



CCSS - Campus Climate Survey - 2025 - Employee

Page 1: Introduction

Dear [College/District Name] Employee,

We are inviting you to complete this survey to understand employees' experiences at [College/District Name] and the quality and extent of interaction between various groups and individuals at the college/district. The feedback you provide about your experience at the college/district will help inform the college's/district's current and future efforts for creating and maintaining a supportive and engaging work climate environment for all employees. This survey will take about 30 minutes to complete.

Anonymity. Your responses to this survey will be anonymous and will be shared with your college/district. The survey does not collect or track any personally identifiable information such as your name or email address so please do not include your name or any other contact information not asked for in this survey.

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

Benefits. Your participation in this survey will help the college/district improve employee engagement and campus climate across the college/district.

Risks. There is a risk that you may find some of the questions to be sensitive in nature, and some questions may cause emotional discomfort. You may refuse to take part in the survey at any time without penalty. You are free to skip any questions you do not wish to answer for any reason.

If you want more information about this survey, please contact Dr. Katie Brohawn at research@rpgroup.org.

By clicking "Yes" below, you are agreeing to participate and assert that you give us your permission to use your responses in our analyses and reporting, which will not include any personally identifiable information. If you do not want to participate in this survey, you may close it now or click "No," and you will be exited from the survey.

1) Do you voluntarily consent to participate in this survey? *

Yes No

**Those who select 'No' are piped out.*

Page 2: Employee Profile

These questions gather general information about your employment at the college/district.

NOTE: If you work for a college, all subsequent questions should be answered regarding your experiences working at that college. If you work for a district, all subsequent questions should be answered regarding your experiences at that district.

2) Do you primarily work at a college or district?*

- College
- District

3) Where do you primarily work?

(Dropdown of colleges if they select in Q2 that they work at a college)

4) Where do you primarily work?

(Dropdown of districts if they select in Q2 that they work at a district)

5) How long have you been employed at the college/district?

- Less than 1 year
- 1-4 years
- 5-9 years
- 10-14 years
- 15 + years

6) In what area do you primarily work?

- Academic/Instruction Services
- Student Support Services
- Administration Services
- Other - Write In: _____

7) What is your current work assignment?

- I work entirely in person
- I have a hybrid schedule where I work in person and remotely
- I work entirely remotely

8) What is your employment status?

- Full-time
- Part-time/Adjunct
- Temporary

9) What is your employee classification?

- Administrator
- Classified Professional
- Instructional Faculty
- Non-instructional Faculty
- Other - Write In: _____

Page 3: Overall Experiences Across the College/District

These questions focus on your experiences in your department and across the college/district.

As a reminder: If you work for a college, all subsequent questions should be answered regarding your experiences working at that college. If you work for a district, all subsequent questions should be answered regarding your experiences at that district.

10) When thinking specifically about your experience as a whole in the last year, how true are the following about your experiences?

	Very true	Somewhat true	Not at all true
I have professional goals and know how to achieve them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am focused on trying to achieve my professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel somebody at work wants and helps me to succeed in my professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am actively engaged at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected and part of the college/district community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and appreciated at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Reflecting on your experiences working at the college/district, please mark your agreement level with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
I feel a sense of belonging	()	()	()	()	()	()	()
I feel seen and heard	()	()	()	()	()	()	()
I feel respected by other employees outside of my department	()	()	()	()	()	()	()
There are opportunities for me to contribute to decisions made that affect the entire college/district	()	()	()	()	()	()	()
I feel that complaints and concerns are addressed promptly	()	()	()	()	()	()	()
I feel I can provide critical feedback without fear of retaliation	()	()	()	()	()	()	()
I feel safe to express my opinions	()	()	()	()	()	()	()
I feel respected	()	()	()	()	()	()	()

12) Reflecting on your experiences in the last year working in your area/department, please mark your agreement level with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
I feel a sense of belonging.	()	()	()	()	()	()	()
I feel seen and heard.	()	()	()	()	()	()	()
I feel respected by employees in my area/department.	()	()	()	()	()	()	()
There are opportunities for me to contribute to decisions made that affect my area/department.	()	()	()	()	()	()	()
I feel that complaints and concerns are addressed promptly.	()	()	()	()	()	()	()
I feel I can provide critical feedback without fear of retaliation.	()	()	()	()	()	()	()
I feel safe to express my opinions.	()	()	()	()	()	()	()

13) I feel that I have the same opportunity as any other employee at the college/district to...

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
Contribute to college/district goals and priorities	()	()	()	()	()	()	()
Share opinions and suggestions about how best to support our students	()	()	()	()	()	()	()
Be considered for positions on college/district committees	()	()	()	()	()	()	()
Be considered for positions for college/district-wide initiatives	()	()	()	()	()	()	()
Access resources and services to support my professional growth	()	()	()	()	()	()	()
Participate in the program review budget process	()	()	()	()	()	()	()
Express my opinions and suggestions safely	()	()	()	()	()	()	()
Be considered for job advancement opportunities at the college/district	()	()	()	()	()	()	()

Page 4: Institutional Effectiveness

These questions focus on experiences and perceptions of the college/district’s effectiveness at meeting its priorities and goals. If you do not feel that you know enough about a given group being referenced, please feel free to skip those questions.

14) Reflecting on the following questions, please rate how effective you feel your college/district is in these areas.

	Very effective	Somewhat effective	Somewhat ineffective	Ineffective	Not Sure	Not Applicable
Implementing equitable student outreach and recruitment efforts	()	()	()	()	()	()
Implementing equitable student retention efforts	()	()	()	()	()	()
Implementing equitable student completion efforts	()	()	()	()	()	()
Promoting student well-being	()	()	()	()	()	()
Implementing equitable employee recruitment efforts	()	()	()	()	()	()
Implementing equitable employee retention efforts	()	()	()	()	()	()
Promoting employee well-being	()	()	()	()	()	()
Managing the fiscal health of the college/district	()	()	()	()	()	()
Keeping up with advancements in technology such as artificial intelligence	()	()	()	()	()	()
Enacting curricular/academic state mandates	()	()	()	()	()	()
Ensuring the principles of diversity, equity, inclusion, and accessibility are woven throughout the college/district	()	()	()	()	()	()

15) Reflecting on your experience with your constituency group's leaders (i.e., the group that represents your employee group), please rate your agreement level with the following statements.

My constituency leaders:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
operate transparently	()	()	()	()	()	()	()
center students in their decisions	()	()	()	()	()	()	()
center diversity, equity, inclusivity, and accessibility principles in their decisions	()	()	()	()	()	()	()
foster innovation and creativity	()	()	()	()	()	()	()
treat others with respect	()	()	()	()	()	()	()
provide effective communication on key issues, topics, and decisions	()	()	()	()	()	()	()
prioritize the well-being of employees	()	()	()	()	()	()	()
foster a culture of accountability and improvement	()	()	()	()	()	()	()
provide timely responses to concerns and questions	()	()	()	()	()	()	()
recognize the accomplishments of others	()	()	()	()	()	()	()
value employees' input and perspectives	()	()	()	()	()	()	()
effectively represent my employee group	()	()	()	()	()	()	()

16) Reflecting on your experience with the leadership in your department/division/area (directors, deans, managers, supervisors, etc.), please rate your agreement level with the following statements.

The leaders in my department/division:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
operate transparently	()	()	()	()	()	()	()
center students in their decisions	()	()	()	()	()	()	()
center diversity, equity, inclusive, and accessibility principles in their decisions	()	()	()	()	()	()	()
foster innovation and creativity	()	()	()	()	()	()	()
treat others with respect	()	()	()	()	()	()	()
provide effective communication on key issues, topics, and decisions	()	()	()	()	()	()	()
prioritize the well-being of employees	()	()	()	()	()	()	()
foster a culture of accountability and improvement	()	()	()	()	()	()	()
provide timely responses to concerns and questions	()	()	()	()	()	()	()
recognize the accomplishments of others	()	()	()	()	()	()	()
value employees' input and perspectives	()	()	()	()	()	()	()

17) Reflecting on your experience with the executive leadership team (President/Superintendent and Vice Presidents), please rate your agreement level with the following statements.

The executive leadership team members:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Not Applicable
operate transparently	()	()	()	()	()	()
center students in their decisions	()	()	()	()	()	()
center diversity, equity, inclusivity, and accessibility principles in their decisions	()	()	()	()	()	()
foster innovation and creativity	()	()	()	()	()	()
treat others with respect	()	()	()	()	()	()
provide effective communication on key issues, topics and decisions	()	()	()	()	()	()
prioritize the well-being of their employees	()	()	()	()	()	()
foster a culture of accountability and improvement	()	()	()	()	()	()
provide timely responses to concerns and questions	()	()	()	()	()	()
recognize the accomplishments of others	()	()	()	()	()	()
value employees' input and perspectives	()	()	()	()	()	()
are well-prepared to lead the college/district into the future	()	()	()	()	()	()

18) Reflecting on your experience with the district's Board of Trustees, please rate your agreement level with the following statements.

The Board of Trustees:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
operate transparently	()	()	()	()	()	()	()
center students in their decisions	()	()	()	()	()	()	()
center diversity, equity, inclusivity, and accessibility principles in their decisions	()	()	()	()	()	()	()
foster innovation and creativity	()	()	()	()	()	()	()
treat others with respect	()	()	()	()	()	()	()
provide effective communication on key issues, topics, and decisions	()	()	()	()	()	()	()
prioritize the well-being of employees	()	()	()	()	()	()	()
foster a culture of accountability and improvement	()	()	()	()	()	()	()
provide timely responses to concerns and questions	()	()	()	()	()	()	()
recognize the accomplishments of others	()	()	()	()	()	()	()
value employees' input and perspectives	()	()	()	()	()	()	()
are well-prepared to lead the college into the future	()	()	()	()	()	()	()

19) Which (if any) ways do you learn about what is happening with the college's/district's goals and priorities? (Mark all that apply)

- By reading campus-wide emails
- By attending and/or accessing materials from Board meetings
- By attending department meetings
- By attending division meetings
- Through discussions with my supervisor
- Through discussions with colleagues inside my department
- Through discussions with colleagues outside my department
- Other - Write In: _____

20) If you have any feedback on how the college/district can better communicate its goals and priorities, please share it here.

Page 5: Planning and Decision-Making Process and Committees

These questions focus on your understanding and experience with planning and decision-making committees and processes at the college

21) Reflecting on your experiences with participation and decision-making processes, please mark your level of agreement with the following statements.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
I am familiar with how decision-making processes (including collegial consultation) operate at the college.	()	()	()	()	()	()	()
I understand the role of different constituency groups (e.g., Classified/Academic Senate) in the college's/district's decision-making processes.	()	()	()	()	()	()	()
I recognize the importance of these decision-making processes in shaping the college's/district's direction and policies.	()	()	()	()	()	()	()
The college/district administration genuinely considers the viewpoints of representatives in these processes.	()	()	()	()	()	()	()
I feel the college/district is open and transparent about its decision-making processes.	()	()	()	()	()	()	()
I believe these decision-making processes effectively include diverse perspectives and promote equity.	()	()	()	()	()	()	()

22) Since working at the college/district, have you participated in any committees focused on college/district planning and decision-making?

- Yes, currently No
 Not currently, but have in the past Unsure

(Only if Yes, currently to previous question Q22)

23) Reflecting on your experience as a planning and decision-making committee member, please mark your agreement level with the following statements. If you are a member of more than one committee, please reflect on your overall experience across the committees.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
I feel my voice and opinions matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am empowered to contribute to the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe to express my opinions and perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my role in the committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how decisions are made in the committee I sit on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly communicate committee information to my constituency group (i.e., the employees you represent).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee meetings are inclusive and welcoming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Only if No to Q22)

24) Please mark any applicable reasons for why you have not participated in committees at all/recently. (Mark all that apply)

- I do not know how to participate.
- I was not aware I could join a committee.
- I do not feel like my voice will be heard.
- I do not have time to participate in a committee.
- I am not provided “release time” or approval from my supervisor to participate in committees.
- I am not interested in participating in a committee.
- Other - Please describe: _____

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Page 6: Professional Development and Growth

These questions focus on your overall experiences with professional development and growth and participation in diversity, equity, inclusion, and accessibility (DEIA) program offerings.

25) Reflecting on your professional development and growth, please mark your agreement level to the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
The college's/district's professional development topics and offerings are relevant to my specific role or job.	()	()	()	()	()	()	()
I have opportunities to attend external professional development events (e.g., conferences) that support my professional growth.	()	()	()	()	()	()	()
My supervisor supports me in setting and reaching my professional goals.	()	()	()	()	()	()	()
The employee evaluation process provides useful feedback to support my professional growth.	()	()	()	()	()	()	()
There are opportunities for career advancement at my college/district.	()	()	()	()	()	()	()

26) In the past year, have you participated in any professional development activities?

Yes No

(Q27 shown only if No to Q26)

27) Please mark any applicable reasons you have not participated in professional development.

- I did not know how to participate.
- I was not aware of any opportunities.
- My workload and personal commitments leave me with no/little time to participate in professional development activities.
- I am not provided “release time” or approval from my supervisor to participate in professional development.
- I do not have access to information about relevant professional development opportunities for my job.
- I am not interested in participating in professional development.
- Other - Please specify: _____

28) How can the college/district better support your professional development and growth?

29) In the past year, have you participated in any diversity, equity, inclusion, and accessibility (DEIA) program offerings by the college/district?

Yes No

(Q30 is only shown if Yes to Q29)

30) Reflecting on your DEIA participation, please mark your agreement level with the following statements. The DEIA offerings...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Sure	Not Applicable
were relevant for my work	()	()	()	()	()	()	()
helped me grow personally and professionally	()	()	()	()	()	()	()
helped me better understand the importance of DEIA	()	()	()	()	()	()	()

31) Please mark any applicable reasons you did not participate in DEIA program offerings at the college/district.

- I did not know how to participate in any DEIA program offerings.
- I was not aware of any DEIA program offerings.
- My workload and personal commitments leave me with no/little time to participate in DEIA program offerings.
- I am not provided “release time” or approval from my supervisor to participate in DEIA program offerings.
- I do not have access to information about relevant DEIA program offerings for my job.
- I am not interested in participating in DEIA program offerings.
- Other - Write In: _____

32) How can the college/district better support your DEIA professional development and growth?

Page 7: Safety

These questions focus on your experiences and perceptions of safety at the college/district.

33) In general, how safe do you feel in the following locations on campus?

	Very safe	Somewhat safe	Somewhat unsafe	Very unsafe	Not applicable
On campus when it is light out	()	()	()	()	()
On campus when it is dark out	()	()	()	()	()
In the restrooms on campus	()	()	()	()	()
In the parking lots on campus	()	()	()	()	()
In my workspace/classroom	()	()	()	()	()

(Q34 is only shown to those who select Somewhat unsafe or Very unsafe for any item in Q33)

34) On the previous question, you indicated a safety concern. Please use this space if you'd like to share more detail about this concern here. Note. If your response is campus- or location-specific, please specify the location you are referring to.

Page 8: Discrimination and Microaggressions

These questions focus on experiences you may have had or witnessed related to discrimination and microaggressions. For examples of these types of events, some questions will allow you to hover over the text that says ‘see more’ to see an example.

35) Discrimination is defined as the unjust or prejudicial treatment of people based on a protected class. Have you personally experienced or witnessed discrimination at the college/district based on the following protected classes?

	Personally Experienced	Witnessed	Neither
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ancestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigration status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender/gender identity/gender expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Genetic information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National origin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marital status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military and veteran status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical or mental disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36) Microaggressions are a specific type of discrimination that is often indirect, subtle, or unintentional. For examples of these types of events, some questions will allow you to hover over the text that says ‘see more’ to see an example.

Have you personally experienced or witnessed any of the following types of microaggressions at your college/district?

	Personally Experienced	Witnessed	Neither
Verbal or nonverbal attacks meant to hurt you or someone else (see more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications that exclude, negate, or nullify your or someone else’s thoughts, feelings, or reality (see more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People assuming you or someone else would not be as intelligent based on your/their identity (see more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People assuming you or someone else were dangerous, criminal, or deviant based on your/their identity (see more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People assuming things about your or someone else’s character based on your/their identity (see more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a person be given preferential treatment over you or someone else because of your/their identity (see more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Qs 37-45 only shown to those who Personally Experienced or Witnessed any Discrimination or Microaggression in Q35 or Q36)

37) Please mark the identity characteristic(s) you felt the microaggressions were based on.

- | | |
|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Marital status |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Military and veteran status |
| <input type="checkbox"/> Immigration status | <input type="checkbox"/> Physical or mental disability |
| <input type="checkbox"/> Gender/gender identity/gender expression | <input type="checkbox"/> Race or ethnicity |
| <input type="checkbox"/> Genetic information | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Medical condition | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> National origin | <input type="checkbox"/> Other - Write In: _____ |

38) Where did the discrimination and/or microaggression(s) take place? (Mark all that apply)

- Physical classroom
- Online classroom
- Indoor common area (e.g., hallway, lounge, cafeteria, library, computer lab)
- Department/office
- Outdoor common area or parking lot
- Social media platform
- Zoom or remote meeting space
- Other - Write In: _____

39) Who committed the discrimination and/or microaggression(s)? (Mark all that apply)

- An administrator at the college
- A classified professional employee at the college
- A faculty member at the college
- A student at the college
- Not sure
- Other - Please specify: _____

40) How did the discrimination and/or microaggression(s) that you experienced or witnessed affect you? (Mark all that apply)

- Increased my personal motivation or activism to make change
- Negatively affected my physical health
- Negatively affected my emotional well-being
- Created feelings of frustration and/or anger
- Created feelings of loneliness, lack of belonging, and/or isolation
- I did not experience any negative effects
- Other - Please specify: _____

41) Are you aware of the college's/district's complaint process?

- Yes No

42) Did you inform another employee about any incident(s) you experienced or witnessed?

- Yes No

(Only shown to those who indicate 'Yes' to Q42)

43) Whom did you inform or what action did you take? (Mark all that apply)

- My manager/supervisor
- A college/district administrator
- Another college/district employee (not my manager and not an administrator)
- A campus security/public safety officer
- The designated Human Resource contact for complaints
- Completed the college's/district's online complaint form
- Contacted the California Community Colleges Chancellor's Office
- The whistleblower hotline
- Other - Write In

(Only shown to those who indicate 'Yes' to Q42)

44) How satisfied were you with the response(s) to your concern(s)?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

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(Q45 Only shown to those who indicate 'No to Q42 – That they did not tell someone about the incident)

45) Why did you not report the incident? (Mark all that apply)

- I did not think it would resolve anything/make a difference.
- I did not want to get someone in trouble.
- I did not know how (did not know the process for informing).
- I feared the possibility of retaliation.
- The incident did not seem serious enough to report/discuss.
- I did not want to get involved.
- I did not have the time to get involved.
- I did not want anyone to know.
- Other - Write In: _____

46) In the past year, have you felt racial tension at your college/district?

- Yes No No Sure

47) What do you need from the college/district to help you carry out your work? (Mark all that apply.)

- More flexible work schedules
- Clear goals and priorities for my work
- Additional resources and tools to support my work
- Options for remote working
- Adjustments to my workload
- Technical assistance to help understand/implement state mandates the college/district must respond to
- Professional development and training relevant for my job/work
- Other - Write In _____

Page 9: Overall Satisfaction

These questions are focused on your overall satisfaction at the college

48) Reflecting on your time at the college/district, how true do you feel the following statements are about you at work?

	Completely true	Very true	Moderately true	Somewhat true	Not true at all
I feel happy at work	()	()	()	()	()
I feel worthwhile at work	()	()	()	()	()
My work is satisfying to me	()	()	()	()	()
I feel in control when dealing with difficult problems at work	()	()	()	()	()
My work is meaningful to me	()	()	()	()	()
I'm contributing professionally in ways I value	()	()	()	()	()

49) Reflecting on the past year, to what degree have you felt the following about your work?

	Not at all	Very little	Moderately	A lot	Extremely
A sense of dread when I think about the work I have to do	()	()	()	()	()
Physically exhausted at work	()	()	()	()	()
Lacking enthusiasm at work	()	()	()	()	()
Emotionally exhausted at work	()	()	()	()	()

50) All in all, how would you rate the campus climate for employees at your college/district?

- () Very positive
- () Somewhat positive
- () Somewhat negative
- () Very negative
- () Not sure

51) Would you recommend your college/district as a good place to work for?

- () Yes
- () No

52) What are one or two positive things about your college's/district's campus climate?

53) What are one or two aspects of the campus climate that your college/district should work on?

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Page 10: Demographics

Demographic information to be used for improving the college's/district's understanding of employee engagement based on various identities by disaggregating the survey questions by these items.

54) Please mark the race/ethnicity with which you identify (Mark all that apply). In each option, there is a textbox where you can provide more detail on your background.

- African American/Black: _____
- Asian: _____
- Latine/Hispanic: _____
- Middle Eastern, Arab, or Arab American: _____
- Native Hawaiian/Pacific Islander: _____
- Unknown: _____
- White: _____
- Not listed: please specify: _____
- Prefer not to disclose

55) Which of the options best describes your gender and sex? Check all that apply.

- Agender
- Androgyne
- Demigender
- Endosex ([see definition](#))
- Genderfluid
- Genderqueer
- Intersex ([see definition](#))
- Man
- Non-binary
- Two-Spirit
- Woman
- I use a different term [Write-in]: _____
- Prefer not to share

56) How do you describe your sexual orientation? Check all that apply.

- Asexual
- Bisexual
- Gay
- Homosexual
- Lesbian
- Pansexual
- Queer
- Same-gender loving
- Straight
- I use a different term [Write-in]: _____
- No label
- Prefer not to share

57) Please tell us your age.

- 18-24
- 25-29
- 30-34
- 35-39
- 40-49
- 50-59
- 60-69
- 70+
- Prefer not to disclose

58) Do you have dependents (individuals for whom you are responsible for supporting financially and/or providing care)?

- Yes
- No
- Prefer not to disclose

59) Do you have a disability?

- Yes
- No
- Prefer not to disclose

Page 11: Thank You!

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