



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. Thus, an important step in achieving this goal is to ask committee members for their own perspectives on how well these characteristics represent the procedures, interactions, and outcomes of their committee during the 2019-2020 academic year. The aim of gathering this information is closely related to enhancing the functioning of committees through professional development and additional strategies.

Methodology

The Crafton Council in collaboration with the Office of Institutional Effectiveness, Research and Planning developed this survey to be distributed to the committee chairs, and members of every campus shared-governance committee at the end of each spring 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, 22 questions on three unique Likert scales, 2 questions on alignments to strategic directions (ILO’s, GEO’s and ACCJC), and 3 short-response questions. All responses were optional.

Findings

Table 1 summarizes the committees for which the online survey was administered. An important limitation to consider is that there was only a total of 52 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 views.

Table 1: Type of survey format administered by each committee.

	#	%
Budget	5	9.6
Crafton Council	9	17.3
Educational Master Plan	12	23.1
Enrollment Management Strategies	8	15.4
Institutional Effectiveness, Accreditation, and Outcomes	8	15.4
Planning and Program Review	4	7.7
Professional Development	1	1.9
Safety	5	9.6
Student Success and Equity (SSE)	0	0.0
Technology Planning	0	0.0
Total	52	100.0

Table 2 displays the functional demographics of the respondents and total number of other CHC committees on which they serve.

Table 2: Committee member’s function, and number of other committees currently serving on.

What is your primary function now at CHC?	#	%	On how many other Crafton committees did you serve on this year?	#	%
FT Faculty	21	40.4	1	5	9.6
PT Faculty	0	0.0	2	4	7.7
Classified	8	15.4	3	10	19.2
Confidential	0	0.0	4	6	11.5
Manager	22	42.3	5 or more	23	44.2
Student	0	0.0	None	4	7.7
Decline to State	1	1.9			
Total	52	100.0	Total	52	100.0

Table 3 displays the total number of service years on the current committee, and their plans on serving on the same committee next academic year.

Table 3: Number of service years, plans to serve next year.

How long have you served continuously on this committee?	#	%	Do you expect to serve on this committee again next year?	#	%
New member this year	14	26.9	Yes	47	90.4
2 years	9	17.3	No	2	3.8
3 years	7	13.5	Undecided	3	5.8
4 or more years	22	42.3			
Total	52	100.0	Total	52	100.0

Table 4 below shows a majority of respondents believed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (100%), transparent (98%) and evidence-based (96%). Respondents equally indicate that processes, interaction, and outcomes of the committee were almost always or often effective (96%) and efficient (96%), using six-point Likert scale (Almost Always, Often, Sometimes, Seldom, Almost Never and No Opinion).

Table 4: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee for 2019-2020.

Please indicate how often the committee's processes, interactions, and outcomes this year reflected each of the following characteristics:	Almost Always		Often		Some-times		Seldom		Almost Never		No Opinion	
	#	%	#	%	#	%	#	%	#	%	#	%
Collaborative: Sharing, inclusive, open to input, respectful of diverse opinions, characterized by meaningful dialogue.	44	84.6	8	15.4	0	0.0	0	0.0	0	0.0	0	0.0
Transparent: Open, easy to understand, clearly defined, characterized by effective and meaningful communication with the College community.	44	84.6	7	13.5	1	1.9	0	0.0	0	0.0	0	0.0
Evidence-Based: Reliant upon relevant, accurate, complete, timely qualitative and/or quantitative information; not based solely on assertion, speculation, or anecdote.	41	78.8	9	17.3	2	3.8	0	0.0	0	0.0	0	0.0
Effective: Working properly and productively toward the committee's intended results.	35	67.3	15	28.8	1	1.9	0	0.0	0	0.0	1	1.9
Efficient: Performing well with the least waste of time and effort; characterized by serving the committee's specified purposes in the best possible manner.	39	76.5	10	19.6	1	2.0	1	2.0	0	0.0	0	0.0

Table 5 asked respondents to rate their perception of the committee's overall communication practices using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). All respondents strongly agree or agreed that they were comfortable contributing ideas (100%), felt their ideas were treated with respect (100%) and had sufficient opportunities to provide input (98%); there was a minimal number of respondents (n=1) that disagreed or strongly disagreed.

Lastly, respondents were asked to rate how their committee's charge aligns with the ACCJC standards (100%) as well as CHC's comprehensive master plan goals and objectives (100%).

Table 5: Committee communication practices.

Please indicate the extent to which you agree or disagree with the following statements about your service on this committee overall this year:	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
I feel comfortable contributing ideas	48	92.3	4	7.7	0	0.0	0	0.0
My ideas are treated with respect, whether or not others agree with them	46	88.5	6	11.5	0	0.0	0	0.0
I have had sufficient opportunities to provide input into committee recommendations	47	90.4	4	7.7	1	1.9	0	0.0
The ACCJC Standards that align with the charge of this committee helped to inform the committees actions	44	84.6	8	15.4	0	0.0	0	0.0
The CHC Comprehensive Master Plan Goals and Objectives that align with the charge of this committee helped to inform the committees actions	45	86.5	7	13.5	0	0.0	0	0.0

Table 6 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(s) completed during the 2019-2020 academic year.

Table 6: Overall work of the committee.

Please rate the following aspects of the committee's work overall this year:	Very Good		Good		Fair		Poor		Very Poor		No Opinion	
	#	%	#	%	#	%	#	%	#	%	#	%
Clarity of the committee's charge	41	80.4	8	15.7	1	2.0	0	0.0	0	0.0	1	2.0
Quality of communication within the committee	41	80.4	9	17.6	1	2.0	0	0.0	0	0.0	0	0.0
Quality of information flow from the committee to constituency groups	29	56.9	19	37.3	2	3.9	0	0.0	0	0.0	1	2.0
Quality of information flow from constituency groups to the committee	24	47.1	15	29.4	10	19.6	0	0.0	0	0.0	2	3.9
Quality of communication by the committee with the campus community as a whole.	25	49.0	21	41.2	4	7.8	0	0.0	0	0.0	1	2.0
Access to data needed for deliberations	34	66.7	14	27.5	3	5.9	0	0.0	0	0.0	0	0.0
Access to meeting space	46	90.2	4	7.8	0	0.0	0	0.0	0	0.0	1	2.0
Access to other resources needed for the committee to work effectively	37	72.5	11	21.6	2	3.9	0	0.0	0	0.0	1	2.0
Training or mentoring for you as a committee member	24	47.1	13	25.5	3	5.9	1	2.0	2	3.9	8	15.7
Establishment of expectations or norms for committee members and convener(s)	37	72.5	11	21.6	3	5.9	0	0.0	0	0.0	0	0.0
Adherence to expectations or norms for committee members and convener(s)	39	76.5	10	19.6	2	3.9	0	0.0	0	0.0	0	0.0
Access to data needed for deliberations	34	66.7	14	27.5	3	5.9	0	0.0	0	0.0	0	0.0

Table 7 below, reflects the thoughts from committee members on what they consider to be their committee’s most significant accomplishment for the 2019-2020 academic year. The following comments were provided:

Table 7: Open-ended comments on committee accomplishment for 2019-2020. (n=31)

Please enter this committee's most significant accomplishment this year:
ACCJC ISER review
Accreditation self-evaluation review
Accreditation
Accreditation documents
Added new AED's that were needed to provide adequate coverage for the campus and critical areas.
Addressing crisis after crisis! Fighting the district on our resource allocation model.
Being able to clarify the PPR process through expanded directions on the schedule and aligning our work to the accreditation standards.
Brought more awareness to students needs and support
Clarifying language to make it easier for committee members and those reading the report to understand.
Completed all required PPR reviews
Completing the self-study for accreditation.
Completion of the ISER The standards for prioritizing section offerings The RP Focus Group Study The action plan to address needs of RP Group Focus Study
Contribution to the ISER.
Discussions with the District Budget Committee to open the RAM for further discussion.
Feedback and collaboration on the self-evaluation report.
Finalizing the building plan.
Going over the RP Group's focus group findings which will help in students feeling more welcome and a part of our campus community.
Handling training involved with moving online
Meeting deadlines
Moving to remote meetings and maintaining the workflow required of this committee.
Preparing for accreditation
Prioritization of Section Offerings ISER
Recommendations to DBC to revise the RAM; discussion of preliminary ideas for budget reduction criteria during recessionary budget times
Reviewed the mission, vision, and values Identified EMPC objectives to emphasize Updated the CHC scorecard Contributed to the writing of the ISER and the QFE
Reviewing programs and plans.
Reviewing the Accreditation report information
Seeking input from all constituent groups on building priorities!
Taking steps to finalize the quality focus essays and the action plans as part of the accreditation process.
The Budget committee submitted a RAM to the District which factored-in "Fix-cost" prior to the 30-70 split of the District budget.
The Institutional Self-Evaluation Report
The RP focus groups and going over data that students reported on.

Table 8-9 directed respondents to select their committee accomplishments that align with CHC Strategic Directions, ILOs, and/or GEOs and indicate which ACCJC standard it meets.

Table 8: Committee accomplishments that align with CHC Strategic Directions, ILOs, and/or GEOs.

The committee's accomplishments align with which Crafton Hills College Strategic Directions, ILOs, and/or GEOs? (select all that apply)					
	#	%		#	%
ILO-1-Critical Thinking	11	3.6	GEO-8-Critical Thinking & Information Literacy	5	1.6
ILO-2-Written & Oral Communication	8	2.6	GEO-9-Health & Wellness	4	1.3
ILO-3-Interpersonal & Group Skills	8	2.6	GEO-10-Diversity & Multiculturalism	8	2.6
ILO-4-Society & Culture	6	2.0	Strategic Direction 1 - Promote Student Success	29	9.5
ILO-5-Information Literacy	4	1.3	Strategic Direction 2 - Build Campus Community	27	8.9
ILO-6-Ethics & Values	5	1.6	Strategic Direction 3 - Develop Teaching + Learning Practices	17	5.6
GEO-1-Natural Science	2	0.7	Strategic Direction 4 - Expand Access	23	7.5
GEO-2-Social & Behavioral Sciences	3	1.0	Strategic Direction 5 - Enhance Value to the Surrounding Community	27	8.9
GEO-3-Humanities	2	0.7	Strategic Direction 6 - Promote Effective Decision Making	33	10.8
GEO-4-Fine Arts	3	1.0	Strategic Direction 7 - Develop Programs and Services	22	7.2
GEO-5-Written Traditions	3	1.0	Strategic Direction 8 - Support Employee Growth	17	5.6
GEO-6-Oral Traditions	3	1.0	Strategic Direction 9 - Optimize Resources	28	9.2
GEO-7-Quantitative Reasoning	7	2.3			

Table 9: Committee accomplishments that align ACCJC standards.

The committee's accomplishments align with which ACCJC Standards: (select all that apply)					
	#	%		#	%
Standard 1 - Institutional Mission & Effectiveness: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.	29	29.9	Standard 3 - Resources: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.	27	27.8
Standard 2 - Student Learning Programs & Services: The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.	18	18.6	Standard 4 - Leadership & Governance: The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.	23	23.7

Table 10, an open-ended question that directed respondents to provide the improvement most needed by the committee in its processes, interactions, outcomes, or other aspect of its work. The following comment was provided:

Table 10: Open-ended responses on improvement most needed by committee. (n=14)

Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work:
As a committee member, I could do a better job of disseminating information to our constituent groups. This will be one of the goals I establish for the next year.
Attendance by all committee members
Communication from the committee to the constituent groups.
Encourage more regular participation from members, especially classified and student member.
Expectations of the lead and committee members could be explained better. We should receive agendas a few days before the meeting. Timely planning and execution.
Explore avenues to increase student success by ethnicity.
I feel that the committee is on track with its processes, interactions and outcomes are doing great and don't see any issues or major improvement needed
I think we do need more members from more campus areas. This can be an incredibly useful campus-wide committee.
I would have liked a little more introduction to what I would be doing in the committee. Especially as a new member.
I would like to see this committee incorporate more with Guided Pathways.
NONE
None!
The Budget committee submitted a RAM to the District which factored-in "Fix-cost" prior to the 30-70 split of the District budget.
We need to shift from dotting the I's and crossing the T's of accreditation reports and move to making some big audacious plans for future growth.

Lastly, table 11 an open-ended question provided respondents the opportunity to express any additional comments. The following comment was provided:

Table 11: Additional Comments. (n=11)

If you would like to make any additional comments, please do so in the space below.
[name] is awesome! This is "fun" committee to serve on and I am learning so much about other programs and getting a better perspective of the big picture of CHC!
I really enjoy serving on this committee. I have learned a lot about the budget process at the state, district and college level. This helps me be better informed about the state of Crafton's budget and how each individual department plays a role. [name] does an amazing job helping us establish charges; developing communication with the district; understanding the overall budget process; keeping us focused and on task; keeping us informed on what is happening at the higher levels like District and the State of California; and conducting the meetings with respect and patience. I don't always feel we accomplish much, not because of the committee/leadership but because of resistance from other players and that as a "small college", we don't have as much of a voice as SBVC. We could also do a better job getting information out to the college as a whole. This responsibility should rest on the shoulders of the committee members. Personally, I report out at our Department meetings but these meetings are held on the first Friday and all I have for guidance are my often incoherent notes. I realize that everyone has a lot going on but if we could get the minutes the week after the meeting, that would help me.
[name] and [name] are organized, disciplined and stay focused on the issues' at hand!
Overall, I appreciate this group and the members. Kudos to [name] for his collaborative efforts.
This academic year the committee focused exclusively on the accreditation report (ISER), which indirectly relates to all strategic directions. Those who consistently participated added much to the development of the ISER and related matters.
This has helped me to understand the working s of CHC better.
This is a great committee that has an uphill climb going into 2020-21 with the forecast of budget reductions