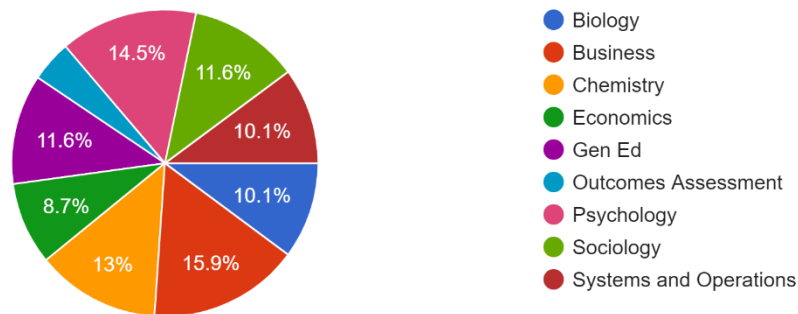


F2024 CCN Subcommittee, Fall Member Survey Results

A survey of 12 questions was shared with all CCN Subcommittee members in October 2024. Of the 142 members in 2024 CCN subcommittees, 69 responses were received as of October 11, 2024 (49% response rate). CCN Psychology was included because this group met to discuss aligning a third, lower-division psychology course during the winter and spring terms of 2024.

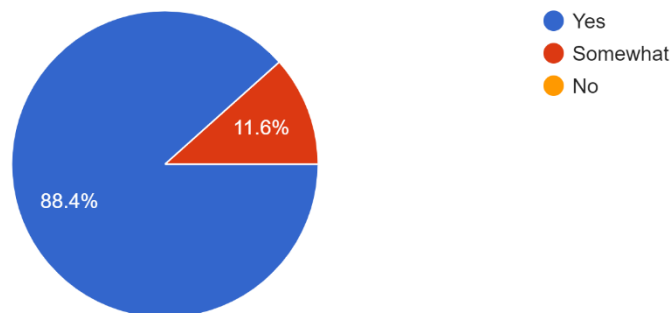
Q1: Please indicate the subcommittee you are interested in.

69 responses



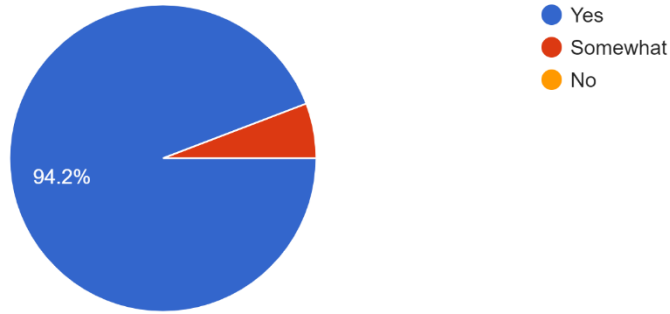
Q2: Do you feel you had a clear understanding of the structure and purpose of this subcommittee?

69 responses



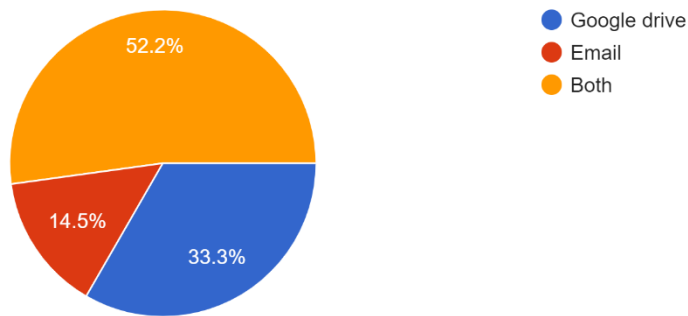
Q3: Were agendas provided prior to the meetings?

69 responses



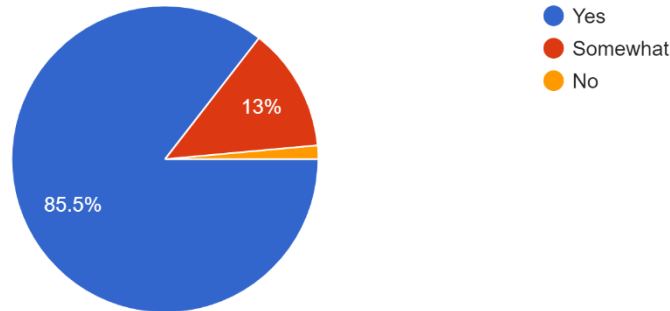
Q4: Did you access agendas through Google drive or via email?

69 responses

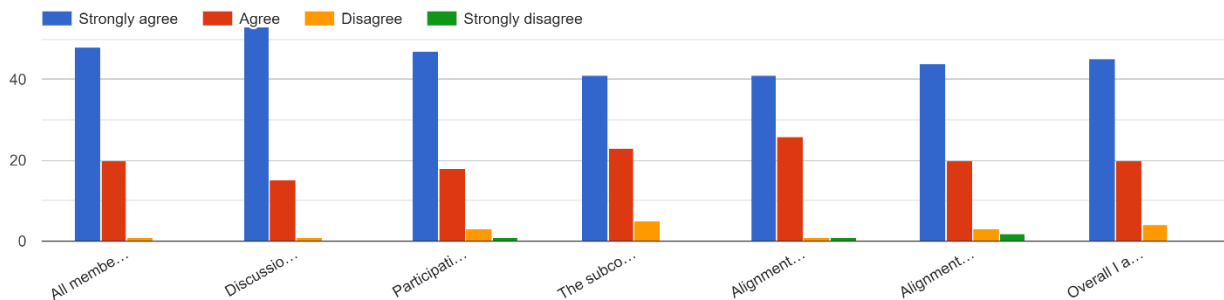


Q5: Were subcommittee members given adequate information to make informed decisions and recommendations?

69 responses



Q6: Please rate the following statements.

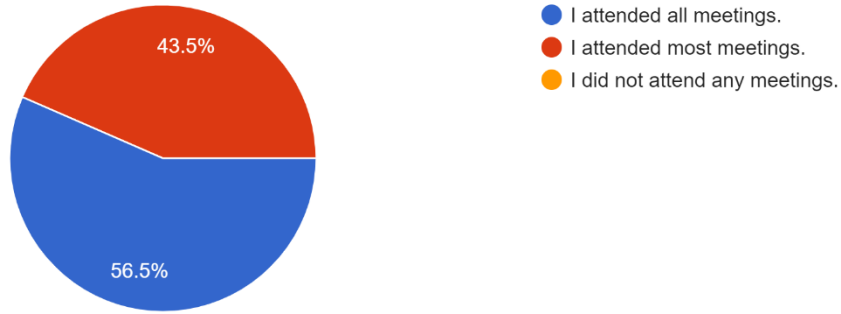


Statements in the chart:

- 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.

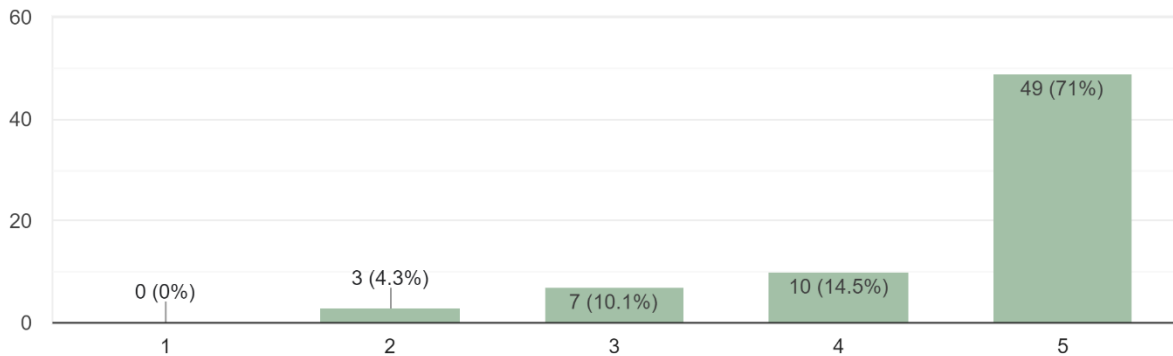
Q7: How often were you able to attend subcommittee meetings?

69 responses



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

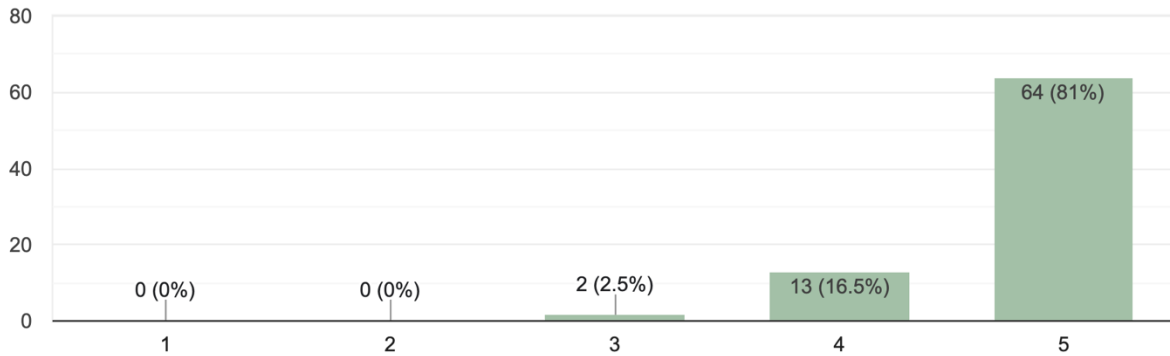
69 responses



1 = not responsive at all, 5 = very responsive

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

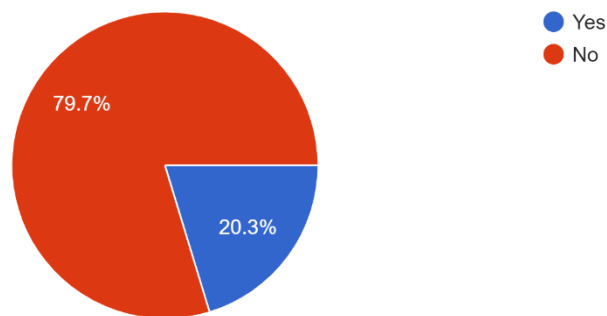
79 responses



1 = not responsive at all, 5 = very responsive

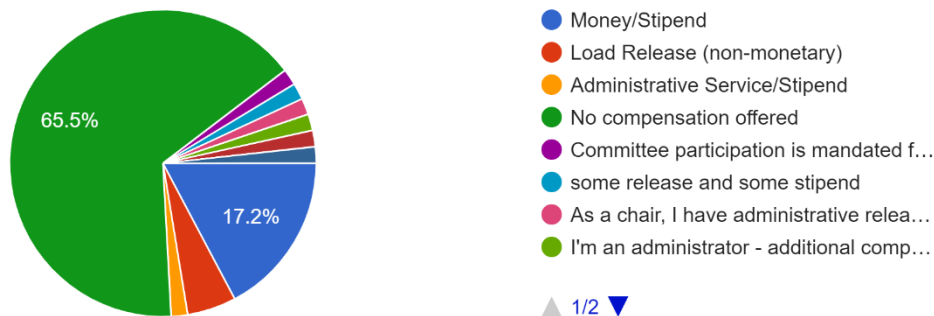
Q10: Did your institution offer some form of compensation for your work on a subcommittee?

69 responses



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

58 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.

- *I do not think the Transfer Council was prepared to deal with a year long sequence of lectures with corresponding labs. This is a lot of work. I asked for compensation from my school for this work and was told no. There should have been time for planning as a committee and feedback at the start of this instead of treating us like previous groups that had very different types of courses.*
- *There needs to be state funding to assist with implementing these changes. The Biology committee was tasked with aligning an entire year's worth of content for classes that have both a lecture and a lab. However, once the changes are approved, it is going to fall to individual faculty members, many of whom may be adjunct instructors that teach on a term-by-term basis, to overhaul their courses. State funding would allow universities and community colleges to offer load release or a stipend to faculty to actually develop and implement these changes; otherwise, faculty will be asked to do more work on top of already heavy workloads.*
- *I have enjoyed working on this subcommittee. Thanks for the opportunity.*
- *I strongly recommend that the committees in the future are encouraged or even required to use an equity framework to guide decision-making. The National Academy of Sciences has a report that will be published in early 2025 on "Equitable and Effective Undergraduate STEM Teaching" that will provide a valuable framework for the CCN work. I'm happy to share more information about this report if needed.*
- *Gen Ed didn't have alignment work, so the forced responses to that question doesn't work for our group.*

- *Thank you, Jane, for your clear and consistently communication and for sharing your expertise to help up better understand the process and goals.*
- *Gen-ed was a new subcommittee and it took us a while to really gain clear understanding of our charge(s). I believe this year we will be more effective.*
- *My participation in the outcomes subcommittee was really meaningful and important work. I look forward to passing the baton to one of my faculty colleagues this year.*
- *I think a lot of credit goes to the co-chairs who kept us on task and respected other points of view and insight into the processes.*
- *To be suddenly dropped from committees because my institution chose to wait for completion before offering a degree as a very real "slap in the face."*
- *I was a co-chair so my answer to question 9 should probably not be included although I thought we did a good job!*
- *I feel that the gen ed sub committee had a challenging start, but we really found our stride spring term.*
- *the collegial nature of all members has been truly enjoyable*
- *Jane has been great and a huge help.*
- *My committee is great most of my concerns are about the structure of the individual subcommittee operating in isolation and the impacts of increasing lower division credits on our students overall credits at the university and their ability to do the things that they are most interested in in their upper division credits. This is a massive issue for students and the work of these groups is not to their benefit in that way.*
- *I think discussion would have been more fruitful if two things were the norm: (a) everyone did their homework as assigned so we can move forward instead of re-visiting old ideas (b) discussion went in a rotation with everyone getting one chance and the yielding the floor until all spoke once. We tend to have two-three people who do all the talking and use up the time.*
- *Happy to be a part of this!*
- *Generally really good participation and chairing. I occasionally wondered if strong voices/large institutions were more dominant in decision-making, e.g. speaking out forcefully and/or "our people won't be able to accept X solution" came up once in a while, and had significant sway. That kind of statement is where the rubber meets the road on the work we are doing.*
- *I don't know if we were provided a list of the representatives from each institution with their emails or not? This would be very useful. One of the best things about serving on these types of committees is meeting other chemistry faculty at other Oregon institutions. Very good connections to have!*
- *I would like to see co-chairs develop agendas and run the meetings rather than HECC staff*
- *The timeline for the chemistry subcommittee seems rushed because we are having to deal with courses that have both a lecture and a laboratory component. It is causing some significant stress for faculty (and subsequently laboratory staff) at institutions who will be expected to make major changes to curriculum before Fall 2025.*

- *Just an FYI, I had to be logged in to my personal Google account to access this survey but it's not the email I use for HECC communications. If you have a low response rate, it might be because not all potential respondents can access the survey.*
- *It felt like OPUs had a larger voice during meetings. Not all faculty were engaged or actively participated. We spent too much time rehashing the same concerns without a focus on moving forward and problem solving. Transfer council did not offer clear guidance to this subcommittee's concerns regarding 200 vs. 300 level courses.*
- *The questions/statements about alignment work are less applicable to the Sys Ops group. I tried to skip them but the survey was not set up to skip questions. I chose "agree" as the possible best answer where our group doesn't really operate on 'alignment' since we weren't working on courses.*
- *I think our co-chairs on the biology subcommittee (Radhika Reddy and Stacy Kiser) did an amazing job facilitating the work of the subcommittee. They are both good listeners and also good facilitators of the conversations to help make progress. They modelled respectful dialogue and inclusivity.*
- *This was one of my best experiences working with a state-wide team.*
- *Great experience.*

Analysis of survey:

	2024 Survey	2023 Survey	2022 Survey
Number of Subcommittees responding to survey	9	7	5
Number of respondents	69 (49% of total CCN subcommittee members; 142 total)	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.	~88%	~89%	~68%
Agendas were provided prior to meetings.	~94%	~92%	~87%
Given adequate information to make informed decisions and recommendations? (strongly agree or agree)	~99%	~100%	~98%
All members encouraged to be actively involved (strongly agree or agree)	~99%	~92%	~98%
Discussions were collegial and different opinions were respected (strongly agree or agree)	~99%	~95%	~98%
Participation in the subcommittee was meaningful and important to me (strongly agree or agree)	~94%	~90%	~95%
The subcommittee charge was understood, and the members worked toward completing the charge (strongly agree or agree)	~93%	~94%	~93%

Alignment was collaborative (strongly agree or agree)	~97%	~92%	~96%
Alignment work was the result of contemplation and research (strongly agree or agree)	~93%	~89%	~93%
Overall, I am satisfied with the subcommittee's performance (strongly agree or agree)	~94%	~91%	~96%
Attended all meetings (all or most)	100%	100%	100%
How responsive were HECC staff to the needs of the subcommittee (1 = not responsive at all to 5 = very responsive)	~86% (4 or 5)	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%	97%	95%
Did your institution offer some form of compensation for your work in a subcommittee?	Y ~20% N ~80%	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: ~17% Load release: ~5.2% Service to institution: ~2% Part of admin pay: ~69.5% Mandated participation/Release + stipend/Admin. Release/Fit into other duties: each ~2%	\$/Stipend: ~28% Load release: ~6% Service to institution: ~2% Service to inst.: ~2% I declined comp.: ~2% Part of admin pay: ~59%	N/A

Orange highlighted areas indicate a negative change from the previous year's survey.

Key takeaways from the survey:

- There was a significant drop in the number of responses to the survey this year, despite having two additional subcommittees and 38 more faculty and staff participating in the work (79% response rate in 2023; 49% response rate in 2024).
- Changes in responses were negligible (1-3%), which suggests that subcommittee members are remaining engaged in the process and are satisfied with alignment work.

- There was a significant change in the number of institutions offering some form of compensation for CCN work (~30% in 2023; ~20% in 2024). The low response rate may have skewed this response, but the decrease may also indicate that institutions are less inclined to offer compensation as the work entered its third, full year. Additionally, faculty are also involved in Major Transfer Map (MTM) work, so institutions appear to be at capacity for finding volunteers to participate in the subcommittees needed to keep this work going (CCN and MTMs).
- CCN decisions should use an equity framework as a guide during decision-making. A suggestion was made for how STEM is addressing this, within teaching. Encourage Cochairs to model inclusivity and respectful dialogue.
- Continue to monitor changes in overall credit accumulation, to ensure that alignment work is not offset by an overall increase in credits for students.
- Continue to invite participation from non-voting institutions and work to ensure that all members (regardless of the size of institution or geography) have an equal say in decision making.
- Continue to plan meetings based on the scope of work assigned.
- Ask Transfer Council to consider how to broach the issue of 200 vs. 300 level courses taught at community colleges and universities.
- 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). So far, they have not had access to aggregated, statewide data.
- Provide information on the effect of CCN on student success measures, for future alignment and assessment of alignment.
- Consider information on institutional size and geography when making decisions (e.g., available resources for students).