

Conducting a Campus Climate Survey with a Diverse Group of Students

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

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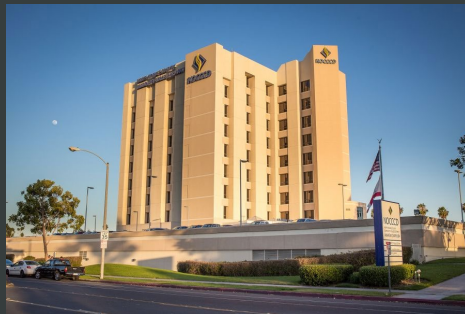
Ice Breaker

- 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

Gender

65% Female

30% Male

Race/Ethnicity

38% Hispanic

25% White

18% Asian/Pacific-Islander

2% Black/African American

Age

5% 0-17

27% 18-34

24% 35-54

43% 55+

NOCE Students

5% Students with Disabilities

19% Students who are not high school graduates

18% Students who are non-U.S. citizens

141,782 Total Enrollments

23% Anaheim

11% Cypress

9% Wilshire

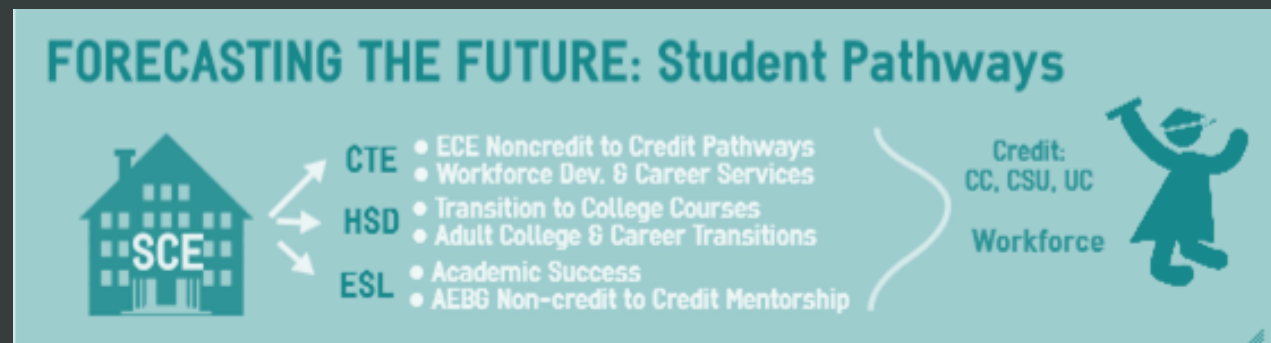
57% Off-Site



Educational Goals for NOCE Students

Top 3 goals:

1. Basic Skills
2. Career Exploration
3. Skills Builder



NOCE Programs



Program	Headcount
Career Technical Education	3,502
Disability Support Services	763
English as a Second Language	9,072
High School Diploma/GED Program	4,420
Lifeskills Education Advancement Program	16,087
Overall	31,641

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

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly Disagree

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:

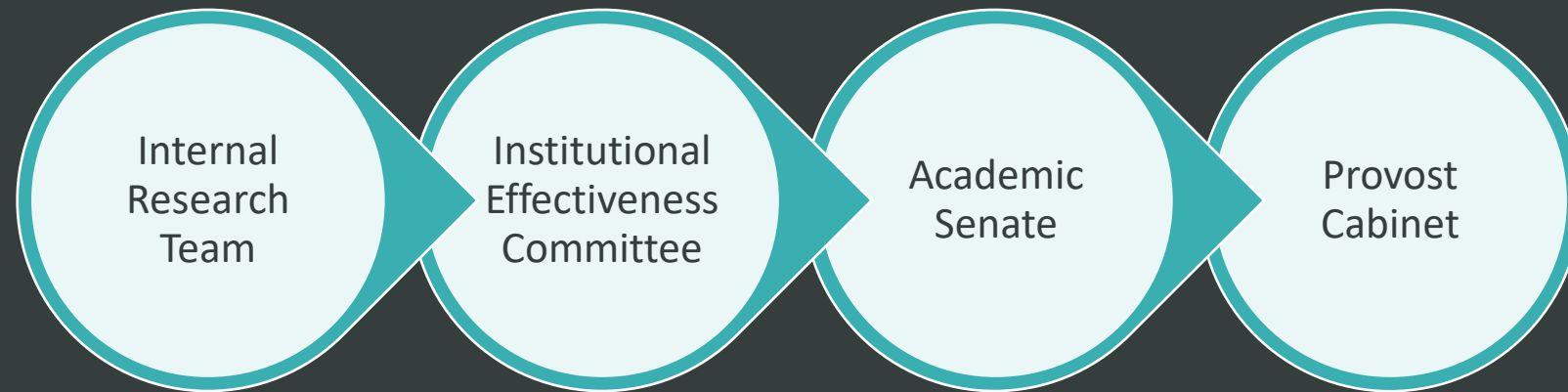
- I am satisfied with the availability of parking on campus

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.

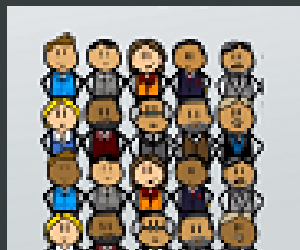
Vetting Process



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

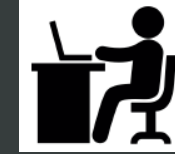
Methodology

Final Decision Students: Both paper and online

PAPER



ONLINE



Cons

- Collaborate with instructors
- Time consuming
- Data entering and cleaning

- Response rate
- Self-selected sample
- Students can't ask for clarification

Pros

- 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 Student 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

	Student	Employee
Online	177	181
Paper	421	-
Total	598	181

- 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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