Miramar College
Cultural Climate
Survey Report

Fall 2011

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Overview

Cultural climate (AB4071) is one of the policies that reflects 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 includes faculty, staff, and student input.

The development of an instrument to assess campus climate and cultural competency at the San Diego Community College District 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 colleges requested that a study be conducted again on campus climate and cultural competency. The need grew out of the continued interest in diversity and equity throughout the district and a new 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.

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 District Office on the current climate as it relates to diversity, equity, cultural competency, and the general work environment. The faculty, staff, and administrators were surveyed to elicit their perceptions and opinions on cultural climate. The information may be used to make changes in policies and 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 behavioral anchors for building the items in the survey instruments:
1) A defined set of values and principles, behaviors, attitudes, policies and structures that enable employees to work effectively cross culturally.
2) A capacity to value diversity, conduct self-assessment, manage the dynamics of differences, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of the communities they serve.
3) All aspects of policy making, administration, practice, service delivery, consumer systems, key stakeholders and communities are incorporated.

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. 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 30, 2010.

The Findings

Respondent Profile

Of the 521 employees at Miramar College who received the invitation to survey, 134 employees responded. This is a 26% response rate. Of those who responded, 30% were contract classroom faculty, 29% were classified contract, 14% were adjunct classroom faculty, 10% were supervisors, 8% were contract non-classroom faculty, a total of 8% were either classified hourly or managers (4% each), and 2% were adjunct non-classroom faculty. In regards to gender, 62% were female and 38% were male. Approximately half of the respondents were over 50 years old (42%), 26% were between ages 41 and 50, 21% were between ages 31 and 40, 10% were between ages 20 and 30, and 1% was under age 20. Exactly two-thirds (66%) of the respondents were White Non-Hispanic, 9 were Hispanic/Latino, a total of 16% reported being Asian/Pacific Islander or Filipino (8% each), 5% were African American/Black Non Hispanic, and 4% were Other Non-White. More than one-third of the respondents had been with the college for 2-6 years (38%) and another one-third for 11 or more years (38%). Sixteen percent of the respondents reported being with Miramar for seven to ten years and 8% 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):* The majority of the survey respondents (65% on average) believed that Miramar recruits and retains diverse faculty, staff and student populations. This is evidenced through the recruitment process and encouraging personal, cultural, and intellectual development in students. Nearly one-quarter of the respondents (23% on average) were uncertain about this theme which may indicate that these respondents felt neutral or did not have enough information or experience to respond.

   Interpretation: In all, these results suggest that among the surveyed employees, there is perceived support for diverse employee and student populations which allows for individuals at Miramar from various cultural backgrounds and experiences to interact with one another and contribute to a rich multicultural environment. However, there may be a need to examine and possibly strengthen the recruitment and retention process to reflect a more culturally diverse climate.

2. *Recognition, evaluation, equal opportunities for advancement and support are provided for successful job performance (Items 6b-6h):* Approximately half of the survey respondents (47% on average) felt that Miramar 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 that were either uncertain (22% on average) or strongly disagreed/disagreed (31% on average) with this theme.

Interpretation: These results suggest that 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. On the other hand, the other half of the surveyed employees did not feel supported and as a result may feel less motivated or underappreciated which could lead to a variety of challenges including low morale, poor job performance, high absenteeism, and decreased productivity (Loden & Rosener, 1991).

3. *Student diversity is supported through programs and services (Items 6l-6m)*: The majority of the survey respondents (66% on average) believed that Miramar has effective programs for underrepresented groups and gives adequate consideration to the needs of disabled students. However, about one-fifth of the respondents (21% on average) were uncertain about this theme.

   Interpretation: These results suggest that among the surveyed employees, Miramar supports student underrepresented groups through specific programs (e.g., DSPS for disabled students), helping them to succeed in their educational endeavors. This finding is further corroborated by the open-ended comments, one of which stated "DSPS and EOPS does an excellent job in supporting our students with special needs". 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)*: Generally survey respondents were split when asked if Miramar "focuses on supporting all employees so they are successful in their jobs".

   Interpretation: These results suggest that among the surveyed employees, Miramar may or may not do 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 (74%) felt that Miramar focuses on efforts aimed at the success of all students.

   Interpretation: These results suggest that among the surveyed employees, Miramar is a student-centered campus committed to 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 and is corroborated by the open-ended comments, one of which stated "I think this campus supports the education of the students which is the goal".

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):* Approximately half of the survey respondents (50% on average) felt that both artifacts and communications at Miramar reflect a culturally sensitive climate in which differences are respected. However, more than one-third of the respondents (37% on average) were uncertain about this theme.

   Interpretation: These results suggest that among the surveyed employees, Miramar demonstrates cultural competency through the display of diverse artifacts (e.g., posters, student work) and communications. This contributes to a multicultural environment in which mutual respect can be sustained. This finding is further corroborated by the open-ended comments, one of which stated "Through the Diversity Committee, the school is effective in displaying artifacts, books, and showing movies in regards to diversity". However, it is important to note that only half of the surveyed employees believed this to be so and another one-third were uncertain about this theme.

2. *Improving student learning, intergroup relations and input on the planning process are facilitated through open dialogue (Items7c-7e):* Survey respondents somewhat believed (43% on average) that Miramar 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 (29% on average) were uncertain about this theme. Furthermore, there were a large proportion of respondents that strongly disagreed/disagreed (41%) Miramar facilitates an ongoing dialogue about improving intergroup relations among employees.

   Interpretation: These results show that among the surveyed employees, Miramar 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):* More than half of the survey respondents (58% on average) felt that they were valued and treated with respect and if discriminated against, knew where to seek help at Miramar. However, more than one-quarter of the respondents (28%) perceived that they were not valued at Miramar.

Interpretation: These results suggest that Miramar employees that were surveyed felt that they are respected and an important part of the organization. This perception should contribute to a positive climate and successful job performance (Smith, 2009). However, it is important to note that more than one-quarter of surveyed employees did not feel valued which may lead them to believe that they are isolated and segregated from others within the work environment.

4. *Overall, intergroup relations contribute to a positive campus climate (item 7i)*: More than half of the survey respondents (55%) believed that the intergroup relations among students, faculty, staff, and administrators at Miramar College contribute to a positive campus climate. However, there were fair amount of respondents who were uncertain (21%) or strongly disagreed/disagreed (24%) with this statement.

   Interpretation: These results suggest that among the surveyed employees, Miramar College may need to look at ways in which to improve the climate for all employees and students and make diversity and cultural competency a top priority for Miramar.

5. *An awareness of inclusiveness and appreciating differences is noted (Items 8a-8f)*: A large majority of the survey respondents (82% on average) believed they share an awareness of inclusiveness and appreciation of differences at Miramar as evidenced by a 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 Miramar.

6. *Individuals feel a sense of belonging to the campus (Items 8g-8l):* A large majority of survey respondents (91% on average) felt a sense of belonging to Miramar as a result of feeling included in campus activities regardless of age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation.

   Interpretation: These results suggest that the surveyed employees at Miramar 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):* More than half of the survey respondents (58% on average) believed that diverse perspectives are respected at Miramar as evidenced by having employees/instructors respect other employees' or students' viewpoints that are different from their own. However, a little more than one-third of the survey

respondents (35%) were uncertain about most instructors respecting student 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 the open-ended comments, one of which stated "Within my own classroom, my students have very diverse ethnic backgrounds, which leads to interesting observations and discussions. Everyone has demonstrated tolerance and respect towards each other's religions and cultures, to the benefit of all. I have never had a problem in this respect". However, there was some uncertainty regarding instructors respecting student viewpoints that were different from their own.

2. *Student appreciation of diversity is enhanced by student life and identity-based organizations (Items 9c-9d):* Survey respondents were uncertain (44% on average) about whether Miramar adequately supports identity-based student clubs and organizations and whether student life enhances student appreciation of diversity. Only forty-one percent of survey respondents, on average, strongly agreed/agreed with this theme.

Interpretation: These results suggest that there is uncertainty among the surveyed employees as to whether or not Miramar supports identity-based student clubs and organizations and whether student life enhances student appreciation of diversity. 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):* Survey respondents (43% on average) somewhat felt that learning environments at Miramar are designed to promote multiple ways of learning and teaching and that curriculum and instruction enhance student appreciation of diversity. However, more than one-third of survey respondents (42% on average) were uncertain about this theme.

Interpretation: These results suggest that among the surveyed employees, Miramar 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. However, it is important to note that more than one-third of the survey respondents were uncertain about this theme. This may 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 (68%) believed that Miramar supports academic freedom.

Interpretation: This result suggests that among the surveyed employees, Miramar 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):* About half of the survey respondents (47%) believed that Miramar educates all students for the realities of today's increasingly diverse society and global community. However, more than one-third of the survey respondents (39%) were uncertain about this statement.

   Interpretation: These results suggest that among the surveyed employees, Miramar does a good job preparing students to thrive in a diverse global society by obtaining jobs, furthering their careers, or pursuing their dreams. However, more than one-third 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):* The theme of diversity and equity being central to the campus's mission showed split results. Thirty-eight percent of survey respondents, on average, strongly agreed/agreed with this theme, thirty percent were uncertain about this theme, and thirty-two percent strongly disagreed/disagreed with this theme.

   Interpretation: The survey respondents were uncertain as to whether diversity and equity are central to Miramar's mission. The college's mission may need to be shared more broadly and actions may need to more clearly address diversity.

2. *Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair (Items 10b-10f):* Almost half of the survey respondents (47% on average) felt that Miramar leadership support diversity, promote a positive climate, and implement policies, practices and procedures that are equitable and fair. However, there were a fair amount of respondents that were either uncertain (33% on average) or strongly disagreed/disagreed (20% on average) with this theme.

   Interpretation: These results suggest that while diversity and a positive climate are generally important to the surveyed employees, some feel that the policies, practices and procedures help to enact this. The high 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 (61% on average) felt that communication regarding diversity efforts is shared across the campus. However, about one-third of the survey respondents (35%) were uncertain about Miramar facilitating effective communication regarding diversity efforts.

   Interpretation: These results suggest that among the surveyed employees, Miramar has 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 capacity for diversity include diversity related activities as well as fund-seeking support for diversity programs, which showed varied results. In particular, a large majority of survey respondents (69%) believed that there are adequate opportunities at Miramar for them to engage in diversity-related initiatives or activities. However, more than half of the survey respondents (56%) were uncertain about Miramar actively pursuing external funds and grants to support new or existing diversity programs.

   Interpretation: These results indicate that among the surveyed employees, Miramar 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):* Survey respondents somewhat believed that diversity is considered integral to the infrastructure and daily practices of Miramar College (42%). However, more than one-third of the survey respondents were uncertain (38%) about this statement and another one-fifth strongly disagreed/disagreed (20%) with this statement.

   Interpretation: These results suggest that among the surveyed employees, diversity is perhaps interwoven into the daily fabric of Miramar's policies, practices, and procedures. However, Miramar College likely still has some improvements to make in this area.

References

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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

Miramar College 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 **Miramar College**. 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	18	14%
Adjunct Faculty-Non-classroom	3	2%
Classified Contract	38	29%
Classified Hourly	5	4%
Contract Faculty-Classroom	40	30%
Contract Faculty-Non-Classroom	11	8%
Manager	5	4%
Supervisor	13	10%
Total	**133**	**100%**

2. How long have you been employed at this college/worksite?	Count	Percent
1 year or less	11	8%
2-6 years	50	38%
7-10 years	21	16%
11 or more years	51	38%
Total	**133**	**100%**

3. What is your gender?	Count	Percent
Female	81	62%
Male	50	38%
Total	**131**	**100%**

4. What is your ethnicity?	Count	Percent
African American/Black Non-Hispanic	6	5%
American Indian/Alaskan Native	0	0%
Asian/Pacific Islander	11	8%
Filipino	11	8%
Hispanic/Latino	12	9%
White Non-Hispanic	86	66%
Other Non-White	5	4%
Total	**131**	**100%**

5. Which is your age group?	Count	Percent
Under 20	1	1%
20-30	13	10%
31-40	28	21%
41-50	34	26%
Over 50	56	42%
Total	**132**	**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	15	20	45	38	3.78	123
	4%	12%	16%	37%	31%		100%
6b. This campus provides all employees adequate opportunities for continued professional training and development.	12	31	15	50	15	3.20	123
	10%	25%	12%	41%	12%		100%
6c. I believe job performance is evaluated fairly at this campus.	16	16	30	50	10	3.18	122
	13%	13%	25%	41%	8%		100%
6d. I believe excellence in job performance is recognized fairly at this campus.	15	30	34	34	8	3.18	121
	12%	25%	28%	28%	7%		100%
6e. There are equal opportunities for professional advancement and promotion at this campus.	15	20	34	43	11	2.92	123
	12%	16%	28%	35%	9%		100%
6f. I am given sufficient resources to succeed in my job.	18	32	19	43	11	2.98	123
	15%	26%	15%	35%	9%		100%
6g. If I have a job-related problem, I know I can get sufficient support on campus.	13	29	31	38	12	3.06	123
	11%	24%	25%	31%	10%		100%
6h. I have adequate opportunities to participate in the shared governance process at my campus.	8	7	28	49	30	3.70	122
	7%	6%	23%	40%	25%		100%
6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.	16	24	37	37	7	2.96	121
	13%	20%	31%	31%	6%		100%
6j. The campus actively recruits a diverse student population.	7	5	35	41	31	3.71	119
	6%	4%	29%	34%	26%		100%
6k. In my opinion, this campus encourages personal, cultural, and intellectual development in all students.	6	6	29	56	24	3.71	121
	5%	5%	24%	46%	20%		100%
6l. The targeted programs for underrepresented students at my campus (e.g., DSPS) effectively contribute to student success.	3	12	27	49	30	3.75	121
	2%	10%	22%	40%	25%		100%
6m. I believe that adequate consideration is given to the needs and interests of disabled students.	4	11	25	53	30	3.76	123
	3%	9%	20%	43%	24%		100%
6n. Overall, this campus focuses on efforts aimed at the success of all students.	4	13	15	63	28	3.80	123
	3%	11%	12%	51%	23%		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.	5	13	52	39	12	3.33	121
	4%	11%	43%	32%	10%		100%
7b. The communications on campus reflect a culturally sensitive climate in which differences are respected.	4	10	38	51	18	3.57	121
	3%	8%	31%	42%	15%		100%
7c. The campus facilitates an ongoing dialogue about improving learning for all students.	6	16	30	47	22	3.52	121
	5%	13%	25%	39%	18%		100%
7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.	11	38	40	22	9	2.83	120
	9%	32%	33%	18%	8%		100%
7e. The campus's planning process offers opportunities for input by all campus employees.	9	19	35	43	14	3.28	120
	8%	16%	29%	36%	12%		100%
7f. I believe I am valued at this campus.	11	23	21	45	21	3.35	121
	9%	19%	17%	37%	17%		100%
7g. I am treated with respect at this campus.	8	15	24	53	21	3.53	121
	7%	12%	20%	44%	17%		100%
7h. If I am discriminated against, I know where to seek help on campus.	11	13	28	49	20	3.45	121
	9%	11%	23%	40%	17%		100%
7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate.	14	14	26	57	10	3.29	121
	12%	12%	21%	47%	8%		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).	61 51%	27 23%	25 21%	5 4%	1 1%	4.24	119 100%
8b. I hear insensitive or disparaging comments about people based on their disability (reverse score).	78 66%	22 18%	16 13%	3 3%	0 0%	4.50	119 100%
8c. I hear insensitive or disparaging comments about people based on their ethnicity (reverse score).	61 53%	32 28%	20 17%	1 1%	2 2%	4.29	116 100%
8d. I hear insensitive or disparaging comments about people based on their sex (reverse score).	69 58%	30 25%	16 14%	2 2%	1 1%	4.41	118 100%
8e. I hear insensitive or disparaging comments about people based on their religious/spiritual beliefs (reverse score).	68 58%	31 26%	13 11%	6 5%	0 0%	4.42	118 100%
8f. I hear insensitive or disparaging comments about people based on their sexual orientation (reverse score).	65 56%	39 33%	10 9%	2 2%	1 1%	4.43	117 100%
8g. I feel excluded from campus activities because of my age (reverse score).	80 68%	18 15%	15 13%	3 3%	1 1%	4.50	117 100%
8h. I feel excluded from campus activities because of my disability (reverse score).	99 84%	9 8%	9 8%	1 1%	0 0%	4.75	118 100%
8i. I feel excluded from campus activities because of my ethnicity (reverse score).	89 75%	18 15%	8 7%	2 2%	1 1%	4.64	118 100%
8j. I feel excluded from campus activities because of my sex (reverse score).	94 80%	14 12%	8 7%	1 1%	0 0%	4.73	117 100%
8k. I feel excluded from campus activities because of my religious/spiritual beliefs (reverse score).	95 81%	14 12%	7 6%	2 2%	0 0%	4.73	118 100%
8l. I feel excluded from campus activities because of my sexual orientation (reverse score).	101 86%	9 8%	7 6%	1 1%	0 0%	4.79	118 100%

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.	5	17	22	64	9	3.47	117
	4%	15%	19%	55%	8%		100%
9b. Most instructors respect student viewpoints that are different from their own.	2	12	41	48	13	3.50	116
	2%	10%	35%	41%	11%		100%
9c. Student life at this campus, i.e., student clubs, organizations, and activities, enhances student appreciation of diversity.	1	9	47	46	12	3.51	115
	1%	8%	41%	40%	10%		100%
9d. Identity-based student clubs and organizations are adequately supported by this campus.	8	16	54	27	10	3.13	115
	7%	14%	47%	23%	9%		100%
9e. Curriculum and instruction at this campus enhance student appreciation of diversity.	2	13	50	38	12	3.39	115
	2%	11%	43%	33%	10%		100%
9f. Instruction at this campus accommodates a variety of student learning styles.	4	8	30	56	16	3.63	114
	4%	7%	26%	49%	14%		100%
9g. Assessment at this campus accommodates a variety of student learning styles.	5	13	47	41	10	3.33	116
	4%	11%	41%	35%	9%		100%
9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.	4	12	55	35	8	3.27	114
	4%	11%	48%	31%	7%		100%
9i. Diversity topics are integrated throughout all courses.	6	18	59	20	11	3.11	114
	5%	16%	52%	18%	10%		100%
9j. I believe this campus supports academic freedom.	4	7	26	52	27	3.78	116
	3%	6%	22%	45%	23%		100%
9k. Overall, this campus educates all students for the realities of today's increasingly diverse society and global community.	8	8	45	41	14	3.39	116
	7%	7%	39%	35%	12%		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.	8	20	34	34	19	3.31	115
	7%	17%	30%	30%	17%		100%
10b. Administrators actively support the practice of equity for all and cultural competency building.	10	13	35	47	9	3.28	114
	9%	11%	31%	41%	8%		100%
10c. I believe the campus leaders take initiative in promoting a positive campus climate.	16	19	27	36	16	3.15	114
	14%	17%	24%	32%	14%		100%
10d. Policies and practices of this campus clearly demonstrate commitment to equity.	12	14	32	43	13	3.27	114
	11%	12%	28%	38%	11%		100%
10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.	5	5	46	43	15	3.51	114
	4%	4%	40%	38%	13%		100%
10f. I am confident that the procedures for resolving grievances at this campus are fair.	10	11	46	34	13	3.25	114
	9%	10%	40%	30%	11%		100%
10g. The campus facilitates effective communication regarding diversity efforts.	9	9	39	42	14	3.38	113
	8%	8%	35%	37%	12%		100%
10h. I am informed about diversity-related programs and activities on a regular basis.	3	8	21	52	30	3.86	114
	3%	7%	18%	46%	26%		100%
10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.	5	8	23	50	28	3.77	114
	4%	7%	20%	44%	25%		100%
10j. This campus actively pursues external funds and grants to support new or existing diversity programs.	10	14	63	21	5	2.97	113
	9%	12%	56%	19%	4%		100%
10k. I believe that mandatory diversity training for all employees would benefit this campus.	20	25	35	30	6	2.80	116
	17%	22%	30%	26%	5%		100%
10l. Overall, diversity is considered integral to the infrastructure and daily practices of this campus.	9	14	44	39	9	3.22	115
	8%	12%	38%	34%	8%		100%

APPENDIX C
Verbatim Comments

Q1. Please comment on one area of cultural climate you believe Miramar College supports very well.

1) n/a
2) Monthly celebrations, film, food, for diversity awareness
3) Filipino and other Asian cultures
4) Diversity
5) Through the Diversity Committee, the school is effective in displaying artfacts, books, and showing movies in regards to diversity.
6) Offering films, presntations and talks/ guest speakers.
7) All cultures are supported a great deal at this campus.
8) Celebration of cultural heritages & ethnic diversity of faculty, staff, and students through a variety of programs, speakers, films, etc.
9) DSPS and EOPS does an excellenct job in supporting our students with special needs.
10) Across the curricula diversity and international areas appropriately covered.
11) Inclusiveness.
12) Diversity committee does a great job promoting art and especially film from different cultures.
13) Diversity Committee is very active in promoting activities to the campus.
14) The Diversity and International Education Committee make the most use of the minimal funds allocated to this committee.
15) n/A
16) I think there is too much emphasis on cultural climate. Perhaps it is supported too well with a lack of focus on student achievement and success regardless of ethnicity etc.
17) There is a difference between "fair" and "well."
18) Campus supports all well, but the district doesn't support much of anything these days other than a bunch of bureaucratic BS requirements that serve no purpose other than to demote student success.
19) None, or too much, depending upon how you look at it.
20) I believe this campus does not focus enough on issues of competency and too much (over the top) on cultural diversity to the point that areas of academic integrity has been placed at the bottom.
21) I've noticed over the past several years that aisian pacific island cultures have been highlighted and featured much more abundandly than others, even to the exclusion of some groups. I'm sure this is not deliberate, and indicates the interests of some of the leadership of the diversity groups and committees.
22) racial and ethnic variables
23) no.
24) THIS CAMPUS VERY NICE TRY TO HELP OUR STUDENTS TO COMPLETE THEIR GOAL. STAFFS AND INSTRUCTORS WORK HARD FOR THOSE. AND I AM PERSONALLY VERY ENJOY TO WORK ON THIS CAMPUS.
25) N/A I teach on the Marine Corps Air Station
26) n/a

27) None.

28) Within my own classroom, my students have very diverse ethnic backgrounds, which leads to interesting observations and discussions. Everyone has demonstrated tolerance and respect towards each other's religions and cultures, to the benefit of all. I have never had a problem in this respect.

29) This campus allows faculty to do what they want a little too much in my opinion.

30) No Comment

31) The Committee on Cultural Diversity.

32) The Diversity Committee does a great job organizing and sponsoring as many multicultural events/exhibits that it's tiny budget will allow.

33) i don't know.

34) Diversity

35) Integrating Muslim students, especially women who wear head scarves.

36) The participation and activities of Shared Governance driven by the Faculty and Classified Senates.

37) Arts and cultural events for various minority and ethnic groups

38) I think this campus supports the education of the students which is the goal. I am not sure why this survey is about diversity.

39) Academic Senate

40) I belive that this campus does an excellent job of advertising cultural events that promote diversity.

41) There is a diversity of student groups in this school

42) It does a good job of promoting cultural events.

43) Appreciation of other cultures

44) all seem adequately supported for our size campus

Q2. Please comment on one area of cultural climate you believe Miramar College needs to improve.

1) n/a
2) Improve race relations. Many racist comments are made here.
3) There is an overwhelming bias towards the political left, and it is sad that this discrimination carries itself into policies and decisions at the highest levels of our administration.
4) Iranian/Persian
5) spend more time/money/energy on teaching & learning than the differences of people. Quit wasting money on surveys, just do your job! The more time/money you spend on the differences the more time/money you lose towards your goal of education!
6) No
7) The campus need to do an all employee event, such as, a conference involving employees themselves in celebrating our diversity. Events like this showcase what we do and feel the sense of diversity that we don't see in day to day life.
8) Promotion exceptional staff and growth opportunities. Definatly fee that to move up into administration you have to move to another college.
9) There is always room for improvement at any campus.
10) Sensitivity to differences in religious affiliation (even after decades of 'awareness' people too often talk about Christmas Break rather than Winter Break; Christmas party, rather than Holiday party, etc.)
11) More diverse cultural appreciation is needed. We need more diversity in our campus leaders.
12) Budget increase/spending in this area.
13) Administration afraid to try anything new and different.
14) Lack of Ethnic Studies Curriculum (one class in Filipino Studies does not make a curriculum)
15) There is no conservative voice on this campus.......
16) Stop focusing so much on this a focus more on achievment and success academically. This is so 1960!
17) Needs a "Does not apply" and "Have no knowledge" selection opportunity. On diversity – we surrender to every organization, culture, religion, and ethic group unless it is associated with Caucasian, Christian, or Western European and we shun those groups as overly represented or oppressive of other groups. Zero representation is never "over representation." And surendering is not oppressive. d. 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. Contract only and internal only job opportunities Caucasian History Month? Christian History Month? k. I believe that mandatory diversity training for all employees would benefit this campus. – This would not be diversity training – it would be, and has in the past, been "surrender your culture, beliefs, and religion to a minority supported by administration. k. Overall, this campus educates all

students for the realities of today's increasingly diverse society and global community. – We teach concepts that left business fifty years ago and we don't care. It is the Ivory Tower of Academia – What I taught ten years ago is good enough for tomorrow if change means spending time learning something new.

18) MORALE- Leadership- MUCH BETTER DECISION MAKING Stop WASTING MONEY on CAMPUS UN IMPROVEMENT

19) 50 administrators in six years??? Mmm, there is a problem and hiring the guitar guy to come back and sing cum by ya again is not going to fix it.

20) Diversity divides. In order to create a climate of mutual respect and understanding, it is better to establish what is shared in common rather than differences. I wouldn't dare say that aloud, as I would be tagged as a racist, so if you ask me, there is a cultural squashing of my ethnic background.

21) Support for Veterans. Not just lip service. Fill positions that are necessary to do things in a proper and timely manner.

22) I believe and have observed that that top management at this college gives preference to some ethnic groups of employees over others, even to the point of continually "going after" and treating irrationally and with utmost disrespect other employees who work hard and do their best.

23) tolerance of employee religious beleifs.

24) no.

25) THIS IS DIVERSITY CAMPUSES WE NEED MORE PEOPLE CAN UNDERSTAND, SPEAK ON DIFFERENT LANGUAGES, IN CASE STUDENTS FROM DIFFERENT ETHNIC GROUPS NEED HELP TO TRANSLATE WHEN THEY HAD EMERGENCY OR DIFFERENT PURPOSES.

26) same as above

27) More money needs to be allocated to support diversity programs on campus.

28) Hiring, cultural awareness, sensitivity & differences

29) There is no support for anything except ******* ***** ethnic group.

30) Assigning limited classes to instructors without favoritism towards gender and 'assumed' financial need.

31) I

32) Same as above :)

33) No Comment

34) Make cultural awareness mandatory.

35) I don't sense our campus cultural climate is perceived as something that needs to be "fixed", nor does it seem to be a "negative issue", yet there doesn't seem to be an abundance of diverse student cultural clubs. This may be an artifact of our small size and/or they are just not perceived as something that is missing. I feel the opportunity is open to growth in that regards without explicit discouragement.

36) i don't know

37) Faculty and administrator conflict with one another, and faculty disparagring students.

38) Shared Governance has become only a process (a task). The Administration often acts alone without our Shared Governance approval (Academic Senate, Classified Senate +

Student Body). Please don't waist my time in meetings that result in admin doing what they want anyways. If this is "Shared Governance", the Admin should respect and listen to the "Shared" process. If admin is NOT going to share in our governance, let us know ahead of time so we don't waist our time on just "process" with no "results".

39) Support for ESOL students (educational plans, orientation, etc.)

40) Administrative leadership

41) I believe that the administrators should permit faculty members to concentrate more on infusing their courses with diversity. Faculty are dsitracted from their teaching duties by all of the reports.

42) There should be at least one counselor that can speak another lanquage of larg student groups on campus

43) Can't think of any at the moment...

44) none aware of

45) i think if we focus on equity and diversity we need to make sure it is a valuable program! just having 1 person READ a script is a ridiculous waste of my time!