



**Miramar College**  
Employee Cultural Climate Survey  
2018  
*Response-Level Detail*

*Prepared by:*  
SDCCD Office of Institutional Research and Planning  
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# Overview

## Background

The Employee Cultural Climate Survey follows SDCCD's historical emphasis on providing a diverse and welcoming learning environment to students and faculty. The survey focuses on four domains of campus cultural climate (see next page for framework), which indicate how employees feel SDCCD serves the student population, supports employees, fosters dialogue, and actively develops an inclusive climate.

The survey has been administered three times, in 2010, 2014, and 2018. The 2018 survey was updated with revised language and new items that reflect the district's emphasis on equity, as well as a broadened vision of inclusiveness. These changes reflect the District's Equal Employment Opportunity Plan (2017-2020), which defines cultural competency as follows:

*Cultural Competency encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success.*

## Purpose

The purpose of this survey was to collect evidence regarding the perceptions and opinions of Miramar College employees about the four domains of campus cultural climate: Access & Success, Climate & Intergroup Relations, Education & Scholarship, and Institutional Viability & Vitality. Faculty, staff, and administrators were surveyed to elicit their perceptions and opinions on cultural climate. The information from the survey is intended to inform policies, procedures, and strategies for improving the campus environment. This report describes notable findings from the 2018 survey and compares those findings to those of the 2010 and 2014 surveys when historical trends were salient.

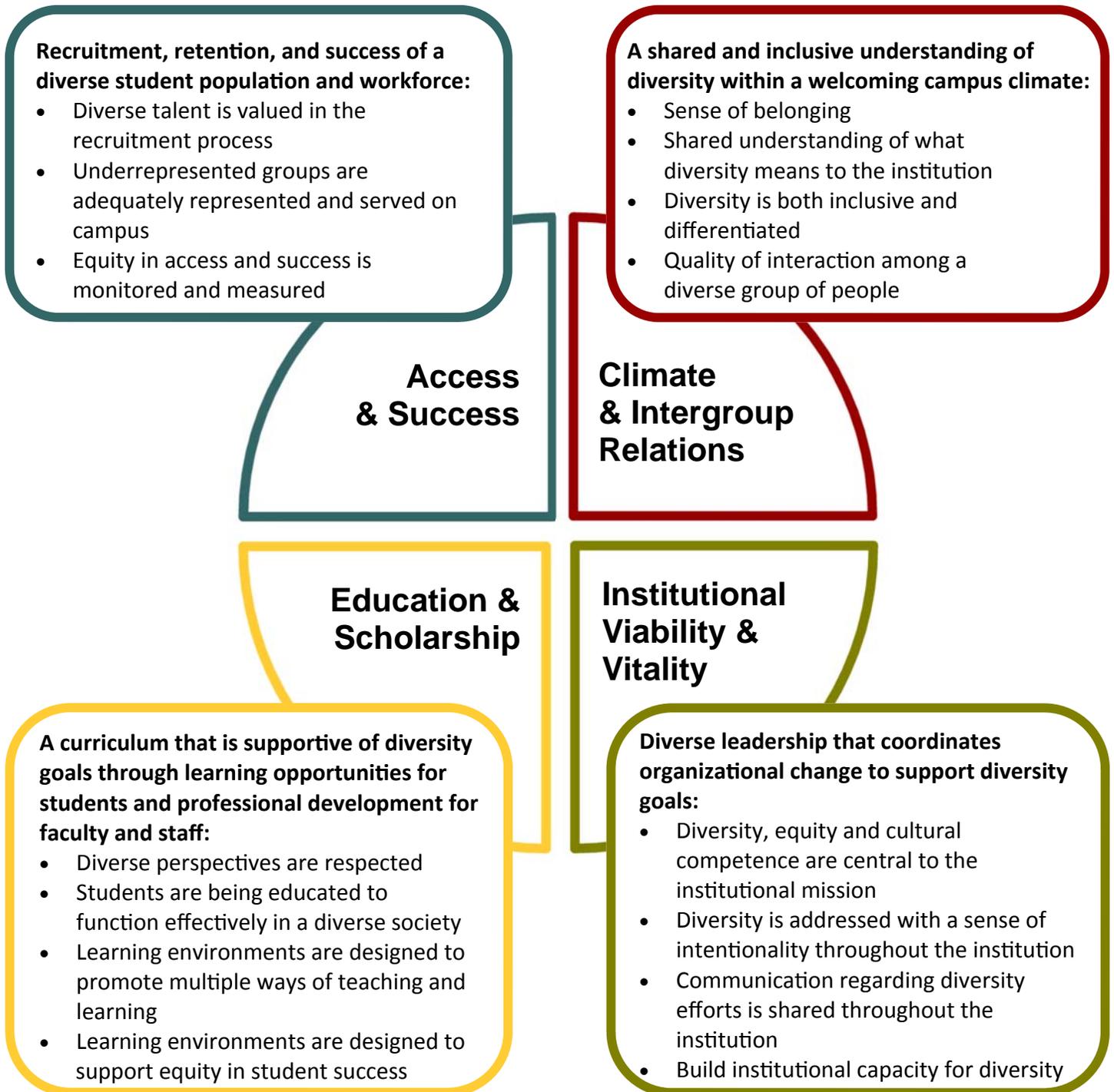
## Methodology

The 2010 and 2014 surveys were available in two modes: online form and scannable form, while the 2018 survey was only available online. Online surveys were delivered via an online survey platform. An invitation to the 2018 survey was distributed to Miramar College employees on April 4th, 2018, and the survey remained open until June 1st, 2018. **There were 213 respondents from Miramar College.** The survey contained a total of 87 items (5 profile questions, 78 Likert-scaled items, 6 site-specific questions, 1 special population question, and 3 open-ended questions).

Item scores within and across each domain were compared using t-tests to determine statistical significance. Two groups of items emerged from this analysis: items related to student access and support, and items related to employee access and support. In addition to demonstrating thematic similarities, items in these two groups displayed consistent performance across survey administrations. Factors which could affect responses to these two groups were explored, including category of employment, length of employment, and gender. Other relationships between item performance and participant characteristic were also explored, such as item scores for "Sense of Belonging by Ethnicity" and the ethnicity of the respondent (see page 5).

# Framework for Cultural Climate

The Employee Cultural Climate Survey was designed in 2010 by the SDCCD Office of Institutional Research and Planning (OIRP). The survey was structured around the Diversity Framework for Cultural Climate, which uses concepts and principles developed by Daryl Smith from the Claremont Graduate University, as well as research done at the National Center for Cultural Competence. The framework is a holistic and inclusive approach to cultural climate that operationalizes concepts like diversity and equity. This framework provides the foundation for the items in the Employee Cultural Climate Survey. In 2018, the survey was reviewed by the colleges and the SDCCD IRP office, and was updated to include recent areas of concern, including gender, political orientation, military status, and an increased emphasis by SDCCD on equity-focused efforts.



## 2018 Sample Demographics

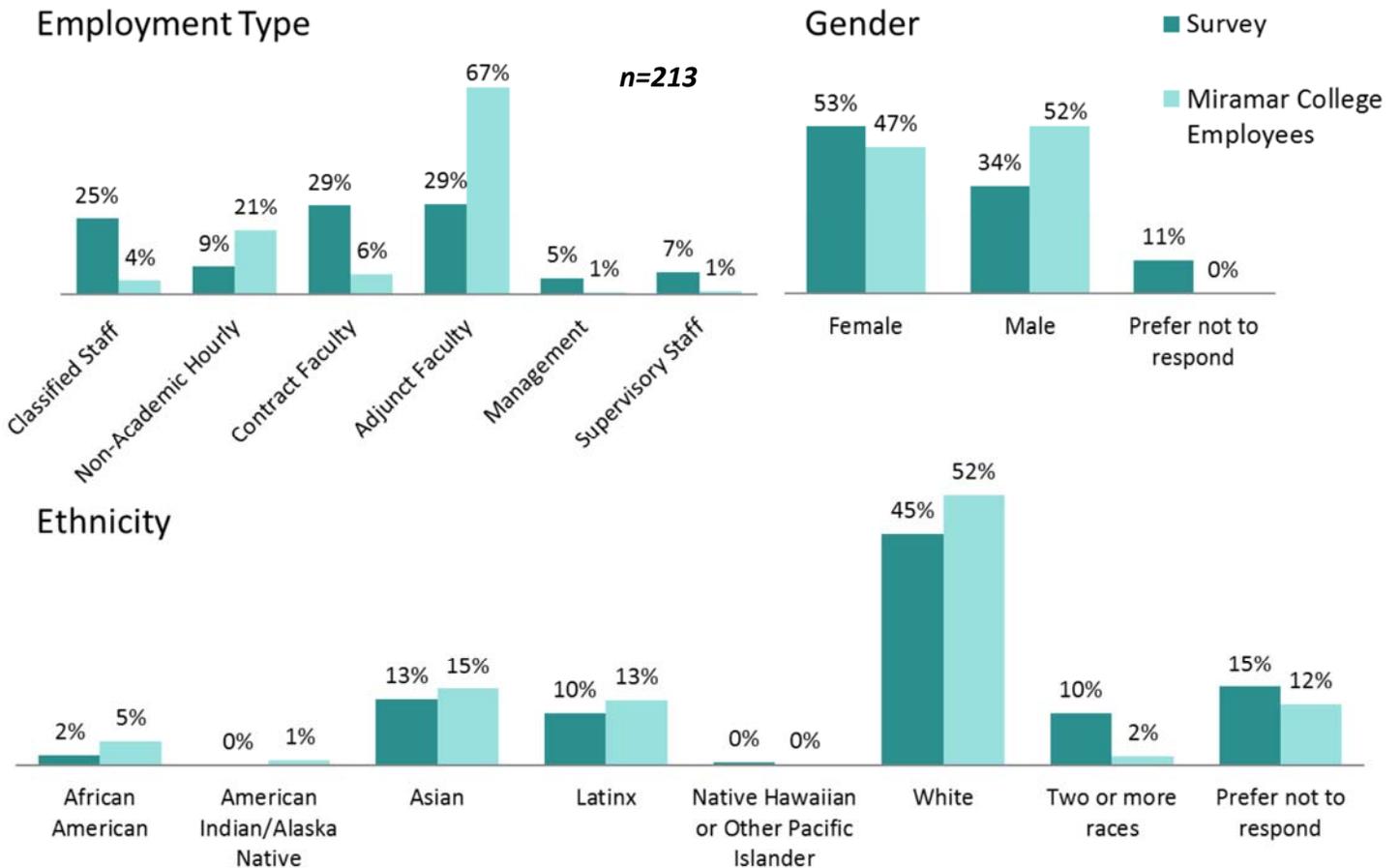
Compared to the composition of Miramar College’s employees, Classified Staff and Contract Faculty respondents were over-represented in the sample. This over-representation means that responses may reflect the opinions of these employee groups more heavily than prevailing opinions on campus.

On the other hand, Non-Academic Hourly and Adjunct Faculty were under-represented in the sample compared to the workforce. This under-representation means that strong opinions from these two groups of employees may be softened in the data presented in this report. For the most prominent instances of over- and under-representation, see table 1.

While it appears that individuals who identify as “Two or more races” are over-represented in the sample compared to Miramar College employees, this discrepancy may be due to participants indicating their ethnicity differently on the Cultural Climate Survey than on their employment forms.

Table 1. Over- and under- representation of respondents in the 2018 Miramar College Employee Cultural Climate Survey

	Representation category	% of Survey respondents	Miramar College employees
<b>Over-represented</b>	Classified Staff	25%	4%
	Contract Faculty	29%	6%
<b>Under-represented</b>	Non-Academic Hourly	9%	21%
	Adjunct Faculty	29%	67%
	White	45%	52%



## Highlights

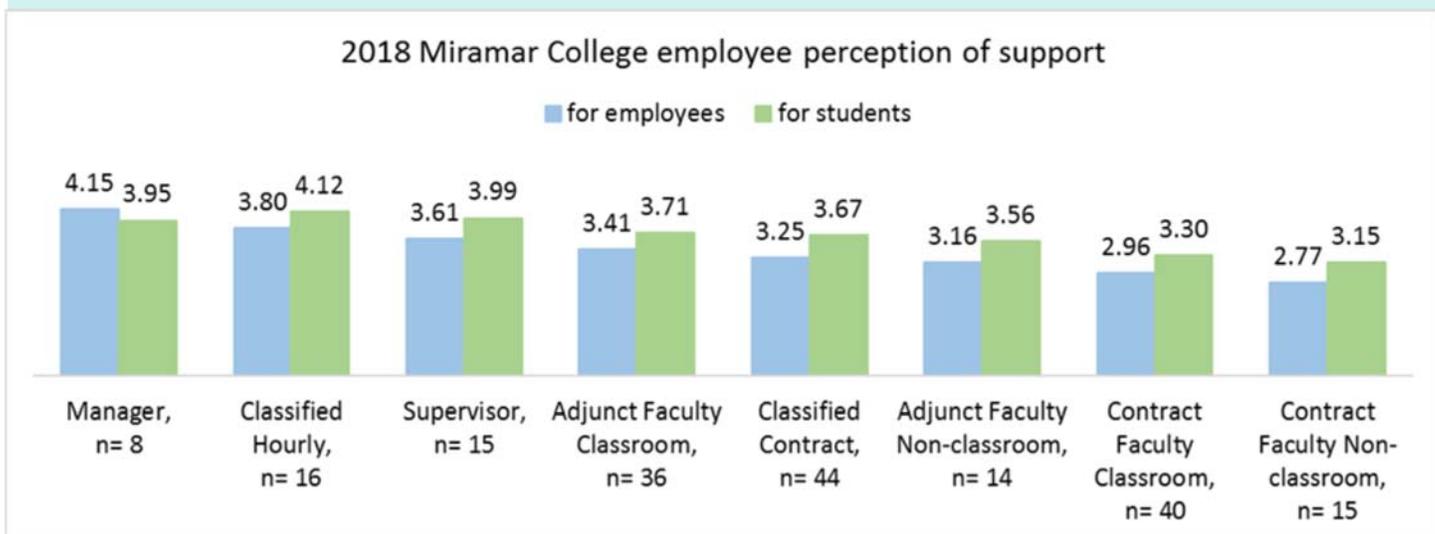
Overall, respondents expressed a positive attitude toward campus climate at Miramar College, indicating that most employees feel that Miramar College:

- recruits, retains, and encourages the success of a diverse student population and workforce.
- promotes a shared and inclusive understanding of diversity within a welcoming campus climate.
- has developed a curriculum that is supportive of diversity goals .
- has diverse leadership that coordinates organizational change to support diversity goals.

The strongest effect observed in the survey was that employees feel the campus supports students more strongly than employees. This distinction was consistent across employment categories, except for the eight Managers. The 55 Contract Faculty felt the least supported in their jobs, and Managers and Classified Hourly employees felt the most supported.

While participants typically felt a strong sense of belonging to campus (see next page), they typically felt that contributions to the workplace go unrecognized. In all three survey administrations, a majority of respondents did not agree that Miramar College focuses on supporting employees in their jobs, or that there are equal opportunities for advancement. Further, almost 3 in 5 employees were not confident that reports of discrimination would be acknowledged swiftly and handled fairly.

This effect may be linked to duration of employment, as employees who have worked at the district for longer tended to report less positive attitudes toward all items. This finding should be read with caution, especially regarding the opinions of Adjunct Faculty, as this group was dramatically under-represented among survey respondents (29% of respondents compared to 67% of Miramar College employees).



1 = Strongly Disagree (negative response) 5 = Strongly Agree (positive response)

## Sense of Belonging

Participants' sense of belonging was evaluated through 24 survey items which asked how often they hear negative comments about people based on their status as a member of a California protected class (or identity or affiliation).

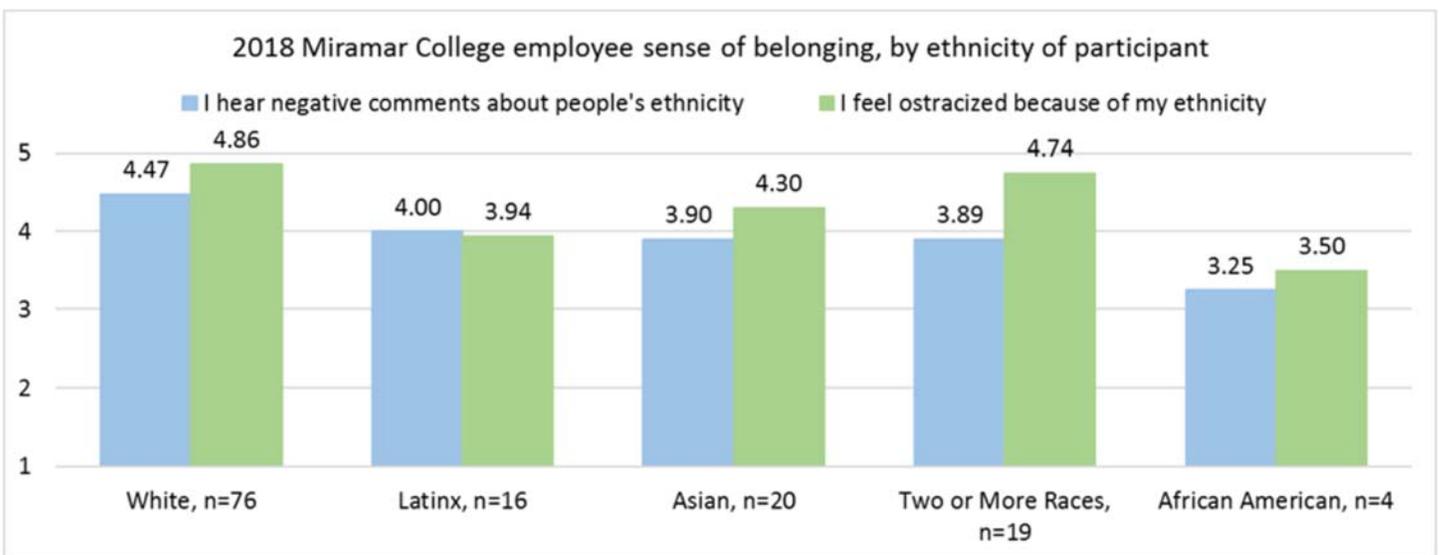
Based on their overwhelmingly positive responses to these items, employees largely feel that Miramar College is inclusive and welcoming. Responses to these items were the most positive of the whole survey.

One distinction among participants' responses was that smaller groups reported hearing negative comments about people's ethnicity more often larger groups. This pattern was not unique to Miramar College, as it was evident at each of the colleges and Continuing Education.

Table 2. Miramar College employees by ethnicity, 2018

Ethnicity	% Miramar Employees
White	52%
Asian	15%
Latinx	13%
Unreported	12%
African American	5%
Two or more races	2%
American Indian	1%
Native Hawaiian/ Pac. Islander	0%

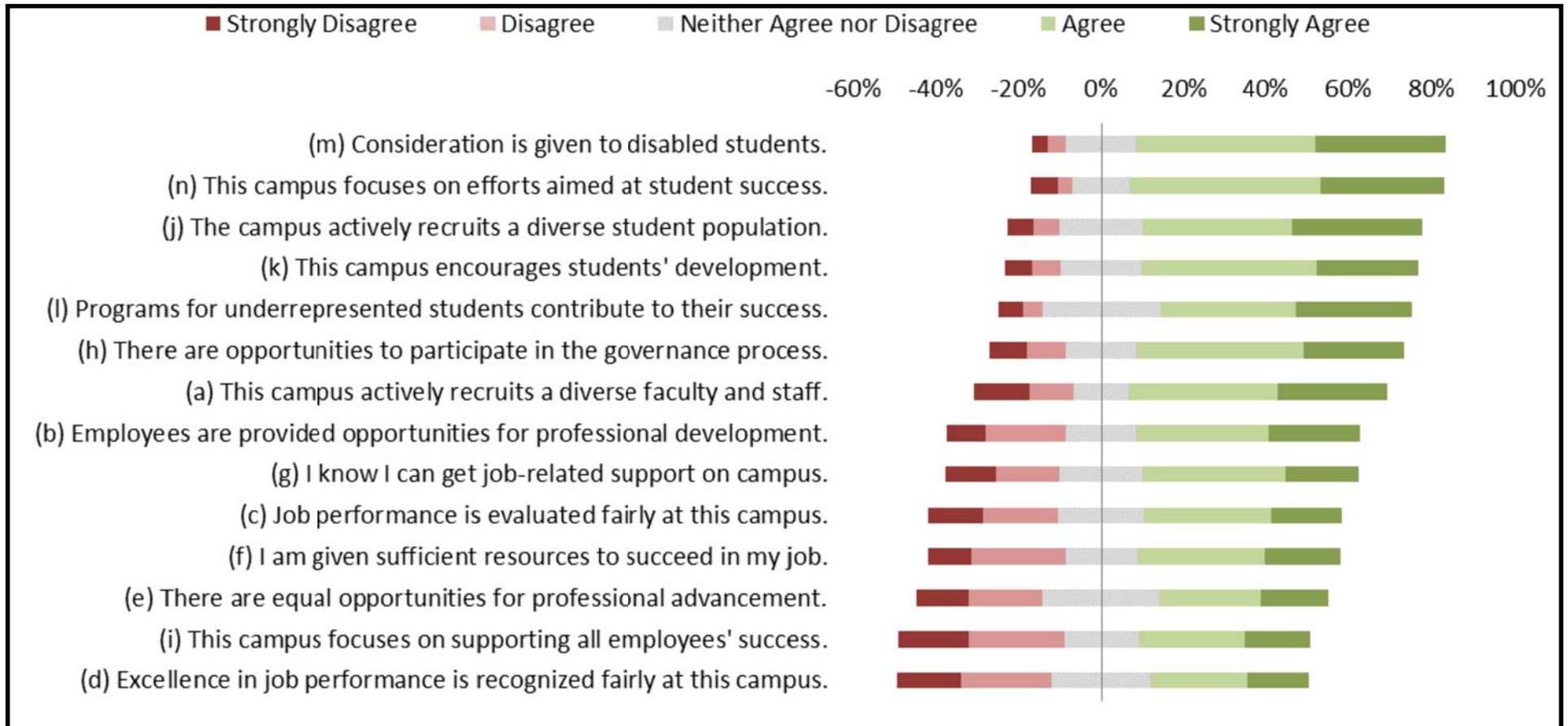
Source: Factbook, 2018



1 = Always (negative response) 5 = Never (positive response)

## 2018 Responses

### Domain: Access & Success

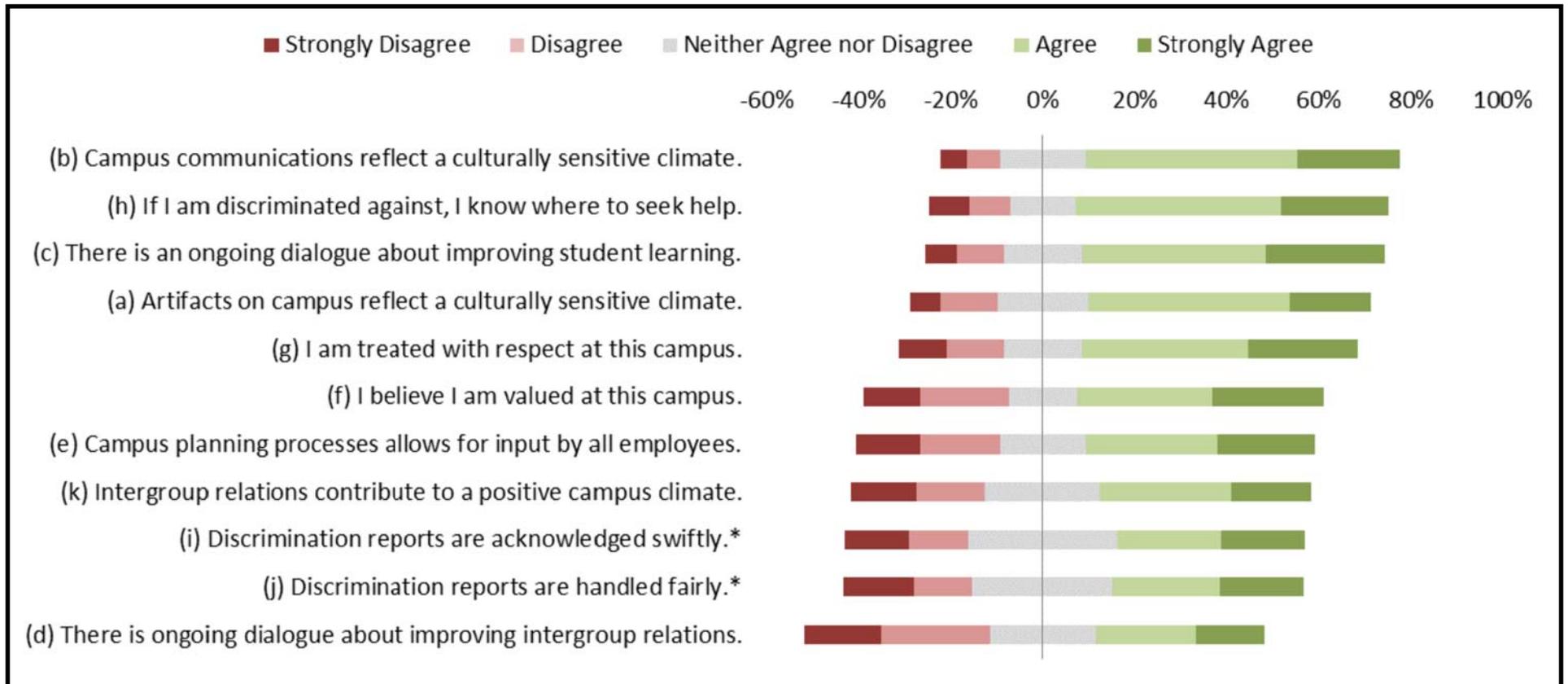


Below summaries refer to sum of percent strongly agree and agree, and percent strongly disagree and disagree.

- Respondents feel that **Miramamar College focuses on supporting the cultural climate for students**, as evidenced by high levels of agreement to items m, n, and j.
- On the other hand, **respondents were less likely to feel supported in the workplace**, as evidenced by less positive responses to items e, i, and d.

## 2018 Responses

### Domain: Climate & Intergroup Relations



Below summaries refer to sum of percent strongly agree and agree, and percent strongly disagree and disagree.

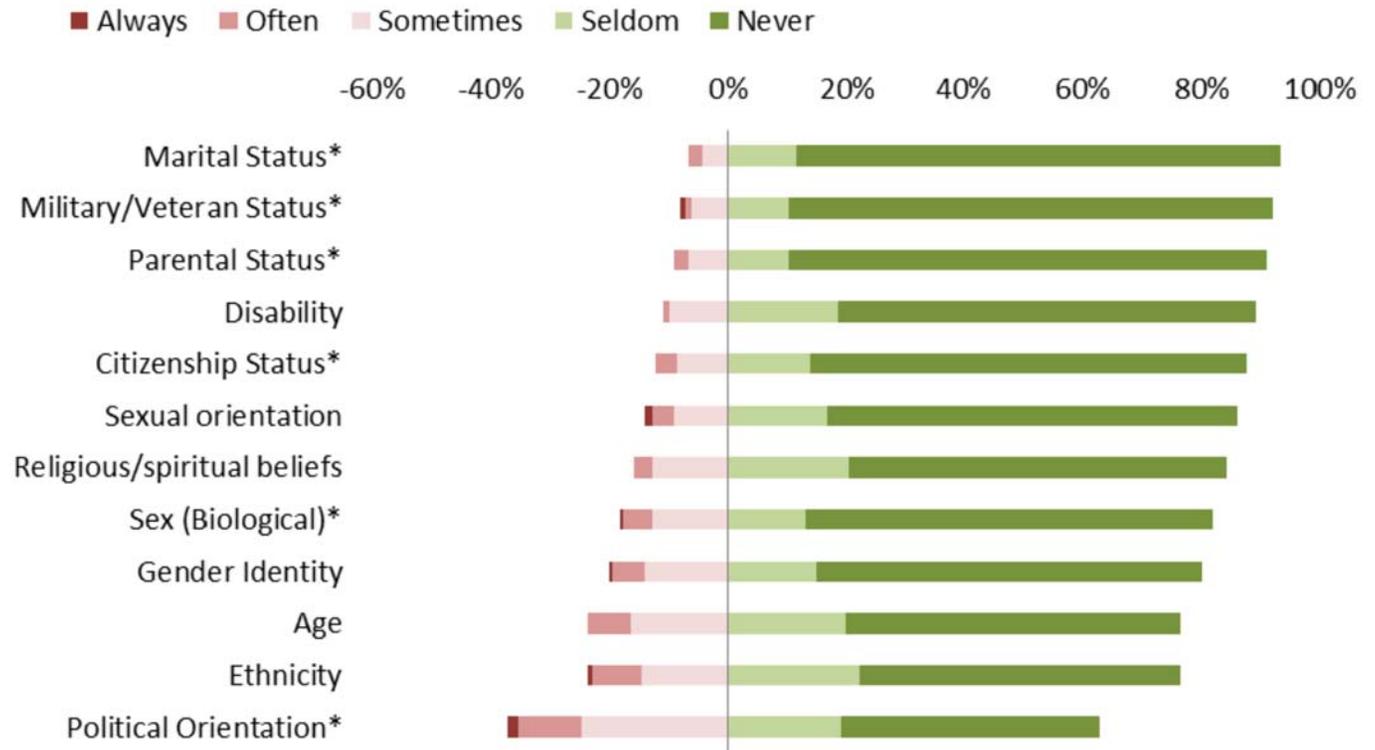
- Respondents feel that a culturally sensitive climate is well-supported at Miramar College.
- More than 60% of Miramar College respondents did not agree that there is ongoing dialogue about improving intergroup relations. Further, more than 30% of respondents disagreed that there is ongoing dialogue about improving intergroup relations, that campus's planning process offers opportunities for input, and that they feel valued at Miramar College.

\*These items were new to the 2018 survey administration.

## 2018 Responses

### Domain: Sense of Belonging

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



Below summaries refer to sum of percent strongly agree and agree, and percent strongly disagree and disagree.

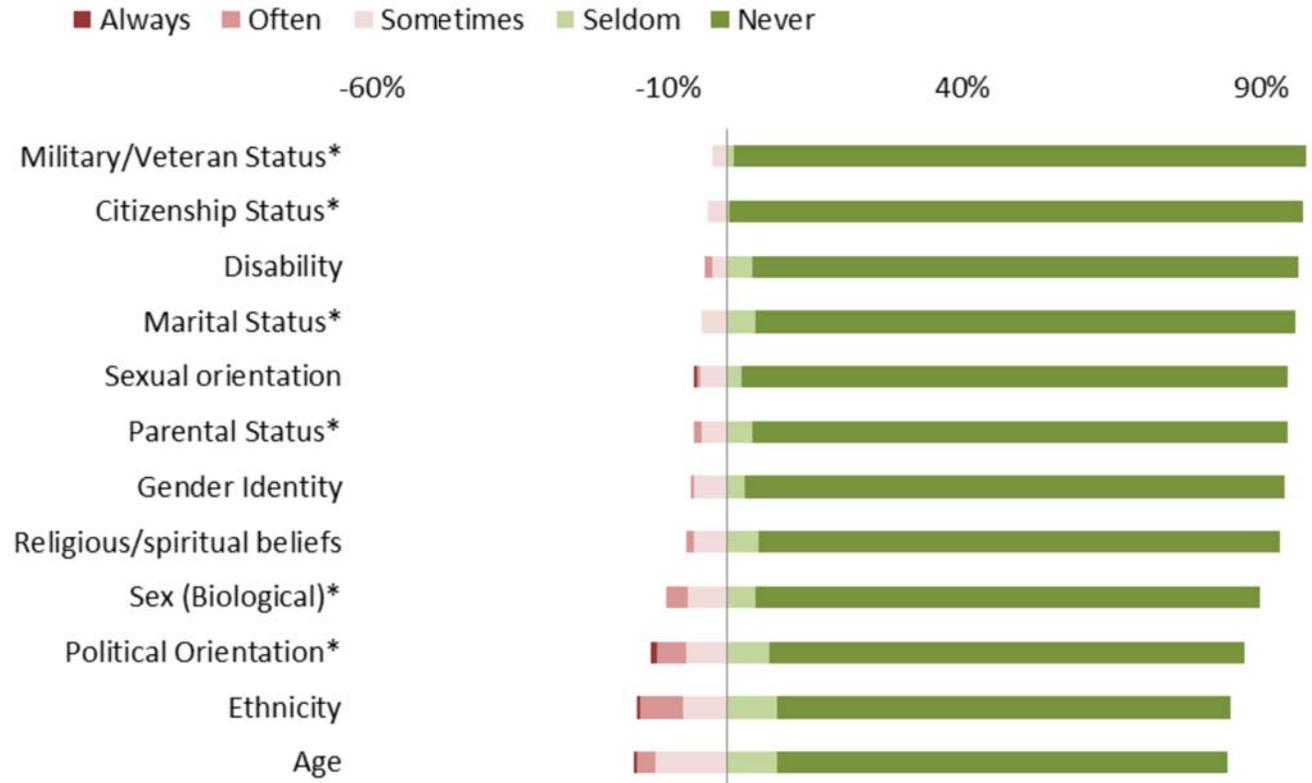
- Overall, respondents almost never heard disparaging comments about people based on the above categories.
- When respondents did hear disparaging comments, they were most commonly about people's political orientation, ethnicity, and age.

\*These items were new to the 2018 survey administration.

## 2018 Responses

### Domain: Sense of Belonging

I feel ostracized from Miramar College activities because of my:



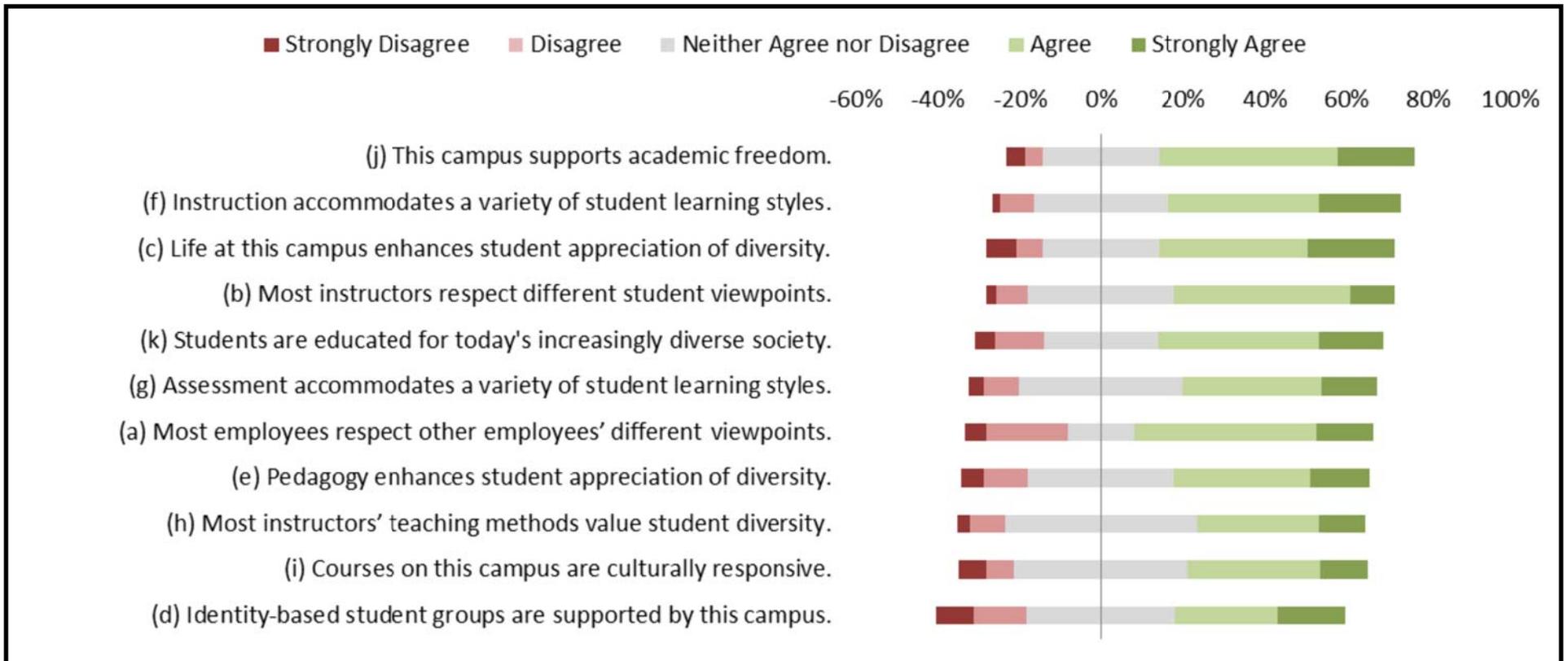
Below summaries refer to sum of percent strongly agree and agree, and percent strongly disagree and disagree.

- Overall, respondents almost never felt ostracized from Miramar College activities based on their status as a member of one of the above groups.
- When respondents did feel ostracized, it was most commonly based on their age, ethnicity, and political orientation.

\*These items were new to the 2018 survey administration.

## 2018 Responses

### Domain: Education & Scholarship

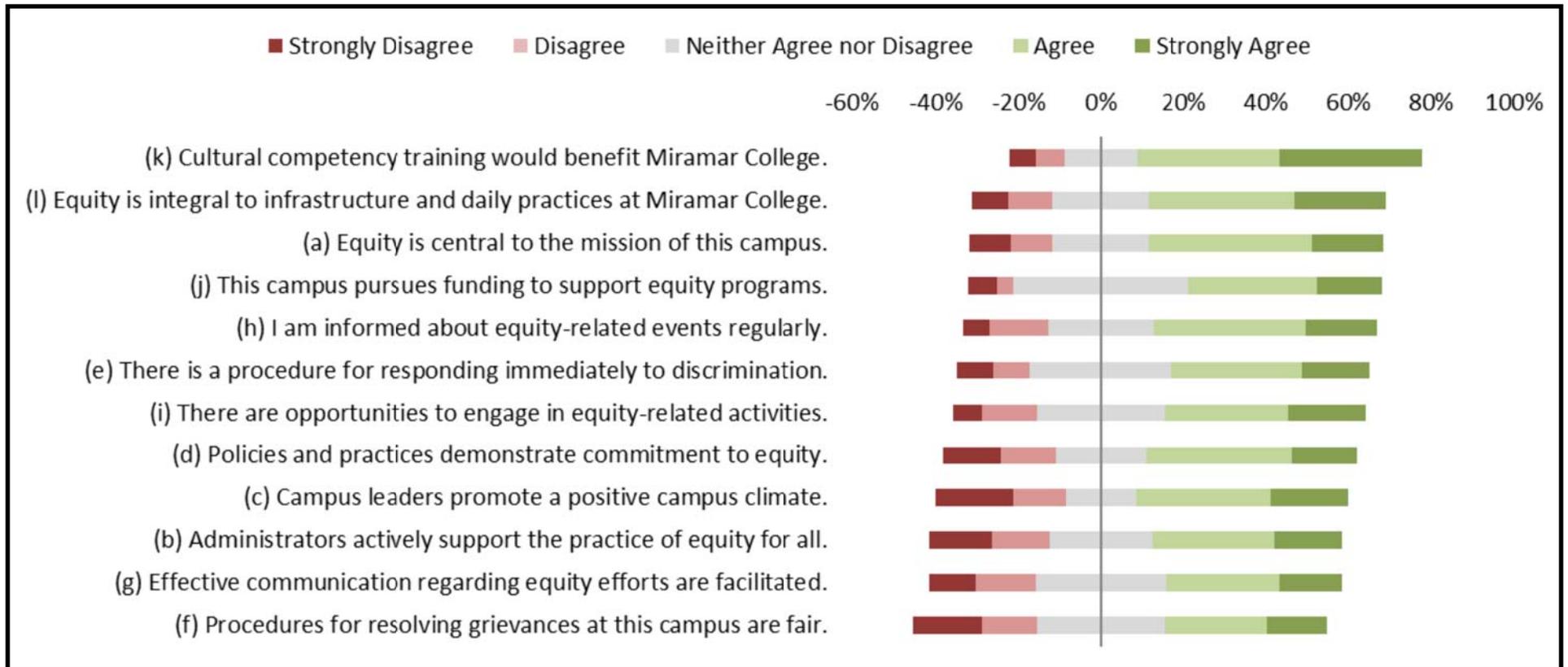


Below summaries refer to sum of percent strongly agree and agree, and percent strongly disagree and disagree.

- Respondents were most likely to agree that Miramar College supports academic freedom, and that instruction accommodates a variety of student learning styles.
- Respondents were least likely to agree that identity-based student groups are supported by Miramar College, and that courses are culturally responsive.

## 2018 Responses

### Domain: Institutional Viability & Vitality



Below summaries refer to sum of percent strongly agree and agree, and percent strongly disagree and disagree.

- Respondents were most likely to agree that cultural competency training would benefit Miramar College. Respondents also felt that Miramar College as an institution is dedicated to equity efforts, as evidenced by high levels of agreement to items l, a, and j.
- Respondents were least likely to agree that procedures for resolving grievances are fair, that effective communication

*Note: In the 2010 and 2014 surveys and presentations, the term “diversity” appeared instead of “equity” for all themes in this domain.*

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## College-specific Questions

### Highlights

Participants’ responses to the Miramar College-specific questions largely align with response patterns to the rest of the survey. On one hand, nearly four out of five participants were aware of student support programs, indicating that these programs’ efforts are highly visible. The largely positive responses to this item reflected positive responses to items in the Access & Success domain regarding Miramar College’s focus on student success.

On the other hand, respondents felt challenged by their work environment. Miramar College-specific items regarding diversity of employees received less positive ratings in 2018 than in 2014 (see table 3 below). Further, open-ended responses indicated that participants have concerns about other areas of climate, such as workplace support and recognition (see sample responses below). These open-ended responses align with findings from the Climate & Intergroup Relations and Institutional Viability & Vitality domains, where less than half of respondents agreed that the campus facilitates dialogue among employees and that procedures for resolving grievances are fair.

Table 3. Selected Miramar College-specific items

Item	Year	Agree	Neutral	Disagree
Our classified staff represent the diversity of our student body.	2018	72%	19%	10%
	2014	71%	21%	8%
The administrative leadership supports diversity on campus.	2018	57%	18%	25%
	2014	67%	21%	12%
Our faculty represent the diversity of our student body.	2018	43%	21%	36%
	2014	55%	23%	23%

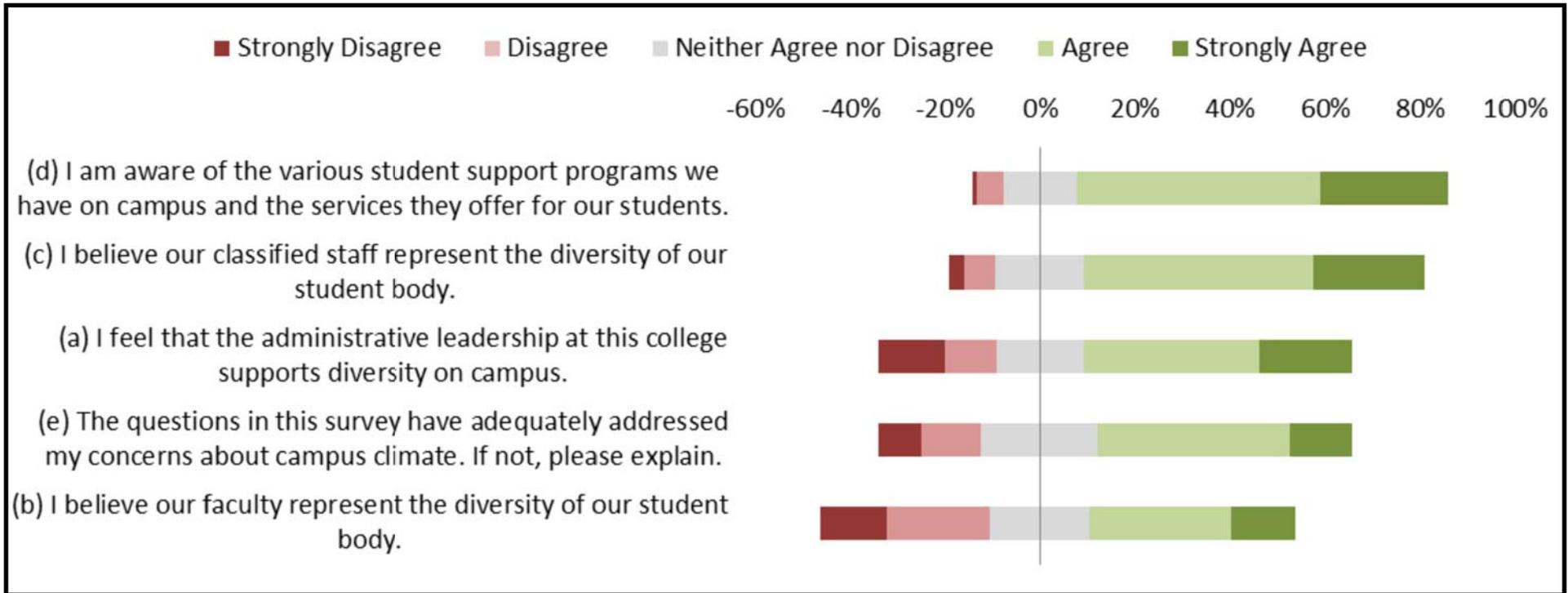
### Sample responses to, “The questions in this survey have not addressed my concerns about campus climate because...”

“Survey was about equity/diversity. There are other issues not related to that.”

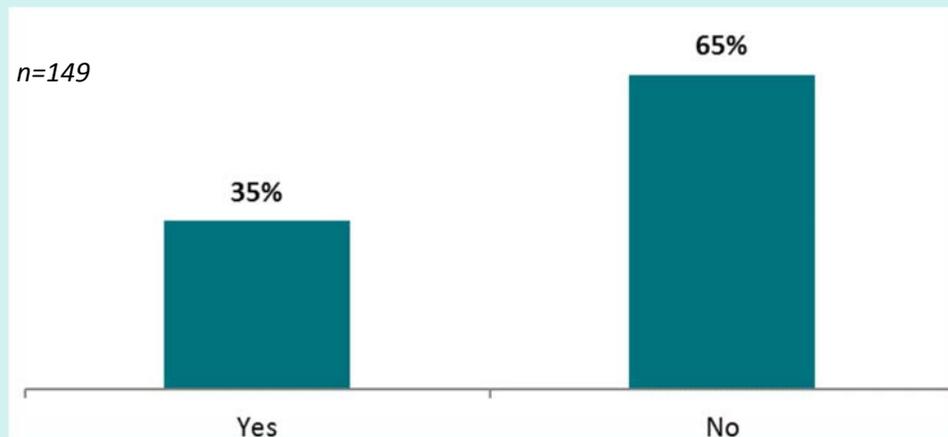
“This campus is severely polarized and has been on many levels for a long time.”

“I think the College does a great job recognizing, respecting, and responding to student needs. That should be the main focus of the college. But students will eventually suffer if employees aren't happy, and there are many employees who aren't happy here. I think this comes from a lack of resources to perform jobs to the best of our ability (because everyone here is doing multiple jobs and with very limited resources). This leads to lowered motivation and seeds lack of trust and collaboration because everyone feels forced to battle over a very small pie for very basic needs to support their units. It's disheartening because I believe that everyone here is connected by the fact that they care deeply about the students.”

## College-specific Questions



Are you a parent to biological, adopted, and/or foster children under the age of 18?



## College-specific Questions

“What events or trainings would you like to see that would support cultural responsiveness at Miramar College?”

The 58 responses were coded for common themes.

Themes
<p>Cultural competency</p> <p><i>“Comprehensive cultural competency training series.”</i></p>
<p>Workplace environment</p> <p><i>“It would simply be a great team building opportunity if departments could come together for an all campus event so we can all get to know each other better and support one another.”</i></p>
<p>Classroom practices</p> <p><i>“Major professional development for administrators about the importance of climate, diversity, and diversity in the curriculum. Major professional development for faculty about culturally responsive pedagogy.”</i></p>
<p>Cultural fairs</p> <p><i>“Cultural World Festival type of thing with staff and students and FOOD, music, art, dancing, etc from different parts of the world - and actually make it representative of all different regions in the world instead of just a few.”</i></p>

## College-specific Questions

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

The 57 responses were coded for common themes.

Themes
<p>Negative comment</p> <p><i>“There is one committee, the Diversity and Inclusion committee, that does a good job of trying to promote a positive cultural climate, but they are handicapped by the overall hostile climate on the campus and little support from the administration.”</i></p>
<p>Diversity</p> <p><i>“Cultural diversity and expression is encouraged and supported on campus - that is, in and of itself, a big deal. Good job Miramar.”</i></p> <p>Note. While some respondents felt Miramar College supports diversity well, others felt that there are ways that Miramar needs to improve its support of diversity (see next page).</p>
<p>Student support</p> <p><i>“For those that are involved, the Diversity committee puts on a number of events that speak to our institutional student learning outcomes. For those that choose not to be involved in events like this, I don't know that there is anything. I loved how the students came up with celebration of their New Year's day and allowed the campus to share in on their unique event.”</i></p>

## College-specific Questions

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

The 63 responses were coded for common themes.

Themes
<p><b>Workplace environment</b></p> <p><i>“There is too much of a divide between faculty and administrators.”</i></p> <p><i>“We need to foster greater collegiality between all employee parties on campus. The way people talk to each other sometimes is shocking and not appropriate for a playground let alone a workplace. Again, I think part of this spurs from the lack of adequate resources. Everyone is put into battle mode against each other just to scrape together enough resources to keep their units afloat, let alone thrive. However, we are all on this boat together. We can either work collectively to navigate to shore and improve our lot, or focus on fixing our own leaks and drown.”</i></p>
<p><b>Diversity</b></p> <p><i>“More diversity in faculty, administration, and staff that are representative of the student population.”</i></p>