

**KERN COMMUNITY COLLEGE DISTRICT**

# **CLIMATE SURVEY REPORT**

**2013 Survey Results with Comparisons to 2011**

Institutional Research and Reporting

May 2014

# KERN COMMUNITY COLLEGE DISTRICT

## CLIMATE SURVEY REPORT

### 2013 RESULTS WITH COMPARISONS TO 2011

## Introduction

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 locations.

The climate survey was distributed to employees and student leaders<sup>1</sup> across all locations of the district. A total of 704 people responded: 671 employees and 33 students.

The survey was repeated again in the fall of 2013 with plans to repeat every third fall thereafter (2016, 2019, etc.) as needed. For 2013, the student version was deleted as it was determined that insufficient data had been obtained from that version. The 2013 survey went out on October 16th and a number of email reminders were sent to each college and district office listserv. The survey closed on November 20th. A total of 507 employees responded to the 2013 survey.

The 2013 survey instrument is provided as Appendix B beginning on page 38.

Due to the sampling methods and the statistical procedures necessary, some respondents are excluded from the analyses below. Student leaders<sup>1</sup> were surveyed in 2011, but not in 2013, so those surveyed in 2011 are excluded. Also excluded are those who did not respond to the question about the college or location at which they worked.

Response rates differed substantially for the different college/locations by survey year. Thus, survey results were weighted to more accurately reflect the employee population at each college in each academic year. See Appendix A on page 37 for more about response rates and weighting.

Most of the analysis in the sections that follow will compare results from the 2011 and 2013 surveys. We also compare employee groups, but only for the 2013 districtwide sample. Table 1 below describes the 2013 survey respondents by employee group. Another factor that could impact those results would be the extent to which the proportion of employees responding in each year might differ by employee group (classified, faculty, management). Such changes could result from actual differences at the locations of employee type from one survey year to the next or from differing response rates. At Bakersfield College and Porterville College, these proportions were roughly the same in both survey years. At Cerro Coso Community College, there was a lower proportion of classified staff responding in 2013 and a corresponding higher proportion of faculty responding. At the district office, fewer management employees responded in 2013, resulting in a higher proportion of classified staff in that sample vs. management. However, neither of these noted differences were statistically significant.

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

Table 1: 2013 Survey respondents by employee type.

Location/College	Faculty	Classified	Management	Non-respondents	Total
Bakersfield College	131	67	14	3	215
Cerro Coso Community College	76	40	16	0	132
Porterville College	61	29	8	0	98
District Office	0	26	17	0	43
Non-respondents	6	2	3	8	19
<b>Total</b>	<b>274</b>	<b>164</b>	<b>58</b>	<b>11</b>	<b>507</b>

In the sections below, we note with an asterisk those questions for which differences between survey years or groups are statistically significant. In the simplest terms, when a difference is said to be statistically significant, this means it is unlikely to be due to chance (less than 5 percent likelihood). In other words, the difference is likely 'real'. In the text, we may also mention those that were close (p value of .05 to .10, meaning they have a 5-10% chance of being due to chance).

It should be noted that both faculty and classified were going through contract negotiations during the 2011 survey's data collection period. During the 2013 survey period, the classified contract was being negotiated.

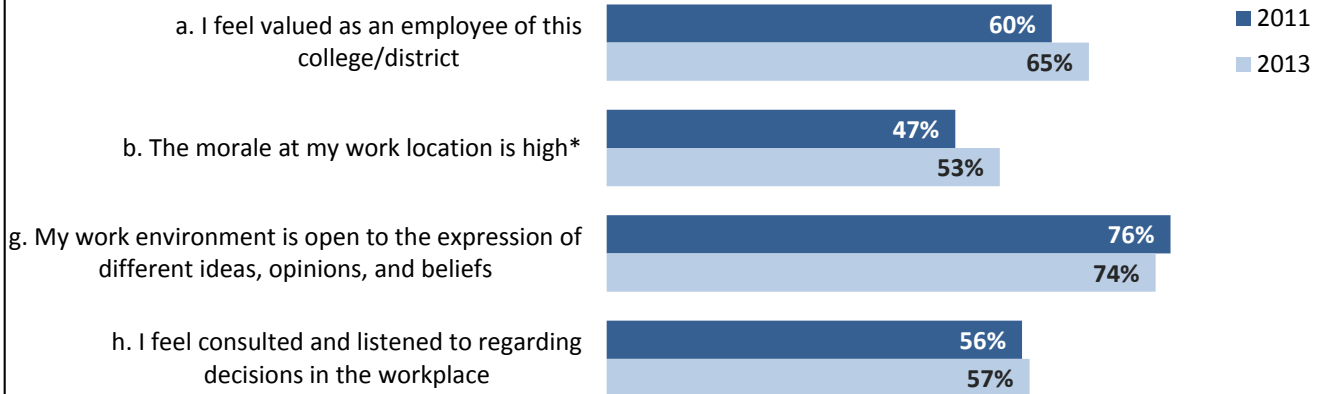
## **SECTION 1: CLIMATE**

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

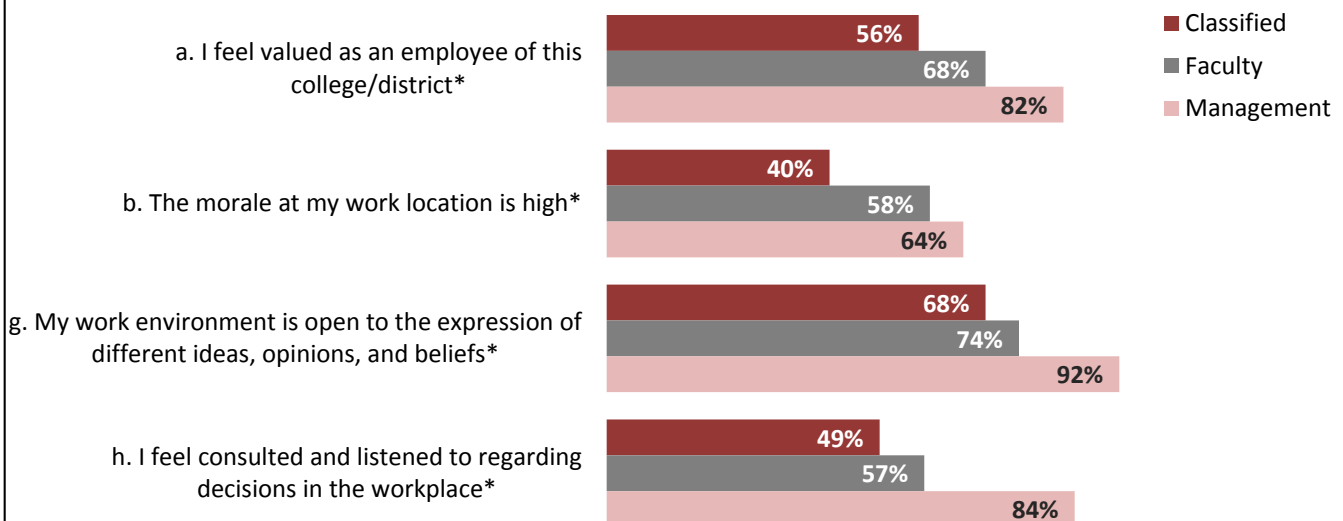
Of the four questions regarding work atmosphere, two showed improvement from 2011 to 2013. More than half of districtwide respondents (53%) stated that the morale at their location was high, a statistically significant improvement from 2011, when 46% reported the same. A similar improvement was seen in those agreeing that they feel valued as an employee (from 60% in 2011 to 65% in 2013) though that difference was just short of statistical significance.

**Percent of districtwide respondents who "agree" or "strongly agree" with the following statements about their atmosphere by survey year**



Among 2013 respondents, there were statistically significant differences between employee groups on all four of these questions. In all four cases, management were most likely to agree with the statements, with faculty somewhat lower and classified staff lower still.

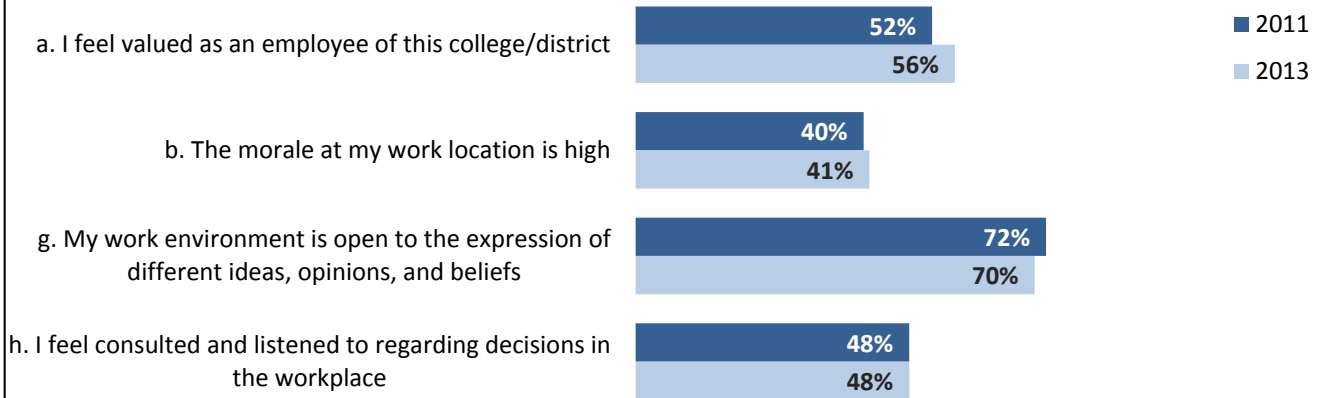
**Percent of districtwide respondents who "agree" or "strongly agree" with the following statements about their atmosphere by employee group**



## Bakersfield College

Among Bakersfield College employees, there was minimal change from 2011 to 2013 in the questions on atmosphere. Responses on being valued as an employee and feeling consulted in the workplace were just slightly above and below the 50% mark respectively. Morale was lower, around 40% for both years, while a greater percentage (around 70% in both years) agree that the work environment is open to the expression of different ideas, opinions and beliefs.

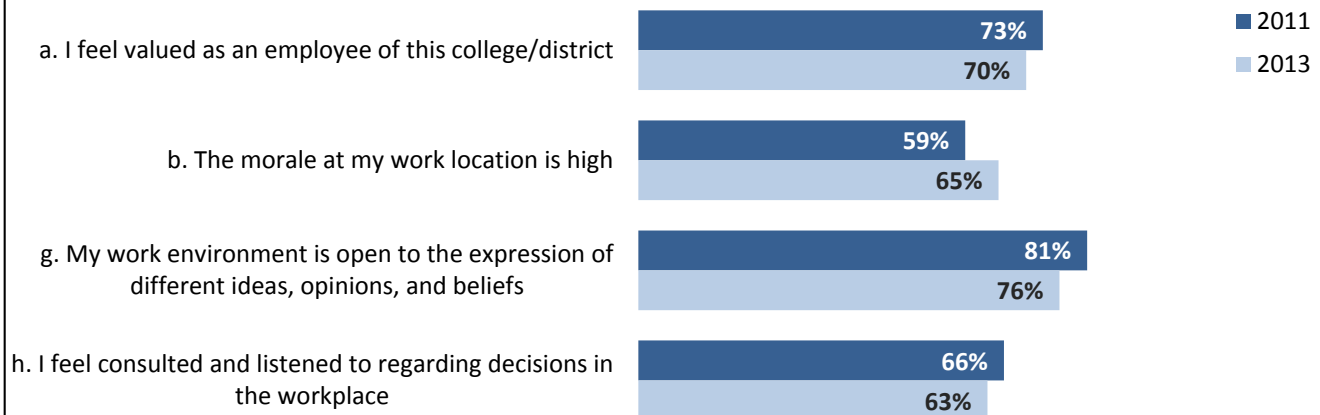
**Percent of BC respondents who "agree" or "strongly agree" with the following statements about their atmosphere by survey year**



## Cerro Coso Community College

About seven in ten Cerro Coso employees say they feel valued as an employee, little changed from 2011. There were slight, not statistically significant changes up or down in the other questions as well.

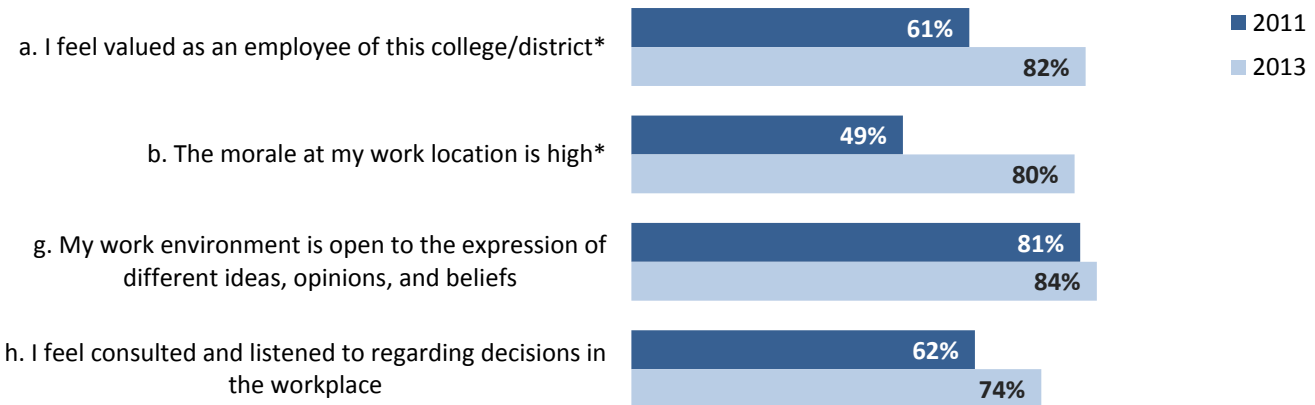
**Percent of CC respondents who "agree" or "strongly agree" with the following statements about their atmosphere by survey year**



## Porterville College

At Porterville College, there were improvements between 2011 and 2013 in each of the four questions about workplace atmosphere, with both of the first two being substantial and statistically significant. About four out of five PC employees say they feel valued, that there is high morale, and that their workplace is open to expression. A slightly smaller percentage feel consulted in the workplace.

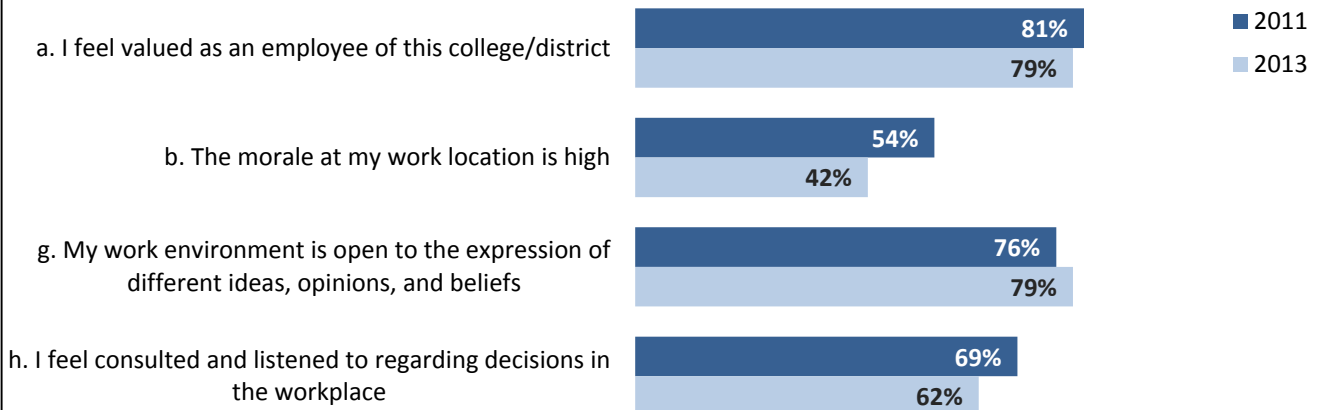
**Percent of PC respondents who "agree" or "strongly agree" with the following statements about their atmosphere by survey year**



## District Office

Opinions among employees at the district office were mostly similar between 2011 and 2013. Nearly four in five employees feel valued and that the workplace is open to different ideas. However, a smaller and declining number say there is high morale. This decline however is not statistically significant.

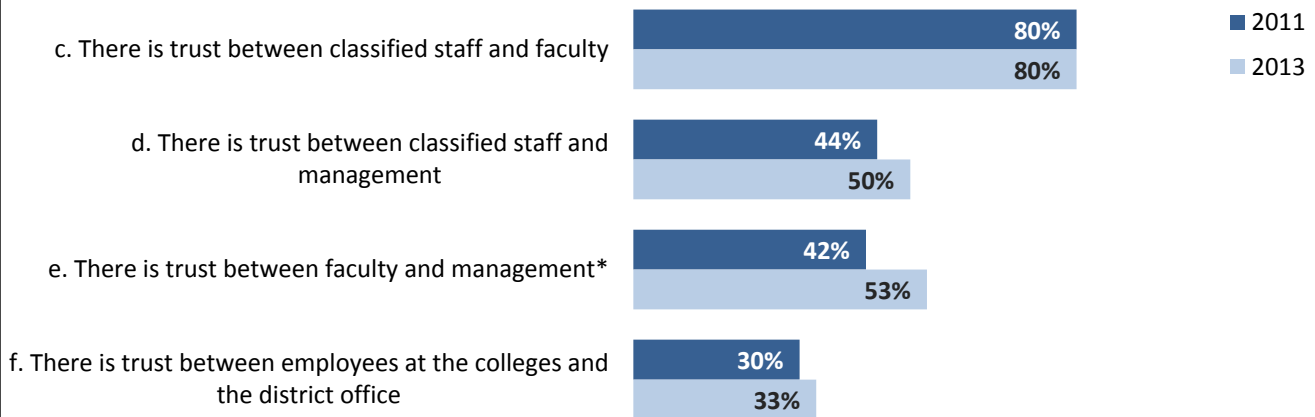
**Percent of district office respondents who "agree" or "strongly agree" with the following statements about their atmosphere by survey year**



## EMPLOYEE TRUST

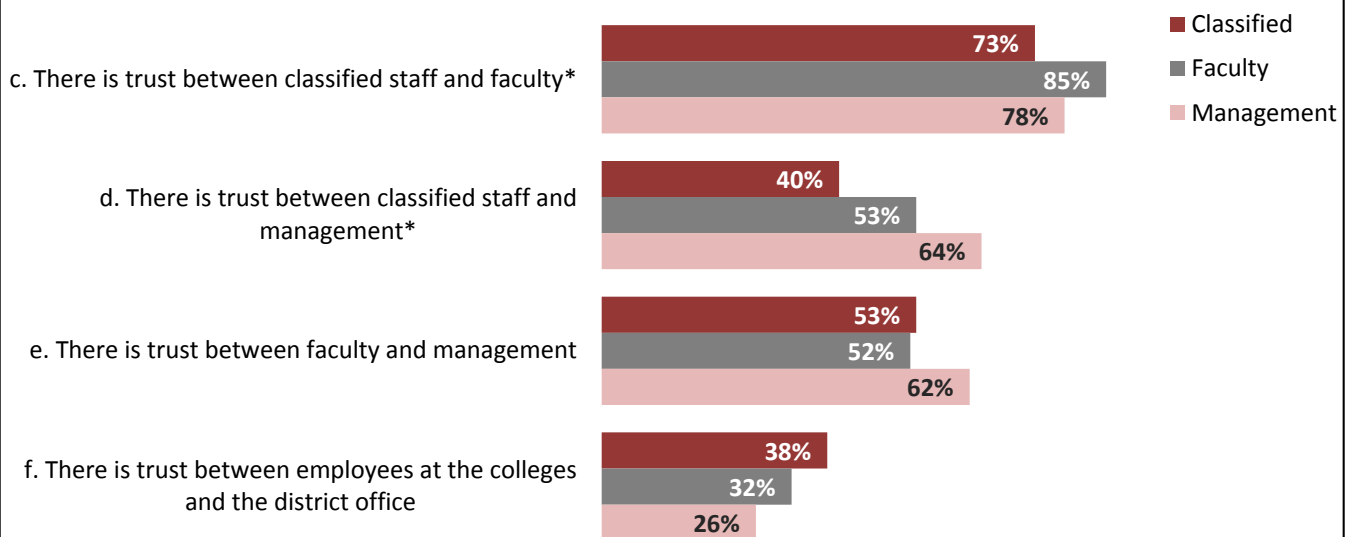
Next is a series of questions on trust. The level of trust between classified staff and faculty was unchanged between 2011 and 2013, remaining at a very high level (80%). However, the trust among other groups, classified and management, faculty and management, and the colleges and district office all improved. Of these, the difference between faculty and management (42% to 53%) was the largest and the only one to be statistically significant.

**Percent of districtwide respondents who "agree" or "strongly agree" with the following statements about trust by survey year**



There were some differences between employee groups on these questions. Significantly more faculty than classified report trust between faculty and classified staff. Also, there were significant differences between employee groups on whether there is trust between classified staff and management, with managers reporting higher trust (64%), classified lowest (40%) and faculty in the middle (53%). There were small differences on the other two questions that were not statistically significant.

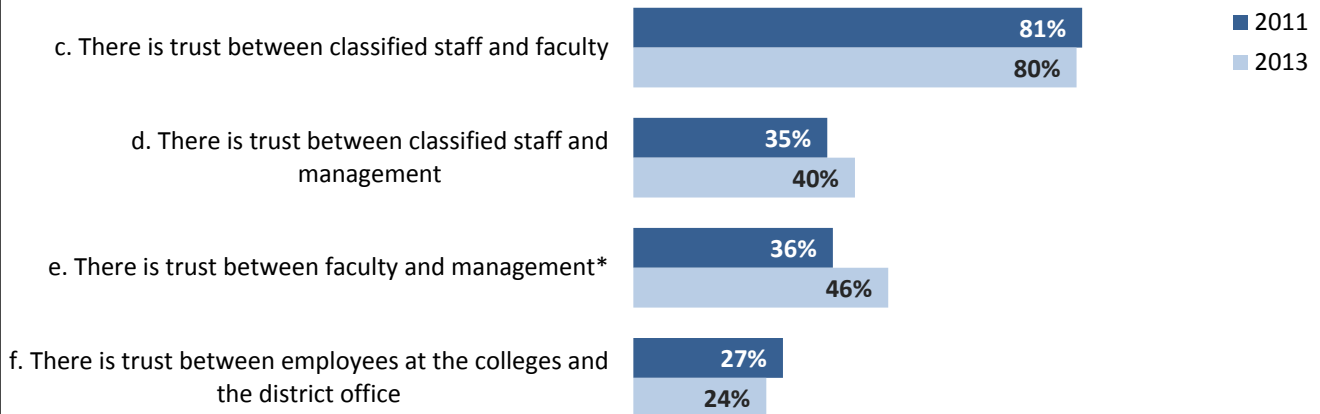
**Percent of districtwide respondents who "agree" or "strongly agree" with the following statements about trust by employee type**



## Bakersfield College

At Bakersfield College, there were small differences in the level of trust between the two survey years. There was a small, not statistically significant improvement in the level of trust between classified staff and management and a larger, significant improvement in trust between faculty and management. However, that trust remains below 50%, as do three of the four questions. Only about one in four employees report trust between the colleges and the district office.

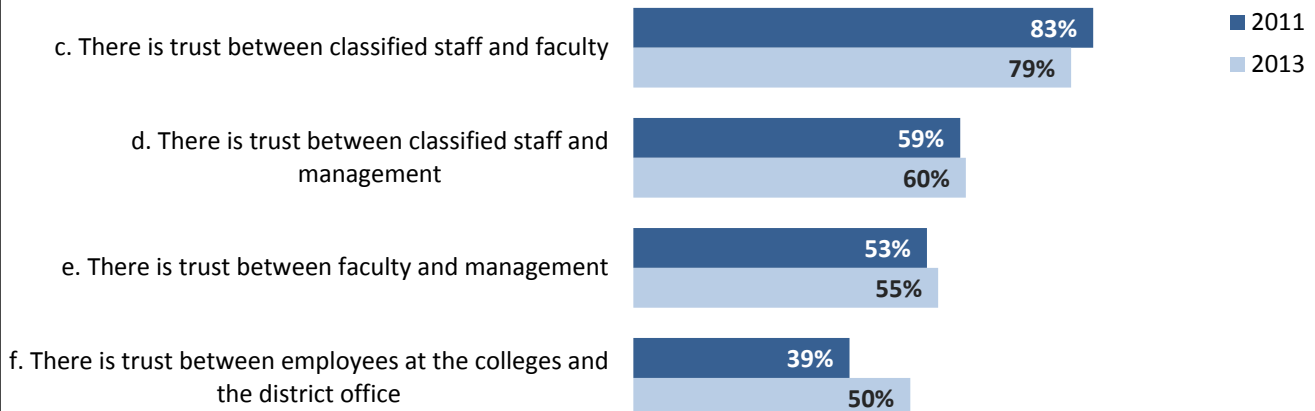
**Percent of BC respondents who "agree" or "strongly agree" with the following statements about trust by survey year**



## Cerro Coso Community College

At Cerro Coso, trust levels were largely unchanged between the two survey years, with one exception. There was an increase from 2011 (39%) to 2013 (50%) in those reporting trust between the colleges and the district office. This difference however, was not statistically significant.

**Percent of CC respondents who "agree" or "strongly agree" with the following statements about trust by survey year**

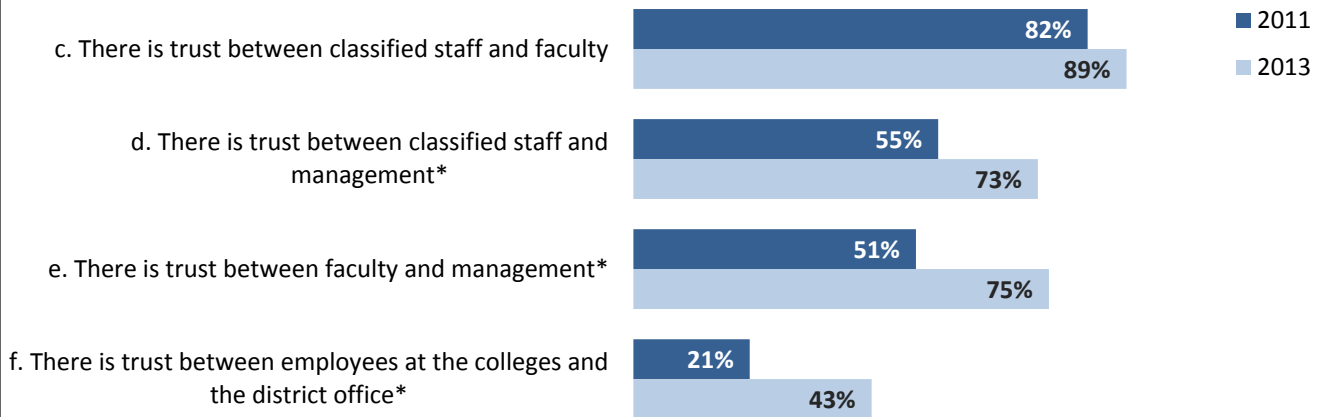




## Porterville College

Among Porterville College employees, there were larger differences in trust between the survey years. A small improvement is seen in trust between classified staff and faculty (82% to 89%); this was not statistically significant. Larger, significant differences are found in other groups. Trust between classified and management improved from 55% to 73%, trust between faculty and management improved from 51% to 75%, and Porterville College employees reporting trust between the colleges and the district office doubled from 21% to 43%.

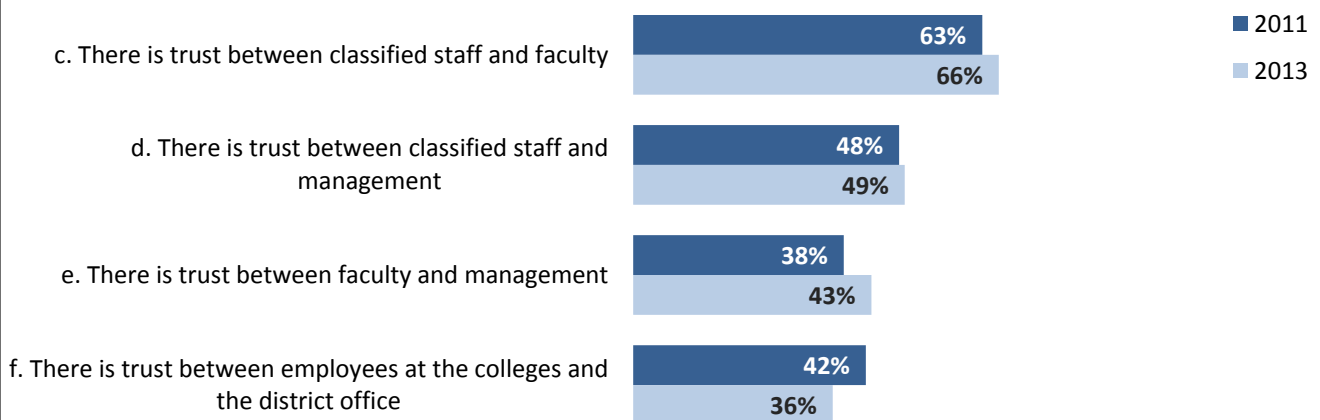
**Percent of PC respondents who "agree" or "strongly agree" with the following statements about trust by survey year**



## District Office

Among district office employees, there was little change from 2011 to 2013 in the four trust questions. Each show small, not statistically significant differences. Trust was below 50% for three of the four questions.

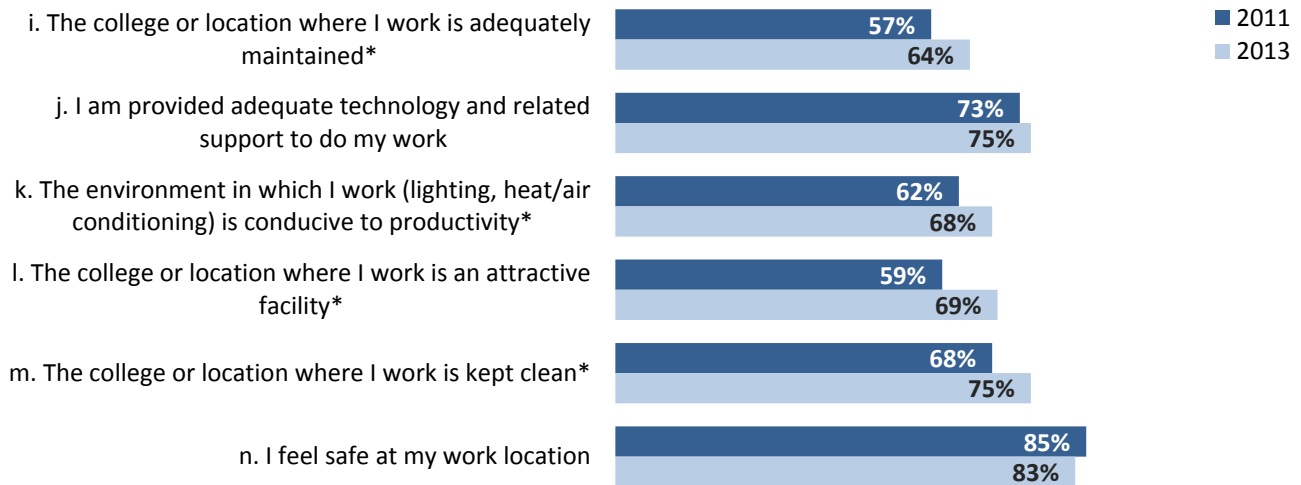
**Percent of district office respondents who "agree" or "strongly agree" with the following statements about trust by survey year**



## FACILITIES

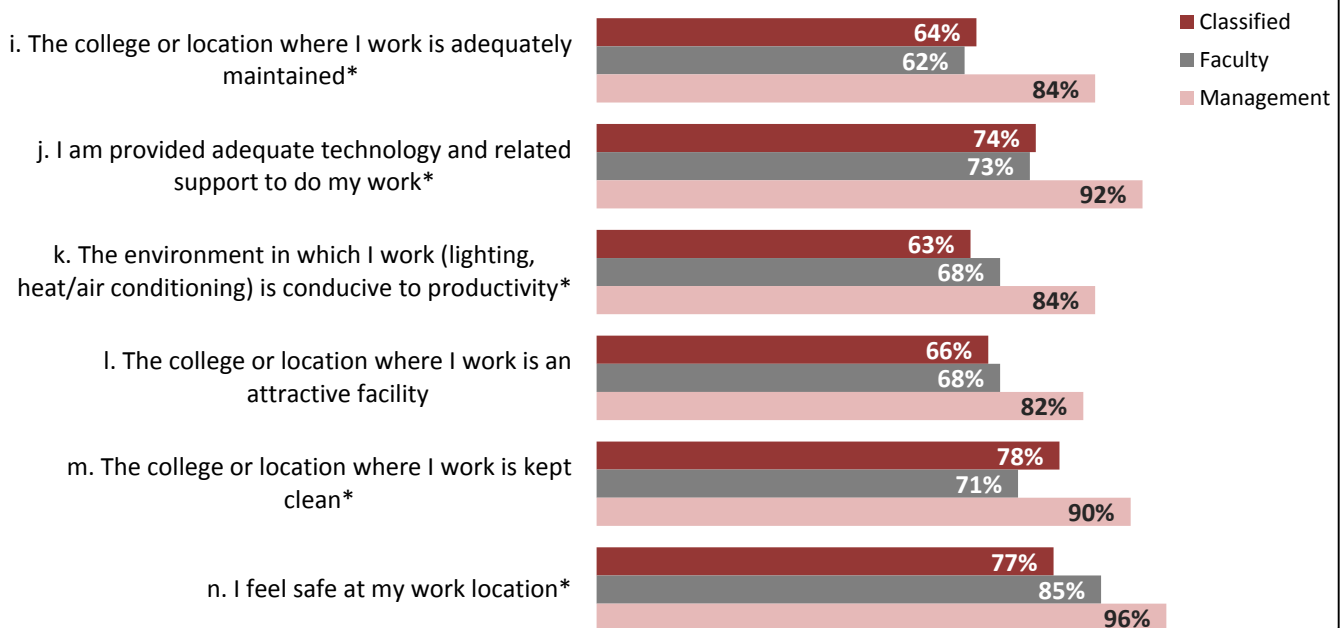
The survey asked six questions related to facilities. Districtwide, each of these showed positive outcomes with more than 60% reporting agreement. On five of the six questions, there was improvement between 2011 and 2013, with four of these being statistically significant: adequate maintenance of the work location, work environment (lighting, heat/air), attractive facilities, and cleanliness.

### Percent of districtwide respondents who "agree" or "strongly agree" with the following statements about facilities by survey year



On five of these six questions, there were statistically significant differences by employee group, each with managers reporting more positive experiences with facilities than classified staff and faculty. The latter two groups held similar opinions on most questions.

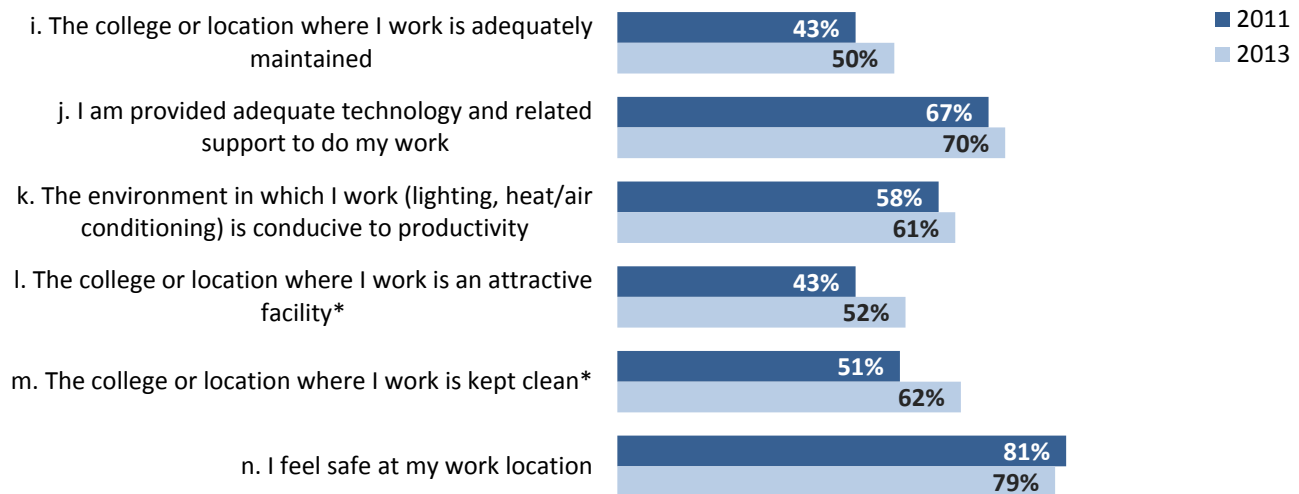
### Percent of districtwide respondents who "agree" or "strongly agree" with the following statements about facilities by employee group



## Bakersfield College

There were improvements at Bakersfield College on five of the six facilities questions. Two of these were statistically significant: the location being an attractive facility (43% to 52%) and cleanliness (51% to 62%). The difference in adequate maintenance is smaller and not significant, but that question did rise to 50% agreement in 2013.

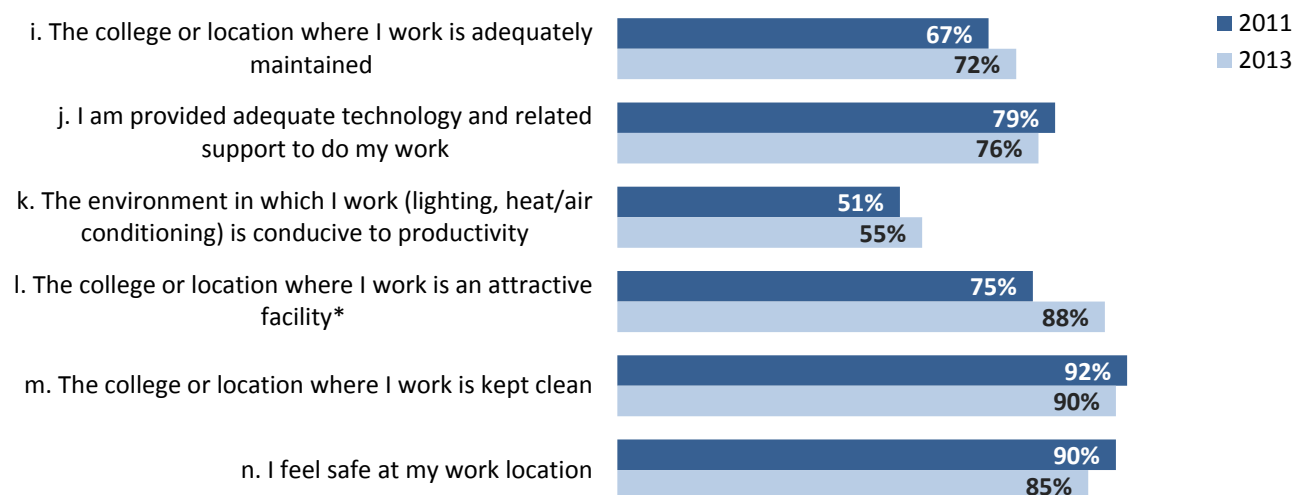
### Percent of BC respondents who "agree" or "strongly agree" with the following statements about facilities by survey year



## Cerro Coso Community College

Differences between the two survey years were mostly small and not statistically significant at Cerro Coso Community College. There was one significant improvement, that being the location being an attractive facility, which went from 75% agreement in 2011 to 88% in 2013.

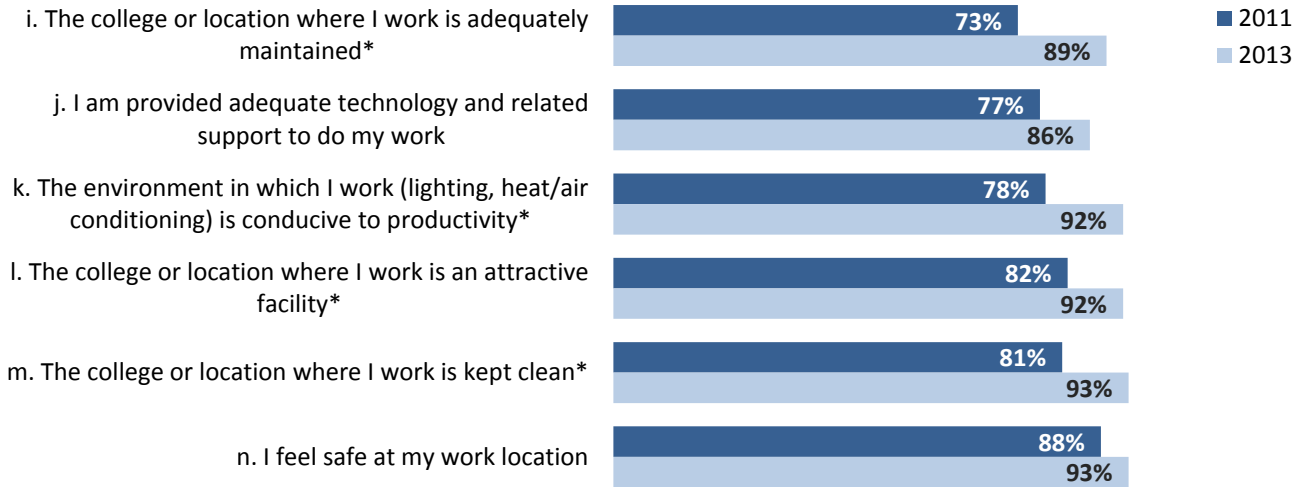
### Percent of CC respondents who "agree" or "strongly agree" with the following statements about facilities by survey year



## Porterville College

Each of the six facilities questions showed improvement from 2011 to 2013 at Porterville College, with four of the six being statistically significant. Of these, adequate maintenance showed the biggest improvement, from 73% agreement in 2011 to 89% in 2013, a change of 16 percentage points. A similar change is seen in work environment (78% to 92%), attractive facilities (82% to 92%) and cleanliness (81% to 93%).

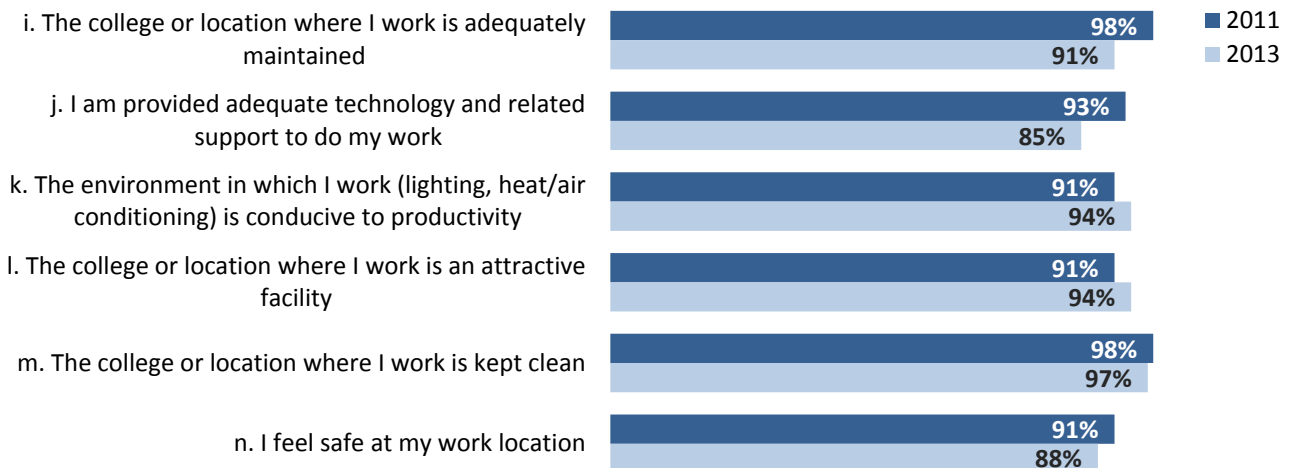
### Percent of PC respondents who "agree" or "strongly agree" with the following statements about facilities by survey year



## District Office

At the district office, there was little change in employee opinions of facilities from 2011 to 2013. Some questions differed slightly, but the changes were not statistically significant. District office employees report very high levels of agreement on all six of these questions, with 85% or more expressing positive opinions on each.

### Percent of district office respondents who "agree" or "strongly agree" with the following statements about facilities by survey year

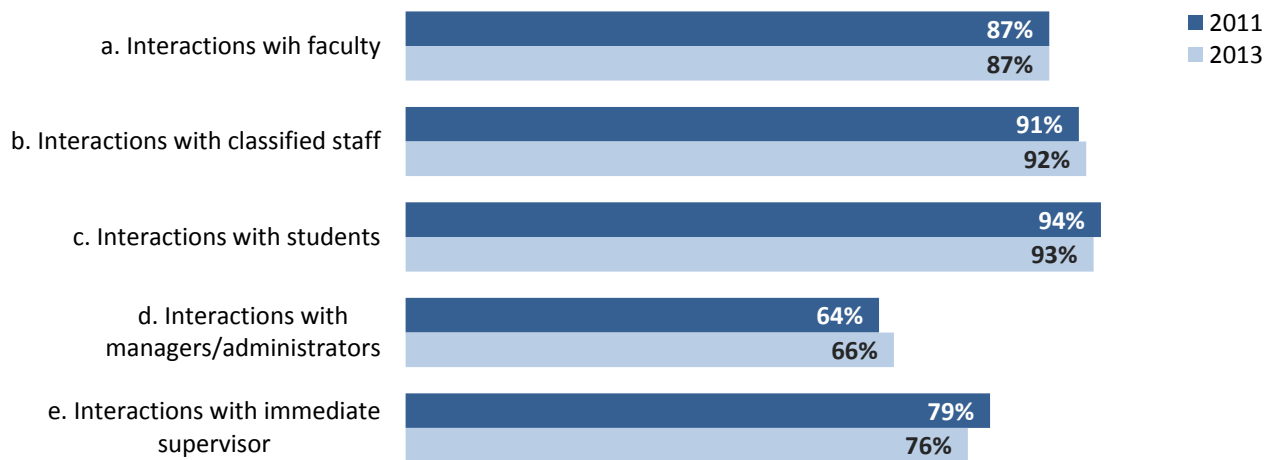


## SECTION 2: INTERACTIONS

The next section of the survey asked employees about how positive or negative their interactions are with five groups: faculty, classified staff, students, managers/administrators, and their immediate supervisor. The charts below show the percentage of those who responded with positive or very positive.

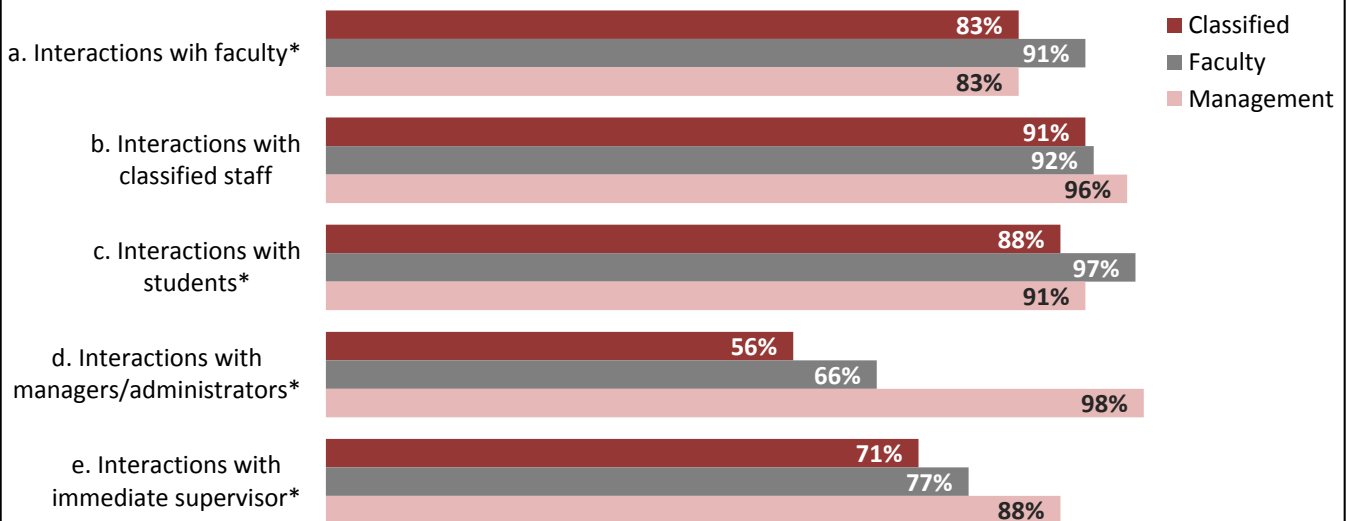
Districtwide responses to these questions are generally very positive and changed little from 2011 to 2013. Interactions with faculty, classified staff, and students are at or near 90% positive. Interactions with managers is not quite as high, but still 66% positive. Three out of four respondents report positive interactions with their immediate supervisors.

**Percent of districtwide respondents who say that their interactions with members of different groups are "positive" or "very positive" by survey year**



Differences among employee groups were smaller than in other sections of the survey, but statistically significant for four out of the five questions. Faculty report more positive interactions with both faculty and students than classified staff or managers. Managers report more positive interactions with managers and with their immediate supervisor than other groups.

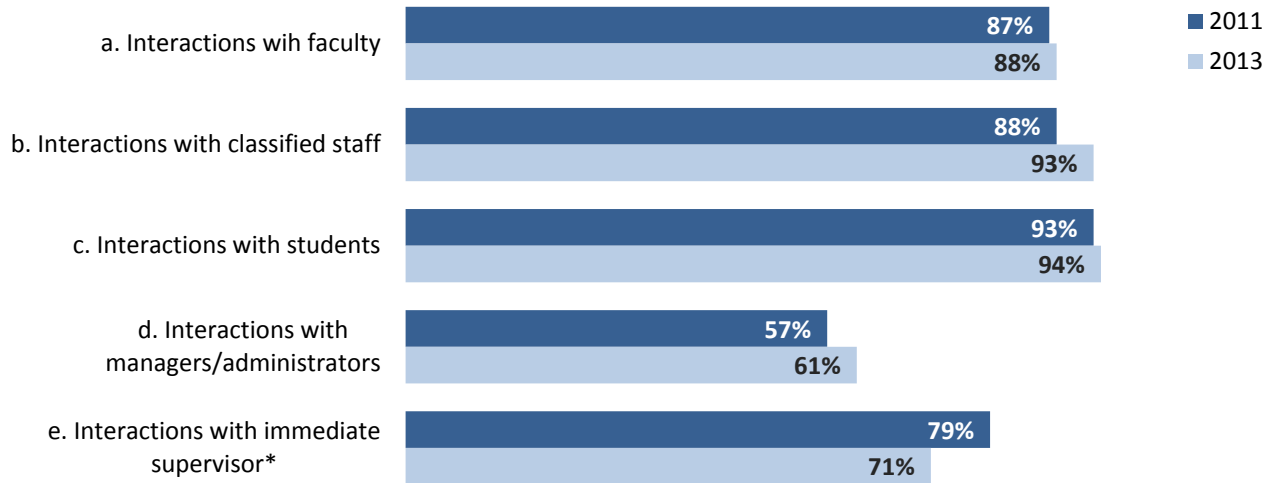
**Percent of districtwide respondents who say that their interactions with members of different groups are "positive" or "very positive" by employee group**



## Bakersfield College

At Bakersfield College, we see small, non-statistically significant improvements from 2011 to 2013 in four of the five questions. However, interactions with respondents' immediate supervisor were significantly less likely to be positive in 2013 (71%) than in 2011 (79%)

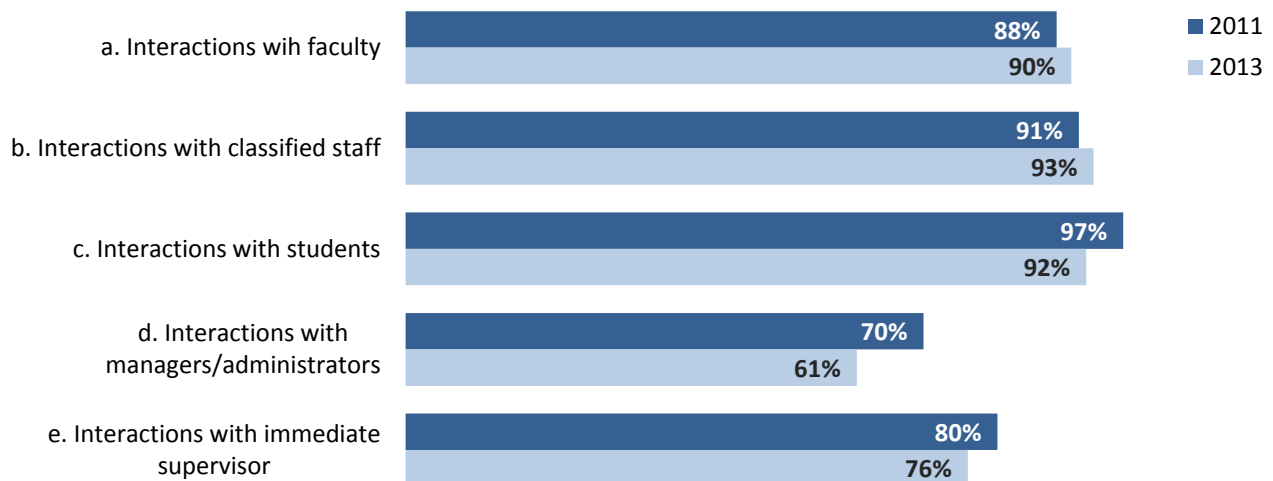
**Percent of BC respondents who say that their interactions with members of different groups are "positive" or "very positive" by survey year**



## Cerro Coso Community College

At Cerro Coso, the results of the interactions section were similar to those in 2011, mostly positive. Interactions with managers did show a decline of nine percentage points, but even that difference was not statistically significant.

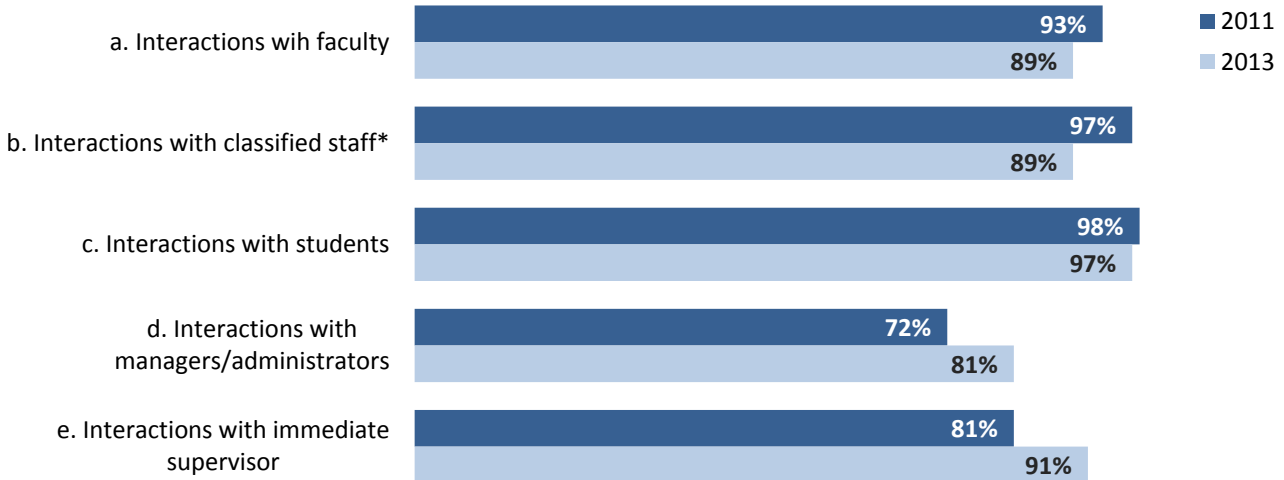
**Percent of CC respondents who say that their interactions with members of different groups are "positive" or "very positive" by survey year**



## Porterville College

At Porterville College, four of the five interactions questions showed small, not-statistically significant changes between 2011 and 2013. However, respondents were significantly less positive in 2013 in their interactions with classified staff (97% to 89%). Even with this drop, interactions with classified staff were very positive.

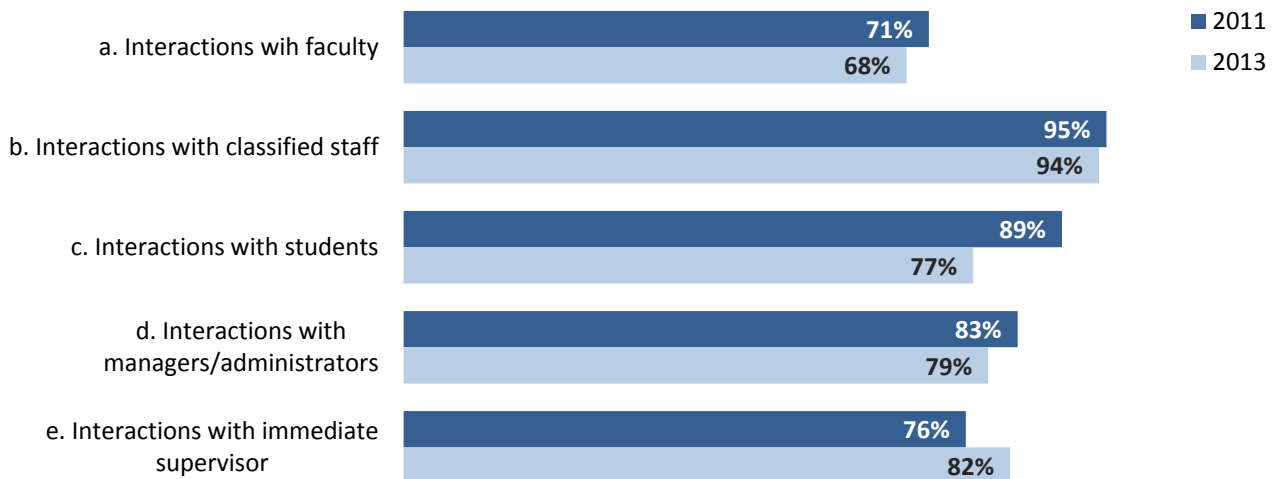
**Percent of PC respondents who say that their interactions with members of different groups are "positive" or "very positive" by survey year**



## District Office

At the district office, four of the five interactions questions showed small, not-statistically significant declines in the percentage of employees reporting positively. The one exception is interactions with immediate supervisor, which improved slightly.

**Percent of district office respondents who say that their interactions with members of different groups are "positive" or "very positive" by survey year**

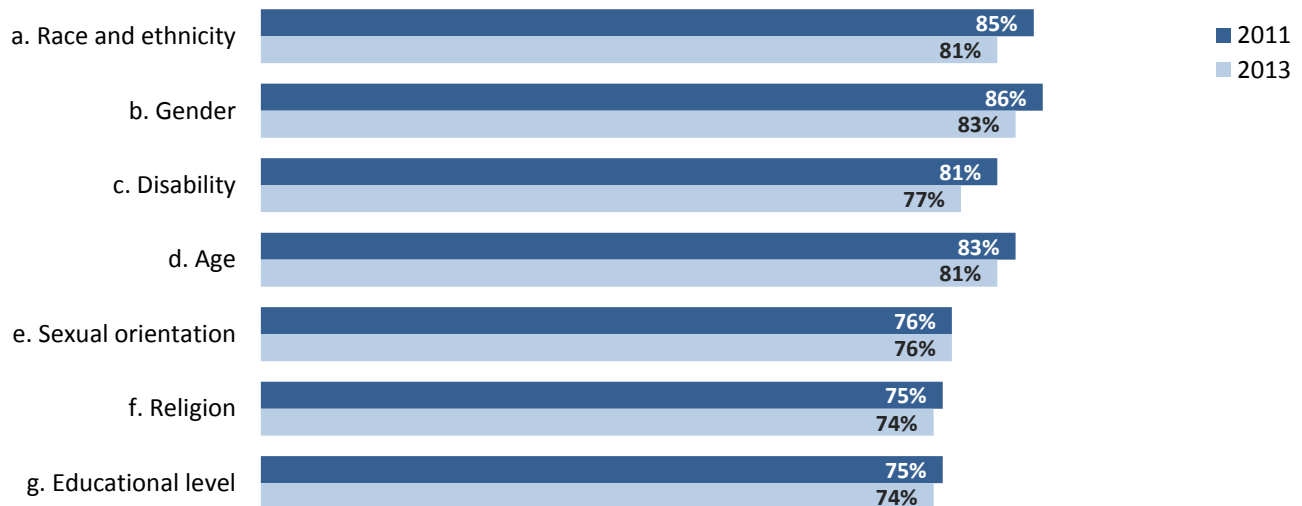


## SECTION 3: DIVERSITY

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.”

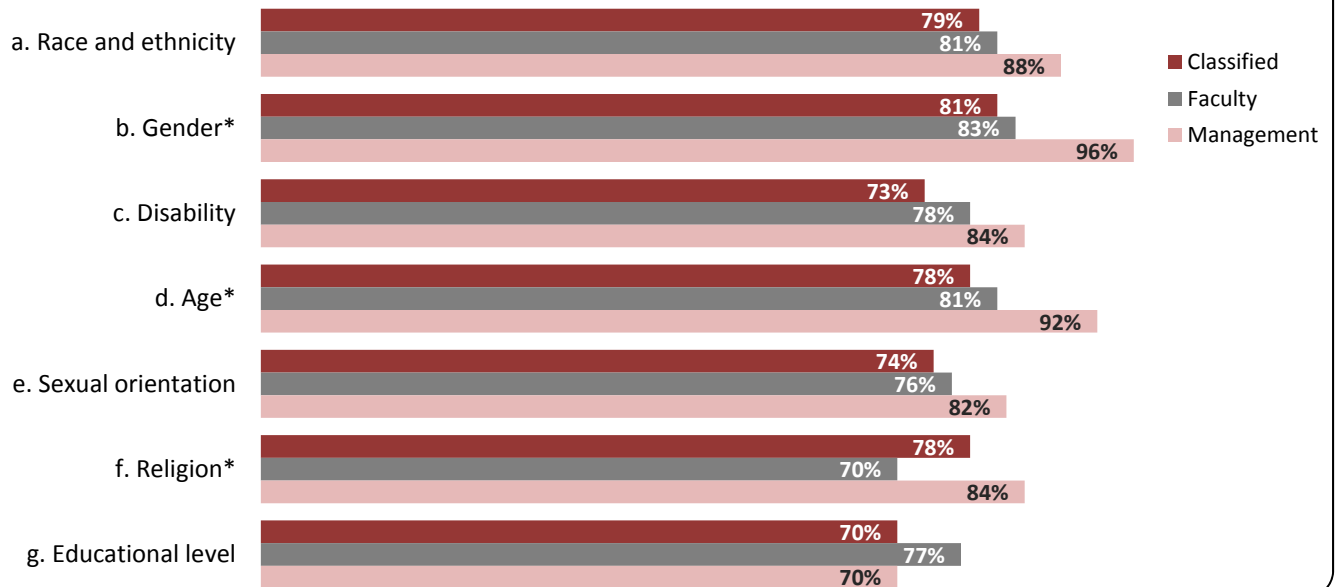
In general, the majority of total respondents believe that their climate is welcoming and supportive to similarities and differences in areas of diversity. About three-fourths or more of all respondents believe their location is supportive to diversity in each of the categories. There is a small, though not-statistically significant decline for several of these categories.

**Percent of districtwide respondents who "agree" or "strongly agree" that the climate is welcoming and supportive of similarities and differences in various characteristics by survey year**



There were some differences by employee group. Managers were more likely than the other two employee groups to say that the district is welcoming in terms of both gender and age. Managers were also more positive on religion, with faculty rating that the lowest among the three groups.

**Percent of districtwide respondents who "agree" or "strongly agree" that the climate is welcoming and supportive of similarities and differences in various characteristics by employee group**

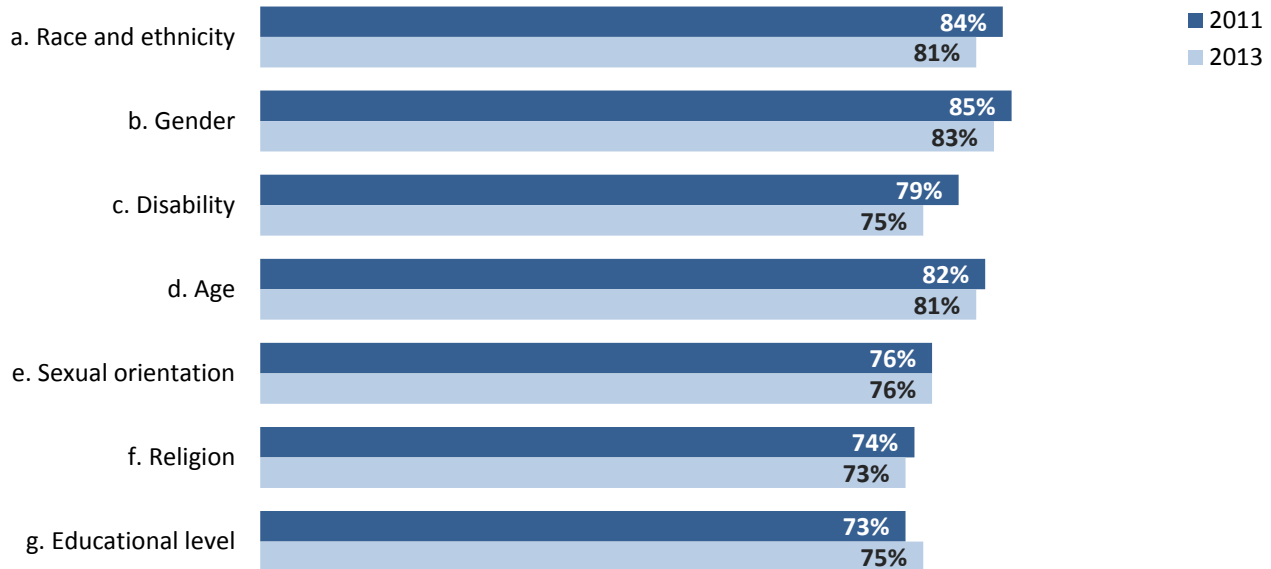




## Bakersfield College

Five of the seven diversity questions showed slight, not statistically significant declines at Bakersfield College. Only on educational level was there a small, again not statistically significant improvement.

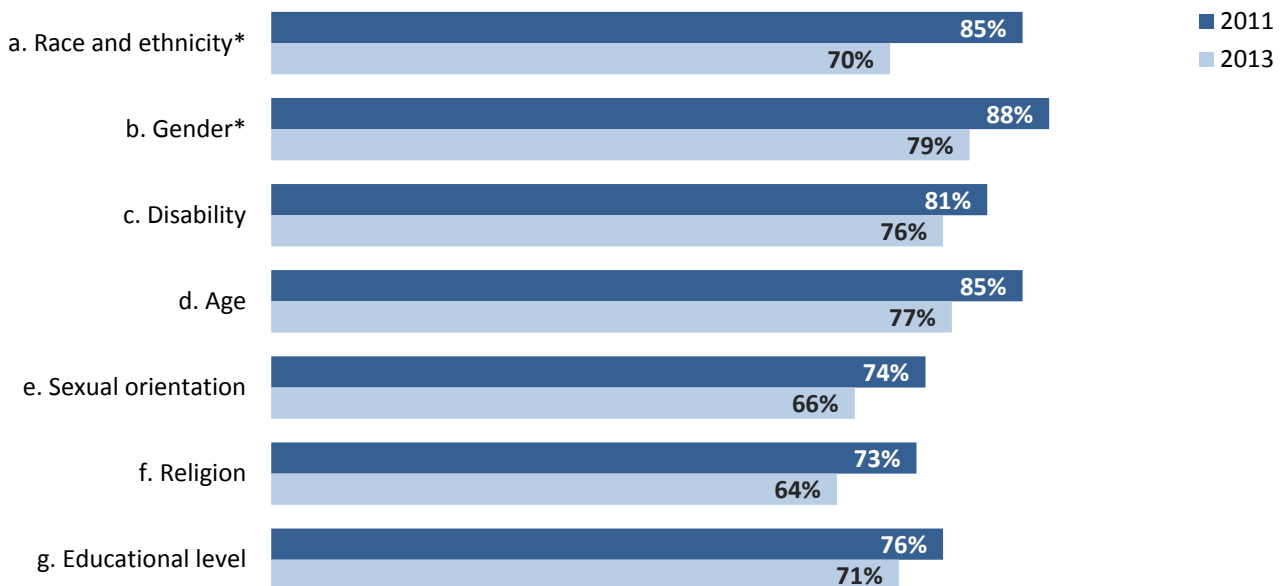
**Percent of BC respondents who "agree" or "strongly agree" that the climate is welcoming and supportive of similarities and differences in various characteristics by survey year**



## Cerro Coso Community College

Cerro Coso showed decreases in how welcoming employees viewed the atmosphere of diversity. There were differences on all seven questions, all showing decreases from 2011. Of these, both race/ethnicity (85% to 70%) and gender (88% to 79%) were statistically significant.

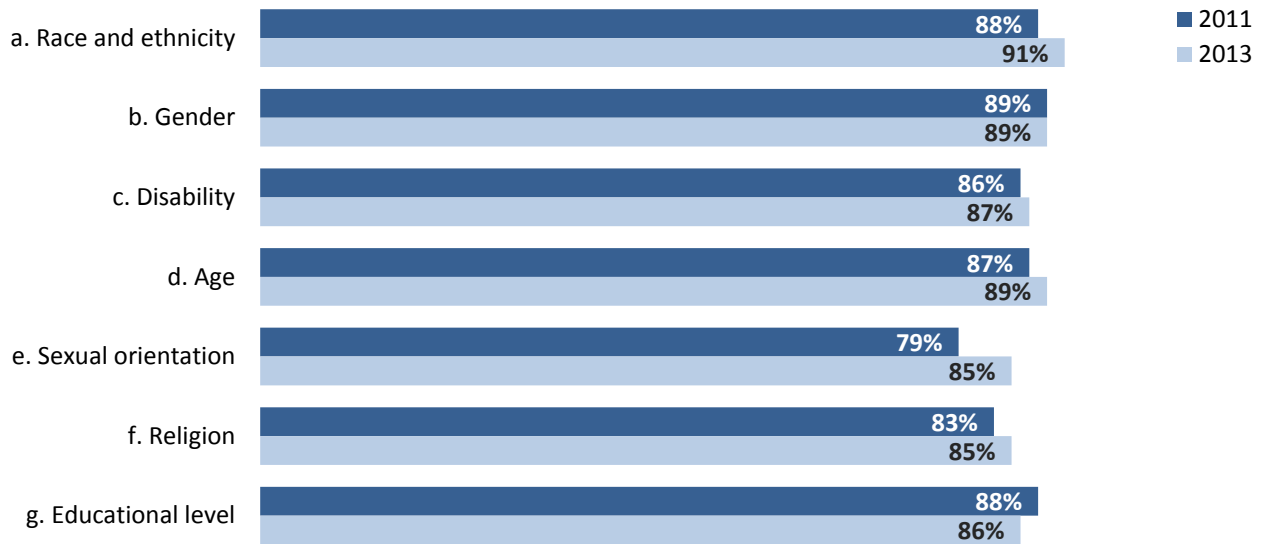
**Percent of CC respondents who "agree" or "strongly agree" that the climate is welcoming and supportive of similarities and differences in various characteristics by survey year**



## Porterville College

Results were similar at Porterville as in 2011, with very small changes between the two survey years. Five of the seven questions showed small improvement, with the improvement being largest for the issue of sexual orientation (79% to 85%). None of these differences were statistically significant.

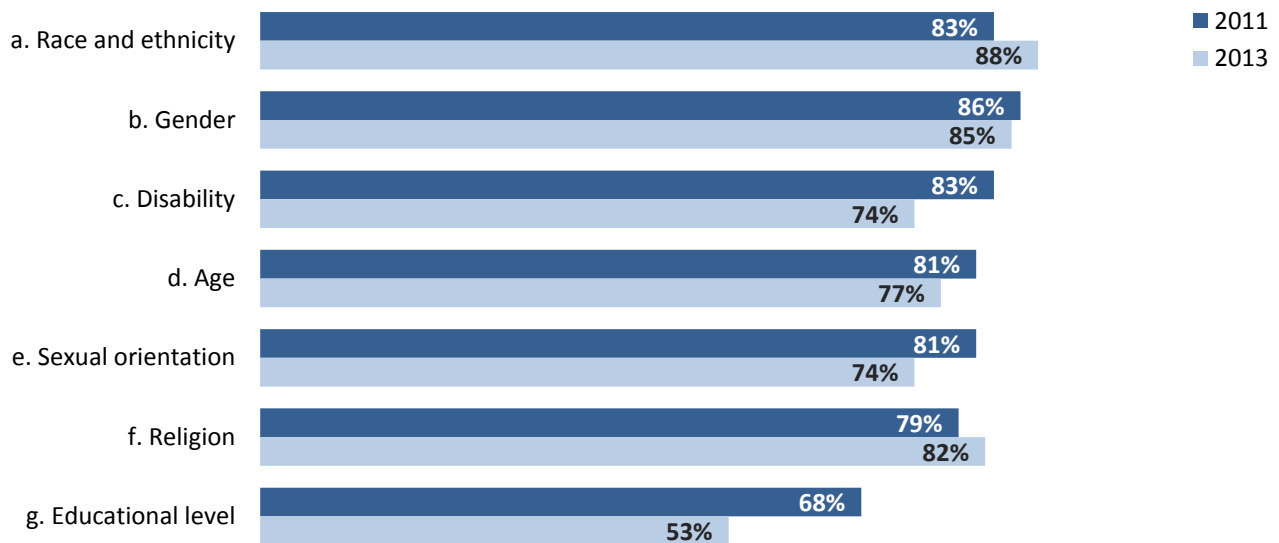
**Percent of PC respondents who "agree" or "strongly agree" that the climate is welcoming and supportive of similarities and differences in various characteristics by survey year**



## District Office

Results varied some for employees at the district office with two of the diversity questions showing improvement between 2011 and 2013 and the other five showing a decline. Of these, the most striking difference is a decline in those who say the climate is welcoming of similarities and differences in educational level, which declined from 68% in 2011 to 53% in 2013. Given the small sample size from the district office, this difference is not statistically significant and may result in part from differences in response rates by employee group for the two survey years.

**Percent of district office respondents who "agree" or "strongly agree" that the climate is welcoming and supportive of similarities and differences in various characteristics by survey year**



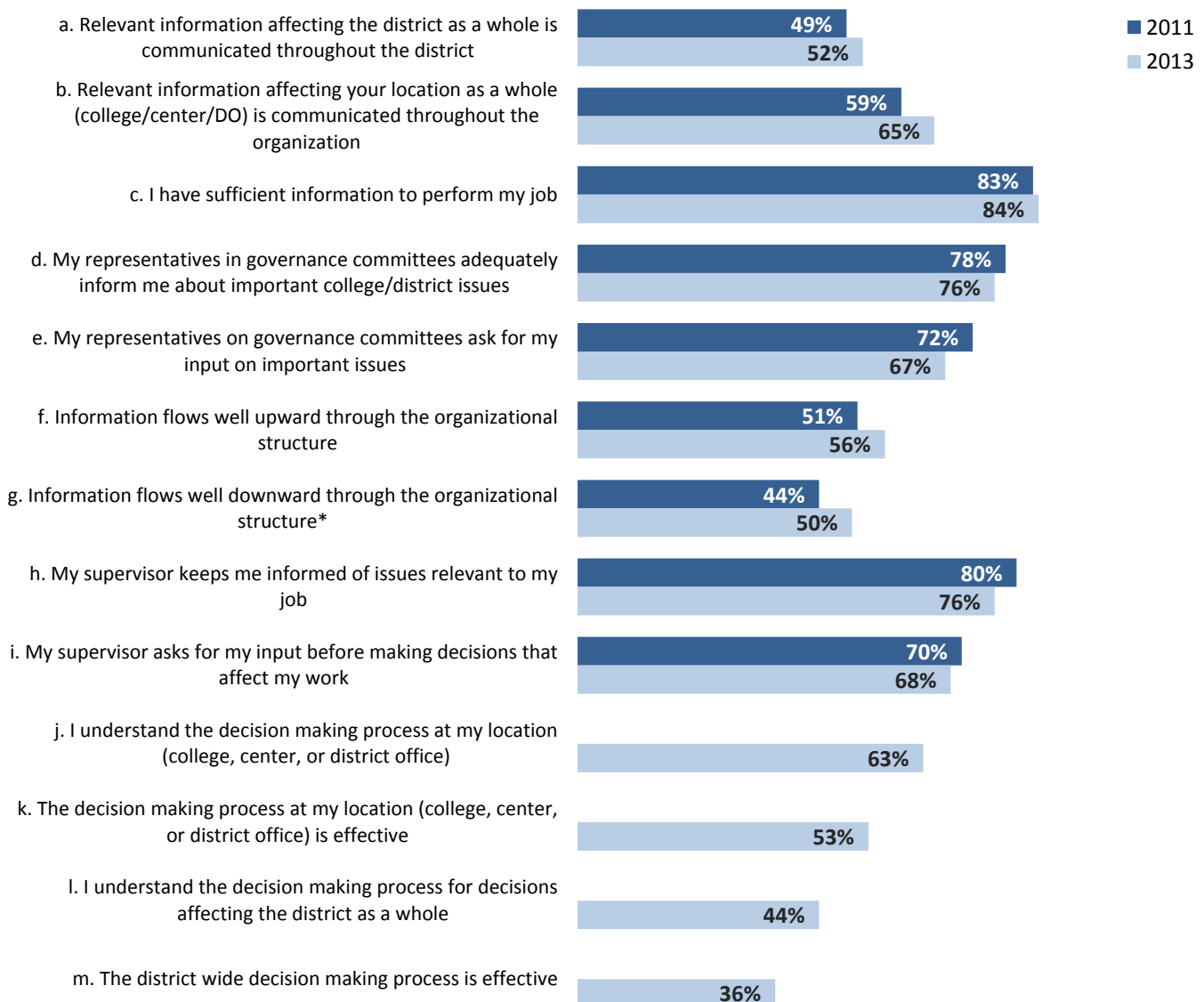
## SECTION 4: COMMUNICATION

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.” The original 2011 survey included nine questions; four more were added for the 2013 version. For those four (questions j through m) there are no comparison data.

Districtwide, there were mostly small differences in the original nine communication questions. Only one of these showed significant changes from 2011. Employees in 2013 were more likely to agree that information flows well downward through the organizational structure (44% to 50%).

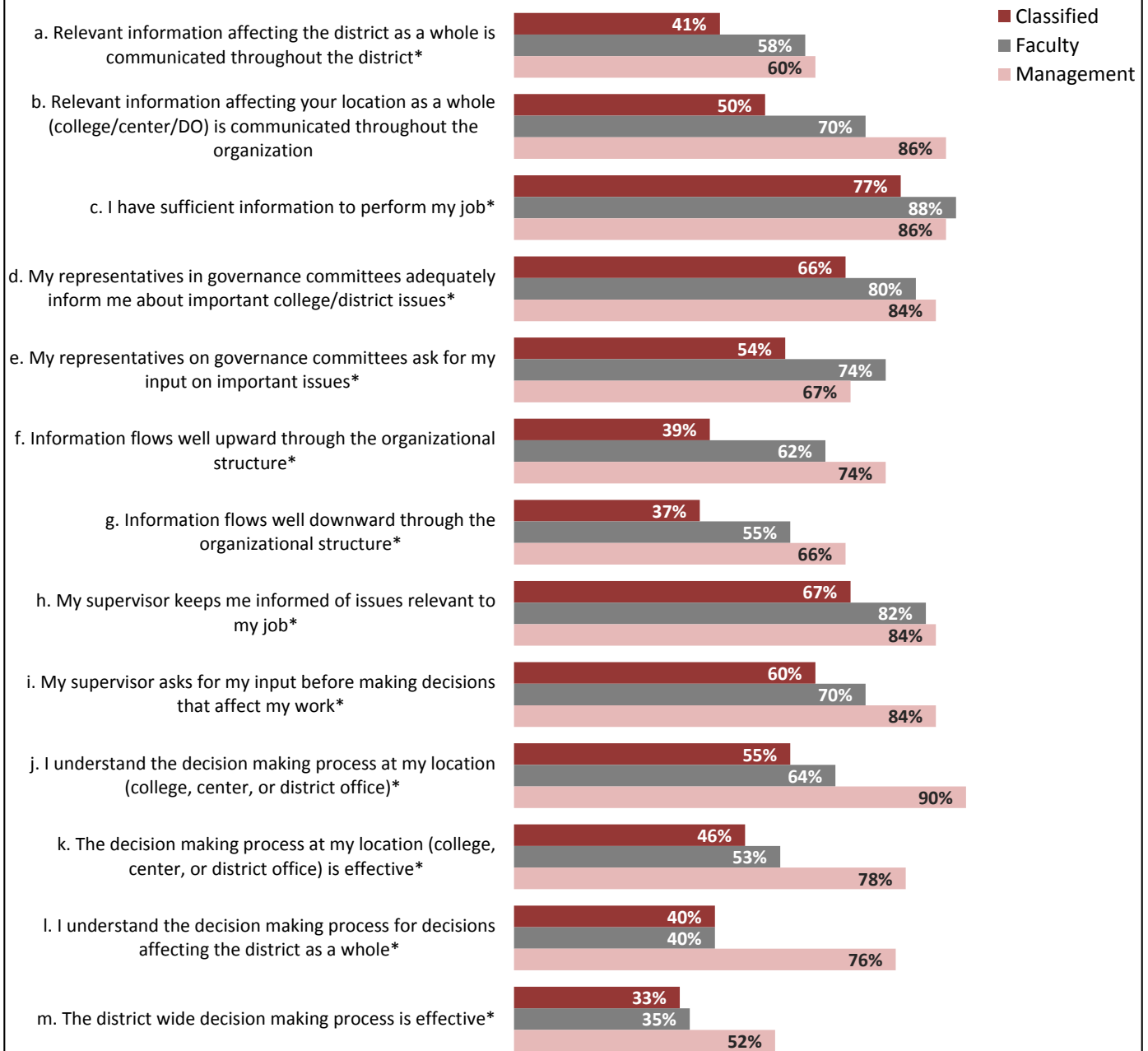
Of the four new questions, nearly two thirds of districtwide respondents (63%) say they understand the decision making process at their location, but a lower percentage (53%) say it is effective. At the same time, 44% say they understand the decision making process for the district as a whole and just 36% believe it to be effective.

**Percent of districtwide respondents who "agree" or "strongly agree" with various communication questions by survey year**



When comparing the 2013 results by employee group, all thirteen questions showed statistically significant differences. In most of these, management felt more positively about communication than the other two groups, usually with classified staff the least positive. On two questions, faculty were more positive than managers; these were having sufficient information to perform their jobs and representatives on governance committees asking for input.

**Percent of districtwide respondents who "agree" or "strongly agree" with various communication questions by employee group**

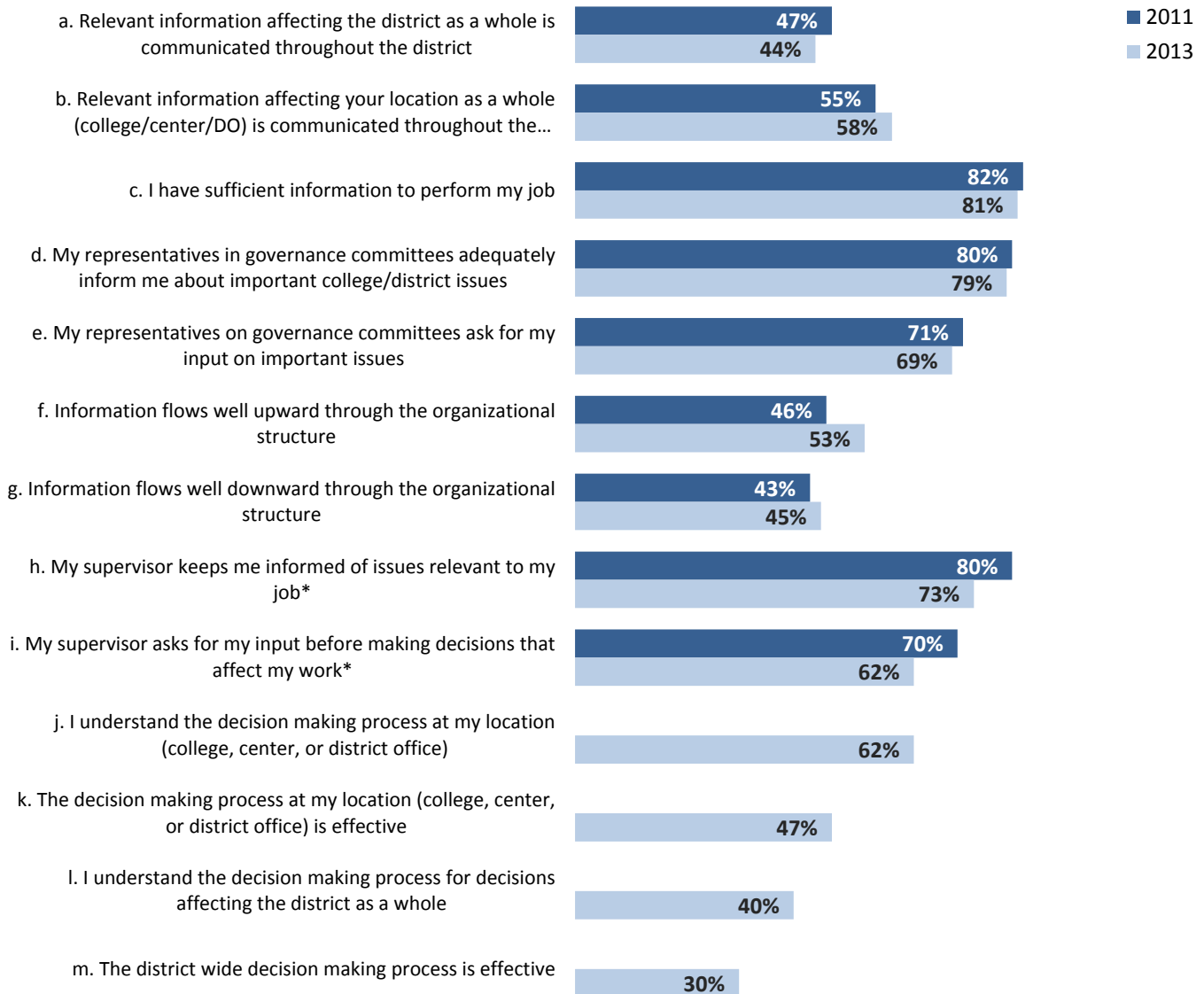


## Bakersfield College

At Bakersfield College, most of the communication questions varied only slightly between 2011 and 2013. There were significant declines for two questions: supervisors keeping employees informed and supervisors asking for input.

On the four new questions, the results at Bakersfield College mirror those districtwide, with the majority of those stating that they understand the decision making process at their location, but a smaller number believing it to be effective and correspondingly smaller numbers saying the same things for the districtwide decision making process.

### Percent of BC respondents who "agree" or "strongly agree" with various communication questions by survey year

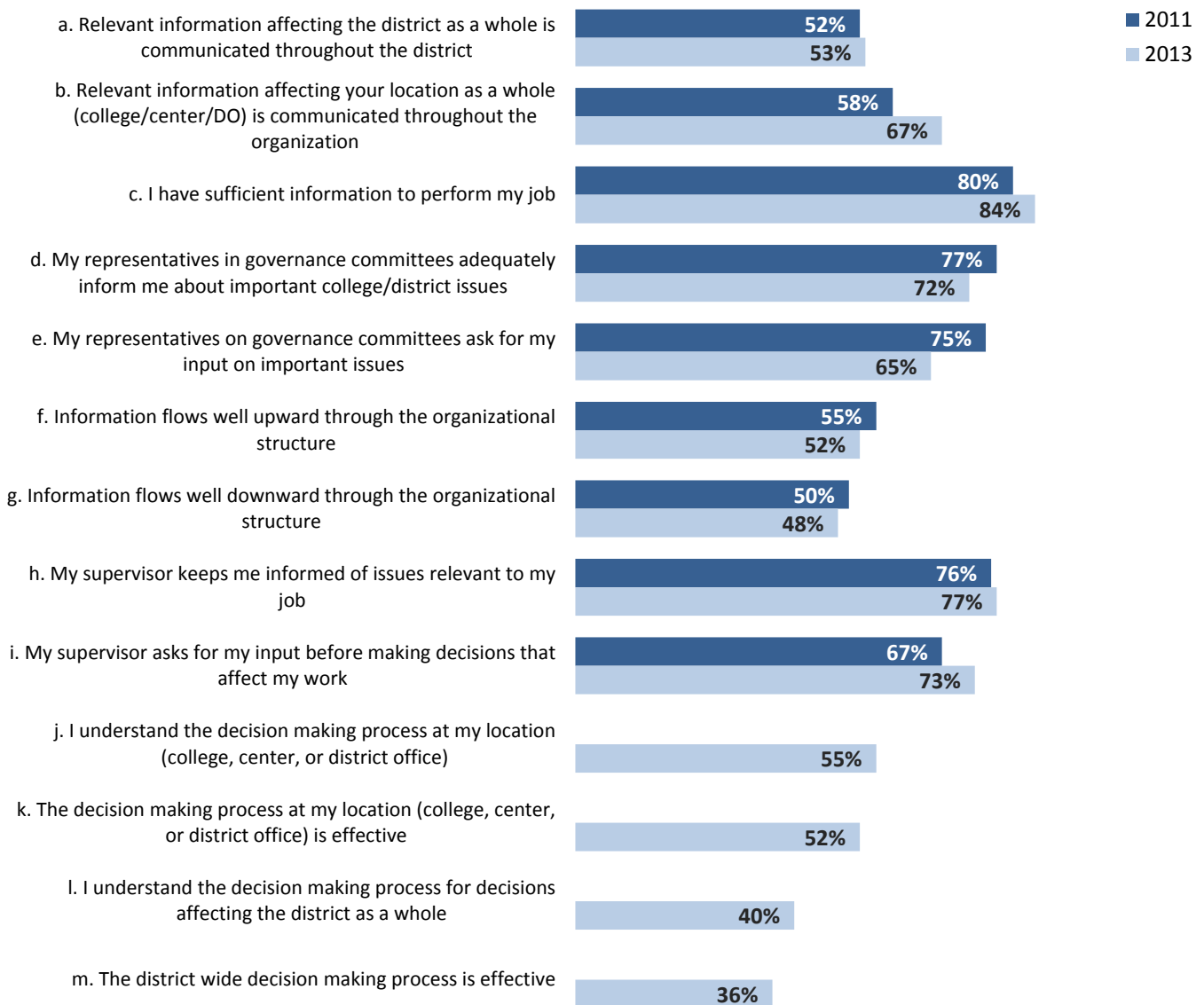


## Cerro Coso Community College

The 2013 results for communication at Cerro Coso were mostly similar to 2011, with the first four questions all showing small improvement and the next four showing a small decline. None of these differences were statistically significant.

With the four new questions, a majority (55%) of respondents say they understand the decision making process at their location, with a slightly smaller majority (52%) believing it to be effective. Of the districtwide process, those numbers were 40% and 36% respectively.

### Percent of CC respondents who "agree" or "strongly agree" with various communication questions by survey year

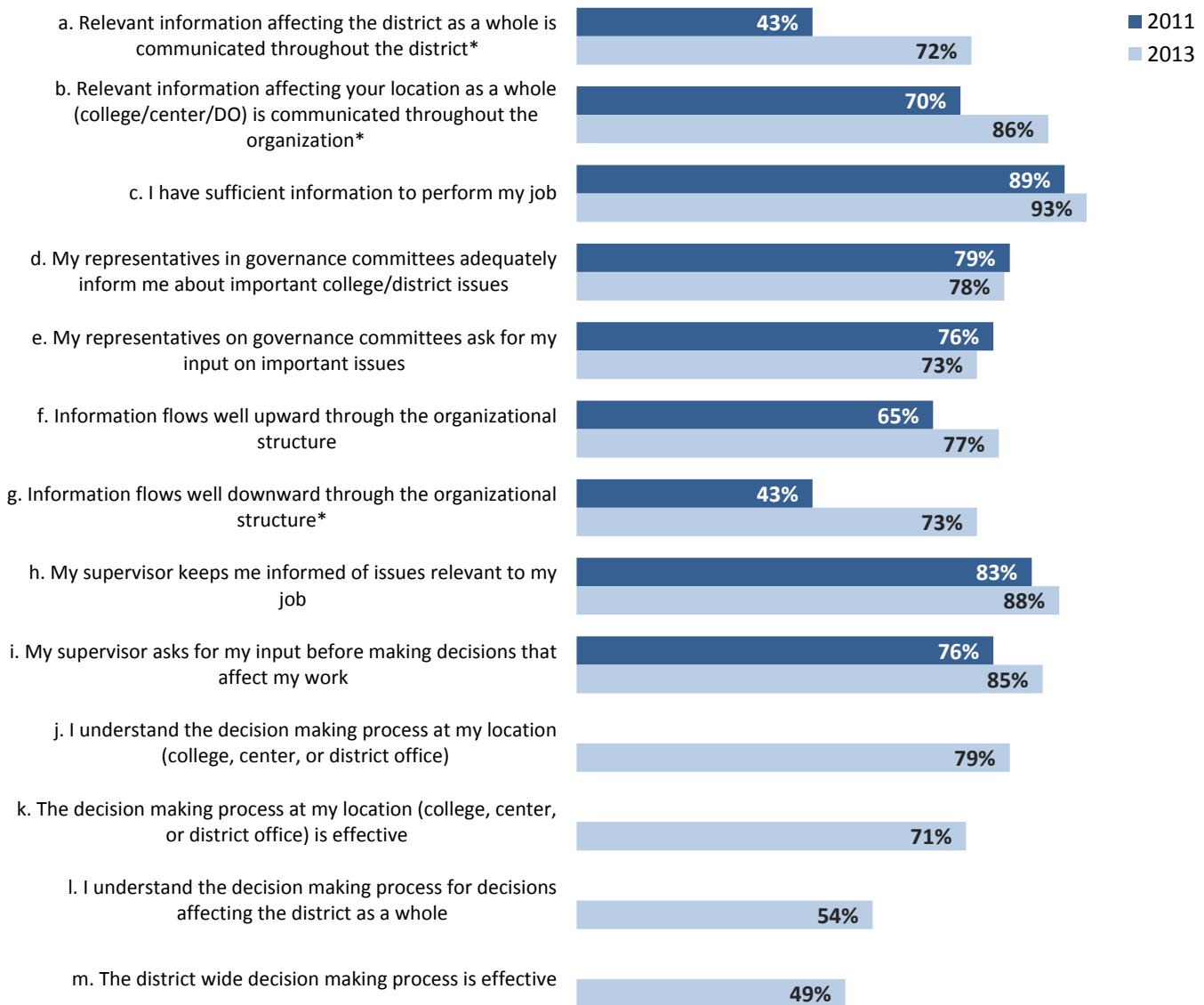


## Porterville College

Porterville College showed very large, statistically significant improvements on three of the nine original questions: information being communicated throughout the district, information affecting the employee's location being communicated throughout the organization, and information flowing downward through the organizational structure. A couple of other questions also showed improvements, but were not statistically significant.

On the four new questions, Porterville employees were somewhat more positive than those at the other two colleges, with 79% reporting that they understand the decision making process at their location and 71% believing it to be effective. Regarding decisions affecting the district as a whole, a slight majority (54%) stated that they understand the process, with 49% calling it effective.

### Percent of PC respondents who "agree" or "strongly agree" with various communication questions by survey year

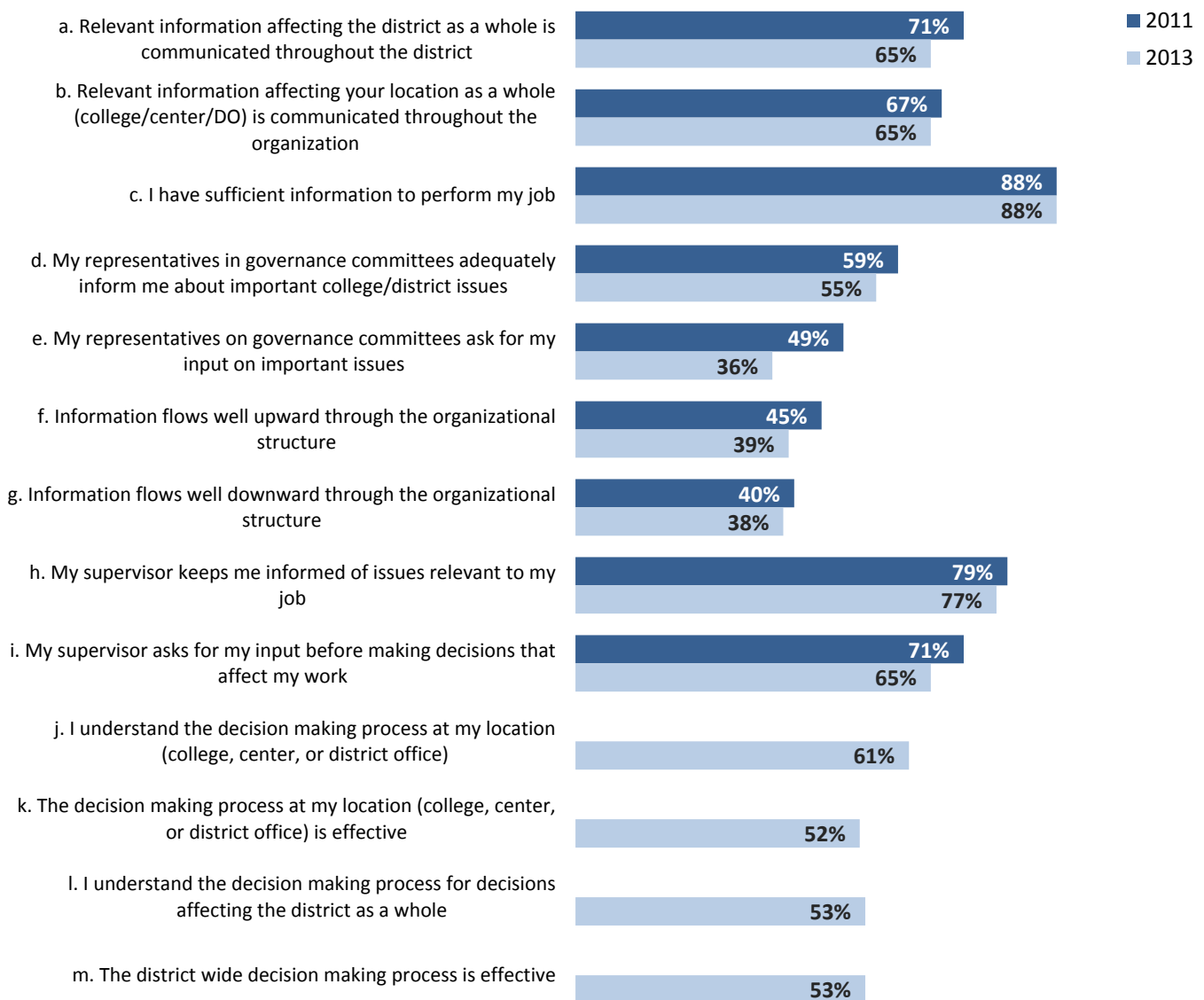


## District Office

At the district office, 2011 and 2013 results were mostly similar. A few questions showed a slight decline in how positively employees view communication issues, the most notable of which is a drop in those who say that their representatives on governance committees ask for their input (from 49% to 36%). However, none of these differences were statistically significant.

On the four new questions, results from district office staff were slightly different from those at the colleges with 61% saying they understand the decision making process at their location and a slight majority agreeing with each of the other three questions. Unlike at the colleges, at the district office, there was little difference between understanding the districtwide processes and believing it to be effective.

### Percent of district office respondents who "agree" or "strongly agree" with various communication questions by survey year



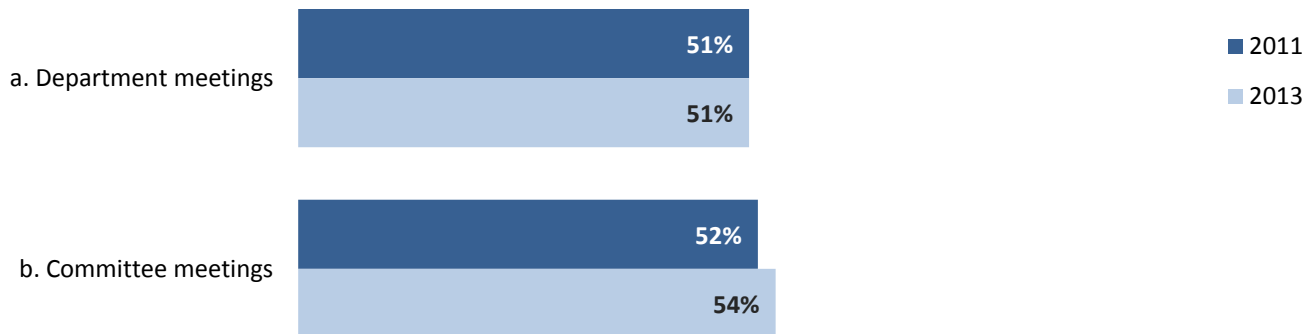


## SECTION 5: PARTICIPATION

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.

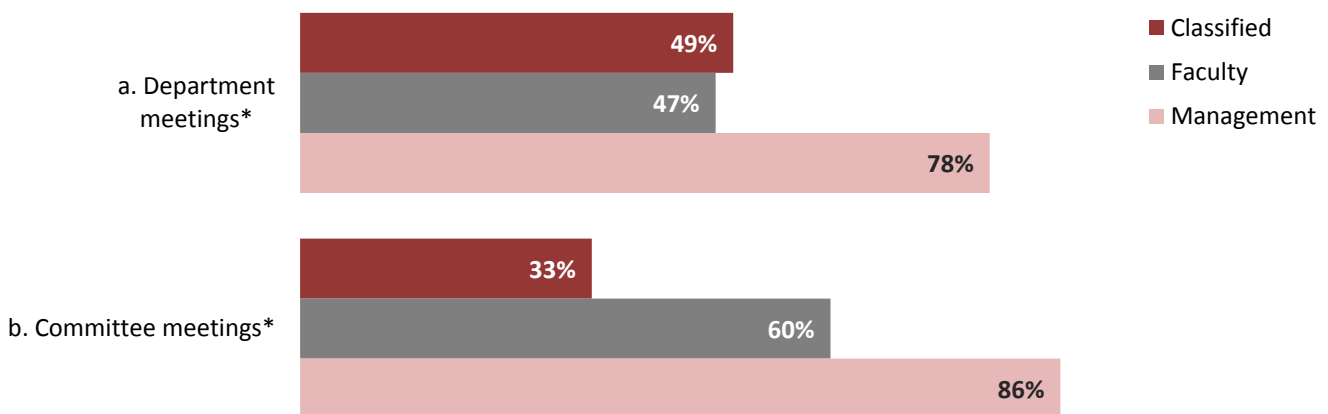
There was little change districtwide in the percentage of employees attending department or committee meetings, with a little over half attending each once a month or more.

**Percent of districtwide respondents who attend the following events once a month or more by survey year**



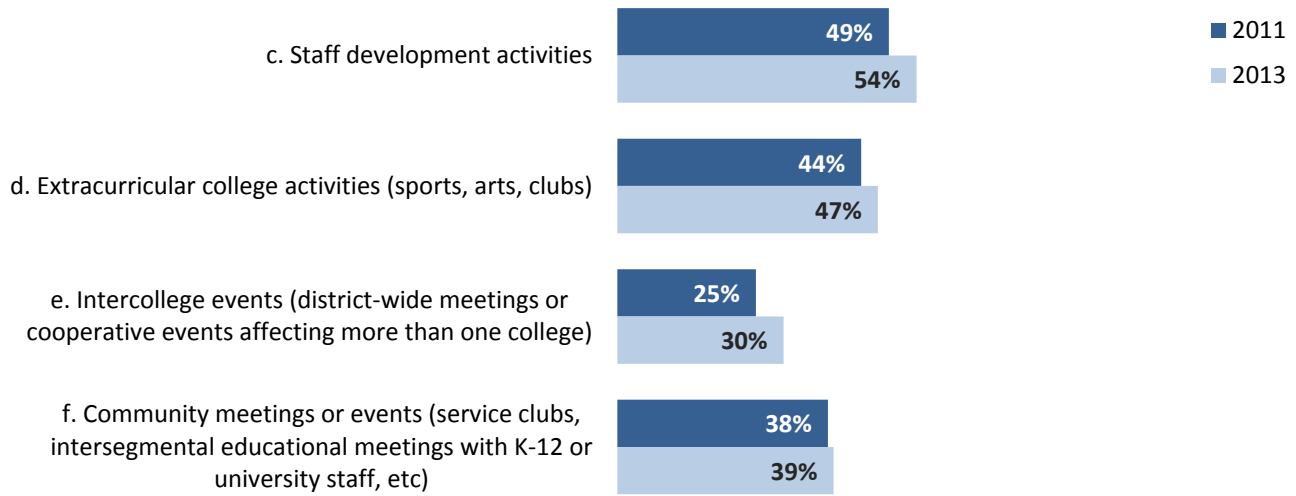
When examined by employee group, managers were more likely to attend both types of meetings and faculty were almost twice as likely as classified staff to attend committee meetings.

**Percent of districtwide respondents who attend the following events once a month or more by employee group**



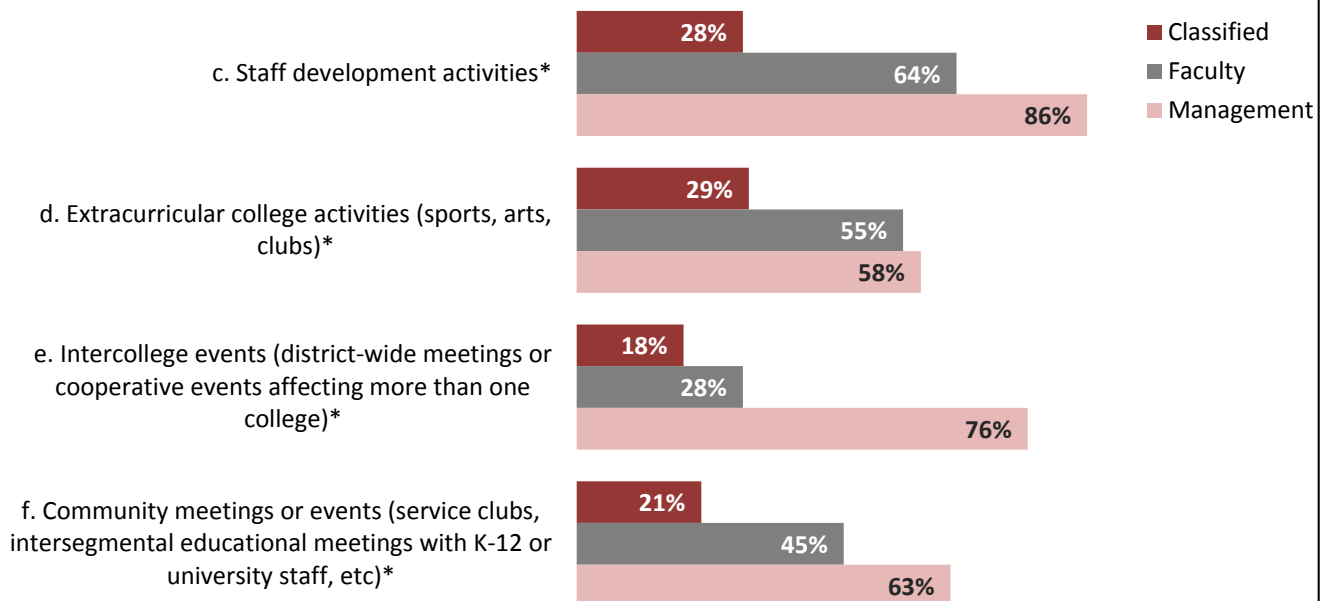
Of the questions where we examined the data by those who attend once a semester or more, there were small increases in participation on all four questions, but none of these were statistically significant.

**Percent of districtwide respondents who attend the following events once a semester or more by survey year**



For all four types of activities, managers attended at the highest rate and classified the lowest.

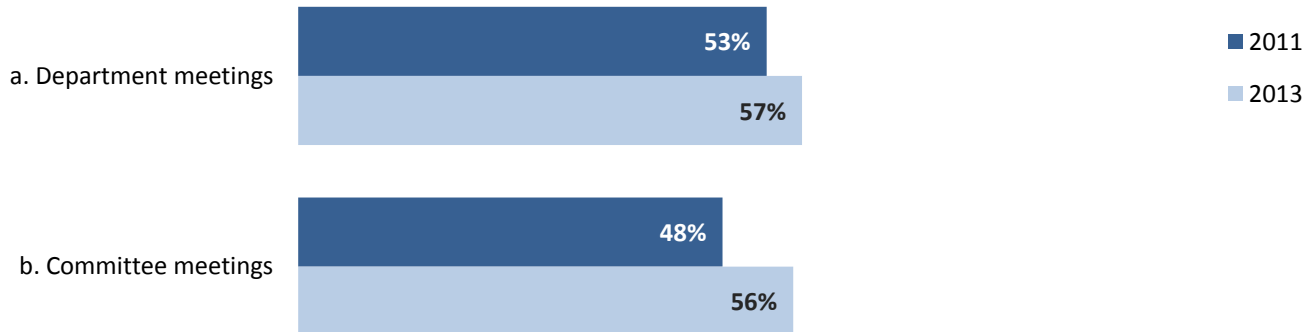
**Percent of districtwide respondents who attend the following events once a semester or more by employee group**



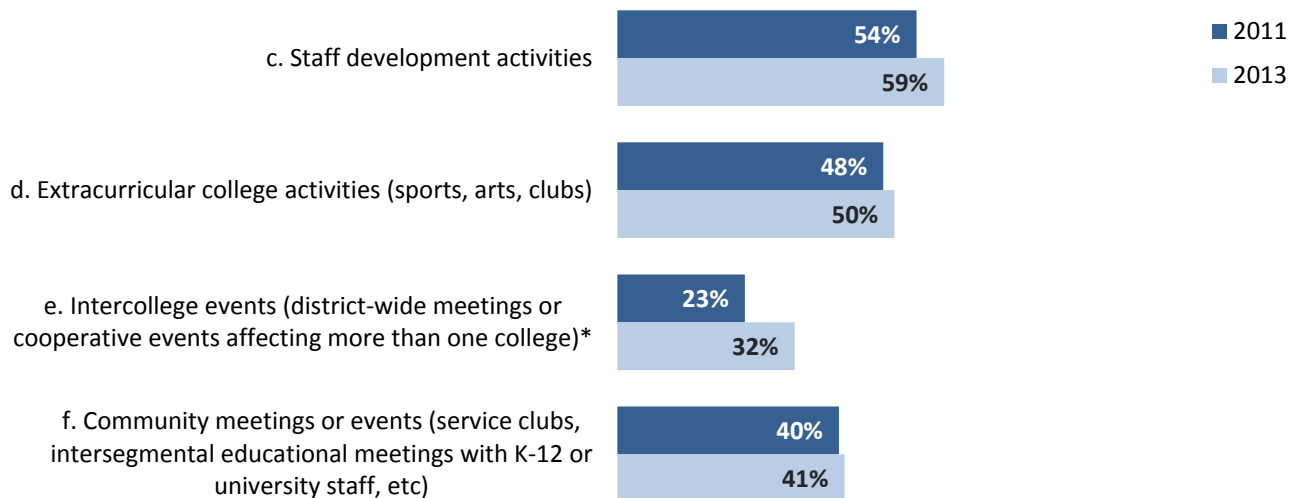
## Bakersfield College

At Bakersfield College, there were increases in participation rates for all six questions. Of these, only one was a statistically significant difference. Employees in 2013 were more likely than those in 2011 to report attending intercollegiate events, 32% vs. 23% respectively.

### Percent of BC respondents who attend the following events once a month or more by survey year



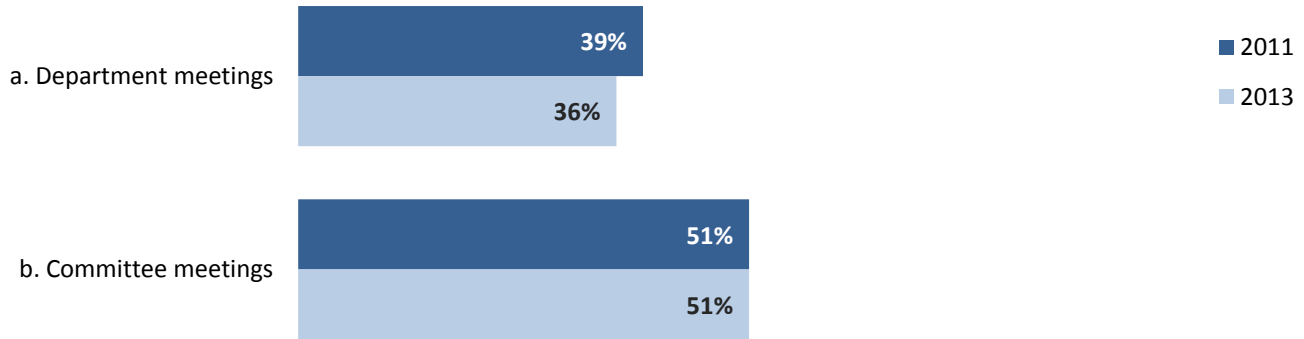
### Percent of BC respondents who attend the following events once a semester or more by survey year



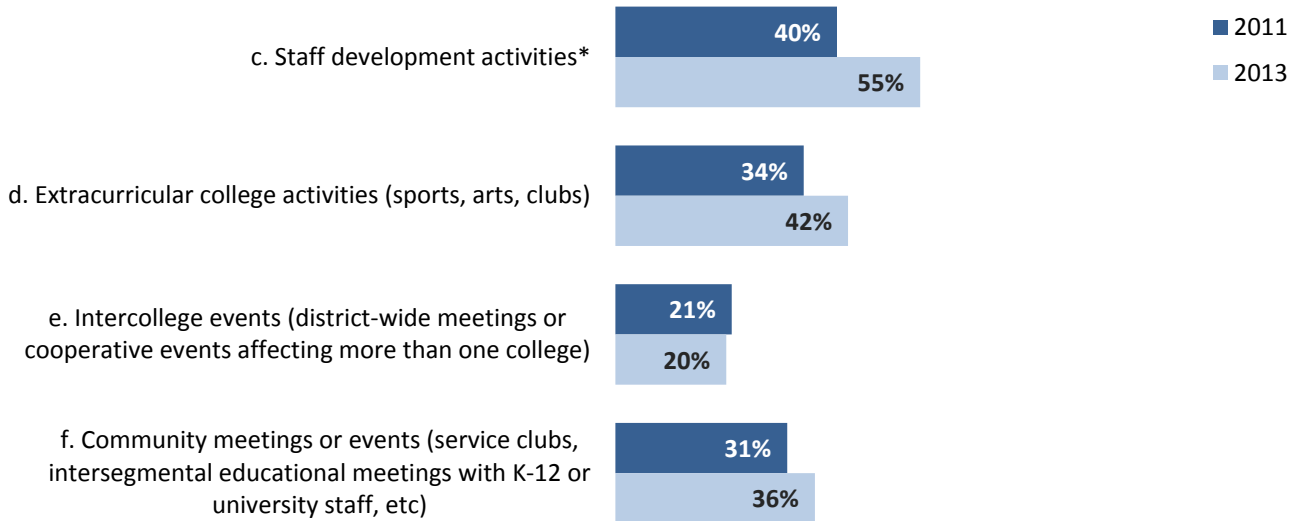
## Cerro Coso Community College

Cerro Coso participation rates were similar for the two survey years. There was an increase from 40% to 55% in the percentage of employees who report attending staff development activities at least once per semester.

### Percent of CC respondents who attend the following events once a month or more by survey year



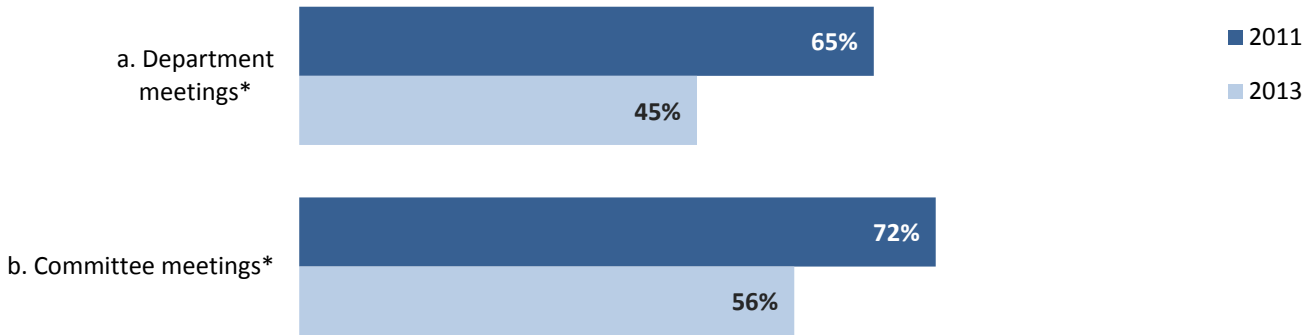
### Percent of CC respondents who attend the following events once a semester or more by survey year



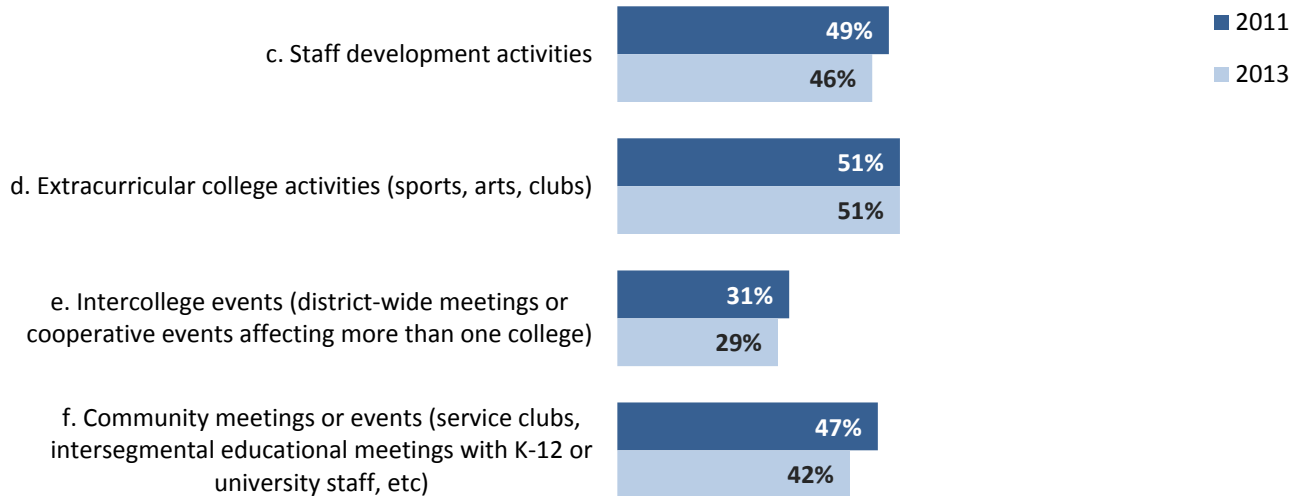
## Porterville College

Participation rates declined for five of the six questions at Porterville College between the two survey years. The changes in the once per semester questions were small, but there was a more substantial and statistically significant decline in the participation rate for the once a month or more questions. Porterville College employees were less likely in 2013 (45%) than in 2011 (65%) to attend department meetings and less likely to attend committee meetings, a decline from 72% to 56%.

### Percent of PC respondents who attend the following events once a month or more by survey year



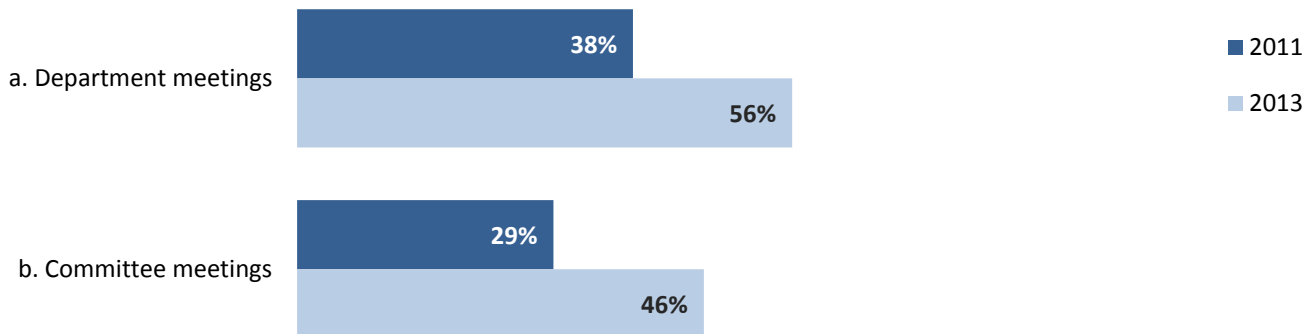
### Percent of PC respondents who attend the following events once a semester or more by survey year



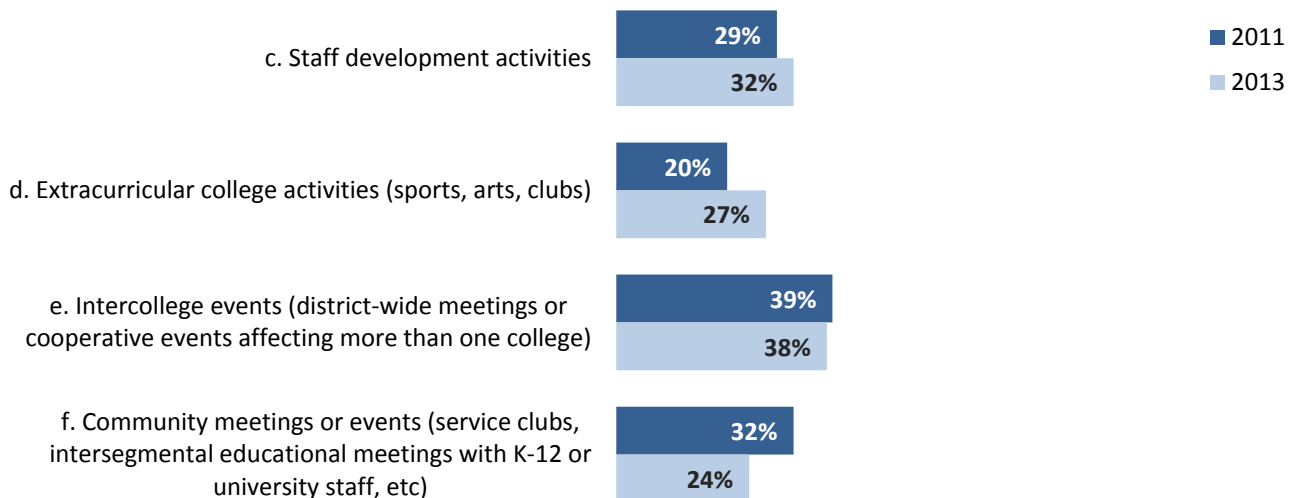
## District Office

There was an increase in the participation rate for employees at the district office, particularly among the two once per month questions, both of which showed double digit percentage increases. However, given the small sample size from the district office, these differences are still not statistically significant.

### Percent of district office respondents who attend the following events once a month or more by survey year



### Percent of district office respondents who attend the following events once a semester or more by survey year

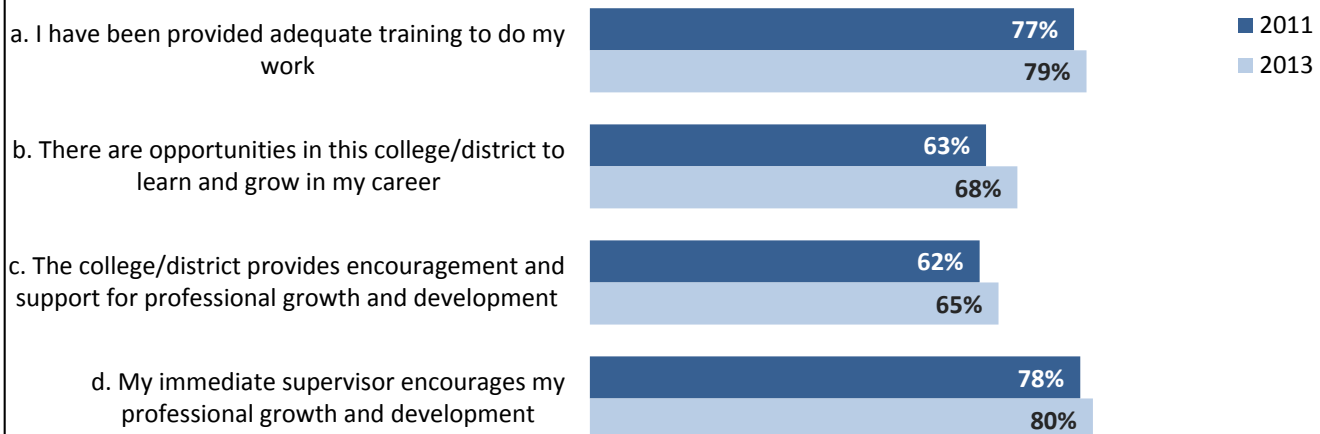


## SECTION 6: PROFESSIONAL DEVELOPMENT

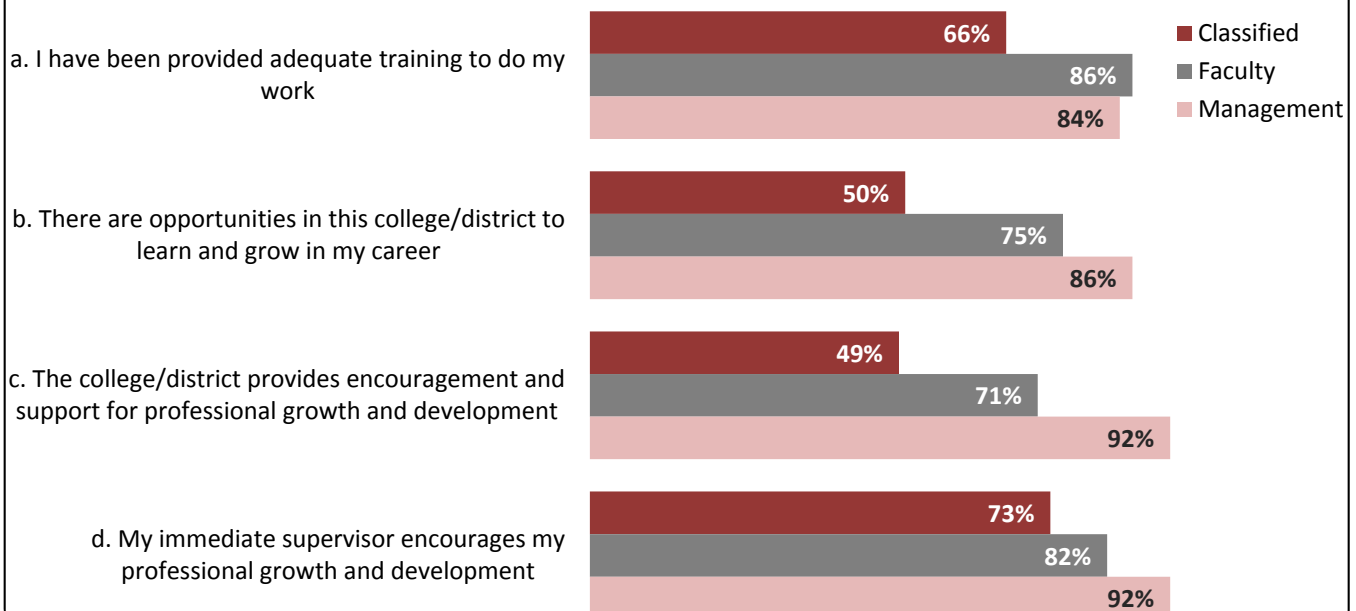
The sixth survey section asked the respondent if they have opportunities and encouragement for professional development and training. Employees responded to four statements about professional development opportunities using a five-point scale, ranging from “strongly agree” to “strongly disagree.”

For each of the four questions, there were very small, but not statistically significant increases in the degree to which employees felt they had opportunities for professional development. All four did show statistically significant differences between employee groups, with classified staff less likely to agree with each of the four. For three of the four, managers were more likely than faculty to agree, but the rates were nearly identical for having been provided adequate training.

**Percent of districtwide respondents who "agree" or "strongly agree" with various professional development questions by survey year**



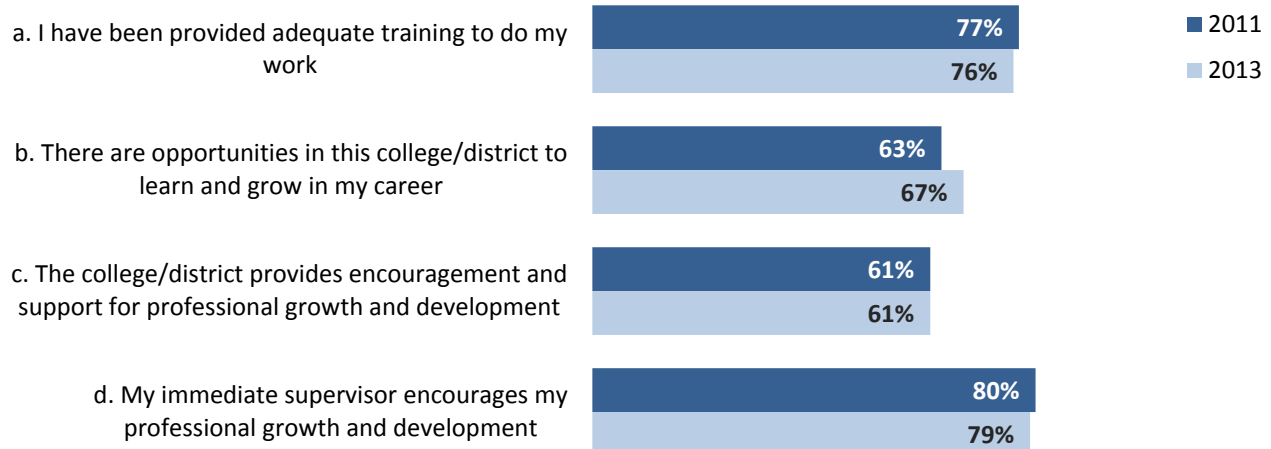
**Percent of districtwide respondents who "agree" or "strongly agree" with various professional development questions by employee group**



## Bakersfield College

Employees at Bakersfield College responded very similarly in the 2011 and 2013 surveys on the professional development questions. For each of these, more than three in five employees felt positively about their professional development opportunities.

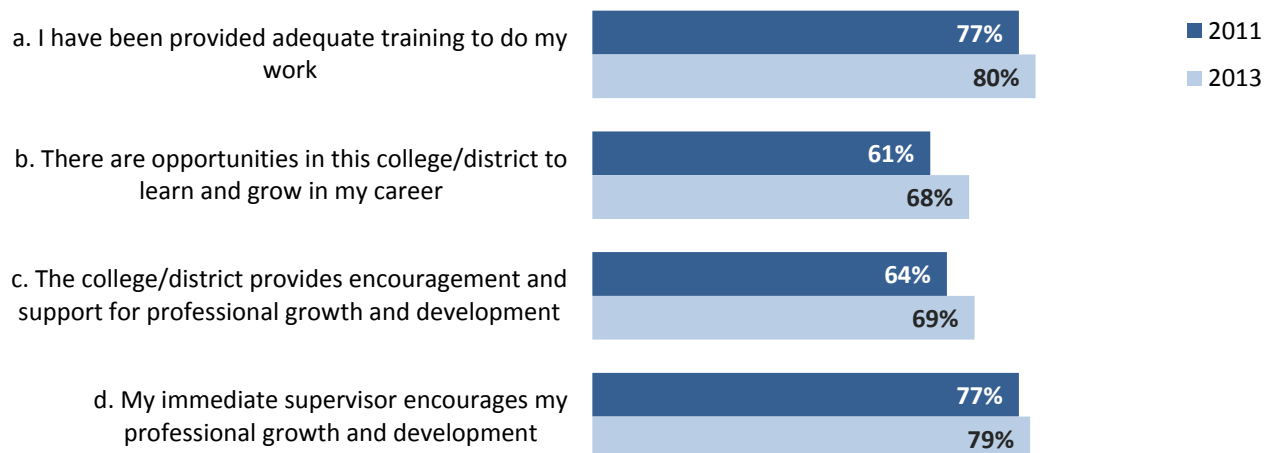
### Percent of BC respondents who "agree" or "strongly agree" with various professional development questions by survey year



## Cerro Coso Community College

Respondents at Cerro Coso Community College were slightly more positive on each of the four professional development questions in 2013 than in 2011, but none of these differences were statistically significant. In 2013, at least two thirds of respondents answered positively for each of the four questions.

### Percent of CC respondents who "agree" or "strongly agree" with various professional development questions by survey year

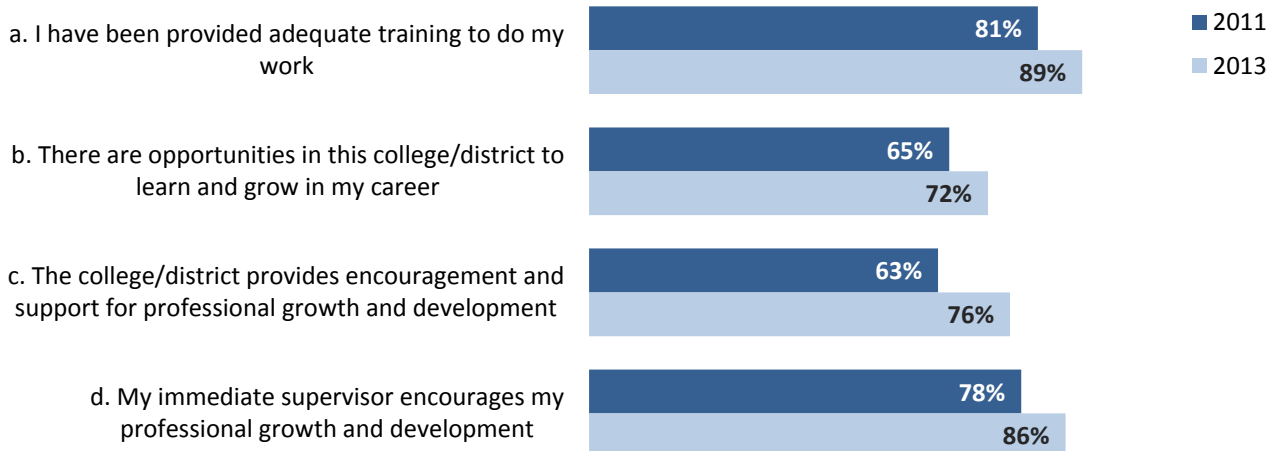




## Porterville College

Porterville College also showed increases in agreement with the professional development questions. More than seven in ten employees answered each of these questions positively in 2013. None of the differences here are statistically significant, though the support and encouragement question was close ( $p=.056$ ).

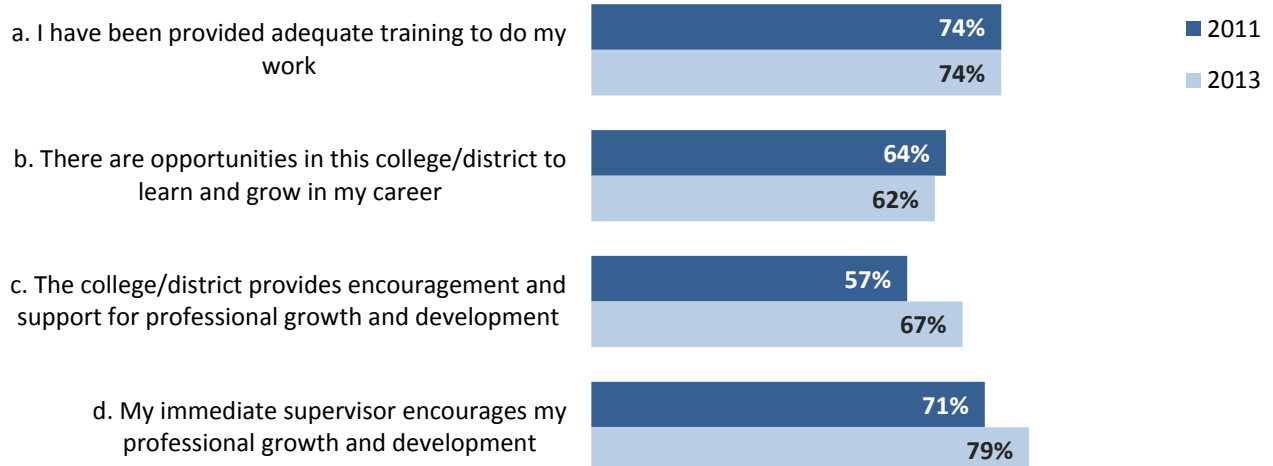
### Percent of PC respondents who "agree" or "strongly agree" with various professional development questions by survey year



## District Office

At the district office, the results on the professional development questions were mixed. For the first two questions, little difference is found between results in 2011 and 2013. However, for encouragement and support and the question about immediate supervisor encouragement, there was an increase in how positively employees responded to these questions, but they are not statistically significant.

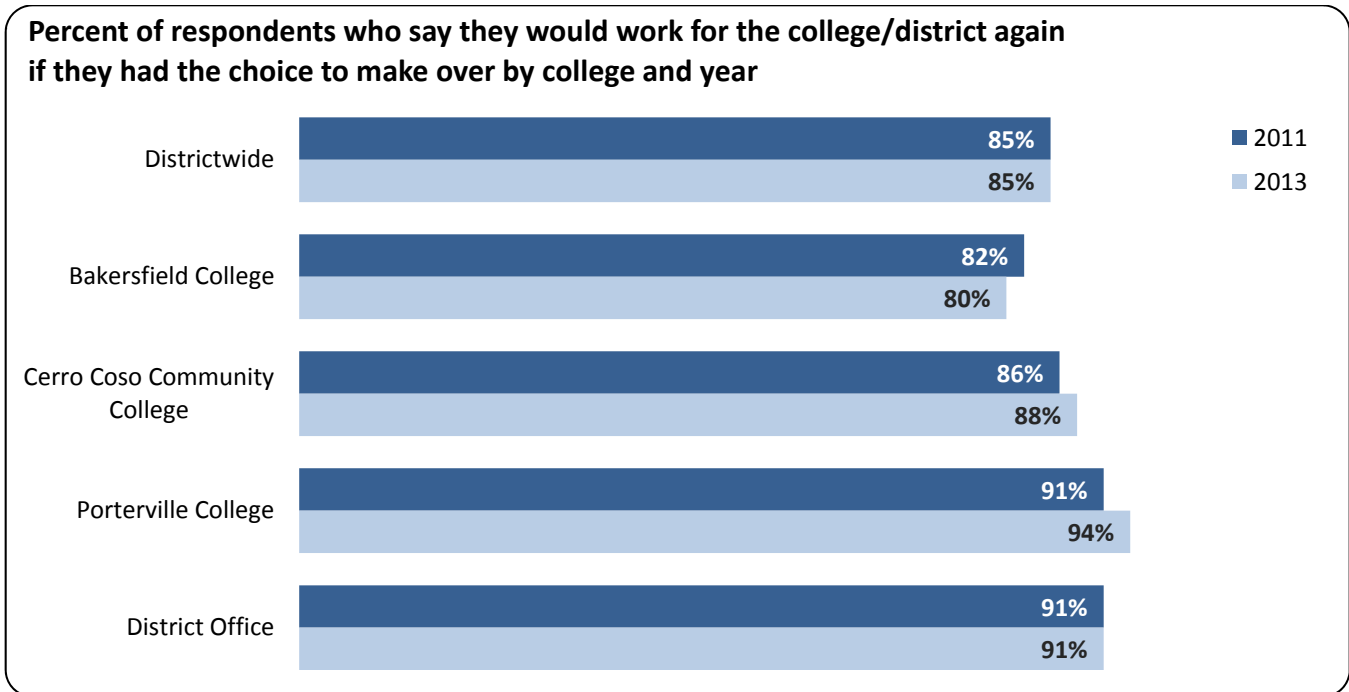
### Percent of district office respondents who "agree" or "strongly agree" with various professional development questions by survey year



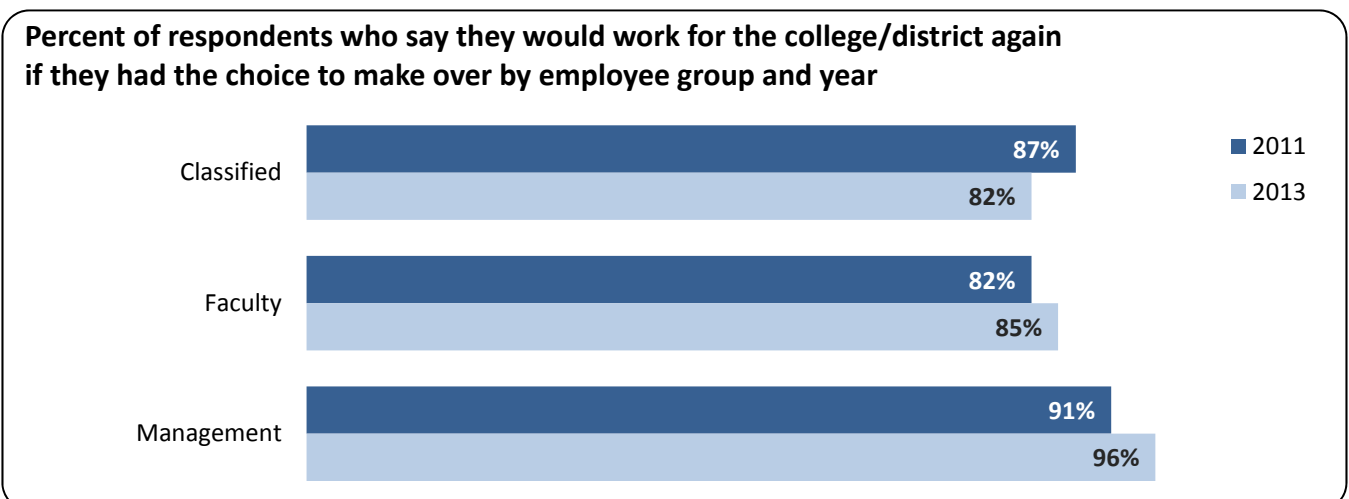
## **SECTION 7: OVERALL**

Lastly, respondents were asked if they would choose to work for this college/district if they had to choose again. Because this section involved a single question, the results are presented differently, with the districtwide and college results in the first chart and the second chart showing the districtwide differences by employee group and year.

Overall, results were similar in 2011 and 2013, with about 85% respondents saying they would make the choice to work for the college or district again in both years. There was a slight decline at Bakersfield College and a slight increase at both Cerro Coso Community College and Porterville College, but none of these differences were statistically significant.



Examining the results by employee group, there was a small decrease in willingness to work for the college or district again for classified employees and a small increase among faculty and management. For all categories of employees, at least four in five say that they would work for the college or district again.



## SUMMARY

Comparing the results of the 2011 and 2013 Climate Surveys provides us with an opportunity to evaluate where we are as a district, particularly as it relates to specific goals established in the district's strategic plan. Specifically, the plan adopted in November 2011 included two objectives related to this survey:

- Objective 2.2 Trust, morale, and communication will improve over baseline 2011-2012 as measured by climate surveys by June 30, 2014.
- Objective 3.2 Improve facilities and maintenance as measured by climate surveys and operational reports as compared to 2011-12 baseline.

These objectives were written in somewhat vague terms because the climate survey had not yet been drafted. Now, with data from surveys two years apart showing some trends, it is possible to draw some conclusions about the climate in the Kern Community College District and how it has changed in that time. It should also be possible for the next strategic planning group to draft more specific objectives should they wish to address climate in the upcoming planning cycle.

To that end, here we provide a summary of the findings of this report, including the trends seen in the two surveys. We note here mainly those areas for which statistically significant differences were found between the 2011 and 2013 surveys. It should be noted that statistical significance is affected in part by sample size. Cerro Coso Community College showed few differences between the two surveys, in part due to the small size of their sample.

- There was an increase in the percentage of employees who report high morale, more than 50 percent districtwide in the 2013 survey. Porterville College employees also showed a significant increase on morale.
- On the issue of trust, the level of trust between faculty and management improved districtwide and at both Bakersfield and Porterville. At Porterville, there was also a significant increase in trust between classified staff and management and between the college and the district office.
- There was also improvement on a number of facilities questions. Districtwide and at all three colleges, employees were more likely in 2013 to report working in an attractive facility. Both districtwide respondents and those at Bakersfield and Porterville had an improved view of the cleanliness of their locations. Districtwide respondents and those at Porterville also had an improved view of the adequate maintenance of their location and their work environments (lighting, heat/air).
- In the interaction section, most interactions were rated highly by most employees in both surveys. Bakersfield College employees did report less positive interactions with their immediate supervisors.
- Similarly, in the diversity section, employees throughout the district report that the climate is welcoming and supportive of various similarities and differences in background. Cerro Coso employees however, were less positive on this issue, particularly in the areas of race/ethnicity and gender, than in the 2011 survey.
- On the communication questions, there was significant variability. Districtwide, employees and those at Porterville College reported an improvement in the flow of information downward through the organizational structure. At Bakersfield College, there was deterioration in the perception of communication on two issues, supervisors keeping employees informed and supervisors asking for input on issues. Porterville employees reported improvement on two communication questions: relevant information being communicated districtwide and information about the college being communicated collegewide.
- The four new communication questions addressed perceptions of the college and district decision making process. In general, respondents were more likely to understand the process at their location (college or district office) and think it effective, than the districtwide process.

- There was little change in participation rates districtwide, but there was change at the college level. Bakersfield employees report greater attendance at intercollegiate events (districtwide or other meetings affecting more than one college). Cerro Coso employees were more likely in 2013 to report attending staff development activities. Porterville employees were less likely to attend both department and committee meetings.
- Although there was a very modest improvement in the questions on professional development districtwide, none of those differences were statistically significant districtwide or at any of the locations.
- On the key question of whether an employee would choose to work for the college or district again if they had the choice to make over, 85 percent of employees would make the same choice. This changed little between 2011 and 2013.

## APPENDIX A: RESPONSE RATES AND WEIGHTING

Response rates differed substantially for the different college/locations and by survey year, necessitating the weighting of the survey data. The survey results were weighted to more accurately reflect the number of employees at each college in each academic year. With weighting, each survey response is given greater or lesser weight in the data so that the full sample reflects the intended population.

Table 2 below shows the unweighted responses to the survey by college/location and survey year, along with corresponding response rates given the number of employees at that location that year as reported to the California Community Colleges Chancellor's Office. For the 2013 survey, 2013 employee data were not yet available, so these rates are compared via 2012 data, the most recent available. Table 3 shows the weights given to the survey responses and Table 4 shows the weighted and unweighted number of responses from each college/location in the data.

**Table 2: Respondents and response rates by college and survey year.**

Location/ College	2011 employees	2011 surveys completed	2011 survey response rate	2012 employees	2013 surveys completed	2013 survey response rate
Bakersfield College	768	388	51%	715	215	30%
Cerro Coso Community College	291	112	38%	253	132	52%
Porterville College	227	99	44%	221	98	44%
District Office	89	62	70%	89	43	48%
Non-respondents	NA	10	NA	NA	19	NA
<b>Total</b>		<b>671</b>			<b>507</b>	

**Table 3: Survey weights for each college/location and survey year.**

Location/College	2011	2013
Bakersfield College	0.951543	1.269862
Cerro Coso Community College	1.249032	0.731873
Porterville College	1.102274	0.861103
District Office	0.690076	0.790334

**Table 4: Unweighted and weighted survey sample by college and survey year.**

Location/ College	2011 Survey		2013 Survey	
	Unweighted responses	Weighted sample	Unweighted responses	Weighted sample
Bakersfield College	388	369	215	273
Cerro Coso Community College	112	140	132	97
Porterville College	99	109	98	84
District Office	62	43	43	34
Non-respondents	10	0	19	0
<b>Total</b>	<b>671</b>	<b>661</b>	<b>507</b>	<b>488</b>

## APPENDIX B: 2013 CLIMATE SURVEY INSTRUMENT



### Kern Community College District 2013 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"/>
j. I understand the decision making process at my location (college, center, or district office)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The decision making process at my location (college, center, or district office) is effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I understand the decision making process for decisions affecting the district as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The district wide decision making process is effective	<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