



Office of
Research & Planning

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Research Briefs from the Office of Research & Planning Feedback for the Crafton Hills College (CHC) 2010 Campus Climate Survey Results

Purpose: In the fall of 2010, the Crafton Hills College (CHC) Crafton Council in collaboration with the Office of Research and Planning (ORP) developed and administered a campus climate survey. The survey assessed employee perceptions of the college's work environment and progress toward meeting goals and objectives identified in the Educational Master Plan (EMP). The results of this survey are being broadly shared with the campus community through multiple methods of communication. To date, the results have been disseminated through the ORP website, written reports, presentations and facilitated discussions, dialogue at shared-governance committee meetings, and at individual meetings with employees when requested. Staff, faculty, and administrators are encouraged to offer feedback and strategies for improving the practices at CHC in an institution-wide systematic participative process of effective discussion, planning, and implementation for improvement. The campus-wide dialogue and collection of recommended strategies for improvement will be continued through a series of additional presentations scheduled for the 2011-2012 academic year and the Campus Climate survey will be administered again in Fall 2012.

Methodology: In September and October 2011, the Office of Research and Planning and Office of Instruction presented a portion of the results from the Fall 2010 Campus Climate Survey to the fourteen faculty, staff, and administrators who attended the workshops that were advertised to the entire campus. The presentation and facilitated discussion included strengths and opportunities for improvement at CHC as identified by survey respondents. In addition, these results were shared at an Educational Master Planning Committee meeting, a Student Services Meeting and two interviews with two employees were requested and conducted by the ORP. The impetus for the presentations, facilitated discussions, and interviews was to share the findings from the Fall 2010 Campus Climate Survey, discuss the possible meanings of the results, and collect ideas and strategies for improving processes at Crafton.

The results illustrated in this brief include feedback collected from 11 faculty, 10 classified staff, and 13 managers through the discussions in meetings, workshops and interviews. Areas highlighted in yellow in the Results Section are suggestions for improving processes at Crafton. It is important to note that only suggestions for improving processes from the individual interviews are included to protect the identity of the individual respondents.

Results: The results illustrated on the following pages are organized into five areas: recognition, workload, resource allocation, decision-making and shared governance, and communication. The information presented to the respondents is included as the first statement and the feedback and suggestions follow each statement. A limitation to the Fall 2010 Campus Climate Survey was the low response rate (i.e. 30%). Accordingly, the results from the survey may not be representative of all CHC employees. The following suggestions for improving response rates were offered by the participants included in this brief: 1) Have managers set aside time for classified staff to fill them out in. 2) Hold committee, management, department, or other meetings in computer labs and take 20 minutes at the beginning of a meeting to fill them out.

Recognition

The Fall 2010 Campus Climate Survey result used to facilitate the discussion about recognition:

- ✦ 53% of staff, 43% of faculty, and 33% of managers do not feel they receive appropriate recognition for good work.

Comments and Suggestions

- A continuous dynamic assessment which includes an electronic portfolio where an employee can track and a manager can comment on accomplishments.
- **Applause cards** are not readily available or used. Employees appreciate receiving applause cards which tend to come from co-workers and students.
- "Employee of the Year" awards are a popularity contest. Employees working in small offices are not recognized.
- Faculty receive recognition from students- this result may be a reflection of committee work. Recommend a focus group for faculty. Satisfaction comes from student successes.
- Not everyone is recognized at in-service day. Vice President's need to acknowledge entire offices and individuals within those offices.
- Need to recognize those who go above and beyond- not just those with the most contact, but others who work behind the scenes.
- Only hear from Managers when things go wrong- sometimes managers should acknowledge struggles and visit employees when there isn't a problem.
- Recognition for handling workload
- Recognize employee's individual needs with responsibilities outside of work, such as taking kids to school, and accommodate to help them balance work/life.
- Saying "hi" and seeing employees as individuals
- Simple things such as receiving a response, thank you, and acknowledgement from a manager when a task is complete
- **Training for managers on recognition**
- Younger generation of employees have different needs. Other people get credit for my good ideas. I need to get credit for my work.
- -Get credit for work accomplished
- Some classified don't get applause cards.
- **Need to establish clear procedure for using applause cards.**
- People want to get along and don't want to compete for recognition.
- Could do a **"Roadrunner" Award**
- In-service recognition seems like favorites.
- In-service recognition is a positive move. Does seem to be those who aren't recognized.
- Need **defined criteria for how those chosen for recognition are selected.**
- Will be tough to change perceptions about favoritism.
- Should have **more gatherings- socializing opportunities.**
- Recognize entire departments.
- We used to give the "GEM" Award for Going the Extra Mile.
- We should recognize everyone's hard work in January.
- Provide mugs and other meaningful items such as Starbucks cards.
- Have a nomination process.
- **Change the wording of "Professor of the Year" to "Faculty Recognition" for outstanding contributions.**
- It's okay to have a "hero" element to recognition.
- Applause Card recipients should be notified before their name appears on Board Docs.

Workload

The Fall 2010 Campus Climate Survey result used to facilitate the discussion about workload:

- ✦ 85% of the faculty feel pressure to accomplish too many tasks and priorities, and do not feel they have enough time to complete tasks and meet deadlines.

Comments and Suggestions

- Classified staff should be encouraged to chair committees.
- Managers should encourage employees to participate in committee work.
- Some employees may have had a bad experience with committees because they didn't feel like they made a difference.
- Recommend a focus group for faculty.
- There are some people shouldering more of the load.
- Too many of the same people do committee work.
- Understaffing prevents committee work because employees don't want to place additional burden on their co-workers.
- -There have been a lot of retirements and the work has been given to those who remain

Resource Allocation

The Fall 2010 Campus Climate Survey result used to facilitate the discussion about resource allocation:

- ✦ 74% of faculty respondents do not find the District Resource Allocation Model easy to understand.
- ✦ Employees feel the allocation of resources from the District to Crafton is neither adequate (80%) nor equitable (78%).

Comments and Suggestions

- Resource allocation from the District to Crafton is still not equitable.
- Understanding of the Resource Allocation Model has most likely improved. Charlie has done a good job.
- Many people don't understand the process
- Perception: The District Office is still growing with more managers.

Decision-Making / Shared Governance

The Fall 2010 Campus Climate Survey results used to facilitate the discussion about decision-making and shared governance:

- ✦ 56% of the respondents who did not serve on a committee did not feel that they had an opportunity to participate meaningfully in decision-making.
- ✦ 64% of respondents who served on two or more committees felt that they had an opportunity to participate meaningfully in decision-making.
- ✦ 62% of the classified respondents do not serve on any committees.

Comments and Suggestions

- Committee chairs should be **trained how to run a committee**.
- **Committee membership terms** should be extended to 2 years so that committees are able to keep momentum and not have to reinvent the wheel each August with new membership and no experience.
- Employees may not serve because they convince themselves that it will not make a difference. Those who do serve on committees know that they make a difference. How can we get people to participate when they think it won't help?
- Faculty and staff **need to participate on committees** that might affect their work.
- Other areas identified are more important.
- Some employees do not have time and are unable to serve.
- Some employees may not serve because past experiences may lead them to believe that it is a waste of time and nothing gets done.

- We need a **gathering place for full-time and part-time faculty**. When we are designing new buildings this should be taken into consideration. The space should include a common area with mailboxes, tables, a sink, a refrigerator, and a microwave. These spaces would encourage collaboration for faculty in the same disciplines and give them the opportunity to interact.
- -Does classified staff have opportunities to participate on committees? Are they available to attend the meetings?
- Participation leads to satisfaction
- What is the perception of those on committees about those who are quiet?
- Rich information on committee even if we don't have anything to add.
- It is important to respect classified opinion and that classified feel respected.
 - Demonstrated by seeing people being treated with respect.
 - **Asking people for their opinion**
 - Let staff know that opinions are respected
- Classified have been invited to committees and told their perspective is appreciated and then they do not get invited back.
 - **Chairs need to be diligent about inviting and including everyone** (not leaving people off the distribution list)
 - We should **create a committee list so that everyone can see who is on every District and Campus Committee, and when and where they meet.**
- Staff feels the decisions have already been made or that managers do not care about their opinion.
- **Staff needs to be invited and managers need to say go and cover their desks.**
- There should be follow **up with managers about supporting staff to attend committees.**
- Staff does not participate because of bad experiences in the past.
 - Don't criticize comments made by staff at the committee meeting when the meeting is over.
- Don't just tell employees "we aren't doing it that way anymore."
 - Communicate in a way that ensures everyone has a voice.
 - **Training chairs how to facilitate meetings.**
 - Make sure committee members understand what their role is.
- **More co-chairs that are classified staff.**
- Have managers provide a **list of classified staff in their areas and the committees they serve to follow up** rather than just saying- managers let your classified staff serve on committees.
- Personal understanding of department. Face-to-face.
- Have been told not to attend meetings. Need **more communication to classified staff about attending meetings.**
- Create a sense of "wanting" to get involved. Clarify a path to get involved and have managers make recommendations to staff as to which committees they would like their staff to participate in.
- Hold managers responsible for ensuring their staff are involved in shared-governance.
- The survey should ask questions about workgroups and task forces because most of the Student Services employees are involved in those even though they are not shared-governance. Not considering how much time these employees dedicate to the requirements of this type of committee in the survey makes them seem unimportant and not valued.

Communication

The Fall 2010 Campus Climate Survey result used to facilitate the discussion about communication:

- ✦ 70% of the respondents do not agree that communication and understanding among faculty, classified staff, and managers is sufficient.

Comments and Suggestions

- Changes that affect the campus, like the change to the logo, need to go the Senates.
- Changing from an all-instruction meeting to an open-forum and having access to the Crafton Council minutes are improvements.
- Continue Welcome Back BBQ, Soup fest, "Buy your own lunch" and "Thirsty Thursday" activities.
- Develop an email that only includes changes and distribute to entire campus.
- For emergencies we need to develop a better plan and a phone in every room.
- Have a "solution box" where employees can submit anonymous suggestions and strategies for improvement. Rather than complaining- the employees should provide their ideas on "how to fix it".
- Have staff meetings; provide food at meetings to encourage attendance.
- In general, processes and procedures need to be clarified to the employees who use them. For instance, the process for hiring Federal Work Study students needs to be made more available.
- Provide a more informal environment for people to speak openly about anything.
- The ability to search the email database by first name, department, or office.
- The directory that is six years old needs to be updated.
- The District and Administration need to work together collaboratively prior to communicating to employees.
- The Union and Administration need to work together collaboratively prior to communicating to employees.
- Update committee web pages and make sure all committees have a webpage.
- We should ask part-time faculty what is not going well and how we can improve.
- "Bring a friend" to committee meetings. Where the friend can sit in on committee as a guest. We should focus on people who don't attend meetings.
- When changes are made to processes that affect students and support services, a step-by-step procedure for using the new processes and/or software needs to be distributed to the affected areas prior to the change.
- -I'm communicating well through email. People constantly get information. I was told that I don't need to provide that much. If it is cut down, it is not as effective. So I send the information out on a weekly basis.
- Who decides what needs to be distributed?
- Alisa providing information
- Face-to-face communication is helpful. Present info at meetings.
 - Bring information to meetings and campus and speak about it. Not just email.
- Provide food to get more people to come.
- How do we change the culture to get more people to attend?
- Master Calendar, Facilities Use Calendar- make more accessible and make sure everyone understands the process of getting information posted on the calendar. The meetings are on the printed calendar with no room information. We should have the ability to find out which rooms the meetings are being held.
- We aren't aware of events- examples, Wizard of Oz Movie Night and Child Care Center Fall Festival. The campus should receive an invitation to events using the outlook calendar which will automatically add the event to the calendar with details and location.
- We should pretend that we don't have email. Do it without email.
 - Create phone-lists and leave a message on people's phones all at once.
 - Send out hard copy notices.
- There should be a "what's going on" page on the website where all activities are posted (professional development, fundraisers, commencement for the CTE

programs, 40th Anniversary celebrations, art shows, theatre programs, student life events). This page should include dates, times, locations, and a contact person. We should not drive on to campus and see "event parking" signs and think- what event? As an employee and member of the community I most often hear about events after they occur by reading about them in the local paper. There should be a procedure communicated to the entire campus about how to include activities from all areas on the website to reduce the silo effect and keep the campus community informed.

- This webpage should also have a place for employee information (for example; pool use for employees)