



NOCE
NORTH ORANGE
CONTINUING EDUCATION

2020

**Campus Climate
Survey**

Produced by:
Office of Institutional Research and Planning

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Introduction

During the 2020 fall semester, North Orange Continuing Education (NOCE) conducted an institution-wide campus climate survey among employees and students. Understanding NOCE's current campus climate is a critical component to the success of NOCE. Gathering valuable feedback from students, staff and faculty will provide insight into what shapes the experiences and perceptions of those groups.

NOCE is committed to ensuring that all students and employees can engage, learn, and work in a supportive and equitable environment. Findings from the survey will help inform planning and action to help create an environment where everyone feels welcomed, valued, safe, and respected. Campus climate data provides NOCE with a baseline understanding of how the community experiences NOCE.

Numerous studies have shown that the campus environments in which students engage influence both learning and developmental outcomes. Students who perceive their learning environments to be positive and welcoming are more likely to reach educational milestones and outcomes, such as retention and completion (Cabrera et al., 1999; Pascarella & Terenzini, 2005). Research has also concluded that students who engage in a learning environment with diverse student bodies and faculty are also more likely to reach such milestones (Harper & Quaye, 2005).

The evidence suggests that a positive environment, as defined by students experiencing a sense of belonging, free of discrimination, safe, and supportive, will enable NOCE to achieve its mission of “offering a transformative educational experience that builds lasting foundational skills and promotes student success.”



**EVERY voice
matters.**

What is campus climate?

It is a measure of the campus environment as it relates to interpersonal, academic, and professional interactions.

This includes events, messages, symbols, core beliefs, feelings, attitudes, and more, which make NOCE a welcoming environment (or not) for everyone.

All of these things can range from subtle to cumulative to dramatic, and can influence whether an individual or collective feels safe, listened to, valued, and treated fairly.

Survey Instrument

In Fall 2017, NOCE conducted its first institutional campus climate survey. The survey instrument was co-created between OIRP, NOCE instructors, and members of the Institutional Effectiveness Committee. The instrument administered in Fall 2020 is a revised version of the 2017 Campus Climate Survey. Initially, OIRP began revising questions for the 2020 Campus Climate Survey based on the feedback and experiences from 2017. The 2020 survey instrument was then further revised through the feedback of various stakeholder groups, including the Institutional Effectiveness Committee, President's Staff, Academic Senate, and District's Office of Diversity and Compliance. The final 2020 survey instrument for students contained 40 questions and 56 questions for employees. Both surveys had an open-ended question for commentary at the end.

The structure of the survey remained the same in that both students and employees were asked a series of statements related to overarching themes. Participants were mostly asked to use five-point Likert scales as they relate to the statements. Scales of agreement (*Strongly agree* to *Strongly disagree*), frequency (*Never* to *A lot*) and satisfaction (*Very satisfied* to *Not satisfied*) were used. A *Not applicable* option was available for some statements.

NOCE Campus Climate Themes	
Student	Employee
Contact with NOCE Staff Members	Campus & Supervisor Relationship
Quality of Education	Job Satisfaction
Basic Needs	Institutional Climate & Diversity
Institutional Climate/Sense of Belonging	Decision Making/Governance
Demographics	Campus Safety
	Communications
	Demographics

Data Collection

Both the student and employee campus climate surveys were available through an online platform (Qualtrics), and anonymous links to access the survey were disseminated as outline in the sections below. Survey links were available to both students and employees from October 29, 2020, to November 20, 2020.

Student Campus Climate Survey: The online student survey was available in both English and Spanish. Marketing efforts to promote student participation in the survey included providing links to student surveys via NOCE social media outlets, the NOCE monthly newsletter via email, and the NOCE website. Student links were also sent out via email to all NOCE employees to be shared out to students directly if the opportunity arose. A total of **741 NOCE campus climate surveys were completed by students**. Among the completed surveys, 541 were completed in English and 200 were completed in Spanish. Due to the dissemination methods for the student survey, the total number of NOCE students the survey was sent out to is unknown, and therefore a response rate could not be calculated.

Employee Campus Climate Survey: The employee survey link was sent out via email by President Purtell to 562 NOCE employees. A total of **157 NOCE**

employees completed the campus climate survey. This resulted in a 28% response rate which was slightly lower than that of 2017 (34%).

Data Analysis

Analysis on quantitative and qualitative survey data was conducted by the OIRP team. Frequency distributions, significant findings among student and employee subgroups, disaggregated data, and qualitative findings are presented in this report. Data charts displayed in the body of the report include responses that were either *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree*. For presentation purposes these four responses were grouped into positive (*Strongly agree* and *Agree*) or negative (*Strongly disagree* and *Disagree*) responses to statements. For the satisfaction scales (only on the employee survey), the response option *Very satisfied* and *Satisfied* were combined as well. Since the proportions presented on the charts are calculated out of all survey respondents (N=741 for Student Survey and N=157 for Employee Survey) unless otherwise noted, the bars displayed on the charts may not total to 100% due to missingness in responses and neutrality. Disaggregated data tables are presented in the appendix, which include a reporting of all possible responses including *Not applicable*, *Neutral*, *Prefer not to answer*, and missing responses.

Chi-square tests of independence were calculated to analyze the significance of differences in survey responses based on participant subgroups. This type of analysis was conducted on both student and employee survey responses. Differences based on group characteristics, such as program, demographics, campus, and employee type, were analyzed. Only differences that had an alpha level of .05 ($p < .05$) or below were reported in the narrative.



A note on Statistical Significance:

An alpha level of .05 or less ($p < .05$) means that there is a 5% chance or less that the difference in group responses were due to chance.

Open-ended responses were qualitatively analyzed using thematic coding. Quotes are presented to support data findings throughout the narrative.

Limitations

It is important to consider the following limitations that may have impacted survey results:

- **Self-selection bias:** This is a type of bias that can arise when survey participants choose to voluntarily participate in a survey, rather than being randomly assigned. This is important to note because there may be difference between those who chose to participate and those who opted out of participating in the survey.
- **Language barriers:** Because the student survey was only available in English and Spanish and the employee survey only in English, language barriers may have played a role in how individuals responded. It is possible that due to this barrier, survey participants may have misinterpreted questions and/or responses as originally intended, in turn, impacting survey responses.
- **Access:** Unfortunately, campus closures due to the COVID-19 pandemic resulted in only having the survey available online. Unlike in 2017, where OIRP gathered survey responses from both online and in-person settings, this was not the case for Fall 2020. This limitation impacts who could respond to the survey—those who had some type of internet access either via a computer or their mobile devices.
- **COVID-19 Pandemic:** The pandemic has affected communities, families, and individuals on a myriad of levels and ways. The purpose of this survey is to gather general feedback from students and employees about their personal experiences as NOCE community members. It is worth noting that external factors driven by the pandemic may have influenced how participants responded to survey questions.
- Additionally, due to the COVID-19 pandemic, during the terms leading to the Campus Climate Survey NOCE functioned mostly on an online platform. Students and staff whose only experiences at NOCE were during that time may have responded to the survey items based on their remote experience, which may have impacted their responses.

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

Report Structure

The report is structured in a manner that presents the findings for students and employees separately. Infographics provide a snapshot of the findings for both the student and employee survey. The appendix presents disaggregated survey responses prior to their groupings and show counts and proportions for each question.



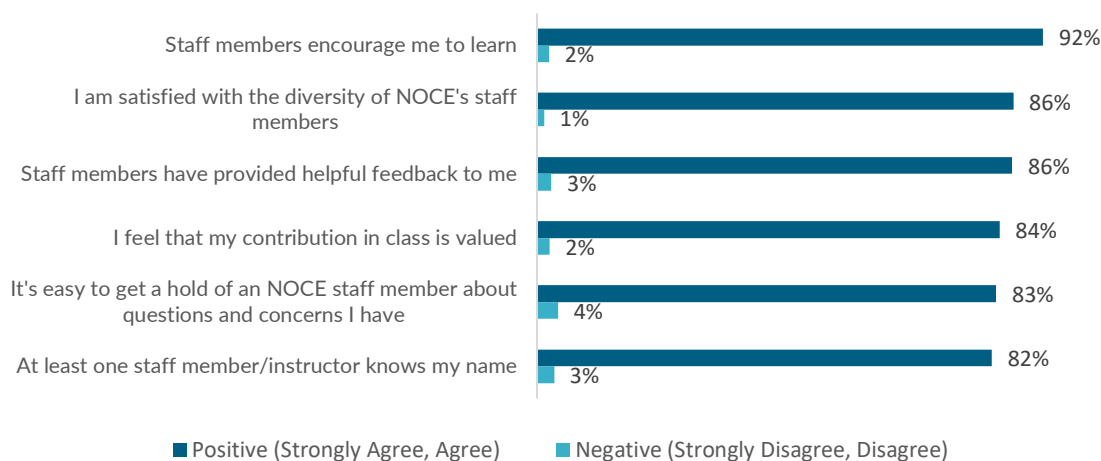
Student Survey

Findings

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 six items related to their experiences with NOCE staff members whom they have interacted with while attending NOCE. Like the findings from the 2017 Student Campus Climate Survey, students responded positively regarding their experiences with NOCE staff members. Over 90% students agreed that the staff members encourage them to learn. Most students (>80%) agreed that it is easy to get a hold of an NOCE staff member about questions and concerns they may have, and they felt that staff members provide helpful feedback to them, value their contribution in class, and at least one staff member/instructor know their name. When asked about staff diversity at NOCE, 86% students agreed that they are satisfied with the diversity of NOCE's staff members. When compared to the 2017 survey findings, students' experience with at least one staff member/instructor knows their name increased by four percentage points (78% in 2017 versus 82% in 2020).

Figure 1: Student Responses to Statements Related to Contact with NOCE Staff Members



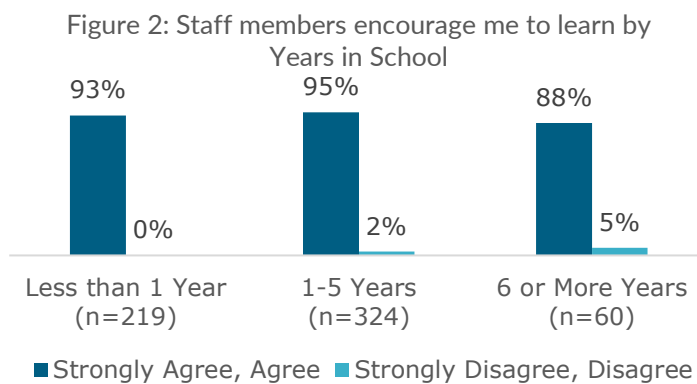
While most of the students did feel positively about NOCE staff, about 4% did not feel that it is easy to get a hold of NOCE staff member about questions and concerns they may have. In the 2017 survey, 5% students did not feel that at least one NOCE staff member or instructor knows their name; however, the proportion of students who felt similarly in the 2020 survey is 3%.

Statements with subgroup differences:

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

Staff members encourage me to learn

- Students who have been at NOCE for longer than 6 years are *less likely to agree* to this statement compared to those who have been here five years or less.



I am satisfied with the diversity of NOCE's staff members

- Female students (423 out of 452) are *more likely to agree* to this statement when compared to male students (126 out of 147).

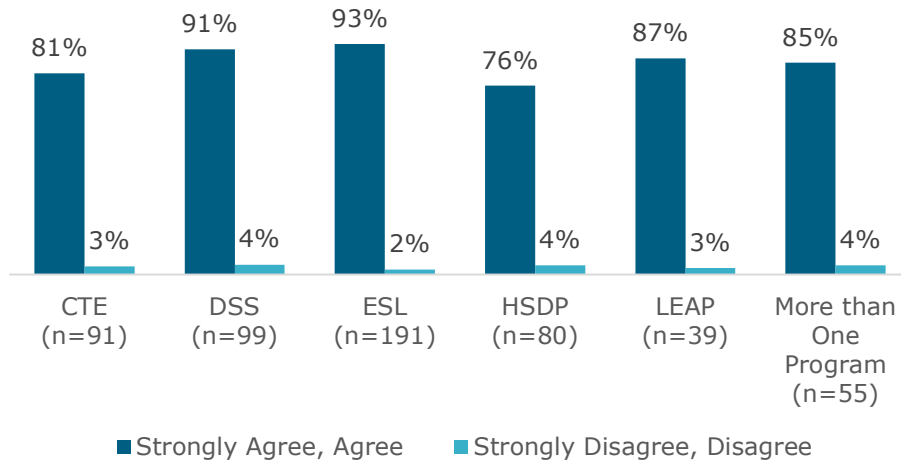
94%
Proportion of Female students who agreed.

86%
Proportion of Male students who agreed.

At least one staff member/instructor knows my name

- Compared to the students in the other instructional programs, students in the High School Diploma/GED/HiSET Preparation program (HSDP) are *less likely to agree* that at least one staff member/instructor knows their name. This could be due to the open entry/exit nature of the High School Diploma/GED/HiSET Preparation program (HSDP).

Figure 3: At Least One Staff Member/Instructor Knows My Name by Program



Overall, NOCE students shared positive experiences with their contact with NOCE staff members:

“I was having issues registering. [A staff member] reached out and helped me registered. I was so surprised at how easy it was to get assistance. She was very kind and got back to me. Thank you all.”

“I have felt welcomed and encouraged by the staff and others. I have great memories and respect for the students and faculty. They have excelled in helping me feel better and to promote my education in school. I feel supported in my efforts to become a teacher and a better student.”

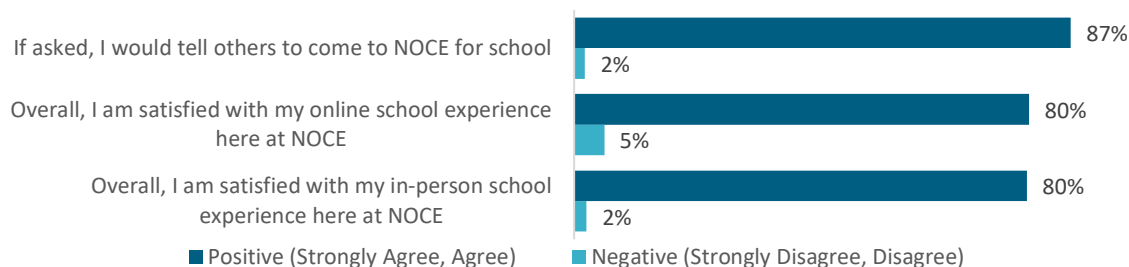
“I want to say thank you to my teachers and counselors for helping me to pick my classes and when I have problems with someone I go to a counselor or teachers to talk about my problem.”

“Your student-centered staff is really helpful. Thank you to the staff for their hard work in these tough times.”

Quality of Education

Students were asked to rate the quality of education they have received at NOCE. Four-fifths of students felt positive about their educational experience at NOCE, regardless of modality; however, there was slightly more disagreement regarding satisfaction with the online school experience versus in-person (5% versus 2%). Compared to the results from the 2017 Campus Climate Survey, satisfaction with the school experience is down eight percentage points (88% in 2017). Additionally, over 85% of the students indicated they would promote NOCE as a school to others.

Figure 4: Student Responses to Statements Related to Quality of Education

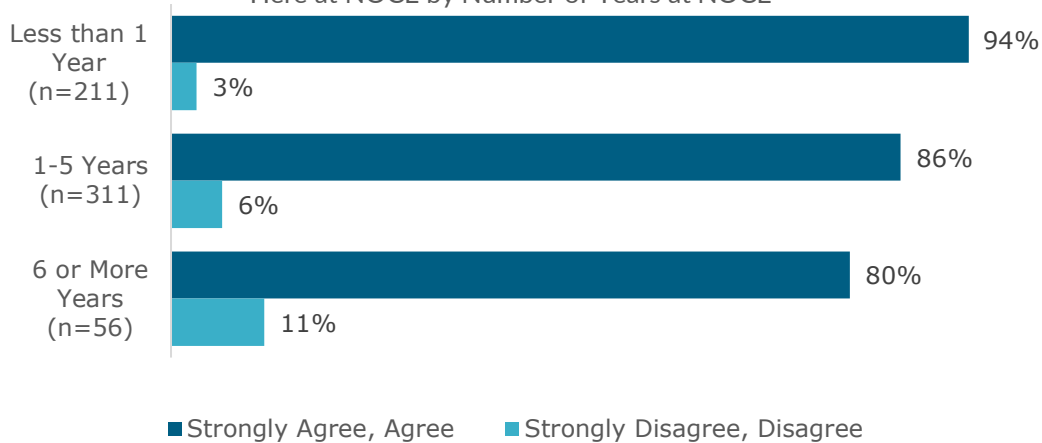


Statements with subgroup differences:

Overall, I am satisfied with my online school experience here at NOCE

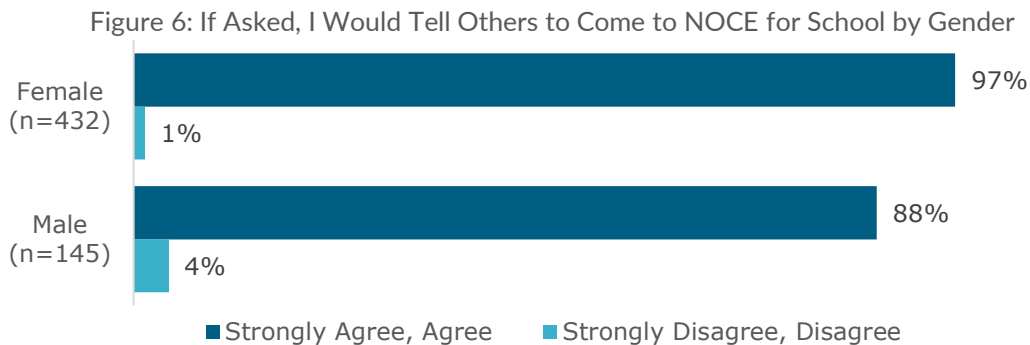
- When disaggregating students by the number of years in which they have enrolled at NOCE, a trend surfaced. Students who have enrolled at NOCE longer are *less likely to respond positively*.

Figure 5: Overall, I Am Satisfied with My Online School Experience Here at NOCE by Number of Years at NOCE



If asked, I would tell others to come to NOCE for school

- Male students are *less likely to agree* with this statement than females.



Despite some students sharing that they struggled with the online format during remote instruction, several students shared their appreciation and gratitude for having the opportunity to continue their studies during COVID-19 closures:

“I just want to mention that the staff members and professors are doing a great job teaching through distance learning. Thanks to them, I am continuing studying.”

“In my experience, everybody [at NOCE] has been helpful. But I wish classes had more information to go forth, example, reference material other than the book or teacher. When I was in in-person classes, teacher had photos of situations, it was easy to grasp the material. Not everybody learns the same way, I believe taking classes online is a bit difficult, with this new trend of being at home.”

“I appreciated being able to take online classes, especially during these Covid times. I work in the day and don't feel comfortable going onto campus at night. If not for the online classes, I wouldn't be able to take anything. My main interest was/is to up my typing speed at low/no cost as I try to get a full-time job. I hope you continue to offer online classes at low/no cost. “

“I miss classes in person. Virtual learning is not the same, the conversational practices are missing.”

“Thank you for the remote class for the older adults' programs. Myself and my mother used to participate at senior community center's exercises program and have benefited past several years. Current remote learning through Canvas has been helpful.”

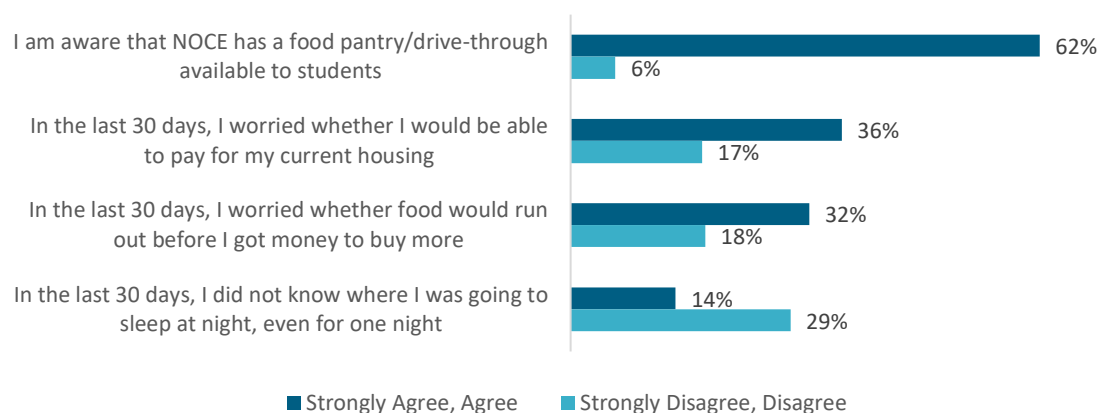
“I am grateful to NOCE for giving me the best instruction online and generous support for doing so even in the pandemic situation of COVID-19.”

Basic Needs

To assess food insecurity, housing insecurity, and homelessness among NOCE students, the survey asked participants to refer to the prior 30 days and answer whether they experienced any worries about food running out, inability to pay for housing, or not having a place to sleep at night. Additionally, students were asked about their awareness of the food pantry/drive-through available to them at NOCE.

Of the 741 students who responded to the survey, 32% indicated they have experienced food insecurity, 36% experienced housing insecurity, and 14% experienced homelessness. About 16% students did not answer this set of questions on the survey. Since students had the option to select *Not Applicable*, nearly 17% of students selected that option for the food and housing insecurity questions and 28% students selected that option for the homelessness question.

Figure 7: Student Responses to Statements Related to Basic Needs

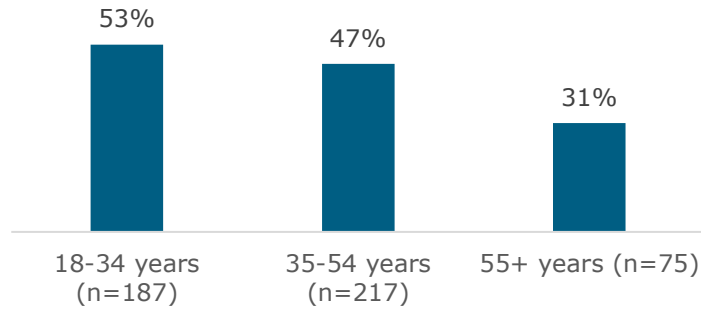


Statements with subgroup differences:

In the last 30 days, I worried about food would run out before I got money to buy more

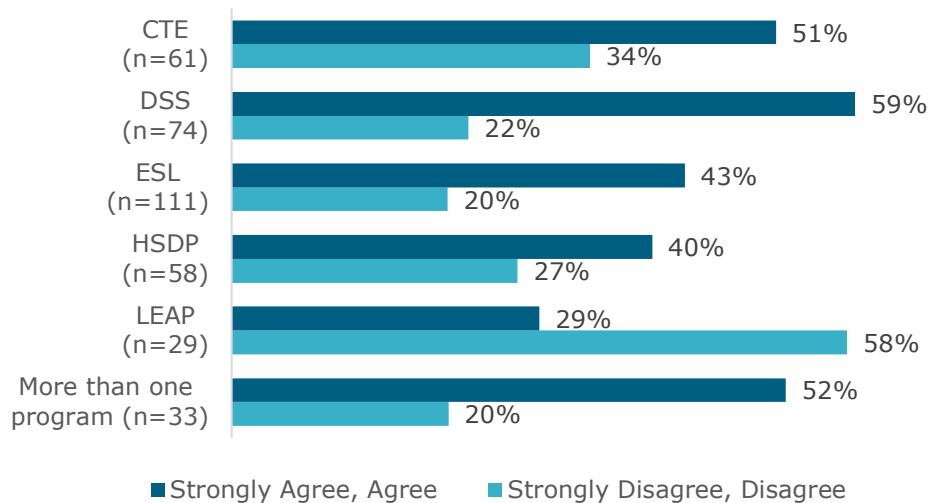
- When disaggregating the data by age categories, it appears that students who are between 18 to 34 years of age are *more likely to agree* that they experienced food insecurity compared to students who are 55 and older.

Figure 8: Proportion That Agreed That They Worried About Food Running Out by Age



- Students enrolled in the Disability Support Services (DSS) program are *more likely to agree* that they worried about food running out before they got money to buy more; whereas students enrolled in the LifeSkills Education and Advancement Program (LEAP) are *more likely to disagree* to this statement.

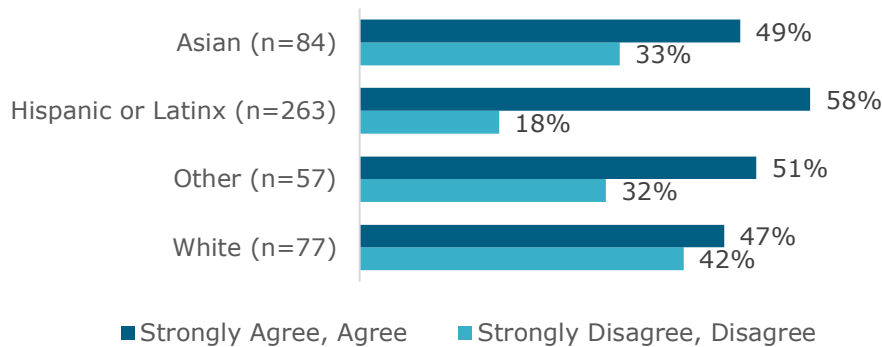
Figure 9: Food Insecurity by Program



In the last 30 days, I worried about whether I would be able to pay for my current housing

- Students in the 55 and older age category (30 out of 71) are *less likely to agree* with this statement as compared to those in 18 to 34 years of age (102 out of 183) or 35 to 54 years of age categories (123 out of 224).
- Compared to the Asian and White students, Hispanic or Latinx students are *more likely to agree* that they experienced housing insecurity.

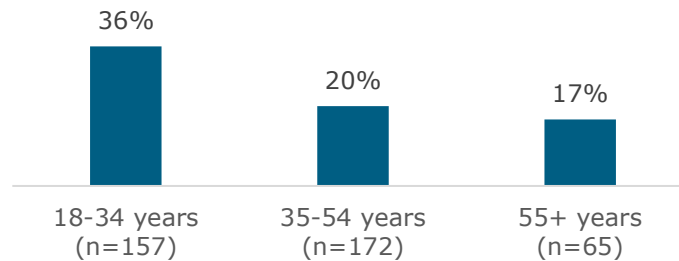
Figure 10: Statement About Housing Insecurity by Race/Ethnicity



In the last 30 days, I did not know where I was going to sleep at night, even for a night

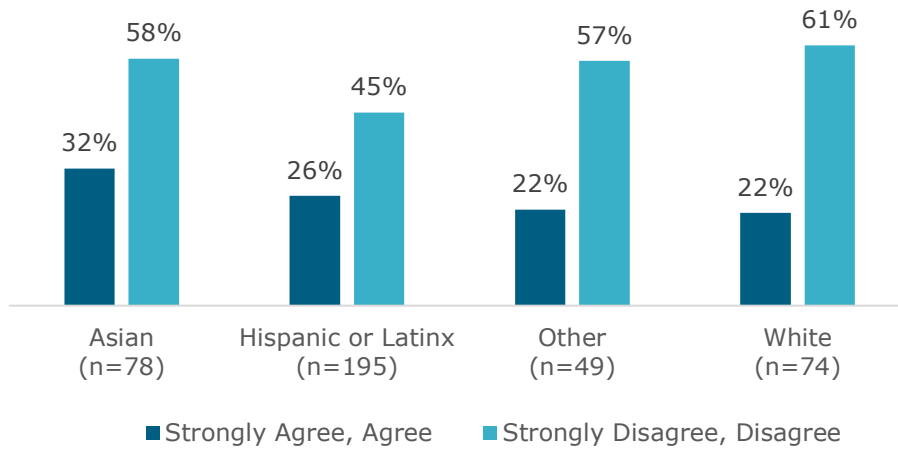
- Students between the ages of 18 to 34 years of age are *more likely to agree* experiencing homelessness compared to students between 35 to 54 years of age or older.

Figure 11: Proportion That Agreed That They Experienced Homelessness by Age



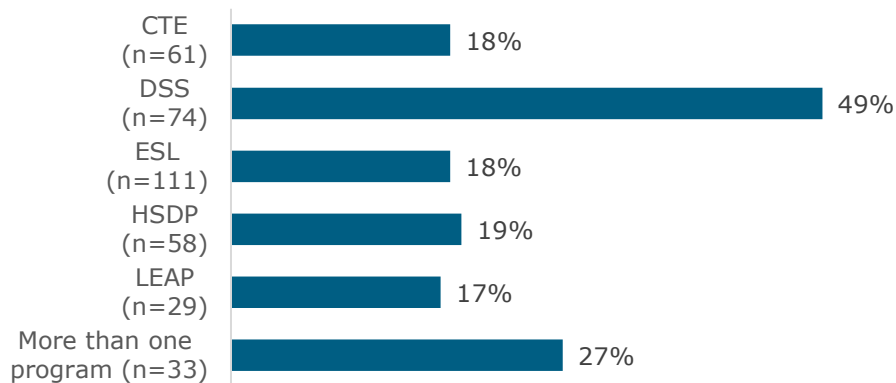
- Asian students are *more likely to agree* to experiencing homelessness compared to other ethnic groups. However, Hispanic or Latinx students are *less likely to disagree* with this statement, and compared to other groups, a large proportion (29%) of Hispanic or Latinx students responded neutrally on the agreement scale.

Figure 12: I Did Not Know Where I Was Going to Sleep at Night by Race/Ethnicity



- When disaggregating the data by instructional programs, students enrolled in the DSS program are *more likely to agree* experiencing homelessness compared to students in other NOCE programs.

Figure 13: Proportion That Agreed That They Experienced Homelessness by Program



I am aware that NOCE has a food pantry/drive-through available to students

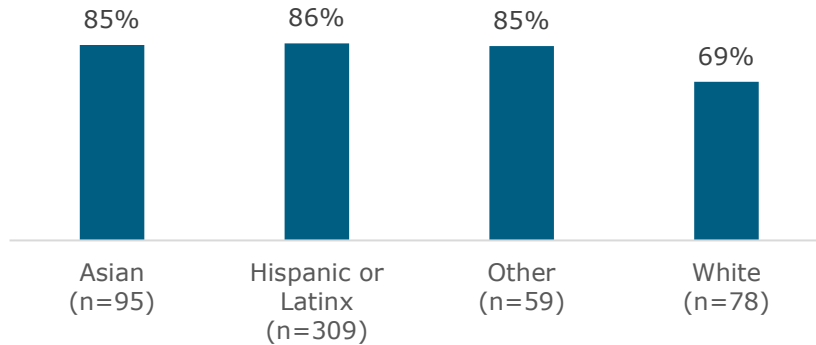
- Female students (357 out of 417) are *more likely to agree* that they are aware of NOCE food pantry when compared to male students (91 out of 127).

86%
Proportion of Female students who agreed.

72%
Proportion of Male students who agreed.

- When disaggregated by race/ethnicity, White students are *less likely to agree* that they are aware that NOCE had a food pantry compared to other ethnic groups.

Figure 14: Proportion That Agreed That They Are Aware of NOCE Food Pantry by Race/Ethnicity

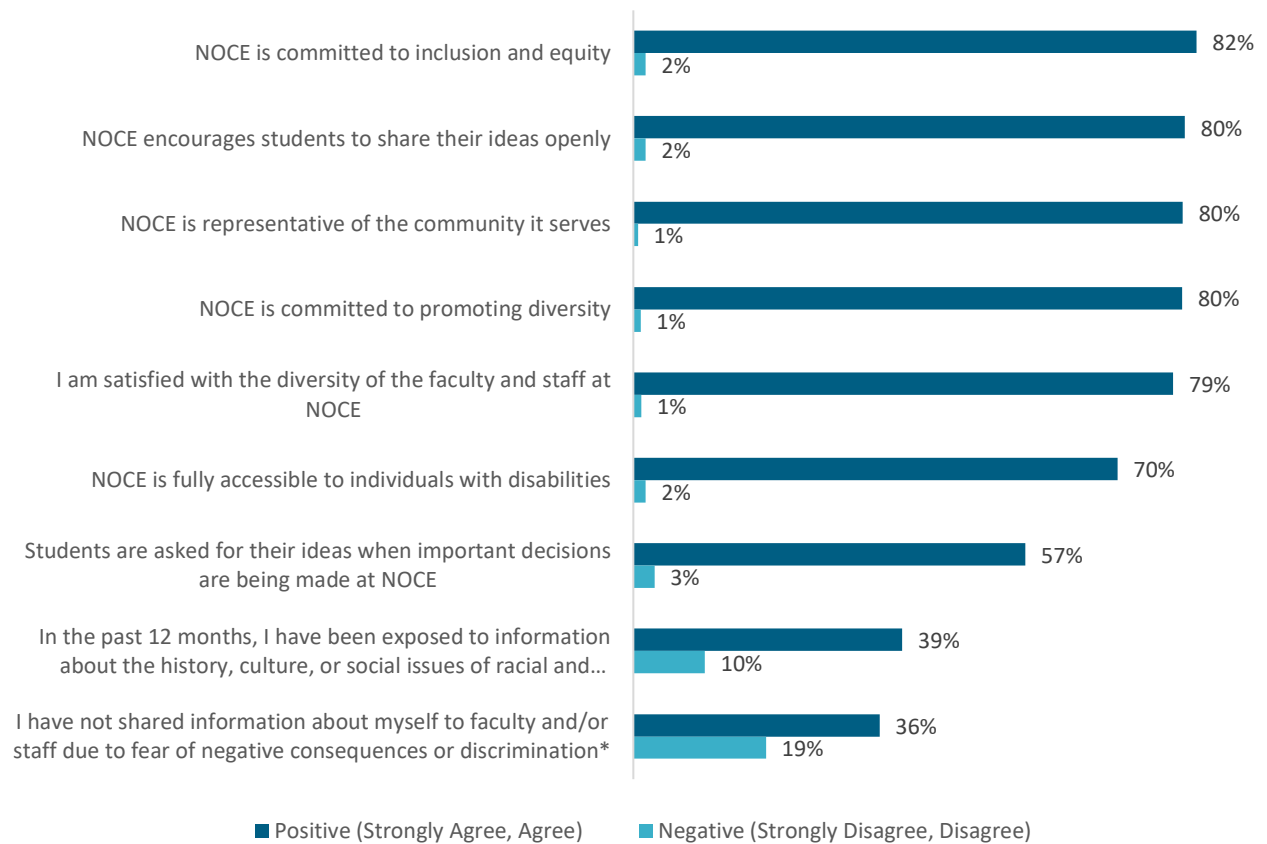


Few open-ended responses related to housing and food insecurity. Among the comments that were shared, two students communicated that the food pantry was too far for them to attend, while another communicated that they had experienced homelessness and unemployment for the last several years in Orange County.

Institutional Climate/Sense of Belonging

Students were asked to assess NOCE’s campus culture and whether it creates a feeling of welcomeness and connectedness. About four out of five students responded that NOCE encourages students to share their ideas openly, is committed to promoting diversity, equity, and inclusion, and is representative of the community which it serves. This mirrors the results from the 2017 Student Campus Climate Survey. However, compared to results from the 2017 Student Campus Climate Survey, the proportion of respondents who indicated that NOCE is fully accessible to individuals with disabilities has decreased (75% in 2017 versus 70% in 2020), and the proportion of respondents who indicated that they have avoided disclosing information about themselves to faculty or staff due to fear of negative consequences or discrimination has increased (22% in 2017 versus 36% in 2020).

Figure 15: Student Responses to Statements Related to Institutional Climate



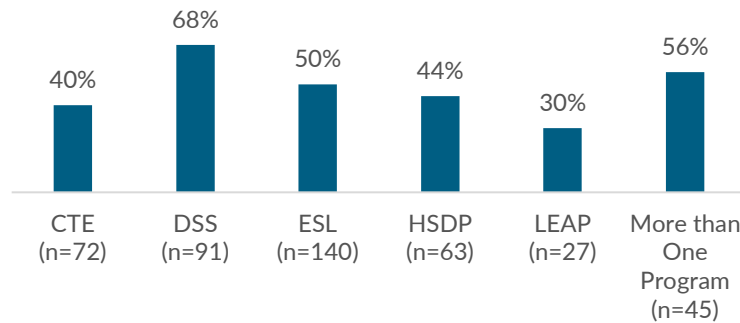
Note. * Indicates that this item was measured based on agree or disagree, not positive or negative.

Statements with subgroup differences:

I have not shared information about myself (disability, race/ethnicity, gender identity, sexual orientation, etc.) to faculty and/or staff due to fear of negative consequences or discrimination.

- DSS students are most likely to agree with this statement compared to students from other programs. However, compared to results from the 2017 Student Campus Climate Survey, agreement to this question has increased across all programs.

Figure 16: Proportion of Students That Agreed to This Statement by Program



Discrimination

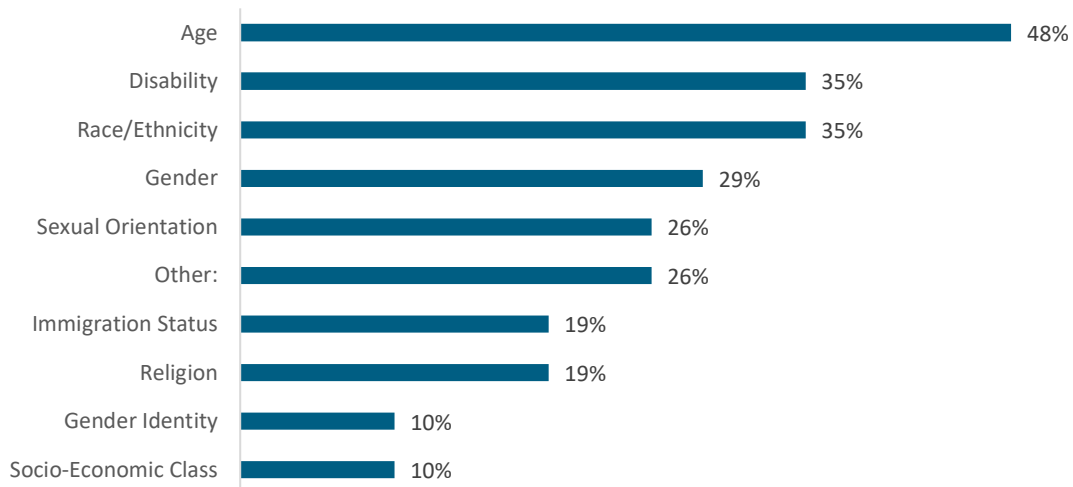
As a part of the institutional climate construct, students were asked a question regarding any discrimination they may have experienced at NOCE. Students were asked a *yes* or *no* question on whether during their time at NOCE they have ever felt discriminated against. Six percent (n=41) of the students indicated they have felt discrimination at NOCE.

Figure 17: During Your Time at NOCE, Have You Ever Felt Discriminated against?



If students indicated *yes*, they were asked a follow-up question to indicate all of the categories for which they felt discriminated against, including, race/ethnicity, gender, gender identity, sexual orientation, age, disability, religion, socio-economic class, immigration status, or an option to include any other reason. Of the 31 students who answered the follow-up question regarding the categories in which they felt discrimination at NOCE, the top three categories for which students faced discrimination included age, race/ethnicity, and disability.

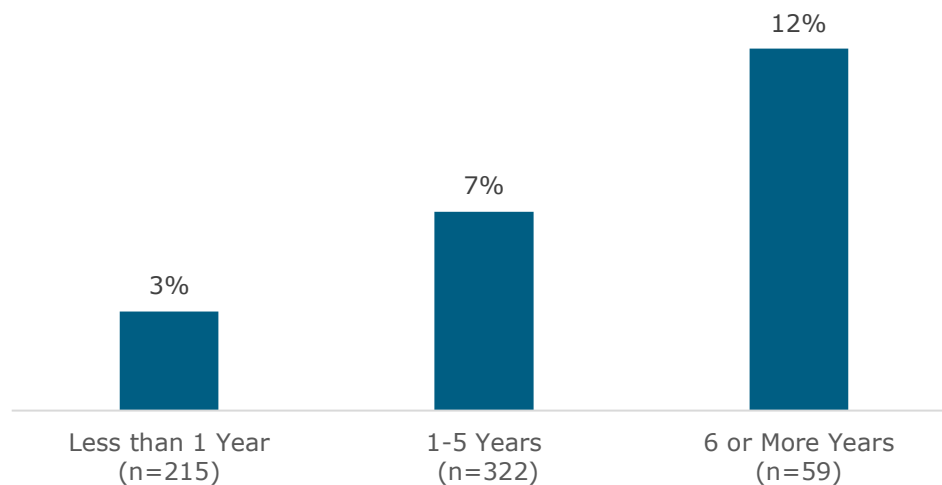
Figure 18: Categories For Which Students Felt Discriminated against (n=31)



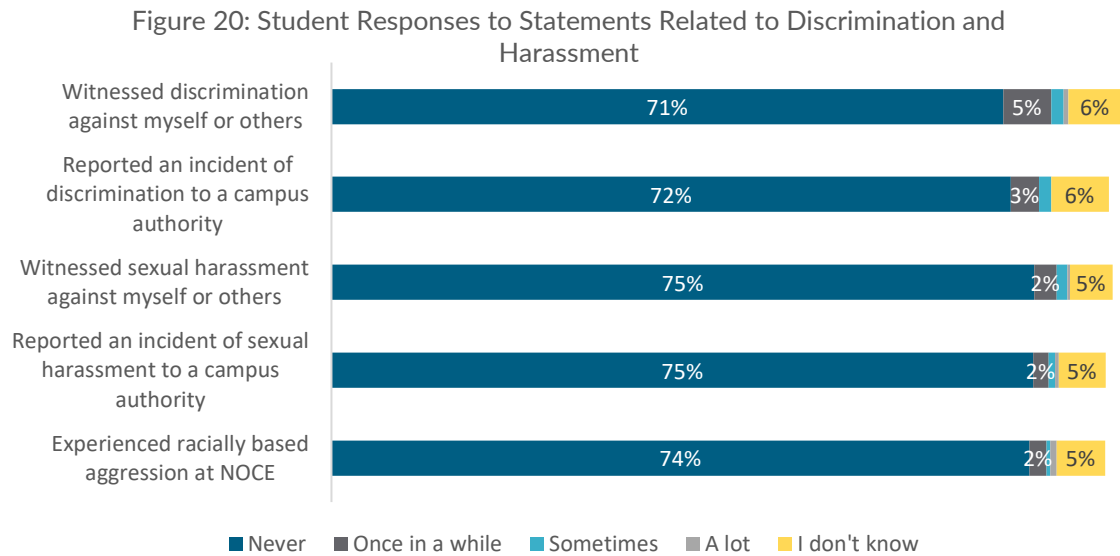
Furthermore, when the data was disaggregated by demographics, the following differences emerged on the question of whether students felt discrimination at NOCE:

- Male students (13 out of 149) are *more likely to agree* they felt discrimination at NOCE compared to female students (20 out of 460).
- Students who have been in school for six years or longer are *more likely to agree* they felt discrimination at NOCE compared to students who have been at NOCE five years or below.

Figure 19: Felt Discrimination at NOCE by Years in Schools



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 witnessed or reported discrimination or harassment at NOCE. Over 70% indicated they never witnessed or reported such incidents.

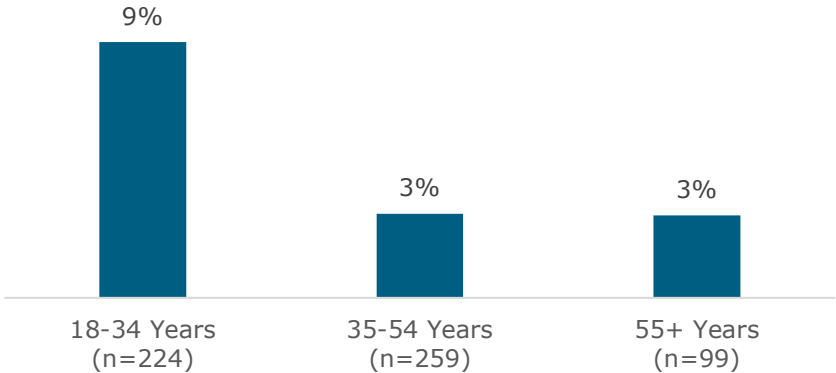


Statements with subgroup differences:

Reported an incident of discrimination to a campus authority.

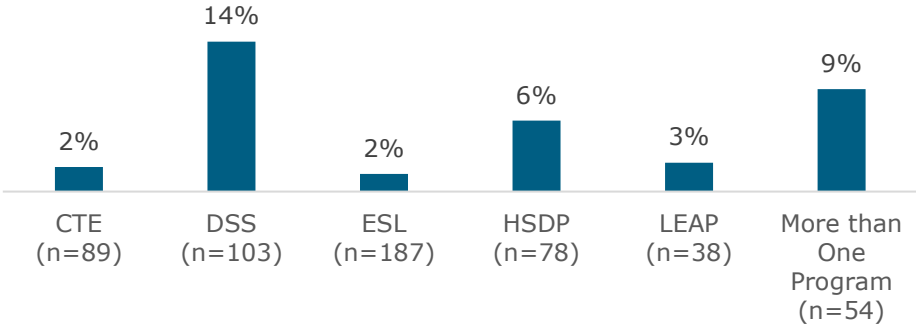
- Respondents between the ages of 18 and 34 reported more incidents of discrimination compared to other age groups. However, it should be noted that half of respondents between the ages 18 and 34 who reported at least one incident of discrimination also indicated having *never* witnessed any discrimination, whereas all respondents of other age groups who indicated reporting an incident of discrimination also indicated witnessing an incident of discrimination.

Figure 21: Proportion That Reported an Incident of Discrimination to a Campus Authority by Age



- Respondents enrolled in the DSS program reported more incidents of discrimination compared to respondents enrolled in other programs.

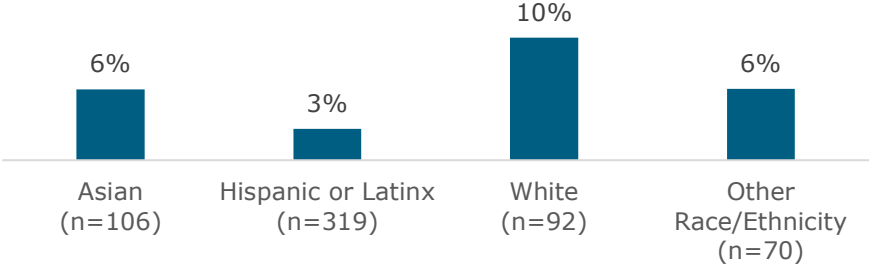
Figure 22: Proportion That Reported an Incident of Discrimination to a Campus Authority by Program



Witnessed sexual harassment against myself or others.

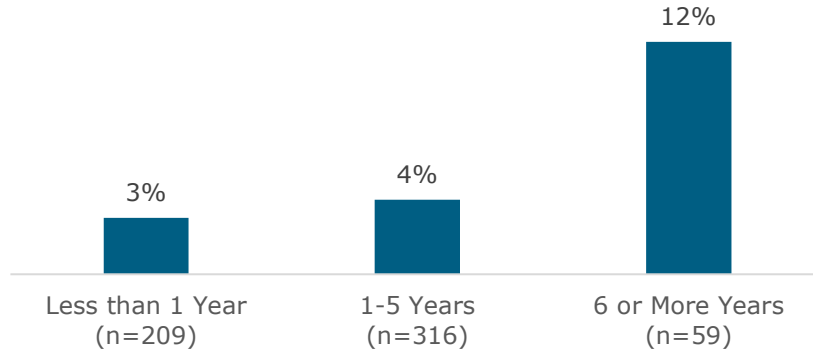
- Respondents who identify as White, indicated witnessing more incidents of sexual harassment compared to respondents of other races/ethnicities.

Figure 23: Proportion That Witnessed Sexual Harassment against Themselves or Others by Race/Ethnicity



- Respondents who have been at NOCE longer, indicated having witnessed more incidents of sexual harassment than respondents newer to NOCE.

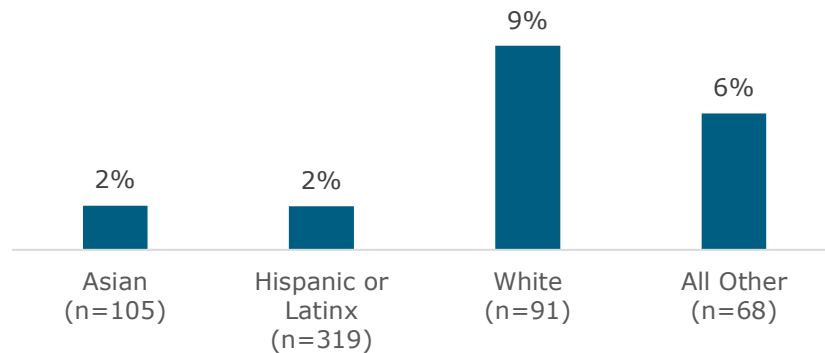
Figure 24: Proportion That Witnessed Sexual Harassment against Themselves or Others by Number of Years at NOCE



Reported an incident of sexual harassment to a campus authority.

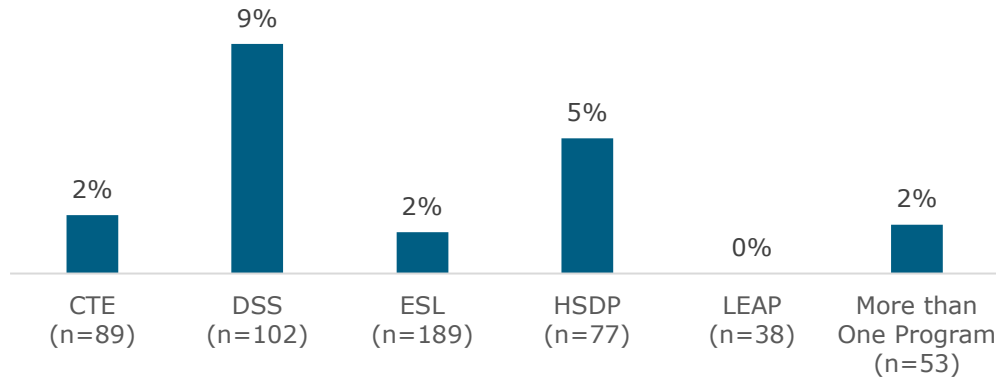
- Respondents who identified as White, indicated having reported more incidents of sexual harassment compared to respondents of other races/ethnicities.

Figure 25: Proportion That Reported an Incident of Sexual Harassment to a Campus Authority by Race/Ethnicity



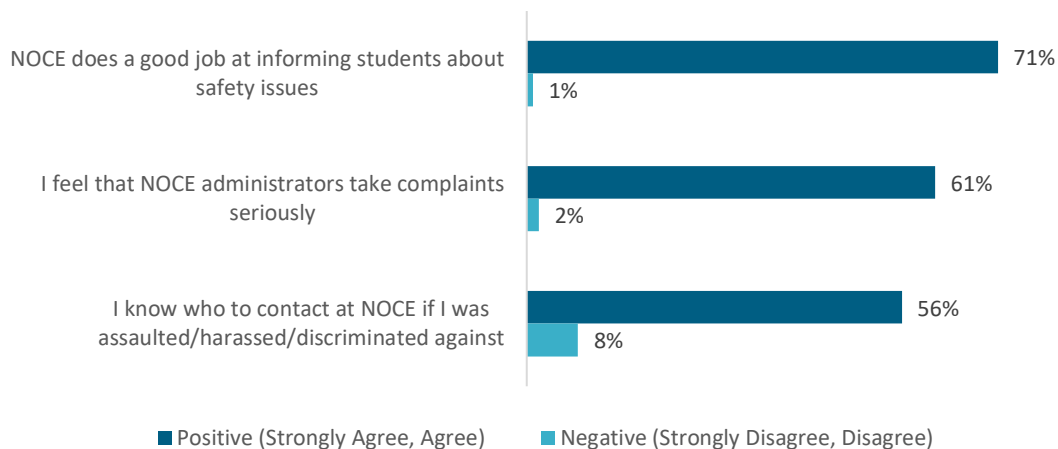
- Respondents enrolled in the DSS program reported more incidents of sexual harassment compared to respondents enrolled in other programs.

Figure 26: Proportion That Reported an Incident of Sexual Harassment to a Campus Authority by Program



On an agreement scale, students were also asked how they felt regarding the administration of campus safety at NOCE. The proportion of students who agreed that NOCE administrators take complaints seriously dropped by 10 percentage points from the 2017 survey findings (71% in 2017 versus 61% in 2020). Similarly, students who indicated they know who to contact at NOCE if they were assaulted, harassed, or discriminated against also decreased (61% in 2017 versus 56% in 2020). However, the proportion of students who agree that NOCE does a good job at informing students about campus safety increased by 5 percentage points from 2017 to 2020 (66% in 2017 versus 71% in 2020).

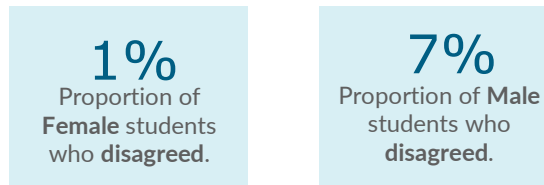
Figure 27: Students Responses to Statements Related to Campus Safety



Statements with subgroup differences:

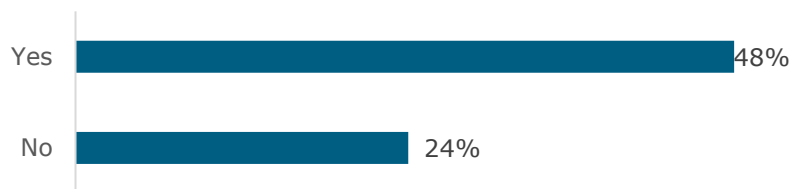
I feel that NOCE administrators take complaints seriously

- Male students (10 out of 138) are *more likely to disagree* with this statement than female students (3 out of 392).



Lastly, students were asked if they knew how to contact Campus Safety. A little less than half of the students responded *affirmative* and nearly a quarter of the students indicated *no*.

Figure 28: I Know How to Contact Campus Safety

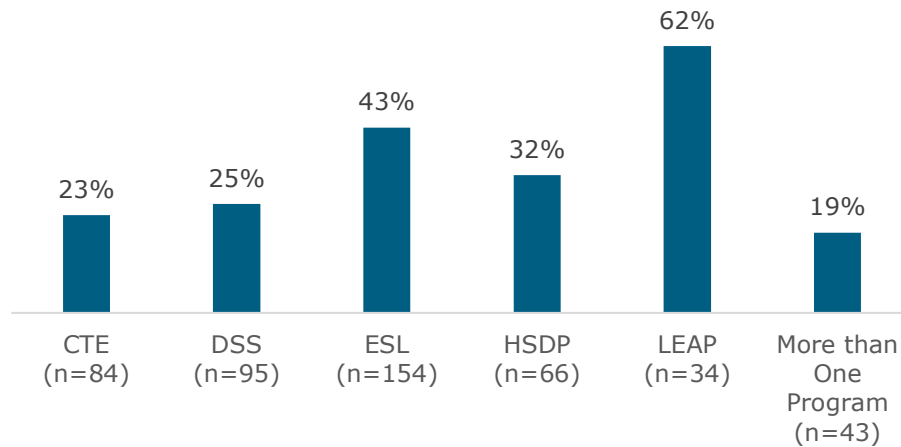


Statements with subgroup differences:

I know how to contact Campus Safety

- Students in the LEAP program are *less likely to know* how to contact Campus Safety. This may be due to LEAP having a vast majority of their courses be offered off-site.

Figure 29: Proportion of Students That Do Not Know How to Contact Campus Safety by Program



The remainder of open-ended responses from students were categorized into three areas: recommendations, concerns and praise. Below are several of the comments in their respective categories.

Recommendations from students included the types of courses they are interested in and support services that they would like to be offered:

"...[is] there anything, like the school to learn how to pay the bills and everything. (class suggestion)."

"I'd like to thank you for your great effort and cooperation with the students. I'd recommend if you can inform the students with each course supplies before registration the course because I missed one course which didn't mentioned that the book is mandatory. I'd like to add laboratory Tech certificate & Vet. Tech certificate along with the current career certificates which have the same successful career pathways and highly demanded in our community. Thanks for all your support."

"I am happy with the online classes especially because we have the pandemic and it is safer from home and for older people who want to learn it is more comfortable. I would like us to have more classes that they have online for people who don't know that much English."

"I would like if NOCE could implement childcare for children who are 5 years or younger. This would be a lot of help for the moms that seek to continue their studies."

"I would like to have more interactions with some teachers, I consider it should be at least one class per week where we can share with other students and the teacher."

"I would like to open the library and lab at least during the day."

"I am happy with the online classes especially because we have the pandemic, and it is safer from home and for older people who want to learn it is more comfortable. I would like us to have more classes that they have online for people who don't know that much English."

Most of the comments themed around concerns were related to course structure, specifically the allotment of time available for the courses. Some students also shared their concerns around navigating the onboarding process at NOCE:

"The actual time in the classes is an hour and a half. Before we had three hours. Why have the hours been reduced?"

"Have more contact with the staff, I don't know how much time I have left on my classes."

"The time allotted for each class is not enough to learn, for me the number of days the course is offered is not enough."

"The classes are good for me, but the truth is, access is very confusing (registering), for example, gateway is created and then you have to reset the password and you realize because when you want to access you get an error in your password, because of that You speak to support and they tell you that there is no error in your password but that the procedure is to do a reset to generate a new password and to access canvas..."

Several remaining comments provided praise to NOCE faculty and staff. Students shared their appreciation for staff member's support and thankful for the opportunity to be an NOCE student.

"And I want to take advantage of mentioning my teacher they are very professional but also makes the class so pleasant. I am very happy."

"I would like to express my deep gratitude to all the instructors and staff at NOCE who help me study."

"I believe we are having difficult times in learning online, it is difficult because up to this point, I still don't know how to use the tool for the canvas program, but my teacher has a lot of patience and their classes are good. I just want to say thank you to the school, the program, and my teacher for all the support and patience you have with the students so that we can achieve our goals."

"Thank you to my teacher for supporting us, without you we could not have done it."

"My counselor was wonderful and always relied back quickly to any of my questions."

"I am thankful I was informed about NOCE near my home and work. I met staff members that are very supportive. Staff at the learning center is always there if I need help. I am also thankful for the support of my instructors."

"I am filling out this form based on my thoughts and observations of John's experiences. John is conserved. While the WISE program and teachers have done an excellent job during the pandemic with online programming, John is very much wanting to get back to campus. The online learning is just a very small slice of what a person with disabilities gets from an on-campus program...social interaction, friendships, independence from parents/caretakers...to name just a few. Thank you for your support and John is very much hoping to get back to school for the Spring semester. "

Student Campus Climate Survey Findings

Fall 2020

NOCE
NORTH ORANGE
CONTINUING EDUCATION



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

Most students reported having a positive interaction with NOCE staff members.



4 out of 5

of NOCE students felt positive about their educational experience at NOCE.

92%

of NOCE students felt NOCE staff members **encouraged** them to learn.

However, some students (<5%) indicated it is not easy to get a hold of an NOCE staff member about questions and concerns they have.



5% students reported dissatisfaction regarding their online experience.

What have we learned from the NOCE Student Campus Climate survey?



Four out of five students felt that NOCE encourages them to share their ideas openly, is committed to promoting diversity equity, and inclusion, and is representative of community which it serves.



A third of respondents indicated experiencing food and housing insecurity, and one of seven students reported experiencing homelessness.

Compared to result from the 2017 Student Campus Climate Survey, the proportion of respondents who indicated that they have avoided disclosing information about themselves to faculty or staff due to fear or negative consequences or discrimination has increased.

87%

of NOCE students indicated, if asked, they would tell others to come to NOCE for school

Students between **18 to 34 years of age** are more likely to agree that they faced food insecurity and experienced homelessness.

6% of survey respondents indicated they felt discriminated against while attending NOCE.



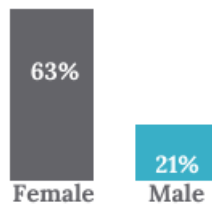
NOCE is committed to ensuring that all students and employees can engage, learn, and work in a supportive and equitable environment. Findings from the survey will help inform planning and action to help create an environment where everyone feels welcomed, valued, safe, and respected. Campus climate data provides NOCE with a baseline understanding of how the community experiences NOCE.

741

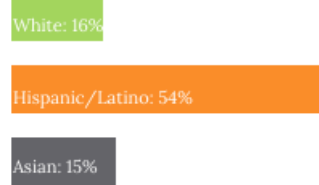
NOCE students completed the Fall 2020 Campus Climate survey

Demographics

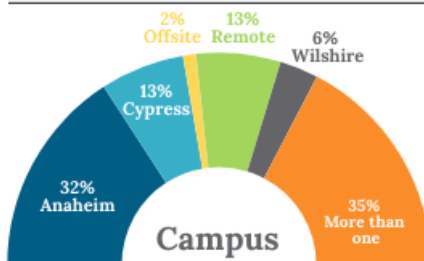
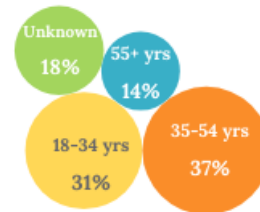
Gender



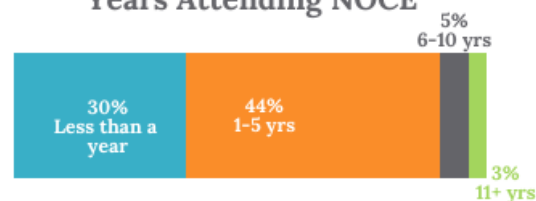
Race/Ethnicity



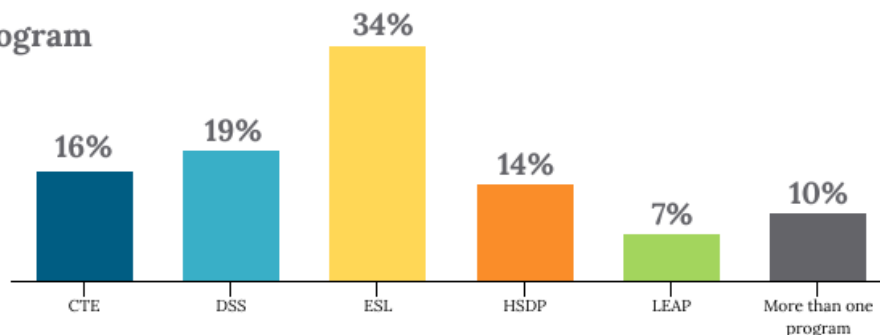
Age



Years Attending NOCE



Program



Produced by NOCE Office of Institutional Research & Planning

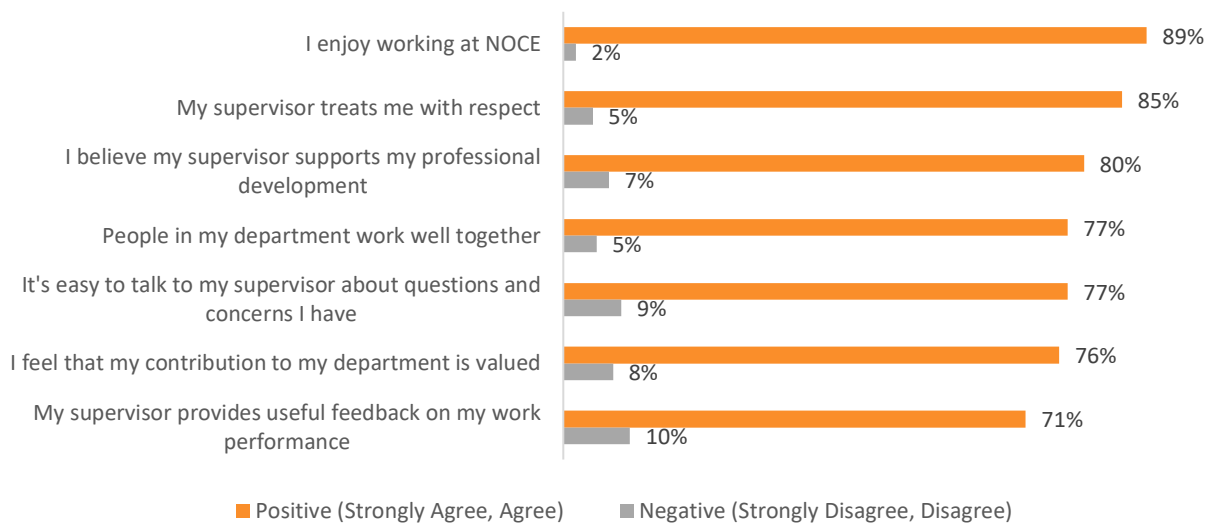
Employee Survey

Findings

Campus and Supervisor Relationships

The first theme that employees were asked about in the NOCE campus climate survey was related to the campus and supervisor relationships. Like 2017 findings, the two statements that received the highest positive responses were: *I enjoy working at NOCE* (89% in 2020 versus 86% in 2017) and *My supervisor treats me with respect* (85% in 2020 versus 93% in 2017). Overall, the proportion of negative responses to statements decreased from 2017 to 2020 (14% to 10% respectively). The two statements that received the highest proportion of negative responses were related to communication with supervisors related to questions/concerns and useful feedback.

Figure 30: Employee Responses to Statements Related to Campus and Supervisor Relationships



Upon disaggregation of data by several employee characteristics, including age, gender, classification, length of time at NOCE, and others, no significant differences in responses under this construct were found.

A few open-ended responses from NOCE employees shared their experiences with supervisors, NOCE leadership and other team members. Responses indicated that there continues to be a divide (a theme seen in the 2017 survey) between how management views campus and supervisor relationships compared to other classifications. One theme did surface across open-ended responses among all employee groups, which is the existence of siloed work environments at NOCE.

“NOCE is one of the most exclusive, siloed places I have ever worked. There is no effort at all to work together. Everyone is out to protect their own department, grown their own department, and build their own kingdom...”

“There is a tremendous amount of knowledge, experience, and passion among NOCE employees. We are making progress, but in many ways, NOCE still operates in silos and some employees are underutilized. I think if we were to create a work environment that encourages genuine collaboration and sharing of ideas between staff, faculty, and management (and students!), ensuring various perspectives are shared, heard, and understood, NOCE would be an amazing place to work.”

Despite the feeling among some survey respondents that NOCE departments are siloed, several comments explicitly highlighted the support employees felt from NOCE during the COVID-19 pandemic.

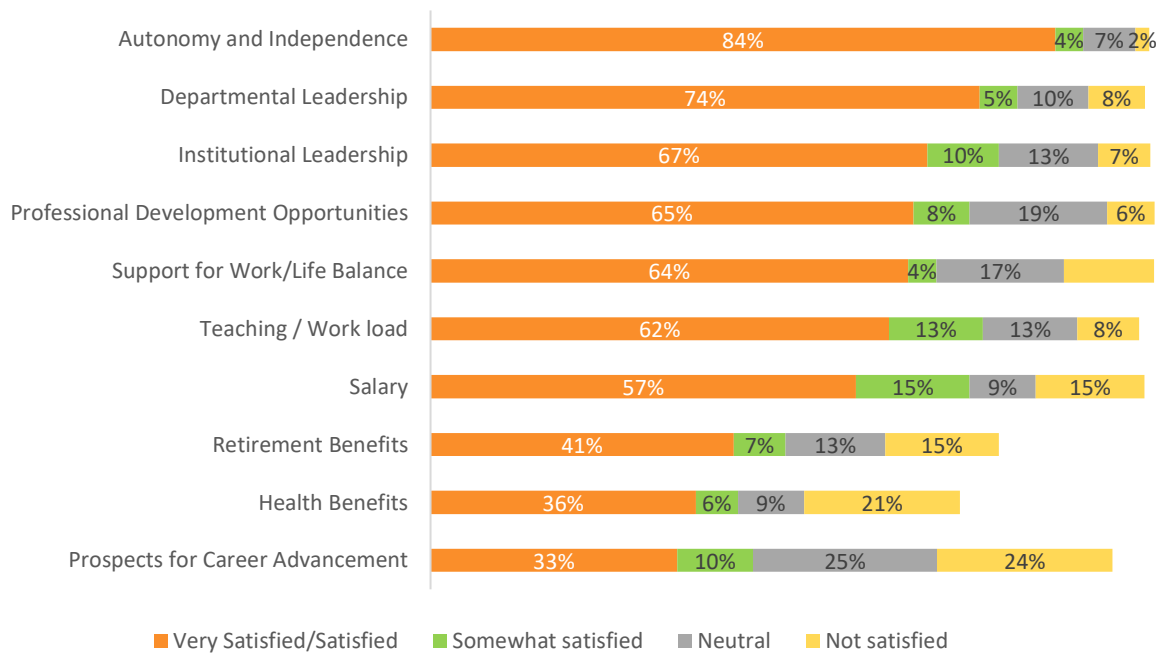
“I believe NOCE has handled the ‘new normal’ of doing business during COVID 19 pretty well. I believe they have done everything in their power to make it run as smoothly as possible. I know my supervisor/department director has put in A LOT of hours to get us where we are, kept us very up to date, and worked very hard to keep us going—and that is appreciated.”

“I absolutely love and value my position with NOCE. Drastic adjustments have been made and accommodated with ease with the introduction of COVID-19...”

“I would like to thank NOCCCD-NOCE and special thanks to all the member of a department because they have supported us since the outbreak of COVID-19”

NOCE employees were asked about their levels of satisfaction related to different components of their jobs. When comparing results from the 2017 survey, proportions of *Not satisfied* increased for four statements: Salaries (increased from 7% to 15%), health benefits (increased from 18% to 21%), retirement benefits (increased from 10% to 15%), and support for work/life balance (increased from 7% to 12%). Employees shared that they were the *most satisfied* with job autonomy and independence and department leadership.

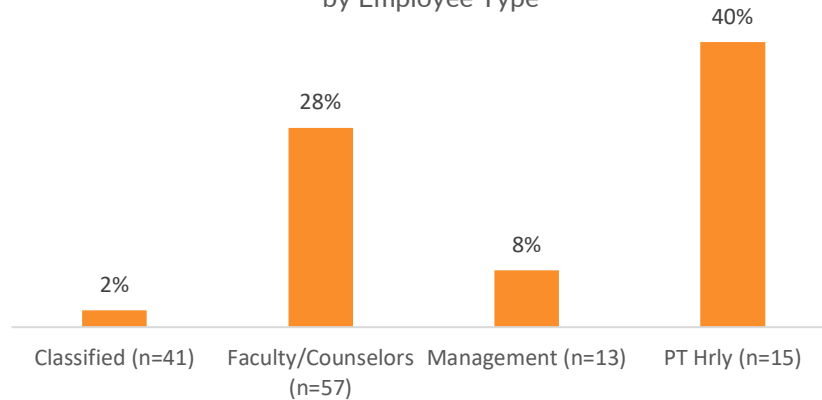
Figure 31: Employee Responses to Statements Related to Job Satisfaction



Upon disaggregation of the data, the following themes surfaced:

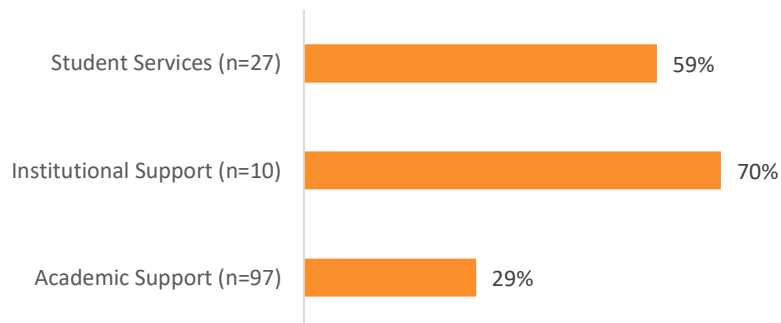
- Responses related to satisfaction with current health benefits significantly varied by employee type, work focus areas, and site.
 - Faculty/Counselors (regardless of being full-time or part-time) and Part-time hourlies are more likely to have a higher proportion of *Not satisfied* with health benefits, compared to classified or management.

Figure 32: Proportions of *Not Satisfied* for Health Benefits by Employee Type



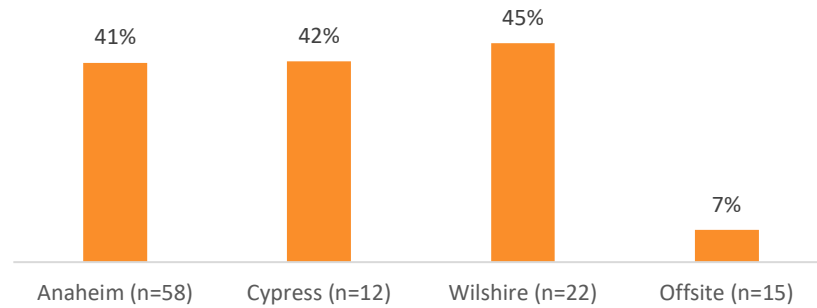
- Among NOCE employees who work in academic support, institutional support, and student services, those working in academic support had the lowest proportion of *Very satisfied/Satisfied* with health benefits compared to the other groups.

Figure 33: Proportion of *Very Satisfied/Satisfied* for Health Benefits by Work Area



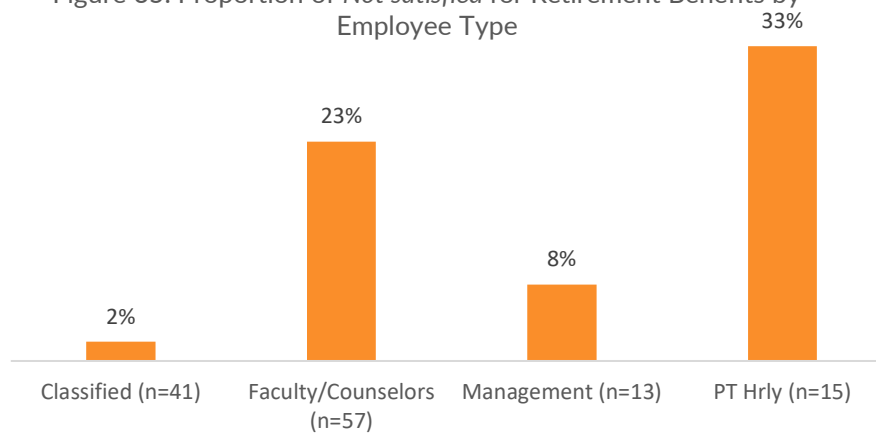
- Similar findings surfaced between NOCE sites, with those working at Offsites having a significantly lower proportion of *Very satisfied/Satisfied* with current health benefits compared to other sites.

Figure 34: Proportion of *Very Satisfied/Satisfied* for Health Benefits by Site



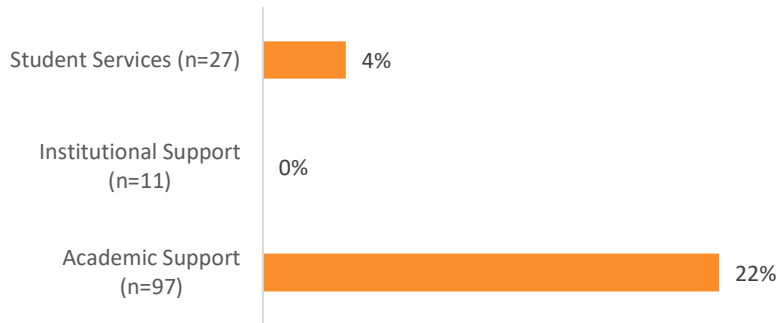
- Responses related to satisfaction with current retirement benefits significantly varied by employee type and work focus areas.
 - Like health benefits, both Faculty/Counselors (regardless of being full-time or part-time) and Part-time hourlies are more likely to respond *Not satisfied* with current retirement benefits compared to classified and management.

Figure 35: Proportion of *Not satisfied* for Retirement Benefits by Employee Type



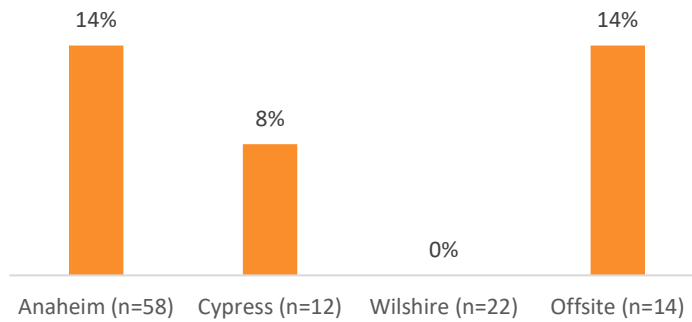
- Those working in academic support had higher proportions of *Not satisfied* with health benefits compared to those working in institutional support and student services.

Figure 36: Proportion of *Not satisfied* for Retirement Benefits by Work Area



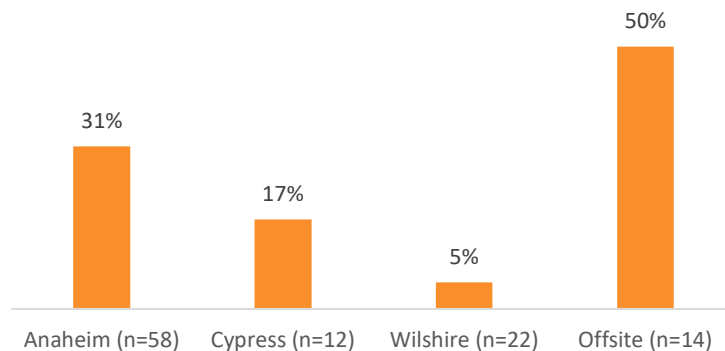
- Differences in satisfaction around workload varied by site, with both Anaheim and Offsite employees having a higher proportion of *Not satisfied* with workload.

Figure 37: Proportion of *Not satisfied* for Workload by Site



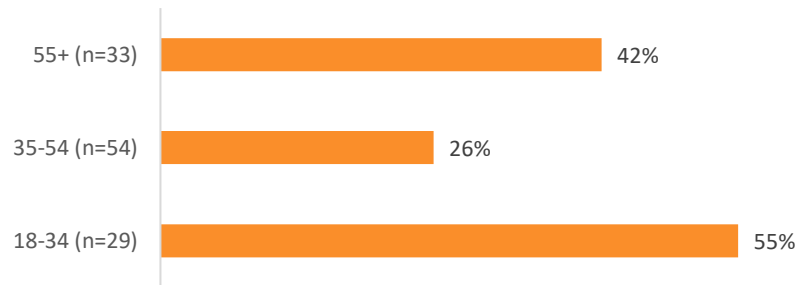
- NOCE employees working at Anaheim and Offsites also reported a higher proportion of *Not satisfied* for career advancement, compared to Cypress and Wilshire.

Figure 38: Proportion of *Not satisfied* for Prospects for Career Advancement by Site



- Differences in satisfaction with department leadership surfaced when disaggregating by age category, with those in the 35-54 age range having significantly lower proportions of *Very satisfied*.

Figure 39: Proportion of *Very satisfied* for Departmental Leadership by Age Group



Open-ended comments shed light on some of the concerns NOCE staff had around job satisfaction:

“I think managers need to look at the job descriptions of their employees and ensure employees are okay with the workload assigned to them. This will ensure fewer people are working out of class. I have heard of many employees discuss how they are working out of class, and I think this could be addressed by having open communications between managers and their employees about the duties that are assigned to them.”

“... However, the district’s continual resistance to pay and benefits equity has profoundly affected morale. It is incredibly disheartening that employees are not valued with the same level of benefits as nearby colleges. Faculty feel they are expected to perform at a maximum level but be compensated at a minimum level. Moreover, such actions have engendered an ‘us’ versus ‘them’ culture.”

Comments from part-time faculty/counselors themed around feeling undervalued, underpaid, and lacking the resources they need:

“Off-site instructors do not have access to resources in the same way as on-campus instructors. Specifically, when it comes to photocopies or requesting printed material. Most of us work at multiple sites and do not have the time to go to the main campus... “

“Professional development workshops, including diversity workshops, and required training such as harassment training, should be paid...”

“... It is still very apparent that Adjunct Faculty are not appreciated or recognized by the presidents, Deans, or Chancellor for their time, effort, and work. Staff member get recognized at opening day events for 5, 10, 15, etc. years on the job or in emails, etc., but the faculty don't. It's a real morale blaster...”

Despite these concerns, some staff did share that they have felt supported during this time by NOCE's leadership team:

“... In my role as faculty, I feel supported, and my classes are successful thanks to the [administration] stepping in over the summer to address my assigned load (which was physically unattainable). It is vital in our current work-from-home climate to clearly communicate, collaborate, and inform across departments to make our institution stronger and more effective...”

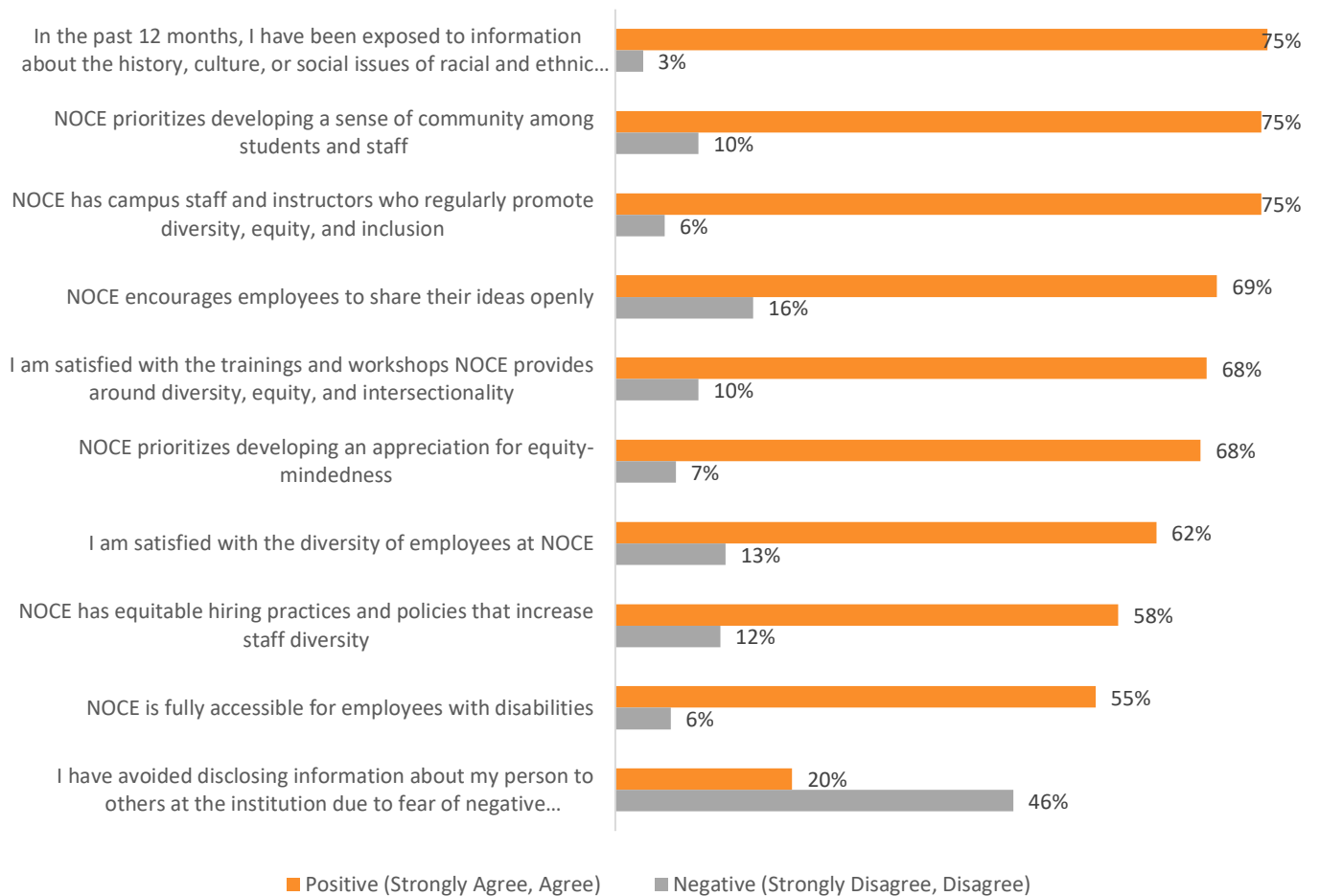
“I have always felt supported and appreciated by my managers. In my opinion the culture of our institution is healthy and positive one, and that is due to the fact that we have strong leadership. I know that if I ever need to voice any concerns they would be respectfully received.”

“...I appreciate all the work that has gone into providing on-line training as well as the mega meetings via Zoom that we have had. I know that the directors have probably had it the hardest, as they have to manage so many people from a distance!”

Institutional Climate and Diversity

Overall, NOCE employees responded in a positive manner to the survey statements related to overall institutional climate and diversity. Three-quarters of survey participants shared they either *Strongly agree or Agree* that NOCE priorities a sense of community, regularly promotes diversity, equity and inclusion, and informs staff about history, culture, or social issues of racial and ethnic groups. One in five (20%) survey participants did indicate that they have avoided disclosing information about themselves due to fear of discrimination. The statement with the highest level of *disagreement* is related to NOCE encouraging employees to share their ideas openly.

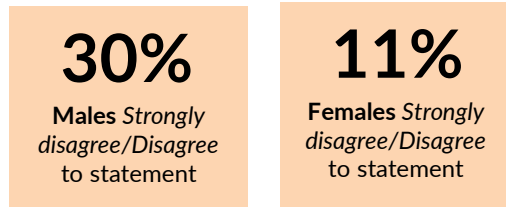
Figure 40: Employee Responses to Statements Related to Institutional Climate and Diversity



Differences in responses surfaced after disaggregating the data:

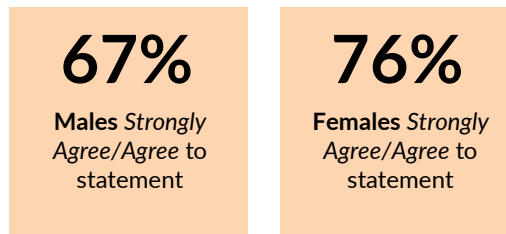
- Gender differences in responses related to institutional climate and diversity surfaced around the sharing of ideas, prioritization of equity-mindedness, and staff diversity at NOCE.
 - When looking at the proportions of *Strongly disagree and Disagree*, males (n=23) are more likely to *disagree* with the statement that NOCE encourages employees to share their ideas openly compared to females (n=104).

NOCE encourages employees to share their ideas openly



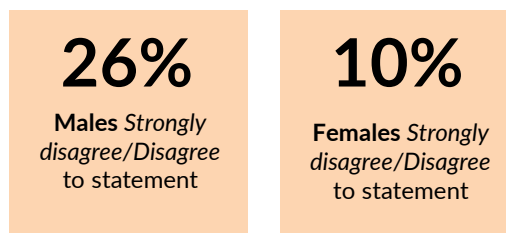
- Males (n=23) are *less likely to agree* that NOCE prioritizes an appreciation for equity-mindedness when compared to females (n=103).

NOCE prioritizes developing an appreciation for equity-mindedness



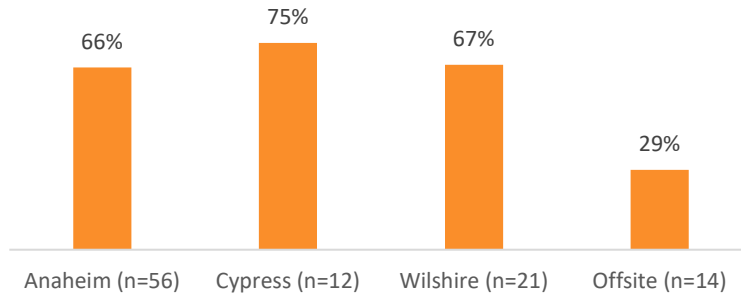
- A significantly higher proportion of males *disagreed* with the statement related to the diversity of employees at NOCE.

I am satisfied with the diversity of employees at NOCE



- Employees who work at offsites had lower proportions of *Strongly agree/Agree* to equitable hiring practices and policies.

Figure 41: Proportions of *Strongly Agree/Agree* to NOCE has Equitable Hiring Practices and Policies That Increase Staff Diversity



Few open-ended statements were provided regarding equity. One comment from a faculty member shared that they personally feel there is room for growth in this area for NOCE:

“NOCE has a long way to go when it comes to equity mindedness, representation, diversity and racial justice... None of the programs on DEIA are actuated or sustainable and the leadership have no coherent cohesive vision of how to implement and fund racial justice initiatives... There is a general acquiescence among the leadership, the academic senate and PD on avoiding discomfort of the predominately “white” or “white adjacent” leadership...”

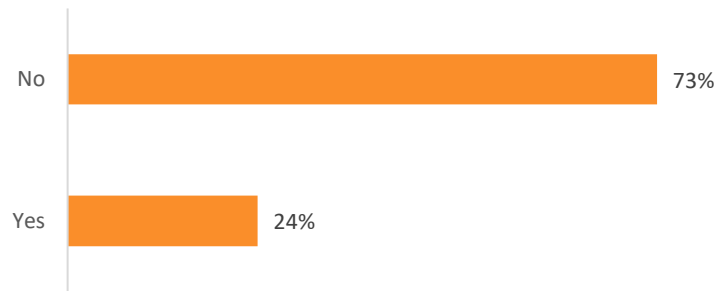
Some staff members also shared their commendations to the work NOCE is doing to address issues related to equity:

“I think NOCE is trying really hard to be inclusive of all races, gender types, religions, etc.”

“I admire the work NOCE is doing to promote, educate, and understand systemic racism. I am participating in the One Book, One School Pro D opportunity and am thankful to grow along with my NOCE community.”

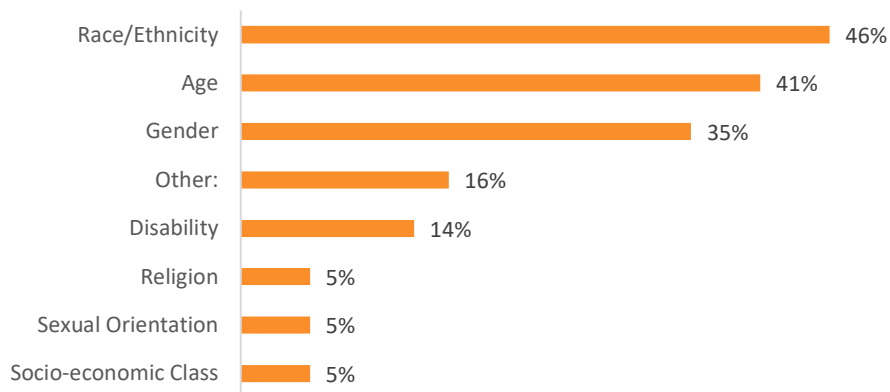
NOCE employees were asked about their experiences with discrimination. Among the 152 respondents that answered this question, one in five NOCE employees responded they personally have experienced discrimination during their time at NOCE.

Figure 43: During Your Time at NOCE, Have You Ever Felt Discriminated against?



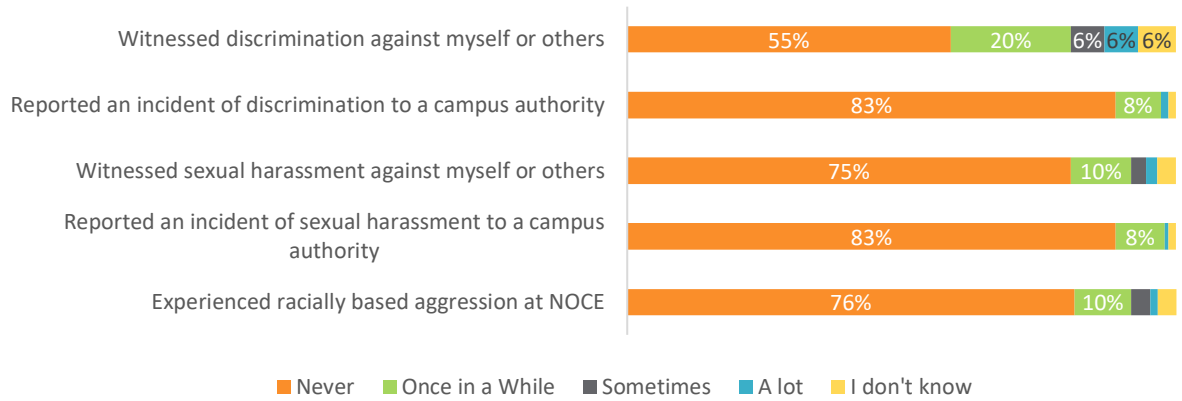
When asked to identify what they felt discriminated against, the most common response is race/ethnicity, followed by age.

Figure 44: If Yes, Please Indicate All of the Categories for Which You Felt Discriminated against (Select All That Apply)



In 2017, 70% of respondents indicated *never* witnessing discrimination. In 2020, when asked about witnessing discrimination against themselves or others, over half (55%) indicated *never*. Fifteen percent (15%) of employees indicated that they have witnessed sexual harassment against themselves or others either *once in a while, sometimes, or a lot*. Fourteen percent (14%) indicated experiencing racially based aggression.

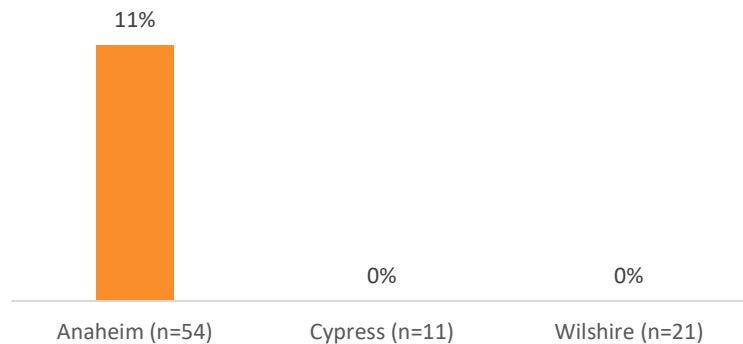
Figure 45: Employee Responses to Statements Related to Institutional Climate and Diversity



Upon disaggregation of the data around institutional climate and diversity, some significant differences in responses surfaced:

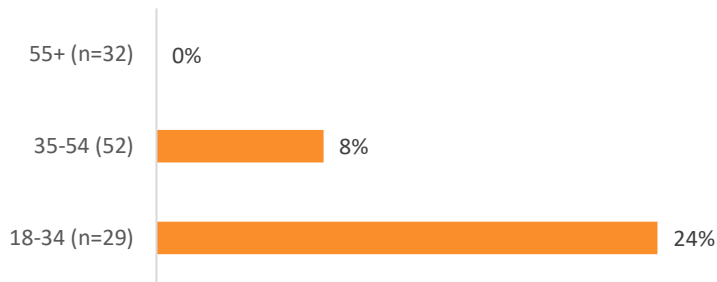
- Employees who work at Anaheim (n=54) are the only respondents that marked *a lot* for the frequency of witnessing discrimination against themselves or others.

Figure 46: Proportion of A lot to: Witnessed Discrimination against Myself or Others



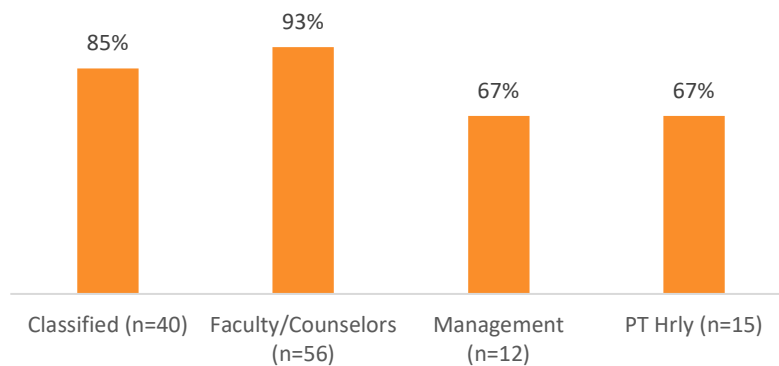
- Employees between the ages of 18-34 had significantly higher proportions of responding *once in a while* to witnessing sexual harassment against themselves or others, compared to other age groups.

Figure 47: Proportion of *Once in a While* to: Witnessed Sexual Harassment against Myself or Others



- Classified staff and Faculty/Counselors (regardless of being full-time or part-time) were more likely to *never* witness sexual harassment compared to managers and part-time hourly.

Figure 48: Proportion of *Never* to: Witnessed Sexual Harassment against Myself or Others



- Eighteen percent (18%) of Anaheim employees marked *once in a while* when asked about reporting an incident of sexual harassment to a campus authority. No employees at Cypress or Wilshire marked this option for this statement.

Decision Making/Governance

When asked about their experience with decision making and shared governance, over half of survey participants responded positively to all statements. The vast majority (87%) of NOCE employees who responded to the survey *Strongly agreed* or *Agreed* that they understand how their work contributes to the mission, vision, and goals of the institution. Two-thirds (66%) shared they had confidence in the effectiveness of the leadership at NOCE. Sixteen percent (16%) of respondents either *Strongly disagreed* or *Disagreed* that employee feedback is used to inform important decisions made at NOCE. The second statement with the highest proportion of *disagreement* was related to meaningful participation in shared governance.

Figure 49: Employee Responses to Statements Related to Decision Making/Governance



Significant differences among levels of agreement surfaced on one statement when data was disaggregated by gender:

- When asked about their opportunity to participate meaningfully in shared governance at NOCE, 75% of female (n=100) respondents *Strongly agreed* or *Agreed*, which was significantly higher than males (n=19) whose proportion of agreement was only 42%.

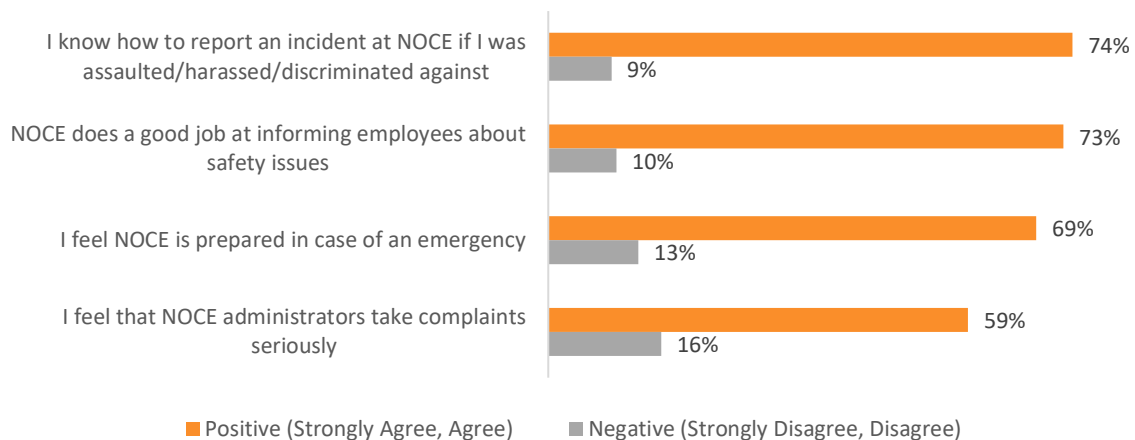
One faculty comment specifically highlighted NOCE's inclusion around shared governance:

"I have taught at many colleges and schools and I feel like NOCE make a strong attempt to include new faculty and staff members in many areas of the school (governance and decision making). I feel that most of the faculty and staff feel more comfortable reaching out for help."

Campus Safety

NOCE employees were asked to share their levels of agreement related to campus safety issues. The only notable difference in responses between 2017 and 2020 was a decrease in the proportion of agreement on the statement related to administrators taking complaints seriously. In 2017, 81% of survey responses either *Strongly agreed* or *Agreed* to this statement, while in 2020, that proportion of agreement dropped to 59%. Despite that drop, over two thirds of survey respondents either *Strongly agree* or *Agree* to knowing how to report an incident at NOCE, to believing NOCE does a good job at informing employees about safety issues, and to feeling NOCE is prepared in case of an emergency.

Figure 50: Employee Responses to Statements Related to Campus Safety



Upon disaggregation of data no significant differences in responses were found.

Communications

The final theme that NOCE employees were asked about in the survey was related to communications. When compared to 2017 findings, the two repeated statements saw a decrease of ten percentage points in levels of agreement. In 2017, 85% of survey respondents either *Strongly agreed* or *Agreed* to the statement related to clear communication; that proportion of agreement dropped to 75% in 2020. For the statement related to satisfaction with the level of communication employees receive from NOCE regarding decisions occurring institution-wide, in 2017, 76% of employees either *Strongly agreed* or *Agreed*, while in 2020, that proportion dropped to 66%. Lastly, one in five survey respondents (23%) were not satisfied with the amount of collaboration among NOCE departments. This finding also surfaced in the Campus/Supervisor Relationships theme as well.

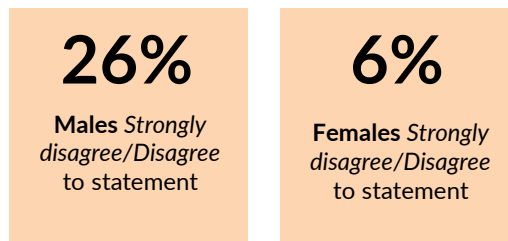
Figure 51: Employee Responses to Statements Related to Communications



Two types of disaggregation found significant differences in responses related to the level of communication received from NOCE regarding institution-wide decision.

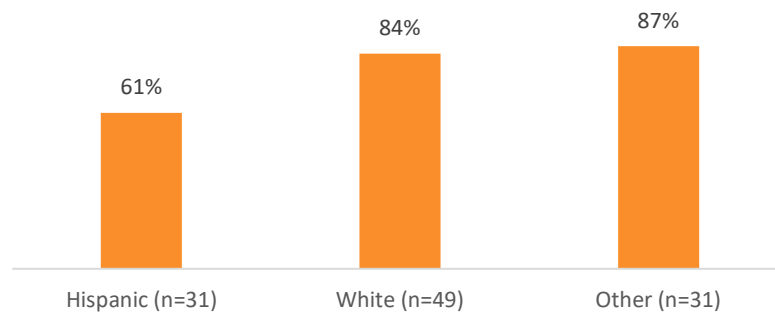
- Over a quarter of males (n=23) either *Strongly disagreed* or *Disagreed* with the statement, compared to only 6% of females.

I am satisfied with the level of communication I receive from NOCE regarding decisions occurring institution-wide.



- Employees who identified as Hispanic were less likely to either *Strongly agree or Agree* to the statement related to communication from supervisors regarding departmental decisions.

Figure 52: Proportion of *Strongly Agree/Agree* to: I Am Satisfied with the Level of Communication I Receive From My Supervisor Regarding Decisions in My Department/Program



All open-ended responses provided were thematically coded with the majority of responses aligning with themes that were explored throughout the survey. One topic that surfaced in comments that was not a theme in the survey was feedback on the distance education (DE) training that NOCE faculty were asked to participate in due to the shift to online learning because of the COVID-19 pandemic.

A total of eight comments discussed the distance education training. Most of the comments shared by faculty discussed their concerns related to the training:

"During the recent online teaching training, I feel that many of the assessments and materials didn't pertain to our department/students. As such, I felt that the grading and evaluation of submitted work/assignments were too picky, strict, and unfair."

"I am discouraged by the Canvas training/certification experience. It seemed designed to increase uniformity of instruction, rather than allow us to celebrate our unique class instruction. I felt the evaluators were making judgments about the value of my class, and my students, rather than whether or not I completed a task satisfactorily."

"The training itself is extremely important and necessary, but the format and pace are simply unrealistic. They do not allow for all instructors to substantively incorporate the skills that are taught, and the all-or nothing method of assessment was not necessary. "

About a third of comments provided by survey participants were positive and highlighted the support and joy that NOCE experience as employees:

"I have taught at many colleges and schools and I feel like NOCE makes a strong attempt to include new faculty and staff members in many areas of the school (governance and decision making). I feel that most of the faculty and staff feel more comfortable reaching out for help."

"...I appreciate all the work that has gone into providing on-line training as well as the mega meetings via zoom that we have had..."

"Working at NOCE has been one of the most wonderful experience that I have had in this country. I was a student, now, I am a part-time faculty."

"I really appreciate the support NOCE provides to the community, students, and employees to stand up for human rights."

Employee Campus Climate Survey Findings

Fall 2020



89%
Percent of NOCE employees indicated that they enjoy working at this institution.

Quantitative and qualitative data support the finding that some NOCE employees share a sense of departments being siloed. Some employees also indicated that they have a desire for departments to collaborate more closely.



Survey findings indicate that particular groups (PT Faculty/Counselors and PT Hourlies/PE) of employees are not satisfied with the current health and retirement benefits provided by the district.

What have we learned from the NOCE Employee Campus Climate survey?



Overall, survey responses were positive as they related to the overall institutional climate and diversity.



24%

A notable finding is that one in five respondents shared that they have experienced discrimination. The most common reason why they felt discriminated against was due to their race/ethnicity.



32%

Close to a third of survey respondents indicated witnessing discrimination against themselves or others *once in a while, sometimes, or a lot*.



87%

The vast majority of survey respondents indicated having an understanding of how their work contributes to the institution's mission, vision, and goals.

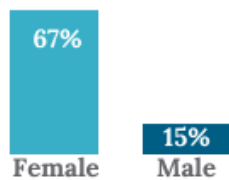
NOCE is committed to ensuring that all students and employees can engage, learn, and work in a supportive and equitable environment. Findings from the survey will help inform planning and action to help create an environment where everyone feels welcomed, valued, safe, and respected. Campus climate data provides NOCE with a baseline understanding of how the community experiences NOCE.

157

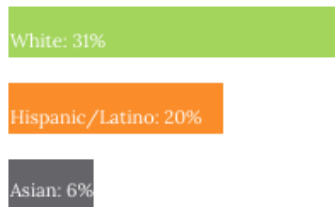
NOCE Employees completed the Fall 2020 Campus Climate survey

Demographics

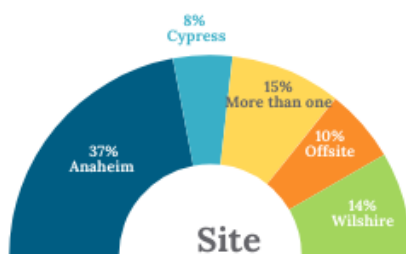
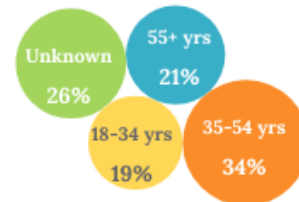
Gender



Race/Ethnicity



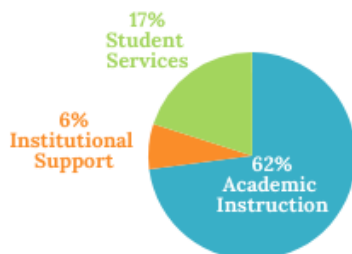
Age



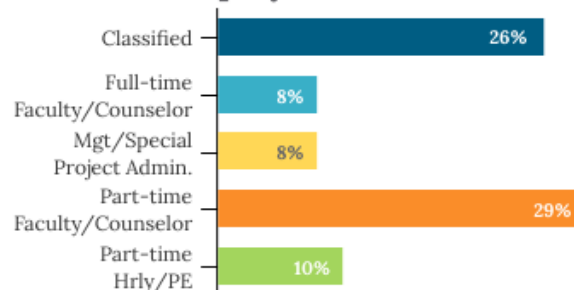
Length of Employment at NOCE



Areas of Work



Employee Classification



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		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
Staff members encourage me (to give support or confidence) me to learn	n	180	7	34	499	9	12	741
	%	24.3%	0.9%	4.6%	67.3%	1.2%	1.2%	100%
It's easy to get a hold of an NOCE staff member about questions and concerns I have	n	240	17	67	376	11	30	647
	%	32.4%	2.3%	9.0%	50.7%	1.5%	4.0%	100%
Staff members have provided helpful feedback (comments related to school) to me	n	214	12	45	423	7	40	741
	%	28%	1.6%	6.1%	57.1%	0.9%	5.4%	100%
I feel that my contribution in class is valued	n	243	7	62	377	10	42	741
	%	32.8%	0.9%	8.4%	50.9%	1.3%	5.7%	100%
I am satisfied with the diversity (people of different cultures/lifestyles) of NOCE's staff members	n	193	5	55	446	5	37	741
	%	26%	0.7%	7.4%	60.2%	0.7%	5.0%	100%
At least one staff member/instructor knows my name	n	196	15	66	414	8	42	741
	%	26.5%	2.0%	8.9%	55.9%	1.1%	5.7%	100%

TABLE 2: QUALITY EDUCATION

Think about the type of education you have received at NOCE		Agree	Disagree	Neutral	Not Applicable	Strongly agree	Strongly disagree	Missing	Total
Overall, I am satisfied with my in-person school experience here at NOCE	n	167	8	46	73	423	8	16	741
	%	22.5%	1.1%	6.2%	9.9%	57.1%	1.1%	2.2%	100%
Overall, I am satisfied with my online school experience here at NOCE	n	206	21	58	17	387	18	34	741
	%	27.8%	2.8%	7.8%	2.3%	52.2%	2.4%	4.6%	100%
If asked, I would tell others to come to NOCE for school	n	145	7	29	9	502	7	42	741
	%	19.6%	0.9%	3.9%	1.2%	67.7%	0.9%	5.7%	100%

TABLE 3: INSTITUTIONAL CLIMATE

Think about the type of school you think NOCE is and how it makes you feel as a student		Agree	Disagree	Neutral	Not Applicable	Strongly Agree	Strongly Disagree	Missing	Total
NOCE encourages students to share their ideas openly	n	221	8	49	11	373	5	74	741
	%	29.8%	1.1%	6.6%	1.5%	50.3%	0.7%	10.0%	100%
NOCE is committed to promoting diversity (people of different cultures/lifestyles)	n	209	2	46	8	382	6	88	741
	%	28.2%	0.3%	6.2%	1.1%	51.6%	0.8%	11.9%	100%
NOCE is committed to inclusion and equity (all people are treated fairly)	n	196	7	29	9	411	6	83	741
	%	26.5%	0.9%	3.9%	1.2%	55.5%	0.8%	11.2%	100%
NOCE is representative of the community it serves	n	218	2	42	9	374	3	93	741
	%	29.4%	0.3%	5.7%	1.2%	50.5%	0.4%	12.6%	100%
I am satisfied with the diversity of the faculty and staff at NOCE	n	199	3	44	13	383	6	93	741
	%	26.9%	0.4%	5.9%	1.8%	51.7%	0.8%	12.6%	100%
NOCE is fully accessible to (easy to get to or use) to individuals with disabilities	n	187	7	52	59	335	6	95	741
	%	25.2%	0.9%	7.0%	8.0%	45.2%	0.8%	12.8%	100%
I have not shared information about myself (disability, race/ethnicity, gender identity, sexual orientation.) to faculty and/or staff due to fear of negative consequences or discrimination	n	95	82	106	131	170	61	96	741
	%	12.8%	11.1%	14.3%	17.7%	22.9%	8.2%	13.0%	100%
In the past 12 months, I have been exposed to information about the history, culture, or social issues of racial and ethnic groups other than whites in my course program/activities	n	133	56	136	133	157	21	105	741
	%	17.9%	7.6%	18.4%	17.9%	21.2%	2.8%	14.2%	100%
Students are asked for their ideas when important decisions are being made at NOCE	n	189	13	135	60	233	10	101	741
	%	25.5%	1.8%	18.2%	8.1%	31.4%	1.3%	13.6%	100%

TABLE 4: DISCRIMINATION AND SAFETY

For the following questions, think about any type of discrimination you may have experienced or witnessed at NOCE. During your time at NOCE, have you ever felt discriminated against?	n	%
No	622	83.9%
Yes	41	5.5%
Total	741	100%

TABLE 5: DISCRIMINATION CONTINUED

If yes, please indicate all of the categories for which you felt discriminated against (Select all that apply) - Selected Choice	n	%
Age	15	37%
Disability	11	27%
Gender	9	22%
Gender Identity	3	7%
Immigration Status	6	15%
Race/Ethnicity	11	27%
Religion	6	15%
Sexual Orientation	8	20%
Socio-Economic Class	3	7%
Other	8	20%

TABLE 6: DISCRIMINATION CONTINUED

In the last two, how often at NOCE have you		A lot (4 or more times)	I don't know	Never	Once in a while (1-2 times)	Sometimes (3 times)	Missing	Total
Witnessed discrimination against myself or others (to treat another person differently in an unfair way)	n	4	42	528	38	10	119	741
	%	0.5%	5.7%	71.3%	5.1%	1.3%	16.1%	100%
Reported an incident of discrimination to a campus authority	n		45	534	22	10	130	741
	%		6.1%	72.1%	3.0%	7.8%	17.5%	100%
Witnessed sexual harassment against myself or others (Unwanted sexual looks, words, conversation, or touching done by someone)	n	2	33	553	18	8	127	741
	%	0.3%	4.5%	74.6%	2.4%	1.1%	17.1%	100%
Reported an incident of sexual harassment to a campus authority	n	3	37	552	12	5	132	741
	%	0.4%	5.0%	74.5%	1.6%	0.7%	17.8%	100%
Experienced racially based aggression at NOCE (unkind comments or actions because of their race)	n	5	38	549	13	3	133	528
	%	0.7%	5.1%	74.1%	1.8%	0.4%	17.9%	100%

TABLE 7: DISCRIMINATION REPORTING

How much agree with the following statements		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
I feel NOCE administrators take complaints seriously	n	178	7	77	276	6	197	741
	%	24.0%	0.9%	10.4%	37.2%	0.8%	26.6%	100%
I know who to contact at NOCE If I was assaulted/ harassed/ discriminated against	n	188	39	84	229	18	183	741
	%	25.4%	5.3%	11.3%	30.9%	2.4%	24.7%	100%
NOCE does a good job at informing students about safety issues	n	182	4	56	342	3	154	741
	%	24.6%	0.5%	7.6%	46.2%	0.4%	20.8%	100%

TABLE 8: CAMPUS SAFETY

I know how to contact Campus Safety	n	%
Yes	352	47.5%
No	178	24.0%
Missing	211	28.5%
Total	741	100%

TABLE 9: BASIC NEEDS

How much agree with the following statements		Agree	Disagree	Neutral	Not Applicable	Strongly Agree	Strongly Disagree	Missing	Total
In the last 30 days, I worried whether food would run out before I got money to buy more	n	117	90	133	128	117	42	114	741
	%	15.8%	12.1%	17.9%	17.3%	15.8%	5.7%	15.4%	100%
In the last 30 days, I worried whether I would be able to pay for my current housing	n	138	91	100	126	128	38	120	741
	%	18.6%	12.3%	13.5%	17%	17.3%	5.1%	16.2%	100%
In the last 30 days, I did not know where I was going to sleep at night, even for one night	n	47	137	91	208	56	79	123	741
	%	6.3%	18.5%	12.3%	28.1%	7.6%	10.7%	16.6%	100%
I am aware that NOCE has a food pantry/drive-through available to students	n	152	31	52	58	308	13	127	741
	%	20.5%	4.2%	7.0%	7.8%	41.6%	1.8%	17.1%	100%

TABLE 10: DEMOGRAPHICS- GENDER

Gender	n	%
Female	469	63.3%
Male	153	20.6%
Transgender	1	0.1%
Prefer not to answer	12	1.6%
Missing	106	14.3%
Total	741	100%

TABLE 11: DEMOGRAPHICS- RACE/ETHNICITY

Race/Ethnicity	n	%
American Indian or Alaska native	2	0.3%
Asian	112	15.1%
Black or African American	13	1.8%
Hispanic or Latino	333	44.9%
Middle Eastern	7	0.9%
Native Hawaiian or Pacific Islander	1	0.1%
White	97	13.1%
Two or more	35	4.7%
Other	14	1.9%
Prefer not to answer	21	2.8%
Missing	106	14.3%
Total	741	100%

TABLE 12: DEMOGRAPHICS-AGE

Age	n	%
18-24	109	14.7
25-34	124	16.7
35-44	149	20.1
45-54	126	17.0
55 and older	102	13.8
Prefer not to answer	24	3.2
Missing	107	14.4%
Total		

TABLE 13: DEMOGRAPHICS- YEARS AT NOCE

Time at NOCE	n	%
1-5 years	329	44.4%
11-15 years	13	1.8%
16-20 years	1	0.1%
21 years or more	6	0.8%
6-10 years	40	5.4%
Less than a year	220	29.7%
Prefer not to answer	23	3.1%
Missing	109	14.7%
Total	741	100%

TABLE 14: DEMOGRAPHICS- PROGRAM

Program	n	%
CTE	94	12.7%
DSS	107	14.4%
ESL	197	26.6%
HSDP	80	10.8%
LEAP	40	5.4%
More than one program	56	7.6%
Missing	167	22.5%
Total	741	100%

TABLE 15: DEMOGRAPHICS- SITE

Site	n	%
Anaheim	195	26.3%
Cypress	79	10.7%
Wilshire	37	5.0%
Offsite	13	1.8%
Remote	78	10.5%
More than one campus	212	28.6%
Missing	127	17.1%
Total	741	100%

TABLE 16: STUDENT OPEN-ENDED RESPONSES

<p>get to know other students and to get to know more teachers and staff and counselors and to become friends with students and get along with others and help other students find there class and have a conversation with other students and staff and teachers and counselors</p>
<p>Over the last 7-8 years in Orange County I had experienced homeless and unemployment. I was reading a classmates post today, that she had been taking classes for more than a decade at NOCE. NOCE should consider expanding their advertising and recruiting efforts. I believe if I had known about NOCE CTE programs through some other another county agency or non-profit - maybe I would have had a better opportunity to be self sufficient, and be able to contribute back to NOCE...instead of only receiving.</p>
<p>When asking for technical help (computer), there have been times (at least 3), when I have been hurried through instructions, applications without adequate time to process and confirm information</p>
<p>Instructions need to be given in an appropriate way and with adequate time for the explanation to be confirmed with student</p>
<p>I want to let know the school to please if everything goes back to normal next year with the control of COVID19, I strongly encourage to put more strict guidelines for people to go to school sick. It was one of the things I was afraid all the time when I go to school people coughing and not covering their mouths, same snizzing. I noticed that It was common and I have been attending school many years and nothing has changed since the last time I went when the pandemic started. I really want a change in that. People need to stop going to school if they are sick. When I'm sick I do not go to school or other places so I can prevent to spread viruses. Please be more strong in that so we can stop exposing more people to viruses. Thank you in advance. I love NOCE really good school.</p>
<p>Yes, there anything to like the school to learn how to pay the bills and everything.</p>
<p>I'd like to thank you for your great effort and cooperation with the students. I'd recommend if you can inform the students with each course supplies before registration the course because I missed one course which didn't mentioned that the book is mandatory. I'd like to add laboratory Tech certificate & Vet. Tech certificate along with the current career certificates which have the same successful career pathways and highly demanded in our community. Thanks for all your support.</p>
<p>I want more teachers</p>
<p>Rate online class programs and progress</p>
<p>I would like to open the Library and lab at least during the day.</p>
<p>I am often overwhelmed when I have common questions that aren't addressed already, and I often do not know who to contact to get an answer.</p>
<p>I would like to have more interactions with some teachers, I consider it should be at least one class per week where we can share with other students and the teacher. And test should be more to think, like cases. Overall, it is a good experience.</p>
<p>Thank you</p>
<p>I did very well with online classes.</p>
<p>Thank you for the remote class for the older adults programs. Myself and my mother used to participate at senior community center's exercises program and have been benefited past several years. Current remote learning through Canvas has been helpful.</p>
<p>I really am enjoying my classes. My teacher is great.</p>
<p>I appreciated being able to take online classes, especially during these Covid times. I work in the day and don't feel comfortable going onto campus at night. If not for the online classes, I wouldn't be able to take anything. My main interest was/is to up my typing speed at low/no cost as I try to get a full time job. I hope you continue to offer online classes at low/no cost.</p>
<p>Moreover, I am grateful to NOCE for giving me the best instruction online and generous support for doing so even in the pandemic situation of COVID19.</p>

Online classes have been amazing,so much easier for someone like myself, who doesn't live close. I would drive 1 1/2 hours both ways for school before covid . So I really hope NOCE keeps this open even when school returns .

Love their high school diploma online classes. I find it very convenient rather than going to the campus.

I would like to just say that when it comes to taking online textbook courses to not assign (simulations) they are very hard and the system freezes A LOT.

Online classes with no zoom meetings or video teaching is not helpful.

A book and course with no communication other than e-mail response, doesn't help my learning experience.

Yes. I would like to ask to add the English class on line. Bc the Englis class you guys selected for us to work is very stressful.

My teacher doesn't explain the week covering facts. Or else.

She upload the assignments but not completely, she entered late. During the week. I haven't been explained of what the classes covered. N beside we have the due dates to complete assignments. Is like having an instructor n working ourselves trying to figure out what is need it. Is not helpful n very stressful because we dont speak English. No my best option to do if I have to.

Remote learning is not that great. They expect students to do all the work themselves. I just wished that the professor at least teach the class via Zoom

in my experience everybody has being helpful. But I wish classes had ore information to go forth , example reference material other than the book or teacher . when I was in -inperson class teacher had photos of situation (MA students here) it was easy to grasp the material . no everybody learns the same way I a believe taking classes online it a bit difficult . with this new Trent of being at home .

Online classes don't work.

At 88 years of age, and in good health and body...I have taken BrainHQ for a semester at another facility and did well. Two

years have passed and I am still in your BrainHQ program and am so grateful. I do one hour everyday and am doing pretty good for the fact that I have to use my computer and a mouse that, sometimes, is not cooperative! My teacher is TERRIFIC...in guidance, positive all the time...in guidance, suggestions, and takes time to let a student that needs help solves the problem...and we ALL can learn from it!

Thank you for giving us Teachers who truly CARE and love with they are doing. I am a retired *for 30) years and times have changed, and from our grandchildren (who were taken out of public and put into religious) I can tell you a GOOD teacher is a BLESSING...my teacher is that and more.

My counselor was wonderful and always replied back quickly to any of my questions 😊

Your student center staff is really helpful to thank you to the staff for their hard work in these tough times. Be safe!

I was having issues registering. A NOCE staff member reached out and helped me registered. I was so surprised at how easy it was to get assistance. They were very kind and got back to me.

Thank you all.

I think that I will have a one on one aide from KASEC to apply for Maxim. I want a NOCE staff member to be my new one-on-one Maxim aide at NOCE.

My instructor is so patient and informative .

the teachers teach you very will so you can understand everything and if you need help they are there to help you on what you need. In cypress college they are awesome teachers because they give you feedback on the assignment and more etc.....

offers great programs I am currently in the proces of completing the medical assisting program and staff is always ready to help and respond to any questions i had

I'm very thankful to have some teachers help me learn to be independent.

thank you many staff members for the help and support when i first be a new student in the campus my 3 year being their i enjoy all the learning and i got a good education and alot of support in the class and got some help from a staff member and thank you for your hard for and grade out paper online or in classes i am so happy and thank you for all my

teacher and ta and classroom helper and NOCE thank you for your help and support have a nice day thank you to another NOCE for your support and help to the classroom and support

I really like my NOCE teachers, they have been great teachers. My teacher at DSS is very helpful.

I am so grateful to have free English at NOCE, all the class teachers I study with are kind and well taught.

I would like to express my deep gratitude to all the instructors and staff at NOCE who help me study.

I just want to mention that all the staff members and professors at NOCE are doing a great job helping students to continue learning through distance learning.

I have felt welcomed and encouraged by the staff and others. I have great memories and respect for the students and faculty. They have excelled in helping me feel better and to promote my education in school. I feel supported in my efforts to become a teacher and a better student.

Great teacher, she always has patients to explain

Nice teachers

Thanks every instructor and staff.

Both my instructors are very nice and the ARISE Lab is very helpful too

My instructor is a good, nice, and helpful teacher for child development classes.

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

I am grateful that NOCE offers courses that will help me be more competitive for the job market. I am also very grateful that your security staff cares about our well being. In particular, I was allowed to wait inside a building while my ride came to pick me up even though my ride was often late (past 10pm), security staff was kind and considerate and allowed me to wait inside.

I just want to mention that the staff members and Professors are doing a great job teaching through distance learning. Thanks to them I am continuing studying.

I want to say thank you to my teachers and counselors for helping me to pick my classes and when I have problems with someone I go to A counselor or a teachers to talk about my problem.

NOCE is best school every to go to learn and be because Instructors help you to make sure you do you class work Material and I like going to NOCE.

Great teacher

I am thankful I was informed about NOCE near my home and work. I met staff members that are very supportive. Staff in the Learning Center is always there if I need help. I am also thankful for the support of my instructors. It saddened me that I wasn't able to register this semester. In general... thank you to NOCE Anaheim

Both of my teachers are very nice. I definitely enjoy going to ARISE Lab for the Virtual Hangouts to meet new people and socialize with the group.

One teacher I had wasn't very helpful to the students and was rude when we would need help

The NOCE instructors I have met have been very good. Especially this one NOCE Instructor.

However, I cannot give a good review of the instructor I met this semester.

First of all, the instructor doesn't give us enough material to study.

We have to study everything ourselves, submit homework, and take tests without instructor guidance.

It's like taking a university class.

Are we university or college students?

They also does not provide material for PowerPoint lectures.

Most of the materials she recorded are inaudible her voice.

Even if we say we can't hear the sound, she ignores it.

The recorded video time is also very short.

We should prepare for the written exams for 10 chapters next week. 10 chapters!!

We can only take the test once, and we have no idea what exam questions will come.

We are too burdened to study too many chapters.

We have great feelings of loss and disappointment in this class.

This class is putting a lot of stress on this class during a difficult time with Covid-19.

We are reluctant to talk openly about her in case we don't get points or pass the course.

If you don't believe what I've said, ask the students who have been taking or are currently taking class.
some teachers are not helpful at all
Food Pantry is too far away need another option for food assistance .
Pantry is too far away for me to get too
I am filling out this form based on my thoughts and observations of a student's experiences. They are conserved. While the WISE program and teachers have done an excellent job during the pandemic with online programming, They are very much wanting to get back to campus. The online learning is just a very small slice of what a person with disabilities gets from an on campus program...social interaction, friendships, independence from parents/caretakers...to name just a few. Thank you for your support and they are very much hoping to get back to school for the Spring semester.
Yes. I would like to ask to add the English class on line. Bc the Englis class you guys selected for us to work is very stressful.
I would like to got information about High School Diploma.
Thank you very much for the classes you provide to the community. The professors are excellent as well as the administrative office technicians! I am currently taking a computer class because I want to update my technology skills. Please offer more computer classes on a variety of days like Friday morning when you re-open. I prefer in-person classes & hope the school will re-open soon. Thank you very much for your attention.
Yeah open the college back up im tired of being home and not getting my 4,000 daily steps in for exercise.
in my experience everybody has being helpful. But I wish classes had ore information to go forth , example reference material other than the book or teacher . when I was in -inperson class teacher had photos of situation (MA students here) it was easy to grasp the material . no everybody learns the same way I a believe taking classes online it a bit difficult . with this new Trent of being at home .
I would like to open the Library and lab at least during the day.
I wish we can all go back on campus in-person once the COVID is over.
ii what go back school soon.
Todos los puntos tratados me parecen excelentes, solo me gustaría agregar que Never he podido contactar a alguien para resolver algunas dudas. Pero les doy las gracias por permitirme estar en el NOCE y poder disfrurar y aprovechar la excelencia de la educación que se imparte en esa Institución. /All of the points are excellent, the only thing I would like to add is that I could never contact anyone about some doubts. But I want to thank you for having me at NOCE and to enjoy and utilize the excellent education that is given at this institution.
Me gustaría si es posible haga más opciones o ampliar más cursos técnicos con opción de tener un certificado. Y que los profesores tenga más conocimiento cerca de Zoom o dar clases en línea y así mejorar aún más la calidad de la clases o la educación que requiera para obtener un certificado en cada curso carrera técnica. Como dando conocimiento como se puede estudiar en plazo que pueda tener clases según su capacidad intelectual y sus metas. Algo más por adicional los consejos de estudiantes con discapacidad tenga mas conocimiento a cerca las carreras técnicas así podría ayudar más y dando aún mejor guía para nuestras metas y sueños por cumplir./Yes, I would like,if it is possible, to make more options or expand more technical courses with the option of having a certificate. And that the teachers have more knowledge about Zoom or teaching online classes and thus further improving the quality of the classes or the education required to obtain a certificate in the technical career courses. Like acknowledging how you can pace your studying, taking classes according to your intellectual capacity and your goals. Some more for information when counseling students with disabilities and having more knowledge about technical careers so it could help more and giving even better guidance for our goals and dreams to be fulfilled.
El tiempo en cada periodo no es suficiente para aprovechar el aprendizaje, para mí no es suficiente los días que se designan a cada periodo./ The time allotted for each class is not enough to learn, for me the number of days the course is offered is not enough.
Estoy feliz con las clases en línea especialmente porque tenemos la pandemia y es más seguro desde casa además para personas mayores que deseamos aprender es más cómodo. Me gustaría que tuviéramos más clases que tengan en línea para personas que no sabemos tanto ingles. Y quiero aprovechar en mencionar a mi maestro Pedro Stasiuk el es muy profesional pero también hace la clase tan agradable. Yo estoy muy contenta.

Solo he estudiado el curso de verano y ahorita el curso de otoño en linea.

Años atrás estudié en presencia.GRACIAS./ I am happy with the online classes especially because we have the pandemic and it is safer from home and for older people who want to learn it is more comfortable. I would like us to have more classes that they have online for people who don't know that much English.

And I want to take advantage of mentioning my teacher they are very professional but also makes the class so pleasant. I am very happy.

I have only studied the summer course and right now the fall course online.

Years ago I attended in person.THANK YOU.

HOLA BUENAS NOCHES BUENO A MI ME GUSTARIA QUE EN LA RECEPCION HUBIERA PERSONAL BILINGUE, SERIA MAS FACIL PARA LAS PERSONAS QUE VAMOS A INSCRIBIRNOS Y NO SABEMOS INGLES/ Hello good evening, I would like that if the reception area there was a bilingual staff member, it would be easier for the students who are signing up and don't know english.

Me gustaria que implemetaran cuidado infantil para ninos menos de 5 anos. esto seria de gran ayuda para las mammas que desean seguir estudiando./ I would like if NOCE could implement childcare for children who are 5 years or younger. This would be a lot of help for the moms that seek to continue their studies.

extraño las clases presenciales. el aprendizaje no es igual virtualmente / hacen falta las practicas conversacionales/ I miss the classes in person. Virtual learning is not the same, the conversational practices are missing.

El tiempo actual en clases es de una hora y media . Antes teníamos tres horas. Por qué se ha reducido el tiempo de clases?/The actual time in the classes is an hour and a half. Before we had three hours. Why have the hours been reduced?

Para mi es mejor estar tener las clases presenciales/ To me it is better to have in person classes.

Yo creo que estamos teniendo tiempos dificiles el aprender en linea, es dificil por que hasta este punto todavia no se utilizar las herramientas del progama canvas pero, mi maestra nos tiene mucha paciencia y sus clases son muy buenas.Solo quiero dar las Gracias a la escuela,El programa y mi maestra por todo el apoyo y paciencia a todos los estudiantes para lograr nuestras metas./I believe we are having difficult times in learning online, it is difficult because up to this point, I still don't know how to use the tool for the canvas program, but my teacher has a lot of patience and their classes are good. I just want to say thank you to the school, the progrm, and my teacher for all the support and patience you have with the students so that we can achieve our goals.

Las oportunidades que ofrecen a todas las personas para aprender un idioma es muy agradecido. Por mi parte a pesar que las circunstancias de trabajo u otras índoles que Sometimes no los permiten llegar a clases o a las virtuales como ahora los maestros siempre se están atentos a tu formación y enseñanza. Además son Yesempre muy amables y te orientan en todo lo que les pregunten. Muchas gracias por su atención/The opportunities they offer to all the people to learn a language is greatly appreciated. For my part, despite the circumstances from my job and other things. Sometimes those things do not allow us to get to classes or virtual classes now, the teachers are attentive to your training and teaching. They are also very friendly and guide you in everything you ask them. Thank you very much for your attention

Apenas voy a empezar mis clases pero estoy muy satisfecha con la ayuda que mi maestra me ha brindado muy profesional super amable y pasiente./ I am barely starting my classes, but I am very satisfied with the help that the teacher has given me. Very professional, friendly, and patient.

Si, sólo dar las gracias por apoyarnos sin su ayuda no podríamos lograrlo. / Thank you for to my teacher for supporting us, without you we could not have done it.

Agradecerles por el apoyo que he recibido en mis clases para obtener mi high school diploma, especially from mi maestra in Cypress! 🍎🍏 / Thank you for the support that I have received in my classes to obtain my high school diploma, especially from the teachers in Cypress!

Si me gustaria que mejoraran CANVAS, tengo mi PC de Escritorio en casa y no puedo tener acceso a ese servicio a travez de mi PC, cuando ingreso al Link asignado, no aparece el menu del estudiante, ahi estan las notas de trabajo y los avances del curso que realiza la profesora, y me encantaria poder ingresar. He conversado de IT pero no me han solucionadlo el problema

Gracias/Yes, I would like to improve CANVAS, I have my Desktop PC at home and I cannot access that service through my PC, when I enter the Link to class, the student menu does not appear, there are the work notes and progress of the course that the teacher takes, and I would love to be able to enter. I have talked about IT but they have not solved the problem for me

Thanks

Tener más contacto con mis auditores , encargados , no se cuanto tiempo tengo para acabar mis cursos / Have more contact with the staff, I don't know how much time I have left on my classes.

Tengo apenas dos meses en las clases. Se me hacen bien las clases, pero la verdad muy confuso los accesos (darse de alta) por ejemplo gateway se crea y despues tienes que hacer un reset del password y te das cuenta porque cuando quieres acceder te marca error en password, debido a ello hablas a soporte y te dicen que no hay error en tu password pero que el procedimiento es hacer un reset para generar un nuevo password y poder acceder a canvas. otro punto es que no te explican muy bien como usar canvas y como enviar las tareas, en mi caso yo estuve enviandolas por inbox (dentro de canvas) y Never el profesor las recibio. El me comento despues que debo mandarlas en assignments. pero lamentablemente esto fue un mes despues. De antemano muchas gracias./good afternoon,

I have only two months in the classes. The classes are good for me, but the truth is, access is very confusing (registering), for example, gateway is created and then you have to reset the password and you realize because when you want to access you get an error in your password, because of that You speak to support and they tell you that there is no error in your password but that the procedure is to do a reset to generate a new password and to access canvas. Another point is that they do not explain very well how to use canvas and how to send the tasks, in my case I was sending them by inbox (inside canvas) and the teacher never received them. He told me later that I should send them in assignments. but sadly this was a month later. Beforehand thank you very much.

El personal de Anaheim campus es muy amable en comparación al de Wiltshire .En Wiltshire asistí por u poco más de un año Seguido. Y mucha información no la sabía como terminar mi high school y sobre las carreras técnicas.No tenía claro que haría después de terminar mi ESL. Y al hacer mi cambio a Anaheim campus pude trazar una meta. Y eso me lleno de esperanza y alegría. Por mucho en Anaheim campus son más amables y abiertos a comunicar la información. Gracias./The staff at the Anaheim campus are very friendly compared to the Wilshire campus. In Wilshire I have been here for a little over a year in a row. And a lot of information I did not know about how to finish my high school and about technical careers. I was not sure what I would do after finishing my ESL. And by making my move to the Anaheim campus I was able to set a goal. And that fills me with hope and joy. By far the Anaheim campus are more friendly and open to communicating information. Thanks.

extraño las clases presenciales. el aprendizaje no es igual virtualmente / hacen falta las practicas conversacionales/ I miss the classes in person. Virtual learning is not the same, the conversational practices are missing.

NOCE EMPLOYEE CAMPUS SURVEY

TABLE 17: CAMPUS RELATIONS

Campus and Supervisor Relationships		Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Missing	Total
I enjoy working at NOCE	n	51	2	11	89	1	3	157
	%	32.5%	1.3%	7.0%	56.7%	0.6%	1.9%	100%
People in my department work well together	n	47	5	21	74	3	7	157
	%	29.9%	3.2%	13.4%	47.1%	1.9%	4.5%	100%
I feel that my contribution to my department is valued	n	49	7	20	70	5	6	157
	%	31.2%	4.5%	12.7%	44.6%	3.2%	3.8%	100%
I believe supervisor supports my professional development	n	43	7	16	82	4	5	157
	%	27.4%	4.5%	10.2%	52.2%	2.5%	3.2%	100%
It is easy to talk to my supervisor about questions and concerns I have	n	35	9	16	86	5	6	157
	%	22.3%	5.7%	10.2%	54.8%	3.2%	3.8%	100%
My supervisor provides useful feedback on my work performance	n	38	10	23	73	6	7	157
	%	24.2%	6.4%	14.6%	46.5%	3.8%	4.5%	100%
My supervisor treats me with respect	n	32	3	9	102	4	7	157
	%	20.4%	1.9%	5.7%	65.0%	2.5%	4.5%	100%

TABLE 18: JOB SATISFACTION

Job Satisfaction		Neutral	Not applicable	Not satisfied	Satisfied	Somewh at Satisfied	Very Satisfied	Missing	Total
Salary	n	14	2	23	67	24	23	4	157
	%	8.9%	1.3%	14.6%	42.7%	15.3%	14.6%	2.5%	100%
Health Benefits	n	14	42	33	35	9	21	3	157
	%	8.9%	26.8%	21.0%	22.3%	5.7%	13.4%	1.9%	100%
Retirement Benefits	n	21	31	24	43	11	21	6	157
	%	13.4%	19.7%	15.3%	27.4 %	7.0%	13.4%	3.8%	100%
Workload (teaching including)	n	20	4	13	69	20	28	3	157
	%	12.7%	2.5%	8.3%	43.9%	12.7%	17.8%	1.9%	100%
	n	11	2	3	64	6	68	3	157

Autonomy and Independence	%	7.0%	1.3%	1.9%	40.8%	3.8%	43.3%	1.9%	100%
Departmental Leadership	n	15	3	12	61	8	55	3	157
	%	9.6%	1.9%	7.6%	38.9%	5.1%	35.0%	1.9%	100%
Institutional Leadership	n	21	2	11	63	15	42	3	157
	%	13.4%	1.3%	7.0%	40.1%	9.6%	26.8%	1.9%	100%
Support for work /Life Balance	n	27	1	19	57	6	44	3	157
	%	17.2%	0.6%	12.1%	36.3%	3.8%	28.0%	1.9%	100%
Professional Development Opportunities	n	29	1	10	60	12	42	3	157
	%	18.5%	0.6%	6.4%	38.2%	7.6%	26.8%	1.9%	100%
Prospects for Career Advancement	n	39	10	37	37	16	15	3	157
	%	25.5%	5.7%	23.6%	23.6%	10.2%	9.6%	1.9%	100%

TABLE 19: INSTITUTIONAL CLIMATE AND DIVERSITY

How much agree with the following statements:		Agree	Disagree	Neutral	Non applicable	Strongly Agree	Strongly Disagree	Missing	Total
NOCE encourage employees to share their ideas openly	n	62	16	19	0	47	9	4	157
	%	39.5%	10.2%	12.1%	0%	29.9%	5.7%	2.5%	100%
NOCE has equitable hiring practices and policies that increase staff diversity	n	57	13	39	4	34	6	4	157
	%	36.3%	8.3%	24.8%	2.5%	21.7%	3.8%	2.5%	100%
NOCE prioritizes developing a sense of community among students and staff	n	66	9	20	1	51	6	4	157
	%	42.0%	5.7%	12.7%	0.6%	32.5%	3.8%	2.5%	100%
NOCE prioritizes developing an appreciation for equity mindedness	n	64	6	33	3	42	5	4	157
	%	40.8%	3.8%	21.0%	1.9%	26.8%	3.2%	2.5%	100%
I am satisfied with the trainings and workshops NOCE provides around diversity, equity, and intersectionality	n	64	11	29	2	43	4	4	157
	%	40.8%	7.0%	18.5%	1.3%	27.4%	2.5%	2.5%	100%

TABLE 19: INSTITUTIONAL CLIMATE AND DIVERSITY CONTINUED

How much agree with the following statements:		Agree	Disagree	Neutral	Non applicable	Strongly Agree	Strongly Disagree	Missing	Total
I am satisfied with the diversity of employees at NOCE	n	54	12	36	0	44	8	3	157
	%	34.4%	7.6%	22.9%	0%	28.0%	5.1%	1.9%	100%
NOCE is fully accessible for employees with disabilities	n	53	6	44	11	34	4	5	157
	%	33.8%	3.8%	28.0%	7.0	21.7%	2.5%	3.2%	100%
I have avoided disclosing information about my person (disability, race/ethnicity, gender identity, sexual orientation, etc.) to others at the institution due to fear of negative consequences or discrimination	n	22	31	23	26	10	41	4	157
	%	14.0%	19.7%	14.6%	16.6%	6.4%	26.1%	2.5%	100%
NOCE has campus staff and instructors who regularly promote diversity, equity, and inclusion	n	78	3	27	1	39	6	3	157
	%	49.7%	1.9%	17.2%	0.6%	24.8%	3.8%	1.9%	100%
In the past 12 months, I have been exposed to information about the history, culture, or social issues of racial and ethnic groups other than whites in NOCE programs/activities	n	67	3	23	8	51	2	3	157
	%	42.7%	1.9%	14.6%	5.1%	32.5%	1.3%	1.9%	100%

TABLE 20: DISCRIMINATION

Have you ever felt discriminated against?	n	%
No	115	73.2%
Yes	37	23.6%
Missing	5	3.2%
Total	157	100%

TABLE 21: DISCRIMINATION CONTINUED

If yes, please indicate all of the categories for which you felt discriminated against (Select all that apply)	n	%
Age	15	40.54%
Disability	5	13.51%
Gender	13	35.14%
Race/Ethnicity	17	45.95%
Religion	2	5.41%
Sexual Orientation	2	5.41%
Socio-economic Class	2	5.41%
Gender Identity	0	0%
Immigration Status	0	0%
Other	6	16.22%
Total	157	100%

TABLE 22: DISCRIMINATION CONTINUED

How often at NOCE have you:		A lot (4 times)	I don't know	Never	Once in a while (1-2)	Sometimes (3 times)	Missing	Total
Witnessed discrimination against myself or others	n	9	10	86	32	9	11	157
	%	5.7%	6.4%	54.8%	20.4%	5.7%	7.0%	100%
Reported an incident of discrimination to campus authority	n	2	2	130	12	0	11	157
	%	1.3%	1.3%	82.8%	7.6%	0%	7.0%	100%
Witnessed sexual harassment against myself or others	n	3	5	118	16	4	11	157
	%	1.9%	3.2%	75.2%	10.2%	2.5%	7.0%	100%
Reported an incident of sexual harassment to a campus authority	n	1	2	130	13	0	11	157
	%	0.6%	1.3%	82.8%	8.3%	0%	7.0%	100%
Experienced racially based aggression at NOCE	n	2	5	119	15	5	11	157
	%	1.3%	3.2%	75.8%	9.6%	3.2%	7.0%	100%

TABLE 23: DECISION MAKING/GOVERNANCE

How satisfied are you with the following aspects of your job?		Agree	Disagree	Neutral	Non applicable	Strongly agree	Strongly disagree	Missing	Total
I understand how my work contributes to the mission, vision, and goals of NOCE	n	59	3	5	0	77	3	10	157
	%	37.6%	1.9%	3.2%		49.0%	1.9%	6.4%	100%
Employee feedback is used to inform important decisions made at NOCE	n	49	16	34	2	36	9	11	157
	%	31.2%	10.2%	21.7%	1.3%	22.9%	5.7%	7.0%	100%
I have confidence in the effectiveness of the leadership at NOCE	n	64	8	27	0	40	6	12	157
	%	40.8%	5.1%	17.2%		25.5%	3.8%	7.6%	100%
I have the opportunity to participate meaningfully in shared governance at NOCE	n	52	14	25	11	40	5	10	157
	%	33.1%	8.9%	15.9%	7.0%	25.5%	3.2%	6.4%	100%
Constituency groups at NOCE work collaboratively towards achieving NOCE's goals	n	59	12	35	5	34	2	10	157
	%	37.6%	7.6%	22.3%	3.2%	21.7%	1.3%	6.4%	100%
I am satisfied with the degree to which the decision-making at NOCE factors in considerations of diversity, equity, and inclusion	n	59	5	42	1	34	6	10	157
	%	37.6%	3.2%	26.8%	0.6%	21.7%	3.8%	6.4%	100%

TABLE 25: CAMPUS SAFETY

Since you started at NOCE how often you have felt:		Agree	Disagree	Neutral	Not Applicable	Strongly agree	Strongly disagree	Missing	Total
I feel that NOCE administrator take complaints seriously	n	42	14	22	7	51	11	10	157
	%	26.8%	8.9%	14.0%	4.5%	32.5%	7.0%	6.4%	100%
I know how to report an incident at NOCE if I was assaulted/harassed/discriminated against	n	56	9	16	1	60	5	10	157
	%	35.7%	5.7%	10.2%	0.6%	38.2%	3.2%	6.4%	100%
NOCE does a good job at informing employees about safety issues	n	60	11	18	0	54	4	10	157
	%	38.2%	7.0%	11.5%	0%	34.4%	2.5%	6.4%	100%
I feel NOCE is prepared in case of an emergency	n	63	15	17	2	45	5	10	157
	%	40.1%	9.6%	10.8%	1.3%	28.7%	3.2%	6.4%	100%

TABLE 26: COMMUNICATION

How much you agree with the following statements:		Agree	Disagree	Neutral	Not applicable	Strongly Agree	Strongly Disagree	Missing	Total
My job responsibilities are communicated clearly to me	n	64	6	18	0	54	5	10	157
	%	40.8%	3.8%	11.5%	0%	34.4%	3.2%	6.4%	100%
I am satisfied with the level of communication I receive from NOCE regarding decisions occurring institution-wide	n	64	8	27	0	40	7	11	157
	%	40.8%	5.1%	17.2%	0%	25.5%	4.5%	7.0%	100%
I am satisfied with the level of communication I receive from my supervisor regarding events/decisions in my department/program	n	54	14	14	0	57	8	10	157
	%	34.4%	8.9%	8.9%	0%	36.3%	5.1%	6.4%	100%
I am satisfied with the amount of collaboration among NOCE departments	n	38	23	39	1	33	13	10	157
	%	24.2%	14.6%	24.8%	0.6%	21.0%	8.3%	6.4%	100%

TABLE 27: DEMOGRAPHICS- GENDER

Gender	n	%
Female	105	66.9%
Male	23	14.6%
Prefer not to say	13	8.3%
Missing	16	10.2%
Total	157	100%

TABLE 28: DEMOGRAPHICS- RACE/ETHNICITY

Race/Ethnicity	N	%
Asian	13	8.3%
Black or African American	1	0.6%
Hispanic or Latino	31	19.7%
More than one race	11	7.0%
Middle Eastern	1	0.6%
Other	4	2.5%
Prefer not to say	29	18.5%
White	49	31.2%
Missing	17	10.8%
Total	157	100%

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

TABLE 29: DEMOGRAPHICS- AGE

Age	N	%
18-24	1	0.6%
25-34	28	17.8%
35-44	23	14.6%
45-54	31	19.7%
55 and older	33	21.0%
Prefer not to say	24	15.3%
Missing	17	10.8%
Total	157	100%

TABLE 30: DEMOGRAPHIC-EMPLOYEE TYPE

NOCE Employee Type	N	%
Classified (Part-time/Full-time)	41	26.1%
Full-time Faculty	12	7.6%
Management	13	8.3%
Part-time Faculty	45	28.7%
Part-time hourly/Professional Expert	15	9.6%
Prefer not to say	14	8.9%
Missing	17	10.8%
Total	157	100%

TABLE 31: DEMOGRAPHICS- YEARS EMPLOYED

Years Employed at NOCE	N	%
1-5 years	53	33.8%
11-15 years	11	7.0%
16-20 years	19	12.1%
21 years	13	8.3%
6-10 years	29	18.5%
Less than a year	1	0.6%
Prefer not to say	16	10.2%
Missing	15	9.6%
Total	157	100%

TABLE 32: DEMOGRAPHICS- AREA OF WORK

Areas of Work	N	%
Academic Instruction (LEAP, ESL, DSS, CTE, HS/GED)	97	61.8%
Institutional Support (Accounting, IT, Provost Office, Facilities, Research, etc.)	10	6.4%
Student Services (Counseling, Tutoring, Admission & Records, etc.)	27	17.2%
Missing	23	14.6%
Total	157	100%

TABLE 33: DEMOGRAPHICS- CAMPUS OF WORK

Sites	N	%
Anaheim	58	36.9%
Cypress	12	7.6%
More than one	24	15.3%
NOCRC	1	0.6%
Offsite	14	8.9%
Wilshire	22	100.0%
Missing	26	16.6%
Total	157	100%

TABLE 34: EMPLOYEE OPEN-ENDED RESPONSES

<p>Leadership can lie about employees and hinder success without proof or standard. It seems that "he/she said this" is enough to wrongfully punish an employee. Leadership sets clear instructions for faculty, but when followed punishes employees and adds more restrictions that hinder accessibility because they are too busy. Leadership claims to have faculty's best interest at heart, but fails to represent faculty when wrongfully accused. Leadership gives the impression they are bias against race, gender, or anything that may threaten them. Leadership is rude and condescending.</p>
<p>NOCE is one of the most exclusive, siloed places I have ever worked. There is no effort at all to work together. Everyone is out to protect their own department, grow their own department, and build their own kingdom.</p>
<p>They (leaders) say they care about things like harassment, equity and the way employees are treated but I don't see them do anything about it. There are program directors who break the law, break rules, are caught in lie after lie and perform at the absolute lowest levels of competency and professionalism, and they are never held accountable and get to keep their high paying jobs, while they cause so much harm to others and to NOCE. This is one of the biggest morale killers - the allowing of these things from program directors, despite complaints made to HR and the President. There is no accountability at the management and above levels.</p>
<p>The hiring practices at NOCE are also a joke. Why have an EEOC rep on a hiring committee if the Deans/VP are going to break the law and do what they want? I mean, who is going to turn in a Dean for not following employment and hiring rules and laws?</p>
<p>There is too much variation in the way faculty are treated and paid. We have faculty working bankers hours and getting paid the same as faculty who are working OT each week. We have faculty working way over their load and getting nothing extra and other "favored" faculty on PE contracts while getting paid a full-time faculty salary. How is this OK? Again, the silos encourage this kind of thing. If I work in hiding from you, I can do what I want with my faculty and give them more than you give yours, and because we don't work together, you will never know the things I giving or doing to my staff, right or wrong. An environment of exclusion allows this kind of inequity to thrive.</p>
<p>Leadership at NOCE should be modeled by sister colleges and district. Values that NOCE hold sometimes are not reflected within out Board of Trustees or District leadership which contradicts the work that we do, serving our students of all kinds of backgrounds, socioeconomically, diversely, and racially. Our district should be re-evaluated in it's entirety, not just by individual institutions.</p>
<p>Get managers and dean with actual real teaching experience. Stop hiring incompetent managers and deans that are killing the programs, killing the morale of your employees, and giving preferential treatment and favoritism that will get your institution sued.</p>

Need improvement on accepting Distance Education Training from other community colleges, not just NOCE!

During the recent online teaching training, I feel that many of the assessments and materials didn't pertain to our department/students. As such, I felt that the grading and evaluation of submitted work/assignments were too picky, strict, and unfair. There was no inter-rater validity. One grader said this and another said that. There was no consistency. To make a long story short, I did not score high enough to "pass" and my future teaching assignment is in jeopardy. I asked if there are any ways to make up the sessions or take equivalent courses. Didn't get a clear answer.

I am discouraged by the Canvas training/certification experience. It seemed designed to increase uniformity of instruction, rather than allow us to celebrate our unique class instruction. I felt the evaluators were making judgments about the value of my class, and my students, rather than whether or not I completed a task satisfactorily. My class is perfectly aligned to the institutional goals NOCE espouses, and is also unique in Orange County.

I also felt that there is too much needless repetition of tasks in the Canvas training. Once we demonstrate we can perform a task satisfactorily, we are asked to repeat the task over the course of the training. In the case of making peer responses, this resulted in 25-50 emails a day, for several days, that we had to sift through for anything that actually pertained to us. Our peer responses were graded for content and quickly became rote, formulaic responses: ask a question, share a tip, be encouraging, select two random peers to respond to. Beyond the first day of the training, this was a huge time waster to wade through, while it added to the daily stress of the training.

Feedback on our tasks was not specific enough, and was often clipped in tone. This caused much confusion and repetition of tasks, resulting in stress rather than positive learning. When I would explain my sensible rationale for a choice on a task, my reasoning was not valued, but was almost uniformly disregarded. I am the instructor and an expert in my field; I know my class subject and I know my students and their needs. I felt my reasoning should have had some merit.

I felt the training evaluators did not see me, and my class, as a valuable member of the team. Their tone suggested that I was valued less because I am an adjunct, am older, and teach an unusual class. All in all, I felt the Canvas training was not really a training, but an evaluation. And a cold, stressful evaluation, at that.

At NOCE, we endeavor to provide an accepting, supportive, inclusive, and positive environment for our students. The Canvas training did not provide that environment for our colleagues. I feel it is a big step backward in collegiality.

I have been proud to work at NOCE for many years, it has been who I am and given me great joy. However, as an Adjunct Instructor, I am deeply disappointed with the way the Distance Education Team has created the training and certification for Online Teaching. The training itself is extremely important and necessary, but the format and pace are simply unrealistic. They do not allow for all instructors to substantively incorporate the skills that are taught, and the all-or-nothing method of assessment was not necessary. NOCE continues to hire new employees and develop new programs in order to help facilitate the changing administrative requirements in this time of mandatory distance education. However, it does not give the instructors who are the actual heart of this institution, the proper support and respect they deserve during this time. Soon many instructors will be not be allowed to teach online, just because of the parameters of your training/certification. Was this perhaps more of a "house cleaning" than a fair requirement?

We were expected to learn CANVAS by using CANVAS. Many of us were not prepared. Imagine a pilot learning to fly while flying the plane by herself/himself. That would be very dangerous and unfair. How can you teach a person how to use a program while using the same program you are being asked to learn. How can you use vocabulary specifically from Canvas when you have no idea what these words are referring to WHEN GIVING LESSONS AND ASSIGNMENTS TO COMPLETE. Why did the creators of these assignments did not put into account the many hours of dedication needed to complete the assignments. it was like working 6 hour shifts everyday to complete sometime... WITH NO PAY... I want to say that this is unfair. I feel that many teachers did not complete Canvas training because it was unfairly constructed. It felt like we were given more opportunity to fail than succeed. It was disheartening to go through this, especially when we are asked to learn something we have never used by using it to learn the program ON OUR OWN. I have never felt ashamed, discouraged, and disheartened because of this experience. I am not alone on these thoughts. The feedback given by the Canvas teachers was minimal and not conducive to learning. It created an atmosphere of despair and anxiety. Most if not all feedback said what was done wrong and NEVER what to do to correct the errors. How can we

learn a new program with only examples and step by step guidance from Canvas when Canvas is new to the user. I cannot stress enough how this is unfair to the learner. A learner that knows what is fair in regards to how to teach a subject. How canvas was taught was unfair. It was created to make it difficult for some while easy for others because they were using it in other districts where they work. One more example of how Canvas was taught so unfairly: How can you teach a person to ride a motorcycle when the first time they get on they have to learn by going 80 miles an hour in the freeway during traffic. Like Canvas, learning it while teaching students, while living through Covid-19, while being given assignments with Canvas, while being given deadlines that are not just (fair-minded). I hope that this message goes to the dean and the president of our district so they no that many teachers will not be able to do their job because of how Canvas instruction to be certified was unfairly created for users that already were familiar with the program and the vocabulary associated with it. I got sick to my stomach writing this. I love my job. I care for the success of my students. Not being given a fair opportunity to learn a software program destroyed my ability to teach students. This not only hurt me but it took something away from students. What was taken away was years of experience from all the teachers that did not complete Canvas. THIS MESSAGE CANNOT BE SHARED WITH MY NAME NOR CANNOT BE DISTRIBUTED WITH MY NAME. I DO NOT GIVE PERMISSION FOR MY NAME TO BE ATTACHED TO THE STATEMENTS GIVEN. I DO NOT GIVE PERMISSION TO ALLOW MY NAME TO BE ATTACHED TO THESE STATEMENTS. I AM TYPING THESE STATEMENTS AS ANONYMOUS. I DO NOT GIVE PERMISSION TO USE MY NAME TO THIS SURVEY FOR FEAR OF REPRIMAND AND OR TERMINATION.

The OTCBootcamp training needs to be revised. The information needed to be learned to enable an instructor to be Distance Education certified isn't difficult information to learn. Unfortunately, the way the questions are written and the way the facilitators reject the answers and made us repeatedly rewrite them (because the questions aren't written with enough detail/examples/descriptions) makes this training more than twice as long as it should be and very stressful. Nearly 1/2 of the instructors who started in my cohort dropped out and didn't complete it. There's no course evaluation opportunity at the close of the training, so I felt the need to share my experience with someone. Thanks

I have very much enjoyed and have been proud of the years that I have been an ESL instructor for NOCE. However, during this time of the pandemic, I found myself having to prove myself all over again by learning a new task, Distance Education. As an instructor, I have always believed that the learning never stops. So, I embraced technology and forged ahead. However, when I was challenged to learn about Canvas in a three week period and become 100% proficient, lacking guidance, and then being booted out of the training after one week without notification or the opportunity to correct the various tasks, I became very disappointed by the decisions that had been made by administrators to set forth such a rigorous and convoluted program. I feel the facilitators did not teach nor were they there to support the faculty, their colleagues. It became a sink or swim situation. Because of these tactics, I have been forced out of my teaching position for the spring and am now facing a loss of income. I understand that all colleges were required to meet this criteria in order to teach distance education in the spring however, being very familiar with how other colleges were handling the training, they made sure teachers did not lose their jobs. What purpose did NOCE have in mind? Was the intent of the college to educate faculty with new skills or to set them up for failure? You let loyal, caring, and experienced faculty dow! I would never do that to the students I teach>

I've enjoyed teaching ESL here at NOCE since 2001. I thought that since having dedicated myself to the program for so many years, my employment would be better protected.

I would like the institution to know that I am unsatisfied with the implementation of recent changes to standard re-hiring procedures. To illustrate, I wasn't eligible to teach Summer 2019 due to not submitting my availability form in time. What is more is that I will not be allowed to teach online this Spring 2021 because I was dropped from the OTC Boot Camp. Please understand, I'm completely on board with getting all instructors (especially myself) DE certified. In fact, I was full of enthusiasm to learn Canvas and teach ESL through it. In the OTC Boot Camp, I was dropped with a 92% for not correcting a simple drop-down menu in a quiz I created. It was a simple misunderstanding on my part and now I will be out of a job. Being dropped devastated me and when I challenged the course administrator to not drop me, there was "nothing she could do".

I will get Distance Education certified. I have my Master's in Technology-Based Education. I am a good teacher and have been so all these years at NOCE. This is what I'd like the institution to know. What has happened to me has broken my trust in NOCE, unfortunately.

I consider myself an extremely dedicated faculty. I would say I am one who goes above and beyond when assisting students. Indeed, I love helping students! However, the district's continual resistance to pay and benefits equity has profoundly affected morale. It is incredibly disheartening that employees are not valued with the same level of benefits as nearby colleges. Faculty feel they are expected to perform at a maximum level but be compensated at a minimum level. Moreover, such actions have engendered an "us" versus "them" culture. The leadership may tell staff and faculty they are valued; however, such words fall flat in light of the actions taken by the district.

I think that being a teacher in my area is very expensive for me to purchase the products and wish that we as an individual would get a budget to assist in product development.

Regarding the safety issues: my colleagues and I tried to inform and motivate the administration to increase security at the three main centers - Anaheim, Wilshire, and Cypress for YEARS. This goes back to when Dr. Schultz was Provost. All we were asking for was an

1. Increased presence of campus police actually ON SITE. The only time we see them is when there is an incident and then that's usually too late.
2. Requirement that ALL faculty and staff from ALL campuses wear name badges in order to identify when someone walks into our office or our classroom so we know who they are. Still is not a requirement. People HAVE name badges, but not everyone wears them so the safety point is defeated. EVERYONE should be required to wear a name badge on campus AT ALL TIMES.
3. After SandyHook, when teachers were killed by going into the hall to lock their doors, an effort was made to put a device on the door that could leave it locked but the door could be opened. It took the district over three years to put LockBlocks on the doors. There just wasn't any concern from the administration for the faculty, student, and staff's safety in the event of an active shooter.
4. Regarding the departments working cooperatively - It is still very apparent that Adjunct Faculty are not appreciated or recognized by the Presidents, Deans, or Chancellor for their time, effort, and work. Staff members get recognized at opening day events for 5, 10, 15, etc years on the job or in emails, etc. But the faculty don't. It's a real morale blaster. It is often discussed among instructors that staff is often shown appreciation, but the people actually doing the teaching (the reason we're all here) are not. Even at times, Teacher Appreciation Week gets forgotten. We often feel expendable and unappreciated.
5. I think NOCE is trying really hard to be inclusive of all races, gender types, religions, etc.
6. Another issue that brings down morale: Faculty should not be expected to attend meetings on their breaktime or day off without getting paid. We receive instructions that "all faculty are expected to attend opening day ceremonies" and our department's staff meeting following = so we're being asked to attend 5-6 hours that day while staff members who are "on the clock" get paid and PT teachers do not. Another morale buster indicating that our time is NOT valuable or worthy of being paid. But everyone else is?
7. I believe NOCE has handled the "New Normal" of doing business during COVID19 pretty well. I believe they have done everything in their power to make it run as smoothly as possible. I know my supervisor/department director has put in A LOT of hours to get us where we are, kept us very up to date, and worked very hard to keep us going - and that is appreciated.

I would like to thank NOCCCD-NOCE and special thanks to all the members at the ESL Department because they have supported us since the outbreak of COVID-19. I hope part-time instructors will be financially supported more because they work hard and full-load to educate students. They have to teach simultaneously content, technology, and all the recommended online platforms and apps to help students get educated.

Off-site instructors do not have access to resources in the same way as on-campus instructors. Specifically when it comes to photocopies or requesting printed material. Most of us work at multiple sites and do not have the time to go to the main campus.

I don't think adjunct faculty are included in department decision meetings. We are merely told what to do after decisions have been made. When we do get invited, we are expected to attend without pay. There is so much unpaid work and it is simply unfair and unjust, considering that we need to work at multiple districts to make a decent living. NOCCCD has one of the worst healthcare benefits I have seen, making it almost impossible for instructors to take advantage of it. There are so many rules for who is eligible and who isn't. The district says they value their students and their employees, however, adjunct faculty get the least amount of pay and benefits while at the same time taking most of the workload on the academic side.

Too many Special Project managers exist, and despite continuous deadline reminders, the process to get these positions moved to permanent is excruciatingly slow. These positions are underpaid, under compensated with benefits, and over worked.

Professional development workshops, including diversity workshops, and required training such as harassment training, should be paid. RSCCD pays for all such workshops/training. I'm also tired of the apparent acrimony between ADFAC and Administration, and I don't know why NOCCCD is so entrenched against basic rehire rights for adjunct faculty. What of your "commitment" to faculty?

I think managers need to look at the job descriptions of their employees and ensure employees are okay with the workload assigned to them. This will ensure fewer people are working out of class. I have heard of many employees discuss how they are working out of class, and I think this could be addressed by having open communications between managers and their employees about the duties that are assigned to them.

I absolutely love and value my position with NOCE. Drastic adjustments have been made and accommodated with ease (from my perspective) with the introduction of COVID-19. In my role as faculty I feel supported and my classes are successful thanks to the VP for stepping in over the summer to address my assigned load (which was physically unattainable). It is vital in our current work-from-home climate to clearly communicate, collaborate, and inform across departments to make our institution stronger and more effective. This is the biggest area for improvement from my perspective.

Another area for improvement is the perception of district vs. faculty. As an educator who primarily focuses on relationships as it relates to productivity and trauma informed practices, it is difficult to see so many fellow educators feeling depleted, under-valued, and under-paid. Our intuition is weakening it's effectiveness in the community by not being genuinely unified. My hope is that the faculty union and NOCCCD can make amends and move forward in a mutually dignified and unified relationship.

I admire the work NOCE is doing to promote, educate, and understand systemic racism. I am participating in the One Book, One School Pro D opportunity and am thankful to grow along with my NOCE community.

I find it hard to take the comments about equity and non-discrimination concerns seriously when women make up seemingly such a large segment of the workforce on campus. An NOCE employee has a beautiful sign on her desk stating that, "The future is female". She has had this sign for as long as she has been employed here. But to me the worst part is that her boss walks past her desk everyday and condones signs like this being displayed in the open. If this situation was reversed, action would be taken immediately and everyone in the office would be sent to sensitivity and diversity training.

NOCE has a long way to go when it comes to equity mindedness, representation, diversity and racial justice. The leadership at NOCE and division chairs/directors, ie., ESL Dept. is mere pay ip services to racial justice, anti-racism and immigration advocacy and issues. Essentially, for the years I have been there NOCE is run as a business and not as a institution of continuing education. The whole system is rife with platitudes and superficial gestures towards what continuing education should look like. Equity and other funds are miss managed and used for programs that that serve to check a box on a DEIA rubrics. None of the programs on DEIA are actuated or sustainable and the leadership from the Provost (president), deans, directors, VPs and leadership in curriculum development have really no coherent and cohesive vision of how to implement and fund racial justice initiatives. Most importantly, the "whiteness" or "white-adjacency" of the leadership at NOCE consistently engage in micro aggression, macro-aggression, gas lighting, by-passing, implicit bias and out right racism toward women of color. There is a general acquiescence among the leadership, the academic senate, and PD on avoiding discomfort of the predominately "white" or "white adjacent" leadership.

There is no orientation on DEIA for the majority of faculty, specifically adjunct faculty on DEIA and Anti- racist pedagogy. The ESL department and its current and past leadership is not only resistant to but is highly incompetent when it comes to dealing with DEIA and immigration advocacy of our students. to reiterate, hiring people into leadership positions without the lived experience goes fundamentally against any kind of social justice and anti-racist resolution put forth by NOCE. Finally, inequitable hiring , shared governance and labor practices (or lack thereof) specifically , towards classified part time and adjunct faculty is exploitative to say the least.

To conclude, i believe that this survey will not bring any substantial or sustained change because the current hierarchy is resistant to real change. It (the survey) will continue to be a trope for "action based" research in DEIA.

I feel sexually harassed as a gay man by my superior
I enjoy working at NOCE LEAP as a Part-Time, HW Instructor.
I feel very happy and satisfied to be working at NOCE!
I love NOCE!
I really appreciate the support NOCE provides to the community, students, and employees to stand up for human rights.
I decided to complete the demographics portion of this survey because I value the importance of the question and its depth when looking at the experience. However, I am always aware that completing this portion reveals my identity. I kindly ask that the demographic information is not shared alongside my responses to ensure my anonymity. Thanks team :-)
I have taught at many colleges and schools and I feel like NOCE make a strong attempt to include new faculty and staff members in many areas of the school (governance and decision making). I feel that most of the faculty and staff feel more comfortable reaching out for help.
I really enjoy my work. I miss seeing people on a daily basis! However, working from home has worked well for me as I have a rather long commute! I appreciate all the work that has gone into providing on-line training as well as the Mega meetings via Zoom that we have had. I know that the directors have probably had it the hardest, as they have to manage so many people from a distance!
I am a happy NOCE employee
NOCE is my 2nd Family!
Working at NOCE has been one of the most wonderful experiences that I have had in this country. I was an ESL student, now, I am a part-time faculty.
Before the pandemic, I felt that adjunct instructors were more encouraged to compete with each other for attendance than to collaborate. I hope that the current supportive climate perseveres after we return to normalcy.
I have always felt supported and appreciated by my managers. In my opinion the culture of our institution is a healthy and positive one, and that is due to the fact that we have strong leadership. I know that if I ever need to voice any concerns they would be respectfully received. It is because of these things that I truly enjoy working at NOCE. When you feel heard and appreciated it goes a long way toward fostering loyalty. This in turn is beneficial to our students. Feeling genuinely valued as an employee is easily paid forward into a welcoming and positive experience for the students. It is so satisfying to be in a supportive role and to be able to assist others in achieving their goals. I simply cannot imagine ever working any place else and am grateful for my experiences here.
The institution does an outstanding job in regards to working with students in many educational levels. I would like to see more openness and engagement among some staff and avoid preferences particularly with the students. I have seen the importance given to higher level positions that distant some employees from working effectively with those who work at a lower classification positions. I see the lack of interest for some programs to equip them with all the tech tools needed to do certain academic tasks. Although most of the Dept.'s staff seems friendly, we hardly know everyone. Last, but not least, when we think some of the campuses work in unison, there are few that follow their own instinct that could affect the academic performance and attendance of our students. One final comment is that throughout the years, my evaluation has been used as a "good tool" to retaliate against me because I stay away from other employees' problems with students or listen to students' concerns. I have debated the issue because instead of arguing the facts, they perversely arranged every paragraph by adding other irrelevant/negative comments.
There is a tremendous amount of knowledge, experience, and passion among NOCE employees. We are making progress, but in many ways, NOCE still operates in silos and some employees are underutilized. I think if we were to create a work environment that encourages genuine collaboration and sharing of ideas between staff, faculty, and management (and students!), ensuring various perspectives are shared, heard, and understood, NOCE would be an amazing place to work.

I will always work hard to promote a culture of kindness, respect, and equity within my department and our institution as a whole. I think each individual staff/faculty member can spend time reflecting on ways to improve the overall culture at NOCE. It cannot be accomplished by 5, 10, 15 people, but collectively as a group. There are definitely areas where improvement and change are needed, but I am optimistic that given the amount of effort our team puts into helping students succeed, we can also work together to make NOCE the best non-credit college for employees too.

STUDENT CAMPUS CLIMATE SURVEY








North Orange Continuing Education (NOCE) is conducting its 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 kept confidential. Please do not take this survey more than once or if you are under the age of 18. Thank you for your participation.

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 (to give support or confidence) me to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy to get a hold of an NOCE staff member about questions and concerns I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members have provided helpful feedback (comments related to school) to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my contribution in class is valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the diversity (people of different cultures/lifestyles) of NOCE's staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one staff member/instructor knows my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 	Not Applicable

	Strongly agree 	Agree 	Neutral 	Disagree 	Strongly disagree 	Not Applicable
Overall, I am satisfied with my in-person school experience here at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with my online school experience here at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If asked, I would tell others to come to NOCE for school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Climate/Sense of Belonging:						
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 	Not Applicable
NOCE encourages students to share their ideas openly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE is committed to promoting diversity (people of different cultures/lifestyles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE is committed to inclusion and equity (all people are treated fairly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE is representative of the community it serves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the diversity of the faculty and staff at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE is fully accessible (easy to get to or use) to individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not shared information about myself (disability, race/ethnicity, gender identity, sexual orientation, etc.) to faculty and/or staff due to fear of negative consequences or discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 12 months, I have been exposed to information about the history, culture, or social issues of racial and ethnic groups other than whites in my course program/activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are asked for their ideas when important decisions are being made at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination and Safety:						

For the following questions, think about any type of discrimination you may have experienced or witnessed at NOCE.

During your time at NOCE, have you ever felt discriminated against?

- Yes
 No

If yes, please indicate all of the categories for which you felt discriminated against (Select all that apply)






- Race/Ethnicity
 Gender
 Gender Identity
 Sexual Orientation
 Age
 Disability
 Religion
 Socio-Economic Class
 Immigration Status
 Other:

In the last two years, how often at NOCE have you:

	Never	Once in a while (1-2 times)	Sometimes (3 times)	A lot (4 or more times)	I don't know
Witnessed discrimination against myself or others (to treat another person differently in an unfair way)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reported an incident of discrimination to a campus authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witnessed sexual harassment against myself or others (Unwanted sexual looks, words, conversation, or touching done by someone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reported an incident of sexual harassment to a campus authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced racially based aggression at NOCE (unkind comments or actions because of their race)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
	<input type="radio"/> 😄	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> 😞	<input type="radio"/> 😡	

	Strongly agree 	Agree 	Neutral 	Disagree 	Strongly disagree 	Not Applicable
I feel NOCE administrators (managers) take complaints seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to contact at NOCE if I was assaulted/harassed/discriminated against	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE does a good job at informing students about safety issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






I know how to contact Campus Safety

- Yes
- No

Basic Needs:

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

Please indicate how much you agree with the following statements

	Strongly agree 	Agree 	Neutral 	Strongly disagree 	Disagree 	Not Applicable
In the last 30 days, I worried whether food would run out before I got money to buy more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last 30 days, I worried whether I would be able to pay for my current housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last 30 days, I did not know where I was going to sleep at night, even for one night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware that NOCE has a food pantry/drive-through available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

- Male
- Female
- Transgender

- Gender non-conforming
- Prefer not to answer

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

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latinx
- Middle Eastern
- Native Hawaiian or Pacific Islander
- White
- Other
-
- Prefer not to answer

What age category best describes you?

- 18-24
- 25-34
- 35-44
- 45-54
- 55+
- Prefer not to answer

How many years have you been attending NOCE?

- Less than a year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more
- Prefer not to answer

Please indicate which of the following programs you are currently enrolled in. (Check all that apply)

- Career Technical Education (CTE: Administrative Professional, Business Information Worker, Early Childhood Education, Electrical Technology, Funeral Service Assistant, Management, Medical Assistant, Pharmacy Tech, Quality Assurance Management for Medical Devices)
- Disability Support Services (DSS)
- English as a Second Language (ESL)

- High School Diploma/ GED-HiSET Preparation (HSDP)
- Lifelong Education and Advancement Program (LEAP) (Older Adults & Parenting)
- Community Services (fee-based courses)

Please indicate which of the following campuses you have attended classes at. (Check all that apply)

- Anaheim
- Cypress
- Wilshire
- Off-site (Classes held at a facility within the community)
- Remote (online Classes)

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

EMPLOYEE CAMPUS CLIMATE SURVEY



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

NOCE has been specifically noted for six 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, Communications, and Demographics.

This survey takes approximately 20 minutes to complete.

Campus Relationships

Please indicate how much you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I enjoy working at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in my department work well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my contribution to my department is valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supervisor Relationship

Please indicate how much you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I believe my supervisor supports my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy to talk to my supervisor about questions and concerns I have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides useful feedback on my work performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor treats me with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Satisfaction

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

	Very satisfied	Satisfied	Neutral	Somewhat satisfied	Not satisfied	Not applicable
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very satisfied	Satisfied	Neutral	Somewhat satisfied	Not satisfied	Not applicable
Health benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workload (teaching included)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy and independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospects for career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Climate and Diversity

Please indicate how much you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
NOCE encourages employees to share their ideas openly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE has equitable hiring practices and policies that increase staff diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE prioritizes developing a sense of community among students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE prioritizes developing an appreciation for equity-mindedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the trainings and workshops NOCE provides around diversity, equity, and intersectionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the diversity of employees at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE is fully accessible for employees with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have avoided disclosing information about my person (disability, race/ethnicity, gender identity, sexual orientation, etc.) to others at the institution due to fear of negative consequences or discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE has campus staff and instructors who regularly promote diversity, equity, and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
In the past 12 months, I have been exposed to information about the history, culture, or social issues of racial and ethnic groups other than whites in NOCE programs/activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discrimination

During your time at NOCE, have you ever felt discriminated against?

- Yes
- No

If yes, please indicate all of the categories for which you felt discriminated against (Select all that apply)

- Race/Ethnicity
- Gender
- Gender Identity
- Sexual Orientation
- Age
- Disability
- Religion
- Socio-economic Class
- Immigration Status
- Other:

In the last two years, how often at NOCE have you:

	Never	Once in a While (1-2 times)	Sometimes (3 times)	A lot (4 times)	I don't know
Witnessed discrimination against myself or others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reported an incident of discrimination to a campus authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witnessed sexual harassment against myself or others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reported an incident of sexual harassment to a campus authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced racially based aggression at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Decision Making/Governance

Please indicate your agreement with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
I understand how my work contributes to the mission, vision, and goals of NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee feedback is used to inform important decisions made at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence in the effectiveness of the leadership at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the opportunity to participate meaningfully in shared governance at NOCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constituency groups at NOCE work collaboratively towards achieving NOCE's goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the degree to which the decision-making at NOCE factors in considerations of diversity, equity, and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Safety

Please indicate how much you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
I feel that NOCE administrators take complaints seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to report an incident at NOCE if I was assaulted/harassed/discriminated against	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOCE does a good job at informing employees about safety issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel NOCE is prepared in case of an emergency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communications

Please indicate how much you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
My job responsibilities are communicated clearly to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the level of communication I receive from NOCE regarding decisions occurring institution-wide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
I am satisfied with the level of communication I receive from my supervisor regarding decisions in my department/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the amount of collaboration among NOCE departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 non-conforming
 Prefer not to answer

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
 Other
 Prefer not to answer

What age category best describes you?

- 18-24
 25-34
 35-44
 45-54
 55 and older
 Prefer not to answer

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 answer

Please indicate the type of NOCE employee you currently are

- Part-time Hourly/Professional Experts
- Classified (Part-time/Full-time)
- Full-time Faculty/Counselor
- Part-time Faculty/Counselor
- Management/Special Project Administrators
- Prefer not to answer

Please indicate which of the following areas you are currently working in.

- Academic Instruction (LEAP, ESL, DSS, CTE, HSDP/GED)
- Student Services (Counseling, Tutoring, Admissions & Records, etc.)
- Institutional Support (Accounting, IT, Provost Office, Facilities, Campus Safety, Research, etc.)

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

- Anaheim
- Cypress
- Wilshire
- Off-site
- NOCRC

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