Conducting a Campus Climate Survey with a Diverse Group of Students

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

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Ice Breaker

• Does your institution currently implement a campus climate survey?
  • If yes, what are some of the challenges you encounter in conducting your campus climate survey?
  • If no, has there been a discussion or interest in conducting a campus climate survey? What are some of the barriers in beginning to conduct the survey?
North Orange Continuing Education

- Fifth largest community college based noncredit provider of adult education

- Programs offered:
  - Career Technical Education
  - Disability Support Services
  - English as a Second Language (ESL)
  - High school Diploma/ GED-HiSet preparation
  - Lifeskills Education Advancement Program

Anaheim  Cypress  Wilshire
NOCE Students

31,641 2016/17 Unduplicated head count

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>65%</td>
</tr>
<tr>
<td>Male</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>38%</td>
</tr>
<tr>
<td>White</td>
<td>25%</td>
</tr>
<tr>
<td>Asian/Pacific-Islander</td>
<td>18%</td>
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<tr>
<td>Black/African American</td>
<td>2%</td>
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</table>

<table>
<thead>
<tr>
<th>Age</th>
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<tbody>
<tr>
<td>0-17</td>
<td>5%</td>
</tr>
<tr>
<td>18-34</td>
<td>27%</td>
</tr>
<tr>
<td>35-54</td>
<td>24%</td>
</tr>
<tr>
<td>55+</td>
<td>43%</td>
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NOCE Students

- 5% Students with Disabilities
- 19% Students who are not high school graduates
- 32% Students who are non-U.S. citizens

- 141,782 Total Enrollments
  - 23% Anaheim
  - 11% Cypress
  - 9% Wilshire
  - 57% Off-Site
Educational Goals for NOCE Students

Top 3 goals:
1. Basic Skills
2. Career Exploration
3. Skills Builder
## NOCE Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technical Education</td>
<td>3,502</td>
</tr>
<tr>
<td>Disability Support Services</td>
<td>763</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>9,072</td>
</tr>
<tr>
<td>High School Diploma/GED Program</td>
<td>4,420</td>
</tr>
<tr>
<td>Lifeskills Education Advancement Program</td>
<td>16,087</td>
</tr>
<tr>
<td>Overall</td>
<td>31,641</td>
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</table>
Purpose of a Campus Climate Survey

• Gather baseline information about student perceptions about NOCE
• Topics of interest included:
  ➢ Campus Relationships
  ➢ Student Support Services
  ➢ Perceived Quality of Education
  ➢ External Factors
  ➢ Sense of Belonging
  ➢ Discrimination
  ➢ Campus Safety
  ➢ Physical Environment
  ➢ Media Preferences
  ➢ Demographics
Where do we start?
Starting from Scratch

Developing Survey

• Theoretical framework
• Developing the questions
• Vetting process
• Piloting

Data Collection

• Methodology
• Sampling
• Logistics and marketing
• Administering the survey

Results

• Surveys completed
• Lessons learned
• Next steps
Developing the Questions

- Theoretical Framework
- Sample Campus Climate Surveys
- Gather preliminary input on areas of interest from committee members
- Develop Topic Areas
- Create questions
  - Likert Scale
  - Open Ended
  - Demographics
Questions- Student Survey

Contact with NOCE Staff: Think about your experiences with NOCE staff members that you have interacted with while attending NOCE:
  • Staff members encourage (to give support or confidence) me to learn

Student Support Services: Think about the help for students offered at NOCE:
  • I know where to get help at NOCE for my education/career needs

Quality of Education: Think about the type of education you have received at NOCE:
  • If asked, I would tell others to come to NCOE for school

External Factors: Think about things that have impacted you as an NOCE student that are outside of school:
  • How often have you missed class due to a job

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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</table>
Questions- Student Survey

Institutional Climate/Sense of Belonging: Think about the type of school you think NOCE is and how it makes you feel as a student:
  • NOCE has a lot of racial tensions (feeling that people do not trust each other because of their race)

Campus Safety: Think about how safe you feel when on the NOCE campus you attend the most:
  • How often at NOCE have you felt unsafe walking on campus during the night time

Physical Environment: Think about the physical environment of the NOCE campus you mostly attend:
  • I am satisfied with the availability of parking on campus

Media Preferences:
  • As a current student, what is the best way for the school to share information with you about deadlines, workshops, scholarship or leadership opportunities, etc. (Choose top 3)

Demographics: Your responses are confidential. This information will be presented in group form to eliminate the potential for individual participants to be identified.
Vetting Process

- Internal Research Team
- Institutional Effectiveness Committee
- Academic Senate
- Provost Cabinet
Piloting

“A pre-test of the questionnaire and field procedures is the only way of finding out if everything "works" especially if a survey employs new techniques or a new set of questions. Because it is rarely possible to foresee all the potential misunderstandings or biasing effects of different questions or procedures, it is vital for a well-designed survey operation to include provision for a pre-test.”

- American Association for Public Opinion Research

Students

- 1 Academic Success ESL student at Wilshire
- 1 Intermediate High ESL student at Anaheim
- 1 DSS student with intellectual disability at Wilshire
- 1 DSS student with physical disability at Cypress
What we learned from the pilot

- Length of survey
- Confusing questions
- Explanation of scale
- Race/ethnicity category

As a result we

- Shortened survey for DSS
- Reworded questions
- Changed scale direction and some wording of the scale
- Added Middle Eastern category
Data Collection
### Methodology

**Students: Both paper and online**

<table>
<thead>
<tr>
<th>Method</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| **PAPER** | • Collaborate with instructors  
• Time consuming  
• Data entering and cleaning | • Response rate  
• Self-selected sample  
• Students can't ask for clarification |
| **ONLINE** | • Response rate  
• Representative sample  
• Valuable field work | • Economical  
• One-time launch/ few logistics  
• Quick preliminary results |
Marketing

- Campus-wide messaging
- Flyers (campus events, posted throughout campuses)
- NOCE Website
- Email directly from the provost
- Messaging directly through iTendance
- Social Media platforms
- A&R Computers
- Open Computer Labs for NOCE Campus Climate Survey
Administering the Survey in Person

- Read consent form out loud for students
- Prior to them starting the survey ask them if they have any questions or concerns
- Review how to correctly fill out the bubbles with students
- Address any questions students may have throughout the survey
- Remind students that the survey is anonymous
What was helpful in administering the survey?

- If needed, read each question out loud (i.e. DSS or ESL classes)
  - Used projectors in some cases
- Know the levels of functioning for your DSS classes
  - If needed, work with instructors and aids to provide one-on-one assistance to DSS students
- Use examples when appropriate
- Time of class when survey is administered matters
  - Establish a cut off on when to stop administering new surveys to students trickling in
- For open lab settings consider providing Campus Climate Survey hours
  - Hold these hours during class and work with instructors to take their class to the lab
- Explain the Likert scale
  - Important for DSS and ESL
Surveys Completed

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Employee</th>
</tr>
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<tbody>
<tr>
<td>Online</td>
<td>177</td>
<td>181</td>
</tr>
<tr>
<td>Paper</td>
<td>421</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>598</td>
<td>181</td>
</tr>
</tbody>
</table>

- Resulted in a 70% response rate for in person data collection for the student survey
- Resulted in a 25% response rate for employees
Lessons Learned: Survey Tool

- Shorten and revise the language for general survey
- Number questions, especially for DSS students
- Gather more input from faculty members
  - Share survey with faculty whose class will be surveyed to get feedback, especially true for DSS and ESL
- Translate survey into additional languages
- Consider grade level of language used on survey
- Show correct ways to bubble in on survey
Lessons Learned: Administering Survey

- Verbal administration was helpful for DSS and ESL students
- Conduct surveys towards the end of class, rather than the beginning
- Account for variation in disabilities for student population
- Work with staff to possibly take students to open survey lab hours during class
  - Have paper surveys available as some prefer to do it on paper
- Look into incentives for students to participate in online survey
- Length of time to conduct the survey will vary within DSS and ESL classes
- Establish a cut off DSS and ESL level if necessary
Challenges to Data Collection and Analysis

• Survey tool tailored to diverse populations may result in multiple versions of the survey
  • DSS population
  • Multiple languages

• Make sure your office has the capacity to do data collection
  • Off-sites
  • Multiple campuses

• A collaboration among IR, faculty and managers is a must
Next Steps for Next Year

- Identify to the top 3 languages in our institution and translate tool
- Work closely with DSS and ESL staff to make sure survey is well understood
- Verify the language used on survey is at a 5th grade level
- Identify DSS and ESL levels that will be surveyed
- Conduct cognitive interviews with pilot students
- Pilot with a wider range of students
- Modify survey tool
  - Add an N/A option where it makes sense

GET THE WORD OUT!
Questions

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