group Activity

- Select an **outcome**
 - What do you want to learn from focus group participants?
- What 3 or 4 **questions** could you ask to get to that outcome?
- Write **outcome** and **questions** on paper.
- Select one person to share your group's discussion guide with session participants.

Students tell you what doesn't work... advice...



Students cause you to rethink your choices...



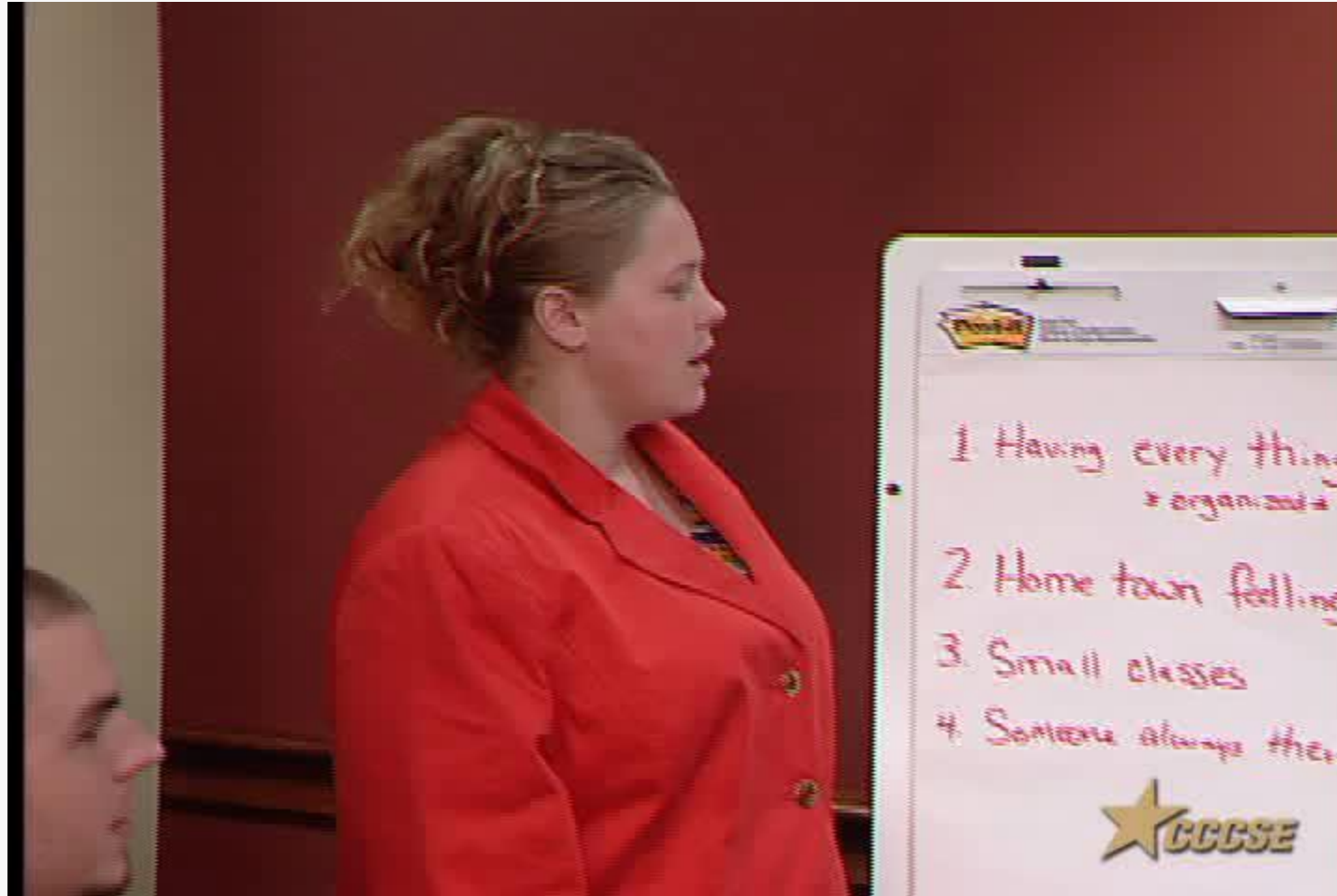
Center for Community College Student Engagement

Students suggest new approaches...



Center for Community College Student Engagement

Students tell you what's working...



Center for Community College Student Engagement

Various Discussion Guides Available

Faculty

Focus Group Discussion Guide



Financial Health

Focus Group Discussion Guide



Academic Mindset

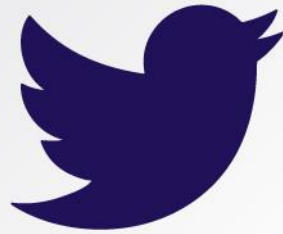
Student Focus Group Discussion Guide



Connect with us!



cccse.org



@CommCollSurveys



CCCSE Video