

CCLA Survey Findings

The White Paper

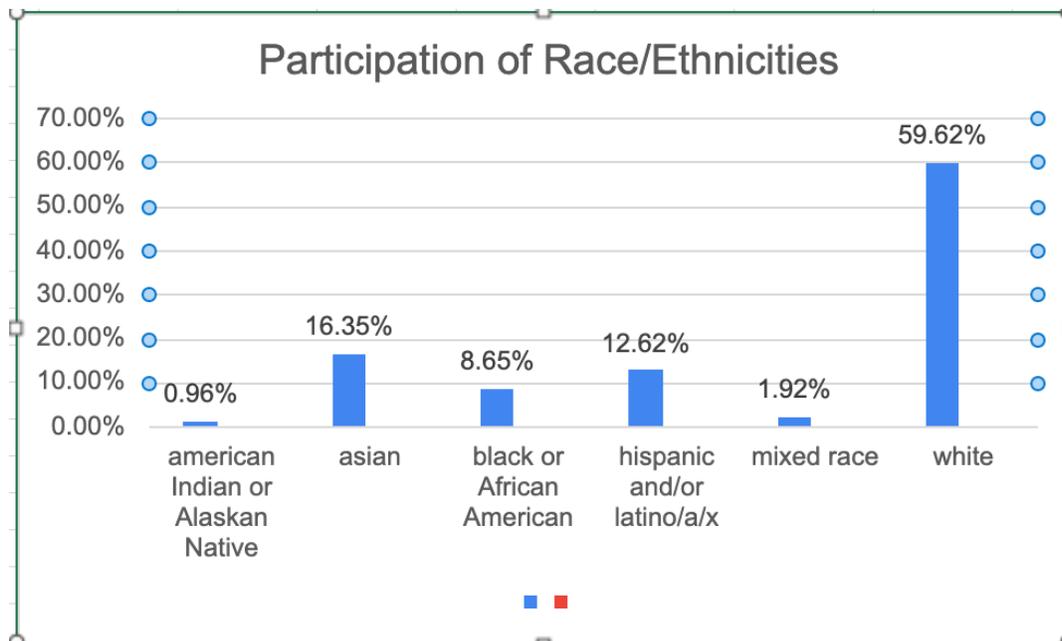
May 13th, 2021

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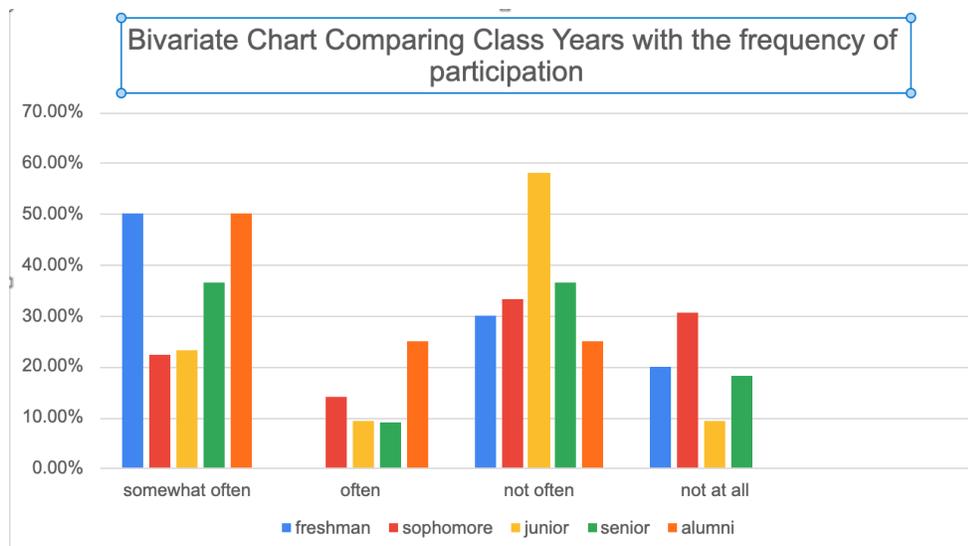
After being assigned to create a survey for CCLA, our group sat down to discuss what key issues we wanted to address through our questions. Meeting with members of the staff of CCLA, we were then able to narrow our focus down even further, and this process allowed us to gain a greater understanding of what CCLA's mission was. It was important for us to, through our survey, compile the information that the organization needed for their success, so we based our content off of that discussion as well. Splitting up the work, each group member created four questions in a category of their choosing. Once this was done, we reviewed the questions and edited them so that they would flow with our goals. The first section of questioning surrounded the survey takers identity and position at Dickinson. It was important for us, and for CCLA, to see who all was interested in or already participating in the programs. Next, we chose to identify the interests of our survey-takers, by gaging their comfort levels in partaking in specific events, and by inquiring about past community service experience. We also created questions asking which social and environmental injustices were important to our survey-takers, which gave us a better idea of potential programs CCLA could host. The last general section of questions focused on concerns our participants may have regarding the social state of campus, and what things they would like to see be worked on.

After composing twenty questions and formatting them into a survey, we had CCLA give us the go-ahead to send it out to the community. Once we received the all-clear, we came up with our methodology. It was of the utmost importance to us that the survey be completed anonymously online, so we could gage the truest responses. In order to spread the actual survey around to individuals, all of the student researchers sent a link to the survey, with an invitation to partake, to their fellow students of Dickinson College. The survey was also posted in class Facebook groups to spread the word even further. The student researchers also reached out

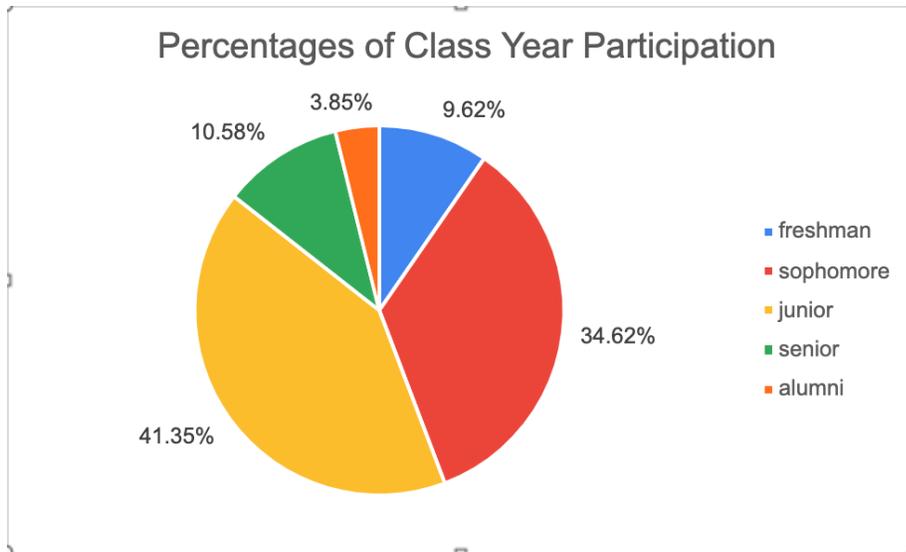
through text and other social media platforms, to friends and alumni of the college to get a larger population for the pool. The form itself was made through Google Forms, and that is how it was presented to the participants as well. We ran the survey from March 25th through March 31st of 2021, in order to be able to gain enough responses to have clear and concise data. Overall, we had one-hundred-and-nine responses, which was incredibly helpful for both us and CCLA. After collecting all of the data from the participants, we then calculated our margin of error to ensure that our results reflected the genuine opinions of the population that we surveyed. Once we had completed the equation, we were able to confirm that with a margin of error of plus or minus nine percent, we had a relatively accurate group of data that reflected the population's views in regard to CCLA and community service work.



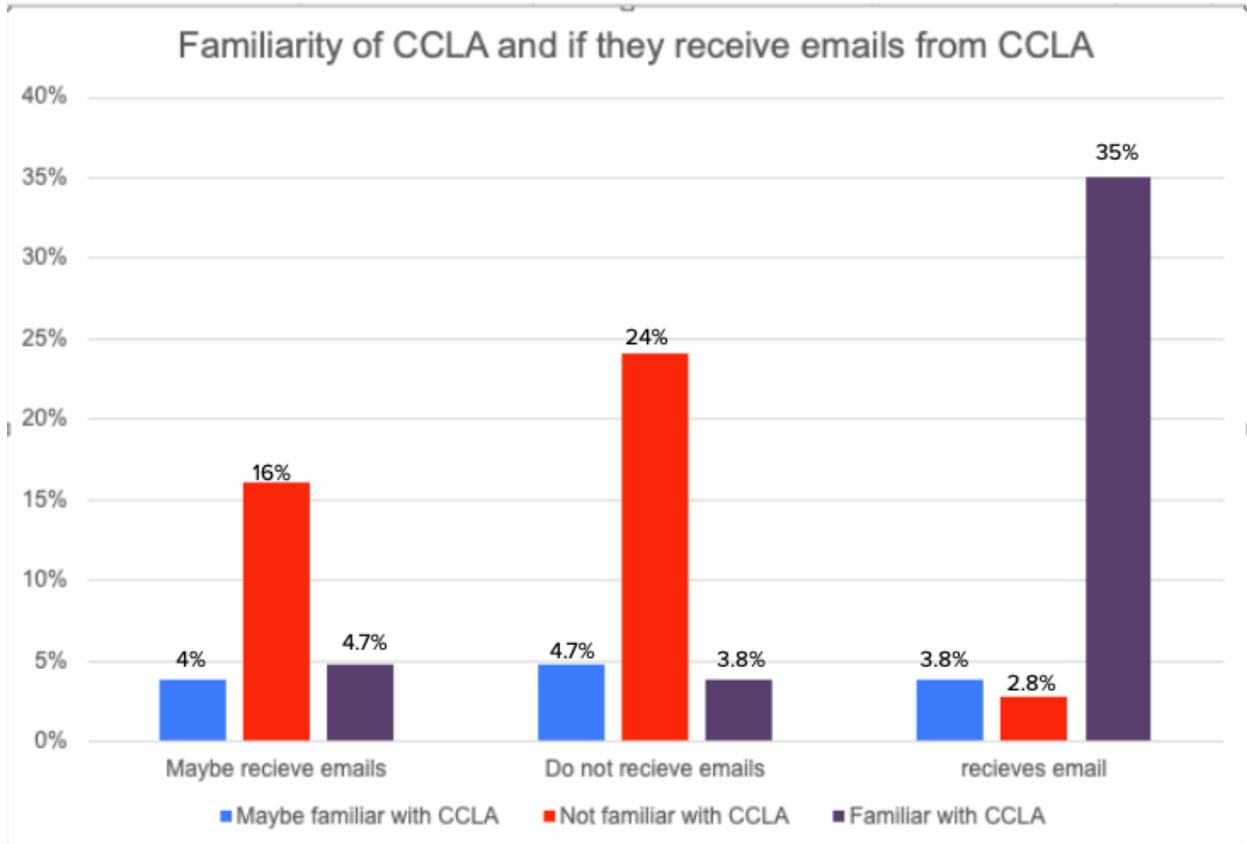
In this univariate graph, our group wanted to know what type of participants we had on our survey and based on the data we collected the majority of students who participated on our survey identified as whites. In this data we see that whites have the highest percentage of 59.62% and american indian/ alaskan native have 0.96%. It's an interesting perspective to see that the asian population is the second highest group to participate in our survey. The question asked in our survey particularly about race/ethnicity was an important question to ask to better understand the race/ethnic background of our target population which is (dickinson students). The question about race/ethnicity helped us better understand how diverse the Dickinson community is. With the data provided, I am not surprised that the majority of students who participated in our survey are mainly white identified students. I hope that with this data this helps CCLA better understand the schools demographics and maybe help with diversifying the campus culture.



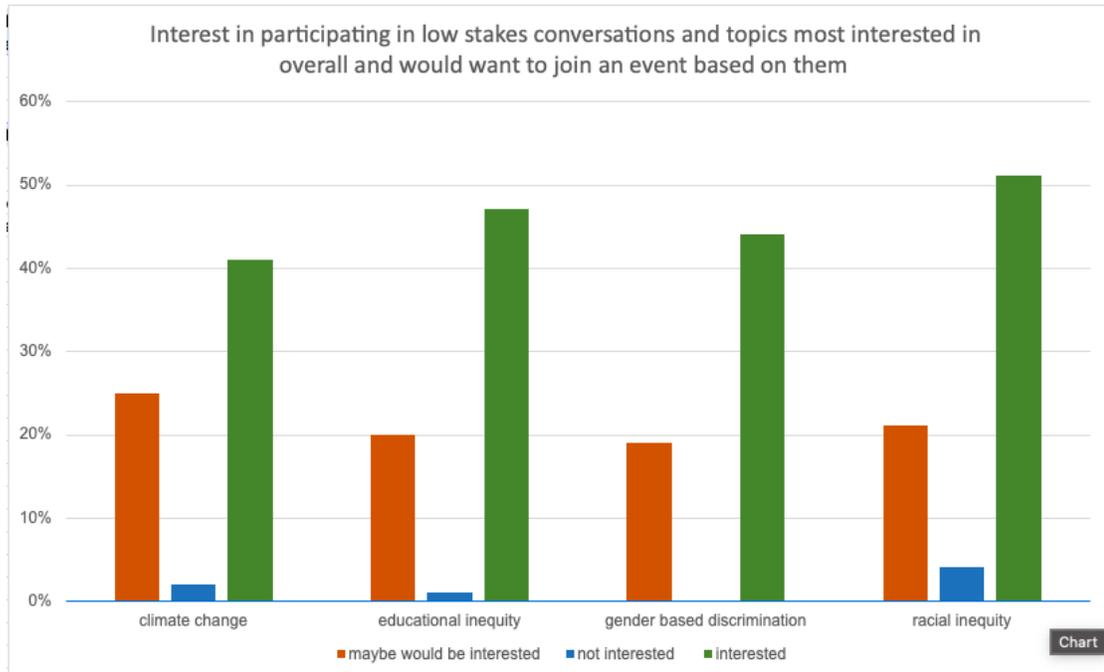
In this graph, our group analyzed a bivariate which is composed of two factors to better understand what class years responded to our survey based on the frequency of participation in our questions. I would like to make clear that our graph is not fully accurate because of the number of participants we had for each class year. We had 10 freshmens, 36 sophomores, 43 juniors, 11 seniors, and 4 alumni participate. The amount of freshmens participate in our survey is low so the numbers on the graph can look quite higher than the usual. Since both sophomores and juniors had the highest participation in our survey the numbers do not reflect accurately for both classes. If I were to only compared the two highest class years in my graph the results would have been more accurate with averages. Overall based on numbers and not on the graphs, the junior class had the highest participation in our survey and answered frequently to the “not often” response. The reason why we decided to compare both variables was to have a better understanding of the knowledge each class year had on CCLA.



In this Univariate Chart, our group analyzed each class year and their participation with our survey. In the data provided below, sophomores and juniors participated in our survey at higher rates compared to the freshmen, senior, and alumni classes. I would like to stress that the reason why the numbers for sophomores and junior classes are higher than the others is because we were only able to get more participants from these class years compared to the others. All of the researchers who developed this survey mainly served as a sophomore or a junior. It was harder for us to get students who are in the freshmen class and seniors due to the consequences of COVID and only being able to interact with certain class years based on grade levels. If we had similar numbers for all class years our data would have been a lot more interesting and accurate to analyze and would help us have a better perspective of the overall class participation among grade levels. This data is only comparing what class years participated in our survey, however I would like to address that with this information I hope CCLA can do better to get the attention of lowerclassmen to become more involved in the program.

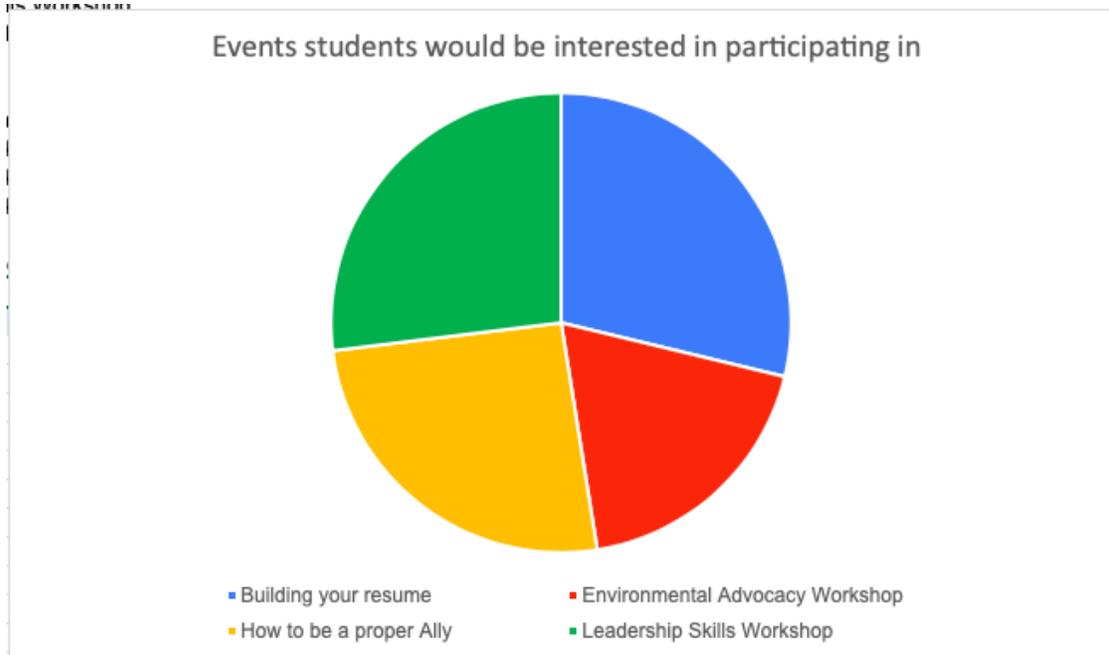


Due to the fact that CCLA is a somewhat new organization on campus, we wanted to see how familiar Dickinson Students were with CCLA overall and if they remembered receiving emails from the organization. Out of the 44 respondents who indicated they were familiar with CCLA, 37 of them do receive emails from CCLA (35% of the respondents). However, 35 respondents did report that they are not familiar with CCLA and they do not receive emails from the organization. It should be noted that these results do not guarantee these students are not receiving CCLA emails, but that they may not check their email consistently or open emails from the organization.

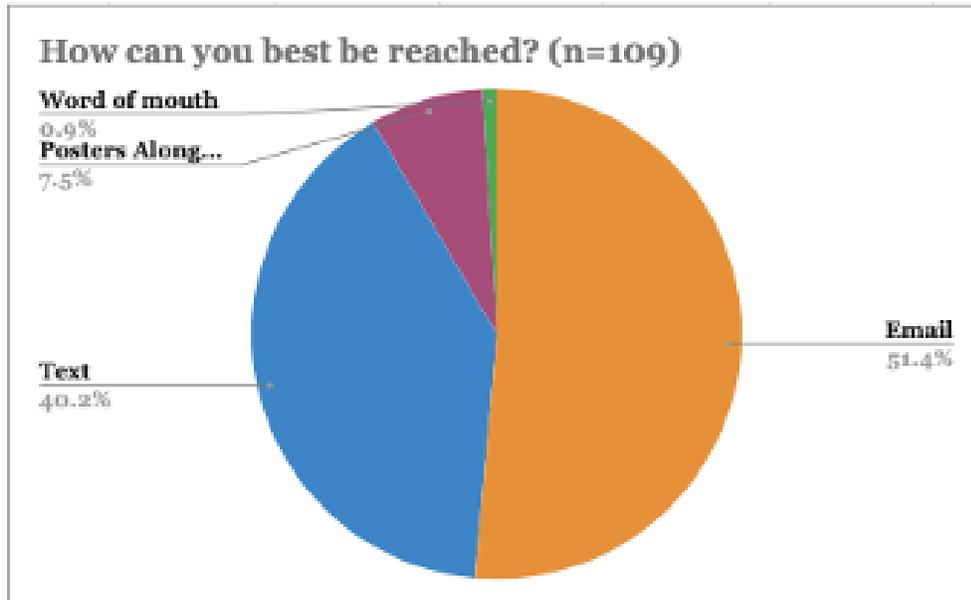


Looking into conversations that our participants said they would be interested in partaking in, we asked them to gage their level of interest for four different topics. Using the two questions: are Dickinson Students interested in joining low stakes conversations, and what topics they would be interested in joining events based on, we created a bivariate graph to pull the results together. In the specific question about topics, we asked how interested people were in partaking in conversations about climate change, educational inequity, gender-based discrimination, and racial inequity. In regard to climate change, seventy-percent of our survey takers were interested in joining events that dealt with this issue. When connecting it to the question of wanting to participate in low-stakes conversations or not, the graph shows that about 2% of people were not interested at all, 25% were potentially interested, and a little over 40% of the participants were interested. Next, we examined our participants' interest in joining events about educational inequity, as well as their interest in participating in low-stake conversations

dealing with the same topic. Here, and in the graph, we can see that about 1% of participants had no interest in joining conversations about educational inequity, around 20% had some interest, and about 48% expressed solid interest. The third category we investigated was gender-based discrimination and whether or not people would like to attend events based on this as well as partake in conversation. In the graph we can see that there were zero responses that showed no interest in partaking in a conversation about this topic, there were about 18% of respondents who had some interest, and around 45% of respondents were interested. The last category of topic we chose to study was racial inequity, and through our responses it was clear that this topic had the most interest shown in regard to partaking in conversations and attending events surrounding it. The graph depicts the fact that 5% of the participants were not interested in participating in low-stakes conversations on racial inequity, while a little over 20% had some interest, and a bit over 50% had great interest. After looking at all of the data on the bivariate graph, it is also important to note that the percentages will not equal 100%, because respondents were able to select more than one topic for the question regarding types of events they would like to attend.



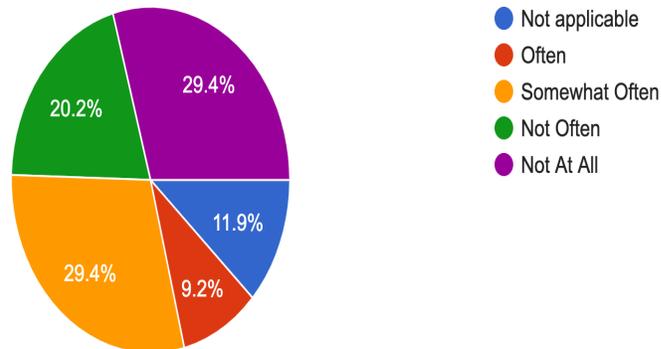
For the univariate chart above, the data represents survey-takers' answers to the question of what sort of CCLA events they would be interested in attending. We provided four separate ideas for events, which were for building your resume, being a proper ally, environmental advocacy, and leadership skills. Again, because this question allowed for participants to select more than one answer, the percentages in the table will not equal 100%. The building your resume event garnered a positive response from 47.2% of the respondents, while the environmental advocacy workshop was favored by 48.1% of participants. The other two events, which would be how to be a proper ally and a leadership skills workshop were tied for the most interest amongst participants, with 50% interest each. It was interesting for us to observe these results, because they showed us that most survey-takers were more focused on advocacy and self-advocacy work than on environmental advocacy. We did not give participants a maximum number of events to choose, so it was also surprising that more people did not choose more than one of two of the events.



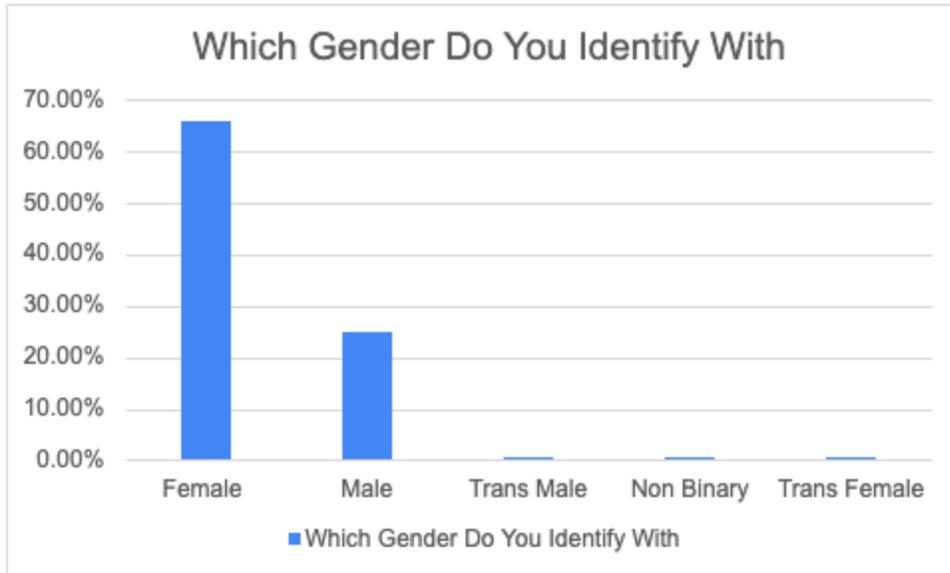
The univariate chart above is in response to the data collected from the question we created that asked how we could reach our participants with any further questions or for any further information. We gave our participants four options, which were word of mouth, posters posted around campus, email, and lastly, text messaging. Out of the one-hundred-and-nine responses that were gathered, 0.9% percent said word of mouth would be the best option, 7.5% were in favor of posters around campus, 40.2% were in favor of receiving text messages, and the most popular option was through email, which received 51.4% of the votes. Being able to have a hold of this information was beneficial for us in case we needed to send out clarification information or ask for further data. However, the main reason we included this question was to gage for CCLA, which form of advertising would be most successful when trying to advertise their events and organization meetings. With this information, the group can successfully grow their following and have the reach they desire.

How often do you read emails from CCLA

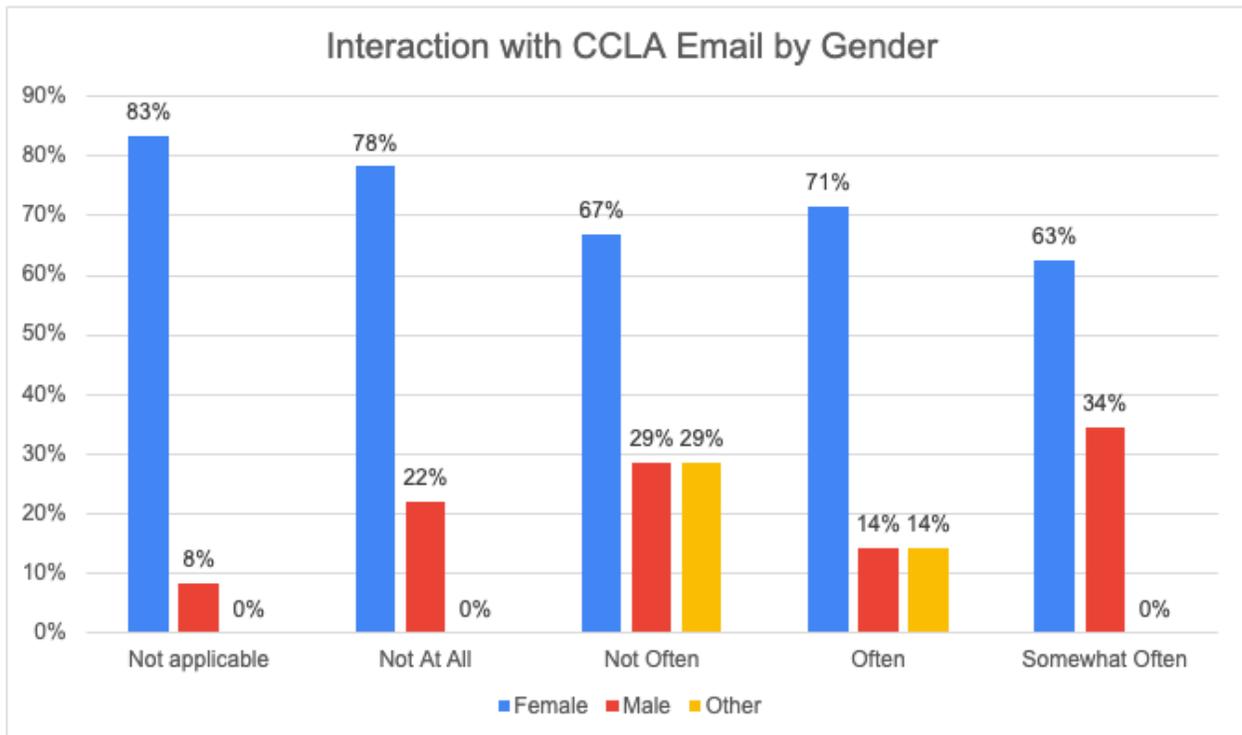
109 responses



With 51.4% of students best being reached by email it would seem CCLA emails are the best methods of contact but data might contradict that thought. According to the graph above only 9.2% of students read CCLA emails often. The same amount of students either don't read the emails at all or read them somewhat often at 29.4%. 20.2% of students don't read the email often making a majority of the students not actively reading CCLA emails. This presents a challenge simply because emails according to data are the best way to reach students; however students aren't interacting with CCLA emails frequently. According to data from the graph 11.9% of students aren't eligible because they receive no emails from CCLA. Nearly a tenth of students don't receive information from CCLA by email and nearly another tenth of students often check emails from CCLA. The data revealed from this graph and the graph illustrating the best way to reach students seem to somewhat conflict. If the best way to reach students is by email, 51%, then why does our graph demonstrate that over a quarter of students don't interact with the CCLA emails? This question would require further research that can't be completed at this time however it is interesting nonetheless.



GRAPH 1A



GRAPH 1B

After learning so few interact with CCLA emails our group was curious to see how that changes between gender. GRAPH 1A shows the distribution of gender among our participants. Our participants are a majority female being 65.7% of our total respondents. Males make up 25% of our respondents and the other .3% of our respondents being trans or nonbinary. The first issue

with understanding how gender and reading of CCLA emails interacts is with our majority female respondents. Being that a majority of the respondents are female most of our data will lean toward the female gender. GRAPH 1B demonstrates how the female respondents in the survey created a female lean. In each category (not applicable, not at all, not often, often, somewhat often) females make up at least 60% of each one. Males never make up more than 35% of any category most likely due to the population of our respondents being only 25% male. While the male and female category can't be directly compared the highest female group, beside the not applicable group, was not at all at 78% and the highest male group was somewhat often at 34%.