# RIO HONDO COLLEGE

## 2013

# CLIMATE SURVEY

## Report

Office of Institutional Research & Planning

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# INTRODUCTION

## Background

Rio Hondo College administered a campus climate survey (RHC Climate Survey) to students and employees from April 25 to May 15, 2013. The purpose of the climate survey is to investigate the overall perceptions of the campus climate as reported by students and employees. Students and employees received and completed separate surveys. The 2013 administration was the fifth time these survey instruments were utilized.

"Climate" refers to the general atmosphere experienced by the faculty, staff, and students. Climate is measured through several dimensions which include perceptions of academic needs, campus relationships, diversity and equity, safety, governance, communication, job satisfaction, and the college environment.

## Instrumentation

Both the employee and student versions of the RHC Climate Surveys were developed by the Institutional Research and Planning Office. The format and structure of the surveys were modeled after similar surveys used by Cypress and San Bernardino Valley Colleges. The surveys are paper format and prepared through a scannable software program for ease of recording, managing, and analyzing data.

One to two items were added to each of the current year's surveys over those of the previous year. The majority of the items include a five-point Likert scale response format with the following options: "Strongly Disagree"=1, "Disagree"=2, "Neutral"=3, "Agree"=4 and "Strongly Agree"=1. Some items are scaled on frequency (e.g., "Always," "Sometimes," etc.) and others on satisfaction (e.g., "Satisfied," "Dissatisfied"). A "Don't Know" option was available for some items. In addition, an open-ended question was asked to allow survey respondents the opportunity to provide comments related to campus climate and general suggestions for improvement.

## Survey Domains

The items on the RHC Climate Surveys fall within specific domains that address aspects of student and employee experiences at the college. The list below contains these domains, on which surveys they are located, and a brief explanation of the domain's definition.

- Academic Needs (Students): Explores the academic experiences at RHC leading to career goals.

- Campus Relationships (Students): Explores relationships among students and employees on campus.

- Campus Relationships (Employee): Explores relationships among employees, co-workers and supervisors.

- Inclusion and Campus Life (Student): Explores the sense of belonging to the campus, student activities, and athletic events.

- Diversity and Equity (Students): Explores perceptions of the diversity of ethnic backgrounds of RHC instructors and non-instructors and treatment of students or groups.

- Diversity and Equity (Employees): Explores the treatment of students, genders, racial/ethnic groups, and disabilities.

- Job Satisfaction (Employees): Explores employees' overall satisfaction at the college as well as personal goals, supervisor's feedback, and professional opportunities.

- Communication (Employees): Explores the information received about events//decisions in his/her department or division.

- Governance (Employees): Explores confidence in the administration, constituent groups, and important decisions on campus.

- Campus Usage (Students): Explores how often students utilize areas of the campus and participate in activities on campus.

- RHC Environment (Students):  Explores the developing appearance of the campus, restrooms, gathering areas, study areas, and food/drink options.

- RHC Environment (Employees):  Explores the developing appearance of the campus, classroom labs, and food/drink options on campus.

- Campus Safety (Students and Employees): Explores the issues of safety on campus during the day and evening.

## Implementation Procedures

All RHC employees were targeted for this current year's climate survey.  Just prior to the distribution of the employee climate survey, there were 829 employees at the college: Administrators/Confidential (4.7%); Classified (29.6%); Full-time Faculty (22.3%); Part-time Hourly (7.5%); and, Part-time Faculty (35.9%).  Surveys were placed in sealable envelopes with attached informational memos and delivered to the campus mailroom.  Once completed and prior to returning the surveys to the mailroom, respondents were instructed to remove the attached memo (which contained identifying information) from the sealed envelopes to ensure anonymity.  A total of 486 of the 829 employees completed the survey yielding a 59% response rate.

There were 16,640 students enrolled during Spring 2013 (unduplicated headcount).  The IRP staff employed a random selection process of course sections prior to administering the student climate survey.  Course sections were not eligible for sampling if they had been selected for the National College Health Assessment survey sample, were cancelled, ended before May 1, did not have a listed time and day (e.g., Virtual College), were not on the main campus, or enrolled fewer than eight students.  There were 886 eligible course sections remaining from which 35 sections with 1,182 students were randomly selected.  With the cooperation of the faculty from the sampled sections, IRP staff administered the student survey in the classrooms.  A total of 833 of 1,182 students completed the survey yielding a 70% response rate – a 12% increase from the 2012 student survey response.

## Analysis

IRP staff analyzed all quantitative and qualitative survey data.  Mean ratings (or averages) and frequency distributions for the various survey items were calculated and reported.  "Don't Know" responses were removed from the data analyses and response totals.  In many cases, comparisons were made to corresponding results from the 2012 climate surveys.  Only differences of 0.10 or greater were considered meaningful and emphasized in the results. Responses to open-ended questions were qualitatively coded and categorized by theme. Samples of open-ended comments are presented verbatim to support the themes and interpretations made of the data.  To address confidentiality, all identifying information was removed.

<div align="center">

**RESULTS**

</div>

## A. Demographics – Employee Respondents

A total of 486 respondents completed the 2013 Employee Climate Survey. The following tables and charts present the demographics of these respondents. Similar to 2012, slightly more than half of the employee respondents identified themselves as female. The two largest ethnic groups identified are White/Caucasian and Hispanic/Latino. See Table A-1.

**Table A-1.  Employee Gender and Ethnic Background**

| Gender | # | % |
|---|---|---|
| Female | 261 | 56.0% |
| Male | 205 | 44.0% |
| **Total** | **466** | **100.0%** |
| **Ethnicity** | **#** | **%** |
| White/Caucasian | 182 | 39.6% |
| Hispanic/Latino | 154 | 33.5% |
| Asian/Asian-American | 44 | 9.6% |
| Two or more races | 30 | 6.5% |
| Black/African-American | 12 | 2.6% |
| Filipino | 3 | 0.7% |
| Native American/Alaskan | 2 | 0.4% |
| Other | 33 | 7.2% |
| **Total** | **461** | **100.0%** |

Note: Not all respondents indicated gender and/or ethnicity.

Figure A-1 displays the distribution of years employed at RHC. The respondents' median length of employment was 11 to 15 years in 2013. The median in 2012 was 6 to 10 years.
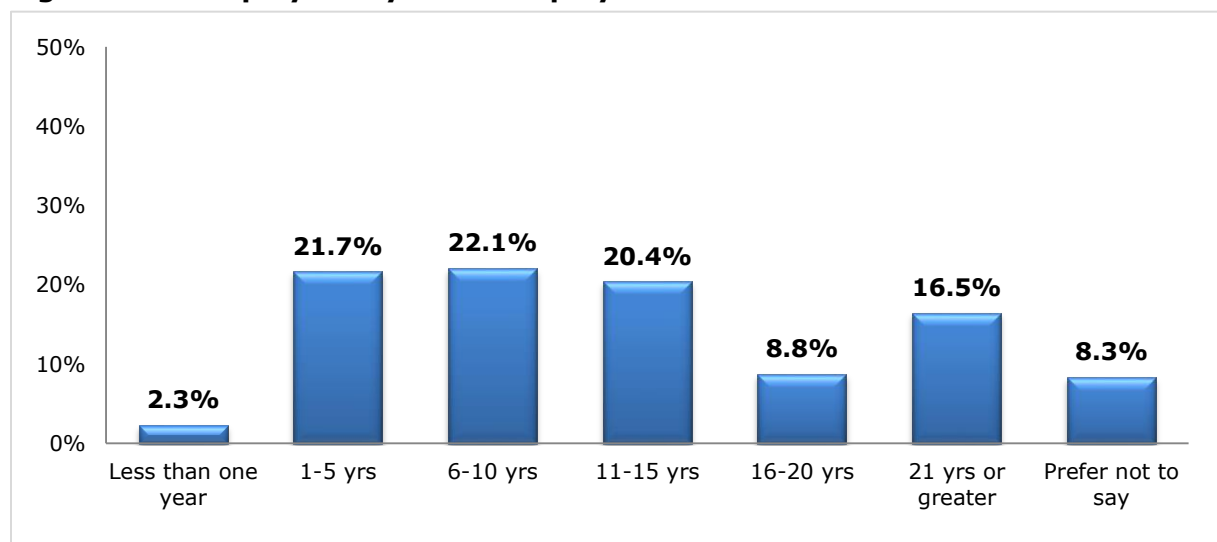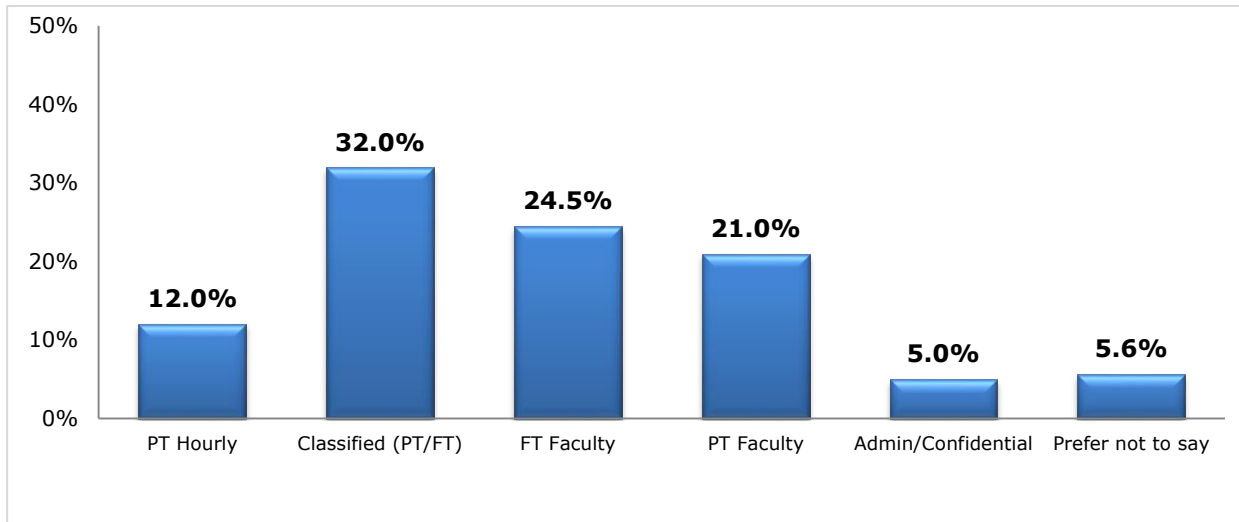
**Figure A-1.  Employees by Years Employed at RHC**

Figure A-2 displays the distribution of employee types.  In 2013 as in 2012, the respondents were largely comprised of classified staff and faculty.

**Figure A-2.  Employees by Type**



## B.  Demographics – Student Respondents

A total of 833 students completed the 2013 Student Climate Survey.  Unlike 2012, more than half of the student respondents identified themselves as female.  Hispanic/Latino continued to be the most commonly self-identified ethnic group (see Table B-1).

**Table B-1.  Student Gender and Ethnic Background**

| Gender | # | % |
|---|---|---|
| Female | 451 | 54.6% |
| Male | 375 | 45.4% |
| **Total** | **826** | **100.0%** |
| **Ethnicity** | **#** | **%** |
| Hispanic/Latino | 586 | 71.1% |
| Asian/Asian-American | 68 | 8.3% |
| White/Caucasian | 48 | 5.8% |
| Black/African-American | 8 | 1.0% |
| Filipino | 8 | 1.0% |
| Native American/Alaskan | 1 | 0.1% |
| Pacific Islander | 1 | 0.1% |
| Two or more races | 73 | 8.9% |
| Other | 31 | 3.8% |
| **Total** | **824** | **100.0%** |

Note: Not all respondents indicated gender and/or ethnicity.

The next three figures display the distribution of student respondents by age group, years of RHC attendance, and the number of hours worked per week.  Similar to 2012, the median age group of student survey respondents is 20-24 years old.  See Figure B-1.

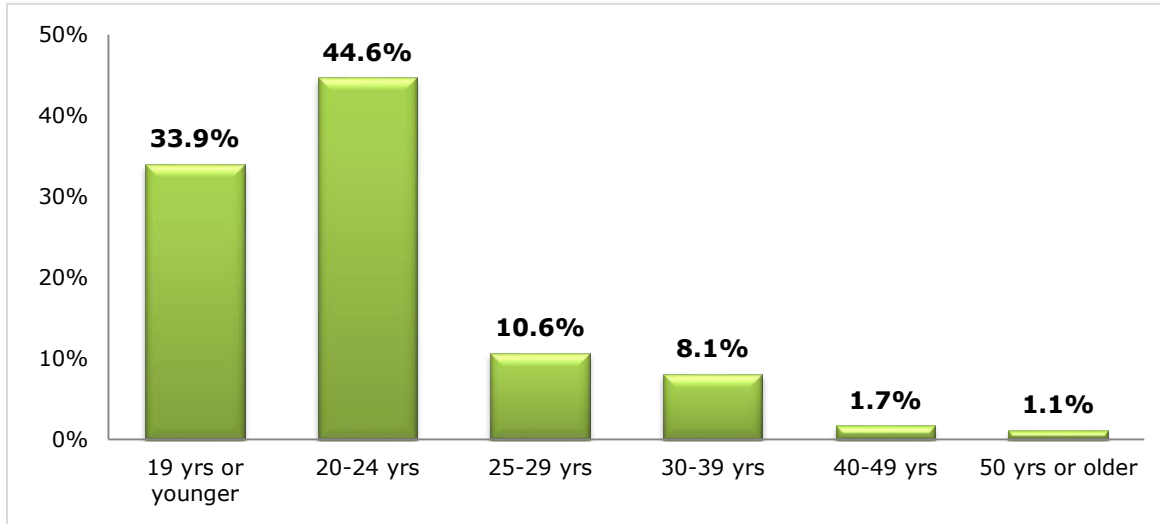**Figure B-1.  Students by Age Group**



Figure B-2 shows that most of the student respondents have been in attendance at RHC for one year or less.  Two years was the median number of years in attendance for 2013, the same as in 2012.

**Figure B-2.  Students by Years of RHC Attendance**



As shown in Figure B-3, over one-third of student respondents reported that they were "not working" (at least not at the time of survey completion).  The median number of reported hours worked per week was 10-19 hours.

**Figure B-3. Students by Hours Worked per Week**

## C. Student Academic Needs

Students indicated their satisfaction with having their academic needs met.  Table C-1 presents the average ratings and a comparison of results to the 2012 year.

**Table C-1.  Average Student Responses to Academic Needs**

|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I am satisfied with my academic experiences at RHC. | 4.13 | 830 | 4.17 | 670 | -0.04 |
| I would recommend RHC to a friend. | 4.18 | 829 | 4.21 | 670 | -0.03 |
| RHC helped me identify my career goals. | 3.49 | 825 | 3.54 | 670 | -0.05 |
| I am satisfied with the variety of courses offered. | 3.73 | 828 | 3.79 | 667 | -0.06 |
| I am satisfied with the quality of instruction and teaching. | 4.04 | 817 | 4.10 | 663 | -0.06 |
| Courses I need are offered at times that are convenient to my schedule. | 3.50 | 826 | 3.52 | 664 | -0.02 |
| My instructors are highly knowledgeable. | 4.29 | 827 | 4.34 | 672 | -0.05 |
| RHC instructors come to class well prepared. | 4.30 | 828 | 4.30 | 669 | 0.00 |
| My courses are preparing me to achieve my educational goals. | 4.19 | 825 | 4.21 | 671 | -0.02 |

Table C-1 shows little variation in overall student satisfaction over the last two years.  Students continue to be satisfied with their general academic experience, the instructors, and the course preparation for meeting their educational goals.  Students also continue to show less satisfaction in the variety of courses offered and the scheduling of courses.  Students also indicated lesser satisfaction with the college helping to identify career goals.

Student satisfaction with quality of instruction and teaching tended to increase slightly with student age.  Figure C-1 exemplifies this pattern.  This pattern was not as evident as students spent more time at the college (see Figure C-2).  The 2012 survey results showed similar patterns.
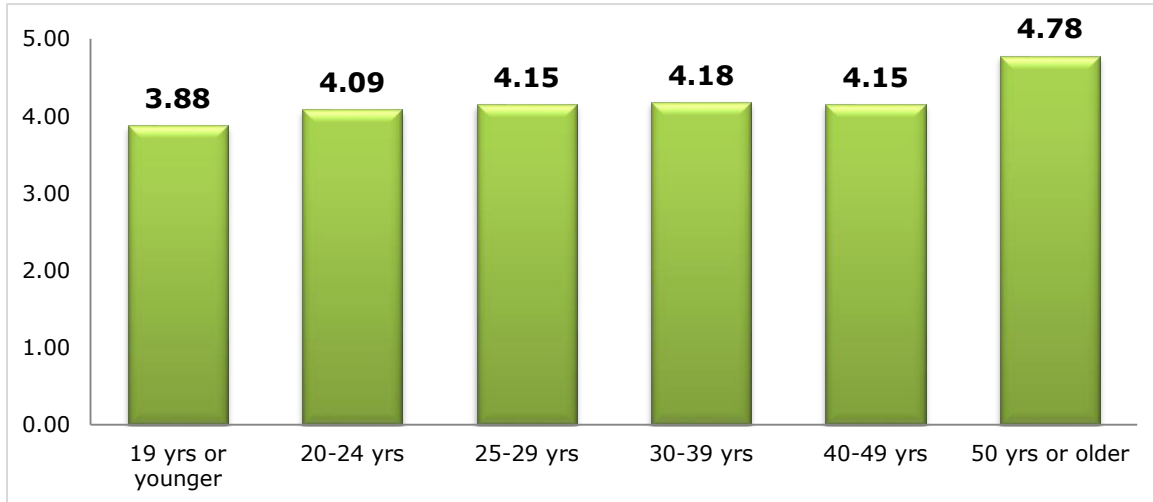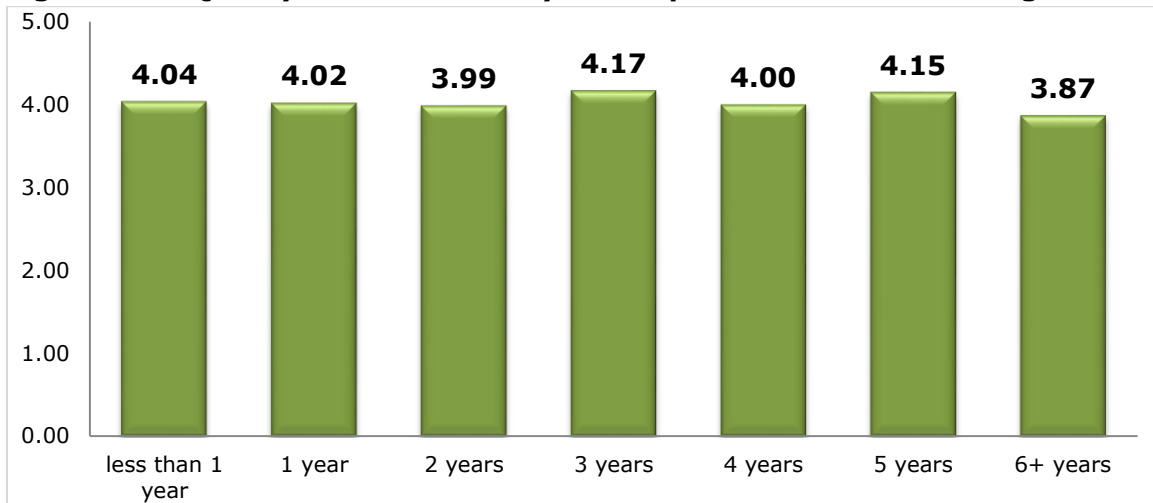
**Figure C-1. Quality of Instruction by Student Age**



| | | | | | |
|---|---|---|---|---|---|
| 3.88 | 4.09 | 4.15 | 4.18 | 4.15 | 4.78 |
| 19 yrs or younger | 20-24 yrs | 25-29 yrs | 30-39 yrs | 40-49 yrs | 50 yrs or older |

**Figure C-2. Quality of Instruction by Time Spent at Rio Hondo College**



| | | | | | | |
|---|---|---|---|---|---|---|
| 4.04 | 4.02 | 3.99 | 4.17 | 4.00 | 4.15 | 3.87 |
| less than 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6+ years |

The survey yielded about 65 student comments that related specifically to instruction and classes. Several comments relayed the positive academic experiences students have had. One student explained, "Rio Hondo is a great stepping stone to take after high school because they have a lot of classes and programs offered for your degree of interest and also many programs to aid you in transferring to a four-year university."

The most common responses, however, concerned adding classes and/or making classes more available for students. Students generally noted that could not get the classes they wanted or needed. Comments included: "Need more science classes! They fill up way too fast. Lack of open classes makes me want change schools." "I wish I can take the classes I

need for my major since when I registered for classes, most of the classes I need were closed." "By the time I get to register for classes, everything is filled up." For some it was a matter of scheduling. For example, one student suggested "offering more core classes at night for working adults." Some comments were specific to programs, either in adding resources or impact on others. The following comments illustrate this particular theme: "Student participating in the honors programs must have priority registration." "It would be much help if the MESA program didn't have so many requirements to become part of the program, such as income level, first year student. I feel it's exclusionary to the students that make more income than the amount they aim for and its annoying that the MESA students get first pick." Other students suggested adding new courses such as java programming, nutrition, and an associate's degree for GIS.

Comments about instructors typically fell into two categories – quality of instruction and relationships. The latter category is discussed under the section titled "Student Campus Relationships." Regarding instruction, students offered a balance of positive and negative comments. One student positively shared, "The professors at RHC are exceptional. They are always willing to provide assistance to their students. They show interest in their profession and work hard to have their students succeed." Another student was less than positive, noting that there were some "poorly-prepared and inefficient teachers."

## D. Student Inclusion and Campus Life

Inclusion and campus life was another area that students responded to on the survey. In general, students reported very positively on the environment at RHC and their sense of belonging (see Table D-1). Perceptions remained positive about their opportunities to join activities, voice ideas for decision making, and the clubs/activities on campus. Attending RHC athletic events and participating in campus activities were not as positively rated (more in the neutral range) but remained relatively consistent over the last two years.

**Table D-1. Average Student Responses to Inclusion and Campus Life**

|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| Students are asked for their ideas when important decisions are made on campus. | **3.28** | **826** | 3.29 | 669 | -0.01 |
| I like the environment at RHC. | **4.08** | **831** | 4.07 | 669 | 0.01 |
| I feel like I belong here. | **3.73** | **826** | 3.75 | 666 | -0.02 |
| I am satisfied with my opportunities to join clubs at RHC. | **3.54** | **817** | 3.53 | 661 | 0.01 |
| I like to participate in campus student activities (Guest Speakers, Club Fairs, Games, etc.). | **2.90** | **825** | 2.93 | 668 | -0.03 |
| I enjoy attending RHC athletic events. | **2.78** | **827** | 2.87 | 666 | -0.09 |
| I am satisfied with the clubs/student activities on campus.* | **3.29** | **827** | xx | xx | xx |

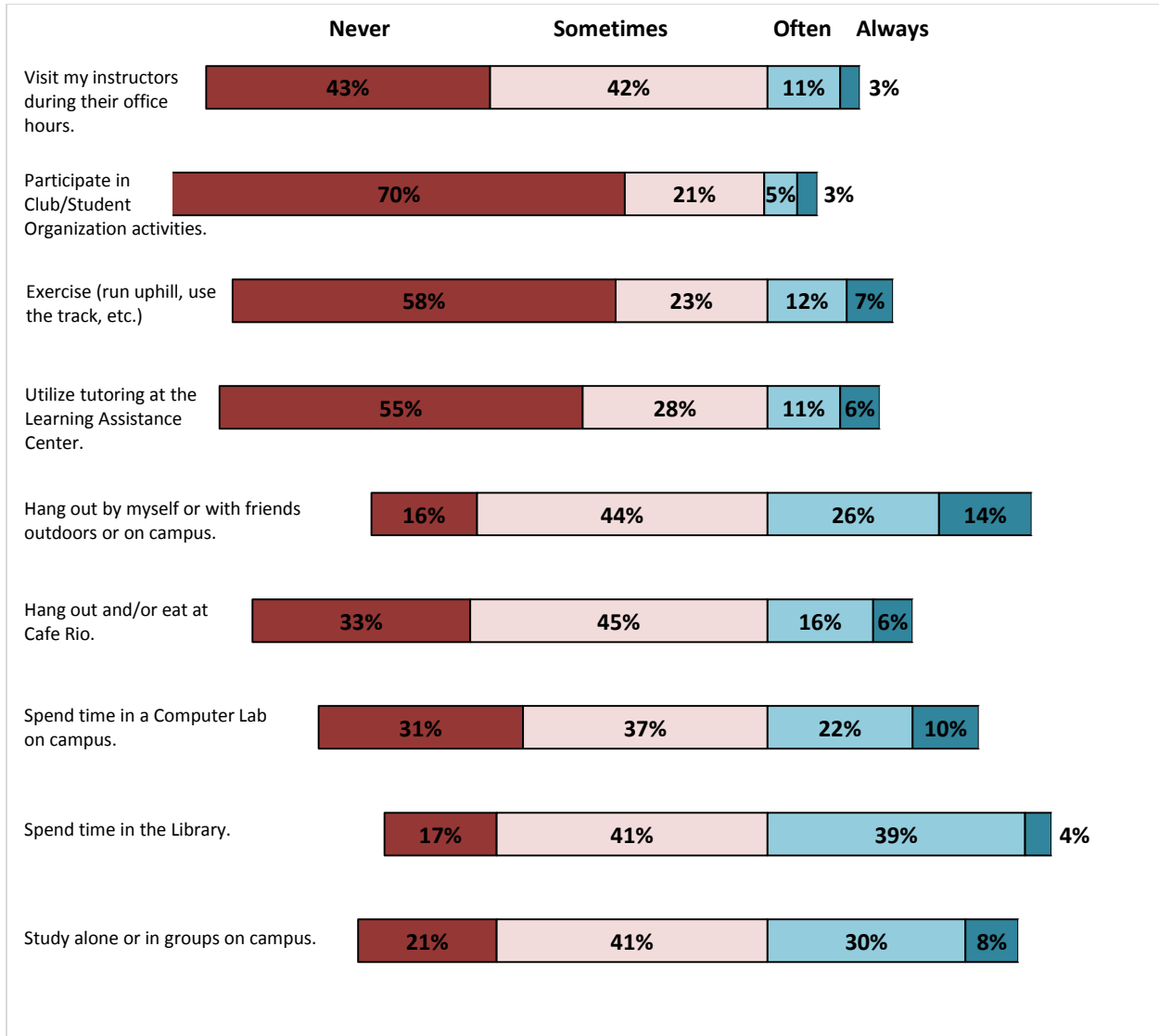*This item was added for the 2013 Student Climate Survey.

There were about 10 open-ended comments from students specifically related to aspects of inclusion and campus life. Slightly more than half of the comments addressed the desire for more activities or more announcements of clubs/activities. Such comments as "need to have more activities" and the need for "more college spirit and more advertising of sports" highlight this particular aspect.

About 30 general comments reflected positive connections to the campus and the environment. One student shared, "I love this school, it really does feel like I belong here. I love the activities on campus." Another student expressed, "It's a great school with an awesome environment, the new look and building are nice and everyone here is very nice and friendly. I always enjoy my time here at Rio Hondo College. I will always recommend this college to other students."

## E. Campus Usage by Students

Students reported on how often they engaged in various activities on campus and used specific resources available to them. Figure E-1 presents the frequency distributions for how often students engaged in the listed activities and/or used the listed resources.

**Figure E-1. Frequency of Campus Activities/Usage of Resources**

| Activity | Never | Sometimes | Often | Always |
|---|---|---|---|---|
| Visit my instructors during their office hours. | 43% | 42% | 11% | 3% |
| Participate in Club/Student Organization activities. | 70% | 21% | 5% | 3% |
| Exercise (run uphill, use the track, etc.) | 58% | 23% | 12% | 7% |
| Utilize tutoring at the Learning Assistance Center. | 55% | 28% | 11% | 6% |
| Hang out by myself or with friends outdoors or on campus. | 16% | 44% | 26% | 14% |
| Hang out and/or eat at Cafe Rio. | 33% | 45% | 16% | 6% |
| Spend time in a Computer Lab on campus. | 31% | 37% | 22% | 10% |
| Spend time in the Library. | 17% | 41% | 39% | 4% |
| Study alone or in groups on campus. | 21% | 41% | 30% | 8% |

As shown, some activities and usage at the bottom of the figure (e.g., hang out on campus, study alone or in groups, spend time in library) occurred more frequently than those toward the top. More than half of the student respondents indicated that they "never" participated in club/student organization activities, exercised on campus, or utilized the tutoring at the Learning Assistance Center.

There were three activities that showed noteworthy reductions in frequency from 2012, as reported by students. Table E-1 highlights these comparisons. As shown, more students in 2013 indicated that they "never" spent time in a campus computer lab, library, or engaged in on-campus exercise. There was also a decrease in the percentage of students who reported that they "always" engaged in these activities.

**Table E-1.  Comparisons in Campus Usage by Students**

|  |  | # | Never | Sometimes | Often | Always |
|---|---|---|---|---|---|---|
| Spend time in a Computer Lab on campus. | 2013 | 819 | 31% | 37% | 22% | 10% |
|  | 2012 | 665 | 21% | 34% | 29% | 17% |
| Spend time in the Library | 2013 | 827 | 17% | 41% | 39% | 4% |
|  | 2012 | 669 | 14% | 39% | 30% | 17% |
| Exercise (run uphill, use the track, etc.) | 2013 | 826 | 58% | 23% | 12% | 7% |
|  | 2012 | 667 | 49% | 24% | 13% | 14% |

There were 11 open-ended comments from students and 2 comments from employees that were specific to campus usage. The most comments related to exercise, or more specifically, the fitness center. Although it is a facility, it may have contributed to the finding that almost half of the students did not use the campus to exercise. These comments were generally about limitations in equipment and hours. An additional student comment questioned the completion of a swimming pool. Other comments included the Learning Resource Center (LRC) as "great" and "a great way to get your work done or study." Two comments from employees addressed the center's need for additional tutors and funding. One employee shared, "Student support services need more funding, especially the LRC, which cannot currently meet the demands of the student body without compromising the quality of services."

Additional comments of campus usage included lack of study space and computer access. Four comments were specifically about the limited Wi-Fi reception on campus and one student requested more outlets in the café for laptops.
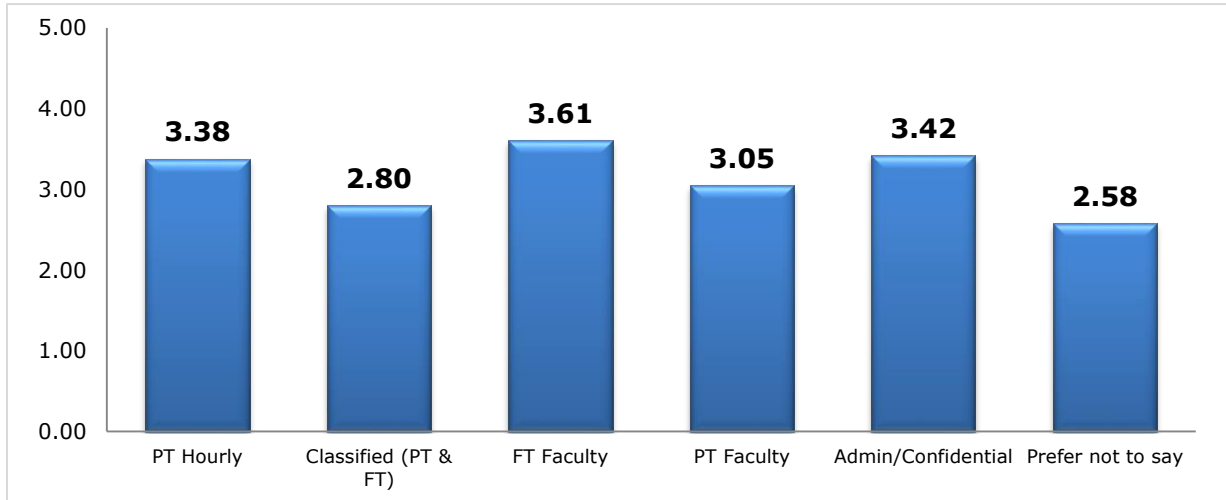
## F. Employee Job Satisfaction

Employees responded to several survey items related to their job satisfaction. As shown in Table F-1, responses did not vary much from the previous year. Overall, employees liked working at RHC. Areas of greater satisfaction were knowledge of job expectations, ability to make independent decisions and learn new things, and feelings of personal satisfaction. Furthermore, employees tended to disagree that they felt pressured to accomplish tasks. In general, employees were less satisfied with opportunities for advancement, feedback on their contributions, and recognition for their work.

**Table F-1. Employee Perceptions of Job Satisfaction**

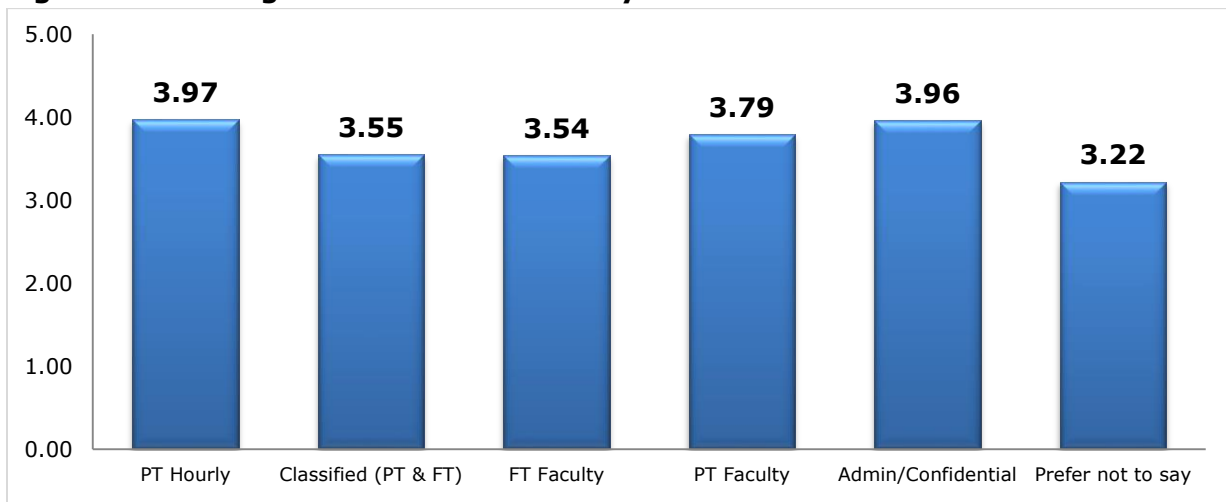| Job Satisfaction | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I like working at RHC. | 4.53 | 485 | 4.51 | 421 | 0.02 |
| At this point in my career, I feel my present position satisfies my professional goals and aspirations. | 3.72 | 481 | 3.68 | 419 | 0.04 |
| My supervisor provides useful feedback on my work performance. | 3.88 | 483 | 3.90 | 419 | -0.02 |
| I know what is expected of me and my job. | 4.45 | 484 | 4.47 | 421 | -0.02 |
| My position allows me to make independent decisions. | 4.18 | 476 | 4.23 | 414 | -0.05 |
| I feel pressure to accomplish too many tasks and priorities. | 2.62 | 480 | 2.64 | 416 | -0.02 |
| I am satisfied with the opportunities for advancement at RHC. | 3.14 | 480 | 3.05 | 418 | 0.09 |
| My job allows me to learn new things. | 4.11 | 479 | 4.10 | 416 | 0.01 |
| I have adequate supplies/equipment necessary to complete my job. | 3.71 | 483 | 3.69 | 417 | 0.02 |
| I am recognized for my good work. | 3.64 | 486 | 3.63 | 421 | 0.01 |
| I get a feeling of personal satisfaction from my work. | 4.35 | 484 | 4.40 | 418 | -0.05 |
| I receive feedback that my work contributes to the overall success of the college. | 3.47 | 479 | 3.46 | 420 | 0.01 |
| I am encouraged to be creative and come up with new ideas and improvements. | 3.74 | 486 | 3.80 | 419 | -0.06 |

Satisfaction dipped lowest for employees with 6-10 years at the college (M=2.87). Looking across the various employee types and experience, differences in employee satisfaction became more evident. On average, employees' satisfaction with advancement opportunities at the college was generally neutral. Figure F-1 shows that classified employees and part-time faculty were the least satisfied groups.

**Figure F-1.  Satisfaction with Advancement Opportunities by Employee Type**



**Figure F-2.  Recognition for Good Work by Classification**



Newer employees reported the greatest recognition (M=4.55).  Figure F-2 shows part-time hourly employees and administrative/confidential employees reported greater recognition for their work over their classified or faculty counterparts.

Employees offered 38 open-ended comments related to job satisfaction.  About 60% of these comments were positive expressions of overall satisfaction, such as "I really enjoy working here."  "Great place to work."  "Great work environment."  One employee shared, "I like working at RHC.  I am recognized for my good work at this point of my career."  The remaining 40% of the comments expressed general dissatisfaction with the job.  For example, one employee noted, "I am currently struggling with staying at Rio Hondo due to low morale – especially within my division."  Seven comments were specific to limited opportunities for advancement or mobility.

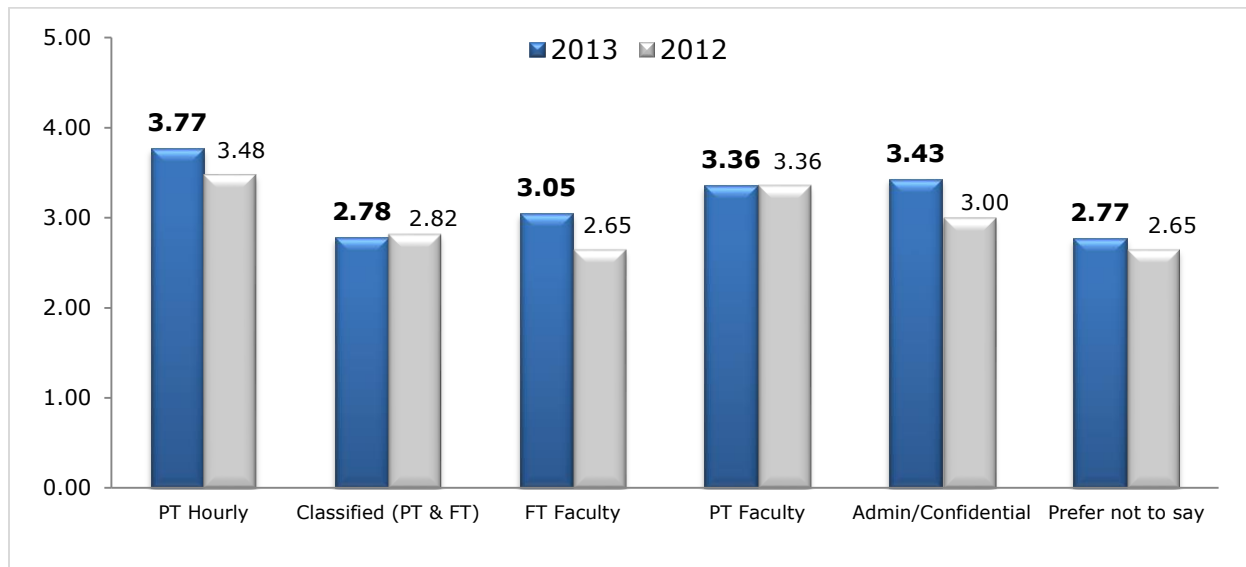## G. Employee Communication

Employees reported on aspects of communication and coordination.  Being kept informed about certain events and decisions remained relatively consistent over the past year, as employees were fairly positive about this aspect of communication (see Table G-1).  As compared to 2012, employees were less confident in the communication from their immediate supervisors while increasingly positive about communication from their co-workers.

**Table G-1.  Employee Perceptions on Communication**

| | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I am informed about events/decisions in my department/program. | 3.75 | 479 | 3.82 | 417 | -0.07 |
| I am informed about events/decisions in my division/unit. | 3.74 | 476 | 3.78 | 416 | -0.04 |
| I am informed about events/decisions on campus. | 3.68 | 472 | 3.63 | 411 | 0.05 |
| My immediate supervisor does a good job in communicating decisions to me. | 3.78 | 468 | 3.89 | 403 | -0.11 |
| My co-workers keep me informed of campus events. | 3.77 | 470 | 3.65 | 410 | 0.12 |
| There is adequate coordination among departments and divisions on campus. | 3.10 | 432 | 3.00 | 377 | 0.10 |

Perceptions of the coordination efforts among campus departments and divisions shifted positively, although remaining primarily neutral.  As shown in Figure G-1 (on the following page), despite the overall positive shift, the responses of classified employees and part-time faculty remained relatively consistent over the past year.

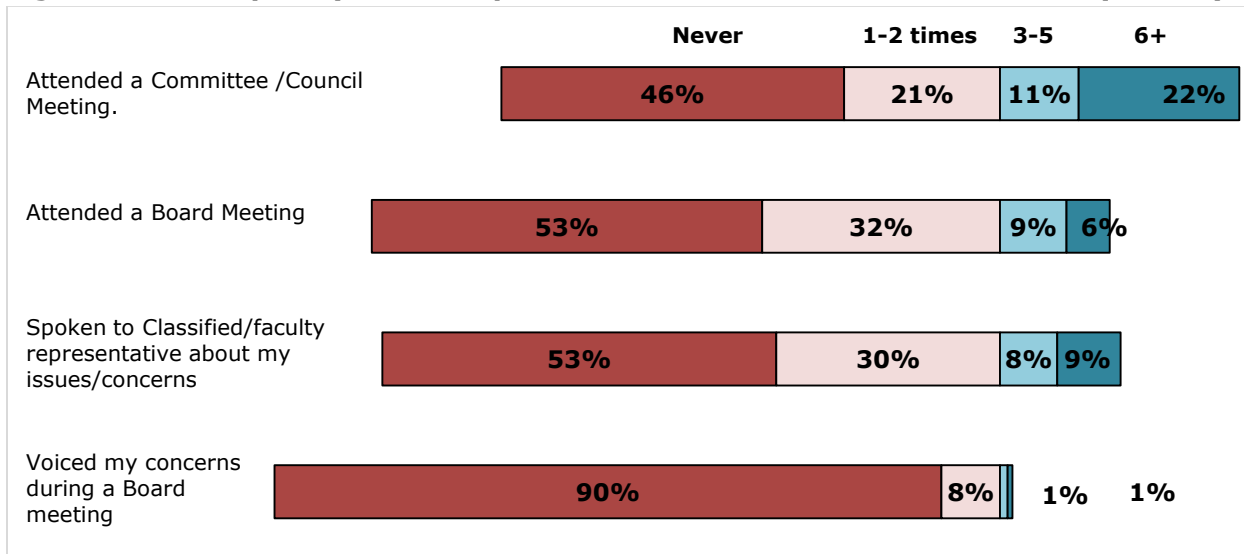**Figure G-1.  Coordination Among Departments/Divisions by Employee Type**



There were seven open-ended comments offered by employees relating to communication.
By and large, these comments spoke to a lack of communication, whether it was one-to-one
or through participation in meetings.  One employee shared, "I have never been invited to a
department meeting (I don't even know when they are held).  It's [hard] to meet the needs
of my students without a connection to my department."

## H.  Governance – Employee

Employees were asked about two different aspects related to governance – their participation in specific activities and their perceptions of the process.  Figure H-1 presents the frequency of governance-related activities.  Roughly half of the employees reported attending committee/council and board meetings or speaking to a representative about concerns.  The majority of employees (90%) reported that they had "never" voiced their concerns during a board meeting.

**Figure H-1.  Frequency of Participation in Governance-Related Activities (N=478).**



In 2013, 98% of the employees responded to these survey items.  For the above items, less than 48% of the 2012 survey respondents (sometimes as low as 10%) marked a response.  Therefore comparisons to the previous year's results are not meaningful.
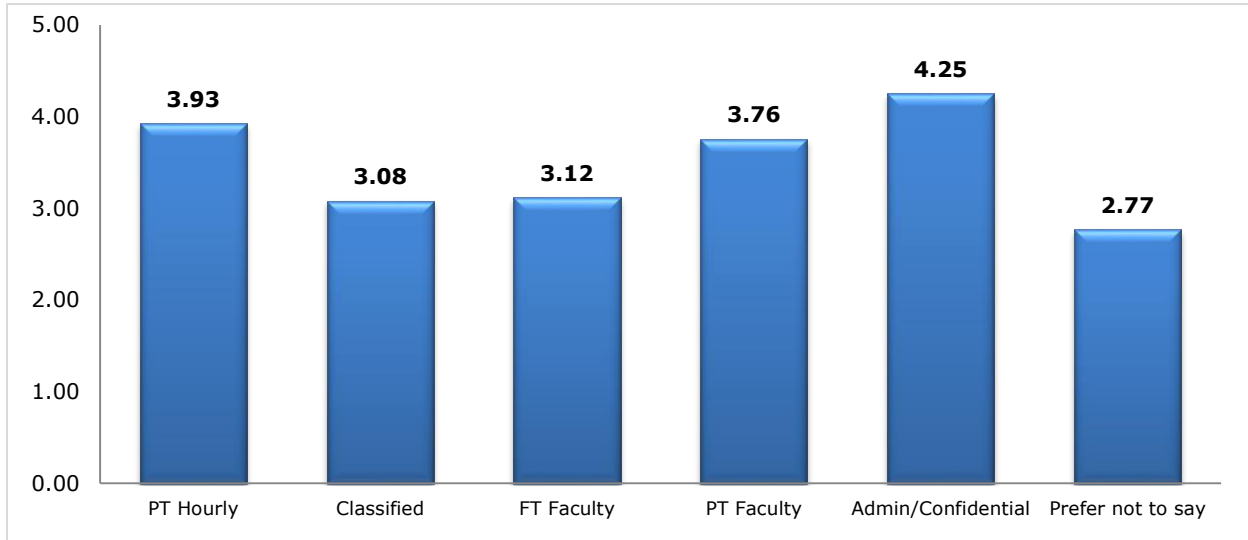
There were significant positive shifts in responses over the last two years in terms of the governance process (see Table H-1). The single most significant shift was in employee confidence in the effectiveness of RHC's administration. While the average rating in 2013 is moderate, it still shows a significant upward change from 2012. Similarly, despite the relatively neutral ratings of items related to decision-making, consultation, and collaboration, they also demonstrated positive movement from 2012. Employees agreed that their constituent group representatives expressed their concerns well and kept them informed.

### Table H-1. Employee Perceptions of the Governance Process

| | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I have confidence in the effectiveness of the administration at RHC. | **3.37** | **458** | 2.72 | 415 | 0.65 |
| My constituent group representative(s) expresses the issues/concerns of my group well. | **3.77** | **411** | 3.64 | 351 | 0.13 |
| Decisions made on campus are consistent with the college's goals and mission. | **3.32** | **423** | 3.04 | 349 | 0.28 |
| There is sufficient consultation about important decisions. | **3.02** | **406** | 2.77 | 340 | 0.25 |
| I am optimistic about what can be achieved through participatory governance at RHC. | **3.42** | **430** | 3.21 | 362 | 0.21 |
| The opinions of students are given appropriate weight in matters of institutional importance. | **3.24** | **367** | 2.96 | 315 | 0.28 |
| The opinions of employees are given appropriate weight in matters of institutional importance. | **2.97** | **406** | 2.81 | 341 | 0.16 |
| My constituent group representative(s) keeps me informed of the proceedings and recommendations of governance groups. | **3.70** | **424** | 3.64 | 359 | 0.06 |
| The constituent groups on campus work collaboratively toward the achievement of college goals. | **3.49** | **389** | 3.27 | 322 | 0.22 |
| I am satisfied with the opportunity I have to participate in the governance process. | **3.43** | **434** | 3.22 | 370 | 0.21 |

Perceptions of the governance processes were differentiated by employee type to highlight variations in responses that may be of interest. Figure H-2 shows this variation on the item that had the most marked increase from last year. As shown, the administrative/confidential group was the most confident in the effectiveness of the administration, while classified employees and full-time faculty were the least.

**Figure H-2.  Confidence in the Effectiveness of RHC's Administration**



The following figures demonstrate additional response variations for several of the items in Table H-1.  In terms of campus decisions consistent with the college's goals and mission, administrator/confidential employees were more likely to agree than the classified employees and full-time faculty, who were more neutral in their opinions (see Figure H-3).  A similar response pattern occurs is shown in Figure H-4 regarding the importance of student opinions on matters of institutional importance.

**Figure H-3.  Decisions made on campus consistent with college's goals and mission, by Employee Type**
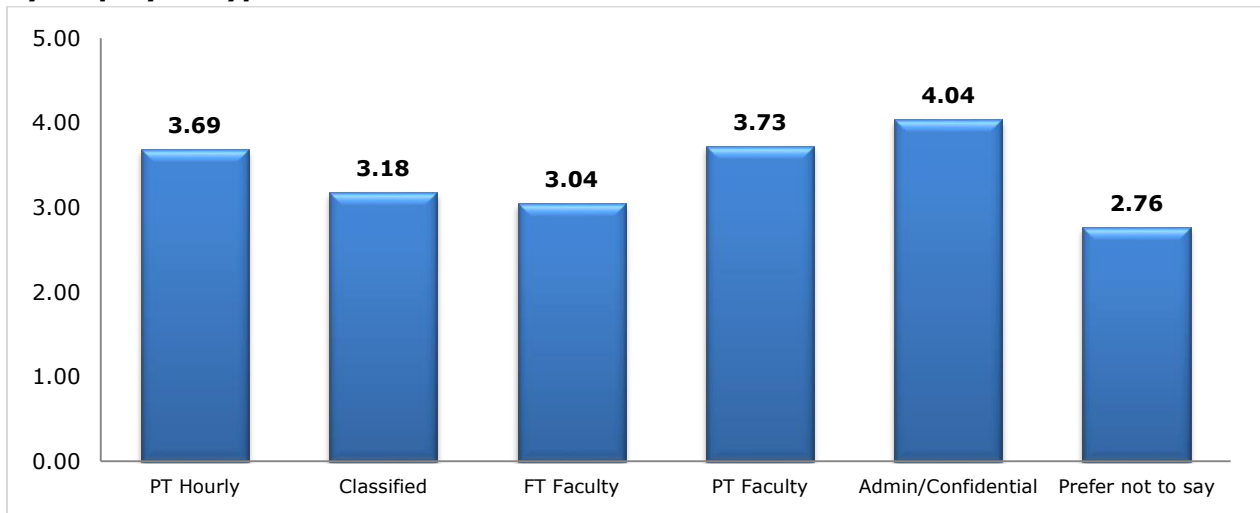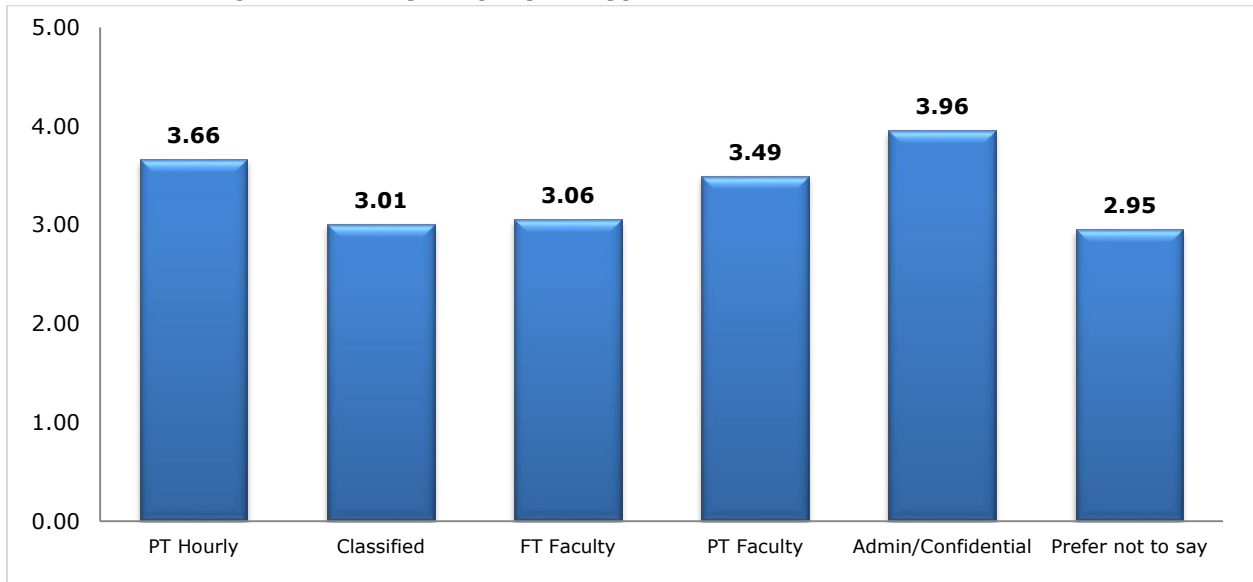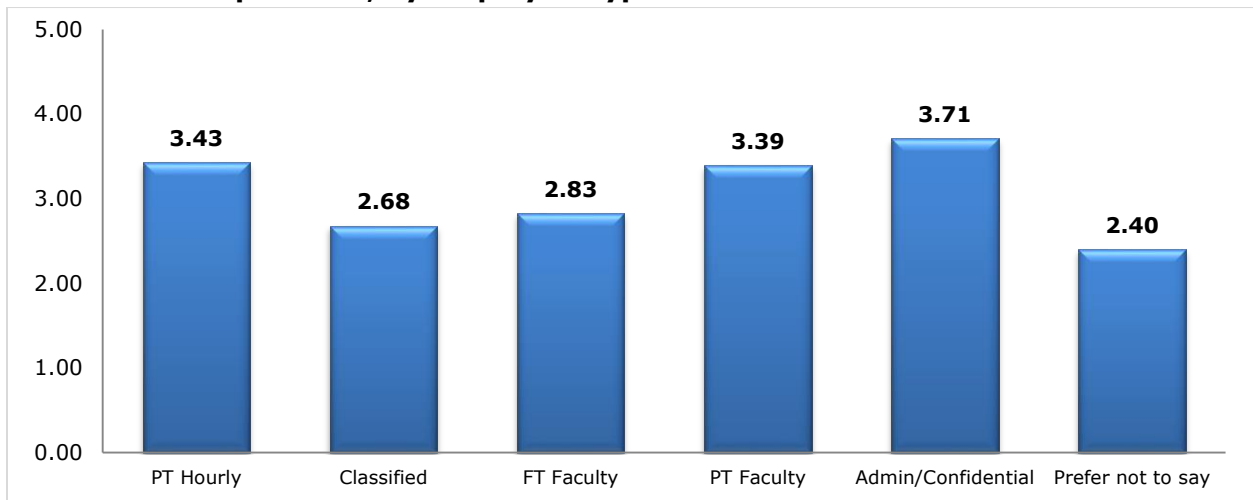
**Figure H-4.  Student opinions are given appropriate weight in matters of institutional importance, by Employee Type**
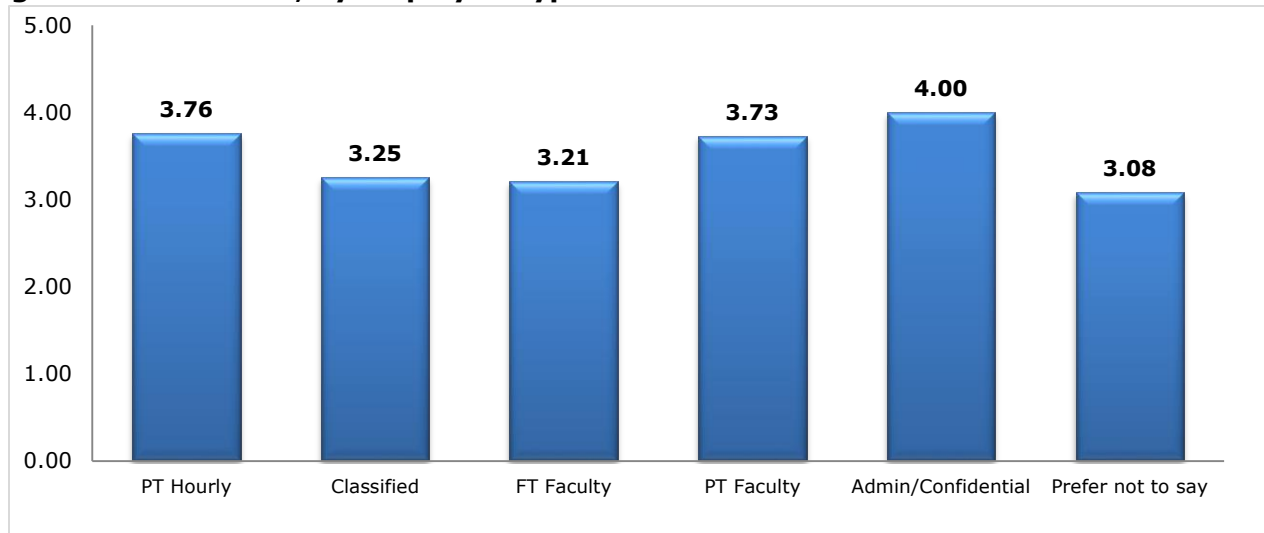


The weight given to employee opinions in matters of institutional importance, in general, yielded lower ratings from all groups.  However, classified employees and full-time faculty ratings averaged more along the lines of disagreement, rather than neutral (see Figure H-5).

**Figure H-5.  Employee opinions are given appropriate weight in matters of institutional importance, by Employee Type**
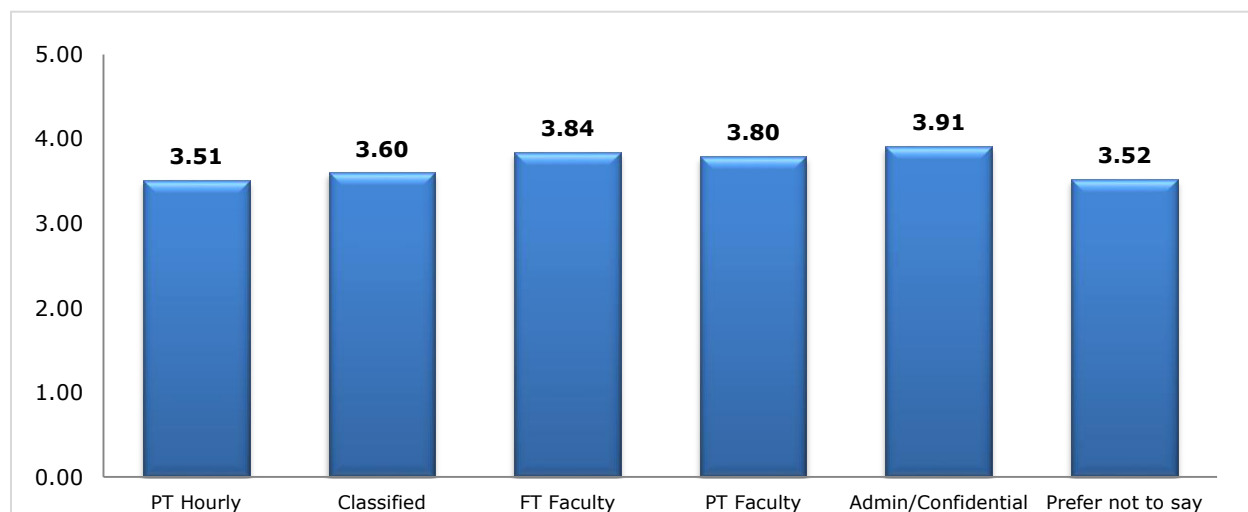


Classified employees and full-time faculty responses indicated moderate optimism about what can be achieved through participatory governance at the college (see Figure H-6).

**Figure H-6. I am optimistic about what can be achieved through participatory governance at RHC, by Employee Type**



**Figure H-6. I am optimistic about what can be achieved through participatory governance at RHC, by Employee Type**

| | | |
|---|---|---|
| PT Hourly | 3.76 | |
| Classified | 3.25 | |
| FT Faculty | 3.21 | |
| PT Faculty | 3.73 | |
| Admin/Confidential | 4.00 | |
| Prefer not to say | 3.08 | |

With respect to being kept informed by constituent group representatives, the response disparities across employee types were less distinct. Figure H-7 shows that the opinions of faculty (both part-time and full-time) were much more in line with those of administrative/ confidential employees. Furthermore, classified employees were more likely to agree with this statement as opposed to the other governance-related items in this section. Interestingly, the average responses of part-time hourly employees were the lowest in comparison to the other groups.

**Figure H-7. My constituent group representative(s) keeps me informed of governance proceedings, by Employee Type**



Part-time faculty and part-time hourly employees were the most likely across the different groups to agree that constituent groups on campus worked collaboratively towards the achievement of college goals (see Figure H-8).

**Figure H-8.  Constituent groups on campus work collaboratively towards achievement of college goals, by Employee Type**
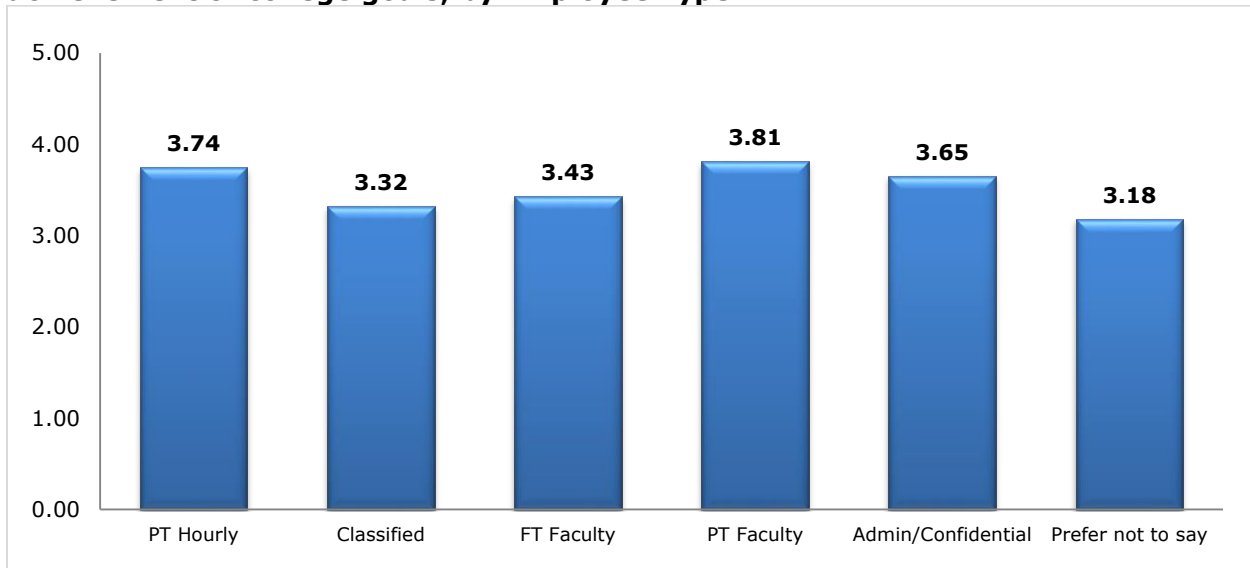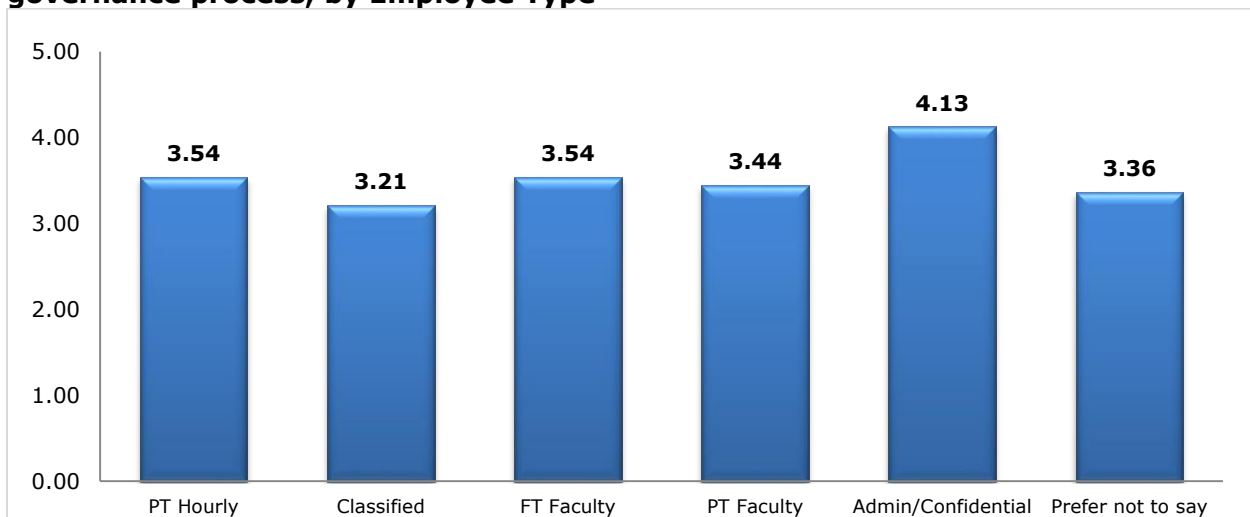


Figure H-9 shows that administrative/confidential employees were the most satisfied across employee types of their opportunities to participate in the governance process.

**Figure H-9.  I am satisfied with the opportunity I have to participate in the governance process, by Employee Type**



There were 16 open-ended comments from employees related to aspects of governance – specifically, negative perceptions of the roles/actions of supervisors and the administration. Comments included such terms as "frustrating," "favoritism," and "unfair."  One employee shared, "Campus has lots of potential but administration needs a more sincere approach to governance."  Two comments suggested positive thinking moving forward.  One employee shared that "things were getting better" while another was "optimistic" with the recent change in administration.

## I. Campus Relationships – Student and Employee

Students shared their perceptions of campus relationships with faculty, staff, and other students. For the most part, students continue to perceive these relationships in the same positive way as in the previous year, with one notable exception. In 2013, students perceived their relationships with RHC staff as more respectful than in 2012 (see Table I-1).

**Table I-1. Student Perceptions of Campus Relationships**

|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| RHC instructors are sensitive to the needs of all students. | **3.86** | **827** | 3.84 | 672 | 0.02 |
| RHC instructors work hard to help students succeed. | **4.07** | **828** | 4.08 | 671 | -0.01 |
| It is easy to talk to instructors about my questions & concerns. | **4.11** | **830** | 4.10 | 670 | 0.01 |
| RHC employees (non-instructors) have treated me with respect. | **4.07** | **823** | 3.96 | 670 | 0.11 |
| RHC employees (non-instructors) have been helpful. | **3.98** | **824** | 3.93 | 670 | 0.05 |
| I have friends at RHC. | **4.12** | **826** | 4.16 | 669 | -0.04 |
| I have met a lot of nice people on campus. | **4.10** | **825** | 4.15 | 666 | -0.05 |
| Other students have treated me disrespectfully. | **1.85** | **826** | 1.95 | 664 | -0.10 |
| I like to talk to my classmates outside of class. | **3.65** | **824** | 3.70 | 667 | -0.05 |
| RHC Board/Administration is sensitive to students' needs. | **3.45** | **826** | 3.49 | 667 | -0.04 |

Perceptions of disrespect from other students have continued to decrease from previous years. Students were in moderate agreement that the RHC Board/Administration is sensitive to students' needs.

There were about 58 student comments about relationships with instructors and non-instructional staff. With respect to instructors, there was a balance between comments of "helpful," "patient," and "understanding" and others such as "rude" and "unfair." The same balance was seen for non-instructional staff, in general. However, many negative comments focused on particular staff and perceptions of unfair treatment or not being provided adequate information. Examples include: "Your financial aid office must be more clear with students about how we sign up for loans and how many credits we need to be in to get it." "Business office personal is often rude and disrespectful towards students." Nonetheless, there were several positive comments that included, "Every staff member has been very helpful and polite" and "The psychologist on campus is great help."
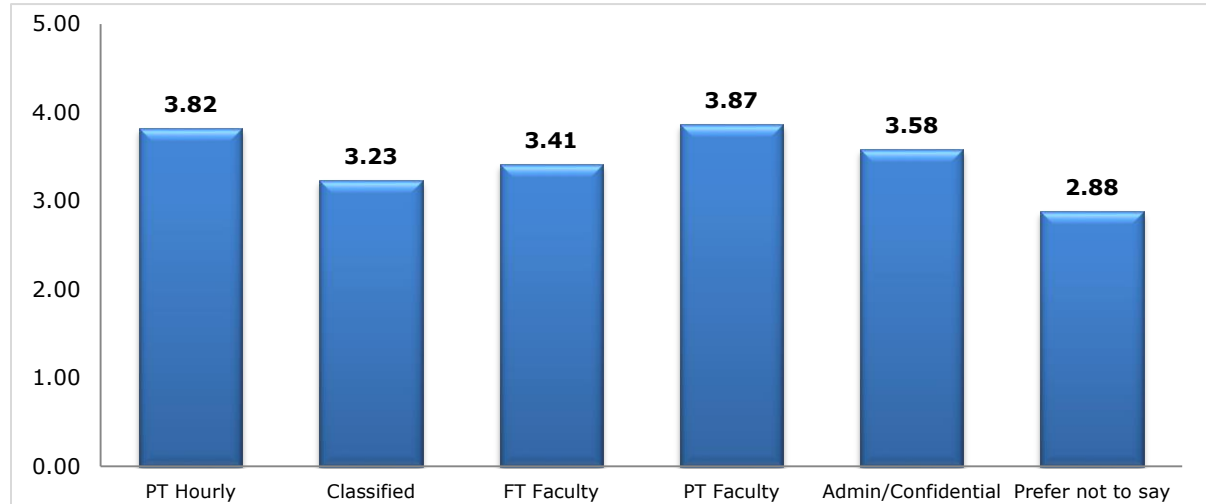
Employees also shared their perceptions of campus relationships with co-workers and supervisors. Overall, employees perceived their campus relationships as positive. As shown in Table I-2, there was a substantial positive shift in employee perceptions of team spirit at RHC from 2012 to 2013. Other noteworthy differences focused on perceptions of supervisor competence and how supervisors treated and encouraged employees. Ratings for these particular items decreased from 2012, although remaining generally positive.

**Table I-2.  Employee Perceptions of Campus Relationships**

| | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| A sense of team spirit exists at RHC. | **3.47** | **461** | 3.16 | 399 | 0.31 |
| I enjoy the people I work with at RHC. | **4.28** | **479** | 4.32 | 415 | -0.04 |
| My co-workers are competent at doing their job. | **4.13** | **462** | 4.19 | 406 | -0.06 |
| My supervisor is competent at doing his/her job. | **4.11** | **471** | 4.21 | 406 | -0.10 |
| My co-workers are supportive. | **4.10** | **466** | 4.13 | 414 | -0.03 |
| My supervisor treats people fairly and without favoritism. | **3.90** | **462** | 4.00 | 392 | -0.10 |
| My supervisor acknowledges good work. | **3.94** | **475** | 4.03 | 405 | -0.09 |
| My supervisor encourages me to develop and grow. | **3.78** | **475** | 3.90 | 409 | -0.12 |
| My supervisor seeks and values my opinion and ideas. | **3.82** | **475** | 3.82 | 409 | 0.00 |

A review of the responses across employee type showed that, on average, classified employees were less positive about campus relationships than the other employees. Figure I-1 illustrates this trend by examining the responses to the statement "A sense of team spirit exists at RHC" differentiated by employee type. The figure shows that, on average, classified employees were the least likely to agree, followed by full-time faculty. The part-time hourly and part-time faculty groups were the most in agreement.

**Figure I-1. Perceptions of Team Spirit by Employee Type**



Employees offered 21 open-ended comments that focused on aspects of campus relationships. Of these comments, three major themes emerged. The first theme was an overall positive expression of the relationships employees have with co-workers, staff, and even students using such terms as "helpful," "friendly," and fulfilling." The second theme related to perceptions of disconnect among staff as well as supervisors. One employee referred to the campus as having become "more fragmented over the years" while another shared, "I do not feel connected to my co-workers which can take a toll on the overall effectiveness of a job." One employee was more hopeful about moving forward: "I believe that we are still recovering and healing from a period of extreme dissatisfaction and unhappiness. We're moving back to a sense of a 'Rio Hondo family' but we're not there yet." The last theme indicated a resentfulness that some employees expressed, either about a particular person or a department, or about how they are treated by others.

## J. Diversity and Equity – Student and Employee

Both students and employees responded to items related to diversity and equity. Although most of the items are worded differently, they all correspond to similar themes. Table J-1 presents the average student responses. The results show that students were fairly satisfied with the ethnic diversity of faculty and non-instructional staff. They were also in general agreement that, from RHC classes and activities, they had a better understanding of diverse backgrounds. These averages were slightly lower than those from 2012. Students generally disagreed that they are uncomfortable taking classes with people different from them. This perception has remained consistent over the past two years.

**Table J-1. Student Perceptions of Diversity and Equity**

|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I am satisfied with the diversity of ethnic backgrounds of RHC instructors. | 3.93 | 828 | 4.01 | 672 | -0.08 |
| I am satisfied with the diversity of ethnic backgrounds of RHC non-instructional staff. | 3.88 | 831 | 3.97 | 672 | -0.09 |
| I am UNCOMFORTABLE taking classes with people who are different from me. | 1.55 | 831 | 1.56 | 671 | -0.01 |
| From RHC classes and activities, I have a better understanding of people with backgrounds different from mine. | 3.59 | 830 | 3.67 | 671 | -0.08 |

There were seven open-ended student comments on diversity and equity. In general, students appealed for more ethnic diversity among the student body, although one noted a need for more diversity in non-instructional staff. Another commented that although it "would be interesting" to have more diversity, it might prove challenging in a community that lacked diversity. One student spoke specifically about equity: "I feel like there should be more information and assistance for students that are undocumented or as considered by the school, AB450 (sic) students."
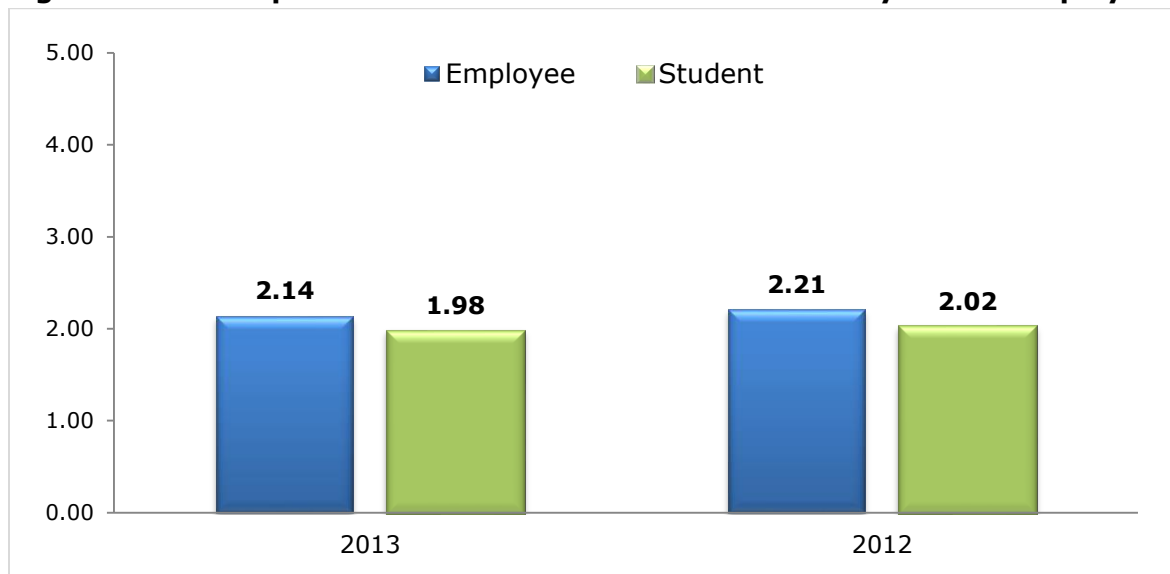
Table J-2 presents the average responses among employees with respect to diversity and equity through campus support. Looking across both years, employees continue to agree that the campus is equally supportive of all groups.

**Table J-2.  Employee Perceptions of Diversity and Equity**

|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| The campus is equally supportive of all genders. | **4.08** | **447** | 4.03 | 391 | 0.05 |
| The campus is equally supportive of all racial/ethnic groups. | **3.98** | **450** | 3.92 | 396 | 0.06 |
| The campus is equally supportive of people with disabilities. | **4.04** | **452** | 3.99 | 395 | 0.05 |

Both students and employees responded to the following item: "I have seen students or groups of students treated unfairly by school employees."  Figure J-1 compares the average responses of both groups from 2013 and 2012.

**Figure J-1.  Perceptions of Unfair Treatment of Students by School Employees**



As shown for both years, all respondents generally disagreed that they had seen unfair treatment by school employees.  Interestingly, when comparing the groups, employees were more likely than students to report that they had witnessed any unfair treatment.

## K. RHC Environment – Student and Employee

Students and employees both reported on their satisfaction with various aspects of the RHC environment – restrooms, study and outdoor areas, food/drink options, and the developing appearance of the campus.  Table K-1 presents student ratings for the past two years.  The most notable differences were the students' decreased satisfaction with the developing appearance of the campus and the availability of restrooms and the increased satisfaction with the variety of food/drink options.  Although students reported slightly greater satisfaction with this latter item, it continues to remain closer to neutral than satisfaction.

**Table K-1.  Student Satisfaction with the RHC Environment**

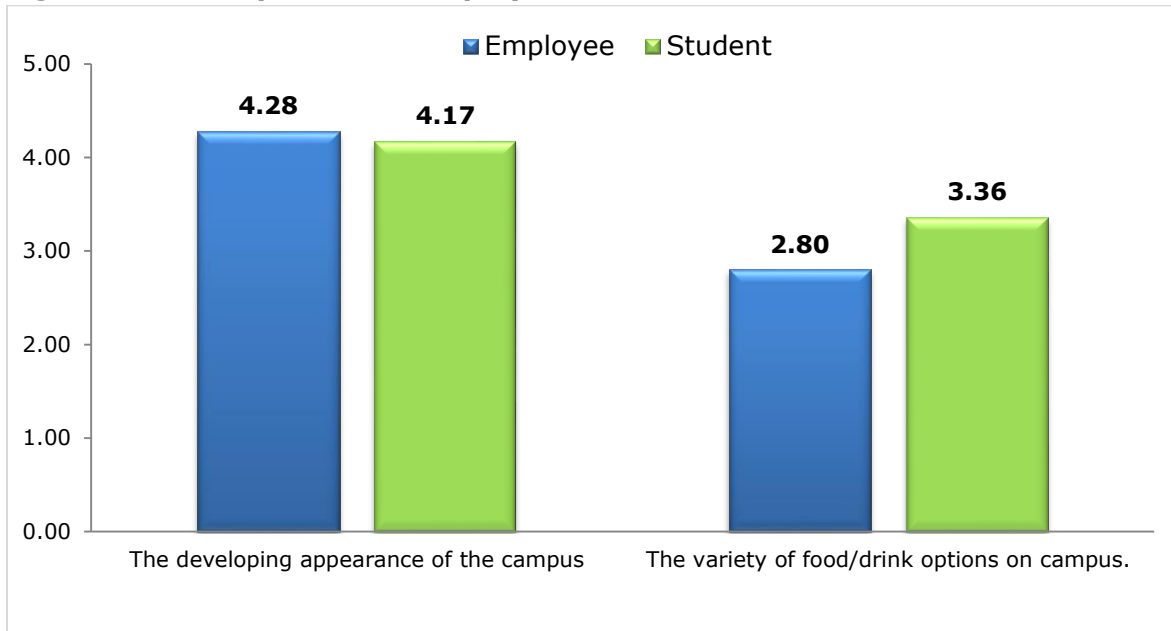|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I am satisfied with the developing appearance of the campus. | 4.17 | 829 | 4.30 | 672 | -0.13 |
| I am satisfied with the variety of food/drink options on campus. | 3.36 | 830 | 3.24 | 671 | 0.12 |
| I am satisfied with the availability of restrooms on campus. | 3.88 | 832 | 3.99 | 669 | -0.11 |
| I am satisfied with the cleanliness of restrooms on campus. | 3.59 | 828 | 3.64 | 669 | -0.05 |
| I am satisfied with the availability of study areas on campus. | 3.86 | 829 | 3.93 | 670 | -0.07 |
| I am satisfied with the availability of outdoor gathering areas. | 3.93 | 829 | 3.98 | 671 | -0.05 |

Employees' satisfaction with food/drink options followed a similar pattern, although they continue to remain on the side of dissatisfaction (see Table K-2).  Employees were also more satisfied this year with the general upkeep of the classroom labs.

**Table K-2.  Employee Satisfaction with the RHC Environment**

|  | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| The developing appearance of the campus. | 4.28 | 481 | 4.28 | 418 | 0.00 |
| The variety of food/drink options on campus. | 2.80 | 449 | 2.72 | 379 | 0.08 |
| The general upkeep of classroom labs. | 3.63 | 396 | 3.52 | 366 | 0.11 |

Figure K-1 compares, across two years, the employee and student ratings for the two satisfaction items that were common to both surveys.  As shown, both groups were clearly satisfied with the developing appearance of the campus but differed on how satisfied they were with the food/drink options.

**Figure K-1.  Comparison of Employee/Student Satisfaction with RHC Environment**



A significant number of student open-ended comments related to various features of the RHC environment.  The most commonly mentioned features include parking, food, and restrooms.

There were 156 comments related to parking – most of which fell into five categories (repainting, damage, addition, narrowness, and fees).  The need to have parking lots and spaces repainted and/or repaved was the most often cited.  Such comments falling into this category include "Parking stalls should be realigned and painted to visibly see them better." "Parking lines need to be identified and repainted correctly.  It is very difficult to park if you can't see the lines and some students are double parking." "I have seen other students hit other cars because there are no marked lines.  People park wherever they want."  Students reported damage to their cars, in the form of scratches and dents, as a result of the size of the lots and the spaces.  The narrowness of the spaces was also a reported concern.  The addition of parking spaces and lots was suggested by many students as a solution to the parking issue.  Students also commented on fees (from either parking permits or parking tickets) as bothersome.  Some students complained about increased fees while others attributed the parking violations to the lots and spaces themselves.  As one student shared, "I hate that your employees give parking tickets unfairly.  Expecting us to park perfectly in this awkward parking lot.  Then give us tickets when we don't park perfectly."

In general, students maintained that parking was a challenge for them. At least six students addressed how these challenges have impacted their time on campus and in class. One student shared, "I always have bad experiences with parking and even coming early to find parking doesn't help, and as a result of this I am sometimes late to class." Another student conveyed, "Overall I really have enjoyed being part of RHC but the parking is horrible. That forced me to take classes online to avoid the parking headache."

There were 80 food comments that corresponded to the following categories: health, variety, price, wait time, and additional resources. Comments about health primarily included the need for healthier options (such as fruits, vegetables, vegetarian options) and more sanitary practices. The following comments exemplify these themes: "The cafeteria food is not well prepared and makes me ill when I have eaten it." "The food at the café is frozen, non-organic and unhealthy not to mention overpriced. I would like to have a salad bar." Comments about variety were about having more food options in general. Price-related comments most often cited the expense of the café food, particularly as the portions had also been reduced. Comments include: "I highly dislike the Rio Café and the small portions of food, that we paying absurd prices for." "Although the Rio Café is nice to have it is a bit pricey for the quality of food that I'm getting and it's not very sanitary to my liking." Comments also indicated that lengthy wait times for food at the café were also an issue. Finally, some students requested additional resources in the form of microwaves for students to heat up food from home (most common), more vending machines, fast food (e.g., Taco Bell), and food trucks. One student shared, "One thing that bothers me is not having a microwave in the cafeteria, I often bring my soups from home to eat when I am tired, but I cannot eat the soup warm, and my friends complain about this problem too, I hope the college can fix that, it's just a little they ask but will make a lot of difference for a lot of us."

There were 12 comments about restrooms that addressed cleanliness, the need for upgrades, and accessibility.

Although not as many employees as students commented on the abovementioned features of the RHC environment, there were a few. Four of five food-related comments were specific to improving the quality of food offered at the café. There were nine comments about parking – most of which concerned the size of the spaces and the need for repaving.

## L. Campus Safety – Student and Employee

Both employees and students reported on how safe they personally felt on campus and how safe they believed their cars were during the daytime and at night.  Overall, both groups felt the safest walking on campus during the daytime.  Students reported feeling that their cars were safer this year, as compared to 2012 (see Table L-1).  However, their perceptions of personal safety on campus remained consistent across the two years.

**Table L-1.  Student Perceptions of Campus Safety**

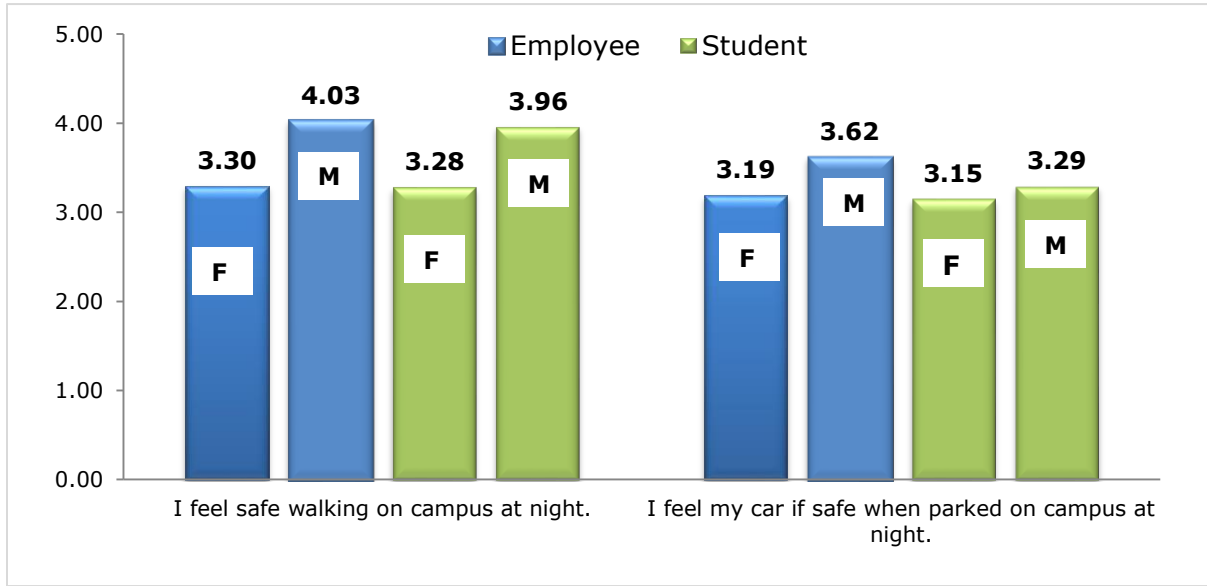| | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I feel safe walking on campus during the daytime. | 4.42 | 815 | 4.40 | 646 | 0.02 |
| I feel safe walking on campus at night. | 3.58 | 748 | 3.55 | 599 | 0.03 |
| I feel my car is safe when it is parked on campus during the day. | 3.67 | 760 | 3.50 | 615 | 0.17 |
| I feel my car is safe when it is parked on campus at night. | 3.21 | 704 | 3.06 | 580 | 0.15 |

As shown in Table L-2, employees continued to feel that their cars were moderately safe parked on campus, day or night.  However, they reported feeling less safe walking around campus at night this year as compared to last year.

**Table L-2.  Employee Perceptions of Campus Safety**

| | 2013 Mean | 2013 # | 2012 Mean | 2012 # | Difference |
|---|---|---|---|---|---|
| I feel safe walking on campus during the daytime. | 4.41 | 481 | 4.46 | 415 | -0.05 |
| I feel safe walking on campus at night. | 3.62 | 423 | 3.75 | 373 | -0.13 |
| I feel my car is safe when it is parked on campus during the day. | 3.73 | 475 | 3.78 | 413 | -0.05 |
| I feel my car is safe when it is parked on campus at night. | 3.36 | 424 | 3.42 | 366 | -0.06 |

Looking across the two tables, both employees and students felt the least safe for their cars parked at night and walking on campus at night.  Figure L-1 compares the two groups, differentiated by gender.  The figure shows that females across both groups felt the least safe at night as compared to males.

**Figure L-1. Comparison of Employee/Student Perceptions by Gender**



There were 20 open-ended student comments related to campus safety. The two most common themes were the need for more lighting at night (on campus and in the parking lots) and the security resources (staff and services). Comments include: "Maybe you can have more lights in the parking areas at night and more emergency call throughout the parking lots." "More security in parking lot. A lot of people breaking windows of cars." "More lighting at night walking down the hill. Very scary and maybe a security guard. There are spider webs on the "call of emergency button."

There were also eight comments from employees. Most of them aligned to the same themes as the student comments. One employee shared, "It would be nice to see security personnel on campus be visible. There are days (many) when I don't see any before my shift, during lunch outside or after work." Two other comments related to the need for office alarms and increased emergency preparedness.