



Cultural Climate Survey City College

September 2011



Office of Institutional Research and Planning

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



The Findings

Respondent Profile

- 805 employees received the invitation to survey. 280 responded (35% response rate).

- Respondent Classifications:
 - 25% contract classroom faculty
 - 10% contract non-classroom faculty
 - 25% adjunct faculty
 - 4% managers
 - 24% classified contract
 - 6% classified supervisors
 - 5% classified hourly

- Nearly a third of respondents reported being employed at City for 2-6 years (31%) while another 43% reported being employed at City for 11 or more years.

Access & Success



What the results tell us.....

Access & Success

1. There is perceived support for diverse employee and student populations which allow for individuals at City from various cultural backgrounds and experiences to interact with one another and contribute to a rich multicultural environment.
2. Half of the employees surveyed felt supported, valued, and appreciated. On the other hand, the other half of the surveyed employees did not feel supported.
3. Surveyed employees believed that City supports underrepresented groups through specific programs (e.g., DSPS for disabled students) which supports them to succeed in their educational endeavors. However, it was prominently expressed in the comments that City needs more support available to DSPS students.
4. There is uncertainty among the surveyed employees as to whether or not City does a good job at supporting all employees so that they succeed in their jobs.
5. Most survey employees agreed that City is a student-centered campus committed to providing support and access for its student population so that all students succeed in their educational endeavors.

Access & Success

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



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



Student diversity is supported through programs and services.



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

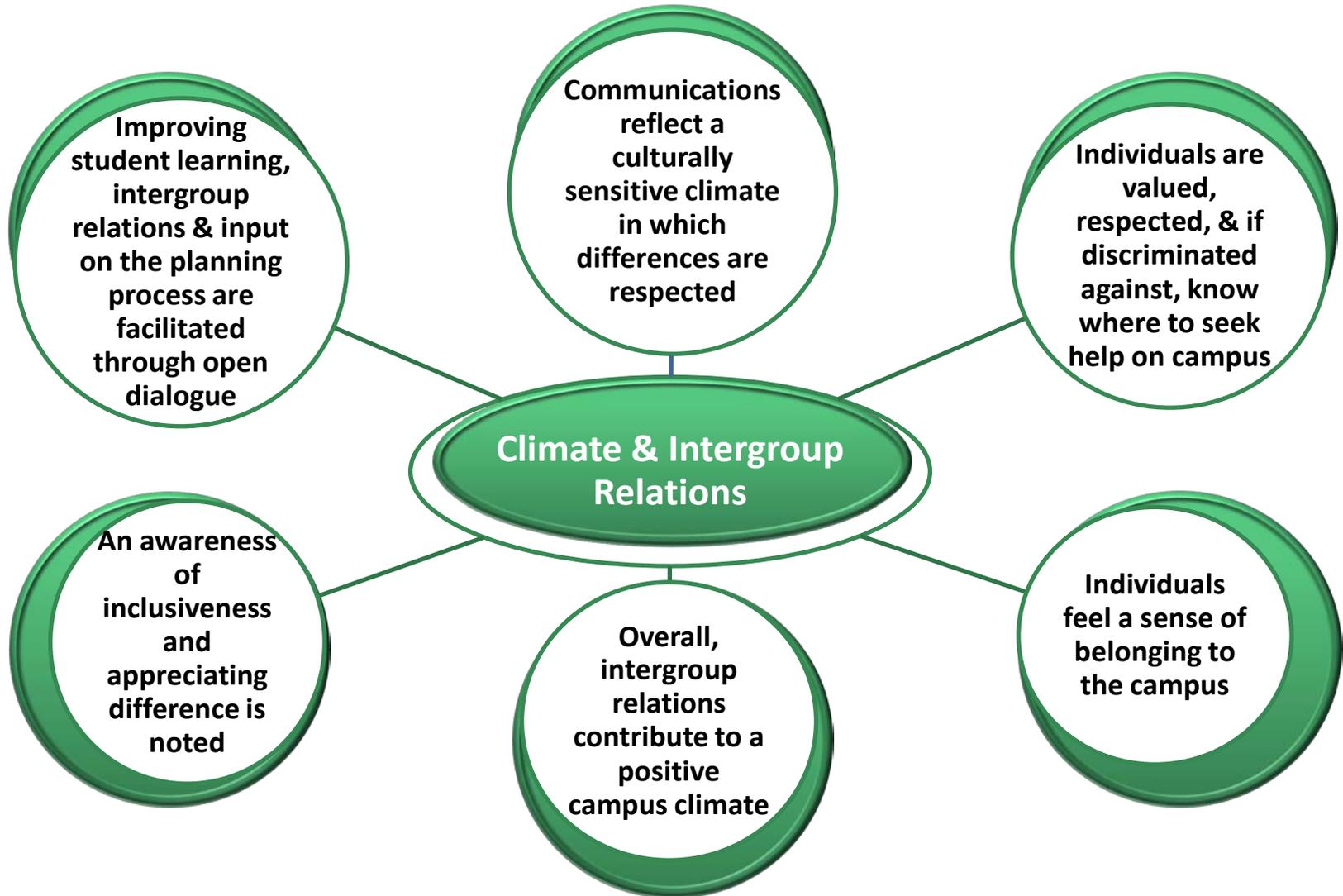


Overall, the campus focuses on student success.



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

Climate & Intergroup Relations



What the results tell us.....

Climate & Intergroup Relations

1. Surveyed employees believed that City plays host to a myriad of culturally diverse artifacts and communications that contribute to a multicultural environment in which mutual respect can be achieved.
2. Half of the employees surveyed perceived that satisfactory discussions are taking place regarding improving student learning, improving intergroup relations among employees, or allowing employee input in the planning process.
3. City 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.
4. Surveyed employees believed Intergroup relations among students, faculty, staff, and administrators contribute to a positive environment for all employees and students.
5. The surveyed employees at City feel part of a common team and engage in campus activities which embrace socio-cultural differences.

Climate & Intergroup Relations

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



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



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



Overall, intergroup relations contribute to a positive campus climate.



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

Climate & Intergroup Relations

An awareness of inclusiveness and appreciating difference is noted.

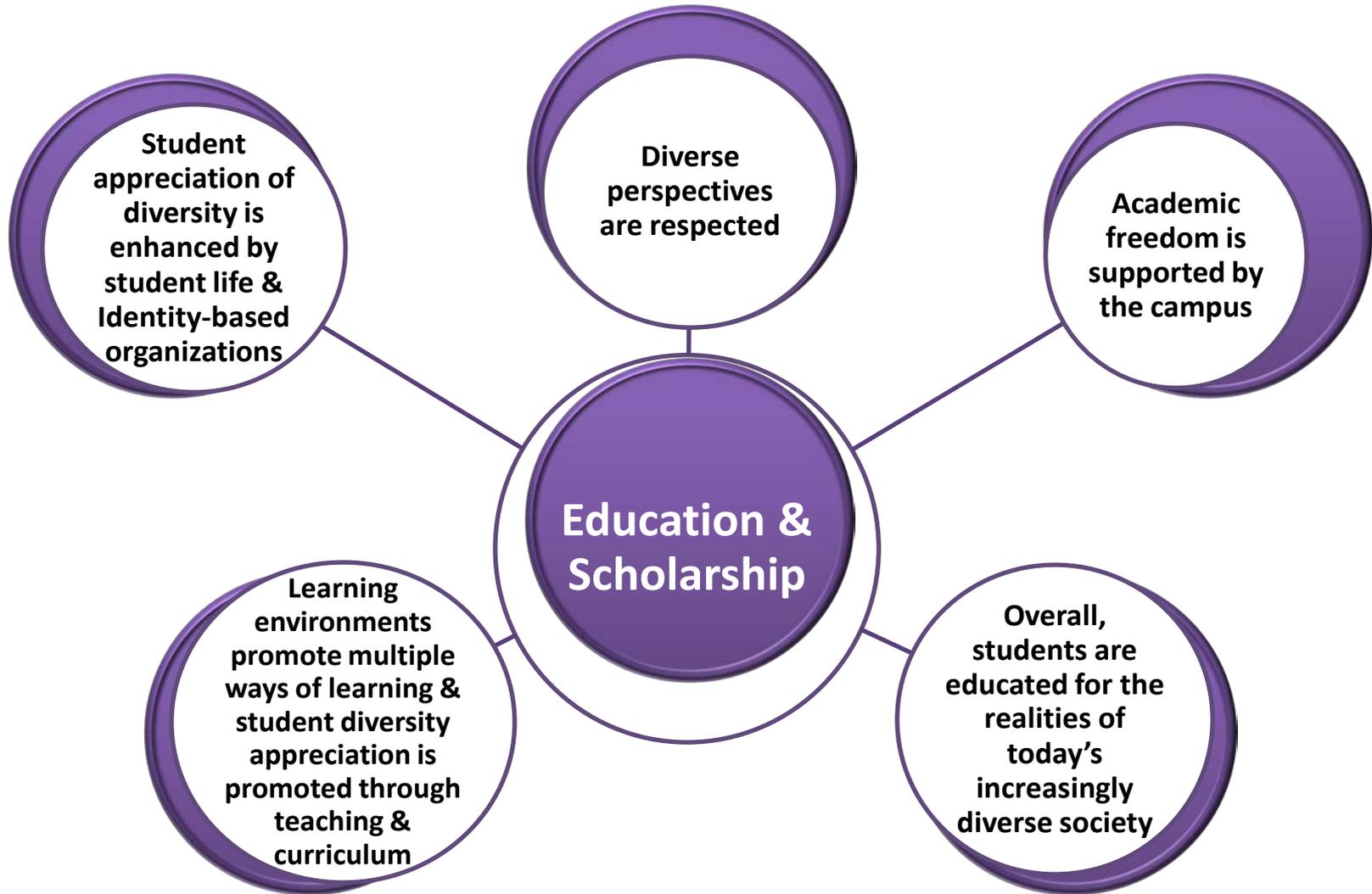


Individuals feel a sense of belonging to the campus.



■ Never ■ Seldom ■ Sometimes ■ Often ■ Always

Education & Scholarship



What the results tell us.....

Education and 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 some of the surveyed employees as to whether or not City supports Identity-based student clubs and organizations and whether student life enhances student appreciation of diversity.
3. Some of those surveyed believed that City responds to its diverse student population by providing various avenues for instructors to teach and students to learn the material successfully with the goal of building a student appreciation of diversity.
4. Survey respondents believed that City encourages academic freedom among its faculty, staff, administrators, and students and indeed supports each group to pursue their own course of action with limited restrictions when it comes to academics.

Education & Scholarship

Diverse perspectives are respected.



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



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



Academic freedom is supported by the campus.

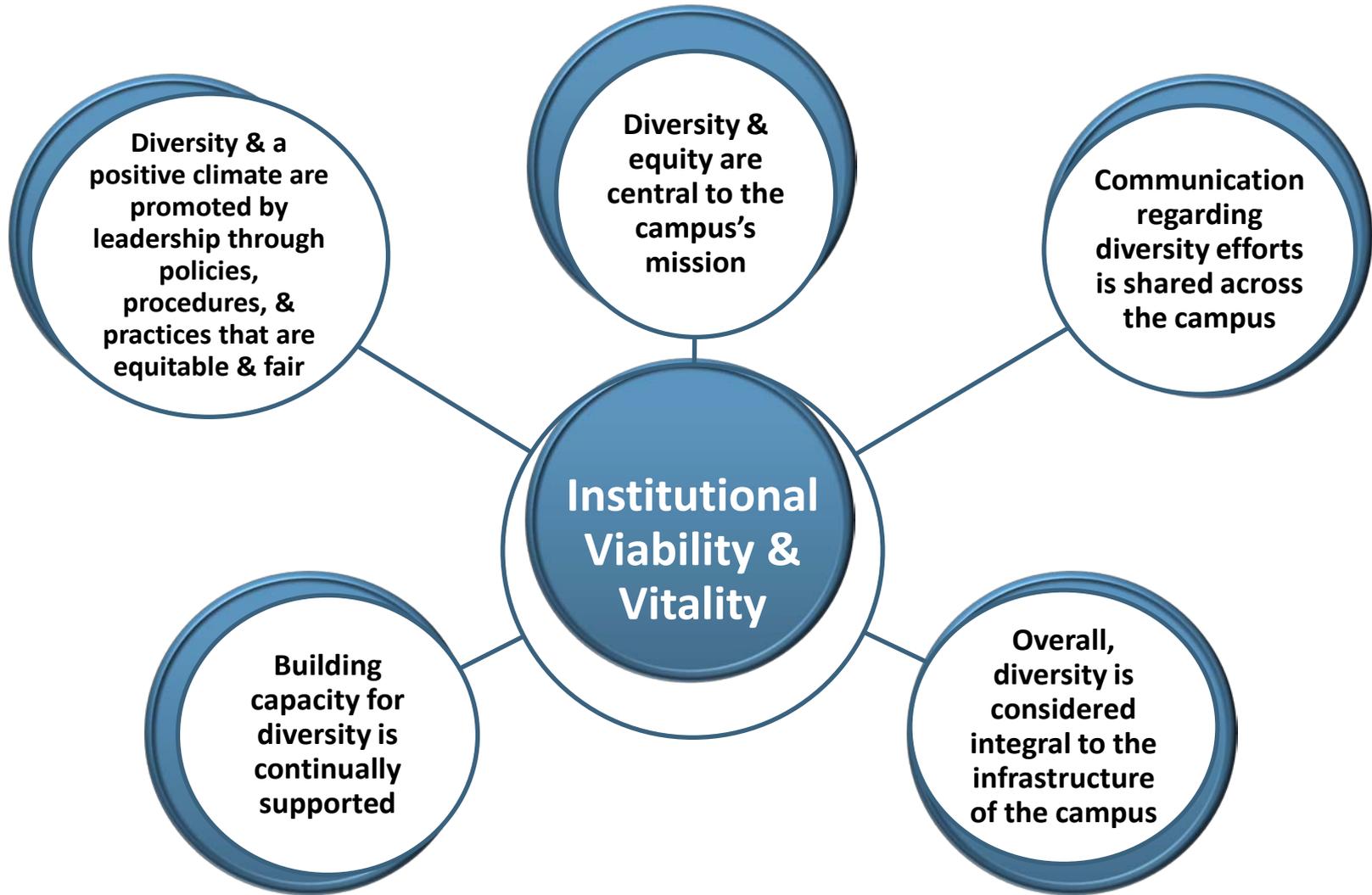


Overall, students are educated for the realities of today's increasingly diverse society.



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

Institutional Viability & Vitality



What the results tell us.....

Institutional Viability & Vitality

1. There is uncertainty among some of the surveyed employees as to whether or not diversity and equity are central to City's mission.
2. There is uncertainty among some of the surveyed employees as to how policies and practices promote cultural competency.
3. Surveyed employees believed that City has communication mechanisms to inform personnel about diversity-related programs and activities, but it may not be as widespread as it could be.
4. City does indeed host a large quantity of diversity-related activities or initiative for employees to engage in, however, the survey results indicate that not all employees are aware or participate in these activities.
5. Surveyed employees believed that diversity is interwoven into the daily fabric of City's policies, practices, and procedures. However, not all employees are aware of how these policies and procedures support diversity on campus.

Institutional Viability & Vitality

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



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



Communication regarding diversity efforts is shared across the campus.



Building capacity for diversity is continually supported.



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



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

IRRP

research.sdccd.edu