



Introduction

According to Strategic Direction 6 of the Crafton Hills College (CHC) Educational Master Plan (EMP), the college “uses decision making processes that are effective, efficient, transparent, and evidenced-based.” At Crafton, committee structures constitute a major component of both planning and decision-making. Thus, an important step in achieving this goal is to ask committee members for their own perspectives on how well these characteristics represent the procedures, interactions, and outcomes of their committee during the 2018-2019 academic year. The aim of gathering this information is closely related to enhancing the functioning of committees through professional development and additional strategies.

Methodology

The Crafton Council in collaboration with the Office of Institutional Effectiveness, Research and Planning developed this survey to be distributed to the committee chairs, and members of every campus shared-governance committee at the end of each spring semester. Committee members were asked to provide their opinions about the internal process, external interactions, and outcomes of each committee on which they served. The survey consisted of 5 demographic questions, 22 questions on three unique Likert scales, 2 questions on alignments to strategic directions (ILO's, GEO's and ACCJC), and 3 short-response questions. All responses were optional.

Findings

Table 1 summarizes the committees for which the online survey was administered. An important limitation to consider is that there was only a total of 31 responses received, therefore findings were based on a limited sample. As a result, they should not be taken to be representative of all committee participants views.

Table 1: Type of survey format administered by each committee.

	#	%
Budget	0	0.0
Crafton Council	6	19.4
Educational Master Plan	2	6.5
Enrollment Management Strategies	3	9.7
Institutional Effectiveness, Accreditation, and Outcomes	0	0.0
Planning and Program Review	0	0.0
Professional Development	10	32.3
Safety	10	32.3
Student Success and Equity (SSE)	0	0.0
Technology Planning	0	0.0
Total	31	100.0

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	10	32.3	1	7	23.3
PT Faculty	0	0.0	2	3	10.0
Classified	9	29.0	3	2	6.7
Confidential	1	3.2	4	3	10.0
Manager	10	32.3	5 or more	10	33.3
Student	1	3.2	None	5	16.7
Decline to State	0	0.0			
Total	31	100.0	Total	30	100.0

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

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

How long have you served continuously on this committee?	#	%	Do you expect to serve on this committee again next year?	#	%
New member this year	4	12.9	Yes	26	83.9
2 years	8	25.8	No	4	12.9
3 years	2	6.5	Undecided	1	3.2
4 or more years	17	54.8			
Total	31	100.0	Total	31	100.0

Table 4 below shows a majority of respondents believed that the processes, interaction, and outcomes of the committee were almost always or often collaborative (94%), transparent (94%) and evidence-based (90%). Respondents equally indicate that processes, interaction, and outcomes of the committee were almost always or often effective (97%) and efficient (87%), using six-point Likert scale (Almost Always, Often, Sometimes, Seldom, Almost Never and No Opinion).

Table 4: Committee member responses to characteristics reflected in the processes, interactions, and outcomes of the committee for 2018-2019.

Please indicate how often the committee's processes, interactions, and outcomes this year reflected each of the following characteristics:	Almost Always		Often		Some-times		Seldom		Almost Never		No Opinion	
	#	%	#	%	#	%	#	%	#	%	#	%
Collaborative: Sharing, inclusive, open to input, respectful of diverse opinions, characterized by meaningful dialogue.	25	80.6	4	12.9	2	6.5	0	0.0	0	0.0	0	0.0
Transparent: Open, easy to understand, clearly defined, characterized by effective and meaningful communication with the College community.	24	77.4	5	16.1	0	0.0	1	3.2	0	0.0	1	3.2
Evidence-Based: Reliant upon relevant, accurate, complete, timely qualitative and/or quantitative information; not based solely on assertion, speculation, or anecdote.	22	71.0	6	19.4	2	6.5	1	3.2	0	0.0	0	0.0
Effective: Working properly and productively toward the committee's intended results.	20	64.5	10	32.3	1	3.2	0	0.0	0	0.0	0	0.0
Efficient: Performing well with the least waste of time and effort; characterized by serving the committee's specified purposes in the best possible manner.	19	61.3	8	25.8	3	9.7	1	3.2	0	0.0	0	0.0

Table 5 asked respondents to rate their perception of the committee’s overall communication practices using a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). All respondents strongly agree or agreed that they were comfortable contributing ideas (97%), felt their ideas were treated with respect (97%) and had sufficient opportunities to provide input (97%); there was a minimal number of respondents (n=1) that disagreed or strongly disagreed.

Lastly, respondents were asked to rate how their committee’s charge aligns with the ACCJC standards (97%) as well as CHC’s comprehensive master plan goals and objectives (97%).

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	
	#	%	#	%	#	%	#	%
I feel comfortable contributing ideas	25	80.6	5	16.1	1	3.2	0	0.0
My ideas are treated with respect, whether or not others agree with them	27	87.1	3	9.7	1	3.2	0	0.0
I have had sufficient opportunities to provide input into committee recommendations	25	80.6	5	16.1	1	3.2	0	0.0
The ACCJC Standards that align with the charge of this committee helped to inform the committees actions	17	56.7	12	40.0	1	3.3	0	0.0
The CHC Comprehensive Master Plan Goals and Objectives that align with the charge of this committee helped to inform the committees actions	19	61.3	11	35.5	1	3.2	0	0.0

Table 6 illustrates respondent’s evaluation of 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(s) completed during the 2019-2020 academic year.

Table 6: Overall work of the committee.

Please rate the following aspects of the committee's work overall this year:	Very Good		Good		Fair		Poor		Very Poor		No Opinion	
	#	%	#	%	#	%	#	%	#	%	#	%
Clarity of the committee's charge	23	74.2	6	19.4	1	3.2	1	3.2	0	0.0	0	0.0
Quality of communication within the committee	22	71.0	8	25.8	1	3.2	0	0.0	0	0.0	0	0.0
Quality of information flow from the committee to constituency groups	15	50.0	10	33.3	4	13.3	0	0.0	0	0.0	1	3.3
Quality of information flow from constituency groups to the committee	13	41.9	10	32.3	6	19.4	1	3.2	0	0.0	1	3.2
Quality of communication by the committee with the campus community as a whole.	9	29.0	17	54.8	4	12.9	0	0.0	0	0.0	1	3.2
Access to data needed for deliberations	17	54.8	10	32.3	3	9.7	0	0.0	0	0.0	1	3.2
Access to meeting space	27	87.1	3	9.7	1	3.2	0	0.0	0	0.0	0	0.0
Access to other resources needed for the committee to work effectively	18	58.1	9	29.0	1	3.2	1	3.2	0	0.0	2	6.5
Training or mentoring for you as a committee member	11	35.5	7	22.6	4	12.9	0	0.0	1	3.2	8	25.8
Establishment of expectations or norms for committee members and convener(s)	18	58.1	7	22.6	2	6.5	1	3.2	1	3.2	2	6.5
Adherence to expectations or norms for committee members and convener(s)	18	58.1	8	25.8	1	3.2	0	0.0	1	3.2	3	9.7
Access to data needed for deliberations	23	74.2	6	19.4	1	3.2	1	3.2	0	0.0	0	0.0

Table 7 below, reflects the thoughts from committee members on what they consider to be their committee’s most significant accomplishment for the 2018-2019 academic year. The following comments were provided:

Table 7: Open-ended comments on committee accomplishment for 2018-2019. (n=21)

Please enter this committee's most significant accomplishment this year:
Bringing AVID to the campus. The amount of people to the events increased.
Collaboration between senates and management, review and comment on several initiatives
Creating successful on-campus research conferences.
Development of QEI's
Emergency evacuation drills
Ensuring safer indoor air quality
Evacuation drills, April evening Great Shakeout, October Safety plans Trainings
Examination of the district administrative procedures and board policies.
Flex and In-service
Flex Days
Increased student representation and active seeking of student input
Managers were finally able to make good on reviewing safety plans. Feedback was shared with committee members.
Promoting a safer company
Rebuilding the process for instructors to be approved to teach online
The BSI Committee's most significant accomplishment this year was collaborating the Student Success and Equity to ensure the new integrating funding model would still meet all three committee's needs and commitments to the campus staff, faculty and students.
The committee has offered more workshops than previous years. They all were very well organized.
The committee has worked on a lot of APs and BPs.
The committee is directly responsible for establishing AVID HE on campus and other training opportunities that's enhance the technical skills and knowledge of all stakeholders.
The quality of the events have improved since previous years. we are now in the need of a dedicated space and full time coordinator and full time staff to help with all the events and workshops happening on our campus. This was not seen 2 years ago.
The Shake Out Safety improvements on campus
There isn't one. It's ineffective and no one participates.

Table 8-9 directed respondents to select their committee accomplishments that align with CHC Strategic Directions, ILOs, and/or GEOs and indicate which ACCJC standard it meets.

Table 8: Committee accomplishments that align with CHC Strategic Directions, ILOs, and/or GEOs.

The committee's accomplishments align with which Crafton Hills College Strategic Directions, ILOs, and/or GEOs? (select all that apply)					
	#	%		#	%
ILO-1-Critical Thinking	9	4.9	GEO-8-Critical Thinking & Information Literacy	4	2.2
ILO-2-Written & Oral Communication	5	2.7	GEO-9-Health & Wellness	7	3.8
ILO-3-Interpersonal & Group Skills	10	5.4	GEO-10-Diversity & Multiculturalism	8	4.3
ILO-4-Society & Culture	8	4.3	Strategic Direction 1 - Promote Student Success	10	5.4
ILO-5-Information Literacy	5	2.7	Strategic Direction 2 - Build Campus Community	13	7.1
ILO-6-Ethics & Values	5	2.7	Strategic Direction 3 - Develop Teaching + Learning Practices	8	4.3
GEO-1-Natural Science	4	2.2	Strategic Direction 4 - Expand Access	11	6.0
GEO-2-Social & Behavioral Sciences	3	1.6	Strategic Direction 5 - Enhance Value to the Surrounding Community	11	6.0
GEO-3-Humanities	3	1.6	Strategic Direction 6 - Promote Effective Decision Making	12	6.5
GEO-4-Fine Arts	4	2.2	Strategic Direction 7 - Develop Programs and Services	12	6.5
GEO-5-Written Traditions	3	1.6	Strategic Direction 8 - Support Employee Growth	11	6.0
GEO-6-Oral Traditions	4	2.2	Strategic Direction 9 - Optimize Resources	10	5.4
GEO-7-Quantitative Reasoning	4	2.2			

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 demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.	15	25.4	Standard 3 - Resources: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.	15	25.4
Standard 2 - Student Learning Programs & Services: The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.	13	22.0	Standard 4 - Leadership & Governance: The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.	16	27.1

Table 10, an open-ended question that directed respondents to provide the improvement most needed by the committee in its processes, interactions, outcomes, or other aspect of its work. The following comment was provided:

Table 10: Open-ended responses on improvement most needed by committee. (n=11)

Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work:
Attendance/representation from some departments have been lacking over the year. It would be nice to stress the importance participation and representative
Funding and Resources
I know this review seems largely negative but it is not meant that way. I was a new committee member this year, and felt overwhelmed by the process. This recommendation goes for ALL committees and is not specifically for FPD. When you have a brand new staff member who has never served on a committee before, there should be an assigned mentor from the committee. It would be very beneficial to have the overall process explained, what the purpose/goals of the committee are etc., so that the new member isn't just a seat filler. It can be confusing to join an already established committee and not have any idea what is occurring, or why. Perhaps going forward, this is something that can be implemented so that the new faculty member can contribute.
More collaboration on funding requests
More effective, more collaboration between constituencies and Crafton Council
Not to bring too many things to the table until they are finished.
Professional Development needs to become a full-time position! Additional funding would be helpful!
The attendance of the workshops should be improved.
The need for a dedicated classified to support a full time coordinator. Also a genuine support from the Managers. It is felt that the current management is not transparent with the true budget of the program. for events to happen there needs to be a dedicated classified for professional development so that the program can accommodate all the requests in a professional manner. right now we rob one area to support another area and details are lost or not presented. this reflects on the transparency coming from the mangers office.
The need for a dedicated space, full time Coordinator, and full time dedicated staff
We NEED a full time professional development coordinator. Changing this position every two years creates a recurring learning curve and a 50 reassign time is not enough for what this position needs. We need a qualified person to take on this job, rather than volunteers in two-year terms. No one trains the PD coordinator on what to do and how to run meetings. If PD is going to be taken seriously, we need to be serious about the position and put our money where our mouth is. It needs to be a priority.

Lastly, table 11 an open-ended question provided respondents the opportunity to express any additional comments. The following comment was provided:

Table 11: Additional Comments. (n=4)

If you would like to make any additional comments, please do so in the space below. (n=4)
Overall a very productive committee. I am happy to have participated this year and I look forward to contributing next year.
This group could use more diversity
What is the difference between Almost Always, Often and Sometimes???? to me this is the same reference stated 3 different ways
What is the difference between almost, always, few, and sometimes???

For questions, please contact Ruby Zuniga, Research Data Specialist, at rzuniga@craftonhills.edu.