2018 CGS Summer Workshop

Dean’s Toolbox Session:
Using Data to Improve Graduate Student Life

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July 9, 2018
Participate in Live Polls

Today we’ll be using a simple tool called Slido that allows you to easily express your opinion by voting on live polls.

1. Take out your smartphones
2. Open the web browser
3. Go to www.slido.com and enter TOOLBOX18
4. Vote in the live polls
Participants will learn about

✓ Tools for Assessing Graduate Education Climate
✓ Strategies for Data Collection
✓ Guidance for Using Data to Inform Interventions
✓ Unit Accountability
Session Agenda

- Graduate Student Climate Survey
- Development & Administration of Survey
- Survey Goals
- Data Collection & Analysis
- Survey Areas
- Findings & Dissemination
- Unit Actions
- Unit Accountability
Graduate Student Campus Climate Survey

Spring 2012 Survey

Survey Development and Administration

Survey facilitated by:
- Office of Graduate and Professional Studies

Survey development and data analysis conducted with input and support from:
- Office of Graduate and Professional Studies
- Office of the Vice President and Associate Provost for Diversity
- Division of Student Life, Student Life Studies
- Graduate Campus Climate Guiding Committee (additionally composed of 1 college administrator, 1 faculty, 1 ISS staff, and 4 students)
Survey Goals

First and foremost, we aimed to reinforce the three goals outlined in the Texas A&M University Diversity Plan: **Accountability, Climate and Equity**

**Texas A&M's Diversity Plan**

In 2010, Texas A&M University embarked on an ambitious Diversity Plan designed to enhance accountability, climate, and equity. The structures and systems that guide our established institutional processes have created the infrastructure to facilitate steady progress toward greater inclusion and academic excellence.

**ACCOUNTABILITY**

We establish *accountability* within the institution by developing strategies, plans, and processes that promote progress and create an environment that fosters success and achievement.

**CAMPUS CLIMATE**

We develop a supportive *campus climate* that values and integrates diversity in the pursuit of academic excellence by identifying aspects of Texas A&M’s community that foster or impede an inclusive working and learning environment.

**EQUITY**

We integrate into the mission and goals of the institution, the assurance that students, staff, and faculty, regardless of identity, are all treated equitably.
Survey Goals

1) Reinforce the three goals outlined in the Texas A&M University Diversity Plan: Accountability, Climate and Equity

2) Gain knowledge of strengths and challenges related to campus climate for graduate students

3) Proactively prioritize climate issues at the university level

4) Convey support and willingness to create a healthy climate, ideal for academic pursuit

5) Provide services, programs, and support mechanisms for climate challenges

6) Contribute to a more productive graduate student body through improvements to the graduate campus climate
STRATEGIES FOR DATA COLLECTION
Graduate Student Campus Climate Survey – Spring 2012

Survey Method & Administration

- Web-based climate assessment
- Distributed Spring 2012 to all Texas A&M University degree-seeking graduate and professional students
- Recruited by emails sent to student TAMU email accounts
- Voluntary participation— incentivized using grocery store gift cards
Confidentiality & Data Analysis*

• No department-level analysis
• No links between name, email, department and responses
• No comments reported with department
• No analysis for groups with less than 20 people
• Content analysis restricted to small number of individuals

*Note: Survey development and data analysis conducted with input from Graduate Campus Climate Guiding Committee (composed of 4 faculty, 5 staff, and 5 students).
Graduate Student Campus Climate Survey – Spring 2012

Qualitative Analysis

Method 1
• Phenomenology with diverse group of faculty, staff, and graduate students
• Themes

Method 2
• Grounded Theory with Atlas.ti
• Coding
• Word Crunch
• Co-occurrence Analysis

Quantitative Analysis

• SPSS®
• Qualtrics®
• Excel
• Chi-square tests
2012 Survey Outline

- Demographics
- Commitment to Diversity
- Inappropriate Behaviors
- Acts of Incivility
- Satisfaction with the Texas A&M Experience
- Physical Health and Emotional Well-being
- Stress at Texas A&M
- Safety at Texas A&M
- Access to Resources
- Mentoring
- Equity Issues
Overview of the Data: Graduate Student Campus Climate – Spring 2012 Survey

Response Rate

16% (1,452 out of 9,183) responded to the survey

Sample representative of population
Polling Question:
What percentage of your students have experienced instances of incivility on campus?

A. None  
B. 25%  
C. 50%  
D. 60%  
E. 70% or more
Polling Question:
Do you think your graduate students experience stress as a result of the university/institution environment, beyond workload (courses, working, student organization involvement, etc.). If so, what percentage?

A. None, graduate school is a breeze!
B. 25%
C. 50%
D. 60%
E. 70% or more
2012 Graduate Campus Climate Survey Highlights

- **Glad to have attended Texas A&M**: 81%
- **Agree faculty advisor creates a supportive environment**: 82%
- **Satisfied with their academic department**: 75%
- **Agree people are valued regardless of their backgrounds**: 65%
- **Have not experienced incivility at Texas A&M**: 68%
- **Find the environment at Texas A&M non-stressful**: 44%
- **Agree graduate students are committed to diversity**: 70%
- **Never have safety concerns on campus**: 76%
- **Have not observed/experienced inappropriate behaviors in the last year at Texas A&M**: 50%
- **Feel prepared for their future career**: 75%
### Commitment to Diversity

#### Overall Campus Climate

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree/Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree/Disagree</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are committed to diversity</td>
<td>67%</td>
<td>19%</td>
<td>9%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate students are committed to diversity</td>
<td>70%</td>
<td>18%</td>
<td>7%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff are committed to diversity</td>
<td>56%</td>
<td>25%</td>
<td>10%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People are valued at Texas A&amp;M regardless of their backgrounds</td>
<td>65%</td>
<td>16%</td>
<td>17%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Faculty advisor/committee chair

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree/Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree/Disagree</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>My faculty advisor/committee chair is committed to diversity</td>
<td>80%</td>
<td>11%</td>
<td>3%</td>
<td>6%</td>
<td></td>
<td></td>
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</tbody>
</table>

#### Academic Department

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree/Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree/Disagree</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally, in my academic department, people are committed to diversity</td>
<td>74%</td>
<td>15%</td>
<td>6%</td>
<td>6%</td>
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</tbody>
</table>

#### Research Space/Lab/Group

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree/Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree/Disagree</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally, in my research space/lab/group, people are committed to diversity</td>
<td>78%</td>
<td>14%</td>
<td>4%</td>
<td>4%</td>
<td></td>
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</table>
2012 Recommendations

• Improve overall campus climate for underrepresented graduate students
• Enhance institutional commitment to and perceived value of diversity
• Reduce instances of incivility and inappropriate behavior, and
• Address quality of life and well-being concerns
Dissemination

Campus-Wide Session

Purpose:

- Explore initial findings of the Graduate Student Campus Climate Survey
- Examine strengths, student concerns, leverage points for creating a campus welcoming to all
- Collect feedback on plans to share full findings and further engage the graduate community
Campus-Wide Session

Purpose:

- A work session to create space for awareness of campus climate data collected on faculty, staff, graduate, and undergraduate students
- NOT a forum to debate survey methodology
- Share successes and progress across groups
- Tackle challenges from data and offer recommendations
Presentations Tailored to Student Groups

- Black Graduate Student Association
- Lesbian and Gay Veterinary Medical Association
- Graduate and Professional Student Council
- Hispanic/Latino Graduate Student Association
- International Student Association
Dissemination

Example: Black Graduate Student Association

Graduate Student Perceptions of the Texas A&M Climate

People are valued at Texas A&M regardless of their background (n=828).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>66%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>Black &amp; 2+1 black</td>
<td>42%</td>
<td>23%</td>
<td></td>
<td></td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino/a</td>
<td>54%</td>
<td>14%</td>
<td></td>
<td></td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Presentation Tailored to Campus Units

• Graduate Operations Committee
Dissemination

Publicize Survey Results on OGAPS Website

Learn More

- 2012 Climate Study: Full Report (PDF)
- 2012 Climate Study: Executive Summary (PDF)
- 2012 Climate Study: Presentation Slides (PDF)
- Office of the Vice President and Associate Provost for Diversity
- Texas A&M University Diversity Plan

Executive Summary
Graduate Student Campus Climate Survey
Spring 2012

http://ogaps.tamu.edu/New-Current-Students/Campus-Climate-Survey
Units Develop Action Plans

Campus units were charged with creating action plans to address 2012 survey findings.

OGAPS met internally to create specific actions in response to 2012 survey recommendations regarding:

- Enhancing diversity
- Student Success in Academic/Work Environment
- Graduate Student Quality of Life

Examples:

- Include description of OGAPS Ombuds services in New Graduate Student Orientation (NGSO) program
- Add a presentation from Student Counseling Services to NGSO
- Continually monitor time to degree, completion and attrition rates
- Enhance academic advising, particularly for international students and underrepresented minorities
Spring 2016 Survey

Survey Development and Administration

• Develop strategy for multiple rounds of the survey

• Create subset of themes so as not to overwhelm students with long survey

• Create new survey questions in response to 2012 findings

• Create new questions based on outside sources such as AAU

• Update Graduate Campus Climate Survey Guiding Committee
Graduate Student Campus Climate Survey: Spring 2016

- Goals
- Demographics
- 2012 Survey Highlights
- How Graduate Student Campus Climate is Changing
New Insights

- Sexual Misconduct
- Campus Climate Characterization
- Pregnancy/Parenting Accommodations
- Cross-Cultural Opportunities
Positive and negative changes from 2012 to 2016

- Satisfied with academic department: 74% → 89%
- Felt prepared for future career: 70% → 74%
- Agreed graduate students are committed to diversity: 80% → 63%
- Agreed academic department is committed to diversity: 74% → 56%
- Experienced safety concerns: 22% → 12%
- Experienced inappropriate behavior/acts of incivility: 50% → 30%

Satisfaction with Academic Environment
Commitment to Diversity
Concerns with Safety & Inappropriate Behavior
In 2015, OGAPS gathered information from colleges and units on activities/actions taken in response to findings and recommendations from the 2012 survey.

**Colleges**

- **Agribusiness**: Published article in the MAB newsletter to communicate survey findings. Raised awareness and reiterated their commitment to a supportive community for all students.
- **College of Geosciences**: Hired a Diversity Dean. Now includes diversity in performance evaluations of departmental leadership and faculty.
- **Bush School of Government and Public Service**: Fall 2014, convened a College-Level diversity committee composed of administrators and faculty.

**OGAPS**

- **Enhancing Diversity**
  - **2016 Community of Scholars Event**: Theater Delta performance called “What’s Your Problem?” to facilitate diversity and inclusion discussion
  - Participated in national study of underrepresented minority STEM doctoral students
  - Included Title IX and Ombuds Officer information in New Graduate Student Orientation

- **Graduate Student Quality of Life**
  - Promoted the new Money Education Center, which provides Aggie students with the education and resources needed to make smarter personal finance decisions during college
Can you think of other climate areas/topics that might specifically fit your institution?
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http://ogaps.tamu.edu/New-Current-Students/Campus-Climate-Survey