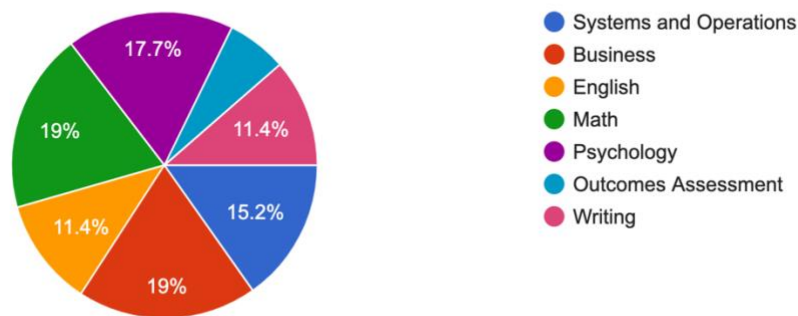


## F2023 CCN Subcommittee, Post-survey

A survey with 12 questions was shared with all CCN Subcommittee members in September 2023. Of the 104 members in 2023 CCN subcommittees, 79 responses were received as of October 6, 2023 (76% response rate). Two responses were not counted because respondents self-identified as not being voting members of any subcommittee. CCN Writing was included because this group met to discuss aligning WR 115 in early 2023.

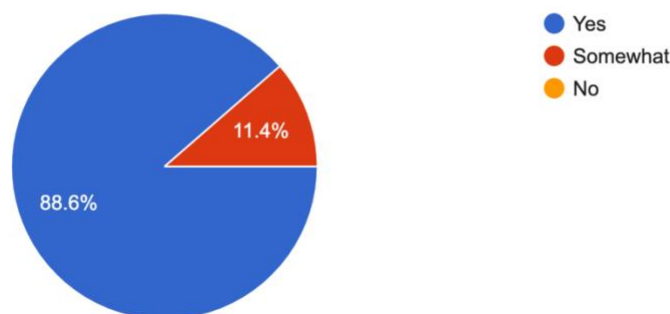
Q1: Please indicate your subcommittee.

79 responses



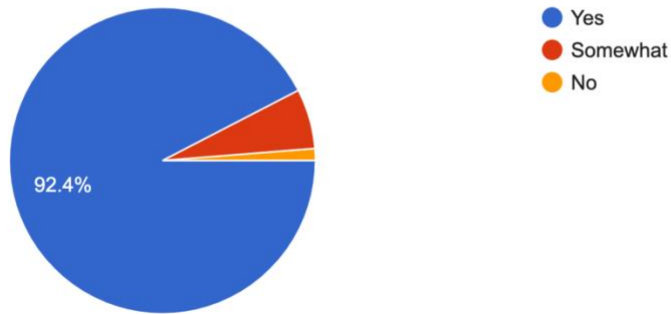
Q2: Do you feel you had a clear understanding of the structure and purpose of this subcommittee?

79 responses



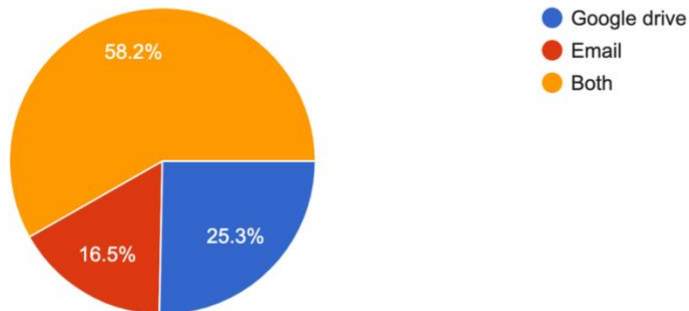
Q3: Were agendas provided prior to the meetings?

79 responses



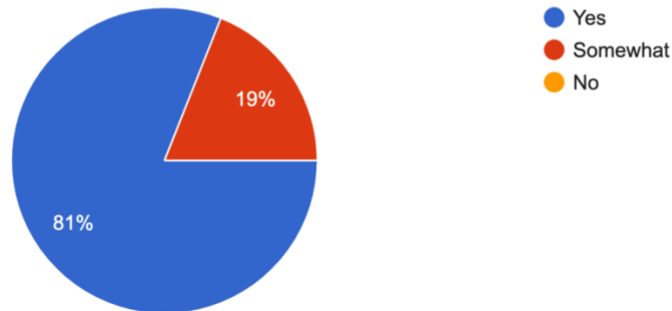
Q4: Did you access agendas through Google drive or via email?

79 responses

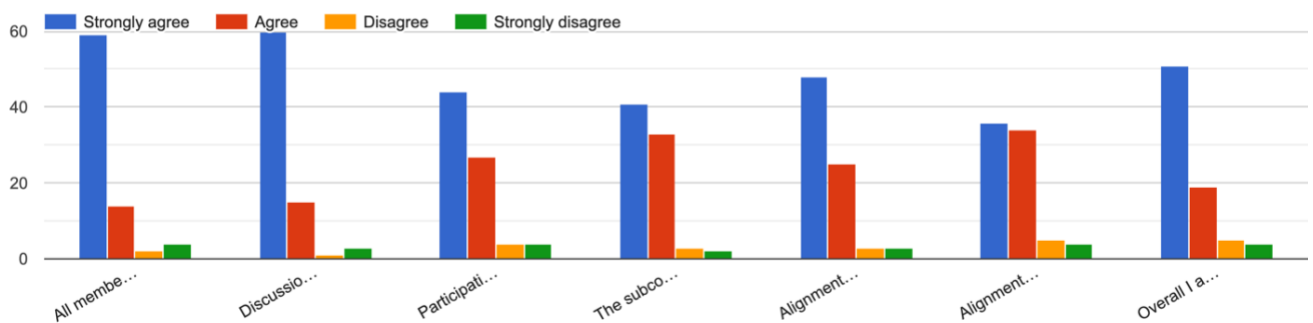


Q5: Were subcommittee members given adequate information to make informed decisions and recommendations?

79 responses



Q6: Please rate the following statements.

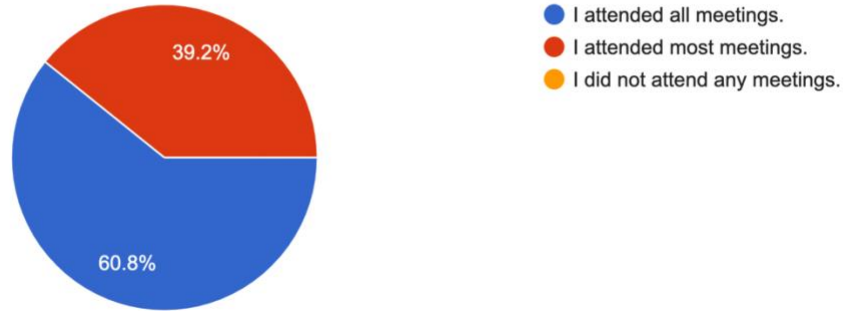


Statements in the chart:

- All members were encouraged to be actively involved.
- Discussions were collegial and differing opinions were respected.
- Participation in the subcommittee was meaningful and important to me.
- The subcommittee charge was understood, and the members worked toward completing the charge.
- Alignment work was collaborative.
- Alignment work was the result of contemplation and research.
- Overall, I am satisfied with the subcommittee's performance.

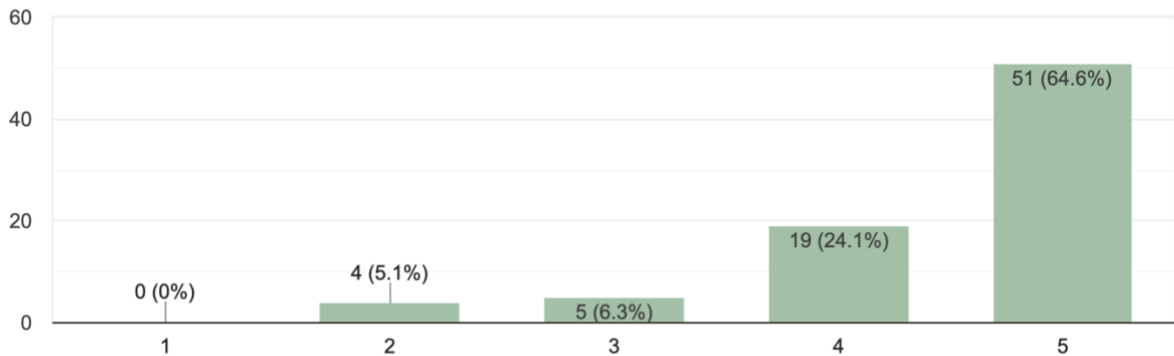
Q7: How often were you able to attend subcommittee meetings?

79 responses



Q8: How responsive were HECC staff to the needs of the subcommittee?

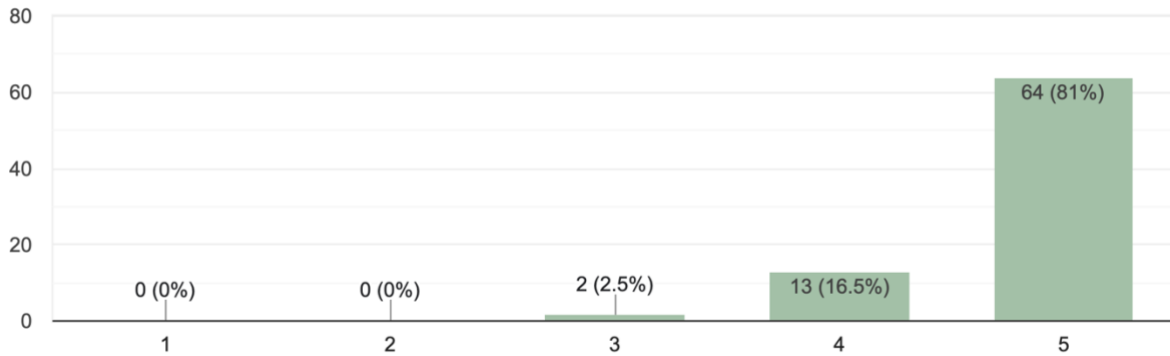
79 responses



*1 = not responsive at all, 5 = very responsive*

Q9: How responsive were Chairs/Co-chairs to the needs of the subcommittee?

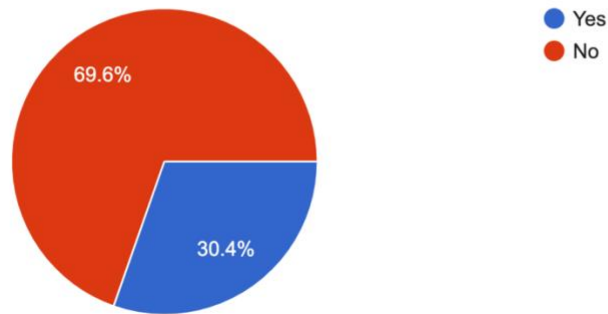
79 responses



*1 = not responsive at all, 5 = very responsive*

Q10: Did your institution offer some form of compensation for your work on a subcommittee?

79 responses



Q11: If yes, what was that compensation? (Your responses are helpful for encouraging administrators to consider compensation for participation in CCN work.)

64 responses



Q12: Please share comments and feedback on your participation and experience in a CCN subcommittee. Responses will be used to improve subcommittees next year.

- *Our subcommittee was mostly comprised of the same people who are on the Business MTM / Statewide Business chairs and deans group. We all get along just fine and this honestly couldn't have gone much more smoothly.*
- *Jane was an enormous asset to the committee. Without her, I'm not confident the work would have been accomplished as well as it was, as fast as it was.*
- *What I find most problematic is that HECC employees will come in for feedback on something that is either going out or going for a hearing the next day or very close to the next day to the point that it appears that the HECC employee is looking for confirmation than feedback on what they are doing. The perception is that the person has already decided what the outcome is and that they are checking off a box in coming to the committee. If this work is supposed to be collaborative, it truly ought to feel that way.*
- *I really value the community in this subcommittee. It was energizing to engage in resource sharing and development of support tools. I really enjoyed working with the Business subcommittee on their identification of course level student learning outcomes.*
- *Specifically on the decision of the number of credits: Several conversation [sic] became centered on how this would impact a teachers pay/employment. Although very important, it might be useful to frame or remind participants on how this relates (if at all) to the original charge. For example, should we be deciding that a course be worth 5*

*credits because the school itself does not have tutoring lab because it is a small program? Questions like this do not seem to relate to the charge but are creating bias on votes.*

- It would have been better to draft early and then adjust language based on conversation and new information. Instead, co-chairs resisted early drafting language, we used various and unhelpful drafting spaces, and conversations were often too disorganized. I imagine the co-chairs gained this insight from the previous session and will adjust accordingly moving forward.*
- The TC seems to be asking the Systems & Operations subcommittee to become more involved in MTM and Gen Ed, which is different than the original charge. I think the committee at large is trying to understand the change in direction.*
- For the question above about "Alignment work was the result of contemplation and research" I chose "disagree," and I wanted to explain that. I agree that we used lots of contemplation, and some research that we did ourselves based on the information available to us via our institutions, but I wish there were a lot more data available at the state level to help us make decisions. It would be helpful, for instance, to disaggregate the data on courses transferred by institution (or at least type of institution) -- X number of Y course was transferred from a CC to an OPU, for instance. We also have no data on these courses as they relate to student achievement in past or future courses, or retention/graduation rates. I realize it is probably impossible at the current time to get full data on the state level. However, understanding how the outcomes in these courses (and student achievement of those outcomes) relate to overall student success is a crucial missing piece of the puzzle. We have talked many times about how we're basically taking a shot in the dark and hoping we get this right. I think that, for this to be a sustainable effort that actually helps students (which was presumably the intent!) we need to begin collecting and tracking this data to help with the process of continuous improvement. It seems to me that this is the role of the HECC.*
- This was important work, and I felt privileged to be a part of it. Our three committee chairs were amazing leaders through this process, and I believe the outcomes represent the collaborative, inclusive approach to common course numbering, course descriptions, and course learning outcomes.*
- The time of the meetings were right when I had to pick up my son from school. Please reconsider scheduling around 3pm in the future, it was TOUGH on this single parent.*
- I am a dedicated hater of large committees, as they tend to be ineffective and paralyzing. This one certainly proved to be. Our task was far simpler than we made it. It's embarrassing how slowly the work has proceeded on this committee.*
- I thought it was extremely well done. Thank you!!!!*
- It's important and gratifying work that will benefit students across the state. I am happy to be involved.*

- *My subcommittee members were very helpful and we had great chairs. There are still challenges with working on the spirit of the charge - alignment and transferability of courses - and the letter of the charge. In particular we kept getting pushback from the number of outcomes we believed were needed to make the course transferable - which could continue to be a problem for courses that involve working skills as well as applications. We could have used process guidance for how to write outcomes that align diverse pre-existing courses. If there are great approaches or process tips from other subcommittees - maybe that could be helpful.*
- *I was very impressed with the HECC support staff and their work to keep our committee on track. As committee members, it took us a few meetings to really be able to work out what we wanted to accomplish as a committee, and Jane particularly was both patient and able to get us back on track as we "thought out loud" our way forward with the committee's charge. That was greatly appreciated.*
- *Everything was on Google drive, and some schools do not provide employees with Google accounts. I was not able to access materials for several weeks initially, because I had to use a personal Google account, which wasn't recognized by the drive. I do not feel that anyone considered the fact that community colleges have to deliver this content in 10 weeks, whereas some of the universities have semester-length terms. It was very challenging to squeeze this effort onto my overfull plate, but I felt that it was important, and appreciated the offer to be involved.*
- *Definitely of value in many ways.*
- *Communication from HECC was random and rude.*
- *Great project- thanks!*
- *I very much enjoyed my service on this committee. The work was important and controversial, but everyone seemed to stay positive and collegial (even while disagreeing, sometime vehemently).*
- *I feel that the work on the second year of the math subcommittee went well. I'm happy with our results. Probably having several members in the committee from the previous year has helped as well. We knew what to do from day one. Still the number of courses to work on is a challenge. Maybe the timeline needs to be more realistic? Two courses only will be ideal.*
- *Far too much time and effort was spent complicating issues when our goal should have been to simplify.*
- *Jane is responsive and helped to meet the needs of the subcommittee. Connections with other HECC staff were less helpful. The documents that we are asked to review seem sloppy. Some documents lack consistency and clarity and cause confusion due to those shortcomings. Some requests and response expectations have been too short. The influence or impact of our responses to HECC staff seem to be all but disregarded in s*



*some instances. (The two questions above about alignment seem primarily appropriate for the faculty subcommittees--unless alignment work is defined as all the CCN work.)*

- This work will have a lasting impact on education, yet it was a rushed process with few people actively engaged. There was little to no room for brainstorming how to improve these courses. Rather, we focused on having outlier institutions conform to what the majority were already doing.*
- I enjoyed the work and hope to continue participating in the CCN subcommittee.*
- Quite valuable and committee leadership is impressive.*
- Excellent work, collegial enough so everyone got heard and, even if not what they wanted, everyone supported [sic] the decisions.*
- As a member of the Assessment Subcommittee, I answered alignment questions above while thinking about meetings I attended to support a faculty subcommittee for CCN alignment.*

### Analysis of survey:

	2023 Survey	2022 Survey
Number of Subcommittees responding to survey	7	5
Number of respondents	79 (76% of total CCN subcommittee members; 104 total)	57 (71% of total CCN subcommittee members; 80 total)
Felt they had a clear understanding of the structure and purpose of their subcommittee.	~89%	~68%
Agendas were provided prior to meetings.	~92%	~87%
Given adequate information to make informed decisions and recommendations? (strongly agree or agree)	~100%	~98%
All members encouraged to be actively involved (strongly agree or agree)	~92%	~98%
Discussions were collegial and different opinions were respected (strongly agree or agree)	~95%	~98%
Participation in the subcommittee was meaningful and important to me (strongly agree or agree)	~90%	~95%

The subcommittee charge was understood, and the members worked toward completing the charge (strongly agree or agree)	~94%	~93%
Alignment was collaborative (strongly agree or agree)	~92%	~96%
Alignment work was the result of contemplation and research (strongly agree or agree)	~89%	~93%
Overall, I am satisfied with the subcommittee's performance (strongly agree or agree)	~91%	~96%
Attended all meetings (all or most)	100%	100%
How responsive were HECC staff to the needs of the subcommittee (1 = not responsive at all to 5 = very responsive)	89% (4 or 5)	86% (4 or 5)
How responsive were Chairs/Co-chairs to the needs of the subcommittee (1 = not responsive at all to 5 = very responsive).	97%	95%
Did your institution offer some form of compensation for your work in a subcommittee?	Y ~30% N ~70%	N/A (not a survey ?) Anecdotally, about 25% of members reported compensation, through conversations.
If yes, what was that compensation?	\$/Stipend: ~28% Load release: ~6% Service to institution: ~2% Service to insti: ~2% I declined comp.: ~2% Part of admin pay: ~59%	N/A

### Key takeaways from the survey:

- Continue to stress improving transfer for students and student success as the primary objective.

- Continue to stress using research to inform decisions. Subcommittees have requested access to information that would assist decision making (e.g., D-F-W rates for courses, student success in subsequent courses, retention rates). Whose role is it to collect this data?
- Provide information on the effect of CCN on student success measures, for future alignment and assessment of alignment.
- Continue to prioritize communication and collaboration between HECC staff and subcommittees.
- Consider information on institutional size and geography when making decisions (e.g., available resources for students).
- Stress the benefits of organization early in the alignment process (e.g., at orientation).
- Consider offering workshops for writing outcomes, especially for alignment of diverse course information.
- Limit the number of courses (for alignment) for a subcommittee, per year (Two? Three?).
- Ensure that documents are consistent (e.g., subcommittee charges) and proofread carefully.