



Continuing Education

2013/14 Employee Cultural Climate Survey

Summer 2014



Office of Institutional Research and Planning

Introduction

Overview & Purpose

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

Instrumentation

- The survey contained :
 - 65 questions (58 scaled-choice items)
 - 5 profile questions
 - 58 Likert scaled items
 - 2 open-ended questions

Methodology and Implementation

Methodology

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

Implementation

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

Respondent Profile

Response Rate

2013/14: 151/615 Continuing Education employees completed the survey (25% response rate)

2010/11: 214/805 Continuing Education employees completed the survey (27% response rate)

Gender

2013/14: Female (75%) Male (25%)

2010/11: Female (75%) Male (25%)

Age

2013/14:

25-34 years old (3%)

35-44 years old (5%)

45-54 years old (24%)

55-64 years old (46%)

65+ years old (21%)

2010/11:

Under 20 years old (0%)

20-30 years old (3%)

31-40 years old (9%)

41-50 years old (22%)

Over 50 years old (66%)

Respondent Profile

Ethnicity

2013/14:

African American (7%)
American Indian/Alaskan Native (0%)
Asian (3%)
Latino (20%)
Native Hawaiian or Other Pacific Islander (1%)
White (60%)
Two or More Races (6%)
Unreported (3%)

2010/11:

African American (9%)
American Indian/Alaskan Native (0%)
Asian/Pacific Islander (3%)
Hispanic/Latino (19%)
Filipino (1%)
White Non-Hispanic (65%)
Other Non-White (2%)

Employment Type

2013/14:

Adjunct Faculty – Classroom (41%)
Adjunct Faculty – Non-classroom (8%)
Classified Contract (11%)
Classified Hourly (3%)
Contract Faculty– Classroom (28%)
Contract Faculty – Non-classroom (5%)
Manager (3%)
Supervisor (1%)

2010/11:

Adjunct Faculty – Classroom (34%)
Adjunct Faculty – Non-classroom (9%)
Classified Contract (15%)
Classified Hourly (3%)
Contract Faculty – Classroom (25%)
Contract Faculty – Non-classroom (8%)
Manager (5%)
Supervisor (2%)

Respondent Profile

Employment Length

2013/14:

1 year or less (5%)

2-6 years (14%)

7-10 years (12%)

11 or more years (19%)

16-19 years (15%)

20 years or more (35%)

2010/11:

1 year or less (7%)

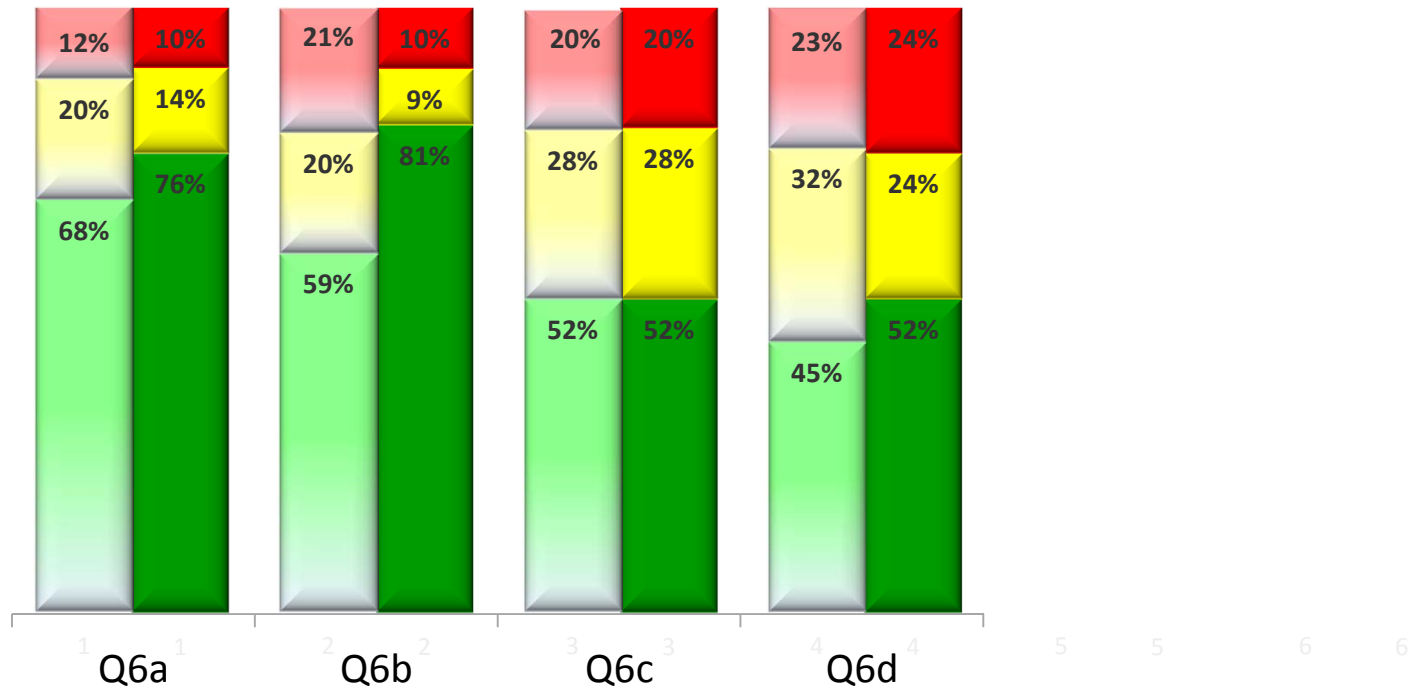
2-6 years (27%)

7-10 years (11%)

11 or more years (55%)

The Findings

Access and Success

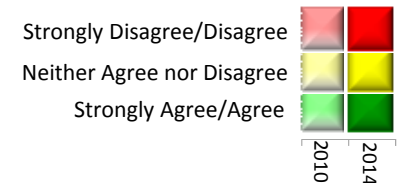


6a. I believe this campus actively recruits a diverse faculty and staff.

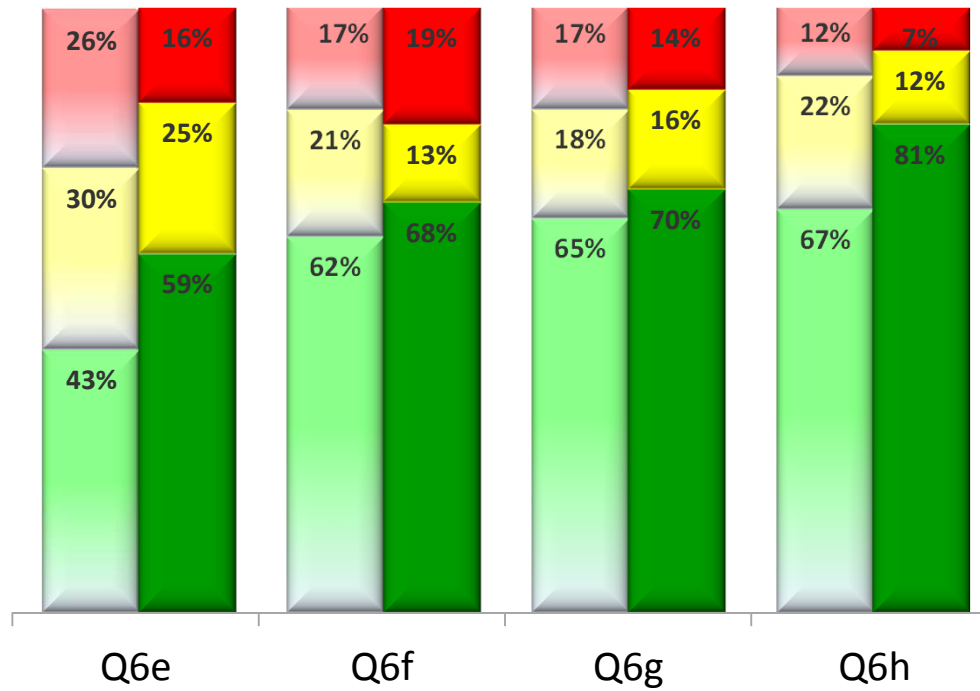
6b. This campus provides all employees adequate opportunities for continued professional training and development.

6c. I believe job performance is evaluated fairly at this campus.

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



Access and Success

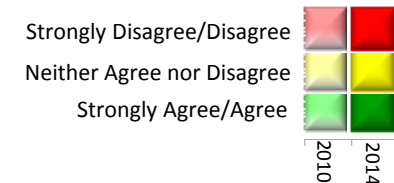


6e. There are equal opportunities for professional advancement at this campus.

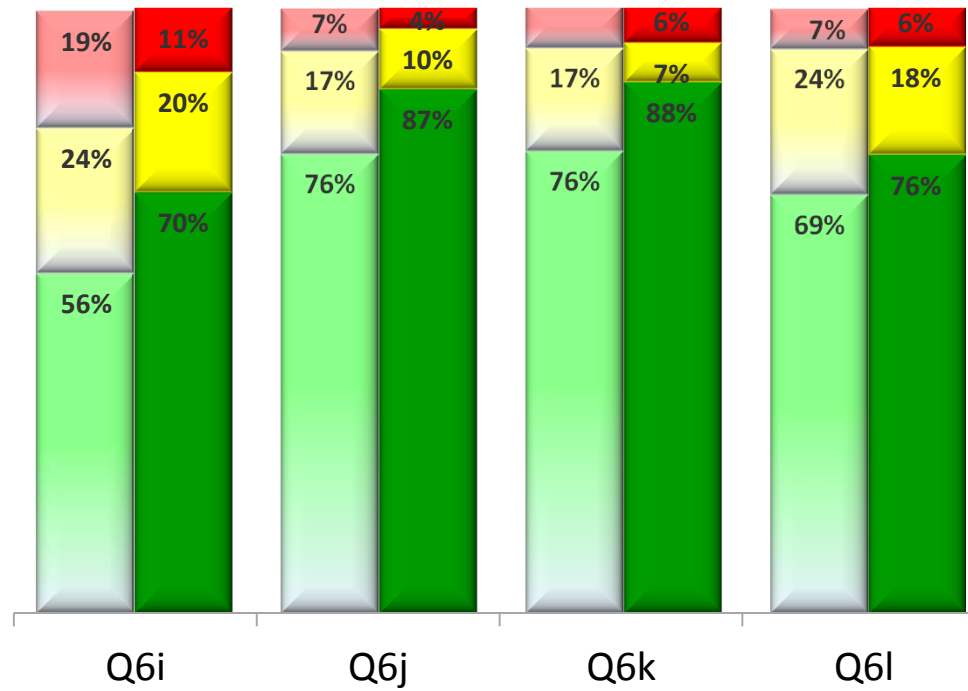
6f. I am given sufficient resources to succeed in my job.

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 participatory governance process at my campus.



Access and Success

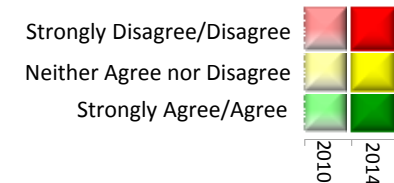


6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.

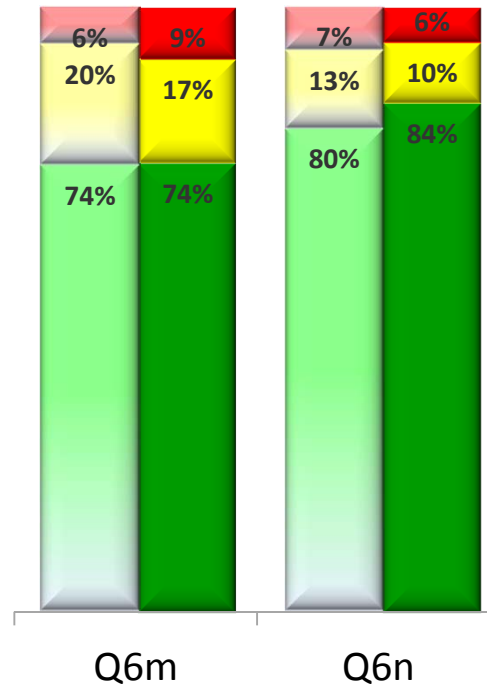
6j. The campus actively recruits a diverse student population.

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, DSPS, and CalWORKs) effectively contribute to student success.

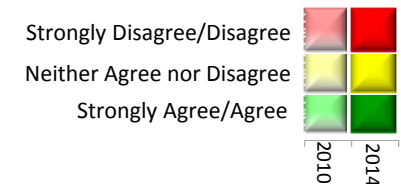


Access and Success



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.



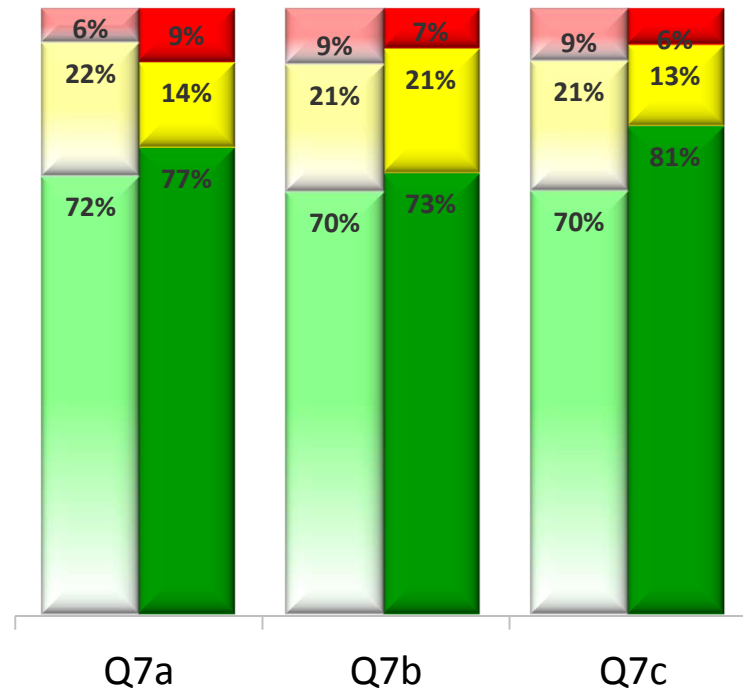
Access & Success

Overall Averages

Theme	2010/2011	2013/2014
Recruitment and retention of a diverse faculty, staff, and student population (Q6a, 6j, 6k).	4.0	4.2
Recognition, evaluation, and support are provided for successful job performance and equal opportunity advancement (Q6b-6h).	3.5	3.7
Support of a diverse student populations' success (Q6l-6m).	3.9	4.0
Overall, this campus focuses on supporting all employees so they are successful at their job (Q6i).	3.4	4.3
Overall, this campus focuses on efforts aimed at the success of all students (Q6n).	4.1	4.2

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

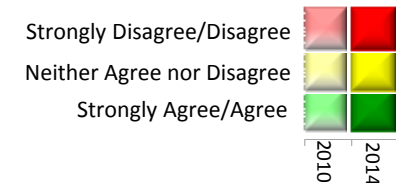
Climate and Intergroup Relations



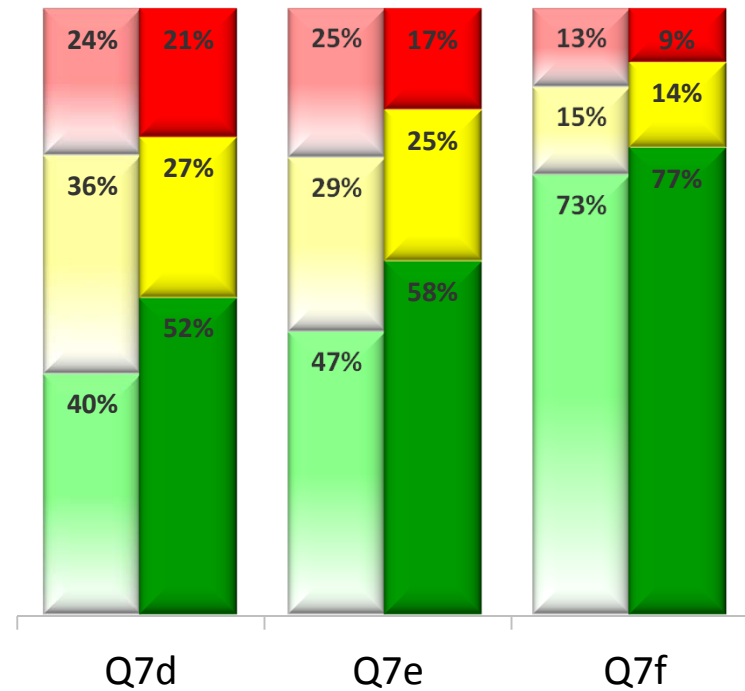
7a. The artifacts on campus (e.g., student work, artwork, exhibits, and events) reflect a culturally sensitive climate in which differences are respected.

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.



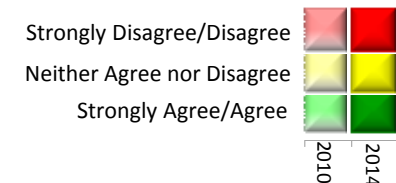
Climate and Intergroup Relations



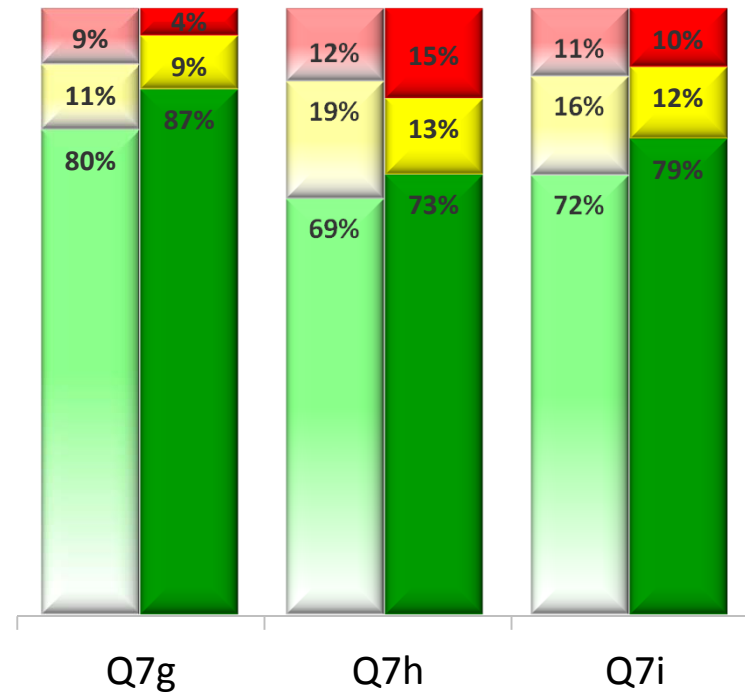
7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.

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

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



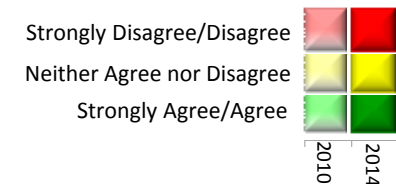
Climate and Intergroup Relations



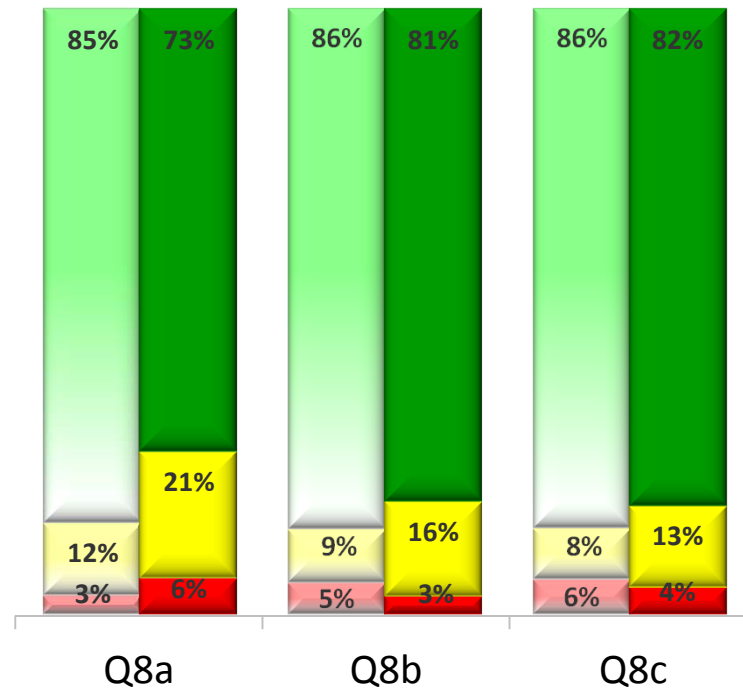
7g. I believe I am treated with respect at this campus.

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.

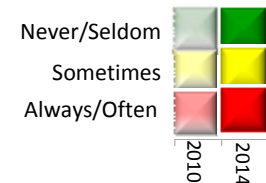


Climate and Intergroup Relations

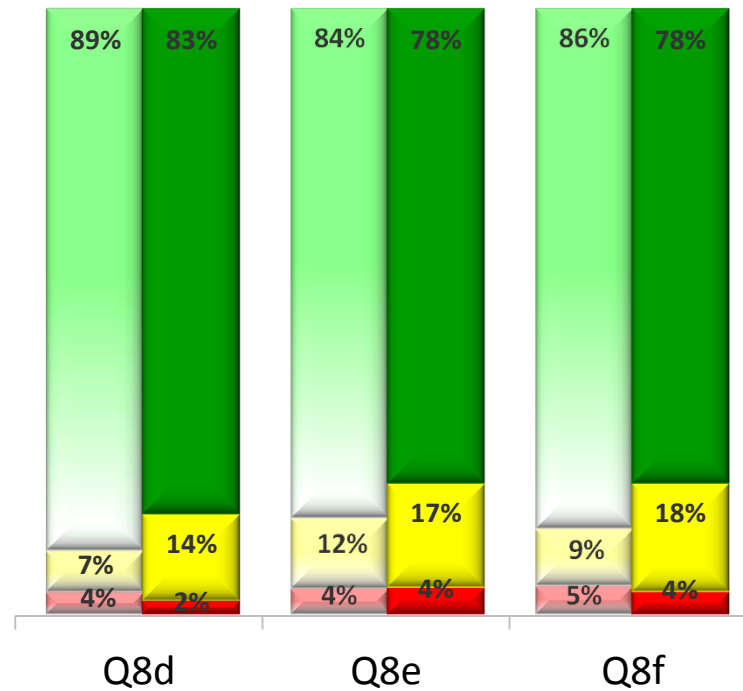


I hear insensitive or disparaging comments about people based on their:

- 8a. Age
- 8b. Disability
- 8c. Ethnicity



Climate and Intergroup Relations



I hear insensitive or disparaging comments about people based on their:

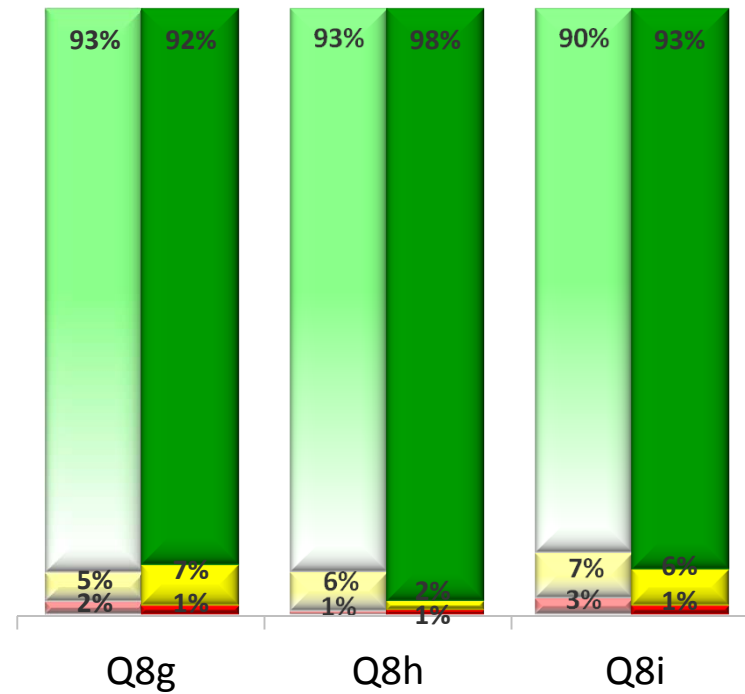
8d. Gender

8e. Religious/spiritual beliefs

8f. Sexual orientation



Climate and Intergroup Relations



I feel ostracized from campus activities because of my:

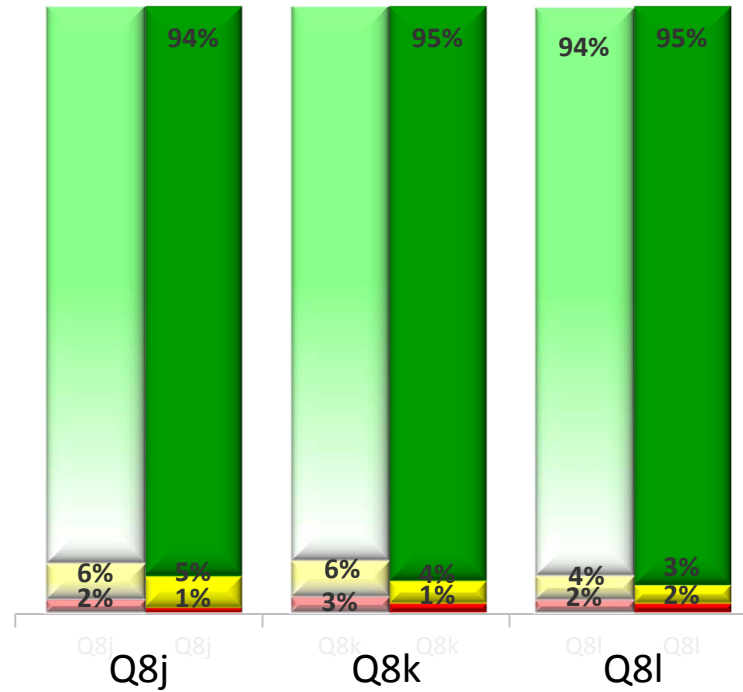
8g. Age

8h. Disability

8i. Ethnicity



Climate and Intergroup Relations



I feel ostracized from campus activities because of my:

8j. Gender

8k. Religious/spiritual beliefs

8l. Sexual orientation



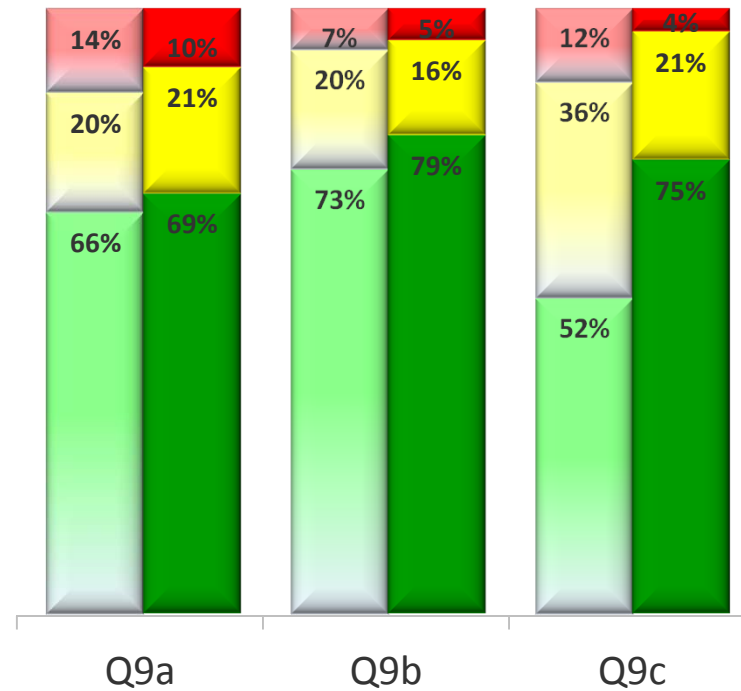
Climate and Intergroup Relations

Overall Averages

Theme	2010/2011	2013/2014
Both artifacts and communication reflect a culturally sensitive climate in which differences are respected (Q7a & 7b).	3.9	3.9
Dialogue about improving learning and intergroup relations and input on the planning process are facilitated on campus (Q7c-7e).	3.4	3.6
Individuals are valued, respected, and if discriminated against, know where to seek help on campus (Q7f-7h).	3.8	3.9
Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate (Q7i).	3.8	3.9
A shared understanding of what diversity means to the campus (Q8a-8f).	4.4	4.3
Individuals feel a sense of belonging to the campus (Q8g-8l).	4.7	4.8

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

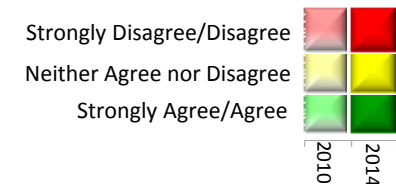
Education and Scholarship



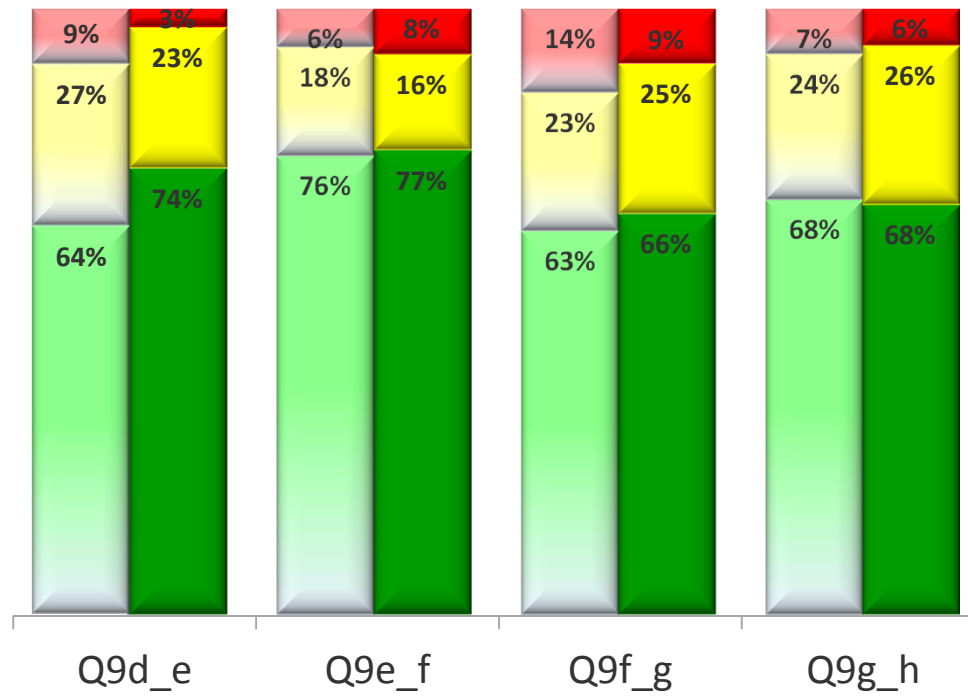
9a. In my opinion, most employees respect other employees' viewpoints that are different from their own.

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.



Education and Scholarship

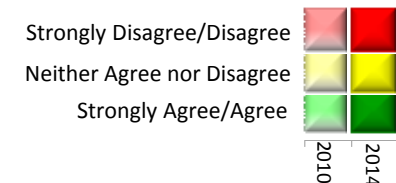


9d_e. Curriculum and instruction at this campus enhance student appreciation of diversity.

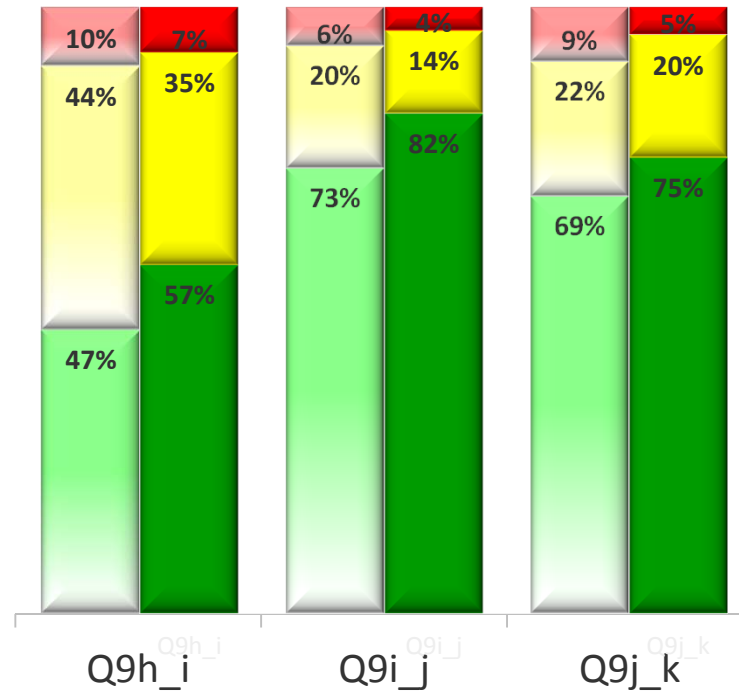
9e_f. Instruction at this campus accommodates a variety of student learning styles.

9f_g. Classroom assessment at this campus accommodates a variety of student learning styles.

9g_h. Most instructors' teaching methodologies reflect the diverse needs of all students.



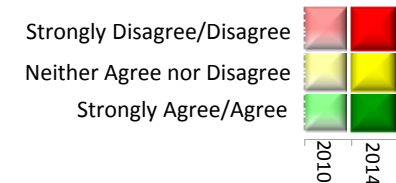
Education and Scholarship



9h_i. Diversity elements are integrated throughout all courses.

9i_j. I believe this campus supports academic freedom.

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



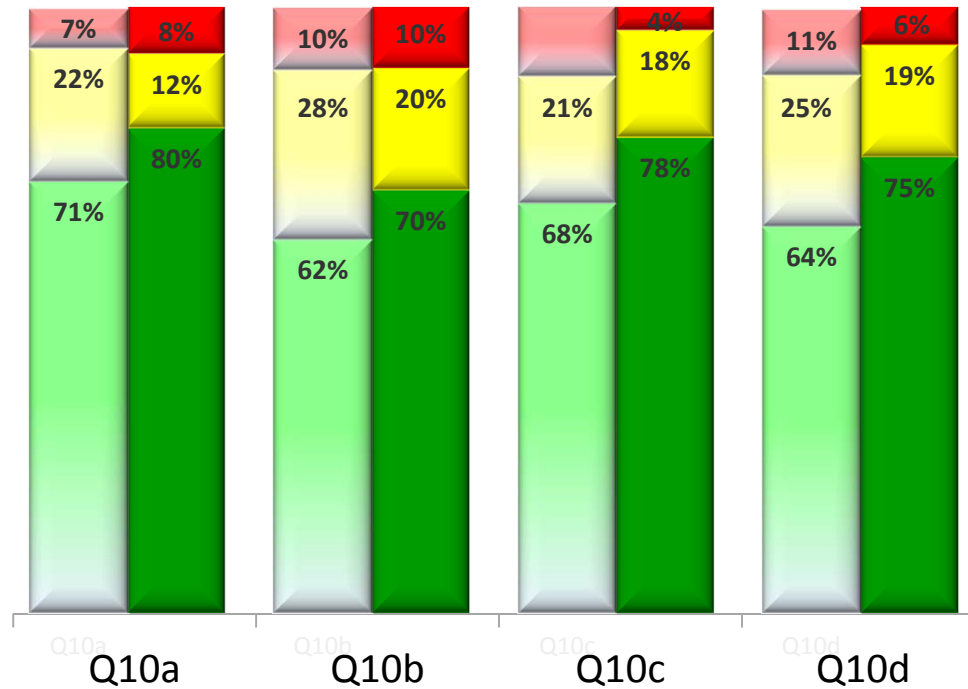
Education and Scholarship

Overall Averages

Theme	2010/2011	2013/2014
Diverse perspectives are respected (Q9a & 9b).	3.7	3.8
Student life enhances student appreciation of diversity and Identity-based student clubs and organizations are supported by the campus (Q9c).	3.2	4.0
Learning environments are designed to promote multiple ways of learning and teaching and curriculum and instruction enhance student appreciation of diversity (Q9d-9h).	3.7	3.8
Academic freedom is supported by the campus (Q9i).	3.9	4.0
Overall, this campus educates students for the realities of today's increasingly diverse society and global community (Q9j).	3.8	3.9

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

Institutional Viability and Vitality

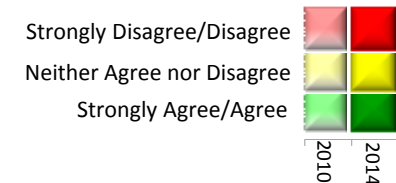


10a. In my opinion, diversity is central to the mission of this campus.

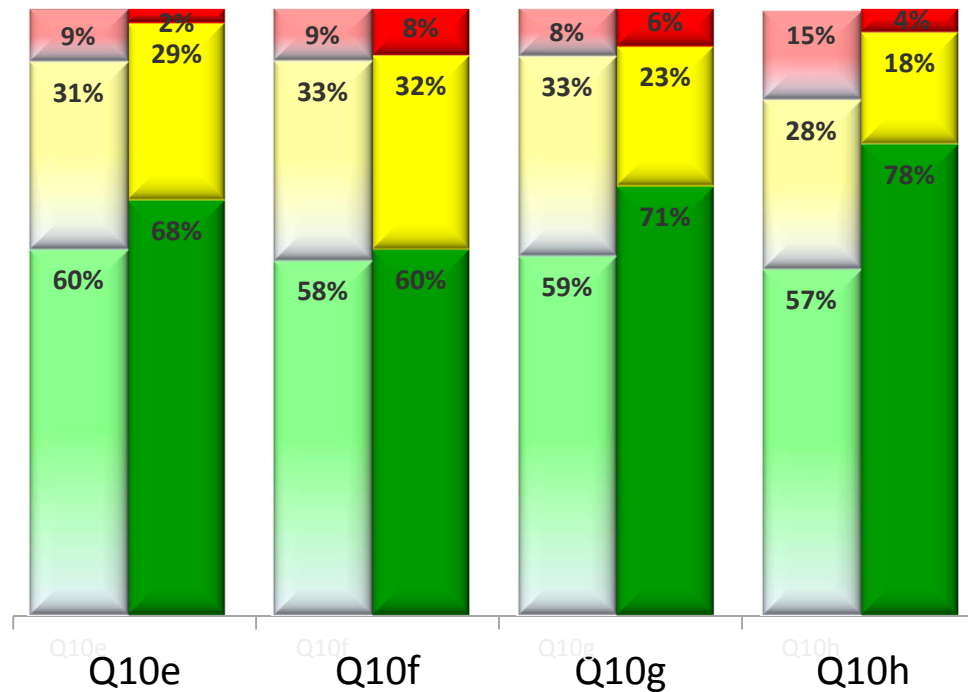
10b. Administrators actively support the practice of equity for all.

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.



Institutional Viability and Vitality

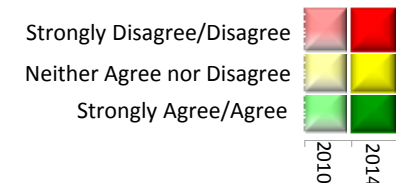


10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.

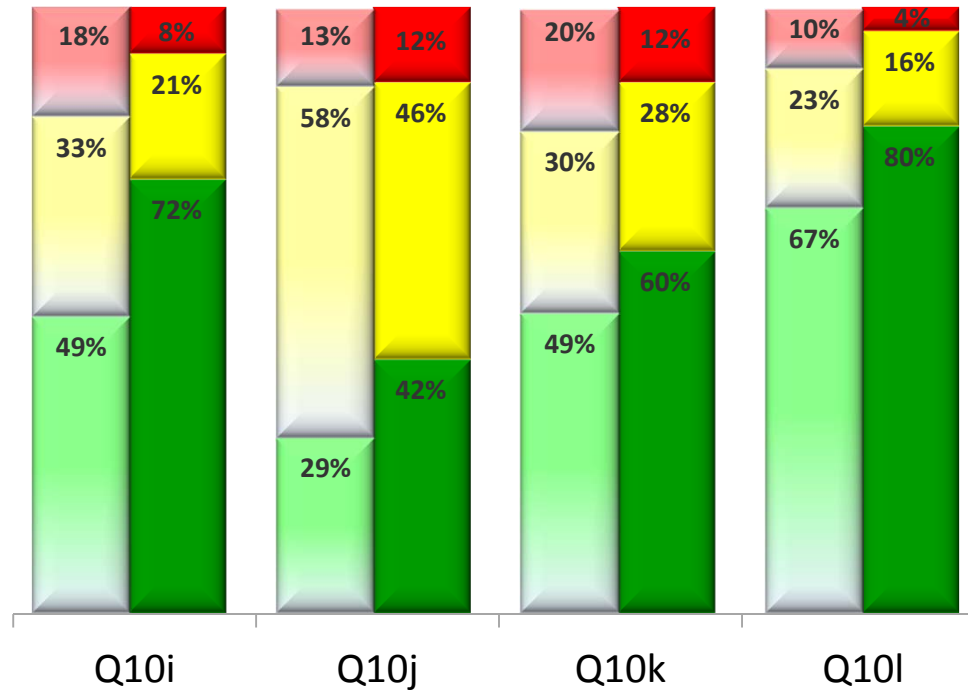
10f. I am confident that the procedures for resolving grievances at this campus are fair.

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

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



Institutional Viability and Vitality

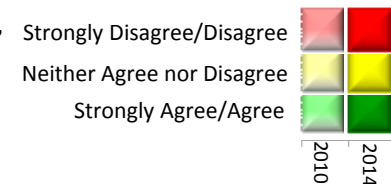


10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.

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.



Institutional Viability and Vitality

Overall Averages

Theme	2010/2011	2013/2014
Diversity is central to the campus' mission and having mandatory diversity training for all employees would benefit the campus (Q10a & 10k).	3.7	3.8
Leadership supports diversity, promotes a positive campus climate and the campus has policies, practices, and procedures that are equitable and fair (Q10b-10f).	3.7	3.9
Communication regarding diversity efforts is shared across the campus (Q10g & 10h).	3.6	3.9
Build campus capacity for diversity (Q10i & 10j).	3.3	3.6
Overall, diversity is considered integral to the infrastructure (i.e. mission, leadership, and key processes) and daily practices of this campus (Q10l).	3.8	4.0

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

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