CAMPUS CLIMATE SURVEY

Fall 2017

Office of Institutional Research and Planning

NOCE
NORTH ORANGE
CONTINUING EDUCATION

Acknowledgements

The Office of Institutional Research and Planning (OIRP) would like to thank NOCE students, instructors, managers, deans, student aides, counselors, and tutors. Thank you for your time, flexibility and suggestions throughout the data collection process.

A special thank you to the members of the NOCE Institutional Effectiveness Committee for contributing their insights in developing the data collection tools.

Finally, this project would not have been possible without the support of our Provost, Valentina Purtell. Thank you for your constant support to NOCE research and student success.

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Introduction

NOCE recognizes the importance of providing a safe and inclusive learning and working environment for all students and employees. In fall 2017, NOCE's Office of Institutional Research and Planning (OIRP) conducted the institution's first ever campus climate survey. The purpose of the survey was to gather a variety of data related to institutional climate, inclusion, safety, and campus issues among NOCE students and employees. NOCE hopes to gain a deeper understanding from this survey about the learning and working environments of its students and employees.

Why is the Campus Climate Important?

The campus climate survey can serve as a tool for NOCE to evaluate its progress towards accomplishing its vision and mission. The information gathered from the survey can assist the institution in its strategic planning and provide data that can help better serve students and employees. Studies have shown that campus climate influences students' and employees' levels of success and sense of belonging. If students and employees perceive NOCE as a welcoming and safe environment then they are more likely to become engaged in campus activities and feel a part of the NOCE community (Cabrera et al., 1999; Pascarella & Terenzini, 2005; Harper & Quaye, 2005; Settles et al., 2006; Sears, 2002). For students, this level of engagement impacts their persistence and success. For employees, higher levels of engagement are reflected in higher morale and job satisfaction.

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Creating a welcoming environment for students allows NOCE to set them up for lifelong learning and success. In addition, NOCE strives to create that same welcoming environment for its employees with the same goal of setting them up for success. The campus climate survey allows NOCE to measure how employees and students currently perceive their learning and working environments. OIRP hopes this data will provide NOCE a greater understanding of the strengths NOCE provides to its students and employees, along with the barriers that exist for students and employees to be successful.

> **"It [campus climate survey] can be the gateway to learning what could or should be done in the eyes of those experiencing the climate as it currently exists."**
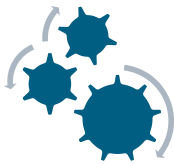
Theoretical Framework

The student campus climate survey was developed in-house and used Tinto's model of retention (1975) as the theoretical framework for assessing NOCE's campus climate. Questions from community college campus climate surveys, 4-year institution surveys and K-12 surveys were adopted and modified to fit NOCE's population. His model of retention theorizes that students who *integrate* into the campus community increase their commitment to the institution and are more likely to be successful. His work lists three groups of factors that play a role in a student's integration:

1. 'Pre-college characteristics', such as family background, skills and ability, and prior schooling experiences; (External factors)

2. College experiences, such as students' area of study, academic performance, and the amount and quality of student-faculty interactions. These are seen as indicative of students' level of academic integration in the institutional environment. (Internal factors)

3. Students' out-of-class experiences, such as participation in extracurricular experiences, including paid work, and student-student interactions. These present students' social integration in the institution. (Internal factors)

Survey questions were placed into overarching themes that looked at both external and internal factors to assess student's perceptions of NOCE's campus climate. Tinto's model was primarily used to guide the development of the student campus climate survey. The employee survey was then developed to mirror some of the overarching themes from the student survey such as institutional climate and physical environment, but also explored other areas such job satisfaction and NOCE governance.

Developing the Survey

The development of the survey instrument was a collaborative effort between OIRP, NOCE instructors, and members of the Institutional Effectiveness Committee (IEC). The survey instrument was vetted through the appropriate governing bodies prior to implementation. The IEC is comprised of NOCE employees from a variety of positions, including faculty, management and classified.

The final NOCE campus climate survey for students contained 74 questions, including an open-ended question for students to provide any additional information. A shortened version of the survey containing 16 of the 74 questions was administered to students with disabilities in the classrooms. After receiving feedback from students and instructors, OIRP decided it would be best to provide students with disabilities a shorter version of the survey during data collection that took place in the classrooms. The employee survey contained a total of 84 questions, including an open-ended question for commentary.

Students and employees were asked to respond to a series of statements related to overarching themes regarding the campus climate. Most of the statements used a five-point Likert scale response format with the following options: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Some statements used a frequency scale (e.g., "Never," to "A lot") and others used a satisfaction scale (e.g. "Very satisfied" to "Not satisfied"). A "Not applicable" option was available for some statements.

Survey Themes

The statements in the surveys fell within themes that addressed a variety of aspects of the experiences of NOCE students and employees on campus. The themes listed below were included in either or both of the surveys, as indicated. The results section of the report dives deeper into the meaning of these themes.

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| Student	Employee
• Campus Safety • Contact with NOCE staff members • Demographics • External Factors • Media Preferences • NOCE Physical Environment • Quality of Education • Student Equity • Student Support Services	• Campus Safety • Campus & Supervisor Relationships • Communications • Decision Making/Governance • Demographics • Job Satisfaction • NOCE Physical Environment • NOCE's Priorities

Data Collection

Student surveys were available in both a paper format and online. A random sample of classes across the three main campuses (Anaheim, Wilshire and Cypress) were selected to administer the paper survey in classrooms. In addition, OIRP held "campus climate hours" in computer labs where students could complete either a paper or online survey. Paper surveys were prepared through an optical mark recognition (OMR) software, Remark, to help facilitate the input, managing, and analysis of data. The online survey was available to all students via a Qualtrics link. The survey link was placed on desktops located at all three campus' Admissions & Records offices for students to access. The link was also available to students on the NOCE website. Students in all NOCE programs were asked to complete the survey: High School/GED (HS/GED), English As A Second Language (ESL), Disability Support Services (DSS), Career Technical Education (CTE), and Lifeskills Education Advancement Program (LEAP).

The OIRP team utilized a random selection process of courses at the three main campuses prior to administering the paper version to students. An online sample size calculator using 95% confidence level +/- 5 confidence intervals (margin of error) was used to determine a sample size for in-classroom data collection based on an unduplicated headcount for the three main campuses. The team also took into consideration the proportion of courses by program that were offered at each of the campuses to determine courses that would be randomly selected. After piloting the survey and gathering feedback from faculty and students, the team decided that ESL

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beginner and intermediate-level courses would not be included for the in-classroom data collection due to language barriers. Courses that were not eligible for the sampling included those located at an offsite location, ESL beginner and intermediate-low courses, kids college courses and those with fewer than seven students enrolled. Only students who were over 18 years of age were asked to complete the survey. There were 385 eligible courses from which 28 courses were randomly selected.

A total of **647 NOCE campus climate surveys were completed by students**. Of these 647, 165 were completed online and 482 were completed on paper. Out of the 598 students from randomly selected courses, 421 were completed through in-classroom data collection which yielded a **70% response rate for in-person data collection**. In addition, of the 421 paper surveys, 119 DSS students completed the shortened paper version. Lastly, some instructors asked to administer the survey in their own classroom, from which 61 surveys were collected.

647 Completed Surveys
- **165 Online**
- **482 Paper**
  - **421 In-Classroom**
  - **61 Administered by Instructor**
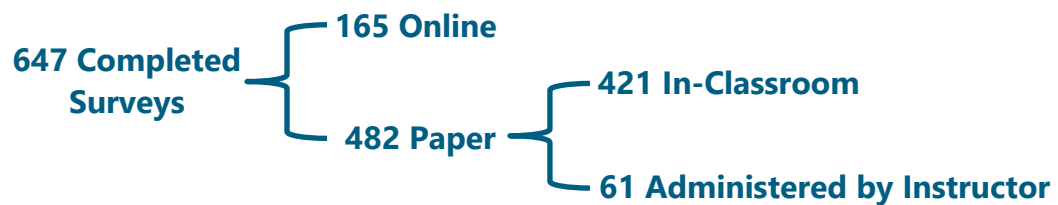
Employee surveys were only available online. A Qualtrics link to the survey was disseminated to 523 NOCE employees via email. A total of **180 NOCE employees completed the campus climate survey**. This resulted in a **34% response rate**.

Data Analysis

All of the quantitative and qualitative survey data was analyzed by the OIRP staff. Frequency distributions, significant findings among subgroups, disaggregated data and qualitative themes are reported. Data tables and charts displayed in the body of the report do not include missing, "not applicable" (N/A), "other," and "don't want to answer". For presentation purposes, the response option 'Strongly Agree' was combined with 'Agree', and 'Strongly Disagree' was combined with 'Disagree'. For the satisfaction scales solely in the employee survey, the response option 'Very Satisfied' was combined with 'Satisfied'.

Chi-square tests of independence were calculated for the student survey to compare survey responses among student subgroups. This statistical test is used to examine the

relationship between respondent characteristics and survey responses. Responses are grouped by characteristics, such as program, campus, and demographics. Only differences that had an alpha level of .01 ($p < .01$) or below were emphasized in the results sections.

A note on Statistical Significance:
An alpha level of .01 or less (p < .01) means that there is a 1% chance or less that the difference in group responses were due to chance.

The employee survey data was further broken down by the type of employee (classified, faculty, or management) and by NOCE location. Employees in the classified category included classified staff, part-time hourly, and professional experts. Faculty included both full-time and part-time faculty. Special projects administrators were combined with management. Since some employees worked at more than one NOCE location, the location data was categorized as Anaheim Campus, Cypress Center, Wilshire Center, Offsite, and More than one location.

Responses to the open-ended question was qualitatively coded and categorized by theme. Quotes are presented to support data findings. To address confidentiality, all identifying information was removed and samples that were 10 or fewer were collapsed and presented in an aggregate form. Due to the shortened paper version of the survey completed by DSS students, some statements will have a higher number of respondents than others. These statements are noted by an asterisk (*) in the charts.

All disaggregated responses are included in the data tables available in the appendix.

Limitations

Some of the limitations that exist to this study are listed below:

- Participants "self-selected" to participate in the survey. **Self-selection bias** is when participants choose to participate in a study. This is important to note because there may be significant differences between those who chose to participate and those who chose to opt out.

- In-person paper surveys were **only conducted at NOCE's three main centers**: Anaheim, Cypress, and Wilshire. Although our response rate among our paper

survey sample was average, the overall proportion of NOCE students who completed the survey is low.

- **Language barriers** may have existed for some students who completed the survey. These barriers can impact how a student interprets the question and/or response options. Although a pilot study with the survey was conducted and only ESL courses above intermediate-low were sampled, these barriers could still impact the responses of those completing the survey online and on paper.

These limitations are noted because they could have influenced how individuals responded and impact the generalizability of the data.

Reading the Findings

This report presents the findings for students and employees separately. The first findings section solely focuses on results from the student survey. The second section is dedicated to results from the employee survey. Each findings section concludes with a "what have we learned" segment where some notable findings are discussed. Infographics provide a brief overview of the findings for both the student and employee surveys. The appendix displays survey responses prior to them being collapsed. These tables show the response counts and proportions for each statement.

Student Survey Findings

SURVEY THEMES:

Contact with NOCE Staff

Student Support Services

Quality of Education

External Factors

Institutional Climate

Campus Safety

Physical Environment

Media Preferences

Student Equity

NOCE Student Campus Climate Respondent Profile

NOCE NORTH ORANGE CONTINUING EDUCATION

Office of Institutional Research and Planning

Survey conducted in October 2017

647 NOCE students completed the Campus Climate Survey in October 2017.

63% Female **29%** Male

This proportion is reflective of the overall NOCE student body.

A quarter of the participants indicated their last year's family income fell below poverty line (less than $20K).

Age

24% 18-24	**22%** 25-34	**21%** 35-44	**22%** 44+

Top three ethnic groups represented in the survey

36% 25% 12%
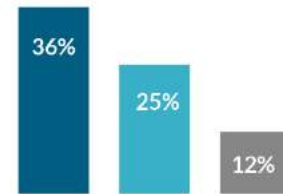
■ Hispanic or Latino ■ Asian ■ White

4 out of 10 students indicated they have been attending NOCE for less than one year.

First Generation Student

28% indicated they are the first person in their family to go to a post-secondary school

Employment Status

42% not working

23% working 30 or more hours a week

Education

34% did not finish High School

31% Holds an Associate Degree or higher

Students were enrolled in the following NOCE programs:

30%	**20%**	**15%**	**9%**	**8%**
English as a Second Language	Disability Support Services	Career Technical Education	High School/ GED	Two or more programs
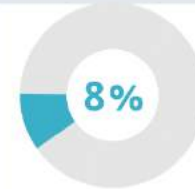
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Campus

Students were asked what campus they primarily attended.

40% Anaheim Center

25% Wilshire Center

19% Cypress Center

More than 2/3

of the students indicated they are U.S. citizens or permanent residents.

Less than 1/3

of the students surveyed indicated English is their primary language.

Contact with NOCE Staff Members

Students were asked for their level of agreement on a five-point Likert scale from 'Strongly Agree' to 'Strongly Disagree' on eight items related to their experiences with NOCE staff members whom they have interacted with while attending NOCE. Students' responses were categorized as either positive (strongly agree, agree) or negative (strongly disagree, disagree).

For most of the items, students responded positively regarding their experiences with NOCE staff members. A majority (>85%) agreed that it is easy to talk to an NOCE staff member about their questions and concerns and that the staff members encourage

> "My experience here at NOCE is wonderful. I enjoy coming to school everyday. Staff in the HSD program are AWESOME!"

them to learn, treat them fairly, provide helpful feedback, and value their contribution in class. Most of the students (86%) were satisfied with the diversity of NOCE's staff members, and 78% of the students agreed that at least one staff member/instructor know their name.

Figure 1: Student Responses to Statements Related to Contact with NOCE Staff Members
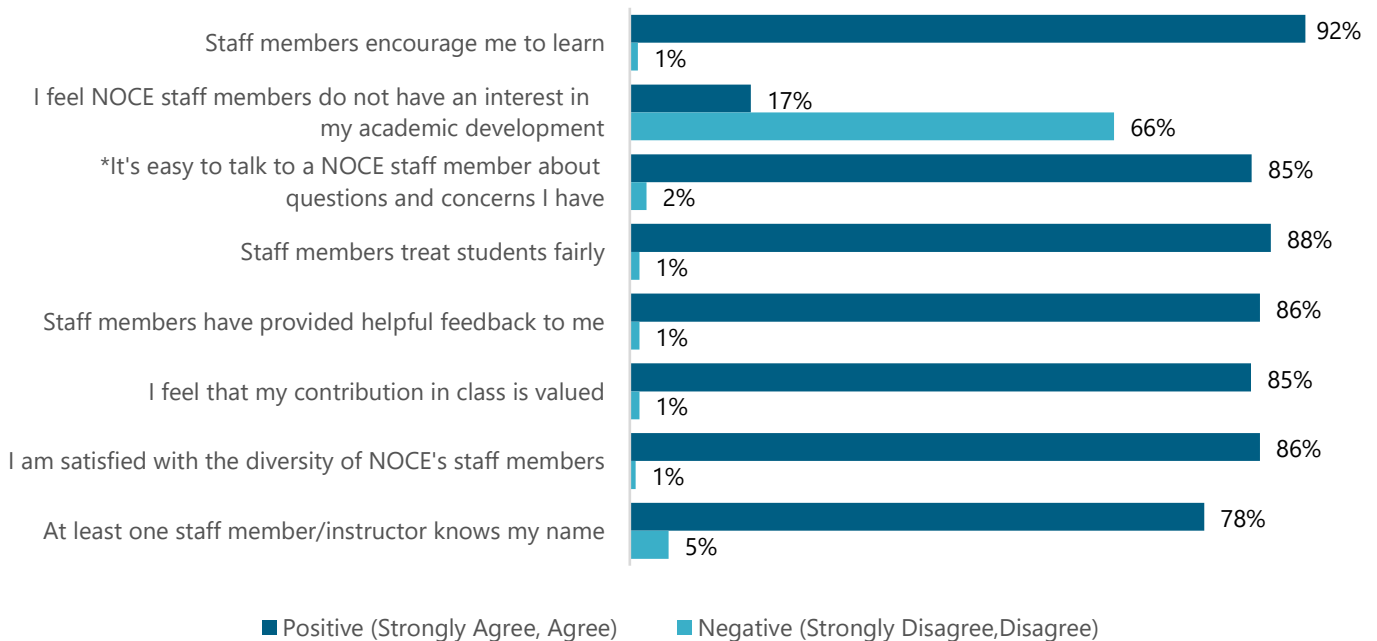
Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

While most of the students did feel positive about NOCE staff, about 5% did not feel that at least one NOCE staff member or instructor knows their name, and approximately 17% students indicated feeling that the NOCE staff members do not have an interest in their academic development. Additionally, for this item only, 15% of the students remained neutral, which is a much higher proportion compared to the other seven items in this section. One of the possible reasons for this higher proportion could be that this was the only item in the section that was not written positively, thus, the item might have been difficult for students to understand.

> "… [She] is always with a rude face and acts like we're bothering her when we ask her for certain test, it's very uncomfortable to ask her. Other than that everyone else on the staff is wonderful and kind."

Statements with subgroup differences:

Below are some statements that showed there was a relationship between student characteristics and survey responses.

I feel NOCE staff members do not have an interest in my academic development.

- English As A Second Language (ESL) students were more likely to *agree* to this statement when compared to other programs.

21%	11%	11%
Proportion of **ESL** students who **agreed**.	Proportion of **CTE** students who **agreed**.	Proportion of **HS/GED** students who **agreed.**
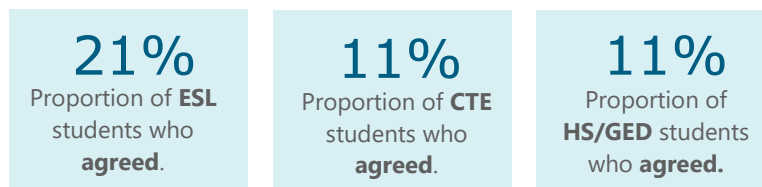
- Students who have been attending NOCE for 2 or more years are more likely to *agree* with this statement.

Figure 2: Proportion of students who **agreed** with statement.

26% — 2 or more years at NOCE

12% — Less than 2 years at NOCE
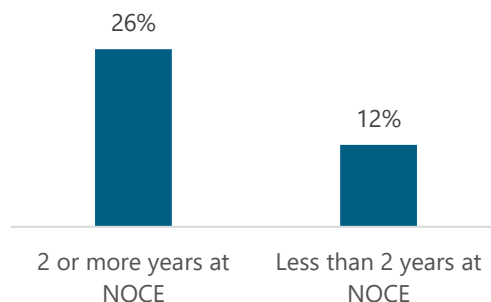
It's easy to talk to an NOCE staff member about questions and concerns I have.

- Students who have attended for 2 or more years are less likely to *agree* with this statement.

Figure 3: Proportion of students who **agreed** with statement.

Less than 2 years at NOCE	92%
2 or more years at NOCE	81%

Student Support Services

Students were asked five questions about their knowledge and satisfaction with the support services offered at NOCE. In addition to a scale from 'Strongly Agree' to 'Strong Disagree', students were also provided with a not applicable response option if they had not used the service. In general, students felt positive about NOCE's support services. Three-fourths of

"I really like NOCE. I am attending Academic Success Classes. They are very helpful, with great teachers. We need more support from the school about programs, advices, information, about our education after ESL classes, College Education, about FASFA, major, schedule, paperwork, registration."

the students indicated they knew where to get help regarding their educational and career needs, and they were satisfied with NOCE's career services, academic advising, orientation for new students, and the amount of support they received as a student. Less than 5% of the students indicated they were unsatisfied with the support services and were unaware of where to get help at NOCE for their educational and career needs.

"Maybe a little more info for new students. Didn't know about Access card required for Keyboarding class or USB drive required for other computer classes. These could be included in brochure."

Figure 4: Student Responses to Statements Related to Student Support Services
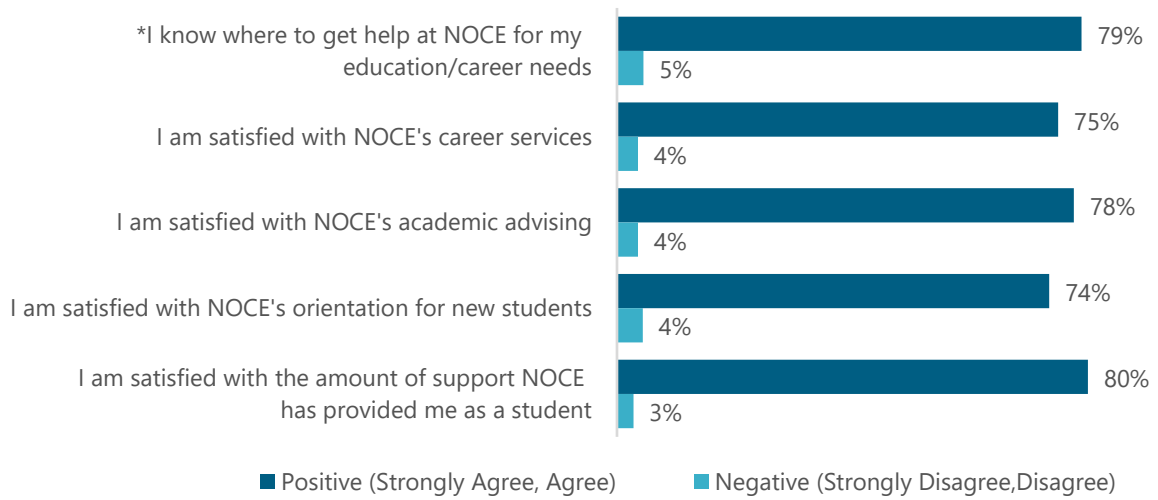
Statement	Positive	Negative
*I know where to get help at NOCE for my education/career needs	79%	5%
I am satisfied with NOCE's career services	75%	4%
I am satisfied with NOCE's academic advising	78%	4%
I am satisfied with NOCE's orientation for new students	74%	4%
I am satisfied with the amount of support NOCE has provided me as a student	80%	3%

■ Positive (Strongly Agree, Agree)   ■ Negative (Strongly Disagree,Disagree)

Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

Statements with subgroup differences:

I am satisfied with NOCE's academic advising.

- Students in the high school program are more likely to *agree* with this statement.

Figure 5: Proportion of students who **agreed** with statement.

HS/GED	CTE	2 or more programs	ESL
93%	81%	85%	77%
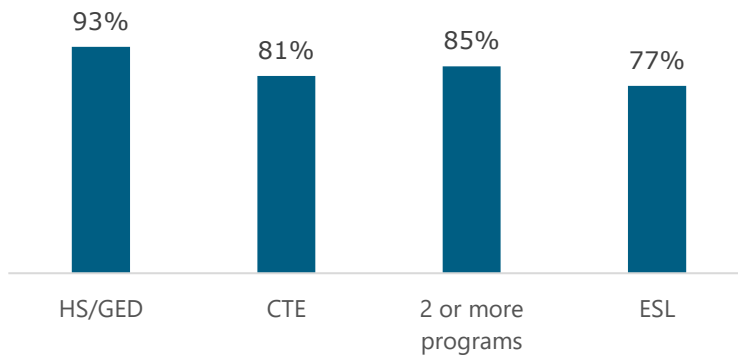
I am satisfied with the amount of support NOCE has provided me as a student.

- Students in the high school program are also more likely to *agree* with this statement.

Figure 6: Proportion of students who **agreed** with statement.
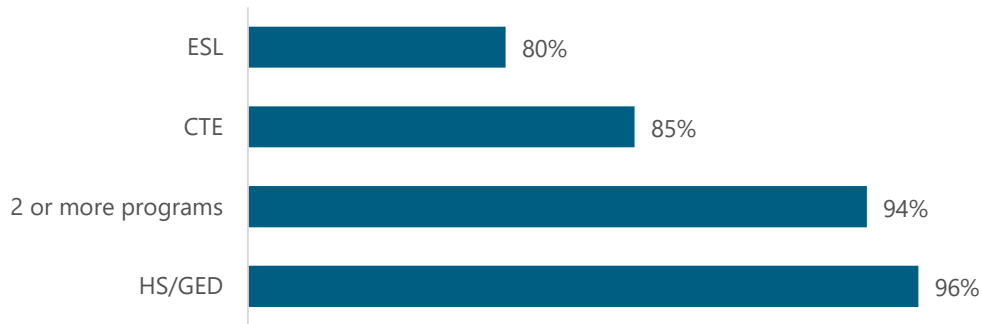
Program	%
ESL	80%
CTE	85%
2 or more programs	94%
HS/GED	96%

> "...different schedules to get an appointment for counselors, more information about how to register for a career technical education or take the orientation by email.

Quality of Education

Students were asked to rate the type of education they have received at NOCE. Mostly, students felt positive about their education at NOCE. Over 85% of the students indicated NOCE courses are preparing them to reach their educational and career goals, and they are satisfied with their school experience at NOCE. An even greater proportion of the students (89%) indicated they would promote NOCE as a school to others.

Figure 7: Student Responses to Statements Related to Student Support Services

My NOCE courses are preparing me to reach my education/career goals — 85% / 2%

*Overall, I am satisfied with my school experience here at NOCE — 88% / 2%

If asked, I would tell others to come to NOCE for school — 89% / 1%

■ Positive (Strongly Agree, Agree)   ■ Negative (Strongly Disagree, Disagree)

Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

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External Factors

On a frequency scale from never to a lot (4 or more times per term), students were asked how frequently they experienced external factors that might have impacted their academics at NOCE. Almost two out of every three students indicated they missed class one or more times per term due to personal and family responsibilities, and one in three students indicated that one or more times per term they had financial concerns about

their ability to continue their education at NOCE. About 18% of students indicated they felt their family never supported them to succeed. Nearly half of the students experienced a tough time getting to school one or more times within a term, and about 31% of the students missed a class at least once due to their job.

Figure 8: Student Responses to Statements Related to External Factors
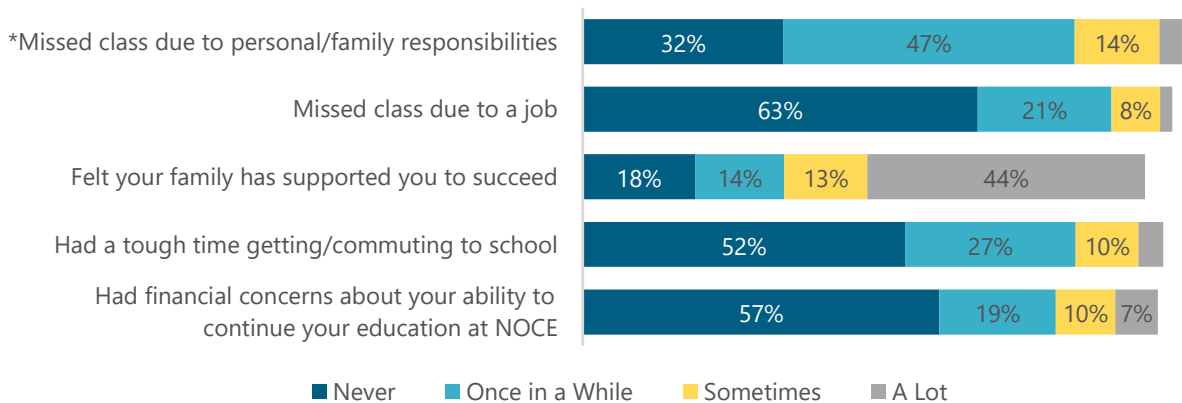
	Never	Once in a While	Sometimes	A Lot
*Missed class due to personal/family responsibilities	32%	47%	14%	
Missed class due to a job	63%	21%	8%	
Felt your family has supported you to succeed	18%	14%	13%	44%
Had a tough time getting/commuting to school	52%	27%	10%	
Had financial concerns about your ability to continue your education at NOCE	57%	19%	10%	7%

■ Never ■ Once in a While ■ Sometimes ■ A Lot

Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

Statements with subgroup differences:

I missed class due to personal/family responsibilities

- High School/GED students are more likely to experience missing a class due to personal/family responsibilities compared to other programs.

Figure 9: Proportion that responded **a lot or sometimes** to statement.
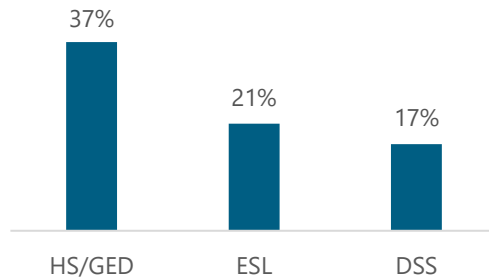
> "Personally, I am limited to classes and schedule time. I wish there was online classes for High School Diploma to be able to do both that and CTE. Maybe consider daycare for single mothers."

Institutional Climate

In this set of questions, students were asked to think about the type of school they think NOCE is and how NOCE makes them feel as a student. Over three-fourths of the students felt NOCE is fully accessible to individuals with disabilities, encourages students to share their ideas openly, is committed to promoting diversity, and has a diverse student body. However, about 15% of students indicated NOCE has a lot of racial tensions, and 22% indicated they have avoided disclosing a disability to their instructor due to fear of negative consequences or discrimination.

> "I'm glad to be here and be part of this community. Thank you for all the support you provide!"

Figure 10: Student Responses to Statements Related to Institutional Climate
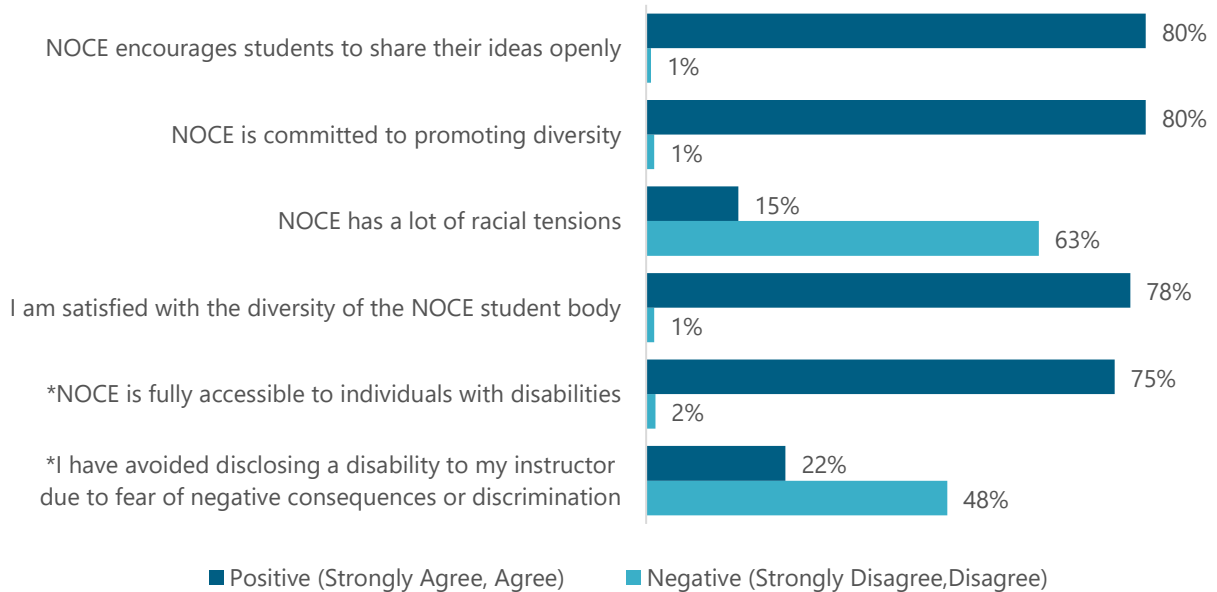
Statement	Positive (Strongly Agree, Agree)	Negative (Strongly Disagree, Disagree)
NOCE encourages students to share their ideas openly	80%	1%
NOCE is committed to promoting diversity	80%	1%
NOCE has a lot of racial tensions	15%	63%
I am satisfied with the diversity of the NOCE student body	78%	1%
*NOCE is fully accessible to individuals with disabilities	75%	2%
*I have avoided disclosing a disability to my instructor due to fear of negative consequences or discrimination	22%	48%

■ Positive (Strongly Agree, Agree)   ■ Negative (Strongly Disagree,Disagree)

Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

Statements with subgroup differences:

NOCE is committed to promoting diversity.

- NOCE Cypress center students were less likely to *agree* with this statement.

Figure 11: Proportion that **agreed** to statement.
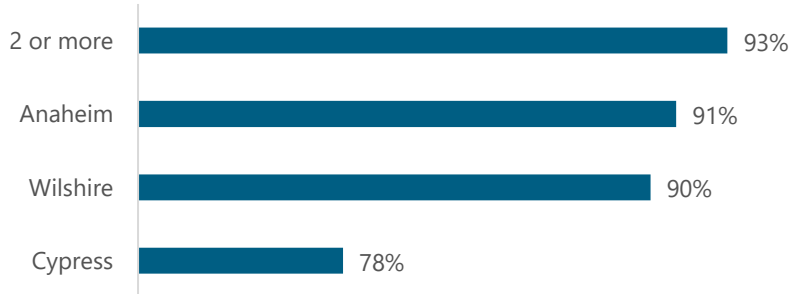
Center	Agreed
2 or more	93%
Anaheim	91%
Wilshire	90%
Cypress	78%

I have avoided disclosing a disability to my instructor due to fear of negative consequences or discrimination.

- DSS students were most likely to *agree* with this statement compared to students from other programs.

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Figure 12: Proportion that **agreed** to statement.
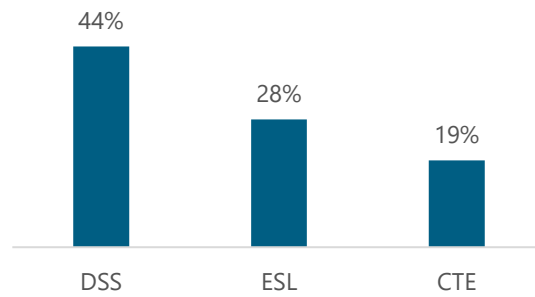
- NOCE students who have been attending for 2 or more years are also more likely to *agree* with this statement.

35%
Proportion of students who **agreed** who have attended NOCE for **2 or more years**.

18%
Proportion of students who **agreed** who have attended NOCE for **less than 2 years**.
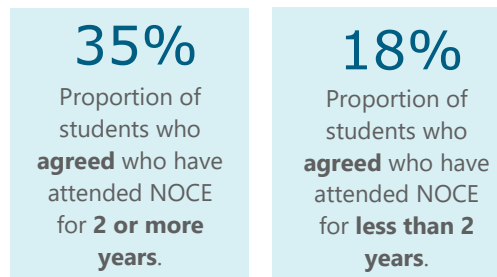
Students were also asked another set of institutional climate questions, in which, on a scale from never to a lot, they had to indicate how often they experienced discrimination, harassment, or isolation at NOCE. Over 75% indicated they never experienced or witnessed such incidents; however, 18% felt isolated from the NOCE community one or more times, and 7% indicated they heard inappropriate racial remarks a lot while attending NOCE. Over half of the students felt that students were never asked for their ideas when important decisions were made at NOCE.

'I just want to know who I can contact... about inappropriate behavior discrimination or racism of other students."

Figure 13: Student Responses to Statements Related to Institutional Climate

	Never	Once in a While	Sometimes	A Lot
Witnessed discrimination	85%			
Reported an incident of discrimination to a campus authority	87%			
Experienced sexual harassment	89%			
Reported an incident of sexual harassment to a campus authority	89%			
Heard inapporpriate racial remarks while attending NOCE	86%	6%		
*Felt isolated from the NOCE community	77%	12%		
Felt that students are asked for their ideas when important decisions are being made at NOCE.	51%	21%	12%	
Felt discriminated against due to your race, ethnicity, gender, etc.	84%	7%		

■ Never   ■ Once in a While   ■ Sometimes   ■ A Lot

Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

Statements with subgroup differences:

I have felt isolated from the NOCE community.

- DSS students were more likely to respond *sometimes* or *a lot* to this statement.

Figure 14: Proportion that responded **a lot or sometimes** to statement.

	DSS	Don't know Program	CTE
	15%	7%	4%
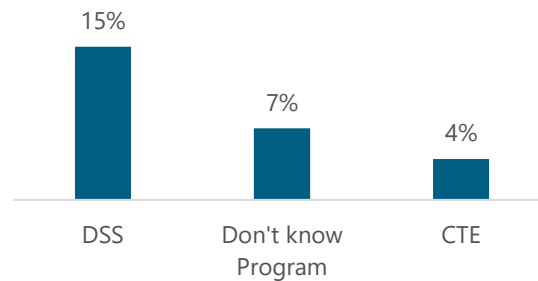
Campus Safety

Students were surveyed about the campus safety at NOCE locations. In this section, students were first asked about the frequency of their perceptions of physical harm coming to them on a scale from never to a lot. Most students never felt unsafe or feared

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for their safety while navigating the NOCE campuses. However, students indicated some occasional feelings of apprehension at night compared to daylight or due to their own diverse identity. Whereas only about 8% of respondents at times felt unsafe walking through campus during the day or feared for their physical safety because of their identity, over twice as many respondents (18%) have felt some feeling of unease while walking through NOCE campuses at night.

"Have security cameras at the parking lot, emergency system signs, and more safety people around. I've only seen one policeman around."

Figure 15: Student Responses to Statements Related to Campus Safety
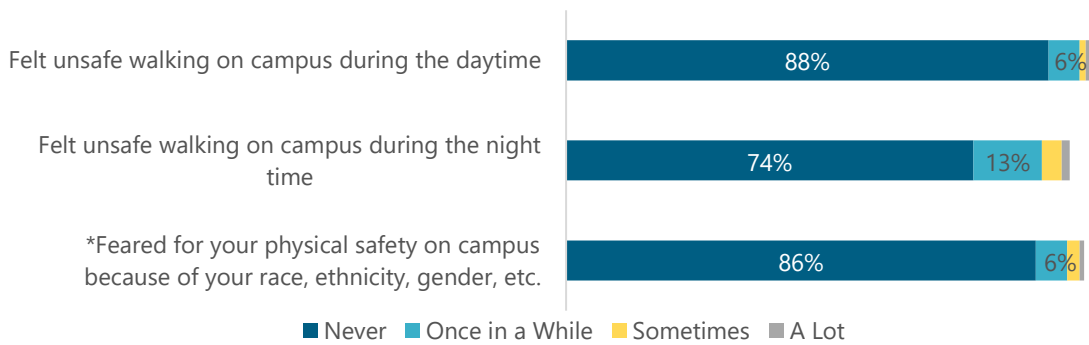
Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

Students were then asked about their thoughts on the administration of campus safety at NOCE. In general, students feel that NOCE administrators are serious about reporting, prepared, and well informed of campus safety issues (over two-thirds agreement). However, students themselves are less clear in their role on promoting campus safety, with about one quarter of students expressing a lack of knowledge of campus safety locations and contacts. Furthermore, across all questions in this section, over 15% of respondents chose to remain neutral. Students were most neutral about NOCE's preparedness during an emergency, with 23% indicating a neutrality to the issue.

"The school needs to activate cameras near the restrooms and in the hallways, not just in the main entrance. Security needs to be improve. I personally don't feel safe using the restrooms at campus."

Figure 16: Student Responses to Statements Related to Campus Safety

I feel NOCE administrators take reporting seriously — 71% / 3%
I know who to contact at NOCE if I was assaulted/harassed/discriminated against — 61% / 25%
I know where the emergency phones are located on campus — 51% / 25%
I know where Campus Safety is located on campus — 56% / 22%
NOCE does a god job at informing student about safety issues — 66% / 10%
I feel NOCE is prepared in case of an emergency — 66% / 5%

■ Positive (Strongly Agree, Agree) ■ Negative (Strongly Disagree, Disagree)

NOCE Physical Environment

Students were asked for their level of satisfaction with the physical environment of the NOCE campus they mostly attended on 12 items. Nearly a quarter of the students felt negative about the physical environment of NOCE campuses. Several students felt neutral about certain NOCE amenities, including parking availability (16%), bike storage locations (36%), electrical outlets (23%), outdoor gathering areas (17%), Wi-Fi reception (23%), and water fountains (21%). One of the possible reasons for students responding neutrally could be due to the availability of these features.

"I could not get access of WIFI in school ground anywhere. It is very difficult to find help for WIFI solution."

"Should have more study rooms for students and add trees in the outdoor sitting site in lower level."

More students (40%) felt negative about the availability of parking on campuses compared to 38% that felt satisfied. Out of the 12 items, more than half of the students felt positive about only three items—how the campus looks (57%), availability of restrooms (53%), and classroom facilities (55%).

"Everything is awesome except the parking lot. These are not many available spaces. I always have to either wake up really early in the morning or come really early in the evening to find a space. Sometimes I find it and its really frustrating when there are no available spaces."

Figure 17: Student Responses to Statements Related to Campus Physical Environment

Statement	Positive (Strongly Agree, Agree)	Negative (Strongly Disagree, Disagree)
*How the campus looks	57%	30%
Availability of parking	38%	40%
Availability of bike storage locations	31%	24%
Availability of restrooms	53%	34%
Availablity of the electrical outlets for charging devices	42%	28%
Availability of study areas	47%	32%
*Classroom facilities	55%	29%
NOCE's computer labs	49%	33%
Availability of books and study resources for me	47%	31%
Availability of outdoor gathering areas	45%	29%
Wi-Fi reception available	35%	32%
Availability of water fountains	43%	29%

■ Positive (Strongly Agree, Agree) ■ Negative (Strongly Disagree,Disagree)

Note. * indicates that this item was also included in the shortened survey for the students with disabilities.

Statements with subgroup differences:

I am satisfied with how the campus looks.

- Students at Cypress were less likely to *agree* with this statement.

22

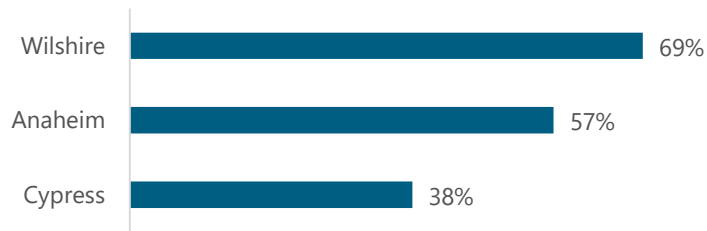Figure 18: Proportion that **agree** to statement.

Wilshire	69%
Anaheim	57%
Cypress	38%

I am satisfied with the availability of parking on campus.

- Students at the Cypress and Wilshire Centers were more likely to *disagree or strongly disagree* to this statement.

53%	48%	36%
Proportion of **Cypress** students who **disagree or strongly disagree.**	Proportion of **Wilshire** students who **disagree or strongly disagree.**	Proportion of **Anaheim** students who **disagree or strongly disagree.**
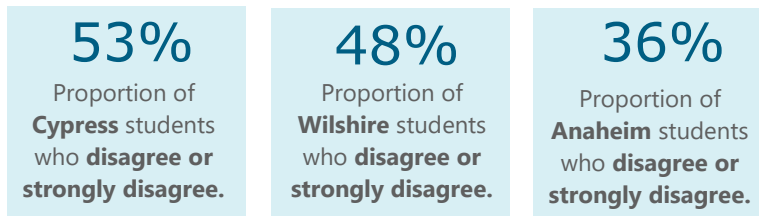
Media Preferences

Students were asked two questions about their media preferences. Students indicated that the top three sources from which they receive information about educational programs/options include internet search, class schedule mailed to home, and friends or family members.

Figure 19: Student's Top Three Preferred Methods of Communication

20%	14%	11%
Internet search	**Class schedule mailed to home**	**Friends or family member**
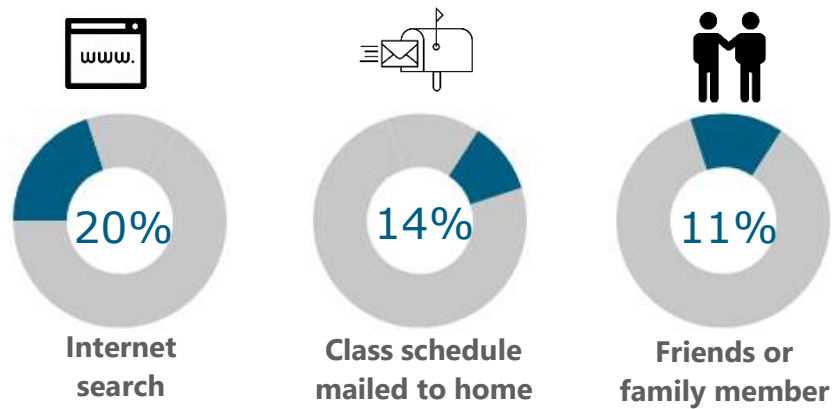
Students were also asked to select their preferences of the top three media platforms through which the school could share information about deadlines, workshops, scholarship or leadership, etc. The students' top three choicess were e-mail, NOCE website, and texting on campus.

Figure 20: Student's Top Three Preferred Methods of Communication

E-mail	NOCE Website	Text
26%	15%	9%
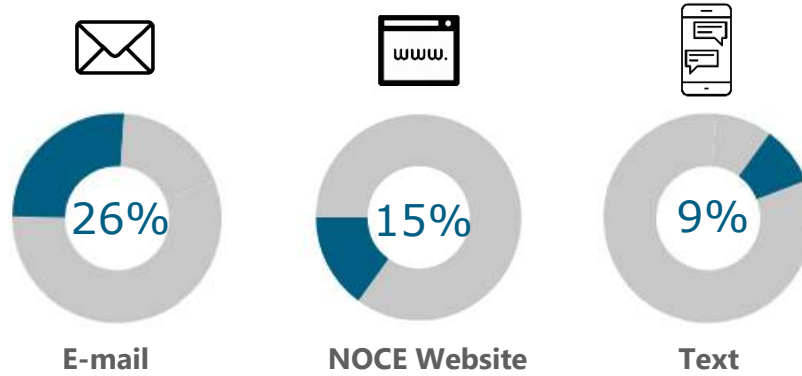
Student Equity Photo Project

NOCE has placed some photos featuring NOCE students throughout the campuses that were intended to motivate students in their academic pathways. Students were asked to think about these photos and indicate their level of agreement on about whether they noticed the photos and whether the photos encouraged or motivated them. Over half of the students indicated they noticed the photos around campus (58%). When looking at these photos, 63% felt encouraged to complete the program they are currently in and 60% felt motivated to transition to a credit institution. Nearly a quarter of the students responded neutrally on the three items, which could indicate that the students did not notice the photos or had no opinion of the photos.

Figure 21: Student Responses to Statements Related to Student Equity Photo Project

Statement	Positive (Strongly Agree, Agree)	Negative (Strongly Disagree, Disagree)
I noticed the new photos that were placed around campus	58%	11%
When looking at these photos I am encouraged to complete the program I am currently in	63%	3%
When looking at these photos I feel motivated to transition to a credit institution	60%	4%

■ Positive (Strongly Agree, Agree) ■ Negative (Strongly Disagree,Disagree)
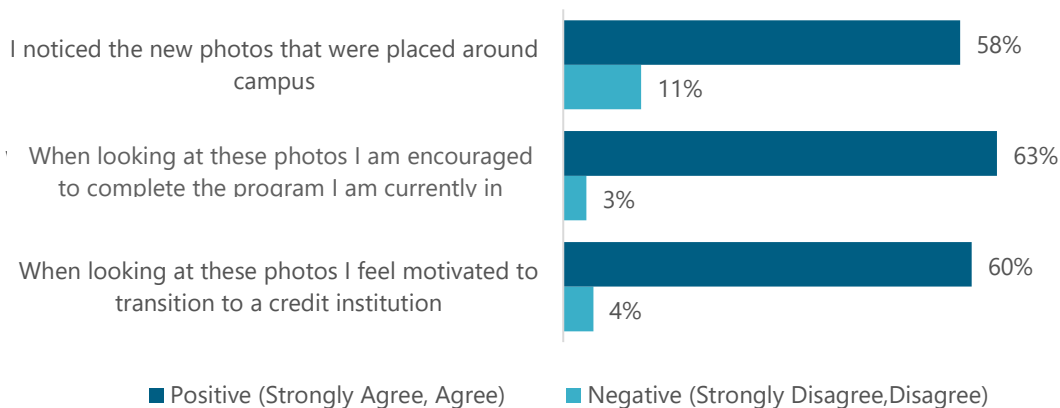
Statements with subgroup differences:

When looking at these photos I am encouraged to complete the program I am currently in and I feel motivated to transition to a credit institution.

- High school diploma program students were more likely to *agree* with these statements.

Figure 22: Proportion that **agreed** with feeling encouraged to complete
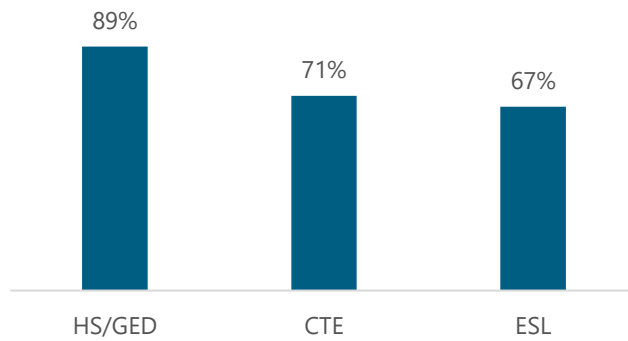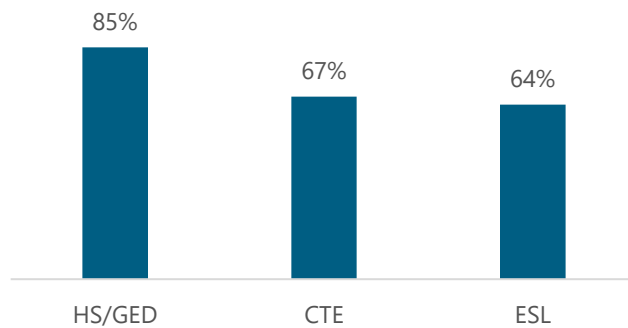

89%   71%   67%

HS/GED   CTE   ESL

Figure 23: Proportion that **agreed** with feeling motivated to transition.

85%   67%   64%

HS/GED   CTE   ESL

What Have We Learned?

- Students shared experiencing an **overall positive climate** while attending NOCE.

- An overwhelming majority mentioned having a positive interaction with NOCE staff members. Despite having these positive interactions, **some students indicated feeling a lack of interest from staff members** in their academic development.

- A large proportion of NOCE **students felt their courses were preparing them** to reach their educational and career goals. Students also shared promoting NOCE to others.

- Some external factors that impact NOCE students include **family responsibilities, lack of transportation, job duties and financial concerns**.

- **Several students indicated feeling that NOCE students are not included in the decision making of the school.** Almost one in five shared feeling isolated from the NOCE community one or more times during the academic year.

- **One in five NOCE students mentioned not knowing where campus safety was located** and who to contact in case of an emergency.

NOCE's Student Campus Climate Survey has served as a tool for us to explore the experiences and stories of NOCE students. The survey has allowed us to examine students' personal campus experiences, their perceptions of the campus climate, and their perceptions of NOCE's institutional actions. This report sheds light on only a piece of the NOCE student experience. OIRP hopes to gather a larger sample for the survey in following years, including a better representation of students at NOCE's off-site locations. Having a diverse sample size contributes to an understanding of the diverse experiences among NOCE students.

Student Campus Climate Results

Students shared experiencing an
overall positive climate
while attending NOCE!

Contact with NOCE staff

92%
AGREE

NOCE staff members encourage me to learn

Student Support Services

79%
AGREE

Know where to get help at NOCE for my education/career needs

Quality of Education

85%

Felt NOCE courses are preparing them to reach their education/career goals

17% indicated feeling that NOCE staff members **do not have an interest** in their academic development.

Institutional Climate

80% AGREE
NOCE is committed to **promoting diversity.**

51%
of students felt **excluded** from the decision making at NOCE.

External Factors

Students missed class due to:

65% Personal/Family Responsibilities

41% Issues with Transportation

31% Job Responsibilities

Student Voices

"Maybe a little more info for new students. Didn't know about access card required for keyboarding class or USB drive required for other computer classes. These could be included in a brochure."

"I'm glad to be here and be part of this community. Thank you for all the support you provide!"

"I am grateful for NOCE and the opportunity to get myself in a program that would help stable my life and set me on a parth for a lifelong career..."

"We need more support from the school about programs, advice, information about our education after ESL classes, college education, FAFSA, major, schedule, paperwork, and registration."

Physical Environment

40%

Had a **negative** feeling about the availability of parking on campuses.

Campus Safety

1 in 5

NOCE students indicated not knowing where Campus Safety was located on campus.

Employee Survey Findings

SURVEY THEMES:

Campus & Supervisor Relationships

Job Satisfaction

Institutional Climate

Decision Making/Governance

NOCE's Priorities

Campus Safety

NOCE Physical Environment

Communications

NOCE Employee Campus Climate Respondent Profile

NOCE NORTH ORANGE CONTINUING EDUCATION

Office of Institutional Research and Planning

Survey conducted in October 2017

Age

20%	14%	22%	26%
25-34	35-44	45-54	55+

180 NOCE Employees completed the online campus climate survey.

34% response rate

3 out of 10 employees indicated they have been employed at NOCE for 1-5 years.
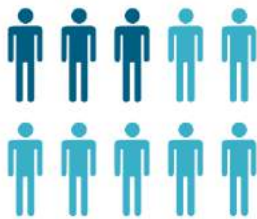
73% have a Bachelor's degree or higher

65% Female **22%** Male

Top three ethnic groups represented in the survey

33% 23% 18%
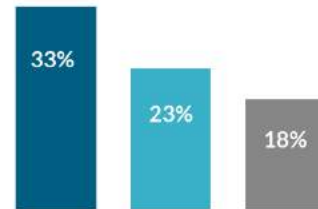
White | Hispanic or Latino | Prefer not to say

Areas of Work

67% Academic Instruction

19% Student Services

9% Institutional Support

Campus

37% Anaheim
25% Wilshire
12% Offsite
12% More than 1 site
11% Cypress

Type of Employee

33%	Part-time Faculty
24%	Classified
11%	Part-time hourly/PE
10%	Full-time Faculty
6%	Management
3%	Special Projects Administrator

Campus and Supervisor Relationships

Employees were asked for their level of agreement on a five-point Likert scale from 'Strongly Agree' to 'Strongly Disagree' on seven items related to campus and supervisor relationships. The majority (93%) of NOCE employees indicated they enjoy working at NOCE, and 86% agreed their supervisor treats them with respect. Nearly 80% indicated that people in their department work well together, and their contribution to their department is valued. Despite the positive comments shared by employees, some critical themes surfaced. One in seven participants disagreed that their supervisor has an interest in their profession development, or it's easy to talk to their supervisor about questions and concerns they have, or that their supervisor provides useful feedback on their work performance.

Figure 24: Employee Responses to Statements Related to Campus and Supervisor Relationships
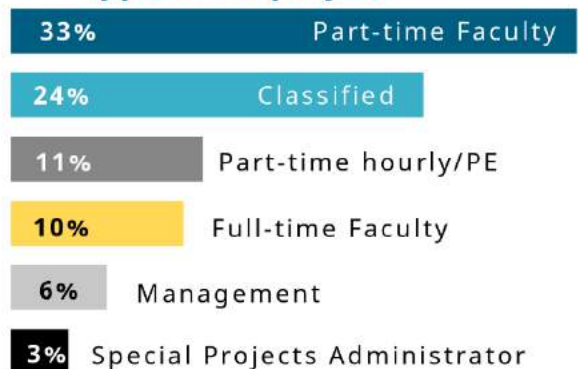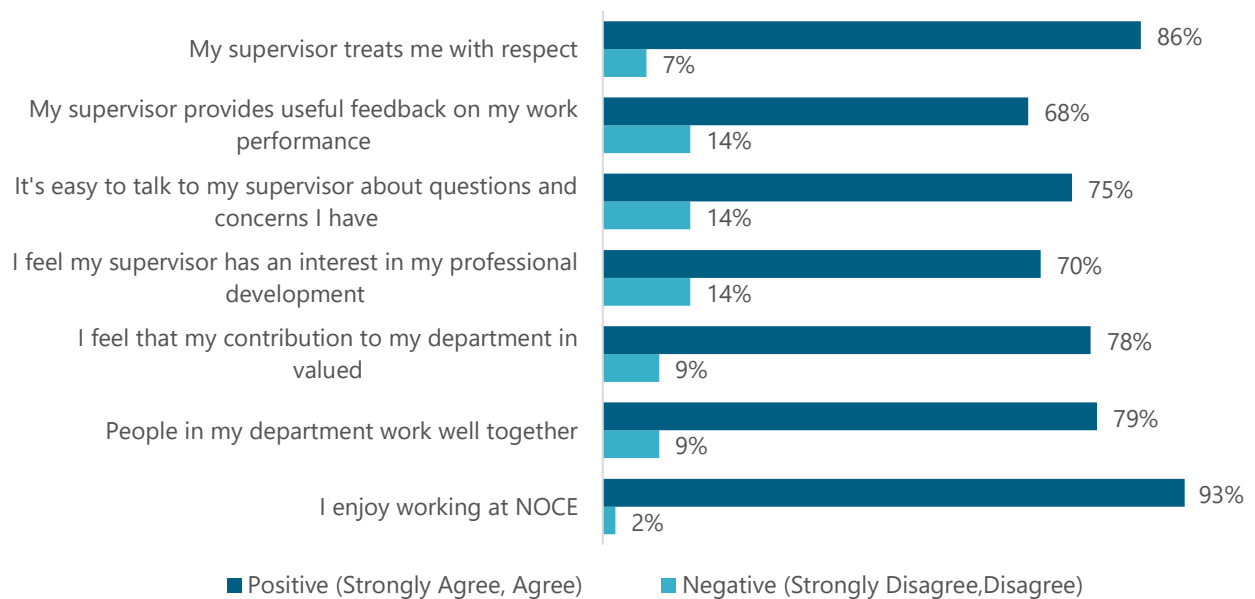

Upon disaggregation of the data, the following themes emerged:

➢ About 8% of classified staff and 9% of faculty *disagreed* with the idea that people in their department work well together, with about 10% classified and 9% of faculty remaining *neutral*.

➢ With regards to professional development, only 65% of classified staff and 73% of faculty *agreed* that their supervisor showed interest. Over one-in-six classified staff members and over one-in-nine faculty members *disagreed* that it is easy to talk to their supervisor about any questions or comments they have.

> ➢ Ten percent (10%) of classified and 7% of faculty responded that their supervisor does not treat them with respect.

The divide between how management views campus and supervisor relationships versus the views of classified staff and faculty are highlighted by the open-ended comments provided by respondents. No managers made comments regarding the state of campus and supervisor relations. However, some classified staff and faculty did provide comments regarding their views on management. They expressed their views on the disconnect between staff and management and voiced concerns regarding the attitudes of their managers and the morale of their team.

"…Losing the ability to be heard by supervisors has decimated the morale of an otherwise motivated staff and has affected the personal touch that our department has been known for."

"Administration would have a better grasp of student's needs if they were to interact more with instructors and the students. The campus often feels like a corporate business more so than an actual teaching institution because of the divide."

However, not all comments regarding the relationships between classified and faculty and their managers were negative. Some expressed great admiration for their supervisor which in turn led to greater collaboration with their colleagues.

"I work in an incredibly supportive environment, and I believe that comes from the top. Our managers are very approachable, and their positive energy sets the tone for a happy and productive work place. My co-workers and I often collaborate with one another in order to better serve our students…"

"[Staff member] really takes our students' voices into consideration and believes their voices should be heard because their opinions are very valuable to our NOCE Institution. They truly have a heart for students!"

Job Satisfaction

Employees were asked about their level of satisfaction with several aspects of their job. The majority of NOCE employees are satisfied with their salary, autonomy and independence, departmental leadership, institutional leadership, support for work/life balance, and overall job responsibilities. However, one in four participants indicated they are not satisfied with prospects for career advancement, and one in five are not satisfied with health benefits. Only 46% of the employees are satisfied with retirement benefits. In addition, there were some statements that high proportions of "missing" responses. More than 20% of the participants did not respond to the health and retirement questions, and 17% did not respond to the teaching/work load question.

Figure 25: Employee Responses to Statements Related to Job Satisfaction

Legend: ■ Satisfied ■ Neutral ■ Somewhat Satisfied ■ Not Satisfied

Statement	Satisfied	Neutral	Somewhat Satisfied	Not Satisfied
Overall Job Responsibilities	81%	10%	7%	
Prospects for Career Advancement	36%	26%	8%	24%
Professional Development Opportunities	61%	18%	10%	10%
Support for Work/Life Balance	67%	14%	8%	7%
Institutional Leadership	73%	12%	7%	
Departmental Leadership	66%	13%	6%	12%
Autonomy and Independence	88%			
Teaching/ Work load	56%	12%	8%	8%
Retirement Benefits	46%	16%	6%	10%
Health Benefits	32%	11%	11%	18%
Salary	69%	8%	10%	7%

Disaggregated themes:

➢ Most constituencies expressed some degree of satisfaction with their salaries; however, about 9% of faculty expressed that they *were not satisfied* with their salary.

➢ Twenty-one percent of classified employees and 26% of faculty did not respond when asked about their level of satisfaction with their retirement benefits. Of

those who did respond to this item, 4% of classified employees and 21% of faculty indicated they were not satisfied with their retirement benefits. These results may largely be due to part-time employees not receiving these benefits at all, thus electing to abstain from rating benefits they do not receive or expressing their dissatisfaction in not receiving benefits.

➤ When asked about their workload, faculty displayed the most satisfaction with 65% of faculty expressing satisfaction versus 52% of classified staff and 50% of management.

➤ A larger proportion of classified and faculty (11% and 10%) marked that they were not satisfied by their departmental leadership compared to the 5% of classified staff and 3% of faculty that expressed dissatisfaction with institutional leadership. This suggests that employee tension may be isolated to departments and their immediate supervisors as opposed to there being an institutional lapse in the view of leadership.

➤ Employees of all types expressed their dissatisfaction with their prospects for career advancement with 21% of classified employees, 27% of faculty, and even 19% of managers indicating that they were not satisfied.

Concerns regarding career advancement options were mentioned by staff:

"Need more opportunities for seasoned, well trained, and successful part-time instructors to become full-time instructors…"

"Should offer more full-time positions."

Of participants who commented on their job satisfaction, most shared that they were satisfied with their job and NOCE:

"I truly enjoying working for NOCE. I am thankful for the students who attend classes here and the wonderful instructors who teach those students."

"It has been a great experience. I teach off-site, but I feel connected to my department. There is a lot of communication, mostly through email. And when I need to go to the office, everyone is always very helpful, supportive, and friendly."

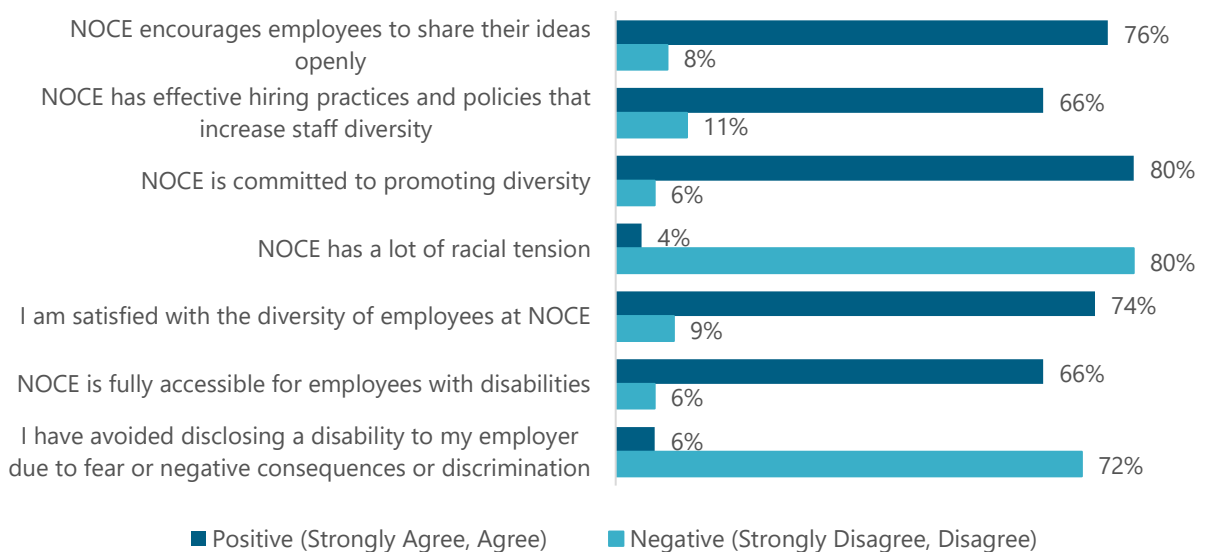Part-time employees shared their concerns in open-ended comments:

> "The NOCCCD needs to prioritize more funding for NOCE part-timers like health benefits and non-instructional activities such as flex hours... they [district] have never asked part-timers to do flex hours or pay part-timers for any departmental meetings. If you want your part-timers to feel included, these policies have got to change. You need to pay part-timers to get involved more."

Institutional Climate and Diversity

Employees were then asked to express their feelings regarding the overall climate of identity and staff diversity at NOCE. Over three-fourths of NOCE employees indicated that NOCE encourages employees to share their ideas openly and that NOCE is committed to promoting diversity. Two-thirds believe NOCE has effective hiring practices and policies that increase staff diversity. While the majority of the NOCE employees do not think NOCE has a lot of racial tension, about 4% do. Two-thirds of employees agree that NOCE is fully accessible for employee with disabilities. Six percent of employees indicated they avoided disclosing a disability to their employer due to fear of negative consequences or discrimination.

Figure 26: Employee Responses to Statements Related to Institutional Climate and Diversity

Statement	Positive (Strongly Agree, Agree)	Negative (Strongly Disagree, Disagree)
NOCE encourages employees to share their ideas openly	76%	8%
NOCE has effective hiring practices and policies that increase staff diversity	66%	11%
NOCE is committed to promoting diversity	80%	6%
NOCE has a lot of racial tension	4%	80%
I am satisfied with the diversity of employees at NOCE	74%	9%
NOCE is fully accessible for employees with disabilities	66%	6%
I have avoided disclosing a disability to my employer due to fear or negative consequences or discrimination	6%	72%

■ Positive (Strongly Agree, Agree) ■ Negative (Strongly Disagree, Disagree)

Disaggregated themes:

> When asked whether NOCE encourages employees to share their ideas openly, 100% of management *agreed*, but 10% of classified and 4% of faculty *disagreed*, and another 14% of classified and 16% of faculty felt *neutral* about this.

> Compared to 6% of classified and 6% of management, more faculty (13%) *disagreed* that NOCE has effective hiring practices and policies that increase staff diversity.

> When asked about whether NOCE has a lot of racial tension, 19% of the management remained *neutral*; however, 5% of faculty *agreed* that NOCE has a lot of racial tension.

> A quarter of the management felt *neutral* about the diversity of employees at NOCE, but 12% of faculty are *not satisfied* with the diversity of employees at NOCE.

Faculty and classified provided some open-ended comments reflecting on institutional climate, diversity, and hiring practices:
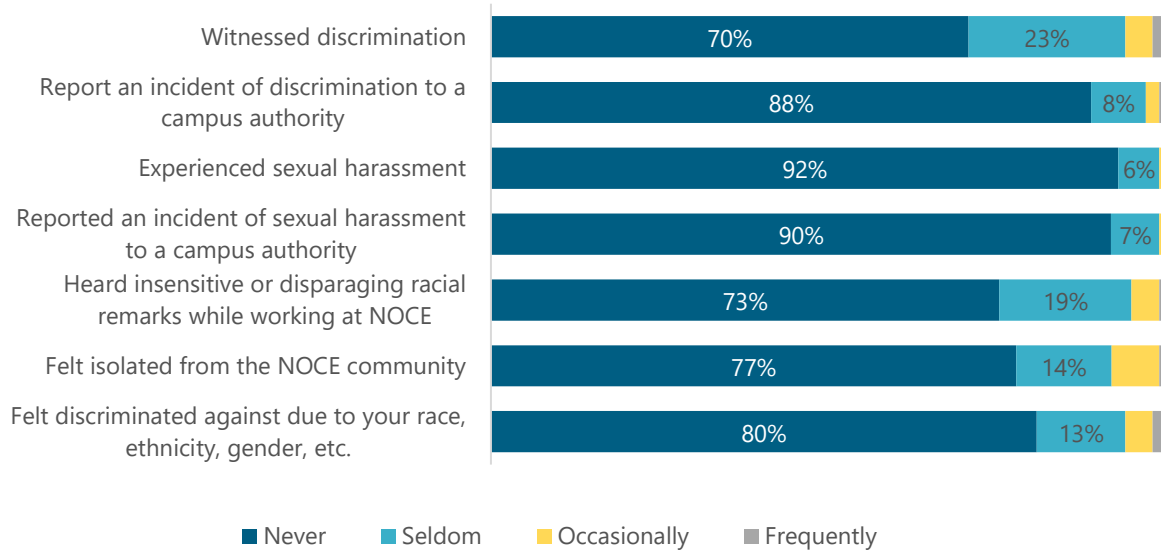
"Diversity within employment will help bring in a diverse population of students. Students want to relate to faculty and administration."

"I heard some students talking about the unfair treatment that unfolds in the day time due to the lack of communication and service. I believe that we all need to strive to find ways that promote learning and equality."

NOCE employees were also asked how often they experienced certain issues while at NOCE. Less than 2% indicated they frequently witnessed discrimination or felt discriminated against. Over 70% indicated they never experienced any of the listed concerns. Nearly one-fourth of the employees indicated they seldom witnessed discrimination. Approximately 7% expressed they occasionally felt isolated from the NOCE community.

Figure 27: Employee Responses to Statements Related to Institutional Climate and Diversity

Statement	Never	Seldom	Occasionally	Frequently
Witnessed discrimination	70%	23%		
Report an incident of discrimination to a campus authority	88%	8%		
Experienced sexual harassment	92%	6%		
Reported an incident of sexual harassment to a campus authority	90%	7%		
Heard insensitive or disparaging racial remarks while working at NOCE	73%	19%		
Felt isolated from the NOCE community	77%	14%		
Felt discriminated against due to your race, ethnicity, gender, etc.	80%	13%		

■ Never   ■ Seldom   ■ Occasionally   ■ Frequently

Disaggregated themes:

➢ Nearly 10% of classified indicated they *seldom* experienced sexual harassment, which was much lower for faculty and management.

➢ Half of management indicated they *seldom* and *occasionally* heard insensitive or disparaging racial remarks while working at NOCE versus 22% of classified and 16% of faculty.

➢ Nearly 3% of faculty frequently feel isolated from the NOCE community, while none of classified or management indicated feeling frequent isolation.

Some of the employees shared their opinions about discrimination and exclusion at NOCE:

> "All these buzz words about inclusion and acceptance ring hollow to part-timers for they are the only ones NOT paid to attend things like the opening day in September and the June Student Success Event..."

Decision Making/Governance

The survey asked NOCE employees to share their views on the institutional leadership and practices at NOCE. The majority of NOCE employees understand NOCE's mission, vision, and goals (88%), understand how their work contributes to the mission, vision,

and goals of NOCE (88%), and are satisfied that decisions made at NOCE align with NOCE's mission, vision, and goals (83%). Three-fourths of the employees have confidence in the effectiveness of the leadership at NOCE. Two-thirds of the employees are satisfied with the opportunity to participate meaningfully in shared governance at NOCE, the opportunities to participate in institutional committees, that constituent groups at NOCE work collaboratively toward achieving NOCE's goals, and that faculty, administration and staff are meaningfully involved in institutional planning. Nearly 8% are not satisfied with the opportunity to participate meaningfully in shared governance at NOCE. Only 61% of the employees indicated they were satisfied that employee feedback is used to inform important decisions made at NOCE.

Figure 28: Employee Responses to Statements Related to Decision Making/Governance
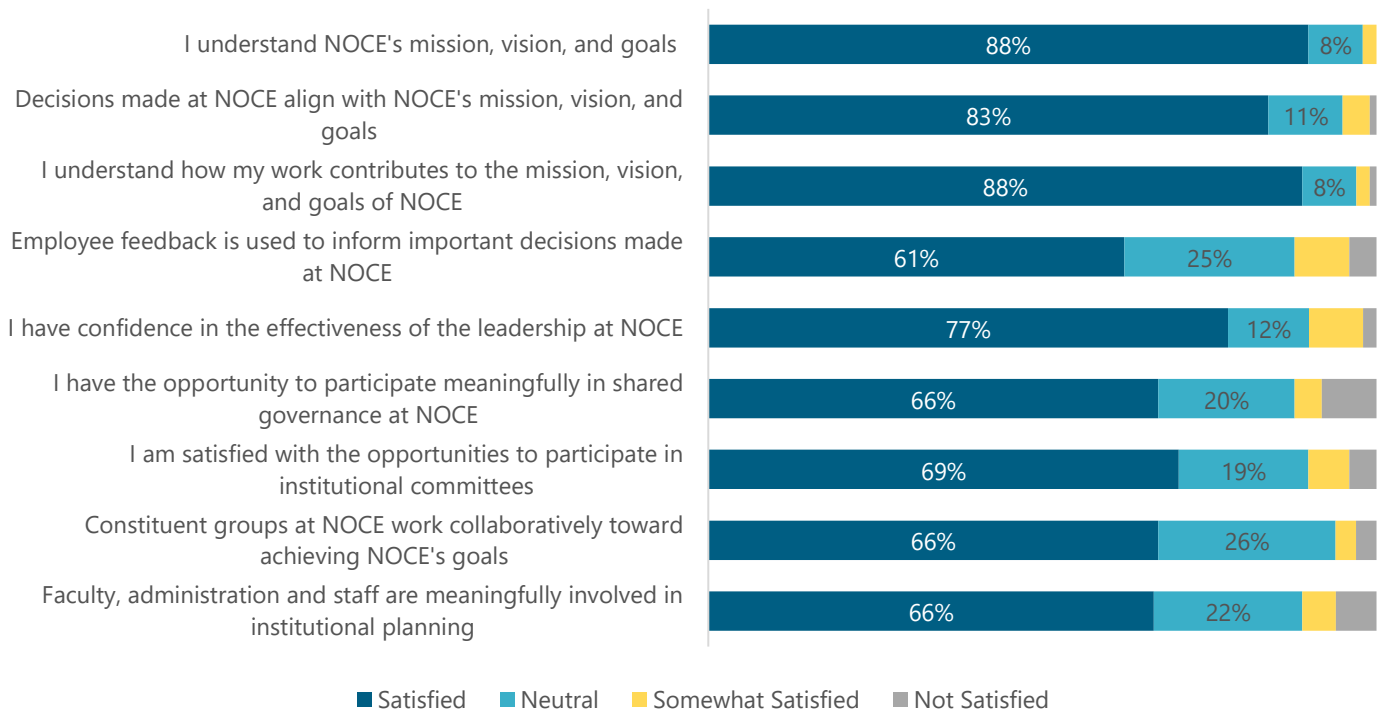
Disaggregated themes:

➢ When asked whether employee feedback is used to inform important decisions made at NOCE, 6% of classified indicated they are *not satisfied* compared to 1% of faculty and none of the management.

➢ Nearly 10% of classified and 5% of faculty expressed they are *not satisfied* with having the opportunity to participate meaningfully in shared governance at

37

NOCE. In comparison, all managers marked either being *satisfied, somewhat or very satisfied* with their opportunity. Given the nature of the management positions and the involvement of administrators in various committees, it is understandable that management employees would be satisfied with the opportunities to participate compared to the classified or faculty.

➤ When broken down by campus location, 11% of employees at the Wilshire Center indicated they are *not satisfied* with having the opportunity to participate meaningfully in shared governance at NOCE compared to 8% at Anaheim Campus and none at Cypress Center.

➤ Over a quarter of classified remained *neutral* when asked if faculty, administration and staff are meaningfully involved in institutional planning.

Faculty and classified staff shared their opinion about leadership at NOCE:

"I have worked at the three campuses and I have noticed that each campus runs differently, different policies. To me this has been confusing. I've even had students mention to me that they have noticed this as well. I would like to see all three campuses follow the same policies and procedures in all the departments."

"… I think leadership needs to be held accountable for their work, attendance, and their speech. I love NOCE and the people that work here. I just feel that there needs to be a refreshing of how managers lead…"

NOCE's Priorities

Staff were asked to rank (1-7) a list of statements in terms of how important they believed each item is at NOCE. Almost half (45%) of respondents chose meeting the academic and/or career needs of students as NOCE's top priority. Table 1 provides a list of the statements that were most frequently chosen as top priority. The top two statements employees felt NOCE prioritizes are around serving the educational needs of students, while the last relates to recruiting students of underrepresented groups.

Table 1: Top Three Priority Statements Rated by Employees

Statement	% of employees who felt this statement was NOCE's highest priority
Meeting the academic and/or career needs of students	**45%**
Prepare students to pursue their education/career goals after NOCE	**20%**
Recruit Students from underrepresented groups	**15%**

Table 2 lists the statements that received the highest proportions of the last ranking (7th). The statement develop leadership abilities among students, was chosen by the most (32%) as the last priority for NOCE by employees.
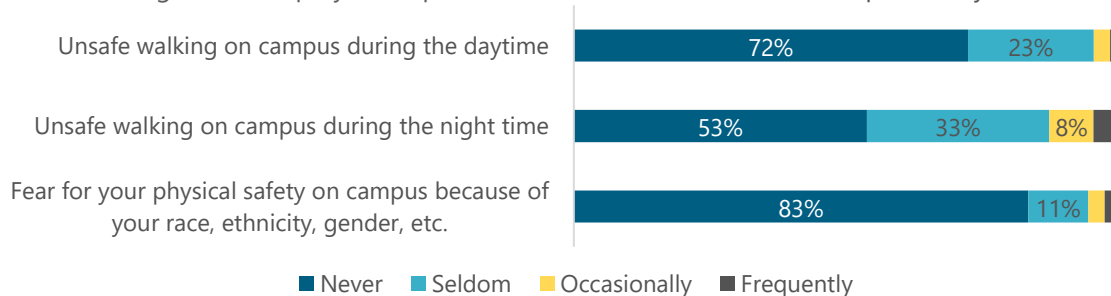
Table 2: Bottom Three Priority Statements Rated by Employees

| Statement	% of employees who felt this statement was NOCE's lowest priority
Develop leadership abilities among students	**32%**
Develop an appreciation for diversity and equity-mindedness	**19%**
Recruit students from underrepresented groups	**17%**

Campus Safety

Questions were also asked regarding employee concerns over safety issues on campus. Most of the items on campus safety revolved around campus matters such as location of emergency phones or feeling unsafe at campus. Over 80% of employees indicated never fearing for their physical safety on campus. In regard to feeling safe while walking on campus, staff did indicate feeling a bit safer during the daytime versus the night time.

Figure 29: Employee Responses to Statements Related to Campus Safety

Statement	Never	Seldom	Occasionally	Frequently
Unsafe walking on campus during the daytime	72%	23%		
Unsafe walking on campus during the night time	53%	33%	8%	
Fear for your physical safety on campus because of your race, ethnicity, gender, etc.	83%	11%		

■ Never ■ Seldom ■ Occasionally ■ Frequently

39

Over 80% of employees feel that NOCE administrators take reporting seriously, and 76% agree that NOCE does a good job at informing employees about safety issues. However, 7% disagree with these two statements.

Figure 30: Employee Responses to Statements Related to Campus Safety
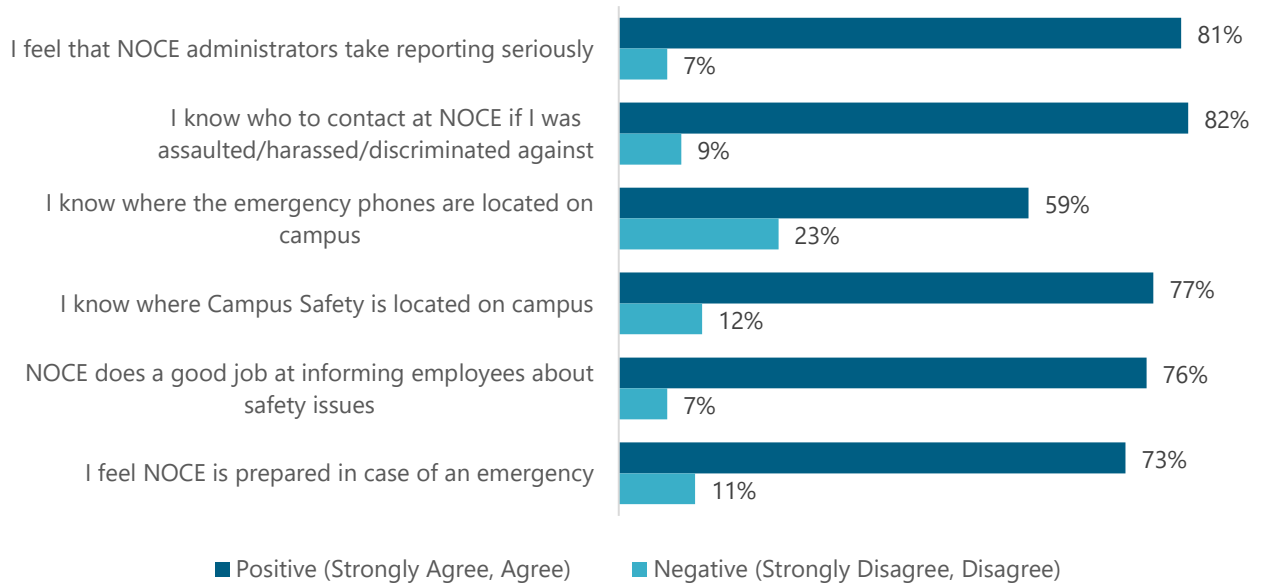
Disaggregated themes:

➢ While 6% of classified and 8% of faculty expressed *disagreement* with NOCE administrators taking reporting seriously, none of the management indicated disagreement.

➢ Eleven percent (11%) of employees working at the Wilshire Center expressed their *disagreement* with NOCE administrators taking reporting seriously, which is higher than 6% at Anaheim and none at Cypress.

➢ Nearly 14% of classified *disagreed* that NOCE does a good job at informing employees about safety issues, but only 4% of faculty and none of management *disagreed*. This is reflected in the previous sections as well where the opinions of managers differ from classified staff and faculty.

40

The comments below from NOCE employees speak to the need to create better measures regarding how to handle emergency situations and reporting incidents:
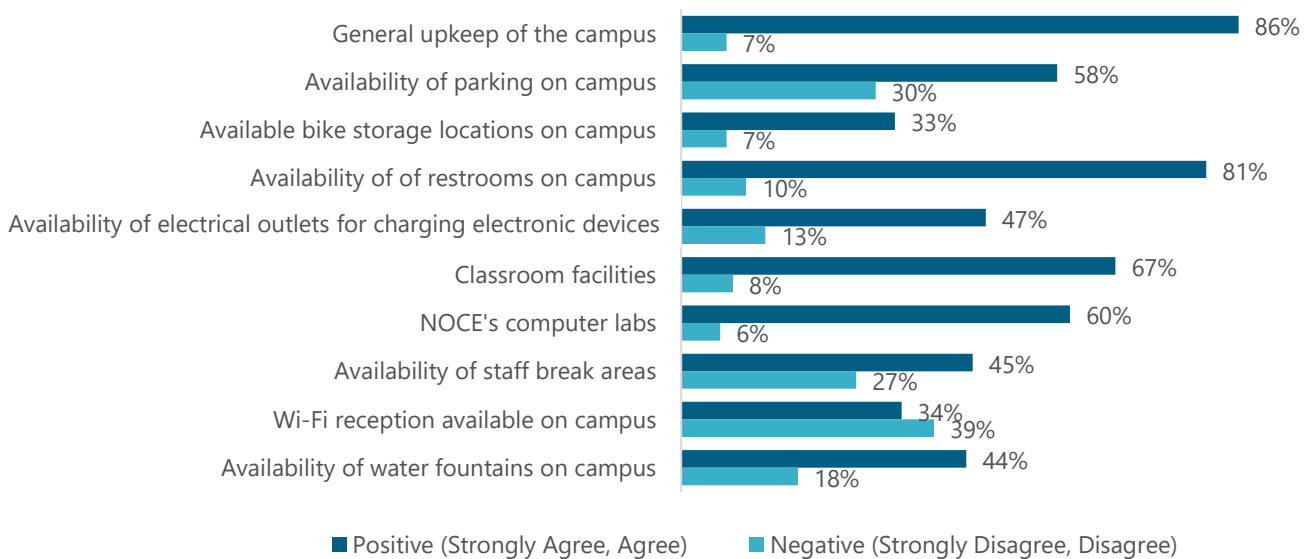
> "I have noticed the lack of communicating to staff/students/faculty/administration of the importance of reporting accidents. Even the smallest of accidents should be reported. Having a short form for reporting would be useful. Communication from supervisors would be an indication of the importance of such reporting/communication. Reporting such incidents would be feedback to the institution as to the areas that may need more focus. An environment of safety is important in the work place."
>
> "A better communication on procedures when handling certain emergency issues more promptly and have all staff in alignment with protocol…"

Physical Environment

Employees were asked to indicate their level of agreement with statements related to the physical environment of NOCE. Some of the topics covered in this section included general upkeep of campuses and availability of wi-fi, restrooms, parking, and other facilities. Eighty-four percent (84%) *agreed* they were satisfied with the campus general upkeep. The two statements with the least proportion of agreement were related to the availability of bike-storage and wi-fi reception. In addition, less than half of participants agreed that they were satisfied with the availability of staff break areas and electrical outlets.

Figure 31: Employee Responses to Statements Related to Physical Environment
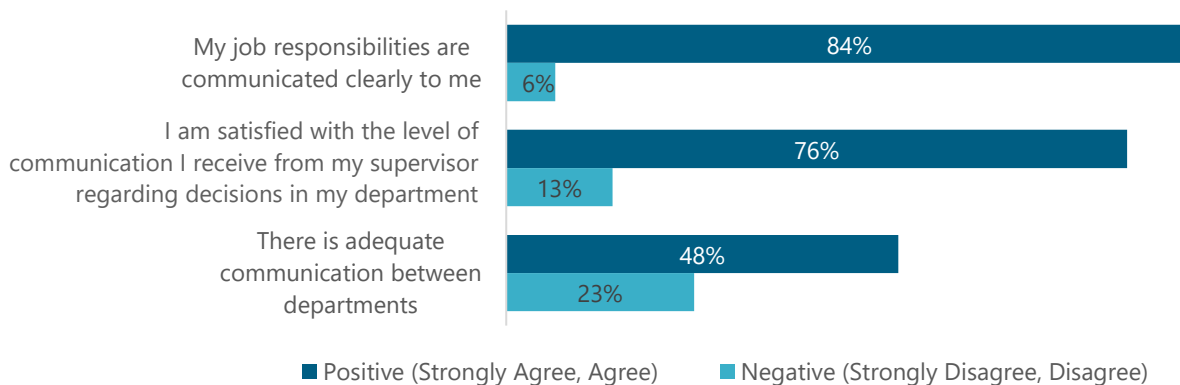

Statement	Positive (Strongly Agree, Agree)	Negative (Strongly Disagree, Disagree)
General upkeep of the campus	86%	7%
Availability of parking on campus	58%	30%
Available bike storage locations on campus	33%	7%
Availability of of restrooms on campus	81%	10%
Availability of electrical outlets for charging electronic devices	47%	13%
Classroom facilities	67%	8%
NOCE's computer labs	60%	6%
Availability of staff break areas	45%	27%
Wi-Fi reception available on campus	34%	39%
Availability of water fountains on campus	44%	18%

■ Positive (Strongly Agree, Agree)　■ Negative (Strongly Disagree, Disagree)

Disaggregated Themes:

➢ Staff at the Cypress Center had the highest proportion (95%) of *agreement* with the statement related to being satisfied with the availability of parking on campus. This was not the case for staff at Wilshire, where over three-quarters (76%) said they *disagreed* with this statement.

➢ Employees at both Anaheim and Cypress had higher proportions (39% and 42% respectively) of *disagreement* to the statement related to the availability of staff break areas compared to Wilshire (13%).

➢ Among those employees that currently worked in academic instruction (LEAP, ESL, DSS, CTE, or HS/GED), those located at the Anaheim Center had the highest proportion (17%) of *disagreement* with the statement related to being satisfied with the classroom facilities. Off-site employees had the second highest proportion (11%) of *disagreement,* followed by Wilshire Center (9%), then Cypress Center (7%).

Communications

Employees were asked three questions regarding communication, both intradepartmental and interdepartmental. A majority (84%) of the employees agreed that their job responsibilities are communicated clearly to them. While, over three-fourths of the employees agreed that they are satisfied with the level of communication they receive from their supervisor regarding events/decisions in their department/program, about 13% disagreed. Less than half of the employees agreed that there is adequate communication between departments; a quarter disagreed, and another quarter remained neutral.

Figure 32: Employee Responses to Statements Related to Communications

My job responsibilities are communicated clearly to me — Positive: 84%, Negative: 6%

I am satisfied with the level of communication I receive from my supervisor regarding decisions in my department — Positive: 76%, Negative: 13%

There is adequate communication between departments — Positive: 48%, Negative: 23%

■ Positive (Strongly Agree, Agree)   ■ Negative (Strongly Disagree, Disagree)

Disaggregated Themes:

➢ Eight percent (8%) of classified and 7% faculty *disagreed* that their job responsibilities are communicated clearly to them, while none of the management expressed disagreement.

➢ A similar proportion, 12%, of classified, faculty, and management *disagreed* they are satisfied with the level of communication they receive from their supervisor regarding events/decisions in their department/program.

➢ There was also a consensus among the employees, *disagreeing* that there is adequate communication between departments as 22% of classified, 20% of faculty, and 31% of management disagreed.

The lack of communication between programs was a shared concern across employees, which also appeared frequently in the employee comments:

> "Communication between departments is still in need of improvement. There are events the overall NOCE campus may not be aware of until right before the event happens. A communication system to inform other departments of upcoming events which are not yet advertised would be helpful for us all and also for AEBG staff."

> "It seems to me that communication is the biggest problem in my department. There are not enough department meetings and part time faculty are rarely asked for feedback about departmental decisions. Given that adjuncts represent 97 to 98% of the faculty in my department, it seems a little short sighted to discount what we observe in our classrooms."

Participants were asked what the best method was for the school to share information with them regarding leadership opportunities, job openings, events, etc. They were asked to choose their top three. Over a quarter (27.2%) solely mentioned E-mail as their preferred way of communication. Several (6%) staff members identified E-mail, NOCE website and Get Connected: Employee newsletter (online) as their top 3 preferred methods of communication. E-mail, NOCE website and Information shared by employer were the second most common top 3 combination.

Table 3: Top Three Preferred Methods of Communication Ranked by Employees

Preferred Methods	% of employees who chose top 3 methods of communication
E-mail	27%
E-mail, NOCE website, Get Connected: Employee newsletter (Online)	6%
E-mail, NOCE website, Information shared by employer	6%
E-mail, NOCE website, Fliers/brochures on campus	5%
E-mail, NOCE website, Posters on campus	5%

As seen above in Table 3, E-mail and NOCE website were consistently chosen by NOCE staff as the top 2 ways to communicate with them. The third preference varies, but the theme is consistent with providing a form of communication that is disseminated on campus.

What have we learned?

- Overall, NOCE employees had **positive feedback** about the existing climate at NOCE.

- NOCE staff expressed a significant **need in better communication** throughout the institution, both between and among departments.

- The views of departmental leadership seem to align overall, whereas the staff and faculty seem to express **pockets of displeasure**.

- The majority of employees feel **confident in the goals of the institution** and the direction in which NOCE is headed.

- **Personal benefits** and opportunities for **career advancement** were two areas where NOCE employees felt **needed improvement**.

- Few employees see institutional problems, and employee **satisfaction in NOCE is generally high**.

Through the Employee Campus Climate Survey, NOCE has been able to glean insight into the thoughts of employees regarding the landscape of NOCE. While this survey provides useful information, it does tell the whole story. Initial distribution was primarily done through the staff directory, but not all staff was included in the directory. Furthermore, despite the Wilshire Center's small size, many of the respondents are from the Wilshire Center, likely due to the Office of Institutional Research and Planning's proximity to Wilshire. In the future, NOCE hopes to see greater representation and participation in the Employee Campus Climate Survey to gather even more feedback, thus helping to better serve its employees.

Employee Campus Climate Results

Overall, NOCE employees had **positive feedback** about the existing climate at NOCE!

Campus and Supervisor Relationships

93% AGREE
I enjoy working at NOCE

1 in 7
Felt their supervisor **did not** have an interest in their professional development

18% Faculty
12% Classified
Felt it was difficult to talk to their supervisor

Institutional Climate & Diversity

76% AGREE
NOCE encourages employees to share their ideas openly

Job Satisfaction

1 in 4
indicated they are not satisfied with prospects of career advancement.

"Need more opportunities for seasoned, well trained, and successful part-time instructors to become full-time instructors..."

NOCE Priorities

Top 3 rated by staff

1 Meeting the academic and/or career needs of students

2 Prepare students to pursue their education/career goals after NOCE

3 Recruit students from underrepresented groups

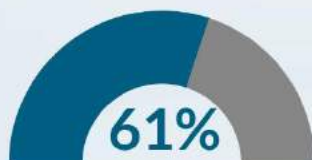## Physical Environment

39%
felt there needed to be better wi-fi reception

Communications

48%
felt there needed to be better communication between departments
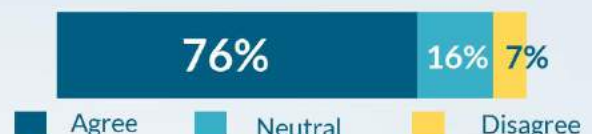
Decision Making/Governance

61%
are satisfied with the amount of employee feedback used for NOCE decision making.

Campus Safety

NOCE does a good job at informing employees about safety issues

Agree	Neutral	Disagree
76%	16%	7%

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APPENDIX

NOCE STUDENT CAMPUS SURVEY

TABLE 1: CONTACT WITH NOCE STAFF MEMBERS

Think about your experiences with NOCE staff members that you have interacted with while attending NOCE		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Staff members encourage me to learn	n	1	5	27	210	277	8	528
	%	0.2%	0.9%	5.1%	39.8%	52.5%	1.5%	100.0%
I feel NOCE staff members do not have an interest in my academic development	n	170	179	77	52	35	15	528
	%	32.2%	33.9%	14.6%	9.8%	6.6%	2.8%	100.0%
It's easy to talk to a NOCE staff member about questions and concerns I have	n	6	9	65	255	294	18	647
	%	0.9%	1.4%	10.0%	39.4%	45.4%	2.8%	100.0%
Staff members treat students fairly	n	2	5	40	234	228	19	528
	%	0.4%	0.9%	7.6%	44.3%	43.2%	3.6%	100.0%
Staff members have provided helpful feedback to me	n	4	3	51	216	238	16	528
	%	0.8%	0.6%	9.7%	40.9%	45.1%	3.0%	100.0%
I feel that my contribution in class is valued	n	2	5	59	235	213	14	528
	%	0.4%	0.9%	11.2%	44.5%	40.3%	2.7%	100.0%
I am satisfied with the diversity of NOCE's staff members	n	1	3	55	200	254	15	528
	%	0.2%	0.6%	10.4%	37.9%	48.1%	2.8%	100.0%
At least one staff member/instructor knows my name	n	5	23	72	186	228	14	528
	%	0.9%	4.4%	13.6%	35.2%	43.2%	2.7%	100.0%

TABLE 2: STUDENT SUPPORT SERVICES

Think about help for students offered at NOCE		N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
I know where to help at NOCE for my education/ career needs	n	6	4	25	81	264	247	20	647
	%	0.9%	0.60	3.9%	12.5%	40.8%	38.2%	3.1%	100.0%
I am satisfied with NOCE's career services	n	0	2	17	94	206	190	19	528
	%	0.0%	0.4%	3.2%	17.8%	39.0%	36.0%	3.6%	100.0%
I am satisfied with NOCE's academic advising (guide and support for you to complete your educational goals)	n	0	3	16	82	193	217	17	528
	%	0.0%	0.6%	3.0%	15.5%	36.6%	41.1%	3.2%	100.0%
I am satisfied with NOCE's orientation for new students	n	0	6	17	100	197	191	17	528
	%	0.0%	1.1%	3.2%	18.9%	37.3%	36.2%	3.2%	100.0%
I am satisfied with the amount of support NOCE has provided me as student	n	0	2	13	74	214	209	16	528
	%	0.0%	0.4%	2.5%	14.0%	40.5%	39.6%	3.0%	100.0%

TABLE 3: QUALITY EDUCATION

Think about the type of education you have received at NOCE		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
My NOCE courses are preparing me to reach my education/career goals	n	4	7	48	222	229	18	528
	%	0.8%	1.3%	9.1%	42.0%	43.4%	3.4%	100.0%
Overall, I am satisfied with my school experience here at NOCE	n	2	11	42	270	300	22	647
	%	0.3%	1.7%	6.5%	41.7%	46.4%	3.4%	100.0%
If asked, I would tell others to come to NOCE for school	n	1	2	37	178	291	19	528
	%	0.2%	0.4%	7.0%	33.7%	55.1%	3.6%	100.0%

TABLE 4: EXTERNAL FACTORS

Think about things that you have impacted you as a NOCE student that is outside of school.		Never	Once in a While	Sometimes	A lot	Missing	Total
Missed class due to personal/family responsibilities	n	208	301	88	29	21	647
	%	32.1%	46.5%	13.6%	4.5%	3.2%	100.0%
Missed class due to a job	n	333	113	41	10	31	528
	%	63.1%	21.4%	7.8%	1.9%	5.9%	100.0%
Felt your family has supported you to succeed	n	95	75	70	234	54	528
	%	18.0%	14.2%	13.3%	44.3%	10.2%	100.0%
Had a tough time getting/commuting to school	n	272	144	53	21	38	528
	%	51.5%	27.3%	10.0%	4.0%	7.2%	100.0%
Had financial concerns about your ability to continue your education at NOCE	n	301	98	50	36	43	528
	%	57.0%	18.6%	9.5%	6.8%	8.1%	100.0%

TABLE 5: INSTITUTIONAL CLIMATE

Think about the type of school you think NOCE is and how it makes you feel as a student		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
NOCE encourages students to share their ideas openly	n	2	2	74	232	192	26	528
	%	0.4%	0.4%	14.0%	43.9%	36.4%	4.9%	100.0%
NOCE is committed to promoting diversity	n	1	6	56	214	210	41	528
	%	0.2%	1.1%	10.6%	40.5%	39.8%	7.8%	100.0%
NOCE has a lot of racial tension	n	152	181	81	53	25	36	528
	%	28.8%	34.3%	15.3%	10.0%	4.7%	6.8%	100.0%
I am satisfied with the diversity of the NOCE student body	n	0	7	73	224	187	37	528
	%	0.0%	1.3%	13.8%	42.4%	35.4%	7.0%	100.0%
NOCE is fully accessible to individuals with disabilities	n	3	7	103	246	241	47	647
	%	0.5%	1.1%	15.9%	38.0%	37.2%	7.3%	100.0%
I have avoid disclosing a disability to my instructor due to fear of negative consequences or discrimination	n	157	156	116	93	52	73	647
	%	24.3%	24.1%	17.9%	14.4%	8.0%	11.3%	100.0%

TABLE 6: INSTITUTIONAL CLIMATE (Cont.)

How often at NOCE have you		Never	Once in a While	Sometimes	A lot	Missing	Total
Witnessed discrimination	n	450	25	10	5	38	528
	%	85.2%	4.7%	1.9%	0.9%	7.2%	100.0%
Reported an incident of discrimination to a campus authority	n	457	24	5	1	41	528
	%	86.6%	4.5%	0.9%	0.2%	7.8%	100.0%
Experienced sexual Harassment	n	472	21	5	2	28	528
	%	89.4%	4.0%	0.9%	0.4%	5.3%	100.0%
Reported an incident of discrimination to a campus authority	n	470	20	4	1	33	528
	%	89.0%	3.8%	0.8%	0.2%	6.3%	100.0%
Heard inappropriate real remarks while attending NOCE	n	453	30	9	0	36	528
	%	*85.8%*	*5.7%*	*1.7%*	*0.0%*	*6.8%*	*100.0%*
Felt isolated from the NOCE community	n	496	77	26	11	37	647
	%	76.7%	11.9%	4.0%	1.7%	5.7%	100.0%
Felt that students are asked for their ideas when important decisions are being made at NOCE	n	267	109	62	33	57	528
	%	50.6%	20.6%	11.7%	6.3%	*10.8%*	100.0%
Felt discriminated against due to your race, ethnicity, gender, gender identity, sexual orientation age, disability, religion, and/or socio-economic class	n	444	37	12	3	32	528
	%	84.1%	7.0%	2.3%	0.6%	6.1%	100.0%

TABLE 7: CAMPUS SAFETY

Think about how you feel when on the NOCE campus you attend the most		Never	Once in a While	Sometimes	A lot	Missing	Total
Felt unsafe waking on campus during the daytime	n	465	30	6	4	23	528
	%	88.1%	5.7%	1.1%	0.8%	4.4%	100.0%
Felt unsafe walking on campus during the night time	n	393	66	19	8	42	528
	%	74.4%	12.5%	3.6%	1.5%	8.0%	100.0%
Feared for your physical safety on campus because of your race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion, and/or socio-economic class	n	555	37	15	5	35	647
	%	85.8%	5.7%	2.3%	0.8%	5.4%	100.0%

TABLE 8: CAMPUS SAFETY (Cont.)

How much agree with the following statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
I feel NOCE administrators take reporting seriously	n	4	13	90	201	176	44	528
	%	0.8%	2.5%	17.0%	38.1%	33.3%	8.3%	100.0%
I know who to contact at NOCE If I was assaulted/ harassed/ discriminated against	n	15	62	84	175	145	47	528
	%	2.8%	11.7%	15.9%	33.1%	27.5%	8.9%	100.00%
I know where the emergency phones are located on campus	n	41	89	91	153	115	39	528
	%	7.8%	16.9%	17.2%	29.0%	21.8%	7.4%	100.0%
I know where Campus Safety is located on campus	n	45	95	102	192	170	43	647
	%	7.0%	14.7%	15.8%	29.7%	26.3%	6.6%	100.00%
NOCE does a good job at informing students about safety issues	n	6	47	87	198	151	39	528
	%	1.1%	8.9%	16.5%	37.5%	28.6%	7.4%	100.0%
I feel NOCE is prepared in case of an emergency	n	8	19	119	201	145	36	528
	%	1.5%	3.6%	22.5%	38.1%	27.5%	6.8%	100.0%

TABLE 9: NOCE PHYSICAL ENVIRONMENT

Think about the physical environment of the NOCE campus you mostly attend. How satisfied are you with...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing	Total
How the campus looks	n	80	113	52	183	185	34	647
	%	12.4%	17.5%	8.0%	28.3%	28.6%	5.3%	100.0%
The availability of parking on campus	n	92	118	84	115	86	33	528
	%	17.4%	22.3%	15.9%	21.8%	16.3%	6.3%	100.0%
The available bike storage locations on campus	n	55	69	189	84	79	52	528
	%	10.4%	13.1%	35.8%	15.9%	15.0%	9.8%	100.0%
The availability of restrooms on the campus	n	78	99	44	143	135	29	528
	%	14.8%	18.8%	8.3%	27.1%	25.6%	5.5%	100.0%
The availability of the electrical outlets for charging electronics devices on campus	n	57	90	119	113	108	41	528
	%	10.8%	17.0%	22.5%	21.4%	20.5%	7.8%	100.0%
The availability of study areas on campus	n	66	103	73	123	123	40	528
	%	12.5%	19.5%	13.8%	23.3%	23.3%	7.6%	100.0%

The classroom facilities on campus	n	76	110	62	178	180	41	647
	%	11.7%	17.0%	9.6%	27.5%	27.8%	6.3%	100.0%
NOCE's computer labs	n	72	103	55	120	137	41	528
	%	13.6%	19.5%	10.4%	22.7%	25.9%	7.8%	100.0%
The availability of books and study resources available to me	n	57	109	78	111	135	38	528
	%	10.8%	20.6%	14.8%	21.0%	25.6%	7.2%	100.0%
The availability of outdoor gathering areas on campus	n	64	91	92	133	103	45	528
	%	12.1%	17.2%	17.4%	25.2%	19.5%	8.5%	100.0%
The Wi-Fi reception available on campus	n	82	89	122	86	100	49	528
	%	15.5%	16.9%	23.1%	16.3%	18.9%	9.3%	100.0%
The availability of water fountains on campus	n	63	89	112	122	103	39	528
	%	11.9%	16.9%	21.2%	23.1%	19.5%	7.4%	100.0%

TABLE 11: STUDENT MEDIA PREFERENCES

Where do you get information about educational program/options?	N	%
Brochure/flier on campus	125	9.2%
Class schedule in community	112	8.2%
Class schedule mailed to home	194	14.3%
Community meeting/Event	30	2.2%
E-mail	123	9.0%
Friend/family member	152	11.2%
Internet Search	278	20.4%
Mobile Device Ad	31	2.3%
Newspaper article or ad	61	4.5%
NOCE Staff member	120	8.8%
Other	22	1.6%
Postcard mailed to home	37	2.7%
Radio ad	6	.4%
Social Media	53	3.9%
TV Ad	17	1.2%
Total	1361	100.0%

TABLE 12: STUDENT MEDIA PREFERENCES (Cont.)

As a current student, what is the best way for the school to share information with you about deadlines, workshops, scholarship or leadership opportunities.	N	%
E-mail	353	25.9%
Fliers/Brochures on campus	119	8.7%
Hallway/campus info table	50	3.7%
Hear it from staff members	68	5.0%
Information shared by staff me	49	3.6%
Newsletter	57	4.2%
NOCE Website	187	13.7%
Other	8	.6%
Posters on campus	106	7.8%
Social Media	66	4.8%
Texting	120	8.8%
Missing	178	13.1%
Total	1,361	100.0%

TABLE 13: STUDENT EQUALITY PHOTO PROJECT

NOCE put up some photos featuring NOCE students across the campus, think about this photo		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing	Total
I noticed the new photos that were placed around campus	n	12	48	112	188	118	50	528
	%	2.3%	9.1%	21.2%	35.6%	22.3%	9.5%	100.0%
When looking at these photos I am encouraged to complete the program I am currently in	n	5	13	125	198	137	50	528
	%	0.9%	2.5%	23.7%	37.5%	25.9%	9.5%	100.0%
When looking at these photos I feel motivated to transition a credit institution	n	5	18	138	179	136	52	528
	%	0.9%	3.4%	26.1%	33.9%	25.8%	9.8%	100.0%

TABLE 14: DEMOGRAPHICS- GENDER

Gender	n	%
Female	405	62.6%
Male	185	28.6%
Transgender	3	0.5%
Gender non-conforming	0	0.0%
Don't want to answer	11	1.7%
Missing	43	6.6%
Total	647	100.0%

TABLE 15: DEMOGRAPHICS- RACE/ETHNICITY

Race/Ethnicity	n	%
American Indian or Alaska native	11	1.7%
Asian	160	24.7%
Black or African American	12	1.9%
Hispanic or Latino	232	35.9%
Middle Eastern	14	2.2%
Native Hawaiian or Pacific Islander	6	0.9%
White	76	11.7%
More than one race	46	0.071
Other	9	1.4%
Don't want to answer	32	4.9%
Missing	49	7.6%
Total	647	100.0%

TABLE 16: DEMOGRAPHICS-AGE

Age	n	%
18-24	154	23.8%
25-34	143	22.1%
35-44	138	21.3%
45-54	90	13.9%
55 and older	53	8.2%
Don't want to answer	24	3.7%
Missing	45	7.0%
Total	647	100.0%

TABLE 17: DEMOGRAPHICS- INCOME

Income	n	%
Less than 10K	57	8.8%
11K- 20K	71	11.0%
21K- 40K	86	13.3%
41K- 60K	46	7.1%
61K- 80K	24	3.7%
81K- 100K	18	2.8%
101K or more	17	2.6%
Don't want to answer	49	0.076
I don't know	100	0.15%
Missing	179	27.7%
Total	647	100.0%

TABLE 18: DEMOGRAPHICS- LANGUAGE SPOKE AT HOME

Language	n	%
English	146	22.6%
Spanish	146	22.6%
Other	165	25.5%
English & Spanish	11	1.7%
Two languages	8	1.2%
Missing	171	26.4%
Total	647	100.0%

Other languages included: Arabic, Farsi, Chinese, Hindi, Indonesian, Italian, Japanese, Korean, Mandarin, Taiwanese, Pashto, Portuguese, Russian, Sinhalese, German, Tagalog, Thai, and Vietnamese.

TABLE 19: DEMOGRAPHICS- YEARS AT NOCE

Time at NOCE	n	%
Less than 1 year	225	42.6%
1-2 years	142	26.9%
3-4 years	79	15.0%
5 or more years	11	4.0%
I don't know	13	2.5%
Missing	49	9.3%
Total	519	100.0%

TABLE 20: DEMOGRAPHICS- HOURS WORKED PER WEEK

Hours Worked	n	%
Not working	224	42.4%
1-9 hours	35	6.6%
10-19 hours	32	6.1%
20-29 hours	49	9.3%
30-39 hours	41	7.8%
40 or more hours	78	14.8%
Don't want to answer	22	4.2%
Missing	47	8.9%
Total	528	100.0%

TABLE 21: DEMOGRAPHICS- HIGHEST LEVEL OF EDUCATION

Education	n	%
Did not finish high school	182	34.5%
High school diploma or GED	30	5.7%
Attended college, but did not finish	70	13.3%
Associate's degree	30	5.7%
Bachelor's degree	94	17.8%
Master's degree or higher	39	7.4%
Don't want to answer	23	4.4%
Unknown	60	11.4%
Total	528	100.0%

TABLE 22: DEMOGRAPHICS- CITIZENSHIP

Citizenship	n	%
US Citizen	215	40.7%
Permanent Resident	137	25.9%
Temporary Resident	25	4.7%
Refugee/Asylee	6	1.1%
M-1 Student Visa	1	0.2%
Other Citizenship Status	13	2.5%
F-1 Student Visa	7	1.3%
Don't want to answer	60	11.4%
Unknown	64	12.1%
Total	528	100.0%

TABLE 23: DEMOGRAPHICS- FIRST GENERATION STATUS

First Generation Status	n	%
Yes	146	27.7%
No	251	47.5%
Don't want to answer	36	6.8%
Don't know	33	6.3%
Unknown	62	11.7%
Total	528	100.0%

TABLE 24: DEMOGRAPHICS- PROGRAM

Program	n	%
2 or more	50	7.7%
Unknown	86	13.3%
CTE	95	14.7%
DK	30	4.6%
DSS	129	19.9%
ESL	194	30.0%
HS	56	8.7%
LEAP	7	1.1%
Total	647	100.0%

TABLE 25: DEMOGRAPHICS- SITE

Site	n	%
Anaheim	212	40.2%
Cypress	102	19.3%
Wilshire	132	25.0%
2 or more	29	5.5%
Unknown	53	10.0%
Total	528	100.0%

TABLE 25: STUDENT OPEN-ENDED RESPONSES

The persons at the front desk of the ESL laboratory should be more kind, explain more to newcomers and don't have that bad attitude sometimes they act like they are mad and don't help enough. They sometimes ignore students who are waiting to be help this happens in the High School lab too.
I am very happy in this Cypress Center for my experiences, because they have good teachers, and can used the computers, from the lab for look up a job.
Intermediate PSF should be on weekends,
Add more food options for the vending machines, please!, also some WIFI for the students would help out with us doing our work
All the staff and instructor are all friendly and very helpful
Art class that I am attending had issues with the HVAC producing very loud!, annoying sounds/ noises distracting our art class. This happened in 2 occasions and was quite annoying. Our Art teacher contact the main office and tried to send maintenance worker to fix the problem. The issue I had was that it happened again the following week. Clearly not fixing the problem. Hopefully this will not happened again.
Chinese counseling
Courses on Saturdays, different schedules to get an appointment for counselors, more information about how to register for a career technical education or take the orientation by email.
CTE test ...the records should be grade immediately to the students, thanks.

Everyone is awesome, show the support with the students all the time. Instructors also give all one help need.
Everything is awesome except the parking lot. These are not many available spaces. I always have to either wake up really early in the morning or come really early in the evening to find a space. Sometimes I find it and its really frustrating when there are no available spaces.
Generally speaking, NOCE ESL program is excellent. More spacious parking spaces are needed.
Great school. Appreciate you all, Thank you!.
Have a security cameras at the parking lot, emergency system signs, and more safety people around. I've only seen one policeman around.
Have more education classes. For example accounting, bookeeping, Thanks.
I am grateful for NOCE and the opportunity to get myself in a program that would help stable my life and set me on a path for a life long career.
I am really enjoying and finding the classes are well taught. However, as it relates to the graphic classes, there are some problems. The classes, especially photo shop need to be at least 3 hours. We barely have enough time to learn an item, but no time to practice with the instructor being able to guide the class. I know there is computer lab time, but without the instructor there, it is not productive. It would be most helpful to have the following. All 3 hour classes.   1. An Intro to Photo Shop Elements   2. Intermediate Photo Shop Elements   3. Advanced Photo Shop Elements   Also their needs to be access to a color printer for the class. You could sell a color printer card just as the black and white one.
I am very happy with your current day, Staff at Wilshire. I am very unhappy and discouraged about the teachers at night. I feel defeated and not vey helped with night staff. So I only go during day time.
I could not get access of WIFI in school ground anywhere. It is vary difficult to find help for WIFI solution.
I feel so grateful to study in this school. I love it . Thank you so much.
i feel there should be math classes for people like myself who struggle with basic math
I got a ticket parking nose out!! in your parking lot. I don't understand what difference close it make how your park $ 34.00. Really need to fix that.
I have good experience at NOCE with everything it provided.
I have had very good instructors - they are not only teachers but have shared their experience in the field (Pharmacy Technician) They showed a lot of interest in me to successfully finish my training. I can avail myself of the skills needed to go on interviews and prepare for employment.
I just want to know who I can contact for counselling about inappropriate behavior discrimination or racism of other students.
I just want to thanks for give me the opportunity to continue my education.
I just would like to add that for next term, there are not all night courses available for people that work during day. It is recommendable that some courses open at different schedules.
I like going to school here. I feel like I have more confidence to finish the program to graduate my course. So thank to NOCE for the opportunity.
I like this school lot, it's so nice here, the campus is so great.
I like to be more classes like tax and accounting or class for make up
I like to they give better accommodations for parking spaces, we been paying for parking permit but it not working, please!! Also the bathrooms are really dirty on Mondays, Thanks.
I love this school. I think everyone here is so kind and willing to help at all time. My only concern is the classes. Some of the classes are not offer at night. its already hard because I worked and is only able to take classes at night. Overall my experience here at NOCE has been a great pleasure and I been spreading how wonderful this place has been to many people.
I love this school. I think everyone here is so kind and willing to help at any time. My may concern is the classes, some of the classes are not offer at night, it is already hard be to be on time. I worked and I'm able to take classes at night. Overall my experience have at NOCE has been at pleasure and I been spreading hours wonderful this place has been to many people
I love to study in NOCE. I feel that your program is very useful and convenient for everyone.

I really enjoy this class, its an opportunity for my kid and me play and sing songs together.

I really enjoying learning again.

I really like NOCE. I am attending Academic Success Classes. They are very helpful, with great teachers. We need more support from the school about programs, advices, information, about our education after ESL classes, College Education, about FASFA, major, schedule, paperwork, registration.

I recommend that there are more classes on Saturdays and higher levels for photoshop class.

I take painting and drawing classes. We would love to be able to control the light source in the classroom with some inexpensive mini blinds. It would make a huge difference in being able to create high-quality serious art. Please consider this. Thank you.

I thank to all teachers in Cypress College.

I think the computer lab has to be accessible for all people, overall we had free courses.

I think we need a coin operated copier in the learning lab. Many students like myself order our books on-line to save money.
It can take up to 5 days to get a book so having a copier available to copy a chapter or questions before our book arrives would be helpful. Getting behind your first week of class is not a good start to being successful in a class.

Many district meetings are held at our Anaheim campus and on those days it would be helpful if those people visiting could park in the designated instructors parking lot behind the Anaheim building or park at the over flow lower level parking area. We as students have paid for a parking sticker and on those days it is frustrating as well as annoying when we cannot find a parking space and we will be leaving the building at 9 - 10 pm when it is the most dangerous on the campus. Most of those meetings end by 7 pm. This is safety prevention matter.

I want a intermediate class in Photoshop elements. I need class at night but specially on Saturdays.

I want to know more information about college.

I was wondering when will the medical assisting program will have internships.

I would like that the campus had more parking lot and WIFI. Everything else is excellent.

I would like to ask if the time-hours for High School can be change it. Many people work during mornings and leave their jobs around 3-4 pm. It would be great to open at 4:00 pm in the afternoons.

I would like to have more Photoshop classes during the week (Monday to Friday) afternoon.

I would like to share :
NOCE is the best place to study and they provide a lot of things for the student to pursue the education. I learn a lot from NOCE
 and make a lot of friends here. The teacher is nice, but some teacher are old, sometimes I was difficult for me to understand them, because they were teaching very slow and unclear. My suggestions are increase the scholarship opportunities like per times per year and provide a lot of classes at WILSHIRE . I wonder why at Anaheim classes has a lot of class than Wilshire ???????????

I would like to the school have more information about the next step when ESL finish and more schedule of class available, for example Saturdays and Fridays.

If it's possible would NOCE be able to continue Saturdays classes since I work full time during weekdays before, it is going to be really difficult to me to enroll myself as a student in NOCE CTE program.

If would be nice the classrooms open at least 5 minutes before class starts

I'm glad to be here and be part of this community. Thank you for all the support you provide! Please bring all the books we need for the courses to the book store! I appreciate!

I'm little concerned with the personal of computer lab, because I went more than 4 times and they close because somebody who needs to cover and care the spot is sick or whatever, and I lose my time, my gas etc. Because I need to make more hours for get my certificate and I drove from Cypress and happens. They don't care and I need to report my hours to my social worker. The institution needs to be more professional and have a person can cover a sick person.

I'm pretty much satisfied with my class and waiting to complete my education.

I'm very satisfied attending school. I'm learning a lot of the language (English) thank you.

Improve Wi-Fi

Instructors are very knowledgeable on the field they are in. Teaching the subjects that makes the student feel comfortable to study and learn. Teachers and staff help each other to see to it that students are getting help in looking for a job.

is very good we give one new change for learn other language thanks so much
It is good experience for me. NOCE provide a good education for every student. They also provide good courses about career related.
It would be nice if the students would be able to use the stair ways to access all levels so their would be a long line in front of the elevator. Their are times where the line is so ling it stops me from going to the class room, and has stop me using the restroom. The elevator line dose get very long right before class starts and during an event.
I've attended Adobe Photoshop for a while and experienced some disadvantage for students to practice and learning are follows: longer teaching lecture in PEIH (3 hrs instead of 2 hrs per session), colored printer, a ward to qualified applicant to receive a free version of PEIH to practice at home/free time.
Love the art classes. HATE the new chairs in art class, Uncomfortable and make painful and noise when people move., DON'T LIKE taking class time that I pay for answer surveys, etc.
Love the school but computer labs needs ergonomic keyboards
Lower cost of classes. $95.00 is too much
Maybe a little more info for new students. Didn't know about Access card required for Keyboarding class or USB drive required for other computer classes. These could be included in brochure.
more academic, more trying out jobs outlook trying out with red cross or trying out job expos trying out food or salad in school bars.
more level specific ESL classes and teacher has commitment to teach students such as communicate when teacher absent.
More time on Saturday classes, more than 2 hours
More trees would make this place look greater
My best experience that I have her in NOCE is where I am able to get help with the tutor at the learning center is make feel satisfied and thankful.
My experience here at NOCE is wonderful. I enjoy coming to school everyday. Staff in the HSD program are AWESOME!
My experience is excellent. I have learning a lot from the classes. I enrolled. Just want to learn more about photography and phot editing. Look forward to be in parenting classes and child development classes. Need more classes on Saturdays. That would be very helpful. Thank you.
My experience so far has been awesome. The MA program would be perfect and complete with an externship program to help the students.
My great experience that I want to share, is when I was doing home work at learning center with the tutor is the one make me satisfied and meet my further knowledge. They're very helpful.
My teacher is the best.
my teacher is the best teacher and she help us a lot of.
No I have been able to find it quite easy to find information though very resources.
No, the only problem I have is cell phone reception. In the HS lab but, it is not a big deal. I am very satisfied with NOCE.
Not ate the moment, my overall experience at this campus is very satisfying. Thank you.
Not enough handicapped parking places. Air conditioning is set too high. All classes are very cold. Computer Labs can close on short notice. Several closures when their hours say they should be open. CTE hours required for Admin. Assist. Computer lab is too many. Learning center hours should also count towards requirement.
ONLY PARKING: i HAVE MY PERMIT PARKING I ALWAYS HAVE A VERY HARD TIME TO FIND A SPOT INSIDE THE CAMUS!
Parking, please attend to that by offering more classes and more tickets booths. Currently only 2 are available. I love the availability of food on Campus a vending machine. Thanks for asking us about thoughts an suggestions, Art classes must have modernized equipment
Parking, we need more parking (free)
Personally, I am limited to classes and schedule time. I wish there was online classes for High School Diploma to be able to do both that and CTE. Maybe consider daycare for single mothers.
Photoshop Elements needs an intermediate class very badly! There is so much more to learn after basic elements. We need colored printer in Elements.

Please have a Microwave Oven in the student center all the time, so we can warm up the food, thank you!
Please! do something about the parking lot.
Please, put WIFI without password. It's complicated to be looking for the password.
Should have more study rooms for students and add trees in the outdoor sitting site in lower level.
Student parking lot is too crowded, I hope can increase. I hope to increase the nurse course.
That they could open more class
The Academic success program classes take too long time. The restrooms need more clean, everyday. WIFI connection doesn't work with me.
The campus is great, the teachers awesome.
The classrooms are too cold. Temperature needs to be adjusted. We always complain how freezing it gets in the classroom.
The ESL classes have many exams
The program Plato for the English modules is horrible, I would rather do book work.
The restroom needs more clean, because it is smells bad.
The restrooms are always dirty and most of the time smells bad. The WIFI is not good sometimes.
The school needs to activate cameras near the restrooms and in the hallways, not just in the main entrance. Security needs to be improve. I personally don't feel safe using the restrooms at campus.
The staff at NOCE is very supportive and try their best to create an environment to best suit every students' learning ability. Also it's great that our teachers are vocal about every opportunity to help us in our classes or for job searching (ex. resume workshops, tutoring).
The Staff doesn't help me to connect WIFI, I want more diverse classes.
This is a wonderful school. I love the opportunity to learn. I only going to add more "parking" please, it takes every time a long time to find one. The rest you are doing an excellent job.
This is my third semester being enrolled with NOCE and we have a new Math teacher who has no idea what we requirements are for our particular area of study. It's almost November and we still have not received a syllabus. Also I wish here was someway to incorporate financial Aid as we do at Cypress instead of paying in full. It's so expensive for one semester of NOCE, and I wish the courses were longer.
This is the first time that I enroll for school since several years.
This program allowed me to go to college after. I completed my Hi-set.
This school is great. I hope we could have a school like NOCE in my home country. The school give me a chance to start a new career in the States.
We just need more classes during the week.
We need bench for taking a break
We need more information about our goals and the steps, We need more class of speaking, because that is the highest problem with us.
We need more parking space for students. There are many staff parking for employees
When I bring my laptop to the school, I can not access to internet.
Why not open a new class for students who are in the waiting list for that subject rather that keep them on the waiting list until the end of the semester then apply again next semester then stay at the waiting list once again.
Wonderful opportunity for students to receive a free education
yes please get WIFI so we may do our work awhile waiting for class
Yes. The lady who scores our test on the HSD/GED pm class is always with a rude face and acts like we''re bothering her when we ask her for certain test, it's very uncomfortable to ask her. Other then that everyone else on the staff is wonderful and kind.
Here is a great school but finish a classes is 3 to get a career job!
If anyone for any medical reason like got hit by the common cold or the flu would it be possible to attend school from home through a website or skype or Facetime.
I would like there to be drawing class
Where the bookstore, getting a bus pass, information on classes, contact the school office.
What a fun survey!
Besides the LGBT scholarships maybe have some LBGT events.

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I been here 5 years on this campus. My experience was great if the campus could be clean and no littering
Mornings I have arm spaces, just stared body spaces, been noticeable here.
The school is awesome and great!
I think this school is great because It help me 3s.
More new chairs in the classroom
More new benches in inside, more new computers in classroom
You need to put more table outside
The teachers are very nice here at school
I like learning more on banking, job skills and self advocacy class because I t makes me learn it the easiest way
Stallions do reading, we do citizenship on Fridays we cook on Thursdays and we go on field trip
I'm going to school during class time, we go to field trip every Monday. I have worked job at consoling office.
The yellow paint that is located on the side walk for wheel chair accessible should be consistent because we really on patterns. The building we walk around has a accident prone walk way that needs to be painted correctly so we know not to go across with the wheel chair because there is a ledge.
Good teachers, They help me a get a job
I love friends, teachers, staff help
I eventually want to work in ABC United School District and I want to apply to Kennedy Elementary or Gonsalves Elementary
My goal is to take all my classes at a good speed
Hey NOCE, get me more cooking classes.
My overall experience, which spans several years has been a very pleasant one. I wish the same for many new students to come.

NOCE EMPLOYEE CAMPUS SURVEY

TABLE 27: CAMPUS RELATIONS

Campus and Supervisor Relationships		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
I enjoy working at NOCE	n	58	2	5	110	2	3	180
	%	32.2%	1.1%	2.8%	61.1%	1.1%	1.7%	100.0%
People in my department work well together	n	49	13	18	94	3	3	180
	%	27.2%	7.2%	10.0%	52.2%	1.7%	1.7%	100.0%
I feel that my contribution to my department is valued	n	55	10	22	85	6	2	180
	%	30.6%	5.6%	12.2%	47.2%	3.3%	1.1%	100.0%
I feel my supervisor has an interest my professional development	n	43	13	29	82	12	1	180
	%	23.9%	7.2%	16.1%	45.6%	6.7%	0.6%	100.0%
It is easy to talk to my supervisor about questions and concerns I have	n	43	22	17	92	4	2	180
	%	23.9%	12.2%	9.4%	51.1%	2.2%	1.1%	100.0%
My supervisor provides useful feedback on my work performance	n	46	16	30	77	9	2	180
	%	25.6%	8.9%	16.7%	42.8%	5.0%	1.1%	100.0%
My supervisor treats me with respect	n	44	10	11	110	3	2	180
	%	24.4%	5.6%	6.1%	61.1%	1.7%	1.1%	100.0%

TABLE 28: JOB SATISFACTION

Job Satisfaction		Neutral	Not Satisfied	Satisfied	Somewhat Satisfied	Very Satisfied	Missing	Total
Salary	n	14	13	92	18	32	11	180
	%	7.7%	7.2%	50.8%	9.9%	17.7%	6.1%	100.0%
Health Benefits	n	20	33	29	20	28	50	180
	%	11.0%	18.2%	16.0%	11.0%	15.5%	27.6%	100.0%
Retirement Benefits	n	29	18	54	11	29	39	180
	%	16.0%	9.9%	29.8%	6.1%	16.0%	21.5%	100.0%
Teaching/Work load	n	21	14	71	14	29	31	180
	%	11.6%	7.7%	39.2%	7.7%	16.0%	17.1%	100.0%

Autonomy and Independence	n	8	4	80	5	78	5	180
	%	4.4%	2.2%	44.2%	2.8%	43.1%	2.8%	100.0%
Departmental Leadership	n	23	21	60	11	59	6	180
	%	12.7%	11.6%	33.1%	6.1%	32.6%	3.3%	100.0%
Institutional Leadership	n	21	6	77	12	55	9	180
	%	11.6%	3.3%	42.5%	6.6%	30.4%	5.0%	100.0%
Support for work /Life Balance	n	26	12	71	14	50	7	180
	%	14.4%	6.6%	39.2%	7.7%	27.6%	3.9%	100.0%
Professional Development Opportunities	n	32	18	73	18	36	3	180
	%	17.7%	9.9%	40.3%	9.9%	19.9%	1.7%	100.0%
Prospects for Career Advancement	n	47	43	51	15	13	11	180
	%	26.0%	23.8%	28.2%	8.3%	7.2%	6.1%	100.0%
Overall Job Responsibilities	n	18	2	90	12	55	3	180
	%	9.9%	1.1%	49.7%	6.6%	30.4%	1.7%	100.0%

TABLE 29: INSTITUTIONAL CLIMATE AND DIVERSITY

How much agree with the following statements:		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
NOCE encourage employees to share their ideas openly	n	79	11	26	58	3	3	180
	%	43.9%	6.1%	14.4%	32.2%	1.7%	1.7%	100.0%
NOCE has effective hiring practices and policies that increase staff diversity	n	75	11	39	43	9	3	180
	%	41.7%	6.1%	21.7%	23.9%	5.0%	1.7%	100.0%
NOCE is committed to promoting diversity	n	75	5	24	69	5	2	180
	%	41.7%	2.8%	13.3%	38.3%	2.8%	1.1%	100.0%
NOCE has a lot of racial tension	n	6	75	25	2	69	3	180
	%	3.3%	41.7%	13.9%	1.1%	38.3%	1.7%	100.0%
I am satisfied with the diversity of employees at NOCE	n	96	12	29	37	4	2	180
	%	53.3%	6.7%	16.1%	20.6%	2.2%	1.1%	100.0%
NOCE is fully accessible for employees with disabilities	n	87	4	48	32	6	3	180
	%	48.3%	2.2%	26.7%	17.8%	3.3%	1.7%	100.0%
I have avoided disclosing a disability to my employer due to fear or negative consequences or discrimination	n	9	52	36	1	78	4	180
	%	5.0%	28.9%	20.0%	0.6%	43.3%	2.2%	100.0%

TABLE 30: INSTITUTIONAL CLIMATE AND DIVERSITY (Cont.)

How often at NOCE have you:		Frequently (4 or more times per term)	Never	Occasionally (3 -4 times per term)	Seldom (1-2 times ever or since employed)	Missing	Total
Witnessed discrimination	n	3	126	7	42	2	180
	%	1.7%	70.0%	3.9%	23.3%	1.1%	100.0%
Reported an incident of discrimination to campus authority	n	1	159	3	14	3	180
	%	0.6%	88.3%	1.7%	7.8%	1.7%	100.0%
Experienced sexual harassment	n	0	166	1	11	2	180
	%	0.0%	92.2%	0.6%	6.1%	1.1%	100.0%
Reported an incident of sexual harassment to a campus authority	n	0	162	2	13	3	180
	%	0.0%	90.0%	1.1%	7.2%	1.7%	100.0%
Heard insensitive or disparaging racial remarks while working at NOCE	n	2	132	8	35	3	180
	%	1.1%	73.3%	4.4%	19.4%	1.7%	100.0%
Felt isolated from the NOCE community	n	2	138	12	25	3	180
	%	1.1%	76.7%	6.7%	13.9%	1.7%	100.0%
Felt discriminated against due to your race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion and or socio-economic class	n	3	144	7	23	3	180
	%	0.0%	0.4%	2.5%	14.0%	40.5%	100.0%

TABLE 31: DECISION MAKING/GOVERNANCE

How satisfied are you with the following aspects of your job?		Neutral	Not Satisfied	Satisfied	Somewhat satisfied	Very Satisfied	Missing	Total
I understand NOCE's mission, vision, and goals	n	15	0	84	3	75	3	180
	%	8.3%	0.0%	46.7%	1.7%	41.7%	0	100.0%
Decisions made at NOCE align with NOCE'S mission, vision, and goals	n	19	2	88	7	61	3	180
	%	10.6%	1.1%	48.9%	3.9%	33.9%	1.7%	100.0%
I understand how my work contributes to the mission, vision, and goals of NOCE	n	14	1	75	4	83	3	180
	%	7.8%	0.6%	41.7%	2.2%	46.1%	1.7%	100.0%
Employee feedback is used to inform important decisions made at NOCE	n	45	7	68	15	42	3	180
	%	25.0%	3.9%	37.8%	8.3%	23.3%	1.7%	100.0%

I have confidence in the effectiveness of the leadership at NOCE	n	21	3	81	14	58	3	180
	%	11.7%	1.7%	45.0%	7.8%	32.2%	1.7%	100.0%
I have the opportunity to participate meaningfully in shared governance at NOCE	n	36	14	65	8	54	3	180
	%	20.0%	7.8%	36.1%	4.4%	30.0%	1.7%	100.0%
I am satisfied with the opportunities to participate in institutional committees	n	35	8	71	10	53	3	180
	%	19.4%	4.4%	39.4%	5.6%	29.4%	1.7%	100.0%
Constituent groups at NOCE work collaboratively toward achieving NOCE's goals	n	47	6	70	5	49	3	180
	%	26.1%	3.3%	38.9%	2.8%	27.2%	1.7%	100.0%
Faculty. administration and staff are meaningfully involved in institutional planning	n	40	10	63	9	55	3	180
	%	22.2%	5.6%	35.0%	5.0%	30.6%	1.7%	100.0%

TABLE 32: NOCE'S PRIORITIES

Please rank in terms of how important you believe each item listed below is at NOCE		1	2	3	4	5	6	7	Missing	Total
Recruit Students from underrepresented groups	n	22	14	21	26	17	19	24	37	180
	%	12.2%	7.8%	11.7%	14.4%	9.4%	10.6%	13.3%	20.6%	100.0%
Meeting the academic and/or careers needs of students	n	64	36	15	19	6	3	0	37	180
	%	35.6%	20.0%	8.3%	10.6%	3.3%	1.7%	0.0%	20.6%	100.0%
Develop a sense of community among students and faculty	n	11	12	23	15	45	16	21	37	180
	%	6.1%	6.7%	12.8%	8.3%	25.0%	8.9%	11.7%	20.6%	100.0%
Develop an appreciation for diversity and equality-mindedness	n	6	10	12	19	22	47	27	37	180
	%	3.3%	5.6%	6.7%	10.6%	12.2%	26.1%	15.0%	20.6%	100.0%
Develop leadership abilities among students	n	0	6	10	30	28	23	46	37	180
	%	0.0%	3.3%	5.6%	16.7%	15.6%	12.8%	25.6%	20.6%	100.0%
Prepare students for the workplace	n	12	29	37	19	19	19	8	37	180
	%	6.7%	16.1%	20.6%	10.6%	10.6%	10.6%	4.4%	20.6%	100.0%
Prepare students to pursue their education/career goals after NOCE	n	28	36	25	15	6	16	17	37	180
	%	15.6%	20.0%	13.9%	8.3%	3.3%	8.9%	9.4%	20.6%	100.0%

TABLE 33: CAMPUS SAFETY

Since you started at NOCE how often you have felt:		Frequently (4 or more times per term)	Never	Occasionally (3 -4 times per term)	Seldom (1-2 times ever or since employed)	Missing	Total
Unsafe walking on campus during the daytime	n	2	130	5	42	1	180
	%	1.1%	72.2%	2.8%	23.3%	0.6%	100.0%
Unsafe walking on campus during the nighttime	n	2	8	96	15	59	180
	%	1.1%	4.4%	53.3%	8.3%	32.8%	100.0%
Fear for your physical safety on campus because of your race, ethnicity, gender, identity, sexual orientation, age, disability, religion, and/or socio-economic class	n	3	3	150	5	19	180
	%	1.7%	1.7%	83.3%	2.8%	10.6%	100.0%

TABLE 34: CAMPUS SAFETY (Cont.)

How much you agree with the following statements		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
I feel that NOCE administrators take reporting seriously	n	64	11	21	81	1	2	180
	%	35.6%	6.1%	11.7%	45.0%	0.6%	1.1%	100.0%
I know who to contact at NOCE if I was assaulted/ harassed/discriminated against	n	72	15	13	76	2	2	180
	%	40.0%	8.3%	7.2%	42.2%	1.1%	1.1%	100.0%
I know where the emergency phones are located on campus	n	53	29	28	54	13	3	180
	%	29.4%	16.1%	15.6%	30.0%	7.2%	1.7%	100.0%
I know where Campus Safety is located on campus	n	49	13	17	89	9	3	180
	%	27.2%	7.2%	9.4%	49.4%	5.0%	1.7%	100.0%
NOCE does a good job at informing employees about safety issues	n	64	12	29	72	1	2	180
	%	35.6%	6.7%	16.1%	40.0%	0.6%	1.1%	100.0%
I feel NOCE is prepared in case of an emergency	n	83	13	27	49	6	2	180
	%	46.1%	7.2%	15.0%	27.2%	3.3%	1.1%	100.0%

TABLE 35: PHYSICAL ENVIRONMENT

How much agree with the following statements: How satisfied are you with...		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
The general upkeep of the campus	n	95	11	10	59	1	4	180
	%	52.8%	6.1%	5.6%	32.8%	0.6%	2.2%	100.0%
Availability of parking on campus	n	60	26	19	44	28	3	180
	%	33.3%	14.4%	10.6%	24.4%	15.6%	1.7%	100.0%
The available bike storage locations on campus	n	35	8	106	25	4	2	180
	%	19.4%	4.4%	58.9%	13.9%	2.2%	1.1%	100.0%
The availability of restrooms on campus	n	90	14	14	56	4	2	180
	%	50.0%	7.8%	7.8%	31.1%	2.2%	1.1%	100.0%
The availability of the electrical outlets for charging electronic devices available on campus	n	52	19	70	33	4	2	180
	%	28.9%	10.6%	38.9%	18.3%	2.2%	1.1%	100.0%
The classroom facilities	n	82	10	44	38	4	2	180
	%	45.6%	5.6%	24.4%	21.1%	2.2%	1.1%	100.0%
NOCE's computer labs	n	73	9	59	35	2	2	180
	%	40.6%	5.0%	32.8%	19.4%	1.1%	1.1%	100.0%
The availability of staff break areas	n	50	34	48	31	14	3	180
	%	27.8%	18.9%	26.7%	17.2%	7.8%	1.7%	100.0%
The Wi-Fi reception available on campus	n	39	34	47	22	36	2	180
	%	21.7%	18.9%	26.1%	12.2%	20.0%	1.1%	100.0%
I am satisfied with the availability of water fountains on campus	n	59	21	65	21	11	3	180
	%	32.8%	11.7%	36.1%	11.7%	6.1%	1.7%	100.0%
My job responsibilities are communicated clearly to me	n	69	9	15	83	2	2	180
	%	38.3%	5.0%	8.3%	46.1%	1.1%	1.1%	100.0%

TABLE 36: COMMUNICATION

How much you agree with the following statements:		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
My job responsibilities are communicated clearly to me	n	69	9	15	83	2	2	180
	%	38.3%	5.0%	8.3%	46.1%	1.1%	1.1%	100.0%
I am satisfied with the level of communication I receive from my supervisor regarding events/ decisions in my department/program	n	67	17	17	70	7	2	180
	%	37.2%	9.4%	9.4%	38.9%	3.9%	1.1%	100.0%
There is adequate communication between departments	n	60	30	48	27	12	3	180
	%	33.3%	16.7%	26.7%	15.0%	6.7%	1.7%	100.0%

TABLE 37: DEMOGRAPHICS- RACE/ETHNICITY

Race/Ethnicity	N	%
Asian	14	7.8%
Black or African American	7	3.9%
Hispanic or Latino	41	22.8%
More than one race	19	10.6%
Other	8	4.4%
Prefer not to say	32	17.8%
White	59	32.8%
Total	180	100.0%

Note: Other includes Unknown and Native Hawaiian or Pacific Islander.

TABLE 38: DEMOGRAPHICS- GENDER

Gender	N	%
Female	123	68.3%
Male	40	22.2%
Prefer not to say	14	7.8%
Unknown	3	1.7%
Total	180	100.0%

TABLE 39: DEMOGRAPHICS- AGE

Age	N	%
18-24	2	1.1%
25-34	36	20.0%
35-44	26	14.4%
45-54	39	21.7%
55 and older	47	26.1%
Prefer not to say	28	15.6%
Missing	2	1.1%
Total	180	100.0%

TABLE 40: DEMOGRAPHICS- SEXUAL ORIENTATION

Sexual Orientation	N	%
Lesbian/Gay/Homosexual	3	1.7%
Other	1	0.6%
Prefer not to say	31	17.2%
Straight/Heterosexual	141	78.3%
Missing	4	2.2%
Total	180	100.0%

TABLE 41: DEMOGRAPHICS- HIGHEST LEVEL OF EDUCATION

Highest Level of Education	N	%
Associate degree (A.A., A.S., etc.)	10	5.6%
Attended college, but did not finish	11	6.1%
Bachelor's degree (B.A., B.S., etc.)	52	28.9%
Doctoral or professional degree (Ph.D., J.D., M.D., E.D., etc.)	10	5.6%
High School Diploma or GED	4	2.2%
Master's Degree (M.A., M.S., etc.)	69	38.3%
Prefer not to say	21	11.7%
Missing	3	1.7%
Total	180	100.0%

TABLE 42: DEMOGRAPHICS- EMPLOYEE TYPE

Areas of Work	N	%
Academic Instruction (LEAP, ESL, DSS, CTE, HS/GED)	120	66.7%
Institutional Support (Accounting, IT, Provost Office, Facilities, Research, etc.)	16	8.9%
Student Services (Counseling, Tutoring, Admission & Records, etc.)	35	19.4%
Missing	9	5.0%
Total	180	100.0%

TABLE 43: DEMOGRAPHICS- AREA OF WORK

NOCE Employee Type	N	%
Classified (Part-time/Full-time)	43	23.9%
Full-time Faculty	18	10.0%
Management	10	5.6%
Part-time Faculty	59	32.8%
Part-time hourly/Professional Expert	20	11.1%
Prefer not to say	20	11.1%
Special Projects Administrator (Special Projects Coordinator, Special Projects Manager, Special Projects Director)	6	3.3%
Missing	4	2.2%
Total	180	100.0%

TABLE 44: DEMOGRAPHICS- YEARS EMPLOYED

Years Employed at NOCE	N	%
Less than a year	16	8.9%
1-5 years	54	30.0%
6-10 years	18	10.0%
11-15 years	36	20.0%
16-20 years	20	11.1%
21 years or more	17	9.4%
Prefer not to say	17	9.4%
Unknown	2	1.1%
Total	180	100.0%

TABLE 45: DEMOGRAPHICS- CAMPUS OF WORK

Campus	N	%
Anaheim Campus	67	37.2%
Cypress Center	19	10.6%
Wilshire Center	45	25.0%
Offsite	21	11.7%
More than one location	21	11.7%
Unknown	7	3.9%
Total	180	100.0%

TABLE 46: EMPLOYEE OPEN-ENDED RESPONSES

I feel like people at NOCE should be promoted to certain roles based not only on knowledge and experience, but more importantly on people skills. Especially in the area of student services, I find that people who hold important roles aren't necessarily the best at communication and treating students with respect. The way that employees in Students Services treat students is extremely crucial.
I have two suggestions- Physical Environments- please consider installing diaper changing tables in ALL the bathrooms, female and males. Communications- please consider having an NOCE retreat event, not just specific departmental retreats. We need to have a better understanding of each department and the various activities that each department is undertaking. That way, maybe we can minimize duplication of services, standardize certain process', develop 2-3 key goals that NOCE can work towards and to provide a consistent message regarding those goals.
issues of nepotism (constant hiring of family members)

Administration would have a better grasp of student's needs if they were to interact more with instructors and the students. The campus often feels like a corporate business more so than an actual teaching institution because of the divide.

-Faculty parking needs to be increased.

-All classrooms should have access to either desktops or laptops.

-Alumni need to be contacted for follow-up success stories to share with our current students on campus. Many of our students have a blurry visual of what life after a program looks like, so hearing from peers would help.

-We also need student/alumni representatives working at NOCE to help promote student engagement and campus pride.

-Student clubs and teams for those who those are not in DSS should be developed. Many of our students feel that everything is crafted toward DSS.

-Adjuncts need more than 16 1/2 hours per week to stay passionate about teaching.

-Diversity within employment will help bring in a diverse population of students. Students want to relate to faculty and administration.

Overall, NOCE is heading in the right direction but the suggested changes above would make a HUGE difference.

The school is doing well. We would like to know if we could get a separate computer lab or testing room for the Cypress non-credit ESL. We currently have the computer lab and testing room in the same room, so we cannot offer the computer lab and its programs consistently. Thank you!

There needs to be consistency with management. At times, I feel as though supervisors show up for a paycheck. I think leadership needs to be held accountable for their work, attendance, and their speech. I love NOCE and the people that work here. I just feel that there needs to be a refreshing of how managers lead.
I think having an ALL NOCE retreat would be wonderful. I think at times there is not enough time to know what department does what which could possibly duplicate efforts. Wifi at Wilshire needs to be somewhat of a priority. We share a campus with FC and the Wifi connection stops at the door of wilshire.

Wilshire Campus needs Wi Fi. Every student always complains that we don't have it.

My responses to emergency safety above are based on working at the Wilshire campus. I have also worked at Anaheim and Cypress and felt the conditions were much safer there.

I have the following concerns/suggestions for Wilshire campus:
- Campus police presence (walk around the hallways and be seen more often)
- In case of emergency the classrooms and counseling offices have no other exits (except door). Windows have bars and cannot be broken to exit in case of an emergency (fire or shooter on campus).
- Need more fire extinguishers on campus
- The Wilshire campus (especially 100 and 200 building) need to be modernized (carpets are very dirty)
- AC and Heat are regularly down
- Ant infestation throughout campus during the summer months
- Wheel chair Accessibility in front of 100 building is needed
- Visitors have mentioned odors

I have worked at the three campuses and I have noticed that t each campus runs differently, different policies. To me this has been confusing. I've even had students mention to me that they have noticed this as well. I would like to see all three campuses follow the same policies and procedures in all the departments.

For years I have taken great pride in my work serving the wonderful students of NOCE and putting their goals and ambitions first. NOCE has long stridden to be a different kind of institution that embraces a family connection with its students and staff. The extra care and attention were trademarks of our customer service, and could be linked with strong department leadership that placed a high value on its staff. I have been dismayed, however, to see such strong

commitments to morale boosting and staff support wash away when NOCE ushered in temporary prof. expert/special projects contracts and embedded them into the culture. These hires have proven to show that people with high ranking position of considerable salary will do ANYTHING in order to have said contracts renewed or permanently placed. This dynamic of temporary employment coupled with other full-time employees who have gone through the hiring committee process, have seeded themselves deep within the department walls and has grown departmental tensions. The workplace has gone from a collaborative environment to one of cutthroat political maneuverings and scheming. I was happy to have been a part of the NOCE that embraced empathy as a core principal and valued the contribution of all, not just the loudest voice in the room. With this takeover of temporary contract employment the classified voice has only continued to drown out and platforms where expertise in a certain field were valued and relied upon have shifted to louder and more aggressive voices that fight for the survival of their income.

Furthermore I wanted to make a point about leadership and the transformation it has undergone since my time here. I consider myself an extremely fortunate individual to have been led by highly qualified individuals who were outstanding empathizers and above all else listeners. Today, specifically in my department, listening has become a lost art. The listening component of what a great leader should have has been substituted for self-aggrandizing, belittling and argument. Losing the ability to be heard by supervisors has decimated the morale of an otherwise motivated staff and has affected the personal touch that our department has been known for.

In closing, I would like to thank you for providing a voice for the voiceless and listening ear for the unheard. I'm not entirely sure what this survey will result in, but I am hopeful that the leaders we have who value empathy and a culture of collaboration will sift out those who have ulterior motives and revive the dying family connection we once so brilliantly displayed.

Our department needs to have better management before the morale of the team goes completely to the floor (it is very close to it). The lines of communication between managers and classified need to improve. I feel sorry to notice how every day the unhappiness of the employees in our department deteriorates more and more due to management.

I hope I can stay here longer

I was lucky enough to have been a former student at NOCE and was given the wonderful opportunity from staff members that believed in me to become a NOCE employee. Although I do think there is room in our institution that we could do more for our student to help then become successful after they finish their program of choice. My suggestion is we need to come together as a institution and think outside the box and find out what employers are looking for in their future employees.

She really takes our students voices into consideration and believes their voices should be heard because their opinions are very valuable to our NOCE Institution. She truly has a heart for students!

There is not sufficient staff parking at the Wilshire Center. Oftentimes if I don't arrive 20 to 30 minutes before my scheduled work time I am driving around in circles looking for parking.
Having more campus security presence at night as well as better lit areas in the staff parking lot would be appreciated.

I truly enjoying working for NOCE. I thankful for the students who attend classes here and the wonderful instructors who teach those students.

It has been a great experience. I teach off-site, but I feel connected to my department. There is a lot of communication, mostly through email. And when I need to go to the office, everyone is always very helpful, supportive, and friendly.

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1. Have noticed the lack of communicating to staff/students/faculty/administration of the importance of reporting accidents. Even the smallest of accidents should be reported. Having a short form for reporting would be useful. Communication from supervisors would be an indication of the importance of such reporting/communication. Reporting such incidents would be feedback to the institution as to the areas that may need more focus. An environment of safety is important in the work place.
Communicating simple weekly/monthly areas of awareness can be beneficial.
2. I have noticed the decrease of the campus housekeeping during the late afternoon /evenings. More specifically the woman's restroom on the first floor, is where it is more noticed. Although the other floors are also in need of upkeep during the late afternoon/evening hours.
3. I am aware of the employee breakroom only on the 6th floor. For so many floors within this building, it would benefit the employees to have access to more breakrooms. More spacious breakroom can feel less contained in the current available breakroom. Thank you for the current breakroom and the amenities available to use.
4. It would be greatly appreciated if there were Hydration Stations installed on campus with filtered water for employees to bring their own container to fill up on clean filtered water.
5. Communication between departments is still in need of improvement. There are events the overall NOCE campus may

not be aware of until right before the event happens. A communication system to inform other departments of upcoming events which are not yet advertised would be helpful for us all and also for AEBG staff.

We need to review our (HS) program procedures, particularly those affecting attendance, program entrance, class curriculum. Also, I heard some students talking about the unfair treatment that unfolds in the day time due to the lack of communication and service. I believe that we all need to strive to find ways that promote learning and equality. The last thing we can do is to suppress any disability we encounter among each student who is already enrolled in the program. In the education setting, the demagogue mentality damages the learning environment.

A better communication on procedures when handling certain emergency issues more promptly and have all staff in alignment with protocol. It is paramount safety for all students and staff in our campus. For example, the day there was an armed individual around and near our campus also within a close parameter, we should have been in LOCK DOWN mode and SHELTER IN PLACE immediately, even if we didn't have confirmation from local authorities. All entrances should have been locked even doors that had a timer. There was a police speaker announcing there was an armed individual in the area.
This is just a concern to have a better response time and protocol to what could have been a larger crisis or issue.

After 17 years I get 10 hours per week. This would be illegal if not a government job.
 I get an assignment not a contract. I have no job security to pay my rent. I have no benefits.
I get off all of December and Summer months. The instructional aids get better benefits hours and stability.
We should have a hiring freeze and get our teachers up to 25 hours and a living salary. 10 Hours is an insult!

I work in an incredibly supportive environment, and I believe that comes from the top. Our managers are very approachable, and their positive energy sets the tone for a happy and productive work place. My co-workers and I often collaborate with one another in order to better serve our students. This is truly the best group of people I have had the pleasure of working with, and I believe that the students ultimately benefit from this welcoming environment. I also appreciate being able to attend workshops to meet employees from the other campuses. It feels like a big extended family, and I am very proud to be a part of this institution!
I have never worked for a company where management and its team are completely on opposite sides of the spectrum. Regardless of how far you take your concerns, management is constantly aligned with one another (which places the individuals with concerns in a very awkward status). I'm strictly discussing matters with my team. If there's feedback on our end, retaliation is what we receive as an "effective solution."
Our program is supposed to be all about our students, but sadly, the personal politics and favoritism throughout each campus is unreal. I have worked at the Wilshire, Anaheim, and now Cypress... and I must say, I feel completely horrible for each of our students. Their best interest is not the primary concern of our program, it's all about hitting numbers and gaining money. I know everything is a business, but it's truly saddening and repulsive witnessing (and feeling) so much discrimination and lack of leadership from our management.

I love the photos. We need more.

I think overall, NOCE is doing well but we can do more to make Anaheim campus more student-friendly. For example, better directional signage in the hallways and improvements to the student lounge/ furniture. The tables and chairs outside the Bistro are not well-kept and therefore there is not a viable place for students, faculty and staff to sit outside if they so desire. As for my work, I can't foresee that there will be an opportunity for career advancement here at NOCE or NOCCCD in the near future, so I may need to look elsewhere when it's time to pursue the next level. Thank you!

Parking was a problem, especially when interviewing and applying for a job. It was better to park on the street nearby. Even now that I have a pass, I still feel uncomfortable parking on the campus, signage is a deterrent.

This job is causing great stress. The leadership do not even seem to like each other. Managers that have to control everything are counterproductive. I am very quickly tiring of this job.

NOCE is a great place to work at. I hope that we have more leadership, so we are not treated like the sister colleges by the other colleges. I wish that our school will be treated like a college. Our students are proud to be at our school but if we were a college we would make them feel more secure and proud of being an NOCE student. I also wish that we find a better way to communicate things that are happening at NOCE. I did not know about this survey until yesterday from a new researcher who asked me personally to share my voice for NOCE. I want more information about my students

Should offer more full-time positions.

There is not enough parking at Wilshire campus for staff, fac and hourly employees. During lunch meetings we often start late because of the parking issue. the first week of class I was almost late to class because I had to drive to the train station to find parking. Something needs to be done.

Although I understand the fiscal/human resources oriented reasons for doing so, having a large number of interim management positions creates a very unstable environment. In terms of this survey, how do I answer if I'm reporting to an interim manager? Do I report my results based on my permanent manager or the current interim one? It's very temporary; the person in the interim role has to tread very lightly if he or she has any interest in pursuing a permanent management position, and it leaves departments feeling under led and vulnerable. I think it makes an interim's job very difficult, especially in terms of managing people. How to do this effectively when one is seen as temporary?

The NOCCCD needs to prioritize more funding for NOCE part-timers like health benefits and non-instructional activities such as flex hours. I cannot believe the district has had no money for one day substitutions for the past EIGHT or so years. In my 17 years at the district, they have never asked part-timers to do flex hours (which the RSCCD requires every year) or pay part-timers for any departmental meetings. If you want your part-timers to feel included, these policies have got to change. You need to pay part-timers to get involved more.
All these buzz words about inclusion and acceptance ring hollow to part-timers for they are the only ones NOT paid to attend things like the opening day in September and the June Student Success Event. How do you think that makes part-timers feel knowing they attend these events on their own free time when the full-time staff and instructors are contractually obligated to be there? This is the very antithesis of inclusion and acceptance.

It seems to me that communication is the biggest problem in my department. There are not enough department meetings and part time faculty are rarely asked for feedback about departmental decisions. Given that adjuncts represent 97 to 98% of the faculty in my department, it seems a little short sighted to discount what we observe in our classrooms.

I believe that the EL CIVICS packets that are produced and distributed by the district need to be edited by a native speaker of American English. This is the third packet I have been asked to teach. There are many, many errors and many that a native speaker of American English would not make and many forms of usage that a native speaker of American English would not use. I have offered my comments and have sent attachments of corrections that I have made on my own time. However, a highly educated ESL teacher who is also a native speaker of American English needs to edit each of these packets. It is embarrassing for me as an ESL instructor to see and use these packets and then make changes for the students.

I currently work at the Anaheim campus, but I have worked at the Wilshire Center in the past. Some of my responses related to Campus Safety were geared toward my experience at Wilshire Center, not the Anaheim campus. I did not always feel safe at Wilshire in the evening because there were so few students/faculty/staff in the 100 Building. There is also a large transient population nearby, so I did not always feel safe using the restrooms in the 100 Building alone (in the early morning or late afternoon/evening). I rarely saw Campus Safety from Fullerton College walking the halls of Wilshire Center or even outside near the benches, parking lot, etc.

I love NOCE!

Great job! I love NOCE! :)

Overall, I am very satisfied with every aspect of NOCE; however, there is one point I'd like to make, which is that the parking situation at Wilshire is awful. My class doesn't start until 10:30, but I have to arrive by 8:45 to secure a parking spot. The pressure to arrive early inconveniences my (already) very busy morning. Perhaps, offering me some hours to work in the lab at this time would make up for it. Thanks for your interest and concern for the employees at NOCE.

Overall, I find working at the Anaheim campus to be a great experience. I like the faculty and staff and I look forward to coming to work. My one complaint is that the Wi-Fi is difficult for the students to access and the process to get them logged on initially is too intensive.

I love NOCE. I have been working here for about 14 years and want to work here as long as I can.

I love working at NOCE, but the lack of staff parking at the Wilshire site is unacceptable. If I teach an afternoon class it is impossible to find parking making me very stressed out about going to work. I really wish I could go to work without stressing out about whether or not I will be able to find a parking spot.

The staff parking at Wilshire is terrible. I sometimes spend over half an hour trying to find parking when I have to come in for a 12:30 class. It makes going to work very stressful.

Need more opportunities for seasoned, well trained, and successful part-time instructors to become full-time instructors. Although I have 2 MA degrees and have successfully taught here for over 11 years, I have attempted several times for a full-time position without success. I feel that new, incoming teachers and applicants have a better chance to be hired for a full-time position than I am...

I have worked for the district for over 40 years and have enjoyed it very much. I am getting ready to retire. I will miss my students and the staff who have helped me a lot. God bless you all.

Some of the questions are not pertinent to me since I do not teach on campus. I love my job and the people I work with and for are terrific. My only complaint is that I sometimes do not get communications that I think I should. Sometimes I email someone and never get a response or I get one very late.

I truly enjoying working for NOCE. I thankful for the students who attend classes here and the wonderful instructors who teach those students.

It is difficult to get in contact with supervisors when you leave emails or phone messages-from past administration.

There is reverse discrimination on campus. Employees have been hired or given lead positions based on the fact that they are persons of color or were born overseas. Whites who were born here have been told to "go to the back of the bus" or to "get off the bus." As a full-time faculty member who is white and born an American, I am given little opportunity to participate in decisions affecting my program or my courses.

I just want to clarify a few things.
I have NEVER felt any harassment from any district employee. I had a student who was stalking me back in 1998. That is where I experienced sexual harassment
Also, our department has had a change of management. Our previous manager, who was very good at what he/she did - especially as far as budgets and grants and funding were concerned, but he/she just wasn't a teacher's manager, and was rarely on our campus and rarely got back to us when we asked questions either via email or phone. Our current interim manager has already been visible on our campus a number of times and I feel he/she is MUCH more approachable, actively involved in with teacher's ideas and issues, and receptive to the teachers.
Also, we have a new chancellor who is also both approachable and receptive to employee's ideas and concerns. I never would have requested a meeting with our chancellor before.
Seven years ago, we purchased iPads for supplementing learning in the classroom. But guess what? We CAN'T USE THEM because the district can't seem to figure out (or won't pay for) how to get WIFI in the classrooms. What a waste of technology and money. It really doesn't make sense.   Perhaps our new administration/chancellor/program director can work together to get it done.
Having been in this district for over 20 years, I know it has made great strides in improving academic opportunities for our community and being a wonderful, well-respected place to work and study.

NOCE STUDENT CAMPUS SURVEY

North Orange Continuing Education (NOCE) is conducting their first campus climate survey this year. This is an opportunity for NOCE students to provide their honest thoughts about how well we are serving them. Your input is very important to us and we are grateful for your participation. The survey will take approximately 20 minutes to complete. Your responses will be anonymous. **Please do not write your name anywhere**. **Please do not take this survey more than once or in you are under the age of 18**. Thank you for your participation.

Q1 Contact with NOCE staff members (instructors and staff):
For the following set of questions, think about your experiences with NOCE staff members that you have interacted with while attending NOCE. Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Staff members encourage me to learn (encourage= to give support or confidence)	○	○	○	○	○
I feel NOCE staff members do not have an interest in my academic development (academic development= working towards my school goals)	○	○	○	○	○
It's easy to talk to a NOCE staff members about questions and concerns I have	○	○	○	○	○
Staff members treat students fairly (fairly= in a way that is right or reasonable)	○	○	○	○	○
Staff members have provided helpful feedback to me (feedback= comments related to school work, registration, tutoring, anything school related)	○	○	○	○	○
I feel that my contribution in class is valued	○	○	○	○	○
I am satisfied with the diversity of NOCE's staff members (diversity= range of different types of people.)	○	○	○	○	○
At least one staff member/instructor knows my name	○	○	○	○	○

Q2 **Student Support Services: For the following set of questions think about the help for students offered at NOCE.**

Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A (if you haven't used this service)
I know where to get help at NOCE for my educational/career needs	◯	◯	◯	◯	◯	◯
I am satisfied with NOCE's career services	◯	◯	◯	◯	◯	◯
I am satisfied with NOCE's academic advising (academic advising= guiding and supporting students towards completing their educational goals)	◯	◯	◯	◯	◯	◯
I am satisfied with NOCE's orientation for new students	◯	◯	◯	◯	◯	◯
I am satisfied with the amount of support NOCE has provided me as a student	◯	◯	◯	◯	◯	◯

Q3 **Quality of Education: For the following set of questions, think about the type of education you have received at NOCE.**

Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My NOCE courses are preparing me to reach my educational/career goals	◯	◯	◯	◯	◯
Overall, I am satisfied with my school experience here at NOCE	◯	◯	◯	◯	◯
If asked, I would tell others to come to NOCE for school	◯	◯	◯	◯	◯

Q4 **External Factors: For the following questions, think about things that have impacted you as a NOCE student that are outside of the school.**

Since you started at NOCE, how often have you:

	Never	Once in a While (1-2 times per term)	Sometimes (3-4 times per term)	A Lot (4 or more times per term)
Missed class due to personal/family responsibilities	○	○	○	○
Missed class due to a job	○	○	○	○
Felt your family has supported you to succeed	○	○	○	○
Had a tough time getting/commuting to school	○	○	○	○
Had financial concerns about your ability to continue your education at NOCE	○	○	○	○

Q5 **Institutional Climate/Sense of Belonging (freedom of expression, racial and disability stereotypes and discrimination): For the following set of questions, think about the type of school you think NOCE is and how it makes you feel as a student.**

Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
NOCE encourages students to share their ideas openly	○	○	○	○	○
NOCE is committed to promoting diversity (diversity= a range of different types of people)	○	○	○	○	○
NOCE has a lot of racial tension (racial tension= the feeling that people do not trust each other because of their race)	○	○	○	○	○
I am satisfied with the diversity of the NOCE student body	○	○	○	○	○
NOCE is fully accessible for individuals with disabilities (accessible= easy to get to or use)	○	○	○	○	○
I have avoided disclosing a disability to my instructor due to fear of negative consequences or discrimination (discrimination= to treat another person differently in an unfair way)	○	○	○	○	○

Q6 How often at NOCE have you:

	Never	Once in a While (1-2 times per term)	Sometimes (3-4 times per term)	A Lot (4 or more times per term)
Witnessed discrimination	○	○	○	○
Reported an incident of discrimination to a campus authority	○	○	○	○
Experienced sexual harassment (sexual harassment= sexual looks, words, conversation, or touching done to someone who does not want it)	○	○	○	○
Reported an incident of sexual harassment to a campus authority	○	○	○	○
Heard inappropriate racial remarks while attending NOCE (inappropriate= not fitting, unsuitable, wrong)	○	○	○	○
Felt isolated from the NOCE community (isolated= feeling alone or unable to meet or speak to other people)	○	○	○	○
Felt that students are asked for their ideas when important decisions are being made at NOCE	○	○	○	○
Felt discriminated against due to your race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion, and/or socio-economic class (discrimination= to treat another person differently in an unfair way)	○	○	○	○

Q7 **Campus Safety: For the following questions, think about how safe you feel when on the NOCE campus you attend the most.**
Since you started at NOCE how often have you felt:

	Never	Once in a While (1-2 times per term)	Sometimes (3-4 times per term)	A Lot (4 or more times per term)
Unsafe walking on campus during the daytime	○	○	○	○
Unsafe walking on campus during the night time	○	○	○	○
Fear for your physical safety on campus because of your race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion, and/or socio-economic class	○	○	○	○

Q8 Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel that NOCE administrators take reporting seriously	○	○	○	○	○
I know who to contact at NOCE if I was assaulted/harassed/discriminated against	○	○	○	○	○
I know where the emergency phones are located on campus	○	○	○	○	○
I know where Campus Safety is located on campus	○	○	○	○	○
NOCE does a good job at informing students about safety issues	○	○	○	○	○
I feel NOCE is prepared in case of an emergency	○	○	○	○	○

Q9 **NOCE Physical Environment: For the following questions, think about the physical environment of the NOCE campus you mostly attend.**
Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am satisfied with how the campus looks	○	○	○	○	○
I am satisfied with the availability of parking on campus	○	○	○	○	○
I am satisfied with the available bike storage locations on campus	○	○	○	○	○
I am satisfied with the availability of restrooms on the campus	○	○	○	○	○
I am satisfied with the availability of the electrical outlets for charging electronic devices available on campus	○	○	○	○	○
I am satisfied with the availability of study areas on campus	○	○	○	○	○
I am satisfied with the classroom facilities on campus	○	○	○	○	○
I am satisfied with NOCE's computer labs	○	○	○	○	○
I am satisfied with the availability of books and study resources available to me	○	○	○	○	○
I am satisfied with the availability of outdoor gathering areas on campus	○	○	○	○	○
I am satisfied with the Wi-Fi reception available on campus	○	○	○	○	○
I am satisfied with the availability of water fountains on campus	○	○	○	○	○

Q10 **Media Preferences**

Where do you get information about educational programs/options? (check all that apply):

- [ ] *Internet search*

- [ ] *Radio ad*

- [ ] *TV ad*

- [ ] *Newspaper article or ad*

- [ ] *Class schedule mailed to home*

- [ ] *Class schedule picked up at community location (child's school, public library, job center, etc.)*

- [ ] *Postcard mailed to home*

- [ ] *Community meeting/event*

- [ ] *Brochure/flier on campus*

- [ ] *Friend/family member referral*

- [ ] *NOCE staff member*

- [ ] *E-mail*

- [ ] *Mobile device ad*

- [ ] *Social media (Facebook, Twitter, Instagram, YouTube, etc.)*

- [ ] *Other: _____*

Q11 As a current student, what is the best way for the school to share information with you about deadlines, registration, workshops, scholarship or leadership opportunities, etc. (choose your top 3):

☐ *E-mail*

☐ *NOCE website*

☐ *Social media (Facebook, Twitter, Instagram, etc.)*

☐ *Fliers/brochures on campus*

☐ *Posters on campus*

☐ *Student newsletter (online and print)*

☐ *Information shared by staff members*

☐ *Hallway/campus information table*

☐ *Texting*

☐ *Other: _____*

Q12 **Student Equity Photo Project: NOCE recently put up some photos featuring NOCE students across the campuses that were intended to motivate students in their academic pathways. For the following questions, think about these photos.**

Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I noticed the new photos that were placed around campus	○	○	○	○	○
When looking at these photos I am encouraged to complete the program I am currently in	○	○	○	○	○
When looking at these photos I feel motivated to transition to a credit institution	○	○	○	○	○

Q13 **Demographic Information: Your responses are confidential. This information will be presented in group form to eliminate the potential for individual participants to be identified.**
What is your gender?

○ *Male*

○ *Female*

○ *Transgender*

○ *Gender nonconforming*

○ *Don't want to answer*

Q14 What is your race/ethnicity? (Check all that apply)

☐ *American Indian or Alaska Native*

☐ *Asian*

☐ *Black or African American*

☐ *Hispanic or Latino*

☐ *Middle Eastern*

☐ *Native Hawaiian or Pacific Islander*

☐ *White*

☐ *More than one race*

☐ *Other*

☐ *Don't want to answer*

Q15 What is your age range?

○   *18-24*

○   *25-34*

○   *35-44*

○   *45-54*

○   *55 and older*

○   *Don't want to answer*

Q16 Please choose the best estimate of your family income last year (before taxes):

○   *Less than $10,000*

○   *$11,000-$20,000*

○   *$21,000-$40,000*

○   *$41,000-$60,000*

○   *$61,000-$80,000*

○   *$81,000-$100,000*

○   *$101,000 or more*

○   *Don't want to answer*

○   *I don't know*

Q17 What is the primary language you speak at home?

○   *English*

○   *Spanish*

○   *Other: _____*

Q18 How many years have you been attending NOCE?

○   *Less than 1 year*

○   *1-2 years*

○   *3-4 years*

○   *5-6 years*

○   *6 or more years*

○   *I don't know*

Q19 How many hours a week do you currently work?

○   *Not working*

○   *1-9 hours*

○   *10-19 hours*

○   *20-29 hours*

○   *30-39 hours*

○   *40+ hours*

○   *Don't want to answer*

Q20 What is the highest level of education that you have completed?

○   *Did not finish high school*

○   *High School diploma or GED*

○   *Attended college, but did not finish*

○   *Associate's degree (A.A., A.S., etc.)*

○   *Bachelor's degree (B.A., B.S., etc.)*

○   *Master's degree (M.A., M.S., etc.)*

○   *Doctoral or professional degree (Ph.D., J.D., M.D., Ed.D., etc.)*

○   *Don't know*

Q21 Citizenship Status (This information is only used for summary demographic reporting. It is not available to admissions personnel and will not be used for discriminatory purpose.)

○   *US Citizen*

○   *Permanent Resident (Green Card holder)*

○   *Temporary Resident (Work/Visiting Visa)*

○   *Refugee/Asylee*

○   *M-1 Student Visa*

○   *Other Citizenship Status*

○   *F-1 Student Visa*

○   *Don't want to answer*

Q22 Are you the first person in your family to go to a post-secondary school? (A school after high school)

○   *Yes*

○   *No*

○   *Don't want to answer*

○   *I don't know*

Q23 Please indicate which of the following programs you are currently enrolled in: (Choose all that apply)

☐   *Disability Support Services (DSS)*

☐   *English as a Second Language (ESL)*

☐   *Career Technical Education (CTE)*

☐ *High School/GED Program*

☐ *Lifeskills Education Advancement Program (LEAP)*

☐ *I don't know*

Q24 Please indicate which of the following campuses you currently attend: (Choose all that apply)

☐ *Anaheim Campus*

☐ *Wilshire Center*

☐ *Cypress Center*

☐ *Off-site (Classes held at a facility within the community)*

Q26 Is there anything else you would like the school to know about your experiences here at NOCE?

_____

_____

_____

_____

_____

Q27 **Thank you for participating in our Campus Climate Survey. Your opinion matters and will enhance campus efforts to improve the academic environment for all NOCE students.**

NOCE EMPLOYEE CAMPUS SURVEY

This Employee Campus Climate Survey is designed to collect confidential information about NOCE employee experiences and issues focusing on the climate of NOCE. The information is used for summary reporting only. Your individual responses are kept private and secure.

NOCE has been specifically noted for 6 attributes that validate NOCE as a pillar of adult educational institution by WASC (passionate, embraces diversity, innovative, dynamic synergy, safe to take risks, courageous). The survey instrument is used to provide insight into the following dimensions: Campus Relationships, Job Satisfaction, Institutional Climate and Diversity, Decision Making/Governance, NOCE's Priorities, Campus Safety, Physical Environment, Communications and Demographics.
This survey takes approximately 20 minutes to complete. Thank you for participation!

Q1 **Campus Relationships**
Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy working at NOCE	○	○	○	○	○
People in my department work well together	○	○	○	○	○
I feel that my contribution to my department is valued	○	○	○	○	○

Q2 **Supervisor Relationship**
Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel my supervisor has an interest in my professional development	○	○	○	○	○
It's easy to talk to my supervisor about questions and concerns I have	○	○	○	○	○
My supervisor provides useful feedback on my work performance	○	○	○	○	○
My supervisor treats me with respect	○	○	○	○	○

Q.3 **Job Satisfaction**

How satisfied are you with the following aspects of your job?

	Very Satisfied	Satisfied	Neutral	Somewhat Satisfied	Not Satisfied	N/A
Salary	○	○	○	○	○	○
Health benefits	○	○	○	○	○	○
Retirement benefits	○	○	○	○	○	○
Teaching/work load	○	○	○	○	○	○
Autonomy and Independence	○	○	○	○	○	○
Departmental leadership	○	○	○	○	○	○
Institutional leadership	○	○	○	○	○	○
Support for work/life balance	○	○	○	○	○	○
Professional Development opportunities	○	○	○	○	○	○
Prospects for career advancement	○	○	○	○	○	○
Overall job responsibilities	○	○	○	○	○	○

Q4 **Institutional Climate and Diversity**
Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
NOCE encourages employees to share their ideas openly	○	○	○	○	○
NOCE has effective hiring practices and policies that increase staff diversity	○	○	○	○	○
NOCE is committed to promoting diversity	○	○	○	○	○
NOCE has a lot of racial tension	○	○	○	○	○
I am satisfied with the diversity of employees at NOCE	○	○	○	○	○
NOCE is fully accessible for employees with disabilities	○	○	○	○	○
I have avoided disclosing a disability to my employer due to fear or negative consequences or discrimination	○	○	○	○	○

Q5 How often at NOCE have you:

	Never	Seldom (1-2 times ever or since employed)	Occasionally (3-4 times per term)	Frequently (4 or more times per term)
Witnessed discrimination	○	○	○	○
Reported an incident of discrimination to a campus authority	○	○	○	○
Experienced sexual harassment	○	○	○	○
Reported an incident of sexual harassment to a campus authority	○	○	○	○
Heard insensitive or disparaging racial remarks while working at NOCE	○	○	○	○
Felt isolated from the NOCE community	○	○	○	○
Felt discriminated against due to your race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion, and/or socio-economic class	○	○	○	○

Q6 **Decision Making/Governance**

How satisfied are you with the following aspects of your job?

	Very satisfied	Satisfied	Neutral	Somewhat satisfied	Not satisfied
I understand NOCE's mission, vision, and goals	◯	◯	◯	◯	◯
Decisions made at NOCE align with NOCE's mission, vision, and goals	◯	◯	◯	◯	◯
I understand how my work contributes to the mission, vision, and goals of NOCE	◯	◯	◯	◯	◯
Employee feedback is used to inform important decisions made at NOCE	◯	◯	◯	◯	◯
I have confidence in the effectiveness of the leadership at NOCE	◯	◯	◯	◯	◯
I have the opportunity to participate meaningfully in shared governance at NOCE	◯	◯	◯	◯	◯
I am satisfied with the opportunities to participate in institutional committees	◯	◯	◯	◯	◯
Constituent groups at NOCE work collaboratively toward achieving NOCE's goals	◯	◯	◯	◯	◯
Faculty, administration and staff are meaningfully involved in institutional planning	◯	◯	◯	◯	◯

Q7 **NOCE's Priorities**
Please rank in terms of how important you believe each item listed below is at NOCE:

_____ *Recruit Students from underrepresented groups*

_____ *Meeting the academic and/or careers needs of students*

_____ *Develop a sense of community among students and faculty*

_____ *Develop an appreciation for diversity and equity-mindedness*

_____ *Develop leadership abilities among students*

_____ *Prepare students for the workplace*

_____ *Prepare students to pursue their educational/career goals after NOCE*

Q8 **Campus Safety**
Since you started at NOCE how often have you felt:

	Never	Seldom (1-2 times ever or since employed)	Occasionally (3-4 times per term)	Frequently (4 or more times per term)
Unsafe walking on campus during the daytime	○	○	○	○
Unsafe walking on campus during the night time	○	○	○	○
Fear for your physical safety on campus because of your race, ethnicity, gender, gender identity, sexual orientation, age, disability, religion, and/or socio-economic class	○	○	○	○

Q9 Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel that NOCE administrators take reporting seriously	◯	◯	◯	◯	◯
I know who to contact at NOCE if I was assaulted/harassed/discriminated against	◯	◯	◯	◯	◯
I know where the emergency phones are located on campus	◯	◯	◯	◯	◯
I know where Campus Safety is located on campus	◯	◯	◯	◯	◯
NOCE does a good job at informing employees about safety issues	◯	◯	◯	◯	◯
I feel NOCE is prepared in case of an emergency	◯	◯	◯	◯	◯

Q10 **Physical Environment**
Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am satisfied with the general upkeep of the campus	○	○	○	○	○
I am satisfied with the availability of parking on campus	○	○	○	○	○
I am satisfied with the available bike storage locations on campus	○	○	○	○	○
I am satisfied with the availability of o restrooms on campus	○	○	○	○	○
I am satisfied with the availability of the electrical outlets for charging electronic devices available on campus	○	○	○	○	○
I am satisfied with the classroom facilities	○	○	○	○	○
I am satisfied with NOCE's computer labs	○	○	○	○	○
I am satisfied with the availability of staff break areas	○	○	○	○	○
I am satisfied with the Wi-Fi reception available on campus	○	○	○	○	○
I am satisfied with the availability of water fountains on campus	○	○	○	○	○

Q11 **Communications**
Please indicate how much you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My job responsibilities are communicated clearly to me	○	○	○	○	○
I am satisfied with the level of communication I receive from my supervisor regarding events/decisions in my department/program	○	○	○	○	○
There is adequate communication between departments	○	○	○	○	○

Q12 As a current employee, what is the best way for the school to share information with you about professional development/leadership opportunities, job openings, campus events, etc. (choose your top 3)

☐ *E-mail*

☐ *NOCE website*

☐ *Social media (Facebook, Twitter, Instagram, etc.)*

☐ *Fliers/brochures on campus*

☐ *Posters on campus*

☐ *Get Connected: Employee newsletter (online)*

☐ *Information shared by employer*

☐ *Department visits by school staff*

☐ *Hallway/campus information table*

☐ *Texting*

☐ *Other: _____*

Q13 **Demographics: Your responses are confidential. This information will be presented in group form to eliminate the potential for individual participants to be identified.**

What is your gender?

○   *Female*

○   *Male*

○   *Transgender*

○   *Gender nonconforming*

○   *Prefer not to say*

Q14 What is your race/ethnicity? (Mark all that apply)

☐   *American Indian or Alaska Native*

☐   *Asian*

☐   *Black or African American*

☐   *Hispanic or Latino*

☐   *Middle Eastern*

☐   *Native Hawaiian or Pacific Islander*

☐   *White*

☐   *More than one race*

☐   *Other*

☐   *Prefer not to say*

Q15 What age category best describes you?

○   *18-24*

○   *25-34*

○   *35-44*

○   *45-54*

○   *55 and older*

○   *Prefer not to say*

Q16 What best describes your sexual orientation?

○   *Straight/Heterosexual*

○   *Lesbian/Gay/Homosexual*

○   *Bisexual*

○   *Other*

○   *Prefer not to say*

Q17 How many years have you been employed at NOCE?

○   *Less than a year*

○   *1-5 years*

○   *6-10 years*

○   *11-15 years*

○   *16-20 years*

○   *21 years or more*

○   *Prefer not to say*

Q18 Please indicate what type of NOCE employee you currently are:

○   *Part-time hourly/Professional Expert*

○   *Classified (Part-time/Full-time)*

○   *Special Projects Administrator (Special Projects Coordinator, Special Projects Manager, Special Projects Director)*

○   *Full-time Faculty*

○   *Part-time Faculty*

○   *Management*

○   *Prefer not to say*

Q19 What is the highest level of education that you completed?

○   *Did not finish high school*

○   *High school diploma or GED*

○   *Attended college, but did not finish*

○   *Associate's degree (A.A., A.S., etc.)*

○   *Bachelor's degree (B.A., B.S., etc.)*

○   *Master's degree (M.A., M.S., etc.)*

○   *Doctoral or professional degree (Ph.D., J.D., M.D., Ed.D., etc.)*

○   *Prefer not to say*

Q20 Please indicate which of the following areas you currently working with:

○   *Academic Instruction (LEAP, ESL, DSS, CTE, HS/GED)*

○   *Student Services (Counseling, Tutoring, Admissions & Records, etc.)*

○   *Institutional Support (Accounting, IT, Provost Office, Facilities, Research, etc.)*

Q21 Please indicate which of the following campuses you currently work at: (Choose all that apply)

- [ ] *Anaheim Campus*

- [ ] *Cypress Center*

- [ ] *Wilshire Center*

- [ ] *Off-site*

Q22 Is there anything else you would like the institution to know about your experiences here at NOCE?

_____

_____

_____

_____

_____

Thank you for participating in our Campus Climate Survey. Your feedback matters and will enhance campus efforts to improve the academic environment for all employees.