



Fall 2024 Employee Climate Survey Report

Assessing Employee Perspectives and Organizational Climate

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Table of Contents

Executive Summary.....	5
Purpose & Usage.....	5
Key Takeaways	5
Findings by Branch and Division.....	6
Findings by Employee Group	7
Findings by Demographics / Identity.....	8
Next Steps	8
Introduction.....	10
Overview.....	10
Report Icons	10
Methodology.....	12
Survey Development	12
Confidentiality Assurance.....	13
Survey Distribution.....	14
Response Rates	14
Margin of Error	15
Limitations.....	15
Analytical Approach	16
Detailed Findings	17
Job Satisfaction.....	17
Overall	17
Intent to Stay.....	17
Work-Life Balance	18
Pay and Benefits.....	20
Job Security	22
Appreciation and Celebration	22
Would Recommend CCC.....	25
Opportunities for Advancement or Transfer	26
Interest in Job Duties	27
Alignment with College Ideals.....	28
Strategic Plan	28
DEI Training, Support, and Application	30
Integrity	36
Continuous Improvement (vs Change Resistance).....	40
Student Ready.....	43

Resources	44
Equipment and Furniture	44
Support from Employee-Serving Departments.....	46
Workload Level (Time)	48
Knowledge Navigation and Communication	50
Stress and Emotional Exhaustion (<i>negative</i>)	53
Safety & Security	54
Learning and Development.....	58
Formal Feedback (Performance Evaluation)	58
Collaboration.....	58
Professional Development.....	59
Supervisor Understands Your Job.....	59
Regular, Informal Feedback	60
Belonging.....	64
Inclusion.....	64
Employee Group Relations	66
Trust	67
Team Cohesion	67
Social Support	68
Incivility (<i>negative</i>).....	68
Disenfranchisement (<i>negative</i>)	69
Silence (<i>negative</i>).....	69
Welcoming.....	70
Campus Involvement	73
Administrators	74
Communication	74
Accountability.....	77
Transparency	79
Data-Informed Decision-Making	79
Trust	81
Institutional Financial Stewardship	94
Unit Planning.....	97
Supervision.....	98
Appendix A: Desired Climate Diagram.....	103
Appendix B: Organizational Chart	104
Appendix C: Response Rates by Employee Characteristics	105

Appendix D: Response Rates by Question	107
Appendix E: Human Resources Vacancies	118
Appendix F: Qualitative Report	119
Appendix G: Survey Instrument.....	145

Executive Summary

Purpose & Usage

The Fall 2024 Climate Survey undertaken by Clackamas Community College (CCC) is an integral component of our continuous improvement efforts. This survey serves as a strategic tool to assess the current state of our workplace environment and to identify actionable opportunities for enhancement. The aim is to reinforce our strengths and address areas needing improvement, thereby fostering a supportive and equitable workplace aligned with the College's values and strategic goals.

It is imperative to note that the intent of this survey is constructive, not punitive. The results are meant to guide us in making informed decisions that benefit the entire college community. They are not intended to single out individuals or departments but to contribute to a foundation for collective advancement and increased job satisfaction.

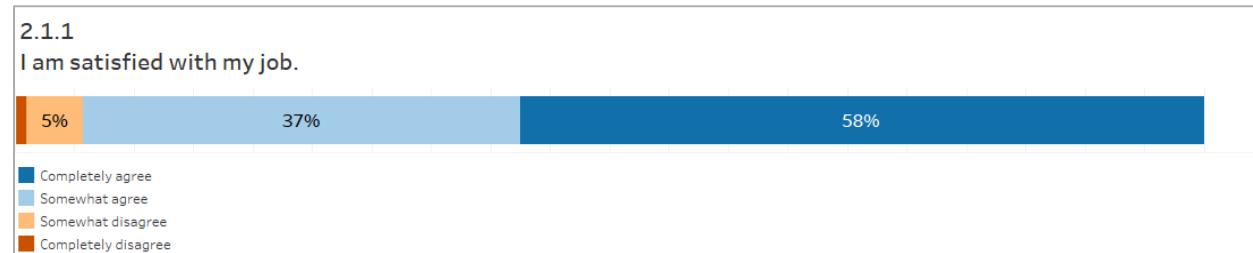
We encourage all stakeholders to engage with the findings of this survey with an open mind, committed to using this knowledge to collaboratively enhance CCC's institutional culture and effectiveness.

Key Takeaways

Responses to nearly all survey questions were positive, indicating employees are generally pleased with most aspects of the climate at CCC. One of the most frequent sentiments in the written comments was job satisfaction where employees highlighted their feelings of being valued and their appreciation for the kindness and support they receive from colleagues.

"I feel supported and valued as a person and an employee and I truly enjoy working for the college."

Most employees (95%) agreed they were satisfied with their job. Responses to this overarching question related to several other survey items, such that those who completely agreed were more likely to rate other items more positively, while those who did not completely agree were more likely to rate other items more negatively.



Despite the generally positive feedback, a concern for behavior that is mean or disrespectful was high. In addition, many employees felt this inappropriate behavior is not adequately addressed. Employees who provide services to employees were more likely to indicate they have seen, or have been the target of, this negative behavior. This mean and disrespectful behavior was exemplified in many written survey comments. While most employees who discussed their negative experiences in the comments remained respectful, many others used this opportunity to attack individuals and groups of employees. While the sentiment behind all comments was analyzed in the qualitative report ([Appendix F](#)), comments deemed to be harmful are not reprinted.

Lastly, it was apparent in the survey that there is a great deal of dissatisfaction with the services provided by the Human Resources Division. Overall, employees seek faster service and increased

communication, some level of self-service through additional documentation, and the ability to engage with Human Resources personnel in a way that is more personal than the ticketing system allows. See [Support from Employee-Serving Departments](#) for more information.

Findings by Branch and Division

Organizational Support Divisions. Employees in the Organizational Support divisions (Business Services, Human Resources, and Information Technology Services) frequently reported dissatisfaction. This included a higher intention to leave the college, witnessing more negative or otherwise harmful behavior that is often directed at them, a workload that is too high, a lack of adequate data systems and documentation to support successful delivery of their divisions' services, and less trust of administration from their supervisors through the Executive Team. All three of these divisions received some of the lower satisfaction scores related to the support they provide to employees, with forty-nine percent (49%) of respondents indicating the support they receive from the Human Resources Division never, or only sometimes, meets their needs. While employees in the Organizational Support divisions felt their teams and supervisors were resistant to change, individuals in these divisions were not more likely to indicate they were resistant to change themselves. Employees in these divisions were also more likely to indicate the processes in their areas did not meet the needs of employees. This combination - the recognition of the need for change along with an individual willingness to make process improvements - could be leveraged as a catalyst for change.

Facilities & Safety Services Divisions. Employees in the Facilities and Safety Services divisions (Campus Services and College Safety) were split on DEI, such that some reported they do not prioritize learning about or applying DEI principles, while others report finding value and expressed concern that those around them do not. Employees were more likely to indicate they don't work in an empowering environment, are not included in projects or workgroups where their talents or knowledge are needed, are not free to express their ideas or opinions, feel they need to keep quiet about their concerns, and more often reported that their supervisor does not listen to feedback. In these divisions, however, employees were more likely to indicate that they feel connected to their team and that they and their teammates provide each other with supportive feedback. Employees in these divisions tended to have a more positive view of the Executive Team.

Institutional Effectiveness and Planning (IEP) Division and Arts & Sciences (A&S) Division. Employees in the IEP Division and the A&S Division were frequently dissatisfied by college processes and administration, with the IEP Division typically reporting more negative responses than A&S. Within these divisions, employees expressed the most concern related to the College, administration, and the Executive Team living up to the College's stated or unstated values such as: the College's strategic direction, integrity, trust, and authentic behavior. Employees in the IEP Division were more likely to report high levels of stress and a high workload. Within IEP and A&S, employees were more likely to indicate they communicate well with, and feel supported by, their teams.

Academic Foundations and Connections (AFaC) Division and Technology, Applied Science, and Public Services (TAPS) Division. Employees in the AFaC Division and the TAPS Division provided positive responses to most of the survey. Within these divisions, employees were more likely to express positive views of leadership, including the Executive Team. There was some concern from employees in TAPS that employees were not engaging in DEI learning and/or application, including instances of discriminatory language being used. The most notable finding within the AFaC Division was employees' very high regard for their supervisors. AFaC employees also indicated high feelings of belonging, feelings of connection with their teams, support and encouragement from colleagues, and feeling listened to and valued.

Executive Branch. Employees in the Executive Branch were more likely to indicate the College has not set a clear direction for the future, it is difficult to find information, they don't receive the information they need to do their job, and they are not included when their expertise is needed. There was acknowledgment that they, and the employees they work with a lot, could improve their communication. Employees in the Executive Branch expressed nuanced and varied feedback regarding their supervisors and the Executive Team. While those in the Executive Branch generally felt their supervisors and the Executive Team care about them and CCC employees, they also indicated lower levels of trust toward these two groups. Employees in this branch were more likely to indicate they provide feedback and guidance to their supervisor, but also noted that their supervisor does not always listen to feedback or incorporate lessons learned. Employees in this branch were the most likely to indicate they have a friend they can talk to. They were more likely to indicate they work in an empowering environment and that effort and achievement is celebrated. However, they were more aware of the negative behaviors of some employees and also had a higher fear of ridicule or judgement for sharing their ideas or opinions. They were less likely to say they are treated with kindness and respect.

Findings by Employee Group

Administration/Administrative Professionals. While Administration/Administrative Professionals reported concerns related to workload, they also reported satisfaction with their pay and benefits and indicated that their work is engaging. Administration/Administrative Professionals were very likely to say their personal value align with the College's values, but were more likely to say the College has not set a clear strategic direction. Among Administration/Administrative Professionals, supervisors generally provided more positive ratings than non-supervisors, including feeling part of this employee group and being less likely to experience negative behaviors from other employees. Administration/Administrative Professionals provided generally positive views of their supervisor, their supervisor's supervisor, and the Executive Team, but they were less likely to select the more extreme ratings of "completely agree" or "always".

Associate Faculty. While Associate Faculty had the lowest response rate of all employee groups (22%), most of the non-response was among those not teaching in Fall Term 2024 (7% response rate). Associate Faculty provided more extreme responses than any other group, with a small group mostly providing negative ratings and another, much larger group providing very positive ratings. In general, Associate Faculty provided very positive ratings of their supervisors (department chairs). Associate Faculty were less likely to be satisfied with their pay and benefits, particularly among those who were teaching more courses. Some comments indicated that CCC is the primary or only source of income for some Associate Faculty, so the less reliable nature of their work is more stressful.

Full-Time Faculty. Full-Time Faculty, especially those in the department chair role, provided some of the lowest ratings of their supervisor (typically Deans), their supervisor's supervisor, and the Executive Team. Their ratings of their supervisors and their supervisor's supervisors were lower than the ratings for these same individuals that were provided by other employee groups. Full-Time Faculty more often reported their workloads were too high, they did not have sufficient time to participate in committees/workgroups or to make process improvements, and were more likely to report working when they were out sick or on vacation. Full-Time Faculty, especially department chairs, were more likely to report not feeling valued and were more likely to indicate they are not treated with kindness and respect. Despite these experiences, Full-Time Faculty reported high levels of belonging in their employee group.

Staff. While Part-Time Classified were more likely to be dissatisfied with their pay and benefits, they often provided some of the most positive ratings throughout the rest of the survey. Full-Time Classified tended to have more moderate ratings than other groups, such that their ratings were not often the most positive or most negative scores. However, they were more likely to indicate their ideas and opinions are not listed to or valued. They were more likely to have concerns related to trust, but not to the degree seen among Full-Time Faculty. In some instances, and more so among Full-Time Classified than other groups, increased years of service was associated with more negative ratings.

Findings by Demographics / Identity

Years of Service: For many questions, increased years of service was associated with a more negative perception of administration and more distrust. Employees with fewer years of service were more likely to be Employees of Color – who usually gave more positive ratings than White employees – and often gave higher ratings for their supervisors and teams.

Race and Ethnicity: Employees of Color were more likely to indicate the College could provide more DEI training. However, Employees of Color provided more positive ratings than White employees in nearly all other areas. This was the case when asked belonging, safety, access and opportunities, and most supervision questions. These differences were sometimes starker among Full-Time Faculty and Full-Time Classified such that White employees in these employee groups were even more likely to provide less positive ratings than Employees of Color. In the College Service Branch, Employees of Color were more likely to indicate lower levels of trust toward the employees they work with a lot and their supervisors.

Legal Sex: In general, Female employees provided more positive responses than Male employees. However, for items related to trust – and especially among Full-Time Faculty and Full-Time Classified – Female employees provided more negative responses than Male employees. Female employees were also more likely to have concerns about safety than Male employees.

Sexual Orientation and Gender Identity: In general, employees who were LGBQ+ gave more positive responses than straight/heterosexual employees. Non-binary employees sometimes gave less positive responses than cisgender employees, especially for questions relating to authentic behavior. However, these less positive ratings were often still positive (e.g., selecting “somewhat agree” instead of “completely agree”). No employees indicated they were transgender.

Disability Status: Employees with a disability often provided more negative ratings than employees without a disability. Note that there was no analysis related to type of disability, if employees had a disability on file with the Human Resources Division, or if an employee had accommodations in the workplace. It is not clear from the survey results what is leading to these more negative ratings.

Caregiver Status: Employees who were caregivers for adults were more likely to indicate they felt guilty or were burdening their coworkers when they were out of the office. There were very few differences found between employees who were caregivers for adults or for children and those who were not caregivers.

Next Steps

The findings from the Fall 2024 Climate Survey provide an opportunity for everyone at Clackamas Community College (CCC) to contribute to meaningful improvements. Continuous quality improvement is a shared responsibility, and every employee can play a role in fostering a positive,

inclusive, and effective workplace environment. Whether through individual actions, team efforts, or departmental initiatives, the insights from this survey are a call to reflect, collaborate, and act.

To support this collective effort, the People and Culture Council will review the key takeaways from the survey and identify large-scale action items to address overarching challenges and opportunities. These action items will serve as a foundation for campus-wide strategies to enhance the organizational climate. Additionally, the Oversight Council will ensure progress is made by monitoring implementation efforts, providing guidance, and helping maintain accountability. The Oversight Council and the Executive Team may also identify key takeaways they want to see addressed.

Through shared effort and accountability, CCC can address challenges and build on its strengths to improve the employee experience.

Introduction

Overview

The Fall 2024 Climate Survey was conducted to assess the workplace environment at Clackamas Community College (CCC) and gather employee perspectives on key aspects of organizational health. This survey aligns with CCC's commitment to fostering a culture of continuous quality improvement. By understanding the experiences and needs of employees, the survey provides critical insights to strengthen CCC's systems, empower its workforce, and better serve the College's mission of delivering high-quality education and training.

"I appreciate CCC reaching out to listen to everyone."

As part of CCC's strategic priorities, the survey explores areas such as communication, morale, leadership, professional growth, and work-life balance. These topics are directly tied to the College's goals of attracting and retaining diverse talent, enhancing organizational health, and creating an environment where all employees feel valued and supported.

The Climate Survey serves as a foundational tool for identifying strengths to celebrate, challenges to address, and opportunities for growth. The feedback gathered from employees will inform both individual and institutional actions, ensuring that CCC remains a responsive and inclusive workplace that evolves to meet the needs of its community.

"I appreciate the opportunity to participate in this feedback for CCC!"

Report Icons

Throughout this report, icons are used to quickly identify which group is being disaggregated. The text to the right of the icon explains how the comparisons are performed when disaggregating by that group.



Organizational Structure. Comparisons between employees in different branches of the college and/or between different divisions. See [Appendix B](#) for the Organizational Chart.



Employee Group. Comparisons between employees in different employee groups. Sometimes a comparison is made between Administration/Administrative Professionals, Faculty, and Staff. Sometimes Faculty and Staff are further disaggregated based on their part-time or full-time status.



Supervisor or Department Chair. Comparisons between supervisors and non-supervisors among Administration/Administrative Professionals. Comparison between department chairs and non-department chairs among Full-Time Faculty.



Years of Service. Comparisons based on total years of service at the College grouped into three buckets: 0-3 years, 4-9 years, and 10+ years.



Race and Ethnicity. Comparisons based on employees' race and ethnicity. The logic used to report race/ethnicity for students was applied to employees: First, if an employee indicates they are Hispanic, they are reported as Hispanic. If an employee selected multiple races, they are reported as multiracial. Otherwise, their single

selection, or lack of selection (Unknown), is used as their race/ethnicity. Employees were then grouped into Employees of Color, White, or Unknown.



Legal Sex. Comparisons based on employees' legal sex. There were too few non-binary employees (< 10) to report on this group.



Sexual Orientation or Gender Identity. Comparisons between employees who indicated they were Heterosexual / Straight and those who selected another sexual orientation (Gay / Lesbian / Homosexual | Asexual | Bi/Pan/Omni/Poly/Abrosexual | Queer | Questioning | A sexual orientation not listed). There were too few employees who were part of the LGBTQ+ (Lesbian, Gay, Bisexual, Queer, and additional sexual orientations) community to disaggregate the results for each identity. Comparisons between employees who indicated they were Cisgender and those who selected another gender identity (Non-binary | A gender identity not listed). No employees identified as transgender.



Disability Status. Comparisons between employees who indicated they had a disability and those who did not. Employees did not have to complete the ADA accommodations process with Human Resources to indicate they had a disability.



Caregiver Status. Comparisons between employees who were caregivers to children and/or caregivers to adults and those who were not caregivers.

Methodology

Survey Development

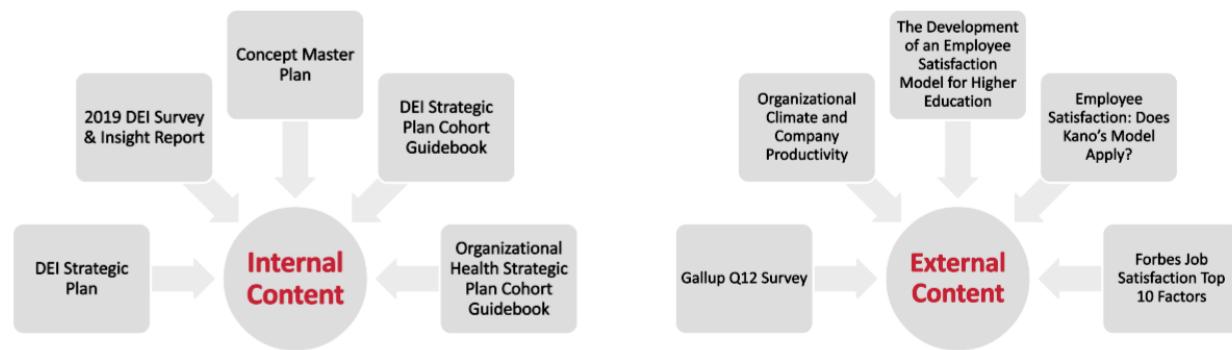
The Fall 2024 Climate Survey was developed through a collaborative and intentional process to ensure it accurately captured the experiences and perspectives of CCC employees. The process began with project planning, which included defining goals and aligning the survey's focus with CCC's strategic priorities of Organizational Health and Diversity, Equity, and Inclusion.

The members of the project team were:

1. Aldene Okihara | Human Resources Business Partner - HRIS
2. Ashley Sears | Director, Institutional Research and Reporting (*project manager*)
3. Casey Layton | Chief Culture and Impact Officer
4. Csea Leonard | Program Manager – Cougar LEAP Office
5. J Anderson | Applied Information Technology Specialist, AFaC
6. Melissa McCormack | Chief Human Resources Officer

CCC's Strategic Plan went live in Fall 2021. Two of the strategic plan implementation teams, the Organizational Health Implementation Team (OHIT) and the Diversity, Equity and Inclusion Implementation Team (DEI Hustle Huddle) identified the creation and regular deployment of a CCC-specific employee climate survey as a key strategic action. The project team was assembled and led by Institutional Research through the development, administration, and analysis of the survey.

The project team decided to begin by defining the desired climate and then create a survey to measure and identify the areas that are going well and the areas where improvement is needed. To define the desired climate, the project team reviewed internal content to incorporate feedback already provided by our college community, and external content (literature review) to understand and incorporate best practice.



Utilizing this draft desired climate, the Chief Culture and Impact Officer and the Director of Institutional Research created focus group materials and trained thirteen employees to run fourteen focus groups: Ariane Rakich, Britany Ellerbrook, Felicia Arce, Fernando Sobrevilla, Gabby Sloss, J Anderson, Kara Leonard, Kirby Gleason, Klaudia Cuevas, Melissa Padron, Miranda James, Sara Ford Oades, and Tami Harper.

A mix of identity-based and general sessions, both in person (all three campuses) and online, were available for employees during Fall Term 2023. Approximately sixty employees participated.

Utilizing the feedback provided by focus group participants, the project team refined the desired climate, making important changes that would later be reflected in the survey. The final diagram of the desired climate can be found in [Appendix A](#).

The project team defined and carefully weighed the pros and cons of creating a confidential versus an anonymous survey and ultimately chose to focus on confidentiality. Please review the [Confidentiality Assurance section](#) for details.

In Winter Term 2024, a draft of the survey was created utilizing all components of the desired climate. A copy of this draft was sent to the project team and all focus group facilitators for their suggestions which were incorporated into the final version. Care was taken to ensure the survey would yield actionable insights. This included choosing clear, inclusive language and using consistent response scales to lower the response burden and facilitate analysis. The survey questions were reviewed and refined to balance thoroughness with accessibility, ensuring employees could complete it within a reasonable timeframe. Lastly, the survey was translated into Spanish to support participation among Spanish-speaking employees.

In Spring Term 2024, the project team provided a status update and overview of the desired climate elements at College Council. An update to all employees was emailed, outlining the progress to that point and what employees could expect during Fall Inservice 2024. Supervisors were also contacted and provided with language they could use to encourage their direct reports to participate.

In Summer 2024, the project team attended CCC's Board of Education retreat to provide an overview of the project and detail the next steps.

During Fall Inservice 2024, the Employee Climate Survey launched. Every employee received an email invitation with a personal link. Dr. Tim Cook, president of CCC, announced the Climate Survey and encouraged participation during his opening remarks at the Fall Inservice All Staff meeting. During Inservice week, computer labs were open on all three campuses. The survey remained open for three weeks and employees who had not completed the survey were sent reminder emails.

Confidentiality Assurance

CCC is committed to protecting the privacy and confidentiality of all survey respondents. While individual responses are tied to identifiable information for analysis purposes, strict measures have been implemented to safeguard this data. Only the Director of Institutional Research and Reporting, along with Education Northwest (external consultant analyzing written responses), have access to identifiable data. All personally identifiable data will be deleted by Spring Term 2026, one year after the completion of this report and CCC's contract with Education Northwest. All shared results are presented in aggregate form to protect anonymity.

Despite these efforts, we recognize that some employees did not feel comfortable responding to the survey.

To protect anonymity, divisions within the College Services Branch were grouped. Please refer to the [Analytical Approach section](#) for details.

"I caution against publicly framing this non-anonymous survey as a true benchmark of employee feelings of inclusion, safety, health, engagement et cetera at CCC. I imagine there will be great highs and lows from those of us who are comfortable voicing our content and discontent. But those of us who are already demonstrably marginalized, threatened, harmed, or made invisible by various systems and people in power aren't going to be able to respond to this survey fully or at all. That includes me. I appreciate that this is a first effort at understanding where CCC succeeds and falls short, and I fear that this imperfect data will be used as a convenient way to make--or not make--decisions, and prioritize--or not prioritize--support for employees. I fear that some of the bad things that happen around here aren't going to be addressed because the victims can't safely talk about it in any venue, be it survey or HR or with leadership. I fear nothing will change."

Responses are used solely to identify trends and inform improvements. This survey was not, and will not be, used to resolve complaints or personnel issues. For concerns requiring attention, employees are encouraged to follow established protocols outlined in [CCC's Board Policies](#).

Survey Distribution

The Fall 2024 Climate Survey was distributed on Monday, September 23 during Fall Inservice to all employees of CCC including faculty, staff, and Administration/Administrative Professionals.

To encourage participation, the survey was open for three weeks, allowing employees sufficient time to provide thoughtful responses. Associate Faculty were offered compensation for completing the survey (payment processed automatically), and part-time classified staff were asked to include their survey time on their timecards. Computer labs were open on all three campuses in the afternoons of Fall Inservice week for employees who did not primarily work on a computer or who wanted a more private or quiet place to fill it out. These measures aimed to promote participation across all employee groups.

Response Rates

All employees who were employed as of the survey's launch were invited to participate via email. This was a total of nine hundred (900) employees. Four hundred and six (406) employees responded for a forty-five percent (45%) response rate.

Part-time employees - faculty and staff - were less likely to complete the survey, with a twenty-three percent (23%) response rate. Because part-time employees composed over half of employees (57%), the low response rate among this group drastically lowered the overall response rate. The lowest response rate was for Associate Faculty who were not teaching in Fall Term 2024 (7%); these employees were still considered "active" and were therefore invited to participate. Among full-time employees, the response rate was seventy-seven percent (77%).

Employee Group	Responses	Employees	% Responded
Administration/Administrative Professional	54	65	83%
Associate/Part-Time Faculty	90	418	22%
Full-Time Classified	135	191	71%
Full-Time Faculty	98	128	77%
Part-Time Classified	29	98	30%
Grand Total	406	900	45%

Response rates by employee characteristics can be found in [Appendix C](#).

In general, employees were less likely to respond to questions about their supervisor than questions about themselves, their teams, or the employees they work with a lot. In some comments, employees noted that their supervisor was new – either to them or to the college – and therefore didn't rate them. In other cases, employees may not have felt comfortable providing these ratings.

“As a newer employee to the campus, I intentionally left responses unanswered simply because I do not feel qualified to answer them.”

It was very common for employees to skip questions about their supervisor's supervisor and the Executive Team. In some comments, employees noted that they rarely interacted with their supervisor's supervisor and/or the Executive Team, indicating they felt they did not have enough knowledge to provide ratings. In other cases, employees may not have felt comfortable providing these ratings.

Complete response rates for each question, including demographics, can be found in [Appendix D](#).

Margin of Error

In any survey, the subset who responded (the sample) will not perfectly match the responses we would have received if all employees had responded (the population), introducing error. We calculate error by looking at the number of employees in the mailing list (the population), the number of responses we received (the sample), and setting a desired level of confidence in our results. Given the population size (mailing list: 900), the sample size (responses: 406), and a desired confidence level of 95% (typical for survey research), our margin of error for this survey is 4%. This means that as we review the results of this survey, we can say – for any given percentage reported – that we are 95% confident that the true value of the population (all employees) is within 4% (plus or minus 4%). Differences of less than 4% are not explored in this report.

Limitations

The interpretation of the survey results is subject to certain limitations which are important to consider when evaluating the findings. The overall response rate was 45%, with differences across divisions and types of employment. Notably, the response rates from part-time employees were considerably lower than those from full-time employees. This discrepancy indicates that the perspectives of part-time classified and Associate Faculty are underrepresented in the survey results, likely skewing the data towards the views of full-time staff.

Additionally, the survey was not conducted anonymously. Feedback during and after the survey indicated that some employees were hesitant to provide candid responses due to concerns about their answers being identifiable. This lack of anonymity may have led to a response bias, where individuals who felt uncomfortable may have either chosen not to participate or to moderate their responses. Nevertheless, it is noteworthy that a number of highly dissatisfied employees did choose to respond, despite any concerns about anonymity they may or may not have had.

The varied response rates across different divisions and employment statuses could introduce bias, as the views of non-respondents could differ significantly from those who participated. For example, divisions with less than half of employees responding might not accurately reflect the overall sentiments of that division's staff.

Furthermore, while the overall margin of error for the survey is 4% at a 95% confidence level, this does not account for the differing margins of error associated with individual divisions or employee groups due to their varying response rates and populations. Such variation in margins of error can

lead to less precision in interpreting the data for smaller or less responsive groups. For example, the margin of error for Associate Faculty (using a 95% confidence level) is 9%.

Stakeholders reviewing the survey findings should thus be cautious in making broad interpretations. The survey provides valuable insights into employee climate, but these are influenced by who chose to respond and who did not. Future surveys might benefit from measures such as ensuring anonymity and engaging more effectively with Part-Time Classified and Associate Faculty to improve response rates and data accuracy.

Analytical Approach

Each survey question was disaggregated to look for differences between key groups. Refer to the [Report Icons section](#) for details. When differences between groups were smaller than the margin of error for this survey (4%), those groups were not reported. This results in some questions having multiple disaggregations, while others have very few. In some instances – where there is very little variability (most people answered similarly) – “*No notable findings.*” is printed.

To protect anonymity, divisions within the College Services Branch were grouped. These groupings were selected after the analysis began once it was determined which divisions responded similarly to one another. The groupings are:

- Organizational Support: Business Services, Human Resources (HR), and Information Technology Services (ITS)
- Facilities & Safety Services: Campus Services and College Safety

The organizational chart, which displays the above groupings, can be found in [Appendix B](#).

As each element is introduced, the definition of the desired state is printed. For example, on the following page, overall job satisfaction is defined as “Employees feel generally satisfied with their job. For some employees, finding meaning or personal fulfillment is included in their overall feelings of job satisfaction.”

Detailed Findings

Job Satisfaction

Overall

Employees feel generally satisfied with their job. For some employees, finding meaning or personal fulfillment is included in their overall feelings of job satisfaction.

2.1.1

I am satisfied with my job.



Those who selected completely agree were more likely to rate other survey questions positively.

*"I love working at
Clackamas Community College.
It is my dream job."*

Those who selected somewhat disagree:

- All reported they had seen harmful behavior at the college.
- Were more likely to provide less positive, or even negative, ratings for their supervisor.
- Were less likely to say they work in an empowering environment.
- Were less likely to say they feel they are part of their employee group.
- Were less likely to say there is a culture of collaboration between employee groups.
- Were more likely to indicate their workload is high (not able to finish tasks and more likely to work when on leave).



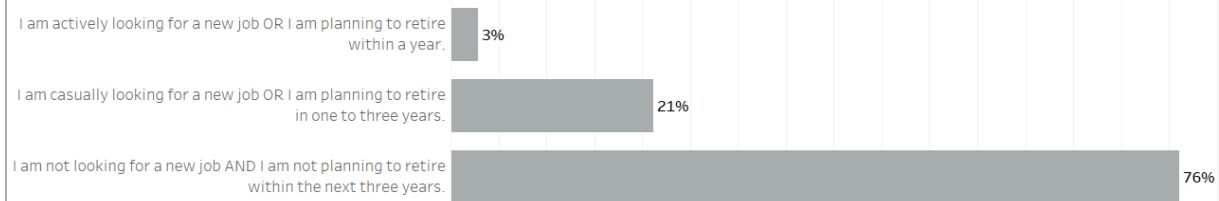
Employees in the Organizational Support divisions were the most likely to disagree and were the least likely to completely agree (23% | 41%).

Intent to Stay

Employees plan to continue working at CCC.

2.2.1

Intent to continue working at CCC.



While no divisions were more likely to report they were actively looking for a new job or were planning to retire within a year, employees in the Organizational Support divisions

Overall, employees are more likely to engage in work and to feel guilty when they are out of the office due to illness rather than for vacation.

When out of the office due to illness:



Employees in Facilities & Safety Services were more likely to say their supervisor makes them feel bad (12%).



While Administration/Administrative Professionals, Associate Faculty, and Full-Time Faculty all reported checking and/or responding to work email/messages at a high rate (~90% each), Full-Time Faculty were the mostly likely to say they do this “Often” (60%). Faculty were the most likely to say they spend time on work tasks (85%). Full-Time Faculty were the most likely to say they felt guilty (61%).



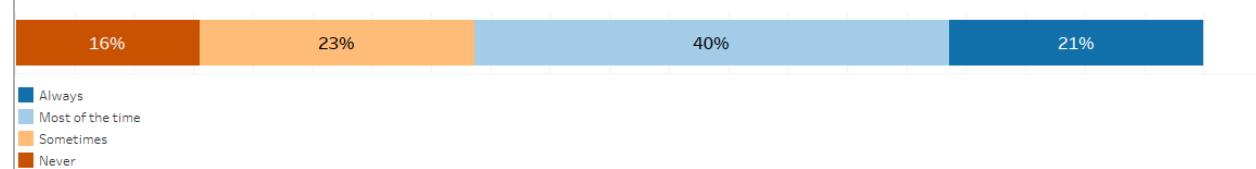
Employees who were caregivers for adults were more likely to say they often feel guilty than employees who were not caregivers for adults (27% | 12%). Employees who were caregivers for adults were more likely to say they often felt they were burdening their coworkers than employees who were not caregivers for adults (24% | 11%).

When out of the office due to vacation:

The same trends hold for vacation time as seen in sick time. However, each group endorsed each item to a lesser extent. For example, the rate of checking and/or responding to work email/messages among faculty is about 90% when out due to illness but when out for vacation, these percentages are a bit lower with Associate Faculty at 69% and Full-Time Faculty at 86%.

2.3.3

I have enough time to complete my tasks each week without working extra hours.



Employees in the IEP Division, A&S Division, and the Organizational Support divisions were the most likely to select never/sometimes (50% | 49% | 48%). Employees in the IEP Division and the Organizational Support divisions were the least likely to select always (7%).



Full-Time Faculty, Administration/Administrative Professionals, and Associate Faculty were the most likely to select never/sometimes (62% | 45% | 38%). Full-Time Faculty and Administration/Administrative Professionals were the least likely to select always (5% | 6%).



Full-Time Faculty who were department chairs were more likely to select never than non-department chairs (44% | 28%).

Pay and Benefits

Employees feel their pay is commensurate with the work they perform. Employees are generally satisfied with their benefits.

2.3.4

My pay is commensurate with the work I perform.



Those who disagreed also provided lower satisfaction regarding the services they received from Human Resources.



Part-Time Classified, Full-Time Classified, and Associate Faculty were the most likely to disagree with this statement (39% | 32% | 29%). Full-Time Classified and Associate Faculty were the most likely to completely disagree (13% | 10%). Administration/Administrative Professionals, Full-Time Faculty, and Associate Faculty were the most likely to completely agree (62% | 40% | 36%). Associate Faculty reported two opposing trends in their responses; they had a high percentage of both disagreement and agreement. The disagreement was concentrated in Arts & Sciences (A&S) and in Academic Foundations and Connections (AFaC).

"Workload increases every year but pay does not follow.... The college begins too many new tasks, initiatives, etc. without finishing current projects. This results in heavy cognitive load and the sense that we never get anything fully accomplished."



Those who completely disagreed were more likely to have been employed at the College for 10+ years.



Among faculty and staff, non-binary employees were more likely to disagree than cisgender employees (41% | 24%)

2.3.5

I am satisfied with my benefits.

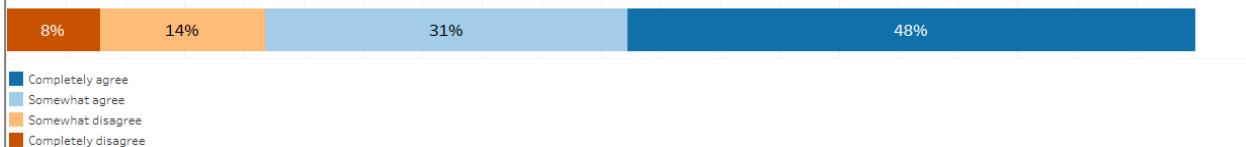


Part-Time Classified were the most likely to say they were not satisfied with their benefits (32% Completely disagree | 32% Somewhat disagree). Associate Faculty also reported lower levels of agreement (11% Completely disagree | 18% Somewhat disagree). Administration/Administrative Professionals were the most likely to report they completely agree (83%).

"I wish benefits, like health insurance, and retirement plans were better for associate faculty. As associate faculty, it would cost me over 700 dollars a month to provide health care for myself and my children. If I were to become full time faculty, it would cost me nothing. How can this be?"

2.3.6

In comparison to people who have a similar job at CCC, I am paid fairly.



2.3.7

In comparison to people who have a similar job outside of CCC, I am paid fairly.



In comparison to people who have a similar job outside of CCC, I am paid fairly.

In comparison to people who have a similar job at CCC, I am paid fairly.

	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree
Completely agree	35%	11%	2%	0%
Somewhat agree	3%	20%	6%	2%
Somewhat disagree	1%	3%	7%	3%
Completely disagree	1%	0%	3%	4%

Most employees reported they felt they were being paid more fairly when compared internally versus externally.



Part-Time Classified were the most likely to report disagreement, followed by Full-Time Classified, then Associate Faculty on the above two questions (2.3.6 & 2.3.7). Part-Time Classified were the most likely to say they are not paid fairly (47% internal/at CCC | 41% external/outside of CCC).

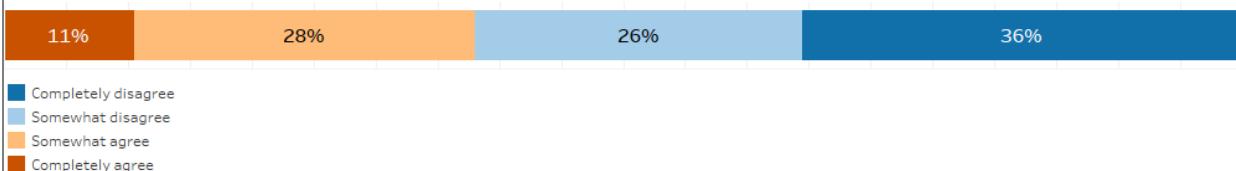
"I see everyone around me being reclassified for higher pay. I am one step above custodial and feel that my contribution to my team, my peers, and to the students should be compensated at a higher rate. My skills, knowledge, technical abilities are invaluable to my team. I am often a resource so my team does not need to seek support outside of what I can provide. Being stuck at Step 15 means my pay will only keep me afloat."

Job Security

Employees are not worried about losing their position due to budget constraints.

2.5.1

I'm worried about my position being cut due to budget constraints.



Employees in the IEP Division were the most likely to say they are worried (67%).



Associate Faculty and Full-Time Classified were the most likely to say they were worried (45%).

"I've worked at [other higher education institutions] in the past and feel that CCC is the best place to be employed in higher education. I love so many things about it but worry about job security since I'm in a grant-funded position. I would love to stay here."

Appreciation and Celebration

Employees feel recognized and valued by colleagues and supervisors for their contributions. We recognize, showcase, and praise successes within our teams and across the college. This includes both formal and informal methods of recognition and celebration.

2.6.1

Recognizes me for my contributions.

MY TEAM



THE EMPLOYEES I WORK WITH A LOT



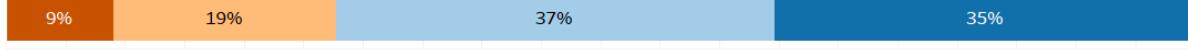
MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



EXECUTIVE TEAM



Legend:
■ Completely agree
■ Somewhat agree
■ Somewhat disagree
■ Completely disagree

MY TEAM



The most disagreement came from faculty in the A&S Division, particularly Associate Faculty (11% | 18%).



Employees of Color were more likely to disagree than White employees (10% | 4%).

THE EMPLOYEES I WORK WITH A LOT



Employees in College Services were more likely to disagree and were the least likely to completely agree (8% | 52%).



Supervisors and department chairs were in complete agreement (100%).

MY SUPERVISOR



Employees in the AFaC Division and in the Executive Branch were in complete agreement (100%).



A few supervisors received a higher proportion of negative ratings than most other supervisors.



Employees of Color rated their supervisor more highly than White employees (99% | 94%).

MY SUPERVISOR'S SUPERVISOR



Some individuals received more negative ratings (and a higher percentage) than most others. However, negative ratings were more strongly associated with employee group than the specific supervisor such that faculty were more likely to provide negative ratings (30%).

EXECUTIVE TEAM



Disagreement was highest in the IEP Division, followed by the Organizational Support divisions and the A&S Division (45% | 36% | 34%).



Faculty were more likely to disagree than staff or Administration/Administrative Professionals (36% | 23% | 19%). Disagreement was particularly prevalent among Associate Faculty (44%).

2.6.2
Makes me feel valued.

MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



EXECUTIVE TEAM



Completely agree
Somewhat agree
Somewhat disagree
Completely disagree

MY TEAM



Administration/Administrative Professionals were the most likely to agree (100%). Full-Time Faculty were the most likely to completely agree (90%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were the least likely to completely agree (43%).

MY SUPERVISOR



The most positive ratings were in the AFaC Division and in the Executive Branch (99% | 100%). Disagreement was highest in the College Services Branch (12%).



Supervisors (97%) and department chairs (100%) were more likely to agree.

MY SUPERVISOR'S SUPERVISOR



Disagreement was lowest in the Executive Branch, followed by the InSS Branch, and the College Services Branch (0% | 19% | 21%).



A few supervisors received a higher proportion of negative ratings than most other supervisors.



Employees of Color indicated higher agreement than White employees (86% | 80%).

EXECUTIVE TEAM



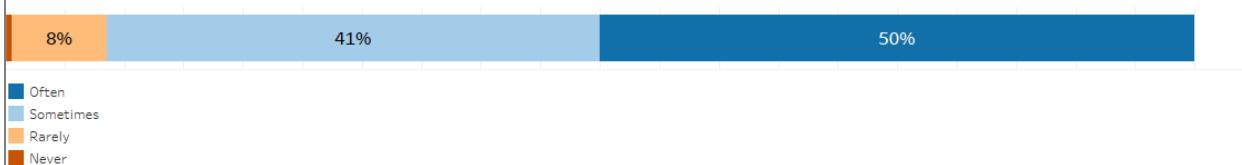
Employees in the IEP Division, the Organizational Support divisions, and the A&S Division were more likely to disagree (42% | 32% | 27%).



Associate Faculty were the most likely to disagree, but they also provided the most ratings of completely agree (32% | 52%).

2.6.3

We celebrate achievements and effort at CCC.



Employees in the College Services Branch were more likely to select never/rarely (19%). Employees in the Organizational Support divisions were the least likely to select often, followed by the IEP Division (23% | 32%). Employees in the Executive Branch were the most likely to select often (95%).



Associate Faculty, Full-Time Classified, and Administration/Administrative Professionals were more likely to select never/rarely (13% | 11% | 10%).

Would Recommend CCC

Employees are willing to refer friends and family to work at CCC.

2.7.1

I would recommend CCC as a workplace to people I care about.



Those who selected somewhat disagree:

- Were more likely to provide less positive, or negative, ratings of their team, the employees they work with a lot, their supervisor, their supervisor's supervisor, and the Executive Team.
- Were less likely to say they feel they are part of their employee group.
- Were more likely to say there is not a culture of collaboration between employee groups.
- Were more likely to agree they are worried about their position being cut due to budget constraints.

"I love working at CCC and recommended applying to a close friend (who then got hired! yay!). I am so thankful to be on such an exceptional team and that my supervisor has been so kind and accommodating with me since I am also still in school. I am so impressed with the workplace culture of CCC."



While supervisors were more likely to completely agree, department chairs were less likely to completely agree (76% | 44%).



Employees with a disability were more likely to disagree than employees without a disability (15% | 6%).

2.7.2

I feel proud to work at CCC.



All employees who selected somewhat disagree said they had seen harmful behavior at the college.



Employees in the Organizational Support divisions were more likely to disagree and were the least likely to completely agree (16% | 46%).



Supervisors were more likely to completely agree (83%).

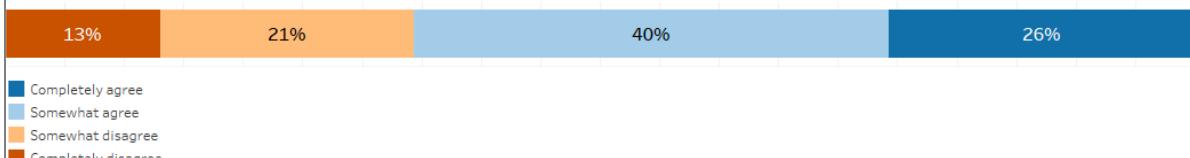
Opportunities for Advancement or Transfer

Employees have opportunities to prepare for future roles. This can include promotion or transfer into roles that are more in alignment with their personal or professional goals (e.g., different tasks, more contact with students, more complexity, more responsibility, additional flexibility, creativity, innovation, etc.).

2.8.1

I have opportunities to prepare for future roles at CCC.

Future roles could include promotions or transferring into other roles with different responsibilities.



2.8.2

It is important to me to prepare for future roles at CCC.



It is important to me to prepare for future roles at CCC.	I have opportunities to prepare for future roles at CCC.				Total
	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree	
Completely agree	17%	13%	6%	5%	40%
Somewhat agree	7%	19%	8%	4%	39%
Somewhat disagree	2%	5%	5%	2%	15%
Completely disagree	1%	2%	2%	1%	6%
Total	26%	40%	21%	13%	100%

The percentages in the table above add to 100% of those who responded. Seventeen percent (17%) of respondents completely agreed that it is important to them to prepare for future roles and also completely agreed that they have opportunities to prepare for future roles. Only five percent (5%) of employees completely agreed that it is important to them to prepare for future roles and completely disagreed that they have opportunities to prepare for future roles. The table indicates that most employees who agree it is important to prepare for future roles also agree they have opportunities to prepare for future roles.



Employees in the Organizational Support divisions were just as likely as employees in other departments to say it is important for them to prepare for future roles at CCC, but they were the most likely to completely disagree that they have opportunities to prepare for future roles (33%).

"I would NEVER encourage an MA student to come here to teach as an Associate Faculty. It is a dead-end economically...."

Within the IEP Division, only 28% agreed they have opportunities to prepare for future roles at CCC, while 72% said it was important to them to prepare for future roles at CCC.



Those who were not supervisors and were not department chairs were more likely to completely agree (45%) that it's important to them to prepare for future roles and 70% of these employees agreed that they have opportunities to prepare for future roles at CCC.



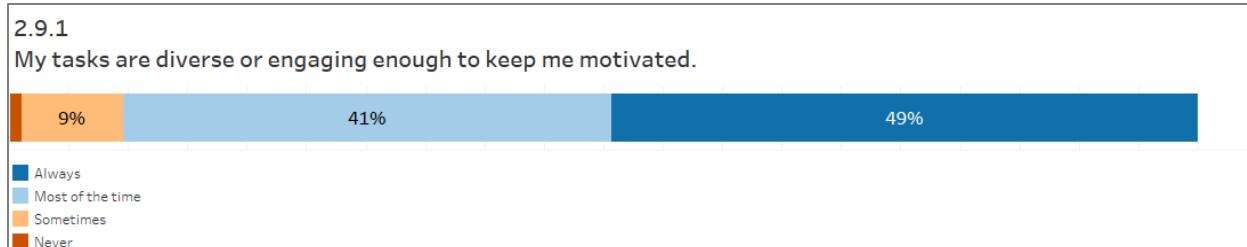
Employees of Color (88%) were more likely to say it's important to them to prepare for future roles at CCC than White employees (76%), and they were no more or less likely to say they have opportunities to prepare for future roles at CCC (~66%).



Non-binary employees were more likely to completely agree it was important to them to prepare for future roles than cisgender employees (57% | 39%).

Interest in Job Duties

Tasks are diverse and/or engaging enough to keep employees interested and motivated.



Employees in the Organizational Support divisions were more likely to select never/sometimes (29%).

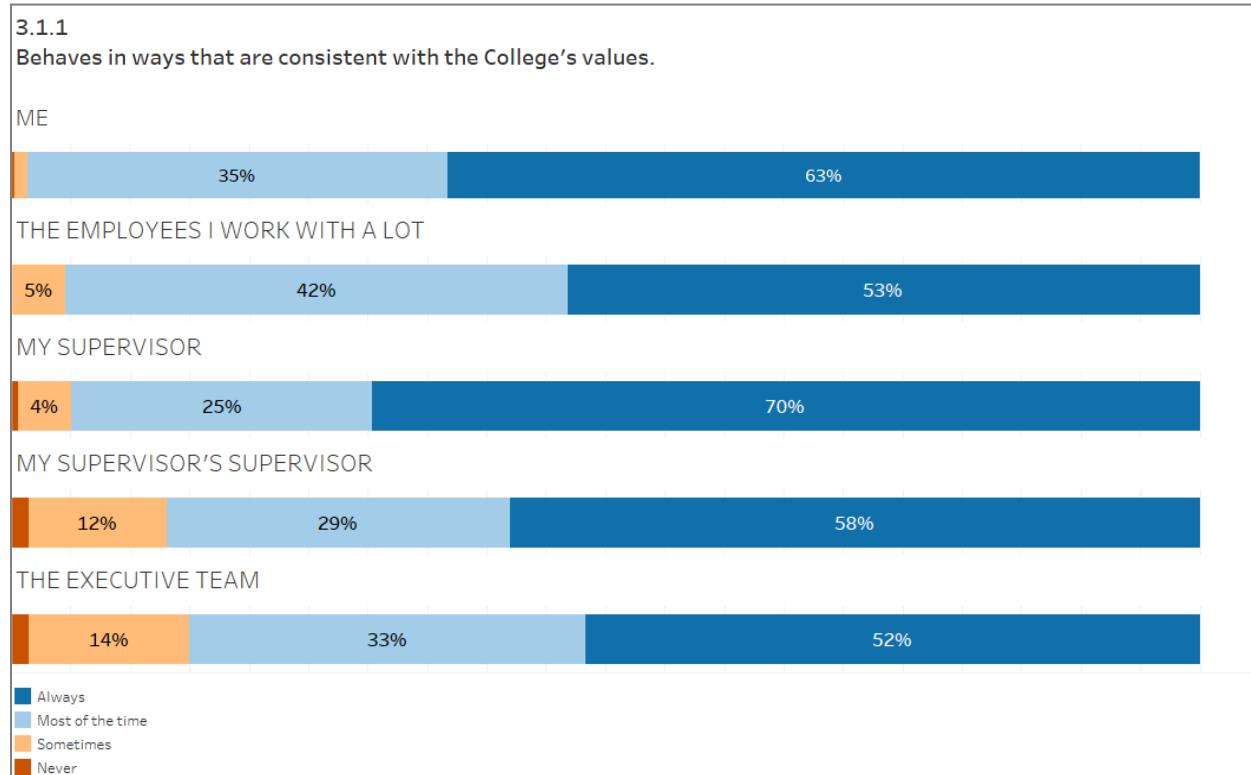


Excluding Administration/Administrative Professionals within the Organizational Support divisions, Administration/Administrative Professionals were more likely to select most of the time/always than faculty or staff (59% | 53% | 42%).

Alignment with College Ideals

Strategic Plan

CCC's values (*Learning, Equity, Student Success, Community, Belonging*) are reflected in employee behavior (at each hierarchical level, and by respondent), decision-making processes, and major processes (e.g., Unit Planning, hiring, etc.). Employees understand how their work connects to relevant Strategic Priorities. The college has set a clear vision for a future state and employees understand the direction the college is moving and how their work supports that future state.



ME



Part-time employees were more likely to select always (80%).



Supervisors and department chairs were less likely to select always (53% | 44%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Facilities & Safety Services divisions and the A&S Division were more likely to select sometimes (13% | 8%).



Associate Faculty and Part-Time Classified were more likely to select always (70% | 77%).

MY SUPERVISOR



Employees in the Facilities & Safety Services divisions were more likely to select never/sometimes (15%).



Department chairs were less likely to select always (33%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (10% | 3%).

MY SUPERVISOR'S SUPERVISOR



Employees in IEP Division, the A&S Division, and the Facilities & Safety Services divisions were more likely to select never/sometimes (25% | 20% | 20%).



Faculty provided many never/sometimes ratings, but less so in TAPS than the other three academic divisions (3% | 13% - 25%).

THE EXECUTIVE TEAM



Employees in the IEP Division and the A&S Division were more likely to select never/sometimes (32% | 27%).



Administration/Administrative Professionals provided the highest ratings for the Executive Team with 97% selecting most of the time/always. Full-Time Faculty were the most likely to select never/sometimes (25%). As in many other questions, Associate Faculty were split on their ratings of the Executive Team with 17% selecting sometimes, 17% selecting most of the time, and 65% selecting always.



White employees were more likely to select never/sometimes than Employees of Color (15% | 10%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (23% | 12%).

3.1.2

I understand how my work connects to at least one of the Strategic Priorities.



- Completely agree
- Somewhat agree
- Somewhat disagree
- Completely disagree



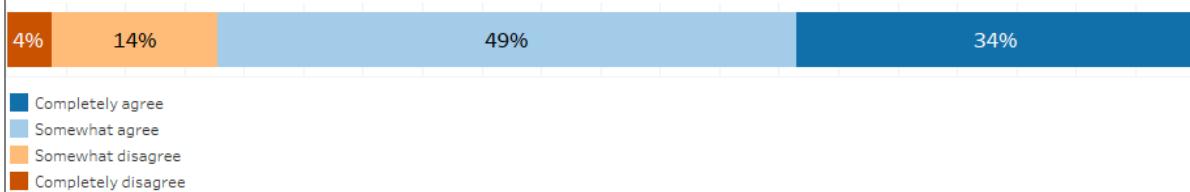
Employees in the College Services Branch were less likely to completely agree (53%). Employees in the Facilities & Safety Services divisions were the most likely to disagree (12%).



Female employees were more likely to completely agree than Male employees (91% | 74%).

3.1.3

The College has set a clear direction for the future.



In general, employees in leadership positions were less likely to agree.



Employees in the Executive Branch were the least likely to completely agree (24%). Employees in the Organizational Support divisions and in the IEP Division were the most likely to disagree (50% | 39%).



Administration/Administrative Professionals and Full-Time Faculty were more likely to disagree (29% | 26%). Administration/Administrative Professionals are the least likely to completely agree (20%), with the lowest level of agreement in College Services (42% somewhat agree | 8% completely agree).



Department chairs were more likely to disagree (39%) - and to completely disagree (17%) - than Full-Time faculty who are not department chairs (24% disagree).

DEI Training, Support, and Application

Leadership makes DEI a priority, communicating an expectation that all employees engage in this work. Employees receive training in DEI and understand how to apply these principles in their day-to-day work.

3.2.1

Makes learning about Diversity, Equity, and Inclusion (DEI) a priority for themselves.

ME



MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM



Legend:

- Completely agree
- Somewhat agree
- Somewhat disagree
- Completely disagree

ME



Indicating disagreement was rare but was more common for employees within the Facilities & Safety Services divisions.



Employees with fewer years of service (0-3 years) were more likely to indicate they completely agree than employees with 4-9 years of service or 10+ years of service (72% | 60% | 54%).



Employees of Color were more likely to completely agree than White employees (74% | 60%).



Female employees were more likely to completely agree than Male employees (67% | 50%).



Employees who were Straight/Heterosexual were less likely to indicate completely agree than employees who were LGBTQ+ (61% | 74%). Non-binary employees were more likely to completely agree than cisgender employees (82% | 60%).

MY TEAM



Employees in the Organizational Support divisions and the Facilities & Safety Services divisions were most likely to somewhat disagree (27% | 15%) and least likely to completely agree (20% | 25%).



Administration/Administrative Professionals were slightly more likely to somewhat disagree and were the least likely to completely agree (13% | 31%).



Non-binary employees were more likely to completely agree than cisgender employees (71% | 45%).

"I've seen the college change a lot over the past 7-8 years and have been happy to notice the positive changes that have taken place. I feel the campus is more inclusive than when I started, and there is a greater sense of the importance of DEI."

"I have worked in the trades most of my adult life, and while I have heard people here and there use discriminatory language in previous jobs, it is prevalent here at CCC. It's heart breaking to hear so much hate against people coming from folks here and is a major reason why I'm not sure CCC is a long-term option for me to work. I appreciate the efforts from admin & DEI folks for the appearance of inclusion here at the campus. As a queer person, I feel skeptical that I work in a safe and open environment, and due to the amount of bigotry I have seen here, am unsure if this is some place I can work for long term."

THE EMPLOYEES I WORK WITH A LOT



Employees in the College Services Branch and the IEP Division were the least likely to completely agree (20% | 27%).



Employees of Color were more likely to completely agree than White employees (52% | 43%). This higher level of agreement for Employees of Color is highest in employees with 0-3 years of service (56%) or 4-9 years of service (58%) as opposed to Employees of Color with 10+ years of service (40%).



Non-binary employees were more likely to completely agree than cisgender employees (55% | 40%).

MY SUPERVISOR



Employees in the Organizational Support divisions and the Facilities & Safety Services divisions were the most likely to disagree (19% | 12%) and were the least likely to completely agree (56% | 50%).



Full-Time Faculty were the least likely to completely agree (53%). Part-time employees were the most likely to completely agree (85%).

MY SUPERVISOR'S SUPERVISOR



Employees in College Services were the least likely to completely agree and were the most likely to disagree (41% | 15%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to disagree while Administration/Administrative Professionals were more likely to agree.



Supervisors were less likely to completely agree but they were also less likely to disagree (42% | 4%).

THE EXECUTIVE TEAM



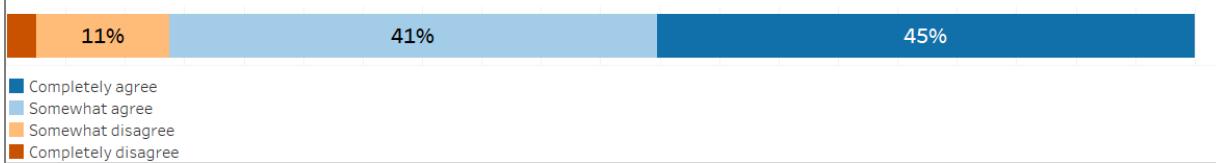
Disagreement was more common in three of the four InSS Divisions: IEP (16%), A&S (15%), and AFaC (11%).



Full-Time Faculty were more likely to disagree (14%) and were the least likely to completely agree (40%). Part-time employees were the most likely to completely agree (Associate Faculty: 73% | Part-Time Classified: 80%).

3.2.2

The College provides sufficient opportunities to learn about DEI.



Faculty were more likely to disagree (17%). Administration/Administrative Professionals were the least likely to completely agree (33%).



Among Full-Time Faculty, department chairs were less likely to completely agree than Full-Time Faculty who were not department chairs (28% | 51%).

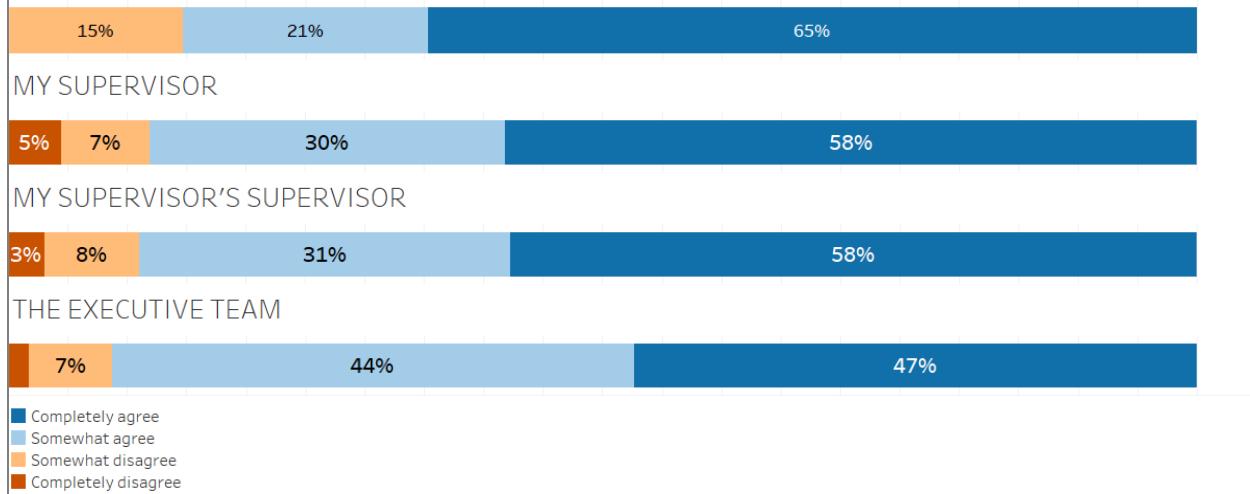


Employees of Color were most likely to disagree and were the least likely to completely agree (22% | 36%).

3.2.3

Communicates an expectation that employees engage in Diversity, Equity, and Inclusion (DEI) learning and application.

ME (Supervisors Only)



ME (Supervisors Only)



Supervisors in the Organizational Support divisions were more likely to disagree (50%).



White supervisors were more likely to completely agree than Supervisors of Color (69% | 50%).



Female supervisors were more likely to completely agree than Male supervisors (71% | 58%).



Supervisors with a disability were more likely to completely agree than supervisors without a disability (100% | 66%).

"DEI training should be mandatory for all employees, including PT faculty. The only people who attend or participate in DEI training are those supportive of it. The college is missing the people who need the training the most, making these efforts ineffective. I see a lot of discrimination in the trades and I don't think we should retain employees with bigoted attitudes that impact students and staff."

MY SUPERVISOR



Employees in College Services were much more likely to disagree (33%). They were the least likely to completely agree (38%).



Full-Time Faculty were the least likely to completely agree (44%).



Employees who were LGBQ+ were more likely to disagree than employees who were Straight/Heterosexual (19% | 11%).



Employees with a disability were more likely to disagree than employees without a disability (27% | 9%).

MY SUPERVISOR'S SUPERVISOR



Administration/Administrative Professionals were the most likely to disagree (16%), especially within the Organizational Support divisions (38%).



Full-Time Faculty who were department chairs were the most likely to disagree (33%).



Employees with a disability were more likely to disagree than employees without a disability (20% | 9%).

THE EXECUTIVE TEAM



Employees in the TAPS Division were the most likely to completely agree (83%), while the other academic divisions were less likely to completely agree (20% - 36%). Employees in the Organizational Support divisions were less likely to completely agree (25%).



Administration/Administrative Professionals were the most likely to completely agree (57%).

3.2.4

I understand how to apply DEI practices to my work.



Employees in the Organizational Support divisions were the most likely to disagree (23%) and the least likely to completely agree (36%).



While all employee groups had about the same amount of disagreement, Administration/Administrative Professionals and Full-Time Faculty were the least likely to completely agree (50% | 49%).



Employees of Color were more likely to completely agree than White employees (65% | 56%).



Non-binary employees were more likely to completely agree than cisgender employees (75% | 54%).



Employees with a disability were more likely to completely agree than employees without a disability (66% | 56%).

Personal Values Align

Employees believe their personal values are in alignment with, or at least do not contradict, the college's stated values.

3.3.1

My personal values align with the College's stated values.



Employees in the Executive Branch were the most likely to completely agree while employees in the College Services Branch were the least likely to completely agree (83% | 56%).



Administration/Administrative Professionals were the most likely to completely agree (90%). Staff – both full-time and part-time – were the least likely to completely agree (69%).



Employees with 10+ years of service were least likely to completely agree (62%).



Female employees were more likely to completely agree than Male employees (80% | 68%).



Non-binary employees were more likely to completely agree than cisgender employees (81% | 65%).

"I love working at Clackamas. My life's work is here, helping our students. I am grateful every single day to be at CCC.

There are plenty of challenges and some aggravations, but I believe in our mission, and I appreciate my colleagues very much."

"I hope there will always be an open and welcoming atmosphere to those of us with a more conservative worldview here at CCC. I always strive to be open, welcoming, and loving to all. I love being with and interacting with people who hold worldviews that are different than my own. However, sometimes I feel pressured to do things I am personally not incredibly comfortable doing such as introducing myself with my pronouns, for example.

I hope that adding pronouns to a personal introduction will continue to be an option I am given, rather than an expectation."

Integrity

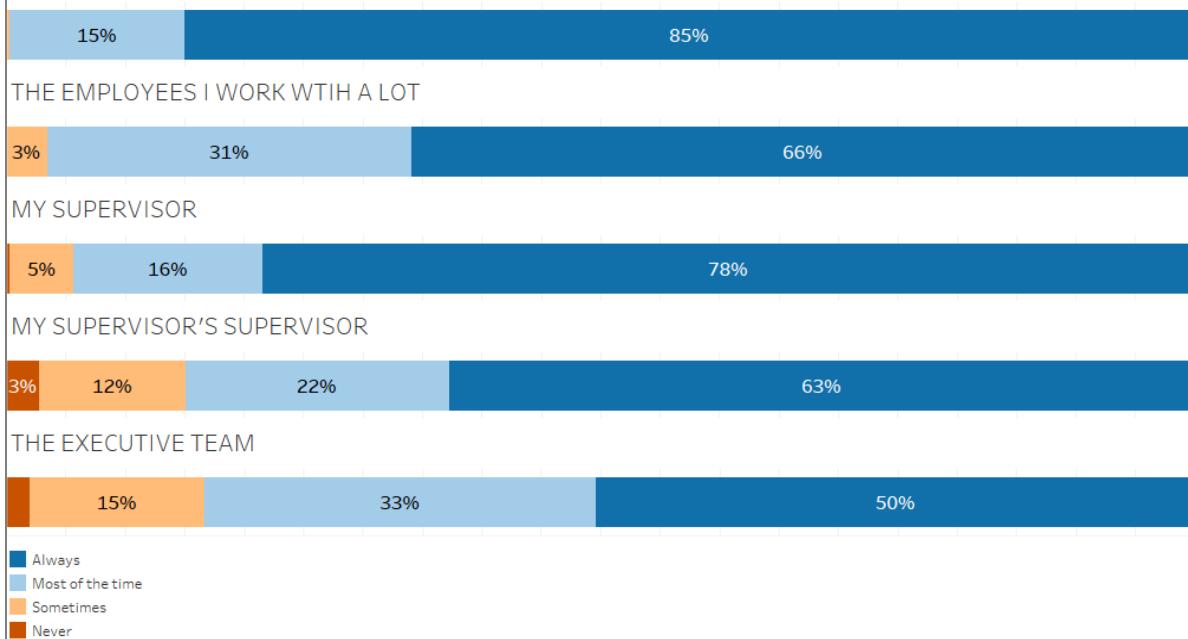
A deep commitment to ethical conduct characterized by honesty, trust, and openness. This involves aligning actions and decisions with the values of the college and fostering trustworthiness that supports authenticity in all endeavors and interactions.

3.4.1

Acts with integrity.

Integrity is defined as a commitment to ethical conduct characterized by honesty, trust, and openness.

ME



ME

No notable trends.

THE EMPLOYEES I WORK WITH A LOT



Employees in the InSS Branch (67%), especially within the IEP Division (80%), were more likely to select always than in the College Services Branch (61%) or the Executive Branch (59%).



Employees with 10+ years of service were less likely to select always than employees with 0-3 years of service or 4-9 years of service (62% | 71% | 66%).

MY SUPERVISOR



Full-Time Faculty were the least likely to select always and the most likely to select sometimes (58% | 10%). Associate Faculty were the most likely to select always (93%).



Among Administration/Administrative Professionals, supervisors were less likely to select always than non-supervisors (71% | 92%).



Employees of Color were more likely to select always than White employees (90% | 76%).



Employees with a disability were less likely to select always (70%) and more likely to select never or sometimes (11%) than employees without a disability (81% | 5%).

MY SUPERVISOR'S SUPERVISOR



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to select never/sometimes while Administration/Administrative Professionals were more likely to select most of the time or always.



Employees of Color were more likely to select always than White employees (77% | 60%).

THE EXECUTIVE TEAM



Employees in the IEP Division and the A&S Division were more likely to select never/sometimes (51% | 28%). Employees in the IEP Division were least likely to select always (31%).



Full-Time Faculty were the most likely to select never/sometimes and were the least likely to select always (28% | 30%).



Employees with 10+ years of service were less likely to select always than employees with 0-3 years of service or 4-9 years of service (38% | 62% | 54%).



Employees of Color were more likely to select always than White employees (67% | 48%).

3.4.3

Behaves authentically.

Is genuine and honest in their actions and interactions with others.

ME



THE EMPLOYEES I WORK WITH A LOT



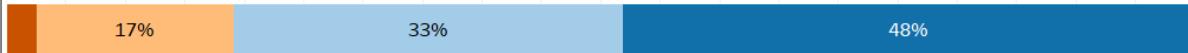
MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM




Always
Most of the time
Sometimes
Never

ME

No notable trends.

THE EMPLOYEES I WORK WITH A LOT



Administration/Administrative Professionals and Full-Time Faculty were the least likely to select always (57%).



Employees with 10+ years of service were less likely to select always than employees with 0-3 years of service or 4-9 years of service (59% | 68% | 69%).



Employees who were LGBQ+ were less likely to select always than employees who were Straight/Heterosexual (51% | 68%).

MY SUPERVISOR



Employees in the College Services Branch were the least likely to select always and were the most likely to select never/sometimes (65% | 11%). Employees in the AFaC Division were the most likely to select always (85%).



Full-Time Faculty and Administration/Administrative Professionals were the least likely to select always (63% | 67%).



Employees with 10+ years of service were less likely to select always than employees with 0-3 years of service or 4-9 years of service (70% | 77% | 81%).



Employees of Color were more likely to select always than White employees (86% | 74%).



Employees with a disability were less likely to select always (69%) and were more likely to select never/sometimes (9%) than employees without a disability (79% | 4%).

MY SUPERVISOR'S SUPERVISOR



Employees in the IEP Division and in the A&S Division were more likely to select never/sometimes (26% | 22%). Employees in the A&S Division were the least likely to select always (46%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to select never/sometimes while Administration/Administrative Professionals were more likely to select most of the time or always.



Employees of Color were more likely to select always than White employees (71% | 60%).

THE EXECUTIVE TEAM



The most never/sometimes selections came from the IEP Division, the Organizational Support divisions, and the A&S Division (38% | 35% | 27%). Employees in the IEP Division and the Organizational Support divisions were less likely to select always (31% | 35%).



Full-Time Classified and Full-Time Faculty were more likely to select never/sometimes (24% | 24%). Full-Time Faculty and Administration/Administrative Professionals were less likely to select always (35% | 40%).



Employees with 10+ years of service were less likely to select always than employees with 0-3 years of service or 4-9 years of service (35% | 58% | 53%).



Employees of Color were more likely to select always than White employees (57% | 47%).

Continuous Improvement (vs Change Resistance)

The institution makes time for process improvement. Our systems and processes are shock-proof, flexible, nimble, and responsive.

"From my perspective, [CCC is] borderline chaotic at times. That doesn't mean certain people don't admirably rise to all the challenges we face.... Overall, the college seems to fall short when it comes to coordination, technological advancement, processes, expertise, and efficacy.... I never really get the sense that the college has a rock-solid foundation."

3.5.1

Resists change.

ME



MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM



■ Never
■ Sometimes
■ Most of the time
■ Always

ME



Employees in the TAPS Division were more likely to select never (49%).



Employees with 10+ years of service were less likely to select never than employees with 0-3 years of service or 4-9 years of service (22% | 44% | 47%).



Employees of Color were more likely to select never than White employees (51% | 32%).



Non-binary employees were more likely to select never than cisgender employees (52% | 31%).

MY TEAM



Employees in the Organizational Support divisions were more likely to select always/most of the time and were less likely to select never (24% | 14%).

I care about the values that CCC represents and the work I do, but it is exhausting to work here. I've learned to tamp down my hopes and expectations about how much significant change and improvement are possible. I've seen many projects that were intended to, and had the potential to, grow into something that would be of great benefit to students and the college as a whole, but they hit barriers and dwindled because of ineffective systems and/or because executive leadership didn't...strategically support their development over time. I don't feel safe voicing such things directly. There is lip service paid to being open to different ideas, but the message I feel from executive leadership is that they most value agreeableness, not rocking the boat, and being "nice."

THE EMPLOYEES I WORK WITH A LOT



Employees in the College Services Branch (21%) were more likely to select always/most of the time, and were less likely to select never (14%) than employees in the InSS Branch (9% | 23%). Employees in the Organizational Support divisions were more likely to select always or most of the time (30%).

I think that the College, as an institution, should focus more on collecting, storing and using data to make college services level decisions. There are many opportunities to improve our systems for data collection, tracking and monitoring so that the various levels of leadership have relevant and timely data available to support their decision making.

MY SUPERVISOR



Employees in the TAPS Division, IEP Division, and AFaC Division were more likely to select never (70% | 64% | 63%).



Full-Time Faculty and Administration/Administrative Professionals were less likely to select never (37% | 40%).

MY SUPERVISOR'S SUPERVISOR



Employees in the College Services Branch were more likely to select always/most of the time (16%).



When examining employees who are in the role of "supervisor" and "supervisor's supervisor", Full-Time Faculty, especially Female Full-Time Faculty, were more likely to select always or most of the time and/or were less likely to select never, while Administration/Administrative Professionals were less likely to select always or most of the time and were more likely to select never.



Employees with 10+ years of service were less likely to select never than employees with 0-3 years of service or 4-9 years of service (34% | 51% | 53%).



Employees of Color were more likely to select never than White employees (61% | 42%).



Employees with a disability were more likely to select always/most of the time than employees without a disability (21% | 6%).

THE EXECUTIVE TEAM



Employees in the Executive Branch were the most likely to select sometimes (85%). Employees in the Organizational Support divisions were the most likely to select always/most of the time (31%).



Full-Time Faculty and Administration/Administrative Professionals responded very similarly with ~12% selecting always or most of the time, and ~20% selecting never.

3.5.2

I have the time and support I need to make process improvements.

Processes include steps that are taken to complete tasks. For example, course registration, putting in ticket requests, etc.



Employees in the Organizational Support divisions were the most likely to select never/rarely (25%).



Full-Time Faculty were the most likely to select rarely and were the least likely to select usually (27% | 33%). 45% of Administration/Administrative Professionals selected usually and 45% selected sometimes. The remaining employee groups selected usually 67% - 73% of the time.

"No one seems to be working on clarifying and streamlining systems, and making areas work better."

3.5.3

Processes in my department are flexible and responsive enough to meet the needs of employees and/or students.



■ Completely agree
■ Somewhat agree
■ Somewhat disagree
■ Completely disagree



Employees in the Organizational Support divisions were the most likely disagree and were the least likely to completely agree (40% | 20%). Disagreement was even higher in these divisions among Administration/Administrative Professionals (63% disagree) with none of these employees selecting completely agree.

“My concerns often lie with structures and processes in place which seem very convoluted, outdated, and slow. Very often, these processes and structures do not seem to serve employees and students very well.”

Student Ready

The institution prioritizes meeting students where they are.

3.6.1

The College prioritizes meeting students where they are rather than expecting students (or prospective students) to be "college-ready".



■ Completely agree
■ Somewhat agree
■ Somewhat disagree
■ Completely disagree



Employees in the College Services Branch were more likely to completely agree (57%). Employees in the IEP Division were most likely to disagree and least likely to completely agree (21% | 25%).

Resources

Equipment and Furniture

Employees have the furniture, tools, and technology that are needed to do their job effectively.

4.1.1

The furniture I have access to meets my needs.

Furniture includes any item that enhances a classroom, office, or common space by providing seating, worksurface, or storage. Rate this item according to furniture that you need, not furniture that is meant for students.



Full-Time Faculty were more likely to disagree and were less likely to completely agree (18% | 45%).



Department chairs were even less likely to completely agree (33%).



Employees with a disability were more likely to disagree than employees without a disability (17% | 8%).

4.1.3

The process to request furniture is clear.



Only 5% of employees within the Facilities & Safety Services divisions disagreed, while in all other divisions, 35% or more of employees disagreed.

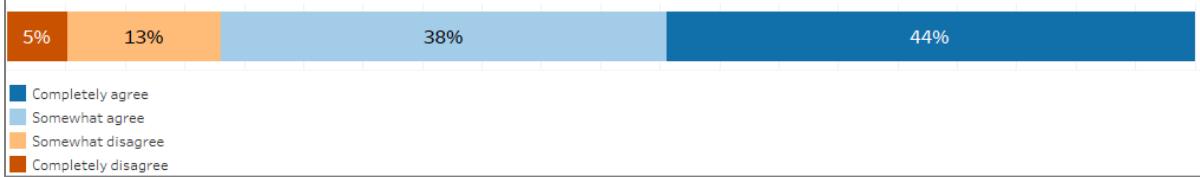


Faculty and Administration/Administrative Professionals were the most likely to disagree (49% | 48%). Administration/Administrative Professionals were the least likely to completely agree (12%).

4.1.2

The technology I have access to meets my needs.

Includes laptops, printers, webcams, etc. Rate this item according to technology that you need, not technology that is intended for student use.



Employees in the A&S Division and the Facilities & Safety Services divisions were the most likely to disagree (32% | 31%).



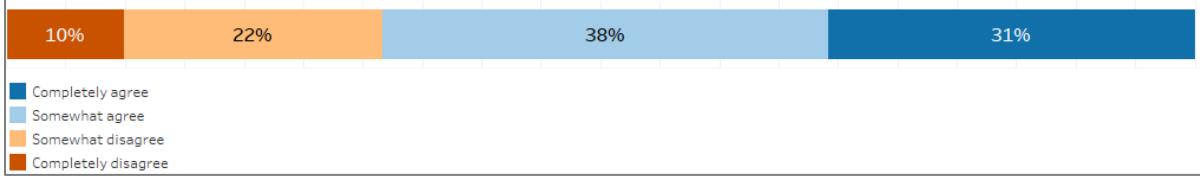
Faculty were the most likely to disagree and Full-Time Faculty were the least likely to completely agree (28% | 24%).



Employees with a disability were more likely to disagree than employees without a disability (25% | 16%).

4.1.4

The process to request technology is clear.



Employees in the Executive Branch were the most likely to agree (89%).



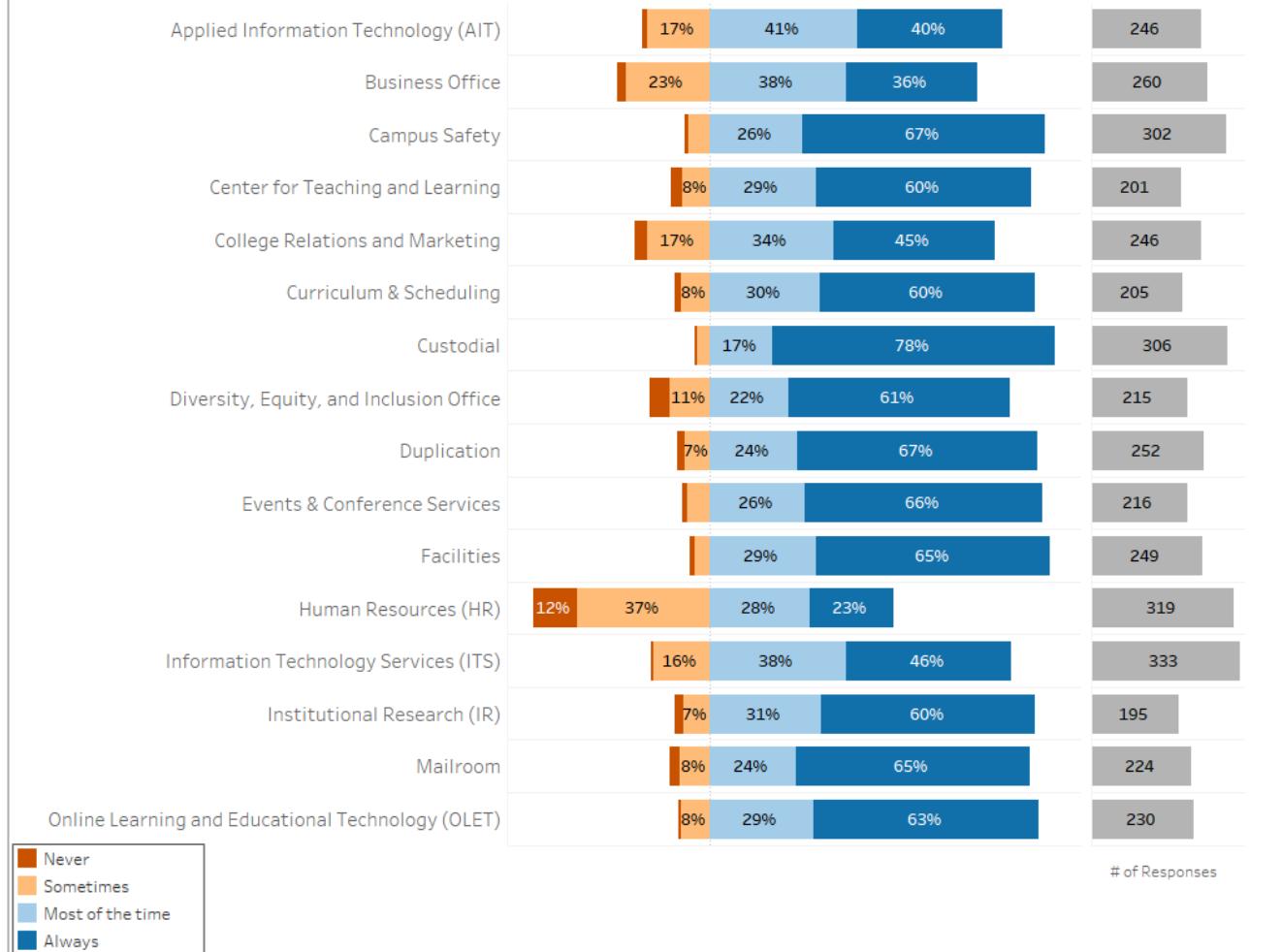
Among Administration/Administrative Professionals, supervisors were more likely to disagree than non-supervisors (31% | 14%).

Support from Employee-Serving Departments

Employees receive the support and service they need from departments/divisions that primarily or exclusively serve employees (e.g., ITS, HR).

4.2.1

The support I receive from _____ meets my needs.



The Human Resources Division received the lowest ratings, with 49% of employees saying they never or sometimes receive support that meets their needs. The disaggregations below are specific to the ratings for the Human Resources Division.



Employees in the InSS Branch were more likely to indicate never/sometimes than those in the College Services Branch or the Executive Branch (51% | 44% | 36%).



Among faculty, Full-Time Faculty were more likely to indicate never/sometimes than Associate Faculty (64% | 32%). Among staff, Full-Time Classified were more likely to indicate never/sometimes than Part-Time Classified (50% | 36%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to indicate never/sometimes than those who were not supervisors (47% | 25%). Among Full-Time Faculty, those who were department chairs were more likely to indicate never/sometimes than those who were not department chairs (94% | 55%).



Among Full-Time Faculty, those who were Female were more likely to indicate never/sometimes than those who were Male (78% | 44%).

Since Fall 2022, the Human Resources Division has rarely been fully staffed, which almost certainly contributed to the lower ratings provided by employees. A chart showing the extent of HR's understaffing can be found in [Appendix E](#).

Employees were provided with a textbox to include written context for their ratings. Education Northwest completed this qualitative analysis which can be found in [Appendix F](#). Key findings are included below:

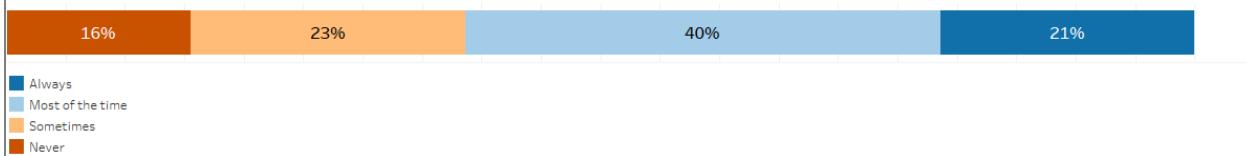
1. **Service delays.** Employees reported challenges in receiving timely support from various departments. These delays included slow response times or a lack of prompt action to address issues.
2. **Inefficient ticket systems.** Employees described their frustrations with the ticketing system. Common issues included delays in responses, unaddressed tickets, and uncertainty about when to expect a resolution. Additionally, the lack of a personal connection with staff makes it harder for employees to communicate their needs and receive adequate support. Human Resources was frequently mentioned as a division where these ticket-related issues occurred.
3. **Lack of communication.** Many employees described receiving insufficient communication from employee-serving areas, particularly Human Resources. Employees mentioned issues such as lack of responsiveness to questions and inadequate communication on changes or on general information.
4. **Lack of documentation and processes.** Employees highlighted challenges with unclear or inconsistent procedures and inadequate documentation, particularly in Human Resources and Information Technology Services. Employees expressed frustration with the lack of guidelines or Frequently Asking Questions (FAQs).
5. **Limited staffing capacity.** Some employees noted that staffing shortages across multiple departments, particularly Human Resources, have led to delays in support and lack of responsiveness. Employees noted the increased burdens on these staff members and expressed empathy for overworked teams but highlighted the negative impact on processes such as onboarding and ticket resolution.
6. **Poor customer service.** Some employees described negative experiences with certain areas, particularly Human Resources and the Business Office, citing unprofessional communication, unwelcoming interactions, and a lack of responsiveness. Many felt that customer service in these areas does not meet expectations, with employees left feeling unsupported or undervalued.
7. **Limited availability.** Some employees expressed frustration with the limited availability of key divisions, particularly Human Resources, citing restricted hours of operation and a lack of in-person availability.

Workload Level (Time)

Employees feel they have enough time to complete required tasks well. Employees don't have too many tasks without the ability to prioritize them.

2.3.3

I have enough time to complete my tasks each week without working extra hours.



"I question how we are all asked to do more and more with no reduction in work or tasks in other places. My energy is like our financial budget: constantly at threat of running out."

"We say that we don't want to keep trying to 'do more with less.' But then we are all forced to do more with less (yes, POR process and unfilled retirements, I'm looking at you!)."

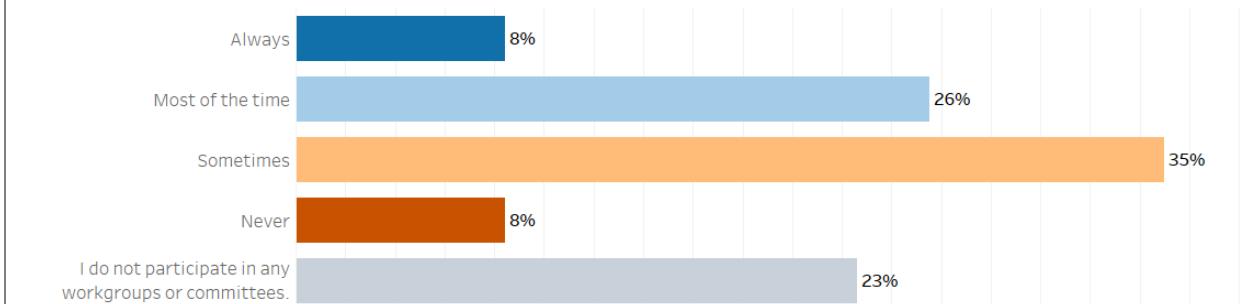
"I also feel that the college is skimping and has been for some time on FTF. The FTF-student ratio is far, far below the standard in my particular area of expertise."



Full-Time Faculty were the most likely to say they don't have enough time each week (31% Never | 31% Sometimes). Administration/Administrative Professionals were also likely to say they don't have enough time each week (15% Never | 30% Sometimes). Among Administration/Administrative Professionals, employees in the Organizational Support divisions were most likely to say they don't have enough time each week (33% Never | 33% Sometimes).

4.3.2.A

I have sufficient time to participate fully in workgroups or committees.



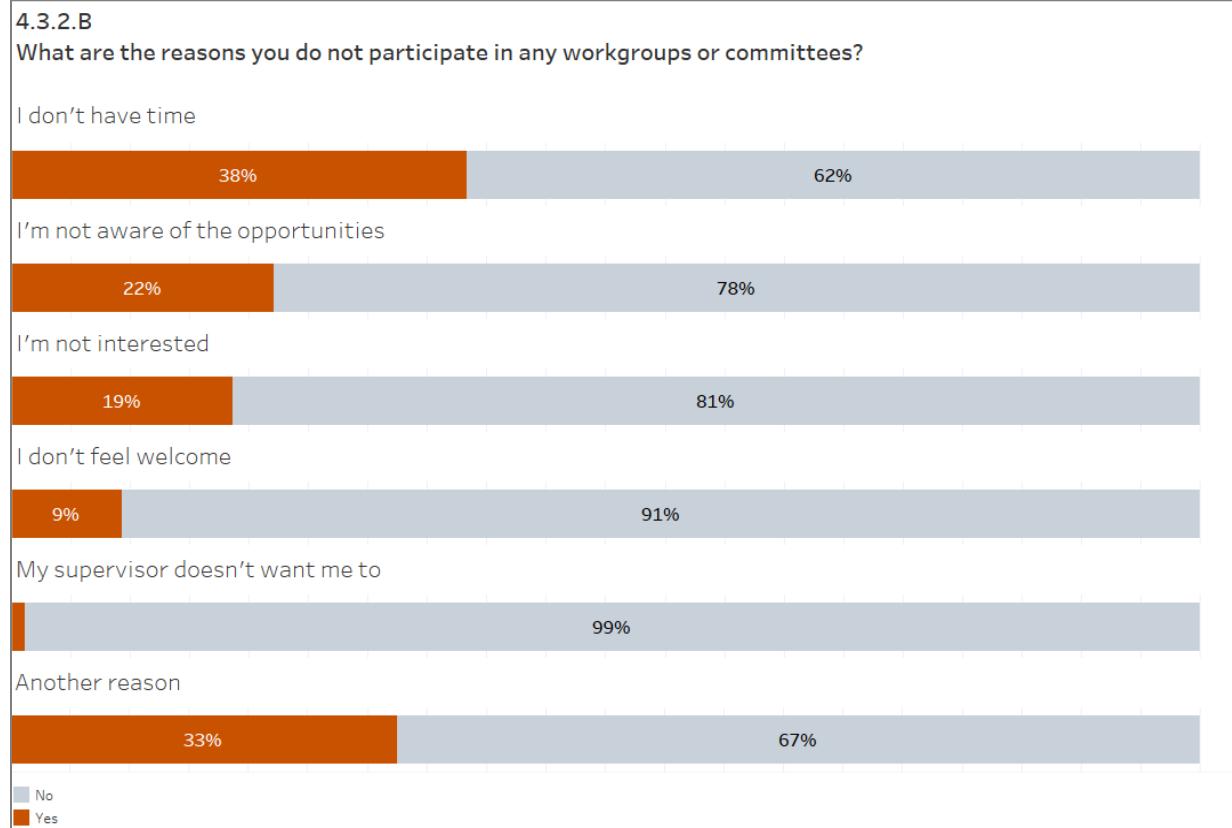
Employees in the Organizational Support divisions were the most likely to say they never have time to participate (31%).



Full-Time Faculty were the most likely to say they don't have enough time (13% never | 53% sometimes). 67% of Part-Time Classified and 49% of Associate Faculty said they do not participate in workgroups or committees.

"I try to participate when I can, but I often feel like my valuable time was wasted."

Employees who indicated they do not participate in workgroups or committees (86 employees) were asked why they don't participate:



Employees who selected Another reason were provided with a textbox to offer written context for their ratings. Education Northwest completed this qualitative analysis which can be found in [Appendix F](#). Key findings are included below:

1. **Not part of role.** Nine employees expressed that their position or classification (e.g., part-time, associate, or adjunct) made them feel ineligible to participate in workgroups or committees. They believed that participation was unnecessary for their role or that opportunities to engage were not available to them.
2. **New to the college.** Eight employees explained that being new to the college was a reason they did not participate in workgroups or committees. They were still acclimating to the environment and learning about participation opportunities.
3. **Too busy.** Seven employees cited high workloads and personal responsibilities as barriers to participating in workgroups or committees. They felt their schedules were too demanding to accommodate additional commitments.
4. **Not invited.** A couple employees noted that they had not been approached, invited, or assigned to participate in any workgroups or committees. They felt a lack of proactive outreach contributed to their non-participation.

Knowledge Navigation and Communication

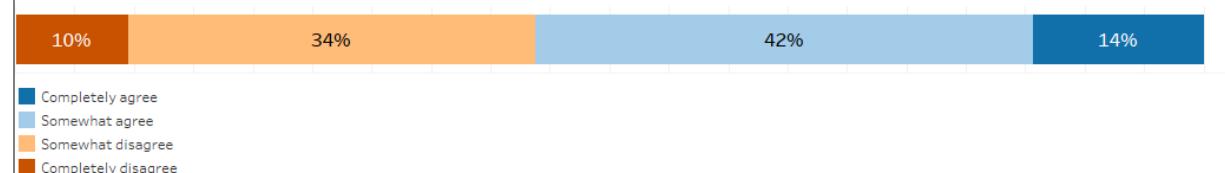
Employees know how to access information and internal resources available to them. Critical processes and procedures are documented. Employees know how to access information and support from staff in employee-serving departments. All employees engage in proactive and respectful communication with the goals of ensuring all areas of the college have the information they need to fulfill their roles and responsibilities. Everyone engages in direct, clear, and considerate communication.

"I think in general, and especially at higher levels, Clackamas has room to grow in clear communication."

4.4.1

Information I need about internal college processes is easy to find.

Examples: Policies, committee meeting minutes, location to submit tickets, budget information, announcements, etc.



Employees in the Executive Branch were the most likely to disagree (67%).



Administration/Administrative Professionals and Full-Time Faculty were the most likely to disagree (54% | 53%).



Among Administration/Administrative Professionals, supervisors were less likely to disagree than non-supervisors (50% | 64%). Among Full-Time Faculty, department chairs were more likely to disagree than those who were not department chairs (67% | 50%).

4.4.2

The critical processes my department is responsible for are documented.



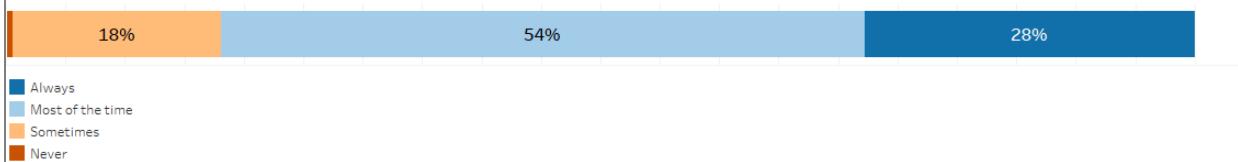
Employees in the Organizational Support divisions were the most likely to disagree (60%).



Administration/Administrative Professionals were the most likely to disagree (46%).

4.4.4

I receive the information I need from other employees to complete my work.



Employees in the Executive Branch and employees in the Organizational Support divisions were the least likely to select always (5% | 4%).



Non-binary employees were more likely to select never/sometimes than cisgender employees (35% | 16%).



Among Full-Time Faculty, employees with a disability were more likely to select never/sometimes than those without a disability (41% | 15%).

4.4.5

Engages in communication that is genuinely kind, empathetic, and inclusive.

ME



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM



ME

No notable findings.

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were the most likely to select never/sometimes (14%). Employees in the AFaC Division were the most likely to select always (60%).



Administration/Administrative Professionals were the least likely to select always (39%). Overall, full-time employees (39%-48%) were less likely to select always than part-time employees (63%-66%).



Employees of Color were more likely to select always than White employees (62% | 50%).



Employees with 10+ years of service were less likely to select always than employees with 0-3 years of service or 4-9 years of service (45% | 57% | 49%).

MY SUPERVISOR



Employees within the Facilities & Safety Services divisions were the most likely to select sometimes and the least likely to select always (21% | 50%).



Full-Time Faculty were the most likely to select sometimes and the least likely to select always (12% | 51%).



Among Full-Time Faculty, those who were department chairs were less likely to select always than those who were not department chairs (31% | 58%).



Employees of Color were more likely to select always than White employees (100% | 93%).



Non-binary employees were less likely to select always than cisgender employees (57% | 70%).



Employees with a disability were more likely to select sometimes than employees without a disability (12% | 5%).

MY SUPERVISOR'S SUPERVISOR



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to select never/sometimes and were less likely to select most of the time or always, while Administration/Administrative Professionals were less likely to select never/sometimes and were more likely to select most of the time or always.



Employees of Color were more likely to select always than White employees (69% | 59%).



Non-binary employees were less likely to select always than cisgender employees (44% | 57%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (23% | 11%).

THE EXECUTIVE TEAM



Employees in the IEP Division and the A&S Division were more likely to select never/sometimes (32% | 24%).



Full-Time Faculty were more likely to select never/sometimes and were less likely to select always (22% | 35%). Administration/Administrative Professionals were also less likely to select always (38%).



Employees of Color were more likely to select always than White employees (67% | 48%).



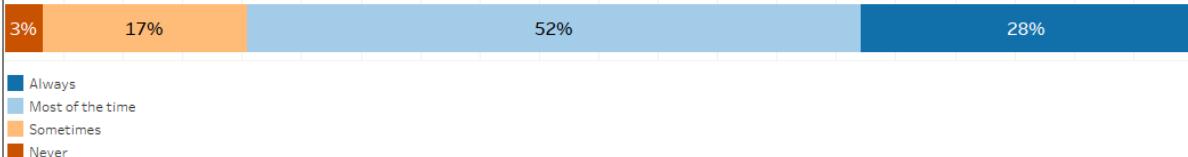
Faculty with a disability were more likely to select never/sometimes than faculty without a disability (45% | 16%).

Stress and Emotional Exhaustion (negative)

Work contributes a manageable level of stress. Employees do not feel emotionally exhausted or burned out due to work.

4.5.1

The stress I experience because of work is manageable.



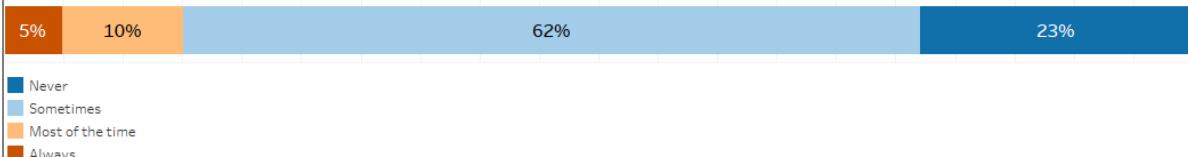
Employees in the IEP Division and the Organizational Support divisions were the most likely to select never or sometimes (43% | 37%).



Among faculty and staff, employees with a disability were more likely to select never or sometimes than employees without a disability (31% | 19%).

4.5.2

I feel emotionally exhausted because of work.



Employees in the Organizational Support divisions and the IEP Division were the most likely to select most of the time or always (34% | 29%).



Full-Time Faculty and Administration/Administrative Professionals were the most likely to select most of the time or always (23% | 19%) and were the least likely to select never (14% | 13%).



Among faculty and staff, employees with a disability were more likely to select most of the time or always than employees without a disability (31% | 10%).

Safety & Security

A comprehensive sense of well-being, encompassing physical, psychological, and informational security. This includes robust measures to ensure physical safety through campus lighting, signage, and secure facilities, as well as protections against psychological threats, such as harmful communications. Security extends to personal belongings and sensitive information, ensuring that individuals feel free from the risk of theft or violence and can trust in the confidentiality and integrity of their data. This holistic approach creates an environment where everyone feels thoroughly safe and secure in all aspects of campus life.

"I feel the number of campus safety officers on campus is too limited and I do not feel prepared in the event of an emergency. More care and attention need to be dedicated to emergency preparedness on campus."

4.6.1_OC

The security features on the Oregon City Campus make me feel safe from physical harm.

Examples: lighting, locks, barriers, access to phones, etc.



No differences by Race/Ethnicity, Legal Sex, or Disability Status.

4.6.2_OC

I worry about my personal items being stolen on the Oregon City Campus.

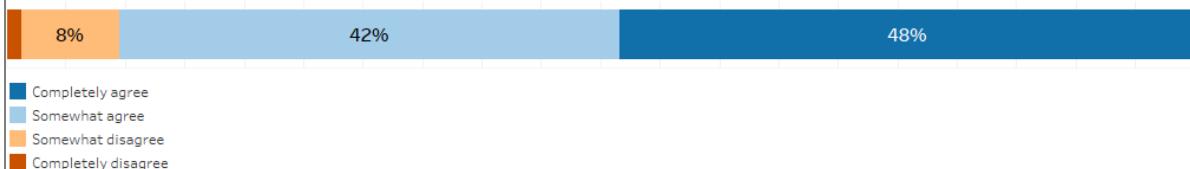


No differences by Race/Ethnicity, Legal Sex, or Disability Status.

4.6.1_H

The security features on the Harmony Campus make me feel safe from physical harm.

Examples: lighting, locks, barriers, access to phones, etc.



Employees of Color were more likely to completely agree than White employees (61% | 46%).



Female employees were more likely to disagree than Male employees (13% | 4%).



Employees with a disability were less likely to completely agree than employees without a disability (32% | 55%).

4.6.2_H

I worry about my personal items being stolen on the Harmony Campus.



■ Completely disagree
■ Somewhat disagree
■ Somewhat agree
■ Completely agree



Employees of Color were more likely to completely disagree than White employees (65% | 48%).



Employees with a disability were less likely to completely disagree than employees without a disability (44% | 53%).

4.6.1_W

The security features on the Wilsonville Campus make me feel safe from physical harm.

Examples: lighting, locks, barriers, access to phones, etc.



■ Completely agree
■ Somewhat agree
■ Somewhat disagree
■ Completely disagree



Employees of Color were more likely to completely agree than White employees (100% | 38%).



Female employees were more likely to disagree than Male employees (19% | 3%).



Employees with a disability were more likely to disagree than employees without a disability (22% | 7%).

4.6.2_W

I worry about my personal items being stolen on the Wilsonville Campus.



I worry about my personal items being stolen on the Wilsonville Campus.

■ Completely disagree
■ Somewhat disagree
■ Somewhat agree
■ Completely agree



Employees of Color were more likely to disagree than White employees (14% | 8%). They were also more likely to completely agree than White employees (71% | 49%).



Female employees were less likely to completely agree than Male employees (58% | 40%).

4.6.3

Employees who have access to my personnel data treat that information with care and confidentiality.



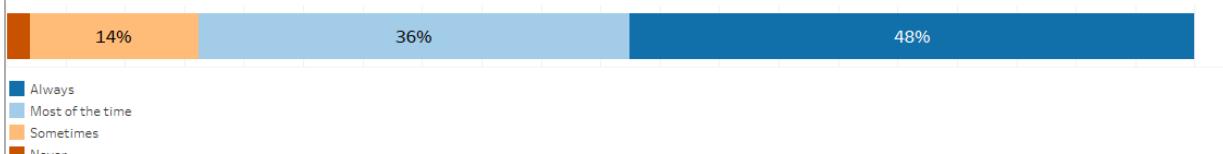
Employees in the IEP Division were least likely to completely agree (50%).



Full-Time Faculty were least likely to completely agree (61%).

4.6.4

I can express my ideas and opinions at work without fear of ridicule or harsh judgment.



Employees in the Facilities & Safety Services division, the IEP Division, and the Executive Branch were the most likely to select never/sometimes (26% | 24% | 23%).



Faculty were the most likely to select never/sometimes (19%). Full-Time Faculty were the least likely to select always (38%).



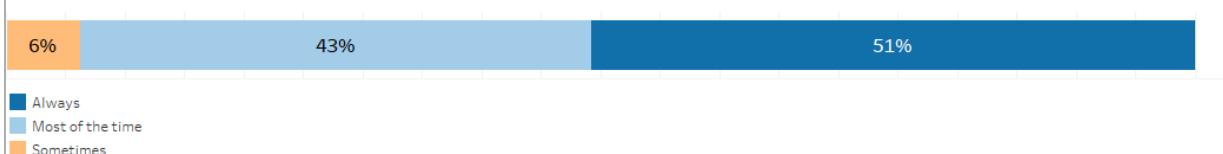
Employees with 10+ years of service were more likely to select never/sometimes than employees with 0-3 years of service or 4-9 years of service (22% | 13% | 13%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (24% | 11%).

4.6.5

I am treated with kindness and respect by other employees.



Employees in the Organizational Support divisions were the most likely to select sometimes and were the least likely to select always (22% | 26%). Employees in the IEP Division and the Executive Branch were also less likely to select always (32% | 37%).



Part-time employees were more likely to select always (Associate Faculty: 65% | Part-Time Classified: 72%).



Non-binary employees were more likely to completely agree than cisgender employees (61% | 50%).

1.2.1A

I have seen employees engage in behavior that caused harm while working at CCC.



Employees in the Executive Branch, the IEP Division, and the Organizational Support divisions were more likely to select yes (61% | 48% | 45%).



Administration/Administrative Professionals and Full-Time Faculty were more likely to select yes (59% | 49%).

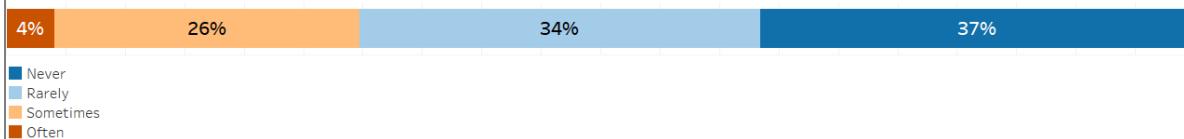


Employees with 0-3 years of service were less likely to select yes than employees with 4+ years of service (20% | 39%).

4.6.6

I observe employees being mean or disrespectful towards others.

This behavior could include using disrespectful language, interrupting, public humiliation or criticism, deliberate exclusion, or unresponsiveness.



Employees in the Organizational Support divisions were the most likely to select often and were the least likely to select never (22% | 19%). Employees in the Executive Branch and the IEP Division selected often/sometimes at a higher rate (48% | 40%).



Full-Time employees were more likely to select often or sometimes: Administration/Administrative Professional (46%), Full-Time Classified (34%), Full-Time Faculty (30%). For Full-Time Faculty, this rate was even higher among department chairs (56%).



Among full-time employees, those with a disability were more likely to select often/sometimes than employees without a disability (53% | 30%).

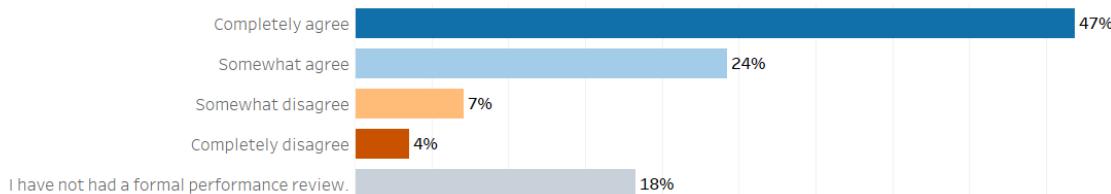
Learning and Development

Formal Feedback (Performance Evaluation)

Employees and their supervisors engage in the formal performance review process. Employees feel the feedback they receive during this process is meaningful and actionable.

6.1.1

During the formal performance review process, I receive constructive feedback that helps me improve.



Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (18% | 37%). Associate Faculty were the most likely to completely agree (78%).

Collaboration

In our multi-campus community, collaboration is about ensuring inclusive and active participation across all campuses and divisions, valuing diverse perspectives and expertise. It emphasizes open communication, shared goals, and mutual support, aiming to create an environment where every individual, regardless of their location or position, can be involved and heard, and are valued in the collective pursuit of the college's mission.

"We have a culture at CCC to include many, if not all, areas for feedback regarding major changes or pivots at the college. I really appreciate this, but sometimes it feels like the ask for feedback is just checking off a box or jumping through a hoop. Sometimes the feedback is not fully considered and does not seem to have an impact on the final decision."

"In general, I like working at CCC. The biggest concern I have about working here is how disorganized it feels we are as an institution. Communication between departments, consultation of people with expertise/people who would be impacted by a decision, and clear documentation are all lacking. It feels like you have to work here for a decade to even begin to understand how things work."

Refer to the following questions in other sections: [4.3.2](#), [4.4.4](#), [5.2.2](#), [5.7.1](#), [5.10.1](#)

Professional Development

Employees have adequate opportunities to learn and grow professionally through training. This element does not refer to funding for professional development.

6.3.1

I have adequate opportunities to engage in training that helps me develop my professional skills.



Employees in the Organizational Support divisions were the most likely to completely disagree and were the least likely to completely agree (13% | 17%).



Part-Time Classified were the most likely to somewhat disagree (38%).

"I honestly love working here and feel the college has given me the opportunity to learn and grow as a person."

Supervisor Understands Your Job

Supervisors have an understanding of the work needed for their employees to complete their job tasks. Employees can use their supervisor as a sounding board or receive guidance on job tasks.

6.4.1

My supervisor understands my job duties.



Employees in the Organizational Support divisions were the most likely to disagree (17%). Employees within the Facilities & Safety Services divisions and the AFaC Division were the most likely to completely agree (84% | 86%).



Administration/Administrative Professionals were the least likely to completely agree (61%).

6.4.2

I can get advice from my supervisor about how to complete my job tasks.



Employees in the Organizational Support divisions were the most likely to select never/rarely (22%). Employees in the AFaC Division were the most likely to select usually (83%).

Regular, Informal Feedback

Employees, supervisors, and coworkers engage in discussions on job performance and behavior regularly. Everyone is empowered to offer praise, critical feedback, and supportive guidance using considerate communication and positive intentions. All employees are willing to listen to feedback and incorporate lessons learned.

6.4.3

I offer constructive feedback or supportive guidance to _____.

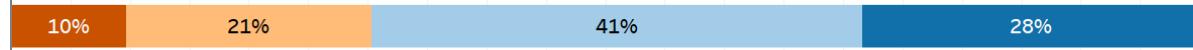
MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



Often
Sometimes
Rarely
Never

MY TEAM



Employees in the College Service Branch were the most likely to select never/rarely (15%). However, employees within the Facilities & Safety Services divisions were the most likely to select often (64%). Within the InSS Branch, employees within the A&S Division were least likely to select often (35%) and employees within the IEP Division were the most likely to select often (54%).



Associate Faculty were the most likely to select never/rarely (21%) and were least likely to select often (24%).



Employees of Color were more likely to select often than White employees (56% | 42%).



Female employees were more likely to select never/rarely than Male employees (12% | 4%). Female employees were less likely to select often than Male employees (43% | 50%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were the most likely to select never/rarely (39%).



Employees of Color were more likely to select often than White employees (45% | 32%).



Female employees were more likely to select never/rarely than Male employees (18% | 12%). Female employees were less likely to select often than Male employees (31% | 42%).



Employees with a disability were more likely to select never/rarely than employees without a disability (22% | 14%).

MY SUPERVISOR



Employees in the College Services Branch and the InSS Branch were more likely to select never/rarely than the Executive Branch (31% | 31% | 19%). Employees within the A&S Division were more likely to say never (22%) or rarely (25%). Employees within the IEP Division were more likely to say never/rarely (43%). Employees in the A&S Division and the IEP Division were the least likely to select often (19% | 21%).



Employees of Color were more likely to select often than White employees (42% | 25%).

6.4.4

_____ offers constructive feedback or supportive guidance to me.

MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY TEAM



Employees in the Executive Branch and the employees in Organizational Support divisions were more likely to select never/rarely (28% | 23%).



Associate Faculty were more likely to select never/rarely (20%).



Full-Time Faculty who were department chairs were more likely to select often (61%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were more likely to select never/sometimes and were least likely to select often (41% | 14%).



Part-time employees were more likely to select often (Associate Faculty: 45% | Part-Time Classified (42%).



Within the College Services Branch, Female employees more likely to select never/sometimes than Male employees (35% | 13%).

MY SUPERVISOR



Employees in the A&S Division were the most likely to select never/rarely (22%). Employees in the AFaC Division, the TAPS Division, and the Facilities & Safety Services divisions were the most likely to select often (58% | 57% | 50%).



Full-Time Faculty who were not department chairs were more likely to select never/rarely than department chairs (28% | 8%).



Employees of Color were more likely to select often than White employees (56% | 48%).



Employees with a disability were more likely to select often than employees without a disability (60% | 47%).

6.4.5

Listens to feedback and incorporates lessons learned.

ME



MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



Always
Most of the time
Sometimes
Never

ME



Employees in the InSS Branch were more likely to select always than employees in the College Services Branch or the Executive Branch (49% | 35% | 22%).



Associate Faculty were the most likely to select always (68%).

MY TEAM



Employees in the Organizational Support divisions were the most likely to select never/sometimes (43%). Employees in the IEP Division were the most likely to select always (46%).



Administration/Administrative Professionals and Full-Time Faculty were the least likely to select always (20% | 28%). Associate Faculty were the most likely to select always (58%).



Employees with 0-3 years of service were more likely to select always than employees with 4 or more years of service (44% | 34%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were more likely to select never/sometimes and were least likely to select always (70% | 15%).



Administration/Administrative Professionals and Full-Time Faculty were the least likely to select always (19% | 23%). Associate Faculty were the most likely to select always (57%).



Employees with 0-3 years of service were more likely to select always than employees with 4 or more years of service (38% | 30%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (27% | 17%). This difference was more pronounced within the A&S Division and the AFaC Division.

MY SUPERVISOR



Employees in the Organizational Support divisions were more likely to select never/sometimes (35%) but often selected always (40%). Employees within the Facilities & Safety Services divisions, the Executive Branch, and the A&S Division were also more likely to select never/sometimes (24% | 24% | 21%). Employees in the AFaC Division were least likely to select never/sometimes (3%) and were the most likely to select always (61%).



Associate Faculty were the most likely to select always (79%). Full-Time Faculty were the most likely to select never/sometimes (26%) and were the least likely to select always (31%).



Employees of Color were less likely to select never/sometimes (9%) and were more likely to select always (61%) than White employees (never/sometimes: 15% | always: 50%).

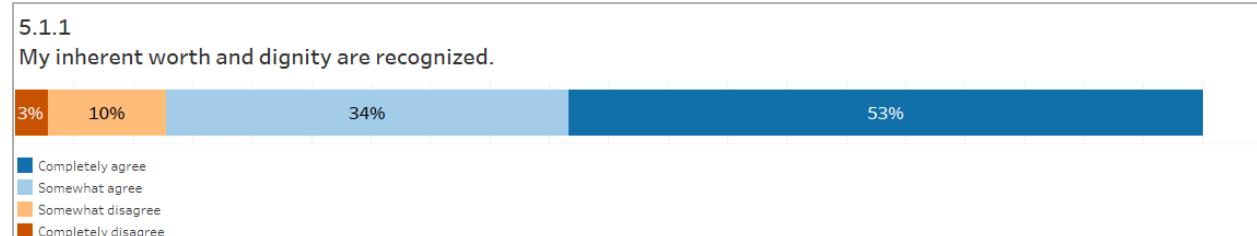


Employees with 0-3 years of service were more likely to select always than employees with 4 or more years of service (57% | 49%).

Belonging

Inclusion

Employees feel involved and empowered. "...[A]ll people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living." – DEI Strategic Plan



Employees in the Organizational Support divisions were the least likely to completely agree (30%). Employees in the AFaC Division and in the Executive Branch were least likely to disagree (5% | 6%) and were more likely to completely agree (63% | 67%). Employees in the Facilities & Safety Services divisions, the IEP Division, and the A&S Division were the most likely to disagree (22% | 20% | 18%).



Full-Time Faculty (16%), Full-Time Classified (15%), and Associate Faculty (14%) were more likely to disagree than Part-Time Classified (4%) or Administration/Administrative Professionals (4%).



Among Administration/Administrative Professionals, supervisors were more likely to completely agree than non-supervisors (74% | 43%). Among Full-Time Faculty, department chairs were more likely to disagree than non-department chairs (22% | 14%).



Employees with 10+ years of service were the most likely to select completely disagree (6%) and were least likely to completely agree (48%).



Employees with a disability were more likely to select completely agree than employees without a disability (57% | 49%). This difference occurs among Full-Time Classified and Full-Time Faculty, but not among the other employee groups.



Non-binary employees were less likely to completely agree than cisgender employees (35% | 51%).

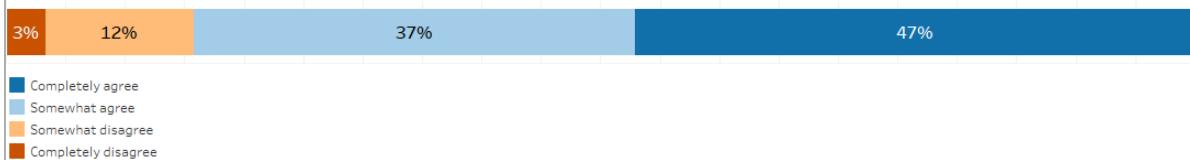


Employees who are caregivers for adults were less likely to completely agree than employees who were not caregivers for adults (45% | 58%).

"In my short time working here... I cannot express how valued and supported I have felt by my own supervisor, team, and department along with other departments on campus. I have felt much appreciation for being compensated and valued for my bilingual skills and being able to represent my authentic self in various ERGs, committees, and projects across campus. I am currently very satisfied in my role, workplace, and see myself going a long way at CCC and helping improve our resources on campus for students."

5.1.2

I work in an environment that is empowering.



Employees in the Organizational Support divisions were the most likely to disagree (33%) and were the least likely to completely agree (19%). Employees in the Facilities & Safety Services divisions and the IEP Division were also more likely to disagree (26% | 24%). Employees in the Executive Branch and in the AFaC Division were the most likely to completely agree (67% | 60%).



Full-Time Faculty and Full-Time Classified were the least likely to completely agree (39% | 43%).



Among Administration/Administrative Professionals, supervisors were more likely to completely agree than non-supervisors (59% | 36%).



Employees with 4+ years of service were more likely to disagree (17%) and less likely to completely agree (42%) than employees with 0-3 years of service (disagree: 10% | completely agree: 57%).



Employees of Color were more likely to completely agree than White employees (55%) (47%).



Employees with a disability were more likely to disagree than employees without a disability (21% | 13%). This difference was most pronounced among Full-Time Faculty and Full-Time Classified.

5.1.3

I am included in projects, committees, and conversations where my talents and knowledge are needed.



Employees in the Facilities & Safety Services divisions were the most likely to select never and were the most likely to select never/sometimes (15% | 50%). Employees in the Organizational Support Services divisions and the Executive Branch were the least likely to select always (4% | 5%).



Administration/Administrative Professionals were the least likely to select never/sometimes (27%) but were also the least likely to select always (8%). In this employee group, those who were supervisors were less likely to select never/sometimes than those who were not supervisors (16% | 57%).



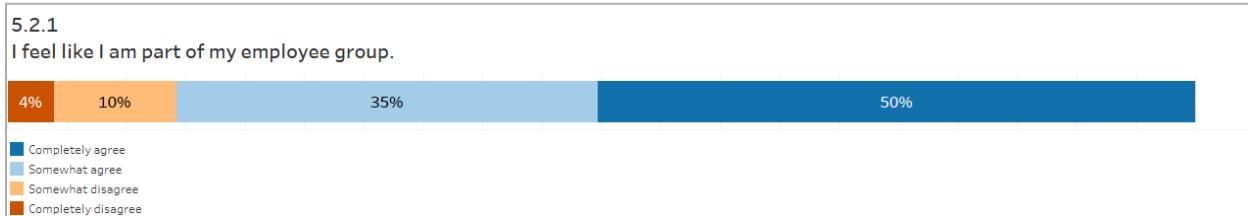
Employees with 10+ years of service were the most likely to select never/sometimes (44%) while employees with 0-3 years of service were the least likely to select never/sometimes (33%). This difference was most prominent among Full-Time Classified.



Employees of Color within College Services were more likely to select never/sometimes than White employees (54% | 40%).

Employee Group Relations

Collaboration and open communication are fostered across different employee groups. Employees feel a sense of unity and respect, regardless of their affiliations.



Full-Time Faculty were the most likely to select completely agree (67%). Full-Time Faculty and Administration/Administrative Professionals were the least likely to disagree (6% | 8%).



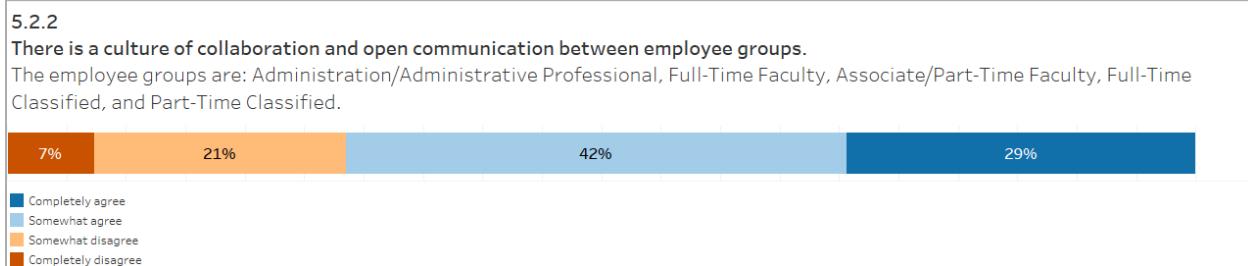
Associate Faculty and Full-Time Classified had similar trends, with 16% of these groups disagreeing, and 46% selecting completely agree. Part-Time Classified were the most likely to completely disagree (15%) and to somewhat disagree (26%) and were the least likely to completely agree (26%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than those who were not supervisors (62% | 21%).



Employees with more years of service were more likely to completely agree (0-3 years: 44% | 4-9 years: 50% | 10+ years: 56%).



Employees in the Organizational Support divisions were the most likely to select completely disagree (26%). Along with employees in the Organizational Support divisions, employees in the Executive Branch and in the IEP Division were more likely to disagree (46% | 47% | 47%).



Administration/Administrative Professionals were the most likely to disagree (38%) and were the least likely to completely agree (16%). Associate Faculty were the least likely to disagree (23%) and were the most likely to completely agree (47%).



Administration/Administrative Professionals who were not supervisors were more likely to disagree than supervisors (67% | 29%).



Employees with 0-3 years of service were the least likely to disagree (24%) and the most likely to completely agree (39%).

Sadly, I feel like there is a handful of people, very specifically in my employee group...who have a very self-serving attitude which has negatively impacted morale. I think a lot of dissatisfaction within our employee group is caused by this, and it very much has caused an Us vs Them mentality. I would love to see that resolved at some point, I'm just not sure how.

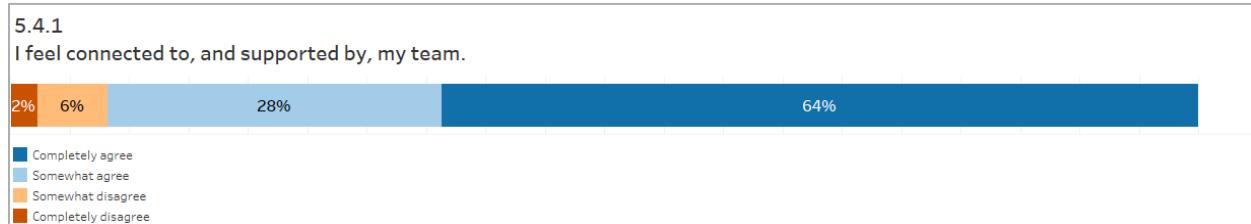
Trust

All four components of trust are felt between employees: Care, Reliability, Sincerity, Competence – The Thin Book of Trust by Charles Feltman

Trust is explored in the [Administration section](#).

Team Cohesion

A sense of connection and support within a team, which may be an official group as outlined in the organizational chart or may span across various work groups. It embodies the feeling of being an integral part of a community where each member is recognized, valued, and supported. Team cohesion is about building relationships based on trust, respect, and open communication, enabling individuals to collaborate effectively and contribute to the team's collective goals, regardless of their specific role or group affiliation within the college.



Employees in the College Services Branch were the most likely to disagree (15%). Employees in the Facilities & Safety Services divisions were more likely to completely agree than employees in the Organizational Support divisions (61% | 37%). Employees in the College Services Branch, the AFaC Division, and the IEP Division were the most likely to completely agree (78% | 75% | 75%). Within the InSS Branch, the A&S Division and the TAPS Division were the least likely to completely agree (58% | 60%).

Social Support

Employees have built and maintain relationships with colleagues, developing a network of support and encouragement.

5.5.1

I have at least one friend at work I can talk to about personal issues.



Employees in the Executive Branch were the most likely to completely agree (72%). Employees in the Organizational Support divisions were least likely to completely agree (41%).



Part-time employees were more likely to disagree and less likely to completely agree (18% | 50%).



Among Administration/Administrative Professionals, supervisors were more likely to completely agree than non-supervisors (67% | 54%). Among Full-Time Faculty, department chairs were more likely to completely agree than non-department chairs (78% | 60%).



Employees with 0-3 years of service were less likely to completely agree than employees with 4+ Years of service (49% | 63%).

5.5.2

My colleagues support and encourage me.



No employees selected Never.



Employees in the Organizational Support divisions were the least likely to select always (26%). Employees in the AFaC Division were the most likely to select always (72%). Employees in the IEP Division were the least likely to select sometimes (<1%).



Administration/Administrative Professionals and Part-Time Classified were unlikely to select sometimes (2%-3%). Full-time employees were less likely to select always (47%-53%) than Associate Faculty (64%) or Part-Time Classified (79%).

Incivility (negative)

Unprofessional conduct, including behaviors such as using disrespectful language, ignoring, interrupting, public humiliation or criticism, deliberate exclusion, or unresponsiveness.

Refer to 4.6.6 – I observe employees being mean or disrespectful towards others.

Disenfranchisement (negative)

Employees, or groups of employees, feel disconnected or undervalued.

5.7.1

My opinions and ideas are listened to and valued.



Employees in the College Services Branch were more likely to select never/sometimes (41%). Employees in the College Services Branch and the Executive Branch were the least likely to select always (19% | 21%). Employees in the AFaC Division were the most likely to select always (47%).

"I find the persistent income insecurity hard to reconcile with my longtime, dedicated, and reliable service to the college and our students."



Full-Time Classified were the most likely to select never/sometimes (29%). Part-time employees were more likely to select always (50%). Full-Time Faculty and Administration/Administrative Professionals were the least likely to select always (24% | 28%).



Among Full-Time Faculty, those who were department chairs were more likely to select never/sometimes (28%) and were less likely to select always (11%) as compared to non-department chairs (never/sometimes: 19% | always: 27%).



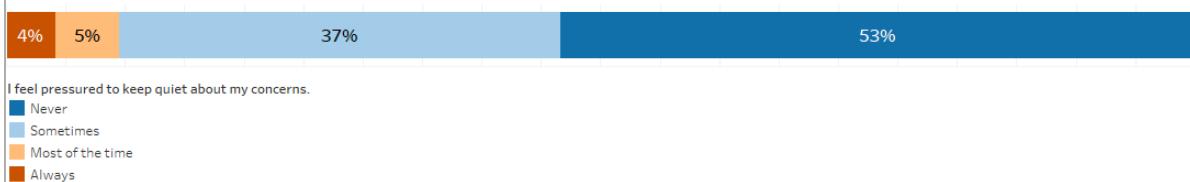
Employees with 0-3 years of service were the least likely to select never/sometimes (10%), followed by 4-9 years of service (21%), and 10+ years of service (31%). Employees with 0-3 years of service were the most likely to select always (47%) as compared to employees with the 4+ years of service (31%).

Silence (negative)

Employees feel pressured or encouraged to keep quiet about issues or concerns.

5.8.1

I feel pressured to keep quiet about my concerns.



Employees in the College Services Branch were the least likely to select never (40%). Employees in the Organizational Support divisions were the least likely to select never (32%) while employees in the Facilities & Safety Services divisions selected never at a higher rate (46%). Within the InSS Branch, most divisions responded similarly. However, the IEP Division was much less likely to select never (24%).



Full-Time Faculty and Full-Time Classified were least likely to select never (45%-47%). Part-time employees were the most likely to select never (65%-72%).



Among Administration/Administrative Professionals, supervisors were more likely to select never than non-supervisors (62% | 46%). Among Full-Time Faculty, department chairs were less likely to select never than non-department chairs (28% | 51%).



Employees with 0-3 years of service are more likely to select never than employees with 4+ years of service (61% | 50%).



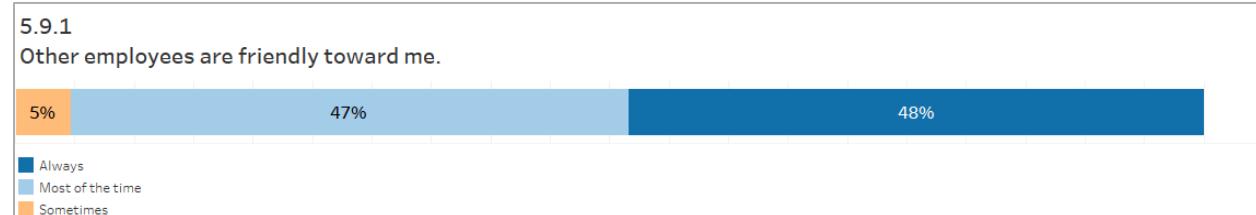
Employees with a disability were less likely to select never than employees without a disability (43% | 57%). This difference was most pronounced among Full-Time Faculty and Full-Time Classified.

Welcoming

Employees engage in considerate communication and show friendliness, and acceptance toward one another.

5.9.1

Other employees are friendly toward me.



No employees selected Never.



Employees in the Organizational Support divisions were the least likely to select always (15%) and were the most likely to select sometimes (15%). Employees in the Executive Branch and the IEP Division were also less likely to select always (26% | 36%). Employees in the AFaC Division were the most likely to select always (61%).



Part-time employees were the most likely to select always (59%-63%). Administration/Administrative Professionals were least likely to select always, followed by Full-Time Faculty and Full-Time Classified (32% | 41% | 49%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to select always than those who were not supervisors (38% | 14%). Among Full-Time Faculty, those who were department chairs were less likely to select always than those who were not department chairs (22% | 45%).



Employees with 0-3 Years of service were more likely to select always than employees with 4+ years of service (57% | 44%).

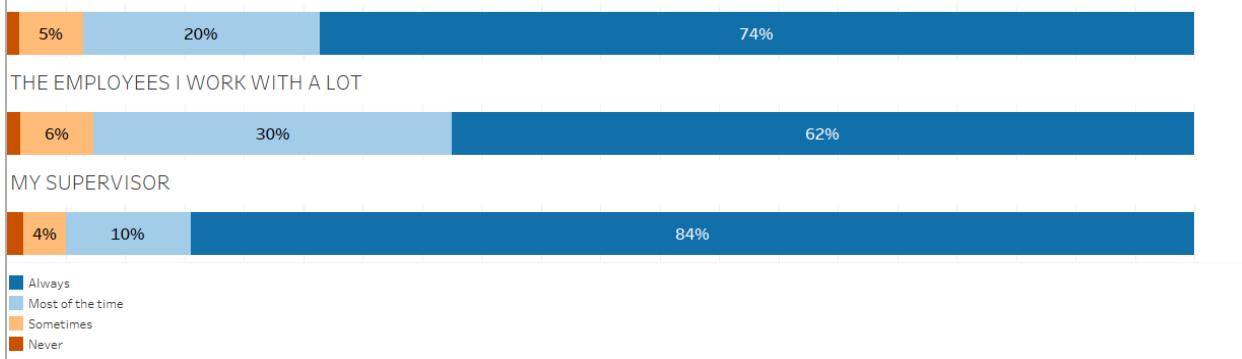


Non-binary employees were more likely to select always than cisgender employees (61% | 48%).

5.9.2

Treats me with genuine kindness and respect, even when they don't agree with me.

MY TEAM



MY TEAM



Employees in the College Services Branch were more likely to select never/sometimes (13%) and were less likely to select always (64%).



Administration/Administrative Professionals and Full-Time Faculty were least likely to select always (68%). Part-Time Classified were the most likely to select always (88%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were the least likely to select always (26%). Employees in the AFaC Division, the TAPS Division, and the Executive Branch were the most likely to select always (74% | 68% | 67%).



Part-time employees were the most likely to select always (Part-Time Classified: 83% | Associate Faculty: 71%).



Employees with 0-3 years of service were more likely to select always than employees with 4+ Years of service (71% | 58%).

MY SUPERVISOR



Employees in the College Services Branch were more likely to select never/sometimes (12%) and were less likely to select always (75%). Employees in the AFaC Division were the most likely to select always, followed by the Executive Branch and the TAPS Division (95% | 87% | 87%).



Employees with 0-3 years of service were more likely to select always than employees with 4+ years of service (90% | 81%).



Employees of Color were more likely to select always than White employees (90% | 83%).

5.9.3

I am accepted for who I am by _____.

MY TEAM



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY TEAM



Employees in the Organizational Support divisions were the least likely to completely agree (67%).



Administration/Administrative Professional were the most likely to completely agree (87%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions and the Executive Branch were the least likely to completely agree (48% | 50%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than those who were not supervisors (79% | 54%). Among Full-Time Faculty, those who were department chairs were less likely to completely agree than those who were not department chairs (50% | 71%).

MY SUPERVISOR



Employees in the AFaC Division (85%) and the TAPS Division (85%) were more likely to completely agree, while employees in the Executive Branch (71%) were less likely to completely agree.



Full-Time Faculty were the least likely to completely agree (72%).



Employees with 0-3 years of service were more likely to completely agree than employees with 4+ years of service (88% | 77%).



Employees of Color were more likely to select always than White employees (88% | 80%).

Campus Involvement

Employees are encouraged, and are given the time, to engage in multidisciplinary groups or committees (e.g., Shared Governance councils), and special events.

5.10.1

My supervisor supports my participation in committees or multi-disciplinary workgroups.



Employees in the College Service Branch were more likely to disagree and were the least likely to completely agree (13% | 68%).



Despite a contractual requirement for Full-Time Faculty to participate in two committees, 20% selected somewhat agree.



Within College Services, employees with a disability were more likely to disagree than employees without a disability (33% | 6%). This trend was not seen outside this branch.

5.10.2

My supervisor supports my participation in college events.



Employees in the College Service Branch were more likely to disagree as compared to all other employees (8% | 1%). Employees in the Executive Branch and the IEP Division were the most likely to completely agree (100%).

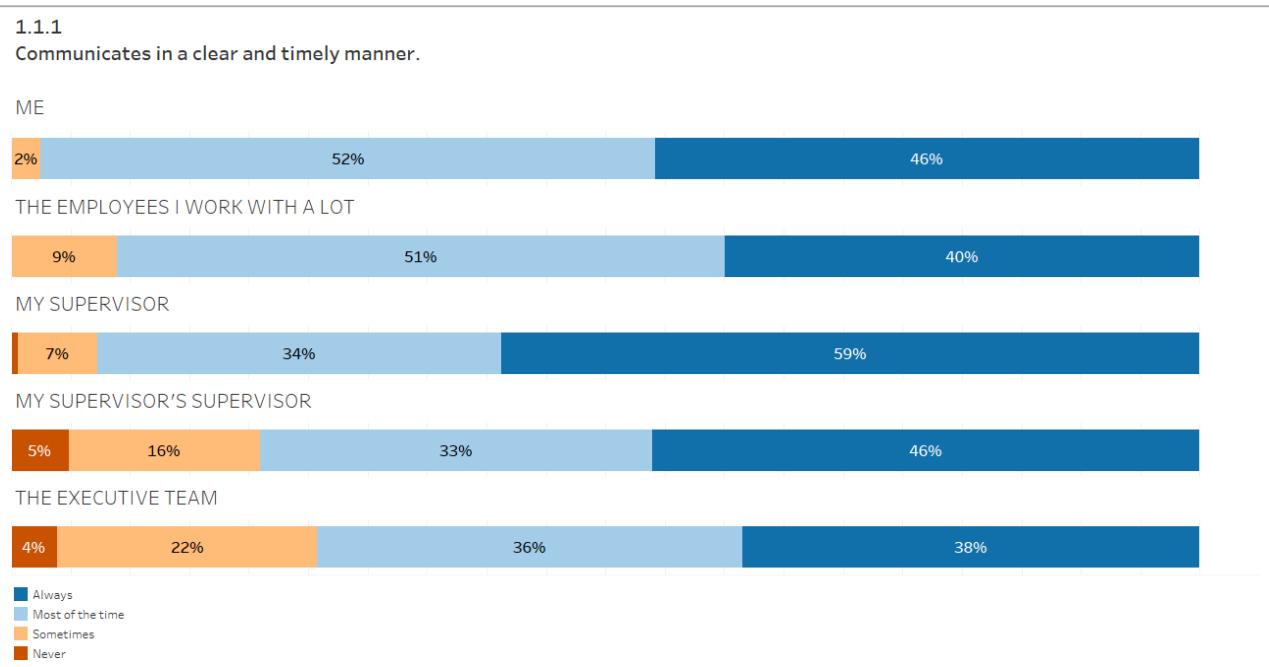


Within the College Services Branch, employees with a disability were less likely to completely agree than employees without a disability (64% | 91%). This trend was not seen outside this branch.

Administrators

Communication

Messages from all levels of leadership are clear and timely. Leadership addresses topics that are a priority to employees (e.g., budget, hybrid arrangements).



ME



Employees in the Executive Branch were the most likely to select sometimes and the least likely to select always (12% | 24%).



Administration/Administrative Professionals were the least likely to select always (24%). Associate Faculty were the most likely to select always (65%).



Among Administration/Administrative Professionals, those who were supervisors were less likely to select always than non-supervisors (21% | 33%). Among Full-Time Faculty, those who were department chairs were less likely to select always than non-department chairs (22% | 39%).

“Overall, CCC is a safe, professional environment to do meaningful work. At times, due to leadership changes, budget decisions, and other organizational changes, the energy of the employees change and can cause some to lose confidence or trust that the decision-makers are doing so in an effective way.”

THE EMPLOYEES I WORK WITH A LOT



Employees in the Executive Branch and the Organizational Support divisions were the least likely to select always (18%). Employees in the AFaC Division and the IEP Division were the least likely to select sometimes (3% | 4%). Employees in the TAPS Division were the most likely to select always (49%).



Administration/Administrative Professionals were the least likely to select always (18%) followed by Full-Time Faculty (30%) and Full-Time Classified (40%). Part-time employees were more likely to select always (Part-Time Classified: 63% | Associate Faculty: 59%).



Employees with 0-3 years of service were more likely to select always than employees with 4+ years of service (50% | 35%).

MY SUPERVISOR



Employees in the Executive Branch (24%) and the College Services Branch (15%) were more likely to select never/sometimes than the InSS Branch (5%) and were less likely to select always (35% | 29% | 64%).



Associate Faculty were the most likely to select always (79%). Administration/Administrative Professionals were the least likely to select always (39%).



Among Full-Time Faculty, those who were department chairs were less likely to select always than non-department chairs (43% | 54%).



Employees of Color were more likely to select always than White employees (72% | 56%).



Employees with a disability were more likely to select always than employees without a disability (67% | 56%).

MY SUPERVISOR'S SUPERVISOR



Employees in the InSS Branch were the most likely to select always (48%). Employees in the College Services Branch and the InSS Branch were the most likely to select never/sometimes (24% | 21%). Within the InSS Branch, the IEP Division and the A&S Division were the most likely to select never/sometimes (39% | 31%). The TAPS Division was the most likely to select always (61%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to select sometimes/never and were less likely to select always, while Administration/Administrative Professionals were less likely to select sometimes/never and were more likely to select always/most of the time.



Employees with 0-3 years of service were less likely to select never/sometimes (13%) and were more likely to select always (57%) followed by employees with 4-9 years of service (19% | 48%) and 10+ years of service (30% | 34%).



Employees of Color were less likely to select never/sometimes (9%) and were more likely to select always (63%) than White employees (24% | 43%).



Within the College Services Branch and the InSS Branch, employees with a disability were more likely to select never/sometimes than employees without a disability (33% | 19%). This trend was not seen in the Executive Branch.

THE EXECUTIVE TEAM



Employees in the IEP Division were the most likely to select never/sometimes (55%), but they were not less likely to select always (33%). Employees in the Organizational Support divisions were the least likely to select always (22%) and were likely to select never/sometimes (45%). Employees in the A&S Division and the Executive Branch were also more likely to select never/sometimes (38% | 31%).



Full-Time Faculty were the most likely to select never/sometimes and were the least likely to select always (37% | 50%).



Among Full-Time Faculty, those who were department chairs were more likely to select never/sometimes than non-department chairs (50% | 32%).



Employees with 0-3 years of service are less likely to select never/sometimes (17%) and were more likely to select always (52%) followed by employees with 4-9 years of service (27% | 38%) and 10+ years of service (33% | 27%).



Employees of Color were less likely to select never/sometimes (16%) and were more likely to select always (56%) than White employees (27% | 35%). White employees with 4+ years of service were the most likely to select never/sometimes (34%).

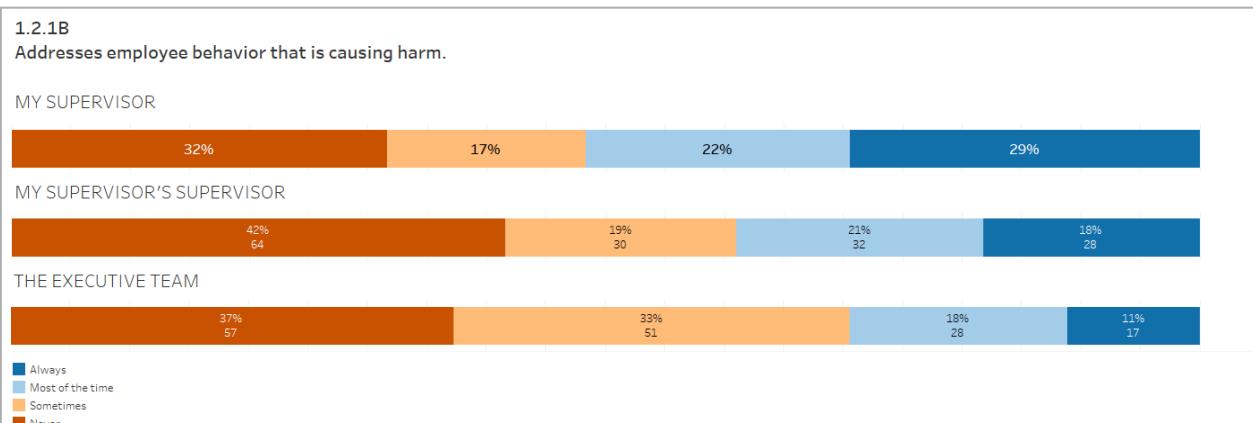


Among faculty, those with a disability were more likely to select never/sometimes (45%) and were less likely to select always (27%) than faculty without a disability (29% | 38%).

Accountability

Supervisors hold their direct reports accountable for the timely and accurate completion of project tasks. Employees on the same team are held to similar levels of accountability, however supervisors recognize the most beneficial interventions can differ even in similar situations.

Employees are responsible for, and accountable to, their own behavior. Supervisors are ultimately responsible for holding their direct reports accountable, including addressing behavior that is causing harm or poor performance.



Note. The questions above were only shown to employees who indicated they had seen harmful behavior on campus. Due to an error in display (show/hide) logic, ME was shown to Department chairs but was not shown to Supervisors (Administration). Therefore, this question is not included here.

The response patterns to these questions were somewhat unexpected and may indicate a need to adjust this question in the future. For example, when asked about MY SUPERVISOR, a disproportionate number of employees chose Never, even though their ratings for other supervisor items were high/positive. This could indeed indicate that supervisors are not addressing harmful behavior. However, these patterns could indicate that employees were selecting Never in situations where harmful behavior was not observed by their supervisor and/or was not appropriate for their supervisor to address. If this question is used in the future, the language will be updated to more narrowly specify what is being asked.

“One area for improvement moving forward is the tendency for many to avoid having the “tough” talks or avoiding “confrontation”- which is often not true confrontation, just a difficult conversation to initiate. Sometimes this can turn a molehill into a mountain and leave what starts as little problems to fester until they become big ones. If this were to start changing, I think it would open up true communication lines and be a help overall.”

For the current analysis, these responses are interpreted to mean employees were reflecting on any/all observations of employees being mean or disrespectful toward others (4.6.6). There is assumed to be a mix of situations where Supervisors, Supervisor's Supervisors, and the Executive Team should intervene, and instances where an intervention was not warranted or appropriate.

MY SUPERVISOR



Employees in the IEP Division (67%), the Executive Branch (63%), the Organizational Support divisions (61%), and the A&S Division (56%) were the most likely to select never/sometimes. Employees in the TAPS Division (40%), the AFaC Division (38%), and the Facilities & Safety Services divisions (31%) were the most likely to select always.



Full-Time Faculty were the most likely to select never/sometimes (58%) and were the least likely to select always (18%).



Employees of Color were less likely to select never than White employees (19% | 34%), but both groups were similarly likely to select never/sometimes (44%-50%).



Employees who were Straight/Heterosexual were more likely to select never/sometimes than employees who were LGBQ+ (52% | 33%).

"I have seen multiple people in various roles be very disrespectful via email and in person to others at the college and nothing is ever done at the college. The ongoing joke at the college is that no one ever gets fired and we just walk people "to the door" and hope they'll eventually leave on their own. People are not held accountable to what they say and do, and it does a lot of damage to others."

MY SUPERVISOR'S SUPERVISOR



Employees in the Organizational Support divisions were the most likely to select never/sometimes (94%). Employees in the Organizational Support divisions and the IEP Division were the most likely to select never (63% | 58%). Employees in the TAPS Division were most likely to select always/most of the time (60%).



Full-Time Classified were the least likely to select never/sometimes (50%) and were the most likely to select always (29%). The always ratings were more prevalent in the AFaC and TAPS divisions.



Employees of Color were less likely to select never/sometimes than White employees (46% | 62%).



Employees who were Straight/Heterosexual were more likely to select never/sometimes than employees who were LGBQ+ (65% | 40%).

THE EXECUTIVE TEAM



Employees in the Organizational Support divisions were the most likely to select never/sometimes (94%). Employees in the Organizational Support divisions and the IEP Division were the most likely to select never (69% | 56%). Employees in the Facilities & Safety Services divisions and the TAPS Division were the most likely to select always/most of the time (45% | 40%).



Associate Faculty were the most likely to select never/sometimes (88%).

Transparency

All employees, but particularly Leadership, are open and honest with pertinent information and their intentions.

Refer to 1.5.3 – Is honest. They say what they mean and mean what they say.

Data-Informed Decision-Making

Leaders use data as part of major decision-making processes.

1.4.1

Uses data to make decisions.

"Data" includes both quantitative (numbers) and qualitative (narrative) information. It does not include anecdotes such as personal accounts or rumors.

ME



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM




Always
Most of the time
Sometimes
Never

ME



Employees in the College Services Branch were the most likely to select always (57%).
Employees in the Executive Branch were the least likely to select always (24%).
Employees in the IEP Division were the only group to select exclusively most of the time or always (100%).



Full-Time Faculty and Administration/Administrative Professionals were the least likely to select always (27% | 28%).



Among Administration/Administrative Professionals, supervisors were less likely to select always than non-supervisors (21% | 50%). Among Full-Time Faculty, department chairs were less likely to select always than non-department chairs (17% | 30%).



Employees of Color were more likely to select always than White employees (52% | 39%).

MY SUPERVISOR



Employees in the Executive Branch were the least likely to select always and were the most likely to select never/sometimes (20% | 27%). Employees in the TAPS Division and the Facilities & Safety Services divisions were most likely to select always (69% | 65%).



Full-Time Faculty and Administration/Administrative Professionals were the least likely to select always (47% | 41%). Associate Faculty were the most likely to select always (73%).



Among Full-Time Faculty, department chairs were less likely to select always than non-department chairs (25% | 53%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (61% | 57% | 48%).

MY SUPERVISOR'S SUPERVISOR



Employees in the Executive Branch were the only group to select exclusively most of the time or always (100%). Employees in the TAPS Division and the Facilities & Safety Services divisions were the most likely to select always (63% | 61%). Employees in the TAPS Division and the AFaC Division were the least likely to select never/sometimes (8% | 12%). Employees in the Organizational Support divisions, the A&S Division, and the IEP Division were the most likely to select never/sometimes (34% | 33% | 29%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (58% | 52% | 37%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (39% | 14%).

THE EXECUTIVE TEAM



Employees in the IEP Division, the Organizational Support divisions, and the A&S Division were the most likely to select never/sometimes (62% | 40% | 39%) and were the least likely to select always (23% | 20% | 17%). Employees in the TAPS Division and the Facilities & Safety Services divisions were the most likely to select always (64% | 56%).



Full-Time Faculty were the most likely to select never/sometimes (34%). Administration/Administrative Professionals and Full-Time Faculty were the least likely to select always (26% | 31%). Associate Faculty had a higher likelihood of selecting never/sometimes, but they also had one of the highest rates of selecting always (25% | 64%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (52% | 44% | 30%).

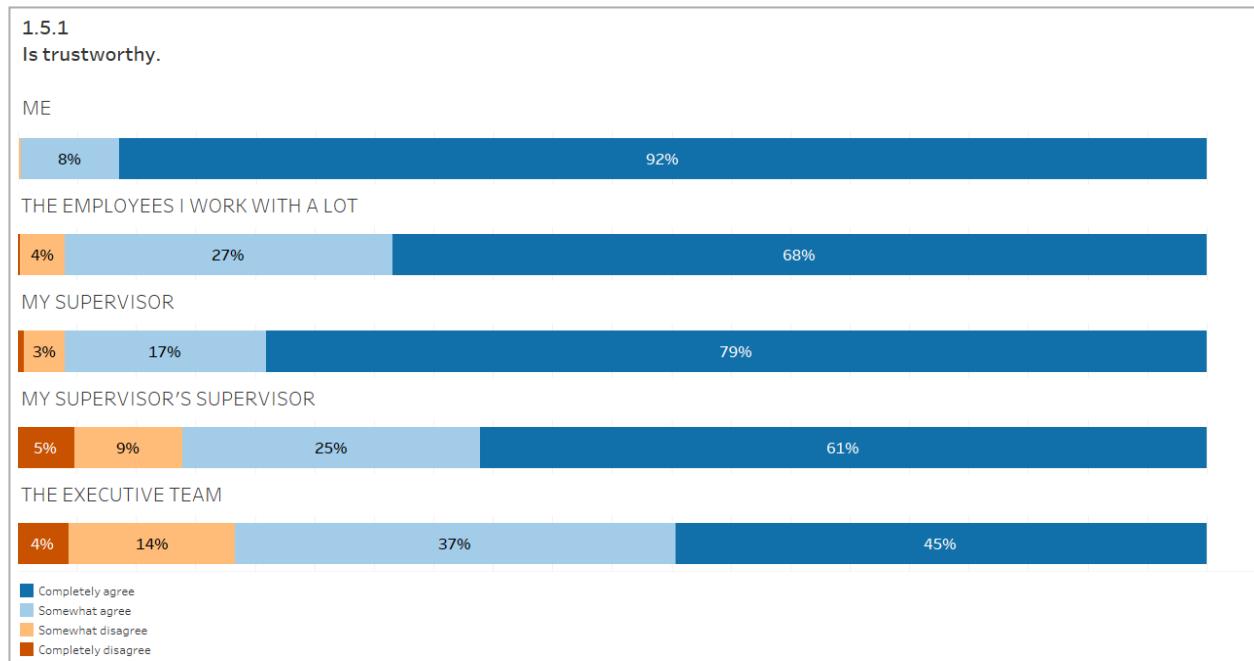


Employees of Color were more likely to select always than White employees (53% | 41%).

Employees with a disability were more likely to select never/sometimes than employees without a disability (35% | 22%). This difference was most pronounced among Full-Time Faculty.

Trust

All four components of trust are felt about each level of leadership: Care, Reliability, Sincerity, Competence – The Thin Book of Trust by Charles Feltman I



ME



Staff were more likely to completely agree than administration or faculty (96% | 88% | 88%).



Employees in the Executive Branch and the Organizational Support divisions were least likely to completely agree (47% | 50%).



Administration/Administrative Professionals and Full-Time Classified were the least likely to completely agree (58% | 65%). Part-time employees were the most likely to completely agree (76%).



Among Full-Time Faculty, those who were department chairs were less likely to completely agree than non-department chairs (50% | 76%).



Within the College Services Branch, Employees of Color were less likely to completely agree than White employees (38% | 60%).

"I am very concerned about the executive leadership of the college (both in competence/skills/abilities and vision/direction). The executive team has become more insular in the past few years and there is a resistance to critical feedback and seeing concerns as valid. There is evidence of groupthink and the space between ET and the people doing the work of the college is growing, resulting in a ET that is out of touch."



Employees who were Straight/Heterosexual were more likely to completely agree than employees who were LGBQ+ (70% | 59%). This difference was seen in the College Services Branch and the InSS Branch, but not in the Executive Branch. Non-binary employees were less likely to completely agree than cisgender employees (52% | 68%).



While employees with a disability in Administration/Administrative Professionals are more likely to completely agree than those without a disability (71% | 57%), the trend was reversed among Associate Faculty (69% | 78%), Full-Time Faculty (53% | 74%), and Full-Time Classified (56% | 67%).

MY SUPERVISOR



Employees in the College Services Branch were the most likely to disagree and were the least likely to completely agree (13% | 64%). Employees in the AFaC Division and the TAPS Division were the most likely to completely agree (91% | 85%).



Within the Organizational Support divisions, Employees of Color were less likely to completely agree than White employees (38% | 73%).



Employees with a disability were less likely to completely agree than employees without a disability (71% | 82%). This difference was most pronounced in the Facilities & Safety Services divisions.

MY SUPERVISOR'S SUPERVISOR



Employees in the College Services Branch and the InSS Branch were the most likely to disagree (15% | 14%) and were the least likely to completely agree (58% | 61%). Within the InSS Branch, employees in the IEP Division and the A&S Division were the most likely to disagree (25% | 32%) and were the least likely to completely agree (55% | 43%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to disagree and were less likely to completely agree, while Administration/Administrative Professionals were more likely to agree. Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (28% | 37%).



Employees with 0-3 years of service were the most likely to completely agree, followed by employees with 4-9 years of service and employees with 10+ years of service (67% | 62% | 55%).



Employees of Color were less likely to disagree than White employees (8% | 16%). This difference was most pronounced among Full-Time Faculty.



Non-binary employees were less likely to completely agree than cisgender employees (64% | 79%).



Employees with a disability were more likely to disagree than employees without a disability (30% | 11%).

THE EXECUTIVE TEAM



Employees in the IEP Division, the Organizational Support divisions, and the A&S Division were the most likely to disagree (41% | 40% | 27%). Employees in the TAPS Division, Facilities & Support Services divisions, and the AFaC Division were the most likely to completely agree (58% | 53% | 46%).



Full-Time Faculty and Full-Time Classified were the most likely to disagree (28% | 22%). Full-Time Faculty were the least likely to completely agree (24%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree and were less likely to disagree (53% | 3%) than those who were not supervisors (25% | 41%). Among Full-Time Faculty, those who were department chairs were more likely to disagree than non-department chairs (37% | 26%).



Employees with 0-3 years of service were the most likely to completely agree, followed by employees with 4-9 years of service and employees with 10+ years of service (59% | 42% | 34%).



Employees of Color were more likely to completely agree than White employees (59% | 43%). This difference was only found among Full-Time Faculty and Full-Time Classified.



Among Full-Time Faculty, Female employees were more likely to disagree and were less likely to completely agree (35% | 14%) than Male employees (23% | 44%).



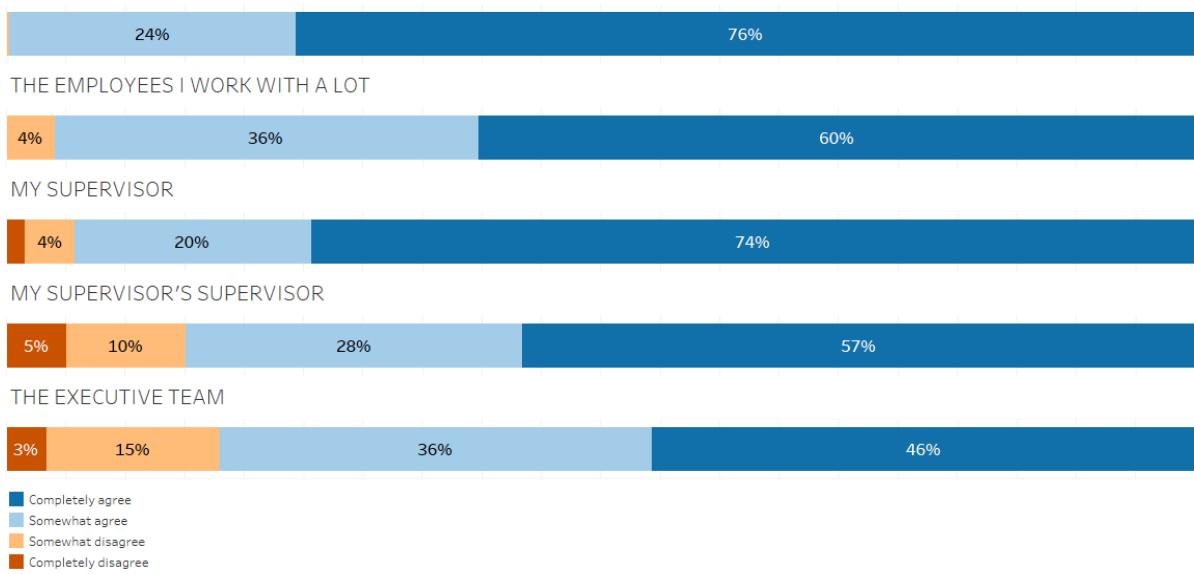
Among Full-Time Faculty, employees with a disability were more likely to disagree and were less likely to completely agree (43% | 7%) than employees without a disability (26% | 30%).

1.5.2

Cares about CCC employees.

Thinks about what is best for others when making decisions or taking action.

ME



ME



Employees in the A&S Division, the IEP Division, and the College Service Branch, were least likely to completely agree (68% - 69%). Employees in the Executive Branch, the TAPS Division, and the AFaC Division were the most likely to completely agree (81% - 82%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were the most likely to disagree and were the least likely to completely agree (17% | 30%). Employees in the AFaC Division were the most likely to completely agree (73%).



Administration/Administrative Professionals were the least likely to completely agree (48%).



Among Administration/Administrative Professionals, supervisors were more likely to completely agree than non-supervisors (53% | 36%).



Within the Facilities & Safety Services divisions, Employees of Color were less likely to completely agree than White employees (40% | 67%).

MY SUPERVISOR



Employees in the College Services Branch were the most likely to disagree and were the least likely to completely agree (13% | 54%). Employees in the Executive Branch were the most likely to completely agree (92%). Within the InSS Branch, employees in the IEP Division were the most likely to disagree while employees in the A&S Division were least likely to completely agree (21% | 63%).



Full-Time Faculty were the least likely to completely agree (57%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than non-supervisors (74% | 58%).



Employees with 10+ years of service were the least likely to completely agree, followed by employees with 0-9 years of service (69% | 77%). It was most common for Full-Time Classified and Full-Time Faculty to decrease in agreement as years of service increased.



Employees with a disability were less likely to completely agree than employees without a disability (66% | 77%). This difference was more prominent in the A&S Division and the Facilities & Safety Services divisions. This difference was also more prominent among Full-Time Classified and Full-Time Faculty.

MY SUPERVISOR'S SUPERVISOR



Employees in the IEP Division, the A&S Division, and the College Services Branch were the most likely to disagree (34% | 29% | 18%). Employees in the TAPS Division and the AFaC Division were the most likely to completely agree (74% | 65%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to disagree and were less likely to completely agree, while Administration/Administrative Professionals were more likely to agree. Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (32% | 34%).



Overall, employees with 0-3 years of service were the most likely to completely agree, followed by employees with 4-9 years of service and employees with 10+ years of service (66% | 54% | 49%). In contrast, the level of agreement increased as years of service increased among Administration/Administrative professionals. Full-Time Faculty’s level of agreement did not vary by years of service.



Employees of Color were less likely to disagree than White employees (7% | 17%). This difference was most pronounced among Full-Time Faculty and in the College Services Branch.



Employees with a disability were more likely to disagree and were less likely to completely agree (32% | 41%) than employees without a disability (12% | 61%). These differences were most pronounced in the College Services Branch, the A&S Division, and the IEP Division.

THE EXECUTIVE TEAM



Employees in the IEP Division, the A&S Division, and the Organizational Support divisions were the most likely to disagree (50% | 29% | 26%) and were the least likely to completely agree (28% | 36% | 26%). All respondents in the Executive Branch agreed.



Full-Time Faculty were the most likely to disagree and the least likely to completely agree (24% | 27%). As in many other questions, Associate Faculty had a fairly high level of disagreement, but also had a high rate of selecting completely agree (19% | 68%). Full-Time Classified were also more likely to disagree (18%).



Employees with 0-3 years of service were the most likely to completely agree, followed by employees with 4-9 years of service and employees with 10+ years of service (57% | 47% | 35%). Full-Time Faculty's level of agreement did not vary by years of service except that Full-Time Faculty with 10+ years of service were less likely to completely agree (19%).



Employees of Color were more likely to completely agree than White employees (57% | 45%).



Employees with a disability were more likely to disagree and were less likely to completely agree (34% | 34%) than employees without a disability (14% | 49%).

1.5.3

Is honest.

They say what they mean and mean what they say.

ME



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM



■ Completely agree
■ Somewhat agree
■ Somewhat disagree
■ Completely disagree

ME



Employees in the IEP Division and the Executive Branch were less likely to completely agree (75% | 76%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Executive Branch were the least likely to completely agree (47%). Employees in the AFaC Division and the IEP Division were the most likely to completely agree (71% | 70%).



Administration/Administrative Professionals and Full-Time Faculty were least likely to completely agree (53% | 57%). Associate Faculty were the most likely to completely agree (79%).



Among Administration/Administrative Professionals and Full-Time Faculty, Female employees were less likely to completely agree (42% | 47%) than Male employees (86% | 69%).

MY SUPERVISOR



Employees in the College Services Branch were the most likely to disagree (15%). Employees in the College Services Branch and the Executive Branch were the least likely to completely agree (67% | 69%). Employees in the AFaC Division were the most likely to completely agree (89%).



Among Full-Time Faculty, department chairs were more likely to completely agree than non-department chairs (71% | 60%).



Employees with a disability were more likely to disagree than employees without a disability (11% | 3%). This difference was most pronounced among Full-Time Classified.

MY SUPERVISOR'S SUPERVISOR



Employees in the IEP Division and the A&S Division were the most likely to disagree (40% | 29%) and were the least likely to completely agree (47% | 41%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to disagree and were less likely to completely agree, while Administration/Administrative Professionals were more likely to agree. Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (31% | 33%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than non-supervisors (56% | 40%).



Employees with 0-3 years of service were the most likely to completely agree, followed by employees with 4-9 years of service and employees with 10+ years of service (69% | 64% | 47%).



Employees of Color were more likely to completely agree than White employees (73% | 57%).



Employees with a disability were more likely to disagree and were less likely to completely agree (28% | 49%) than employees without a disability (12% | 62%).

THE EXECUTIVE TEAM



Employees in the IEP Division and the A&S Division were the most likely to disagree (50% | 31%) and were the least likely to completely agree (21% | 38%). Employees in the Organizational Support divisions were also less likely to completely agree (31%).

"I wish there was more transparency from the Executive Team in their decision-making processes."



Full-Time Faculty and Full-Time Classified were the most likely to disagree (25% | 19%). Full-Time Faculty were the least likely to completely agree (31%). Part-time employees were more likely to completely agree (Associate Faculty: 67% | Part-Time Classified: 79%).



Employees with 0-3 years of service were the most likely to completely agree, followed by employees with 4-9 years of service and employees with 10+ years of service (61% | 46% | 33%).



Employees of Color were more likely to completely agree than White employees (58% | 44%). This trend was more prevalent among Full-Time Classified and Full-Time Faculty.



Among Full-Time Faculty, Female employees were less likely to completely agree than Male employees (15% | 50%).



Employees with a disability were more likely to disagree and were less likely to completely agree (31% | 38%) than employees without a disability (12% | 47%). This trend was more pronounced among Full-Time Classified and Full-Time Faculty.

1.5.4

Keeps their promises.

Fulfils their commitments.

ME



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM



ME



Employees in the IEP Division were the least likely to completely agree (68%).



Full-Time Faculty were the least likely to completely agree (68%). Among full-time employees, Full-Time Classified were the most likely to completely agree (87%).



Among Administration/Administrative Professionals, those who were supervisors were less likely to completely agree than non-supervisors (74% | 92%). Among Full-Time Faculty, department chairs were less likely to completely agree than non-department chairs (59% | 71%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Facilities & Safety Services divisions were the most likely to disagree (16%). Employees in the Executive Branch and in the Facilities & Safety Services divisions were the least likely to completely agree (53% | 56%).



Full-Time Faculty and Administration/Administrative Professionals were the least likely to completely agree (55% | 60%). Part-time employees were the most likely to completely agree (83%).



Among Full-Time Faculty, department chairs were less likely to completely agree than non-department chairs (35% | 61%).



Employees with 0-3 years of service were more likely to completely agree than employees with 4+ years of service (75% | 63%).



Female employees in the Facilities & Safety Services divisions were more likely to disagree and were less likely to completely agree (43% | 29%) than Male employees in these divisions (6% | 67%).



Full-Time Faculty with a disability were less likely to completely agree than Full-Time Faculty without a disability (38% | 59%).

MY SUPERVISOR



Employees in the College Services Branch were the most likely to disagree and the least likely to completely agree (11% | 61%). Employees in the AFaC Division and the TAPS Division were the most likely to completely agree (83% | 82%).



Full-Time Faculty were the most likely to disagree and the least likely to completely agree (13% | 56%). Associate Faculty were the most likely to completely agree (92%).



Among Full-Time Faculty, department chairs were less likely to completely agree than non-department chairs (38% | 61%).



Among Full-Time Classified, employees with 0-3 years of service were more likely to completely agree than employees with 4-9 years of service or 10+ years of service (86% | 78% | 45%). This trend was not seen in other employee groups.



In general, Employees of Color were more likely to completely agree than White employees. However, in the Organizational Support divisions, this trend was reversed, with White employees selecting completely agree more often than Employees of Color (64% | 50%).

MY SUPERVISOR'S SUPERVISOR



Employees in the IEP Division were the most likely to disagree (40%). This division was polarized with 60% of employees selecting completely agree and no employees selecting somewhat agree. Employees in the TAPS Division were the most likely to completely agree (73%). Employees in the A&S Division and the College Services Branch were also more likely to disagree (20% | 18%) and were the least likely to completely agree (54% | 55%).



When examining employees who are in the role of “supervisor” and “supervisor’s supervisor”, Full-Time Faculty, especially Female Full-Time Faculty, were more likely to disagree and were less likely to completely agree, while Administration/Administrative Professionals were more likely to agree. Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (29% | 36%). Among full-time employees, Full-Time Classified were the most likely to completely agree (72%).



Among Full-Time Faculty, department chairs were more likely to disagree and were less likely to completely agree (35% | 27%) than non-department chairs (21% | 40%).



Among Full-Time Classified, employees with 0-3 years of service were more likely to completely agree than employees with 4-9 years of service or 10+ years of service (88% | 77% | 52%). This trend was not seen in other employee groups.



Employees of Color were more likely to completely agree than White employees (73% | 61%).



Among Full-Time Faculty, Female employees were more likely to disagree and were less likely to completely agree (35% | 22%) than Male employees (24% | 56%).



Employees with a disability were more likely to disagree than employees without a disability (22% | 11%).

THE EXECUTIVE TEAM



Employees in the IEP Division were the most likely to disagree (45%). This division was polarized with 45% of employees selecting completely agree. Employees in the TAPS Division were the most likely to completely agree (63%). Employees in the A&S Division and the Organizational Support divisions were also more likely to disagree (28% | 25%) and were the least likely to completely agree (41% | 31%).



Full-Time Faculty and Full-Time Classified were the most likely to disagree (24% | 21%). Full-Time Faculty were the least likely to completely agree (30%). Part-time employees were more likely to completely agree (72%).



Among Full-Time Classified, employees with 0-3 years of service were more likely to completely agree than employees with 4-9 years of service or 10+ years of service (70% | 52% | 24%). This trend was not seen in other employee groups.



Employees of Color were more likely to completely agree than White employees (59% | 47%). Higher levels of disagreement from White employees occurred among Full-Time Classified and Full-Time Faculty (21% | 28%).



Among Full-Time Faculty and Full-Time Classified, Female employees were more likely to disagree (32% | 23%) than Male employees (17% | 9%). This trend was not seen in other employee groups.



Among Full-Time Faculty, employees with a disability were more likely to disagree than employees without a disability (60% | 17%).

1.5.5

Is competent.

Is capable of performing their job effectively, including completing tasks and leading projects successfully.

ME



THE EMPLOYEES I WORK WITH A LOT



MY SUPERVISOR



MY SUPERVISOR'S SUPERVISOR



THE EXECUTIVE TEAM



Completely agree
Somewhat agree
Somewhat disagree
Completely disagree

ME



Employees in the Organizational Support divisions, the IEP Division, and the Executive Branch were least likely to completely agree (77% | 77% | 78%).



Among faculty, Associate Faculty selected completely agree more than Full-Time Faculty (93% | 82%). Among staff, Full-Time Classified selected completely agree more than Part-Time Classified (92% | 70%).

THE EMPLOYEES I WORK WITH A LOT



Employees in the Organizational Support divisions were least likely to completely agree (64%).



Associate Faculty were more likely to completely agree (85%).



Among Full-Time Faculty, department chairs were less likely to completely agree than non-department chairs (61% | 73%).



Among Administration/Administrative Professionals, employees with 0-3 years of service were more likely to completely agree than employees with 4-9 years of service or 10+ years of service (76% | 71% | 56%). This trend was not seen in other employee groups.

MY SUPERVISOR



Employees in the IEP Division and the College Services Branch were the most likely to disagree (16% | 12%). Employees in the Executive Branch were the least likely to completely agree (63%). Employees in the AFaC Division and the A&S Division were the most likely to completely agree (95% | 86%).



Full-Time Faculty and Administration/Administrative Professionals were the least likely to completely agree (75% | 78%).



Among Full-Time Faculty, those who were department chairs were more likely to completely agree than non-department chairs (85% | 72%).

MY SUPERVISOR'S SUPERVISOR



Employees in the IEP Division were the most likely to disagree (31%). This division was polarized with 69% of employees selecting completely agree and no employees selecting somewhat agree. Employees in the TAPS Division were the most likely to completely agree (86%). Employees in the Organizational Support divisions were also more likely to disagree (24%). Employees in the Executive Branch were the least likely to completely agree (44%).



When examining employees who are in the role of "supervisor" and "supervisor's supervisor", Full-Time Faculty, especially Female Full-Time Faculty, were more likely to disagree and were less likely to completely agree, while Administration/Administrative Professionals were more likely to agree. Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (25% | 43%). Among full-time employees, Full-Time Classified were the most likely to completely agree (85%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than non-supervisors (68% | 40%). Among Full-Time Faculty, department chairs were less likely to completely agree than non-department chairs (38% | 45%).



Employees of Color were more likely to completely agree than White employees (78% | 68%).



Among Full-Time Faculty, Female employees were more likely to disagree than Male employees (30% | 20%) and were less likely to completely agree (37% | 53%).

THE EXECUTIVE TEAM



Employees in the IEP Division were the most likely to disagree (40%). This division was polarized with 60% of employees selecting completely agree and no employees selecting somewhat agree. Employees in the Executive Branch and the Organizational Support divisions were also more likely to disagree (28% | 25%). Employees in the TAPS Division and the Facilities & Safety Services divisions were the most likely to completely agree (74% | 71%). Employees in the A&S Division and the Executive Branch were the least likely to completely agree (44% | 50%).



Full-Time Faculty and Full-Time Classified were the most likely to disagree (22% | 14%). Full-Time Faculty were the least likely to completely agree (39%). Part-time employees were more likely to completely agree (78%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than non-supervisors (74% | 44%). Among Full-Time Faculty, department chairs were less likely to completely agree than non-department chairs (29% | 42%).



Among Full-Time Classified, employees with 0-3 years of service were more likely to completely agree than employees with 4-9 years of service or 10+ years of service (83% | 67% | 44%). This trend was not seen in other employee groups.



Employees of Color were more likely to completely agree than White employees (73% | 60%).



Among Full-Time Faculty and Full-Time Classified, Female employees were less likely to completely agree than Male employees (FTF: 32% | 54% || FTC: 61% | 76%).

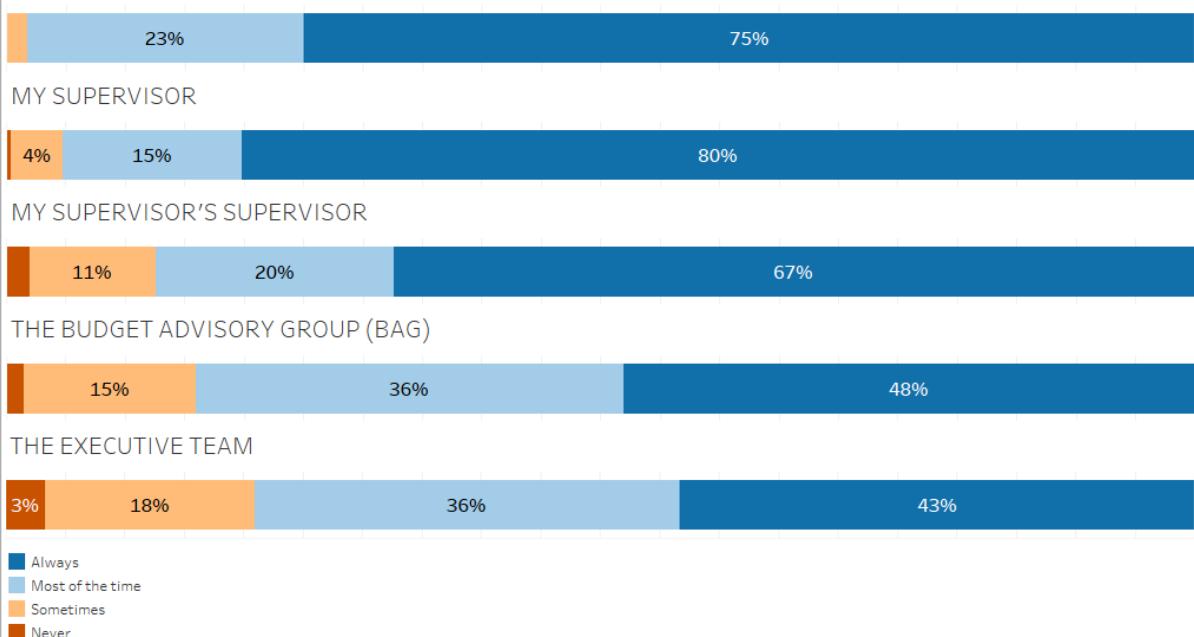
Institutional Financial Stewardship

Employees feel CCC leadership manages the institution's finances responsibly.

1.6.1

Manages the college's financial resources responsibly.

ME (Budget Originators Only)



ME (Budget Originators Only)



Employees in the College Services Branch were more likely to select always than employees in the InSS Branch (86% | 71%).



Administration/Administrative Professionals were more likely to select always than Full-Time Faculty (82% | 59%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (79% | 75% | 71%).



Employees of Color were more likely to select always than White employees (89% | 71%).

MY SUPERVISOR



Employees in the InSS Branch were more likely to select always than employees in the College Services Branch or the Executive Branch (85% | 67% | 56%).



Associate Faculty were the most likely to select always, followed by staff, Administration/Administrative Professionals, and Full-Time Faculty (93% | 84% | 73% | 66%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (85% | 78% | 77%).



Female employees were more likely to select always than Male employees (85% | 73%).

MY SUPERVISOR'S SUPERVISOR



Employees in the Organizational Support divisions were the most likely to select never/sometimes (44%). Employees in the Organizational Support divisions and the Executive Branch were least likely to select always (38% | 40%).



Associate Faculty were the most likely to select always, followed by staff, Administration/Administrative Professionals, and Full-Time Faculty (88% | 79% | 58% | 42%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (75% | 72% | 56%).



Employees of Color were more likely to select always than White employees (78% | 67%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (24% | 10%).

THE BUDGET ADVISORY GROUP (BAG)

The Budget Advisory Group (BAG) was restructured and renamed after the Climate Survey was administered, but before this report was published. The group is now called the Budget Advisory Subgroup (BAS) and is made up of members of the Shared Governance Finance Council plus additional members from the other Shared Governance Councils.



Employees in the Organizational Support divisions were the most likely to select never/sometimes and were the least likely to select always (44% | 14%). While employees in the InSS Branch were more likely to select always, employees in the IEP Division were less likely to select always (53% | 36%).



Part-time employees were the most likely to select always, followed by Full-Time Classified, Full-Time Faculty, and Administration/Administrative Professionals (72% | 49% | 38% | 36%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (62% | 52% | 33%). Employees with 10+ years of service were the most likely to select never/sometimes (24%).



Employees of Color were more likely to select always than White employees (61% | 48%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (25% | 13%).

THE EXECUTIVE TEAM



Employees in the Organizational Support divisions, the A&S Division, and the IEP Division were the most likely to select never/sometimes (35% | 32% | 30%). Employees in the TAPS Division, Facilities & Safety Services divisions, and AFaC Division were the most likely to select always (56% | 55% | 52%). Employees in the Executive Branch were less likely to select always (31%).



Associate Faculty were more likely to select always, but they were also likely to select never/sometimes (62% | 21%). Full-Time Faculty were the most likely to select never/sometimes and were the least likely to select always (29% | 30%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to select always than non-supervisors (55% | 27%). They were also less likely to select never/sometimes than non-supervisors (3% | 27%). Among Full-Time Faculty, those who were department chairs were less likely to select always than non-department chairs (9% | 36%). They were also more likely to select never/sometimes than non-department chairs (45% | 24%).



Employees with 0-3 years of service were the most likely to select always, followed by employees with 4-9 years of service and employees with 10+ years of service (63% | 42% | 28%). Employees with 10+ years of service were the most likely to select never/sometimes (31%).



Employees of Color were more likely to select always than White employees (54% | 44%).



Employees with a disability were more likely to select never/sometimes than employees without a disability (36% | 17%).

Unit Planning

Supervisors create and communicate multi-year plans for their areas. These plans help employees see how their work is connected to long-term goals and the college's overall strategic plan and vision which helps employees make decisions to keep the work moving in the same direction.

1.7.1

I feel informed about the major goals and plans my supervisor has for our team.



Employees in the AFaC Division, Executive Branch, and TAPS Division were more likely to completely agree (80% | 65% | 62%). Employees in the Organizational Support divisions were more likely to disagree and were least likely to completely agree (26% | 39%).



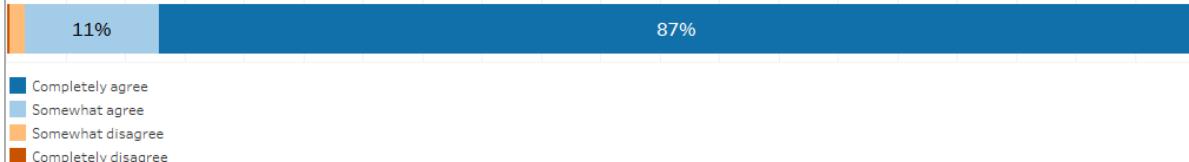
Full-Time Faculty were more likely to disagree and were least likely to completely agree (22% | 37%).



Among Full-Time Faculty, those who were department chairs were more likely to completely agree than non- department chairs (46% | 35%).

1.7.2

I understand how my work impacts the success of my department.



No notable findings.

1.7.3

I understand how my work impacts the success of my division.



Employees in the Organizational Support divisions, the AFaC Division, and the TAPS Division were the most likely to completely agree (88% | 79% | 74%). Employees in the IEP Division were the least likely to completely agree (52%).



Full-Time Faculty were the least likely to completely agree (58%).



Among Administration/Administrative Professionals, those who were supervisors were more likely to completely agree than non-supervisors (79% | 69%).

Supervision

Effective and supportive guidance that fosters professional growth, clear communication, and collaborative goal setting. Supervision is about creating a nurturing and motivating atmosphere, where feedback is constructive, and the development of skills and talents is prioritized. It encompasses the balance of providing direction and autonomy, ensuring that every team member feels valued, understood, and is effectively guided towards both professional goals and organizational success. Supervisors set expectations and hold themselves and other employees accountable. To be successful supervisors, these administrators must maintain core knowledge of college policies, processes, and relevant bargaining agreements. Supervisors have at least basic levels of technical and digital literacy skills. Supervisors communicate clear timelines and expectations. Work is prioritized so employees know what tasks need to come first and what can wait.

"I have had many supervisors over the years here, and I feel fortunate to have always had supervisors who were supportive of my work, my goals and my desire to grow in my roles here at CCC. I'm an independent person and I appreciate the trust I'm given to do my job well."

1.8.1

My supervisor effectively balances providing me with guidance and allowing me independence in my work.



Employees in the College Services Branch were the most likely to disagree and the least likely to completely agree (12% | 67%). Employees in the AFaC Division and the TAPS Division were the most likely to completely agree (96% | 85%).



Full-Time Faculty were the most likely to disagree and were the least likely to completely agree (8% | 72%). Part-time employees were the most likely to completely agree (92%).

"[My supervisor] is the BEST boss I have ever had -- and I have had many decades of bosses! She is kind, open to ideas, knowledgeable about CCC policies and processes, and provides guidance when I need it. She knows when to lead, and when to step back. CCC needs to hire more people like her! She is a tremendous asset to the CCC family."

1.8.2A

My supervisor values me as an employee.



Employees in the College Services Branch were the most likely to disagree and the least likely to completely agree (12% | 73%). Employees in the AFaC Division and the TAPS Division were the most likely to completely agree (95% | 85%).



Full-Time Faculty were the least likely to completely agree (73%). Part-time employees were the most likely to completely agree (91%).



Employees with 0-3 years of service were the most likely to completely agree (89%).



Non-binary employees were less likely to completely agree than cisgender employees (70% | 85%).



Employees with a disability were less likely to completely agree than employees without a disability (87% | 75%). This difference was most pronounced among Full-Time Faculty and Full-Time Classified.

1.8.2A

My supervisor values me as a person.



Employees in the AFaC Division, the IEP Division, the Executive Branch, and the TAPS Division were the most likely to completely agree (95% | 90% | 88% | 85%). Employees in the Organizational Support divisions were the least likely to completely agree (70%).



Full-Time Faculty were the least likely to completely agree (73%).



Among Full-Time Classified, Employees of Color were more likely to completely agree than White employees (94% | 83%).



Female employees were more likely to completely agree than Male employees (87% | 81%).



Non-binary employees were less likely to completely agree than cisgender employees (74% | 86%).



Employees with a disability were less likely to completely agree than employees without a disability (76% | 88%). This difference was most pronounced in the Facilities & Safety Services divisions (50% | 89%).

1.8.3

My supervisor sets clear expectations for me.



Employees in the College Services Branch were the most likely to disagree (17%).
Employees in the AFaC Division were the most likely to completely agree (88%).



Associate Faculty were the most likely to completely agree and Full-Time Faculty were the least likely to completely agree (83% | 53%).

1.8.4A

My supervisor is well-informed about the College's policies and processes.



Employees in the IEP Division were the most likely to disagree and were less likely to completely agree (24% | 53%). Employees in the AFaC Division, the A&S Division, and the Facilities & Safety Services divisions were more likely to completely agree (85% | 81% | 79%). Employees in the Executive Branch were the least likely to completely agree (50%).



Associate Faculty were the most likely to completely agree while all other groups responded similarly to one another (89% | 61%-70%).



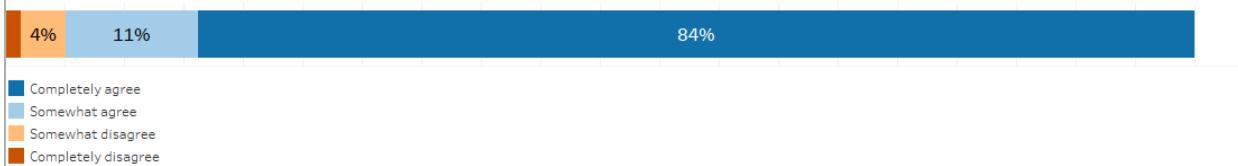
Employees with 0-3 years of service were the most likely to completely agree (77%).



Employees with a disability were more likely to completely agree than employees without a disability (82% | 68%).

1.8.4B

When my supervisor is not familiar with a College policy or process, they find the information or connect me with the right person in a timely manner.



Employees in the AFaC Division were the most likely to completely agree, while employees in the Executive Branch were least likely to completely agree (95% | 63%).

1.8.5

My supervisor is proficient with digital tools and technology relevant to their work.



Employees in the College Services Branch and the Executive Branch were the least likely to completely agree (64% | 65%). Employees in the AFaC Division were the most likely to completely agree (89%).



Associate Faculty were the most likely to completely agree while all other groups responded similarly to one another (91% | 68%-76%).

1.8.6

My supervisor makes it clear to me what tasks or projects should be prioritized.



Employees in the Organizational Support divisions and the IEP Division were the most likely to disagree (25% | 21%). Employees in the Organizational Support divisions and the Executive Branch were the least likely to select completely agree (42% | 41%). All employees in the AFaC Division agreed, and these employees were the most likely to completely agree (87%).



Associate Faculty were the most likely to completely agree (89%). Full-Time Faculty were the least likely to completely agree (47%).

1.8.8

My supervisor holds direct reports accountable for timely, quality work.



Employees in the Executive Branch and the College Services Branch were more likely to disagree (25% | 24%) and were less likely to completely agree (44% | 56%). While the level of agreement is higher in the InSS Branch than the other two branches, it was the AFaC Division that stands out, with no disagreement and 89% of employees selecting completely agree.



Part-time employees were more likely to completely agree (82%). Full-Time Faculty and Administration/Administrative Professionals were the least likely to completely agree (55% | 60%).

1.8.9

My supervisor fosters a positive and motivating work environment.



Employees in the College Services Branch were more likely to disagree (13%). Employees in the InSS Branch were more likely to completely agree (79%), with higher rates in the AFaC Division and the TAPS Division (90% | 82%).



All Administration/Administrative Professionals agreed. Associate Faculty were the most likely to completely agree while Full-Time faculty were least likely to completely agree (89% | 63%).



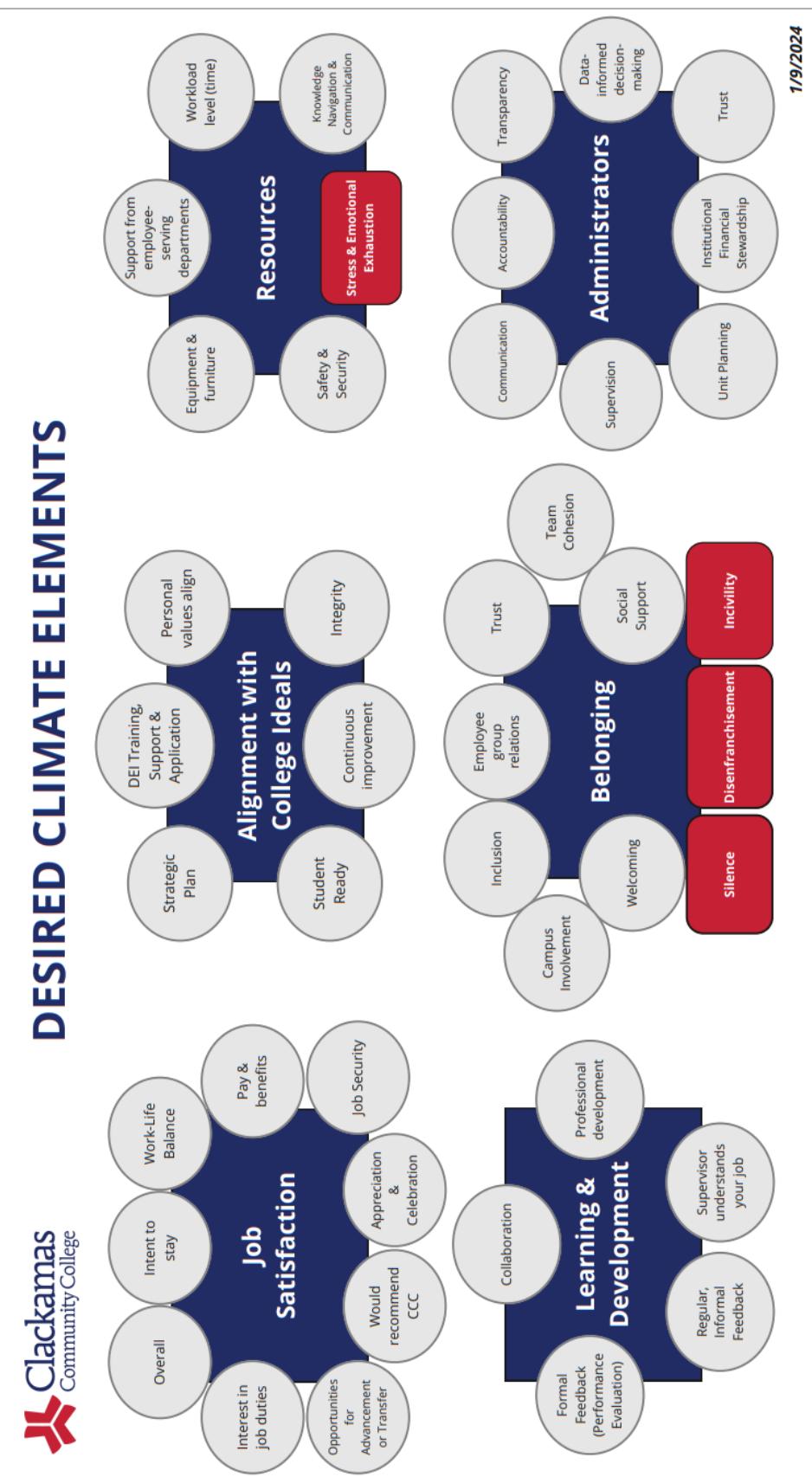
Among Full-Time Faculty, those who were department chairs all agreed, but non-department chairs disagreed 14% of the time.



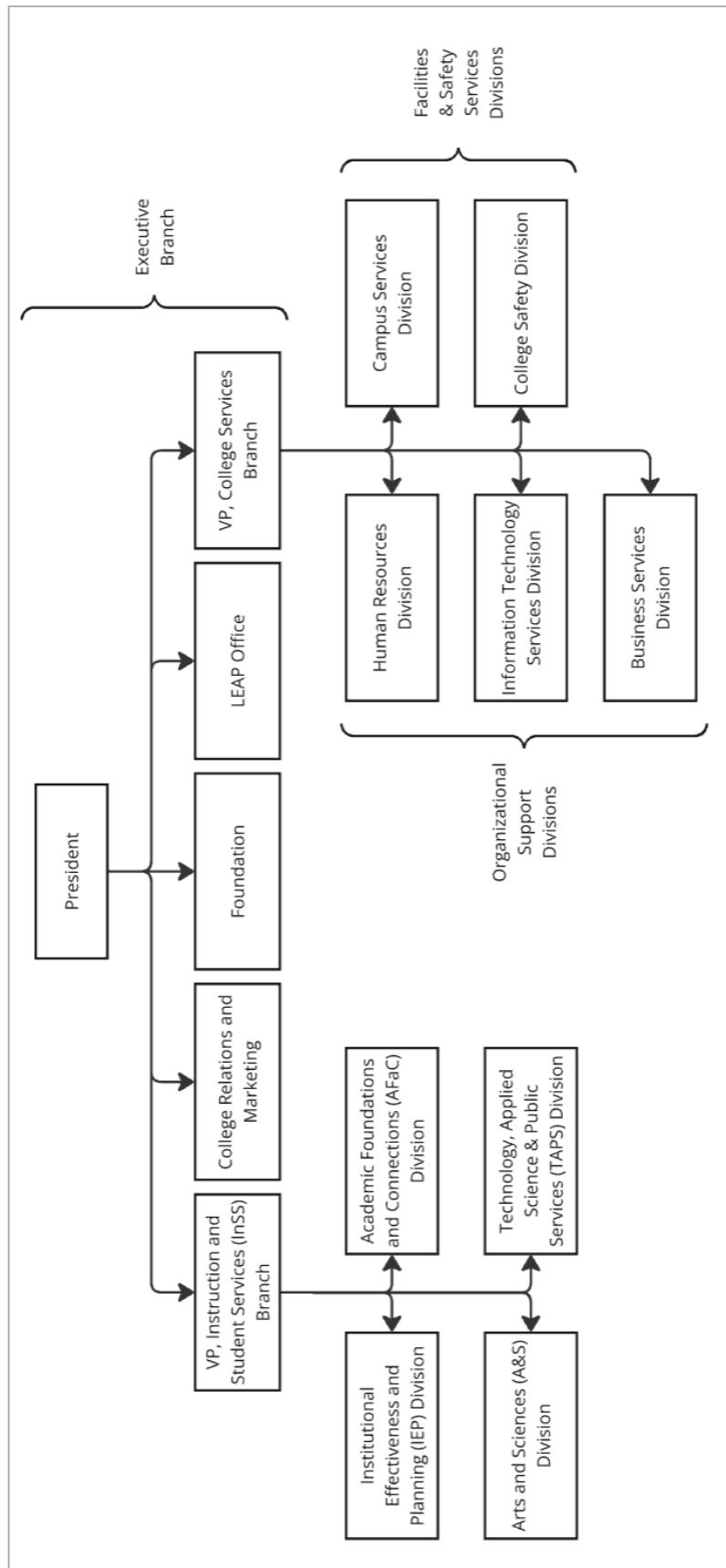
Employees with a disability were more likely to disagree (13% | 6%) and were less likely to completely agree than employees without a disability (69% | 78%). This difference was most pronounced within Full-Time Classified with higher levels of disagreement (26% | 4%) and lower levels of completely agreeing (52% | 79%) for employees with a disability as compared to employees without a disability.

"My supervisor...is approachable, inclusive, and professional. Both [my supervisor] and [their supervisor] are efficient and effective supervisors and have made me feel very welcome here."

Appendix A: Desired Climate Diagram



Appendix B: Organizational Chart



Appendix C: Response Rates by Employee Characteristics

Employee Group

	Responses	Employees	% Responded
Administration/Administrative Professional	54	65	83%
Associate/Part-Time Faculty	90	418	22%
Full-Time Classified	135	191	71%
Full-Time Faculty	98	128	77%
Part-Time Classified	29	98	30%
Grand Total	406	900	45%

Grouped Divisions

	Responses	Employees	% Responded
Academic Foundations and Connections (AFaC)	110	217	51%
Arts & Sciences	100	232	43%
Executive	19	26	73%
Facilities & Safety Services Divisions	28	51	55%
Institutional Effectiveness and Planning (IEP)	30	37	81%
Organizational Support Divisions	27	42	64%
Technology, Applied Science & Public Services (TAPS)	92	295	31%
Grand Total	406	900	45%

Hierarchy Levels

	Responses	Employees	% Responded
0 & 1 (Executives)	6	7	86%
2 (Deans +)	20	28	71%
3	132	170	78%
4	205	621	33%
5	43	74	58%
Grand Total	406	900	45%

Dr. Tim Cook = 0, those who report to Dr. Tim Cook = 1, etc.

Supervisors and Department Chairs

	Responses	Employees	% Responded
Supervisor	41	48	85%
Not a Supervisor			
Department Chair	18	21	86%
Not a Department Chair	347	831	42%
Grand Total	406	900	45%

Years of Service

	Responses	Employees	% Responded
0 to 3 years	141	389	36%
4 to 9 years	109	224	49%
10+ years	156	287	54%
Grand Total	406	900	45%

Sections Taught in Fall 2024 (Associate Faculty only)

	Responses	Employees	% Responded
0	18	241	7%
1	34	96	35%
2	17	46	37%
3	11	22	50%
4 +	10	13	77%
Grand Total	90	418	22%

Campus Familiarity

	Responses	% of Respondents
Oregon City	369	91%
Harmony	195	48%
Wilsonville	95	23%
Grand Total	406	100%

Multi-select question. Count and Percent will not add to Grand Total.

Appendix D: Response Rates by Question

Administration

Question ID	Question Text (shortened)	1	2	3	4	Missing
Communication						
1.1.1_1	Communicates in a clear and timely manner. - Me	0	9	190	168	39
1.1.1_2	Communicates in a clear and timely manner. - The employees I work with a lot	0	32	183	143	48
1.1.1_3	Communicates in a clear and timely manner. - My supervisor	2	23	117	202	62
1.1.1_4	Communicates in a clear and timely manner. - My supervisor's supervisor	13	43	88	123	139
1.1.1_5	Communicates in a clear and timely manner. - The Executive Team	10	57	93	100	146
1.2.1A	I have seen employees engage in behavior that caused harm while working at CCC.	262	126			18
1.2.1B_1	Addresses employee behavior that is causing harm. - Me	2	3	11	2	388
1.2.1B_2	Addresses employee behavior that is causing harm. - My supervisor	91	34	46	105	130
1.2.1B_3	Addresses employee behavior that is causing harm. - My supervisor's supervisor	95	35	36	59	181
1.2.1B_4	Addresses employee behavior that is causing harm. - The Executive Team	88	56	33	45	184
Data-Informed Decision-Making						
1.4.1_1	Uses data to make decisions. - Me	1	36	164	138	67
1.4.1_2	Uses data to make decisions. - My supervisor	1	26	97	155	127
1.4.1_3	Uses data to make decisions. - My supervisor's supervisor	2	38	70	105	191
1.4.1_4	Uses data to make decisions. - The Executive Team	3	54	73	93	183
Trust						
1.5.1_1	Is trustworthy. - Me	0	1	31	346	28
1.5.1_2	Is trustworthy. - The employees I work with a lot	1	14	102	254	35
1.5.1_3	Is trustworthy. - My supervisor	2	12	59	276	57
1.5.1_4	Is trustworthy. - My supervisor's supervisor	14	26	72	176	118
1.5.1_5	Is trustworthy. - The Executive Team	12	39	103	124	128
1.5.2_1	Cares about CCC employees. - Me	0	1	85	267	53
1.5.2_2	Cares about CCC employees. - The employees I work with a lot	0	14	121	205	66
1.5.2_3	Cares about CCC employees. - My supervisor	5	13	62	232	94
1.5.2_4	Cares about CCC employees. - My supervisor's supervisor	13	26	73	146	148

1.5.2_5	Cares about CCC employees. - The Executive Team	9	39	97	122	139
1.5.3_1	Is honest. - Me	0	0	58	303	45
1.5.3_2	Is honest. - The employees I work with a lot	1	11	111	217	66
1.5.3_3	Is honest. - My supervisor	2	15	53	239	97
1.5.3_4	Is honest. - My supervisor's supervisor	14	23	61	142	166
1.5.3_5	Is honest. - The Executive Team	9	29	91	109	168
1.5.4_1	Keeps their promises. - Me	0	0	65	292	49
1.5.4_2	Keeps their promises. - The employees I work with a lot	0	11	99	222	74
1.5.4_3	Keeps their promises. - My supervisor	2	15	59	232	98
1.5.4_4	Keeps their promises. - My supervisor's supervisor	13	16	57	142	178
1.5.4_5	Keeps their promises. - The Executive Team	10	29	80	109	178
1.5.5_1	Is competent. - Me	0	1	46	318	41
1.5.5_2	Is competent. - The employees I work with a lot	0	10	75	263	58
1.5.5_3	Is competent. - My supervisor	2	9	41	265	89
1.5.5_4	Is competent. - My supervisor's supervisor	10	20	47	180	149
1.5.5_5	Is competent. - The Executive Team	5	29	65	151	156
Institutional Financial Stewardship						
1.6.1_1	Manages the college's financial resources responsibly. - Me	0	1	13	42	350
1.6.1_2	Manages the college's financial resources responsibly. - My supervisor	1	11	38	202	154
1.6.1_3	Manages the college's financial resources responsibly. - My supervisor's supervisor	4	21	40	134	207
1.6.1_4	Manages the college's financial resources responsibly. - The Budget Advisory Group (BAG)	3	29	72	96	206
1.6.1_5	Manages the college's financial resources responsibly. - The Executive Team	7	37	75	91	196
Unit Planning						
1.7.1	I feel informed about the major goals and plans My supervisor has for our team.	12	28	94	188	84
1.7.2	I understand how my work impacts the success of my department.	1	5	42	324	34
1.7.3	I understand how my work impacts the success of my division.	2	13	90	259	42
Supervision						
1.8.1	My supervisor effectively balances providing me with guidance and allowing me independence.	4	11	44	270	77
1.8.2A	My supervisor values me as an employee.	4	12	40	281	69
1.8.2B	My supervisor values me as a person.	6	10	36	287	67
1.8.3	My supervisor sets clear expectations for me.	5	18	79	217	87
1.8.4A	My supervisor is well-informed about the College's policies and processes.	5	14	73	225	89

1.8.4B	When my supervisor is not familiar with a College policy or process, they find the information.	4	12	35	263	92
1.8.5	My supervisor is proficient with digital tools and technology relevant to their work.	0	8	61	231	106
1.8.6	My supervisor makes it clear to me what tasks or projects should be prioritized.	6	22	77	207	94
1.8.8	My supervisor holds direct reports accountable for timely, quality work.	6	22	59	184	135
1.8.9	My supervisor fosters a positive and motivating work environment.	6	15	59	256	70

Job Satisfaction

Question ID	Question Text (shortened)	1	2	3	4	Missing
Overall						
2.1.1	I am satisfied with my job.	4	19	147	230	6
Intent to Stay						
2.2.1	Select the option that best describes your intent to continue working at CCC:	295	82	11		18
Work-Life Balance						
2.3.1_1	Sick Time - I spend time checking and/or responding to work email/messages.	34	51	139	148	34
2.3.1_2	Sick Time - I spend time on work tasks.	68	78	138	86	36
2.3.1_3	Sick Time - I feel guilty.	113	89	106	53	45
2.3.1_4	Sick Time - I feel like I am burdening my coworkers.	127	101	93	46	39
2.3.1_5	Sick Time - My supervisor makes me feel bad.	318	11	4	2	71
2.3.2_1	Vacation Time - I spend time checking and/or responding to work email/messages.	43	77	140	97	49
2.3.2_2	Vacation Time - I spend time on work tasks.	80	103	110	60	53
2.3.2_3	Vacation Time - I feel guilty.	129	92	92	33	60
2.3.2_4	Vacation Time - I feel like I am burdening my coworkers.	144	96	76	32	58
2.3.2_5	Vacation Time - My supervisor makes me feel bad.	307	10	5	2	82
2.3.3	I have enough time to complete my tasks each week without working extra hours.	61	91	157	84	13
Pay & Benefits						
2.3.4	My pay is commensurate with the work I perform.	30	62	158	137	19
2.3.5	I am satisfied with my benefits.	17	31	108	219	31
2.3.6	In comparison to people who have a similar job at CCC, I am paid fairly.	28	49	108	169	52
2.3.7	In comparison to people who have a similar job outside of CCC, I am paid fairly.	34	59	122	136	55

Job Security						
2.5.1	I'm worried about my position being cut due to budget constraints.	128	95	99	38	46
Appreciation & Celebration						
2.6.1_1	Recognizes me for my contributions. - My team	3	16	76	273	38
2.6.1_2	Recognizes me for my contributions. - The employees I work with a lot	0	15	109	235	47
2.6.1_3	Recognizes me for my contributions. - My supervisor	3	15	61	258	69
2.6.1_4	Recognizes me for my contributions. - My supervisor's supervisor	22	40	71	149	124
2.6.1_5	Recognizes me for my contributions. - The Executive Team	25	52	102	98	129
2.6.2_1	Makes me feel valued. - My team	5	13	57	290	41
2.6.2_2	Makes me feel valued. - The employees I work with a lot	0	13	93	257	43
2.6.2_3	Makes me feel valued. - My supervisor	5	18	52	273	58
2.6.2_4	Makes me feel valued. - My supervisor's supervisor	22	31	76	156	121
2.6.2_5	Makes me feel valued. - The Executive Team	25	36	109	109	127
2.6.3	We celebrate achievements and effort at CCC.	11	39	132	208	16
Would Recommend CCC						
2.7.1	I would recommend CCC as a workplace to people I care about.	8	25	106	260	7
2.7.2	I feel proud to work at CCC.	3	12	90	292	9
Opportunities for Advancement or Transfer						
2.8.1	I have opportunities to prepare for future roles at CCC.	45	74	138	89	60
2.8.2	It is important to me to prepare for future roles at CCC.	27	52	136	146	45
Interest in Job Duties						
2.9.1	My tasks are diverse or engaging enough to keep me motivated.	4	33	159	191	19

Alignment with College Ideals

Question ID	Question Text (shortened)	1	2	3	4	Missing
Strategic Plan						
3.1.1_1	Behaves in ways that are consistent with the College's values. - Me	1	4	126	226	49
3.1.1_2	Behaves in ways that are consistent with the College's values. - The people I work with a lot	0	16	148	186	56

3.1.1_3	Behaves in ways that are consistent with the College's values. - My supervisor	2	14	81	222	87
3.1.1_4	Behaves in ways that are consistent with the College's values. - My supervisor's supervisor	4	31	77	155	139
3.1.1_5	Behaves in ways that are consistent with the College's values. - The Executive Team	4	37	91	141	133
3.1.2	I understand how my work connects to at least one of the Strategic Priorities.	2	4	50	318	32
3.1.3	The College has set a clear direction for the future.	13	48	167	115	63
3.2.1_1	Makes learning about DEI a priority for themselves. - Me	2	13	117	214	60
3.2.1_2	Makes learning about DEI a priority for themselves. - My team	2	22	137	156	89
3.2.1_3	Makes learning about DEI a priority for themselves. - The employees I work with a lot	1	17	152	135	101
3.2.1_4	Makes learning about DEI a priority for themselves. - My supervisor	1	6	74	200	125
3.2.1_5	Makes learning about DEI a priority for themselves. - My supervisor's supervisor	5	13	72	134	182
3.2.1_6	Makes learning about DEI a priority for themselves. - The Executive Team	3	16	88	130	169
3.2.2	The College provides sufficient opportunities to learn about DEI.	9	40	146	161	50
3.2.3_1	Communicates an expectation that employees engage in DEI learning and application. - Me	1	4	25	27	349
3.2.3_2	Communicates an expectation that employees engage in DEI learning and application. - My supervisor	6	23	69	199	109
3.2.3_3	Communicates an expectation that employees engage in DEI learning and application. - My supervisor's supervisor	11	18	73	142	162
3.2.3_4	Communicates an expectation that employees engage in DEI learning and application. - The Executive Team	8	21	82	152	143
3.2.4	I understand how to apply DEI practices to my work.	2	13	138	209	44
3.3.1	My personal values align with the College's stated values.	1	8	82	284	31
Integrity						
3.4.1_1	Acts with integrity. - Me	0	1	54	312	39
3.4.1_2	Acts with integrity. - The employees I work with a lot	0	12	107	230	57
3.4.1_3	Acts with integrity. - My supervisor	1	17	50	247	91
3.4.1_4	Acts with integrity. - My supervisor's supervisor	7	31	56	158	154
3.4.1_5	Acts with integrity. - The Executive Team	5	37	83	127	154

3.4.3_1	Behaves authentically. - Myself	0	2	71	286	47
3.4.3_2	Behaves authentically. - The employees I work with a lot	0	16	103	219	68
3.4.3_3	Behaves authentically. - My supervisor	1	16	58	232	99
3.4.3_4	Behaves authentically. - My supervisor's supervisor	8	26	63	151	158
3.4.3_5	Behaves authentically. - The Executive Team	6	39	77	113	171
Continuous Improvement						
3.5.1_1	Resists change. - Me	122	210	1	0	73
3.5.1_2	Resists change. - My team	79	210	16	4	97
3.5.1_3	Resists change. - The employees I work with a lot	64	207	29	2	104
3.5.1_4	Resists change. - My supervisor	128	107	6	1	164
3.5.1_5	Resists change. - My supervisor's supervisor	82	84	11	4	225
3.5.1_6	Resists change. - The Executive Team	67	92	20	5	222
3.5.2	I have the time and support I need to make process improvements.	3	43	105	199	56
3.5.3	Processes in my department are flexible and responsive.	8	25	147	171	55
Student Ready						
3.6.1	The College prioritizes meeting students where they are.	4	23	163	150	66

Resources

Question ID	Question Text (shortened)	1	2	3	4	Missing
Equipment and Furniture						
4.1.1	The furniture I have access to meets my needs.	10	27	111	208	50
4.1.2	The technology I have access to meets my needs.	19	47	137	162	41
4.1.3	The process to request furniture is clear.	54	83	114	87	68
4.1.4	The process to request technology is clear.	35	77	133	109	52
Support from Employee-Serving Departments						
4.2.1_1	Applied Information Technology (AIT)	3	43	99	101	160
4.2.1_10	Events & Conference Services	3	13	56	144	190
4.2.1_11	Facilities	3	11	72	163	157
4.2.1_12	Human Resources (HR)	41	116	90	72	87
4.2.1_13	Information Technology Services (ITS)	2	54	127	150	73
4.2.1_14	Institutional Research (IR)	4	14	59	118	211
4.2.1_15	Mailroom	6	19	53	146	182
4.2.1_16	Online Learning and Educational Technology (OLET)	2	18	69	141	176
4.2.1_2	Business Office	6	60	100	94	146
4.2.1_3	Campus Safety	3	19	79	201	104
4.2.1_4	Center for Teaching and Learning	6	15	58	122	205
4.2.1_5	College Relations and Marketing	9	44	85	108	160

4.2.1_6	Curriculum & Scheduling	3	16	64	122	201
4.2.1_7	Custodial	2	11	54	239	100
4.2.1_8	Diversity, Equity, and Inclusion Office	12	24	48	131	191
4.2.1_9	Duplication	5	19	61	167	154
4.2.1_Comments	Comments about employee serving departments	45				
Workload Level (Time)						
4.3.2.A	I have sufficient time to participate fully in workgroups or committees.	4	8	42	266	86
4.3.2.B	What are the reasons you do not participate in any workgroups or committees?	This is included in the Workgroup table				
Knowledge Navigation and Communication						
4.4.1	Information I need about internal college processes is easy to find.	35	126	154	53	38
4.4.2	The critical processes my department is responsible for are documented.	19	53	118	132	84
4.4.4	I receive the information I need from other employees to complete my work.	2	67	207	106	24
4.4.5_1	Engages in communication that is genuinely kind. - Me	0	4	150	220	32
4.4.5_2	Engages in communication that is genuinely kind. - The employees I work with a lot	1	19	161	185	40
4.4.5_3	Engages in communication that is genuinely kind. - My supervisor	0	22	77	246	61
4.4.5_4	Engages in communication that is genuinely kind. - My supervisor's supervisor	8	30	73	164	131
4.4.5_5	Engages in communication that is genuinely kind. - The Executive Team	8	35	90	130	143
Stress & Emotional Exhaustion						
4.5.1	The stress I experience because of work is manageable.	13	68	205	111	9
4.5.2	I feel emotionally exhausted because of work.	90	243	40	19	14
Safety & Security						
4.6.1_H	The security features on the Harmony Campus make me feel safe from physical harm.	2	13	66	76	249
4.6.1_OC	The security features on the Oregon City Campus make me feel safe from physical harm.	6	34	153	137	76
4.6.1_W	The security features on the Wilsonville Campus make me feel safe from physical harm.	1	6	30	27	342
4.6.2_H	I worry about my personal items being stolen on the Harmony Campus.	77	46	27	2	254
4.6.2_OC	I worry about my personal items being stolen on the Oregon City Campus.	142	100	74	13	77

4.6.2_W	I worry about my personal items being stolen on the Wilsonville Campus.	32	25	5	1	343
4.6.3	Employees who have access to my personnel data treat that information with care and confidentiality.	5	9	77	216	99
4.6.4	I can express my ideas and opinions at work without fear of ridicule or harsh judgment.	8	55	141	185	17
4.6.5	I am treated with kindness and respect by other employees.	0	25	172	203	6
4.6.6	I observe employees being mean or disrespectful towards others.	145	134	102	16	9

Belonging

Question ID	Question Text (shortened)	1	2	3	4	Missing
Inclusion						
5.1.1	My inherent worth and dignity are recognized.	11	39	132	208	16
5.1.2	I work in an environment that is empowering.	13	49	146	185	13
5.1.3	I am included in projects, committees, and conversations where my talents and knowledge are needed.	16	130	169	62	29
Campus Involvement						
5.10.1	My supervisor supports my participation in committees or multi-disciplinary workgroups.	4	8	42	266	86
5.10.2	My supervisor supports my participation in college events.	4	3	28	304	67
Employee Group Relations						
5.2.1	I feel like I am part of my employee group.	15	39	134	190	28
5.2.2	There is a culture of collaboration and open communication between employee groups.	27	78	155	108	38
Team Cohesion						
5.4.1	I feel connected to, and supported by, my team.	9	23	110	249	15
Social Support						
5.5.1	I have at least one friend at work I can talk to about personal issues.	25	25	115	230	11
5.5.2	My colleagues support and encourage me.	0	34	137	224	11
Disenfranchisement						
5.7.1	My opinions and ideas are listened to and valued.	9	72	164	141	20
Silence						
5.8.1	I feel pressured to keep quiet about my concerns.	207	144	21	16	18
Welcoming						
5.9.1	Other employees are friendly toward me.	0	19	188	194	5
5.9.2_1	Treats me with genuine kindness and respect. - My team	4	19	70	259	54

5.9.2_2	Treats me with genuine kindness and respect. - The employees I work with a lot	4	21	103	214	64
5.9.2_3	Treats me with genuine kindness and respect. - My supervisor	5	12	35	283	71
5.9.3_1	I am accepted for who I am by _____ - My team	14	11	56	306	19
5.9.3_2	I am accepted for who I am by _____ - The employees I work with a lot	11	9	94	272	20
5.9.3_3	I am accepted for who I am by _____ - My supervisor	9	13	48	294	42

Learning and Development

Formal Feedback (Performance Evaluation)						
6.1.1	During the formal performance review process, I receive constructive feedback that helps me improve.	13	26	89	172	67 - No formal review 39 - no response
Supervisor Understands Your Job						
6.4.1	My supervisor understands my job duties.	2	20	68	246	70
6.4.2	I can get advice from My supervisor about how to complete my job tasks.	8	29	57	232	80
Regular, Informal Feedback						
6.4.3_1	I offer constructive feedback or supportive guidance to _____ - My team	7	25	157	161	56
6.4.3_2	I offer constructive feedback or supportive guidance to _____ - The employees I work with a lot	11	44	167	119	65
6.4.3_3	I offer constructive feedback or supportive guidance to _____ - My supervisor	30	64	128	88	96
6.4.4_1	_____ offers constructive feedback or supportive guidance to me. - My team	7	31	165	148	55
6.4.4_2	_____ offers constructive feedback or supportive guidance to me. - The employees I work with a lot	7	63	162	117	57
6.4.4_3	_____ offers constructive feedback or supportive guidance to me. - My supervisor	7	28	138	156	77
6.4.5_1	Listens to feedback and incorporates lessons learned. - Me	0	8	184	164	50
6.4.5_2	Listens to feedback and incorporates lessons learned. - My team	5	46	163	127	65
6.4.5_3	Listens to feedback and incorporates lessons learned. - The employees I work with a lot	2	63	153	107	81
6.4.5_4	Listens to feedback and incorporates lessons learned. - My supervisor	7	34	97	148	120

Workgroups

	Selected
I don't have time	33
I'm not aware of the opportunities	19
I'm not interested	16
I don't feel welcome	8
My supervisor doesn't want me to	1
Another reason	28

Demographics

D_1	What is your Legal Sex? (select one)	Legal Sex
	Male	112
	Female	249
	Non-Binary	2
	<i>~ Missing</i>	43

D_2	What is your current Gender Identity? (select one)	Gender Identity
	Cisgender	260
	Transgender	0
	Non-Binary	5
	A gender identity not listed	18
	<i>~ Missing</i>	123

D_3	What is your current Sexual Orientation? (select one)	Sexual Orientation
	Heterosexual / Straight	279
	Gay / Lesbian / Homosexual	13
	Asexual	3
	Bi / Pan / Omni / Poly / Abrosexual	19
	Queer	11
	Questioning	1
	A sexual orientation not listed	5
	<i>~ Missing</i>	75

D_4	Do you identify as Hispanic/Latina/e/o/x? (select one)	Ethnicity
	Hispanic/Latina/e/o/x	47
	Not Hispanic/Latina/e/o/x	306
	<i>~ Missing</i>	53

D_5	What race(s) do you identify with? (select all that apply)	Race(s)
	American Indian or Alaska Native	14
	Asian	13
	Black or African American	10
	Hawaiian or Pacific Islander	2
	Middle Eastern or North African (MENA)	1
	White	308
	~ Missing	60

D_6	Are you a primary caregiver for any children under age 18? (select one)	Primary caregiver - Child(ren)
	No	239
	Yes	122
	~ Missing	45

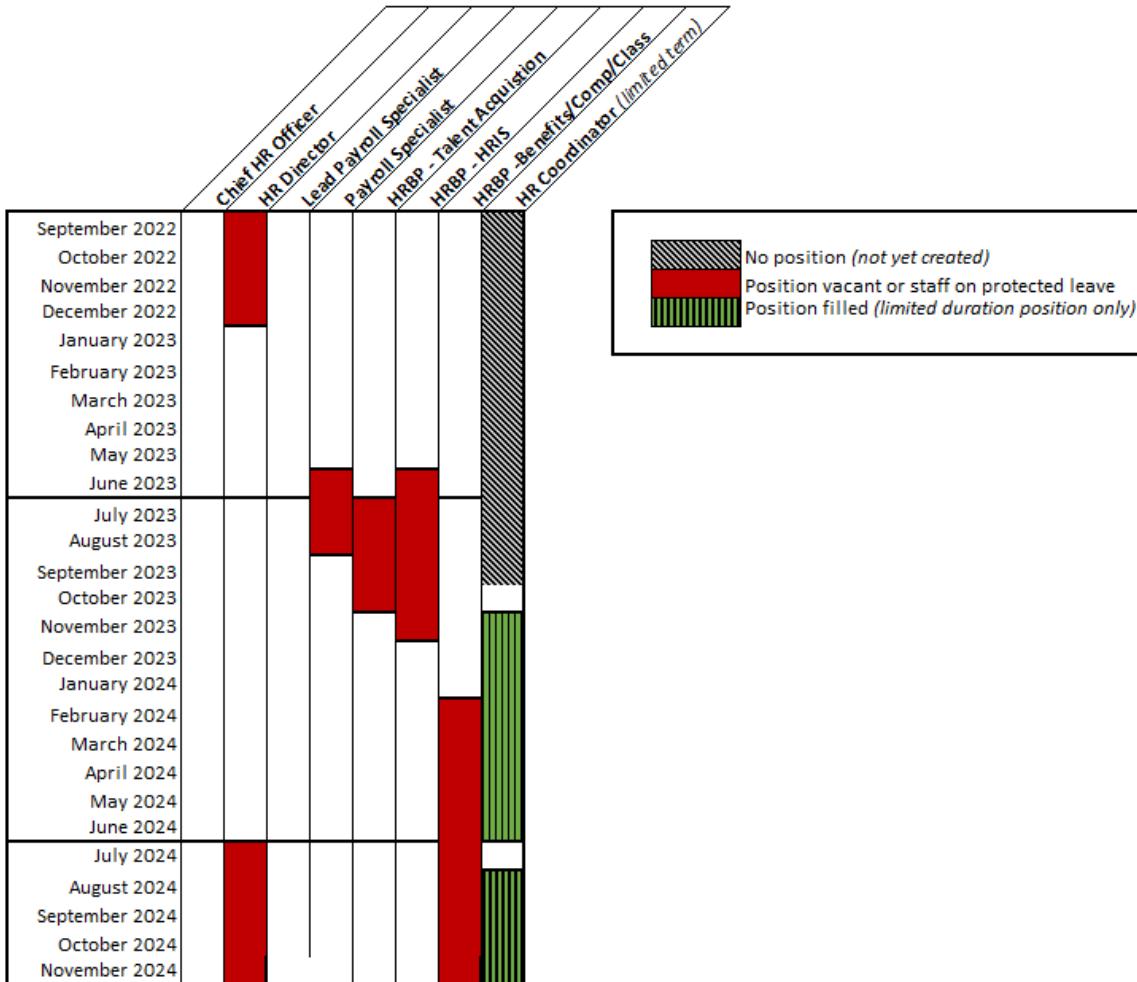
D_7	Are you a primary caregiver for any person aged 18 and over who needs help with daily care or has a disability? (select one)	Primary caregiver - Adult
	No	306
	Yes	51
	~ Missing	49

D_8	Do you have a disability? (select one) You do not need to have gone through the ADA process or requested accommodations with the Human Resources Office to mark "Yes". We are using the federal definition of a disability.	Has a disability
	No	283
	Yes	74
	~ Missing	49

Appendix E: Human Resources Vacancies

Human Resources Division

Vacant Positions and Protected Leaves



Appendix F: Qualitative Report



QUALITATIVE FINDINGS

Clackamas Community College Employee Climate Survey

Clackamas Community College (CCC) administered an employee climate survey in fall 2024 to assess key aspects of the workplace environment. The survey included both quantitative measures and open-ended questions to gather employees' perspectives. The findings from this survey will help CCC leadership track progress over time and identify opportunities for improvement.

To analyze the open-ended responses, CCC partnered with Education Northwest, a nonprofit research organization based in Portland. This qualitative analysis complements the quantitative findings by providing deeper insight into employees' experiences. Education Northwest used inductive and deductive coding to identify recurring themes, which were documented in a codebook. To examine potential differences in responses across groups of employees, EDNW disaggregated coded data by division, employee group, years of service, sex, gender identity, sexual orientation, race/ethnicity, disability status, and campus.

CCC and Education Northwest collaboratively reviewed and interpreted the findings. This report is structured around three open-ended survey questions:

- **Reasons for not participating in workgroups:** “What are the reasons you do not participate in any workgroups or committees? (select all that apply); Another reason (please describe)”
- **Experiences with employee-serving departments:** “Please provide comments you'd like to share about your experience receiving services from employee-serving departments in the box below.”
- **Additional feedback:** “If you have any comments you would like to share that have not already been captured in the survey, please use the box below.”

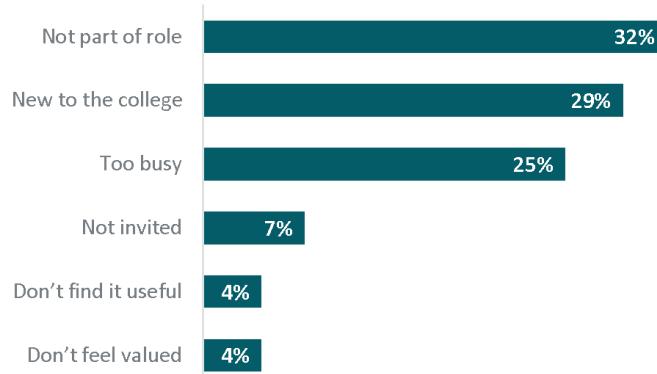
These findings provide valuable insights into workplace experiences, highlighting both strengths and areas for improvement. We present key themes and include direct quotes to illustrate experiences and identify areas for growth. These findings aim to be constructive in understanding how to work together and improve the workplace climate.

Reasons some employees do not participate in workgroups and committees

CCC encourages employees to participate in workgroups and committees as part of efforts to involve everyone in shared governance and to provide opportunities for employees to grow and learn new skills. The survey participants responded to a question about whether they have sufficient time to participate in workgroups or committees. In addition to the response options "Always," "Most of the time," "Sometimes," and "Never," respondents could select the option "I do not participate in workgroups or committees." Twenty-six (26) percent of survey participants indicated they do not participate in workgroups or committees. Of these respondents, 33 percent selected "another reason" that was not listed. Employees who selected this were given an open text box to explain further.

Education Northwest analyzed the 28 open-ended responses and identified seven key themes (figure 1). The responses indicate that the most common reasons for not participating relate to employees' roles or status within the college. Barriers included feeling that their job classification disqualified them, being new and unfamiliar with opportunities, or being too busy. A few employees also mentioned not being invited, feeling undervalued, or doubting the usefulness of committees. These themes are described in more detail below.

Figure 1. When asked why they do not participate in workgroups or committees, employees mostly cited that participation was not part of their role or that they were new to the college



Note: N = 28. The percentages represent themes from open-ended responses to "another reason" why respondents reported not participating in workgroups or committees.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Not part of role. Nine employees expressed that they felt ineligible to participate in workgroups or committees due to their position or classification (e.g., part-time, associate, adjunct). They believed that participation was unnecessary for their role or that opportunities to engage were not available to them.

“My job classification doesn’t lend itself to participating.”

– CCC employee

New to the college. Eight employees explained that they did not participate in workgroups or committees because they were new to the college. They were still acclimating to the environment and learning about participation opportunities.

“I am new to the college and still learning what I can participate in.”

– CCC employee

Too busy. Seven employees cited high workloads and personal responsibilities as barriers to participating in workgroups or committees. They felt their schedules were too demanding to accommodate additional commitments.

“I am too busy with work & family.”

– CCC employee

Not invited. A couple of employees noted that they had not been approached, invited, or assigned to participate in any workgroups or committees. They felt that a lack of proactive outreach contributed to their nonparticipation.

“I have not been asked or assigned to a workgroup or committee.”

– CCC employee

Don’t feel valued. One employee shared that they did not feel valued or appreciated within committees. This perception discouraged them from participating.

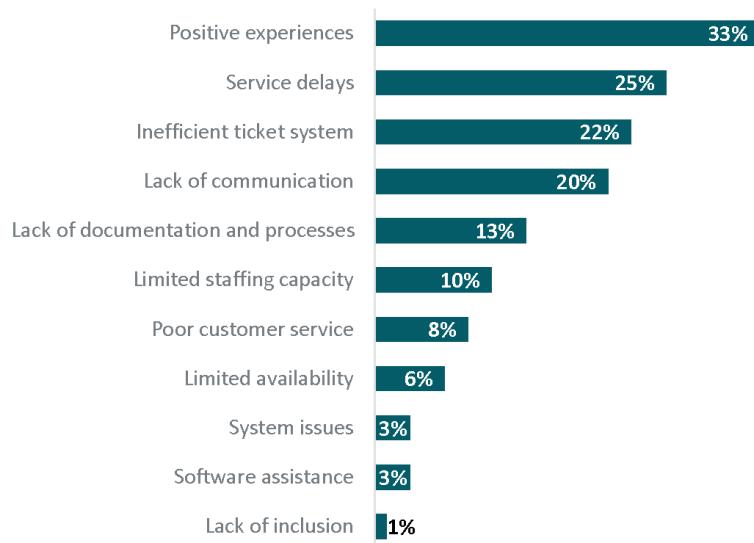
Don’t find it useful. One employee expressed skepticism about the effectiveness of workgroups or committees, feeling that the time and effort required to participate did not lead to meaningful action or change.

Comments on employee-serving departments

Another dimension of the workplace climate that CCC focuses on is experiences with employee-serving departments. In the climate survey, employees were asked to evaluate how well the support they received from various departments met their needs. To gain deeper insights into these ratings of support, employees were also invited to share open-ended comments about their experiences with these departments.

Education Northwest analyzed 146 responses and identified 11 key themes (figure 2). Over one-third of the open-ended comments highlighted positive feedback about employee-serving departments, emphasizing positive interactions and a supportive atmosphere. However, a quarter of the responses noted experiencing delays in receiving support services. Common frustrations included issues with the ticketing system and insufficient communication from departments. Additional challenges mentioned were a lack of documentation and clear processes, limited staff capacity, and poor customer service.

Figure 2. Many employees reported positive experiences with departments, but some responses highlighted delays, inefficiencies in ticket systems, and communication challenges



Note: N = 146. The percentages represent themes from open-ended responses to additional comments on employee-serving departments.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Positive experiences. Many employees (48) described positive experiences with services provided by departments, highlighting responsiveness and helpfulness. Employees expressed gratitude for the services they received and acknowledged the hard work and dedication of staff members. Specific departments frequently praised include Campus Safety, Custodial, Facilities, and Information Technology Services.

“My experience working with various departments is positive. I have always received complete and timely services, and they have met my needs at the time.”

– CCC employee

“Information Technology Services has always been super helpful and flexible when there is a need.”

– CCC employee

Table 1 compares the frequency of responses that mention positive experiences across different employee groups. The groups with more frequent responses related to positive experiences were full-time classified employees; associate or part-time faculty members; newer employees with 0–3 years of service at CCC; and employees who identified as male, nonbinary, employees of color, or nondisabled.

Table 1. Frequency comparison of responses coded as “positive experiences” by employee group

	Employment type	Years of service	Sex	Gender identity	Race/ethnicity	Disability status
 Mentioned theme more frequently	<ul style="list-style-type: none"> • Full-time classified • Associate/part-time faculty 	0–3 years	Male	Nonbinary	Employees of color	No disability
 Mentioned theme less frequently	<ul style="list-style-type: none"> • Full-time faculty • Administration 	<ul style="list-style-type: none"> • 4–9 years • 10+ years 	Female	Cisgender	White	Disability

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Service delays. Thirty-seven (37) employees reported challenges in receiving timely support from various departments. These delays included slow response times or a lack of prompt action to address issues. The departments mentioned most frequently were Human Resources, Information Technology Services, and Duplication Services.

“I feel unsupported by Human Resources. I am hesitant to use Duplication because there were a lot of problems getting items in a timely manner last year.”

– CCC employee

“Due to staffing shortages across departments, requests are often delayed or a new process is being implemented.”

– CCC employee

Table 2 compares the frequency of responses that mentioned service delays across different employee groups. The groups with more frequent responses related to service delays were full-time faculty members; employees with either 0–3 or 10+ years of service at CCC; and employees who identified as straight, cisgender, white, or nondisabled. Additionally, service delays were more frequently mentioned as a theme by employees in Arts and Sciences and Academic Foundations and Connections compared to employees in Tech, Applied Science, and Public Services and Institutional Effectiveness and Planning. Employees at the Harmony and Oregon City campuses mentioned service delays more frequently than employees at the Wilsonville campus.

Table 2. Frequency comparison of responses coded as “service delays” by employee group

Employment type	Years of service	Sexual orientation	Gender identity	Race/ethnicity	Disability status
 Mentioned theme more frequently	Full-time faculty <ul style="list-style-type: none">• 0–3 years• 10+ years	Straight	Cisgender	White	No disability
 Mentioned theme less frequently	<ul style="list-style-type: none">• Full-time classified• Associate/part-time faculty• Administration	4–9 years	LGBTQ+	Nonbinary	Employees of color
					Disability

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Inefficient ticket systems. Thirty-three (33) employees described frustrations with the ticket system used by departments. Common issues included delays in responses, unaddressed tickets, and uncertainty about when to expect a resolution. Additionally, the lack of personal connection with staff made it harder for employees to communicate their needs and receive adequate support. Human Resources was frequently mentioned as a department where ticket-related issues occurred.

“Whenever I submit tickets to Human Resources, it’s usually a guessing game for when they’re going to respond. Sometimes they respond within a day, sometimes they respond after 1.5 weeks.”

– CCC employee

“The ticket system sometimes seems to go nowhere. I have submitted a ticket for an ergonomic chair that was never answered.”

– CCC employee

Table 3 compares the frequency of responses that mentioned ticketing system inefficiencies across different employee groups. The groups with more frequent responses related to ticketing system inefficiencies were full-time faculty members; employees with 4–9 years of service at CCC; and employees who identified as LGBQ+, cisgender, employees of color, or female. In addition, inefficient ticket systems were more frequently mentioned as a theme by employees in Institutional Effectiveness and Planning and less frequently by employees in Arts and Sciences; Academic Foundations and Connections; and Tech, Applied Science, and Public Services.

Table 3. Frequency comparison of responses coded as “insufficient ticket systems” by employee group

	Employment type	Years of service	Sexual orientation	Gender identity	Race/ethnicity	Sex
 Mentioned theme more frequently	Full-time faculty	4–9 years	LGBQ+	Cisgender	Employees of color	Female
 Mentioned theme less frequently	<ul style="list-style-type: none">• Full-time classified• Associate/part-time faculty• Administration	<ul style="list-style-type: none">• 0–3 years• 10+ years	Straight	Nonbinary	White	Male

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Lack of communication. Many employees (30) described receiving insufficient communication from departments, particularly Human Resources. Employees mentioned issues such as lack of responsiveness to questions and inadequate communication on changes or general information.

“My biggest frustration from some departments has been getting low communication about when/if something is possible.”

— CCC employee

“It can be a real challenge to get help/information from Human Resources, even in times when time is critical in trying to address employee behavioral issues.”

— CCC employee

Table 4 compares the frequency of responses that mentioned a lack of communication across different employee groups. The groups with more frequent responses related to lack of communication were full-time faculty members, administrators, employees with 10 or more years of service at CCC, and employees who identified as straight or disabled. Lack of communication was more frequently mentioned as a theme by employees in Institutional Effectiveness and Planning and less frequently by employees in Arts and Sciences; Academic Foundations and Connections; and Tech, Applied Science, and Public Services. Employees at the Wilsonville campus mentioned a lack of communication more frequently than employees at the Harmony or Oregon City campuses.

Table 4. Frequency comparison of responses coded as “lack of communication” by employee group

	Employment type	Years of service	Sexual orientation	Disability status
 Mentioned theme more frequently	<ul style="list-style-type: none">Full-time facultyAdministration	10+ years	Straight	Disability
 Mentioned theme less frequently	<ul style="list-style-type: none">Full-time classifiedAssociate/part-time faculty	<ul style="list-style-type: none">0–3 years4–9 years	LGBQ+	No disability

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Lack of documentation and processes. Several employees (19) highlighted challenges with unclear or inconsistent procedures and inadequate documentation, particularly in Human Resources and Information Technology Services. Employees expressed frustration with the lack of accessible guidelines or Frequently Asked Questions (FAQs) and experiencing confusion and delays in completing tasks or resolving issues.

“I wish there were more FAQs when it comes to certain processes that we may not encounter on a daily basis (not a regular part of our job duties), but we may be asked to help out with on occasion.”

– CCC employee

Table 5 compares the frequency of responses that mentioned lacking documentation and processes across different employee groups. The groups with more frequent responses related to lacking documentation and processes were full-time faculty members; administrators; employees with 0–3 years of service at CCC; and employees who identified as LGBQ+, white, or female. Lack of documentation was more frequently mentioned as a theme by employees in Arts and Sciences and less frequently by employees in Institutional Effectiveness and Planning; Academic Foundations and Connections; and Tech, Applied Science, and Public Services. Employees at the Harmony and Oregon City campuses mentioned lack of documentation and processes more frequently than employees at the Wilsonville campus.

Table 5. Frequency comparison of responses coded as “lack of documentation and processes” by employee group

	Employment type	Years of service	Sexual orientation	Race/ethnicity	Sex
 Mentioned theme more frequently	<ul style="list-style-type: none"> • Full-time faculty • Administration 	0–3 years	LGBQ+	White	Female
 Mentioned theme less frequently	<ul style="list-style-type: none"> • Full-time classified • Associate/part-time faculty 	<ul style="list-style-type: none"> • 4–9 years • 10+ years 	Straight	Employees of color	Male

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Limited staffing capacity. Some employees (14) noted that staffing shortages across multiple departments, particularly Human Resources, have led to delays in support and lack of responsiveness. Employees noted the increased burdens on staff members in these departments and expressed empathy for overworked teams, but also highlighted the negative impact on processes such as onboarding, ticket resolutions, and customer service.

“Staffing shortages sometimes prohibit certain departments from being able to help when I need.”

— CCC employee

Limited staffing capacity was more frequently mentioned as a theme by employees in Institutional Effectiveness and Planning and less frequently by employees in Arts and Sciences, Academic Foundations and Connections, and Tech, Applied Science, and Public Services. Employees who identified as female or nondisabled had more frequent responses related to limited staffing capacity.

Poor customer service. Twelve employees described negative experiences with certain departments, particularly Human Resources and the Business Office, citing unprofessional communication, unwelcoming interactions, and a lack of responsiveness. Many felt that customer service in these areas does not meet expectations, with employees often left feeling unsupported or undervalued.

“There are a few departments who could use training in good customer service (e.g. if you don’t know the answer, help the person find who does). This impacts their ability to provide good customer service.”

— CCC employee

Table 6 compares the frequency of responses that mentioned poor customer service across different employee groups. The groups with more frequent responses related to poor customer service were full-time classified employees, administrators; employees with four or more years of service at CCC; and employees who identified as straight, nonbinary, nondisabled, or female.

Table 6. Frequency comparison of responses coded as “poor customer service” by employee group

	Employment type	Years of service	Sexual orientation	Gender identity	Disability status	Sex
 Mentioned theme more frequently	<ul style="list-style-type: none"> Full-time classified Administration 	<ul style="list-style-type: none"> 4–9 years 10+ years 	Straight	Nonbinary	No disability	Female
 Mentioned theme less frequently	<ul style="list-style-type: none"> Full-time faculty Associate/part-time faculty 	0–3 years	LGBQ+	Cisgender	Disability	Male

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.
Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Limited availability. Nine employees expressed frustration with the limited availability of key departments, particularly Human Resources, citing restricted hours of operation and a lack of in-person availability.

“Human Resources is not open enough in person to meet my needs.”

– CCC employee

System issues. Five employees reported challenges with inconsistent and nonstandardized systems across the college, such as complex processes, lack of system integration, and outdated tools. These systems make it difficult to adapt to change or be efficient for employees.

“The people want to help, but there are very few standard systems or remotely modern systems in place. This harms the ability to have change.”

– CCC employee

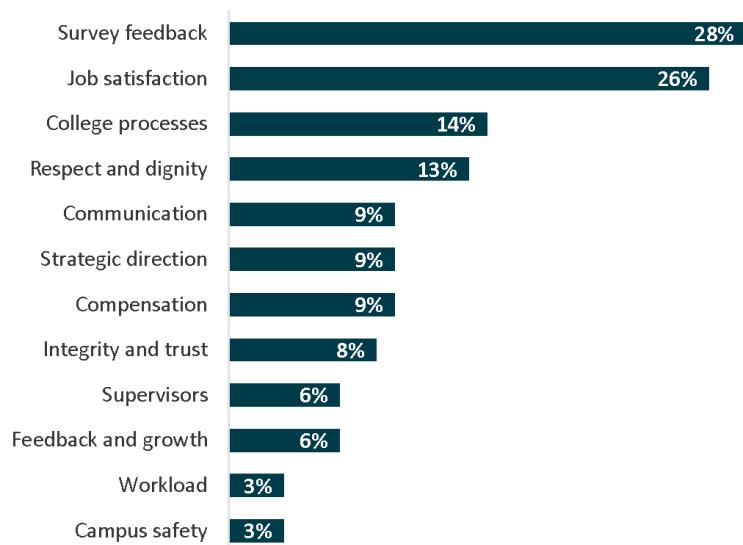
Software assistance. Four employees described a lack of specialized support for certain software, such as Moodle, Colleague, and Mac platforms.

Lack of inclusion. Two employees noted concerns about inclusive furniture design and feeling judged by skin color and accent.

Survey participants' final comments

While climate surveys capture a broad range of workplace experiences, they may not always address every concern. To provide additional insights, CCC employees were invited to share open-ended comments at the end of the climate survey. Education Northwest analyzed the 118 responses, categorizing them by survey dimensions to complement the quantitative findings. Key dimensions included job satisfaction, college processes, communication, respect, and strategic direction (figure 3). Since each subtheme had fewer than 10 responses, disaggregated data are not provided at that level, but overall themes are disaggregated to help assess response patterns and sentiment. The following section details these findings.

Figure 3. Employees left comments related to feedback on the survey, their job satisfaction, and other aspects of their experiences at the college



Note: N = 118. The percentages represent themes from open-ended responses to additional final comments.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Survey feedback. Thirty-three employees provided feedback on the employee climate survey. Around 25 employees indicated that they were **unable to answer questions** about their supervisor or department chair because either the respondent was new to their position, their supervisor was new, or the respondent had not had enough interactions with their supervisor.

"It is difficult to provide feedback on my direct supervisor when I haven't had much interaction with them."

– CCC employee

Five employees expressed **appreciation for the opportunity** to provide feedback. Two employees expressed **concerns about the lack of anonymity** in the survey, fearing that responses might be traced back to them, which could limit their ability to answer honestly. Another small group of responses (2) questioned the **relevance of demographic questions** such as sexual orientation and race.

"Thank you for the opportunity to provide feedback. My hopes are that the survey results inform thoughtful, forward-thinking action."

– CCC employee

Job satisfaction. The majority of employees (31) who left final comments about job satisfaction expressed **positive regard and high levels of satisfaction** with their roles at CCC, highlighting the supportive, kind, and community-oriented environment. They emphasized feeling valued both as individuals and employees and noted that most colleagues share a genuine commitment to their work.

"I feel supported and valued as a person and an employee and I truly enjoy working for the college."

– CCC employee

Two employees shared concerns about **job security or burnout**. They expressed a sense of exhaustion and frustration, feeling that their work lacked the potential for significant change or improvement.

Table 7 compares the frequency of responses that mentioned job satisfaction across different employee groups. The groups with more frequent responses related to job satisfaction were full-time classified employees; administrators; employees with up to 9 years of service at CCC; employees of color; and employees identifying as straight, nondisabled, or male. Additionally, job satisfaction was more frequently mentioned as a theme by employees in Tech, Applied Science, and Public Services and Institutional Effectiveness and Planning and less frequently by employees in Arts and Sciences and Academic Foundations and Connections. Employees at the Harmony and Wilsonville campuses mentioned job satisfaction more frequently than employees at the Oregon City campus.

Table 7. Frequency comparison of responses coded as “job satisfaction” by employee group

	Employment type	Years of service	Sexual orientation	Race/ethnicity	Disability status	Sex
 Mentioned theme more frequently	<ul style="list-style-type: none"> • Full-time classified • Administration 	<ul style="list-style-type: none"> • 0–3 years • 4–9 years 	Straight	Employees of color	No disability	Male
 Mentioned theme less frequently	<ul style="list-style-type: none"> • Full-time faculty • Associate/part-time faculty 	10+ years	LGBTQ+	White	Disability	Female

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

College processes. Sixteen employees left final comments about college processes, expressing mostly negative sentiment about existing processes. The themes related to college processes that occurred up to five times in the final comments section of the survey were:

- **Challenges with collegewide systems**, including inefficiencies and outdated processes that delay smooth operations
- **Perception of the college as disorganized**, particularly in terms of communication and coordination between departments
- **Frustration with working with Human Resources**, citing difficulty getting timely support
- **Difficulty finding information** or policies clearly documented

“My concerns often lie with structures and processes in place which seem very convoluted, outdated, and slow. Very often, these processes and structures do not seem to serve employees and students very well.”

— CCC employee

Table 8 compares the frequency of responses that mentioned college processes across different employee groups. The groups with more frequent responses related to college processes were administrators, employees with up to 9 years of service at CCC, and employees who identified as straight or nondisabled. In addition, college processes were more frequently mentioned as a theme by employees in Tech, Applied Science, and Public Services and Arts and Sciences and less frequently by employees in Institutional Effectiveness and Planning and Academic Foundations and Connections.

Table 8. Frequency comparison of responses coded as “college processes” by employee group

	Employment type	Years of service	Sexual orientation	Disability status
 Mentioned theme more frequently	Administration	<ul style="list-style-type: none"> • 0–3 years • 4–9 years 	Straight	No disability
 Mentioned theme less frequently	<ul style="list-style-type: none"> • Full-time faculty • Full-time classified • Associate/part-time faculty 	10+ years	LGBTQ+	Disability

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Respect and dignity. Fifteen employees mentioned opportunities to improve employee perceptions on respect and dignity in the final comments section of the survey. The themes related to respect and dignity that occurred up to five times in the final comments section were:

- **Lack of respect** by colleagues and leadership, with little to no accountability for negative behaviors
- **Feelings of divisions** between the faculty, classified staff, and administration, which contributed to a sense of “us vs. them” and workplace tension
- **Experiencing or witnessing discrimination** against marginalized groups and a need for stronger diversity, equity, and inclusion efforts
- **Concerns about acceptance of political viewpoints**, specifically a feeling that the college environment is less inclusive of individuals with conservative viewpoints
- **Recognition of efforts toward inclusivity** and diversity and of the progress that has been made toward creating a more inclusive environment

“I have seen multiple people in various roles be very disrespectful via email and in person to others at the college and nothing is ever done at the college.”

— CCC employee

Table 9 compares the frequency of responses that mentioned respect and dignity across different employee groups. The groups with more frequent responses related to respect and dignity were full-time classified employees, employees with 4–9 years of service at CCC, employees of color, and

female employees. Respect and dignity were more frequently mentioned as a theme by employees in Tech, Applied Science, and Public Services and Academic Foundations and Connections and less frequently by employees in Institutional Effectiveness and Planning and Arts and Sciences. Employees at the Wilsonville campus mentioned respect and dignity more frequently than employees at the Harmony or Oregon City campuses.

Table 9. Frequency comparison of responses coded as “respect and dignity” by employee group

	Employment type	Years of service	Race/ethnicity	Sex
 Mentioned theme more frequently	Full-time classified	4–9 years	Employees of color	Female
 Mentioned theme less frequently	<ul style="list-style-type: none"> Full-time faculty Associate/part-time faculty Administration 	<ul style="list-style-type: none"> 0–3 years 10+ years 	White	Male

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Communication. Eleven employees discussed communication in their final open-ended comments. The themes related to communication that occurred up to five times in the final comments section of the survey were:

- **Concerns about a lack of transparency** and communication, leaving employees feeling uninformed and excluded from decision making and operations
- **Perception of organizational communication as often disorganized**, with information being unclear, fragmented, or not effectively shared across departments
- **Avoidance of difficult conversations** to maintain harmony, leading to unresolved issues and underlying tension

“I think in general, and especially at higher levels, Clackamas has room to grow in clear communication. I sometimes don’t understand what stage we’re at in processes because communications either use jargon or feel like they bury the most important information.”

– CCC employee

Table 10 compares the frequency of responses that mentioned communication across different employee groups. The groups with more frequent responses related to communication were full-time classified employees, full-time faculty members, employees with up to 3 years of service at CCC, and employees who identified as white and LGBQ+. Communication was mentioned more frequently as a theme by employees in Institutional Effectiveness and Planning and less frequently by employees in Tech, Applied Science, and Public Services; Academic Foundations and Connections; and Arts and Sciences.

Table 10. Frequency comparison of responses coded as “communication” by employee group

	Employment type	Years of service	Race/ethnicity	Sexual orientation
 Mentioned theme more frequently	<ul style="list-style-type: none"> • Full-time faculty • Full-time classified 	0–3 years	White	LGBQ+
 Mentioned theme less frequently	<ul style="list-style-type: none"> • Associate/part-time faculty • Administration 	<ul style="list-style-type: none"> • 4–9 years • 10+ years 	Employees of color	Straight

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Strategic direction. Eleven employees responded to the open-ended final section with comments related to CCC’s strategic direction. The themes related to strategic direction that occurred up to five times in the final comments section of the survey were:

- **Concerns about the growing number of administrative positions** and the reduced number of full-time faculty members. They worried that there was diminishing faculty involvement in shared governance and decision-making processes.
- **Questions about how budget decisions are made**, particularly regarding new positions and potential cuts, with questions about the institution’s size and financial sustainability.
- **Emphasis on using data more effectively** to guide decisions at the college.

“I think the structure of the Executive Team as a major decision-making body for the College causes some issues that impact many of the questions being asked here. The primary function of the College is teaching and learning, and yet instructors are not well represented.”

– CCC employee

Table 11 compares the frequency of responses that mentioned strategic direction across different employee groups. The groups with more frequent responses related to strategic direction were full-time faculty members; administrators; employees with 4–9 years of service at CCC; and employees who identified as white, disabled, or male. Strategic direction was mentioned more frequently as a theme by employees in Institutional Effectiveness and Planning and less frequently by employees in Tech, Applied Science, and Public Services; Academic Foundations and Connections; and Arts and Sciences

Table 11. Frequency comparison of responses coded as “strategic direction” by employee group

	Employment type	Years of service	Race/ethnicity	Disability status	Sex
 Mentioned theme more frequently	<ul style="list-style-type: none"> • Full-time faculty • Administration 	4–9 years	White	Disability	Male
 Mentioned theme less frequently	<ul style="list-style-type: none"> • Full-time classified • Associate/ part-time faculty 	<ul style="list-style-type: none"> • 0–3 years • 10+ years 	<ul style="list-style-type: none"> Employees of color 	<ul style="list-style-type: none"> No disability 	Female

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Compensation. Ten employees provided final comments related to compensation. While two employees felt they received **adequate compensation** and benefits for the work they perform, fewer than five expressed concerns about inadequate compensation relative to their qualifications and that the process of increasing pay is not equitable.

“My pay (because of the way we are supported) is way lower than my qualifications, age and experience should get, but I love what I do!”

— CCC employee

Table 12 compares the frequency of responses that mentioned compensation across different employee groups. The groups with more frequent responses related to compensation were associate or part-time faculty members, employees with ten or more years of service at CCC, and employees who identified as LGBQ+. Compensation was more frequently mentioned as a theme by employees in Arts and Sciences and less frequently by employees in Institutional Effectiveness and Planning; Academic Foundations and Connections; and Tech, Applied Science, and Public Services

Table 12. Frequency comparison of responses coded as “compensation” by employee group

	Employment type	Years of service	Sexual orientation
 Mentioned theme more frequently	Associate/part-time faculty	10+ years	LGBTQ+
 Mentioned theme less frequently	<ul style="list-style-type: none"> Full-time faculty Full-time classified Administration 	<ul style="list-style-type: none"> 0–3 years 4–9 years 	Straight

Note: This table shows employee groups with substantial differences in how frequently the theme appeared in their responses.

Source: Education Northwest analysis of Fall 2024 Clackamas Community College Employee Climate Survey.

Integrity and trust. One employee shared that the executive team is effective in building trust at the college. Eight employees expressed a **lack of trust in the executive team**, particularly around decision-making processes. There was a perception that decisions were made without sufficient input from employees or consideration of their well-being, leaving staff members feeling excluded and unheard.

“I have lost confidence in the administration … it feels like decisions are often made in the dark and are announced as fact rather than for input.”

— CCC employee

Supervisors. In the final comments section of the survey, six employees shared **positive comments about their supervisors**, expressing appreciation for their support, clear communication, and effective leadership. Two employees, however, suggested that **supervisors could improve** by providing more guidance and taking a more active role in managing performance issues.

Feedback and growth. Survey participants expressed mixed feelings about feedback and growth in the final comments section of the survey. The themes related to feedback and growth that occurred five times or less were **frustration with feedback being ignored** or not prioritized in decision making and **limited opportunities for internal growth** and advancement within the organization.

Workload. Four employees noted that their **workload is increasingly demanding** (e.g., teaching, student support, and committees), leading to stress and difficulty achieving work-life balance.

Campus safety. Three employees raised **safety concerns** about inadequate security coverage at Wilsonville, the need for landline phones in classrooms, cameras in parking lots, and more attention to emergency preparedness.

Conclusion

The open-ended responses to the CCC Employee Climate Survey provide valuable insights into employees' experiences, highlighting both strengths and areas for improvement.

Key findings include:

- Some employees cited that their role or status within the college influenced their decision not to participate in committees or workgroups. Common barriers included feeling ineligible, being new to the college, or facing time constraints.
- Employees expressed strong appreciation for their colleagues and employee-serving departments, recognizing their dedication and responsiveness. However, challenges persist in meeting all employees' needs, particularly due to communication barriers, delays in service, and frustrations with the ticketing system.
- Employees shared both positive and constructive feedback about their experiences at CCC. Many expressed job satisfaction and appreciation for their colleagues, while others raised concerns about inefficiencies in college processes, workplace respect, and a lack of communication.

While these findings offer valuable insights, there are limitations. This sample represents a subset of survey respondents and reflects individual experiences. While common themes have been identified, there are likely additional perspectives not captured here. Future climate surveys could encourage more open-ended responses by prompting all employees to share concerns and suggestions for improvement. Additionally, disaggregation of data was limited due to a small number of responses in some categories, making it challenging to draw definitive conclusions.

Overall, CCC demonstrates a workplace climate where employees are engaged and committed to their roles. Alongside these strengths, opportunities remain to strengthen communication, improve internal processes, and ensure engagement across all employee groups. This survey represents an important step in amplifying employee voices and using data to guide decision making in support of a more inclusive and effective work environment.

Appendix A. Demographics of open-ended responses

Tables A1–A3 present the demographics for the open-ended responses analyzed in this report. Percentages were calculated by dividing the frequency of responses by the denominator of total responses. Demographic groups with less than 10 responses are suppressed to protect confidentiality. Groups that had no responses are not listed.

Table A1. Reasons why employees do not participate in workgroups and committees: Open-ended response demographics

	Freq	Percent
College division		
Academic Foundations and Connections	10	36%
Arts and Sciences	n < 10	*
Campus Services	n < 10	*
Executive	n < 10	*
Information Technology Services	n < 10	*
Tech, Applied Science, and Public Services	11	39%
Employee group		
Administration	n < 10	*
Associate/part-time faculty	11	39%
Full-time classified	n < 10	*
Full-time faculty	n < 10	*
Part-time classified	n < 10	*
Years of service		
0 to 3 years	19	68%
4 to 9 years	n < 10	*
10+ years	n < 10	*
Survey language		
English	28	100%
Legal sex		
Female	18	64%
Male	n < 10	*

	Freq	Percent
Not provided	n < 10	*
Gender identity		
Cisgender	18	64%
Not provided	10	36%
Sexual orientation		
Straight/heterosexual	15	54%
LGBQ+	n < 10	*
Not provided	n < 10	*
Race/ethnicity		
Hispanic or Latino	n < 10	*
White	20	71%
Middle Eastern or North African	n < 10	*
Hawaiian or Pacific Islander	n < 10	*
Black or African American	n < 10	*
Asian	n < 10	*
American Indian or Alaska Native	n < 10	*
Not reported	n < 10	*
Caregiving status		
Primary caregiver – children	n < 10	*
Primary caregiver – adult	n < 10	*
Not provided	n < 10	*
Disability status		
Does not have a disability	16	57%
Has a disability	n < 10	*
Not provided	n < 10	*
Campus location		
Oregon City	23	82%
Harmony	17	61%
Wilsonville	n < 10	*
Not provided	n < 10	*

Note: N = 28. Groups with less than 10 responses (n < 10) are suppressed to protect confidentiality. Responses may not total 100 percent for race/ethnicity and campus location because respondents could select all that apply.

Source: Clackamas Community College Employee Climate Survey, 2024.

Table A2. Comments on employee-serving departments: Open-ended response demographics

	Freq	Percent
College division		
Academic Foundations and Connections	46	32%
Arts and Sciences	43	29%
Business Services	n < 10	*
Campus Services	n < 10	*
College Services	n < 10	*
Executive	n < 10	*
Information Technology Services	n < 10	*
Institutional Effectiveness and Planning	10	7%
Instruction and Student Services	n < 10	*
Tech, Applied Science, and Public Services	30	21%
Employee group		
Administration	n < 10	*
Associate/part-time faculty	32	22%
Full-time classified	43	29%
Full-time faculty	42	29%
Part-time classified	n < 10	*
Years of service		
0 to 3 years	56	38%
4 to 9 years	37	25%
10+ years	53	36%
Survey language		
English	146	100%
Legal sex		
Female	99	68%
Male	33	27%
Nonbinary	n < 10	*
Not provided	n < 10	*
Gender identity		
Cisgender	105	72%
Nonbinary or not listed	11	7%
Not provided	30	21%

	Freq	Percent
Sexual orientation		
Straight/heterosexual	107	73%
LGBQ+	25	17%
Not provided	14	10%
Race/ethnicity		
Employees of color	15	10%
<i>American Indian or Alaska Native</i>	n < 10	*
<i>Asian</i>	n < 10	*
<i>Black or African American</i>	n < 10	*
<i>Hispanic or Latino</i>	n < 10	*
<i>Hawaiian or Pacific Islander</i>	n < 10	*
<i>Middle Eastern or North African</i>	n < 10	*
White	116	79%
Not provided	n < 10	*
Caregiving status		
Primary caregiver – children	44	30%
Primary caregiver – adult	19	13%
Not provided	n < 10	*
Disability status		
Does not have a disability	107	73%
Has a disability	30	21%
Not provided	n < 10	*
Campus location		
Oregon City	137	94%
Harmony	76	52%
Wilsonville	29	20%
Not provided	n < 10	*

Note: N = 146. Groups with less than 10 responses (n < 10) are suppressed to protect confidentiality. Responses may not total 100 percent for race/ethnicity and campus location because respondents could select all that apply.

Source: Clackamas Community College Employee Climate Survey, 2024.

Table A3. Final comments: Open-ended response demographics

	Freq	Percent
College division		
Academic Foundations and Connections	35	30%
Arts and Sciences	35	30%
Business Services	n < 10	*
Campus Services	n < 10	*
College Services	n < 10	*
Executive	n < 10	*
Human Resources	n < 10	*
Information Technology Services	n < 10	*
Institutional Effectiveness and Planning	11	9%
Instruction and Student Services	n < 10	*
Tech, Applied Science, and Public Services	18	15%
Employee group		
Administration	n < 10	*
Associate/part-time faculty	30	25%
Full-time classified	30	25%
Full-time faculty	38	32%
Part-time classified	n < 10	*
Years of service		
0 to 3 years	28	24%
4 to 9 years	36	31%
10+ years	54	46%
Survey language		
English	118	100%
Legal sex		
Female	75	64%
Male	35	30%
Not provided	n < 10	*
Gender identity		
Cisgender	85	72%
Nonbinary or not listed	n < 10	*
Not provided	27	23%

	Freq	Percent
Sexual orientation		
Straight/heterosexual	84	71%
LGBQ+	17	14%
Not provided	17	14%
Race/ethnicity		
Employees of color	11	9%
<i>American Indian or Alaska Native</i>	n < 10	*
<i>Asian</i>	n < 10	*
<i>Black or African American</i>	n < 10	*
<i>Hispanic or Latino</i>	n < 10	*
<i>Hawaiian or Pacific Islander</i>	n < 10	*
<i>Middle Eastern or North African</i>	n < 10	*
White	93	79%
Not provided	10	8%
Caregiving status		
Primary caregiver – children	30	25%
Primary caregiver – adult	12	10%
Not provided	n < 10	*
Disability status		
Does not have a disability	81	69%
Has a disability	28	2%
Not provided	n < 10	*
Campus location		
Oregon City	112	95%
Harmony	64	54%
Wilsonville	32	27%
Not provided	n < 10	*

Note: N = 118. Groups with less than 10 responses (n < 10) are suppressed to protect confidentiality. Responses may not total 100 percent for race/ethnicity and campus location because respondents could select all that apply.

Source: Clackamas Community College Employee Climate Survey, 2024.

Appendix G: Survey Instrument

The introductory screens of the survey are included below. The remaining screens of the survey included the questions that are printed throughout in the rest of this report.

Employee Climate Survey: Fall 2024

Welcome to the CCC Employee Climate Survey. We appreciate your dedication and time in participating in this crucial process. This 30- to 45-minute survey is designed to identify and assess various elements of the work climate at CCC, with a focus on determining how well employee experiences align with our envisioned ideal state.

Your honest and thoughtful responses are invaluable as they will provide us with essential insights into our current organizational environment. By understanding your perspectives and experiences, we aim to uncover areas of strength to be celebrated and areas for improvement to foster a more engaging, productive, and positive workplace for everyone.

The names of Associate Faculty who submit the survey will be submitted by Institutional Research to Sara Sellards; Associate Faculty will be paid for one hour of their time. Part-Time Classified should include the time they spend on the survey on their timecards.

We thank you in advance for your engagement and candor. Your voice is crucial in shaping a vibrant and thriving future for CCC.

Confidentiality Statement:

- Your individual response is tied to you and will be kept confidential by the Office of Institutional Research and Reporting and the College's consultant analyzing written/text responses except in cases where there is a concern for safety.
- Summary information and quotes that have been separated from your personal information will be shared with the college community. Statistical anonymizing approaches following best practices in Privacy-Preserving Data Publishing (PPDP) will be used to minimize the risk of identifying individuals in final reports.
- The following information is pulled from Colleague and will be tied to your final response: Division, Department, Primary Position Classification (employee group), FT/PT Status, Instructor Indicator, Supervisor Indicator, Budget Originator Indicator (provided by the Business Office), age, length of tenure, course load.
- If you have questions about the survey, analysis, or anonymizing approaches, please contact Ashley Sears, Director of Institutional Research and Reporting (ashley.sears@clackamas.edu).
- If you have questions about how the results will be used, please contact Casey Layton, Chief Diversity, Equity, and Inclusion Officer (casey.layton@clackamas.edu) or Melissa McCormack, Chief Human Resources Officer (melissa.mccormack@clackamas.edu).

Click to acknowledge:

Yes, I acknowledge the above confidentiality statement and understand how this data will be protected and used.

Please click **Next** to begin.

PRE-SURVEY

This section prepares you to answer questions in the survey.

How to Respond

While completing the survey, please skip any questions you feel don't apply to you, you don't have an opinion on, or you don't have enough information to answer. You can also skip any questions you don't feel comfortable answering. The only required questions are the two questions on this page.

Please note that the results of this survey will not be used to resolve complaints. Instead, the purpose of this survey is to aggregate responses and help us identify trends. Please do not include names of individuals in any written comments. If you have a specific complaint or need support resolving an issue, please follow the processes in the [Board Policies on Personnel](#).

Definitions

Phrases that will be used throughout the survey are defined below to make the survey easier to complete.

Me

When you see "me", we're asking you to reflect on your own behaviors and perspectives.

My team

This typically includes the people who also report to your supervisor. However, this may be a smaller group of individuals or could include people who do not report to your supervisor. This should be a small, core group of people. If you are a supervisor, include your direct reports. There is no "correct definition" of who is on your team; this is up to you!

The people I work with a lot

This includes the people who you interact with on a very regular basis and should be a larger group than your team (defined above). Again, there is no "correct definition" of who you work with a lot; this is up to you!

The Executive Team

When you are asked about "The Executive Team" in the survey, we're asking you to respond about the group as a whole, not about any individual member.

A President's Cabinet is a common organizational leadership structure in higher education. This group of people function as a team that supports the president in making informed decisions and guiding the overall direction of the college. At Clackamas Community College, the President, has appointed a group of college administrators called The Executive Team to act as the President's Cabinet.

The Executive Team addresses and manages the following:

- Address and prioritize issues that need immediate attention.
- Frame Issues to be more meaningful to the college community.
- Provide consistent communication to college community on mission and vision.
- Determine major process owners for the institution, and check-in as needed.
- Have open conversations with peer group.

The scope of their influence, includes yet is not limited to:

- Mission Fulfillment and Indicators (vision, strategy & resources)
- Risk Management (employee relations & business continuity)
- Replacement and Succession Planning
- Extended Community Relations (legislative & agency)
- Environmental Scanning
- Leadership Development

Positions serving on the Executive Team are:

- President | Tim Cook
- Executive Assistant to the President | Kattie Riggs
- Vice President of Instruction and Student Services | David Plotkin
- Vice President of Finance and Operations, CFO | Jeff Shaffer
- Chief Diversity, Equity, and Inclusion Officer | Casey Layton
- Dean of Academic Foundations and Connections | Danielle Hoffman
- Chief Human Resources Officer | Melissa McCormack
- Foundation Executive Director | Debra Mason
- College Relations and Marketing Executive Director/Public Information Officer | Lori Hall

Required Questions

The two questions below are the only required questions in the survey. They are used to help control what questions you see.

If your supervisor and/or your supervisor's supervisor are different from what we have listed below, please adjust those now. *

We have pulled the name of your official supervisor and your supervisor's supervisor from Colleague. However, some people report to other people besides their official supervisor. It's important that your supervisor listed below is the person who helps guide your work, and this person may not be the person who signs your timecard. If you have adjusted the name of your supervisor below (first box), please also adjust the name of the person who supervises them (second box).

Your supervisor's name: _____

The name of your supervisor's supervisor _____

What campus(es) are you familiar with? * (select all that apply)

Later in the survey, you will be asked to provide your insights and experiences for each campus you select. Only select the campus(es) you are familiar with and can confidently provide feedback on. You do not need to have a dedicated office in order to select a campus.

- Oregon City
- Harmony
- Wilsonville
- I am not familiar with any of the campuses.

Skipping Questions

The remaining questions in the survey are not required. Please skip questions when:

- You do not have enough information to respond to the question.
- You do not feel comfortable responding to the question.
- You do not have an opinion on the question.