Institutional Effectiveness, Research & Planning

SHARED GOVERNANCE COMMITTEE SELF-EVALUATIONS FOR ACADEMIC YEAR 2016-2017

Spring 2017

Shared Governance Committee Self-Evaluations for Academic Year 2016-2017
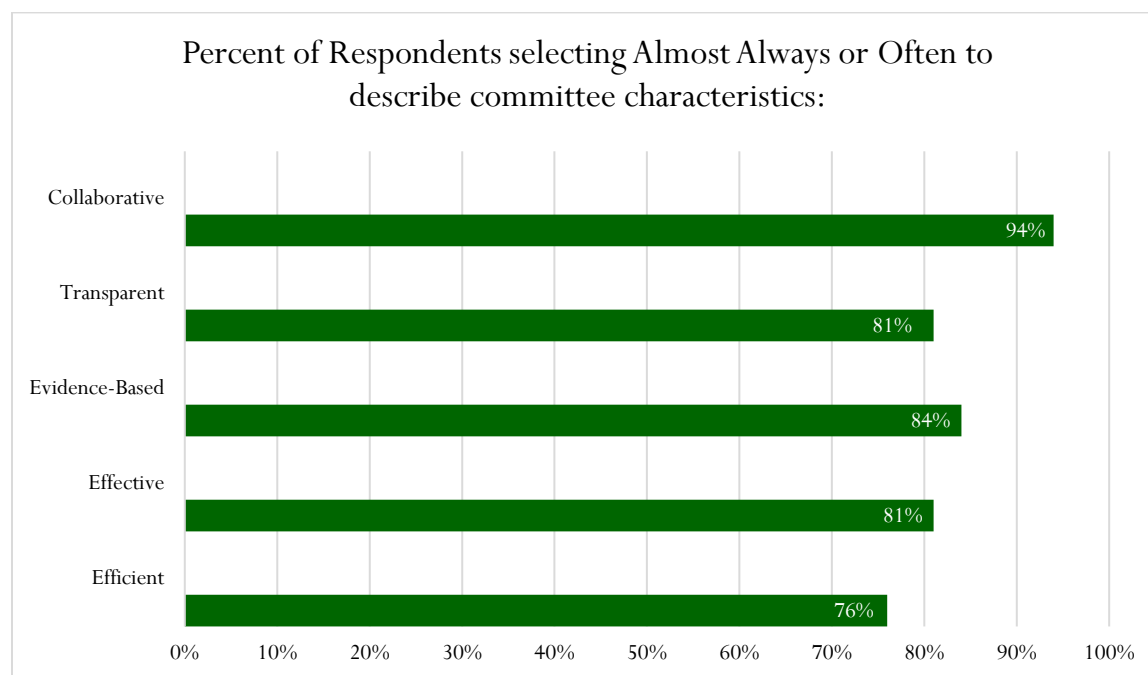
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Introduction

According to Strategic Direction 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 2016-2017 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

- 94% of respondents felt that committees were collaborative almost always or often.
- 81% of respondents felt that committee work was conducted transparently almost always or often.
- 84% of respondents felt that decisions were evidence-based and relevant almost always or often.
- 81% of respondents felt that committee work was effective at reaching results almost always or often.
- 76% of respondents felt that committee meetings used time efficiently almost always or often.

Percent of Respondents selecting Almost Always or Often to describe committee characteristics:

Characteristic	Percent
Collaborative	94%
Transparent	81%
Evidence-Based	84%
Effective	81%
Efficient	76%

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 2017 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 2015-2016 academic year was used in the 2016-2017 academic year, providing the ability to compare results over time from the prior year.

Findings

Table 1 summarizes the format, in which the surveys were administered. A total of sixty-three percent of the responses received were answered online, the remaining thirty-seven percent were in paper format. **An important limitation to consider is that there were only a total of 62 responses received, therefore findings were based on a limited sample. As a result, they should not be taken to be representative of all committee participants.**

Table 1: Type of survey format administered by each committee

Name of committee	Paper		Online	
	N	%	N	%
Basic Skills	0	0.0%	6	100.0%
Budget	6	85.7%	1	14.3%
Chairs Council	0	0.0%	4	100.0%
Classified Senate	0	0.0%	1	100.0%
Crafton Council	5	71.4%	2	28.6%
Curriculum	0	0.0%	1	100.0%
Diversity and Inclusion	0	0.0%	3	100.0%
Educational Master Plan	0	0.0%	1	100.0%
Educational Policy	0	0.0%	2	100.0%
Educational Technology	0	0.0%	6	100.0%
Planning and Program Review	2	50.0%	2	50.0%
Professional Development	6	66.7%	3	33.3%
Safety	1	25.0%	3	75.0%
Student Success and Equity	3	42.9%	4	57.1%
Total	**23**	**37.1%**	**39**	**62.9%**

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 sixty-two committee members from 14 committees responded, which is a decrease of 15 responses received from the previous academic year. The following committees did not complete an evaluation in the 2016-2017 academic year: Institutional Effectiveness, Accreditation, and Outcomes Committee, Student Services Council, and Student Success, Engagement Management and Matriculation. Therefore, there is no change in the response rate from the previous academic year to analyze for those committees.

Table 2: Number of self-evaluations received by committee and year from 2015–2016 to 2016–2017

Name of committee	2015-2016		2016-2017		Difference	
	N	%	N	%	N	%
Basic Skills			6	9.7%		
Budget			7	11.3%		
Chairs Council			4	6.5%		
Classified Senate	5	6.5%	1	1.6%	-4	-80.0%
Crafton Council	9	11.7%	7	11.3%	-2	-22.2%
Curriculum	12	15.6%	1	1.6%	-11	-91.7
Diversity and Inclusion			3	4.8%		
Educational Master Plan	11	14.3%	1	1.6%	-10	-90.9%
Educational Policy	4	5.2%	2	3.2%	-2	-50.0%
Educational Technology			6	9.7%		
Institutional Effectiveness, Accreditation, and Outcomes Committee	7	9.1%				
Planning and Program Review Committee	7	9.1%	4	6.5%	-3	-42.9%
Professional Development Committee			9	14.5%		
Safety	7	9.1%	4	6.5%	-3	-42.9
Student Services Council	9	11.7%				
Student Success and Equity			7	11.3%		
Student Success, Engagement Management and Matriculation	6	7.8%				
Total	**77**	**100.0%**	**62**	**100.0%**	**–15**	**–19.5%**

Table 3 and Figures 2 and 3 (on page4) display the functional demographics of the respondents. A majority of the respondents plan to serve again on the same committee next year (89%). Twenty-nine percent of respondents served on five or more other committees, and 34% were new members to the committee (s) they served. Sixty-three percent of respondents were full-time faculty and 21% were managers.

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	%
FT Faculty	39	62.9%	0	6	9.7%
Manager	13	21.0%	1	15	24.2%
Classified	8	12.9%	2	14	22.6%
PT Faculty	1	1.6%	3	6	9.7%
Student	1	1.6%	4	3	4.8%
Confidential	0	0.0%	5 or more	18	29.0%
Total			**Total**	**62**	**100.0%**
			Number of years served	**N**	**%**
Plans to serve next year	**N**	**%**	New member this year	21	33.9%
Yes	55	88.7%	2 years	11	17.7%
No	4	6.5%	3 years	10	16.1%
I don't know	3	4.8%	4 or more years	20	32.3%
Total	**74**	**100.0%**	**Total**	**62**	**100.0%**

Figure 2: Number of other committees on which you serve
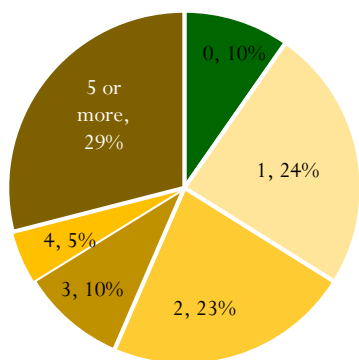

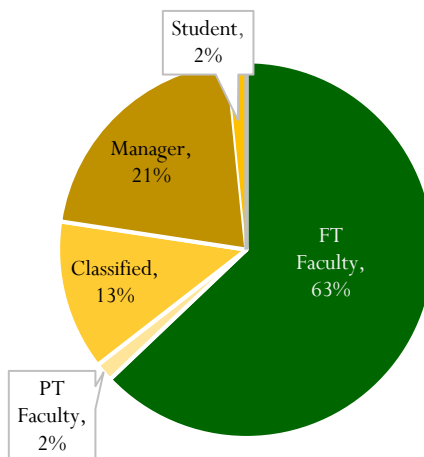**Figure 3: Primary function at CHC for 2016-2017**

Table 4 shows a majority of respondents believed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (94%). Respondents were equally as likely to indicate that processes, interaction, and outcomes of the committee were almost always or often transparent (81%) and effective (81%). Respondents were least likely to believe that the processes, interaction, and outcomes of the committee were almost always or often efficient (76%).

Table 4: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee for 2016-2017

Statement	Almost Always		Often		Sometimes		Seldom		Almost Never		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Collaborative	47	75.8%	11	17.7%	4	6.5%	0	0.0%	0	0.0%	0	0.0%	62
Transparent	38	61.3%	12	19.4%	11	17.7%	1	1.6%	0	0.0%	0	0.0%	62
Evidence-Based	38	61.3%	14	22.6%	9	14.5%	1	1.6%	0	0.0%	0	0.0%	62
Effective	38	61.3%	12	19.4%	11	17.7%	1	1.6%	0	0.0%	0	0.0%	62
Efficient	33	53.2%	14	22.6%	9	14.5%	6	9.7%	0	0.0%	0	0.0%	62

Figure 4 compares the responses in Table 4 to the responses from the previous year. All responses decreased in the percentage of respondents selecting "almost always" from the previous year. There was also a notable decrease in the percentage of respondents who agreed the committee's processes, interactions and outcomes were "almost always" transparent (21%).

Figure 4: Comparison of committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee from 2015-2016 to 2016-2017
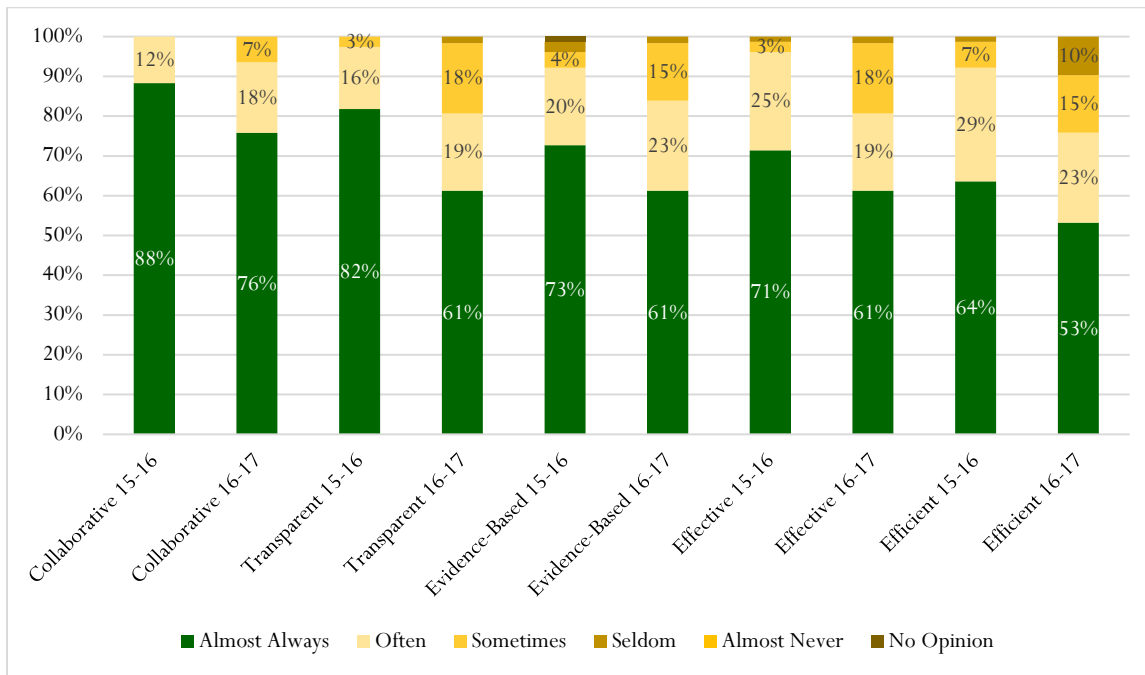
Using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree), respondents were asked to rate their perception of the committee's communication practices. As illustrated in Table 5, ninety-seven percent of the respondents agreed or strongly agreed that they were comfortable contributing ideas and that their ideas were treated with respect. The majority of the respondents agreed or strongly agreed that that there were sufficient opportunities to provide input to the committee (98%). None of the respondents strongly disagreed with any of the statements.

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	47	**77.0%**	12	**19.7%**	2	**3.3%**	0	**0.0%**	61
My ideas are treated with respect	47	**77.0%**	12	**19.7%**	2	**3.3%**	0	**0.0%**	61
I have opportunities to provide input	45	**73.8%**	15	**24.6%**	1	**1.6%**	0	**0.0%**	61

Note: Any "missing" responses were excluded from this table.

Figure 5 illustrates the overall decrease from last year among respondents who strongly agreed with all of the statements about the communication practices on the committee. There was also a notable 14% decrease in the percentage of respondents who strongly agreed they had opportunities to provide input compared to last year.

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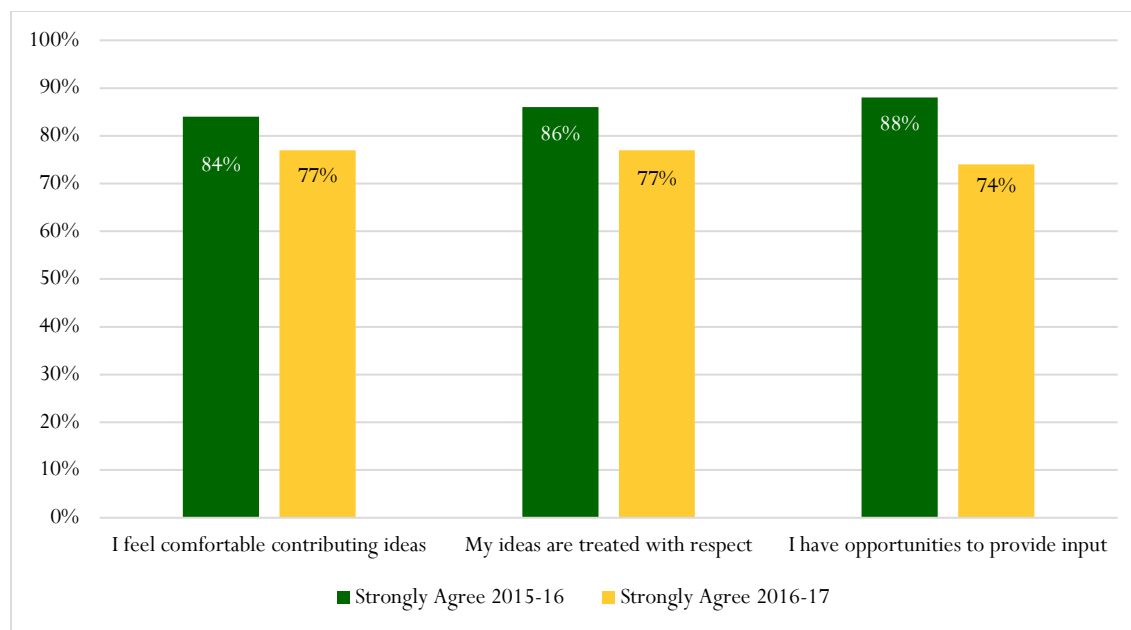

Table 6 on the next page illustrates respondent's evaluation of their committee's governance, operations, member relations, communication with constituencies, resources, and conduct using a six-point Likert scale (Very Good, Good, Fair, Poor, Very Poor, and No Opinion). Overall, committee members responded fairly positively to all statements related to the work the committee completed during the 2016-2017 academic year. As with last year's findings, access to meeting space, respondents perceived internal committee communication and clarity of committee's charge favorably this year. This year, training for new committee members, and quality of information flow from the committee to constituency groups were both identified as areas for improvement. In comparison to last year, there was an decrease in the number of respondents who selected almost always for all of the statements. Figure 6 (on page 7) illustrates the overall notable decrease in the percent of Very Good perceptions for the clarity

of charge (77% to 59%), access to meeting space (92% to 82%), quality of communication within the committee (69% to 61%), and access to other resources (74% to 66%).

Table 6: 2016-2017 Responses to overall committee work

Statement	Very Good		Good		Fair		Poor		Very Poor		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Clarity of charge	36	59.0%	16	26.2%	6	9.8%	2	3.3%	1	1.6%	0	0.0%	61
Communications within committee	37	60.7%	17	27.9%	7	11.5%	0	0.0%	0	0.0%	0	0.0%	61
Information from committee to constituency groups	32	52.5%	13	21.3%	12	19.7%	2	3.3%	0	0.0%	2	3.3%	61
Information from constituency groups to committee	29	47.5%	19	31.1%	9	14.8%	2	3.3%	0	0.0%	2	3.3%	61
Communications from committee to campus	31	50.8%	17	27.9%	7	11.5%	3	4.9%	0	0.0%	3	4.9%	61
Access to data	39	63.9%	10	16.4%	8	13.1%	2	3.3%	0	0.0%	2	3.3%	61
Access to meeting space	50	82.0%	6	9.8%	5	8.2%	0	0.0%	0	0.0%	0	0.0%	61
Access to other resources	40	65.6%	9	14.8%	7	11.5%	3	4.9%	0	0.0%	2	3.3%	61
Training/mentoring committee members	32	52.5%	6	9.8%	13	21.3%	4	6.6%	1	1.6%	5	8.2%	61
Establishment of expectations for committee	35	57.4%	11	18.0%	7	11.5%	7	11.5%	0	0.0%	1	1.6%	61
Adherence to established expectations	37	60.7%	9	14.8%	8	13.1%	6	9.8%	0	0.0%	1	1.6%	61

Figure 6: 2015-2016 Responses of Very Good to select statements
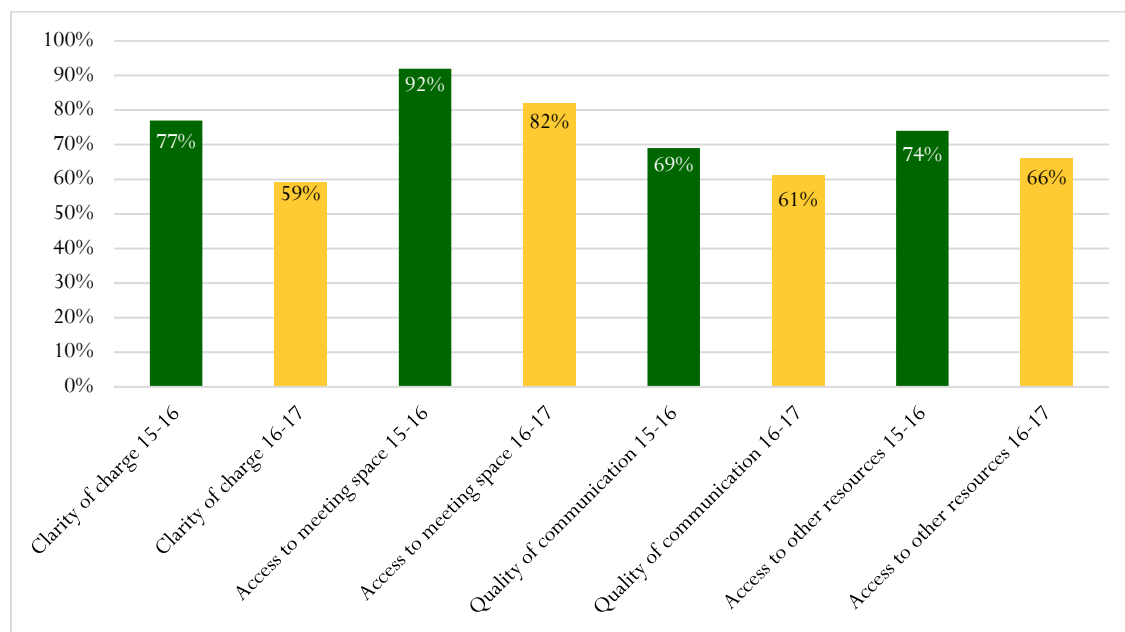
Finally, committee members had the opportunity to share their thoughts on what they consider to be their committee's most significant accomplishment for the year, description of the accomplishments, the improvements most needed, and any additional comments they wanted to share. Responses to the most significant accomplishments were highly associated with various committee assignments.

Committee's most significant accomplishment this year:

Adoption/purchase of student lingo and ranking of Equity Funding Request.
Amazing job creating the online Flex Form!
Approved approvals and processes, provided a forum in governance work to be discussed.
CAP
Completion of the program reviews. Review of the processes and the questions.
Continue improvement in safety related issues across the campus.
Conversion to Canvas
Coordinating and promoting innumerable growth and state initiatives throughout the year.
Development of fixed costs and budget plan.
Discussions of CTA negotiations regarding chair release time and compensation
DK
Expanded.
Flex Day Activities
Funding contributions to programs such as foster youth, COACH cupboard, and diversity coordinator.
Funding training and/or research to assist with accelerated Math/English for basic skills.
Getting a record number of faculty through courses on Canvas and Accessibility.
Getting the program started and first steps in institutionalization.
I cannot think of any.
[Name] it is my opinion that often chairs are forced to endure presentations that are neither relevant or nor informative from admin, faculty and staff. The [Name] tend to want to dictate to the chairs "other duties" and seem to want to create rather than resolve problems. As with all committees, it is my opinion that take a back seat and let us do our jobs.
Not quite sure. Was a new member and much of the time I did not understand what the group was talking about. They are a great bunch of people but there are so many acronyms and background needed to actually follow some of the conversations.
Not sure, but I feel we have promoted a very safe environment on campus for staff and students.
Not sure. We were highly reactive rather than proactive.
Number of events put on and the increased attendance.
Ongoing collaboration to further work of the campus.
Planning and implementation of evacuation drills.
Re-evaluating goals.
Reviewing funding requests, prioritizing.
Sharing info (budget)
Spending budget
Surviving the huge # of reviews we had to do.
The committee has significantly increased faculty and student participation in professional development activities this year.
Thorough consideration of the program review tool and process to make everything meaningful to everyone for the purpose of continuous quality improvement.
Through Mike's continued mentoring, we gained a better understanding of the budget process at the college, district and state level.
Updating the emergency Operations Plan and conducting the Great Shake out and Evacuation Drill
Vegan food at workshops.
[Name] sometimes tries to sway committees decisions. [Name] has made arbitrary decisions for funding, ignoring the collegial process.
We all survived huge turn over in administration and are anticipating some stability.

We helped with non-credit coursework and tried to ensure it was done effectively.
We offered a lot more workshops than last year.
We successfully formed the committee, laid its framework, and held many successful events and workshops that reached all areas on campus.

The following is a complete list of comments provided 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 accomplishments being applicable to all the strategic directions.

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

Strategic Direction 1 – Promote Student Success

Without us there would be no schedule!

Strategic Direction 2 – Build Campus Community

We build campus community by better understanding and acceptance of other folks who are different than us.

Strategic Direction 3 – Develop Teaching and Learning Practices

We provide the trainings.

Strategic Direction 6- Promote Effective Decision Making

Transparent discussions on budget condition and processes.
We promote effective decision making through quality and meaningful planning, optimize resources through complex yet thoughtful objective prioritization, and help to new programs and services develop through self-evaluation and resource requests.

Strategic Direction 8- Support Employee Growth

Provides training for various staff and faculty requirements.

Strategic Direction 9- Optimize Resources

By offering suggestions to other relevant committees on how to optimize the limited financial resources of the campus.

All applicable

All 6 strategic directions were addressed through the Diversity and Inclusion committee. We promoted student success, built campus community, promoted the development of teaching and learning practices, sought to increase access, and promoted effective decision making through various discussions, guest speakers, focus groups, workshops, and review of policies, among other avenues… all of which were

open to the campus and community as a whole.
All.
As the clearinghouse for all things Crafton, we align with all aspects of the SDs, ILOs, and GEOs.
Planning for emergencies intersects all aspects of the college.
PROMOTE EFFECTIVE DECISION MAKING Crafton Hills College uses decision making processes that are effective, efficient, transparent, and evidence based. 6.1 Value and engage in shared governance. 6.2 Promote a culture of evidence-based decision making. 6.3 Implement college-wide integrated planning. DEVELOP PROGRAMS + SERVICES Crafton Hills College is committed to providing excellent and responsive programs and services. 7.1 Improve and expand services. 7.2 Improve and expand programs. Crafton Hills College develops, sustains, and strengthens its resources. 9.1 Plan for growth and align resources. 9.2 Value the Crafton Hills College environment. 9.3 Support the implementation of streamlined processes.
The PD committee's accomplishments clearly align with all 3 strategic directions. Offering faculty more PD opportunities brings faculty together, builds skills, and this immediately impacts students in practice, pedagogy, and inclusivity. ILOs are addressed, except for information literacy, which is in the works but didn't get scheduled.
The PPRC aligns with all of the strategic directions, ILOs, and GEOs because the people participating in the program review process serve students and include all areas of the campus.
This committee promotes student success through its programming, while also building a campus community… and by nature, develops teaching and learning practices as outlined in the CHC Strategic Directions.
We worked on developing programs and services, improving student success, expanding access, and supporting decision making.

Other

Consistent with campus mission.
DK
It doesn't and the attempt to make all things heterogeneous into some easy to label product detracts from the reality of the process
The work completed is aligned with the strategic directions, ILOs and GEOs.

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

More participation of instructional faculty.

Need for improved organization

Committee member norms should be established. I sometimes feel silenced, because a single faculty member can hijack conversations.
Developing agendas further in advance and having a calendar of expected items to address.
Establish some larger goals we would like to accomplish.
It should be led by a 100% reassigned coordinator, or someone hired specifically for Professional Development leadership. Our coordinator this semester did a great job, but it is too much for only a 50% release.
Mission - What are we?
More tangible actions and results from discussions.
Preparation ahead of time with important information needed to make decisions.
Process, clarification, and efficiency
The time and location should be reconsidered for future. In order for things to get approved, this

committee should go on for one and a half hours rather than one hour. The location should be a little more comparable for all committee members. The very first meeting of the semester should act as in introductory meeting to explain exactly what the committee does, what has been done in the past and also it should explain how processes, paperwork, and funding rubrics will be used throughout the semester. New members often seem lost and don't understand how to fit in on the committee, therefore morale is low and it affects attendance.
Time management during meetings, another hour and a half that has evolved into a 2 hour meeting.
To now take it to the next level--where we evaluate whether the work is being done and if it truly is the right work.
We need to figure out what the heck we are doing. We're evaluating programs, but not really EVALUATING them…
We need to institutionalize this position so it doesn't fall apart over summer and into the next academic year.

Need for improved internal or external communications

Better communication flow between constituent groups and the committee - both directions.
This committee has become a dumping ground for proposals and ideas. It is very frustrating to have our recommendations consistently ignored.
We could improve in addressing individual department/pedagogical offerings.
We need to get on the same page with the District emergency management and safety folks--to have the EH&S and emergency prep manager serve the campus more effectively with what the campus needs.

Other

Committee is constantly self examining on our mission and functionality.
Further development of Innovative Center for Teaching and Learning.
Interaction with SBCCD Security.
Maybe make it a priority to address 10, above.

Additional Comments:

Administrative support is disabling. [Name] never attended. Funding is inadequate.
[Name] has done a wonderful job promoting the work of this group.
Looking ahead to meeting interferences informing of conflicts, training for new members.
Love this committee.
This committee is composed of intelligent, informed, and sincerely committed individuals, but it is not clear what is wanted from the committee. What is clear is that the recommendations of this committee are ignored. I do not blame the committee, its chair, or the Academic Senate, or even Crafton Administrators. I blame the SBCCD board.
This committee is fulfilling but requires a lot of intellectual and emotional energy.
We didn't meet regularly throughout year.