



Assessing the Campus Climate: SJDC Employee Questionnaire Fall 2008

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BACKGROUND

In the past two accreditation cycles, concerns have been voiced about employment equity and patterns of promotion and hiring. Particular work place concerns were brought forward by African American employees, and the 2002 accrediting commission report recommended that the college “should develop and implement plans to increase college wide sensitivity to the needs of its diverse population, evaluate the perception of bias by some employees on the campus, and review implementation of workplace opportunities to ensure they are equitable for all employees.” In 2004, focus group discussions were conducted with African American employees, and the College took some steps to increase the number of Cultural Awareness Program (CAPs) programs that addressed diversity themes. The College also took part in the Equity for All Research Project to document contemporary patterns of student inequity in terms of access and course success. Data from the 2007 Accreditation Survey of staff continued to demonstrate some gaps in perceptions between White and Non-White staff members about employment equity issues.

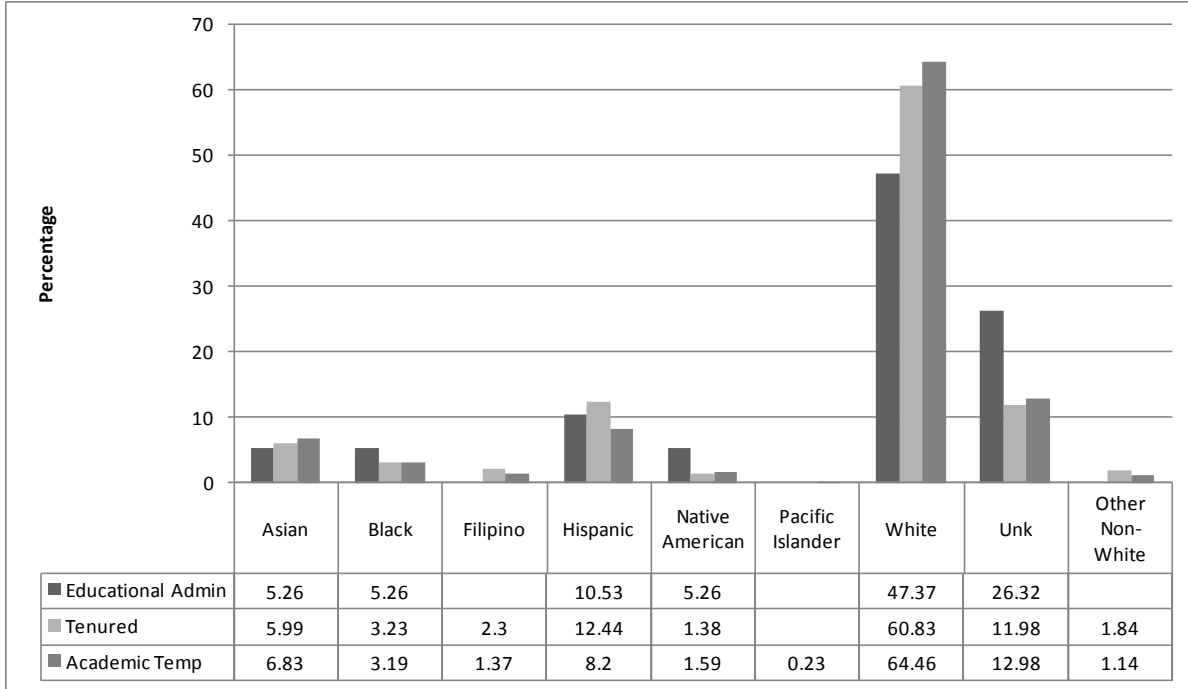
The purpose of this study is two-fold. First, the new survey provides up-to-date data on staff, faculty and management perceptions about San Joaquin Delta College relative to a host of concerns, including the campus climate toward employment diversity, student preparedness, and campus resources. Second, the survey helps frame some of the College’s efforts to respond to accrediting commission concerns about the College’s employment patterns. A comparison of survey results with demographic hiring patterns can help identify the realities of employment equity versus the perceptions of employment bias that may or may not exist. Moreover, the survey results provide a fresh benchmark on campus sentiments about the overall climate of the institution. Findings from the survey can help inform planning agendas for future change at the College.

DEMOGRAPHIC MAKE-UP OF STAFF

In fall 2007, the College reported to the Chancellor’s Office that 1,234 employees worked in one of six identifiable job categories: educational administration, tenured or tenure track faculty, academic temporary faculty, classified management, classified professional and classified support positions (see Figures 1-2). Even though the distributions of employees by ethnic groups appear to be reflective of the population, this is not the case when a closer examination of the data is made. Overall, White employees are underrepresented in the classified support staff ranks (39.2%). Moreover, many of the ethnic groups (e.g. African-American, Asians, etc) are grossly underrepresented in more prestigious positions such as tenured faculty and management. Given the ethnic disparity in positions held at

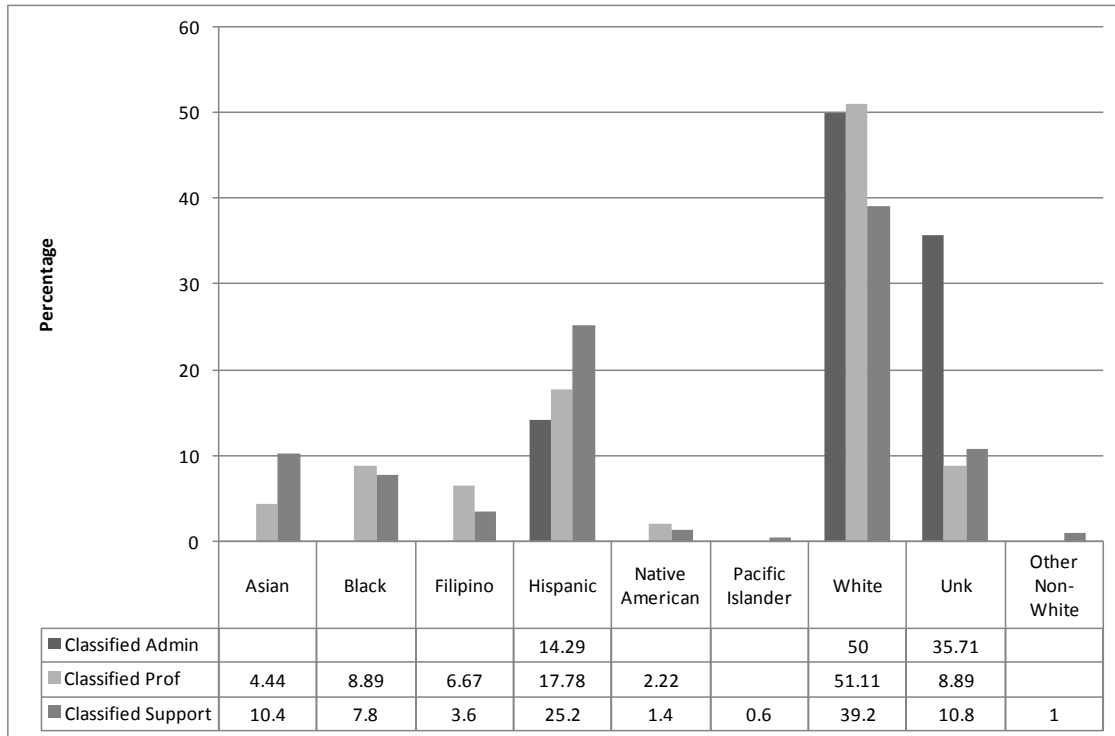
SJDC, this may be one of the reasons why negative campus climate perceptions exist at SJDC as indicated from the results of the 2001 campus climate survey.

Figure 1. Percentage of Educational Administrators, Tenured Faculty and Academic Temporary Positions at SJDC by Ethnicity



Source. CA Chancellor's Office Data Mart

Figure 2. Percentage of Classified Administration, Classified Professional and Classified Support Positions at SJDC by Ethnicity

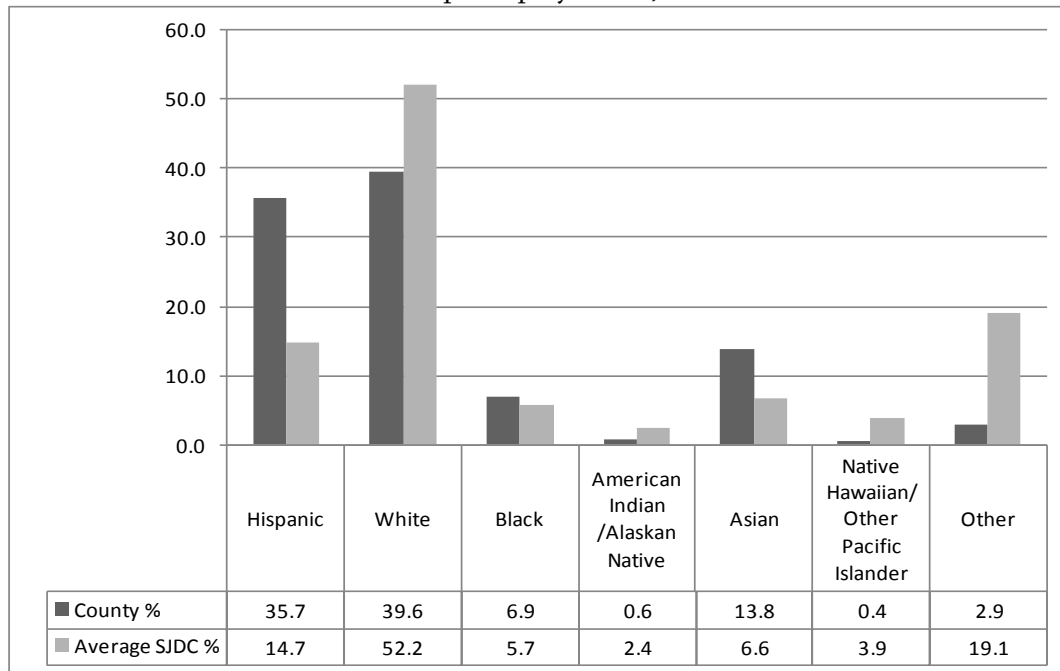


Source. CA Chancellor’s Office Data Mart

As Figure 3 reveals, on average, over 50 percent of all employees at SJDC are White, a proportion substantially higher than the population in the San Joaquin County area (40%). In general, White employees at SJDC are overrepresented in comparison to their proportion in the population and all other ethnic groups are underrepresented in comparison to their proportion in the population.

In short, the concentration of minorities in lower-paid staffing categories and their employment at SJDC may be fostering lingering perceptions of employment bias.

Figure 3. Proportion of Ethnic Groups in San Joaquin County vs. Average Proportion of Ethnic Groups Employed at SJDC



Source. American Community Survey (2006) and CCCCO Data Mart (Fall 2007)

In the spring of 2001 a campus climate survey was administered to staff and faculty at SJDC, with 243 responding to the survey. This survey contained items on diversity related issues and asked respondents questions about the college’s hiring procedures, racism, sexism and sexual harassment. Results of this survey were reported in 2002 Accreditation Self-Study and it was found that only about half of all respondents felt the college ensured fair employment procedures and approximately half of all respondents felt that the college had a problem with racism, sexism, and sexual harassment. Moreover, it was found that of all ethnic groups, African-American employees felt the least welcomed by the college in terms of pursuing management and faculty positions.¹ Although plans to address the negative perceptions of campus climate were made, these plans were not implemented thoroughly.

As a result, in 2008, the Accreditation Team recommended that SJDC begin developing and implementing a plan of action that would address the negative campus climate perceptions. As a preliminary step, a modified version of the campus climate survey administered in 2001 and in spring 2007 was re-administered to obtain current campus climate perceptions from employees.

METHOD & SAMPLE

In fall 2008, the modified campus climate survey was administered via campus-wide e-mail to all employees at SJDC. This survey was pared down from the original version (33 vs. 54 survey items) to

¹ San Joaquin Delta College. 2002. *Accreditation Institutional Self Study*, 207-208.

capture only the most pertinent items addressing perceptions of campus climate. Approximately 21 percent of all employees returned their surveys ($n = 256$). As Table 1 reveals, respondents were predominately female (63%), White (63%), Classified staff (43%), and worked at SJDC between 0-5 years (33%).

The breakdown of respondents into various categories demonstrates that the survey is not truly representative of the SJDC workforce. The survey responses over-represent white employees and under-represent non-white employee groups. Given that over half of respondents were White, analyses involving this variable (Ethnicity) were re-coded to a dichotomous variable to compare White vs. Non-White respondents. This was done because all other ethnic groups were too small in sample size to conduct any meaningful analyses. Along the same lines, full-time faculty filled out responses to the survey in larger numbers than their status in the entire SJDC population: 34% of the surveys came from full-time faculty, but they make up only 18% of all employees at the College. As a result, some of the evidence drawn from the survey may be skewed by the oversampling of white staff members and full-time faculty.

Table 1. 2008 Campus Survey: Respondents' Demographics vs. 2007 Employee Demographics

DEMOGRAPHIC	Survey Group Percentage	Employee Group Percentage	Gap Between Staff & Survey
GENDER ($n = 245$)			
Female	63.3	58.6	+4.7
Male	36.7	41.4	-4.7
ETHNICITY ($n = 242$)			
African American	3.3	5.3	-2.0
Native American	1.2	1.5	-0.3
Asian	5.0	7.9	-2.9
White	62.8	52.7	+10.1
Filipino	2.1	2.6	-0.5
Hispanic	16.9	16.3	+0.6
Other	8.7	13.3	-4.6
EMPLOYEE TYPE ($n = 254$)			
Classified Staff	42.5	40.5	+2.0
Full-Time Faculty	34.3	17.6	+16.7
Part-Time Faculty	9.1	35.6	-26.5
Manager	14.2	6.3	+7.9
YEARS EMPLOYED ($n = 252$)			
0-5	33.3	54.4	-21.1
6-10	21.8	17.6	+4.2
11-15	17.9	11.0	+6.9
16-20	9.9	6.7	+3.2
20 +	17.1	10.3	+6.8

RESULTS

General Perceptions

The campus climate survey was broken down into four distinct sections: general perceptions of the campus climate (10 items), perceptions of the quality of education students receive at SJDC (7 items), perceptions of the campus resources (4 items), and perceptions of resources available to employees (5 items). On most questions, respondents answered each of the items based on a 4-point scale ranging from 1 = *Strongly Agree* to 4 = *Strongly Disagree*. Readers should note that higher scores in each section represented negative perceptions, whereas lower scores in each section represented positive perceptions. The scale also contained a “Not Sure” option that was not included in the analyses (see Appendix A for questionnaire copy).

Items from the four sections were totaled to get a total scale score for each section. Below in Table 2 are the mean differences for these sections based on respondents’ gender and ethnic group.

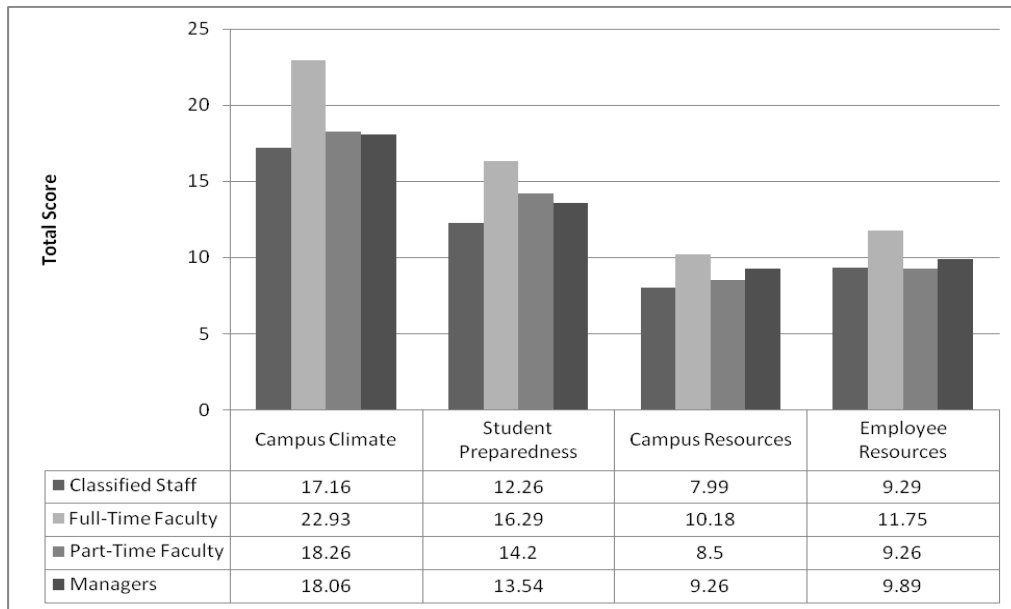
Table 2. 2008 Campus Survey: Respondents’ Perceptions by Employee Gender and Ethnic Group

Perception	Mean Difference	t-value
Campus Climate		
Gender (Female vs. Male)	-1.18	-1.38
Ethnicity (White vs. Non-White)	-0.52	-0.64
Student Preparedness		
Gender (Female vs. Male)	-1.52	-2.45*
Ethnicity (White vs. Non-White)	-1.83	-3.01**
Campus Resources		
Gender (Female vs. Male)	-1.35	-3.46**
Ethnicity (White vs. Non-White)	-0.48	-1.26
Employee Resources		
Gender (Female vs. Male)	-.92	-1.80
Ethnicity (White vs. Non-White)	-0.53	-1.08

**significant difference at the 95% confidence level, ** significant at the 99% confidence level*

In terms of general campus climate and employee perceptions, there were no significant differences between the ethnic groups or genders. Non-White ($M = 12.83$) and female ($M = 13.32$) employees had more positive perceptions of the quality of education students were getting at SJDC than White ($M = 14.66$) and male employees ($M = 14.84$). Regarding campus resources, there were no attitudinal differences reported between the ethnic groups but there was a significant difference between the sexes. Female employees ($M = 8.46$) had more positive perceptions of the campus resources than male employees ($M = 9.81$). In addition to employee gender and ethnic group comparisons, comparisons were made between the different employment classification types. Results revealed significant differences between the types for all four sections. Full-time faculty reported significantly less positive perceptions than all employee types concerning the campus climate, employee resources, campus resources and student preparedness (see Figure 4).

Figure 4. General Perception Scores by Employee Classification Type

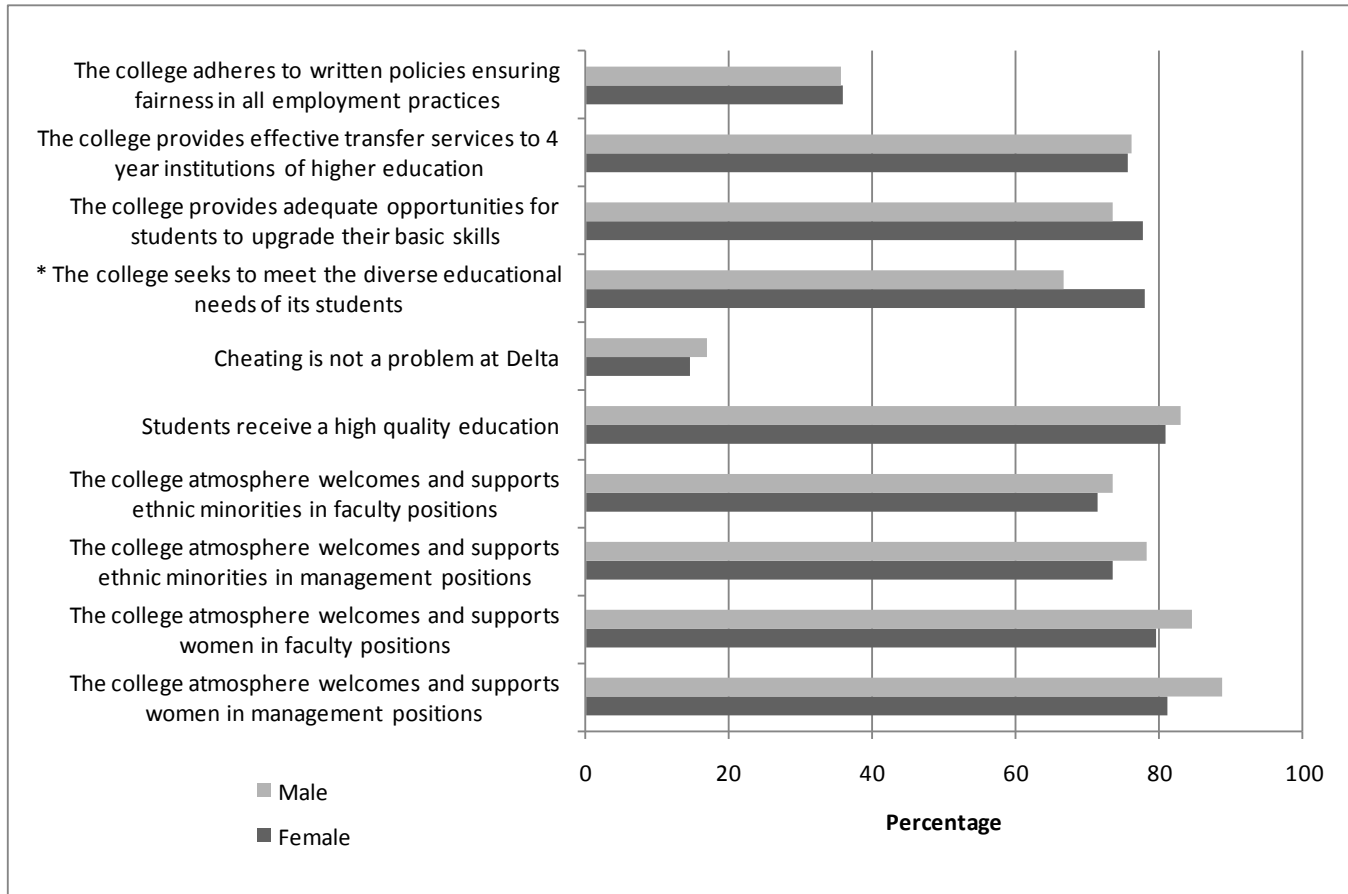


Specific Perceptions between Groups

Ten specific statements were analyzed to isolate differences between ethnic, gender and employee classification types. We employed Chi-square Tests of Independence to determine if any of the differences were large enough to reject the hypothesized random effect. Presented in Figures 5-7 are the proportions of each group agreeing to each of the statements. The responses of these statements were collapsed in order to get three specific categories instead of the original five response choices. Results revealed that more female employees than male employees felt the college sought to meet the diverse educational needs of its students. Full-time faculty and White employees disagreed more than their peers to the statement that cheating was not a problem at the college. These respondents were far more likely to indicate that they perceive student cheating as a problem at Delta.

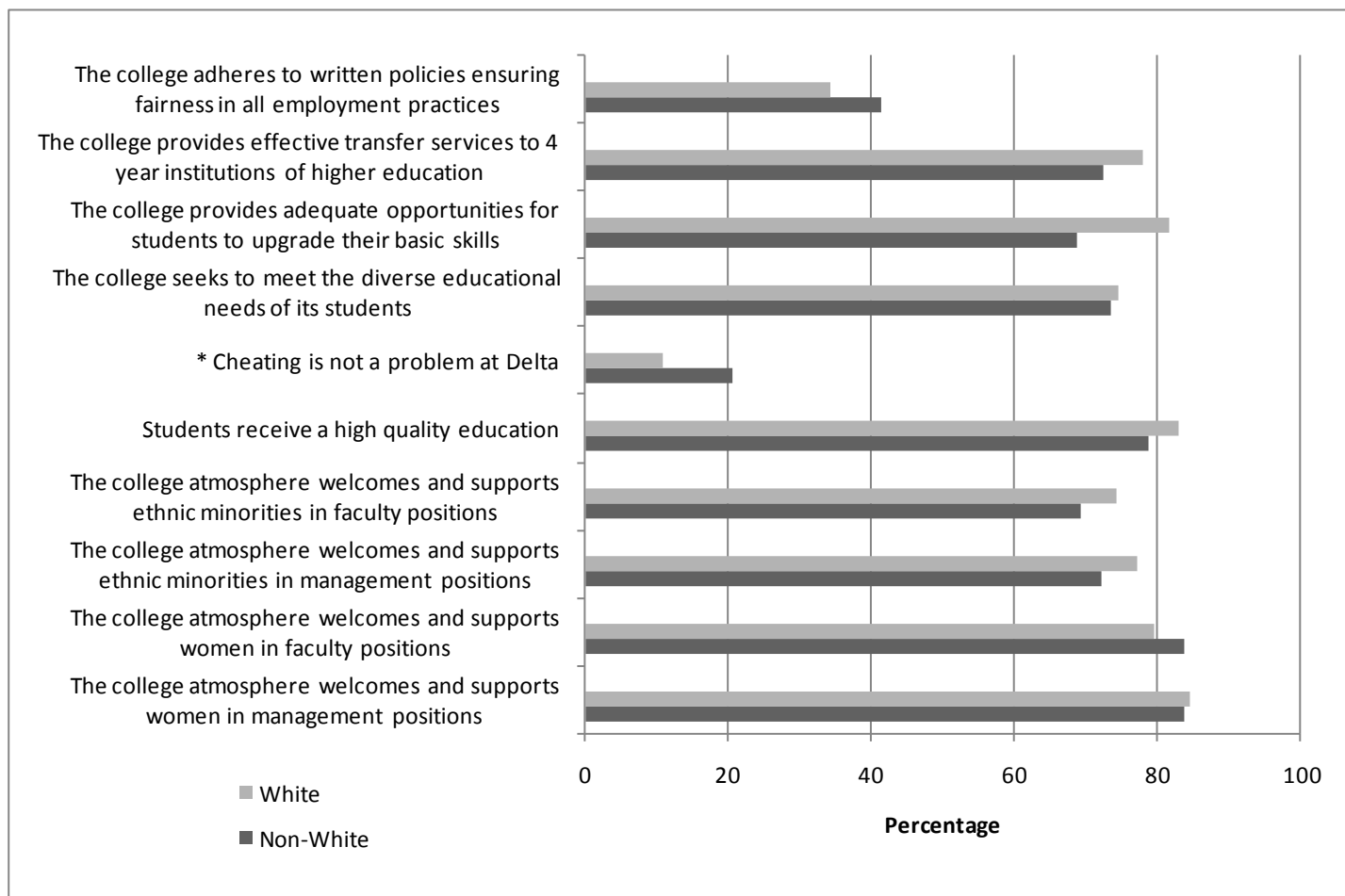
Of all the employee classifications, full-time faculty expressed the most disagreement with the college’s support for women and ethnic minorities in faculty and management positions and effective transfer services for students. Managers on the other hand, reported the highest proportions of agreement on almost every single item.

Figure 5. Percentage of Agreement between Genders



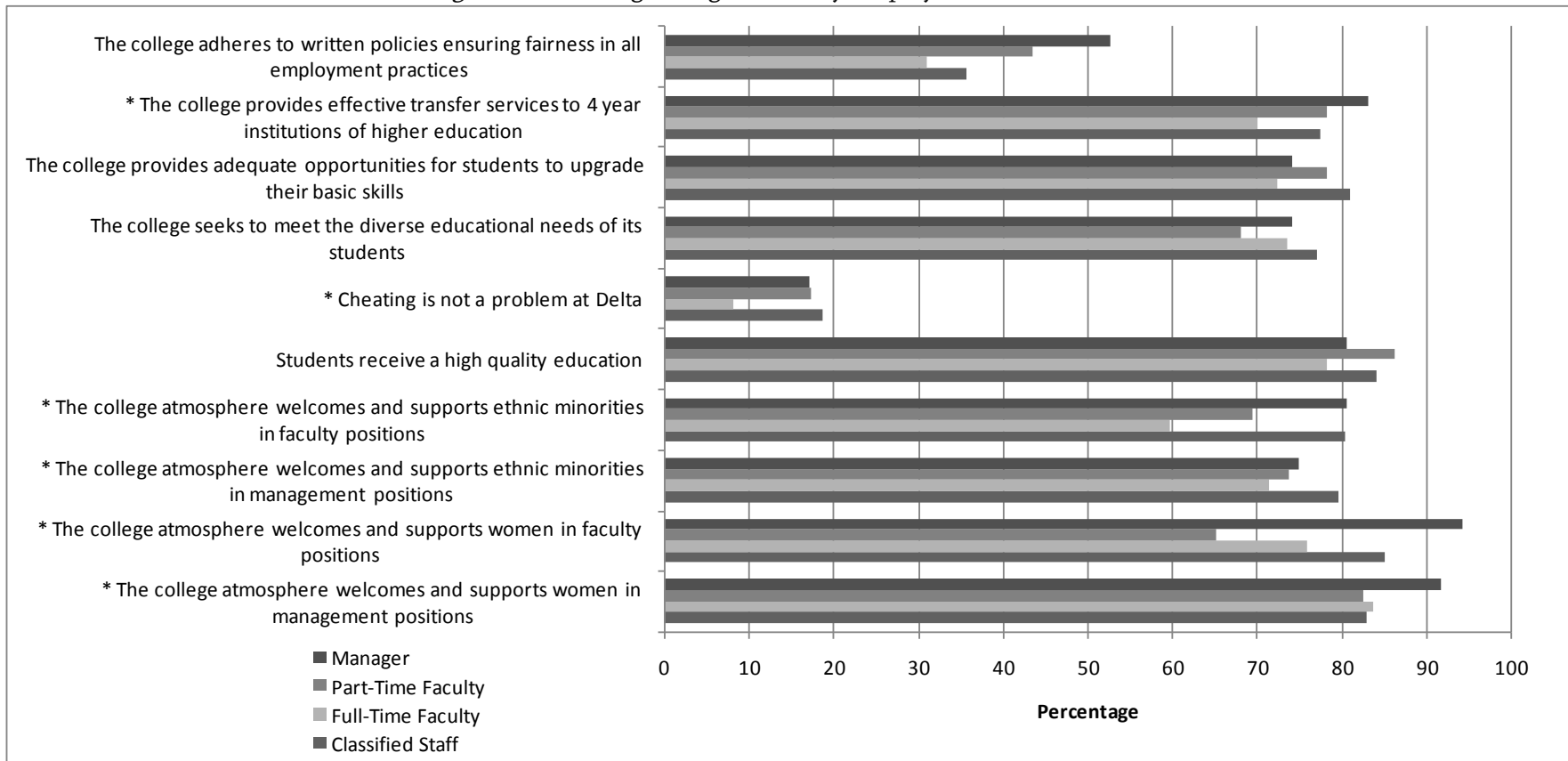
*Items with asterisks indicate statistically significant different proportions

Figure 6. Percentage of Agreement between Ethnic Group



*Items with asterisks indicate statistically significant different proportions

Figure 7. Percentage of Agreement by Employment Classification



*Items with asterisks indicate statistically significant different proportions

Perception of Problems

Perceptions of Equal Employment: 2001 vs. 2008. One of the most important findings from the 2002 Accreditation Self-Study was the awareness of bias and perceptions of “unequal opportunity” among the African American employees at SJDC. As mentioned, although plans to address this bias were put forth in a variety of venues, it remains to be seen whether these plans paid off in reducing perceptions of bias. As Table 3 reveals, from 2001 to 2008 these negative perceptions held by African American employees have appeared to decrease substantially. Whereas in 2001 only 8% of African Americans agreed that the “college welcomed and supported ethnic minorities in management positions,” 58% of these employees now support this statement. Likewise, the percentage of African American employees who agreed that the “college welcomed and supported ethnic minorities into faculty positions” have more than doubled since 2001. Although the perceptions of equal employment opportunities have increased substantially within the African American employee group, their overall percentage is still much lower than all the other ethnic employee groups.

Table 3. Comparison of 2001 and 2008 Respondents: Percent Responding that the “College Welcomes and Supports Minorities” in Key Leadership Positions

	2001*		2008	
	Faculty	Management	Faculty	Management
White	77	76	74	77
Hispanic	75	66	64	63
Black	17	8	44	58
Asian and Others	65	43	66	76

*SJDC. 2002. *Accreditation Institutional Self Study*

Negative Beliefs. On one key set of questions centering on perceptions of racism, sexism and sexual harassment, response categories were altered in the 2008 survey that make direct comparisons with earlier data less straightforward. In 2001 and in 2007, respondents were asked to “agree or disagree” with statements that said, for example, “racism is not a problem at Delta College.” In the 2008 survey, the response categories were altered, asking respondents to mark “yes,” “no” or “not sure” to such statements. When the responses were initially examined, we decided to recode all of the data on to the same scale. In Figures 8-10, we see that when employees were asked: “Racism is not a problem at Delta College,” “Sexism is not a problem at Delta College,” and “Sexual harassment is not a problem at Delta College,” the percentage of employees who agreed that these three issues were not a problem decreased from 2001 to 2008. Whereas in 2001, almost half indicated there was not a problem, this percentage has decreased in 2008 with a larger percentage of employees indicating they either felt it was a problem or was not sure whether there was a problem. In the same vein, while 54% of employees in 2001 indicated they felt the college adhered to fair hiring procedures, only 37% of the employees sampled in 2008 felt that way. The reduction in fairness perceptions amongst employees may be due in part to the negative beliefs held by employees. Therefore, Chi-square Goodness of Fit tests were used to investigate whether these changes were significant.

Figure 8. Employees' Perceptions of Racism at SJDC

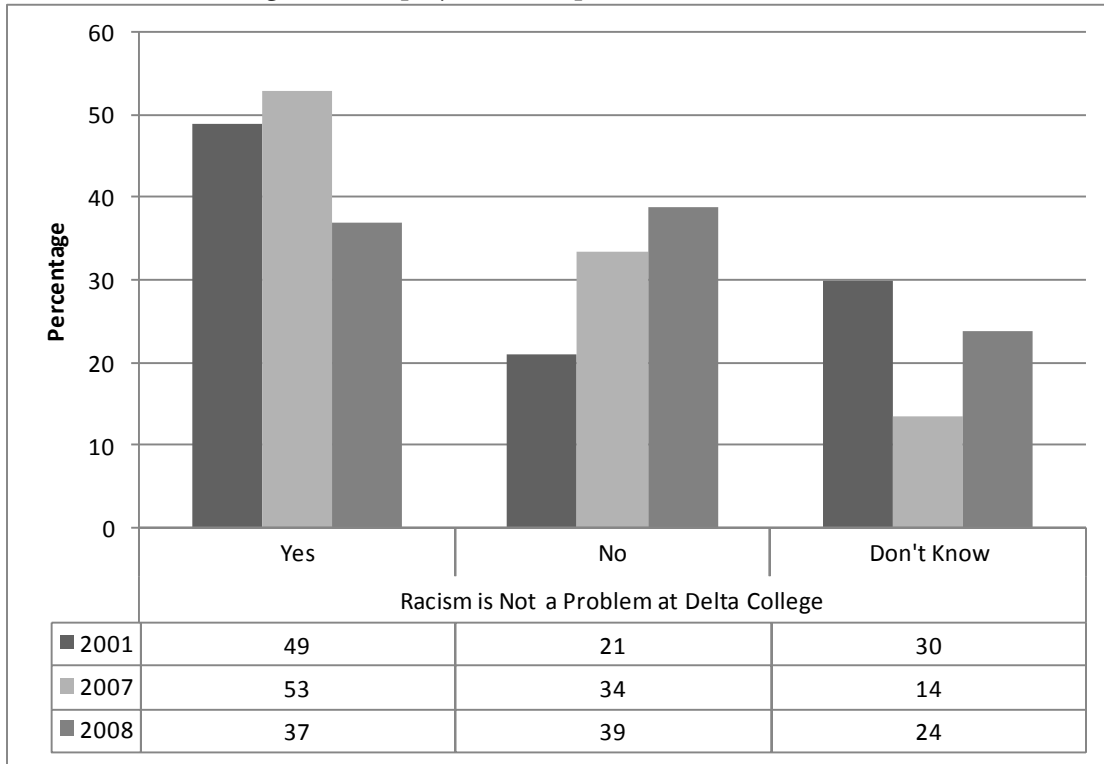


Figure 9. Employees' Perceptions of Sexism at SJDC

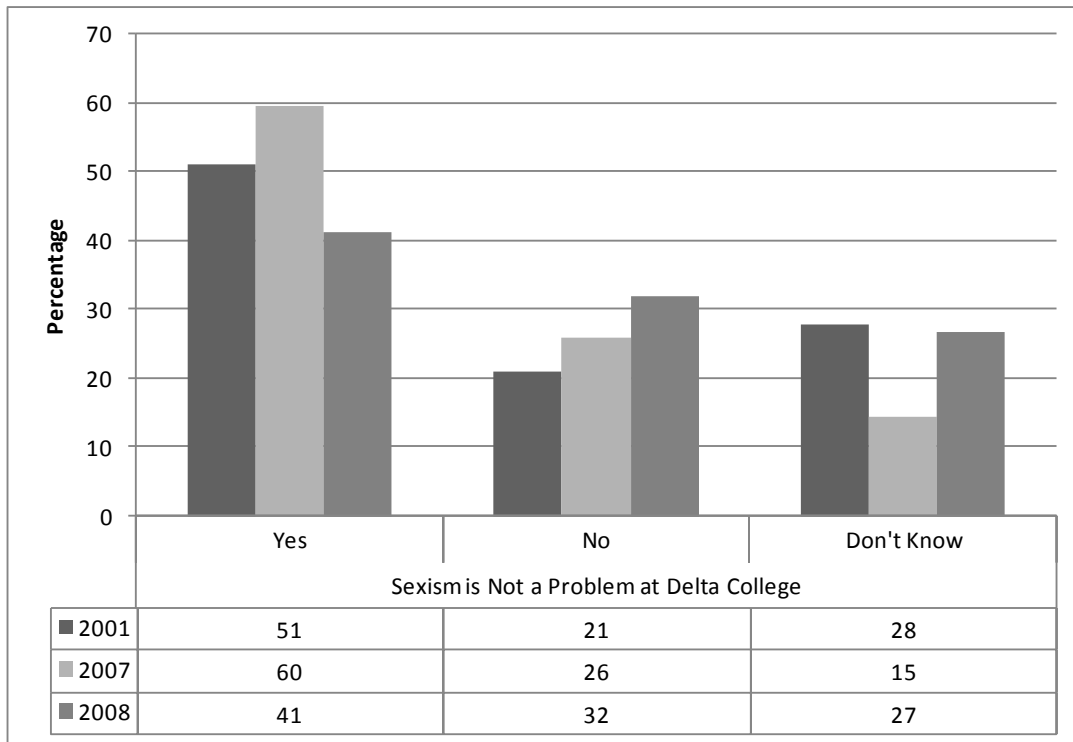
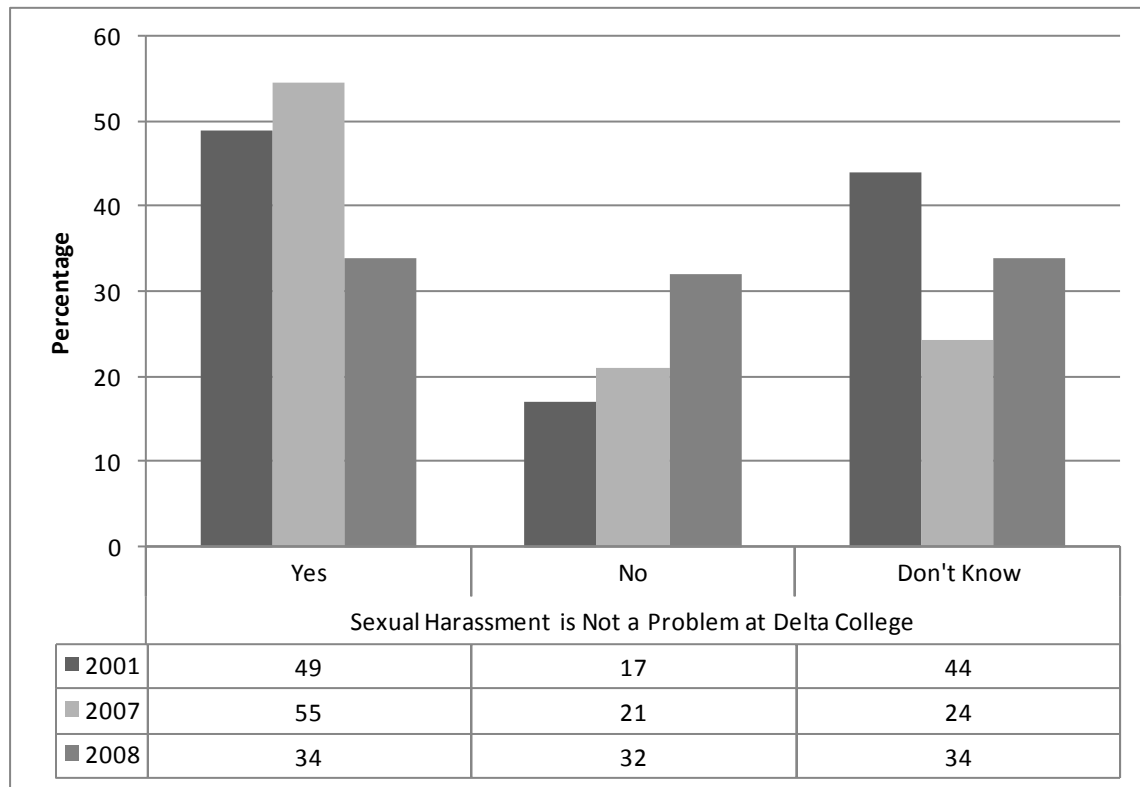


Figure 10. Employees' Perceptions of Sexual Harassment at SJDC



Results revealed significant differences in proportions between 2001 and 2008 and between 2007 and 2008. The proportion of employees who agreed that racism, sexism and sexual harassment were not problems at SJDC decreased substantially between 2001 and 2008 and even between 2007 and 2008. These results suggest that SJDC employees have even more negative perceptions of the campus climate now than they did seven years ago and even just one year ago. We should caution, however, that we cannot be certain that the changes are not due to question response wording changes in the 2008 survey. It may be useful to re-implement the “agree-disagree” format of the question in 2009 to explore whether the results are due to the change in the response set.

One other avenue to explore in the questions concerning racism, sexism, and sexual harassment is whether differences emerge across gender, ethnicity, and employee group lines. As the data in Table 4 indicate, ethnic and employee classification groups did not differ in their perceptions about the prevalence of racism, sexism or sexual harassment. Members within each group showed similar views. Women (35%) however, were less likely to agree with the statement “sexism is not a problem” than men (53%). Women (35%) were also less likely than men (42%) to agree with the statement “racism is not a problem.” These data suggest that the College has significant problems to address in the way of staff training in order to allay concerns about both overt and subtle acts of racism and sexism/sexual harassment on campus.

Table 4. Percentage Agreeing Each Issue NOT Being a Problem by Group

	Racism	Sexism	Sexual Harassment
Gender			
Female	35.1*	35.1*	30.7
Male	41.6*	52.8*	38.2
Ethnic Group			
Non-White	34.6	43.3	32.0
White	39.3	40.0	34.7
Employee Classification			
Classified Staff	40.7	44.9	37.0
Full-Time Faculty	33.3	34.5	30.2
Part-Time Faculty	22.7	31.8	18.2
Manager	45.7	52.8	40.0

**significant difference at the 95% confidence level*

Board of Trustees

Two statements were used to measure employees' perceptions of the Board's ability to run the college effectively. Of all the tested groups, full-time faculty, male, and White employees reported the least agreement with each of the statements about the Board in 2008. Between spring 2007 and fall 2008, the percentage of employees who felt "The Board of Trustees effectively balances the requests and proposals of competing interest groups" decreased significantly from 15% to 6%. In addition, employees sampled in 2008 (6%) were also less optimistic than employees sampled in 2007 (22%) when asked whether the "Board of Trustees is effective in setting the overall policy direction for the college." This significant decrease in employee confidence in the Trustees' ability to run the college coincides with a spate of news stories surrounding the Board during the past year over Measure L Bond spending, Brown Act violations, and a critical grand jury report on Board decision making.

Employee Satisfaction

Despite all the negative publicity the college has experienced in the past year, 76% of all employees sampled in 2008 still felt the college was a "great place to work." Moreover, 75% of these respondents also reported that they were satisfied with their jobs at SJDC suggesting that although problems may exist within the college (e.g. negative perceptions, etc) these problems do not contaminate the overall employee satisfaction here at SJDC. Having said this, full-time faculty reported the lowest levels of satisfaction, with only 63% agreeing that Delta is a "great place work." This lower level of satisfaction may stem from the drawn-out bargaining talks between the College and the faculty union.

CONCLUSIONS/RECOMMENDATIONS

Results from the 2008 Employee Questionnaire still point to the same conclusions found from the 2001 survey, negative perceptions of bias still exist within SJDC and African American employees still perceive equal opportunity at the college at a lower rate than all other employee ethnic groups. Although attempts to understand and mitigate these negative perceptions took place shortly after the 2002 Accreditation, the followup work for action was not completed. In an attempt to follow through and address these problems directly, two focus groups were planned and conducted in tandem with the readministration of the Employee Questionnaire in hopes that this will provide the college with more information about how best to address the negative perceptions within the institution. The focus groups are the subject of a separate report, but it is clear that the College will need to develop plans to address lingering perceptions of racism, sexism, sexual harassment, and employment bias.

The presence of such negative perceptions is counterbalanced by the overall satisfaction that employees have for the College and the work that they do to advance the students' goals and interests. Nevertheless, lingering resentment about problems at the College have the capacity to undermine the learning environment, and if allowed to fester, can undermine the morale of its employees. It can also expose the College to serious legal liability if the perceived conditions of discrimination are not addressed head-on. It is clear from the survey results that significant efforts at staff training on diversity and non-discrimination are necessary. While Delta employees are reasonably satisfied with their jobs, no employer can ignore data suggesting that 30 to 40% of its employees see racism, sexism, and sexual harassment as problems at their workplace.

APPENDIX A
SJDC Employee Questionnaire – Fall 2008

Thank you for participating in the Fall 2008 online employee survey. The results of this survey will be used as evidence for the college’s response to the recommendations provided by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges, and for planning purposes. The survey will allow us to chart the opinions of staff, faculty and administrators and to compare responses to prior year results. The survey takes about 10 minutes to complete and will provide valuable feedback on the state of the campus and employee perceptions about the college. 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 “Not Sure”.

Please submit your completed survey no later than August 22, 2008

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

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. The atmosphere of the college is one that welcomes and supports women in management positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The atmosphere at the college is one that welcomes and supports women in faculty positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The atmosphere at the college is one that welcomes and supports ethnic minorities in management positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The atmosphere at the college is one that welcomes and supports ethnic minorities in faculty positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Delta College supports and protects academic freedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The campus is safe and secure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The college is committed to high standards of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The administration promotes an effective teaching and learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The college community is provided with opportunities to understand and experience the value of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The institution is administratively organized and staffed to reflect its mission, size and complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your opinion on the following statements?

- A. Racism is not a problem at Delta College.
 Yes No Don't Know
- B. Sexism is not a problem at Delta College.
 Yes No Don't Know
- C. Sexual harassment is not a problem at Delta College.
 Yes No Don't Know

3. What is your opinion on the following statements related to students at San Joaquin Delta College?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. Students must meet high standards of achievement to be awarded a degree and/or certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most students at Delta are academically well prepared for college work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students receive a high quality of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cheating is not a problem at Delta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The college seeks to meet the diverse educational needs of its students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The college provides adequate opportunities for students to upgrade their basic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The college provides effective transfer services to four-year institutions of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What is your opinion on the following statements related to San Joaquin Delta College's Board of Trustees?

- A. The Board of Trustees effectively balances the requests and proposals of competing interest groups.
 Yes No Don't Know
- B. The Board of Trustees is effective in setting the overall policy direction for the college.
 Yes No Don't Know

5. What is your opinion on the following statements related to San Joaquin Delta College's equipment and facilities?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. Office equipment and furniture are suitable for their designated purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Delta College grounds are attractive and well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Delta College buildings are clean and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintenance equipment and vehicles are suitable for their designated purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What is your opinion on the following statements related to employee resources at San Joaquin Delta College?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Don't Know
1. The faculty and staff evaluation process assesses effectiveness and encourages improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All faculty and staff are provided with opportunities for continued professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Professional Development Center provides high quality training and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The college provides adequate computer facilities and computer support staff to faculty, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The college adheres to written policies ensuring fairness in all employment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What is your opinion about the following statements related to your overall satisfaction at San Joaquin Delta College?

- A. All things considered, Delta College is a great place to work.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
- B. All things considered, I am satisfied with my job at Delta College.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree

DEMOGRAPHIC INFORMATION

Gender

- Male Female

Classification

- Classified Staff
 Full-Time Faculty
 Part-Time Faculty
 Manager

Ethnicity

- African American
 Native American
 Asian
 White
 Filipino
 Hispanic
 Pacific Islander
 Other

Years Worked at Delta College

- 0 – 5
 6 - 10
 11 –15
 16 – 20
 More than 20