



Crafton Hills College Committee Self-Evaluations Spring 2012

**Background:** According to Goal 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 2011-2012 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.

**Methodology:** The Crafton Council in collaboration with the Office of Institutional Effectiveness, Research and Planning developed a scannable paper survey for committee self-evaluation. The surveys were distributed to the chairs and conveners of every campus shared-governance committee and completed by the committee members during committee meetings. Evaluation results for each committee will be sent to the committee; to the body to which the committee reports, as outlined in the Organizational Handbook; and to the Crafton Council. An analysis of results aggregated across all committees will provide a baseline measure of institutional committee effectiveness. This self-evaluation process is an annual reflection of committee members’ perspectives used to evaluate the performance and effectiveness of CHC committees. The results of these evaluations will be used to identify strengths as well as areas that need improvement, and to plan further action as appropriate to enhance the effectiveness of campus committees.

**Overview:** In spring 2012, committee members were asked to objectively provide their opinions of the internal processes, external interactions, and outcomes of each committee on which they served. Table 1 illustrates the list of the nine committees from which sixty-three evaluations were received. For the purposes of this brief, the results are aggregated to illustrate the committee participant experiences as a whole.

**Table 1: Crafton Hills College committee self-evaluations received**

<b>Name of committee</b>	<b>N</b>	<b>%</b>
Planning and Program Review Committee	11	17.5
Accreditation Committee	8	12.7
Crafton Council	8	12.7
Educational Master Planning Committee	8	12.7
Safety	7	11.1
Student Services Council	7	11.1
Matriculation Committee	5	7.9
Student Success and Engagement (formerly Basic Skills Initiative Task Force)	5	7.9
Outcomes Committee	4	6.3
<b>Total</b>	<b>63</b>	<b>100</b>

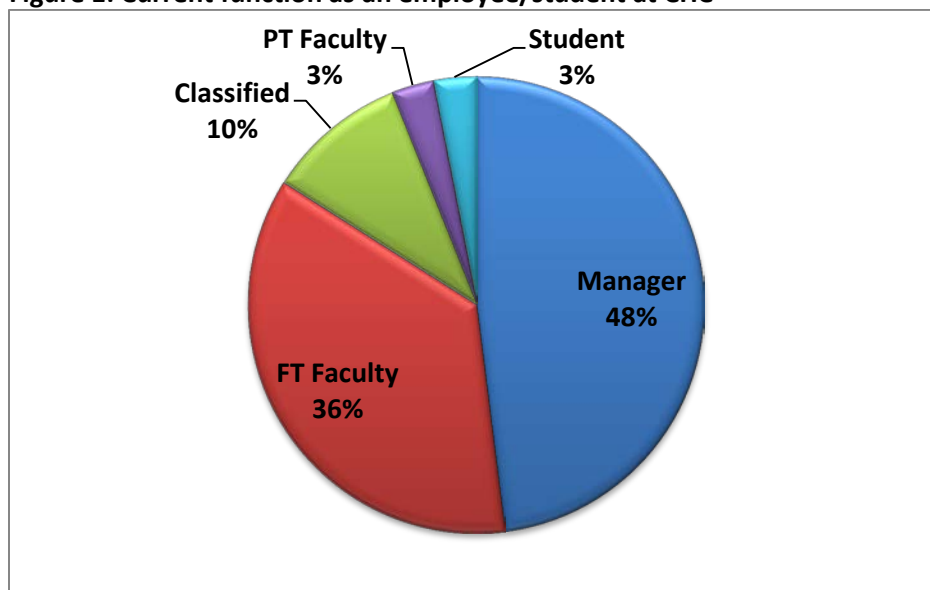
**Findings:** Table 2 and Figure 1 illustrate the position and role of committee members who completed the evaluation, the number of years they have served on the committee they are evaluating, if they plan to serve on the committee again next year, and how many other CHC committees they serve on. The majority of respondents were not responsible for chairing or convening (79%) the committee and plan to serve again on the same committee next year (75%). Respondents were more likely to serve on five or more CHC committees (52%), classified as managers (48%), and serving for the second time this year (36%).

**Table 2\*: Committee member's position, role, and years on committee, plans for next year, and number of other committees**

Chair or convener	N	%	# of other committees	N	%
Yes	13	20.6	0	2	3.2
No	50	79.4	1	7	11.1
<b>Total</b>	<b>63</b>	<b>100</b>	2	5	7.9
			3	9	14.3
			4	7	11.1
			5 or more	33	52.4
			<b>Total</b>	<b>63</b>	<b>100</b>
Number of years served	N	%	Position	N	%
New member this year	9	14.5	Manager	30	47.6
2 years	22	35.5	FT Faculty	22	35.5
3 years	14	22.6	Classified	6	9.7
4 or more years	19	30.6	PT Faculty	2	3.2
<b>Total</b>	<b>62</b>	<b>100</b>	Student	2	3.2
			<b>Total</b>	<b>62</b>	<b>100</b>
On committee next year	N	%			
Yes	47	74.6			
No	6	9.5			
I don't know	10	15.9			
<b>Total</b>	<b>63</b>	<b>100</b>			

\* Table 2 is not unduplicated. Committee members who serve on more than one committee are counted in the "N" (number of responses) as a unique respondent for each survey submitted.

**Figure 1: Current function as an employee/student at CHC**

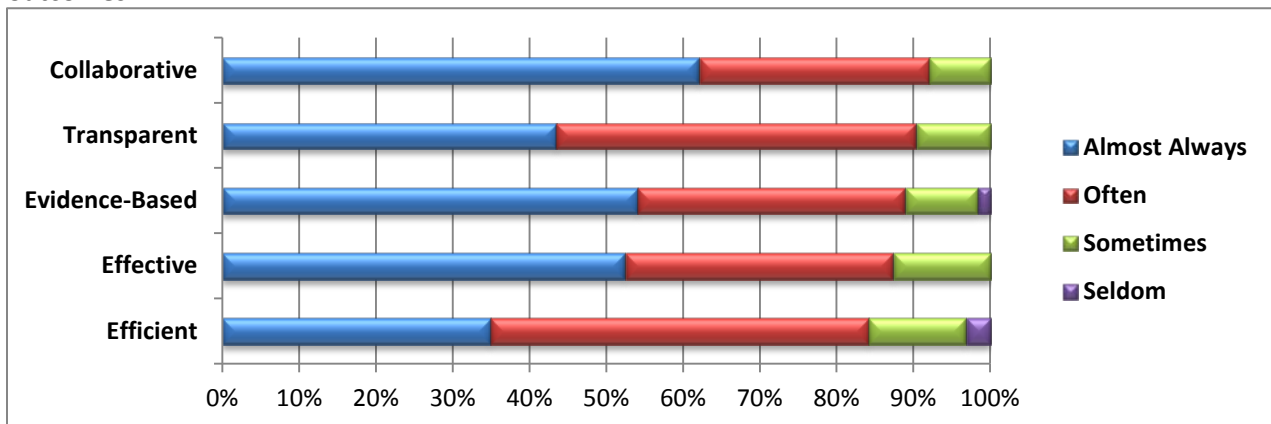


As shown in Table 3, respondents generally agreed that the processes, interactions, and outcomes of the committee were often or almost always collaborative (92%), transparent (90%), evidence-based (89%), effective (87%), and efficient (84%). **None of the respondents selected Almost Never or No Opinion to describe the processes, interactions, or outcomes of the committee.**

**Table 3: Committee member responses to characteristics reflected in committee processes, interactions, and outcomes**

How often were the processes, interactions, and outcomes of this committee:	Almost Always		Often		Some-times		Seldom		Almost Never		No Opinion	
	N	%	N	%	N	%	N	%	N	%	N	%
Collaborative	39	61.9	19	30.2	5	7.9	0	0.0	0	0.0	0	0.0
Transparent	27	43.5	29	46.8	6	9.7	0	0.0	0	0.0	0	0.0
Evidence-Based	34	54.0	22	34.9	6	9.5	1	1.6	0	0.0	0	0.0
Effective	33	52.4	22	34.9	8	12.7	0	0.0	0	0.0	0	0.0
Efficient	22	34.9	32	49.2	8	12.7	2	3.2	0	0.0	0	0.0

**Figure 2: Committee responses to characteristics reflected in committee processes, interactions, and outcomes**



Using a four-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree), respondents were asked to rate their perception of the committee’s communication practices. As illustrated in Table 4, the majority of respondents agreed or strongly agreed that they were comfortable contributing ideas (97%), their ideas were treated with respect (97%), and that there were sufficient opportunities to provide input on the committee (98%). **None of the respondents strongly disagreed with any of these statements.**

**Table 4: Committee communication practices**

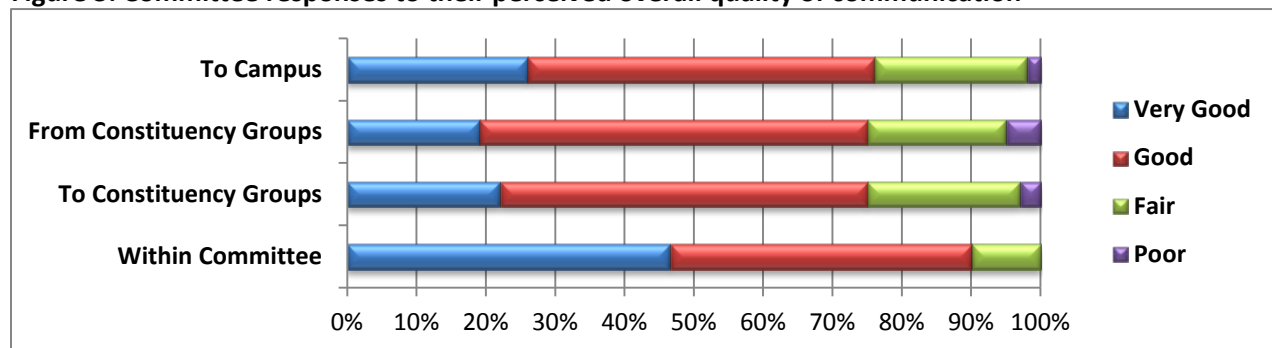
Level of agreement with statements about your service on this committee:	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I feel comfortable contributing ideas	39	61.9	21	33.3	2	3.2	0	0.0
My ideas are treated with respect	42	67.7	18	29.0	2	3.2	0	0.0
I have opportunities to provide input	42	68.9	18	29.5	1	1.6	0	0.0

Respondents evaluated their committee’s governance, operations, member relations, communication with constituencies, resources, and conduct (see Table 5). Overall, committee members responded positively to all statements related to the work the committee completed during the 2011-2012 academic year. Specifically, 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. One area identified as in need of improvement includes sharing information with the campus as a whole, and developing a plan for better information flow from constituencies to the committees and from the committees to the constituency groups. Figure 3 illustrates the committee member’s perceptions of the quality of communication with constituent groups, within the committee, and to the campus. Overall, 90% of the respondents feel that communication within the committee is good or very good. One other area in need of improvement is training and mentoring for new members. Specifically, 20% of the respondents had no opinion on training/mentoring committee members.

**Table 5: Committee work overall**

Rate committee's work overall this year:	Very Good		Good		Fair		Poor		Very Poor		No Opinion	
	N	%	N	%	N	%	N	%	N	%	N	%
Clarity of charge	31	50.0	27	43.5	4	6.3	0	0.0	0	0.0	0	0.0
Communication within committee	29	46.8	27	43.5	6	9.7	0	0.0	0	0.0	0	0.0
Information from committee to constituency groups	13	21.0	31	50.0	13	21.0	2	3.2	0	0.0	3	4.8
Information from constituency groups to committee	11	17.7	33	53.2	12	19.4	3	4.8	0	0.0	3	4.8
Communication from committee to campus	15	25.0	29	48.3	13	21.7	1	1.7	0	0.0	2	3.3
Access to data	31	50.0	23	37.1	6	9.7	1	1.6	0	0.0	1	1.6
Access to meeting space	34	54.8	20	32.3	6	9.7	1	1.6	1	1.6	0	0.0
Access to other resources	28	45.9	31	50.8	2	3.3	0	0.0	0	0.0	0	0.0
Training/mentoring committee members	15	25.0	25	41.7	6	10.0	2	3.3	0	0.0	12	20.0
Establishment of expectations for committee	22	35.5	28	45.2	7	11.3	1	1.6	0	0.0	4	6.5
Adherence to established expectations	20	32.8	31	50.8	5	8.2	1	1.6	0	0.0	4	6.6

**Figure 3: Committee responses to their perceived overall quality of communication\***



\*No Opinion responses are not included in this chart. None of the respondents selected Very Poor for any of these 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:**

- Alignment of plans, operational definitions, updating progress on plans
- Update to plan, development of operational definitions for collaboration, etc.
- Plan revisions and timeline, operational definitions
- Almost finished the Matriculation Plan
- Almost finished Matriculation Plan waiting for the state to give us info
- Near completion of the Matriculation Program Plan
- Development of matriculation plan and making appropriate adjustments to matriculation process in response to the state
- The development of the Institutional Assessment plan
- IAP
- The passage of the IAP, planning of Flex Day, newsletter
- LLP project
- Completion & submission of mid-term report
- Mid-term report
- Mid-term report
- Completion of the October report. Selection of an online tool for the next report to improve transparency
- Converting all units to the webtool
- Monitored progress toward meeting EMP goals, aligned plan with District Strategic goals
- Revision of EMP objectives
- Off of probation on standard accreditation timeline
- Org Handbook
- Review all submitted plans and provide feedback
- Review of plans and revising them
- Review of plans for approval
- Review of unit's PPR as well as improve the culture of collaborative self evaluation by submitting quality planning documents
- Revise/update the safety plans
- Update of current safety policies & practices

- Improved safety plans and brought an increased awareness and accountability to the improved plans
- Continue to review committee accomplishments, campus changes in governance structure
- Continuous growth toward accreditation
- The plan for completing the self-study by Fall 2014
- Timeline for committee work

**Improved functioning of committee:**

- Communication & information needed to run program
- Excellent transparency & communication among members. Access to support resources & information is great.
- Increased trainings & workshops for participants
- Redefining the purpose of this committee
- Solidified Shared-Governance at the Crafton Council level. Setting the standard & foundation for the entire campus.
- Streamlining Processes
- We have begun to see improvement in the documents and the process is being streamlined even further.
- Working toward more committee participation from all of campus. Including Classified in In-Service Day schedule

**Outside recognition:**

- Getting the Institutional Assessment Award
- Recognition of the PPR process as exemplary by the statewide RP group

**Improvement most needed by Committee:**

**Need for increased participation:**

- Meet as scheduled & regularly
- Membership: too committees not enough representation. overloaded with committees/meetings/task forces
- More campus participation
- More faculty participation!
- More frequent meetings
- More participation by current members
- More time
- Regular attendance by committee members
- The committee needs more faculty representation and leadership
- Getting more buy-in and participation from members

**Other issues:**

- Budget, understanding of issues surrounding statewide budget cuts
- Communication
- Consistency
- Continue to strive for objectivity focusing on creating questions that require little or no discussion
- Continue training of accreditation process

- Continued work on streamlining the process, both on the unit's end and the committee's end is an opportunity
- Helping units meet deadlines - serving/supporting orphan disciplines
- The focus of the committee is easily sidetracked by allegations, stories, and inappropriate tangents; the meeting needs to stay better focused on the agenda. Consistent participation by all campus stakeholders (students) and classified
- To remove the burden on one chair, I recommend adding a co-chair to the committee.
- We need a bigger meeting room. It may be a good idea to convene a meeting of chairs in the Fall of each year
- Works great as is

**Additional comments:**

- Excellent committee! Meaningful discussions by people who really care and are engaged in the process
- Good job!
- I wish we had a different meeting space
- Need a bigger meeting space
- This committee continues to be focused and productive.
- This has been the best year in my 4+ years on the committee
- We need faculty who will attend
- Wonderful & illuminating experience. Thank you