Campus Climate Survey Results: Phase II

Outline of Process

The following eight statements were identified as priority areas for improvement, based on the initial results from the campus climate survey (in Phase I):

<table>
<thead>
<tr>
<th>Question Number(s)</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>C6</td>
<td>Enrolling in classes at NVC is easy.</td>
</tr>
<tr>
<td>A7</td>
<td>I can easily identify the classes I need using the NVC Catalog, Class Schedules, and WebAdvisor.</td>
</tr>
<tr>
<td>B8</td>
<td>I feel encouraged to participate in a variety of activities and events on campus.</td>
</tr>
<tr>
<td>C11</td>
<td>I feel comfortable participating in campus events and activities that focus on ideas or experiences that differ from mine.</td>
</tr>
<tr>
<td>A12, B13, C12, D12</td>
<td>I feel a sense of “community” at NVC.</td>
</tr>
<tr>
<td>B10</td>
<td>I feel valued as an individual at NVC.</td>
</tr>
<tr>
<td>D15</td>
<td>NVC lets students know about policies and changes that affect students.</td>
</tr>
<tr>
<td>B6 &amp; C5</td>
<td>NVC offers clean and comfortable facilities to support the learning environment.</td>
</tr>
</tbody>
</table>

The following next steps were outlined in Phase I of the results of the campus climate survey:

1. **Perceptions of Eight Priority Statements, By Demographic/Experiential Group**
   Present students’ perceptions of the eight statements identified as areas for improvement, by demographic background/common experiences shared among subsets of students (based on data collected in Section III of campus climate survey). Students’ responses to the eight statements will be filtered by:
   - Equity group (gender, age, race/ethnicity, and disability status);
   - Time spent at NVC (measured by number of semesters at NVC, enrollment status, unit load, time of day – morning/evening, and online course enrollment);
   - Engagement with NVC (interaction with instructors and students, participation in college programs and campus activities, and hours per week spent working);
   - Amount of educational planning (identified educational goal, participation in orientation, development of educational plan); and
   - Other (financial aid recipients, veteran status, primary language, county of residence).

   For additional information about the filtering of data on the categories listed above, see accompanying information about the filtering process (below).

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1 The five filtering “themes” were adjusted slightly between Phase I and Phase II.

Process for Generating Results of Campus Climate Survey: Phase II
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Status: Step 1 has been completed. The resulting data have been posted on the NVC website. Ten tables of data are associated with each of the eight statements identified above. The data generated for Phase II will be analyzed during Phase III.

2. Perceptions of “Campus Pulse” Descriptors, By Demographic/Experiential Group
Present students’ perceptions of the “campus pulse,” by demographic background/common experiences shared among subsets of students (based on data collected in Section III of campus climate survey). Students’ responses perceptions along the twelve descriptors included in the “campus pulse” will be filtered by:
   - Equity group (gender, age, race/ethnicity, and disability status);
   - Time spent at NVC (measured by number of semesters at NVC, enrollment status, unit load, time of day – morning/evening, and online course enrollment);
   - Engagement with NVC (interaction with instructors and students, participation in college programs and campus activities, and hours per week spent working);
   - Amount of educational planning (identified educational goal, participation in orientation, development of educational plan); and
   - Other (financial aid recipients, veteran status, primary language, county of residence).²

For additional information about the filtering of data on the categories listed above, see accompanying information about the filtering process (below).

Status: Step 2 has been completed. The resulting data have been posted on the NVC website. Ten tables of data are associated with each of the twelve “campus pulse” descriptors. The data generated for Phase II will be analyzed during Phase III.

3. Comments from Open-Ended Portions of the Survey
The campus climate survey included two open-ended sections: (1) a question asking, “What activity, program, or service could NVC offer that would increase your success at NVC?” and (2) a space for students to offer “additional comments regarding NVC.”

Status: So far, 29 pages of comments collected from the open-ended portions of the survey have been processed and organized around particular themes. Those themes include: student supports, class offerings, faculty/staff, facilities, and technology. Once all of the comments have been processed, they will be distributed among the President’s Cabinet so that comments pertaining to specific areas (instruction, student services, and administration) can be shared with parties responsible for making improvements in the areas identified. This process will ensure that the results of the campus climate survey are integrated into existing NVC processes, including Program Evaluation and Planning (PEP) and committee work.

Detailed information on the filtering process appears below.

² The five filtering “themes” were adjusted slightly between Phase I and Phase II.
Filtering Process

The demographic and experiential data gathered in the campus climate survey was collapsed into five primary filtering categories: equity group, time spent at NVC, engagement with NVC, amount of educational planning, and other. Detail regarding the process for assigning survey respondents to each subgroup within these categories appears below.

1. Equity Group
   The equity group categories cover: gender, race/ethnicity, age group, and disability status. Information on students’ gender, race/ethnicity, age, and disability status was collected directly from students’ responses to the gender, primary race/ethnicity, age, and disability status questions on the survey. The goal of the filtering process was to determine whether different groups or subsets of students with a common background/experience perceive NVC differently. Students who did not provide information about their equity group identification could not be categorized and were, therefore, not included in the equity group analysis. (Four of the 1372 students did not identify their gender, 46 did not identify their primary racial/ethnic background, 11 did not identify their age, and 9 did not indicate whether they had a disability.)

2. Time Spent at NVC
   Section III of the campus climate survey included several questions intended to measure the amount of time spent at NVC. Those questions include: the number of semesters of enrollment at NVC, enrollment status (new, continuing, new transfer, or returning student status), unit load, the time of day students attend classes, and whether they have taken an online class. Students were assigned to subgroups within each of these categories based directly on their responses to questions included in the survey. Students who did not respond to the questions related to “Time Spent at NVC” could not be categorized and were, therefore, not included in this part of the analysis. (Six of the 1372 students did not mark the number of semesters of enrollment, 11 did not identify their enrollment status, 11 did not list their unit load, and 13 did not indicate whether they had taken an online course.)

For most of the categories within “Time Spent at NVC,” the subgroups within each category were mutually exclusive. As a result, students were assigned to one (and only one) subgroup within each category. The only exception to this approach was the category tracking the “time of day” students attend classes. For the question tracking “time of day,” students were asked to select all that apply from the following list of options: morning (up until 12pm), afternoon (12 through 5pm), evening (after 5pm), weekends, and online. For the initial filtering process, all students who marked “morning” were included in the “morning” subgroup, all students who marked “afternoon” were included in the “afternoon” subgroup, etc. As a result, there is duplication (of students) across the “time of day” categories. In subsequent analyses, the “time of day” categories can be adjusted to identify different subsets of interest and compare their perceptions. (For instance, students who attend only during the evening could be compared with students who attend during the morning, afternoon, or/and evening.)
3. **Engagement with NVC**

The “Engagement with NVC” section includes five categories spanning: interaction with instructor(s) outside of class, interaction with students outside of class, participation in community-building programs or activities, participation in special events on campus, and the number of hours students were working during fall 2009, when the survey was conducted. The first four categories listed above contain yes-no subgroups. The two interaction categories (instructors and students) as well as the categories reflected in the hours of work area derive directly from the questions included on the survey forms. Students who did not respond to the three questions related to these areas (interaction and hours of work) could not be categorized and were, therefore, not included in this part of the analysis. (Eleven of the 1372 students did not indicate whether they had met with instructors outside of class time, 17 did not indicate whether they had interacted with students outside of class time, and 19 did not indicate the number of hours per week that they spent working at a job.)

The remaining category areas (that are related to participation in NVC programs and campus events) were generated based on data collected from several questions included on the survey forms. For the “participation in community-building programs” category, students who indicated participation in any of the following programs were coded with a “yes”:

- Learning Community (such as ENGL 85, Puente, Umoja);
- MESA (Mathematics, Engineering, Science Achievement);
- TRIO (Student Support Services, Talent Search, Upward Bound);
- EOPS (Extended Opportunity Programs & Services);
- ASNVC/Student Government; or/and
- Campus Clubs

Students who left all of the programs listed above blank or selected “none of the above” were coded with a “no.” For the “participation in special events on campus” category, students who indicated such participation on the survey form were coded with a “yes.” Students who left that option blank were coded with a “no.”

4. **Amount of Educational Planning**

The “Amount of Educational Planning” section includes three areas: educational goal, completion of NVC orientation, and the development of an NVC educational plan. Within the educational goal area, the response options were collapsed into four subgroups: defined educational, defined career, defined college preparation, and undefined/undecided. The “defined educational” subgroup included all students who selected any of the following options: obtain an associate degree, obtain a vocational degree, obtain a vocational certificate, or transfer to a 4-year institution. The “defined career” subgroup included all students who indicated an intent to plan and prepare for a new career or/and advance in their current job/career. The “defined college preparation” subgroup consisted of students who indicated a goal of high school diploma/GED or/and basic skills improvement. Because students were able to make multiple selections, some students were included in more than one subgroup. All respondents who left this question blank, as well as those who selected “undecided,”
were placed in the “undefined/undecided” subgroup. The subgroups within the “orientation” and “educational plan” categories were derived directly from the relevant yes-no questions included on the survey form. Students who did not respond to the two questions related to orientation and educational plan development could not be categorized and were, therefore, not included in this part of the analysis. (Fourteen of the 1372 students did not answer the orientation question, while 16 did not answer the educational plan question.)

5. Other
The remaining questions in Section III of the campus climate survey covered: financial aid recipients, veteran status, primary language, and county of residence. These categories are included in the “Other” section. Students were categorized into the “Other” subgroups based on their responses to the relevant questions on the survey form. Students who did not respond to the questions related to the “Other” descriptions could not be categorized and were, therefore, not included in this part of the analysis. (Twelve of the 1372 students did not respond to the question related to financial aid, 12 did not respond to the question related to military service, 55 did not identify their primary language (even though an “other” option was listed), and 4 did not identify their county of residence.)