District Office
2013/14 Employee Cultural Climate Survey

Summer 2014

Introduction

Overview & Purpose

- Follow-up to the 2010/11 Employee Cultural Climate Survey
    - All three colleges, Continuing Education, and District Offices administered surveys to faculty, staff, and administrators.
- Information from the surveys may be used to:
    - Collect evidence on the current climate
    - Change policies and procedures
    - Implement strategies for improving the campus environment
- Four Domains of Employee Perception and Opinion
    - Access and Success
    - Climate and Intergroup Relations
    - Education and Scholarship
    - Institutional Viability and Vitality

Instrumentation

- The survey contained :
    - 48 questions (46 scaled-choice items)
        - 5 profile questions
        - 41 Likert scaled items
        - 2 open-ended questions

Methodology and Implementation

Methodology

- Survey Administration
    - Scannable form: paper and pencil format with survey packet
    - Online: e-survey
- Pre-Notifications to Faculty, Staff, and Administrators
    - Spring 2014 semester

Implementation

- Pre-notification Emails
    - Sent to faculty, staff, and administrators currently employed by SDCCD institutions and the District Office
    - Site-specific survey links provided
- Survey Administration
    - Administered from February 10, 2014 to March 24, 2014

Respondent Profile

Response Rate

2013/14: 157/452 District employees completed the survey (35% response rate)

2010/11: 226/562 District employees completed the survey (40% response rate)

Gender

2013/14: Female (65%)   Male (35%)

2010/11: Female (58%)   Male (42%)

Age

2013/14:	**2010/11:**
25-34 years old (12%)	Under 20 years old (0%)
35-44 years old (19%)	20-30 years old (8%)
45-54 years old (33%)	31-40 years old (21%)
55-64 years old (33%)	41-50 years old (22%)
65+ years old (4%)	Over 50 years old (49%)

Respondent Profile

Ethnicity

2013/14:

African American (8%)

American Indian/Alaskan Native (0%)

Asian (15%)

Latino (17%)

Native Hawaiian or Other Pacific Islander (3%)

White (46%)

Two or More Races (7%)

Unreported (4%)

2010/11:

African American (7%)

American Indian/Alaskan Native (2%)

Asian/Pacific Islander (12%)

Hispanic/Latino (15%)

Filipino (10%)

White Non-Hispanic (51%)

Other Non-White (3%)

Employment Type

2013/14:

Classified Contract (55%)

Classified Hourly (8%)

Manager (13%)

Supervisor (23%)

2010/11:

Classified Contract (59%)

Classified Hourly (6%)

Manager (12%)

Supervisor (22%)

Respondent Profile

Employment Length

2013/14:

1 year or less (8%)

2-6 years (33%)

7-10 years (14%)

11-15 years (21%)

16-19 years (10%)

20 years or more (14%)

2010/11:
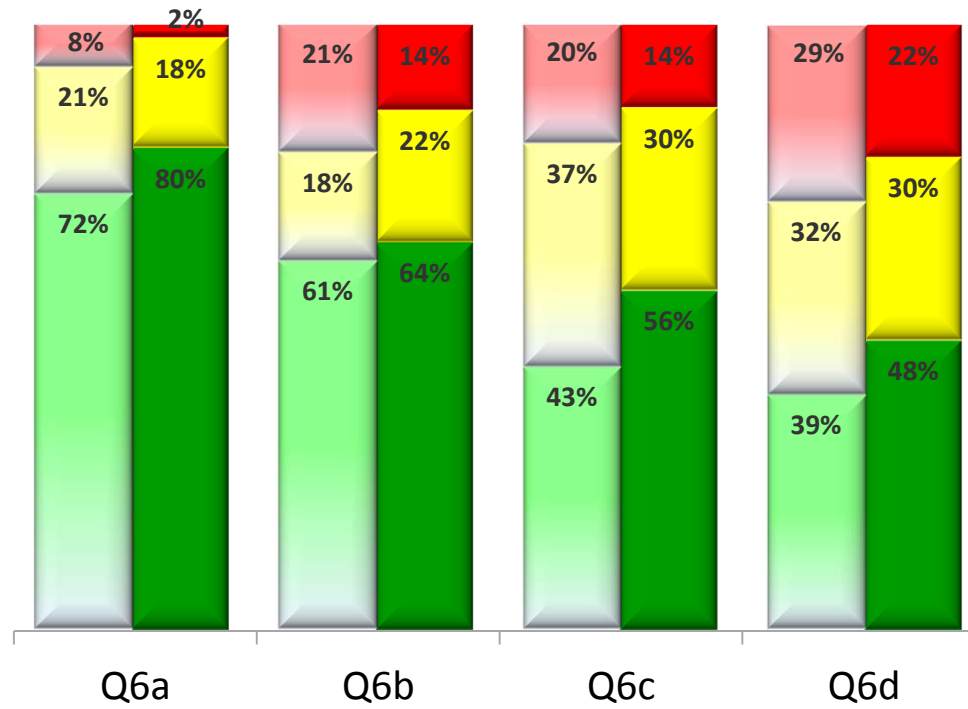
1 year or less (18%)

2-6 years (33%)

7-10 years (14%)

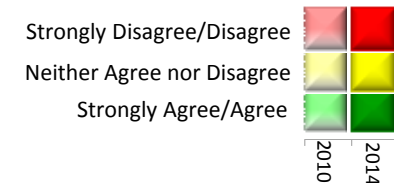11 or more years (35%)

The Findings

Access and Success

6a. I believe the District office actively recruits a diverse employees.
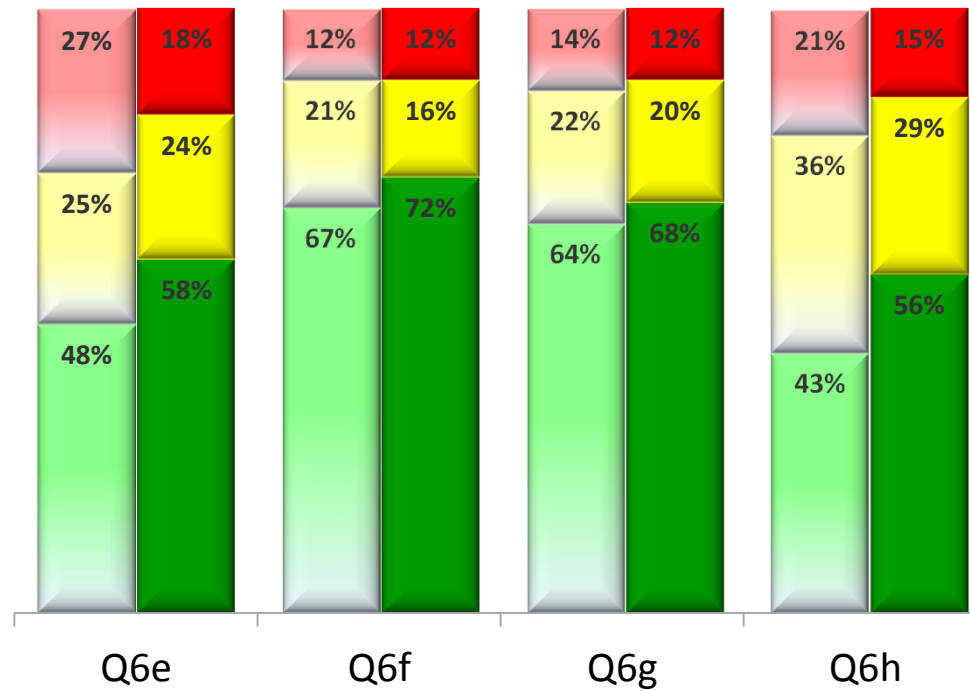6b. The District office provides all employees adequate opportunities for continued professional training and development.
6c. I believe job performance is evaluated fairly at the District office.
6d. I believe excellence in job performance is recognized fairly at the District offices.

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

2010   2014

Office of Institutional Research and Planning
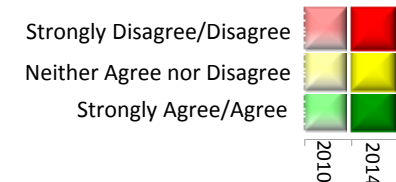
Access and Success

6e. There are equal opportunities for professional advancement at the District office.
6f. I am given sufficient resources to succeed in my job.
6g. If I have a job-related problem, I know I can get sufficient support the District office.
6h. I have adequate opportunities to participate in the participatory governance process at the District office.

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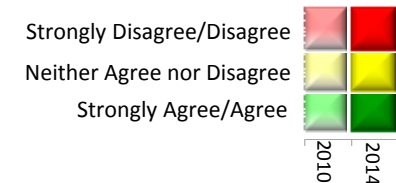Strongly Agree/Agree

2010   2014

Access and Success
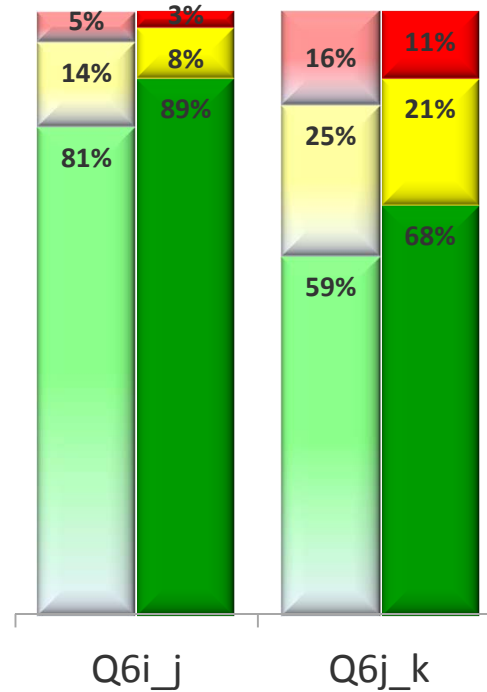
6i_j. Overall, this District Office focuses on efforts aimed at the success of all students.
6j_k. Overall, the District office focuses on supporting all employees so that they are successful in their jobs.
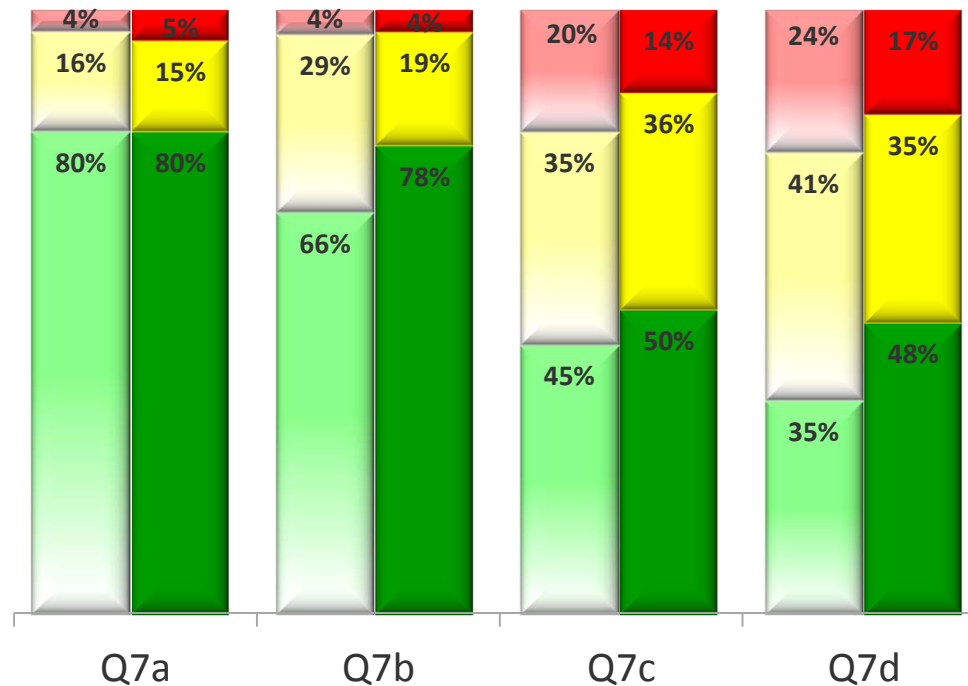
Strongly Disagree/Disagree
Neither Agree nor Disagree
Strongly Agree/Agree

2010   2014

Access & Success

Overall Averages

Theme	2010/2011	2013/2014
Recruitment and retention of diverse employees and student population (Q6a).	3.9*	4.1
Recognition, evaluation, and support are provided for successful job performance and equal opportunities for advancement (Q6b-6h).	3.4	3.5
Overall, the District office focuses on efforts aimed at success of all students (Q6i).	4.1	4.2
Overall, the District office focuses on supporting all employees so that they are successful in their jobs (Q6j).	3.5	3.7

Averages are based on a five-point Agreement Scale: 1=Strongly Disagree, 5=Strongly Agree

*Note: District Office employees were not asked about the recruitment of diverse students or about student support programs and services.

Climate and Intergroup Relations

Q7a: 4% / 16% / 80% (2010); 5% / 15% / 80% (2014)

Q7b: 4% / 29% / 66% (2010); 4% / 19% / 78% (2014)

Q7c: 20% / 35% / 45% (2010); 14% / 36% / 50% (2014)

Q7d: 24% / 41% / 35% (2010); 17% / 35% / 48% (2014)

7a. The communications at the District office (e.g., newsletters, emails and flyers) reflect a culturally sensitive climate in which differences are respected.

7b. The District office facilitates an ongoing dialogue about improving learning for all students.

7c. The District office facilitates an ongoing dialogue about improving intergroup relations among all employees.

7d. The District's planning process offers opportunities for input by all District employees.

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

2010   2014
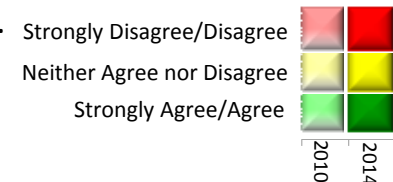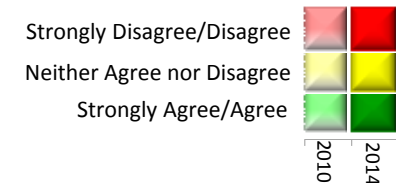
Climate and Intergroup Relations
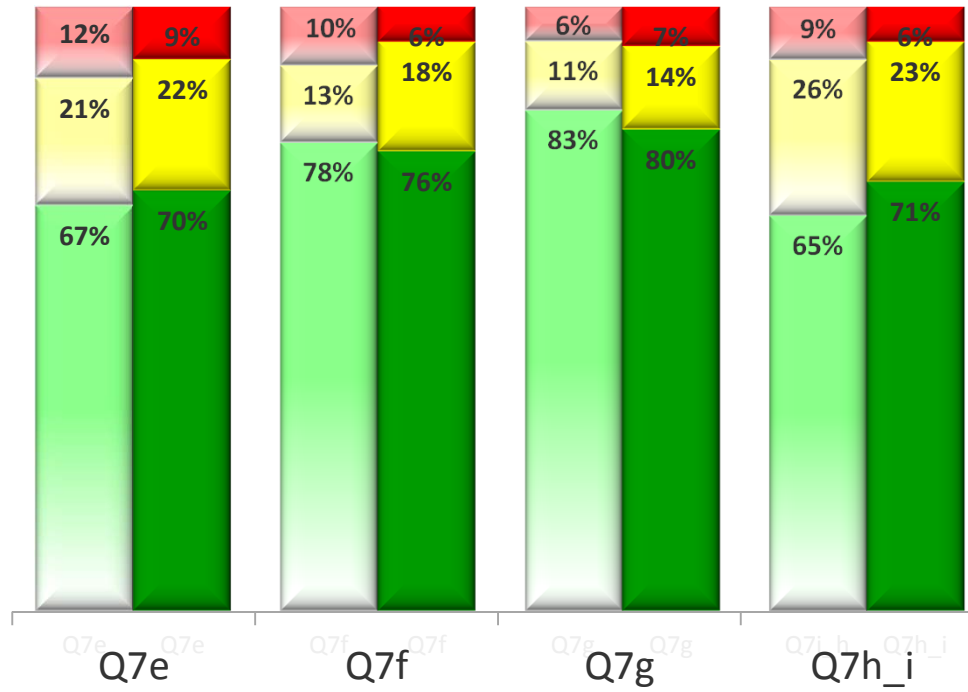
7e. I believe I am valued at the District office.

7f. I believe I am treated with respect at the District office.

7g. If I am discriminated against, I know where to seek help at the District office.

7h_i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive cultural climate at the District office.

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

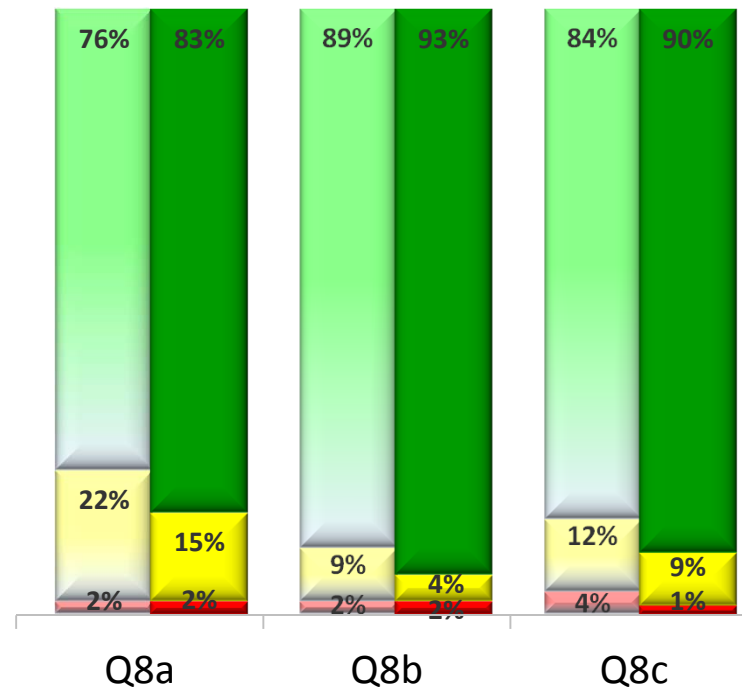2010   2014

Climate and Intergroup Relations
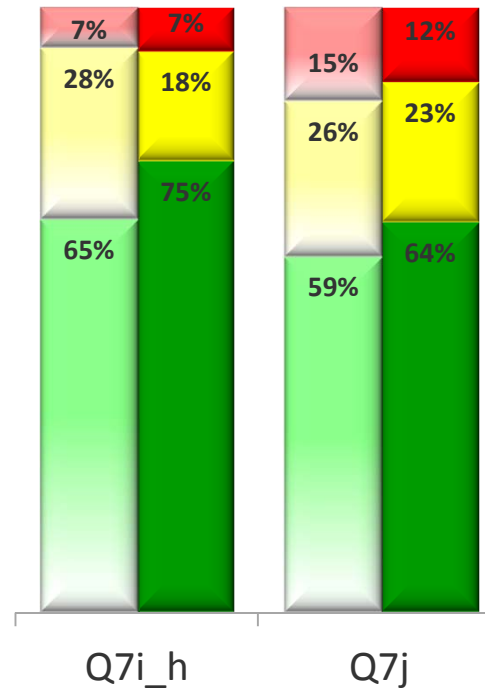
7i_h. In my opinion, most employees respect other employees' viewpoints that are different from their own.
7j. Overall, the District office educates all employees for the realities of today's increasingly diverse society and global community.
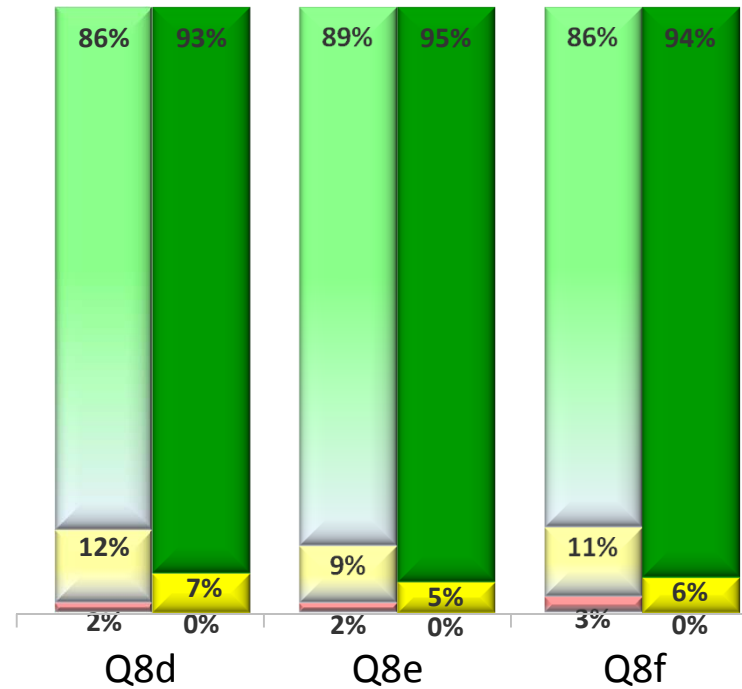
Strongly Disagree/Disagree
Neither Agree nor Disagree
Strongly Agree/Agree

2010   2014
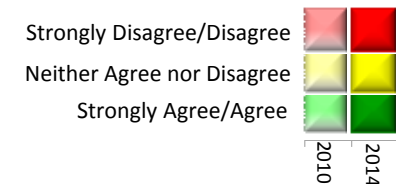
Climate and Intergroup Relations

I hear insensitive or disparaging comments about people based on their:
8a. Age
8b. Disability
8c. Ethnicity

Never/Seldom
Sometimes
Always/Often

2010 2014

Office of Institutional Research and Planning

Climate and Intergroup Relations

I hear insensitive or disparaging comments about people based on their:
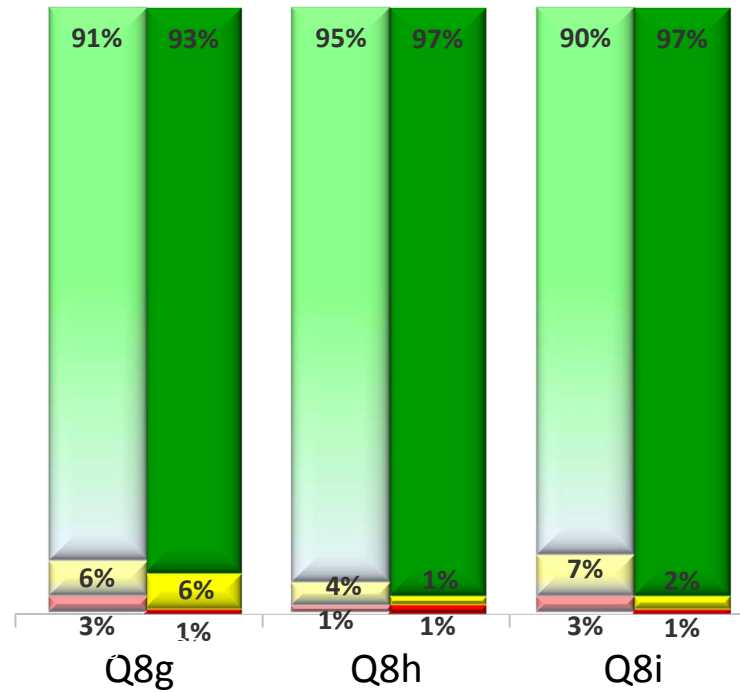8d. Gender
8e. Religious/spiritual beliefs
8f. Sexual orientation
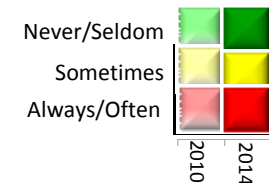
Climate and Intergroup Relations

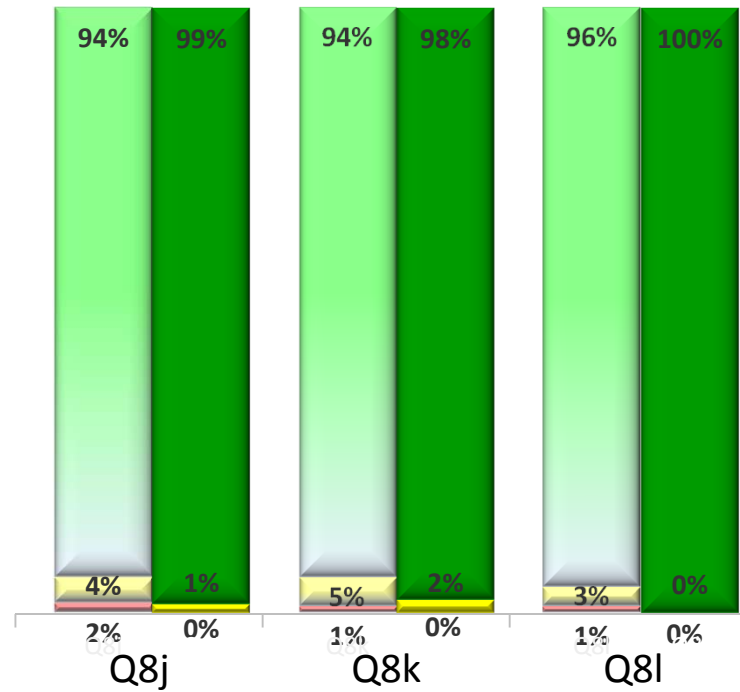I feel ostracized from campus activities because of my:

8g. Age

8h. Disability

8i. Ethnicity

Never/Seldom

Sometimes

Always/Often

2010   2014

Climate and Intergroup Relations

	Q8j	Q8k	Q8l
2010	94%	94%	96%
2014	99%	98%	100%
2010 Sometimes	4%	5%	3%
2014 Sometimes	1%	2%	0%
2010 Always/Often	2%	1%	1%
2014 Always/Often	0%	0%	0%

I feel ostracized from campus activities because of my:

8j. Gender

8k. Religious/spiritual beliefs

8l. Sexual orientation

Never/Seldom
Sometimes
Always/Often

2010   2014

Climate and Intergroup Relations

Overall Averages

Theme	2010/2011	2013/2014
Communication reflects a culturally sensitive climate in which differences are respected (Q7a).	4.0*	4.0
Dialogue about improving learning and intergroup relations and input on the planning process are facilitated on campus (Q7b-7d).	3.4	3.6
Individuals are valued, respected and if discriminated against, know where to seek help on campus and diverse perspectives are respected (Q7e-7g, Q7i).	3.9	3.9
Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive cultural climate at the District office (Q7h).	3.7	3.9
Overall, the District office educates all employees for the realities of today's increasingly diverse society and global community (Q7j).	---	3.8

Averages are based on a five-point Agreement Scale: 1=Strongly Disagree, 5=Strongly Agree

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

Climate and Intergroup Relations

Overall Averages

Theme	2010/2011	2013/2014
A share understanding of what diversity means to the District office (Q8a-8f).	4.4	4.6
Individuals feel a sense of belonging to the District offices (Q8g-8l).	4.8	4.9

*Averages are based on a reversed scored Frequency Scale: 1=Never, 5=Always*

Institutional Viability and Vitality
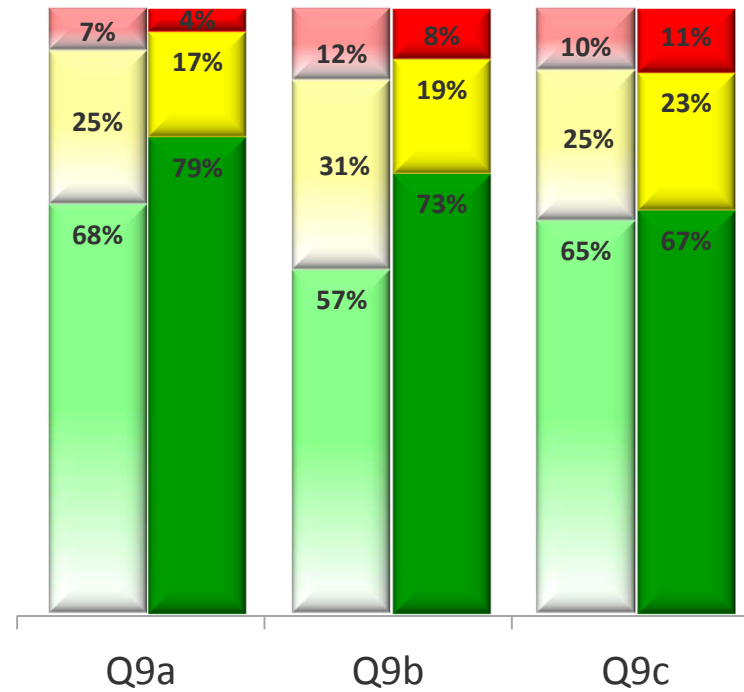
9a. In my opinion, diversity is central to the mission of the District.
9b. Administrators actively support the practice of equity for all.
9c. I believe the District leaders take initiative in promoting a positive workplace environment.

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

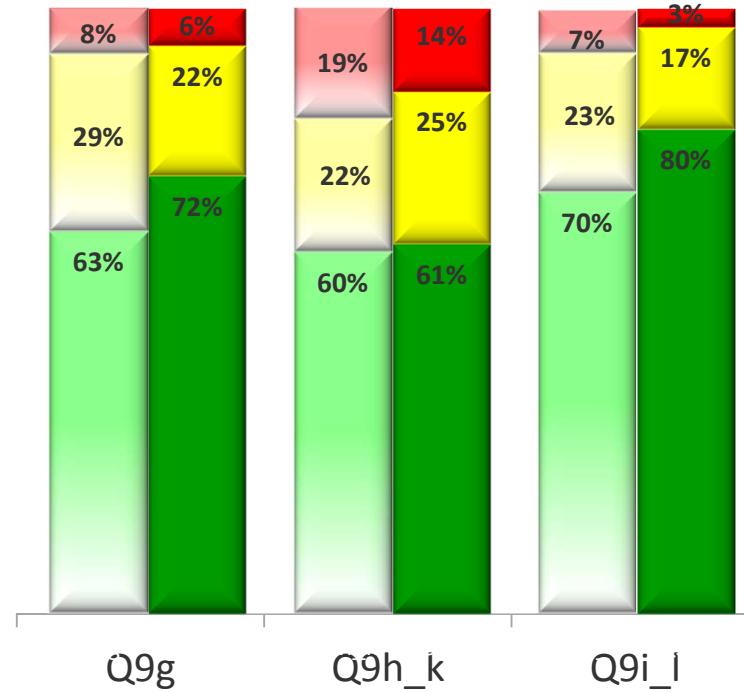2010   2014
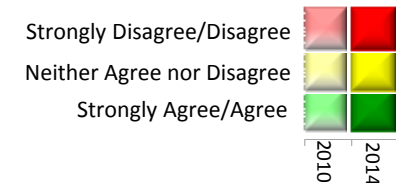
Institutional Viability and Vitality
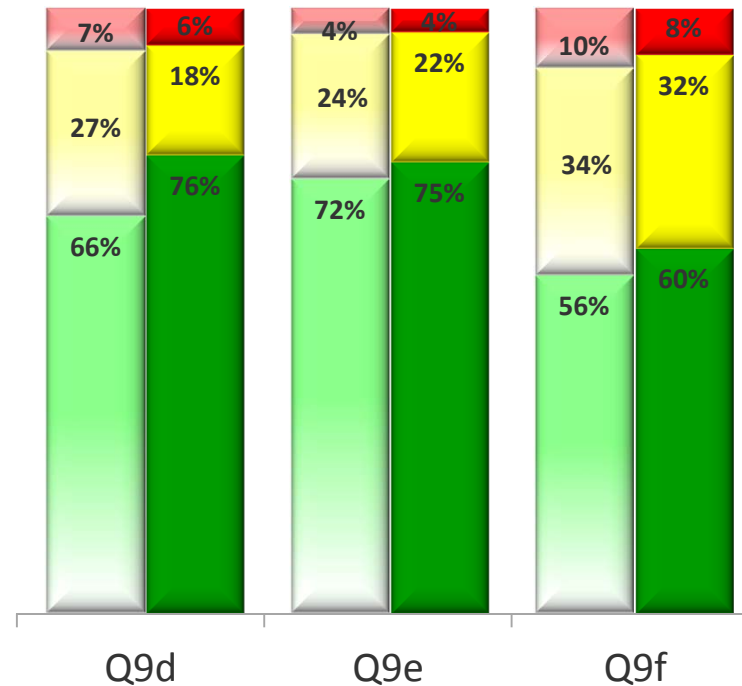
9d. Policies and practices of the District clearly demonstrate commitment to equity.

9e. When discrimination toward a person occurs, the District has a procedure for responding immediately.

9f. I am confident that the procedures for resolving grievances at the District are fair.

Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree

2010   2014
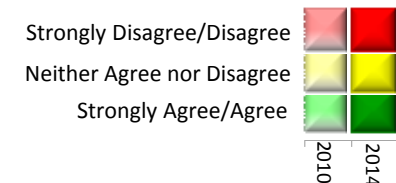
Institutional Viability and Vitality

9g. The District office facilitates effective communication regarding diversity efforts.
9h_k. I believe that mandatory diversity training for all employees would benefit the District office.
9i_l. Overall, diversity is considered integral to the infrastructure (i.e., mission, leadership, and key processes) and daily practices of the District office.

Strongly Disagree/Disagree
Neither Agree nor Disagree
Strongly Agree/Agree
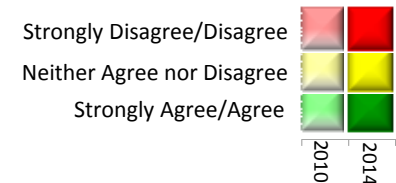
2010 2014

Institutional Viability and Vitality

Overall Averages

Theme	2010/2011	2013/2014
Diversity is central to the campus' mission and having mandatory diversity training for all employees would benefit the campus (Q9a & 9h).	3.7	3.8
Leadership supports diversity, promotes a positive campus climate and the campus has policies, practices, and procedures that are equitable and fair (Q9b-9f).	3.7	3.8
Communication regarding diversity efforts is shared across the campus (Q9g).	3.6	3.8
Building campus capacity for diversity is continually supported (Q9h).	3.4	3.7
Overall, diversity is considered integral to the infrastructure (i.e. mission, leadership, and key processes) and daily practices of the District office (Q9i).	3.8	4.0

Averages are based on a five-point Agreement Scale: 1=Strongly Disagree, 5=Strongly Agree

IRP

research.sdccd.edu