

CRAFTON HILLS COLLEGE FALL 2012 CAMPUS CLIMATE SURVEY RESULTS

Facilitated by Keith Wurtz

WHY CONDUCT A CLIMATE ASSESSMENT?

- ① To improve the environment for working and learning on campus
- ① Facilitate ongoing improvement and organizational change
- ① Identify needs and strengths
- ① Provide a baseline and identify trends

NEXT STEPS

- ① Share results
- ① Inform decision making and planning
- ① Work together to address challenges and continue to create a positive work environment

EXAMPLES OF IMPROVEMENTS MADE BASED ON RESULTS FROM THE FALL 2010 CAMPUS CLIMATE SURVEY

- ◎ Examples of Progress on Implementing Suggestions from the [Fall 2010 Campus Climate Survey](#)

Suggestion	Progress
Make applause cards readily available for use.	A link to the Applause Cards is available on the Navigator Online Resource Web Site.
Training for managers on recognition	Training occurred on Friday, November 9 th , 2012.
Committee chairs should be trained how to run a committee.	Training occurred on August 22 nd , 2012. Future trainings will occur once every primary term.
The ability to search the email database by first name, department, or office.	Contacted DCS in Fall 2012. When click on “To”, check “More columns” and enter first name.
“Bring a friend” to committee meetings. Where the friend can sit in on committee as a guest.	Piloted in Spring 2012, and did not work well.



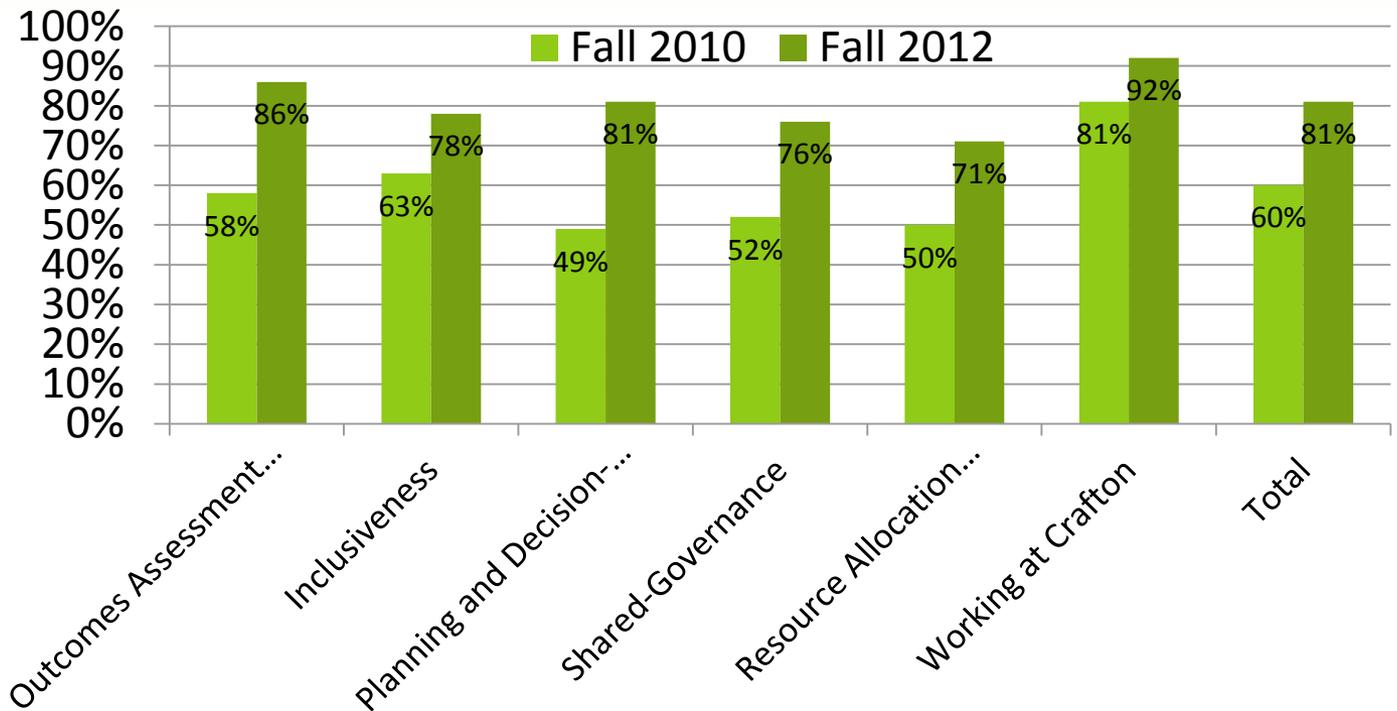
DURING THE PRESENTATION OF THE RESULTS, PLEASE THINK ABOUT THE FOLLOWING:

- ⊙ What strikes you as positive?
 - ⊙ What accounts for this and how can we continue?
- ⊙ Identify areas for improvement
 - ⊙ Discuss strategies
 - ⊙ Suggest solutions
- ⊙ What stands out overall?

METHODOLOGY / SAMPLE

- ⊙ Survey was available to all administrators, staff, and full and part-time faculty from October 15, 2012 to December 3, 2012
- ⊙ 121 valid surveys received
- ⊙ 38% response rate (121/321)
 - ⊙ 89% response rate for managers (n = 16)
 - ⊙ 64% response rate for full-time faculty (n = 45)
 - ⊙ 45% response rate for classified staff (n = 43)

PERCENT OF RESPONDENTS WHO AGREED OR STRONGLY AGREED THAT THEY WERE SATISFIED WITH EACH AREA LISTED BELOW: FALL 2010 TO FALL 2012



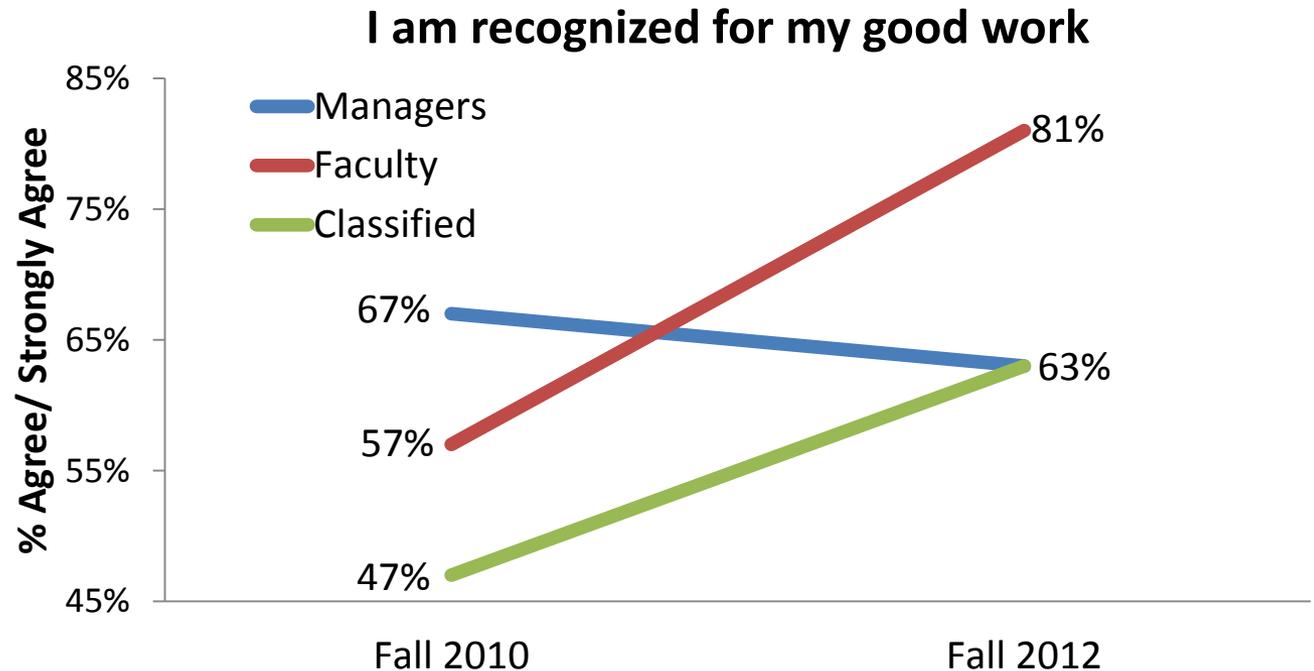


OPPORTUNITIES FOR IMPROVEMENT IDENTIFIED IN **FALL 2010**

- ⊙ Recognition
- ⊙ Workload
- ⊙ Resource Allocation
- ⊙ Communication
- ⊙ Decision Making
- ⊙ Shared Governance

SATISFACTION WITH RECOGNITION INCREASED FROM FALL 2010 TO FALL 2012

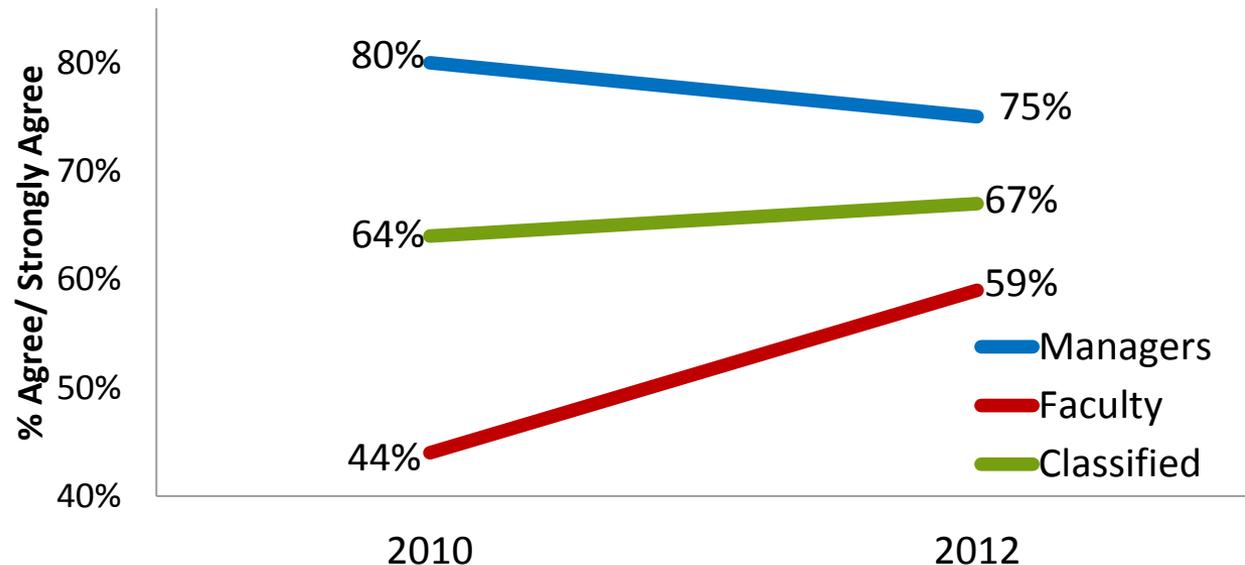
- Being satisfied with receiving recognition for good work substantially increased for Faculty and Classified employees



SATISFACTION WITH WORKLOAD INCREASED FROM FALL 2010 TO FALL 2012

- Being satisfied with the fair allocation of work substantially increased for Faculty and slightly increased for Classified employees

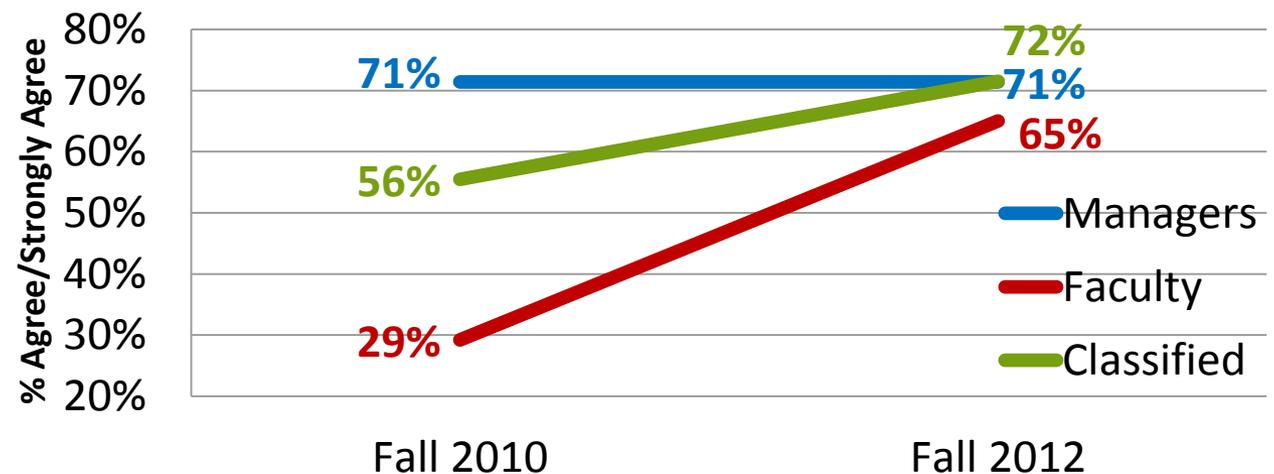
There is a fair allocation of work in my area



SATISFACTION WITH RESOURCE ALLOCATION INCREASED FROM FALL 2010 TO FALL 2012

- Being satisfied with the resource allocation process substantially increased for both Faculty and Classified employees

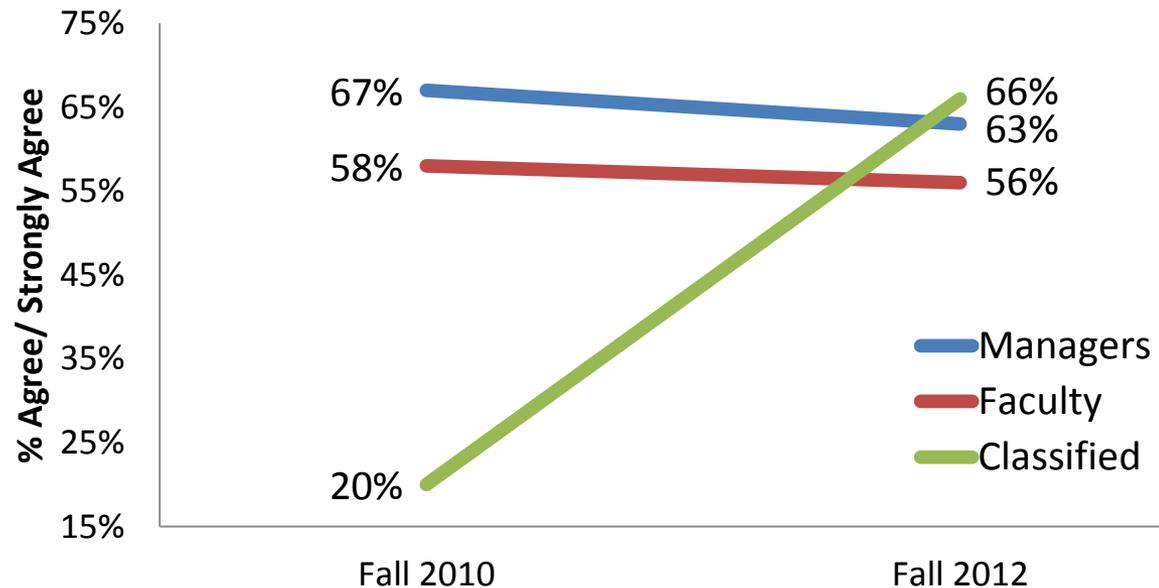
I am satisfied w/ the resource allocation processes at Crafton



SATISFACTION WITH COMMUNICATION INCREASED FROM FALL 2010 TO FALL 2012

- Being satisfied with communication across campus substantially increased for Classified employees

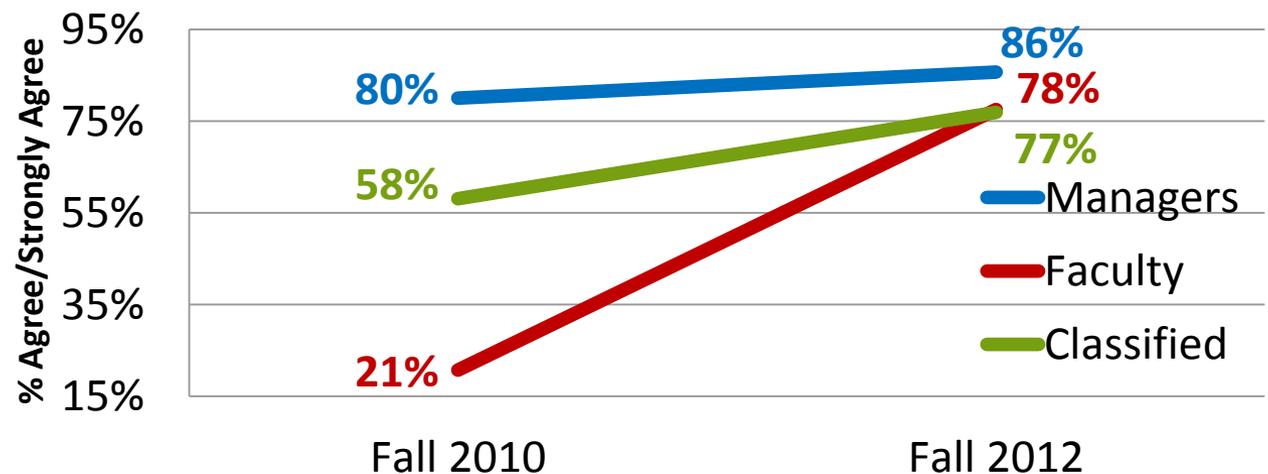
Communication across campus is timely and accurate



SATISFACTION WITH DECISION MAKING INCREASED FROM FALL 2010 TO FALL 2012

- Being satisfied with decision making substantially increased for both Faculty and Classified employees and slightly increased for managers.

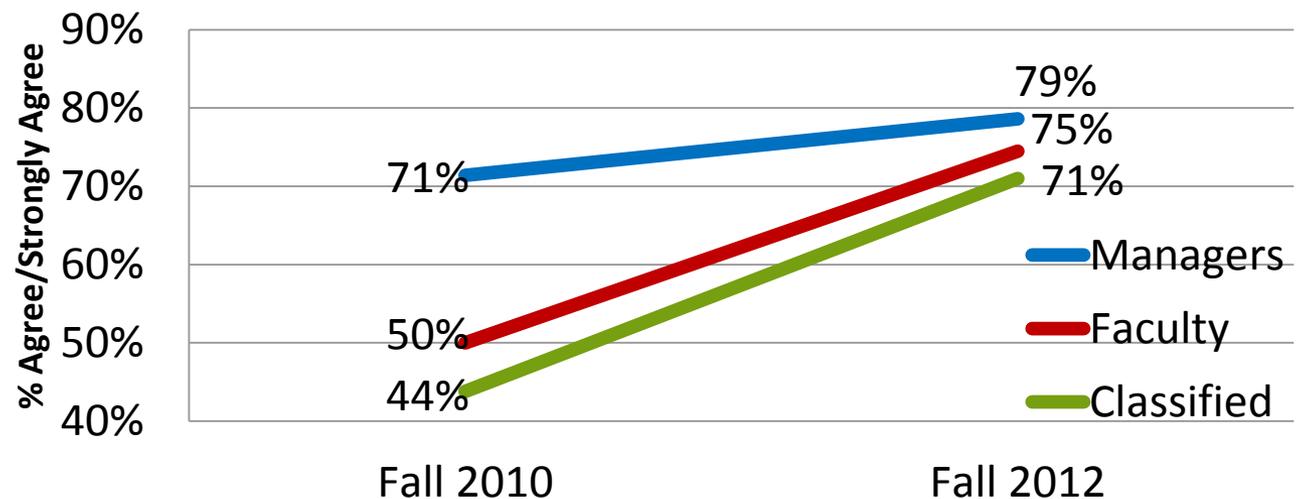
I am satisfied w/ the planning & decision-making processes at CHC



SATISFACTION WITH SHARED GOVERNANCE INCREASED FROM FALL 2010 TO FALL 2012

- Being satisfied with Shared Governance substantially increased for both Faculty and Classified employees and slightly increased for managers.

Overall, I am satisfied with shared governance at Crafton.





OPPORTUNITIES FOR IMPROVEMENT IDENTIFIED IN **FALL 2012**

- ① Resource Allocation
- ① Prioritizing Objectives
- ① Outcomes Assessment Reporting
- ① Communication



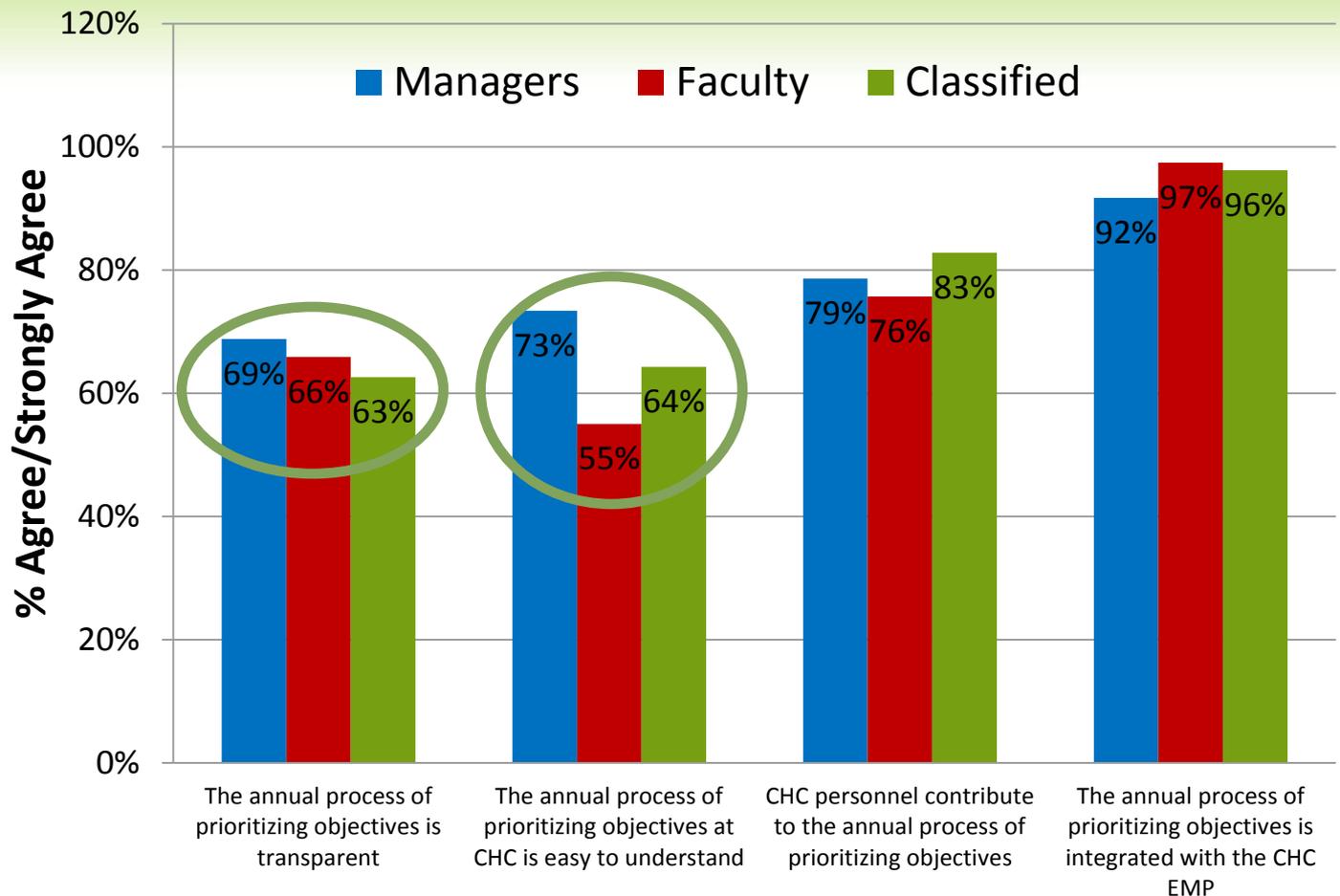
RESOURCE ALLOCATION

- ③ 76% of respondents **disagree or strongly disagree** that the distribution of resources from the District to CHC is adequate
- ③ 71% of respondents **disagree or strongly disagree** that the distribution of resources from the District to CHC and Valley is equitable

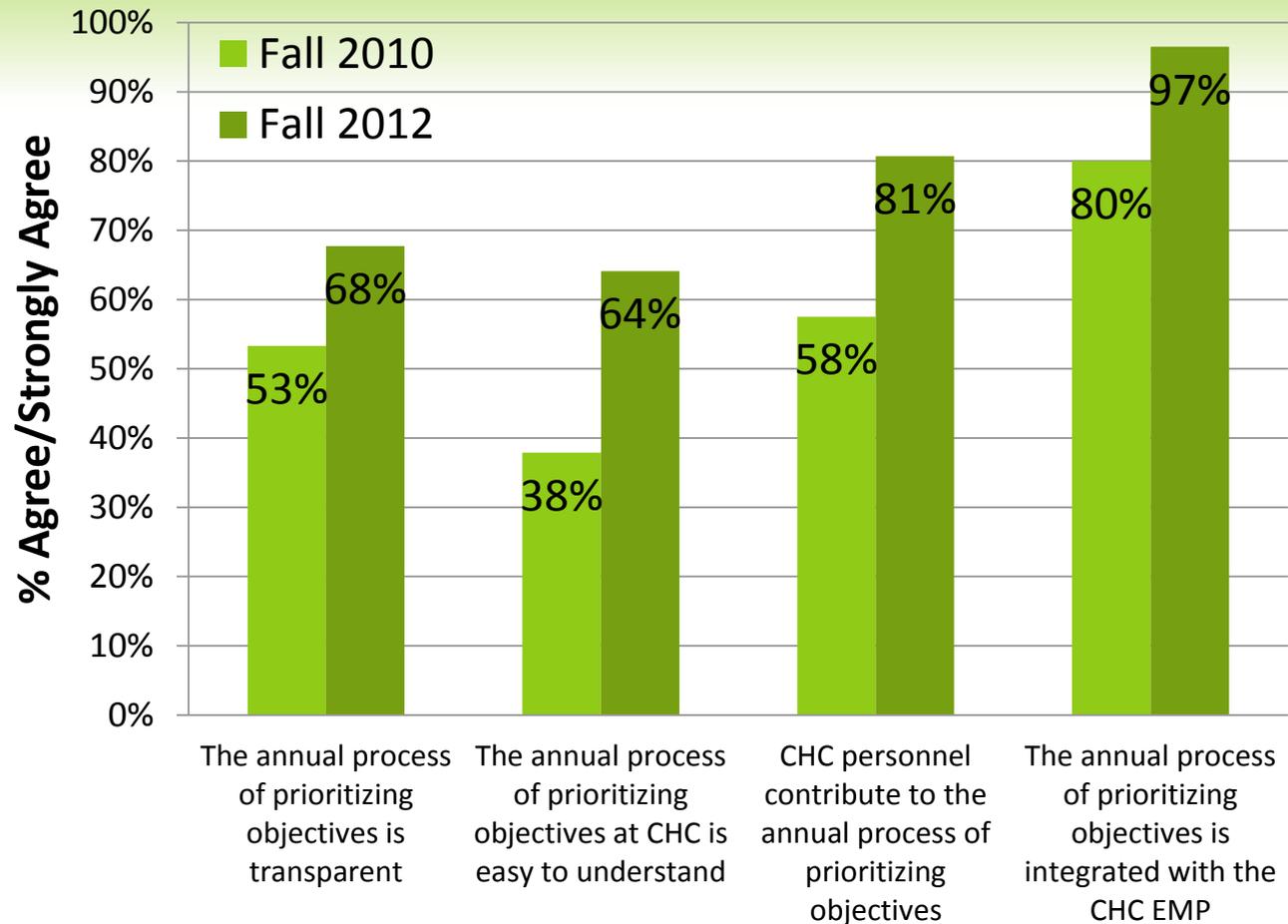
RESOURCE ALLOCATION RELATED COMMENTS

- ① “Not sure why it is still 70/30 with SBVC? I don't feel that our facilities are maintained and updated as needed (BC101, LADM304, CHS237, LADM restrooms, faculty offices, etc.) We are short staffed in maintenance and custodial.”
- ① “The district should re-examine the allocation process. The very notion that CHC has a structural deficit even after sever cuts would suggest that the budget, and not the college, is the problem.”

PRIORITIZING OBJECTIVES - FALL 2012



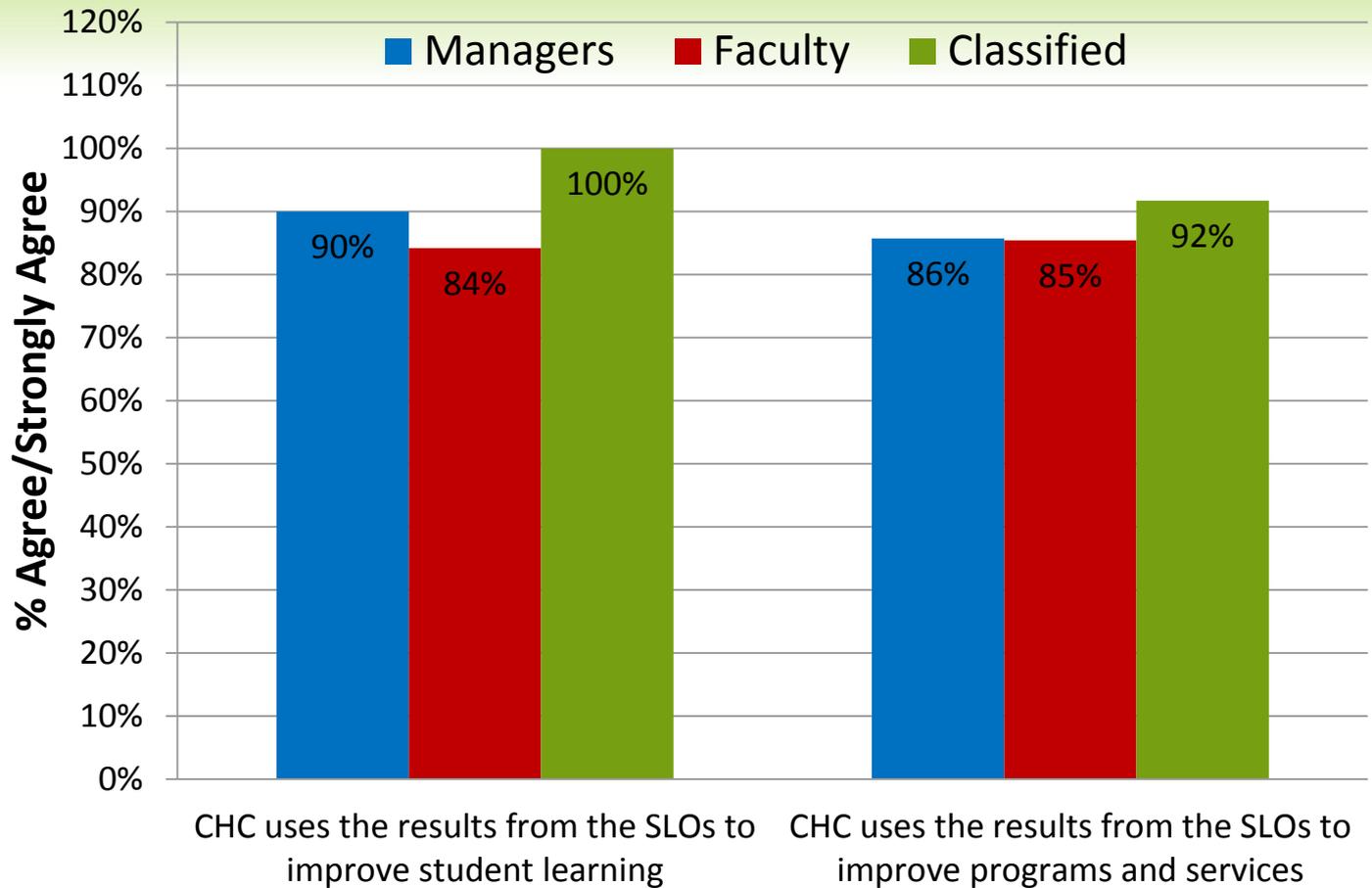
PRIORITIZING OBJECTIVES - FALL 2010



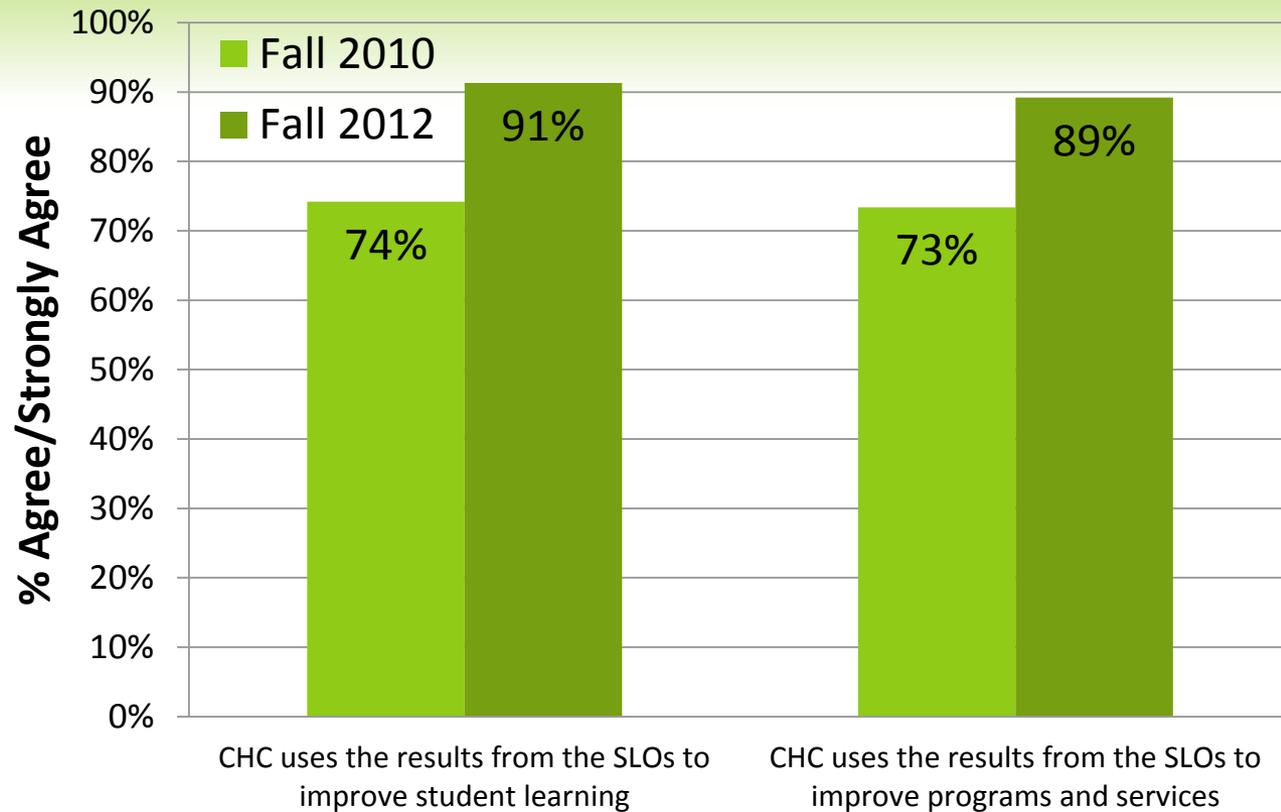
PRIORITIZING OBJECTIVES RELATED COMMENTS

- ① “The planning and program review process has made great strides. The college should continue to do its best to make the process accessible and user-friendly.”
- ① “Compared to other institutions where I have served, the CHC process isolates faculty members from shared assessment and goal-setting by fragmenting program reviews. In many cases, one full-time faculty member is the only one writing a particular program review...”
- ① “I am unclear as to how decisions are made with regards to hiring new managers. How are those decisions being justified using data driven decision-making?”
- ① “The processes and procedures we have in place for decision making are good. However, I don't believe that some of the decisions that are made take into consideration the information that is collected during the planning and program review process.”

OUTCOMES ASSESSMENT REPORTING- FALL 2012



OUTCOMES ASSESSMENT REPORTING- FALL 2010 TO FALL 2012

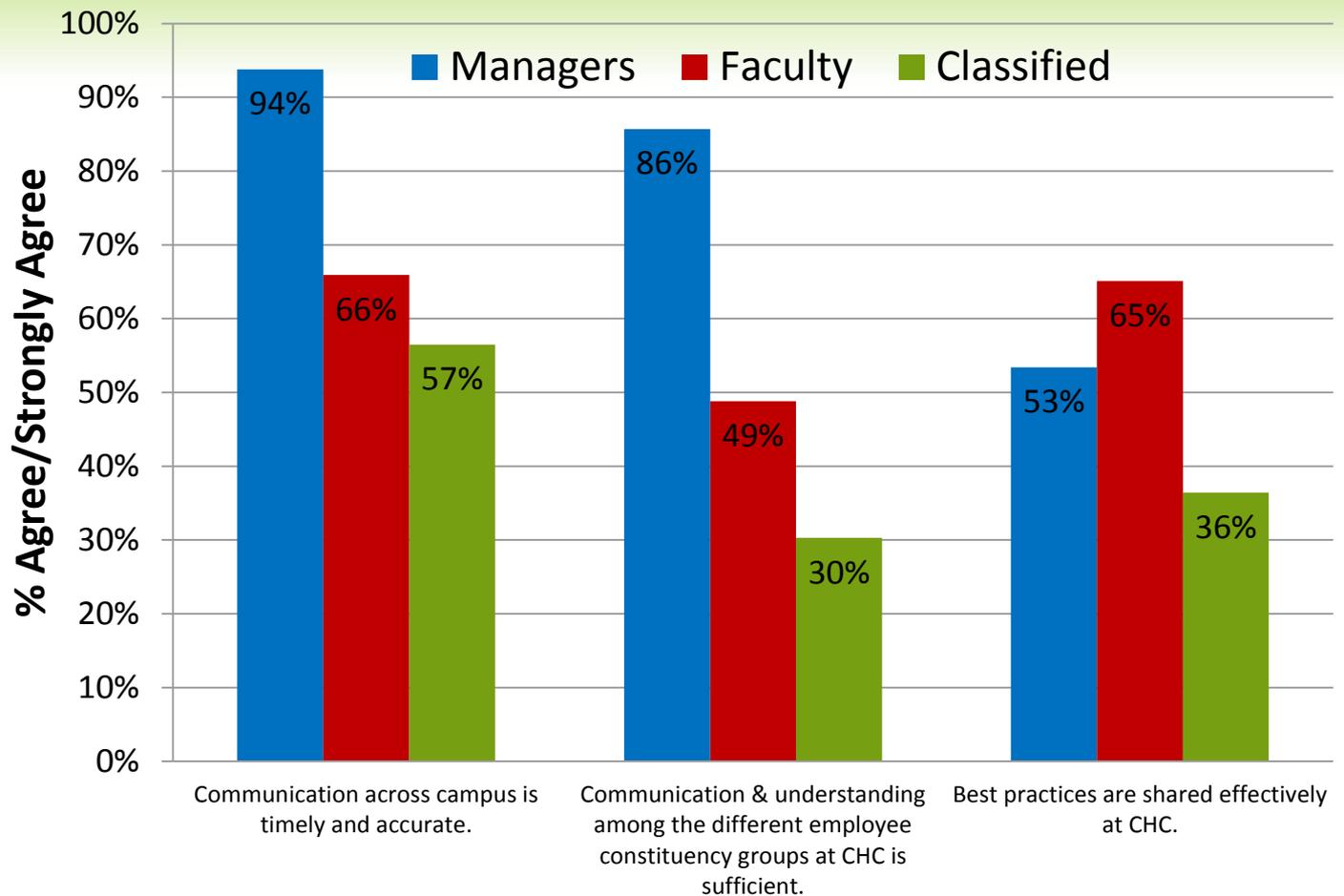




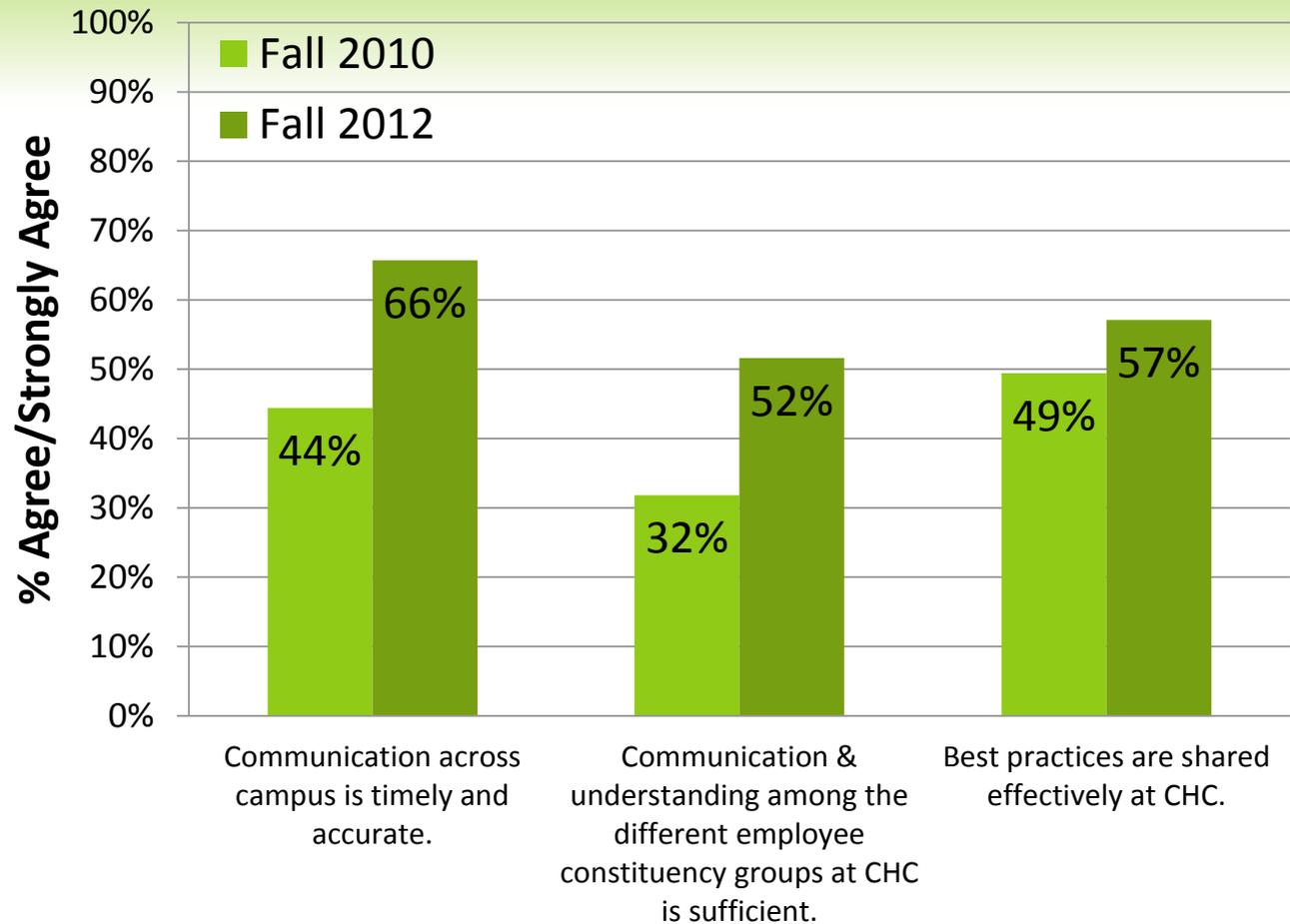
OUTCOMES ASSESSMENT REPORTING RELATED COMMENTS

- ③ “Create one central repository for all SLO's. Currently, I have four locations to which each SLO is recorded.”
- ③ “Right now the procedure for submitting seems to be whatever you want, however you want, wherever you want. For faculty wanting direction, this is confusing. For anyone wanting to review outcomes for the institution, it is a barrier.”
- ③ “Streamlining outcomes assessment is the most important part. As a faculty member, I am always assessing my methods, and make changes accordingly. The SLOs help with that, although they are extra work for the most part.”
- ③ “The outcomes assessment process continues to grow and improve; however, I think that we can continue to make the reporting process easier.”

COMMUNICATION - FALL 2012



COMMUNICATION - FALL 2010 TO FALL 2012



COMMUNICATION RELATED COMMENTS

- ① “Although communication has improved somewhat, there is still the feeling that any input we may have really isn't taken into consideration when decisions are being made, even when the decision directly affects our job. There are also times when we are told of a decision that was made without seeking any input from the person or area that will be affected the most.”
- ① “Communication is improving.



TELL US WHAT YOU THINK

- ③ Additional questions/comments
- ③ Thoughts
- ③ Suggestions for Improvement

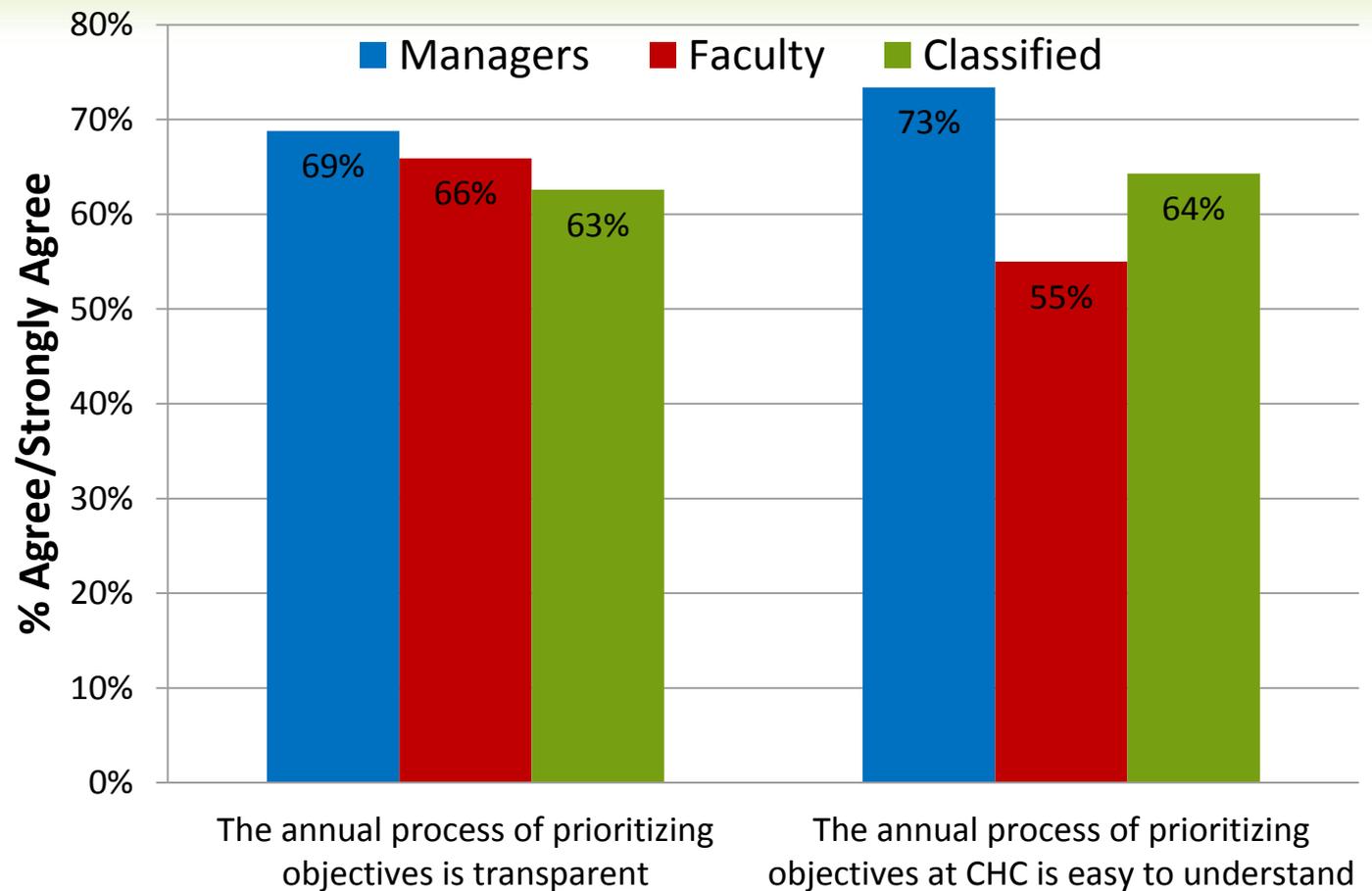
CONVERSATION

Resource Allocation

- ③ 76% of respondents disagree or strongly disagree that the distribution of resources from the District to CHC is adequate
- ③ 71% of respondents disagree or strongly disagree that the distribution of resources from the District to CHC and Valley is equitable

CONVERSATION

Prioritizing Objectives – Fall 2012



CONVERSATION

Outcomes Assessment Reporting Related Comments

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CONVERSATION

Communication – Fall 2012

