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Crafton Hills College Employee Campus Climate Survey

Fall 2012

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Introduction

In the fall of 2012, a campus climate assessment developed by the Office of Institutional Effectiveness, Research and Planning, in collaboration with the Crafton Council, was distributed to all Crafton Hills College (CHC) employees. The survey was first developed and administered in Fall 2010 and with minor changes, as reviewed by the Crafton Council, will be administered in the fall of every even year to assess employee perceptions of the college's progress toward meeting goals and objectives identified in the Educational Master Plan (EMP). The key findings are presented in this summary to provide the college community a comprehensive perspective for evidence-based decision-making and continuous improvement.

Of the approximately 321¹ Crafton employees who received the survey, a cross-section of 121 administrators, faculty, and staff (approximately 38%) responded to 117 items ranging from respondent demographics to satisfaction ratings of various aspects of the campus. Responses were examined by constituency group and as a whole. In addition, this report presents data in which differences were found among the subgroups. The survey was organized into the following five themes to assess perceptions of various aspects of the campus:

- Outcomes Assessment
- Inclusiveness
- Planning and Program Review
- Shared Governance (also known as Collegial Consultation)
- Resources

The report has been divided into two sections, identified as Part I and Part II. Part I includes only results from the fall 2012 administration. Part II compares the 2010 and 2012 survey results.

¹ Data retrieved 01/02/2012 from http://employeedata.cccco.edu/headcount_by_college_11.pdf Report on Staffing for fall 2011. CHC Office of Instruction provided the number of part-time faculty employed during fall 2012.

Executive Summary

A limitation of these findings is that the response rate provides a limited level of statistical validity and results may not be representative of all CHC employees.

Outcomes Assessment (see Tables 3, 6, 7 and 17)

- Overall, 98% of the respondents agreed that assessment of student learning and service area outcomes at Crafton is ongoing and are considered in program review/annual planning
- 93% of the respondents agreed that student learning and service area outcomes are considered in college-wide planning
- 20% of the respondents indicated that they don't know or do not have an opinion about SLO/SAO assessment results being used to improve student learning
- Overall satisfaction with outcomes assessment processes increased from 58% in 2010 to 86% in 2012, a 28% increase

Inclusiveness (see Tables 3, 8, 9, and Figures 1, 6, 7, 8 and 17)

- 92% of the respondents agreed or strongly agreed that they were satisfied with their employment at Crafton, and that they know what is expected of them in their job
- 88% of the respondents agreed or strongly agreed that they get a feeling of personal satisfaction from their work
- 75% of the full-time faculty and management respondents feel pressure to accomplish too many tasks and priorities
- 70% of the classified respondents did not feel communication and understanding among different employee constituency groups is sufficient
- 62% of the classified respondents are not satisfied with the opportunities for advancement
- Overall satisfaction with the level of inclusiveness increased from 63% in 2010 to 78% in 2012, a 15% improvement

Planning and Program Review (see Tables 4, 10, 11, 17 and Figure 3)

- 83% of respondents agreed that planning and decision-making processes are evidence-based and efficient
- 43% of the respondents indicated that they have *no opinion/don't know* if after a program or service is evaluated, improvements are made
- While the majority of management (93%) and faculty (84%) respondents participated in the AP/PR process in the 2011-2012 academic year, there was much less participation by classified respondents (61%)
- Overall satisfaction with planning and decision-making processes at CHC increased from 49% in 2010 to 81% in 2012, a 32% increase

Shared Governance (see Tables 4, 8, 9, 12, 13, 17 and Figure 2)

- Managers (81%) were more likely to feel that planning and decision-making processes at Crafton are collaborative when compared with faculty (71%) and classified respondents (63%)
- 30% of classified, 49% of faculty, and 86% of management respondents feel that communication and understanding among constituencies is sufficient
- 91% of faculty, 88% of managers, and 45% of classified staff respondents served on one or more shared governance committee during the 2011-2012 academic year
- Overall satisfaction with shared-governance at Crafton increased from 52% in 2010 to 76% in 2012, a 24% increase

Resources (see Tables 5, 14, 15 and 17)

- Employees feel the allocation of resources from the District to Crafton is neither adequate (76%) nor equitable (71%)

- 52% of the respondents indicated that they have no opinion or do not know if CHC regularly evaluates its financial management processes and uses the results of the evaluation for improvement
- 48% of the respondents indicated that they do not know or do not have an opinion whether the purpose of funding sought by the Office of Resource Development is aligned with the EMP and goals of CHC
- Overall satisfaction with resource allocation processes at Crafton increased from 50% in 2010 to 71% in 2012, a 21% increase

PART I: Fall 2012 Campus Climate Survey

Methodology

The CHC surveys were collected via an on-line survey link. The initial call for participation was emailed October 15, 2012 to all administrators, staff, and faculty (a copy of the cover letter is included as Appendix 1). As of November 5, 2012 thirty-seven responses had been received, and a second email reminder was sent. A third notification was sent on November 28, 2012 to extend the deadline when only eighty-eight responses had been received. The survey closed at 5:00pm on December 3, 2012 with a total of one-hundred twenty-one valid surveys received. For those employees without regular access to a computer and/or internet access at work, paper copies of the survey were distributed.

The survey included multiple-choice questions asking respondents to identify their primary employee category (e.g., full-time faculty, adjunct faculty, classified employee, administration, etc.), the area in which they work (administrative services, instruction, president's area, student services), and years employed at Crafton Hills College. Employees were also asked to indicate the number of collegial consultation committees on which they served during the 2011-2012 academic year. Next, employees were asked to rate the extent to which they agree, disagree, or don't know/ do not have an opinion regarding outcomes, inclusiveness, planning and program review, shared governance, and resources. In addition, an open-ended comment box was provided to share any comments or suggestions related to topics covered in the survey. Finally, the survey concluded with three multiple-choice demographic questions to collect the gender, age, and race/ethnicity of the respondents (a copy of the survey is included as Appendix 2).

Tables 6, 8, 10, 12, and 14 capture employee's perceived satisfaction with specific items associated with outcomes assessment, inclusiveness, planning and program review, shared governance, and resources. They are organized as follows; the first column lists the statements, the second column (i.e. "N") shows the number of employees who responded to the item, the column entitled "Min" shows the lowest response on the scale, the column entitled "Max" shows the highest response on the scale,

the column “Mean” shows the average rating, and the last column shows the standard deviation.

Respondents rated whether or not they agreed with the statements on a four-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

If the minimum (i.e. lowest) score was a “3”, that means that none of the respondents disagreed or strongly disagreed with the statement. If the maximum (i.e. highest) score was a “4”, that means that at least one respondent strongly agreed with the statement. If the mean score was 3.5, this indicates that, on average, respondents either agreed or strongly agreed with the statement. Tables are arranged by Mean score in descending order and exclude did not use, and not applicable responses.

Tables 9, 11, 13, and 15 display employee’s perceived satisfaction with items related to outcomes assessment, inclusiveness, planning and program review, shared governance, and resources. These tables illustrate the frequency (N) and percentage (%) compiling replies by all constituencies to each item organized by response choice. The five options for all items included; strongly agree, agree, disagree, strongly disagree, and don’t know/no opinion. Following each of these tables are the comments related to each theme which were provided by respondents. All identifying information was removed and replaced with [Name], [Department], or [Title] to maintain confidentiality.

Sample

In total, one-hundred twenty-one valid responses were received from full-time and part-time faculty members, classified and confidential staff, and managers. One of the 121 participants (<1%) completed the paper version. Table 1 illustrates the response rates by employee group. The response rate is based on the number of surveys collected (S) divided by the total number of Crafton employees (N). It is important to note that a low response rate can introduce biases to the data, and because respondents self-selected to participate in the survey, the sample may not be representative. This approximate response rate provides a limited level of statistical validity when it comes to generalizing

the results. A larger sample size is needed to increase the likelihood that these results accurately reflect the views of all CHC employees.

Table 1: Response Rate by Employee Group

Manager/ Administrator ²			Classified or Confidential Staff			Full-time Faculty			Part-time Faculty			Missing		Total		
S	N	%	S	N	%	S	N	%	S	N	%	S	N	S	N	%
16	18	88.8	43	96	44.8	45	70	64.3	16	137	11.7	1		121	321	37.7

Table 2 indicates the response distribution by employee category, primary work area, years employed at CHC, race/ethnicity, age, and gender. Respondents were more likely to be full-time faculty (37%) or classified/confidential staff (36%), work in the instructional area (58%), and have been employed between 6-10 years (26%). Overall, the respondents were more likely female (57%), 55 years old or older (29%), and white/non-Hispanic (60%).

Table 2: Respondents Primary Location, Function, Length Employed, and Demographic Information

Primary Function	N	%	Race/Ethnicity	N	%
Manager/Administrator	16	13.2	Asian	7	5.8
Classified or Confidential Staff	43	35.5	African American	4	3.3
Full-time Faculty	45	37.2	Hispanic	16	13.2
Part-time Faculty	16	13.2	Native American	2	1.7
Total	120	99.1	Pacific Islander	1	0.8
			White/Non-Hispanic	73	60.3
			Total	103	85.1
Area	N	%	Age	N	%
Administrative Services	10	8.3	34 years old or younger	15	12.4
Instruction	70	57.9	35-39 years old	13	10.7
President's Area	10	8.3	40-44 years old	11	9.1
Student Services	29	24.0	45-49 years old	14	11.6
Total	119	98.5	50-59 years old	20	16.5
			55 years old or older	35	28.9
			Total	108	89.2
Length of employment	N	%	Gender	N	%
Two years or less	11	9.1	Female	69	57.0
3-5 years	16	13.2	Male	45	37.2
6-10 years	31	25.6	Total	114	94.2
11-15 years	29	24.0			
16-20 years	12	9.9			
21 or more years	21	17.4			
Total	120	99.2			

²* Data retrieved 02/03/2010 from http://employee.cccco.edu/headcount_by_college_09.pdf Report on Staffing for fall 2009. There were 13 managers employed in fall 2009 and there were 15 managers employed in fall 2010.

Responses about employee perceptions of various aspects pertaining to their experience working at Crafton were recorded on a four-point Likert scale (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree). Tables 3, 4, and 5 identify the mean response to questions related to overall satisfaction of the five categories, perceived satisfaction with planning, decision-making, and resource allocation, as well as the percentage of respondents who agreed/disagreed with each statement. All missing and “Don’t Know/ No Opinion” responses are excluded.

The findings, based upon mean responses, indicate that employees were slightly more satisfied with the outcomes assessment process (86%) than planning and decision-making (81%). Overall, the majority of respondents were satisfied with the level of inclusiveness (78%), shared-governance (76%), resource allocation process (71%), and in their work at Crafton (92%).

Table 3: Perceived Level of Overall Satisfaction

Overall Satisfaction	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
Outcomes assessment process	86%	14%	3.05
Level of inclusiveness at Crafton	78%	22%	2.93
Planning and decision-making	81%	19%	2.84
Shared-governance	76%	24%	2.84
Resource allocation processes	71%	29%	2.74
Working at Crafton	92%	8%	3.23
Total	81%	19%	2.94

In examining specific aspects of planning and decision-making, as illustrated in Table 4, respondents were more likely to agree that the planning and program review processes are evidence-based and effective (83%), and less likely to perceive these processes as transparent (72%).

Table 4: Perceived Level of Satisfaction with Planning and Decision-Making

Overall, planning and decision-making processes at Crafton are:	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
Collaborative	73%	27%	2.77
Transparent	72%	28%	2.74
Evidence-based	83%	17%	2.90
Effective	83%	17%	2.84
Efficient	78%	22%	2.74

In examining specific aspects of resource allocation, as illustrated in Table 5, employees generally feel the distribution from the District to Crafton is neither adequate (76%) nor equitable (71%).

Table 5: Perceived Level of Agreement with Resource Allocation

Resource Allocation:	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
The distribution of resources from the District to CHC is adequate	24%	76%	2.07
The distribution of resources from the District to CHC and Valley is equitable	29%	71%	2.02

Further analysis revealed differences of employee perceptions when results were examined by constituency group. Figures 1-7 illustrate areas in which notable differences were found among subgroups in perceived satisfaction with shared-governance, opportunity for input in decision-making, annual planning and program review, feedback, communication, workload, and professional development. In this report, when results are broken down by constituency, the faculty group includes only full-time faculty respondents and excludes part-time faculty.

Figure 1 illustrates the level of perceived satisfaction with inclusiveness and shared-governance by constituency group. Managers (87%) and faculty (81%) were more likely to be satisfied with inclusiveness than classified respondents (65%). Also, managers (81%) were more likely to feel that planning and decision-making processes at Crafton are collaborative when compared with faculty (71%) and classified respondents (63%). On the contrary, managers (63%) were less likely to feel that they have the opportunity to participate meaningfully in decision-making at CHC.

Figure 1: Employee Perceived Satisfaction with Shared-Governance and Decision-Making

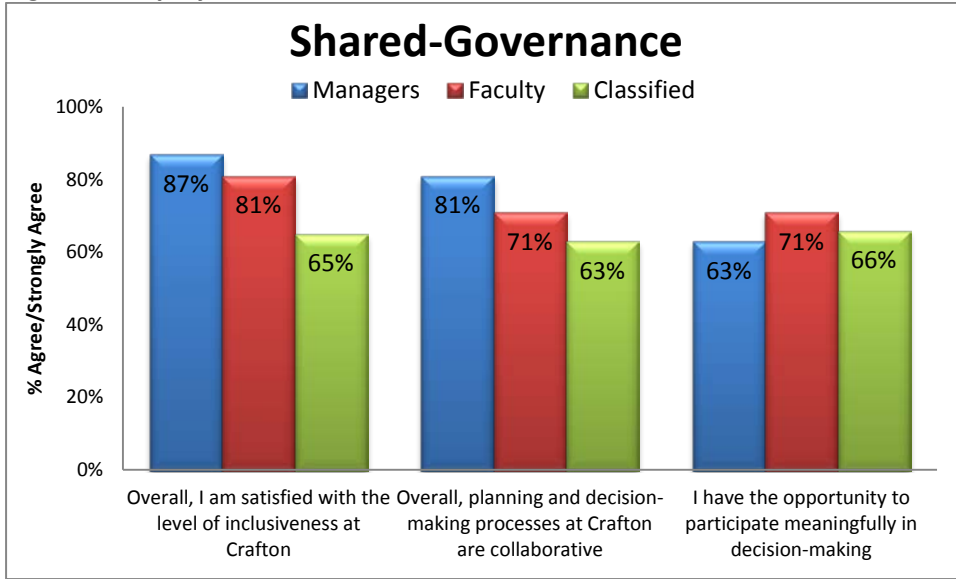


Figure 2 illustrates Crafton employees' perceived satisfaction with shared-governance decision-making by constituency group. Specifically, 71% of faculty respondents agreed or strongly agreed that Classified employees exercise a substantial voice in decision-making yet less than half (49%) of the faculty respondents feel Classified opinions are given appropriate weight. Similarly, 93% of management and 89% of classified respondents feel faculty exercise a substantial voice in decision-making yet 64% of managers and 65% of classified feel faculty opinions are given appropriate weight.

Figure 2: Employee Perceived Satisfaction with Opportunity for Input

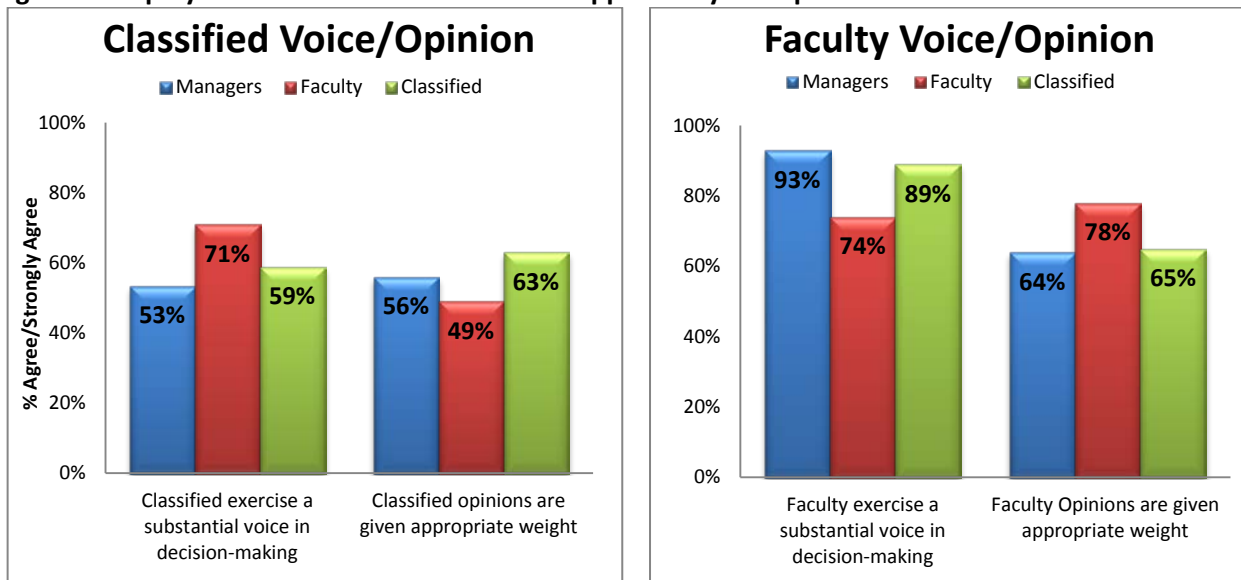
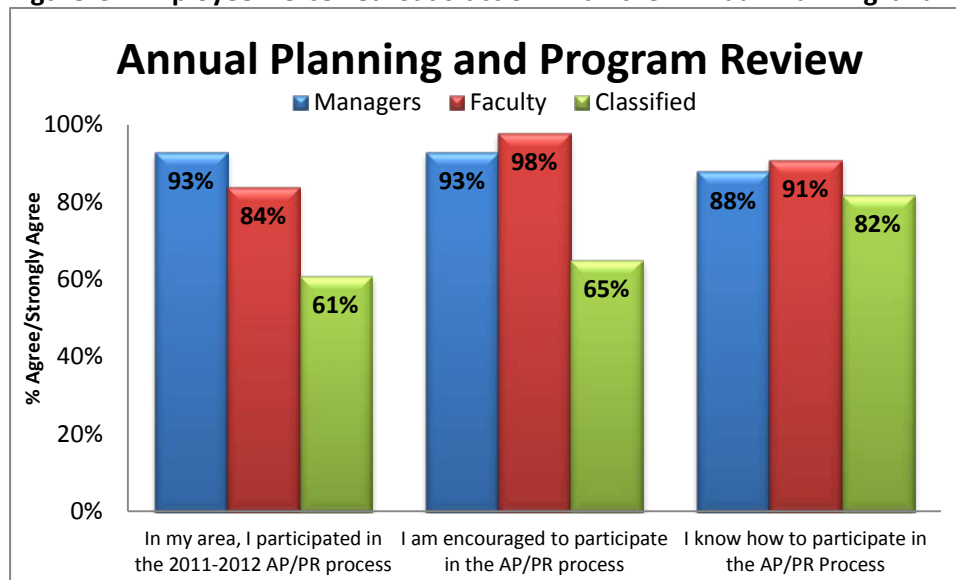


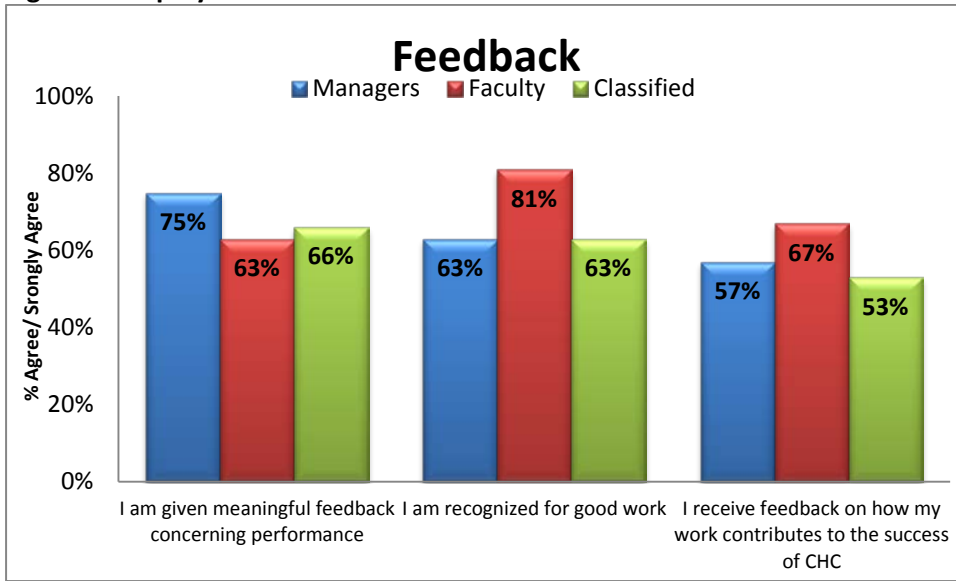
Figure 3 shows the disparate opinions between employee groups and their participation in the annual planning (AP) and program review (PR) process. While the majority of management (93%) and faculty (84%) respondents participated in the AP/PR process in the 2011-2012 academic year, there was much less participation by classified respondents (61%). Additionally, while 65% of classified respondents feel encouragement to participate, 98% of faculty and 93% of management respondents perceive that they are encouraged to participate in the AP/PR process. However, when respondents were asked if they know how to participate in the AP/PR process, there was less variance found between employee groups.

Figure 3: Employee Perceived Satisfaction with the Annual Planning and Program Review Process



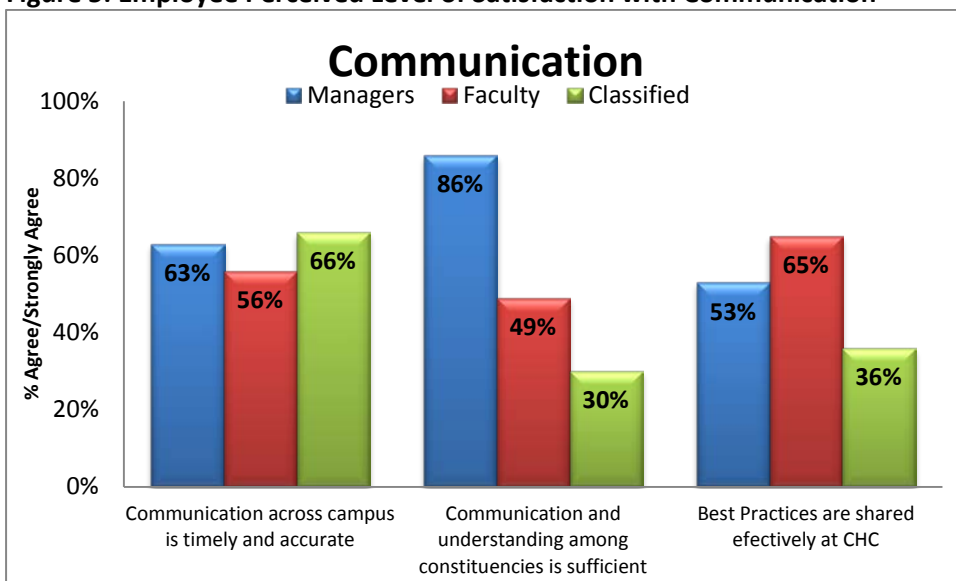
Illustrated in Figure 4, are the results of questions related to Crafton employees' perceived level of satisfaction with feedback. Managers (75%) were more likely than classified (66%) or faculty (63%) to view the feedback they receive concerning job performance as meaningful. Faculty respondents (81%) believe they are recognized for good work, yet only 63% of the management and classified respondents feel they receive recognition for good work. Overall, 67% of faculty, 57% of managers, and 53% of classified feel they receive feedback on how their work contributes to the success of the college.

Figure 4: Employee Perceived Level of Satisfaction with Feedback



Results of employee perceptions associated with communication across campus are demonstrated in Figure 5. All constituencies agreed that there is room for improvement in sharing best practices, and the timeliness and accuracy in communication and understanding across campus. Faculty (49%) and classified staff (30%) were less likely than managers (86%) to believe that communication and understanding among constituencies is sufficient.

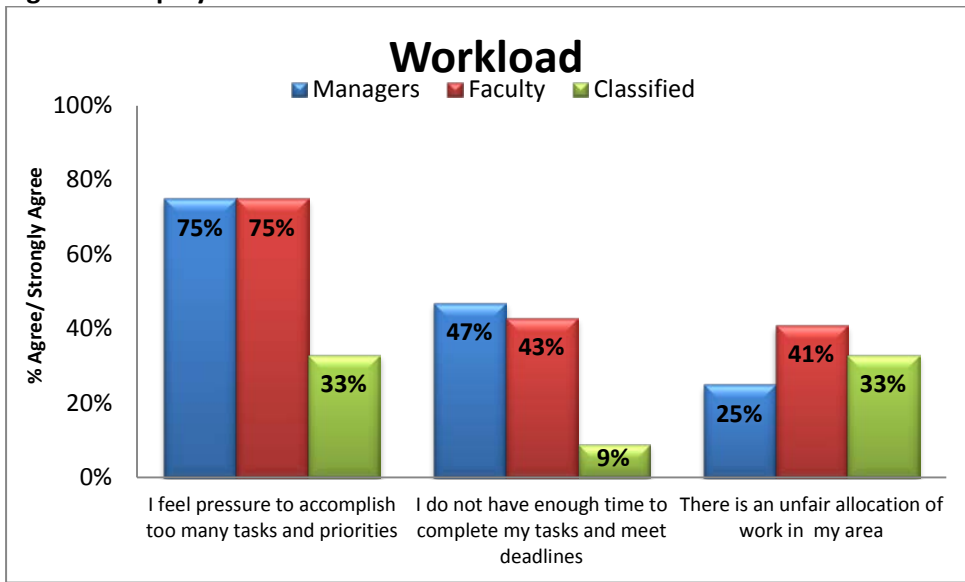
Figure 5: Employee Perceived Level of Satisfaction with Communication



When asked to consider workload, there are considerable differences of opinion among the subgroups, as illustrated in Figure 6. Specifically, 75% of managers and faculty feel pressure to

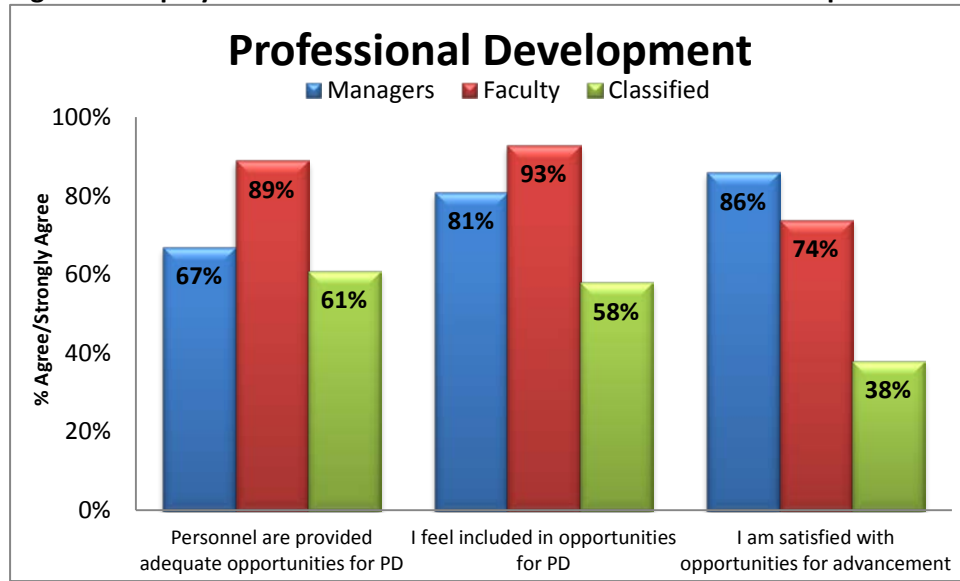
accomplish too many tasks and priorities contrasted with 33% of classified respondents. Similarly, while 47% of the managers and 43% of faculty respondents agreed that they do not have enough time to complete tasks and meet deadlines, only 9% of classified concurred. Faculty (41%) were more likely to perceive an unfair allocation of work in their area, far fewer classified (33%) or managers (25%) agreed.

Figure 6: Employee Perceived Satisfaction with Workload



As illustrated in Figure 7, there are differing opinions between constituencies regarding professional development opportunities. While 89% of faculty feel there are adequate professional development opportunities, only 67% of managers, and 61% of classified agreed. In addition, 93% of faculty, and 81% of managers feel included in professional development opportunities while 58% of classified respondents sense inclusion in professional development opportunities. Similarly, while less than half (38%) of the classified staff respondents were satisfied with opportunities for advancement, the majority of managers (86%) and faculty (74%) were satisfied.

Figure 7: Employee Perceived Satisfaction with Professional Development



Tables 6 and 7 are a compilation of the items related to outcomes assessment. Respondents agreed that student learning and service area outcomes assessment at Crafton is ongoing (Mean=3.40) and considered in program review/annual planning (Mean=3.39) as well as College-wide planning (Mean=3.28). In sum, while all aspects of outcomes assessments were rated favorably, employees were relatively less satisfied with the outcomes assessment process at Crafton (Mean=3.05). In addition, 20% of the respondents indicated that they don't know or don't have an opinion about SLO/SAO assessment results being used to improve student learning.

Table 6: Outcomes Assessments in Descending Order from Strongly Agree to Strongly Disagree

Please indicate the extent to which you agree or disagree with the following statements about <u>outcomes assessment</u> :	N	Min	Max	Mean	Std.
					Deviation
a SLO/SAO assessment is ongoing at Crafton	109	1	4	3.40	.563
b SLO/SAOs are considered in program review/annual planning	99	1	4	3.39	.568
c SLO/SAOs are considered in College-wide planning	99	1	4	3.28	.623
f Improving student learning is a priority across the college	111	2	4	3.27	.602
g Dialogue about student learning is ongoing and pervasive	104	1	4	3.22	.607
h CHC facilitates an ongoing dialogue about improving student learning	107	1	4	3.21	.514
d SLO/SAO assessment results are used to improve student learning	92	1	4	3.17	.673
e SLO/SAO assessment results are used to improve programs/services	101	1	4	3.10	.686
i Overall, I am satisfied with the outcomes assessment process at Crafton	105	1	4	3.05	.671

Table 7: Outcomes Assessments Frequency Distributions

Please indicate the extent to which you agree or disagree with the following statements about <u>outcomes assessment</u> :	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know No Opinion	
	N	%	N	%	N	%	N	%	N	%
SLO/SAO assessment is ongoing at Crafton	47	39.2	60	50.0	1	0.8	1	0.8	11	9.2
SLO/SAOs are considered in program review/annual planning	42	35.3	55	46.2	1	0.8	1	0.8	20	16.8
SLO/SAOs are considered in College-wide planning	36	30.3	56	47.1	6	5.0	1	0.8	20	16.8
SLO/SAO assessment results are used to improve student learning	27	23.3	57	49.1	5	4.3	3	2.5	24	19.8
SLO/SAO assessment results are used to improve programs/ services	25	21.0	65	54.6	7	5.9	4	3.4	18	15.1
Improving student learning is a priority across the college	39	32.8	63	52.9	9	7.6	0	0.0	8	6.7
Dialogue about student learning is ongoing and pervasive	31	25.8	67	55.8	4	3.3	2	1.7	16	13.2
CHC facilitates an ongoing dialogue about improving student learning	27	22.7	77	64.7	2	1.7	1	0.8	12	10.1
Overall, I am satisfied with the outcomes assessment process at Crafton	23	19.7	67	57.3	12	10.3	3	2.6	12	10.3

Comments and suggestions regarding inclusiveness:

- Are SLO's required by all departments? I noticed a couple not listed.
- Create one central repository for all SLO's. Currently, I have four locations to which each SLO is recorded.
- How do you plan to deal with the faculty who are NOT using SLOs? It's frustrating to do the work and know others are not AND there are no consequences for not participating.
- I do not get any different information with SLO Assessment now that differs from the assessment I had done before their implementation. Therefore, it is a superfluous process: it was already being done.
- I think it would be beneficial for new faculty members to be shown/ explained how everything is connected... how the SLO's connect with course outcomes, etc.
- It is disheartening to hear faculty admit that they do not want to measure student learning, or that such measurements should affect how they teach.
- Right now the procedure for submitting seems to be whatever you want, however you want, wherever you want. For faculty wanting direction, this is confusing. For anyone wanting to review outcomes for the institution, it is a barrier.
- SLO's is a brilliant tool for improving student outcome
- SLOs, Plos, and ILOs are inappropriate tools for measuring student learning outcomes.
- Streamlining outcomes assessment is the most important part. As a faculty member, I am always assessing my methods, and make changes accordingly. The SLOs help with that, although they are extra work for the most part.
- Student learning / service outcomes are reviewed and do inform changes. However, I am not certain that the changes IMPROVE student learning. We as faculty hope that the changes make for improvement, but I so much depends on what students do with the change.

- The outcomes assessment process continues to grow and improve; however, I think that we can continue to make the reporting process easier.
- There are several opportunities to engage in SLO workshops about how to write them but I don't see the same amount of emphasis on improving student learning as a result of the outcomes. Perhaps because it is done at an individual basis with the departments.
- We are obsessed with the process and have lost sight of really improving student learning.

Tables 8 and 9 include employee perceptions of inclusiveness. Respondents agreed (Mean=3.44) that diversity contributes to everyone's success at Crafton, and the campus community is equally supportive of all genders (Mean=3.40). On the other hand, respondents were less likely to perceive that things change too quickly (Mean=2.11). Overall, 92% of the respondents agreed with the statement "I know what is expected of me in my job" and 88% agreed with the statement "I get a feeling of personal satisfaction from my work". However, 36% of the respondents disagreed with the statement "I am satisfied with opportunities for advancement at CHC" and 38% disagreed with the statement "Best practices are shared effectively at CHC".

Table 8: Inclusiveness in Descending Order from Strongly Agree to Strongly Disagree

Please indicate the extent to which you agree or disagree with the following statements about <u>inclusiveness</u> :		N	Min	Max	Mean	Std. Deviation
d	Diversity contributes to everyone's success at CHC	113	1	4	3.44	.654
a	The campus community is equally supportive of all genders	118	1	4	3.40	.629
k	I know what is expected of me in my job	118	1	4	3.40	.642
p	I get a feeling of personal satisfaction from my work	113	1	4	3.39	.674
c	The campus community is equally supportive of all sexual-orientations	112	1	4	3.37	.671
l	My position allows me to make independent decisions	115	1	4	3.32	.708
o	My job requires me to learn new things	117	1	4	3.30	.698
g	I feel safe at CHC	118	1	4	3.30	.658
b	The campus community is equally supportive of all racial/ethnic groups	115	1	4	3.30	.713
f	I am personally treated with respect at this college	117	1	4	3.23	.759
j	I am encouraged to be creative and come up with new ideas and improvements	115	1	4	3.23	.762
i	My manager supports my ideas for improvements	115	1	4	3.23	.838
v	I feel that I can talk to my immediate supervisor about my concerns	116	1	4	3.22	.842
e	CHC procedures & practices clearly demonstrate commitment to issues of employee equity & diversity	111	1	4	3.17	.796
h	CHC administrators encourage innovation	111	1	4	3.16	.745
u	My immediate supervisor leads by example	116	1	4	3.16	.919
ab	I feel accepted as a member of the college community	112	1	4	3.14	.708

Please indicate the extent to which you agree or disagree with the following statements about <u>inclusiveness</u> :		N	Min	Max	Mean	Std. Deviation
aa	When I arrived at Crafton, I felt welcomed into the college community	115	1	4	3.13	.789
af	I have received adequate training for my job duties	110	1	4	3.01	.598
ad	I feel included in opportunities to seek professional development	110	1	4	2.97	.710
ah	My immediate supervisor does a good job of communicating decisions to me	114	1	4	2.96	.851
ac	CHC personnel are provided adequate opportunities for professional development	111	1	4	2.94	.823
am	Overall, I am satisfied with the level of inclusiveness at Crafton	107	1	4	2.93	.730
t	In general, CHC supervisors, managers, and administrators lead by example	113	1	4	2.93	.853
ag	I am informed about events/decisions in my area	114	1	4	2.92	.742
r	The job expectations set for me are realistic	118	1	4	2.87	.801
q	I am given meaningful feedback concerning my performance	115	1	4	2.83	.868
x	I have adequate supplies/equipment necessary to complete my job	118	1	4	2.83	.777
y	I am recognized for my good work	112	1	4	2.81	.875
n	I usually have enough time to complete my tasks and meet deadlines	116	1	4	2.76	.830
s	There is a fair allocation of work in my area	111	1	4	2.76	.844
m	I feel pressure to accomplish too many tasks and priorities	112	1	4	2.73	.958
z	I receive feedback on the extent to which my work contributes to the overall success of the college	110	1	4	2.68	.856
ai	Communication across campus is timely and accurate	114	1	4	2.67	.772
ae	Best practices are shared effectively at CHC	105	1	4	2.62	.777
w	I am satisfied with the opportunities for advancement at CHC	104	1	4	2.57	.973
ak	Changes in rules and procedures have taken me by surprise in the last twelve months	106	1	4	2.36	.783
al	I am uncomfortable w/the changes in my job/department that have occurred over the last 12 months	104	1	4	2.17	.743
aj	Things change too fast around here	105	1	4	2.11	.684

Table 9: Inclusiveness Frequency Distributions

Please indicate the extent to which you agree or disagree with the following statements about <u>inclusiveness</u> :	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know/ No Opinion	
	N	%	N	%	N	%	N	%	N	%
	The campus community is equally supportive of all genders	55	45.8	56	46.7	6	5.0	1	0.8	2
The campus community is supportive of all racial/ethnic groups	49	40.8	53	44.2	11	9.1	2	1.7	5	4.1
The campus community is supportive of all sexual-orientations	51	42.5	53	44.2	6	5.0	2	1.7	8	6.7
Diversity contributes to everyone's success at CHC	59	50.0	46	39.0	7	5.9	1	0.8	5	4.1

Please indicate the extent to which you agree or disagree with the following statements about <u>inclusiveness</u> :	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know/ No Opinion	
	N	%	N	%	N	%	N	%	N	%
	Procedures/practices demonstrate commitment to equity/diversity	43	36.1	47	39.5	18	15.1	3	2.5	8
I am personally treated with respect at this college	47	39.2	53	44.2	14	11.7	3	2.5	3	2.5
I feel safe at CHC	46	38.3	63	52.5	7	5.8	2	1.7	2	1.7
CHC administrators encourage innovation	38	31.9	56	47.1	14	11.8	3	2.5	8	6.6
My manager supports my ideas for improvements	50	42.0	47	39.5	12	10.1	6	5.0	4	3.3
I am encouraged to be creative with new ideas and improvements	46	38.3	52	43.3	14	11.7	3	2.5	5	4.2
I know what is expected of me in my job	56	46.7	54	45.0	7	5.8	1	0.8	2	1.7
My position allows me to make independent decisions	51	42.9	52	43.7	10	8.4	2	1.7	4	3.4
I feel pressure to accomplish too many tasks and priorities	30	25.2	32	26.9	40	33.6	10	8.4	7	5.9
I usually have enough time to complete my tasks /meet deadlines	17	14.4	66	55.9	21	17.8	12	9.9	2	1.7
My job requires me to learn new things	48	40.0	59	49.2	7	5.8	3	2.5	3	2.5
I get a feeling of personal satisfaction from my work	54	45.4	51	42.9	6	5.0	2	1.7	6	5.0
I am given meaningful feedback concerning my performance	25	20.8	56	46.7	24	20.0	10	8.3	5	4.2
The job expectations set for me are realistic	23	19.2	65	54.2	22	18.3	8	6.7	2	1.7
There is a fair allocation of work in my area	19	16.2	56	47.9	26	22.2	10	8.5	6	5.1
CHC supervisors, managers, and administrators lead by example	27	22.9	61	51.7	15	12.7	10	8.3	5	4.1
My immediate supervisor leads by example	48	40.0	49	40.8	8	6.6	11	9.1	4	3.3
I can talk to my immediate supervisor about my concerns	50	42.0	47	39.5	13	10.9	6	5.0	3	2.5
I am satisfied with the opportunities for advancement at CHC	17	14.3	44	37.0	24	20.2	19	16.0	15	12.6
I have adequate supplies/equipment to complete my job	19	15.8	68	56.7	23	19.2	8	6.7	2	1.7
I am recognized for my good work	22	18.5	59	49.6	19	16.0	12	10.1	7	5.9
I receive feedback on how my work contributes to CHC success	18	15.1	49	41.2	33	27.7	10	8.4	9	7.6
When I arrived at CHC, I felt welcomed into the college community	39	32.5	57	47.5	14	11.6	5	4.2	5	4.2
I feel accepted as a member of the college community	34	28.6	63	52.9	12	10.1	3	2.5	7	5.9
CHC personnel have adequate opportunities for prof. dev.	26	21.7	60	50.0	17	14.2	8	6.7	9	7.5
I feel included in opportunities to seek professional development	23	19.7	64	54.7	20	17.1	3	2.6	7	5.8

Please indicate the extent to which you agree or disagree with the following statements about <u>inclusiveness</u> :	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know/ No Opinion	
	N	%	N	%	N	%	N	%	N	%
	Best practices are shared effectively at CHC	12	10.2	48	40.7	38	32.2	7	5.8	13
I have received adequate training for my job duties	19	16.1	74	62.7	16	13.6	1	0.8	8	6.8
I am informed about events/decisions in my area	20	16.9	72	61.0	15	12.7	7	5.9	4	3.4
My immediate supervisor communicates decisions to me	30	25.4	59	50.0	16	13.6	9	7.6	4	3.4
Communication across campus is timely and accurate	11	9.3	64	54.2	29	24.6	10	8.3	4	3.3
Things change too fast around here	4	3.3	19	16.2	67	57.3	15	12.8	12	10.3
Changes in rules/procedures- last 12 mos. have been a surprise	9	7.8	31	26.7	55	47.4	11	9.5	10	8.6
Changes in rules/procedures over last 12 mos. - uncomfortable	7	5.9	18	15.3	65	55.1	14	11.9	14	11.9
Overall, I am satisfied with the level of inclusiveness at Crafton	21	17.8	62	52.5	20	16.9	4	3.4	11	9.3

Comments and suggestions regarding inclusiveness:

- Although communication has improved somewhat, there is still the feeling that any input we may have really isn't taken into consideration when decisions are being made, even when the decision directly affects our job. There are also times when we are told of a decision that was made without seeking any input from the person or area that will be affected the most.
- Career ladders or upward mobility should be instituted at CHC. There are no clear promotional opportunities for classified to move into management. It would make us great to promote the talent that we have.
- Communication is improving. The morale and energy on campus has changed with [Name] retirement. [Name] does a terrific job of keeping the campus informed.
- Enough with the professional development already! As professionals we have more than ample to complete our hours off campus!!!
- I agree that we are informed AFTER a decision has been made. Time constraints are against it, but it would be nice to have input while processing an important long-term decision. Also it is not nice for certain deans to bully faculty into accepting position that dean wants, instead of what faculty has in mind.
- I would like to see a more diverse faculty at CHC.
- More opportunities are needed for classes and activities on Fridays.
- Please include this question in the next survey: There is overall equality across classifications.
- The communication in the instruction office over the last 7 or 8 months has been lackluster to say the least. There is utterly NO communication, everything is a "hush-hush" situation, behind closed doors decision making and then "we'll tell them later and if they get mad, they will get over it." That is not the way to conduct business when we are all working for a common cause and so closely together (supposedly). The mis-quoting of employees to other employees, completely brings down the moral of the whole staff! Playing one against the other to cover up the mistakes or decisions of the administration is absolutely atrocious. Staff finds out things after the fact, then it's "oh, we thought we told you". The Execs need more training on what is expected of them to serve this campus instead of claiming the title of Exec and thinking that your "so called" guidance of the employees is acceptable. Running around getting mad, griping about everything and bitching about

faculty and or staff is not the way to set a good example in that position. Things that could improve, or even exist, are communicating with staff, involving staff with decision making processes that affect the staff and their job instead of hiding behind closed doors making decisions, developing new processes without the input of the other staff involved. Under the previous leadership of the instruction office, things were communicated, input and involvement were a Must, this office has taken a 360 turn under the new Exec's and it's very frustrating to say the least. No follow through is done at all on any matter, if it is done, then it is not communicated with the other staff. The instruction office is NOT what it used to be and that's a shame because not only do the staff suffer, it makes it hard to focus on what is important, our students!

- The District as a whole has a pattern of poor communication. Things that should be communicated aren't. Things that are trivial and unimportant clutter our inbox. Collegial consultation is played out, but there is no sense of genuine two-way communication. The goal of administration is to convince classified staff and faculty to rubber stamp whatever the administration had in mind walking into the meeting.
- The Title V personnel decisions were quite a surprise. It would have been nice to ask everyone's feedback about personnel changes. It felt as if everything happened behind closed doors and was then announced.
- There are district management workshops available on Fridays when there are management and other committee meetings. Unfortunately we are unable to participate in these worthwhile workshops.
- There is no such thing as inclusiveness lately. Decisions get made and people are told about them after the fact, when they affect certain areas also. It feels like lately, there is a "hush-hush" committee and decisions get done behind closed doors and there is a complete lack of communication lately, especially under the new "Execs". It's very disappointing because it never used to be like that.
- We probably wouldn't agree on the definition of "best practices"!
- When parking lot names changed to K & L, I did not know. I asked others in my area and they did not know either. Such changes affect my area. There have been other instances when I felt a campus-wide email notifying us of such changes should have been done.
- While I feel my supervisor does a great job I am NOT included, or mostly even aware of decisions begin made about my area. I am rarely, if ever consulted regarding scheduling and staffing. I find out what happened or is happening second or third-hand. I have been doing this for decades now and I would like to think I have something to offer but that doesn't seem to be the consensus. Please don't get me wrong, for the most part I have been very happy here and most of the people who work here are very nice but I don't feel valued or really needed for that matter.

Upon review of questions related to CHC planning, program review, and decision-making processes, as illustrated in Table 10, respondents were more likely to indicate satisfaction with the use of qualitative and quantitative data to identify student learning needs (Mean=3.12), yet less likely to feel the annual process of prioritizing objectives at CHC is easy to understand. (Mean=2.67). In reference to Table 11, 43% of the respondents indicated that they have *no opinion/don't know* if after a program or service is evaluated, improvements are made.

Table 10: Planning and Program Review in Descending Order from Strongly Agree to Strongly Disagree

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u> :		N	Min	Max	Mean	Std. Deviation
l.	The College uses both qualitative and quantitative data to identify student learning needs.	89	1	4	3.12	0.600
e.	The annual process of prioritizing objectives is integrated with the CHC Educational Master Plan.	86	1	4	3.12	0.518
k.	I am encouraged to participate in the Annual Planning and Program Review process.	96	1	4	3.11	0.709
n.	Data and information are used routinely to inform institutional decisions.	82	1	4	3.10	0.730
m.	Crafton utilizes the results from research studies to inform decision-making.	81	1	4	3.09	0.745
g.	I know how to participate in the Annual Planning and Program Review process (e.g.: help to create plans, participate in decision-making, etc.).	96	1	4	3.07	0.653
a.	CHC facilitates an ongoing dialogue about improving institutional processes.	105	1	4	3.04	0.517
o.	I routinely collect and/or request data and information to help inform decisions that I need to make.	91	1	4	3.00	0.775
u.	Evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing.	85	1	4	3.00	0.556
j.	I think that the Annual Planning and Program Review process helps the college achieve its desired goals.	94	1	4	2.98	0.703
h.	In my area I participated in the Annual Planning and Program Review process in 2011-2012.	98	1	4	2.95	0.817
r.	Overall, planning and decision-making processes at Crafton are evidence-based (i.e. Planning processes and decision making are evidence based when they are informed by the analysis of reliable and objective evidence balanced with collective wisdom.)	78	1	4	2.90	0.656
d.	CHC personnel contribute to the annual process of prioritizing objectives.	93	1	4	2.88	0.623
f.	CHC resource allocation is directly related to the annual prioritization of objectives and the CHC Educational Master Plan.	78	1	4	2.86	0.697
s.	Overall, planning and decision-making processes at Crafton are effective (i.e. produce meaningful and relevant results.)	76	1	4	2.84	0.654
v.	Overall, I am satisfied with the planning and decision-making processes at Crafton.	88	1	4	2.84	0.659
i.	My participation influenced the outcome of the Annual Planning and Program Review process in my area in 2011-2012.	84	1	4	2.82	0.838
t.	Overall, planning and decision-making processes at Crafton are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity.)	78	1	4	2.74	0.729
q.	Overall, planning and decision-making processes at Crafton are open and easy to understand.	89	1	4	2.74	0.683
p.	After a program or service is evaluated, improvements are made.	69	1	4	2.74	0.76

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u> :					N	Min	Max	Mean	Std. Deviation
b.	The annual process of prioritizing objectives at CHC is transparent (i.e. People are open and honest about how and why decisions are made, appropriate information is readily accessible and is shared in a timely manner.).				99	1	4	2.72	0.756
c.	The annual process of prioritizing objectives at CHC is easy to understand.				92	1	4	2.67	0.648

Table 11 Planning and Program Review Frequency Distributions

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know No Opinion	
	N	%	N	%	N	%	N	%	N	%
CHC facilitates an ongoing dialogue about improving institutional processes	14	11.7	83	69.2	6	5.0	2	1.7	15	12.5
The annual process of prioritizing objectives at CHC is transparent	11	9.2	56	46.7	25	20.8	7	5.8	21	17.5
The annual process of prioritizing objectives at CHC is easy to understand	6	5.0	53	44.2	30	25.0	3	2.5	28	23.3
CHC personnel contribute to the annual process of prioritizing objectives	10	8.4	65	54.6	15	12.6	3	2.5	26	21.8
The annual process of prioritizing objectives is integrated with the CHC EMP	15	12.6	68	57.1	1	0.8	2	1.7	33	27.7
Resource allocation is related to the prioritization of obj. and the EMP	9	7.7	54	46.2	10	8.5	5	4.3	39	32.2
I know how to participate in AP/PR process	22	18.3	61	50.8	11	9.2	2	1.7	24	20.0
I participated in the AP/PR process in my area in 2011-2012	25	21.2	48	40.7	20	16.9	5	4.2	20	16.9
My participation influenced AP/PR outcome in my area in 2011-2012	18	15.0	38	31.7	23	19.2	5	4.2	36	30.0
I think that the AP/PR process helps the college achieve its desired goals	17	14.4	63	53.4	9	7.6	5	4.2	24	20.3
I am encouraged to participate in the AP/PR process	27	22.5	56	46.7	10	8.3	3	2.5	24	20.0
CHC uses qualitative and quantitative data to identify student learning needs	20	16.7	62	51.7	5	4.2	2	1.7	31	25.8
CHC utilizes the results from research studies to inform decision-making	21	17.5	51	42.5	4	3.3	5	4.2	39	32.5
Data and information are used routinely to inform institutional decisions	22	18.6	50	42.4	6	5.1	4	3.4	36	30.5
I routinely collect and/or request data and information to help inform decisions that I need to make	23	19.3	49	41.2	15	12.6	4	3.4	28	23.5
After a program or service is evaluated, improvements are made	7	5.8	43	35.8	13	10.8	6	5.0	51	42.5
Overall, planning and decision-making processes at CHC are transparent	7	5.9	57	47.9	20	16.8	5	4.1	30	25.2

Please indicate the extent to which you agree or disagree with the following statements about <u>planning and program review</u>	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know No Opinion	
	N	%	N	%	N	%	N	%	N	%
	Planning and decision-making processes at CHC are evidence-based	9	7.5	56	46.7	9	7.5	4	3.3	42
Overall, planning and decision-making processes at Crafton are effective	6	5.0	57	47.5	8	6.7	5	4.2	44	36.7
Overall, planning and decision-making processes at CHC are efficient	7	5.9	50	42.0	15	12.6	6	5.0	41	34.5
Evaluation of structures/processes to support student learning is ongoing	10	8.3	68	56.7	4	3.3	3	2.5	35	29.2
I am satisfied with the planning and decision-making processes at CHC	8	6.8	63	53.4	12	10.2	5	4.2	30	25.4

Comments and suggestions regarding planning and program review:

- Compared to other institutions where I have served, the CHC process isolates faculty members from shared assessment and goal-setting by fragmenting program reviews. In many cases, one full-time faculty member is the only one writing a particular program review. This serves the individual faculty members who like being the big fish in the little pond, but it does little for true dialogue or exposing us to alternative viewpoints. Unless a person is on the program review committee, there is no big picture, no sense of what sibling departments are doing, what goals and achievements are getting attention. Program review and so many other processes that COULD be collegial are a private issue between a professor and his/her computer screen, with the institution interested only in achieving "compliance" checkoff.
- Ditto here regarding faculty participation in planning and program review
- I am unclear as to how decisions are made with regards to hiring new managers. How are those decisions being justified using data driven decision-making?
- I just don't know much about this area...
- One good example of 'Disagree' selections would be moving ahead with offering Arabic - not needed, not cost-effective even with a grant, poor use of resources, and a decision made by a limited few.
- Some faculty have built programs that have received national recognition, but the planning process looks at nit-picky irrelevant points.
- The planning and program review process has made great strides. The college should continue to do its best to make the process accessible and user-friendly.
- The processes and procedures we have in place for decision making are good. However, I don't believe that some of the decisions that are made take into consideration the information that is collected during the planning and program review process.

Tables 12 and 13 illustrate the results of employee perceptions related to shared-governance.

Overall, respondents were more likely to agree that managers (Mean=3.33) are perceived as exercising a substantial voice during decision-making processes and that faculty are provided adequate opportunities to participate in important college committees (Mean=3.31). On the other hand, communication and understanding among the different employee constituency groups at Crafton

(faculty, classified staff, and managers) is not perceived as sufficient (Mean=2.43). In addition, 36% of the respondents did not know/ did not have an opinion as to whether “Students exercise a substantial voice during decision-making processes”.

Table 12: Shared Governance in Descending Order from Strongly Agree to Strongly Disagree

Please indicate the extent to which you agree or disagree with the following statements about <u>shared governance (also known as collegial consultation)</u> :		N	Min	Max	Mean	Std. Deviation
l	Managers exercise a substantial voice during decision-making processes.	89	1	4	3.33	0.617
g	Faculty are provided adequate opportunities to participate in important college committees.	95	1	4	3.31	0.566
h	Classified staff are provided adequate opportunities to participate in important college committees.	89	1	4	3.03	0.682
j	The faculty exercise a substantial voice during decision-making processes.	93	1	4	3.01	0.744
i	Students are provided adequate opportunities to participate in important college committees.	86	1	4	3.00	0.686
f	The opinions of managers are given appropriate weight in matters of institutional importance.	89	1	4	2.99	0.790
a	CHC's planning process offers adequate opportunities for input by appropriate constituencies.	87	1	4	2.98	0.610
o	I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes.	93	1	4	2.89	0.729
r	Overall, I am satisfied with shared governance at Crafton.	97	1	4	2.84	0.672
d	The opinions of faculty are given appropriate weight in matters of institutional importance.	90	1	4	2.82	0.773
b	I have the opportunity to participate meaningfully in decision-making at CHC.	97	1	4	2.80	0.731
c	The opinions of students are given appropriate weight in matters of institutional importance.	82	1	4	2.79	0.749
q	Overall, I feel well-informed about important issues facing the college.	101	1	4	2.77	0.760
p	Overall, planning and decision-making processes at Crafton are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose.)	92	1	4	2.77	0.697
m	Students exercise a substantial voice during decision-making processes.	76	1	4	2.72	0.759
k	The staff exercise a substantial voice during decision-making processes.	88	1	4	2.67	0.738
e	The opinions of classified staff are given appropriate weight in matters of institutional importance.	88	1	4	2.57	0.828
n	Communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is sufficient.	93	1	4	2.43	0.852

Table 13: Shared Governance Frequency Distributions

Please indicate the extent to which you agree or disagree with the following statements about <u>shared governance</u> :	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know No Opinion	
	N	%	N	%	N	%	N	%	N	%
	CHC's planning process offers adequate opportunities for input by appropriate constituencies	14	11.9	58	49.2	14	11.9	1	0.8	31
I have the opportunity to participate meaningfully in decision-making at CHC	14	11.9	54	45.8	25	21.2	4	3.4	21	17.8
The opinions of students are given appropriate weight in matters of institutional importance	12	10.1	45	37.8	21	17.6	4	3.4	37	31.1
The opinions of faculty are given appropriate weight in matters of institutional importance	15	12.6	49	41.2	21	17.6	5	4.2	29	24.4
The opinions of classified staff are given appropriate weight in matters of institutional importance	9	7.6	42	35.3	27	22.7	10	8.4	31	26.1
The opinions of managers are given appropriate weight in matters of institutional importance	23	19.7	46	39.3	16	13.7	4	3.4	28	23.9
Faculty are provided adequate opportunities to participate in important college committees	33	28.0	59	50.0	2	1.7	1	0.8	23	19.0
Classified staff are provided adequate opportunities to participate in important college committees	19	16.0	57	47.9	10	8.4	3	2.5	30	25.2
Students are provided adequate opportunities to participate in important college committees	17	14.3	55	46.2	11	9.2	3	2.5	33	27.7
The faculty exercise a substantial voice during decision-making processes	22	18.6	54	45.8	13	11.0	4	3.4	25	21.2
The staff exercise a substantial voice during decision-making processes	8	6.7	49	41.2	25	21.0	6	5.0	31	26.1
Managers exercise a substantial voice during decision-making processes	35	29.9	49	41.9	4	3.4	1	0.9	28	23.9
Students exercise a substantial voice during decision-making processes	10	8.5	39	33.1	23	19.5	4	3.4	42	35.6
Communication and understanding among the different employee constituency groups at Crafton is sufficient	7	6.1	41	35.7	30	26.1	15	13.0	22	19.1
I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes	15	12.9	58	50.0	15	12.9	5	4.3	23	19.8
Overall, planning and decision-making processes at Crafton are collaborative	9	7.8	58	50.0	20	17.2	5	4.3	24	20.7
Overall, I feel well-informed about important issues facing the college	12	10.2	62	52.5	19	16.1	8	6.8	17	14.4
Overall, I am satisfied with shared governance at Crafton	11	9.5	63	54.3	19	16.4	4	3.4	19	16.4

Comments and suggestions regarding planning and program review:

- Although classified staff and students are encouraged to participate in shared governance, their opinions and perspectives are often ignored or deemed uninformed by faculty. I would like to see committees, such as professional development that focus on the campus as a whole include classified more broadly in their planning.
- Everyone is encouraged to have a voice, so that the administration can say it gives everyone a voice. Their idea of appropriate weight for voices other than their own is zero weight. Administration listens only to those voices that agree with administration views. Voices of dissent are sometimes tolerated, although ignored, but in other instances, faculty members who have spoken up end up viewed as problems and even reassigned to other committees.
- I feel that the faculty have too loud a voice on shared governance matters. So much of the student experience happens outside of the classroom, and yet the bulk of the decision-making authority rests in the hands of those that are IN the classroom. (For example, most committees have 2-3 times as many faculty representatives as Classified.)
- It seems there are decisions made about restructuring managers and hiring such as Title V with the campus feeling that they are in progress (although actually already decided) and sometimes even completed before others are invited to share in the decision making. Maybe others aren't supposed to be invited in the decision making, even though their positions will impact employees. Maybe the campus needs to know when they are and are not part of decision making so we don't wonder if we should have had a say.
- Opportunities are provided but there is little sense that anyone's voice matters. Whoever is top dog for a decision generally has their mind up before the "shared governance" discussions begin. Shared governance consists of managers informing their constituency what is going to happen and defending those preformed choices against anyone with concerns, questions, or alternative ideas.
- The college has worked diligently to ensure that all constituencies feel their input is heard and that there are opportunities to participate in shared governance.
- The fact that Faculty are placed on committees that meet during contract hours is pointless. Why place someone on a committee they can never attend.
- We are fortunate to have [Name]

Tables 14 and 15 illustrate the findings from questions related to employee perceptions of Resources. Respondents were most likely to indicate satisfaction in their work at Crafton (Mean=3.23). However, the distribution of resources from the District is not perceived as adequate (Mean=2.07) or equitable (Mean=2.02). In addition, 52% of the respondents indicated that they have no opinion or do not know if CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them. Likewise, 48% of the respondents indicated that they do not know or do not have an opinion whether the purpose of funding sought by the Office of Resource Development is aligned with the EMP and goals of CHC.

Table 14: Resources in Descending Order from Strongly Agree to Strongly Disagree

Please indicate the extent to which you agree or disagree with the following statements about <u>resources</u>		N	Min	Max	Mean	Std. Deviation
t	Overall, I am satisfied in my work at Crafton.	106	1	4	3.23	0.62
r	The purpose of the funding sought by the Office of Resource Development (i.e. Foundation) is aligned with the Educational Master Plan and the goals of the college.	62	2	4	3.10	0.50
f	Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	80	2	4	3.06	0.54
q	The grants that CHC seeks and/or obtains are aligned with the Educational Master Plan.	67	1	4	3.06	0.57
b	Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	80	1	4	3.04	0.56
m	CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them.	54	2	4	3.04	0.55
i	Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	74	2	4	3.01	0.51
h	I receive effective support for my computer and technology-related problems from campus technology support staff.	105	1	4	3.01	0.69
k	CHC plans and manages its financial affairs in a manner that ensures financial stability.	74	2	4	3.00	0.52
l	CHC relies upon its mission and goals as the foundation for financial planning.	72	1	4	2.97	0.63
g	CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	98	1	4	2.89	0.73
d	CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security.	91	1	4	2.87	0.60
e	CHC uses its physical resources effectively to support the programs and services at the College.	86	2	4	2.84	0.57
c	CHC assures that physical resources at all locations are constructed and maintained to ensure access.	84	1	4	2.81	0.63
j	The distribution of financial resources at CHC supports student learning.	81	1	4	2.80	0.68
a	Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	72	1	4	2.78	0.72
s	Overall, I am satisfied with the resource allocation processes at Crafton.	82	1	4	2.74	0.68
p	The District Resource Allocation Model is open and easy to understand.	76	1	4	2.49	0.74
n	The distribution of resources from the District to CHC is adequate.	83	1	4	2.07	0.78
o	The distribution of resources from the District to CHC and Valley is equitable.	84	1	4	2.02	0.86

Table 15: Resources Frequency Distributions

Please indicate the extent to which you agree or disagree with the following statements about resources:	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know No Opinion	
	N	%	N	%	N	%	N	%	N	%
Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	8	6.7	44	37.0	16	13.4	4	3.4	47	39.5
Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	13	10.9	58	48.7	8	6.7	1	0.8	39	32.8
CHC assures that physical resources at all locations are constructed and maintained to ensure access	9	7.6	51	43.2	23	19.5	1	0.8	34	28.8
CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security	9	7.6	63	52.9	17	14.3	2	1.7	28	23.5
CHC uses its physical resources effectively to support the programs and services at the College	8	6.7	56	47.1	22	18.5	0	0.0	33	27.7
Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	14	11.8	57	47.9	9	7.6	0	0.0	39	32.8
CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	18	15.3	54	45.8	23	19.0	3	2.5	20	16.9
I receive effective support for my computer and technology-related problems from campus technology support staff	23	19.3	62	52.1	18	15.1	2	1.7	14	11.8
Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	10	8.3	55	46.2	9	7.6	0	0.0	15	12.5
The distribution of financial resources at CHC supports student learning	9	7.6	50	42.0	19	15.7	3	2.5	38	31.4
CHC plans and manages its financial affairs in a manner that ensures financial stability	10	8.5	54	45.8	10	8.5	0	0.0	44	37.3
CHC relies upon its mission and goals as the foundation for financial planning	12	10.1	47	39.5	12	10.1	1	0.8	47	39.5
CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them	9	7.7	38	32.5	7	6.0	0	0.0	63	52.1
The distribution of resources from the District to CHC is adequate	4	3.4	16	13.7	45	37.2	18	14.9	34	28.1
The distribution of resources from the District to CHC and Valley is equitable	4	3.3	20	16.8	34	28.1	26	21.5	35	28.9
The District RAM is transparent	5	4.1	33	27.3	32	26.4	6	5.0	40	34.5

Please indicate the extent to which you agree or disagree with the following statements about <u>resources</u> :	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know No Opinion	
	N	%	N	%	N	%	N	%	N	%
	Grants CHC seeks/obtains are aligned w/ EMP	12	10.1	48	40.3	6	5.0	1	0.8	52
The purpose of funding sought by the ORD is aligned with the EMP and goals of CHC	11	9.3	46	39.0	5	4.1	0	0.0	56	47.5
Overall, I am satisfied with resource allocation processes at CHC	7	6.0	51	43.6	20	17.1	4	3.4	35	28.9
Overall, I am satisfied in my work at Crafton	34	28.6	63	52.9	8	6.7	1	0.8	13	10.9

Comments and suggestions regarding resources:

- Concerning technological resources: some of the smart room lecture hall equipment is beginning to fail, to the point where the technology has been useless on a couple of occasions. It would be nice to have someone on call, especially now that this equipment is beginning to fail. It is difficult when a lesson is planned using PowerPoint, but the computer/projector interface does not work. I was able to adapt, but how about our adjuncts? The technology folks have told me that they were told not to go into a classroom when there are students there...and normally, that would be okay. However, as this stuff begins to fail, it would be nice to have some help to get it going instead of being stuck...
- Controllable/Non-controllable fixed costs are not properly addressed in the current budget model
- DSPS continues to need its own computer tech with permissions to change and downloads as needed (i.e. access to the hard drive). Some of our specialized software updates weekly. It would be aggravating to both Tech Services and us to write a work order every week, so we tolerate the "update now" signals sent over the web until they are.
- I would like to see the annual planning tool to be more intuitive such as a drop down menu for personnel with pre-programed costs for that resource. For example, a FWS student costs \$1500 per semester.
- Not sure why it is still 70/30 with SBVC? I don't feel that our facilities are maintained and updated as needed (BC101, LADM304, CHS237, LADM restrooms, faculty offices, etc.) We are short staffed in maintenance and custodial.
- Still bugged about KVCR. Still bugged about computer carts in classrooms that disrupt placement of chairs, etc. and cords being a hazard. Very bugged about full-time faculty not being replaced.
- The "help desk" is worthless to address any technology issues and the response time is totally unacceptable!
- The district should re-examine the allocation process. The very notion that CHC has a structural deficit even after sever cuts would suggest that the budget, and not the college, is the problem.
- Wireless internet access in SSA would be wonderful for those of us that do work on iPads and tablets, as well as our desktops. As for technology, I wish I had the ability to download certain things to my desktop without having to contact tech services. Much that I would want doesn't happen because I don't want to bother them all the time.

Committees in which voting consensus members represent more than one constituency are referred to as collegial consultation or shared-governance committees. Table 16 is a compilation of the responses by sub-group representing the number of Crafton or District-wide collegial consultation

committees employees served on during the 2011-2012 academic year. Overall, 63% of the respondents served on at least one shared governance committee. Specifically, 80% of full-time faculty and 81% of management respondents indicated that they served on two or more shared-governance committees. In contrast, the majority of classified staff respondents (55%) did not serve on any shared-governance committees.

Table 16: Collegial Consultation Committees Employees Served on During the 2011-2012 Academic Year

How many Crafton or District-wide collegial consultation committees did you serve on during the 2011-2012 academic year? (count only those groups that have voting consensus members representing more than one constituency)										
	Manager/ Administrator		Classified or Confidential Staff		Full-time Faculty		Part-time Faculty		Total	
	N	%	N	%	N	%	N	%	N	%
None	2	12.5	23	54.8	4	8.9	15	93.7	44	37.0
1	1	6.3	8	19.0	5	11.1	1	6.3	15	12.6
2	2	12.5	4	9.5	16	35.6	0	0.0	22	18.5
3	3	18.7	2	4.8	9	20.0	0	0.0	14	11.8
4	4	25.0	1	2.4	5	11.1	0	0.0	10	8.4
5	0	0.0	4	9.5	4	8.9	0	0.0	8	6.7
6	0	0.0	0	0.0	1	2.2	0	0.0	1	0.8
7 or more	4	25.0	0	0.0	1	2.2	0	0.0	5	4.2
Total	16	13.4	42	35.3	45	37.8	16	13.4	119	100.0

The final question on the Campus Climate Survey was open-ended and provided respondents with the opportunity to make comments about the topics covered or suggestions to improve the survey. The following list includes comments as submitted by respondents. Identifying information was removed and replaced with [Name], [Department], or [Title] to respect privacy.

- Crafton is a great place to work. For the most part, we provide quality education and services (minus [Department]) in a welcoming and safe environment.
- In the last couple of years we have seen an increase in the job responsibilities of classified staff. Vacancies have necessitated a broadening of expectations to meet student needs yet staff compensation or growth has not changed. I would like to see a departmental assessment of actual staffing needs, and considerations made for reclassification and/or changes in the staffing structure that better serve the student population.
- It is extremely difficult to answer questions when one does not agree with the premise of the questions. Also a neutral position would have been helpful.

- The lack of professionalism that pervades this entire campus is horrendous and quite sad. These days, the bar seems to be set so low in terms of the institutional expectations surrounding professional courtesy, respect and appropriate behavior/ communication methods within an academic setting that "so low" has become the "normal". It is such a shame that this has been allowed to grow over the years into what our culture is today as it seems that there are people now on campus trying to change this. However, they are the minority and the majority continues to feed this problem with consistency and no incentive to change.
- Very bugged about committee workload interfering with teaching workload.
- We need projectors that aren't on carts!
- What does Ethnicity have to do with any of this survey? Asking what type of ethnicity you are, only keeps us apart. There is only .02% difference in humans on this planet. Is .02% really the needed number to make a difference with the validity of a surveyor's response. I don't think so.

Part II: Results from the fall 2010 and fall 2012 Campus Climate Surveys

The purpose of ongoing assessment is to; improve the environment for working and learning on campus; facilitate ongoing improvement and organizational change; identify needs and strengths; and provide a baseline to measure and longitudinally compare results. The next portion of this report will focus on findings from the 2010 campus climate survey when compared with the results from the 2012 campus climate survey. The results of the 2010 campus climate survey were broadly shared with the campus community by the Vice President of Instruction and the Office of Institutional Effectiveness, Research and Planning through the OIERP 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 were encouraged to offer feedback and strategies for improving the processes and practices at CHC in an institution-wide systematic participative progression of effective discussion, planning, and implementation for improvement. The feedback received was [compiled](#) and presented to the Crafton Council where a [plan](#) for implementation was developed, and the progress was shared with the campus. As illustrated in Tables 17 and 18 and Figures 8-13, various aspects of the climate on campus were observed when results from 2010 survey are compared with those from the 2012 survey. These results will be shared with the campus in written reports and presentations during the spring of 2013 to solicit feedback and to maintain continuous improvement at Crafton Hills College.

The perceived levels of overall satisfaction increased 21%, and double-digit improvements were noted in all areas (See table 17). Specifically, the planning and decision-making (+32%) and outcomes assessment (+28%) processes had the greatest improvements in respondents' satisfaction between 2010 and 2012.

Table 17: Overall Satisfaction comparison of 2010 to 2012 results

Overall Satisfaction	Strongly Agree/Agree 2010	Strongly Agree/Agree 2012	Difference
Outcomes assessment process	58%	86%	+ 28%
Level of inclusiveness at Crafton	63%	78%	+ 15%
Planning and decision-making	49%	81%	+ 32%
Shared-governance	52%	76%	+ 24%
Resource allocation processes	50%	71%	+ 21%
Working at Crafton	81%	92%	+ 11%
Total	60%	81%	+ 21%

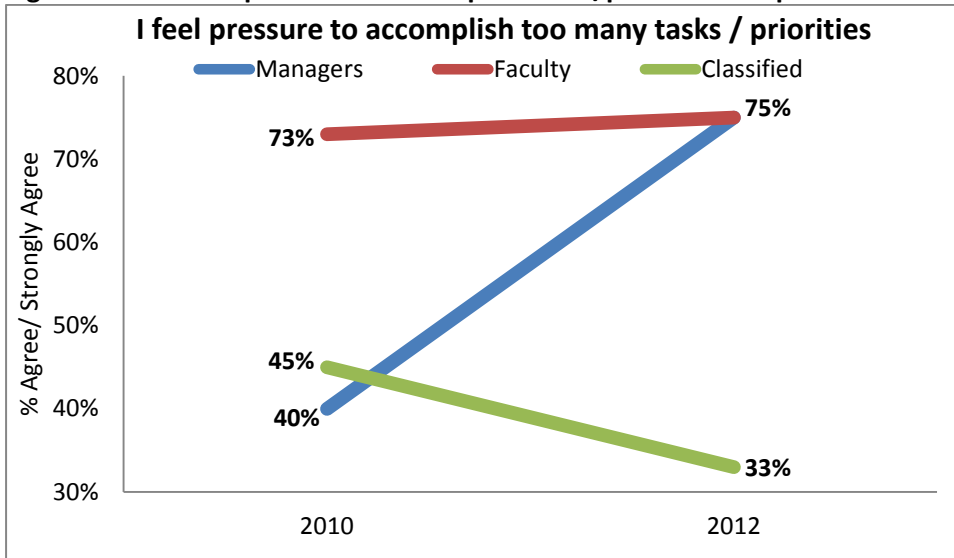
Similarly, as shown in in Table 18, respondents consistently agreed that the overall planning and decision-making processes at Crafton are more collaborative, transparent, evidence-based, effective, and efficient in 2012 when compared to the results of the 2010 campus climate assessment.

Table 18: Overall Planning and Decision-Making Processes comparison of 2010 to 2012 results

Overall, planning and decision-making processes at Crafton are:	Strongly Agree/Agree 2010	Strongly Agree/Agree 2012	Difference
Collaborative	59%	73%	+ 14%
Transparent	39%	72%	+ 33%
Evidence-based	51%	83%	+ 32%
Effective	49%	83%	+ 34%
Efficient	42%	78%	+ 36%

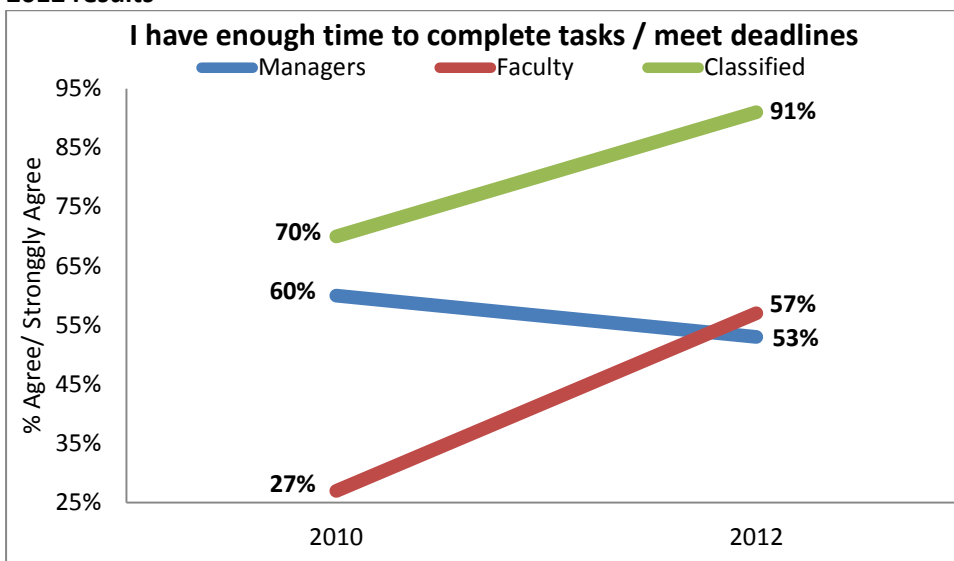
In addition, differences in perception by constituency group when comparing results by year were examined and some are highlighted in Figures 8-13. As an example, respondents were asked to rate the level to which they agree with the statement “I feel pressure to accomplish too many tasks and priorities”, while faculty respondents level of agreement remained fairly stable, and classified level of agreement decreased, an increase of 35% was identified amongst managers (See Figure 8). Seventy-five percent of the management respondents agreed or strongly agreed that they feel pressure to accomplish too many tasks and priorities in 2012, up from 40% in 2010.

Figure 8: Perceived pressure to accomplish tasks/priorities comparison of 2010 to 2012 results



When respondents were asked to rate their level of agreement with the statement “I have enough time to complete tasks and meet deadlines”, faculty respondents improved 30%; from 27% in 2010 to 57% in 2012 (See Figure 9). Almost all of the classified respondents agreed or strongly agreed (91%) in 2012, a 21% increase over 2010, yet managers were less likely to agree with the statement, and showed a 7% decrease from 60% in 2010 to 53% in 2012.

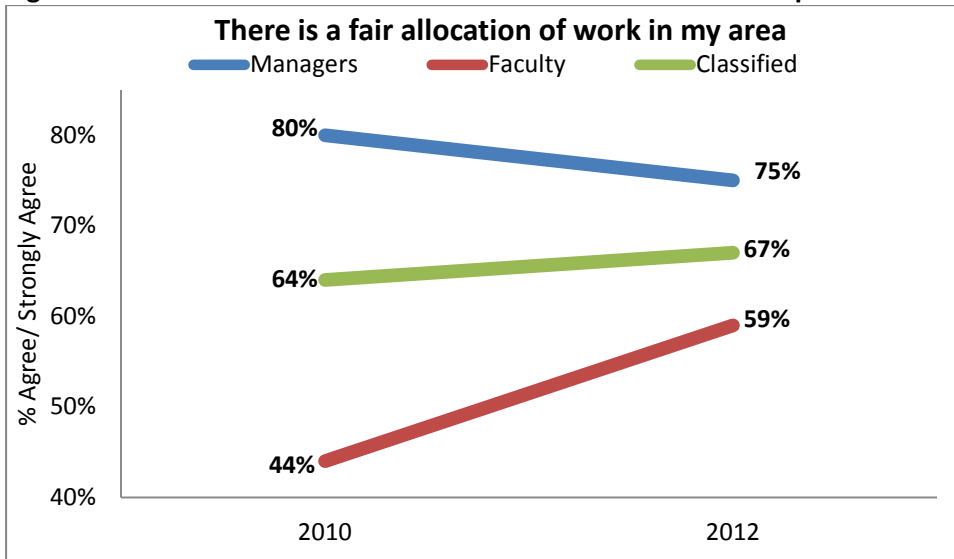
Figure 9: Perceived satisfaction with time to complete tasks / meet deadlines comparison of 2010 to 2012 results



As illustrated in Table 10, when examining the 2010 and 2012 employee’s perceived level of fair work allocation, managers were less likely to agree or strongly agree in 2012 (53%) when compared with

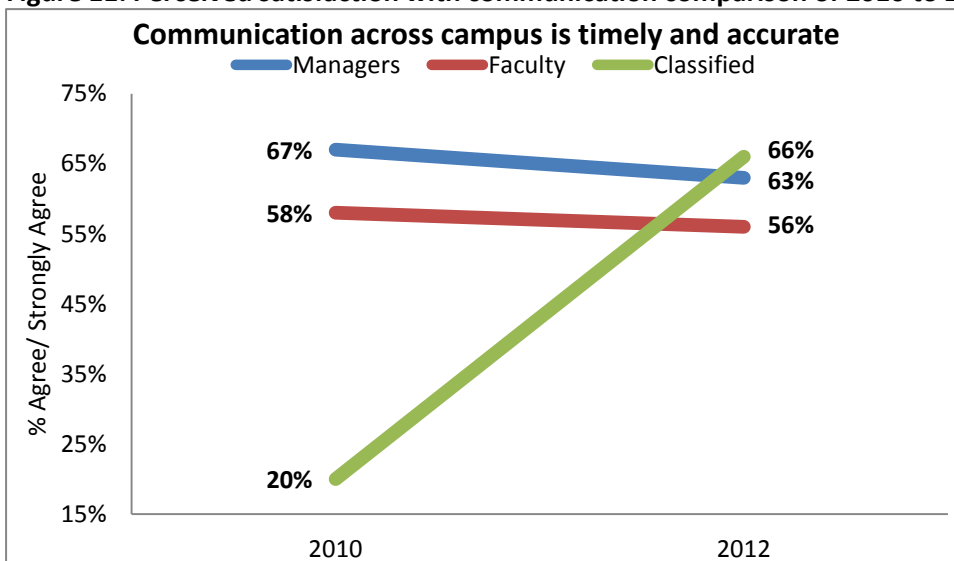
2010 (80%). Classified responses were similar in both years, however, 15% more faculty agreed or strongly agreed there is a fair allocation of work in their area in 2012 than in 2010.

Figure 10: Perceived satisfaction with fair allocation of work comparison of 2010 to 2012 results



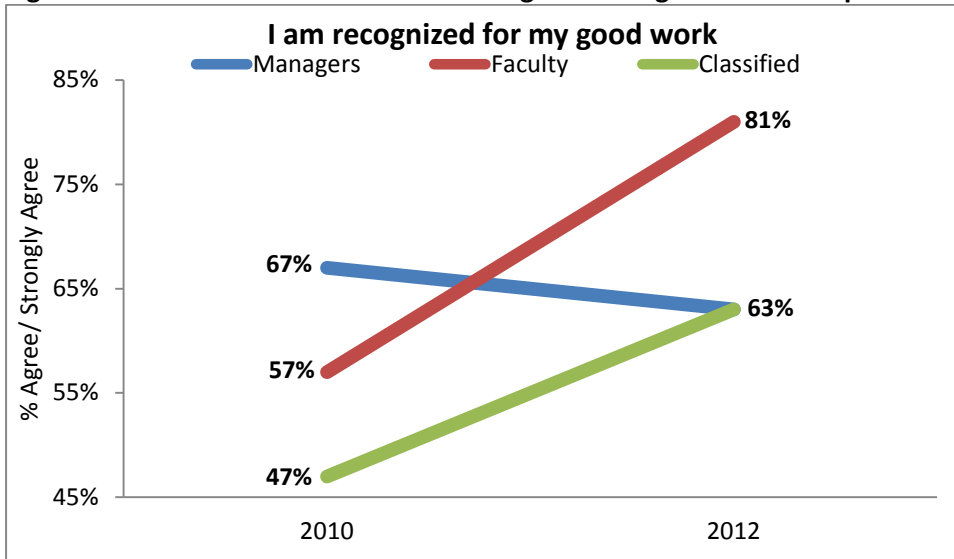
Communication across campus was perceived as timely and accurate slightly less by managers and faculty respondents in 2012 when compared with 2010 (See Figure 11). On the contrary, 44% more classified respondents agreed or strongly agreed with the statement in 2012 than in 2010.

Figure 11: Perceived satisfaction with communication comparison of 2010 to 2012 results



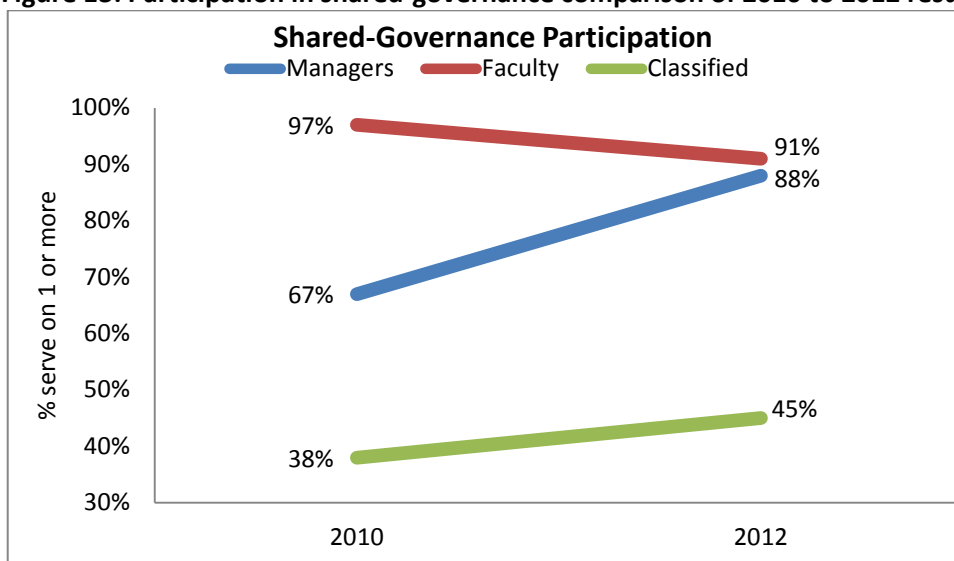
Perceived level of recognition for good work is presented in Figure 12. Noticeably, 24% more faculty respondents and 16% more classified respondents agreed or strongly agreed that they were recognized for good work in 2012 than in 2010.

Figure 12: Perceived satisfaction with recognition for good work comparison of 2010 to 2012 results



Although classified participation in shared-governance in 2010 and 2012 was less than other constituency groups, a 7% increase is noted in Figure 13. While faculty respondents showed a slight decrease in participation, managers (21%) were more likely to serve on at least one shared-governance committee in 2012 when compared with 2010.

Figure 13: Participation in shared-governance comparison of 2010 to 2012 results



APPENDIX 1: Cover Letter Calling for Participation of CHC Employees

Dear Campus Community,

Please help assess Crafton Hills College's culture and progress by clicking on the link below and taking time to respond to the questions in the Campus Climate Survey. The results of the survey are used to identify strengths and areas for improvement. For example, the last time the survey was conducted we found that employees were satisfied with their work, felt that expectations were clear, and that resources were used to support student learning. In terms of improvements, we needed to continue improving communication and recognition of employees. One of numerous solutions implemented was to place the "[Applause Card](#)" online to provide easy access. Results are also used as part of accreditation evidence and will be referenced in the Self Evaluation Report.

The survey takes approximately 35 minutes to complete. You can complete the survey on the same computer at a later time if you click on the save button first and you do not delete any cookies. Those who do not have access to a computer will receive paper copies of the surveys from their managers. All of your responses will remain confidential; no individual information will be reported. **Please complete the survey by November 15th, 2012.**

Link to survey:

http://depts.craftonhills.edu/Research/CampusClimate/chc_campus_climate_survey.htm

If you have any questions about the survey, please contact me at (909) 389-3200 or Michelle Riggs, Classified Senate President, at (909) 389-3391 or Denise Allen, Academic Senate President, at (909) 389-3603.

Results of the survey will be posted on the Office of Research and Planning Web Site in Spring 2013. The Fall 2010 survey results can be found at

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports/Institutional_Effectiveness_Studies

Thank you for taking the time to complete this important survey.

Cheryl

Cheryl A. Marshall, Ed.D.

Interim President

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**Crafton Hills College (CHC)
Fall 2012, Employee Campus Climate Survey**

Dear Faculty, Staff, and Administrators,

Please help Crafton Hills College plan for the future. The college is collecting data to help examine how well it is meeting the Educational Master Plan (EMP) goals and objectives. The survey takes approximately 35 minutes to complete. All of your responses are anonymous and answering each question is optional. If you have any questions about the survey, please contact Cheryl Marshall, Interim President, at (909) 389-3200; Michelle Riggs, Classified Senate President, at (909) 389-3391; or Denise Allen, Academic Senate President, at (909) 389-3603.

1. What is your primary function at CHC?

- Manager/Administrator
- Classified or Confidential Staff
- Full-time Faculty
- Part-time Faculty

2. What Area of the College do you work in?

- Administrative Services
- Instruction
- President's Area
- Student Services

3. How many years have you been employed at CHC? (Please round to the nearest year.)

- 2 years or less
- 3 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 or more years

4. How many Crafton or District-wide collegial consultation committees did you serve on during the 2011 - 2012 academic year? (Count only those groups that have voting or consensus members representing more than one constituency.)

- None
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

Please continue to the next page!

5. Please indicate the extent to which you agree or disagree with the following statements about outcomes assessment:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
a. Student learning/service area outcomes assessment is ongoing at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student learning/service area outcomes are considered in program review/annual planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student learning/service area outcomes are considered in College-wide planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. CHC uses the results from student learning/service area outcomes assessments to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. CHC uses the results from student learning/service area outcomes assessments to improve programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Improving student learning is a priority across the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Dialogue about student learning is ongoing and pervasive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. CHC facilitates an ongoing dialogue about improving student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Overall, I am satisfied with the outcomes assessment process at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. If you have any comments or suggestions about outcomes assessment, please state them here.

Please continue to the next page!

6. Please indicate the extent to which you agree or disagree with the following statements about inclusiveness (i. e. taking proactive steps to assure everyone has the opportunity to be involved and each person's input is equally valued):

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
a. The campus community is equally supportive of all genders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The campus community is equally supportive of all racial/ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The campus community is equally supportive of all sexual-orientations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Diversity contributes to everyone's success at CHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. CHC procedures & practices clearly demonstrate commitment to issues of employee equity & diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am personally treated with respect at this college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I feel safe at CHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. CHC administrators encourage innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My manager supports my ideas for improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am encouraged to be creative and come up with new ideas and improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I know what is expected of me in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My position allows me to make independent decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I feel pressure to accomplish too many tasks and priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I usually have enough time to complete my tasks and meet deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. My job requires me to learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I get a feeling of personal satisfaction from my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I am given meaningful feedback concerning my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The job expectations set for me are realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. There is a fair allocation of work in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. In general, CHC supervisors, managers, and administrators lead by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. My immediate supervisor leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. I feel that I can talk to my immediate supervisor about my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. I am satisfied with the opportunities for advancement at CHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. I have adequate supplies/equipment necessary to complete my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. I am recognized for my good work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. I receive feedback on the extent to which my work contributes to the overall success of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. When I arrived at Crafton, I felt welcomed into the college community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ab. I feel accepted as a member of the college community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ac. CHC personnel are provided adequate opportunities for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the next page!

Question 6 Continued. Please indicate the extent to which you agree or disagree with the following statements about inclusiveness (i.e. taking proactive steps to assure everyone has the opportunity to be involved and each person's input is equally valued):

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
ad. I feel included in opportunities to seek professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ae. Best practices are shared effectively at CHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
af. I have received adequate training for my job duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ag. I am informed about events/decisions in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ah. My immediate supervisor does a good job of communicating decisions to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ai. Communication across campus is timely and accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aj. Things change too fast around here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ak. Changes in rules and procedures have taken me by surprise in the last twelve months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
al. I am uncomfortable w/the changes in my job/department that have occurred over the last 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
am. Overall, I am satisfied with the level of inclusiveness at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ao. If you have any comments or suggestions about inclusiveness, please state them here.

Please continue to the next page!

7. Please indicate the extent to which you agree or disagree with the following statements planning and program review:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
a. CHC facilitates an ongoing dialogue about improving institutional processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The annual process of prioritizing objectives at CHC is transparent (i.e. People are open and honest about how and why decisions are made, appropriate information is readily accessible and is shared in a timely manner.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The annual process of prioritizing objectives at CHC is easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. CHC personnel contribute to the annual process of prioritizing objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The annual process of prioritizing objectives is integrated with the CHC Educational Master Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. CHC resource allocation is directly related to the annual prioritization of objectives and the CHC Educational Master Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I know how to participate in the Annual Planning and Program Review process (e.g.: help to create plans, participate in decision-making, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In my area I participated in the Annual Planning and Program Review process in 2011-2012.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My participation influenced the outcome of the Annual Planning and Program Review process in my area in 2011-2012.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I think that the Annual Planning and Program Review process helps the college achieve its desired goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I am encouraged to participate in the Annual Planning and Program Review process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The College uses both qualitative and quantitative data to identify student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Crafton utilizes the results from research studies to inform decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Data and information are used routinely to inform institutional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I routinely collect and/or request data and information to help inform decisions that I need to make.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. After a program or service is evaluated, improvements are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Overall, planning and decision-making processes at Crafton are open and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Overall, planning and decision-making processes at Crafton are evidence-based (i.e. Planning processes and decision making are evidence based when they are informed by the analysis of reliable and objective evidence balanced with collective wisdom.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Overall, planning and decision-making processes at Crafton are effective (i.e. produce meaningful and relevant results.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Overall, planning and decision-making processes at Crafton are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Overall, I am satisfied with the planning and decision-making processes at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

w. If you have any comments or suggestions about planning and program review, please state them here.

8. Please indicate the extent to which you agree or disagree with the following statements about shared governance (also known as collegial consultation):

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
a. CHC's planning process offers adequate opportunities for input by appropriate constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have the opportunity to participate meaningfully in decision-making at CHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The opinions of students are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The opinions of faculty are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The opinions of classified staff are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The opinions of managers are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Faculty are provided adequate opportunities to participate in important college committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Classified staff are provided adequate opportunities to participate in important college committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students are provided adequate opportunities to participate in important college committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The faculty exercise a substantial voice during decision-making processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The staff exercise a substantial voice during decision-making processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Managers exercise a substantial voice during decision-making processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Students exercise a substantial voice during decision-making processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Overall, planning and decision-making processes at Crafton are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Overall, I feel well-informed about important issues facing the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Overall, I am satisfied with shared governance at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

s. If you have any comments or suggestions about shared governance, please state them here.

9. Please indicate the extent to which you agree or disagree with the following statements about resources:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
a. Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. CHC assures that physical resources at all locations are constructed and maintained to ensure access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. CHC uses its physical resources effectively to support the programs and services at the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I receive effective support for my computer and technology-related problems from campus technology support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The distribution of financial resources at CHC supports student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. CHC plans and manages its financial affairs in a manner that ensures financial stability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. CHC relies upon its mission and goals as the foundation for financial planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. The distribution of resources from the District to CHC is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The distribution of resources from the District to CHC and Valley is equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. The District Resource Allocation Model is open and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. The grants that CHC seeks and/or obtains are aligned with the Educational Master Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The purpose of the funding sought by the Office of Resource Development (i.e. Foundation) is aligned with the Educational Master Plan and the goals of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Overall, I am satisfied with the resource allocation processes at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Overall, I am satisfied in my work at Crafton.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

u. If you have any comments or suggestions about resources, please state them here.

Please continue to the next page!

10. If you have any additional comments or suggestions, please state them here.

Employee Demographics

11. What is your gender?

- Female
- Male

12. Age

- 34 years old or younger
- 35 - 39 years old
- 40 - 44 years old
- 45 - 49 years old
- 50 - 54 years old
- 55 years old or older

13. Race/Ethnicity:

- Asian
- African American
- Hispanic
- Native American
- Pacific Islander
- White / Non-Hispanic

Other (please specify):

**Thank you for participating in the survey
Please return this survey to Michelle Riggs in LRC-102**