



**SHARED GOVERNANCE COMMITTEE SELF-EVALUATIONS RESULTS FOR ACADEMIC
YEAR 2012-2013**

Fall 2012 - Spring 2013

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Shared Governance Committee Self-Evaluations Results for Academic Year 2012-2013

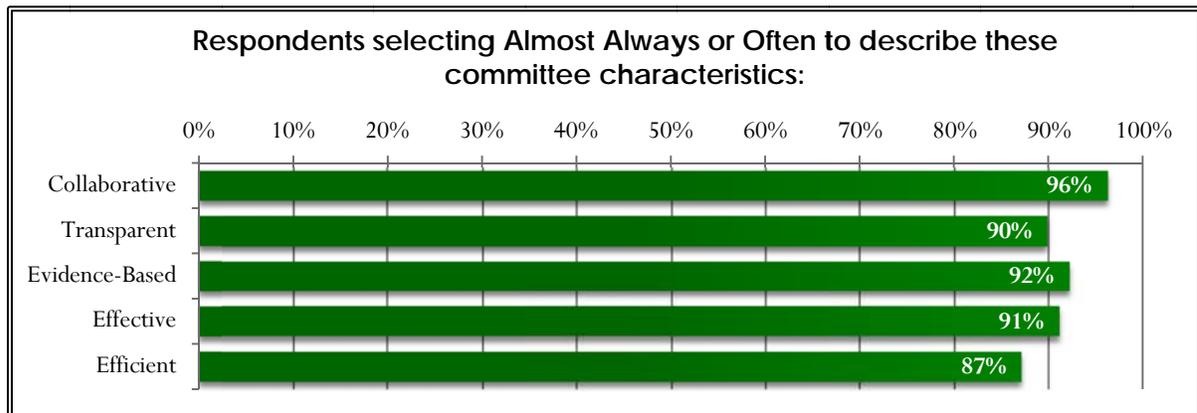
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Introduction

According to Objective 6.1 of the Crafton Hills College (CHC) Educational Master Plan (EMP), the college will “implement and integrate planning processes and decision-making that are collaborative, transparent, evidence-based, effective and efficient.” At Crafton, committee structures constitute a major component of both planning and decision-making, so an important step in pursuing this goal is to ask committee members for their own observations about how well their committee’s processes, interactions, and outcomes during the 2012-2013 academic year reflect these characteristics. A closely related purpose of collecting this information is to improve the functioning of committees through professional development and other strategies.

Summary of Results

- 96% of respondents felt that committees were collaborative in discussions often or almost always.
- 90% of respondents felt that committee work was conducted transparently often or almost always.
- 92% of respondents felt that decisions were based on relevant, accurate and complete evidence often or almost always.
- 91% of respondents felt that committee work was effective at reaching results often or almost always.
- 87% of respondents felt that committee discussions were efficient use of time often or almost always.



Methodology

The Crafton Council in collaboration with the Office of Institutional Effectiveness, Research and Planning developed a survey, which was distributed to the chairs and conveners of every campus shared-governance committee in paper and online formats.

Committee members were asked to provide their opinions about the internal processes, external interactions, and outcomes of each committee on which they served. Six demographic questions, 18 questions on 3 unique Likert scales, and 3 short-response questions were presented; all responses were optional.



The same survey questions and format from 2011-2012 was used in 2012-2013 to provide a basis for comparison in order to examine any changes in committee member opinions from the prior year.

Findings

Table 1 summarizes the types of responses received. Eighty-six percent of the responses received were on paper and the remaining 14% from the online form. All members of the same committee responded utilizing the same modality, except for the Budget Committee where all but one member responded by paper.

Table 1: Type of response format received by committee

Name of committee	Paper		Online	
	N	%	N	%
Planning and Program Review Committee	9	100%	0	0%
Crafton Council	8	100%	0	0%
Educational Master Planning Committee	5	100%	0	0%
Safety	9	100%	0	0%
Student Success and Engagement	12	100%	0	0%
Institutional Effectiveness, Accreditation, and Outcomes Committee	0	0%	8	100%
Budget Committee	9	90%	1	10%
Chairs Council	0	0%	1	100%
Education Technology Committee	0	0%	1	100%
Honors Steering Committee	6	100%	0	0%
Professional Development Committee	10	100%	0	0%
Total	68	86%	11	14%

Table 2 analyzes the results of the number of committee members who responded from each committee including changes in the response rate from [the previous academic year](#). The Accreditation Committee did not meet in the 2012-2013 academic year, and four other committees did not participate in the 2011-2012 academic year. Additionally, for two committees (Chairs Council and Education Technology Committee) only one response was received. Seventy-nine committee members on 11 committees responded, which equals a year-over increase of 16 responses and responses from 2 additional committees.

Table 2: Number of self-evaluations received by committee and year

Name of committee	2011-2012		2012-2013		Difference	
	N	%	N	%	N	%
Planning and Program Review Committee	11	17.5%	9	11.4%	-2	-18.2%
Crafton Council	8	12.7%	8	10.1%	0	0.0%
Educational Master Planning Committee	8	12.7%	5	6.3%	-3	-37.5%
Safety	7	11.1%	9	11.4%	2	28.6%
Student Services Council	7	11.1%	0	0.0%	-7	-100.0%
Matriculation Committee	5	7.9%	0	0.0%	-5	-100.0%
Student Success and Engagement	5	7.9%	12	15.2%	7	140.0%
Institutional Effectiveness, Accreditation, and Outcomes Committee*	12	19.0%	8	10.1%	-4	-33.3%
Budget Committee			10	12.7%	10	
Chairs Council			1	1.3%	1	
Education Technology Committee			1	1.3%	1	
Honors Steering Committee			6	7.6%	6	
Professional Development Committee			10	12.7%	10	
Total	63	100.0%	79	100.0%	16	25.4%

*Note: Accreditation Committee was combined with the Institutional Effectiveness, Accreditation, and Outcomes Committee in 2012-2013

Table 3 and Figures 2 and 3 display the functional demographics of the respondents. A majority of the respondents plan to serve again on the same committee next year (81%), were not responsible for chairing or convening the committee (80%), and were full-time faculty (52%). A plurality is serving for the first time this year (46%) and serves on 5 or more CHC committees (37%). Notable increases occurred in comparison to last year with full-time faculty (16%), new members (32%), members serving on either one or two committees (24%), and respondents who plan to serve on the same committee next year (6%).

Table 3: Committee member’s position, role, years on the committee, plans to serve next year, and number of other committees

Chair or convener	N	%	No. of other committees	N	%
Yes	16	20.3%	0	4	5.1%
No	63	79.7%	1	13	16.5%
Total	79	100.0%	2	21	26.6%
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Number of years served	N	%	3	6	7.6%
New member this year	35	46.1%	4	6	7.6%
2 years	12	15.8%	5 or more	29	36.7%
3 years	12	15.8%	Total	79	100.0%
4 or more years	17	22.4%	<hr/>		
Total	76	100.0%	Position	N	%
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Plans to serve next year	N	%	FT Faculty	41	51.9%
Yes	64	81.0%	Manager	21	26.6%
No	9	11.4%	Classified	11	13.9%
I don't know	6	7.6%	Student	5	6.3%
Total	79	100.0%	PT Faculty	1	1.3%
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			Confidential	0	0%
			Total	79	100.0%

Figure 2: No. of other committees on which you serve

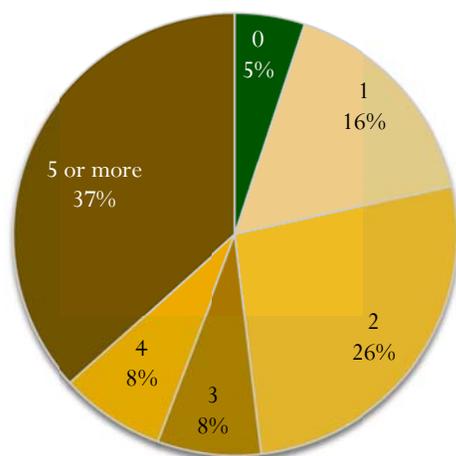


Figure 3: Primary function at CHC for 2012-13

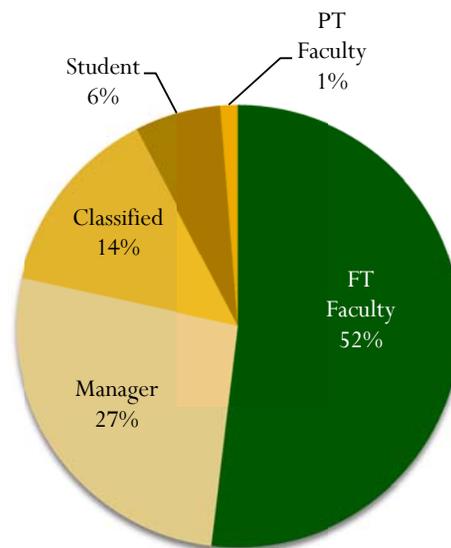


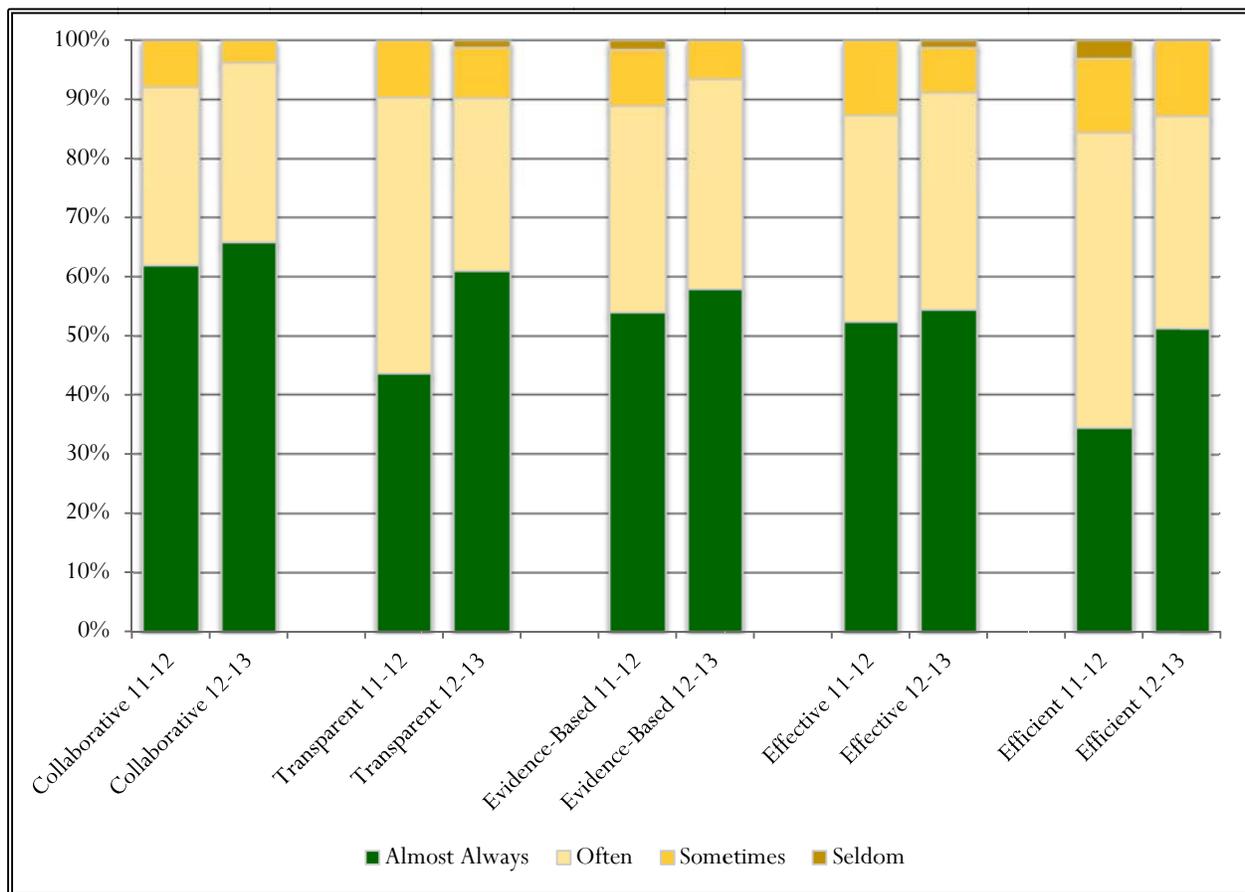
Table 4 shows respondents generally agreed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (96%), transparent (90%), evidence-based (92%), effective (91%), and efficient (87%). None of the respondents selected Almost Never to describe the processes, interactions, or outcomes of the committee.

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

Statement	Almost Always		Often		Sometimes		Seldom		Almost Never		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Collaborative	52	65.8%	24	30.4%	3	3.8%	0	0.0%	0	0.0%	0	0.0%	79
Transparent	50	63.3%	21	26.6%	7	8.9%	1	1.3%	0	0.0%	0	0.0%	79
Evidence-Based	44	57.1%	27	35.1%	5	6.5%	0	0.0%	0	1.3%	1	1.3%	77
Effective	43	54.4%	29	36.7%	6	7.6%	1	1.3%	0	0.0%	0	0.0%	79
Efficient	40	51.3%	28	35.9%	10	12.8%	0	0.0%	0	0.0%	0	0.0%	78

Figure 4 compares the responses in Table 4 to response from the previous year. All responses saw an increase in the selection of the Almost Always characteristic from the previous year, and there were notable increases in transparency (20%) and efficiency (17%).

Figure 4: Comparison of committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee between current year to previous year

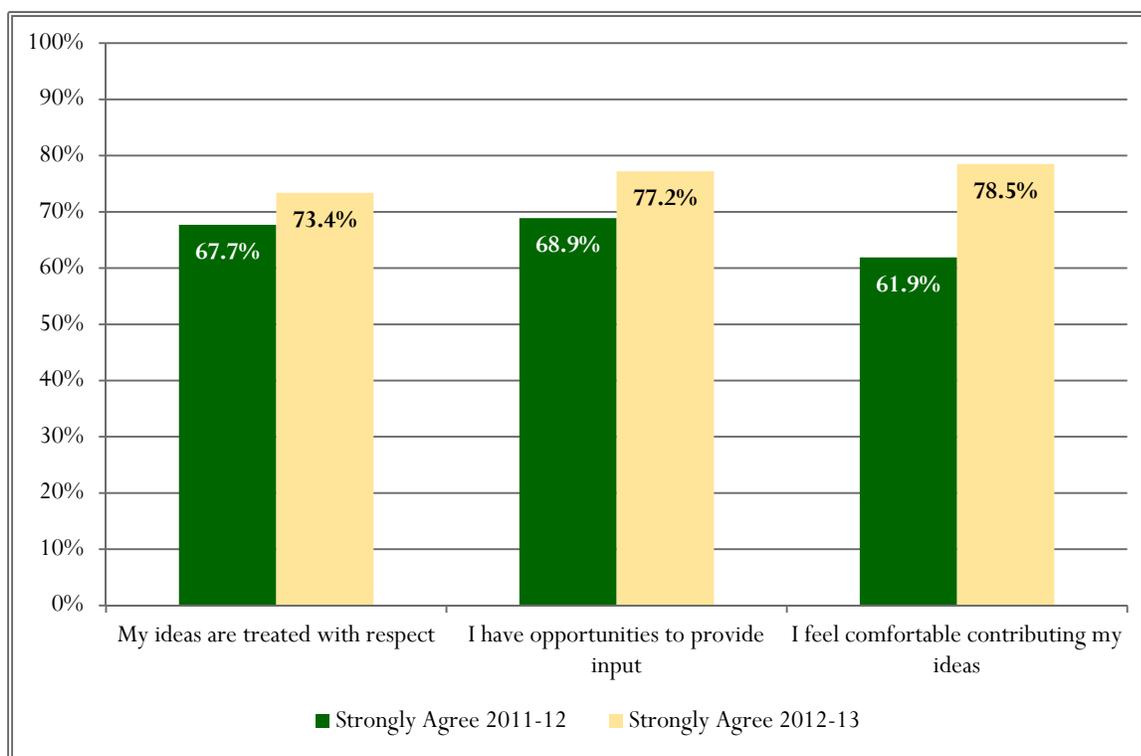


Using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree), respondents were asked to rate their perception of the committee’s communication practices. As illustrated in Table 5, the majority of respondents agreed or strongly agreed that their ideas were treated with respect (98%), there were sufficient opportunities to provide input on the committee (99%), and they were comfortable contributing ideas (98%). None of the respondents strongly disagreed with any of these statements. Figure 5 further illustrates the significant increase from last year among respondents who strongly agreed with these statements about the communication practices on the committee. The same categories achieved increases in respondents selecting strongly agreed of 6%, 8%, and 17%, respectively.

Table 5: Committee communication practices

Level of agreement with statements about your service on this committee:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
My ideas are treated with respect	58	73.4%	19	24.1%	2	2.5%	0	0.0%	79
I have opportunities to provide input	61	77.2%	17	21.5%	1	1.3%	0	0.0%	79
I feel comfortable contributing ideas	62	78.5%	15	19.0%	2	2.5%	0	0.0%	79

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



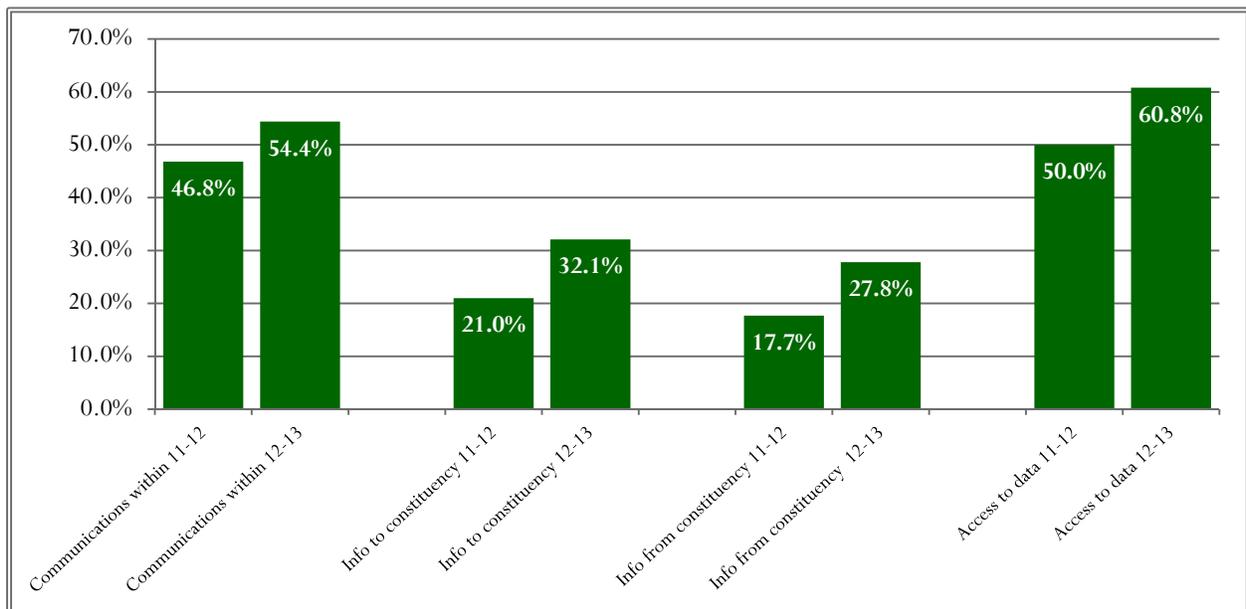
Respondents evaluated their committee’s governance, operations, member relations, communication with constituencies, resources, and conduct using a six-point Likert scale (Very Good, Good, Fair, Poor, Very Poor, and No Opinion). Overall, committee members responded positively to all statements related to the work the committee completed during the 2012-2013 academic year. As last year, the access to data, meeting space, and other resources, as well as clarity of committee’s charge and internal communication, were perceived particularly favorably by respondents. This year, communications from the committees to the campus community is identified as an area for improvement. Overall, there was minimal change from negative to positive and positive to negative opinions in the

various committee perceptions from last year to this year. Table 6 illustrates the responses to these statements. Figure 6 illustrates the positive movement in degree of perceptions moving from Good to Very Good for communications with the committee (8%), information from the committee to constituency groups (11%), information from constituency groups to the committee (10%), and access to data (11%).

Table 6: Responses to committee work overall

Statement	Very Good		Good		Fair		Poor		Very Poor		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Clarity of charge	38	48.1%	34	43.0%	6	7.6%	1	1.3%	0	0.0%	0	0.0%	79
Communications within committee	43	54.4%	30	38.0%	5	6.3%	1	1.3%	0	0.0%	0	0.0%	79
Information from committee to constituency groups	25	32.1%	33	42.3%	12	15.4%	2	2.6%	0	0.0%	6	7.7%	78
Information from constituency groups to committee	22	27.8%	37	46.8%	12	15.2%	4	5.1%	1	1.3%	3	3.8%	79
Communications from committee to campus	22	27.8%	33	41.8%	15	19.0%	4	5.1%	0	0.0%	5	6.3%	79
Access to data	48	60.8%	23	29.1%	5	6.3%	2	2.5%	0	0.0%	1	1.3%	79
Access to meeting space	46	58.2%	25	31.6%	6	7.6%	2	2.5%	0	0.0%	0	0.0%	79
Access to other resources	42	53.2%	31	39.2%	5	6.3%	1	1.3%	0	0.0%	0	0.0%	79
Training/mentoring committee members	21	26.6%	35	44.3%	8	10.1%	1	1.3%	0	0.0%	14	17.7%	79
Establishment of expectations for committee	31	39.2%	34	43.0%	9	11.4%	2	2.5%	0	0.0%	3	3.8%	79
Adherence to established expectations	28	35.4%	39	49.4%	8	10.1%	0	0.0%	0	0.0%	4	5.1%	79

Figure 6: Very good responses to select statements



Finally, committee members had the opportunity to share their thoughts on what they consider to be their committee's most significant accomplishment for the year, the improvements most needed, and any additional comments they wanted to share. Some common themes emerging from the collection of comments were that committees successfully completed tasks and requirements for the year that were necessary to achieve their charge and purpose. In addition, writing, aligning, updating, and revising plans and reports were commonly referenced as major accomplishments for the committees this year. Some respondents mentioned improved communication, increased training, improved transparency, and higher quality of documents.

Respondents identified improved committee member attendance, increased participation by faculty, and need for a larger or different meeting space as areas to be addressed for improvement. In addition, there were a number of positive comments about members' experiences on the committees. The following is a complete list of all comments, organized by topic, for each of these areas.

Committee's most significant accomplishment this year:

- **Completion of or progress on committee's work:**
 - Information/discussion regarding growth proposal
 - Work on the allocation model
 - Working on the 30/70 split with Valley.
 - Faculty hiring priority list and not printing a class schedule
 - Cannot place one thing above the other. All issues brought forward are dealt in a professional level and resolved.
 - Budgeting of growth
 - The committee really streamlined the approval process for online teaching.
 - The Committee did not meet enough to accomplish what it needed to. The plan for new programs. Look at mission, vision, and values.
 - Discussion and survey about whether changes are needed to the mission, vision, values.
 - Reviewing/Creating new program proposal process and guide.
 - Moving the new program proposal forward; Decision not to alter mission/vision/values this year
 - Coordinating all Honors events
 - Establishing procedures for orientations. events including research conference and tea with the Deans.
 - CHC [Research] Conference
 - CHC Student Research Conference
 - Conferences, Chi events, orientations, Chi ambassadors.
 - Acceptance into UCLA's TAP program.
 - Mid-year report for accreditation
 - Preparation for Self Study (Evaluation) for next year.
 - Analyzing process that will benefit the departments and committees for the upcoming self-study
 - Even more effective use of the web tool and supporting the campus in using it.
 - Full implementation of online tool and use of tool to establish objective priority report. Also, submitted plans showed much improvement over prior years.
 - Reviewed and gave feedback to all submitted program review, revisited cycle length and categories.
 - Continuing to improve and refine the PPR process using campus feedback to focus on improvements.
 - Everything/Outcomes reporting web tool. Changing PPR planning cycle
 - The continued refinement of the process as a whole.
 - Publication of the Spring 2013 Professional Development Brochure
 - Developed a plan and new way to report flex.
 - Calendar
 - Brochure with Professional Development Activities
 - Created new professional development handbooks.

- Tom Brown inservice. Funding for conferences.
- The use of the web for Fac. Development recording.
- Producing the Prof. Dev. Program Guide was a HUGE accomplishment. Also increasing the membership to 13 members who actively participate was significant.
- Evacuations fall, spring. Spring evacuation at night.
- Spring disaster training and zombie preparedness drill.
- Improved bldg captain presence.
- CHC Campus wide evacuation training event on 4/17/13
- Preparedness drill
- Complete IIPP and Hazardous Communications Plan
- Evacuation drills and establishment of building captains
- Emergency preparedness drills
- **Improved functioning of committee:**
 - Purpose defined, role clarified
 - Develop change and focus. Develop shared understanding of the budget and some directions for next year.
 - This is a new committee this year. Establishment of the committee, draft and implementation of the charge.
 - Increased transparency. Effective sub-committee restructuring and communication overall.
 - Oversight of major processes and keeping in touch with committees, e.g. chairs meeting.
 - Consistent application of the CHC Handbook and deeper establishment of the Council
 - Combining multiple committees into a single and effective committee
 - The committee has increased the level of understanding of the accreditation process for members on the committee and the campus. Additionally, there has been an increase in the general sense of transparency across the campus. I believe this can be attributed to the efforts of committee members seeking ways to collaborate and share information.
 - Including [name]!
 - Prioritizing
 - Very organized, [Name] does an amazing job.
 - Meeting consistently, structure good, training for campus
- **Training of committee members:**
 - Understanding the resource allocation model
 - Budget training
 - Introduction, review, and knowledge of our budget and the budget process
 - Retreat - identifying significant items to be done this coming year
 - Retreat
 - The retreat and action plan. The registration priority. The number of people participating.
 - Retreat
 - Retreat at REV
 - Retreat - energizing and positive
 - Topic discussions and retreat
 - Retreat interaction from diverse grads and ideas generated
 - Setting up a series of ideas and plans to improve student success through the retreat

Improvement most needed by Committee:

- **Need for more meetings**
 - More meetings - I can't believe I said this
 - Believe it or not, meet more frequently
 - To meet twice a month in order to complete plan.
- **Need for increased or quality participation**
 - Inconsistency of committee member participation as a result, limited progress can be made within this year.

- Need to get more Honors Faculty on the committee and need to disseminate info to the campus more.
- Members could be more invested in the program's goals and growth.
- The members of this committee don't all have a clear idea of the participation expected of them.
- Better participation from others
- Members need to invest more energy, thought, and effort than just showing up at meetings.
- Full staff committee. Note taker for committee.
- Limited time and attendance by all members
- More participation by safety committee
- Participants in committee need ownership and willing to complete assignments on the committee
- Excluding [name]!
- **Continued progress on committee work**
 - Continue working with Valley and the District on the 30/70 split.
 - Continue to work...
 - The committee needs to work on assessing ILOs regularly throughout the entire year.
 - Progress on additional areas such as outcomes and assessments.
 - Provide campus with calendar at least 2 weeks in advance. All activities for prof. development should come to this committee.
 - Putting a 2-3 year Prof. Development plan together
 - Changing the cycle to a 4 or 5 yr and changing meetings to bimonthly like other committees.
 - Keep working on its evacuation training event
 - I don't know... I'm still learning... but I am comfortable reporting this information to the committee when it comes up.
- **Need for additional resources**
 - FT position for Professional Development Coordinator
 - Meet in a larger room able to accommodate all committee members
- **Burden of committee workload**
 - More even distribution of efforts in committee. Our committee wrote minutes, agendas, took notes, etc.
 - Somehow reducing the workload.
 - Workload.
 - Dividing workload feasibly
 - Work in SSEEM subcommittees to be more efficient
- **Need for improved internal or external communications**
 - Needs more effective communication standards to help offset the occasional tangents.
 - Review and clarification of the charge of the committee, more input from the Academic Senate and campus about the direction of online learning for the college.
 - Getting the word out
 - Openness and cooperation
 - Perhaps a better way to have the members discuss rubric ratings in a way that everyone can easily provide and agree on rating efficiently.
 - Visibility. Program in hardback
 - Identify accomplishments
 - Focus on collaboration and participation
 - Taking ideas to wider campus constituency. Having them act.

Additional comments:

- [Name] does a great job running this committee.
- The minutes for this committee always have typos, should hire a real secretary!
- Being a part of the committee was a learning experience that helps me grow and feel more involved on

campus.

- This is a well-organized committee that works very hard to facilitate program review and planning at the college. Thank you everyone's hard work.
- Chairs [name] and [name] were excellent leaders. The process is reflective and constructive, due to their efforts.
- We are doing an excellent job of remaining consistent while being open to change and evolution.
- The printed schedules of Professional Development activities was a great addition to the Committee's work this year.
- I'm comfortable with this committee.
- I hope this committee collaborates with students to host health and safety related events.
- Identify accomplishments.
- Great committee; [name] runs a very good committee. I felt like my ideas were treated with respect.
- We're doing great work! This is the best committee to be on!
- This committee is extremely large and often it feels as though we can't accomplish even little tasks due to the size.
- Very positive committee with an enormous amount of work to accomplish