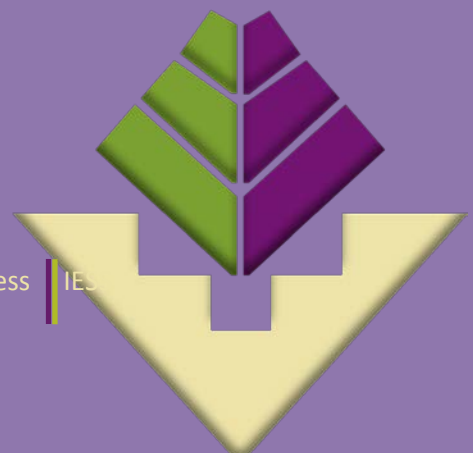


2018

# Institutional Effectiveness and Student Success: Civility Survey Results

Building Community and Civility Consortium  
San José • Evergreen Community College District

Research Briefing Report RB2017-01



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## Executive Summary

The results of the survey provide guidance for planning the next steps for the work of the Building Community and Civility Consortium, also referred to as the Civility Task Force. The faculty, staff, and students give voice to the desire of the district and community to have a civil environment. The survey results identified several themes.

### Results

- Student response rate was 5.3%, a one percent increase from the survey completed in 2015. The employee response rate was 11.6%, a two percent decrease from the previous survey.
- In comparing to district employee demographics, there was a higher survey response rate for women (61%) compared to men (28%). The ethnic distribution of the employee survey respondents is similar, and therefore representative, of the district breakdown.
- An overrepresentation of full-time students was evident among student survey respondents when comparing to the academic load distribution of all the students in the district.
- In identifying words to describe their personal definition of civility, faculty and staff indicated “Respect” and “Ethical Behavior” as important.
- Faculty identified “respect” as being the most important for them. Among staff, “ethical behavior” was the most important for managers, supervisors and confidential employees.
- For faculty and staff, “Unethical Professional Practice” and “Being Rude to People or Groups of People” were identified as behaviors that bothered them the most. The exception was adjunct faculty who found “Taking Credit for Something Someone Else Did” as the most bothersome.
- In identifying words to describe their personal definition of civility, students indicated “Respect,” “Courtesy” and “Ethical Behavior” as most important.
- For students, “Taking Credit for Something Someone Else Did” was the most bothersome negative behavior they had experienced, followed by “Insensitivity to People Based upon Ethnicity” and “Being Rude to People or Groups of People.”
- In asking how often students witnessed negative behaviors on campus, “Being Rude to People or Groups of People” had the highest numbers of responses, although the frequency of such behaviors was relatively low.
- The results between the 2015 and 2017 survey are similar for both groups surveys, the students and employees.
- In the open-ended questions, the Golden Rule of treating others as one would like to be treated prevailed for both colleges and for both groups.

## Background

In Spring 2017, the district-wide Building Community and Civility Consortium, also referred to as the Civility Taskforce, charged the Department of Institutional Effectiveness and Student Success (IESS) at the District Office with conducting a Civility Survey, the third survey since Spring 2013. IESS distributed two surveys (one for faculty and staff, and one for students) via email. The surveys asked respondents about their demographics, their role and history at the district, how certain keywords shape their own personal definition of civility and their tolerance for and witness to certain uncivil behaviors.

## Methodology

All students and employees were sent separate but similar surveys via email. The surveys remained open for a week from April 18 to April 25, 2017.

In Spring 2017, there were 16,040 students attending the San José-Evergreen Community College District. The student civility survey had a response rate of 5.3% (860 students), a full percent point increase from the 2015 student response rate. There were 1,456 staff and faculty when this survey was administered. With a total of 170 staff and faculty respondents, the response rate for this faculty/staff survey was 11.6%, a decrease from 13.2% in 2015.

The first section of the survey asked respondents how certain words shaped their personal definition of civility. A series of words like, Politeness, Courtesy, Decency, Respect, and Judgment were included as prompts and respondents were given space to add their own words as well. The words were rated on a “Not Important” to “Very Important” scale. The second section of the survey asked respondents to indicate how bothered they would be if they witnessed negative behaviors in the work place. Some examples of negative behaviors listed were - using harsh language towards others, sending negative or complaining emails to “all district,” overly chastising subordinates, and not saying “thank you” when appropriate. The negative behaviors responses were measured on a six-point scale from “Not at all” to “Extremely.” The survey proceeded to ask respondents how often they witnessed the same negative behaviors in the past six months in their work environment. These responses were in a five-point scale that ranged from “Never” to “Every Day.”

In addition, open-ended questions were included at the end of the survey for respondents to state their thoughts. In the student survey, the two free-response questions were “What do you think about when you read the words, mutual respect?” and “What are some actions that you would suggest people take to promote civil school environment?” For the faculty/staff survey, the free-response questions were “What are some actions that you would suggest people take to promote more civil work environment?” and “What are some ways that you would use to help communicate our new statement of civility?”

It is important to note that some responses for the categorical questions such as race/ethnicity, gender, and primary role were modified to be more inclusive of the District’s diverse population. For example, in the race/ethnicity question Hispanic was changed to Hispanic, Latino(a), or Mexican to include students of Latin American descent that didn’t self-identify as Hispanic.

## Results

### Demographics

#### Faculty and Staff

There were one hundred and seventy respondents for the Staff and Faculty Civility Survey with forty-nine from adjunct faculty, thirty-two from faculty, nineteen were managers, supervisors, or confidential employees, sixty-eight were classified, and there were two trustees (Table 1). The overwhelming majority of responses were from full-time (70%) employees.

Table 1: Respondents by Role

	Number of Respondents (N =170)	Percent
<b>Adjunct Faculty</b>	49	29%
<b>Faculty</b>	32	19%
<b>Manager, Supervisor, or Confidential</b>	19	11%
<b>Staff</b>	68	40%
<b>Trustee</b>	2	1%

Breaking down respondents' primary role by campus location (Table 2), Evergreen Valley's largest response group was staff (37%), followed by faculty (26%) and adjunct faculty (23%). For San Jose City College, adjunct faculty and staff were the largest respondents at 37% each, followed by faculty at 17%. It is important to note that the district office and "other" were excluded because of small number of responses (twenty-two respondents were omitted).

Table 2: Respondents by Role and Location

	Evergreen Valley College (N =73)	San Jose City College (N =75)
<b>Adjunct Faculty</b>	23%	37%
<b>Faculty</b>	26%	17%
<b>Manager, Supervisor, or Confidential</b>	14%	7%
<b>Staff</b>	37%	37%
<b>Trustee</b>	0%	1%

Examining respondents by role and work location, San Jose City College had a larger number of Adjunct Faculty responses compared to Evergreen Valley College (37% versus 23%), while Evergreen had a higher

number of Faculty responses. San Jose City College had a higher representation of their Adjunct Faculty while Evergreen Valley College had a better representation of their Faculty.

Table 3 reflects the primary role of the survey respondents and their location among the four sites.

Table 3: Primary Role by Location

	Adjunct Faculty (N = 49)	Faculty (N = 32)	Manager, Supervisor, or Confidential (N = 19)	Staff (N = 68)
<b>District Office</b>	0%	0%	11%	15%
<b>Evergreen Valley</b>	35%	59%	53%	40%
<b>San Jose City</b>	57%	41%	26%	41%
<b>Workforce Institute</b>	2%	0%	11%	0%
<b>Other</b>	6%	0%	11%	0%

With regard to race/ethnicity, regardless of location, the group with the largest number of responses came from White with 34%, followed by Asian and Hispanic, Latino(a), or Mexican at 22% (Table 4). It is important to note that the Hispanic, Latino(a), or Mexican saw a 40% increase in their responses from the previous survey, which can be attributed to the more inclusive language.

Table 4: Faculty/Staff Respondents by Race/Ethnicity and Location

	District Office (N = 13)	Evergreen Valley College (N = 73)	San Jose City College (N = 75)	Other (N = 6)	Total (N = 170)
<b>Asian</b>	15%	19%	25%	0%	22%
<b>Black/African-American</b>	0%	5%	7%	0%	5%
<b>Hispanic, Latino(a), or Mexican</b>	31%	25%	19%	17%	22%
<b>Mixed</b>	0%	7%	4%	17%	5%
<b>Other</b>	15%	5%	11%	33%	9%
<b>White</b>	23%	36%	33%	33%	34%
<b>No Response</b>	15%	3%	1%	0%	3%

In breaking down race/ethnicity of faculty and staff by location, Evergreen Valley's largest responses was White at 36%, followed by Hispanic, Latino(a), or Mexican at 25%, then Asian at 19% (Table 4). For San Jose City, the largest response group was White at 33%, Asian at 25% then Hispanic, Latino(a), or Mexican at 19%.

The proportion of the different employee and racial/ethnic groups for the 2017 Civility Survey is representative of the district demographics, as reflected in the employee information on the State Chancellor Office's DataMart. For example, the DataMart states that the district's employee breakdown in Fall 2016 was 38% White, 25% Hispanic, 25% Asian and 6% African-American.

However, the respondents' gender is not reflective of the district's gender distribution. Males disproportionately responded at a lower rate by making up 28% of the responses to 61% for females. According to the DataMart, males compose 44% of all district's employees.

## Students

The Student Civility Survey had 860 respondents, with 379 (44%) of those respondents being full-time and 481 (56%) being part-time students. Examining responses by location, 51% were from Evergreen Valley College, 47% from San Jose City College, and 1% from both Workforce and Milpitas.

The majority of respondents for both campuses were part-time students with 52% of the respondents at Evergreen Valley and 59% at San Jose City (Table 5). However, according to overall college breakdown, the DataMart indicates 30% of Evergreen Valley and 25% of San Jose City students were full-time in Spring 2017. That means that full-time students are overrepresented in this survey.

Table 5: Student Load by Location

	Evergreen Valley College (N = 438)	San Jose City College (N = 422)
<b>Full-Time Student</b>	48%	41%
<b>Part-Time Student</b>	52%	59%

First year students constituted the largest portion of respondents at 34%, followed by second year students at 27%, fourth year students at 22% and third year students at 17%. These ratios stayed the same when examining respondents by campus, with first year being the largest group at 34% at both Evergreen Valley College and San Jose City College (Table 6).

Table 6: Academic Level by Campus

	Evergreen Valley College (N = 438)	San Jose City College (N = 422)
<b>First Year</b>	34%	34%
<b>Second Year</b>	19%	24%
<b>Third Year</b>	28%	26%
<b>Four or More Years</b>	19%	15%
<b>No Response</b>	0%	1%

Asian and Hispanic, Latino(a), or Mexican made up 67% of survey responses, with Asian making up 34% (the largest group) and Hispanic, Latino(a), or Mexican at 33%. For Evergreen Valley College, the largest group was Asian at 44%, followed by Hispanic, Latino(a), or Mexican at 30% and White, European, or Caucasian as the third largest respondent at 8%. For San Jose City College, Hispanic, Latino(a), or Mexican was the largest group at 36% and Asian and White, European, or Caucasian were similar to with 23% and 21% (Table7).

Table 7: Race/Ethnicity by Campus

	Evergreen Valley College (N = 438)	San Jose City College (N = 422)
<b>Asian</b>	44%	23%
<b>Black/African American</b>	2%	6%
<b>Hawaiian or Pacific Islander</b>	2%	1%
<b>Hispanic, Latino(a), or Mexican</b>	30%	36%
<b>Multi-Race/Ethnicity</b>	6%	5%
<b>Native American</b>	0%	1%
<b>Other</b>	4%	5%
<b>White, European, or Caucasian</b>	8%	21%
<b>No Response</b>	3%	2%

Regarding gender, 59% of the respondents were female and 35% were male, composing 94% of the respondents. Four percent of the respondents decided not to respond or selected “I Choose Not to Identify.” These proportions stayed the same at the campus level.

Table 8: Gender by Campus

	Evergreen Valley College (N = 438)	San Jose City College (N = 422)
<b>Female</b>	57%	60%
<b>Male</b>	36%	34%
<b>Gender Non-Conforming or Gender Non-Binary</b>	2%	1%
<b>I Choose Not to Identify</b>	1%	2%
<b>I Identify as Transgendered</b>	0%	1%
<b>No Response</b>	3%	1%



## Personal Definition of Civility

### Faculty and Staff

The first section of the survey had a list of words and asked respondents to indicate the importance of each word in shaping *their* personal definition of civility. Respondents ranked the importance of the word on a 5-point Likert scale that range from “Not Important” to “Very Important.” Out of the ten words, “Respect” and “Ethical Behavior” were rank highest, with 88% of the respondents rating “Respect” and “Ethical Behavior” at least “Somewhat Important.”

In examining how important “Respect” and “Ethical Behavior” were in defining civility by campus, 89% of Evergreen Valley College respondents rated “Respect” at least “Somewhat Important” and 95% for San Jose City College respondents.

Table 9: Percent of Staff and Faculty Who Rated Words Somewhat or Very Important

	District Office (N = 13)	Evergreen Valley College (N = 73)	San Jose City College (N = 75)
<b>Aesthetic Sensitivity</b>	69.2%	61.6%	69.3%
<b>Courtesy</b>	92.3%	86.3%	88.0%
<b>Decency</b>	92.3%	79.5%	88.0%
<b>Ethical Behavior</b>	92.3%	86.3%	90.7%
<b>Judgment</b>	61.5%	61.6%	68.0%
<b>Lead by Example</b>	84.6%	78.1%	82.7%
<b>Politeness</b>	84.6%	84.9%	93.3%
<b>Respect</b>	92.3%	89.0%	94.7%
<b>Selflessness</b>	69.2%	67.1%	64.0%
<b>Tolerance</b>	84.6%	79.5%	89.3%

In examining the responses by respondents’ role in the district, adjunct faculty, faculty, and staff rated “Respect” as the most important word in shaping their personal definition of civility. Every faculty respondent, 89% of adjunct faculty, and 88% of staff rated “Respect” as at least “Somewhat Important.”

Manager, supervisor, or confidential rated “Ethical Behavior” as the most important word in defining their definition of civility with 95% of respondents rating it as at least “Somewhat Important.” Both Trustee respondents marked “Politeness” as the highest in defining their definition of civility, with both rating it as “Very Important.” (Table 10)

Table 10: Percent of Respondents Who Rated Words Somewhat or Very Important by Role

	<b>Adjunct Faculty (N = 49)</b>	<b>Faculty (N = 32)</b>	<b>Manager, Supervisor, or Confidential (N = 19)</b>	<b>Staff (N = 68)</b>
<b>Aesthetic Sensitivity</b>	71.4%	56.2%	68.4%	61.7%
<b>Courtesy</b>	87.7%	90.6%	94.7%	85.2%
<b>Decency</b>	89.8%	87.5%	89.4%	77.9%
<b>Ethical Behavior</b>	87.7%	93.7%	94.7%	83.8%
<b>Judgment</b>	67.3%	68.7%	63.1%	61.7%
<b>Lead by Example</b>	83.6%	87.5%	78.9%	76.4%
<b>Politeness</b>	91.8%	90.6%	94.7%	83.8%
<b>Respect</b>	89.8%	100.0%	94.7%	88.2%
<b>Selflessness</b>	69.3%	62.5%	73.6%	63.2%
<b>Tolerance</b>	89.8%	93.7%	89.4%	73.5%

The words “Aesthetic Sensitivity,” “Judgment,” and “Selflessness” had the least responses for being at least “Somewhat Important” in shaping an individual’s definition of civility. “Aesthetic Sensitivity” was rated the least important in defining civility by adjunct faculty, faculty, and manager, supervisor, or confidential responses.

Only 71% of adjunct faculty, 56% of faculty, and 36% of manager, supervisor, or confidential respondents marked “Aesthetic Sensitivity” as at least “Somewhat Important” in shaping their personal definition of civility. Staff on the other hand rated “Judgement” as the least important in defining their definition of civility with only 62% of respondents saying that it is “Somewhat Important”

The survey proceeded to ask respondents to indicate the extent the listed behaviors would bother them if they witness them at work. Some of the negative behaviors listed were “Using harsh language towards others” and “Insensitivity to people of different religions.” The response for each listed behavior ranges from where 1 is “Not at all” to 6 reflecting “Extremely” bothered.

Table 11: Average “Bothered” Score (1 – “Not at all” to 6 – “Extremely”)

	District Office (N = 13)	Evergreen Valley College (N = 73)	San Jose City College (N = 75)
Being Rude To People Or Groups Of People	5.3	5.4	5.4
Insensitivity To People Based Upon Ethnicity	5.0	5.4	5.4
Insensitivity To People Based Upon Gender	4.9	5.4	5.2
Insensitivity To People Of Different Abilities	5.1	5.3	5.2
Insensitivity To People Of Different Religions	5.1	5.3	5.1
Insensitivity Toward Issues Of Sexual Orientation	5.0	5.5	5.1
Not Saying "Thank You" When Appropriate	4.7	4.2	4.6
Not Throwing Away Trash And Garbage	4.8	4.7	4.7
Overly Scolding Subordinates	5.3	5.3	5.2
Sending Negative or Complaining Emails To "All District"	4.8	4.8	4.7
Taking Credit For Something Someone Else Did	4.9	5.3	5.3
Talking Negatively About Another Person...	4.8	4.8	4.7
Unethical Professional Practices	5.3	5.6	5.6
Using Harsh Language Towards Others	5.6	5.1	4.8

Out of the fourteen behaviors, only ten of the behaviors’ mean were at least 5, which is defined as “Really Bothered.” The two negative behaviors with the highest “bothered” means were “Unethical Professional Practices” at 5.5 and “Being Rude to People or Groups of People” at 5.4. Examining the means for each campus, both campuses were “bothered” the most by “Unethical Professional Practices” with Evergreen Valley College with a mean of 5.5 and San Jose City College with a mean of 5.5. However, the campuses differ with the second behavior they are bothered by the most. Evergreen Valley College rated “Insensitivity Towards Issues of Sexual Orientation” as the second most bothersome behavior. For San Jose City College, the second most bothersome negative behavior was “Being Rude to People or Groups of People.”

Examining bothersome behaviors by role in the district, faculty, staff, and manager, supervisor, or confidential respondents agreed that “Unethical professional practices” was the most bothersome. Adjunct faculty on the other hand found “Taking Credit for Something Someone Else Did” as the most bothersome negative behavior. Faculty and staff viewed “Sending Negative or Complaining Emails to ‘All District’” as the least bothersome negative behavior. Adjunct faculty viewed “Not Saying ‘Thank You’ When Appropriate” and manager, supervisor, or confidential viewed “Not Throwing Away Trash and Garbage” as the least bothersome negative behavior with means of 4.4 and 4.3.

Respondents were then asked how often they have witnessed the negative behavior happening in their work environment within the past six months (from the day the survey was administered). The overwhelming majority responded that they witnessed the negative behaviors “Never” and “Once in a While.” Only two of the listed negative behaviors had a large number of respondents that said they witnessed the negative behavior at least once a week. Twenty-eight percent of the respondents said they

witnessed “Talking Negative about another Person Outside of Their Presence” and twenty percent said they witnessed a “Sending Negative or Complaining Emails to ‘All District.’” Examining these responses by campuses, 32% of Evergreen Valley College respondents and 28% of San Jose City College respondents said they witnessed “Talking Negative about another Person Outside of Their Presence” at least once a week. For “Sending Negative Emails,” only 22% of Evergreen Valley College and 18% of San Jose City College said they witnessed this negative behavior at least once a week.

## Students

Similar to employees, students were asked to indicate the importance of each word in shaping their personal definition of civility on a scale of 1 to 5 that range from “Not Important” to “Very Important.” Students indicated that the three most important words for them in defining are (from most to least): Respect, Courtesy, and Ethical Behavior. For “Respect,” 84% of respondents indicated that it was at least “Somewhat Important” in defining civility. Examining it at the campus level, 83% of Evergreen Valley and 86% of San Jose City respondents indicated “Respect” as at least “Somewhat Important” in defining civility. For “Courtesy,” 81% of the total respondents, 80% of EVC, and 82% of San Jose City stated that it was at least “Somewhat Important” in defining civility. For “Ethical Behavior,” 79% of the total respondents, 78% of EVC, and 80% of San Jose City stated that it was at least “Somewhat Important” in defining civility.

Table 12: Percent of Students Who Rated Words by Level Important

	Evergreen Valley College (N = 396)	San Jose City College (N = 388)
<b>Aesthetic Sensitivity</b>	54.8%	55.9%
<b>Courtesy</b>	79.9%	82.0%
<b>Decency</b>	68.5%	74.1%
<b>Ethical Behavior</b>	77.9%	81.0%
<b>Judgment</b>	52.7%	55.0%
<b>Lead by Example</b>	65.1%	70.4%
<b>Politeness</b>	81.7%	80.3%
<b>Respect</b>	82.9%	86.0%
<b>Selflessness</b>	59.8%	59.0%
<b>Tolerance</b>	74.2%	78.4%

For words that were the least important in defining civility, students indicated “Aesthetic Sensitivity,” “Judgement” and “Selflessness” were not important in shaping their personal definitions of civility. For “Aesthetic Sensitivity,” only 55% of respondents indicated it as at least “Somewhat Important” in defining civility. That is a twenty-nine percentage point difference between the highest (Respect) and the lowest indicated word.

Just as in the faculty survey, students were also asked to indicate the extent, with a scale of 1 to 5, that the listed behaviors would bother them if they witness them on campus within the last six months. For the student responses, none of the negative behaviors had an overall district-wide “bothered” score greater than 4.5. Students considered “Taking Credit for Something Someone Else Did” the most bothersome

negative behavior with a mean score of 4.5. Examining “Taking Credit for Something Someone Else Did” by campus, Evergreen Valley students gave it a “bothersome” score of 4.5 and San Jose City respondents gave it a mean of 4.6. The negative behaviors that had the second and third highest “bothersome” score were “Insensitivity to People Based upon Ethnicity” with a score of 4.4 and “Being Rude to People or Groups of People” at 4.4.

Regarding the negative behavior that students rated as the least bothersome, “Not saying ‘Thank You’ When Appropriate” had the smallest mean at 3.8. Breaking it down by campus, Evergreen respondents gave “Not saying ‘Thank You’” a “bothersome” score of 3.7, while San Jose City respondents gave it a 3.8. The negative behaviors that had the second and third lowest “bothersome” score were “Using Harsh Language Towards Others” with a score of 4.0 and “Talking Negatively About Another Person Outside of Their Presence” at 4.1.

Table 13: Average “Bothered” Score

	Evergreen Valley College (N = 396)	San Jose City College (N = 388)
Being Rude To People Or Groups Of People	4.4	4.5
Insensitivity To People Based Upon Ethnicity	4.5	4.4
Insensitivity To People Based Upon Gender	4.4	4.5
Insensitivity To People Of Different Abilities	4.4	4.6
Insensitivity To People Of Different Religions	4.3	4.4
Insensitivity Toward Issues Of Sexual Orientation	4.3	4.3
Not Saying "Thank You" When Appropriate	3.8	3.8
Not Throwing Away Trash And Garbage	4.3	4.5
Overly scolding students	4.3	4.3
Taking Credit For Something Someone Else Did	4.5	4.6
Talking Negatively About Another Person....	4.0	4.2
Unethical Professional Practices	4.5	4.5
Using Harsh Language Towards Others	3.9	4.2

Students were asked how often they witnessed the said negative behaviors on campus within the last six months. An overwhelming number of respondents said that they witnessed the negative behaviors “Never” and “Once in a While,” where none of the behaviors had a large number of respondents that said they witnessed the negative behaviors at least once a week. The negative behavior “Being Rude to People or Groups of People” had the highest number of respondents that said they witnessed it at least once a week with 6%. At the campus level, only 5.7% of Evergreen Valley and 6.7% of San Jose City said they witnessed “Being Rude to People or Groups of People” at least once a week on their campus. Overall, the responses that indicated that they witnessed the negative behaviors “At least once a week” or “Every Day” were the outliers.

## Comparing 2015 with 2017 Survey Results

The proportion of employee class respondents between 2015 and 2017 were similar. The proportion of faculty responses dropped from 53% in 2015 to 48% in 2017, a five-point difference. Likewise, staff and administrator responses increased from 2015, with staff seeing a four-point increase and administrator a three-point increase. Regarding gender, in 2017 men made up 28% of the respondents and 61% were women. In the 2015 survey, 66% of the respondents were women and 28% male. However, since the responses for the ethnicity question was expanded in the 2017 survey, it is not appropriate to do a direct comparison of ethnicity between 2015 and 2017. The 2017 survey was a better representative sample of the district's employee groups and gender than the 2015 survey.

Table 14: Respondents by Role

	2015 (N =17)	2017 (N = 120)
Faculty	53%	48%
Staff	36%	40%
Administrator	8%	11%
Other	3%	1%

Comparing the responses that indicate the importance of each word in shaping the respondent's personal definition of civility, the three words ranked the highest in 2015 (high to low) were "Ethical Behavior," "Respect," and "Courtesy." For the 2017 survey, "Respect," "Ethical Behavior," and "Courtesy" were the highest ranked words. Below is a table showing how respondents marked the importance of the word in defining their personal definition of civility. The scores are out of five, five being "Very important" and one being "Not Important at All."

Table 15: Faculty Survey Word Importance

	2015 Survey	2017 Survey	Difference
<b>Aesthetic Sensitivity</b>	3.9	3.8	-0.1
<b>Courtesy</b>	4.7	4.7	0.0
<b>Decency</b>	4.4	4.5	0.1
<b>Ethical Behavior</b>	4.8	4.7	-0.1
<b>Judgment</b>	4.0	4.0	0.0
<b>Lead by Example</b>	4.6	4.5	-0.1
<b>Politeness</b>	4.6	4.7	0.1
<b>Respect</b>	4.8	4.8	0.0
<b>Selflessness</b>	3.9	4.0	0.1
<b>Tolerance</b>	4.6	4.6	0.0

Respondents for both years were consistent in which words they ranked the least important in defining their personal definition of civility (low to high): Aesthetic Sensitivity, Selflessness, and Judgement. Furthermore, the words that were in the highest ranked in 2015 received the highest score in 2017. There

was no significant difference between 2015 and 2017 in which words were more important in defining civility.

Table 16: Student Survey Word Importance

	2015 Survey	2017 Survey	Difference
<b>Aesthetic Sensitivity</b>	4.1	3.8	-0.3
<b>Courtesy</b>	4.7	4.5	-0.2
<b>Decency</b>	4.5	4.3	-0.2
<b>Ethical Behavior</b>	4.7	4.5	-0.2
<b>Judgment</b>	4.0	3.8	-0.2
<b>Lead by Example</b>	4.3	4.3	0.0
<b>Politeness</b>	4.7	4.5	-0.2
<b>Respect</b>	4.8	4.7	-0.1
<b>Selflessness</b>	4.1	3.9	-0.2
<b>Tolerance</b>	4.5	4.4	-0.1

When it comes to the student civility survey, students' responses were consistent between the two years. For both years, two of highest ranked words were "Respect" and "Courtesy." The three words that were the least important for students' definition of civility in both years were Judgement, Aesthetic Sensitivity, and Selflessness. The major difference between 2017 and 2015 is that all of the words –except for 'Lead by Example'–had a lower average. Overall, the words that best and least defined civility for students stayed the same between 2015 and 2017; the only difference is the extent (less in 2017).

In 2015, the highest rated statements were, "I receive fair and unbiased treatment from instructors at my college," "I receive fair and unbiased treatment from administrative staff at my college," and "I is an enjoyable experience to be a student on my campus." For 2017, the statements with the highest scores were "I receive fair and unbiased treatment from instructors at my college," "Students at my college are made to feel welcomed and included" and "I feel safe expressing my thoughts and opinions at my college."

The students' highest rated statements in 2015 and 2017 exemplify the environment that Building Community and Civility Consortium has strived towards to. This shows that the student experience in the classroom and at school is positive. Students feel that they are at home, that the staff and faculty care about their academic success, and that they can feely express themselves.

Table 17: Students' Campus Experience

	2015 Survey	2017 Survey	Difference
At least one instructor or administrative staff person at my college cares about me and my academic progress	4.4	4.6	0.2
I am likely to seek campus help when I feel confused about my course work	4.3	4.4	0.1
I ask classmates for help and information about my classes	4.4	4.5	0.1
I feel safe expressing my thoughts and opinions at my college	4.4	4.6	0.1
I feel safe on my college grounds, parking lots, and in the buildings	4.5	4.6	0.1
I have a voice on campus to express my opinions and communicate my concerns if needed	4.3	4.3	0.0
I receive fair and unbiased treatment from administrative staff at my college	4.5	4.6	0.1
I receive fair and unbiased treatment from instructors at my college	4.5	4.6	0.1
I receive fair and unbiased treatment from other students at my college	4.5	4.6	0.1
Instructors are interested in my academic problems and success	4.5	4.6	0.1
It is an enjoyable experience to be a student on my campus	4.5	4.6	0.1
My college encourages students to set goals and work hard	4.5	4.5	0.0
My college environment supports my cultural background and beliefs	4.3	4.5	0.2
My racial/ethnic group is treated with respect at my college	4.4	4.6	0.2
Students at my college are made to feel welcome and included	4.4	4.6	0.2
The administrative staff at my college are caring and helpful	4.4	4.5	0.1
The other students at my college are caring and helpful	4.3	4.5	0.2



## Open-Ended Responses

Staff, faculty and students were asked the same open-ended question: “What do you think about when you read the words, “mutual respect”? Please write a few words defining what that term means to you.” Of those who responded to the survey, 47% of students and 64% of staff/faculty respondents elected to make a comment. These comments were analyzed by grouping the comments into common themes in order to describe the variation in the responses. The themes were coded in order to keep the analysis objective. The themes were modified to allow for clarity and the codes reapplied. After all comments had been coded, a frequency table was generated to see which themes received the most comments. This section described the results of this qualitative analysis.

### Faculty and Staff

When faculty and staff were asked the open-ended question 113 individuals made a comment. Table 18 categorizes these comments into themes. A prominent theme that cuts across work locations and employee groups is the Golden Rule. Around 40% of the respondents commented that “Mutual Respect” to them means treating others as one would like to be treated.

Table 18: Faculty and Staff Open-Ended Responses by Location

	Evergreen Valley College (N = 44)	San Jose City College (N = 56)	District Office (N = 9)
<b>Be a Role Model</b>	3	6	
<b>Communication</b>	0	1	1
<b>Empathy/Understanding</b>	5	3	0
<b>Golden Rule</b>	13	26	2
<b>Help each other</b>			
<b>Other</b>	1	1	0
<b>Pride in Yourself</b>	1	0	1
<b>Respect the Opinions of Others</b>	1	1	1
<b>Treat All Groups the Same</b>	6	8	1

## Students

In asking the open-ended question, 402 students commented. For the most part, students responded that individuals treat others as one would like to be treated and treat all groups the same. Table 19 categorizes the student responses by theme from the most popular response to the least.

Table 19: Student Open-ended Responses by Location

	Evergreen Valley College (N = 207)	San Jose City College (N = 195)
Accepting people for who they are	5	5
Be a Role Model	3	1
Communication	10	6
Empathy/Understanding	13	14
Golden Rule	108	119
Help each other	2	
Other	12	9
Pride in Yourself	6	3
Respect the Opinions of Others	6	10
Treat All Groups the Same	41	27