STUDENT AND EMPLOYEE CLIMATE SURVEY

RESULTS, METHODOLOGY & ANALYSIS

FALL 2020
MISSION STATEMENT

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success.

Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engaged life-long learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education.

Governing Board approved May 14, 2019
Dear Southwestern College Community,

Our college serves a diverse community that represents the diversity of our state. We are positioned to be a model of equity-focused practices. Our vision to be a leader in equitable education that transforms the lives of students and communities can be realized because of the strength of our diverse, resilient, culturally rich and education-focused community.

Like many colleges across the nation, we have struggled with racial tensions on our campus. Long before the country began the painful and critically important conversation about institutional racism and systems of oppression, we had been actively working to dismantle racism and to be a place

➢ where every student knows they belong from their first step onto our campus, and
➢ where every student knows they have a community of faculty, classified professionals, administrators, executive leadership and Governing Board who are consistently thinking, planning and supporting their success.

In 2017 we formed a Task Force on Inclusion and Race Relations in response to a racial campus climate study’s specific recommendations to improve the climate at Southwestern College. The work of the task force has helped us expand equity in hiring, employee and student relations and campus life.

In 2019 we commissioned two surveys to assess the impact of our work. A summary of findings are included in this report. In our Belong report, you will find detailed information about how our students, faculty and staff view their Southwestern College experience. While we report overall student and employee responses, we have also broken responses down by racial/ethnic categories to give as complete a picture as possible.

In addition to this report, the College has launched a Belong webpage that links to all the data from each of the surveys so that the public can drill to find information from the hundreds of the questions asked in the surveys. This webpage: www.swccd.edu/belong will also centralize the work and future assessments of Southwestern College’s equity efforts.

In my 24-year career in the California Community College system, Southwestern College has been the most remarkable college I have had the privilege of serving. We have worked together to establish a path of transformation for our students and our community.

Thank you to our students, staff, faculty and the Governing Board of Southwestern Community College District for their willingness to do the difficult work of dismantling institutionalized racism. We will continue to hold ourselves to the highest level of transparency, communication and accountability so that every student, potential student and employee knows that they belong at Southwestern College.

Sincerely,

Dr. Kindred Murillo
Superintendent/President
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STUDENT SURVEY
In 2019, the administration of Southwestern College conducted a student survey to assess the racial climate on campus. The goal was to understand racial realities on campus and to provide the administration with better information and data-driven guidance to improve the campus climate for all students.

To gain student perspectives, the College’s 17,407 students were emailed eight invitations and reminders to participate in a 15-minute online survey. The emails introduced the idea of the survey and what it hoped to achieve, and offered 20 incentives to encourage participation. The survey clearly stated that all responses would be kept confidential.

The survey instrument is called the NACCC (National Assessment of Collegiate Campus Climates) Survey and it was developed by the University of Southern California (USC) Race and Equity Center.

The survey content areas are Mattering and Affirmation, Racial Learning and Literacy, Cross-Racial Engagement, Encounters with Racial Stress, Appraisals of Institutional Commitment and Impact of External Environments.

After five weeks, 13% of the sample of 17,407 students responded.

EMPLOYEE SURVEY
In 2019, faculty and staff participated in an online survey to learn employee perspectives on Southwestern’s campus climate, particularly in the area of race relations.

Surveys for both faculty and staff included the same questions with the difference being the self-identification questions in the demographics portion of the survey. The surveys were developed by the Higher Education Research Institute, University of California at Los Angeles (UCLA).

Climate areas selected for this report from the survey are Campus Atmosphere, Campus Diversity, Campus Climate, Discrimination, Workplace Connection and Institutional Priorities.

The surveys were emailed to all employees and the response rate was 53.5% for staff and 32.3% for faculty.
LIMITATIONS
Both the student survey and the employee survey returned a large amount of additional data that is not included in this report, which has been shortened for readability and to provide a summary of results most critical to assessing the campus' racial climate. All of the additional data, however, will be posted to the College's website in a special section dedicated to the data received in these surveys. We are confident that these surveys have measured the campus climate. However, as with all surveys, there is a margin of error and limitations related to methodology, sample size, the inability to verify self-reported data and cultural and other types of bias.

Regarding the NACCC, one limitation involves comparison of the racial identify of NACCC respondents to that of the SWC student body at large. In the NACCC, students may self-identify as many racial identities as they feel apply and all selections are reported. SWC’s methodology for determining a student’s race/ethnicity permits multiple selections but ultimately assigns one race/ethnicity to each student. However, as the SWC methodology assigns Hispanic to those who select the ethnicity of Hispanic regardless of what race(s) they select, the 69% of Hispanic students in the SWC student body appear comparable to the 70% percent of survey respondents identifying as Hispanic in the NACCC. Racial identity percentages of the other student respondent groups also appear reasonably in-line with those of the SWC student body.

Regarding the UCLA HERI employee surveys, the Staff Climate Survey was selected due to its specific focus on the campus climate for diversity, including experiences with discrimination and cross-racial interactions. One limitation was that UCLA HERI did not offer a similarly focused survey specifically for faculty. As a result, we commissioned HERI to develop a Faculty Climate Survey for Southwestern College to include the same questions as the Staff Climate Survey, but tailored to faculty. While almost all questions in the two surveys were identical, except for self-identification questions, a small number had minor differences. Data related to these questions were excluded from this report and from the employee data table aggregating staff and faculty responses into one employee dataset.
The terminology below provides definitions and context for how some of the terms are used in reporting on and describing results of the student and employee surveys.

**AFFIRMATION:** In the NACCC student survey, affirmation refers to how supported students feel by White professors for their contributions to class discussions.

**CAMPUS ATMOSPHERE:** In the employee survey, campus atmosphere measured satisfaction with Southwestern’s atmosphere for political differences, sexual orientation differences, gender differences and individuals with disabilities.

**CAMPUS CLIMATE:** In the employee surveys, respondents were asked to agree or disagree with how much the College encourages public voice and sharing ideas openly, whether administrators regularly speak about the value of diversity and promote appreciation of cultural difference, and the extent of racial tension on campus.

**COHORT:** A group of people or institutions in a study.

**CROSS-RACIAL ENGAGEMENT:** In the NACCC student survey, students were asked about the frequency and nature of their interactions on campus with same-race peers and peers from different racial groups and their level of comfort with discussions about race.

**MATTERING:** In the NACCC student survey, mattering is defined as others noticing and caring about what students think, want and have to say.

**NACCC:** The National Assessment of Collegiate Campus Climates student survey developed by the USC Race and Equity Center.

**RACIAL LEARNING AND LITERACY:** In the NACCC survey, the terms refer to where students learn about race on campus, racial diversity reflected in classes in their major and preparation for living in a racially diverse society.

**RACISM:** Prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

**RESEARCH BIAS:** Also called experimenter bias, occurs when scientists performing the research influence the results by intentionally or unintentionally deviating from the truth in data collection, analysis, interpretations and publication. Bias can cause false conclusions and is potentially misleading.

**RIBBONS:** In the NACCC survey, five content areas were awarded one to four ribbons as a measurement of how their institution did within the NACCC cohort. The overall score for each school was generated by the mean of the total of the five content ribbons for that school.
STATISTICAL RELIABILITY: Reliability refers to the consistency of the results and how sure readers can be of the replicability of the research. That is, similar results would be obtained if the research were conducted again under similar circumstances. Reliability is calculated for the research instruments—most frequently questionnaires and tests.
The NACCC survey is based on more than a decade of the USC Race and Equity Center’s qualitative climate studies of colleges and universities. A content team comprised of 14 race, equity and inclusion experts from across the United States convened to identify the most salient survey content areas and questions in the field of campus racial climate.

There is also an NACCC Student Advisory Panel of nine individuals from colleges and universities throughout the United States. They consult with NACCC staff on the ways in which undergraduates engage with campus surveys and provide review and input on the survey content.

The inaugural cohort of the NACCC included seven 4-year institutions, seven 4-year private not-for-profit institutions and seven community colleges. Five of the community colleges were in California—Glendale Community College, Los Angeles Southwest College, Palomar College, Pasadena City College and Southwestern. Of the last two schools, one is Lorain County Community College in Ohio and the other is Santa Fe College in Florida. The 2018-19 survey yielded approximately 38,000 partial and completed surveys.

For all institutions, data collection lasted between and four and six weeks, with an average of one email reminder per week. Ninety-five percent of cohort institutions offered students an incentive and response rates at the institutions ranged from 3% to 79%.

An individual institution’s score in each of the categories indicates a relative spot within the NACCC cohort as a point of comparison. All levels of scores require further and continuous attention and improvement by the institution.

The NACCC data tables include:

- Key sets of information from each content area in tables with unweighted descriptive statistics for White students and Students of Color. Students who indicated being Caucasian or White only, were placed for reporting purposes in the “White students” category. Students who indicated identifying as Caucasian and any other racial identities were placed for reporting purposes in the “Students of Color” category.
- Tests of difference between White Students and Students of Color at the p<.05 level. These differences show items with distribution differences that are larger than would be expected by chance, but do not guarantee the importance of the results.
- Cell sizes of 20 or greater. To protect student identity and for statistical reliability, cell sizes less than 20 are not reported and are indicated as such in tables, since smaller sample sizes get decreasingly representative of the entire population.
LIMITATIONS
Regarding the NACCC, one limitation involves comparison of the racial identify of NACCC respondents to that of the SWC student body at large. In the NACCC, students may self-identify as many racial identities as they feel apply and all selections are reported. SWC’s methodology for determining a student’s race/ethnicity permits multiple selections but ultimately assigns one race/ethnicity to each student. However, as the SWC methodology assigns Hispanic to those who select the ethnicity of Hispanic regardless of what race(s) they select, the 69% of Hispanic students in the SWC student body appear comparable to the 70% percent of survey respondents identifying as Hispanic in the NACCC. Racial identity percentages of the other student respondent groups also appear reasonably in-line with those of the SWC student body.
Southwestern College’s results from the student survey administered as part of the National Assessment of Collegiate Campus Climates (NACCC) yielded information in six areas:

- Mattering and Affirmation
- Racial Learning and Literacy
- Cross-Racial Engagement
- Encounters with Racial Stress
- Appraisals of Institutional Commitment
- Impact of External Environments

**EACH CATEGORY WAS SCORED BY AWARDING 1 TO 4 “RIBBONS.”**

The scores provided in this report will help individual institutions see how they rank in a certain category, but developers of the survey ask that the scores be reviewed within a certain context. For instance, even if an institution scores a “3” or “4” in a particular content area or overall, that does not mean the institution is showing exceptional performance with their campus racial climate. Nor should it be understood that an institution scoring a “1” or “2” in a particular content area or overall is beyond repair. Rather, these scores indicate a relative spot within the NACCC cohort as a point of comparison. All levels of scoring require further and continuous attention and improvement by the institution.

Results show how each institution in the NACCC cohort fared.

The cohort of the NACCC included **21 colleges and universities from across the United States**, including seven 4-year public institutions, seven 4-year private not-for-profit institutions, and seven community colleges. The 2018-19 NACCC administration yielded approximately 38,000 partial and completed surveys.

> On the graphs on the following pages \( N = \text{Number of respondents} \)
## SUPPORTING DATA STUDENTS

### DATA COLLECTION DETAILS

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2, 2019</td>
<td>NACCC INVITATION EMAIL</td>
</tr>
<tr>
<td>April 5, 2019</td>
<td>6 REMINDER EMAILS</td>
</tr>
<tr>
<td>April 14, 2019</td>
<td>REMINDER TO PARTIAL SURVEY COMPLETERS</td>
</tr>
<tr>
<td>April 15, 2019</td>
<td>SURVEY ENDS</td>
</tr>
<tr>
<td>May 1, 2019</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SAMPLE**: 17,407  **RESPONSE RATE**: 13%

### SCCD STUDENT SURVEY RESPONDENT DEMOGRAPHIC CHARACTERISTICS

<table>
<thead>
<tr>
<th>GENDER IDENTITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>68%</td>
</tr>
<tr>
<td>Man</td>
<td>30%</td>
</tr>
<tr>
<td>Gender nonconforming,</td>
<td></td>
</tr>
<tr>
<td>transgender, non-binary, or a</td>
<td></td>
</tr>
<tr>
<td>gender identity not listed</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNIC/RACIAL IDENTITY*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab or Arab American</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>14%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6%</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic or Latino/a/x</td>
<td>70%</td>
</tr>
<tr>
<td>or Chicano/a/x</td>
<td></td>
</tr>
<tr>
<td>Mestizo/a</td>
<td>2%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>1%</td>
</tr>
<tr>
<td>Native American and/or</td>
<td></td>
</tr>
<tr>
<td>Alaska Native</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian and/or</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3%</td>
</tr>
<tr>
<td>South Asian/Desi American</td>
<td>1%</td>
</tr>
<tr>
<td>Groups not listed</td>
<td>3%</td>
</tr>
</tbody>
</table>

Totals may sum to more than 100% because students can select multiple identities.

<table>
<thead>
<tr>
<th>CLASS YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First year or Freshman</td>
<td>25%</td>
</tr>
<tr>
<td>Second year or Sophomore</td>
<td>22%</td>
</tr>
<tr>
<td>Third year or Junior</td>
<td>16%</td>
</tr>
<tr>
<td>Fourth year or beyond or Senior</td>
<td>11%</td>
</tr>
<tr>
<td>Identifies by credits completed</td>
<td></td>
</tr>
<tr>
<td>rather than by a particular year</td>
<td>26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18–21 years old</td>
<td>48%</td>
</tr>
<tr>
<td>22–34 years old</td>
<td>38%</td>
</tr>
<tr>
<td>35–49 years old</td>
<td>10%</td>
</tr>
<tr>
<td>50 years old or older</td>
<td>4%</td>
</tr>
</tbody>
</table>

> On the graphs on the following pages $N =$ Number of respondents

* In the NACCC report, this information is labelled “Racial Identity.”
SOUTHWESTERN COLLEGE RESULTS:
OVERALL COLLEGE SCORE 3 RIBBONS OUT OF 4

CATEGORIES:

a. MATTERING AND AFFIRMATION 2 RIBBONS OUT OF 4

MATTERING: In the NACCC student survey, mattering is defined as others noticing and caring about what students think, want and have to say.

AFFIRMATION: In the NACCC student survey, affirmation refers to how supported students feel by White professors for their contributions to class discussions.

i. 71% Students of Color felt they often or almost always received support for contributions to class discussion from White professors.

ii. 83% White Students felt they often or almost always received support for contributions to class discussions from White professors. (The NACCC written report only included affirmations by White professors. Data on affirmations by professors of Color and on conversations with White Students can be found on the Belong website.)

iii. MATTERING AND AFFIRMATION

Percent of Students Who Believed White Professors Never or Only Once in a While Showed Concern for Their Feelings or Experiences

WHY THIS MATTERS:

National data show that 76% of all full-time faculty in degree-granting postsecondary institutions are White (NCES, 2016). This overrepresentation places added responsibility on White faculty to ensure the Students of Color they teach felt seen, heard, and cared for in their classrooms. (The NACCC written report only included affirmations by White professors. Data on affirmations by professors of Color and on conversations with White Students can be found on the Belong website) — Explanation in the NACCC report

* Data for additional race/ethnicities (American Indian or Alaska Native, Other, Unknown) are included on the Belong website.
iv. MATTERRING AND AFFIRMATION
HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools

### Students of Color

- **Southwestern College**: 14%
- **NACCC Community Colleges**: 14%
- **NACCC Cohort**: 13%

### White Students

- **Southwestern College**: 22%
- **NACCC Community Colleges**: 21%
- **NACCC Cohort**: 23%

#### Disaggregated by Race/Ethnicity

- **Black or African American**: 17%
- **Asian**: 22%
- **Hispanic or Latino/a/x**: 22%
- **Pacific Islander or Native Hawaiian**: 27%
- **Two or More Races**: 20%

### Number of Schools in Cohort That Received:

- 1 Ribbon: 8
- 2 Ribbons: 6
- 3 Ribbons: 7
- 4 Ribbons
b. CROSS-RACIAL ENGAGEMENT 3 RIBBONS OUT OF 4

CROSS-RACIAL ENGAGEMENT: In the NACCC student survey, students were asked about the frequency and nature of their interactions on campus with same-race peers and peers from different racial groups and their level of comfort with discussions about race.

i. 56% Students of Color felt encouraged or mostly encouraged about having conversations about race with other Students of Color.

ii. 48% White Students felt encouraged or mostly encouraged about having conversations about race with Students of Color. (The NACCC written report included only conversations with Students of Color. Data on conversations with White Students can be found on the Belong website.)

iii. CROSS-RACIAL ENGAGEMENT

Percent of Students Who Feel Open or Mostly Open About Being Engaged in Conversations About Race With White Students

WHY THIS MATTERS:

Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, Students of Color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

— Explanation in the NACCC report
iv. CROSS-RACIAL ENGAGEMENT
HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools

**STUDENTS OF COLOR**

**WHITE STUDENTS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Southwestern College</th>
<th>NACCC Community Colleges</th>
<th>NACCC Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 RIBBON</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 RIBBONS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 RIBBONS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4 RIBBONS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Disaggregated by Race/Ethnicity**

- **Black or African American**
  - N=84
  - 66% (57% for SWCC, 57% for NACCC, 57% for NACCC Cohort)

- **Asian**
  - N=224
  - 50% (50% for SWCC, 59% for NACCC, 57% for NACCC Cohort)

- **Hispanic or Latino/a/x**
  - N=1,610
  - 59% (58% for SWCC, 54% for NACCC, 57% for NACCC Cohort)

- **Pacific Islander or Native Hawaiian**
  - N=27
  - 33% (50% for SWCC, 50% for NACCC, 50% for NACCC Cohort)

- **Two or More Races**
  - N=100
  - 57% (33% for SWCC, 53% for NACCC, 57% for NACCC Cohort)
c. Racial Learning and Literacy 3 Ribbons Out of 4

Racial Learning and Literacy: In the NACCC survey, the terms refer to where students learn about race on campus, racial diversity reflected in classes in their major and preparation for living in a racially diverse society.

i. 51% Students of Color felt students in their major mostly or strongly reflect racial diversity.

ii. 60% White Students felt students in their major mostly or strongly reflect racial diversity.

iii. Racial Learning and Literacy

Percent of Students Who Believed Their College or University Was Not Preparing Them at All or Only Slightly Preparing Them to Interact with Individuals of Different Races

Why This Matters:

United States Census data project the shift of the country’s racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address. — Explanation in the NACCC report
iv. RACIAL LEARNING AND LITERACY
HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools

DISAGGREGATED BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>74</td>
</tr>
<tr>
<td>Asian</td>
<td>187</td>
</tr>
<tr>
<td>Hispanic or Latino/a/x</td>
<td>1,352</td>
</tr>
<tr>
<td>Pacific Islander or Native Hawaiian</td>
<td>25</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>87</td>
</tr>
</tbody>
</table>

NUMBER OF SCHOOLS IN COHORT THAT RECEIVED:

- 1 RIBBON: 1
- 2 RIBBONS: 9
- 3 RIBBONS: 11
- 4 RIBBONS: 1

STUDENTS OF COLOR
WHITE STUDENTS

Distribution of Scores among 2019 NACCC Cohort of 21 Schools
**d. ENCOUNTERS WITH RACIAL STRESS**

1. **25% Students of Color** felt campus racial tensions increased quite a bit or a great amount with the ending of DACA (Deferred Action for Childhood Arrivals.)

2. **12% White Students** felt campus racial tension increased quite a bit or a great amount with the ending of DACA (Deferred Action for Childhood Arrivals.)

3. **ENCOUNTERS WITH RACIAL STRESS**
   
   **Percent of Students of Color Who Ever Experienced Feelings of Loneliness, Not Belonging, and/or Isolation as a Result of Their Campus Racial Climate**

**WHY THIS MATTERS:**
Decades of higher education research indicate the importance of students’ sense of belonging with regard to their retention, persistence, and advancement to degree completion. In addition, it is a key factor among students of color for whom encounters with racial stress increasingly contribute to feelings of loneliness, isolation, and a lack of community.

—Explanation in the NACCC report
iv. ENCOUNTERS WITH RACIAL STRESS

HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools

DISAGGREGATED BY RACE/ETHNICITY

Black or African American
N=53

Asian
N=88

Hispanic or Latino/a/x
N=488

Two or More Races
N=36

STUDENTS OF COLOR

WHITE STUDENTS

NUMBER OF SCHOOLS IN COHORT THAT RECEIVED:

1 RIBBON
21

2 RIBBONS
7

3 RIBBONS
11

4 RIBBONS
1
e. **APPRAISALS OF INSTITUTIONAL COMMITMENT 3 RIBBONS OUT OF 4**

i. **67% Students of Color** believed campus administration was mostly or strongly committed to hiring Staff of Color.

ii. **82% White Students** believed campus administration was mostly or strongly committed to hiring Staff of Color.

iii. **APPRAISALS OF INSTITUTIONAL COMMITMENT**

   **Percent of Students Who Believed Their College or University was Not Committed at All or Only Slightly Committed to Hiring Faculty of Color**

   **WHY THIS MATTERS:**

   The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution’s faculty fails to reflect the racial and ethnic diversity of the students it serves.

   — *Explanation in the NACCC report*
iv. APPRAISALS OF INSTITUTIONAL COMMITMENT
HOW SWCC FARED Distribution of Scores among 2019 NACCC Cohort of 21 Schools
f. IMPACT OF EXTERNAL ENVIRONMENTS
Percent of Students Who Indicated Experiencing Racism from Local Police in the City/Town Surrounding Their Campus

WHY THIS MATTERS:
As students are entrusted to institutions by parents and families, there is a responsibility for colleges and universities to actively engage local law enforcement in developing anti-racist professional practices.
— Explanation in the NACCC report
In 2019, Southwestern College conducted surveys of staff and faculty to gauge their perceptions of the campus climate. The Office of Institutional Research and Planning (IRP) engaged the Higher Education Research Institute (HERI) at the University of California at Los Angeles (UCLA) to administer HERI's Staff Climate Survey, a staff survey designed to include measures that specifically focus on aspects related to the climate for diversity, including experiences with discrimination and cross-racial interactions. To obtain faculty perceptions, IRP commissioned HERI to develop a Faculty Climate Survey specifically for Southwestern College to include the same questions as the Staff Climate Survey, except for self-identification questions tailored to faculty.

The Staff Climate Survey cohort included three 4-year institutions and five community colleges. The 2019 survey yielded approximately 1,448 partial and completed surveys. For Southwestern College, data collection lasted six weeks, with four email reminders. The staff response rate was 53.5% or 227 respondents of 424 surveyed. The Faculty Climate Survey was administered only at Southwestern College simultaneously with the Staff Climate Survey and with the same number of email reminders. The faculty response rate was 32% or 317 respondents of 982 surveyed. No incentives were provided to respondents.

HERI provided presentations summarizing the results for each of the staff and faculty surveys, as well as accompanying data tables that included individual responses. The presentations and tables include data for:

- Staff Demographics
- Satisfaction and Sources of Stress
- Perspectives of Campus Climate
- Work Environment

The presentations are not disaggregated by any groups, although the Staff Climate Survey includes cohort data from other participating institutions for comparison purposes. The data tables are disaggregated by gender, race/ethnicity, sexual orientation, political orientation, position and employment status. These presentations and data tables are available at www.swccd.edu/belong. To protect employee identity, cell sizes less than 10 are not reported and indicated as such in the tables, plus smaller sample sizes get decreasingly representative of the entire population.

Southwestern College received the results of the staff survey in July, 2019 and the faculty results in October, 2019. To gain an institutional-level perspective on these results, the Office of Institutional Research and Planning aggregated staff and faculty data for all survey responses into one employee data table. The employee data table includes responses in one “employees overall” grouping, as well as all employees disaggregated by gender, race/ethnicity and position.
In coordination with the College leadership team and to further the institution’s ongoing efforts to address racial climate issues identified in Southwestern College’s Report on the Racial Climate for Faculty and Staff 2019, this report was developed from the “Perspectives on Campus Climate” section of the surveys in the areas of:

- Campus Atmosphere
- Campus Diversity
- Campus Climate
- Diversity
- Workplace Connection
- Institutional Priorities

This report delivers results by employees overall, faculty and staff, and by race/ethnicity. The report’s data table is also available at www.swccd.edu/belong.

The employee data in this report includes a review of selected climate areas and is a valuable tool for focusing on key equity issues at Southwestern College. It is not intended to present all data obtained from the faculty and staff surveys, nor is it intended to indicate survey results that were not included are unimportant. All data obtained from the faculty and staff surveys is available at various levels of disaggregation, and readers are encouraged to review all areas of interest.
In 2019, Southwestern College staff and faculty participated in a survey administered via email by the Office of Institutional Research and Planning & Higher Education Research Institute (HERI) at the University of California at Los Angeles (UCLA). HERI, an acknowledged leader in the area of educational policy, administers surveys annually to students, staff and faculty at higher education institutions throughout the United States.

The response rates from Southwestern employees were **53.5%** for staff and **32.3%** for faculty.

The purpose of the employee survey is to provide perspectives on how faculty and staff view key areas:

- Campus Atmosphere
- Campus Diversity
- Campus Climate
- Discrimination
- Workplace Connection
- Institutional Priorities

Results are tabulated in three categories:

- Employees Overall
- Employees by Staff and Faculty
- Employees by Race/Ethnicity*

**CONCLUSIONS FOR EMPLOYEES OVERALL**

1. **48%** are Satisfied/Very Satisfied with the campus atmosphere when it comes to sexual orientation differences and gender differences.
2. **48%** are Satisfied/Very Satisfied with the ethnic diversity of the faculty, with **53%** Satisfied/Very Satisfied with the racial and ethnic diversity of the staff.
3. **49%** are Satisfied/Very Satisfied with the College's commitment to hiring women and minorities.
4. **80%** are Satisfied/Very Satisfied with the College's appreciation of cultural differences.
5. **40%** of respondents felt there was a lot of racial tension on campus.
6. **50%** assisted a student with a problem about discrimination and over **50%** witnessed discrimination.
7. **52%** Often/Always feel a sense of belonging in their workplace.
8. **91%** felt it was Important/Very Important to improve employee morale.

* Data for additional race/ethnicities (American Indian or Alaska Native, Other, Unknown) are included on the Belong website.
CONCLUSIONS BY STAFF AND FACULTY
1. Staff and faculty perceptions were generally similar to overall perceptions across all six campus climate areas.
2. Both groups had less than 50% Satisfied/Very Satisfied with the atmosphere for political differences, with a lower percentage of staff Satisfied/Very Satisfied.
3. Higher percentages of staff felt discriminated against based on job classification, level of education, or race/ethnicity compared to faculty.

CONCLUSIONS BY RACE/ETHNICITY
1. Lower percentages of Black respondents reported positive perceptions and/or experiences compared to respondents overall across most of the six campus climate areas.
2. A higher percentage of Asian and Black respondents were dissatisfied with employee diversity than overall respondents.
3. Latino/a/x and White respondents were generally similar to respondents across all six campus climate areas.
SUPPORTING DATA
EMPLOYEES

DATA COLLECTION DETAILS

April 2, 2019
INITIAL INVITATION EMAIL

<table>
<thead>
<tr>
<th></th>
<th>STAFF RESPONDENTS</th>
<th>FACULTY RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>227</td>
<td>317</td>
</tr>
</tbody>
</table>

TOTAL RESPONDENTS

<table>
<thead>
<tr>
<th></th>
<th>544</th>
</tr>
</thead>
</table>

TOTAL SAMPLE

<table>
<thead>
<tr>
<th></th>
<th>1,345</th>
</tr>
</thead>
</table>

RESPONSE RATE

<table>
<thead>
<tr>
<th></th>
<th>38.7%</th>
</tr>
</thead>
</table>

SCCD EMPLOYEE SURVEY RESPONDENT DEMOGRAPHIC CHARACTERISTICS

GENDER IDENTITY

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>59.7%</td>
</tr>
<tr>
<td>Man</td>
<td>31.6%</td>
</tr>
<tr>
<td>Gender queer/Gender nonconforming, or a gender identity not listed</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

SELF IDENTITY

<table>
<thead>
<tr>
<th>Self Identity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual/Straight</td>
<td>89.5%</td>
</tr>
<tr>
<td>Gay</td>
<td>3.4%</td>
</tr>
<tr>
<td>Lesbian</td>
<td>1.3%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>2.4%</td>
</tr>
<tr>
<td>Queer</td>
<td>1.4%</td>
</tr>
<tr>
<td>Pansexual</td>
<td>0%</td>
</tr>
<tr>
<td>Not Listed</td>
<td>2%</td>
</tr>
</tbody>
</table>

ETHNIC/RACIAL IDENTITY

<table>
<thead>
<tr>
<th>Ethnic/Racial Identity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.9%</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>6.6%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>40.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.5%</td>
</tr>
<tr>
<td>Other</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

YEARS EMPLOYED AT SWC

<table>
<thead>
<tr>
<th>Years Employed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>7%</td>
</tr>
<tr>
<td>1–4 years</td>
<td>24.8%</td>
</tr>
<tr>
<td>5–10 years</td>
<td>20.1%</td>
</tr>
<tr>
<td>11–15 years</td>
<td>15.9%</td>
</tr>
<tr>
<td>16–20 years</td>
<td>12.8%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

On the graphs on the following pages N = Number of respondents
CAMPUS ATMOSPHERE

POLITICAL DIFFERENCES
RATE YOUR SATISFACTION WITH YOUR INSTITUTION’S ATMOSPHERE FOR POLITICAL DIFFERENCES

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ALL EMPLOYEES
N=489

STAFF
N=211

FACULTY
N=278

ASIAN  BLACK  LATINA/O/X  WHITE
N=41  N=18  N=146  N=215

<table>
<thead>
<tr>
<th></th>
<th>All Employees</th>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied/Very Satisfied</td>
<td>23%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Can’t Rate/Neutral</td>
<td>38%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>40%</td>
<td>45%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Latina/O/X</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied/Very Satisfied</td>
<td>29.3%</td>
<td>22.2%</td>
<td>15.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Can’t Rate/Neutral</td>
<td>46.3%</td>
<td>5.8%</td>
<td>45.9%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>24.4%</td>
<td>72.2%</td>
<td>38.4%</td>
<td>44.2%</td>
</tr>
</tbody>
</table>

30
SEXUAL ORIENTATION DIFFERENCES
RATE YOUR SATISFACTION WITH YOUR INSTITUTION’S ATMOSPHERE FOR SEXUAL ORIENTATION DIFFERENCES

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ALL EMPLOYEES
N=489

STAFF
N=212

FACULTY
N=279

ASIAN
N=42

BLACK
N=18

LATINA/O/X
N=147

WHITE
N=216

35.7% 45.2% 18.0%
19.0% 22.2% 16.7%
53.1% 38.6% 10.6%
49.5% 41.5% 5.4%
41% 41% 12%
GENDER DIFFERENCES
RATE YOUR SATISFACTION WITH YOUR INSTITUTION’S ATMOSPHERE FOR GENDER DIFFERENCES

<table>
<thead>
<tr>
<th>Satisfied/Very Satisfied</th>
<th>Can’t Rate/Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL EMPLOYEES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=489</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACULTY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=279</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASIAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLACK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATINA/O/X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=215</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
INDIVIDUALS WITH DISABILITIES
RATE YOUR SATISFACTION WITH YOUR INSTITUTION’S ATMOSPHERE
TOWARDS INDIVIDUALS WITH DISABILITIES

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ALL EMPLOYEES
N=489

57%
31%
12%

STAFF
N=212

32%
14%
31%

FACULTY
N=277

58%
11%
31%

ASIAN
N=42

35.2%
21.4%
43%

BLACK
N=18

33.3%
22.2%
44%

LATINA/O/X
N=146

34.2%
10.3%
56%

WHITE
N=214

27.6%
10.7%
62%
CAMPUS DIVERSITY

RACIAL & ETHNIC DIVERSITY OF THE FACULTY
RATE YOUR SATISFACTION WITH YOUR INSTITUTION'S ATMOSPHERE FOR RACIAL & ETHNIC DIVERSITY OF THE FACULTY

SATISFIED/VERY SATISFIED  CAN'T RATE/NEUTRAL  DISSA TISFIED/VERY DISSA TISFIED

ALL EMPLOYEES
N=494

Staff
N=214

Faculty
N=280

Asian
N=42

Black
N=18

Latina/O/X
N=149

White
N=215
RACIAL & ETHNIC DIVERSITY OF THE STAFF
RATE YOUR SATISFACTION WITH YOUR INSTITUTION’S ATMOSPHERE FOR
RACIAL & ETHNIC DIVERSITY OF THE STAFF

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ALL EMPLOYEES
N=492

STAFF
N=211

FACULTY
N=281

ASIAN
N=42

BLACK
N=17

LATINA/O/X
N=149

WHITE
N=214
COMMITMENT TO HIRING WOMEN & MINORITIES
RATE YOUR SATISFACTION WITH YOUR INSTITUTION’S ATMOSPHERE FOR COMMITMENT TO HIRING WOMEN & MINORITIES

Satisfied/Very Satisfied  Can’t Rate/Neutral  Dissatisfied/Very Dissatisfied

ALL EMPLOYEES
N=491

53%  27%  19%

Staff
N=210

47%  28.8%  24.3%

Faculty
N=281

50%  32.7%  17.1%

Asian
N=41

35.7%  35.7%  28.6%

Black
N=18

55.6%  18.7%  27.9%

Latina/O/X
N=148

53.4%  25.0%  21.6%

White
N=214

50.9%  36.4%  12.6%
CAMPUS CLIMATE

PUBLIC VOICE & IDEAS

Indicate the extent to which you agree or disagree that this institution encourages staff to have a public voice and share ideas openly.

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ALL EMPLOYEES

N=475

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

STAFF

N=212

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

FACULTY

N=263

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ASIAN

N=39

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

BLACK

N=18

LATINA/O/X

N=143

SATISFIED/VERY SATISFIED  CAN’T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

WHITE

N=210
VALUE OF DIVERSITY

Indicate the extent to which you agree or disagree that this institution’s administrators regularly speak about the value of diversity.

**Satisfied/Very Satisfied**  **Can’t Rate/Neutral**  **Dissatisfied/Very Dissatisfied**

ALL EMPLOYEES  
N=475

- Satisfied/Very Satisfied: 73%
- Can’t Rate/Neutral: 19%
- Dissatisfied/Very Dissatisfied: 8%

STAFF  
N=213

- Satisfied/Very Satisfied: 65%
- Can’t Rate/Neutral: 28%
- Dissatisfied/Very Dissatisfied: 7%

FACULTY  
N=262

- Satisfied/Very Satisfied: 78%
- Can’t Rate/Neutral: 10%
- Dissatisfied/Very Dissatisfied: 11%

ASIAN  
N=41

- Satisfied/Very Satisfied: 55%
- Can’t Rate/Neutral: 33%
- Dissatisfied/Very Dissatisfied: 13%

BLACK  
N=18

- Satisfied/Very Satisfied: 50%
- Can’t Rate/Neutral: 50%
- Dissatisfied/Very Dissatisfied: 9%

LATINA/O/X  
N=148

- Satisfied/Very Satisfied: 89%
- Can’t Rate/Neutral: 23%
- Dissatisfied/Very Dissatisfied: 9%

WHITE  
N=214

- Satisfied/Very Satisfied: 82%
- Can’t Rate/Neutral: 8%
- Dissatisfied/Very Dissatisfied: 9%
CULTURAL DIFFERENCES
INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE THAT THIS INSTITUTION PROMOTES THE APPRECIATION OF CULTURAL DIFFERENCES

SATISFIED/VERY SATISFIED  CAN'T RATE/NEUTRAL  DISSATISFIED/VERY DISSATISFIED

ALL EMPLOYEES
N=475

81%
14%
5%

STAFF
N=210

77%
19%
5%

FACULTY
N=263

84%
11%
5%

ASIAN
N=40

73%
23%
5%

BLACK
N=18

58%
39%
3%

LATINA/O/X
N=140

86%
4%
11%

WHITE
N=210

86%
8%
9%

---

39
RACIAL TENSION
INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE THAT THIS INSTITUTION HAS A LOT OF RACIAL TENSION

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Can't Rate/Don't Know</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N=474</td>
</tr>
</tbody>
</table>

ALL EMPLOYEES

<table>
<thead>
<tr>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree/Strongly Agree</td>
<td>Can't Rate/Don't Know</td>
</tr>
<tr>
<td>33%</td>
<td>13%</td>
</tr>
<tr>
<td>33%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asian</th>
<th>Black</th>
<th>Latina/O/X</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree/Strongly Agree</td>
<td>Can't Rate/Don't Know</td>
<td>Disagree/Strongly Disagree</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>58%</td>
<td>18%</td>
<td>40%</td>
</tr>
<tr>
<td>28%</td>
<td>72%</td>
<td>16%</td>
<td>45%</td>
</tr>
<tr>
<td>39%</td>
<td>44%</td>
<td>18%</td>
<td>40%</td>
</tr>
<tr>
<td>40%</td>
<td>45%</td>
<td>15%</td>
<td>40%</td>
</tr>
</tbody>
</table>
AGE
AT THIS INSTITUTION, HOW OFTEN HAVE YOU BEEN DISCRIMINATED AGAINST OR EXCLUDED FROM ACTIVITIES BECAUSE OF YOUR AGE

NEVER EXPERIENCED  EXPERIENCED

ALL EMPLOYEES
N=484

STAFF
N=204

FACULTY
N=260

ASIAN
N=39

BLACK
N=18

LATINA/O/X
N=140

WHITE
N=207

* For this survey, the term “discrimination” measured perceptions and feelings. It did not reflect discrimination as legally defined.
GENDER/GENDER IDENTITY
AT THIS INSTITUTION, HOW OFTEN HAVE YOU BEEN DISCRIMINATED AGAINST OR EXCLUDED FROM ACTIVITIES BECAUSE OF YOUR GENDER/GENDER IDENTITY

NEVER EXPERIENCED EXPERIENCED

ALL EMPLOYEES
N=481
86% 14%

STAFF
N=202
88% 14%

FACULTY
N=259
86% 14%

ASIAN
N=40
92% 8%

BLACK
N=18
83% 17%

LATINA/O/X
N=142
99% 1%

WHITE
N=210
84% 16%
JOB CLASSIFICATION
AT THIS INSTITUTION, HOW OFTEN HAVE YOU BEEN DISCRIMINATED AGAINST OR EXCLUDED FROM ACTIVITIES BECAUSE OF YOUR JOB CLASSIFICATION

NEVER EXPERIENCED  EXPERIENCED

ALL EMPLOYEES
N=481

40%  60%

STAFF
N=205

45%  55%

FACULTY
N=259

36%  64%

ASIAN
N=39

44%  56%

BLACK
N=18

39%  61%

LATINA/O/X
N=140

37%  63%

WHITE
N=206

41%  59%
RACE/ETHNICITY

At this institution, how often have you been discriminated against or excluded from activities because of your race/ethnicity?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Never Experienced</th>
<th>Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>Black</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Latina/O/x</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>White</td>
<td>21%</td>
<td>79%</td>
</tr>
</tbody>
</table>

**ALL EMPLOYEES**

- Never Experienced: 21%
- Experienced: 79%

**STAFF**

- Never Experienced: 26%
- Experienced: 74%

N = 203

**FACULTY**

- Never Experienced: 18%
- Experienced: 82%

N = 260

---

N = 484
STUDENT DISCRIMINATION
PLEASE INDICATE HOW OFTEN AT THIS INSTITUTION YOU HAVE ASSISTED A STUDENT WITH A PROBLEM ABOUT DISCRIMINATION

NEVER EXPERIENCED  EXPERIENCED  N/A, NO EXPERIENCE

ALL EMPLOYEES
N=470

STAFF
N=209

FACULTY
N=261

ASIAN
N=40

BLACK
N=18

LATINA/O/X
N=140

WHITE
N=207
STUDENT DISCRIMINATION
PLEASE INDICATE HOW OFTEN AT THIS INSTITUTION YOU HAVE WITNESSED DISCRIMINATION AGAINST A STUDENT

NEVER EXPERIENCED  EXPERIENCE  N/A, NO EXPERIENCE

ALL EMPLOYEES
N=467

58% 30% 14%

STAFF
N=208

57% 30% 13%

FACULTY
N=259

55% 30% 15%

ASIAN
N=40

70% 23% 8%

BLACK
N=18

67% 22% 11%

LATINA/O/X
N=139

55% 29% 16%

WHITE
N=206

53% 30% 17%
WORKPLACE CONNECTION

BELONGING
CONSIDERING YOUR EXPERIENCE AT SWC AS A MEMBER OF YOUR RACIAL OR ETHNIC GROUP, HOW OFTEN DO YOU FEEL A SENSE OF BELONGING IN YOUR WORKPLACE

NEVER/RARELY    SOMETIMES    OFTEN ALWAYS

ALL EMPLOYEES
N=428

52%  17%  31%

STAFF
N=191

55%  17%  28%

FACULTY
N=237

49%  17%  34%

ASIAN
N=35

51%  17%  31%

BLACK
N=16

50%  19%  31%

LATINA/O/X
N=188

53%  18%  29%

WHITE
N=132

58%  13%  30%
INSTITUTIONAL PRIORITIES

MORALE

HOW IMPORTANT IS IT TO YOU PERSONALLY THAT THIS INSTITUTION PURSUES THE GOAL TO IMPROVE OVERALL EMPLOYEE MORALE?

IMPORTANT/VERY IMPORTANT    SOMEWHAT IMPORTANT    NOT IMPORTANT/NOT VERY IMPORTANT

ALL EMPLOYEES
N=428

91% 5% 3%

STAFF
N=195

94% 6% 1%

FACULTY
N=239

89% 8% 3%

ASIAN
N=35

100%

BLACK
N=16

100%

LATINA/O/X
N=132

92% 7% 1%

WHITE
N=188

89% 6% 4%
OUR EFFORTS
Since 2015 when the College’s Governing Board made a commitment to address racial tensions, Southwestern has been actively pursuing a roadmap to inclusion. The first step was to involve the campus in a problem-finding and problem-solving process. Three areas emerged as the main areas of immediate focus: racial tensions, accountability and human resources practices.

In 2017, the College hired Superintendent/President Dr. Kindred Murillo, an educational leader experienced in implementing culture shifts. Dr. Shaun Harper, of the USC Race and Equity Center, was brought onboard to assess racial tensions that same year. In 2018, the College hired Dr. Steven Jones, one of the nation’s leading experts on inclusion and diversity, and additionally engaged two independent consultants to conduct assessments of hiring and human resources practices.

The consultants, in collaboration with College stakeholders, reviewed and extensively studied practices and policies at the College, as well as conducted numerous meetings and conversations with students, staff and faculty. Using these findings, Southwestern’s Governing Board and leadership team implemented new ways of doing business that were designed to be more equitable and inclusive:

• Expanded professional development to include implicit bias, inclusion, SAFE Zone and student equity.
• Screened all complaints to determine if they are a management issue and assigned them to an investigator within 72 hours of receipt.
• Required all interview committee members to be trained in implicit bias and EEO training.
• Developed the Advancing Equity Teaching Institute. The first cohort has completed the institute. A second cohort is in the planning phase.
• Equalized student learning communities’ budgets to ensure the district supported all the learning communities.
• The campus police department underwent additional training on de-escalation and community-oriented policies.
• Increased regular communications to the campus community by the Superintendent/President.

NEXT STEPS
The Southwestern College Governing Board is deeply committed to the development and success of all students by creating an equity-focused, inclusive college. The board affirms that the district shall provide an education and work environment that is welcoming and supportive of all members of the college community, regardless of race, ethnicity, gender, disability, sexual orientation, age or religion as demonstrated in the Board Goals and SWC Student Access, Equity, Success and Completion Commitment Statement. This statement and the board resolutions referenced below are on the College’s website.

• Adopted Resolution No. 2183 that affirms a commitment to equity and dismantling the impacts of institutionalized racism founded on anti-blackness.
• Passed Resolution No. 2173 that affirms the College’s commitment to student success and equity as we respond to and recover from the COVID-19 pandemic.
• Passed Resolution No. 2174 that denounces xenophobia and anti-Asian sentiment arising due to fears of the COVID-19 pandemic and affirming Southwestern College’s commitment to the well-being and safety of Asian-American communities.
• Passed resolutions to recognize heritage months.
• Updated and approved Board Policy No. 1200 Institutional Mission, Vision & Values.
• Updated and approved Board Policy No. 7100 which is a Commitment to Equity, Diversity, and Inclusion.
• Joined Amicus Brief in support of DACA students.
• Joined Amicus Brief in support of DACA, Veteran and other students left out of CARES Act student relief aid.
• Holds monthly standing update at Governing Board meetings by the Superintendent/President on racial climate for faculty and staff.
• Approved an agreement for the College to join 42 other colleges and universities as members of the California Community College Equity Leadership Alliance.
• Has held listening sessions with our employee groups Black Alliance and Chicano Latino Coalition and will meet with the LGBTQIA+ group Sexuality and Gender Acceptance (SAGA) in the fall and the Asian Pacific Islander (API) once it is officially formed.
• Created a new Communications committee to work with district staff on communications and community relations.
• Approved a new executive level position and job description for, and hired, an Executive Officer of Equity and Engagement.

The students, faculty and staff who participated in the College’s climate surveys have provided campus leadership with a wealth of information about how they feel about the inclusivity of Southwestern College.

The first order of business is to make available to the campus community the results of all the surveys and to answer any questions that may be derived from them. To efficiently disseminate this information, the College has developed a webpage devoted to campus climate—www.swccd.edu/belong.

The webpage contains additional data to what was presented in this report. The huge amount of information realized from the surveys was consolidated and summarized by researchers to provide an accurate picture of the racial climate on campus. The additional information on the website will provide a more granular look of the various data sets.

The survey results, qualitative focus group results and the affinity group discussions provided information to help shape conversations around:
• Areas for improvement for human resources and business processes and systems
• Moving the College to more utilization of technology
• Developing equity-focused leadership
• Continued accountability efforts
• Shifting from a culture of fear and retaliation to one of trust and collaboration
• Shifting from a culture of racial tensions to a culture of belonging for all races, ethnicities and forms of diversity

The College’s leadership team intends to hold a series of briefings and workshops either in-person or online about the topics addressed in the surveys. Superintendent/President Murillo will send an email newsletter each quarter with information about the College’s efforts to improve race relations and other issues of equity that were covered in the surveys.
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USC Race and Equity Center

CAMPUS RESOURCES
Counseling and Student Success
Disability Support Services
Health and Wellness Services
Human Resources
Institutional Research and Planning
Office of Student Equity Programs and Services
Professional Development Program
Office of Student Affairs
Title IX Office
Southwestern College has long been committed to improving the equity for each member of its community. Its students, faculty and staff are united in their efforts to make the College a more welcoming, diverse and discrimination-free place of mutual learning and growth.

By participating in the 2019 surveys of the campus climate at their school, the faculty, staff and students contributed a wealth of verified data that show where the College is doing well and identified areas for improvement.

The surveys have provided a series of guideposts which the institution will use to mark its journey to becoming better at addressing issues of race and discrimination of all types.

As the College continues on its path to achieving its goal of becoming the institution, which sets the standard for its positive and inclusive campus climate and care for students and employees, the leadership of Southwestern College will keep you apprised along the way.
The Southwestern Community College District does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability, age, or marital status in any of its policies, procedures, or practices. This nondiscrimination policy covers admission, employment, and access to all college programs and activities. Questions about the Rehabilitation Act of 1973, Section 504, and student grievances should be directed to the Dean of Student Services, at 619-482-6399. Title IX inquiries should be directed to the Title IX Administrator, at 619-482-6329. Inquiries regarding Equal Employment Opportunity and other nondiscrimination policies and procedures should be directed to the Executive Vice President for Human Resources, 619-482-6329.

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