Student Focus Groups

• The first step is to consider what information is available/what questions are already asked and reported by students via surveys/questionnaires. This will help determine what information is needed through a focus group: what haven’t we asked that we need to know?
  • Review of Available Data
    • 2013 New Student Survey Results
    • Student Satisfaction Survey – Fall 2012
    • Community College Survey of Students Engagement (CCSSE) 2013 Report Data – Student-Faculty Interaction
    • CCSSE 2013 Report Data – Support for Learners

• Focus Group Meeting Structure
  • Four groups, 2 on campus and 2 at extension sites
  • Groups will begin with a meal, likely pizza and soda to help the students feel comfortable
  • Some kind of small incentive (gift card, etc.) will be provided
  • 8-10 students per group; 2 hour meeting including meal
  • Approximately 8-10 questions to be asked by moderator (Erin Shirey)
  • Participants: Moderator, students, recorder and/or transcriptionist
    • It is not feasible for others to be in room observing or for there to be videotaping, as this might inhibit student responses
    • We do not have facility with a two-way mirror

• Focus Group Invitees
  • Erin will target invitations based on:
    ▪ Credit attainment (2 groups each of lower and higher levels of credit attainment
    ▪ Gender
    ▪ Courses enrolled in/type courses, including developmental through upper level

Focus Groups and/or Student Survey

• Erin asked whether the group wants to only conduct focus groups or also conduct a student survey
  • Order: Which should happen first, the focus group or the survey?

Question Generation

Remaining time was spent generating possible questions, based on Charter Problem Statements/Opportunities.

Attached is Steve’s compiled list of questions and grid developed during the meeting.
BRAINSTORM LIST OF DRAFT FOCUS GROUP QUESTIONS

AQIP Pathways meeting
Tue, Jan 21, 2014

These are not in a particular order; they also need editing and revision:

- How do you decide on your next sequence of classes?
- Did you come to MCC with a pathway towards a particular goal?
- Did it change? Why?
- What did you expect?
- How do you plan to meet your goal?
- How did you plan your next steps?
- What external factors might change your plans to continue?
- If you could change one thing at Mott that would accelerate you toward your goal, what would it be?
- What good thing would you keep?
- Do you have a goal?
- What is the goal that drives you the most?
- How would you determine your program sequence?
- When do you see an advisor or counselor?
- Did you feel academically prepared for your courses?
- Did you feel confident with the schedule you received?
- Did you feel your math skills were sufficient for the courses you have taken?
- Do you have a timeline?
- Do you have a perceived number of courses you need to take?
- When did you decide on your goal/major?
- Did your perception match reality (of admission process/orientation/course load, etc.)?

Questions along this grid:

<table>
<thead>
<tr>
<th>Category</th>
<th>What about X kept you on track?</th>
<th>What about X pulled you off track?</th>
<th>What kind of help or support with X would be helpful?</th>
<th>Other category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions, Orientation, Advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Course Sequences, Academic Program Guides, Degree Requirements</td>
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<tr>
<td>Graduation, Completion, Finishing at MCC</td>
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