San Joaquin Delta College Campus Climate

2013 Employee Survey Results

Office of Planning, Research, and Institutional Effectiveness

May 2013

The 2013 Campus Climate surveys were designed to collect the opinions of staff, faculty, and administrators regarding the current state of the campuses. This report charts the perceptions of employees and students along various measures by gender, ethnic group, sexual orientation, and employee classification.

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Executive Summary

Over the past ten years, surveys have been used to collect employees' perceptions of the campus climate related to issues such as diversity, campus resources, and employment equity. In the spring of 2013 the District's campus climate survey was revised and made available for all employees to complete. The survey contained 51 questions that were anchored around eight general themes: 1) Campus Environment, 2) Employment Equity, 3) Social Issues, 4) Access to Quality Education, 5) Effective Governance: Board of Trustees, 6) Work Environment, 7) Equitable Employee-Related Practices, and 8) Overall Perceptions of Campus Climate.

A total of 199 surveys were completed and based on the reported demographics, the survey participants tended to over-represent White and Hispanic managers but the sample was reflective of the staff proportions for fall 2012 that indicated African American and Asian/Filipino/Pacific Islander as their ethnic group, gender, and faculty percentages. Having said this, the survey results were small with African American employees (only 5), and because of this, the results for that group are not reported in the data tables. Based on the results, the campus climate perceptions are generally positive, although specific areas of concern were identified. Issues related to the governance of the College, safety, employment equity, racism and bullying were apparent from the survey results.

However, as noted in the report, actions are being implemented to resolve many of the perceived issues. For example, the District is in the process of a "core services review" to improve operational efficiencies. Campus Police are proactively employing a myriad of strategies to increase crime awareness and prevent crime. The Human Resources department recently amended the District's recruitment and hiring policy which was endorsed by the President's Council and then adopted by the Board of Trustees spring of 2013. This revised board policy may allay some of the employment inequities perceived by campus constituencies. Also, through work from Human Resources and the Staff Development Committee, an "Equal Employment Opportunity" plan to address potential inequities in the recruitment and hiring process is underway. Racism and bullying are also being addressed through a proposed District policy and procedure that would stress the importance of civility towards others and maintaining a level of professionalism at the institution.

Given that many measures are currently taking place to address the aforementioned concerns, it is recommended that a follow-up survey be done to assess the impact of these changes. In addition, for areas related to employment inequity, racism and bullying, it is recommended that a follow-up study be administered to identify the reasons for these negative perceptions and to identify additional measures the District can explore to alleviate these concerns.

Background/Method

Over the last ten years, employees have participated in campus climate surveys in preparation for accreditation cycles of review and to enhance institutional effectiveness. These surveys were used to collect data on employees' perceptions of the campus climate related to employment diversity, student preparedness, and campus resources. The survey itself has gone through several iterations but with multiple questions left unchanged to allow for comparisons over time. A major finding from those surveys was that there were perceived employment inequities and a lack of diversity at the College. These concerns were voiced primarily by African American employees. To address these concerns, focus groups with African American employees were conducted in 2008 to assess their employees' perception of Delta College as a workplace and to identify ways in which the District could improve the campus climate related to employment equity and diversity. Many of the recommendations to improve the campus climate focused on diversity training and awareness and revising policy and practices. Since 2008, the New Faculty Academy has been re-vamped to include diversity training, the Cultural Awareness Programs and Services committee has actively promoted events to increase diversity awareness, and the District's recruitment and hiring board policy and procedure (BP/AP 7210) has been revised to ensure an equitable hiring process.

In the spring of 2013, staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE) met with the Assistant Superintendent/Vice President of Instruction to update the campus climate surveys for employees (See Appendix A). The survey link was released to District employees via email by the Assistant Superintendent/Vice President of Instruction and was followed up with an email from the Superintendent/President encouraging faculty, managers, and staff to complete the survey. In addition, paper copies of the survey were printed and made available in the College's mail room for employees to pick up to complete if they did not have access to a computer or wanted to complete a paper version instead. The survey contained 51 questions that were anchored around eight general themes:

1. Campus Environment
2. Employment Equity
3. Social Issues
4. Access to Quality Education
5. Effective Governance: Board of Trustees
6. Work Environment
7. Equitable Employee-Related Practices
8. Overall Perceptions of Campus Climate

The following scale was provided for respondents to answer each question:

0 = Don't Know
1 = Strongly Disagree
2 = Disagree

3 = Neither Disagree or Agree
4 = Agree
5 = Strongly Agree

The survey was available for approximately two weeks. There were a total of 199 surveys completed by District employees. The following results are summarized by each theme in the survey with responses to each question re-coded to four categories (agree, disagree, neither, don't know) and reported by ethnic group, gender, sexual orientation, and employee classification.

Summary of Results

A majority of the respondents to the survey were heterosexual, female, White, faculty employees who have been working at the College, on average, for 14 years. Compared to the actual employee population at the District, the sample from this survey cycle is over-represented by employees who are administrators/managers and Hispanic or White. The sample is reflective of the proportions of African American and Asian/Filipino/Pacific Islander employees, gender, and faculty (See Table B1 in Appendix B), although the number of completed surveys from African Americans ($n = 5$) is too small to report percentages in the tables featured here. Because of the low response rate, a focus group study will be conducted with African American employees.

Campus Environment
Seven statements were developed to capture employees' perception of the campus environment at Delta. Review of the results showed mixed responses to how employees felt about the campus environment. In general, a majority of the respondents reported agreeing that the campus-wide community was welcoming and supportive, supported and protected academic freedom, committed to high standards of teaching, provided opportunities for the community to understand and experience diversity, and that the administration promoted an effective teaching and learning environment. However, less than half of the respondents felt that the District was administratively organized and staffed to reflect its mission, size and complexity, and that the College campuses were safe and secure (See Table B2). Within employee classifications, managers reported the lowest agreement rating to "The District is administratively organized and staffed to reflect its mission, size, and complexity." These data may be impacted by several years of budget reductions, retirement incentives, and position eliminations through attrition.

Employment Equity
Eight questions were used to gauge how welcoming and supportive employees perceived the District to be for different groups in management and faculty positions (See Table B4). In the past survey cycles, only two groups (ethnic minorities and females) were used to gauge respondents' perceptions. Past survey cycles found that as a whole, the majority felt that there were equal employment opportunities in faculty and management ranks at the College for women and ethnic minorities. Within gender, males had higher agreement ratings that the District welcomed and supported women in leadership roles. On the question relating to minorities in management and faculty there

were too few African American respondents to make cross year or across group comparisons. Of all the ethnic groups, Asian/Pacific Islander respondents who agreed that ethnic minorities were welcomed and supported in management positions was 63% (for faculty positions it was 75%). It is likely that a larger sample of African American employees would show even lower results in these two questions (based on the impressions from the five responses) suggesting that a negative bias related to equal employment opportunities still exist at the College.

New to this survey cycle were questions to gauge whether there was perceived support for individuals with disabilities and those who are lesbian, gay, bi-sexual, transgender, queer, or questioning (LGBTQQ) in faculty and management positions. Approximately a third of the respondents were unsure whether individuals with disabilities and those who were LGBTQQ were welcomed and supported in faculty and management positions. This is not surprising since it is not always apparent whether an individual has a disability or is LGBTQQ thus the high percentage of employees indicating "Don't Know" relative to the other questions. A review of the responses by respondents who identified themselves as LGBTQQ revealed no disparities in their responses to the other groups examined; compared to the overall agreement ratings, LGBTQQ employees actually had higher agreement ratings to the items related to LGBTQQ individuals in management and faculty positions.

Social Issues
Employees were asked to respond to four social issues: racism, sexism, sexual harassment, and bullying. The questions were framed to gauge if employees felt these issues were a problem at Delta College. In the past, only racism, sexism, and sexual harassment were addressed. During the last three survey cycles the questions were restructured. As a whole, the majority of the employees did not feel racism, sexism or sexual harassment were problems at Delta; however, despite, the majority not viewing these issues as problems, one in five employees did indicate that they perceived racism and bullying as problems (See Table B5). Managers and LGBTQQ employees were most likely to agree to that racism was an issue at Delta College. Female and classified employees were most likely to agree that bullying was an issue at Delta College.

Access to Quality Education
The seven questions that made up this section were comprised of items related to students' and their access to a quality education at the College. For most of the questions related to the academic environment itself, the responses by employees were very positive. A majority of the employees felt that students received a high quality of education; that the District had high standards of academic achievement (e.g., certificates and degrees), had effective transfer services to four-year institutions and had opportunities for students to upgrade their basic skills. However, items specific to students in general, were not as positive. Most felt that students were not academically well-prepared for college work and cheating was seen as a problem. Approximately one third of the employees felt that cheating was a problem at Delta with faculty representing the largest groups agreeing with this statement (See Table B6). Over 80% of the employees felt that students were not academically

prepared for college work and of all the groups, White and faculty employees had the lowest agreement rate.

Effective Governance: Board of Trustees

The District is governed by a Board of Trustees representing its service areas. Five questions were used to gauge employees' perceptions of the effective governance of the District by the Board of Trustees. Results revealed a divide on whether the trustees were effectively balancing the requests and proposals of competing interest groups, setting the overall policy direction for the District, and acting responsibly to ensure the financial stability of the District (See Table B7). Most respondents agreed that the Board of Trustees were familiar with the general strategic and master plans of the District, but disagreed that the Board had applied Measure L Bonds funds wisely. Approximately a fifth of the employees responded to the items that they did not know whether the Board of Trustees was effectively governing the College. About a third of the respondents did not feel the Board of Trustees was effectively governing the District. Within employee classifications, managers had higher agreement rates to the items than faculty and classified employees. The largest disparity in agreement rates among employee classifications was to the item "acts responsibly to ensure the financial stability of the District," the overall agreement rate was 35%, for classified employees it was 29%, for faculty it was 30%, and for managers it was 71%. It should be noted that managers are most likely to have information about the financial stability of the District through their regular oversight of the resources.

Work Environment

Questions in this section asked respondents to indicate their level of agreement to statements related to their immediate working environments and the campus grounds. When asked about their immediate working environments, a majority of the respondents indicated that the office equipment was suitable for the intended purposes and that their computer and information technology needs were adequately met. Although most felt the equipment and technology needs were adequately met, many respondents did not feel that the College provided ergonomic furniture/equipment that were healthy for users (See Table B8). Perceptions of the campus grounds were not as positive; over 60% of all respondents indicated they did not feel that the campus facilities were well-maintained and clean and that the College was adequately staffed to maintain the grounds and facilities.

Equitable Employee-Related Practices

Overall, respondents had positive perceptions of employee-related practices at the College. Over two thirds of the respondents agreed that employees were provided with opportunities for continued professional development, the Professional Development center provided high quality training, and adequate computer facilities and support are provided for employees (See Table B9). In terms of employee practices related to evaluations, approximately half felt that employee evaluations assessed effectiveness and encouraged improvement and the District adhered to written policies and ensured fairness in its employment practices.

Overall Perceptions of Campus Climate

Respondents were asked to answer two questions related to their satisfaction at Delta. Over 80% of respondents agreed that Delta College was a great place to work and over 78% indicated that they were satisfied with their job at the College (See Table B10). Related to diversity, respondents were asked to indicate their level of agreement to the following statements: "Individuals (of my ethnicity, of my gender, of my sexual orientation, and with beliefs similar to mine) are respected at Delta College." Overall, over two thirds of the respondents felt that individuals from their own ethnicity, gender, sexual orientation, and beliefs were respected at the College. There is widespread consensus on this question, although LGBTQQ respondents were less likely to agree that people of their sexual orientation were respected (56% vs. 83% for heterosexuals).

Discussion of Findings

Based on the results from the 2013 employee survey, the overall perception of the campus climate does appear to be improving. In general, the majority of the respondents had positive perceptions of the college as an institution of higher education. For example, between 2007 and 2013 there was a 14% point increase in the percentage of respondents who agreed that "The administration promotes an effective and learning environment," and an 8% point increase in the percentage of respondents agreeing to the statement "The College is committed to high standards of teaching" (See Table B3). In terms of perceptions of the college as a workplace, workplace satisfaction has increased by 7% points and perceptions of Delta College as a good workplace has increased 15% points from 2007 to 2013. Even though workplace satisfaction has increased over the years, there are a few areas of concern. Specifically, issues related to the governance of the District, safety, employment equity, and racism and bullying were evident based on the data.

Governance of College. The ratings found in many of the survey items related to the governance of the College at the Board level and at the Administrative level suggest that there is still a level of uncertainty on how well the College is being governed but that improvements are perceived as well.

At the administration level, the low ratings to the survey item "The District is administratively organized and staffed to reflect its mission, size, and complexity" may be related to the events that have ensued in the last couple of years. In the past four years, in order to respond to dire budgetary constraints, two retirement packages were offered to employees to avoid layoffs by having voluntary separations. These voluntary separations left many positions vacant and unfilled. Although on the surface, there appear to be a low percentage of employees who agree that the District is efficiently organized and staffed, the percentage of employees presently, represents a 13% point increase from what employees perceived it to be in 2007 (See Table B3).

This suggests that although half of the respondents felt that the District was not administratively organized and staffed to reflect its mission, size, and complexity; the percentage of employees who felt this way have actually decreased over the past six years. These perceptions may continue to

improve as the District is in the process of conducting internal assessments college-wide to strategically allocate and reallocate resources by prioritizing core functions within units.

At the Board level, on average, approximately a quarter of the employees agreed that the Board of Trustees was effectively governing the District. However, a review of the items by group revealed discrepancies between employee classifications regarding how well the Board of Trustees was governing the District. Compared to faculty and classified employees, managers had higher agreement rates across the board, with the largest discrepancy in agreement ratings to the items "has applied Measure L Bond funds wisely" and "acts responsibly to ensure the financial stability of the District." These data suggests that there are some biases among employees concerning the Board of Trustees that may be explained by the level of engagement with board members and therefore the awareness and knowledge each group has. Readers should note the high volume of "Don't Know" ratings across the board (percentages ranging from 11% to 20%).

Safety. Over the past six years, the perception that the campus was safe and secure decreased by 9% from 2007 to 2013. Data from the Clery Act report (2011-2012), between 2009 and 2011 the number of Clery Act reportable crimes on campus reveal that the number of crimes has actually decreased by 44%. Although relative to the surrounding area (city of Stockton), Delta College is safe, perceptions may be affected by the increased Campus Police communications of crimes on campus which are required by the Clery Act. Because of improved communications between the Campus Police and the college community there may be a perception that more crime is happening and as a result a reduced sense of safety and security on campus. The Campus Police is employing a myriad of strategies to prevent crime that includes increased Campus Police presence; this may lessen safety concerns by minimizing the number of crimes on campus.

Employment Equity. Employment equity concerns have been voiced for a number of years now and the District has been actively trying to address these concerns. Most of these efforts have come from staff in the Human Resources department and the Diversity Committee, a shared governance committee comprised of representatives from each constituency group at the College. In the spring of 2013 the District's recruitment and hiring policy (BP/AP 7210) was amended and adopted by the Board of Trustees after being reviewed by all the College constituency groups through the Policies and Procedures review process.

In addition to updating the recruitment and hiring policy, the Human Resources department and the Diversity Committee developed a draft "Equal Employment Opportunity" plan as a documented commitment to specify how the District would monitor the recruitment and hiring to ensure the process was equitable and outline the steps the District would take in the event that it was identified otherwise.

Racism and Bullying. The District has two policies (BP 3410 Nondiscrimination and BP 3430 Prohibition of Harassment) to express its commitment in providing equal access in employment and institutional programs and services, and to respecting the dignity of all individuals and groups. However, another policy is being proposed to encompass not just protected groups that are

described in Title V for which these policies cover. The board policy, drafted as the "Principles of Community" would serve as a companion to the existing nondiscrimination and prohibition of harassment policies by addressing broader issues such as bullying and other unacceptable types of behaviors not motivated by factors included in the current board policies. The board policy was drafted and modeled after the "Principles of Community" concept in the University of California system that describes the importance of having an environment of respect and professionalism. More specifically, this policy announces the District's commitment to having a safe and secure environment; and describing the importance of treating others with civility and respect. The policy language will be discussed in 2013-2014 in shared governance committees.

Also worth mentioning is the Staff Development Committee's development of a draft "Employee Training Matrix" specifying all of the required and optional trainings offered by the District to employees. In this training matrix, all District employees will be required to complete a "Diversity Awareness and Appreciation" workshop to raise diversity awareness.

Although the measures described above may not eliminate all of the perceived problems identified at the College, these measures may help mitigate some of the existing negative bias and perhaps deter future ones. Since many of these measures have just been initiated, it will take some time for the impact (if any) to be seen.

Recommendations. Based on the information from the survey, the following are a few recommendations based on the 2013 employee campus climate survey results. To help identify other ways the District can minimize biases:

- Conduct a focus group with African American employees to examine levels of engagement with the College and solicit input on matters related to employment equity, campus climates, and workplace issues,
- Conduct a follow-up study to try to understand the root of the negative perceptions related to employment equity and social issues such as bullying and racism,
- Continue the work of the Diversity Committee and Staff Development Committee to ensure that issues related to diversity are actively being discussed and examined.

Appendix A: Employee Survey

Thank you for participating in the Spring 2013 online employee survey. The results of this survey will be used as evidence for the District's response to the recommendations provided by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), and for planning purposes. The survey will allow the District to chart the opinions of staff, faculty and administrators and to compare these responses to prior year results. The survey takes about 10 minutes to complete and will provide valuable feedback on the current state of the campuses and employee perceptions. The survey is completely anonymous so there will be no direct link between you and the opinions that you provide. If you come across questions where you are unfamiliar with the topic, feel free to select "Don't Know."
Please submit your completed survey no later than April 12, 2013.

1. What is your opinion on the following statements related to campus climate at San Joaquin Delta College?

a. The College supports and protects academic freedom.

b. The College campuses are safe and secure.

c. The College is committed to high standards of teaching.

d. The administration promotes an effective teaching and learning environment.

e. The College provides opportunities for the community to understand and experience the value of diversity.

f. The District is administratively organized and staffed to reflect its mission, size and complexity.

g. In general, the campus-wide community is welcoming and supportive.

Strongly Disagree
Disagree
Neither Disagree or Agree
Agree
Strongly Agree
Don't Know

2. In your opinion, the College atmosphere welcomes and supports:

a. women in management positions.   Strongly Disagree
b. women in faculty positions.   Disagree
c. ethnic minorities in management   Neither Disagree or Agree
positions.   Agree
d. ethnic minorities in faculty positions.   Strongly Agree
e. individuals with disabilities in   Don't Know
management positions.
f. individuals with disabilities in faculty
positions.
g. individuals who are Lesbian, Gay,
Bisexual, Transgender, Queer, or
Questioning in management positions.
h. individuals who are Lesbian, Gay,
Bisexual, Transgender, Queer, or
Questioning in faculty positions.

3. What is your opinion on the following statements?

a. Racism is a problem at Delta College.   Strongly Disagree
b. Sexism is a problem at Delta College.   Disagree
c. Sexual harassment is a problem at   Neither Disagree or Agree
Delta College.   Agree
d. Bullying is a problem at Delta College.   Strongly Agree
                                                      Don't Know
4. What is your opinion on the following statements related to students at San Joaquin Delta
College?

a. To earn a degree/certificate, students   Strongly Disagree
must meet high achievement standards.   Disagree
b. Most students are academically well   Neither Disagree or Agree
prepared for college work.   Agree
c. Students receive a high quality of   Strongly Agree
education.   Don't Know
d. Cheating is a problem at Delta College.
e. The College seeks to meet the diverse
educational needs of its students.
f. Students are provided adequate
opportunities to upgrade their basic skills.
g. Effective transfer services to four-year
institutions are provided at Delta.

5. In your opinion, the District's Board of Trustees:

a. effectively balances the requests and proposals of competing interest groups.	Strongly Disagree
	Disagree
b. is effective in setting the overall policy direction for the District.	Neither Disagree or Agree
	Agree
c. is familiar with the general strategic and master plans of the District.	Strongly Agree
	Don't Know
d. has applied Measure L Bond funds wisely.	
e. acts responsibly to ensure the financial stability of the District.	

6. What is your opinion on the following statements related to the District's <u>equipment and facilities</u>? (Please feel free to use the "Don't Know," if you do not use certain equipment.)

a. Office equipment provided is suitable for the intended purposes.	Strongly Disagree
	Disagree
b. The College provides ergonomic furniture/equipment that is healthy for users.	Neither Disagree or Agree
	Agree
	Strongly Agree
c. My computer and information technology needs are adequately addressed.	Don't Know
d. The campus grounds are well maintained and attractive.	
e. The campus facilities are well maintained and clean.	
f. Maintenance equipment used is suitable for the intended purposes.	
g. The College is adequately staffed to maintain the grounds and facilities.	
h. The District has adopted environmentally responsible operations.	

7. What is your opinion on the following statements related to <u>employee resources and District practices</u> at San Joaquin Delta College?

a. Employee evaluations assess effectiveness and encourage improvement.	Strongly Disagree Disagree Neither Disagree or Agree
b. Employees are provided opportunities for continued professional development.	Agree Strongly Agree
c. The Professional Development Center provides relevant high quality training.	Don't Know
d. Adequate computer facilities and support are provided for employees.	
e. The District adheres to written policies to ensure fairness in its employment practices.	

8. In your opinion, all things considered:

a. Delta College is a great place to work.	Strongly Disagree
b. I am satisfied with my job at Delta College.	Disagree Neither Disagree or Agree
c. Individuals of my ethnicity are respected at Delta College.	Agree
d. Individuals of my gender are respected at Delta College.	Strongly Agree Don't Know
e. Individuals of my sexual orientation are respected at Delta College.	
f. Individuals with beliefs similar to mine are respected at Delta College.	
g. Faculty and staff have an adequate voice in College policies and procedures.	

Demographic Information

Q. A
Please identify your gender:
>   Male
>   Female

Q. B
Please identify your ethnicity:
>   African American
>   American Indian/Alaskan Native
>   Asian
>   Filipino
>   Hispanic
>   Pacific Islander
>   White Non-Hispanic
>   Two or more races

Q. C
Please identify your sexual orientation:
>   Heterosexual
>   Lesbian
>   Bisexual
>   Gay
>   Transgender
>   Queer
>   Questioning

Q. D
What is your usual mode of transportation to and from the Delta College work site?
>   Bus
>   Car
>   Carpool
>   Motorcycle
>   Walk
>   Bicycle
>   Other

Q. D1
How many miles do you commute to and from your Delta College work site?
>   Miles _____

Q. D2
You indicated "other" for your mode of transportation to the work site, please specify:
>   Mode of Transportation _____

Q. E
What is your current employment classification:
       Classified Professional
       Full Time Faculty
       Part Time Faculty
       Manager/Administrator

Q. E1
How many years have you been employed by the District?
    Years _____

Appendix B: Survey Question Frequencies

Table B1

2013 Employee Sample Characteristics Compared to Actual Fall 2012 Reported Characteristics, N = 199

	Survey Respondent Total	Percentage of the Respondents	Fall 2012 Staff Proportions[1]	Gap Between Staff and Survey
Ethnic Group				
African American/Black (AA)	5	2.6%	5.0%	-2.4%
Asian/Filipino/Pacific Islander (AFP)	16	8.4%	11.0%	-2.6%
Hispanic (H)	30	15.7%	6.1%	9.6%
White (W)	127	66.5%	45.9%	20.6%
Other (O)	13	6.8%	32.0%	-25.2%
Gender				
Female	115	59.3%	58.8%	0.5%
Male	79	40.7%	41.2%	-0.5%
Sexual Orientation				
Heterosexual (Hetero)	166	83.4%	-	-
Lesbian, Gay, Bi-Sexual, Transgender, Queer or Questioning (LGBTQQ)	16	8.0%	-	-
Employee Classification				
Faculty	97	50.2%	50.4%	-0.2%
Classified	67	34.7%	44.5%	-9.8%
Managers	29	15.0%	5.1%	9.9%

[1] Data from California Community Colleges Chancellor's Office Data Mart – Fall 2012 Staffing Reports

Table B2
Campus Environment: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

		PERCENTAGES			
	Group	Disagree	Neither	Agree	Don't Know
a. The College supports and protects academic freedom.	Overall	6.1	11.7	76.6	5.6
	Asian/Filipino/Pacific Islander	-	6.3	68.8	25.0
	Hispanic	-	10.0	86.7	3.3
	White	7.1	10.2	78.7	3.9
	Other Race	15.4	15.4	69.2	-
	Male	8.9	8.9	81.0	1.3
	Female	4.3	13.0	73.9	8.7
	LGBTQQ	6.3	12.5	81.3	-
	Heterosexual	6.6	10.8	76.5	6.0
	Classified	3.0	9.0	77.6	10.4
	Faculty	9.3	12.4	76.3	2.1
	Managers	3.4	17.2	75.9	3.4
	Group	Disagree	Neither	Agree	Don't Know
b. The College campuses are safe and secure.	Overall	28.4	22.3	49.2	-
	Asian/Filipino/Pacific Islander	31.3	25.0	43.8	-
	Hispanic	16.7	16.7	66.7	-
	White	29.1	22.8	48.0	-
	Other Race	30.8	30.8	38.5	-
	Male	21.5	25.3	53.2	-
	Female	32.2	20.9	47.0	-
	LGBTQQ	31.3	25.0	43.8	-
	Heterosexual	27.1	21.1	51.8	-
	Classified	26.9	22.4	50.7	-
	Faculty	30.9	24.7	44.3	-
	Managers	24.1	17.2	58.6	-
	Group	Disagree	Neither	Agree	Don't Know
c. The College is committed to high standards of teaching.	Overall	12.2	12.7	73.6	1.5
	Asian/Filipino/Pacific Islander	12.5	18.8	62.5	6.3
	Hispanic	3.3	6.7	90.0	-
	White	11.8	11.8	74.8	1.6
	Other Race	23.1	23.1	53.8	-
	Male	11.4	13.9	73.4	1.3

	Group	Disagree	Neither	Agree	Don't Know
	Female	13.0	12.2	73.0	1.7
	LGBTQQ	18.8	12.5	68.8	-
	Heterosexual	10.8	13.3	74.1	1.8
	Classified	9.0	16.4	73.1	1.5
	Faculty	16.5	13.4	68.0	2.1
	Managers	6.9	3.4	89.7	-
	Group	Disagree	Neither	Agree	Don't Know
d. The administration promotes an effective teaching and learning environment.	Overall	16.8	13.7	66.5	3.0
	Asian/Filipino/Pacific Islander	12.5	12.5	62.5	12.5
	Hispanic	10.0	6.7	83.3	-
	White	17.3	14.2	65.4	3.1
	Other Race	23.1	15.4	61.5	-
	Male	16.5	12.7	70.9	-
	Female	17.4	13.9	63.5	5.2
	LGBTQQ	25.0	12.5	62.5	-
	Heterosexual	15.7	12.0	68.7	3.6
	Classified	10.4	9.0	71.6	9.0
	Faculty	21.6	19.6	58.8	-
	Managers	17.2	6.9	75.9	-
	Group	Disagree	Neither	Agree	Don't Know
e. The College provides opportunities for the community to understand and experience the value of diversity.	Overall	8.7	12.8	71.4	7.1
	Asian/Filipino/Pacific Islander	6.3	12.5	68.8	12.5
	Hispanic	6.7	6.7	80.0	6.7
	White	7.1	13.5	72.2	7.1
	Other Race	15.4	23.1	61.5	-
	Male	7.6	12.7	69.6	10.1
	Female	8.8	13.2	73.7	4.4
	LGBTQQ	12.5	12.5	50.0	25.0
	Heterosexual	6.1	12.7	75.8	5.5
	Classified	4.5	11.9	74.6	9.0
	Faculty	8.3	13.5	71.9	6.3
	Managers	17.2	13.8	65.5	3.4
	Group	Disagree	Neither	Agree	Don't Know
f. The District is administratively organized and staffed to reflect its mission, size and complexity.	Overall	34.5	20.3	41.6	3.6
	Asian/Filipino/Pacific Islander	31.3	18.8	50.0	-
	Hispanic	30.0	16.7	53.3	-
	White	33.1	19.7	41.7	5.5
	Other Race	46.2	23.1	30.8	-
	Male	25.3	21.5	48.1	5.1

	Group	Disagree	Neither	Agree	Don't Know
	Female	40.9	18.3	38.3	2.6
	LGBTQQ	43.8	12.5	43.8	-
	Heterosexual	33.7	20.5	41.6	4.2
	Classified	37.3	22.4	38.8	1.5
	Faculty	23.7	23.7	47.4	5.2
	Managers	65.5	6.9	27.6	-
	Group	Disagree	Neither	Agree	Don't Know
g. In general, the campus-wide community is welcoming and supportive.	Overall	12.2	11.2	76.1	0.5
	Asian/Filipino/Pacific Islander	12.5	6.3	81.3	-
	Hispanic	10.0	3.3	86.7	-
	White	9.4	15.0	74.8	0.8
	Other Race	23.1	-	76.9	-
	Male	10.1	7.6	81.0	1.3
	Female	13.0	13.9	73.0	-
	LGBTQQ	-	12.5	87.5	-
	Heterosexual	12.0	10.2	77.1	0.6
	Classified	13.4	13.4	73.1	-
	Faculty	11.3	9.3	78.4	1.0
	Managers	10.3	13.8	75.9	-

Table B3

Comparison of Survey Question Responses Over Time: Percent Agree or Strongly Agreed (2007 to 2013)

Survey Question	2007	2008	2011	2013	Change from 2007
1. The College supports and protects academic freedom.	68.3%	72.9%	76.2%	76.6%	8.3%
2. The College campuses are safe and secure.	53.9%	64.4%	59.6%	49.2%	-4.7%
3. The College is committed to high standards of teaching.	65.9%	70.2%	64.8%	73.6%	7.7%
4. The administration promotes an effective teaching and learning environment.	52.5%	54.0%	59.3%	66.5%	14.0%
5. The College provides opportunities for the community to understand and experience the value of diversity.	82.4%	70.9%	67.8%	71.4%	-11.0%
6. The District is administratively organized and staffed to reflect its mission, size and complexity.	28.4%	31.9%	32.0%	41.6%	13.2%
7. Welcomes and supports women in management positions.	76.2%	81.0%	88.1%	88.3%	12.1%
8. Welcomes and supports women in faculty positions.	86.4%	84.0%	95.1%	90.8%	4.4%
9. Welcomes and supports ethnic minorities in management positions.	67.1%	71.8%	76.2%	77.6%	10.5%
10. Welcomes and supports ethnic minorities in faculty positions.	72.3%	75.2%	80.5%	81.7%	9.4%
11. To earn a degree/certificate, students must meet high achievement standards.	65.0%	65.6%	61.5%	66.3%	1.3%
12. Most students are academically well prepared for college work.	18.0%	21.1%	10.4%	13.3%	-4.7%
13. Students receive a high quality of education.	77.9%	81.4%	74.9%	80.7%	2.8%
14. The College seeks to meet the diverse educational needs of its students.	79.0%	74.6%	73.4%	77.7%	-1.3%
15. Students are provided adequate opportunities to upgrade their basic skills.	77.9%	76.8%	64.1%	64.0%	-13.9%
16. Effective transfer services to four-year institutions are provided at Delta.	75.1%	75.9%	72.5%	76.5%	1.4%
17. The campus grounds are well maintained and attractive.	56.9%	55.1%	63.2%	48.0%	-8.9%
18. The campus facilities are well maintained and clean.	34.9%	37.5%	40.3%	23.4%	-11.5%
19. Employee evaluations assess effectiveness and encourage improvement.	50.7%	49.2%	49.7%	48.7%	-2.0%
20. Employees are provided opportunities for continued professional development.	61.1%	58.2%	68.6%	72.6%	11.5%
21. The Professional Development Center provides relevant high quality training.	66.8%	70.3%	57.3%	67.0%	0.2%
22. Adequate computer facilities and support are provided for employees.	65.0%	73.7%	65.2%	64.9%	-0.1%
23. The District adheres to written policies to ensure fairness in its employment practices.	42.7%	37.5%	42.9%	50.8%	8.1%
24. Delta College is a great place to work.	65.5%	75.5%	66.1%	80.7%	15.2%
25. I am satisfied with my job at Delta College.	70.8%	75.0%	73.1%	78.2%	7.4%
Total Surveys Completed	*223*	*256*	*186*	*199*	

Employment Equity: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

		PERCENTAGES			
	Group	Disagree	Neither	Agree	Don't Know
a. women in management positions.	Overall	6.1	5.1	88.3	0.5
	Asian/Filipino/Pacific Islander	6.3	12.5	81.3	-
	Hispanic	10.0	3.3	86.7	-
	White	2.4	3.1	93.7	0.8
	Other Race	15.4	7.7	76.9	-
	Male	2.5	1.3	96.2	-
	Female	7.8	7.8	83.5	0.9
	LGBTQQ	-	-	100.0	-
	Heterosexual	5.4	4.8	89.2	0.6
	Classified	4.5	3.0	92.5	-
	Faculty	5.2	6.2	87.6	1.0
	Managers	10.3	6.9	82.8	-
	Group	Disagree	Neither	Agree	Don't Know
b. women in faculty positions.	Overall	1.5	5.1	90.8	2.6
	Asian/Filipino/Pacific Islander	-	-	93.3	6.7
	Hispanic	-	6.7	93.3	-
	White	2.4	0.8	93.7	3.2
	Other Race	-	23.1	76.9	-
	Male	2.6	-	97.4	-
	Female	0.9	8.8	86.0	4.4
	LGBTQQ	-	-	93.8	6.3
	Heterosexual	1.8	4.2	91.5	2.4
	Classified	-	4.6	92.3	3.1
	Faculty	1.0	4.1	92.8	2.1
	Managers	6.9	10.3	79.3	3.4
	Group	Disagree	Neither	Agree	Don't Know
c. ethnic minorities in management positions.	Overall	12.2	8.7	77.6	1.5
	Asian/Filipino/Pacific Islander	25.0	12.5	62.5	-
	Hispanic	20.0	3.3	73.3	3.3
	White	5.6	7.1	85.7	1.6
	Other Race	7.7	23.1	69.2	-

	Group	Disagree	Neither	Agree	Don't Know
	Male	6.3	8.9	84.8	-
	Female	15.8	8.8	72.8	2.6
	LGBTQQ	6.3	-	93.8	-
	Heterosexual	11.5	9.1	78.2	1.2
	Classified	7.5	10.4	80.6	1.5
	Faculty	10.3	9.3	78.4	2.1
	Managers	28.6	3.6	67.9	-
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
d. ethnic minorities in faculty positions.	Overall	9.1	7.1	81.7	2.0
	Asian/Filipino/Pacific Islander	25.0	-	75.0	-
	Hispanic	10.0	10.0	76.7	3.3
	White	4.7	3.9	89.8	1.6
	Other Race	-	23.1	69.2	7.7
	Male	6.3	6.3	87.3	-
	Female	10.4	7.8	78.3	3.5
	LGBTQQ	12.5	-	87.5	-
	Heterosexual	7.8	7.2	82.5	2.4
	Classified	1.5	10.4	86.6	1.5
	Faculty	7.2	6.2	85.6	1.0
	Managers	31.0	3.4	58.6	6.9
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
e. individuals with disabilities in management positions.	Overall	9.1	17.3	39.6	34.0
	Asian/Filipino/Pacific Islander	6.3	25.0	31.3	37.5
	Hispanic	6.7	26.7	40.0	26.7
	White	6.3	11.8	43.3	38.6
	Other Race	7.7	30.8	46.2	15.4
	Male	6.3	22.8	40.5	30.4
	Female	10.4	13.9	40.0	35.7
	LGBTQQ	-	18.8	50.0	31.3
	Heterosexual	9.6	16.9	39.2	34.3
	Classified	6.0	19.4	37.3	37.3
	Faculty	7.2	17.5	40.2	35.1
	Managers	20.7	13.8	44.8	20.7
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
f. individuals with disabilities in faculty positions.	Overall	14.7	12.2	67.0	6.1
	Asian/Filipino/Pacific Islander	-	18.8	62.5	18.8
	Hispanic	3.3	26.7	53.3	16.7
	White	4.8	7.9	61.9	25.4
	Other Race	25.0	8.3	58.3	8.3

	Group	Disagree	Neither	Agree	Don't Know
	Male	5.1	11.5	64.1	19.2
	Female	8.8	14.0	54.4	22.8
	LGBTQQ	6.7	6.7	66.7	20.0
	Heterosexual	7.3	12.1	58.8	21.8
	Classified	1.5	16.4	62.7	19.4
	Faculty	7.3	12.5	59.4	20.8
	Managers	21.4	7.1	46.4	25.0
	Group	Disagree	Neither	Agree	Don't Know
g. individuals who are Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning in management positions.	Overall	7.1	15.2	47.7	29.9
	Asian/Filipino/Pacific Islander	-	12.5	56.3	31.3
	Hispanic	3.3	23.3	56.7	16.7
	White	6.3	10.2	50.4	33.1
	Other Race	7.7	23.1	30.8	38.5
	Male	6.3	16.5	48.1	29.1
	Female	7.0	14.8	48.7	29.6
	LGBTQQ	18.8	6.3	56.3	18.8
	Heterosexual	5.4	14.5	49.4	30.7
	Classified	3.0	16.4	46.3	34.3
	Faculty	7.2	15.5	46.4	30.9
	Managers	13.8	13.8	62.1	10.3
	Group	Disagree	Neither	Agree	Don't Know
h. individuals who are Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning in faculty positions.	Overall	6.6	15.2	54.3	23.9
	Asian/Filipino/Pacific Islander	-	12.5	56.3	31.3
	Hispanic	-	26.7	60.0	13.3
	White	6.3	9.4	59.8	24.4
	Other Race	7.7	23.1	30.8	38.5
	Male	6.3	13.9	57.0	22.8
	Female	6.1	16.5	53.9	23.5
	LGBTQQ	18.8	6.3	56.3	18.8
	Heterosexual	4.8	14.5	56.6	24.1
	Classified	1.5	19.4	52.5	26.9
	Faculty	7.2	14.4	55.7	22.7
	Managers	13.8	10.3	62.1	13.8

Table B5
Social Issues: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

	Group	PERCENTAGES			
		Disagree	Neither	Agree	Don't Know
a. Racism is a problem at Delta College.	Overall	64.0	12.2	17.8	6.1
	Asian/Filipino/Pacific Islander	56.3	12.5	18.8	12.5
	Hispanic	60.0	16.7	20.0	3.3
	White	67.7	11.0	15.7	5.5
	Other Race	69.2	15.4	-	15.4
	Male	74.7	8.9	11.4	5.1
	Female	56.5	14.8	21.7	7.0
	LGBTQQ	62.5	6.3	31.3	-
	Hetero	65.7	12.0	15.7	6.6
	Classified	62.7	16.4	14.9	6.0
	Faculty	62.9	11.3	17.5	8.2
	Managers	69.0	6.9	24.1	-
	Group	Disagree	Neither	Agree	Don't Know
b. Sexism is a problem at Delta College.	Overall	62.9	18.8	11.2	7.1
	Asian/Filipino/Pacific Islander	62.5	12.5	12.5	12.5
	Hispanic	60.0	26.7	6.7	6.7
	White	67.7	16.5	10.2	5.5
	Other Race	69.2	15.4	-	15.4
	Male	78.5	12.7	3.8	5.1
	Female	53.0	23.5	14.8	8.7
	LGBTQQ	62.5	6.3	31.3	-
	Hetero	65.1	18.7	9.0	7.2
	Classified	61.2	22.4	9.0	7.5
	Faculty	63.9	16.5	10.3	9.3
	Managers	62.1	20.7	17.2	-
	Group	Disagree	Neither	Agree	Don't Know
c. Sexual harassment is a problem at Delta College.	Overall	59.4	18.8	12.2	9.6
	Asian/Filipino/Pacific Islander	43.8	6.3	25.0	25.0
	Hispanic	50.0	30.0	13.3	6.7
	White	66.1	15.0	9.4	9.4
	Other Race	61.5	23.1	7.7	7.7
	Male	77.2	13.9	2.5	6.3
	Female	47.0	22.6	18.3	12.2
	LGBTQQ	62.5	12.5	25.0	-
	Hetero	60.8	17.5	10.8	10.8

	Group	Disagree	Neither	Agree	Don't Know
	Classified	55.2	19.4	13.4	11.9
	Faculty	58.8	20.6	10.3	10.3
	Managers	72.4	13.8	10.3	3.4
	Group	Disagree	Neither	Agree	Don't Know
d. Bullying is a problem at Delta College.	Overall	44.2	17.8	21.8	16.2
	Asian/Filipino/Pacific Islander	31.3	12.5	25.0	31.3
	Hispanic	43.3	16.7	16.7	23.3
	White	49.6	17.3	18.1	15.0
	Other Race	38.5	23.1	38.5	-
	Male	62.0	17.7	11.4	8.9
	Female	33.0	17.4	28.7	20.9
	LGBTQQ	56.3	18.8	12.5	12.5
	Hetero	44.6	18.1	22.3	15.1
	Classified	37.3	20.9	25.4	16.4
	Faculty	47.4	18.6	17.5	16.5
	Managers	51.7	10.3	27.6	10.3

Access to Quality Education: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

		PERCENTAGES			
	Group	Disagree	Neither	Agree	Don't Know
a. To earn a degree/certificate, students must meet high achievement standards.	Overall	12.8	16.3	66.3	4.6
	Asian/Filipino/Pacific Islander	-	20.0	66.7	13.3
	Hispanic	6.7	16.7	73.3	3.3
	White	15.7	12.6	66.9	4.7
	Other Race	7.7	23.1	69.2	-
	Male	16.5	16.5	65.8	1.3
	Female	10.5	14.9	67.5	7.0
	LGBTQQ	25.0	-	62.5	12.5
	Heterosexual	10.9	17.6	67.3	4.2
	Classified	6.1	21.2	60.6	12.1
	Faculty	20.6	12.4	67.0	-
	Managers	3.4	17.2	75.9	3.4
	Group	Disagree	Neither	Agree	Don't Know
b. Most students are academically well prepared for college work.	Overall	68.2	15.9	13.3	2.6
	Asian/Filipino/Pacific Islander	62.5	6.3	25.0	6.3
	Hispanic	50.0	13.3	36.7	-
	White	73.6	16.8	6.4	3.2
	Other Race	46.2	38.5	15.4	-
	Male	71.4	14.3	11.7	2.6
	Female	65.2	17.4	14.8	2.6
	LGBTQQ	80.0	13.3	6.7	-
	Heterosexual	66.7	16.4	13.9	3.0
	Classified	50.7	23.9	20.9	4.5
	Faculty	80.0	12.6	7.4	-
	Managers	69.0	6.9	17.2	6.9
	Group	Disagree	Neither	Agree	Don't Know
c. Students receive a high quality of education.	Overall	8.1	9.1	80.7	2.0
	Asian/Filipino/Pacific Islander	6.3	6.3	68.8	18.8
	Hispanic	16.7	3.3	80.0	-
	White	6.3	11.0	81.9	0.8
	Other Race	7.7	-	92.3	-
	Male	8.9	12.7	78.5	-
	Female	7.8	6.1	82.6	3.5

	Group			
	LGBTQQ	18.8	6.3	75.0	-
	Heterosexual	6.6	8.4	82.5	2.4
	Classified	4.5	9.0	82.1	4.5
	Faculty	9.3	9.3	81.4	-
	Managers	13.8	6.9	75.9	3.4

	Group	Disagree	Neither	Agree	Don't Know
d. Cheating is a problem at Delta College.	Overall	18.8	26.9	34.5	19.8
	Asian/Filipino/Pacific Islander	12.5	25.0	31.3	31.3
	Hispanic	40.0	26.7	20.0	13.3
	White	16.5	25.2	37.0	21.3
	Other Race	15.4	30.8	30.8	23.1
	Male	19.0	34.2	32.9	13.9
	Female	19.1	21.7	34.8	24.3
	LGBTQQ	25.0	25.0	31.3	18.8
	Heterosexual	19.9	25.3	33.1	21.7
	Classified	17.9	23.9	20.9	37.3
	Faculty	18.6	32.0	46.4	3.1
	Managers	24.1	20.7	24.1	31.0

	Group	Disagree	Neither	Agree	Don't Know
e. The College seeks to meet the diverse educational needs of its students.	Overall	6.1	13.7	77.7	2.5
	Asian/Filipino/Pacific Islander	-	6.3	87.5	6.3
	Hispanic	6.7	10.0	80.0	3.3
	White	3.1	14.2	81.1	1.6
	Other Race	15.4	23.1	53.8	7.7
	Male	3.8	13.9	82.3	-
	Female	7.0	13.9	74.8	4.3
	LGBTQQ	-	6.3	81.3	12.5
	Heterosexual	4.8	13.9	79.5	1.8
	Classified	4.5	14.9	76.1	4.5
	Faculty	6.2	15.5	78.4	-
	Managers	6.9	6.9	79.3	6.9

	Group	Disagree	Neither	Agree	Don't Know
f. Students are provided adequate opportunities to upgrade their basic skills.	Overall	20.3	8.6	64.0	7.1
	Asian/Filipino/Pacific Islander	25.0	6.3	56.3	12.5
	Hispanic	16.7	6.7	70.0	6.7
	White	18.1	8.7	66.1	7.1
	Other Race	30.8	15.4	46.2	7.7
	Male	11.4	5.1	79.7	3.8
	Female	26.1	11.3	53.0	9.6

	Group	Disagree	Neither	Agree	Don't Know
	LGBTQQ	18.8	6.3	68.8	6.3
	Heterosexual	20.5	8.4	63.3	7.8
	Classified	16.4	9.0	62.7	11.9
	Faculty	22.7	9.3	63.9	4.1
	Managers	20.7	6.9	65.5	6.9
	Group	Disagree	Neither	Agree	Don't Know
g. Effective transfer services to four-year institutions are provided at Delta.	Overall	4.1	10.7	76.5	8.7
	Asian/Filipino/Pacific Islander	-	-	87.5	12.5
	Hispanic	6.7	3.3	80.0	10.0
	White	2.4	14.2	74.8	8.7
	Other Race	7.7	-	92.3	-
	Male	3.8	10.3	76.9	9.0
	Female	3.5	11.3	77.4	7.8
	LGBTQQ	-	12.5	81.3	6.3
	Heterosexual	3.6	10.9	76.4	9.1
	Classified	-	7.5	80.6	11.9
	Faculty	6.3	13.5	74.0	6.3
	Managers	3.4	10.3	82.8	3.4

Effective Governance by Board of Trustees: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

		PERCENTAGES			
	Group	Disagree	Neither	Agree	Don't Know
a. effectively balances the requests and proposals of competing interest groups.	Overall	29.4	29.9	22.3	18.3
	Asian/Filipino/Pacific Islander	6.3	31.3	37.5	25.0
	Hispanic	36.7	20.0	26.7	16.7
	White	27.6	33.1	18.9	20.5
	Other Race	46.2	15.4	38.5	-
	Male	25.3	24.1	32.9	17.7
	Female	32.2	33.9	15.7	18.3
	LGBTQQ	56.3	18.8	12.5	12.5
	Heterosexual	26.5	30.1	25.3	18.1
	Classified	23.9	37.3	22.4	16.4
	Faculty	33.0	24.7	20.6	21.6
	Managers	31.0	34.5	27.6	6.9
	Group	Disagree	Neither	Agree	Don't Know
b. is effective in setting the overall policy direction for the District.	Overall	29.9	26.9	29.4	13.7
	Asian/Filipino/Pacific Islander	18.8	25.0	31.3	25.0
	Hispanic	30.0	16.7	40.0	13.3
	White	28.3	30.7	26.8	14.2
	Other Race	46.2	15.4	38.5	-
	Male	27.8	22.8	38.0	11.4
	Female	31.3	30.4	23.5	14.8
	LGBTQQ	50.0	18.8	18.8	12.5
	Heterosexual	27.1	27.1	31.9	13.9
	Classified	25.4	32.8	32.8	9.0
	Faculty	35.1	22.7	23.7	18.6
	Managers	24.1	27.6	41.4	6.9
	Group	Disagree	Neither	Agree	Don't Know
c. is familiar with the general strategic and master plans of the District.	Overall	19.8	24.4	36.0	19.8
	Asian/Filipino/Pacific Islander	18.8	12.5	31.3	37.5
	Hispanic	26.7	20.0	36.7	16.7
	White	18.9	22.8	37.0	21.3
	Other Race	7.7	53.8	38.5	-
	Male	21.5	16.5	41.8	20.3
	Female	18.3	30.4	32.2	19.1
	LGBTQQ	18.8	37.5	25.0	18.8

	Group	Disagree	Neither	Agree	Don't Know
	Heterosexual	19.3	21.7	38.6	20.5
	Classified	14.9	29.9	37.3	17.9
	Faculty	17.5	26.8	30.9	24.7
	Managers	34.5	6.9	51.7	6.9
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
d. has applied Measure L Bond funds wisely.	Overall	41.0	25.1	19.5	14.4
	Asian/Filipino/Pacific Islander	25.0	25.0	31.3	18.8
	Hispanic	26.7	26.7	30.0	16.7
	White	47.2	23.2	13.6	16.0
	Other Race	46.2	30.8	23.1	-
	Male	44.2	20.8	16.9	18.2
	Female	40.0	27.0	20.9	12.2
	LGBTQQ	50.0	31.3	6.3	12.5
	Heterosexual	40.2	23.2	21.3	15.2
	Classified	47.0	31.8	13.6	7.6
	Faculty	39.6	22.9	16.7	20.8
	Managers	37.9	13.8	41.4	6.9
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
e. acts responsibly to ensure the financial stability of the District.	Overall	27.2	26.7	35.4	10.8
	Asian/Filipino/Pacific Islander	6.3	37.5	37.5	18.8
	Hispanic	20.0	26.7	46.7	6.7
	White	29.6	22.4	35.2	12.8
	Other Race	30.8	46.2	23.1	-
	Male	25.3	22.8	39.2	12.7
	Female	27.4	29.2	33.6	9.7
	LGBTQQ	43.8	25.0	31.3	-
	Heterosexual	23.2	26.2	37.8	12.8
	Classified	28.8	34.8	28.8	7.6
	Faculty	30.9	24.7	29.9	14.4
	Managers	7.1	17.9	71.4	3.6

Work Environment: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

	PERCENTAGES				
	Group	Disagree	Neither	Agree	Don't Know
a. Office equipment provided is suitable for the intended purposes.	Overall	22.8	15.2	59.4	2.5
	Asian/Filipino/Pacific Islander	18.8	18.8	62.5	-
	Hispanic	13.3	20.0	66.7	-
	White	20.5	15.0	62.2	2.4
	Other Race	46.2	7.7	46.2	-
	Male	17.7	12.7	67.1	2.5
	Female	25.2	17.4	54.8	2.6
	LGBTQQ	37.5	6.3	56.3	-
	Heterosexual	19.9	15.1	62.0	3.0
	Classified	11.9	20.9	67.2	-
	Faculty	29.9	11.3	54.6	4.1
	Managers	17.2	17.2	62.1	3.4
	Group	Disagree	Neither	Agree	Don't Know
b. The College provides ergonomic furniture/equipment that is healthy for users.	Overall	39.6	18.8	33.0	8.6
	Asian/Filipino/Pacific Islander	25.0	25.0	37.5	12.5
	Hispanic	40.0	3.3	46.7	10.0
	White	37.8	22.8	29.9	9.4
	Other Race	53.8	15.4	30.8	-
	Male	25.3	22.8	40.5	11.4
	Female	47.8	16.5	28.7	7.0
	LGBTQQ	50.0	6.3	25.0	18.8
	Heterosexual	37.3	20.5	34.9	7.2
	Classified	43.3	16.4	34.3	6.0
	Faculty	36.1	23.7	28.9	11.3
	Managers	41.4	6.9	44.8	6.9
	Group	Disagree	Neither	Agree	Don't Know
c. My computer and information technology needs are adequately addressed.	Overall	32.1	7.7	59.7	0.5
	Asian/Filipino/Pacific Islander	25.0	-	75.0	-
	Hispanic	36.7	3.3	56.7	3.3
	White	28.3	8.7	63.0	-
	Other Race	41.7	16.7	41.7	-
	Male	25.3	7.6	67.1	-
	Female	36.8	7.9	54.4	0.9

	Group	Disagree	Neither	Agree	Don't Know
	LGBTQQ	37.5	-	62.5	-
	Heterosexual	30.3	8.5	61.2	-
	Classified	17.9	7.5	73.1	1.5
	Faculty	40.6	8.3	51.0	-
	Managers	34.5	6.9	58.6	-
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
d. The campus grounds are well maintained and attractive.	Overall	39.3	12.8	48.0	-
	Asian/Filipino/Pacific Islander	18.8	6.3	75.0	-
	Hispanic	30.0	3.3	66.7	-
	White	43.7	15.1	41.3	-
	Other Race	46.2	23.1	30.8	-
	Male	39.7	15.4	44.9	-
	Female	39.1	11.3	49.6	-
	LGBTQQ	50.0	18.8	31.3	-
	Heterosexual	37.6	13.3	49.1	-
	Classified	32.8	10.4	56.7	-
	Faculty	41.7	15.6	42.7	-
	Managers	41.4	10.3	48.3	-
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
e. The campus facilities are well maintained and clean.	Overall	61.4	15.2	23.4	-
	Asian/Filipino/Pacific Islander	43.8	31.3	25.0	-
	Hispanic	53.3	6.7	40.0	-
	White	63.0	15.7	21.3	-
	Other Race	69.2	15.4	15.4	-
	Male	51.9	19.0	29.1	-
	Female	67.8	13.0	19.1	-
	LGBTQQ	87.5	6.3	6.3	-
	Heterosexual	58.4	16.9	24.7	-
	Classified	55.2	16.4	28.4	-
	Faculty	63.9	15.5	20.6	-
	Managers	62.1	13.8	24.1	-
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
f. Maintenance equipment used is suitable for the intended purposes.	Overall	14.4	21.1	20.6	43.8
	Asian/Filipino/Pacific Islander	-	18.8	25.0	56.3
	Hispanic	20.0	16.7	30.0	33.3
	White	14.4	20.0	20.0	45.6
	Other Race	23.1	23.1	15.4	38.5
	Male	11.5	23.1	26.9	38.5
	Female	16.8	18.6	16.8	47.8

	Group	Disagree	Neither	Agree	Don't Know
	LGBTQQ	31.3	25.0	18.8	25.0
	Heterosexual	13.5	19.6	20.2	46.6
	Classified	9.2	20.0	21.5	49.2
	Faculty	13.5	22.9	18.8	44.8
	Managers	31.0	17.2	24.1	27.6
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
g. The College is adequately staffed to maintain the grounds and facilities.	Overall	70.9	9.7	8.7	10.7
	Asian/Filipino/Pacific Islander	56.3	-	31.3	12.5
	Hispanic	66.7	6.7	20.0	6.7
	White	72.2	11.1	4.8	11.9
	Other Race	84.6	15.4	-	-
	Male	65.8	12.7	8.9	12.7
	Female	75.4	7.9	8.8	7.9
	LGBTQQ	93.8	6.3	-	-
	Heterosexual	70.3	10.3	8.5	10.9
	Classified	77.3	9.1	9.1	4.5
	Faculty	62.9	11.3	9.3	16.5
	Managers	82.8	6.9	6.9	3.4
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
h. The District has adopted environmentally responsible operations.	Overall	12.3	29.2	37.4	21.0
	Asian/Filipino/Pacific Islander	6.3	25.0	50.0	18.8
	Hispanic	17.2	17.2	37.9	27.6
	White	9.5	33.3	38.1	19.0
	Other Race	23.1	30.8	30.8	15.4
	Male	9.0	25.6	47.4	17.9
	Female	14.9	31.6	31.6	21.9
	LGBTQQ	25.0	37.5	12.5	25.0
	Heterosexual	11.6	28.0	40.2	20.1
	Classified	7.6	30.6	39.4	22.7
	Faculty	11.5	31.3	34.4	22.9
	Managers	27.6	20.7	41.4	10.3

Equitable Employee-Related Practices: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

		PERCENTAGES			
	Group	Disagree	Neither	Agree	Don't Know
a. Employee evaluations assess effectiveness and encourage improvement.	Overall	28.9	20.3	48.7	2.0
	Asian/Filipino/Pacific Islander	18.8	18.8	62.5	-
	Hispanic	33.3	13.3	53.3	-
	White	29.1	22.0	46.5	2.4
	Other Race	23.1	30.8	46.2	-
	Male	25.3	19.0	54.4	1.3
	Female	31.3	20.9	45.2	2.6
	LGBTQQ	50.0	6.3	43.8	-
	Heterosexual	25.3	21.1	51.2	2.4
	Classified	31.3	25.4	43.3	-
	Faculty	23.7	21.6	53.6	1.0
	Managers	34.5	6.9	51.7	6.9
	Group	Disagree	Neither	Agree	Don't Know
b. Employees are provided opportunities for continued professional development.	Overall	13.7	12.7	72.6	1.0
	Asian/Filipino/Pacific Islander	18.8	6.3	75.0	-
	Hispanic	26.7	10.0	63.3	-
	White	9.4	13.4	75.6	1.6
	Other Race	15.4	15.4	69.2	-
	Male	7.6	10.1	82.3	-
	Female	17.4	13.9	67.0	1.7
	LGBTQQ	12.5	12.5	75.0	-
	Heterosexual	12.0	12.0	74.7	1.2
	Classified	25.4	19.4	55.2	-
	Faculty	4.1	8.2	86.6	1.0
	Managers	17.2	13.8	69.0	-
	Group	Disagree	Neither	Agree	Don't Know
c. The Professional Development Center provides relevant high quality training.	Overall	14.7	12.2	67.0	6.1
	Asian/Filipino/Pacific Islander	12.5	12.5	62.5	12.5
	Hispanic	23.3	10.0	63.3	3.3
	White	11.8	13.4	68.5	6.3
	Other Race	7.7	15.4	76.9	-
	Male	7.6	10.1	74.7	7.6
	Female	19.1	13.9	62.6	4.3
	LGBTQQ	12.5	6.3	81.3	-

	Group	Disagree	Neither	Agree	Don't Know
	Heterosexual	13.9	11.4	68.1	6.6
	Classified	11.9	16.4	59.7	11.9
	Faculty	11.3	11.3	75.3	2.1
	Managers	31.0	3.4	62.1	3.4
	Group	Disagree	Neither	Agree	Don't Know
d. Adequate computer facilities and support are provided for employees.	Overall	20.6	12.9	64.9	1.5
	Asian/Filipino/Pacific Islander	25.0	6.3	62.5	6.3
	Hispanic	20.7	6.9	72.4	-
	White	19.0	14.3	65.9	0.8
	Other Race	23.1	23.1	53.8	-
	Male	15.6	14.3	70.1	-
	Female	24.3	12.2	60.9	2.6
	LGBTQQ	31.3	12.5	56.3	-
	Heterosexual	18.9	11.0	68.3	1.8
	Classified	13.4	17.9	67.2	1.5
	Faculty	28.1	10.4	61.5	-
	Managers	14.3	7.1	75.0	3.6
	Group	Disagree	Neither	Agree	Don't Know
e. The District adheres to written policies to ensure fairness in its employment practices.	Overall	17.3	19.8	50.8	12.2
	Asian/Filipino/Pacific Islander	12.5	18.8	62.5	6.3
	Hispanic	20.0	20.0	46.7	13.3
	White	13.4	18.1	54.3	14.2
	Other Race	15.4	38.5	46.2	-
	Male	13.9	17.7	58.2	10.1
	Female	18.3	21.7	47.0	13.0
	LGBTQQ	12.5	31.3	31.3	25.0
	Heterosexual	16.3	19.3	54.2	10.2
	Classified	22.4	25.4	43.3	9.0
	Faculty	12.4	18.6	53.6	15.5
	Managers	20.7	13.8	58.6	6.9

Overall Perceptions of Campus Climate: 2013 Employee Responses by Ethnic Group, Gender, and Sexual Orientation

	PERCENTAGES			
	Group	Disagree	Neither	Agree	Don't Know
a. Delta College is a great place to work.	Overall	10.2	9.1	80.7	-
	Asian/Filipino/Pacific Islander	6.3	6.3	87.5	-
	Hispanic	13.3	-	86.7	-
	White	7.1	10.2	82.7	-
	Other Race	23.1	-	76.9	-
	Male	10.1	7.6	82.3	-
	Female	9.6	10.4	80.0	-
	LGBTQQ	6.3	6.3	87.5	-
	Heterosexual	9.6	10.2	80.1	-
	Classified	7.5	7.5	85.1	-
	Faculty	12.4	10.3	77.3	-
	Managers	6.9	10.3	82.8	-
	Group	Disagree	Neither	Agree	Don't Know
b. I am satisfied with my job at Delta College.	Overall	11.2	10.7	78.2	-
	Asian/Filipino/Pacific Islander	6.3	12.5	81.3	-
	Hispanic	16.7	6.7	76.7	-
	White	9.4	9.4	81.1	-
	Other Race	15.4	15.4	69.2	-
	Male	5.1	13.9	81.0	-
	Female	14.8	8.7	76.5	-
	LGBTQQ	6.3	-	93.8	-
	Heterosexual	10.2	12.0	77.7	-
	Classified	19.4	9.0	71.6	-
	Faculty	6.2	9.3	84.5	-
	Managers	6.9	20.7	72.4	-
	Group	Disagree	Neither	Agree	Don't Know
c. Individuals of my ethnicity are respected at Delta College.	Overall	8.2	8.7	79.5	3.6
	Asian/Filipino/Pacific Islander	6.7	-	86.7	6.7
	Hispanic	13.3	3.3	83.3	-
	White	4.0	11.1	81.0	4.0
	Other Race	7.7	15.4	69.2	7.7
	Male	8.9	10.1	77.2	3.8
	Female	7.1	8.0	81.4	3.5
	LGBTQQ	6.3	12.5	75.0	6.3

	Group	Disagree	Neither	Agree	Don't Know
	Heterosexual	7.3	7.9	81.2	3.6
	Classified	3.1	13.8	78.5	4.6
	Faculty	9.3	7.2	79.4	4.1
	Managers	13.8	3.4	82.8	-
	Group	Disagree	Neither	Agree	Don't Know
d. Individuals of my gender are respected at Delta College.	Overall	4.6	11.7	81.7	2.0
	Asian/Filipino/Pacific Islander	-	6.3	93.8	-
	Hispanic	6.7	10.0	83.3	-
	White	2.4	10.2	84.3	3.1
	Other Race	15.4	23.1	61.5	-
	Male	3.8	10.1	82.3	3.8
	Female	4.3	12.2	82.6	0.9
	LGBTQQ	6.3	12.5	75.0	6.3
	Heterosexual	3.6	10.8	83.7	1.8
	Classified	4.5	11.9	80.6	3.0
	Faculty	4.1	12.4	81.4	2.1
	Managers	3.4	10.3	86.2	-
	Group	Disagree	Neither	Agree	Don't Know
e. Individuals of my sexual orientation are respected at Delta College.	Overall	3.6	10.7	79.1	6.6
	Asian/Filipino/Pacific Islander	-	6.3	81.3	12.5
	Hispanic	3.3	6.7	80.0	10.0
	White	3.2	11.1	81.0	4.8
	Other Race	7.7	23.1	61.5	7.7
	Male	2.6	14.1	76.9	6.4
	Female	3.5	8.7	80.9	7.0
	LGBTQQ	25.0	12.5	56.3	6.3
	Heterosexual	0.6	9.7	83.0	6.7
	Classified	3.0	10.4	79.1	7.5
	Faculty	4.2	10.4	79.2	6.3
	Managers	-	13.8	79.3	6.9
	Group	Disagree	Neither	Agree	Don't Know
f. Individuals with beliefs similar to mine are respected at Delta College.	Overall	10.2	12.7	67.5	9.6
	Asian/Filipino/Pacific Islander	6.3	6.3	56.3	31.3
	Hispanic	6.7	13.3	73.3	6.7
	White	9.4	11.8	70.9	7.9
	Other Race	15.4	38.5	46.2	-
	Male	7.6	15.2	68.4	8.9
	Female	11.3	11.3	67.8	9.6
	LGBTQQ	18.8	12.5	62.5	6.3

	Group			
	Heterosexual	7.2	13.3	70.5	9.0
	Classified	6.0	13.4	62.7	17.9
	Faculty	14.4	12.4	67.0	6.2
	Managers	3.4	13.8	79.3	3.4

	Group	Disagree	Neither	Agree	Don't Know
g. Faculty and staff have an adequate voice in College policies and procedures.	Overall	22.8	18.8	54.8	3.6
	Asian/Filipino/Pacific Islander	18.8	6.3	62.5	12.5
	Hispanic	26.7	13.3	60.0	-
	White	19.7	21.3	55.1	3.9
	Other Race	23.1	23.1	53.8	-
	Male	20.3	17.7	58.2	3.8
	Female	23.5	20.0	53.0	3.5
	LGBTQQ	43.8	12.5	43.8	-
	Heterosexual	18.1	19.9	57.8	4.2
	Classified	28.4	23.9	41.8	6.0
	Faculty	21.6	18.6	57.7	2.1
	Managers	13.8	6.9	79.3	-

San Joaquin Delta College Campus Climate and Student Satisfaction

2013 Student Survey Results

Office of Planning, Research, and Institutional Effectiveness

July 2013

The 2013 Campus Climate survey was designed to collect the opinions of students regarding the current state of the campuses. This report charts the perceptions of students along various measures by gender, ethnicity, and sexual orientation.

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Executive Summary

In the spring of 2013 the District's campus climate survey was revised and made available for all students to complete. The survey contained 62 questions that were anchored around four general themes:

1. Learning Environment and General Campus Perceptions
2. Social Issues and Campus Climate
3. Satisfaction with Faculty and non-teaching Employees
4. Satisfaction with Student Services

A total of 751 surveys were completed and based on the reported demographics, the survey participants are over-represented by females and White students, and under-represented by Hispanic students when compared to the student proportions for spring 2013. Based on the results, the campus climate perceptions and satisfaction with the education and services provided at Delta College are generally positive, although specific areas were identified for improvement.

In the areas of instructional and student services, items such as the availability of desired courses and class times, availability of faculty outside the classroom, attitudes of non-teaching employees, the student orientation process, and academic advising were identified as areas in need of improvement. In the area of campus climate, the majority of students' perceptions were positive, with the exception that many students felt the campus was not safe and a small minority of students, specifically students who identified as Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning (LGBTQQ), perceived bullying, sexism, and lack of respect for individuals of their sexual orientation as areas of concern.

However, as noted in the report, actions are currently taking place to resolve some of the perceived issues. For example, Campus Police are proactively employing a myriad of strategies to increase crime awareness and prevent crime. Sexism and bullying are also being addressed through a proposed District policy and procedure that would stress the importance of maintaining civility towards others and a level of professionalism at the College.

Students' low level of satisfaction with course availability and their perceived inability to enroll in a suitable replacement for cancelled classes are reflective of the budget cuts the College has faced in recent years. However, the voter approval of Proposition 30 in November 2012, which temporarily increases sales taxes and state personal income tax rates on upper-income taxpayers to fund education, has helped the College increase its course offerings in the 2013-14 academic year.

Students were not prompted with open-ended questions to add qualitative feedback in the survey. Conducting student focus groups in the future to discuss issues identified from the survey may provide valuable qualitative feedback and allow students to describe their perceptions of Delta College and their learning experiences.

Background/Method

In the spring of 2013, the Office of Planning, Research, and Institutional Effectiveness (PRIE) and the Assistant Superintendent/Vice President of Instruction updated the campus climate surveys for employees and students. The last time Delta College surveyed its student population was in spring 2007.

At the direction of the Vice President, the survey link was released by email to students from Admissions and Records. In addition, paper copies of the survey were printed and made available in the College's mail room for students to pick up to complete if they did not have access to a computer or wanted to complete a paper version instead. The survey was available for two weeks. There were a total of 751 surveys completed by Delta College students. The survey contained 62 questions that were anchored around four general themes:

1. Learning Environment and General Campus Perceptions
2. Social Issues and Campus Climate
3. Satisfaction with Faculty and non-teaching Employees
4. Satisfaction with Student Services

The following 5-point scale was used for questions about the students' learning environment, general campus perceptions, and their perceptions of social issues and the campus climate:

0 = Don't Know	3 = Neither Disagree or Agree
1 = Strongly Disagree	4 = Agree
2 = Disagree	5 = Strongly Agree

A satisfaction scale (5-point) was used to gather students' satisfaction levels concerning services available to students and their experiences with faculty and non-teaching employees:

0 = Don't Know	3 = Neither Dissatisfied nor Satisfied
1 = Very Dissatisfied	4 = Satisfied
2 = Dissatisfied	5 = Very Satisfied

The likert scales were changed from the 2007 survey cycle, which used a four-point agreement scale and a four-point quality rating scale for its survey questions.

The survey concluded with seven demographic and ten student characteristic questions that included: gender, race/ethnicity, sexual orientation, age, marital status, number of dependents, commute types, travel distance to campus, employment status and hours worked, enrollment status (part-time/full-time), units completed, financial aid status, and which of the Delta College campus locations (Stockton, Mountain House, and/or Internet) students have attended.

The following results are summarized by each theme in the survey with responses to each question re-coded to four categories (agree, disagree, neither, don't know for one type of survey response and satisfied, dissatisfied, neither, don't know for the other) and reported by ethnicity, gender, and sexual orientation.

Summary of Results

Spring 2013 respondents were generally representative of the spring 2013 student body. However, the sample from this survey cycle was over-represented by female and White students and under-represented by Hispanic students (see Appendix B, Table B1). There was also an over-representation of respondents who identified as full-time students (59.2% vs. 41.2%) and students who received any form of financial aid (61% vs. 36.6%). Even so, the number of respondents from each group was large enough to accurately represent the various types of students.

Of the students who chose to self-identify their characteristics and demographics, the majority were: female (71.5%), single (79.2%), without dependents (67.8%), between the ages of 18 and 25 (57.6%), commuter by car/carpool (84.3%), living within approximately 13 miles of campus, and currently unemployed (54.9%). Of the students that indicated they were employed (45%), the average number of hours worked per week was 27. Most of the students indicated they attended classes at the District's Stockton campus and attended classes during the day (before 5pm.). The average respondent self-reported that he/she has completed 40 units (see Appendix B, Table B1 and Table B2).

Learning Environment and General Campus Perceptions

Student respondents were generally satisfied with their learning experiences at Delta College with nearly 80% of them indicating that they were satisfied with the education they receive at the College. A large majority of the students agreed that Delta College delivers high quality education (79.9%) and places high standards of achievement in order to earn a certificate and/or degree (74.4%). Female students were more likely than their male peers to agree that students must achieve high standards of achievement to earn their certificates and/or degrees (76.3% vs. 68.9%). Students generally agreed that they are encouraged to think critically and form their own opinions (76.9%), with female students being more likely than their male peers to agree (78.6% vs.72.3%). Although their perception of and satisfaction with the quality of education were high, students rated themselves lower in regards to how prepared they were for college work (67.1%, *agree*); and, those students who identified as Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning (LGBTQQ) were less likely than their heterosexual peers to agree that they were academically prepared for college work (58.1% vs. 67.3%, *agree*) (see Appendix B, Tables B3 and B5).

Nearly two-thirds of the students agreed that the College adheres to written policies ensuring fairness to students; African American (64.4%), Asian/Pacific/Filipino (66.7%), and heterosexual (65.2%) students had the highest levels of agreement and LGBTQQ students had the lowest level of agreement (56%). Students generally agreed that the College provides adequate customer service to students (60%); African American (65%) and Asian/Pacific/Filipino (66.7%) students had the highest levels of agreement, and LGBTQQ students had the lowest level of agreement (48%). Close to two-thirds of the students agreed that the Final Exam Schedule was easy to understand (see Appendix B, Table 3).

The survey results reflect a low level of agreement by students that the College is able to offer courses needed to replace those that were cancelled; almost a third perceived finding a suitable replacement for a cancelled class to be difficult, 28.2% were indifferent, 21.5% did not think it was a problem, and 22.2% did not know. Spring 2007 respondents also reported a low level of satisfaction with finding replacement courses for cancelled classes. These low levels of satisfaction are reflective

of the downward funding cycle the College has faced in recent years. Course section reductions have made it difficult for students to find replacement classes (see Appendix B, Table 3).

According to student respondents, cheating does not appear to be a problem at Delta College. Slightly more than 20% agreed cheating is a problem at Delta College, nearly one-third of the students disagreed, and 23.7% were indifferent to the issue. Hispanic students largely disagreed (42%); Asian/Filipino/Pacific Islander students were most likely to agree (31.1%); White students were most likely to be indifferent (26.8%); and African American students were most unaware (37.3%, *don't know*) (see Appendix B, Table B3).

Readers should note that the perception that cheating is a problem at Delta College has decreased from 39.4% in 2007 to 21.5% in 2013. (In spring 2007, 39.4% of those surveyed strongly disagreed/disagreed that cheating is *not* a problem at Delta College.)[1] One might associate this with College-wide initiatives, including the District's purchase of plagiarism services, hosting an awareness week dedicated to preventing plagiarism, the availability of web resources on cheating for both students and faculty, and conducting plagiarism workshops devoted to faculty.

With regard to campus safety, more than half of the students did not agree that the College campus is safe and secure (54.6%). Females were more likely than males to indicate that the campus is not safe and secure (57.8% vs. 46.2%, *disagree*). Compared to their peers, Asian/Filipino/Pacific Islander students showed the highest level of disagreement (58.6%). This perception of campus safety is echoed in the spring 2013 Employee Campus Climate Survey report, employees also did not perceive the campus as safe and secure. However, as explained in that report and relative to the area (city of Stockton), Delta College can be considered safe. This perception may also be influenced by increased communications to the campus community of criminal activity that occurs on campus as required by the Clery Act[2] (see Appendix B, Table B3).

Social Issues and Campus Climate

To gauge students' perceptions of the campus climate and social issues, the survey included various questions related to their experiences at Delta College with regards to race, sexism, sexual harassment, sexual orientation, gender, and bullying. More than half (51.9%) of the students disagreed that racism is a problem at Delta College, and 22% were indifferent. More than two-thirds of the students agreed that individuals of their ethnicity are respected at Delta College (68.1%). Within subgroups, Hispanic students showed greater agreement than their peers that individuals of their ethnicity are respected at Delta College (78.4%) (see Appendix B, Tables B4 and B5).

Close to half of the student respondents did not perceive sexism (prejudice/discrimination based on one's gender) as a problem at Delta College (47.2%), and 23% were indifferent. Hispanic students had the highest level of disagreement that sexism is a problem (56%). Heterosexual students were more likely than LGBTQQ students to disagree that sexism is a problem (50% vs. 33.3%). Overall, students generally agreed that individuals of their gender are respected at Delta College (67.4%). Males were more likely than females to agree that their gender is respected (72.9% vs. 65.3%). LGBTQQ students were less likely to agree than heterosexual students that their gender is respected (59.5% vs. 69.4%). Most respondents also agree that individuals of their sexual orientation are respected at Delta College (68.7%). However, heterosexual students were in greater agreement than

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[1] 2007 San Joaquin Delta College Student Accreditation Survey Summary, July 23, 2007
[2] San Joaquin Delta College Campus Climate – 2013 Employee Survey Results, May 2013

their LGBTQQ peers (72.7% vs. 48%). Nearly forty-percent (39.7%) of the students agree that sexual harassment is a problem at the College, with LGBTQQ students having a higher level of agreement than heterosexual students (47.3% vs. 38.2%).

Students generally disagree that bullying is a problem at Delta College (42.7%). African American (45.8%) and Hispanic students (48.8%) were more likely than their peers to disagree that bullying is a problem. Compared to LGBTQQ students, heterosexual students had a higher level of disagreement (45.4% vs. 24%). Additionally, students generally agree that individuals with disabilities are respected at Delta College (67.7%) and individuals with beliefs similar to theirs are respected (66%). Hispanic students had the highest level of agreement that individuals with disabilities are respected (76.7%), and students with similar beliefs to theirs are respected (75.5%) (see Appendix B, Tables B4 and B5).

Satisfaction with Experiences with Faculty and Non-teaching Employees

Students were asked to rate their satisfaction with their experiences with faculty based on the faculty's out-of-class availability, quality of instruction in their major area of study, and the attitudes of faculty and non-teaching employees towards them. Overall, more than half of the students (56.8%) were satisfied with their faculty's availability outside the classroom and 70.3% were satisfied with the quality of instruction in their major area of study. These satisfaction levels align well with survey findings from the graduates, where large percentages express satisfaction with learning outcomes at the College.[3] Asian/Filipino/Pacific Islander students had the lowest level of satisfaction with the out-of-class availability of their instructors and African American students had the highest level of satisfaction. Asian/Filipino/Pacific Islander students also had the lowest level of satisfaction with the quality of instruction in their major area of study; and, African American, Hispanic, and students of two or more races or other had the highest levels of satisfaction. Students were more satisfied with faculty attitudes towards students than the attitudes of the non-teaching employees towards students (68.2% vs. 56.3%) (see Appendix B, Table B7).

In the spring 2013 survey, the likert scale used for the items regarding interaction with faculty and non-teaching employees was updated from a four-point "poor-excellent" scale to a five-point satisfaction scale. The change in the design of the question makes it difficult to make any comparisons between the two survey cycles. Faculty's out-of-class availability and attitudes of non-teaching employees towards students received the lowest level of satisfaction from the 2013 survey respondents. These same issues were areas of concern identified in the 2007 report. It should be noted that since 2007, the faculty contract has been updated to explicitly outline out-of-class expectations for faculty. However, the survey results may be reflective of the large utilization of part-time faculty, who frequently hold "office hours" prior to and after classes. In order to make improvements in these areas, focus groups may help to gather qualitative feedback as to what specifically impacts students' satisfaction with their faculty's out-of-class availability and their experiences with non-teaching employees.[4]

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[3] San Joaquin Delta College Graduate Survey Results, Summer 2012
[4] 2007 San Joaquin Delta College Student Accreditation Survey Summary, July 23, 2007

Satisfaction with Student Services

The mission statement for Delta College's Student Services Division states that "the Student Services Division provides quality programs and services that recognize diversity, facilitate access, and foster academic, career and personal success for all students."[5] The survey asked students to rate their satisfaction with the College's services available to students: admissions/registration process, financial aid, academic support services, campus resources, student support services/programs, and student government and student activities.

Enrollment, Registration, Financial Aid, & Counseling

Students were satisfied with the online admission application process (78.5%) and the online registration process (77.4%). Female students were slightly more satisfied than males with the online admission application process (79.8% vs. 74.3%). More than half were satisfied with financial aid (55.2%). White students were less satisfied than their peers with financial aid and also represented a larger group of those who were not aware of it. Less than half (48.9%) of the students were satisfied with the student orientation program; however, 23.3% were indifferent and 21.8% indicated that they were not aware of the program. Female students were more satisfied than males with the orientation program (51.8% vs. 40.5%). Close to two-thirds of the students (64.1%) were satisfied with the assessment testing process. Hispanic students were most likely to be satisfied with the assessment testing process and White students were more indifferent. Students were generally satisfied with the "College Catalog" (61.7%) and the "Schedule of Classes" (70.7%). Females were more satisfied than their male peers with the College Catalog (64.4% vs. 53.8%) (see Appendix B, Tables B6, B8, and B10).

Students were not satisfied with the availability of the courses at the times they want to take them (33.2%, *satisfied* vs. 51.4%, *dissatisfied*). As noted earlier, this is influenced heavily by the availability of state revenues to offer sections to students. A little more than half of the students reported that they were satisfied with personal counseling and advising (51.2%), and academic advising/counseling services (56%). White students were least satisfied with the academic advising/counseling services. Personal counseling and academic advising were also identified as areas for improvement in the spring 2007 survey summary report.

Campus Resources

Students were satisfied with the College's Bookstore (73.3%) and library services (71%). Female students were more satisfied than their male peers with the Bookstore (76.7% vs. 64.8%). Less than half were satisfied with the Food Services (47.2%) and Wifi (Internet) access on campus (38%). Satisfaction with Food Services has probably dropped in response to budget cuts and service reductions in the Danner cafeteria during the budget reduction years of 2008-13. African American students were most satisfied with Food Services and Wifi access. LGBTQQ students were more dissatisfied than heterosexual students with Food Services and Wifi access. More than 50% of the students indicated they were satisfied with the E-Services lab (55.4%), which is an internet-based enrollment lab that provides students access to electronic services: admissions and financial aid, student email, and to print schedules. African American students were most satisfied with the E-Services Lab (see Appendix B, Table B9).

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[5] SJDC, Student Services Homepage http://www.deltacollege.edu/div/stuserv/

Academic Support Services

A review of the percentages by group for each academic support service revealed that in some areas over two-thirds of the respondents answered "Don't know" (see Appendix B, Tables B8-B11). Of the students who were aware, 80.3% were satisfied with access to computers/computer labs and 76.2% were satisfied with study spaces and tutoring at the Goleman Library. More than 60% of the students were also satisfied with the Early Alert process (61%), Career/Transfer Center (61.9%), Math and Science Learning Center (63.8%), and Reading and Writing Learning Center (66.9%) (see Appendix B, Tables B12-14).

Comparisons by subgroups of students, who were aware, revealed differences in satisfaction with the academic support services by gender, sexual orientation and ethnicity. Female students were more satisfied than male students with most of the academic support services with the exception of the Math and Science Learning Center. Heterosexual students were more satisfied than their LGBTQQ peers with all of the academic support services with the exception of the Math and Science Learning Center, Reading and Writing Learning Center, and "The Zone." White students were less satisfied than their peers with the Reading and Writing Learning Center and the study spaces and tutoring at the Goleman Library. African American students were more satisfied than their peers with the Early Alert process, the Career/Transfer Center, and access to the computers/computer labs. Hispanic students were more satisfied than their peers with the Math and Science Learning Center (see Appendix B, Table B12-14).

Student Support Services/Programs

For the following student support services/programs, the results were recalculated to exclude the respondents who answered "Don't Know," which on average represented >62.5% of the students per item: CARE, CalWORKS, CalWORKS Assessment, WorkNet, Disability Support Programs and Services (DSPS), Learning Disability Services, Veterans Services, Child Care Center, Mobility/Health Services, AFFIRM, Puente, and MESA. Of the students who were aware, more than half were satisfied with EOPS (54.7%); this was the only student support service that had a satisfaction rating greater than 50%. Female students were more satisfied with EOPS than their male counterparts (59.1% vs.42%). It should be noted that EOPS serves a disproportional number of female head-of-households. African American students were more satisfied than their peers with many of the student support services listed. It is not surprising that African American students had the highest level of satisfaction with AFFIRM, which is a program targeted towards this specific student population. Nor is it surprising that Hispanic students had the highest level of satisfaction with Puente, which is a program targeted towards Hispanic students (see Appendix B, Tables 12-14).

Student Government and Student Activities

Of the students who were aware, 40% were satisfied with their representation in College policies and procedures and with the Associated Student Body Government's (ASBG) effectiveness in representing their needs. Females were more satisfied with the ASBG's effectiveness than males (44.5% vs. 31.5%). African American students had the highest level of satisfaction with student government's effectiveness in representing the needs of students (55.9%), while White students (31.4%) and students of two or more races or other (31.8%) had the lowest. More than half of the students were satisfied with opportunities to participate in student activities and/or clubs (57.4%). LGBTQQ students were less satisfied than heterosexual students with opportunities to participate in student activities and/or clubs (45% vs. 60%) (see Appendix B, Tables B15-16).

Discussion of Findings

Based on the results from the 2013 student survey, respondents generally have a positive perception about the quality of education they receive and the campus climate such that students do not perceive racism, sexism, sexual harassment, nor bullying as a problem at Delta College.

Delta College Quality of Education. Students were generally satisfied with the education they receive at Delta College and have a high level of agreement that the College delivers high quality education, which was further supported by their satisfaction with the quality of instruction in their major area of study. Most agree that Delta College sets high standards of achievement to earn a certificate/degree. But many students enter Delta College academically underprepared for college work. Students' perception of cheating has decreased from what they reported in spring 2007. This improvement could be due to the numerous campus-wide efforts to discourage cheating at Delta College over the years between survey cycles.

Despite the quality of education delivered by Delta College, its students continue to have issues with course enrollment: limited availability of courses they want *when* they want them and the ability to replace a course they need that was cancelled. A little more than half of the students were dissatisfied with the availability of courses they wanted at the times they want to take them and fewer than 20% agreed that they could find a suitable replacement for a class that was cancelled. These two issues were previously identified in the spring 2007 report. These perceptions are directly associated with the budget pressures impacting the College. Course sections become a scarce resource during budget cuts and the students' responses reflect this economic scarcity. However, with the voter approval of Proposition 30 in November 2012, Delta College has increased its course offerings in the 2013-14 academic year, which should help increase students' satisfaction with the availability of courses and improve their ability to replace a cancelled course.

As previously identified in the spring 2007 survey results is the continued student dissatisfaction with faculty out-of-class availability and the attitudes of non-teaching employees toward students. The low satisfaction ratings may be a result of the College's need to rely on part-time faculty. Focus groups may help to gather qualitative feedback to provide more information as to why students are dissatisfied.

Delta College Campus Climate. Student respondents generally did not agree that social issues such as racism, sexism, sexual harassment and bullying are problems at Delta College. Furthermore, students feel that individuals of their race, gender, sexual orientation, personal beliefs and those with disabilities are respected at Delta College. However, the minority of students who identified as LGBTQQ had a higher level of agreement than their peers that sexism and bullying are problems at Delta College; and, LGBTQQ students also had the lowest level of agreement that individuals of their sexual orientation are respected. The College is already making efforts to address and support the needs of LGBTQQ students; the College provided the student club, Delta Pride, a shared physical location on campus for club members to meet, the Human Resources department facilitated a "Safe Zone" training/orientation session and included the Delta Pride Club's faculty advisor, and the District is considering for adoption a proposed District-wide policy similar to what is often referred to as an "anti-bullying" policy.

Safety. There appears to be a need to assure students that the District's campus is a safe and secure place to learn. It seems the entire campus community shares the perception that Delta College is not

a safe and secure campus. Employees who participated in the spring 2013 Employee Campus Climate survey also reported a low level of agreement that the campus is safe and secure. However, as explained in the employee survey report, relative to the area (city of Stockton), Delta College is safe, and, the perception may be caused by the improved communications to the campus community of criminal activity that occurs on campus.[6] Recently, the Director of Police Services and Public Safety Programs presented data from the annual federally mandated Clery Act report on crime activity at Delta College, and the numbers were substantially lower than crimes reported in the area within a two-mile radius of the College's Stockton campus.

Student Services. Students were generally satisfied with Student Services' enrollment and registration services. However, other components of the matriculation process such as assessment testing, academic advising, and the student orientation program received lower rates of satisfaction. The orientation program received the lowest rate of satisfaction among the aforementioned services, with fewer than 50% being satisfied with the program. Additionally, 55.2% reported being satisfied with financial aid, which is important to highlight given that a majority of the student respondents are financial aid recipients.

Recommendations. Based on the information from the 2013 student survey, it is recommended that the District conduct multiple student focus groups to collect qualitative feedback about their learning experience at Delta College, campus climate, interactions with faculty and non-teaching employees, and experiences with Student Services and its programs to improve students' perceptions of the campus climate and educational experience.

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[6] San Joaquin Delta College Campus Climate – 2013 Employee Survey Results, May 2013

Thank you for participating in our online student survey. Taking approximately 15 minutes to complete, this survey will provide the College with invaluable information on the current needs of San Joaquin Delta College students. The results of the survey will be used in the College's Accreditation Self-Study.

The survey is completely anonymous so there will be no direct link between you and the opinions that you provide. If you come across questions where you are unfamiliar with the topic, feel free to select "Don't Know." Please submit your completed survey no later than May 8, 2013.

1. What is your opinion on the following statements related to student experiences at San Joaquin Delta College?

    Strongly Disagree   Disagree   Neither Disagree or Agree   Agree   Strongly Agree   Don't Know

    a. Students receive a high quality education.
    b. Students must meet high standards of achievement to be awarded a degree and/or certificate.
    c. I entered Delta academically well prepared for college work.
    d. Cheating is a problem at Delta College.
    e. The College adheres to written policies ensuring fairness to students.
    f. The College provides adequate customer service to students.
    g. The College campuses are safe and secure
    h. After a class I need is cancelled, I am able enroll in a suitable replacement.
    i. I can easily understand the Final Exam Schedule published by the College.

2. What is your opinion on the following statements related to campus climate at San Joaquin Delta College?

    Strongly Disagree   Disagree   Neither Disagree or Agree   Agree   Strongly Agree   Don't Know

    a. Racism is a problem at Delta College.
    b. Sexism is a problem at Delta College.
    c. Sexual harassment is a problem at Delta College.
    d. Bullying is a problem at Delta College.

3. How would you rate your satisfaction with the admission and registration experience at San Joaquin Delta College?

    Very Dissatisfied   Dissatisfied   Neither Dissatisfied or Satisfied
    Satisfied   Very Satisfied   Don't Know

    a. Online (Internet) admission application process
    b. Online course registration process
    c. Student orientation program
    d. Assessment testing process
    e. The "College Catalog"
    f. The "Schedule of Classes"
    g. Availability of the courses you want at times you want to take them

4. How would you rate your satisfaction with the following Student Services and programs at San Joaquin Delta College?

    Very Dissatisfied   Dissatisfied   Neither Dissatisfied or Satisfied
    Satisfied   Very Satisfied   Don't Know

    a. Personal counseling and advising services
    b. Academic advising/counseling services
    c. Early Alert process
    d. Career/Transfer Center
    e. Math and Science Learning Center
    f. Reading and Writing Learning Center
    g. Access to computers/computer labs
    h. Study spaces and tutoring at the Goleman Library
    i. "The Zone"

5. How would you rate your satisfaction with the following services at San Joaquin Delta College?

Very Dissatisfied   Dissatisfied   Neither Dissatisfied or Satisfied
Satisfied   Very Satisfied   Don't Know

  a. Bookstore   d. Library Services
  b. Food Services (Danner Cafeteria)   e. WiFi (Internet) Services
  c. E-Services Lab

6. If you have used any of the services listed below, please rate your satisfaction.

Very Dissatisfied   Dissatisfied   Neither Dissatisfied or Satisfied
Satisfied   Very Satisfied   Don't Know

  a. Extended Opportunity Programs and Services (EOPS)   i. Veterans Services
  b. CARE   j. Child Care Center
  c. CalWORKs   k. Mobility/Health Services (First Aid)
  d. CalWORKs Assessment   l. Affirm
  e. WorkNet   m. Puente
  f. Disability Support Programs and Services (DSPS)   n. MESA
  g. Learning Disability Services
  h. Financial Aid

7. How satisfied are you with your experiences with faculty and staff at San Joaquin Delta College?

Very Dissatisfied   Dissatisfied   Neither Dissatisfied or Satisfied
Satisfied   Very Satisfied   Don't Know

  a. Out-of-class availability of your instructors   c. Attitude of non-teaching staff toward students
  b. Attitude of faculty towards students   d. The quality of instruction in your major area of study

8. How satisfied are you with the student representation and activities at San Joaquin Delta College?

Very Dissatisfied   Dissatisfied   Neither Dissatisfied or Satisfied
Satisfied   Very Satisfied   Don't Know

  a. Student voice in College policies and procedures
  b. Student government's (ASBG) effectiveness in representing the will/needs of students
  c. Opportunities to participate in student activities and/or clubs

9. In your opinion, all things considered:

Strongly Disagree   Disagree   Neither Disagree or Agree   Agree   Strongly Agree
Don't Know

  a. I am satisfied with the education I am   e. Individuals with disabilities are respected
     receiving at Delta College.   at Delta College.
  b. Individuals of my ethnicity are respected   f. Individuals with beliefs similar to mine
     at Delta College.   are respected at Delta College.
  c. Individuals of my gender are respected at   g. I am encouraged to think critically and form
     Delta College.   my own opinions.
  d. Individuals of my sexual orientation are
     respected at Delta College.

Student Characteristics

10. Please indicate your current enrollment status and the number of units you have completed at Delta College: Full Time (12 units or more)   Part Time (less than 12 units)

10a. Units Completed _____

11. Do you receive financial aid?   Yes   No

11a. Please identify your financial aid status? (Select all that apply)
     State (e.g., Cal Grant)   Federal (e.g., Pell Grant, BOGG, Stafford Loan, Loans)   Scholarship(s)

12. When do you most frequently attend classes?   Day   Night (after 5 p.m.)   Weekend

12a. Which Delta College locations have you attended? (Select all that apply)
     Stockton Campus   South Campus at Mt. House   Internet

12b. What is your opinion on the following statement: "I have had a positive experience with online classes."
     Strongly Disagree   Disagree   Neither Disagree or Agree   Agree   Strongly Agree
     Don't Know

13. What is your usual mode of transportation to and from the campus?
     Bus   Car   Carpool   Motorcycle   Walk   Bicycle   Other

13a. Approximately how many miles do you travel to campus? Miles _____

14. You indicated "other" for your mode of transportation to the campus, please specify:
     Mode of Transportation _____

Demographic Information
Q. A. Please indicate your gender: Female   Male
Q. B. Please indicate your marital status: Single   Married/Domestic Partnership
Q. C. Please respond to the following items: Your Age _____Your number of dependent children ____
Q. D. Please indicate your current employment status: Part-Time   Full-Time   Currently not Working
Q. E. Please indicate the number of hours you work per week: Hours per week _____
Q. F. Please identify your ethnicity: African American   American Indian/Alaskan Native
     Asian   Filipino   Hispanic   Pacific Islander   White Non-Hispanic   Two or more races
Q. G. Please identify your sexual orientation: Heterosexual   Lesbian   Bisexual   Gay   Transgender
     Queer   Questioning

Table B1
2013 Student Sample Characteristics Compared to Actual Spring 2013
Reported Characteristics

	Survey Respondent Total (N = 751)	Percentage of the Respondents	Spring 2013 Student Proportions[7]	Gap Between Students and Survey
Ethnicity				
African American/Black	60	8.2%	9.7%	-1.5%
Asian/Filipino/Pacific Islander	162	22.1%	19.1%	3.0%
Hispanic	208	28.4%	39.4%	-11.0%
White	228	31.1%	25.1%	6.0%
Other/2 or more Races	75	10.2%	6.5%	3.7%
Gender				
Female	528	71.5%	56.1%	15.4%
Male	210	28.5%	43.9%	-15.4%
Sexual Orientation				
Heterosexual	579	88.5%	—	
Lesbian, Gay, Bi-Sexual, Transgender, Queer or Questioning (LGBTQQ)	75	11.5%	—	
Enrollment Status				
Full-Time (12 units or more)	436	59.2%	41.2%	18.0%
Part-Time (<12 units)	300	40.8%	58.8%	-18.0%
Financial Aid[8]				
Yes	454	61.0%	36.6%	24.4%
No	290	39.0%	63.4%	-24.4%
Financial Aid Type				
State	190	41.9%	—	
Federal	406	89.4%	—	
Scholarship	17	3.7%	—	
Delta College Location(s) attended				
Stockton Campus	710	94.5%	—	
South Campus at Mountain House	130	17.3%	—	
Internet	391	52.1%	—	
Attends Classes During:				
Days	634	85.8%	81.6%	4.2%
Nights (after 5p.m.)	99	13.4%	9.3%	4.1%
Weekend and/or Unknown	6	0.8%	9.1%	-8.3%

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[7] California Community Colleges Chancellor's Office – Data Mart – Spring 2013 Enrollment Status (http://datamart.cccco.edu/Students/Enrollment_Status.aspx);
California Community Colleges Chancellor's Office – Data Mart – Spring 2013 Unit Load Status (http://datamart.cccco.edu/Students/Unit_Load_Status.aspx)
[8] Financial Aid data reported from Delta College's System 2000; as of July 2013, Chancellor's Office's Data Mart has not reported Financial Aid for the 2012-13 academic year.

2013 Student Sample – Additional Student Characteristics

	Survey Respondent Total (N = 751)	Percentage of the Respondents	Spring 2013 Student Proportions
Marital Status			
Single	595	79.2%	—
Married	147	19.8%	—
Dependents			
Yes	210	32.2%	—
No	442	67.8%	—
Commuter Type			
Car, Carpool	627	84.3%	—
Bus, Bicycle, Motorcycle, Walk, Other	117	15.7%	—
Employment Status			
Part-Time	216	29.2%	—
Full-time	118	15.7%	—
Currently not working	406	54.9%	—

Table B3
Campus Climate – Learning Environment: 2013 Student Responses by Ethnicity, Gender, and Sexual Orientation

	Group	Disagree	Neither	Agree	Don't Know
a. Students receive a high quality education.	Overall	7.2%	10.8%	79.9%	2.1%
	African American/Black	5.0%	13.3%	78.3%	3.3%
	Asian/Filipino/Pacific Islander	6.8%	11.1%	80.2%	1.9%
	Hispanic	2.9%	10.6%	84.1%	2.4%
	White	10.5%	11.0%	76.8%	1.8%
	Other/2 or more races	10.7%	6.7%	81.3%	1.3%
	Female	7.4%	10.8%	79.9%	1.9%
	Male	6.7%	11.0%	79.5%	2.9%
	Heterosexual	7.4%	9.7%	81.0%	1.9%
	LGBTQQ	8.0%	16.0%	73.3%	2.7%
	Group	**Disagree**	**Neither**	**Agree**	**Don't Know**
b. Students must meet high standards of achievement to be awarded a degree and/or certificate.	Overall	7.5%	13.4%	74.3%	4.8%
	African American/Black	11.7%	10.0%	75.0%	3.3%
	Asian/Filipino/Pacific Islander	6.2%	11.1%	78.4%	4.3%
	Hispanic	3.9%	12.1%	80.2%	3.9%
	White	10.6%	16.7%	67.4%	5.3%
	Other/2 or more races	6.7%	14.7%	73.3%	5.3%
	Female	8.0%	11.4%	76.3%	4.4%
	Male	6.2%	18.7%	68.9%	6.2%
	Heterosexual	7.1%	13.2%	74.7%	5.0%
	LGBTQQ	10.7%	18.7%	69.3%	1.3%

	Group	Disagree	Neither	Agree	Don't Know
c. I entered Delta academically well prepared for college work.	Overall	16.1%	15.3%	67.1%	1.5%
	African American/Black	18.6%	18.6%	61.0%	1.7%
	Asian/Filipino/Pacific Islander	10.1%	14.5%	73.6%	1.9%
	Hispanic	16.5%	15.5%	66.5%	1.5%
	White	17.5%	15.8%	65.8%	.9%
	Other/2 or more races	22.7%	12.0%	64.0%	1.3%
	Female	16.0%	13.7%	68.9%	1.3%
	Male	16.7%	19.1%	62.2%	1.9%
	Heterosexual	17.0%	14.4%	67.3%	1.2%
	LGBTQQ	10.8%	29.7%	58.1%	1.4%
	Group	Disagree	Neither	Agree	Don't Know
d. Cheating is a problem at Delta College.	Overall	32.8%	23.7%	21.6%	22.0%
	African American/Black	25.4%	13.6%	23.7%	37.3%
	Asian/Filipino/Pacific Islander	24.2%	25.5%	31.1%	19.3%
	Hispanic	42.0%	22.7%	17.4%	17.9%
	White	32.5%	26.8%	18.4%	22.4%
	Other/2 or more races	34.7%	18.7%	21.3%	25.3%
	Female	31.0%	22.8%	23.8%	22.4%
	Male	36.8%	25.4%	16.3%	21.5%
	Heterosexual	32.9%	23.1%	21.0%	23.1%
	LGBTQQ	28.0%	28.0%	22.7%	21.3%
	Group	Disagree	Neither	Agree	Don't Know
e. The College adheres to written policies ensuring fairness to students.	Overall	9.0%	17.6%	62.8%	10.6%
	African American/Black	1.7%	10.2%	64.4%	23.7%
	Asian/Filipino/Pacific Islander	9.9%	12.3%	66.7%	11.1%
	Hispanic	7.7%	20.8%	60.9%	10.6%
	White	10.6%	19.0%	63.7%	6.6%
	Other/2 or more races	13.3%	18.7%	61.3%	6.7%
	Female	9.0%	17.2%	62.6%	11.3%
	Male	9.5%	18.1%	63.3%	9.0%
	Heterosexual	8.5%	16.5%	65.2%	9.7%
	LGBTQQ	16.0%	18.7%	56.0%	9.3%
	Group	Disagree	Neither	Agree	Don't Know
f. The College provides adequate customer service to students.	Overall	22.8%	14.0%	60.0%	3.2%
	African American/Black	20.0%	13.3%	65.0%	1.7%
	Asian/Filipino/Pacific Islander	16.0%	12.3%	66.7%	4.9%
	Hispanic	19.5%	14.6%	63.4%	2.4%
	White	29.3%	13.8%	54.2%	2.7%
	Other/2 or more races	27.0%	16.2%	55.4%	1.4%
	Female	22.6%	14.9%	59.7%	2.9%
	Male	23.2%	12.1%	60.4%	4.3%
	Heterosexual	21.4%	12.9%	62.7%	3.0%
	LGBTQQ	34.7%	14.7%	48.0%	2.7%

	Group	Disagree	Neither	Agree	Don't Know
g. The College campuses are safe and secure.	Overall	54.6%	22.0%	21.5%	1.9%
	African American/Black	47.5%	25.4%	27.1%	.0%
	Asian/Filipino/Pacific Islander	58.6%	24.7%	14.2%	2.5%
	Hispanic	53.4%	21.8%	21.8%	2.9%
	White	55.8%	20.4%	23.0%	.9%
	Other/2 or more races	46.7%	20.0%	30.7%	2.7%
	Female	57.8%	21.4%	18.7%	2.1%
	Male	46.2%	24.5%	27.9%	1.4%
	Heterosexual	53.0%	22.4%	22.8%	1.7%
	LGBTQQ	60.0%	18.7%	20.0%	1.3%
	Group	Disagree	Neither	Agree	Don't Know
h. After a class I need is cancelled, I am able to enroll in a suitable replacement.	Overall	32.9%	28.3%	16.6%	22.2%
	African American/Black	33.3%	22.8%	19.3%	24.6%
	Asian/Filipino/Pacific Islander	27.7%	27.0%	22.0%	23.3%
	Hispanic	31.4%	32.9%	17.4%	18.4%
	White	37.0%	25.6%	12.3%	25.1%
	Other/2 or more races	33.3%	33.3%	14.7%	18.7%
	Female	32.2%	28.4%	15.9%	23.4%
	Male	33.0%	28.7%	18.2%	20.1%
	Heterosexual	32.3%	29.3%	15.5%	22.9%
	LGBTQQ	40.5%	29.7%	14.9%	14.9%
	Group	Disagree	Neither	Agree	Don't Know
i. I can easily understand the Final Exam Schedule published by the College.	Overall	14.2%	13.8%	67.3%	4.7%
	African American/Black	10.2%	10.2%	76.3%	3.4%
	Asian/Filipino/Pacific Islander	17.3%	11.7%	68.5%	2.5%
	Hispanic	13.0%	13.0%	69.6%	4.3%
	White	14.1%	15.4%	64.3%	6.2%
	Other/2 or more races	14.9%	16.2%	64.9%	4.1%
	Female	14.1%	14.3%	67.2%	4.4%
	Male	14.4%	12.4%	67.5%	5.7%
	Heterosexual	14.1%	12.5%	68.5%	4.9%
	LGBTQQ	13.3%	14.7%	70.7%	1.3%

Table B4
Campus Climate – Social Issues: 2013 Student Responses
by Ethnicity, Gender, and Sexual Orientation

	Group	Disagree	Neither	Agree	Don't Know
a. Racism is a problem at Delta College.	Overall	51.9%	22.0%	13.7%	12.3%
	African American/Black	53.4%	20.7%	10.3%	15.5%
	Asian/Filipino/Pacific Islander	46.3%	22.8%	17.9%	13.0%
	Hispanic	62.8%	17.4%	8.7%	11.1%
	White	48.2%	23.7%	14.9%	13.2%
	Other/2 or more races	45.3%	28.0%	17.3%	9.3%
	Female	51.5%	21.4%	14.3%	12.8%
	Male	53.1%	24.4%	11.5%	11.0%
	Heterosexual	53.1%	22.0%	12.3%	12.5%
	LGBTQQ	40.0%	26.7%	20.0%	13.3%
	Group	Disagree	Neither	Agree	Don't Know
b. Sexism is a problem at Delta College.	Overall	47.2%	23.0%	17.8%	12.0%
	African American/Black	51.7%	20.0%	8.3%	20.0%
	Asian/Filipino/Pacific Islander	38.9%	29.6%	19.8%	11.7%
	Hispanic	56.0%	19.3%	14.0%	10.6%
	White	42.5%	24.1%	21.1%	12.3%
	Other/2 or more races	50.7%	20.0%	21.3%	8.0%
	Female	46.2%	22.8%	17.9%	13.1%
	Male	50.5%	23.3%	16.7%	9.5%
	Heterosexual	50.0%	22.8%	15.2%	11.9%
	LGBTQQ	33.3%	26.7%	29.3%	10.7%
	Group	Disagree	Neither	Agree	Don't Know
c. Sexual harassment is a problem at Delta College.	Overall	32.5%	17.3%	39.7%	10.5%
	African American/Black	45.0%	13.3%	26.7%	15.0%
	Asian/Filipino/Pacific Islander	24.5%	20.1%	45.9%	9.4%
	Hispanic	32.4%	16.4%	41.1%	10.1%
	White	32.9%	17.5%	38.6%	11.0%
	Other/2 or more races	37.3%	16.0%	37.3%	9.3%
	Female	32.4%	15.6%	41.1%	10.9%
	Male	33.2%	21.2%	36.1%	9.6%
	Heterosexual	34.4%	16.5%	38.2%	10.9%
	LGBTQQ	25.7%	20.3%	47.3%	6.8%
	Group	Disagree	Neither	Agree	Don't Know
d. Bullying is a problem at Delta College.	Overall	42.7%	25.6%	15.9%	15.8%
	African American/Black	45.8%	18.6%	10.2%	25.4%
	Asian/Filipino/Pacific Islander	37.0%	27.2%	19.1%	16.7%
	Hispanic	48.8%	23.7%	11.6%	15.9%
	White	40.4%	26.8%	17.1%	15.8%
	Other/2 or more races	44.0%	28.0%	21.3%	6.7%
	Female	41.1%	25.3%	16.0%	17.5%
	Male	46.7%	26.2%	15.7%	11.4%
	Heterosexual	45.4%	25.0%	14.0%	15.6%
	LGBTQQ	24.0%	34.7%	24.0%	17.3%

	Group	Disagree	Neither	Agree	Don't Know
a. I am satisfied with the education I am receiving at Delta College.	Overall	8.7%	11.2%	79.4%	0.7%
	African American/Black	5.0%	13.3%	81.7%	0.0%
	Asian/Filipino/Pacific Islander	8.1%	10.0%	80.6%	1.3%
	Hispanic	5.8%	12.6%	81.2%	0.5%
	White	11.5%	10.6%	77.1%	0.9%
	Other/2 or more races	12.2%	9.5%	78.4%	0.0%
	Female	7.8%	10.7%	80.9%	0.6%
	Male	11.0%	12.9%	75.1%	1.0%
	Heterosexual	8.5%	10.6%	80.3%	0.5%
	LGBTQQ	8.0%	18.7%	72.0%	1.3%
	Group	Disagree	Neither	Agree	Don't Know
b. Individuals of my ethnicity are respected at Delta College.	Overall	5.8%	17.2%	68.1%	8.9%
	African American/Black	3.3%	20.0%	63.3%	13.3%
	Asian/Filipino/Pacific Islander	5.6%	21.0%	59.9%	13.6%
	Hispanic	3.9%	12.6%	78.3%	5.3%
	White	6.6%	16.7%	68.7%	7.9%
	Other/2 or more races	8.2%	21.9%	65.8%	4.1%
	Female	5.7%	16.4%	68.5%	9.4%
	Male	5.7%	19.1%	68.4%	6.7%
	Heterosexual	5.7%	16.1%	69.6%	8.5%
	LGBTQQ	1.3%	22.7%	66.7%	9.3%
	Group	Disagree	Neither	Agree	Don't Know
c. Individuals of my gender are respected at Delta College.	Overall	9.8%	15.3%	67.4%	7.4%
	African American/Black	6.7%	13.3%	68.3%	11.7%
	Asian/Filipino/Pacific Islander	6.8%	19.8%	63.0%	10.5%
	Hispanic	11.2%	12.7%	71.7%	4.4%
	White	11.8%	14.5%	66.2%	7.5%
	Other/2 or more races	5.5%	19.2%	71.2%	4.1%
	Female	12.6%	14.8%	65.3%	7.3%
	Male	2.9%	17.1%	72.9%	7.1%
	Heterosexual	9.3%	14.2%	69.4%	7.1%
	LGBTQQ	9.5%	21.6%	59.5%	9.5%
	Group	Disagree	Neither	Agree	Don't Know
d. Individuals of my sexual orientation are respected at Delta College.	Overall	5.0%	16.3%	68.7%	10.0%
	African American/Black	.0%	18.3%	68.3%	13.3%
	Asian/Filipino/Pacific Islander	4.3%	19.1%	63.0%	13.6%
	Hispanic	5.3%	13.5%	74.4%	6.8%
	White	5.3%	15.0%	70.0%	9.7%
	Other/2 or more races	8.2%	17.8%	65.8%	8.2%
	Female	5.4%	15.1%	69.2%	10.3%
	Male	4.3%	18.8%	68.3%	8.7%
	Heterosexual	2.8%	14.6%	72.7%	9.9%
	LGBTQQ	20.0%	22.7%	48.0%	9.3%

	Group	Disagree	Neither	Agree	Don't Know
e. Individuals with disabilities are respected at Delta College.	Overall	3.6%	14.0%	67.7%	14.6%
	African American/Black	1.7%	15.0%	63.3%	20.0%
	Asian/Filipino/Pacific Islander	4.3%	13.6%	67.3%	14.8%
	Hispanic	1.5%	11.7%	76.7%	10.2%
	White	4.4%	14.2%	64.0%	17.3%
	Other/2 or more races	6.8%	17.8%	63.0%	12.3%
	Female	2.7%	14.0%	67.4%	15.9%
	Male	6.2%	13.4%	69.4%	11.0%
	Heterosexual	3.0%	12.6%	68.9%	15.5%
	LGBTQQ	6.7%	18.7%	68.0%	6.7%
	Group	Disagree	Neither	Agree	Don't Know
f. Individuals with beliefs similar to mine are respected at Delta College.	Overall	5.4%	14.9%	66.0%	13.7%
	African American/Black	1.7%	11.9%	69.5%	16.9%
	Asian/Filipino/Pacific Islander	5.0%	17.4%	60.2%	17.4%
	Hispanic	4.4%	12.3%	75.5%	7.8%
	White	6.6%	15.4%	61.4%	16.7%
	Other/2 or more races	9.6%	13.7%	69.9%	6.8%
	Female	4.2%	14.6%	65.8%	15.4%
	Male	8.7%	14.9%	67.3%	9.1%
	Heterosexual	4.9%	13.2%	68.2%	13.7%
	LGBTQQ	8.1%	17.6%	60.8%	13.5%
	Group	Disagree	Neither	Agree	Don't Know
g. I am encouraged to think critically and form my own opinions.	Overall	6.6%	12.6%	76.9%	3.9%
	African American/Black	1.7%	10.3%	81.0%	6.9%
	Asian/Filipino/Pacific Islander	5.6%	14.8%	74.1%	5.6%
	Hispanic	4.4%	11.7%	81.6%	2.4%
	White	9.3%	11.1%	76.0%	3.6%
	Other/2 or more races	8.1%	14.9%	74.3%	2.7%
	Female	5.0%	12.0%	78.6%	4.4%
	Male	10.2%	14.6%	72.3%	2.9%
	Heterosexual	6.3%	11.7%	78.0%	4.0%
	LGBTQQ	8.1%	16.2%	73.0%	2.7%

Table B6
Satisfaction – Student Services, Enrollment Process: 2013 Student Responses by Ethnicity, Gender, and Sexual Orientation

	Group	Dissatisfied	Neither	Satisfied	Don't Know
a. Online (Internet) admission application process	Overall	6.0%	11.2%	78.5%	4.3%
	African American/Black	3.3%	8.3%	78.3%	10.0%
	Asian/Filipino/Pacific Islander	7.5%	10.6%	78.9%	3.1%
	Hispanic	5.8%	9.6%	80.8%	3.8%
	White	5.7%	11.9%	78.9%	3.5%
	Other/2 or more races	8.0%	16.0%	72.0%	4.0%
	Female	4.8%	10.5%	79.8%	4.9%
	Male	9.5%	13.3%	74.3%	2.9%
	Heterosexual	6.1%	10.6%	79.9%	3.5%
	LGBTQQ	4.0%	13.3%	80.0%	2.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
b. Online course registration process	Overall	9.4%	9.0%	77.4%	4.3%
	African American/Black	5.0%	6.7%	76.7%	11.7%
	Asian/Filipino/Pacific Islander	12.4%	9.3%	77.0%	1.2%
	Hispanic	6.3%	8.7%	80.7%	4.3%
	White	11.4%	8.3%	76.8%	3.5%
	Other/2 or more races	9.3%	13.3%	73.3%	4.0%
	Female	8.6%	8.2%	79.1%	4.2%
	Male	11.5%	11.5%	72.7%	4.3%
	Heterosexual	9.2%	9.0%	78.0%	3.8%
	LGBTQQ	4.0%	10.7%	80.0%	5.3%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
c. Student orientation program	Overall	6.0%	23.3%	48.9%	21.8%
	African American/Black	0.0%	16.7%	58.3%	25.0%
	Asian/Filipino/Pacific Islander	3.7%	23.5%	56.2%	16.7%
	Hispanic	5.8%	20.8%	54.1%	19.3%
	White	7.5%	25.7%	39.8%	27.0%
	Other/2 or more races	10.7%	29.3%	38.7%	21.3%
	Female	4.0%	22.3%	51.8%	21.9%
	Male	11.4%	25.7%	40.5%	22.4%
	Heterosexual	5.9%	22.0%	48.5%	23.6%
	LGBTQQ	6.8%	31.1%	45.9%	16.2%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
d. Assessment testing process	Overall	11.6%	17.6%	64.1%	6.7%
	African American/Black	8.3%	20.0%	66.7%	5.0%
	Asian/Filipino/Pacific Islander	14.9%	14.9%	64.6%	5.6%
	Hispanic	11.2%	11.7%	72.8%	4.4%
	White	11.9%	24.3%	56.2%	7.5%
	Other/2 or more races	8.2%	16.4%	64.4%	11.0%
	Female	10.8%	17.3%	64.6%	7.2%
	Male	13.7%	18.0%	62.9%	5.4%
	Heterosexual	11.3%	17.1%	64.7%	6.8%
	LGBTQQ	10.7%	18.7%	65.3%	5.3%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
e. The "College Catalog"	Overall	10.1%	18.2%	61.7%	10.1%
	African American/Black	8.3%	16.7%	61.7%	13.3%
	Asian/Filipino/Pacific Islander	8.6%	17.9%	61.1%	12.3%
	Hispanic	9.2%	16.0%	64.6%	10.2%
	White	11.9%	19.4%	62.1%	6.6%
	Other/2 or more races	12.0%	22.7%	52.0%	13.3%
	Female	8.4%	16.3%	64.4%	10.8%
	Male	13.9%	23.6%	53.8%	8.7%
	Heterosexual	9.5%	17.3%	62.3%	10.9%
	LGBTQQ	14.7%	21.3%	57.3%	6.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
f. The "Schedule of Classes"	Overall	14.4%	13.5%	70.7%	1.3%
	African American/Black	11.9%	18.6%	69.5%	.0%
	Asian/Filipino/Pacific Islander	13.0%	9.3%	75.2%	2.5%
	Hispanic	11.8%	11.8%	76.4%	0.0%
	White	16.4%	15.0%	67.7%	0.9%
	Other/2 or more races	18.7%	14.7%	61.3%	5.3%
	Female	13.7%	13.1%	72.3%	1.0%
	Male	15.8%	14.4%	67.5%	2.4%
	Heterosexual	13.6%	13.1%	72.0%	1.4%
	LGBTQQ	16.7%	16.7%	65.3%	1.4%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
g. Availability of the courses you want at times you want to take them	Overall	51.4%	14.3%	33.2%	1.1%
	African American/Black	48.3%	11.7%	40.0%	0.0%
	Asian/Filipino/Pacific Islander	43.8%	16.7%	37.0%	2.5%
	Hispanic	54.1%	14.6%	30.7%	0.5%
	White	55.3%	11.8%	32.5%	0.4%
	Other/2 or more races	50.7%	17.3%	29.3%	2.7%
	Female	50.6%	14.6%	33.8%	1.0%
	Male	52.6%	13.9%	32.1%	1.4%
	Heterosexual	52.1%	14.4%	32.5%	1.0%
	LGBTQQ	52.0%	12.0%	33.3%	2.7%

Table B7
Satisfaction – Interaction with Faculty and Non-teaching Employees: 2013 Student Responses by Ethnicity, Gender, and Sexual Orientation

	Group	Dissatisfied	Neither	Satisfied	Don't Know
a. Out-of-class availability of your instructors	Overall	11.0%	23.6%	56.8%	8.6%
	African American/Black	5.0%	15.0%	70.0%	10.0%
	Asian/Filipino/Pacific Islander	9.9%	27.8%	48.8%	13.6%
	Hispanic	11.2%	20.0%	59.5%	9.3%
	White	13.6%	23.7%	57.0%	5.7%
	Other/2 or more races	10.8%	27.0%	59.5%	2.7%
	Female	10.9%	22.5%	56.9%	9.7%
	Male	11.0%	25.7%	57.6%	5.7%
	Heterosexual	10.1%	23.3%	58.2%	8.5%
	LGBTQQ	13.3%	24.0%	52.0%	10.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
b. Attitude of faculty towards students	Overall	13.6%	16.3%	68.2%	1.9%
	African American/Black	13.3%	20.0%	65.0%	1.7%
	Asian/Filipino/Pacific Islander	9.9%	21.7%	65.2%	3.1%
	Hispanic	10.8%	15.7%	70.1%	3.4%
	White	18.0%	12.7%	68.9%	0.4%
	Other/2 or more races	9.6%	15.1%	75.3%	0.0%
	Female	12.6%	16.1%	69.3%	1.9%
	Male	15.3%	16.7%	66.0%	1.9%
	Heterosexual	12.7%	15.4%	70.5%	1.4%
	LGBTQQ	14.7%	25.3%	57.3%	2.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
c. Attitude of non-teaching staff toward students	Overall	13.2%	21.5%	56.3%	9.0%
	African American/Black	8.3%	21.7%	61.7%	8.3%
	Asian/Filipino/Pacific Islander	9.9%	24.8%	54.0%	11.2%
	Hispanic	14.1%	19.4%	58.3%	8.3%
	White	15.4%	22.0%	53.3%	9.3%
	Other/2 or more races	12.2%	16.2%	64.9%	6.8%
	Female	12.4%	21.9%	55.3%	10.3%
	Male	14.4%	20.6%	59.3%	5.7%
	Heterosexual	12.5%	20.9%	57.9%	8.7%
	LGBTQQ	14.7%	21.3%	54.7%	9.3%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
d. The quality of instruction in your major area of study	Overall	10.4%	14.7%	70.3%	4.6%
	African American/Black	3.3%	11.7%	78.3%	6.7%
	Asian/Filipino/Pacific Islander	12.5%	19.4%	61.9%	6.3%
	Hispanic	7.8%	11.3%	75.0%	5.9%
	White	11.5%	16.7%	69.2%	2.6%
	Other/2 or more races	12.3%	8.2%	78.1%	1.4%
	Female	9.3%	14.5%	70.5%	5.8%
	Male	13.3%	14.8%	70.0%	1.9%
	Heterosexual	9.3%	13.3%	73.0%	4.4%
	LGBTQQ	14.7%	16.0%	64.0%	5.3%

Table B8
Satisfaction – Student Services, Advising and Academic Support: 2013 Student Responses by Ethnicity, Gender, and Sexual Orientation

	Group	Dissatisfied	Neither	Satisfied	Don't Know
a. Personal counseling and advising services	Overall	17.8%	16.8%	51.2%	14.2%
	African American/Black	10.3%	17.2%	58.6%	13.8%
	Asian/Filipino/Pacific Islander	12.4%	16.8%	58.4%	12.4%
	Hispanic	16.9%	15.9%	52.2%	15.0%
	White	24.6%	17.5%	43.0%	14.9%
	Other/2 or more races	17.3%	13.3%	54.7%	14.7%
	Female	16.4%	16.8%	52.6%	14.3%
	Male	22.0%	14.8%	48.3%	14.8%
	Heterosexual	17.0%	16.7%	50.8%	15.5%
	LGBTQQ	22.7%	16.0%	46.7%	14.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
b. Academic advising/counseling services	Overall	21.1%	15.3%	56.0%	7.5%
	African American/Black	18.6%	15.3%	55.9%	10.2%
	Asian/Filipino/Pacific Islander	12.4%	18.6%	62.1%	6.8%
	Hispanic	18.0%	13.6%	59.7%	8.7%
	White	28.6%	16.7%	48.5%	6.2%
	Other/2 or more races	24.0%	10.7%	57.3%	8.0%
	Female	19.4%	15.6%	58.1%	6.9%
	Male	25.6%	14.0%	50.7%	9.7%
	Heterosexual	20.2%	15.3%	56.1%	8.4%
	LGBTQQ	26.7%	18.7%	49.3%	5.3%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
c. Early Alert process	Overall	8.7%	20.2%	45.2%	25.9%
	African American/Black	10.2%	11.9%	54.2%	23.7%
	Asian/Filipino/Pacific Islander	8.1%	19.4%	45.6%	26.9%
	Hispanic	7.8%	17.5%	47.6%	27.2%
	White	7.0%	25.4%	41.7%	25.9%
	Other/2 or more races	16.2%	20.3%	43.2%	20.3%
	Female	7.5%	17.0%	48.6%	27.0%
	Male	11.5%	28.2%	35.9%	24.4%
	Heterosexual	8.9%	19.4%	44.0%	27.7%
	LGBTQQ	6.7%	28.0%	44.0%	21.3%
	Group	Dissatisfied	Neither	Satisfied	Don't Know

	Group	Dissatisfied	Neither	Satisfied	Don't Know
d. Career/Transfer Center	Overall	6.4%	20.4%	43.6%	29.6%
	African American/Black	6.7%	11.7%	46.7%	35.0%
	Asian/Filipino/Pacific Islander	6.2%	20.5%	49.1%	24.2%
	Hispanic	4.9%	17.0%	51.5%	26.7%
	White	6.6%	23.8%	35.2%	34.4%
	Other/2 or more races	9.3%	25.3%	36.0%	29.3%
	Female	5.7%	17.7%	46.2%	30.3%
	Male	8.1%	26.2%	37.6%	28.1%
	Heterosexual	6.4%	19.8%	41.5%	32.3%
	LGBTQQ	5.4%	31.1%	45.9%	17.6%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
e. Math and Science Learning Center	Overall	6.4%	19.8%	46.1%	27.7%
	African American/Black	11.7%	16.7%	43.3%	28.3%
	Asian/Filipino/Pacific Islander	5.0%	19.3%	52.2%	23.6%
	Hispanic	3.4%	18.4%	50.7%	27.5%
	White	7.9%	21.1%	40.8%	30.3%
	Other/2 or more races	6.7%	22.7%	45.3%	25.3%
	Female	6.3%	19.4%	46.8%	27.6%
	Male	6.7%	20.5%	44.8%	28.1%
	Heterosexual	6.1%	19.2%	44.5%	30.2%
	LGBTQQ	6.7%	24.0%	54.7%	14.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
f. Reading and Writing Learning Center	Overall	4.2%	18.9%	46.7%	30.2%
	African American/Black	5.1%	13.6%	55.9%	25.4%
	Asian/Filipino/Pacific Islander	5.0%	19.4%	50.6%	25.0%
	Hispanic	3.0%	16.7%	54.2%	26.1%
	White	4.0%	21.3%	35.1%	39.6%
	Other/2 or more races	2.7%	21.3%	49.3%	26.7%
	Female	3.5%	16.9%	48.4%	31.3%
	Male	5.8%	23.3%	43.2%	27.7%
	Heterosexual	3.7%	19.3%	42.7%	34.3%
	LGBTQQ	4.0%	20.0%	60.0%	16.0%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
g. Access to computers/computer labs	Overall	6.8%	10.3%	69.8%	13.0%
	African American/Black	1.7%	6.8%	83.1%	8.5%
	Asian/Filipino/Pacific Islander	6.3%	11.3%	70.4%	11.9%
	Hispanic	7.2%	8.2%	74.0%	10.6%
	White	7.0%	12.7%	61.8%	18.4%
	Other/2 or more races	6.7%	10.7%	73.3%	9.3%
	Female	5.7%	10.1%	71.0%	13.1%
	Male	9.6%	11.5%	67.0%	12.0%
	Heterosexual	5.9%	9.9%	70.4%	13.9%
	LGBTQQ	9.5%	10.8%	68.9%	10.8%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
h. Study spaces and tutoring at the Goleman Library	Overall	7.8%	12.3%	64.1%	15.8%
	African American/Black	3.3%	13.3%	70.0%	13.3%
	Asian/Filipino/Pacific Islander	8.7%	12.4%	66.5%	12.4%
	Hispanic	9.2%	10.2%	67.0%	13.6%
	White	7.5%	13.6%	57.9%	21.1%
	Other/2 or more races	5.3%	13.3%	68.0%	13.3%
	Female	6.9%	11.0%	67.6%	14.5%
	Male	10.0%	15.7%	55.7%	18.6%
	Heterosexual	6.9%	12.3%	64.8%	15.9%
	LGBTQQ	17.3%	10.7%	57.3%	14.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
i. "The Zone"	Overall	4.0%	21.1%	24.8%	50.1%
	African American/Black	5.1%	15.3%	28.8%	50.8%
	Asian/Filipino/Pacific Islander	5.6%	18.1%	32.5%	43.8%
	Hispanic	2.5%	19.6%	25.5%	52.5%
	White	4.4%	22.8%	20.6%	52.2%
	Other/2 or more races	2.7%	29.7%	17.6%	50.0%
	Female	3.3%	20.0%	25.0%	51.8%
	Male	5.8%	23.1%	24.5%	46.6%
	Heterosexual	3.7%	20.6%	22.0%	53.8%
	LGBTQQ	5.4%	24.3%	27.0%	43.2%

Table B9
Satisfaction – Student Services, Campus Resources: 2013 Student Responses
by Ethnicity, Gender, and Sexual Orientation

	Group	Dissatisfied	Neither	Satisfied	Don't Know
a. Bookstore	Overall	11.7%	13.7%	73.3%	1.2%
	African American/Black	10.0%	8.3%	81.7%	0.0%
	Asian/Filipino/Pacific Islander	12.3%	9.3%	76.5%	1.9%
	Hispanic	10.6%	16.3%	72.1%	1.0%
	White	11.4%	15.4%	71.9%	1.3%
	Other/2 or more races	13.3%	13.3%	72.0%	1.3%
	Female	9.7%	12.3%	76.7%	1.3%
	Male	16.7%	17.6%	64.8%	1.0%
	Heterosexual	10.5%	12.8%	75.6%	1.0%
	LGBTQQ	17.3%	12.0%	69.3%	1.3%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
b. Food Services (Danner Cafeteria)	Overall	16.6%	17.6%	47.2%	18.6%
	African American/Black	18.3%	8.3%	63.3%	10.0%
	Asian/Filipino/Pacific Islander	13.0%	21.1%	44.7%	21.1%
	Hispanic	16.4%	15.9%	52.7%	15.0%
	White	16.7%	18.9%	40.1%	24.2%
	Other/2 or more races	21.3%	17.3%	48.0%	13.3%
	Female	16.3%	16.7%	47.8%	19.2%
	Male	17.4%	19.3%	46.4%	16.9%
	Heterosexual	15.1%	17.2%	47.0%	20.7%
	LGBTQQ	28.0%	16.0%	41.3%	14.7%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
c. E-Services Lab	Overall	3.9%	16.5%	55.4%	24.2%
	African American/Black	5.0%	8.3%	70.0%	16.7%
	Asian/Filipino/Pacific Islander	4.3%	17.3%	56.8%	21.6%
	Hispanic	2.4%	13.7%	62.9%	21.0%
	White	4.4%	19.9%	44.7%	31.0%
	Other/2 or more races	4.0%	17.3%	56.0%	22.7%
	Female	3.3%	15.5%	55.8%	25.4%
	Male	5.3%	18.7%	54.5%	21.5%
	Heterosexual	4.4%	15.5%	54.0%	26.1%
	LGBTQQ	1.3%	17.3%	65.3%	16.0%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
d. Library Services	Overall	4.4%	13.3%	71.0%	11.4%
	African American/Black	1.7%	10.0%	78.3%	10.0%
	Asian/Filipino/Pacific Islander	6.2%	13.0%	71.6%	9.3%
	Hispanic	2.9%	12.0%	74.0%	11.1%
	White	3.5%	14.2%	67.7%	14.6%
	Other/2 or more races	6.8%	17.6%	67.6%	8.1%
	Female	3.8%	11.8%	73.5%	10.9%
	Male	5.7%	17.1%	64.8%	12.4%
	Heterosexual	3.8%	12.8%	71.4%	12.0%
	LGBTQQ	4.0%	16.0%	69.3%	10.7%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
e. WiFi (Internet) Services	Overall	37.8%	13.4%	38.0%	10.8%
	African American/Black	28.3%	8.3%	46.7%	16.7%
	Asian/Filipino/Pacific Islander	36.4%	14.8%	42.6%	6.2%
	Hispanic	40.3%	11.7%	40.3%	7.8%
	White	38.3%	13.7%	32.6%	15.4%
	Other/2 or more races	36.0%	21.3%	30.7%	12.0%
	Female	36.4%	13.1%	38.1%	12.4%
	Male	39.0%	14.3%	39.5%	7.1%
	Heterosexual	36.9%	15.1%	36.0%	12.0%
	LGBTQQ	50.7%	5.3%	37.3%	6.7%

Table B10
Satisfaction – Student Services, Support Services/Programs: 2013 Student Responses by Ethnicity, Gender, and Sexual Orientation

	Group	Dissatisfied	Neither	Satisfied	Don't Know
a. EOPS (Extended Opportunity Programs and Services)	Overall	5.2%	14.6%	23.8%	56.4%
	African American/Black	10.0%	11.7%	35.0%	43.3%
	Asian/Filipino/Pacific Islander	5.8%	16.8%	28.4%	49.0%
	Hispanic	3.0%	14.6%	26.3%	56.1%
	White	4.1%	13.8%	16.5%	65.6%
	Other/2 or more races	8.8%	13.2%	20.6%	57.4%
	Female	5.4%	12.9%	26.4%	55.3%
	Male	4.5%	19.2%	17.2%	59.1%
	Heterosexual	5.1%	14.8%	20.3%	59.9%
	LGBTQQ	5.4%	13.5%	28.4%	52.7%
	Group	**Dissatisfied**	**Neither**	**Satisfied**	**Don't Know**
b. CARE	Overall	2.3%	16.3%	13.9%	67.5%
	African American/Black	5.0%	11.7%	25.0%	58.3%
	Asian/Filipino/Pacific Islander	1.9%	18.1%	17.4%	62.6%
	Hispanic	1.0%	16.8%	13.7%	68.5%
	White	2.3%	15.3%	10.2%	72.2%
	Other/2 or more races	2.9%	17.4%	10.1%	69.6%
	Female	1.6%	14.7%	15.7%	67.9%
	Male	3.6%	20.8%	9.6%	66.0%
	Heterosexual	2.2%	15.6%	11.2%	71.1%
	LGBTQQ	0.0%	21.6%	16.2%	62.2%
	Group	**Dissatisfied**	**Neither**	**Satisfied**	**Don't Know**
c. CalWORKs	Overall	3.1%	17.0%	16.1%	63.7%
	African American/Black	3.4%	15.3%	22.0%	59.3%
	Asian/Filipino/Pacific Islander	1.3%	19.9%	16.0%	62.8%
	Hispanic	2.1%	15.4%	21.0%	61.5%
	White	4.2%	16.2%	10.6%	69.0%
	Other/2 or more races	6.1%	18.2%	16.7%	59.1%
	Female	2.8%	15.7%	17.5%	64.1%
	Male	3.6%	20.9%	13.3%	62.2%
	Heterosexual	3.0%	16.1%	13.7%	67.3%
	LGBTQQ	4.1%	23.0%	14.9%	58.1%
	Group	**Dissatisfied**	**Neither**	**Satisfied**	**Don't Know**
d. CalWORKs Assessment	Overall	2.8%	17.1%	15.1%	65.0%
	African American/Black	3.3%	15.0%	18.3%	63.3%
	Asian/Filipino/Pacific Islander	0.6%	19.4%	16.1%	63.9%
	Hispanic	2.1%	15.5%	18.1%	64.2%
	White	3.7%	16.8%	11.2%	68.2%
	Other/2 or more races	7.5%	17.9%	13.4%	61.2%
	Female	2.6%	15.3%	16.5%	65.7%
	Male	3.6%	21.8%	11.9%	62.7%
	Heterosexual	2.6%	16.3%	12.4%	68.7%
	LGBTQQ	5.6%	22.2%	12.5%	59.7%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
e. WorkNet	Overall	2.8%	17.8%	16.8%	62.6%
	African American/Black	1.7%	18.3%	25.0%	55.0%
	Asian/Filipino/Pacific Islander	4.5%	18.8%	21.4%	55.2%
	Hispanic	1.0%	18.2%	16.1%	64.6%
	White	3.2%	16.1%	12.9%	67.7%
	Other/2 or more races	4.4%	19.1%	14.7%	61.8%
	Female	2.4%	16.5%	17.3%	63.7%
	Male	4.1%	21.4%	15.3%	59.2%
	Heterosexual	2.8%	17.2%	14.6%	65.5%
	LGBTQQ	2.8%	22.2%	16.7%	58.3%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
f. Disability Support Programs and Services (DSPS)	Overall	2.5%	16.5%	18.1%	62.9%
	African American/Black	6.9%	12.1%	25.9%	55.2%
	Asian/Filipino/Pacific Islander	0.6%	19.9%	17.3%	62.2%
	Hispanic	0.5%	16.3%	18.4%	64.8%
	White	3.2%	15.2%	15.2%	66.4%
	Other/2 or more races	5.9%	16.2%	23.5%	54.4%
	Female	2.0%	14.8%	18.2%	65.0%
	Male	4.1%	21.3%	17.8%	56.9%
	Heterosexual	2.4%	15.4%	16.3%	65.9%
	LGBTQQ	5.4%	18.9%	21.6%	54.1%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
g. Learning Disability Services	Overall	2.5%	17.3%	14.7%	65.4%
	African American/Black	5.3%	15.8%	21.1%	57.9%
	Asian/Filipino/Pacific Islander	1.3%	20.0%	15.5%	63.2%
	Hispanic	0.5%	16.4%	15.9%	67.2%
	White	2.8%	16.7%	11.6%	69.0%
	Other/2 or more races	5.8%	17.4%	15.9%	60.9%
	Female	2.0%	15.9%	15.1%	67.0%
	Male	3.5%	21.7%	14.1%	60.6%
	Heterosexual	2.4%	16.2%	13.1%	68.4%
	LGBTQQ	4.2%	20.8%	13.9%	61.1%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
h. Financial Aid	Overall	15.2%	11.4%	55.2%	18.2%
	African American/Black	21.7%	10.0%	56.7%	11.7%
	Asian/Filipino/Pacific Islander	8.9%	15.8%	60.1%	15.2%
	Hispanic	14.1%	10.6%	62.6%	12.6%
	White	19.4%	10.8%	43.7%	26.1%
	Other/2 or more races	16.4%	5.5%	60.3%	17.8%
	Female	15.1%	11.0%	57.8%	16.1%
	Male	15.6%	12.7%	49.8%	22.0%
	Heterosexual	15.3%	10.9%	54.5%	19.3%
	LGBTQQ	19.2%	11.0%	57.5%	12.3%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
i. Veterans Services	Overall	1.8%	17.0%	15.1%	66.1%
	African American/Black	1.7%	17.2%	25.9%	55.2%
	Asian/Filipino/Pacific Islander	1.9%	19.5%	15.6%	63.0%
	Hispanic	0.5%	16.8%	13.3%	69.4%
	White	1.9%	15.8%	14.0%	68.4%
	Other/2 or more races	4.5%	14.9%	14.9%	65.7%
	Female	1.6%	16.6%	13.2%	68.6%
	Male	2.0%	18.7%	19.2%	60.1%
	Heterosexual	1.8%	16.4%	12.9%	68.8%
	LGBTQQ	2.8%	16.7%	20.8%	59.7%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
j. Child Care Center	Overall	2.3%	17.3%	13.4%	67.0%
	African American/Black	0.0%	13.6%	27.1%	59.3%
	Asian/Filipino/Pacific Islander	1.3%	21.3%	15.5%	61.9%
	Hispanic	2.1%	16.7%	13.0%	68.2%
	White	2.3%	16.2%	9.7%	71.8%
	Other/2 or more races	6.2%	16.9%	10.8%	66.2%
	Female	2.0%	16.0%	15.0%	67.0%
	Male	2.6%	21.1%	9.3%	67.0%
	Heterosexual	2.6%	16.3%	11.7%	69.4%
	LGBTQQ	1.4%	21.1%	16.9%	60.6%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
k. Mobility/Health Services (First Aid)	Overall	1.3%	17.8%	15.2%	65.7%
	African American/Black	0.0%	17.2%	25.9%	56.9%
	Asian/Filipino/Pacific Islander	1.3%	18.7%	18.7%	61.3%
	Hispanic	0.5%	17.0%	14.9%	67.5%
	White	1.9%	18.1%	10.2%	69.8%
	Other/2 or more races	1.5%	18.2%	15.2%	65.2%
	Female	0.6%	16.8%	15.4%	67.1%
	Male	3.0%	20.8%	14.2%	61.9%
	Heterosexual	1.3%	17.4%	12.4%	68.8%
	LGBTQQ	1.4%	17.8%	26.0%	54.8%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
l. Affirm	Overall	1.6%	18.1%	9.3%	71.0%
	African American/Black	0.0%	17.2%	17.2%	65.5%
	Asian/Filipino/Pacific Islander	2.6%	19.4%	9.7%	68.4%
	Hispanic	1.0%	17.4%	10.8%	70.8%
	White	1.9%	18.8%	6.1%	73.2%
	Other/2 or more races	1.5%	16.4%	6.0%	76.1%
	Female	1.0%	16.8%	9.1%	73.1%
	Male	3.1%	21.5%	9.2%	66.2%
	Heterosexual	1.9%	17.4%	7.8%	73.0%
	LGBTQQ	1.4%	20.5%	12.3%	65.8%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
m. Puente	Overall	1.9%	18.1%	10.0%	70.1%
	African American/Black	0.0%	17.2%	13.8%	69.0%
	Asian/Filipino/Pacific Islander	2.6%	20.0%	9.7%	67.7%
	Hispanic	1.0%	16.4%	15.4%	67.2%
	White	2.8%	19.1%	5.1%	73.0%
	Other/2 or more races	1.5%	16.7%	6.1%	75.8%
	Female	1.0%	16.6%	10.1%	72.3%
	Male	4.1%	22.1%	9.2%	64.6%
	Heterosexual	2.2%	17.8%	8.0%	72.0%
	LGBTQQ	1.4%	19.2%	13.7%	65.8%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
n. MESA	Overall	2.0%	17.9%	11.6%	68.5%
	African American/Black	0.0%	16.7%	13.0%	70.4%
	Asian/Filipino/Pacific Islander	1.3%	21.3%	14.2%	63.2%
	Hispanic	2.0%	14.7%	17.8%	65.5%
	White	2.8%	19.4%	5.5%	72.4%
	Other/2 or more races	2.9%	16.2%	5.9%	75.0%
	Female	1.4%	16.8%	11.1%	70.7%
	Male	3.6%	20.8%	12.7%	62.9%
	Heterosexual	2.2%	17.3%	9.9%	70.5%
	LGBTQQ	1.4%	20.8%	12.5%	65.3%

	Group	Dissatisfied	Neither	Satisfied	Don't Know
a. Student voice in College policies and procedures	Overall	12.8%	25.3%	25.6%	36.2%
	African American/Black	14.0%	14.0%	35.1%	36.8%
	Asian/Filipino/Pacific Islander	7.6%	25.5%	27.4%	39.5%
	Hispanic	10.5%	25.0%	27.5%	37.0%
	White	14.7%	28.4%	23.1%	33.8%
	Other/2 or more races	21.9%	26.0%	19.2%	32.9%
	Female	11.1%	24.4%	26.4%	38.1%
	Male	17.2%	27.1%	24.1%	31.5%
	Heterosexual	12.2%	25.0%	25.4%	37.4%
	LGBTQQ	19.2%	30.1%	24.7%	26.0%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
b. Student government's (ASBG) effectiveness in representing the will/needs of students	Overall	12.4%	23.1%	24.3%	40.1%
	African American/Black	10.5%	15.8%	33.3%	40.4%
	Asian/Filipino/Pacific Islander	7.6%	22.3%	26.8%	43.3%
	Hispanic	10.7%	23.4%	27.4%	38.6%
	White	14.2%	27.6%	19.1%	39.1%
	Other/2 or more races	24.7%	16.4%	19.2%	39.7%
	Female	10.0%	22.5%	26.0%	41.5%
	Male	19.4%	23.9%	19.9%	36.8%
	Heterosexual	11.9%	23.1%	24.2%	40.7%
	LGBTQQ	21.9%	24.7%	21.9%	31.5%
	Group	Dissatisfied	Neither	Satisfied	Don't Know
c. Opportunities to participate in student activities and/or clubs	Overall	8.0%	23.3%	42.3%	26.4%
	African American/Black	7.0%	22.8%	49.1%	21.1%
	Asian/Filipino/Pacific Islander	6.4%	26.1%	38.2%	29.3%
	Hispanic	7.5%	20.6%	46.7%	25.1%
	White	8.4%	24.9%	40.0%	26.7%
	Other/2 or more races	12.3%	20.5%	41.1%	26.0%
	Female	6.4%	22.9%	43.0%	27.7%
	Male	12.4%	23.3%	40.6%	23.8%
	Heterosexual	7.3%	21.9%	43.7%	27.1%
	LGBTQQ	13.7%	31.5%	37.0%	17.8%

Table B12
Satisfaction – Excluding Don't Know Response: Student Services by Ethnicity

% Satisfied, excluding Don't Know responses	Overall		African American/ Black		Asian, Filipino, Pacific Islander		Hispanic		White		2 or more races/Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Online (Internet) admission application process	716	82.0%	54	87.0%	156	81.4%	200	84.0%	219	81.7%	72	75.0%
Online course registration process	715	80.8%	53	86.8%	159	78.0%	198	84.3%	220	79.5%	72	76.4%
Access to computers/computer labs	649	80.3%	54	90.7%	140	80.0%	186	82.8%	186	75.8%	68	80.9%
Library Services	662	80.1%	54	87.0%	147	78.9%	185	83.2%	193	79.3%	68	73.5%
Study spaces and tutoring at the Goleman Library	629	76.2%	52	80.8%	141	75.9%	178	77.5%	180	73.3%	65	78.5%
Bookstore	741	74.2%	60	81.7%	159	78.0%	206	72.8%	225	72.9%	74	73.0%
E-Services Lab	564	73.0%	50	84.0%	127	72.4%	162	79.6%	156	64.7%	58	72.4%
The "Schedule of Classes"	731	71.7%	59	69.5%	157	77.1%	203	76.4%	224	68.3%	71	64.8%
Assessment testing process	693	68.7%	57	70.2%	152	68.4%	197	76.1%	209	60.8%	65	72.3%
The "College Catalog"	671	68.6%	52	71.2%	142	69.7%	185	71.9%	212	66.5%	65	60.0%
Financial Aid	594	67.5%	53	64.2%	134	70.9%	173	71.7%	164	59.1%	60	73.3%
Reading and Writing Learning Center	516	66.9%	44	75.0%	120	67.5%	150	73.3%	136	58.1%	55	67.3%
Math and Science Learning Center	541	63.8%	43	60.5%	123	68.3%	150	70.0%	159	58.5%	56	60.7%
Student orientation program	584	62.5%	45	77.8%	135	67.4%	167	67.1%	165	54.5%	59	49.2%
Career/Transfer Center	525	61.9%	39	71.8%	122	64.8%	151	70.2%	149	53.7%	53	50.9%
Early Alert process	551	61.0%	45	71.1%	117	62.4%	150	65.3%	169	56.2%	59	54.2%
Academic advising/counseling services	688	60.6%	53	62.3%	150	66.7%	188	65.4%	213	51.6%	69	62.3%
Personal counseling and advising services	640	59.7%	50	68.0%	141	66.7%	176	61.4%	194	50.5%	64	64.1%
Food Services (Danner Cafeteria)	607	58.0%	54	70.4%	127	56.7%	176	61.9%	172	52.9%	65	55.4%
EOPS (Extended Opportunity Programs and Services)	311	54.7%	34	61.8%	79	55.7%	87	59.8%	75	48.0%	29	48.3%
"The Zone"	370	49.7%	29	58.6%	90	57.8%	97	53.6%	109	43.1%	37	35.1%
Disability Support Programs and Services (DSPS)	263	48.7%	26	57.7%	59	45.8%	69	52.2%	73	45.2%	31	51.6%
WorkNet	263	44.9%	27	55.6%	69	47.8%	68	45.6%	70	40.0%	26	38.5%
CalWORKs	256	44.5%	24	54.2%	58	43.1%	75	54.7%	67	34.3%	27	40.7%
Veterans Services	239	44.4%	26	57.7%	57	42.1%	60	43.3%	68	44.1%	23	43.5%
Mobility/Health Services (First Aid)	241	44.4%	25	60.0%	60	48.3%	63	46.0%	65	33.8%	23	43.5%
CalWORKs Assessment	246	43.1%	22	50.0%	56	44.6%	69	50.7%	68	35.3%	26	34.6%
CARE	231	42.9%	25	60.0%	58	46.6%	62	43.5%	60	36.7%	21	33.3%
WiFi (Internet) Services	666	42.6%	50	56.0%	152	45.4%	190	43.7%	192	38.5%	66	34.8%
Learning Disability Services	244	42.6%	24	50.0%	57	42.1%	64	48.4%	67	37.3%	27	40.7%
Child Care Center	231	40.7%	24	66.7%	59	40.7%	61	41.0%	61	34.4%	22	31.8%
MESA	222	36.9%	16	43.8%	57	38.6%	68	51.5%	60	20.0%	17	23.5%
Availability of the courses you want at times you want to take them	739	33.6%	60	40.0%	158	38.0%	204	30.9%	227	32.6%	73	30.1%
Puente	210	33.3%	18	44.4%	50	30.0%	64	46.9%	58	19.0%	16	25.0%
Affirm	203	32.0%	20	50.0%	49	30.6%	57	36.8%	57	22.8%	16	25.0%

Table B13
Satisfaction – Excluding Don't Know Responses: Student Services by Gender, and Sexual Orientation

% Satisfied, excluding Don't Know responses	Overall		Female		Male	
	N	%	N	%	N	%
Online (Internet) admission application process	716	82.0%	500	84.0%	204	76.5%
Online course registration process	715	80.8%	504	82.5%	200	76.0%
Access to computers/computer labs	649	80.3%	456	81.8%	184	76.1%
Library Services	662	80.1%	468	82.5%	184	73.9%
Study spaces and tutoring at the Goleman Library	629	76.2%	449	79.1%	171	68.4%
Bookstore	741	74.2%	521	77.7%	208	65.4%
E-Services Lab	564	73.0%	390	74.9%	164	69.5%
The "Schedule of Classes"	731	71.7%	515	73.0%	204	69.1%
Assessment testing process	693	68.7%	488	69.7%	194	66.5%
The "College Catalog"	671	68.6%	469	72.3%	190	58.9%
Financial Aid	594	67.5%	427	68.9%	160	63.8%
Reading and Writing Learning Center	516	66.9%	358	70.4%	149	59.7%
Math and Science Learning Center	541	63.8%	381	64.6%	151	62.3%
Student orientation program	584	62.5%	410	66.3%	163	52.1%
Career/Transfer Center	525	61.9%	365	66.3%	151	52.3%
Early Alert process	551	61.0%	382	66.5%	158	47.5%
Academic advising/counseling services	688	60.6%	489	62.4%	187	56.1%
Personal counseling and advising services	640	59.7%	450	61.3%	178	56.7%
Food Services (Danner Cafeteria)	607	58.0%	426	59.2%	172	55.8%
EOPS (Extended Opportunity Programs and Services)	311	54.7%	225	59.1%	81	42.0%
"The Zone"	370	49.7%	251	51.8%	111	45.9%
Disability Support Programs and Services (DSPS)	263	48.7%	175	52.0%	85	41.2%
WorkNet	263	44.9%	180	47.8%	80	37.5%
CalWORKs	256	44.5%	179	48.6%	74	35.1%
Veterans Services	239	44.4%	155	41.9%	79	48.1%
Mobility/Health Services (First Aid)	241	44.4%	162	46.9%	75	37.3%
CalWORKs Assessment	246	43.1%	171	48.0%	72	31.9%
CARE	231	42.9%	161	49.1%	67	28.4%
WiFi (Internet) Services	666	42.6%	460	43.5%	195	42.6%
Learning Disability Services	244	42.6%	164	45.7%	78	35.9%
Child Care Center	231	40.7%	163	45.4%	64	28.1%
MESA	222	36.9%	145	37.9%	73	34.2%
Availability of the courses you want at times you want to take them	739	33.6%	521	34.2%	206	32.5%
Puente	210	33.3%	137	36.5%	69	26.1%
Affirm	203	32.0%	133	33.8%	66	27.3%

% Satisfied, excluding Don't Know responses	Overall		Heterosexual		LGBTQQ	
	N	%	N	%	N	%
Online (Internet) admission application process	716	82.0%	558	82.8%	73	82.2%
Online course registration process	715	80.8%	555	81.1%	71	84.5%
Access to computers/computer labs	649	80.3%	497	81.7%	66	77.3%
Library Services	662	80.1%	507	81.1%	67	77.6%
Study spaces and tutoring at the Goleman Library	629	76.2%	485	77.1%	64	67.2%
Bookstore	741	74.2%	573	76.4%	74	70.3%
E-Services Lab	564	73.0%	424	73.1%	63	77.8%
The "Schedule of Classes"	731	71.7%	566	73.0%	71	66.2%
Assessment testing process	693	68.7%	534	69.5%	71	69.0%
The "College Catalog"	671	68.6%	515	69.9%	70	61.4%
Financial Aid	594	67.5%	453	67.5%	64	65.6%
Reading and Writing Learning Center	516	66.9%	374	65.0%	63	71.4%
Math and Science Learning Center	541	63.8%	403	63.8%	64	64.1%
Student orientation program	584	62.5%	441	63.5%	62	54.8%
Career/Transfer Center	525	61.9%	390	61.3%	61	55.7%
Early Alert process	551	61.0%	414	60.9%	59	55.9%
Academic advising/counseling services	688	60.6%	526	61.2%	71	52.1%
Personal counseling and advising services	640	59.7%	486	60.1%	64	54.7%
Food Services (Danner Cafeteria)	607	58.0%	457	59.3%	64	48.4%
EOPS (Extended Opportunity Programs and Services)	311	54.7%	220	50.5%	35	60.0%
"The Zone"	370	49.7%	265	47.5%	42	47.6%
Disability Support Programs and Services (DSPS)	263	48.7%	186	47.8%	34	47.1%
WorkNet	263	44.9%	187	42.2%	30	40.0%
CalWORKs	256	44.5%	177	41.8%	31	35.5%
Veterans Services	239	44.4%	169	41.4%	29	51.7%
Mobility/Health Services (First Aid)	241	44.4%	168	39.9%	33	57.6%
CalWORKs Assessment	246	43.1%	169	39.6%	29	31.0%
CARE	231	42.9%	158	38.6%	28	42.9%
WiFi (Internet) Services	666	42.6%	508	40.9%	70	40.0%
Learning Disability Services	244	42.6%	172	41.3%	28	35.7%
Child Care Center	231	40.7%	165	38.2%	28	42.9%
MESA	222	36.9%	160	33.8%	25	36.0%
Availability of the courses you want at times you want to take them	739	33.6%	570	32.8%	73	34.2%
Puente	210	33.3%	151	28.5%	25	40.0%
Affirm	203	32.0%	146	28.8%	25	36.0%

Table B15
Satisfaction – Excluding Don't Know Responses: Student Government and Activities by Ethnicity

% Satisfied, <u>excluding Don't Know responses</u>	Overall		African American/ Black		Asian/ Filipino/ Pacific Islander		Hispanic		White		2 or more races/Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Student voice in College policies and procedures	463	40.2%	36	55.6%	95	45.3%	126	43.7%	149	34.9%	49	28.6%
Student government's (ASBG) effectiveness in representing the will/needs of students	433	40.6%	34	55.9%	89	47.2%	121	44.6%	137	31.4%	44	31.8%
Opportunities to participate in student activities and/or clubs	533	57.4%	45	62.2%	111	54.1%	149	62.4%	165	54.5%	54	55.6%

Table B16
Satisfaction – Excluding Don't Know Responses: Student Government and Activities by Gender and Sexual Orientation

% Satisfied, <u>excluding Don't Know responses</u>	Overall		Female		Male		Heterosexual		LGBTQQ	
	N	%	N	%	N	%	N	%	N	%
Student voice in College policies and procedures	463	40.2%	317	42.6%	139	35.3%	353	40.5%	54	33.3%
Student government's (ASBG) effectiveness in representing the will/needs of students	433	40.6%	299	44.5%	127	31.5%	333	40.8%	50	32.0%
Opportunities to participate in student activities and/or clubs	533	57.4%	370	59.5%	154	53.2%	412	60.0%	60	45.0%