Mesa College
Cultural Climate
Survey Report

Fall 2011

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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.

The Findings

Respondent Profile

Of the 1,260 employees at Mesa who received the invitation to survey, 285 employees responded. This is a 23% response rate. Of those who responded, 29% were classified contract, 27% were contract classroom faculty, 19% were adjunct classroom faculty, 10% were contract non-classroom faculty, 6% were managers, 4% were supervisors, 3% were adjunct non-classroom faculty, and 2% were classified hourly. In regards to gender, 63% were female and 37% were male. More than half of the respondents were over 50 years old (59%), 22% were between ages 41 and 50, 15% were between ages 31 and 40, and 3% were between ages 20 and 30. Approximately two-thirds (63%) of the respondents were White Non-Hispanic, 15% were Hispanic/Latino, 8% were reported being Asian/Pacific Islander, a total of 10% were either African American/Black Non Hispanic or Filipino (5% each), 3% were Other Non-White , and 1% were American Indian/Alaskan Native. More than half of the respondents had been with the college 11 or more years (53%) and another one-quarter for 2-6 years (26%). Eighteen percent of the respondents reported being with Mesa for seven to ten years and 3% 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 faculty, staff, and student populations are recruited and retained (Items 6a, 6j, 6k):* A strong majority of respondents (71% on average) believed that diverse faculty, staff, and student populations are recruited and retained at Mesa. This is evidenced through active recruitment and the encouragement of personal, cultural, and intellectual student development. Approximately one-fifth (21% on average) of respondents neither agreed nor disagreed, and open-ended comments from the survey reflected this mixed sentiment. Some respondents commented that Mesa is doing an adequate job of recruiting and retaining diverse faculty, while others felt that the recruitment process should be conducted "regardless of diversity."

   Interpretation: In all, these results suggest that there is perceived support for diverse employee and student populations which allows for individuals at Mesa from various cultural 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.

2. *Recognition, evaluation, equal opportunities for advancement and support are provided for successful job performance (Items 6b-6h):* More than half of the respondents (53% on average) felt that Mesa 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, promotion, recognition and fair evaluation of job performance. The remainder of the respondents were either neutral (23% on average) or in disagreement (24% on average).

Interpretation: The survey item responses as well as the open-ended comments related to this theme suggest that respondents believe that employees could be better recognized, supported, and evaluated once hired. This could lead to a variety of challenges including low morale, poor job performance, high absenteeism, and decreased productivity. On the other hand, half of the employees surveyed felt supported, valued, and appreciated which ultimately could lead to high motivation, positive morale, effective job performance, low turnover, and high productivity (Loden & Rosener, 1991).

3. *Student diversity is supported through programs and services (Items 6l-6m)*: The strong majority of respondents (72% on average) agreed that Mesa supports its diverse student population's success through effective contributions from targeted programs for underrepresented students (e.g., EOPS, DSPS, STAR) and adequate consideration for the needs and interests of disabled students, while one fifth (20% on average) were neither in agreement nor disagreement. Equal mention was made of disabled students and the services available for their support in response to the two open-ended questions praising Mesa's support of disabled students as well as citing the need for improved awareness, access, and funding for these students.

   Interpretation: These results suggest that Mesa supports underrepresented student groups through specific programs (e.g., DSPS for disabled students), helping them to succeed in their educational endeavors. However, about one in five survey respondents were uncertain about this theme.

4. *Overall, the campus supports employees to be successful in their jobs (item 6i)*: In response to the overall item stating that Mesa College focuses on supporting all employees so they are successful in their jobs, perceptions were mixed as 49% agreed, 29% neither agreed nor disagreed, and 23% were in disagreement.

   Interpretation: These results suggest that room for improvement exists in the current support structures for employees in order to bring perceptions of employee support up to par with those regarding employee hiring and student support.

5. *Overall, the campus focuses on student success (item 6n)*: In response to the overall item stating that this campus focuses on efforts aimed at the success of all students, three-quarters of respondents (76%) were in agreement.

   Interpretation: The survey respondents' perception of Mesa as a student-centered institution committed to improving access and support for its

diverse student population is consistent with the findings for theme 3, items 6l and 6m.

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 shared and inclusive understanding of diversity within a welcoming campus climate. The results for the themes in this domain include:

1. *Communications reflect a culturally sensitive climate in which differences are respected (Items 7a-7b):* A strong majority of survey respondents (73% on average) believed that artifacts and communications on campus reflect a culturally sensitive climate in which differences are respected.

   Interpretation: The results of this theme suggest that the artifacts and communications at Mesa reflect an environment of cultural sensitivity and mutual respect. These artifacts and communications are not only reflective of the campus climate, but also contribute to building a shared understanding of diversity and facilitating dialogue that is both inclusive and differentiated by multiple perspectives (Kuh 7 Whitt, 1988).

2. *Improving student learning, intergroup relations and input on the planning process are facilitated through open dialogue (Items7c-7e):* Less than half of the survey respondents (48% on average) felt that dialogue about improving student learning, intergroup relations, and input on the planning process are facilitated on campus, while 29% were neutral and 22% disagreed.

   Interpretation: Open and collegial dialogue is of paramount importance, as seen in this statement issued by the accreditation commission: "An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution" (ACCJC, Introduction to the Accreditation Standards). A college community needs to "have the talk" before it can "walk the talk." The results for this theme regarding dialogue reflect varied perceptions on the part of survey respondents.

3. *Individuals are valued, respected, and if discriminated against, know where to seek help on campus (Items 7f-7h):* Almost two-thirds of survey respondents (64% on average) believed that they felt valued, treated with respect, and if discriminated against, knew where to seek help on campus, while approximately one fifth (21% on average) neither agreed nor disagreed.

   Interpretation: The results for this theme indicate that the building blocks of individual value and respect, which contribute to building harmonious intergroup relations and feeling like an important part of the organization, were perceived by the strong majority of respondents. The positive perception in turn should contribute to a positive climate and successful job performance (Smith, 2009).

4. *Overall, intergroup relations contribute to a positive campus climate (item 7i)*: The majority of survey respondents (63%) felt that intergroup relations among students, faculty, staff, and administrators at Mesa contribute to a positive campus climate, while almost one-quarter (24%) neither agreed nor disagreed. Comments offered in response to the open-ended survey questions generally indicated a high level of satisfaction with intergroup relations on campus.

   Interpretation: These results suggest that Mesa College is indeed "strengthened by diversity", as stated in the College's mission statement, which contributes to a positive climate for all employees and students.

5. *An awareness of inclusiveness and appreciating differences is noted (Items 8a-8f)*: Over three-quarters of survey respondents (76% on average) never or seldom heard insensitive or disparaging remarks about people based on age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation, with 18% sometimes hearing such remarks.

   Interpretation: These results suggest that diversity differences are highly valued among the surveyed employees at Mesa.

6. *Individuals feel a sense of belonging to the campus (Items 8g-8l):* Over three-fourths of the survey respondents (77% on average) felt a sense of belonging to Mesa as a result of feeling included in campus activities regardless of age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation.

   Interpretation: These results indicate a high level of inclusion among most campus employees at Mesa who engage in campus activities which embrace social-cultural differences.

Education and Scholarship-This domain involves educating all students and employees for the realities of today's increasingly diverse society and global community. In particular, 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. *Diverse perspectives are respected (Items 9a-9b):* The majority of survey respondents (56% on average) believed that diverse perspectives are respected as evidenced through having employees/instructors respect other employees' or students' viewpoints that are different from their own. However, a substantial proportion (30% on average) neither agreed nor disagreed with this theme.

   Interpretation: These results suggest that among the surveyed employees, there is a perception that students and/or other employees can feel comfortable expressing their cultural viewpoints without feeling disrespected.

2. *Student appreciation of diversity is enhanced by student life and identity-based organizations (Items 9c-9d):* Over two-thirds of the survey

respondents (67% on average) felt that student life enhances student appreciation of diversity and identity-based student clubs and organizations are supported by the campus, while a substantial proportion (30% on average) neither agreed nor disagreed.

Interpretation: These results reflect how student life at Mesa has been reinvigorated in recent years due to strong leadership from the Student Services Leadership Team and Associated Student Government, with record-breaking turnouts at student government elections and increased student involvement in clubs, organizations, and activities.

3. *Learning environments are designed to promote multiple ways of learning and student diversity appreciation is promoted through teaching and curriculum (Items 9e-9i):* Half of survey respondents (50% on average) believed and over one-third (36% on average) neither agreed nor disagreed that learning environments at Mesa are designed to promote multiple ways of learning and teaching, with curriculum and instruction enhancing student appreciation of diversity.

Interpretation: The results of this survey theme suggest that learning environments and curriculum and instruction at Mesa contribute to diverse ways of learning and enhance student appreciation of diversity.

4. *Academic freedom is supported by the campus (Item 9j):* The strong majority of survey respondents (70%) agreed that Mesa supports academic freedom.

Interpretation: This result suggests that Mesa encourages academic freedom among its faculty, staff, administrators, and students and indeed supports each group to pursue their own course of action with limited restrictions when it comes to academics.

5. *Overall, students are educated for the realities of today's increasingly diverse society (item 9k):* Almost two-thirds of the survey respondents (64%) agreed that Mesa educates all students for the realities of today's increasingly diverse society and global economy, while almost one-fourth (23%) neither agreed nor disagreed.

Interpretation: The inclusion of Global Awareness as one of Mesa's six institutional SLOs is a testament to the fact that cultural competency is an essential skill set for operating in today's increasingly diverse society and global economy, and results for this theme suggest that respondents believe that Mesa is preparing its student population well in this regard. However, more than one-fourth of the survey respondents were not sure about this statement.

Institutional Viability and Vitality-This domain employs a holistic approach 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 campus's mission (Items 10a & 10k):* The majority of survey respondents (56% on average) felt that diversity and equity are central to this campus's mission, while 24% neither agreed nor disagreed and 21% disagreed. Substantially fewer respondents agreed with the portion of the theme regarding mandatory diversity training for all employees. However, mandatory Equal Employment Opportunity (EEO) diversity training is currently required of all college and District employees who wish to serve on screening committees.

   Interpretation: The college's mission may need to be shared more broadly and actions may need to be more clearly linked to diversity and equity.

2. *Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair (Items 10b-10f):* The majority of the respondents (62% on average) believed that Mesa's leadership promotes diversity and a positive campus climate through policies, practices, and procedures that are equitable and fair, while approximately one-quarter (26%) neither agreed nor disagreed.

   Interpretation: These results suggest that the College leadership effectively uses policies, procedures, and practices as a vehicle for promoting diversity and a positive climate. The moderate degree of uncertainty 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 effort is shared across the campus (Items 10g-10h):* Almost two-thirds of survey respondents (64% on average) felt that communication regarding diversity efforts is shared across the campus, while one-quarter (25% average) neither agreed nor disagreed.

   Interpretation: Campus-wide communication regarding diversity efforts is largely facilitated through the Mesa Diversity Committee website. These results suggest that Mesa may have communication mechanisms in place to inform personnel about diversity-related programs and activities but that it may not be as widespread as it could be.

4. *Building capacity for diversity is continually supported (Items 10i-10j):* Less than half of survey respondents (48% average) agreed and 40% neither agreed nor disagreed that the campus is continually building its capacity for diversity through offering adequate opportunities to engage in diversity-related initiatives or activities and actively pursuing external funds and grants to support new or existing diversity programs.

Substantially greater uncertainty was seen among survey respondents with regard to the pursuit of external funds and grants.

Interpretation: These results suggest that, while Mesa may host a large number of diversity-related activities or initiatives for employees to engage in, not all employees are aware of or participate in these activities.

5. *Overall, diversity is considered integral to the infrastructure of the campus (item 10l):* Approximately two-thirds of the survey respondents (67%) agreed that diversity is considered integral to the infrastructure and daily practices of Mesa, while slightly over one-fifth (22%) neither agreed nor disagreed.

Interpretation: These results suggest that diversity is interwoven into the daily fabric of Mesa's policies, practices, and procedures. In all, this outcome is consistent with the overall findings of the themes discussed in this survey, which suggest that respondents generally perceived that Mesa takes a holistic approach to diversity, "framing diversity in terms of how the institution's mission and goals can be improved through the lens of different groups or issues" (Smith, 2009, p. 63).

References

Kuh, G. D. & Whitt, E. J. (1988). *The invisible tapestry: Culture in American colleges and universities.* Washington, D.C.: Association for the Study of Higher Education.

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

Mesa College 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 **Mesa College**. 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. Which is your primary employment type?
>   a) Adjunct Faculty – Classroom
>   b) Adjunct Faculty – Non-classroom
>   c) Classified Contract
>   d) Classified Hourly
>   e) Contract Faculty – Classroom
>   f) Contract Faculty – Non-classroom
>   g) Manager
>   h) 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 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.

6e. There are equal opportunities for professional advancement and promotion 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 shared governance process at my campus.

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 and DSPS) effectively contribute to student 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.

Climate and Intergroup Relations

7a. The artifacts on campus (e.g., student work including: 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.

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.

7g. 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.

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
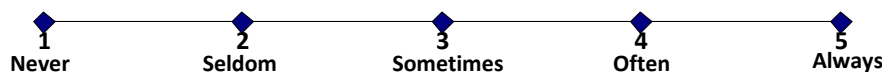
8a. I hear insensitive or disparaging comments about people based on their **age**.

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 campus activities because of my **age**.

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

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

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

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

8l. I feel excluded from campus 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

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

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. Assessment at this campus accommodates a variety of student learning styles.

9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.

9i. Diversity topics are integrated throughout all courses.

9j. I believe this campus supports academic freedom.

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

Institutional Viability and Vitality

10a. In my opinion, diversity is central to this campus's mission.

10b. Administrators actively support the practice of equity for all and cultural competency building.

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.

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.

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.

Comments

11. Please comment on one area of cultural climate you believe this campus supports very well.

12. Please comment on one area of cultural climate you believe this campus needs to improve.

APPENDIX B
Item Analysis

1. Which is your primary employment type?		
	Count	Percent
Adjunct Faculty-Classroom	53	19%
Adjunct Faculty-Non-classroom	9	3%
Classified Contract	83	29%
Classified Hourly	5	2%
Contract Faculty-Classroom	77	27%
Contract Faculty-Non-Classroom	27	10%
Manager	17	6%
Supervisor	11	4%
Total	282	100%

2. How long have you been employed at this college/worksite?		
	Count	Percent
1 year or less	8	3%
2-6 years	73	26%
7-10 years	51	18%
11 or more years	150	53%
Total	282	100%

3. What is your gender?		
	Count	Percent
Female	175	63%
Male	104	37%
Total	279	100%

4. What is your ethnicity?		
	Count	Percent
African American/Black Non-Hispanic	13	5%
American Indian/Alaskan Native	3	1%
Asian/Pacific Islander	23	8%
Filipino	14	5%
Hispanic/Latino	41	15%
White Non-Hispanic	172	63%
Other Non-White	9	3%
Total	275	100%

5. Which is your age group?		
	Count	Percent
Under 20	0	0%
20-30	9	3%
31-40	43	15%
41-50	62	22%
Over 50	164	59%
Total	278	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 this campus actively recruits a diverse faculty and staff.	8	21	50	116	83	3.88	278
	3%	8%	18%	42%	30%		100%
6b. This campus provides all employees adequate opportunities for continued professional training and development.	18	31	59	120	50	3.55	278
	6%	11%	21%	43%	18%		100%
6c. I believe job performance is evaluated fairly at this campus.	24	34	68	118	32	3.36	276
	9%	12%	25%	43%	12%		100%
6d. I believe excellence in job performance is recognized fairly at this campus.	29	57	76	87	26	3.09	275
	11%	21%	28%	32%	9%		100%
6e. There are equal opportunities for professional advancement and promotion at this campus.	31	44	77	89	35	3.19	276
	11%	16%	28%	32%	13%		100%
6f. I am given sufficient resources to succeed in my job.	27	65	57	106	22	3.11	277
	10%	23%	21%	38%	8%		100%
6g. If I have a job-related problem, I know I can get sufficient support on campus.	20	53	56	106	41	3.34	276
	7%	19%	20%	38%	15%		100%
6h. I have adequate opportunities to participate in the shared governance process at my campus.	9	26	55	120	61	3.73	271
	3%	10%	20%	44%	23%		100%
6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.	21	41	79	107	27	3.28	275
	8%	15%	29%	39%	10%		100%
6j. The campus actively recruits a diverse student population.	4	17	64	105	83	3.90	273
	1%	6%	23%	38%	30%		100%
6k. In my opinion, this campus encourages personal, cultural, and intellectual development in all students.	8	12	56	134	60	3.84	270
	3%	4%	21%	50%	22%		100%
6l. The targeted programs for underrepresented students at my campus (e.g., DSPS) effectively contribute to student success.	5	13	63	127	69	3.87	277
	2%	5%	23%	46%	25%		100%
6m. I believe that adequate consideration is given to the needs and interests of disabled students.	8	14	49	135	68	3.88	274
	3%	5%	18%	49%	25%		100%
6n. Overall, this campus focuses on efforts aimed at the success of all students.	8	13	45	146	66	3.90	278
	3%	5%	16%	53%	24%		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 artifacts on campus reflect a culturally sensitive climate in which differences are respected.	4	18	52	127	70	3.89	271
	1%	7%	19%	47%	26%		100%
7b. The communications on campus reflect a culturally sensitive climate in which differences are respected.	5	15	55	137	59	3.85	271
	2%	6%	20%	51%	22%		100%
7c. The campus facilitates an ongoing dialogue about improving learning for all students.	8	23	55	140	44	3.70	270
	3%	9%	20%	52%	16%		100%
7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.	26	47	106	74	17	3.03	270
	10%	17%	39%	27%	6%		100%
7e. The campus's planning process offers opportunities for input by all campus employees.	24	54	75	92	24	3.14	269
	9%	20%	28%	34%	9%		100%
7f. I believe I am valued at this campus.	22	26	59	120	43	3.50	270
	8%	10%	22%	44%	16%		100%
7g. I am treated with respect at this campus.	13	20	56	122	59	3.72	270
	5%	7%	21%	45%	22%		100%
7h. If I am discriminated against, I know where to seek help on campus.	11	29	53	105	73	3.74	271
	4%	11%	20%	39%	27%		100%
7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate.	5	29	65	135	37	3.63	271
	2%	11%	24%	50%	14%		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).	112	82	59	13	4	4.06	270
	41%	30%	22%	5%	1%		100%
8b. I hear insensitive or disparaging comments about people based on their disability (reverse score).	137	85	36	8	3	4.28	269
	51%	32%	13%	3%	1%		100%
8c. I hear insensitive or disparaging comments about people based on their ethnicity (reverse score).	112	81	51	19	4	4.04	267
	42%	30%	19%	7%	1%		100%
8d. I hear insensitive or disparaging comments about people based on their sex (reverse score).	120	93	39	11	3	4.19	266
	45%	35%	15%	4%	1%		100%
8e. I hear insensitive or disparaging comments about people based on their religious/spiritual beliefs (reverse score).	121	82	51	11	3	4.15	268
	45%	31%	19%	4%	1%		100%
8f. I hear insensitive or disparaging comments about people based on their sexual orientation (reverse score).	112	90	50	10	7	4.08	269
	42%	33%	19%	4%	3%		100%
8g. I feel excluded from campus activities because of my age (reverse score).	190	42	27	5	2	4.55	266
	71%	16%	10%	2%	1%		100%
8h. I feel excluded from campus activities because of my disability (reverse score).	207	20	22	5	1	4.67	255
	81%	8%	9%	2%	0%		100%
8i. I feel excluded from campus activities because of my ethnicity (reverse score).	197	30	31	4	4	4.55	266
	74%	11%	12%	2%	2%		100%
8j. I feel excluded from campus activities because of my sex (reverse score).	209	36	17	3	2	4.67	267
	78%	13%	6%	1%	1%		100%
8k. I feel excluded from campus activities because of my religious/spiritual beliefs (reverse score).	204	35	19	5	2	4.64	265
	77%	13%	7%	2%	1%		100%
8l. I feel excluded from campus activities because of my sexual orientation (reverse score).	218	27	16	3	0	4.74	264
	83%	10%	6%	1%	0%		100%

Education and Scholarship 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, most employees respect other employees' viewpoints that are different from their own.	9	40	72	126	22	3.42	269
	3%	15%	27%	47%	8%		100%
9b. Most instructors respect student viewpoints that are different from their own.	8	20	89	126	25	3.52	268
	3%	7%	33%	47%	9%		100%
9c. Student life at this campus, i.e., student clubs, organizations, and activities, enhances student appreciation of diversity.	3	9	62	139	55	3.87	268
	1%	3%	23%	52%	21%		100%
9d. Identity-based student clubs and organizations are adequately supported by this campus.	2	6	97	112	52	3.77	269
	1%	2%	36%	42%	19%		100%
9e. Curriculum and instruction at this campus enhance student appreciation of diversity.	9	17	81	129	32	3.59	268
	3%	6%	30%	48%	12%		100%
9f. Instruction at this campus accommodates a variety of student learning styles.	7	24	71	120	43	3.63	265
	3%	9%	27%	45%	16%		100%
9g. Assessment at this campus accommodates a variety of student learning styles.	17	23	83	108	34	3.45	265
	6%	9%	31%	41%	13%		100%
9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.	12	27	106	92	29	3.37	266
	5%	10%	40%	35%	11%		100%
9i. Diversity topics are integrated throughout all courses.	15	30	137	67	16	3.15	265
	6%	11%	52%	25%	6%		100%
9j. I believe this campus supports academic freedom.	8	21	52	133	54	3.76	268
	3%	8%	19%	50%	20%		100%
9k. Overall, this campus educates all students for the realities of today's increasingly diverse society and global community.	15	19	61	134	38	3.60	267
	6%	7%	23%	50%	14%		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**
10a. In my opinion, diversity is central to this campus's mission.	15	18	61	108	64	3.71	266
	6%	7%	23%	41%	24%		100%
10b. Administrators actively support the practice of equity for all and cultural competency building.	14	25	72	110	44	3.55	265
	5%	9%	27%	42%	17%		100%
10c. I believe the campus leaders take initiative in promoting a positive campus climate.	14	19	48	135	49	3.70	265
	5%	7%	18%	51%	18%		100%
10d. Policies and practices of this campus clearly demonstrate commitment to equity.	11	23	58	128	42	3.64	262
	4%	9%	22%	49%	16%		100%
10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.	7	7	80	116	56	3.78	266
	3%	3%	30%	44%	21%		100%
10f. I am confident that the procedures for resolving grievances at this campus are fair.	10	23	88	100	44	3.55	265
	4%	9%	33%	38%	17%		100%
10g. The campus facilitates effective communication regarding diversity efforts.	10	18	75	124	35	3.60	262
	4%	7%	29%	47%	13%		100%
10h. I am informed about diversity-related programs and activities on a regular basis.	7	20	59	125	53	3.75	264
	3%	8%	22%	47%	20%		100%
10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.	5	15	70	116	57	3.78	263
	2%	6%	27%	44%	22%		100%
10j. This campus actively pursues external funds and grants to support new or existing diversity programs.	15	25	141	65	17	3.17	263
	6%	10%	54%	25%	6%		100%
10k. I believe that mandatory diversity training for all employees would benefit this campus.	34	43	65	76	47	3.22	265
	13%	16%	25%	29%	18%		100%
10l. Overall, diversity is considered integral to the infrastructure and daily practices of this campus.	12	16	59	135	43	3.68	265
	5%	6%	22%	51%	16%		100%

APPENDIX C
Verbatim Comments

Q1. Please comment on one area of cultural climate you believe Mesa College supports very well.

1) I feel the campus does promote awareness and the idea of diversity for the students. However, when it comes to faculty (contract or adjunct) and staff, there is no real issue.
2) Promoting all cultures other than non-hispanic whites.
3) Student Diversity through the support of the varied clubs on campus. The support of the student newpaper is another example.
4) The support provided to students by Student Affairs, including Health Services, in addressing discrimination (e.g. - in the classroom).
5) Student affairs in their support of Clubs
6) Ethnic diversity is well represented at Mesa College.
7) Student awareness
8) This campus supports public activities that highlight the different cultural groups on campus
9) Great work from the ASG and its attendant administrative functions. The students are leading the way.
10) The campus supports films and events that engage students in conversation about diversity. That is good. The faculty don't attend. Make the faculty use some of their flex hours on diversity training and designate some of the films and events as "diverity training". You've got it all here--you need to use what you already have. When our current students grow up and become faculty and we grow old and retire, we will have a campus that embraces diverity. Until then, you will have to obliterate the union entitlement before anything changes with respect to embracing diversity.
11) I have never been to any college campus where the international students have been so involved in student government.
12) This campus supports ANYTHING that is anti white exetremly well.
13) African American and Chicano students have programs to help support them.
14) The Humanities Institute seems to be funded fairly.
15) Celebration of differences among its campus community.
16) The Native American population with Native American week.
17) Student clubs seem well supported & the Humanities Institute does a good job of promoting diversity
18) cultural events and guest speakers, presentations.
19) I believe this campus promotes the hearing of many voices that represent our local community.
20) Campus involvement in the MLK Parade and establishment of the Rosa Parks bus stop. Tents of Tolerance.
21) There are many diversity events and initiatives. Diversity is well-supported.
22) Student equity in accommodations and access.
23) I think gay students feel quite confortable here.
24) Equal opportunity
25) A ***** does the talking and not listening during the meeting. ***** said God gave us one mouth and two during staff meeting. when we see ***** around we remember the saying

"Hear no evil, Say no evil, See no evil" this is the employee cultural climate during the meeting we sit and say NOTHING like kindergarten kids. Only one does the talking it is the *****. In ***** office when students needs help ***** put ***** hands to say STOP i CAN'T BE DISTURB. No accommodation to help student, ***** need attitude customer service friendly, as a ***** student should be heard like a Nordstrom service. ***** can't multi think of the urgent question of student. ***** is working in OTHER PLANET ***** doesn't exist in the building mentally, ***** can't be asked question, a controlled *****. As if we owe ***** for working here. What a snub. ***** boss thinks highly of *****, we wonder WHY? Subordinates/same level position thinks just the opposite of ***** boss. Hope ***** finds another job. ***** is an ambitious from ***** position. ***** tried applying before not yet time to change job. Probably better applicant got the job. Very ambitious, this is fine for us, we feel ***** should work in OTHER PLANET where ***** belongs, ***** thinks highly of *****self, all the materials ***** around ***** body, ***** needs to impress others, ***** needs to look at *****self in the mirror mirror on the wall who is the fairest of them all. ***** prefers to work extra with management **** for resume building and no time to listen to ***** subordinate and student. We are serving student the ones that gives us salary not the management *****, a brown nose to get higher position (*****, etc) for *****self. ***** present position use as a bridge, ***** likes assignment outside ***** job, be present in all meetings. To be seen and be popular. Forget listening to ***** staff. We express our frustration to ourselves. An *****,***** report to work in the ***** 10 minutes to***** doesn't help in ***** when there is line, ***** is busy doing ***** homework, personal phone, entertaining ***** friend, help *****self *****. ***** got it made. so comfortable, what is the remedy to a demoralizing behavior, another clerk or ***** should take over and ***** should work in the ***** with the *****, a place where ***** earnes honest money at all times like the rest of ***** office mate, I hope. ***** jobsite gives ***** all the time to be on the phone, internet, eat and study and do not stand up to help ***** at time two staff are out and one staff left, ***** is not considered to help out, *****. Most of the time ***** prefers to work inside their office and not work in the ***** space and so ***** can be late, take long break...... ***** got everything ***** could think of on ***** own. Result of this ***** doesn't care.

26) Student clubs, employment
27) Allowing liberal expression.
28) Shared Goverance
29) The campus supports a variety of diversity activities and initiatives given the limited availability of resources.
30) I think this college is a champion of diversity and is inclusive of all groups. Our past president and the college have received awards for diversity.
31) No areas are supported very well, however I find more sensitivity towards sexual preference than I do towards older faculty women or dsps students.
32) Still offers sabbaticals to contract faculty. There also used to be funding for some activities (conferences, professional development, etc.)

33) From my perspective, our campus deals with disabilities very well with positive and easily accessible resources.

34) Aesthetics, Publications & support services

35) N/A

36) All students, regardless of creed, color, ethnicity are encouraged to use the cafeteria area to express their beliefs and opinions.

37) Students are treated equally.

38) This campus is very good in supporting diverse clubs for students to join.

39) EHTNIC DIVERSITY AND GAY ISSUES.

40) In the hiring process

41) Annual Multicultural fair

42) Euro and African centered activities.

43) Information regarding events via e-mails and signage

44) Respect for diversity is one of the best conditions on the Mesa College campus.

45) I think that the programs offered through Humanities Institute and student organizations are very good.

46) Mesa's Art Department provides art exhibits and guest lecturers that bring diversity to the campus in a meaningful way.

47) The campus does a good job of promoting culture awareness of different ethnicities.

48) The campus is welcoming to a wide variety of students.

49) Disabled student services are a priority.

50) Doing well across the board. DSPS and Deaf programs are stand outs.

51) Educating our students about the importance of valuing diversity.

52) I believe many of our efforts are focused on ethnic student leadership and we promote that through various activities and governance groups.

53) Student Clubs

54) Supports special events/guest speakers on various cultural topics

55) The campus is very good at recruiting and hiring diverse faculty.

56) NOT QUITE SURE.

57) Recognizing the hard work done by the various individuals is nicely done - I personally strive to do my best in all that I do and it feels good to know I am appreciated.

58) Black history and african art

59) Anything AFT wants to push

60) I believe that Latino students and culture are widely recognized.

61) Diversity is very well supported with various offerings for viewing as well as participation such as Martin Luther Kind parade, movies on ethnic topics, exhitibtst - especially the black African art works in the glass cases in the library

62) black, hispanic, asian communities

63) This campus supports the students with clubs, events and ASG.

64) The campus supports a wide variety of clubs and events that incorporate diversity.

65) I think recruiting a diverse student population is done well and supporting students by the broad range of clubs available and disciplines to study different cultures.

66) I believe the campus has good support of gay lesbian bisexual transgender orientation.

67) Generally, students are well supported in any goal they seek.

68) students are made to feel at ease

69) Disability Services.

70) none at this time

71) N/A

72) Ethnicity differences (except note in 12, below)

73) There is a wide variety of campus events centered on global cultural awareness.

74) The various cultural events hosted on campus throughout the year.

75) Minority success

76) Academic freedom, student success, professional development.

77) Awareness and celebration of diversity through public presentations

78) The area I see most often is the one of events celebrating various ethnic groups.

79) Basically, I don't think diversity is a problem in our district. I've never been among a more diverse population in my life. I never hear disparaging remarks. I think tolerance, acceptance, and mutual respect is practiced in all areas, with the exception of politics.

80) I have no comments, cultural climate is supported

81) I believe that the campus has a wide variety of activities designed to support and inform students about other cultures.

82) The method of performance evaluation of faculty does not include multiple measures, successful student learning outcomes and instead focuses on subjective, contextual opinions. I have never been so disrespected professionally in my entire career. While I do not believe this is intentional, the fact remains that adequate evaluative processes are not in place.

83) Student Health Services had done an excellent job promoting cultural competency.

84) I believe that the administration can slant too much towards diversity and create culture of reverse discrimination.

85) lectures activities

86) Student Support Services...Puente, Mesa Academy, EOPS, DSPS

87) Hispanic studies is very visible. I am also glad to see female Muslim students on campus.

88) ALL AREAS

89) Our campus supports DSPS students well. There are tutoring resources in addition to the DSPS institution.

90) Lots of student cultural activities available.

91) n/a

92) There are many opportunities to have contacts with colleagues of various interests, backgrounds, and disciplines.

93) Campus supports many cultures and assists veterans.

94) The diversity of program studies i.e.Asian, Black,as well as clubs through the Students Union organizations

95) No comments.

96) I think the campus/district hiring process is very fair and open.

97) no comment

98) Opportunities for cultural exposure through film, music, and the arts - there's always something going on.

99) The new diversity committee supports an already-strong commitment to diversity.

100) diversity of faculty

101) Race, gender and class do not matter.

102) Plays and music and live concerts and on campus "events" are supported well. The gardens and

grassy areas are very nice and this is important.

103) I believe the campus strongly supports students from diverse ethnic groups.

104) Student support is evident by way of campus club activities and presentations.

105) Everything that I see on campus indicates that all areas of diversity are actively supported.

106) Classroom-student diverse makeup.

107) Activities surrounding heritage or cultural appreciation months

108) We support diversity quite well.

Q2. Please comment on one area of cultural climate you believe Mesa College needs to improve.

1) American Sign Language and the Deaf Community
2) The bias against non-hispanic whites is tangible, and actively impedes the acceptance of other cultural views.
3) More awarness of needs for disabled students.
4) The campus leadership is clearly committed to diversity. However, there are inidiviuals who are part of the staff that are not and would benefit from mandatory diversity awareness workshops/events.
5) Commitment to diversity and civility, despite an economic downturn
6) Though we seek a diverse faculty, such diversity is not immediately apparent. To be fair, we are in a hiring freeze and faculty continue to retire. Perhaps when the economic climate heats up a bit, we can begin hiring new faculty, and we'll see faculty diversity that better reflects the community in which we live.
7) It seems that "diversity" means encouraging one side only and disparaging the other. I am politically and socially conservative and wouldn't dream of expressing my ideas..... I've seen what happens to those who do.
8) employee communication
9) There is very little done on campus to integrate the diverse groups and to really promote communication and celebration of diversity. Tolerance is not enough, public show is not enough.
10) We need to do a lot more to encourage people of color to apply for, and successfully gain access to, the professoriate on this campus. Especially the larger departments.
11) Faculty are entitiled to see the classroom as their private domain. When students enter the classroom they should know that this is their space to learn and grow. Since many faculty either don't know how to stop being racist or don't care, they continially insult students. Students are afraid to say anthing. The whole secrecy thing with student complaints needs to come out into the open. We need to mandate faculty responsibility and accountability for emabracing diversity in the classroom. We need new faculty and brave faculty to do that.
12) Veteran and active duty military culture doesn't even get acknowledged as a culture, but if you talk to these students, it's something we need to address to make sure that these students' needs are being addressed appropriately. In talking with veterans, it seems almost unusual to have a faculty member understand what their issues are or even how to make our campus more military friendly by organizing our publications in certain ways. Or even if they don't speak out in class, it is not because they are bored, it is because they are taught to accept what is being taught to you. So many things that can impact student life.
13) Stop trying to break people up into minority groups. Treat everyone as equals and the world will be a better place.
14) Racism is a problem on this campus and needs to be addressed. I have experience it first hand many times.
15) Other underprepared and high risk ethnic groups and disabled students need more recognition for assistance.

16) Mesa is a commuter campus and most students seem to be on campus as individuals. There should be an hour when no classes are scheduled where campus activities can be planned. More local companies should be invited to be on campus where they can express their needs to students - where students may apply for internships or sit through a mini-job training workshop at particular companies. Students can have a chance to compare their inclass education to the needs of the companies in San Diego. On the other hand, a good college education should emphasize liberal arts education, so, there should be workshops covering academic points of interest for students, staff and faculty.

17) Department chairs need more support when evaluating and disciplining horrible tenure-track instructors who are taking advantage of the system.

18) Middle Eastern students.

19) I'd like to see an organized effort to coordinate campus needs, innovation, technology, etc. with the needs and requirements of disabled students. There are some who throw up obstacles to innovation in the name of ADA but I'm not convinced that they are really representing/interpreting the law accurately.

20) Times and opportunity to attend events should be more diversified.

21) That cultural climate also includes individuals with disabilities.

22) Activity or "fair" on disability or gender identity issues.

23) Clarity of roles, responsibilities and communication systems across the board in order to minimize conflict and maximize our institutional effectiveness and the maintenance of positive learning and working environments.

24) Department climate issues are not quickly and directly addressed by the dean. Consequently, a negative climate persists and the department is suffering. Deans should get increased training re this issue.

25) I have noticed some distrust of Muslim students.

26) So much attention to "diversity" detracts from the true purpose of a college- learning and job preparation.

27) My supervisor got the support of the Dean, the Dean's favorite compared to other Supervisor. We are waiting other place will hire our Supervisor. It will happen in our dreams meanwhile, Say no evil, hear no evil and see no evil......very demoraling indeed.

28) Institutional racism. Why are Latino and African-American students more likely to place low on writing placement tests (which include no actual writing) and why are we most likely to lose them? Why are they sent through up to 4 Basic English courses before they get to a course that matters? Some call these courses "gatekeeper courses." Something's wrong and it needs serious attention.

29) Allowing exchange of beliefs.

30) Advancement in position from within, ie Dean to Vice President

31) No comment at this time.

32) I think we need to improve service to veterans. Also, to stay on top of cultural issues and news to address and provide a forum for discussion on hot topics.

33) The area that most concerns me is discrimination due to Ethnicity, as it is the most pernicious and the most prevalent. I work at a department where subject matter requires that ethnicity be celebrated, and instead it is constantly crushed.

34) Friction among colleagues in our department(tempers flaring, inappropriate comments, tension at meetings.) There's a crisis and our manager must handle it better.

35) The campus, in my opinion, needs to worry less about increasing diversity and more about looking for commonalities and increasing cooperation. Someone should look at Sheriff's Robber's Cave experiment and learn that pointing out the differences is not productive.

36) I am not one who believes that we need any more attention on the "cultural climate" on this campus. In my opinion we are giving too many excuses for poor academic scores because of "culture" or English as a second language. I am appalled by the lack of literacy from our ESL students. There are no excuses. If they cannot read or write, they should not be at this level.

37) Leadership, resources, support and high expectations for diversity programs (Mesa Academy, Puente, EOPS etc...)

38) N/A

39) If this does not exist, I would like to see a club where all different ethnic people would get together mainly to find out about the customs and beliefs of other cultures for better understanding and conscious raising. Mainly to learn to love the differences instead of hating or fearing those differences.

40) Don't know any

41) It is often over emphasized.

42) THE WOMEN'S STUDIES PROGRAM SEEMS TO NEED MORE STUDENT SUPPORT.

43) Enhanced communication

44) Better promotional opportunities and support for classified contract personnel.

45) American Indian culture and history. Very little is done to promote the history of the land Mesa and other campuses are located on.

46) There seems to be an overabundance on encouraging Hispanic culture and leaving out other cultures (e.g. Asian, e. European, African, etc.)

47) Reassigned time seems to be given mainly for political reasons instead of honest value to the students and college.

48) I believe the campus needs to invest more in the above programs. Fiscally, programs that support the cultural climate on the campus have taken dramatic hits in the last 5 years.

49) Faculty tend to be insenitive to cultural and economic differences of the student population. Different learning styles are not valued and different teaching styles are discouraged.

50) The campus needs to become more aware of the needs of veterans, and to more fully support the veterans in their needs.

51) The campus needs to improve on alternate testing methods for students with learning styles that are not served by the lecture and test approach.

52) Dedication to academic freedom and other faculty support (including consideration of the enormous work load) is needed.

53) Islamic issues are not well understood.

54) Religious discrimination does occur and it seems to stem from ignorance. In our efforts to be inclusive we have inadvertantly excluded others.

55) Diversity training for staff and faculty

56) Internal promotions seem to show favoritism towards a certain candidate at times.

57) Festival of Colors

58) The campus is not good at protecting the recruited faculty from discrimination. To protect the faculty it is essential that the campus is sensitive to the discrimination and prejudices of students and others towards the diverse faculty. The campus allows diverse faculty in, but then allows those faculty to be treated as second class citizens!

59) NOT QUITE SURE.

60) Others need to step up and be told they need to step up - the workload needs to be distributed more evenly. Instead of rewarding the hard workers with more work, find ways to spread it so we are not all overworked. I see the same individuals step up to volunteer while many do not. Let's find a way to get more of us involved in all campus processes. It can't just be a handful of faculty, staff, students and administrators.

61) Not all students are going on as transfer students. We ignore the ones that have to work their way through school and those that are just trying to get an AA or Certificate to enter the working world now. We are too transfer oriented and make the others feel like they are losers when the opposite is true. They are the ones that should be our priority. That would then encourage them to continue with their studies.

62) Any opinion/issue AFT is against

63) I believe that more needs to be done for Asian and African students (ex. East Indian, Somali, Iranian etc)

64) --

65) single parents and their struggles

66) Staff members are not encouraged to attend Mesa cultural events.

67) Adjunct faculty evaluation should be more holistic.

68) Maybe hiring. It seems to me that sometimes not all factors are considered and not all groups are valued???

69) I would like to see more ways to get students involved outside the classroom,like student events, clubs, etc.

70) There is no true diversity of thought on campus. Only left-wing liberal beliefs are strongly encouraged. For example, there is no college Republican club at Mesa college. Unions are all tied at the hip with liberal Democrat politicians. Unions only support left-wing liberal politicians and policies. There is serious discrimination against conservative ideas, values, and traditions on college campus. Liberals idea of diversity means that you ONLY nurture liberal values, while demonizing conservative values. White people are now the minority in California, but white people will never be acknowledged as a "minority", because of Gestapo-like liberal "Political correctness". The gay agenda is fine with me, but it's pushed too way hard onto non-gay people on the campus every day. We (conservatives) accept it, but we are constantly getting the gay lifestyle flaunted as if it's somehow a million times BETTER than simply being "straight". Campuses need diversity of thought, by also encouraging

conservative ideas, yet true conservatives (like the TEA party) are always accused of being "racist" in an effort to silence a political movement and shut down a free & open dialog between people. False cries of "racism" are frequently used to stop free speech, instead of encouraging open communication. In short, we need TOLLERANCE for conservative values too, not just liberal beliefs.

71) n/a
72) Access for all students.
73) none at this time
74) N/A
75) Diversity activities always leave out Caucasian-European. Understood that caucasions are considered advantaged, but still there can be a "what about me" feeling among students. It would be more helpful in the long fun if the diversity always prominently included all ethnicities.
76) ?
77) Recoginze that various white cultures are also important and that Christ centered religion should be recognized as well as other religions
78) The sense of academic mission.
79) Our wonderful tradition of shared governance seems to have hit some road blocks in the past year or so. As a result, faculty morale is adversely affected.
80) I hate to say it almost but believe there is not enough initiative taken to celebrate the melded white culture of our country... Why not also offer SOME sort of POSITIVE insight into our general American culture. Getting slammed with other cultural events all the time almost makes ME feel under represented.
81) The only beliefs overtly discriminated against, include disparaging remarks that I've heard personally, regard those with a conservative political point of view.
82) Leadership
83) I have no comments, no improvement required
84) I would like to see more integration of culture rather than continued separation. In other words having combined events for gender and culture, etc.
85) Adherence to the District and college mission, values and goals in the expectations and measurement of a faculty member's performance. Instead, there seems to be an unwritten, subculture. Faculty or administrators are hung out to dry for not assimilating to subcultural expectations of a few, instead of being praised for achieving and adhering to the District mission, values and goals. This is very sad, and precisely a devaluing mechanism by which good employees are lost.
86) Diversity training for employees
87) Hiring should be done on the qualities of the individual candidate regardless of diversity. Discrimination is wrong no matter how it is applied.
88) Learning styles for different learners.
89) More awareness of disabled students.
90) Unknown.
91) I would like to see more complex activities related to ethnic diversity.

92) ***** was culturally biased and promoted the advancement of Hispanic personnel over all others, regardless of ability or qualifications. The new ***** selection should be more open.

93) black history month is not supported

94) Keep at the processes already under way. I greatly admire the leadership on our campus and in the district headquarters.

95) Funding needs to improve.

96) There is age discrimination in the hiring of full time faculty.

97) Activities that promote communication and tolerance among different groups. I know that there are somme, but I would like to see more. I would like to see students engage in these activities when they take place out of personal interest and not just to get credit in a class.

98) N/A

99) no comment

100) Teachers need to be taught about this topic. Also, why doesn't our student population reflect the community we serve?

101) Physical access to the DSPS office - access right now is difficult, in part due to building construction.

102) The faculty, by and large, are the most conservative, paranoid, slow-to-change, and unwilling group of people I've ever worked among.

103) Asian Pacific American studies has been grossly ignored for too long

104) Conversations with someone with conservative ideas without name calling.

105) The school needs a more pleasant cafeteria/eating area for students and professors to mingle and talk informally.

106) Great cultural, diversity related events are scheduled and held on campus, but not always have a large audience, as they would deserve.

107) First, I think we need to think of diversity beyond ethnicity. This survey indicates a willingness

to do this but I do not see it in practice often. When the PR department asks me for a student to highlight in a publication, and I offer one, on 4 separate occasions I have been asked, "Is he/she white" as though we are not allowed to celebrate the accomplishments of our white students even though they are the major of the population. I would offer that we need to consider that when we talk about cultural climate--you don't fight racism with racism. In addition, I think classes like Oral Communication in the black studies department take diversity out of our regular classrooms. Although I am sure there was a time when that was necessary, we lack diversity in some of our core classes because of these types of duplications. If we were interested in ethic diversity, the way we start is to NOT let students segregate. I don't think we do enough to teach faculty about learning diversity.

108) Communication with new and adjunct employees must be improved. Community outreach activities, such as High School Conferences,must be added to the school's activities to make community members aware that diversity exists at the Mesa campus.

109) To better serve students allow changes to curriculum and programs in a more timely manner.

Too many levels of management must approve curriculum changes and web site information. Most often management suggest changes to the requests in which they clearly have little experience i.e. technical/vocational disciplines. Change in practices in these disciplines can occur quickly and management bureaucracy hinders student learning.

110) Have the cafeteria seating area left open until all classes are finished in the evening. Now it closes at 7:30 pm and it is an area where students can safely congregate in the evening in a more informal atmosphere than is offered by the LRC.

111) Some students abuse publicly funded programs by accepting financial support for classes not
attended or attending classes with no intent to do passing work.

112) Age discrimination.

113) Sexual orientation and gender identity

114) None

115) I am concerned that our funds for DSPS have been so severely cut that we are not serving our
disabled students as we should.