



Results from the 2015 Classified Senate Survey

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Purpose of Brief

This brief analyzes the responses to the 2015 Classified Senate Survey collected in the Spring term.

Summary of Findings

- A total of 35 responses were received.
- 97% of respondents agreed or strongly agreed they would like Classified Senate to host/provide professional development workshops for classified staff.
- 77% of respondents either agreed or strongly agreed they understand Classified Senate's association to accreditation, which is an improvement over the 63% who agreed or strongly agreed with the same statement in Fall 2013.
- When asked the reason why respondents may not participate in Classified Senate:
 - 46% of respondents selected "not applicable" which likely means that these respondents participate in shared governance activities.
 - Over a third of classified staff members stated they experience difficulty scheduling senate activities in addition to their regular responsibilities.
- Multiple respondents stated they would like training in technology and computer programs, union rights and benefits, career development, and staff's role in student success.

Overview

During Spring 2015, the Classified Senate at Crafton Hills College distributed a survey to all classified staff to assess professional development needs and inform Classified Senate planning and decision-making. A total of 35 responses were received.

Methodology

Respondents completed an online survey and evaluated eight statements about their experience, involvement, and knowledge of the Classified Senate. The survey also offered respondents an opportunity to provide their opinions through open-ended questions. Respondents were prompted to make suggestions for workshops they would like to see offered in the future, to volunteer to facilitate professional development workshops, and to provide any additional comments. Respondents rated the statements utilizing the following rubric four-point scale: 1=Strongly Agree, 2=Agree, 3=Disagree and 4=Strongly Disagree.

Findings

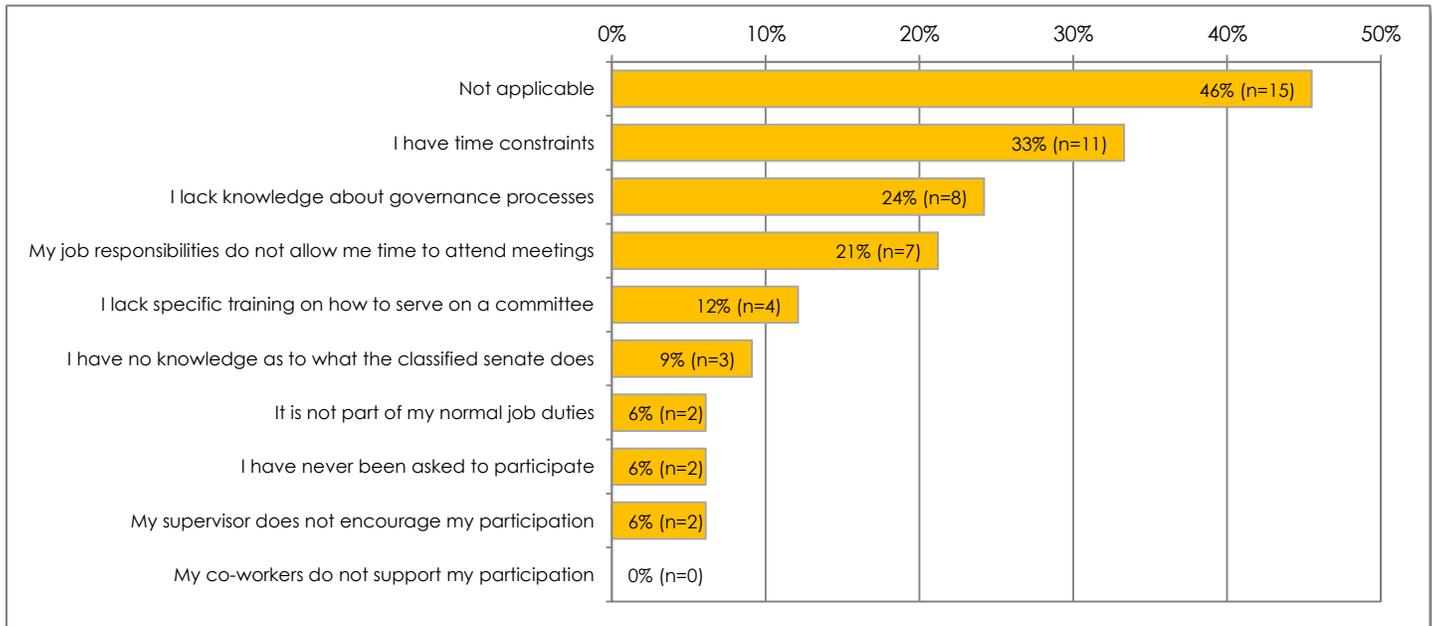
Table 1 illustrates respondents' level of agreement with various statements regarding their experience, involvement, and knowledge of the Classified Senate. Over 70% of respondents either agreed or strongly agreed with every statement except for one; only 49% of respondents either agreed or strongly agreed that they would be willing to donate one or more dollars per month for charitable purposes. All but one respondent (97%) agreed or strongly agreed they would like Classified Senate to host/provide professional development workshops for classified staff. Seventy-seven percent of respondents either agreed or strongly agreed they understand Classified Senate's association to accreditation, which is an improvement over the 63% who agreed or strongly agreed with the same statement in [Fall 2013](#).

Table 1. Experience, involvement, and knowledge of the Classified Senate.

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
I understand the purpose behind Classified Senate.	9	25.7	20	57.1	5	14.3	1	2.9
I understand Classified Senate's association to accreditation.	12	34.3	15	42.9	7	20.0	1	2.9
My manager and/or supervisor understands the importance of Classified Senate and promotes my participation in Classified Senate events.	12	34.3	17	48.6	6	17.1	0	0.0
I would be willing to donate one or more dollars per month for Senate scholarships and other charitable reasons.	7	20.0	10	28.6	12	34.3	6	17.1
I would be willing to assist in college-sponsored events to raise college awareness.	12	34.3	14	40.0	9	25.7	0	0.0
I would like Classified Senate to provide an orientation or training session on how I can participate in shared governance.	14	40.0	12	34.3	8	22.9	1	2.9
I would like Classified Senate to host/provide professional development workshops for classified staff.	20	57.1	14	40.0	1	2.9	0	0.0

Figure 1 illustrates the reasons why some classified staff members do not participate in shared governance activities. Forty-six percent of respondents selected "not applicable" which likely means that these respondents participate in shared governance activities. Thirty-three percent of respondents selected, "I have time constraints," and 21% of respondents selected, "my job responsibilities do not allow me time to attend meetings." **This indicates that at least a third of classified staff members may experience difficulty scheduling senate activities in addition to their regular responsibilities.**

Figure 1. Number of responses to reasons why classified staff do not participate in shared governance activities.



When provided the opportunity to recommend professional development workshop recommendations, multiple respondents stated they would like training in technology and computer programs, union rights and benefits, career development, and staff's role in student success. Four individuals offered to facilitate trainings to other classified staff. The full list of recommended workshops is included below:

- A motivational workshop, teambuilding workshop. A type of ice breaker, there are new faces in the classified group, it would be nice to know who they are and where they work on campus.
- All about health. Promoting stress relief, maintaining healthy. For example exercises to do at your desk or during your 15 min. breaks. Healthy lunch ideas to help you stay focused and energized throughout the day. Workshops on new programs implemented throughout the college. Budgeting on a monthly paycheck. How to save and/budget to have your money last the month.
- Although professional development is pertinent to doing an effective job, I would like to see more support from management to strengthen career development to give classified more to look forward to.
- Campus and district procedures; learn about California community college budgeting and financing; career pathways to faculty and administrators; how to engage students in their education and campus life; Grants & Resource Development: how CHC and my department can get more resources; accessing data about student services and support programs; using EduReports; being a part of CHC's mission, vision, and future.
- Campus Safety, Student Success
- Computer Applications, using tablets, apps, etc.
- Computer applications.
- CSEA Benefits and explanation and detailed discussion about our new contract.
- CSEA Know your rights Understanding your retirement plan/Calpers One note workshops
- Customer Service, Excel/Computer Programs that pertain to the college, Staff/Student relations, Staff/Management relations (i.e. how does classified staff affect student/management/college success)
- Microsoft Office, Shared Governance, Surfing and Skateboarding
- MS Office
- Online training!!!!

Lastly, respondents were provided the opportunity to offer additional feedback. Two common themes emerged in the comments: 1) a desire to examine the mission of the Classified Senate and 2) a perceived divide between classified staff and faculty.

- Classified Senate feels more like a social club rather than an integral part of the college's governance structures. I would like more leadership from Classified Senate in ways the union can't participate. I want more Pro-D; Dean Papas is great, and we can do so much more in collaboration with the professional development program.
- How come there is a divided mentality between Classified Staff and Faculty? When is the pain going to go away. I feel so alone in this matter. Please help me find a cup cake.
- Senate scholarships should be contributed to the students. Staff receive tuition reimbursement and this would show strong commitment by the Senate to our student's success. Each year the faculty senate award 100.00 scholarships to graduated AA students with 4.0 or higher. We could do the same.
- The purpose of the Classified Senate should be included in your newsletters as well as the mission and vision for classified staff. A more personal invitation to participate should be established. The meetings should be more informative.
- The reason I no longer participate in Shared Governance activities is because I got so tired of watching Classified Professionals be marginalized because of the squeaky-wheel faculty. I'm also tired of the complaining and the habit many people (mostly faculty) have of bringing up issues that have nothing to do with what a specific committee is talking about. There are too many petty people on this campus, which makes involvement a frustrating exercise in futility.
- The Senate needs to examine its mission, goals, and objectives. Is it a social committee or a part of shared governance? If it's a part of shared governance, the Senate needs to assign tasks to Senators in distributing the business of the District and campus to be worked on within the shared governance structure and report out to the senators. The senators need to report out to their units. The Senate is responsible for maintaining close relationships with the District, the Campus, and the Union. These partnerships are critical to have classified representation.