Capturing the meaning of student success for all: An introduction to the Small Group Analysis technique

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Overview

- CSU Fullerton Context
- Why student experience?
- Sharing your practice
- Small Group Analysis (SGA)
- What we found
  - Data
  - Best practices
  - Unintended impact
- SGA in action!
40,439
Enrolled in fall 2017

#1 in CA & #2 in the nation among top colleges and universities awarding bachelor’s degrees to Hispanics.
Why student experience?

GRADUATION INITIATIVE 2025 GOALS

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Transfers</th>
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<tbody>
<tr>
<td><strong>4-Year Goal:</strong></td>
<td><strong>2-Year Goal:</strong></td>
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<tr>
<td>40%</td>
<td>45%</td>
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<tr>
<td>2015 Rate: 19%</td>
<td>2015 Rate: 31%</td>
</tr>
<tr>
<td><strong>6-Year Goal:</strong></td>
<td><strong>4-Year Goal:</strong></td>
</tr>
<tr>
<td>70%</td>
<td>85%</td>
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<tr>
<td>2015 Rate: 57%</td>
<td>2015 Rate: 73%</td>
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**Achievement Gaps:** 0 Points

UNDERSTAND STUDENT EXPERIENCE
Sharing your practice

What tools do you use to assess student experience?

Go to
srs.campuslabs.com

Connect ID: 10907
Formative assessment method for teaching and learning

Developed at Stanford, Vanderbilt and Northwestern

Anonymous, direct feedback from students

Mid-term, not end-of-term, feedback

Intended for prompt changes on the instructor’s part
1. Students are asked to form small groups of 3-5 students, depending on the number of students present.
2. Students work individually and through small group discussions to answer 3 questions, such as:

- What aspects of this course enhance your learning?
- What aspects of this course could be improved to enhance your learning?
- What could you – as a student – do or continue to do to enhance your learning in this course?
Small Group Analysis: Gauging students’ feedback - Step 3

3. The facilitator leads the whole group in a discussion of responses, seeking clarifications and identifying consensus.

- The facilitator compiles both individual and group responses in a report for the instructor, which will be discussed in a confidential meeting.
Small Group Analysis at CSUF

- Adapting SGA to gather student experience data at CSUF

- Same format; Different questions:
  - What aspects of your CSUF experience are most helpful to your success (e.g. timely graduation, academic success, personal well-being, campus connection)?
  - What aspects of your CSUF experiences do you perceive as challenges to your success?
  - What could you – as a student – do or continue to do to ensure or elevate your success at CSUF?
Why SGA: Methodological advantages

- **Minimal logistics and resource needs:**
  - 20-30 minutes within a class period or a student event
  - 1-2 trained facilitator(s) for data collection
  - Less demand on data analysis

- **Consider representative sampling:**
  - Adequate, diverse sampling of the population of interest
  - Use existing student gatherings

- **Flexible in data analysis:**
  - Use both individual and group responses
  - Aggregate at the university level vs. Disaggregate at the student group level
Why SGA:
Community
Cultural
Wealth
(Yosso, 2005)

6 Capitals:

- Aspirational
  Hopes and dreams
- Linguistic
  Language and communication skills
- Familial
  Pre-colleges social and personal human resources
- Social Capital
  Peers and social contacts used to gain access to college
- Navigational
  Skills and abilities used to navigate college
- Resistance
  Prepares students to solve problems related to equity and justice

<table>
<thead>
<tr>
<th>What we found</th>
<th>Helpful</th>
<th>Challenges</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>57% Student Support Services</td>
<td>25% Course availability/scheduling</td>
<td>33% Engagement</td>
</tr>
<tr>
<td></td>
<td>38% Faculty</td>
<td>23% Curriculum/program</td>
<td>31% Time management</td>
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<td>36% Social Support</td>
<td>23% Parking</td>
<td>26% University resources</td>
</tr>
<tr>
<td></td>
<td>25% Educational Experiences</td>
<td>22% Financial</td>
<td>21% Academic persistence</td>
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What we found: Best practices

• Training Facilitators
• Methodology
  – Ask the right questions
  – Level of specificity
• Analysis
  – To aggregate or disaggregate?
Unintended Impact: Staff Development

• More campus utilization in SGA
  - First year experience goal setting
  - Diversity Initiatives and Resource Centers & Housing and Residential Engagement

• More campus interest in formative and indirect assessment
Small Group Analysis in action

1. What are some advantages for implementing SGA on your campus?

2. What are some barriers for implementing SGA on your campus?

3. What are strategies that you, as a student affairs professional, can use to successfully implement SGA on your campus?
Questions

Thank you!

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