

KERN COMMUNITY COLLEGE DISTRICT

2016 CLIMATE SURVEY REPORT

**2016 Survey Results with Comparisons to
Previous Surveys Conducted in 2011 and 2013**

KCCD Institutional Research and Reporting

April 2017

KERN COMMUNITY COLLEGE DISTRICT

CLIMATE SURVEY REPORT

2016 RESULTS WITH COMPARISONS TO 2011 AND 2013

EXECUTIVE SUMMARY

The Climate survey is periodically given to employees of the Kern Community College District (KCCD) to support the strategic planning process. The need for the climate survey was first identified through the 2011 districtwide strategic planning process. The survey was given in 2011, again in 2013, and is now scheduled for every three years. The 2016 survey administration is the focus of this report, along with comparisons to the 2011 and 2013 results. These results provide an opportunity to evaluate where we are as a district, particularly as it relates to specific goals and objectives established in both the districtwide and strategic plans. The most recent districtwide strategic plan, adopted in July 2015, included four objectives that can be measured by using the results of the survey:

- Strategic Goal #4: Enhance Community Connections
 - Objective 4.2 Reflect the Communities We Serve
- Strategic Goal #5: Strengthen Organizational Effectiveness
 - Objective 5.1 Provide Effective Professional Development
 - Objective 5.3 Increase Trust and Create a Collaborative Culture
 - Objective 5.4 Improve Facilities and Maintenance

A review of the results from the last three versions of the survey make it possible to draw some conclusions about the climate in the Kern Community College District and how it has changed during that time. The highlights listed below are mainly those areas for which statistically significant differences were found between the 2013 and 2016 surveys. It should be noted that statistical significance is affected in part by sample size.

- Districtwide, there was an increase in the percentage of employees who report high morale, from 53% in 2013 to 61% in 2016. The differences districtwide and at Bakersfield College were both statistically significant. While not statistically significant, the percentage of those reporting high morale decreased at Cerro Coso Community College and Porterville College. When 2016 results were analyzed by employee group, there were significant differences in the results for the morale question. Management reported the highest agreement (86%), while classified staff reported the lowest (49%).
- There was also an increase in those who felt valued as employee and those who felt consulted and listened to regarding decisions in the workplace. Again, differences between 2013 and 2016 results were statistically significant both districtwide and at Bakersfield College.
- The level of trust between employee groups and between the colleges and district office generally improved. With the exception of trust between classified staff and faculty, increases were statistically significant districtwide and at Bakersfield College. At Cerro Coso Community College, while no changes were statistically significant, trust measures increased with the exception of trust between classified staff and management which declined. At Porterville College, there was a significant decrease in trust between classified staff and faculty.
- A new trust question addressed perceptions of trust among the three colleges. Only about 40% of respondents agreed that such trust existed between the colleges.

- On the issue of facilities, there was a decline on a number of questions. Districtwide and at Cerro Coso Community College, employees were less likely to report working in an attractive facility in 2016¹. Porterville had a decreased view of the cleanliness of their location. However, Cerro Coso had a significantly improved view of their work environment (lighting, heat and air conditioning). There were also significant differences by employee group in 2016. For example, 76% of classified staff felt safe at their work location compared to 94% of managers; and 66% of faculty respondents said they were provided with adequate technology and related support, compared to 88% of management respondents.
- Overall, respondents reported positive interactions with employee groups and students. At all three colleges, interactions with students received the most positive response (92-97%). Bakersfield College employees reported more positive interactions with their immediate supervisors in 2016, after a decline in 2013. While not significant, all interactions at Porterville College were less positive compared to prior surveys.
- At least 7 out of 10 respondents districtwide agreed that the climate is welcoming and supportive of various similarities and differences in background. At the District office, three of these questions showed significant improvement from 2013.
- In the communication section, there was a significant increase in the percentage of respondents districtwide who say they understand the decision making process at their location and believe it is effective. At Bakersfield College, there was significant improvement in the question about supervisors asking for input regarding work issues. At Cerro Coso, there was significant improvement in four questions regarding the flow of information and the decision making process. At Porterville College, there was a decrease in the perception of how well information flows downward through the organizational structure. There were several communication questions with significant differences between employee groups in 2016. For example, 41% of classified respondents agreed that information flows well downward through the organization, compared to 53% of faculty and 60% of management respondents.
- While the rate of attendance for committee meetings increased at all three colleges in 2016 compared to 2013, the increase was only statistically significant at Cerro Coso. When 2016 results were analyzed by employee group, differences in results for all questions were statistically significant. For example, only 34% of classified respondents reported attendance in staff development activities, compared to 69% of faculty and 70% of management respondents.
- Districtwide, employees reported a significant increase in support for professional growth and development.
- On the final question which asks whether an employee would choose to work for the college or district again, between 84-91% of respondents said they would make the same choice. Compared to 2013, Bakersfield College employees were significantly more likely to choose to work for the college again.

¹ At Cerro Coso, the main building in Ridgecrest was undergoing construction during the time of the survey.

Introduction

In 2011, the Kern Community College District (KCCD) strategic planning task force determined the 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 2011 climate survey was distributed to employees and student leaders² 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.) In 2013, the student version was deleted as it was determined that insufficient data had been obtained from that version. A total of 507 employees responded to the 2013 survey.

The 2016 survey went out on October 18th and a number of email reminders were sent to distribution lists at each college and the district office. The survey closed on November 9th. A total of 537 employees responded to the 2016 survey. The survey instrument is provided in Appendix B beginning on page 38.

Due to the sampling methods and the statistical procedures necessary, some respondents are excluded from the analyses. Student leaders were surveyed in 2011, but not in 2013 and 2016, 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 colleges/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 that follows will compare results from the 2011, 2013, and 2016 surveys. The results for the 2016 survey are also illustrated by employee group districtwide. The table below describes the 2016 survey respondents by college and employee group. At Bakersfield College, the proportion of classified staff respondents remained fairly constant across the three surveys. The faculty proportion was highest in 2011 before dropping for the 2013 and 2016 surveys, while the management proportion doubled from 2013 to 2016 (from 18 to 43, or from 6.6% of all BC respondents to 13.7%). At Cerro Coso, the proportion of classified respondents was lowest for the 2013 survey, while the faculty proportion was highest. At Porterville, the proportion of faculty respondents dropped in 2016, with a corresponding increase in the classified proportion. Differences were minor at the district office. Among these locations, only the differences at Bakersfield College were statistically significant.

2016 Survey Respondents by Employee Type (excluding those who did not provide an answer for college/location)

Location/College	Faculty		Classified		Management		No Response for Employee Type	Location Total
	#	% location total	#	% location total	#	% location total		
Bakersfield College	167	53.2%	103	32.8%	43	13.7%	1	314
Cerro Coso Community College	46	47.9%	35	36.5%	15	15.6%		96
Porterville College	43	50.6%	30	35.3%	12	14.1%		85
District Office	1	2.9%	19	55.9%	14	41.2%		34
Total	257		187		84		1	529

² Student leaders were defined as members of student government and presidents of any student club or organization.

In the sections that follow, an asterisk denotes those questions for which differences between survey years (2013 to 2016) 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'. Those questions that are used to measure goals and objectives of the districtwide strategic plan are noted with a caret (^).

The survey is broken into seven sections and results for section one are further broken into common themes. Within each section, results are provided as a whole (districtwide) for each survey year, by employee type for the 2016 survey, and by location (college and district office) for each survey year. For reference, the sections and topics are listed below.

- Section 1: Climate (page 5)
 - Atmosphere (page 6)
 - Employee Trust (page 9)
 - Facilities (page 12)
- Section 2: Interactions (page 15)
- Section 3: Diversity (page 18)
- Section 4: Communication (page 21)
- Section 5: Participation Once/Month and Once/Semester (page 27)
- Section 6: Professional Development (page 33)
- Section 7: Overall (page 36)

It should be noted that both faculty and classified were going through contract negotiations during the 2011 survey data collection period. During the 2013 survey period, the classified contract was being negotiated. Although there were no such negotiations taking place during the 2016 survey period, changes to employee benefits were being finalized during the 2016 survey period.

Survey Results by Section

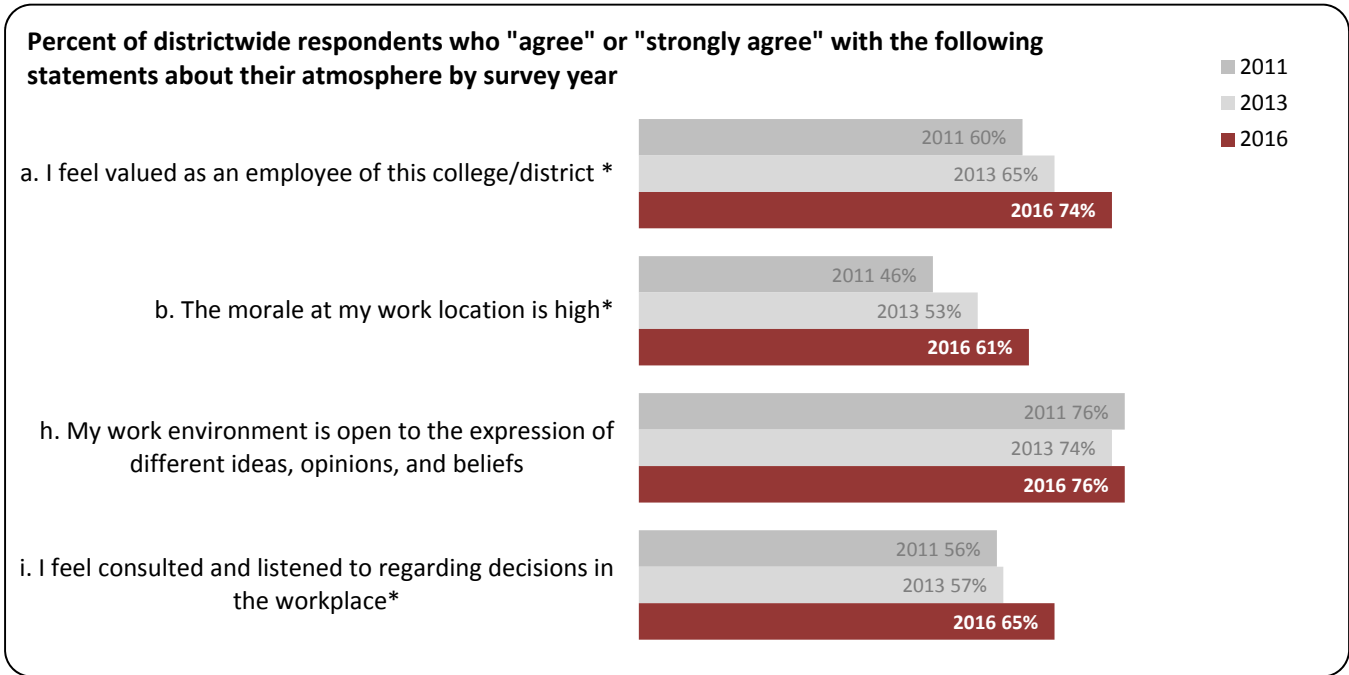
SECTION 1: CLIMATE

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 are grouped into three common themes: atmosphere, employee trust, and facilities. The charts below show the percentage of those who responded “agree” or “strongly agree”.

ATMOSPHERE

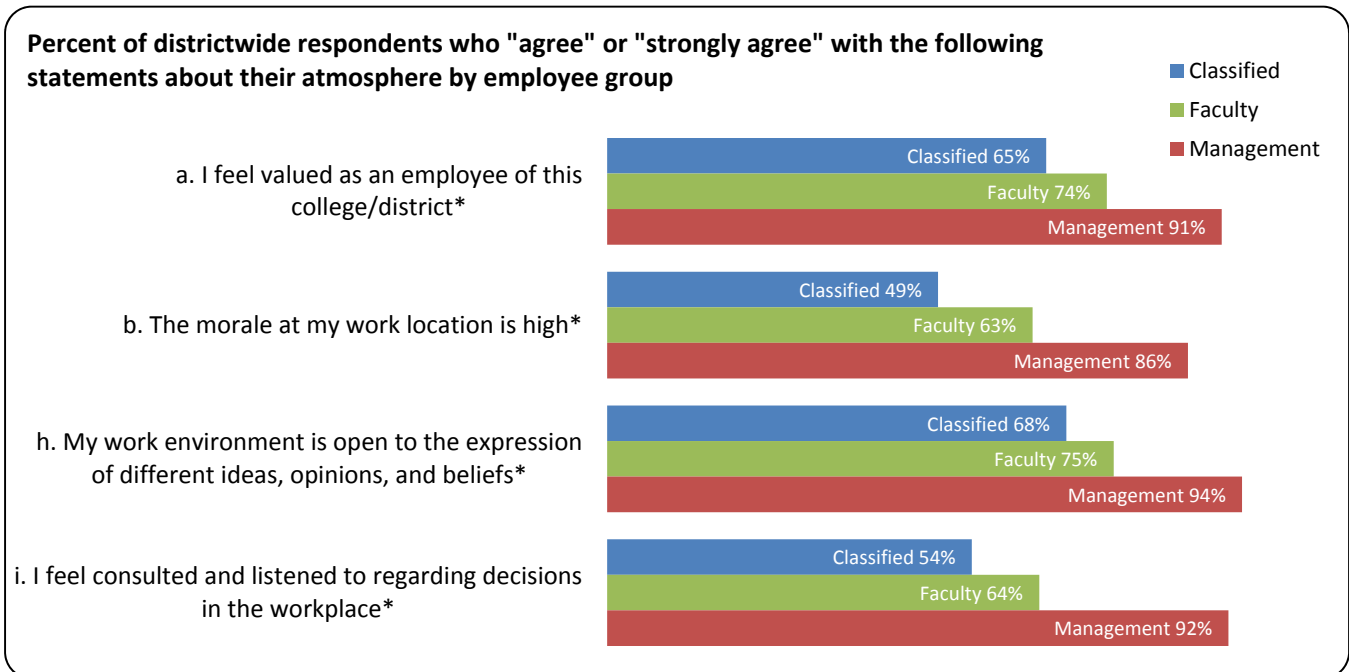
Districtwide

Of the four questions regarding work atmosphere, three resulted in statistically significant improvements compared to 2013. More than half of districtwide respondents (61%) stated morale at their location was high and the response for this question has increased each year over the three survey periods.



Employee Group

Among 2016 respondents, there were notable differences between employee groups on all four of these questions. For all questions, managers had highest agreement and classified staff had the lowest.

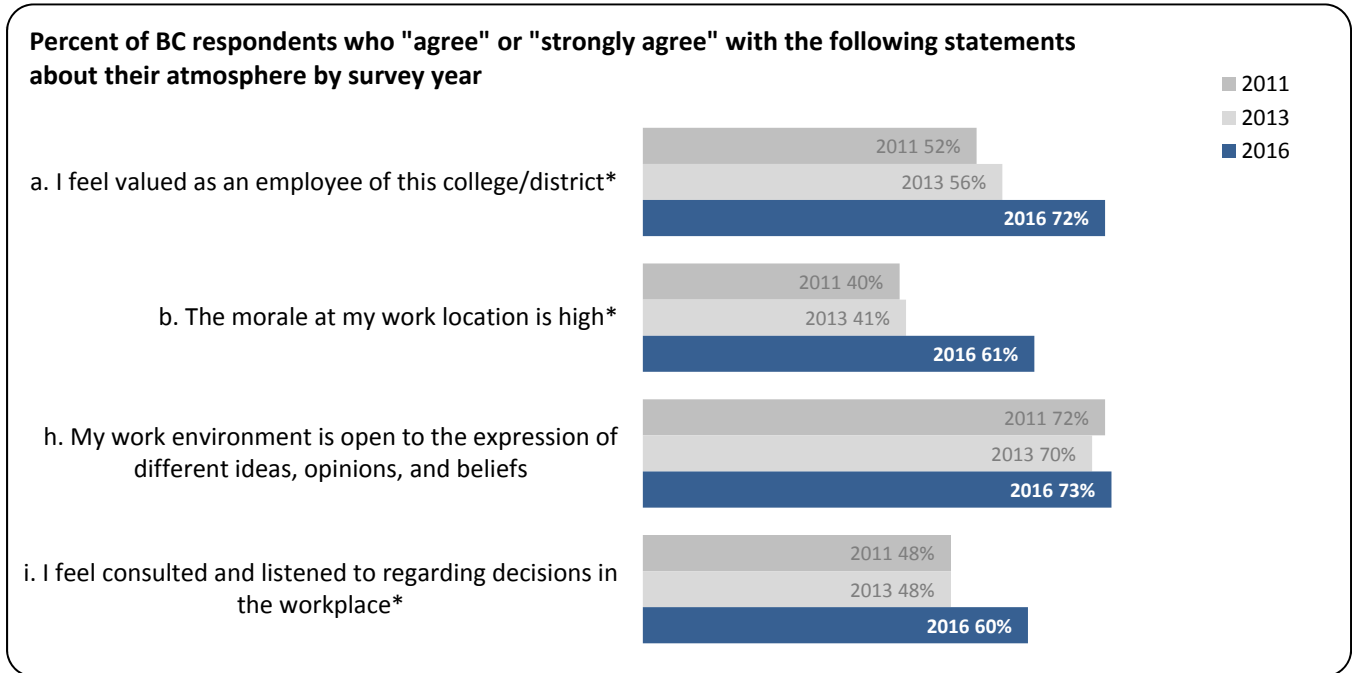


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

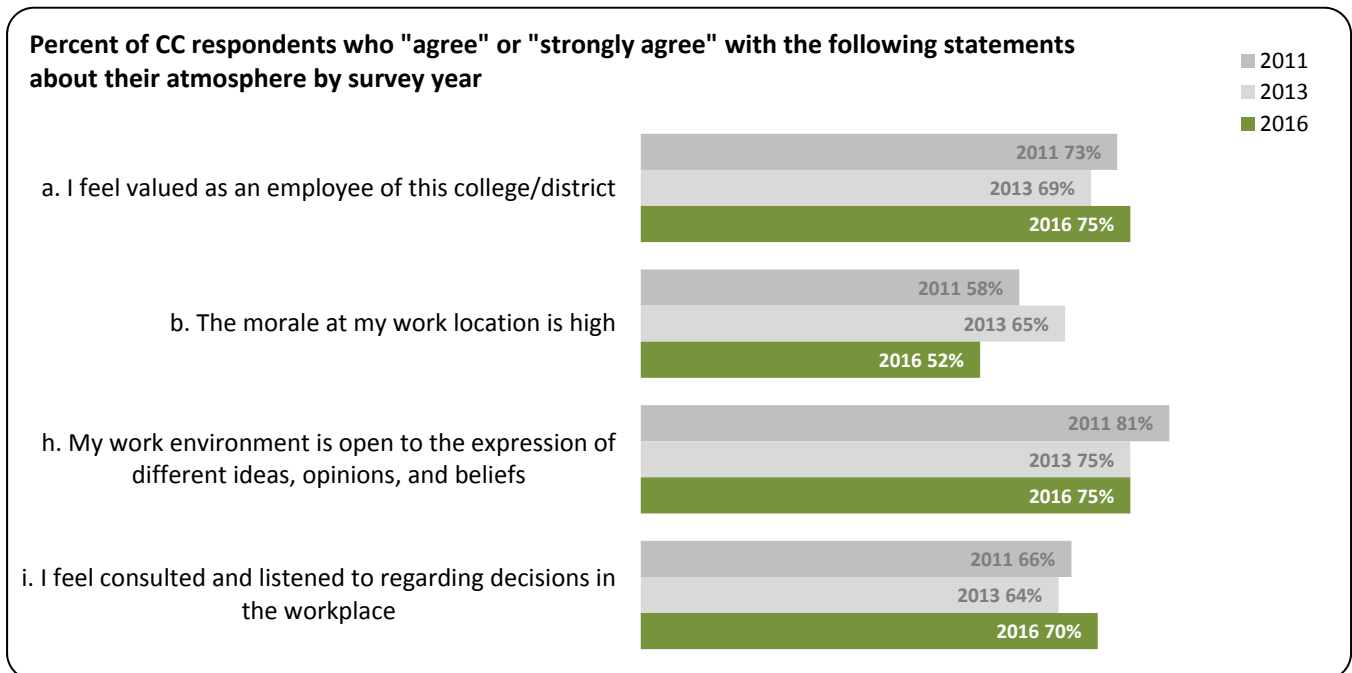
Bakersfield College

Among Bakersfield College employees, over 70% of the respondents said they felt valued as an employee, a substantial increase from 2013. Morale increased by twenty percentage points compared to previous years. BC also had a substantial increase in the percentage of employees who said they felt consulted and listened to regarding workplace decisions.



Cerro Coso Community College

At Cerro Coso, morale declined compared to previous years, while the percentage who felt valued as an employee and who felt consulted on workplace decisions, improved somewhat. None of these differences were statistically significant.

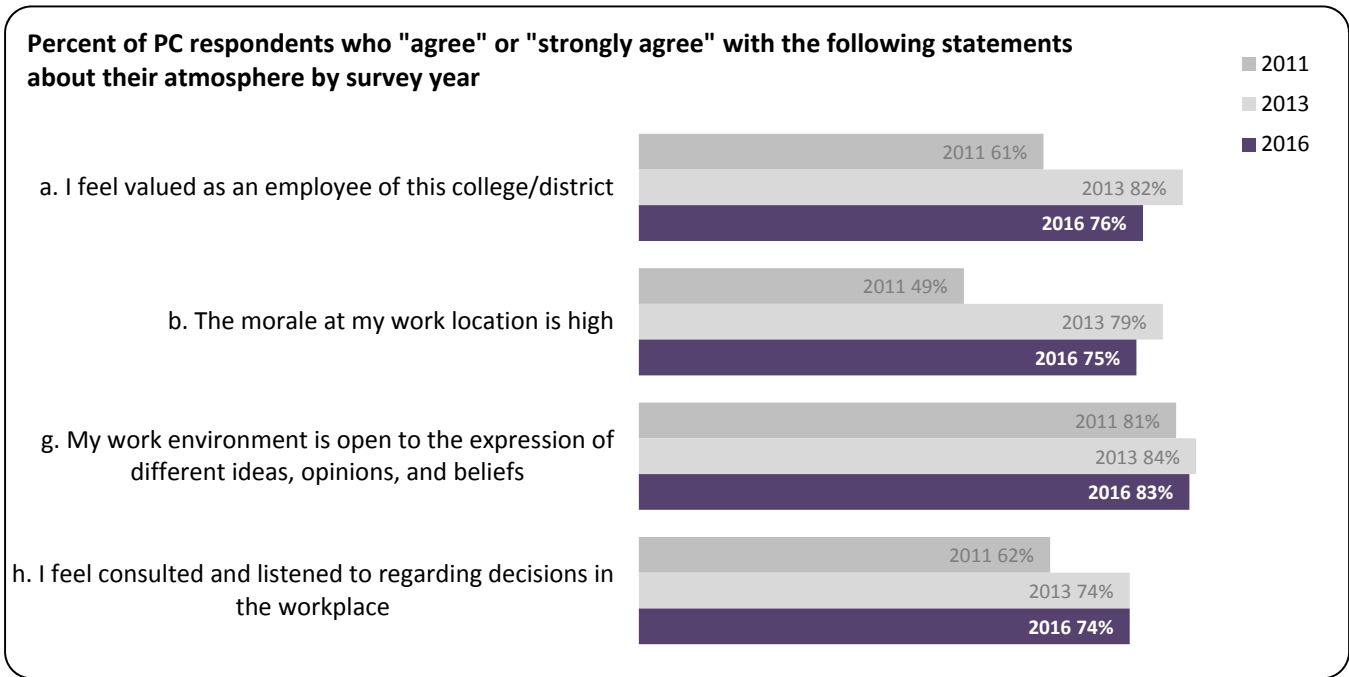


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

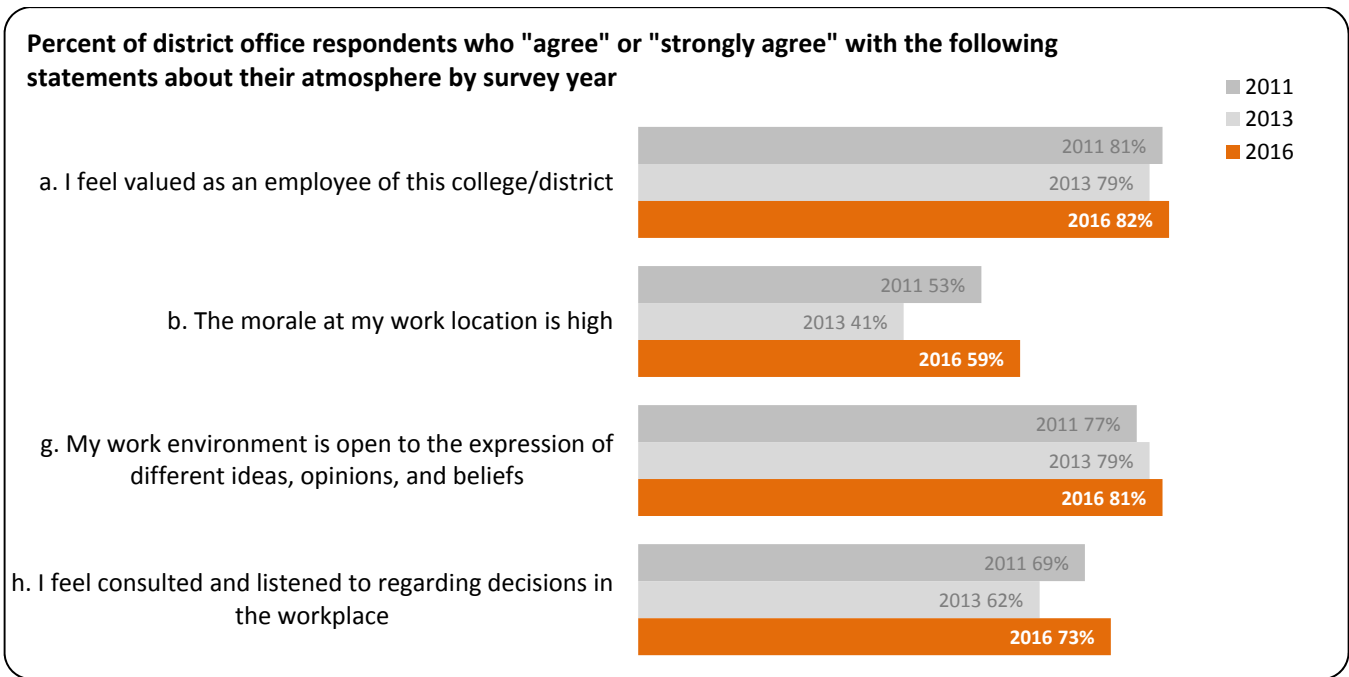
Porterville College

At Porterville College, over 80% of PC employees said their work environment was open to the expression of different ideas, opinions and beliefs. However, both morale and feeling valued declined slightly in 2016 after substantial increases from 2011 to 2013.



District Office

At the district office, over 80% of employees reported feeling valued. Questions about morale and feeling consulted both improved in 2016 after dropping between 2011 and 2013.



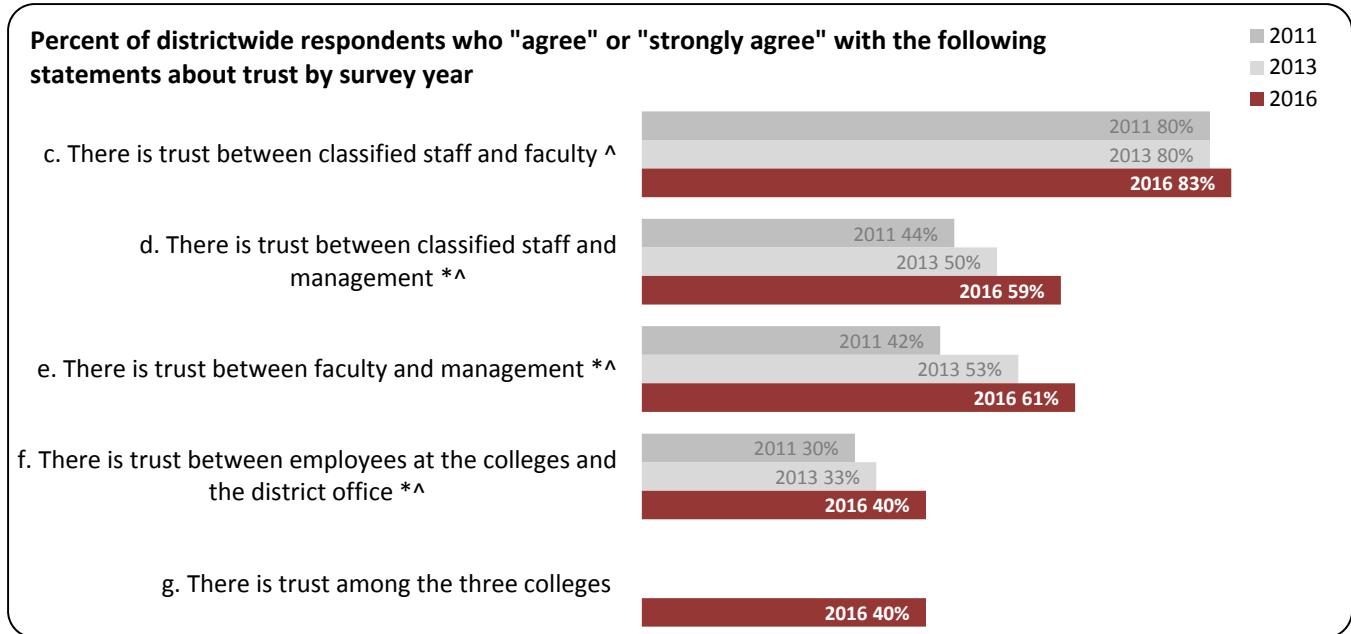
* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

EMPLOYEE TRUST

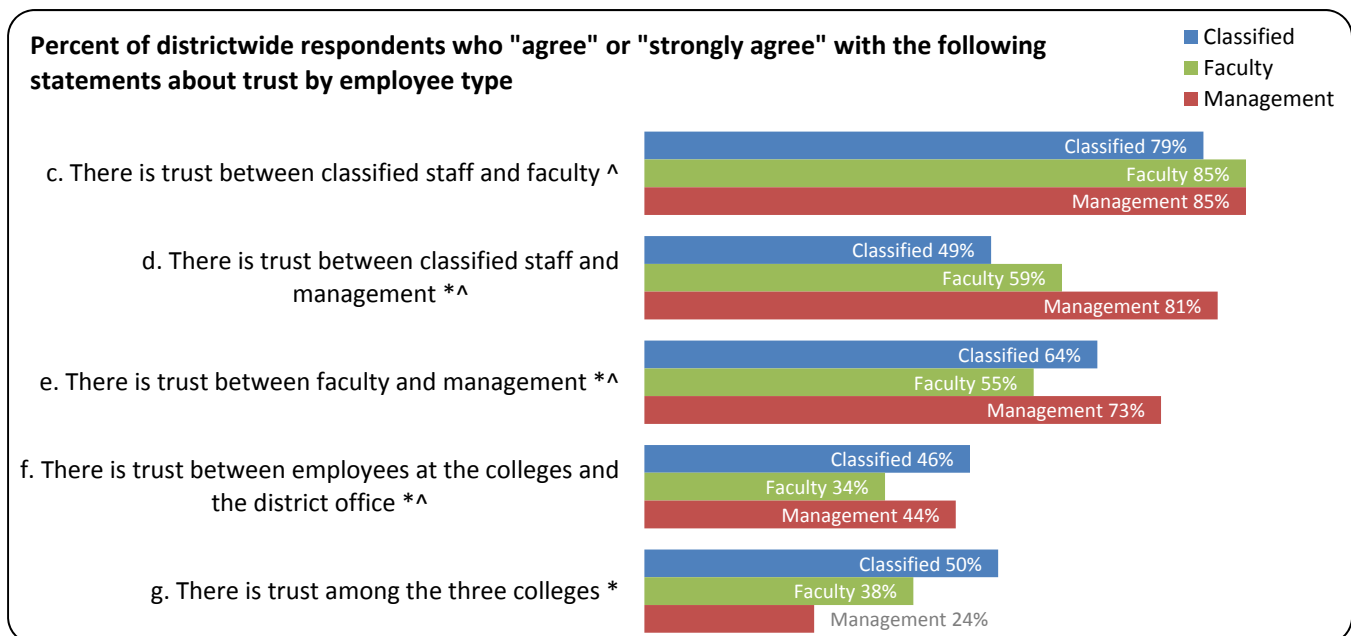
Districtwide

Districtwide, all the trust questions showed modest improvement in the 2016 survey. The highest responses were between classified staff and faculty and the lowest were between the colleges and district office. Only 40% of respondents agree that there was trust among the three colleges, a new question this year.



Employee Group

In 2016 results, trust was not reported in the same levels between employee groups. For example, 81% of management reported trust between themselves and classified staff, while only 49% of classified staff reported trust between themselves and management.

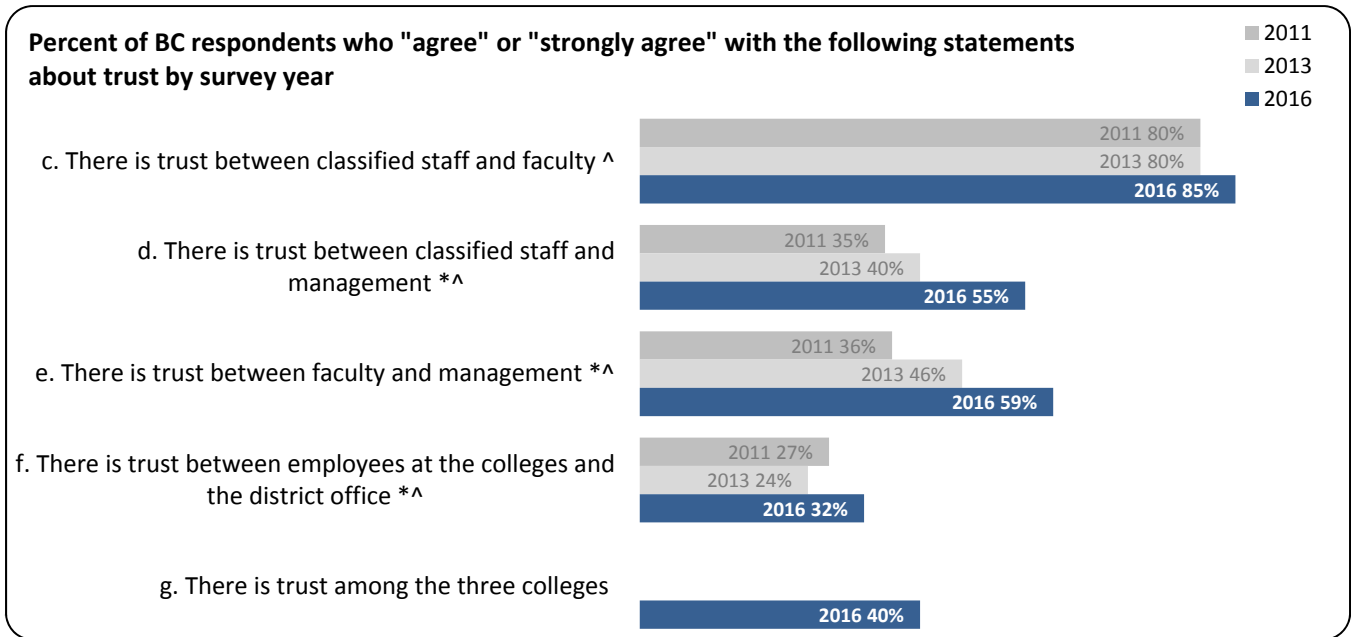


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

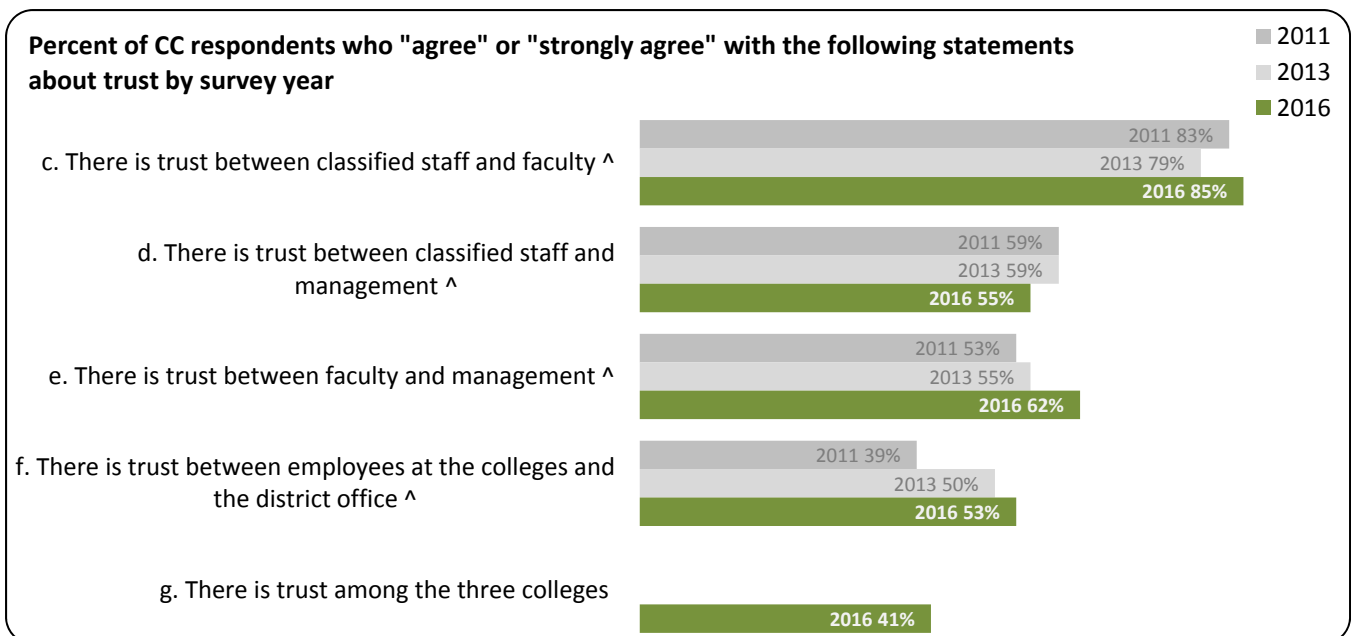
Bakersfield College

Employees reported significant improvement in three of the trust questions at Bakersfield College. The highest trust was reported between classified staff and faculty, and the lowest trust was between the colleges and district office.



Cerro Coso Community College

Cerro Coso employees reported modest improvements for three of the trust questions, but results declined slightly for trust between faculty and management. None of these differences were statistically significant.

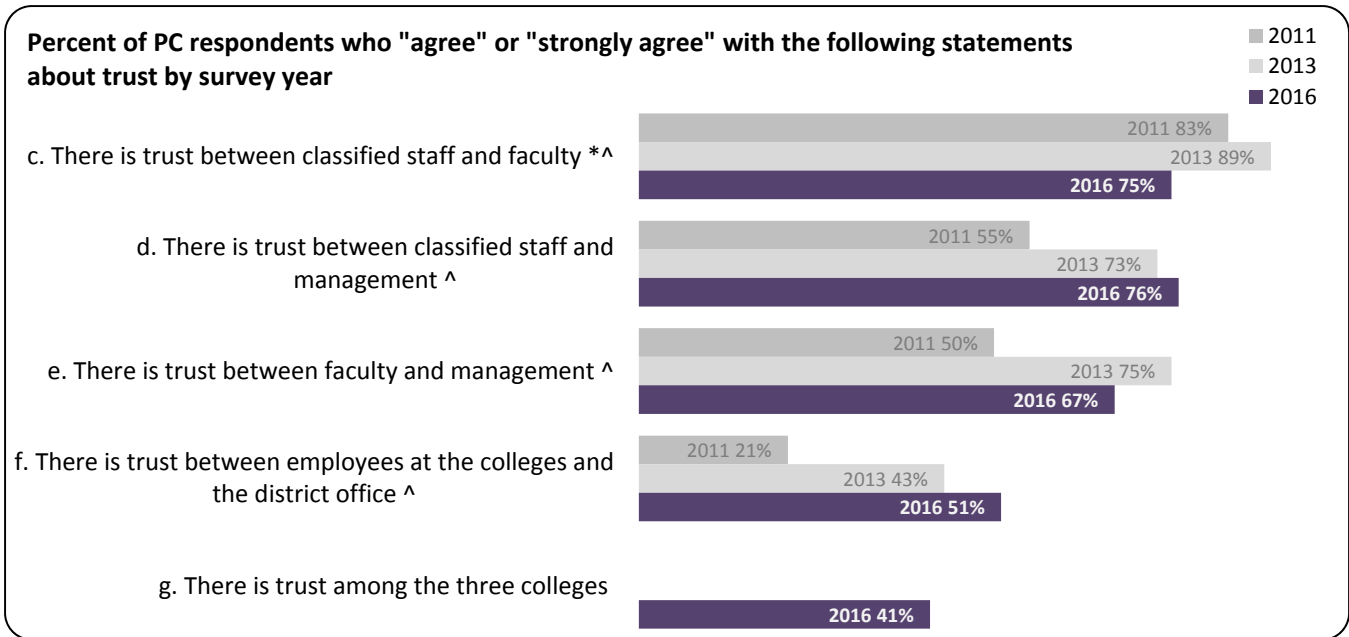


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

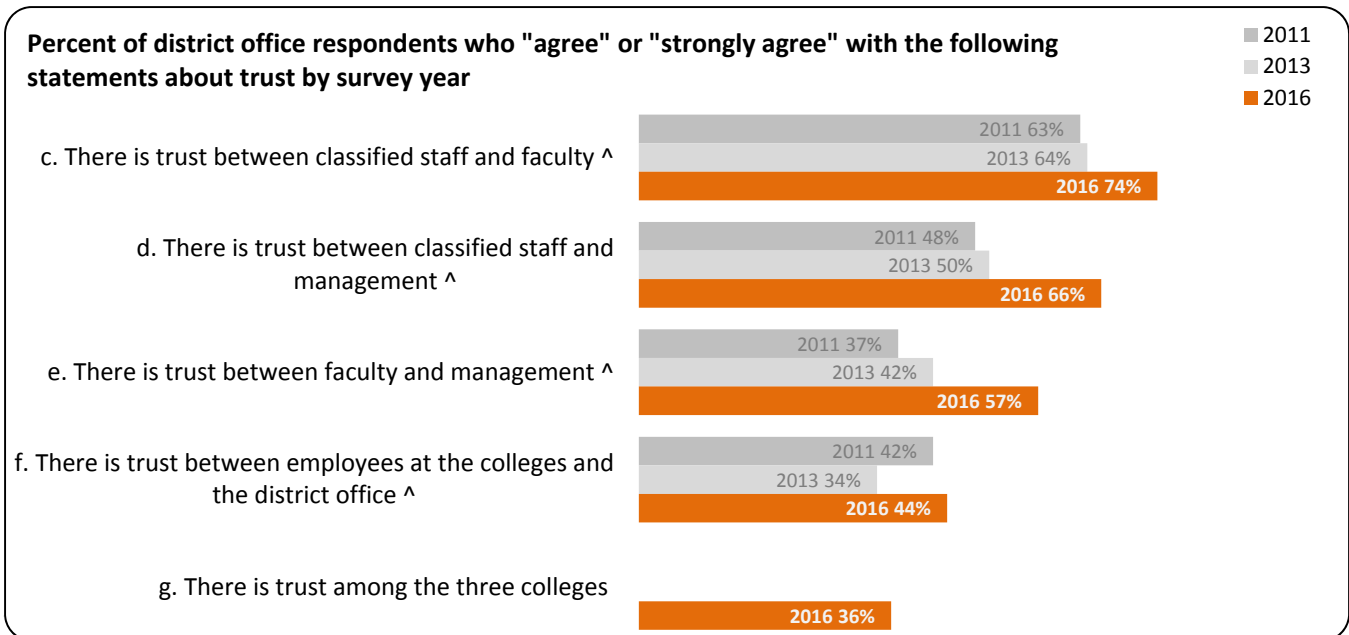
Porterville College

Results were split at Porterville College. Trust declined between classified staff and faculty (significantly) and between faculty and management. However, improved levels of trust were reported between classified staff and management and between the colleges and the district office.



District Office

While trust between each of the employee groups improved between 10 and 16 percentage points between 2013 and 2016, none of the changes were statistically significant due to the small sample size.



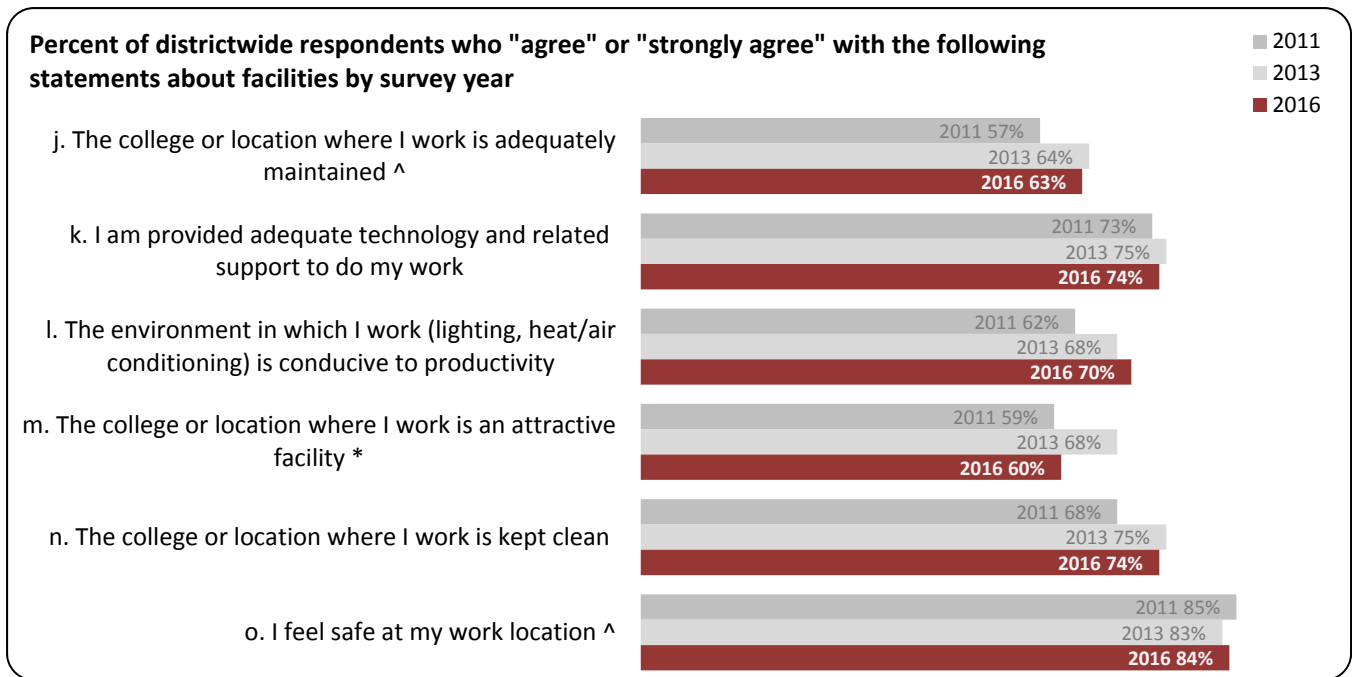
* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

FACILITIES

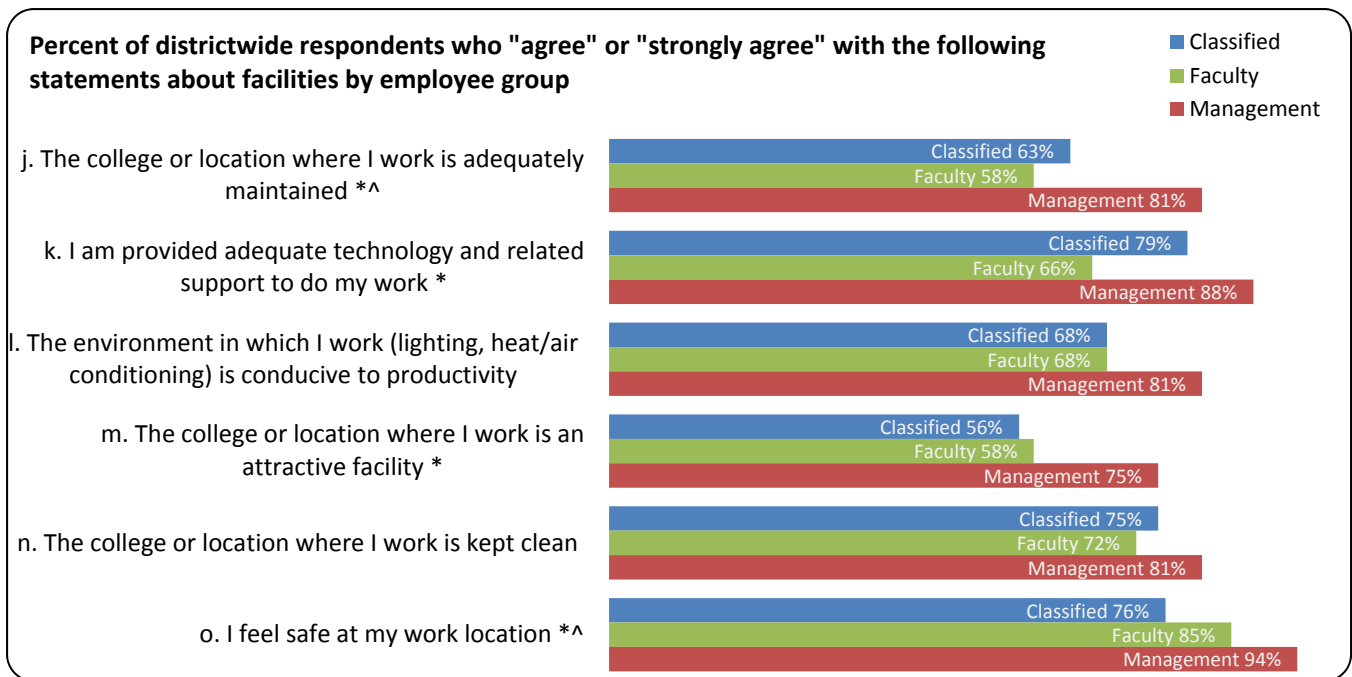
Districtwide

Of the six questions related to facilities, only the question rating the facility as attractive changed significantly districtwide. While results for that question declined between 2013 and 2016, the 2016 results are similar to 2011.



Employee Group

Results in 2016 differed (sometimes significantly) by employee group. In general, managers were more positive. Of the three groups, faculty had the least agreement about having adequate technology to do their work.

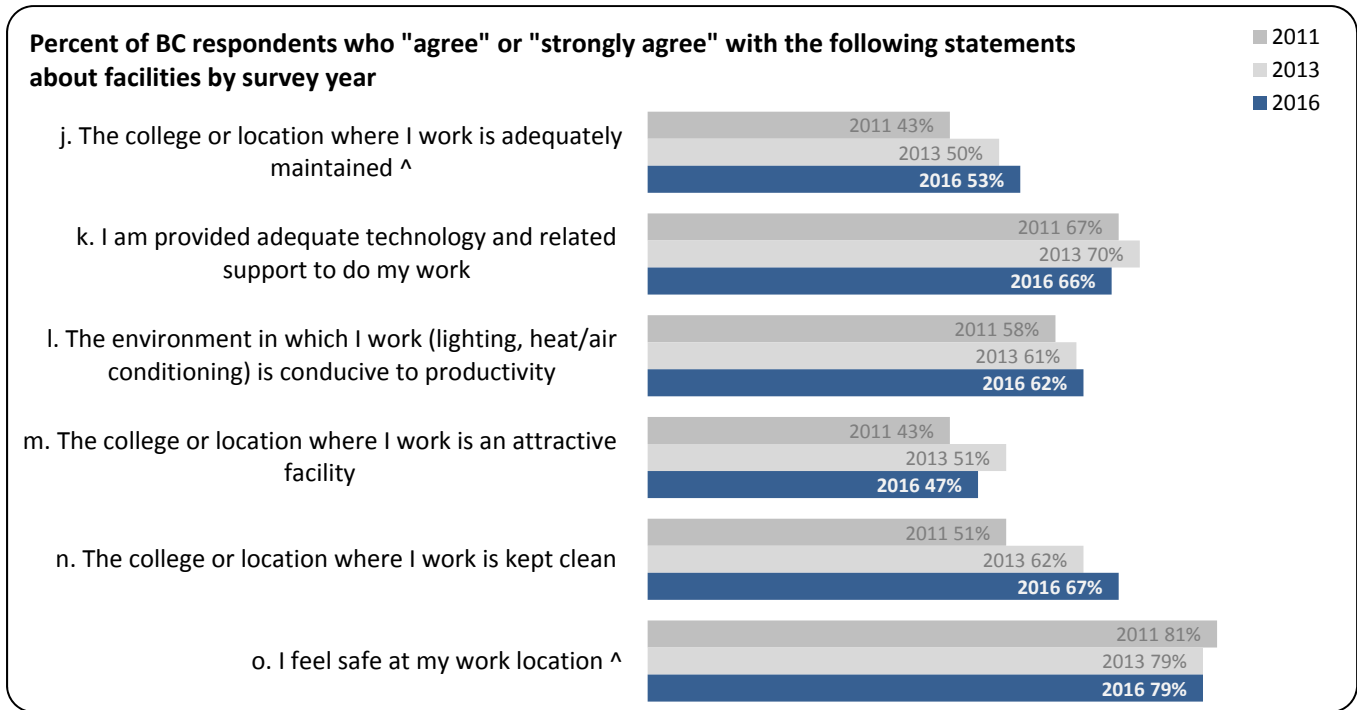


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

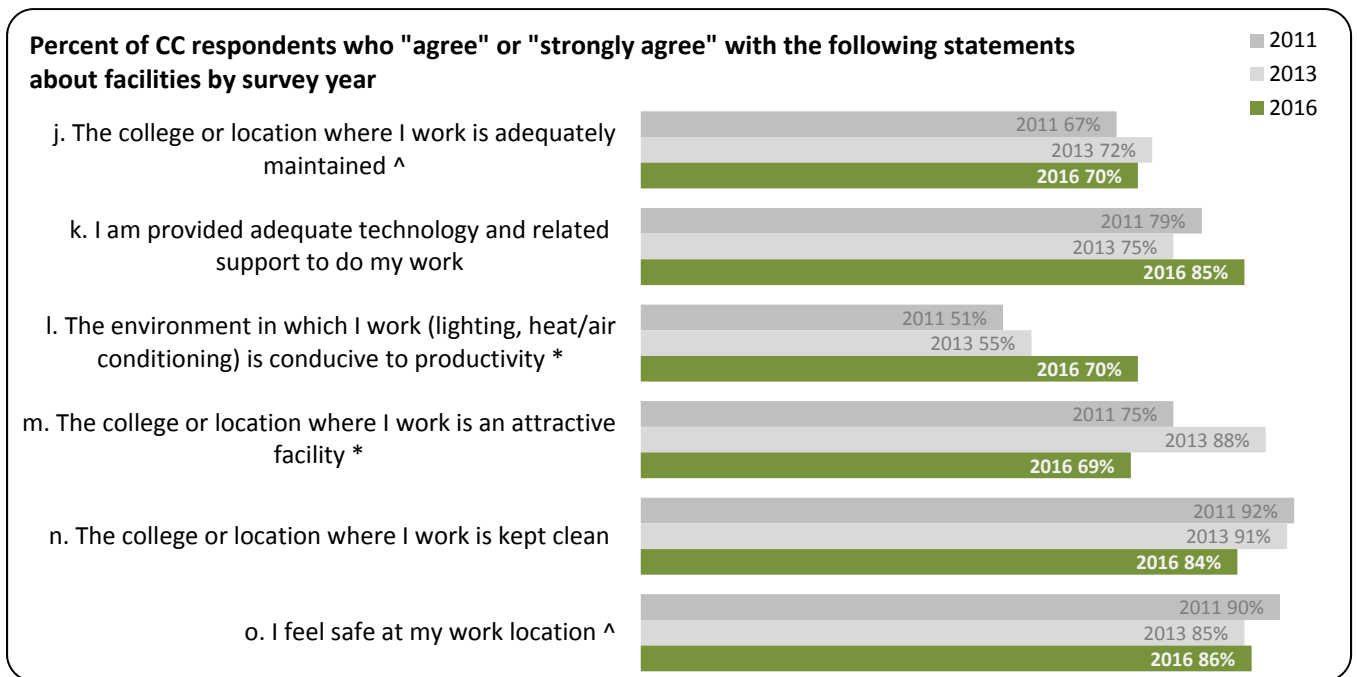
Bakersfield College

Over the three surveys, results have shown increasing improvement regarding adequate maintenance and cleanliness. In 2016, the lowest rated question was the attractiveness of the facility, the highest was safety.



Cerro Coso Community College

Changes in the response to two questions were statistically significant. Responses to the work environment (lighting, heat/air conditioning, etc.) improved, while responses to the attractiveness of the facility declined. However, note that the Ridgecrest campus was undergoing a major renovation during the survey time period.

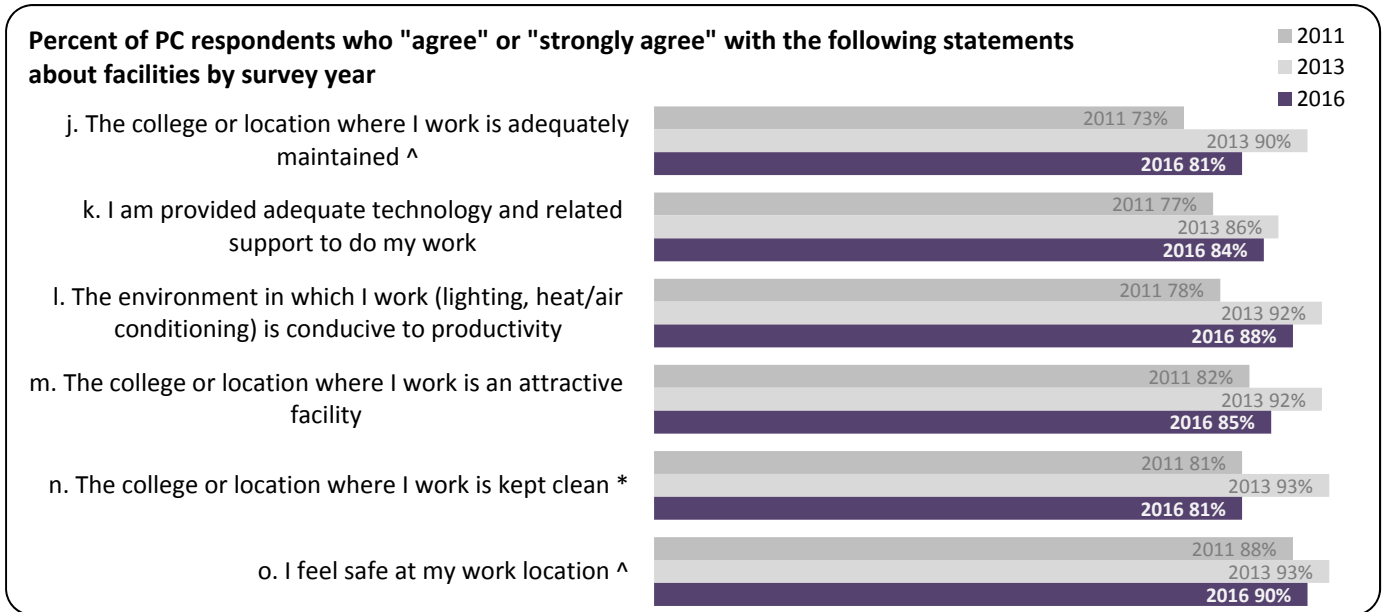


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

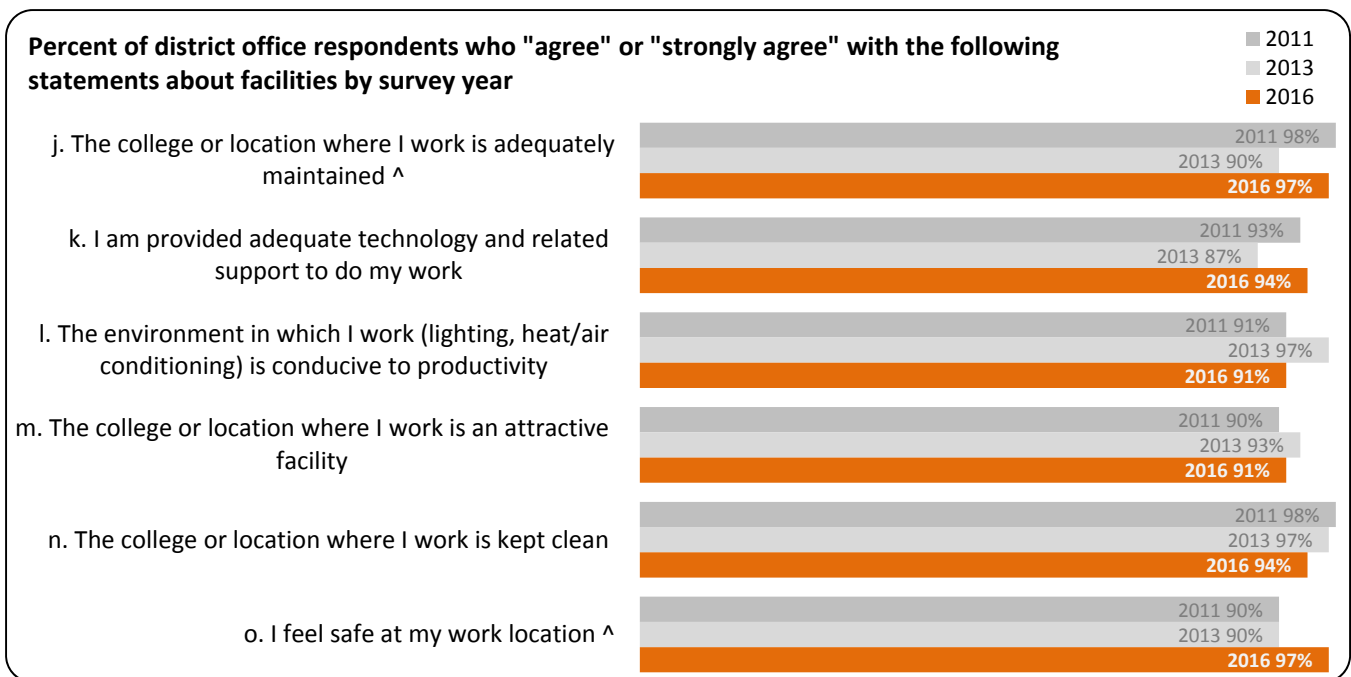
Porterville College

Results for most of the facilities measures declined in 2016, after substantial improvements between 2011 and 2013. However, only the decline in the cleanliness question was statistically significant.



District Office

District office employees report very high rates of agreement on all six of the facilities questions, with 91% or more expressing positive responses on each in 2016.



* Statistically significant change between survey years 2013 and 2016

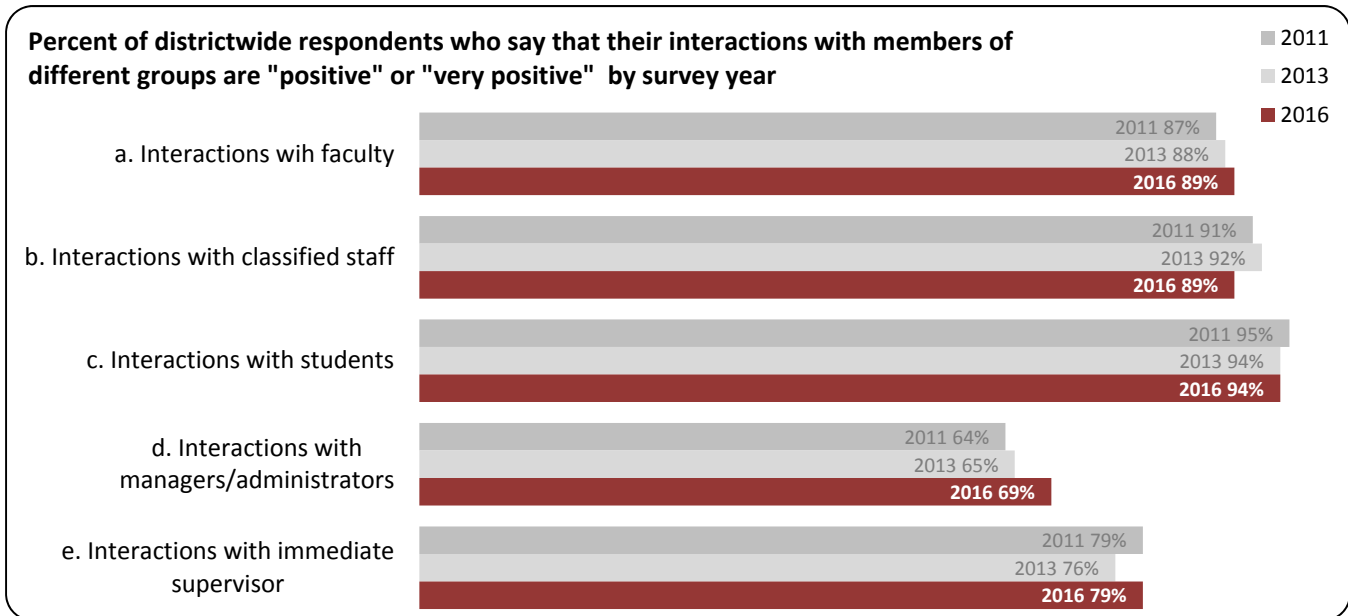
^ Elements used to measure goals and objectives in the districtwide strategic plan

SECTION 2: INTERACTIONS

Respondents were asked to rate their interactions with members of different groups on a scale from “very positive” to “very negative”. Groups included faculty, classified staff, students, managers /administrators, and the immediate supervisor. The charts below show the percentage of those who responded “positive” or “very positive”.

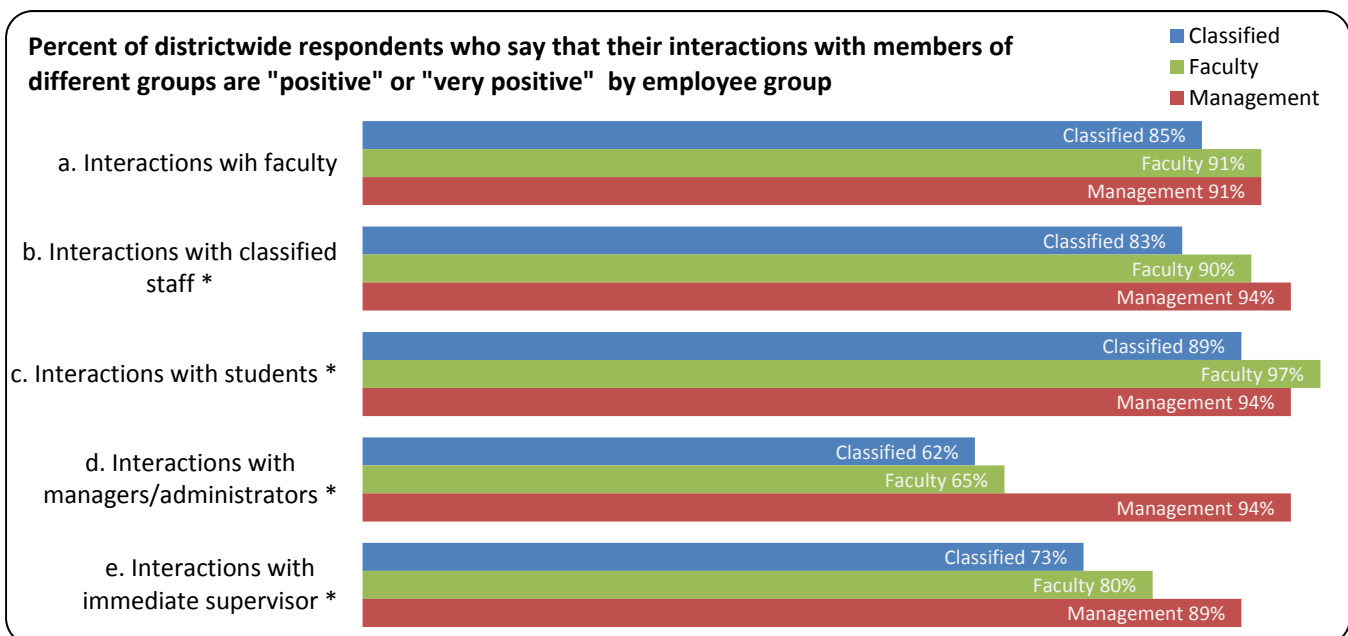
Districtwide

Districtwide responses to these questions were generally positive. Interactions with managers/administrators, the lowest rated group, improved from previous years, but the difference was not statistically significant.



Employee Group

In 2016, faculty reported more positive interactions with students than classified staff or managers. Management reported high levels of agreement for all questions. Classified were less positive about interactions with managers.

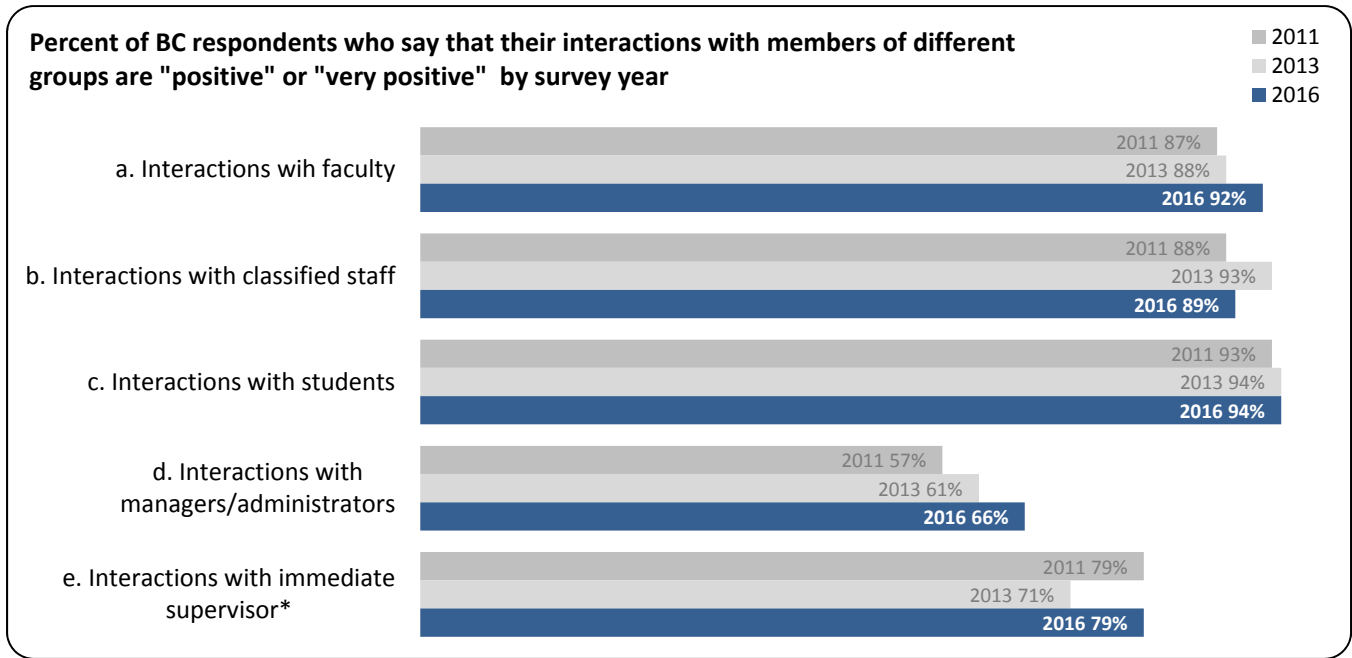


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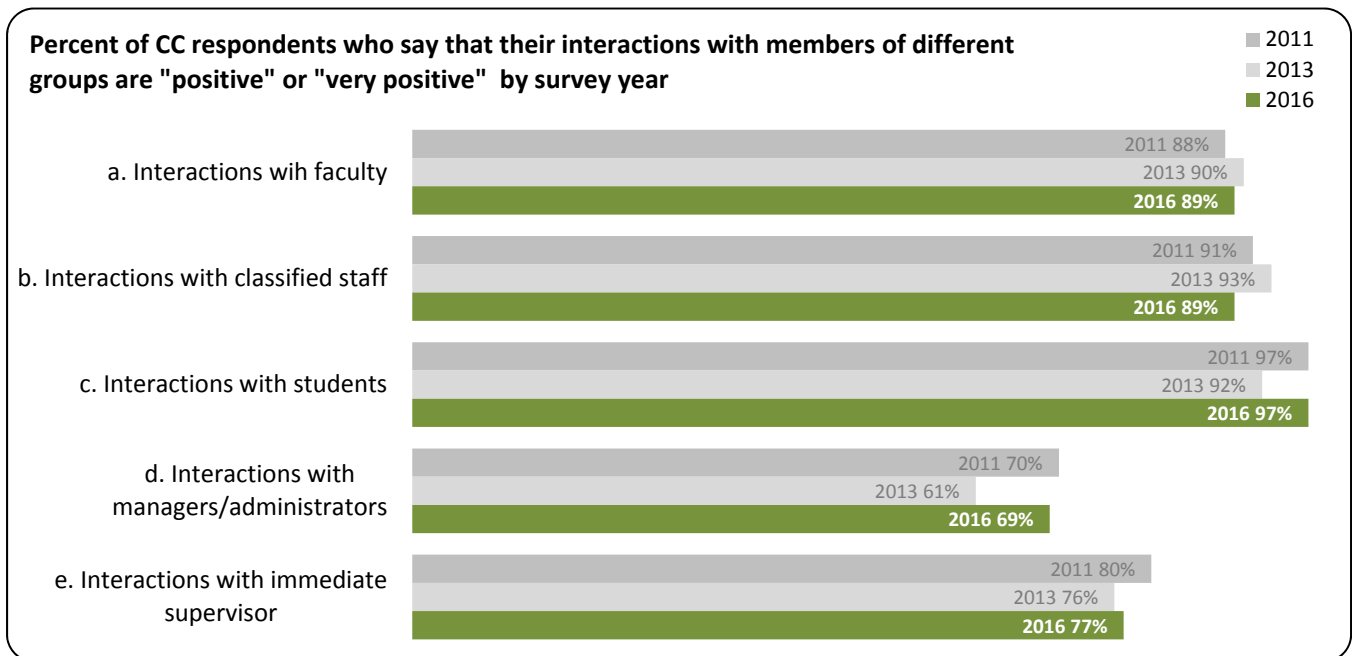
Bakersfield College

Among BC respondents, interactions with managers/administrators have improved over the three surveys and interactions with immediate supervisors improved significantly after a decline between 2011 and 2013. Interactions with faculty improved, while interactions with classified staff declined, but neither were statistically significant.



Cerro Coso Community College

At Cerro Coso, interactions with managers (69%) and immediate supervisor (77%) both improved after declines between 2011 and 2013. Interactions with faculty and classified staff went down slightly but remain highly positive. The most positively rated interaction was with students (97%).

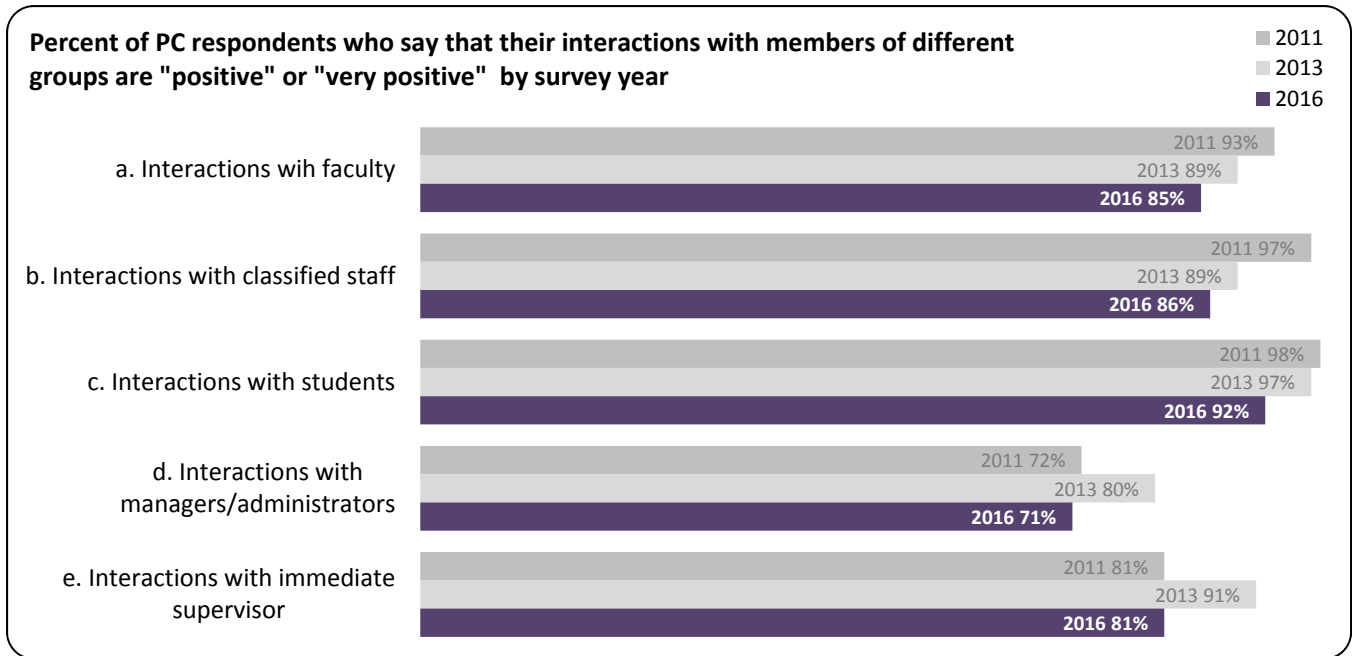


* Statistically significant change between survey years 2013 and 2016

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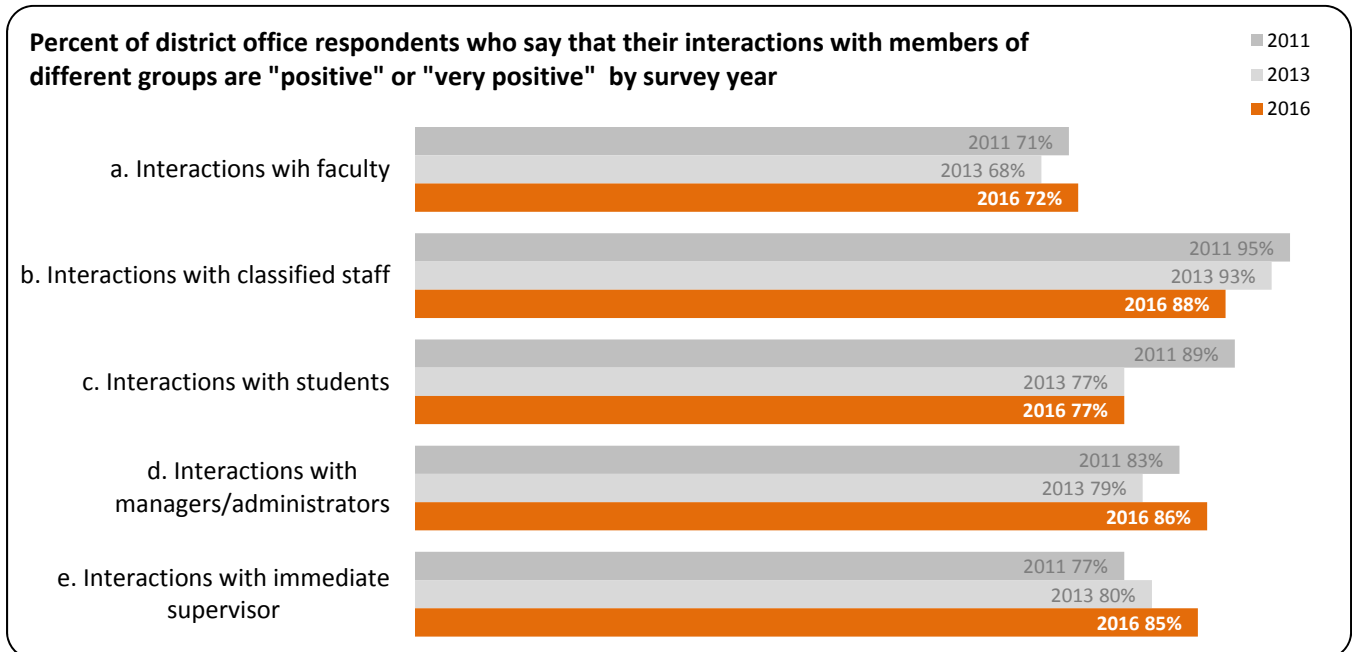
Porterville College

At Porterville College, results for all interactions declined from previous years, but responses remained positive, ranging from 71% to 92%. None of the declines between 2013 and 2016 were statistically significant.



District Office

While responses from district office personnel differed from year to year, there were no statistically significant changes between 2013 and 2016. The most positive interactions were with classified staff and the least positive were with faculty.



* Statistically significant change between survey years 2013 and 2016

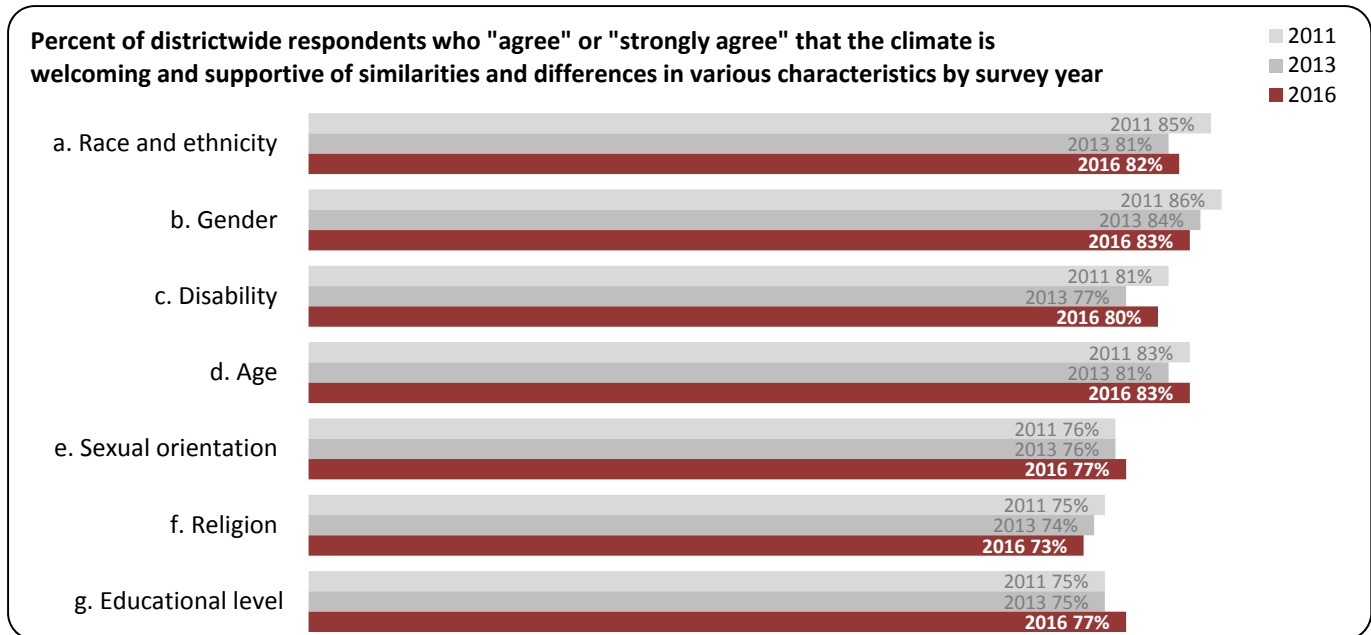
^ Elements used to measure goals and objectives in the districtwide strategic plan

SECTION 3: DIVERSITY

This section asked respondents how welcoming and supportive the general climate was to similarities and differences in areas of diversity. Respondents used a five-point scale ranging from “strongly agree” to “strongly disagree.” The charts below show the percentage of those who responded “agree” or “strongly agree”.

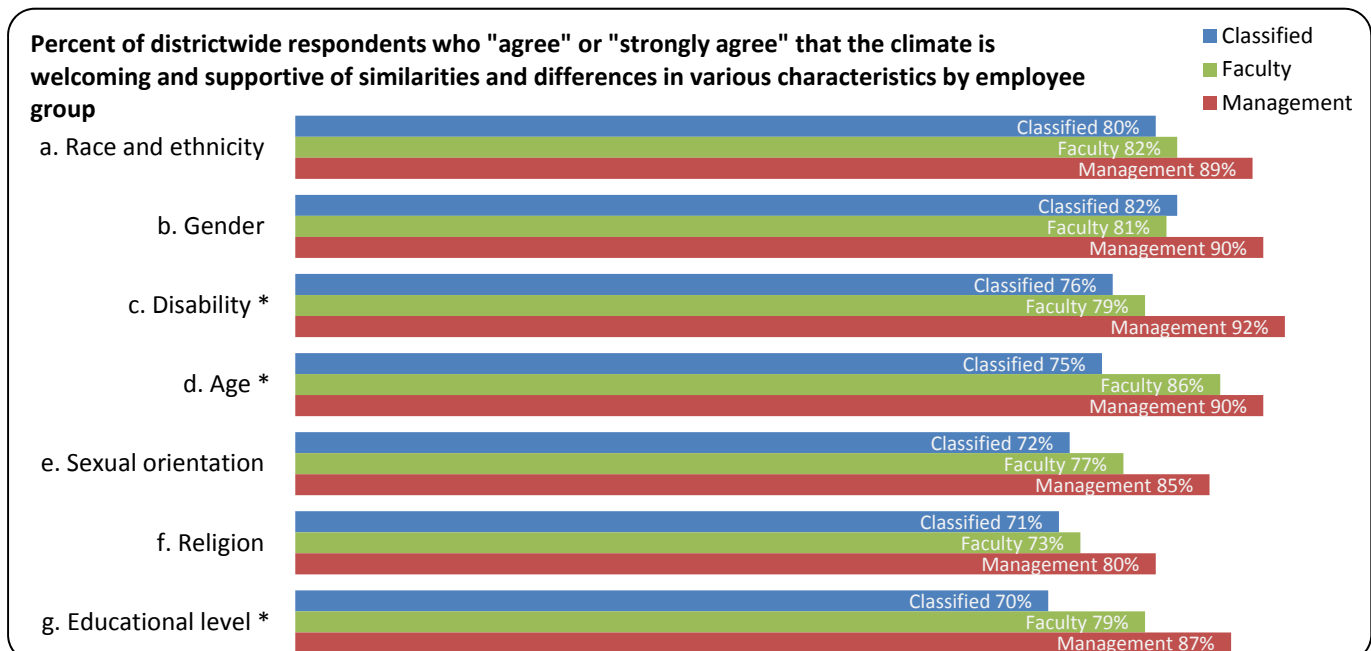
Districtwide

In general, districtwide results indicate that respondents felt the climate was welcoming and supportive to similarities and differences in areas of diversity. There was little change in results from previous years.



Employee Group

In 2016, agreement differed by employee group but 70% or more “agreed” or “strongly agreed” on all areas. Managers were the most positive group, while classified staff agreed less strongly that the climate was welcoming.

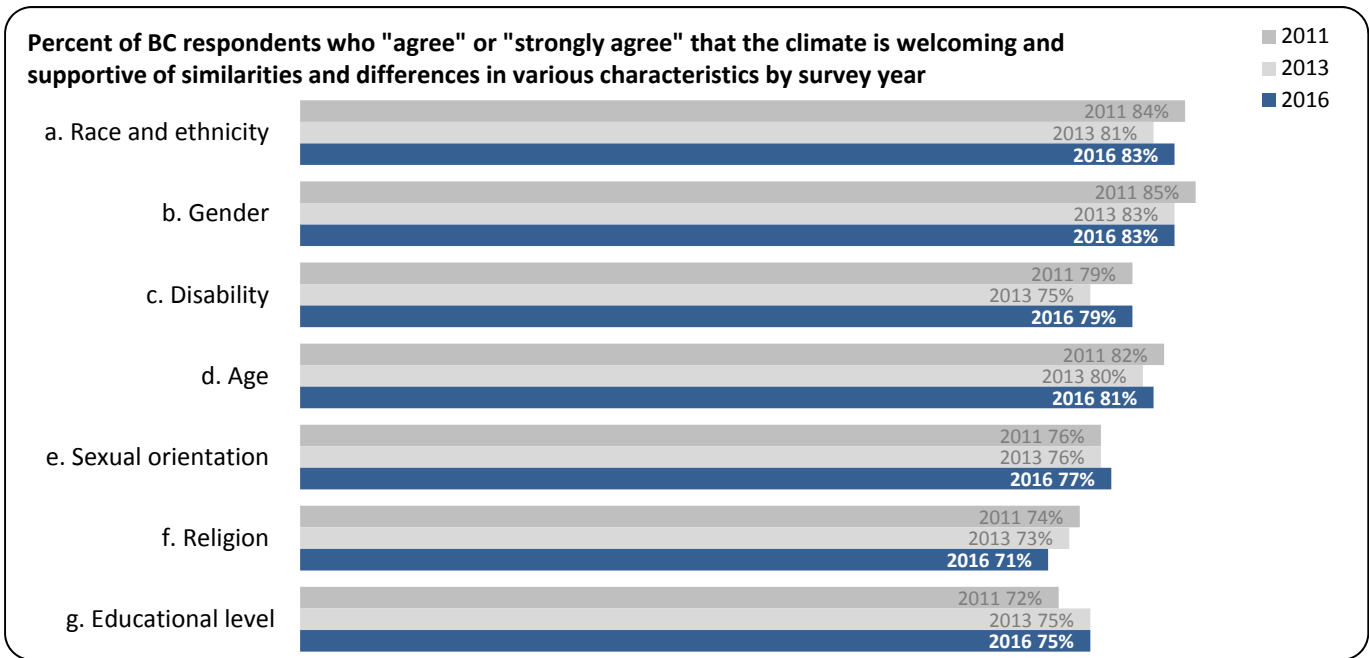


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

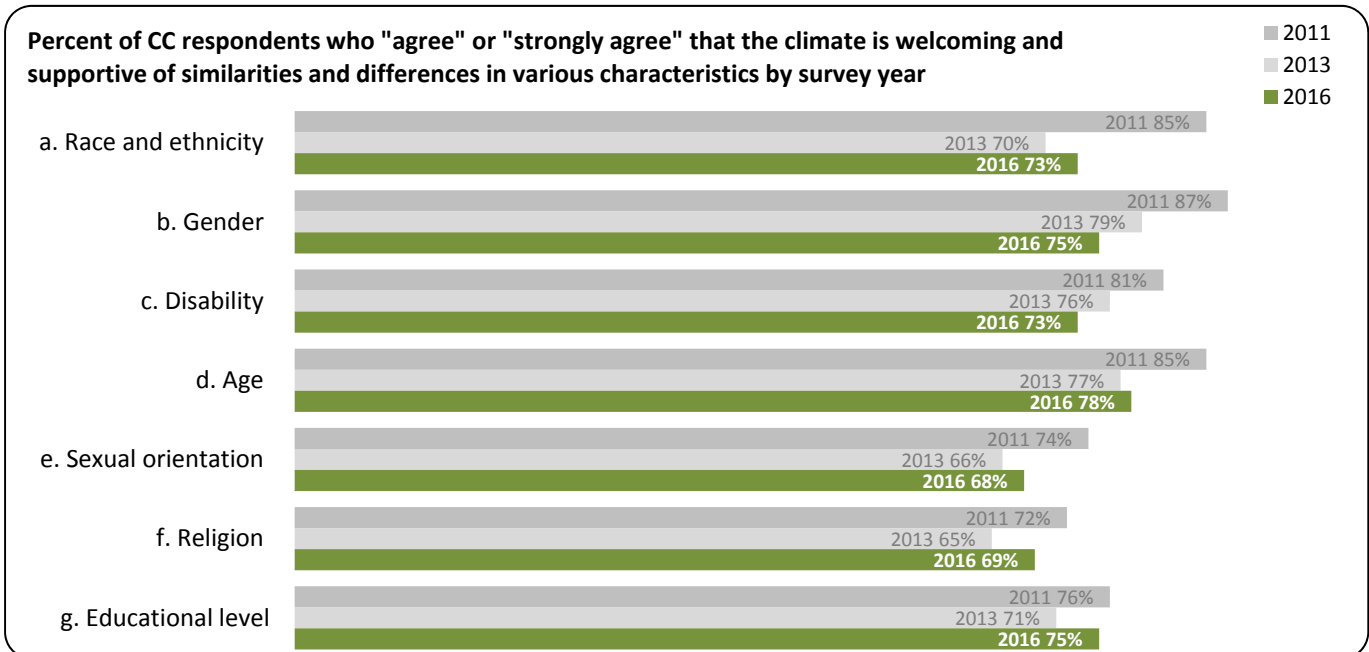
Bakersfield College

At Bakersfield College, respondents were generally positive about the climate being welcoming and supportive to similarities and differences in all areas of diversity. While not statistically significant, the rating for Religion has declined each year and has the lowest agreement (71%).



Cerro Coso Community College

Roughly seven in ten Cerro Coso respondents agreed that the climate was welcoming and supportive to similarities and differences in all areas of diversity. While agreement has declined since 2011, responses for five characteristics have shown improvement since 2013. Although not statistically significant, the ratings for Gender and Disability have declined each year.

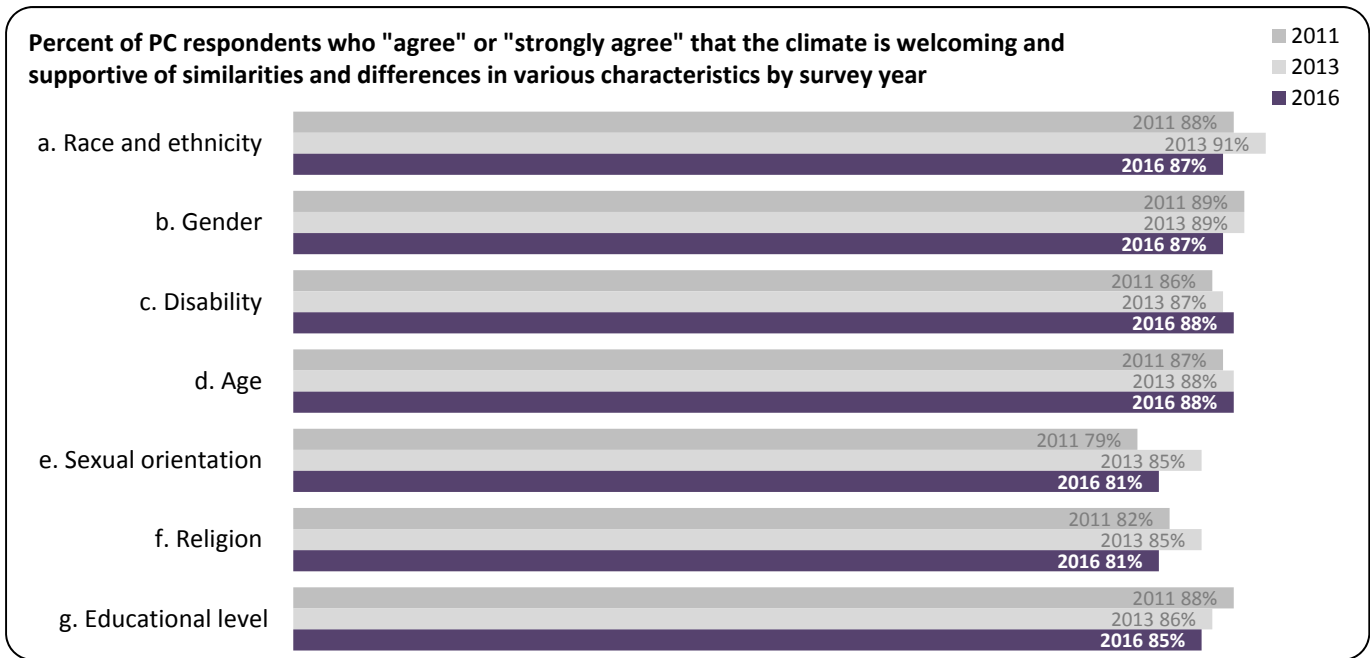


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

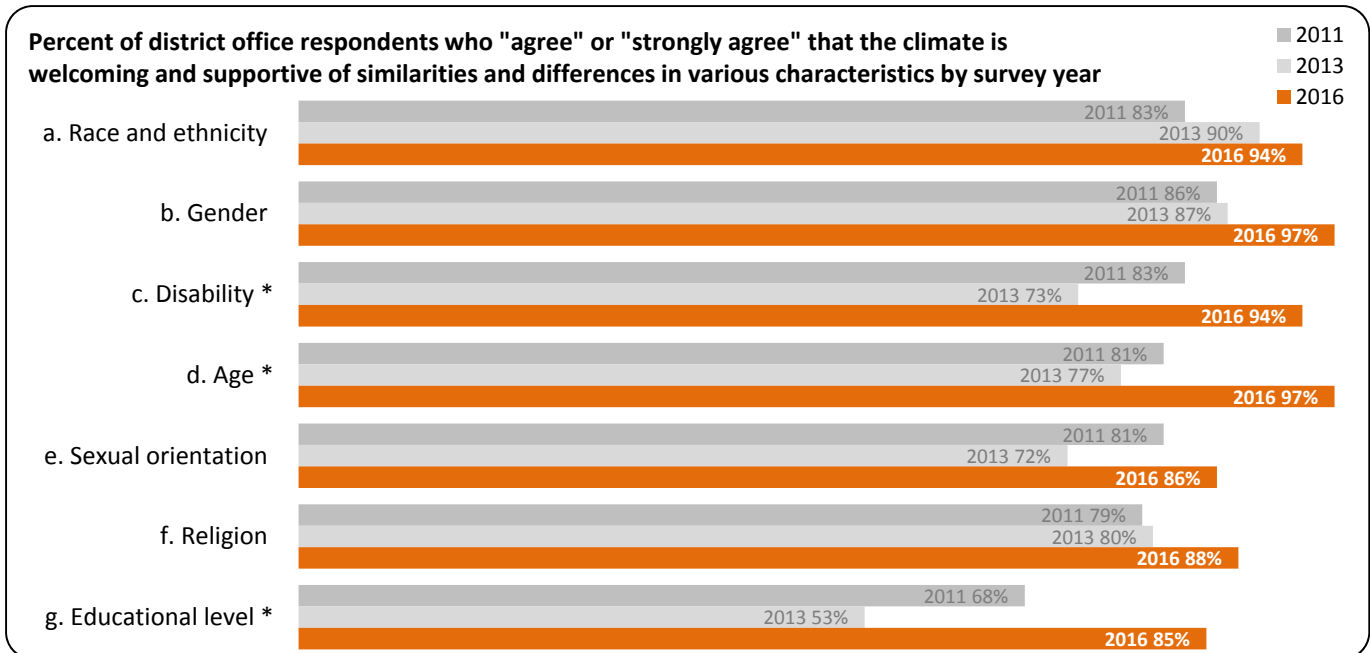
Porterville College

About eight in ten Porterville College respondents felt the climate was welcoming and supportive to similarities and differences in all areas of diversity. There were small, not statistically significant, declines on five of the seven questions but agreement remained high. The lowest agreement was regarding Sexual Orientation and Religion.



District Office

District Office respondents were positive about the climate being welcoming and supportive to similarities and differences in all areas of diversity. All seven questions showed improvement. Of these, disability, age, and educational level showed statistically significant improvement between 2013 and 2016. The question with the lowest agreement was education level.



* Statistically significant change between survey years 2013 and 2016

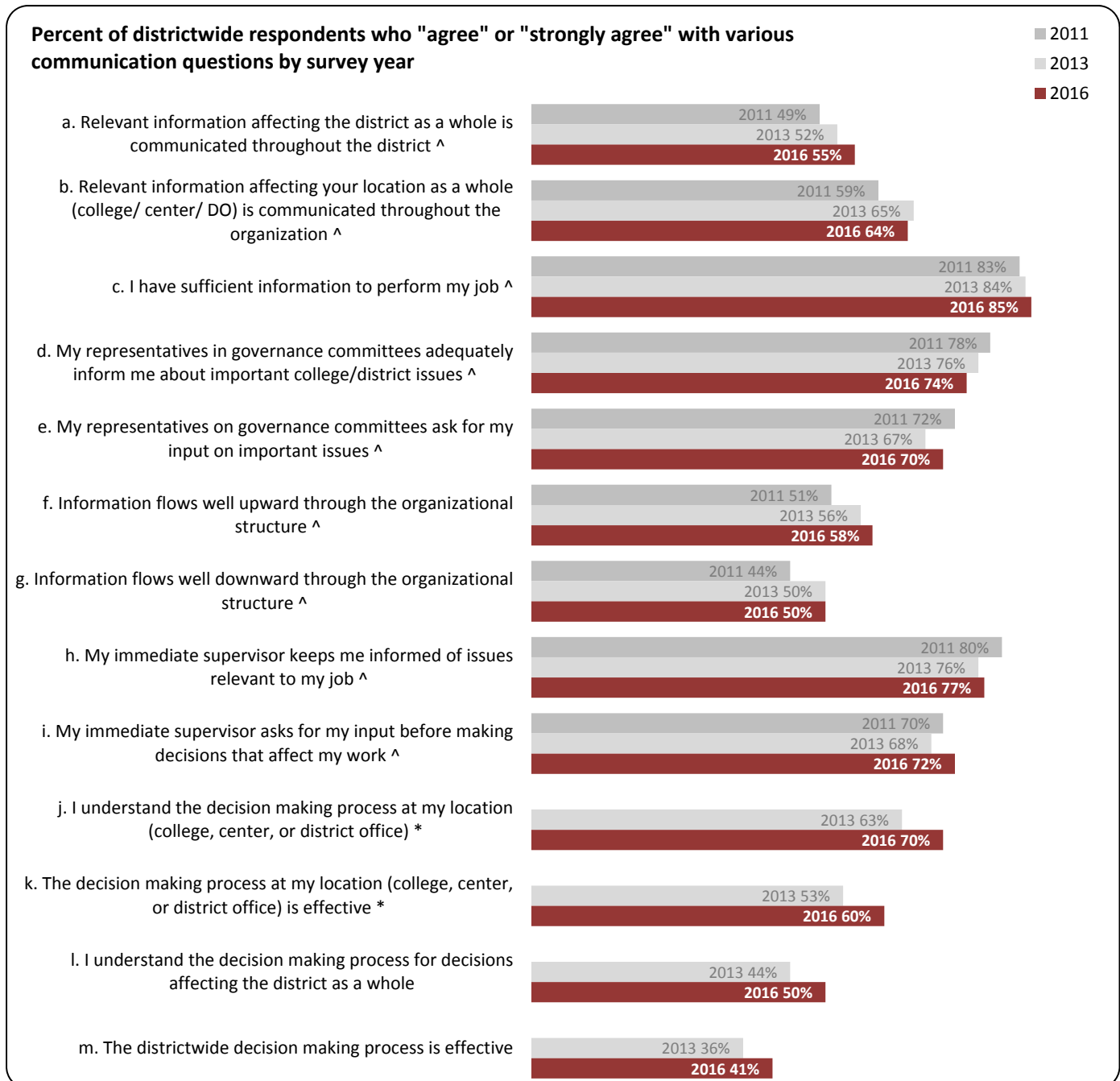
^ Elements used to measure goals and objectives in the districtwide strategic plan

SECTION 4: COMMUNICATION

This section asked respondents to think about communication at their location. Respondents were asked to indicate to what extent they agreed with statements about communication on a scale from “strongly agree” to “strongly disagree”. In 2013, four new questions (“j” through “m”) were added to the original nine questions. In the 2016 version, the wording for questions “h” and “i” changed from “supervisor” to “immediate supervisor”.

Districtwide

Districtwide, two communication questions showed significant improvements between 2013 and 2016. Employees were more likely to agree they understood the decision making process at their location and thought it was effective. The questions regarding decision-making districtwide also increased, but not significantly.

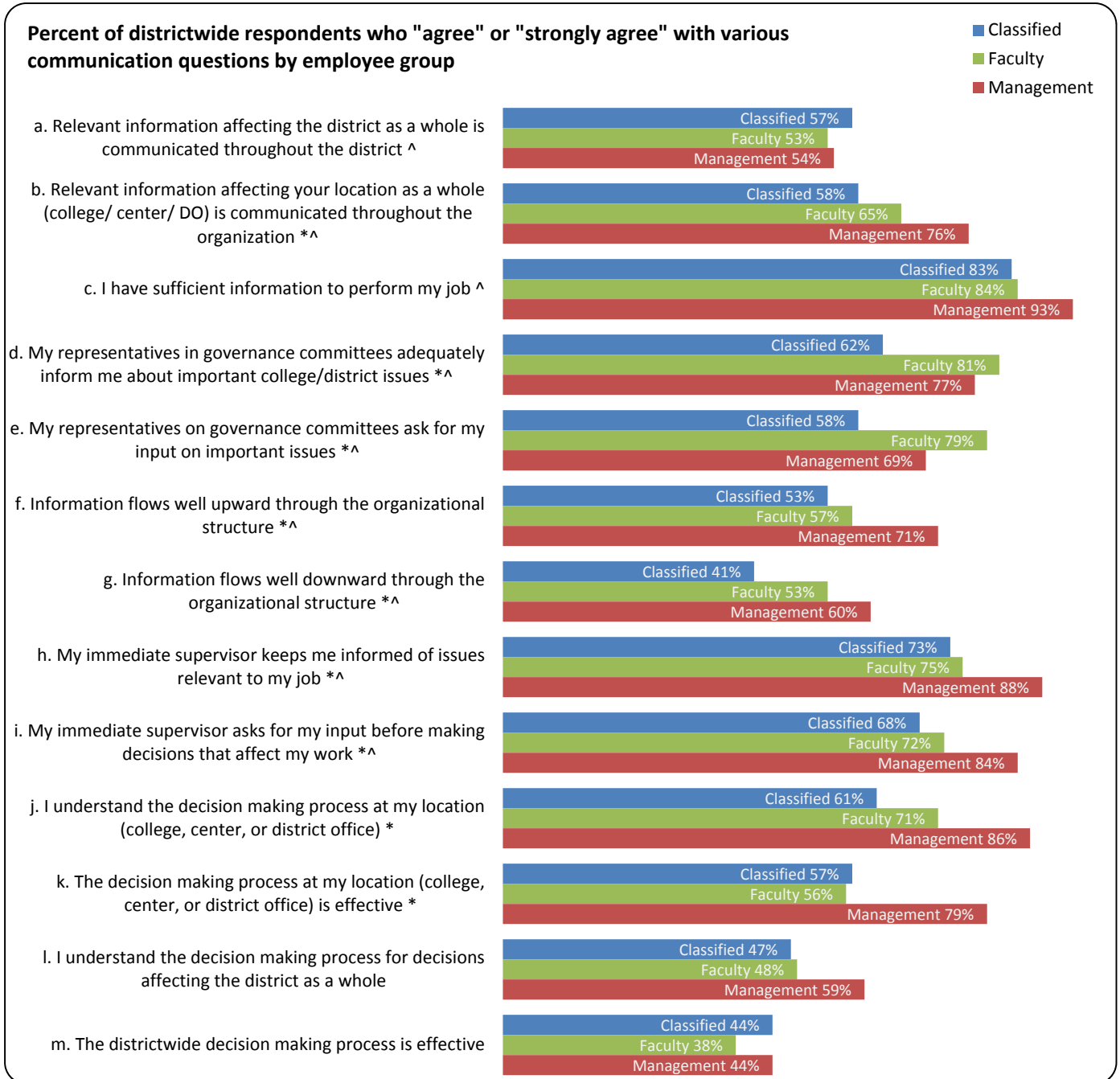


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

Employee Group

Responses differed significantly between employee groups for many of the communication questions. When comparing the 2016 results by employee group, managers tended to answer more positively to the various communication questions and classified staff were generally least positive. The question asking whether districtwide decision making was effective (“m”) was the lowest rated question (agreement for all groups was less than 50%).

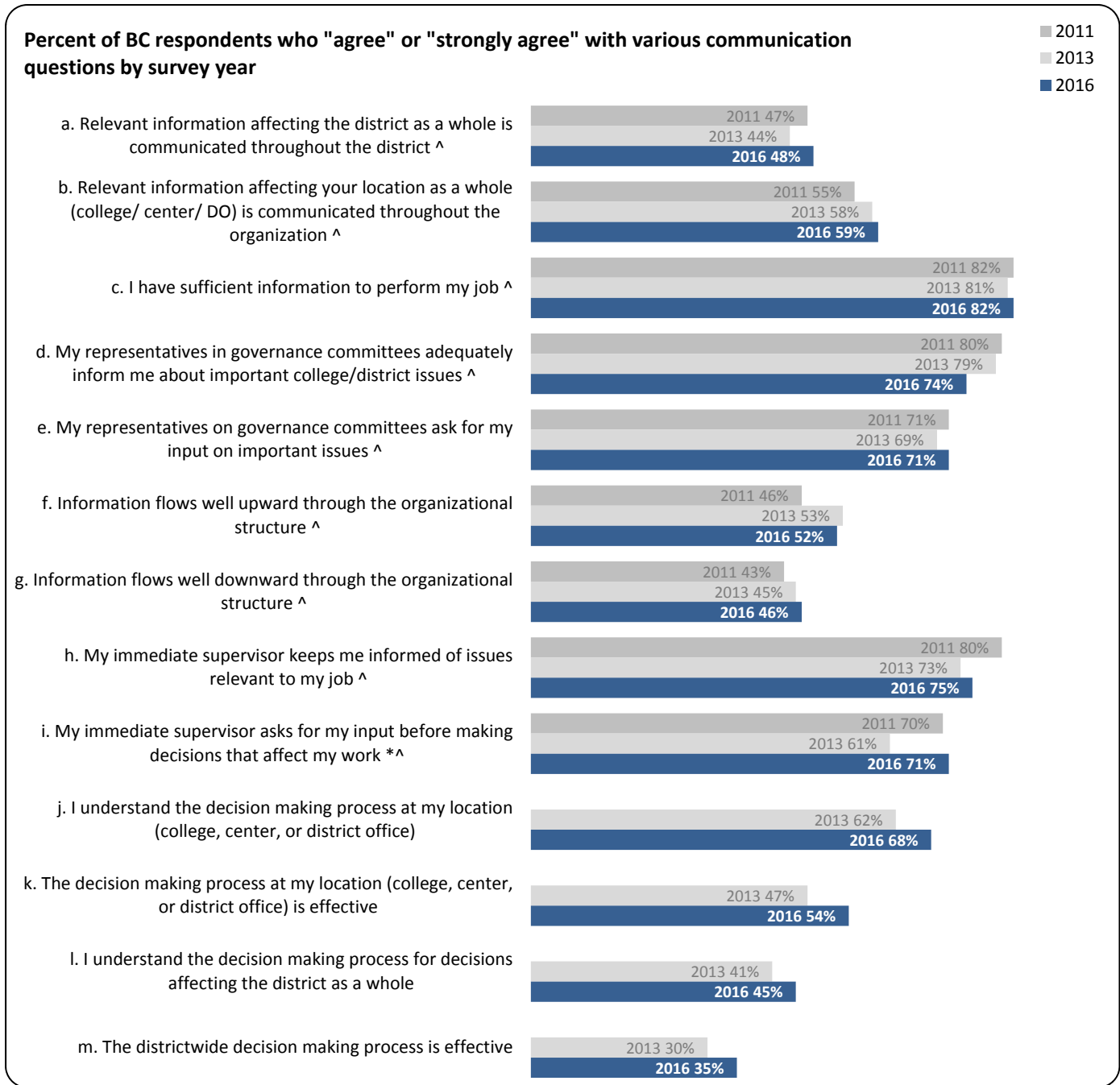


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

Bakersfield College

At Bakersfield College, most of the communication questions were more positive in 2016, compared to 2013. Improvement in the question about the immediate supervisor asking for input was statistically significant. While there were improvements on all four questions added in 2013, two of them (“l” and “m”) were also the lowest rated.

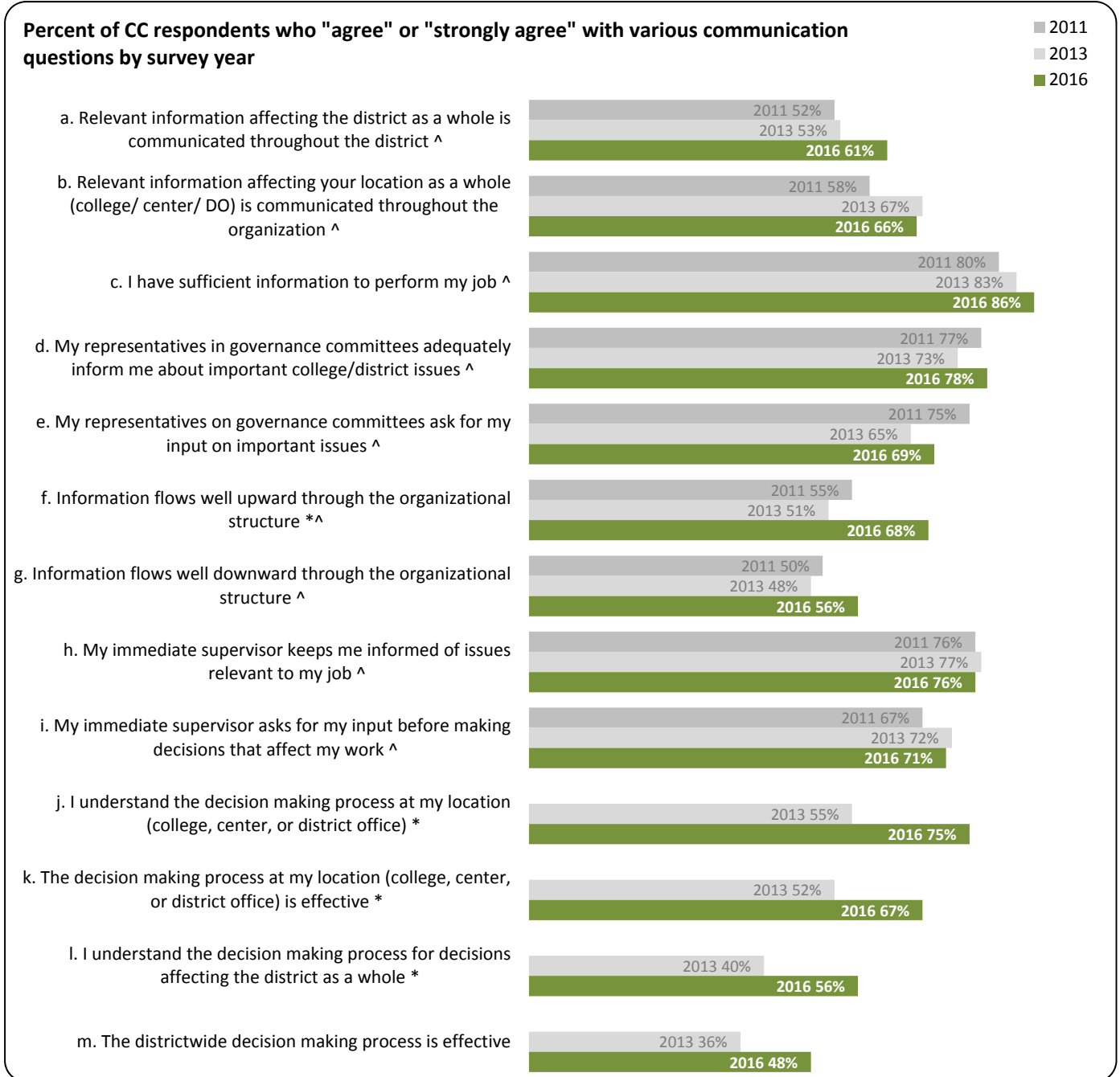


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

Cerro Coso Community College

At Cerro Coso, four questions showed statistically significant improvement in 2016, compared to 2013. Those included questions about information flowing upward through the organization, understanding the decision making process at both the location and districtwide, and agreeing that the local decision making process was effective. The lowest agreement was found in the question about the districtwide decision making process being effective. Of the four questions added in 2013, all responses have improved, three of them significantly.

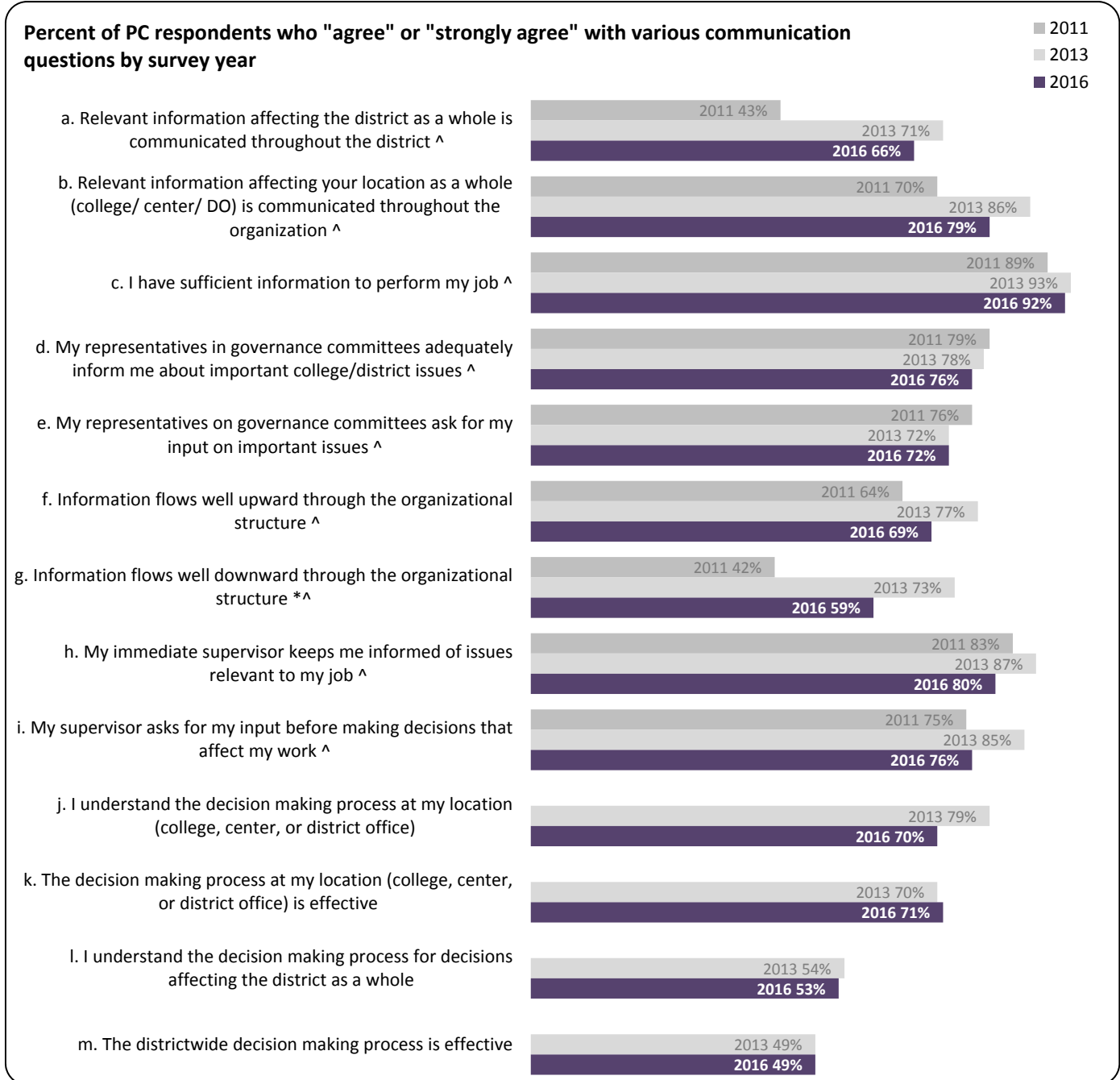


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

Porterville College

While Porterville College respondents reported small declines in ten of the thirteen questions compared to 2013, the results for all questions were still more positive than the districtwide average response. The decline in the agreement that information flows well downward through the organizational structure was the only question where the change was statistically significant compared to 2013. The lowest agreement was found in the question about the districtwide decision making process being effective.

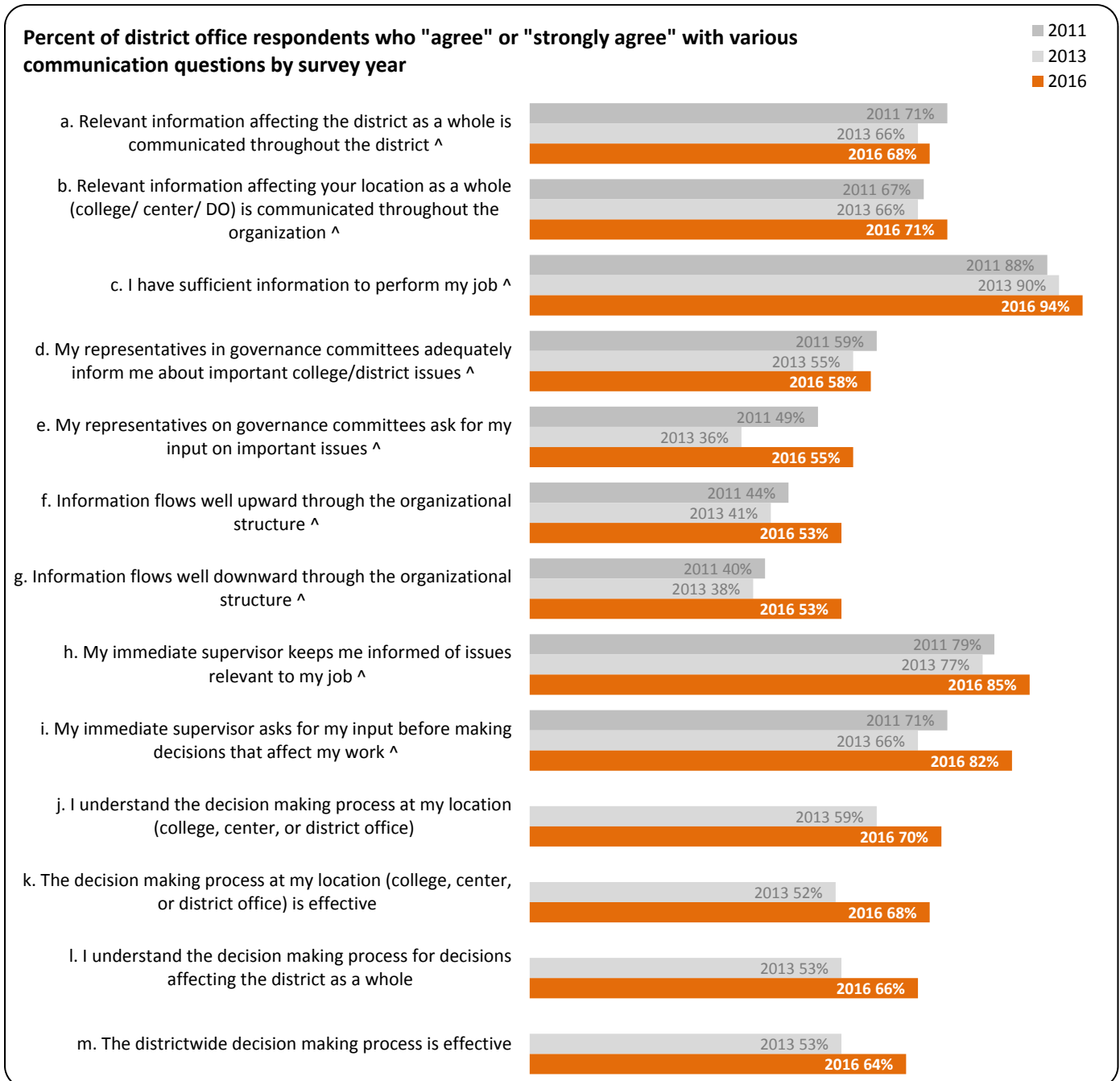


* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

District Office

Several questions at the district office showed substantial changes between 2013 and 2016, however, given the small sample size, these were not statistically significant. Questions with the highest agreement included having sufficient information to perform the job and the supervisor keeping employees informed. Questions with the lowest agreement included whether information flows well upward and downward through the system.



* Statistically significant change between survey years 2013 and 2016

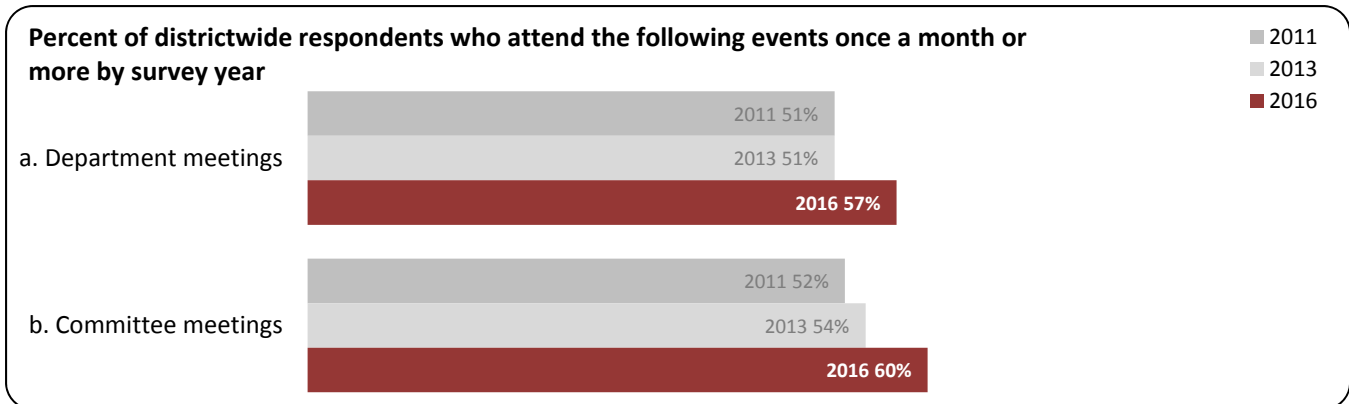
^ Elements used to measure goals and objectives in the districtwide strategic plan

SECTION 5: PARTICIPATION

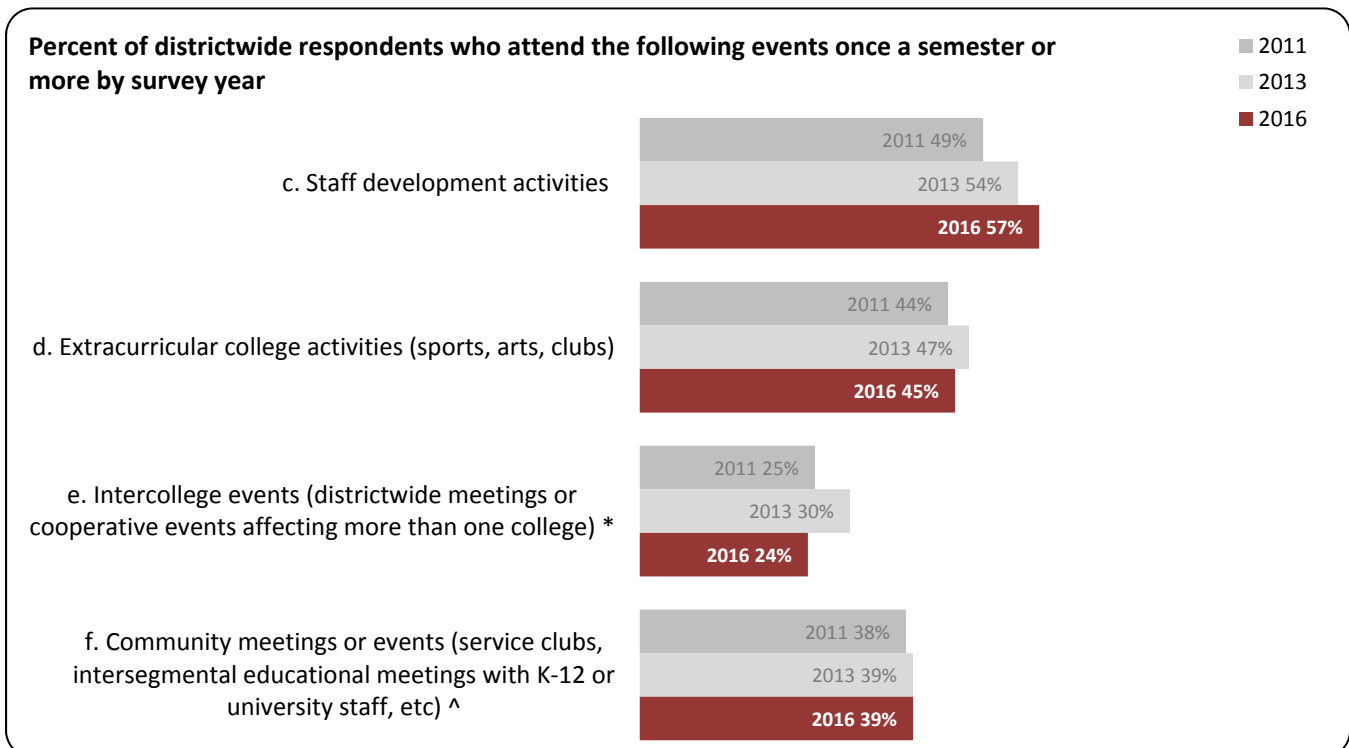
This survey section asked respondents how often they participate in various events. Since some events naturally occur more often than others, results are separated into two groups. The first measures participation in department or committee meetings which may occur once a month or more. The second measures participation in staff development, extracurricular, intercollege, and community events which may occur once a semester or more.

Districtwide

There was modest improvement districtwide in the percentage of employees attending department or committee meetings, with over half of the respondents attending once a month or more.



Participation in intercollege events such as districtwide meetings was the only question with a statistically significant difference (decline) compared to 2013. Participation in staff development activities has increased each survey year, but the change was not statistically significant. Each year, staff development activities have had the highest participation, while intercollege events have had the lowest.

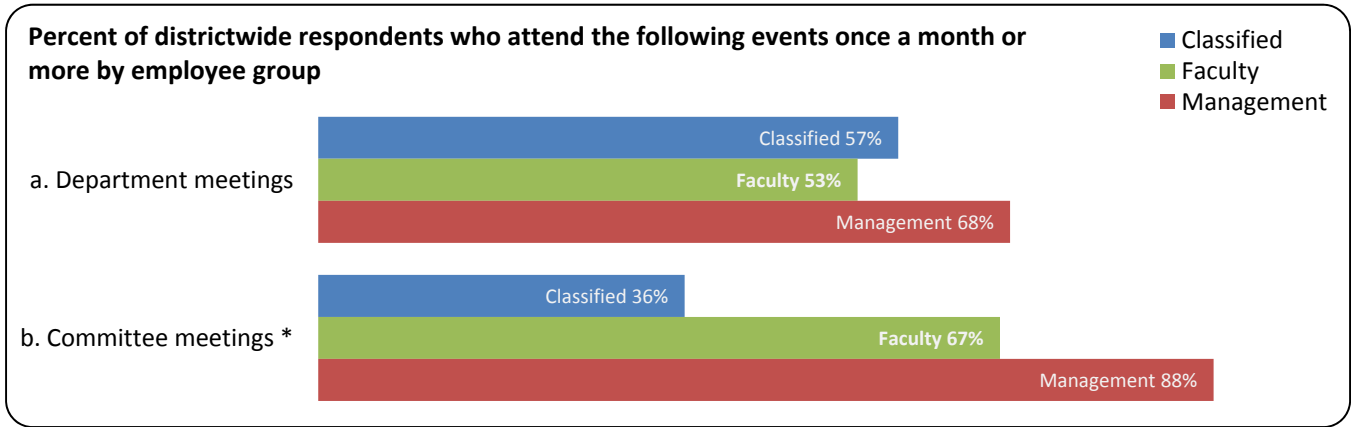


* Statistically significant change between survey years 2013 and 2016

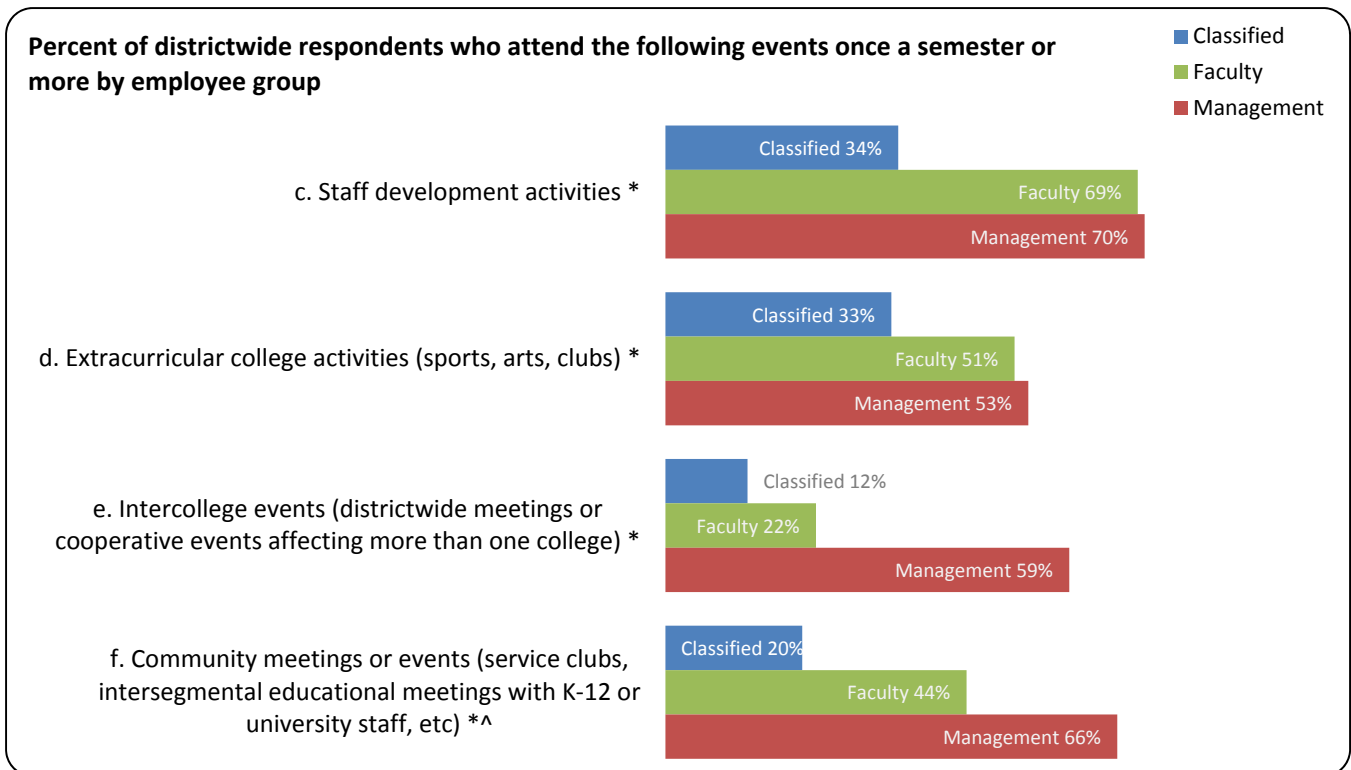
^ Elements used to measure goals and objectives in the districtwide strategic plan

Employee Group

When 2016 results were examined by employee group, managers were more likely to attend department and committee meetings and classified staff were more likely than faculty to attend department meetings.



For events where participation was measured by attending once a semester or more, the 2016 results show that managers attended at the highest rate and classified staff attended at the lowest. For each employee group, staff development activities were the highest attended of the four events measured, while intercollege events were the lowest with the exception of management whose lowest attendance was in extracurricular activities.

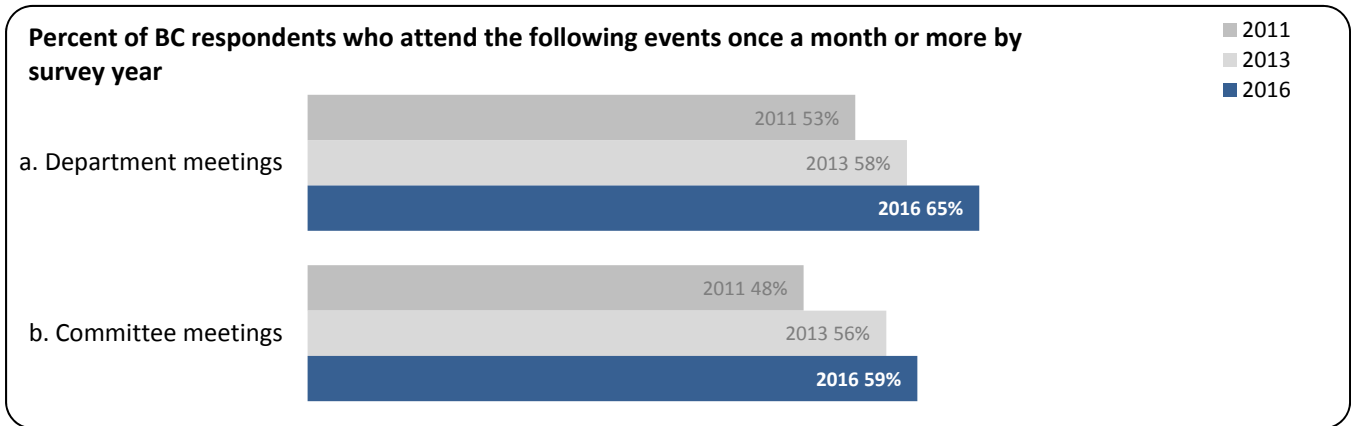


* Statistically significant change between survey years 2013 and 2016

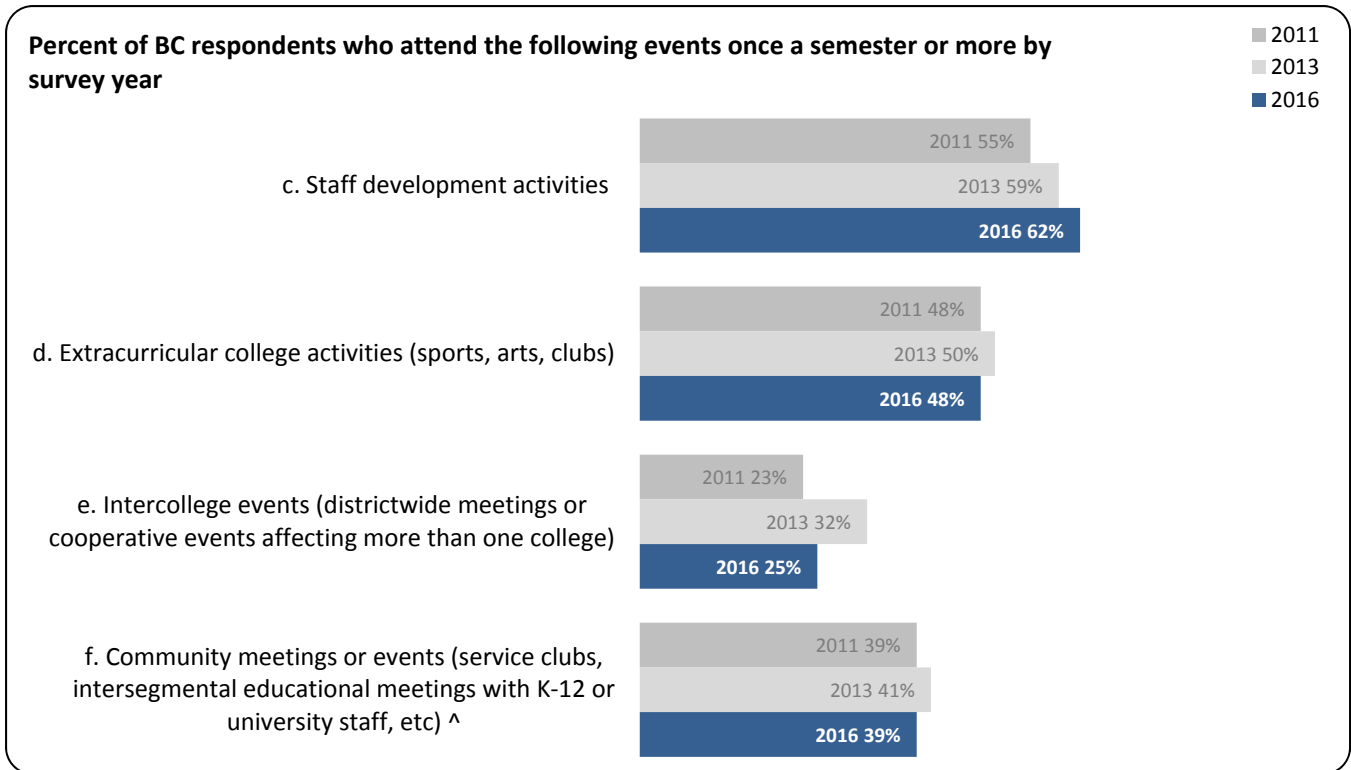
^ Elements used to measure goals and objectives in the districtwide strategic plan

Bakersfield College

At Bakersfield College, the rates at which respondents report attending both department and committee meetings have increased with each survey administration.



Participation in three of the four events measured by attendance of at least one time per semester declined in 2016, back to a level consistent with the 2011 results. The declines were not statistically significant when compared to 2013 results. While participation in staff development activities has increased each survey year, the change was not statistically significant. Events involving staff development were the highest attended of the four events measured, while intercollege events were the lowest.

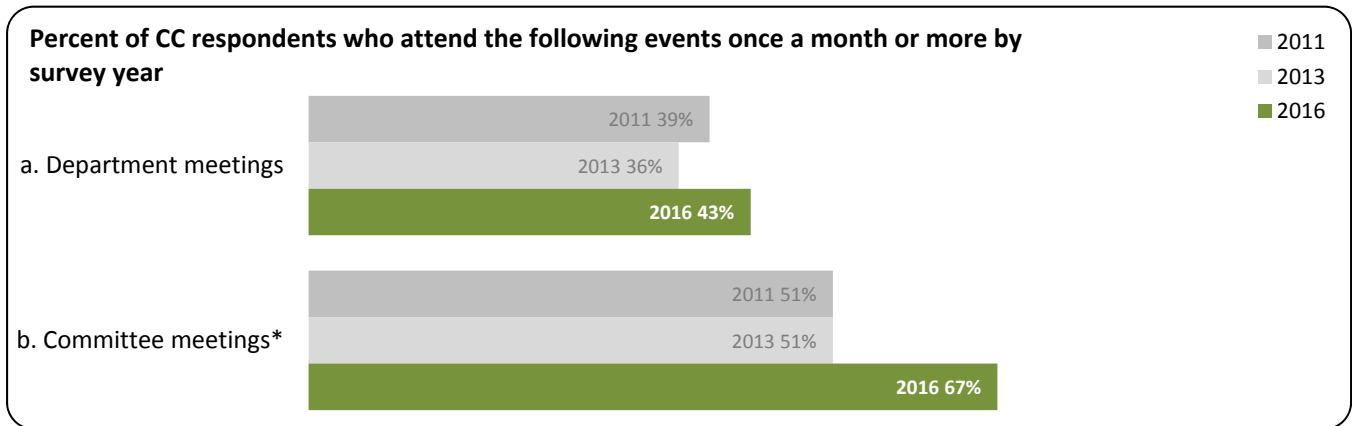


* Statistically significant change between survey years 2013 and 2016

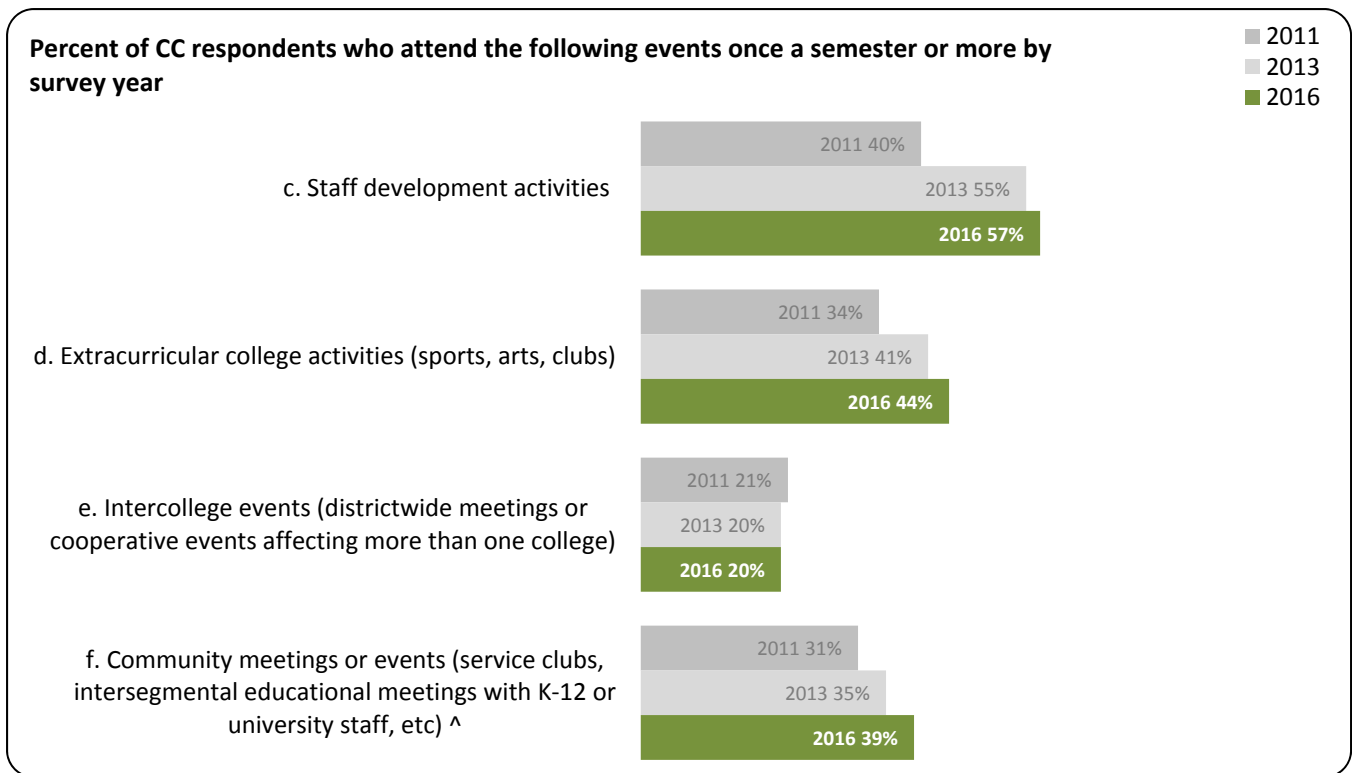
^ Elements used to measure goals and objectives in the districtwide strategic plan

Cerro Coso Community College

Cerro Coso respondents reported increased participation rates for both department and committee meetings. The sixteen percentage point increase in those participating in committee meetings was statistically significant compared to 2013.



Participation rates have increased for three of the four events measured by attendance of at least one time per semester. While the increases have occurred each year, they were not statistically significant between 2013 and 2016. Events involving staff development were the highest attended of the four events measured, while intercollege events were the lowest.

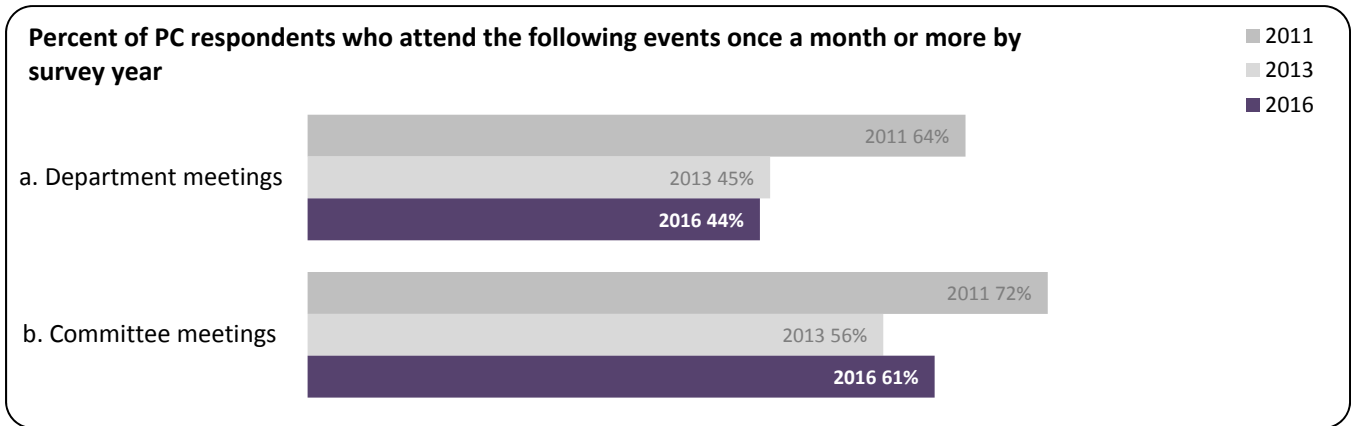


* Statistically significant change between survey years 2013 and 2016

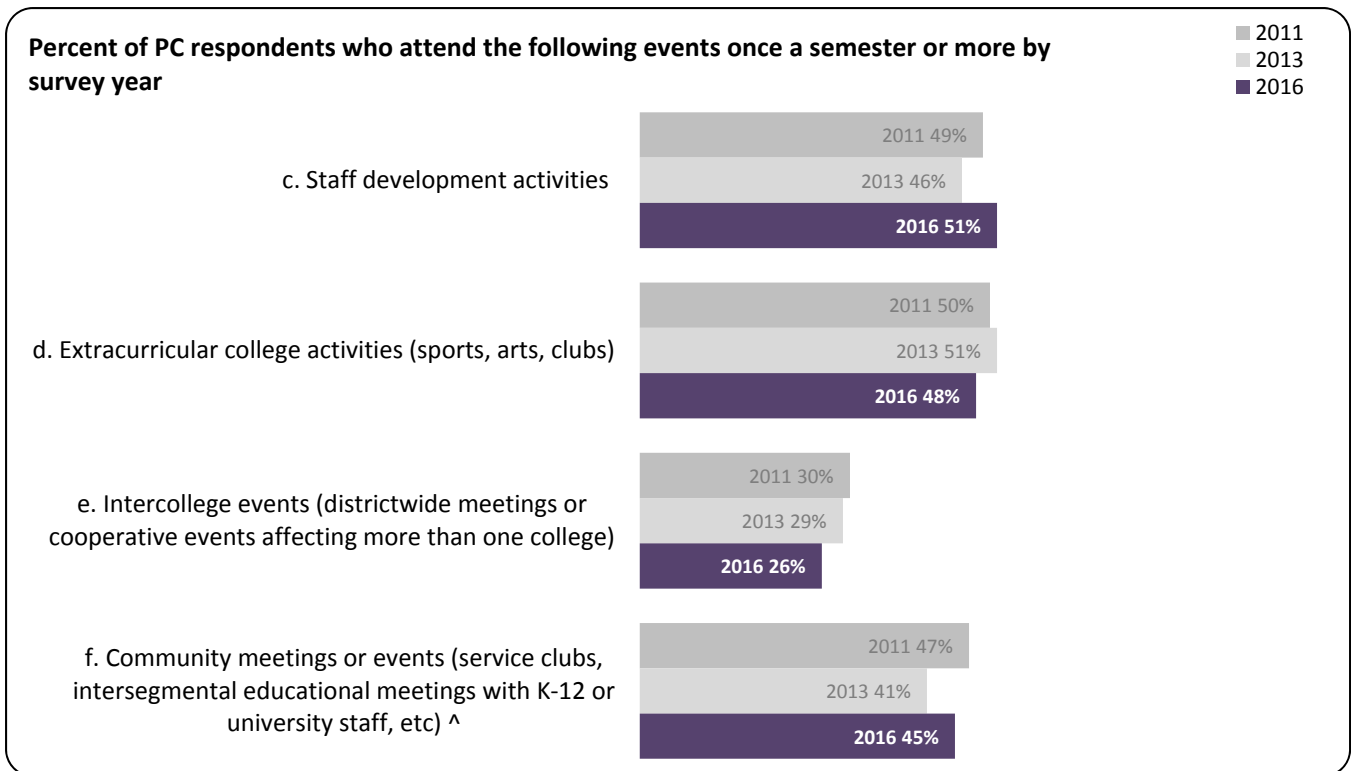
^ Elements used to measure goals and objectives in the districtwide strategic plan

Porterville College

At Porterville College, participation in department meetings declined slightly after a large decline in 2013. Participation in committee meetings increased but is still below the 2011 level.



Participation in two of the four events measured by attendance of at least one time per semester declined in 2016, although the change was not statistically significant compared to 2013. In 2016, events involving staff development were the highest attended of the four events measured, while intercollege events were the lowest.

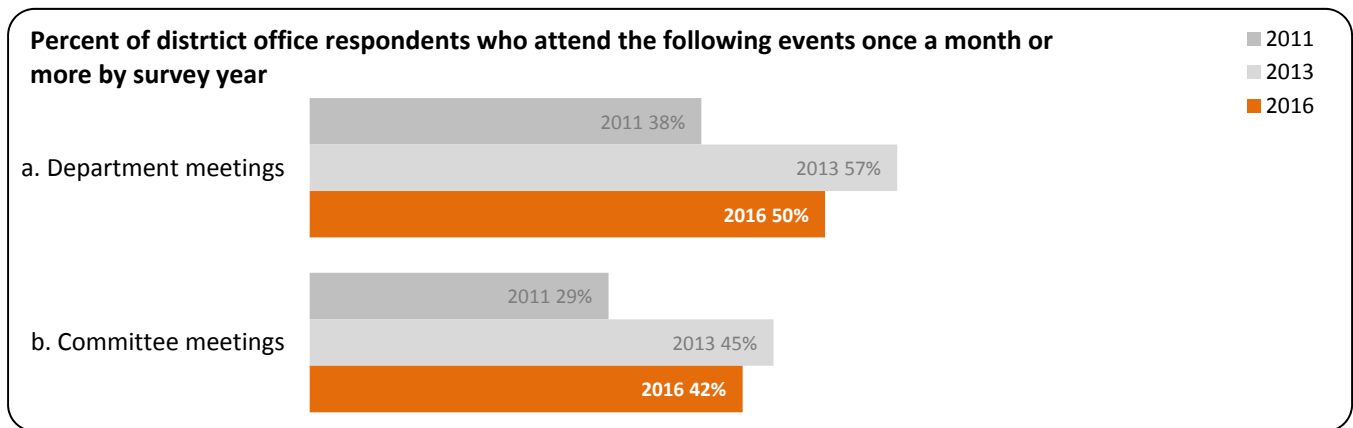


* Statistically significant change between survey years 2013 and 2016

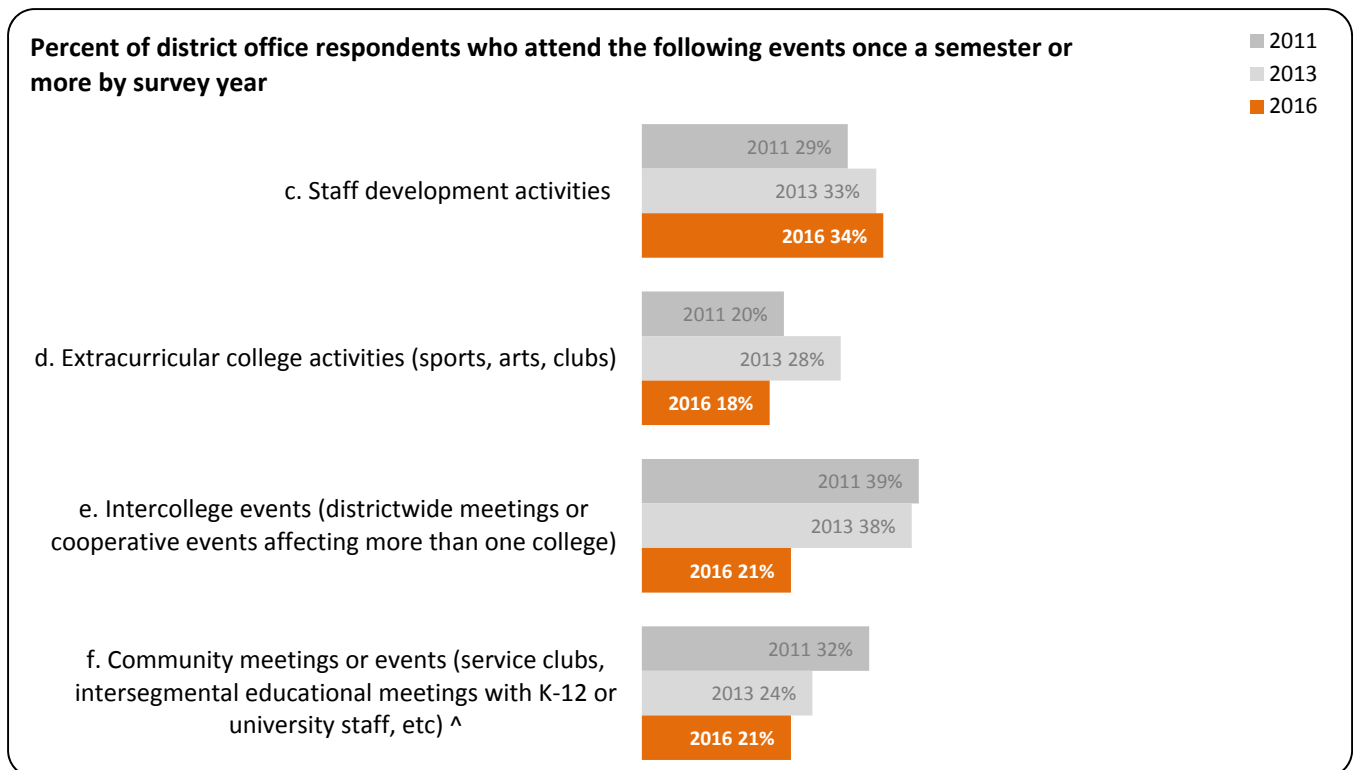
^ Elements used to measure goals and objectives in the districtwide strategic plan

District Office

At the District Office, participation rates in both department and committee meetings declined compared to 2013 but are still higher than rates reported in 2011. Given the small sample size from the district office, these differences were not statistically significant.



Participation in three of the four events measured by attendance of at least one time per semester declined in 2016. Intercollege event attendance dropped by seventeen percentage points and extracurricular college activities dropped by ten percentage points. However, given the small sample size from the district office, these differences were still not statistically significant.



* Statistically significant change between survey years 2013 and 2016

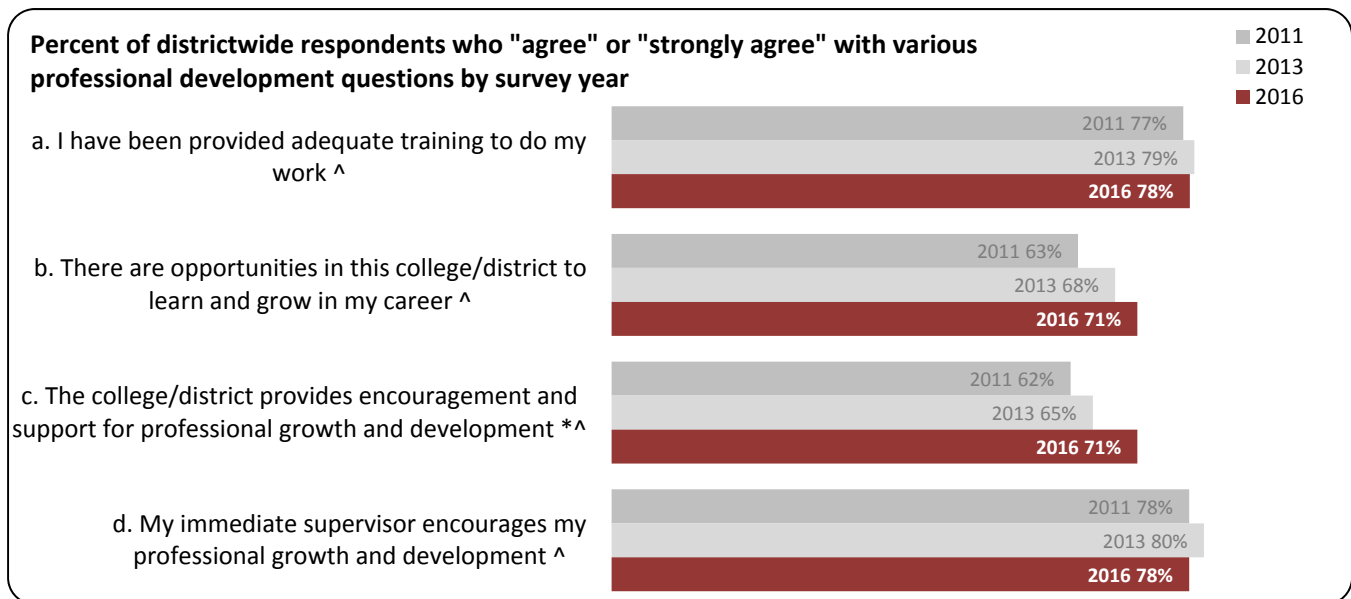
^ Elements used to measure goals and objectives in the districtwide strategic plan

SECTION 6: PROFESSIONAL DEVELOPMENT

The sixth section asked respondents if they had opportunities and encouragement for professional development and training. Employees responded using a five-point scale, ranging from “strongly agree” to “strongly disagree.”

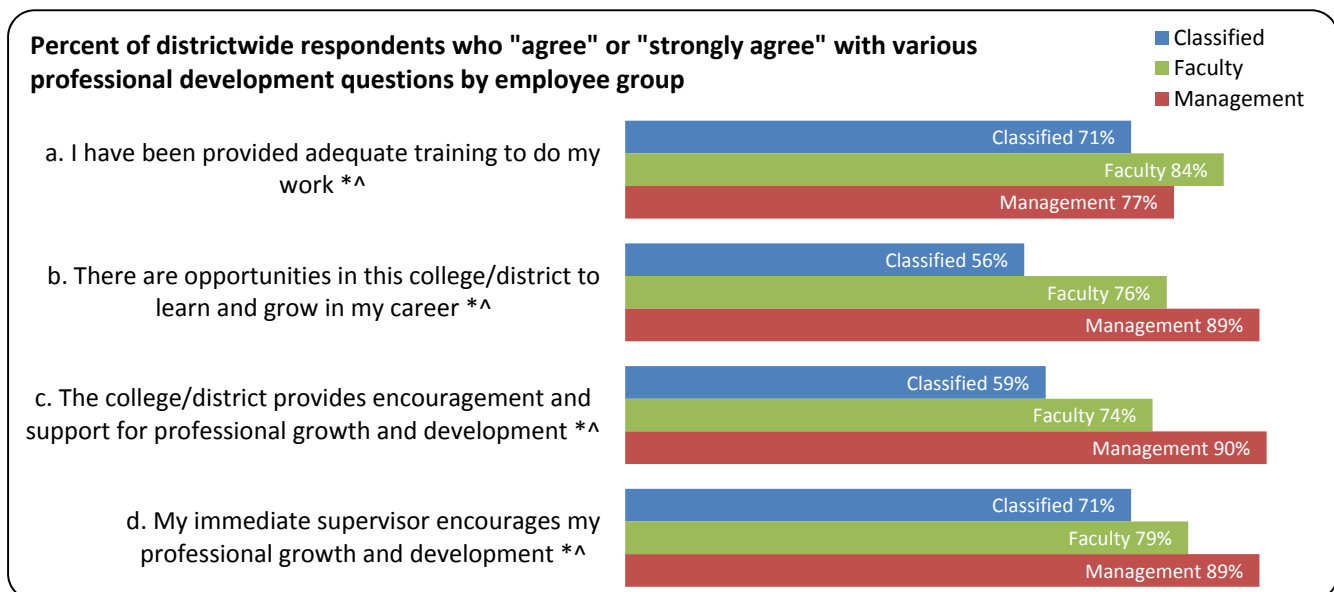
Districtwide

Districtwide, the only professional development question with a statistically significant change was an increase in the number of respondents agreeing that the college/district provides encouragement and support for professional growth and development.



Employee Group

For three of four questions in 2016, managers had the highest agreement, followed by faculty, and classified staff. The exception was the question regarding adequate training for which faculty reported the highest agreement.



* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

Bakersfield College

At Bakersfield College, results show improvement regarding opportunities to learn and grow, as well as receiving encouragement and support from the college/district. There was a slight decline in agreement regarding supervisor encouragement.



Cerro Coso Community College

Results at Cerro Coso show increased agreement that the college/district and supervisor encourages and supports professional development. Agreement about adequate training declined slightly. None of these changes were statistically significant when compared to responses from 2013.



* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

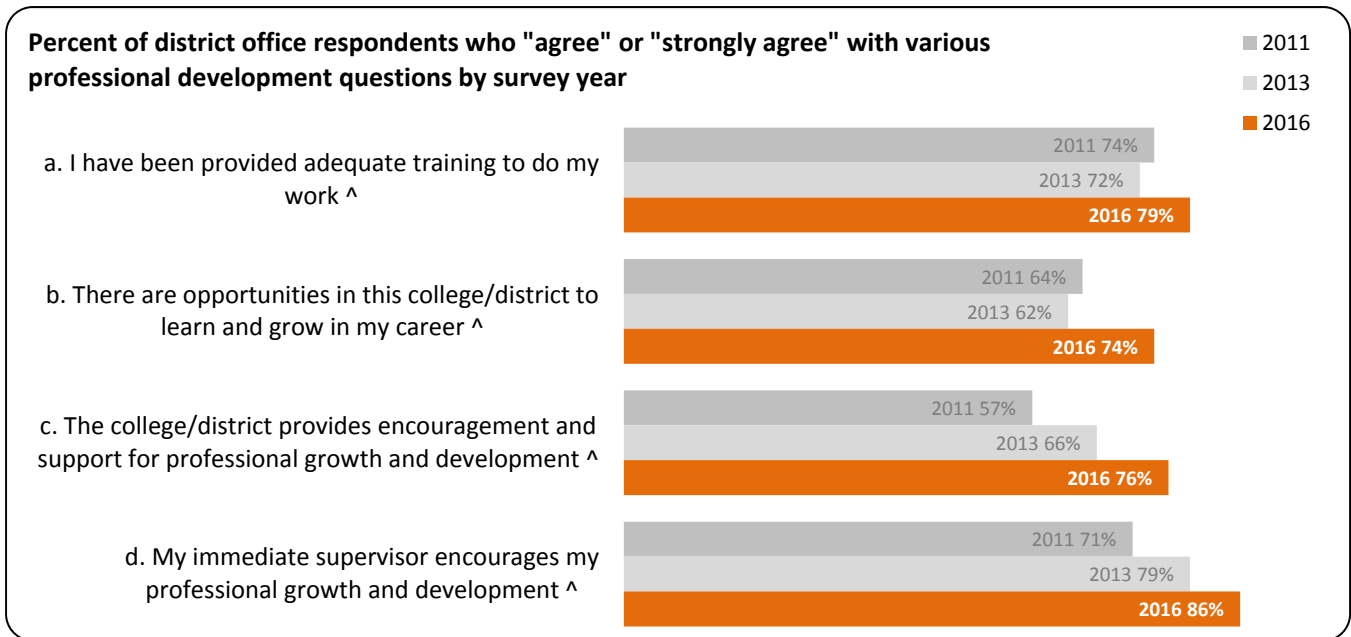
Porterville College

At Porterville College, there has been incremental improvement in the agreement that employees have opportunities to learn and grow. Results regarding adequate training and supervisor encouragement both declined in 2016, after an increase in 2013. None of these changes were statistically significant.



District Office

At the district office, results for each of the professional development questions improved. However, these increases were not statistically significant.



* Statistically significant change between survey years 2013 and 2016

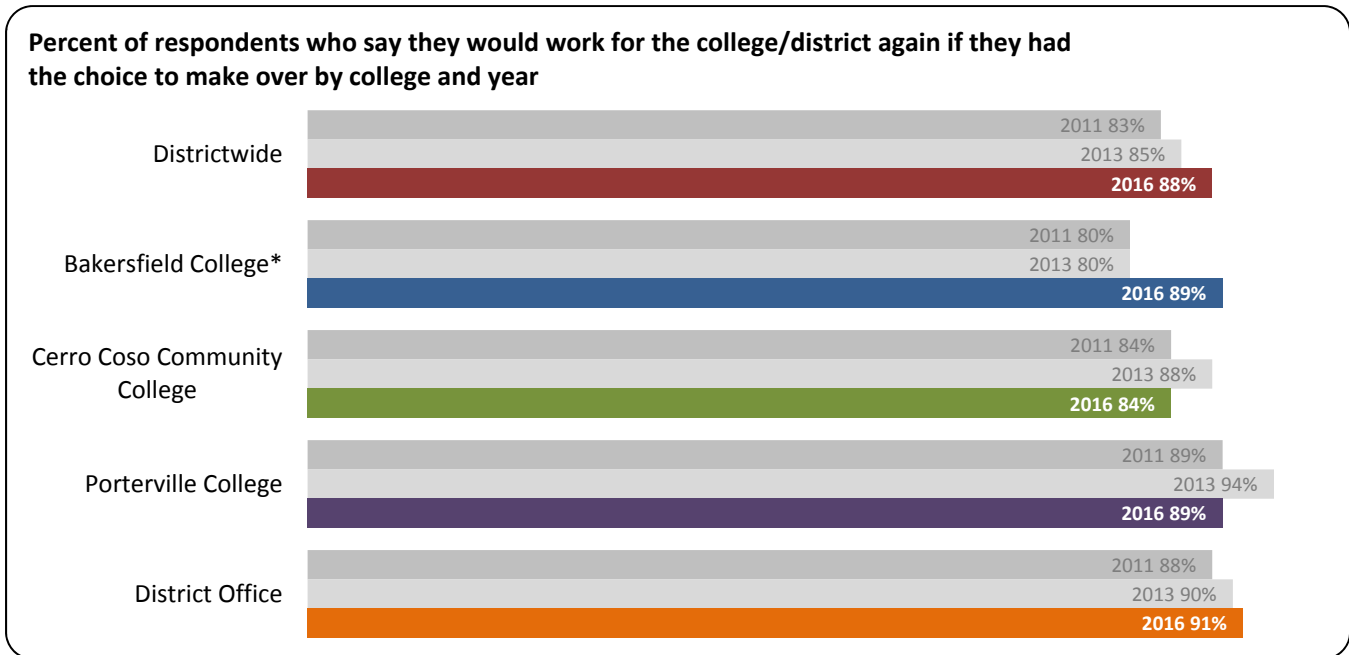
^ Elements used to measure goals and objectives in the districtwide strategic plan

SECTION 7: OVERALL

The last question in the survey asked respondents whether they would still choose to work for the college or district if they had to choose again. Because this section involved a single question, results for each location are reported in one chart, followed by a chart showing the districtwide differences by employee group and year.

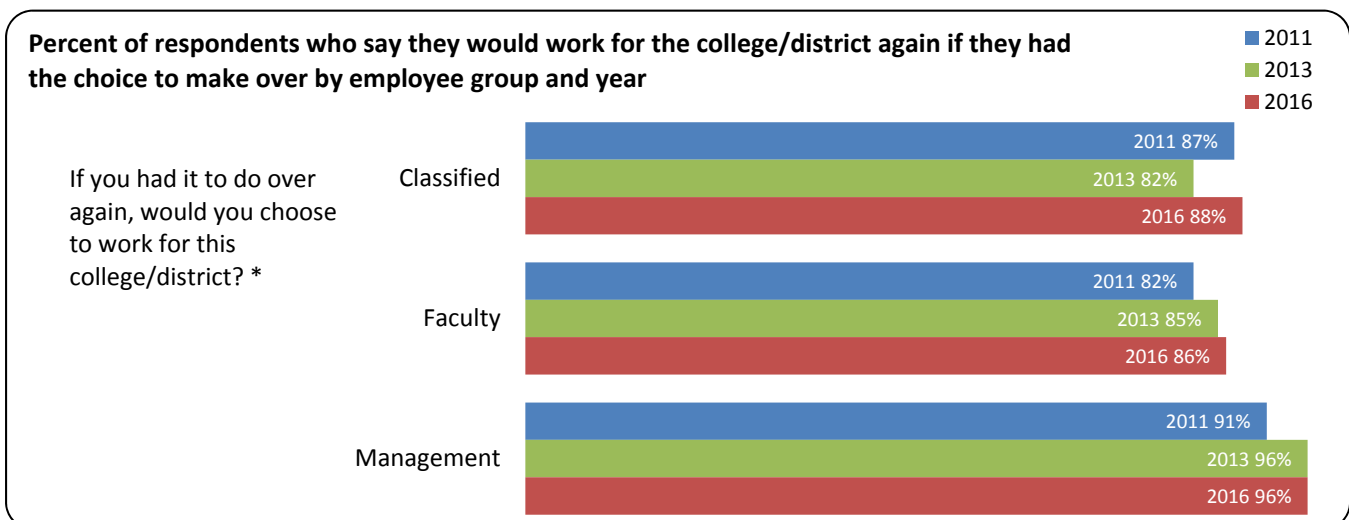
Districtwide

In 2016, over 84% of respondents reported they would make the choice to work for the college or district again. There was a statistically significant increase at Bakersfield College and a slight, not statistically significant, decline at both Cerro Coso Community College and Porterville College.



Employee Group

Results by employee group indicate that, for all employee types, at least four in five say they would work for the college or district again. Management had the highest agreement, followed by classified staff, and faculty.



* Statistically significant change between survey years 2013 and 2016

^ Elements used to measure goals and objectives in the districtwide strategic plan

APPENDIX A: RESPONSE RATES AND WEIGHTING

Response rates differed substantially by both college/location and survey year. In order to keep these differences from introducing bias into the results, a technique called weighting was used. With weighting, each survey response is given greater or lesser weight in the data so that the full sample reflects the intended population. Thus no particular group is over- or under-represented.

Table 1 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 and year as reported to the California Community Colleges Chancellor's Office. For the 2016 survey, 2016 employee data were not yet available, so those rates were compared to 2015 data, the most recent available. Table 2 shows the weights given to the survey responses and Table 3 shows the weighted and unweighted number of responses from each college/location.

Table 1: 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	2015 employees	2016 surveys completed	2016 survey response rate
Bakersfield College	764	388	51%	714	215	30%	840	263	31%
Cerro Coso Community College	291	112	38%	253	132	52%	256	110	43%
Porterville College	227	99	44%	223	98	44%	228	104	46%
District Office	89	62	70%	77	43	56%	91	53	58%
Non-respondents	NA	10	NA	NA	19	NA	NA	7	NA
Total		671			507			537	

Table 2: Survey weights for each college/location and survey year.

Location/College	2011	2013	2016
Bakersfield College	0.949348	1.279095	1.196308
Cerro Coso Community College	1.252677	0.738227	0.871699
Porterville College	1.105490	0.876440	0.821147
District Office	0.692090	0.689708	0.643110

Table 3: Unweighted and weighted survey sample by college and survey year.

Location/ College	2011 Survey		2013 Survey		2016 Survey	
	Unweighted responses	Weighted sample	Unweighted responses	Weighted sample	Unweighted responses	Weighted sample
Bakersfield College	388	369	215	275	263	314
Cerro Coso Community College	112	140	132	97	110	96
Porterville College	99	109	98	86	104	85
District Office	62	43	43	30	53	34
Non-respondents	10	0	19	0	7	0
Total	671	661	507	488	537	529

APPENDIX B: 2016 CLIMATE SURVEY INSTRUMENT



Kern Community College District 2016 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. There is trust among the three colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. 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"/>
i. I feel consulted and listened to regarding decisions in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The college or location where I work is adequately maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I am provided adequate technology and related support to do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. 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"/>
m. The college or location where I work is an attractive facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. The college or location where I work is kept clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. 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 immediate supervisor keeps me informed of issues relevant to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My immediate 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 districtwide 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 (districtwide 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 KCCCD?

- 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