

Query Project Survey Results (QP2: Confidence & Community)

FALL 2022

What is a Query Project?

- ❑ The First Stage of Harold Washington College's "General Assessment Process"
- ❑ Questions of timely urgency for authentic student responses
- ❑ Results to provoke conversation, set direction for future assessment activities
- ❑ Not an assessment because not associated with particular Institutional Learning Outcome.

QP2: Methods & Response

Three, Close-Ended Questions w/Likert scale:

I feel comfortable enough in my classes to ask questions or discuss content.

My classes provide a sense of connection and community.

I have been encouraged to actively engage in and contribute in my classes.

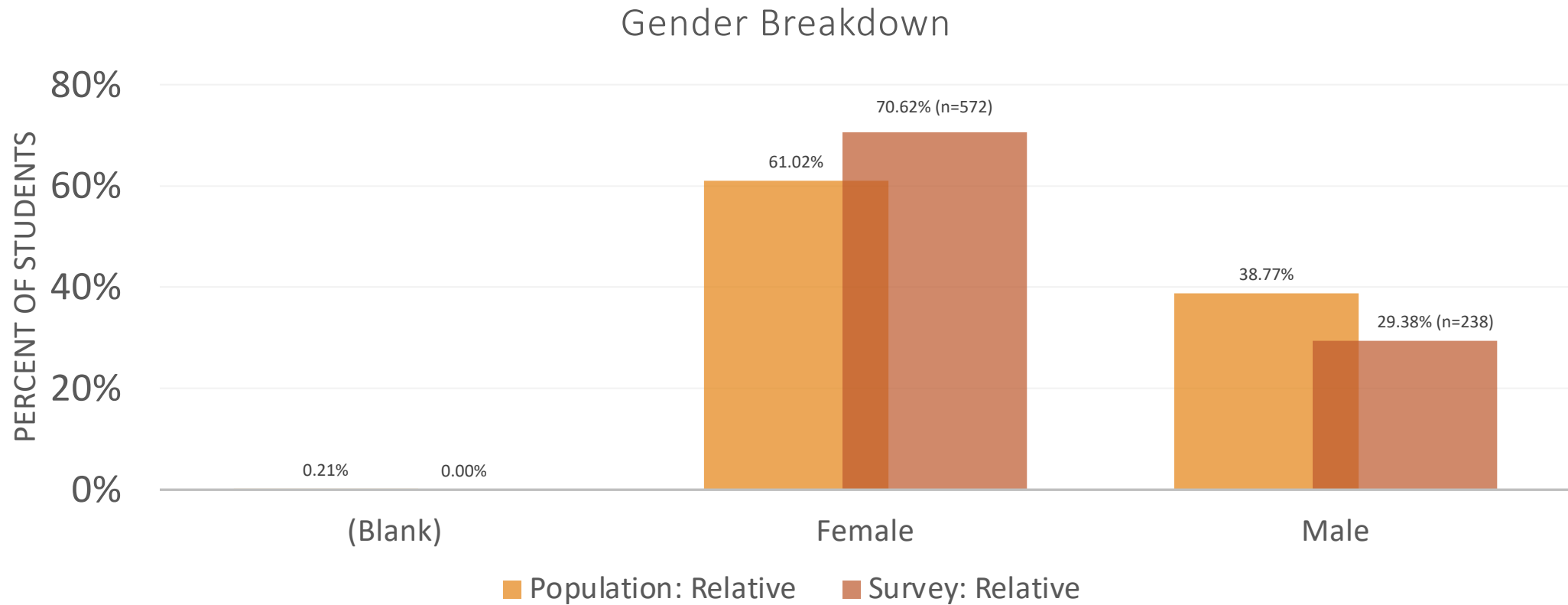
Deployed on September 20th through October 8th

Distributed to Students via link to Google Form by volunteer instructors, student email, Brightspace announcement, & SGA.

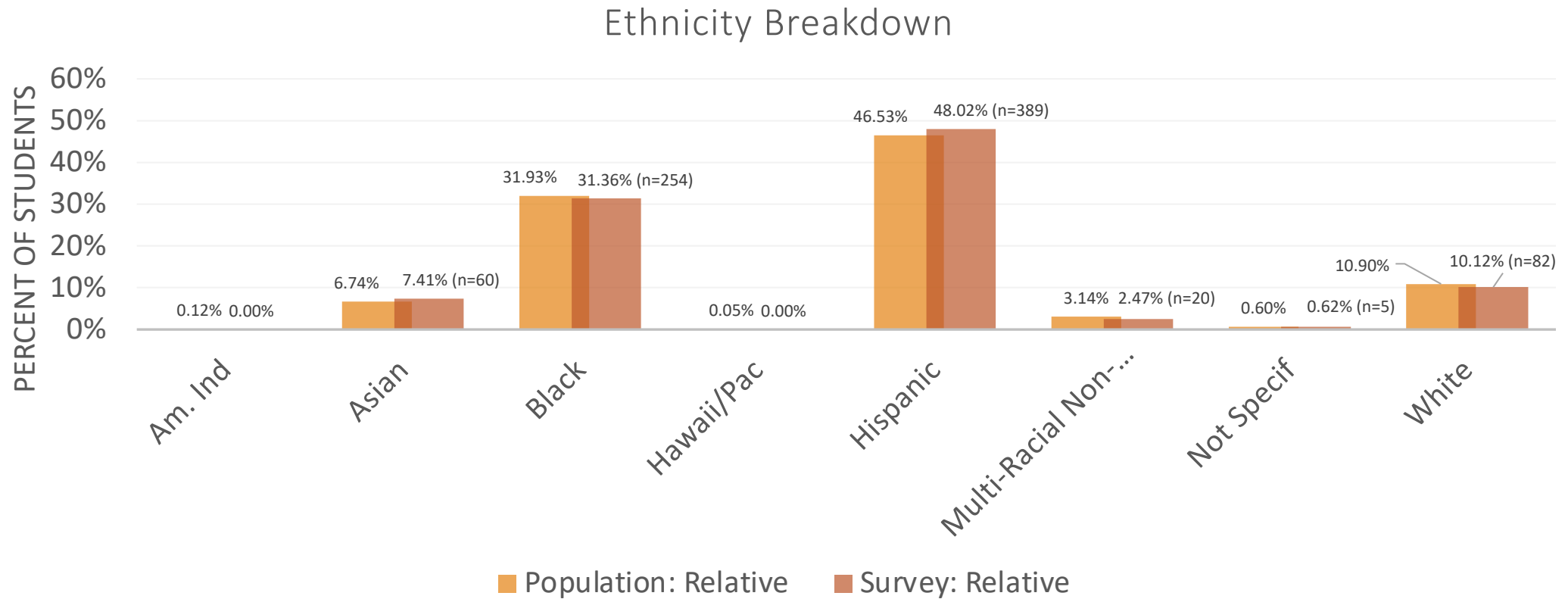
Responses:

- 910 Responses
- 810 Unique and Valid Student IDs
- 68 Duplicate Student IDs (First response used)
- 45 Unmatched Student IDs
- 802 Unique and Valid Student IDs w/completed survey
- 8 week headcount: 5559
- 14.6% response rate

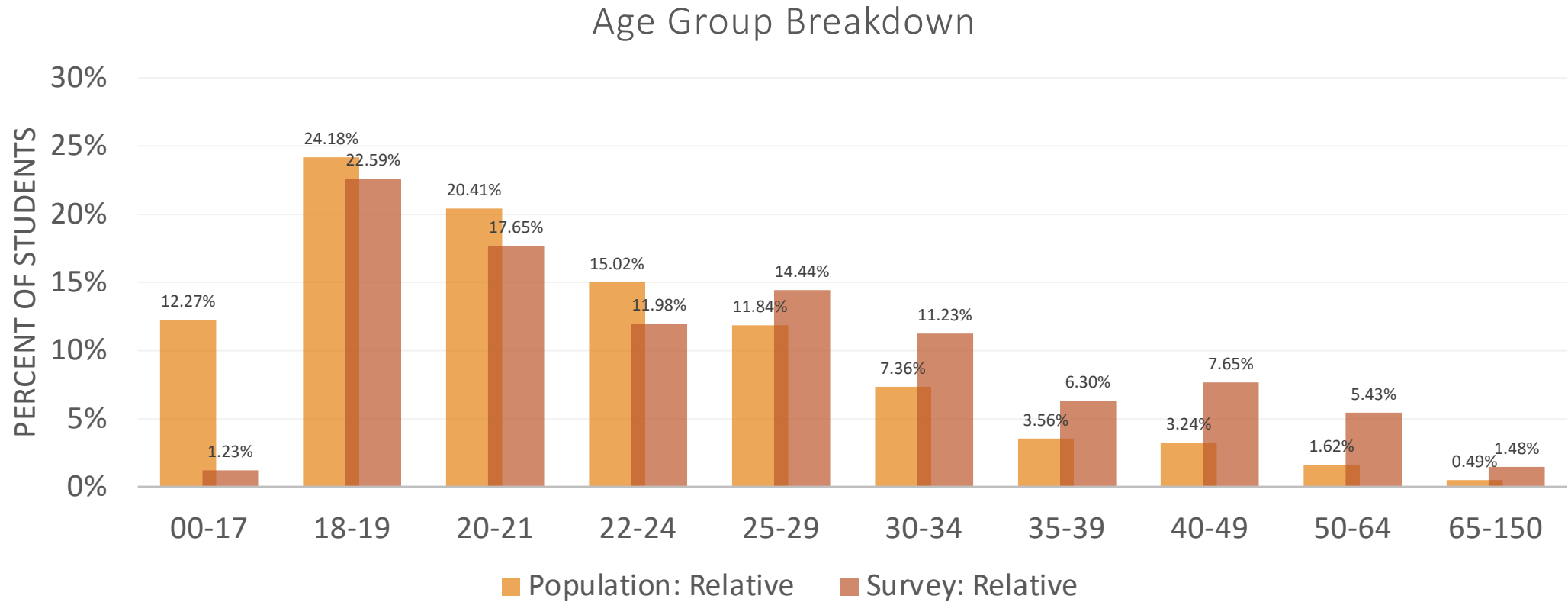
Demographics – Statistically Representative



Demographics – Statistically Representative



Demographics – Borderline Representative



Results

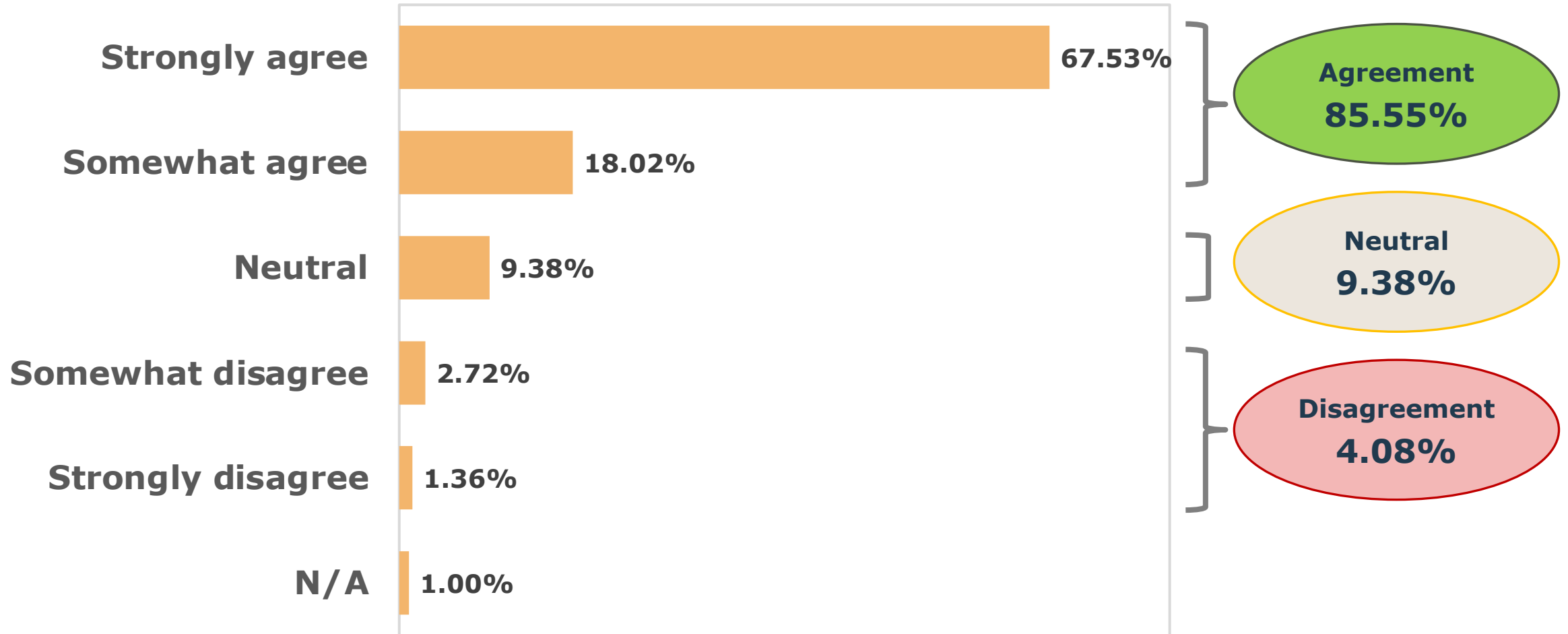
Three (randomly ordered) questions:

- *I feel comfortable enough in my classes to ask questions or discuss content.*
- *My classes provide a sense of connection and community.*
- *I have been encouraged to actively engage in and contribute in my classes.*

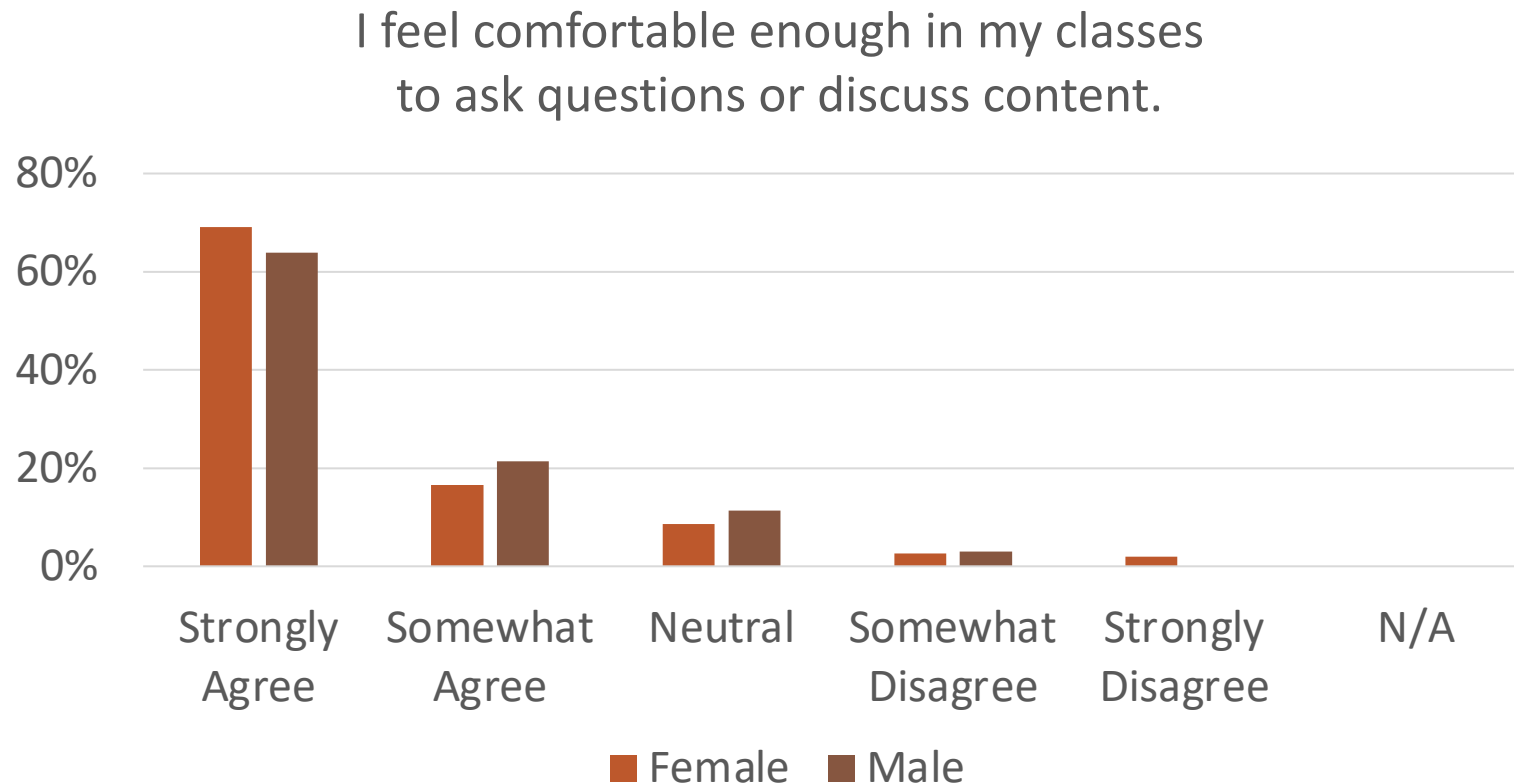
Response Options:

Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree

I feel comfortable enough in my classes to ask questions or discuss content



Results Breakdown - Gender



Agreement

Female: 85.7% (n= 490)

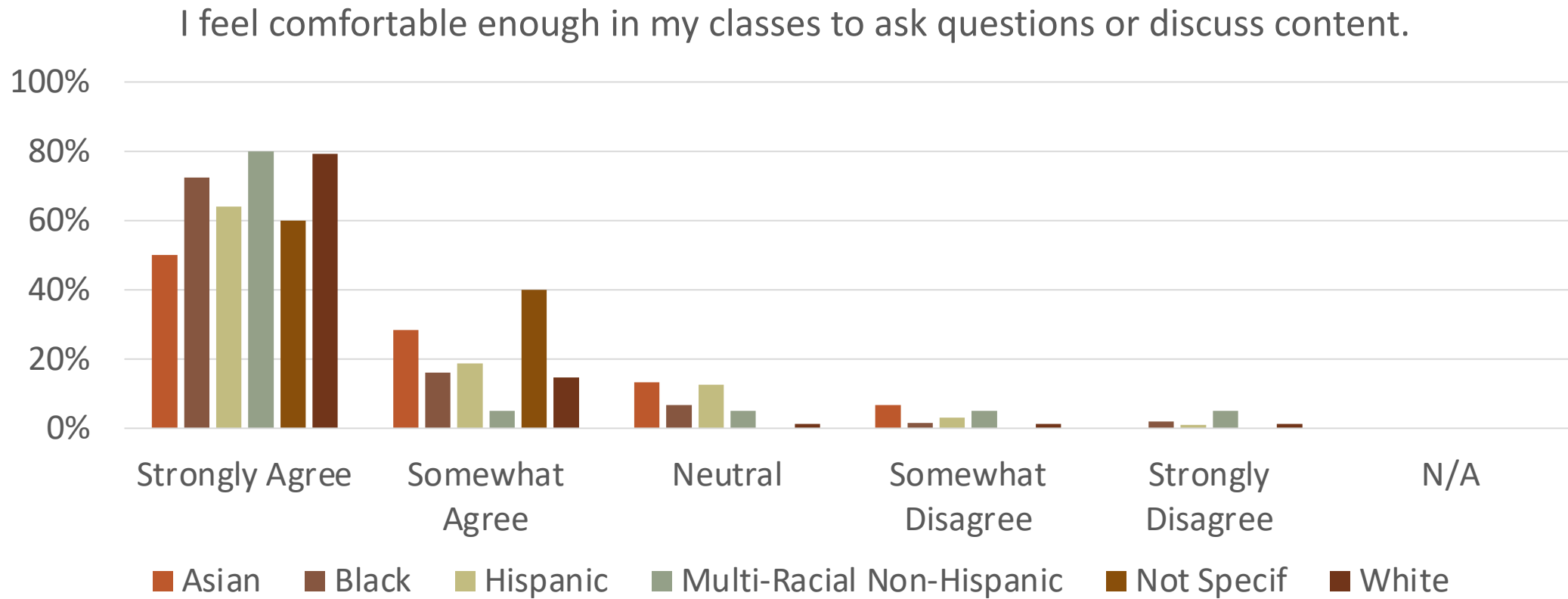
Male: 85.3% (n= 203)

Disagreement

Female: 4.5% (n= 26)

Male: 2.9% (n= 7)

Results Breakdown - Ethnicity



Comfort Participating

| I feel comfortable enough in my classes to ask questions or discuss content. | | | | | | | |
|--|----------------|----------------|------------|-------------------|-------------------|----------|-------|
| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A | Total |
| Asian | 30 (50.0%) | 17 (28.3%) | 8 (13.3%) | 4 (6.7%) | 0 (0.0%) | 1 (1.7%) | 60 |
| Black | 184 (72.4%) | 41 (16.1%) | 17 (6.7%) | 4 (1.6%) | 5 (2.0%) | 3 (1.2%) | 254 |
| Hispanic | 249 (64.0%) | 73 (18.8%) | 49 (12.6%) | 12 (3.1%) | 4 (1.0%) | 2 (0.5%) | 389 |
| Multi-Racial Non-Hispanic | 16 (80.0%) | 1 (5.0%) | 1 (5.0%) | 1 (5.0%) | 1 (5.0%) | 0 (0.0%) | 20 |
| Not Specif | 3 (60.0%) | 2 (40.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 5 |
| White | 65 (79.3%) | 12 (14.6%) | 1 (1.2%) | 1 (1.2%) | 1 (1.2%) | 2 (2.4%) | 82 |
| Total | 547 | 146 | 76 | 22 | 11 | 8 | 810 |

Agreement

Asian: 78.3% (n= 47)
 Black: 88.5% (n= 225)
 Hispanic: 82.8% (n=322)
 Multi: 85% (n=17)
 Not Spec: 100% (n=5)
 White: 93.9% (n=77)

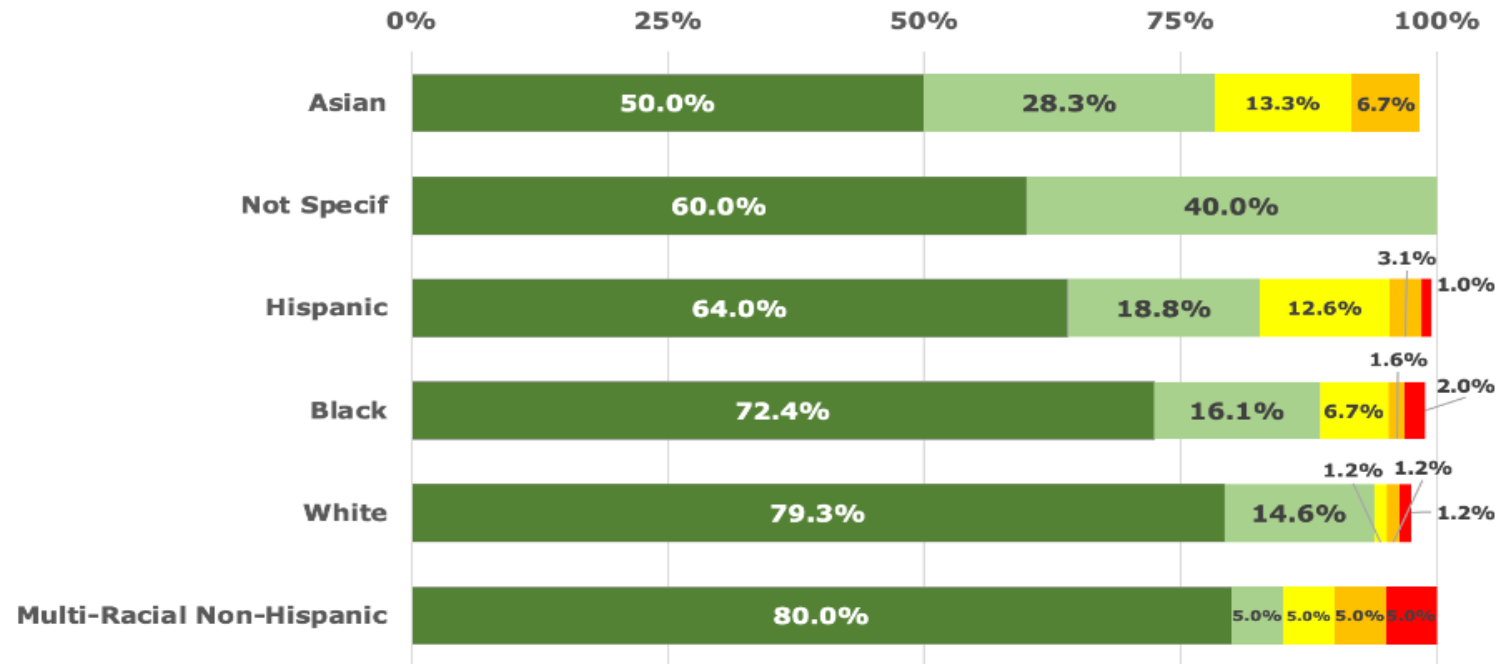
Disagreement

Asian: 6.7% (n= 4)
 Black: 3.6% (n= 9)
 Hispanic: 4.1% (n=16)
 Multi: 10% (n=2)
 Not Spec: 0% (n=0)
 White: 2.4% (n=2)

Strength of Agreement Comparison

**I feel comfortable enough in my classes
to ask questions or discuss content**

■ Strongly Agree ■ Somewhat Agree ■ Neutral ■ Somewhat Disagree ■ Strongly Disagree



Results

Three (randomly ordered) questions:

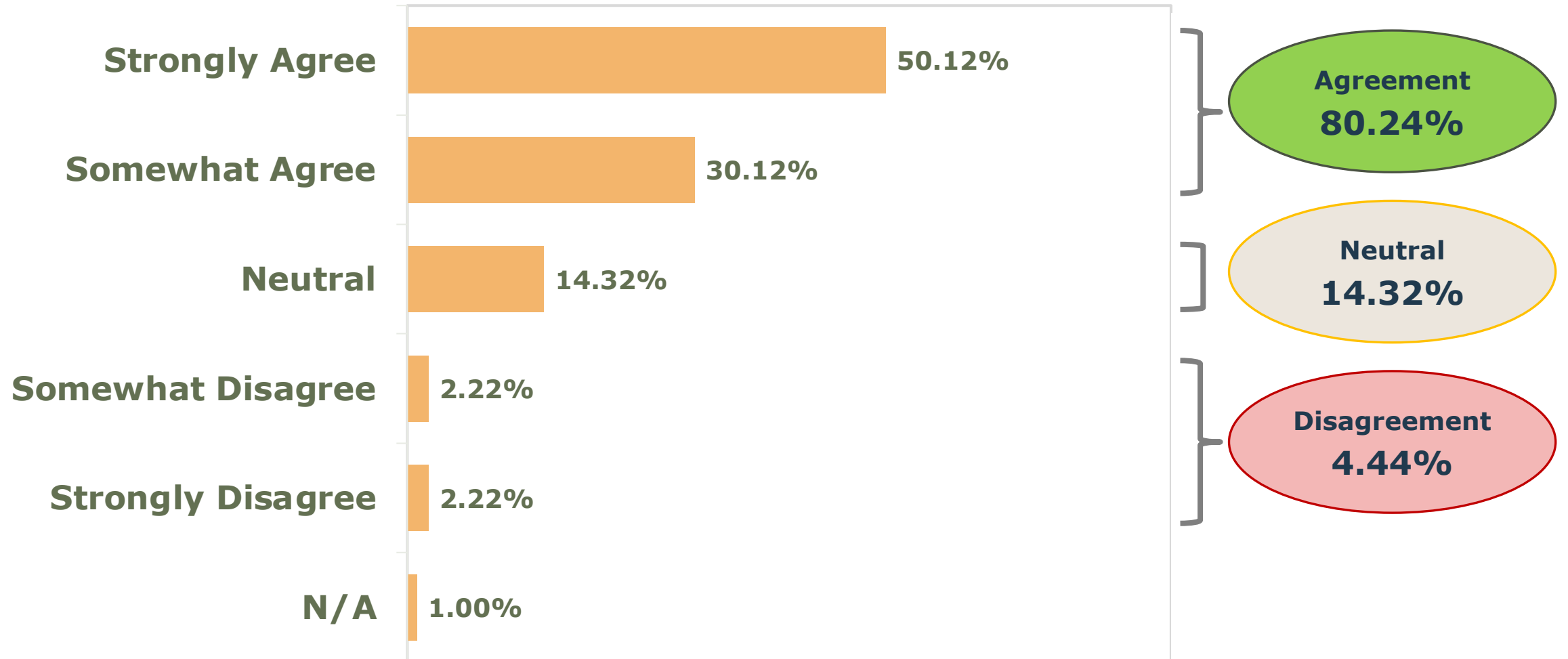
- *I feel comfortable enough in my classes to ask questions or discuss content.*
- ***My classes provide a sense of connection and community.***
- *I have been encouraged to actively engage in and contribute in my classes.*

Response Options:

Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree

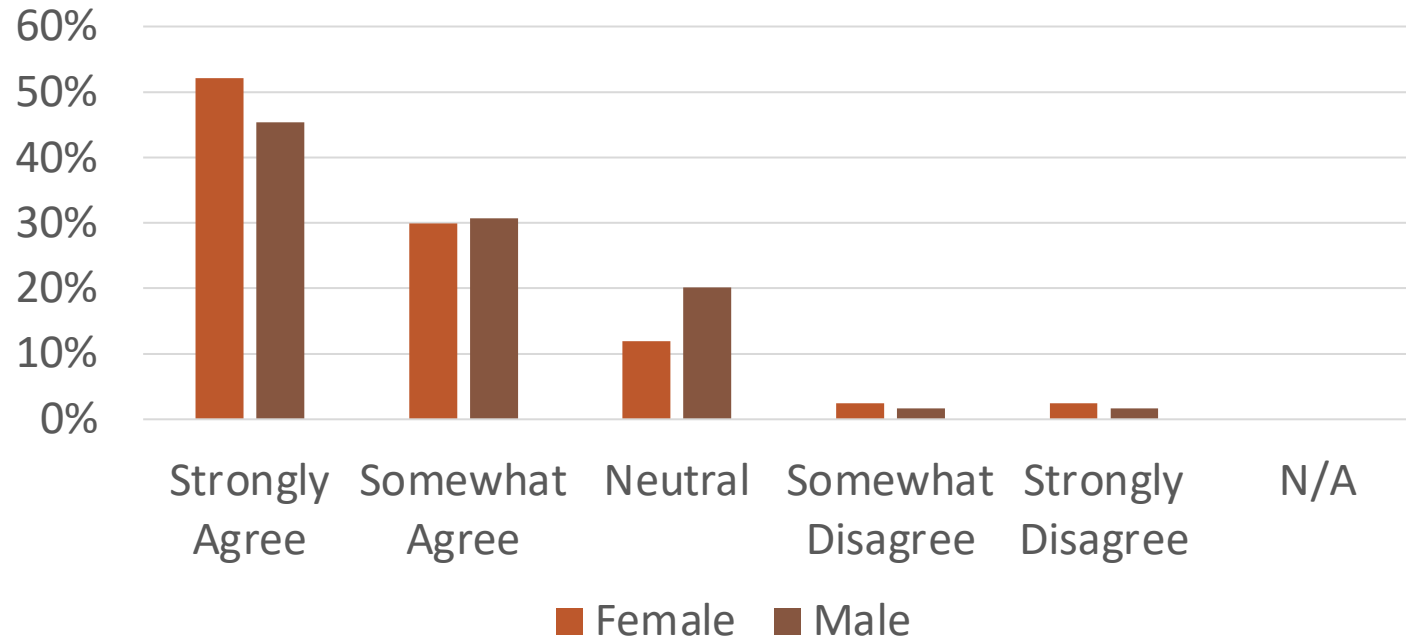


My classes provide a sense of connection and community



Results Breakdown - Gender

My classes provide a sense of connection and community.



Agreement

Female: 82% (n= 469)

Male: 76.1% (n= 181)

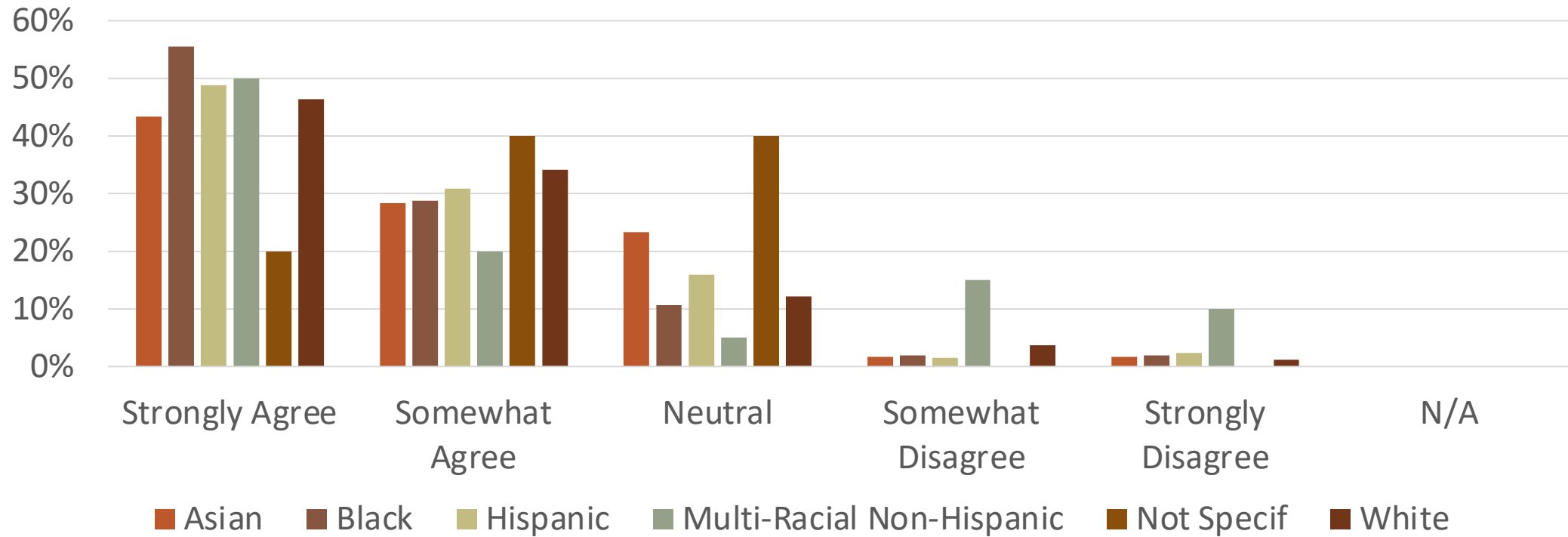
Disagreement

Female: 4.8% (n= 27)

Male: 3.4% (n= 8)

Results Breakdown - Ethnicity

My classes provide a sense of connection and community.



Sense of Connection

| My classes provide a sense of connection and community. | | | | | | | |
|---|----------------|----------------|------------|-------------------|-------------------|----------|-------|
| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A | Total |
| Asian | 26 (43.3%) | 17 (28.3%) | 14 (23.3%) | 1 (1.7%) | 1 (1.7%) | 1 (1.7%) | 60 |
| Black | 141 (55.5%) | 73 (28.7%) | 27 (10.6%) | 5 (2.0%) | 5 (2.0%) | 3 (1.2%) | 254 |
| Hispanic | 190 (48.8%) | 120 (30.8%) | 62 (15.9%) | 6 (1.5%) | 9 (2.3%) | 2 (0.5%) | 389 |
| Multi-Racial Non-Hispanic | 10 (50.0%) | 4 (20.0%) | 1 (5.0%) | 3 (15.0%) | 2 (10.0%) | 0 (0.0%) | 20 |
| Not Specif | 1 (20.0%) | 2 (40.0%) | 2 (40.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 5 |
| White | 38 (46.3%) | 28 (34.1%) | 10 (12.2%) | 3 (3.7%) | 1 (1.2%) | 2 (2.4%) | 82 |
| Total | 406 | 244 | 116 | 18 | 18 | 8 | 810 |

Agreement

Asian: 71.6% (n= 43)
 Black: 84.2% (n= 214)
 Hispanic: 79.6% (n=310)
 Multi: 70% (n=14)
 Not Spec: 60% (n=3)
 White: 80.4% (n=66)

Disagreement

Asian: 3.4% (n= 2)
 Black: 4.0% (n= 10)
 Hispanic: 3.8% (n=15)
 Multi: 25% (n=5)
 Not Spec: 0% (n=0)
 White: 4.9% (n=4)

Results

Three (randomly ordered) questions:

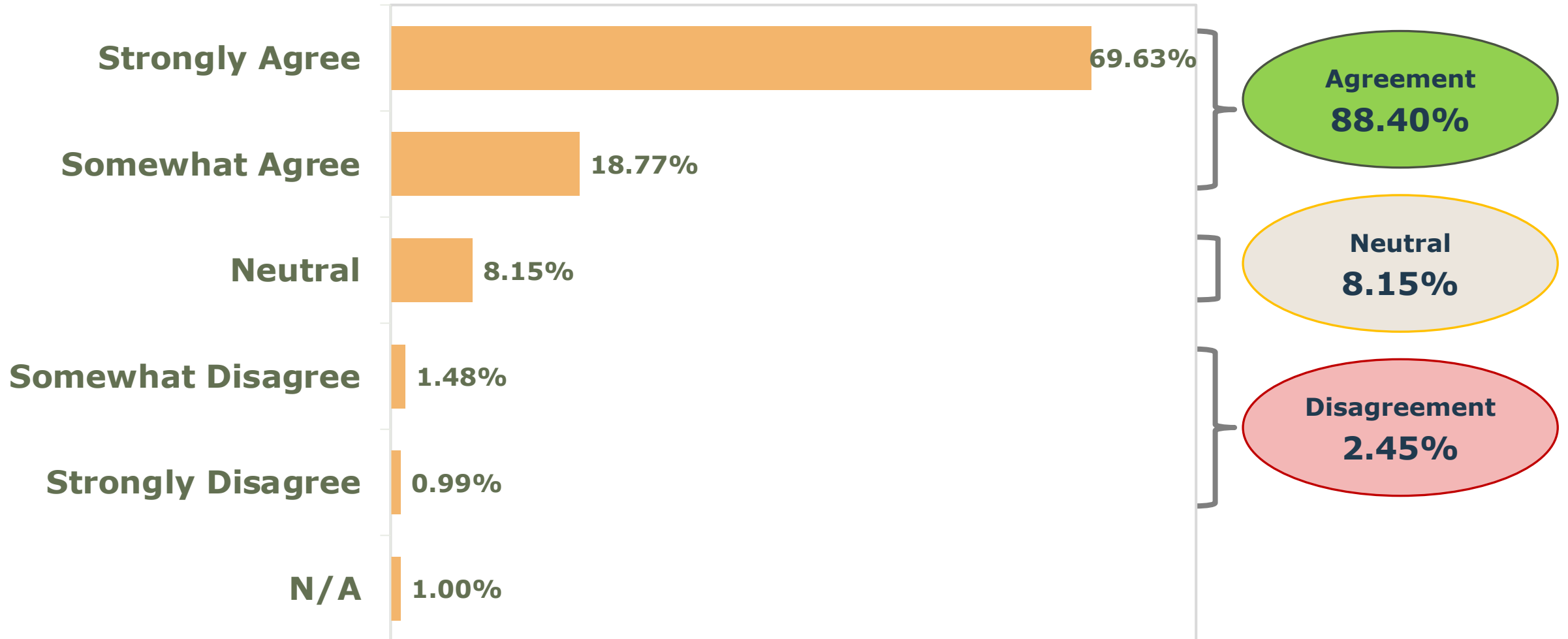
- *I feel comfortable enough in my classes to ask questions or discuss content.*
- *My classes provide a sense of connection and community.*
- ***I have been encouraged to actively engage in and contribute in my classes.***

Response Options:

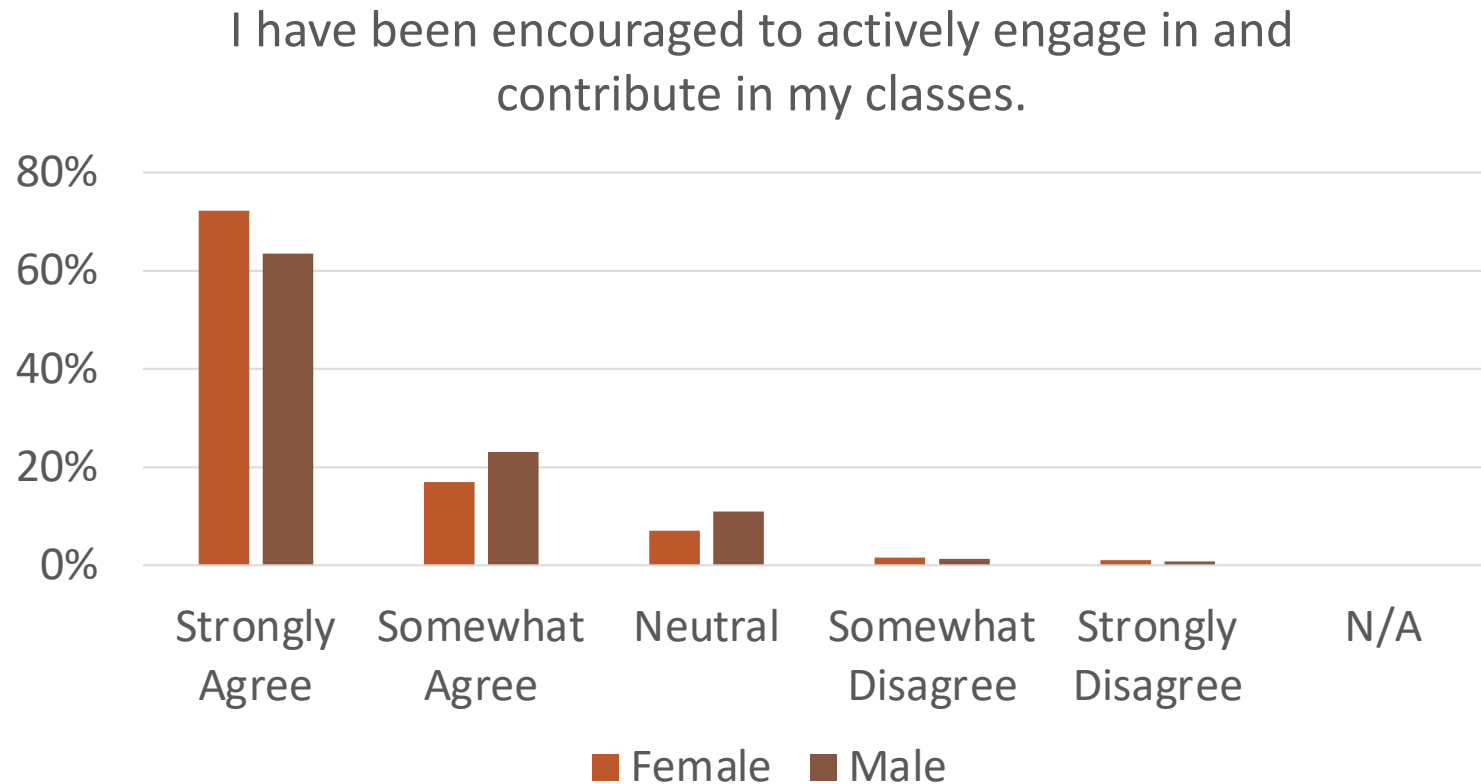
Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree



I have been encouraged to actively engage in and contribute in my classes



Results Breakdown - Gender



Agreement

Female: 89.2% (n= 510)

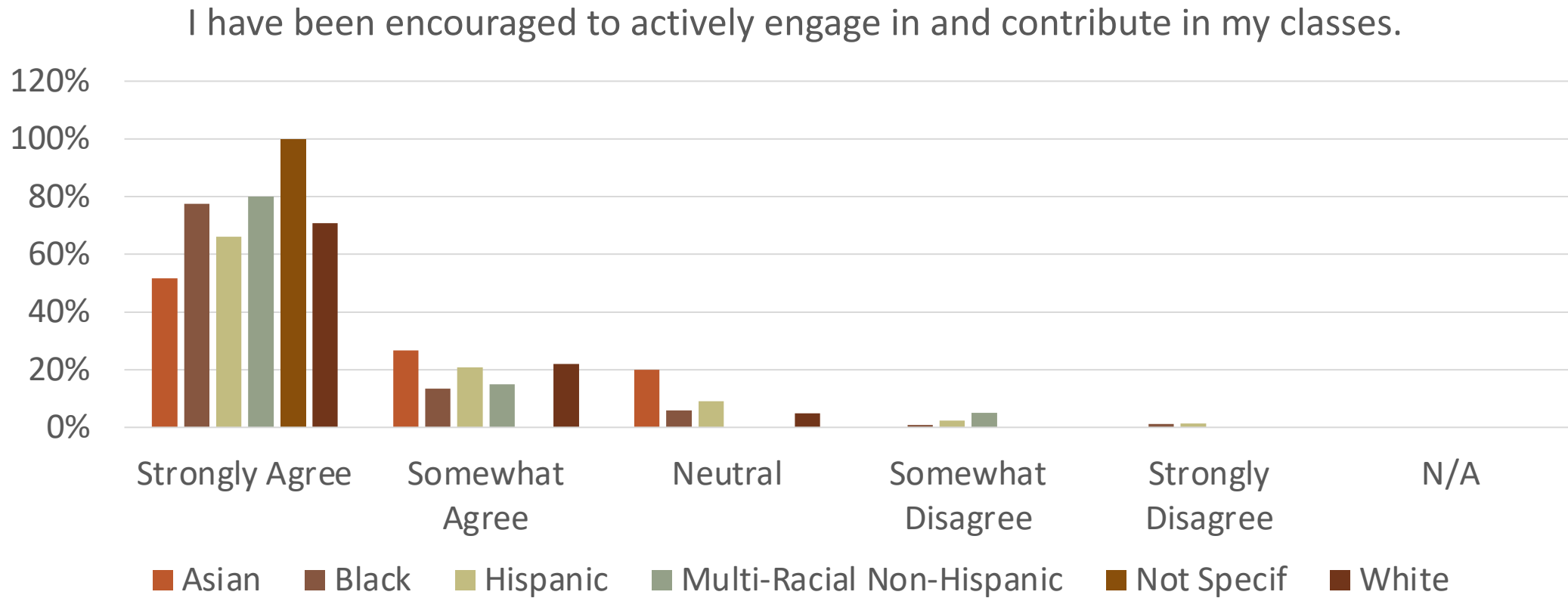
Male: 86.5% (n= 206)

Disagreement

Female: 2.6% (n= 15)

Male: 2.1% (n= 5)

Results Breakdown - Ethnicity



Encouraged to Engage

| I have been encouraged to actively engage in and contribute in my classes. | | | | | | | |
|--|----------------|----------------|------------|-------------------|-------------------|----------|-----|
| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A | |
| Asian | 31 (51.7%) | 16 (26.7%) | 12 (20.0%) | 0 (0.0%) | 0 (0.0%) | 1 (1.7%) | 60 |
| Black | 197 (77.6%) | 34 (13.4%) | 15 (5.9%) | 2 (0.8%) | 3 (1.2%) | 3 (1.2%) | 254 |
| Hispanic | 257 (66.1%) | 81 (20.8%) | 35 (9.0%) | 9 (2.3%) | 5 (1.3%) | 2 (0.5%) | 389 |
| Multi-Racial Non-Hispanic | 16 (80.0%) | 3 (15.0%) | 0 (0.0%) | 1 (5.0%) | 0 (0.0%) | 0 (0.0%) | 20 |
| Not Specif | 5 (100.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 5 |
| White | 58 (70.7%) | 18 (22.0%) | 4 (4.9%) | 0 (0.0%) | 0 (0.0%) | 2 (2.4%) | 82 |
| Total | 564 | 152 | 66 | 12 | 8 | 8 | 810 |

Agreement

Asian: 78.4% (n= 47)
 Black: 91.0% (n= 231)
 Hispanic: 86.9% (n=338)
 Multi: 95% (n=19)
 Not Spec: 100% (n=5)
 White: 92.7% (n=76)

Disagreement

Asian: 0.0% (n= 0)
 Black: 2.0% (n= 5)
 Hispanic: 4.6% (n=15)
 Multi: 5% (n=1)
 Not Spec: 0% (n=0)
 White: 0.0% (n=0)

Key Findings

- ❑ Procedural Gap: Dual Credit
- ❑ Overwhelmingly, even surprisingly positive results across gender/ethnicity (and in Weeks 4-6).
- ❑ Differences in ethnicity results seem driven by differences in degree of 'enthusiasm' more than qualitative difference (good/bad)—multiple potential explanations.

Important Caveats (and Reminders)

Reminders

- ❑ Not an Assessment, *per se*
- ❑ Indirect evidence, i.e. report of student perceptions about undefined terms
- ❑ Extreme caution regarding causal inferences is REQUIRED
- ❑ Voluntary nature of sample could be source of bias (but also indicator of diversity among enthusiasts)

Next Steps

Students

- Recognize
- Initiate
- Participate
- Appreciate

Faculty

- Recognize
- Initiate
- Participate
- Appreciate (Celebrate)

Admin & Staff

- Recognize
- Initiate
- Participate
- Appreciate

Next Step: Students

Recognize: Many of your classmates are ready to contribute. If they (or you) are not doing so, try to make it happen. Often, the learning benefits of verbal processing accrue to the handful of students who do the most contributing. Join in and encourage others to do the same.

Initiate: Engagement happens beyond the classroom, too. Many of your peers find a sense of community at HWC. If you are not among them, seek out your people—start a conversation or a game or something. If you are, welcome others in. Go to class early and don't take out your phone. A sense of community starts with being present in your places.

Participate: Challenge yourself to move from readiness to action. There's a distance between being ready to participate and actually doing so, but learning to do it takes practice and with practice, comes comfort.

Appreciate: Celebrate attempts by your peers to contribute and engage, even if unsuccessful. That doesn't mean being uncritical about the content, but rather valuing the attempt.

Next Step: Faculty

Recognize: High numbers of students report confidence in questioning/discussing. Make that your initial assumption when class planning.

Initiate: Show up early to class and start off-topic, low-stakes discussions with individual students to normalize conversational dynamics and help students go from “being ready” to “being able to” discuss and engage with each other and you, then connect the small talk to the day’s lesson (if possible).

Participate: Hosting or showing up at student events builds community.

Appreciate: Celebrate every attempt to contribute and engage, even if unsuccessful.

Next Step: Admin & Staff

Recognize: High numbers of students report confidence in questioning/discussing. Make that your initial assumption when engaging with them, planning events, and moving through the halls

Initiate: Find students (or engage with the ones who come to you) to have brief, low-stakes discussions that normalize conversational dynamics and help students go from “being ready” to “being able to” discuss and engage with each other and you, as well as to have a sense of themselves as part of the Harold community

Participate: Hosting or showing up at student events builds community

Appreciate: Celebrate every attempt to contribute and engage, even if unsuccessful

Questions & Discussion

Send questions to: hwc-assessment@ccc.edu

Discussions? Please have one!

Special Thanks to:

- ❖ Phil Vargas, HWC Assessment Data Analyst
- ❖ HWC Assessment Committee, especially Ukaisha Al-Amin, Vice Chair of General Assessment
- ❖ Charles McSweeney for Technical Assistance
- ❖ HWC Student Government Association & President Payton Carlson & Vice President Elmer Felipe
- ❖ Yev Lapik for Data Visualization & Jeff Swigart for Archiving