Cultural Climate Survey Continuing Education

October 2011

Introduction

Background to the Study

The 2010 Cultural Climate Survey was administered in response to the need for a current study on campus climate and cultural competency to support SDCCD's commitment to diversity as defined in **Board Policy 7100**:

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. The Board recognizes that cultural competency is an important component of being qualified. The Board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates.

SDCCD has defined cultural competency as follows:

Cultural competence refers to the ability to interact effectively with people of different cultures based on the best prevailing practices in education. The District's interpretation of cultural competence comprises four components: 1) Awareness of one's own cultural worldview; 2) Attitude towards cultural differences; 3) Knowledge of different cultural practices and worldviews; and 4) Cross-cultural skills. In summary, Cultural Competence is one's ability to understand, communicate with and effectively interact with people across cultures.

More Background: ACCJC Diversity Standards

Equitable Access and Success for Students
▪SDCCD recruits and admits diverse students (ACCJC Standard II.B).
▪ SDCCD designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity (ACCJC Standard II.B.3.d).

Human Resources
▪SDCCD demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity (ACCJC Standard III.A.4).
• SDCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel (ACCJC Standard III.A.4.a).
• SDCCD regularly assesses its record in employment equity and diversity consistent with its mission (ACCJC Standard III.A.4.b).

Awareness and Celebration of Diverse Cultures
▪SDCCD provides an environment that enhances student understanding and appreciation of diversity (ACCJC Standard II).
▪SDCCD promotes a recognition of what it means to be an ethical human being and effective citizen: i.e., respect for cultural diversity (ACCJC Standard II.A.3.C).

Purpose, Methodology and Design

Purpose

▪Survey was designed to elicit employee perceptions and opinions about campus climate, i.e., diversity, equity, cultural competency, and the general work environment

▪Information intended to be used to:

- Identify strengths and opportunities for cultural climate and competency
- Inform and support changes in related policies, procedures and practices
- Affect positive change within the district and campus environments
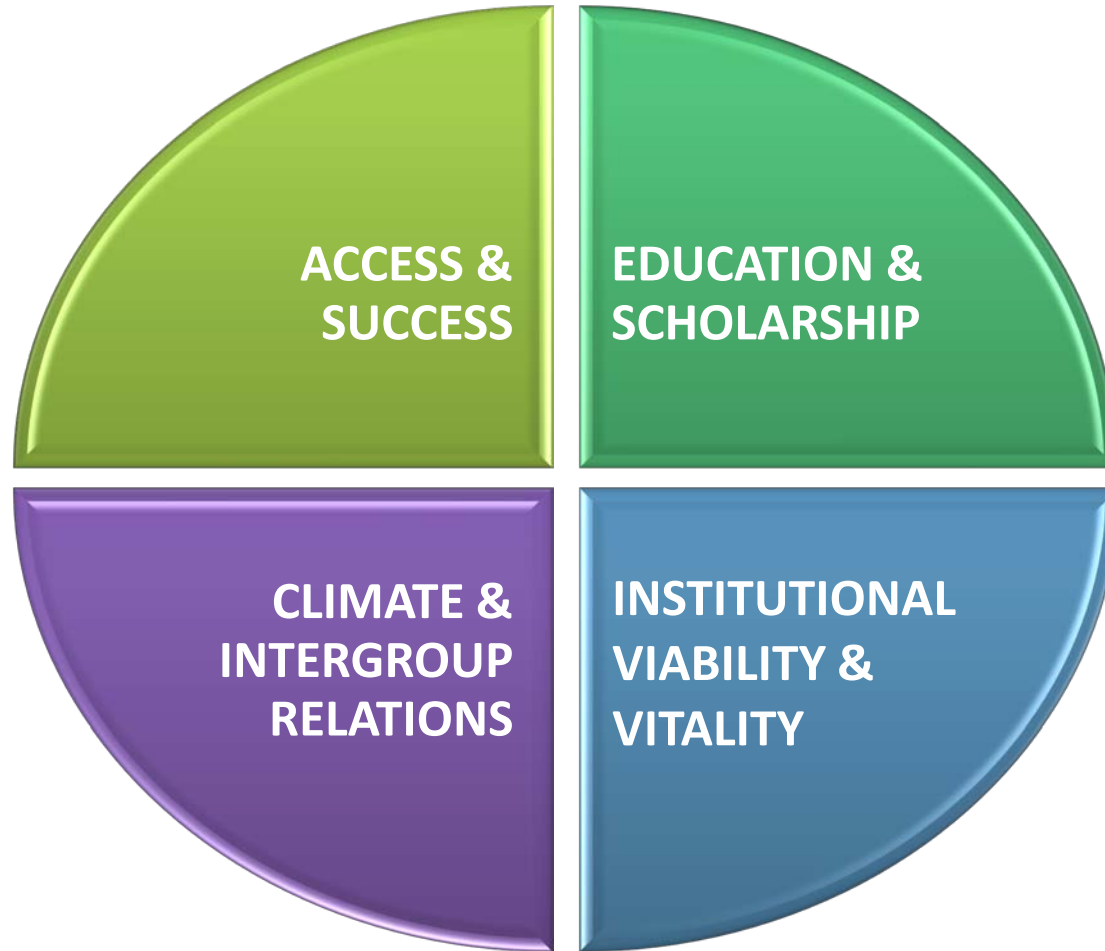
Design

▪ Collaboration between District IRP, campuses and districtwide Diversity Committees

▪ Extensive literature review on diversity in higher education, resulting in adaptation of the *Campus Climate Conceptual Framework*

▪ Two surveys developed and administered: 1 for colleges and CE; 1 for District Offices

▪ A rigorous review and statistical analysis conducted to establish validity and reliability

Methodology

▪ Administered to all faculty, staff, and administrators districtwide

▪ Available online and in hardcopy formats, approximately 30 minutes to complete

▪ Pre-notifications, invitations to survey, and reminder notices sent via e-mail

▪ Survey administration window approximately four weeks (Nov. 1-Nov. 30, 2010)

Cultural Climate Conceptual Framework

ACCESS & SUCCESS

EDUCATION & SCHOLARSHIP

CLIMATE & INTERGROUP RELATIONS

INSTITUTIONAL VIABILITY & VITALITY

The Findings

Respondent Profile

- 805 employees received the invitation to survey. 214 responded (27% response rate).

- Respondent Classifications:
  - 24% contract classroom faculty
  - 8% contract non-classroom faculty
  - 42% adjunct faculty
  - 5% managers
  - 15% classified contract
  - 2% classified supervisors
  - 3% classified hourly

- More than one-quarter of the respondents reported being employed at Continuing Education for 2-6 years (26%) and over half for 11 or more years (55%).

Access & Success

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

Diverse faculty, staff & student populations are recruited and retained

Student diversity is supported through programs and services

Access & Success

Overall, the campus focuses on student success

Overall, the campus supports employees to be successful in their jobs

Access & Success

Diverse faculty, staff, and student populations are recruited and retained.

9%	18%	73%

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

19%	24%	56%

Student diversity is supported through programs and services.

6%	22%	71%

Overall, the campus supports employees to be successful in their jobs.

19%	24%	56%

Overall, the campus focuses on student success.
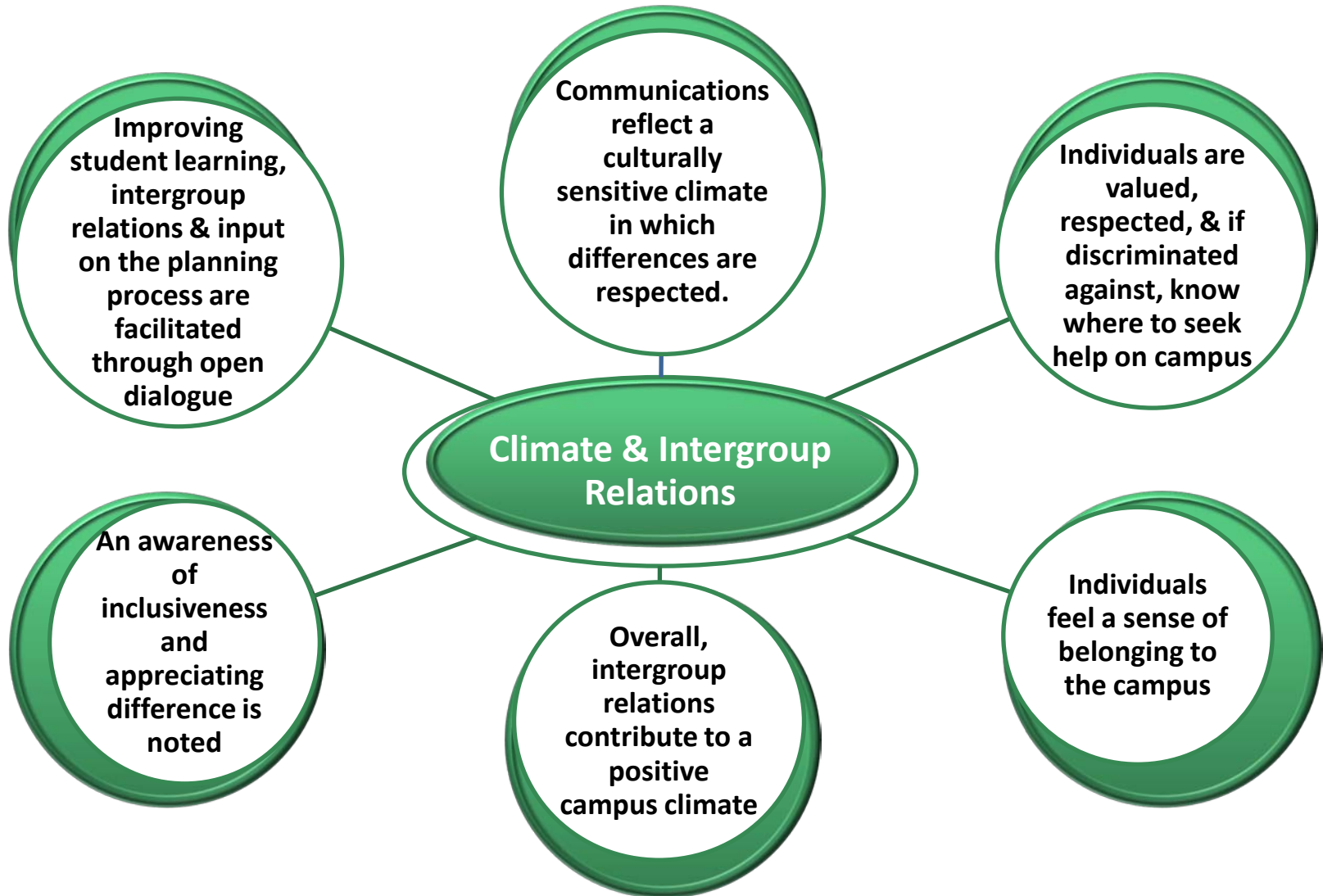
7%	13%	80%

■ Strongly Disagree/Disagree   ■ Neither Agree nor Disagree   ■ Strongly Agree/Agree

What the results tell us…..

Access & Success

1. Many of the surveyed employees believed that there is support for diverse employee and student populations which allows for individuals at Continuing Education from various cultural backgrounds and experiences to interact with one another and contribute to a rich multicultural environment.

2. Many of the employees surveyed felt supported, valued, and appreciated. However, a portion of the surveyed employees did not feel supported.

3. Some of the surveyed employees believed that Continuing Education supports underrepresented groups through specific programs (e.g., DSPS for disabled students) which support them to succeed in their educational endeavors.

4. Some of the surveyed employees believed that Continuing Education does a good job supporting all employees so that they are successful in their jobs.

5. Most surveyed employees believed that Continuing Education is a student-centered campus committed to providing support and access for its student population so that all students succeed in their educational endeavors.

Climate & Intergroup Relations

Improving student learning, intergroup relations & input on the planning process are facilitated through open dialogue

Communications reflect a culturally sensitive climate in which differences are respected.

Individuals are valued, respected, & if discriminated against, know where to seek help on campus

Climate & Intergroup Relations

An awareness of inclusiveness and appreciating difference is noted

Overall, intergroup relations contribute to a positive campus climate

Individuals feel a sense of belonging to the campus

Climate & Intergroup Relations

Communications reflect a culturally sensitive climate in which differences are respected.

7%	22%	71%

Improving student learning, intergroup relations and input on the planning process are facilitated through open dialogue.

19%	29%	52%

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

11%	15%	74%

Overall, intergroup relations contribute to a positive campus climate.

11%	16%	72%

■ Strongly Disagree/Disagree   ■ Neither Agree nor Disagree   ■ Strongly Agree/Agree

Climate & Intergroup Relations

An awareness of inclusiveness and appreciating difference is noted.

1%	3%	10%	28%	58%

1% 3%

Individuals feel a sense of belonging to the campus.

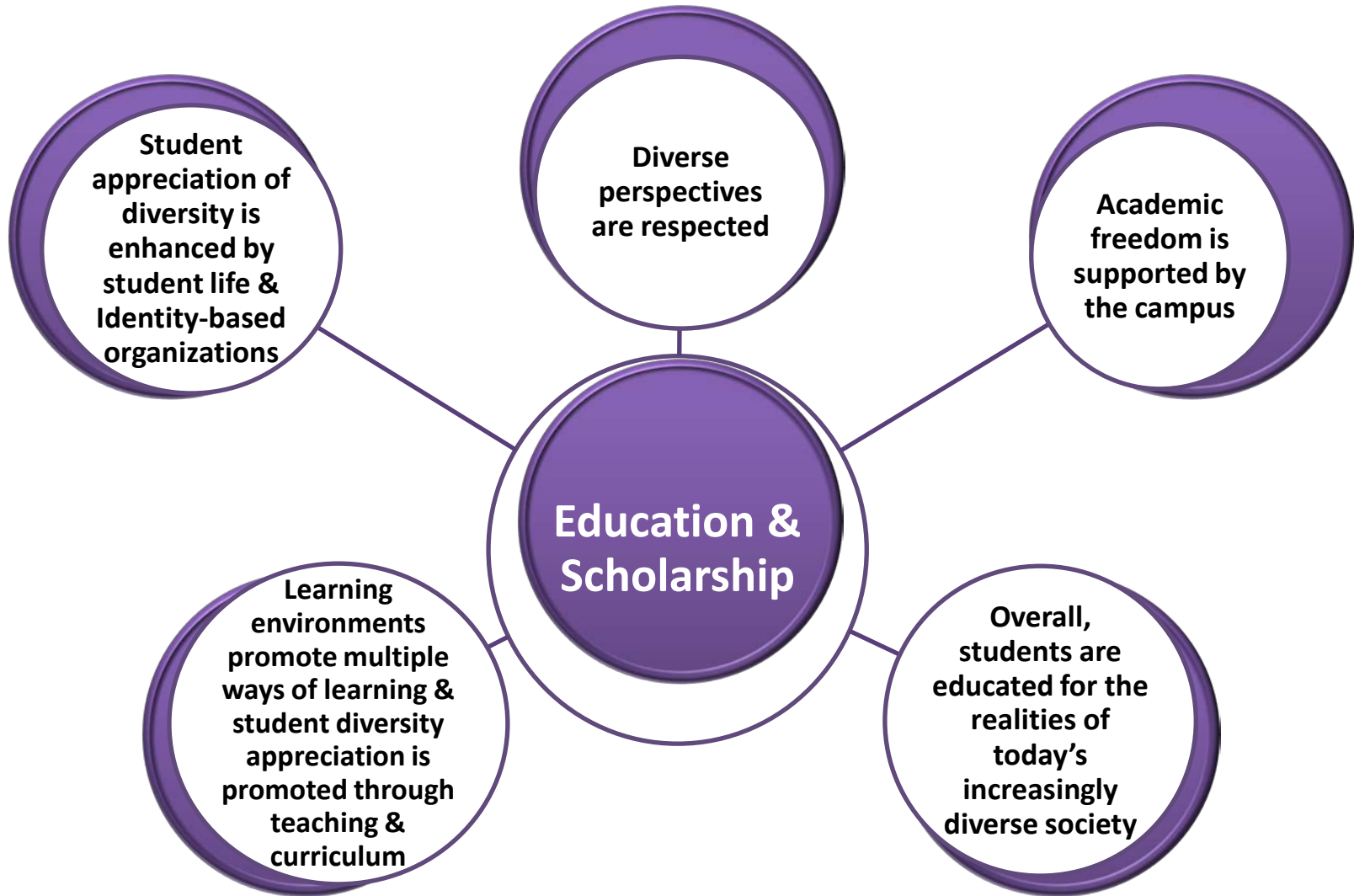| 1%	1%	6%	8%	84%

1% 1%

■ Never ■ Seldom ■ Sometimes ■ Often ■ Always

What the results tell us…..

Climate & Intergroup Relations

1. Some employees who responded believed there is not satisfactory discussion about improving intergroup relations among employees, improving student learning, or allowing employee input on the planning process.

2. Continuing Education employees that were surveyed felt that they are respected and an important part of the organization. This in turn should contribute to a positive climate and successful job performance.

3. Most employees who were surveyed believed that Continuing Education has a harmonious climate for all employees and students and makes diversity and cultural competency a top priority.

4. The surveyed employees at Continuing Education feel part of a common team and engage in campus activities which embrace socio-cultural differences.

Education & Scholarship

Student appreciation of diversity is enhanced by student life & Identity-based organizations

Diverse perspectives are respected

Academic freedom is supported by the campus

Education & Scholarship

Learning environments promote multiple ways of learning & student diversity appreciation is promoted through teaching & curriculum

Overall, students are educated for the realities of today's increasingly diverse society

Education & Scholarship

Diverse perspectives are respected.

10%	20%	70%

Student appreciation of diversity is enhanced by student life and Identity-based organizations.

19%	45%	36%

Learning environments are designed to promote multiple ways of learning and student diversity appreciation is promoted through teaching and curriculum.

9%	27%	64%

Academic freedom is supported by the campus.

6%	20%	73%

Overall, students are educated for the realities of today's increasingly diverse society.

9%	22%	69%

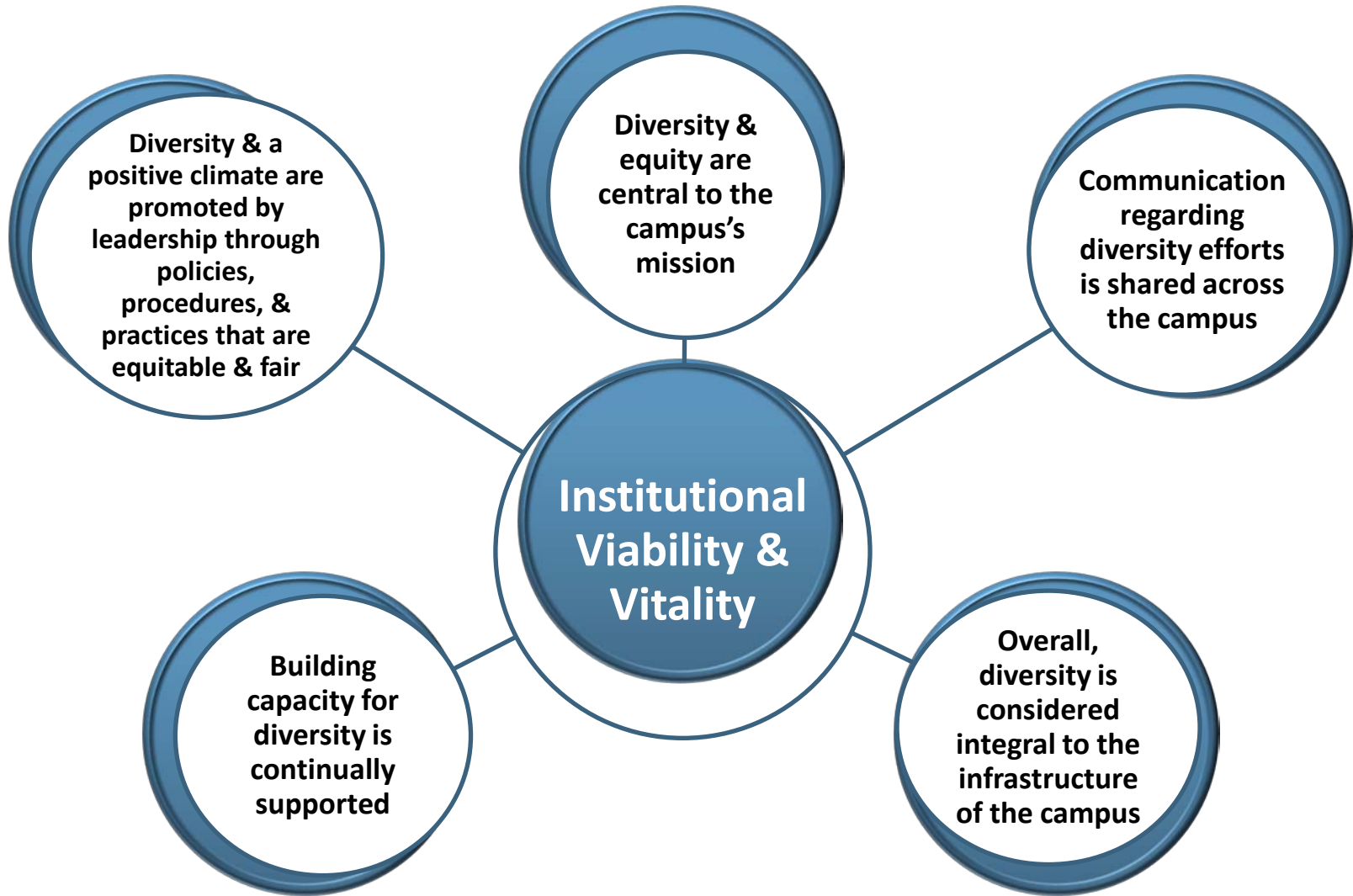■ Strongly Disagree/Disagree ■ Neither Agree nor Disagree ■ Strongly Agree/Agree

What the results tell us…..

Education & Scholarship

1. Among the surveyed employees, there is a perception that students and employees feel comfortable expressing cultural viewpoints and feel respected.

2. There is uncertainty among the surveyed employees as to whether or not Continuing Education supports Identity-based student clubs and organizations and whether student life enhances student appreciation of diversity.

3. Most surveyed employees believed that Continuing Education encourages academic freedom among its faculty, staff, administrators, and students and indeed allows each group to pursue their own course of action with limited restrictions when it comes to academics.

4. Most surveyed employees agreed that Continuing Education does a relatively good job preparing its students for a global society and to obtain jobs, further their careers, or pursue their dreams.

Institutional Viability & Vitality

Diversity & a positive climate are promoted by leadership through policies, procedures, & practices that are equitable & fair

Diversity & equity are central to the campus's mission

Communication regarding diversity efforts is shared across the campus

Institutional Viability & Vitality

Building capacity for diversity is continually supported

Overall, diversity is considered integral to the infrastructure of the campus

Institutional Viability & Vitality

Diversity and equity are central to the campus's mission.

13%	26%	60%

Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair.

10%	28%	62%

Communication regarding diversity efforts is shared across the campus.

11%	30%	58%

Building capacity for diversity is continually supported.

15%	46%	39%

Overall, diversity is considered integral to the infrastructure of the campus.

10%	23%	67%

■ Strongly Disagree/Disagree   ■ Neither Agree nor Disagree   ■ Strongly Agree/Agree

What the results tell us…..

Institutional Viability & Vitality

1. Some of the surveyed employees believed that diversity and equity are at the heart of Continuing Education's daily educational operations and having employees exposed to diversity training would be beneficial.

2. While diversity and a positive climate are generally important to the surveyed employees, they may be unclear as to how policies and practices promote cultural competency.

3. Some surveyed employees believed that the communication mechanisms inform personnel about diversity-related programs and activities, but it may not be as widespread as possible.

4. Some surveyed employees believed that diversity is interwoven into the daily fabric of Continuing Education's policies, practices, and procedures. However, Continuing Education likely still has improvements to make in this area.

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