



Turning Points Along the Path:

How AHA Moments About
The Student Experience
Guide the Way

Linda L. García, Ph.D.
Executive Director, CCCSE

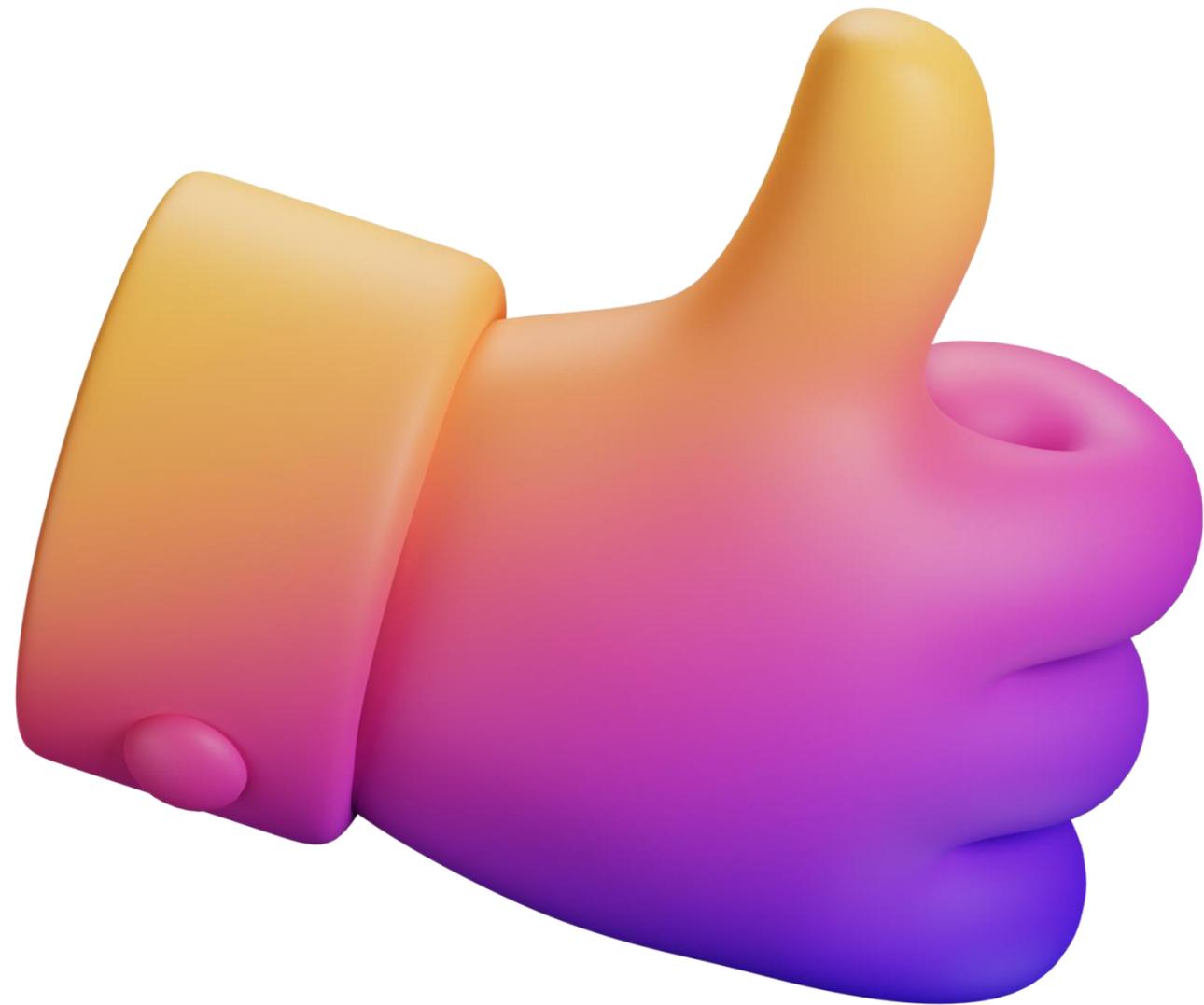


Cell Phone

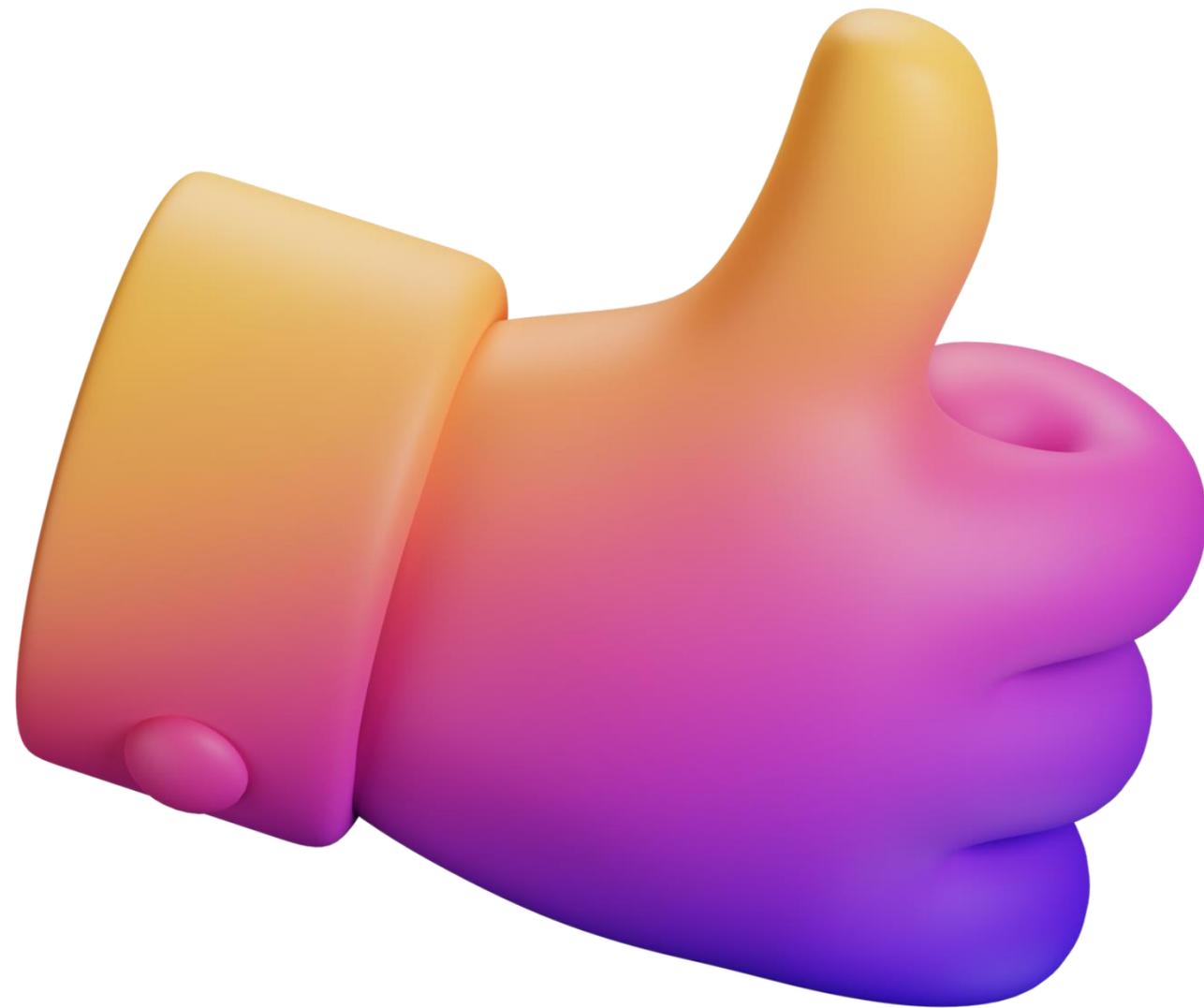
- Go to www.menti.com
- Type in the number **(4135 4813)** at the top of the screen
- Test Run (This or That; CCCSE)

**Tell me
something good!**





**Would you
recommend this
college to a
friend or family
member?**



**Would you
recommend this
college to a
friend or family
member?**

96%

CCSSE 2022 Cohort – 95%

Turning Points



What is one thing you

BELIEVED

you were not good at?

www.menti.com - 4135 4813

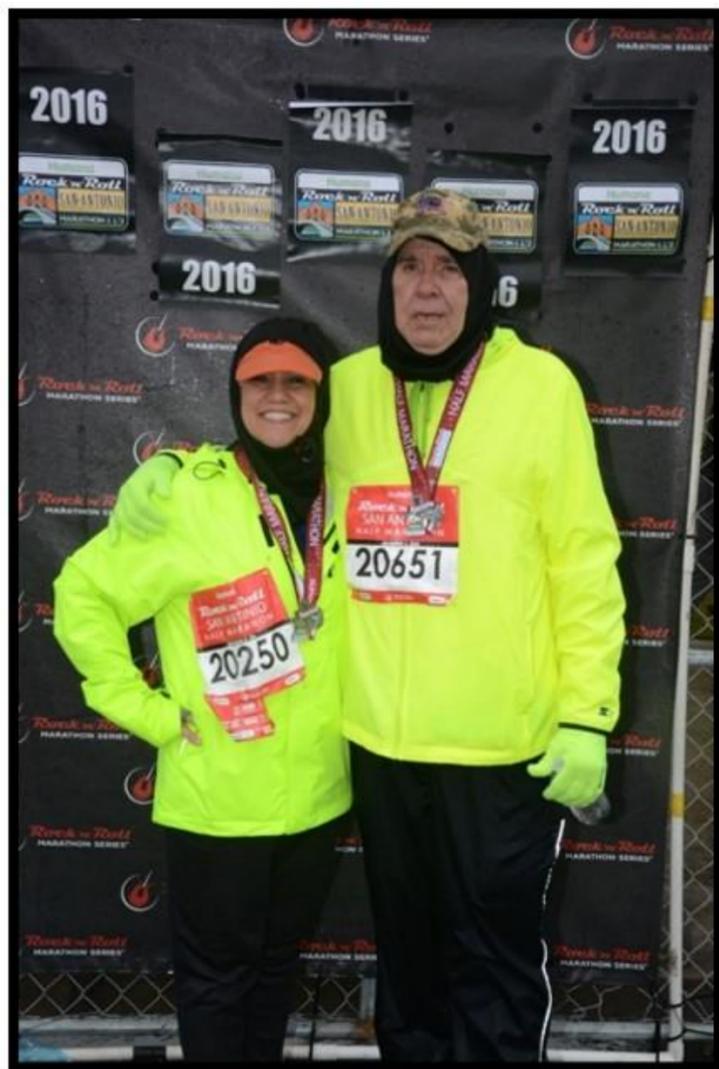
SUCCESS



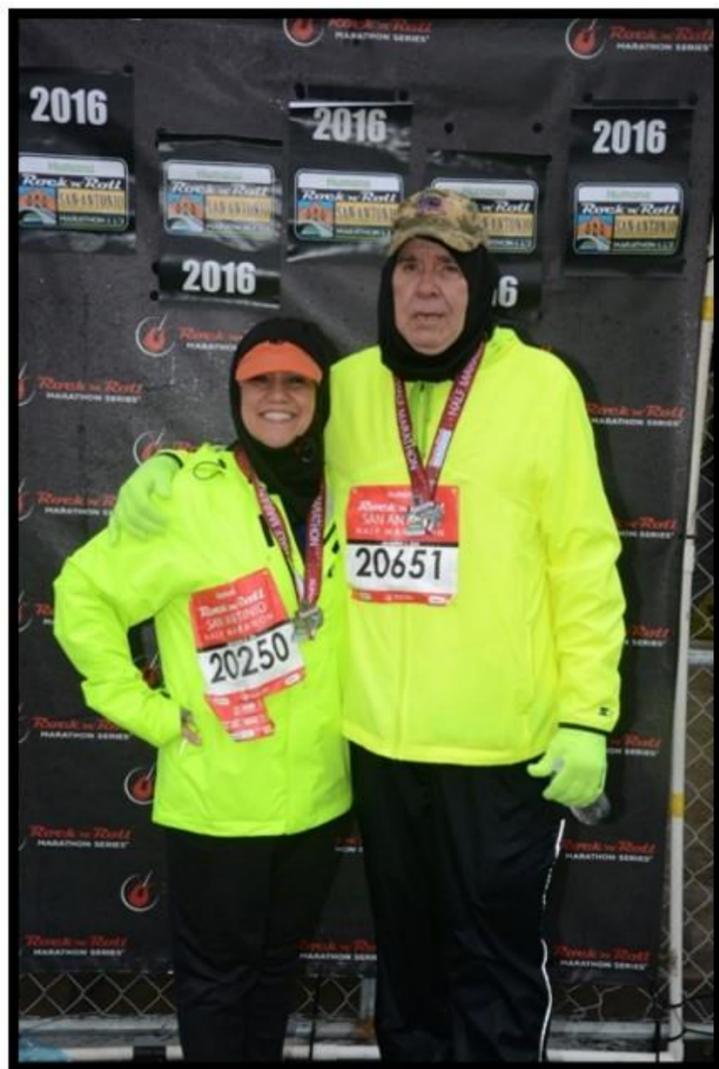
**If you think a
minute goes by
really fast,
you've never
been running.**



som**ee**cards
user card



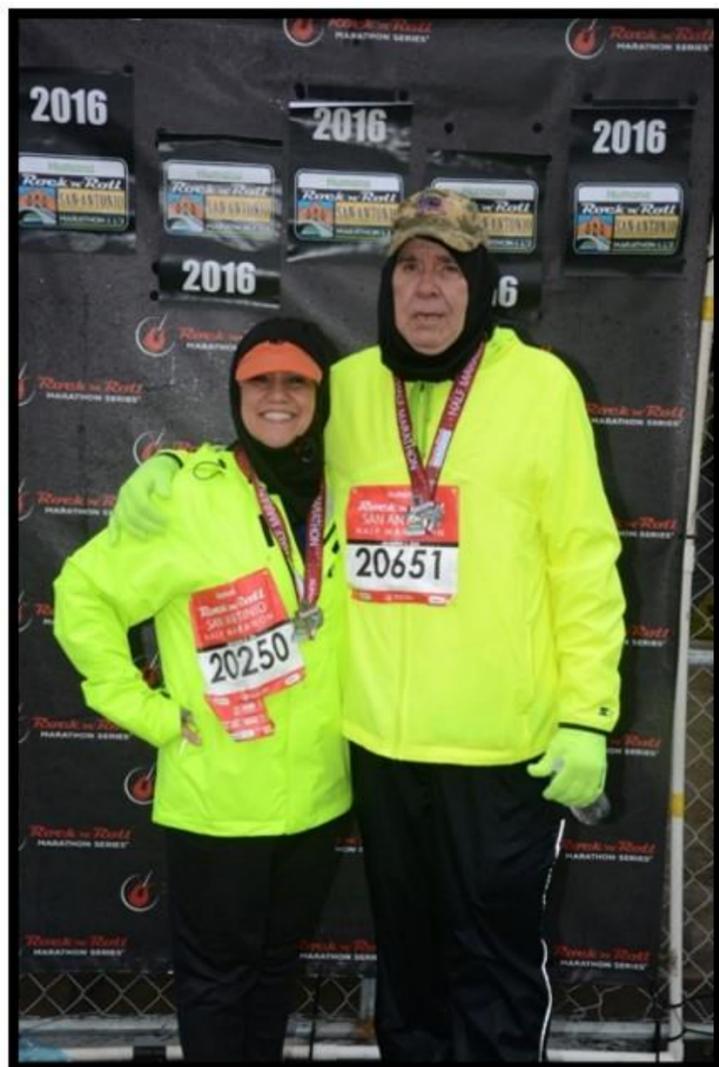
2016



2016



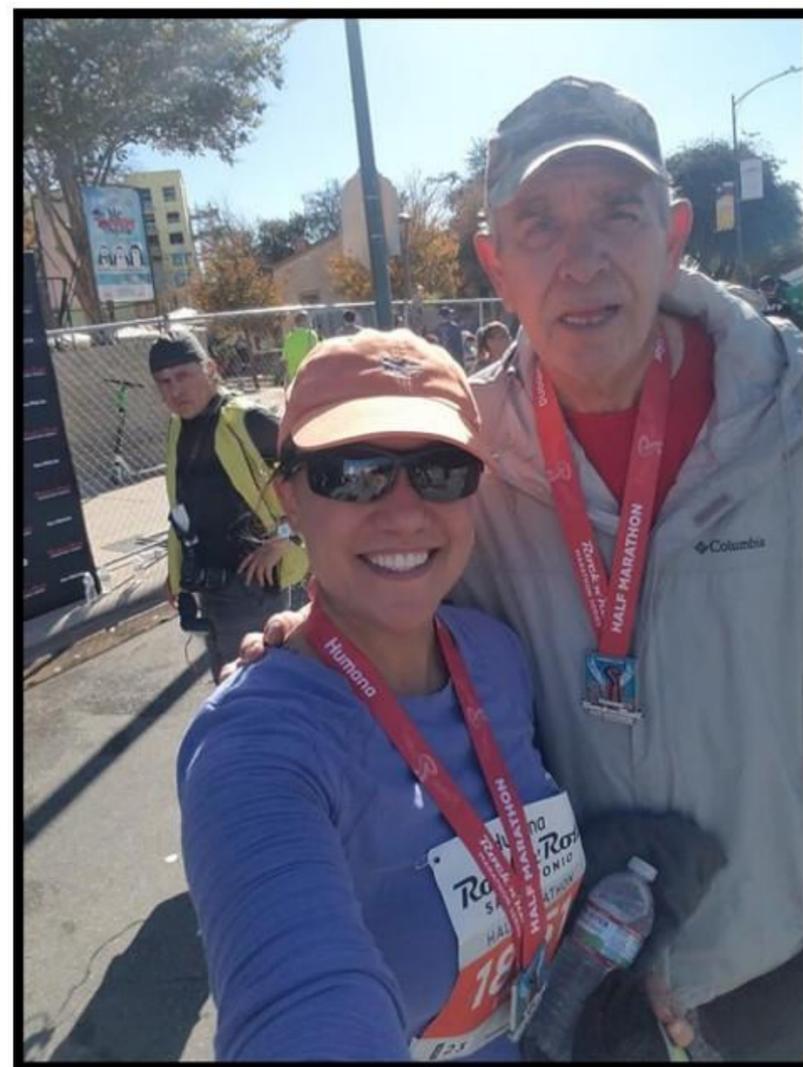
2017



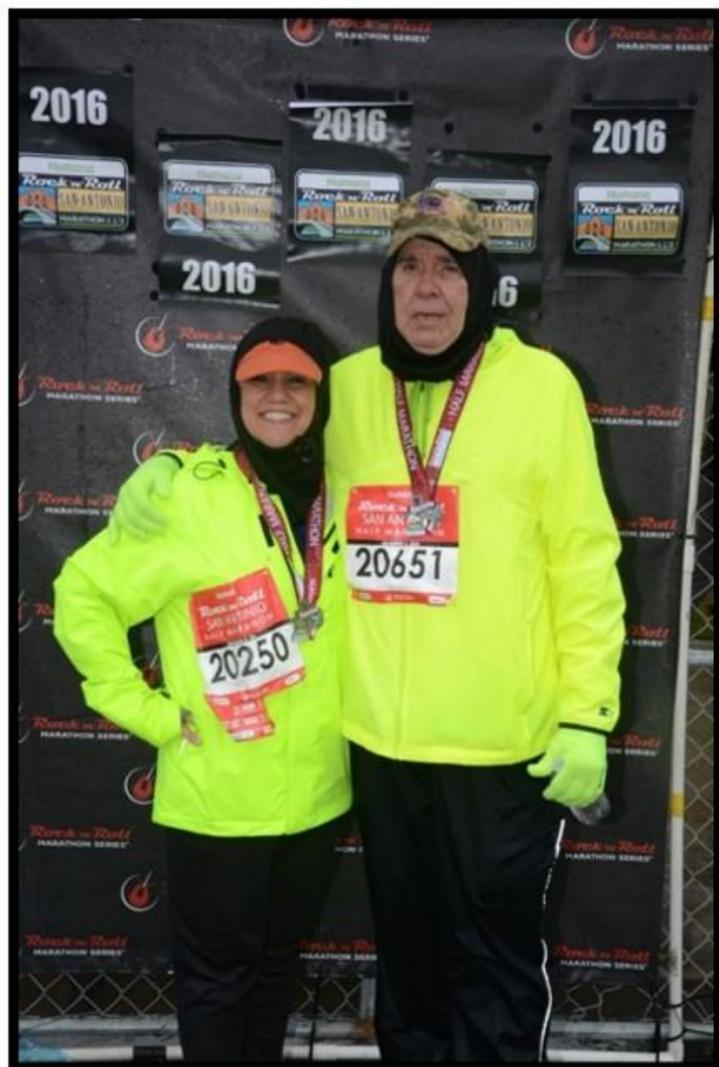
2016



2017



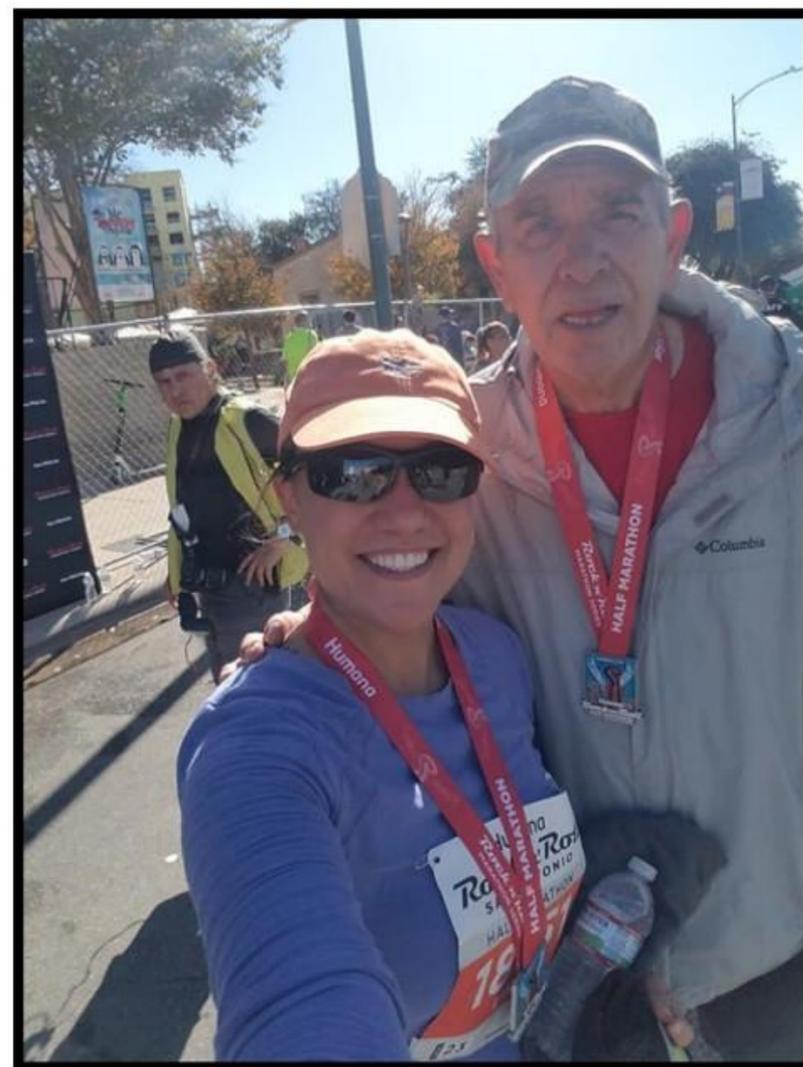
2018



2016



2017

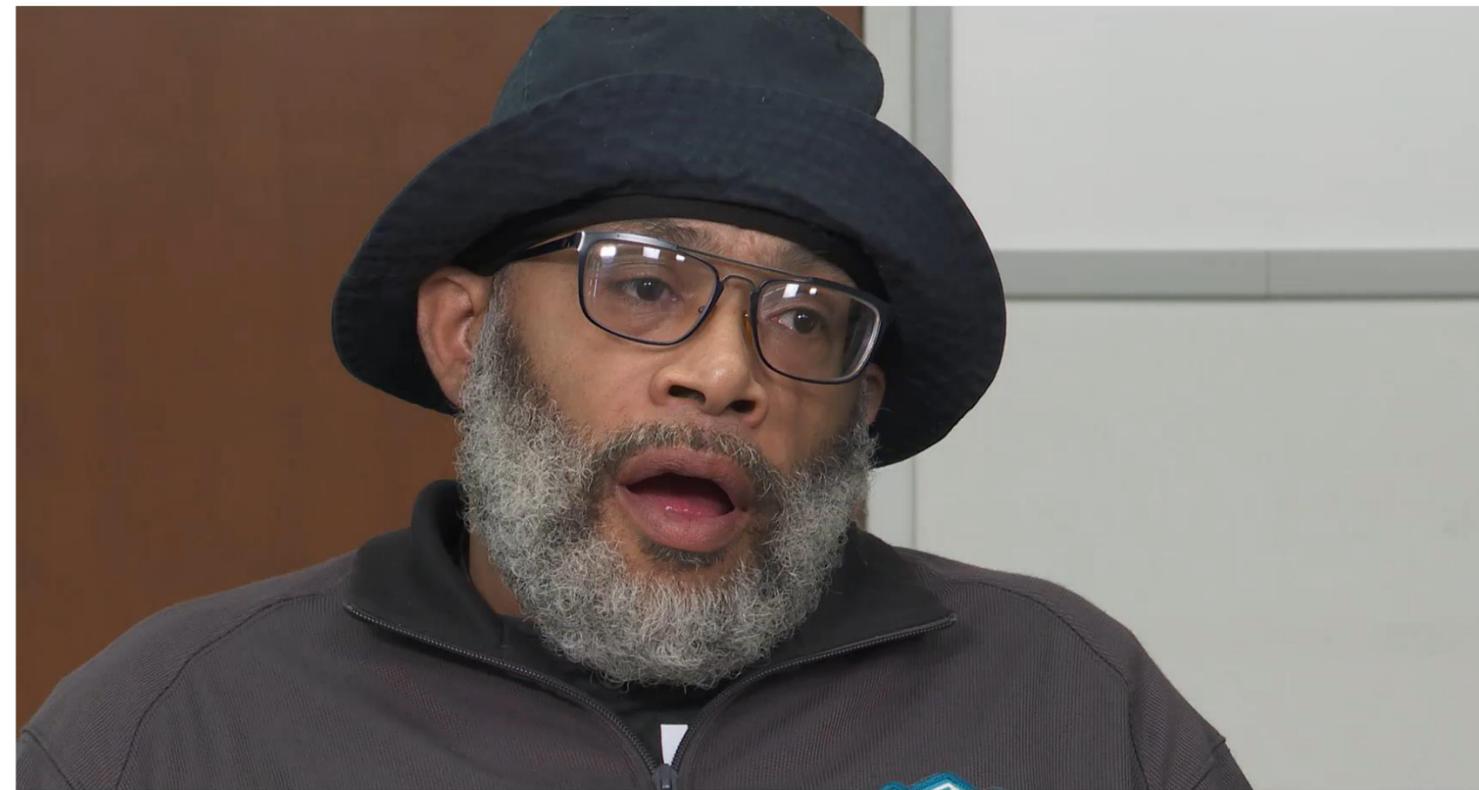


2018



2019

Ohio Focus Groups





**What stood
out to you?**



What could have helped James persist?

www.menti.com - 4135 4813

A-HA Moments:
Opportunities for a Turning Point

DESIGNER

Instructions



**D
E
S
I
G
N
E
R**

**D
E
S
I
G
N
E**

Relationships

D

E

S

I

Guess No More

No Optional

E

Relationships

D

E

S

I

Guess No More

No Optional

E

Relationships

Here is a hint:
"S" has 3 words



D

E

S

I

Guess No More

No Optional

E

Relationships

Direction

E

S

I

Guess No More

No Optional

E

Relationships

AHA: Direction (Having a Plan Matters)



Academic Plan



Ohio Focus Group Video

**Before the end of my first academic term
at this college, an advisor helped me
develop an academic plan**

(a personalized plan with a defined sequence of courses for
completing a college certificate or degree and/or for
transferring to a 4-year college or university)

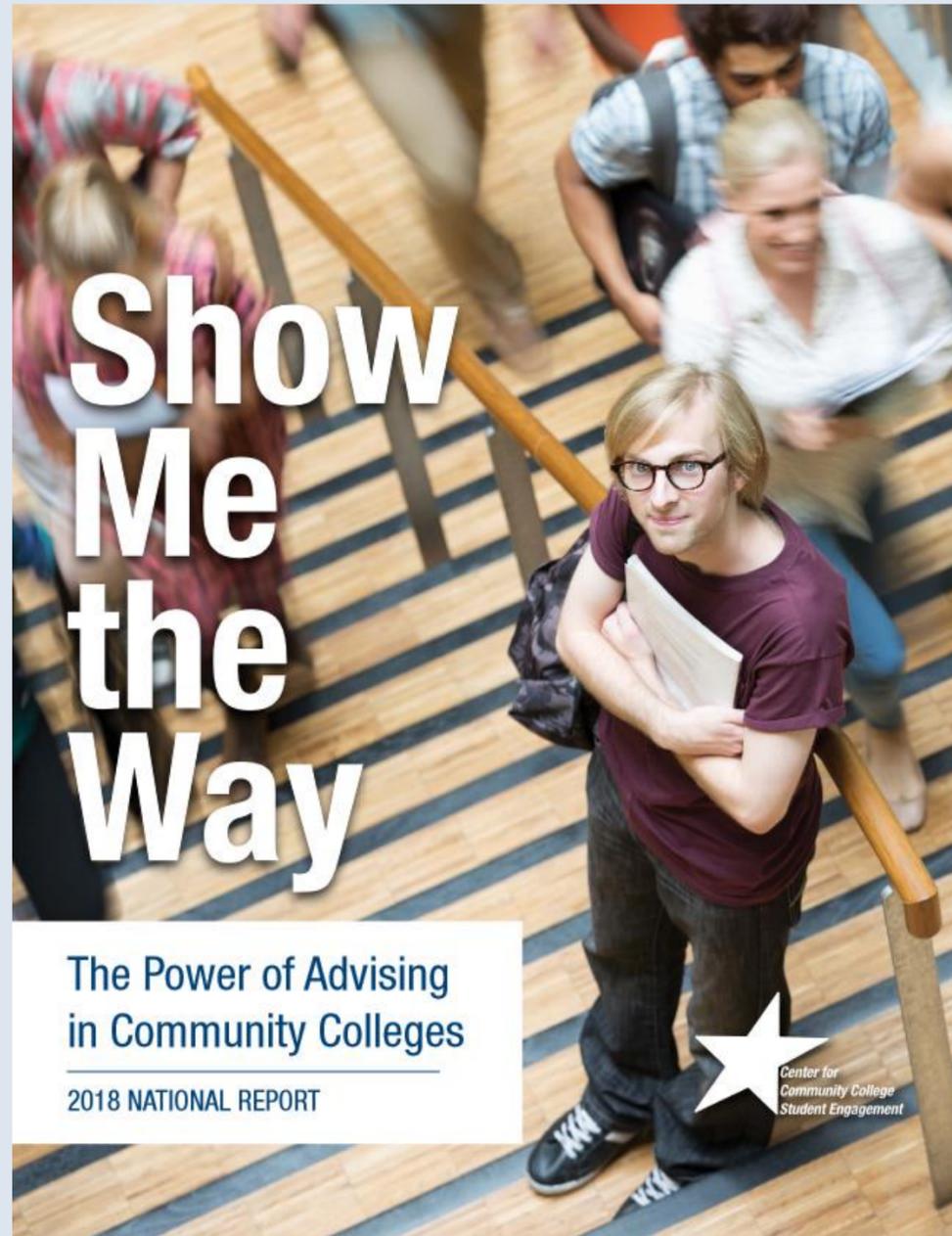
Ohio Students - Yes

**Before the end of my first academic term
at this college, an advisor helped me
develop an academic plan**

(a personalized plan with a defined sequence of courses for
completing a college certificate or degree and/or for
transferring to a 4-year college or university)

Ohio Students - Yes

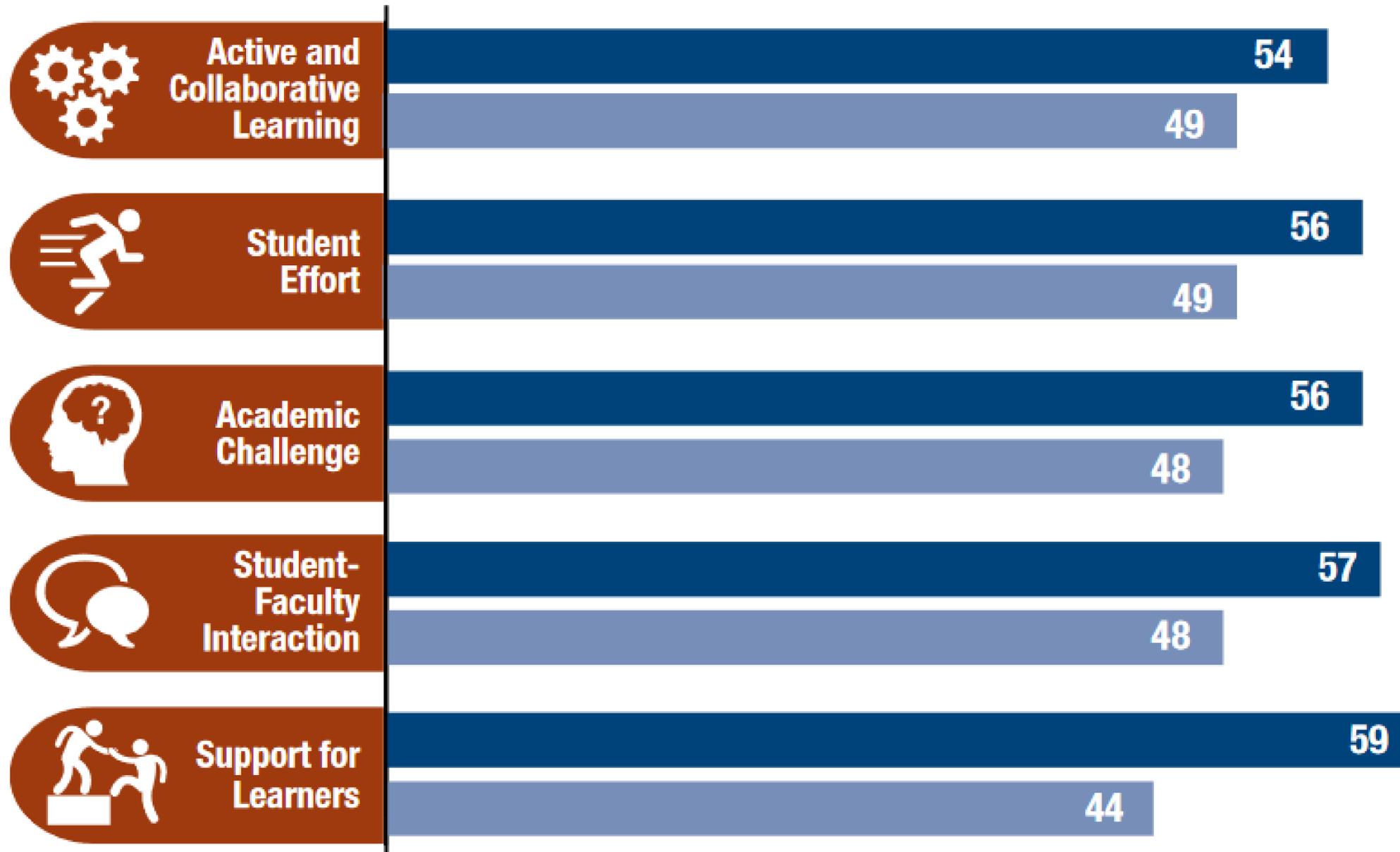
54%



**Students who are advised
are more engaged**

Before the end of my first academic term, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a credential or transferring to a four-year institution).

■ Yes (N=42,690) ■ No (N=23,348)



Source: 2017 CCSSE returning student data

“

We want to make sure [part-time students] are taking a balanced schedule so they can be successful.

— ADVISOR

”

Direction

E 

S

I

Guess No More

No Optional

E

Relationships

Direction

Expectations

S

I

Guess No More

No Optional

E

Relationships

AHA: High Expectations Matters



**Worked harder than you thought you could
to meet an instructor's standards or expectations**

**Very often, Often, or
Sometimes**

Never

Worked harder than you thought you could to meet an instructor's standards or expectations

91%

**Very often, Often, or
Sometimes**

9%

Never

Direction

Expectations

S 

I

Guess No More

No Optional

E

Relationships

Direction

Expectations

Student Support Services

I

Guess No More

No Optional

E

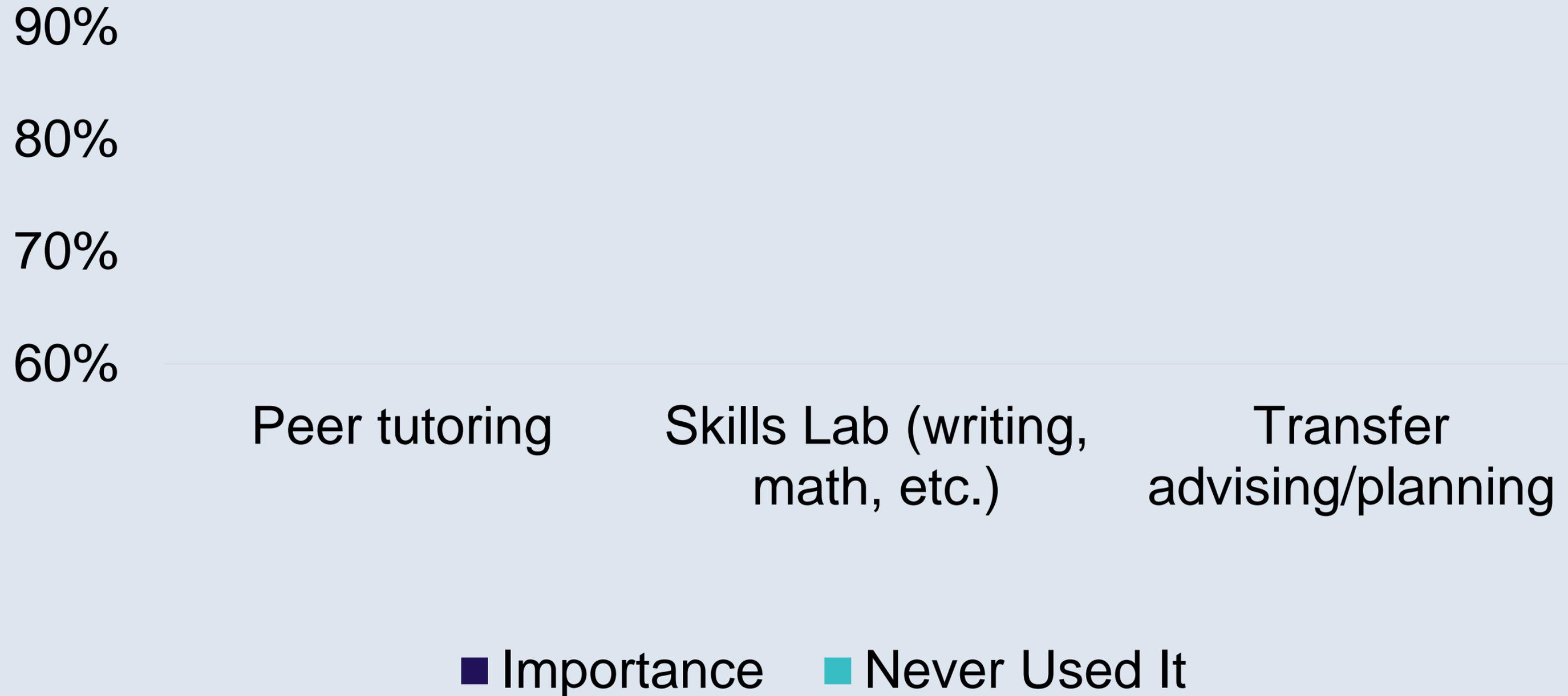
Relationships

AHA: Student Support Services Matter

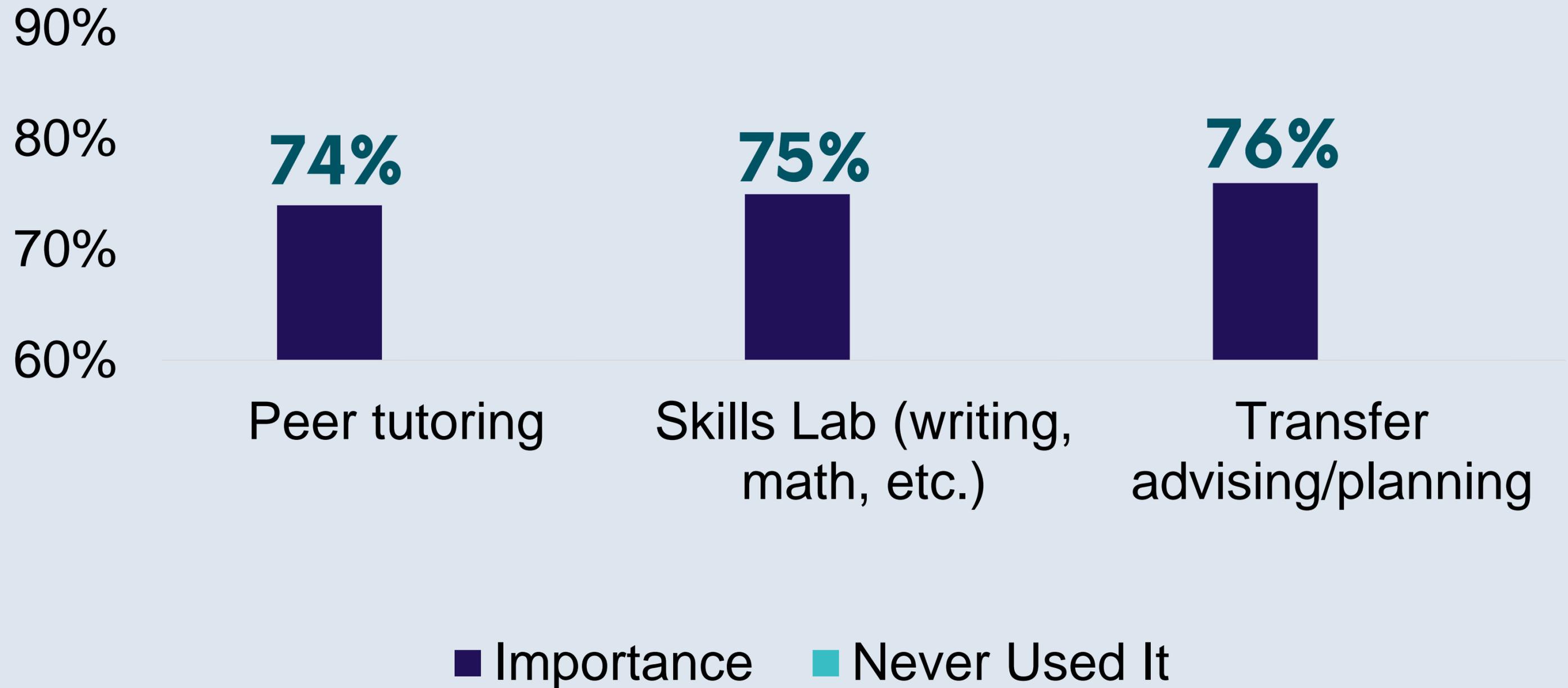


Ohio Focus
Group Video

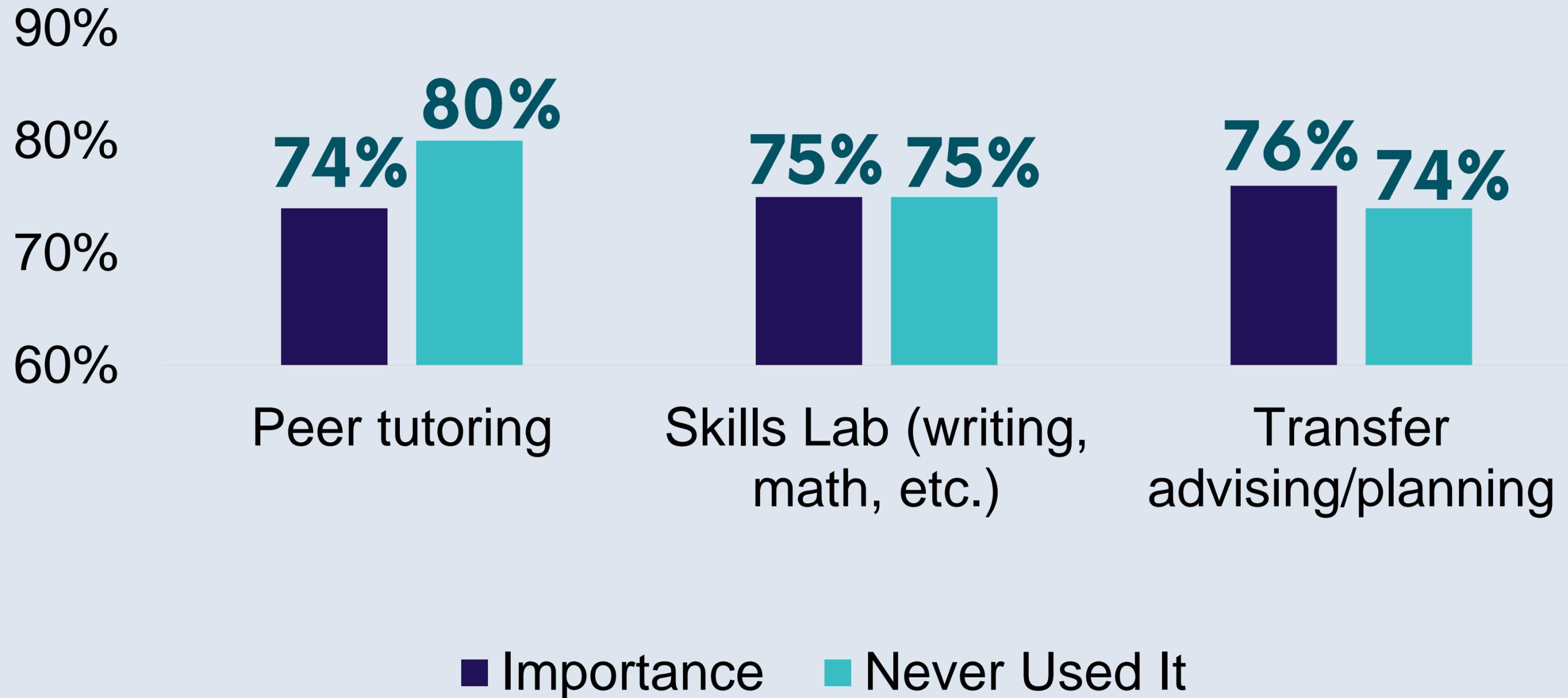
AHA: Student Support Services Matter



AHA: Student Support Services Matter



AHA: Student Support Services Matter



Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need

NO

32%

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need

NO

32%

CCSSE 2022 Cohort – 37%

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need

NO

40%

35%

30%

25%

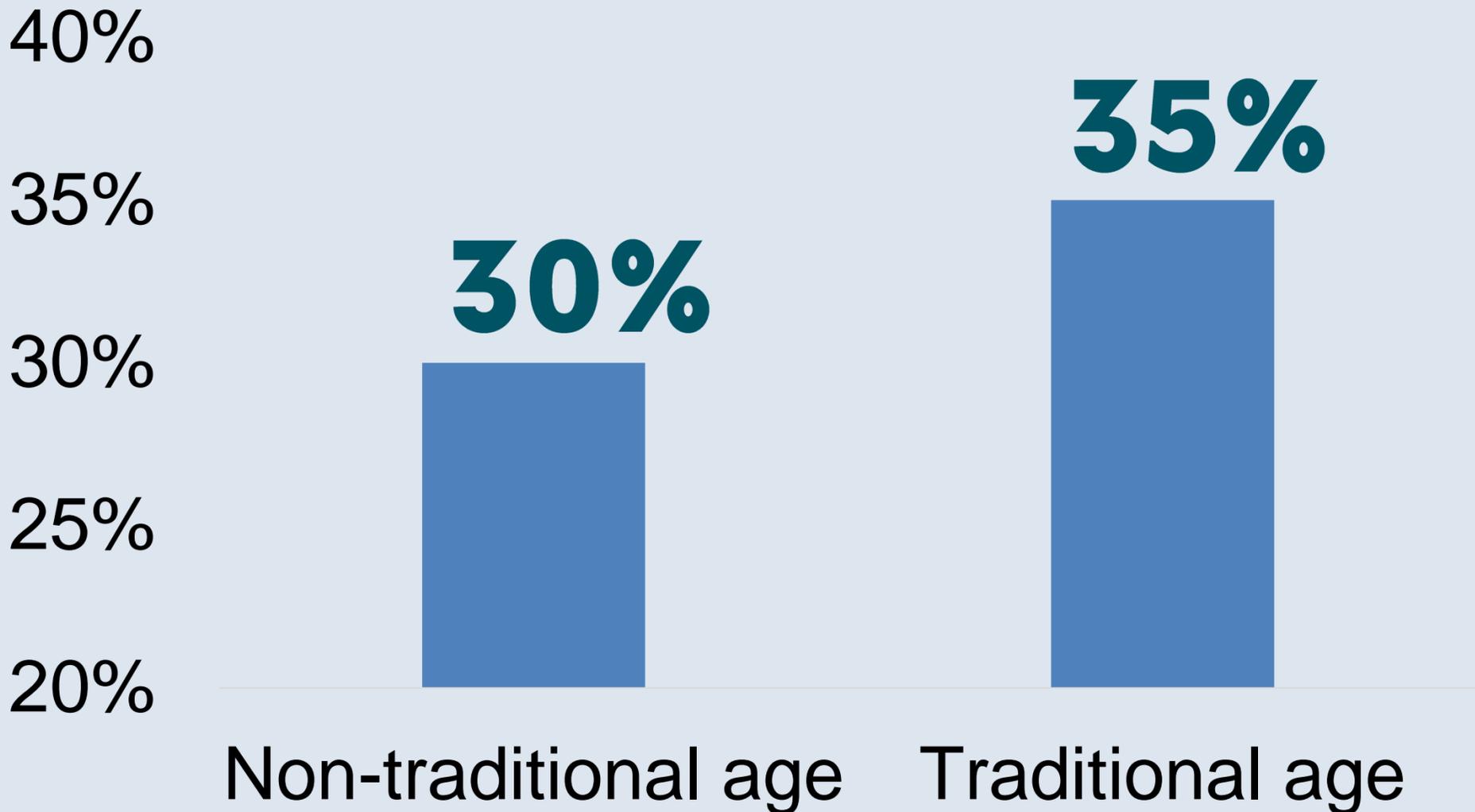
20%

Non-traditional age

Traditional age

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need

NO



Direction

Expectations

Student Support Services

I

Guess No More

No Optional

E

Relationships

Direction

Expectations

Student Support Services

Intentional

Guess No More

No Optional

E

Relationships

AHA: Intentional

(Engagement Doesn't Happen by Accident,
But by Design)



Ohio Focus
Group Video

cccse.org/ESAL

[Home](#) > [Ensure Students Are Learning: Ensure Students Are Learning Web Toolkit](#)

Ensure Students Are Learning Web Toolkit



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

[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, CCFSSSE, and SENSE Results >](#)

[Home](#) > [Ensure Students Are Learning: Ensure Students Are Learning Web Toolkit](#)

Ensure Students Are Learning Web Toolkit



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

[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, CCFSSSE, and SENSE Results >](#)

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:

Select a Resource Type:

Resource Title	Preview	Components
0% Lecture		<ul style="list-style-type: none">• Student engagement• HITP- Collaborative assignments and projects
100% Outside of Class		<ul style="list-style-type: none">• Applied learning experiences• Student engagement• HITP- Collaborative assignments and projects• Equity-minded, asset-based teaching

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

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

Direction

Expectations

Student Support Services

Intentional

Guess No More

No Optional

E

Relationships

AHA: Guess No More (Students Don't Know What They Don't Know)

Think about your experiences from the first time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.

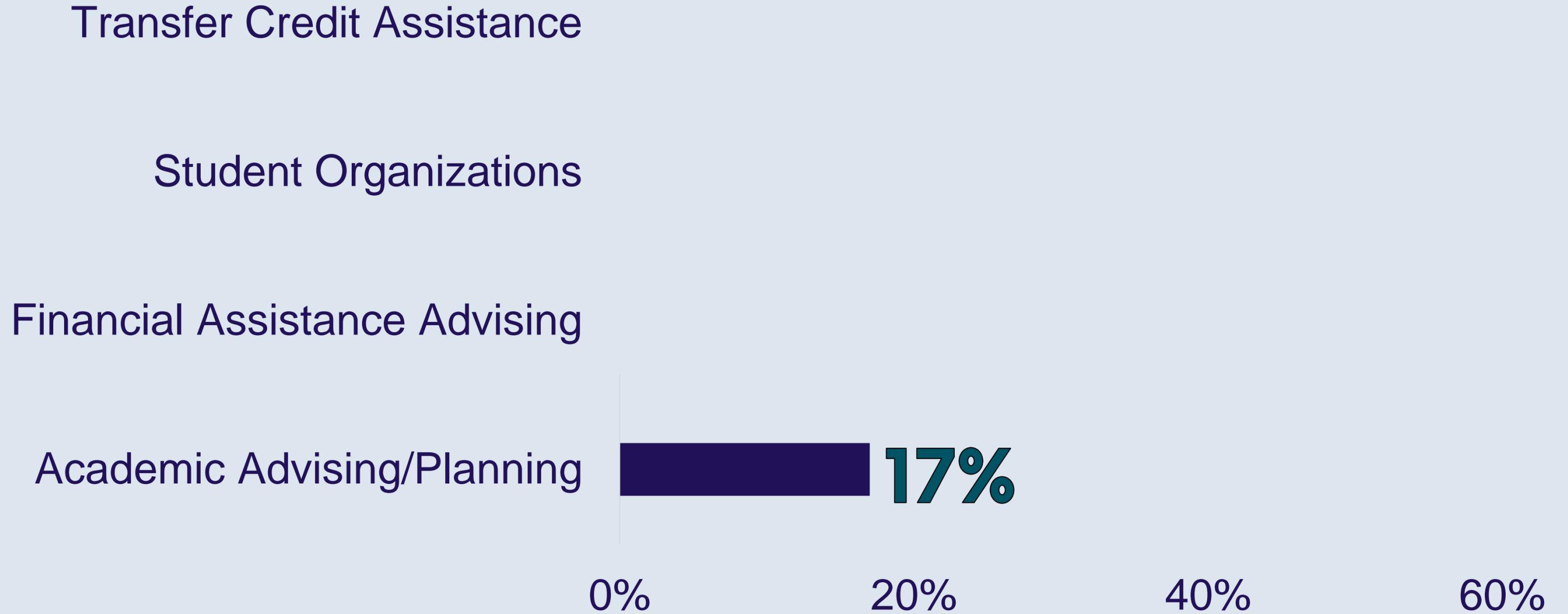
Did you know about the following services?

NO

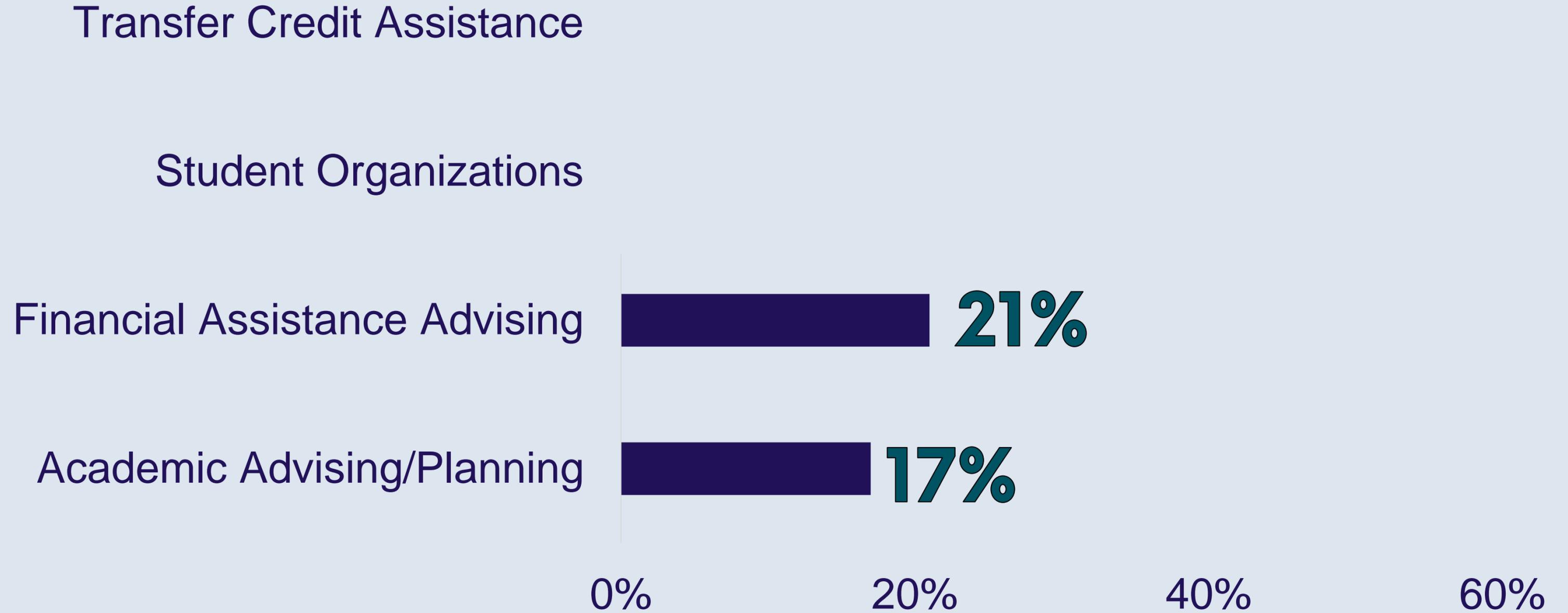
Did you know about the following services? **NO**



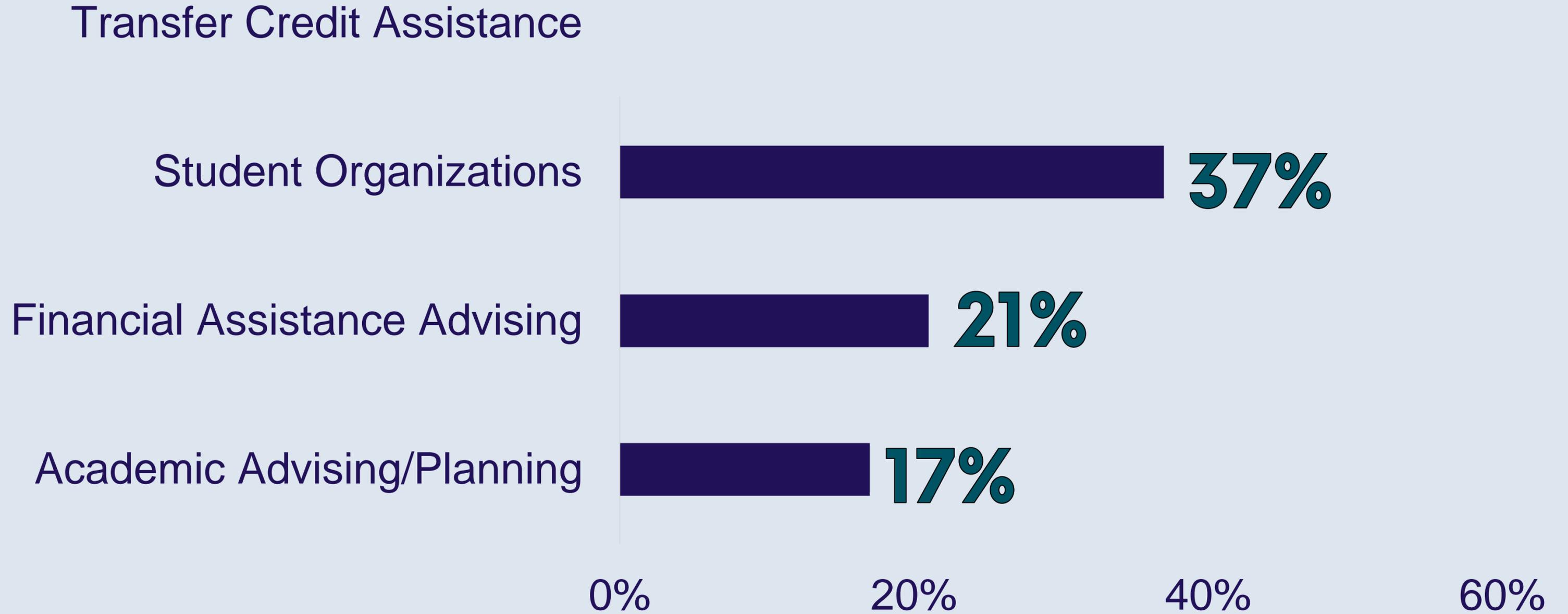
Did you know about the following services? **NO**



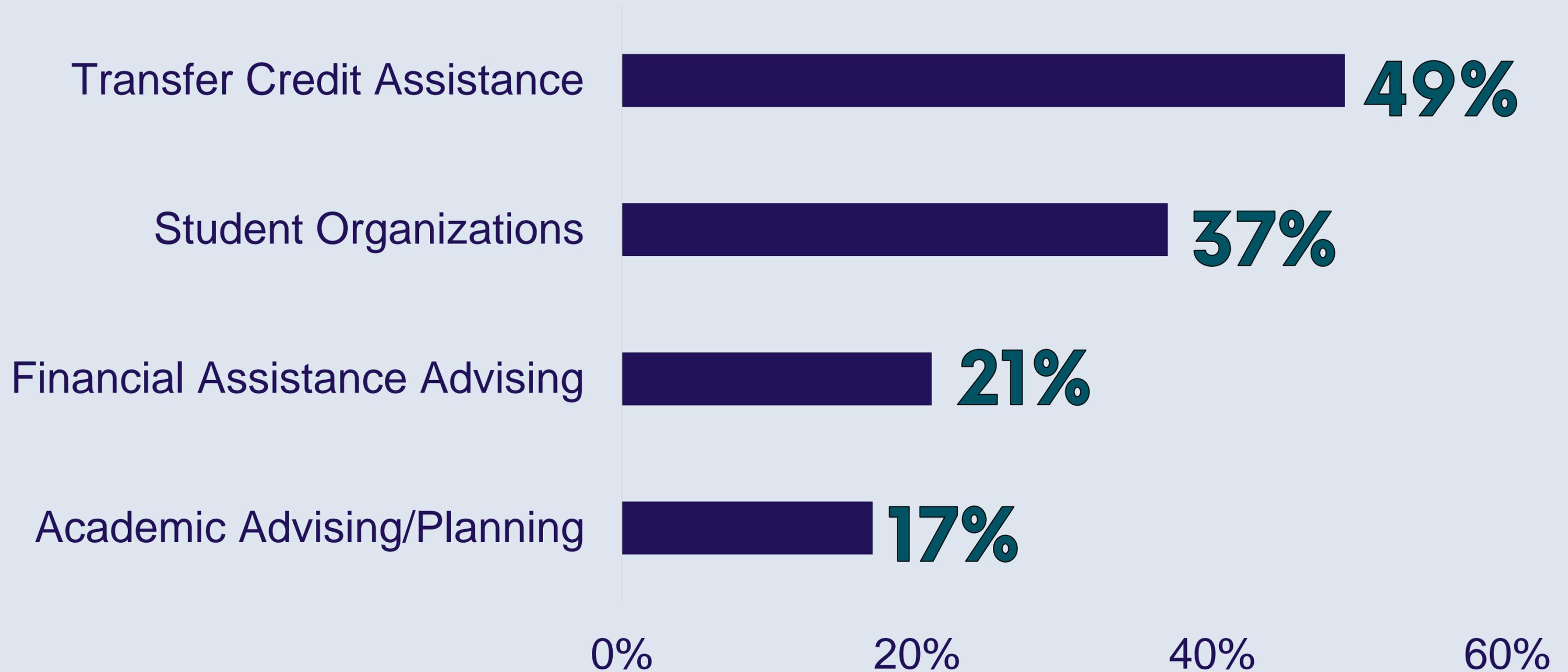
Did you know about the following services? **NO**



Did you know about the following services? **NO**



Did you know about the following services? **NO**



Direction

Expectations

Student Support Services

Intentional

Guess No More

No Optional

E

Relationships

AHA: No Optional (Students Don't Do Optional)



Unable to participate in orientation due to scheduling or not aware of it

2017

2022



Unable to participate in orientation due to scheduling or not aware of it

33%

2017

28%

2022

Direction

Expectations

Student Support Services

Intentional

Guess No More

No Optional

Equity

Relationships

AHA: Equity (Equity Mindedness)

cccse.org/ESAL



Ensure Students Are Learning Web Toolkit



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

[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, CCFSSSE, and SENSE Results >](#)

Issue Briefs:



Number 1: Asset-Based, Equity-Minded Approaches to Teaching and Learning



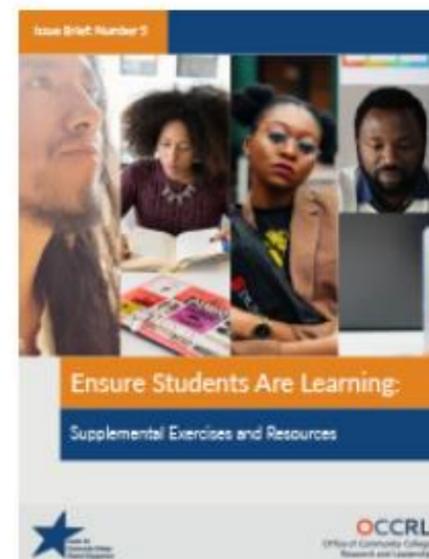
Number 2: Centering Equity-Mindedness in Syllabus Construction



Number 3: The Importance of Midlevel Leaders in Advancing Equity



Number 4: Equity-Minded Approaches for Cultivating Student Engagement in the Classroom



Number 5: Supplemental Exercises and Resources



Direction

Expectations

Student Support Services

Intentional

Guess No More

No Optional

Equity

Relationships

At least one.....

College staff member learned my name

Other student learned my name

Instructor learned my name

At least one.....

College staff member learned my name **51%**

Other student learned my name

Instructor learned my name

At least one.....

College staff member learned my name **51%**

Other student learned my name **72%**

Instructor learned my name

At least one.....

College staff member learned my name **51%**

Other student learned my name **72%**

Instructor learned my name **84%**

AHA: Relationships



Ohio Focus Group Video



COMMITTED TO Community Colleges



20 years of supporting student success through engagement

Celebrate With Us >

cccse.org/20years/clips



Final Words



info@cccse.org



www.cccse.org



@CommCollSurveys



youtube.com/cccsevideo

**THANK
YOU**

