A Look Beyond Numbers: Leading Change Using Student Voices

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Agenda

• Warm Up

• Student Experiences Study Presentation

• “Designing a Leading Change Using Student Voices Project” Activity

• Sharing of Proposed Plans
Warm Up
Visual Experience Warm Up

Part I
1. Choose a picture that reflects your experiences as a student (can be at any age - primary through higher education.)
2. Find a partner (someone who you do not know)
3. Take turns sharing about: The ways in which the picture you selected reflects your experiences as a student. (2 minutes each)

Part II
Whole group sharing: We will invite a few participants to share their stories with the entire group - if you’d like to.

Part III
Reflection: In what ways do our stories help us think about the stories of the students we serve at our institutions?
Student Experiences Study
Study Background

• Golden West College was selected to participate in the RP Group’s 2017 Leading from the Middle (LFM) Academy.

• The GWC LFM team conducted a thorough mixed methods analysis focused on student support services with the following specific aims:
  • Better understand students’ experiences accessing and utilizing support services on campus;
  • Identify specific things that work well for students, as well as challenges they experience with student support services; and
  • Determine if any student subgroups have different experiences in accessing and utilizing available support services.

• Ultimate goal is to assist student support services programs on campus with meeting the needs of GWC students with the opening of the new Student Services Center in April 2018.
Study Components

Exploratory Sequential Mixed Methods

1. Qualitative Data Collection and Analysis (QUAL)
2. Builds to
3. Quantitative Data Collection and Analysis (quan)
4. Interpretation
Study Components

Exploratory Sequential Mixed Methods

Qualitative Data Collection and Analysis (QUAL)

Builds to

Quantitative Data Collection and Analysis (quan)

Interpretation

- New Student Experience
- Interviews with Managers and Staff
- Six Student Focus Groups (N=40)
Study Components

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  - New Student Experience
  - Interviews with Managers and Staff
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Builds to

- Quantitative Data Collection and Analysis (quan)

Builds to

Interpretation
Study Components

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Builds to

- Student Services Satisfaction Survey (N=109)
- Campus Engagement Survey (N=211)
Study Components

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- New Student Experience
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Builds to

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Builds to

Interpretation
New Student Experience

Online Applications
- OpenCCC
- GWC College Application

On Campus Experience
- Starting Location
- Online Orientation (~50 mins.)
- Answer Center

On Campus Experience
- Financial Aid Office
- Counseling Office
Interviews with Managers and Staff

• GWC researchers conducted interviews with 14 managers, faculty and staff from the following student services offices:
  • VP of Student Services
  • Puente
  • Student Life and Leadership
  • Learning Resources Center
  • Counseling
  • DSPS
  • Veterans Resources
  • Financial Aid
  • EOPS, CARE, Guardian Scholars
  • Transfer and Career Center

• Interviews were crucial for:
  • Gaining context about services provided by each office and challenges faced
  • Crafting focus group questions
  • Giving practitioners a voice in the study (Participatory Action Research)
Planning for Focus Groups

• Developed and refined the study plan with clear aims, timeline, and deliverables
• Presented to college Executive Team for permission and support
• Identified team roles
• Hired an Equity Researcher with mixed methods study expertise (versus contracting out this service)
• Developed detailed study protocol & obtained IRB certification
  • Only certain staff were allowed to help facilitate focus groups and access the raw data
• Drafted and refined focus group questions
Planning for Focus Groups

• Created brief survey for focus group participants to focus conversation
• Developed focus group student consent forms
• Scheduled focus groups and reserved space on campus
  • Carefully planned room layout to facilitate conversation
• Identified target student populations and recruited participants
  • Created fliers, emailed students, posted details on GWC App, presented in courses, worked with programs serving targeted populations, canvassed campus and talked to students, outreach with student government
• Ordered food (incentive to participate)
• Reserved video and audio recording equipment from college promotions office
FREE FOOD!

DSPS students, we want to hear from you!

DETAILS

- GWC wants to learn about your experiences with the support services on campus to find out what you like best and what you think could be improved.
- You can help make GWC even better for our students!
- Participation in this group discussion is voluntary and confidential.
- Free catered lunch from Stacked included!

WHEN & WHERE

- Tuesday, October 17th, 2017 from 12:30 – 2:00 PM in Humanities 107

If you’re interested, email Logan Shreve by Friday, October 13th at lshreve@gwc.cccd.edu

Please include “DSPS Focus Group” in the subject line. Let us know if you have any dietary restrictions or need any accommodations to participate.
Analyzing Focus Group Data

I. Equity Researcher reviewed raw focus group recordings multiple times
II. Created a map to group student responses and highlight connections
III. Identified high-level themes that cut across the focus groups
IV. Identified several specific quotes to illustrate each theme
V. Disaggregated focus group participant data according to:
   • Student demographics (race/ethnicity, gender, age)
   • Educational goals
   • Majors
   • First-generation status
   • Financial aid status
   • Eligibility for special population programs (Veterans, DSPS, EOPS, etc.)
Mind Map
Focus Group Themes

• Welcoming
• Not Welcoming
• Navigational Capital
• Social Capital
• Engagement
Welcoming

“I feel like I can be myself and don’t have to worry about being judged for the way I dress, and the way I express myself”

–Superwoman
Not Welcoming

“How many students trying to access resources have been turned away because staff members do not know the answers, and instead of researching further, they push us away?”

–Number One
Navigational Capital

“It is not in my culture to go and seek help. It’s not in my mentality. We are raised to do things on our own.”

-M
Social Capital

“I was made to feel like I was the only person she was helping. She helped me register for classes and even showed me around once I was on campus.”

–Danny
Engagement

“the fact that faculty and staff are on there [GWC app] and they answer our questions within hours of posting our questions, makes me feel like they actually care about us.”

-Multiple Students
Post-Focus Group Surveys

• Two short online surveys were sent to all GWC students enrolled in the Fall 2017 semester to determine if focus group findings were consistent for the entire college population:
  • Student Services Satisfaction Survey (109 responses)
  • Campus Engagement and Experience Survey (211 responses)

• Survey questions were developed based on focus group findings (mix of multiple choice and matrix rating questions with options for open-ended responses)

• Survey themes largely mirrored the findings from the student focus groups.
Reporting Findings

• Full Research Report (20 pages)
• Executive Summary
• Summary PPT Presentation (audience dependent)
• Raw Quotes from Students (broken out by student service office)
• Campus Conversation Presentation
# Dissemination Strategy

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
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<tr>
<td>November 2017</td>
<td>GWC LFM team shared high level findings at Student Support Services Team (SSST) meeting</td>
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<tr>
<td>January 2018</td>
<td>GWC LFM team presented study findings to Exec Team</td>
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<td>February 2018</td>
<td>GWC LFM team to met with all 3 student support services deans to present detailed student feedback and discuss areas of priority to focus on</td>
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<td>February – March 2018</td>
<td>GWC LFM team met with specific student services offices at the request of their dean to present the detailed findings</td>
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<td>March 2018</td>
<td>Campus Conversation Presentation to share study findings with entire college</td>
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<td>April 2018</td>
<td>New Student Services Center opened</td>
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Lessons Learned

• Critical to plan detailed study goals, timeline, and deliverables to keep team on track

• Expect challenges and detours

• Need clear roles and responsibilities for team members

• Set up recurring planning meetings to make sure work progresses
Lessons Learned

• Planning focus group logistics is time-consuming and intensive, but absolutely critical for project success

• Recruiting students is a challenge – use incentives to increase participation

• The information gathered directly from students is incredibly valuable and worth the extra effort!
Questions?
Activity
Designing a Leading Change Using Student Voices Project

The session activity will include interactive time for participants to break into small groups and:

1. Identify a research topic that requires further investigation using student voices
2. Identify key stakeholders that need to be engaged at the inception of research project
3. Develop a rough mixed methods design and timeline
Share Out

• What are some of the areas of potential study that you identified?

• Are there any challenges you foresee in carrying out this project?
For Presentation Materials

https://tinyurl.com/gwcrpconf