

Employee Responses to the Inventory of Diversity and Equity, Fall 2011

Compiled by Dr. M Pettitt, IR, 11-21-11

The results of this survey administered in a web-based format during October-November 2011 are presented in two sections. Section I presents the frequencies for all responses as well as a summary of the items with the highest “strongly agree”/”agree” responses, and those with the highest cumulative percentages for “Don’t Know,” “Strongly Disagree,” “Disagree,” and “Neutral” responses (pg. 13).

Section II (which begins on pg. 14) presents the mean responses for all respondents and broken down by employee group. Note that the complete question is presented in the Frequencies section, but only the abbreviated titles appear in the Means section.

Section I -- Frequencies

Campus/Center

	Frequency	Percent	Valid Percent	Cumulative Percent
MV	246	82.8	82.8	82.8
WUC/SoWhid/SJC	46	15.5	15.5	98.3
eLearning	5	1.7	1.7	100.0
Total	297	100.0	100.0	

Hispanic

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12	4.0	4.1	4.1
No	276	92.9	93.6	97.6
Prefer not to respond	7	2.4	2.4	100.0
Total	295	99.3	100.0	
Missing System	2	.7		
Total	297	100.0		

Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
American Indian/Alaska Native	6	2.0	2.1	2.1
Asian	13	4.4	4.5	6.5
Black/African American	17	5.7	5.8	12.3
Hawaiian/Other Pacific Islander	2	.7	.7	13.0
White	254	85.5	87.0	100.0
Total	292	98.3	100.0	
Missing System	5	1.7		
Total	297	100.0		

Employee Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Administrator	23	7.7	7.8	7.8
Staff	123	41.4	41.7	49.5
Faculty	149	50.2	50.5	100.0
Total	295	99.3	100.0	
Missing System	2	.7		
Total	297	100.0		

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	217	73.1	75.3	75.3
Male	71	23.9	24.7	100.0
Total	288	97.0	100.0	
Missing System	9	3.0		
Total	297	100.0		

1. This institution has publicly committed itself to the promotion of equity and fairness.

Promotion of Equity and Fairness

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	8	2.7	2.7	2.7
Strongly Disagree	5	1.7	1.7	4.4
Disagree	13	4.4	4.4	8.8
Neutral	27	9.1	9.2	18.0
Agree	123	41.4	41.7	59.7
Strongly Agree	119	40.1	40.3	100.0
Total	295	99.3	100.0	
Missing System	2	.7		
Total	297	100.0		

2. Closing gaps in student outcomes (retention and graduation) between racial and ethnic groups is a part of this college's vision for the future.

Closing Gaps-Future Vision

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	18	6.1	6.1	6.1
Strongly Disagree	7	2.4	2.4	8.5
Disagree	13	4.4	4.4	13.0
Neutral	43	14.5	14.7	27.6
Agree	108	36.4	36.9	64.5
Strongly Agree	104	35.0	35.5	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

3. The college climate indicates a respect for inclusiveness.

Respect for Inclusiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	20	6.7	6.8	6.8
Strongly Disagree	6	2.0	2.0	8.8
Disagree	16	5.4	5.4	14.2
Neutral	34	11.4	11.5	25.8
Agree	107	36.0	36.3	62.0
Strongly Agree	112	37.7	38.0	100.0
Total	295	99.3	100.0	
Missing System	2	.7		
Total	297	100.0		

4. This college consistently demonstrates a commitment to equity for all students.

Commitment to Equity

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	13	4.4	4.4	4.4
Strongly Disagree	8	2.7	2.7	7.1
Disagree	13	4.4	4.4	11.5
Neutral	49	16.5	16.6	28.1
Agree	106	35.7	35.9	64.1
Strongly Agree	106	35.7	35.9	100.0
Total	295	99.3	100.0	
Missing System	2	.7		
Total	297	100.0		

5. Institutional policies are sensitive to the needs of a diverse student population.

Policies Sensitive to Diverse Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	19	6.4	6.4	6.4
Strongly Disagree	8	2.7	2.7	9.2
Disagree	25	8.4	8.5	17.6
Neutral	48	16.2	16.3	33.9
Agree	115	38.7	39.0	72.9
Strongly Agree	80	26.9	27.1	100.0
Total	295	99.3	100.0	
Missing System	2	.7		
Total	297	100.0		

6. This institution routinely reviews and discusses student outcome data (retention, graduation, course completion) that is disaggregated by race, income, and other demographic factors.

Review Disaggregated Data

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	104	35.0	35.5	35.5
Strongly Disagree	16	5.4	5.5	41.0
Disagree	27	9.1	9.2	50.2
Neutral	41	13.8	14.0	64.2
Agree	53	17.8	18.1	82.3
Strongly Agree	52	17.5	17.7	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

7. Student support staff routinely discuss and assess how their services address achievement gaps between students of different racial, ethnic, and income groups.

Student Services Staff Discuss & Assess

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	128	43.1	44.1	44.1
Strongly Disagree	13	4.4	4.5	48.6
Disagree	42	14.1	14.5	63.1
Neutral	36	12.1	12.4	75.5
Agree	40	13.5	13.8	89.3
Strongly Agree	31	10.4	10.7	100.0
Total	290	97.6	100.0	
Missing System	7	2.4		
Total	297	100.0		

8. The college's staffing reflects the racial and ethnic composition of its service area's populations (community or region).

Staffing Reflects Community Diversity

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	30	10.1	10.3	10.3
Strongly Disagree	40	13.5	13.7	24.1
Disagree	51	17.2	17.5	41.6
Neutral	49	16.5	16.8	58.4
Agree	66	22.2	22.7	81.1
Strongly Agree	55	18.5	18.9	100.0
Total	291	98.0	100.0	
Missing System	6	2.0		
Total	297	100.0		

9. At this institution equity and fairness is considered during the hiring process.

Equity During Hiring Process

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	63	21.2	21.7	21.7
Strongly Disagree	12	4.0	4.1	25.9
Disagree	21	7.1	7.2	33.1
Neutral	35	11.8	12.1	45.2
Agree	94	31.6	32.4	77.6
Strongly Agree	65	21.9	22.4	100.0
Total	290	97.6	100.0	
Missing System	7	2.4		
Total	297	100.0		

10. Most faculty have sufficient experience with or knowledge of how to teach students from diverse backgrounds.

Faculty Experience with Diversity

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	90	30.3	30.7	30.7
Strongly Disagree	16	5.4	5.5	36.2
Disagree	40	13.5	13.7	49.8
Neutral	54	18.2	18.4	68.3
Agree	67	22.6	22.9	91.1
Strongly Agree	26	8.8	8.9	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

11. Most staff have sufficient experience with or knowledge of how to work with students from diverse backgrounds.

Staff Experience with Diversity

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	79	26.6	27.1	27.1
Strongly Disagree	16	5.4	5.5	32.5
Disagree	30	10.1	10.3	42.8
Neutral	70	23.6	24.0	66.8
Agree	67	22.6	22.9	89.7
Strongly Agree	30	10.1	10.3	100.0
Total	292	98.3	100.0	
Missing System	5	1.7		
Total	297	100.0		

12. Most administrators have sufficient experience with or knowledge of how to work with students from diverse backgrounds.

Admin Experience with Diversity

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	101	34.0	34.5	34.5
Strongly Disagree	14	4.7	4.8	39.2
Disagree	33	11.1	11.3	50.5
Neutral	58	19.5	19.8	70.3
Agree	55	18.5	18.8	89.1
Strongly Agree	32	10.8	10.9	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

13. Front-line staff are sensitive to culturally diverse students.

Front Line Staff Sensitive

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	74	24.9	25.3	25.3
Strongly Disagree	8	2.7	2.7	28.0
Disagree	17	5.7	5.8	33.8
Neutral	36	12.1	12.3	46.1
Agree	98	33.0	33.4	79.5
Strongly Agree	60	20.2	20.5	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

14. Student support services are effective for a diverse student population.

Effective Student Support Services

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	61	20.5	21.3	21.3
Strongly Disagree	4	1.3	1.4	22.6
Disagree	16	5.4	5.6	28.2
Neutral	36	12.1	12.5	40.8
Agree	116	39.1	40.4	81.2
Strongly Agree	54	18.2	18.8	100.0
Total	287	96.6	100.0	
Missing System	10	3.4		
Total	297	100.0		

15. Multicultural perspectives are integrated throughout the curriculum.

Curriculum Integrates Multicultural Perspectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	87	29.3	29.8	29.8
Strongly Disagree	18	6.1	6.2	36.0
Disagree	25	8.4	8.6	44.5
Neutral	52	17.5	17.8	62.3
Agree	77	25.9	26.4	88.7
Strongly Agree	33	11.1	11.3	100.0
Total	292	98.3	100.0	
Missing System	5	1.7		
Total	297	100.0		

16. Faculty members hold high expectations for the success of all students.

Faculty Have High Expectations for All

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	26	8.8	8.9	8.9
Strongly Disagree	2	.7	.7	9.6
Disagree	16	5.4	5.5	15.1
Neutral	29	9.8	9.9	25.0
Agree	111	37.4	38.0	63.0
Strongly Agree	108	36.4	37.0	100.0
Total	292	98.3	100.0	
Missing System	5	1.7		
Total	297	100.0		

17. Professional development opportunities have increased cultural competence across all college units.

Prof Development=Increase Competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	83	27.9	28.5	28.5
Strongly Disagree	9	3.0	3.1	31.6
Disagree	48	16.2	16.5	48.1
Neutral	66	22.2	22.7	70.8
Agree	60	20.2	20.6	91.4
Strongly Agree	25	8.4	8.6	100.0
Total	291	98.0	100.0	
Missing System	6	2.0		
Total	297	100.0		

18. Instructional and student services areas carefully coordinate their work to support a diverse student population.

SS & Instruction Coordinate to Support Diversity

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	92	31.0	31.6	31.6
Strongly Disagree	8	2.7	2.7	34.4
Disagree	41	13.8	14.1	48.5
Neutral	48	16.2	16.5	64.9
Agree	70	23.6	24.1	89.0
Strongly Agree	32	10.8	11.0	100.0
Total	291	98.0	100.0	
Missing System	6	2.0		
Total	297	100.0		

19. The college routinely creates opportunities for students of color and low-income students to voice opinions about their college experience.

Student Opportunities to Voice Opinions

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	82	27.6	28.0	28.0
Strongly Disagree	7	2.4	2.4	30.4
Disagree	48	16.2	16.4	46.8
Neutral	57	19.2	19.5	66.2
Agree	60	20.2	20.5	86.7
Strongly Agree	39	13.1	13.3	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

20. Students of color and low-income students are encouraged to assume student leadership positions at the college and supported when they do so.

Opportunities to Assume Leadership Positions

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	99	33.3	33.8	33.8
Disagree	10	3.4	3.4	37.2
Neutral	24	8.1	8.2	45.4
Agree	103	34.7	35.2	80.5
Strongly Agree	57	19.2	19.5	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

21. Students of color and low-income students routinely have opportunities to be hired for student jobs at the college.

Opportunities for Jobs on Campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Don't Know	95	32.0	32.4	32.4
Strongly Disagree	4	1.3	1.4	33.8
Disagree	7	2.4	2.4	36.2
Neutral	35	11.8	11.9	48.1
Agree	82	27.6	28.0	76.1
Strongly Agree	70	23.6	23.9	100.0
Total	293	98.7	100.0	
Missing System	4	1.3		
Total	297	100.0		

The five (5) items with combined “Agree” and “Strongly Agree” response rates at or above 65% include the following:

- 81% -- This institution has publicly committed itself to the promotion of equity and fairness.
- 73% -- Closing gaps in student outcomes (retention and graduation) between racial and ethnic groups is a part of this college’s vision for the future.
- 74% -- The college climate indicates a respect for inclusiveness.
- 71% -- This college consistently demonstrates a commitment to equity for all students.
- 65% -- Institutional policies are sensitive to the needs of a diverse student population.

Items with the highest cumulative percentages for “Don’t Know,” “Strongly Disagree,” “Disagree,” and “Neutral” response categories represent those items for which there is the greatest disagreement and/or lack of awareness. The six items with a combined percentage of those responses at or above 65%:

- 76% -- Student support staff routinely discuss and assess how their services address achievement gaps between students of different racial, ethnic, and income groups.
- 71% -- Professional development opportunities have increased cultural competence across all college units.
- 70% -- Most administrators have sufficient experience with or knowledge of how to work with students from diverse backgrounds.
- 67% -- Most staff have sufficient experience with or knowledge of how to work with students from diverse backgrounds.
- 68% -- Most faculty have sufficient experience with or knowledge of how to teach students from diverse backgrounds.
- 65% -- The college routinely creates opportunities for students of color and low-income students to voice opinions about their college experience.

Section II - Means

The following table presents the mean responses to this survey. The responses ranged from 1 “Strongly Disagree” to 5 “Strongly Agree.” *The “don’t know” responses were excluded from this analysis.*

Item	Mean			
	All (N=297)	Staff (N=123)	Faculty (N =149)	Admin (N=23)
Promotion of Equity and Fairness	4.18	4.15	4.22	4.30
Closing Gaps-Future Vision	4.05	4.12	3.99	4.30
Respect for Inclusiveness	4.10	4.09	4.15	4.09
Commitment to Equity	4.02	4.21	3.96	3.68
Policies Sensitive to Diverse Students	3.85	3.99	3.78	3.62
Review Disaggregated Data	3.52	3.51	3.29	3.71
Student Services Staff Discuss & Assess	3.21	3.06	3.40	3.06
Staffing Reflects Community Diversity	3.17	3.51	3.01	2.32
Equity During Hiring Process	3.79	3.65	3.92	3.90
Faculty Experience with Diversity	3.23	3.29	3.22	3.21
Staff Experience with Diversity	3.31	3.38	3.39	3.19
Admin Experience with Diversity	3.30	3.28	3.39	3.14
Front Line Staff Sensitive	3.84	3.97	3.88	3.00
Effective Student Support Services	3.88	3.95	3.91	3.68
Curriculum Integrates Multicultural Perspectives	3.40	3.22	3.55	3.35
Faculty Have High Expectations for All	4.15	4.11	4.20	4.29
Prof Development=Increase Competence	3.21	3.32	3.28	2.55
SS & Instruction Coordinate to Support Diversity	3.39	3.40	3.46	3.15
Student Opportunities to Voice Opinions	3.36	3.45	3.37	3.06
Opportunities to Assume Leadership Positions	4.07	4.12	4.01	4.12
Opportunities for Jobs on Campus	4.05	4.13	4.02	3.74

The table below shows the mean responses for all survey participants from the lowest agreement to the highest.

Item	Mean
Staffing Reflects Community Diversity	3.17
Student Services Staff Discuss & Assess	3.21
Prof Development=Increase Competence	3.21
Faculty Experience with Diversity	3.23
Admin Experience with Diversity	3.30
Staff Experience with Diversity	3.31
Student Opportunities to Voice Opinions	3.36
SS & Instruction Coordinate to Support Diversity	3.39
Curriculum Integrates Multicultural Perspectives	3.40
Review Disaggregated Data	3.52
Equity During Hiring Process	3.79
Front Line Staff Sensitive	3.84
Policies Sensitive to Diverse Students	3.85
Effective Student Support Services	3.88
Commitment to Equity	4.02
Closing Gaps-Future Vision	4.05
Opportunities for Jobs on Campus	4.05
Opportunities to Assume Leadership Positions	4.07
Respect for Inclusiveness	4.10
Faculty Have High Expectations for All	4.15
Promotion of Equity and Fairness	4.18

Note: A pdf version of the inventory is available at

<http://www.achievingthedream.org/Portal/Modules/0c750c05-fa21-4dd3-90b0-7c125a1016a6.asset?>

While not the web-based version created by Skagit's Institutional Research Office, this survey was replicated exactly to create that web-based survey.