



MIRACOSTA COLLEGE

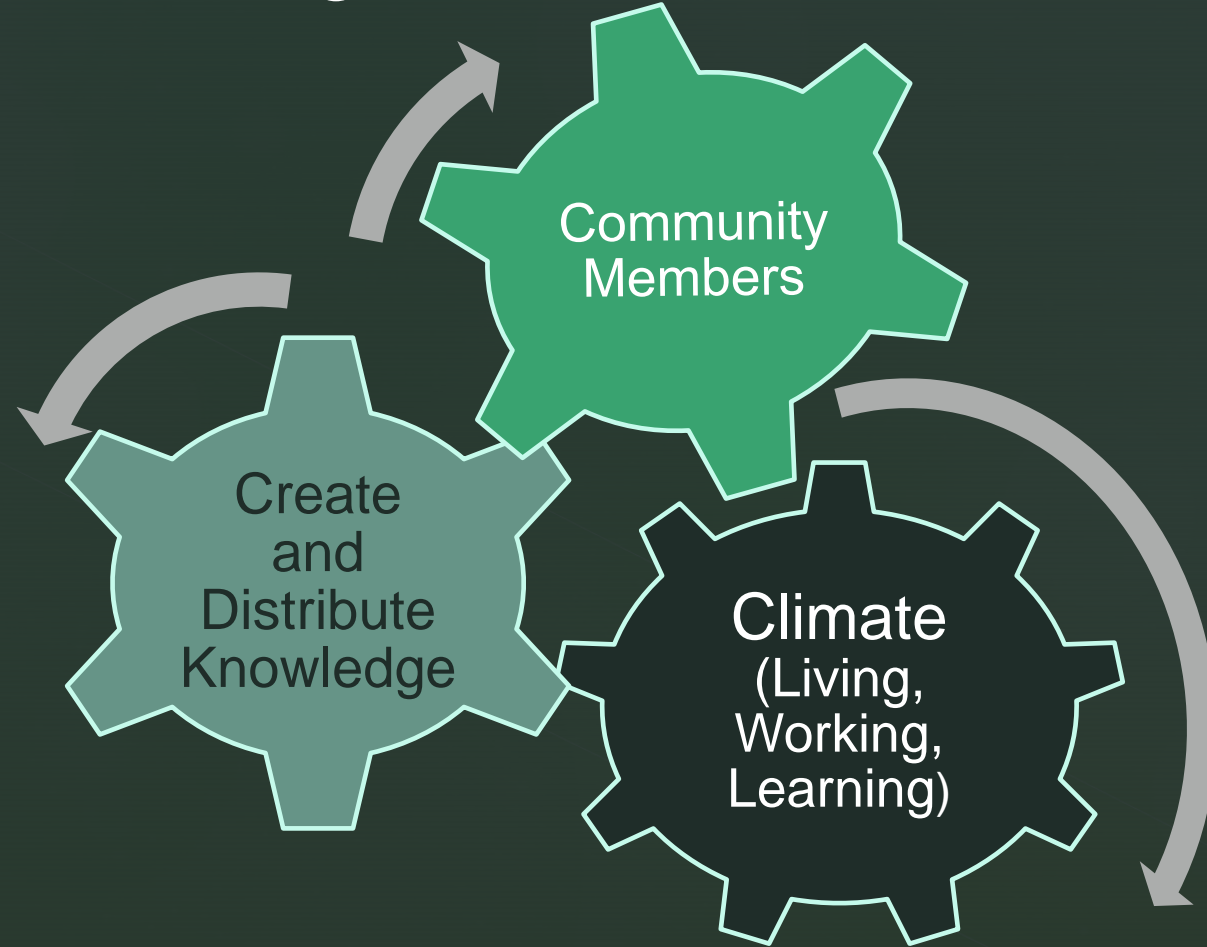


**Your Experience: Learning,
Living, and Working**

October 8, 2020



Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, Griffin, Arellano, & Cuellar, 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba & Museus, 2011; Soria, 2018; Strayhorn, 2019



Assessing Campus Climate

Definition

- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

Measurement

- Personal Experiences
- Perceptions
- Institutional Efforts



Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes.**³

¹ Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Patton, 2011; Strayhorn, 2012; Buckley, & Park, 2019; Fernandez, Merson, Ro, & Rankin, 2019.

² Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Shelton, 2019; Yosso, Smith, Ceja, & Solórzano, 2009; Crisp, Taggart, & Nora, 2015;

³ Hale, 2004; Harper & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, 2016; Museus, Shiroma, & Dizon, 2016.



Campus Climate & Faculty/Staff



The personal and professional development of employees are impacted by campus climate.¹



Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.²



Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being.³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, 2015; Urrieta, Méndez, & Rodríguez, 2015

² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Vaccaro, 2012; Griffin, Pifer, Humphrey, & Hazelwood, 2011; Vaccaro, 2012

³ Young, Anderson, & Stewart, 2014; Costello, 2012; Garcia, 2016; Mayhew, Grunwald, & Dey, 2006

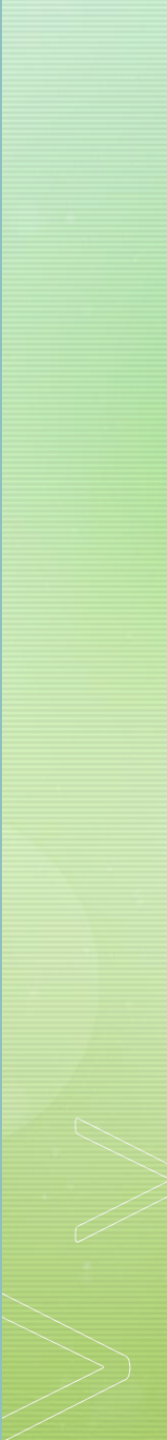


Climate Matters





Climate Matters





What Are Students Demanding?



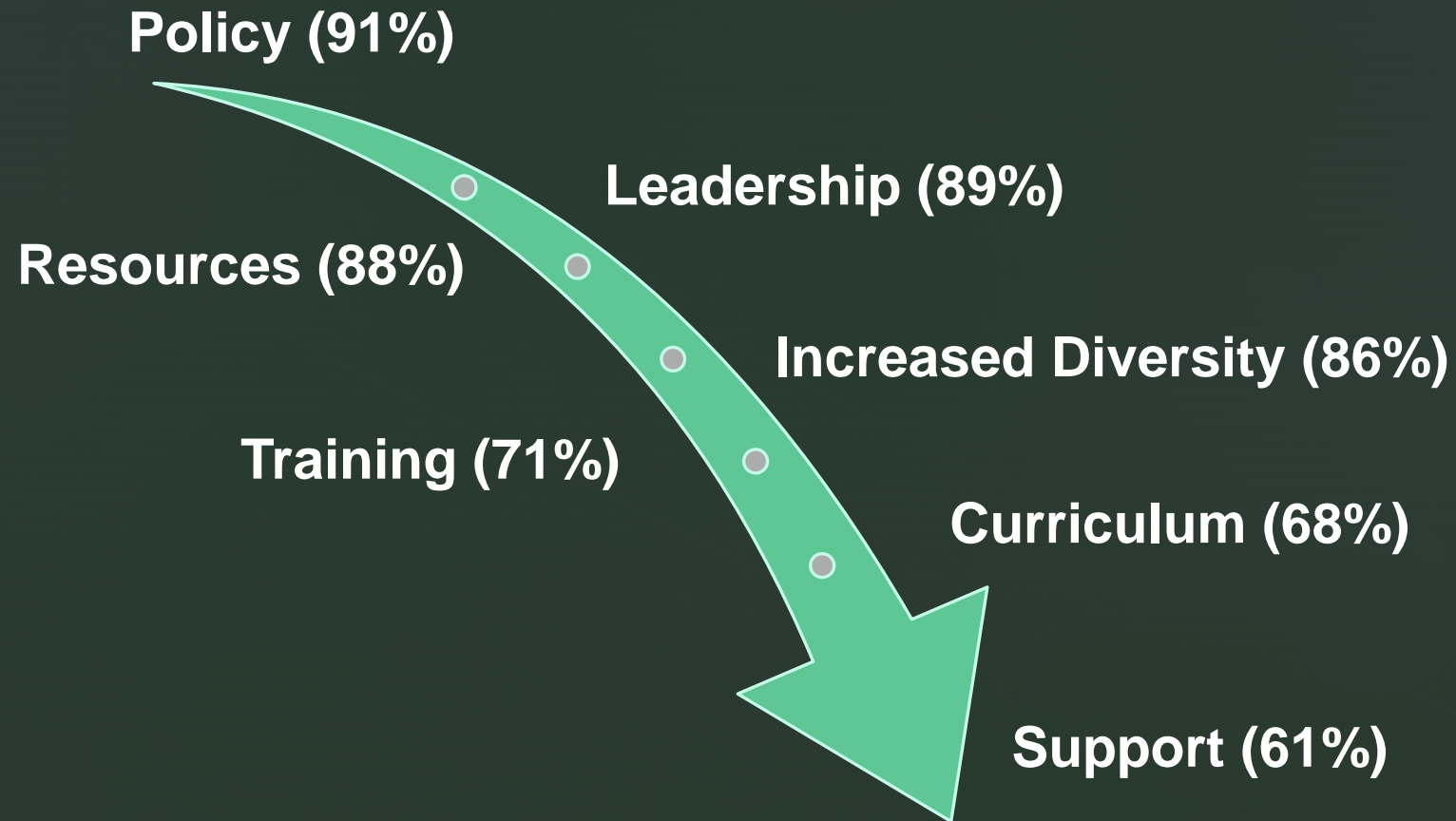
While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)



Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.



Seven Major Themes





Responses to Unwelcoming Campus Climates

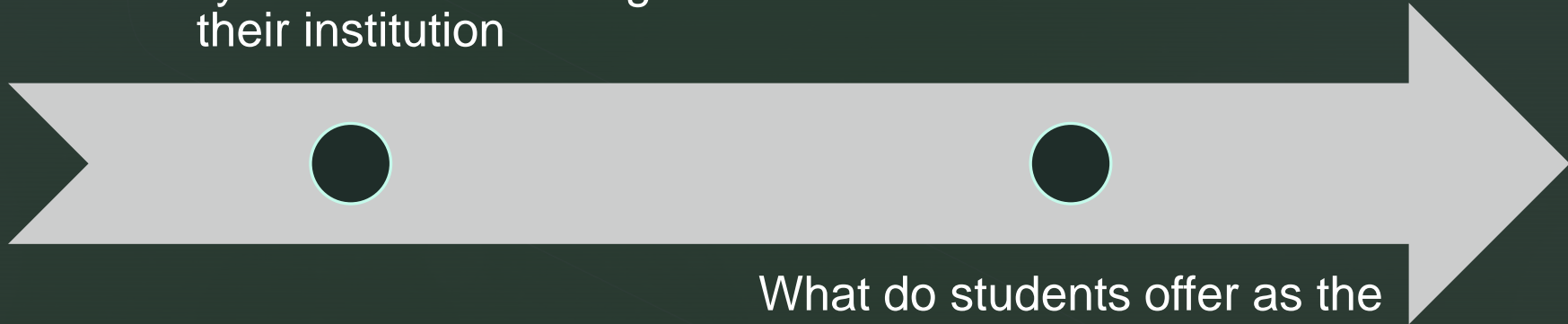
What are students' behavioral
responses?





Lack of Persistence

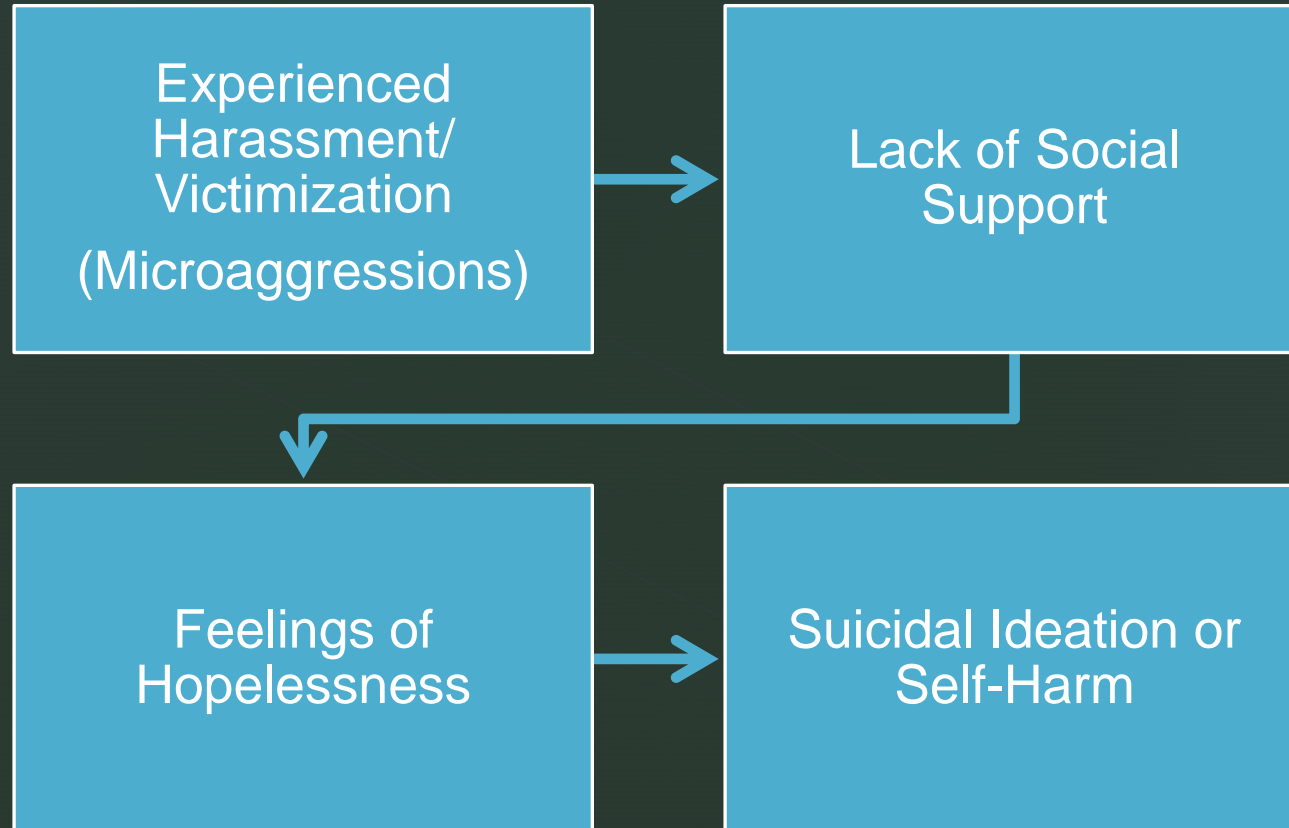
30% of respondents have seriously considered leaving their institution



What do students offer as the main reason for their departure?



Student Departure





Projected Outcomes



MiraCosta College will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



MiraCosta College will use the results of the survey to inform current/on-going work.



Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

Survey

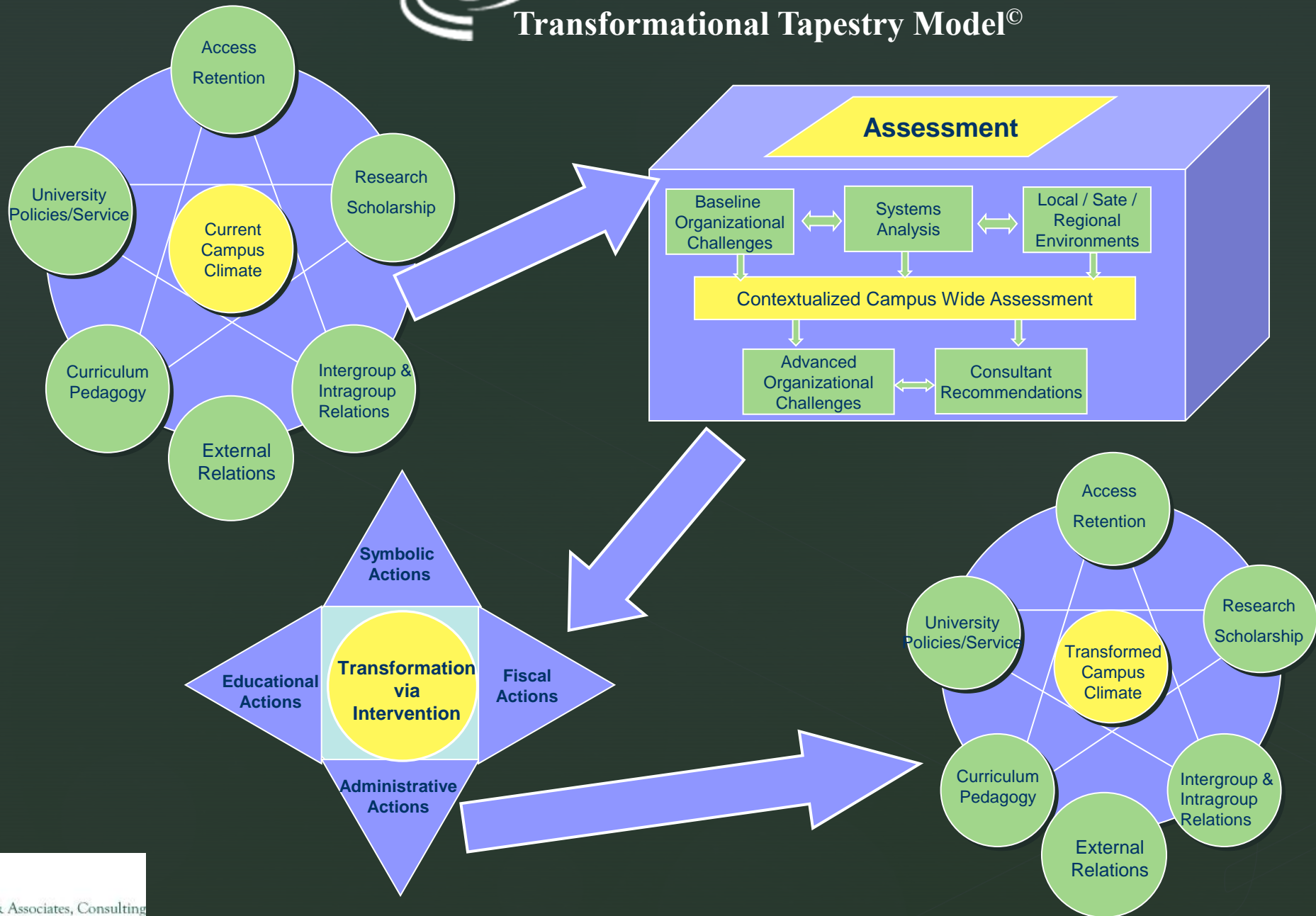
- Examine the climate

Follow-up

- Building on the successes and addressing the challenges



Transformational Tapestry Model[©]





Project Overview

Phase I

- Initial Proposal Meetings
- Focus Groups
- Outreach Plan

Phase II

- Survey Tool Development and Implementation

Phase III

- Data Analysis

Phase IV

- Final Report and Presentation
- Develop Actions

Phase I

Spring 2019

The Climate Study Working Group (CSWG; includes faculty, staff, students, and administrators) was created.

20 focus groups were conducted, composed of 110 participants on May 6th, 2019

Data from the focus groups informed the CSWG and R&A in constructing questions for the survey.

Phase II Summer-Fall 2019

Meetings with the CSWG to develop the survey instrument

The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire MiraCosta College community via an invitation from Superintendent/President Sunita Cooke.

Phase III Spring 2020

Quantitative and qualitative analyses conducted

Phase IV

Summer-Fall 2020

Report draft reviewed by the CSWG

Final report submitted to MiraCosta College

Presentation to MiraCosta College campus community

Identify process to develop actions



Instrument/Sample



Online Survey Instrument

- 119 questions including space for respondents to provide commentary

Sample = Population

- All community members were invited to take the survey
- Available from October 15th 2019 through November 18th 2019



Structure of the Survey

Section

1: Personal Experiences of Campus Climate

2: Workplace Climate for Employees

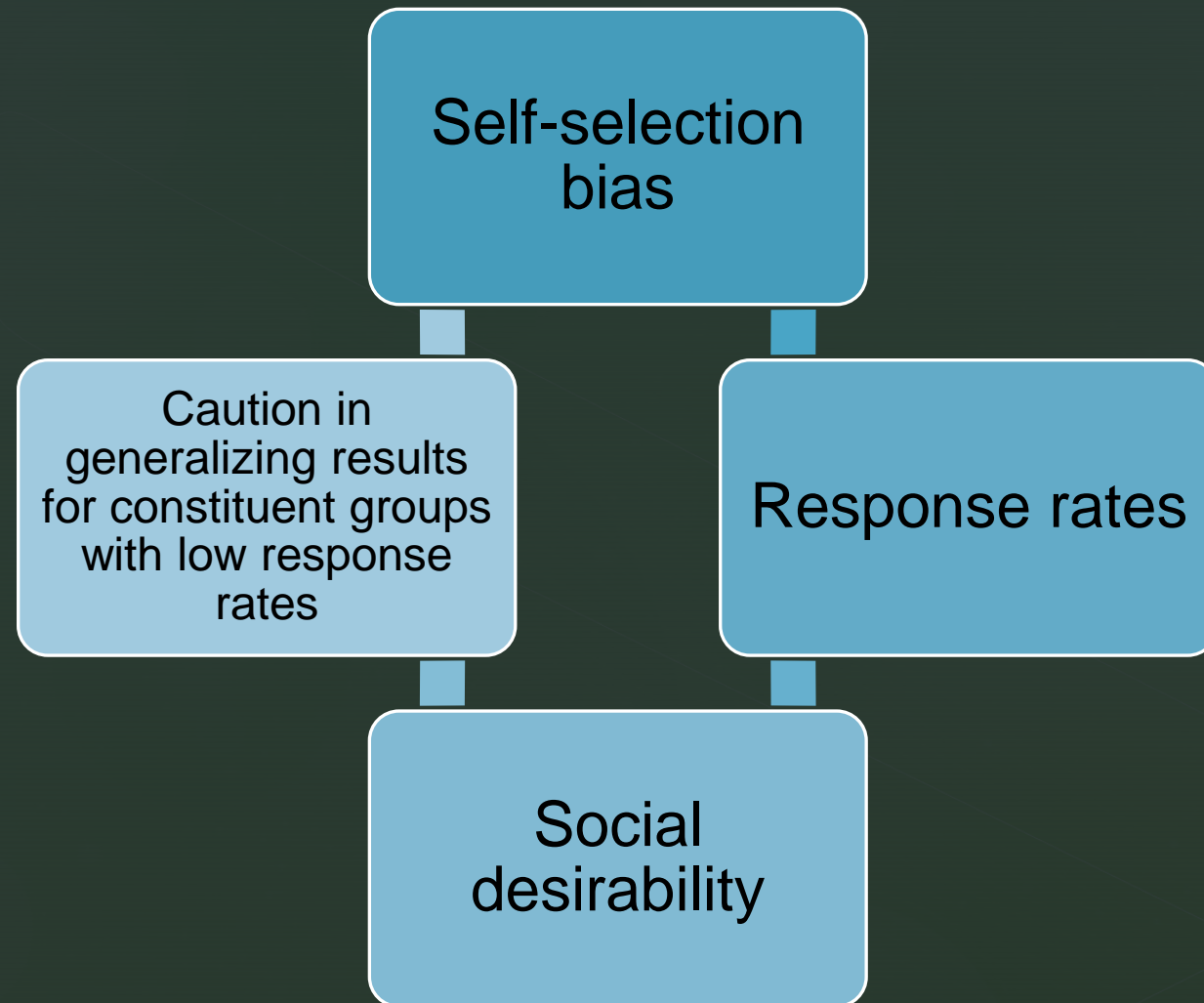
3. Demographic Information

4. Perceptions of Campus Climate

5. Institutional Actions

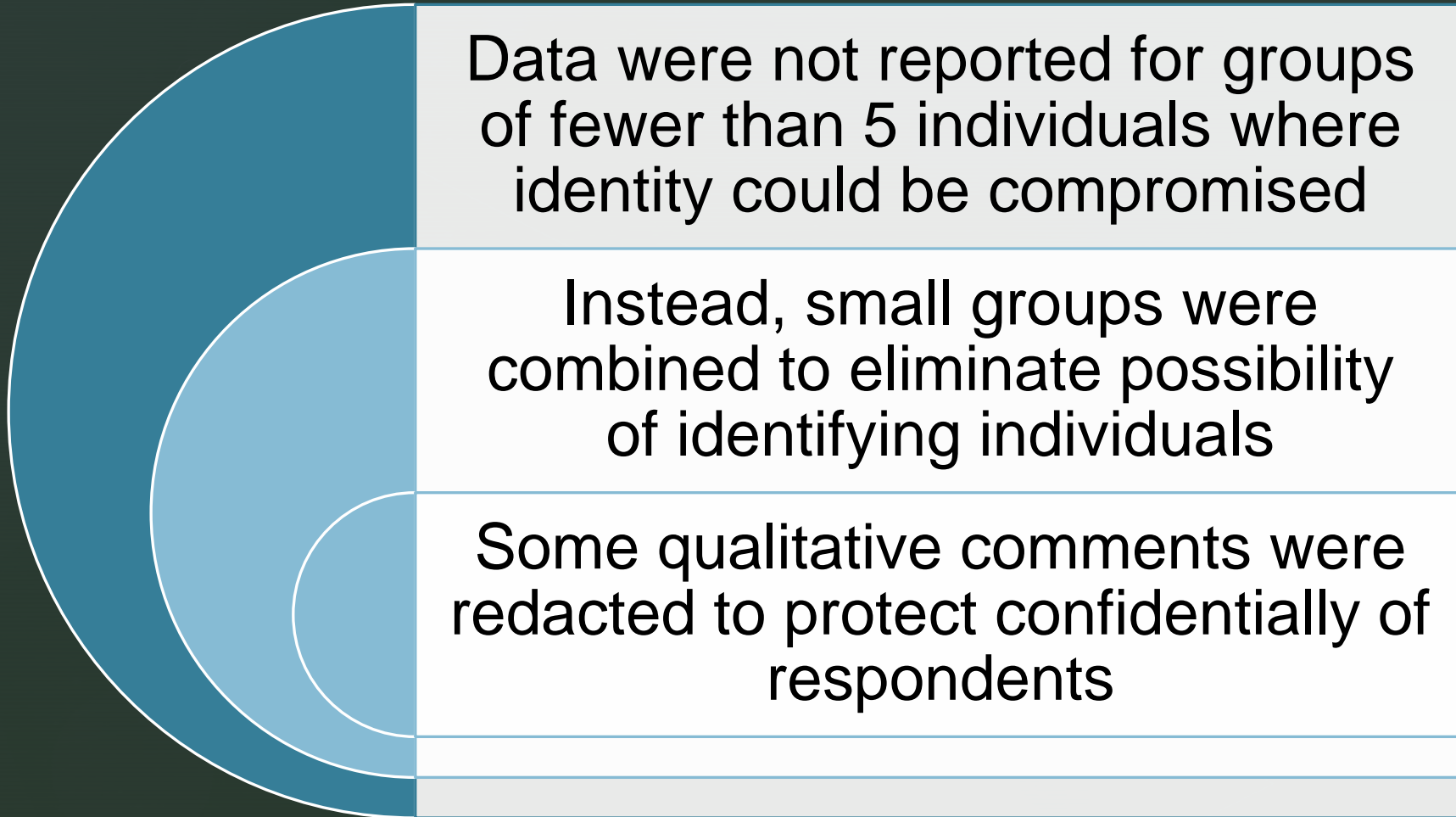


Survey Limitations





Protecting Confidentiality





Results: Response Rates





Who are the respondents?

16% overall response rate

2,815 surveys were returned



Response Rates by Position

14%

- Student ($n = 2,237$)

32%

- Faculty ($n = 281$)

76%

- Staff ($n = 297$)



Response Rates by Gender Identity

18%

- Women ($n = 1,843$)

13%

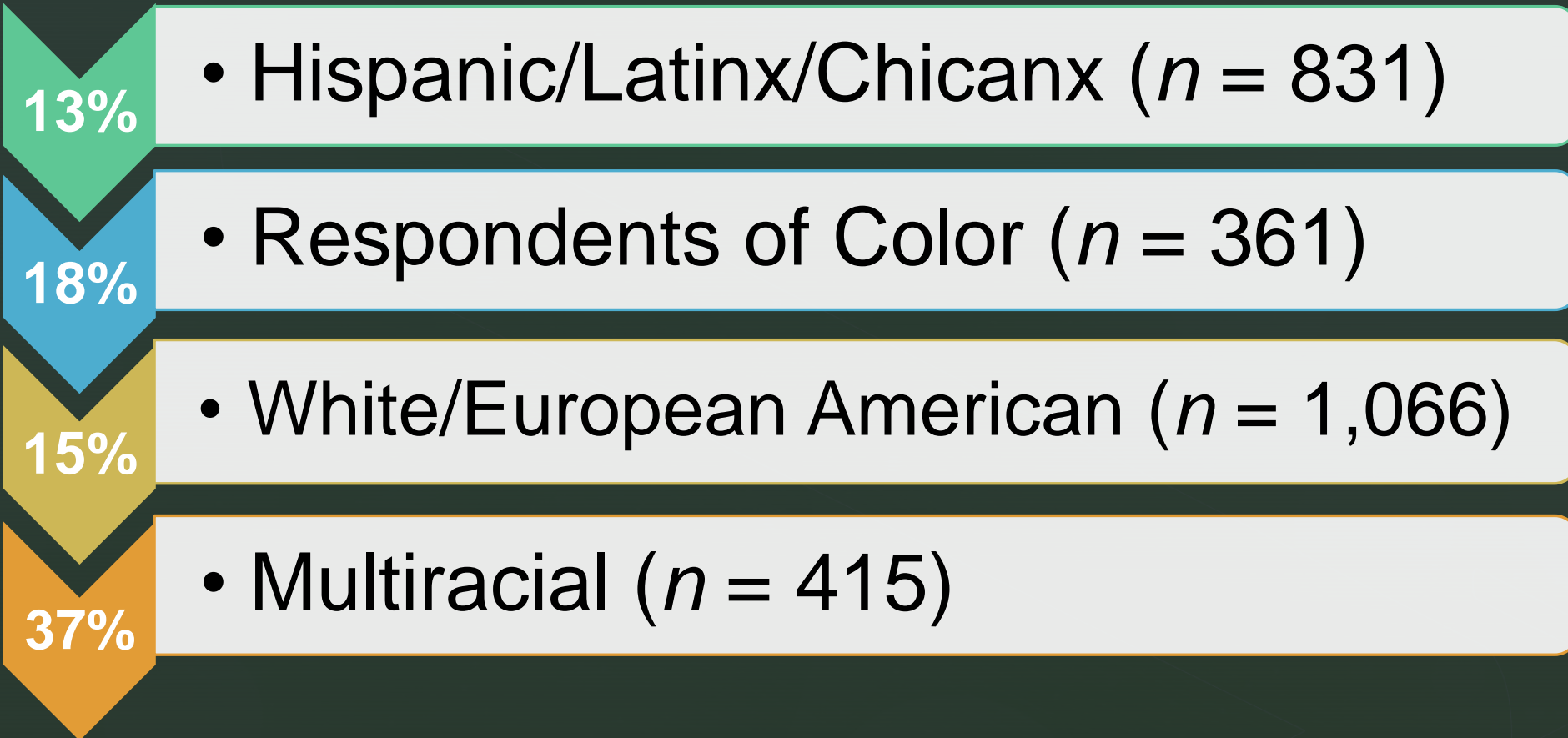
- Men ($n = 874$)

N/D

- Trans-spectrum ($n = 51$)



Response Rates by Racial Identity



- Hispanic/Latinx/Chicanx ($n = 831$)

- Respondents of Color ($n = 361$)

- White/European American ($n = 1,066$)

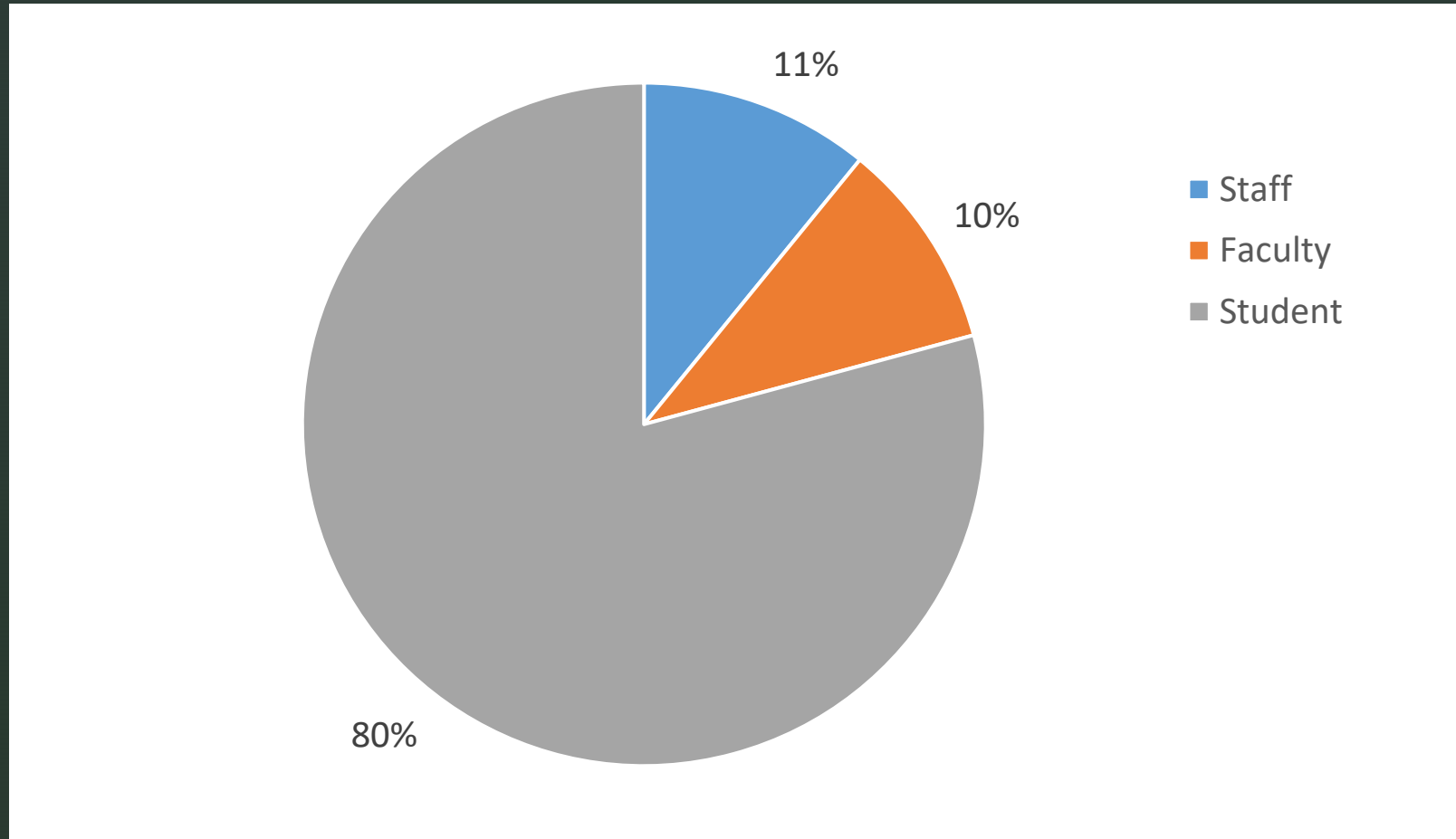
- Multiracial ($n = 415$)



Sample Characteristics



Respondents by Position (%)





Respondents' Full-Time Status

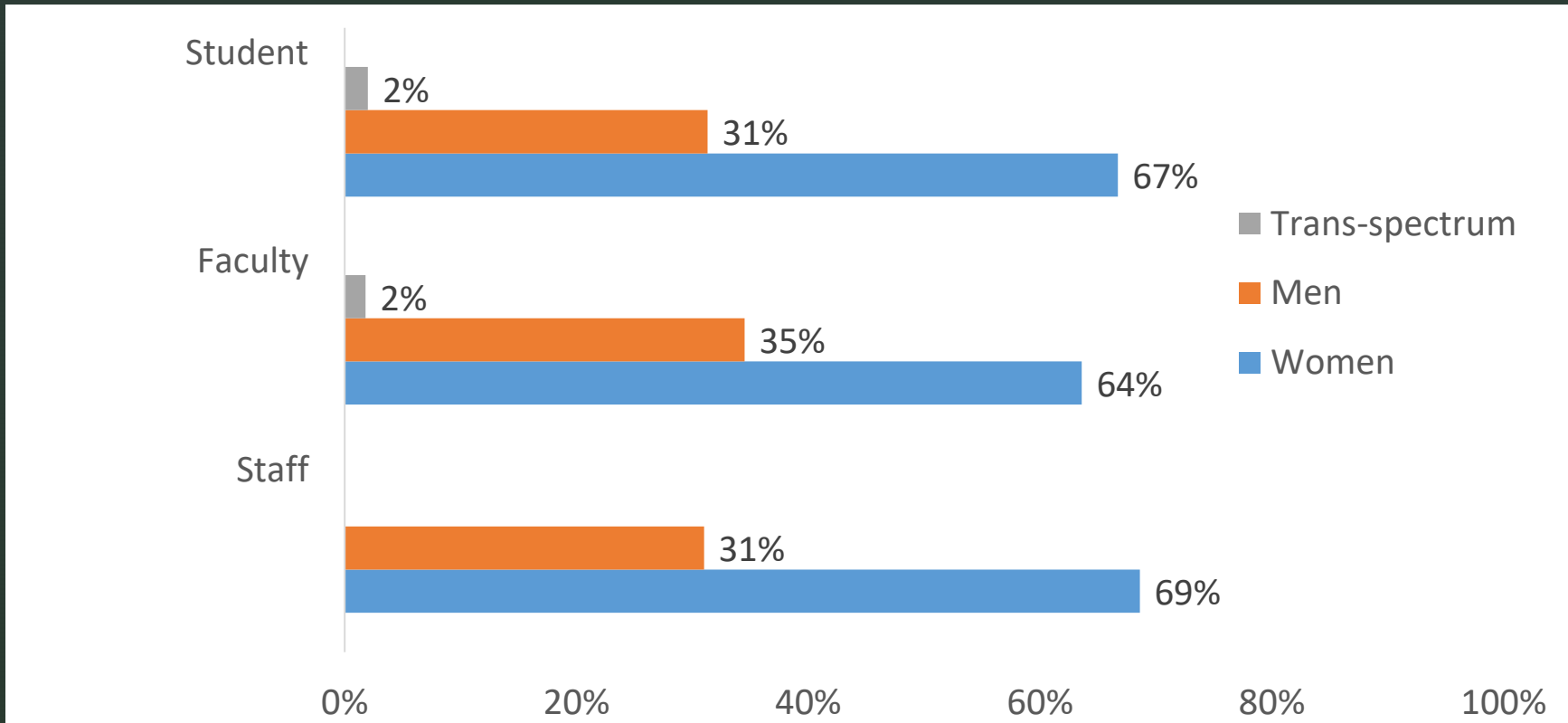
59% ($n = 1,314$) of Students

41% ($n = 114$) of Faculty

74% ($n = 219$) of Staff



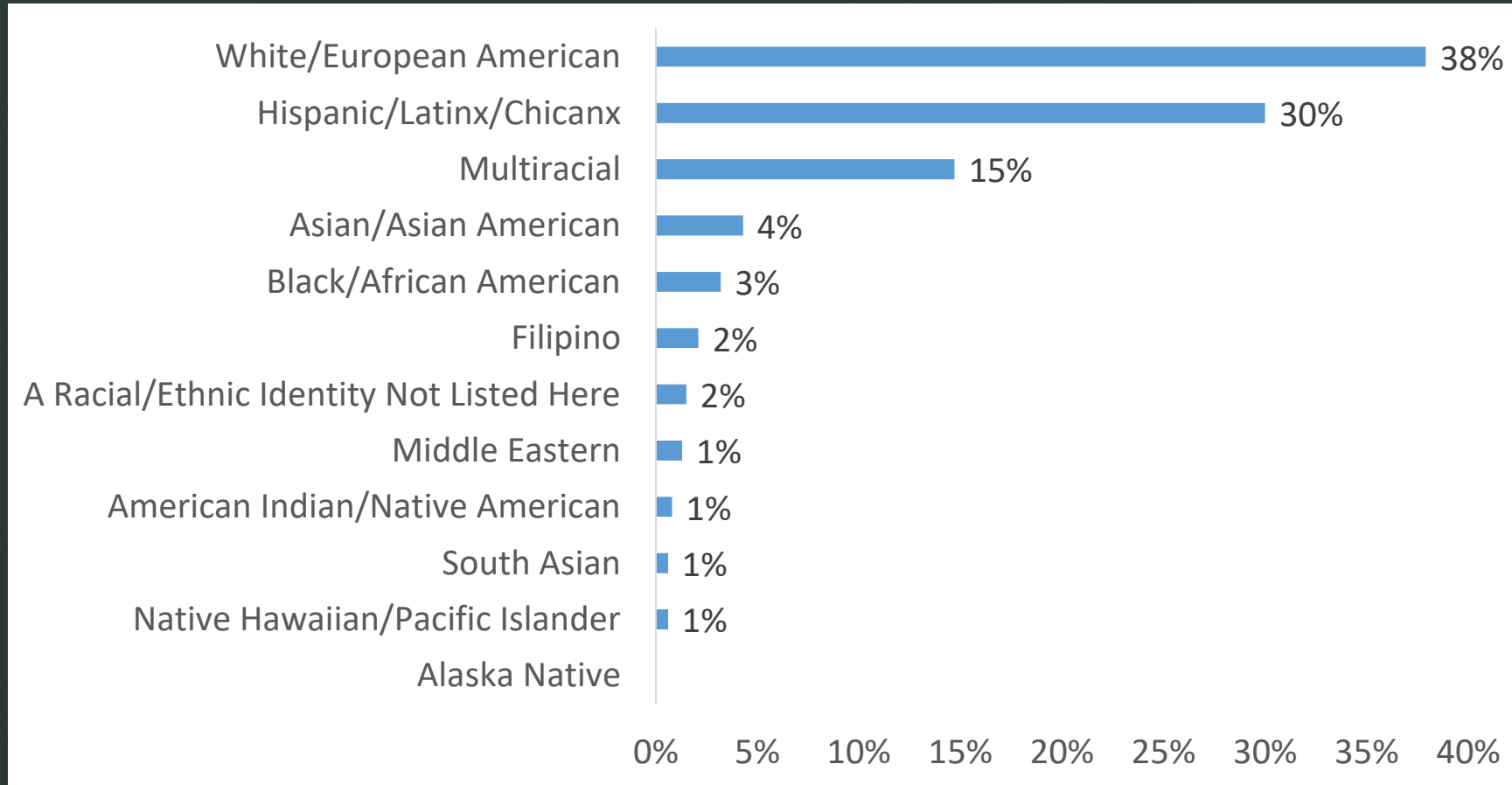
Respondents by Gender Identity and Position Status (%)



Trans-spectrum respondents – sample n too small to conduct subsequent analyses

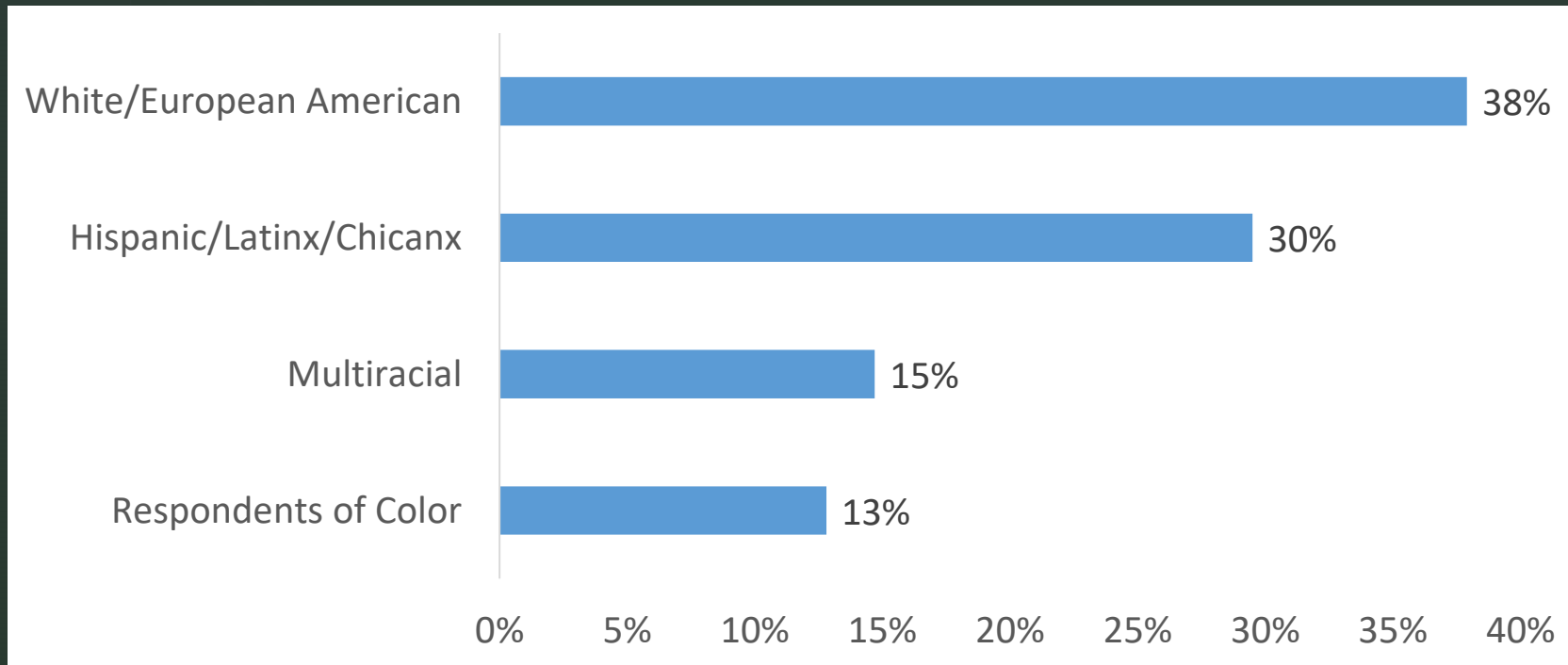


Respondents by Racial Identity (%)



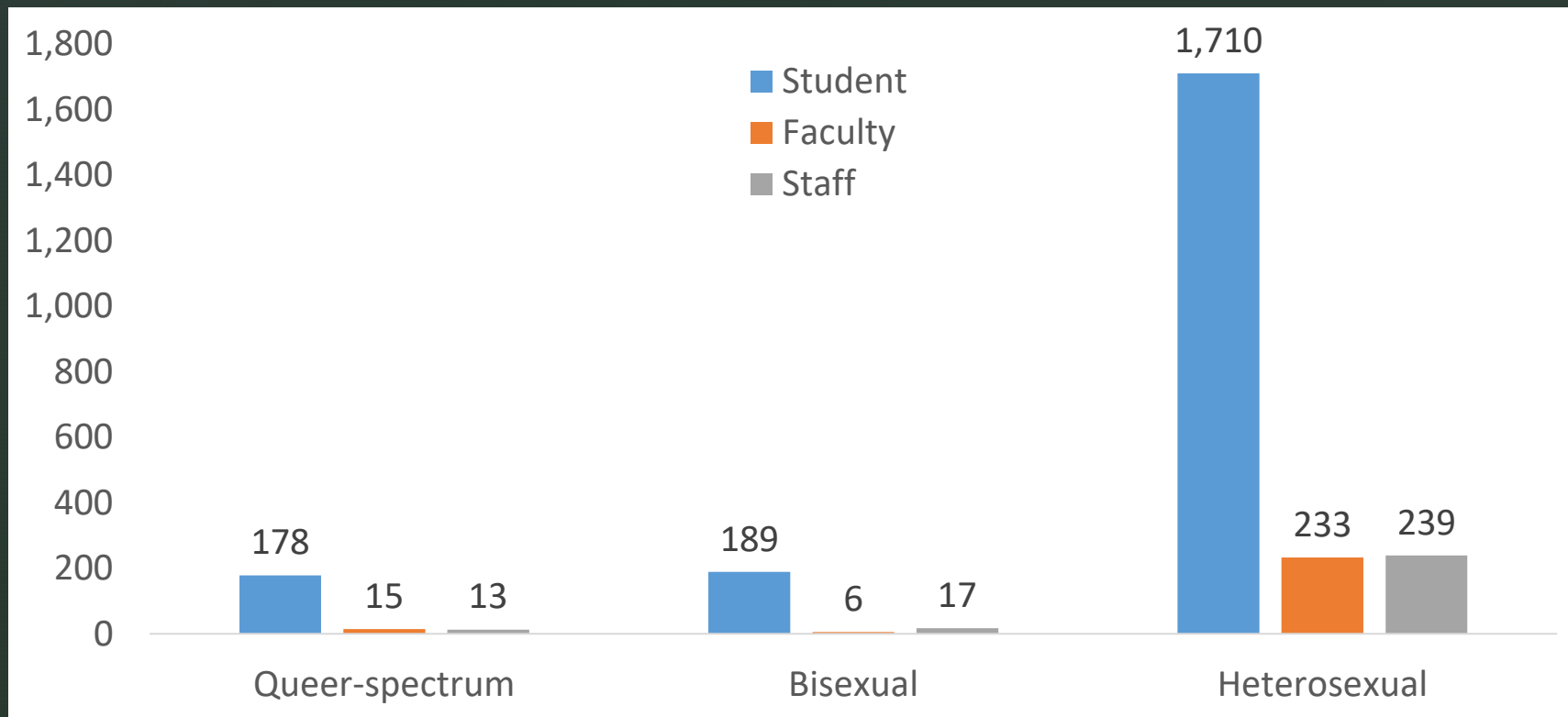


Respondents by Racial Identity (%) – Recoded for Analysis





Respondents by Sexual Identity and Position Status (*n*)





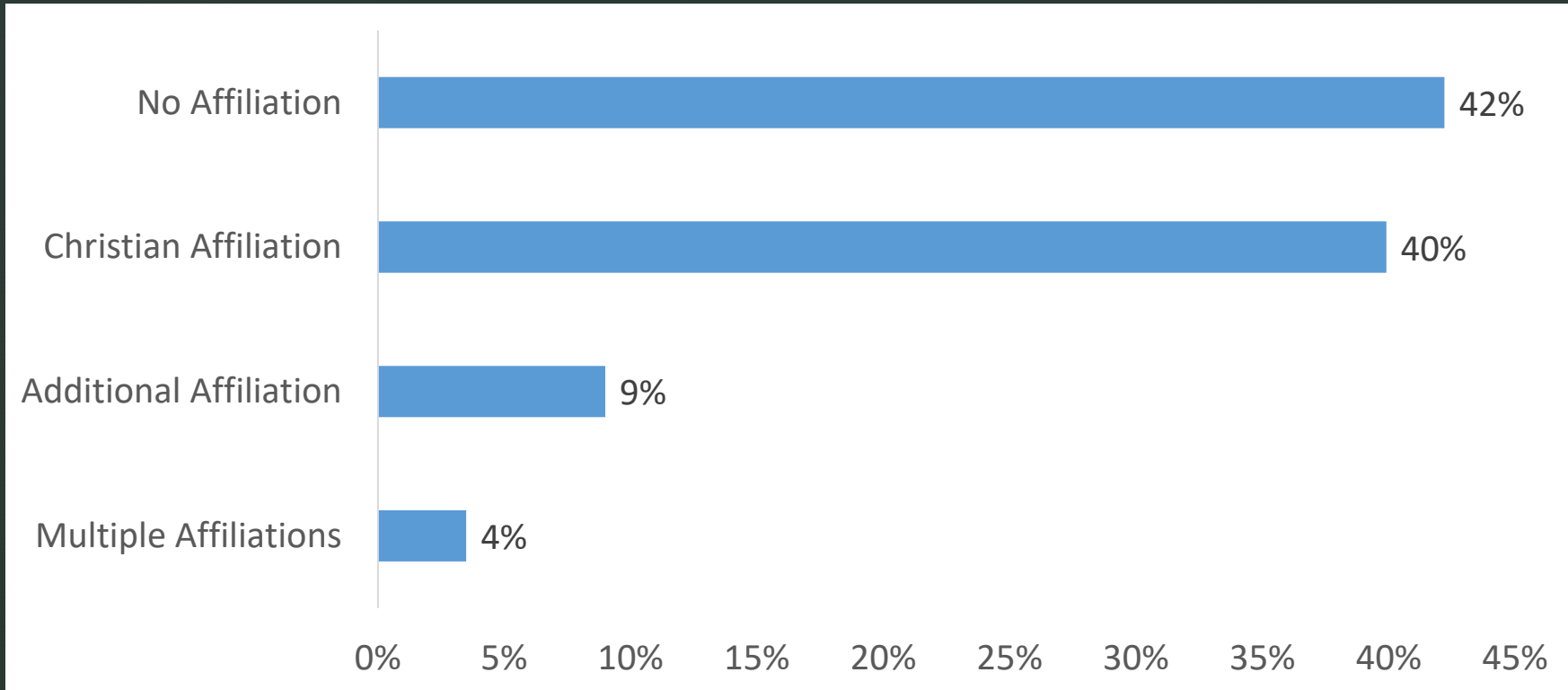
19% ($n = 542$) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions for those with a disability	<i>n</i>	%
Mental health/psychological condition	289	53.3
Learning difference/disability	195	36.0
Chronic diagnosis or medical condition	97	17.9

Only top disabilities/conditions listed here. For details on all disabilities/conditions, please refer to report.
Percentages do not sum to 100 due to multiple responses.



Respondents by Religious Affiliation (%)





Respondents by Citizenship/Immigration Status

Citizenship/Immigration Status	<i>n</i>	%
U.S. citizen, birth	2,243	79.7
U.S. citizen, naturalized	246	8.7
Permanent resident	138	4.9
A visa holder (such as F-1, J-1, H1-B, U)	57	2.0
Undocumented resident	54	1.9
DACA (Deferred Action for Childhood Arrival)	36	1.3
Other legally documented status	15	0.5
Refugee status	< 5	---
Currently under a withholding of removal status	< 5	---

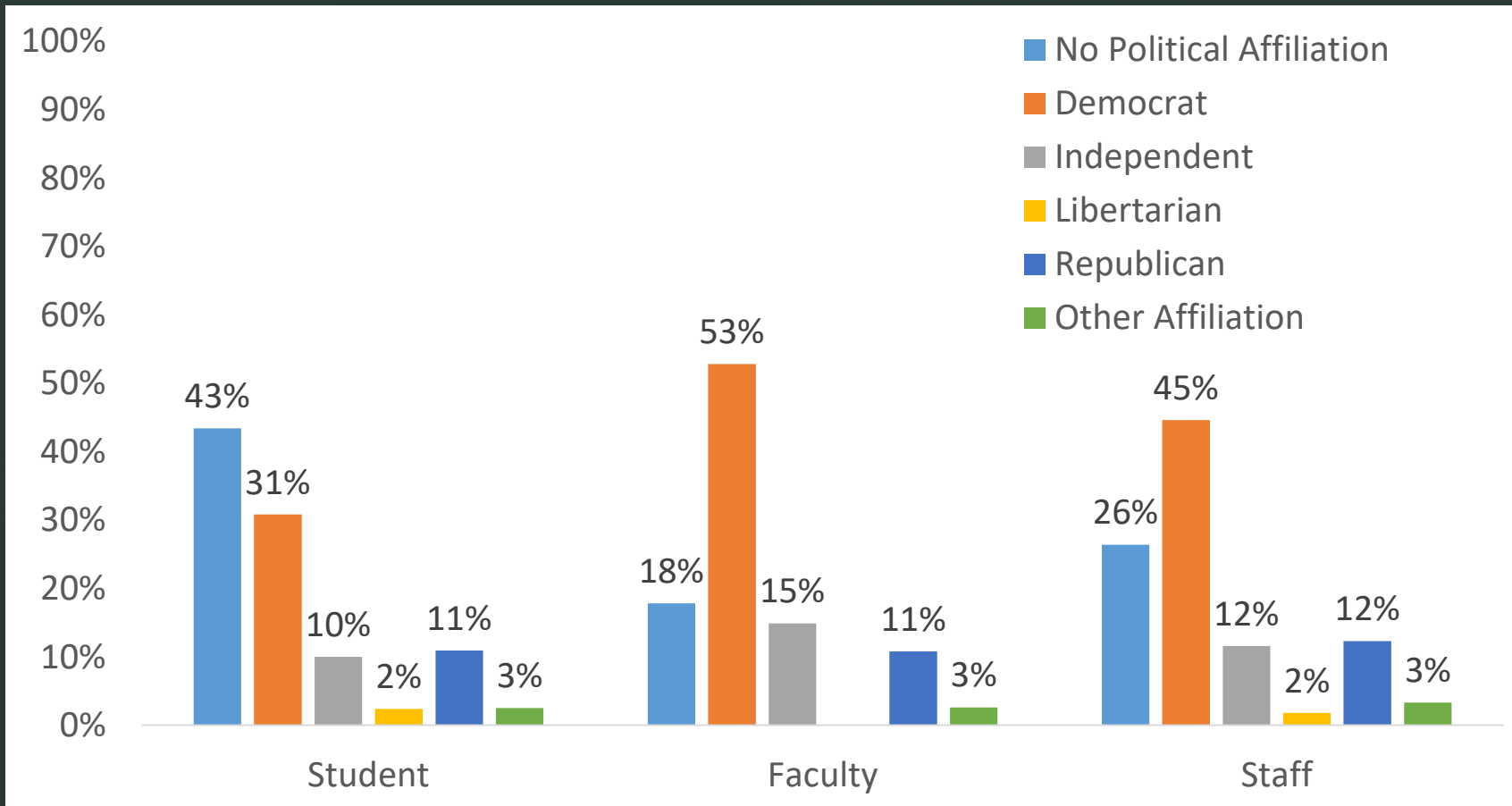


Respondents by Military Status

Military	<i>n</i>	%
Never served in the U.S. Armed Forces.	2,247	79.8
Currently on active duty.	22	0.8
Currently a member of the National Guard (but not in ROTC).	3	0.1
Currently a member of the Reserves (but not in ROTC).	10	0.4
Not currently serving, but have served (e.g., retired/veteran).	142	5.0
I am in ROTC.	3	0.1
Child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	278	9.9



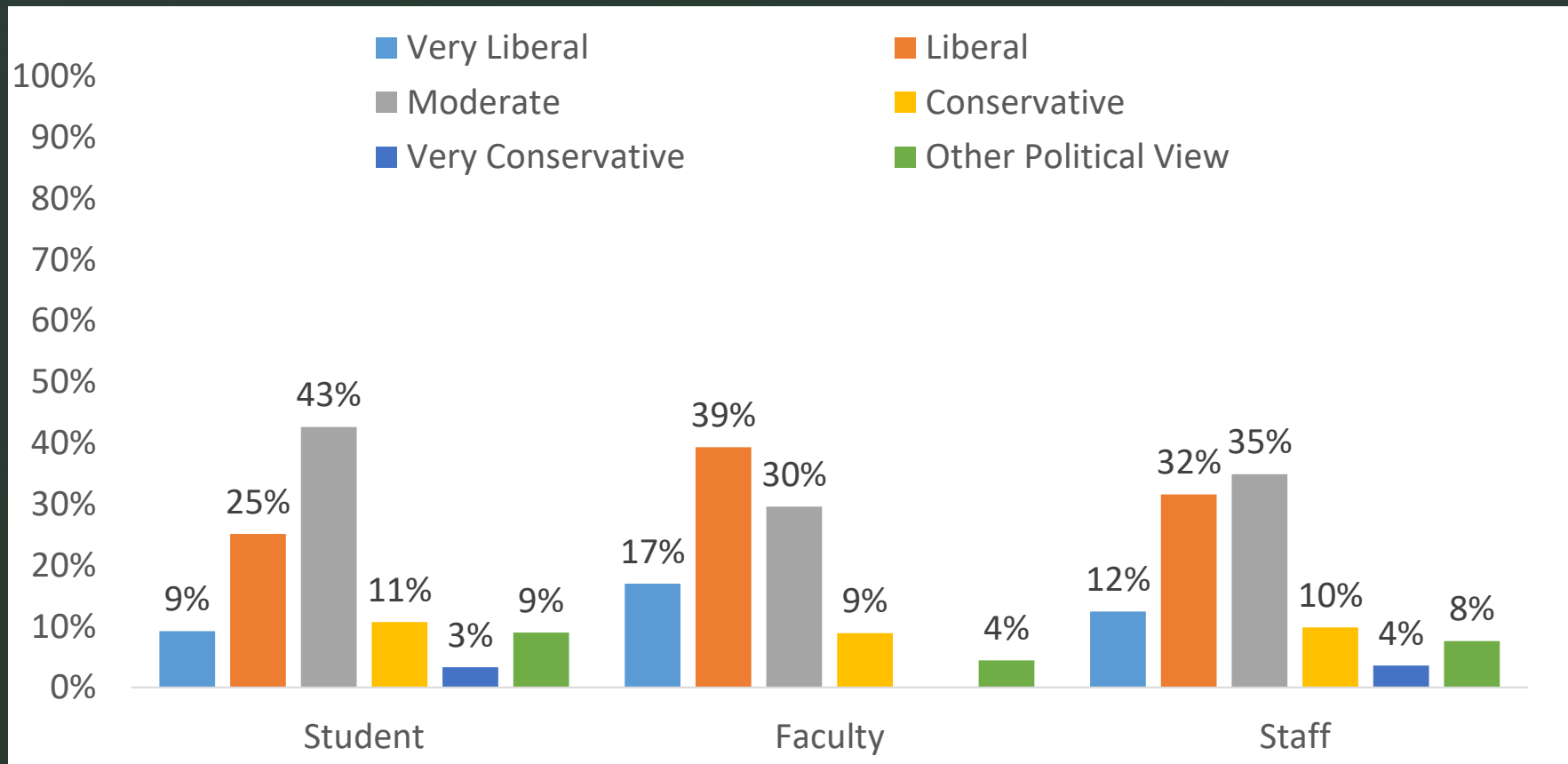
Respondents by Political Party Affiliation and Position Status (%)



Responses with $n < 5$ are not presented in the figure.



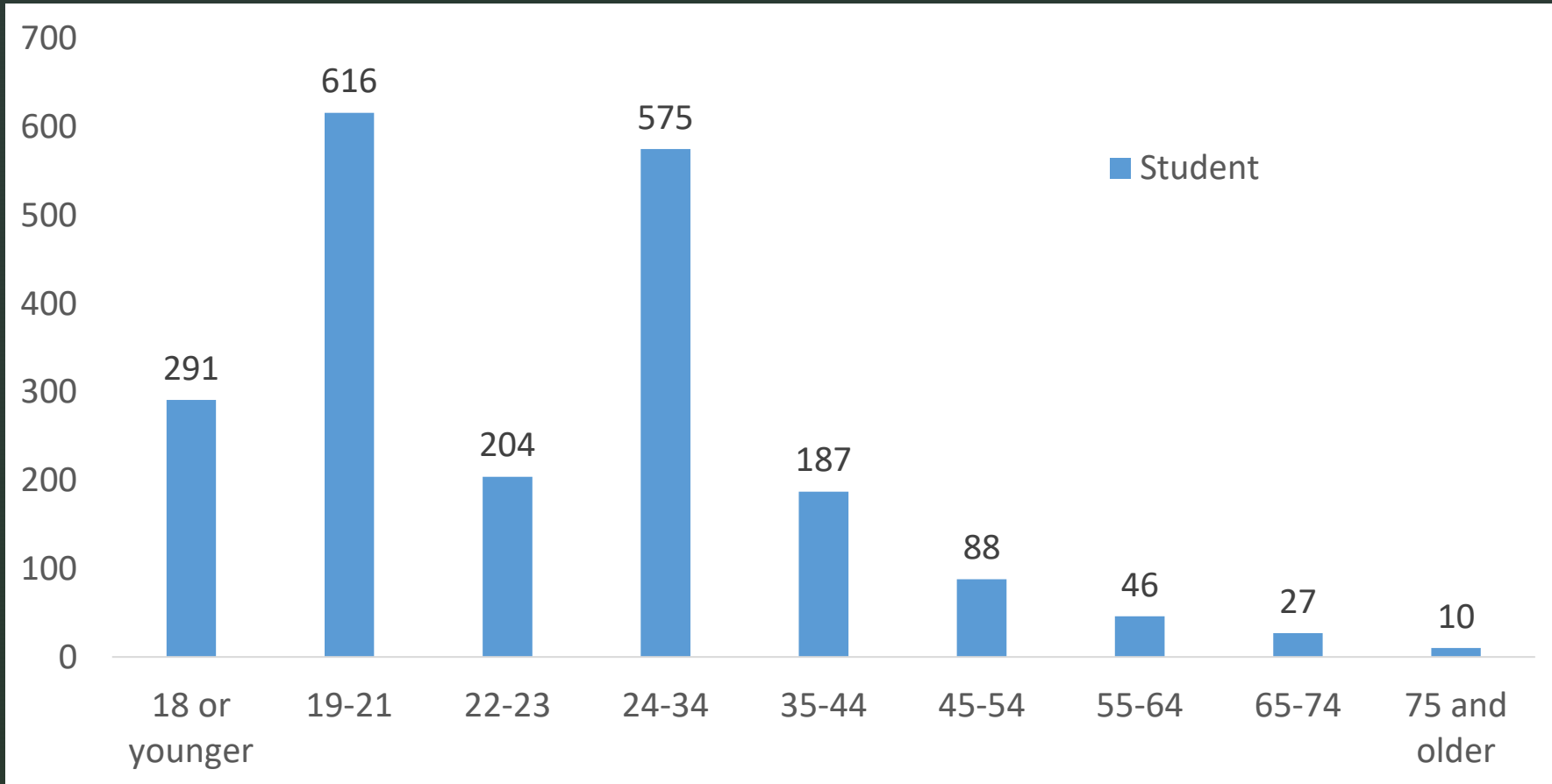
Respondents by Current Political Views and Position Status (%)



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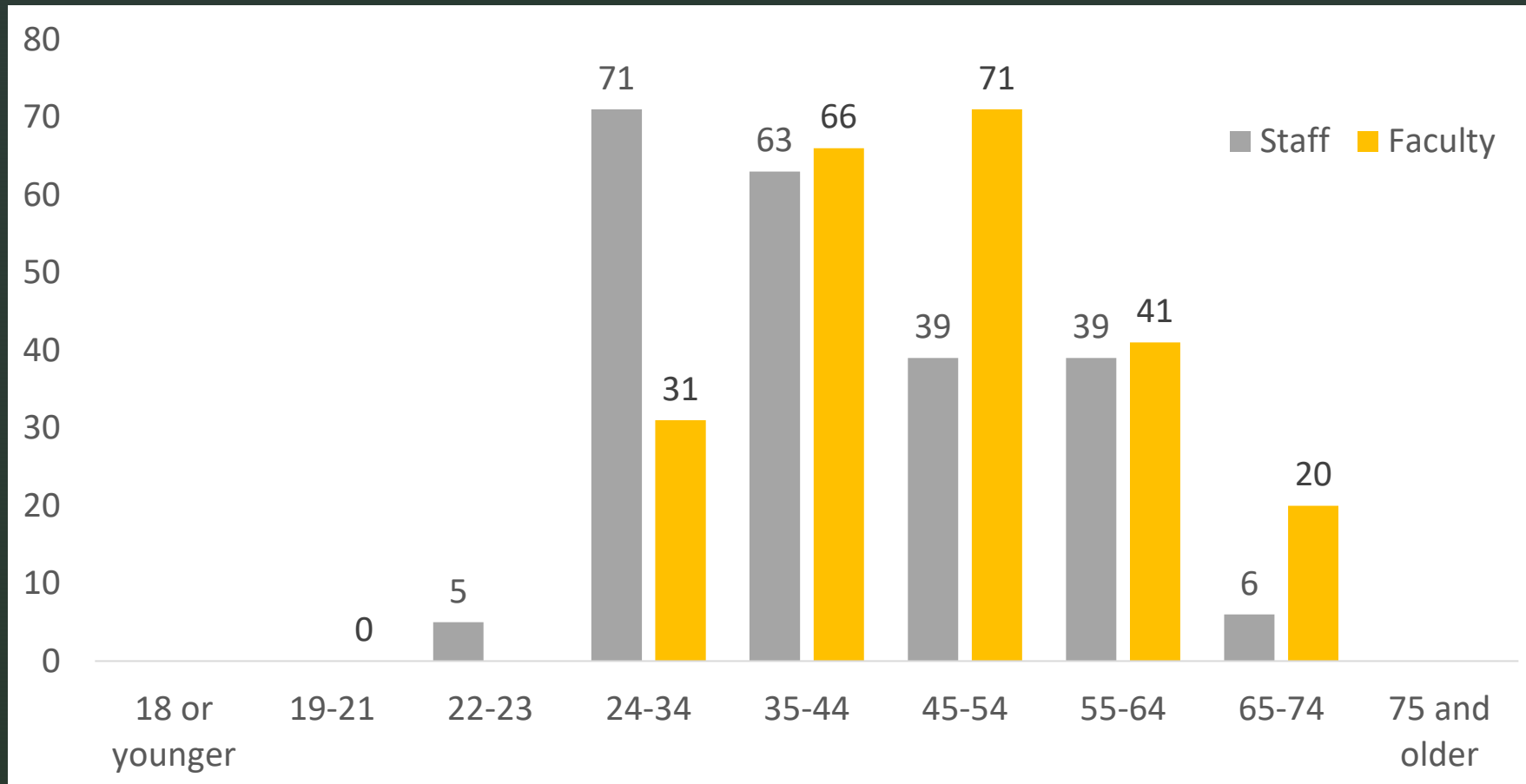
Student Respondents by Age (*n*)



Responses with $n < 5$ are not presented in the figure.



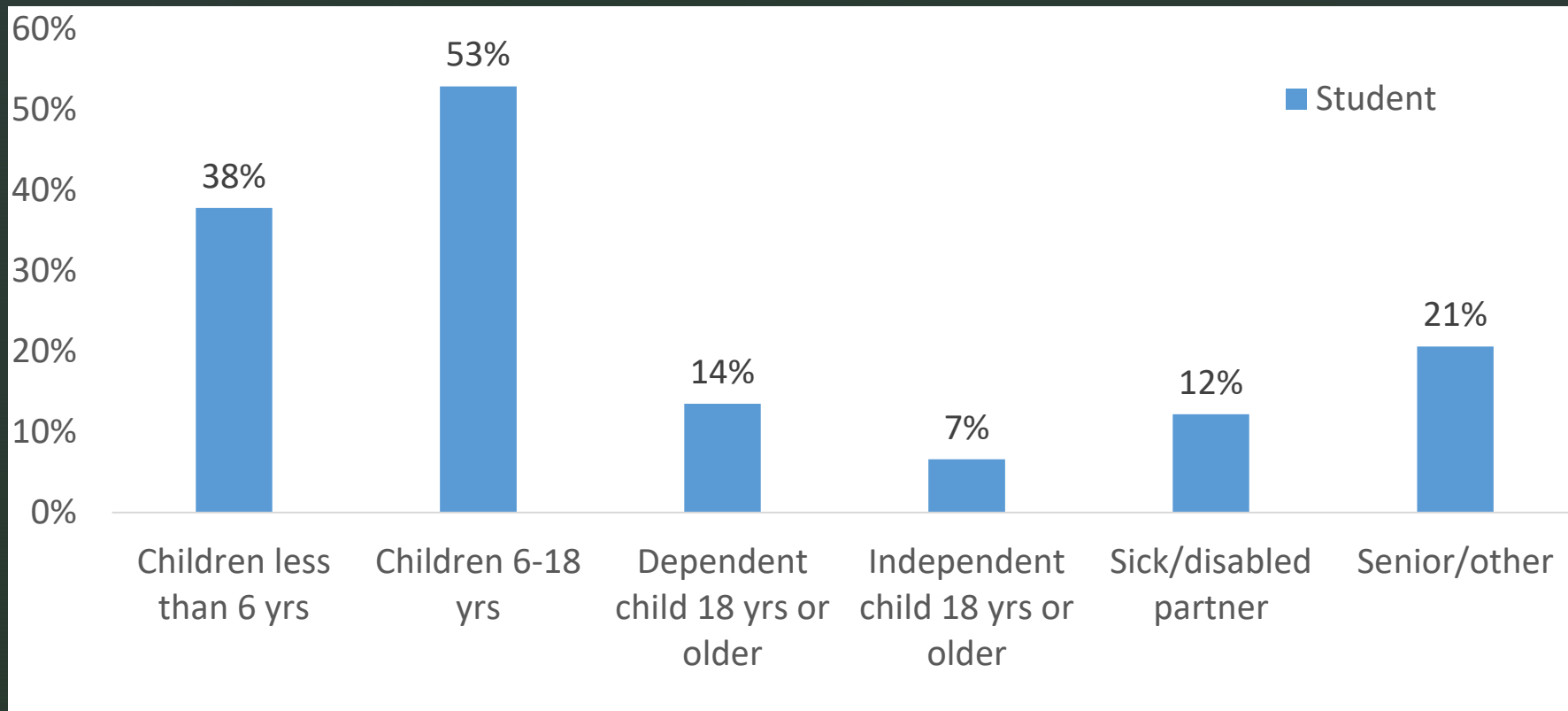
Employee Respondents by Age (*n*)



Responses with $n < 5$ are not presented in the figure.



Student Respondents by Caregiving Responsibilities (%)

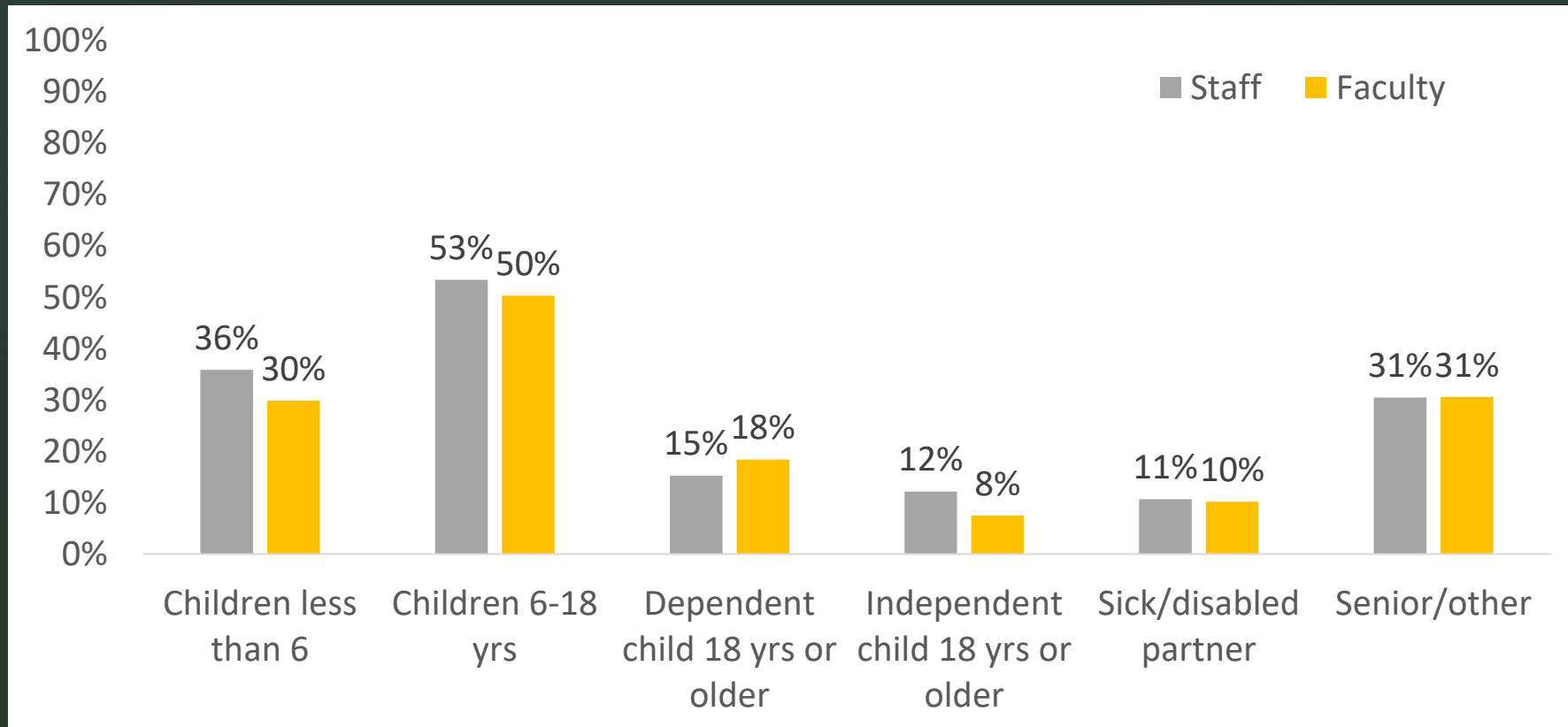


Responses with $n < 5$ are not presented in the figure.

Percentages are based on respondents who indicated that they had dependent care responsibilities..



Employee Respondents by Caregiving Responsibilities (%)



Percentages are based on respondents who indicated that they had dependent care responsibilities.

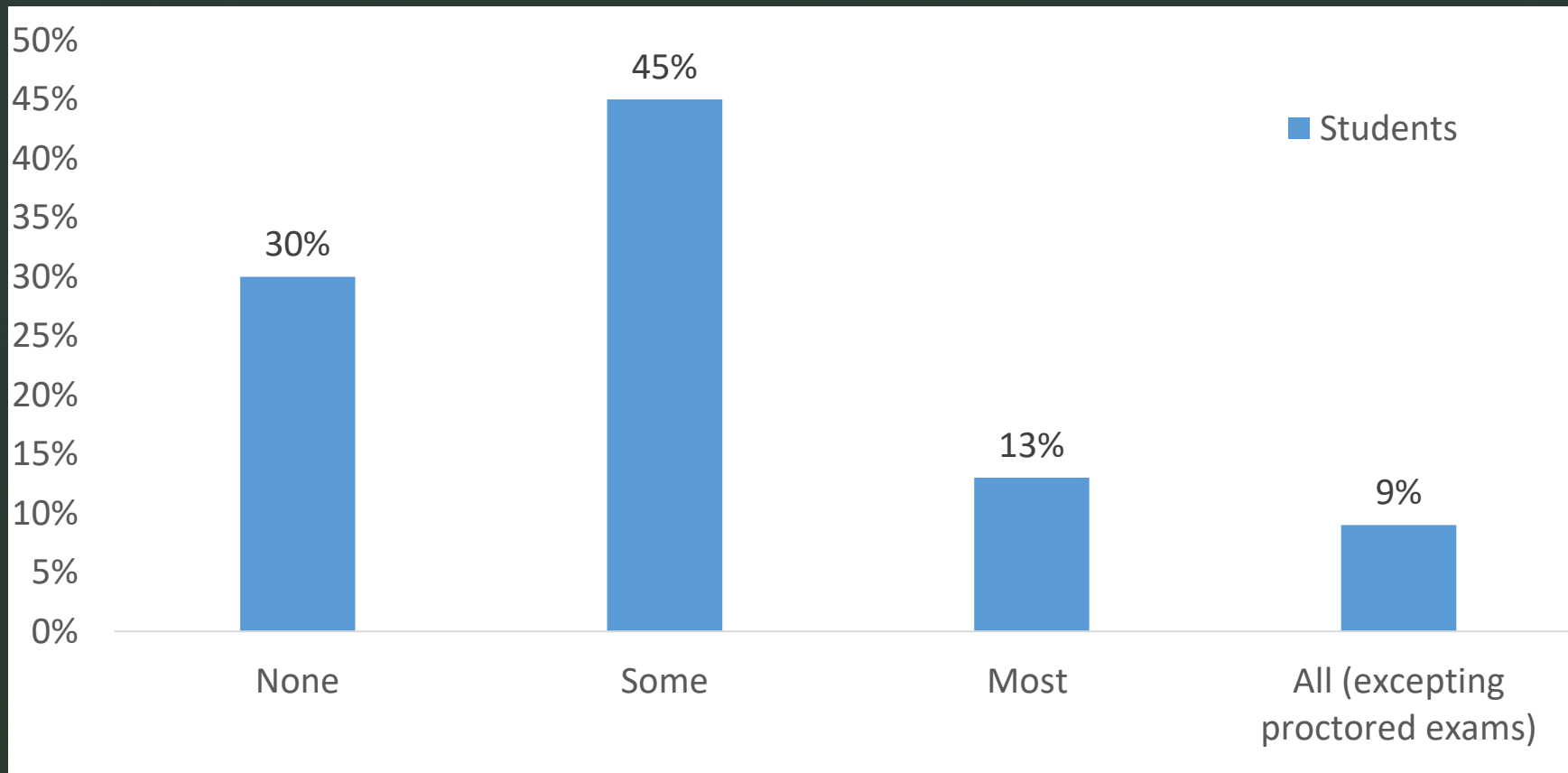


Employee Respondents' Length of Employment

Time	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	16	5.8	26	9.1
1–5 years	95	34.7	125	43.6
6–10 years	62	22.6	55	19.2
11–15 years	40	14.6	32	11.1
16–20 years	26	9.5	20	7.0
21–30 years	28	10.2	23	8.0
More than 30 years	7	2.6	6	2.1



Student Respondents' Percentage of Classes Taken Exclusively Online





Credit Student Respondents' Years at MiraCosta College

Year	<i>n</i>	%
One year or less	904	43.2
Two years	576	27.5
Three years	325	15.5
Four years	139	6.6
Five years	48	2.3
Six or more years	95	4.5



Student Respondents' Residence

59% ($n = 1,313$)

Living with family member/guardian

37% ($n = 824$)

Independently in an apartment/house

3% ($n = 58$)

Housing insecure/Transitional housing

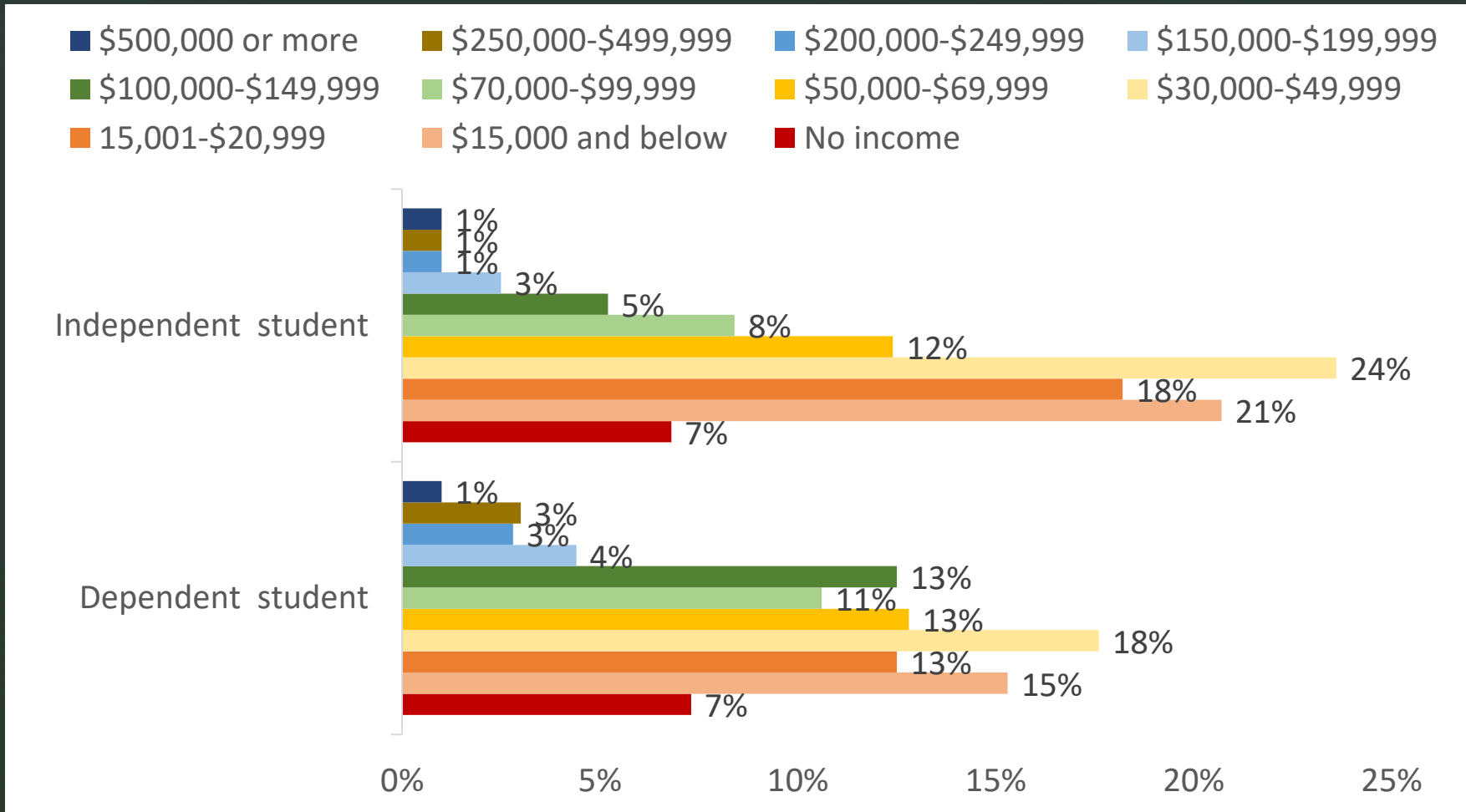


Student Respondents' Participation in Clubs/Organizations/Activities at MiraCosta College

Top responses	<i>n</i>	%
I do not participate in any clubs or organizations at MiraCosta College	1,610	72.0
Honors Program	189	8.4
A student organization not listed above	134	6.0
Service Learning	107	4.8
Culture/Identity based clubs	97	4.3



Student Respondents' Income Status (%)





39% ($n = 879$) of Student respondents experienced financial hardship while attending MiraCosta College

Top financial hardships	<i>n</i>	%
Books/course materials	570	64.8
Food	392	44.6
Personal (e.g., clothing, toiletries)	364	41.4
Housing	338	38.5
Tuition	285	32.4
Commuting to campus	226	25.7
Health care	217	24.7



How Student Respondents Were Paying For Education

Top sources of funding	<i>n</i>	%
Financial aid (money I DON'T have to pay back, e.g., Pell, Promise, Cal, Book grant, CHAFEE)	1,132	50.6
Personal contribution/job	535	23.9
Family contribution	463	20.7
Credit card	408	18.2



Credit Student Respondents' Employment

Hours	<i>n</i>	%
No	862	42.4
Yes, I work on campus	205	10.1
1-10 hours/week	109	56.2
11-20 hours/week	60	30.9
21-30 hours/week	15	7.7
31-40 hours/week	6	3.1
More than 40 hours/week	< 5	---
Yes, I work off campus	998	49.0
1-10 hours/week	113	11.6
11-20 hours/week	271	27.9
21-30 hours/week	248	25.6
31-40 hours/week	195	20.1
More than 40 hours/week	143	14.7



Student Respondents' Reported GPA

Academic standing	<i>n</i>	%
No academic standing – this is my first semester at MiraCosta College	589	28.1
President's list	342	16.3
Good standing	1,006	48.0
Academic probation	81	3.9
Progress probation	28	1.3
Both academic probation and progress probation	23	1.1

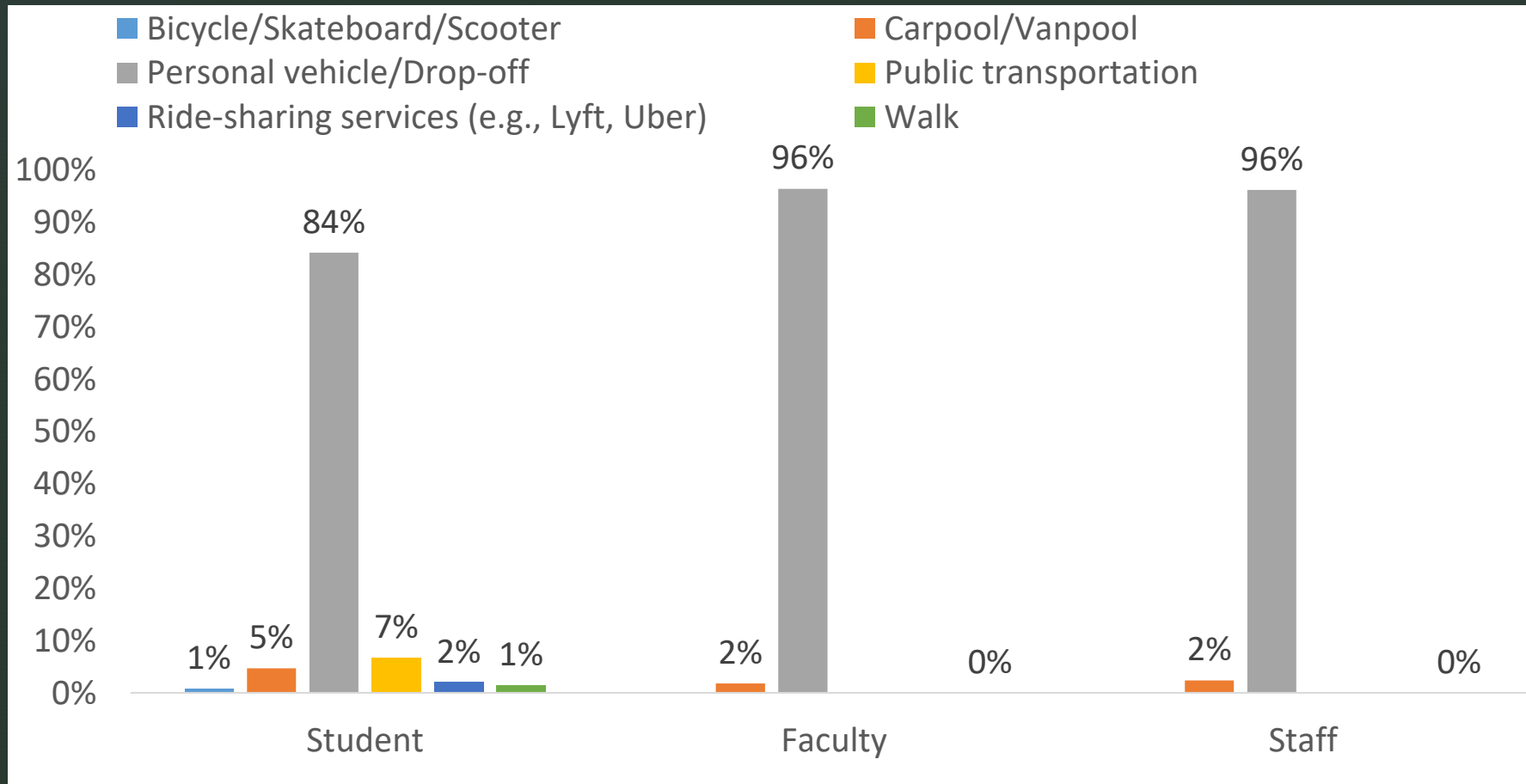


Respondents' One-Way Commute Time to MiraCosta College Campus

Minutes	Student		Employee	
	<i>n</i>	%	<i>n</i>	%
10 or less	478	21.4	79	13.7
11-20	873	39.0	169	29.2
21-30	433	19.4	115	19.9
31 - 40	190	8.5	76	13.1
41-50	102	4.6	47	8.1
51-60	51	2.3	27	4.7
60 or more	95	4.2	47	8.1



Respondents' Primary Method of Transportation to MiraCosta College





Challenges and Opportunities





86% of Respondents were Comfortable with Overall Climate at MiraCosta College

Significant Differences

- Staff respondents and Faculty respondents less comfortable than Student respondents
- Tenured/Tenure-Track Faculty respondents less comfortable than Associate Faculty respondents
- Credit Student respondents less comfortable than Noncredit Student respondents



86% of Respondents were Comfortable with Overall Climate at MiraCosta College

Significant Differences

- Queer-spectrum respondents less comfortable than Heterosexual respondents
- Respondents of Color and Multiracial respondents less comfortable than Hispanic/Latinx/Chicanx respondents



71% of Faculty and Staff Respondents were Comfortable with Department/Program or Work Unit Climate

Significant Differences

- Women respondents less comfortable than Men respondents
- Respondents with At Least One Disability less comfortable than Respondents with No Disability
- Non-U.S. Citizen respondents less comfortable than U.S. Citizen-Birth respondents



89% of Student and Faculty Respondents were Comfortable with Classroom Climate

Significant Differences

- Credit Student respondents less comfortable than Noncredit Student respondents
- Respondents of Color less comfortable than White/European American respondents
- Queer-spectrum respondents less comfortable than Heterosexual respondents



89% of Student and Faculty Respondents
were Comfortable with Classroom Climate

Significant Differences

- Low-Income Student respondents less comfortable than Not-Low-Income Student respondents



Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

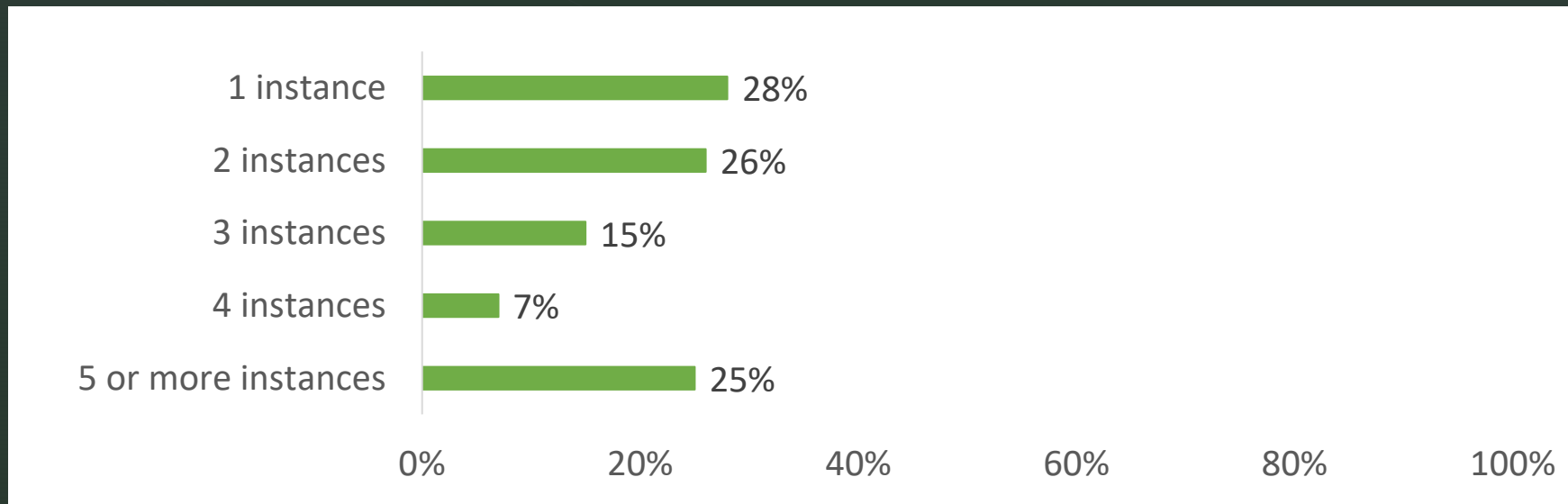


13% ($n = 363$)

Respondents who experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at MiraCosta College within the past year

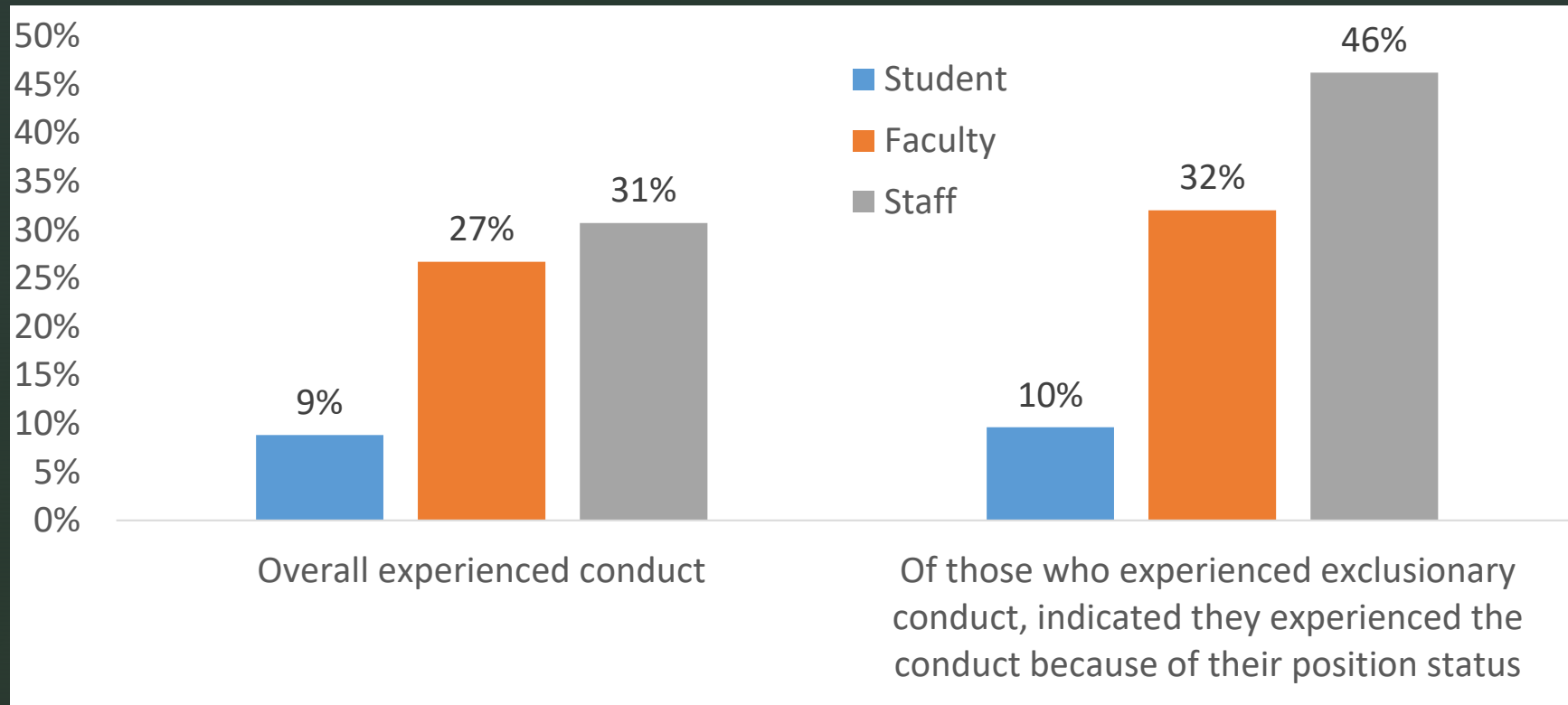


Number of Instances of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Experienced During the Past Year



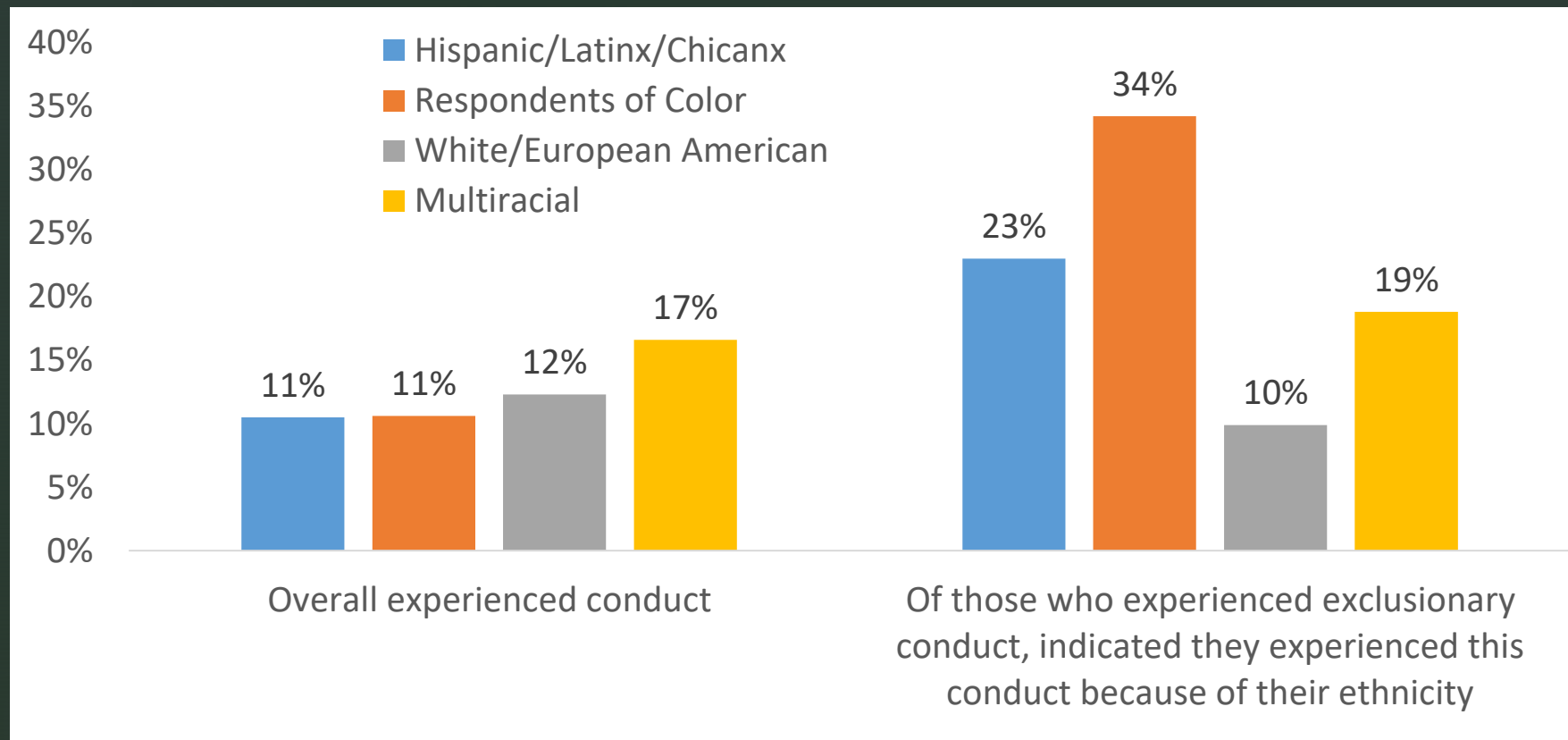


Personal Experiences of Exclusionary Conduct as a Result of Position Status (%)



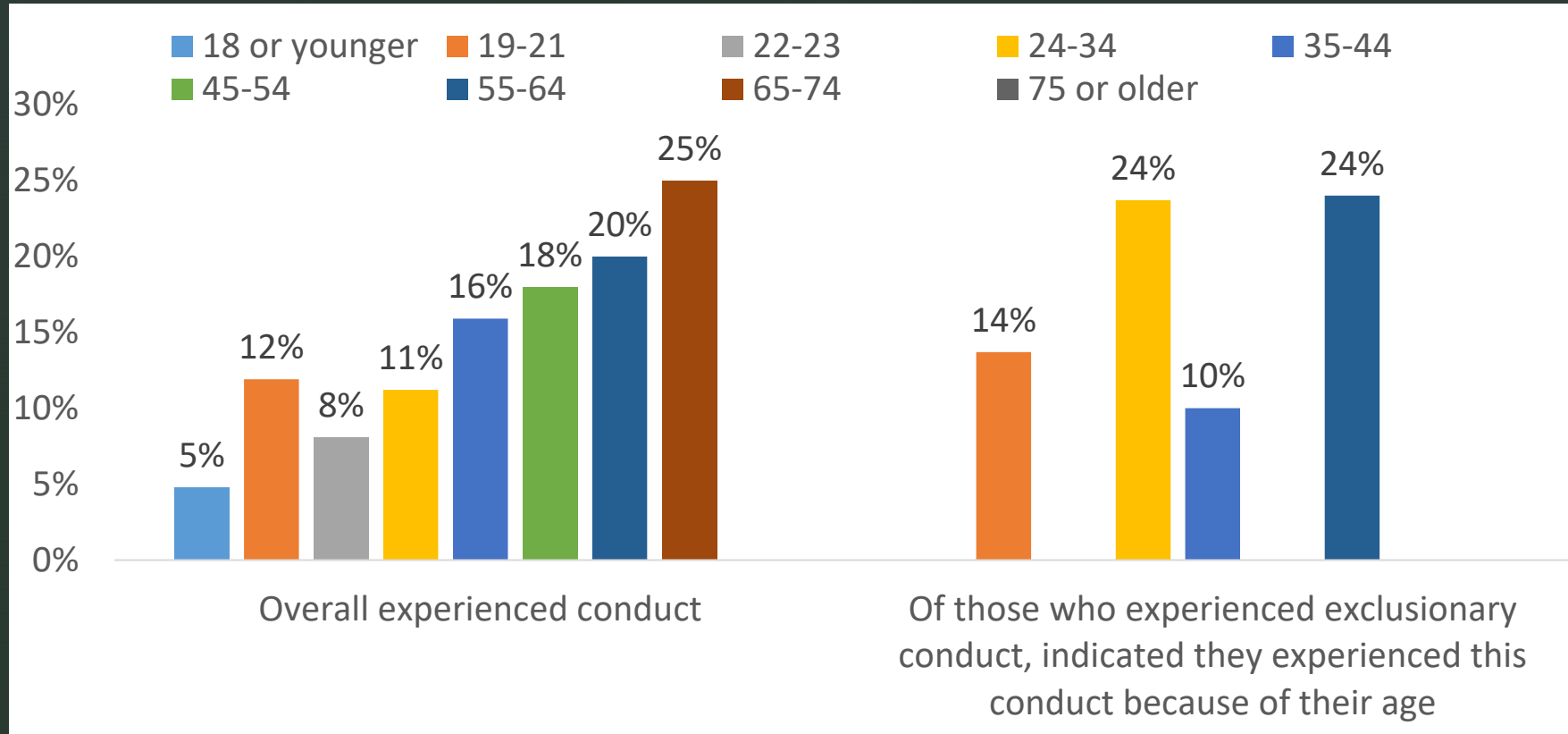


Personal Experiences of Exclusionary Conduct as a Result of Racial Identity (%)





Personal Experiences of Exclusionary Conduct as a Result of Age (%)





Staff Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	46	50.5
Ethnicity	20	22.0
Age	18	19.8
Did not know	18	19.8

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 91$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Faculty Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	24	32.0
Did not know	17	22.7
Length of service at MiraCosta College	15	20.0
Philosophical views	15	20.0
Ethnicity	14	18.7
Racial identity	14	18.7

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 75$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



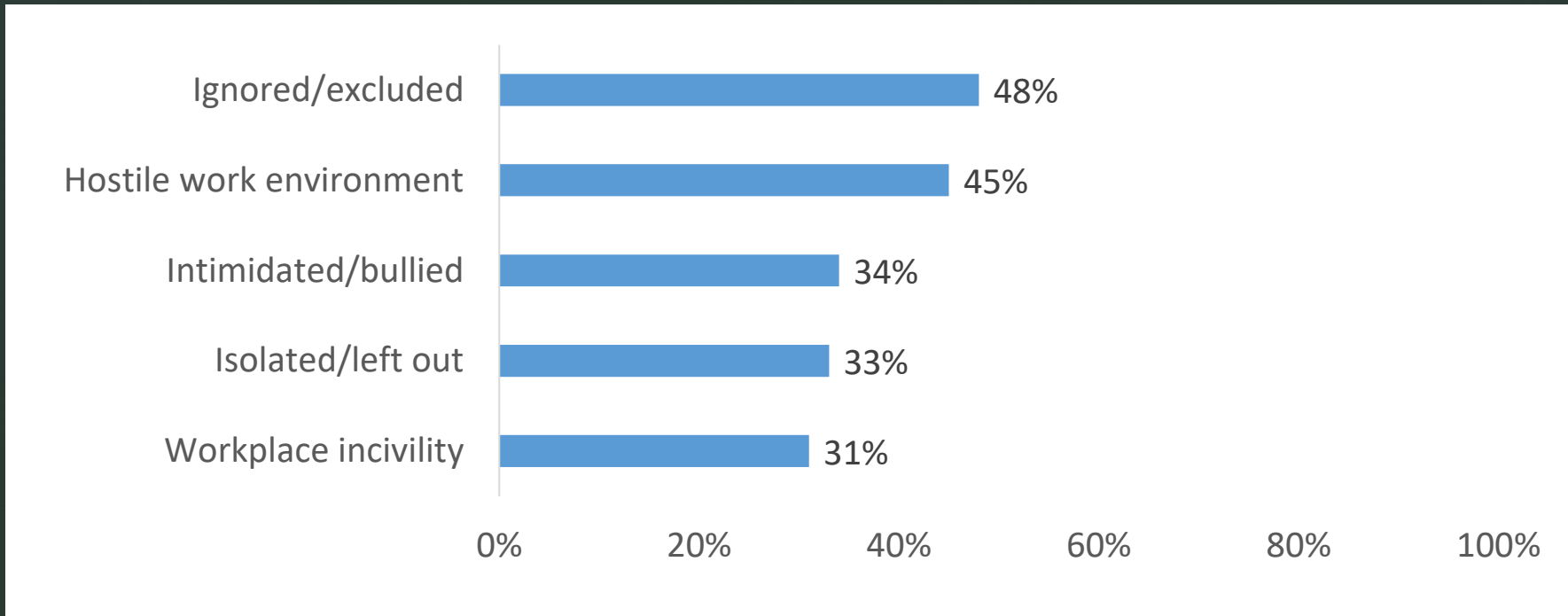
Student Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Did not know	41	20.8
Age	36	18.3
Ethnicity	33	16.8
Racial identity	33	16.8

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 197$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



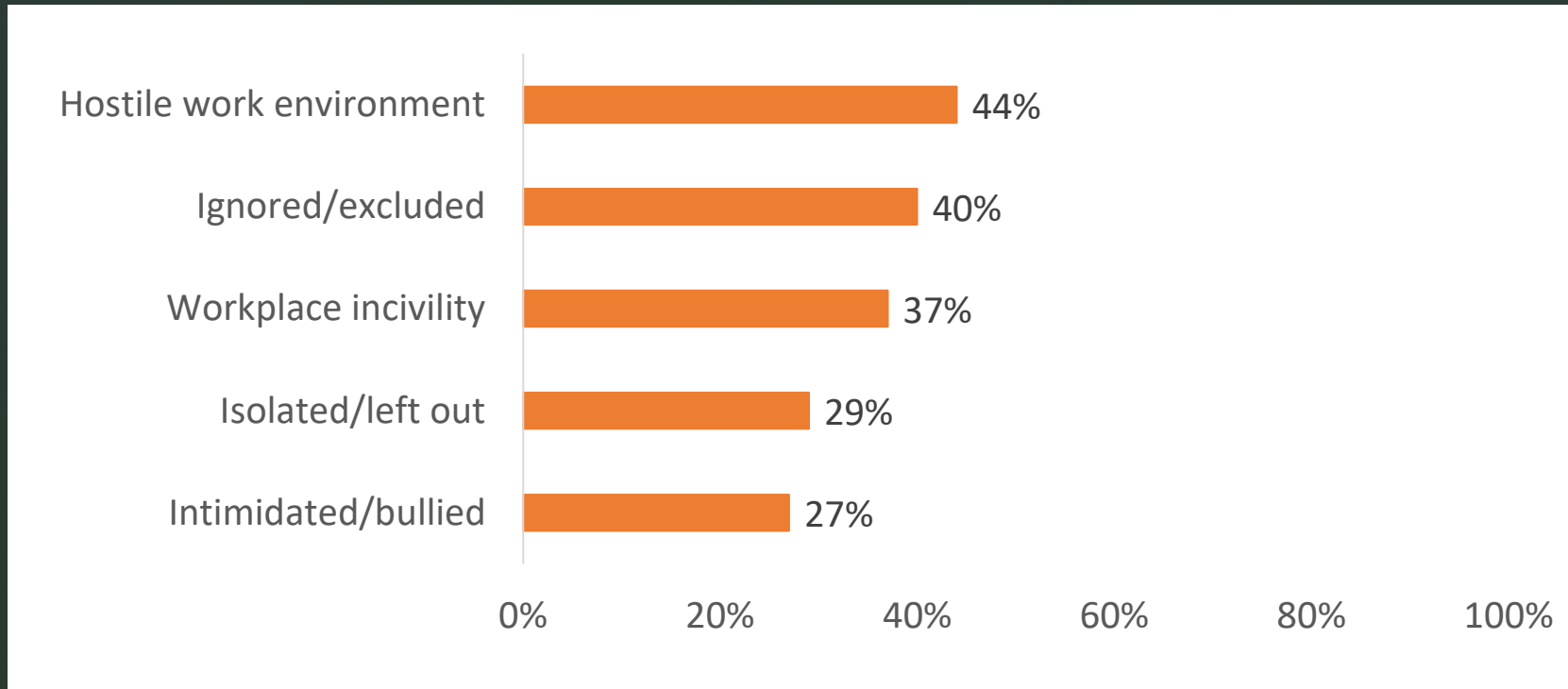
Staff Respondents' Top Forms of Experienced Exclusionary Conduct



Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 91$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



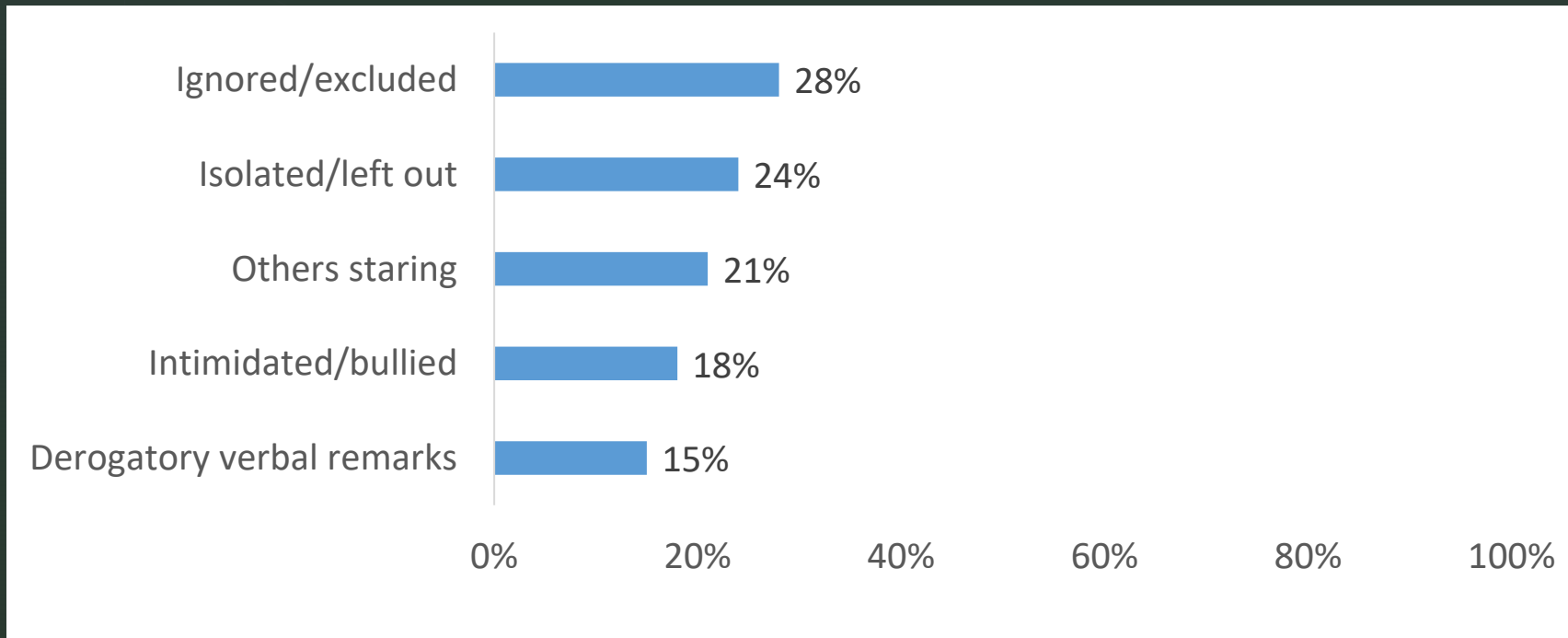
Faculty Respondents' Top Forms of Experienced Exclusionary Conduct



Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 75$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Student Respondents' Top Forms of Experienced Exclusionary Conduct



Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 197$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
While working at a MiraCosta College job	55	60.4
In a meeting with a group of people	30	33.0
In a meeting with one other person	26	28.6

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 91$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
While working at a MiraCosta College job	34	45.3
In a meeting with a group of people	29	38.7
On phone calls/text messages/email	22	29.3

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 75$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



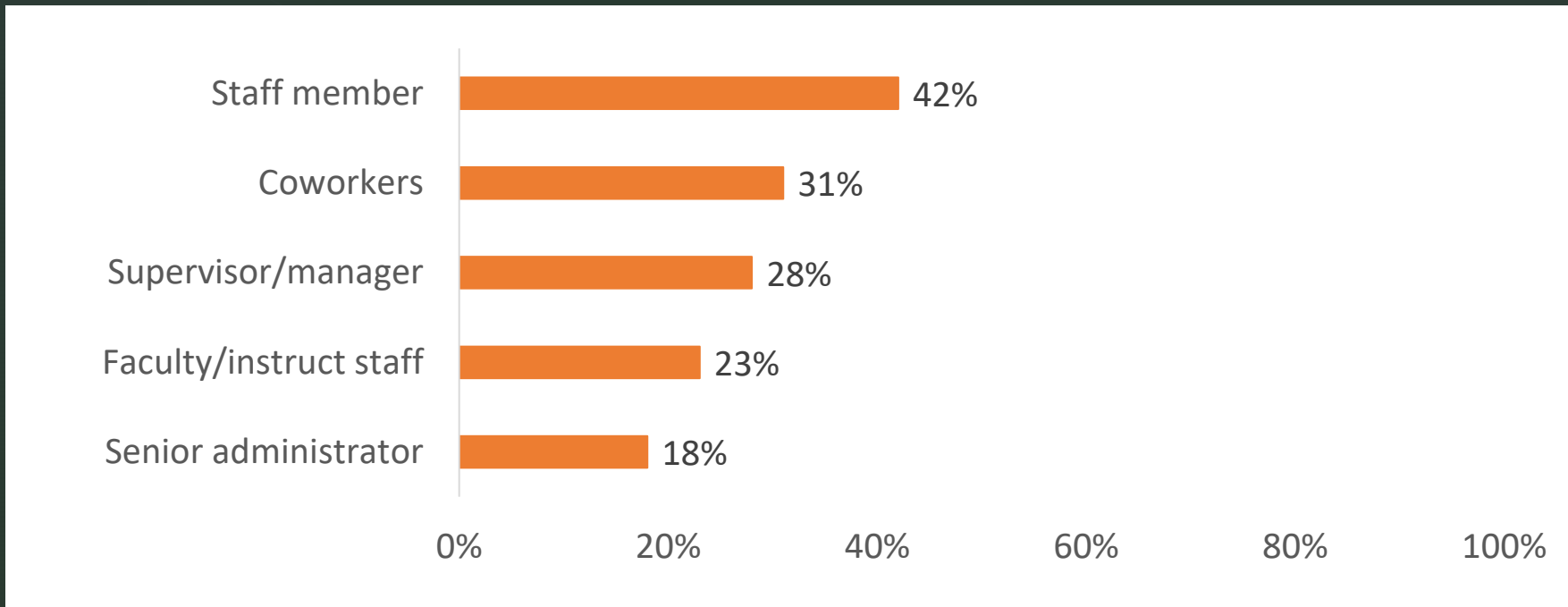
Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In a class/laboratory	97	49.2
While walking on campus	36	18.3

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 197$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



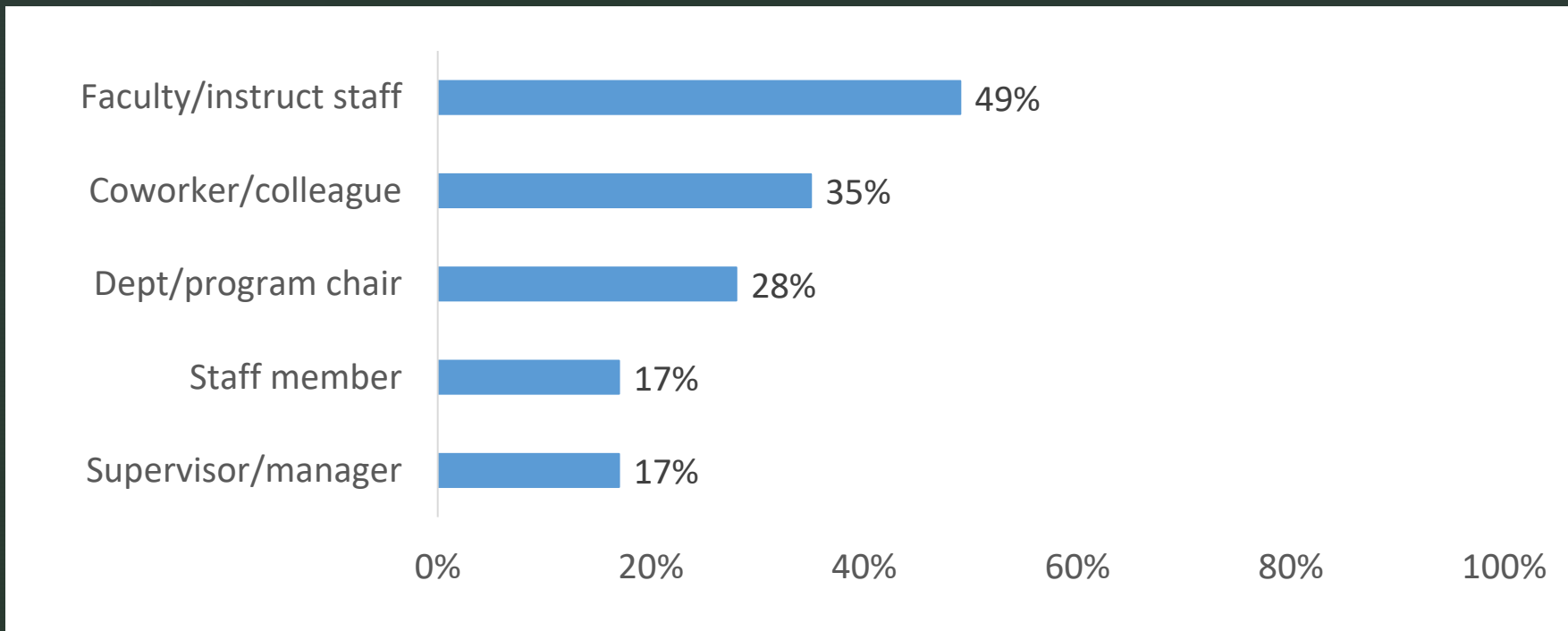
Top Sources of Experienced Exclusionary Conduct for Staff Respondents (%)



Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 91$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



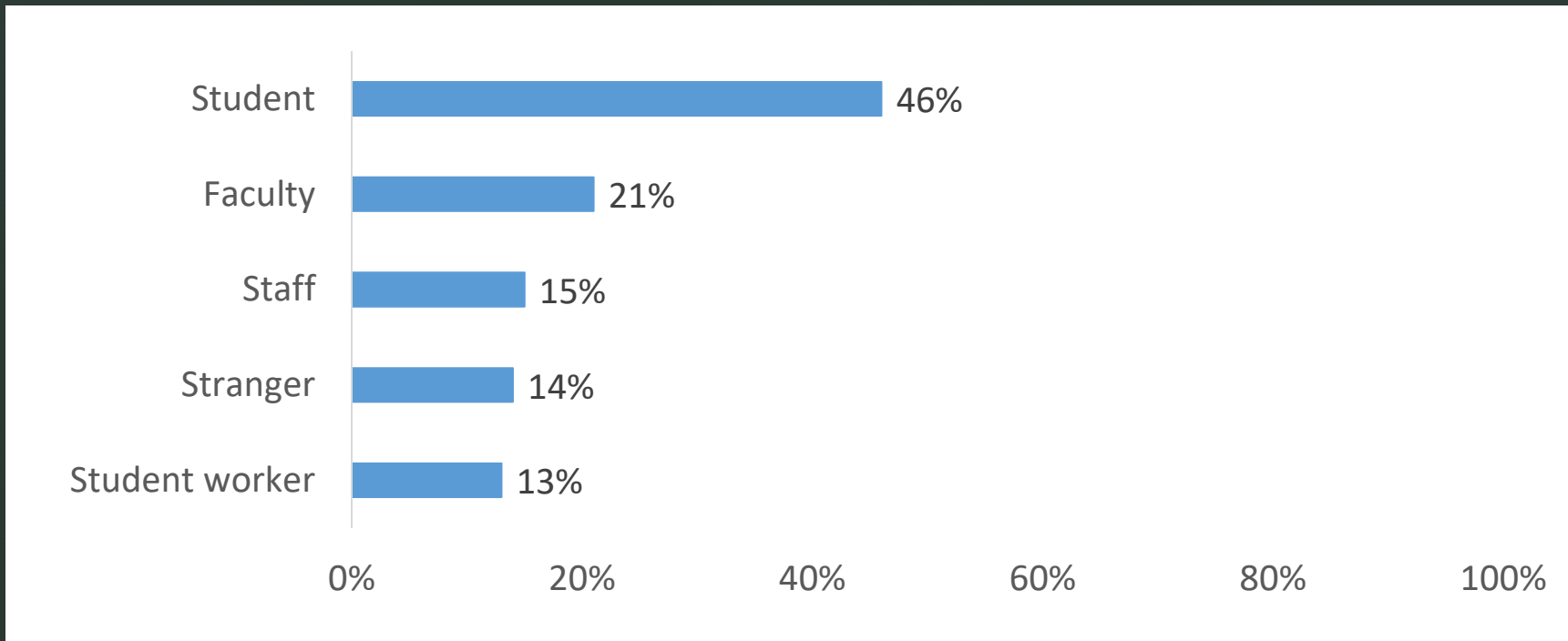
Top Sources of Experienced Exclusionary Conduct for Faculty Respondents(%)



Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 75$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Sources of Experienced Exclusionary Conduct for Students (%)



Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 197$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



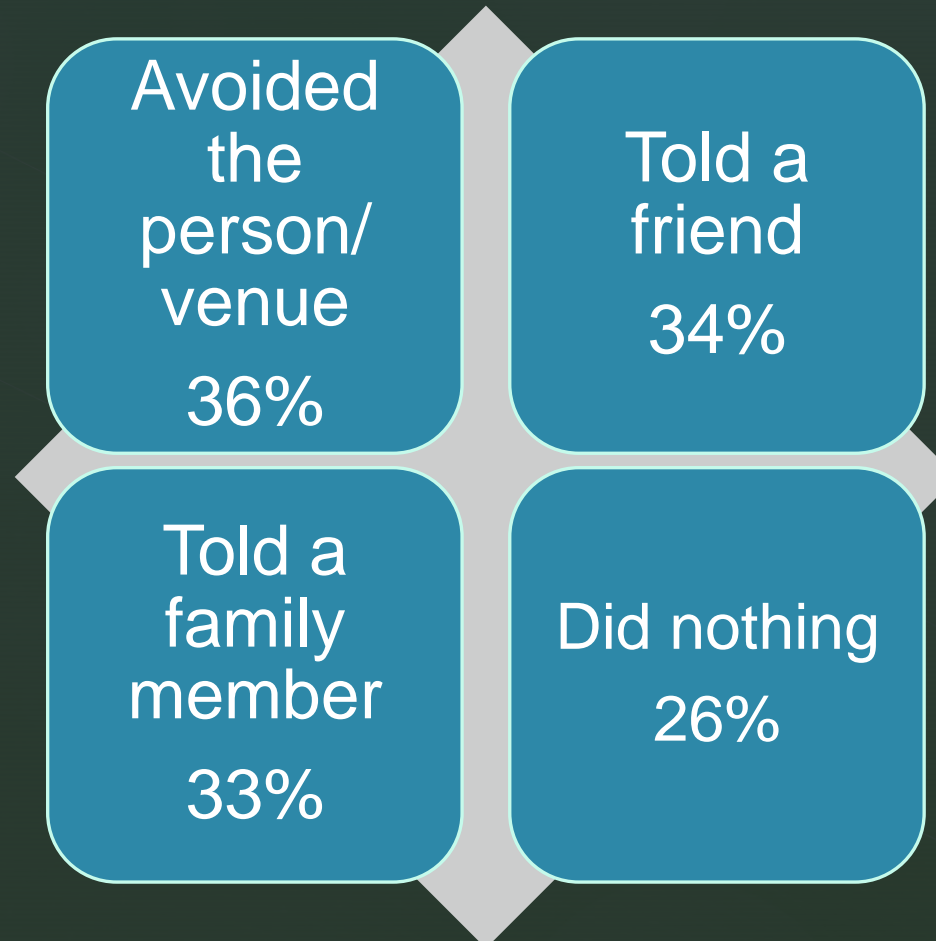
How did you feel after experiencing the conduct?



Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 388$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



What did you do in response to experiencing the conduct?



Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 388$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



17% ($n = 57$) Officially Reported the Conduct

Felt it was not addressed
appropriately (29%)

Felt that it was addressed
appropriately (23%)

Felt satisfied with the
outcome (21%)

The outcome was not
shared (21%)

The outcome is still
pending (< 5)

Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 388$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Qualitative Themes Reporting of Experienced Exclusionary Conduct

Never experienced exclusionary behavior

Positive experience



Qualitative Themes

Reporting of Experienced Exclusionary Conduct

Faculty: Micro-aggressive behavior

Tenured Faculty: Coworker bullying

Staff: Coworker/supervisor tension

Students: Micro-aggressive behavior



Accessibility

Please refer to full report for responses from individuals who indicated on the survey their gender identity as Transgender, Genderfluid, Genderqueer, or Nonbinary ($n = 51$).





Barriers for Respondents with Disabilities

Facilities	<i>n</i>	%
Classrooms, laboratories (including computer labs)	60	12.2
Classroom buildings	53	10.7
Campus transportation/parking	49	10.1
Walkways, pedestrian paths, crosswalks	47	9.7
Office furniture (e.g., chair, desk)	46	9.4
Temporary barriers because of construction or maintenance	44	9.1

Reports only responses from individuals who indicated on the survey that they had a disability ($n = 542$). For list of all barriers refer to full report.



Barriers for Respondents with Disabilities

Technology/online	<i>n</i>	%
Computer equipment (e.g., screens, mouse, keyboard)	42	8.7
Accessible electronic format	40	8.3
Website	39	8.3

Reports only responses from individuals who indicated on the survey that they had a disability ($n = 542$). For list of all barriers refer to full report.



Barriers for Respondents with Disabilities

Identity	<i>n</i>	%
Email account	35	7.4
Surveys	33	7.0
Electronic databases (e.g., Campus Solutions/PeopleSoft)	30	6.4
Learning technology	30	6.4
Campus dashboards	29	6.1

Reports only responses from individuals who indicated on the survey that they had a disability ($n = 542$). For list of all barriers refer to full report.



Barriers for Respondents with Disabilities

Instructional/campus materials	<i>n</i>	%
Textbooks	56	11.9
Food menus	37	7.8
Syllabi	35	7.4
Library books	34	7.2

Reports only responses from individuals who indicated on the survey that they had a disability ($n = 542$). For list of all barriers refer to full report.



Qualitative Themes - Accessibility

Facility barriers

Audio/visual barriers

Student respondents: Mental health



Unwanted Sexual Experiences

The next slides discuss unwanted sexual experiences that may cause discomfort.



5% ($n = 144$) Reported Unwanted Sexual Experiences

1% ($n = 36$) → Relationship Violence

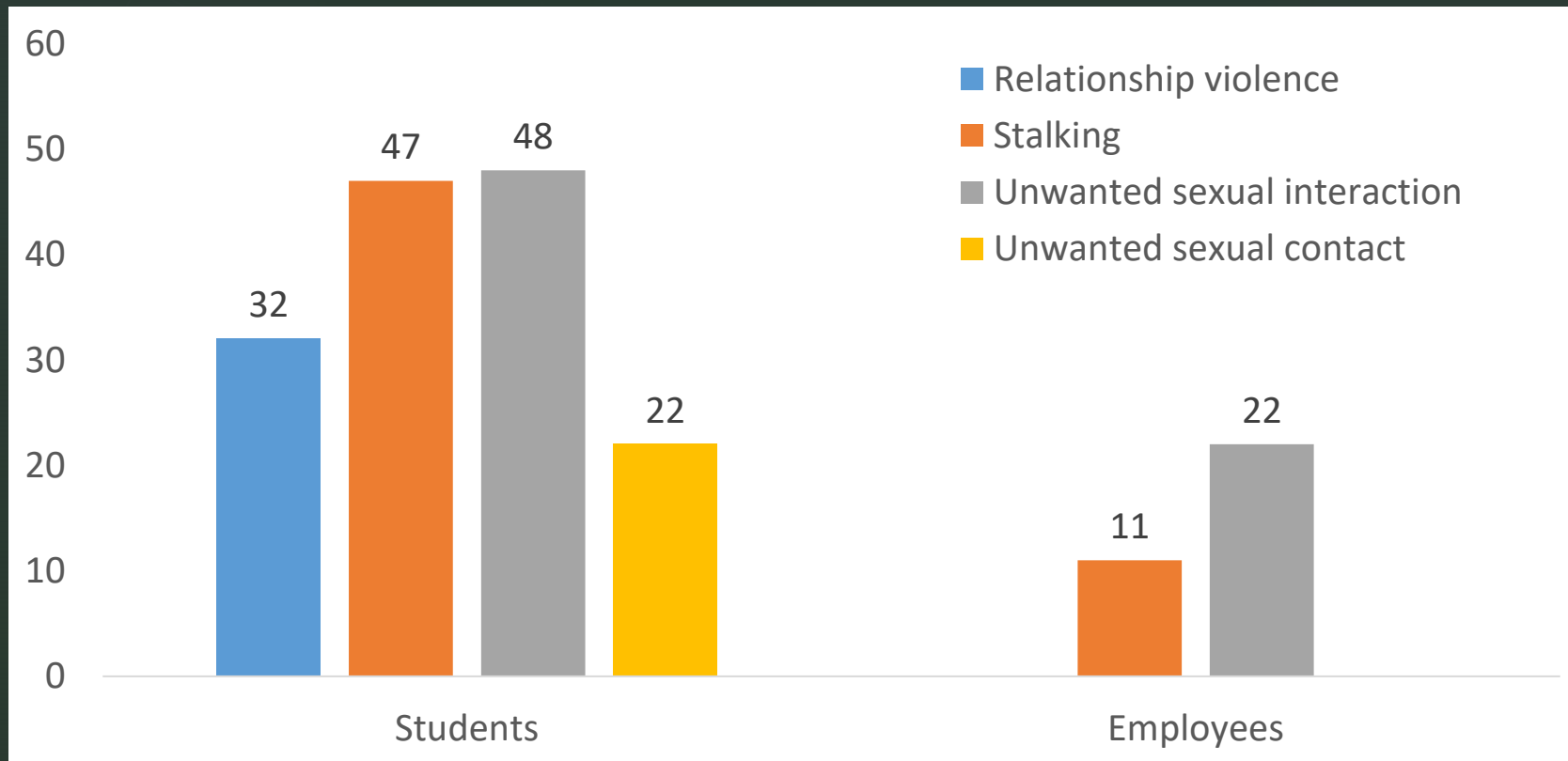
2% ($n = 58$) → Stalking

3% ($n = 70$) → Unwanted Sexual Interaction

1% ($n = 26$) → Unwanted Sexual Contact



Unwanted Sexual Experiences by Position Status (*n*)





When Relationship Violence Occurred

Time	<i>n</i>	%
Less than 6 months ago	6	17.1
6 – 12 months ago	9	25.7
13 – 23 months ago	7	20.0
2 – 4 years ago	9	25.7
5 – 10 years ago	< 5	---
11 – 20 years ago	< 5	---
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 36$).



Alcohol/Drug Involvement in Relationship Violence

Alcohol/Drug	<i>n</i>	%
No	24	68.6
Yes	11	31.4
<i>Alcohol only</i>	< 5	---
<i>Drugs only</i>	< 5	---
<i>Both alcohol and drugs</i>	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence (*n* = 36).



Year in Which Student Respondents Experienced Relationship Violence

Year/semester	<i>n</i>	%
Prior to my first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	18.8
First year	17	53.1
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	16	94.1
<i>Spring semester</i>	11	64.7
Second year	14	43.8
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	10	71.4
<i>Spring semester</i>	10	71.4
<i>Summer semester</i>	< 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced Relationship Violence ($n = 32$).



Year in Which Student Respondents Experienced Relationship Violence

Year/semester	<i>n</i>	%
Third year	9	28.1
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	9	100.0
<i>Spring semester</i>	7	77.8
Fourth year	< 5	---
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
After my fourth year	0	0.0

Note: Only answered by Student respondents who indicated on the survey that they experienced Relationship Violence ($n = 32$).



Location of Relationship Violence

On Campus (19%, $n = 7$)

Off Campus (83%, $n = 30$)

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 36$).



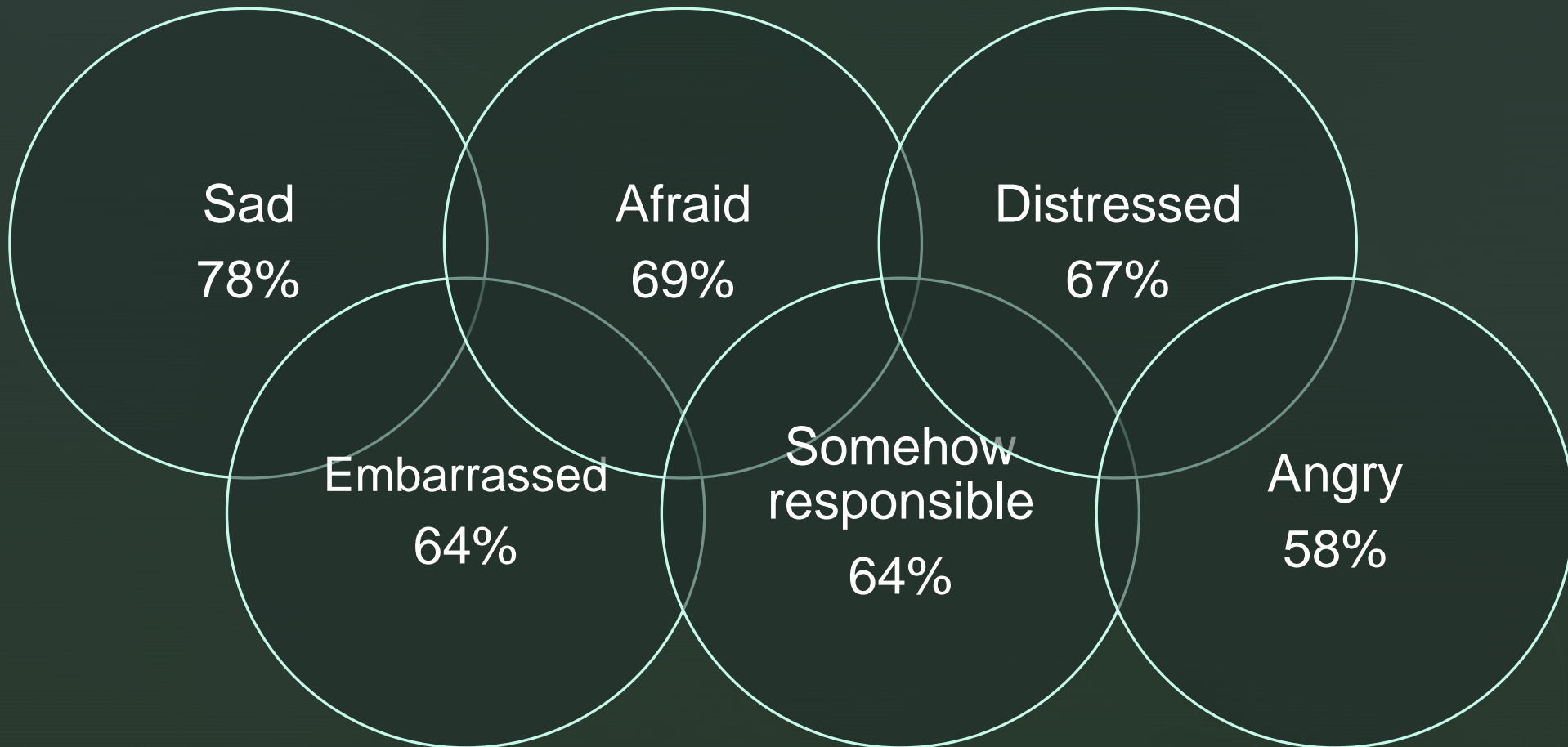
Top Perpetrators of Relationship Violence

Perpetrator	<i>n</i>	%
Current or former dating/intimate partner	26	72.2
MiraCosta College student	8	22.2

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 36$).



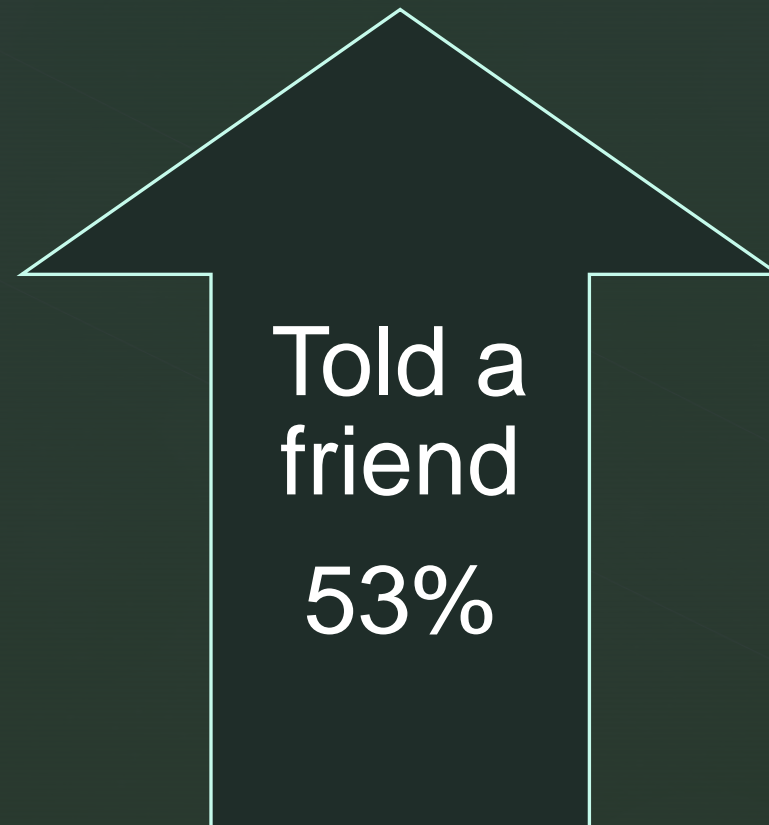
What did respondents do? Top Emotional Responses to Relationship Violence



Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 36$).



What did respondents do? Top Action to Relationship Violence



Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 36$).



23% ($n = 8$)
Reported the
Relationship
Violence

Not addressed appropriately
($n < 5$)

Was addressed appropriately
($n < 5$)

Satisfied with the outcome
(83%)

Outcome was not shared
($n < 5$)

Outcome is still pending
($n < 5$)

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 36$).



Qualitative Themes – Relationship Violence

Victim choice



When Stalking Occurred

Time	<i>n</i>	%
Less than 6 months ago	18	31.6
6 – 12 months ago	17	29.8
13 – 23 months ago	5	8.8
2 – 4 years ago	12	21.1
5 – 10 years ago	< 5	---
11 – 20 years ago	< 5	---
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 58$).



Alcohol/Drug Involvement in Stalking

Alcohol/Drug	<i>n</i>	%
No	50	89.3
Yes	6	10.7
<i>Alcohol only</i>	0	0.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 58$).



Year in Which Student Respondents Experienced Stalking

Year/semester	<i>n</i>	%
Prior to my first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	12.8
First year	22	46.8
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	15	68.2
<i>Spring semester</i>	8	36.4
Second year	15	31.9
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	10	66.7
<i>Spring semester</i>	7	46.7
<i>Summer semester</i>	< 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced Stalking ($n = 47$).



Year in Which Student Respondents Experienced Stalking

Year/semester	<i>n</i>	%
<i>Summer semester</i>	2	33.3
<i>Fall semester</i>	5	83.3
<i>Spring semester</i>	2	33.3
Fourth year	2	4.3
<i>Summer semester</i>	0	0.0
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	0	0.0
After my fourth year	1	2.1

Note: Only answered by Student respondents who indicated on the survey that they experienced Stalking ($n = 47$).



Location of Stalking

On Campus (64%, $n = 37$)

Off Campus (60%, $n = 35$)

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 58$).



Top Perpetrators of Stalking

Perpetrator	<i>n</i>	%
MiraCosta College student	35	60.3
Current or former dating/intimate partner	13	22.4
Acquaintance/friend	10	17.2
Stranger	9	15.5

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 58$).



What did respondents do?

Top Emotional Responses to Stalking



Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 58$).



What did respondents do? Top Actions to Stalking



Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 58$).



34% ($n = 19$)
Reported the
Stalking

Not addressed appropriately
($n < 5$)

Was addressed appropriately
($n < 5$)

Satisfied with the outcome
(67%)

Outcome was not shared
($n < 5$)

Outcome is still pending
(0)



Qualitative Themes – Stalking

Victim choice



When Unwanted Sexual Interaction Occurred

Time	<i>n</i>	%
Less than 6 months ago	21	30.4
6 – 12 months ago	14	20.3
13 – 23 months ago	12	17.4
2 – 4 years ago	11	15.9
5 – 10 years ago	9	13.0
11 – 20 years ago	< 5	---
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 70$).



Alcohol/Drug Involvement in Unwanted Sexual Interaction

Alcohol/Drug	<i>n</i>	%
No	60	90.0
Yes	6	9.1
<i>Alcohol only</i>	< 5	---
<i>Drugs only</i>	< 5	---
<i>Both alcohol and drugs</i>	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 70).



Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year/semester	<i>n</i>	%
Prior to first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	9	18.8
First year	29	60.4
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	21	72.4
<i>Spring semester</i>	12	41.4
Second year	18	37.5
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	13	72.2
<i>Spring semester</i>	7	38.9

Note: Only answered by Student respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 48$).



Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year/semester	<i>n</i>	%
Third year	6	12.5
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	5	83.3
<i>Spring semester</i>	< 5	---
Fourth year	< 5	---
<i>Summer semester</i>	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	< 5	---
After my fourth year	0	0.0

Note: Only answered by Student respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 48$).



Location of Unwanted Sexual Interaction

On Campus (61%, $n = 43$)

Off Campus (36%, $n = 25$)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 70$).



Top Perpetrators of Unwanted Sexual Interaction

Perpetrator	<i>n</i>	%
MiraCosta College student	29	41.4
Stranger	14	20.0
Acquaintance/friend	12	17.1
MiraCosta College staff/administrator member	11	15.7
MiraCosta College faculty member	10	14.3
Current or former dating/intimate partner	6	8.6

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 70$).



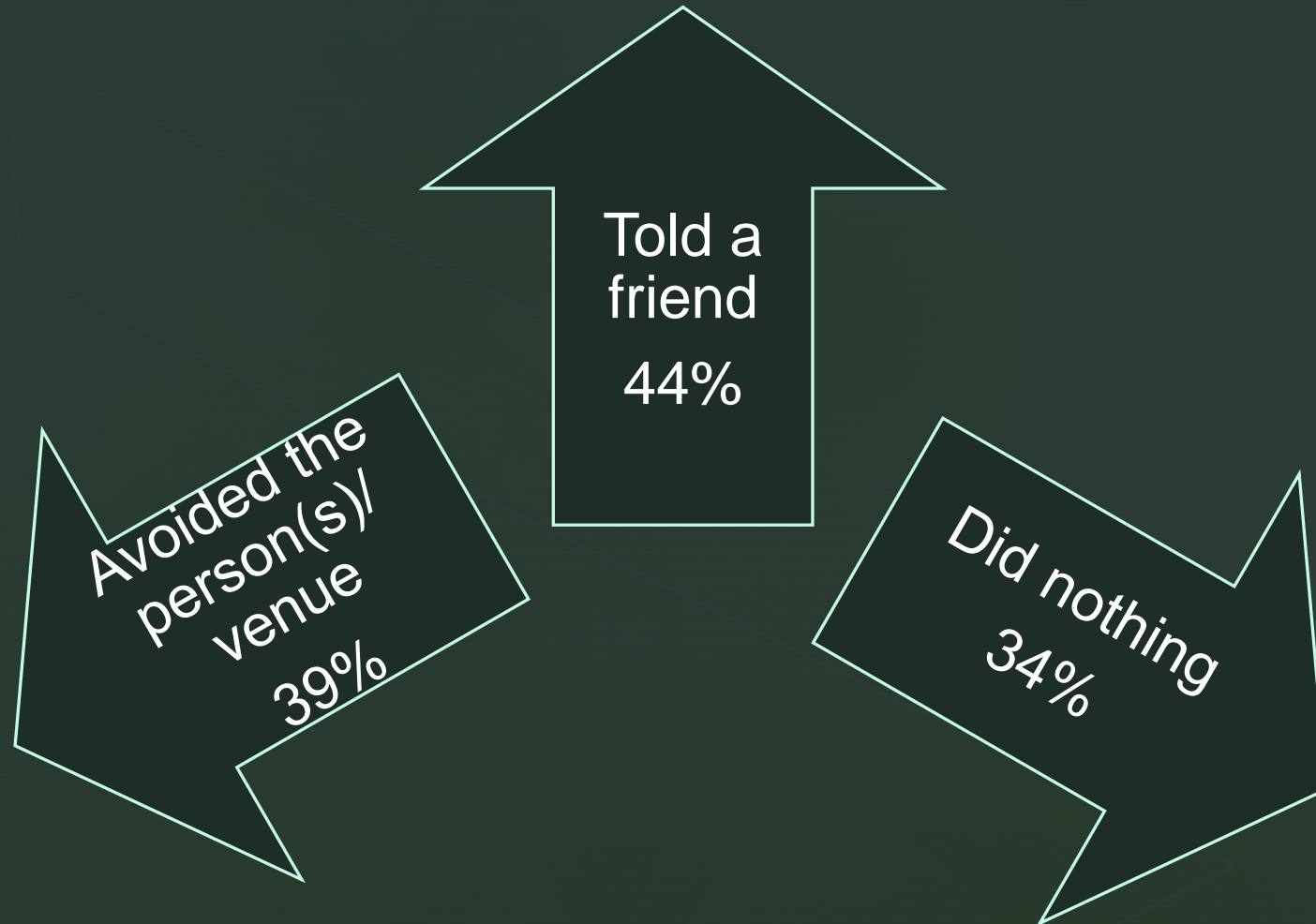
What did respondents do? Top Emotional Responses to Unwanted Sexual Interaction



Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 70$).



What did respondents do? Top Actions to Unwanted Sexual Interaction



Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 70$).



19% ($n = 13$)
Reported the
Unwanted
Sexual
Interaction

Not addressed appropriately
($n < 5$)

Was addressed appropriately
(46%)

Satisfied with the outcome
($n < 5$)

Outcome was not shared
($n < 5$)

Outcome is still pending
(0)



Qualitative Themes – Unwanted Sexual Interaction

Student respondents: Catcalling and social stigma



When Unwanted Sexual Contact Occurred

Time	<i>n</i>	%
Less than 6 months ago	< 5	---
6 – 12 months ago	< 5	---
13 – 23 months ago	7	28.0
2 – 4 years ago	7	28.0
5 – 10 years ago	< 5	---
11 – 20 years ago	< 5	---
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 26$).



Alcohol/Drug Involvement in Unwanted Sexual Contact

Alcohol/Drug	<i>n</i>	%
No	13	52.0
Yes	12	48.0
Alcohol only	< 5	---
Drugs only	< 5	---
Both alcohol and drugs	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 26$).



Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year/semester	<i>n</i>	%
Prior to first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	27.3
First year	12	54.5
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	8	66.7
<i>Spring semester</i>	< 5	---
Second year	8	36.4
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 22$).



Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year/semester	<i>n</i>	%
Third year	< 5	---
<i>Summer semester</i>	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
Fourth year	0	0.0
<i>Summer semester</i>	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
After my fourth year	0	0.0

Note: Only answered by Student respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 22$).



Location of Unwanted Sexual Contact

On Campus ($n < 5$)

Off Campus (85%, $n = 22$)



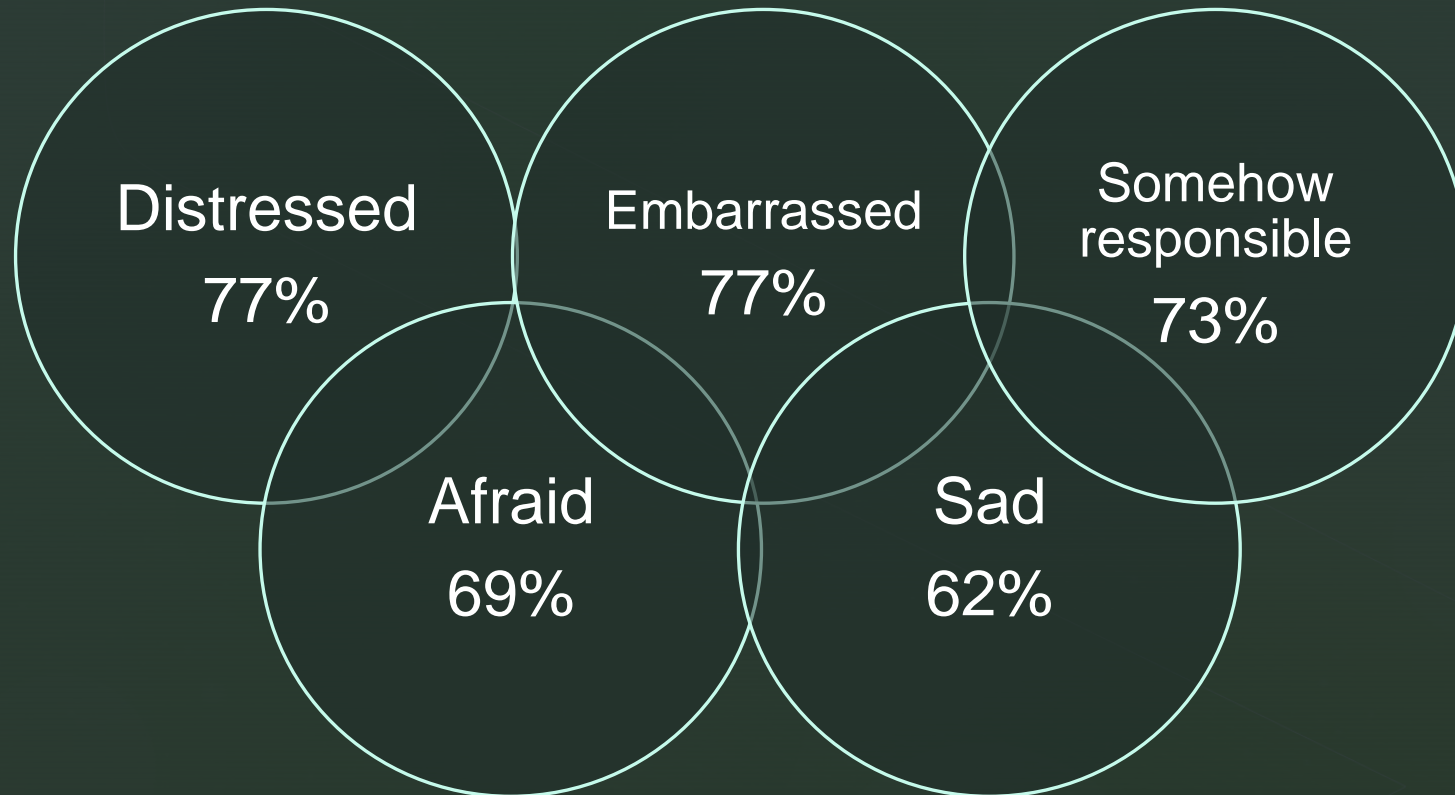
Top Perpetrators of Unwanted Sexual Contact

Perpetrator	<i>n</i>	%
Acquaintance/friend	12	46.2
Current or former dating/intimate partner	10	38.5
MiraCosta College student	6	23.1

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 26$).



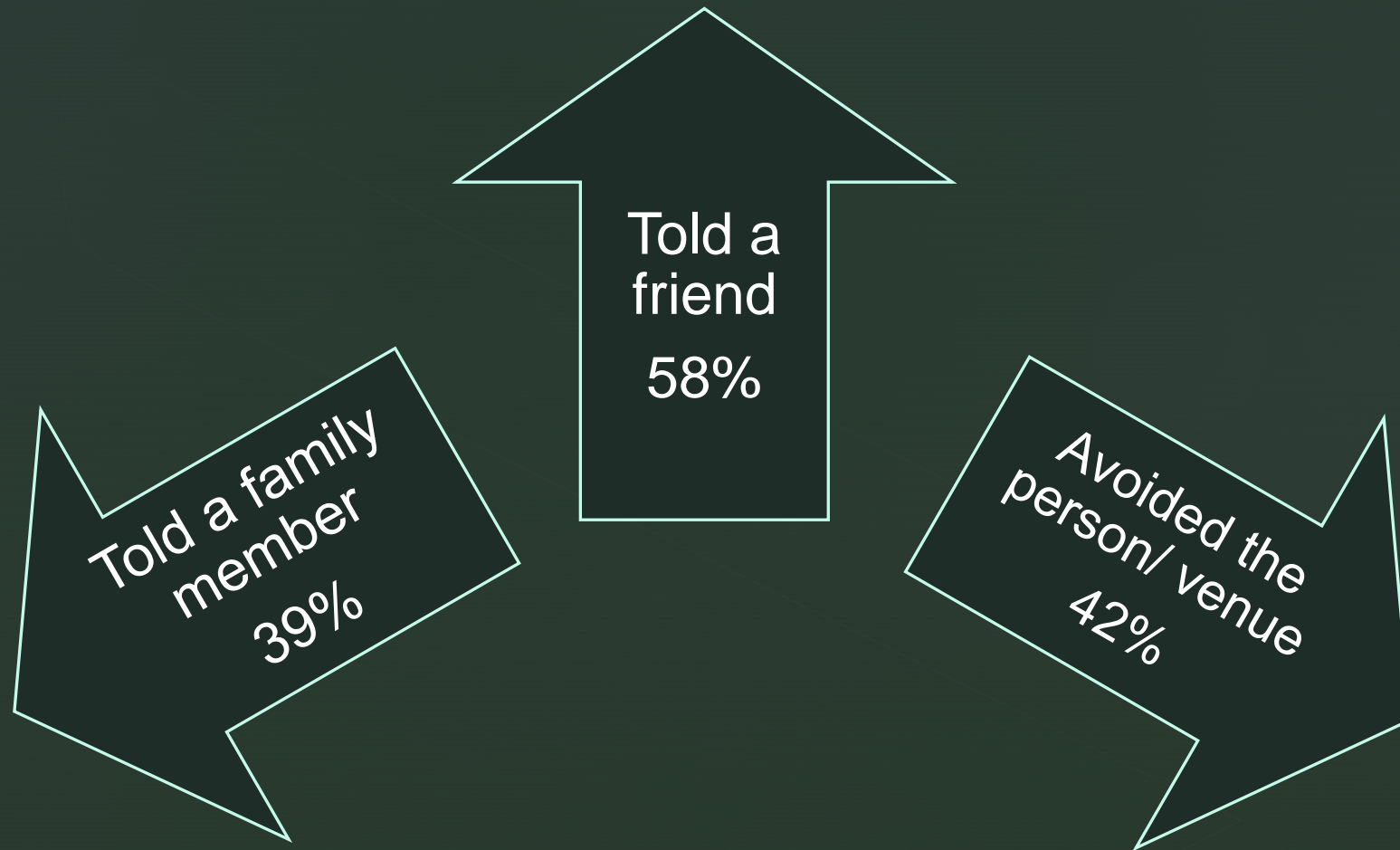
What did respondents do? Top Emotional Responses to Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 26$).



What did respondents do? Top Actions Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 26$).



($n < 5$)
Reported the
Unwanted
Sexual Contact

Not addressed appropriately
($n < 5$)

Was addressed appropriately
($n < 5$)

Satisfied with the outcome
($n < 5$)

Outcome was not shared
($n < 5$)

Outcome is still pending
($n < 5$)



Qualitative Themes – Unwanted Sexual Contact

Student respondents: Fear

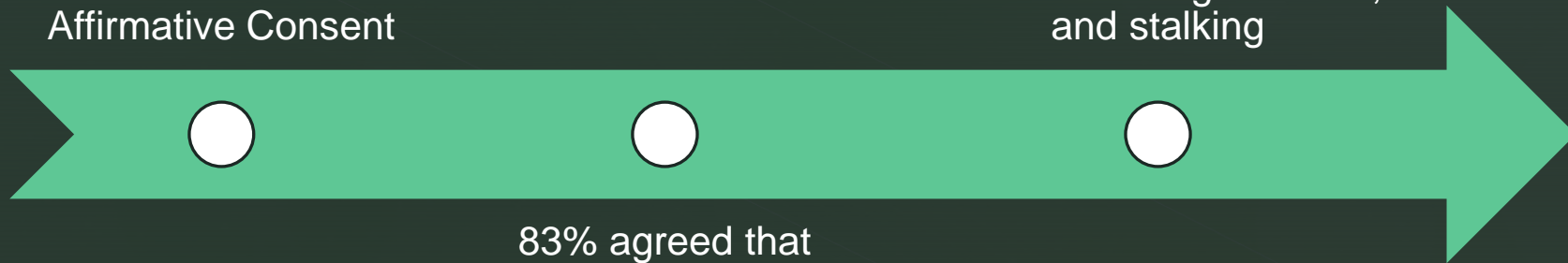


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

92% agreed that they were aware of the definition of Affirmative Consent

84% agreed that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking

83% agreed that they were generally aware of the campus resources listed on the survey

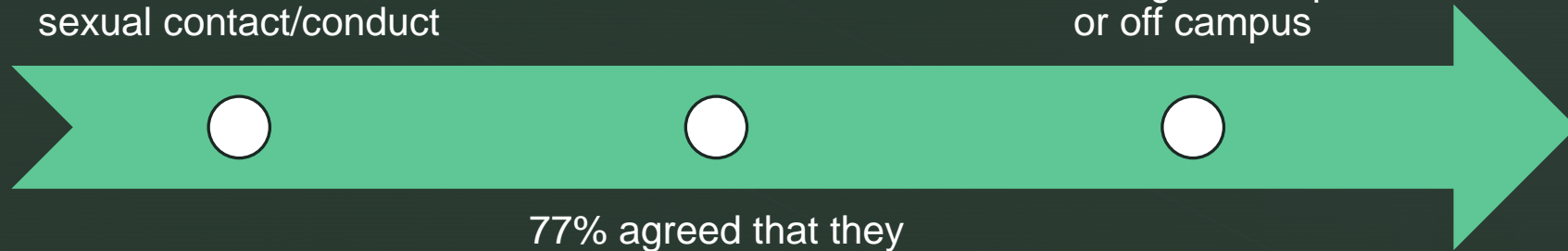




Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

86% agreed that they were generally aware of the role MiraCosta Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct

94% agreed that they had a responsibility to report such incidents when they saw them occurring on campus or off campus

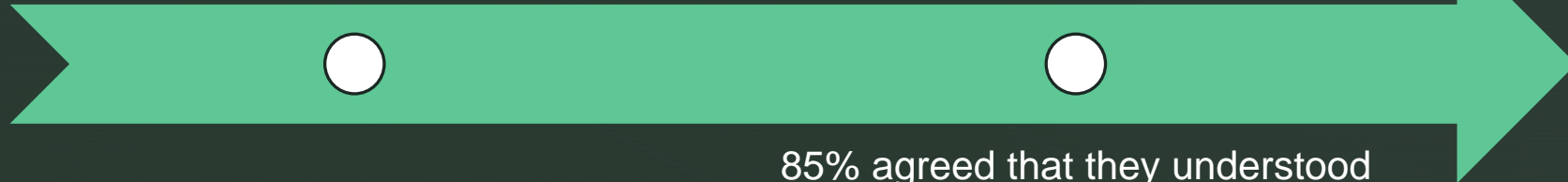


77% agreed that they knew how and where to report such incidents



Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

95% agreed that they understood mandatory reporters are required to report incidents



85% agreed that they understood MiraCosta standards of conduct and penalties differed from standards of conduct and penalties under the criminal law

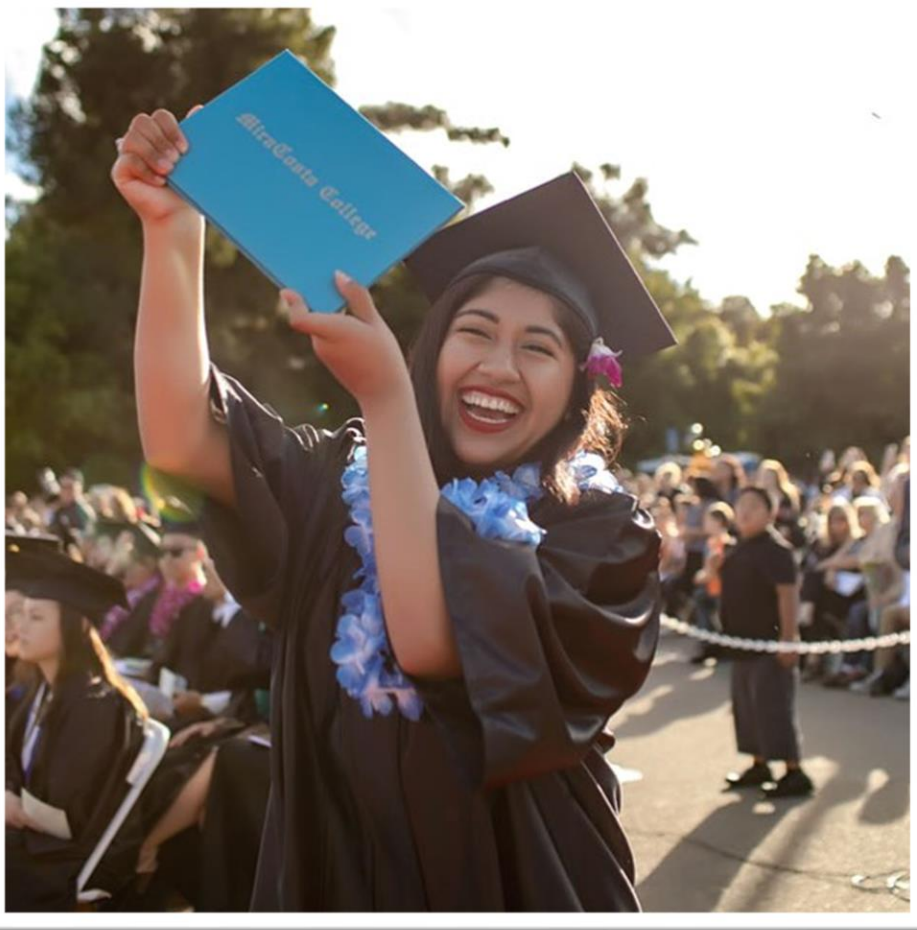


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

90% agreed that MiraCosta sends/posts a College Police Department Special Bulletin/Campus Community Alert to the campus community when such an incident occurs



82% agreed that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in MiraCosta College Safety and Security Report



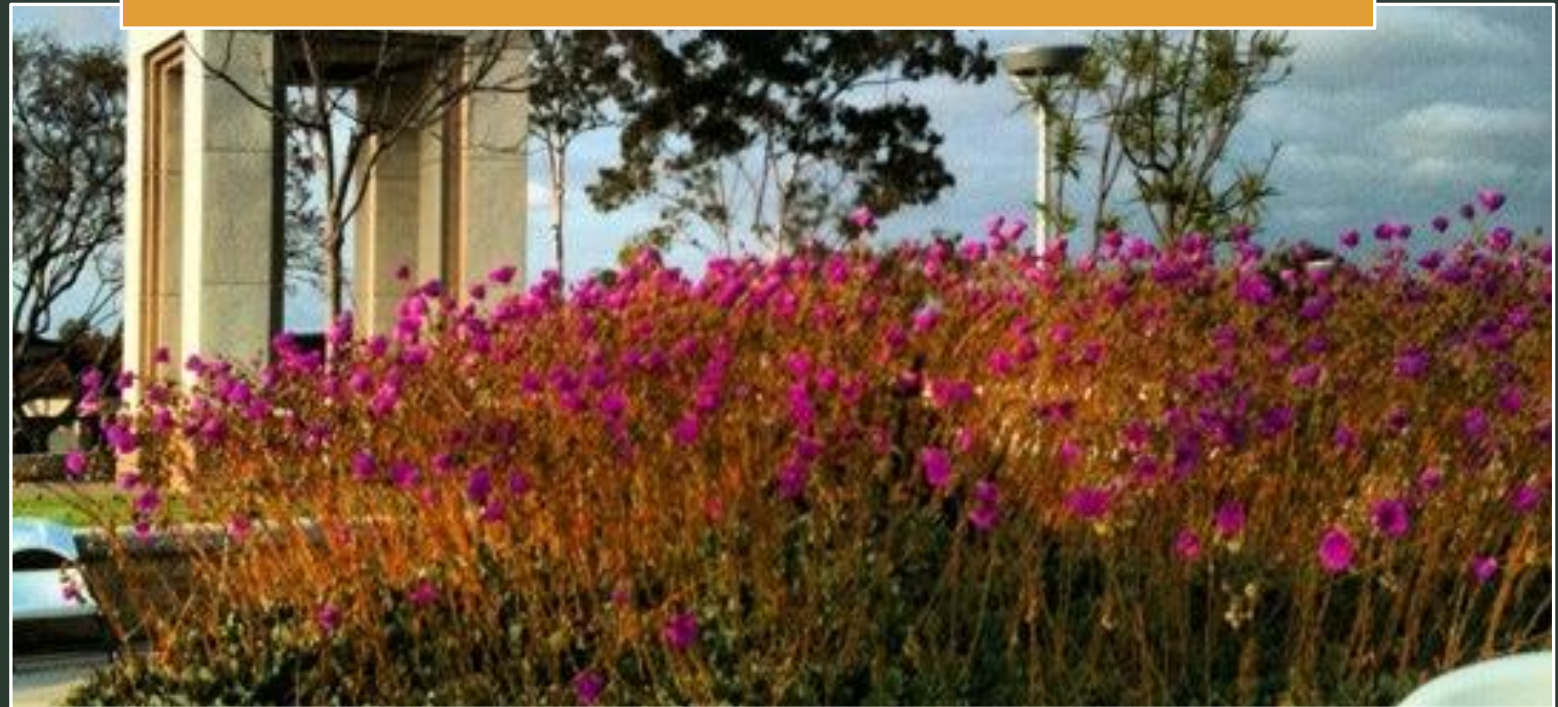
Intent to Persist





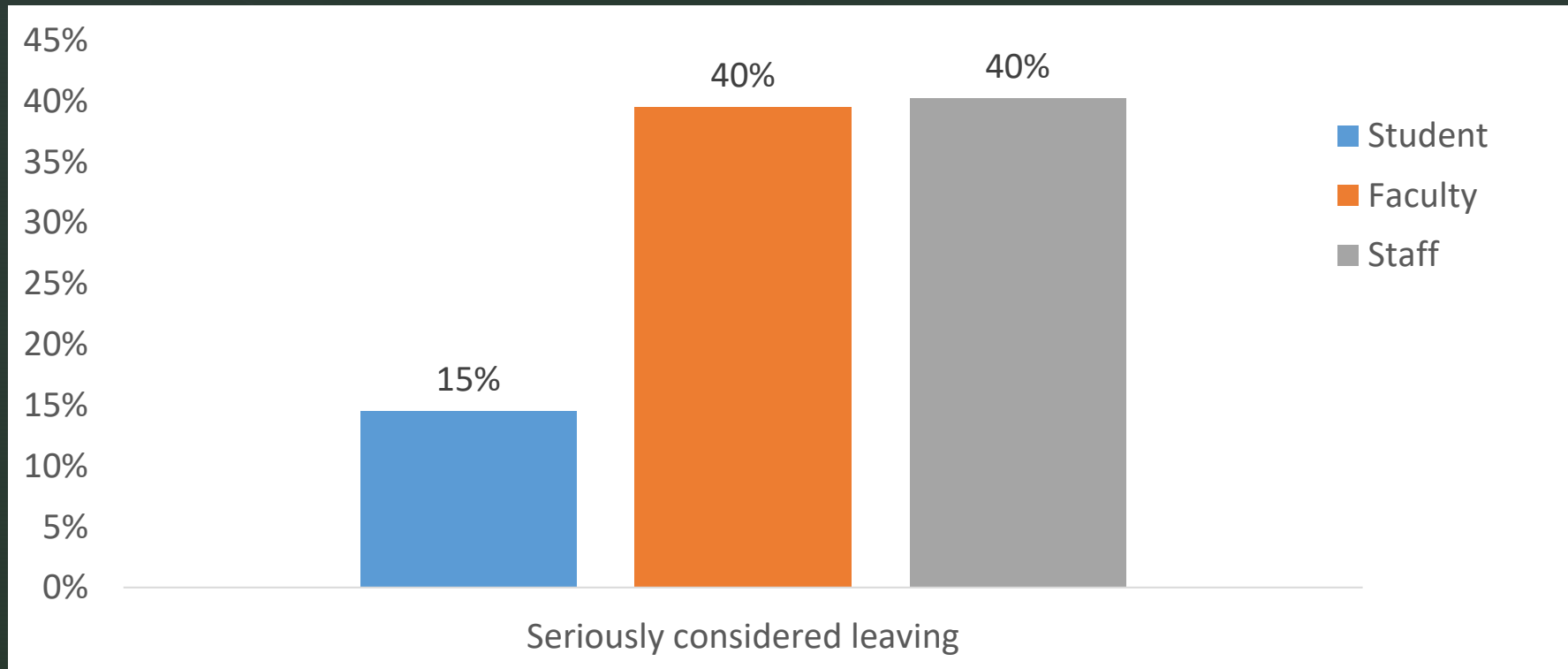
Who has seriously considered leaving
MiraCosta College?

20% ($n = 554$)





Respondents Who Seriously Considered Leaving MiraCosta College (%)





Top Reasons Why Staff Respondents Seriously Considered Leaving MiraCosta College

Reason	<i>n</i>	%
Limited advancement opportunities	63	52.9
Lack a sense of belonging	54	45.4
Tension with supervisor/manager	45	37.8
Campus climate was unwelcoming	44	37.0
Increased workload	42	35.3
Tension with coworkers	41	34.5

Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving MiraCosta College ($n = 119$). For list of all response choices refer to full report.



Top Reasons Why Faculty Respondents Seriously Considered Leaving MiraCosta College

Reason	<i>n</i>	%
Lack a sense of belonging	45	40.5
Limited advancement opportunities	43	38.7
Campus climate was unwelcoming	36	32.4
Tension with coworkers	34	30.6
Tension with supervisor/manager	32	28.8

Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving MiraCosta College ($n = 111$). For list of all response choices refer to full report.



Qualitative Themes for Employee Respondents - Why Considered Leaving...

Associate Faculty respondents: Poor leadership and job insecurity

Tenured Faculty respondents: Climate not welcoming and micro-aggressive behavior

Staff respondents: Limited career advancement opportunities, poor leadership, and limited staff support



Top Reasons Why Student Respondents Seriously Considered Leaving MiraCosta College

Reason	<i>n</i>	%
Personal reasons (e.g., medical, mental health, family emergencies)	93	28.7
Lack of a sense of belonging	61	18.8
Lack of social life at MiraCosta College	55	17.0
Time management	53	16.4
Financial reasons	52	16.0

Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving MiraCosta College ($n = 324$). For list of all response choices refer to full report.



When Student Respondents Seriously Considered Leaving MiraCosta College

51% in their first year

35% in their second year

21% in their third year

8% in their fourth year



Qualitative Themes for Student Respondents - Why Considered Leaving...

Personal reasons

Teaching quality

Transfer to a University



Perceptions





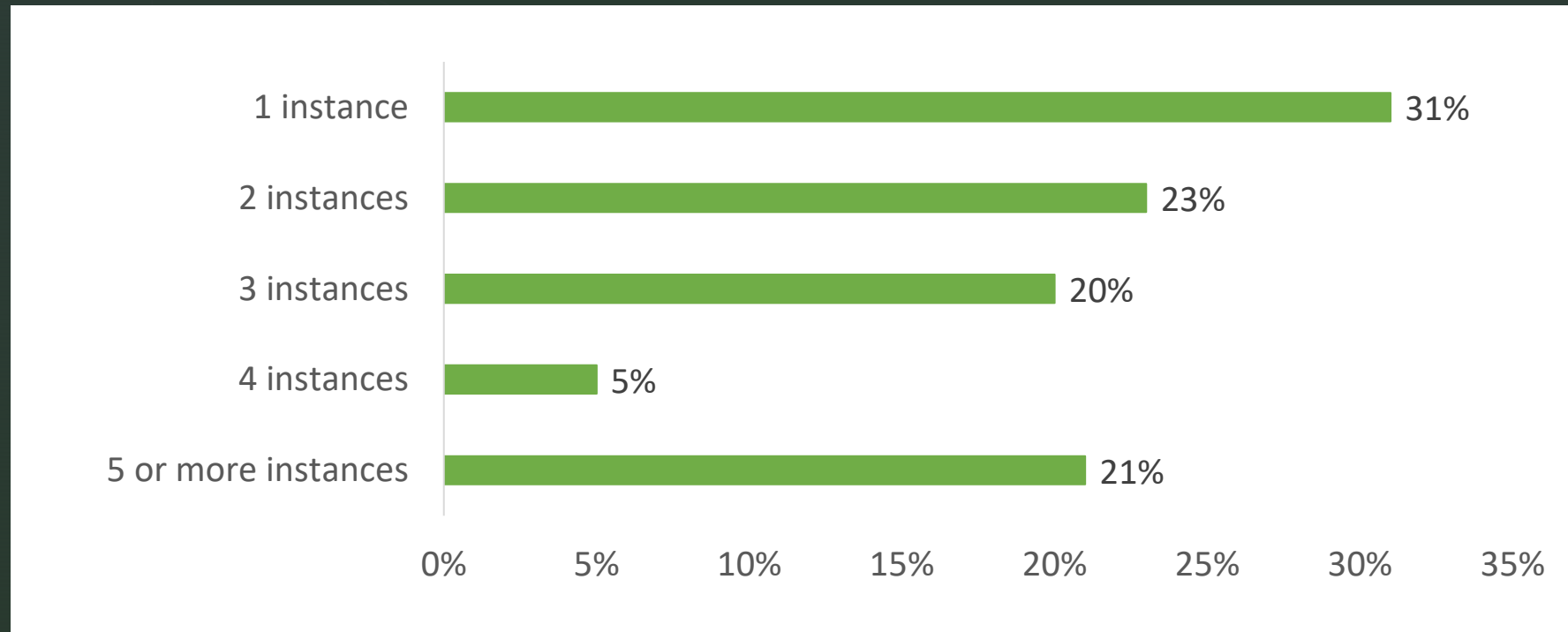
Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



13% (n = 357)

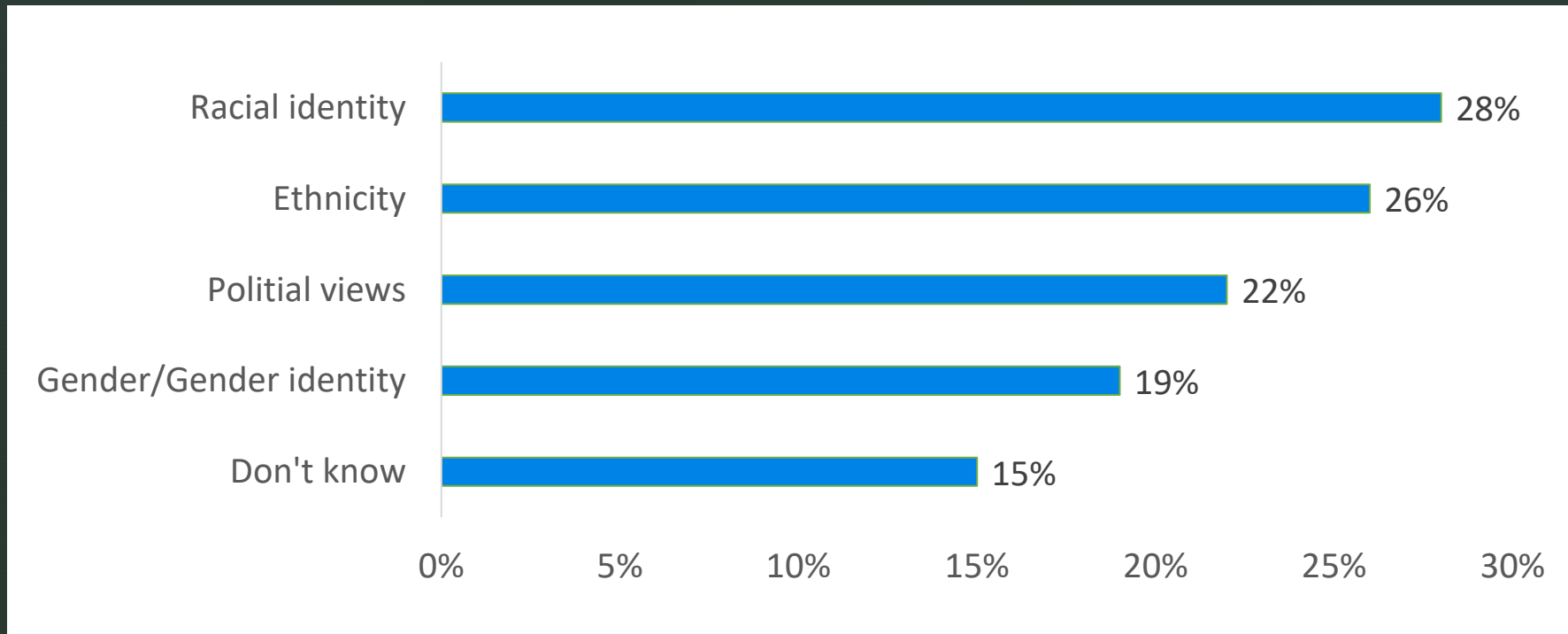


Number of Instances of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Observed During the Past Year



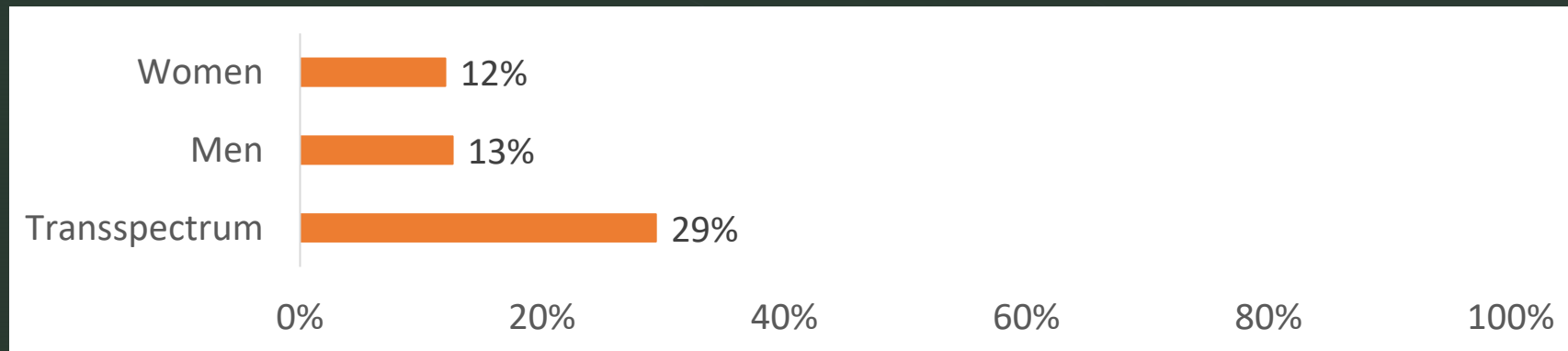
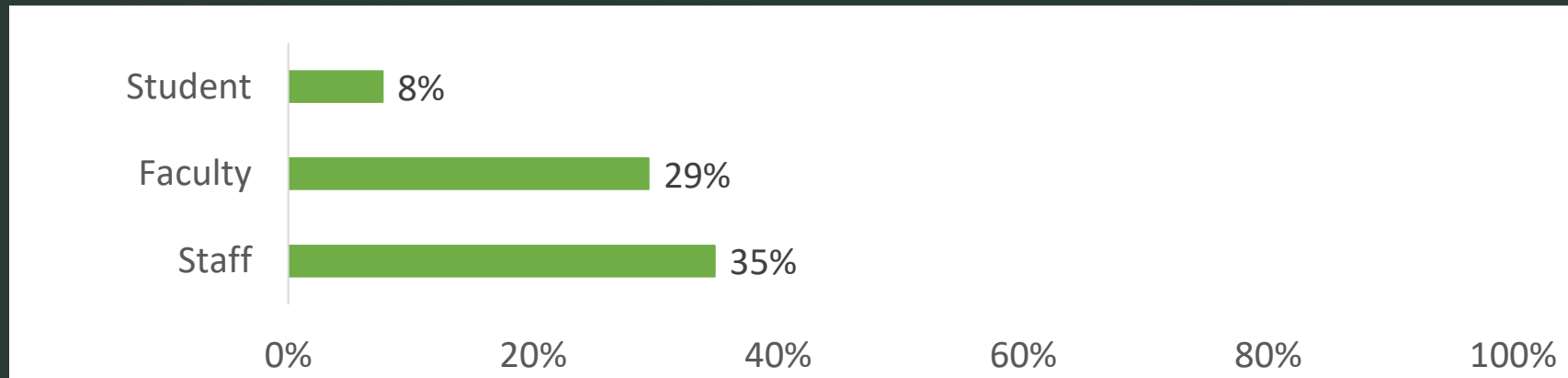


Top Bases of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Observed



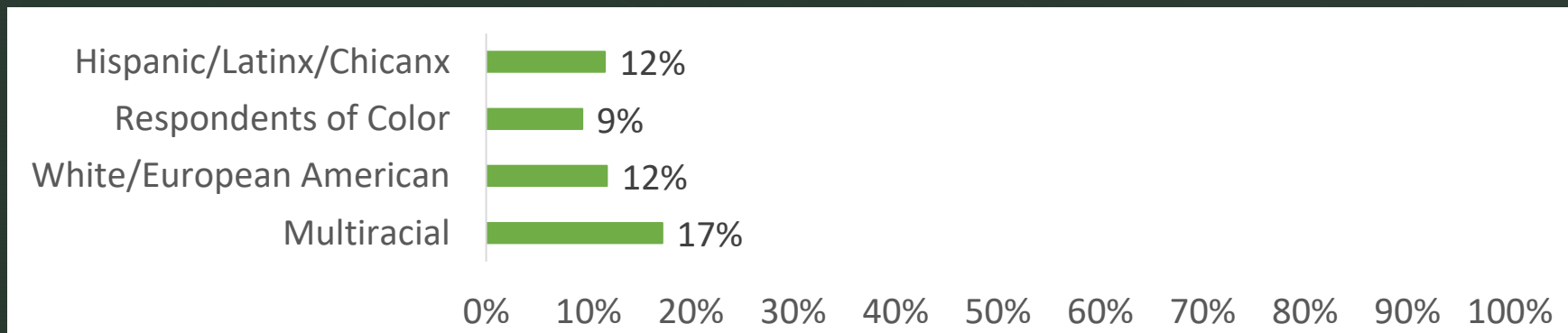
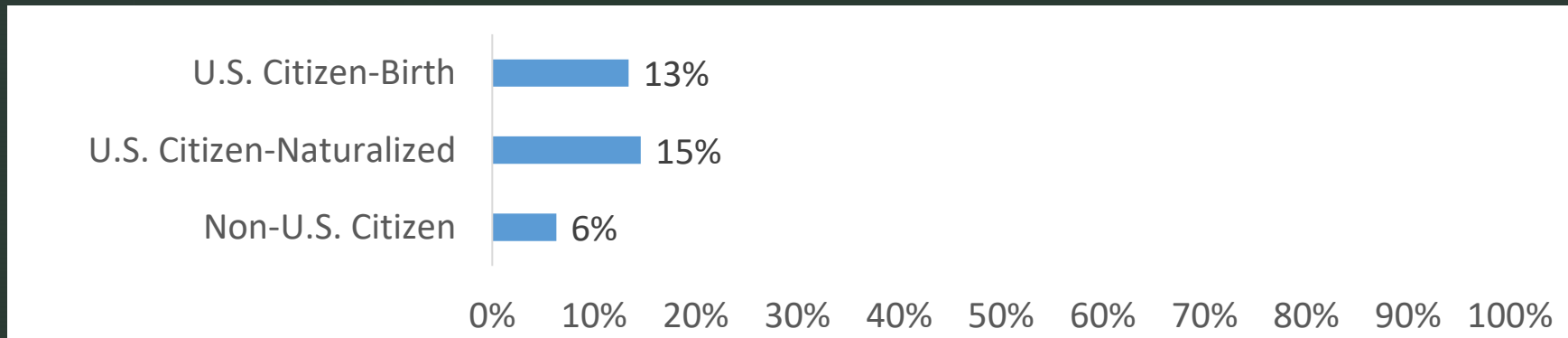


Observed Exclusionary Conduct by Respondents' Position and Gender Identity (%)



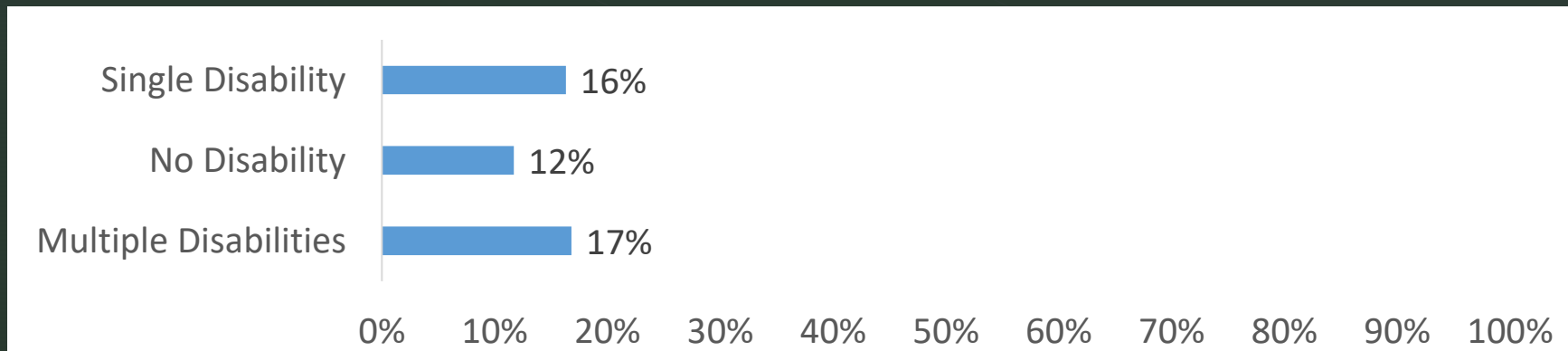
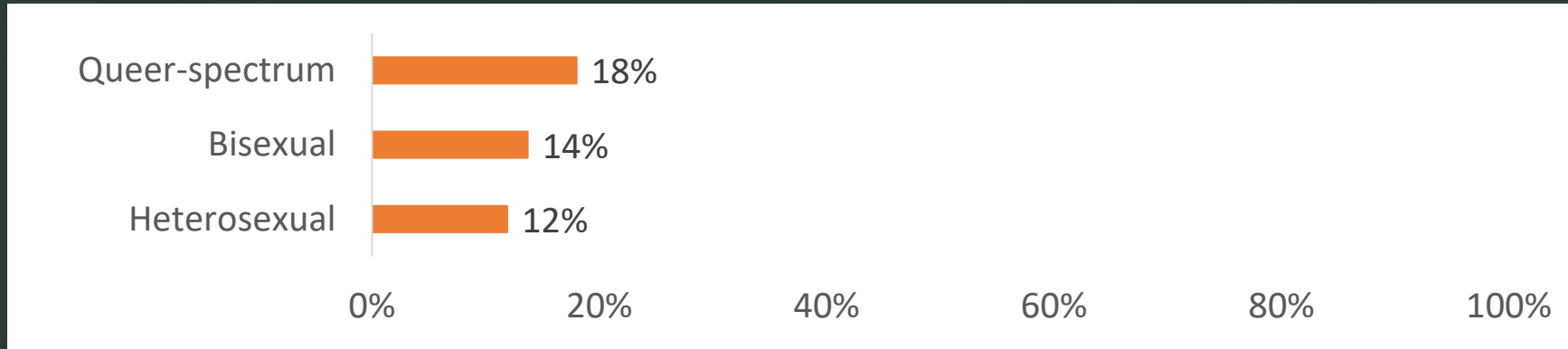


Observed Exclusionary Conduct by Respondents' Citizenship Status and Racial Identity (%)





Observed Exclusionary Conduct by Respondents' Sexual Identity and Disability Status (%)





Top Forms of Observed Exclusionary Conduct

Form	<i>n</i>	%
Derogatory verbal remarks	105	29.4
Person intimidated or bullied	92	25.8
Person ignored or excluded	89	24.9
Person isolated or left out	80	22.4

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Targets of Observed Exclusionary Conduct



Student (54%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Sources of Observed Exclusionary Conduct



Student (38%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



Top Locations of Observed Exclusionary Conduct

In a class/laboratory

24%

In other public spaces at MiraCosta College

21%



How did you feel after observing the conduct?



Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



What did you do in response to observing the conduct?

Told a friend
24%

Did nothing
22%

Told a family member
20%

Avoided the person/venue
19%

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.



17% ($n = 58$)
Officially Reported
the Conduct

Not addressed appropriately
(21%)

Was addressed appropriately
($n < 5$)

Satisfied with the outcome
(30%)

Outcome was not shared
(24%)

Outcome is still pending
($n < 5$)

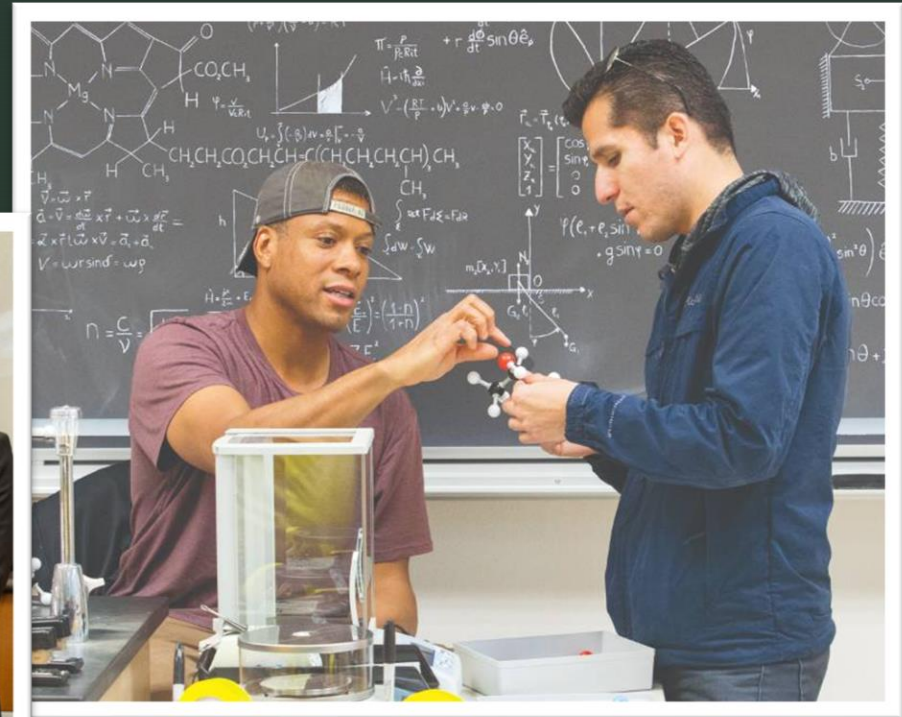


Qualitative Themes – Observed Exclusionary Conduct

Micro-aggressive behavior



Employee Perceptions





Employee Perceptions of Unjust Hiring Practices

29% ($n = 79$) of Faculty

28% ($n = 84$) of Staff



Qualitative Themes – Unjust Hiring Process

Cronyism

Diversity hiring criterion

Discriminatory hiring practices

Associate Faculty: Unjust advancement opportunities



Employee Perceptions of Unjust Employment-Related Disciplinary Actions

12% ($n = 32$) of Faculty

11% ($n = 33$) of Staff



Qualitative Themes – Unjust Employment-Related Disciplinary Actions

Tenured Faculty and Staff: Protected behavior



Employee Perceptions of Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

22% ($n = 61$) of Faculty

30% ($n = 90$) of Staff

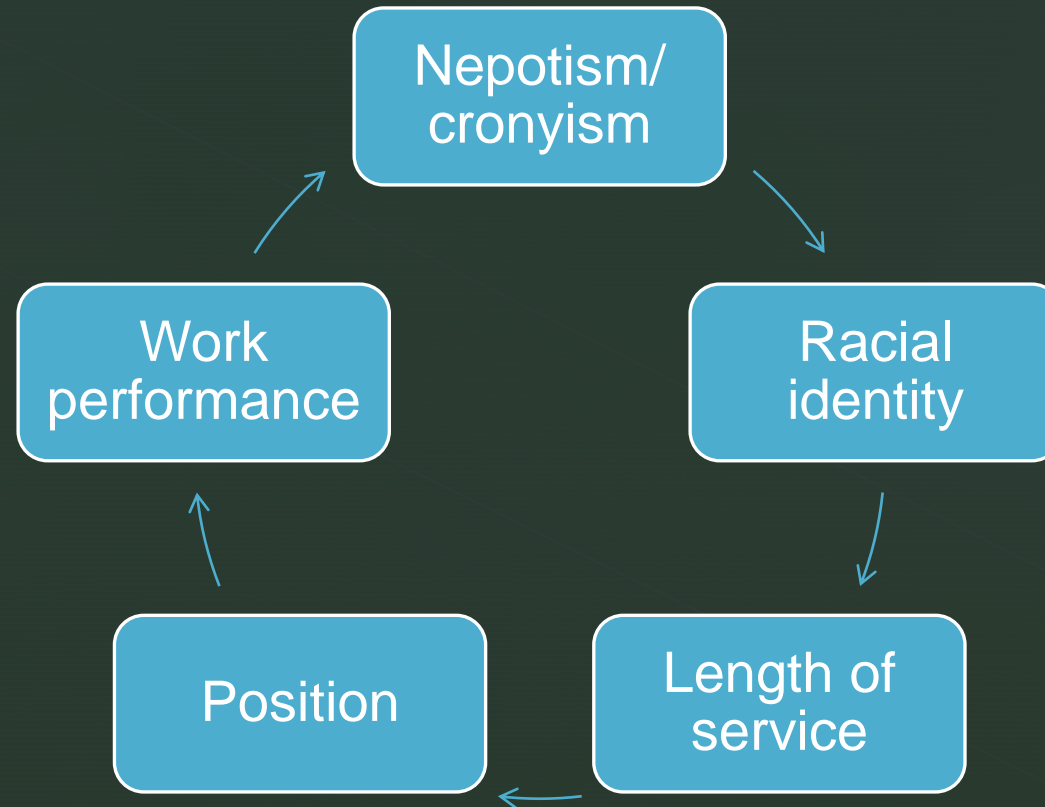


Qualitative Themes – Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

Staff: reclassification bias



Most Common Perceived Bases for Unjust Employment Practices



Work-Life Issues

SUCCESSSES
and
CHALLENGES





Tenured and Tenure-Track Faculty Respondents - Examples of Successes

80% felt that the criteria for tenure were clear

Majority felt that teaching (89%) and service contributions (80%) were valued by MiraCosta College

83% felt that professional growth/development were valued by MiraCosta College



Tenured and Tenure-Track Faculty Respondents - Examples of Challenges

51%

- Felt that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations

52%

- Felt that they performed more work to help students than did their colleagues



Qualitative Themes for Tenured and Tenure-Track Faculty : Work-Life Issues

Tenured Faculty: Inadequate leadership



Associate Faculty Respondents - Examples of Successes

75% felt that expectations of their responsibilities were clear

Majority felt that teaching (79%) and service (73%) were valued by MiraCosta College

83% felt that professional growth/development was valued by MiraCosta College



Associate Faculty Respondents - Examples of Challenges

37%

- Felt that they felt pressured to do extra work that was uncompensated

35%

- Felt that they performed more work to help students than did their colleagues



Qualitative Themes for Associate Faculty: Work-Life Issues

Job insecurity



Faculty Respondents - Examples of Successes

72% felt that salaries for tenure-track faculty positions were competitive

72% felt that they would recommend MiraCosta College as a good place to work.

77% felt that their teaching was valued



Faculty Respondents - Examples of Successes

Majority felt valued by their department/program chairs (73%), other faculty (72%), and students in the classroom (92%)



Qualitative Themes for Faculty Respondents: Work-Life Issues

Pay inequity

Family benefits

Job insecurity



Staff Respondents - Examples of Successes

Majority felt that they had supervisors (71%) and colleagues/coworkers (74%) who gave them job/career advice or guidance when they needed it

76% felt that their supervisors provided adequate support for them to manage work-life balance

74% felt that they were able to complete their assigned duties during scheduled hours



Staff Respondents - Examples of Successes

74% felt that they were given a reasonable time frame to complete assigned responsibilities

75% felt that MiraCosta College provided them with resources to pursue training/professional development opportunities

77% felt that their supervisors were supportive of their taking leave



Staff Respondents - Examples of Successes

74% felt that staff salaries were competitive

Majority felt that vacation and personal time packages (73%), retirement benefits (70%), and health insurance benefits (78%) were competitive

73% felt that clear expectations of their responsibilities existed



Staff Respondents - Examples of Successes

76% felt that they would recommend MiraCosta College as a good place to work

Majority felt valued by coworkers in their department (80%), coworkers outside their department (72%), supervisors/managers (75%), and MiraCosta College students (73%)



Staff Respondents - Examples of Successes

Majority felt that their skills (72%) and work (71%) were valued



Staff Respondents - Examples of Challenges

63%

- Felt that a hierarchy existed that values faculty voices more than staff voices

55%

- Felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others

41%

- Felt that they performed more work than colleagues with similar performance expectations



Staff Respondents - Examples of Challenges

36%

- Felt that staff opinions were valued by MiraCosta College faculty and administration

33%

- Felt that clear procedures existed on how they could advance at MiraCosta College



Qualitative Themes for Staff Respondents: Work-Life Issues

Inequitable workload

Performance evaluations

Faculty/staff hierarchy

Work-life balance



Qualitative Themes for Staff Respondents: Work-Life Issues

Support benefits

Faculty/staff hierarchy

Job insecurity



Student Respondents' Perceptions





Student Respondents' Perceptions - Examples

84% felt valued by MiraCosta faculty

83% felt valued by MiraCosta staff

67% felt valued by MiraCosta senior administrators



Student Respondents' Perceptions - Examples

77% felt valued by other students in the classroom

68% felt that faculty prejudged their abilities based on their perception of their identity/background



Student Respondents' Perceptions - Examples

Majority thought they had faculty (73%) and Staff (65%) whom they perceived as role models

78% felt that the campus climate at MiraCosta encouraged free and open discussion of difficult topics



Qualitative Themes for Student Respondents

Personal reasons

Teaching quality

Transfer to a university



Student Respondents' Perceived Academic Success





Student Respondents' *Perceived Academic Success*

Trans-spectrum Student respondents had lower *Perceived Academic Success* than Women Student respondents and Men Student respondents.

Men Student respondents had lower *Perceived Academic Success* than Women Student respondents.

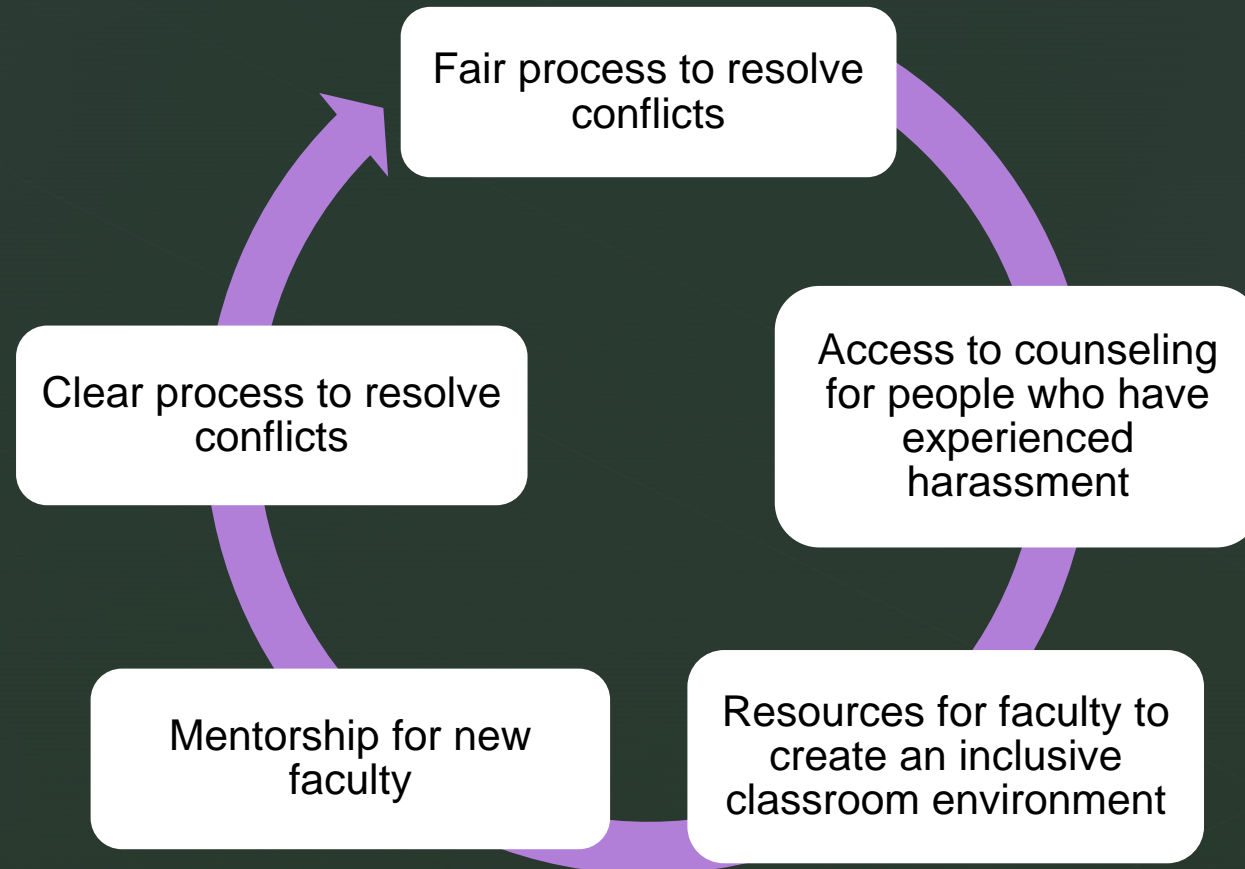


Institutional Actions





Campus Initiatives Faculty Respondents Thought *Were Available* Which Positively Influenced Climate





Campus Initiatives Faculty Respondents Thought *Were Not Available* But Would Positively Influence Climate





Qualitative Themes for Faculty Respondents – Campus Initiatives

Diversity fatigue



Campus Initiatives Staff Respondents Thought *Were Available* Which Positively Influenced Climate





Campus Initiatives Staff Respondents Thought *Were Not Available* But Would Positively Influence Climate





Qualitative Themes for Staff Respondents

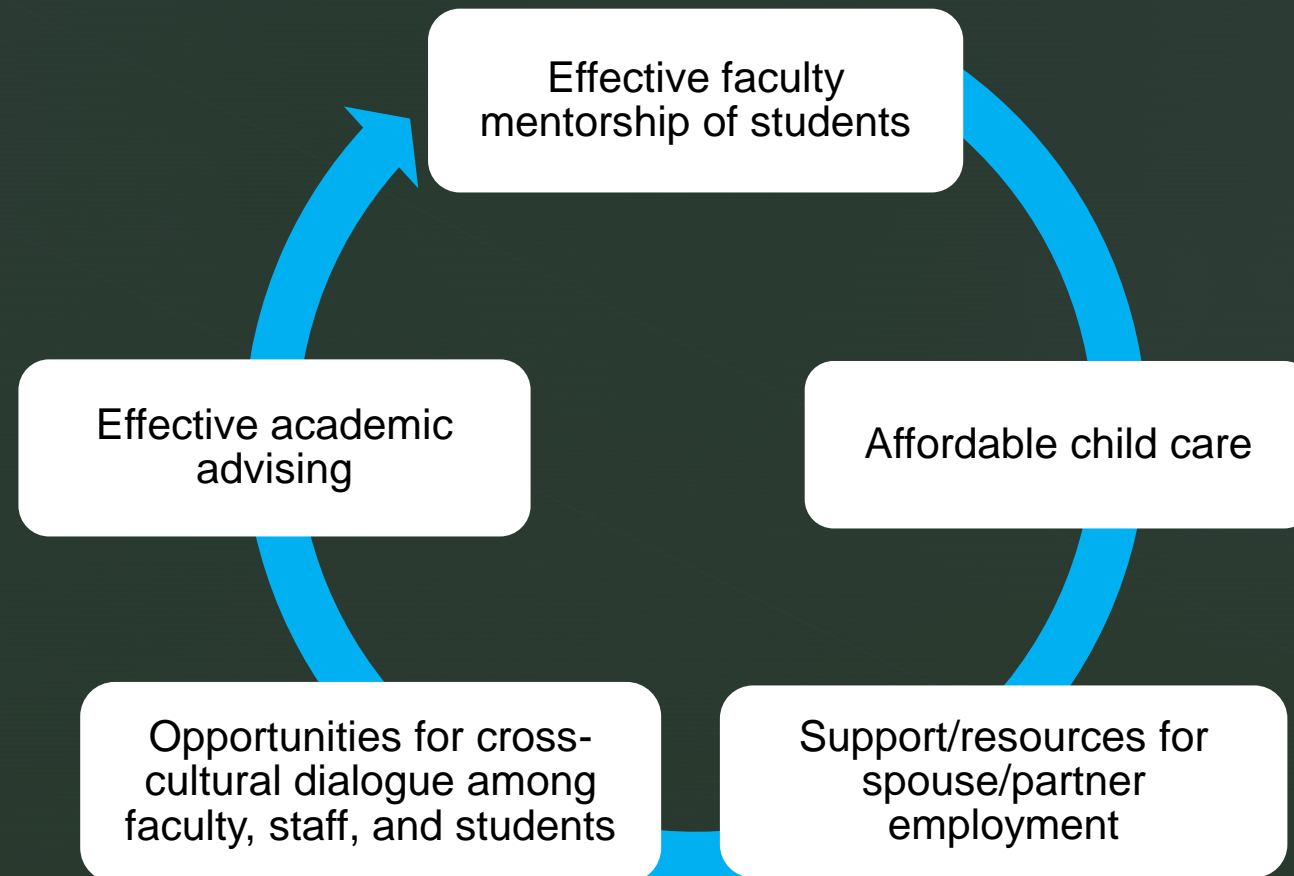
– Campus Initiatives

Diversity

▶ Campus Initiatives Student Respondents Thought *Were Available* Which Positively Influenced Climate



▶ Campus Initiatives Student Respondents Thought *Were Not Available* But Would Positively Influenced Climate





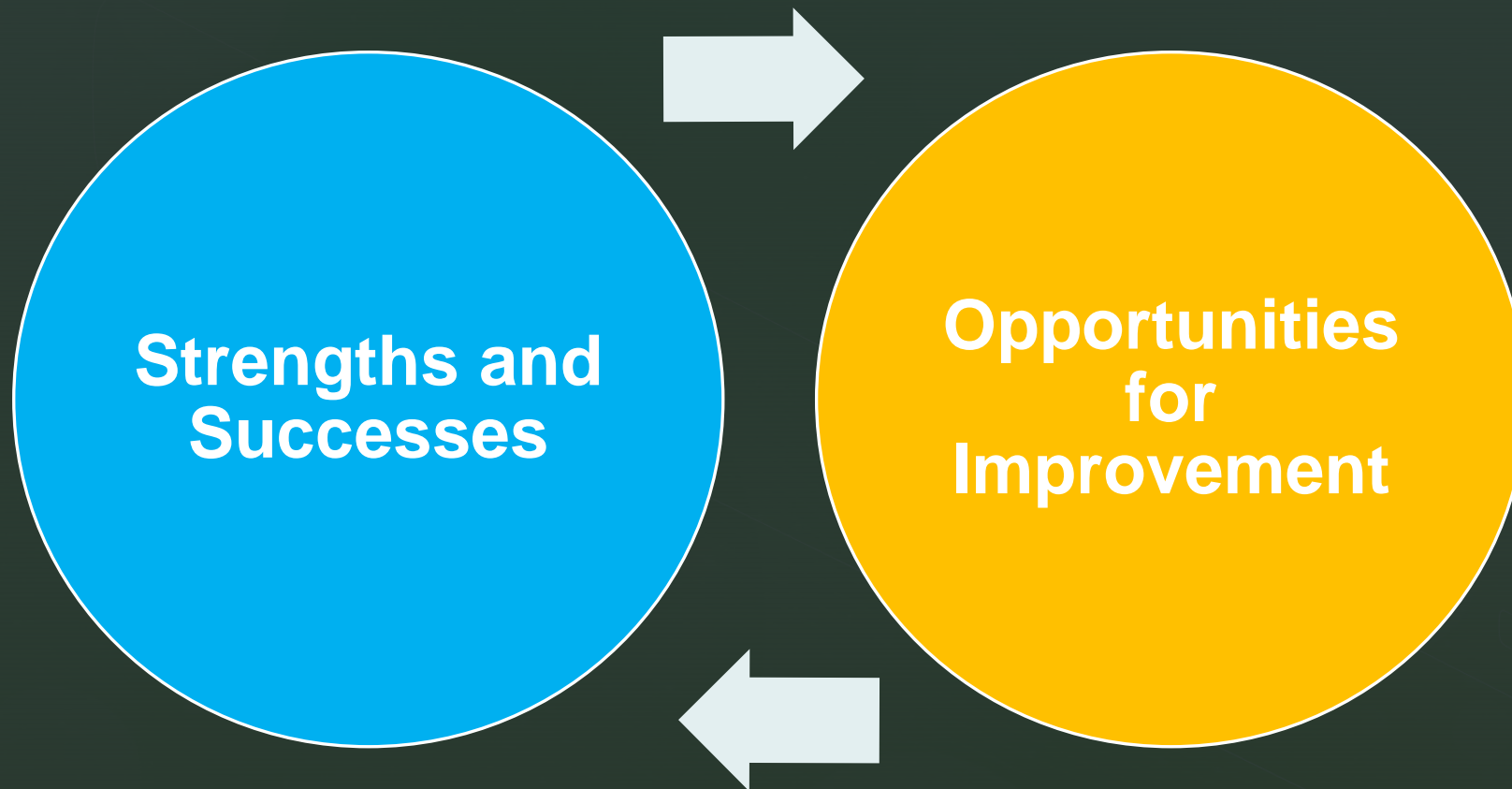
Qualitative Themes for Student Respondents – Campus Initiatives

More dialogue

Diversity approach



Summary





Context - Interpreting the Summary



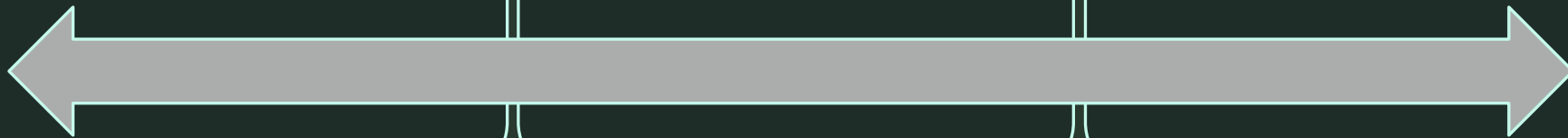
Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.



**Classism, Racism,
Sexism,
Genderism,
Heterosexism, etc.**





Successes: The majority of...



Respondents were comfortable with the overall environment (**86%**)



Student and Faculty respondents were comfortable with their classroom environment (**89%**)



Student respondents felt valued by faculty (**84%**) and staff (**83%**)



Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance (**76%**)



Challenges and Opportunities for Improvement

13%
personally
experienced
exclusionary
conduct
within the
last year at
MiraCosta

40% of
Faculty
respondents
and **40%** of
Staff
respondents
seriously
considered
leaving
MiraCosta in
the past year

63% of Staff
respondents
felt that a
hierarchy
existed that
values
faculty
voices more
than staff

5%
experienced
unwanted
sexual
contact/
conduct at
MiraCosta



Access to Report/Presentation

The full report, executive summary, and presentation slide decks are available at:
miracosta.edu/thoughts

A hard copy of the report will be available. Details to be communicated here:
miracosta.edu/thoughts



Next Steps Developing Actions





Community Forums

October
2020

- To solicit community input
- To offer “next steps” based on results that will be used to inform actions



Calendar for Community Forums

Faculty Forum

- Monday, October 12
- 3:00-4:00
- Facilitators: María Figueroa, Claudia Flores, Cynthia Vásquez-González



Calendar for Community Forums

Campus Based Forum

- Tuesday, October 13
- 2:30-3:30
- Facilitators: Charlie Ng and Diane Dieckmeyer



Calendar for Community Forums

Classified Forum

- Tuesday, October 20
- 2:30-3:30
- Facilitators: Tori Fishinger and Kimberly Coutts



Calendar for Community Forums

Student Forums

- Wednesday, October 28
- 3:00-4:00 and 5:30-6:30
- Facilitators: Wendy Stewart and Adrean Askerneese



Forum Process

To participate in a forum
register at:

miracosta.edu/thoughts

If you have a suggestion
for an additional forum
send it to:

miracosta.edu/thoughts



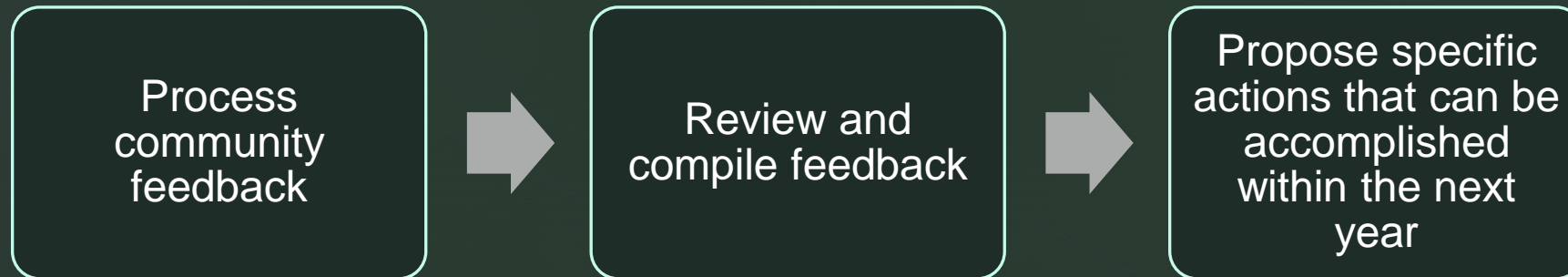
Can't Attend a Forum?

Provide your suggestions for actions on the
Climate Project Feedback site

miracosta.edu/thoughts

Feedback site will close on Wednesday, October 21

Development of Actions - Process Forward



Questions and Discussion

