The District Offices Cultural Climate Survey Report

Fall 2011

Table of Contents

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.

Highlights and Conclusions

ACCESS AND SUCCESS

- Most of the survey respondents believed that there is support for a diverse employee and student population which allows for individuals with differing backgrounds and experiences to interact with one another and to 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. There was mention in the comments that the single question asked during the hiring process regarding the candidate's experience working in a diverse environment may not provide adequate information to assess the person's cultural competency.

- Half of the employees who were surveyed felt valued and appreciated which ultimately induces 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 as supported and 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.

- Overall, the District Office is doing a good job supporting employees so that they are successful in their jobs. Many comments from the survey supported this claim, specifically with regard to the hiring process and the diversity of its workforce. However, there is clearly a rather narrow perception of diversity and cultural competency as being largely about hiring practices and celebrating multi-cultural events. Cross-cultural communication, diversity sensitivity and intergroup relationship training, leading and managing in a diverse environment and other characteristics of a cultural competency were not prominently noted in the comments.

- The District is perceived for the most part as being student-centered with the goal of providing support for access and success for its learning community.

CLIMATE AND INTERGROUP RELATIONS

- The majority of survey respondents felt that communications at the District Office reflected a culturally sensitive climate in which differences were respected. Employees also believed that they are respected and an important part of the organization. These results suggest that the District demonstrates culturally sensitive communications that contribute to a multicultural environment in which mutual respect can be achieved.

- Generally, employees at the District may not believe there is satisfactory discussion taking place regarding improving intergroup relations among employees or improving student learning and allowing employees to have input into the planning process. This could cause breakdown of intergroup relations among employees, as well as create bias or lack of implementation of the planning process. The lack of opportunities to dialogue in these areas could impede employee performance and ultimately student success.

- While diversity appreciation and acceptance of differences may be prevalent throughout the District Office, there may be some issues or pockets within the organization where this is not the case. This has the potential to prevent full engagement of cultural competency and a culturally sensitive environment. However, most surveyed employees at the District felt a common bond with their colleagues and felt free to engage in District activities regardless of social categorical differences.

INSTITUTIONAL VIABILITY AND VITALITY
- The majority of survey respondents believed that mandatory diversity training for all employees would benefit the District.

- While diversity and a positive climate are generally important to SDCCD District Office employees, it is the policies, practices and procedures that enact this. The high level of neutrality as to whether or not the leadership supported may indicate that employees are unclear as to how the policies and practices promote cultural competency and/or that employees do not see that the existing policies and practices contribute to this.

- Results suggest that the District supports diversity-related activities for employees to participate in and has communication mechanisms that inform employees about diversity-related programs and activities but that the information might not be as widespread as it could be. The results also indicate that although diversity is perhaps interwoven into the fabric of the District's policies, practices and procedures, communication and enactment of these may be limited to highly visible activities such as celebrations of days and events honoring various ethnic heritages.

The Findings

Respondent Profile

Of the 562 employees at the District Office who received the invitation to survey, 226 employees responded. This yielded a response rate of 40% which provides information that represents the survey respondents. Of those who responded, 61% were classified contract, 6% were classified hourly, 22% were supervisors, and 11% were managers. In regards to gender, 57% were female and 43% were male. Half of the respondents were over 50 years, while 43% were between 31-50. Half of the respondents (51%) were White Non-Hispanic, 15% were Hispanic/Latino, and 11% reported being Asian/Pacific Islander, while 10% reported Filipino and 7% African American. These demographics closely match the demographics of the employee population at the District. More than one-third of the respondents had been with the District for 11 years or more (39%) and another one-third for 2-6 years (32%). Few respondents (16%) had been with the District 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 employee and student populations are recruited and retained (Items 6a and 6i):* The majority of survey respondents believed that the District recruits and retains diverse employee and student populations (69% on average). This is evidenced through the recruitment and retention process and through the encouragement of personal, cultural and intellectual development. Slightly over one-quarter of the respondents (26% 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: These results suggest that the respondents believed that there is support for a diverse employee and student population which allows for individuals with differing 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. There was mention in the comments that the single question asked during the hiring process regarding the candidate's experience working in a diverse environment may not provide adequate information to assess the person's cultural competency.

2. *Recognition, evaluation, equal opportunities for advancement and support are provided for successful job performance (Items 6b-6h):* Approximately half of the survey respondents (52% on average) felt that the District 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, advancement, promotion, recognition and evaluating job performance fairly. This translates into sufficient support for job success and job-related problems as well as allowing adequate opportunities to participate in the shared governance process. However, there were a fair percentage of respondents that were either uncertain (27% on average) or strongly disagreed/disagreed (20% on average) with this theme.

Interpretation: These results suggest that half of the employees surveyed felt valued and appreciated which ultimately could lead to 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 as supported and as a result may feel less motivated or underappreciated. This could lead to a variety of challenges including low morale, poor job performance, high absenteeism, and decreased productivity (Loden & Rosener, 1991).

3. *Overall, the District supports employees to be successful in their jobs* (item 6j): A large majority of survey respondents (81% on average) believed that the District focused on supporting all employees so they were successful in their jobs.

Interpretation: These results suggest that overall the District Office is doing a good job supporting employees so that they are successful in their jobs. Many comments from the survey supported this claim, specifically with regard to the hiring process and the diversity of its workforce. However, there is clearly a rather narrow perception of diversity and cultural competency as being largely about hiring practices and celebrating multi-cultural events. Cross-cultural communication, diversity sensitivity and intergroup relationship training, leading and managing in a diverse environment and other characteristics of a cultural competency were not prominently noted in the comments.

4. *Overall, the District focuses on student success* (item 6k): Over half of the survey respondents (59% on average) felt that the District focused on efforts aimed at the success of all students. However, nearly one quarter of the respondents (25% on average) were uncertain or felt neutral about this.

Interpretation: These results suggest that the District is perceived for the most part as being student-centered with the goal of providing support for access and success for its learning community.

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 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. *Communications reflect a culturally sensitive climate in which differences are respected* (Items 7a): The majority of survey respondents (80% on average) felt that communications at the District Office reflected a culturally sensitive climate in which differences were respected.

   Interpretation: These results suggest that the District demonstrates culturally sensitive communications that contribute to a multicultural environment in which mutual respect can be achieved.

2. *Improving student learning, intergroup relations and input into the planning process are facilitated through open dialogue* (Items 7b-7d): Half of the survey respondents (49%) believed that the District facilitate dialogue about improving learning for all students, as well as dialogue about improving intergroup relations among employees and allowing input into the planning process. However, over one-third of the respondents were uncertain about this theme (35% on average).

   Interpretation: These results suggest that generally employees at the District 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 cause breakdown of intergroup relations among employees, as well as create bias or lack of implementation of the planning process. The lack of opportunities to dialogue in these areas could impede employee performance and ultimately student success (Smith, 2009).

3. *Individuals are valued and respected, and if discriminated against, know where to seek help* (Items 7e-7h): The majority of survey respondents (73% on average) felt that they were valued and treated with respect and if discriminated against, knew where to seek help at the District.

   Interpretation: These results suggest that District Office employees who responded to the survey believe that they are respected and an important part of the organization. The positive perception in turn should contribute to a positive climate and successful job performance (Smith, 2009).

4. *An awareness of inclusiveness and appreciating differences is noted* (Items 8a-8f): Over half of the survey respondents (65% on average) reported that they never hear insensitive or disparaging comments toward people with diverse characteristics (i.e., age, disability, ethnicity, sex, religious beliefs or sexual orientation). Over one quarter of the respondents (28%) reported they seldom hear these types of comments and another 11% reported that they sometimes do.

   Interpretation: These results suggest that while diversity appreciation and acceptance of differences may be prevalent throughout the District Office, there may be some issues or pockets within the organization where this is not the case This has the potential to prevent full engagement of cultural competency and a culturally sensitive environment.

5. *Individuals feel a sense of belonging to the District* (Items 8g-8l): A large majority of survey respondents (89% on average) felt a sense of belonging to the District as a result of feeling included in District activities regardless of age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation.

   Interpretation: These results suggest that surveyed employees at the District feel a common bond with their colleagues and engage in District activities which embrace social-cultural differences.

6. *Overall, intergroup relations contribute to a positive cultural climate* (item 7i): More than half of the survey respondents (67% on average) believed that the intergroup relations among students, faculty, staff and administrators contribute to a positive climate. However, there were a fair number of respondents who were uncertain or neutral (26% on average).

   Interpretation: These results suggest that the District 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 the District.

7. *Overall, employees are prepared by the District for realities of today's diverse society* (item 7j): More than half of the survey respondents (62% on average) believed that the District educates all employees for the realities of today's increasingly diverse society and global community while nearly one quarter of the respondents were uncertain (23% on average).

   Interpretation: These results suggest that the District may not be placing an emphasis in this area and may in fact rely on each individual employee to take responsibility for their own development in this area.

Institutional Viability and Vitality - This domain employs a holistic perspective whereby diversity is integral to institutional systems and structures, including mission, culture, leadership, and key processes. In particular, it shows 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 District mission* (items 9a & 9k): The majority of survey respondents (64%) believed that diversity was central to the District's mission. Moreover, they believed that mandatory diversity training for all employees would benefit the District. However, approximately one-quarter of the respondents (23%) were uncertain which suggests that training in this area is needed but not a central focus for the District.

   Interpretation: None

2. *Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair* (Items 9b-9f): Over half of the survey respondents (63% on average) felt that the District leadership supported diversity, promoted a positive climate, and implemented policies, practices and procedures that were equitable and fair. However, there were a fair number of respondents that were neutral or uncertain (28% on average).

   Interpretation: These results suggest that while diversity and a positive climate are generally important to employees, it is the policies, practices and procedures that enact this. The high degree of neutrality may indicate that employees are unclear as to how the policies and practices promote cultural competency or that employees do not see that the existing policies and practices contribute to this.

3. *Communication regarding diversity efforts is shared across the District* (Items 9g-9h): More than half of the survey respondents (60%) felt that communication regarding diversity efforts was shared across the District. However, nearly one-third of the survey respondents were uncertain about the District facilitating effective communication regarding diversity efforts (30%).

   Interpretation: These results suggest that the District has communication mechanisms to inform employees about diversity-related programs and activities but that it might not be as widespread as it could be.

4. *Building capacity for diversity is continually supported* (items 9i-9j): The theme of building capacity for diversity showed varied results and included diversity related activities as well as seeking funds that support diversity

programs. Not quite half of survey respondents (45%) believed that there were adequate opportunities to engage in diversity-related initiatives or activities, while 44% were unsure.

Interpretation: These results indicate that the District may support diversity-related activities or initiatives for employees to engage in, however, not all employees are aware or participate in these activities.

5. *Overall, diversity is considered integral to the infrastructure* (item 9l): The majority of survey respondents (70% on average) believed that diversity was considered integral to the infrastructure and daily practices of the District. However, nearly one-quarter (23% on average) of the survey respondents was neutral or uncertain about this statement.

Interpretation: These results suggest that diversity is perhaps interwoven into the fabric of the District's policies, practices and procedures but that these are not fully enacted.

References

Loden, M. & Rosener, J. B. (1991). *Workforce America: Managing employee diversity as a vital resource*. Homewood, IL: Business One Irwin.

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

District 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 the **District office**. 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. What is your primary employment type?
      a) Classified Contract
      b) Classified Hourly
      c) Manager
      d) 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
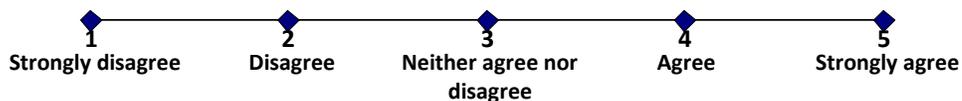
Access and Success

   6a. I believe the District office actively recruits diverse employees.
   6b. The District office provides all employees adequate opportunities for continued professional training and development.
   6c. I believe job performance is evaluated fairly at the District.
   6d. I believe excellence in job performance is recognized fairly at the District.
   6e. There are equal opportunities for professional advancement and promotion at the District.
   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 at the District.

6h. I have adequate opportunities to participate in the shared governance process.

6i. In my opinion, the District office encourages personal, cultural, and intellectual development in all students.

6j. Overall, the District office focuses on efforts aimed at success of all students.

6k. Overall, the District office focuses on supporting all employees so that they are successful in their jobs.

Climate and Intergroup Relations

7a. The communications at the District (e.g., newsletters, emails and flyers) reflect a culturally sensitive climate in which differences are respected.

7b. The District office facilitates an ongoing dialogue about improving learning for all students.

7c. The District office facilitates an ongoing dialogue about improving intergroup relations among all employees.

7d. The District's planning process offers opportunities for input by all district employees.

7e. I believe I am valued at the District.

7f. I am treated with respect at the District.

7g. If I am discriminated against, I know where to seek help at the District.

7h. In my opinion, most employees respect other employees' viewpoints that are different from their own.

7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive cultural climate at the District Office.

7j. Overall, the District educates all employees for the realities of today's increasingly diverse society and global community.

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 District office activities because of my **age**.

8h. I feel excluded from District office activities because of my **disability**.

8i. I feel excluded from District office activities because of my **ethnicity**.

8j. I feel excluded from District office activities because of my **sex**.

8k. I feel excluded from District office activities because of my **religious/spiritual beliefs**.

8l. I feel excluded from District office 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
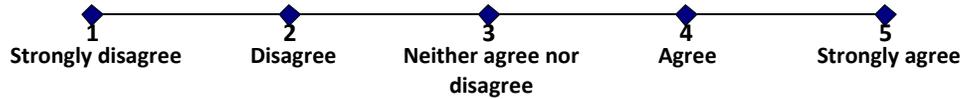
Institutional Viability and Vitality

9a. In my opinion, diversity is central to the District's mission.
9b. Administrators actively support the practice of equity for all and cultural competency building.
9c. I believe the District leaders take initiative in promoting a positive workplace environment.
9d. Policies and practices of the District clearly demonstrate commitment to equity.
9e. When discrimination toward a person occurs, the District has a procedure for responding immediately.
9f. I am confident that the procedures for resolving grievances at the District are fair.
9g. The District facilitates effective communication regarding diversity efforts.
9h. I am informed about diversity-related programs and activities on a regular basis by the District.
9i. There are adequate opportunities at the District for me to engage in diversity-related initiatives or activities.
9j. The District actively pursues external funds and grants to support new or existing diversity programs.
9k. I believe that mandatory diversity training for all employees would benefit the District.
9l. Overall, diversity is considered integral to the infrastructure (i.e., mission, leadership, and key processes) and daily practices of the District.

Comments:
Please record your comments on the right side of the response form.

51. Please comment on one area of cultural climate you believe the District office supports very well.

52. Please comment on one area of cultural climate you believe the District office needs to improve.

Thank you for taking the survey!

APPENDIX B
Item Analysis

1. What is your primary employment type?	Count	Percent
Classified Contract	132	61%
Classified Hourly	13	6%
Manager	25	11%
Supervisor	48	22%
Total	218	100%

2. How long have you been employed at this college/worksite?	Count	Percent
1 year or less	35	16%
2-6 years	70	32%
7-10 years	28	13%
11 or more years	85	39%
Total	218	100%

3. What is your gender?	Count	Percent
Female	124	57%
Male	93	43%
Total	217	100%

4. What is your ethnicity?	Count	Percent
African American/Black Non-Hispanic	16	7%
American Indian/Alaskan Native	4	2%
Asian/Pacific Islander	23	11%
Filipino	22	10%
Hispanic/Latino	32	15%
White Non-Hispanic	110	51%
Other Non-White	7	3%
Total	214	100%

5. Which is your age group?	Count	Percent
Under 20	0	0%
20-30	16	7%
31-40	46	21%
41-50	47	22%
Over 50	109	50%
Total	218	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 the District office actively recruits diverse employees.	4	11	41	79	65	3.95	200
	2%	6%	21%	40%	33%		100%
6b. This District office provides employees adequate opportunities for continued professional training and development.	15	28	36	65	58	3.61	202
	7%	14%	18%	32%	29%		100%
6c. I believe job performance is evaluated fairly at the District.	12	28	75	61	27	3.31	203
	6%	14%	37%	30%	13%		100%
6d. I believe excellence in job performance is recognized fairly at the District.	17	41	64	55	22	3.12	199
	9%	21%	32%	28%	11%		100%
6e. There are equal opportunities for professional advancement and promotion at the District.	16	39	51	68	29	3.27	203
	8%	19%	25%	33%	14%		100%
6f. I am given sufficient resources to succeed in my job.	5	19	43	96	40	3.72	203
	2%	9%	21%	47%	20%		100%
6g. If I have a job-related problem, I know I can get sufficient support at the District.	12	15	44	89	39	3.64	199
	6%	8%	22%	45%	20%		100%
6h. I have adequate opportunities to participate in the shared governance process.	12	29	72	61	24	3.28	198
	6%	15%	36%	31%	12%		100%
6i. In my opinion, the District office encourages personal, cultural, and intellectual development in all students.	2	6	61	73	56	3.88	198
	1%	3%	31%	37%	28%		100%
6j. Overall, the District office focuses on efforts aimed at the success of all students.	2	8	28	94	66	4.08	198
	1%	4%	14%	47%	33%		100%
6k. Overall, the District office focuses on supporting all employees so they are successful in their jobs	11	21	50	87	33	3.54	202
	5%	10%	25%	43%	16%		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 communications at the District office reflect a culturally sensitive climate in which differences are respected.	2	5	32	106	49	4.01	194
	1%	3%	16%	55%	25%		100%
7b. The District office facilitates an ongoing dialogue about improving learning for all students.	3	5	57	85	44	3.84	194
	2%	3%	29%	44%	23%		100%
7c. The District office facilitates an ongoing dialogue about improving intergroup relations among all employees.	11	28	68	61	25	3.32	193
	6%	15%	35%	32%	13%		100%
7d. The District's planning process offers opportunities for input by all District employees.	10	36	80	46	23	3.18	195
	5%	18%	41%	24%	12%		100%
7e. I believe I am valued at the District office.	12	11	41	84	47	3.73	195
	6%	6%	21%	43%	24%		100%
7f. I am treated with respect at the District office.	7	12	25	93	59	3.94	196
	4%	6%	13%	47%	30%		100%
7g. If I am discriminated against, I know where to seek help at the District office.	4	7	22	100	60	4.06	193
	2%	4%	11%	52%	31%		100%
7h. In my opinion, most employees respect other employees' viewpoints that are different from their own.	3	14	50	96	31	3.71	194
	2%	7%	26%	49%	16%		100%
7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive climate.	5	8	55	91	35	3.74	194
	3%	4%	28%	47%	18%		100%
7j. Overall, the District office educates employees for the realities of today's increasingly diverse society and global community.	6	24	50	84	30	3.56	194
	3%	12%	26%	43%	15%		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).	88	60	42	4	0	4.20	194
	45%	31%	22%	2%	0%		100%
8b. I hear insensitive or disparaging comments about people based on their disability (reverse score).	131	41	17	3	1	4.54	193
	68%	21%	9%	2%	1%		100%
8c. I hear insensitive or disparaging comments about people based on their ethnicity (reverse score).	112	50	23	6	1	4.39	192
	58%	26%	12%	3%	1%		100%
8d. I hear insensitive or disparaging comments about people based on their sex (reverse score).	105	60	23	2	1	4.39	191
	55%	31%	12%	1%	1%		100%
8e. I hear insensitive or disparaging comments about people based on their religious/spiritual beliefs (reverse score).	130	40	18	2	1	4.55	191
	68%	21%	9%	1%	1%		100%
8f. I hear insensitive or disparaging comments about people based on their sexual orientation (reverse score).	121	44	22	3	2	4.45	192
	63%	23%	11%	2%	1%		100%
8g. I feel excluded from District office activities because of my age (reverse score).	154	18	11	2	3	4.69	188
	82%	10%	6%	1%	2%		100%
8h. I feel excluded from District office activities because of my disability (reverse score).	164	9	7	0	2	4.83	182
	90%	5%	4%	0%	1%		100%
8i. I feel excluded from District office activities because of my ethnicity (reverse score).	157	14	13	1	4	4.69	189
	83%	7%	7%	1%	2%		100%
8j. I feel excluded from District office activities because of my sex (reverse score).	162	15	8	1	2	4.78	188
	86%	8%	4%	1%	1%		100%
8k. I feel excluded from District office activities because of my religious/spiritual beliefs (reverse score).	166	12	9	1	1	4.80	189
	88%	6%	5%	1%	1%		100%
8l. I feel excluded from District office activities because of my sexual orientation (reverse score).	171	10	6	0	2	4.84	189
	90%	5%	3%	0%	1%		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**
9a. In my opinion, diversity is central to the District's mission.	2	11	47	88	37	3.79	185
	1%	6%	25%	48%	20%		100%
9b. Administrators in the District actively support the practice of equity for all and cultural competency building.	7	15	58	75	30	3.57	185
	4%	8%	31%	41%	16%		100%
9c. I believe the District leaders take initiative in promoting a positive workplace climate.	8	11	46	90	30	3.66	185
	4%	6%	25%	49%	16%		100%
9d. Policies and practices of the District clearly demonstrate commitment to equity.	6	7	50	82	38	3.76	183
	3%	4%	27%	45%	21%		100%
9e. When discrimination toward a person occurs, the District has a procedure for responding immediately.	2	6	44	93	39	3.88	184
	1%	3%	24%	51%	21%		100%
9f. I am confident that the procedures for resolving grievances at the District are fair	8	10	62	69	32	3.59	181
	4%	6%	34%	38%	18%		100%
9g. The District office facilitates effective communication regarding diversity efforts.	2	12	54	85	31	3.71	184
	1%	7%	29%	46%	17%		100%
9h. I am informed about diversity-related programs and activities on a regular basis by the District office.	7	17	55	72	31	3.57	182
	4%	9%	30%	40%	17%		100%
9i. There are adequate opportunities at the District office for me to engage in diversity-related initiatives or activities.	8	19	64	65	25	3.44	181
	4%	10%	35%	36%	14%		100%
9j. The District actively pursues external funds and grants to support new or existing diversity programs.	6	9	97	54	17	3.37	183
	3%	5%	53%	30%	9%		100%
9k. I believe that mandatory diversity training for all employees would benefit the District.	10	25	40	70	41	3.58	186
	5%	13%	22%	38%	22%		100%
9l. Overall, diversity is considered integral to the infrastructure and daily practices of the District office.	4	9	43	87	41	3.83	184
	2%	5%	23%	47%	22%		100%

APPENDIX C
Verbatim Comments

Q1. Please comment on one area of cultural climate you believe the District supports very well.

1) Students
2) I've not been employed long enough to comment in this area.
3) The District offices support respect in a positive climate.
4) diversity in hiring
5) hires all type of culturally different people.
6) we are all equals.
7) Compared to other institutions I've been employed at, the campuses and the district more actively communicate with its employees on issues of diversity and more actively promote campus and district cultural activities, which seem to contribute to a positive cultural climate at our district.
8) I believe that the district supports diversity in the hiring process very well.
9) Focus more on performance and less on who you are, your race, religion. The District is way too PC so we get marginal performers.
10) Hiring of people from a variety of ethnic backgrounds.
11) Disabilities
12) No comment
13) n/a
14) Communications and making people aware that diversity is an important part of the District and it's mission.
15) I don't think there is one
16) Recognition of it's divesity.
17) The District cultural climate is saturated with commitment to diversity.
18) The District is supportive of cultural activities throughout the District
19) No comment.
20) The district promotes cultural awareness through the three colleges and continuing education. The colleges + continuing education promotes seasonal cultural events throughout out the year. It also promotes culture awareness through community events like the "martin l. king parade", "aids walk" and cultural heritage awaressness month and others. These events are posted via email, on district website, flyers, radio and through the student newspapers and local newspaper. The district office supports in the area of cultural climate charites like "toys for tots"; marches like the "martin l. king parade" and others.
21) Support for student and faculty related issues
22) I think overall the district communicates it's goal very well.
23) Cultural competence in recruitment and hiring.
24) job interviews
25) The hiring of a diverse staff, faculty, and administrators
26) Always a variety of activities offered at the campuses celebrating diversity, such as cultural dance, music, food and art fairs.
27) No comment

28) culture awareness and sensitivity

29) Equal Opportunity Employment: The district includes a diversity question in every interview.

30) N/A

31) Diversity is well represented.

32) The staff is getting more diverse, reflecting the community in which we live.

33) NO COMMENT

34) N/A

35) District supports both male and female leadership opportunities.

36) I feel that each and every employee cares about themselves very much.

37) I believe that the District is very good at promoting multiculturalism via hiring practices.

38) All

39) The District's provides unilateral support for all students and staff.

40) There is a diverse population in the office I work at so I think the district does promote diversity in the workforce.

41) diversity among different culture groups at the work place.

42) it's fine the way it is

43) There is always the diversity question listed on hiring committee questions.

44) the pursuit of a diverse understanding in the District and the strong interest to hire people from all backgrounds and cultures.

45) I think they support persons with disabilities well.

46) The Chancellor's updates are balanced and frequently reference and celebrate diversity, both among students and staff.

47) Very diverse...ages, ethnicities and disabilities...a model for other employers to follow!!!

48) sexual orientation

49) when they put the christmas tree back in the lobby

50) No comments at this time.

51) I feel that the cultural climate of the District supports diversity in terms of supporting events for individuals with disabilities.

52) Diversity

53) n/a

54) none

55) Human Resources staff in general, does an excellent job.

56) Encouragement for multi-cultural celebrations.

57) I think that purchasing and I.T. are very diverse in their cultural climate.

58) Ethnic Diversity

59) I believe district promotes hiring of culturally diverse enthnicities

60) aaaa

61) It is clear for instance that same sex partners are covered by District insurance which demonstrates to me the District's commitment to one group but I honestly cannot say that I'm aware of any other examples of support for diversity except for the requirement that an EEO officer be part of every interview committee.

62) Except on HR issues (e.g. EEO training), I don't see the the District office involvement much at all. The efforts I see are all campus based - and the campuses seem to be doing a very good job.

63) No comment

Q2. Please comment on one area of cultural climate you believe the District needs to improve.

1) Educating the district staff on our student's cultural complexities and their impact on our work.
2) I've not been employed long enough to comment in this area.
3) There are few opportunities for internal promotion. The policy on once hired as an interim not being able to apply for the permanent position is counter to internal growth, succession planning and a culture of inclusivity. Considering the diversity throughout our district and in the community we serve, there is little to no training, activities or discussion on equity for students or employees.
4) education about mission, diversity, etc.
5) training, and information\
6) none
7) The district could improve by providing more opportunities to engage in diverse activities.
8) Focus more on performance and less on who you are, your race, religion. The District is way too PC so we get marginal performers.
9) Instead of/or in addition to annual "Christmas" party, have a culturally neutral event to recognize all employees.
10) Age
11) No comment
12) n/a
13) Trust between management levels, i.e. employees, supervisors, managers
14) All
15) I think the district office overly promotes diversity which makes it seem like we lack genuine appreciation for how diversity is all around us. The district is very diverse--that's a simple fact. We need to take our understanding and appreciation for diversity to new levels. For example, when I ask a job applicant about diversity, I want to know more than that they've worked in diverse jobs before--I want the successful candidate to demonstrate how they work with diversity in several areas of their lives.
16) Clearly define a course of action for new cultural ideas and opportunities.
17) No comment
18) n/a
19) Practice of tendencies and continued methods for decision making to the detriment of real change and outcome difference...same old story and results
20) I don't beleive any of the obviouse discriminatory classes are at issue. Dealing with individual personalities seemed to be what needs attention to the most.
21) Communication
22) Quit giving the minorities all the breaks for promotion and revamp the system to be more fair,i.e. Select the promotion panel from a different dept to chair the board, It's who you know not the BEST Qualified that gets promoted and you wonder why we have so many problems and disgruntled personnel.
23) universal participation in policy development

24) The hiring process

25) With so many different bargaining units, all with different agreements for tuition reimbursement, Step increase caps for education, step increases that reward both those excelling or just getting by the same...to me, that's not offering equity for educational and personal growth.

26) No comment

27) maybe the hiring of more diversity

28) None that I can think of

29) N/A

30) Office bullying is a practice which needs to seriously be addressed. It happens at the district in some departments where supervisors/managers bully their subordinates.

31) NO COMMENT

32) N/a

33) Adopt changes that may benefits the College not just it's always been the practice attitude.

34) No comment

35) Once hired, it would be better if there was ongoing training (even in the form of online training presentations).

36) None

37) none.

38) I think there is age discrimination in the District. I've seen people hired that were just out of high school with no experience over someone who held the job temporarily. The person who held the job temporarily was older too.

39) District needs to hold workshops on "what is discrimination" base on people's sexual orientation. Once a while I heard co-workers would joke around not even realized how hurtful their commons were toward gay groups. There were couple commons I heard during Prop 8 Family Act election period that was shocking (to me).

40) It's fine the way it is

41) Communication

42) We have no Classified Senate at the District Office.

43) There are few men and women of color in leadership positions within the District office. New new leadership hires or promotions reflect diversity (other than promotion and hiring of women). That suggests that there is not an active effort to recruit and hire leaders of color in ways that are likely to produce success.

44) no comment

45) Communication

46) Some offices of the district perpetuate jokes and negative comments about women.

47) For a period of time an employee was offering lunch break/ASL classes and the District really appeared to enjoy it and it encourage all employees to interact with our Deaf employees...

48) racial diversity

49) Acceptance of christianity instead of discriminating against it under the guise of 'separation of church and state'. So far that is the only religion that appears to fall in that category. All others fall under the cultural acceptance category.

50) I liked when the District had a fund such as AB1725. People of different diversities and cultures would come together to participate in different functions.

51) As a member of a minority group, I think that it would be beneficial for employees to attend a workshop on cultural competency to ensure that all District matters are handled with a high level of cultural sensitivity. Perhaps this workshop could be offered to employees as a flex opportunity in order to encourage attendance.

52) The District HR job descriptions need to be changed/improved based on the actual job performed by the employess now in order to qualify for a step increase. They are still using same job descriptions years ago that most of the jobs being done now are not recognized at all.

53) n/a

54) none

55) No area's that I can think of, at this time.

56) The policy that precludes interim administrators from applying for the permanent position when it is posted.

57) ***** is all Philipino, 100%, why is that? Sometimes that makes it very hard to communicate with them.

58) None

59) I am disappointed when I apply for job openings in other departments. It seems that the interview and selection process is just for formalities because the hirers have already set their minds in hiring someone within their circle who more often is already doing the job in acting capacity.

60) aaaa

61) I believe upper management needs training on how to support and appreciate staff members. Thank their staff members for their work, show some appreciation. I have experience situations where the Vice Chancellor will not even acknowledge the staff member by ignoring them or not even saying good morning and just walking by and turning head to the other side. It is sad to see the leader of an educational institution do not have the personal skill to make their staff members welcome and appreciated for their hard work.

62) If there are attempts being made to demonstrate support for a diverse environment and inclusion, they are not well known. They should be.

63) There is an attitude by some individuals at the District office when dealing with campuses that comes off as authoritarian rather than supportive. District office employees too often have air of separateness or superiority when collegiality would create a better working relationship.

64) No comment