

# Collecting Student Voices to Support Institutional Effectiveness



theRPgroup

Research • Planning • Professional Development  
for California Community Colleges

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ASSOCIATION FOR INSTITUTIONAL RESEARCH  
Data and Decisions for Higher Education

# Presented By:

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# Webinar Outcomes

- **Know why it's important** to systematically collect student voices to inform institutional effectiveness practices and policies
- **Understand steps and methods** for collecting student voices
- **Have practical examples** for what collecting student voices looks like in action

# Webinar Content

- Collecting Student Voices
- Institution Spotlights - Student Voices in Action
  - Golden West College (2 Year)
  - IUPUI (4 Year)
- Q & A with Presenters
- Wrap Up

# Collecting Student Voices

# What Do We Mean by Collecting Student Voices?

Amplifying student perspectives and experiences to help make our institutions' policies, practices, and programs more effective

# A Continuum of Student Engagement...

One-Time Events

Systematic Listening  
Practices

Ongoing  
Engagement in  
Decision-Making



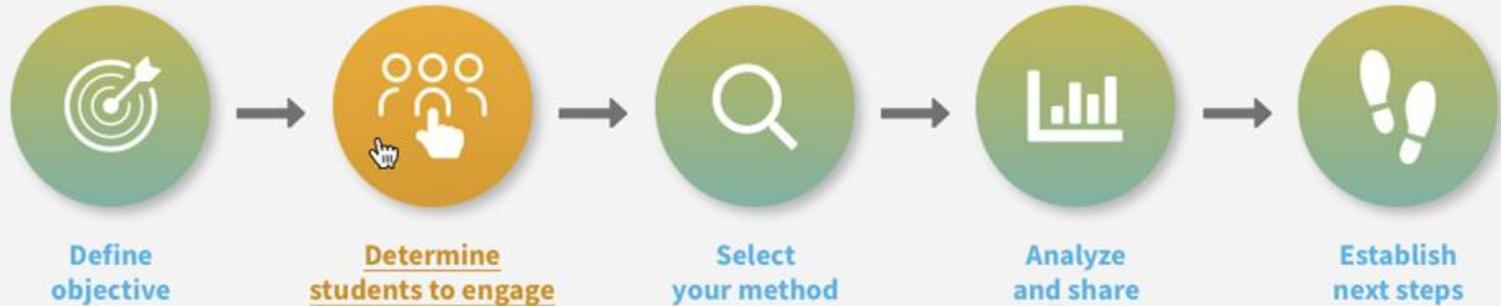
# Why Collect Student Voices?

- Deepen understanding of the student experience
- Create a complete “story”
- Foster urgency for change
- Motivate stakeholder involvement
- Strengthen student outcomes

# How Do You Collect Student Voices?

## Five Step Process

### Five Step Process:



# How Do You Collect Student Voices? Methods

- Focus Groups
- Interviews
- Surveys
- In-class Activities
- College-wide Activities

# Student Voices in Action: Institution Spotlights

# A Look Beyond Numbers: Leading Change Using Student Voices



DR. DANIEL GALVAN  
GOLDEN WEST COLLEGE

# Agenda

- Study Background
- Study Components
- Student Voices- Themes
- Dissemination of Results
- Using findings to support student success at GWC

# Golden West College (2 year, Open Access Community College)

Student population of about 17,500 students

Enrollment Status:

32% Full-Time

67% Part-Time

Instructional Modality:

82% Traditional

16% Online

2% Hybrid

About 52% of students receive Financial Aid

Transfer Volume:

73% California State University (CSU)

10% University of California (UC)

5% In State Private

11% Out of State

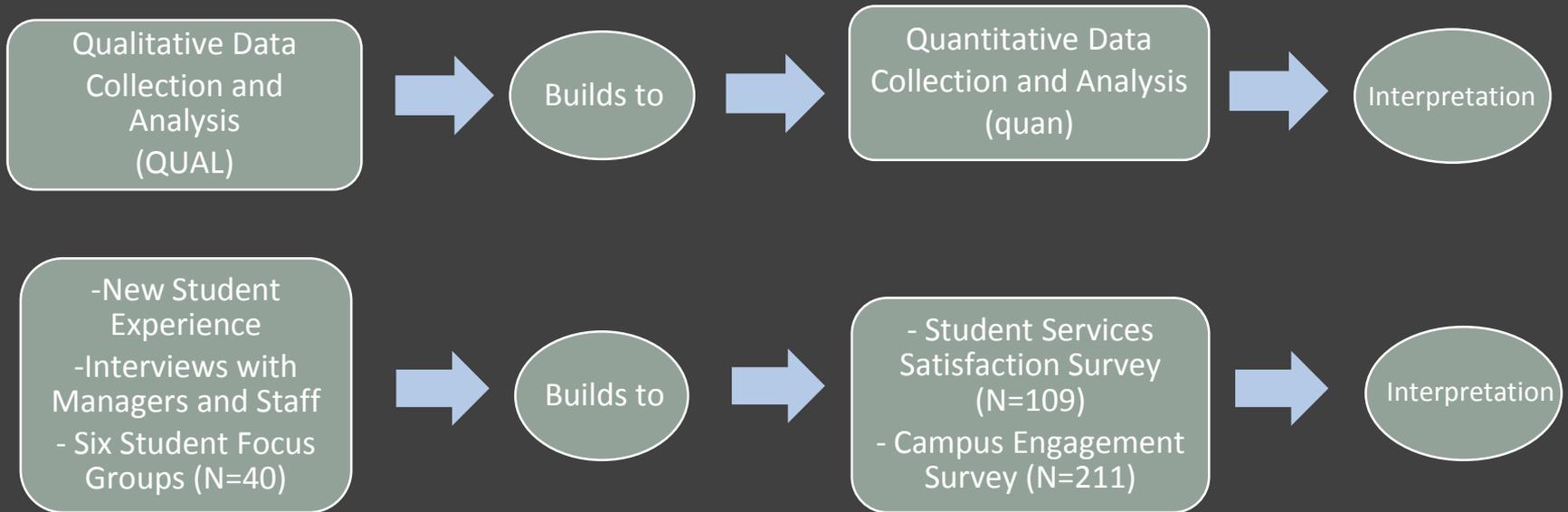


# Study Background

- 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 was 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 March 2018.

# Study Components

## Exploratory Sequential Mixed Methods



# Summary

- Lived Student Experience
- Interviews with staff and managers
- Focus Groups
- Follow-up surveys

# New Student Experience

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- Online applications
- Open CCC
- 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

- Purpose was to gain program context
- These interviews helped with crafting the Focus Group protocol questions
- Participatory Action Research-
  - Exec Team
  - VP Student Services
  - Student Services Managers

# Focus Group- Logistics

- IRB Training
- Develop Protocol
- Develop Consent Form
- Recruitment- Program Specific
  - Fliers, Emails, GWC App and Personal Invitations
- Space & Scheduling
  - Layout of Room
- Food (Incentive)
- Video & Audio
- Pre-Focus Group Survey
- Raw Data
- Write Up

# Post-Focus Group Survey Results

- Two surveys were sent to all GWC students enrolled in the Fall 2017 semester:
  - Student Services Satisfaction Survey (109 responses)
  - Campus Engagement and Experience Survey (211 responses)
- Survey themes largely mirrored the findings from the student focus groups.
- 98% of students surveyed (n=206) said they feel welcomed on campus.
  - Examples of GWC features that make students feel welcomed: “helpful staff”, “friendly teachers/staff”, “the campus is open and inviting”, GWC “is smaller than OCC so it feels tight knit”, “nice and inclusive environment”.

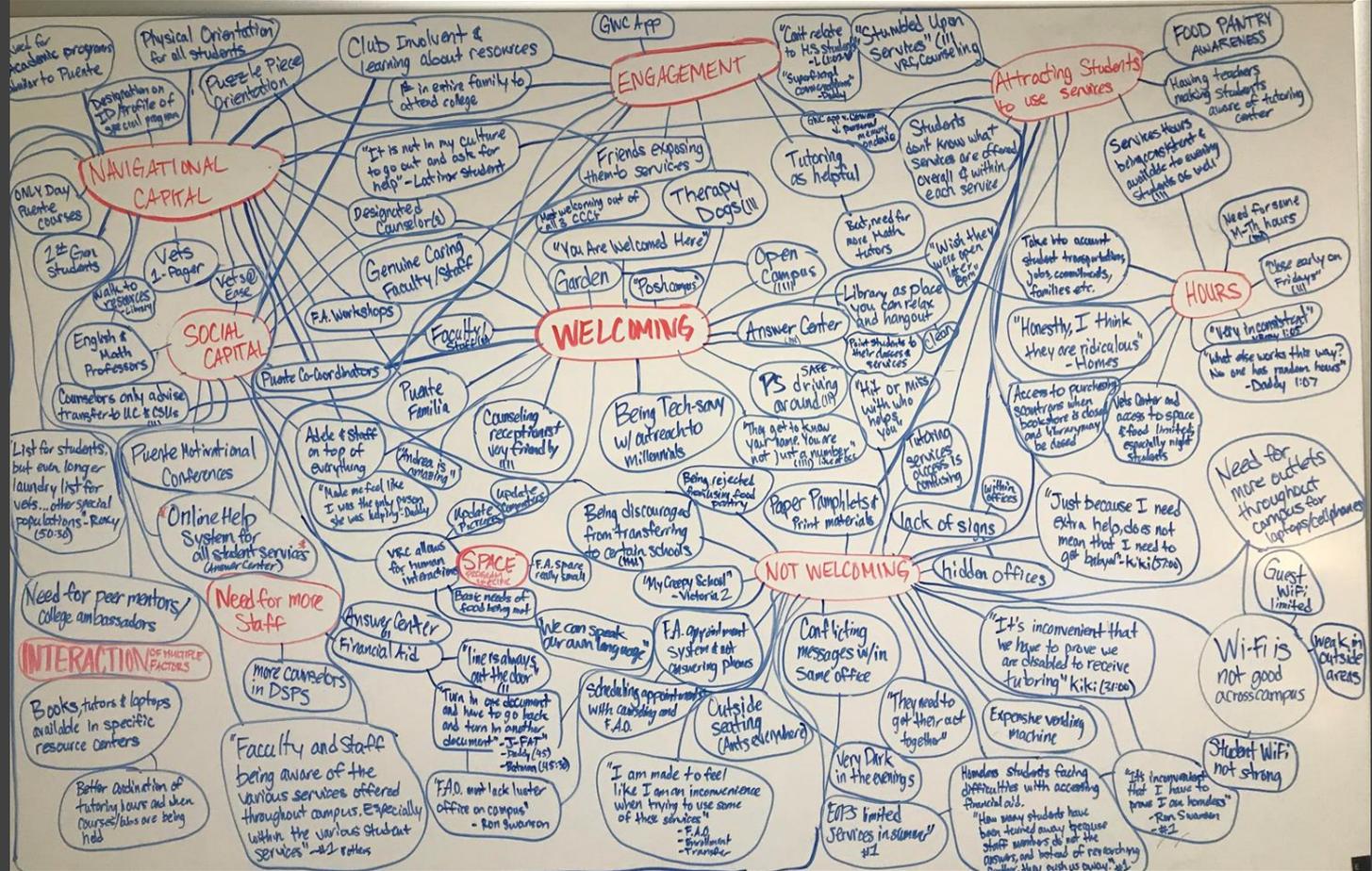
# Post-Focus Group Survey Results

When asked about the quality of support services provided at GWC, most students indicated services were “Excellent” or “Average”

Common concerns students had with student support services offices:

- not enough staff to help students efficiently (“long wait lines”);
- poor communication with students;
- students perceive staff as not being concerned about their needs (“I wish the people in financial aid would be more patient and more willing to work with the students”, “Some areas do need better customer service”);

# Mind Map



# Focus Group Themes

- Welcoming
- Not Welcoming
- Navigational Capital
- Social Capital
- Engagement

# Dissemination of Results

- Full Report- 20 pages
- Executive Summary
- Summary PPT Presentation (audience dependent)
  - Executive Team
  - Student Services Managers
    - Raw Quotes Overall and by department
  - Student Services Specific Departments
- Campus Conversation
  - Open to all campus to learn about findings

# Ways that project supported student success at GWC

The LFM team made recommendations to campus leadership and student support services offices to collectively work and address the concerns students raised.

- Established campus-wide customer service standards and implement ongoing staff trainings;
- Increased awareness of “Welcome Day” on-campus orientation for new students, and added additional orientation activities during the summer;
- Improved campus signage with new interactive touch maps and outreach efforts to make students aware of available services;
- Improved lighting on campus for evening students; and
- Revised business hours in the new Student Services Center to make them consistent Monday to Thursday.

# Key Takeaways

- **Logistics**

- Location, recruitment, accommodations, food, supplies, etc.

- **Gate keepers**

- Certain processes and services prevented students from knowing what resources and services were available to them.

- **Students' Voices is valid data**

- Student's free responses in beginning of semester surveys used to make changes in the classroom.

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# Indiana University- Purdue University Indianapolis

Dr. Michele Hansen

Assistant Vice Chancellor

# IUPUI (4 year, Large Urban Public Research)

Student population of about 30,000 students

First-Time cohort just over 3,600 and New External Transfers just over 1,200 each year

Over 250 degree programs from both Indiana & Purdue Universities, guided by the Principles of Learning for Undergraduate Success (PLUS)

About 50% of first-year students commute to campus and about 42% are Federal Pell Recipients

Large comprehensive Institutional Research and Decision Support office (survey research, institutional effectiveness, assessment, program evaluation, strategic enrollment management, student success data focus)



# IUPUI approaches to systematically collect student voices to inform institutional effectiveness practices and policies

Student-Focused  
Paradigm

Multiple Methods  
Used to  
Understand  
Student's Lived  
Experiences  
(surveys, focus  
groups, interviews,  
institutional data)

Assessments of  
Student Learning,  
Sense of  
Belonging, and  
Development

Culturally  
Responsive IR and  
Assessment:  
Equity and Voice

Student Voice  
Integral Aspect of  
Program Reviews  
and Administrative  
Reviews

Strategic  
Information Council  
and Data Inquiry  
Group: Ensuring  
Use of Student  
Voice Data

# JagsSpeak



- What: Implemented a student survey process to ensure equitable student voice in key institutional decisions.
- Why: Desired more student input/better response rates.
- How: Designed short, action-oriented, topical surveys on relevant student issues.
- How help: Obtained student input on survey topics and successfully implemented iterative, ongoing approach to capture and act on student voices.

# Question and Answer

# Thank you!

You should receive an email containing a link to evaluate this webinar shortly. Please share your feedback!