



Cultural Climate Survey Districtwide

May 2011



Office of Institutional Research and Planning

Introduction

Overview

Purpose

- To respond to the need for a current study on cultural competency in support of SDCCD's commitment to diversity as defined in Board Policy 7100.
- To meet WASC/ACCJC diversity related standards including: equitable access and success, diversity in human resources, and appreciation of diversity.
- To elicit employee perceptions and opinions about campus climate, i.e., diversity, equity, cultural competency, and the general work environment

Design

- Collaboration between campus and Districtwide diversity committees and District IRP Office
- Two surveys : 1 for colleges and CE; 1 for District Offices

Methodology

- Administered online and in hardcopy to all faculty, staff, and administrators
- Survey administration window approximately four weeks (Nov 1st-Nov 30th)

Campus Climate Conceptual Framework



Summary of the Findings

Respondent Profile

- 3,953 employees received the invitation to survey. 1,139 responded (29% response rate).
 - 25% City College (n=280/response rate 35%)
 - 25% Mesa College (n=285/response rate 23%)
 - 12% Miramar College (n=134/response rate 26%)
 - 19% Continuing Education (n=214/response rate 27%)
 - 20% District Offices (n=226/response rate 40%)

- Survey Respondent Classifications:
 - 21% contract classroom faculty
 - 20% classified contract
 - 18% managers
 - 17% adjunct classroom faculty
 - 10% supervisors
 - 5% adjunct non-classroom faculty
 - 3% classified hourly
 - 8% Contract faculty non-classroom

- Nearly half of the respondents reported being with the District for 11 or more years (46%) and almost one-third for 2-6 years or more years (30%).

What the results tell us.....

Access and Success

1. There was general agreement among survey participants that diversity appreciation and valuing diversity exists at the campuses and the District Offices, and that there is equal support for individuals with differing backgrounds and experiences.

Implication. This perception lends itself to an environment in which diverse employees successfully interact and contribute to a rich multicultural environment.

2. Many employees who responded to the survey believed the campuses and the District Offices are doing a good job supporting employees so they are successful in their jobs. However, some employees felt they need more support from the district, and other were uncertain.

Implication. Support for employees (i.e., recognition of job performance, opportunities for professional advancement and available resources for performing job functions) is an important component of overall job satisfaction and a significant predictor of overall job fulfillment and self-actualization. This is an area worth additional investigation to determine which employee groups are not fully satisfied.

3. Overall, the District and its institutions are perceived as being student-centered with the goal of providing support for access and success for its learning community.

Implication. This perception indicates that the core mission of the District is being supported.

Access & Success

Overall Averages

Theme	City	Mesa	Miramar	C E	District Offices	Districtwide
Diverse faculty, staff, and student populations are recruited and retained.	4.0	3.9	3.9	4.0	3.9*	3.9
Recognition, evaluation, equal opportunities for advancement and support are provided for successful job performance.	3.5	3.3	3.3	3.5	3.4	3.4
Student diversity is supported through programs and services.	3.7	3.9	3.9	3.9	**	3.8
Overall, the campus/District Offices support employees to be successful in their jobs.	3.4	3.3	3.3	3.4	3.5	3.3
Overall, the campus/District Offices focuses on student success.	3.9	3.9	3.9	4.1	4.1	4.0

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

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

What the results tell us.....

Climate and Intergroup Relationships

1. Survey respondents believed that generally there is culturally sensitive communication at the campuses and the District Offices.

Implication. This perception helps to contribute to a culturally competent environment; one in which mutual respect among co-workers and constituencies is achieved.

2. Many employees who responded to the survey did not believe there is satisfactory opportunity for discussion or dialogue regarding improving employee intergroup relations or improving student learning. Additionally, survey respondents believed that there were not enough opportunities for employees to have input into the planning processes.

Implication. Because open dialogue and transparency are shown to be very strong contributors to a positive climate, these current employee perceptions, if left unmanaged, can negatively impact an otherwise culturally competent environment; one in which widespread participation and collaboration are sustained.

3. The majority of survey respondents at the campuses and the District Offices feel a common bond with their colleagues and feel free to engage in activities that embrace socio-cultural differences.

Implication. This feeling of community and strong social bonding lends itself to an environment of commitment, harmony and productivity.

Climate & Intergroup Relations

Overall Averages

Theme	City	Mesa	Miramar	C E	District Offices	Districtwide
Communications reflect a culturally sensitive climate in which differences are respected.	3.9	3.9	3.9	3.9	4.0*	3.9
Improving student learning, intergroup relations and input on the planning process are facilitated through open dialogue.	3.5	3.3	3.3	3.4	3.4	3.4
Individuals are valued, respected, and if discriminated against, know where to seek help.	3.8	3.7	3.7	3.8	3.9	3.7
Overall, intergroup relations contribute to a positive campus climate/work environment.	3.9	3.6	3.6	3.8	3.7	3.7

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

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

Climate & Intergroup Relations

Overall Averages

Theme	City	Mesa	Miramar	C E	District Offices	Districtwide
There is an awareness of inclusiveness and appreciation of differences.	4.2	4.1	4.1	4.4	4.4	4.3
Individuals feel a sense of belonging to the campus/District Offices.	4.6	4.6	4.6	4.7	4.8	4.7

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

What the results tell us.....

Education and Scholarship

1. Survey respondents believed that the colleges and Continuing Education prepare students for the realities of today's diverse society and global community and believed that SDCCD is serving its community well.

Implication. The belief that there is opportunity to contribute to the good of the greater whole (society and the global community) provides employees a sense of purpose, self-efficacy and belonging, which leads to greater job satisfaction, higher performance and employment longevity.

2. Some of the surveyed employees believed that students and employees feel respected and are comfortable expressing their cultural viewpoints. However, a fair number of respondents were not sure.

Implication. The perception of respect and valuing differing viewpoints lends itself to a learning and working environment that is productive, innovative and highly collaborative. The high level of uncertainty in this area may be an indication that some challenges exist among certain groups of employees and should be further investigated.

Education & Scholarship

Overall Averages

Theme	City	Mesa	Miramar	C E	Districtwide
Diverse perspectives are respected.	3.6	3.5	3.5	3.7	3.6
Student appreciation of diversity is enhanced by student life and Identity-based organizations.	3.8	3.8	3.8	3.2	3.6
Learning environments are designed to promote multiple ways of learning and student diversity appreciation is promoted through teaching and curriculum.	3.5	3.4	3.4	3.7	3.5
Academic freedom is supported by the campus/District Offices.	3.9	3.8	3.8	3.9	3.9
Overall, students are educated for the realities of today's increasingly diverse society.	3.8	3.6	3.6	3.8	3.7

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

**Note: District Office surveys did not ask questions pertaining to education and scholarship.*

What the results tell us.....

Institutional Visibility and Vitality

1. Diversity and a positive climate are clearly important to employees who responded to the survey. However, many were unable to respond to how this is enacted through the policies, practices and procedures.

Implication. The high degree of neutrality (neither agree or disagree) on the items that assessed this area, along with the relatively low response rate to the surveys indicate that employees may be unaware of how policies, practices and procedures can help to sustain a climate of cultural competency.

2. Employees believed that diversity is central to the mission districtwide and that it is integral to the infrastructure (policies and procedures) and the culture of the campuses/District Offices.

Implication. The general perception that diversity is a shared cultural value and sustained through an infrastructure of policies and procedures will be helpful in promoting diversity related activities and building diverse intergroup relationships.

Institutional Viability & Vitality

Overall Averages

Theme	City	Mesa	Miramar	C E	District Offices	Districtwide
Diversity and equity are central to the campus/District's mission.	3.8	3.5	3.5	3.7	3.7	3.6
Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair.	3.7	3.6	3.6	3.7	3.7	3.6
Communication regarding diversity efforts is shared across the campus/District.	3.9	3.7	3.7	3.6	3.6	3.7
Building capacity for diversity is continually supported.	3.8	3.5	3.5	3.3	3.4	3.5
Overall, diversity is considered integral to the infrastructure of the campus/District.	3.9	3.7	3.7	3.7	3.8	3.7

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

Strengths

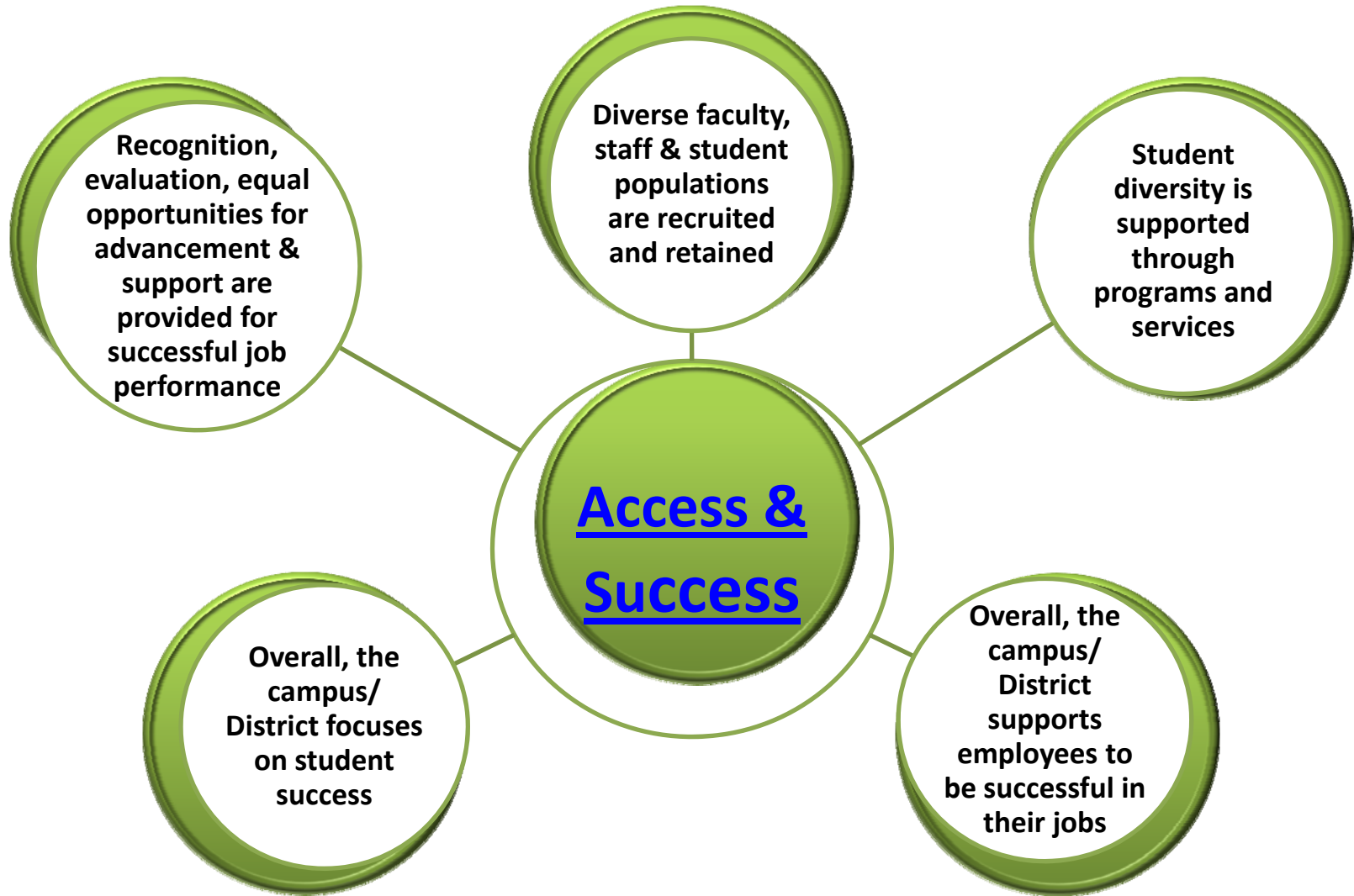
- 81% felt a sense of belonging to the campus/District.
- 78% agreed that there is a focus on student success.
- 72% believed that diverse faculty, staff, and student populations are recruited and retained.
- 72% believed that academic freedom is supported.
- 71% believed that communications reflect a culturally sensitive climate in which differences are respected.

Opportunities

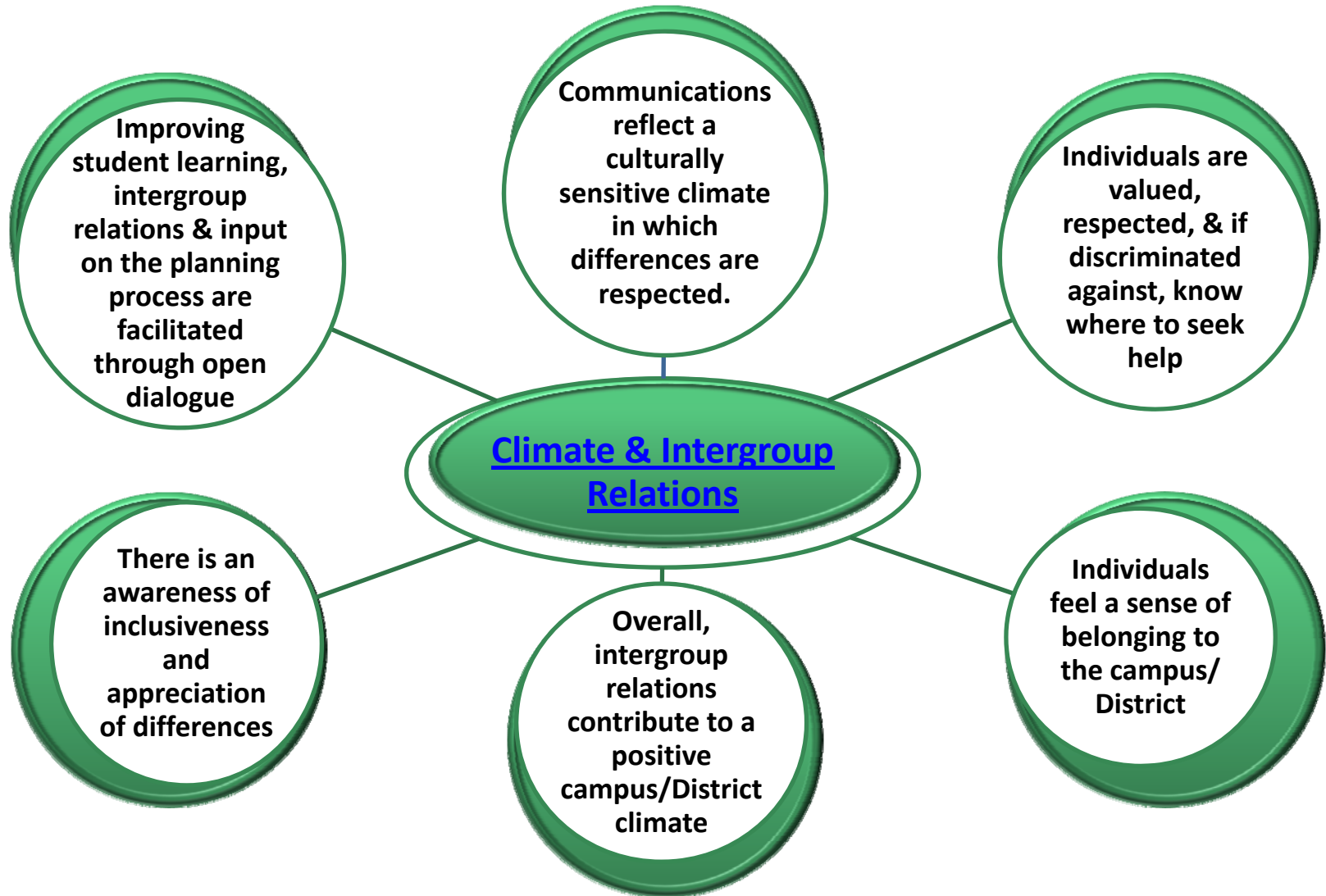
- 22% did not believe that there is support for employees to be successful in their jobs.
- 22% did not believe that there is adequate recognition, evaluation, equal opportunities for advancement or support for successful job performance.
- 20% did not believe that there is adequate dialogue on improving student learning or on building intergroup relations, nor opportunities for input into the planning processes.

Themes

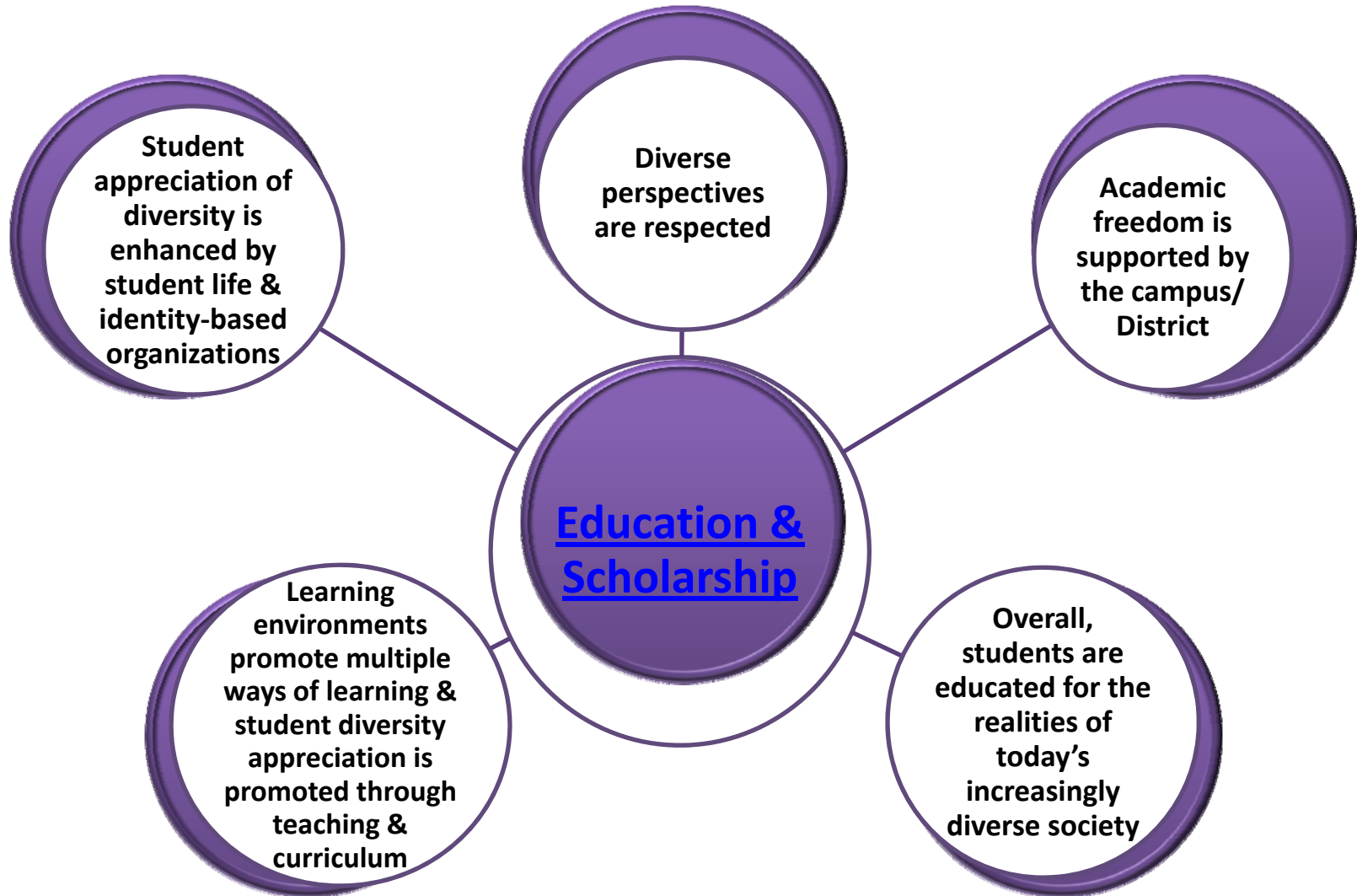
Access & Success Themes



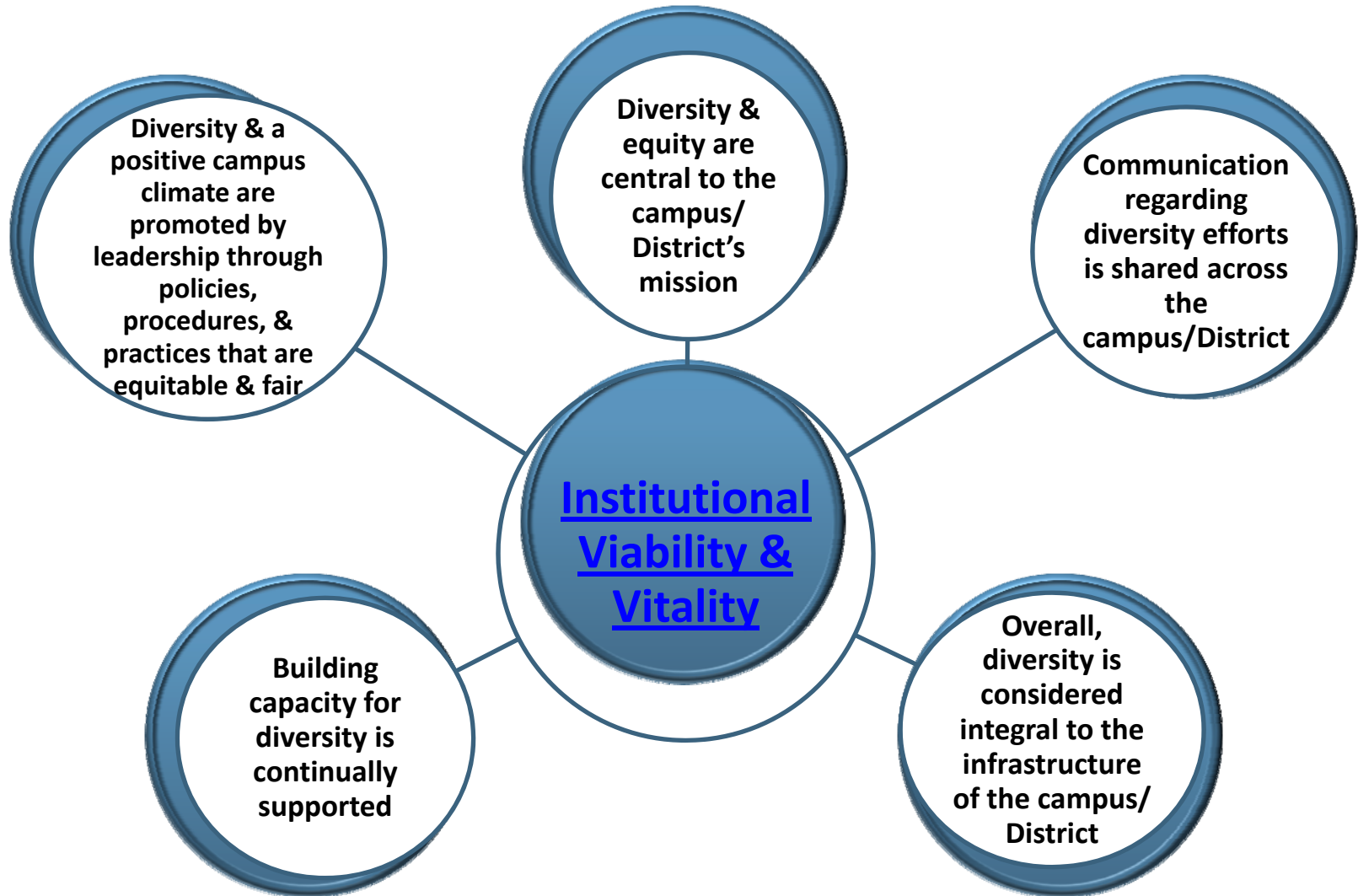
Climate & Intergroup Relations Themes



Education & Scholarship Themes



Institutional Viability & Vitality Themes



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