



San Joaquin Delta College

Campus Climate Summary 2023

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July 2023
www.rpgroup.org

Executive Summary

Introduction

San Joaquin Delta College (Delta), per their [Strategic Plan](#), strives to reduce equity gaps in student achievement while also meeting students' basic needs and promoting student health, wellness, and safety. Accordingly, the college collaborated with The Research and Planning Group for California Community Colleges (The RP Group) to conduct mixed-methods climate research aimed at understanding both employee and student experiences to advance campus culture. This executive summary outlines the findings from surveys of 527 employees (including classified/confidential professionals, full- and part-time faculty, management, and both short-term and student workers) and 1,580 students, as well as targeted focus group interviews with groups of historically underrepresented employees (n=17, including two faculty) and students (n=39) to better understand their unique experiences on the Delta campus.

Campus Climate Findings

Students

Students at Delta believe the college is welcoming and supportive of students from all backgrounds, though acknowledge there are areas for growth. Student survey results showed that around a quarter of respondents are concerned with basic needs and overall health and wellness (notably mental health). Students participating in the focus groups acknowledged that, generally, Delta helps meet their basic needs. In focus groups, students cited state-funded student support programs as pivotal to anchoring their academic journey and offering them a sense of belonging. Students believe their fellow students without this support do not have equal opportunities for success. Students in the focus groups generally agreed that health and wellness are critical to their success and that faculty consistently identify basic needs and health and wellness resources in their course syllabi. Safety on campus is a predominant concern. Many students refuse to enroll in night classes because of the lack of safety after dark. LGBTQ+ students report feeling especially unsafe, experiencing loud, offensive comments in public spaces, and not feeling comfortable defending themselves.

Employees

Employees concurred that fundamentally - and by their own accord - their individual basic needs were being met. However, they feel overextended by their child/dependent care responsibilities that aren't matched by employer flexibility, especially among classified employees. Participants suggested that increased opportunities for hybrid and flexible work schedules, such as half-day workdays on Fridays, would help alleviate this

burden. Employees perceived an inability to achieve work-life balance that was tied to negative feelings about their overall health and wellness. Employees expressly stated in the focus groups their general discomfort regarding their safety on campus. Bomb threats, shootings, the unhoused population, post-pandemic bigotry, and local crime rates contribute to a general sense among employees of anxiety on campus, especially at night. This finding is corroborated by survey data, which indicates that walking around at night presents the biggest safety concern for employees. In focus groups, the majority of employees cited being frequent targets of microaggressions, racism, and discrimination. Despite all of the feedback they had, it is worth noting that the vast majority of employees are proud to work for Delta college and enjoy coming to work.

Suggestions from Delta Students and Employees

Throughout the focus groups, interviewees offered numerous actionable suggestions to strengthen Delta's organizational culture. What follows are those suggestions that were prolifically cited across both student and employee focus groups in the areas of (a) safety, (b) health and wellness, and (c) diversity, equity, and inclusion. These suggestions were echoed in Delta's student and employee climate surveys.

Basic Needs

- Offer grocery store vouchers, possibly \$10 for markets around town.
- Increase communication efforts to ensure students know what housing support looks like and how to access and navigate it at Delta.

Safety

- Increase outdoor lighting and install blue emergency alert systems in the stairwells and dark spaces around campus to support greater feelings of safety and security.
- Require Delta's Department of Public Safety to host events that specifically address personal safety on campus.

Health and Wellness

- Increase the number of insurance benefits, mental health, and wellness workshops that are available to employees and students.
- Enhance marketing and communication around insurance benefits, mental health, and wellness events for students and employees.

Diversity, Equity, and Inclusion

- Increase both student and employee awareness and the college administration's acknowledgment of multicultural and religious holidays.

- Have the Delta College Office of the President and Board of Trustees put out a statement honoring the various cultures, histories, and traditions of the college's diverse students and employees.
- Extend the hours of the daycare center for student and employee parents who work or take classes after 4:00 p.m.
- Offer support groups for students and employee parents.

Professional Development and Flexible Work Scheduling *(cited by employees)*

- Design, offer, and mandate employee professional development on sexual harassment, cultural sensitivity, bias, and discrimination. For example, [Safe Zone](#) training (a free online resource for LGBTQ awareness and ally training workshops), especially for those in leadership positions.
- Invite all Delta employees to participate in staff retreats, so as not to exclude certain employees or employee groups.
- Increase opportunities for hybrid and flexible work schedules. For example, reinstitute the half-day Fridays in summer.

Conclusion and Recommendations

Delta students feel more welcomed and affirmed than do Delta employees. Based on the number of effusive comments that students made regarding Delta's student support services for those who are historically underserved, one can surmise that these programs provide a protective layer that may block or mitigate potential setbacks and challenges (i.e., microaggressions and harassment on campus). Whereas, employees do not have a parallel support system. Both students and employees expressly stated their general nervousness and discomfort regarding their physical and emotional safety on campus. Most students in this study refuse to enroll in night classes, and employees do not feel safe walking alone to their cars at night.

Based on the study's findings, The RP Group offers four chief recommendations for Delta College.

1. Develop a plan to consider, prioritize, and implement student and employee suggestions.
2. Work collaboratively with Delta College's Campus Police Department (DCCPD) to establish and maintain a community-oriented approach to safety.
3. Facilitate healthy habits and boundaries for work/life balance for students and employees.
4. Actualize strategies rooted in diversity, equity, and inclusion in an effort to enhance and improve the Delta experience for students and employees.

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Introduction

Overview of San Joaquin Delta College

A single-college district located in Stockton, California, San Joaquin Delta College (Delta) serves roughly 24,000 students annually, with nearly 61% females and 37% males (Cal-PASS LaunchBoard, 2020-21). Within this student population, the three largest racial and ethnic groups are Hispanic (~11,300 or 49%), Asian (~3,000 or 13%), and African American (~1,800 or 8%) (Cal-PASS LaunchBoard). Nearly 770 students or 3% of the Delta population identify as Lesbian, Gay, Bisexual, Transgender, and/or Queer Plus (LGBTQ+). First-generation students totaled 8,775 or 37% in 2020-21 (Cal-PASS LaunchBoard).

In fall 2020, Delta began an extensive, collaborative journey to establish a [2022-2027 Strategic Plan](#). This reflective process resulted in the following revised mission statement located in the San Joaquin Delta Community College District Strategic Plan Snapshot (Delta, 2022, p. 1):

We actively and continuously strive to be a student-centered, anti-racist, equity-focused college that serves the educational and economic development needs of our communities. We commit ourselves to high standards of teaching and learning, provide excellent career and transfer education programs, and offer high-quality support services which empower all students to pursue personal development and achieve their academic goals.

The mission statement is underscored by the following three strategic goals (Delta, 2022, p. 1):

1. **Student-centered:** Increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps.
2. **Innovative and Inclusive:** Improve operational practices to ensure access to an equity-minded, student-centered experience.
3. **Community-Focused:** Delta will initiate and promote community partnerships, increase engagement, and expand opportunities for innovation, entrepreneurship, and cultural and intellectual exchange.

It is also anchored by six high-level values: (a) Wellness and Safety; (b) Community; (c) Inclusion and Respect; (d) Social Justice and Equity; (e) Student-Centered; and (f) Inquiry and Innovation (Delta, 2022, p. 2).

The focus of this research and this report is directly connected to these six values. Specifically, this report covers employee and student experiences related to: (a) Basic Needs; (b) Health and Wellness; (c) Safety; (d) Diversity, Equity, Inclusion, and a Sense of Belonging.

Evidence of the college's commitment to its first strategic goal: "Student-centered: Increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps" is an effort to critically examine policy and practice (Delta, 2022, p. 1). With this strategic goal in mind, under the leadership of Delta's Office of Institutional Research and Effectiveness (IRE), the college conducted a climate survey in early 2023 to understand the perspectives and experiences of students and employees. Since Delta strives to reduce equity gaps, meet students' basic needs, and promote student health, wellness, and safety, as indicated in the Delta Strategic Plan, the climate survey aimed to understand stakeholder experiences and make Delta a better working and learning environment for all. Using the survey results, Delta hopes to build a stronger, safer, more equity-minded and anti-racist college community. The college cannot support its students if it is not concurrently supporting its staff. As such, the voices of both groups are included to identify the best ways to enhance the Delta experience for all.

In This Report

This report begins by describing the study's research methods. The report then presents the findings from the surveys and focus groups in great detail, using participants' own words to corroborate ideas and support survey findings. The report ends with a conclusion and recommendations section.

Methodology

The study employed a mixed-methods approach that included both quantitative and qualitative data and analyses. An employee survey (of all faculty and staff) was distributed immediately following Spring Convocation (January 13, 2023) when it was announced, and closed on January 27, 2023. The student survey opened on February 1, 2023, and remained open through February 16, 2023, with periodic reminders sent via email by Delta's marketing office. Students were incentivized to participate by being entered into a drawing for one of the following: one of ten (10) \$50 Amazon gift cards, one of twenty (20) \$25 Delta Bookstore gift cards, and five (5) opportunities to have lunch with College Leadership. Employees were incentivized to participate by receiving a \$5 gift card to the bookstore/food services and being entered into daily drawings for various other prizes from the college.

The employee climate survey contained 54 items, while the student version contained 63 items, primarily Likert scale questions. IRE distributed the climate survey in January and February 2023 to all Delta students and employees enrolled or employed at the time. Full copies of the surveys can be found in Appendix A. The RP Group named multiple high-level findings in its Delta Climate Survey Preliminary Results presentation shared with the Cabinet in March 2023. These findings are periodically integrated into the qualitative findings section of this report; however a full set of tables with survey findings can be found in Appendix B.

Delta then enlisted The RP Group to support critical next steps in its strategic planning efforts. The RP Group was delegated to host focus groups with underrepresented or marginalized populations (herein, demographic subgroups), where survey results revealed differential experiences for a given subgroup. These demographic subgroups included the following nine populations:

- (1) African American/Black **students**
- (2) African American/Black **employees**
- (3) Asian American/Pacific Islander **students**
- (4) Asian American Pacific/Islander **employees**
- (5) Lesbian, Gay, Bisexual, Transgender, and Queer **students**
- (6) Lesbian, Gay, Bisexual, Transgender, and Queer **employees**
- (7) Hispanic/Latinx **students**
- (8) Hispanic/Latinx **employees**
- (9) Parents who are also **students**

After the survey data collection and analysis concluded, focus group protocols were developed in collaboration by The RP Group and Delta to expand on the survey findings for various demographic groups at the college. Delta's Marketing and Communications team facilitated the recruitment of participants for the focus groups. The team distributed a flyer via email, social media, and text message to join a focus group interview with The RP Group (See Appendix C). If interested in participating, the flyer included a registration link for students and employees. Once participants registered their interest, The RP Group followed up with a direct message asking for confirmation and then sharing the Zoom link for the appropriate focus group (See Appendix D). In the recruitment flyer (See Appendix C), all students and employees from the designated subgroups in this study were especially encouraged to attend and told their voice matters.

Survey Domains and Focus Group Protocols

In collaboration with Delta, The RP Group developed the thematically driven focus group interview protocols (See Appendix E) to more deeply explore the results from the campus climate survey. Protocols were designed to target the experiences and perspectives of each demographic subgroup. The questions covered the following six domains:

1. Background and Demographics
2. Basic Needs
3. Health and Wellness
4. Safety
5. Diversity, Equity, Inclusion, and Sense of Belonging
6. Campus Climate: Advice for Delta

The focus group protocol took between 70 and 90 minutes to execute, depending on the number of participants in the session. The RP Group assigned a qualitative researcher from the same demographic background to serve as the interviewer for each of the nine subgroups. For example, an African American/Black researcher led the focus group with the African American/Black employees as well as a separate focus group with African American/Black students. Herein, the terms interviews and focus groups will be used interchangeably. Interview or focus group participants in this study are also referenced herein as interviewees.

Data Analysis

In this study, analysis of survey findings was conducted via the statistical software SPSS, while the analytic software, Dovetail, was leveraged to examine the qualitative data or the focus group interview transcripts. To offer a step-by-step glimpse at the qualitative coding process, The RP Group recorded the focus groups, uploaded the audio recording to Dovetail, enacted the transcription function of Dovetail, and then coded each transcript. The RP Group used a three-step formula for coding and data analysis. The first cycle of coding was descriptive in nature, whereby we simply assigned key words or phrases to topics or ideas that students raised in the focus group interviews. The second cycle included magnitude coding, which allowed us to view these emerging ideas or perspectives in order of magnitude or prominence. Finally, the third cycle of coding included pattern analysis, helping us recognize the relationships between and among emerging findings and key dimensions in the data.

Terminology

This research employs several key concepts used by the employees and students in this study. In some cases, the lead interviewer from The RP Group may have used the construct in a question (e.g., basic needs). In other cases, the interviewee may have used the term in their response (e.g., deadnaming - see below). For the purposes of this report, it is important to explain the following concepts to provide context to the findings.

- **Assembly Bill 620 (AB620)** amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students" (LGBTQ+ Point of Contact, n.d., para 1).
- **Basic needs** refers to food, housing, transportation, and child or dependent care as defined in this project by The RP Group.
- **Deadnaming** "is the act of referring to a transgender person by an incorrect name. Often, this is a name they were given at birth and no longer use" (Uplift Center for Grieving Children, n.d., p. 2).
- **Health and wellness** refers to physical and mental health and wellness and what one does to support their physical and mental health as defined in this project by The RP Group.
- **Pronouns (He/His/She/Her/They/Them)** are used to reference individual participants' gender identity. For the purpose of this research and in an effort to conceal identities, this report uses third-person plural pronouns (they/them).
- **Sense of belonging** refers to students' perceived social support on campus, a feeling or sensation of connectedness, and experiences of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers (Martinez & Munsch, 2019, p. 4).

Findings

The findings from this study are rooted in six primary discussion sections as outlined in the focus group protocol and aligned to the sections of the survey. The first part of the focus group gave students and employees an opportunity to share about themselves, such as their pronouns, their length of time at Delta, and their academic major or job role. The second part of the focus group centered on students' and employees' access to basic needs. The third part of the focus group concentrated on health and wellness. Fourth, students and employees were asked a series of questions related to how safe they feel on campus. The fifth part of the focus group centered on students' and employees' perceptions of diversity, equity, and inclusion and their sense of belonging. Integrated across the focus groups were invitations for participants to offer advice to Delta. Their suggestions created a sixth discussion area.

To begin this findings section, we describe the backgrounds and demographics of the students who participated in the survey and focus groups, followed by their experiences and perceptions related to (a) basic needs, (b) health and wellness, (c) safety on campus, and (d) diversity, equity, inclusion, and sense of belonging. Next, we describe the backgrounds and demographics of the employees who participated in the survey and focus groups, followed by their experiences and perceptions regarding (a) basic needs, (b) health and wellness, (c) safety on campus, and (d) diversity, equity, inclusion, and sense of belonging. We conclude the findings section with an examination of how the experiences of these groups intersect and their advice to the college to improve employee and student outcomes.

Students

Backgrounds and Demographics

Survey responses were received from 1,580 students. Of the student group, the largest proportions of respondents were women (65%), straight/heterosexual (68%), Hispanic/Latinx (46%), and 18-20 years old (45%). See Appendix B for more detail.

Subsequently, 39 students taking a combination of online, hybrid, and in-person classes participated in the focus groups. Survey respondents most commonly reported majoring in art, business, child development, nursing, psychology, and Spanish. Students had been enrolled at Delta for anywhere from one to six years. As can be seen in Table 1, per the information shared in an interest form, focus group participants were predominantly women (74%) though were more diverse in other demographic characteristics. Overall, the survey and focus group populations were more racially/ethnically diverse than the overall student population at Delta.

Table 1. Student Survey and Focus Group Participants' Demographics

	Survey		Focus Group		All Delta Students ¹	
	#	%	#	%	x	%
Gender						
Female	790	65%	29	74%	9,520	59%
Male	345	28%	5	13%	6,348	39%
Nonbinary/Other Gender	131	11%	4	10%	n/r	n/r
Prefer not to disclose/unknown	46	4%	1	1%	300	2%
Transgender						
Yes	41	3%	3	8%	n/r	n/r
No	1,176	97%	35	90%	n/r	n/r
Unknown	n/a	n/a	1	3%	n/r	n/r
Sexual Orientation*						
Straight/Heterosexual	826	68%	24	62%	n/r	n/r
LGBTQ+	421	35%	13	33%	n/r	n/r
Prefer not to disclose/unknown	91	8%	2	5%	n/r	n/r
Age**						
14-17	119	10%	0	0%	7,742	48%
18-24	806	67%	18	46%	4,479	28%
25-29	97	8%	5	13%	1,451	9%
30-39	112	9%	8	21%	1,534	9%
40-49	56	5%	6	15%	600	4%
50+	32	3%	1	3%	620	4%
Unknown	0	0	1	3%	0	0%
Race/Ethnicity*						
American Indian or Alaska Native	42	3%	1	3%	46	<1%
Asian	394	32%	13	33%	3,129	19%
Black	116	9%	5	13%	1,119	7%
Hispanic/Latinx	569	46%	16	41%	8,181	51%
Middle Eastern/North African	24	2%	1	3%	n/r	n/r
Native Hawaiian or Pacific Islander	24	3%	1	3%	114	1%
Other	n/a	n/a	1	3%	1,216	8%
White	291	24%	10	26%	2,363	15%

*Percentages may total more than 100% as participants could select "all that apply."

**The ages listed are from the focus group form, whereas the survey age categories were slightly different (14-17, 18-25, 26-30, 31-40, 41-50, >50). For all Delta students, the categories are 19 or less, 20-24, 25-29, 30-39, 40-49 and 50+

Basic Needs

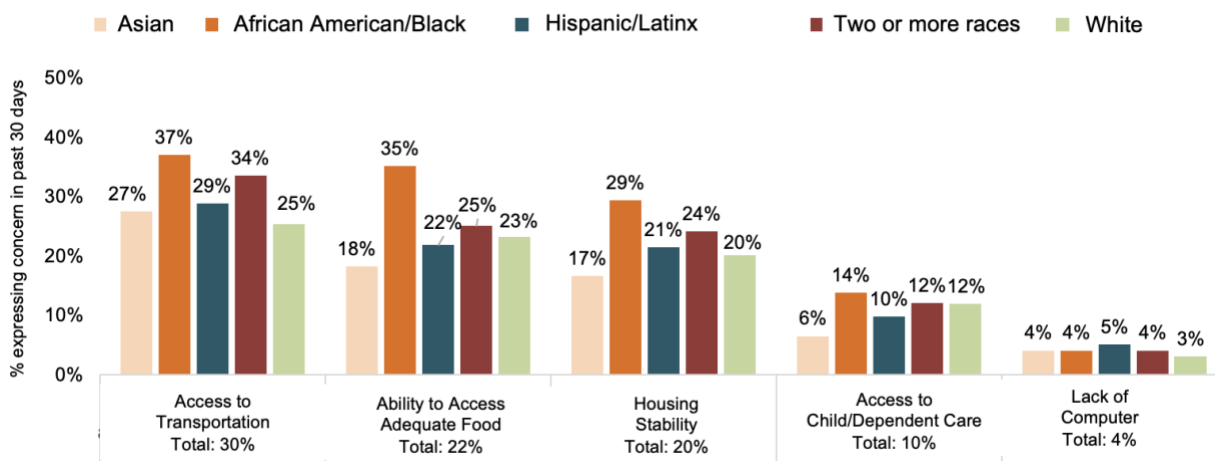
The student survey asked respondents to indicate whether, in the past 30 days, they had concerns about any of the following: access to transportation, ability to access adequate food, housing stability, access to child or dependent care, and/or a lack of a computer. Nearly a third of students (30%) indicated transportation concerns, while one in five students indicated concerns about their ability to access adequate food (22%) and expressed concerns regarding their housing stability (20%). While less frequent,

¹ DataMart Fall 2022

10% of students indicated concerns about their access to child/dependent care, and 4% indicated concerns about having a computer.

As shown in Figure 1, breaking these concerns out by race/ethnicity reveals that African American/Black students are more likely to report not having their basic needs met with the exception of access to a computer.

Figure 1. Students' Basic Needs Concerns by Race/Ethnicity



Focus group findings presented a more positive picture.² Across the focus groups, students cited the following resources as most pivotal to their academic journey: accessibility around campus (e.g., elevators, ramps for strollers), CalWORKS, Community Medical Center (CMC), Extended Opportunity Programs and Services (EOPS), financial aid, food pantry, mental health counseling, the Pride Center, and the Puente Program. Students who are also parents shared stories of unprecedented hardship and struggle (e.g., food and financial insecurity, depression and anxiety, lack of housing and transportation). One student remarked how these various forms of assistance allowed them to muscle through the financial burden of the pandemic.

I'm also working to be able to get us out of this situation, to be stronger. And the resources that we had that were available at Delta College really helped us survive throughout all those struggling financial moments.

In another excerpt, a student described the impact of the availability of the CMC. The interviewee describes insisting that their friend take advantage of the free medical resource.

² Though note, the demographics of those who have the capacity to participate in a focus group may differ from those who are facing significant basic needs insecurities.

There's also a community health center, and I think yesterday, my friend was saying that his kidney's been hurting these past three years. And I was like, "That's not okay." He thought it was normal, and I was like, "No, we're gonna take you here, and you're gonna make an appointment because we have this, and we need to take advantage of this." So, we went, and I talked to the lady, and she was like, "It's okay because you, you're a student of Delta College, you can get an appointment with the doctor here." So it was pretty good, and he has an appointment next week, so it was pretty soon.

Specific to Hispanic/Latinx students, focus group participants noted how the Puente Program led them to other available resources on campus, like EOPS. This particular connection was critical given the student's financial limitations as a nursing major.

Because of [Puente], I had a lot of access to other people throughout Delta College and I had the opportunity to meet them and they have provided me resources, such as EOPS, which is something else, which is very good because [EOPS] has paid for my books...I'm a nursing major, so books are expensive, especially with anatomy, chemistry, and all those books, they pay those books off for me. My parents cannot contribute money to me, so I have to pay off my own stuff.

When it came to supporting their basic needs, multiple students in the LGBTQ+ focus groups specifically referenced the benefits of Delta Pride Center, revealing that they felt protected in this safe space. Students also shared that their basic needs resources were more comprehensively explained and more available to them via the Pride Center. As one student described:

Professor [name redacted], she talks about a lot about the food pantry and I think she worked there for like six years, and so Delta makes sure that every student knows about all the necessities and all the things that are given to students and I think it's wonderful because I also get, I don't know if anyone else does, but I get a lot of emails about basic necessities to make sure that I know what I have and what I'm accessed to and I think it's really helpful for people.

The most robust conversation regarding basic needs came from students who are also parents. Students who are also parents shared stories of unprecedented hardship and struggle (e.g., food and financial insecurity, depression and anxiety, lack of housing and transportation). For some, Delta is a source of refuge, where they can have their basic needs met, and build their sense of stability as a family. In the case below, one student parent describes their personal connection with CalWORKS, one of the multiple student support services offered to low-income student parents at the college.

...when I started off at Delta, I was freshly moving up here. I was facing homelessness, I was on emergency homeless aid with my two kids and at the [hotel redacted] and then we got into the...family shelter and we were on extended stay due to the pandemic. And then from there, this whole journey of when I was living out of a motel with my kids in a shelter until I got my apartment, I was a student at Delta and the CalWORKs department literally became my family because I have no family up here...[CalWorks] has been my life source and just spoke life into me and made me believe in myself.

A handful of student parents cited that they learned about basic needs resources in class from faculty members, in their course syllabi, and or on social media. However, multiple students said increased clarity and communication around the services and resources available to students who are parents is warranted. Not all students who are parents have routine access to the Internet and or time to investigate resources, so the more awareness they receive, the better.

Of note, the majority of student interview participants in the African American/Black student focus group identified as Black mothers. In the student focus group, they described their positionality in society and the fact that they prioritize the basic needs of their children over their academic pursuits. In the first quote, in sharing their experience, the student describes Maslow's hierarchy of needs (Maslow, 1943) - - without food and safety, learning is impossible.

It's hard to focus on school if you don't have a place to stay or if you don't have food or if you don't have a way to get to school, or if you don't have someone to watch your children. I have two kids. So, if your basic needs are not met, if my basic needs are not met, I can't continue with school, I can't focus on it because I will be so focused on trying to make sure those needs are met first before furthering my education. I have to make sure that my kids are safe and have a place to go and have food on the table.

In this second quote, an African American/Black interviewee reflects on their positionality as a student with and without children. Again, this interviewee invokes Maslow's hierarchy of needs (Maslow, 1943), asserting that without food, clothing, and shelter, learning is out of the question.

I didn't have to worry about not having food or anything, but if I was in that predicament and I'm hustling, bustling, I would just hustle and bustle at work, make sure that my main essentials are handled, and I would push school off

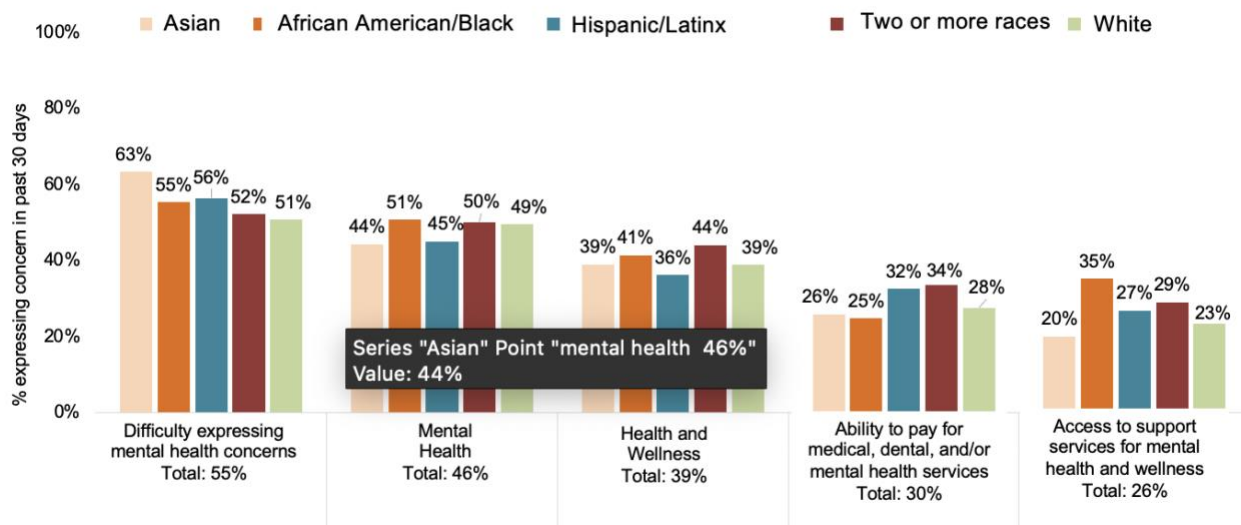
because right now I gotta think about my livelihood. I'm a mother now, but back then, I wasn't. But if I was in that situation as a mother, school would definitely be on the back burner and I would pick up that second job for me and my son not to go homeless for him to say that he's hungry or lights off or not enough money to buy clothes or anything for him, the priorities definitely get shifted.

Health and Wellness

The student survey asked respondents to indicate whether, in the past 30 days, they had concerns about any of a number of health and wellness issues. Thirty-nine percent expressed concerns about their overall health and wellness. Further, nearly half of students (46%) expressed concerns about their mental health, 55% of whom also noted difficulty sharing such mental health concerns with people close to them. When it comes to health and wellness supports, 10% of students were concerned with their ability to pay for medical, dental, and/or mental health services, while 26% were concerned about their access to support for such services.

In the survey, Asian students indicated having the most difficulty expressing their mental health concerns, while African American/Black students had the highest level of concern regarding their access to support services for mental health (see Figure 2).

Figure 2. Students' Health and Wellness Concerns by Race/Ethnicity



Across the focus groups, students confirmed that faculty consistently identify health and wellness resources in their course syllabi. Students noted that health and wellness are critical to student success and that they need to focus on their physical and mental well-being in order to succeed in school. In the words of one student:

So, if you are not physically or mentally well, it's nearly impossible to focus on school. So, if you don't have access to resources to make sure that you're physically well and mentally well, school is most likely not gonna go well for you.

However, chronic stress impacts health and wellness. Connectedly, while 55% of all student survey respondents indicated that they struggled expressing their mental health needs, focus groups findings revealed this struggle is often related to cultural/generational challenges, the fear of letting people down, being a burden, etc.

Students in the African American/Black student focus group had a robust discussion regarding how the lack of physical and mental well-being for African American/Black students creates chronic stress, which negatively impacts their ability to succeed in college. One had an interesting suggestion to mitigate this issue.

There should be a wellness counselor, just wellness in general, just for you to pop in, just like how they accept drop-ins. The smallest conversations could go a long way for people, even if it's just 15 or 20 minutes to check in with somebody to ask them how they are doing or to ask - is there anything that you need? Is there any kind of support that you need somebody to sit with you?

Students across focus groups varied in their awareness of the health and mental health services offered by Delta. Some students claimed they were aware Delta offered services but were unclear on the nuances of the offering. For example, students had these questions: What is covered by their student health services? Is mental health covered by Delta College? If it is, does the student need to pay out of pocket for services? Can the student utilize their own health insurance to pay for mental health services at Delta?-What is the difference between a mental health therapist and a counselor? One student described:

I knew [Delta] had mental health services at campus because last semester my mental health started declining, and I still have yet to see a professional mental health therapist or counselor. But I know that the campus has mental health services; they don't specify what kind of mental health services they have. Like if they actually have a therapist or counselors willing to talk or if you need to utilize these services, will it cost you like out of pocket is there or if your medical insurance qualifies. So that's also another thing I think they should specify but they don't.

Those who did know about the offerings, often touted their benefits. The majority of students felt that Delta offers adequate mental health and counseling services. They remarked that once they located mental health services, they indeed took advantage of these resources. Students agreed that the Community Medical Clinic (CMC) was incredibly helpful to their health and well-being.

I started in the semester, and I just had a lot going on, and I was able to get a behavior therapist and I was meeting with them four times a month...And then also I took my children there. I've [received] care for myself with the doctors. I love it because they have a nursing room. It is so amazing. I just feel like I have VIP [treatment] in there.

Student parents specifically spoke to the local convenience of booking an appointment at the CMC that fits within the hours of operation of the Child Development Center and one's course schedule. As one student parent noted:

It's very resourceful, and being able to have an appointment between dropping off my daughter, she goes to the [Child Development] Center here, too. So I actually have an appointment this Friday. I'm going to be dropping my daughter off at her sign-in time and then going to my appointment, and then work right after. So to me, it's very beneficial, and it's just like an awesome resource to have as well.

When it came to learning about offerings, some students noted that their community college professors alerted students of the available resources, which was deeply appreciated.

It even took me a while to even figure out how to like pick my classes, which is something that now I of course know how to do. But I felt like in the beginning, I didn't really know I had these resources and as time went on, Delta made sure that I knew that I had these resources... My anthropology professor, she is the person that helped me main figure out and maneuver the counseling program here at Delta. And I think that really helped me because as of right now I'm not in therapy and I know that I still do need an occasional pep talk or to talk to somebody whether it's about school or it's personal issues.

Lastly, specific to the LGBTQ+ student focus group, participants noted how the Pride Center acts as a mental health resource for all the LGBTQ+ interviewees. In the words of one student:

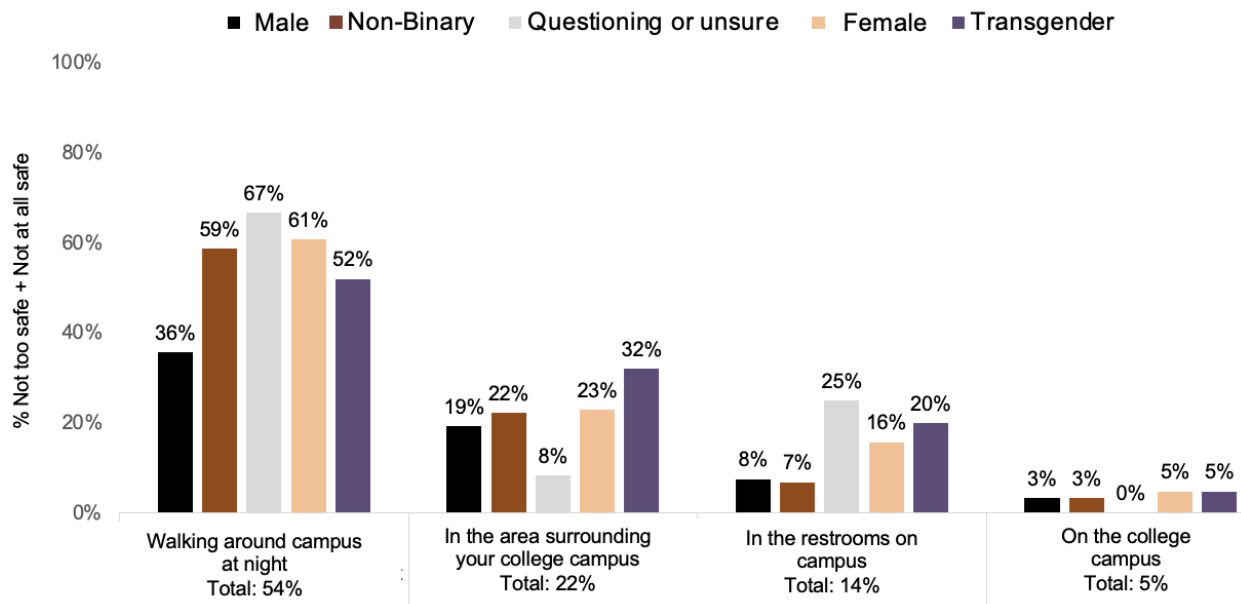
I think the belonging that I find in the larger community, the belonging of the Pride Center and the other centers on campus contribute to my mental wellness, because I feel like I have a direction now.

Safety

Survey questions asked students their perceived level of safety in a variety of areas around campus. As was the case in the employee survey, results made clear that, regardless of demographic, students do not feel safe walking around campus at night.

Further disaggregation of the survey findings revealed significant differences among students by their gender identity (See Figure 3). Students who identify as transgender, non-binary, questioning/unsure, or women expressed higher levels of concern about their safety on campus. Transgender students were more likely than other students to feel unsafe in areas surrounding the campus.

Figure 3. Students' Safety Concerns by Gender Identity



In focus groups, students commented on the safety alerts shared by Delta Campus Security, describing them as alarming and, as a result, they are persuaded not to use the campus restrooms. Students' feelings of safety are influenced by foot traffic on campus. If students were in a high-traffic area, they felt safe. If the area was a "ghost town," they felt uneasy.

The campus feels like a ghost town sometimes. When you walk through, it feels very empty. There's not that much security and I understand the cops and

security can't be there 24/7. But as a young woman, when you're walking through campus, and it feels empty, you get a sense that someone is waiting around the corner, like you can get rushed real quick and it brings some sense of worry when it's a little bit later and you're coming back from night classes and you gotta walk through and get all the way to the parking lot.

Many students across focus groups refuse to enroll in night classes because of the lack of safety on the Delta campus after dark.

[I] don't even take night classes. I mean, I'm kind of interested and open-minded but I have more fear so I will just take an am or online [class] and that seems more beneficial for me.

Students commented that the safety alerts shared by Delta Campus Security puts out safety alerts, but those are not enough. As one student described:

...there are some types of alerts students get in our Delta emails about the different scenarios that are happening on campus. And when I go to campus, I don't see that our campus is monitored closely enough to the point where it would give me peace of mind if a situation happened, like somebody's around to de-escalate it or to help me immediately. I wouldn't be lingering on campus. I would feel uncomfortable.

Along these lines, students also shared that by the time they are able to alert campus safety about an emergency, it is seemingly too late. In the words of one student:

There's also a lot of homeless and I have seen homeless and I know they don't mean no harm to us, but sometimes we just don't know what their mental state is. So, by the time we reach for help, it's kind of difficult.

In line with survey findings, focus group participants also described feelings of their physical safety being at risk in the bathrooms. One student commented:

My first year at Delta I was taking an early morning class in person and a classmate of mine, ...she got attacked in the women's bathroom and the bathroom was very close by [her classroom] and [when] she came back to the classroom the teacher helped her with everything, but it was a homeless man who attacked her and I guess from I what I heard their cameras are not functioning and so they couldn't really like see the whole perspective.

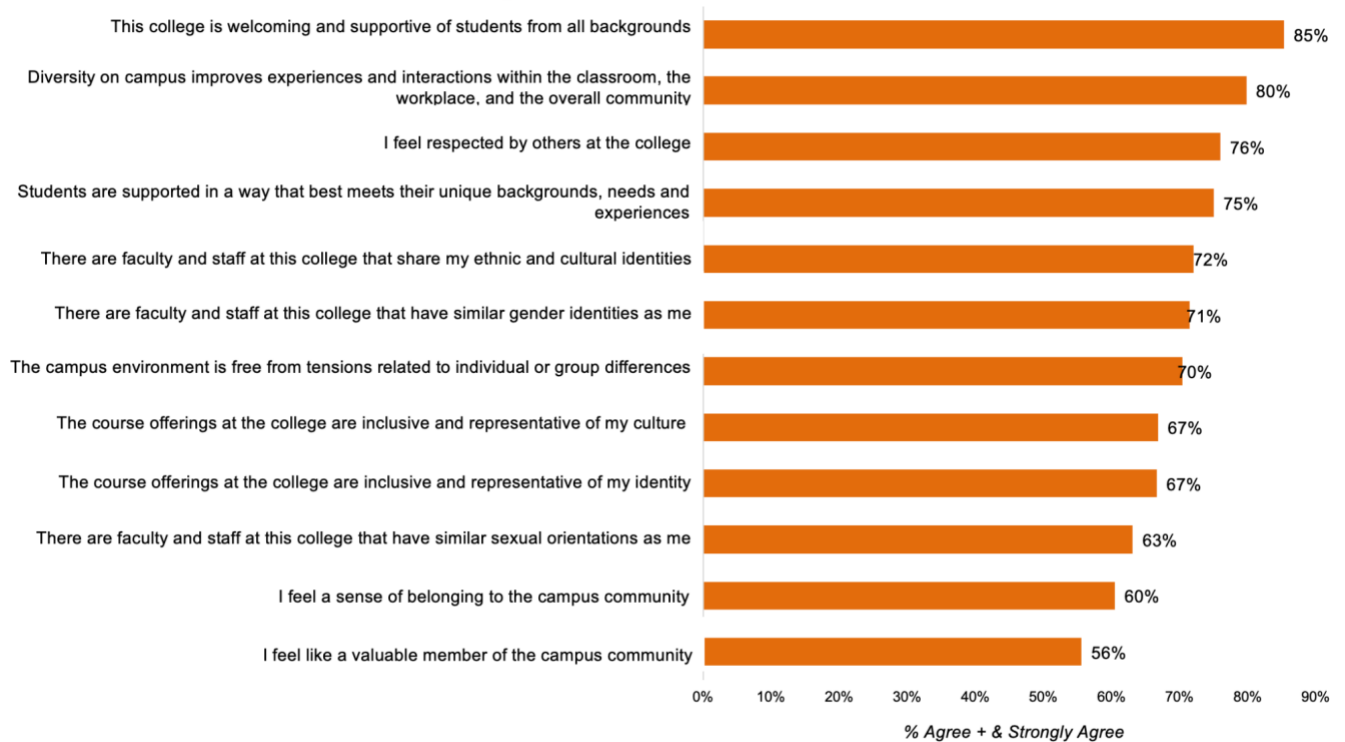
When it came to feelings of safety, students in the LGBTQ+ focus group tied their feelings of safety to their identity. Students in the focus groups shared how they had experienced loud, offensive comments in public spaces and do not feel safe or comfortable defending themselves. Students reported that they had experienced or witnessed discrimination—in person and online—based on sexuality or gender identity/expression. LGBTQ+ students do not always feel safe reporting incidents of discrimination on campus and do not always trust that issues will be resolved satisfactorily (i.e., they will still have to be in class or in contact with the offender), as cited in the following quote:

I think that is also another internal issue when it comes to the [LGBTQ+] community is that a lot of people are afraid to talk about if something has happened to them because they don't know if they'll be understood or if there's even going to be any type of repercussion. I know a lot of the times that when I was reporting something that has happened to me, usually nothing would be done or they would do something minuscule like, "Oh, we'll just change your schedule, but [the offender] will still be around you but you guys won't be in the same class."

Diversity, Equity, Inclusion (DEI) & Sense of Belonging

Survey questions asked students to indicate their perceived sense of belonging on campus. As can be seen in Figure 4, generally speaking, students reflected positively on their experiences, with 85% of students agreeing that Delta is welcoming and supportive of students from all backgrounds and three-quarters agreeing that they feel respected by others at the college. That said, only 60% of students agreed that they feel a sense of belonging to the campus community, while only 56% agreed that they felt like a valuable member of the campus community.

Figure 4. Students' Perceptions of the Campus Climate



Students in focus groups cited the following campus support services as sources of belonging, fellowship, and compassion: AFFIRM, CalWORKS, EOPS, EPIC Learning Community, and, among LGBTQ+ students, the Delta Pride Center. It should be noted that not all students in focus groups belonged to one of the aforementioned groups, but those who did, eagerly noted their belonging to this College program. Generally, focus group participants concurred that there are many wonderful and caring professors at Delta who support diversity, equity, and inclusion initiatives and take the time to connect with students. Delta faculty were described as inclusive, open-minded, and student-centered. In the words of four students:

I feel like the faculty is doing a good job promoting diversity and equity because my professor last fall, [redacted] who is a Filipino American for my political science class, he has been on a bunch of commissions and boards with the Board of Education and certain government programs. So he knows about diversity and equity.

I am taking an English course right now and my professor is [redacted] and she, not only does she teach English, but she also has taught us about Mexican American struggles. And so, I just liked that she implemented that because it made me feel seen and heard in a different way that I've never felt understood.

The professors at Delta are passionate about their work and they are there to teach the students and if they see you failing, they will personally take time out of their life, their day [to ask] “How are you doing?” A phone call, a text, a meeting, and they get to the problem.

I like it even online, like you feel the diversity. Like our teachers, most of the classes I've been in, the teachers try to get us to like to mix and mingle, communicate, even if it's just like during a discussion post.

Focus group participants shared that the Delta website is a good resource and signals to prospective students that Delta promotes inclusion and has resources for them.

When I graduated, it was in the midst of COVID and... it felt like I was just not really around people. I saw them digitally, but it didn't really feel like there were people. But as I started to mix into a hybrid schedule and started to attend in-person and visit the campus, I would say that it felt very welcoming. I noticed it was very diverse. There was a lot of inclusivity. There were a lot of groups and there were a lot of things that I could take part in that include things for people who are of color or people who are queer and everything. So, I would say that for me, yeah, it feels very welcoming.

Students' shared how membership in certain groups (e.g., CalWorks, EOPS) gave them a sense of fellowship and security. If they were not members of these support programs, they were more likely to express feelings of detachment from campus and frustration with their constant struggle to make ends meet. Interview participants who were also online students and parents, commented that being an online learner only exacerbated these feelings of remoteness from the college. When asking focus group participants about their perspectives, one student parent remarked, “I'm mostly online and I have a nine-month-old, so I'm at home most of the time, so I don't really get to experience those things, unfortunately.”

When it came to the experiences of specific groups of students, African American/Black student focus group participants shared much more mixed experiences when it comes to microaggressions and discrimination on campus. African American/Black students shared experiences of microaggressions such as the following about an interaction with a White faculty member who falsely accused the student of academic dishonesty.

He was just like, “Did you write this?” And I was like, “Yeah I did.” And he's like, “Are you sure you wrote this?” I was [being given the] third degree about my research paper and I was just like, “Well, where else would I get it from? Of

course I wrote it.” I don't know if that can be totally tied to being an African American student, but that teacher was not African American, he was a White dude...I wanted to know how come this work couldn't have been mine? I appreciate you saying that it's good work, but how come it couldn't be mine? It was too good...to come from me?

As a result of racial tension with faculty, multiple African American/Black students reported that they served as their own self-advocates. In the excerpt below, a female focus group participant shared what it is like to self-advocate and then be harshly judged for effectively communicating their own needs.

I'm gonna do the assignment, but I'm also gonna tell you how I feel about it because I felt like it was unfair. But then, to treat me like I'm the aggressor for speaking up goes to something different for African American females where when we speak up, we're all of a sudden an aggressor.

In contrast to feeling alienated or singled out, one student in particular lauded Delta's AFFIRM program, an academic support service aiming to increase the retention and transfer rate of African American/Black students. According to this focus group participant, AFFIRM has underscored their sense of belonging at Delta:

We have wellness circles where we all get together, we chime in, we do yoga, we have a discord where we do our rants and raves. It is like a big community and you don't even have to be Black. We have a diversity of all colors in that program but I know...the majority of us are Black...and it just gives us that sense of a family feeling, and we're all in this together, and we have all pretty much the same gripes and complaints, and we figure out how we can tackle, and you get words of encouragement, and it's just an awesome program.

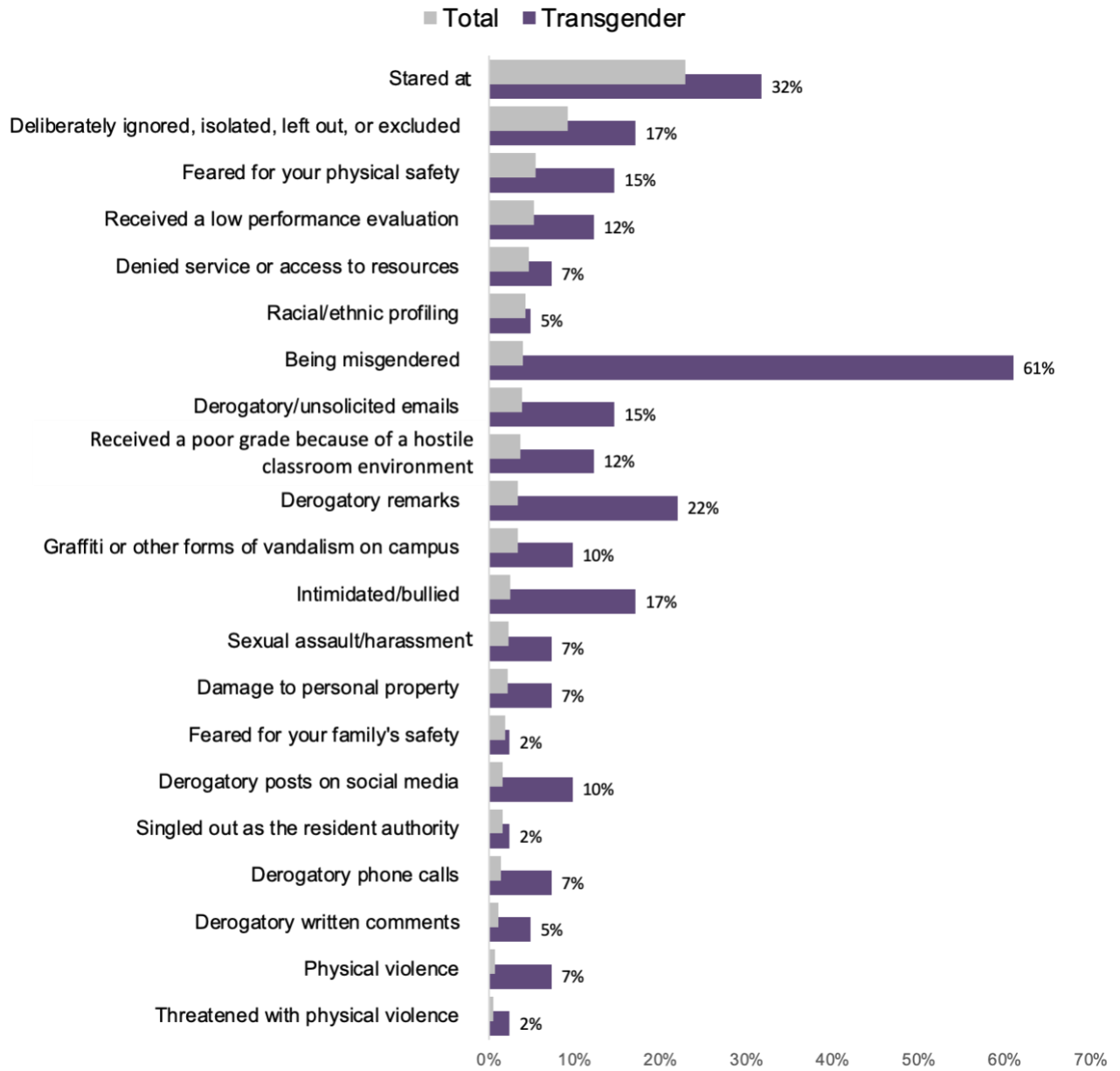
Just as African American/Black students touted the benefits of AFFIRM, students in the AAPI focus group's sense of belonging was illustrated by their engagement with EPIC Learning Community, a student support service for Asian American and Pacific Islander students. This campus resource is available to all students, regardless of whether they take online, hybrid, or in-person classes. It should be noted that students commented that it is more challenging for online students to find a sense of community. The two comments below spotlight the value students see in participating in EPIC.

If I wasn't part of EPIC, I would've been really lost and I wouldn't have a sense of community because if I were to only take online classes, of course I'd be excluded from being on campus and being part of programs on campus.

I had a similar experience with EPIC during my freshman year where I met a lot of people from the Asian American Pacific Islander community and it made me feel really welcome. Even now, I don't participate in the club as much, but I'm still close with the advisors and the counselors there who still are my counselors even now.

In the student survey, transgender students were much more likely than the general student population to report experiencing discrimination (See Figure 5).

Figure 5. Discrimination by Transgender Identity



In the focus group, LGBTQ+ students shared how faculty responses to LGBTQ+ students are diverse and complicated. Student interviewees suggested some faculty are exceptionally kind and inclusive, while others are clearly uncomfortable or display cultural incompetence or, to a lesser degree, outright discrimination. In the words of one student:

Some professors are very kind and they're very accepting. But others ...give off a sense of tolerance rather than acceptance, where they won't complain or they won't say anything bad against your identity or how you choose to present yourself. But they won't, be openly supportive.

LGBTQ+ focus group participants shared how the Delta Pride Center is a substantial resource, offering assistance and support without judgment primarily to the LGBTQ+ community. For example, students find information about basic needs, student clubs, and mental health. They can use the printer, study, and eat in the Center (unlike at the library). Students in the focus group reported that they feel at home in the Pride Center.

Lastly, students described registration flexibility as one way the college could foster a greater sense of belonging among students. Being able to work, attend school, and parent are vital to student success. As one student shared:

...you know how like the nursing program, a lot of the stuff can't be done online. A lot of it's in person. So it's actually really hard sometimes, especially the first quarter for me to sign up for classes that were appropriate for me to be able to continue to do my job, which in turn would have impacted my benefits and my income. And I realized that I was actually able to request with the registrar to move my registration time so that I could pick classes that allowed me to continue work. And that honestly is the reason I was able to stay in the program.

Employees

Backgrounds and Demographics

Ultimately, survey responses were received from 527 employees. Of the employee group, the largest proportion of respondents were women (62%), straight/heterosexual (82%), White (53%), and over 50 years old (42%). Most employees were either classified/confidential (40%) or faculty (42%; See Table 2). A full table of participant demographics can be found in the tables in Appendix B. Subsequently, 17 employees (including two faculty members) participated in the focus group interviews. As can be

seen in Table 2, demographic data collected on focus group participants via a brief interest form reveal that focus group participants were quite varied in their demographic background. Further, based on additional information shared in the focus group, participants ranged in their length of service at the college, from less than a year to nearly 20 years of employment. They represented various offices and departments across academic, student services, and administrative units on campus - Administrative Services, Human Resources, Instruction, Student Services, and the President's Office.

Table 2. Employee Survey and Focus Group Participants' Demographics

	Survey		Focus Group		Delta Employees	
	#	%	#	%	#	%
Gender						
Female	285	62%	12	71%	555	58%
Male	140	30%	3	18%	403	42%
Nonbinary/Other Gender	9	2%	1	6%	0	0%
Prefer not to disclose	27	6%	1	6%	0	0%
Sexual Orientation						
Straight/Heterosexual	377	82%	7	41%	n/r	n/r
LGBTQ+	61	13%	7	41%	n/r	n/r
Prefer not to disclose	43	9%	3	18%	n/r	n/r
Age**						
18-24	22	5%	0	0%	219	23%
25-29	30	6%	2	12%	age	age
30-39	101	21%	6	35%	18-39	18-39
40-49	128	27%	7	41%	285	30%
50+	199	41%	2	12%	454	47%
Race/Ethnicity*						
American Indian or Alaska Native	23	5%	1	6%	9	1%
Asian	77	17%	3	18%	112	12%
Black	31	7%	4	24%	46	5%
Hispanic/Latinx	143	32%	7	41%	184	19%
Middle Eastern or North African	10	2%	0	0%	n/r	n/r
Native Hawaiian or Pacific Islander	12	3%	1	6%	8	1%
White	239	53%	5	29%	372	39%
Unknown					277	24%
Job Classification						
Classified/Confidential	209	40%	n/r	n/r	406	42%
Faculty	219	42%	n/r	n/r	528	55%
Management	53	10%	n/r	n/r	24	3%
Short-Term Worker	27	5%	n/r	n/r	n/r	n/r
Student Worker	16	3%	n/r	n/r	n/r	n/r

*Percentages may total more than 100% as participants could select all that apply.

**The ages listed are from the focus group form, whereas the survey age categories were slightly different (18-25, 26-30, 31-40, 41-50, >50).

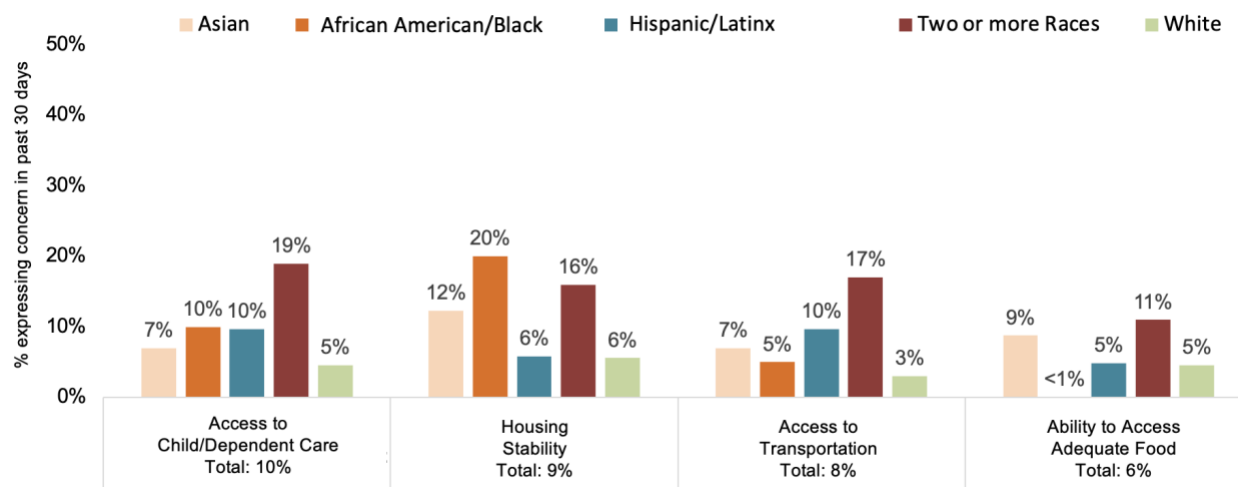
What follows are thematically organized findings presented in the following order: (a) basic needs, (b) health and wellness, (c) safety on campus, and (d) diversity, equity, inclusion, and sense of belonging.

Basic Needs

The employee survey asked respondents to indicate whether, in the past 30 days, they had concerns about any of the following: access to transportation, ability to access adequate food, housing stability, and access to child or dependent care. Overall rates of concern regarding basic needs were relatively low, with 10% of respondents expressing concerns about access to child/dependent care, 9% expressing concerns about housing stability, 8% expressing concerns about access to transportation, and 6% expressing concerns about the ability to access food. However, some demographic differences were noted.

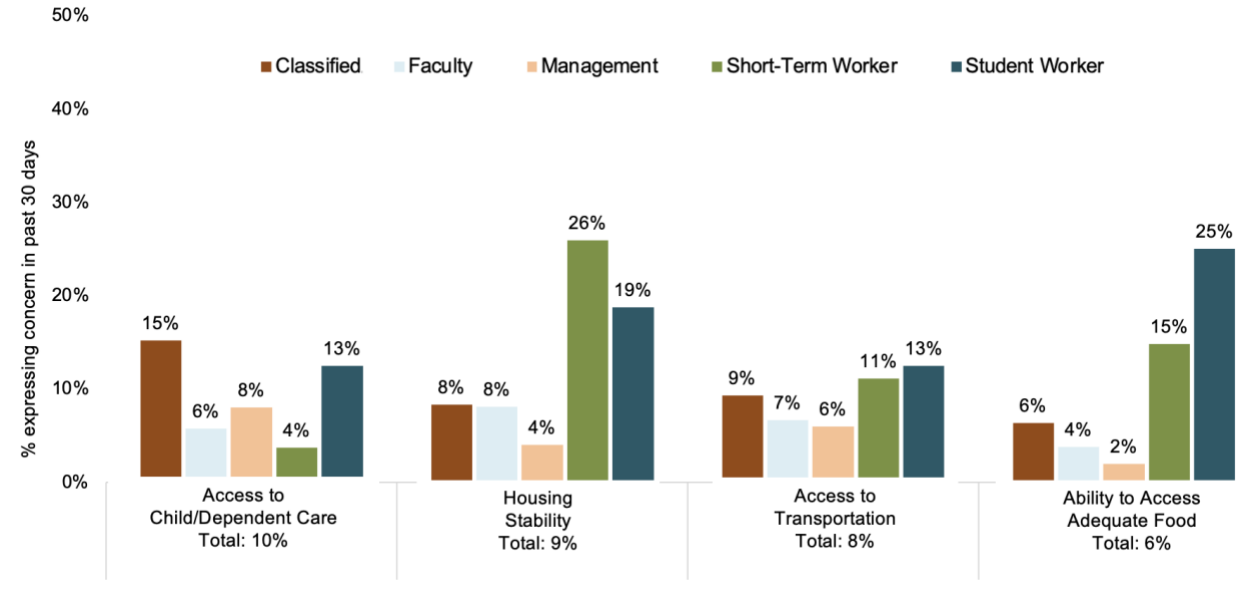
As can be seen in Figure 6, African American/Black employees were more concerned about housing than employees from other ethnic groups, while employees of two or more races were more impacted by basic needs of all types than their peers.

Figure 6. Employees' Basic Needs Concerns by Race/Ethnicity



Further, as can be seen in Figure 7, short-term workers were especially concerned with housing, classified professionals (including confidential employees and Police Officers Association) were most concerned with child/dependent care, and food and housing were the biggest concern for student workers. Generally speaking, management had the least concerns across all areas except child care.

Figure 7. Employees' Basic Needs Concerns by Job Classification



In the focus groups, employees concurred that fundamentally, their individual basic needs were met. However, there are nuances to their circumstances. Employees asserted they would have increased opportunities to meet their *own* needs and the needs of their families with a hybrid/flex work schedule. In the quotes below, employees reference two policies that are impacting employee flexibility and satisfaction. The first excerpt also denotes a longstanding change in practice that took employees by surprise.

We usually have ...half days in the summers for Fridays. We often close at 12:00 p.m. This year, we're working Monday through Friday, 8:00 a.m. to 5:00 p.m. And it's really disheartening for staff to hear that this thing that's been in place for many, many years [half days on Fridays], all of a sudden now we have to work Monday through Friday, [and] have coverage essentially 8:00 a.m. to 5:00 p.m.

I think the pandemic has shown us the level of flexibility that is almost needed across the board. Not just for certain areas, but I think across the board. But ...our Board of Trustees put in a policy that pretty much doesn't allow anybody to work remotely. They put a policy in place that didn't allow for certain departments - that could potentially work remotely - they put a policy in place that wouldn't allow that.

Hispanic/Latinx employees indicated that they would appreciate advice on financial investments and economic security. This portion of the conversation centered on the

perceptions among the Hispanic/Latinx employees in the focus group that they are centrally responsible for meeting the basic needs of their nuclear and extended families. As a result, these interviewees felt that Hispanic/Latinx employees are disproportionately impacted when they need to leave work to take care of family commitments. This familial obligation intersects with how they believe their Delta colleagues perceive them. Below we share two quotes to illustrate this perception. In the first excerpt, an employee disclosed their vulnerability in leaving work to care for their elderly, sick parent. Earlier in the session, they explained that their parent fell and called the employee at work. The employee articulated how the image of them leaving work is disconcerting.

So then I took the time off to go and pick [my parent] up, take her to the doctor, only to be told that the doctor had just left. And so, they were waiting for me back at work. So it's little things like that when they happen, I think for me it sends the image that you're not prepared, you're not doing what you're supposed to be doing or you wouldn't be in the situation.

In the second example, a younger employee with small children reported their insecurities around family caretaking and what balancing work and home life may require in the Hispanic/Latinx community.

I'm Mexican and we tend to have big families and have kids younger. I do feel like that's one area where there's some insecurity with my [spouse] and I. We are fortunate enough to get paid well [redacted] at Delta. We have great benefits in terms of healthcare and all that... I think we get 80 hours of sick time per year. I've used up almost 70 or 60 of those hours. And I can honestly say only about a 10th of that has been for myself. A lot of that has been for my kids....I don't know exactly what the statistics are, but in my experience from talking to my coworkers and other folks from other departments, it does seem to affect individuals from the Latinx community more than it affects folks from other cultures.

Sentiments regarding the needs of working parents extended beyond the Hispanic/Latinx focus group. Employee parents across focus groups noted that they were not having their basic needs met, specifically around childcare. The Delta Early Education and Childcare Center (i.e., Campus Hazel Child Development Center) is a state-funded preschool program that is income based, which disqualifies working families at Delta who earn over a certain dollar amount.

In addition, focus group participants shared their perception that Delta discriminates against working parents with childcare/pick-up responsibilities by excluding such

employees from the shared governance process. One interviewee shared that this topic is currently being discussed in wider circles at Delta:

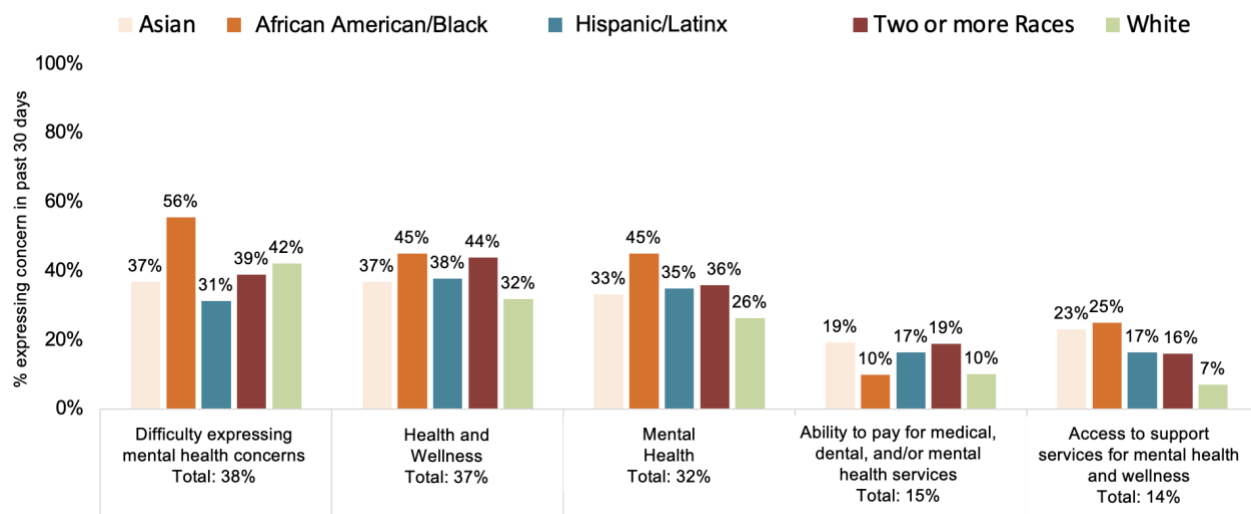
...we've been having some conversations around folks with kids and their ability to actually participate in shared governance. Those of us that are responsible for coming to pick up their children often can't participate in a lot of the meetings that are happening in the afternoons. And as we move back to on-campus meetings, it's gonna be really tough for a lot of the folks that are primary caregivers to their kids to participate. And that's been an ongoing conversation of bias.

Health and Wellness

The employee survey asked respondents to indicate whether, in the past 30 days, they had concerns about any of a number of health and wellness issues. Over a third of employees expressed concerns about their overall health and wellness. Further, 32% of employees expressed concerns about their mental health, 38% of whom also noted difficulty expressing such mental health concerns with people close to them. When it comes to health and wellness support, 15% of employees were concerned with their ability to pay for medical, dental, and/or mental health services, while 14% were concerned about their access to support for such services.

As can be seen in Figure 8, African American/Black employees indicated the most difficulty both with their mental health as well as with *expressing* mental health concerns. Further, African American/Black employees were most likely to express concern with health and wellness generally, as well as in accessing support services for mental health and wellness.

Figure 8. Employee Health and Wellness by Race/Ethnicity



Focus group perspectives on health and wellness showed a central theme across demographic subgroups regarding the inability to achieve a work-life balance, which can contribute to mental health concerns. Employees expressed a desire for the college's Executive Cabinet to allow all employees to participate in campus-wide events. As one focus group member noted:

...having the permission or at least knowing that the executive cabinet is encouraging that you go out and participate and engage with the students and partake in the activities and find ways to connect with your fellow colleagues, whether they're faculty or student services, whatever division they're from.

The need to be truly 'off' during time off was also brought to the forefront in focus group conversations, with employees citing the need to lift the unwritten expectation that they will reply to emails while on vacation and the fact that the in-person workload is so great that it is nearly impossible to take respite from one's office responsibilities.

Further, employees were especially disappointed with the removal of the four-day summer workweek, which they indicated only further added to the lack of work-life balance.

I am disappointed that we don't have a remote policy in place for all staff. I mean I've heard that Los Rios Community Colleges, they do Fridays virtual. And for me, with the type of environment ...that exists at Delta, when you're there five days a week, there's no break. At least when I was working from home, I could feel that slight separation from the emotional labor.

While employees cited a desire to prioritize self-care, many did not see a way to do so without sacrificing their job responsibilities or comprising their opportunities for career advancement. As two participants noted:

I think when you're in person you have to be very intentional about carving that time out for yourself or making sure your team is carving out that time. If not, then people just work, work, work and you could miss lunch not on purpose but you just could work and never take a break. I think that's really damaging in the long run.

...to continue hearing, "You need to care for yourself. You need to set limits, you need to do that." But then knowing that there's so much to do, and I don't know how to move on from that point, but the feeling of yes, you should self-care and,

and you should take time for yourself, but also you need to do everything and then more, so that we can continue operating on a business usual kind of way. It's a mixed message.

In fact, one employee described how people have to reach a breaking point before they seek support or even typical liberties, such as taking their lunch break.

You have to be at a breaking point for someone to realize that you need some time rather than it being like a normal [request]. [Like], "We're going to try to see what we can work around for you to do this," taking lunch for example.

This conflict is exacerbated by a desire for career advancement and one's responsibility to the institution. As one interviewee shared:

So do you take care of yourself or do you want to make sure that you're performing especially if you're interested in career advancement? They always say, "Say no to things," but who's going to say no to their boss?

While the issues of work-life balance were consistent across focus groups, participants in the Hispanic/Latinx focus group had an additional perspective regarding how the Hispanic/Latinx cultural values contribute to their internal conflict. In the words of one employee:

I was brought up [not to] complain. You have a chair at your desk and you have air conditioning. My parents were farmworkers, so to say anything or to come home [saying] the air conditioner wasn't working today was a joke to them. You have nothing to complain about, but at some point, continuing to do more with very little becomes a stressor.

Despite the fact that African American/Black employees were the racial/ethnic group most likely to express concerns regarding mental health and overall health and wellness, this subject did not come up as a core topic as it relates to their identity in the focus groups. However, such concerns were vocalized significantly in the LGBTQ+ focus group³ with employees expressing the limitations of the college's current healthcare/insurance offerings to enable them to access benefits that would meet their unique needs specific to their identity as a member of the LGBTQ+ community. Further, interviewees expressed that Delta's life insurance policy discriminates against transgender people, as articulated in the following excerpt.

³ Note: A figure on mental and physical health concerns expressed in the survey for LGBTQ+ employees is not presented due to the small sample size

Our life insurance policy...is transex exclusionary because in the life [insurance] policy it says if there's an exclusion that if you die as a result of top surgery or any kind of transgender reforming surgery, then you do not get a payout. So we have a very transex exclusive policy that needs to be rectified.

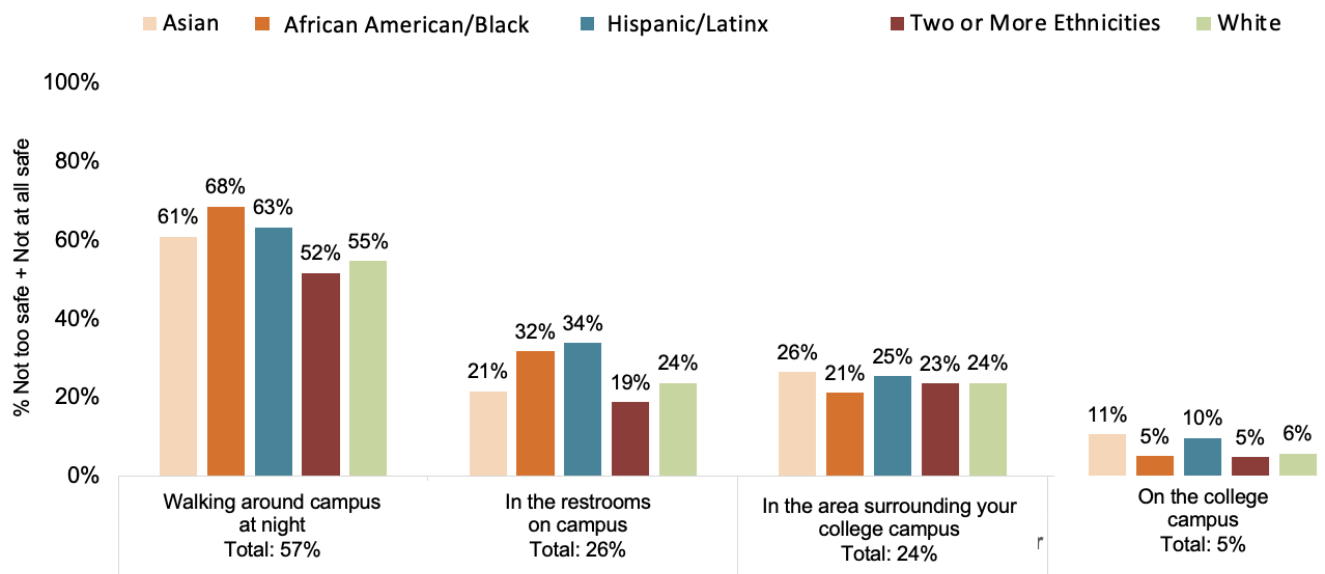
When it comes to mental health, LGBTQ+ employees shared that seeking therapy outside of the Delta plan is challenging given the high cost and limited availability of an external provider. Though this issue of high cost and limited availability may not be restricted to LGBTQ+ employees, the type of health insurance an employee has matters greatly in the LGBTQ+ community. Though Kaiser was lauded by some employees, others saw Kaiser as having limited mental health options given its backlog of patients. However, employees, especially transgender employees, felt the situation is a Catch-22 because Kaiser has excellent gender-affirming services, but “*terrible*” mental health services, and seeking external care is time-consuming and expensive. As one interviewee described:

And right now for me, Kaiser is actually the more cheaper option as far as health insurance because I feel like all the other ones, every time I try to calculate it, it ends up being way more expensive and I can't afford to get a more expensive health insurance anyway, so I just always end up sticking with Kaiser but then I don't get mental health help I need.

Safety

Survey questions asked employees their perceived level of safety in a variety of areas around campus. Results made clear that, regardless of demographic background, employees do not feel safe walking around campus at night – with this concern highest among African American/Black employees (See Figure 9). Further, a third of both African American/Black and Hispanic/Latinx employees do not feel safe in the restrooms the campus.

Figure 9. Employee Safety Concerns by Race/Ethnicity



Employee interviewees across all demographic groups expressly stated the urgent need for increased physical safety on campus. While some employees conveyed that their work spaces were adequate, the voices of the many who feel unsafe represent the need for immediate action, especially given the campus lockdown in February 2023.

Numerous participants echoed these sentiments, saying things such as:

We've had a lot of dangerous situations with people in this area. I mean there's been, you know like the shooter thing that happened earlier this year and there was a bomb threat at one point. I mean we have the panic buttons underneath our desk, but the only thing is... how fast is campus [police department] really gonna get over here?

...our door can only be locked from the outside. So, if we were to have an active shooter, staff have to run outside, lock the door and then come running back inside.

Employee interviewees expressly stated their general nervousness and discomfort regarding their physical and emotional safety on campus, with some citing *personally* experiencing incredibly unsettling and potentially dangerous experiences with the local transient (i.e., unhoused) population on campus. Local bomb threats, shootings (both locally and nationally), the local unhoused population, post-pandemic bigotry, and local crime rates have all contributed to a general sense of anxiety on campus, especially at night. Another common sentiment was that feeling safe on campus was largely influenced by proximity to foot traffic. If one's office was in a high-traffic area, employees felt safer. If one's office was tucked away in a low-traffic area, employees felt mostly unsafe. By and large, key locations of concern included restrooms, parking lots, and stairwells. As two employees commented:

We're not in a very busy area. So it's not the safest place. And I've requested to have more cameras.

...I work directly in front of one of the all gender restrooms, which there's always something happening in there and that's a discussion that we're already having.

Of note, when faced with safety incidents, focus group participants referenced that in terms of their personal safety, they felt more supported by their co-workers than the Delta College District Police Department (DCDPD), whom employees viewed as not upholding campus safety. Even outside of more egregious incidents, employees voiced a lack of support from the DCDPD when dealing with negative interactions with students. As one employee shared:

I've had two incidents when assisting students when they don't like the responses from [my office] or what's going on with their situation. And then, they come at me violently, they never touch me, but their words and they're aggressive and they hit the counter where I'm sitting and people have to intervene and the police gets called....all I hear is, "Oh, make a report, okay?" then I get a follow up, "Are you okay?" Yeah, I'm fine other than now I'm a little paranoid, but physically I'm fine. Mentally, no I'm not.

Lastly, employees in the AAPI focus group noted some concerns specific to their race in the aftermath of the pandemic. The AAPI population is justifiably fearful of and sensitive to anti-Asian bigotry as a result of the COVID-19 pandemic. These sentiments are not unfounded, as the US Department of Justice recorded a 77% increase in anti-Asian hate crimes between 2019 and 2020 (US Department of Justice, 2023). In the following

excerpt, an employee illustrated how their fear for their safety on campus is rooted in anti-Asian hate and violence in their local community.

I would say after the pandemic coming back, that's where I feel that I started to have more fears... some of it was connected to just what we saw in the media and the type of Asian being associated with the coronavirus or being Chinese.

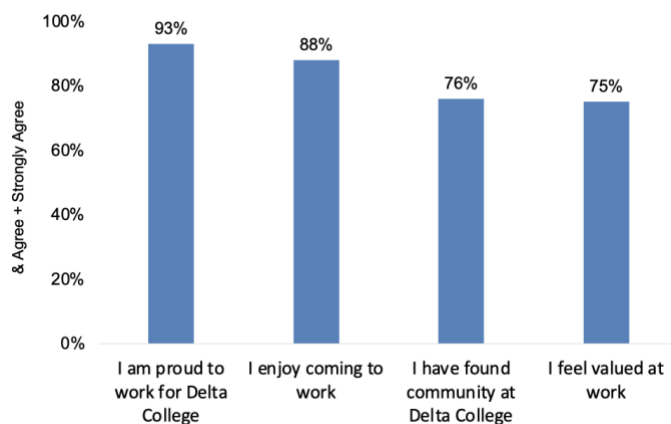
LGBTQ+ employee interviewees discussed both physical and emotional safety concerns. Emotional safety on campus is not a guarantee for some employees, as denoted in the following quote from an interviewee who believed that their sexuality seems to be a factor in the other person's negative response.

I don't feel safe from an emotional perspective. I get literally a physical response due to some of the experiences I've been having lately. When I show up to campus, my stomach starts getting crazy. I've been throwing up from stress...I'm getting hand smacked for the most minor things and getting this really top down sort of [approach].

Diversity, Equity, Inclusion (DEI) and Sense of Belonging

Survey questions also asked employees about their perceptions of belonging on campus. Overall feelings were generally positive, with 93% of employees stating they are proud to work for Delta and 88% indicating that they enjoy coming to work (See Figure 10 and Appendix F for more information). However, it is worth noting that while people are proud to work at Delta, slightly fewer reported enjoying coming to work or feeling valued (76% and 75%, respectively).

Figure 10. Employees' Perceptions of Belonging

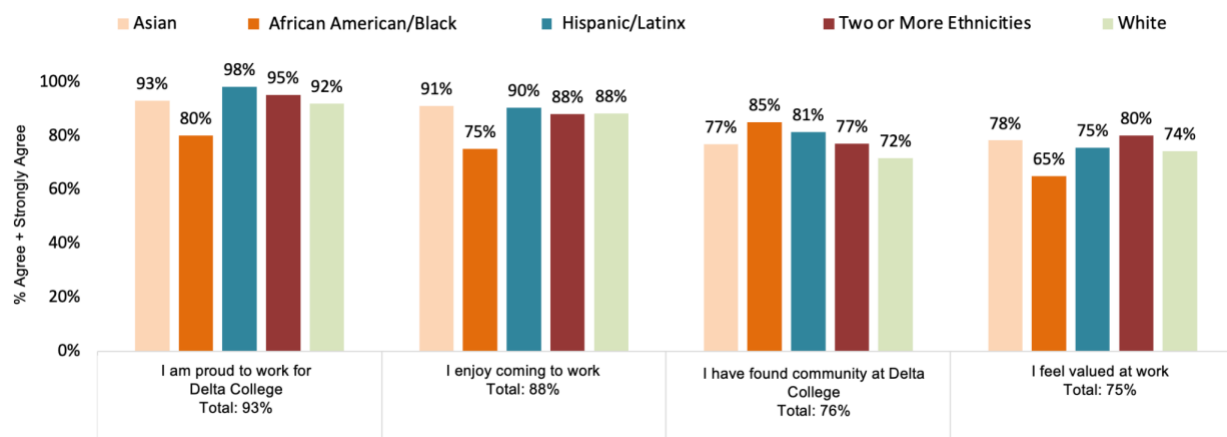


On a broad scale, despite positive sentiments on the survey, focus group participants shared the recommendation for Delta leadership to cultivate and pursue these relationships among employees with intentionality and meaningfulness.

If we have leaders who value relationships, then they're gonna be intentional about prioritizing, getting to know staff, faculty, and management. Not just on a surface level, but really trying to prioritize your professional growth.

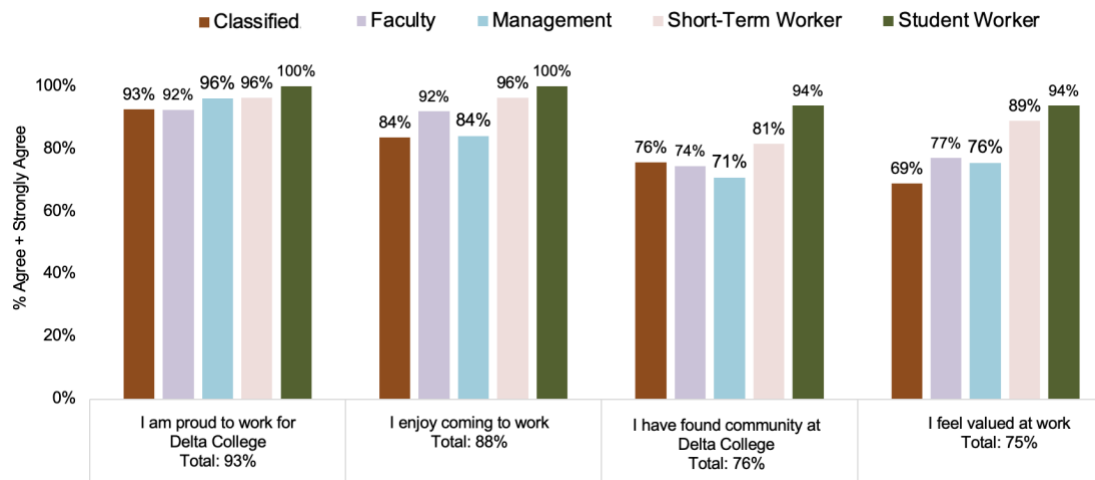
When looking at the responses to these same questions disaggregated by race/ethnicity, it is clear that African American/Black employees' level of engagement and connection with Delta were most impacted, as they were the racial/ethnic group least likely to agree with these statements and least likely to agree that they feel valued at work. Conversely, of note, they were the racial/ethnic group *most likely* to agree that they have found community at Delta (See Figure 11).

Figure 11. Employees' Perceptions of Belonging by Race/Ethnicity



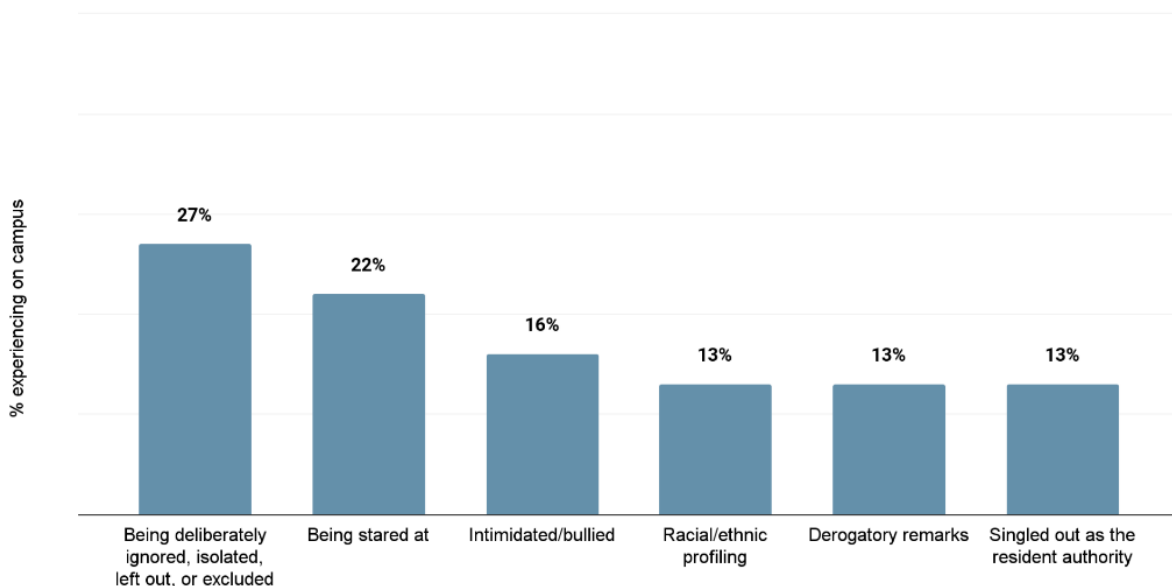
Further analysis by employee type revealed that student workers were most likely to express positive feelings about working for Delta, and classified/confidential employees struggled most when it comes to feeling valued (See Figure 12).

Figure 12. Employees' Perceptions of Belonging by Job Classification



In addition to questions regarding their sense of belonging, survey questions asked employees to indicate whether they had experienced various forms of discrimination at Delta. As can be seen in Figure 13, employees reported experiencing a wide range of forms of discrimination. Further, as can be seen in the tables in Appendix B, African American/Black employees are substantially more likely than employees of any other racial/ethnic group to indicate being stared at (30%), and having personally experienced racial profiling on campus (30%). A

Figure 13. Employees' Experiences of Discrimination on Campus



Focus group responses solidified that employees' sense of belonging ranged greatly. For the most part, employees were bifurcated between feeling isolated and feeling a

sense of belonging. Employees' perception of diversity, equity, and inclusion centered on their experiences with racism and discrimination on campus. These experiences and perceptions ranged greatly and focused primarily on microaggressions.

Microaggressions are subtle, biased interactions that could be intentional or unintentional. Most interviewees cited being targets of racism and discrimination. The majority of interviewees cited being targets of microaggressions. Distressingly, one focus group participant identified the microaggressions - compounded by the toxic campus culture as - "*the Delta Way.*" Relatedly, 42% of employee survey respondents agreed or strongly agreed that the campus was free from tensions related to individual or group differences.

Employees vocalized that students are influenced by leaders, and leaders can and should model a sense of belonging by participating in campus-wide events. Two quotes emphasize this point.

There's power in students seeing like, "Oh, this person [leader] is here at our event. They care in that sense of belonging." I think that's so powerful. But it also goes back to the welcoming environment question that it shows the students if leadership is wanting to come to these activities and events and they're representing, then it motivates.

I also think it'd be nice if our leadership prioritized how great would it be if our leadership came to like an ASDC (Associated Students of Delta College) college hour or a student-led club event? ...I've only seen a few of the leadership come here and there.

Across focus groups, employees noted the seemingly hostile and combative Delta culture. In the comments below, for example, employees depicted the abrasive nature of email communication at Delta, a reportedly common pattern.

The email blasts that go out and I will say....in general sometimes those conversations that are going to the whole campus, they can get aggressive. That culture right there is a little uncomfortable that ...certain individuals feel so comfortable to reply all and be so aggressive.

I used to work at [redacted] and it was a total shock coming to Delta. Wow, people talk to each other like that, replying all.

To endure this type of communication and remain focused on their jobs, employees described a mental toughness and support system that they needed to build and

sustain. Even still, they are triggered by the hostile political climate of Delta, as described by two employees:

People get really combative and defensive and the longer that I'm here and when I think of moments where I feel heated and I'm sticking up for myself, it does feel like you do just get to that point at Delta College where you're tired of being pushed around and then, so someone can ask you a simple question and it's triggering and then that's why it comes out that way.

I think in [redacted] years [at Delta] I've built a slightly harder shell. So, that kind of stuff has become the norm. And I don't know if that's the [college] culture. That's just my experience, but I've been able to build a stronger support system. But it doesn't mean that it's been any less combative, maybe I wouldn't say even though there have been a lot of words where it's, it sounds nurturing.

When it came to employees' perception of diversity, equity, and inclusion, focus group conversations centered on their experiences with racism and discrimination on campus, largely in the form of microaggressions. In the quotes below, two AAPI employees shared experiences being overtly dismissed in meetings and or exchanges.

I've had a lot of moments where I've said something in meetings and then two minutes later the exact same thing was said as though I didn't say it. And when you're put in that position, you start to question yourself, "Well is it me? Am I not articulating myself well or am I not being heard?"

I've experienced microaggressions and I can't think of things off of the top of my head, but I know there have been moments where it's like, "Oh my God, did that just get said to me?"

Disturbingly, the focus group participants identified the microaggressions and the toxic campus email culture as part of the "Delta Way." In the words of one AAPI employee:

How I understand it is, you see these things and it happens so much that it becomes kind of normalized culture. Like it's just normal. It's normal here, the Delta way. But then, if you were to see this type of behavior outside [of the college], it would not be tolerated.

To further emphasize this point, an interview participant used renowned organizational psychologist Adam Grant's example of a frog in boiling water. A frog that is placed in lukewarm water that slowly reaches boiling over time does not jump out because it

grows accustomed to the climate. A frog that goes from dryland to boiling water will jump out from shock. The interview participant likened Delta employees to the first frog because they have slowly, over time, accepted the campus culture.

African American/Black employees shared stories of microaggressions they had experienced at Delta, including being demeaned or humiliated by campus police, being treated inferiorly as a result of wearing casual clothing (i.e., sneakers, hoodies) versus professional attire, and receiving irrelevant and ignorant comments about Black hair. In the quote below, one African American/Black employee shared that microaggressions happen consistently on campus, but they do not directly witness or experience overt racism.

Racism is real. Racism is endemic in some ways, even though we're consciously trying to peel back the layers. We're trying to name microaggressions and then unlearn, perpetuating microaggressions, but it's still real. And so, I'm reminded here and there. I don't see overt racism every day.

Further, African American/Black employees shared stories of microaggressions they had experienced at Delta including being demeaned or humiliated by campus police, being treated inferiorly as a result of wearing casual clothing (i.e., sneakers, hoodies) versus professional attire, and receiving irrelevant and ignorant comments about Black hair. In these and other moments, focus group participants stated they understand they pay a “*Black Tax*,” or the added burden of not only reaching, but exceeding, the bar. As one employee shared:

We expect Black people to be better than the standard because that Black tax says you can't just be as good as the mainstream culture. You have to go - like my mom did - go twice as fast, jump twice as high. I grew up hearing that.

Likewise, African American/Black employees’ perceptions of their sense of belonging ranged greatly. For the most part, staff were bifurcated between feeling a sense of belonging overlaid by a sense of responsibility to the college and the students and feeling disconnected.

Going back to the question about whether we feel like we're on a welcoming campus, I think at times it can be, but I think there's a lot of hostility and a lot of hurt that's happened over the years. So, I think there's just a kind of a divide, especially with instruction and student services.

African American/Black employees expressed that opportunities for them to be their authentic selves and cross-disciplinary collaboration made them develop a sense of gratitude for the college.

I can be myself is one of the biggest things that I appreciate about the Delta community. That to me is important because to come to work every day and deal with the work and the stress, and everything that we're responsible for, if you can't do that and present as yourself because you're, you're code-switching and doing all that, that is difficult.

When I first started at Delta College, I did really feel supported, but I also had a really strong leadership that supported and really got to know the manager, the faculty, and also got to know staff, just by coming into our offices consistently.

African American/Black employee experiences were juxtaposed between feeling a sense of attachment and isolation. In the comment below, one African American/Black employee described the lack of deliberate space for bonding with fellow African American/Black employees.

We are here to support the programs that are happening. And so, my entire job is to come in and try and understand what the needs of the programs are, but there's not a whole lot of cross-functional workspace where you have open time to build those relationships. A lot of our meetings, I would say, are very structured or there's agendas already, so you don't have that working space.

Likewise, in this third excerpt, one focus group participant shared that these relationships can be developed through safe spaces that are constructed specifically for African American/Black employees.

It would be nice if we had something here or off campus for our Black faculty and staff to have really robust conversations; it doesn't have to be a complaining session, but I think supporting each other and having a safe space to kind of let down our guards, I think is really healthy.

As employees of Delta, Asian American Pacific Islander (AAPI) focus group participants expressed feeling a sense of isolation and apprehension (as opposed to belonging), in large part because (a) there are so few AAPI employees and (b) of the seemingly hostile and combative Delta culture.

Hispanic/Latinx employees stated feeling welcomed by their respective departments, and an overall sense of pride in their workplace. This pride is rooted in serving the greater Stockton community, contributing to the small town feel of Delta, and serving community college students, especially those who are first-generation. Some Delta students become Delta employees, fostering a deep sense of belonging.

I'm from Stockton, first generation, both sides of the family... I do have a lot of pride walking in Delta, not only as staff, but as a student as well... My children are all teenagers, and when I have family that have reached out to me for assistance in getting into Delta, and I see them [on campus], I love it. I do feel a lot of pride.

Hispanic/Latinx employees' perception of diversity, equity, and inclusion centered on their experiences with their departmental colleagues versus the broader campus administration. In the quote below, one focus group participant commented on their experiences with their department, and the diverse group of colleagues in their area. Similar to other employees in this focus group, this interviewee highlighted that their department is supportive and respectful.

There's a lot of Latinos in our department, but there's also a lot of folks from other cultures as well. So, I think there's just an understanding we all come from different backgrounds, we all have different needs and even though we might not understand why you need to go to that event or why you need to take time off for this, I just kind of reflect on myself and think, "Well, they may not understand what I do, but there's mutual respect for all of our needs in our department."

However, focus group participants diplomatically offered that while campus efforts toward diversity, equity, and inclusion (DEI) exist, a majority White campus administration can come across as disingenuous. As one Hispanic/Latinx employee commented:

The higher you get [in the administration], the more White it gets. And at the same time I feel like you have people that may have studied theories around diversity and inclusion and belonging, but ...have never really experienced firsthand what it is to come from that community. And so, I feel like in terms of a [research] paper, they got it. They can write a thesis on diversity, but I feel like that just doesn't give you that inner fire to actually launch something.

And while Hispanic/Latinx employees are dedicated to the growing Hispanic/Latinx student and employee populations at the college, particularly as a designated Hispanic

Serving Institute (HSI), they seem curious about the DEI efforts as a whole. One focus group participant shared their questioning of the distinction between HSIs that “enroll” versus “serve” Hispanic/Latinx students. In the excerpt below, this employee intimated that because the Hispanic/Latinx population in Stockton is significant (hovering at 45%), the college does not necessarily need to focus on enrollment, implying that the college could focus more attention and resources on serving Hispanic/Latinx students (US Census, 2022).

I recently went to a conference and they were talking about HSI and Hispanic institutions. And then they [asked], “Are we a Hispanic enrolling institution?” Like...we're just good at enrolling Latino students just because of the demographics that we're in. Or are we actually a Latino-serving institution? Are we doing Latino-specific programming or events? Where it's real intentional sort of work and not simply, “Well, it's Stockton and it's Delta, so la gente is here. So we don't gotta do much.”

Lastly, LGBTQ+ employees’ sense of belonging ranged from feeling partially welcomed to experiencing extreme isolation and anxiety. Coming out, even within the last five years, is still a cause of extreme stress for queer and trans employees. Having community helps, especially if the administration is leading the charge, but currently, the campus still feels judgmental to the LGBTQ+ community. Multiple employees in this focus group referenced feeling accepted by their department but unwanted by the larger community. As one interviewee shared:

Well, in the sense of being a general human, I feel fairly welcomed and at least in my department and around the people that I directly work with. As far as the larger administration, I would say no. Sometimes things can feel like you just automatically get that sense of judgment.

LGBTQ+ employees cited a sense of isolation and anxiety produced by the campus climate. Regardless of whether the employee was transitioning, coming out as LGBTQ+, or well-established as an LGBTQ+ community member, several employees felt anxious, alienated, and in some cases, traumatized. In the words of one employee:

I was so stressed. I was in tears for my first probably two years here because the culture was just so horrible, and I didn't have a community or anyone to talk to about it because I didn't see any other queer people so it was really, really rough for me and I just felt very isolated.

LGBTQ+ employees experienced encountering resistance to best practices such as using gender-inclusive language, proper name and pronoun usage, etc. in professional

spaces. LGBTQ+ interviewees also attributed not being included on hiring committees, diversity, equity, and inclusion committees, and other procedural/governmental bodies to discrimination based on their sexuality, even though they may be a long-term employee and involved on campus.

LGBTQ+ employee interviewees discussed the perceived and visible improvements relevant to LGBTQ+ diversity, equity, and inclusion on campus, representing a clear shift from years past, with a caveat that the national political climate makes them uneasy about how that will translate to the campus. As one employee described:

We had leadership that really would like not to talk about queer anything. I think things have improved. So, I feel a better sense of belonging. I feel like I have more of a community now. I think there are more people that are willing to be out, people who in their hiring committees are coming out and being hired, which wasn't the case previously at Delta.

Student and Employee Suggestions for Delta College

Throughout the focus group sessions, Delta students and employees offered numerous suggestions for the college to advance its organizational culture. Specifically, interviewees offered advice in the areas of safety, health and wellness, diversity, equity, and inclusion, professional development, and flexible work schedules. What follows are those suggestions that were prolifically mentioned in interviews. The first three areas (i.e., Safety, Health, and Wellness, and Diversity, Equity, and Inclusion) include suggestions from both students and employees, while the last two areas (i.e., Professional Development and Flexible Work Scheduling) emanate only from the employees. Advice for the college in focus group interviews echoed what was cited in the climate survey.

Employee and student advice for Delta is consolidated and thematically organized below. Given their level of knowledge and experience, employees naturally had more advice for the college than students. Following advice in aggregate form, additional advice is indexed and presented by demographic subgroup where advice was specific to a given subgroup. These are statements that pertain to a particular underrepresented population and merit special emphasis.

Employee and Student Advice in Aggregate

Basic Needs

- Offer grocery store vouchers, possibly \$10 for markets around town (e.g., the 99 Cent Store).
- Provide more publication about what housing support looks like and how to navigate it at Delta.
- Increase resources directed at first-generation students, student parents, online students, and other marginalized populations to help them with registering for classes, making an education plan, accessing basic needs resources, mid-semester check-ins, etc.

Safety

- Increase lighting and install blue emergency alert systems in the stairwells and dark spaces around campus to support greater feelings of safety and security.
- Install security cameras around campus.
- Require Delta's Department of Public Safety to host events on campus that specifically address personal safety on campus.
- Enable all doors to be locked from the inside.
- Offer safety ambassadors to walk folks to the parking lot.
- Offer physical spaces for employees that protect their safety and well-being from rogue students and community members.

Health and Wellness

- Increase the number of insurance benefits, mental health, and wellness workshops, so that employees and students are increasingly aware of the available coverage and resources.
- Enhance marketing and communication around insurance benefits, mental health, and wellness events for students and employees.
- Negotiate improved access to mental health care, to include a stipend or on-campus resources for faculty and staff.
- Expand mental health care beyond MediCal to also accept private pay insurance.
- Hire an on-campus therapist for employees to connect with during the work day.
- Allow employees to take more micro-breaks throughout the day.
- Establish a more equitable approach to allocating sick time to employees based on dependent care.
- Offer employees opportunities to pursue professional development that fuels them, and trust them when they pinpoint the conferences or professional development opportunities that meet their needs.
- Build in no- to low-cost incentives for employees to prioritize their physical and mental well-being.
- Show a deeper appreciation for the challenging and complicated role of middle managers, who are offering day-to-day and on-ground management, strategy, and leadership.

Diversity, Equity, and Inclusion

- Increase awareness and acknowledgment of multicultural and religious holidays. Have the Office of the President and Board of Trustees put out a statement honoring these beliefs, practices, and traditions.
- Extend the hours of the daycare center for student and employee parents who work or take classes past 4:00 p.m.
- Provide childcare or add hybrid options for after-hours shared governance meetings.
- Offer sources of support or affinity groups for student employee parents.
- Increase the approachability and visibility of Delta executive leadership by having them attend public events.

Professional Development and Flexible Work Scheduling

- Design, offer, and mandate employee courses and professional development on sexual harassment, cultural sensitivity, bias, and discrimination. For example, Safe Zone training, especially for those in leadership positions.
- Open up staff retreats for all Delta employees; do not exclude select employees.
- Increase opportunities for hybrid and flexible work schedules. For example, reinstitute the half-day Fridays in summer.
- Offer avenues for professional development that include being able to connect with colleagues and administrators professionally outside of Delta.

Additional Advice Disaggregated by Demographic Sub-Group⁴

African American/Black Students' and Employees' Advice

- Create an affinity group for Black/African American employees to have robust, honest conversations in safe spaces.
- Increase the number of Black/African American employees who will influence positive Black/African American student outcomes.
- Invite Black/African American students to offer feedback to Delta, signaling that their voice matters. Further, signal Black/African American student voices matter by utilizing the information that students share with Delta.

Asian American/Pacific Islander Students' and Employees' Advice

- Increase opportunities for AAPI female employees to connect. Foster informal mentoring opportunities for them.

⁴ Again, while these recommendations were shared within a given demographic's focus group, the recommendations are not specifically solely for students/employees of that specific demographic, unless otherwise noted.

- Offer a selection of online and face-to-face courses that support personal and professional growth. For example, a personal development class on how to be more assertive, and a professional development class on how to advance from director to manager.
- Continue to provide AAPI students support through EPIC.

Hispanic/Latinx Students' and Employees' Advice

- Create stronger mentoring programs that support career advancement and direction for Hispanic/Latinx employees.
- Increase the number of Latino-based events on campus for students.
- Allow more Latinx students to serve as peer ambassadors, visiting high school campuses to share what is offered at Delta.

LGBTQ+ Students' and Employees' Advice

- Increase LGBTQ+ visibility across campus: including supporting out employees, flags and banners, Delta Pride stickers/gear, etc.
- Place LGBTQ+ people in executive/administrative positions.
- Ensure Title IX coordinator, AB 620 liaison, and HR personnel are culturally competent in LGBTQ+ issues and able to effectively resolve homophobic and transphobic discrimination.
- Develop a protocol to receive grievances related to LGBTQ+
- Hire a full-time, permanent person for the Delta Pride Center.
- Use people's preferred names and pronouns.
- Ensure mental health counselors are culturally competent in non-white and international cultures as well as LGBTQ+ communities.
- Investigate and resolve student discrimination against LGBTQ+ students.
- Have an unbiased point-person who can show LGBTQ+ students they care from the point of entry.
- Broadcast positive news related to the LGBTQ+ community at Delta.
- Increase visibility of intersectional LGBTQ+ students (racial/ethnic cultural background, disability, etc.)
- Increase the number of single-stall or private restrooms.

Student Parents' Advice

- Increase faculty and staff's knowledge of the barriers faced by students who are parents.
- Establish a support group for students who are parents, particularly for those who do *not* qualify for CalWORKS or EOPS.
- Encourage faculty to offer greater flexibility with course assignment deadlines.

- Host family-friendly college events later in the evening to increase participation from students who are also parents.

Conclusion

In a study that is explicitly designed to gather recommendations for growth, it is easy to view findings as more negative than positive. Thus, it is important to ensure the many positive aspects of Delta are not lost amidst all of the important feedback. Students at Delta believe the college is welcoming and supportive of students from all backgrounds. Delta does a good job alerting them to available resources to help them meet their basic needs. Delta faculty were described as inclusive, open-minded, and student-centered. Lastly, based on the number of effusive comments that students made regarding Delta's student support services for those who are historically underserved, one can surmise that these programs provide a protective layer that may block or mitigate potential setbacks and challenges (i.e., microaggressions and harassment on campus).

When it comes to employees, the vast majority of employees are proud to work for Delta college and enjoy coming to work. Further, employees' basic needs are being met. Unlike students, employees do not have the same robust support system as students and therefore do not feel as supported by the college as students do. Where employees and students were most in line was in their general nervousness and discomfort regarding their physical and emotional safety on campus. Most students in this study refuse to enroll in night classes, and employees do not feel safe walking alone to their cars at night.

Overall, students and employees provided numerous valuable insights that the campus can use as they look to improve the student and employee experience at Delta. It is important to continue collecting this type of data to assess and confirm that progress is being made and ensure student and employee voices are the forefront of the equity-focused continuous improvement efforts Delta is so committed to.

Limitations

This research study has three chief limitations. First, the findings are not meant to be illustrative of all underrepresented demographic subgroups at Delta. Delta serves roughly 24,000 students annually, while only 39 students participated in the focus group interviews and 1,580 students completed the survey. Likewise, in its 2020 Institutional Self-Evaluation, Delta reported employing nearly 1,000 workers (across classified professionals, temporary/adjunct employees, tenured/tenure-track faculty, and education administrators), and the 527 employee responses represent more than half of

the employee body. However, only 17 employees participated in the focus groups. Though we are able to corroborate the focus group findings with the survey findings to some degree, this research is nonetheless based on a small sample size. As a result, this report must be interpreted with caution as it presents only the perspectives and experiences of those who participated in interviews.

Second, despite campus-wide messaging to recruit both staff and faculty, this research does not adequately represent faculty perspectives since only two faculty members participated in the focus groups. The low faculty participation could be explained by the timing of the spring focus groups, which occurred between May 8 and 12, 2023, which was the final week of instruction and the week before final exams, when faculty are most needed by students.

Third, students and employees self-selected to participate in this research, which means they voluntarily chose to share their experiences. One can argue that students and employees who choose to participate in research are different from students and employees who do not, potentially skewing the results.

Recommendations

Based on the study's findings, The RP Group offers four chief recommendations for the college's consideration.

Recommendation One: Develop a plan to consider, prioritize, and implement student and employee suggestions (See page 51). Since students and employees have a lot of useful and pragmatic ideas, it is critical to engage them in designing solutions. For example, Delta could host town halls that explore and prioritize the advice and/or coalesce a taskforce with the same purpose. Student and employee suggestions must be tackled systematically so these focus group populations feel heard and valued. In an effort to empower and mobilize students and employees, their anxieties must be addressed.

Recommendation Two: Work collaboratively with Delta College's Campus Police District (DCCPD) to establish and maintain a community-oriented approach to safety. Across both surveys and focus groups, participants expressed critical safety concerns that detrimentally impact student learning and employee effectiveness. Not only should Delta address these concerns immediately, the College is obligated to inform the campus community of the status of the solution(s) (e.g., additional campus lighting at night, safer/monitored bathrooms).

Recommendation Three: Facilitate healthy habits and boundaries for work/life balance for students and employees. Consider re-instituting remote/hybrid/flex work schedules as one immediate solution to improving employee work/life balance and employee morale. Another possible solution is to extend the hours of the campus daycare center for student and employee parents who work or take classes past 4:00 p.m. Another idea is to establish a support group for students who are parents, particularly for those who do *not* qualify for government-funded support programs, such as CalWORKS or EOPS. The institution is responsible for modeling and supporting healthy work/life boundaries for its key stakeholders: students and employees.

Recommendation Four: Actualize strategies rooted in diversity, equity, and inclusion in an effort to enhance and improve the Delta experience for students and employees. This includes **(a) organizational leadership efforts**, such as, building and offering employee courses and professional development on sexual harassment, cultural sensitivity, bias, microaggressions, and discrimination; and **(b) community-building endeavors**, such as inviting employees from all classifications to participate in staff retreats and supporting the formation of affinity groups for students and employees who need to build community and safe spaces with their peers.

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Appendices

Appendix A: Student and Employee Surveys

Delta Campus Climate Student Survey - Winter '23

Dear Student,

We are inviting you to participate in an important survey to share your perceptions of the campus climate at San Joaquin Delta College. Results will be used to inform professional development, initiatives, and programs to improve the student experience at Delta College.

The survey will take less than 20 minutes to complete. All survey participants who complete the separate form at the end of the survey will be entered into a drawing to receive a prize! Prizes include one of ten (10) \$50 Amazon gift cards, one of twenty (20) \$25 Delta Bookstore gift cards, and five (5) winners will be offered the opportunity to have lunch with College Leadership.

Anonymity. Your individual responses to this survey are anonymous, and no personally identifiable data will be shared with anyone at the college. While overall findings from this study will be shared back with individuals at the college, we will not include the identifiable data you may choose to include at the end of the survey. Your identifiable information will not be connected to survey responses and will only be used for the drawing of the gift cards. We will take all precautions to ensure that no identifiable information will be disclosed in any reports.

Voluntary. This survey is completely voluntary. You do not have to participate, and no one will know if you do or do not. If you do not want to answer a specific question, you may skip it (but your perspective is important to us, so we hope you will answer as many questions as you can). You may discontinue your participation at any time without penalty.

Contributions. Your participation in this survey will allow us to learn more about student demographics, basic needs, health, wellness, and safety. Your responses will give insight into student experiences on Delta College campuses regarding diversity, equity, inclusion, and belongingness.

Risks. There are no foreseeable risks associated with your participation in this survey.

Questions. If you would like more information about this survey, you may contact Tina Akers, Dean of Institutional Effectiveness, Equity, and Achievement at tina.akers@deltacollege.edu.

Informed Consent. Please select "Yes" and click "Next" to continue on to the survey if you agree to participate. By doing so, you give us your permission to use your responses. If you do not want to participate in this survey you may close it now or select "No," and you will be exited from the survey.

1) Do you agree to participate in this survey? *

Yes

No

(If No, skips to end)

Campus Climate and Basic Needs

2) Do you have wifi and computing resources (computer/laptop) in your primary residence to use for college?

- I have both wifi and a computer/laptop I can use at home
- I have a computer/laptop I can use at home but no wifi
- I have wifi at home but no computer/laptop
- I do not have wifi nor a computer/laptop I can use at home

3) In the past 30 days, did you have concerns about any of the following?

	Yes	No
your housing stability	<input type="checkbox"/>	<input type="checkbox"/>
your ability to access adequate food	<input type="checkbox"/>	<input type="checkbox"/>
access to child or dependent care	<input type="checkbox"/>	<input type="checkbox"/>
access to transportation	<input type="checkbox"/>	<input type="checkbox"/>
your overall health and wellness	<input type="checkbox"/>	<input type="checkbox"/>
your mental health	<input type="checkbox"/>	<input type="checkbox"/>
your ability to pay for medical, dental, and/or mental health services	<input type="checkbox"/>	<input type="checkbox"/>
access to support services for mental health and wellness	<input type="checkbox"/>	<input type="checkbox"/>

- 4) Have you found it difficult to express your mental health concerns to people close to you?
 Yes
 No

5) Please explain why it is difficult for you to express your mental health concerns. _____

6) In the past year, at Delta, have you personally experienced any of the following?

	Yes	No
Stared at	<input type="checkbox"/>	<input type="checkbox"/>
Deliberately ignored, isolated, left out, or excluded	<input type="checkbox"/>	<input type="checkbox"/>
Singled out as the "resident authority"	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic profiling	<input type="checkbox"/>	<input type="checkbox"/>
Graffiti or other forms of vandalism on campus	<input type="checkbox"/>	<input type="checkbox"/>
Damage to personal property	<input type="checkbox"/>	<input type="checkbox"/>
Being misgendered	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory written comments	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory remarks	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory phone calls	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory/unsolicited emails	<input type="checkbox"/>	<input type="checkbox"/>
Received a poor grade because of a hostile classroom environment	<input type="checkbox"/>	<input type="checkbox"/>
Received a low performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Denied service or access to resources	<input type="checkbox"/>	<input type="checkbox"/>
Intimidated/bullied	<input type="checkbox"/>	<input type="checkbox"/>
Feared for your physical safety	<input type="checkbox"/>	<input type="checkbox"/>
Feared for your family's safety		

Derogatory posts on social media	()	()
Denied service or access to resources	()	()
Threatened with physical violence	()	()
Physical violence	()	()
Sexual assault/harassment	()	()

7) In the past year, at Delta, how often have you been discriminated against or excluded from activities because of your:

	Never	Seldom	Sometimes	Often	Very Often
Ability/disability status	()	()	()	()	()
Age	()	()	()	()	()
Citizenship status	()	()	()	()	()
Gender/Gender identity/Gender expression	()	()	()	()	()
Military/Veteran status	()	()	()	()	()
Political beliefs	()	()	()	()	()
Race/ethnicity	()	()	()	()	()
Religious/spiritual beliefs	()	()	()	()	()
Sexual orientation	()	()	()	()	()
Socioeconomic status	()	()	()	()	()
Status as parent/guardian	()	()	()	()	()

8) Did any of these incidents of discrimination or harassment occur in the following locations?
(check all that apply)

- In a classroom
- In a departmental office or conference room
- In an individual faculty or staff member's office
- At a house or residence off campus
- At a program/event affiliated with or sponsored by the college
- At a dining hall, recreational space, or athletic facility
- Via the internet or social media
- During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.
- Other location - Write In: _____

9) Was the source of the discrimination/harassment a member of the following groups? (check all that apply)

- Students
- Faculty
- Staff
- Administration
- Local community
- Family
- Other - Write In: _____

10) Did you report the incident of prejudice or discrimination to college officials?

- Yes
- No

11) Were you satisfied with the college's response to your report?

- Yes
- No

12) Why did you not report the incident?

13) In the past year, at Delta College, have you *witnessed* any of the following occur to someone else?

	Yes	No
Stared at	()	()
Deliberately ignored, isolated, left out, or excluded	()	()
Singled out as the "resident authority"	()	()
Racial/ethnic profiling	()	()
Graffiti or other forms of vandalism on campus	()	()
Damage to personal property	()	()
Being misgendered	()	()
Derogatory written comments	()	()
Derogatory remarks	()	()
Derogatory posts on social media	()	()
Denied service or access to resources	()	()
Intimidated/bullied	()	()
Threatened with physical violence	()	()
Physical violence	()	()
Sexual assault/harassment	()	()

14) Was the source of the discrimination/harassment you witnessed a member of the following groups? (check all that apply)

- Students
- Faculty
- Staff
- Administration
- Local community
- Family
- Other - Write In: _____

15) Did any of these incidents of discrimination or harassment you witnessed occur in the following locations? (check all that apply)

- In a classroom
- In a departmental office or conference room
- In an individual faculty or staff member's office
- At a house or residence off campus
- At a program/event affiliated with or sponsored by the college
- At a dining hall, recreational space, or athletic facility
- Via the internet or social media
- During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.
- Other location - Write In: _____

16) Did you report the incident of prejudice or discrimination you witnessed to college officials?

- Yes
- No

17) Were you satisfied with the college's response to your report of the discrimination you witnessed?

- Yes
- No

18) Why did you not report the incident you witnessed?

Campus Climate

19) How much do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I feel a sense of belonging to the campus community.	()	()	()	()	()
I feel respected by others at the college.	()	()	()	()	()
I feel like a valuable member of the campus community.	()	()	()	()	()
There are faculty and staff at this college that share my ethnic and cultural identities.	()	()	()	()	()
There are faculty and staff at this college that have similar sexual orientations as me.	()	()	()	()	()
There are faculty and staff at this college that have similar gender identities as me.	()	()	()	()	()
This college is welcoming and supportive of students from all backgrounds.	()	()	()	()	()

Students are supported in a way that best meets their unique backgrounds, needs, and experiences.	()	()	()	()	()
The campus environment is free from tensions related to individual or group differences.	()	()	()	()	()
The course offerings at the college are inclusive and representative of my culture.	()	()	()	()	()
The course offerings at the college are inclusive and representative of my identity.	()	()	()	()	()
Diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community.	()	()	()	()	()

20) Which of your cultures, if any, are being excluded from the curriculum? Please list all that apply.

21) Which of your identities, if any, are being excluded from the curriculum? Please list all that apply.

22) What one change would you make in order to enhance the sense of community at Delta?

23) In the last year, about how often have you engaged with the following people while at Delta?

	Daily	Weekly	Monthly	A few times	Not at all/not that I'm aware of
People who have a racial and/or ethnic identity other than your own	()	()	()	()	()
People from a socioeconomic background other than your own	()	()	()	()	()
People who have a sexual orientation other than your own	()	()	()	()	()
People whose gender differs from yours	()	()	()	()	()
People whose gender expression differ from yours	()	()	()	()	()
People for whom English is not their native language	()	()	()	()	()

People from a religious background other than your own	()	()	()	()	()
People with a disability	()	()	()	()	()
People who are undocumented immigrants	()	()	()	()	()
People from a country other than your own	()	()	()	()	()
People who hold a political affiliation, philosophy, or view that differs from yours	()	()	()	()	()
People with a different family structure as your own	()	()	()	()	()
People who were foster youth or foster parents	()	()	()	()	()
People who are significantly older or younger than you	()	()	()	()	()

Campus Safety

24) In general, how safe do you feel in the following locations?

	Very safe	Somewhat safe	Not too safe	Not at all safe
on the college campus	()	()	()	()
in the area surrounding your college campus	()	()	()	()
walking around campus at night	()	()	()	()
in the restrooms on campus	()	()	()	()

25) What is your biggest safety concern when you're on campus, and do you think your college is doing enough to address this issue?

26) Police staff are professional in their dealing with the college community.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree
- Not Sure

27) How familiar are you with the District's Annual Security Report?

- Very Familiar
- Somewhat Familiar
- I've heard of it
- Not at all Familiar

28) Have you signed up for Mustang Alert / Rave App / Guardian App to receive safety alerts?

- Yes
- No, but I am aware of the app
- No, and I am not aware of the app

29) Have you ever contacted your college's police department?

- Yes
- No

30) How satisfied were you with the response from your college's police department when you contacted them?

- Very satisfied
- Somewhat satisfied
- Somewhat unsatisfied
- Very unsatisfied

Textbooks

31) How much do you agree with the following statement: The cost of textbooks has influenced my decision to enroll in a class.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

32) Has the high cost of textbooks ever resulted in any of the following? (check all that apply)

- Taking fewer classes because the textbooks cost too much
- Dropping a class because the textbooks cost too much
- Not purchasing required textbooks because they cost too much
- Your grade was negatively impacted by not having the required textbooks
- None of the above
- Other - Write In: _____

33) Have you ever taken a class at Delta College that has free textbooks?

- Yes
- No

34) How did you first learn that the class had free textbooks (choose one)?

- Classmate
- Online schedule
- Counselor
- List of classes with free course materials
- Instructor announcement
- Campus bookstore
- Class syllabus
- Other - Write In: _____

35) How do you access textbooks for your courses? (check all that apply)

- I purchase textbooks from Delta's Bookstore

- I purchase textbooks from the cheapest vendor
- Whenever possible, I purchase used textbooks
- I look for options to rent the textbook for the term
- I search for the cheapest copies of the textbooks or free pdf versions
- I wait until I review the syllabus to see if the course really depends on the textbook
- I typically try to utilize Library resources and eReserves and not purchase a textbook
- Other - Write In: _____

36) If all classes used free textbooks how would you spend the money you saved?

Demographics

This information is used for improving the college's understanding of campus climate for people of various identities. Only the Office of Institutional Research and Effectiveness will have access to this information. All information will be reported in aggregate.

Your responses are anonymous and will be kept private and secure. The information will not be used for a discriminatory purpose.

37) What is your age?

- 14-17
- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- Older than 50

38) Check all of the ethnicity, nationality, and ancestry groups you identify with. Select all that apply. When you select a major ethnicity group, you will have the option to select more specific ancestry groups.

- Asian
- American Indian or Alaska Native
- Black or African American
- Hispanic and/or Latina/e/o/x
- Native Hawaiian or Pacific Islander
- Middle Eastern or North African
- White

39) Asian (Select all that apply)

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> Afghan | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Burmese/Myanmar | <input type="checkbox"/> Hmong |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Indian |

- Indonesian
- Japanese
- Korean
- Laotian
- Pakistani

- Sri Lankan
- Taiwanese
- Thai
- Vietnamese
- Other - Write In: _____

40) American Indian or Alaska Native (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Agua Caliente Band of Cahuilla Indians | <input type="checkbox"/> Ewiiapaayp Band of Kumeyaay Indians |
| <input type="checkbox"/> Alturas Indian Rancheria | <input type="checkbox"/> Federated Indians of Graton Rancheria |
| <input type="checkbox"/> Augustine of Cahuilla | <input type="checkbox"/> Fort Bidwell Indian Community of CA |
| <input type="checkbox"/> Aztec or Mixtec | <input type="checkbox"/> Ft Independence Indian Comm of Paiute |
| <input type="checkbox"/> Bear River Rohnerville | <input type="checkbox"/> Fort Mojave Indian Tribe (AZ, CA, and NV) |
| <input type="checkbox"/> Berry Creek Ranch Maidu | <input type="checkbox"/> Greenville Rancheria |
| <input type="checkbox"/> Big Lagoon Rancheria | <input type="checkbox"/> Grindstone Indians Wintun-Wailaki of CA |
| <input type="checkbox"/> Big Pine Band Paiute | <input type="checkbox"/> Guidiville Rancheria of California |
| <input type="checkbox"/> Big Sandy Rancheria | <input type="checkbox"/> Habematolel Pomo of Upper Lake |
| <input type="checkbox"/> Big Valley Pomo Indians | <input type="checkbox"/> Hoopa Valley Tribe |
| <input type="checkbox"/> Bishop Paiute Tribe | <input type="checkbox"/> Hopland Band of Pomo Indians |
| <input type="checkbox"/> Blue Lake Rancheria | <input type="checkbox"/> Inaja Band of Diegueño Mission |
| <input type="checkbox"/> Bridgeport Indian Colony | <input type="checkbox"/> Ione Band of Miwok Indians of California |
| <input type="checkbox"/> Buena Vista of Me-Wuk | <input type="checkbox"/> Jackson Band of Miwuk Indians |
| <input type="checkbox"/> Cabazon Band Indians | <input type="checkbox"/> Jamul Indian Village of California |
| <input type="checkbox"/> Cachil DeHe Band of Wintun Indians | <input type="checkbox"/> Karuk Tribe |
| <input type="checkbox"/> Cahuilla Band of Mission Indians | <input type="checkbox"/> Kashia Band of Pomo of Stewart's Point |
| <input type="checkbox"/> Cahto Indian Tribe Laytonville Rancheria | <input type="checkbox"/> Koi Nation of Northern California |
| <input type="checkbox"/> California Valley Miwok Tribe | <input type="checkbox"/> La Jolla Band of Luiseño Indians |
| <input type="checkbox"/> Campo Band of Diegueño Mission Indians | <input type="checkbox"/> La Posta Band of Diegueño Mission |
| <input type="checkbox"/> Capitan Grande of Diegueño Mission | <input type="checkbox"/> Lone Pine Paiute-Shoshone Tribe |
| <input type="checkbox"/> Catawba Tribe | <input type="checkbox"/> Los Coyotes of Cahuilla & Cupeno Indians |
| <input type="checkbox"/> Cedarville Rancheria | <input type="checkbox"/> Lytton Rancheria of California |
| <input type="checkbox"/> Chemehuevi Indian Tribe Reservation | <input type="checkbox"/> Manchester Band of Pomo Indians |
| <input type="checkbox"/> Cher-Ae Heights Indian Trinidad Rancheria | <input type="checkbox"/> Manzanita Band of Diegueño Mission |
| <input type="checkbox"/> Cherokee | <input type="checkbox"/> Mechoopda Indian Tribe of Chico |
| <input type="checkbox"/> Chicken Ranch Rancheria of Me-Wuk | <input type="checkbox"/> Mesa Grande Band of Diegueño Mission |
| <input type="checkbox"/> Chippewa | <input type="checkbox"/> Middletown Rancheria of Pomo Indians CA |
| <input type="checkbox"/> Cloverdale Rancheria of Pomo of California | <input type="checkbox"/> Mooretown Rancheria of Maidu Indians |
| <input type="checkbox"/> Cold Springs of Mono Indians of California | <input type="checkbox"/> Morongo Band of Cahuilla Mission Indians |
| <input type="checkbox"/> Colorado River Indian Tribes (AZ & CA) | <input type="checkbox"/> Navajo |
| <input type="checkbox"/> Cortina Indian Ranch of Wintun Indians | <input type="checkbox"/> Northfork Rancheria of Mono Indians |
| <input type="checkbox"/> Coyote Valley Band of Pomo Indians of CA | <input type="checkbox"/> Pala Band of Luiseño Mission Indians |
| <input type="checkbox"/> Death Valley Timbi-Sha Shoshone Tribe | <input type="checkbox"/> Paskenta Band of Nomlaki Indians of CA |
| <input type="checkbox"/> Dry Creek Rancheria of Pomo Indians | <input type="checkbox"/> Pauma Band of Luiseño Mission Indians |
| <input type="checkbox"/> Elem Indian Colony of Pomo Sulphur Bank | <input type="checkbox"/> Pechanga Band of Luiseño Mission Indians |
| <input type="checkbox"/> Elk Valley Rancheria | <input type="checkbox"/> Picayune Rancheria of Chukchansi Indians |
| <input type="checkbox"/> Enterprise Rancheria of Maidu of Calif | <input type="checkbox"/> Pinoleville Pomo Nation |

- Pit River Tribe
- Potter Valley Tribe
- Quartz Valley Indian Community
- Quechan Tribe of the Fort Yuma Indian
- Ramona Band of Cahuilla
- Redding Rancheria
- Redwood Valley Little River Band of Pomo
- Resighini Rancheria
- Rincon Band of Luiseño Mission Indians
- Robinson Rancheria
- Round Valley Indian Tribes, Round Valley
- San Manuel Band Serrano Mission Indians
- San Pasqual Band of Diegueño Mission
- Santa Rosa Indian Community
- Santa Rosa Band of Cahuilla Indians
- Santa Ynez Band of Chumash Mission
- Lipay Nation of Santa Ysabel
- Scotts Valley Band of Pomo Indians of CA
- Sheep Ranch of Me-Wuk Indians
- Sherwood Valley Rancheria of Pomo
- Shingle Springs Band of Miwok Indians
- Sioux

- Soboba Band of Luiseño Indians
- Susanville Indian Rancheria
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Tolowa Dee-ni' Nation
- Torres-Martinez Desert Cahuilla Indians
- Tule River Indian Tribe of the Tule River
- Tuolumne Band of Me-Wuk Indians
- Twenty-Nine Palms Band of Mission
- United Auburn Indian of the Auburn
- Upper Lake Band of Pomo Indians
- Utu Utu Gwaitu Paiute Tribe Benton Paiute
- Washoe Tribe (California and Nevada)
- Wilton Rancheria
- Wiyot Tribe (formerly the Table Bluff)
- Yocha Dehe Wintun Nation
- Yurok Tribe of the Yurok Reservation
- Zapotec
- Other American Indian - Write In: _____

Other Alaska Native - Write In: _____

41) Black or African American (Select all that apply)

- African American
- Subsaharan African: Ethiopian
- Subsaharan African: Kenyan
- Subsaharan African: Nigerian
- Subsaharan African: Other Subsaharan
- Subsaharan African: Somali
- Subsaharan African: South African
- Caribbean: Belizean
- Caribbean: Haitian
- Caribbean: Jamaican
- Caribbean: Other Caribbean
- Other - Write In: _____

42) Hispanic/Latinx (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Argentinean | <input type="checkbox"/> Honduran |
| <input type="checkbox"/> Bolivian | <input type="checkbox"/> Mexican |
| <input type="checkbox"/> Brazilian | <input type="checkbox"/> Nicaraguan |
| <input type="checkbox"/> Chilean | <input type="checkbox"/> Panamanian |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Peruvian |
| <input type="checkbox"/> Costa Rican | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> Cuban | <input type="checkbox"/> Salvadoran |
| <input type="checkbox"/> Dominican (Dominican Republic) | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Ecuadorian | <input type="checkbox"/> Venezuelan |
| <input type="checkbox"/> Guatemalan | <input type="checkbox"/> Other Hispanic or Latina/e/o/x - Write In _____ |

43) Middle Eastern or North African (Select all that apply)

- Assyrian, Syriac or Chaldean
- Egyptian
- Iranian or Persian
- Iraqi
- Israeli
- Jordanian
- Lebanese
- Moroccan
- Palestinian
- Syrian
- Turkish
- Other Middle Eastern - Write In: _____
- Other North African - Write In: _____

44) Native Hawaiian or Other Pacific Islander (Select all that apply)

- Fijian
- Guamanian or Chamorro
- Native Hawaiian
- Samoan
- Tongan
- Other Pacific Islander - Write In: _____

45) White (Select all that apply)

- Armenian
- Australian
- Basque
- British Isles (UK or Ireland)
- Canadian
- European
- Russian
- Ukrainian
- Other White - Write In: _____

46) Is English your primary language?

- Yes
- No

47) Do you know more than one language fluently?

- Yes
- No

48) If you use a language other than English at home, what language(s) do you use at home?

49) Gender identity/ies (choose all that apply)

- agender
- androgyne
- demigender
- genderqueer or gender fluid
- man
- non-binary
- questioning or unsure
- woman
- additional gender category/identity:
please specify: _____
- prefer not to disclose

50) What is your *preferred* terminology for your gender identity (select one)

- agender
- androgyne
- demigender
- genderqueer or gender fluid
- man
- non-binary
- questioning or unsure
- woman
- additional gender category/identity:
please specify: _____
- prefer not to disclose

51) Are you transgender?

- Yes
- No

52) Sexual orientation (choose all that apply)

- asexual
- bisexual
- gay
- straight (heterosexual)
- lesbian
- pansexual
- queer
- questioning or unsure
- same-gender loving
- an identity not listed: please specify:

- prefer not to disclose

53) What is your *preferred* terminology for your sexual orientation? (select one)

- asexual
- bisexual
- gay
- lesbian
- pansexual
- queer
- questioning or unsure
- same-gender loving
- an identity not listed: please specify:

54) With which of the following groups do you identify? (check all that apply)

- Current or former foster youth
- Current or former Veteran/Military personnel
- Financial aid recipient
- First-generation college student (first person in your immediate family to attend college)
- Formerly incarcerated or Justice involved/impacted
- Immigrant
- Pregnant, expecting, or parenting
- Student athlete

55) list any other identities that are important to you. If none, skip this question.

56) Do you have any disabilities (e.g., physical, emotional, cognitive)?

Yes

No

57) What type(s) of disability/disabilities do you have? (check all that apply)

Acquired/Traumatic Brain Injury (TBI)

Asperger's/Autism Spectrum

Attention Deficit/Hyperactivity Disorder

Blind/Low Vision

Chronic Illness/Medical Condition

Cognitive or Learning Disability (e.g., Dyslexia/Dysgraphia/Dyscalculia)

Deaf/Hard of Hearing

Gender Dysphoria

Mental Health/Psychological Condition

Physical/Mobility condition that affects walking

Physical/Mobility condition that does not affect walking

Speech/Communication Condition

Other - Please Specify: _____

58) Do you identify as neurodiverse?

Yes

No

Unsure

59) What Transfer and Career Pathway (TrAC) are you pursuing?

Agriculture

Arts, Humanities and Multimedia

Business and Law

Communications and Languages

Health and Fitness

Social Science, Education and Public Service

Science, Engineering, Computer Science, and Math

Technical Careers and Trades

Undecided/Unknown

Other - Please specify: _____

60) In your time at Delta college, have you been employed?

Yes, full-time (30+ hours/week)

Yes, part-time (10-29 hours/week)

Yes, part-time (

No

61) How do you pay for your education? (check all that apply)

Credit cards

Personal savings

Federal loans

Private loans

Financial help from parents or other relatives

Tuition Waiver

Working while in school

Grants and scholarships

Other - Write In: _____

62) Do you have anyone under the age of 18 living with you?

Yes

No

63) Do you have people who depend on you for support (be it financially or in a caretaking capacity)?

Yes

No

64) How would you characterize your political views?

Very liberal

Liberal

Moderate

Conservative

Very conservative

65) How are you currently taking classes at Delta College?

Primarily or entirely on campus

Primarily or entirely remotely/online

Split between on campus and remotely/online

Prefer not to respond

Thank You!

Delta Campus Climate Employee Survey - Winter '23

Welcome!

Dear Delta College Employee,

We are inviting you to participate in an important survey to share your perceptions of the campus climate at San Joaquin Delta College. Results will be used to inform professional development, initiatives, and programs to improve the student experience at Delta College.

The survey will take less than 20 minutes to complete. All survey participants that submit the separate form at the end of the survey will receive a \$5 gift card to the bookstore/food services and be entered into daily drawings for various other prizes!

Anonymity. Your individual responses to this survey are anonymous, and no personally identifiable data will be shared with anyone at the college. While overall findings from this study will be shared back with individuals at the college, we will not include the identifiable data you may choose to include at the end of the survey. Your identifiable information will not be connected to survey responses and will only be used for the prize drawings. We will take all precautions to ensure that no identifiable information will be disclosed in any reports.

Voluntary. This survey is completely voluntary. You do not have to participate, and no one will know if you do or do not. If you do not want to answer a specific question, you may skip it (but your perspective is important to us, so we hope you will answer as many questions as you can). You may discontinue your participation at any time without penalty.

Contributions. Your participation in this survey will allow us to learn more about employee demographics, basic needs, health, wellness, and safety. Your responses will give insight into employee experiences on Delta College campuses regarding diversity, equity, inclusion, and belongingness.

Risks. There are no foreseeable risks associated with your participation in this survey.

Questions. If you would like more information about this survey, you may contact Tina Akers, Dean of Institutional Effectiveness, Equity, and Achievement at tina.akers@deltacollege.edu.

Informed Consent. Please select "Yes" and click "Next" to continue on to the survey if you agree to participate and are at least 18 years old. By doing so, you give us your permission to use your responses. If you do not want to participate in this survey you may close it now or select "No, I do not consent to participate" and you will be exited from the survey.

-
- 1) Do you agree to participate in this survey? *
- Yes
- No

*If no, pipes to end

Employment Demographics

This information is used for improving the college's understanding of campus climate for people of various identities. Only the Office of Institutional Research and Effectiveness will have access to this information. All information will be reported in aggregate. Your responses are anonymous and will be kept private and secure. The information will not be used for a discriminatory purpose.

2) What is your employee classification/association?

- Board Trustee
- Classified/Confidential/POA
- Faculty
- Management
- Short-Term Worker
- Student Worker
- Other - Write In: _____

3) What is your division?

- Administrative Services
- Human Resources
- Instructional Services
- Student Services
- President's Office (Board of Trustees, Institutional Research and Effectiveness, Marketing and Communication, Foundation, and President's Office)
- Other - Write In: _____

4) If you are associated with a TrAC, please select the TrAC below

- Agriculture
- Arts, Humanities and Multimedia (Library)
- Business and Law
- Communications and Languages
- Health and Fitness (Athletics)
- Social Science, Education and Public Service
- Science, Engineering, Computer Science, and Math
- Technical Careers and Trades
- Other - Write In: _____
- Not affiliated with a TrAC

5) In your time at Delta College, have you primarily been employed:

- Full-time (30+ hours/week)
- Part-time (

6) How do you work at Delta College?

- Primarily or entirely on campus
- Primarily or entirely remotely
- Split between on campus and remotely

Campus Climate and Basic Needs

7) Do you agree with the following statements?

	Yes	No
I enjoy coming to work	()	()
I feel valued at work	()	()
I am proud to work for Delta College	()	()
I have found community at Delta College	()	()

8) In the past 30 days, did you have concerns about any of the following?

	Yes	No
Your housing stability	()	()
Your ability to access adequate food	()	()
Your access to child or dependent care	()	()
Your access to transportation	()	()
Your overall health and wellness	()	()
Your mental health	()	()
Your ability to pay for medical, dental, and/or mental health services	()	()
Your access to support services for mental health and wellness	()	()

9) Have you found it difficult to express your mental health concerns to people close to you?

- () Yes
- () No

10) Please explain why it is difficult for you to express your mental health concerns. _____

11) In the past year, at Delta, have you personally experienced any of the following?

	Yes	No
Stared at	()	()
Deliberately ignored, isolated, left out, or excluded	()	()
Singled out as the "resident authority"	()	()
Racial/ethnic profiling	()	()
Graffiti or other forms of vandalism on campus	()	()
Damage to personal property	()	()
Being misgendered	()	()
Derogatory written comments	()	()
Derogatory remarks	()	()
Derogatory posts on social media	()	()
Derogatory phone calls	()	()
Derogatory/unsolicited emails	()	()
Received a low performance evaluation	()	()
Denied service or access to resources	()	()
Intimidated/bullied	()	()
Threatened with physical violence	()	()
Feared for your physical safety	()	()
Feared for your family's safety	()	()
Physical violence	()	()
Sexual assault/harassment	()	()

12) In the past year, at Delta, how often have you been discriminated against or excluded from activities because of your:

	Never	Seldom	Sometimes	Often	Very Often
Ability/disability status	()	()	()	()	()
Age	()	()	()	()	()
Citizenship status	()	()	()	()	()
Gender/Gender identity/Gender expression	()	()	()	()	()
Military/Veteran status	()	()	()	()	()
Political beliefs	()	()	()	()	()
Race/ethnicity	()	()	()	()	()
Religious/spiritual beliefs	()	()	()	()	()
Sexual orientation	()	()	()	()	()
Socioeconomic status	()	()	()	()	()

Status as parent/guardian	()	()	()	()	()
---------------------------	-----	-----	-----	-----	-----

13) Did any of these incidents of discrimination or harassment occur in the following locations?
(check all that apply)

- In a classroom
- In a departmental office or conference room
- In an individual faculty or staff member's office
- At a house or residence off campus
- At a program/event affiliated with or sponsored by the college
- At a dining hall, recreational space, or athletic facility
- Via the internet or social media
- During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.
- Other location - Write In: _____

14) Was the source of the discrimination/harassment a member of the following groups? (check all that apply)

- Students
- Faculty
- Staff
- Administration
- Local community
- Family

15) Did you report the incident of prejudice or discrimination to college officials?

- Yes
- No

16) Were you satisfied with the college's response to your report?

- Yes
- No

17) Why did you not report the incident?

18) In the past year, at Delta College, have you **witnessed** any of the following occur to someone else?

	Yes	No
Stared at	()	()
Deliberately ignored, isolated, left out, or excluded	()	()
Singled out as the "resident authority"	()	()
Racial/ethnic profiling	()	()
Graffiti or other forms of vandalism on campus	()	()
Damage to personal property	()	()
Being misgendered	()	()
Derogatory written comments	()	()
Derogatory remarks	()	()
Derogatory posts on social media	()	()
Denied service or access to resources	()	()
Intimidated/bullied	()	()
Threatened with physical violence	()	()
Physical violence	()	()
Sexual assault/harassment	()	()

19) Did any of these incidents of discrimination or harassment you witnessed occur in the following locations? (check all that apply)

- In a classroom
- In a departmental office or conference room
- In an individual faculty or staff member's office
- At a house or residence off campus
- At a program/event affiliated with or sponsored by the college
- At a dining hall, recreational space, or athletic facility
- Via the internet or social media
- During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.
- Other location - Write In: _____

20) Was the source of the discrimination/harassment you witnessed a member of the following groups? (check all that apply)

- Students
- Faculty
- Staff
- Administration
- Local community
- Family

21) Did you report the incident of prejudice or discrimination that you witnessed to college officials?

- Yes
 - No
-

Campus Climate

22) How much do you agree with the following statements?

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I feel a sense of belonging to the campus community.	()	()	()	()	()
I feel respected by others at the college.	()	()	()	()	()
I feel like a valuable member of the campus community.	()	()	()	()	()
There are faculty and staff at this college that share my ethnic and cultural identities.	()	()	()	()	()
There are faculty and staff at this college that have similar sexual orientations as me.	()	()	()	()	()
There are faculty and staff at this college that have similar gender identities as me.	()	()	()	()	()
This college is welcoming and supportive of students from all backgrounds.	()	()	()	()	()
Students are supported in a way that best meets their unique backgrounds, needs, and experiences.	()	()	()	()	()

The campus environment is free from tensions related to individual or group differences.	()	()	()	()	()
Senior leadership demonstrates a commitment to diversity and equity on this campus.	()	()	()	()	()
The Board of Trustees demonstrates a commitment to diversity and equity on this campus.	()	()	()	()	()
Classified/Confidential/PO A demonstrate a commitment to diversity and equity on this campus.	()	()	()	()	()
Faculty demonstrate a commitment to diversity and equity on this campus.	()	()	()	()	()
Management demonstrates a commitment to diversity and equity on this campus.	()	()	()	()	()
Diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community.	()	()	()	()	()

23) What one change would you make in order to enhance the sense of community at Delta?

24) In the last year, about how often have you interacted (worked with, been advisor for, conversed with) the following people while at Delta?

	Daily	Weekly	Monthly	A few times	Not at all/not that I'm aware of
People who have a racial and/or ethnic identity other than your own	()	()	()	()	()
People from a socioeconomic background other than your own	()	()	()	()	()
People who have a sexual orientation other than your own	()	()	()	()	()
People whose gender differs from yours	()	()	()	()	()
People whose gender expression differ from yours	()	()	()	()	()
People for whom English is not their native language	()	()	()	()	()
People from a religious background other than your own	()	()	()	()	()
People with a disability	()	()	()	()	()
People who are undocumented immigrants	()	()	()	()	()

People from a country other than your own	()	()	()	()	()
People who hold a political affiliation, philosophy, or view that differs from yours	()	()	()	()	()
People with a different family structure as your own	()	()	()	()	()
People who were foster youth or foster parents	()	()	()	()	()
People who are significantly older or younger than you	()	()	()	()	()

Campus Safety

25) In general, how safe do you feel in the following locations?

	Very safe	Somewhat safe	Not too safe	Not at all safe
On the college campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the area surrounding your college campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking around campus at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the restrooms on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26) What is your biggest safety concern when you're on campus, and do you think your college is doing enough to address this issue?

27) Police staff are professional in their dealing with the college community.

- Strongly Agree
- Agree
- Neither Agree or Disagree
- Disagree
- Strongly Disagree
- Not Sure

28) How familiar are you with the District's Annual Security Report?

- Very familiar
- Somewhat familiar
- I've heard of it
- Not at all familiar

29) Have you signed up for Mustang Alert / Rave App / Guardian App to receive safety alerts?

- Yes
- No, but I am aware of the app
- No, and I am not aware of the app

30) Have you ever contacted your college's police department?

- Yes
- No

31) How satisfied were you with the response from your college's police department when you contacted them?

- Very satisfied
 - Somewhat satisfied
 - Somewhat unsatisfied
 - Very unsatisfied
-

Demographics

32) What is your age?

- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- Older than 50

33) Check all of the ethnicity, nationality, and ancestry groups you identify with. Select all that apply. When you select a major ethnicity group, you will have the option to select more specific ancestry groups.

- Asian
- American Indian or Alaska Native
- Black or African American
- Hispanic and/or Latina/e/o/x
- Native Hawaiian or Pacific Islander
- Middle Eastern or North African
- White

34) Asian (Select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Afghan | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Burmese/Myanmar | <input type="checkbox"/> Laotian |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Pakistani |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Indian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Indonesian | <input type="checkbox"/> Other - Write In: _____ |

35) American Indian or Alaska Native (Select all that apply)

- Agua Caliente Band of Cahuilla Indians
- Alturas Indian Rancheria
- Augustine of Cahuilla
- Aztec or Mixtec
- Bear River Rohnerville
- Berry Creek Ranch Maidu
- Big Lagoon Rancheria
- Big Pine Band Paiute
- Big Sandy Rancheria
- Big Valley Pomo Indians
- Bishop Paiute Tribe
- Blue Lake Rancheria
- Bridgeport Indian Colony
- Buena Vista of Me-Wuk
- Cabazon Band Indians
- Cachil DeHe Band of Wintun Indians
- Cahuilla Band of Mission Indians
- Cahto Indian Tribe Laytonville Rancheria
- California Valley Miwok Tribe
- Campo Band of Diegueño Mission Indians
- Capitan Grande of Diegueño Mission
- Cedarville Rancheria
- Chemehuevi Indian Tribe Reservation
- Cher-Ae Heights Indian Trinidad Rancheria
- Cherokee
- Chicken Ranch Rancheria of Me-Wuk
- Chippewa
- Cloverdale Rancheria of Pomo of California
- Cold Springs of Mono Indians of California
- Colorado River Indian Tribes (AZ and CA)
- Cortina Indian Ranch of Wintun Indians
- Coyote Valley Band of Pomo Indians of CA
- Death Valley Timbi-Sha Shoshone Tribe
- Dry Creek Rancheria of Pomo Indians
- Elem Indian Colony of Pomo Sulphur Bank
- Elk Valley Rancheria
- Enterprise Rancheria of Maidu of Calif
- Ewiiapaayp Band of Kumeyaay Indians
- Federated Indians of Graton Rancheria
- Fort Bidwell Indian Community of CA
- Ft Independence Indian Comm of Paiute
- Fort Mojave Indian Tribe (AZ, CA, and NV)
- Greenville Rancheria
- Grindstone Indians Wintun-Wailaki of CA
- Guidiville Rancheria of California
- Habematolel Pomo of Upper Lake
- Hoopa Valley Tribe
- Hopland Band of Pomo Indians
- Inaja Band of Diegueño Mission
- Ione Band of Miwok Indians of California
- Jackson Band of Miwuk Indians
- Jamul Indian Village of California
- Karuk Tribe
- Kashia Band of Pomo of Stewart's Point
- Koi Nation of Northern California
- La Jolla Band of Luiseño Indians
- La Posta Band of Diegueño Mission
- Lone Pine Paiute-Shoshone Tribe
- Los Coyotes of Cahuilla & Cupeno Indians
- Lytton Rancheria of California
- Manchester Band of Pomo Indians
- Manzanita Band of Diegueño Mission
- Mechoopda Indian Tribe of Chico
- Mesa Grande Band of Diegueño Mission
- Middletown Rancheria of Pomo Indians CA
- Mooretown Rancheria of Maidu Indians
- Morongo Band of Cahuilla Mission Indians
- Navajo
- Northfork Rancheria of Mono Indians
- Pala Band of Luiseño Mission Indians
- Paskenta Band of Nomlaki Indians of CA
- Pauma Band of Luiseño Mission Indians
- Pechanga Band of Luiseño Mission Indians
- Picayune Rancheria of Chukchansi Indians
- Pinoleville Pomo Nation
- Pit River Tribe
- Potter Valley Tribe
- Quartz Valley Indian Community
- Quechan Tribe of the Fort Yuma Indian
- Ramona Band of Cahuilla
- Redding Rancheria
- Redwood Valley Little River Band of Pomo
- Resighini Rancheria
- Rincon Band of Luiseño Mission Indians
- Robinson Rancheria
- Round Valley Indian Tribes, Round Valley

- San Manuel Band Serrano Mission Indians
- San Pasqual Band of Diegueño Mission
- Santa Rosa Indian Community
- Santa Rosa Band of Cahuilla Indians
- Santa Ynez Band of Chumash Mission
- Lipay Nation of Santa Ysabel
- Scotts Valley Band of Pomo Indians of CA
- Sheep Ranch of Me-Wuk Indians
- Sherwood Valley Rancheria of Pomo
- Shingle Springs Band of Miwok Indians
- Sioux
- Soboba Band of Luiseño Indians
- Susanville Indian Rancheria
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Tolowa Dee-ni' Nation

- Torres-Martinez Desert Cahuilla Indians
- Tule River Indian Tribe of the Tule River
- Tuolumne Band of Me-Wuk Indians
- Twenty-Nine Palms Band of Mission
- United Auburn Indian of the Auburn
- Upper Lake Band of Pomo Indians
- Utu Utu Gwaitu Paiute Tribe Benton Paiute
- Washoe Tribe (California and Nevada)
- Wilton Rancheria
- Wiyot Tribe (formerly the Table Bluff)
- Yocha Dehe Wintun Nation
- Yurok Tribe of the Yurok Reservation
- Zapotec
- Other American Indian - Write In: _____
- Other Alaska Native - Write In: _____

36) Black or African American (Select all that apply)

- African American
- Subsaharan African: Ethiopian
- Subsaharan African: Kenyan
- Subsaharan African: Nigerian
- Subsaharan African: Other Subsaharan
- Subsaharan African: Somali
- Subsaharan African: South African
- Caribbean: Belizean
- Caribbean: Haitian
- Caribbean: Jamaican
- Caribbean: Other Caribbean
- Other - Write In: _____

37) Hispanic/Latinx (Select all that apply)

- Argentinean
- Bolivian
- Brazilian
- Chilean
- Colombian
- Costa Rican
- Cuban
- Dominican (Dominican Republic)
- Ecuadorian
- Guatemalan
- Honduran
- Mexican
- Nicaraguan
- Panamanian
- Peruvian
- Puerto Rican
- Salvadoran
- Spanish
- Venezuelan
- Other Hispanic or Latina/e/o/x - Write In: _____

38) Middle Eastern or North African (Select all that apply)

- Assyrian, Syriac or Chaldean
- Egyptian
- Iranian or Persian
- Iraqi
- Israeli
- Jordanian
- Lebanese
- Moroccan
- Palestinian
- Syrian
- Turkish
- Other Middle Eastern - Write In: _____
- Other North African - Write In: _____

39) Native Hawaiian or Other Pacific Islander (Select all that apply)

- Fijian
- Guamanian or Chamorro
- Native Hawaiian
- Samoan
- Tongan
- Other Pacific Islander - Write In: _____

40) White (Select all that apply)

- Armenian
- Australian
- Basque
- British Isles (UK or Ireland)
- Canadian
- European
- Russian
- Ukrainian
- Other White - Write In: _____

41) Is English your primary language?

- Yes
- No

42) Do you know more than one language fluently?

- Yes
- No

43) If you use a language other than English at home, what language(s) do you use at home?

44) Gender identity/ies (choose all that apply)

- | | |
|--|--|
| <input type="checkbox"/> agender | <input type="checkbox"/> questioning or unsure |
| <input type="checkbox"/> androgyne | <input type="checkbox"/> woman |
| <input type="checkbox"/> demigender | <input type="checkbox"/> additional gender category/identity:
please specify: _____ |
| <input type="checkbox"/> genderqueer or gender fluid | <input type="checkbox"/> prefer not to disclose |
| <input type="checkbox"/> man | |
| <input type="checkbox"/> non-binary | |

45) What is your *preferred* terminology for your gender identity (select one)

- | | |
|---|---|
| <input type="radio"/> agender | <input type="radio"/> questioning or unsure |
| <input type="radio"/> androgyne | <input type="radio"/> woman |
| <input type="radio"/> demigender | <input type="radio"/> additional gender category/identity:
please specify: _____ |
| <input type="radio"/> genderqueer or gender fluid | <input type="radio"/> prefer not to disclose |
| <input type="radio"/> man | |
| <input type="radio"/> non-binary | |

46) Are you transgender?

- Yes
 No

47) Sexual orientation (choose all that apply)

- | | |
|--|---|
| <input type="checkbox"/> asexual | <input type="checkbox"/> queer |
| <input type="checkbox"/> bisexual | <input type="checkbox"/> questioning or unsure |
| <input type="checkbox"/> gay | <input type="checkbox"/> same-gender loving |
| <input type="checkbox"/> straight (heterosexual) | <input type="checkbox"/> an identity not listed: please specify:
_____ |
| <input type="checkbox"/> lesbian | <input type="checkbox"/> prefer not to disclose |
| <input type="checkbox"/> pansexual | |

48) What is your *preferred* terminology for your sexual orientation? (select one)

- | | |
|---------------------------------|--|
| <input type="radio"/> asexual | <input type="radio"/> queer |
| <input type="radio"/> bisexual | <input type="radio"/> questioning or unsure |
| <input type="radio"/> gay | <input type="radio"/> same-gender loving |
| <input type="radio"/> lesbian | <input type="radio"/> an identity not listed: please specify:
_____ |
| <input type="radio"/> pansexual | |

49) Do you have any disabilities (e.g., physical, emotional, cognitive)?

- Yes
 No

50) What type(s) of disability/disabilities do you have? (check all that apply)

- Acquired/Traumatic Brain Injury (TBI)
- Asperger's/Autism Spectrum
- Attention Deficit/Hyperactivity Disorder
- Blind/Low Vision
- Chronic Illness/Medical Condition
- Cognitive or Learning Disability (e.g., Dyslexia/Dysgraphia/Dyscalculia)
- Deaf/Hard of Hearing
- Gender Dysphoria
- Mental Health/Psychological Condition
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking
- Speech/Communication Condition
- Other - Please Specify: _____

51) Do you identify as neurodiverse?

- Yes
- No
- Unsure

52) Do you have anyone under the age of 18 living with you?

- Yes
- No

53) Do you have people who depend on you for support (be it financially or in a caretaking capacity)?

- Yes
- No

54) How would you characterize your political views?

- Very liberal
- Liberal
- Moderate
- Conservative
- Very conservative

Thank You!

Appendix B: Tables

Access all tables [HERE](#)

Appendix C: Participant Recruitment Letter

From: Alex Breittler alex.breittler@deltacollege.edu
Subject: Make your voice heard! Join a campus climate focus group
Date: April 26, 2023 at 7:27 PM
To: Alex Breittler alex.breittler@deltacollege.edu



Dear Campus Community,

Following up on the campus climate survey earlier this spring, the Research and Planning Group for California Community Colleges in early May will coordinate a series of focus groups with both employees and students.

Insights collected in these focus groups will help us learn more about how to make Delta a more welcoming place for employees and students of all backgrounds.

Would you be willing to participate?

RP Group is specifically looking for employees who fit one or more of the following categories:

- Black/African American
- Latina/e/o/x
- Asian
- Transgender, Non-Binary and LGBTQ+
- Employees with dependents (children, parents, or others in their care)
- Are employed as Classified/Confidential staff

Interested? **To apply to participate in a focus group, please fill out this form:**
https://deltacollege.qualtrics.com/jfe/form/SV_5nduB0lw2n8fMfY

Focus group sessions will be held via Zoom. You'll be asked questions by a moderator and invited to share your thoughts and feelings about your experience at the College. There are no wrong answers!

Please note the date and time for each group and make sure you are able to attend before you sign up. Not everyone who completes the form will be selected to participate.

Thank you for considering this opportunity to make Delta College better for everyone.



share your voice!

Appendix D: Focus Group Confirmation Letter

Hello!

If you are receiving this email, it is because you indicated an interest in participating in a virtual focus group. We are writing to confirm whether you can join us via Zoom on **May [DATE], from [TIME]**.

As you may know, this past winter, our group, The RP Group, helped Delta administer an employee survey to gather information about employee perceptions of the campus climate. Now, we are conducting a series of focus groups to gather an even more comprehensive picture of the campus climate and how students from various demographic backgrounds experience the campus climate.

Delta is specifically interested in learning more about the experiences of [NAME OF SUB-GROUP]. You were invited because you indicated that you identify with this group, and we are so thankful that you are interested in sharing your experiences with us. Ultimately, results will be used to inform professional development, initiatives, and programs to improve the experience at Delta College.

If you are still interested and available, please respond to this email ASAP, and we will send you the Zoom link for the focus group on May [DATE], from [TIME]. Note: The focus group will be facilitated by someone from The RP Group, not someone from your college.

Best,

Katie

Appendix E: Focus Interview Protocols for Students and Employees

DELTA CAMPUS CLIMATE FOCUS GROUP INTERVIEW PROTOCOL STUDENTS SPRING 2023

Session Start-Up Checklist

- Enable co-host permissions
- Provide a brief description of the project
- Introduce yourself, co-facilitator, and the RP Group
- Review guidelines and features in Zoom
- Obtain consent and inform participants that the focus group will be recorded
- Confirm Zoom is recording
- Document the number of participants and their names

Why are we here today

- Welcome everyone. We are excited to have you here today. We know that you likely have tremendous demands on your time, so we appreciate your participation in this focus group.
- My name is _____. I am a researcher with the Research and Planning Group for California Community Colleges. The RP Group is a non-profit organization engaged in research, planning, and evaluation activities. We often partner with California Community Colleges to help them use data and evidence to support student success. I also (insert anything else you'd like about your work/background).
- As you may know, this past winter, we helped Delta administer a student survey to gather information about students' perceptions of the campus climate. Now, we are conducting a series of focus groups to gather an even more comprehensive picture of the campus climate and how students from various demographic backgrounds experience the campus climate. Delta is specifically interested in learning more about the experiences of (INSERT DEMOGRAPHIC GROUP). You were invited because you indicated that you identify with this group and we are so thankful that you have agreed to share your experiences with us today. We are also conducting focus groups with a number of other demographic groups. Ultimately, results will be used to inform professional development, initiatives, and programs to improve the student experience at Delta College.

Guidelines

- Before we get started, we want to provide you with some guidelines to make this a positive experience for you.

- First, there are no “wrong” answers to any of the questions. We are interested in hearing your perspectives as students.
- We ask that only one person speak at a time and to be respectful of others’ comments and ideas. If you are not speaking, please mute yourself to help reduce external noise.
- When you are ready to share, please unmute yourself and we will call on you. You can also use the ‘raise your hand’ feature under ‘Reactions’.
- Everyone will have a chance to speak. If you have not had an opportunity to provide your perspective, we may ask you to share your thoughts or ideas.
- We value confidentiality. We will not associate any feedback that comes out of this focus group with a particular individual.
- We will monitor the chat throughout this session so feel free to input questions or comments there. Also please feel free to use the chat to let me know if there are any technical issues.
- Video is optional so please do what is most comfortable for you.
- Any questions before we start?

Consent to participate and record

- Participation is voluntary - you may skip any questions and you can leave at any time. If you agree to participate, we ask that you respect the privacy of other students by not disclosing any content discussed during the focus group. **[HIT RECORD]**
- By staying in the focus group you are consenting to participate and be recorded. If you do not want to participate and be recorded, that’s okay. You may leave now or at any time.

Introductions

To get started, we would like to do a quick round of introductions. To keep it simple and ensure no one is skipped, we will call on people to introduce themselves.

- Please share your name, your pronouns, how long you’ve been at Delta, your major/interest of study, and whether you take the majority of your Delta classes online or in person.

The questions that we’re going to explore today have to do with a variety of topics including your experiences around safety, opinions on diversity, witnessing discrimination and general campus vibe amongst other topics.

QUESTIONS

Pre-1. Starter question: In thinking about your time at Delta so far, does the college feel welcoming and supportive?

1. Basic Needs - *This first set of questions is around what we call Basic Needs. We define this as having access to critical resources including food, housing, transportation, and dependent/childcare*

- a. How, if at all, does your access to basic needs (food, housing, transportation, and child/dependent) impact your ability to be a successful student?
- b. What advice would you have for Delta to support students in meeting their basic needs?

2. Health and Wellness Needs - *This next set of questions is around what we call Health and Wellness – We define health as both physical and mental health and wellness as things one does to support their physical and mental health*

- a. How, if at all, does your access to health and wellness supports, including mental health supports, impact your ability to be a successful student?
- b. What advice would you have for Delta to further support students in meeting their physical and mental health and wellness needs?

3. Safety

- a. How safe do you feel on the Delta campus? Are there places you do not feel safe?
- b. What could Delta do to help improve the sense of safety on campus?

4. Diversity-Equity-Inclusion-Sense of Belonging

- a. Do you feel that there is racial tension on campus? If yes, is it specific to certain student groups? Have you seen efforts made by Delta to improve this tension? What additional efforts could Delta make to improve this tension?
- b. Do you feel a sense of belonging at Delta? If yes, what helps contribute to your sense of belonging? What could be done to improve your sense of belonging?
- c. Do you feel a sense of community with (Group) students at Delta? What helps contribute to your sense of community? What could be done to improve your sense of community?
- d. How do faculty demonstrate that they are committed to DEI? What advice would you have for faculty to better demonstrate a commitment to DEI?

5. Campus Climate

- a. What is special about Delta as a community?
- b. What suggestions do you have to enhance the sense of community?
- c. What advice would you give to Delta college administrators to help improve the campus climate for (Insert Group)?

**DELTA CAMPUS CLIMATE
FOCUS GROUP INTERVIEW PROTOCOL
EMPLOYEES
SPRING 2023**

Session Start-Up Checklist

- Enable co-host permissions
- Provide a brief description of the project
- Introduce yourself, co-facilitator, and the RP Group
- Review guidelines and features in Zoom
- Obtain consent and inform participants that the focus group will be recorded
- Confirm Zoom is recording
- Document the number of participants and their names

Why are we here today

- Welcome everyone. We are excited to have you here today. We know that you likely have tremendous demands on your time, so we appreciate your participation in this focus group.
- My name is _____. I am a researcher with the Research and Planning Group for California Community Colleges. The RP Group is a non-profit organization engaged in research, planning, and evaluation activities. We often partner with California Community Colleges to help them use data and evidence to support student success. I also (insert anything else you'd like about your work/background).
- As you may know, this past winter, we helped Delta administer both a student and employee survey to gather information about students' and employees' perceptions of the campus climate. Now, we are conducting a series of focus groups to gather an even more comprehensive picture of the campus climate and how students and employees from various demographic backgrounds experience the campus climate. Delta is specifically interested in learning more about the experiences of (INSERT DEMOGRAPHIC GROUP) employees. You were invited because you indicated that you identify with this group and we are so thankful that you have agreed to share your experiences with us today. We are also conducting focus groups with a number of other demographic groups. Ultimately, results will be used to inform professional development, initiatives, and programs to improve the student and employee experience at Delta College.

Guidelines

- Before we get started, we want to provide you with some guidelines to make this a positive experience for you.
- First, there are no “wrong” answers to any of the questions. We are interested in hearing your perspectives as employees.
- We ask that only one person speak at a time and to be respectful of others’ comments and ideas. If you are not speaking, please mute yourself to help reduce external noise.
- When you are ready to share, please unmute yourself and we will call on you. You can also use the ‘raise your hand’ feature under ‘Reactions’.
- Everyone will have a chance to speak. If you have not had an opportunity to provide your perspective, we may ask you to share your thoughts or ideas.
- We value confidentiality. We will not associate any feedback that comes out of this focus group with a particular individual.
- We will monitor the chat throughout this session so feel free to input questions or comments there. Also please feel free to use the chat to let me know if there are any technical issues.
- Video is optional so please do what is most comfortable for you.
- Any questions before we start?

Consent to participate and record

- Participation is voluntary - you may skip any questions and you can leave at any time. If you agree to participate, we ask that you respect the privacy of other employees by not disclosing any content discussed during the focus group. **[HIT RECORD]**
- By staying in the focus group you are consenting to participate and be recorded. If you do not want to participate and be recorded, that’s okay. You may leave now or at any time.

Introductions

To get started, we would like to do a quick round of introductions. To keep it simple and ensure no one is skipped, we will call on people to introduce themselves.

- Please share your name, your pronouns, your role at Delta, and how long you’ve been working at Delta.

The questions that we’re going to explore today have to do with a variety of topics including your experiences around safety, opinions on diversity, witnessing discrimination and general campus vibe amongst other topics.

EMPLOYEE FOCUS GROUP QUESTIONS

Pre-1. Starter question: In thinking about your time at Delta so far, does the college feel welcoming and supportive?

1. Basic Needs - *This first set of questions is around what we call Basic Needs. We define this as having access to critical resources including food, housing, transportation, and dependent/childcare*

- a. How, if at all, does your access to basic needs (food, housing, transportation, and child/dependent) impact your ability to be a successful employee?
- b. What advice would you have for Delta to support employees in meeting their basic needs?

2. Health and Wellness Needs - *This next set of questions is around what we call Health and Wellness – We define health as both physical and mental health and wellness as things one does to support their physical and mental health*

- a. How, if at all, does your access to health and wellness supports, including mental health supports, impact your ability to be a successful employee?
- b. What advice would you have for Delta to support employees in meeting their physical and mental health and wellness needs?

3. Safety

- a. How safe do you feel on the Delta campus? Are there certain places where you do not feel safe?
- b. What could Delta do to help improve the sense of safety on campus?

4. Diversity-Equity-Inclusion-Sense of Belonging

- a. Do you feel a sense of belonging at Delta? If yes, what helps contribute to your sense of belonging? What could be done to improve your sense of belonging?
- b. Have you or any other Delta employee you know who is part of the (Insert Group) community experienced discrimination at Delta based on your identity as (Insert Group)? If yes, can you tell us more about that? (e.g., where did you experience this discrimination? How often has it occurred? Who/what have been the sources?) How did that experience impact you as an employee on campus?

5. Campus Climate

- a. What is special about Delta as a community?
- b. What suggestions do you have to enhance the sense of community for Delta employees?
- c. What advice would you give to Delta college administrators to help improve the campus climate specifically for (Insert Group) employees?

6. Level of Engagement with Delta

- a. Do you feel a sense of pride working at Delta? Why or why not?
- b. What could be done to improve how much you feel valued (done either by the college administration, supervisors, and/or colleagues)

7. Professional Development

- a. Can you tell me about any professional development opportunities you have had and how effective these opportunities have been meeting your needs and expectations?
- b. How could Delta better support your career development?

Appendix F: Additional Findings Regarding Employees' Sense of Belonging

Figure A1. Employees' Perceptions of Belonging

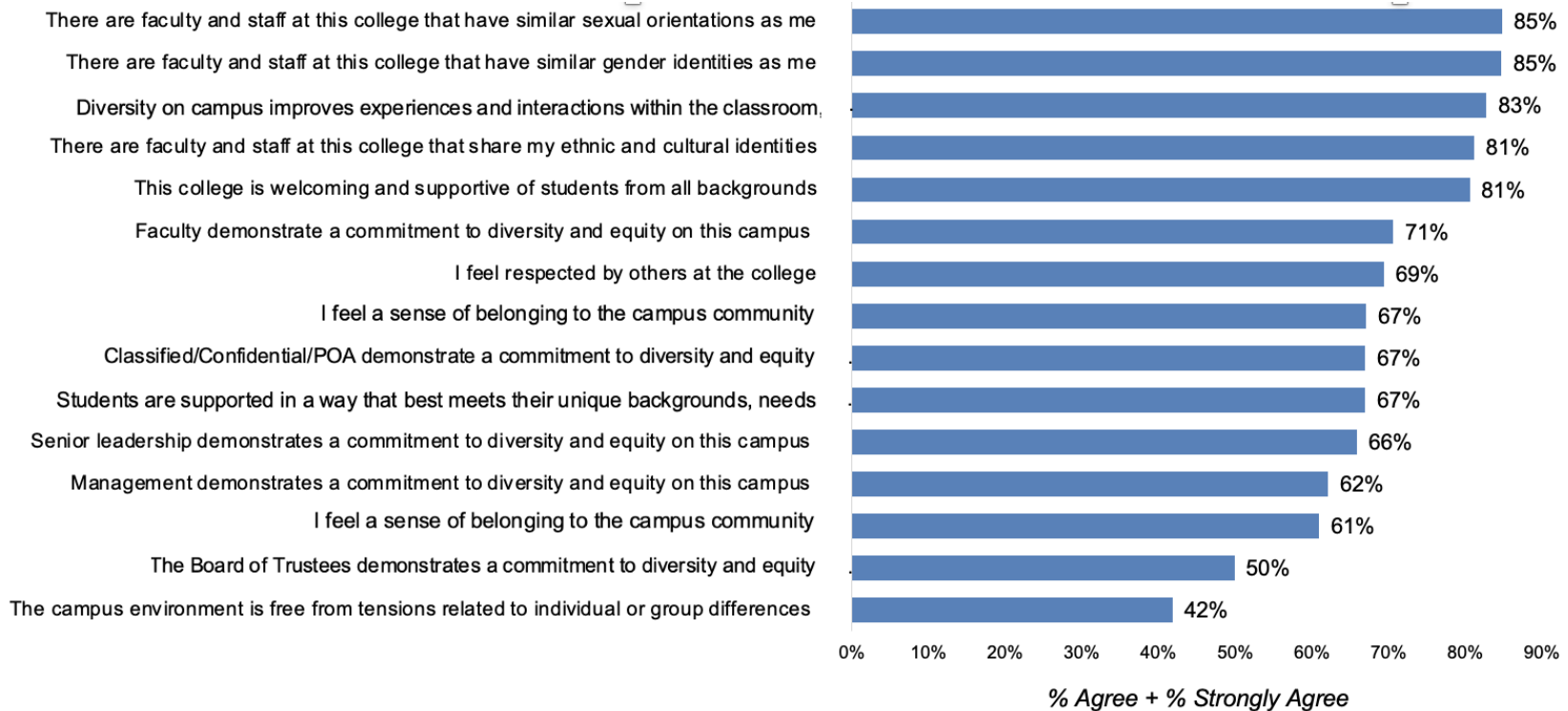


Table A1. Employee Survey and Focus Group Participants' Demographics

	Survey		Focus Group	
	%	#	%	#
Gender				
Female	62%	285	71%	12
Male	30%	140	18%	3
Nonbinary/Other Gender	2%	9	6%	1
Prefer not to disclose	6%	27	6%	1
Sexual Orientation				
Straight/Heterosexual	82%	377	41%	7
LGBTQ+	13%	61	41%	7
Prefer not to disclose	9%	43	18%	3
Age**				
18-24	5%	22	0%	0
25-29	6%	30	12%	2
30-39	21%	101	35%	6
40-49	27%	128	41%	7
50+	41%	199	12%	2
Race/Ethnicity*				
American Indian or Alaska Native	5%	23	6%	1
Asian	17%	77	18%	3
Black	7%	31	24%	4
Hispanic/Latinx	32%	143	41%	7
Middle Eastern or North African	2%	10	0%	0
Native Hawaiian or Pacific Islander	3%	12	6%	1
White	53%	239	29%	5
Job Classification				
Classified/Confidential	209	40%	n/r	n/r
Faculty	219	42%	n/r	n/r
Management	53	10%	n/r	n/r
Short-Term Worker	27	5%	n/r	n/r
Student Worker	16	3%	n/r	n/r

*Percentages may total more than 100% as participants could select all that apply.

**The ages listed are from the focus group form, whereas the survey age categories were slightly different (18-25, 26-30, 31-40, 41-50, >50).