



Cultural Climate Survey 2014

Presented January 29, 2015



Office of Institutional Research and Planning

Background to the Study

- The Cultural Climate Survey is regularly administered in response to the need for a systematic evaluation into how campus climate and cultural competency are being supported throughout the District, and is consistent with SDCCD's diversity **Board Policy 7100**.
- The District refined the operational definition of cultural competency in the 2014-2017 EEO Plan with a more specific focus on teaching and learning.
- The Cultural Climate survey responds to the questions of diversity addressed in the Accreditation Standards I, II and III.

Purpose, Methodology and Design

Purpose

- The survey was designed to elicit employee perceptions and opinions about campus climate in order to inform changes in related policies, procedures and practices.

Design

- Collaboration between District IRP and the campuses diversity committees
- Extensive literature review on diversity in higher education, resulting in the development of the *SDCCD Campus Climate Conceptual Framework*
- Three surveys developed and administered: credit colleges, CE & District offices

Methodology

- The first survey administration was Spring 2010, the second in Spring 2014.
- Administered to all faculty, staff, and administrators districtwide
- Available online and in hardcopy formats
- Survey administration window was approximately five weeks (Feb 10 – Mar 24, 2014)

Campus Climate Conceptual Framework



The Findings



Respondent Profile

2010 Cultural Climate Survey

- 3,953 employees received the invitation to survey. 1,139 responded (29% response rate).
 - 25% City College (n=280/response rate 35%)
 - 25% Mesa College (n=285/response rate 23%)
 - 12% Miramar College (n=134/response rate 26%)
 - 19% Continuing Education (n=214/response rate 27%)
 - 20% District offices (n=226/response rate 40%)

2014 Cultural Climate Survey

- 4,285 employees received the invitation to survey. 1,016 responded (24% response rate).
- 26% City College (n=262/response rate 22%)
 - 25% Mesa College (n=257/response rate 20%)
 - 19% Miramar College (n=189/response rate 26%)
 - 15% Continuing Education (n=151/response rate 25%)
 - 15% District offices (n=157/response rate 35%)

Respondent Profile

Response Rates		
	2010	2014
Contract Faculty, Classroom	21%	23%
Adjunct Faculty, Classroom	17%	21%
Contract Faculty, Non-Classroom	8%	7%
Adjunct Faculty, Non-Classroom	5%	5%
Classified Contract	20%	28%
Managers	18%	6%
Supervisors	10%	8%
Classified Hourly	3%	4%

- In both 2010 and 2014 surveys , approximately half of the respondents reported being with the District for 11 or more years, and approximately one-third for 2-6 years or more years.
- The 2014 survey, there were more faculty that responded to the survey, and fewer managers.

Access & Success

Recruitment and retention of a diverse faculty, staff, and student population.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	4.0	3.9	3.9	4.0	3.9	3.9
2014	4.1	3.9	3.8	4.2	4.1	4.0

Recognition, evaluation, and support are provided for successful job performance and equal opportunities for advancement.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.5	3.3	3.3	3.5	3.4	3.4
2014	3.4	3.4	3.4	3.7	3.5	3.5

Support of a diverse student populations' success.*

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.7	3.9	3.9	3.9	---	3.8
2014	3.8	4.0	3.9	4.0	4.2	3.9

*Note: District office employees were not asked about support of diverse student success in 2010.

Access & Success

Overall, the campus/District focuses on supporting all employees so they are successful in their jobs.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.4	3.3	3.3	3.4	3.5	3.3
2014	3.4	3.3	3.3	4.3	3.7	3.4

Overall, the campus/District focuses on efforts aimed at the success of all students.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.9	3.9	3.9	4.1	4.1	4.0
2014	4.1	4.1	4.0	4.2	4.0	4.1

What the results tell us...

Access and Success

1. Overall, the ratings for the questions regarding support for diversity and equity among employee and student groups were higher in 2014 than in 2010; by as much as five percentage points on many of the items.
2. There was strong belief among the employees who responded to the survey that the campuses encourage personal, cultural, and intellectual development in all students.
3. There continues to be general agreement among survey participants that diversity appreciation and valuing diversity exists at the campuses and at the District, and that there is equal support and opportunities for employees with differing backgrounds and experiences.
4. Many employees who responded to the survey believed the campuses and the District are doing a good job supporting all employees equally to be successful at their jobs. However, some employees continue to feel they needed more support.
5. Overall, the District and its institutions continue to be perceived as being student-centered, and recruit a diverse student population with the goal of providing support for access and success for its learning community. This is evidence that the SDCCD core mission continues to be fulfilled.

Climate and Intergroup Relations

Both artifacts and communication reflect a culturally sensitive climate in which differences are respected. *

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.9	3.9	3.9	3.9	4.0	3.9
2014	4.0	3.9	3.6	3.9	3.6	3.9

*Note: District office employees were not asked about artifacts on campus (e.g., student work).

Dialogue about improving learning and intergroup relations and input on the planning process are facilitated on campus/District.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.5	3.3	3.3	3.4	3.4	3.4
2014	3.5	3.4	3.4	3.6	3.9	3.5

Individuals are valued, respected, and if discriminated against, know where to seek help on campus/District.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.8	3.7	3.7	3.8	3.9	3.7
2014	3.8	3.6	3.7	3.9	3.9	3.8

Climate and Intergroup Relations

Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus/District climate.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.9	3.6	3.6	3.8	3.7	3.7
2014	3.9	3.6	3.5	3.9	3.8	3.7

There is a shared understanding of what diversity means to the campus/District.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	4.2	4.1	4.1	4.4	4.4	4.3
2014	4.3	4.2	4.5	4.3	4.6	4.4

Individuals feel a sense of belonging to the campus/District .

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	4.6	4.6	4.6	4.7	4.8	4.7
2014	4.8	4.8	4.8	4.8	4.9	4.8

What the results tell us...

Climate and Intergroup Relationships

1. The employees who responded to the survey by and large feel engaged in the student learning processes. However, respondents do not feel as engaged in planning processes. Employees who responded to the survey for the most part feel valued and respected, and find the work environment to be culturally sensitive and diverse.
2. Though employees reported sometimes hearing insensitive or negative comments about people based on their differences, the vast majority rarely feel personally excluded based on the same traits.

Education and Scholarship*

Diverse perspectives are respected.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.6	3.5	3.5	3.7	n/a	3.6
2014	3.7	3.6	3.5	3.8	n/a	3.6

Student life enhances student appreciation of diversity and identity-based student clubs and organizations are supported by the campus.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.8	3.8	3.8	3.2	n/a	3.6
2014	3.8	3.8	3.4	4.0	n/a	3.7

Learning environments are designed to promote multiple ways of learning and teaching and curriculum and instruction enhance student appreciation of diversity.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.5	3.4	3.4	3.7	n/a	3.5
2014	3.6	3.4	3.4	3.8	n/a	3.5

*Note: The District office survey did not ask questions pertaining to Education and Scholarship.

Education and Scholarship*

Academic freedom is supported by the campus.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.9	3.8	3.8	3.9	n/a	3.9
2014	4.0	3.9	3.8	4.0	n/a	3.9

Overall, this campus educates students for the realities of today's increasingly diverse society and global community.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.8	3.6	3.6	3.8	n/a	3.7
2014	3.9	3.6	3.6	3.9	n/a	3.7

*Note: The District office survey did not ask questions pertaining to Education and Scholarship.

What the results tell us...

Education and Scholarship

1. The lowest ratings in the survey were in this section, specifically on those questions that asked about instruction based on student learning styles; observing, understanding, and responding to the unique and diverse needs of students, incorporating diversity into the curriculum, and providing learning opportunities that are varied and adaptive to the diverse learning styles of students.
2. Most of the respondents felt that academic freedom was supported at their campus. This theme reflects the highest level of agreement and the most growth from the last survey administration.

Institutional Viability and Vitality

Diversity is central to the campus's/District's mission and having mandatory diversity training for all employees would benefit the campus.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.8	3.5	3.5	3.7	3.7	3.6
2014	3.8	3.6	3.3	3.8	3.8	3.7

Leadership supports diversity, promotes a positive campus climate and the campus/District has policies, practices, and procedures that are equitable and fair.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.7	3.6	3.6	3.7	3.7	3.6
2014	3.7	3.6	3.5	3.9	3.8	3.7

Communication regarding diversity efforts is shared across the campus/District.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.9	3.7	3.7	3.6	3.6	3.7
2014	3.9	3.7	3.7	3.9	3.8	3.8

Institutional Viability and Vitality

Opportunities to build and engage in diversity-related programs, initiatives, and activities.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.8	3.5	3.5	3.3	3.4	3.5
2014	3.7	3.5	3.4	3.6	3.7	3.6

Overall, diversity is considered integral to the infrastructure (i.e. mission, leadership, and key processes) and daily practices of this campus/District.

	City	Mesa	Miramar	Continuing Education	District offices	District-wide
2010	3.9	3.7	3.7	3.7	3.8	3.7
2014	4.0	3.8	3.6	4.0	4.0	3.9

What the results tell us...

Institutional Viability and Vitality

1. Diversity continues to be important enough to employees to recommend mandatory training for all employees on diversity-related topics.
2. There remains a moderate belief that leadership supports diversity and supports a positive climate that helps to ensure equitable and fair practices.
3. There remains a relatively high degree of neutrality as to whether or not there is support and capacity for promoting diversity. This, along with the relatively low response rates on both the 2010 and 2014 surveys may be an indication that employees are unaware of how policies, practices and procedures can help to sustain a positive and diverse cultural climate.
4. Communication about diversity efforts throughout the District received more favorable ratings than in 2010, there remains some uncertainty as to how this is enacted through policies, practices and procedures.

Strengths & Opportunities



Strengths

- 95% felt a sense of belonging to the campus/District.
- 83% believed there is a shared understanding of diversity.
- 82% agreed that there is a focus on student success.
- 77% believed that academic freedom is supported.
- 76% believed that there are efforts to recruit and retain a diverse faculty, staff and student population.
- 72% agreed that communication reflects a culturally sensitive climate where differences are respected.
- 71% believed that diversity is considered integral to the mission, leadership, key processes and practices at the campuses and District.

Opportunities

- 22% did not believe that there is adequate recognition, evaluation, equal opportunities for advancement or support for successful job performance.
- 22% did not believe that the campus/District supports all employees to be successful in their jobs.
- 19% did not believe that there is adequate dialogue on improving student learning, or on building intergroup relations, nor opportunities for input into the planning processes.

Questions?

