



Caring Campus

CARING CAMPUS TOOLKIT

A GUIDE FOR MONITORING AND ASSESSING IMPLEMENTATION AND IMPACT



INSTITUTE *for* EVIDENCE-BASED CHANGE

The Institute for Evidence-Based Change (IEBC) is a nonprofit organization dedicated to helping education stakeholders – community colleges, universities, K-12 school systems, employers, and others – use coaching, collaboration, and data to make informed decisions and craft solutions that improve practice and dramatically increase student success. Learn more about IEBC at www.iebcnow.org

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

CCRC has been a leader in the field of community college research and reform for over 25 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

TABLE OF CONTENTS

Introduction	1
Caring Campus Logic Models	2
Caring Campus/Staff Logic Model.....	3
Caring Campus/Faculty Logic Model.....	4
Tools For Caring Campus/Staff Colleges	5
1. Pre-Caring Campus Readiness Assessment.....	6
2. Early Implementation Feedback: Staff Coaching Participants	7
3. Early Implementation Feedback: Staff Coaching Nonparticipants.....	8
4. Early Implementation Feedback: Students	9
5. Mid-Implementation Feedback: Staff.....	11
6. Mid-Implementation Feedback: Senior Leadership	15
7. Mid-Implementation Feedback: Students.....	17
8. Point-of-Service Feedback: Students.....	21
Tools for Caring Campus/Faculty Colleges	23
1. Pre-Caring Campus Readiness Assessment.....	24
2. Early Implementation Feedback: Faculty Coaching Participants	26
3. Early Implementation Feedback: Faculty Coaching Nonparticipants.....	28
4. Mid-Implementation Feedback and Check-in: Faculty.....	30
5. Mid-Implementation Feedback: Senior Leadership	34
6. Mid-Implementation Feedback: Students	36
Qualitative Data Collection and Analysis: Coding	38
Quantitative Data Collection and Analysis: Variables, Disaggregation, and Results	41
Appendix: Common Behavioral Commitments	45
Caring Campus/Staff: Top Five Behavioral Commitments.....	45
Caring Campus/Faculty: Top Six Behavioral Commitments	46



INTRODUCTION

Thank you for your college's participation in Caring Campus!

Created by the Institute for Evidence-Based Change (IEBC), Caring Campus creates a positive, supportive campus culture and increases students' sense of connectedness through the development of student-centered behaviors and activities among faculty and staff. As of fall 2022, over 100 Caring Campus colleges in 19 states are working to positively impact over one million students.

To support the continuous improvement of Caring Campus, IEBC and researchers at the Community College Research Center (CCRC) (Elisabeth Barnett, Susan Bickerstaff, Selena Cho, Andrea Lopez Salazar) partnered to create this document, which features tools you can use to monitor and assess the implementation and impact of Caring Campus. It is based in part on research CCRC has conducted on the implementation of Caring Campus project activities at colleges. CCRC has examined conditions conducive to future innovative change efforts, explored the effects of Caring Campus on college culture and student academic and socio-emotional outcomes, and evaluated the costs associated with its adoption.

We recommend this toolkit as a resource for researchers and others at Caring Campus colleges at any stage of implementation. The toolkit is divided into five parts: (1) Caring Campus theories of change, (2) tools for Caring Campus/Staff colleges, (3) tools for Caring Campus/Faculty colleges, (4) qualitative data collection and analysis, and (5) quantitative data collection and analysis. If you do not have much experience conducting evaluations, we recommend you speak with institutional researchers at your college for support.

CARING CAMPUS LOGIC MODELS



CARING CAMPUS/STAFF LOGIC MODEL

INPUTS

OUTPUTS

IEBC Coaching

- Cross-functional coaching sessions
- Support of senior leadership and supervisors
- Planning for college-wide dissemination, training, and engagement

College Resources

- Staff knowledge and expertise
- Strategic vision for student success
- Other success initiatives
- Infrastructure for reform implementation

Staff Attitudes and Experiences

- Increased communication and relationship-building within and across departments
- Development of staff identity as contributors to student success
- New leadership roles for staff

Staff Behaviors

- Traditional behavioral commitments (e.g., name tags, first week outreach activities, 10-foot rule)
- Virtual behavioral commitments (e.g., warm referrals, student-centered email & phone practices)

Intermediate Student Outcomes

- Students have needs met more quickly and effectively
- Students feel welcome on campus
- Students build relationships with staff members (who may share similar backgrounds)
- Students feel sense of belonging
- *Benefits disproportionately affect students with greater needs*

College Culture Outcomes

- Changes to college structures and systems (e.g., streamlined processes, channels for staff to provide input).
- Greater institutional capacity to implement reform
- More positive staff and faculty attitudes (e.g., identity as contributors to student success, job satisfaction).
- Better relationships between and among staff, faculty, college leadership and students.

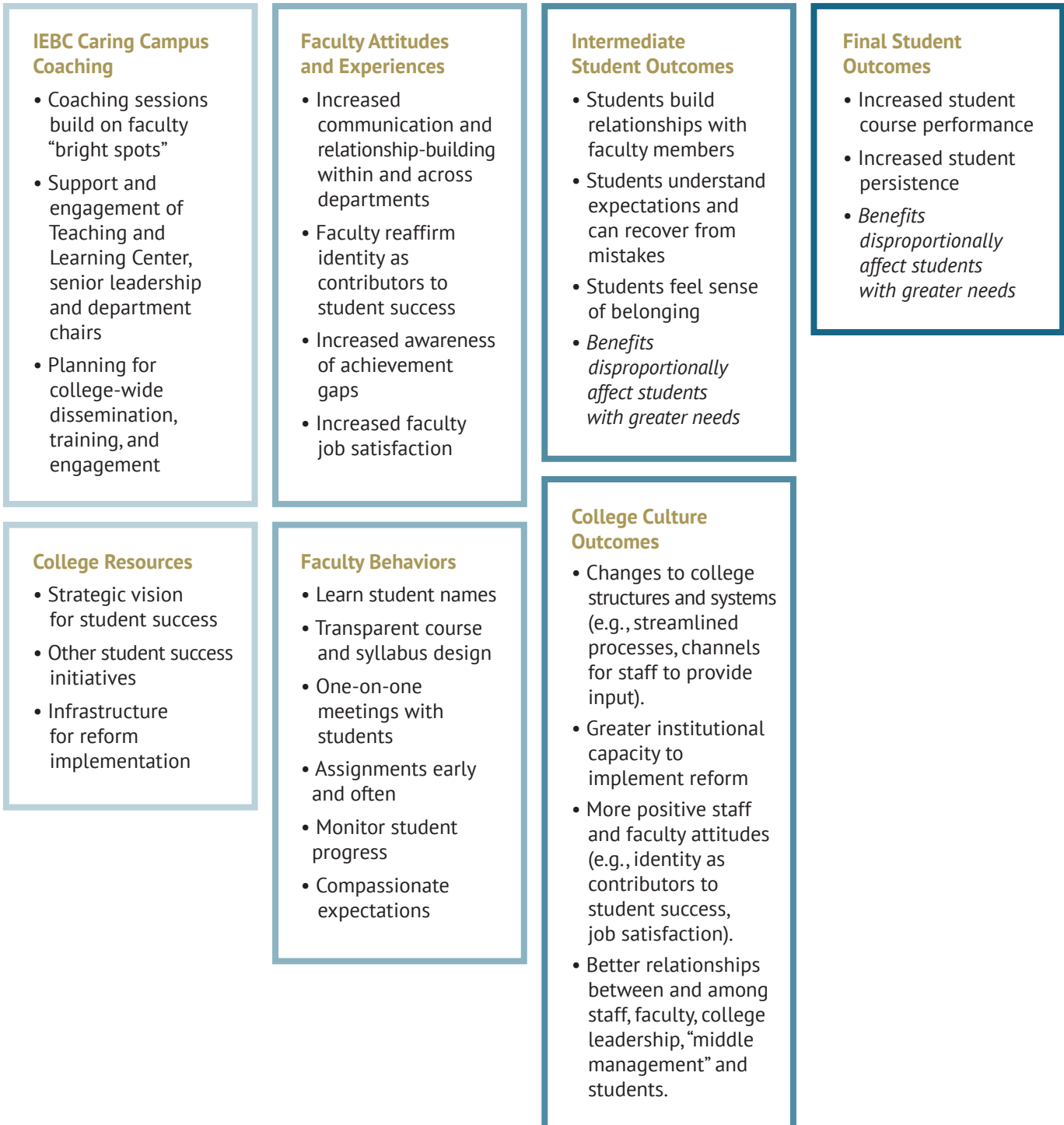
Final Student Outcomes

- Increased student persistence
- *Benefits disproportionately affect students with greater needs*

CARING CAMPUS/FACULTY LOGIC MODEL

INPUTS

OUTPUTS



TOOLS FOR CARING CAMPUS/STAFF COLLEGES



1. PRE-CARING CAMPUS READINESS ASSESSMENT

Colleges may want to assess their readiness to undertake Caring Campus. This tool can be used by leadership and/or a committee to decide whether the college has important elements in place. You can complete the following readiness questions and then discuss the responses with other stakeholders to help reach a determination about whether to engage with Caring Campus.

Purpose: To assess the college's readiness to implement Caring Campus and understand the potential for positive impact on college culture.

Questions

1. How do you expect your college will benefit from Caring Campus?
2. What is the history of efforts on your campus to improve student success in the past five years? Be sure to include a discussion about institutionalization and sustainability.
3. Is your college implementing Guided Pathways? If so, describe your implementation experience to date.
4. Does your college have a staff senate or other organized staff group with identified leadership? If so, describe their membership, activities, structure, and influence on campus.
5. Does your college have a formal equity plan? How is equity data used to inform interactions between professional staff and students? How do you assess the impact of your equity efforts?
6. Identify and describe your staff professional development efforts to support diversity, equity, and inclusion (DEI). How do you assess the impact on staff and students of these professional development efforts?
7. How will you ensure that financial and other resources are available to support Caring Campus behavioral commitments and other activities identified by staff for implementation?
8. Will staff, faculty, and students be available to participate in confidential group interviews or to complete anonymous online surveys about: their sense of connectedness to your college; their knowledge, attitudes, and beliefs about Caring Campus; their perceived impact of Caring Campus; and other related issues? What experience does your college have with staff, faculty, and student surveys and interviews?
9. Do students at your college complete education plans that identify their goals such as degrees or certificates, transfer to four-year postsecondary institutions, and/or employment? How do you track the extent to which students complete their educational goals at your college?
10. Do you currently assess student satisfaction with services provided by staff? If so, what systems are in place—how do you collect the information, and how is feedback provided to staff?

2. EARLY IMPLEMENTATION FEEDBACK: STAFF COACHING PARTICIPANTS

After the series of coaching sessions are concluded, this tool can be used by leadership and/or a committee to ask coaching session participants about implementing Caring Campus. Feel free to modify the questions as appropriate.

Purpose: To understand coaching session participants' experience, how Caring Campus is being implemented and institutionalized, and any immediate impact.

Sample Interview/Survey Questions

Caring Campus Implementation

1. How well prepared do you feel to implement Caring Campus behavioral commitments?
2. To what extent would you say that you and your colleagues already implement Caring Campus behaviors?
3. What are barriers to implementation?
 - ▶ Do you or others who participated in the coaching sessions continue to meet (formally or informally)?
 - i. What do you discuss or work on?
 - ii. Is leadership involved?
4. To what extent are your colleagues implementing Caring Campus behaviors?
5. Who is monitoring implementation in your department?
6. Is Caring Campus discussed in department or other meetings?
7. What has been the role of college leadership in Caring Campus?
8. How have department chairs and/or managers been involved in implementation?

Perceptions of Caring Campus on Student Outcomes, Relationships, and College Culture

1. Have you seen any changes on campus since the college began implementing Caring Campus? What have you noticed?
2. To what extent do you believe Caring Campus is going to have an impact on your college's culture?
3. To what extent do you believe Caring Campus is going to have an impact on student success at your college?
4. How have students reacted to new staff behaviors?
5. Has Caring Campus changed staff–student, staff–faculty, staff–leadership, and staff–staff relationships? If so, how?

3. EARLY IMPLEMENTATION FEEDBACK: STAFF COACHING NONPARTICIPANTS

After the series of coaching sessions are concluded, this tool can be used by leadership and/or a committee to ask staff who did not participate in coaching sessions about their perceptions of Caring Campus. Feel free to modify the questions as appropriate.

Purpose: To understand how Caring Campus is being implemented and institutionalized by professional staff who were not involved in the coaching sessions, their perceptions of Caring Campus, and any immediate impact.

Sample Interview/Survey Questions

Caring Campus Implementation

1. At this point, how prepared do you feel to implement Caring Campus?
2. To what extent would you say that you implement Caring Campus behaviors?
3. To what extent are other people implementing Caring Campus behaviors?
4. What, if any, are barriers to implementing behaviors?

Perceptions of Caring Campus on Student Outcomes, Relationships, and College Culture

1. Have you seen any changes on campus since your college began implementing Caring Campus? If so, what have you noticed?
2. To what extent do you believe Caring Campus is going to have an impact on your college's culture?
3. To what extent do you believe Caring Campus is going to have an impact on student success at your college?
4. How have students reacted to new staff behaviors?
5. Has Caring Campus changed staff–student, staff–staff, staff–faculty, and staff–leadership relationships? If so, how?

4. EARLY IMPLEMENTATION FEEDBACK: STUDENTS

The following questions are sample group interview questions for leadership/college liaisons to ask students to understand Caring Campus' influence on their campus experiences. Interviewing students will allow you to gain an in-depth understanding of their interactions with staff, experiences with support services, and recommendations for creating a supportive college environment.

Purpose: To understand students' perceptions of their interactions with professional staff and to see whether their experiences meet the expectations for an improved sense of connectedness and belonging at the college.

Sample Group Interview Questions

Introductions

1. How have you been? How is the semester going?
2. First, I would like you to introduce yourselves (*first name only*) and something you like to do outside of school.
3. Please tell me something about yourself as a student, such as:
 - ▶ Are you a returning or new student?
 - ▶ What is your student status? (full-time or part-time)
4. What is your major or program of study?
5. Have you had any in-person/on-campus classes this academic year?

Student Perceptions of College

1. Why did you choose to enroll in [name of institution]?
2. What do you like most about [name of institution]?
3. What do you like least about [name of institution]?

Student Belonging

1. Did you feel welcomed when you first arrived? What kinds of things made you feel welcomed/unwelcomed?
 - ▶ [*Probe: Is there a place on campus that makes you feel at home? A group or organization?*]
2. Who or what has made you feel like you belong at [name of institution]?
 - ▶ [*Probe: What makes you feel a part of this institution?*]
3. Have you ever experienced any unfair situations on campus that caused you to feel as if you did not belong here?
4. Do you believe the campus community here at [name of institution] is accepting of individuals from different racial/ethnic backgrounds? Of other underrepresented groups such as LGBTQ or older students?

5. Is there anything you would like to add about campus climate and diversity here at [name of institution]?

Staff Interactions

1. How would you describe your interactions with different student services on campus and/or online?
 - ▶ What staff do you normally interact with? [*probe for advisors, testing staff, food service, facilities staff*]
 - ▶ Have you connected with certain staff from any offices?
 - ▶ Do you feel as though staff are generally helpful?
 - Does anyone have an example of when they felt like they were helped during their time at the college?
 - Does anyone have an example of when they felt like they were not effectively helped?
2. How would you describe the atmosphere or culture at the college?
3. Do you have any challenges accessing campus resources?
4. Is there a way for you to give feedback about any positive or negative experiences?

Other Student Supports (coaching/counseling, career/program advisement, academic supports)

1. What kinds of services does the college provide to help students when they have academic or personal challenges? How did you learn about those services?
 - ▶ Have you sought them out? Can you tell me more about what happened when you used those supports/services?
 - ▶ Did this change due to COVID-19?
 - ▶ Do you feel like this college creates a supportive environment for its students, or not so much?

Overall Experience

1. How satisfied are you with your overall experience at [name of institution]?
2. If you could change one thing about your experiences with staff, what would it be?

Thank you so much for taking the time to speak with us today.

5. MID-IMPLEMENTATION FEEDBACK: STAFF

After two to three months of implementing Caring Campus, we recommend administering a survey to staff to check in on how they are implementing the behavioral commitments in their work. The following are sample questions to survey your staff to understand Caring Campus' influence on their experiences working with and supporting students.

Purpose: To understand the extent to which professional staff are implementing behavioral commitments successfully and to better understand their attitudes and opinions about Caring Campus implementation and impact.

Sample Staff Survey Questions

Your responses in this survey are anonymous. They will be pooled with those of others, and only aggregate results will be shared.

Thank you for agreeing to participate in this brief survey about your experiences working and supporting students at your college. In this survey, you will see the term “college staff” mentioned. This refers to individuals who are not faculty members who work in student-facing departments.

1. During the current term, what describes your college's learning environment?
 - a. Almost all students are learning remotely and are not on campus
 - b. More than half of students are learning remotely and are not on campus
 - c. More than half of students are learning on campus
 - d. Other: _____

2. During the current term, what best describes your work arrangement?
 - a. I work on campus most days
 - b. I work on campus some days and I work from home some days
 - c. I work from home most days
 - d. Other: _____

3. During the current term, how frequently do you interact with students either in person or via phone/email/video?
 - a. Daily
 - b. A few times per week
 - c. Less than once each week
 - d. I have not interacted with students this term

4. During the current term, when you interact with students, how frequently do you do the following? (*Choices: always, usually, sometimes, rarely, never*)
 - a. Listen actively to students to understand what they need
 - b. Conduct “warm” transfers (personally introduce students to the staff member they need to talk with next)
 - c. Give students my contact information for future use
 - d. Pay special attention to the needs of traditionally underrepresented students

5. During the current term, how frequently do other college staff do the following? (*Choices: always, usually, sometimes, rarely, never, not sure*)
 - a. Listen actively to students to understand what they need
 - b. Conduct “warm” transfers (personally introduce students to the staff member they need to talk with next)
 - c. Give students my contact information for future use
 - d. Pay special attention to the needs of traditionally underrepresented students

6. To what extent do you agree with the following statements: (*Choices: strongly agree, agree, disagree, strongly disagree*)
 - a. I can contribute to the success of students at this college through my interactions with them.
 - b. I have strong professional relationships with staff members within my own department.
 - c. I have strong professional relationships with staff members in other departments at the college.
 - d. I have the knowledge I need to refer students to the appropriate college departments or services.
 - e. I would benefit from more training about the roles and practices of other college departments and services.
 - f. My ideas about how to improve the student experience are welcomed and valued by others at the college.
 - g. My supervisor actively supports the implementation of behaviors that improve the student experience.
 - h. College staff are recognized and celebrated for acts of caring that improve the student experience.
 - i. Our college values innovation to improve the student experience.
 - j. Employees at this college work effectively together to implement change.

7. Have you heard about Caring Campus?
 - a. Yes
 - b. No

8. [*For those who answer yes*]: Where have you heard Caring Campus mentioned or discussed? (select all that apply)
 - a. At a college-wide event (e.g., staff development activity, convocation, etc.)
 - b. In department or division meetings
 - c. In emails or newsletters
 - d. In informal conversations with colleagues (i.e., word of mouth)
 - e. Other _____

9. Do you believe Caring Campus prepares professional staff at our college to serve students from diverse cultural and ethnic backgrounds?
 - a. Yes (please describe)
 - b. No (please explain)
 - c. Don't know

10. Did you participate in the Caring Campus coaching sessions, led by representatives from IEBC?
[If yes, route to caring campus module]
 - a. Yes
 - b. No

Caring Campus Module Questions [for coaching participants only]

These questions refer to the series of sessions facilitated by a coach from IEBC. During these sessions, you worked with a coach to select the college's behavioral commitments and develop implementation, monitoring, communication, and sustainability plans.

11. To what extent do you agree with the following statements: [Choices: strongly agree, agree, disagree, strongly disagree]
 - a. The Caring Campus coaching experience gave me tools to improve the way I interact with students in general.
 - b. The Caring Campus coaching experience gave me tools to improve my interactions with students from diverse groups.
 - c. The Caring Campus coaching experience strengthened my relationships with other staff at my college.
 - d. We have used the implementation, communication, and monitoring plans developed during Caring Campus coaching to implement Caring Campus at our college.
 - e. My supervisor has supported the implementation of our selected behavioral commitments.
 - f. College leadership has supported the implementation of our selected behavioral commitments.
 - g. Most college staff are knowledgeable about the behavioral commitments we selected.
 - h. COVID-19 has negatively affected our ability to implement Caring Campus.
 - i. Caring Campus activities will be sustained over time at our college.
 - j. Caring Campus has improved the culture at our college.

12. Are you currently involved in a working group that meets regularly to promote Caring Campus implementation?
 - a. Yes (please describe your involvement)
 - b. No

13. Please provide any other comments or feedback on Caring Campus. [open field response]

Final Questions [for all respondents]

These final questions ask for some additional information about you.

14. How would you describe your race and ethnicity? (select all that apply)

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic/Latinx
- e. Native Hawaiian or Other Pacific Islander
- f. White
- g. Other: _____
- h. Prefer not to disclose

15. What is your gender?

- a. Female
- b. Male
- c. Prefer to self-describe: _____
- d. Prefer not to disclose

16. How many years have you worked at this college? [*drop down list*]

17. What best describes the area of the college where you work?

- a. Services for incoming and continuing students such as recruitment, enrollment, assessment, accessibility, financial aid, veterans' services, or others.
- b. Administrative support for academic divisions
- c. Facilities, maintenance and grounds, bookstore, food service, and public safety
- d. Other: _____

18. What best describes your position at the college? [*item can be omitted or customized*]

- a. College staff member
- b. District staff member
- c. Contract staff member
- d. Part-time staff member

19. How would you describe your overall job satisfaction?

- a. Very satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very dissatisfied

20. Do you have any additional comments on creating a caring environment for students at your college? _____

6. MID-IMPLEMENTATION FEEDBACK: SENIOR LEADERSHIP

After four to six weeks of implementing Caring Campus, we recommend conducting individual or group interviews with senior leadership. Below are sample interview questions college liaisons can ask college leaders who are both actively involved and not actively involved in Caring Campus day-to-day activities.

Purpose: To understand how college culture is changing to support students' sense of belonging; what is working and what is not working; and the continued role of leadership to ensure successful implementation, institutionalization, and sustainability.

Sample Interview Questions

Work with Staff

1. What have you found to be the best way to engage staff in leading and/or implementing Caring Campus?
 - a. Is there a staff committee leading the work?
 - b. What are the different groups of staff who are most involved? How is the work similar or different for each group?
 - c. To what extent is the work organized through departments or units?
 - d. Is there a union or staff senate that has played a role?
2. How would you characterize the response of staff to Caring Campus so far?
3. What is the role of incentives in Caring Campus/Staff work?
4. Are there any barriers to staff engagement? If so, how are they addressed at your college?

Culture

1. Is there such a thing as a culture that is conducive to innovation or reform? If so, how would you describe it?
2. Have there been culture changes at your college in any ways that could be attributed, at least in part, to Caring Campus, such as....?
 - a. Changes to college structures and systems (e.g., streamlined processes, channels for staff to provide input).
 - b. Greater institutional capacity to implement reform.
 - c. More positive staff and faculty attitudes (e.g., identity as a contributor to student success, job satisfaction).
 - d. Better relationships between and among staff, faculty, college leadership, "middle management" and students.
3. How can cultural changes be cultivated by leadership (*prompts: finances, hiring, communications, incentives, professional development*)?
4. What are the main barriers to culture change in the current environment and how have you addressed them?

Wrap-up

1. Having done Caring Campus for some time, what are two to three lessons learned that you would share with other college leaders?
2. Do you have any final thoughts about leadership and Caring Campus?

7. MID-IMPLEMENTATION FEEDBACK: STUDENTS

After one term of implementing Caring Campus, we recommend administering a survey to students to understand Caring Campus' influence on their experiences.

Purpose: To assess longer term impact of Caring Campus on the student experience.

Sample Student Survey Questions

Your responses in this survey are anonymous. They will be pooled with those of others, and only aggregate results will be shared.

The following question asks you about your experience with college staff since you've been a student at this college.

1. During the current term, how often did professional college staff (advisors, financial aid, other offices) do the following in their interactions with you?
 - a. Greet me in a friendly way
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)
 - b. Offer to help if I looked confused
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)
 - c. Help me to find an office on campus
 - In most cases
 - Seldom
 - Never
 - NA (I didn't need help)
 - d. Appear glad to answer my questions
 - In most cases
 - Seldom
 - Never
 - NA (I had no questions)

2. During the current term, how often did college facilities staff (groundskeepers, maintenance workers, etc.) do the following in their interactions with you.
 - a. Greet me in a friendly way
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)

- b. Offer to help if I looked confused
 - In most cases
 - Seldom
 - Never
 - NA (I wasn't confused)
 - c. Help me to find an office on campus
 - In most cases
 - Seldom
 - Never
 - NA (I didn't need help)
 - d. Appear glad to answer my questions
 - In most cases
 - Seldom
 - Never
 - NA (I had no questions)
3. Thinking about the staff at this college (other than faculty), to what extent do you agree with the following statements:
- a. I feel comfortable asking staff at this college for help.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Prefer not to answer
 - b. I feel that staff at this college are easily approachable.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Prefer not to answer
 - c. Staff at this college are very welcoming to students from all backgrounds.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Prefer not to answer
 - d. Staff at this college value what students have to say.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Prefer not to answer

4. To what extent do you agree with the following statements:
- a. I see myself as a part of the campus community.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Prefer not to answer
 - b. I feel like I belong in college.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Prefer not to answer
5. Are there other things that college staff could do to help students feel connected to the college? (*open question; not required to move on*) _____

6. Next term, I expect to:
- a. Continue classes at this college.
 - Yes
 - No
 - b. Continue classes at another college.
 - Yes
 - No
 - c. Have graduated from this college.
 - Yes
 - No
 - d. Transfer to a four-year university.
 - Yes
 - No
 - e. Withdraw or take a leave of absence at this college.
 - Yes
 - No
7. What year and term did you first enroll at the college? Year: ____ Term: ____
8. This semester, are you taking classes: (*Please select one*)
- a. Online
 - b. In-person
 - c. Both online and in-person

9. This semester, are you enrolled as a: (Please select one)
- a. Full-time student (enrolled 12 hours or more)
 - b. Part-time student (enrolled less than 12 hours)

10. What is your age? _____

11. What is your race/ethnicity? *(Please check all that apply)*

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic/Latinx
- e. Native Hawaiian or Other Pacific Islander
- f. White
- g. Other: _____
- h. Prefer not to disclose

12. What is your gender?

- a. Female
- b. Male
- c. Prefer to self-describe: _____
- d. Prefer not to disclose

8. POINT-OF-SERVICE FEEDBACK: STUDENTS

We recommend administering a point-of-service survey to learn students' satisfaction with support services/interactions with staff. Below are some recommendations.

1. *Keep it short.* Students should not have to answer too many questions or commit a lot of time to responding. What is the essential information to know? Consider asking about things over which you have control.
2. *Avoid a middle choice.* As you can see in the sample, there are four response options. Many survey respondents gravitate to a middle, non-committal selection. That gives you no real information.
3. *Label the response options.* We use strongly agree, agree, disagree, strongly disagree. Using numbers doesn't help the survey respondent do their job for you.
4. *Keep the number of response options to a minimum.* If you scale from 1 to 10, the survey respondent has to differentiate between a 7 and 8. That difference can seem meaningless.
5. *Limit when you decide to collect the feedback data.* If you collect the information on every interaction with every student there are two negative consequences. First, students will burn out and stop responding (or stop responding honestly and thoughtfully). Second, you will have too much information to process. Who will summarize and analyze the information from all of those students and prepare a report? Here are two options:
 - a. *Stagger your periods.* You can decide on one week that can be your feedback week. You can encourage every student who comes for a service to complete a point-of-service survey. Alternatively, you can choose one day of the week to be your feedback day. If you believe different kinds of students come to your office on different days, you can stagger the days and do Monday one week, Tuesday the next week, etc. If you have a lot of students, more than you can handle, you can combine the two and collect point-of-service information one or two days during your feedback week.
 - b. *Get your institutional research/institutional effectiveness staff involved.* They can help you to create your survey with a QR code for students to scan. A unique QR code can be assigned to each department to facilitate disaggregating the results. They also will be able to easily analyze the information for you and provide reports.
6. Consider following up with a small group interview of students to better understand your findings. For example, you might want to know why students did not understand what they were told. Or you might want to ask students how you can improve your services. You can go through the list of students you served and send them an email inviting them. A good group to invite is about 10 to 12 students. You want to end up with 5 to 8 students in your group. It's nice to do the group interview during lunch and offer pizza or other food as incentive. Take your cues from the point-of-service survey guidance. Only ask two or three questions (you don't want this to run too long), assign a note taker and record the conversation (if students feel comfortable), share results widely, and take action. Group interviews can also be conducted virtually.

Purpose: To obtain immediate feedback from students about their interactions with professional staff, which can support continuous improvement.

Sample Student Point-of-Service Survey Questions

1. My questions were answered or my issues were addressed in a way that I understand.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

2. The amount of time I waited was all right.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

3. The person I spoke with understood what I came for.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

4. I know what I need to do next.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

5. I was satisfied with what happened here today.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

TOOLS FOR CARING CAMPUS/FACULTY COLLEGES



1. PRE-CARING CAMPUS READINESS ASSESSMENT

Colleges may want to assess their readiness to undertake Caring Campus. This tool can be used by leadership and/or a committee to decide whether the college has critical elements in place. You can complete the following readiness questions and then discuss the responses with other stakeholders to help reach a determination about whether to engage with Caring Campus.

Purpose: To assess the college's readiness to implement Caring Campus and understand the potential for positive impact on college culture.

Questions

1. How do you expect your college will benefit from the Caring Campus faculty?
2. Please provide a brief history of efforts on your campus to improve student success that the faculty have championed in the past five years. Be sure to include a discussion about institutionalization and sustainability.
3. Does your college have a formal equity plan? How is equity data used to inform interactions between faculty and students? How do you assess the impact of your equity efforts?
4. Identify and describe your faculty professional development efforts to support diversity, equity, and inclusion (DEI). How do you assess the impact on faculty and students of these professional development efforts?
5. Is your college implementing Guided Pathways? If so, please describe your experience to date, with particular attention on faculty involvement, leadership, and implementation.
6. Does your college have a faculty senate or other organized faculty group with identified leadership? If so, please describe their membership, activities, structure, and influence on campus.
7. How will the faculty senate interact with and support Caring Campus?
8. How will you ensure that financial and other resources are available to support Caring Campus faculty behaviors identified for implementation?
9. Will staff, faculty, and students be available to participate in confidential group interviews or complete anonymous online surveys—created, administered, and analyzed by IEBC and the Community College Research Center—about their sense of connectedness to your college; their knowledge, attitudes, and beliefs about Caring Campus; their perceived impact of Caring Campus; and other related issues? What experience does your college have with staff, faculty, and student surveys and interviews?
10. Do students at your college complete education plans that identify their goals such as degrees or certificates, transfer to four-year postsecondary institutions, and/or employment? How do you track the extent to which students complete their educational goals at your college?

11. Do you currently assess student satisfaction with faculty? If so, what systems are in place—how do you collect the information, how often is it collected, and how is feedback provided back to faculty?
12. What percentage of classes at your college are taught by adjunct faculty? How involved are adjunct faculty in student success initiatives at your college?
13. Are the following data elements available from your student information system for the past three years disaggregated by: (a) all students, (b) full/part-time status, (c) ethnicity, (d) gender; (e) first time in college students, and (f) low-income (based on financial aid status)? Please use the notes column to discuss any known issues with the data element and subpopulations.

ITEM	STATUS	NOTES
Enrollment	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Course retention rates	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Course success (grade of C or better) rates	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Term-to-term persistence rates	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Year-to-year (spring to following fall) persistence rates	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Completion rates	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Is there anything else you'd like to add about your college and Caring Campus/Faculty? _____

2. EARLY IMPLEMENTATION FEEDBACK: FACULTY COACHING PARTICIPANTS

After coaching sessions are concluded, we suggest conducting individual or group interviews. Below are sample interview questions to ask faculty who participated in coaching sessions. Feel free to modify the questions as appropriate.

Purpose: To understand coaching session participants' experience, how Caring Campus is being implemented and institutionalized, and any immediate impact.

Sample Interview/Survey Questions

Introduction

1. Tell us a little bit about yourself—how long you have worked at the college, full-time vs. part-time status, discipline, and the courses you typically teach.

Caring Campus Implementation

1. What behavioral commitments are you prioritizing in your own teaching practice?
 - a. How do students react to your use of the behavioral commitments?
2. How feasible is it for you to implement Caring Campus behavioral commitments into your practice?
 - a. Have you encountered any barriers to your personal implementation of the behaviors?
 - b. Tell us about your experience implementing the behavioral commitments in an online or hybrid setting.
3. How do you think the behavioral commitments can support students from different racial, ethnic, and other demographic backgrounds?
4. Can you tell us about the committee/work group that is leading Caring Campus (*probe for goals of the group, membership of the group, frequency of meetings*)
 - a. Have you played a role in leading or guiding Caring Campus implementation since the end of coaching?
5. Have there been any formal Caring Campus activities since coaching ended (such as meetings, events)?
6. What kinds of support or involvement have you seen from college leadership?
7. How was information from the coaching sessions disseminated to your department? The broader college community?
8. Is Caring Campus discussed in department or other meetings?
 - a. What aspects of Caring Campus are discussed?
 - b. How have department chairs been involved in the initiative?

9. Is there a plan in place to scale up and monitor implementation of Caring Campus in your department?
 - a. If yes, how has that been going?

Perceptions about Caring Campus

1. What are you hearing from people at the college about Caring Campus?
2. Have you seen any changes on campus since the college began implementing Caring Campus? If so, please tell us more.
3. Do you think Caring Campus is having, or going to have, an impact on the college's culture? Why or why not?
 - a. Structures, policies, or systems
 - b. Attitudinal challenges among faculty
 - c. Improved relationships among faculty (and possibly staff)
 - d. Building college capacity for change
4. Do you think Caring Campus is having, or going to have, an impact on student outcomes? Why or why not?
 - a. How have students reacted to new faculty behaviors?
5. Do you think Caring Campus can facilitate student success for diverse student groups (*probe for racial/ethnic groups, gender, LGBTQ, first generation students, veterans, disabled, other*)? Why or why not?

Lessons and Concluding Thoughts

1. What have you learned about implementing Caring Campus so far that could be helpful to other colleges that are engaging in Caring Campus?
 - a. Selecting faculty to participate in coaching?
 - b. Maintaining faculty interest and commitment?
 - c. Organizing and structuring coaching?
 - d. Selecting and implementing behavioral commitments?
 - e. Communicating about Caring Campus to the college community?
 - f. Implementing Caring Campus?
2. Anything else you want to share that we did not ask about?

3. EARLY IMPLEMENTATION FEEDBACK: FACULTY COACHING NONPARTICIPANTS

After coaching sessions are concluded, we suggest conducting individual or group interviews. Below are sample interview questions to ask faculty who did not participate in coaching sessions. Feel free to modify the questions as appropriate.

Purpose: To understand how Caring Campus is being implemented and institutionalized by faculty who were not involved in the coaching sessions, their perceptions of Caring Campus, and any immediate impact.

Sample Interview/Survey Questions

Introduction

1. Tell us a little bit about yourself—how long you have worked at the college, full-time vs part-time status, discipline, and the courses you typically teach.

Background

1. Have you participated in any faculty development activities recently? If so, can you tell us about them?
2. From your point of view, what types of faculty development would be most needed or most useful for improving teaching and learning?
3. Can you think of a faculty development activity that was particularly useful or helpful to you? What about that faculty development experience was effective?
 - a. The person who ran it?
 - b. The format or types of activities?
 - c. The topic?
4. What kind of strategies or behaviors do you use to help create a more welcoming and caring environment for students in your classroom?
5. Have you received feedback from students about which of your strategies or behaviors were particularly helpful to them? If so, tell us more.
 - a. Have you received feedback about which of your strategies or behaviors were unhelpful to them? If so, tell us more.

Caring Campus

1. What are your thoughts about Caring Campus?
 - a. Do you think the initiative is feasible to implement?
 - b. Does it fit well into the norms and values at this college? Into other faculty responsibilities?
2. Have you received any information about options for you to implement Caring Campus behavioral commitments?

3. At this point, how prepared do you feel to implement Caring Campus behavioral commitments?
 - a. What kinds of support or resources would you find helpful as you prepare to implement Caring Campus behavioral commitments?

Perceptions about Caring Campus

1. Have you seen any changes on campus since the college began implementing Caring Campus? If so, please tell us more.
2. Do you think Caring Campus is having, or going to have, an impact on the college's culture? Why or why not?
 - a. Structures, policies, or systems
 - b. Attitudinal challenges among faculty
 - c. Improved relationships among faculty (and possibly staff)
 - d. Building college capacity for change
3. Do you think Caring Campus is having, or going to have, an impact on student outcomes? Why or why not?
 - a. How have students reacted to new faculty behaviors?
4. Has Caring Campus affected faculty-student relationships? If so, please discuss.
 - a. Faculty-faculty relationships?
5. Do you think Caring Campus can facilitate student success for diverse student groups (*probe for racial ethnic groups, gender, LGBTQ, first gen students, veterans, disabled, other*)? Why or why not?

Recommendations

1. What recommendations do you have for improving the implementation of Caring Campus?
2. What recommendations do you have for improving faculty development initiatives more broadly?

4. MID-IMPLEMENTATION FEEDBACK AND CHECK-IN: FACULTY

After one term of implementing Caring Campus, we recommend administering a survey to faculty to check in how they are implementing the behavioral commitments in their classroom. The following are sample questions to survey your faculty to understand Caring Campus' influence on their experiences working and supporting students.

Purpose: To understand the extent to which faculty are implementing behavioral commitments successfully and to better understand their attitudes and opinions about Caring Campus implementation and impact as well as faculty professional development more broadly.

Sample Faculty Survey Questions

Your responses in this survey are anonymous. They will be pooled with those of others, and only aggregate results will be shared.

Thank you for agreeing to participate in this brief survey about your experiences working and supporting students at your college.

1. During the current term, what describes your teaching arrangement?
 - a. I teach all courses in a face-to-face environment
 - b. I teach hybrid courses or a mix of face-to-face and online courses
 - c. I teach all courses in an online environment
 - d. Other: _____
2. During the current term, what best describes your work arrangement?
 - a. I work on campus most days
 - b. I work on campus some days and I work from home some days
 - c. I work from home most days
 - d. Other: _____
3. What best describes the types of courses you teach most often?
 - a. Humanities, English, arts, social sciences
 - b. Science, mathematics, engineering, business
 - c. Workforce, technical education
 - d. Other: _____
4. When thinking about the courses you are teaching during the current term, to what extent do you agree with the following statements:
 - a. I welcome students to my course through an engaging activity
 - b. I learn and use students' names in my classroom
 - c. I provide a comprehensive syllabus that is easy for my students to read and understand.
 - d. I meet with my students independently in an effort to get to know them.
 - e. I assign homework and/or assessment early and often.
 - f. I demonstrate understanding and compassion to each student by being aware that,

at times, there factors outside of my students' control that enable them to turn in assignments on time. I treat each incident on a case by case.

5. To what extent do you agree with the following statements: (*Choices: strongly agree, agree, disagree, strongly disagree*)
 - a. I can contribute to the success of students at this college through my interactions with them.
 - b. College faculty are recognized and celebrated for acts of caring that improve the student experience.
 - c. Our college values innovation to improve the student experience.
 - d. Employees at this college work effectively together to implement change.
6. Have you heard about Caring Campus?
 - a. Yes
 - b. No
7. [*For those who answer yes*]: Where have you heard Caring Campus mentioned or discussed? (select all that apply)
 - a. At a college-wide event (e.g., professional development activity, convocation, etc.)
 - b. In department or division meetings
 - c. In emails or newsletters
 - d. In informal conversations with colleagues (i.e., word of mouth)
 - e. Other _____
8. To what extent do you agree with the following statements? [*Choices: strongly agree, agree, disagree, strongly disagree*]
 - a. Caring Campus helps faculty improve student success.
 - b. Caring Campus helps faculty support the success of students from diverse backgrounds.
9. Did you participate in the Caring Campus coaching sessions, led by representatives from IEBC? [*if yes, route to caring campus module*]
 - a. Yes
 - b. No

Caring Campus Module Questions [*for coaching participants only*]

These questions refer to the series of sessions facilitated by a coach from IEBC. During these sessions, you worked with a coach to select the college's behavioral commitments and develop implementation, monitoring, communication, and sustainability plans.

10. To what extent do you agree with the following statements: [*Choices: strongly agree, agree, disagree, strongly disagree*]
 - a. The Caring Campus coaching experience gave me tools to improve the way I interact with students in general.
 - b. The Caring Campus coaching experience gave me tools to improve my interactions with students from diverse groups.
 - c. My participation in Caring Campus has strengthened my relationship with other faculty at my college.

- d. Through Caring Campus coaching, we developed strategies that will support faculty to create a culture of care at our college.
 - e. We have used the implementation, communication, and monitoring plans developed during Caring Campus coaching to implement Caring Campus at our college.
 - f. College leadership has supported the implementation of our selected behavioral commitments.
 - g. Most college faculty are knowledgeable about the behavioral commitments we selected.
 - h. COVID-19 has negatively affected our ability to implement Caring Campus.
 - i. Caring Campus activities will be sustained over time at our college.
 - j. Caring Campus has improved the culture at our college.
11. Since coaching ended, have you been involved in any activities to support Caring Campus implementation (e.g., a working group, leading workshops, etc.)?
- a. Yes (please describe)
 - b. No
12. Please provide any other comments or feedback on Caring Campus. [*open field response*]

Final Questions [*for all respondents*]

These final questions ask for some additional information about you.

13. How would you describe your race and ethnicity? (select all that apply)
- a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Hispanic/Latinx
 - e. Native Hawaiian or Other Pacific Islander
 - f. White
 - g. Prefer to self-describe: _____
 - h. Prefer not to disclose
14. What is your gender?
- a. Female
 - b. Male
 - c. Prefer to self-describe: _____
 - d. Prefer not to disclose
15. How many years have you worked at this college? [*drop down list*]
16. What best describes your position?
- a. Full-time faculty
 - b. Part-time or adjunct faculty
 - c. Other: _____

17. How would you describe your overall job satisfaction?

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied
- e. Very dissatisfied

18. Do you have any additional comments on creating a caring environment for students at your college? _____

5. MID-IMPLEMENTATION FEEDBACK: SENIOR LEADERSHIP

After one term of implementing Caring Campus, we recommend conducting individual or group interviews with senior leadership. Below are sample focus group questions college liaisons can ask college leaders who are both actively involved and not actively involved in Caring Campus day-to-day operations/activities.

Purpose: To understand how college culture is changing to support students' sense of belonging; perceptions of what is working and what is not working for faculty; and the continued role of leadership to ensure successful implementation, institutionalization, and sustainability.

Sample Interview Questions

Work with Faculty

1. What have you found to be the best way to engage faculty in leading and/or implementing Caring Campus?
 - a. Is there a faculty committee leading the work?
 - b. What is the role, if any, of your teaching and learning center?
 - c. To what extent is the work organized through departments?
 - d. Is there a faculty union or faculty senate that has played a role?
2. How would you characterize the response of faculty to Caring Campus so far?
3. What is the role of incentives in Caring Campus/Faculty work?
4. Are there any barriers to faculty engagement? If so, how are they addressed at your college?

Culture

1. Is there such a thing as a culture that is conducive to innovation or reform? If so, how would you describe it?
2. Have there been culture changes at your college in any ways that could be attributed, at least in part, to Caring Campus, such as....?
 - a. Changes to college structures and systems (e.g., streamlined processes, channels for staff to provide input).
 - b. Greater institutional capacity to implement reform.
 - c. More positive staff and faculty attitudes (e.g., identity as a contributor to student success, job satisfaction).
 - d. Better relationships between and among staff, faculty, college leadership, "middle management" and students.
3. How can cultural changes be cultivated by leadership (*prompts: finances, hiring, communications, incentives, professional development*)?

4. What are the main barriers to culture change in the current environment and how have you addressed them?

Wrap-up

1. Having done Caring Campus for some time, what are two or three lessons learned that you would share with other college leaders?
2. Do you have any final thoughts about leadership and Caring Campus?

6. MID-IMPLEMENTATION FEEDBACK: STUDENTS

After one term of implementing Caring Campus, we recommend administering a survey to students to understand Caring Campus' influence on their classroom experiences. The survey is designed to be used in course sections taught by a faculty member implementing Caring Campus.

Purpose: To understand students' perceptions of their interactions with faculty and to see whether their classroom experiences meet the expectations for an improved sense of connectedness and belonging at the college.

Sample Student Survey Questions

Your responses in this survey are anonymous. They will be pooled with those of others, and only aggregate results will be shared.

The following question asks you about your experience with [*instructor's name*].

1. During the current term, did your instructor do the following? (*Choices: strongly agree, agree, disagree, strongly disagree*)
 - a. Welcomed me to the course through an engaging activity
 - b. Learned and used my name
 - c. Provided a comprehensive syllabus that was easy to read and understand
 - d. Met with me in effort to get to know me
 - e. Assigned homework and/or assessments early and often
 - f. Provided understanding and compassion to me if I was unable to turn assignment on time

2. Thinking about this instructor, to what extent do you agree with the following statements: (*Choices: strongly agree, agree, disagree, strongly disagree*)
 - a. The instructor knows my name.
 - b. The instructor cares about my perspective and participation in class.
 - c. The instructor values students of all backgrounds.
 - d. The instructor cares about my success.
 - e. I feel like I've gotten to know this instructor.
 - f. I feel comfortable asking this instructor for help.
 - g. I feel comfortable talking about non-academic (life) topics with the instructor.
 - h. I feel like I belong in the classroom community.

3. Thinking about this instructor, to what extent do you agree with the following statements: (*Choices: strongly agree, agree, disagree, strongly disagree*)
 - a. I see myself as a part of the campus community.
 - b. I feel like I belong in college.

4. Are there other things that college faculty could do to help students feel connected to the college? (*open question; not required to move on*) _____

5. In what term did you first enroll at the college? _____

6. This semester, are you taking classes: (*Please select one*)

- a. Online
- b. In-person
- c. Both online and in-person

7. This semester, are you enrolled as a: (*Please select one*)

- a. Full-time student (enrolled 12 hours or more)
- b. Part-time student (enrolled less than 12 hours)

8. What is your age? _____

9. What is your race/ethnicity? (*Please check all that apply*)

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic/Latinx
- e. Native Hawaiian or Other Pacific Islander
- f. White
- g. Prefer to self-describe: _____
- h. Prefer not to say

10. What is your gender?

- a. Female
- b. Male
- c. Prefer to self-describe: _____
- d. Prefer not to say

Thank you for your participation in our survey!

QUALITATIVE DATA COLLECTION AND ANALYSIS: CODING

Coding is a common technique in qualitative analysis for condensing data into identifiable topics. Before coding, you should decide if you want to create a list of codes (deductive), create codes as you review your data (inductive), or take a combination approach. The first approach (deductive) assumes you have a predefined set or list of codes to identify, examine, and interpret patterns and themes in your data. Below is a sample codebook. If you decide to take an inductive approach and unpack your own qualitative data, you will need to review a couple of your transcripts first before creating codes. Note that some comments or responses may receive multiple codes.

TOPIC/CODE	DESCRIPTION
JOB FUNCTION	
Job Function	Participant's description/overview of his/her current roles and responsibilities. Typically taken from the beginning of the interview.
Job Function - Work History	Participant's description of previous work experiences at IEBC/ college and beforehand.
Job Function - Caring Campus	Participant's description/overview of his or her role in Caring Campus.
Job Function - Caring Campus - Coach Training	Participant's description of training and support received from IEBC in the Caring Campus role. Includes participant's suggestions for improvement.
INSTITUTIONAL CONTEXT	
Context - General	Participant's description of the college. <i>Does not include college reforms or culture.</i>
Context- Reforms	Participant's description of major initiatives that have taken place/are taking place at the college to improve student outcomes.
Context - Culture	Participant's description of the college's culture.

TOPIC/CODE	DESCRIPTION
CARING CAMPUS COACHING	
College Participation	Participant's description of why and how college applied to participate in Caring Campus.
Staff/Faculty Selection	Participant's description of how and which [faculty/staff] are identified and invited to participate in the coaching sessions.
Coaching Activities	Participant's description of coaching, including goals and objectives.
Coach Contribution to Curriculum	Participant's contribution to the process and content of the coaching sessions as well as extent to which the process and content is customized for each college.
Coach-Liaison Relationship	Participant's description of relationship with coach or liaison.
Perceptions	Participant's description of how he/she and others perceive coaching sessions. Use when a participant conveys an opinion about Caring Campus. Includes descriptions of perceived benefits and challenges.
Coaching Recommendations	Participant's recommendations for improving the coaching experience.
CARING CAMPUS IMPLEMENTATION	
Caring Campus Communication	Participant's description of Caring Campus communication to the broad college community.
Caring Campus Activities	Participant's description of college's activities related to planning and implementation. <i>Does not include behavioral commitments.</i>
Caring Campus Behaviors/ Behavioral Commitments	Participant's description of the college's behavioral commitments.
Caring Campus Perceptions	Participant's description of how he/she and others perceive Caring Campus. Use when a participant conveys an opinion about Caring Campus. Includes descriptions of perceived benefits and challenges. <i>Does not include experiences and perceptions of coaching sessions.</i> Double-code with "Strengths" and "Challenges" as needed.
Caring Campus and Equity	Participant's description of how Caring Campus implementation might positively influence the academic experiences of racially diverse students, students of low socioeconomic status, English language learners, or other students of diverse backgrounds.

TOPIC/CODE	DESCRIPTION
Caring Campus and Other Impacts	Participant's description of how Caring Campus implementation might positively or negatively influence the college, beyond just improving student experiences and outcomes. Includes college structures or systems, faculty/staff attitudes, relationships among stakeholders, institutional capacity to implement reform, culture, etc. <i>Does not include college initiatives.</i>
Caring Campus Sustainability	Participant's description of Caring Campus ideas or plan for sustainability after the coaching ends.
COVID-19 and Caring Campus	Participant's description of how Caring Campus implementation was interrupted by COVID-19. Includes college's plan for subsequent semesters.
College Initiatives and Caring Campus Linkage	Participant's description of the extent to which Caring Campus has been linked with other initiatives on campus (e.g., guided pathways, Center for Teaching and Learning, professional development).
Caring Campus Leadership Involvement	Participant's description of the role college leadership has played in the Caring Campus Initiative. Includes supervisors of participating staff/department chairs.
Caring Campus Costs	Participant's estimate of (monetary, time, labor) program costs.
STRENGTHS AND CHALLENGES	
Caring Campus Strengths	Participant's description of strengths that support Caring Campus implementation. May be a description of an actual circumstance or a perception. <i>Could apply to any code. Double-code on top of other codes.</i>
Caring Campus Challenges	Participant's description of issues that impede Caring Campus implementation. <i>Could apply to any code. Double-code on top of other codes.</i>
MISCELLANEOUS	
Miscellaneous - No current code	Doesn't quite seem to fit any of the existing codes, but seems important. Note – be sure to routinely check quotes associated with this code to look for trends, possible new codes.
Miscellaneous – Exceptional	Quotes that are exceptionally good representations of a code and that highlight possible themes we might want to emphasize. Worthy of consideration as verbatim quotes for reports.
SURVEYS	
Staff and Student	Participant's description of staff and student surveys implemented at the college.

QUANTITATIVE DATA COLLECTION AND ANALYSIS: VARIABLES, DISAGGREGATION, AND RESULTS

In addition to qualitative data collection and analysis, we recommend collecting data to conduct a quantitative analysis of student outcomes associated with Caring Campus. Below we describe which student-level variables and enrollment-level variables you can collect regularly—typically, at the end of an academic term or year. We recommend importing your data into Excel or a statistical analysis program of your choice to create charts and graphs and analyze trends and patterns. We also recommend your institutional researchers be involved in this effort. They might already include many of these data elements in existing reports. They also can guide you in developing a request for reports.

Inclusion criteria: First-time, degree- or certificate-seeking students who enter college in the fall of the specified cohort year. Students who begin in summer and subsequently enroll in the fall of the cohort year should be included as a member of the cohort (e.g., a student who begins in summer 2022 and subsequently enrolls in fall 2022 should be considered a fall 2022 entrant). Current or former dual enrollment students should not be included.

INDICATOR	DESCRIPTION
Student-Level Variables	Observations occur at the student-level. Counts include only one observation per student.
Fall Enrollment	Total number of first-time, degree- or certificate-seeking undergraduate students from the specified cohort/sample enrolled in any course. Course enrollment is measured on the Fall census date of the current Reporting Year.
Graduation	Total number of first-time, degree- or certificate-seeking undergraduate students from the specified cohort/sample who earned a degree or certificate. Count should equal the sum total number of students who earned a degree or certificate between the Summer and Spring of the current Reporting Year.
Upward Transfer	Total number of first-time, degree- or certificate-seeking undergraduate students from the specified cohort/sample who transferred to a four-year institution. Count should include any student who transferred after Spring semester of the previous Reporting Year and by the end of the Spring semester of the current Reporting Year (or within the Reporting Year for Year 1).
Fall-to-Spring Persistence	Total number of first-time, degree- or certificate-seeking undergraduate students from the specified cohort/sample who enrolled in the fall of the current Reporting Year that were still enrolled in the Spring of the current Reporting Year. Course enrollment is measured on the Fall and Spring census dates of the Reporting Year.

INDICATOR	DESCRIPTION
Enrollment-Level Variables	Observations occur at the student-by-course level. Counts may include multiple observations per student.
Course Enrollment	Total number of credit-bearing, college-level course enrollments among first-time, degree- or certificate-seeking undergraduate students for the specified cohort/sample. Course enrollments are measured on the census date of each term of the current Reporting Year. Counts should equal the sum total of course enrollments across all terms.
Course Retention	Total number of credit-bearing, college-level course retentions (received any passing/failing grade or an Incomplete) among first-time, degree- or certificate-seeking undergraduate students for the specified cohort/sample. Course retentions are measured at the end of each term of the current Reporting Year. Counts should equal the sum total of course retentions across all terms. (Course withdrawals, grades of W or the equivalent, should not be counted).
Course Success (C or better)	Total number of credit-bearing, college-level course completions (C or better, Pass, Satisfactory) among first-time, degree- or certificate-seeking undergraduate students for the specified cohort/sample. Course completions are measured at the end of each term of the current Reporting Year. Counts should equal the sum total number of course completions across all terms.

It is important to disaggregate data by student characteristics to better understand the differential impact of Caring Campus on student subpopulations of interest. It also is important to disaggregate by cohort year.

INDICATOR	DESCRIPTION
STUDENT CHARACTERISTICS: GENDER	
Male	Student gender [one gender category per student] (0/1)
Female	
Gender Missing	
STUDENT CHARACTERISTICS: RACE/ETHNICITY	
Asian	Student race/ethnicity [one racial/ethnic category per student] (0/1)
African American/Black	
Caucasian/White	
Hispanic/Latinx	
Native American or Alaskan Native	
Native Hawaiian or Other Pacific Islander	
Other/Declined to State	
Multiple	
Race Missing	
STUDENT CHARACTERISTICS: PELL STATUS	
Pell Grant Recipient	Pell Recipient status for the Reporting Year [one Pell status category per student] (0/1)
Non-Pell Grant Recipient	
Pell Status Missing	

After collecting and organizing the data above, we recommend cleaning, analyzing and visualizing your data. Below are suggestions for tables and graphs:

- Charts displaying college characteristics such as state, urbanicity, MSI type, etc.
- Tables displaying fall enrollment rates for all cohorts (first terms ONLY).
- Tables displaying fall enrollment rates by race/ethnicity, gender, and Pell status.
- Tables displaying transfer and graduation rates for all cohorts and reporting years.
- Tables displaying course completions in sections taught by Caring Campus faculty and non-Caring Campus faculty.
- Tables and graphs displaying fall-to-spring and fall-to-fall persistence rates.
 - ▶ Disaggregate by student demographic groups.
 - ▶ Disaggregate by full- vs. part-time faculty and/or faculty who completed coaching and faculty who did not.
 - ▶ Disaggregate by faculty discipline.

APPENDIX: COMMON BEHAVIORAL COMMITMENTS

CARING CAMPUS/STAFF: TOP FIVE BEHAVIORAL COMMITMENTS

Caring Campus/Staff is based on staff identifying behavioral commitments to be implemented intentionally and campus-wide at their colleges. Following identification, staff develop implementation, monitoring, communication, and sustainability plans. Among colleges implementing Caring Campus for staff, the following are the most common behavioral commitments.

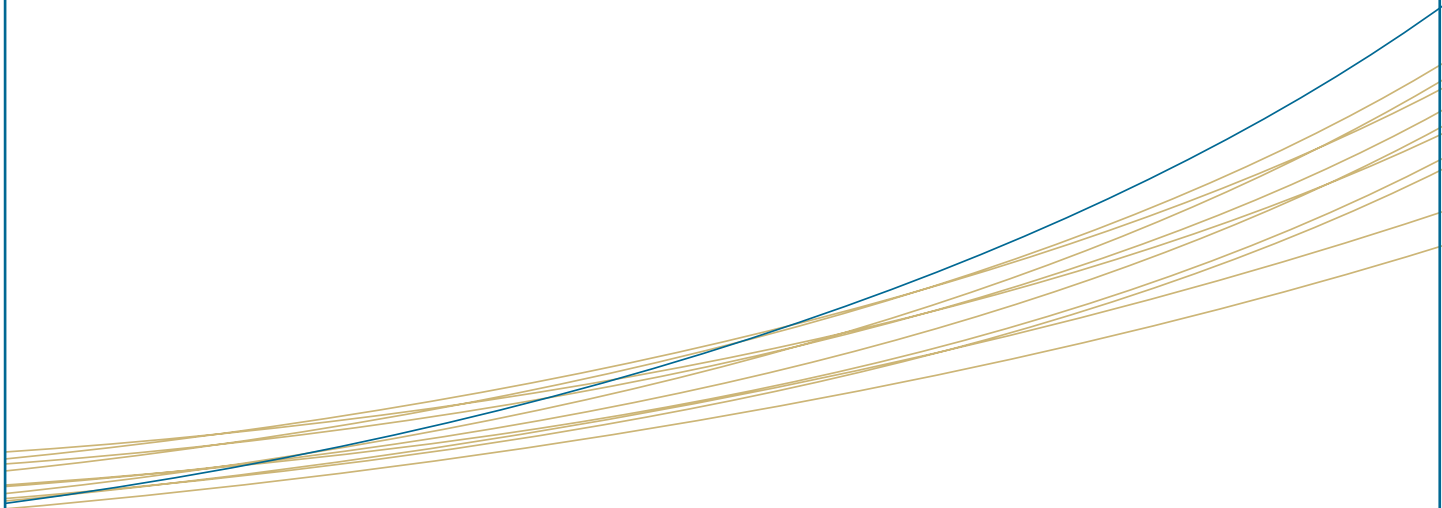
FACE-TO-FACE (CAMPUS)	VIRTUAL ENVIRONMENT
<p>Ten Foot Rule: Whenever a student is within 10' and seems to need assistance, take the initiative to approach them. Say hello, smile, and use a positive tone.</p>	<p>Reaching Out: If your college allows, reach out to students via phone, email, and text to let them know you're available to answer questions, respond to concerns, etc.</p>
<p>Nametags: Wear name badges or lanyards with the college name on them so that students will know who to approach with questions.</p>	<p>Give Your Information Up Front: Start each contact with your name and department. Ask for student's name and contact info in case you get disconnected.</p>
<p>Cross-Department Awareness: Learn about other departments so you know where to send students. Maintain accurate and up-to-date detailed directories.</p>	<p>Cross-Department Awareness: Learn about other departments so you know where to refer students. Maintain accurate and up-to-date detailed directories.</p>
<p>Warm Referrals: Call ahead or walk student to the office they need to get to. Follow up to ensure the student got there.</p>	<p>Warm Referrals: Use the student's callback info to call the receiving office, make the connection on the student's behalf, and ask them to contact the student. Follow up.</p>
<p>First Week Greetings: During the first week of classes, set up information tables and meet students in the parking lot, welcoming students to the college.</p>	<p>Reach Out to Students: At key times such as the first week of classes and when course drop dates and filing for degree deadlines approach, reach out especially to first-time-in-college students to ensure they have the information they need.</p>

CARING CAMPUS/FACULTY: TOP SIX BEHAVIORAL COMMITMENTS

Caring Campus/Faculty is based on faculty identifying behavioral commitments to be implemented intentionally and campus-wide at their colleges. Following identification, faculty develop implementation, monitoring, communication, and sustainability plans. Among colleges implementing Caring Campus for faculty, the following are the most common behavioral commitments.

FACE-TO-FACE (CLASSROOM)	VIRTUAL ENVIRONMENT
Welcome to the Course: Activity to engage all students.	Welcome to the Course: Welcome letter and virtual activity.
Learn and Use Student Names: Name game, name plaques, use student names when returning assignments.	Learn and Use Student Names: Do this when referring to students in synchronous and asynchronous environments.
Comprehensive Syllabus: See <i>The Course Syllabus: A Learning Centered Approach</i> (Grunert O'Brian et al.)	Comprehensive Syllabus: See <i>The Course Syllabus: A Learning Centered Approach</i> (Grunert O'Brian et al.)
Moments that Matter: Meeting with every student to get to know them.	Moments that Matter: Start with a student paper they write about themselves. Comment on the paper and make sure that the paper is shared among all students: Engage each and every student.
Assignments Early and Often: Quick feedback to students about their performance and follow-up with students if they are struggling.	Assignments Early and Often: Quick feedback to students about their performance and follow-up with students if they are struggling.
Compassionate Coaching: Provide understanding and compassion to students. Know that from time to time students will not turn in assignments and assessments on time due to factors outside of their control; treat each incident on a case by case basis.	Compassionate Coaching: Provide understanding and compassion to students. Know that from time to time students will not turn in assignments and assessments on time due to factors outside of their control; treat each incident on a case by case basis.





THE INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)

The Institute for Evidence-Based Change (IEBC) is a nonprofit organization dedicated to helping education stakeholders — community colleges, universities, K-12 school systems, employers, and others — use coaching, collaboration, and data to make informed decisions and craft solutions that improve practice and dramatically increase student success.

Institute for Evidence-Based Change

3711 Long Beach Blvd #5033, Long Beach, CA 90807 • 562-688-5721 • info@iebcnow.org • www.iebcnow.org