



**SHARED GOVERNANCE COMMITTEE SELF-EVALUATIONS RESULTS FOR ACADEMIC
YEAR 2013-2014**

Fall 2013 – Spring 2014

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Shared Governance Committee Self-Evaluations Results for Academic Year 2013-2014

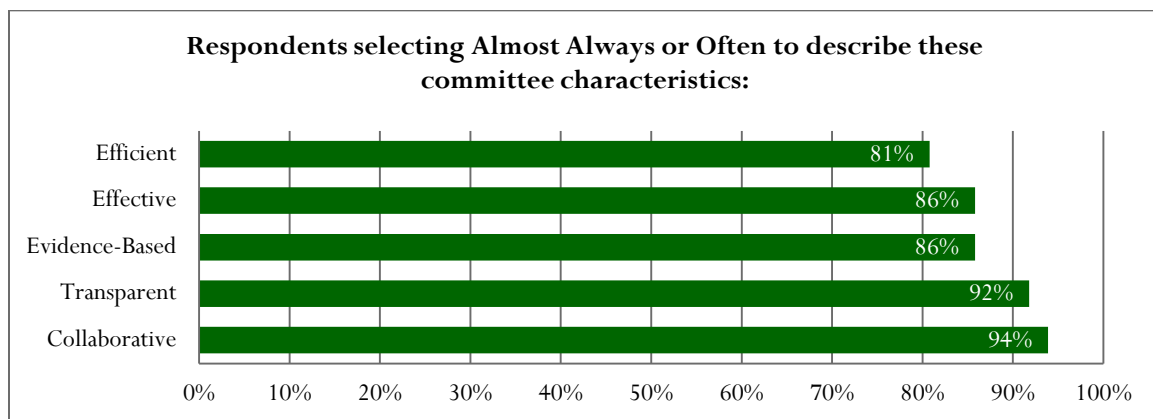
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Introduction

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. 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 2013-2014 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

- 94% of respondents felt that committees were collaborative in discussions often or almost always.
- 92% of respondents felt that committee work was conducted transparently often or almost always.
- 86% of respondents felt that decisions were based on relevant, accurate and complete evidence often or almost always.
- 86% of respondents felt that committee work was effective at reaching results often or almost always.
- 81% of respondents felt that committee discussions were efficient use of time often or almost always.



Possible Implications

When respondents were asked to provide suggestions for improvement many commented that attendance and participation in the committee is a concern: “Low attendance by some members.” The concern about attendance and participation has been consistently and frequently mentioned in the Committee Self-Evaluations for the last three years and strongly suggests that Crafton needs to continue to develop strategies to improve participation.

A second implication is the results on evidence-based decision making and access to data. In the last three years, respondents have consistently identified access data as being “good” or “very good”. At the same time, the percent of

respondents who stated that evidence-based decision making occurs “almost always” decreased from 58% in 2012-2013 to 50% in 2013-2014. The results suggest that committees may not be aware of the type of data that is available or how to access data. Accordingly, the Campus may want to explore strategies to help committee member’s access and analyze data to help inform decision-making on a more consistent basis.

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, 19 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 and 2012-2013 were used in 2013-2014 to provide a basis for comparison in order to examine any changes in committee member opinions from the prior year.

Findings

Table 1 illustrates the results of the number of committee members who responded from each committee including changes in the number of respondents from [the previous academic year](#). In 2013-2014 participants from three committees did not complete an evaluation. Conversely, four committees responded to the evaluation for the first time in three years: Classified Senate, Curriculum Committee, Education Policy Committee, and the LC Steering Committee. One hundred committee members on 13 committees responded. The number of responses increased from 79 in 2012-2013 to 100 in 2013-2014, a 27% increase.

Table 1: Number of self-evaluations received by committee and year from 2011-2012 to 2013-2014

Name of committee	2011-2012		2012-2013		2013-2014		Difference	
	N	%	N	%	N	%	N	%
Budget Committee			10	12.7	6	6.0	-4	-40.0%
CHC Safety	7	11.1	9	11.4	7	7.0	-2	-22.2%
Classified Senate					5	5.0		
Chairs Council			1	1.3				
Crafton Council	8	12.7	8	10.1	11	11.0	3	37.5%
Curriculum Committee					11	11.0		
Education Policy Committee					6	6.0		
Education Technology Committee			1	1.3				
Educational Master Planning Committee	8	12.7	5	6.3	9	9.0	4	80.0%
Honors Steering Committee			6	7.6	5	5.0	-1	-16.7%
Institutional Effectiveness, Accreditation, and Outcomes Committee*	12	19.0	8	10.1	7	7.0	-1	-12.5%
LC Steering Committee					5	5.0		
Planning and Program Review Committee	11	17.5	9	11.4	9	9.0	0	0.0%
Professional Development Committee			10	12.7	10	10.0	0	0.0%
Student Services Council	7	11.1	0	0.0				
Student Success and Engagement (SSEEM)	5	7.9	12	15.2	9	9.0	-3	-25.0%
Total	63	100.0	79	100.0	100	100.0	21	26.6%

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

Table 2 displays the functional demographics of the respondents. A majority of the respondents plan to serve again on the same committee next year (79%) and were not responsible for chairing or convening the committee (77%). A plurality were full-time faculty (48%), serve on 5 or more committees (37%), and have served for four or more years on the same committee (33%).

Table 2: Committee member's position, role, years on the committee, plans to serve next year, and number of other committees for 2013-2014

Chair or convener	N	%	No. of other committees	N	%
Yes	23	33.0	0	5	5.1
No	77	77.0	1	16	16.2
Total	100	100.0	2	18	18.2
Number of years served	N	%	3	13	13.1
New member this year	31	31.3	4	10	10.1
2 years	23	23.2	5 or more	37	37.4
3 years	12	12.1	Total	99	100.0
4 or more years	33	33.3	Position	N	%
Total	99	100.0	FT Faculty	47	48.0
Plans to serve next year	N	%	Manager	27	27.6
Yes	77	78.6	Classified	21	21.4
No	4	4.0	Student	2	2.0
I don't know	17	17.3	PT Faculty	1	1.0
Total	98	100.0	Confidential	0	0.0
			Total	98	100.0

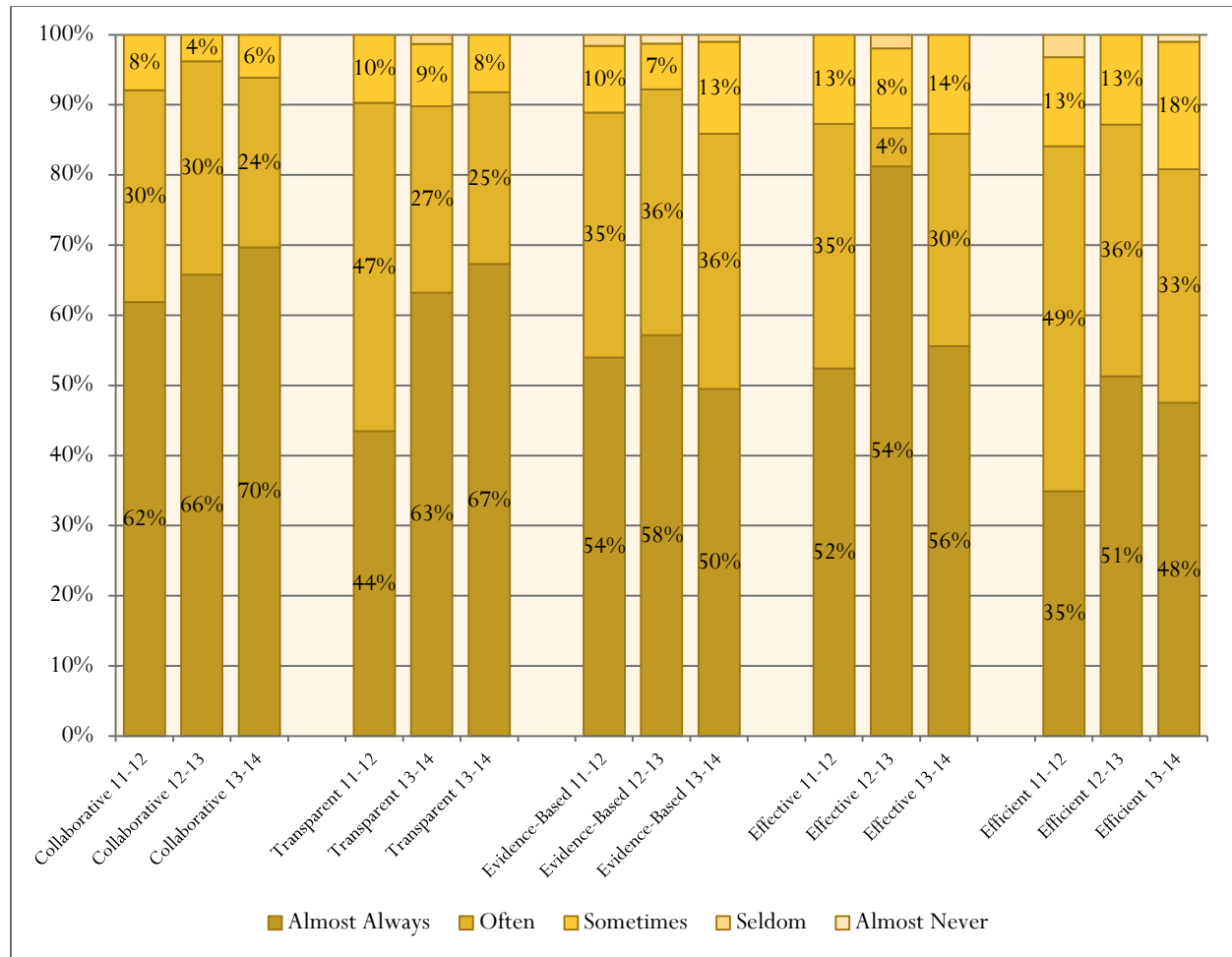
Table 3 shows respondents generally agreed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (94%), transparent (92%), evidence-based (86%), effective (86%), and efficient (81%). Only one respondent selected Seldom (evidence-based), and only one respondent chose Almost Never (efficient) to describe the processes, interactions, or outcomes of the committee.

Table 3: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee for 2013-2014

Statement	Almost Always		Often		Sometimes		Seldom		Almost Never		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Collaborative	69	69.0	24	24.0	6	6.0	0	0.0	0	0.0	1	1.0	100
Transparent	66	66.7	24	24.2	8	8.1	0	0.0	0	0.0	1	1.0	99
Evidence-Based	49	49.0	36	36.0	13	13.0	1	1.0	0	0.0	1	1.0	100
Effective	55	55.0	30	30.0	14	14.0	0	0.0	0	0.0	1	1.0	100
Efficient	47	47.0	33	33.0	18	18.0	0	0.0	1	1.0	1	1.0	100

Figure 1 compares the responses in Table 3 to response from the previous two years. Two of the categories, collaboration (66% to 70%), transparency (63% to 67%), and effectiveness (54% to 56%) have had an increase in the percent of respondents who strongly agreed with the statements for the last three years. At the same time, there have been decreases in the percent of respondents who strongly agree that decision-making is evidence-based (58% to 50%) and that the committee efficiently engages in the committee's purpose (51% to 48%).

Figure 1: Comparison of committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee from 2012-2013 to 2013-2014



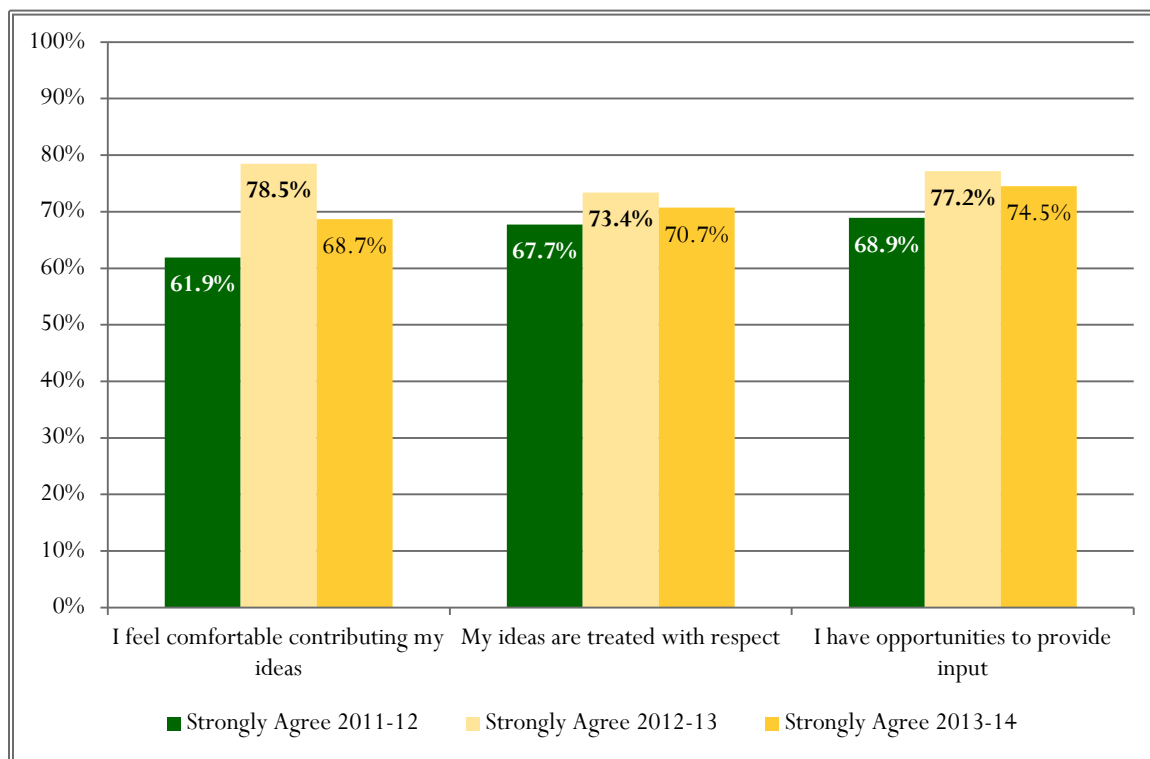
Note: Percentages for Figure 1 calculated by excluding "no opinion" in the denominator. Percent values for "seldom" and "almost never" are not shown.

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 4, the majority of respondents agreed or strongly agreed that their ideas were treated with respect (97%), there were sufficient opportunities to provide input on the committee (100%), and they were comfortable contributing ideas (99%). None of the respondents strongly disagreed with any of these statements. Figure 2 illustrates the change from last year among respondents who strongly agreed with these statements about the communication practices on the committee. The percent of strongly agree responses decreased slightly for the feeling that their ideas are treated with respect (73% to 71%) and having opportunities to provide input (77% to 75%). The largest decrease in the percent of respondents who strongly agreed that they felt comfortable contributing ideas decreased from 79% to 69%.

Table 4: 2013 – 2014 Committee communication practices

Level of agreement with statements about your service on this committee:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
I feel comfortable contributing ideas.	68	68.7	30	30.3	1	1.0	0	0.0	99
My ideas are treated with respect, whether or not others agree with them.	70	70.7	27	27.3	2	2.0	0	0.0	99
I have had sufficient opportunities to provide input into committee recommendations.	73	74.5	25	25.5	0	0.0	0	0.0	98

Figure 2: Comparison of committee members who strongly agree about the communication practices from 2011-2012 to 2013-2014



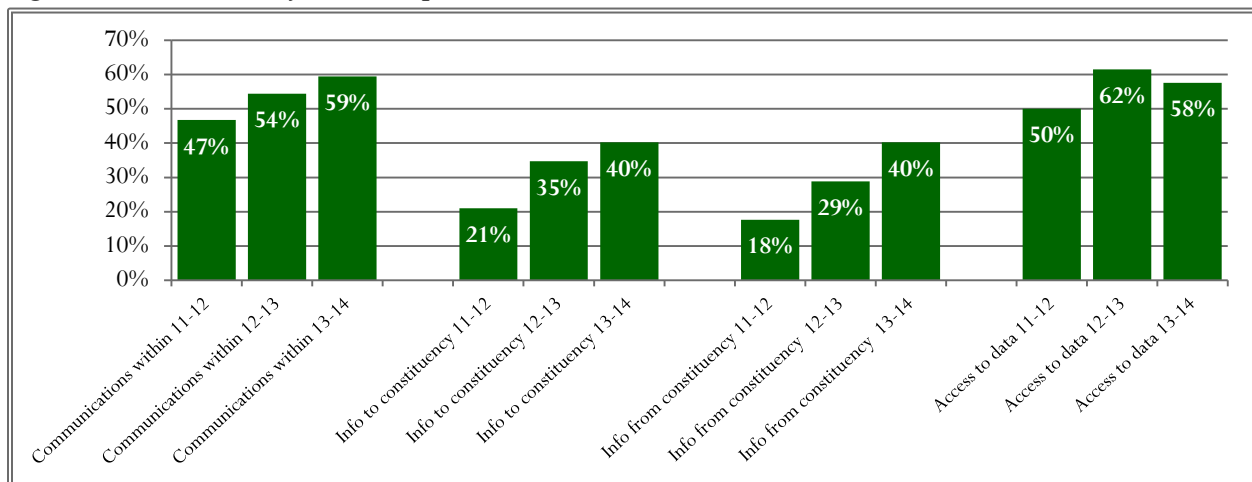
Respondents evaluated their committee’s governance, operations, member relations, communication with constituencies, resources, and conduct using a six-point Likert scale (Very Good, Good, Fair, Poor, Very Poor, and No Opinion). Overall, committee members responded positively to all statements related to the work the committee completed during the 2013-2014 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 and training for new committee members were both identified as areas 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 5 illustrates the responses to these statements. Figure 3 illustrates the change in the percent of Very Good perceptions for communications with the committee (54% to 59%), information from the committee to constituency groups (35% to 40%), information from constituency groups to the committee (29% to 40%), and access to data (62% to 58%).

Table 5: 2013–2014 responses to overall committee work

Statement	Very Good		Good		Fair		Poor		Very Poor		No Opinion		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Clarity of charge	58	58.6	24	24.2	14	14.1	1	1.0	0	0.0	2	2.0	99
Communications within committee	57	58.2	24	24.5	13	13.3	2	2.0	0	0.0	2	2.0	98
Information from committee to constituency groups	37	37.8	39	39.8	14	14.3	2	2.0	0	0.0	6	6.1	98
Information from constituency groups to committee	37	38.1	36	37.1	14	14.4	5	5.2	0	0.0	5	5.2	97
Communications from committee to campus	41	41.8	25	25.5	25	25.5	1	1.0	0	0.0	6	6.1	98
Access to data	53	54.1	28	28.6	9	9.2	2	2.0	0	0.0	6	6.1	98
Access to meeting space	61	62.9	23	23.7	7	7.2	4	4.1	0	0.0	2	2.1	97
Access to other resources	55	56.1	26	26.5	13	13.3	1	1.0	0	0.0	3	3.1	98
Training/mentoring committee members	29	29.6	30	30.6	18	18.4	4	4.1	1	1.0	16	16.3	98
Establishment of expectations for committee	40	41.2	32	33.0	18	18.6	5	5.2	0	0.0	2	2.1	97
Adherence to established expectations	44	44.9	32	32.7	15	15.3	1	1.0	2	2.0	4	4.1	98

Figure 3: 2013–2014 Very Good responses to select statements



Note: Percentages for Figure 3 calculated by excluding “no opinion” in the denominator.

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 of the most frequently mentioned accomplishments for the year included the following:

- Engage, Learn, and Advance framework,
- Mission, Vision, and Values
- Creating focus groups to work on improving student success
- All of the hard work that was accomplished
- The adoption of the common four point rubric
- The self-evaluation for accreditation

Committee's most significant accomplishment this year:

Making progress reading App. and MAM placement.
AB 955 / College Hour / Accreditation / So much!!!
Academic Integrity, APBP.
ACCJC Report! 4 point rubric! New SLO process!
Addressing the standards and reuping. Lots of hard or difficult work accomplished.
Adopted E.L.A frame work. Approved mission, Vis and values.
AP/ BP Procedure review, class size cap review, lots of stuff.
Approval of a significant of course revisions and new courses.
Changes to web tool evaluation.
Cited report for OEL pharm donations.
Class size cap review. Academic Integrity. A.P.B.P.
Collaboration
Completion of the self-evaluation. Inclusion of all constituting graphs in its development.
Continued success of completers! (increased numbers)
Creating focused groups to work on objectives.
Developing subgroups/ retreat
Development of workgroups on specific areas of improvement in student success.
Engage, learn and advance matrix
Engage, learn, advance
Evaluation of programs with fairness and constructionism. Great dialogue. Room for disagreement. Chari handles conflict very well.
Everything!
Expanding number of courses. Excellent leadership.
For me as a classified member I was happy to offer workshops for classified employees this year.
Getting back on track to having instructor initiated LC's.
Getting classes through the system/ establishing methods to streamline
Implemental
Input into district budget process.
It's almost done!
KIN challenge
Making the process more comfortable.
Mission, vision, and values.
Moved away from "forced" learning communities
Moving back to where instructors develop and initiate LC's.
Moving the action plans forward such as priority registration, seamless transition of math taken to college math enrollment. (almost there)

New mission, vision, values. Very good start on the new EMP.
New vision, mission, values for the college-
No clue.
Number and variety of workshops and printed in booklet.
Organizing chancellor Bruce baron's visit. Engaging administration in classified senate meetings.
Outcomes Assessment
Pharm letter
Plan work
Pressure on changing RAM
Professional development schedules
Provided opportunities for all employees to learn, develop and update their skills.
Publication of fall and spring workshop program guides
Publication of PD handbook.
Re-dedicating ourselves to willing, voluntary partnerships.
Re-writing the EMP. Engage, learn, advance
Revision of components of EMP.
Revising Ed Master Plan
Revision of LC handbook (sections) and LC retreat
Self-evaluation draft
Self-evaluation for accreditation. Movement format of Institution outcome.
Self- evaluation, approval 4-point rubric, assessment of ILO's, transition of SW management of assessment to OIERP
Sharing state wide honors info. Plan CHC student events.
Sheer quantity of work: e.g.: Course caps, AP/BP
Staggered deadlines; no deans writing curriculum
Sub-groups
Substantial dialogue about the resource allocation model, increased transparency of budget process.
The number of PD activities
The professional development handbook and conference.
The spirit of collaboration that has tempered our discourse.
Updating website.
We did a lot of work!
We helped transformed many course outlines to fit C-ID indicators.
We planned goals for the academic year.

Respondents identified improved committee member attendance and increased participation as areas to be addressed for improvement. The following is a complete list of the suggestions for improvement.

Improvement most needed by Committee:

A larger meeting room would be lovely. :)
Addressing all that it is responsible for...
Attendance
Break apart into two committees. 1) SLO's 2) Accreditation.
Clarify its charge. Change structure. Focus on basic skills.
Collaboration.
Deciding whether to continue with institutional support of LC's.
Efficient and productive conversations.
Establishing criteria to determine who gets priority registration.
Everything is running perfectly.
Finding the most productive meeting patterns.
Get people to attend the workshops.
Getting faculty to attend to defend/ explain their submissions
I classified voting members; 1 management voting member
I think we're fine the way we are.
Improve committee efficiency.
Improve effectiveness by accomplishing specific tasks as contained in the charge.
Improved organization, clear purpose for each meeting
Just more presence on campus.
Keep up good communication!
Low attendance by some members.
More funding.
More involvement from the campus constituencies.
More meetings needed
More organization and involve other folk who are part of the campus community.
More participation from members.
Narrow outcomes to yet MAMs smaller projects done. Place deadlines.
Need an enrollment plan from district
Needs a plan informed with well-defined goals and objectives.
Needs more clarity in purpose and in resolution of task.
Nothing at this time
Our continued work towards streamlining the process is admirable and should continue.
Put outcomes as a separate committee.
Send out minutes and agenda in a more timely fashion. Use meeting time to plan... seems things get "put off" often.
Strategic plan with resources to develop more comprehensive program.
Sub-groups need to complete their objectives.
The change is too broad. SLO's and accreditation need to be broken into two graphs.
The flex process needs to be streamlined. There needs to be a better way of disseminating information (and monitoring) of conference attendance and funding request.
The web tool is still somewhat different to use.
This committee needs to work together to put on a more robust program. The offerings need to be more plentiful and inclusive.
We might need to separate SSEEMM into different groups to be more productive/ efficient.
Work with other committees across campus and involve more classified staff in organizing events and/or activities. Offer professional development that is more in tune with needs of staff.

When respondents were asked to provide any additional comments, many responded with positive comments about their experiences on the committee (see responses below).

Additional comments:

Congratulations to [Name]! We'll miss you!
Excellent- Fun and Productive
Fulfilling experience.
I am excited to work under someone who will be "paid" for this position. Great start!
I enjoy working on this committee.
I enjoyed working with the committee members this year!
I was given a class during college hour thus I was unable to attend any meetings.
Nice work [Mike]!
Norms might include civility and respect.
Suggest Datatel sub-committee
The chair is always highly prepared and he does a great job facilitating discussion and decision making.
The work has taken a better turn for the last couple of meetings.
This is a good committee!
We continue to grow and should feel proud of our work!
We need additional resources.
Well done.