



Crafton Hills College Employee Campus Climate Survey

Fall 2014

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Introduction

In the fall of 2014, a campus climate assessment developed by the Office of Institutional Effectiveness, Research, and Planning; in collaboration with the Crafton Council, was distributed to all Crafton Hills College (CHC) employees. The survey was first developed and administered in Fall 2010 and with minor changes, as reviewed by the Crafton Council, will be administered in the fall of every even year to assess employee perceptions of the college's progress toward meeting goals and objectives identified in the Educational Master Plan (EMP). The key findings are presented in this summary to provide the college community a comprehensive perspective for evidence-based decision-making and continuous improvement.

Of the approximately 388¹ Crafton employees who received the survey, a cross-section of 103 administrators, faculty, and staff (approximately 27%) responded to 128 items ranging from respondent demographics to satisfaction ratings of various aspects of the campus. Responses were examined by constituency group and as a whole. The survey was organized into the following five themes to assess perceptions of various aspects of the campus:

- Outcomes Assessment
- Inclusiveness
- Planning and Program Review
- Shared Governance (also known as Collegial Consultation)
- Resources

Summary of Results

A limitation of these findings is that the response rate provides a limited level of statistical validity and results may not be representative of all CHC employees.

Outcomes Assessment (see Tables 6, 6A, and 6B)

- 91% of the respondents agreed that assessment of student learning and service area outcomes at Crafton is ongoing at Crafton
- 89% of the respondents agreed that assessment of student learning and service area outcomes at Crafton are considered in program review/annual planning
- 80% of the respondents agreed that student learning is a priority across the College
- Overall satisfaction with outcomes assessment processes increased from 58% in 2010 to 69% in 2014, a 11% increase
- Some of the suggestions for improving the outcomes assessment process include developing required workshops during in-service, implementing an assessment day, and to create one location for reporting and viewing outcome assessment results

¹ Data retrieved 02/20/2015 from http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. The manager/administrator count was generated from Crafton.

Inclusiveness (see Tables 7, 7A, 7B and Figure 2)

- 94% of the respondents agreed or strongly agreed that they get a feeling of personal satisfaction from their work
- 93% of the respondents agreed or strongly agreed that their position allows them to make independent decisions
- 91% of the respondents agreed or strongly agreed that diversity contributes to everyone's success at Crafton
- 53% of administrators and classified staff and 63% of full-time faculty agree that the Crafton campus community is doing what it needs to, to stay informed
- 77% of administrators, 68% of full-time faculty, and 50% of classified staff regularly read committee agendas and minutes to stay informed
- Overall satisfaction with the level of inclusiveness increased from 63% in 2010 to 74% in 2014, a 11% improvement
- One suggestion for improving communication and inclusiveness was to create a Chairs Council newsletter

Planning and Program Review (see Tables 8, 8A, 8B and Figure 3)

- 83% of respondents agreed that the College uses both quality and quantitative data to identify student learning needs
- 80% of respondents agreed that data and information are used routinely to inform institutional decisions
- While the majority of management (80%) and faculty (85%) respondents participated in the AP/PR process in the 2013-2014 academic year, there was much less participation by classified respondents (63%)
- Overall satisfaction with planning and decision-making processes at CHC increased from 49% in 2010 to 66% in 2014, a 17% increase
- One suggestion for improving planning and program review was to add succession planning into how Crafton prioritizes resource allocations

Shared Governance (see Tables 9, 9A, 9B, 11, and Figure 4)

- 92% of respondents agreed that managers exercise a substantial voice during decision-making processes
- 89% of respondents agreed that faculty are provided adequate opportunities to participate in important college committees
- 53% of classified, 38% of faculty, and 50% of management respondents feel that communication and understanding among constituencies is sufficient
- 85% of faculty, 94% of managers, and 49% of classified staff respondents served on one or more shared governance committee during the 2013-2014 academic year
- 87% of classified, 52% of faculty, and 86% of management respondents feel that the opinions of faculty are given appropriate weight in matters of institutional importance
- Overall satisfaction with shared-governance at Crafton increased from 52% in 2010 to 68% in 2014, a 16% increase
- One suggestion for improving shared governance at Crafton was to make the Basic Skills Committee a shared governance committee

Resources (see Tables 10, 10A, 10B and Figure 5)

- Employees feel the allocation of resources from the District to Crafton is neither adequate (76%) nor equitable (81%)
- 100% of classified, 58% of faculty, and 87% of management respondents agree that Crafton relies upon its mission and goals as the foundation for financial planning
- Overall satisfaction with resource allocation processes at Crafton increased from 50% in 2010 to 54% in 2014, a 4% increase
- Some suggestions for improving the resource allocation process at Crafton included not using college funds to support KVCR, turning over resource allocation to students and faculty, and revising the resource allocation process to include a process for what to do when unforeseen changes occur

Methodology

The CHC surveys were collected via an on-line survey link. The initial call for participation was emailed October 27, 2014 to all administrators, staff, and faculty. As of November 30, 2014 forty-four responses had been received, and a second email reminder was sent on December 1, 2015. The deadline was extended to December 19, 2015. The survey closed on December 20, 2015 with a total of 103 valid surveys received. For those employees without regular access to a computer and/or internet access at work, paper copies of the survey were distributed.

The survey included multiple-choice questions asking respondents to identify their primary employee category (e.g., full-time faculty, adjunct faculty, classified employee, administration, etc.), the area in which they work (administrative services, instruction, president's area, student services), and years employed at Crafton Hills College. Employees were also asked to indicate the number of collegial consultation committees on which they served during the 2013-2014 academic year. Next, employees were asked to rate the extent to which they agree, disagree, or don't know/ do not have an opinion regarding the following processes: outcomes assessment, inclusiveness, planning and decision-making, shared governance, and resources. In addition, an open-ended comment box was provided to share any comments or suggestions related to topics covered in the survey. Finally, the survey concluded with three multiple-choice demographic questions to collect the gender, age, and race/ethnicity of the respondents.

Tables' 6 – 10 capture employee's perceived satisfaction with specific items associated with outcomes assessment, inclusiveness, planning and program review, shared governance, and resources. Tables 6, 7, 8, 9, and 10 are organized as follows; the first column lists the statements, the second column (i.e. "N") shows the number of employees who responded to the item, the column entitled "Min" shows the lowest response on the scale, the column entitled "Max" shows the highest response on the scale, the column "Mean" shows the average rating, and the last column shows the standard deviation. Respondents rated whether or not they agreed with the statements on a four-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

If the minimum (i.e. lowest) score was a "3", that means that none of the respondents disagreed or strongly disagreed with the statement. If the maximum (i.e. highest) score was a "4", that means that at least one respondent strongly agreed with the statement. If the mean score was 3.5, this indicates that, on average, respondents either agreed or strongly agreed with the statement. Tables are arranged by Mean score in descending order and exclude did not use, and not applicable responses.

Tables 6A, 7A, 8A, 9A, and 10A display employee's perceived satisfaction with items related to outcomes assessment, inclusiveness, planning and program review, shared governance, and resources. These tables illustrate the frequency (N) and percentage (%) compiling replies by all

constituencies to each item organized by response choice. The five options for all items included: strongly agree, agree, disagree, strongly disagree, and don't know/no opinion.

Tables 6B, 7B, 8B, 9B, and 10B include the suggestions and comments related to each theme which were provided by respondents. All identifying information was removed and replaced with [Name], [Department], or [Title] to maintain confidentiality.

Sample

In total, 103 valid responses were received from full-time and part-time faculty members, classified and confidential staff, and managers. Table 1 illustrates the response rates by employee group. The response rate is based on the number of surveys collected (S) divided by the total number of Crafton employees (N). It is important to note that a low response rate can introduce biases to the data, and because respondents self-selected to participate in the survey, the sample may not be representative. This approximate response rate provides a limited level of statistical validity when it comes to generalizing the results. A sample size of 196 (51%) was needed to achieve a 95% confidence interval that these results accurately reflect the views of all CHC employees.

TABLE 1: RESPONSE RATE BY EMPLOYEE GROUP.

Manager/ Administrator			Classified or Confidential Staff			Full-time Faculty			Part-time Faculty			Total		
S	N ²	%	S	N	%	S	N	%	S	N	%	S	N	%
16	23	69.6	22	96	22.9	47	68	69.1	18	201	9.0	103	388	26.5

Table 2 indicates the response distribution by employee category, primary work area, years employed at CHC, race/ethnicity, age, and gender. Respondents were more likely to be full-time faculty (46%) or classified/confidential staff (21%), work in the instructional area (64%), and have been employed between 6-10 years (26%). Overall, the respondents were more likely female (57%), 55 years old or older (34%), and white/non-Hispanic (60%).

² Data retrieved 02/20/2015 from http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. The manager/administrator count was generated from Crafton.

TABLE 2: RESPONDENTS PRIMARY LOCATION, FUNCTION, LENGTH EMPLOYED, AND DEMOGRAPHIC INFORMATION.

Primary Function	N	%	Race/Ethnicity	N	%
Manager/Administrator	16	15.5	Asian	3	3.3
Classified or Confidential Staff	22	21.4	African American	4	4.3
Full-time Faculty	47	45.6	Hispanic	14	15.2
Part-time Faculty	18	17.5	Native American	3	3.3
Total	103	100.0	Pacific Islander	3	3.3
			White/Non-Hispanic	55	59.8
			Other	10	10.9
			Total	92	100.0

Area	N	%	Age	N	%
Administrative Services	7	6.9	34 years old or younger	9	9.9
Instruction	65	63.7	35-39 years old	9	9.9
President's Area	7	6.9	40-44 years old	13	14.3
Student Services	23	22.5	45-49 years old	13	14.3
Total	102	100.0	50-54 years old	16	17.6
			55 years old or older	31	34.1
			Total	91	100.0

Length of employment	N	%	Gender	N	%
Two years or less	16	15.5	Female	54	56.8
3-5 years	18	17.5	Male	41	43.2
6-10 years	27	26.2	Total	95	100.0
11-15 years	19	18.4			
16-20 years	10	9.7			
21 or more years	13	12.6			
Total	103	100.0			

Findings

Responses about employee perceptions of various aspects pertaining to their experience working at Crafton were recorded on a four-point Likert scale (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree). Tables 3, 4, and 5 identify the mean response to questions related to overall satisfaction of the five categories, perceived satisfaction with planning, decision-making, and resource allocation, as well as the percentage of respondents who agreed or disagreed with each statement. All missing and “Don’t Know/ No Opinion” responses are excluded.

The findings, based upon mean responses, indicate that employees were most satisfied with working at Crafton (M = 3.17) followed by the outcomes assessment process (M = 2.80).

TABLE 3: PERCEIVED LEVEL OF OVERALL SATISFACTION.

Overall Satisfaction	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
Outcomes assessment process	69%	31%	2.80
Level of inclusiveness at Crafton	74%	26%	2.75
Planning and decision-making	66%	34%	2.67
Shared-governance	68%	32%	2.70
Resource allocation processes	54%	46%	2.38
Working at Crafton	88%	12%	3.17
Total	70%	30%	2.76

In examining specific aspects of planning and decision-making, as illustrated in Table 4, respondents were more likely to agree that the planning and decision-making processes are evidence-based (72%), and less likely to perceive these processes as open and easy to understand (64%).

TABLE 4: PERCEIVED LEVEL OF SATISFACTION WITH PLANNING AND DECISION-MAKING.

Overall, planning and decision-making processes at Crafton are:	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
Collaborative	70%	29%	2.70
Open and Easy to Understand	64%	36%	2.65
Evidence-based	72%	28%	2.73
Effective	69%	31%	2.69
Efficient	65%	35%	2.63

In examining specific aspects of resource allocation, as illustrated in Table 5, employees generally feel the distribution from the District to Crafton is neither adequate (76%) nor equitable (81%).

TABLE 5: PERCEIVED LEVEL OF AGREEMENT WITH RESOURCE ALLOCATION FROM THE DISTRICT TO CRAFTON AND VALLEY.

Resource Allocation:	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
The distribution of resources from the District to CHC is adequate.	24%	76%	1.93
The distribution of resources from the District to CHC and Valley is equitable.	19%	81%	1.90

Further analysis revealed differences of employee perceptions when results were examined by constituency group. Figures 1-9 illustrate areas in which notable differences were found among subgroups in perceived satisfaction with outcomes assessment, inclusiveness, planning and decision making, shared-governance, resource allocation, annual planning and program review, feedback, communication, and workload. In this report, when results are broken down by constituency, the faculty group includes only full-time faculty respondents and excludes part-time faculty.

Figure 1 illustrates the level of perceived satisfaction with outcomes assessment by constituency group. Overall, managers (73%) and classified (73%) were more likely to be satisfied with outcomes assessment process than faculty (59%). Also, managers (86%) and classified staff were more likely to feel that the results from outcomes assessments are used to improve student learning when compared with faculty (69%).

Figure 1: Employee Perceived Satisfaction with Outcomes Assessment.

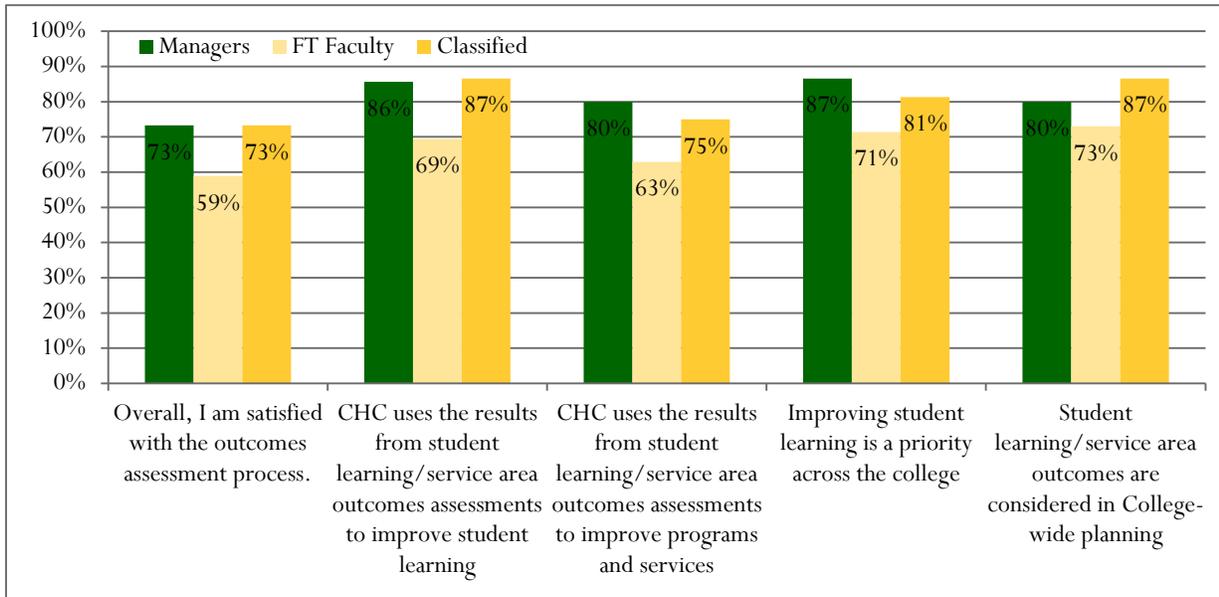


Figure 2 illustrates the level of perceived satisfaction with inclusiveness by constituency group. Overall, managers (87%) and classified (71%) were more likely to be satisfied with the level of inclusiveness than faculty (65%). Also, managers (77%) were more likely to read committee agendas and minutes to stay informed when compared with faculty (68%) and classified staff (50%). In contrast, faculty (63%) were more likely to agree that that the Crafton campus community is doing what it needs to, to stay informed when compared to managers (53%) and classified staff (53%).

Figure 2: Employee Perceived Satisfaction with Inclusiveness.

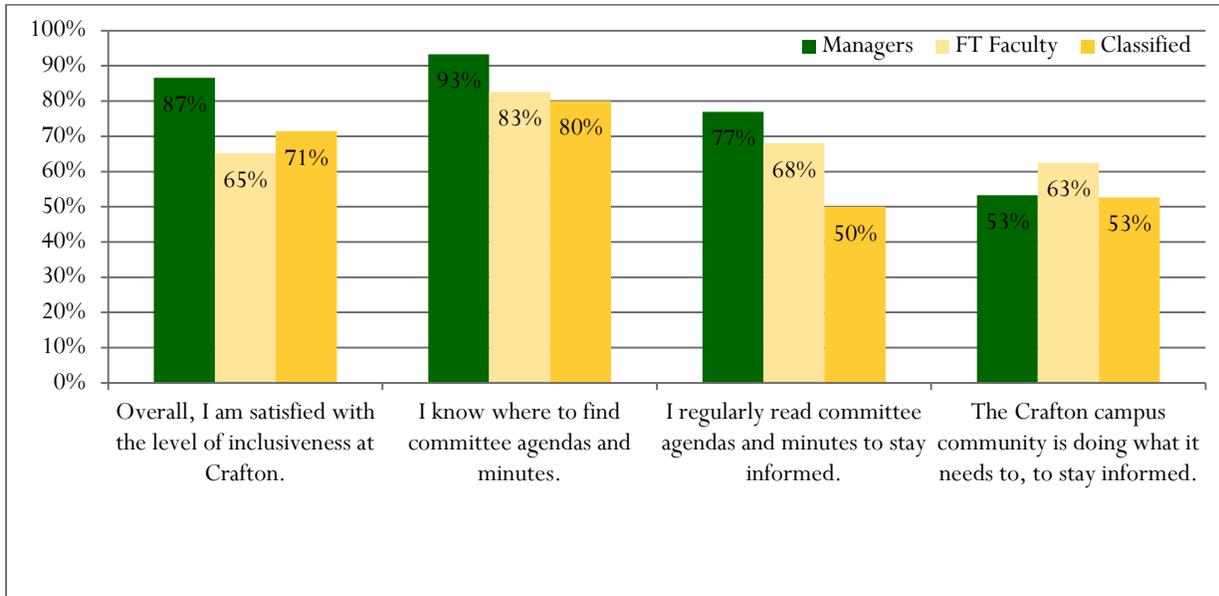


Figure 3 illustrates the level of perceived satisfaction with planning and decision-making by constituency group. Overall, managers (87%) were more likely to be satisfied with the planning and decision-making processes at Crafton than classified staff (63%), and faculty (55%). Also, managers (87%) and classified staff (79%) were more likely to agree that the Crafton's planning and decision-making processes are open and easy to understand than faculty (48%).

Figure 3: Employee Perceived Satisfaction with Planning and Decision-Making.

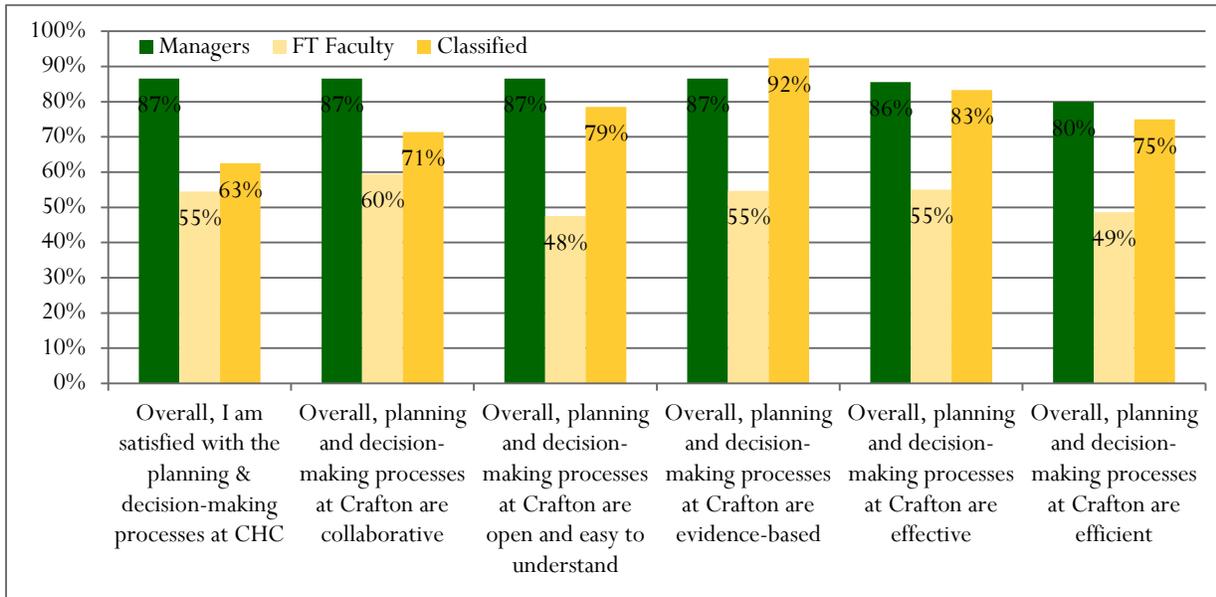


Figure 4 illustrates Crafton employees' perceived satisfaction with shared-governance by constituency group. Overall, managers (80%) were more likely to be satisfied with shared governance at Crafton than classified staff (67%) and faculty (60%). Also, managers (86%) and classified staff (87%) were more likely to agree that the opinions of faculty are given appropriate weight in matters of institutional importance than faculty (52%). On the other hand, managers (93%), classified staff (85%), and faculty (72%) all agreed that Crafton's planning processes offers adequate opportunities for input by appropriate constituencies.

Figure 4: Employee Perceived Satisfaction with Shared Governance.

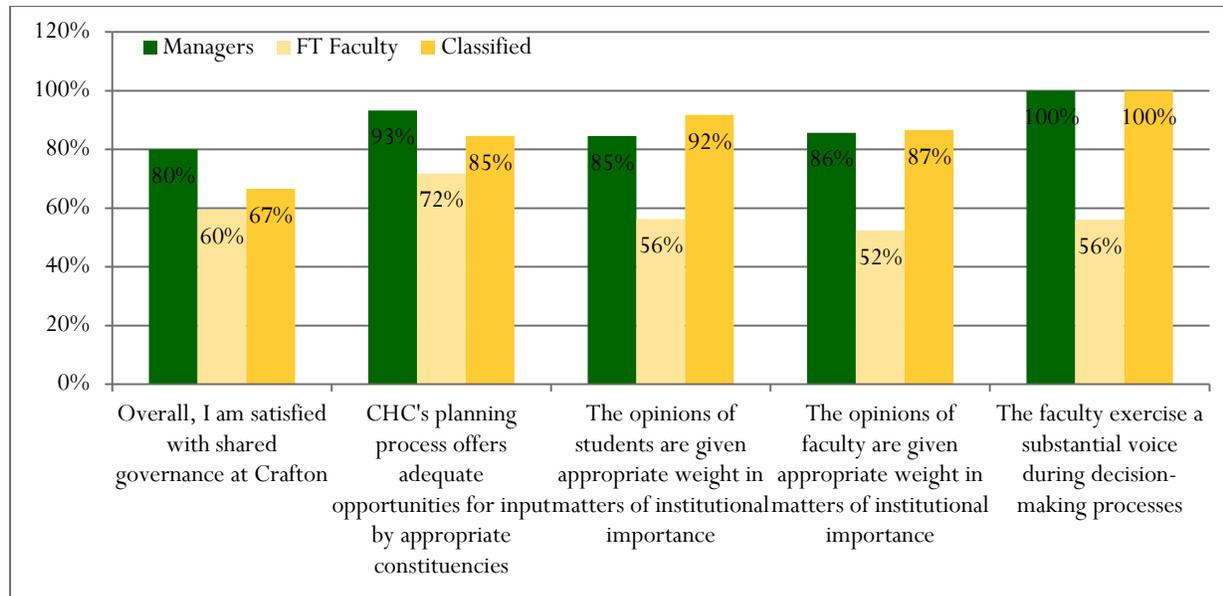


Figure 5 illustrates the level of perceived satisfaction with the resource allocation process by constituency group. Overall, classified staff (73%) and managers (69%) were more likely to be satisfied with the resource allocation processes at Crafton than faculty (38%). Also, managers (87%) and classified staff (100%) were more likely to agree that the Crafton relies upon its mission and goals as the foundation for financial planning than faculty (58%).

Figure 5: Employee Perceived Satisfaction with Resource Allocation.

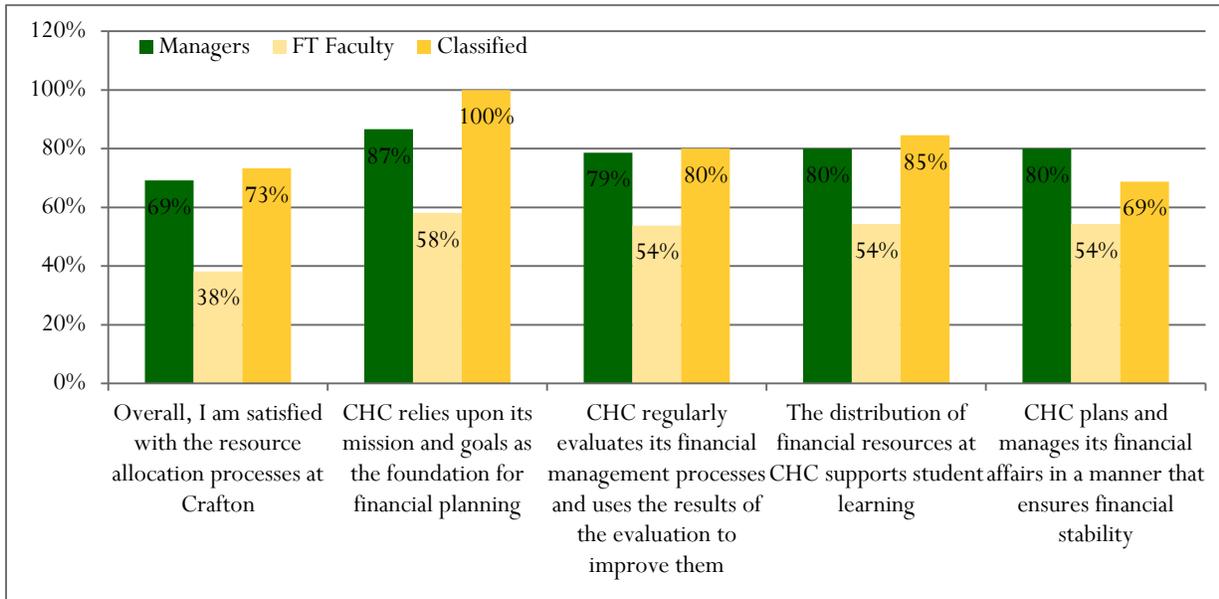
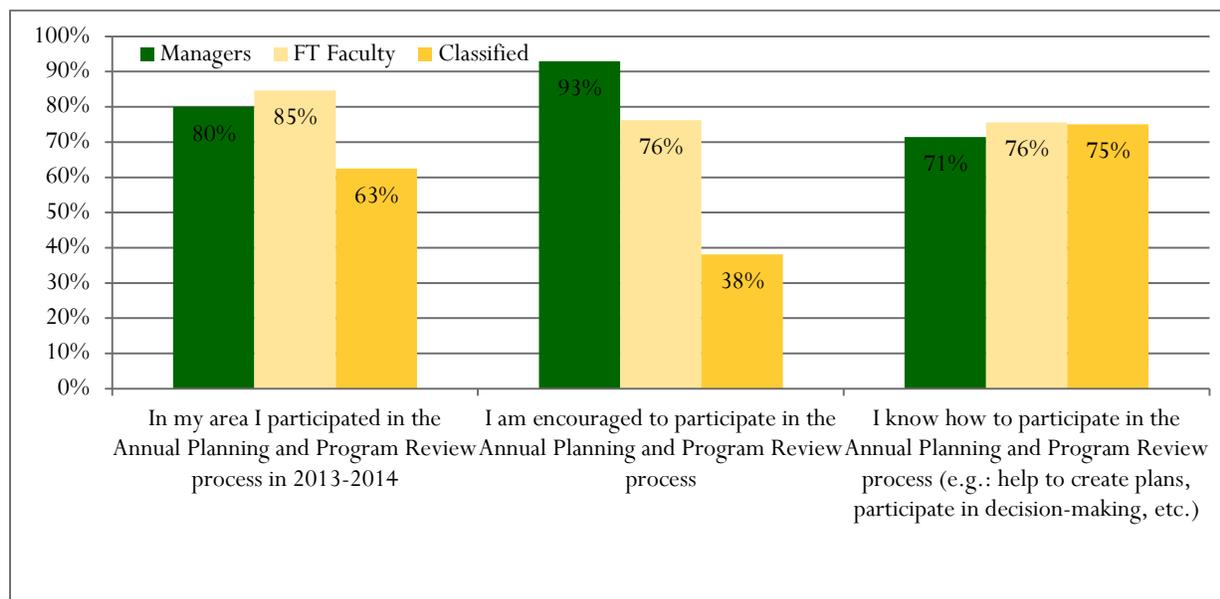


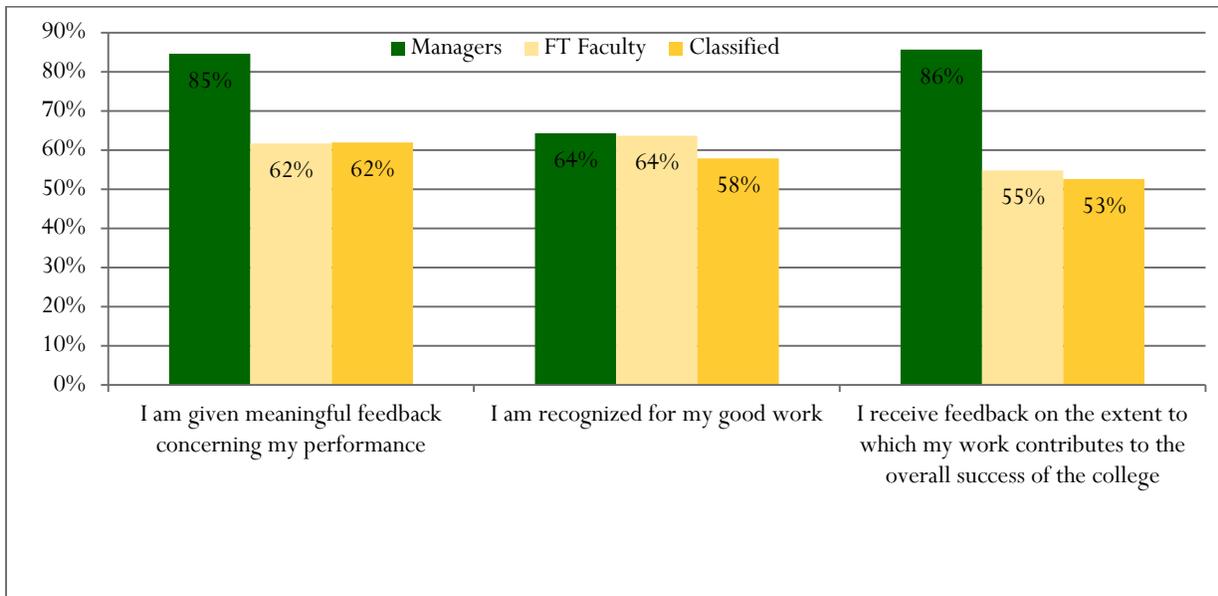
Figure 6 illustrates the level of perceived satisfaction with annual planning (AP) and program review (PR) process by constituency groups. While the majority of management (80%) and faculty (85%) respondents participated in the AP/PR process in the 2013-2014 academic year, there was much less participation by classified respondents (63%). Additionally, while 38% of classified respondents feel encouragement to participate in program review, 76% of faculty and 93% of management respondents perceive that they are encouraged to participate in the AP/PR process. However, when respondents were asked if they know how to participate in the AP/PR process, there was less variance found between employee groups (i.e. 71% to 76%).

Figure 6: Employee Perceived Satisfaction with the Annual Planning and Program Review Process



Illustrated in Figure 7, are the results of questions related to Crafton employees' perceived level of satisfaction with feedback. Managers (85%) were more likely than the classified staff (62%) or faculty (62%) to view the feedback they receive concerning job performance as meaningful. Faculty respondents (64%), managers (64%), and classified staff (58%) believe they are recognized for good work. Overall, 55% of faculty, 86% of managers, and 53% of classified feel they receive feedback on how their work contributes to the success of the college.

FIGURE 7: EMPLOYEE PERCEIVED LEVEL OF SATISFACTION WITH FEEDBACK



Results of employee perceptions associated with communication across campus are demonstrated in Figure 8. All constituencies agreed that there is room for improvement in sharing best practices, and that Crafton needs to improve the communication and understanding among different employee groups. Faculty (46%) and classified staff (55%) were less likely than managers (80%) to believe that communication across campus is timely and accurate.

FIGURE 8: EMPLOYEE PERCEIVED LEVEL OF SATISFACTION WITH COMMUNICATION

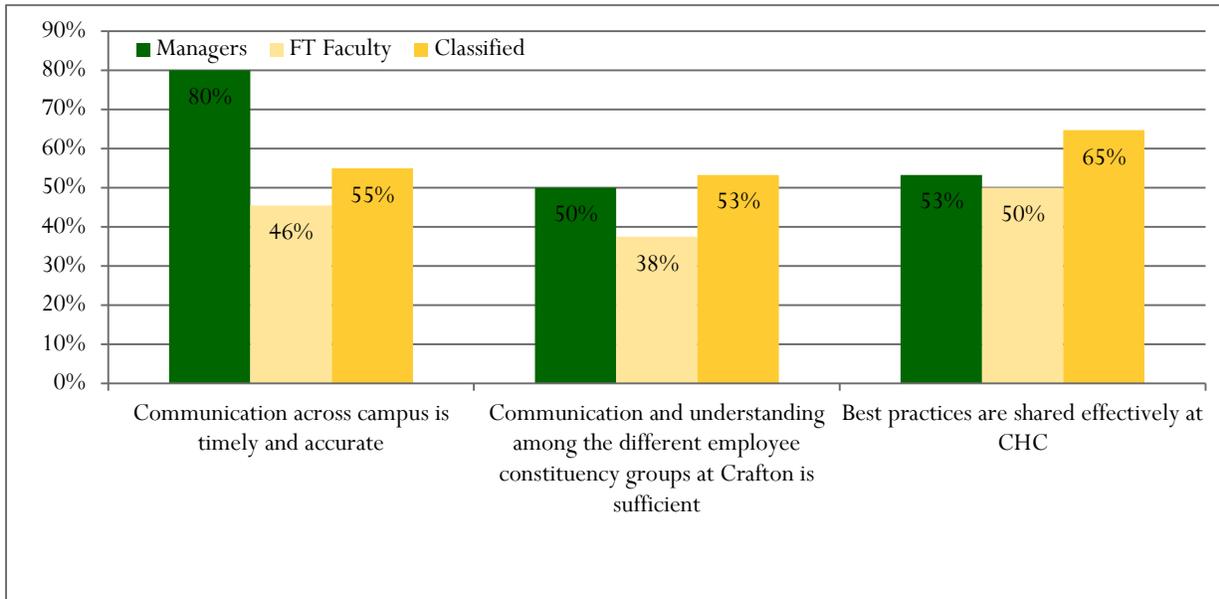


Figure 9 illustrates the level of perceived satisfaction with workload by constituency group. Overall, managers (73%), faculty (68%), and classified staff (63%) feel pressure to accomplish too many tasks and priorities. Also, managers (47%) and faculty (57%) were more likely to feel that they had enough time to complete their tasks and meet deadlines, compared to 71% of classified staff. In addition, classified staff (65%) were more likely to agree that there was fair allocation of work in their area than faculty (49%) and managers (57%).

FIGURE 9: EMPLOYEE PERCEIVED SATISFACTION WITH WORKLOAD

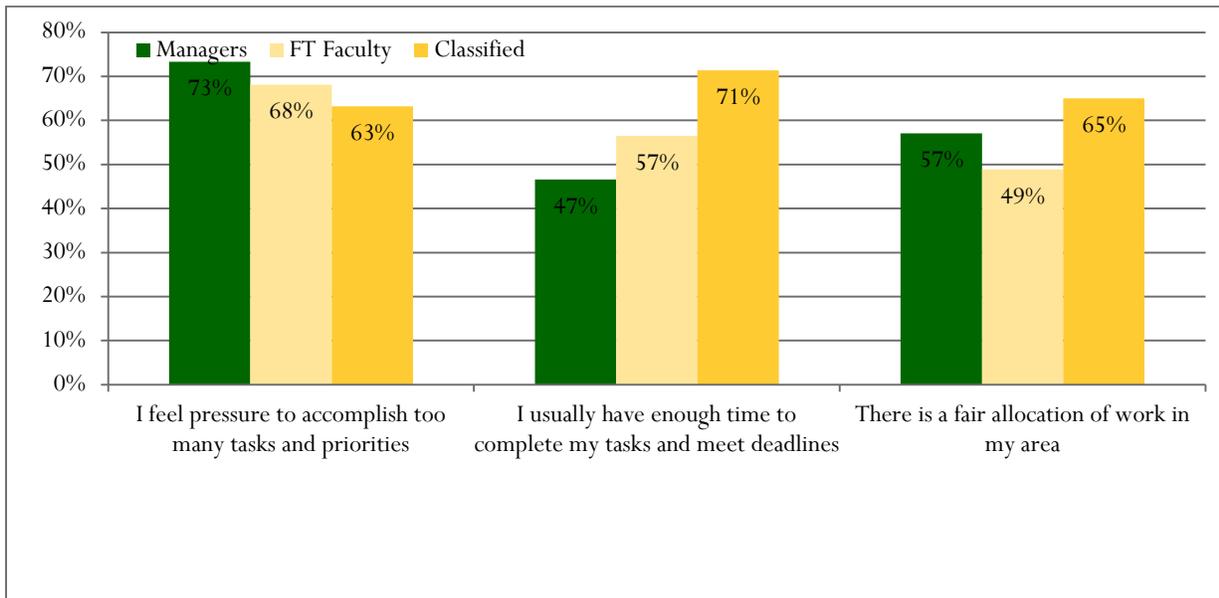


Table 6 is a compilation of the items related to outcomes assessment. Respondents agreed that student learning and service area outcomes are considered in program review (Mean = 3.22), is ongoing at Crafton (Mean = 3.18), and that improving student learning is a priority across the college (Mean = 3.08) as well as College-wide planning (Mean=3.28). In sum, while all aspects of outcomes assessments were rated favorably, employees were relatively less satisfied with the outcomes assessment process at Crafton (Mean = 2.80). Some of the suggestions for improving the outcomes assessment process include developing required workshops during in-service, implementing an assessment day, and to create one location for reporting and viewing outcome assessment results.

TABLE 6: OUTCOMES ASSESSMENTS IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE

Please indicate the extent to which you agree or disagree with the following statements about outcomes assessment:	N	Min	Max	Mean	Std. Deviation
q1c b. Student learning/service area outcomes are considered in program review/annual planning.	82	1	4	3.22	.737
q1a a. Student learning/service area outcomes assessment is ongoing at Crafton.	90	1	4	3.18	.680
Q1q f. Improving student learning is a priority across the college.	89	1	4	3.08	.944
q1y h. CHC facilitates an ongoing dialogue about improving student learning.	88	1	4	3.06	.793
q1o g. Dialogue about student learning is ongoing and pervasive.	89	1	4	3.00	.798
q1s d. CHC uses the results from student learning/service area outcomes assessments to improve student learning.	80	1	4	2.99	.787
q1b c. Student learning/service area outcomes are considered in College-wide planning.	78	1	4	2.96	.780
q1w e. CHC uses the results from student learning/service area outcomes assessments to improve programs and services.	79	1	4	2.89	.862
q1ad i. Overall, I am satisfied with the outcomes assessment process at Crafton.	83	1	4	2.80	.852

TABLE 6A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE OUTCOMES ASSESSMENT PROCESS QUESTIONS

Please indicate the extent to which you agree or disagree with the following statements about outcomes assessment:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q1a a. Student learning/service area outcomes assessment is ongoing at Crafton.	3	3.0	5	5.0	55	55.0	27	27.0	10	10.0	100
q1c b. Student learning/service area outcomes are considered in program review/annual planning.	3	3.1	6	6.1	43	43.9	30	30.6	16	16.3	98
q1b c. Student learning/service area outcomes are considered in College-wide planning.	5	5.1	10	10.2	46	46.9	17	17.3	20	20.4	98
q1s d. CHC uses the results from student learning/service area outcomes assessments to improve student learning.	5	5.0	10	10.0	46	46.0	19	19.0	20	20.0	100
q1w e. CHC uses the results from student learning/service area outcomes assessments to improve programs and services.	7	7.0	13	13.0	41	41.0	18	18.0	21	21.0	100
q1q f. Improving student learning is a priority across the college.	9	9.0	9	9.0	37	37.0	34	34.0	11	11.0	100
q1o g. Dialogue about student learning is ongoing and pervasive.	5	5.0	13	13.0	48	48.0	23	23.0	11	11.0	100
q1y h. CHC facilitates an ongoing dialogue about improving student learning.	6	6.0	7	7.0	51	51.0	24	24.0	12	12.0	100
q1ad i. Overall, I am satisfied with the outcomes assessment process at Crafton.	7	7.2	19	19.6	41	42.3	16	16.5	14	14.4	97

TABLE 6B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING OUTCOMES ASSESSMENT

Type	Comment or Suggestion
C	As indicated by accreditation team, student learning, particularly outcomes are not a priority. Too many people with authority on this campus are busy taking on activities designed to pad their resumes or further their political aspirations to care about student learning.
C	Classified Professionals are not included adequately in outcomes assessment discussions. Also, it seems that there are a lot of discussions about student learning, but actions are not taken to make actual, substantive improvements. For example, Reading should be its own department. Keeping it in the English department lessens the ability of reading instructors to control things like budgets, representation to campus committees, and supporting the needs of students. Also, the Math Department has way too much say about what goes on this campus and it really needs to stop.
C	Crafton understands its position and knows what it needs to do to correct the weaknesses the accreditation team disclosed. Work is being done and we get better and better. I am proud of our programs that support student learning here at CHC.
C	Dialogue is on-going with certain administrators then just doing what they want.
C	Don't know how to answer item d. All of the faculty that I know constantly assess instructional success in order to improve student learning, far beyond the formal requirements of SLOs. Whether CHC as an entity does this outside of individual discipline areas, I have no clue. For item f, I believe that most faculty put student learning as their #1 priority, but while the institution talks the talk, it doesn't walk the walk.
S	Faculty, by and large, are not completing outcomes assessments in their courses. Regardless of the various tools made available, there are massive holes in one of the more important duties of being an instructor. Faculty who refuse to consistently assess their courses should be denied overload, reassign time, and other benefits, so they can find the time too completely and consistently assess student learning outcomes.
C	I am grateful for [name] continual commitment to improving the assessment process.
C	I disagreed with the last statement on outcomes because we currently are not assessing in all of Crafton courses. We need to assess all of our courses on a regular basis.
C	I think it is valuable to assess learning outcomes but I don't think we are really doing so in an effective manner.
S	I think there should be more In-Service day (required) work shops around this... However I have noticed that some faculty skip out of I service day workshops and go to their offices. There are usually the ones who do not do SLO assessments.
C	It seems like you are only getting assessment from full-time faculty, not part-timers. That seriously skews your data.
S	Make outcomes per discipline more prominent and easily accessible. Include standards, goals, and outcomes in dialogue with all faculty such that they have time before terms begin to adjust their course content and presentation.
C	Many faculty have yet to complete course level and program level assessments. This is in spite of many institutional efforts to make it as easy as possible. For example, extra pay for outcomes, the four-point rubric, the PPR web tool to collect SLO data, the institutional assessment plan, and countless workshops, flex activities, and support from the OIERP. As a result, the college risks being sanctioned by ACCJC.
C	SLO's are an invention of politicians that know nothing about teaching, and colleges should not have caved in to the whims of politicians.

Type	Comment or Suggestion
S	The institution needs to implement an assessment day and set aside one day per year for all areas and faculty to discuss their outcomes, their collected data, and close the loop on the process. We need to institutionalize outcomes assessment in a way that simply requires all faculty to participate. Perhaps we find some way to tie some money to the process (call it a small stipend for each person) or we simply have a day like an in-service day where attendance is required. Attendance should be taken, and a boundary drawn. Some people won't like it, and they'll whine. We also need to take the members of the outcomes committee and train them to be advisers in the assessment process, helping to prep for and facilitate these assessment discussions. Others on campus who are not on the committee but can help and are willing to help should also be trained and used in this fashion. This can function in a similar way in which the PPR committee assigns members to departments going through the PR process. We also need to find a person who can explain assessment, and all the nuances of it, in a way that faculty can relate to--not in lingo, but translated into plain language. Do this, and the faculty will begin to be guided through the process that they finally understand in a personalized way that is institutionalized and calendared. They will be able to deal with people who have been trained and have a guide that is accessible to them. In a nutshell, We need to clarify the process, carve out time for people to do it institution-wide (they're not doing it on their own, clearly), give those personal help, and then hold them accountable. If it goes even nominally well one time, then the next time won't be as frightening, and we'll gain traction and start to see the loop closed in lots of departments that have never done it before. Whew! Ok--that's the end of my rant.
C	The only efforts with learning outcomes are the posters placed throughout the campus; Engage-Learn-Advance- Through Learning.
S	The outcomes assessment has always seemed disorganized. There is no one place that everyone puts their SLO's or assessments. We really need one location that is EASILY found for all the SLO's for both courses and programs and a place where assessment data is collected. The problem right now is if you ask 10 random people on campus where course SLO's and assessments are collected and housed you will get 10 different answers. We need a much greater effort to organize this. I would suggest looking at campuses that are successful with the area of outcomes and see what they do. Why reinvent the wheel? Let's steal good ideas from other campuses.
C	There is no way to legitimately measure what the whole campus is doing. The only information I a privy to is in my area. That information is not consistent or regularly provided to classified staff.

Table 7 includes employee perceptions of inclusiveness. Respondents agreed (Mean = 3.47) that they get a feeling of personal satisfaction from their work, and that diversity contributes to everyone's success at Craffton (Mean = 3.40). On the other hand, respondents were less likely to perceive that things change too quickly (Mean = 2.15), that they were uncomfortable with changes in their area (Mean = 2.34), and that rules and procedures have surprised them (Mean = 2.52). One suggestion for improving communication and inclusiveness was to create a Chairs Council newsletter: "I would suggest that the Chairs council send out a "newsletter" to the campus telling us what issues are being discussed and decisions made. I was not the only one that was shocked that the final exam schedule had changed for the fall so obviously communication in this area was licking for a lot of people."

TABLE 7: INCLUSIVENESS IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	N	Min	Max	Mean	Std. Deviation
q2m p. I get a feeling of personal satisfaction from my work.	101	1	4	3.47	.641
q3v d. Diversity contributes to everyone's success at CHC.	93	1	4	3.40	.678
q2h l. My position allows me to make independent decisions.	98	1	4	3.38	.739
q2k o. My job requires me to learn new things.	101	1	4	3.37	.644
q3l g. I feel safe at CHC.	99	1	4	3.33	.728
q2g k. I know what is expected of me in my job.	100	1	4	3.32	.649
q3f a. The campus community is equally supportive of all genders.	99	2	4	3.31	.649
q2ac ao. In general, I feel it is important to stay informed about what is happening on campus.	99	2	4	3.23	.512
q3al h. CHC administrators encourage innovation.	92	1	4	3.21	.792
q2l j. I am encouraged to be creative and come up with new ideas and improvements.	98	1	4	3.20	.824
q3w f. I am personally treated with respect at this college.	99	1	4	3.17	.796
q3h c. The campus community is equally supportive of all sexual-orientations.	95	1	4	3.16	.704
q3g b. The campus community is equally supportive of all racial/ethnic groups.	95	2	4	3.15	.714
q4i v. I feel that I can talk to my immediate supervisor about my concerns.	100	1	4	3.12	.902
q2b i. My manager supports my ideas for improvements.	99	1	4	3.11	.879
q4w ab. I feel accepted as a member of the college community.	94	1	4	3.09	.757
q4v aa. When I arrived at Crafton, I felt welcomed into the college community.	97	1	4	3.08	.731
q2f aj. I know where to find committee agendas and minutes.	95	1	4	3.07	.733
q4t u. My immediate supervisor leads by example.	99	1	4	3.06	.924
q5.a ad. I feel included in opportunities to seek professional development.	94	1	4	3.00	.803
q2aa an. In general, I take time to stay informed about what is happening on campus.	98	1	4	3.00	.574
q2z am. If I need information about Crafton, I know where to find it.	96	1	4	2.94	.678
q3j e. CHC procedures & practices clearly demonstrate commitment to issues of employee equity & diversity	92	1	4	2.93	.849
q4q ac. CHC personnel are provided adequate opportunities for professional development.	95	1	4	2.92	.834
q2x r. The job expectations set for me are realistic.	101	1	4	2.91	.801
q2d ah. My immediate supervisor does a good job of communicating decisions to me.	97	1	4	2.89	.945
q4u af. I have received adequate training for my job duties.	95	1	4	2.87	.775
q2c ag. I am informed about events/decisions in my area.	99	1	4	2.85	.813
q2t q. I am given meaningful feedback concerning my performance.	98	1	4	2.83	.838

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	N	Min	Max	Mean	Std. Deviation
q2n ak. In general, committee agendas and minutes are up to date.	86	1	4	2.83	.910
q4n x. I have adequate supplies/equipment necessary to complete my job.	101	1	4	2.82	.888
q4o y. I am recognized for my good work.	92	1	4	2.82	.901
q4h t. In general, CHC supervisors, managers, and administrators lead by example.	94	1	4	2.81	.895
q2i m. I feel pressure to accomplish too many tasks and priorities.	99	1	4	2.79	.895
q2y at. Overall, I am satisfied with the level of inclusiveness at Crafton.	99	1	4	2.75	.812
q4p z. I receive feedback on the extent to which my work contributes to the overall success of the college.	89	1	4	2.71	.882
q2j al. I regularly read committee agendas and minutes to stay informed.	93	1	4	2.69	.675
q4d n. I usually have enough time to complete my tasks and meet deadlines.	100	1	4	2.68	.875
q4r ae. Best practices are shared effectively at CHC.	86	1	4	2.67	.789
q4m w. I am satisfied with the opportunities for advancement at CHC.	92	1	4	2.65	.943
q2ab ap. The Crafton campus community is doing what it needs to, to stay informed.	88	1	4	2.65	.788
q4c s. There is a fair allocation of work in my area.	96	1	4	2.62	.932
q2e ai. Communication across campus is timely and accurate.	92	1	4	2.54	.907
q2v ar. Changes in rules and procedures have taken me by surprise in the last twelve months.	97	1	4	2.52	.903
q2w as. I am uncomfortable with the changes in my job/department that have occurred over the last 12 months.	90	1	4	2.34	.889
q2u aq. Things change too fast around here.	88	1	4	2.15	.720

TABLE 7A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE INCLUSIVENESS QUESTIONS

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q3f a. The campus community is equally supportive of all genders.	0	0.0	10	9.9	48	47.5	41	40.6	2	2.0	101
q3g b. The campus community is equally supportive of all racial/ethnic groups.	0	0.0	18	18.0	45	45.0	32	32.0	5	5.0	100
q3h c. The campus community is equally supportive of all sexual-orientations.	1	1.0	14	13.9	49	48.5	31	30.7	6	5.9	101
q3v d. Diversity contributes to everyone's success at CHC.	1	1.0	7	7.0	39	39.0	46	46.0	7	7.0	100
q3j e. CHC procedures & practices clearly demonstrate commitment to issues of employee equity & diversity	7	7.1	15	15.2	47	47.5	23	23.2	7	7.1	99
q3w f. I am personally treated with respect at this college.	3	3.0	15	15.0	43	43.0	38	38.0	1	1.0	100
q3l g. I feel safe at CHC.	2	2.0	9	9.0	42	42.0	46	46.0	1	1.0	100
q3al h. CHC administrators encourage innovation.	5	5.0	6	6.0	46	46.0	35	35.0	8	8.0	100
q2b i. My manager supports my ideas for improvements.	8	7.9	9	8.9	46	45.5	36	35.6	2	2.0	101
q2l j. I am encouraged to be creative and come up with new ideas and improvements.	3	3.0	16	16.0	37	37.0	42	42.0	2	2.0	100
q2g k. I know what is expected of me in my job.	1	1.0	7	7.0	51	51.0	41	41.0	0	0.0	100
q2h l. My position allows me to make independent decisions.	4	4.0	3	3.0	43	43.0	48	48.0	2	2.0	100
q2i m. I feel pressure to accomplish too many tasks and priorities.	7	7.0	31	31.0	37	37.0	24	24.0	1	1.0	100
q4d n. I usually have enough time to complete my tasks and meet deadlines.	11	11.0	26	26.0	47	47.0	16	16.0	0	0.0	100

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q2k o. My job requires me to learn new things.	1	1.0	6	5.9	49	48.5	45	44.6	0	0.0	101
q2m p. I get a feeling of personal satisfaction from my work.	1	1.0	5	5.0	41	40.6	54	53.5	0	0.0	101
q2t q. I am given meaningful feedback concerning my performance.	7	6.9	23	22.8	48	47.5	20	19.8	3	3.0	101
q2x r. The job expectations set for me are realistic.	5	5.0	22	21.8	51	50.5	23	22.8	0	0.0	101
q4c s. There is a fair allocation of work in my area.	13	13.0	27	27.0	39	39.0	17	17.0	4	4.0	100
q4h t. In general, CHC supervisors, managers, and administrators lead by example.	11	10.9	15	14.9	49	48.5	19	18.8	7	6.9	101
q4t u. My immediate supervisor leads by example.	10	10.0	9	9.0	45	45.0	35	35.0	1	1.0	100
q4i v. I feel that I can talk to my immediate supervisor about my concerns.	7	6.9	14	13.9	39	38.6	40	39.6	1	1.0	101
q4m w. I am satisfied with the opportunities for advancement at CHC.	12	11.9	26	25.7	36	35.6	18	17.8	9	8.9	101
q4n x. I have adequate supplies/equipment necessary to complete my job.	11	10.9	17	16.8	52	51.5	21	20.8	0	0.0	101
q4o y. I am recognized for my good work.	8	8.0	23	23.0	39	39.0	22	22.0	8	8.0	100
q4p z. I receive feedback on the extent to which my work contributes to the overall success of the college.	9	8.9	24	23.8	40	39.6	16	15.8	12	11.9	101
q4v aa. When I arrived at Crafton, I felt welcomed into the college community.	3	3.0	13	13.0	54	54.0	27	27.0	3	3.0	100
q4w ab. I feel accepted as a member of the college community.	4	4.0	11	11.1	52	52.5	27	27.3	5	5.1	99

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q4q ac. CHC personnel are provided adequate opportunities for professional development.	6	6.0	19	19.0	47	47.0	23	23.0	5	5.0	100
q5.a ad. I feel included in opportunities to seek professional development.	3	3.0	21	21.0	43	43.0	27	27.0	6	6.0	100
q4r ae. Best practices are shared effectively at CHC.	4	4.1	33	34.0	36	37.1	13	13.4	11	11.3	97
q4u af. I have received adequate training for my job duties.	4	4.1	23	23.7	49	50.5	19	19.6	2	2.1	97
q2c ag. I am informed about events/decisions in my area.	6	6.1	23	23.2	50	50.5	20	20.2	0	0.0	99
q2d ah. My immediate supervisor does a good job of communicating decisions to me.	11	11.1	16	16.2	43	43.4	27	27.3	2	2.0	99
q2e ai. Communication across campus is timely and accurate.	15	15.0	23	23.0	43	43.0	11	11.0	8	8.0	100
q2f aj. I know where to find committee agendas and minutes.	3	3.0	13	13.0	53	53.0	26	26.0	5	5.0	100
q2n ak. In general, committee agendas and minutes are up to date.	10	10.0	14	14.0	43	43.0	19	19.0	14	14.0	100
q2j al. I regularly read committee agendas and minutes to stay informed.	3	3.1	31	31.6	51	52.0	8	8.2	5	5.1	98
q2z am. If I need information about Crafton, I know where to find it.	4	4.0	13	13.0	64	64.0	15	15.0	4	4.0	100
q2aa an. In general, I take time to stay informed about what is happening on campus.	1	1.0	13	13.0	69	69.0	15	15.0	2	2.0	100
q2ac ao. In general, I feel it is important to stay informed about what is happening on campus.	0	0.0	4	4.0	68	68.0	27	27.0	1	1.0	100
q2ab ap. The Crafton campus community is doing what it needs to, to stay informed.	8	8.0	24	24.0	47	47.0	9	9.0	12	12.0	100
q2u aq. Things change too fast around here.	12	12.2	56	57.1	15	15.3	5	5.1	10	10.2	98

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q2v ar. Changes in rules and procedures have taken me by surprise in the last twelve months.	10	10.0	44	44.0	26	26.0	17	17.0	3	3.0	100
q2w as. I am uncomfortable with the changes in my job/department that have occurred over the last 12 months.	13	13.3	45	45.9	20	20.4	12	12.2	8	8.2	98
q2y at. Overall, I am satisfied with the level of inclusiveness at Crafton.	11	11.0	15	15.0	61	61.0	12	12.0	1	1.0	100

TABLE 7B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING INCLUSIVENESS

Type	Comments or Suggestions
C	A few are simply doing what they want, regardless of what is needed/wanted by others.
S	About question af. - I received adequate training for my job duties while in school and at other jobs, not here at Crafton. The question does not allow for a complete answer to this question. About question aq. and ar. - Some things change too fast (employee turn around, changes in structure) while some things change too slowly. The question does not allow for a real answer.
C	Although Professional Development has suffered the economic downturn, we are recovering and I am excited to see the focus on professional development that is happening now. I anticipate its growth and future opportunities for everyone!
C	As adjunct faculty are not encouraged to be active members of the community, I don't have any idea of what I should know to determine if I am sufficiently informed.
C	At times some people are invited to participate in activities and/or advancement without anyone else knowing about the opportunities and/or knowing that opportunities have already been prearranged.
C	CHC operates using a top-down, non-inclusive, mgt. structure and decision making process. Superficial collaboration is the only collaboration being practiced.
C	Conservatives, poor, whites are overlooked in favor of Hispanics and LGBTQ population. Equity plan is not equitable
C	District Policies are not always followed. As an example, Management Evaluation Committees are supposed to meet before the surveys are sent out.
C	Faculty have strongly asserted a right to control academic and professional decisions, which is an over-extension of their collegial consultative rights. As a classified educator, I feel my voice is consistently stymied by faculty who wish to manage the college instead of leading it. The changes at Crafton over the last few years have been wonderful, and I support the culture of change, innovation, and growth that is taking root at Crafton. I want faculty to lead the college forward, but not to manage the college.
S	I am unable to attend most professional development activities on campus as they are offered M-TH and getting away during the week is not possible....Fridays would be optimal.

Type	Comments or Suggestions
C	I don't believe that classified staff is taken seriously as an integral part of campus decision making. While administrators have attempted to indicate inclusiveness in this area, when it comes to final decision making, Academic Senate, i.e. faculty opinion and desires are always considered above all else. This is perhaps why classified staff in general lose interest in participating in things like campus committees. Even within individual departments classified staff are often treated as second class citizens. Often policies are changed without consulting classified staff despite the fact that we are the ones primarily responsible for enforcing policies at service desks and may be able to contribute to the discussion about why certain policies are in place. I've simply heard too many times the statement, "that's a faculty decision." Unless it's something faculty don't want to deal with it and suddenly it becomes "that's not my job."
C	I feel a definite disconnect with management, and staff as a classified.
C	I have comments about a lot of things. One thing is why, on this survey you only want comments about inclusiveness? In general there is a problem with communication on campus. Decisions come down that have little input from faculty that these decisions affect. My impressions is that the administration regards inclusiveness in planning process or feedback as time consuming and unnecessary. I think the administration is under the impression that they do consult because they consult with a few carefully chosen faculty or staff members. In my case, we often learned about drastic changes affecting us only at the past minute or long after it was possible to influence decision making. This points to not just a overlooking of feedback in the process but a real lack of transparency. There are severe issues of resource allocation: Planning and program review standards and practices remain a mystery and are arcane, non-transparent. Particularly difficult to understand are the priorities of the administration and particularly galling is the prioritization always seems to be administrative processes and personnel and not instructional aid. For us in my program and department there are infrastructure needs and personnel needs and budget needs and workload needs that are longstanding and have not been addressed. Many of the innovations we could make or the best standards and practices we could implement we are not able to implement because the administration will not commit resources or in many cases acknowledge issues or problems. In other cases, issues or problems are duly noted and agreed with but then are not acted upon. Part of this stems from administrative priorities: The thrust of the administration priorities is the administrations' needs. The administration tends to see these needs as somehow being synonymous with instructional or student or classified employee needs but in many cases this is not true. Often those priorities come at the expense of instructional, student or classified employee needs. Specifically the issue of "accreditation" is always raised when any new paperwork or administrative practice or change to procedure or implementation of new program or hiring of administrative personnel is announced as the justification as to why this automatically benefits everyone else at the college. In many cases, the various elaborate procedures in planning and program review, administrative resource allocation have little meaning or benefit to instruction or students and instead add workload. Another side of this problem is the managerial structure. It has been several years since we have implemented the current Dean structure. The main problem is unequal workload compounded by the legion of additional programs and paperwork for administrators that have been generated under the It is clear that it is not working and yet the administration continues to hold to this structure. The structure has led to an erosion of meaningful advocacy. I don't know that the administration has ever recognized this publicly although they cite as one of their main managerial precepts the idea or accountability and evaluation of results.
C	I think that we can improve on the professional development we offer at Crafton. We are moving in the right direction with a Professional Development Coordinator. In reference to communication, I feel that the people who complain the most about not having information are the ones who do not take the time to stay informed.

Type	Comments or Suggestions
C	I work in isolation and often feel out of the loop on campus topics of discussion.
C	It is unrealistic to believe that a Department Chair teaching a full load can also have time to read minutes or review the myriad of documents sent from the Academic Senate. I am frequently unaware of some of the bigger issues on campus that are discussed in Academic Senate simply because I am too busy with a full-time teaching load, the responsibilities of being a department Chair, and trying to satisfy the Accreditation Committee's mania in regard to SLO's. Also, there seems to be a survey for everything anymore. I certainly do not have time to do them all, so I must select and choose carefully.
S	Orientation for new employees would be helpful.
C	There are tooooooo many questions on this survey... and I'm kind of "done."
C	This campus has become a culture of cliques and management puppets. The only people included in decisions are those at the top, and the ones below who don't question anything, or will get some personal gain out of agreeing with mgt.
S	When major decisions have been made (i.e. changing the Final exam schedule) it was assumed that everyone was informed. This was not the case as there was no large announcement regarding this. It was assumed that everyone reads the academic senate agendas and minutes. The campus should make a better effort to inform everyone of major changes and not assume they have read an agenda or minutes. For example, we have been given very good information regarding the decisions about funding which buildings and faculty positions as these items were sent out in a separate email and not buried in an agenda or minutes. Furthermore, relying solely upon department chairs to give information out is not always working. Sometimes the department chairs neglect to let the other faculty know what is going on. I would suggest that the Chairs council send out a "newsletter" to the campus telling us what issues are being discussed and decisions made. I was not the only one that was shocked that the Final exam schedule had changed for the Fall so obviously communication in this area was lacking for a lot of people.

Upon review of questions related to CHC planning, program review, and decision-making processes, as illustrated in Table 8, respondents were more likely to indicate satisfaction with the use of qualitative and quantitative data to identify student learning needs (Mean = 3.04) and that data and information are used routinely to inform institutional decisions (Mean = 3.00), yet less likely to feel the annual process of prioritizing objectives at CHC is easy to understand. (Mean = 2.59). One suggestion for improving the planning and program review process was to include non-instructional faculty in the process of prioritizing faculty hires: "Non-instructional faculty need to have a voice in prioritizing faculty hires. Right now they have no representation on Chairs' Council, and since they are not voting members and neither are their managers, they have no voice. This is an inequitable structure that favors instructional faculty; this needs to be changed."

TABLE 87: PLANNING AND PROGRAM REVIEW IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u>:	N	Min	Max	Mean	Std. Deviation
q1t l. The College uses both qualitative and quantitative data to identify student learning needs.	71	1	4	3.04	.853
q1ab n. Data and information are used routinely to inform institutional decisions.	76	1	4	3.00	.879
q2p h. In my area I participated in the Annual Planning and Program Review process in 2013-2014.	79	1	4	2.99	.870
q2o g. I know how to participate in the Annual Planning and Program Review process (e.g.: help to create plans, participate in decision-making, etc.).	81	1	4	2.96	.843
q1v m. Crafton utilizes the results from research studies to inform decision-making.	73	1	4	2.96	.920
q9z e. The annual process of prioritizing objectives is integrated with the CHC Educational Master Plan.	67	1	4	2.96	.787
q2a a. CHC facilitates an ongoing dialogue about improving institutional processes.	84	1	4	2.95	.835
q2s k. I am encouraged to participate in the Annual Planning and Program Review process.	83	1	4	2.92	.858
q2r j. I think that the Annual Planning and Program Review process helps the college achieve its desired goals.	79	1	4	2.90	.900
q9y d. CHC personnel contribute to the annual process of prioritizing objectives.	72	1	4	2.89	.832
q1ac o. I routinely collect and/or request data and information to help inform decisions that I need to make.	83	1	4	2.86	.767
q1p u. Evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing.	72	1	4	2.81	.898
q9aa f. CHC resource allocation is directly related to the annual prioritization of objectives and the CHC Educational Master Plan.	66	1	4	2.79	.832
q9aj r. Overall, planning and decision-making processes at Crafton are evidence-based (i.e. Planning processes and decision making are evidence based when they are informed by the analysis of reliable and objective evidence balanced with collective wisdom.)	78	1	4	2.73	.832
q9w b. The annual process of prioritizing objectives at CHC is transparent (i.e. People are open and honest about how and why decisions are made, appropriate information is readily accessible and is shared in a timely manner.).	82	1	4	2.72	.946
q2q i. My participation influenced the outcome of the Annual Planning and Program Review process in my area in 2013-2014.	70	1	4	2.70	.998
q9ak s. Overall, planning and decision-making processes at Crafton are effective (i.e. produce meaningful and relevant results.)	72	1	4	2.69	.882
q1r v. Overall, I am satisfied with the planning & decision-making processes at CHC.	84	1	4	2.67	.910

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u>:	N	Min	Max	Mean	Std. Deviation
q9ai q. Overall, planning and decision-making processes at Craffton are open and easy to understand.	78	1	4	2.65	.819
q9al t. Overall, planning and decision-making processes at Craffton are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity.)	71	1	4	2.63	.975
q1x p. After a program or service is evaluated, improvements are made.	71	1	4	2.62	.799
q9x c. The annual process of prioritizing objectives at CHC is easy to understand.	83	1	4	2.59	.842

TABLE 8A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE PLANNING AND PROGRAM REVIEW QUESTIONS

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u>:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q2a a. CHC facilitates an ongoing dialogue about improving institutional processes.	7	7.2	10	10.3	47	48.5	20	20.6	13	13.4	97
q9w b. The annual process of prioritizing objectives at CHC is transparent (i.e. People are open and honest about how and why decisions are made, appropriate information is readily accessible and is shared in a timely manner.).	11	11.3	18	18.6	36	37.1	17	17.5	15	15.5	97
q9x c. The annual process of prioritizing objectives at CHC is easy to understand.	9	9.4	26	27.1	38	39.6	10	10.4	13	13.5	96
q9y d. CHC personnel contribute to the annual process of prioritizing objectives.	6	6.3	11	11.6	40	42.1	15	15.8	23	24.2	95
q9z e. The annual process of prioritizing objectives is integrated with the CHC Educational Master Plan.	5	5.2	7	7.2	41	42.3	14	14.4	30	30.9	97
q9aa f. CHC resource allocation is directly related to the annual prioritization of objectives and the CHC Educational Master Plan.	6	6.2	13	13.4	36	37.1	11	11.3	31	32.0	97

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u> :	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q2o g. I know how to participate in the Annual Planning and Program Review process (e.g.: help to create plans, participate in decision-making, etc.).	4	4.2	18	18.8	36	37.5	23	24.0	15	15.6	96
q2p h. In my area I participated in the Annual Planning and Program Review process in 2013-2014.	4	4.2	18	18.8	32	33.3	25	26.0	17	17.7	96
q2q i. My participation influenced the outcome of the Annual Planning and Program Review process in my area in 2013-2014.	9	9.4	21	21.9	22	22.9	18	18.8	26	27.1	96
q2r j. I think that the Annual Planning and Program Review process helps the college achieve its desired goals.	9	9.4	9	9.4	42	43.8	19	19.8	17	17.7	96
q2s k. I am encouraged to participate in the Annual Planning and Program Review process.	6	6.3	16	16.7	40	41.7	21	21.9	13	13.5	96
q1t l. The College uses both qualitative and quantitative data to identify student learning needs.	6	6.4	6	6.4	38	40.4	21	22.3	23	24.5	94
q1v m. Crafton utilizes the results from research studies to inform decision-making.	9	9.5	5	5.3	39	41.1	20	21.1	22	23.2	95
q1ab n. Data and information are used routinely to inform institutional decisions.	7	7.3	8	8.3	39	40.6	22	22.9	20	20.8	96
q1ac o. I routinely collect and/or request data and information to help inform decisions that I need to make.	2	2.1	25	26.0	39	40.6	17	17.7	13	13.5	96
q1x p. After a program or service is evaluated, improvements are made.	7	7.3	20	20.8	37	38.5	7	7.3	25	26.0	96
q9ai q. Overall, planning and decision-making processes at Crafton are open and easy to understand.	8	8.3	20	20.8	41	42.7	9	9.4	18	18.8	96

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u> :	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q9aj r. Overall, planning and decision-making processes at Craffton are evidence-based (i.e. Planning processes and decision making are evidence based when they are informed by the analysis of reliable and objective evidence balanced with collective wisdom.)	9	9.3	13	13.4	46	47.4	10	10.3	19	19.6	97
q9ak s. Overall, planning and decision-making processes at Craffton are effective (i.e. produce meaningful and relevant results.)	10	10.3	12	12.4	40	41.2	10	10.3	25	25.8	97
q9al t. Overall, planning and decision-making processes at Craffton are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity.)	13	13.4	12	12.4	34	35.1	12	12.4	26	26.8	97
q1p u. Evaluation and fine-tuning of Craffton's organizational structures and processes to support student learning is ongoing.	10	10.3	7	7.2	42	43.3	13	13.4	25	25.8	97
q1r v. Overall, I am satisfied with the planning & decision-making processes at CHC.	12	12.5	17	17.7	42	43.8	13	13.5	12	12.5	96

TABLE 8B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING PLANNING AND PROGRAM REVIEW

Type	Comments or Suggestions
C	Decisions are made for the benefit of certain a certain administrator(s) and the group he/she gives favors to, even when it hurts other programs.
C	for question d, obviously SOME CHC personnel participate, but I'm not sure it is enough or the right ones
C	I feel as if Craffton's planning processes are transparent and easy to understand. How those processes integrate with the District processes and priorities is a large question mark. I don't feel as if the District has relevant, transparent, or meaningful planning processes, though.
C	I have not been here long enough to participate in program planning and review
C	In my experience, all the work of planning and program review is just for show. The real decisions get made based on who is in favor and who isn't in favor with the top administration.
C	Kudos to planning and program review!

Type	Comments or Suggestions
S	Non-instructional faculty need to have a voice in prioritizing faculty hires. Right now they have no representation on Chairs' Council, and since they are not voting members and neither are their managers, they have no voice. This is an inequitable structure that favors instructional faculty; this needs to be changed.
C	On-going-yes; effective and useful-no Input is accepted and ignored
C	The integrated planning process at CHC is working well.
C	The people on the Planning and Program Review committee may have a big picture of area and campus wide goals, but non-members do not. At a previous institution, prioritization was a process that involved every faculty member in a division. Divisions had anywhere from dozen to several dozen full-time faculty who participated in review and discussion of each program's assessments and requests. In open meeting, faculty questioned and debated the needs of all, then voted on the prioritization recommendations. Sometimes the result was to modify one or more of the P&PR documents based on resource sharing or building better integration among programs. The Planning and Program Review Committee then did a second-level discussion to integrate and rank the recommendations of each division. The Planning and Program Review Committee's recommendations came back to the Division, where committee members reported out to the Division and explained the reasoning for decisions. Here at CHC, I've seen nothing comparable. I turn in my document and that's the end of it until it is time to do the whole process over again.

Table 9 illustrates the results of employee perceptions related to shared-governance. Overall, respondents were more likely to agree that managers (Mean = 3.24) are perceived as exercising a substantial voice during decision-making processes and that faculty are provided adequate opportunities to participate in important college committees (Mean = 3.17). On the other hand, communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is not perceived as sufficient (Mean = 2.36). One suggestion for improving shared governance at Crafton was to make the Basic Skills Committee a shared governance committee: "I scored the response to the questions on the opinions of students, staff, and managers being given appropriate weight in matters of institutional importance as agree instead of strongly agree because I strongly feel that the basic skills initiative is not solely about curriculum and instructional faculty. We all play a role in helping students to be successful (i.e. faculty, students, staff, and managers), which is evidenced by the research (e.g.: "Poppy Copy," Student Success Task Force, Crafton research). Students are more likely to be successful when they receive instructional support, counseling support, and support from classified staff. Creating a committee that does not give equal voice to everyone who impacts student success is not an effective approach to serving students."

TABLE 9: SHARED GOVERNANCE IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE

Please indicate the extent to which you agree or disagree with the following statements about <u>shared governance (also known as collegial consultation)</u>:	N	Min	Max	Mean	Std. Deviation
q1ae l. Managers exercise a substantial voice during decision-making processes.	72	1	4	3.24	.682
q3r g. Faculty are provided adequate opportunities to participate in important college committees.	82	1	4	3.17	.750
q3ai i. Students are provided adequate opportunities to participate in important college committees.	64	1	4	3.02	.724
q4a a. CHC's planning process offers adequate opportunities for input by appropriate constituencies.	75	1	4	2.96	.845
q1z j. The faculty exercise a substantial voice during decision-making processes.	76	1	4	2.93	.929
q3n b. I have the opportunity to participate meaningfully in decision-making at CHC.	79	1	4	2.91	.850
q3ag f. The opinions of managers are given appropriate weight in matters of institutional importance.	69	1	4	2.88	.883
q3ah h. Classified staff are provided adequate opportunities to participate in important college committees.	64	1	4	2.83	.680
q3m o. I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes.	83	1	4	2.77	.831
q9am q. Overall, I feel well-informed about important issues facing the college.	82	1	4	2.76	.695
q3o c. The opinions of students are given appropriate weight in matters of institutional importance.	65	1	4	2.71	.785
q9ah p. Overall, planning and decision-making processes at Crafton are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose.)	80	1	4	2.70	.877
q9an r. Overall, I am satisfied with shared governance at Crafton.	82	1	4	2.70	.796
q3p d. The opinions of faculty are given appropriate weight in matters of institutional importance.	79	1	4	2.67	.888
q1af m. Students exercise a substantial voice during decision-making processes.	58	1	4	2.62	.895
q1aa k. The staff exercise a substantial voice during decision-making processes.	61	1	4	2.49	.829
q3af e. The opinions of classified staff are given appropriate weight in matters of institutional importance.	65	1	4	2.48	.831
q3aj n. Communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is sufficient.	75	1	4	2.36	.895

TABLE 9A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE SHARED GOVERNANCE QUESTIONS

Please indicate the extent to which you agree or disagree with the following statements about shared governance:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q4a a. CHC's planning process offers adequate opportunities for input by appropriate constituencies.	7	7.5	7	7.5	43	46.2	18	19.4	18	19.4	93
q3n b. I have the opportunity to participate meaningfully in decision-making at CHC.	6	6.5	14	15.2	40	43.5	19	20.7	13	14.1	92
q3o c. The opinions of students are given appropriate weight in matters of institutional importance.	7	7.5	11	11.8	41	44.1	6	6.5	28	30.1	93
q3p d. The opinions of faculty are given appropriate weight in matters of institutional importance.	11	11.7	15	16.0	42	44.7	11	11.7	15	16.0	94
q3af e. The opinions of classified staff are given appropriate weight in matters of institutional importance.	11	11.7	15	16.0	36	38.3	3	3.2	29	30.9	94
q3ag f. The opinions of managers are given appropriate weight in matters of institutional importance.	7	7.4	10	10.6	36	38.3	16	17.0	25	26.6	94
q3r g. Faculty are provided adequate opportunities to participate in important college committees.	4	4.3	5	5.3	46	48.9	27	28.7	12	12.8	94
q3ah h. Classified staff are provided adequate opportunities to participate in important college committees.	4	4.3	9	9.7	45	48.4	6	6.5	29	31.2	93
q3ai i. Students are provided adequate opportunities to participate in important college committees.	4	4.3	4	4.3	43	46.2	13	14.0	29	31.2	93
q1z j. The faculty exercise a substantial voice during decision-making processes.	8	8.6	11	11.8	35	37.6	22	23.7	17	18.3	93
q1aa k. The staff exercise a substantial voice during decision-making processes.	9	9.7	17	18.3	31	33.3	4	4.3	32	34.4	93
q1ae l. Managers exercise a substantial voice during decision-making processes.	2	2.2	4	4.3	41	44.1	25	26.9	21	22.6	93

Please indicate the extent to which you agree or disagree with the following statements about shared governance:	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q1af m. Students exercise a substantial voice during decision-making processes.	8	8.7	14	15.2	28	30.4	8	8.7	34	37.0	92
q3aj n. Communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is sufficient.	14	15.2	27	29.3	27	29.3	7	7.6	17	18.5	92
q3m o. I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes.	9	9.7	13	14.0	49	52.7	12	12.9	10	10.8	93
q9ah p. Overall, planning and decision-making processes at Crafton are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose.)	11	12.0	13	14.1	45	48.9	11	12.0	12	13.0	92
q9am q. Overall, I feel well-informed about important issues facing the college.	3	3.3	23	25.0	47	51.1	9	9.8	10	10.9	92
q9an r. Overall, I am satisfied with shared governance at Crafton.	8	8.6	18	19.4	47	50.5	9	9.7	11	11.8	93

TABLE 9B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING SHARED GOVERNANCE

Type	Comments or Suggestions
C	After working so hard to help improve the level of shared governance on this campus, I see things going backward. As a member of the Classified Staff, I feel like I have less of a voice than ever in what is happening on campus. I am frequently informed of things that are happening TO me, rather than with my input.
C	for question j, faculty exercise a substantial voice during SOME decision making processes
C	Governance by the few for the few.
C	Have not been around long enough to know.
C	I don't know what the decisions are that involve managers and faculty. There is a sense that classified don't need to know by most managers.

Type	Comments or Suggestions
C	I feel faculty have taken over shared governance by exerting collegial consultation (a.k.a. the right of faculty to have a prominent voice in academic and professional matters) too far. Classified educators with substantial knowledge are denied full voting participation in governance structures. Faculty claim to want to hear the opinions of others in collegial consultation, but why would classified and students want to participate in a process where they don't receive a vote? In the Educational Master Plan Committee, there is only a single classified and student representative while there are numerous managers and faculty. The representation is highly inequitable.
S	I scored the response to the questions on the opinions of students, staff, and managers being given appropriate weight in matters of institutional importance as agree instead of strongly agree because I strongly feel that the basic skills initiative is not solely about curriculum and instructional faculty. We all play a role in helping students to be successful (i.e. faculty, students, staff, and managers), which is evidenced by the research (e.g.: "Poppy Copy," Student Success Task Force, Craffon research). Students are more likely to be successful when they receive instructional support, counseling support, and support from classified staff. Creating a committee that does not give equal voice to everyone who impacts student success is not an effective approach to serving students.
S	I wish more staff/faculty would participate, I am not sure how to foster participation when someone doesn't want to be involved. Perhaps we could get some dynamic speaker(s) for in-service on this topic?
C	I would like to see Classified Senate increase their voice in the decision-making processes.
C	I'm satisfied with shared governance, because it seems to be working well; however, I have not personal experience or knowledge to judge effectively.
C	If by "opinions of students, faculty, and classified staff are given appropriate weight" you mean ZERO, then yes. There's always a big show of listening. But the outcome is never in doubt. Whatever the administration had in mind BEFORE it asked for input, it is still what the administration will do after the input. The point of committees is that everyone reach consensus that what the administration wants is the best thing.
C	Often times, classified employees are not represented fairly on committees; take for example Education Master Plan where faculty representation compared to classified representation is out of balance. Furthermore, faculty use 10+1 to exclude classified employees from discussions and decision making. This division between faculty and classified staff creates substantial miscommunication, mistrust, and division amongst members of this educational institution.
C	Several of the survey questions are written in a way that limits what answer I give, or over-guides the options for an answer. For example, it asks "The faculty exercise a substantial voice during decision-making processes." I agree that the faculty exercises this, but the issue is that the faculty are not listened to. I want to answer the question "is the faculty's voice listened to in a substantial way" because I could better express my issues with that focus.
C	Shared governance is a fallacy on the CHC campus
C	The opinions of faculty, and especially instructional faculty, are given too much weight. Sometimes it feels like managers and classified are being pushed around by or are serving the instructional faculty, and that seems inappropriate. There is a clear hierarchy: instructional faculty that participate in academic senate, instructional faculty that do not participate in senate, non-instructional faculty, staff, and students. Managers are for some reason seen by faculty as menacing and needing to be opposed. This hierarchy is very frustrating and it sometimes feels like the administration give too much authority away needlessly to the academic senate. To clarify, I am a faculty member.
C	There is a power struggle between the CTE Programs and the Academic Programs on campus. The CTE Programs only represent 20% of the programs.
C	There is little shared governance.

Type	Comments or Suggestions
C	There is no shared governance on this campus, merely the illusion of it.
C	There's lots of talk. And opportunities to be heard. But, my impression is that the management pretty much tunes out anything it doesn't like to hear. The management listens to selected voices from the Associated Students, from Academic Senate, from Classified Senate. If those individuals nod, then that agreement will be held out as evidence that the entire constituent group is in support of an idea. The question asks if opinions are given appropriate weight, but agreeable positions are weighed heavily while disagreeing perspectives are acknowledged and dismissed. I believe this trend holds true even within management, with insiders and outsiders all being respectfully listened to, but ignored if priorities aren't aligned with the top management's personal preferences.
C	We do a fantastic job including students in shared governance! We have not done enough to make improvements related to the complaints from students when surveyed about faculty and customer service in some of our student services departments.
C	While all constituent groups are provided adequate opportunities to participate in committees and decision-making processes, only a few do so. Thus, there is no substantial voice. There is only a small group of classified staff involved in Classified Senate, and it's always Student Senate and Academic Senate members who participate, often without sharing information with their constituents.
C	While classified staff have been encouraged by administrators and managers to participate in committees, job duties often preclude our ability to attend meetings regularly. Nor are the majority of us able to participate in college hour or flex day workshops because we are required to run service desks that must remain open to students during these times.

Table 10 illustrates the findings from questions related to employee perceptions of resources. Respondents were most likely to indicate satisfaction in their work at Crafton (Mean = 3.17). However, the distribution of resources from the District is not perceived as adequate (Mean = 1.93) or equitable (Mean=1.90). Some suggestions for improving the resource allocation process at Crafton included not using college funds to support KVCR, PPR adding succession planning into how we prioritize our resource allocations, turning over resource allocation to students and faculty, revising the resource allocation process to include a process for what to do when unforeseen changes occur, and adding signage to the campus.

TABLE 10: RESOURCES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE

Please indicate the extent to which you agree or disagree with the following statements about resources	N	Min	Max	Mean	Std. Deviation
q9ag t. Overall, I am satisfied in my work at Crafton.	90	1	4	3.17	.783
q9ab r. The purpose of the funding sought by the Office of Resource Development (i.e. Foundation) is aligned with the Educational Master Plan and the goals of the college.	57	1	4	2.88	.734
q9m b. Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	62	1	4	2.87	.839
q9ae d. CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security.	78	1	4	2.79	.779
q9i h. I receive effective support for my computer and technology-related problems from campus technology support staff.	88	1	4	2.78	.915
q9r q. The grants that CHC seeks and/or obtains are aligned with the Educational Master Plan.	59	1	4	2.78	.811
q9ac f. Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	63	1	4	2.75	.950
q9ad i. Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	58	1	4	2.74	.890
q9n l. CHC relies upon its mission and goals as the foundation for financial planning.	62	1	4	2.73	.872
q9c e. CHC uses its physical resources effectively to support the programs and services at the College.	75	1	4	2.71	.866
q9b c. CHC assures that physical resources at all locations are constructed and maintained to ensure access.	76	1	4	2.70	.800
q9j j. The distribution of financial resources at CHC supports student learning.	69	1	4	2.65	.905
q9a a. Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	61	1	4	2.62	.820
q9s m. CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them.	54	1	4	2.61	.998
q9l k. CHC plans and manages its financial affairs in a manner that ensures financial stability.	71	1	4	2.61	.886
q9f g. CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	81	1	4	2.53	.882
q9af s. Overall, I am satisfied with the resource allocation processes at Crafton.	69	1	4	2.38	.893
q9q p. The District Resource Allocation Model is open and easy to understand.	62	1	4	2.18	.840
q9t n. The distribution of resources from the District to CHC is adequate.	72	1	4	1.93	.845
q9u o. The distribution of resources from the District to CHC and Valley is equitable.	73	1	4	1.90	.767

TABLE 10A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE RESOURCE QUESTIONS

Please indicate the extent to which you agree or disagree with the following statements about resources	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q9a a. Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	7	7.3	15	15.6	33	34.4	6	6.3	35	36.5	96
q9m b. Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	6	6.3	8	8.3	36	37.5	12	12.5	34	35.4	96
q9b c. CHC assures that physical resources at all locations are constructed and maintained to ensure access.	8	8.3	15	15.6	45	46.9	8	8.3	20	20.8	96
q9ae d. CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security.	8	8.3	9	9.4	52	54.2	9	9.4	18	18.8	96
q9c e. CHC uses its physical resources effectively to support the programs and services at the College.	11	11.8	9	9.7	46	49.5	9	9.7	18	19.4	93
q9ac f. Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	9	9.7	11	11.8	30	32.3	13	14.0	30	32.3	93
q9f g. CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	13	13.7	20	21.1	40	42.1	8	8.4	14	14.7	95
q9i h. I receive effective support for my computer and technology-related problems from campus technology support staff.	10	10.5	18	18.9	41	43.2	19	20.0	7	7.4	95

Please indicate the extent to which you agree or disagree with the following statements about resources	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know / No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	
q9ad i. Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	9	9.5	5	5.3	36	37.9	8	8.4	37	38.9	95
q9j j. The distribution of financial resources at CHC supports student learning.	11	11.7	11	11.7	38	40.4	9	9.6	25	26.6	94
q9l k. CHC plans and manages its financial affairs in a manner that ensures financial stability.	11	11.6	14	14.7	38	40.0	8	8.4	24	25.3	95
q9n l. CHC relies upon its mission and goals as the foundation for financial planning.	9	9.7	7	7.5	38	40.9	8	8.6	31	33.3	93
q9s m. CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them.	12	12.6	5	5.3	29	30.5	8	8.4	41	43.2	95
q9t n. The distribution of resources from the District to CHC is adequate.	25	26.9	30	32.3	14	15.1	3	3.2	21	22.6	93
q9u o. The distribution of resources from the District to CHC and Valley is equitable.	23	24.7	36	38.7	12	12.9	2	2.2	20	21.5	93
q9q p. The District Resource Allocation Model is open and easy to understand.	15	16.0	23	24.5	22	23.4	2	2.1	32	34.0	94
q9r q. The grants that CHC seeks and/or obtains are aligned with the Educational Master Plan.	7	7.4	6	6.4	39	41.5	7	7.4	35	37.2	94
q9ab r. The purpose of the funding sought by the Office of Resource Development (i.e. Foundation) is aligned with the Educational Master Plan and the goals of the college.	5	5.4	4	4.3	41	44.1	7	7.5	36	38.7	93
q9af s. Overall, I am satisfied with the resource allocation processes at Craffton.	15	16.1	17	18.3	33	35.5	4	4.3	24	25.8	93
q9ag t. Overall, I am satisfied in my work at Craffton.	5	5.3	6	6.4	48	51.1	31	33.0	4	4.3	94

TABLE 10B: COMMENTS (C) AND SUGGESTIONS REGARDING RESOURCES

Type	Comments or Suggestions
C	As an adjunct faculty member, I don't have sufficient information to address most of these questions. Also, I don't know if my personal experience is representative of other faculty at CHC.
C	Asking for simple upgrades for safety or instructional improvement or aesthetics gets you nowhere. Everything is "wait for the remodel" or "wait for the new building". Meanwhile year after year has gone by with student seating falling apart, paint peeling off walls and doors, lights going out, drinking fountains left in disrepair, classroom technology out of date and inadequate and poorly integrated into rooms, carpets stained beyond hope of cleaning, doors with latches that can barely be operated. The students from 2005, 2009, and 2014 only know what they experience now. Another institution where I worked was going through a major campus renovation project on par with CHC's, but they maintained high quality environment in every building, right up until the day that building was taken out of service.
C	for question g, not always in a timely manner for question h, I get good help from the Help Desk and Tre Glazatov, but tech support is generally unhelpful and takes forever to fix computer problems
C	Have not been here long enough to make an educated assessment.
C	I think that our use of resources is extremely poor and one of our biggest failures as an institution. We have discipline experts expressing need in very simple and clear terms that are completely ignored because they cannot produce a model of need that fits into a model the administration is comfortable with. Our use of resources is very top down with students being our lowest priority.
C	In my areas of instruction we have not received appropriate support regarding maintenance and repair of our facilities and this has had a negative impact on instruction. This is a continuing problem that has not been effectively addressed for a number of years! In spite of new facilities we continue to loose on-campus instructional space for certain program areas within our discipline...none of these decreases in instructional space has ever been part of our annual planning or program review processes.
C	It's hard to achieve financial stability when the resources to do the job are not available.
C	Resources are distributed using favoritism and cronyism
C	See comments in previous section. Resource allocation here is proprietary and has an agenda that is not transparent.
C	Technology support has been very up and down since I have been at Crafton. At times it has been awful while at other times it has been fantastic.
C	The last question seems out of place. It is important that we evaluate how satisfied we are at work, but resources have a tiny impact on job satisfaction compared to so many other factors.
S	The technology service team at Crafton seems to help who they want, when they feel like it. Technology requests often go unanswered. District assessments are ridiculously high. We should not be using college funds to support KVCR.
S	There appears to be no human resource succession planning built into the PPR plan. The PPR plan prioritized positions, yet these priorities mean nothing because we are being asked for dialogue in which positions are to be replaced. We thought this is what PPR did. The justification for this process is that people retired or resigned. If that is the case, PPR needs to include succession planning into how we prioritize our resource allocations.

Type	Comments or Suggestions
S	There is not enough communication on campus about grant-seeking and other revenue-seeking ventures. I found out a grant was being written that directly impacts my position and my department. I found this out from someone who has nothing to do with my department. This was very distressing.
S	Turn over resource allocation to students and faculty and watch this campus become effective.
S	We need to revise the resource allocation/prioritization process to include a process for what to do when unforeseen changes occur (e.g.: retirements, etc.).
S	We need signage on light posts to direct students and visitors to buildings and services.

Committees in which voting consensus members represent more than one constituency are referred to as collegial consultation or shared-governance committees. Table 11 is a compilation of the responses by sub-group representing the number of Crafton or District-wide collegial consultation committees employees served on during the 2012-2013 academic year. Overall, 71% of the respondents served on at least one shared governance committee. Specifically, 75% of full-time faculty and 60% of management respondents indicated that they served on two or more shared-governance committees. In contrast, 41% of classified staff respondents did not serve on any shared-governance committees.

TABLE 11: COLLEGIAL CONSULTATION COMMITTEES EMPLOYEES SERVED ON DURING THE 2012-2013 ACADEMIC YEAR

How many Crafton or District-wide collegial consultation committees did you serve on during the 2012-2013 academic year? (count only those groups that have voting consensus members representing more than one constituency)										
	Manager/ Administrator		Classified or Confidential Staff		Full-time Faculty		Part-time Faculty		Total	
	N	%	N	%	N	%	N	%	N	%
None	1	6.3	9	40.9	7	14.9	13	72.2	30	29.1
1	5	31.3	1	4.5	5	10.6	3	16.7	14	13.6
2	2	12.5	6	27.3	16	34.0	2	11.1	26	25.2
3	2	12.5	0	0.0	12	25.5	0	0.0	14	13.6
4	0	0.0	3	13.6	3	6.4	0	0.0	6	5.8
5	0	0.0	3	13.6	4	8.5	0	0.0	7	6.8
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7 or more	6	37.5	0	0.0	0	0.0	0	0.0	6	5.8
Total	16	100.0	22	100.0	47	100.0	18	100.0	103	100.0

The final question on the Campus Climate Survey was open-ended and provided respondents with the opportunity to make comments about the topics covered or suggestions to improve the survey. The following list includes comments as submitted by respondents. Identifying information was removed and replaced with [Name], [Department], or [Title] to respect privacy.

TABLE 12: OVERALL COMMENTS (C) AND SUGGESTIONS

Type	Comments or Suggestions
S	CHC needs to make it a higher priority to balance its faculty to administrator ratio. There is not enough office space available for adjuncts and what there is inconveniently located and inadequately provisioned. A lot of lip service is given to the value of adjuncts and how much the college appreciates and depends on us, but our opinions are not asked enough and our needs are not a priority to the administration or the full time faculty.
S	I am not sure why gender, race/ethnicity, and age are part of this. It would be nice if there was a brief explanation of why this is being asked. The term "gender" in this survey is being used where "sex" is being asked for (male and female are sexes, not genders). There is no room in race/ethnicity for biracial/multiracial. Being biracial/multiracial and being Other are totally different.
S	If a college wants to have high quality instruction and increase student success, the college administration needs to support smaller class sizes. Teacher-counselor-student interactions are #1. Demographic changes that are bringing more diverse and less academically-prepared students to the college make the faculty-student ratio more important than ever. Is our bottom line "student success" or "cost per student"? CHC faculty members want to be able to meet with each student, to encourage and support each student, to design alternative instructional paths that recognize student individuality. Larger class sizes and increasingly complex bureaucratic reporting requirements unsupported by clerical assistance are a barrier to this goal.

Type	Comments or Suggestions
C	<p>In considering my answers to these questions I am sad to say that I may come across simply as an employee with a bad attitude. I don't want to appear as such since I consider CHC to be a good school with some really great people working hard to make things better overall. When I first started working here I lived in a shell, never invited to participate in any campus committees and for the first few years, never even knowing I was allowed to participate. That's how unwelcoming it was. After a few years someone approached me and told me I could indeed play a bigger role in the campus community and I jumped at the chance. What I came to find out after a few years of participation is that the majority of people don't take the opinion of classified staff seriously and many truly believe we are just here to do untrained clerical work. I've actually been told by a faculty member that there were no real qualifications for my job except being able to read and write. While you may say that one bad experience shouldn't dictate my opinion about the campus in general, I am sad to say that this is far from the only negative interaction I've had with a campus member. After a while I finally began to understand the negative attitude many of the long time classified staff members have. What I originally saw as workers with bad attitudes, I was now able to see as workers who had been let down and demeaned often enough that they had lost interest in further participation. I could hardly blame them any longer for not wanting to be a part of things because I was now experiencing the same feelings. I don't want to be the employee with a bad attitude, but the truth is that I don't feel valued here, and despite making this plain on multiple surveys or even in personal conversations with administrators, nothing ever changes. Faculty continue to dictate what happens on campus without consideration for any other constituencies needs, and administrators allow it to continue. Whether this is because faculty has the power to do this or because administrators don't want to fight them, I don't know. My feeling is that when you have managers and administrators who came to their position directly from a faculty role it makes sense that their opinions and decisions would be skewed towards faculty needs and desires. A part of me still holds out some hope that things will change, but after nearly 10 years here I'm somewhat skeptical.</p>
C	<p>My one concern is how tenured faculty will not be dismissed, no matter how incompetent she (or he) is. I feel the administration just wants to look the other way rather than deal with an "ugly" situation.</p>
C	<p>These surveys are a poor excuse for the kind of good communication that used to occur on this campus. These surveys do little more than provide a layer of empty 'bureaucratic evidence' to a campus floundering on a directionless path.</p>
C	<p>This College is an amazing place to work and we are so fortunate to have such great leadership - with [name] as our [position].</p>
C	<p>This survey is WAAAAY too long and I don't have the luxury of spending a "billable" hour on it, though I appreciate the opportunity to offer feedback.</p>

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3206 or you may send an email to kwurtz@craftonhills.edu; CampusClimateFall2014.docx; snCHC_FA14_EmployeeCampusClimate.sav.