

2011 CCCCD District-Level Governance and Decision Making Assessment Report

1. Please indicate your level of agreement on the following statements:								
	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion	Don't Know	Rating Average	Response Count
I feel I am adequately represented by district-level decision making.	7.8% (13)	31.7% (53)	38.9% (65)	7.8% (13)	3.0% (5)	10.8% (18)	2.46	167
I am well-informed about district-level decisions that affect me.	8.4% (14)	32.5% (54)	44.0% (73)	7.2% (12)	3.0% (5)	4.8% (8)	2.46	166
The Governing Board provides effective leadership and direction in the decision making process.	6.6% (11)	22.2% (37)	35.3% (59)	6.6% (11)	6.6% (11)	22.8% (38)	2.37	167
District-level decision making is effective in relation to budget development and resource allocation.	9.6% (16)	22.9% (38)	35.5% (59)	6.6% (11)	2.4% (4)	22.9% (38)	2.45	166
District-level decision making is effective in relation to enrollment management and FTES target setting.	9.0% (15)	21.6% (36)	34.7% (58)	7.2% (12)	4.8% (8)	22.8% (38)	2.40	167
District-level decision making is effective in relation to districtwide strategic planning.	5.4% (9)	15.6% (26)	41.9% (70)	5.4% (9)	6.0% (10)	25.7% (43)	2.48	167
District-level decision making is effective in relation to bond program, planning and oversight.	9.0% (15)	7.8% (13)	34.3% (57)	9.6% (16)	4.8% (8)	34.3% (57)	2.53	166
Decisions made through participatory governance at the district level are based on research and data.	8.4% (14)	10.8% (18)	33.7% (56)	4.2% (7)	5.4% (9)	37.3% (62)	2.37	166
Decisions made through participatory governance at the district level are communicated effectively to all affected stakeholders.	10.2% (17)	26.5% (44)	36.1% (60)	5.4% (9)	3.0% (5)	18.7% (31)	2.38	166
Decisions made through participatory governance at the district level are acted on and carried out effectively.	7.2% (12)	17.4% (29)	33.5% (56)	4.2% (7)	6.6% (11)	31.1% (52)	2.31	167
The CCCCD Governing Board supports participatory governance districtwide.	6.1% (10)	14.5% (24)	37.6% (62)	9.1% (15)	8.5% (14)	24.2% (40)	2.43	165
Overall, I feel that districtwide decision making is effective in supporting the District's mission.	9.6% (16)	16.8% (28)	43.7% (73)	6.0% (10)	6.6% (11)	17.4% (29)	2.40	167
answered question								167
skipped question								2

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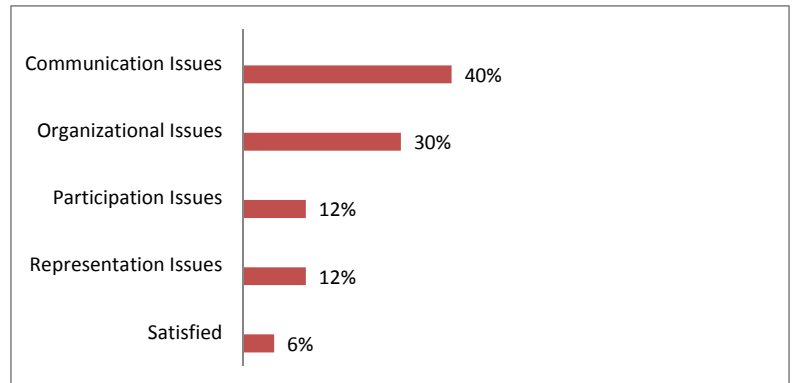
2. Please indicate your level of agreement on the following statement: The represented groups views are appropriately and adequately included in district-level decision making.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion	Don't Know	Rating Average	Response Count
District Academic Senate	4.3% (7)	12.2% (20)	34.8% (57)	15.9% (26)	5.5% (9)	27.4% (45)	2.71	164
District Classified Senate	4.9% (8)	11.7% (19)	34.4% (56)	8.6% (14)	8.6% (14)	31.9% (52)	2.43	163
Associated Students	4.3% (7)	11.7% (19)	31.3% (51)	6.1% (10)	8.6% (14)	38.0% (62)	2.36	163
Managers	5.5% (9)	4.9% (8)	38.7% (63)	14.7% (24)	8.6% (14)	27.6% (45)	2.63	163
United Faculty	3.0% (5)	9.1% (15)	43.9% (72)	17.1% (28)	6.7% (11)	20.1% (33)	2.77	164
Local 1	4.3% (7)	10.4% (17)	34.8% (57)	7.3% (12)	7.9% (13)	35.4% (58)	2.45	164
Management Council	4.3% (7)	4.9% (8)	34.0% (55)	8.6% (14)	8.6% (14)	39.5% (64)	2.49	162
answered question								165
skipped question								4

3. What do you think are the central problems with district-level participatory governance in the CCCC?

Responses grouped by categories:

Assigned Category	Number	Percent
Communication Issues	26	40%
Organizational Issues	20	30%
Participation Issues	8	12%
Representation Issues	8	12%
Satisfied	4	6%
Total	66	100%



Write-in responses to Q3 with assigned categories:

Response Text	Categories
1) Seems too big to manage itself. I get too many emails that come from too many different people about things I am not involved in. There doesn't seem to be effective organization. However, I have NOT participated at all, so I can hardly say I know what the solution is.	Communication Issues
2) Coordination and communication.	Communication Issues
3) Decisions are made, but aren't communicated effectively. Also, decisions are made about processes that aren't communicated to the campuses or the persons involved with these processes. Therefore, creating tensions and problems for staff trying to run the processes.	Communication Issues
4) Getting and then understanding information about issues.	Communication Issues
5) That they don't inform PPI of what's going on	Communication Issues
6) I have only had the agenda emailed to me, very little said about actual decisions either through our college Senate or college Union Rep	Communication Issues
7) Better show how the district and campus work towards decisions	Communication Issues

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8)	That I have been FT faculty here for 2 years and know essentially nothing about district-level participatory governance. Clearly there is a communication gap, probably at least somewhat from my side as well as the district side.	Communication Issues
9)	Communicating effectively to the constituent groups.	Communication Issues
10)	less information	Communication Issues
11)	The community knowing what is happening	Communication Issues
12)	Understanding terminology used, such as FTES, and terms and basis's for driving budget and staffing positions.	Communication Issues
13)	Communication	Communication Issues
14)	Sometimes the structures at the college don't filter down to every day employees so there voice is not heard.	Communication Issues
15)	Inadequate communication with employees at the colleges. Slow and/or cumbersome processes.	Communication Issues
16)	communication	Communication Issues
17)	I have very little understanding of what the district-level governance does.	Communication Issues
18)	My guess is getting folks together--difficult to maintain ongoing communication in a large system on separate sites.	Communication Issues
19)	They are not communicated in a timely fashion to those affected.	Communication Issues
20)	I feel ill-informed as you can see by my answers. I'm not sure if that is my fault or an issue here at hand. The only publication that keeps me fully informed is the United Faculty Table Talk.	Communication Issues
21)	I do not think there are problems, but at times we, as faculty, are not aware of what certain committees at the district level are doing.	Communication Issues
22)	There is never a district-wide announcement from the DGC outlining what they are working on, or any recommendations they have made to the Chancellor's cabinet. The DGC is not a decision making body, only for recommendations; i.e. decision making is not made with district-wide participation, it is made by the Chancellor's cabinet. The DGC is charged with reviewing the agenda for the Governing Board - but only after that agenda is posted to the public. So, any changes that are necessary can't happen before the GB sees the agenda. Wouldn't make more sense to review it by a district-wide committee before it is public?	Communication Issues
23)	The extent to which district level decisions are communicated to all employees of the District. It would be nice to have agenda briefs of DGC and Governing Board communicated in CCCC's "The News."	Communication Issues
24)	Not all the representatives are keen to what goes on at each site, especially at the District Office. There is no communication from the district office to the other campuses.	Communication Issues
25)	1. Reaching effective decisions in a timely manner; I think we are getting better at this but participatory governance has bogged down the process over the years. 2. General awareness of stages of involvement of different governance groups. Do we have a flow chart for directing different types of issues, concerns, etc.?	Communication Issues, Organizational Issues
26)	Lack of transparency and gaining opinions of ALL constituent groups and taking their opinions/observations seriously.	Communication Issues, Organizational Issues
27)	DL is not aware of the day to day issues on campuses. Ideas and theories lack practical application. It becomes a monumental challenge to change the direction/awareness of DL and the Board.	Organizational Issues
28)	Participatory governance does not seem to take place in our District.	Organizational Issues
29)	It is poorly defined	Organizational Issues
30)	Lack of familiarity with what actually takes place on campus.	Organizational Issues
31)	Too many tactical items are taken to governance rather than simply acted on by the responsible party. Governance is for strategic, units are for tactical implementation of the strategic vision.	Organizational Issues
32)	The district office is top-down management forcing decisions and inefficiencies on the three colleges.	Organizational Issues
33)	We are still operating within a top-down approach. Decisions seem to be made and then told to constituents rather than presenting a problem and allowing the governance process to work in efforts to address it.	Organizational Issues

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34)	Making wise decisions sometimes means going beyond or between the numbers. Vague mission statements mean very little. What actually happens day to day and more subtle observation and analysis are necessary.	Organizational Issues
35)	Efficiency	Organizational Issues
36)	correlation between goals, actions, and results	Organizational Issues
37)	We can't seem to break out of the "us vs them" culture--CCC vs DVC vs LMC, the colleges vs DO, classified vs mgmt, faculty vs everyone else. Way too much division.	Organizational Issues
38)	Bureaucracy is both a slow and demanding.	Organizational Issues
39)	Research statistics are unreliable and/or incorrect in many respects. This makes any reliance on such data ineffective.	Organizational Issues
40)	Accountability	Organizational Issues
41)	The district-participatory governance should be done at the colleges.	Organizational Issues
42)	I feel that our campus research team lacks the skills and knowledge to be able to provide adequate data. I question the validity of data that is presented by them and used for decision making.	Organizational Issues
43)	While I think the Chancellor is doing a good job under difficult circumstances, I do not believe that faculty experience and viewpoints are adequately taken into account by the district, especially the board. There is a very "top-down" feeling and my impression is that there is little respect for faculty.	Organizational Issues
44)	great appearance of participation, but decisions are clearly management-driven with a handful of exceptions delineated in a recent board policy	Organizational Issues
45)	I think too many people are too scared to speak out for fear of repercussions.	Participation Issues
46)	Meetings are scheduled during teaching time.	Participation Issues
47)	Lack of employee participation.	Participation Issues
48)	Getting employee groups interested in participating.	Participation Issues
49)	Failure to follow Title 5 guidelines for faculty participation.	Participation Issues
50)	People that complain but do not want to dedicate the time to participate.	Participation Issues
51)	Difficulty in maintaining student representation when most of the meetings are during prime class time.	Participation Issues
52)	Too many meeting are held at the district office when most full-time faculty have teaching assignments. Afternoons from 2-5 is the best window for faculty participation, which gives time to make it from morning classes, catch a quick lunch and make it to the district office, which takes about 30 minutes or so. Holding meetings at other times sends a message, perhaps unintentional, that faculty input isn't really needed.	Participation Issues
53)	I not sure because I am not privy to such detailed information. However, what I see and hear, it appears that the faculty is covered no matter what; management is too in terms of salary, many of whom have large salaries. Classified staff seems to trail along as we go.	Representation Issues
54)	The same people, particularly from Classified, are representing our campus. This is basically because no one is willing to be Classified Senate President and fill other offices (because people are too busy to run Classified Senate), therefore, the same leaders sit on District governance committees. No complaints about those folks, just think that there should be more varied representation and new life blood.	Representation Issues
55)	Influence/involvement of unions in matters other than contract/working conditions issues. Didn't think unions were to be represented in participatory governance (dealing with non-working conditions/contractual issues). I am also troubled that budget cuts seem to be on a fast track and not getting DGC input on priorities, etc., but more connected to dates of layoff notice requirements. I thought DGC was supposed to be the district level committee to have input on budget development - doesn't appear to be the case - with significant budget cuts especially.	Representation Issues
56)	Faculty participation is decided by who has free time or no conflicting classes time-wise rather than who should be participating in governance decisions affecting teaching	Representation Issues
57)	The views of district wide management is not represented. Only the views of management from each individual college. Further, there is a disconnect between DGC and Management Council and I'm not sure that loop is adequately closed.	Representation Issues
58)	Lack of respect for faculty and the input in decisions. Too much management.	Representation Issues
59)	Managers, supervisors and confidentials are treated less favorably than UF and Local 1 employees.	Representation Issues

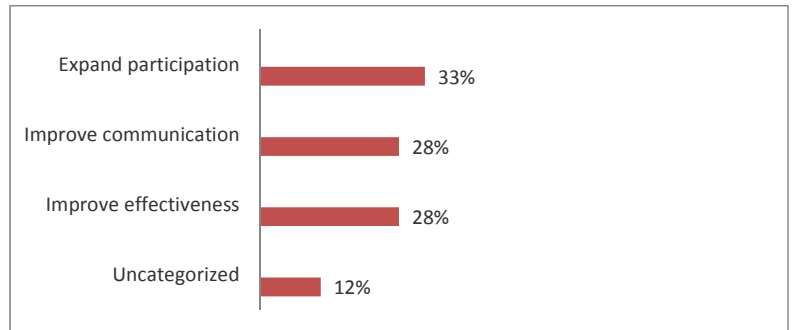
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60)	Classified are not adequately represented, or respected. Our classified representatives don't have the same clout nor earn the same respect as the Academic Senate.	Representation Issues
61)	I do not see a problem	Satisfied
62)	I think they do a good job.	Satisfied
63)	I actually feel this district does a great job of including all constituents since Helen assumed the Chancellor's role. She developed these skills while at CCC which continues to follow that integrated participatory governance model and the evidence is that it works, we do well at accreditation. This speaks for itself.	Satisfied
64)	Participatory governance seems to be going well. Lots of constituent groups are involved and we get regular communication on decisions being made.	Satisfied

4. How can we improve district-level participatory governance and decision making?

Responses grouped by categories:

Assigned Category	Number	Percent
Expand participation	19	33%
Improve communication	16	28%
Improve effectiveness	16	28%
Uncategorized	7	12%
Total	58	100%



Write-in responses to Q4 with assigned categories:

Response Text	Categories
1) Follow Title 5 requirements for participation in governance, especially Article 2, 53200. Insist that budget decisions follow the process agreed upon by the Academic Senates.	Expand participation
2) Add a place where anyone can leave a typed message on a message board (or do a survey just asking everyone about the issue/issues happening to get input) so no one has to be tracked down or feel that they can't speak up for fear of what will happen.	Expand participation
3) Look around the room. If the same people are in ALL the meetings, there is no improvement. The same begets the same. Subsequently, decision making becomes homogeneous.	Expand participation
4) Change the way the seats are filled.	Expand participation
5) More student awareness in order for them to have a voice before a decision is made.	Expand participation
6) Get more peoples' input	Expand participation
7) By involved with the schools, and informing the parents.	Expand participation
8) Make sure meetings are scheduled in the middle of the day, when those traveling from other District locations are minimally impacted.	Expand participation
9) Have management openly support, encourage, and require participation.	Expand participation
10) Get more input from department chairs	Expand participation
11) I'm sure people are doing there best. There probably isn't a simple answer and there are probably many opinions. Perhaps allowing faculty to submit suggestions and concerns.	Expand participation
12) There should be some kind of district wide management groups that meets to discuss topics other than meet and confer. Otherwise these district wide views are never heard.	Expand participation
13) Allow students, and only students, to participate via teleconference for DGC in order to overcome the struggle experienced in obtaining their participation. Since we know their issues are around transportation and time, why not make it easier for them who are at a greater hardship than the rest of us?	Expand participation
14) More input and participation by PT faculty	Expand participation

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15)	As I said earlier we can always listen more and do more. I do think that we frequently reach critical mass and could nearly implode with some of the work we have to do that is connected with planning. Some of it is just unnecessary, overkill. What we really need to do is do "road shows" where we try to educate employees/students on this planning model, that has not taken place.	Expand participation
16)	To improve participatory governance ...Then have all college day governance meeting at campus during our working time hours and not our off duty hours. Have governance days schedule during the college schedule action days.	Expand participation
17)	Have members of committees reach out to others in their group to ask for participation, or at least share what's going on in committee meetings with as many people as possible.	Expand participation
18)	Improve transparency in enrollment management and FTES target setting. The decisions appear to be made at the management level and simply communicated to faculty after the fact, without their active participation in the decision making process. Data to support statements made appears not to be freely shared or adequately explained. To actively involve faculty in this process, it seems that meetings would be required more than once a semester, especially given the current challenges.	Expand participation, Improve communication
19)	More roll call votes to make individuals responsible for being on the record. Attendance with consequence or incentive make being there and being informed as important as simply being on the committee.	Expand participation, Improve effectiveness
20)	The district governance meetings are not reported to the general employee population; only to those who participate.	Improve communication
21)	Inform PPI more	Improve communication
22)	The representatives from the district office need to really communicate with their constituents. There is no communication and therefore nobody knows what goes on in the decision making.	Improve communication
23)	Communicate with clear, concise information directly in the body of an email (text is just fine) - not as an attachment.	Improve communication
24)	More notice to stakeholders well in advance of meetings and decisions. Sometimes there is but a few days to send out agendas and get input, especially on items on the district governing board agendas which can have an impact on the campuses or groups (students, faculty, staff, managers).	Improve communication
25)	Inform the colleges of what is happening and seek more input.	Improve communication
26)	I sometimes hear of things begin mulled over at district but there hasn't been a campus discussion about the item	Improve communication
27)	Use electronic communication to keep employees in the loop.	Improve communication
28)	communicate the specifics of the process and outcomes, not just the agendas and vague District emails.	Improve communication
29)	We get an awful lot of communications from various groups related to the school. There's so much coming in that it's hard to sort out what I need to pay attention to, what affects me, how things affect me when they do, and which of the dozens of emails I get every week from admin/shared governance/campus groups/hr/etc. are not related to me at all. Less communication, more clearly targeted, would be a vast improvement.	Improve communication
30)	Keep up the good work--continue to work for transparency	Improve communication
31)	Make sure the programs that will be impacted have input and lead time to adapt.	Improve communication
32)	Blogs that engage district and campuses... let us comment on what is happening at the district through interactive blogging. If we wish to know what is going on at the district, there should be a link on the district website that updates us to each of the committees, decisions, news etc. Under each of the updates there should be a place to post questions, comments and have the district follow-up. Just an idea	Improve communication

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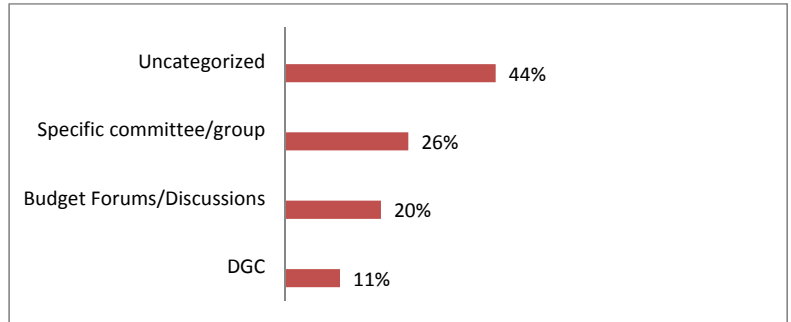
33)	Pay attention to the campuses, accreditation, etc... Gather information from appropriate sources before recommending policies and procedures which may run counter to actual practice, or worse, counter to accrediting standards. It would behoove the Chancellor's cabinet to understand recommendations, and actually follow the recommendations sent forward from the DGC.	Improve communication
	Create a district-wide communication model that is easy to understand and pro-active. People should not have to ask about what's going on. There should be a one-stop shop for information.	
34)	Coordination requires an internal assessment on how best to ensure that the various components of participatory governance are working together instead of working in silos. Communication is harder to address in that people are so overwhelmed by communiqués (both electronic, voice and paper) that additional attempts at communication may be perceived as too much. I would recommend that the District attempt to focus participatory governance representation more on expertise than merely constituency.	Improve communication, Improve effectiveness
35)	Listen more to the stakeholders. DL needs to be more receptive to the needs of the colleges.	Improve effectiveness
36)	The main area is to listen to feedback. This is generally not part of the current governance process. Also, there is no accountability for cost control or budget.	Improve effectiveness
37)	Simplify	Improve effectiveness
38)	Budget decisions/implementation of new budget allocation seemed very "top down". Campus presentations are good.	Improve effectiveness
39)	Real joint problem solving instead of an appearance of such	Improve effectiveness
40)	Improve data/information available	Improve effectiveness
41)	data-driven assessment	Improve effectiveness
42)	Make sure that everyone input is looked at equally.	Improve effectiveness
43)	Treat all employees groups the same.	Improve effectiveness
44)	There is an overwhelming feeling that these are just more committees that take up a lot of time and get very little accomplished. Very low incentive, especially with current increased workloads.	Improve effectiveness
45)	Listen to everyone and consider every option.	Improve effectiveness
46)	Start to think of Classified as a valued and necessary part of the functioning of our colleges for our STUDENTS. Faculty allow students in the class and teach them - funding through productivity. Classified get them in the school and keep them here - enrollment, retention, district reputation! Ask for solutions from Classified Senate and Local One. Protect Classified's right to participate in shared governance as per current policy HR 3040.03. Do not leave this up to the Manager's discretion. Classified voices, experience and expertise should be heard Be transparent with the flow of money. Don't allow low wage employees to sacrifice at the expense of their families basic NEEDS, so high wage employees keep their PERKS or other things they can easily afford/live without.	Improve effectiveness
47)	Allow DGC to decide on most critical issues, especially district budget decisions. Management should spend more time implementing decisions rather than driving the decision making process. Faculty should regularly move into and out of management to prevent an "us and them" divisive structure. This may necessitate some sort of special faculty category.	Improve effectiveness
48)	Data gathering used to make decisions is inaccurate and cumbersome.	Improve effectiveness
49)	Give governing power back to the college	
50)	As a part-timer, I'm not in a position to observe and then advise.	
52)	The governing board should visit the campuses and classes more often as well as meetings of the classified, student and faculty senates.	
53)	give them information and feedback they need to improve the quality of the decision	
54)	It's fine.	
55)	Honesty	
56)	Planning farther ahead, especially in regards to budget issues.	

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5. What areas of district-level governance at CCCC are working well?

Responses grouped by categories:

Assigned Category	Number	Percent
Uncategorized	15	44%
Specific committee/group	9	26%
Budget Forums/Discussions	7	20%
DGC	4	11%
Total	35	100%







Write responses to Q5 with assigned categories:

Response Text	Categories
1) telling us the budget situation	Budget Forums/Discussions
2) Helen's presentations to the colleges.	Budget Forums/Discussions
3) Sharing of information. Although, the claim of transparency is less than accurate.	Budget Forums/Discussions
4) It seems to me that negotiations and discussions are handled extraordinarily well.	Budget Forums/Discussions
5) discussions	Budget Forums/Discussions
6) DGC; Budget Forums	Budget Forums/Discussions, DGC
7) Budget and governance.	Budget Forums/Discussions, DGC
8) The regularity of the DGC meetings. The effort to include input from everyone in decisions.	DGC
9) I have never been to a DCG meeting but I do hear that all constituencies are represented.	DGC
10) The DGC seems to be gaining respect and some power. The board policy which delegates and relies on the Academic Senates is a good step toward empowerment of faculty.	DGC
11) student government is working well	Specific committee/group
12) the accreditation committee	Specific committee/group
13) It appears that faculty and classified district wide groups are working, but I am too far removed to say for certain.	Specific committee/group
14) Management participation and their agendas.	Specific committee/group
15) The most successful of all the committees seem to be PET groups (even though they aren't listed above). At least there seems to be a common mission.	Specific committee/group
16) Academic Senate's are well-connected to their constituents, their process is well documented and transparent.	Specific committee/group
17) the UF	Specific committee/group
18) probably the unions.	Specific committee/group
19) The classified representatives do a good job of reporting back to the at-large senate; the faculty seems to also get the same data; however, again I would say that we need a central communication so that everyone is getting the same message.	Specific committee/group
20) All	
21) courteous dialogue	
22) We have a strong chancellor	
23) We have a chancellor who listens and thinks carefully, and then acts responsibly. Our successes as a district essentially begin with the rationality and openness of her leadership.	
24) Lots of opportunities for employee input.	
25) I want to believe all areas are given ample consideration.	
26) Collective bargaining.	

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- 27) Embracing (at least at the surface level) the cultural change as presented in "Whistling Vivaldi".
 This survey. Thank you.
- 28) I think our district is in the process of becoming more transparent. My general sense is that folks are attempting to work together during difficult economic times.
- 29) Committees have a sense of purpose and agency.
- 30) Maybe I'm overly optimistic but people are really trying, really pushing themselves to make this a caring district, so on the whole we are doing just about as much as we possibly can, given the near future melt down that will surely take it's toll in July.
- 31) The question should be what areas of the district-level participatory governance at CCCC are working well at your college. I do not see the whole district-level participatory governance by the CCCC
- 32) All areas, as far as I can tell.
- 33) All constituencies are given a voice, but management's and faculty's voices are heard better.
- 34) As we face the budget crisis, I'm sensing more cohesion among work groups and committees throughout the District.
 Our progress towards change is slow. But usually because so many groups are involved. This is a double-edged sword. People can't complain because they are given the opportunity to participate in decision making, but they are not always happy with the direction that is taken.

6. Please indicate your primary location:		Response Percent	Response Count
Contra Costa College		19.8%	33
Diablo Valley College/San Ramon Center		46.7%	78
Los Medanos College/Brentwood Center		22.2%	37
District Office		11.4%	19
Not Applicable		0.0%	0
		answered question	167
		skipped question	2

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7. Please indicate your primary constituency affiliation:

		Response Percent	Response Count
Faculty		47.9%	79
Classified		26.1%	43
Management/Supervisor/Confidential		21.8%	36
Student		4.2%	7
Governing Board		0.0%	0
		answered question	165
		skipped question	4

8. Is your position full time or part time?

		Response Percent	Response Count
Full time		81.5%	132
Part time		18.5%	30
		answered question	162
		skipped question	7

9. Please indicate how many groups or committees you serve on that play a role in districtwide governance and decision making.

		Response Percent	Response Count
1-2		49.7%	83
3-4		9.6%	16
5 or more		5.4%	9
None		35.3%	59
		answered question	167
		skipped question	2