



## Introduction

According to Supporting Action 1 of Strategic Direction 2 in the Crafton Hills College (CHC) Educational Master Plan (EMP), the college will “Strengthen communication of shared governance projects and committee work.” To support this goal, committee members are asked to share their perspectives on how well these principles are reflected in their committee’s activities during the 2025–2026 academic year. This feedback helps strengthen committee effectiveness through professional development and targeted strategies.

## Methodology

The Crafton Council, in partnership with the Office of Institutional Effectiveness, Research, and Planning, developed a survey for annual distribution to shared governance committee chairs and members at the end of the spring semester. The survey gathered feedback on committee processes, interactions, and outcomes and included 5 demographic questions, 20 Likert-scale questions, 2 questions on alignment with CHC Strategic Directions and ACCJC Standards, and 3 short-response questions. Participation was voluntary.

## Findings

A total of 71 responses were received from members representing 10 shared governance committees. Overall, respondents reported favorable perceptions of committee collaboration, evidence-based decision-making, transparency, and communication practices. Open-ended responses highlighted accomplishments, including completion of the Institutional Self-Evaluation Report, completion of the Student Equity and Achievement Plan, and updates to the Educational Master Plan. Training or mentoring for committee members was the item most frequently associated with lower ratings, though it accounted for a small proportion of overall responses. Participation was voluntary, and findings may not represent all shared governance committee members.

**Table 1: Committee Membership**

| Committee                                                | #         | %            |
|----------------------------------------------------------|-----------|--------------|
| Budget                                                   | 5         | 7.0          |
| Crafton Council                                          | 10        | 14.1         |
| Distance Education                                       | 8         | 11.3         |
| Educational Master Plan                                  | 10        | 14.1         |
| Enrollment Strategies                                    | 4         | 5.6          |
| Institutional Effectiveness, Accreditation, and Outcomes | 8         | 11.3         |
| Planning and Program Review                              | 7         | 9.9          |
| Professional Development                                 | 1         | 1.4          |
| Safety                                                   | 10        | 14.1         |
| Student Equity and Achievement (SEA)                     | 8         | 11.3         |
| Technology                                               | 0         | 0.0          |
| <b>Total</b>                                             | <b>71</b> | <b>100.0</b> |

Table 2 displays the functional demographics of the respondents and total number of other CHC committees on which they serve.

**Table 2: Committee member’s function, and number of other committees currently serving on.**

| What is your primary function now at CHC? | #         | %            | On how many other Crafton committees did you serve on this year? | #         | %            |
|-------------------------------------------|-----------|--------------|------------------------------------------------------------------|-----------|--------------|
| FT Faculty                                | 22        | 31.0         | 1                                                                | 14        | 19.7         |
| PT Faculty                                | 0         | 0.0          | 2                                                                | 13        | 18.3         |
| Classified and/or Confidential            | 12        | 16.9         | 3                                                                | 3         | 4.2          |
| Manager                                   | 36        | 50.7         | 4                                                                | 4         | 5.6          |
| Student                                   | 1         | 1.4          | 5 or more                                                        | 34        | 47.9         |
| Decline to State                          | 0         | 0.0          | None                                                             | 3         | 4.2          |
| <b>Total</b>                              | <b>71</b> | <b>100.0</b> | <b>Total</b>                                                     | <b>71</b> | <b>100.0</b> |

Table 3 displays the total number of service years on the current committee, and their plans to serve on the same committee next academic year.

Table 3: Number of service years and plans to serve next year.

| How long have you been on this committee? | #  | %     | Do you expect to serve on this committee again next year? | #  | %     |
|-------------------------------------------|----|-------|-----------------------------------------------------------|----|-------|
| New member this year                      | 19 | 26.8  | Yes                                                       | 64 | 90.1  |
| 2 years                                   | 14 | 19.7  | No                                                        | 5  | 7.0   |
| 3 years                                   | 10 | 14.1  | Undecided                                                 | 2  | 2.8   |
| 4 or more years                           | 28 | 39.4  |                                                           |    |       |
| Total                                     | 71 | 100.0 | Total                                                     | 71 | 100.0 |

In Table 4 below, the majority of respondents indicated that the committee’s processes, interactions, and outcomes almost always reflected collaboration (100.0%), evidence-based decision-making (95.6%), transparency (94.1%), efficiency (94.1%), and effectiveness (89.7%). Smaller percentages indicated these characteristics were reflected about half the time, including transparency and effectiveness (5.9% each), evidence-based decision-making (4.4%), and efficiency (2.9%).

A limited number indicated that effectiveness (4.4%) and efficiency (2.9%) were reflected occasionally. No respondents selected almost never for any of the characteristics.

Table 4: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee for 2025-2026.

| Please indicate how often the committee's processes, interactions, and outcomes this year reflect each of the following characteristics:                                       | Almost Always |       | About half the time |     | Occasionally |     | Almost Never |     | Total |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|---------------------|-----|--------------|-----|--------------|-----|-------|
|                                                                                                                                                                                | #             | %     | #                   | %   | #            | %   | #            | %   |       |
| <b>Collaborative:</b> Sharing, inclusive, open to input, respectful of diverse opinions, characterized by meaningful dialogue.                                                 | 68            | 100.0 | 0                   | 0.0 | 0            | 0.0 | 0            | 0.0 | 68    |
| <b>Transparent:</b> Open, easy to understand, clearly defined, characterized by effective and meaningful communication with the College community.                             | 64            | 94.1  | 4                   | 5.9 | 0            | 0.0 | 0            | 0.0 | 68    |
| <b>Evidence-Based:</b> Reliant upon relevant, accurate, complete, timely qualitative and/or quantitative information; not based solely on assertion, speculation, or anecdote. | 65            | 95.6  | 3                   | 4.4 | 0            | 0.0 | 0            | 0.0 | 68    |
| <b>Effective:</b> Working properly and productively toward the committee's intended results.                                                                                   | 61            | 89.7  | 4                   | 5.9 | 3            | 4.4 | 0            | 0.0 | 68    |
| <b>Efficient:</b> Performing well with the least waste of time and effort; characterized by serving the committee's specified purposes in the best possible manner.            | 64            | 94.1  | 2                   | 2.9 | 2            | 2.9 | 0            | 0.0 | 68    |

In **Table 5**, respondents evaluated the committee's overall communication practices using a four-point Likert scale. All respondents (100%) agreed or strongly agreed that they felt comfortable contributing ideas, their ideas were treated with respect, and they had sufficient opportunities to provide input. Similarly, all respondents (100%) agreed or strongly agreed that ACCJC Standards and CHC Comprehensive Master Plan Goals and Objectives informed committee actions. No respondents selected Disagree or Strongly Disagree.

**Table 5: Committee communication practices.**

| Please indicate the extent to which you agree or disagree with the following statements about your service on this committee overall this year: | Strongly Agree |      | Agree |      | Disagree |     | Strongly Disagree |     | Total |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|-------|------|----------|-----|-------------------|-----|-------|
|                                                                                                                                                 | #              | %    | #     | %    | #        | %   | #                 | %   |       |
| I feel comfortable contributing ideas                                                                                                           | 61             | 92.4 | 5     | 7.6  | 0        | 0.0 | 0                 | 0.0 | 66    |
| My ideas are treated with respect, whether or not others agree with them                                                                        | 59             | 89.4 | 7     | 10.6 | 0        | 0.0 | 0                 | 0.0 | 66    |
| I have had sufficient opportunities to provide input into committee recommendations                                                             | 58             | 87.9 | 8     | 12.1 | 0        | 0.0 | 0                 | 0.0 | 66    |
| The ACCJC Standards that align with the charge of this committee helped to inform the committees actions                                        | 58             | 87.9 | 8     | 12.1 | 0        | 0.0 | 0                 | 0.0 | 66    |
| The CHC Comprehensive Master Plan Goals and Objectives that align with the charge of this committee helped to inform the committees actions     | 55             | 83.3 | 11    | 16.7 | 0        | 0.0 | 0                 | 0.0 | 66    |

**Table 6** shows that respondents rated most aspects of committee work positively. Ratings were 100% positive for clarity of the committee charge, communication within the committee, information flow to and from constituency groups, communication with the campus community, access to resources, and adherence to committee expectations or norms. Access to data and establishment of expectations or norms each received 99% positive ratings, while training or mentoring received 91%.

Negative ratings were limited to three areas. Training or mentoring received 9% Poor or Very Poor ratings, while access to data and establishment of expectations or norms each received 1%. No other areas received negative ratings.

**Table 6: Overall work of the committee.**

| Please rate the following aspects of the committee's work overall this year:   | Very Good |      | Good |      | Poor |     | Very Poor |     | Total |
|--------------------------------------------------------------------------------|-----------|------|------|------|------|-----|-----------|-----|-------|
|                                                                                | #         | %    | #    | %    | #    | %   | #         | %   |       |
| Clarity of the committee's charge                                              | 59        | 86.8 | 9    | 13.2 | 0    | 0.0 | 0         | 0.0 | 68    |
| Quality of communication within the committee                                  | 57        | 83.8 | 11   | 16.2 | 0    | 0.0 | 0         | 0.0 | 68    |
| Quality of information flow from the committee to constituency groups          | 47        | 70.1 | 20   | 29.9 | 0    | 0.0 | 0         | 0.0 | 67    |
| Quality of information flow from constituency groups to the committee          | 46        | 67.6 | 22   | 32.4 | 0    | 0.0 | 0         | 0.0 | 68    |
| Quality of communication by the committee with the campus community as a whole | 50        | 73.5 | 18   | 26.5 | 0    | 0.0 | 0         | 0.0 | 68    |
| Access to data needed for deliberations                                        | 54        | 79.4 | 13   | 19.1 | 1    | 1.5 | 0         | 0.0 | 68    |
| Access to other resources needed for the committee to work effectively         | 54        | 79.4 | 14   | 20.6 | 0    | 0.0 | 0         | 0.0 | 68    |
| Training or mentoring for you as a committee member                            | 48        | 70.6 | 14   | 20.6 | 6    | 8.8 | 0         | 0.0 | 68    |
| Establishment of expectations or norms for committee members and convener(s)   | 53        | 77.9 | 14   | 20.6 | 1    | 1.5 | 0         | 0.0 | 68    |
| Adherence to expectations or norms for committee members and convener(s)       | 55        | 80.9 | 13   | 19.1 | 0    | 0.0 | 0         | 0.0 | 68    |

**Table 7** below presents committee members' responses when asked to identify their committee's most significant accomplishment during the 2025–2026 academic year. Respondents identified accomplishments related to committee initiatives, institutional planning, accreditation, student equity, campus safety, and other areas of committee work.

**Table 7: Open-ended comments on committee accomplishment for 2025-2026. (n=51)**

| Please enter this committee's most significant accomplishment this year:                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25-28 Student Equity Plan                                                                                                                                                                                                                             |
| ACCJC ISER approved; Caring Campus objectives added to the EMP; Priority Registration process will be implemented for the fall                                                                                                                        |
| ACCJC standards 3.4-3.8; Budget training; State budget updates and enrollment projections                                                                                                                                                             |
| Aligning institutional actions and result to the larger Ed Master Plan.                                                                                                                                                                               |
| Approval of the ISER.                                                                                                                                                                                                                                 |
| Approving the ISER; Caring Campus added to EMP; Updates to committees                                                                                                                                                                                 |
| Collaboration and enhancing overall student experience.                                                                                                                                                                                               |
| Completed the ISER; ACCJC Rubric for Transparency; ACCJC Annual Report; ACCJC Fiscal Report                                                                                                                                                           |
| Development of a large scale training exercise for a disaster plan on campus                                                                                                                                                                          |
| Development of the priority registration rubric; Completion of the Student Equity plan                                                                                                                                                                |
| Documented closing of equity gaps.                                                                                                                                                                                                                    |
| Educating the committee members on budget processes and resources allocation; Contributing to the ISER                                                                                                                                                |
| Educational Master Plan document feedback loop.                                                                                                                                                                                                       |
| Emergency evacuation drill, development of safety calendar, & injury review                                                                                                                                                                           |
| EMPC does an excellent job of facilitating the implementation of the strategic plan and updating the campuses progress on the implementation of the strategic plan.                                                                                   |
| Equity plan, equity champion awards, priority registration template                                                                                                                                                                                   |
| Evacuation drills; Great shake out; Emergency prep planning; Accreditation report review                                                                                                                                                              |
| finalizing/reviewing the equity plan and approving the program criteria for registration priority                                                                                                                                                     |
| Finishing the ISER and conducting open forums                                                                                                                                                                                                         |
| Getting through the iser standards and also mentoring the new committee member on the impact and value and processes of the committee itself                                                                                                          |
| I am new to this committee and had a bit of learning curve. [name] was great at breaking down what our tasks were and walking us through how to feel confident about the process of reviewing program reviews.                                        |
| I'm relatively new to the committee. I have seen it become more structured and dialed in.                                                                                                                                                             |
| Improved collaboration significantly between departments over the last year.                                                                                                                                                                          |
| Increased enrollment. Focus on dual-enrollment.                                                                                                                                                                                                       |
| ISER (n=2)                                                                                                                                                                                                                                            |
| ISER Approval, Committee Charge Review, Updated EMP, Approve Equity Plan                                                                                                                                                                              |
| ISER draft and data collection.                                                                                                                                                                                                                       |
| ISER Self-Evaluation Review                                                                                                                                                                                                                           |
| ISER Collegiality                                                                                                                                                                                                                                     |
| ISER, ACCJC Annual Report, ACCJC Fiscal Report                                                                                                                                                                                                        |
| Mediating safety hazards in campus with both communicative cooperation and with corrective actions. Critically thinking about updating campus documentation including safety plans, calendar time lines, procedures.                                  |
| Modifying education master plan with caring campus art task force                                                                                                                                                                                     |
| Most significant I would say developing the safety training calendar. Even in its adolescence, This item helps us be more proactive instead of reactive when met with regulatory needs.                                                               |
| POCR and recert guideines were developed .                                                                                                                                                                                                            |
| Preparing RSI materials for use by faculty.                                                                                                                                                                                                           |
| Recertification proposal                                                                                                                                                                                                                              |
| Reviewed and updated Enrollment Strategies Plan goals; Reviewed ACCJC-related Standards 1.2, 1.3, and 1.5 and provided feedback; Began the next update cycle for the Enrollment Management Plan; Used survey and enrollment data to inform scheduling |
| Reviewing the PPRs from multiple departments and collaboratively scoring with the rubric leaning on each other's expertise.                                                                                                                           |
| RSI progress and trainings                                                                                                                                                                                                                            |
| Safety Training Calendar; Emergency Evacuation Drill                                                                                                                                                                                                  |

(Table 7 continued next page)

Table 7 (continued)

|                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Equity plan and awarded the Equity Champion Awards.                                                                                                                                                                            |
| Submitted 25-28 Student Equity and Achievement (SEAP) Plan; Awarded Equity Champion Awards; Trained on meeting Title V requirements for equity requirements with COR and provided feedback; Developed rubric for priority registration |
| Submitting updates on EMP                                                                                                                                                                                                              |
| The committee had many new members and did a great job at onboarding them by slowing the pace of work to help train new members on how to review PPR plans.                                                                            |
| The overall safety of the campus stays at a high level due in part to the communication of this committee and the ability to create an action plan and follow it through.                                                              |
| The quantity of items we reviewed and made progress on.                                                                                                                                                                                |
| Title II guidance and training of distance education instructors.                                                                                                                                                                      |
| Updates to key results                                                                                                                                                                                                                 |
| We have completed many of the Key Results outlined in the EMP.                                                                                                                                                                         |
| We have held multiple drills and developed a coherent safety training calendar.                                                                                                                                                        |

**Tables 8 and 9** show how committee accomplishments aligned with the CHC Strategic Directions and ACCJC Standards during the 2025–2026 academic year. Respondents could select all that applied.

**Table 8: Committee accomplishments that align with CHC Strategic Directions.**

| The committee's accomplishments align with which Strategic Direction: (select all that apply)                                      | #  | %    |
|------------------------------------------------------------------------------------------------------------------------------------|----|------|
| Strategic Direction 1 - Increase Student Enrollment                                                                                | 33 | 16.6 |
| Strategic Direction 2 - Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability | 42 | 21.1 |
| Strategic Direction 3 - Increase Student Success & Equity                                                                          | 44 | 22.1 |
| Strategic Direction 4 - Develop a Campus Culture that Engages Students, Employees, and the Broader Community                       | 41 | 20.6 |
| Strategic Direction 5 - Foster and Support Inquiry, Accountability, and Campus Sustainability                                      | 39 | 19.6 |

**Table 9: Committee accomplishments that align ACCJC standards.**

| The committee's accomplishments align with which ACCJC Standards: (select all that apply)                                                              |    |      |                                                                                                                                                                                |    |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|
|                                                                                                                                                        | #  | %    |                                                                                                                                                                                | #  | %    |
| Standard 1 - Institutional Mission & Effectiveness: The institution has a clear mission that guides planning, evaluation, improvement, and innovation. | 44 | 27.8 | Standard 3 - Infrastructure and Resources: The institution provides strong infrastructure, qualified staff, and stable resources to sustain effectiveness and student success. | 37 | 23.4 |
| Standard 2 - Student Success: The institution delivers quality programs and support, evaluates outcomes, and uses data to improve student success.     | 39 | 24.7 | Standard 4 - Governance and Decision-Making: The institution practices clear governance with defined roles and inclusive decision-making.                                      | 38 | 24.1 |

**Table 10** below presents open-ended feedback from committee members who were asked to identify the improvement most needed in their committee's processes, interactions, outcomes, or other aspects of its work. Responses addressed areas such as attendance and participation, committee structure and processes, communication, access to information and data, and opportunities for continued improvement. Several respondents indicated that no improvements were needed or that the committee was functioning well.

**Table 10: Open-ended responses on improvement most needed by committee. (n= 25)**

| <b>Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work:</b>                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Better attendance from students                                                                                                                                                                                                                                                                                                                                                             |
| Better attendance throughout the year                                                                                                                                                                                                                                                                                                                                                       |
| Broader connection with constituency groups.                                                                                                                                                                                                                                                                                                                                                |
| Combine the committee with the Dual Enrollment Task Force                                                                                                                                                                                                                                                                                                                                   |
| Committee members should arrive better prepared                                                                                                                                                                                                                                                                                                                                             |
| Continue                                                                                                                                                                                                                                                                                                                                                                                    |
| Continue to ensure we include outcomes on reported safety topics to ensure the item was addressed completely.                                                                                                                                                                                                                                                                               |
| Decide if this is a workgroup to get the tasks done, or if this group approves things done by the director and lead, or a mix of both; Some tasks could be brought to the group for brainstorming, then drafted by the leads, then brought back for edits and approval; Example: I don't know that 2 hours per month is an adequate expectation to complete a website redesign for example. |
| Delegate more                                                                                                                                                                                                                                                                                                                                                                               |
| From the perspective of a new member, I think spending time providing context for what we are providing input on would be helpful, for example, purpose of forms and who would be the population using them, any relevant history as to why we are creating it.                                                                                                                             |
| Getting through everything that need to be addressed in one hour.                                                                                                                                                                                                                                                                                                                           |
| I believe it is working fine.                                                                                                                                                                                                                                                                                                                                                               |
| I can't think of any.                                                                                                                                                                                                                                                                                                                                                                       |
| I think what the committee currently is doing is great. Most improvements I see fit, I bring up and then they are attended to. So as it is, I have no recommendations.                                                                                                                                                                                                                      |
| Injury prevention could be expanded on.                                                                                                                                                                                                                                                                                                                                                     |
| Invite other committees/groups from around campus to share how they are working toward equity plan goals                                                                                                                                                                                                                                                                                    |
| Merging dual enrollment task force and enrollment management.                                                                                                                                                                                                                                                                                                                               |
| [name] runs it legit and keeps people involved. I have nothing to add.                                                                                                                                                                                                                                                                                                                      |
| More data                                                                                                                                                                                                                                                                                                                                                                                   |
| Nothing. Doing great.                                                                                                                                                                                                                                                                                                                                                                       |
| Ongoing work to update evacuations plans for leaders that include access pathways for followers                                                                                                                                                                                                                                                                                             |
| Opportunities to get departments together to help identify intentional/unintentional student barriers that negatively impact our DI students.                                                                                                                                                                                                                                               |
| Some minor improvements could be made in various areas but overall the committee works very well                                                                                                                                                                                                                                                                                            |
| Ways to encourage admin to impart materials more directly to faculty in a timely manner.                                                                                                                                                                                                                                                                                                    |
| Web site changes are always discussed but rarely decided on.                                                                                                                                                                                                                                                                                                                                |

Lastly, Table 11 presents additional open-ended comments provided by respondents regarding their committee experience.

**Table 11: Additional Comments. (n=6)**

| <b>If you would like to make any additional comments, please do so in the space below.</b>                                  |
|-----------------------------------------------------------------------------------------------------------------------------|
| Great job [name]                                                                                                            |
| Great job!                                                                                                                  |
| I served on ETC in the past.                                                                                                |
| It's a pleasure to serve on this committee to ensure we continue to focus on the safety of the campus community as a whole. |
| Looking forward to the continued collaboration with this group of colleagues!                                               |
| Thank you for allowing me to serve on the safety committee                                                                  |