



City College

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 :
 - 69 questions (62 scaled-choice items)
 - 5 profile questions
 - 57 Likert scaled items
 - 5 site-specific questions
 - 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: 262/1,173 City College employees completed the survey (22% response rate)

2010/11: 280/805 City College employees completed the survey (35% response rate)

Gender

2013/14: Female (69%) Male (31%)

2010/11: Female (68%) Male (32%)

Age

2013/14:

25-34 years old (10%)

35-44 years old (20%)

45-54 years old (26%)

55-64 years old (29%)

65+ years old (15%)

2010/11:

Under 20 years old (0%)

20-30 years old (8%)

31-40 years old (14%)

41-50 years old (27%)

Over 50 years old (50%)

Respondent Profile

Ethnicity

2013/14:

African American (12%)
American Indian/Alaskan Native (.4%)
Asian (7%)
Latino (18%)
Native Hawaiian or Other Pacific Islander (0%)
White (47%)
Two or More Races (8%)
Unreported (8%)

2010/11:

African American (13%)
American Indian/Alaskan Native (1%)
Asian/Pacific Islander (6%)
Hispanic/Latino (18%)
Filipino (2%)
White Non-Hispanic (55%)
Other Non-White (4%)

Employment Type

2013/14:

Adjunct Faculty – Classroom (24%)
Adjunct Faculty – Non-classroom (7%)
Classified Contract (25%)
Classified Hourly (4%)
Contract Faculty – Non-classroom (10%)
Contract Faculty – Classroom (22%)
Manager (5%)
Supervisor (3%)

2010/11:

Adjunct Faculty – Classroom (17%)
Adjunct Faculty – Non-classroom (8%)
Classified Contract (24%)
Classified Hourly (5%)
Contract Faculty – Non-classroom (10%)
Contract Faculty – Classroom (25%)
Manager (4%)
Supervisor (7%)

Respondent Profile

Employment Length

2013/14:

1 year or less (10%)

2-6 years (18%)

7-10 years (18%)

11-15 years (21%)

16-19 years (10%)

20 years or more (23%)

2010/11:

1 year or less (6%)

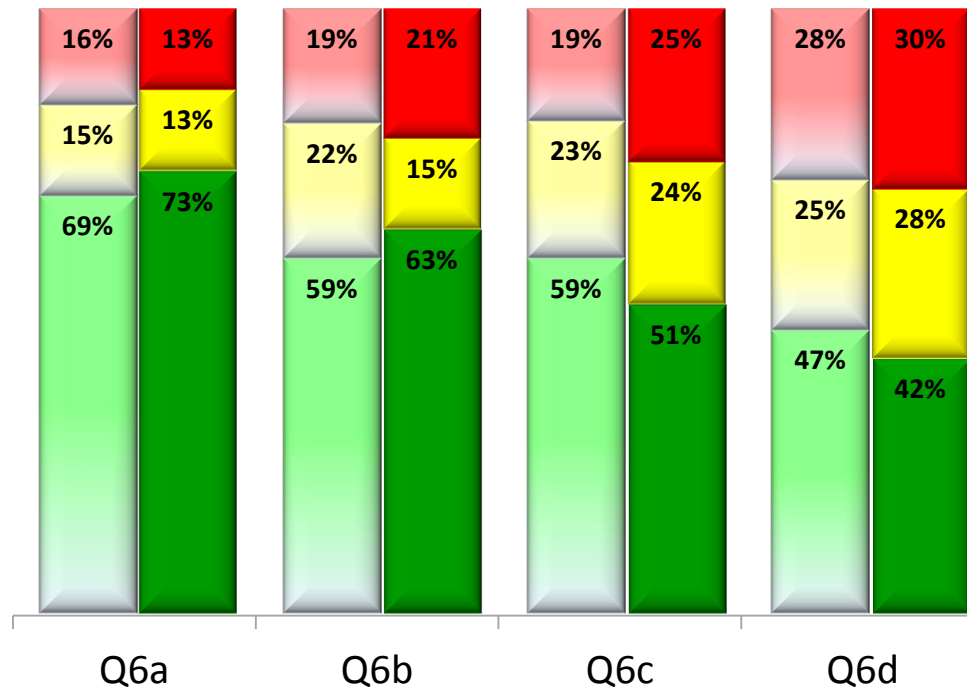
2-6 years (31%)

7-10 years (21%)

11 or more years (43%)

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.

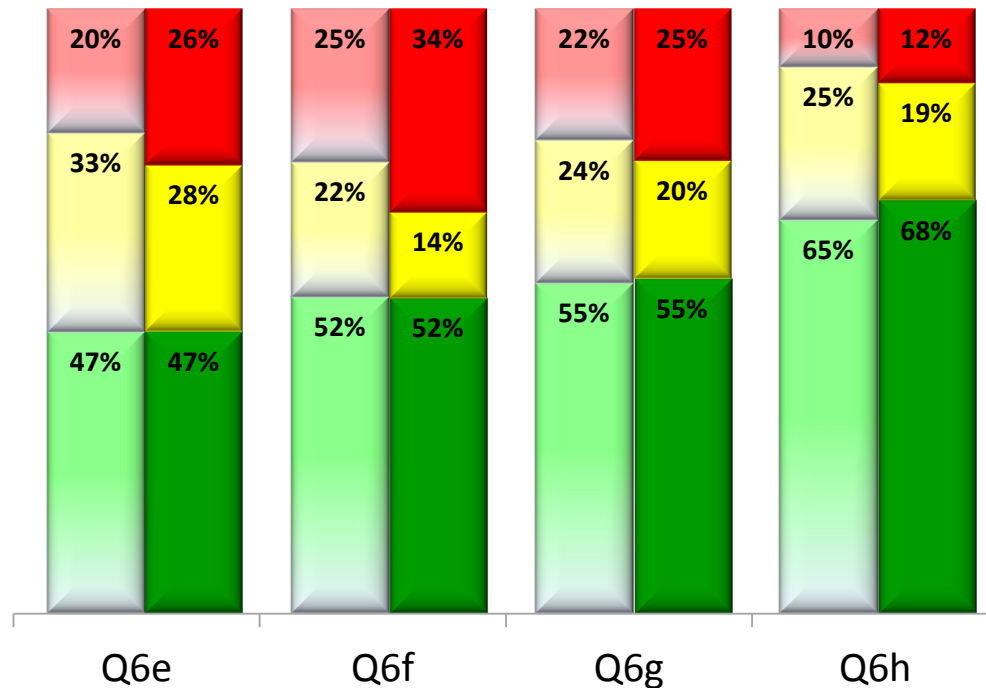
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



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.

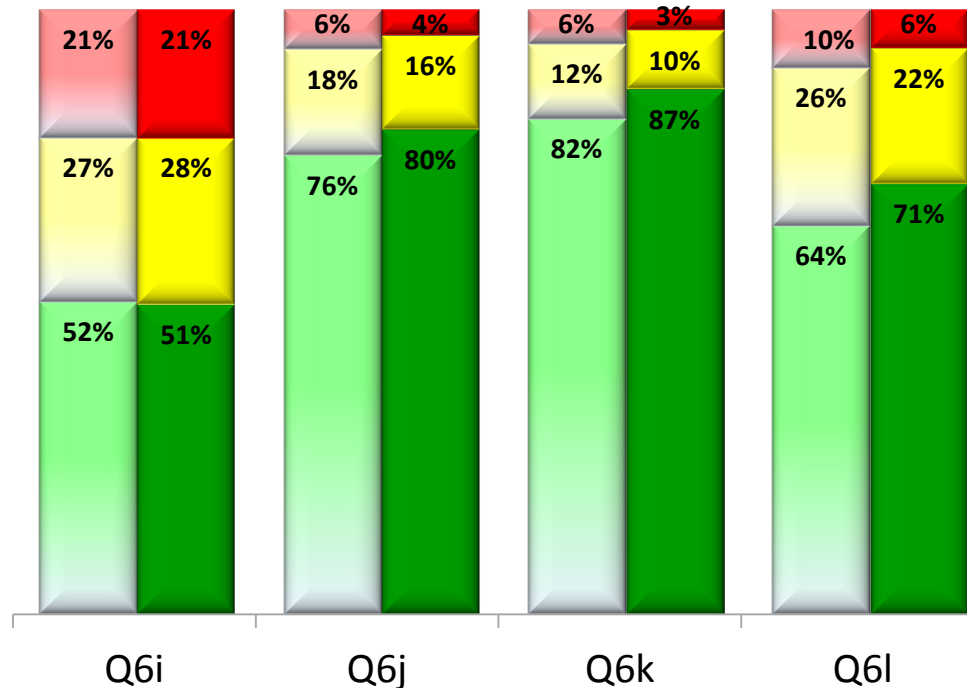
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



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.

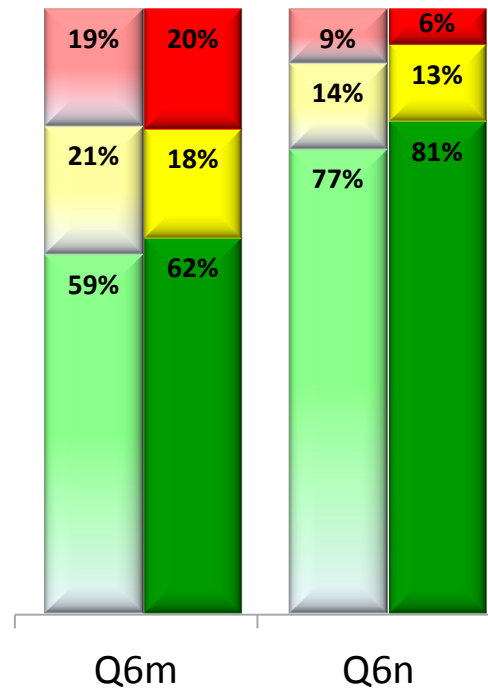
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



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.

Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



Access & Success

Overall Averages

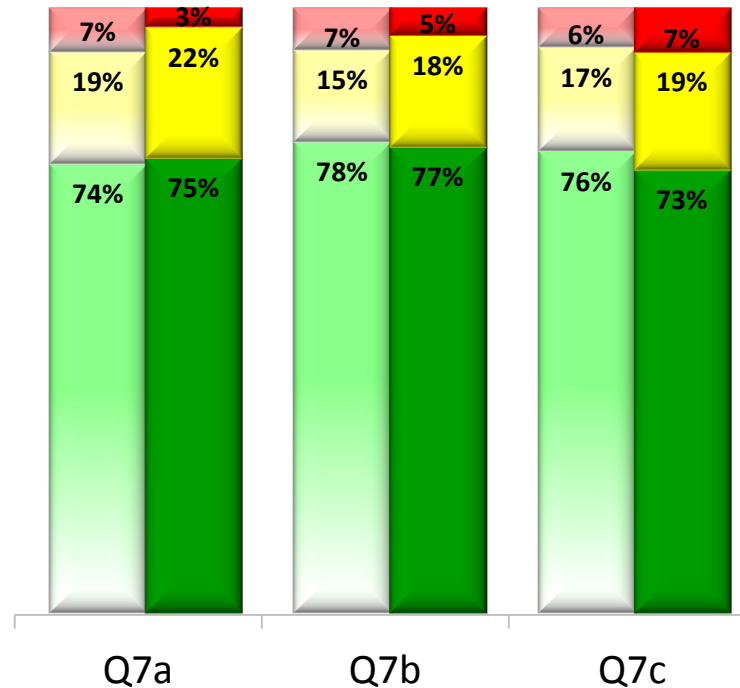
Theme	2010/2011	2013/2014
Recruitment and retention of a diverse faculty, staff, and student population (Q6a, 6j, 6k).	4.0	4.1
Recognition, evaluation, and support are provided for successful job performance and equal opportunity advancement (Q6b-6h).	3.5	3.4
Support of a diverse student populations' success (Q6l-6m).	3.7	3.8
Overall, this campus focuses on supporting all employees so they are successful at their job (Q6i).	3.4	3.4
Overall, this campus focuses on efforts aimed at the success of all students (Q6n).	3.9	4.1

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

Access & Success

Respondent Comments

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.

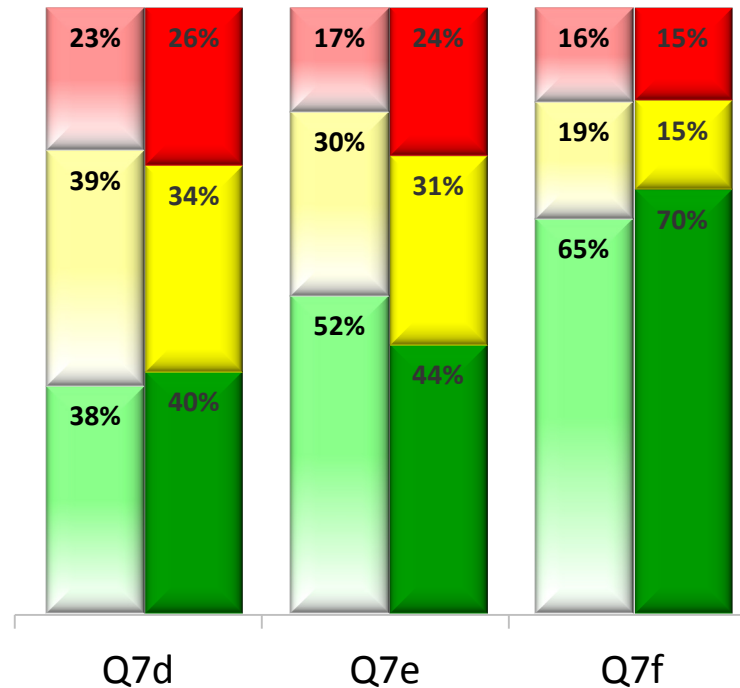
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



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.

Strongly Disagree/Disagree

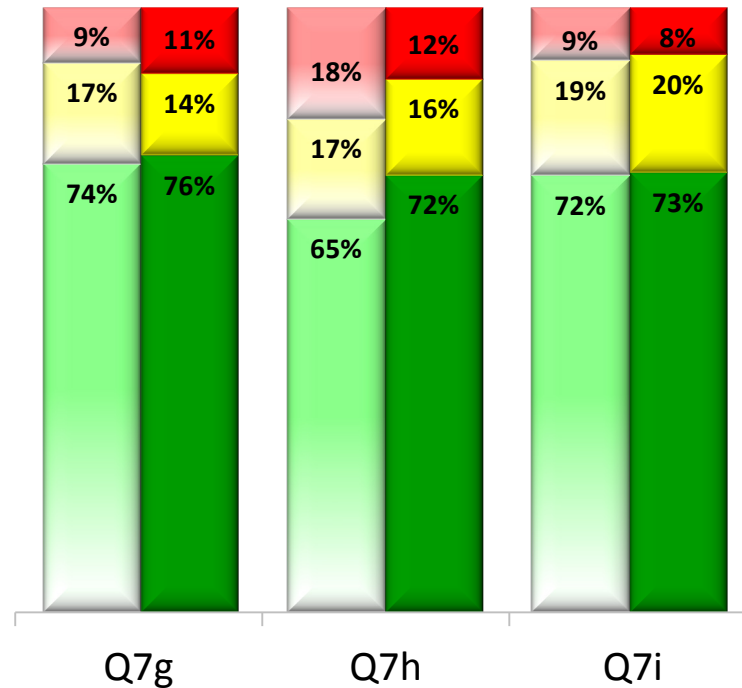
Neither Agree nor Disagree

Strongly Agree/Agree



2010
2014

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.

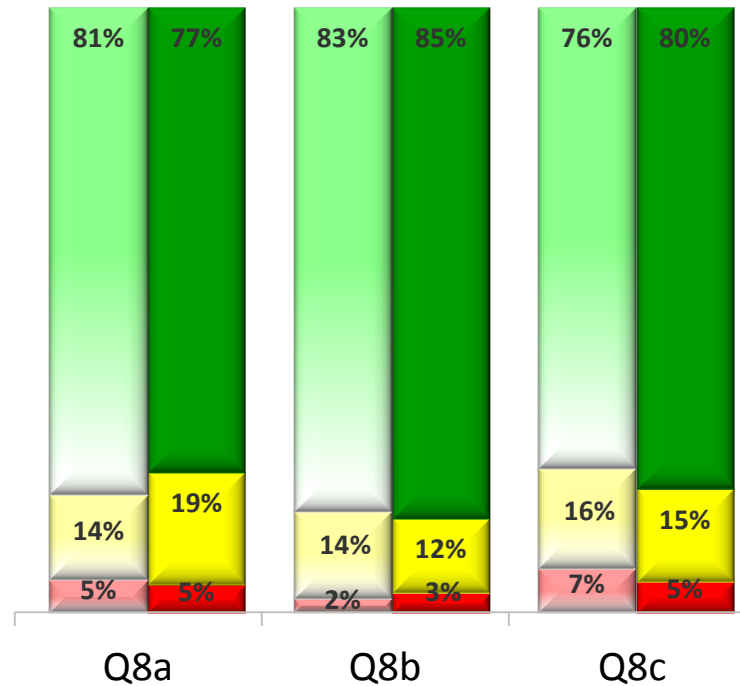
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



Climate and Intergroup Relations

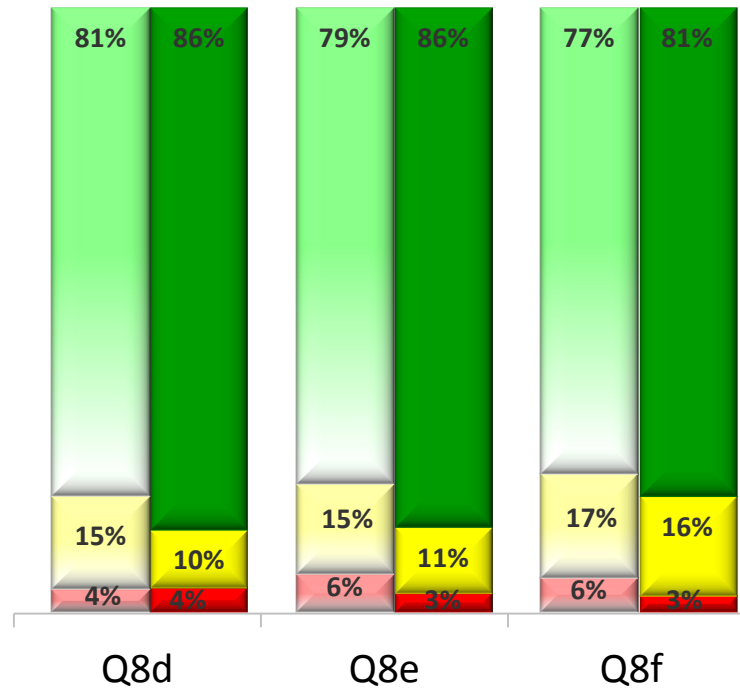


I hear insensitive or disparaging comments about people based on their:

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



Climate and Intergroup Relations



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

8d. Gender

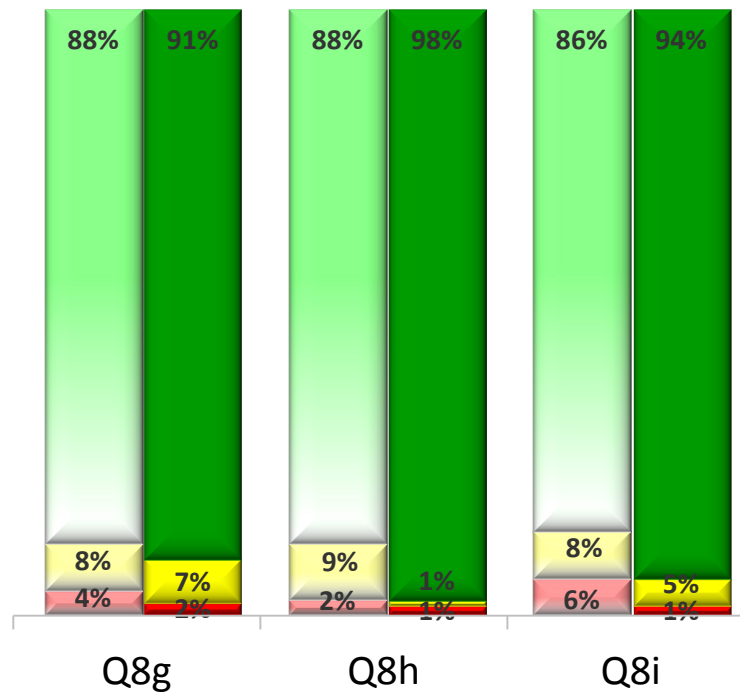
8e. Religious/spiritual beliefs

8f. Sexual orientation

Never/Seldom
Sometimes
Always/Often



Climate and Intergroup Relations



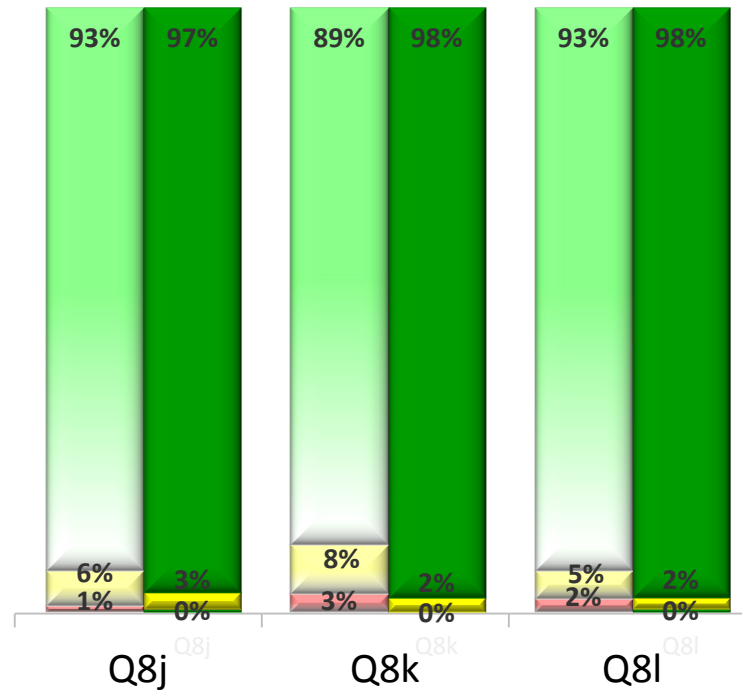
I feel ostracized from campus activities because of my:

- 8g. Age
- 8h. Disability
- 8i. Ethnicity

Never/Seldom
 Sometimes
 Always/Often



Climate and Intergroup Relations



I feel ostracized from campus activities because of my:

8j. Gender

8k. Religious/spiritual beliefs

8l. Sexual orientation

Never/Seldom

Sometimes

Always/Often



2010 2014

Climate and Intergroup Relations

Overall Averages

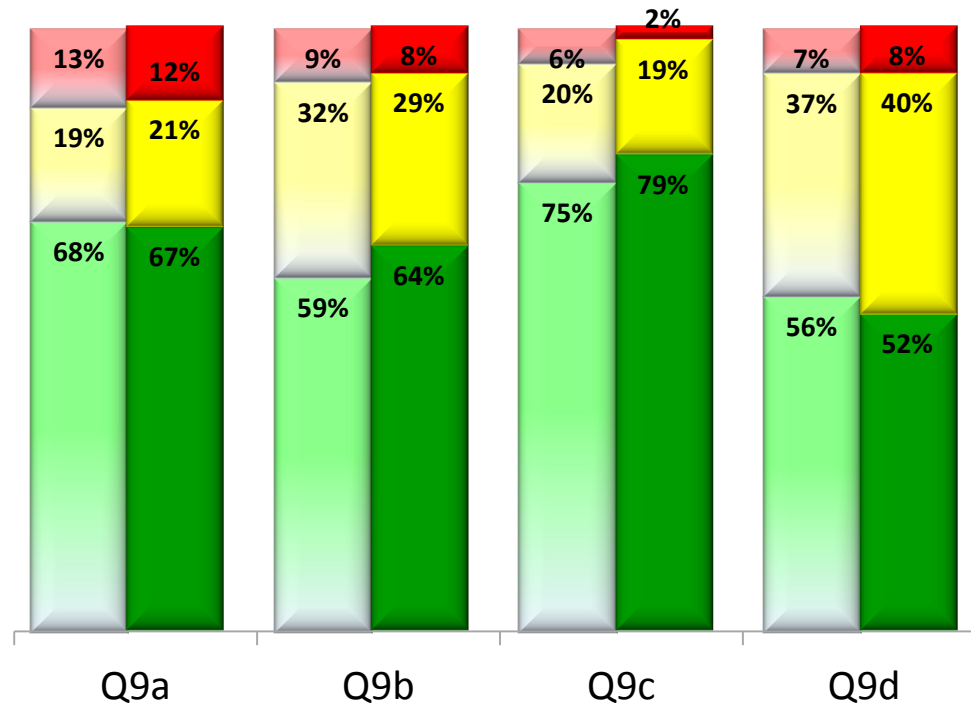
Theme	2010/2011	2013/2014
Both artifacts and communication reflect a culturally sensitive climate in which differences are respected (Q7a & 7b).	3.9	4.0
Dialogue about improving learning and intergroup relations and input on the planning process are facilitated on campus (Q7c-7e).	3.5	3.5
Individuals are valued, respected, and if discriminated against, know where to seek help on campus (Q7f-7h).	3.8	3.8
Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate (Q7i).	3.9	3.9
A shared understanding of what diversity means to the campus (Q8a-8f).	4.2	4.3
Individuals feel a sense of belonging to the campus (Q8g-8l).	4.6	4.8

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

Climate and Intergroup Relations

Respondent Comments

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, Intersivity Christian Fellowship, Movimiento Estudiantil Chicano De Aztlan (M.E.Ch.A), Muslim Student Association (M.S.A.), etc.] are adequately supported by this campus.

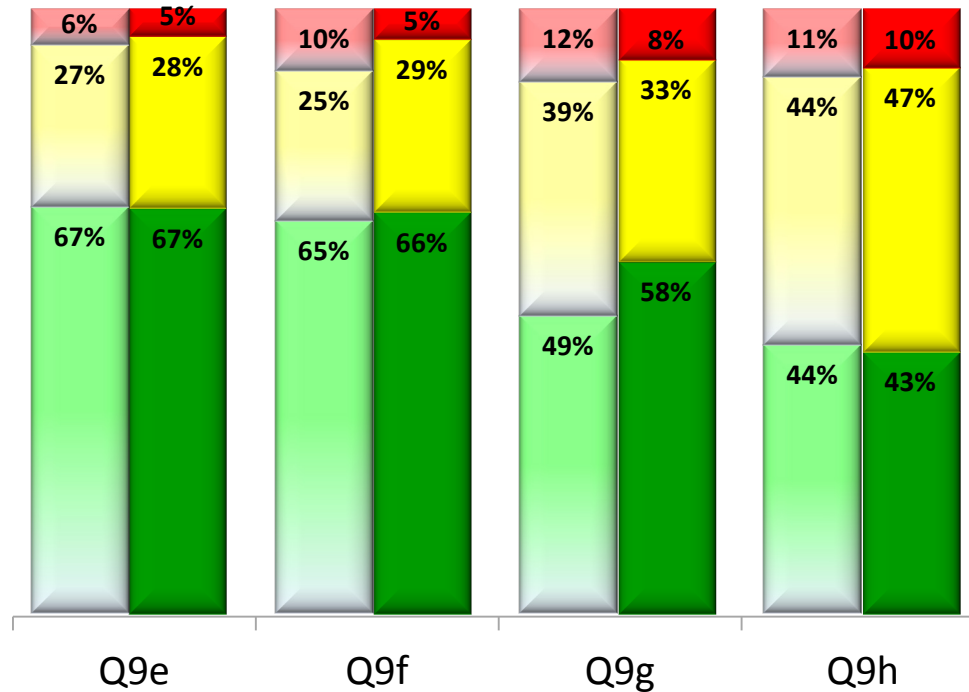
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



Education and Scholarship



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

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

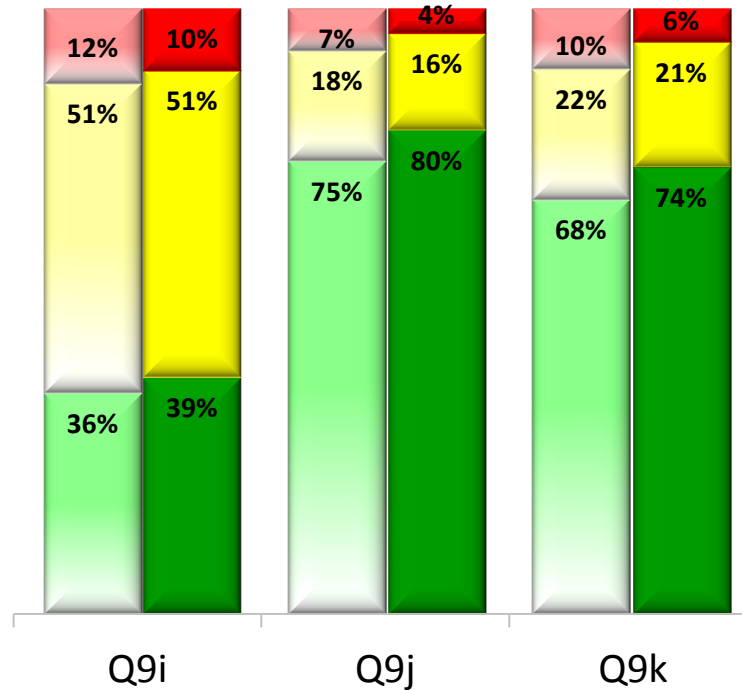
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



Education and Scholarship



9i. Diversity elements are integrated throughout all courses.

9j. I believe this campus supports academic freedom.

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

Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



Education and Scholarship

Overall Averages

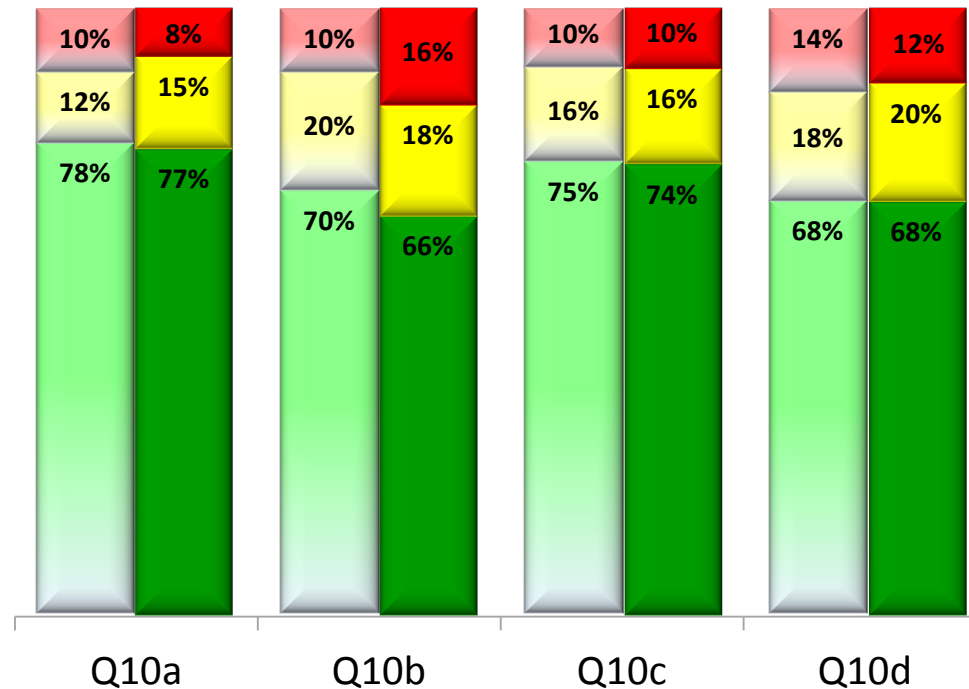
Theme	2010/2011	2013/2014
Diverse perspectives are respected (Q9a & 9b).	3.6	3.7
Student life enhances student appreciation of diversity and Identity-based student clubs and organizations are supported by the campus (Q9c & 9d).	3.8	3.8
Learning environments are designed to promote multiple ways of learning and teaching and curriculum and instruction enhance student appreciation of diversity (Q9e-9i).	3.5	3.6
Academic freedom is supported by the campus (Q9j).	3.9	4.0
Overall, this campus educates students for the realities of today's increasingly diverse society and global community (Q9k).	3.8	3.9

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

Education and Scholarship

Respondent Comments

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.

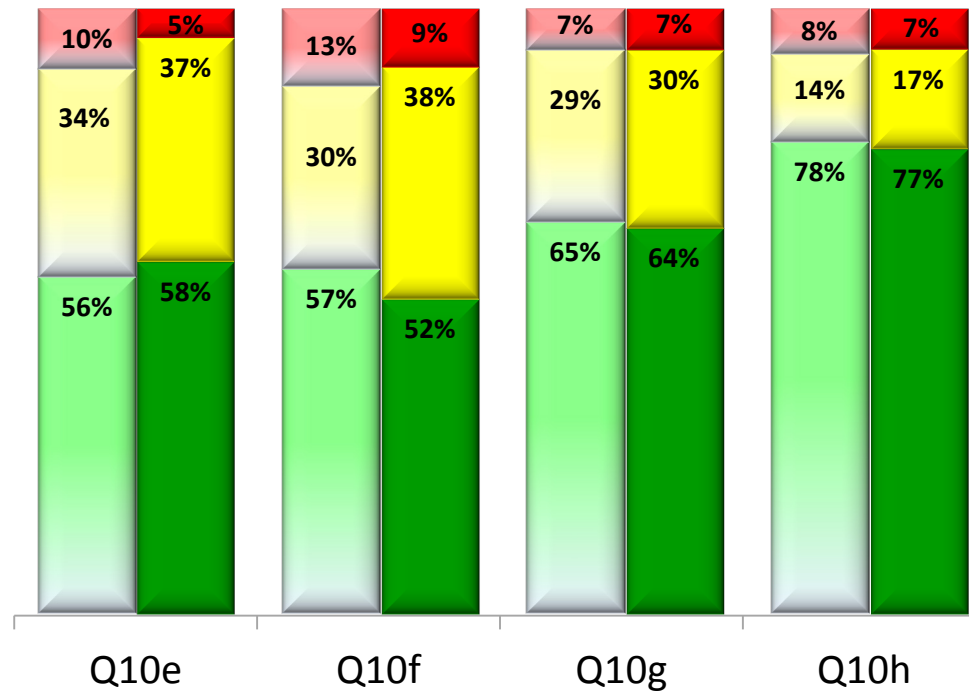
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



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.

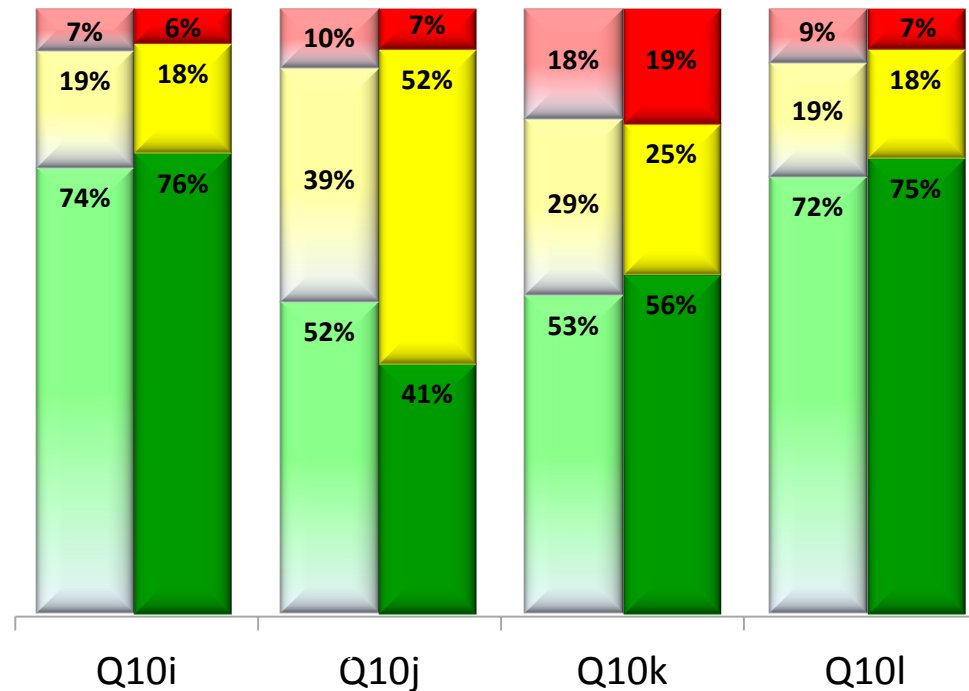
Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



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.

Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree



Institutional Viability and Vitality

Overall Averages

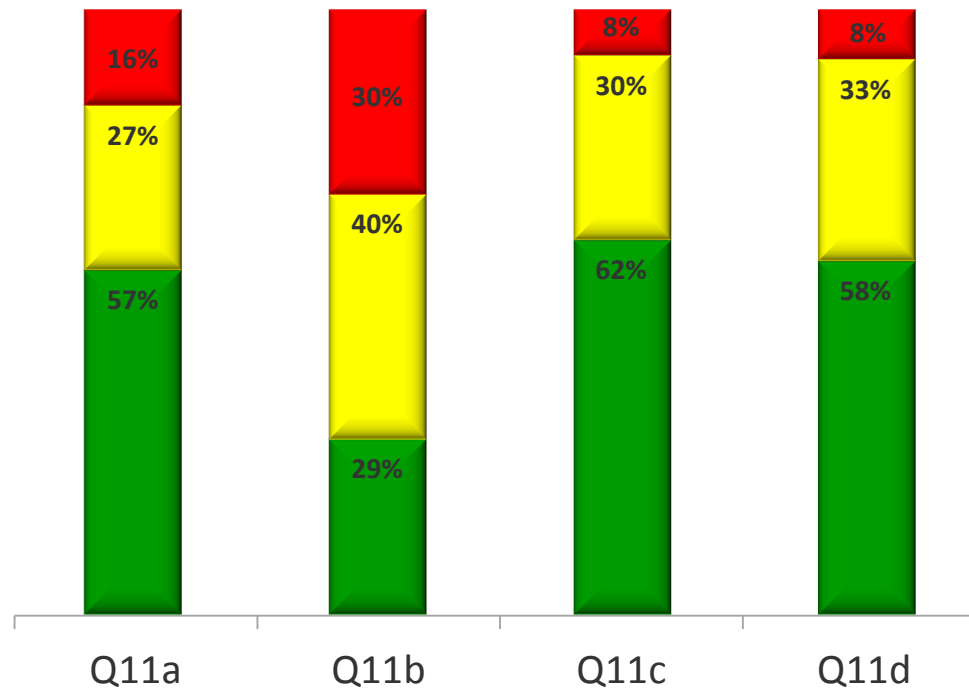
Theme	2010/2011	2013/2014
Diversity is central to the campus' mission and having mandatory diversity training for all employees would benefit the campus (Q10a & 10k).	3.8	3.8
Leadership supports diversity, promotes a positive campus climate and the campus has policies, practices, and procedures that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

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

Institutional Viability and Vitality

Respondent Comments

2013/14 College-Specific Questions



11a. The permanent exhibits (i.e. cross cultural banners, murals, and Knights/City logos) at City College are highly visible.

11b. The Knight logo at City College is institutionally recognized as a symbol of campus-wide unity.

11c. City actively selects diverse candidates to staff student services areas (e.g. Admissions, Counseling, DSPS, Financial Aid, and the LRC).

11d. Faculty, classified staff, students, and administrators effectively collaborate on a diverse array of topics through campus committees, organizations, and clubs.

Strongly Disagree/Disagree

Neither Agree nor Disagree

Strongly Agree/Agree

2013/14 College-Specific Questions

11e. What diverse types of events would you like to see at City College?

Respondent Comments

IRRP

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