

Report of Findings and Recommendations of the Fullerton College Survey Inquiry Group



Summer 2021

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Introduction:

The Fullerton College Survey Inquiry Group was proposed in the spring of 2021 as the most appropriate mechanism for ensuring that data about our campus and the student experience found its way into the ongoing campus conversations about equity and student success. The Survey Inquiry Group was endorsed by the Pathways Steering Committee, Faculty Senate, and the President's Advisory Council. During the summer of 2021, over forty participants, including fulltime faculty, adjunct faculty, classified professionals, managers, students, and members of the Office of Institutional Effectiveness, took six weeks to look at the results of some of the most important surveys the campus has conducted over the last three years. (For a list of surveys included, see Appendix A).

This report presents the initial summary of findings and recommendations of the Summer Inquiry Group. Members of the SIG will be sharing this initial report with the campus during the fall of 2021. A final report, including a summary of action steps taken in response to this report, will be made available in spring 2022.

Executive Summary

Fullerton College serves students well along many dimensions, and the results from the surveys reviewed by the Survey Inquiry Group identify specific ways students are aware of and benefit from the work done to support them on their educational path. However, the SIG also identified places where students expressed a gap between their needs and what they have experienced at the college; thus, there are opportunities for the college to do better in providing services and experiences to students and making those services and experiences more attainable to students when and where they are needed.

Reflections on and Recommendations for the Survey Inquiry Process :

1. Much of the survey data was collected during a time when the work of the college was conducted remotely; while this influenced the results, several of the studies included comparison data from both the cohort of colleges participating in the study and a subset of colleges most like Fullerton College. Keeping both of these factors in mind, the SIG found meaningful data that has validity and meaning for long-term decision-making.
 2. Participation in future surveys needs to increase to produce more accurate and reliable results.
 3. The survey inquiry process was productive and should be an ongoing enterprise at the college.
 4. Students should have a greater role in the survey inquiry group to help interpret results.
 5. Focus groups should be added to the survey inquiry process.
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Theme 1: Becoming an Anti-Racist College

General Observation:

Students of color experience college and the campus differently from white students. There is evidence to suggest that students of color feel less comfortable in shared spaces on campus and in the classroom.

Data snapshot

When asked about how much they mattered in classes taught by white professors, there was a sizable gap between responses from white students and from students of color.							
	Overall	Students of color	White students	African American Students	Arab American Students	Asian American Students	Latinx Students
I don't matter	12.1%	13.2%	7.8%	14.3%	26.7%	22.4%	12.0%
I slightly matter	6.9%	7.5%	4.7%	10.7%	6.7%	7.9%	6.8%
I somewhat matter	19.1%	19.4%	18.0%	10.7%	26.7%	20.1%	19.8%
I mostly matter	25.8%	25.3%	28.1%	28.6%	6.7%	23.8%	25.3%
I strongly matter	36.0%	34.7%	41.4%	35.7%	26.7%	25.7%	36.2%

Source: USC's 2020 National Assessment of Collegiate Campus Climates

Recommendations:

The work, activities, and environment of the college should better reflect the diversity of our student population. Some ways to achieve that include:

1. Hiring more staff, faculty, and administrators of color
2. Creating and promoting course materials that are equity-oriented, culturally relevant, and antiracist
3. Training faculty on how to engage in meaningful conversations around race and cultural competencies.
4. Holding focus groups with students of color to identify specific ways to increase students' sense of mattering and belonging.

Key Findings and Supporting Data

Students feel that race isn't adequately addressed in classroom settings.

- 48.4% of students said that they had learned about race through classroom discussions, but only 1/3 of students said that their classroom discussions "mostly" or "strongly" reflected racial diversity. [NACCC Fullerton College Raw Data 2020, Racial Learning Tab].
- Less than half of students reported that they felt "mostly" or "strongly" prepared to work in a racially diverse setting. [NACCC Fullerton College Raw Data 2020, Racial Learning Tab].

Students of Color aren't comfortable or don't feel as "seen" in public areas on campus and in classrooms.

- There is roughly a 10-percentage point gap spread between Students of Color and white students' perception of how racially diverse our institution is ("mostly racially diverse" or

“strongly racially diverse”). [NACCC Fullerton College Raw Data 2020, Institutional Commitment Tab].

- 41.7% of white students felt that they “strongly mattered” on the quad or in common gathering spaces, compared to only 27.5% of students of color. [NACCC Fullerton College Raw Data 2020, Racial Stress Tab].
- 14% of students of color reported that they had personally experienced racism while on the quad or in common gathering spaces. [NACCC Fullerton College Raw Data 2020, Mattering & Affirmation Tab].
- Only 35.7% of Black students felt that they strongly mattered in classes taught by white professors compared to 78.6% of Black students in classes taught by professors of color. [NACCC Fullerton College Raw Data 2020, Mattering & Affirmation Tab].
- Overall, all students reported a stronger sense of “mattering” in classes taught by professors of color (72.7% compared to 61.8%); the difference among white students was much smaller though (72.1% compared to 69.5%) [NACCC Fullerton College Raw Data 2020, Mattering & Affirmation Tab].

Theme 2: Student Needs and Services

General Observation

Fullerton College offers a wide range of support services for students, yet many students report that their physiological/mental/social/academic needs are not met. The need was highest among some segments of the student population, indicating that a target approach may be needed to adequately respond. While there is some data to support that the college could do more to make students aware of services, there is evidence suggesting that awareness is not the only problem.

Data Snapshot

	Heard of but not used	Have not heard of	Used
Emergency Aid	43%	40%	17%
Help obtaining SNAP	58%	23%	19%
Help finding affordable housing	54%	41%	5%
Emergency housing	51%	46%	3%

Source: #RealCollege Institution Report 2021

Recommendations

Students’ basic needs must be addressed through the intentional design around the student experience across all campus offices/spaces. Some ways to achieve this include:

1. Weave services into existing student experiences to help foster a sense of interdependence and belonging.
2. De-stigmatize help seeking behavior and increase students’ engagement in available campus resources.
3. Empower students to be a resource for other students through programs such as mentorship, embedded tutoring, office liaisons, and student governance and provide financial support to students serving the college in these roles.
4. Link students to external resources around housing, food security, and mental health services and other basic needs.

Key Findings and Supporting Data

Students are hesitant to seek out help even though resources exist

- 51% of students who were experiencing basic needs insecurity received some form of public assistance in the prior 12 months [#RealCollege Institution Report 2021, p. 19]. Similar results were reported during the prior administration with 40% to 50% of basic needs insecure students accessing public assistance [#RealCollege Institution Report 2019, p. 12].
- Only 17% of students experiencing basic needs insecurity used emergency financial aid and 18% received help in obtaining SNAP benefits [#RealCollege Institution Report 2021, p. 14]
- Of the 11 student support services explicitly asked about, over 50% of students reported knowing about eight of them. Some services (face-to-face tutoring, writing, math, or other skills lab, academic advising and computer lab) had over 75% of students reporting that they knew about them. Yet, when asked about whether or not students used these services during their first semester over 50% of students reported that they never used 10 out of the 11 services asked about.
- Three services stood out where there was both a high level of awareness and a low level of utilization were face-to-face tutoring, math/writing/skills lab, and the computer lab

Item	% of students who reported knowing about service	% of students who never used the service
Face-to-face tutoring	85.5%	72.7%
Skills Lab	85.0%	71.0%
Computer Lab	75.7%	70.6%

Source: SENSE Fullerton College Frequencies Report 2019

- According to the 2021 CCSSE report, the lowest aspects of student engagement at Fullerton College were academic advising/planning, skill labs, and computer labs. [CCSSE 2021 Executive Summary of Results, p. 3]
- Student parents, Pell Grant recipients, first-generation, Hispanic/Latinx and Native American students experience basic needs insecurities at a higher rate than other students (all around 70%) [#RealCollege Institution Report 2021, p. 13]. There are also gaps amongst groups that access resources, most notably for African-American or Black students [#RealCollege Institution Report 2021, p. 18].

Even though students know resources exist, the campus community could better integrate services into different spaces, including classrooms, which could help normalize seeking support.

- Many instructors state that they never or rarely incorporate the use of student support services in their course sections.

Service	% Never/Rarely Incorporate into course
Financial aid advising	74.3%
Job placement assistance	65.4%
Computer lab	58.4%
Student organizations	57.4%
Services for active military and veterans	55.5%
Career counseling	52.4%

Source: CCFSSSE Fullerton College Frequency Report 2021 -Faculty Only

The stigma attached to help seeking is a real barrier for many of our students.

- When students were asked why they didn't utilize campus supports 64% said "Other people need those programs more than I do," 31% said "I am embarrassed to apply," and 15% said "People like me do not use programs like that" [#RealCollege Institution Report 2021, p. 17]

Theme 3: Strengthening the Student Experience Through the Classroom

General Observation

Students at Fullerton College report lower rates of engagement with classmates and professors in and out of class than colleges of similar sizes and the larger cohort of colleges that participated in the relevant surveys.

Data Snapshot

Benchmark	Your College	Ex-Large Colleges		2021 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	45.2	50.0	-4.8	50.0	-4.8
Student Effort	49.2	51.0	-1.8	50.0	-0.8
Academic Challenge	50.6	50.2	0.5	50.0	0.6
Student-Faculty Interaction	47.1	48.2	-1.1	50.0	-2.9

Source: 2021 CCSSE

Recommendations

The college should use classroom experiences to increase student-to-student interaction and supportive instructor-to-student interactions early each semester. The college should also identify ways to promote student-to-student interactions outside of the classroom and increase opportunities for adjunct and full-time faculty to meet with students. Some ways to achieve this include:

1. Implement discipline-specific training in high-impact practices, including
 - a. Early assessment and substantive feedback strategies
 - b. Meaningful group learning experiences
 - c. Student-led discussions
2. Support adjunct faculty participation in student-engagement training and other professional development
3. Provide financial and other support necessary for adjunct faculty to meet with students outside of class

Key Findings and Supporting Data

Students have limited meaningful connections with their peers outside of the classroom.

- 42.7% of students worked with other students at least twice during class, but only 12.4% of students worked with classmates at least twice outside of class. [SENSE Fullerton College Frequency Report 2019, p. 9]
- Less than 50% of white students reported that they hung out socially or voluntarily studied with students of color regularly (“often” or “almost always”) [NACCC Fullerton College Raw Data 2020, Cross-Racial Engagement Tab].

Students at Fullerton College collaborate less with peers than other similar colleges.

- Fullerton College scored below the mean in the Active and Collaborative Learning section of the CCSSE report; in fact, this was the lowest scoring area across the whole survey. [CCSSE Executive Summary 2021, p. 1]

Students have limited interaction with their instructors outside of class.

- Students at FC reported discussing an assignment or grade with an instructor at a significantly lower rate than colleges of a similar size and of the cohort overall. Additionally, FC students were significantly less likely to report getting help from an instructor regarding questions or problems related to a class when compared to the overall cohort. [SENSE Fullerton College Means Report 2019, p. 3]
- Fullerton College scored below the mean in the Student-Faculty Interaction section of the CCSSE report; this was the second lowest scoring area across the whole survey. [CCSSE Executive Summary 2021, p. 1]

Theme 4: Supporting and Improving Existing Campus Services

General Observation

Several programs/services came up across multiple surveys as either highly impactful or as areas that could be improved. Among the highly impactful services, peer-to-peer embedded tutoring stood out as both a very accessible and effective service as perceived by the students, as did FC's career technical education programs. Among services that students reported needing more/better access to were mental health services and financial aid support.

Data Snapshot

Item	Fullerton College	Other Large Colleges	2019 Cohort
Face-to-Face Tutoring within the first three weeks of the semester*	1.5	1.29	1.31
Career Counseling two or more times during the current academic year	31.1%	19.8%	20.7%
Financial Aid Advising*	.7	.96	1.06
Received help from college staff member to determine eligibility for financial aid	25.2%	34.9%	38.4%
*1=never, 2=once 3=two or three times, 4=four or more times			
Sources: SENSE and CCSEE			

Recommendations

1. Assess availability of financial aid and mental health services to determine if resources are adequate to meet demand.
2. Identify potential barriers to students accessing available mental health and financial aid services.
3. Identify and promote links between CTE programs and workplace demand
4. Identify and promote internships, paid opportunities, and work-experience classes

Key Findings and Supporting Data

Students are very satisfied with job training programs at Fullerton College

- Over 90% of students surveyed were satisfied with the education and training they received [Fullerton College CTEOS Summary 2020, p1]
- There was a 41% increase in the wages of students surveyed from what they were making before their CTE training program and after. [Fullerton College CTEOS Summary 2020, p2]
- Seventy-five percent (75%) of students reported that they were employed and nearly 2/3 of students reported that they were employed in a field related to their major of study. [Fullerton College CTEOS Summary 2020, p1-2]
- 31.1% of students responding to the survey stated they used career counseling two or more times compared to 19.8% of students in the comparison group. [CCSSE Fullerton College Means Report 2021, p. 9]

Financial Aid is central to students' experiences but they are not using Fullerton College's advising services

- More than 60% of students reported that they did not use financial aid advising services, despite the fact that the majority of students (69.2%) knew they existed. This was significantly lower than the average for the other colleges of a similar size, and the cohort overall. [SENSE Fullerton College Means Report 2019, p. 4]
- 44.8% of students agreed that the college provided them with adequate information about financial aid [SENSE Fullerton College Frequency Report 2019, p. 6]
- Of the students that received services from financial aid, the majority were somewhat (41.1%) or very satisfied (42.7%). No significant difference in students' satisfaction with financial aid services was found. [SENSE Fullerton College Frequency Report 2019, p. 14]

Students experienced heightened levels of mental health stressors during the COVID-19 pandemic and not all students received information regarding mental health resources offered through Fullerton.

- 49% of students responding to the survey said that they did not know if Fullerton College had services to help students cope with stress related to the Covid-19 pandemic. [CCSSE Special Focus Item Fullerton College Frequency Report 2021, p. 1]
- Approximately 42% of students at Fullerton College reported experiencing at least moderate anxiety, while 41% reported experience at least moderate depression." [#RealCollege Institution Report 2021, p. 3]

Appendix A – Description of Surveys Analyzed by Summer Survey Inquiry Group

#RealCollege

Managed by the Hope Center for College, Community, and Justice action research center at Temple University, the #RealCollege survey is one of the largest national online survey instruments of students' basic needs. The survey collects information on basic need insecurities of college students such as food, housing, and homelessness.

Invitation to complete the questionnaire were sent by email to all Fullerton College students in fall 2018 and fall 2020. In 2018, 899 students took the survey and 1,789 students participated in 2020.

Survey of Entering Student Engagement (SENSE)

The SENSE is a national survey administered to students in hundreds of institutions during the 4th and 5th weeks of the fall academic terms which asks students to reflect on their academic and service-related experiences with the college. This survey helps community colleges discover why some entering students persist and succeed, and others do not.

In the Fall of 2019, Fullerton College partnered with the Center for Community College Student Engagement to administer this paper-and-pencil survey to students in a set of 78 randomly selected Counseling, English and Math courses.

The survey report provides a comparison of Fullerton College's standardized benchmark scores with the averaged benchmark scores from the top 10% of colleges in the cohort in six main areas that educational research has shown to be important to students' early college experiences and educational outcomes, which include:

- early connections
- expectations and aspirations
- clear academic plan and pathway
- engaged learning
- academic and social support

The report also provides disaggregated information by race/ethnicity as well as first-generation status and a comparison information from extra-large colleges.

National Assessment of Collegiate Campus Climate Survey (NACCC)

The NACCC is a national survey on campus racial climate created by the USC Race and Equity Center. It gages students' appraisal of institutional commitment to equity and inclusion in the following six areas:

- 1) *Institutional Commitment* – demonstrated commitment of their college administrators to racial diversity and their responses to racial problems
- 2) *Racial Learning and Literacy* – if and where on campus students learn about race, extent to which racial diversity is reflected in curricula and class discussion, and how prepared students feel to live and work in a racially diverse society after college

- 3) *Mattering and Affirmation* – the extent to which students feel they matters in classrooms and in various spaces on campus outside of classroom
- 4) Impact of External Environments – students’ sense of security and encounters with racism off-campus
- 5) *Encounters with Racial Stress* – impact of campus encounters which students experience as racist on their personal well-being and academic success
- 6) *Cross-Racial Engagement* – frequency and nature of student interactions on campus with and level of comport in discussions with other students about issues related to race

In Fall 2020, 2,288 Fullerton College students completed the survey.

Fullerton College Campus Climate Survey

This was a local paper survey that was administered around 2015 – 2016 academic year in a set of randomly selected courses. All students in these courses were eligible to take the survey. This survey touched issues of diversity, engagement, safety, and a sense of belonging on the FC campus.

Career & Technical Education Employment Outcomes Survey (CTEOS)

The CTEOS is a statewide survey designed to assess employment outcomes of students who have participated in career technical education (CTE) coursework at California Community Colleges. The survey targets completers, terminal certificate earners, and skill builders who are no longer enrolled a community college. This survey helps to answer a number of questions, such as:

- How satisfied are students with the education and training they received?
- How many students secured a job that is closely related to their program of study?
- How many hours per week are employed student working?
- How many months did it take for students to find a job?
- What were the hourly wages of the students before training versus after training?
- How many students are currently employed, seeking work, self-employed, unemployed, etc.?
- Does the similarity between job and program of study influence wage gains?

At Fullerton College 2,634 students were surveyed via Email/Text/Phone in 2020 and 845 (32%) students responded: 25% by email, 65% by phone, and 10% by SMS.

Community College Survey of Student Engagements Survey (CCSSE)

The CCSSE is a national survey that is managed by the Center for Community College Student Engagement – same as the SENSE survey. This survey is conducted online and delivered to all students. This survey helps institutions focus on good educational practices and identify areas in which they can improve their service.

The CCSSE report provides a comparison information of standardized benchmark scores in the following six areas of conceptually related survey items that address key areas of student engagement:

- 1) Active and Collaborative Learning
- 2) Student Effort
- 3) Academic Challenge

- 4) Student-Faculty Interaction
- 5) Support for learners

The CCSSE reports provide standardized benchmark scores comparison to averaged top 10% of cohort in each of the above listed areas, which is a useful starting point for colleges to monitor their performance. In addition, the reports provide an opportunity to examine a more detailed information on the highest and lowest survey ranked aspects of student engagement compared to students from other colleges in the cohort, such as receiving prompt feedback from instructors regarding performance, frequency of career counseling, etc.

About 1,900 of Fullerton College student participated this survey in 2021 cohort.

Community College Survey Faculty Survey of Student Engagement (CCFSSE)

The CCFSSE is national survey given to all faculty in an online format and is a companion to the CCSSE survey. This survey elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time.

The CCFSSE reports provide a unique opportunity for colleges to examine responses to similar survey items from both perspectives - faculty regarding their teaching practices and students' perception of those specific practices, such as giving/receiving prompt feedback to students (written or oral) from the instructor about students' performance, etc.

At Fullerton College 108 faculty participated in the survey in 2021, 64% of whom were full-time and 36% were part-time faculty.

Appendix B – Survey Inquiry Group Participants

Full-Time Faculty

- Aline Gregorio, Instructor, Geography
- Angela Henderson, Instructor, English
- Anya Shyrokova, Instructor, Library
- Brandon Floerke, Instructor, English
- Corinne Haynes, Instructor, DSS
- Danielle Fouquette, Instructor English
- Jeanne Costello, Instructor English
- Kimberly Vandervort, Instructor English
- Klaus Hornell, Instructor, Foreign Languages
- Marcus Wilson, Instructor, Business
- Matthew Taylor, Instructor, Communication Studies
- Miguel Powers, Instructor, English
- Richard Ghidella, Instructor, Business
- Roman De Jesus, Instructor, Earth Sciences

Part-Time Faculty

- Kenrick Kim, Instructor, Business
- Naveen Kanal, Instructor, PE

Classified Professionals

- Aaron Mezzano, Admin II, Hornets Tutoring
- David Sarabia, Coordinator, Tutoring Center
- Emma Hangué, Admin II, OIE
- Jennifer Merchant, Coordinator, Internships & Workforce
- Kristen Wiederholt, Admin II, Study Abroad & GP
- Megan Harris, Senior Research & Planning Analyst
- Michael Gieck, Senior Research & Planning Analyst
- Negin Barmaki, Office Coordinator, A&R
- Sharon Howard, Admin III, Enrollment Services
- Victor Manchik, Senior Research & Planning Analyst

Students

- Kyleen Martin, Student
- Sheree Brewster, Student

Managers

- Albert Abutin, Dean, Enrollment Services
- Carlos Ayon, Dean, Business & CIS
- Cecilia Arriaza, Director, Transfer Center
- Dana Timmermans, Director, Behavioral Health Svcs

- Dani Wilson, Dean, Library/LRISPS
- Edward Roth, Director, DSS
- Ericka Adakai, Director, Ed Partnerships & Prog
- Greg Ryan, Director, Financial Aid
- Jennifer LaBounty, Dean, Counseling & Student Dev
- Jessica Johnson, Manager, Hornets Tutoring
- Joe Ramirez, Interim Director, OIE
- John Tebay, Dean, Fine Arts
- Jorge Gamboa, Dean, Social Sciences
- Kristine Nikkhoo, Director, Academic Support Prog
- Rena Martinez Stluka, Director, A&R