

KERN COMMUNITY COLLEGE DISTRICT CLIMATE SURVEY REPORT

2011 Survey Results

District Institutional Research Team

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KERN COMMUNITY COLLEGE DISTRICT

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In 2011, the Kern Community College District (KCCD) strategic planning task force determined a need for a survey to better understand how employees and students viewed the climate of the district as a whole, as well as the climate of their individual location. Two versions of the survey were created; an employee version and a student version which excludes questions that are only applicable to employees. Appendix A contains the employee version of the survey and Appendix B contains the student version of the survey. The language of the questions will vary depending on the audience: employees or students.

The climate survey was distributed to employees and student leaders¹ across all locations of the district. An invitation to the survey was initially sent electronically on October 4, 2011. The survey closed on October 31, 2011, with employees and students each receiving three reminder emails to complete the survey by the deadline. A total of 704 people responded: 671 employees and 33 students. This survey will be conducted again in 2013 and subsequently every three years to track improvement.

The majority of respondents are female (60%), and work for or attend KCCD full-time (79%). About 56% work for or attend Bakersfield College (BC), 18% work for or attend Cerro Coso Community College (CC), 16% work for or attend Porterville College (PC), and 9% work for the District Office (DO). About 71% of the respondents classify themselves as White/Caucasian, 16% as Hispanic/Latino, and the remaining 13% as another ethnicity or multiple ethnicities. More than half of the employees who responded to the survey have worked for the district for more than ten years (55%), while fewer respondents have worked for the district for six to ten years (16%), one to five years (24%), and less than one year (5%). Among the employees who completed the survey, 53% are Faculty, 34% Classified Staff, and 11% Management. The table below shows the breakdown of respondent by location and employee type/student.

Table 1: Respondents by location and employee type/student.

	Total	BC	CC	PC	DO	Non-respondents
Management	75	20	13	12	28	2
Faculty	354	233	52	64	3	2
Classified Staff	225	124	47	22	31	1
Students	33	6	13	14	--	0
Non-respondents	17	11	0	1	0	5
<i>Total</i>	<i>704</i>	<i>394</i>	<i>125</i>	<i>113</i>	<i>62</i>	<i>10</i>

Because we received a small number of student responses and because the small number of responses are not representative of the larger KCCD student population, student responses were not included in analysis by location. Student respondents were only included in district-wide analysis. Similarly, because there were only three faculty respondents from the District Office, those respondents will be excluded from analysis.

In the sections below, we note those areas where differences between groups are statistically significant. In the simplest terms, when a difference is said to be statistically significant, this means that it is unlikely to be due to chance (less than 5 percent). In other words, the difference is likely 'real'.

¹ Student leaders were defined as members of student government and presidents of any student club or organization.

For historic purposes, it should be noted that both faculty and classified were going through contract negotiations during the survey’s data collection period.

SECTION 1: CLIMATE

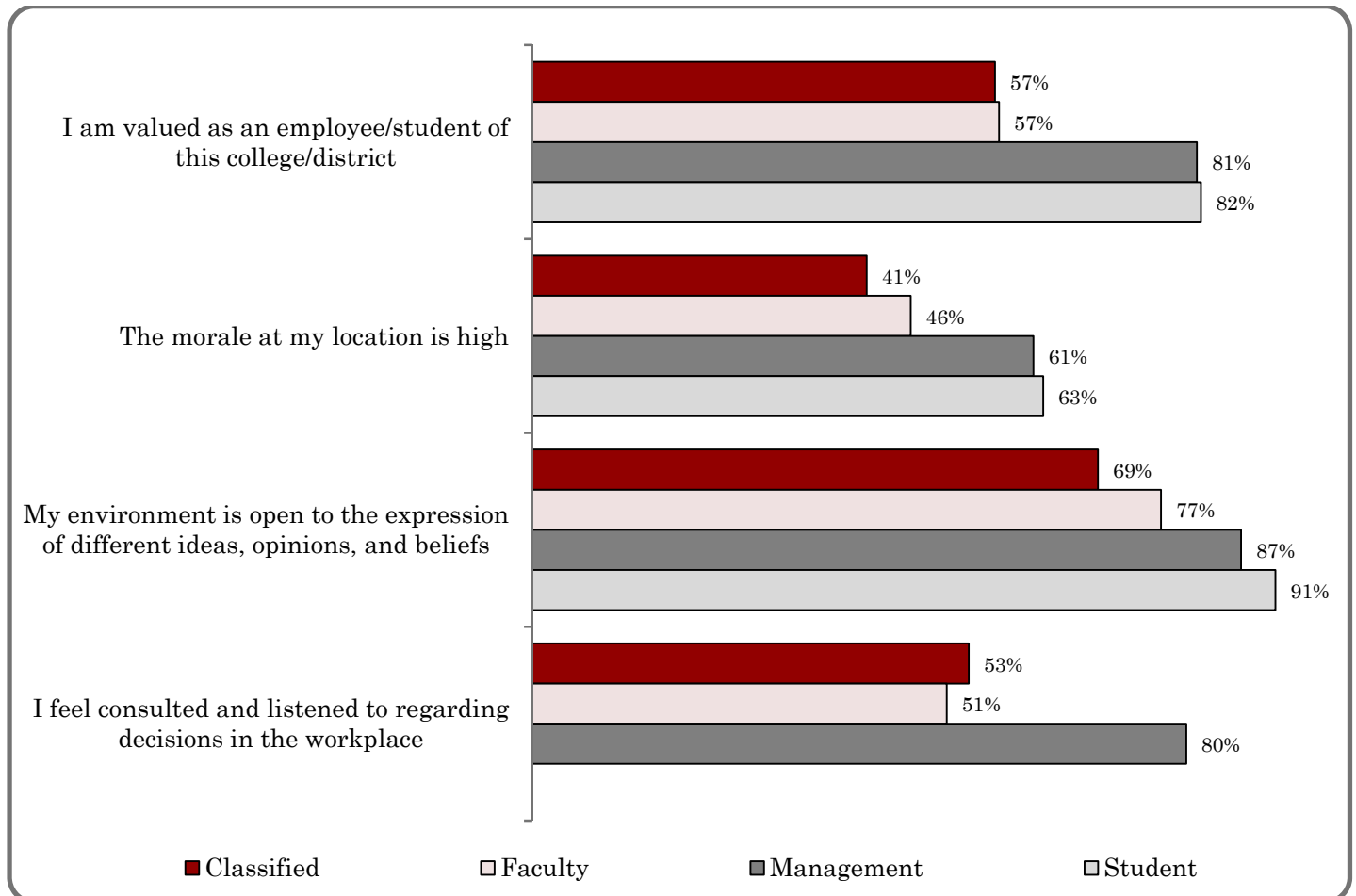
In the first section of the survey, respondents were asked about the extent to which they agree with statements regarding the overall climate of their location using a four-point scale, ranging from “strongly agree” to “strongly disagree”. The questions in this section can be grouped into three categories: atmosphere, employee trust, and facilities.

Atmosphere

About 61% of respondents indicated that they feel valued as an employee/student of this college/district, and 76% of employees who responded feel that their location is open to the expression of different ideas, opinions, and beliefs. Fewer respondents indicated that the morale at their location is high (47%) and that they feel consulted and listened to regarding decisions in the workplace (55%).

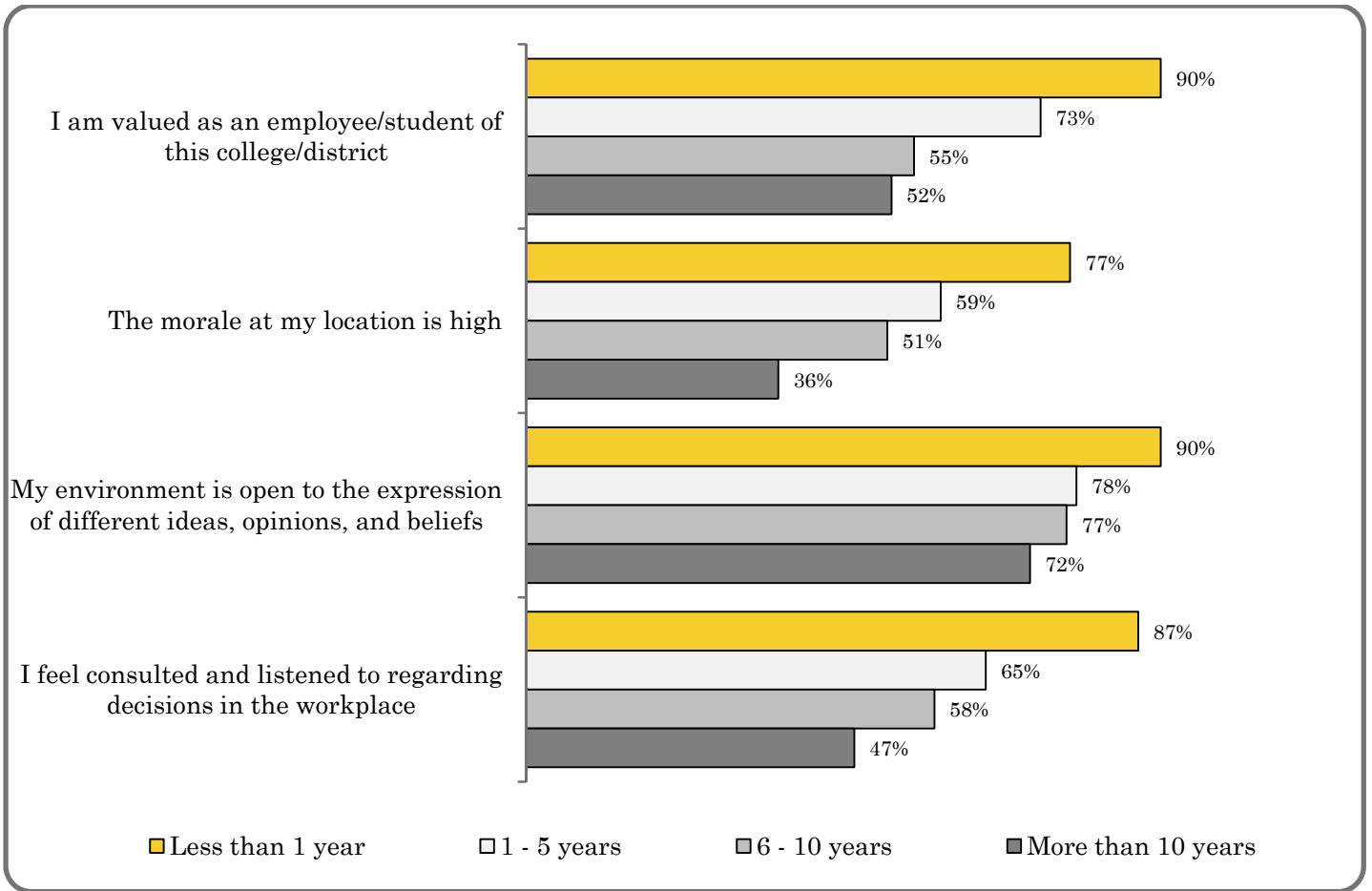
Figure 1 below shows the percentage of respondents who “agree” or “strongly agree” with the statements about their atmosphere by employee type/student. In all areas, a greater percentage of managers feel positively about the statements than faculty and classified staff. Students also have a more positive perception than faculty and classified staff.

Figure 1: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements about their atmosphere by employee type/student.



The longer an employee has worked for KCCD, the less likely they are to agree with positive statements about their atmosphere. The following graph shows that the agreement with such statements decreases with longevity.

Figure 2: Percent of districtwide employees who “agree” or “strongly agree” with the following statements about their atmosphere by employment length.



While the pattern between longevity and agreement is evident in all areas, most employees tend to feel that their environment is open to the expression of different ideas, opinions, and beliefs.

Bakersfield College

About 53% of respondents at BC indicated that they feel valued as an employee of this college, and about 73% of respondents “agree” or “strongly agree” that their environment is open to the expression of different ideas, opinions, and beliefs. Slightly fewer respondents believe that the morale at their location is high (41%), and that they feel consulted and listened to regarding decisions in the workplace (49%). The table below displays this information disaggregated by employee type.

Table 2: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements about their atmosphere by employee type.

	Management	Faculty	Classified Staff
I am valued as an employee of this college/district	70% *	55% *	44%
The morale at my location is high	50%	45% *	31%
My environment is open to the expression of different ideas, opinions, and beliefs	85%	76% *	64%
I feel consulted and listened to regarding decisions in the workplace	65%	48%	47%

* = significantly greater than classified staff

A greater percentage of respondents at the Delano campus “agree” or “strongly agree” with statements about their atmosphere compared to the Bakersfield Main campus.

Table 3: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements about their atmosphere by location.

	Delano	Bakersfield Main
I am valued as an employee of this college/district	85% *	50%
The morale at my location is high	85% *	37%
My environment is open to the expression of different ideas, opinions, and beliefs	92% *	71%
I feel consulted and listened to regarding decisions in the workplace	77% *	46%

* = significantly greater than Bakersfield Main

Cerro Coso Community College

About 59% of respondents at CC believe that the morale at their location is high and about 66% feel consulted and listened to regarding decisions in the workplace. A greater portion of respondents from Cerro Coso “agree” or “strongly agree” that they are a valued employee of this college (76%) and that their environment is open to the expression of different ideas, opinions, and beliefs (83%). The following table shows a breakdown of Cerro Coso respondents by employee type.

Table 4: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” with the following statements about their atmosphere by employee type.

	Management	Faculty	Classified Staff
I am valued as an employee of this college/district	92%	67%	75%
The morale at my location is high	85% *	55%	55%
My environment is open to the expression of different ideas, opinions, and beliefs	92%	81%	78%
I feel consulted and listened to regarding decisions in the workplace	92%	57%	68%

* = significantly greater than faculty

Porterville College

The majority of all respondents at PC agree that they are a valued member of this college (62%), that the morale at their location is high (51%), that their environment is open to the expression of different ideas, opinions, and beliefs (81%), and that they feel consulted and listened to regarding decisions in the workplace (62%). The table below shows this information by employee type.

Table 5: Percent of Porterville College respondents who “agree” or “strongly agree” with the following statements about their atmosphere by employee type.

	Management	Faculty	Classified Staff
I am valued as an employee of this college/district	100%	55%	57%
The morale at my location is high	67%	44%	50%
My environment is open to the expression of different ideas, opinions, and beliefs	100%	78%	77%
I feel consulted and listened to regarding decisions in the workplace	100%	57%	55%

District Office

A little more than half of the respondents at the DO agree that the morale at their location is high (53%). Larger percentages believe that they are valued as an employee of this district (80%), that their environment is open to the expression of different ideas, opinions, and beliefs (77%), and that feel consulted and listened to regarding decisions in the workplace (69%).

Although there are no significant differences between management and classified staff, the following table displays the data disaggregated by employee type.

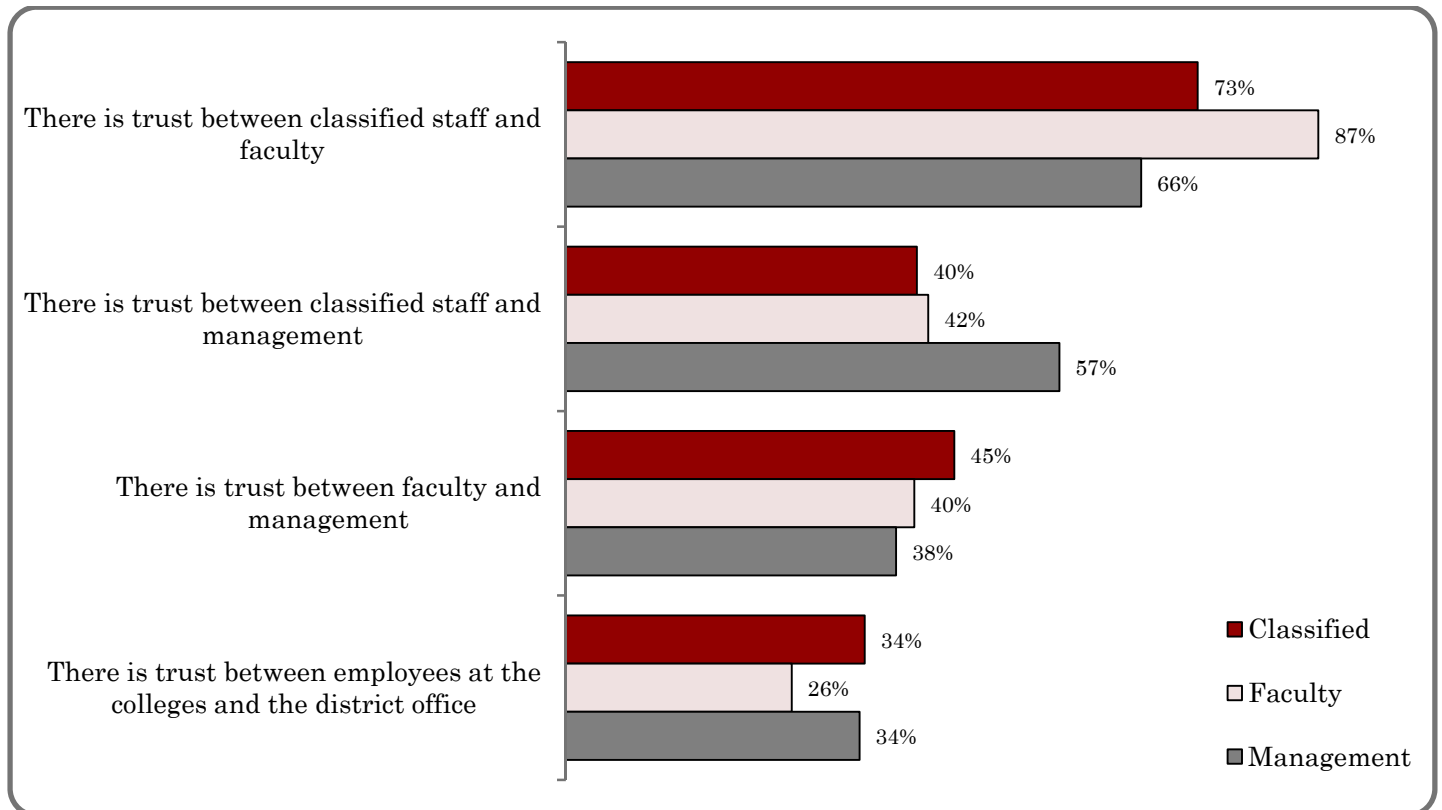
Table 6: Percent of District Office respondents who “agree” or “strongly agree” with the following statements about their atmosphere by employee type.

	Management	Classified Staff
I am valued as an employee of this college/district	82%	80%
The morale at my location is high	54%	55%
My environment is open to the expression of different ideas, opinions, and beliefs	82%	73%
I feel consulted and listened to regarding decisions in the workplace	82%	60%

Employee Trust

More than three-fourths of all employees surveyed “agree” or “strongly agree” that there is trust between classified staff and faculty (79%). Less than half of all employees surveyed agree that there is trust between classified staff and management (43%) and that there is trust between faculty and management (41%). Only about one third of all employees surveyed “agree” or “strongly agree” that there is trust between employees at the colleges and the District Office (30%).

Figure 3: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements about trust between employee groups by employee type.



Bakersfield College

About 80% of Bakersfield employees “agree” or “strongly agree” that there is trust between classified staff and faculty. Fewer employees feel that there is trust between classified staff and management (35%), that there is trust between faculty and management (36%), or that there is trust between employees at the colleges and employees at the District Office (28%). The following table breaks down the questions about trust by employee type.

Table 7: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements about trust between employee groups by employee type.

	Management	Faculty	Classified Staff
There is trust between classified staff and faculty	65%	85% *	74%
There is trust between classified staff and management	35%	35%	33%
There is trust between faculty and management	25%	34%	44%
There is trust between employees at the colleges and the District Office	21%	25%	33%

* = significantly greater than management and classified staff

A higher percentage of employees from the Delano campus center agree that there is trust between employee groups compared to employees at the Bakersfield Main campus.

Table 8: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements about trust between employee groups by location.

	Delano	Bakersfield Main
There is trust between classified staff and faculty	96% *	79%
There is trust between classified staff and management	84% *	30%
There is trust between faculty and management	81% *	32%
There is trust between employees at the colleges and the District Office	50% *	25%

* = significantly greater than Bakersfield Main

Cerro Coso Community College

About 83% of Cerro Coso employees “agree” or “strongly agree” that there is trust between classified staff and faculty. A smaller percentage of employees “agree” or “strongly agree” that there is trust between classified staff and management (59%), faculty and management (53%), and employees at the colleges and employees at the District Office (39%). The following table disaggregates this information by employee type, noting that significantly more faculty members feel that there is trust between classified staff and faculty and management than classified staff.

Table 9: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” with the following statements about trust between employee groups by employee type.

	Management	Faculty	Classified Staff
There is trust between classified staff and faculty	85%	90% *	74%
There is trust between classified staff and management	77%	63%	51%
There is trust between faculty and management	50%	59%	46%
There is trust between employees at the colleges and the District Office	62%	37%	35%

* = significantly greater than classified staff

There were some significant differences in how the respondents answered when the responses are grouped by location. Respondents from the Kern River Valley (KRV) location were more likely to agree with statements about trust than respondents from the Eastern Sierra College Centers (ESCC) and the Indian Wells Valley (IWV) location.

Table 10: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” with the following statements about trust between employee groups by location.

	ESCC	IWV	KRV
There is trust between classified staff and faculty	100%	79%	92%
There is trust between classified staff and management	44%	59%	92%
There is trust between faculty and management	43%	51%	83% *
There is trust between employees at the colleges and the District Office	44%	31%	75%

* = significantly greater than Indian Wells Valley

Porterville College

Porterville employees agree that there is trust between employee groups within the college, with about 83% indicating that there is trust between classified staff and faculty, 54% indicating there is trust between classified staff and management, and 50% indicating there is trust between faculty and management. However, only about one-fifth “agree” or “strongly agree” that there is trust between employees at the college and the District Office (21%). The table below displays the information by employee group.

Table 11: Percent of Porterville College employees who “agree” or “strongly agree” with the following statements about trust between employee groups by employee type.

	Management	Faculty	Classified Staff
There is trust between classified staff and faculty	67%	89%	73%
There is trust between classified staff and management	92% *	47%	55%
There is trust between faculty and management	50%	48%	57%
There is trust between employees at the colleges and the District Office	25%	16%	32%

* = significantly greater than faculty

District Office

About 62% of the DO employees “agree” or “strongly agree” that there is trust between classified staff and faculty. A slightly smaller percentage believe there is trust between classified staff and management (48%), between faculty and management (37%), and between employees at the colleges and employees at the District Office (42%). The table below shows the consistency between the management and classified staff responses.

Table 12: Percent of District Office respondents who “agree” or “strongly agree” with the following statements about trust between employee groups by employee type.

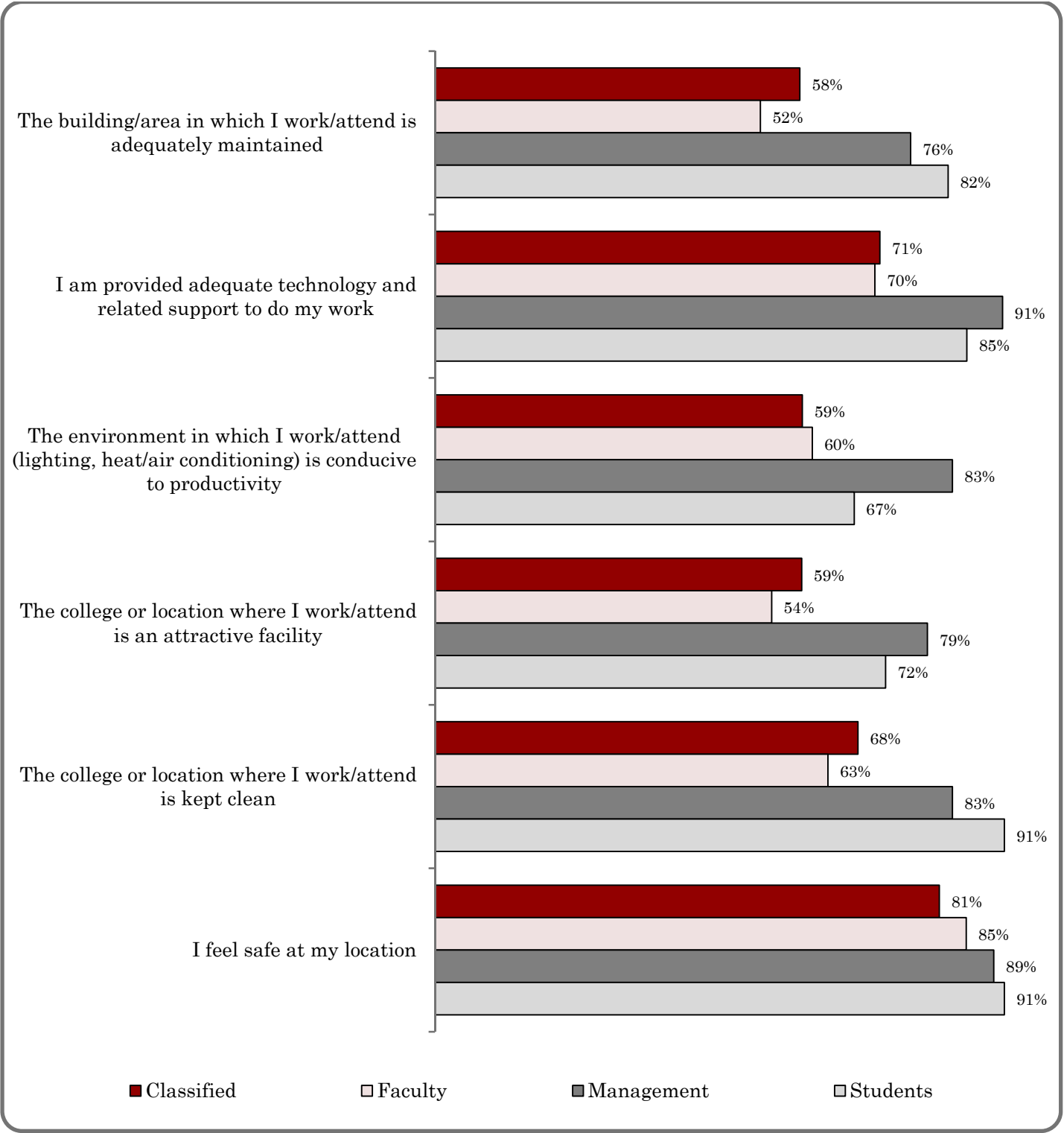
	Management	Classified Staff
There is trust between classified staff and faculty	56%	64%
There is trust between classified staff and management	48%	45%
There is trust between faculty and management	35%	36%
There is trust between employees at the colleges and the District Office	36%	42%

Facilities

When asked about the condition of the building facilities, over half of all respondents “agree” or “strongly agree” that their area is adequately maintained (58%) and that the location where they work/attend is an attractive facility (59%). About 63% think that the environment in which they work/attend is conducive to productivity, about 68% agree that the location where they work or attend is kept clean, and about 73% “agree” or “strongly agree” that they are provided adequate technology and support to do their work. About 84% indicated that they feel safe at their location.

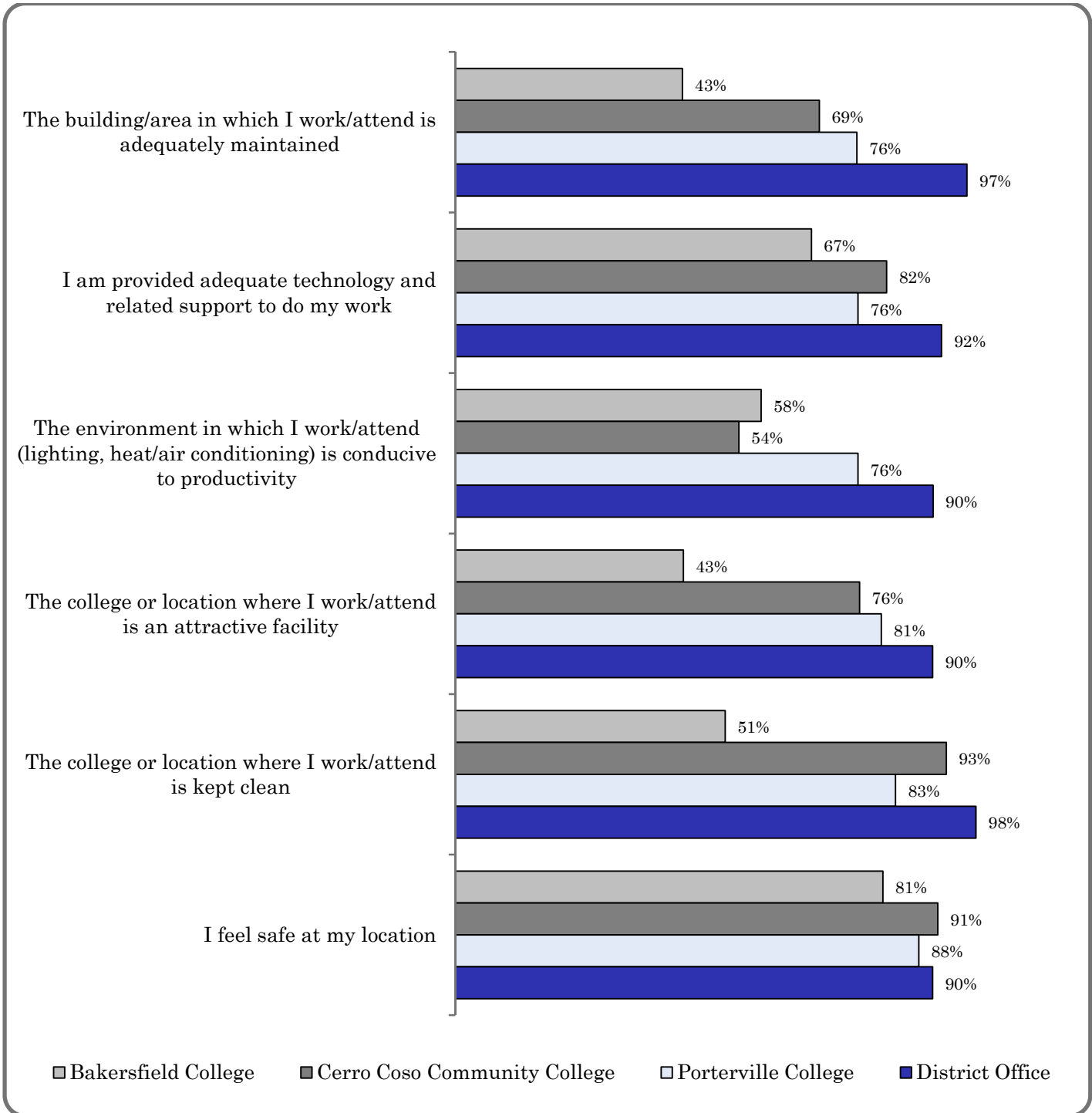
The following figure shows the differences in perceptions of facilities by employee type/student. Significantly more managers agree with positive statements about their facilities than classified staff and faculty members. Students also have a high perception of the condition of their facilities.

Figure 4: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by employee type/student.



The following chart displays significant differences among employees' perceptions of the condition of their location's facilities by college. A vast majority of DO employees view their facilities in a positive light. A smaller percentage of BC respondents agree with positive statements about the condition of their facilities. While CC and PC respondents tended to stay in the middle, fewer CC respondents feel that the lighting, heating, and air conditioning of their building is conducive to productivity. The majority of all respondents indicated that they feel safe at their location.

Figure 5: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by college.



Bakersfield College

About 43% of BC respondents think that the building/area in which they work is adequately maintained. Sixty-seven percent feel that they are provided adequate technology and related support to do their work. About 57% think the environment in which they work is conducive to productivity. About 43% agree that the college where they work is an attractive facility, and 51% agree that the college where they work is kept clean. A vast majority (81%) feel safe at their location.

A breakdown of this information by employee type follows.

Table 13: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by employee type.

	Management	Faculty	Classified Staff
The building/area in which I work is adequately maintained	45%	43%	44%
I am provided adequate technology and related support to do my work	85%	66%	65%
The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	70%	57%	57%
The college or location where I work is an attractive facility	60%	40%	45%
The college or location where I work is kept clean	50%	52%	48%
I feel safe at my location	85%	83%	76%

A larger percentage of Delano respondents agree with positive statements about the condition of their facilities.

Table 14: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by location.

	Delano	Bakersfield Main
The building/area in which I work is adequately maintained	85% *	39%
I am provided adequate technology and related support to do my work	81%	66%
The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	92% *	55%
The college or location where I work is an attractive facility	81% *	39%
The college or location where I work is kept clean	92% *	48%
I feel safe at my location	92%	80%

* = significantly greater than Bakersfield Main.

Cerro Coso Community College

About 69% of CC respondents think that the building/area in which they work is adequately maintained. About 82% feel that they are provided adequate technology and related support to do their work. About 54% think the environment in which they work is conducive to productivity. About 76% agree that the college where they work is an attractive facility, and 93% agree that the college where they work is kept clean. About 91% feel safe at their location.

The following table displays relatively consistent responses between the three employee groups.

Table 15: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by employee type.

	Management	Faculty	Classified Staff
The building/area in which I work is adequately maintained	77%	67%	64%
I am provided adequate technology and related support to do my work	92%	78%	77%
The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	62%	56%	43%
The college or location where I work is an attractive facility	77%	79%	70%
The college or location where I work is kept clean	92%	94%	89%
I feel safe at my location	92%	89%	92%

When looking at this data by location, significantly fewer respondents at the Kern River Valley location think that the location where they work is an attractive facility compared to respondents at the other locations.

Table 16: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by location.

	ESCC	IWV	KRV
The building/area in which I work is adequately maintained	65%	69%	64%
I am provided adequate technology and related support to do my work	82%	79%	100%
The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	59%	51%	57%
The college or location where I work is an attractive facility	88% *	83%	21%
The college or location where I work is kept clean	100%	91%	93%
I feel safe at my location	100%	88%	100%

* = significantly greater than Kern River location.

Porterville College

About three-fourths of Porterville respondents feel that the building/area in which they work is adequately maintained (76%) that they are provided adequate technology and related support to do their work (76%), and that the environment in which they work is conducive to productivity (76%). About 80% of respondents agree that the location where they work is an attractive facility, 83% agree that the location where they work is kept clean, and 88% feel safe at their location.

The following table shows this information by employee type, with only one significant difference to note.

Table 17: Percent of Porterville College respondents who “agree” or “strongly agree” with the following statements about the condition of their facilities by employee type.

	Management	Faculty	Classified Staff
The building/area in which I work is adequately maintained	83%	70%	77%
I am provided adequate technology and related support to do my work	83%	77%	73%
The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	100%	78%	64%
The college or location where I work is an attractive facility	83%	81%	82%
The college or location where I work is kept clean	100%	75%	86%
I feel safe at my location	100%	89%	77%

District Office

A vast majority of respondents at the DO feel that the area in which they work is adequately maintained (97%), they are provided adequate technology and related support to do their work (92%), the environment in which they work is conducive to work (90%), the location where they work is an attractive facility (90%), they location where they work is kept clean (98%), and that they feel safe at their location (90%).

Compared to classified staff, significantly more managers agree that they are provided adequate technology to do their work and that the environment in which they work is conducive to productivity. This breakdown is shown in the table below.

Table 18: Percent of District Office respondents who “agree” or “strongly agree” with the following statements about condition of their facilities by employee type.

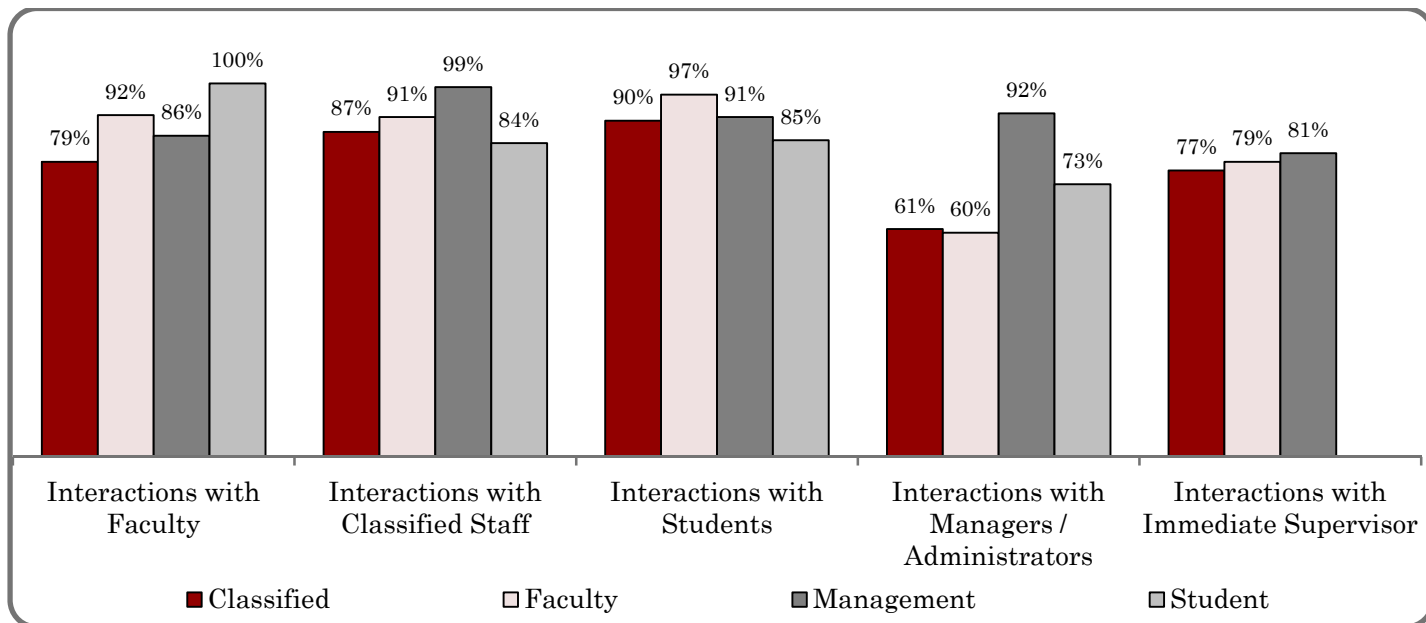
	Management	Classified Staff
The building/area in which I work is adequately maintained	100%	93%
I am provided adequate technology and related support to do my work	100%	84%
The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	100%	84%
The college or location where I work is an attractive facility	96%	83%
The college or location where I work is kept clean	100%	97%
I feel safe at my location	93%	87%

SECTION 2: INTERACTIONS

The second section of the survey asked the respondents about their interactions with employees and students at their location. The respondents rated their interactions with each group on a five-point scale ranging from “very positive” to “very negative.”

The majority of all respondents indicated that their interactions with employees and students are positive. About 65% of respondents signified that their interactions with managers or administrators are positive and about 79% of respondents indicated that their interactions with their immediate supervisor are positive. An even greater percentage of respondents disclosed that they have positive interactions with faculty members (88%), classified staff (90%), and students (94%). This data is represented in the chart below which disaggregates it by employee type/student.

Figure 6: Percent of districtwide respondents who experienced “positive” or “very positive” interactions with the following groups by employee type/student.



Bakersfield College

A high percentage of Bakersfield respondents experienced “positive” or “very positive” interactions with faculty (87%), classified staff (88%), students (93%), and their immediate supervisor (79%). A little more than half of Bakersfield respondents had positive interactions with managers/administrators (57%). Table 19 displays this information by employee type.

Table 19: Percent of Bakersfield College respondents who experienced “positive” or “very positive” interactions with the following groups by employee type.

	Management	Faculty	Classified Staff
Interactions with Faculty	95%	91% *	78%
Interactions with Classified Staff	100%	90% *	81%
Interactions with Students	85%	97% *	88%
Interactions with Managers/Administrators	85% **	55%	57%
Interactions with Immediate Supervisor	75%	79%	78%

* = significantly greater than classified staff, **= significantly greater than faculty and classified staff

Cerro Coso Community College

A high percentage of Cerro Coso respondents experience positive interactions with faculty (89%), classified staff (90%), and students (96%). About 70% of Cerro Coso respondents have favorable interactions with managers/administrators and 80% of Cerro Coso employees indicated “positive” or “very positive” interactions with their immediate supervisor. The following table disaggregates this data by employee type.

Table 21: Percent of Cerro Coso Community College respondents who experienced “positive” or “very positive” interactions with the following groups by employee type.

	Management	Faculty	Classified Staff
Interactions with Faculty	85%	94%	83%
Interactions with Classified Staff	100%	90%	89%
Interactions with Students	92%	98%	98%
Interactions with Managers/Administrators	100%	69%	61%
Interactions with Immediate Supervisor	92%	78%	79%

Porterville College

PC has a large percentage of respondents noting “positive” or “very positive” interactions with faculty (94%), classified staff (96%), students (96%), managers/administrators (73%), and their immediate supervisor (80%). The following table breaks this information down by employee type.

Table 22: Percent of Porterville College respondents who experienced “positive” or “very positive” interactions with the following groups by employee type.

	Management	Faculty	Classified Staff
Interactions with Faculty	92%	97%	82%
Interactions with Classified Staff	100%	95%	100%
Interactions with Students	100%	98%	96%
Interactions with Managers/Administrators	100%	71%	57%
Interactions with Immediate Supervisor	83%	83%	73%

* = significantly greater than classified staff, **= significantly greater than faculty and classified staff

District Office

The majority of respondents from the DO indicated that they have positive interactions with classified staff (95%), managers/administrators (83%), students (87%), and their immediate supervisor (77%). Fewer respondents have favorable interactions with faculty (70%). This may be due to the fact that respondents at the District Office have less interaction with faculty (24% indicated a neutral response). The following table shows that management and classified staff responded fairly similar on the questions in this section.

Table 23: Percent of District Office respondents who experienced “positive” or “very positive” interactions with the following groups by employee type.

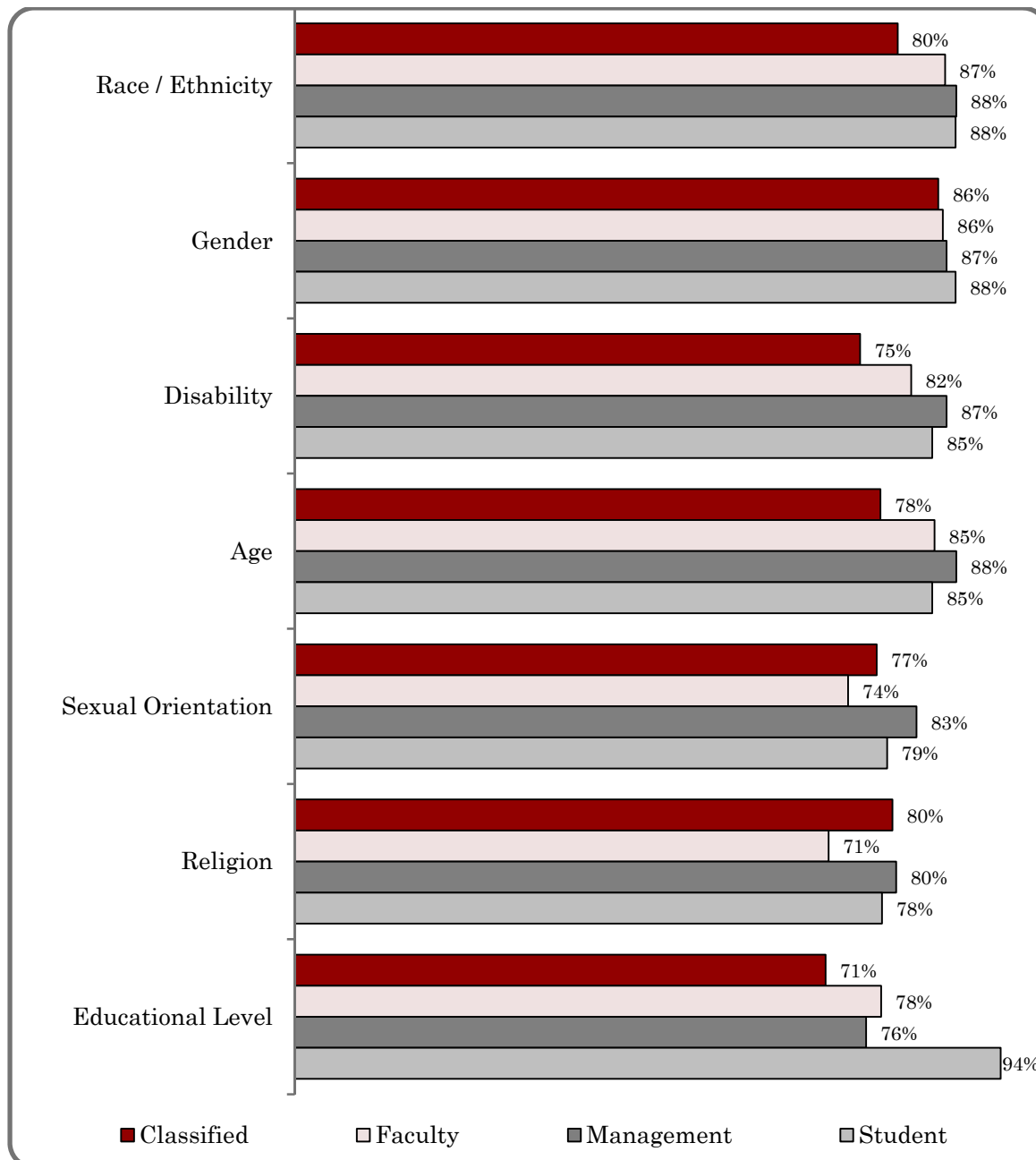
	Management	Classified Staff
Interactions with Faculty	74%	71%
Interactions with Classified Staff	96%	93%
Interactions with Students	89%	83%
Interactions with Managers/Administrators	93%	76%
Interactions with Immediate Supervisor	82%	77%

SECTION 3: DIVERSITY

The third section of the survey asked the respondents how welcoming and supportive the general climate is to similarities and differences in areas of diversity. The respondents used a five-point scale ranging from “strongly agree” to “strongly disagree.”

In general, the majority of total respondents believe that their climate is welcoming and supportive to similarities and differences in areas of diversity. About three-fourths of all respondents believe their location is supportive to diversity in regards to sexual orientation (76%), religion (75%) and educational level (76%). An even higher percentage of respondents believe their climate is supportive in regards to race (85%), gender (86%), disability (81%), and age (83%). The following chart shows the percentage of total respondents who “agree” or “strongly agree” that their location is supportive to similarities and differences in the areas listed by employee type/student.

Figure 7: Percent of districtwide respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type/student.



When looking at the diversity results by gender, a higher percentage of males “agree” or strongly agree” that the general climate is welcoming and supportive of similarities and differences in gender, disability, age and educational level than females.

Table 24: Percent of districtwide respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by gender.

	Female	Male
Race/Ethnicity	84%	88%
Gender	84%	90% *
Disability	78%	85% *
Age	81%	88% *
Sexual Orientation	76%	77%
Religion	76%	76%
Educational Level	73%	80% *

*= significantly greater than females.

Bakersfield College

About 84% of BC respondents “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in race/ethnicity. About 85% feel supported in regards to their gender, and about 81% feel supported in regards to their age. A slightly smaller percentage agree that their climate is welcoming and supportive of similarities and differences in disability (78%), sexual orientation (75%), religion (73%), and educational level (73%). The table below showcases a few significant differences by employee type.

Table 25: Percent of Bakersfield College respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type.

	Management	Faculty	Classified Staff
Race/Ethnicity	80%	87% *	78%
Gender	75%	86%	84%
Disability	70%	82% *	72%
Age	75%	85%	77%
Sexual Orientation	60%	76%	77%
Religion	55%	72%	79%
Educational Level	60%	77% *	67%

*= significantly greater than classified staff

Cerro Coso Community College

About 87% of CC respondents “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in gender. About 85% feel that their climate is welcoming in reference to race/ethnicity, as well as age. A slightly smaller percentage agree that their climate is supportive of similarities in regards to disability (82%), sexual orientation (74%), religion (72%), and educational level (78%). The table below showcases this information by employee type.

Table 26: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type.

	Management	Faculty	Classified Staff
Race/Ethnicity	92%	82%	85%
Gender	92%	86%	87%
Disability	92%	82%	77%
Age	92%	84%	83%
Sexual Orientation	92%	65%	79%
Religion	92%	61%	80% *
Educational Level	85%	75%	75%

* = significantly greater than faculty

Porterville College

A high percentage of PC respondents “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences of race and ethnicity (89%), gender (90%), disability (87%), age (88%), sexual orientation (80%), religion (84%), and educational level (89%).

The following table breaks down this information in this manner and showcases the consistency of responses.

Table 27: Percent of Porterville College respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type.

	Management	Faculty	Classified Staff
Race/Ethnicity	92%	89%	82%
Gender	92%	89%	86%
Disability	100%	84%	82%
Age	100%	87%	77%
Sexual Orientation	92%	75%	82%
Religion	100%	79%	82%
Educational Level	100%	86%	86%

District Office

A large percentage of DO respondents “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences of race and ethnicity (84%), gender (87%), disability (84%), age (80%), sexual orientation (80%), religion (79%), and educational level (68%).

The following table displays the consistency of responses of classified staff and managers.

Table 28: Percent of District Office respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type.

	Management	Classified Staff
Race/Ethnicity	89%	80%
Gender	89%	87%
Disability	89%	80%
Age	89%	73%
Sexual Orientation	89%	73%
Religion	82%	77%
Educational Level	71%	66%

SECTION 4: COMMUNICATION

The fourth survey section asked the respondent to think about communication at their location. The respondents indicated to what extent they agree with statements about communication on a five-point scale, ranging from “strongly agree” to “strongly disagree.”

Just under half of all respondents feel that relevant information affecting the district as a whole is communicated throughout the district (49%). A larger percent agree that relevant information affecting the respondent’s location as a whole is communicated throughout the organization (60%), that they have sufficient information to perform their job (83%), that their representatives in governance committees adequately inform them about important college/district issues (77%), and that their representatives in governance committees ask for their input on important issues (70%). About 51% agree that information flows upward through the organizational structure and about 44% agree that information flows downward through the organizational structure. About 80% believe that their supervisor keeps them informed of information relevant to their job, and about 70% believe that their supervisor asks for their input before making decisions that affect their work.

With the results disaggregated by employee type/student, significant differences are evident between the three employee groups.

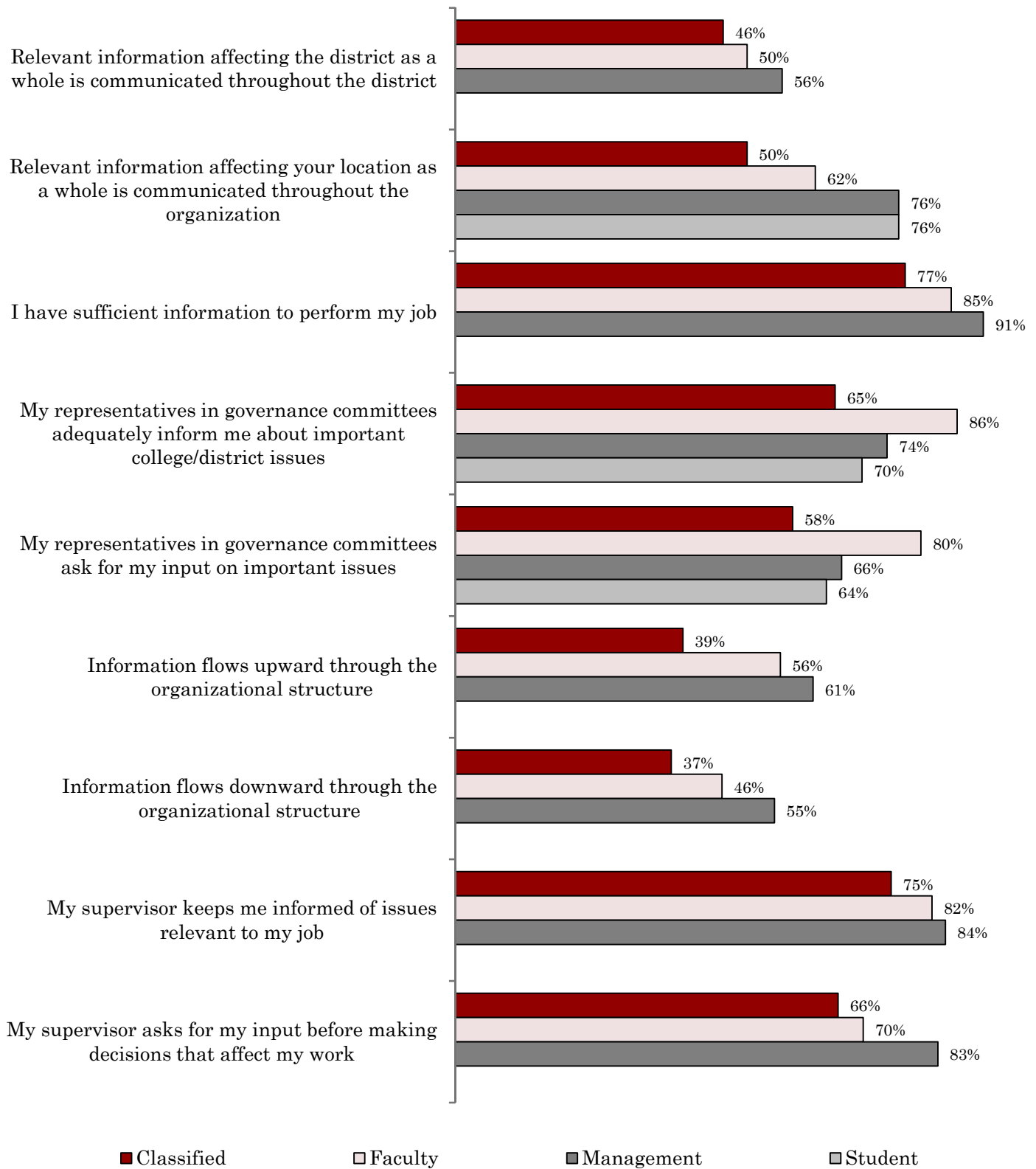
Table 29: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements regarding communication by employee type/student.

	Management	Faculty	Classified Staff	Students
Relevant information affecting the district as a whole is communicated throughout the district	56%	50%	46%	--
Relevant information affecting your location as a whole is communicated throughout the organization	76% **	62% *	50%	76% *
I have sufficient information to perform my job	91% *	85% *	77%	--
My representatives in governance committees adequately inform me about important college/district issues	74%	86% ***	65%	70%
My representatives in governance committees ask for my input on important issues	66%	80% ***	58%	64%
Information flows upward through the organizational structure	61% *	56% *	39%	--
Information flows downward through the organizational structure	55% *	46% *	37%	--
My supervisor keeps me informed of issues relevant to my job	84%	82% *	75%	--
My supervisor asks for my input before making decisions that affect my work	83% **	70%	66%	--

*= significantly greater than classified staff, **= significantly greater than faculty and classified, ***= significantly greater than management, classified staff, and students

The following chart represents the previous table in a graphical form.

Figure 8: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements regarding communication by employee type/student.



Bakersfield College

Less than half of BC respondents “agree” or “strongly agree” that relevant information affecting the district as a whole is communicated throughout the district (47%), that information flows upward through the organizational structure (47%), and that information flows downward through the organizational structure (43%). A larger percentage of Bakersfield respondents agree that relevant information affecting their location as a whole is communicated throughout the organization (56%), that their supervisor asks for their input before making decisions that affect their work (70%), that their representatives in governance committees ask for their input on important issues (71%), that their representatives in governance committees adequately inform them about important college/district issues (80%), that their supervisor keeps them informed of issues relevant to their job (80%), and that they have sufficient information to perform their job (82%).

The table below lays out significant differences by employee type, mostly between faculty and classified staff.

Table 30: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements regarding communication by employee type.

	Management	Faculty	Classified Staff
Relevant information affecting the district as a whole is communicated throughout the district	40%	51% *	39%
Relevant information affecting your location as a whole is communicated throughout the organization	65%	60% *	45%
I have sufficient information to perform my job	85%	86% *	74%
My representatives in governance committees adequately inform me about important college/district issues	65%	90% *	63%
My representatives in governance committees ask for my input on important issues	65%	83% *	50%
Information flows upward through the organizational structure	50%	55% *	31%
Information flows downward through the organizational structure	45%	48% *	33%
My supervisor keeps me informed of issues relevant to my job	75%	84%	75%
My supervisor asks for my input before making decisions that affect my work	65%	73%	65%

*= significantly greater than classified staff

Bakersfield College also has some differences between respondents from the Delano campus center and Bakersfield’s main campus.

Table 31: Percent of Bakersfield College respondents who “agree” or “strongly agree” with the following statements regarding communication by location.

	Delano	Bakersfield Main
Relevant information affecting the district as a whole is communicated throughout the district	73% *	44%
Relevant information affecting your location as a whole is communicated throughout the organization	77% *	54%
I have sufficient information to perform my job	92%	80%
My representatives in governance committees adequately inform me about important college/district issues	92%	79%
My representatives in governance committees ask for my input on important issues	84%	70%
Information flows upward through the organizational structure	68% *	44%
Information flows downward through the organizational structure	64% *	41%
My supervisor keeps me informed of issues relevant to my job	88%	80%
My supervisor asks for my input before making decisions that affect my work	92% *	68%

*= significantly greater than Bakersfield Main.

Cerro Coso Community College

Roughly half of CC respondents “agree” or “strongly agree” that information flows downward through the organizational structure (50%), relevant information affecting the district as a whole is communicated throughout the district (52%), and information flows upward through the organizational structure (55%). A higher percentage agree that relevant information affecting their location as a whole is communicated throughout the organization (61%), that their supervisor asks for their input before making decisions that affect their work (67%), that their supervisor keeps them informed of issues relevant to their job (76%), that their representatives in governance committees ask for their input on important issues (76%), that their representatives in governance committees adequately inform them about important college/district issues (77%), and that they have sufficient information to perform their job (80%). The following table points out some differences in communication perception by employee type.

Table 32: Percent of Cerro Coso Community College respondents who “agree” or “strongly agree” with the following statements regarding communication by employee type.

	Management	Faculty	Classified Staff
Relevant information affecting the district as a whole is communicated throughout the district	69%	44%	55%
Relevant information affecting your location as a whole is communicated throughout the organization	92% *	54%	53%
I have sufficient information to perform my job	100%	77%	78%
My representatives in governance committees adequately inform me about important college/district issues	100%	73%	76%
My representatives in governance committees ask for my input on important issues	92%	67%	80%
Information flows upward through the organizational structure	85% *	48%	55%
Information flows downward through the organizational structure	92% **	40%	49%
My supervisor keeps me informed of issues relevant to my job	92%	73%	75%
My supervisor asks for my input before making decisions that affect my work	92%	60%	68%

*= significantly greater than faculty, **= significantly greater than faculty and classified staff

Porterville College

Some Porterville respondents “agree” or “strongly agree” that information flows downward through the organizational structure (43%), and that relevant information affecting the district as a whole is communicated throughout the district (43%). A greater percentage feels that information flows upward through the organizational structure (65%), that relevant information affecting their location as a whole is communicated throughout the organization (69%), that their supervisor asks for their input before making decisions that affect their work (75%), that their representatives in governance committees ask for their input on important issues (73%), that their representatives in governance committees adequately inform them about important college/district issues (79%), that their supervisor keeps them informed of issues relevant to their job (83%), and that they have sufficient information to perform their job (89%). The following table shows some differences in communication perception by employee type.

Table 33: Percent of Porterville College respondents who “agree” or “strongly agree” with the following statements regarding communication by employee type.

	Management	Faculty	Classified Staff
Relevant information affecting the district as a whole is communicated throughout the district	25%	46%	46%
Relevant information affecting your location as a whole is communicated throughout the organization	83%	71%	59%
I have sufficient information to perform my job	92%	92%	77%
My representatives in governance committees adequately inform me about important college/district issues	100%	84% *	55%
My representatives in governance committees ask for my input on important issues	83%	82% *	55%
Information flows upward through the organizational structure	83%	68%	46%
Information flows downward through the organizational structure	58%	40%	41%
My supervisor keeps me informed of issues relevant to my job	92%	84%	77%
My supervisor asks for my input before making decisions that affect my work	100%	71%	73%

*= significantly greater than classified staff

District Office

The majority of DO respondents agree that relevant information affecting the district as a whole is communicated throughout the district (71%), that relevant information affecting their location as a whole is communicated throughout the organization (68%), that they have sufficient information to perform their job (89%), that their representatives in governance committees adequately inform them about important college/district issues (59%), that their supervisor keeps them informed of issues relevant to their job (79%), and that their supervisor asks for their input before making decisions that affect their work (71%). A smaller percent believe that their representatives in governance committees ask for their input on important issues (48%), that information flows upward through the organizational structure (44%), and that information flows downward through the organizational structure (40%).

The only significant difference to note in the table below is that a larger percentage of managers feel that their supervisor asks for their input before making decisions that affect their work compared to classified staff.

Table 34: Percent of District Office respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type.

	Management	Classified Staff
Relevant information affecting the district as a whole is communicated throughout the district	79%	61%
Relevant information affecting your location as a whole is communicated throughout the organization	75%	61%
I have sufficient information to perform my job	93%	87%
My representatives in governance committees adequately inform me about important college/district issues	56%	62%
My representatives in governance committees ask for my input on important issues	46%	52%
Information flows upward through the organizational structure	50%	40%
Information flows downward through the organizational structure	46%	32%
My supervisor keeps me informed of issues relevant to my job	86%	73%
My supervisor asks for my input before making decisions that affect my work	86% *	60%

* = significantly greater than classified staff

SECTION 5: PARTICIPATION

The fifth survey section asks the respondent how often they participate in events, such as department meetings, committee meetings, staff development activities, extracurricular college events, intercollegiate events, and community meetings or events. Because some events naturally occur more often than others, we show the percentage of respondents who participate once a month or more for some questions and once a semester or more for others.

About half of all respondents (51%) attend department meetings and committee meetings once a month or more often. Just under half of all respondents attend staff development activities (49%) and extracurricular college events (46%) once a semester or more. Fewer respondents attend intercollegiate events (25%) and community meetings or events (39%) once a semester or more.

As expected, a higher percentage of managers participate in the events more often than faculty and classified staff. Classified staff respondents attend the events fewer than the other two groups.

Figure 9: Percent of districtwide respondents who attend the following events once a month or more by employee type/student.

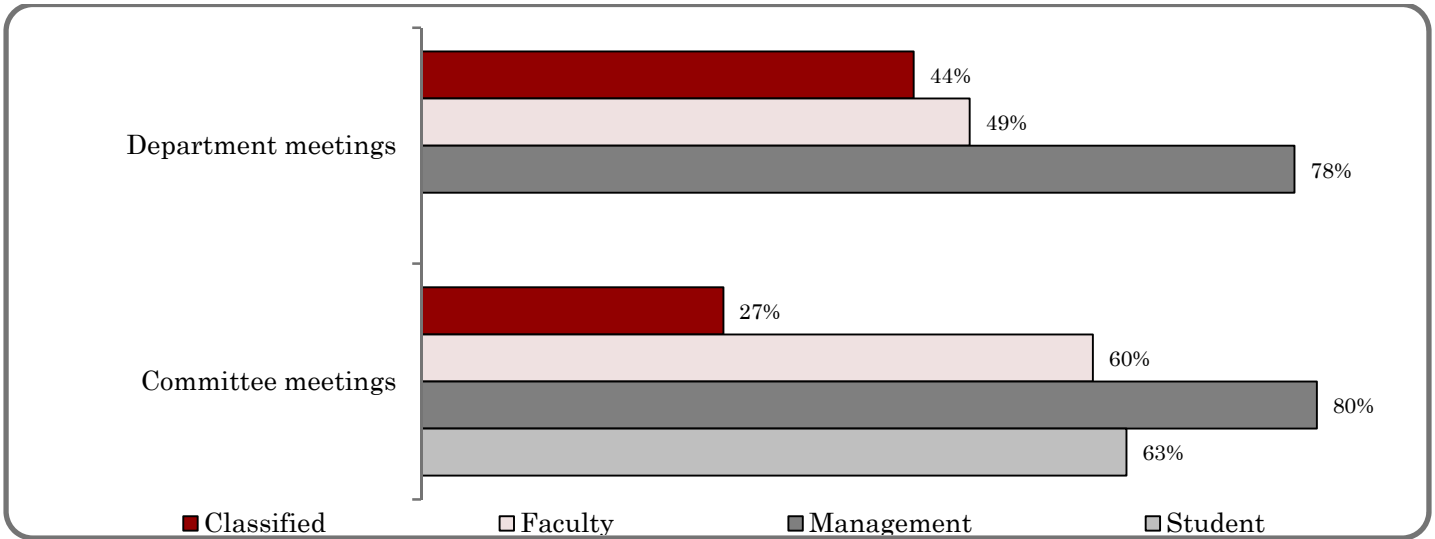
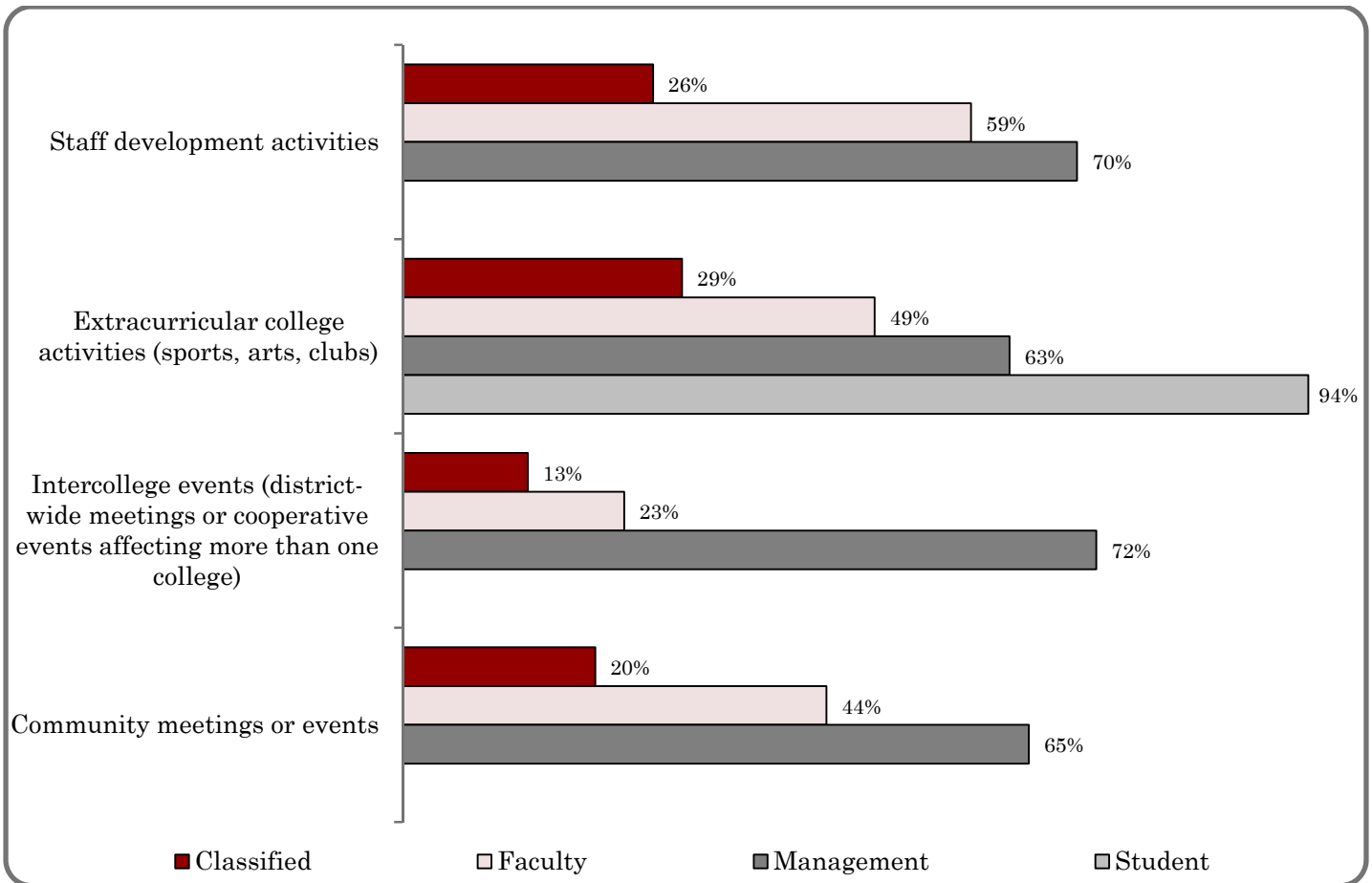


Figure 10: Percent of districtwide respondents who attend the following events once a semester or more by employee type/student.



Bakersfield College

About 52% of Bakersfield respondents attend department meetings once a month or more and 48% attend committee meetings once a month or more.

Table 35: Percent of Bakersfield College respondents who attend the following events once a month or more by employee type.

	Management	Faculty	Classified Staff
Department meetings	90% **	50%	50%
Committee meetings	100% **	57% *	23%

*= significantly greater than classified staff, **= significantly greater than faculty and classified staff

About 55% of Bakersfield respondents attend staff development activities once a semester or more and about 49% attend extracurricular college activities once a semester or more. Fewer respondents attend intercollege events once a semester or more (22%) and community meetings or events once a semester or more (39%).

Table 36: Percent of Bakersfield College respondents who attend the following events once a month or more by employee type.

	Management	Faculty	Classified Staff
Staff development activities	80% *	68% *	26%
Extracurricular college activities (sports, arts, clubs)	75% *	53% *	35%
Intercollege events (district-wide meetings or cooperative events affecting more than one college)	70% **	23% *	14%
Community meetings or events	70% ***	44% *	26%

*= significantly greater than classified staff, **= significantly greater than faculty, ***= significantly greater than faculty and classified staff

Cerro Coso Community College

About 39% of Cerro Coso respondents attend department meetings once a month or more and 52% attend committee meetings once a month or more.

Table 37: Percent of Cerro Coso Community College respondents who attend the following events once a month or more by employee type.

	Management	Faculty	Classified Staff
Department meetings	69% **	33%	38%
Committee meetings	92% *	57% *	34%

*= significantly greater than faculty and classified staff, **= significantly greater than faculty and classified staff

About 40% of Cerro Coso respondents participate in staff development activities and extracurricular college activities once a semester or more. Fewer respondents attend intercollege events once a semester or more (21%) and community meetings or events once a semester or more (31%).

Table 38: Percent of Cerro Coso Community College respondents who attend the following events once a semester or more by employee type.

	Management	Faculty	Classified Staff
Staff development activities	85% ***	38%	30%
Extracurricular college activities (sports, arts, clubs)	69% **	33%	23%
Intercollege events (district-wide meetings or cooperative events affecting more than one college)	69% ***	18%	11%
Community meetings or events	77% **	40% *	9%

*= significantly greater than classified staff, **= significantly greater than faculty, ***= significantly greater than faculty and classified staff

Porterville College

A majority of Porterville respondents attend department and committee meetings once a month or more (64% and 73% respectively).

Table 39: Percent of Porterville College respondents who attend the following events once a month or more by employee type.

	Management	Faculty	Classified Staff
Department meetings	100%	62%	52%
Committee meetings	100%	73%	52%

About 49% of Porterville respondents participate in staff development activities once a semester or more, 56% participate in extracurricular college activities once a semester or more, and 46% attend community meetings or events once a semester or more. Fewer respondents attend intercollege events once a semester or more (31%).

Table 40: Percent of Porterville College respondents who attend the following events once a semester or more by employee type.

	Management	Faculty	Classified Staff
Staff development activities	83% **	48%	33%
Extracurricular college activities (sports, arts, clubs)	83% **	48%	38%
Intercollege events (district-wide meetings or cooperative events affecting more than one college)	83%	26%	14%
Community meetings or events	75% *	49%	20%

*= significantly greater than faculty, **= significantly greater than faculty and classified staff

District Office

About 38% of DO respondents attend department meetings once a month or more and 28% attend committee meetings once a month or more.

Compared to classified staff, significantly more managers attend department and committee meetings once a month or more.

Table 41: Percent of District Office respondents who attend the following events once a month or more by employee type.

	Management	Classified Staff
Department meetings	63% *	16%
Committee meetings	48% *	13%

* = significantly greater than classified staff

Only about one-fifth of the respondents attend extracurricular college activities once a semester or more (19%). A slightly larger percent participate in staff development activities (30%), intercollege events (39%), and community meetings or events (32%) once a semester or more.

Significantly more managers participate in staff development activities, extracurricular college activities, and intercollege events once a semester or more than classified staff.

Table 42: Percent of District Office respondents who attend the following events once a semester or more by employee type.

	Management	Classified Staff
Staff development activities	48% *	13%
Extracurricular college activities (sports, arts, clubs)	36%	3%
Intercollege events (district-wide meetings or cooperative events affecting more than one college)	67% *	14%
Community meetings or events	48% *	17%

* = significantly greater than classified staff

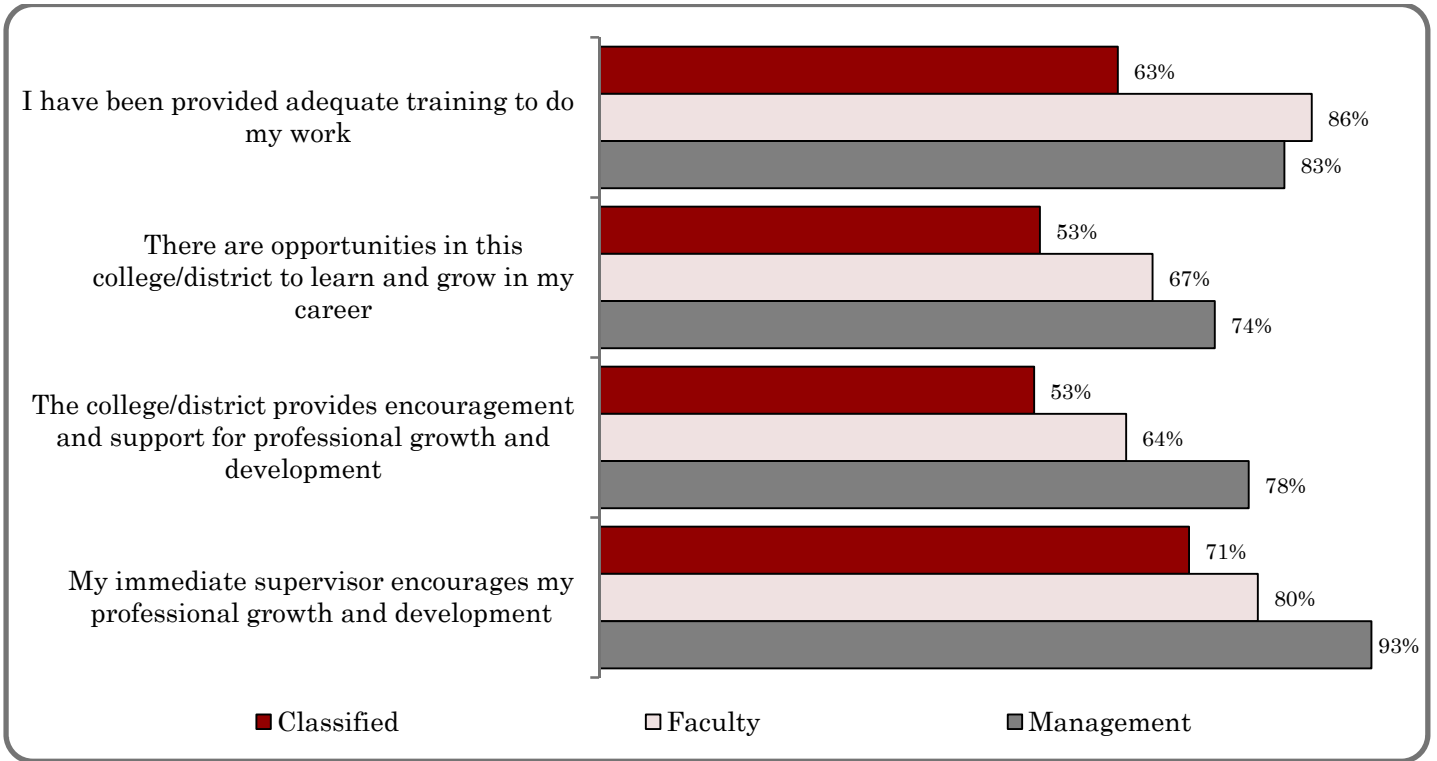
SECTION 6: PROFESSIONAL DEVELOPMENT

The sixth survey section asked the respondent if they have opportunities and encouragement for professional development and training. Employees responded to statements about professional development opportunities using a five-point scale, ranging from “strongly agree” to “strongly disagree.”

The majority of employees “agree” or “strongly agree” that they have been provided adequate training to do their work (77%), that there are opportunities to grow in their career (63%), that the college/district provides encouragement and support for professional growth and development (62%), and that their immediate supervisor encourages their professional growth and development (78%).

In all areas, more management “agree” or “strongly agree” with the statements than classified staff. Also in all areas, more faculty members agree with the statements than classified staff.

Figure 11: Percent of districtwide respondents who “agree” or “strongly agree” with the following statements regarding professional development by employee type.



Bakersfield College

About 78% of BC employees “agree” or “strongly agree” that they have been provided adequate training to do their work and 78% think that their immediate supervisor encourages their professional growth and development. A slightly smaller percentage of employees feel that their college/district provides encouragement and support for professional growth and development (59%) and that there are opportunities in their college/district to learn and grow in their career (62%).

Looking at this information by employees group, it is evident that significantly more faculty members agree with statements about professional development than classified staff.

Table 43: Percentage of Bakersfield College employees who “agree” or “strongly agree” with the following statements regarding professional development by employee type.

	Management	Faculty	Classified Staff
I have been provided adequate training to do my work	75%	87% *	61%
There are opportunities in this college/district to learn and grow in my career	65%	66% *	54%
The college/district provides encouragement and support for professional growth and development	75%	60%	53%
My immediate supervisor encourages my professional growth and development	90%	81% *	71%

*= significantly greater than classified staff

Cerro Coso Community College

A large percentage of Cerro Coso employees “agree” or “strongly agree” that they have been provided adequate training to do their work (81%) and that their immediate supervisor encourages their professional growth and development (79%). Slightly smaller numbers feels that their college/district provides encouragement and support for professional growth and development (68%) and that there are opportunities in their college/district to learn and grow in their career (63%).

The table below shows only a few slight differences between employee groups.

Table 44: Percentage of Cerro Coso employees who “agree” or “strongly agree” with the following statements regarding professional development by employee type.

	Management	Faculty	Classified Staff
I have been provided adequate training to do my work	69%	92% *	72%
There are opportunities in this college/district to learn and grow in my career	77%	67%	54%
The college/district provides encouragement and support for professional growth and development	92%	75% *	53%
My immediate supervisor encourages my professional growth and development	92%	82%	71%

*= significantly greater than classified staff

Porterville College

About 75% of PC employees “agree” or “strongly agree” that they have been provided adequate training to do their work and 63% “agree” or “strongly agree” that there are opportunities in their college/district to learn and grow in their career. About 63% “agree” or “strongly agree” that their college/district provides encouragement and support for professional growth and development and about 77% of employees think that their immediate supervisor encourages their professional growth and development. The following table disaggregates perceptions about professional development by employee type.

Table 45: Percentage of Porterville employees who “agree” or “strongly agree” with the following statements regarding professional development by employee type.

	Management	Faculty	Classified Staff
I have been provided adequate training to do my work	92%	77%	59%
There are opportunities in this college/district to learn and grow in my career	75%	69% *	41%
The college/district provides encouragement and support for professional growth and development	75%	69% *	41%
My immediate supervisor encourages my professional growth and development	92%	77%	68%

*= significantly greater than classified staff

District Office

About 73% of employees at the DO “agree” or “strongly agree” that they have been provided adequate training to do their work and 69% feel that there are opportunities in their college/district to learn and grow in their career. About 64% feel that their district provides encouragement and support for professional growth and development and 82% think that their immediate supervisor encourages their professional growth and development.

The table below showcases some significant differences between management and classified staff.

Table 46: Percent of District Office respondents who “agree” or “strongly agree” that the general climate is welcoming and supportive of similarities and differences in the following areas by employee type.

	Management	Classified Staff
I have been provided adequate training to do my work	89% *	58%
There are opportunities in this college/district to learn and grow in my career	82%	58%
The college/district provides encouragement and support for professional growth and development	74%	58%
My immediate supervisor encourages my professional growth and development	96%	74%

*= significantly greater than classified staff

SECTION 7: OVERALL

Lastly, respondents were asked if they would choose to work for/attend this college/district if they had to choose again.

About 85% of the total district-wide respondents indicated that, if given the choice to start again, they would still choose to work for/attend this college/district. Similar responses were seen throughout the district. About 82% of BC respondents would choose to work for/attend this college/district again, 88% of CC respondents would chose this college/district again, 91% of PC respondents would chose this college/district again, and 90% of DO respondents would chose this college/district again. The following figure disaggregates this data by college and employee type/student.

Table 47: Percent of respondents who, if they had to choose again, would choose to work for/attend this college/district by college and employee type/student.

	Management	Faculty	Classified Staff	Students
Districtwide	91%	82%	87%	91%
Bakersfield College	75%	80%	87%	--
Cerro Coso Community College	100%	82%	87%	--
Porterville College	100%	89%	91%	--
District Office	93%	--	87%	--

SUMMARY

The majority of respondents feel valued as an employee/student of this college/district, and feel that their environment is open to the expression of different ideas, opinions, and beliefs. A smaller percentage feel consulted and listened to regarding decisions in the workplace. One area of possible improvement includes increasing morale, since less than half of respondents' perceive the morale at their location to be high. When comparing the employee groups, more managers agree with these statements than classified staff and faculty. Also, a strong pattern exists showing that the longer an employee works for KCCD, the less likely they are to agree with positive statements about their college/district.

Another opportunity for improvement is evident in the area of employee trust. Less than half of the employees who completed the survey agree that there is trust between management and classified staff. A comparable small percentage of respondents also agree that there is trust between management and faculty. Even fewer respondents agree that there is trust between employees at the colleges and employees at the District Office.

While the majority of respondents agree that they are provided adequate technology to do their work, their location is kept clean, and they feel safe at their location, less respondents feel that their location is adequately maintained, their environment (lighting, heat/air conditioning) is conducive to productivity, and that their location is an attractive facility. In this area, respondents from Bakersfield College were less likely to agree with these statements and respondents from the District Office are more likely to agree with these statements.

Most respondents indicated that they have positive interactions with other employees and students. A high percentage of respondents also agree that their location is welcoming and supportive to diversity.

Less than half of the respondents agree that relevant information affecting the district as a whole is communicated throughout the district, that information flows upward through the organizational structure, and that information flows downward through the organizational structure. More respondents agree that relevant information affecting the location as a whole is communicated throughout the organization, that they have sufficient information to perform their job, that their representatives in governance committees inform them about important college/district issues, that their representatives in governance committees ask for their input on important issues, that their

supervisor keeps them informed of issues relevant to their job, and that their supervisor asks for their input before making decisions that affect their work.

About half of all respondents attend department and committee meetings once a month or more often. Similarly, about half all respondents attend staff development activities or extracurricular college events once a semester or more. Fewer respondents attend intercollege events and community meetings or events once a semester or more. In all instances, more managers participate than classified staff and faculty members; however, a greater percentage of students participate in extracurricular college events than all employee groups.

The majority of respondents agree that they have been provided adequate training to do their work, that there are opportunities to learn and grow in their career, that the district provides encouragement and support for professional growth and development, and that their immediate supervisor encourages their professional growth and development. However, fewer classified staff agree with these statements than faculty members and managers.

In conclusion, while there are some opportunities for improvement in the district, this survey revealed that most of the people who completed the survey think of their college/district's climate in a positive light. About 85% of respondents indicated that, if given the choice to start again, they would still choose to work for/attend this college/district.

APPENDIX A – EMPLOYEE SURVEY



Kern Community College District 2011 Climate Survey

As part of the KCCD planning process, we are looking for ways to improve the climate of our colleges and district. Toward that end, we ask you to answer the following questions. Please note that this survey is entirely anonymous.

Part I: Climate

Please tell us how much you agree with the following statements regarding the climate at your work location

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel valued as an employee of this college/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The morale at my work location is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There is trust between classified staff and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is trust between classified staff and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There is trust between faculty and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. There is trust between employees at the colleges and the district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My work environment is open to the expression of different ideas, opinions, and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I feel consulted and listened to regarding decisions in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The college or location where I work is adequately maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am provided adequate technology and related support to do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The environment in which I work (lighting, heat/air conditioning) is conducive to productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The college or location where I work is an attractive facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The college or location where I work is kept clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I feel safe at my work location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Interactions

Please tell us how positive/negative your interactions are with the following groups

	Very Positive	Positive	Neutral	Negative	Very Negative	Insufficient to Assess
a. My interactions with most faculty are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My interactions with most classified staff are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My interactions with most students are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My interactions with most managers/ administrators are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My interactions with my immediate supervisor are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Diversity

The general climate is one that is welcoming and supportive of similarities and differences in

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Race and ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part IV: Communication

Please tell us how much you agree or disagree with the following statements regarding communication

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Relevant information affecting the district as a whole is communicated throughout the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Relevant information affecting your location as a whole (college, center, or district office) is communicated throughout the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have sufficient information to perform my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My representatives in governance committees adequately inform me about important college/district issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My representatives on governance committees ask for my input on important issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Information flows well upward through the organizational structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Information flows well downward through the organizational structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My supervisor keeps me informed of issues relevant to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My supervisor asks for my input before making decisions that affect my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part V: Participation

Please tell us how often you participate in each of the following

	3 or more times a month	1-2 times a month	1-2 times a semester	1-2 times a year	Never
a. Department meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Committee meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Extracurricular college activities (sports, arts, clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Intercollege events (district-wide meetings or cooperative events affecting more than one college)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Community meetings or events (service clubs, intersegmental educational meetings with K-12 or university staff, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part VI: Professional Development

Please tell us how much you agree or disagree with the following statements about professional development

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I have been provided adequate training to do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There are opportunities in this college/district to learn and grow in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The college/district provides encouragement and support for professional growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My immediate supervisor encourages my professional growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part VII: Overall

If you had it to do over again, would you choose to work for this college/district?

- Yes
- No

Part VIII: Demographics (Remember, this survey is anonymous. This section is for statistical purposes only)

What is your primary position at the college/district?

- Classified Staff
- Faculty
- Management

Do you currently work full or part-time?

- Full-time
- Part-time

At which college or location do you currently work?

- Bakersfield College
- Cerro Coso Community College
- Porterville College
- District Office

At what location do you do most of your work?

- Bakersfield College (main campus)
- Delano College Center
- Weil Institute
- Cerro Coso Community College (Indian Wells Valley Campus)
- Eastern Sierra College Center (Bishop/Mammoth)
- Kern River Valley Center
- South Kern Center
- Porterville College
- District Office

How long have you worked in the KCCD?

- Less than 1 year
- 1-5 years
- 6-10 years
- More than 10 years

How long do you expect to continue to work for the college/district?

- Less than 1 year
- 1-5 years
- 6-10 years
- More than 10 years

What is your gender?

- Female
- Male

What is your primary ethnicity?

- African-American / Black
- Asian/Pacific Islander/Filipino
- Hispanic/Latino
- American-Indian/Alaskan Native
- White/Caucasian
- Multiple/Other

What is your age group?

- 30 or younger
- 31-40
- 41-50
- 51-60
- Over 60

APPENDIX B – STUDENT SURVEY



Kern Community College District 2011 Climate Survey

As part of the KCCD planning process, we are looking for ways to improve the climate of our colleges and district. Toward that end, we ask you to answer the following questions. Please note that this survey is entirely anonymous.

Part I: Climate

Please tell us how much you agree with the following statements regarding the climate at your campus

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel valued as a student of this college/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student morale is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The learning environment is open to the expression of different ideas, opinions, and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The college or campus I attend most is adequately maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am provided adequate technology and related support to be successful in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The environment in my classes (lighting, heat/air conditioning) is conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The college or campus where I attend is an attractive facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The college or campus where I attend is kept clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I feel safe at my work location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Interactions

Please tell us how positive/negative your interactions are with the following groups

	Very Positive	Positive	Neutral	Negative	Very Negative	Insufficient to Assess
a. My interactions with most faculty are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My interactions with most classified staff are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My interactions with most students are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My interactions with most managers/administrators are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Diversity

The general climate is one that is welcoming and supportive of similarities and differences in

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Race and ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part IV: Communication

Please tell us how much you agree or disagree with the following statements regarding communication

	Strongly Agree	Agree	Disagree	Strongly Disagree
b. Relevant information affecting your location as a whole (college or center) is communicated throughout the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My representatives in governance committees adequately inform me about important college/district issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My representatives on governance committees ask for my input on important issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part V: Participation

Please tell us how often you participate in each of the following

	3 or more times a month	1-2 times a month	1-2 times a semester	1-2 times a year	Never
b. Committee meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Extracurricular college activities (sports, arts, clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part VII: Overall

If you had it to do over again, would you choose to attend this college?

- Yes
- No

Part VIII: Demographics (Remember, this survey is anonymous. This section is for statistical purposes only)

Do you currently attend full or part-time?

- Full-time
- Part-time

Which college do you attend?

- Bakersfield College
- Cerro Coso Community College
- Porterville College
- District Office

At what location do you take most of your classes?

- Bakersfield College (main campus)
- Delano College Center
- Weil Institute
- Cerro Coso Community College (Indian Wells Valley Campus)
- Eastern Sierra College Center (Bishop/Mammoth)
- Kern River Valley Center
- South Kern Center
- Porterville College

What is your gender?

- Female
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What is your primary ethnicity?

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- Hispanic/Latino
- American-Indian/Alaskan Native
- White/Caucasian
- Multiple/Other