Continuing Education
Cultural Climate
Survey Report

Fall 2011

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Overview

Cultural climate (AB4071) is one of the policies that reflect the concern for the "uneven flow" of students through the community college system. AB4071 (Vasconcellos, 1988) directed the California Postsecondary Education Commission (CPEC) to determine the feasibility of undertaking a "program of systematic longitudinal data collection" to determine the "factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups" (CPEC, 1990). The CPEC study recommended that colleges engage in a process of assessing its climate that fits the unique needs of the college, is ongoing, includes a variety of data collection methods (surveys, interviews, focus groups), and include sfaculty, staff, and student input.

The development of an instrument to assess campus climate and cultural competency began in Spring 1993; the survey was administered to students in the Spring 1994 term. Cultural climate survey instruments for faculty and classified staff were developed in Fall 1994 and administered in the Fall 1995 term. In Fall 2009, the three colleges informed the District Office of Institutional Research and Planning (IRP) of the need for conducting the study again on campus climate and cultural competency. The need grew out of the continued interest in diversity and equity throughout the district and a Board policy that focused on cultural competency (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.

The District defined cultural competence 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.

In order to fulfill the need, the District Office of Institutional Research and Planning constructed a survey for faculty, staff, and administrators that assessed campus climate and cultural competency. Student surveys were recently administered at the colleges and continuing education that addressed this topic (Student Satisfaction Survey and the CCSSE) and will continue to be administered on a recurring basis. The Student Satisfaction Survey,

administered in Spring 2009, contained questions on campus climate as well as an opportunity for students to comment on the campus culture. This survey is scheduled to be administered every three years. In addition, the Community College Survey of Student Engagement (CCSSE) contains questions on campus environment and is administered regularly at Mesa and is currently being discussed as a regular feedback survey at City and Miramar colleges.

Purpose

The purpose of this survey project is to collect evidence for the four SDCCD institutions (City College, Mesa College, Miramar College, and Continuing Education) and the District Office on the current climate as it relates to diversity, equity, cultural competency, and the general work environments. The faculty, staff, and administrators were surveyed to elicit their perceptions and opinions on the cultural climate. The information may be used to make changes in policies, procedures, and to implement strategies for improving the campus environment.

Survey Population

All faculty, staff and administrators were invited to participate in the survey across all four SDCCD institutions and the District Office. The expected response rate at each college was 20%-35%.

Diversity Framework for Cultural Climate Survey Description

The Cultural Climate survey was designed using a conceptual framework developed by Darly Smith from the Claremont Graduate University in the School of Educational Studies. The conceptual framework is a holistic approach that provides a means to focus on an inclusive approach to diversity while distinguishing where specific aspects of diversity might need to be addressed. The framework provided the foundation for building the items and survey instruments based on the following domains:
1) Access and Success
2) Climate and Intergroup Relations
3) Education and Scholarship
4) Institutional Viability and Vitality

Furthermore, the following criteria often used in organizations to manage cultural competency, as developed by the National Center for Cultural Competence (2010), were used to provide behavior anchors for building the items and survey instruments:
1) Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross culturally.
2) Have a capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of the communities they serve.
3) Incorporate the aforementioned in all aspects of policy making, administration, practice, service delivery, and involve systematically consumers, key stakeholders and communities.

Instrumentation

The District Office of Institutional Research and Planning referenced the previous cultural climate surveys for faculty and for staff and worked with an advisory task force including college, Continuing Education, and district diversity committees to develop and finalize the survey instruments. In the end, there were a total of two survey instruments that were developed (one for the campuses and one for the District Office). The Employee Cultural Climate survey instrument contained 63 forced choice items using various Likert scales of agreement and frequency, and two open-ended questions. Likewise, the District Employee Cultural Climate survey instrument contained 50 forced choice items using various Likert scales of agreement and frequency, and two open-ended questions. Face validity and content validity of the instruments were established based on the following criteria: 1) Survey questions should be aligned with the operational definition of cultural climate; 2) Survey questions should be directly related to the purpose of the surveys, which is to elicit perceptions and opinions of faculty, staff, and administrators; 3) Survey questions should be perceptually-based instead of factually-based; 4) Survey questions should avoid addressing complex processes or systems that most survey participants wouldn't be able to answer or are not applicable to them. The surveys were validated (content and face validity) through the feedback from the advisory task force. Furthermore, the theoretical framework was validated by applying Rasch Modeling and Factor Analysis to our pilot data. Reliability (Cronbach Alpha test) was also established through these data analyses. See Appendix A for a copy of the survey instrument.

Methodology

The surveys were made available in two modes: online form and hardcopy form. As expected, the majority of participants responded to the survey via the online format. A pre-notification about the survey was sent out to all. Online surveys were delivered via Zoomerang online survey software.

Implementation

Communications: The advisory task force and college and district Research Committees were informed and connected to the process through continuous communication, which included: 1) Reviewing the survey plan, 2) Reviewing and finalizing the survey instruments, and 3) Reviewing the final reports.

Administration: Pre-notification emails were sent out by the individual institutions to all faculty, staff, and administrators providing information about the survey and requesting an atmosphere of support for the survey process. Both the online and paper surveys were administered November 1st to November 30th.

The Findings

Respondent Profile

Of the 805 employees at Continuing Education who received the invitation to survey, 214 employees responded. This is a 27% response rate. Of those who responded, 33% were adjunct classroom faculty, 24% were contract classroom faculty, 15% were classified contract, 9% were adjunct non-classroom faculty, 8% were contract non-classroom faculty, 5% were managers, 3% were classified hourly, and 2% were supervisors. In regards to gender, 75% were female and 25% were male. Exactly two-thirds of the respondents were over 50 years old (66%), 22% were between ages 41 and 50, 9% were between ages 31 and 40, and 3% were between ages 20 and 30. Approximately two-thirds (64%) of the respondents were White Non-Hispanic, 19% were Hispanic/Latino, 9% were African American/Black Non Hispanic, 3% reported being Asian/Pacific Islander, 2% were Other Non-White, and 1% were Filipino. More than half of the respondents had been with the college for 11 or more years (55%) and more than one-quarter for 2-6 years (27%). Eleven percent of the respondents reported being with Continuing Education for seven to ten years and 7% for one year or less.

Analyses

Access and Success- This domain examines the efforts aimed at the inclusion and success of all students and employees. In particular, it looks at the recruitment, retention, and success of a diverse student population and workforce. The results for the themes in this domain include:

1. *Diverse faculty, staff, and student populations are recruited and retained (Items 6a, 6j, 6k):* A majority of the survey respondents (73% on average) believed that Continuing Education recruits and retains diverse faculty, staff and student populations. This is evidenced through the recruitment process and by encouraging personal, cultural, and intellectual development in students.

   Interpretation: These results suggest that among the survey employees, there is perceived 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. This finding is further corroborated by several of the open-ended comments, one of which stated "Cultural diversity both exists and is encouraged on my campus. I like that our faculty is so diverse which I think sets a good example for our very multi-cultural student population".

2. *Recognition, evaluation, equal opportunities for advancement and support are provided for successful job performance (Items 6b-6h):* More than half of the survey respondents (56% on average) felt that Continuing Education provided recognition, evaluation, and support for successful job performance. In addition, they believed that there were equal

opportunities for advancement as evidenced through continued and equal opportunities for professional training, development, promotion, recognition and fair evaluation of job performance. However, there were a fair percentage of respondents (24% on average) that were uncertain and one in five respondents (19% on average) disagreed with this theme.

Interpretation: These results suggest that more than half of the employees surveyed felt supported, valued, and appreciated which ultimately could lead to high motivation, positive morale, effective job performance, low turnover, and high productivity (Loden & Rosener, 1991). However, it is important to note that forty-three percent of the survey respondents either disagree or were uncertain about this theme.

3. *Student diversity is supported through programs and services (Items 6l-6m):* The majority of the survey respondents (71% on average) believed that Continuing Education has effective programs for underrepresented groups and gives adequate consideration to the needs of disabled students. However, about one-fifth of the respondents (22% on average) were uncertain about this theme.

   Interpretation: These results suggest that among the survey employees, Continuing Education supports underrepresented student groups through specific programs (e.g., DSPS for disabled students), helping them to succeed in their educational endeavors. This finding is further corroborated by several of the open-ended comments, one of which stated "Our DSPS counselor and Basic Skills instructor seem to be very capable of supporting a wide range of differences and disabilities. They are wonderful!" However, about one in five survey respondents were uncertain about this theme.

4. *Overall, the campus supports employees to be successful in their jobs (item 6i)*: More than half of the survey respondents (56%) felt that Continuing Education focuses on supporting all employees so they are successful in their jobs. However, one-quarter of the survey respondents (24%) were uncertain about this statement.

   Interpretation: These results suggest that among the survey employees, Continuing Education does a good job supporting all employees so that they are successful in their jobs. This finding is consistent with the theme for Items 6b-6h.

5. *Overall, the campus focuses on student success (item 6n)*: More than three-quarters of the survey respondents (80%) felt that Continuing Education focuses on efforts aimed at the success of all students.

   Interpretation: These results suggest that among the survey employees, Continuing Education has a student-centered climate with the goal of providing support and access for its student population so that all students succeed in their educational endeavors. This finding is consistent with the theme for Items 6l-6m. Moreover, this finding is further corroborated by

several of the open-ended comments, one of which stated "[There is] Faculty encouragement for students to pursue and reach their goals".

Climate and Intergroup Relations-This domain looks at the intergroup relations among all faculty, staff, and students that contribute to a positive cultural climate. In particular, it examines a shared and inclusive understanding of diversity within a welcoming campus climate. The results for the themes in this domain include:

1. *Communications reflect a culturally sensitive climate in which differences are respected (Items 7a-7b):* A majority of the survey respondents (71% on average) felt that both artifacts and communications at Continuing Education reflect a culturally sensitive climate in which differences are respected. However, more than one-fifth of the respondents (22% on average) were uncertain about this theme.

   Interpretation: These results suggest that among the survey employees, Continuing Education plays host to a myriad of culturally diverse artifacts and communications that contribute to a multicultural environment in which mutual respect can be achieved. This finding is further corroborated by several of the open-ended comments, one of which stated "Mid-City honors diversity in all ways, even the artwork in the building celebrates different cultures". However, it is important to note that one-fifth of the surveyed employees were uncertain about this theme.

2. *Improving student learning, intergroup relations and input on the planning process are facilitated through open dialogue (Items7c-7e):* Approximately half of the survey respondents (52% on average) believed that Continuing Education facilitates dialogue about improving learning for all students as well as dialogue about improving intergroup relations among employees and allows input into the planning process. However, more than one-quarter of the respondents were uncertain (29% on average) and one-fifth disagreed/disagreed (19% on average) with this theme.

   Interpretation: These results show that Continuing Education may not believe there is satisfactory discussion taking place regarding improving intergroup relations among employees, improving student learning, or opportunities to allow employ participation in the planning process. This could lead to some serious consequences such as breakdown of intergroup relations among employees, as well as create bias or lack of implementation on the planning process. The lack of opportunities to dialogue in these areas could also impede employee performance and ultimately student success (Smith, 2009).

3. *Individuals are valued, respected, and if discriminated against, know where to seek help on campus (Items 7f-7h):* A majority of the survey respondents (74% on average) felt that they were valued and treated with respect and if discriminated against, knew where to seek help at Continuing Education.

Interpretation: These results suggest that Continuing Education employees that were surveyed felt that they are respected and an important part of the organization. The positive perception in turn should contribute to a positive climate and successful job performance (Smith, 2009).

4. *Overall, intergroup relations contribute to a positive campus climate (item 7i)*: The majority of the survey respondents (72%) believed that the intergroup relations among students, faculty, staff, and administrators at Continuing Education contribute to a positive campus climate.

    Interpretation: These results suggest that among the survey employees, Continuing Education has a harmonious climate for all employees and students and makes diversity and cultural competency a top priority. This finding is further corroborated by several of the open-ended comments, one of which stated "At Mid- City campus, I believe that our highly diverse students treat each other well because staff and faculty model and expect equal respect for all whether in or out of the classroom".

5. *An awareness of inclusiveness and appreciating differences is noted (Items 8a-8f)*: A large majority of the survey respondents (86% on average) believed they share an awareness of inclusiveness and appreciation of differences at Continuing Education as evidenced by the lack of hearing insensitive or disparaging comments about people based on their age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation.

    Interpretation: These results suggest that diversity differences are highly valued among the surveyed employees at Continuing Education. This finding is further corroborated by several of the open-ended comments, one of which stated "[There is] Respect for all, whether based on religion, sex, age, etc.".

6. *Individuals feel a sense of belonging to the campus (Items 8g-8l):* A large majority of survey respondents (92% on average) felt a sense of belonging to Continuing Education as evidenced by not feeling excluded from campus activities due to their age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation.

    Interpretation: These results suggest that surveyed employees at Continuing Education feel part of a common team and engage in campus activities which embrace socio-cultural differences.

Education and Scholarship-This domain involves educating all students and employees for the realities of today's increasingly diverse society and global community. In particular, a curriculum that is supportive of diversity goals through learning opportunities for students and professional development for faculty/staff. The results for the themes in this domain include:

1. *Diverse perspectives are respected (Items 9a-9b):* A majority of the survey respondents (70% on average) believed that diverse perspectives

are respected at Continuing Education as evidenced by having employees/instructors respect other employees' or students' viewpoints that are different from their own.

Interpretation: These results suggest that among the surveyed employees, there is a perception that students and/or other employees' feel comfortable expressing their cultural viewpoints without feeling disrespected. This finding is further corroborated by several of the open-ended comments, one of which stated "The campus supports student diversity very much. Teachers and students celebrate holidays around the world and respect each others' beliefs".

2. *Student appreciation of diversity is enhanced by student life and identity-based organizations (Items 9c-9d):* Survey respondents were uncertain (45% on average) about whether Continuing Education adequately supports identity-based student clubs and organizations and whether student life enhances student appreciation of diversity. Only thirty-six percent of survey respondents, on average, strongly agreed/agreed with this theme and another one-fifth strongly disagreed/disagreed (19% on average).

Interpretation: These results suggest that there is confusion 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. This finding is best exemplified in the open-ended comments, one of which stated "Student generated organizations and/or activities need to be supported more by faculty, staff and administrators". This may be due to a lack of awareness or familiarity with these activities.

3. *Learning environments are designed to promote multiple ways of learning and student diversity appreciation is promoted through teaching and curriculum (Items 9e-9i):* A majority of survey respondents (64% on average) felt that learning environments at Continuing Education are designed to promote multiple ways of learning and teaching and that curriculum and instruction enhance student appreciation of diversity. However, more than one-quarter of survey respondents (27% on average) were uncertain about this theme.

Interpretation: These results suggest that among the surveyed employees, Continuing Education responds to its diverse student population by providing various avenues for instructors to teach and students to learn the material successfully within a climate of diversity appreciation. This finding is further corroborated by several of the open-ended comments one in which stated "The curriculum offered at this campus is designed to meet the needs of diverse audiences. The instructors are sensitive to student diversity and teach in a way to reach the diverse student population". However, it is important to note that more than one-quarter of the survey respondents were uncertain about this theme. This may be due to unawareness on the part of some employees, such as classified

staff, that could be unfamiliar with the teaching and curriculum development process because they work in non-instructional areas.

4. *Academic freedom is supported by the campus (Item 9j):* A majority of the survey respondents (73%) believed that Continuing Education supports academic freedom.

   Interpretation: This result suggests that among the survey employees, Continuing Education 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.

5. *Overall, students are educated for the realities of today's increasingly diverse society (item 9k):* A majority of the survey respondents (69%) believed that Continuing Education educates all students for the realities of today's increasingly diverse society and global community. However, more than one-fifth of the survey respondents (22%) were uncertain about this statement.

   Interpretation: These results suggest that among the survey employees, Continuing Education does a good job preparing students to thrive in a global society by obtaining jobs, furthering their careers, or pursuing their dreams. However, more than one-fifth of the survey respondents were not sure about this statement.

Institutional Viability and Vitality-This domain employs a holistic approach whereby diversity is integral to institutional systems and structures, including mission, culture, leadership, and key processes. In particular, it examines the involvement of a diverse leadership that coordinates organizational change to support diversity goals. The results for the themes in this domain include:

1. *Diversity and equity are central to the campus's mission (Items 10a & 10k):* More than half of the survey respondents (60% on average) felt that diversity and equity are central to Continuing Education's mission. However, more than one-quarter of the survey respondents (26% on average) were uncertain about this theme.

   Interpretation: These results suggest that diversity and equity are at the heart of Continuing Education's daily educational operations and as such having employees exposed to diversity training would go a long way for the campus. However, it is important to note that one in four survey respondents were uncertain about this theme.

2. *Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair (Items 10b-10f):* A majority of the survey respondents (62% on average) believed that Continuing Education leadership support diversity, promote a positive campus climate, and implement policies, practices and procedures that are equitable and fair. However, there were a fair amount of respondents (28% on average) that were uncertain about this theme.

Interpretation: These results suggest that while diversity and a positive climate are generally important to the surveyed employees, the majority feel that the policies, practices and procedures help to enact this. The moderate degree of uncertainty may indicate that employees are unclear as to how the policies and practices promote cultural competency or that employees do not believe that the existing policies and practices contribute to this.

3. *Communication regarding diversity efforts is shared across the campus (Items 10g-10h):* More than half of the survey respondents (58% on average) felt that communication regarding diversity efforts is shared across the campus. However, about one-third of the survey respondents (30% on average) were uncertain about this theme.

   Interpretation: These results suggest that among the surveyed employees, Continuing Education may have communication mechanisms in place to inform personnel about diversity-related programs and activities, but that communication may not be as widespread as it could be.

4. *Building capacity for diversity is continually supported (Items 10i-10j):* The theme of building campus capacity for diversity include diversity related activities as well as fund seeking support for diversity programs, which showed varied results. In particular, about half of the survey respondents (49%) believed that there are adequate opportunities at Continuing Education for them to engage in diversity-related initiatives or activities. However, more than half of the survey respondents (58%) were uncertain that Continuing Education actively pursues external funds and grants to support new or existing diversity programs.

   Interpretation: These results indicate that among the surveyed employees, Continuing Education host a large quantity of diversity-related activities or initiatives for employees to engage in, but not all employees are aware of or participate in these activities.

5. *Overall, diversity is considered integral to the infrastructure of the campus (item 10l):* A majority of survey respondents (67%) believed that diversity is considered integral to the infrastructure and daily practices of Continuing Education. However, about one-quarter of the survey respondents (23%) were uncertain about this statement.

   Interpretation: These results suggest that among the survey employees, diversity is interwoven into the daily fabric of Continuing Education's policies, practices, and procedures. However, it is important to note that more than about one-quarter of the survey respondents were uncertain about this statement.

References

Loden, M. & Rosener, J. B. (1991). *Workforce America: Managing employee diversity as a vital resource*. Homewood, IL: Business One Irwin.

National Center for Cultural Competency (2010). Cultural competence: Definition and conceptual framework. Retrieved from http://owl.english.purdue.edu/owl/resource/560/10/

Smith, D.G. (2009). *Diversity's promise for higher education: Making it work*. Baltimore, MD: The John Hopkins University Press.

APPENDIX A
Survey Instrument

CE Employee Cultural Climate Survey 2010

We want to hear from you! This survey is designed to better understand your perceptions and opinions regarding the current cultural climate as it relates to diversity, equity, cultural competency and general working conditions. Please select your responses to the survey based on your experience at **Continuing Education**. Your response to this survey will provide valuable information for the development of policies, procedures and strategies for improving the cultural climate at SDCCD. **All information you share with us will be used for research purposes only and will be kept confidential.** Thank you!

Directions:
For each question please circle only <u>one</u> answer per question.

1. Which is your primary employment type?
   - a) Adjunct Faculty – Classroom
   - b) Adjunct Faculty – Non-classroom
   - c) Classified Contract
   - d) Classified Hourly
   - e) Contract Faculty – Classroom
   - f) Contract Faculty – Non-classroom
   - g) Manager
   - h) Supervisor

2. How long have you been employed at this college/worksite?
   - a) 1 year or less   b) 2-6 years   c) 7-10 years   d) 11 or more years

3. What is your gender?
   - a) Female   b) Male

4. What is your ethnicity?
   - a) African American/Black Non-Hispanic
   - b) American Indian/Alaskan Native
   - c) Asian/Pacific Islander
   - d) Filipino
   - e) Hispanic/Latino
   - f) White Non-Hispanic
   - g) Other Non-White

5. Which is your age group?
   - a) under 20
   - b) 20-30
   - c) 31-40
   - d) 41-50
   - e) over 50

Please rate your level of agreement with the following statements using the scale below. Provide your answer by stating a number (level of agreement) next to each individual statement.

| 1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
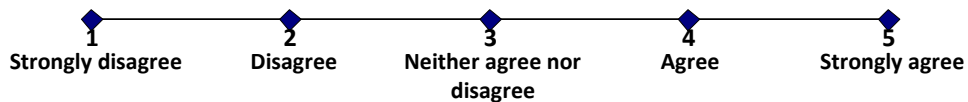
Access and Success
   - 6a. I believe this campus actively recruits a diverse faculty and staff.
   - 6b. This campus provides all employees adequate opportunities for continued professional training and development.
   - 6c. I believe job performance is evaluated fairly at this campus.

6d. I believe excellence in job performance is recognized fairly at this campus.

6e. There are equal opportunities for professional advancement and promotion at this campus.

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 on campus.

6h. I have adequate opportunities to participate in the shared governance process at my campus.

6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.

6j. The campus actively recruits a diverse student population.

6k. In my opinion, this campus encourages personal, cultural, and intellectual development in all students.

6l. In my opinion, the targeted programs for underrepresented students at my campus (e.g., EOPS and DSPS) effectively contribute to student success.

6m. I believe that adequate consideration is given to the needs and interests of disabled students.

6n. Overall, this campus focuses on efforts aimed at the success of all students.

Climate and Intergroup Relations

7a. The artifacts on campus (e.g., student work including: artwork, exhibits, and events) reflect a culturally sensitive climate in which differences are respected.

7b. The communications on campus (e.g., newsletters, emails and flyers) reflect a culturally sensitive climate in which differences are respected.

7c. The campus facilitates an ongoing dialogue about improving learning for all students.

7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.

7e. The campus's planning process offers opportunities for input by all campus employees.

7f. I believe I am valued at this campus.

7g. I am treated with respect at this campus.

7h. If I am discriminated against, I know where to seek help on campus.

7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate.

Please rate the frequency of the following statements using the scale below. Provide your answer by stating a number (frequency level) next to each individual statement.

1	2	3	4	5
Never	**Seldom**	**Sometimes**	**Often**	**Always**
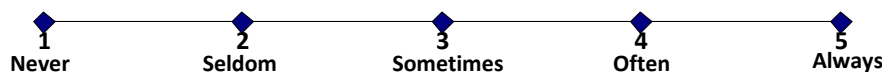
8a. I hear insensitive or disparaging comments about people based on their **age**.

8b. I hear insensitive or disparaging comments about people based on their **disability**.

8c. I hear insensitive or disparaging comments about people based on their **ethnicity**.

8d. I hear insensitive or disparaging comments about people based on their **sex**.

8e. I hear insensitive or disparaging comments about people based on their **religious/spiritual beliefs**.

8f. I hear insensitive or disparaging comments about people based on their **sexual orientation**.

8g. I feel excluded from campus activities because of my **age**.

8h. I feel excluded from campus activities because of my **disability**.

8i. I feel excluded from campus activities because of my **ethnicity**.

8j. I feel excluded from campus activities because of my **sex**.

8k. I feel excluded from campus activities because of my **religious/spiritual beliefs**.

8l. I feel excluded from campus activities because of my **sexual orientation**.

Please rate your level of agreement with the following statements using the scale below. Provide your answer by stating a number (level of agreement) next to each individual statement.

1	2	3	4	5
Strongly disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**

Education and Scholarship

9a. In my opinion, most employees respect other employees' viewpoints that are different from their own.

9b. Most instructors respect student viewpoints that are different from their own.

9c. Student life at this campus, i.e., student clubs, organizations, and activities, enhances student appreciation of diversity.

9d. Identity-based student clubs and organizations [e.g., Bahai Club, Black Student Union, Intervarsity Christian Fellowship, Movimiento Estudiantil Chicano De Aztlan (M.E.Ch.A), Muslim Student Union, etc.] are adequately supported by this campus.

9e. Curriculum and instruction at this campus enhance student appreciation of diversity.

9f. Instruction at this campus accommodates a variety of student learning styles.

9g. Assessment at this campus accommodates a variety of student learning styles.

9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.

9i. Diversity topics are integrated throughout all courses.

9j. I believe this campus supports academic freedom.

9k. Overall, this campus educates all students for the realities of today's increasingly diverse society and global community.

Institutional Viability and Vitality

10a. In my opinion, diversity is central to this campus's mission.

10b. Administrators actively support the practice of equity for all and cultural competency building.

10c. I believe the campus leaders take initiative in promoting a positive campus climate.

10d. Policies and practices of this campus clearly demonstrate commitment to equity.

10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.

10f. I am confident that the procedures for resolving grievances at this campus are fair.

10g. The campus facilitates effective communication regarding diversity efforts.

10h. I am informed about diversity-related programs and activities on a regular basis.

10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.

10j. This campus actively pursues external funds and grants to support new or existing diversity programs.

10k. I believe that mandatory diversity training for all employees would benefit this campus.

10l. Overall, diversity is considered integral to the infrastructure (i.e., mission, leadership, and key processes) and daily practices of this campus.

Comments

11. Please comment on one area of cultural climate you believe this campus supports very well.

12. Please comment on one area of cultural climate you believe this campus needs to improve.

APPENDIX B
Item Analysis

1. Which is your primary employment type?		
	Count	Percent
Adjunct Faculty-Classroom	70	33%
Adjunct Faculty-Non-classroom	18	9%
Classified Contract	32	15%
Classified Hourly	7	3%
Contract Faculty-Classroom	51	24%
Contract Faculty-Non-Classroom	17	8%
Manager	10	5%
Supervisor	4	2%
Total	209	100%

2. How long have you been employed at this college/worksite?		
	Count	Percent
1 year or less	14	7%
2-6 years	57	27%
7-10 years	23	11%
11 or more years	115	55%
Total	209	100%

3. What is your gender?		
	Count	Percent
Female	154	75%
Male	52	25%
Total	206	100%

4. What is your ethnicity?		
	Count	Percent
African American/Black Non-Hispanic	18	9%
American Indian/Alaskan Native	1	0%
Asian/Pacific Islander	7	3%
Filipino	3	1%
Hispanic/Latino	39	19%
White Non-Hispanic	132	65%
Other Non-White	5	2%
Total	205	100%

5. Which is your age group?		
	Count	Percent
Under 20	0	0%
20-30	7	3%
31-40	18	9%
41-50	46	22%
Over 50	136	66%
Total	207	100%

Access and Success Domain

Please rate your level of agreement with the following statements using the scale below							
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**Mean Response**	**Total**
6a. I believe this campus actively recruits a diverse faculty and staff.	5	19	39	74	61	3.84	198
	3%	10%	20%	37%	31%		100%
6b. This campus provides all employees adequate opportunities for continued professional training and development.	11	30	40	71	47	3.57	199
	6%	15%	20%	36%	24%		100%
6c. I believe job performance is evaluated fairly at this campus.	18	21	56	73	29	3.38	197
	9%	11%	28%	37%	15%		100%
6d. I believe excellence in job performance is recognized fairly at this campus.	18	28	63	60	28	3.26	197
	9%	14%	32%	30%	14%		100%
6e. There are equal opportunities for professional advancement and promotion at this campus.	17	35	60	57	29	3.23	198
	9%	18%	30%	29%	15%		100%
6f. I am given sufficient resources to succeed in my job.	12	22	41	84	39	3.59	198
	6%	11%	21%	42%	20%		100%
6g. If I have a job-related problem, I know I can get sufficient support on campus.	10	24	35	80	49	3.68	198
	5%	12%	18%	40%	25%		100%
6h. I have adequate opportunities to participate in the shared governance process at my campus.	7	16	42	82	48	3.76	195
	4%	8%	22%	42%	25%		100%
6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.	15	23	48	82	28	3.43	196
	8%	12%	24%	42%	14%		100%
6j. The campus actively recruits a diverse student population.	3	11	34	60	90	4.13	198
	2%	6%	17%	30%	45%		100%
6k. In my opinion, this campus encourages personal, cultural, and intellectual development in all students.	6	8	33	69	82	4.08	198
	3%	4%	17%	35%	41%		100%
6l. The targeted programs for underrepresented students at my campus (e.g., DSPS) effectively contribute to student success.	6	7	47	75	59	3.90	194
	3%	4%	24%	39%	30%		100%
6m. I believe that adequate consideration is given to the needs and interests of disabled students.	5	7	40	88	57	3.94	197
	3%	4%	20%	45%	29%		100%
6n. Overall, this campus focuses on efforts aimed at the success of all students.	4	10	26	87	70	4.06	197
	2%	5%	13%	44%	36%		100%

Climate and Intergroup Relations Domain

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	Total
7a. The artifacts on campus reflect a culturally sensitive climate in which differences are respected.	3	8	43	82	59	3.95	195
	2%	4%	22%	42%	30%		100%
7b. The communications on campus reflect a culturally sensitive climate in which differences are respected.	5	13	41	82	54	3.86	195
	3%	7%	21%	42%	28%		100%
7c. The campus facilitates an ongoing dialogue about improving learning for all students.	5	12	42	88	49	3.84	196
	3%	6%	21%	45%	25%		100%
7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.	18	29	70	48	29	3.21	194
	9%	15%	36%	25%	15%		100%
7e. The campus's planning process offers opportunities for input by all campus employees.	19	29	56	66	25	3.25	195
	10%	15%	29%	34%	13%		100%
7f. I believe I am valued at this campus.	11	14	28	92	48	3.79	193
	6%	7%	15%	48%	25%		100%
7g. I am treated with respect at this campus.	9	9	21	95	61	3.97	195
	5%	5%	11%	49%	31%		100%
7h. If I am discriminated against, I know where to seek help on campus.	14	9	37	83	48	3.74	191
	7%	5%	19%	43%	25%		100%
7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate.	7	15	32	89	53	3.85	196
	4%	8%	16%	45%	27%		100%

Please rate the frequency of the following statements using the scale below							
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	**Never**	**Seldom**	**Sometimes**	**Often**	**Always**	**Mean Response**	**Total**
8a. I hear insensitive or disparaging comments about people based on their age (reverse score).	97	66	23	5	1	4.32	192
	51%	34%	12%	3%	1%		100%
8b. I hear insensitive or disparaging comments about people based on their disability (reverse score).	120	45	17	9	1	4.43	192
	63%	23%	9%	5%	1%		100%
8c. I hear insensitive or disparaging comments about people based on their ethnicity (reverse score).	112	51	16	8	3	4.37	190
	59%	27%	8%	4%	2%		100%
8d. I hear insensitive or disparaging comments about people based on their sex (reverse score).	119	51	13	6	1	4.48	190
	63%	27%	7%	3%	1%		100%
8e. I hear insensitive or disparaging comments about people based on their religious/spiritual beliefs (reverse score).	106	53	22	5	3	4.34	189
	56%	28%	12%	3%	2%		100%
8f. I hear insensitive or disparaging comments about people based on their sexual orientation (reverse score).	111	53	18	7	2	4.38	191
	58%	28%	9%	4%	1%		100%
8g. I feel excluded from campus activities because of my age (reverse score).	157	18	9	2	2	4.73	188
	84%	10%	5%	1%	1%		100%
8h. I feel excluded from campus activities because of my disability (reverse score).	163	10	12	0	1	4.80	186
	88%	5%	6%	0%	1%		100%
8i. I feel excluded from campus activities because of my ethnicity (reverse score).	148	20	14	2	3	4.65	187
	79%	11%	7%	1%	2%		100%
8j. I feel excluded from campus activities because of my sex (reverse score).	157	15	11	1	3	4.72	187
	84%	8%	6%	1%	2%		100%
8k. I feel excluded from campus activities because of my religious/spiritual beliefs (reverse score).	154	22	11	3	2	4.68	192
	80%	11%	6%	2%	1%		100%
8l. I feel excluded from campus activities because of my sexual orientation (reverse score).	170	10	8	2	2	4.79	192
	89%	5%	4%	1%	1%		100%

Education and Scholarship Domain

Please rate your level of agreement with the following statements using the scale below							
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**Mean Response**	**Total**
9a. In my opinion, most employees respect other employees' viewpoints that are different from their own.	7	19	37	97	27	3.63	187
	4%	10%	20%	52%	14%		100%
9b. Most instructors respect student viewpoints that are different from their own.	5	8	37	98	40	3.85	188
	3%	4%	20%	52%	21%		100%
9c. Student life at this campus, i.e., student clubs, organizations, and activities, enhances student appreciation of diversity.	8	15	67	70	28	3.51	188
	4%	8%	36%	37%	15%		100%
9d. Identity-based student clubs and organizations are adequately supported by this campus.	29	18	102	24	14	2.87	187
	16%	10%	55%	13%	7%		100%
9e. Curriculum and instruction at this campus enhance student appreciation of diversity.	7	10	50	83	37	3.71	187
	4%	5%	27%	44%	20%		100%
9f. Instruction at this campus accommodates a variety of student learning styles.	7	5	34	94	49	3.92	189
	4%	3%	18%	50%	26%		100%
9g. Assessment at this campus accommodates a variety of student learning styles.	8	18	43	76	43	3.68	188
	4%	10%	23%	40%	23%		100%
9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.	6	8	45	89	39	3.79	187
	3%	4%	24%	48%	21%		100%
9i. Diversity topics are integrated throughout all courses.	5	13	81	55	32	3.52	186
	3%	7%	44%	30%	17%		100%
9j. I believe this campus supports academic freedom.	5	7	38	83	55	3.94	188
	3%	4%	20%	44%	29%		100%
9k. Overall, this campus educates all students for the realities of today's increasingly diverse society and global community.	5	12	42	82	48	3.83	189
	3%	6%	22%	43%	25%		100%

Institutional Viability and Vitality Domain

Please rate your level of agreement with the following statements using the scale below							
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	Total
10a. In my opinion, diversity is central to this campus's mission.	5	7	41	71	60	3.95	184
	3%	4%	22%	39%	33%		100%
10b. Administrators actively support the practice of equity for all and cultural competency building.	5	14	52	62	52	3.77	185
	3%	8%	28%	34%	28%		100%
10c. I believe the campus leaders take initiative in promoting a positive campus climate.	5	16	38	79	44	3.77	182
	3%	9%	21%	43%	24%		100%
10d. Policies and practices of this campus clearly demonstrate commitment to equity.	6	14	47	74	44	3.74	185
	3%	8%	25%	40%	24%		100%
10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.	4	12	57	72	39	3.71	184
	2%	7%	31%	39%	21%		100%
10f. I am confident that the procedures for resolving grievances at this campus are fair.	7	9	60	69	38	3.67	183
	4%	5%	33%	38%	21%		100%
10g. The campus facilitates effective communication regarding diversity efforts.	5	10	60	72	37	3.68	184
	3%	5%	33%	39%	20%		100%
10h. I am informed about diversity-related programs and activities on a regular basis.	7	20	52	72	33	3.57	184
	4%	11%	28%	39%	18%		100%
10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.	8	25	60	64	25	3.40	182
	4%	14%	33%	35%	14%		100%
10j. This campus actively pursues external funds and grants to support new or existing diversity programs.	10	13	105	37	15	3.19	180
	6%	7%	58%	21%	8%		100%
10k. I believe that mandatory diversity training for all employees would benefit this campus.	17	20	56	55	36	3.40	184
	9%	11%	30%	30%	20%		100%
10l. Overall, diversity is considered integral to the infrastructure and daily practices of this campus.	7	11	43	85	38	3.74	184
	4%	6%	23%	46%	21%		100%

APPENDIX C
Verbatim Comments

Q1. Please comment on one area of cultural climate you believe Continuing Education supports very well.

1) Anything havung to do with students...
2) I believe that for the most part students are treated with respect and Instructors and staff are their most valuable allies.
3) Student diversity
4) I do believe that diversity is a big part of our campus, but not necessarily because of any recruitment efforts or initiatives. It's simply the a reflection of the neighborhood in which we are located.
5) Faculty encouragement for students to pursue and reach their goals.
6) This campus truly supports students, faculty, & classified staff with disabilities.
7) we have a diverse student population, so students are exposed to many different groups, cultures, ideas, etc.
8) Our DSPS Counselor and Basic Skills Instructor seem to be very capable of supporting a wide range of differences and disabilities. They are wonderful!
9) DSPS services and student services/support.
10) Bi-lingual office staff
11) celebrating the wide variety of cultures and countries that are reflected in our student body. Helping students move from one level to another for success.
12) I believe this campus supports students and faculty with a variety of ethnic backgrounds very well.
13) The DSPS faculty & staff provide excellent support and guidance for the students they serve.
14) I believe that adequate consideration is given to all students from different ethnicity.
15) Dissabled students
16) Women employees are highly respected and serve at all levels in Continuing Education.
17) Respects and promotes success of all students from all walks of life and backgrounds.
18) equal, unbiased educational opportunities for all students
19) Cultural diversity both exists and is encouraged on my campus. I like that our faculty is so diverse which I think is sets a good example for our very multi-cultural student population.
20) The campus supports the trades very well at this campus in getting our students jobs after they complete thier course.
21) The ESL program at this campus is excellent and their instructors do a wonderful job working with the diverse community of immigrants.
22) I always have a very diverse classroom.
23) Responding to the needs -- educational and aspirational -- of a broad range of diverse people with varying needs and backgrounds and giving them the means to advance, progress and succeed in whatever field of endeavor they choose to pursue. Students feel cherished, included, nurtured and empowered in meeting their educational goals from wherever they may begin.

24) This district offers many training programs that enhance teaching and other professional skills.
25) There is a variety of display and illustrations throughout the campus building that promote cultural climate. Also the faculty and staff is very diverse.
26) If an outsider comes to our campus, he will be amazed at the diversity of students and teachers in their outfits, skin color and languages. Our wall decorations and billboards also reflect different cultures.
27) Student concerns are taken seriously. Also, I've noticed that instructors that have been with Cont. Ed. (ESL especially) for a while are really good examples of how to respect and value diversity of the student population. I have noticed many speak with empathy and respect about their students.
28) Mid-City honors diversity in all ways, even the artwork in the building celebrates different cultures.
29) Respect for all, whether based on religion, sex, age, etc.
30) People from different backgrounds are welcomed.
31) Encouraging cultural sharing events
32) I think that my campus is very open to new suggestions on how to improve our school.
33) Welcoming to all students and employees
34) The Educational Cultural Complex has many cultural events: Talent shows, African American Days, Mexican American Days
35) I believe our campus and personnel reflect diversity and welcome climate. There really is no specific activities on campus related to diversity or recruitment.
36) At Mid City Campus, I believe that our highly diverse students treat each other well because staff and faculty model and expect equal respect for all whether or in or out of the classroom.
37) Respect for every individual, students, teachers and adminstrators is clear in everything done here.
38) appreciation of diverse cultures
39) art instructure-off campus We paint works that reflect the cultural diversity of all students
40) There is tolerance for Latino students here.
41) We have one of the most diverse populations in the U.S. and everyone for the most part gets along and learns together.
42) Classes here are all structured to promote cooperation and understanding among students of very different cultural, spiuritual and educational backgrounds. There is evidence of respect for cultural diversity in the art work and pictures of store is which are displayed on the walls at the school where I teach.
43) Diversity of clubs and student interests plus programs like the World Cultures series, guest Authors series, etc... plus the EOPS office which is truly diverse in staff and students
44) Staff and students are widely culturally diversified and respected. We are extremely diverse at our site, and we get along extremely well... staff and students!! I have students

from 17 different countries in my class. We're extremely diverse and get along beautifully.

45) The curriculum offered at this campus is designed to meet the needs of diverse audiences. The instructors are sensitive to student diversity and teach in a way to reach the diverse student population.

46) very interesting question we will be interested in the results. Providing cultural curriculun that is unbias

47) Teachers respect all students and use the students diversity in lessons by integrating the information the students are willing to share in the class lessons.

48) African American cutlure is well represented at ECC.

49) Respect for diversity and tolerance inside the classrooms

50) With our diverse population of students, it would be very difficult not to address diversity in our classrooms daily.

51) ESL classes, counseling, scholarships, resources

52) As a campus with a large ESL program, our faculty have done an amazing job designing instruction to be accessible and salient to most, if not all, of the diverse population of students we serve.

53) The campus supports student diversity very much. Teachers and students celebrate holidays around the world and respect each others' beliefs.

54) We are predominantly English as a Second Language here. We are equality driven and the instructors do a fine job together with the EL Civics program.

55) I believe CE contributes to extremely well to all ethnicities.

56) Our mission is good. Educational Cultural Center is a great name. Now we need to back up our mission and name so that we become a cultural center again. We have such promise and such opportunity with great curriculum.

57) This campus supports all areas of cultural diversity at all levels

58) The campus clearly supports acceptance of diversity

59) ***** is very supportive of every person and diversity on the campus.

60) I feel that the Assistant Program Chair provides us with academic support and leadership. She's visible on campus, which allows us to ask for support when needed.

61) Our main leadership on our campus is extremely approachable. There is hope.

62) I believe this campus goeas through great pains to be certain that many minorities feel accepted in the educational system, and not discriminated against.

63) Communication

64) Ethnic diversity is very well supported at our campus - in the faculty and staff, in the student body, and in the approach to education and service.

65) I think most of us do actually care about fairness and social justice. That is one reason we all work here.

66) As an ESL instructor at Mid City, I feel our department is particularly culturally sensitive and well supported. I sometimes have the impression that maybe this great ESL climate is not enjoyed by other non-ESL faculty and staff.

67) We tolerate the bad habits and culture that the students bring with them.

68) Multiculturalism
69) Awareness of cross cultural beliefs and customs.
70) Involvement in public events which serves to build the District's image.
71) None
72) Excellent at Mid City.
73) n/a
74) Most of my answers are "Neither agree nor disagree" because there was no "I don't know" option. I work off campus in Continuing Education. I enjoy the support of the deans and staff, but I have no idea how general that is.
75) n/a
76) n/a
77) N/A
78) off-campus classes. At continuing eduction offices only to turn in paper work once a week.
79) No comment.
80) Ethnic diversity

Q2. Please comment on one area of cultural climate you believe Continuing Education needs to improve.

1) Anything having to do with Classified staff -Management "talks the talk", but doesn't always "walk the walk" and we are quite often left out of the picture...
2) Sensitivity to differences in sexual orientation.
3) Professionalism in the office; Staff and Faculty in small groups catching up on the weekend while students are waiting at the Counter would not be my idea of a on hands educational institution.
4) I believe we need to reach out into the community (which is diverse) and find ways to better serve underserved groups -- minorities, the poor, high school drop outs, etc.
5) Cultural climate is okay here, in my opinion.
6) Diversity in hiring
7) DSPS is unable to handle the sheer numbers of language-impaired students who need assistance.
8) I think, as in most of society today, those of the white/non latino ethnic background do not have a group to connect to.
9) Campus do need to improve "communication skill" and "respect" each others.
10) Not aware of any student/staff organizations that support diversity.
11) None
12) Reocurring issue of muslim cleansing before prayer time and water on floor/counters in restrooms. Lack of follow through by district to possibly accomodate by modifying bathroom facilities, continuing problem of water on the bathroom floors seen as a safety issue and causes cultural intolerance as a result.
13) I think there needs to be better communication between faculty and staff to better serve our students.
14) not sure.
15) Move minority hiring for faculty
16) dont really know of any
17) The current administration has to offer all employees equal opportunities for professional growth and promotion.
18) respect for one another among employees; that the voice of each employee be heard and acted upon (conflict resolutions)
19) I do not believe that employee "evaluations" always adequately reflect the abilities or efforts of instructors. I have seen instructors be awarded and commended as excellent teachers, and yet I hear from students negative things about their classes and about the instructors' treatment of students. But from the administration's standpoint, they are "excellent." This is frustrating.
20) Picture signs and/or lessons on how to use the public ladies bathrooms. Often the toliet paper is thrown on the floor and not in the toilet or garbage.

21) Students do not have access to clubs or activities other than instructional. Student life would be better with activities. Faculty need trainings in the diverse populations that fill our classrooms

22) No comment. Don't trust the system.

23) STUDENT SERVICES support staff at times can be horrible with their attitudes, comments, and communication toward students of different ethnic groups, students with disabilities, students with different communication skills, etc. It sets a negative tone for many students entering the Student Services Office at Mid-City.

24) more recognition of the OA students and faculty - seems as if the ***** would like to see the program eliminated - which makes no sense since they are the taxpayers whose money has paid our salaries forever

25) I think that some of the administrative staff feel like they are not respected and sometimes treated unfairly.

26) I'd like to hear less profanity from the students in the trade classes.

27) Current ***** needs to be more visible and "connected" with faculty and staff. Also, student generated organizations and/or activities need to be supported more by faculty, staff and administrators. There seems to be a lack of school spirit/involvement on the part of students. In past, continuing education has not had a student trustee as with the colleges.

28) Respect of a persons sexual orientation by students and a few staff.

29) I do not find any area of cultural climate that this campus needs to improve. I believe we do a great job of educating everyone!!!!!

30) None; our doors are basically open and our population represents diversity.

31) Foreign students need to become more "Americanized" if they want to take advantage of our free resources. The need to speak clear English, know and practice our manners and customs, and try to fit in better. And especially, they need to be more courteous.

32) the student government seems invisible this semester... no activities or events? interaction between disciplines/departments is quite minimal despite our relatively small campus size. faculty don't know each other.

33) I think it's very frustrating for our maintenance team to deal with students who use our restrooms for foot washing and/or those who don't use paper products in the restrooms as one would hope. It's hard to feel respected when others disregard one's efforts to provide a clean and safe facility. I think higher ups could make an extra effort to support our facilities people with some sympathy and moral support while we continually tip-toe around this sensitive and somewhat embarassing issue.

34) If anything, there has been too much emphasis on diversity. At this point, it would be better to emphasize our similarities. In past years, some barely qualified staff were hired because of their cultural diversity thus leaving us with some unqualified permanent employees. Unfortunately, it is now impossible to rid ourselves of these unqualified "culturally diverse" hires. All the employees of the site are extremely friendly and respectful of one another, and we don't need any help improving the cultural climate.

We're totally diverse, and we're happy. All races, religions, and cultures are represented here in staff and students and we're happy together. Leave us alone please!!!!

35) I do not see any need for improvement at this time

36) Could use some fun activities (like global pot luck's) to share the richness and fun of diversity.

37) This is a small campus, and I think the diversity of the cultural climate is well supported, given our size.

38) Do more activities with all the cultures present here.

39) Employee relations

40) Respect to students' religious needs.....prayer space for Somalis, Holiday tree for others, etc.

41) n/a

42) As I work part time at night I'm more tuned into my own class and the classes of my colleagues who teach when I do. I am not aware of any areas that need to be improved.

43) I don't feel like I am on campus often enough to adequately answer this.

44) None

45) Provide professional development opportunities (at a high level) for cultural competency.

46) Not allow weak players to stay on the team because of their race. It sends a double message that some people are protected and as such untouchable. There are managers, faculty and staff that fall into this protected class. They have been reviewed yet no action is taken. *****, *****, *****, *****, and *****. This opinion is shared by black and non-black employees.

47) Communications(flyers, catalogs, brochures) available pertinent languages

48) There are the 'haves' and 'have nots' as far as instruction goes. Most adjunct instructors can't go anywhere...we need more full time instructional positions.

49) how to communicate more effectively/patiently with lower level students in ESL that walk in with questions or attendance needs but are difficult to understand.

50) tolerance of sexual orientation

51) n/a

52) ECC does a poor job of representing it's latino/Hispanic student population.

53) We need to address some sensitive issues regarding Muslim students in a way that doesn't offend anyone.

54) I believe this campus needs to create more awareness of LGBT students.

55) It's striking that the majority of Administrative positions, save 3 who were already in place when the current President began, were filled by European-Americans. While the classified staff is represented mainly by people of color. As a European American woman, this works in my favor, but sends a troubling message.

56) Lack of safety on some campuses due to shortage of staff, police presence.

57) Relations between classified office staff and faculty. Awareness of new cultural groups among students from Burma, etc.

58) N/A

59) There si still some lack of understanding of the rights of employees and students with disabilities.

60) Respect for differences among staff. More supportive of each other. Artwork from different cultures. Handouts in different languages. Continue training in customer service to include persons with disabilities.

61) Difficulty in funding and supporting clubs

62) Seniors with mental illness such as depression or suicide ideantion/attempts.

63) nothing comes to mind

64) I believe that although our students come from diverse groups, our evening students are mainly from Hispanic backgrounds. This should be reflected in our staff.

65) I gave this a long thought and couldn't come with anything we could improve.

66) The campus leaders need to walk the talk and print media that paints a true picture of diversity.

67) This campus need a Gymnasium for the senior citizens in this community.

68) There is no place for Islamic students to pray; there are too few if any diversity activities involving students or teachers in the evening programs, or are rather invisible. There is insufficient outreach to non-Spanish-speaking prospective students.

69) I believe we need to be more sensitive when we speak casually about our students. We need to be reminded that it's not appropriate to discuss a particular student in a group setting. (I'm guilty of this myself. I think we need to be reminded that it's not appropriate.

70) Mentoring and encouraging ethnic students to pursue positions, volunteer opportunities and careers within the District.

71) It seems that in this culture of diversity the Cascausain culture has been sidelined and almost dismissed. It feels like the pendelum has swung so far to the "everything white is racist" side that we are loosing a large cultural cross section of San Diego. Having groups that are specifically for black or hispanic or muslim students is fine but if a group decided to form specific to white students, I think we would find ourselves on the evening news. The cultural shift in America has been growing for decades and some very benificial changes have come from it, but when socity is so unballanced that members of the blak community can (and almost encourged through entertainment) call each other the "N" word in so called comedy routines and rap lyrics but anyone else would loose their job, or Hispanics can complain to a school district that they are offended when whites display the American flag here on American soil and their complaints are heard and sustained, or sharia law encroches on our legal system, it erodes what made America great. That is a willingness of hard working men and women to chase the American dream weather black, white, muslim, or mexican... The whites in America did abuse their strength in numbers and atrocities were committed in our history. But does that make it right for us, as an istitution of learning, to support the reciprocal? Bolstering individualism is in effect discouraging the melting pot theory that has made this country great. In WWI & WWII there were sons of german emigrants that fought against their fathers ancestors, that kind of patriotism galvanized Americas melting pot as one nation. We are ripping apart at

the seams and promoting individualism rather than encouraging all cultural groups are equal is dangerous ground for our future. In an effort to apear sensitive we have become paranoid of being called racist if we hire a white employee without interviewing several different cultural groups for the job. The best most qualified person for the job should be the one awarded the job, quotas should not even register in the process.

72) I believe that there needs to be a better assimilation between the immigrant population in ESL and the students in BSI to create more of a community at Mid-City. There seems to be a separation of cultures.

73) Attitudes and views toward second language learners as "second class" citizens

74) Course content, teachers could support more campus events for various departments outside of their own and more diverse administrative staffing...

75) Have not experienced any problems with diversity as long as I have been at continuing education centers.

76) No comment.

77) We could train instructors on how to use a diverse classroom population to shape curriculum. For example: I work in parent ed with many different language backgrounds in the classroom. Perhaps part of my curriculum could be learning a few common expressions in the native language of each of our language groups in the class. I'd like to get ideas on how to go about this.

78) I have had some problems accommodating disabled students. For example, I have had problems getting typing training for one handed people. I believe that mentally ill students could benefit from many of our programs and integrate the mentally ill with the campus community.

79) Allowing everyone a voice and a vote and the chance to be seen and appreciated for who they really are, not as the politically correct image of themselves they feel they and everyone else must portray in order not to venture into potentially "dangerous" territory. For instance, when speaking of "diversity" it is difficult to know exactly what political agenda is being pursued. Is what constitutes diversity varying life experience? Differences in skin color? Ethnicity? Culture? Language fluency? Socio-economic background? The willingness to be open-minded and inclusive? The ability to entertain radically different points of view? Everyone included in the final say on curriculum development and textbooks?

80) This district needs to provide more local or site management rather than central control. Each site has unique demands that may not apply to others.

81) I believe that tolerance of religiosity - particularly Judeo-Christian faith - is not well supported by our union or our campus. I believe other religious groups are better supported.