



SHARED GOVERNANCE COMMITTEE SELF-EVALUATIONS FOR ACADEMIC YEAR
2015-2016

Spring 2016

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Shared Governance Committee Self-Evaluations for Academic Year 2015-2016

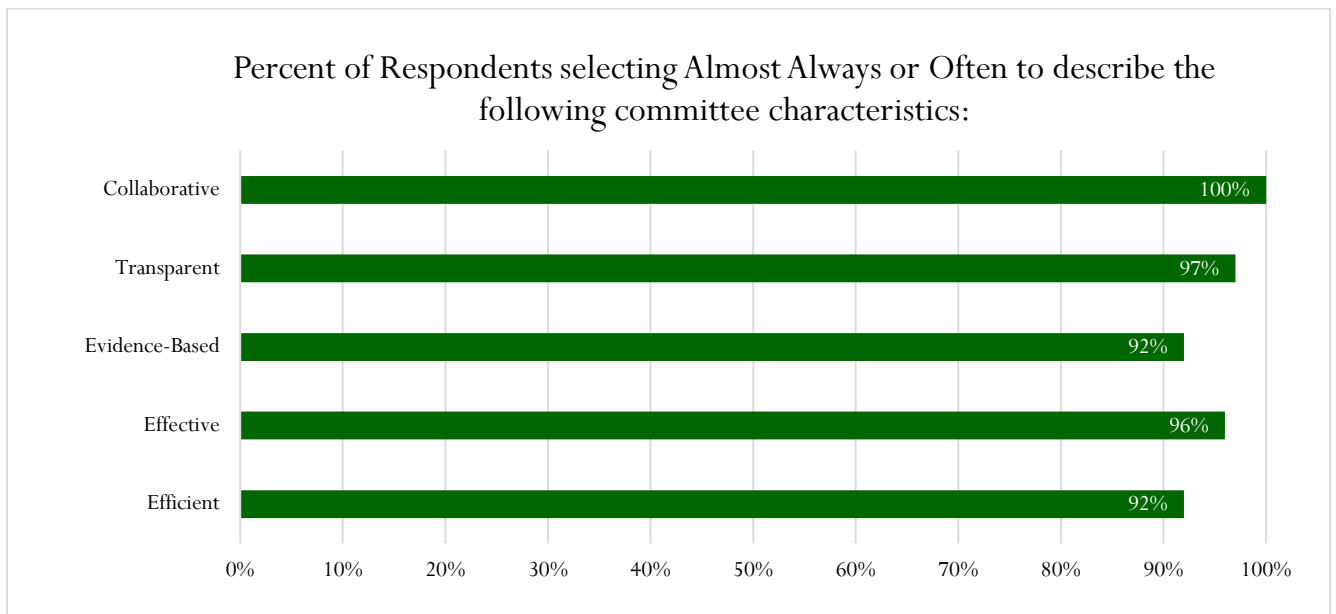
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Introduction

According to Objective 6 of the Crafton Hills College (CHC) Educational Master Plan (EMP), the college “uses decision making processes that are effective, efficient, transparent, and evidenced-based.” At Crafton, committee structures constitute a major component of both planning and decision-making. Therefore, an important step in pursuing this goal is to ask committee members for their own observations regarding how well their committee’s processes, interactions, and outcomes during the 2015-2016 academic year reflect these characteristics. A closely related purpose of collecting this information is to improve the functioning of committees through professional development and additional strategies.

Summary of Results

- 100% of respondents felt that committees were collaborative almost always or often.
- 97% of respondents felt that committee work was conducted transparently almost always or often.
- 92% of respondents felt that decisions were evidence-based and relevant almost always or often.
- 96% of respondents felt that committee work was effective at reaching results almost always or often.
- 92% of respondents felt that committee meetings used time efficiently almost always or often.



Methodology

The Crafton Council in collaboration with the Office of Institutional Effectiveness, Research and Planning developed a survey, which was distributed to the chairs and conveners of every campus shared-governance committee in paper and online formats during the end of the Spring 2016 semester.

Committee members were asked to provide their opinions about the internal process, external interactions, and outcomes of each committee on which they served. The survey consisted of 5 demographic questions, 19 questions on three unique Likert scales, and 4 short-response questions; all responses were optional.

The same survey questions and format from the 2014-2015 academic year was used in the 2015-2016 academic year, providing the ability to compare results over time from the prior year. There was however an exception, question two which asked committee members to identify whether they served as chair or convener, was excluded in the 2015-2016 survey.

Findings

Table 1 summarizes the format, in which the surveys were administered. A total of eighty-two percent of the responses received were in paper format, the remaining eighteen percent were answered online. **A limitation important to consider is that there were only a total of 77 responses received, therefore findings were based on a limited sample. As a result, they should not be taken to be representative of the all committee conveners.**

Table 1: Type of survey format administered by each committee

Name of committee	Paper		Online	
	N	%	N	%
Classified Senate	5	100.0%	0	0.0%
Crafton Council	9	100.0%	0	0.0%
Curriculum	12	100.0%	0	0.0%
Educational Master Plan	11	100.0%	0	0.0%
Educational Policy	4	100.0%	0	0.0%
Institutional Effectiveness, Accreditation, and Outcomes (IEAOC)	0	0.0%	7	100.0%
Planning and Program Review	7	100.0%	0	0.0%
Safety	0	0.0%	7	100.0%
Student Success, Equity, and Enrollment Management (SSEEM)	6	100.0%	0	0.0%
Student Services Council	9	100.0%	0	0.0%
Total	63	82.0%	14	18.0%

Table 2 illustrates the results of the number of committee members who responded from each committee including changes in the response rate from the [previous academic year](#). A total of seventy-seven committee members from 10 committees responded, which is an increase of 28 responses received from the previous academic year. The following committees did not complete an evaluation in the 2015-2016 academic year: Learning Communities Steering Committee and Professional Development Committee. Conversely, the Student Services Council Committee responded for the first time since the 2011-2012 academic year. Therefore, there is no change in response rate from previous academic year to analyze for the aforementioned committees.

Table 2: Number of self-evaluations received by committee and year from 2014-2015 to 2015-2016

Name of committee	2014-2015		2015-2016		Difference	
	N	%	N	%	N	%
Classified Senate			5	6.5%		
Crafton Council	6	12.2%	9	11.7%	3	33.3%
Curriculum			12	15.6%		
Education Policy			4	5.2%		
Educational Master Planning	9	18.4%	11	14.3%	2	18.2%
Institutional Effectiveness, Accreditation, and Outcomes Committee	8	16.3%	7	9.1%	-1	-14.3%
Learning Communities Steering Committee	7	14.3%				
Planning and Program Review Committee	2	4.1%	7	9.1%	5	71.4%
Professional Development Committee	6	12.2%				
Safety			7	9.1%		
Student Services Council			9	11.7%		
Student Success, Engagement Management and Matriculation	11	22.4%	6	7.8%	-5	-83.3%
Total	49	100.0%	77	100.0%	28	57.1%

Table3 and Figures 2 and 3 display the functional demographics of the respondents. A majority of the respondents plan to serve again on the same committee next year (78%). Fifty percent of respondents served on five or more other committees, and 44% have served for four or more years on the same committee. Forty percent of respondents were managers and 34% were full-time faculty.

Table 3: Committee member’s position, number of service years, plans to serve next year, and number of other committees

Position	N	%	No. of other committees	N	%
Manager	31	40.3%	0	3	4.1%
FT Faculty	26	33.8%	1	9	12.2%
Classified	17	22.1%	2	8	10.8%
PT Faculty	2	2.6%	3	10	13.5%
Confidential	1	1.3%	4	7	9.5%
Student	0	0.0%	5 or more	37	50.0%
Total	77	100.0%	Total	74	100.0%
Plans to serve next year	N	%	Number of years served	N	%
Yes	58	78.4%	New member this year	20	26.0%
No	7	9.5%	2 years	13	16.9%
I don't know	9	12.2%	3 years	10	13.0%
Total	74	100.0%	4 or more years	34	44.2%
			Total	77	100.0%

Figure 2: Number of other committees on which you serve

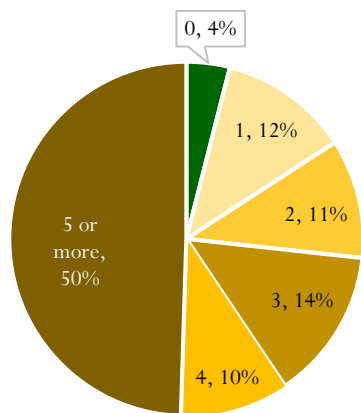


Figure 3: Primary function at CHC for 2015-2016

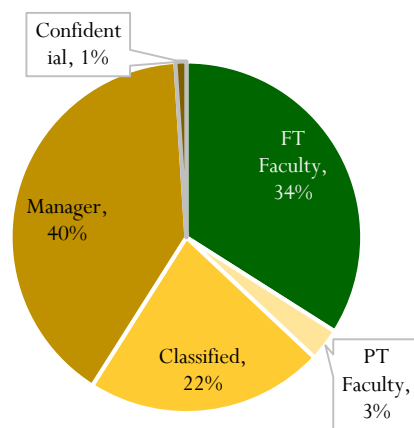


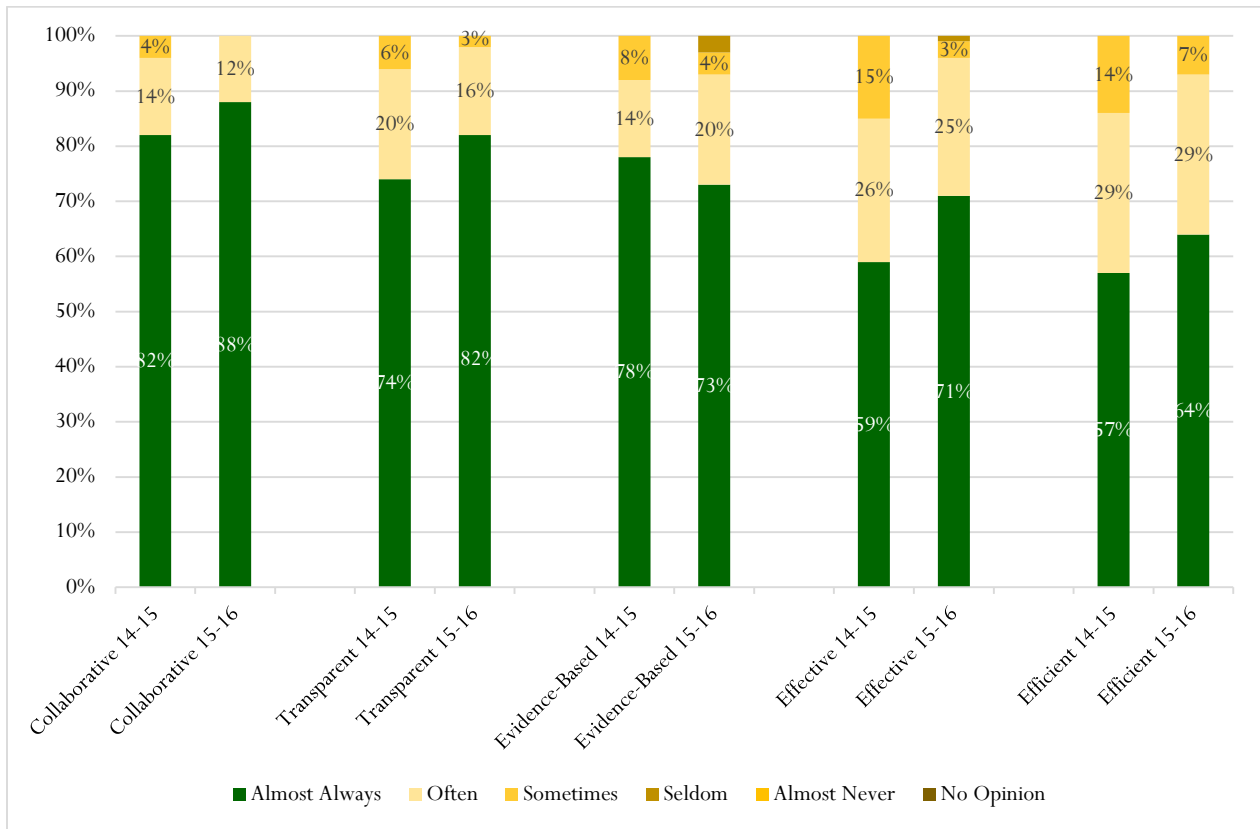
Table 4 shows an overwhelming majority of respondents believed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (100%), transparent (97%), evidence-based (92%), effective (96%), and efficient (92%).

Table 4: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee for 2015-2016

Statement	Almost Always		Often		Sometimes		Seldom		Almost Never		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Collaborative	68	88.3%	9	11.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77
Transparent	63	81.8%	12	15.6%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	77
Evidence-Based	56	72.7%	15	19.5%	3	3.9%	2	2.6%	0	0.0%	1	1.3%	77
Effective	55	71.4%	19	24.7%	2	2.6%	1	1.3%	0	0.0%	0	0.0%	77
Efficient	49	63.6%	22	28.6%	5	6.5%	1	1.3%	0	0.0%	0	0.0%	77

Figure 4 compares the responses in Table 4 to the responses from the previous year. Almost all responses had an increase in percentage or respondents selecting “almost always” from the previous year. The only exception being in the percentage of respondents who selected “almost always” for the process interactions, and outcomes of the committee being evidence-based which decreased from 78% in the previous year (2014-2015) to 73% in 2015-2016. There was a notable increase in the percentage of respondents who agreed the process interactions, and outcomes of the committee were “almost always” effective (12%).

Figure 4: Comparison of committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee from 2014-2015 to 2015-2016



Using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree), respondents were asked to rate their perception of the committee’s communication practices. As illustrated in Table 5, all of the respondents agreed or strongly agreed that their ideas were treated with respect (100%) and that there were sufficient opportunities to provide input on the committee (100%). The majority of the respondents agreed or strongly agreed that they were comfortable contributing ideas (97%). None of the respondents strongly disagreed with any of the statements. Figure 5 illustrates the overall increase from last year among respondents who strongly agreed with all of the statements about the communication practices on the committee.

Table 5: Committee communication practices

Level of agreement with statements about your service on this committee:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
I feel comfortable contributing ideas	65	84.4%	10	13.0%	2	2.6%	0	0.0%	77
I have opportunities to provide input	68	88.3%	9	11.7%	0	0.0%	0	0.0%	77
My ideas are treated with respect	66	85.7%	11	14.3%	0	0.0%	0	0.0%	77

Figure 5: Comparison from previous year of committee members who strongly agree about the communication practices

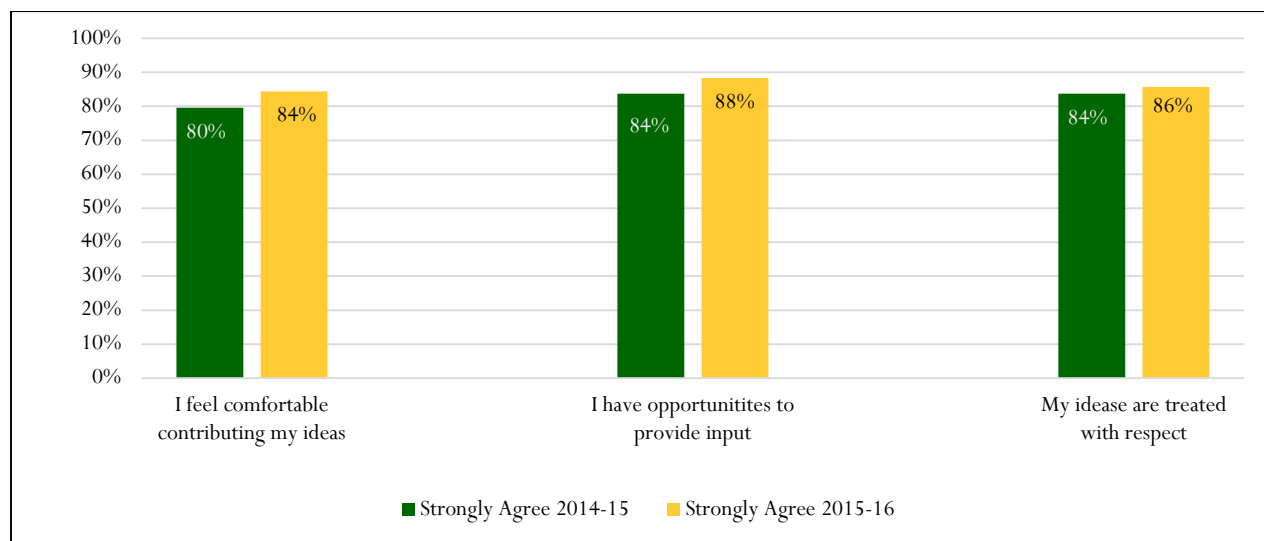
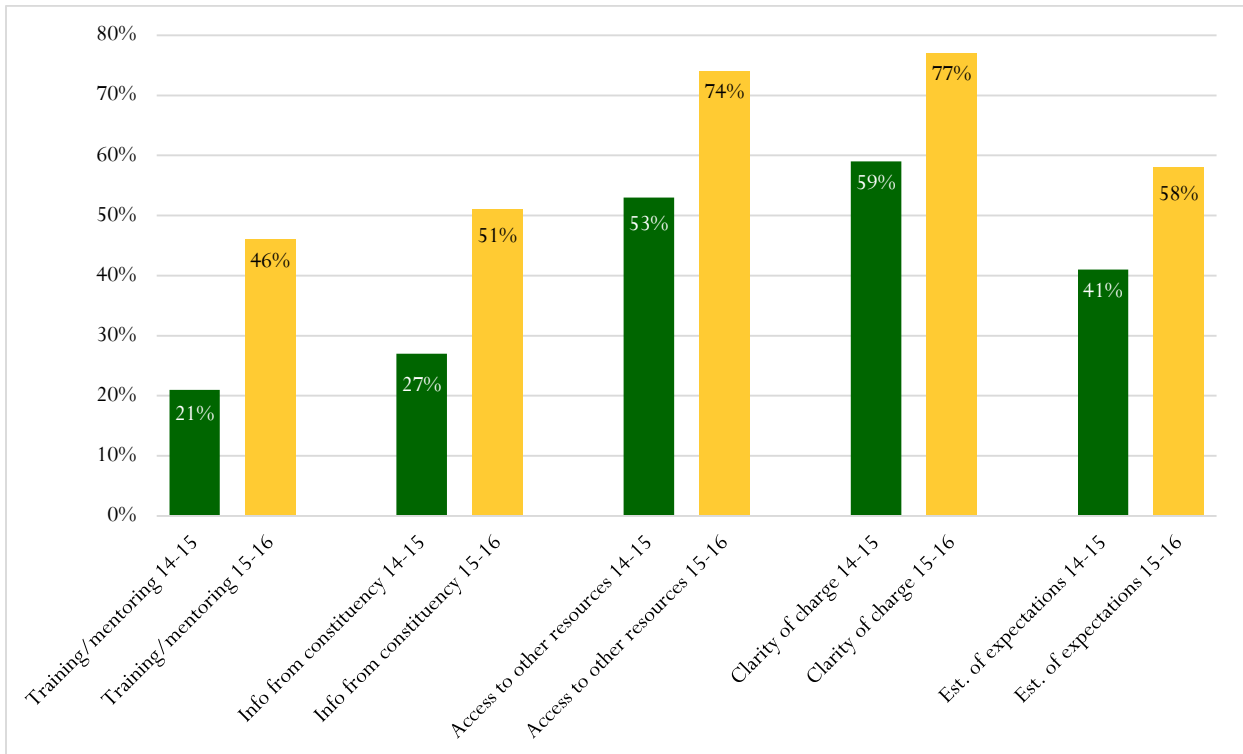


Table 6 on the next page illustrates respondent’s evaluation of their committee’s governance, operations, member relations, communication with constituencies, resources, and conduct using a six-point Likert scale (Very Good, Good, Fair, Poor, Very Poor, and No Opinion). Overall, committee members responded positively to all statements related to the work the committee completed during the 2015-2016 academic year. As last year, access to meeting space, access to data, clarity of committee’s charge and internal committee communication, were perceived particularly favorably by respondents. This year, communications from the committees to the campus community and training for new committee members were both identified as areas for improvement. In comparison to last year, there was an increase in the percentage of respondents who selected almost always in all but one statement, access to data decreased from 82% to 71% (an 11% decrease). Figure 6 illustrates the overall notable increase in the percent of Very Good perceptions for the training/mentoring of committee members (21% to 46%), information from constituency groups to committee (27% to 51%), access to other resources (53% to 74%), clarity of charge (59% to 77%), and establishment of expectations for committee (41% to 58%).

Table 6: 2015-2016 Responses to overall committee work

Statement	Very Good		Good		Fair		Poor		Very Poor		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Clarity of charge	59	76.6%	15	19.5%	2	2.6%	0	0.0%	0	0.0%	1	1.3%	77
Communications within committee	52	69.3%	21	28.0%	2	2.7%	0	0.0%	0	0.0%	0	0.0%	75
Information from committee to constituency groups	39	51.3%	26	34.2%	5	6.6%	0	0.0%	0	0.0%	6	7.9%	76
Information from constituency groups to committee	39	50.6%	27	35.1%	7	9.1%	0	0.0%	0	0.0%	4	5.2%	77
Communications from committee to campus	38	49.4%	21	27.3%	10	13.0%	1	1.3%	0	0.0%	7	9.1%	77
Access to data	55	71.4%	16	20.8%	4	5.2%	1	1.3%	0	0.0%	1	1.3%	77
Access to meeting space	71	92.2%	6	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77
Access to other resources	57	74.0%	14	18.2%	1	1.3%	1	1.3%	0	0.0%	4	5.2%	77
Training/mentoring committee members	35	46.1%	20	26.3%	7	9.2%	5	6.6%	0	0.0%	9	11.8%	76
Establishment of expectations for committee	45	58.4%	24	31.2%	5	6.5%	0	0.0%	0	0.0%	3	3.9%	77
Adherence to established expectations	48	62.3%	22	28.6%	4	5.2%	0	0.0%	0	0.0%	3	3.9%	77

Figure 6: 2014-2016 Responses of Very Good to select statements



Finally, committee members had the opportunity to share their thoughts on what they consider to be their committee's most significant accomplishment for the year, description of the accomplishments, the improvements most needed, and any additional comments they wanted to share. Responses to the most significant accomplishments were highly associated with the committee being evaluated.

Committee's most significant accomplishment this year:

Accreditation docs, SLO's This committee is directly involved with SLOs, accreditation, and student
Accreditation follow-up report
Accreditation work.
Acquiring an ongoing fundraiser to help out our budget.
Aligning to appropriate units (no .25 or .75 units)
Allowing units to postpone participation because of churn.
AP/BP completion
Approval of AA-T and AS-T degrees.
Approving coastal transfer trip
Approving course outlines and programs.
approving more AAT/AST degrees. Streamlining units accepted in each course
Being placed (student services needs placed) at the top the campus priority list.
Classified professionals week!
Committee works well to establish collaborative solutions to ongoing problems.
Completion of strategic directions, goals & supporting actions.
Completion of the follow up report, engaged the campus in addressing recommendations
Creating rubric for priority registration and implementing
Deciding on equity funding for personnel and projects.
Developed plan
Development of EMP
Discuss and implement student services task focus to improve communications and morale.
Ed Master & facilities plan
Elected Kim again as chair. TMC's! Curriculum! Units & Hours
EMP almost done!
EMP Draft.
EMP, accreditation followup
Establishing disbursement of funds for SSSP services.
Establishment of Emergency Prep Coordinator. Safety Training Records. Evacuation Drill 4/19/16
Evacuation Drill
Evacuation Drills and Safety Awareness.
Final Draft of EMP
Finalizing strategic directions and goals. Progress on writing plan.
Finishing AT degrees. Correcting units
fund request form and rubric
General improvement of campus safety awareness.
Getting a draft of the EMP.
Getting together as a team.
Handled PPR during a huge move!
Mentoring Opportunity
Moving curriculum through quietly.
Ongoing collaborative resolutions to issues
Organizing overall units
Preparing for the visit and report.
Raised the most for our general funds EVER!
Re-arranging the schedule to maximize stress on faculty involved in the churn.

Revising Ed Master Plan
Safety Drills
Self-Eval-reflection & improvement (willingness-to improve process). Annual plan.
Successful classified prof. week.
The determination and evaluation of objectives.
We completed review of all APs and BPs assigned, even when we had short notice.
We have a strong draft of the EMP.

The following is a complete list of comments by respondents when asked to describe how their committee’s accomplishments align with the Crafton Hills College Strategic Directions, ILOs, and/or GEOs. All responses were categorized by strategic direction. Most comments referred to Strategic Direction 3 – Develop Teaching and Learning Practices.

Description of Committee’s accomplishments aligning with the Crafton Hills College Strategic Direction’s ILOs, and or GEOs:

Strategic Direction 1 – Promote Student Success

Access, success, development of staff. etc
Aligns with student development access & success
Critical thinking applies to all
Finding ways to support and strengthen SS.
Student success/ transfer- we evaluate and approve curriculum that allows students to get transferrable credits.
Transfer/ high quality courses/ consistency w/ other institutions

Strategic Direction 2 – Build Campus Community

Inclusiveness, creativity, critical thinking.

Strategic Direction 3 – Develop Teaching and Learning Practices

SLO's are reviewed.
This committee is directly involved with SLOs, accreditation, and student success.
Training classified on SLOs & EMP
We used SD's, ILO's, GEO's to prioritize objectives campus-wide.
We write the SD's and build ILO's & GEO's into SD's & QEI's

All applicable

All accomplishments of the council align w/ CHC strategic directions.
Committee discussed and made recommendations related to these.
Committee work will define strategic directions.
The EMP articulates & drives the college strategic directions.
We develop CHC SD

Other

Compliance with OSHA IIPP.
ELY
Good.
Not sure,
They are in the alignment. Good progress and cooperation.
Works hard to stay aligned & refocus if needed
Yes

The following is a complete list of the comments provided by respondents in regards to improvements needed the most, in the committee they served.

Improvement most needed by Committee:

Need for better attendance/participation

Attendance of members.
I would like more faculty participation.
Include guests to discuss issues if any need.
More attendance from classified staff.
More members / attendees.
More participation from classified.
Participation complete committee
People on the committee need to show up.

Need for improved organization

Better timeline of approvals and sticking to it.
Cut down time to 90 min.
Make sure meeting is held regularly. Meetings cancelled too often
More timely posting of agendas/minutes/ etc. on the committee website.

Need for improved internal or external communications

Bring folks up to date when they are out.
Clarify SBCCD processes. Emergency coordinating.
Clarity in mission and goals.
Collaboration with Police Department.
Continous communication to programs participating in PPR process.
Continue to focus on the process for evacuation and communicating with Emergency Services Unified Command.
learn GID requirements / better language/ encouraged by our chair
The board needs to listen to this committee or not bother sending us APS and BSP.
The committee made some progress in improving consistency in language in Cor's

No improvements needed

I feel it is a very well non committee
N/A
no improvement
No improvements.
none

Additional Comments:

=>) Great group of people.
Excellent committee work overall. A lot of work.
Finish EMP
Good committee doing good things for the campus and community.
Great members on the committee but the board needs to start valuing our efforts.
Having HMC and Alma strategies at many meetings hindered progress this year.
I would like the committee to be more strategic & help oversee progress made by other committees.
[Name] does an excellent job. [Name] assist faculty on curriculim input.
The committee works well together and is not afraid to have lively dialogue about issues.
We love [Name]!!
Well done. Hope it runs as well next year.