



Climate Survey Report 2016

Rio Hondo College
Institutional Research & Planning
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Executive Summary

The 2016 Rio Hondo Climate Survey represents the sixth administration of the survey instrument since its initiation in the fall of 2009. Designed to capture and aggregate the overall perceptions of Rio Hondo College by students and employees at a point in time, the survey's administration is offered in the service of developing a more cohesive campus experience, informing staff and administrators of successes and challenges in cross-campus relations, and building a campus accountable to the entire constituency of the college.

Student Survey Results

- Seventy percent of students in attendance at RHC enrolled for two years or less.
- One-third of students reported not working at all. However, 46% of all students work a minimum of half time.
- A general increase in overall student satisfaction occurred between 2014 and 2016 in relation to the variety of courses offered, quality of instruction, and teaching.
- Course availability and scheduling continue to register as problem areas for students.
- Perceptions of student inclusion remain positive for campus life and input in decision-making.
- Students positively perceive relations with faculty, staff and other students on campus.
- Students express satisfaction in terms of the diversity of staff and equity in their treatment by them.
- Students express declining satisfaction with the availability of restrooms, upkeep of campus, and the availability of parking.
- Students felt less safe walking on campus at night. Overall, female students felt less safe than male students.
- Students expressed the most interest and usage with respect to YouTube®, Instagram® and Snapchat®.

Employee Survey Results

- Employees remain positive about working at RHC, but registered declines for overall satisfaction, job expectations and independent decision-making.
- Employee satisfaction with advancement opportunities vary by classification with classified employees reporting lowest satisfaction and administrators most.
- In matters of communication, employees report being informed about events and decisions.
- Communication and coordination among departments remains a challenge.
- Representation through constituencies registers positively for a majority of employees.
- Employees express declining satisfaction with the availability of restrooms, the upkeep of classrooms and of the campus in general.
- Employees felt less safe walking on campus at night than during the day and overall, women felt less safe than men.

Some notable consistencies and changes in 2016 that stand out since the earliest administrations of the survey.

Student Usage of Campus Amenities

As a commuter school, RHC students vary widely in their use of campus amenities and participation in ongoing campus activities. Since 2013, students consistently and disproportionately report never using or participating in campus clubs or activities, tutoring, exercising, or faculty office hours.

Narrowing Age Distribution of Students

In 2009 and 2010, in the midst of a prolonged national economic recession, the distribution of students 24 years and younger stood at 44% and 48% respectively. Over half of the student body represented ages 25 and above. Since that time, the age distribution of students narrowed, trending younger with students under 24 years represented at or near 80% from 2012 to 2014. In 2016, students under 24 years continue to represent the largest share of enrollments, though slightly down to 75% of total student population, which is to say, RHC continues to serve a very youthful population of students.

Introduction

The purpose of the Rio Hondo College campus climate survey is to report the overall perceptions of the campus climate as understood by students and employees. The 2016 administration represents the sixth time a version of the current survey instrument has been utilized. A description of survey implementation and analysis can be found in Appendix 1. The survey instrument and associated documents are included as Appendixes 2-7.

“Climate” refers to the general atmosphere experienced by the faculty, staff, and students. Climate is measured through several domains that address aspects of student and employee experiences at the college. Table 1 provides a list of these domains and a brief definition for each.

Campus Climate Domains	
Student Climate	Employee Climate
Academic and Support Needs Academic and counseling experiences at RHC leading to educational and career goals	Job Satisfaction Employees’ overall satisfaction at the college as well as personal goals, supervisor’s feedback, and professional opportunities
Inclusion and Campus Life Sense of belonging to the campus, student activities, and athletic events	Communication The flow of information received about events/decisions arrived at by departments or divisions, and preferred means of distribution
Campus Usage How often students utilize areas of the campus and participate in activities on campus	Governance Confidence in the administration, constituent groups, and representativeness of important decisions on campus
Shared Domains	
Campus Relationships Student - Relationships among students and employees on campus Employee - Relationships among employees, co-workers and supervisors	
Diversity and Equity Student - Perceptions of the diversity of ethnic backgrounds of RHC instructors, non-instructors and students, as well as treatment of students or groups Employee - The treatment of students, genders, racial/ethnic groups, and special populations	
Campus Environment Student - The developing appearance of the campus, gathering areas, study areas, amenities, and food/drink options Employee - The developing appearance of the campus, classroom labs, and food/drink options on campus	
Campus Safety Student & Employee - Explores the issues of safety on campus during the day and evening	

Results

The full results of both the student and employee survey are presented in the appendices. The number of respondents, mean, and standard deviation are included in Appendix 8 and 9. Open-ended responses are included in their entirety in Appendix 10 and 11.

Description of Respondents

Employees

A total of 448 respondents completed the 2016 RHC Climate Survey for employees. In order to better understand respondents, survey participants were asked to indicate their gender, ethnicity, length of employment at RHC, and current employee type (part-time hourly, classified, part-time faculty, full-time, faculty, or administrative/confidential). As indicated in the table below, 41.5% of respondents identified themselves as female and the two largest ethnic groups represented were Hispanic/Latino (29.9%) and White/Caucasian (29.2%). Analysis on the change of ethnicity over time can be found in Appendix 12. Respondents' median length of employment was 11 to 15 years and slightly over half (53.6%) of those who participated indicated that they were full or part-time faculty.

Table 1. Demographics of Employee Respondents

Demographic	% (n=448)
Gender*	
Female	41.5
Male	36.6
Undisclosed or Missing	21.9
Ethnicity*	
Hispanic/Latino	29.9
White/Caucasian	29.2
Asian/Asian-American	10.5
Black/African-American	5.6
Two or more races	4.9
Other	5.3
Unreported	14.5
Years Employed at RHC	
Less than 1 year	9.5
1 to 5 years	19.0
6 to 10 years	19.5
11 to 15 years	11.0
16 to 20 years	13.5
21 years or more	13.0
Prefer not to say	14.3
Type of Employee	
Administration/Confidential	2.2
Part-time faculty	26.9
Full-time faculty	26.7
Classified (part-time and full-time)	34.2
Part-time hourly	10.0

*Not all respondents indicated gender and/or ethnicity.

Students

A total of 588 students completed the 2016 Climate Survey for students. Respondents were asked to indicate their gender, ethnicity, age, years of attendance at Rio Hondo College, and the numbers of hours worked per week (see Table 2).

Table 2. Demographics of Student Respondents

Demographic	% (n=588)
Gender*	
Female	48.3
Male	47.6
Transgender	0.5
Undisclosed or Missing	3.6
Ethnicity*	
Hispanic/Latino	72.4
Asian/Asian-American	8.8
White/Caucasian	4.1
Black/African-American	0.9
Two or more races	8.7
Other	1.9
Unreported	3.2
Age Group	
19 years or younger	36.2
20 to 24 years	38.9
25 to 29 years	12.8
30 to 39 years	6.7
40 to 49 years	3.8
50 years or older	1.6
Years of Rio Hondo College Attendance	
Less than 1 year	32.7
1 year	16.8
2 years	22.0
3 years	17.1
4 years	7.1
5 years	1.4
6 years or more	2.9
Hours Worked per Week	
0 hours (not working)	31.1
1 to 9 hours	7.1
10 to 19 hours	15.6
20 to 29 hours	20.5
30 to 39 hours	10.9
40 hours or more	14.8

*Not all respondents indicated gender and/or ethnicity.

About 48% of student respondents' identified as female, slightly more than the percent who identified as male. Hispanic/Latino was the most commonly self-identified ethnic group. The median age group of student survey respondents is 20-24 years old. Most (71.5%) survey participants reported attending

RHC for four years or less. Close to one-third (31.1%) of student respondents reported “not working” (at the time of survey completion). However, 46% of all students work a minimum of half-time. The median number of reported hours worked per week was 20-29 hours

Academic and Support Needs

Students

Students indicated they were satisfied with how their academic needs were met. Table 3 presents the average 2016 ratings, the average 2014 rating for comparison, and the difference between the two.

Table 3. Student Academic and Support Needs

Survey Items	Mean		Difference
	2014	2016	
I am satisfied with my academic experiences at RHC.	4.09	4.09	0.00
I would recommend RHC to a friend.	4.09	4.19	0.10
RHC counselors have helped me plan my education.*	-	3.85	-
RHC counselors have helped me identify my career goals.	3.40	3.45	0.05
I am satisfied with the variety of courses offered.	3.78	3.97	0.19
I am satisfied with the quality of instruction & teaching at RHC.	3.99	4.12	0.13
Courses I need are offered at times that are convenient to my schedule.	3.41	3.49	0.08
My instructors are very knowledgeable.	4.28	4.30	0.02
RHC instructors come to class well prepared.	4.23	4.26	0.03
My courses are preparing me to achieve my educational goals.	4.20	4.18	-0.02
I know where to get help for my educational needs.*	-	4.05	-

*New survey item

There was a general increase in overall student satisfaction from 2014 to 2016. Questions relating to the variety of courses offered, quality of instruction and teaching, and recommending RHC to others had the largest increases. Students also indicated continued satisfaction with their academic experiences, the scheduling of classes, knowledge and preparation of instructors, academic experience, and counseling towards meeting career goals.

Several students expressed appreciation for how RHC met their academic needs, particularly Career & Technical Education programs.

“[T]he automotive instructors are excellent, very knowledgeable. [I am] very pleased with the instructors’ willingness to go out of their ways to help me as far as job placement and other issues that may arise.”

“Great wildland fire academy, Wonderful staff and instructors.”

The constructive feedback about academic experiences focused primarily on the related issues of course availability and scheduling.

“I desperately need chemistry courses, but not enough are ever offered, this need serious attention.”

“I wish classes were more available to students . . . A lot of classes will fill early on, but sometimes 10 or more students will drop, leaving spaces for students who would have rather stayed and tried, instead of being rejected due to capacity...”

Some commenters connected scheduling problems to time-to-completion issues.

“It's way too hard to get into classes you need, hence my being here so long.”

Suggestions included the expansion of weekend and night classes to meet the needs of students working during the day.

Inclusion and Campus Life

Students

Inclusion and campus life was an area that students indicated high satisfaction (see Table 4.) In comparison to the 2014 results, perceptions remain relatively unchanged concerning student input on campus decision-making, the RHC environment, and participation in campus clubs/student activities. There was an increase in the positive responses to the awareness and availability of clubs/student activities, as well as the enjoyment of athletic events at the college.

Table 4. Student Inclusion and Campus Life

Survey Items	Mean		Difference
	2014	2016	
The RHC Board/Administration takes students' needs into consideration.*	-	3.59	-
Students are asked for their ideas when important decisions are made on campus.	3.28	3.32	0.04
I like the environment at RHC.	4.04	4.01	-0.03
I feel like I am a part of the RHC community.*	-	3.51	-
I am aware of the opportunities to join clubs and participate in campus student activities.^	3.51	3.68	0.17
I like to participate in campus student activities (Guest Speakers, Club Fairs, Games, etc.).	2.87	2.88	0.01
I am satisfied with the clubs/student activities on campus.	3.29	3.97	0.68
I am happy to be at RHC.*	-	3.97	-
I enjoy attending RHC athletic events.	2.82	3.02	0.20

*New survey item; ^Slight modifications between 2014 & 2016 administrations.

Students provided about thirty comments regarding inclusion and campus life. A few of these recounted the benefits of participation in campus life.

“I feel that participation in a club or being part of a sports team really contributes to the experience of being [at] RHC. My greatest memories consist of doing one or both things.”

While other positive comments focused on the overall environment at RHC.

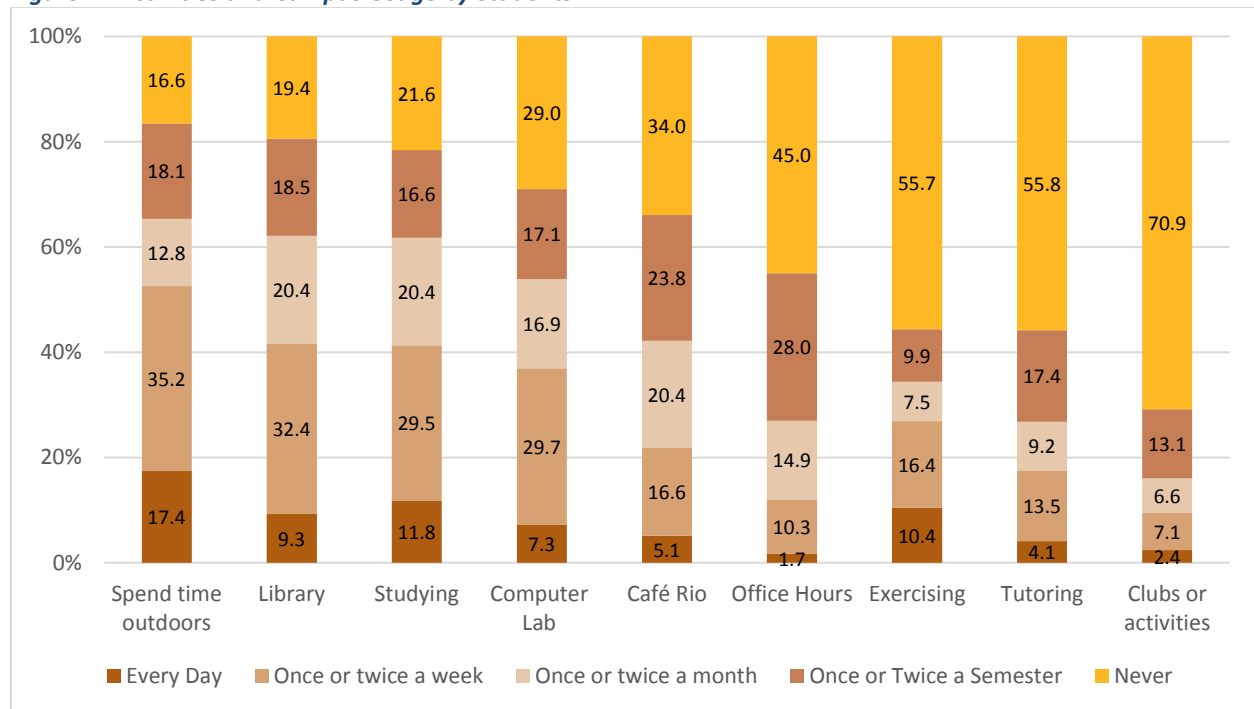
“I like the events that the faculty and students create, it makes the environment at school energetic.”

Campus Usage

Students

Students were asked to indicate how often they engaged in various activities or utilized resources on campus. The most frequent student activities were spending time outdoors (with friends or alone), spending time in the library, and studying (in a group or alone), and exercising. More than two-thirds of student respondents indicated they “never” participated in club/student organization activities, and over half never exercised on campus, nor utilized on-campus tutoring. Students also reported 45% of the time never using office hours to speak to faculty. The frequency with which students indicated they participated in each activity or resources is indicated below (see Figure 1.)

Figure 1. Activities and Campus Usage by Students



A few activities exhibited noteworthy change in frequency from 2014 to 2016 (Table 5). Three items – ‘spend time in a computer lab on campus’, ‘spend time in the library’ and ‘exercise’ - demonstrated a decline in ‘every day’ and an increase in ‘never’ frequencies suggesting substantively less usage in 2016. Other notable changes include a welcome decrease in ‘never’ frequencies for – ‘utilize on-campus tutoring.’

Table 5. Comparisons in Campus Usage by Students

Items	Never %			Every Day %		
	2014	2016	Difference	2014	2016	Difference
Hang out by myself or with friends outdoors on campus	18.6	16.6	-2.1	14.8	17.4	2.6
Hang out and/or eat at the Café Rio	33.5	34.0	0.4	4.5	5.1	0.7
Spend time in a Computer Lab on campus	26.6	29.0	2.4	11.2	7.3	-4.0
Spend time in the Library	16.3	19.4	3.0	11.9	9.3	-2.6
Study alone or in groups on campus	21.2	21.6	0.4	13.1	11.8	-1.2
Visit my instructors during their office hours	42.5	45.0	2.5	2.5	1.7	-0.8
Participate in Club/Student Organization activities	71.3	70.9	-0.5	2.5	2.4	-0.1
Exercise (Fitness Center, run uphill, use the track, etc.)	51.3	55.7	4.3	14.9	10.4	-4.4
Utilize on-campus tutoring (LAC, MSC, Gateway, etc.)	62.1	55.8	-6.3	6.0	4.1	-1.9

Job Satisfaction

Employees

Employees responded to several survey items related to their job satisfaction. In general, employees remain satisfied with respect to their job at RHC overall, expectations, and personal satisfaction in their job, while being less satisfied with opportunities for advancement, feedback on their contributions, and recognition for their work.

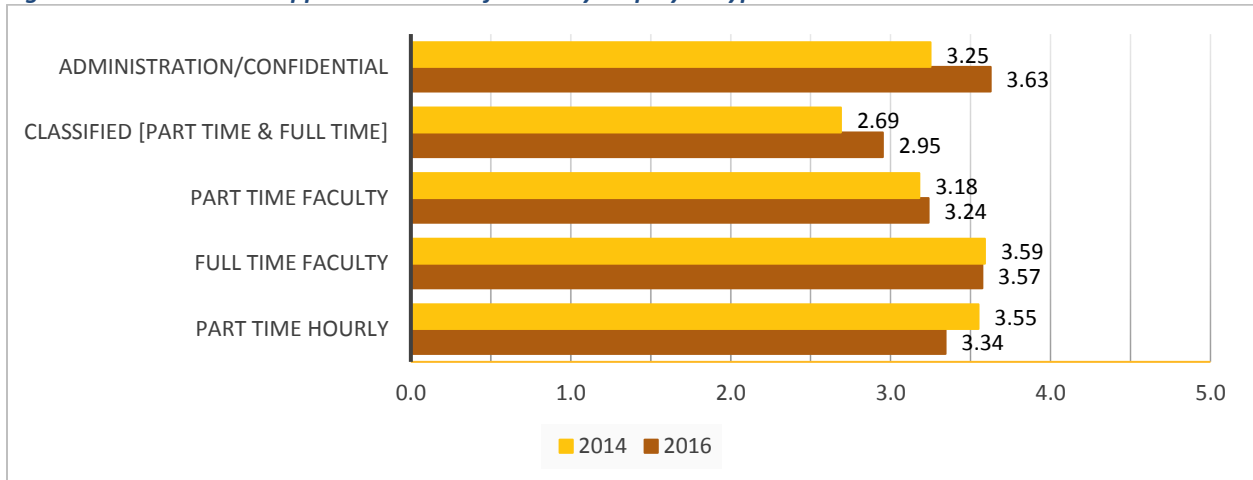
Table 6. Job Satisfaction of Employees

Survey Items	Mean		
	2014	2016	Difference
Overall, I am satisfied with my job at RHC.^	4.52	4.27	-0.25
At this point in my career, I feel my present position satisfies my professional goals and aspirations.	3.68	3.81	0.13
My supervisor provides useful feedback on my job performance.	3.94	3.82	-0.12
I know what is expected of me and my job.	4.47	4.35	-0.12
My position allows me to make independent decisions.	4.20	4.10	-0.10
I feel pressure to accomplish too many tasks and priorities.	2.73	2.81	0.08
I am satisfied with the opportunities for advancement at RHC.	3.12	3.21	0.09
My job allows me to learn new skills.^	4.12	3.87	-0.25
I have the necessary supplies/equipment to complete my job.	3.74	3.59	-0.15
I receive recognition for doing a good job.^	3.66	3.49	-0.17
I get a feeling of personal satisfaction from my work.	4.34	4.34	0.00
I receive feedback that my work contributes to the overall success of the college.	3.47	3.42	-0.05
Opportunities are available for me to make suggestions for improvements at my department or unit level.*	-	3.70	-
I feel that my job contributes to RHC’s overall mission and goals.*	-	4.30	-

*New survey item; ^Slight wording modifications between administrations in 2016 & 2014.

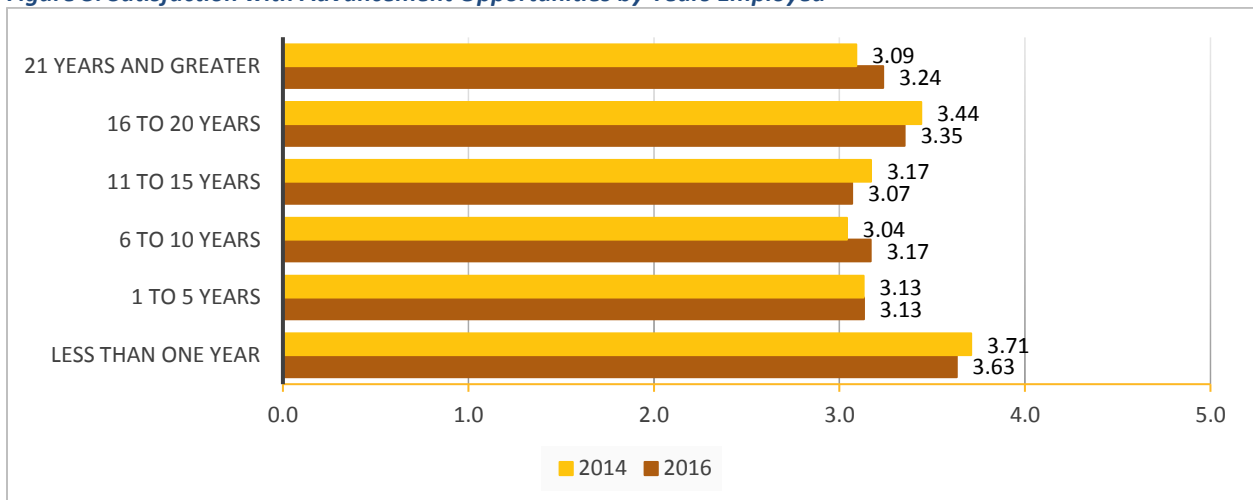
Employees' satisfaction with advancement opportunities at the college varied by employee classification and years employed. Classified employees were the least satisfied group with advancement opportunities, while administrators were the most. Yet, both classified employees and administration demonstrated the largest positive change in satisfaction for that item (see Figure 2).

Figure 2. Advancement Opportunities Satisfaction by Employee Type



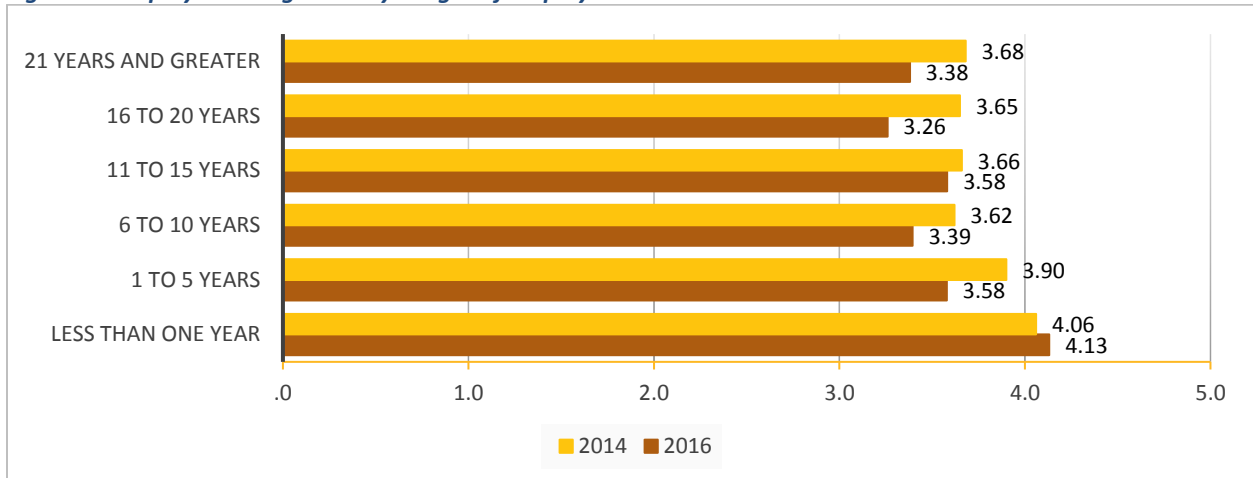
When analyzed by years employed (Figure 3), new employees demonstrate the highest satisfaction with advancement opportunities.

Figure 3. Satisfaction with Advancement Opportunities by Years Employed



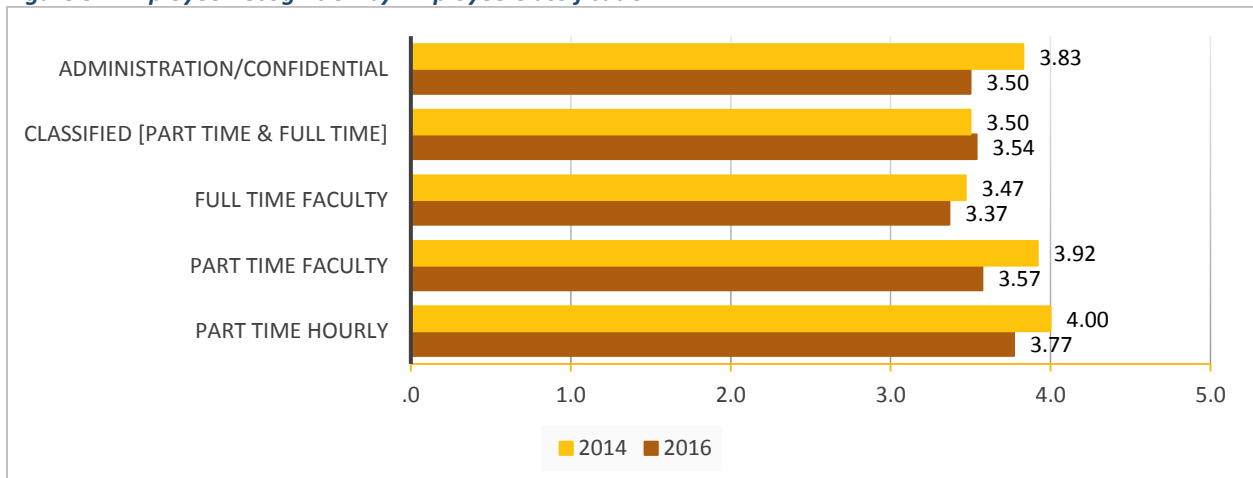
When satisfaction is framed around recognition for good work (Figure 4), new employees report the highest level of perceived recognition. All other employment groups, demonstrated declines between the 2014 and 2016 administrations, with the '16-20 years' category registering the lowest satisfaction and greatest decline.

Figure 4. Employee Recognition by Length of Employment



With the exception of classified employees, all employee groups experienced a decline in perceived recognition for their work (Figure 5). However, like the previous administration part-time hourly employees reported greater recognition for their work over their classified or faculty counterparts.

Figure 5. Employee Recognition by Employee Classification



Many of the employee survey respondents commented about their job satisfaction. About two-thirds of these comments expressed a positive experience with the college, colleagues, or supervisors.

“Rio Hondo College is a friendly, supportive, and interesting environment in which to teach and interact with faculty and students.”

“I enjoy being and teaching at this campus. My department has been very supportive of me.”

Those that expressed less job satisfaction primarily focused on specific individuals and included disaffection with supervision and leadership, advancement opportunities and favoritism, resource management, and ignored input.

“Providing pathways for advancement would also help improve morale and our campus climate.”

“It is obvious to me and many others that campus is not a level playing field. There are a few who possess too much power and control over the overall direction of the college.”

Communication

Employees

Employees were asked to report on their satisfaction with communication and coordination on campus. Employees were fairly positive about being kept informed about certain events and decisions this aspect of communication (Table 7) as well as communications from immediate supervisors and co-workers.

Perceptions of adequate coordination among departments, typically low in previous survey administrations, demonstrated a slight increase in 2016, though still firmly located closest to neutrality. Three new items were added under communication pertaining to timeliness and preferred means of receiving communication. Employee groups demonstrate a clear preference for electronic over verbal means of communication.

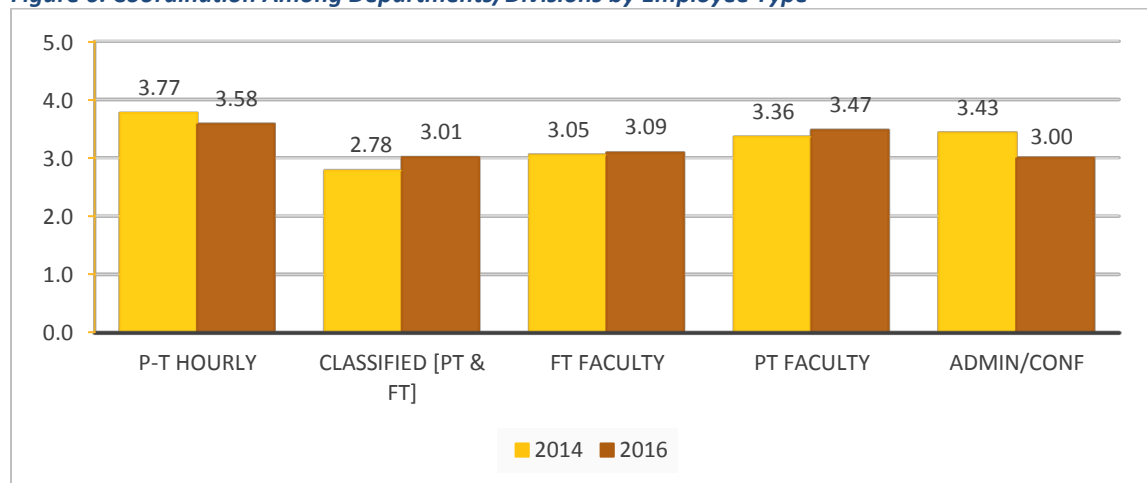
Table 7. Employee Communication

Survey Items	Mean		Difference
	2014	2016	
I receive clear information about events/decisions in my department/program. [^]	3.81	3.82	0.01
I receive clear information about events/decisions in my division/unit. [^]	3.76	3.74	-0.02
I receive clear information about events/decision in a timely manner.*	-	3.69	-
My immediate supervisor does a good job in communicating decisions to me.	3.90	3.83	-0.07
My co-workers keep me informed of campus events.	3.70	3.78	0.08
There is adequate coordination among departments and divisions on campus.	3.11	3.20	0.09
I prefer to receive information about events/decisions via electronic forms (e.g., email, eMessenger, Presidents Monthly Update)*	-	4.18	-
I prefer to receive information about events/decisions via verbal communications (e.g., supervisor, co-workers, phone call)*	-	3.10	-

*New survey item; [^]Slight wording modifications between 2014 & 2016 administration

As shown in Figure 6, despite the overall positive increase in perceived coordination among departments and divisions, the responses of part time hourly and administrators demonstrated substantive declines since the last administrative of this survey.

Figure 6. Coordination Among Departments/Divisions by Employee Type



Several employees provided feedback on campus communication, most of them expressed a dissatisfaction with the status of campus communication either within the department or across the campus as a whole.

“I am sometimes confused as to what I am expected to do because I think that my division dean and my department are not always on the same page.”

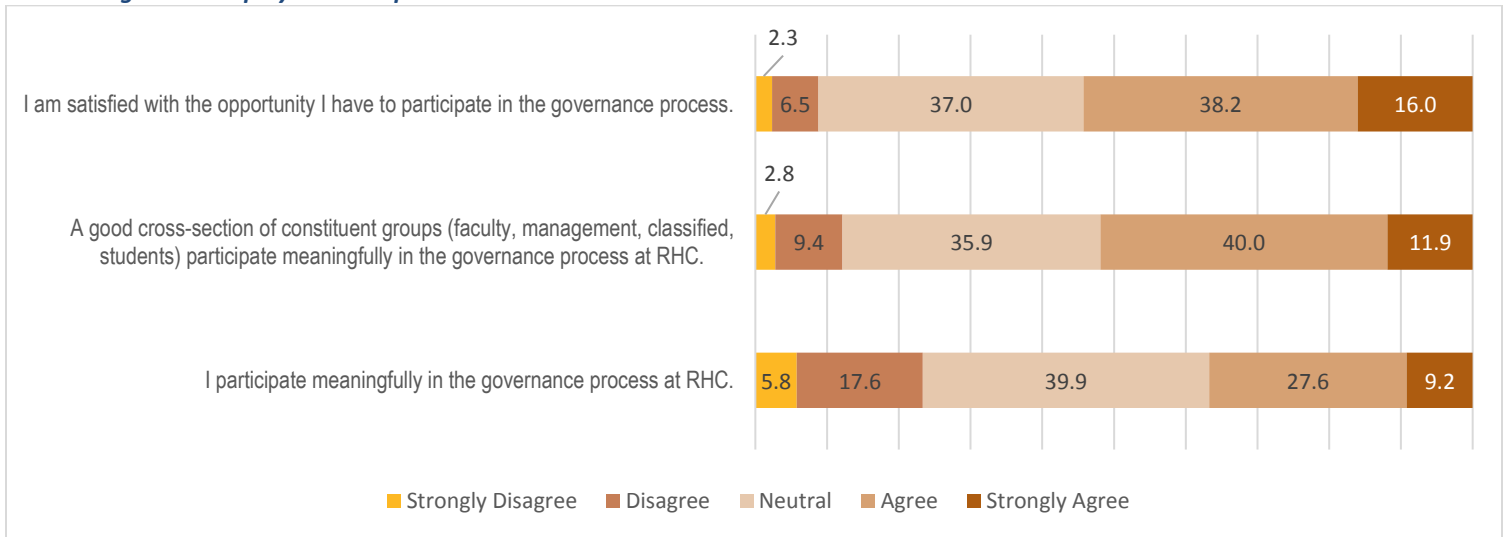
“The faculty do not have clear vision of where the college is going and there are unclear paths of communication from top to bottom and also from bottom to top.”

Governance

Employees

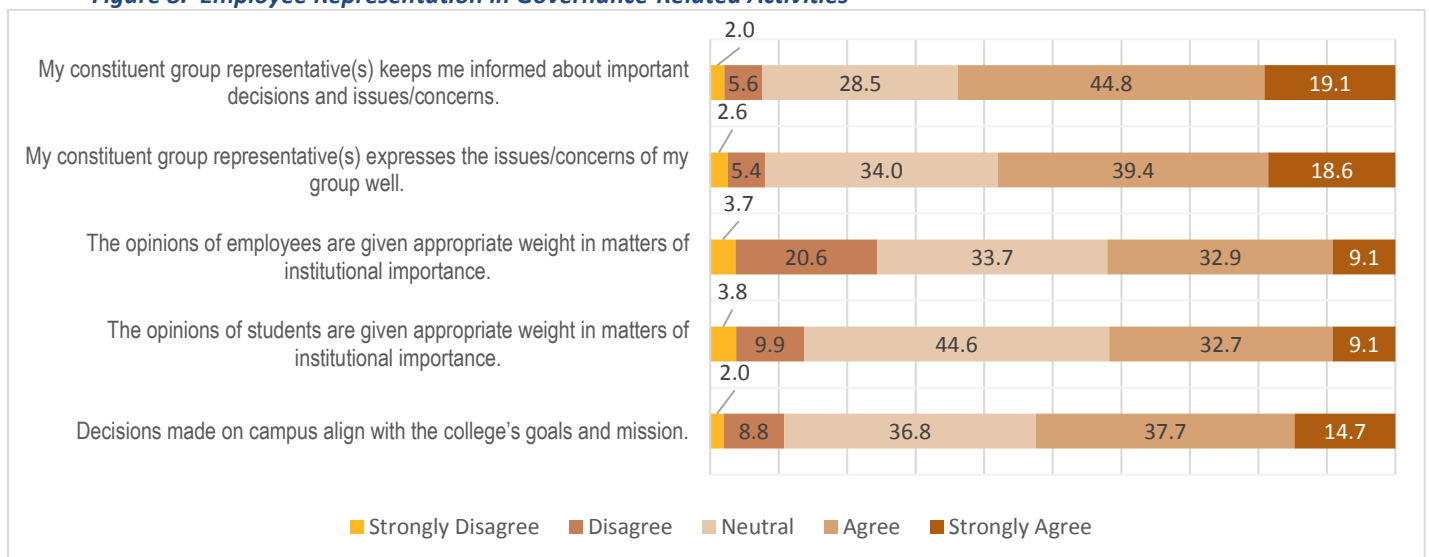
Employees were asked about different aspects related to governance – their participation and representation in specific activities, and their perceptions of the process. Figure 7 presents a response scale of participation in governance-related activities. Slightly over half of the employees agreed they and/or their constituent groups have meaningful opportunities to participate in college governance. However, in terms of direct participation, the largest proportion were neutral regarding their own participation in governance.

Figure 7. Employee Participation in Governance-Related Activities



In matters of representation through constituencies, employees agree near or above 60% their concerns are represented well, and they are kept informed regarding important decisions and issues by their specific constituent group representatives (Figure 8).

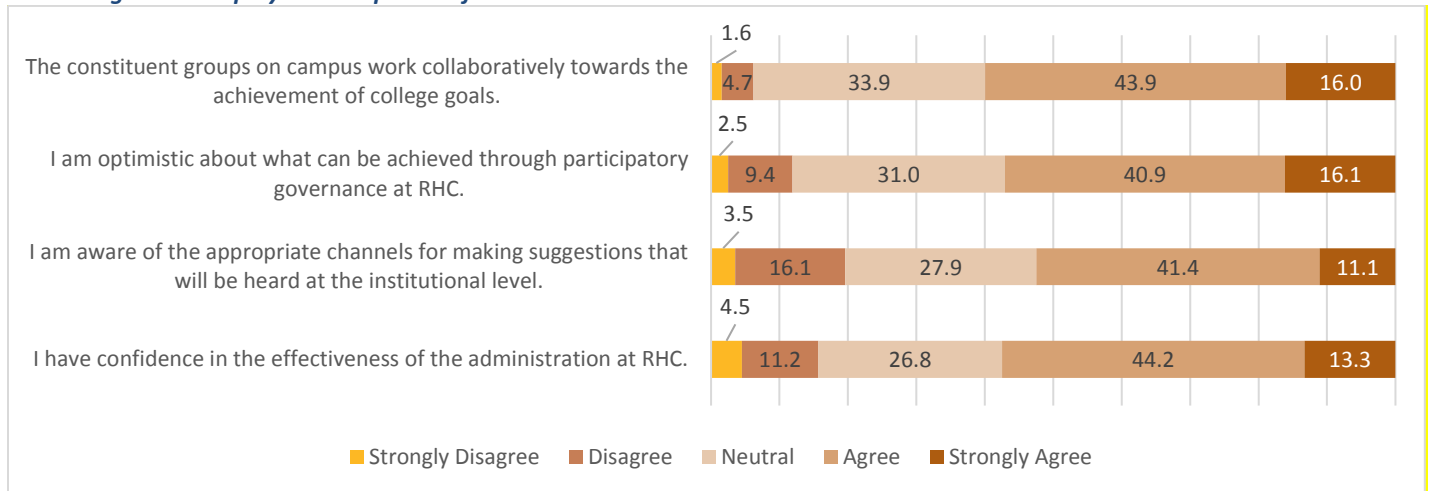
Figure 8. Employee Representation in Governance-Related Activities



In terms of weight of opinion, employees respond that employee and student opinion are given appropriate weight in decision making about 40% of the time. However, there is a clear distinction in the percent who disagree that enough weight is given to decisions, with almost 25% disagreeing with respect to employees as compared to 14% for students. In regards to the alignment of the goal and mission of the college and governance decisions, over 50% are in agreement that they align, with only 10% disagreeing.

When governance is queried regarding the process (Figure 9), RHC employees are in agreement well over 50% of the time that the process is collaborative, breeds optimism, and generates confidence in the administration’s effectiveness. Awareness of the appropriate channels for raising suggestions at the institutional level registers some disagreement, however, as 20% report they are not aware of a means to relay concerns.

Figure 9. Employee Perceptions of Process in Governance-Related Activities



Three related items pertaining to constituent group representation produced the highest mean scores of all governance items. With respect to addressing issues of collaboration, keeping colleagues informed, and the ability to express issues and concerns well, constituent groups were perceived as most effective in relation to the governance process.

Notable positive shifts in responses to the governance process occurred on a number of different items from the last survey administration in 2014 (Table 8). The single most significant shift was in employee optimism regarding the potential of participatory governance, other substantive shifts pertaining to governance include collaboration on achieving college goals and mission, alignment of college goals and mission to decisions, confidence in the effectiveness of the administration, opportunities to participate in governance processes, and appropriate weighting of employee opinions. Interestingly, no declines were noted for any items exploring the governance process. Overall, changes initiated at the institutional level of governance appear to have impacted employee opinion in substantively positive ways.

Table 8. Employee Perceptions of the Governance Process

Survey Items	Mean		
	2014	2016	Difference
I have confidence in the effectiveness of the administration at RHC.	3.31	3.51	0.20
I am aware of the appropriate channels for making suggestions that will be heard at the institutional level.	-	3.40	-
I participate meaningfully in the governance process at RHC.	-	3.17	-
A good cross-section of constituent groups (faculty, management, classified, students) participate meaningfully in the governance process at RHC.	-	3.49	-
Decisions made on campus align with the college's goals and mission.	3.32	3.54	0.22
The opinions of students are given appropriate weight in matters of institutional importance.	3.31	3.33	0.02
The opinions of employees are given appropriate weight in matters of institutional importance.	3.08	3.23	0.15
I am optimistic about what can be achieved through participatory governance at RHC.	3.32	3.59	0.27
My constituent group representative(s) expresses the issues/concerns of my group well.	3.59	3.66	0.07
My constituent group representative(s) keeps me informed about important decisions and issues/concerns.	3.56	3.73	0.17
The constituent groups on campus work collaboratively towards the achievement of college goals.	3.43	3.68	0.25
I am satisfied with the opportunity I have to participate in the governance process.	3.43	3.59	0.16

Perceptions of the governance processes were differentiated by employee type to highlight variations in responses that may be of interest. The item exhibiting the most marked increase over previous administrations related to optimism attributed to participatory governance. While classified employees and full-time faculty responses indicated moderate optimism, their colleagues in part-time hourly and administrative/confidential were somewhat more optimistic regarding the potential of participatory governance at the college (see Table 9).

Table 9. Perceptions of Governance by Employee Type

Survey Question	Mean				
	Part-time Hourly	Classified	Part-time Faculty	Full-time Faculty	Admin/Confidential
I am optimistic about what can be achieved through participatory governance at RHC	3.85	3.51	3.67	3.56	3.88
I have confidence in the effectiveness of the administration at RHC.	3.88	3.50	3.69	3.34	3.88
The opinions of employees are given appropriate weight in matters of institutional importance.	3.66	3.16	3.41	3.21	3.75
I am satisfied with the opportunity I have to participate in the governance process	3.29	3.57	3.62	3.80	3.75

Table 9 also illustrates the variation in confidence attributed to administrative effectiveness. As shown, the administrative/confidential and part-time hourly groups display the highest confidence in the effectiveness of administrators, while classified employees and full-time faculty offer the least.

In terms of the appropriate weight attributed to employee opinions, again administrative/confidential and part-time hourly employees were more likely to agree that opinions are weighed appropriately than classified employees and full-time faculty, who were more neutral in their opinions.

The opinions of full-time faculty were highest and much more in line with those of administrative/confidential employees when asked about satisfaction with opportunities for governance participation. Classified employees and part-time faculty were slightly less positive. However, the average responses of part-time hourly employees, unlike all other items, registered lowest in comparison.

Employees offered more than two dozen comments related to governance, most of the comments expressed a dissatisfaction with how faculty and staff were incorporated, or notified, of important decisions on campus.

“Administration makes decisions without speaking to the people actually doing the work.”

“Rules, procedures, processes, and courses are changed without feedback or due process.”

“Opinions of employees in positions that are 1st point of contact are often overlooked. In matters of Institutional importance RHC has a history of proceeding ahead with changes ignoring the perspective of “know how” employees.”

Campus Relationships

Students

Students shared their perceptions of campus relationships with faculty, staff, and other students (Table 10). In general, students continue to perceive these sets of relationships positively. However, there is a slight decrease in mean scale scores across most items.

For all of the questions pertaining to faculty, there was a decline in the average response between 2014 and 2016. The item ‘my RHC instructors are sensitive to my needs’ produced the largest difference falling a quarter of a scale score point.

Items focused on relations with other students produced declines in two of three items, the largest decline on the item ‘I have friends at RHC’ which fell by -0.18 scale score points. While items referencing employee relations also declined, they were only marginal by comparison.

Table 10. Student Campus Relationships

Survey Items	Mean		
	2014	2016	Difference
My RHC instructors are sensitive to my needs. [^]	3.86	3.61	-0.25
My RHC instructors work hard to help me succeed. [^]	4.07	3.95	-0.12
It is easy to talk to instructors about my questions & concerns.	4.11	4.01	-0.10
RHC counselors work hard to help me succeed.*	-	3.74	-
RHC employees (non-instructors) have treated me with respect.	4.07	3.99	-0.08
RHC employees (non-instructors) have been helpful.	3.98	3.96	-0.02
I have friends at RHC.	4.12	3.94	-0.18
I have met a lot of nice people on campus.	4.1	4.03	-0.07
Other students have treated me with respect.*	-	4.15	-
I like to talk to my classmates outside of class.	3.65	3.67	0.02

*New survey item; [^]Slight modifications in wording between 2016 & 2014 administrations

In previous administrations, perceptions of disrespect from other students were queried and evaluated as important but declining in incidence. In the 2016 survey, the question was reframed positively to instead capture perceptions of respect among students. The new item registered highest among all items in mean scale score. Students were solidly in agreement that other students treated them with respect. One last item was introduced in 2016 querying students about relations with RHC counselors. The item rated positively and will serve as a baseline for comparison in future administrations.

Students provided about two dozen comments about relationships on campus, primarily about their experiences with staff, faculty, and administrators. The comments were split between appreciation and dissatisfaction. The comments below demonstrate this variation.

“Rio Hondo is a college ... here for the students.”

“The college taught me that it's never too late to dream and no dream is impossible!”

“Some professors and instructors treat you as if you were still in high school.”

“Many RHC general counselors force decisions on students and [it] is very unfair. Their treatment is very unsatisfactory!”

Employees

Employees also shared their perceptions of campus relationships with co-workers and supervisors. Overall, employees perceive campus relationships as positive (Table 11).

There was substantial positive shift in employee perceptions of team spirit at RHC. The magnitude of scale score change increased by .32 between 2016 and 2014. Yet, despite the substantial increase, the item ranks last overall in the group of items referencing campus relations. Another noteworthy difference identified perceptions of co-worker competence in their job growing by .12 scale score points, reaching the second highest overall mean of grouped items.

Table 11. Employee Campus Relationships

Survey Items	Mean		Difference
	2014	2016	
I enjoy the people I work with at RHC.	4.30	4.36	0.06
My co-workers in my office/department are competent at doing their jobs.^	4.13	4.25	0.12
My co-workers in my office/department are supportive.^	4.23	4.20	-0.03
My supervisor is competent at doing his/her job.^	4.11	4.09	-0.02
My supervisor treats people fairly.^	3.99	3.99	0.00
My supervisor acknowledges good work.	4.02	3.93	-0.09
My supervisor encourages me to develop and grow.	3.91	3.85	-0.05
My supervisor values my opinions and ideas.^	3.91	3.87	-0.04
I feel a sense of team spirit exists at RHC.^	3.42	3.79	0.37

*New survey item; ^Slight modifications between 2014 & 2016 administrations.

A review of the responses across employee type shows that across the full set of items, on average, full-time faculty and administration/confidential alternated as least positive about campus relationships.

This is illustrated by looking at the items with the lowest two aggregated means. Table 12 illustrates the responses to the statement “A sense of team spirit exists at RHC” differentiated by employee type. On this item, the figure shows full-time faculty were least likely to agree by a substantial margin over other employees, while part-time faculty groups were most likely.

The responses to the statement “My supervisor encourages me to develop and grow”. In this instance, administration/confidential were least likely to agree by a substantial margin over other employees, while part-time hourly groups were most likely.

Table 12. Campus Relationships by Employee Type

Survey Question	Mean				
	Part-time Hourly	Classified	Part-time Faculty	Full-time Faculty	Administration/ Confidential
I feel a sense of team spirit exists at RHC.	3.86	3.70	4.11	3.55	3.76
My supervisor encourages me to develop and grow.	3.97	3.77	3.91	3.88	3.50

Employees offered more than two dozen comments related to various campus relationships. A number of these expressed a deep appreciation for the campus staff and faculty.

“I have enjoyed working here very much. The staff and students are great. The people here are not just friends but family.”

“Honestly I have been very impressed by the positive and collaborative attitude of employees, faculty, and staff at Rio Hondo College.”

Other comments expressed a disaffection with supervisors within departments and across campus.

“My dean talks negatively about faculty to other faculty ... I am very sad that she has created an uncivil and hostile work environment...”

“The climate has change[d] since I started working here. There was more interaction between classified, faculty, and administrators than there is now.”

Diversity and Equity

Both students and employees responded to items related to diversity and equity. While items were worded slightly differently to capture distinctions regarding instructors, non-instructional staff and students, they all correspond to a similar theme.

Students

Table 13 presents the average student perception of diversity items. Students demonstrated satisfaction on similar items addressing the diversity of faculty, non-instructional staff and other students. The item ‘from RHC classes and activities, I have a better understanding of people with diverse backgrounds from mine’ while lower overall, was the only item to show substantive positive change rising by 0.24 scaled score units.

Table 13. Student Perceptions of Diversity and Equity

Survey Items	Mean		Difference
	2014	2016	
I am satisfied with the diversity among RHC instructors.^	3.93	4.00	0.07
I am satisfied with the diversity among RHC non-instructional staff.^	3.88	3.90	0.02
I am satisfied with the diversity among other RHC students.*	-	3.96	-
From RHC classes and activities, I have a better understanding of people with backgrounds different from mine.	3.59	3.83	0.24
Instructors, staff and administrators at RHC treat students fairly.*	-	4.00	-

*New survey item; ^Slight modifications between 2014 & 2016 administrations.

Only two comments pertaining to diversity and equity were provided by students, one acknowledging the diversity of the student population and the other lamenting unequal treatment by an instructor.

Employees

Table 14 presents the average responses among employees with respect to items addressing diversity and equity through campus support for specific groups. Three new items were added to a set of three reworded items. Two of the new additions seek information on special populations previously not collected including, veterans and foster care youth. Across both administrations on items addressing gender, race/ethnicity, and persons with disabilities, employees continue to agree that the campus is equally supportive of all groups showing moderate increases on all three. Support for the new item on foster youth is similar in mean to the other diversity groups, while support for veterans is slightly higher than all others as a first query.

Table 14. Employee Perceptions of Diversity & Equity

Survey Items	Mean		Difference
	2014	2016	
I have seen students or groups of students treated unfairly by school employees.	2.09	2.20	0.11
RHC is equally supportive of all genders.^	4.03	4.17	0.14
RHC is equally supportive of all racial/ethnic groups.^	3.98	4.07	0.09
RHC is equally supportive of people with disabilities.^	4.03	4.12	0.09
RHC is equally supportive of veterans.*	-	4.22	-
RHC is equally supportive of foster youth.*	-	4.08	-
RHC takes active steps to support and promote diversity.*	-	4.08	-

*New survey item; ^Slight modifications between 2014 & 2016 administrations.

With regards to the item, “I have seen students or groups of students treated unfairly by school employees”, employees also report a moderate increase in such observations, but for the most part stand in disagreement with the statement. Students, on the other hand, responded to a positively framed question, though similar in theme, “instructors, staff and administrators at RHC treat students fairly”. As an initial query, students stand in agreement that employees treat them fairly, corroborating employee perceptions.

RHC Environment

Students and employees both reported on their satisfaction with various aspects of the RHC environment, including restrooms, study and outdoor areas, food/drink options, and the general upkeep of the campus.

Students

Table 15 presents student ratings for the past two survey administrations. While all items remain fairly positive in mean satisfaction rates, moderate decreases in satisfaction across all items were noted among students. The largest declines are associated with students' satisfaction with the availability of restrooms, upkeep of the campus, and the availability of study areas. Satisfaction with food and drink options remain closest to neutrality along with two new items inquiring about Wi-Fi reception and availability of water fountains across campus.

Table 15. Student Satisfaction with the RHC Environment

Survey Items	Mean		
	2014	2016	Difference
I am satisfied with the general upkeep of the campus.^	4.08	3.93	-0.15
I am satisfied with the variety of food/drink options on campus.	3.38	3.31	-0.07
I am satisfied with the availability of restrooms on campus.	3.92	3.76	-0.16
I am satisfied with the availability of electrical outlets for charging electronic devices.*	-	3.43	-
I am satisfied with the availability of study areas on campus.	3.89	3.75	-0.14
I am satisfied with the availability of outdoor gathering areas.	3.89	3.77	-0.12
I am satisfied with the Wi-Fi reception available on campus.*	-	3.21	-
I am satisfied with the availability of water fountains on campus.*	-	3.24	-

*New survey item; ^Slight modifications between 2014 & 2016 administrations

Proportionally, of all the remarks students offered in open-ended commentary, the vast majority focused on the general RHC environment and the majority of those expressed some need for improvement. The most dominant themes were the cleanliness of campus, issues of parking, and the availability, quality, and price of food on campus.

Student comments about campus appearance and repairs feel into three general categories: restroom facilities, building facades, and cleanliness of pedestrian walkways.

“Buildings do not look appealing and look rundown and dirty, frequent washing of buildings and stairways would be useful.”

“The staircase/benches in upper stories need to be cleaned up they're so dirty now. The benches have bird-dropping and dust and smear... They look terrible.”

“The men's restroom stall in 3rd floor of science building has been out of order for over a year now.”

Comments related to parking scarcity included the general complaints as well as descriptions of the impact of parking related problems.

“There are days when parking is terrible... something must be done to amplify parking availability.”

“The parking at the start of each semester is horrible! It's not only hard to park but the tram is also always full. I usually have to arrive 1.5 hours prior to my classes start time...to find parking.”

The dearth of food options, quality, and price on campus was another topics mentioned my many survey respondents.

“I would like the college to know they need some improvements on the food section. Providing food services on Saturdays (possibly Café Rio), and having a well-stocked bookstore for snacks, etc.”

“The Rio Café is to slow to get food sometimes. Last time I went to order breakfast it took almost an hour with just 6 people in line. They should speed up the service.”

“The menu of the café needs to have better healthier selections than just fried foods.”

Employees

Table 16 presents employee ratings over the same period for a slightly different set of items. Unlike student ratings that were fairly positive across items, employee ratings for the RHC environment hover near or below neutrality for all four items listed. Like students, employee perceptions of the RHC environment declined between survey administrations. However, employee declines on all items since 2014 are steeper in magnitude than student declines. Satisfaction with the general upkeep of the campus fell most drastically registering a drop of almost ¾ points.

Table 16. Employee Satisfaction with the RHC Environment

Survey Items	Mean		
	2014	2016	Difference
I am satisfied with the general upkeep of the campus.	4.08	3.36	-0.72
I am satisfied with the variety of food/drink options on campus	2.70	2.57	-0.13
I am satisfied with the general upkeep of the classrooms.	3.43	3.05	-0.38
I am satisfied with the general upkeep of the labs on campus.	-	3.18	-

*New survey item

The employee comments about the campus environment closely aligned with student feedback. Comments provided by staff and faculty expressed a dissatisfaction with campus upkeep and maintenance, as well as a lack of food offerings on campus.

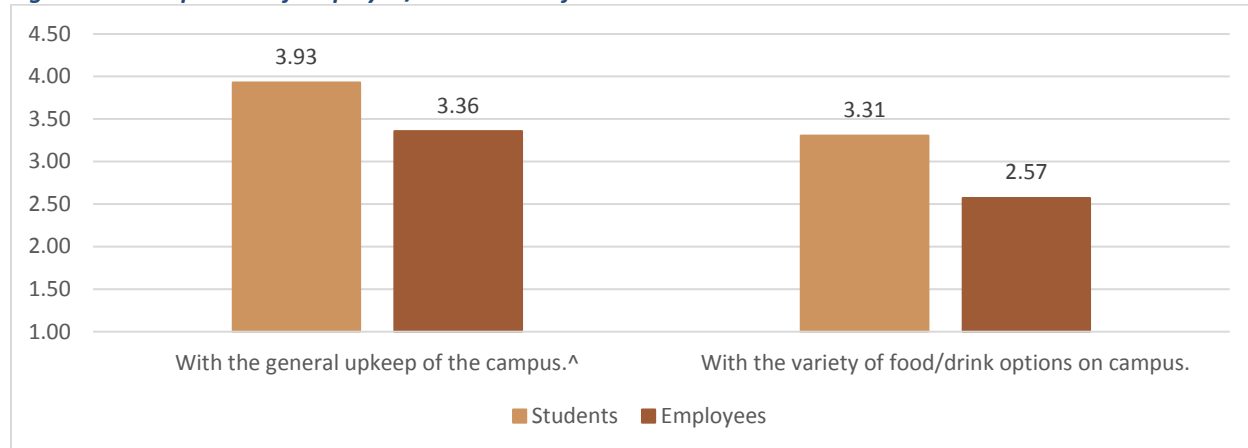
“It is demoralizing to have to leave campus to get food that has some variety and can be provided in a timely manner.”

“College facilities need a lot of improvement. Bathrooms are filthy [they] have leaky pipes and spill sewage. The older parts of the campus looks very bad! It needs paint, new flooring, and the whole campus is dirty.”

Student and Employee Comparison

Figure 10 compares, across survey administrations, the employee and student ratings for the two items common to both. As shown in the figure, students were somewhat more satisfied with the general upkeep of the campus but employees were clearly more dissatisfied with the food/drink options.

Figure 10. Comparison of Employee/Student Satisfaction with RHC Environment



Campus Safety

Both employees and students reported on perceptions of safety while on campus with regards to themselves, their vehicles and in relation to the college’s preparedness in case or emergency.

Students

There remains an understandable gap of almost $\frac{3}{4}$ of a point among both students (Table 17) and employees (Table 18) with regards to safety when walking during the day as opposed to walking at night. A similar, though smaller gap of under half a point, also exists with regards to vehicle safety between day and evening hours. Yet, the only substantive difference across survey administrations for students accrued in relation to their vehicles both during the day and at night. Students reported feeling their cars were safer in 2016 by .17 and .20 respectively. Their perceptions of personal safety on campus, however, remained relatively stable across the two years. The lowest scale score mean for students was attributed to a new item enquiring about adequate lighting on campus.

Table 17. Student Perceptions of Campus Safety

Survey Items	Mean		
	2014	2016	Difference
I feel safe walking on campus during the daytime.	4.44	4.42	-0.02
I feel safe walking on campus at night.	3.65	3.73	0.08
I feel safe using the bus stop below campus.	3.75	3.75	0.00
I feel safe waiting for the campus shuttle.	3.87	3.92	0.05
I feel my car is safe when it is parked on campus during the day.	3.77	3.94	0.17
I feel my car is safe when it is parked on campus at night.	3.37	3.57	0.20
I feel the campus has adequate lighting at night.*	-	3.48	-
I feel the campus is prepared in case of an emergency.*	-	3.64	-
RHC does enough to protect students from harm on campus.*	-	3.66	-

*New survey item

Students offered a number of comments about their perceived safety on campus. A few expressed a sense of safety and comfort.

“It feels like a second home to me where I feel safe and relaxed.”

“I feel safe walking at night at the parking lot and the halls of the college.”

However, the majority of comments on this subject expressed concern about safety in parking lots.

“I’ve had my first car ruined at the parking and my new car always gets hit by other cars.”

“Security cameras for the parking lots would be nice.”

“Campus needs more outdoor lights on parking lots.”

“The parking lot needs cameras. My car was keyed and the police couldn’t do anything for me.”

Suggestions for more lights, additional security, working emergency buttons, and better security in the parking lots.

Employees

Employees demonstrated almost no change on the four items they responded to, and remain consistent with students relative to the overall perceived safety of their vehicles both day and night. Three new items were added to campus safety prompts that are shared by both employees and students addressing lighting at night, emergency preparedness and protection from harm. Across all three items, employees were more doubtful than students that the college had considered these areas carefully, in particular whether the campus was prepared for and emergency.

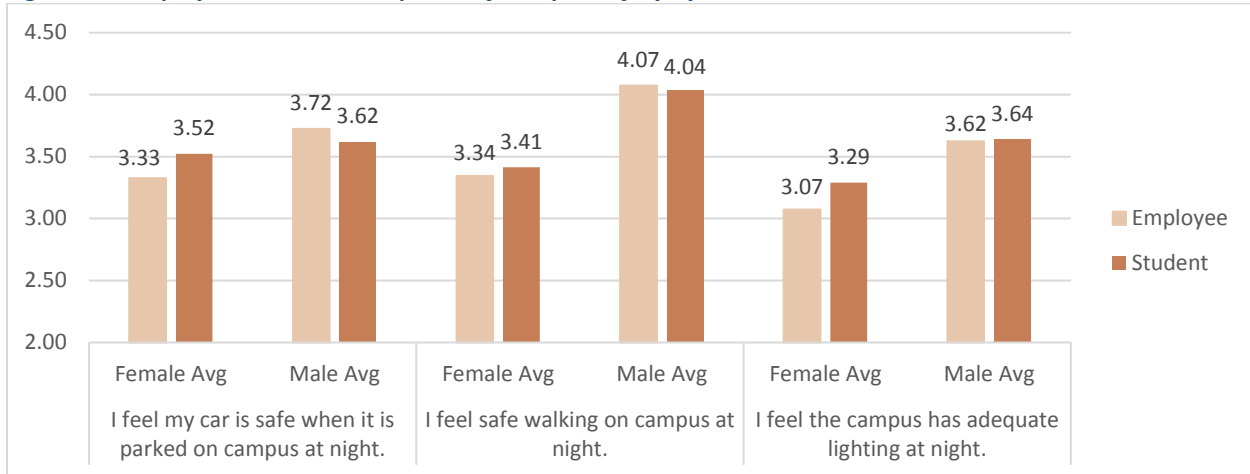
Table 18. Employee Perceptions of Campus Safety

Survey Items	Mean		
	2014	2016	Difference
I feel safe walking on campus during the daytime.	4.38	4.39	0.01
I feel safe walking on campus at night.	3.72	3.67	-0.05
I feel my car is safe when it is parking on campus during the day.	3.90	3.89	-0.01
I feel my car is safe when it is parked on campus at night.	3.48	3.48	0.00
I feel there is adequate lighting on campus at night.*	-	3.32	-
I feel the campus is prepared in case of an emergency.*	-	3.17	-
RHC does enough to protect employees from harm on campus.*	-	3.28	-

*New survey item

Gender plays an important role in perceptions of safety on campus. Figure 11 depicts three questions addressing safety issues at night, comparing student and employee perceptions, differentiated by gender. The figure clearly captures lower female discernment of safety on campus across employee/student status groups for all three questions by substantial amounts. Among women, there is also small but meaningful difference between employees and students, with employees demonstrating lower discernment of safety on campus at night than students.

Figure 11. Employee/Student Perceptions of Campus Safety by Gender



Employees expressed concern about safety, emergency preparedness, and campus security.

“Security does not walk/supervise the campus enough, in my opinion.”

“There is no common understanding of how/when we will know how to evacuate or shelter in place.”

“I would like to have a different sound and protocol for an alarm when there is an active shooter. Drill preparations would also be very helpful.”

Media Use and Interest

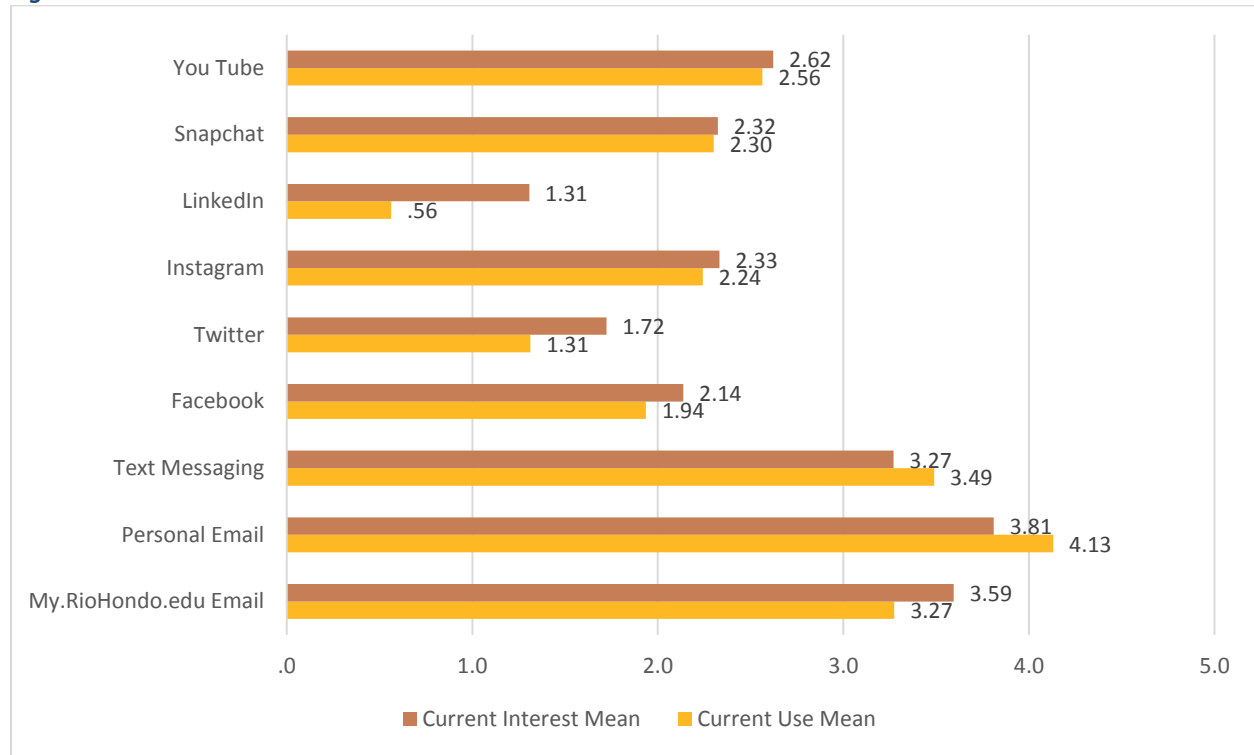
Students

The increasing prevalence of social media provides an opportunity for supplementing campus communication. To further understand student interest in social media the climate survey introduced a new section focused on to collect current interest and use among students.

Students were asked to indicate the frequency with which they currently use of social media, to obtain information about Rio Hondo, ranging from “no use” to “daily use” (1=1-2 times per semester, 2=1-2 times per month, 3=once a week, 4=2-3 times a week, 5=every day, don’t use). In addition, students were asked to indicate their interest in using each of these media outlets, for general information about Rio Hondo, ranging from “No interest at all” to “Very Interest” (1=No interest at all, 2=Not very interested, 3=Neutral, 4=Somewhat Interested, 5=Very Interested, or Don’t Use).

The mean values for current interest and are presented in Figure 12. Students reported currently using and maintaining the most current interest in personal email, texting and Rio Hondo email. The lowest current usage and interest was associated Facebook®, Twitter® and LinkedIn®, mediums popularly associated with social communications generally. More student interest and usage was reported with respect to YouTube®, Instagram® and Snapchat®.

Figure 12. Student Social Media Interest and Use



Students were also surveyed regarding the Rio Hondo website, specifically the ease of navigation, locating information, visual appeal, and if they would recommend the site for locating information about the college. Students were generally in agreement that the website delivered on all counts (Table 19).

Table 19. Student Perceptions of Rio Hondo Website Usefulness

Survey Items	Mean 2016
The Rio Hondo website is easy to navigate.	3.92
The Rio Hondo website is easy to find information on.	3.79
The Rio Hondo website is visually appealing to me.	3.69
I would recommend the Rio Hondo website as a source to other students for finding information about the college.	3.89

Factor Analysis

As a check on the various themes the survey instrument is designed to capture and represent, factor analysis was run on the entire set of scaled questions totaling sixty-one items. Using a principal components extraction and varimax rotation for eight survey themes, 54 questions loaded on eight factors (See Appendix 13).

Most factors from the employee instrument comprise sets of clearly aligned survey items that gel together and are fairly self-explanatory (e.g. governance, support for diversity, perceptions of safety). However one factor stood out in terms of the number and variety of items that loaded as components,

and the competing themes the different survey items addressed. Upon closer look at the thirteen disparate items that loaded onto the factor with the highest factor scores of any set, it appeared that two themes were actually loading as one (Table 20). Using a coin as a metaphor, it appeared that two themes, supervisory relations and communication and feedback were opposite sides of the same coin. Employees do not distinguish their supervisor’s competencies at various supervisory skills from their ability to communicate clearly and provide feedback. For all intents and purposes, they are considered one in the same by employees.

Table 20. Factor Analysis

Survey Item	Factor Score
My supervisor provides useful feedback on my job performance.	.810
I receive recognition for doing a good job.	.745
I receive feedback that my work contributes to the overall success of the college.	.665
Opportunities are available for me to make suggestions for improvements at my department or unit level.	.570
I receive clear information about events/decisions in my department/program.	.731
I receive clear information about events/decisions in my division/unit.	.729
I receive clear information about events/decision in a timely manner.	.697
My immediate supervisor does a good job in communicating decisions to me.	.872
My supervisor is competent at doing his/her job.	.871
My supervisor treats people fairly.	.858
My supervisor acknowledges good work.	.893
My supervisor encourages me to develop and grow.	.851
My supervisor values my opinions and ideas.	.902

Appendix 1. Survey Instrumentation and Analysis

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 model similar surveys employed by Cypress and San Bernardino Valley Colleges. The surveys are administered in paper format and prepared through a scannable software program for ease of recording, managing, and analyzing data.

Thirteen items were added to the current employee surveys, and an additional four were removed from the previous version, while thirty-four items were added to the current student surveys, and an additional four were removed. For both the employee and student surveys, 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”=5. Additional items in the student survey are scaled on frequency (e.g., “Never,” “Once or twice a week,” etc.) and others on interest (e.g., “No interest at all,” “Very interested”). An N/A option was available for some items. In addition, one open-ended question was asked of both student and employee survey respondents providing an opportunity for comments related to campus climate and general suggestions for improvement.

Implementation

The fall 2016 RHC Climate Survey was completed by employees and students between October 19 and November 11, 2016.

All RHC employees were targeted for this current year’s climate survey. Just prior to the distribution of the employee climate survey, there were 970 employees at the college: Administrators/Confidential (2.2%); Classified (27.5%); Full-time Faculty (26.7%); Part-time Hourly (10%); and, Part-time Faculty (26.9%). 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 448 of the 970 employees completed the survey yielding a 46.2% response rate.

There were 16,890 students enrolled during Fall of 2016 (unduplicated headcount). The IRP staff employed a random selection process of course sections prior to administering the student climate survey. Course sections not eligible for sampling included: cancellations; no day or time listing (e.g., Virtual College); no location listing; off the main campus; initiated after October 15; concluded before November 18; enrolled fewer than six students. There were 928 eligible course sections remaining from which 33 sections with 1,000 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 588 of 1,000 students completed the survey yielding a 58.8% response rate – representing an 11% decrease from the 2014 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 2014 climate surveys. Only differences of 0.10 or greater, in either direction, 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.

Appendix 2. Campus Climate Survey Employee Memo



INSTITUTIONAL RESEARCH AND PLANNING

DATE:	October 24, 2016
TO:	Frank Accardo Arts and Cultural Programs
FROM:	Lydia Gonzalez & Howard Kummerman Institutional Effectiveness Committee Co-Chairs
SUBJECT:	Campus Climate Survey

Dear Frank,

All Rio Hondo College employees are invited to participate in the 2016 Campus Climate Survey. Please complete the survey and help the college accurately assess the campus climate. Your participation is crucial to provide important feedback leading to open dialogue and campus improvement. The anonymous survey will take approximately 10 minutes to complete.

Please remove the memo and place your completed survey (DO NOT FOLD) back into the original envelope and return it to the mailroom by **Friday, November 4, 2016**.

We appreciate your time and participation!

Please call or e-mail Howard Kummerman or Lydia Gonzalez if you have any questions or concerns about the survey.

Howard Kummerman: 562-908-3412 E-mail: howard.kummerman@riohondo.edu
Lydia Gonzalez: E-mail: lokelberry@riohondo.edu

Thank you!

Appendix 3. 2016 Employee Climate Survey



2016 EMPLOYEE CLIMATE SURVEY

Thank you for participating in this year's Campus Climate Survey. Your candid feedback is needed to help the college plan and make improvements. The survey takes about 10 minutes to complete. Every response is anonymous and will never be traced to any individual or department. The Institutional Effectiveness Committee greatly appreciates your time and thoughtful effort.

Please use **BLACK INK** only.

Answer Selection: Correct = ● Incorrect = ✕ ☑ ⊕

Mark your level of agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Job Satisfaction	1	2	3	4	5	
1. Overall, I am satisfied with my job at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. At this point in my career, I feel my present position satisfies my professional goals and aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. My supervisor provides useful feedback on my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. I know what is expected of me and my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. My position allows me to make independent decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. I feel pressure to accomplish too many tasks and priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. I am satisfied with the opportunities for advancement at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. My job allows me to learn new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. I have the necessary supplies/equipment to complete my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. I receive recognition for doing a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. I get a feeling of personal satisfaction from my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. I receive feedback that my work contributes to the overall success of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Opportunities are available for me to make suggestions for improvements at my department or unit level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. I feel that my job contributes to RHC's overall mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Communication	1	2	3	4	5	
15. I receive clear information about events/decisions in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I receive clear information about events/decisions in my division/unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I receive clear information about events/decision in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My immediate supervisor does a good job in communicating decisions to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My co-workers keep me informed of campus events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. There is adequate coordination among departments and divisions on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I prefer to receive information about events/decisions via electronic forms (e.g., email, eMessenger, Presidents Monthly Update)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I prefer to receive information about events/decisions via verbal communications (e.g., supervisor, co-workers, phone call)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2016 EMPLOYEE CLIMATE SURVEY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Campus Relationships	1	2	3	4	5
23. I enjoy the people I work with at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My co-workers in my office/department are competent at doing their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My co-workers in my office/department are supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My supervisor is competent at doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My supervisor treats people fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My supervisor acknowledges good work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. My supervisor encourages me to develop and grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. My supervisor values my opinions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I feel a sense of team spirit exists at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mark your level of agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Governance	1	2	3	4	5	
32. I have confidence in the effectiveness of the administration at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I am aware of the appropriate channels for making suggestions that will be heard at the institutional level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I participate meaningfully in the governance process at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. A good cross-section of constituent groups (faculty, management, classified, students) participate meaningfully in the governance process at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Decisions made on campus align with the college's goals and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The opinions of students are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. The opinions of employees are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I am optimistic about what can be achieved through participatory governance at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. My constituent group representative(s) expresses the issues/concerns of my group well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. My constituent group representative(s) keeps me informed about important decisions and issues/concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. The constituent groups on campus work collaboratively towards the achievement of college goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I am satisfied with the opportunity I have to participate in the governance process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2016 EMPLOYEE CLIMATE SURVEY

Mark your level of agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Diversity and Equity						
44. I have seen students or groups of students treated unfairly by school employees.	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. RHC is equally supportive of all genders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. RHC is equally supportive of all racial/ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. RHC is equally supportive of people with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. RHC is equally supportive of veterans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. RHC is equally supportive of foster youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. RHC takes active steps to support and promote diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Safety						
51. I feel safe walking on campus during the daytime.	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I feel safe walking on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I feel my car is safe when it is parking on campus during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. I feel my car is safe when it is parked on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. I feel there is adequate lighting on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. I feel the campus 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"/>
57. RHC does enough to protect employees from harm on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RHC Environment						
59. I am satisfied with the general upkeep of the campus.	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I am satisfied with the variety of food/drink options on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. I am satisfied with the general upkeep of the classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. I am satisfied with the general upkeep of the labs on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. Do you have any comments about your experience as a Rio Hondo College employee?



2016 EMPLOYEE CLIMATE SURVEY

64. Please indicate employee type:

- Part-Time Hourly Full-Time Faculty Administration/Confidential
 Classified (Part-time and Full-time) Part-Time Faculty Prefer not to say

65. What is your current gender identity?

- Female Male Transgender Other (please specify) _____
 Prefer not to disclose

66. Ethnic Background (Choose all that apply.)

- Asian/Asian-American Hispanic/Latino White/Caucasian
 Black/African-American Native American/Alaskan Two or more races
 Filipino Pacific Islander Other

67. How long have you worked at the College?

- Less than one year 6 to 10 years 16 to 20 years Prefer not to say
 1 to 5 years 11 to 15 years 21 years and greater

Thank you very much for your time and effort. Your feedback is tremendously important.

Appendix 4. Climate Survey Dean Memo

Hello [Add Dean],

This email is to inform you that the following sections and faculty in your division have been selected as part of the random sample of students who will be asked to complete the Campus Climate Survey this year. The 2016 sample includes the following sections from your division.

COURSE	INSTRUCTOR	BUILDING	ROOM	DAYS	START	END
--------	------------	----------	------	------	-------	-----

The sections above have been selected for the sample. The class(es) below have been selected as potential alternate class(es).

COURSE	INSTRUCTOR	BUILDING	ROOM	DAYS	START	END
--------	------------	----------	------	------	-------	-----

Institutional Research & Planning (IRP) staff will contact faculty directly seeking their permission to administer the survey during class time, and determine the most convenient day and time for the instructor.

Administration of the survey is planned to take place from **October 24th through November 4th**.

At the time of survey administration, an IRP staff member will introduce themselves, talk a little about the survey, distribute, and collect the survey. IRP requests about 15 minutes of class time to administer and collect the surveys.

We appreciate your support in completing this project. If you have any questions about this process, please reply to this e-mail or call me at 562-463-7251.

Thank you for your time and consideration.

[IRP Staff]

Appendix 5. Climate Survey Faculty Memo

Hello [Add Instructor],

Your [Course Title, Meeting Day and Time] course has been randomly selected from the schedule of classes to participate in the student sample of this year's Rio Hondo College Campus Climate Survey. THIS IS NOT an assessment of you or the course. Survey questions pertain to students' perceptions about the campus: relationships, services, the physical environment, etc. Their responses are used to support RHC's ongoing planning process.

Your participation is essential and greatly appreciated. The responses from your students help to create a representative body of information about student experiences and perceptions at RHC.

The Institutional Research and Planning Office (IRP) requests about 15 minutes of class time to administer and collect the surveys. IRP staff members plan to administer the survey from **October 24th through November 4th**.

Please respond to this email to confirm your participation and provide the day and time that would be most convenient for your schedule.

If you have any questions about this process, please reply to this e-mail or call me at 562-463-7251.

Thank you for your time and consideration.

[IRP Staff]

Appendix 6. Climate Survey Student Protocol

STUDENT CAMPUS CLIMATE SURVEY PROTOCOL

Hi, my name is _____. I work for the college in the Office of Institutional Research and Planning.

Every 2 years our office conducts a Campus Climate Survey of students and employees. This class was randomly selected to be in the student sample.

The survey is **your** opportunity to communicate about your experiences and opinions as a Rio Hondo College student. It takes about 10 minutes to complete the survey. This survey is **not** about your instructor or this class, but about your overall experience at the college.

The results will be compiled and used to inform the college's ongoing planning process. A report on the results will be posted on the college's website in a couple of months. Previous years' reports may be found on the Institutional Research and Planning pages of the RHC website.

All results will be reported for groups and your individual responses are completely anonymous. Please **DO NOT** write your name anywhere on the survey. Please answer each question honestly. If you choose not to answer any question, it will not affect your status in this class or the college in any way. At the end of the survey, there is a space for you to add any additional comments you would like to offer.

If you are under the age of 18, please **do not** complete the survey. If you have taken this survey recently in another class, please **do not** take it again. Do any of you think you have taken the survey recently?

[If YES, then after everyone has received the survey, confirm by asking the student(s) if they recognize it.]

Please use a black pen to answer the survey and fill in the bubbles completely. If you need a black pen, I can lend you one. Before we start, are there any questions?

[PASS OUT THE SURVEY.]

[If students have questions, you—rather than the instructor—should answer the questions. Do not interpret/paraphrase a question. You may tell the student to "answer as best you can" or "answer in terms of what the question means to you."]

[Collect the surveys as you see fit, either as they finish or all at once.]

On behalf of Rio Hondo College, I thank you for sharing your experiences and supporting the ongoing improvement of our college.

Course: Instructor: Meeting Days: Times: Building: Room: Enrollment:

APPOINTMENT DATE & TIME: _____ **IRP STAFF:** _____
SURVEYS COMPLETED _____

Appendix 7. 2016 Student Climate Survey



2016 STUDENT CLIMATE SURVEY

Rio Hondo College (RHC) is conducting a study of how well we are serving our students. This study consists of a student survey, where we ask for your honest feedback about the college. Your input is tremendously important to us and we are grateful you are taking the time to participate. The survey takes approximately 10 minutes to complete. Every response will be anonymous and will never be traced to any individual student. Please do not take this survey more than once. Thank you for your help.

Please use **BLACK INK** only.

Answer Selection: Correct = ● Incorrect = ✗ ✓ ⊖

Mark your level of agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Student Academic and Support Needs					
1. I am satisfied with my academic experiences at RHC.	1	2	3	4	5
2. I would recommend RHC to a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. RHC counselors have helped me plan my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. RHC counselors are very knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. RHC counselors have helped me identify my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My instructors are very knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. RHC instructors come to class well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am satisfied with the quality of instruction and teaching at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am satisfied with the variety of courses offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Courses I need are offered at times that are convenient to my schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My courses are preparing me to achieve my educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I know where to get help for my educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. There is a good support system on campus for students going through difficult times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Campus Relationships					
14. My RHC instructors are sensitive to my needs.	1	2	3	4	5
15. My RHC instructors work hard to help me succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It is easy to talk to instructors about my questions & concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. RHC counselors work hard to help me succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. RHC employees (non-instructors) have treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. RHC employees (non-instructors) have been helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have friends at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I have met a lot of nice people on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Other students have treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I like to talk to my classmates outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The RHC Board/Administration takes students' needs into consideration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Inclusion and Campus Life					
25. Students are asked for their ideas when important decisions are made on campus.	1	2	3	4	5
26. I like the environment at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I feel like I am a part of the RHC community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I am aware of the opportunities to join clubs and participate in campus student activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I like to participate in campus student activities (Guest Speakers, Club Fairs, Rio Games, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I am satisfied with the clubs/student activities on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I am happy to be at RHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I enjoy attending RHC athletic events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2016 STUDENT CLIMATE SURVEY

Mark your level of agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Diversity and Equity	1	2	3	4	5	
33. I am satisfied with the diversity among RHC instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
34. I am satisfied with the diversity among RHC non-instructional staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
35. I am satisfied with the diversity among other RHC students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36. From RHC classes and activities, I have a better understanding of people with backgrounds different from mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
37. Instructors, staff and administrators at RHC treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
RHC Environment	1	2	3	4	5	
38. I am satisfied with the general upkeep of the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
39. I am satisfied with the variety of food/drink options on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
40. I am satisfied with the availability of restrooms on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
41. I am satisfied with the availability of electrical outlets for charging electronic devices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
42. I am satisfied with the availability of study areas on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
43. I am satisfied with the availability of outdoor gathering areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
44. I am satisfied with the Wi-Fi reception available on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
45. I am satisfied with the availability of water fountains on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Campus Safety	1	2	3	4	5	
46. I feel safe walking on campus during the daytime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I feel safe walking on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I feel safe using the bus stop below campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I feel safe waiting for the campus shuttle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I feel my car is safe when it is parked on campus during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I feel my car is safe when it is parked on campus at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I feel the campus has adequate lighting at night.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I feel the campus 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"/>
54. RHC does enough to protect students from harm on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Usage	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Every day	
Think about how you typically spend your time on campus, outside of your classes (THIS SEMESTER), and rate how often you participate in the following:	0	1	2	3	4	
55. Hang out by myself or with friends outdoors on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
56. Hang out and/or eat at the Café Rio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
57. Spend time in a Computer Lab on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
58. Spend time in the Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
59. Study alone or in groups on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
60. Visit my instructors during their office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
61. Participate in Club/Student Organization activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
62. Exercise (Fitness Center, run uphill, use the track, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
63. Utilize on-campus tutoring (LAC, MSC, Gateway, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



2016 STUDENT CLIMATE SURVEY

Mark how often you CURRENTLY use each media outlet to get <u>general information</u> about Rio Hondo College	1-2 times per semester	1-2 times per month	Once a week	2-3 times a week	Every day	Don't Use
	1	2	3	4	5	
64. My.RioHondo.edu Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Personal Email (Yahoo, Gmail, Hotmail, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Text Messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. You Tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How INTERESTED are you in using each media outlet to get <u>general information</u> about Rio Hondo College	No interest at all	Not very interested	Neutral	Somewhat Interested	Very Interested	Don't Use
	1	2	3	4	5	
73. My.RioHondo.edu Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Personal Email (Yahoo, Gmail, Hotmail, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Text Messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. You Tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mark your level of agreement with the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
RHC Website	1	2	3	4	5
82. The Rio Hondo website is easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. The Rio Hondo website is easy to find information on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. The Rio Hondo website is visually appealing to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. I would recommend the Rio Hondo website as a source to other students for finding information about the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2016 STUDENT CLIMATE SURVEY

86. Is there anything else you would like the College to know about your experiences here at RHC?

87. What is your age?

- 19 yrs or younger
- 20 to 24 yrs
- 25 to 29 yrs
- 30 to 39 yrs
- 40 to 49 yrs
- 50 yrs or older

88. What is your current gender identity?

- Female
- Male
- Transgender
- Other (please specify) _____
- Prefer not to disclose

89. Ethnic Background (Choose all that apply.)

- Asian/Asian-American
- Black/African-American
- Filipino
- Hispanic/Latino
- Native American/Alaskan
- Pacific Islander
- White/Caucasian
- Two or more races
- Other

90. How many years have you ATTENDED Rio Hondo College?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 + years

91. How many hours a week do you currently work?

- Not working
- 1 to 9 hours
- 10 to 19 hours
- 20 to 29 hours
- 30 to 39 hours
- 40 + hours

92. Indicate which of the following resources you utilize? (Choose all that apply.)

- CalWORKS
- Veteran Services
- Other (Please specify): _____ (MESA/CARE/etc.)
- Disabled Students Program (DSPS)
- Extended Opportunity Program (EOPS)
- TRIO
- Foster/Kinship care Education & Independent Living Program

Thank you very much for your time and effort. Your feedback is tremendously important.

Appendix 8. Climate Survey Employee Descriptive Statistics

Survey Question	N	Min.	Max.	Mean	Std. Deviation
Overall, I am satisfied with my job at RHC.	446	1	5	4.27	.824
At this point in my career, I feel my present position satisfies my professional goals a	445	1	5	3.81	1.137
My supervisor provides useful feedback on my job performance.	438	1	5	3.82	1.065
I know what is expected of me and my job.	445	1	5	4.35	.722
My position allows me to make independent decisions.	438	1	5	4.10	.969
I feel pressure to accomplish too many tasks and priorities.	441	1	5	2.81	1.188
I am satisfied with the opportunities for advancement at RHC.	445	1	5	3.21	1.173
My job allows me to learn new skills.	440	1	5	3.87	.966
I have the necessary supplies/equipment to complete my job.	443	1	5	3.59	1.129
I receive recognition for doing a good job.	442	1	5	3.49	1.101
I get a feeling of personal satisfaction from my work.	442	1	5	4.34	.758
I receive feedback that my work contributes to the overall success of the college.	442	1	5	3.42	1.144
Opportunities are available for me to make suggestions for improvements at my department or unit level.	443	1	5	3.70	1.043
I feel that my job contributes to RHC's overall mission and goals.	440	1	5	4.30	.770
I receive clear information about events/decisions in my department/program.	439	1	5	3.80	1.078
I receive clear information about events/decisions in my division/unit.	435	1	5	3.73	1.080
I receive clear information about events/decision in a timely manner.	437	1	5	3.66	1.087
My immediate supervisor does a good job in communicating decisions to me.	432	1	5	3.81	1.136
My co-workers keep me informed of campus events.	430	1	5	3.77	.980
There is adequate coordination among departments and divisions on campus.	411	1	5	3.15	1.095
I prefer to receive information about events/decisions via electronic forms (e.g., email, eMessenger, Presidents Monthly Update)	428	1	5	4.13	.850
I prefer to receive information about events/decisions via verbal communications (e.g., supervisor, co-workers, phone call)	436	1	5	3.04	1.032
I enjoy the people I work with at RHC.	443	2	5	4.36	.652
My co-workers in my office/department are competent at doing their jobs.	442	1	5	4.25	.795
My co-workers in my office/department are supportive.	440	1	5	4.20	.800
My supervisor is competent at doing his/her job.	435	1	5	4.09	.972
My supervisor treats people fairly.	435	1	5	3.99	1.056
My supervisor acknowledges good work.	434	1	5	3.93	1.016
My supervisor encourages me to develop and grow.	434	1	5	3.83	1.067
My supervisor values my opinions and ideas.	434	1	5	3.87	1.045
I feel a sense of team spirit exists at RHC.	440	1	5	3.74	1.061
I have confidence in the effectiveness of the administration at RHC.	421	1	5	3.51	1.006
I am aware of the appropriate channels for making suggestions that will be heard at the institutional level.	423	1	5	3.40	1.000
I participate meaningfully in the governance process at RHC.	381	1	5	3.17	1.012

A good cross-section of constituent groups (faculty, management, classified, students) participate meaningfully in the governance process at RHC.	395	1	5	3.49	.919
Decisions made on campus align with the college's goals and mission.	408	1	5	3.54	.916
The opinions of students are given appropriate weight in matters of institutional importance.	395	1	5	3.33	.912
The opinions of employees are given appropriate weight in matters of institutional importance.	407	1	5	3.23	.998
I am optimistic about what can be achieved through participatory governance at RHC.	403	1	5	3.59	.951
My constituent group representative(s) expresses the issues/concerns of my group well.	388	1	5	3.66	.928
My constituent group representative(s) keeps me informed about important decisions and issues/concerns.	393	1	5	3.73	.902
The constituent groups on campus work collaboratively towards the achievement of college goals.	387	1	5	3.68	.852
I am satisfied with the opportunity I have to participate in the governance process.	387	1	5	3.59	.913
I have seen students or groups of students treated unfairly by school employees.	418	1	5	2.20	1.203
RHC is equally supportive of all genders.	432	1	5	4.17	.791
RHC is equally supportive of all racial/ethnic groups.	433	1	5	4.07	.928
RHC is equally supportive of people with disabilities.	433	1	5	4.12	.888
RHC is equally supportive of veterans.	425	1	5	4.22	.767
RHC is equally supportive of foster youth.	390	1	5	4.08	.799
RHC takes active steps to support and promote diversity.	428	1	5	4.08	.861
I feel safe walking on campus during the daytime.	438	1	5	4.39	.730
I feel safe walking on campus at night.	402	1	5	3.67	1.133
I feel my car is safe when it is parking on campus during the day.	433	1	5	3.89	1.061
I feel my car is safe when it is parked on campus at night.	395	1	5	3.48	1.171
I feel there is adequate lighting on campus at night.	399	1	5	3.32	1.189
I feel the campus is prepared in case of an emergency.	431	1	5	3.17	1.224
RHC does enough to protect employees from harm on campus.	427	1	5	3.28	1.113
I am satisfied with the general upkeep of the campus.	437	1	5	3.36	1.291
I am satisfied with the variety of food/drink options on campus	415	1	5	2.57	1.274
I am satisfied with the general upkeep of the classrooms.	400	1	5	3.05	1.264
I am satisfied with the general upkeep of the labs on campus.	327	1	5	3.18	1.199

Appendix 9. Climate Survey Student Descriptive Statistics

Survey Question	N	Min.	Max.	Mean	Std. Deviation
I am satisfied with my academic experiences at RHC.	584	1	5	4.09	.768
I would recommend RHC to a friend.	587	1	5	4.19	.778
RHC counselors have helped me plan my education.	586	1	5	3.85	1.008
RHC counselors are very knowledgeable.	587	1	5	3.84	.917
RHC counselors have helped me identify my career goals.	582	1	5	3.45	1.051
My instructors are very knowledgeable.	581	1	5	4.30	.722
RHC instructors come to class well prepared.	587	1	5	4.26	.747
I am satisfied with the quality of instruction and teaching at RHC.	584	1	5	4.12	.782
I am satisfied with the variety of courses offered.	583	1	5	3.97	.851
Courses I need are offered at times that are convenient to my schedule.	587	1	5	3.49	1.054
My courses are preparing me to achieve my educational goals.	584	1	5	4.18	.740
I know where to get help for my educational needs.	582	1	5	4.05	.846
There is a good support system on campus for students going through difficult times.	580	1	5	3.66	.898
My RHC instructors are sensitive to my needs.	586	1	5	3.61	.866
My RHC instructors work hard to help me succeed.	587	1	5	3.95	.805
It is easy to talk to instructors about my questions & concerns.	586	1	5	4.01	.795
RHC counselors work hard to help me succeed.	583	1	5	3.74	.923
RHC employees (non-instructors) have treated me with respect.	585	1	5	3.99	.827
RHC employees (non-instructors) have been helpful.	584	1	5	3.96	.792
I have friends at RHC.	586	1	5	3.94	1.011
I have met a lot of nice people on campus.	585	1	5	4.03	.889
Other students have treated me with respect.	583	1	5	4.15	.752
I like to talk to my classmates outside of class.	577	1	5	3.67	1.032
The RHC Board/Administration takes students' needs into consideration.	564	1	5	3.59	.860
Students are asked for their ideas when important decisions are made on campus.	586	1	5	3.32	.890
I like the environment at RHC.	588	1	5	4.01	.769
I feel like I am a part of the RHC community.	584	1	5	3.51	.994
I am aware of the opportunities to join clubs and participate in campus student activities.	588	1	5	3.68	1.001
I like to participate in campus student activities (Guest Speakers, Club Fairs, Rio Games, etc.).	585	1	5	2.88	1.005
I am satisfied with the clubs/student activities on campus.	584	1	5	3.33	.851
I am happy to be at RHC.	588	1	5	3.97	.860
I enjoy attending RHC athletic events.	585	1	5	3.02	1.019
I am satisfied with the diversity among RHC instructors.	586	1	5	4.00	.735
I am satisfied with the diversity among RHC non-instructional staff.	585	1	5	3.90	.788
I am satisfied with the diversity among other RHC students.	585	1	5	3.96	.782
From RHC classes and activities, I have a better understanding of people with backgrounds different from mine.	586	1	5	3.83	.848
Instructors, staff and administrators at RHC treat students fairly.	582	1	5	4.00	.801
I am satisfied with the general upkeep of the campus.	586	1	5	3.93	.889
I am satisfied with the variety of food/drink options on campus.	586	1	5	3.31	1.152
I am satisfied with the availability of restrooms on campus.	584	1	5	3.76	1.010

I am satisfied with the availability of electrical outlets for charging electronic devices.	587	1	5	3.43	1.029
I am satisfied with the availability of study areas on campus.	586	1	5	3.75	.955
I am satisfied with the availability of outdoor gathering areas.	582	1	5	3.77	.888
I am satisfied with the Wi-Fi reception available on campus.	582	1	5	3.21	1.269
I am satisfied with the availability of water fountains on campus.	585	1	5	3.24	1.077
I feel safe walking on campus during the daytime.	573	1	5	4.42	.663
I feel safe walking on campus at night.	534	1	5	3.73	1.089
I feel safe using the bus stop below campus.	427	1	5	3.75	.932
I feel safe waiting for the campus shuttle.	429	1	5	3.92	.906
I feel my car is safe when it is parked on campus during the day.	525	1	5	3.94	.992
I feel my car is safe when it is parked on campus at night.	491	1	5	3.57	1.166
I feel the campus has adequate lighting at night.	521	1	5	3.48	1.149
I feel the campus is prepared in case of an emergency.	552	1	5	3.64	.933
RHC does enough to protect students from harm on campus.	559	1	5	3.66	.915
Hang out by myself or with friends outdoors on campus	586	0	4	2.19	1.363
Hang out and/or eat at the Café Rio	583	0	4	1.35	1.246
Spend time in a Computer Lab on campus	579	0	4	1.69	1.351
Spend time in the Library	583	0	4	1.94	1.286
Study alone or in groups on campus	583	0	4	1.93	1.341
Visit my instructors during their office hours	582	0	4	.96	1.080
Participate in Club/Student Organization activities	580	0	4	.57	1.045
Exercise (Fitness Center, run uphill, use the track, etc.)	584	0	4	1.16	1.486
Utilize on-campus tutoring (LAC, MSC, Gateway, etc.)	586	0	4	.93	1.247
My.RioHondo.edu Email	583	0	5	3.27	1.488
Personal Email (Yahoo, Gmail, Hotmail, etc.)	582	0	5	4.13	1.455
Text Messaging	579	0	5	3.49	2.047
Facebook	581	0	5	1.94	2.155
Twitter	578	0	5	1.31	1.994
Instagram	582	0	5	2.24	2.280
LinkedIn	579	0	5	.56	1.316
Snapchat	581	0	5	2.30	2.331
You Tube	580	0	5	2.56	2.172
My.RioHondo.edu Email	579	0	5	3.59	1.399
Personal Email (Yahoo, Gmail, Hotmail, etc.)	578	0	5	3.81	1.448
Text Messaging	577	0	5	3.27	1.724
Facebook	576	0	5	2.14	1.839
Twitter	577	0	5	1.72	1.773
Instagram	575	0	5	2.33	1.861
LinkedIn	576	0	5	1.31	1.594
Snapchat	579	0	5	2.32	1.883
You Tube	579	0	5	2.62	1.859
The Rio Hondo website is easy to navigate.	581	1	5	3.92	.826
The Rio Hondo website is easy to find information on.	581	1	5	3.79	.888
The Rio Hondo website is visually appealing to me.	581	1	5	3.69	.885
I would recommend the Rio Hondo website as a source to other students for finding information about the college.	580	1	5	3.89	.862

Appendix 10. Climate Survey Employee Open-ended Responses

#	Employee Comment
1	I believe we have more extensive maintenance needs that our classified staff can handle. Classroom carpets + office need cleaning & vacuuming and I know we do not have enough staff to do this.
2	I believe that providing further opportunities for advancement, promotion, or development would retain some of our best and brightest. Providing pathways for advancement would also help improve morale and our campus climate. Furthermore, I believe that the Administration needs to invest time and resources in a leadership succession plan so that the next generation of leaders are ready to lead the College when the current generation retires.
3	Floor in classroom A teach is clean! (Floors in classrooms appear clean) Tables and equipment are not clean broken chairs are not removed students work is left on top of file cabinet.
4	1. Tired of rotten egg smell around Rio Hondo. 2. Advancement is nearly impossible. 3. The pay for the same job compared to other colleges is unbelievably low.
5	There is a palpable lack of leadership and direction at the college. The faculty do not have clear vision of where the college is going and there are unclear paths of communication from top to bottom and also from bottom to top. When faculty or other staff make requests for small purchases or request repairs it seems that their local supervisors have no local control and have to go all the way to the Presidents' office to have these requests met. There is no system in place to make these types of requests efficiently accommodated. There is no clear plan as to how our off-site centers are handling their enrollments and there appears to be no clear idea as to whether the off-site centers are handling enrollment and there appears to be no clear idea as to whether the centers are really adding to our FTES. I am very concerned about this lack of leadership.
6	Overall good learning experiences. Q. 38 opinions of employees in positions that are 1st point of contact are often overlooked. In matters of Institutional importance RHC has a history of proceeding ahead with changes ignoring the perspective and "know how" employees. After other methods are exhausted then decision takers circle back after multiple failures or disappointing results to get, (listen) to employee feedback. Q 59: disagree. Need more routine maintenance of high foot traffic areas. (power wash walkways, corridors) maintain areas with peeling paint to eliminate dirt, unsightly stains.
7	Rio Hondo needs cleaner better maintained facilities. Food at Rio Hondo is lacking at best. Can we fix the heat... please? We need more staff to maintain the school.
8	We have some of the best faulty and staff. However, our facilities are horrible. We need upgraded equipment, clean walls, better student chairs, clean bathrooms and heat. Everything is always breaking down. We need more custodians and IT staff. Every building should have a custodian assigned to it. Some of our classrooms are embarrassing.
9	There is a general fear of innovation and new ideas at RHC. Plus I've experienced situations where other administrators have expressed a fear of the president. Campus is dirty; why can't we do a major power-wash - There is too much of a "We've never done it that way before" attitude. - campus itself is dull; why can't we add color and personality through public art, printed murals, or other things to brighten up the campus. - FOOD SERVICE IS HORRIBLE!
10	Unfortunately, There isn't one clean (nor updated) restroom on campus; they are filthy, unsanitary, and dated. I would love not to hold my breath nor feel like I need to replace my shoes after using stated facilities.
11	It is demoralizing to have to leave campus to get food that has some variety and can be provided in a timely manner. When will we address this? I also believe we are not adequately prepared for either a man-made (violence) or natural disaster on campus. There is no common understanding of how/when we will know how to evacuate or shelter in place, for example.
12	It's a shame how Rio Hondo has changed. Only money is important. There is no respect for employees. The moral is at its worst.
13	A majority of my time has been exceedingly satisfying. We had sometimes that were not pro-workers, but I believe we have overcome those obstacles. I look forward to working with everyone to make RHC a premier college.

14	a) don't believe in governance-school goes bad teachers don't get fired president does. B) don't believe in diversity + equity - 2 kinds of people nice people + jerks. C) not your business who I associate with d) why don't you spend your time + money in improving the school + not this wasted stuff.
15	We need more custodians on campus. The rooms look dusty & shabby. The restrooms need additional cleaning . The food takes to long to grab lunch w. Only 1/2 hr. The lines are too long and the food choices are lacking. More food choices, more cashiers & more servers are needed, especially @ peak lunch hours
16	The area in back of the Wray theatre needs to be cleaned up. Many visitors pass through that area and the planters are full of dirt. The large trash cans are out in the open. The side wall is cracked. This area is where family and friends come to see our students perform at events or cultural arts events. It looks dirty & old. Not very welcoming
17	Looks like it is in the 60s
18	Campus needs healthier food options and more variety for staff and students. Campus needs a robust recycling program (How can Rio be branded a school that teaches environmental tech/principals, while not recycling??) Campus needs to invest into the aesthetics on campus, such as art work, murals, fountains, outdoor seating, etc. We need to make this campus more appealing for our current/prospective students.
19	[Director] is the worst!
20	The campus is a pig sty, and this is not the fault of the facilities. There is no investment in the campus infrastructure. The president fails to lead. She shows no understanding of what we do.
21	1. Lighting + steps in employee parking need repair. Steps to staff parking (big wall) from admin building have chips = cracks on them we could fall + slip. 2. My dean is verbally abusive - she has yelled at us in Division meeting "Shame on you! Shame on you!" when a faculty contacted RHC union. 3. My dean talks negatively about faculty to other faculty and calls other faculty "smart ass" in a public meeting. She unfortunately is very authoritarian + does not return our emails 90% of the time. I am very sad that she has created an uncivil + hostile work environment though she has put very good infrastructure in our program. She has treated faculty + support staff with aggression + disrespect.
22	1. Climate on the upswing at RHC. 2. While our primary product is education, that doesn't get reflected in email updates, board agendas, etc. I'd like to see more of a spotlight on instruction.
23	Campus does not look like a first rate learning institution. Severe lack of upkeep, toilets out of order, general filth and neglect. Good people, poor maintenance.
24	Students are absolutely wonderful and they deserve the best that we staff, administrators & faculty have to offer.
25	Temperature control problems persistent. Concerns regarding evacuation issues for disabled students from the science building third floor.
26	I really enjoy working here and the people I work with.
27	Rules, procedures, processes, and courses are changed without feedback or due process
28	Great students. Better attitudes & motivation than other schools I've taught at.
29	I would like to be able to walk to and from my car without walking through many people smoking cigarettes. The smell lingers on me.
30	College facilities need a lot of improvement. Bathrooms are filthy, Bathrooms have leaky pipes and spill sewage. The older parts of the campus looks very bad! It needs paint, new flooring, and the whole campus is dirty. Classrooms and offices need cleaning. Safety is an issue! Many unsafe places.
31	I am newly hired and have only been a part of the college for a couple of months. Also, I spend most of my time at the fire academy grounds.
32	RHC has improved the campus environment, we still have some improvements to do however.
33	I really enjoy working at Rio Hondo College.
34	Parking is an issue. Also, the lack of rule abiding drivers is a problem, especially at the bottom of the hill on North Dr. & Workman Mill Rd.
35	I'm satisfied with my experience @ RHC. There is always room for growth and improvement but as a unit we will work towards that
36	Overall, I really like working here.

37	I have been blessed with this opportunity working at Rio Hondo. I have learned so much and believe we do have the support from our administration.
38	I teach in A202; The class is too small for 30+ students. There is very little room to move about. I prefer teaching in LR119; the room is larger, and the equipment is newer.
39	I'm an adjunct instructor my experience at RHC has been very limited.
40	Overall, my experience has been great; However, the campus needs much maintenance inside and out. Either custodial do not have the time to keep restrooms clean or there is not enough staff. The restrooms are constantly leaking water or dirty/dusty. Weeds around campus are too long and labs are not cleaned often enough. Spiders and bugs everywhere & spider webs. Security does not walk/supervise the campus enough, in my opinion. Thank you.
41	bathrooms could be kept a lot cleaner.
42	Safety has always been a concern. Emergency evac? We have no campus police. Cars in student + faculty lots are broken into and stolen every semester. What about security cameras?
43	The bathrooms are particularly filthy even in the morning.
44	The science building is in need of serious repairs. The ac/heat situation leaves me + my students miserable I should not have to teach in 64 degree temps. We have leaks everywhere - unacceptable! And budget practices need to change. I've got state of the art media & computers & projectors in my class, but we don't have the budget for copies. I'm not happy about Rio Hondo administrations neglect of the math & sciences. I also make \$13 an hour less than what I make elsewhere. Pay people what they are worth or they will leave and you'll have only subpar teachers left.
45	To many spam emails. Too much emphasis on certain groups. No one excepts deans should have access to send emails to "ALL"
46	Mostly positive experiences during my tenure here at Rio Hondo College.
47	I am a new faculty member at RHC. I would like to comment that I have really enjoyed my experiences here thus far. I feel supportive and can sense that we are all working for the students. Thank you
48	Overall people on campus are extremely friendly more maintenance personal need to be hired our floors are discussing. Our department has a new leader and we have not evaluated her.
49	Maybe to include more diversity restaurants on campus, not just Rio Café.
50	RHC is a good college, I enjoy teaching here!
51	No confidence in Administration of college as it operates on haphazard governance system.
52	The walkways are filthy- gum/food & wrappers are frequently seen. I no longer purchase food on campus - it takes 30 mins to get something made, I order a salad - thought that would've been the simplest - no cooking. - by then lunch breaks are over. I always bring something for lunch.
53	Food + drink options are embarrassing. Very limited ! No salad or sandwiches. Remove dead trees from landscape. It's a fire hazard.
54	I love working at Rio Hondo College
55	I have never had a negative experience in over 10 years.
56	Too many emails. Hallways and floors in classrooms need mopping more often
57	Super./Coordinators have no decision making within Dept. Superv./Coordinators do not help supervise employee for their professional growth. Superv./coordinators complain more than acknowledging good work by their employees.
58	Rio Hondo College is a friendly, supportive, and interesting environment in which to teach and interact with faculty and students.
59	I enjoy being and teaching at this campus. My department has been very supportive of me. Thank you. On the other hand, I hope that the prices for textbooks can drop drastically so they are more affordable to the students.
60	No communication between or within departments - Not enough custodial staff - and it shows. Few people can only do so much.
61	Does the Williams vs. State of CA lawsuit/settlement actions not apply to community colleges? Shouldn't we have safe clean facilities, too? The bathrooms are in need of repairs and upgrades.
62	Great place to work.

63	I love working for and with RHC campus community, and see much promise in its future. I hope as the years progress the administration is willing and able to continue satisfying the expressed needs of its constituents. Rio is a rare place, with rare people who make it what it has, is, and will be in years to come. Thank you for having me as a member. I know & feel blessed being counted as an integral member.
64	It is not apparent how one makes suggestions to the President or the board that will be heard. Campus facilities are in shambles, it's embarrassing. Unless grant money is available to fund professional development opportunities are in such severe competition for funding that innovation is not encouraged.
65	The Rio Café is always dirty. The counters need to be kept clean. It's really gross.
66	My supervisor position is in flux - hence the neural answer
67	It is an utterly wonderful place!
68	The campus needs a good "power wash" The halls, stairs are dirty. The paint is in good shape, it just needs to be cleaned.
69	We need more janitors to keep restrooms and classrooms cleaner.
70	The vending machines at Admin of Justice bldg. were not functioning for a long time. The only issue is job satisfaction. I enjoy my job here but feel Rio staff is not appreciated & recognized in pay as instructors. We are instructors too and spend more time & training with recruits. We are a huge impact to their foundation of their career.
71	Campus security needs better attention. Security should be a priority.
72	Not all departments realized that we all work for the same institution - if fellow employees can't treat co-workers with respect then how do you think they treat students. Too much favoritism/politics within the college. Administration makes decisions without speaking to the people actually doing the work.
73	I love working with the students and my fellow employees, but I cannot recommend this college. I feel that students and staff are denied proper maintenance and a safe environment. We are not up to code, we do not have parking, all the safety is a joke. We spend more efforts into saving money and building other campuses, than providing a solid foundation. I have grown numb to the failures brought on by our administration. We will never be able to compete with PCC, Citrus, Fullerton, ELAC, etc. Our leader has sacrificed our quality to save money... If we have no students, was it worth it? Pray for no earthquakes.
74	The bathrooms are never cleaned adequately. They are filthy in the LRC. Also the cashier should be able to give students change for a dollar when they need quarters for the parking meters.
75	Love it! Love it!
76	CIT courses should be taught online.
77	On the main campus the women's restroom are often not clean, but not because of the janitors students throw paper on the floor and water leaks on the floor in the LR building. Perhaps signs could be posted (as they do it at the El Monte campus) so the women know not to put paper on the floor. It gets quite disgusting at times.
78	RHC is NOT handicap-friendly (elevators are often not working/very few handicap doors) I teach until 10:10pm. Lights go off at 10pm
79	Bathrooms are filthy! Students have commented that.
80	Restrooms & stairwells are disgustingly dirty! The grout is supposed to be white not black in the restrooms - Plus dried bodily fluids on seat & smells like urine.
81	Great place to be!
82	Need to create a work space/computer room for part-time faculty that is large enough for all. - Computers, internet, projector i.e. technology works poorly and therefore students cannot be as creative inside the classroom. - Rooms are very dirty. Classrooms are not clean - dirt, dust, etc. Change carpet to the non-carpeted floor. Carpets hold dirt dust, mold, mildew. Air conditioning is either too cold or does not work. - I love teaching at Rio, but always fear that technology will not work in the classroom and that I have to switch Rooms and waste classroom time.
83	We need to plan + to implement open education resources for our students also a banner should be posted at the top of the library tower to inform people of our campus. Or put RHC on the hill. The building or campus need to be power washed on the outside.

84	Classrooms in A building need new carpet, badly. New supervisor, so difficult to answer those questions. More gender-neutral/unisex restrooms needed to support non-cisgender/non-normative gendered individuals.
85	Thumbs up!
86	I love my job but I do feel like more communication is needed from my supervisor.
87	I love the Rio Hondo staff spirit. I love that my job allows me to help students on a daily basis. My supervisor does an excellent job encouraging our office. I would recommend we have more opportunities for speakers to come and give talks for students/staff.
88	Campus could be cleaner. Walkways look like they are never washed.
89	More security officers are needed in the parking lots at night.
90	I feel Rio Hondo is focused on one group exclusively and if you are not a member of that group your needs are not considered.
91	Rio is a pleasant work environment. I appreciate the collegiality of faculty and staff.
92	I feel administration does not value instructors. Some members negotiate a 7% raise for themselves while instructors go years without one. Especially when Instructors have had to achieve higher education than some administrators, it is disheartening.
93	Immediate supervisor treats faculty + students unfairly. " " lacks leadership + communication skills
94	Restrooms are filthy a good share of the time. Toilets leak, faucets don't always work, bathrooms seem to be getting worse with upkeep.
95	I would like to have a different sound and protocol for an alarm when there is an active shooter. Drill preparations would also be very helpful.
96	I wish more departments would do their jobs appropriately. Students are regularly bounced around and certain departments seem to have an issue dealing with calls/inquiries when it falls under their umbrella no one is willing to go an extra step, and if you do, you're reminded that it's not your classification or job. Seems like the student is the one to loose. Too many faculty who feel entitled and too much staff that doesn't have the team mentality. Sad to see that what once may have been a great work environment is now falling to "it's just another paycheck". Morale is low but it needs to start with the top administrators changing.
97	As an adjunct faculty member, I often feel overlooked and that I have no power or stake in the school in terms of shared governance or decision making.
98	In general, so far so good.
99	I am sometimes confused as to what I am expected to do because I think that my division dean and my department are not always on the same page.
100	Restrooms in LRC, business, science, SS buildings are so dirty all the time. It is becoming a health issue. I have seen animals walking and running in the restroom walls especially LRC building.
101	So much money has been spent to build new facilities and upgrade existing buildings it makes me sad to see that the maintenance of the grounds (too many dead plants, dirty outside seating and walkways with stains and gum) take away from what could be a beautiful campus.
102	As illustrated by my high marks under campus relationships and governance, I love Rio Hondo College. What I would like to see a change in policy is that of administrators being able to teach at the college and give back to the students in the classrooms.
103	Room for advancement are few & the process is unfair & political.
104	The bathrooms used by students are a mess often lacking toilet paper. The facilities are old and not maintained - poor management of an overworked staff is showing. Repairs slow and technology out of date. Depressing environment.
105	RHC is a great place to work!
106	I have enjoyed working here very much. The staff and students are great. The people here are not just friends but family.
107	Rio Hondo College is an excellent institution for employees to work here at the college.
108	Don't feel safe at night walking to my car.
109	Need campus safety, our security can't do anything for us. Sorry but true. They don't intimidate anyone.
110	I would like to see a comfortable couch/chair in the employee lounge when we could relax on our breaks.

111	The climate has changes since I Started working here. There was more interaction between classified, faculty, + administrators than there is now.
112	It's difficult for adjuncts to be promoted or have less opportunities for fulltime positions as faculty members.
113	Enthusiasm wanes when the workplace becomes demanding and favoritism is evident.
114	It is obvious to me and many others that campus is not a level playing field. There are a few who possess too much power and control over the overall direction of the college. Doing the right thing seems to be subordinate to individual policies. This causes much frustration among many of us on campus
115	I have excellent supervisor and a lead.
116	We don't show that we appreciate the students by the way the campus & esp. bathrooms are upkept. All we do is race from one air/heating outage to the next one.
117	The only thing that comes to my attention each semester that has in fact become a nuisance is the fact that students have continued to park in staff parking areas as well as the parents of students who are waiting for them. This occupies spaces & forces some of us to find parking in the already full student parking areas.
118	I feel discriminated by nepotism, it should be kept out of the workplace.
119	Is there only one way in/out during emergency.
120	Some of the bathrooms in arts and in science and in Admin are often dirty &/or out of TP by afternoon.
121	I am satisfied as a RHC employee. But I wish the parking situation can improve for faculty, staff & students. Please bring back the plan to implement a parking structure. I have been a student at a community college that built 2 parking structures. That decision helps increase student enrollment.
122	We need <u>Better</u> and <u>More</u> food options at Rio. We also need a larger janitorial staff.
123	I am so proud to be a instructor @ the same college that my mom, stepdad, husband, me, & my daughter all went to.
124	Bathrooms are always dirty.
125	Campus is in need of maintenance. A good cleaning. Classroom conditions are <u>HORRIBLE</u> not enough funds given to upkeep of classrooms and technology, peeling paint. Generally filthy for employees and students.
126	KNA division does not have any full time custodian assigned to this division. Hence the new complex is aging and showing rapid wear + tear. Poor hygiene-presentation.
127	It's been great!
128	hire more custodian staff. My dean is not qualified for his position.
129	The food situation has to <u>IMPROVE</u> .
130	#56 I'm concerned about lack of preparation regarding an active shooter situation.
131	Lack of maintenance in the restrooms and classes is demoralizing.
132	I find it very enjoyable. Students, faculty, administrators, and staff are friendly and helpful.
133	The school is showing it's age and there has not been enough done to stay ahead of it. The staff are over-booked and lack consistency. We seldom have the same custodians and they are pulled out just when they get the hang of their job in this dept..... replaced by someone else who doesn't know what to do!
134	improve the quality of campus food and dining options on campus. Make it safer for students to walk down the hill, there is no safe walking route to Workman Mill Rd.
135	Our dean is new, so I don't have any experience to give adequate feedback.
136	Honestly I have been very impressed by the positive and collaborative attitude of employees, faculty, and staff at Rio Hondo College.
137	At one point I was treated unfairly in my job another co-worker lied about some things and I said the truth and nothing was done. Very upsetting...
138	This campus needs a thorough scrubbing, there is a layer of dirt on everything.
139	I've loved every minute of working here.
140	love the job & the mission. I enjoy the interaction w/ students & faculty. As a part-time instructor who works private sector during daylight hours, I miss out on campus activities & network/admin programs. Night teachers are people too! :)
141	We had no supervisor.

Appendix 11. Climate Survey Student Open-ended Responses

#	Student Comment
1	I would strongly recommend the nursing program to anyone applying.
2	The nursing program is excellent. I'm happy to be a part of it.
3	Better parking spaces
4	I've had my first car ruined at the parking and my new car always gets hit by other cars. Parking spaces should be redone.
5	Power wash campus, looks extremely dirty in high traffic areas. Properly train traffic coordinators. Different food options (café food is bland and generic) Student services employees need training in customer service (poor attitude, rude responses) Science building WiFi needs an upgrade works 9/10 attempts
6	The school needs cleaning i.e. staircase, restrooms please hot power wash is appreciated.
7	I am only attending 2 courses, sad I am not on campus much.
8	The parking here is HORRIBLE! It's always full and can't find parking.
9	I hate parking at Rio Hondo
10	Good School
11	My mother went to RHC for 7 years and graduated in 2009 and the parking was horrible. Fast-forward to now 2016 and the parking is still a problem. I have to arrive to school 4 hours before to get decent parking
12	There are some bathrooms that need fixing such as broken stalls, bathroom handles and stall hangers
13	Parking isn't good, but other than that is it a great school. I love taking classes here
14	My parking experience it has not been so well because sometimes I take like an hour to find a space to park my car
15	There should be more information on how do taxes, medical, resumes and other skills necessary for life.
16	Having a beautiful view of nature as your sitting peacefully laying down on the grass after a midterm is comforting and that is why I enjoy this college
17	Forcing people to choose a major can negatively effect their students. Many RHC general counselors force decisions on students & is very unfair. Their treatment is very unsatisfactory! Counselors in any other office do a way better job at their approach.
18	Get counselors who help with my major, to guide us to the classes we need and classes we need to transfer.
19	We need more emergency buttons on <u>Campus + parking lots</u>
20	Don't really like the Rio Hondo email. Rather use mine
21	The vending machines don't give back my change, so that could be fixed
22	It's way to hard to get into classes you need hence my being here so long
23	Change Rio Café menu
24	Nothing really except they should notify me through email about when I can receive my financial aid
25	My car recently got hit in the parking lot, I was told there was nothing they could do, that really was unbelievable. Maybe putting cameras in.
26	Add more food options, restroom facilities, hire more employees at Rio Café, fund Rio Café more, add desert options, make Wi-Fi better. <u>Make a 3 story parking structure</u> near the music building.
27	Year long priority for first year students
28	We need more food options on campus. Also some sort of better parking system.
29	We need more parking. Adding more classes in math classes that get full are also needed
30	Nothing so far the experience has been enjoyable
31	More food options should be available to students on campus. Also, parking has been a huge issue ever since I've attended Rio Hondo College.
32	The food is good!
33	Do not take night classes!
34	This college is great and affordable place to get my classes done

35	The parking lot need to be painted space for parking cars
36	They should put cameras in parking lot
37	More food options , besides a taco truck cafeteria, cold food from bookstore, junk food in vending machines, healthy alternatives would be nice. That's all.
38	Have security walk more at night around campus.
39	Get solar energy! Wind energy! Water fillers, water bottle fill station.
40	Allow us to use our skateboards.
41	The restrooms are dirty, there's no motorcycle parking in Lot A only in D
42	I feel safe walking at night at the parking lot and the halls of the college.
43	The restrooms are horrible and not very clean at all.
44	Parking is limited & security needs to be improved. Restroom is always dirty & toilet paper/hand paper is always empty. WiFi really has bad service. Phone signal also needs to be improved just in case of an emergency and accidents.
45	Restrooms are never clean. A/C rattles too much in some classrooms. Vending machines are out of order most of the time. Café should close at a later time.
46	The restroom maintenance can be better.
47	Better restrooms or maintenance on the. Better parking staff, very overcrowded.
48	Great programs. We should get better parking lighting and cheaper parking pass for the semester.
49	It's been good, we need a football team though.
50	I feel that participation in a club or being part of a sports team really contributes to the experience of being RHC. My greatest memories consist of doing one or both things.
51	The counselors are no help at all. Went once for an appointment, waited 45 mins, spoke w/ counselors for 5 & she responded "come back when you know what you want to do". Came back the following semester; same wait period- counselor did not explain shit. Took Coun 101, only reason I'm not lost in this school. There should be more access to info for afternoon & weekend students; more general classes available in the pm. Cafe is never open when I'm here.
52	More ATM's need to become available.
53	More classes in the evening to help students that work during the day but also want to contribute their education.
54	I feel more courses should be offered in the evenings to accommodate students work schedules.
55	More classes on Saturday - stats, anatomy, chemistry.
56	Provide more Saturday core classes for working students. Also after 6pm
57	1. Parking is really bad, I think a parking structure would be great. 2. More hours for the gym to be open 3. A bigger variety of class hours for biology, Math, Chemistry.
58	For future questionnaires/surveys, please add more N/A and "decline to answer" options. Also, instructors who teach art history, mathematics, and administration of justice must be reviewed,
59	Should have food court//Starbucks open on Saturdays.
60	It's great! Except some very needed classes are available in the middle of the day, instead of the mornings or nights for those who work full time, so then we have to come on the weekends.
61	I really like the diversity of the campus student population and the higher caliber of professors in the classes. I particularly enjoy the online program and the many options it offers academically.
62	I am a student w/o financial aid and so I pay for school and my textbooks out of pocket and usually don't finish up until registration for the next semester comes up. I get disappointed when I'm not allowed to get a Student ID because I haven't fully finished paying for my classes, yet I am a student here at RHC.
63	Some counselors weren't so aware as to information for a returning student; which counselor was correct for me (department wise). The correct info for what classes would be the same in another campus. Since other campuses have different course #'s
64	If there can be more comprehensive, careful, and precise manner to place students in correct classes. Do not bury kids in remedial courses. I was handed the Math 50 test based on what prior standing? I have completed Trig in prep school & had to navigate bureaucracy & retake the class to finally be placed in "college level - math"

65	The café needs to be opened on Saturdays for those who attend weekend classes. The restrooms could use some remodeling.
66	Yes, power was the building and painted try to made nice. Open cafeteria on Saturdays, have more classes on Saturdays especially for environmental classes.
67	There's a Professor that writes his notes on the board and he's very monotone and uninterested in interacting with the students. I also wish that forms are easier to get to for the website.
68	Yes. I would like the college to know they need some improvements on the food section. Providing food services on Saturdays (possibly Café Rio), and having a well stocked bookstore for snacks, etc.
69	Trim trees at green house, cut trees in green house.
70	The building looks old and rundown. There is a great need for renovations on campus. What is the money being spent on? The faculty, staff, Administration, and board of Trustees are condescending to RHC students. They need to review the policy on why graduation is held in a parking lot.
71	The Rio Café is to slow to get food sometimes. Last time I went to order breakfast it took almost an hour with just 6 people in line. They should speed up the service.
72	RHC has a great ET program to help students get into the field and begin a career.
73	Opening the Café on Saturdays during hours of breaks. Cleaning and supervising any hazards in the hallways. Updating women's restrooms, emergency equip.
74	Repaint the parking stalls in all lots. Pressure wash/steam stairs, hallways, bathrooms. Student smoking pot in parking lot A.
75	The phone lines are terrible! (The automated ones) Few employees look unhappy at work. Where's the smiles? Some students can't park. They've hit my car. Multiple times. More professors should maintain opportunities at Rio Hondo or what is happening on campus. Should books be so expensive? Again, the automated phone lines should just transfer to person. How many times do I have to press 1 to talk to someone?
76	New restrooms. Cleaner campus.
77	There are days when parking is terrible and something must be done to amplify parking availability. Buildings do not look appealing and look rundown and dirty, frequent washing of buildings and stairways would be useful.
78	Add more food choice selections besides Café Rio. Perhaps more tables. More parking would be beneficial. Have more classes available each semester if possible.
79	The staircase/benches in upper stories need to be cleaned up they're so dirty now. The benches have bird-dropping + dust + smear... They look terrible.
80	Vending machines that give change back should be all around campus. I haven't had a machine give any change ever. More electrical plugs in the upper and lower quad.
81	The campus security that drive around campus, can be very rude at times.
82	The online program can use a lot of work with communication and getting info to students.
83	Haven't been here long enough to get that vibe.
84	The parking lot needs cameras. My car was keyed and the police couldn't do anything for me.
85	More water fountains.
86	The professors here are a lot nicer than those at PCC, which compels me to want to learn here more. But it was very hard for me to get classes considering I'm a new student, so it was understandable.
87	Overall great experience so far. I know it's not a big campus however 6am classes would be a great add on. There are more need for math etc.
88	Rio Hondo is a college I feel is here for the students. I came from Mt. Sac major difference.
89	Phone services to be easier and more understandable with a persons personal experience.
90	Continue to help others realize their dreams and pursue them. The college taught me that it's never to late to dream and no dream is impossible! Thank you for everything, I mean that sincerely.
91	I drive a motorcycle and every other night the parking lot smells of dead animal. Other than that very happy.
92	Staff members should be more patient and understanding to those who have no idea where to go for information
93	I feel more parking is needed.

94	I like the events that the faculty and students create, it makes the environment at school energetic.
95	I hate parking, never can find. Food needs to be cheaper.
96	Need free parking
97	Because my registration priority is low, I can't get in to the classes I want to take easier. Every semester, I have to run all over the campus to get into the class I want. I can't get financial aid because of my family income. I heard some students who get help from financial aid can get into the class easier (priority registration) then, they don't take class serious. I think it is very unfair.
98	More parking lots.
99	Needs a gaming center.
100	Please offer more healthy and nutritious variety of foods(: Thank you.
101	Bathrooms in the math/science needs serious upkeep (maintenance & cleaning)
102	I think Rio Hondo College is a very decent community college.
103	No, my experience here at Rio Hondo has been efficient and well spent.
104	Better food in the cafeteria. They have horrible food.
105	I enjoy being on the campus.
106	Nothing I would like to add
107	The parking is not great. There should be a parking building of 4 stories high
108	Announce sport schedules. Get more students to support and cheer their student athletes.
109	The two years I've attended RHC, I've had such a pleasant experience academically & have learned so much about my career, life goals, & about myself.
110	Some prof/instructors treat you as if you were still in high school. Ex: no phones in class, coming to class matters. I believe as long as you do your hw, show up to class when you have a test it's okay.
111	For foster youth, you should let them keep going to EOPS even though the are half time, because when students are ready to graduate they are half time not full time.
112	I would just like to add that the janitors, and the workers who drive us (the tram) have helped students in a way that we really don't know. But they play an important role on why everything works at this school.
113	The food isn't good at all and their expensive.
114	The menu of the café needs to have better healthier selections than just fried foods.
115	I would like to let RHC staff that there are restrooms that need to be clean. For example restrooms in the science building by the elevator. HORRIBLE! Also, some instructors are just not conscious that we have a personal life too, and more classes where we get HW. They sometimes give to much HW thinking it the only class we have. PLEASE BE CONCIIOUS.
116	I love the environment at RHC.
117	The students would benefit from better WiFi connection.
118	Everything is fine. I like the class and the people but have more language class like for example Italian, Latin, German, Greek, etc.
119	It was a good experience that help me become a young adult.
120	The counselors from depts. are better to talk to then the general RHC counselors.
121	It's a good college.
122	*Parking could be better. *Transportation (bus Pass)
123	I would like for the college to possibly start a flag football league.
124	Everyone runs the stop signs when coming up the hill on Workman mill Rd and always hit pedestrians. We should have someone controlling that area to control the flow of traffic and keep the students crossing the street safe as we do at the beginning of each semester.
125	The administration people are so rude. I hate them all!!!!
126	They should have somebody directing the traffic so people don't get hit crossing the street.
127	Need better roads. And since Rio is the only community college that has a BA on Mechanical Engineer you guys should advertise it more and help students towards that goal.
128	The teachers are great.
129	The new way to access your grades "canvas" should be mandatory for all teachers to use to get our grades. Also needs updating, all my teachers complain when having to use it so they rather not at all.
130	The parking. very chaotic, not enough.

131	Biggest beef is with parking at the start of every semester.
132	Offer more printing stations
133	The parking makes it difficult for students to come to class on time and planning has to be done.
134	Need more parking
135	Security cameras for the parking lots would be nice.
136	I love the Auto Programs the best teachers and staff, they go out of their way for you.
137	Motorcycle designated parking in Lot A. Some more car parking wont hurt. Vending machine upkeep w. more beverage variety.
138	Parking.
139	The automotive instructors are excellent very knowledgeable. Very pleased with the instructors willingness to go out of their ways to help me as far as job placement and other issues that may arise.
140	Every thing is great, but we need a better parking solution.
141	Better food, better gym, better Starbucks. Need improvement.
142	More food choices and more security at night time. More help for student financial aid. Scholarships help.
143	The parking at the starting of each semester is horrible! It's not only hard to park but the tram is also always full. I usually have to arrive 1.5 hours prior to my classes start time in order to find parking. The WiFi is also really bad in some areas, even in the classrooms. Usually by the tech areas and on the 3rd story of science building.
144	It feels like a second home to me where I feel safe and relaxed.
145	Great college offers a lot of programs to us.
146	Feels too much like high school. 2.0, many students just don't seem to care to much. The faculty is fine but the students are just floundering around. I'm enrolled at another community college and those students care a lot more, so I'm not sure what's going on.
147	I went to Mt. Sac for a year or so and prefer Rio Hondo to that experience. Also, human sexuality professors should be less heteronormative.
148	Racist teacher, unfair, lets everyone else have extra days or note cards. Medical w/ proof is apparently not excused.
149	First impressions are important. I loved my classes and teachers inside of class. Its been calm besides this one bullying event I saw or many of us saw. Rio is a timid place on a hill by a cemetery.
150	Fix the parking, terrible.
151	I have had counselors who did not explain the classes I did or did not need to take to transfer. Each counselor should be able to advise in the right direction.
152	Cleaner bathrooms would be nice.
153	Trees block the view. Is the school safe for earthquakes.
154	Despise Web-assign for math.
155	I wish there were Nutrition classes at RHC. I am having to apply to another college just to get my basic nutrition class, which is prerequisite for my major.
156	I like the classes and the atmosphere here at Rio Hondo. Would love to see more classes, (kickboxing, Korean)
157	I would like for RHC staff at administration office to be just a little helpful they make us feel unwanted and can't give us the right resources. And also parking RHC needs to figure out something about parking lots!!!
158	Have more parking spots available.
159	Repave parking slots.
160	Please clean the bathrooms more thoroughly. Usually the walls, bathroom stalls are very dirty or dusty.
161	I really like the EOPS counselors. They're very helpful & nice.
162	Everything is good.
163	The Rio Café is always full and sometimes the staff there is kind of grumpy =(
164	I have all the information I need
165	RHC is a friendly campus & the view is great.
166	Better WiFi signal.

167	Being able to get the classes you need to follow your education plan was difficult.
168	My car got stolen.
169	Everything is awesome. Maybe perhaps have classes able to agree on an end-of-semester party if they choose. Their own money. Some classes are difficult and the students feel highly accomplished in passing such classes.
170	People who work in the office, such as the financial aid office, including the students who work there tend to be rude. A lady who works at the bookstore, is very mean to students. Everyone in the bookstore doesn't know what I can purchase with my scholarship, every time I try to purchase something they always change their mind as to what qualify.
171	The men's restroom stall in 3rd floor of science building have been out of order for over a year now. I always see the blue emergency station outside the technical education building is out of order. Things need to be fixed, this campus is embarrassing.
172	The college could offer more science and math classes so that there isn't an excess of students wanting to add the course. Makes it fair to new students wanting to add the course. Makes it fair to new students to get started with. Their degrees/transfers.
173	I feel like we need more restrooms.
174	Um one thing I would love to see clubs visit classes to see if interested.
175	The Wifi and Connection (phone) is awful because the reception.
176	Get a parking structure!!!
177	Rio Café sucks.
178	No, not really I really enjoy this college.
179	Have a lot of problems with parking and more outlets for computers.
180	I desperately need chemistry courses but not enough are ever offered, this need serious attention.
181	This campus is easy to get used to & very beautiful. Teachers are friendly & I never feel as if I am lost.
182	Everything is all good!
183	Fix the WiFi connection. It is very hard to do work when anywhere else besides the library. Have more variety of food options, not just café. I enjoy the taco trucks.
184	BETTER FOOD put an atm on campus but honestly we need better food and why make the food nasty and expensive.
185	why is the bookstore line so packed when I enter fam? Oh & can the vending machines give me my change back instead of taking it? This is very heartbreaking when I don't get my money back
186	I have been able to make new friends gain more experiences with different classes I take.
187	Priority registration for senior students.
188	Parking can be overwhelming at times.
189	Need better vending machines asap.
190	The calculus department is horrible.
191	Rooms specifically for napping.
192	I wish classes were more available to students. A lot of classes will fill early on, but sometimes 10 or more students will drop, leaving spaces for students who would have rather stayed and tried, instead of being rejected due to capacity, or time cutoffs to add.
193	Always had great experiences. Food variety could improve (at least an additional chain or small franchise food option)
194	Great wildland fire academy. Wonderful staff & instructors.
195	More food trucks, or cold drinking fountains
196	Need healthier food choices. Café is overpriced. Need more parking. A lot of teachers have no idea what they are talking about. You need to re-evaluate who you are hiring. Have more activities on campus.
197	Water fountains for personal water bottles.
198	NOT ENOUGH MATH CLASSES!
199	Maybe more security at night.
200	Parking can be a pain but over all school is a success.
201	Blackboard was a better website than canvas.

202	Campus needs more outdoor lights on parking lots. Need more desks on library to study & computer maybe an additional study room, where is quiet. Also a rest area I'm here twice week all day from 620-10 pm sometimes a rest area to take a nap for an hour, some students are sleeping in hallways maybe an addition room would offer pod naps.
203	I would like to try some Asian food at the rio café. We need more parking.
204	Yes, the trail leading to the old library going & coming should have light posts. & or should be made into a concrete trail so when it rains it wont get muddy. Thank you
205	I would like to see more classes for health and wellness and nutrition.
206	I saw a family of raccoons once in a tree. It was very cute and hope to see them again. Also foxes.
207	I wish for the food at RHC to be better and not so expensive at the café. It's my last year here and that's been my bother here since day 1. Also maybe a place on campus that shows tv or movies for when students take a break from studying. And more classes offered at night.
208	Library and computer lab are very helpful with my educational goals I could use them with many with my homework. Practice. Most of all I can find information for what I needed.
209	More math and science courses offered during the summer, sometimes we as students have to wait entire semesters to complete just one course.
210	Out of state tuition sucks, and it made me slow down a lot in my career.
211	They should power wash the built in benches outside of the classrooms.
212	Classrooms tend to be hot on warmer days.
213	I've been here for a couple years and the availability of classes for higher level classes are harder to register for.
214	Internet connections could be stronger.

Appendix 12. Employee Demographic Change over Time

Demographic changes of note in the 2016 employee responses include the increase in unreported categories for both race and gender. In 2009 and 2010, White/Caucasian represented the largest racial/ethnic background claimed by employees, registering 44% and 47% respectively. In 2010, Latino represented the second largest racial/ethnic background claimed by employees at 31%, forming a gap of 16% compared to White/Caucasian that year. In the succeeding years, the gap between the two categories declined precipitously to about 6% for the years 2012 through 2014, with the category of Latino holding steady around 31%.

In 2016, for the first time the two largest categories reached apparent parity, with Latino at 29.9% compared to 29.1% for White/Caucasian. While small increases in the percent of employees identifying as African-American, Asian, and two or more races are noted, those increases in the aggregate cannot account for the decline in the percent of employees claiming White/Caucasian, particularly with the percent claiming Latino holding steady.

What can account for the decline is the number of employees who choose not to identify with a racial/ethnic identity. In 2014, the survey added the category 'unreported' to account for the missing 6.6% of racial/ethnic category data. In 2016, the category 'unreported' more than doubled to 14.5%, becoming the third largest category. What explains the need avoid racial/ethnic identification is open to speculation, however in relation to a climate survey of campus relations, the likelihood that people want to resist the possibility that their responses and comments are identified by race is obvious. Given that a similar dynamic exists with regard to resisting identification by gender, that possibility only receives reinforcement.

Appendix 13. Factor Analysis Matrix

Rotated Component Matrix ^a								
	Component							
	1	2	3	4	5	6	7	8
Overall, I am satisfied with my job at RHC.	.268	.310	.188	.115	.698	.081	.112	-.064
At this point in my career, I feel my present position satisfies my professional goals a	.174	.126	.083	.104	.781	.037	.103	-.036
My supervisor provides useful feedback on my job performance.	.810	-.146	.061	.038	.220	.050	-.003	-.091
I know what is expected of me and my job.	.390	.050	.278	.003	.362	.101	.156	.203
My position allows me to make independent decisions.	.226	.066	.059	.100	.461	.126	.246	.108
I feel pressure to accomplish too many tasks and priorities.	-.372	-.161	.030	-.216	-.009	-.283	-.169	-.077
I am satisfied with the opportunities for advancement at RHC.	.309	.256	.057	.092	.583	.199	.006	-.015
My job allows me to learn new skills.	.315	.249	.027	-.107	.600	.144	.306	.107
I have the necessary supplies/equipment to complete my job.	.187	.342	.163	.180	.188	.531	.148	-.032
I receive recognition for doing a good job.	.745	.227	.033	.097	.079	.166	.098	.099
I get a feeling of personal satisfaction from my work.	.275	.266	.266	.013	.595	.053	-.077	.062
I receive feedback that my work contributes to the overall success of the college.	.665	.311	.195	-.002	.113	.169	-.015	.004
Opportunities are available for me to make suggestions for improvements at my department or unit level.	.570	.264	.012	-.162	.379	.108	.209	.200
I feel that my job contributes to RHC's overall mission and goals.	.161	.207	.371	.180	.550	.008	.060	-.111
I receive clear information about events/decisions in my department/program.	.731	.171	.108	.165	.142	.140	.139	.205
I receive clear information about events/decisions in my division/unit.	.729	.207	.107	.188	.071	.175	.191	.169
I receive clear information about events/decision in a timely manner.	.697	.206	.151	-.187	.087	.230	.178	.178
My immediate supervisor does a good job in communicating decisions to me.	.872	.087	.040	.128	.051	.126	.053	.019
My co-workers keep me informed of campus events.	.284	.304	.250	.019	-.005	.235	.207	.549
There is adequate coordination among departments and divisions on campus.	.340	.380	.260	.119	.058	.438	.199	.020
I prefer to receive information about events/decisions via electronic forms (e.g., email, eMessenger, Presidents Monthly Update)	.229	.038	.356	.120	.103	.026	.228	.330
I prefer to receive information about events/decisions via verbal communications (e.g., supervisor, co-workers, phone call)	.086	.086	.215	-.064	-.041	.235	.009	-.466
I enjoy the people I work with at RHC.	.218	.309	.235	.070	.122	-.056	.602	.115
My co-workers in my office/department are competent at doing their jobs.	.207	.142	.228	.061	.184	.029	.814	.019
My co-workers in my office/department are supportive.	.367	.171	.219	.066	.087	.012	.665	.084
My supervisor is competent at doing his/her job.	.871	.031	.131	-.100	.163	.006	.141	-.047
My supervisor treats people fairly.	.858	.038	.045	.111	.175	-.006	.173	-.125
My supervisor acknowledges good work.	.893	.097	.075	.098	.169	.004	.062	-.097
My supervisor encourages me to develop and grow.	.851	.078	.137	.114	.247	-.037	.065	-.118
My supervisor values my opinions and ideas.	.902	.116	.087	.047	.159	-.026	.046	-.034
I feel a sense of team spirit exists at RHC.	.510	.291	.245	.147	.279	.144	.393	-.144
I have confidence in the effectiveness of the administration at RHC.	.277	.443	.294	.216	.241	.275	.237	-.350
I am aware of the appropriate channels for making suggestions that will be heard at the institutional level.	.117	.511	.041	-.044	.345	.343	.035	.100
I participate meaningfully in the governance process at RHC.	.055	.650	.062	-.122	.255	.103	-.130	-.007
A good cross-section of constituent groups (faculty, management, classified, students) participate meaningfully in the governance process at RHC.	.109	.875	.125	-.169	.335	.147	.122	-.012
Decisions made on campus align with the college's goals and mission.	.208	.622	.275	.222	.126	.325	.207	-.174
The opinions of students are given appropriate weight in matters of institutional importance.	.315	.594	.133	.229	-.007	.146	.144	-.103
The opinions of employees are given appropriate weight in matters of institutional importance.	.313	.634	.138	.236	.152	.279	.126	-.098
I am optimistic about what can be achieved through participatory governance at RHC.	.117	.691	.188	.202	.183	.166	.188	-.169
My constituent group representative(s) expresses the issues/concerns of my group well.	.248	.767	.276	.060	.067	.024	.042	.124
My constituent group representative(s) keeps me informed about important decisions and issues/concerns.	.225	.715	.221	.177	-.013	-.041	-.023	.118
The constituent groups on campus work collaboratively towards the achievement of college goals.	.065	.761	.245	.206	.172	.133	.108	-.022
I am satisfied with the opportunity I have to participate in the governance process.	.144	.743	.203	.130	.270	.129	.049	.205
I have seen students or groups of students treated unfairly by school employees.	-.069	.094	-.056	-.167	-.070	-.132	-.517	.031
RHC is equally supportive of all genders.	.143	.253	.807	.138	.166	.094	.154	.056
RHC is equally supportive of all racial/ethnic groups.	.128	.243	.804	.112	.119	.166	.215	-.082
RHC is equally supportive of people with disabilities.	.077	-.106	.845	.169	.057	.205	.046	-.045
RHC is equally supportive of veterans.	.070	.179	.865	.189	.140	.100	.112	.033
RHC is equally supportive of foster youth.	.129	.322	.796	.102	.081	.047	.030	.002
RHC takes active steps to support and promote diversity.	.126	.255	.788	.063	.182	.035	.189	-.080
I feel safe walking on campus during the daytime.	.056	.127	.211	.641	.254	.024	.256	.216
I feel safe walking on campus at night.	.127	.081	.109	.781	.111	.152	.126	.110
I feel my car is safe when it is parking on campus during the day.	.172	.240	.080	.749	.149	.095	.105	.152
I feel my car is safe when it is parked on campus at night.	.141	.120	.129	.859	.094	.143	.054	.095
I feel there is adequate lighting on campus at night.	.162	.097	.110	.790	.065	.266	-.049	-.068
I feel the campus is prepared in case of an emergency.	.224	.176	.105	.623	.002	.269	.112	-.308
RHC does enough to protect employees from harm on campus.	.164	.142	.151	.706	-.027	.237	.044	-.203
I am satisfied with the general upkeep of the campus.	.111	.206	.104	.220	.108	.718	-.087	.078
I am satisfied with the variety of food/drink options on campus	.075	.128	.125	.284	.059	.622	.051	-.265
I am satisfied with the general upkeep of the classrooms.	.060	.071	.136	.191	.071	.836	.081	-.010
I am satisfied with the general upkeep of the labs on campus.	.094	.166	.049	.192	.131	.814	.036	-.004

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.