



Office of
Research and Planning

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Crafton Hills College Employee Campus Climate Survey

Fall 2010

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Introduction

In the fall of 2010, a campus climate assessment was developed by the Office of Research and Planning, in collaboration with the Crafton Council, and distributed to all Crafton Hills College (CHC) employees. The purpose of the survey was 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 340¹ Crafton employees who received the survey, a cross-section of 96 administrators, faculty, and staff (approximately 28%) 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

¹ Data retrieved 02/03/2010 from http://employeeata.cccco.edu/headcount_by_college_09.pdf Report on Staffing for fall 2009.

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 Table 6 and 7)

- On average, respondents agreed (97%) that assessment of student learning and service area outcomes at Crafton is ongoing
- Respondents agreed that student learning and service area outcomes are considered in program review/annual planning (94%) and college-wide planning (86%)
- 33% of the respondents indicated that they don't know or do not have an opinion about SLO/SAO assessment results being used to improve programs/ services

Inclusiveness (see Tables 3, 8, and 9)

- 81% of the respondents agreed or strongly agreed that they were satisfied with their employment at Crafton
- 73% of the full-time and part-time faculty respondents feel pressure to accomplish too many tasks and priorities and do not feel that they have enough time to complete their work to meet the deadlines
- 80% of the classified respondents believe communication across campus is neither timely nor accurate
- 53% of staff, 43% of faculty, and 33% of managers do not feel they receive appropriate recognition for good work
- 39% of the respondents strongly agree that they feel personal satisfaction from their work

Planning and Program Review (see Tables 4, 10, 11, and Figure 2)

- 59% of respondents agreed that planning and program review processes are collaborative
- 39% of the respondents believe that the planning and program review processes are transparent
- Respondents were most likely to indicate satisfaction with the use of qualitative and quantitative data to identify student learning needs (83%)
- Respondents were least likely to suggest that after a program or service is evaluated, improvements are made (42%)

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

- Less than half of the faculty (48%) and classified staff (47%) respondents perceive that they are given the opportunity to participate meaningfully in decision-making
- Managers (83%) and faculty (81%) are perceived as exercising a substantial voice during decision-making processes
- 46% of the respondents felt that opinions of classified staff are not given appropriate weight in matters of institutional importance and do not have a substantial voice during decision-making processes
- 32% of the respondents indicated that communication and understanding among the different employee constituency groups at Crafton is sufficient
- 97% of management, 67% of full-time faculty, and 38% of classified staff respondents served on one or more shared governance committee during the 2009-2010 academic year

Resources (see Tables 5, 14, 15, and Figure 1)

- Employees feel the allocation of resources from the District to Crafton is neither adequate (80%) nor equitable (78%)
- 88% of the full-time and part-time faculty respondents do not find the annual process of prioritizing objectives easy to understand
- 50% 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

Methodology

The CHC surveys were collected via an on-line survey link. The initial call for participation was emailed October 26, 2010 to all administrators, staff, and faculty (a copy of the cover letter is included as Appendix 1). As of November 9, 2010 sixty-six responses had been received, and a second email reminder was sent. The survey closed at 5:00pm on November 24, 2010. 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 2009-2010 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. In an effort to encourage participation, after submitting responses online or completing a paper version, participants had the option of entering an opportunity drawing for a chance to win one of four five-dollar Starbucks gift cards while ensuring their responses would remain confidential (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. All tables are arranged by Mean score in descending order and exclude missing, 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.

Sample

In total, ninety-six valid responses were received from full-time and part-time faculty members, classified and confidential staff, and managers. Four of the ninety-six participants (4%) 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 analyzing the data. 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			Total		
N	S	%	N	S	%	N	S	%	N	S	%	N	S	%
15	15	100.0	103	40	38.9	70	35	50.0	152	6	0.04	340	96	28.2

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 classified/confidential staff (42%) or full-time faculty (37%), work in the instructional area (52%), and have been employed between 6-10 years (25%). Overall, the respondents were more likely female (65%), 55 years old or older (32%), and white/non-Hispanic (62%).

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

Primary Function	N	%	Race/Ethnicity	N	%
Manager/Administrator	15	15.6	Asian	1	1.0
Classified or Confidential Staff	40	41.7	African American	4	4.2
Full-time Faculty	35	36.5	Hispanic	14	14.6
Part-time Faculty	6	6.3	Native American	4	4.2
Total	96	100.0	Pacific Islander	3	3.1
			White/Non-Hispanic	59	61.5
Area	N	%	Other	4	4.2
Administrative Services	10	10.4	Total	89	92.8
Instruction	50	52.1			
President's Area	7	7.3	Age	N	%
Student Services	27	28.1	34 years old or younger	11	11.5
Total	94	97.9	35-39 years old	4	4.2
			40-44 years old	14	14.6
Length of employment	N	%	45-49 years old	11	11.5
This is my first year	8	8.3	50-59 years old	22	22.9
2-5 years	20	20.8	55 years old or older	30	31.5
6-10 years	24	25.0	Total	92	96.2
11-15 years	20	20.8			
16-20 years	6	6.3	Gender	N	%
21 or more years	17	17.7	Female	62	64.6
Total	95	98.9	Male	32	33.3
			Total	94	97.9

² * Data retrieved 02/03/2010 from http://employeedata.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 level of inclusiveness (63%) at Crafton than the outcomes assessment process (58%). In addition, respondents were less satisfied with the planning and decision-making (49%), and resource allocation (50%) processes at Crafton. Overall, 81% of the respondents indicated that they were satisfied in their work at Crafton.

Table 3: Perceived Level of Overall Satisfaction

Overall Satisfaction	Strongly Agree/Agree	Disagree/Strongly Disagree	Mean Response
Outcomes assessment process	58%	42%	2.51
Level of inclusiveness at Crafton	63%	37%	2.55
Planning and decision-making	49%	51%	2.32
Shared-governance	52%	48%	2.37
Resource allocation processes	50%	50%	2.32
Working at Crafton	81%	19%	2.91
Total	60%	40%	2.50

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 collaborative (59%), and less likely to perceive these processes as transparent (39%).

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	59%	41%	2.46
Transparent	39%	61%	2.23
Evidence-based	51%	49%	2.41
Effective	49%	51%	2.34
Efficient	42%	58%	2.22

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 (80%) nor equitable (78%).

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	20%	80%	1.81
The distribution of resources from the District to CHC and Valley is equitable	22%	78%	1.79

Further analysis revealed differences of employee perceptions when results were examined by constituency group. Figures 1, 2, 3, 4, and 5 illustrate areas in which notable differences were found among subgroups in perceived satisfaction with resource allocation, planning and decision making, feedback, communication, and workload.

Figure 1 illustrates Crafton employees’ perceived satisfaction with allocation of resources by constituency group. Specifically, only 22% of faculty respondents and 32% of classified respondents find the annual process of prioritizing objectives at Crafton easy to understand, while 86% of the management respondents find the process of prioritizing objectives easy to understand. Similarly, 24% of faculty indicated the District Resource Allocation Model is open and easy to understand (i.e. transparent), while 54% of classified respondents and 86% of the management respondents believe the District Resource Allocation Model is transparent. The majority of all three constituency groups indicated that they were encouraged to participate in the Annual Planning and Program Review Process.

Figure 1: Employee Perceived Satisfaction with the Resource Allocation Process

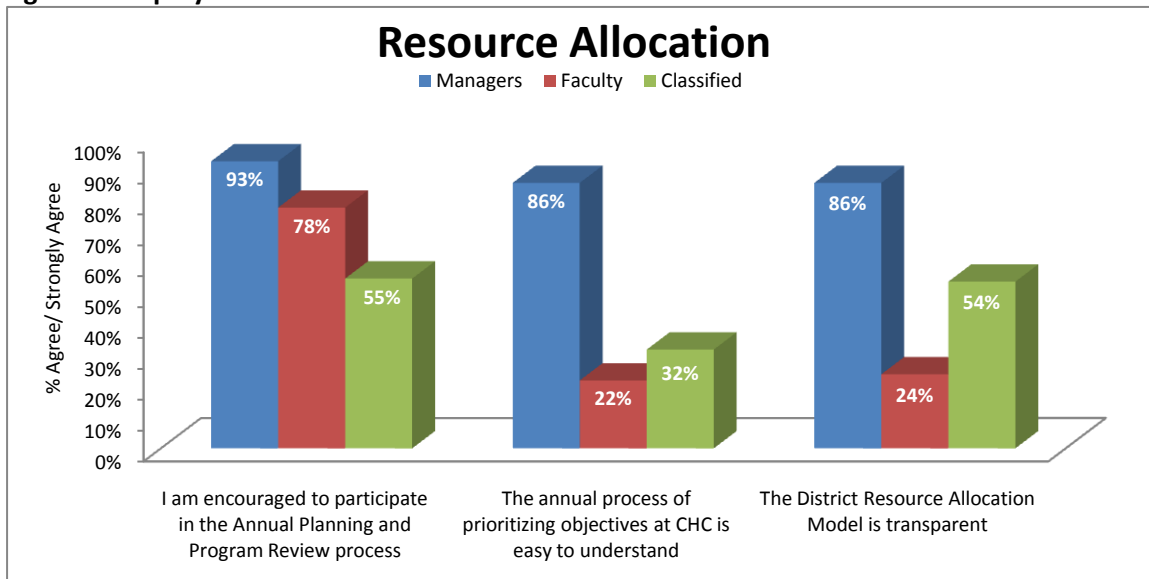
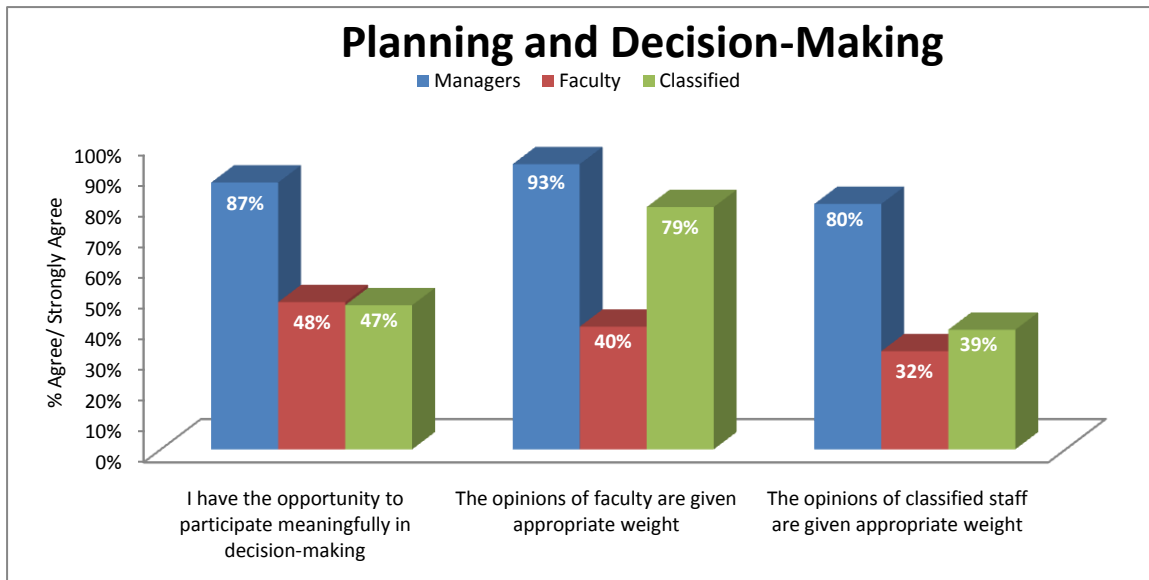


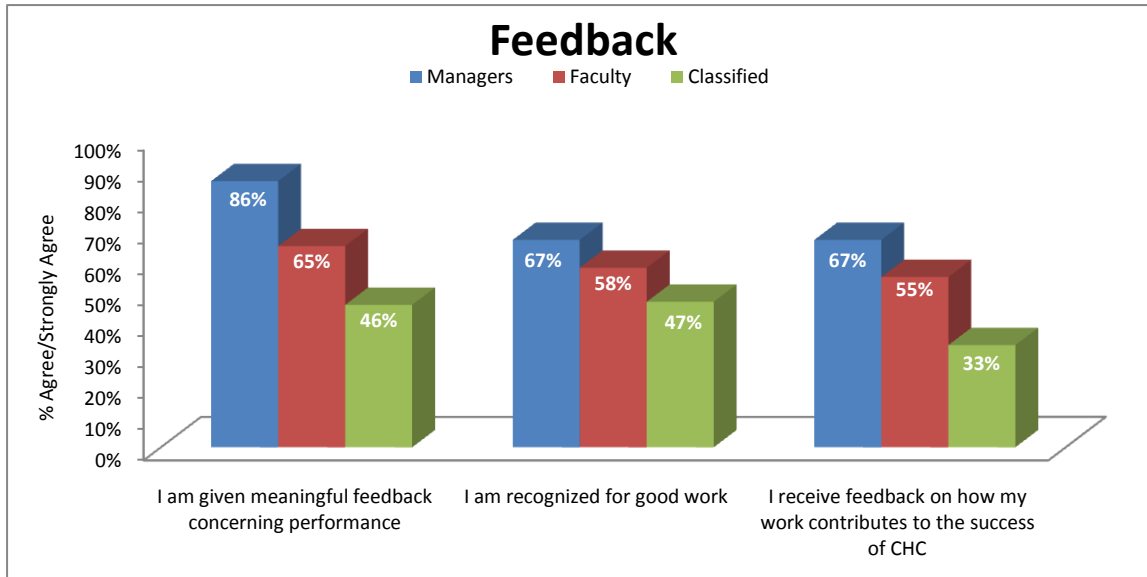
Figure 2 shows the disparate opinions between employee groups on their perceived ability to participate in and level of influence with planning and decision-making. More than half of the faculty (52%) and classified staff (53%) respondents feel that they are not given the opportunity to participate meaningfully in decision-making. Faculty (40%) perceive their opinions are given appropriate weight in planning and decision-making. On the other hand, classified respondents (79%) and managers (93%) are more likely to feel the opinions of faculty are given appropriate weight in planning and decision-making. Additionally, only 32% of faculty and 39% of classified respondents believe that classified staff opinions are given appropriate weight in planning and decision-making while the majority of the management respondents (80%) believe the opinions of classified staff are given appropriate weight in planning and decision-making.

Figure 2: Employee Perceived Satisfaction with Planning and Decision-Making



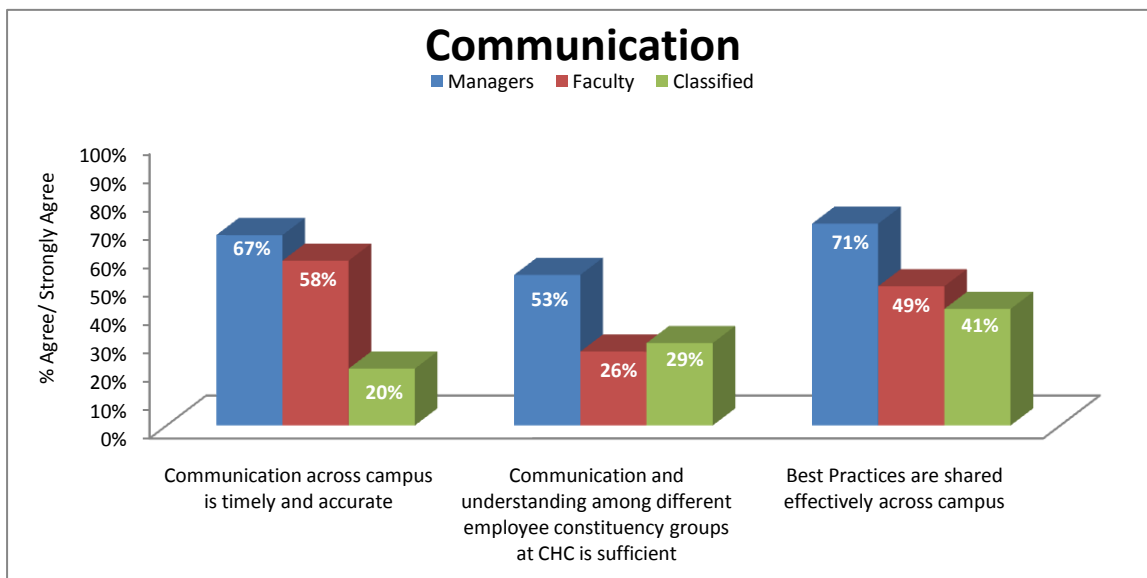
Illustrated in Figure 3, are the results of questions related to Crafton employees' perceived level of satisfaction with feedback. Less than half of the classified respondents feel they are given meaningful feedback about their performance (46%), are recognized for good work (47%), or receive feedback on how their work contributes to the success of CHC (33%). However, 86% of managers and 65% of the faculty respondents feel they are given meaningful feedback concerning performance. Management respondents (67%) feel they are recognized for good work and receive feedback on how their work contributes to the success of the college. In addition, faculty respondents (58%) feel they are recognized for good work and 55% feel they receive feedback on how their work contributes to the success of the college.

Figure 3: Employee Perceived Level of Satisfaction with Feedback



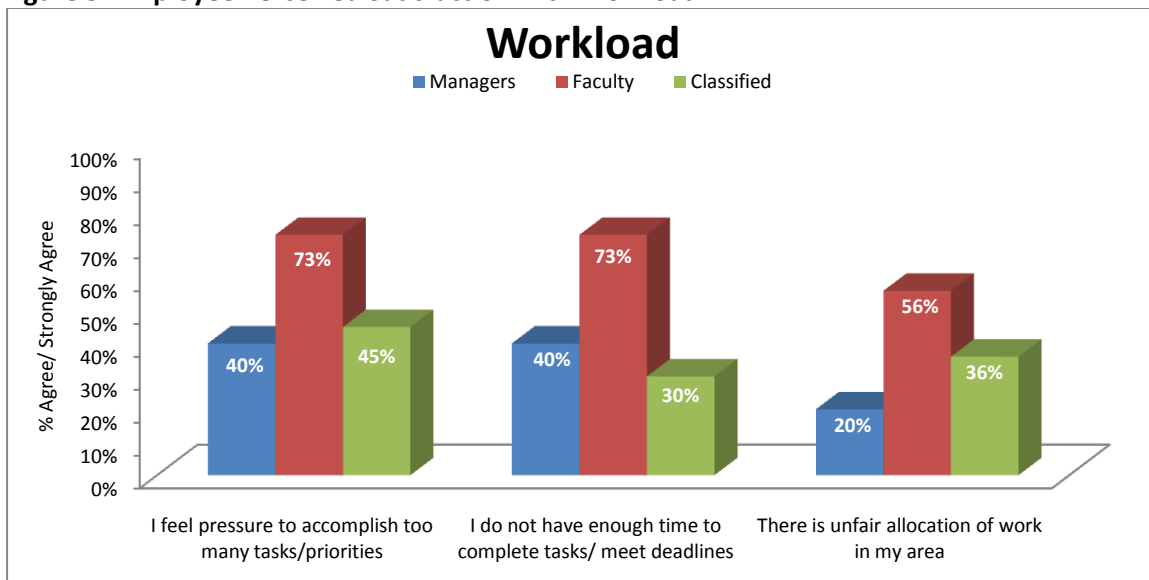
Results of employee perceptions associated with communication across campus are demonstrated in Figure 4. All constituencies agreed that communication and understanding among different employee groups is not sufficient. Classified staff (41%) and faculty (49%) were less likely than managers (71%) to believe best practices are effectively shared across campus. Furthermore, only 20% of classified staff respondents perceive communication across campus as timely or accurate.

Figure 4: 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 5. Faculty (56%) perceive an unfair allocation of work in their area, while only 20% of managers and 36% of classified perceive an unfair allocation of work in their area. Additionally, 73% of faculty respondents indicated that they feel pressure to accomplish too many tasks and priorities and do not have enough time to complete these requirements and meet deadlines. On the other hand, only 40% of managers and 45% of classified indicated that they feel pressure to accomplish too many tasks and priorities and 40% of managers and 30% of classified indicated that they do not have enough time to complete requirements and meet deadlines.

Figure 5: Employee Perceived Satisfaction with Workload



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=3.24) and considered in program review/annual planning (Mean=3.16) as well as College-wide planning (Mean=3.04). In sum, while all aspects of outcomes assessments were rated favorably, employees were relatively less satisfied with the use of student learning outcomes and service area outcomes to improve student learning (Mean=2.79). In addition, 33% of the respondents indicated that they don't know or don't have an opinion about SLO/SAO assessment results being used to improve programs/ services.

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	86	2	4	3.24	.507
b SLO/SAOs are considered in program review/annual planning	83	1	4	3.16	.552
c SLO/SAOs are considered in College-wide planning	72	1	4	3.04	.615
f Improving student learning is a priority across the college	90	1	4	2.97	.800
g Dialogue about student learning is ongoing and pervasive	85	1	4	2.91	.684
h CHC facilitates an ongoing dialogue about improving student learning	86	1	4	2.81	.728
e SLO/SAO assessment results are used to improve programs/services	64	1	4	2.81	.794
d SLO/SAO assessment results are used to improve student learning	66	1	4	2.79	.795
i Overall, I am satisfied with the outcomes assessment process at Crafton	76	1	4	2.51	.808

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	24	25.0	59	61.5	3	3.1	0	0.0	10
SLO/SAOs are considered in program review/annual planning	19	19.8	59	61.5	4	4.2	1	1.0	13	13.5
SLO/SAOs are considered in College-wide planning	14	14.6	48	50.0	9	9.4	1	1.0	24	25.0
SLO/SAO assessment results are used to improve student learning	9	9.4	40	41.7	11	11.5	6	6.3	29	30.2
SLO/SAO assessment results are used to improve programs/ services	10	10.4	37	38.5	12	12.5	5	5.2	32	33.3
Improving student learning is a priority across the college	23	24.0	45	46.9	18	18.8	4	4.2	6	6.3
Dialogue about student learning is ongoing and pervasive	14	14.6	51	53.1	18	18.8	2	2.1	11	11.5
CHC facilitates an ongoing dialogue about improving student learning	12	12.5	50	52.1	20	20.8	4	4.2	10	10.4
Overall, I am satisfied with the outcomes assessment process at Crafton	5	5.2	39	40.6	22	22.9	10	10.4	19	19.8

Tables 8 and 9 include employee perceptions of inclusiveness. Respondents agreed (Mean=3.33) that diversity contributes to everyone's success at Crafton, and the campus community is equally supportive of all genders (Mean=3.23). On the other hand, respondents were less likely to perceive things change too quickly (Mean=2.10). Overall, 39% of the respondents *strongly* agreed with the statement; I get a feeling of personal satisfaction from my work. While 23% of the respondents *strongly*

disagreed with the statements; I receive feedback on how my work contributes to CHC success, and I am satisfied with opportunities for advancement 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 inclusiveness:		N	Min	Max	Mean	Std. Deviation
d	Diversity contributes to everyone's success at CHC	87	1	4	3.33	.742
a	The campus community is equally supportive of all genders	93	1	4	3.23	.645
p	My job requires me to learn new things	95	1	4	3.22	.639
q	I get a feeling of personal satisfaction from my work	94	1	4	3.16	.871
ab	When I arrived at CHC, I felt welcomed into the college community	87	1	4	3.10	.807
c	The campus community is supportive of all sexual-orientations	89	1	4	3.10	.622
k	I know what is expected of me in my job	94	1	4	3.09	.799
b	The campus community is supportive of all racial/ethnic groups	92	1	4	3.07	.708
ac	I feel accepted as a member of the college community	92	1	4	2.96	.925
g	I feel safe at CHC	94	1	4	2.95	.896
f	I am personally treated with respect at this college	95	1	4	2.94	.932
ad	CHC personnel have adequate opportunities for prof. development	91	1	4	2.92	.792
ae	I feel included in opportunities to seek professional development	94	1	4	2.91	.785
l	My position allows me to make independent decisions	94	1	4	2.89	.933
v	My immediate supervisor leads by example	89	1	4	2.89	.982
w	I feel that I can talk to my immediate supervisor about my concerns	94	1	4	2.85	.939
i	My manager supports my ideas for improvements	89	1	4	2.84	.940
j	I am encouraged to be creative with new ideas and improvements	95	1	4	2.81	.903
e	Procedures & practices demonstrate commitment to equity/diversity	85	1	4	2.76	.934
m	I feel pressure to accomplish too many tasks and priorities	94	1	4	2.76	.958
ai	My immediate supervisor communicates decisions to me	89	1	4	2.69	.937
ah	I am informed about events/decisions in my area	91	1	4	2.67	.883
r	I am given meaningful feedback concerning my performance	93	1	4	2.65	.893
h	CHC administrators encourage innovation	92	1	4	2.63	.980
ag	I have received adequate training for my job duties	93	1	4	2.61	.781
s	The job expectations set for me are realistic	93	1	4	2.57	.877
o	There is too much pressure on me to accomplish objectives/priorities	93	1	4	2.57	.914
al	Changes in rules/procedures over last 12 mos. have been a surprise	88	1	4	2.57	.894
am	Changes in my job/dept over the last 12 mos. are uncomfortable	86	1	4	2.56	.953
an	Overall, I am satisfied with the level of inclusiveness at Crafton	93	1	4	2.55	.879
u	CHC supervisors, managers, and administrators lead by example	91	1	4	2.53	.899
t	There is a fair allocation of work in my area	90	1	4	2.51	.890
z	I am recognized for my good work	93	1	4	2.42	.901
y	I have adequate supplies/equipment necessary to complete my job	94	1	4	2.41	.885
af	Best practices are shared effectively at CHC	87	1	4	2.41	.909
x	I am satisfied with the opportunities for advancement at CHC	86	1	4	2.40	.949
n	I usually have enough time to complete my tasks and meet deadlines	95	1	4	2.35	.896
aa	I receive feedback on how my work contributes to the success of CHC	94	1	4	2.31	.904
ai	Communication across campus is timely and accurate	90	1	4	2.23	.887
ak	Things change too fast around here	86	1	4	2.10	.854

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	31	32.3	53	55.2	8	8.3	1	1.0	3	3.1
The campus community is supportive of all racial/ethnic groups	23	24.0	55	57.3	11	11.5	3	3.1	4	4.2
The campus community is supportive of all sexual-orientations	21	21.9	57	59.4	10	10.4	1	1.0	7	7.3
Diversity contributes to everyone's success at CHC	40	41.7	39	40.6	5	5.2	3	3.1	9	9.4
Procedures/practices demonstrate commitment to equity/diversity	18	18.8	40	41.7	16	16.7	11	11.5	10	10.4
I am personally treated with respect at this college	27	28.1	46	47.9	11	11.5	11	11.5	1	1.0
I feel safe at CHC	25	26.0	49	51.0	10	10.4	10	10.4	2	2.1
CHC administrators encourage innovation	15	15.6	46	47.9	13	13.5	18	18.8	3	3.1
My manager supports my ideas for improvements	22	22.9	42	43.8	14	14.6	11	11.5	7	7.3
I am encouraged to be creative with new ideas and improvements	21	21.9	45	46.9	19	19.8	10	10.4	1	1.0
I know what is expected of me in my job	28	29.2	52	54.2	8	8.3	6	6.3	2	2.1
My position allows me to make independent decisions	27	28.1	39	40.6	19	19.8	9	9.4	1	1.0
I feel pressure to accomplish too many tasks and priorities	26	27.1	27	28.1	33	34.4	8	8.3	1	1.0
I usually have enough time to complete my tasks /meet deadlines	6	6.3	42	43.8	26	27.1	21	21.9	1	1.0
I feel pressure to accomplish too many objectives/priorities	18	18.8	26	27.1	40	41.7	9	9.4	2	2.1
My job requires me to learn new things	31	32.3	55	57.3	8	8.3	1	1.0	1	1.0
I get a feeling of personal satisfaction from my work	37	38.5	42	43.8	8	8.3	7	7.3	2	2.1
I am given meaningful feedback concerning my performance	15	15.6	41	42.7	26	27.1	11	11.5	2	2.1
The job expectations set for me are realistic	11	11.5	44	45.8	25	26.0	13	13.5	3	3.1
There is a fair allocation of work in my area	9	9.4	43	44.8	23	24.0	15	15.6	4	4.2
CHC supervisors, managers, and administrators lead by example	8	8.3	49	51.0	17	17.7	17	17.7	5	5.2
My immediate supervisor leads by example	26	27.1	39	40.6	12	12.5	12	12.5	7	7.3
I can talk to my immediate supervisor about my concerns	23	24.0	46	47.9	13	13.5	12	12.5	2	2.1
I am satisfied with the opportunities for advancement at CHC	6	6.3	44	45.8	14	14.6	22	22.9	7	7.3
I have adequate supplies/equipment to complete my job	6	6.3	46	47.9	23	24.0	19	19.8	2	2.1
I am recognized for my good work	19	19.8	23	24.0	44	45.8	7	7.3	2	2.1
I receive feedback on how my work contributes to CHC success	6	6.3	39	40.6	27	28.1	22	22.9	2	2.1
When I arrived at CHC, I felt welcomed into the college community	27	28.1	48	50.0	6	6.3	6	6.3	8	8.3
I feel accepted as a member of the college community	25	26.0	50	52.1	5	5.2	12	12.5	4	4.2
CHC personnel have adequate opportunities for prof. dev.	18	18.8	55	57.3	11	11.5	7	7.3	4	4.2
I feel included in opportunities to seek professional development	17	17.7	60	62.5	9	9.4	8	8.3	2	2.1
Best practices are shared effectively at CHC	9	9.4	34	35.4	28	29.2	16	16.7	9	9.4
I have received adequate training for my job duties	7	7.3	53	55.2	23	24.0	10	10.4	3	3.1
I am informed about events/decisions in my area	11	11.5	53	55.2	13	13.5	14	14.6	4	4.2
My immediate supervisor communicates decisions to me	15	15.6	45	46.9	15	15.6	14	14.6	6	6.3
Communication across campus is timely and accurate	4	4.2	36	37.5	27	28.1	23	24.0	6	6.3
Things change too fast around here	6	6.3	18	18.8	41	42.7	21	21.9	10	10.4
Changes in rules/procedures- last 12 mos. have been a surprise	13	13.5	35	36.5	29	30.2	11	11.5	8	8.3
Changes in rules/procedures over last 12 mos. - uncomfortable	16	16.7	28	29.2	30	31.3	12	12.5	9	9.4
Overall, I am satisfied with the level of inclusiveness at Crafton	8	8.3	51	53.1	18	18.8	16	16.7	3	3.1

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=2.95), yet less likely to suggest that after a program or service is evaluated, improvements are made (Mean=2.27). In reference to Table 11, 43% of the respondents indicated that they have *no opinion/don't know* if the annual process of prioritizing objectives is integrated with the CHC EMP.

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	CHC uses qualitative and quantitative data to identify student learning needs	64	1	4	2.95	.785
e	The annual process of prioritizing objectives is integrated with the CHC EMP	55	1	4	2.89	.712
o	I routinely collect and/or request data and information to help inform decisions that I need to make	80	1	4	2.80	.753
a	CHC facilitates an ongoing dialogue about improving institutional processes	79	1	4	2.80	.791
m	CHC utilizes the results from research studies to inform decision-making	60	1	4	2.78	.825
k	I am encouraged to participate in the AP/PR process	80	1	4	2.77	.914
j	The AP/PR process helps the college achieve its desired goals	67	1	4	2.76	.906
u	Evaluation of structures/processes to support student learning is ongoing	71	1	4	2.76	.746
n	Data and information are used routinely to inform institutional decisions	61	1	4	2.74	.814
h	I participated in the AP/PR process in my area in 2009-2010	80	1	4	2.74	.896
g	I know how to participate in the AP/PR process	76	1	4	2.61	.896
f	Resource allocation is related to the prioritization of obj. and the EMP	51	1	4	2.59	.853
d	CHC personnel contribute to the annual process of prioritizing objectives	73	1	4	2.55	.800
b	The annual process of prioritizing objectives at CHC is transparent	75	1	4	2.48	.860
i	My participation influenced AP/PR outcome in my area in 2009-2010	58	1	4	2.45	1.062
r	Planning and decision-making processes at CHC are evidence-based	59	1	4	2.41	.853
s	Overall, planning and decision-making processes at Crafton are effective	59	1	4	2.34	.902
v	I am satisfied with the planning and decision-making processes at CHC	76	1	4	2.32	.852
c	The annual process of prioritizing objectives at CHC is easy to understand	74	1	4	2.31	.859
p	After a program or service is evaluated, improvements are made	59	1	4	2.27	.848
q	Overall, planning and decision-making processes at CHC are transparent	69	1	4	2.23	.860
t	Overall, planning and decision-making processes at CHC are efficient	59	1	4	2.22	.892

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	8	8.3	10	10.4	51	53.1	10	10.4	14	14.6
The annual process of prioritizing objectives at CHC is transparent	7	7.3	33	34.4	24	25.0	11	11.5	18	18.8
The annual process of prioritizing objectives at CHC is easy to understand	7	7.3	21	21.9	34	35.4	12	12.5	20	20.8
CHC personnel contribute to the annual process of prioritizing objectives	6	6.3	36	37.5	23	24.0	8	8.3	20	20.8
The annual process of prioritizing objectives is integrated with the CHC EMP	8	8.3	36	37.5	8	8.3	3	3.1	38	39.6
Resource allocation is related to the prioritization of obj. and the EMP	5	5.2	27	28.1	12	12.5	7	7.3	41	42.7
I know how to participate in AP/PR process	10	10.4	37	38.5	18	18.8	11	11.5	18	18.8
I participated in the AP/PR process in my area in 2009-2010	14	14.6	41	42.7	15	15.6	10	10.4	14	14.6
My participation influenced AP/PR outcome in my area in 2009-2010	11	11.5	18	18.8	15	15.6	14	14.6	35	36.5
I think that the AP/PR process helps the college achieve its desired goals	13	13.5	33	34.4	13	13.5	8	8.3	27	28.1
I am encouraged to participate in the AP/PR process	15	15.6	43	44.8	11	11.5	11	11.5	14	14.6
CHC uses qualitative and quantitative data to identify student learning needs	13	13.5	40	41.7	6	6.3	5	5.2	29	30.2
CHC utilizes the results from research studies to inform decision-making	8	8.3	38	39.6	7	7.3	7	7.3	33	34.4
Data and information are used routinely to inform institutional decisions	7	7.3	38	39.6	9	9.4	7	7.3	31	32.3
I routinely collect and/or request data and information to help inform decisions that I need to make	12	12.5	44	45.8	20	20.8	4	4.2	13	13.5
After a program or service is evaluated, improvements are made	3	3.1	22	22.9	22	22.9	12	12.5	34	35.4
Overall, planning and decision-making processes at CHC are transparent	4	4.2	23	24.0	27	28.1	15	15.6	23	24.0
Planning and decision-making processes at CHC are evidence-based	4	4.2	26	27.1	19	19.8	10	10.4	35	36.5
Overall, planning and decision-making processes at Crafton are effective	4	4.2	25	26.0	17	17.7	13	13.5	35	36.5
Overall, planning and decision-making processes at CHC are efficient	3	3.1	22	22.9	19	19.8	15	15.6	33	34.4
Evaluation of structures/processes to support student learning is ongoing	7	7.3	46	47.9	12	12.5	6	6.3	23	24.0
I am satisfied with the planning and decision-making processes at CHC	3	3.1	34	35.4	23	24.0	16	16.7	18	18.8

Tables 12 and 13 illustrate the results of employee perceptions related to shared-governance. Overall, respondents were more likely to agree that faculty are provided adequate opportunities to participate in important college committees (Mean=3.24), and managers (Mean=3.04) and faculty (Mean=3.01) are perceived as exercising a substantial voice during decision-making processes. On the other hand, respondents feel the opinions of classified staff are not given appropriate weight in matters of institutional importance (Mean=2.22) and do not have a substantial voice during decision-making processes (Mean=2.23). Furthermore, communication and understanding among the different employee constituency groups at Crafton is not perceived as sufficient (Mean=2.04).

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</u> (also known as collegial consultation):		N	Min	Max	Mean	Std. Deviation
g	Faculty are provided adequate opportunities to participate in important college committees	79	1	4	3.24	.645
l	Managers exercise a substantial voice during decision-making processes	72	1	4	3.04	.879
j	The faculty exercise a substantial voice during decision-making processes	75	1	4	3.01	.814
i	Students are provided adequate opportunities to participate in important college committees	62	1	4	2.94	.624
f	The opinions of managers are given appropriate weight in matters of institutional importance	62	1	4	2.79	.832
d	The opinions of faculty are given appropriate weight in matters of institutional importance	72	1	4	2.69	.898
c	The opinions of students are given appropriate weight in matters of institutional importance	63	1	4	2.65	.826
h	Classified staff are provided adequate opportunities to participate in important college committees	70	1	4	2.63	.854
o	I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes	78	1	4	2.63	.854
a	CHC's planning process offers adequate opportunities for input by appropriate constituencies	81	1	4	2.58	.820
m	Students exercise a substantial voice during decision-making processes	62	1	4	2.48	.844
q	Overall, I feel well-informed about important issues facing the college	89	1	4	2.48	.881
p	Overall, planning and decision-making processes at Crafton are collaborative	78	1	4	2.46	.878
b	I have the opportunity to participate meaningfully in decision-making at CHC	82	1	4	2.43	.889
r	Overall, I am satisfied with shared governance at Crafton	82	1	4	2.37	.868
k	The staff exercise a substantial voice during decision-making processes	69	1	4	2.23	.910
e	The opinions of classified staff are given appropriate weight in matters of institutional importance	67	1	4	2.22	.885
n	Communication and understanding among the different employee constituency groups at Crafton is sufficient	85	1	4	2.04	.837

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	6	6.3	46	47.9	18	18.8	11	11.5	14	14.6
I have the opportunity to participate meaningfully in decision-making at CHC	6	6.3	39	40.6	21	21.9	16	16.7	13	13.5
The opinions of students are given appropriate weight in matters of institutional importance	7	7.3	34	35.4	15	15.6	7	7.3	31	32.3
The opinions of faculty are given appropriate weight in matters of institutional importance	12	12.5	35	36.5	16	16.7	9	9.4	23	24.0
The opinions of classified staff are given appropriate weight in matters of institutional importance	2	2.1	29	30.2	18	18.8	18	18.8	28	29.2
The opinions of managers are given appropriate weight in matters of institutional importance	10	10.4	35	36.5	11	11.5	6	6.3	33	34.4
Faculty are provided adequate opportunities to participate in important college committees	26	27.1	48	50.0	3	3.1	2	2.1	16	16.7
Classified staff are provided adequate opportunities to participate in important college committees	8	8.3	37	38.5	16	16.7	9	9.4	24	25.0
Students are provided adequate opportunities to participate in important college committees	7	7.3	47	49.0	5	5.2	3	3.1	33	34.4
The faculty exercise a substantial voice during decision-making processes	20	20.8	41	42.7	9	9.4	5	5.2	20	20.8
The staff exercise a substantial voice during decision-making processes	3	3.1	29	30.2	18	18.8	19	19.8	25	26.0
Managers exercise a substantial voice during decision-making processes	22	22.9	38	39.6	5	5.2	7	7.3	23	24.0
Students exercise a substantial voice during decision-making processes	4	4.2	32	33.3	16	16.7	10	10.4	32	33.3
Communication and understanding among the different employee constituency groups at Crafton is sufficient	2	2.1	25	26.0	32	33.3	26	27.1	10	10.4
I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes	8	8.3	44	45.8	15	15.6	11	11.5	17	17.7
Overall, planning and decision-making processes at Crafton are collaborative	5	5.2	41	42.7	17	17.7	15	15.6	16	16.7
Overall, I feel well-informed about important issues facing the college	7	7.3	45	46.9	21	21.9	16	16.7	6	6.3
Overall, I am satisfied with shared governance at Crafton	4	4.2	39	40.6	22	22.9	17	17.7	12	12.5

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=2.91).

However, the distribution of resources from the District is not perceived as adequate (Mean=1.81) or equitable (Mean=1.79). In addition, 50% 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, 49% 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, and whether planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning processes.

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	93	1	4	2.91	.830
q	The grants that CHC seeks and/or obtains are aligned with the EMP	48	1	4	2.90	.778
r	The purpose of the funding sought by the ORD (i.e. Foundation) is aligned with the EMP and the goals of the college	47	1	4	2.74	.765
f	Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	56	1	4	2.73	.751
b	Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	52	1	4	2.73	.744
i	Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	55	1	4	2.69	.767
h	I receive effective support for my computer and technology-related problems from campus technology support staff	87	1	4	2.63	.878
j	The distribution of financial resources at CHC supports student learning	65	1	4	2.57	.790
g	CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	82	1	4	2.54	.819
k	CHC plans and manages its financial affairs in a manner that ensures financial stability	62	1	4	2.53	.882
l	CHC relies on its mission and goals as the foundation for financial planning	58	1	4	2.47	.903
e	CHC uses its physical resources effectively to support the programs and services at the College	73	1	4	2.45	.746
a	Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	48	2	4	2.40	.765
m	CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them	46	1	4	2.39	.906
d	CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security	74	1	4	2.38	.771
c	CHC assures that physical resources at all locations are constructed and maintained to ensure access	70	1	4	2.34	.778
s	Overall, I am satisfied with the resource allocation processes at Crafton	66	1	4	2.32	.844
p	The District Resource Allocation Model is transparent	63	1	4	2.30	.854
n	The distribution of resources from the District to CHC is adequate	73	2	4	1.81	.758
o	The distribution of resources from District to CHC and Valley is equitable	68	1	4	1.79	.821

Table 15: Resources Frequency Distributions

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	%
	Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	0	0.0	27	28.1	13	13.5	8	8.3	47
Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	3	3.1	38	39.6	5	5.2	6	6.3	43	44.8
CHC assures that physical resources at all locations are constructed and maintained to ensure access	1	1.0	34	35.4	23	24.0	12	12.5	24	25.0
CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security	2	2.1	35	36.5	26	27.1	11	11.5	21	21.9
CHC uses its physical resources effectively to support the programs and services at the College	2	2.1	38	39.6	24	25.0	9	9.4	21	21.9
Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	4	4.2	39	40.6	7	7.3	6	6.3	38	39.6
CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	5	5.2	46	47.9	19	19.8	12	12.5	13	13.5
I receive effective support for my computer and technology-related problems from campus technology support staff	10	10.4	48	50.0	16	16.7	13	13.5	7	7.3
Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process	4	4.2	36	37.5	9	9.4	6	6.3	38	39.6
The distribution of financial resources at CHC supports student learning	2	2.1	43	44.8	10	10.4	10	10.4	28	29.2
CHC plans and manages its financial affairs in a manner that ensures financial stability	5	5.2	34	35.4	12	12.5	11	11.5	32	33.3
CHC relies upon its mission and goals as the foundation for financial planning	4	4.2	31	32.3	11	11.5	12	12.5	35	36.5
CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them	2	2.1	25	26.0	8	8.3	11	11.5	48	50.0
The distribution of resources from the District to CHC is adequate	0	0.0	15	15.6	29	30.2	29	30.2	21	21.9
The distribution of resources from the District to CHC and Valley is equitable	1	1.0	14	14.6	23	24.0	30	31.3	26	27.1
The District RAM is transparent	2	2.1	29	30.2	18	18.8	14	14.6	29	30.2
Grants CHC seeks/obtains are aligned w/ EMP	8	8.3	31	32.3	5	5.2	4	4.2	46	47.9
The purpose of funding sought by the ORD is aligned with the EMP and goals of CHC	4	4.2	32	33.3	6	6.3	5	5.2	47	49.0
Overall, I am satisfied with resource allocation processes at CHC	2	2.1	31	32.3	19	19.8	14	14.6	28	29.2
Overall, I am satisfied in my work at Crafton	19	19.8	56	58.3	9	9.4	9	9.4	1	1.0

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 2009-2010 academic year. Ninety-seven percent of faculty respondents serve on at least one shared governance committee, and 77% of full-time faculty respondents indicated that they served on two or more shared-governance committees. The six part-time faculty who completed the survey did not serve on any shared-governance committees. The majority of classified staff respondents (63%) did not serve on any shared-governance committees. Sixty-seven percent of the managers indicated that they served on one or more shared-governance committees.

Table 16: Collegial Consultation Committees Employees Served on During the 2009-10 Academic Year

How many Crafton or District-wide collegial consultation committees did you serve on during the 2009-2010 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	5	33.3	25	62.5	1	2.9	6	100.0	37	38.5
1	2	13.3	5	12.5	7	20.0	0	0.0	14	14.6
2	0	0.0	5	12.5	9	25.7	0	0.0	14	14.6
3	3	20.0	3	7.5	6	17.1	0	0.0	12	12.4
4	1	6.7	2	5.0	3	8.6	0	0.0	6	6.3
5	2	13.3	0	0.0	4	11.4	0	0.0	6	6.3
6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7 or more	2	13.3	0	0.0	5	14.3	0	0.0	7	7.3
Total	15	15.6	40	41.6	35	36.5	6	6.3	96	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. Seventeen respondents (18%) chose to do so, and the following list includes comments as submitted by respondents. Names and Titles were removed and replaced with (Name) or (Title) to respect privacy.

- B/c I'm part-time faculty, that's probably why I'm not aware of a lot of things associated with the master ed plan... Overall, I think students, faculty, and staff are happy at Crafton! It's a warm, supportive environment.
- Crafton has become a terrible place to work. No one really works together even though we go to committees out of requirement. There is no longer any joy in teaching. The clerical support is missing, and the classrooms are in a state that technology and items are not kept up to date. The leadership is completely missing--The (Title) is non-existent and seems to not care about the school. We see her once a year basically, and she makes bad decisions. Going to work is a chore. This was not true at one time, but there seems to be no way to improve the school as long as the (Title) is in charge.
- Crafton Hills College needs to hire more full-time faculty and more secretarial help. Faculty are being asked to do secretarial and administrative work as well as being ask to serve on multiple committees due to the District's neglect to hire enough full-time employees. The District is relying on part-time employees who do not have committee obligations, and is putting the burden of extra committee work on full-time faculty members. Due to a lack of secretarial support, CHC is also requiring faculty to do what a secretary normally would do (spreadsheets for scheduling being the most egregious example).
- For the majority of the questions, I felt that the choice of responses was inadequate. There were many questions that perhaps should have been separated into 2 parts - these compound questions were difficult to answer correctly because I agreed with one part of the question but not the other. So, since I didn't agree with the whole question, I had to select 'disagree.' Additionally, there were several questions that I neither agreed nor disagreed with that I would have preferred to have had a choice other than "Don't Know/No Opinion." Finally, while administration and management have made (and do make) opportunities for classified staff to participate and sit on committees, many are unable to do so because of workloads and/or schedules - there are some offices where there is only one classified staff member and for him/her to attend a committee meeting it would mean that their office would need to be closed, which would of course limit student access to whatever service that office provides. I am fortunate to work in an office that has several other classified staff members, which gives us a greater degree of flexibility in our schedules, so have been able to sit on more committees than the average classified staff member. However, there are times that I have felt that, as a classified staff member, I have little, if anything, to offer to these committees; that the presence of any classified staff is more of a token than actual equal member. This is not necessarily anything openly expressed or even implied by most of the faculty and management/administrative members; instead it is a conclusion I have reached based on how much the non-classified members contribute, discussion-wise as well as doing the actual work of the committee, as compared to how much any classified member contributes. This inequality is also reflected with WASC, which requires classified staff participation in the accreditation process, yet has no classified staff as equal members of visiting staff. When any classified staff is part of a visiting team, it is to provide support for the rest of the team.
- Generally, shared governance is improving and decision-making has become much more transparent. Leaders at every level are needed to sustain the efforts. Faculty, especially, need to take the lead in developing and assessing learning outcomes.
- Having just started, I was unsure of the planning process and could not answer those questions with confidence.
- I feel shared governance has shown vast improvement over the past several years. However, staff, faculty and students who are NOT active participants in the process are slow to realize the

already established opportunities. In regards to the timeliness of changes, I actually think the process is too long and tends to be slow.

- I think that there could be some improvement on the transparency of campus procedures; I think the goal would be that anyone on campus could answer the question about how those processes work. If the only a small segment of the campus can articulate those processes and the goals of those processes, then I wouldn't say the process is transparent.
- It's business as usual. Administrators continue to make side-deals daily. There is no trust here because administration is not trustworthy. Two years ago, (Name) started the 'game of lifeboat' and we've all suffered ever since. There is still no transparency and we've been encouraged to con the accreditation team. With the exception of (Name), no one would believe a word any administrator on the CHC campus says.
- Just because I agreed with some of the answers doesn't not mean that I fully agree - i.e. I know there is discussion about many matters on campus but whether those discussions lead to any real change is questionable
- Lack of lighting in some parking lots is of concern. The campus sometimes feels abandoned and creepy after night classes let out. I would love for full-time teaching positions to be offered!
- No promotion opportunities. No recognition for good service. Hard working begets hard work.
- There are very few opportunities for advancement at Crafton Hills. There is currently no incentive to work hard and contribute creatively to the college, so most people just do the bare minimum instead of thinking proactively and investing themselves in the campus. Often in my area, ideas are dismissed by managers or never pursued by the managers, which leaves the staff feeling like taking the time and energy to come up with creative solutions is a waste of time. I would love to increase my investment in this campus and am itching to use the skills I work hard to develop in a position that is more advanced than the one that I hold, but right now I can see zero opportunities for advancement, and that is very demoralizing. I would love to see the school reward creativity, initiative, dedication, and ability. We need hope or we'll slip into despair and become old and crusty.
- Topics are OK; all of them are important to ask about. Would appreciate, though, fewer questions at a time; I could not complete the entire thing at one sitting. However, you did make it better for us in that we could save our progress - so that is a very GOOD feature of this survey.
- We DO NOT have enough faculty and staff to help "everyone" carry out the massive amounts of paperwork, committee work, and responsibilities that need and deserve a lot more attention. Morale is declining at a rapid pace because too many people are overworked and don't have enough time to even do the job in which they were hired. Thank you for listening. For the survey, could you please add a choice of "somewhat" to cover the gray(er) areas. Thanks.
- Would like to have seen "No comment" separated from "Don't know" as part of this survey.

APPENDIX 1: Cover Letter Calling for Participation of CHC Employees

10/26/10

Dear Colleagues:

The Crafton Council needs your help! Please help Crafton Hills College plan for the future by clicking on the link below and taking time from your busy day to respond to the questions in the Campus Climate Survey.

The college is collecting data to help examine how well it is meeting the Educational Master Plan goals and objectives. Responses from the survey will help the Crafton Council identify areas where we need to improve as an institution. The appropriate committees, as identified in the Educational Master Plan, will be informed of areas where improvements are needed.

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 24th, 2010.

If you have any questions about the survey, please contact Cheryl Marshall, Vice President of Instruction, at (909) 389-3202; Karen Peterson, Classified Senate President, at (909) 389-3312; or Scott Rippey, Academic Senate President, at (909) 389-3356. Results of the survey will be posted on the Office of Research and Planning Web Site in Spring 2011.

http://depts.craftonhills.edu/Research/ECC10/chc_campus_climate_survey.htm

Thank you for contributing to this important project!

Gloria Harrison

Crafton Hills College (CHC) Fall 2010, 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. 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. All your responses are confidential or anonymous. If you have any questions about the survey, please contact Cheryl Marshall, Vice President of Instruction, at (909) 389-3202; Karen Peterson, Classified Senate President, at (909) 389-3312; or Scott Rippy, Academic Senate President, at (909) 389-3356.

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.)

- This is my first year.
- 2 - 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 2009 - 2010 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"/>

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

	<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. There is too much pressure on me to accomplish too many objectives and priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the next page!

**6. Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:
(Continued)**

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
p. My job requires me to learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. 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"/>
r. I am given meaningful feedback concerning my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. The job expectations set for me are realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. 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"/>
u. 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"/>
v. My immediate supervisor leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. 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"/>
x. 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"/>
y. 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"/>
z. I am recognized for my good work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. 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"/>
ab. 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"/>
ac. 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"/>
ad. CHC personnel are provided adequate opportunities for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ae. I feel included in opportunities to seek professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
af. Best practices are shared effectively at CHC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ag. I have received adequate training for my job duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ah. I am informed about events/decisions in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ai. 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"/>
aj. Communication across campus is timely and accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ak. Things change too fast around here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
al. 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"/>
am. 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"/>
an. 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"/>

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.	<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 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 2009-2010.	<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 2009-2010.	<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 (i.e. transparent).	<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.	<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.	<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.	<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"/>

Please continue to the next page!

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.	<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"/>

Please continue to the next page!

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 (i.e. transparent).	<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"/>

Please continue to the next page!

10. If you have any comments or suggestions about any topic covered in this survey, 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

13. Race/Ethnicity:

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

Other (please specify):

14. If you would like to have your name entered in a drawing for a prize (e.g.: gift card, etc.), please enter name here. The Office of Research and Planning will keep your responses confidential.

**Thank you for participating in the survey!
Please return the survey to the
Office of Research and Planning, LRC-103.**