Introduction

Community Colleges like most other public institutions are faced with the task of improving the quality of the services they provide within the parameters of state and local funding. Colleges must strive to maintain an atmosphere conducive to the educational needs of a diverse student population as well as maintain the quality and efficiency of campus services.

Assessment of Institutional Priorities

It has been said that successful institutions share three basic attributes: a focus on the needs of their students; continuous improvement of the quality of the educational experience, and the use of student satisfaction data to shape their future directions.” Moreover, by viewing satisfaction within the context of both student expectations and the value campus personnel place on these expectations greater precision can be realized. Assessing the strengths and priorities for action therefore evolve around student and employee data.

The Study

This report focuses on the changes in student and employee expectations, institutional performance and climate satisfaction data over a two-year period (2002-2004) at Gavilan College. The fundamental purpose of this study is to identify potential areas of improvement in institutional effectiveness and also to high-light strengths that the institution currently possesses.

Additional respondent characteristics were obtained to augment this study, emphasizing: Ethnicity, age, gender, disabilities, income, number of family members, enrollment in day / evening classes, current class load, educational goal, self perceived satisfaction levels, semesters attended, and sensitivity to diversity.
Methods

The Campus Climate Survey was used as the primary instrument in assessing student perceptions of campus experiences at Gavilan College. A research team from Shasta College developed the instrument used as part of a Chancellor’s Office effort to make a standard instrument available to colleges. Gavilan participated in the piloting of this instrument in Spring 2002 and used the same instrument in Spring 2004. Bea Lawn, a Gavilan ESL instructor, translated the survey into Spanish. A copy of the instrument is attached to this report.

In order to be in the survey pool, a class had to be a full term non-distance education course of at least 3 units with an enrollment of at least 20 students during the Spring 2004 semester. By making these restrictions, selected courses would meet often enough so that the survey would not unduly disrupt instruction and have an enrollment high enough to maximize the gain from each sampling effort so that the number of sections disrupted could be minimized.

Stratified random sampling identified 34 classes to participate in the survey. Stratification ensured that the respondents would be proportionately representative by gender, ethnicity, age, class location (main campus versus remote sites), day versus evening students, and English versus Spanish speakers. These stratification efforts were intended to help offset biases that the survey pool restrictions may have introduced. The 34 selected sections had a combined enrollment of 1016 students. In addition, students who self identified as African-American, Asian/Pacific Islander, or Native American were oversampled by being sent the survey to their homes through the mail. All 52 African-American and 24 Native American students not sampled in a class were sent a survey. Of the 141 Asian/Pacific Islanders not sampled in a class, 60 were randomly selected to receive a survey in the mail.
Results

The survey consisted of a series of statements (such as “I received adequate assistance during the registration process”) to which respondents would indicate on 4 point scales the extent to which they agreed with the statement and how important they felt it was. Each question then results in two measures: one of agreement interpreted as satisfaction and one of importance. These two values can be plotted into a “matrix for prioritizing action” as suggested by Noel/Levitz. In this scheme, agreement is equated with satisfaction. High importance/low satisfaction suggests these are areas in need of immediate attention. High importance/ high satisfaction are areas where the college is successful that can be highlighted. Low importance/ high satisfaction areas could have resources redirected towards areas of greater concern. Low importance/low satisfaction areas are not as critical but suggest an opportunity for reviewing why these areas are of less importance. Results for 2004 and 2002 are shown on the following pages.
High importance/low satisfaction suggests these are areas in need of immediate attention.
High importance/high satisfaction are areas where the college is successful that can be highlighted.
Low importance/high satisfaction areas could have resources redirected towards areas of greater concern.
Low importance/low satisfaction areas are not as critical but suggest an opportunity for reviewing why these areas are of less importance.
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Low importance/low satisfaction areas are not as critical but suggest an opportunity for reviewing why these areas are of less importance.
Statements by Number

1. I received adequate assistance during the registration process.
2. My college counselor was responsive to my needs.
3. I feel comfortable in approaching a college administrator if I have a concern.
4. It is easy to see my instructors during their office hours.
5. People with disabilities are given ample opportunities to participate in activities.
6. Students at the college show respect for one another.
7. I received adequate assistance from faculty and staff about career and transfer options.
8. My instructors have been responsive to my individual needs.
9. I have received good customer service at the college bookstore.
10. My instructors encourage women to participate in class as much as men.
11. I have had difficulty getting around campus.
12. Health Services staff provided me with good customer service.
13. The Cafeteria staff provided me with good customer service.
14. I feel safe on campus, day and night.
15. My instructors use teaching methods that I respond to positively.
16. This college has a reputation of quality in my community.
17. Student academic support services have helped me succeed.
18. I am learning the occupational skills that I expected to learn.
19. The quality of instruction is excellent at my college.
20. I am gaining the general education background that I expected.
21. The courses that I take teach skills that will benefit me throughout my lifetime.
22. Instructors give practical examples of how theories apply to real life.
23. I received the assistance I needed in academic advising and educational planning.
24. There is at least one faculty member I know well enough to talk to if I am having difficulty with success in college.
25. My instructors need to provide me with more up-to-date information in the subject they teach.
26. People with diverse backgrounds have an active voice in student government.
27. I received adequate assistance in obtaining information on student scholarships.
28. If I were starting over, I would attend this college.
29. Classrooms have comfortable temperatures and lighting for learning.
30. Classrooms and other buildings have adequate accommodations for people with disabilities.
31. Courses I need are offered at the times that are convenient to my schedule.
32. From my experience, this college offers a variety of courses to meet my needs and interests.
33. The availability of student computing facilities meets my needs.
34. I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual.
35. Educational activities at this college reflect an appreciation for different groups of people, including ethnic and disabled people.
36. I am involved in organized student activities at my college.
37. The assessment process was a comfortable experience for me.
38. The way the college is presented in the media is a clear and accurate reflection of the college.
39. I was able to easily access my college's catalog, schedule of classes and website.
40. The college promotes an understanding of and concern for issues of equality and diversity.
41. I am satisfied with ethnic/cultural events sponsored by the campus.
42. College personnel do not respond to students in a fair and objective manner.
43. My instructors treat students of diverse backgrounds with equal respect.
44. I have found my college to be a positive and supportive educational environment for the pursuit of an education.
45. The buildings and grounds at this college are well maintained.
46. Faculty and staff are sensitive to the needs of students of diverse backgrounds.
47. I have been made to feel comfortable here by other students.
48. All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college.
49. Most students feel a sense of belonging here.
50. I would encourage others to attend this college.
51. The Financial Aid staff provides good customer service.
52. I value making friends with students of other cultural and ethnic backgrounds.
53. My instructors incorporate into their classes materials that acknowledge the contributions of women and people from diverse backgrounds.
2004 Matrix Rankings and Recommendations

Based on rankings of importance, roughly equal numbers of items appear in each quadrant of the matrix. However, some items are towards the extreme within their action category. These items are highlighted here with recommendations.

High Importance / Low Satisfaction

These are the items of most concern for an institution that suggest immediate attention especially for persistent issues. Two items remaining from the 2002 are:

31. Courses I need are offered at the times that are convenient to my schedule.

7. I received adequate assistance from faculty and staff about career and transfer options.

Course scheduling has long been a struggle at Gavilan due to a culture of morning scheduling and lack of air conditioning that would accommodate afternoon classes. These are currently being addressed by a move to block scheduling and the passage of a bond measure allowing air conditioning to be installed campus wide. This concern is also the byproduct of the relatively small size of the college disallowing a wide variety of offerings at various times such as might be found at a larger college.

Career and transfer assistance are currently accommodated by a career and transfer center, transfer and job fairs, workshops and field trips by various student support services and probably ad hoc advice from various college personnel. Assistance in these areas could be enhanced by an increased awareness among all college personnel that students desire this type of information. Further, some other simple measures such as physical and electronic job boards or more web based information may help. A focus group of students is also recommended to obtain more specifics on what expectations they have for assistance in this area.

An item that is new for the 2004 survey due to a decrease in satisfaction is:

30. Classrooms and other buildings have adequate accommodations for people with disabilities.

As there have not been any significant changes in facilities since 2002, it could be assumed that the change is due to a change in students’ expectations. Shortfalls in these areas have been identified previous such as some doors not having automatic opening capability and cracks in pavement in some areas. Again, the recently passed bond measure promises to address these issues.
Low Importance / Low Satisfaction

These items are more areas where student expectations do not appear to have been fully met yet they are not deemed as very important in general to students. All items were previously identified in the 2002 and are as follows:

36. I am involved in organized student activities at my college.
37. The assessment process was a comfortable experience for me.
25. My instructors need to provide me with more up-to-date information in the subject they teach.
11. I have had difficulty getting around campus.

High Importance / High Satisfaction

These items are where Gavilan college is meeting the expectations of its students. All of these were identified in the 2002 survey and include:

48. All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college.
44. I have found my college to be a positive and supportive educational environment for the pursuit of an education.
8. My instructors have been responsive to my individual needs.
39. I was able to easily access my college's catalog, schedule of classes and website.
20. I am gaining the general education background that I expected.
43. My instructors treat students of diverse backgrounds with equal respect.
5. People with disabilities are given ample opportunities to participate in activities.

Taken together, it could be said that Gavilan does a good job of providing individualized instruction and support to all students regardless of their background.

Low Importance / High Satisfaction

These are items that Gavilan is doing well but are not considered very important by students in general. That suggests that these items aren’t as useful for marketing to students. However, other campus constituencies or external groups may find these items of greater importance so that these items could be used effectively in those arenas. Items remaining from the 2002 survey include:

10. My instructors encourage women to participate in class as much as men.
34. I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual.
52. I value making friends with students of other cultural and ethnic backgrounds.
53. My instructors incorporate into their classes materials that acknowledge the contributions of women and people from diverse backgrounds.
A new item for 2004 due to an increase in satisfaction is:

13. The Cafeteria staff provided me with good customer service.

Responses by demographics
A factor analysis on agreements to statements found three main groupings characterized as respect for diversity, instructional quality, and college reputation. Differences in responses to these factors were examined by demographic group. Hispanics appeared to have a higher opinion of the college’s reputation than those of other ethnicities ($F(2,303)=4.930$, $p=0.008$). Females appeared to have a higher opinion of instructional quality than males ($t(189)=2.205$, $p=0.029$). Students older than 25 tend to have a higher opinion of instructional quality (Spearman’s rho=0.271, $p<0.0005$) and the college reputation (Spearman’s rho=0.205, $p<0.0005$). There were no differences by income level.
Table 1. Results by statement for 2002 and 2004.

<table>
<thead>
<tr>
<th>Statement</th>
<th>2002 Mean</th>
<th>2002 Rank</th>
<th>2004 Mean</th>
<th>2004 Rank</th>
<th>Change in Rank Agree</th>
<th>Change in Rank Import</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I received adequate assistance during the registration process.</td>
<td>3.24</td>
<td>28</td>
<td>3.61</td>
<td>17</td>
<td></td>
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<tr>
<td>2 My college counselor was responsive to my needs.</td>
<td>3.27</td>
<td>25</td>
<td>3.74</td>
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<td>3 I feel comfortable in approaching a college administrator if I have a concern.</td>
<td>3.17</td>
<td>36</td>
<td>3.47</td>
<td>33</td>
<td></td>
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<td>4 It is easy to see my instructors during their office hours.</td>
<td>3.23</td>
<td>29</td>
<td>3.54</td>
<td>24</td>
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<td>5 People with disabilities are given ample opportunities to participate in activities.</td>
<td>3.65</td>
<td>2</td>
<td>3.70</td>
<td>4</td>
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<td>6 Students at the college show respect for one another.</td>
<td>3.22</td>
<td>31</td>
<td>3.58</td>
<td>23</td>
<td></td>
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<td>7 I received adequate assistance from faculty and staff about career and transfer options.</td>
<td>2.96</td>
<td>48</td>
<td>3.66</td>
<td>11</td>
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<td>8 My instructors have been responsive to my individual needs.</td>
<td>3.26</td>
<td>26</td>
<td>3.58</td>
<td>20</td>
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<td>9 I have received good customer service at the college bookstore.</td>
<td>2.80</td>
<td>49</td>
<td>3.43</td>
<td>38</td>
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<tr>
<td>10 My instructors encourage women to participate in class as much as men.</td>
<td>3.58</td>
<td>4</td>
<td>3.36</td>
<td>44</td>
<td></td>
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<tr>
<td>11 I have had difficulty getting around campus.</td>
<td>2.97</td>
<td>47</td>
<td>3.14</td>
<td>51</td>
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<tr>
<td>12 Health Services staff provided me with good customer service.</td>
<td>3.00</td>
<td>46</td>
<td>3.34</td>
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<tr>
<td>13 The Cafeteria staff provided me with good customer service.</td>
<td>3.23</td>
<td>30</td>
<td>3.14</td>
<td>50</td>
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<td>14 I feel safe on campus, day and night</td>
<td>3.17</td>
<td>35</td>
<td>3.70</td>
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<td>15 My instructors use teaching methods that I respond to positively.</td>
<td>3.41</td>
<td>11</td>
<td>3.69</td>
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<tr>
<td>16 This college has a reputation of quality in my community.</td>
<td>3.07</td>
<td>41</td>
<td>3.49</td>
<td>32</td>
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<tr>
<td>17 Student academic support services have helped me succeed.</td>
<td>3.07</td>
<td>40</td>
<td>3.51</td>
<td>31</td>
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<td>18 I am learning the occupational skills that I expected to learn.</td>
<td>3.25</td>
<td>27</td>
<td>3.59</td>
<td>18</td>
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<td>19 The quality of instruction is excellent at my college.</td>
<td>3.28</td>
<td>24</td>
<td>3.72</td>
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<td>20 I am gaining the general education background that I expected.</td>
<td>3.44</td>
<td>8</td>
<td>3.71</td>
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<td>Statement</td>
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<td>2002 Importance Mean Rank</td>
<td>2004 Agreement Mean Rank</td>
<td>2004 Importance Mean Rank</td>
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<td>21 The courses that I take teach skills that will benefit me throughout my lifetime.</td>
<td>3.42 10 3.63 15</td>
<td></td>
<td>3.27 28 3.66 19</td>
<td></td>
<td>-18 -4</td>
<td></td>
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<tr>
<td>22 Instructors give practical examples of how theories apply to real life.</td>
<td>3.28 23 3.51 30</td>
<td></td>
<td>3.28 27 3.58 29</td>
<td></td>
<td>-4 1</td>
<td></td>
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<tr>
<td>23 I received the assistance I needed in academic advising and educational planning.</td>
<td>3.08 39 3.54 26</td>
<td></td>
<td>3.13 36 3.74 10</td>
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<td>3 16</td>
<td></td>
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<tr>
<td>24 There is at least one faculty member I know well enough to talk to if I am having difficulty with success in college.</td>
<td>3.05 43 3.52 29</td>
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<td>3.10 42 3.64 22</td>
<td></td>
<td>1 7</td>
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<tr>
<td>25 My instructors need to provide me with more up-to-date information in the subject they teach.</td>
<td>2.69 50 3.41 41</td>
<td></td>
<td>2.45 52 3.44 37</td>
<td></td>
<td>-2 4</td>
<td></td>
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<tr>
<td>26 People with diverse backgrounds have an active voice in student government.</td>
<td>3.32 22 3.26 49</td>
<td></td>
<td>3.25 31 3.34 47</td>
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<td>-9 2</td>
<td></td>
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<tr>
<td>27 I received adequate assistance in obtaining information on student scholarships.</td>
<td>2.47 52 3.53 28</td>
<td></td>
<td>2.52 51 3.66 20</td>
<td></td>
<td>1 8</td>
<td></td>
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<tr>
<td>28 If I were starting over, I would attend this college.</td>
<td>3.18 34 3.44 36</td>
<td></td>
<td>3.26 29 3.48 35</td>
<td></td>
<td>5 1</td>
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<td>29 Classrooms have comfortable temperatures and lighting for learning.</td>
<td>3.01 44 3.64 14</td>
<td></td>
<td>2.81 48 3.59 27</td>
<td></td>
<td>-4 -13</td>
<td></td>
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<tr>
<td>30 Classrooms and other buildings have adequate accommodations for people with disabilities.</td>
<td>3.39 14 3.69 8</td>
<td></td>
<td>3.09 43 3.71 14</td>
<td></td>
<td>-29 -6</td>
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<tr>
<td>31 Courses I need are offered at the times that are convenient to my schedule.</td>
<td>3.01 45 3.65 13</td>
<td></td>
<td>2.78 49 3.82 2</td>
<td></td>
<td>-4 11</td>
<td></td>
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<tr>
<td>32 From my experience, this college offers a variety of courses to meet my needs and interests.</td>
<td>3.11 37 3.67 10</td>
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<td>3.13 37 3.79 5</td>
<td></td>
<td>0 5</td>
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<tr>
<td>33 The availability of student computing facilities meets my needs.</td>
<td>3.36 19 3.62 16</td>
<td></td>
<td>3.31 22 3.65 21</td>
<td></td>
<td>-3 -5</td>
<td></td>
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<tr>
<td>34 I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual.</td>
<td>3.39 12 2.93 52</td>
<td></td>
<td>3.41 13 2.99 52</td>
<td></td>
<td>-1 0</td>
<td></td>
</tr>
<tr>
<td>35 Educational activities at this college reflect an appreciation for different groups of people, including ethnic and disabled people.</td>
<td>3.37 16 3.45 35</td>
<td></td>
<td>3.39 14 3.39 42</td>
<td></td>
<td>2 -7</td>
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<tr>
<td>36 I am involved in organized student activities at my college.</td>
<td>2.35 53 2.75 53</td>
<td></td>
<td>2.06 53 2.61 53</td>
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<td>0 0</td>
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<tr>
<td>37 The assessment process was a comfortable experience for me.</td>
<td>3.09 38 3.39 43</td>
<td></td>
<td>2.98 47 3.37 45</td>
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<td>-9 -2</td>
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<td>Statement</td>
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<td>38 The way the college is presented in the media is a clear and accurate reflection of the college.</td>
<td>3.05</td>
<td>42</td>
<td>3.34</td>
<td>45</td>
<td>3.14</td>
<td>35</td>
</tr>
<tr>
<td>39 I was able to easily access my college's catalog, schedule of classes and website.</td>
<td>3.47</td>
<td>6</td>
<td>3.58</td>
<td>21</td>
<td>3.46</td>
<td>8</td>
</tr>
<tr>
<td>40 The college promotes an understanding of and concern for issues of equality and diversity.</td>
<td>3.38</td>
<td>15</td>
<td>3.42</td>
<td>39</td>
<td>3.37</td>
<td>18</td>
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<td>41 I am satisfied with ethnic/cultural events sponsored by the campus.</td>
<td>3.22</td>
<td>32</td>
<td>3.34</td>
<td>47</td>
<td>3.31</td>
<td>26</td>
</tr>
<tr>
<td>42 College personnel do not respond to students in a fair and objective manner.</td>
<td>2.49</td>
<td>51</td>
<td>3.54</td>
<td>27</td>
<td>2.76</td>
<td>50</td>
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<tr>
<td>43 My instructors treat students of diverse backgrounds with equal respect.</td>
<td>3.68</td>
<td>1</td>
<td>3.66</td>
<td>12</td>
<td>3.70</td>
<td>2</td>
</tr>
<tr>
<td>44 I have found my college to be a positive and supportive educational environment for the pursuit of an education.</td>
<td>3.51</td>
<td>5</td>
<td>3.69</td>
<td>9</td>
<td>3.47</td>
<td>6</td>
</tr>
<tr>
<td>45 The buildings and grounds at this college are well maintained.</td>
<td>3.33</td>
<td>20</td>
<td>3.58</td>
<td>19</td>
<td>3.12</td>
<td>39</td>
</tr>
<tr>
<td>46 Faculty and staff are sensitive to the needs of students of diverse backgrounds.</td>
<td>3.42</td>
<td>9</td>
<td>3.54</td>
<td>25</td>
<td>3.47</td>
<td>7</td>
</tr>
<tr>
<td>47 I have been made to feel comfortable here by other students.</td>
<td>3.39</td>
<td>13</td>
<td>3.44</td>
<td>37</td>
<td>3.38</td>
<td>16</td>
</tr>
<tr>
<td>48 All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college.</td>
<td>3.64</td>
<td>3</td>
<td>3.69</td>
<td>7</td>
<td>3.71</td>
<td>1</td>
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<tr>
<td>49 Most students feel a sense of belonging here.</td>
<td>3.20</td>
<td>33</td>
<td>3.46</td>
<td>34</td>
<td>3.23</td>
<td>32</td>
</tr>
<tr>
<td>50 I would encourage others to attend this college.</td>
<td>3.36</td>
<td>18</td>
<td>3.42</td>
<td>40</td>
<td>3.45</td>
<td>10</td>
</tr>
<tr>
<td>51 The Financial Aid staff provides good customer service.</td>
<td>3.33</td>
<td>21</td>
<td>3.58</td>
<td>22</td>
<td>3.33</td>
<td>20</td>
</tr>
<tr>
<td>52 I value making friends with students of other cultural and ethnic backgrounds.</td>
<td>3.44</td>
<td>7</td>
<td>3.31</td>
<td>48</td>
<td>3.59</td>
<td>4</td>
</tr>
<tr>
<td>53 My instructors incorporate into their classes materials that acknowledge the contributions of women and people from diverse backgrounds.</td>
<td>3.37</td>
<td>17</td>
<td>3.40</td>
<td>42</td>
<td>3.45</td>
<td>9</td>
</tr>
</tbody>
</table>
Respondent Characteristics

Ethnicity of Respondents

Table 2. Ethnicity of respondents.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2%</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>21</td>
</tr>
<tr>
<td>Black; Non-Hispanic</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>Filipino</td>
<td>2%</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34%</td>
<td>113</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>White; Non-Hispanic</td>
<td>35%</td>
<td>118</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>No Response</td>
<td>9%</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>

Gender

Table 3. Gender of respondents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60%</td>
<td>200</td>
</tr>
<tr>
<td>Male</td>
<td>35%</td>
<td>119</td>
</tr>
<tr>
<td>No Response</td>
<td>5%</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>
Table 4. Age of respondents.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 or younger</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>18 - 20</td>
<td>30%</td>
<td>102</td>
</tr>
<tr>
<td>21 - 24</td>
<td>16%</td>
<td>53</td>
</tr>
<tr>
<td>25 - 29</td>
<td>10%</td>
<td>34</td>
</tr>
<tr>
<td>30 - 34</td>
<td>6%</td>
<td>19</td>
</tr>
<tr>
<td>35 - 39</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>40 - 44</td>
<td>9%</td>
<td>29</td>
</tr>
<tr>
<td>45 - 49</td>
<td>3%</td>
<td>11</td>
</tr>
<tr>
<td>50 - 59</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>60 or more</td>
<td>1%</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>13%</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>

Table 5. Physical disability status of respondents.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3%</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>84%</td>
<td>283</td>
</tr>
<tr>
<td>No Response</td>
<td>13%</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>
Table 6. Time of enrollment of respondents.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>46%</td>
<td>153</td>
</tr>
<tr>
<td>Evening</td>
<td>19%</td>
<td>65</td>
</tr>
<tr>
<td>Both</td>
<td>32%</td>
<td>107</td>
</tr>
<tr>
<td>No Response</td>
<td>3%</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>

Table 7. Class load of respondents.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 3 units</td>
<td>13%</td>
<td>42</td>
</tr>
<tr>
<td>4 to 6 units</td>
<td>18%</td>
<td>62</td>
</tr>
<tr>
<td>7 to 9 units</td>
<td>15%</td>
<td>49</td>
</tr>
<tr>
<td>10 to 12 units</td>
<td>27%</td>
<td>90</td>
</tr>
<tr>
<td>13 to 15 units</td>
<td>18%</td>
<td>62</td>
</tr>
<tr>
<td>16 or more units</td>
<td>6%</td>
<td>21</td>
</tr>
<tr>
<td>No Response</td>
<td>3%</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>
# of Semesters Attended

Table 8. Number of semesters at Gavilan.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester</td>
<td>19%</td>
<td>64</td>
</tr>
<tr>
<td>Two semesters</td>
<td>21%</td>
<td>70</td>
</tr>
<tr>
<td>Three semesters</td>
<td>16%</td>
<td>53</td>
</tr>
<tr>
<td>Four semesters</td>
<td>16%</td>
<td>55</td>
</tr>
<tr>
<td>Five or more semesters</td>
<td>15%</td>
<td>49</td>
</tr>
<tr>
<td>No Response</td>
<td>13%</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>

Educational Goal

Table 9. Educational Goal of respondents.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer to a four-year college</td>
<td>34%</td>
<td>114</td>
</tr>
<tr>
<td>AA Degree</td>
<td>11%</td>
<td>36</td>
</tr>
<tr>
<td>AS Degree</td>
<td>5%</td>
<td>18</td>
</tr>
<tr>
<td>Certificate</td>
<td>2%</td>
<td>6</td>
</tr>
<tr>
<td>Job Skills</td>
<td>5%</td>
<td>16</td>
</tr>
<tr>
<td>Personal Interest</td>
<td>6%</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>12</td>
</tr>
<tr>
<td>No Response</td>
<td>34%</td>
<td>113</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>
Table 10. Self perception of success by respondents.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Successful</td>
<td>33%</td>
<td>111</td>
</tr>
<tr>
<td>Somewhat Successful</td>
<td>49%</td>
<td>166</td>
</tr>
<tr>
<td>Not Very Successful</td>
<td>4%</td>
<td>13</td>
</tr>
<tr>
<td>Not at All Successful</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>13%</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>

Table 11. Family income reported by respondents.

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $7499</td>
<td>5%</td>
<td>18</td>
</tr>
<tr>
<td>$7500 - $14999</td>
<td>10%</td>
<td>33</td>
</tr>
<tr>
<td>$15000 - $18999</td>
<td>7%</td>
<td>24</td>
</tr>
<tr>
<td>$19000 - $24999</td>
<td>5%</td>
<td>17</td>
</tr>
<tr>
<td>$25000 - $29999</td>
<td>3%</td>
<td>9</td>
</tr>
<tr>
<td>$30000 - $39999</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>$40000 - $49999</td>
<td>8%</td>
<td>27</td>
</tr>
<tr>
<td>$50000 - $59999</td>
<td>6%</td>
<td>20</td>
</tr>
<tr>
<td>$60000 or more</td>
<td>26%</td>
<td>87</td>
</tr>
<tr>
<td>No Response</td>
<td>22%</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>
Table 12. Household size of respondents.

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself only</td>
<td>8%</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>13%</td>
<td>43</td>
</tr>
<tr>
<td>3</td>
<td>18%</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>15%</td>
<td>51</td>
</tr>
<tr>
<td>6 or more</td>
<td>13%</td>
<td>42</td>
</tr>
<tr>
<td>No Response</td>
<td>13%</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>

Table 13. Responses to "To me, the term "diversity" includes: (choose one)".

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>All human differences</td>
<td>49%</td>
<td>165</td>
</tr>
<tr>
<td>Primarily racial differences</td>
<td>3%</td>
<td>9</td>
</tr>
<tr>
<td>Primarily cultural differences</td>
<td>2%</td>
<td>7</td>
</tr>
<tr>
<td>Both racial and cultural differences</td>
<td>41%</td>
<td>138</td>
</tr>
<tr>
<td>No Response</td>
<td>5%</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>336</td>
</tr>
</tbody>
</table>
Perceptions of Culture

The shared experience of all individual groups...

Group experience based on the ethnicity or race of people.

Group experience based on geographic location of people.

Table 14. Responses to "To me, the words "cultural diversity" apply primarily to: (Choose One)".

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group experience based on the ethnicity or race of people.</td>
<td>18%</td>
<td>60</td>
</tr>
<tr>
<td>Group experience based on geographic location of people.</td>
<td>5%</td>
<td>18</td>
</tr>
<tr>
<td>The shared experience of all individual groups…</td>
<td>72%</td>
<td>241</td>
</tr>
<tr>
<td>No Response</td>
<td>5%</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>336</strong></td>
</tr>
</tbody>
</table>

Perception of Campus Climate

Table 15. Responses to "At the college, the general "campus climate" is one of respect for differences in: (Select All That Apply)".

<table>
<thead>
<tr>
<th>Difference</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race-ethnicity</td>
<td>15%</td>
<td>49</td>
</tr>
<tr>
<td>Gender</td>
<td>3%</td>
<td>11</td>
</tr>
<tr>
<td>Age</td>
<td>7%</td>
<td>24</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>2%</td>
<td>6</td>
</tr>
<tr>
<td>Native Language</td>
<td>1%</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>1%</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>71%</td>
<td>239</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>336</strong></td>
</tr>
</tbody>
</table>