



Cultural Climate Survey District

September 2011



Office of Institutional Research and Planning

Introduction

Background to the Study

The 2010 Cultural Climate Survey was administered in response to the need for a current study on campus climate and cultural competency to support SDCCD's commitment to diversity as defined in **Board Policy 7100**:

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. The Board recognizes that cultural competency is an important component of being qualified. The Board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates.

SDCCD has defined cultural competency as follows:

Cultural competence refers to the ability to interact effectively with people of different cultures based on the best prevailing practices in education. The District's interpretation of cultural competence comprises four components: 1) Awareness of one's own cultural worldview; 2) Attitude towards cultural differences; 3) Knowledge of different cultural practices and worldviews; and 4) Cross-cultural skills. In summary, Cultural Competence is one's ability to understand, communicate with and effectively interact with people across cultures.

More Background: ACCJC Diversity Standards

Equitable Access and Success for Students

- SDCCD recruits and admits diverse students (ACCJC Standard II.B).
- SDCCD designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity (ACCJC Standard II.B.3.d).

Human Resources

- SDCCD demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity (ACCJC Standard III.A.4).
 - SDCCD creates and maintains appropriate programs, practices, and services that support its diverse personnel (ACCJC Standard III.A.4.a).
 - SDCCD regularly assesses its record in employment equity and diversity consistent with its mission (ACCJC Standard III.A.4.b).

Awareness and Celebration of Diverse Cultures

- SDCCD provides an environment that enhances student understanding and appreciation of diversity (ACCJC Standard II).
- SDCCD promotes a recognition of what it means to be an ethical human being and effective citizen: i.e., respect for cultural diversity (ACCJC Standard II.A.3.C).

Purpose, Methodology and Design

Purpose

- Survey was designed to elicit employee perceptions and opinions about campus climate, i.e., diversity, equity, cultural competency, and the general work environment
- Information intended to be used to:
 - Identify strengths and opportunities for cultural climate and competency
 - Inform and support changes in related policies, procedures and practices
 - Affect positive change within the district and campus environments

Design

- Collaboration between District IRP, campuses and districtwide Diversity Committees
- Extensive literature review on diversity in higher education, resulting in adaptation of the *Campus Climate Conceptual Framework*
- Two surveys developed and administered: 1 for colleges and CE; 1 for District Offices
- A rigorous review and statistical analysis conducted to establish validity and reliability

Methodology

- Administered to all faculty, staff, and administrators districtwide
- Available online and in hardcopy formats, approximately 30 minutes to complete
- Pre-notifications, invitations to survey, and reminder notices sent via e-mail
- Survey administration window approximately four weeks (Nov. 1-Nov. 30, 2010)

Campus Climate Conceptual Framework



The Findings

Respondent Profile

- 562 employees received the invitation to survey. 218 responded (39% response rate).
- Respondent Classifications:
 - 11% managers
 - 61% classified contract
 - 22% classified supervisors
 - 6% classified hourly
- Nearly one-third of the respondents reported being with the District for 2-6 years (32%) and another one-third for 11 or more years (39%).

Access & Success



What the results tell us.....

Access & Success

1. There is a general sentiment that diversity appreciation and valuing diversity exists within the District Offices, and that there is support for individuals with differing backgrounds and experiences. This sentiment lends itself to an environment in which a diverse group of employees can effectively interact and contribute to a rich multicultural environment.
2. Some of the employees who responded to the survey believed the District Offices are doing a relatively good job supporting employees so they are successful in their jobs. This perception provides the necessary foundation for job satisfaction and has been shown to be a significant indicator of overall job fulfillment.
3. The District is perceived as being student-centered with the goal of providing support for access and success for its learning community. This perception indicates that the core mission of the District is being supported.

Access & Success

Diverse employee and student populations are recruited and retained.



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



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

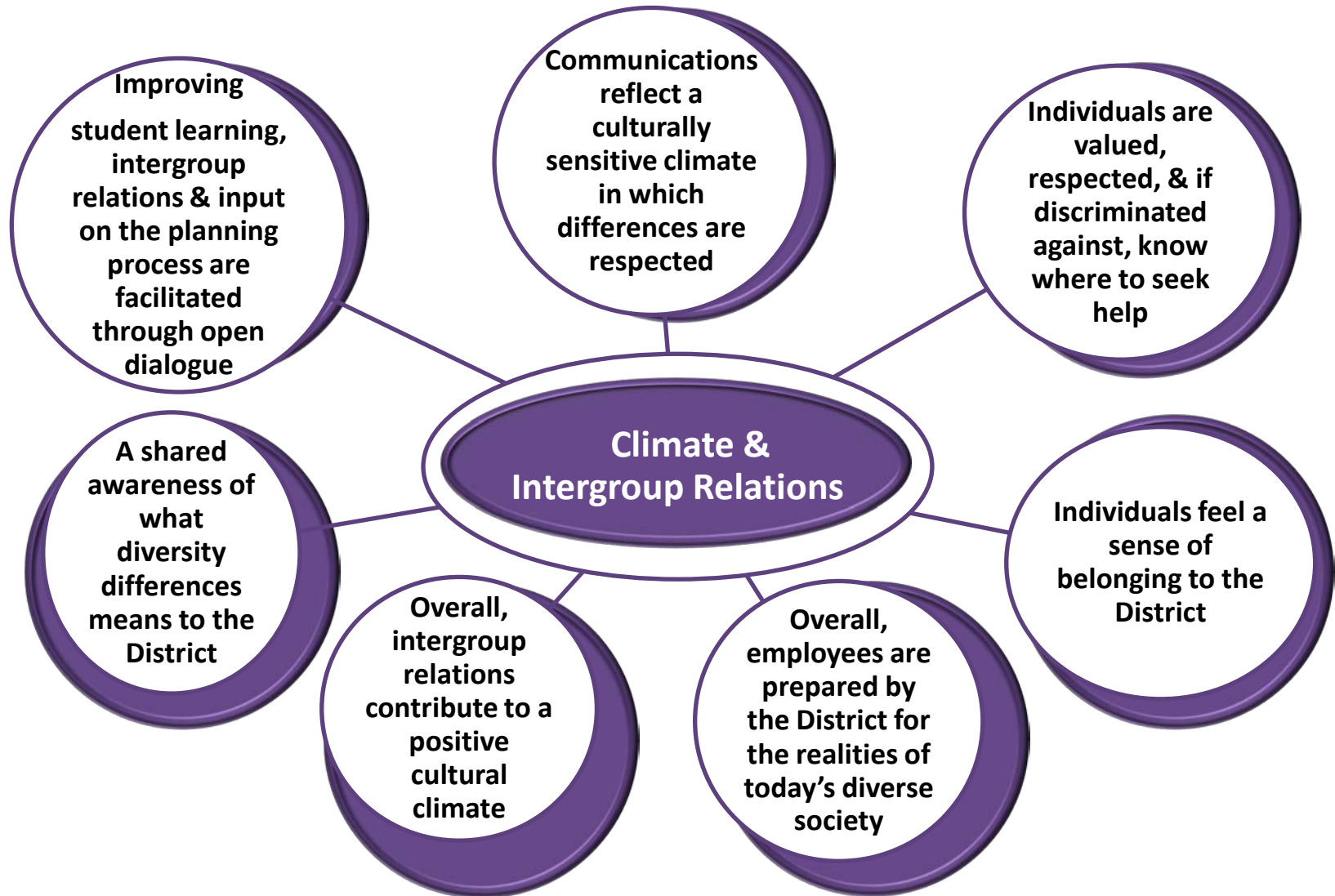


Overall, the District focuses on student success.



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

Climate & Intergroup Relations



What the results tell us....

Climate & Intergroup Relationships

1. Survey respondents believed there is culturally sensitive communication within the District Offices. This perception helps to contribute to a culturally competent environment and one in which mutual respect can be achieved.
2. District Office employees who responded to the survey do not believe there is satisfactory discussion or dialogue taking place regarding improving intergroup relations among employees, or improving student learning or improving opportunities for employees to have input into the planning process. Dialogue is shown to be a key predictor of a positive climate.
3. District Office employees that were surveyed felt that they were respected and an important part of the organization. This attitude greatly contributes to a positive climate and successful job performance

What the results tell us.....

Climate & Intergroup Relationships (cont)

4. Survey respondents believed that there is not enough emphasis on educating all employees for the realities of today's diverse society. The District may need to determine how much of this development is the responsibility of the organization and how much is up to each individual employee to take responsibility for their development in this area.
5. While diversity appreciation and acceptance of differences seems prevalent throughout the District Offices, there are some pockets within the organization where this sentiment is not the case. This sentiment should be further investigated via focus groups by employee groups in order to better understand and determine strategies that might help mitigate intergroup relationship issues in the future.
6. Survey respondents at the District Office feel a common bond with their colleagues and feel free to engage in activities regardless of social differences. This feeling of community and strong socio-cultural association lends itself to an environment of commitment and productivity.

Climate & Intergroup Relations

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



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



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



Overall, intergroup relations contribute to a positive cultural climate.



Overall, employees are prepared by the District for the realities of today's diverse society.



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

Climate & Intergroup Relations

A shared awareness of what diversity differences means to the District.

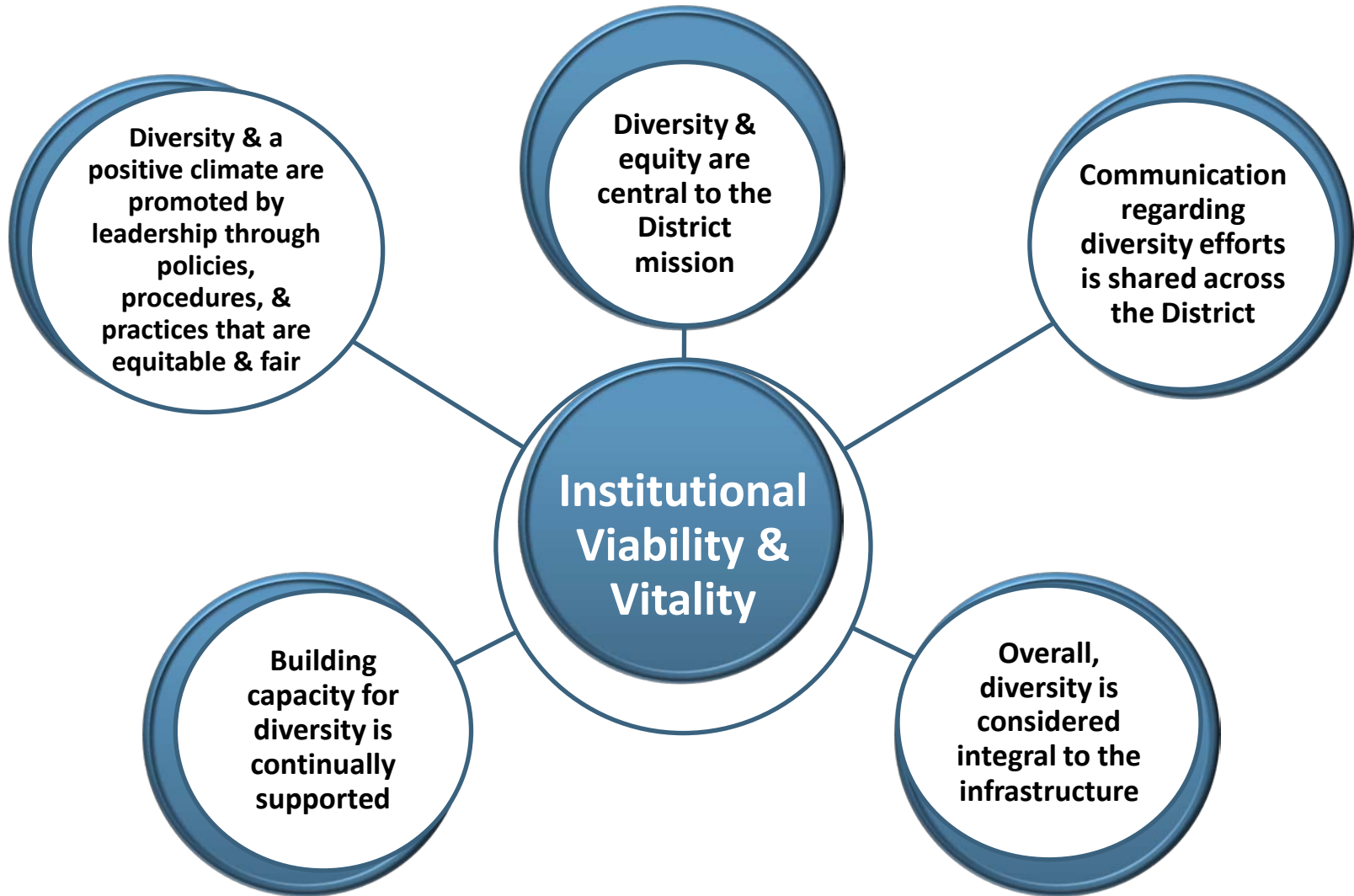


Individuals feel a sense of belonging to the District.



■ Never ■ Seldom ■ Sometimes ■ Often ■ Always

Institutional Viability & Vitality



What the results tell us.....

Institutional Visibility & Vitality

1. Diversity and a positive climate are important to District Office employees, and are enacted through the policies, practices and procedures. The high degree of neutrality on the items that assessed this area, along with the relatively low response rate to the survey indicate that these employees may be unclear as to how policies and practices help to sustain cultural competency and/or how the existing policies and practices contribute to a climate of cultural competency.
2. District Offices employees indicated that they are not aware of nor participate in many of the diversity-related activities. The District Offices have communication mechanisms to inform employees about diversity-related programs and activities, however the perception is that this is not as widespread as it should be.

Institutional Viability & Vitality

Diversity and equity are central to the District mission.



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



Communication regarding diversity efforts is shared across the District.



Building capacity for diversity is continually supported.



Overall, diversity is considered integral to the infrastructure.



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

IRRP

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