



This report includes the full list of the fall 2018 semester Employee Campus Climate Survey open-ended responses. For a quick snapshot of numerical results please see our [DYK Volume 62](#) and for a comprehensive perspective see our [Campus Climate Survey Dashboard](#). A total of 412 Crafton employees received the online survey, a cross-section of 93 administrators, faculty, and staff (approximately 23%) responded to 84 items ranging from respondent demographics to satisfaction ratings on various aspects of the campus. However, a total of 27 respondents (29%) provided open-ended responses, which are the exclusive focus of this report. The survey was organized to assess perceptions of various campus facets: outcome assessment, inclusiveness, planning and program review, shared governance and resources.

### **Methodology**

The online survey prompted respondents to identify their primary employee category, the area in which they work, years of employment at Crafton, the number of committees on which they served during the 2017-2018 academic year through multiple-choice questions. Next, employees were asked to rate the extent to which they agree, disagree, or don't know/ do not have an opinion regarding five campus facets including outcome assessment, inclusiveness, planning and program review, shared governance and resources. The survey concluded with multiple-choice demographic questions to collect employee's gender, sexual orientation, age, and race/ethnicity. Employees' were also provided the opportunity to share any comments or suggestions related to the five campus facets through open-ended questions, these responses are included below. **It is these comments and suggestions that are the sole focus of this report.**

## **Results**

Below is the full list of comments/suggestions provided by a total of 27 respondents (29%). Open-ended responses were provided for each of the five campus facets as well as general additional comments or suggestions. Responses provided were organized into seven categories: compliment, concern, criticism, general remark, suggestion, uncertainty, and miscellaneous. The researcher determined categories after carefully reviewing all responses with the intent of identifying the aforementioned categories. A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

Respondents were most likely to provide criticism pertaining to inclusiveness on campus (n=11), as one respondent stated, “Best practices information is missing or hard to locate in many areas of my work as a faculty member. I have not seen ANY information or training on active shooter emergency preparedness. I find this alarming. Very little, if any, training has been offered in areas such as program planning and review, curriculum, SLOs, scheduling, and even syllabi expectations. I think we could benefit from a mentor program for new faculty.” Respondents offered suggestions for each of the five campus facets, as one respondent stated for shared governance, “I'd like to see an increase in trust and support between classified, faculty, and management. We need a stronger culture of caring and trust.”

## **Implications and Limitations**

While these findings are based upon 27 out of over 400 combined faculty and staff (including part-time faculty) at CHC (6.8% of population), and the data were gathered one year ago, they point to at least three general themes: (a) the perception that the college could provide more assistance with respect to the implementation of learning outcomes, (b) the perception that the college could provide additional professional development opportunities centered on program review, and (c) the perception that the college could work towards developing processes that create a more inclusive environment, especially among classified staff. While our numerical data point to an increase in overall perceptions of inclusion from 2016 to 2018 (59% in 2016 and 64% in 2018), the open-ended feedback suggests that more work can still be done to enhance inclusiveness.

<b>Criticism (n=3)</b>
In general outcomes are assessed and analyzed, but many take the approach of doing them because they have to, not with the idea of actually changing or improving anything.
Our manager has never set strategic outcomes, worked with the division to create them, or provided any leadership or incentives to using them. Many people do not understand SAOs or SLOS, what they are, what the difference is, how to design them, what the outcomes process is, or why they matter. The truth is, our manager does what she wants and it is unrelated to any kind of outcomes as far as I can tell.
SLO's suck.
<b>General Remark (n=2)</b>
I'm good
They're a waste of time if their not acted upon.
<b>Suggestion (n=3)</b>
A better model would be downstream assessment: ask hospitals how well our respiratory students are trained, ask fire departments how well our fire students are trained, ask UC and CSU departments how well our students are trained.
I think we are doing well but could be doing better. We need to address IB6.
We need to update the Institutional Assessment Plan. Leadership should take a more proactive role in monitoring assessment.
<b>Uncertainty (n=3)</b>
I don't know how well these outcomes are used in the prioritization of projects and funding. This is where skepticism and ambiguity lies.
It is probably due to a lack of involvement on my part but I do not have any idea what happens with SLO's beyond what I do within my program.
Unclear expectations for faculty on SLO assessment. I have not heard SLO assessment discussed much, and I have not seen the use of the outcomes to drive programs and services.

Outcomes Assessment

Inclusiveness

<b>Compliment (n=1)</b>
I think our campus is particularly good at inclusiveness.
<b>Concern (n = 2)</b>
I think the campus is doing what it can to address inclusiveness, however, by not having a position dedicated to Diversity and Inclusion in all of its forms, says a lot. The Diversity and Inclusion committee is trying its best to stay afloat, the Safe Space program receives no funding or administrative support, and the campus does not have a center for Diversity. I know we are a "small college," we are told this time and time again, but some priority needs to be made here if inclusiveness is one of our overarching goals.
There are many race or ethnic specific programs, scholarships, and opportunities at CHC, except for one certain group.
<b>Criticism (n= 11)</b>
Best practices information is missing or hard to locate in many areas of my work as a faculty member. I have not seen ANY information or training on active shooter emergency preparedness. I find this alarming. Very little, if any, training has been offered in areas such as program planning and review, curriculum, SLOs, scheduling, and even syllabi expectations. I think we could benefit from a mentor program for new faculty.
How can we be inclusive if we segregate our students and ourselves for profit?
I am excluded from committees, staff meetings, and professional development activities. My dean never asks what I think, despite my significant expertise in my area, and she communicates poorly, issuing edicts rather than having conversations. I feel alternately bullied and then ignored by my supervisor. My supervisor has made it clear to me through her actions, her language, and her management decisions that I do not matter to her, that my perspective is irrelevant, and that classified staff have less value and intelligence than faculty or managers. In all my years in this college, I have never felt as excluded, bullied, and demeaned as I do presently. I am not normally a complainer, but this situation cannot continue as it is without significant consequences to personnel morale, operational effectiveness, and negative affects on student success.
In a number of categories, I would have liked to have a choice to vote for neutral. While I agree that I receive information about Professional Development opportunities, my work load rarely allows me the time to attend. We are always working with an inadequate budget which means there is not enough money to utilize sufficient personnel to get the work done, buy the most recent equipment (especially those items that are currently being used in the industry for which we train students). Do not believe that we have enough clerical/administrative staff to support the program.
Inclusiveness at Crafton is a joke. Management makes decisions in silos, leaving classified professionals out of any substantive discussions. My manager doesn't even pretend to care about our opinions on things, is punitive when we can't read her mind about how she wants things done, and makes decisions that negatively impact our daily work. Upper management has been an ongoing issue for years, and Classified Professionals are only included in discussions when they are required to in order to appear to comply with accreditation standards.
More vocal staff often push and bully the majority.
Some areas need more work even though I agreed with them i.e., in gender, racial & sexual orientation -all need constant attention-even if we think we are enlightened and the college needs to always move forward. Unfortunately, disrespectful attitudes exist at CHC. The level of disrespect in meetings is corrosive and unnecessary. I've witnessed yelling, cursing and total disregard of other's ideas at many meetings which I have never experienced at any other institution. In those meetings, no modeling of good behavior was presented, instead, the chair or senior in the room allowed for poor behavior to continue, leaving some with a clear understanding that there is no support for individuals here, that no new ideas are welcome. Often, the phrase "we have never done things that way" is a refrain, which is an absolute stopping of further conversation. Larger important group meetings are often held in the middle of teaching, which effectively leaves many people out of opportunities, meetings or general socializing (here socializing opportunities would be helpful in creating a safe place for all). College hour no longer exists, yet it is still used as a common time to use. Though I am not advocating for the return of college hour (it interferes with timing of labs and lectures), it is odd that it is still used. I have had many immediate managers which has been difficult in many ways. The program suffers without a strong leader and without oversight to keep things moving forward and positive. My area suffers from serious lack of funds which could be better used as well. I do not feel included in PD. Dissemination & clarity of information needs to be worked on in all levels of the college-from departmental to college wide. CHC needs to have a functioning mentor program to help new folks navigate the minutia of the college. Often, we are left to fend for ourselves and then risk missing important opportunities or sudden requests. There is no real training here as to how offices work, what their function is or who to speak with-CHC works on history and not training. This makes new employees feel separate.

Inclusiveness (continued)

The term inclusiveness does apply to minorities on this campus. This is reflected in managements inability to allow minorities to work in roles in which we were hired.
There's "no" direction from the [Position Names Removed]
[Position Name Removed] candidate selection for departments are based on race, first everything else second. [Position Name Removed] does not support classified or Managers, will go out of way to appease Faculty. [Position Name Removed] speaks badly about staff in insulting manner.
<b>Suggestion (n=3)</b>
As a whole, the college needs to expand its culture of friendliness in all areas. By doing so, people will feel more included and student enrollment will increase.
If you want to inclusive, you have to consider that many of the disenfranchised also have financial hardships, meaning job and transportation issues are obstacles to success. A college with libraries that close early in the afternoon and are not open on the weekend greatly impact our students to research, write and otherwise complete their academic assignments. The library on campus needs to be accessible, by being open on the weekends and in the evenings in order for our students to utilize its resources around their jobs, child care, and transportation issues.
Inclusiveness should include political and religious beliefs. The student population of the campus often has a differing political and religious belief than the faculty and the administration. The faculty and the administration need to respect beliefs that do not correlate with their own.

**Planning and Program Review**

<b>Concern (n=3)</b>
I'm not sure the administration realizes how much time/effort that faculty puts into the program review. The PR committee only reads one part of the review so why not make the report cover only the area the PR committee reads?
In my area, planning and program review is done by the dean and the faculty chair only. No classified input is solicited, nor is it included when offered. In fact, classified staff are never informed or included in any of the planning and program review processes. On the extremely rare occasions where staff have been in the room when opinions were solicited from the group, the dean has markedly ignored or dismissed the classified perspective.
Sometimes the need to send things to committee reduces productivity because initiatives take time for buy-in and implementation. I'm not saying this is bad, just that it is sometimes inefficient for our resources. Also, the fear of scrutiny slows things down.
<b>Criticism (n=2)</b>
Every year department chairs are asked to prioritize full time hiring positions, and each year, the order changes once their recommendations have been made. There is no consistency from year to year, and positions that were once at the top, mysteriously drop way down once it leaves their hands, without explanation. Some positions have been on the list for years, with strong data backing, but have only moved down the prioritization list. I feel there is bias involved and string pulling occurring.
When presented with well-researched data, managers frequently dismiss the results and say, "Let's just try this and see what happens." This recently occurred in a meeting with the [Position Name Removed] saying those exact words when presented with information that specifically countered a decision he made. Incidentally, the research proved accurate and his decision to ignore it has led to some serious issues in multiple departments.
<b>General Remark (n=2)</b>
I feel it works for logistical support (grounds, maintenance, and ect...), but not for faculty or student services.
The committee continues to make improvements to the process, training, and communication.
<b>Suggestion (n=2)</b>
Evaluation on-going - I put strongly agree and that is a negative. We should assess outcomes before continuing on-going and disruptive changes.
Faculty/Chairs should get help developing budget plans, it's not the natural priority for an educator to be good with "business plans"
<b>Uncertainty (n=3)</b>
Again, would have like the option of a neutral answer. While most of the processes are probably transparent, I am not involved at a level where I can see that. While I believe that Planning and Program Review, the Educational Master Plan, etc. are used to guide decision making, I am not sure that it has a significant impact when we consistently experience budget deficits.
Although I am expected to participate in planning and program review, I am not familiar with the process, the cycles, or the expectations for me as a faculty member.
Not aware of open planning and program reviews.

**Shared Governance**

<b>Concern (n=1)</b>
The only consistency lately is that change is to be expected. With so much rollover in administration, it is hard to follow what's going on, be informed, and be heard. It seems like everyone is just trying to learn their roles and we are not nearly as productive as we used to be.
<b>Criticism (n=6)</b>
Decision-making processes are lacking faculty input
Collaboration may occur on campus, but I do not see it anymore. I used to see it all the time, but now I only see unilateral decisions or decisions arrived due to administrators and faculty planning together. The classified voice has been ignored, and is being ignored more and more due to the recent manager hires in my area. Classified staff in my area are summarily denied permission to serve on committees or be involved in classified senate. In my area at least (for I cannot speak to other areas), the classified voice has been effectively silenced through tacit management policy and the fact that the planning structures exist such that managers are able to simply ignore the classified voice.
Not enough collaboration and input when on boarding new programs.
Shared governance is not experienced where a handful of members control all the committees, departments, adm etc.
There are some prima donnas who are still resistant to the necessities of the 21st century.
There is no shared governance at Crafton. It is in name only for the purposes of satisfying accreditation standards. Classified have no real voice on this campus.
<b>General Remark (n=1)</b>
I'm not sure if the District or Valley will acknowledge the outside consultant regarding the district budget.
<b>Suggestion (n=3)</b>
I do believe more voices on campus should be heard.
I'd like to see an increase in trust and support between classified, faculty, and management. We need a stronger culture of caring and trust.
Still needs more work to become less top down.

Resources

<b>Concern (n=1)</b>
Our area has been in significant need of material and staffing resources, which we have consistently requested, but we still have never received them. Our area has had classified staff drastically reduced, with vacant positions going unfilled for years, while the workload has remained largely the same. The denial of resources to enable us to do our job has severely limited our ability to support students, and this has been a chronic problem for a long time. It is unclear to me whether this need is not understood by administration or whether they have chosen to ignore it in order to divert much-needed funds elsewhere, but it has had a significant affect on employee morale, student success efforts, and student perception that the institution does not care about them enough to adequately staff this area.
<b>Criticism (n=4)</b>
Again, would have like the option for a neutral answer and believe that the lack of sufficient funding derails a number of the above efforts. My dissatisfaction with my work is based solely on an overwhelming workload, not enough time, not enough resources. As far as what I do, I am very satisfied with the work itself.
Our FETF rates are ridiculous in many disciplines. We need more full time faculty and the voices of the chairs (along with the data) need to be heard in terms of prioritizing.
The partial implementation of Oracle is causing a reduction in our ability to effectively and efficiently manage our budgets. Reporting is difficult in Oracle and doesn't provide the necessary information at times.
There are several places around campus that are completely inaccessible to disabled students and employees, including restrooms, buildings, service desks, etc. Some older buildings are not adequately maintained. There are toilets around campus that have been inoperable for years and never repaired. Money is being wasted all over the place that could be better utilized in other ways. Resource allocation district-wide sets Crafton at an unfair disadvantage and negatively impacts students. And no, I couldn't be less satisfied in my work at Crafton. This place is a sinking ship.
<b>General Remark (n=2)</b>
I'm excited about the new Bond (CC) that was recently passed in focusing on CTE Programs
Teaching is priority, even without quality facilities, supplies or equipment, this is where there is most satisfaction- in the classroom.
<b>Suggestion (n=3)</b>
I'd like to see the entire District acknowledge and rectify the economy of scale issues affecting CHC's budget
Need to revise RAM. Also need grant writer.
We need to re-examine the resource allocation model to accommodate actual costs of running a small campus.
<b>Uncertainty (n=1)</b>
I don't feel that I can answer most of the questions accurately as I'm not sure of the financial process. ( Do not know)



**Additional Comments or Suggestions**

<b>Compliment (n=1)</b>
The professional development diversity series last year was very valuable.
<b>Criticism (n=1)</b>
Classified staff in my area have been bullied, ignored, and their voice has been silenced or written off as irrelevant. This has had a significant impact on employee morale. The manager of our area has contributed, through her leadership style and her management policies, to a culture where classified staff feel unsafe at work, and many classified staff that I personally know are seeking treatment for increased mental strain and illness directly attributable to this institution's inability to create a workplace where people feel safe, where they feel that they can speak their opinion and it will be heard. Currently, many staff do not share their opinion because they fear retaliation from their manager. I fear that even in this campus climate survey, some of this sentiment that I'm sharing now may not be entirely believed, and the classified voice may again be written off. This is not new. Often, when attempting to voice opinions of this nature, classified staff are labeled as disgruntled or troublemakers. The situation is dire. I love this campus and have worked here for a very long time, and it has never been this bad.
<b>General Remark (n=1)</b>
thank you for your time to create this survey. I hope to hear results soon.
<b>Suggestion (n=4)</b>
CHC has great people. What would make it better is to reduce negativity and resentment among some employees, as this can be toxic at times. A culture of friendliness and increased personal responsibility will help our current students be the best form of outreach for future growth and success.
Evaluate ALL of the managers. Start supporting your classified professionals so that they can promote into higher positions on campus. We have an insanely well-educated Classified Staff that are treated like uneducated worker bees incapable of making intelligent decisions. If you TRULY want to fix what's broken at CHC, start listening to your Classified Professionals.
The last questions regarding the race, ethnic orientation, etc have no place in an academic setting. They cause more problem than helping.
With the diversity questions at the end, I understand that there is a chance to decline to state. However, even those these are anonymous, it would be rather easy to determine who is who based on the department they work in. Just for future consideration
<b>Miscellaneous (n=1)</b>
I also vote Republican. I hope that helps.