



Campus Views 2011

Results of the
2011 Faculty/Staff Survey

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Summary

The 2011 faculty/staff survey was conducted online between November 7 and November 23. Responses were received from 351 respondents. The following list summarizes noteworthy results of the 2011 survey.

Governance and Leadership

- Approximately 75% of the college community agreed that governance works effectively. This percentage has been nearly constant since it was first asked in 2008, despite the transitions in leadership. See pages 5-6 for details.
- Perceptions of the Superintendent/President and of the Board of Trustees were less positive in 2011 than in 2010, possibly reflecting the state budget issues and college budget and salary cuts. Declines in opinions about the Superintendent/President and the Board were more common among faculty members than other groups; administrators showed steady or increasing opinions about the Superintendent/President and the Board. See pages 8-13 for details.

Student Learning Programs and Services

- Items about student learning outcomes showed strong agreement. All respondent groups agreed that GCC has developed a student learning outcomes/assessment cycle and that the faculty has the critical role in implementing student learning outcomes and assessment. See page 17 for details.
- Respondents were not positive about enrollment management. The percentage agreeing that GCC effectively manages enrollment was 51%. See page 17 for details.
- Respondents were ambivalent about the block scheduling system implemented in 2010. While 55% of full-time faculty members indicated that block scheduling has caused problems, 74% of full-time faculty members indicated that block scheduling is working well. See pages 18-19 for details.
- Respondents were positive about student services, particularly the library: 95% of respondents with an opinion agreed that the library serves the needs of our students. See page 22 for details.

Mission and Institutional Effectiveness

- A large majority of respondents were aware of the new process integrating program review, planning, and resource allocation that was implemented in response to the 2010 accreditation recommendations: 82% of all respondents, and 93% of full-time faculty members, were aware of the new system, an increase from the 2010 survey. See page 24 for details.

- A large majority of respondents (90%) said they are familiar with GCC's mission statement, but only 58% indicated that they have participated in discussions of the mission statement. See page 23 for details.

Resources

- Respondents were unclear about processes for hiring and evaluating administrators. Only 59% of respondents with an opinion agreed that GCC has a clear process for hiring competent administrators, and 45% agreed that GCC has a clear process for evaluating administrators. See pages 27-29 for details.
- Perceptions of the safety and attractiveness of the main campus were high: 93% of respondents agreed that the main campus is safe and 96% agreed that the main campus is attractive. Of respondents on the Garfield Campus, 100% agreed that the Garfield Campus is safe and 100% agreed that the Garfield Campus is attractive (up from 59% in 2010). See pages 31-32 for details.
- Perceptions about technology resources were mixed. While perceptions about communication (email) and information sharing (websites) were positive, perceptions about technology supporting instruction, student services, and administration showed declines since 2008. See pages 33-35 for details.
- Perceptions of the budget process declined in 2011 after showing increases between 2008 and 2010. Agreement with the statement "The budget process is effective" dropped from 50% in 2010 to 27% in 2011. These perceptions have probably been influenced by state budget cuts and resultant salary cuts. See pages 37-39 for details.

Communication

- Although most respondents agreed that campus communication with external groups is effective, only 52% agreed that communication between the main campus and the Garfield Campus is effective. Additionally, the percentage agreeing that the administration communicates effectively with constituent groups was 54%, a decrease from 70% in 2009. See pages 41-42 for details.

Introduction and Method

Procedure and Response Rates

The 2011 faculty/staff survey was announced via campus email on Monday, November 7, 2011 with a deadline of Wednesday, November 23, 2011. The following table shows the response history of surveys. In the 1986 and 1990 surveys, the responses of administrators and managers were included with the responses of classified staff.

Category	1986	1990	1997	2002	2007	2008	2009	2010	2011
Administrators/Managers	n/a	n/a	14	23	42	33	41	44	25
Full-Time Faculty	147	137	122	122	119	84	139	104	125
Part-Time Faculty	224	86	169	152	92	47	109	96	123
Classified Staff	171	157	123	115	116	114	89	123	75
Other	n/a	n/a	n/a	n/a	4	6	5	3	3
Total Respondents	542	380	428	412	373	283	383	370	351

In 2011, responses were received from approximately 38% of administrators/managers, 56% of full-time faculty members, 29% of part-time faculty members, and 23% of classified staff members, for an overall response rate of approximately 35%. In 2011, 302 respondents indicated their primary assignment was at the main campus, 39 respondents indicated their primary assignment was at the Garfield Campus, and 10 respondents did not answer the question.

Reading the Graphs in Campus Views

For all items, respondents were presented with a statement and asked to indicate how strongly they agreed or disagreed. Respondents could mark “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” “I Don’t Know,” or “Not Applicable.”

The graphs in this report show the percentages of respondents with an opinion (i.e., either agreeing or disagreeing) who marked “Agree” or “Strongly Agree.” In other words, the measure is the percentage of respondents with an opinion who agreed with the statement. Respondents marking “I Don’t Know” or “Not Applicable” are not included in the calculation of the agreement percentage. The percentage of all respondents marking “I Don’t Know” is included in the graphs below. Where available, historical trends are also shown in the graphs.

Survey History

Historically, Glendale Community College surveyed its faculty and staff before writing the accreditation self study. Accreditation surveys were conducted in 1986, 1990, 1997, and 2002. The original survey was developed in 1986 by nine committees working on the college's self study. Two survey forms were developed, one addressing faculty issues and a parallel one addressing classified staff issues. Most survey items were shared by both survey forms.

A different approach was used for the 2007 faculty/staff survey. The 2007 survey included accreditation items but it also included items assessing progress toward the 10 goals of the college's Strategic Master Plan (SMP). A small number of survey items were adapted from previous versions, but most items in the 2007 survey were new. The 2007 version of the survey has been repeated annually during the Fall semester, with some modification of questions.

The 2009 survey included questions from two additional faculty/staff surveys conducted in previous years, both assessing leadership and governance at the college. Also in 2009, several questions were added to inform the educational master planning process conducted by KH Consulting Group.

Since 2007, the faculty/staff surveys have been conducted using the [surveymonkey.com](http://www.surveymonkey.com) web-based service.

Survey Part 1.

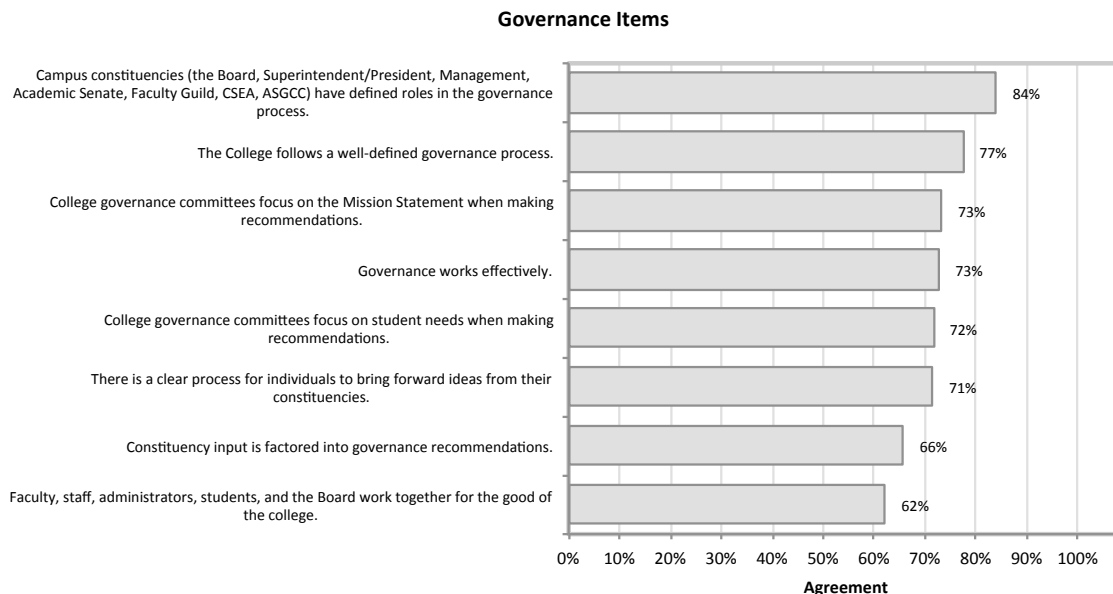
Governance and Leadership

The first part of the faculty/staff survey addressed governance and leadership. Separate sections below show responses to items about governance, the Superintendent/President, and the Board of Trustees.

1.1. Governance

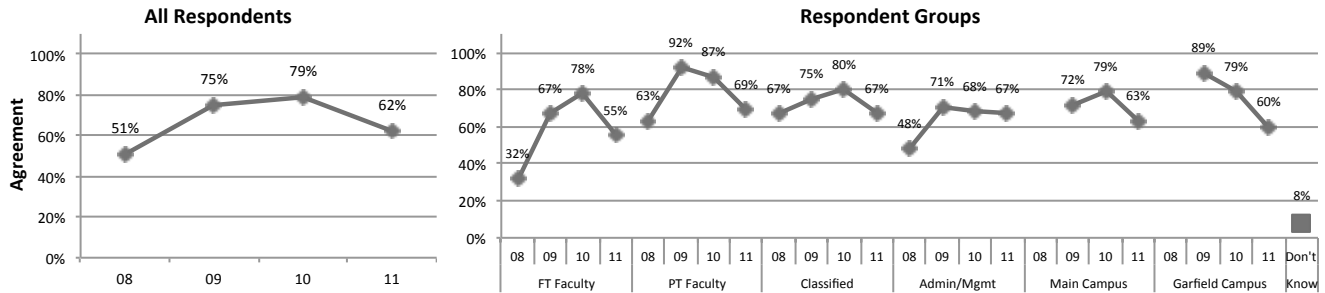
The following graph summarizes the responses in 2011 to governance-related items. A large majority of respondents agreed that campus constituencies have defined roles in governance. Respondents also agreed that the college's governance process is well-defined. The item with the lowest agreement involved faculty, staff, students, and the Board working together. This item had more positive responses in 2009 and 2010 than in 2011. State budget issues and the resulting effects on the college budget, necessitating salary reductions, might be one reason for the substantial decline in agreement. Full-time faculty were less likely to agree with this item than other groups.

In general, the governance items indicate that constituent groups believe governance is effective and well defined. Respondents, particularly full-time faculty members, had concerns about constituency input and constituency groups working together for the good of the college.

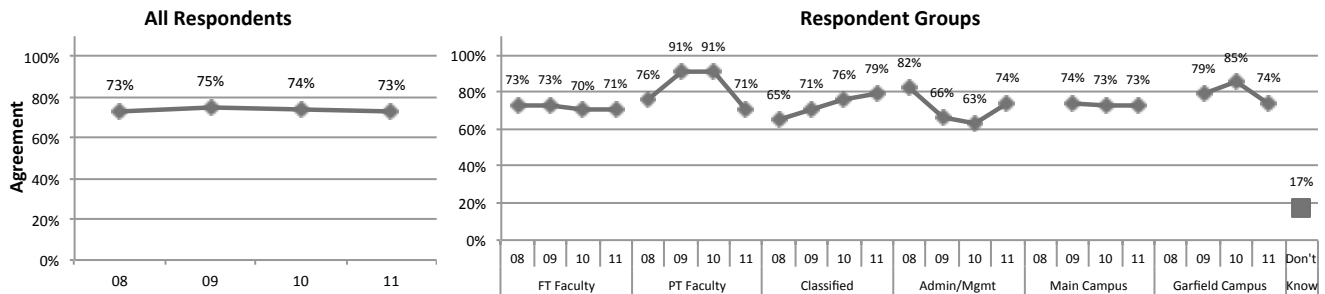


The next set of graphs shows historical trends for all respondents (the graphs on the left below each item) and for different respondent groups (the graphs on the right). The rightmost, square data point shows the percentage of all respondents marking “I Don’t Know.”

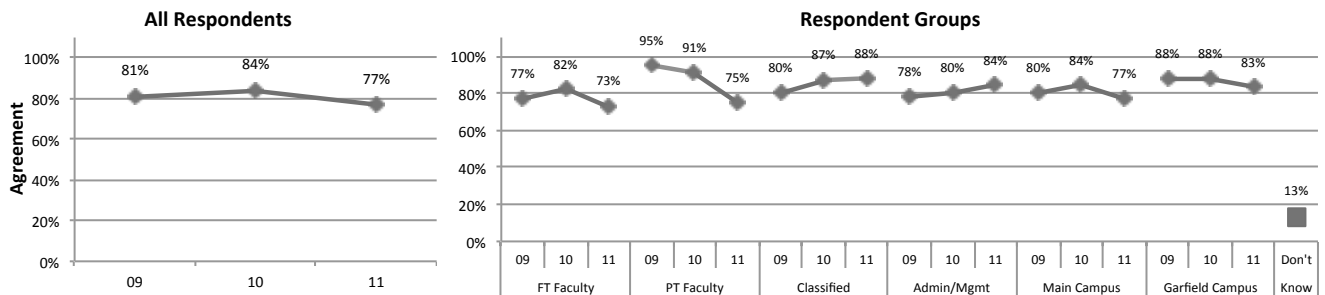
Faculty, staff, administrators, students, and the Board work together for the good of the college.



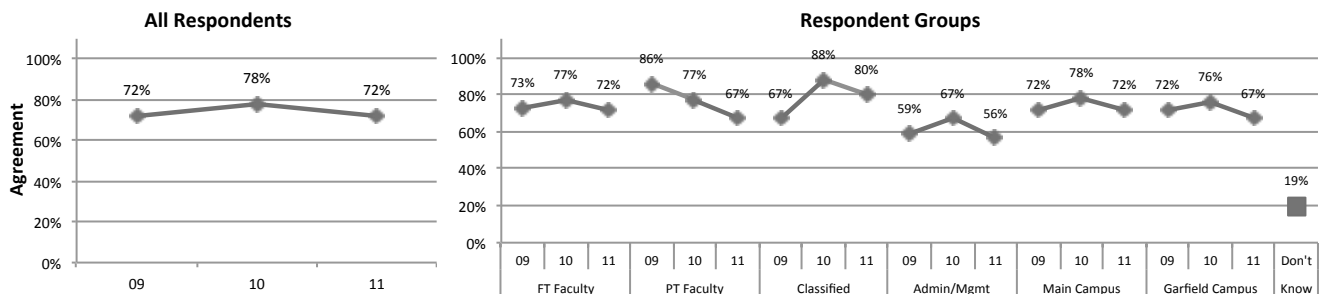
Governance works effectively.



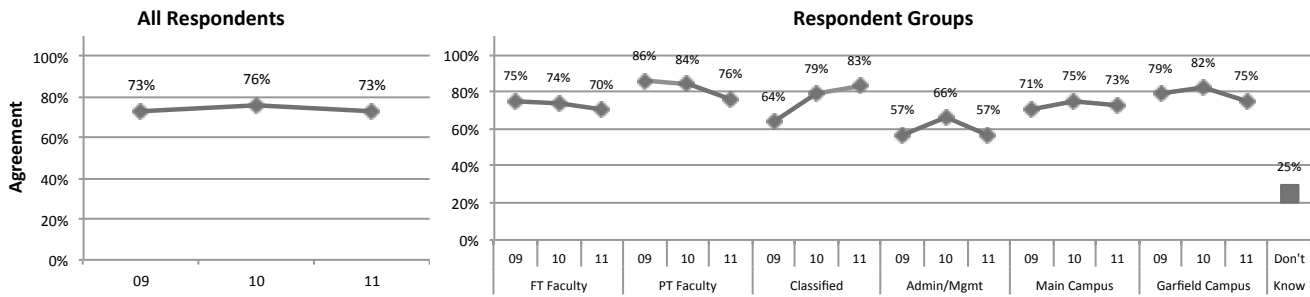
The College follows a well-defined governance process.



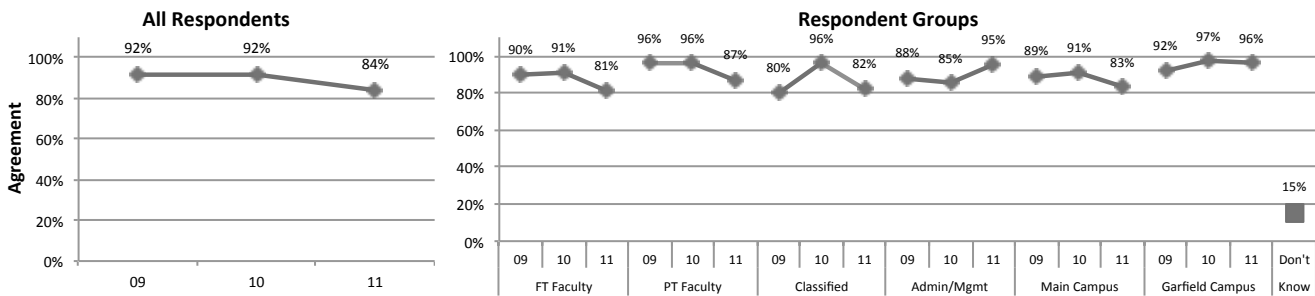
College governance committees focus on student needs when making recommendations.



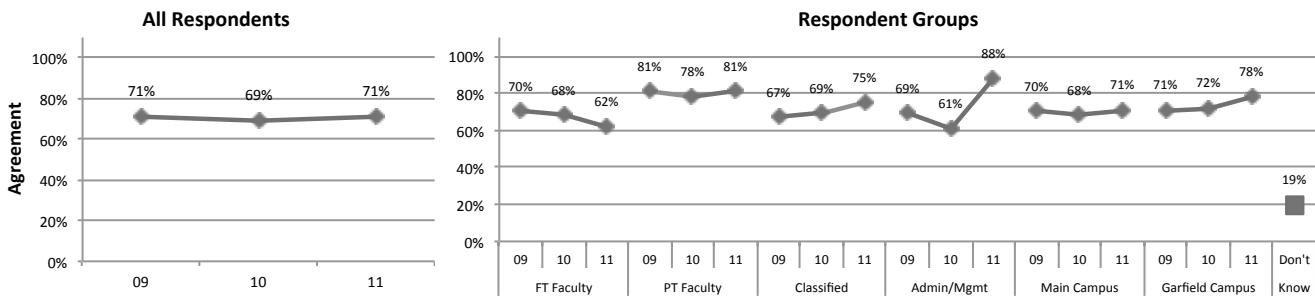
College governance committees focus on the mission statement when making recommendations.



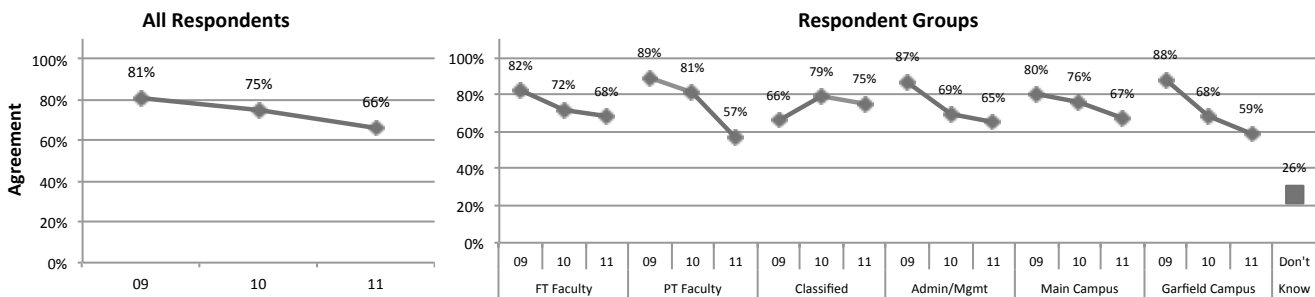
Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.



There is a clear process for individuals to bring forward ideas from their constituencies.



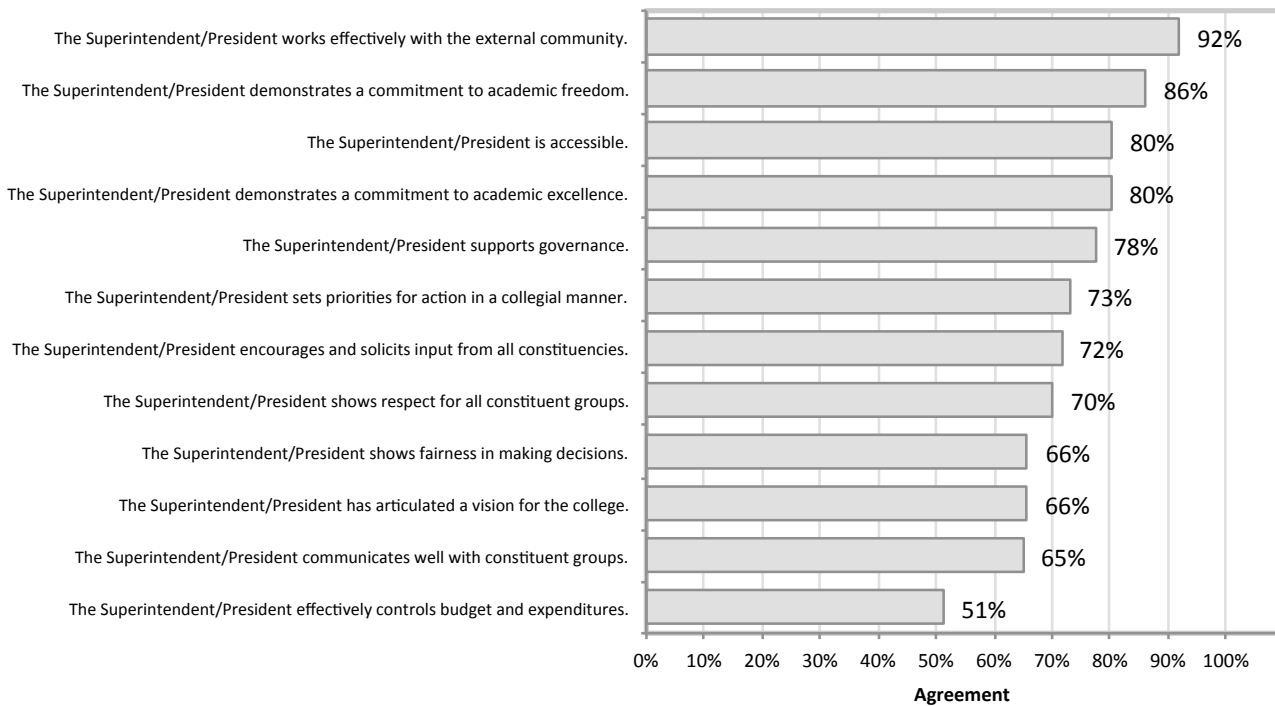
Constituency input is factored into governance recommendations.



1.2. Superintendent/President

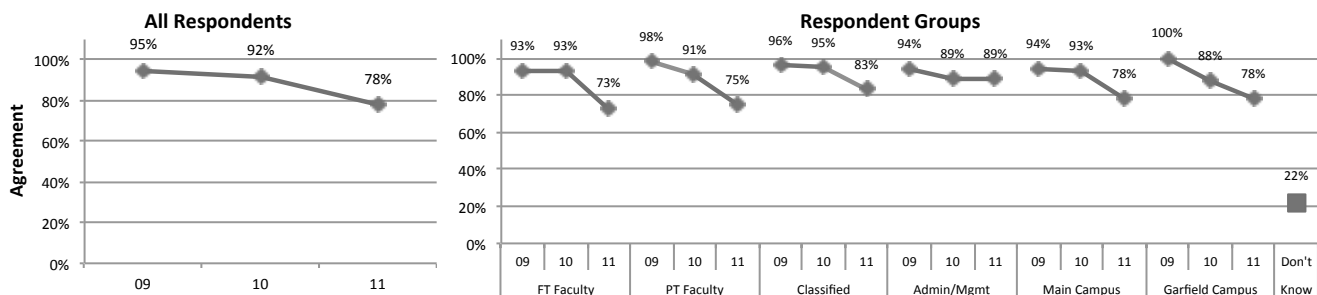
The 2011 survey asked 12 items about the Superintendent/President. The graph below summarizes the responses in 2011 to these items. Many items showed strong agreement, but responses were somewhat less positive in the 2011 survey than in the 2009 and 2010 surveys. The item with the lowest agreement was “The Superintendent/President effectively controls budget and expenditures,” which had an agreement rate of 51%. Many respondents (37%) marked “I Don’t Know” to this item about budget and expenditures.

Superintendent/President Items

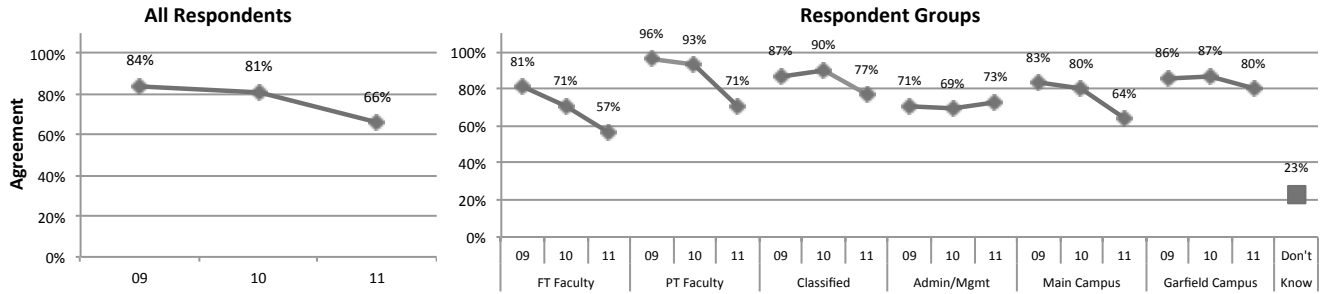


The graphs below show historical trends and responses separated by respondent group.

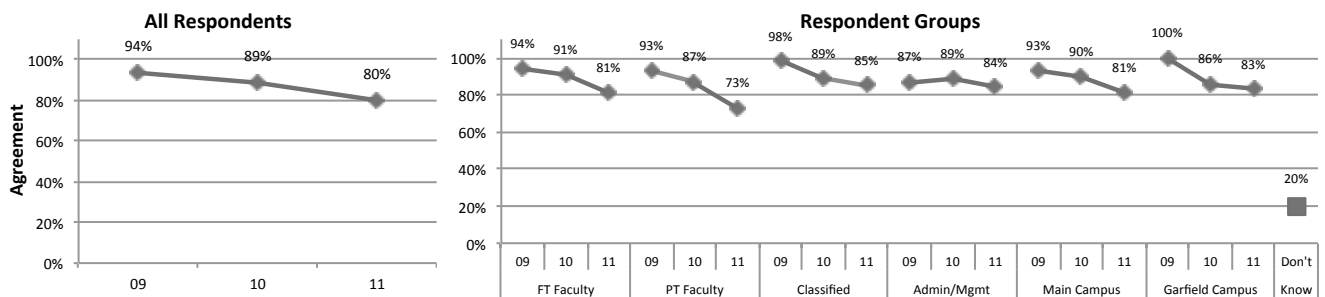
The Superintendent/President supports governance.



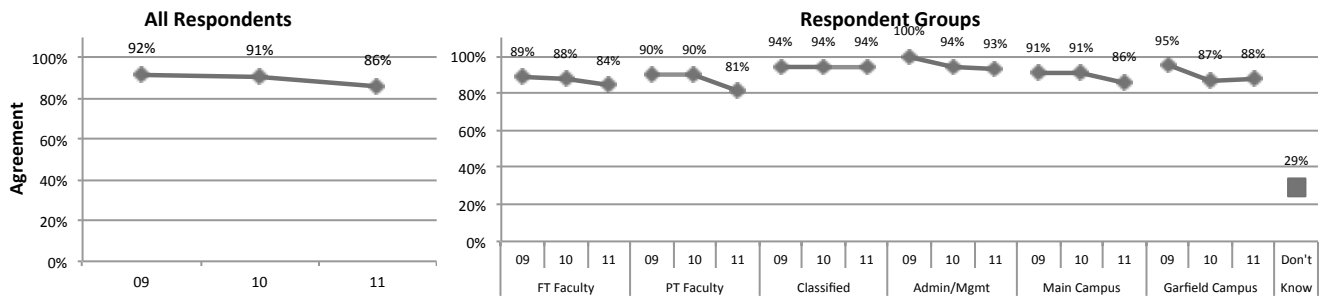
The Superintendent/President has articulated a vision for the college.



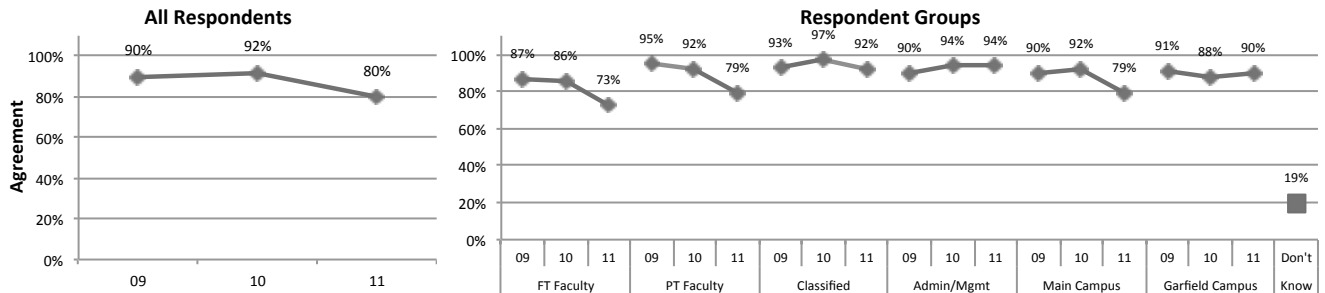
The Superintendent/President is accessible.



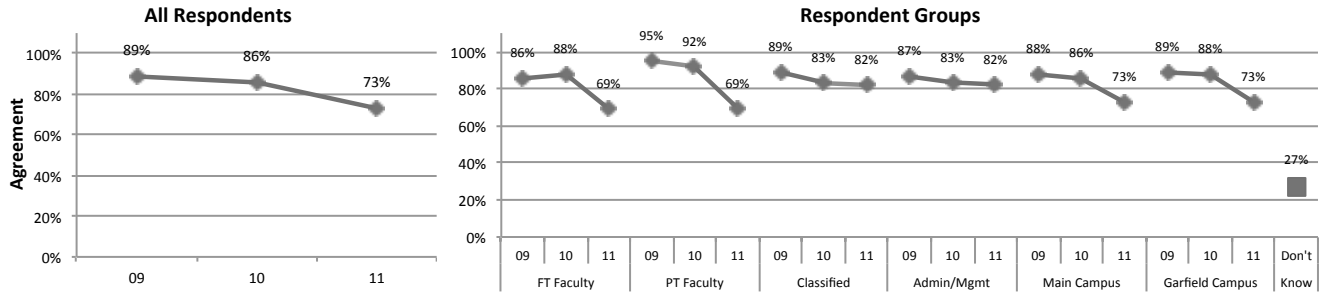
The Superintendent/President demonstrates a commitment to academic freedom.



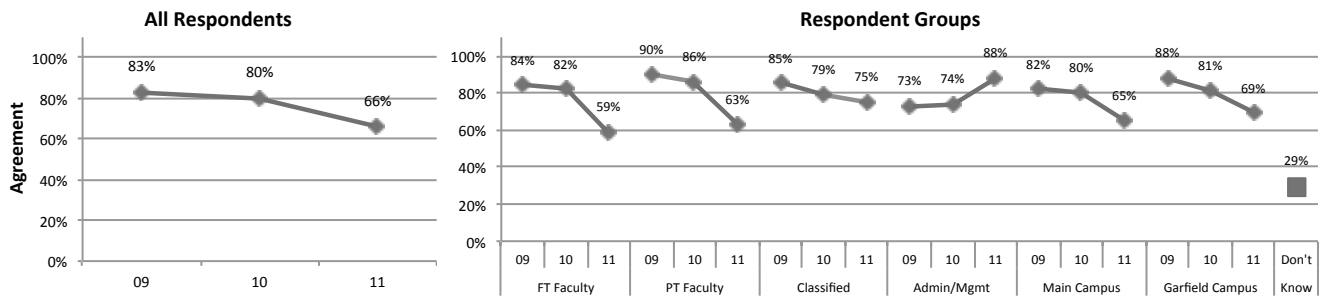
The Superintendent/President demonstrates a commitment to academic excellence.



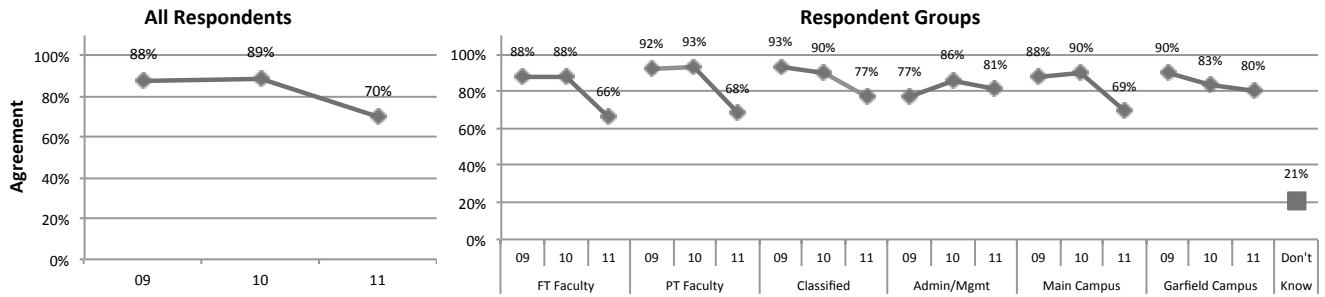
The Superintendent/President sets priorities for action in a collegial manner.



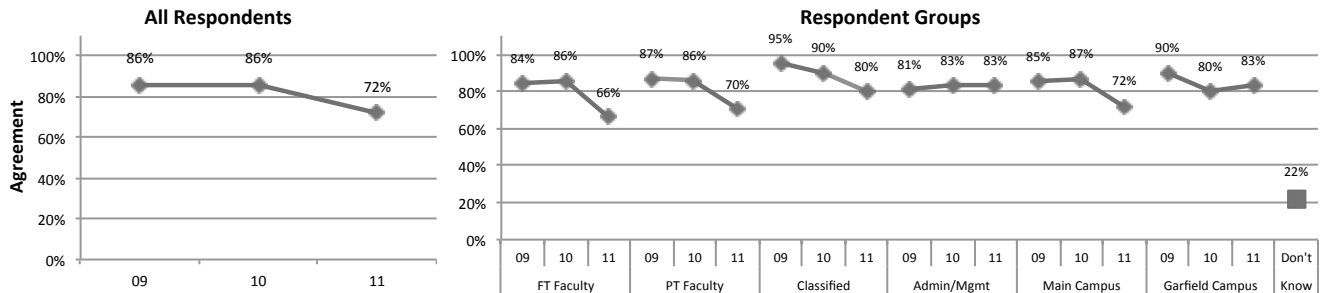
The Superintendent/President shows fairness in making decisions.



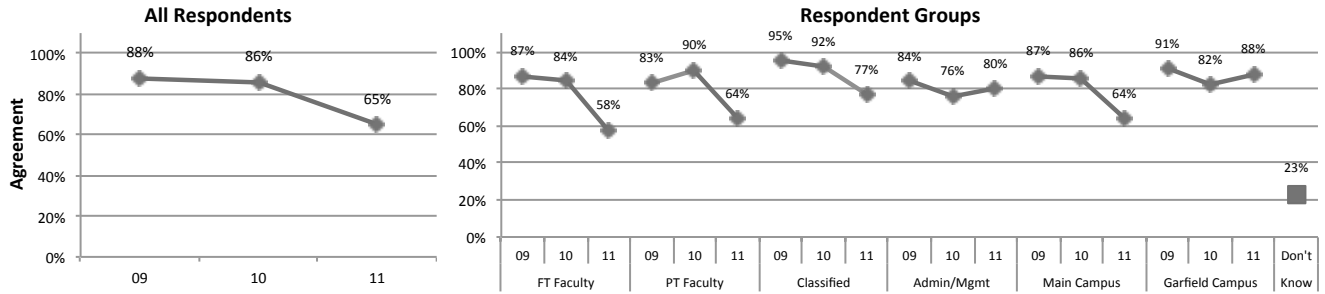
The Superintendent/President shows respect for all constituent groups.



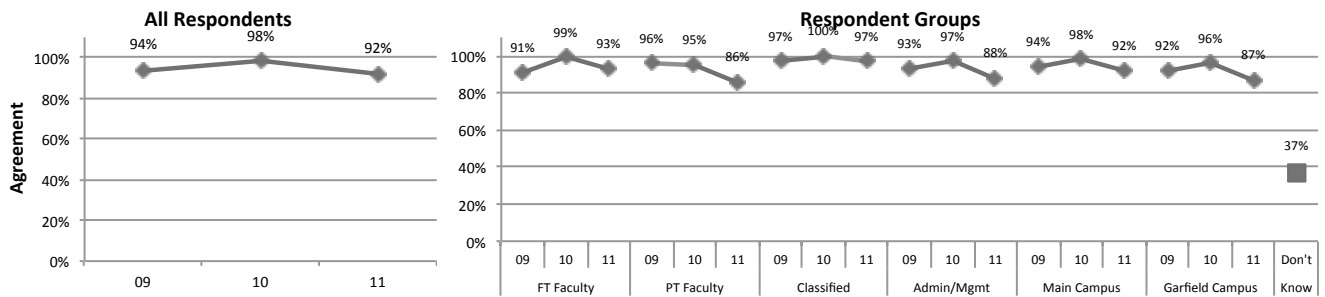
The Superintendent/President encourages and solicits input from all constituencies.



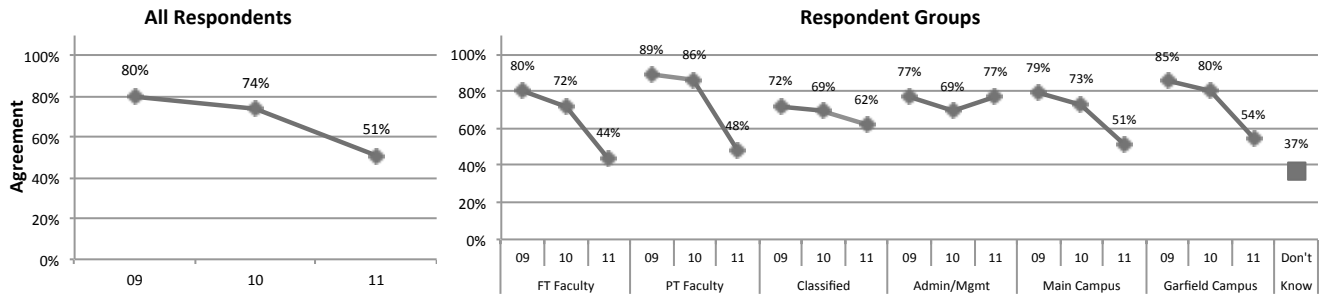
The Superintendent/President communicates well with constituent groups.



The Superintendent/President works effectively with the external community.



The Superintendent/President effectively controls budget and expenditures.

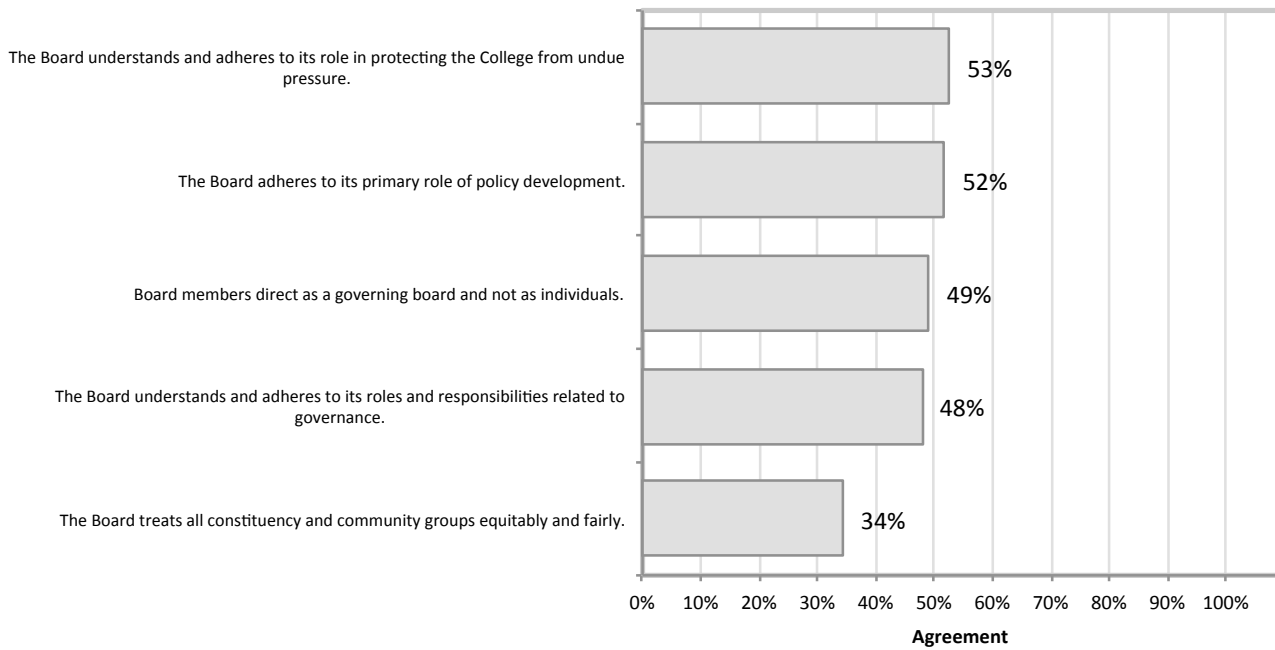


1.3. Board of Trustees

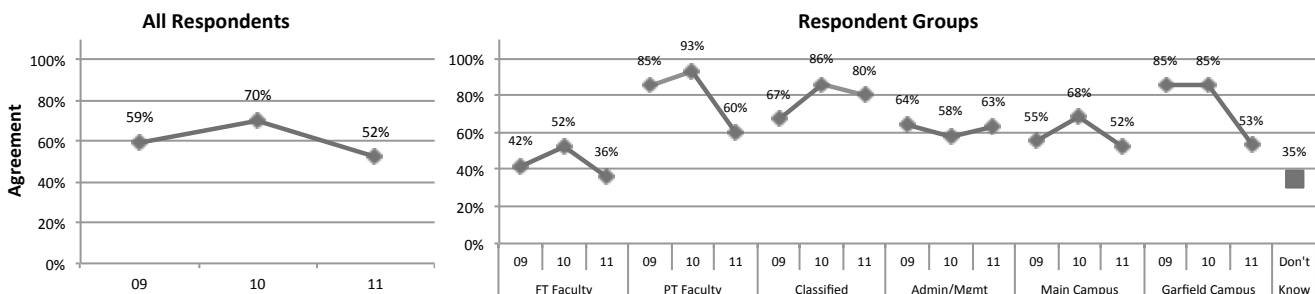
The 2011 survey included five items about the Board of Trustees. The graph below summarizes the responses in 2011 to the items related to the Board of Trustees.

All the Board of Trustees items showed a trend of increasing from 2009 to 2010, then decreasing from 2010 to 2011. Most items were somewhat lower in 2011 than in 2011, particularly “The Board treats all constituency and community groups equitable and fairly,” which showed only 34% agreement from all respondents and 15% from full-time faculty members. It is possible that the decreases in 2011 are due in part to negotiations involving faculty salary cuts; negotiations were ongoing at the time of the survey.

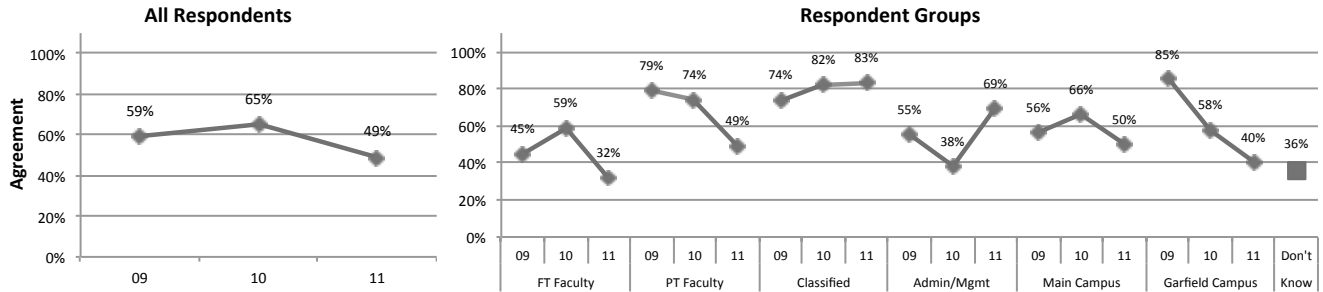
Board of Trustees Items



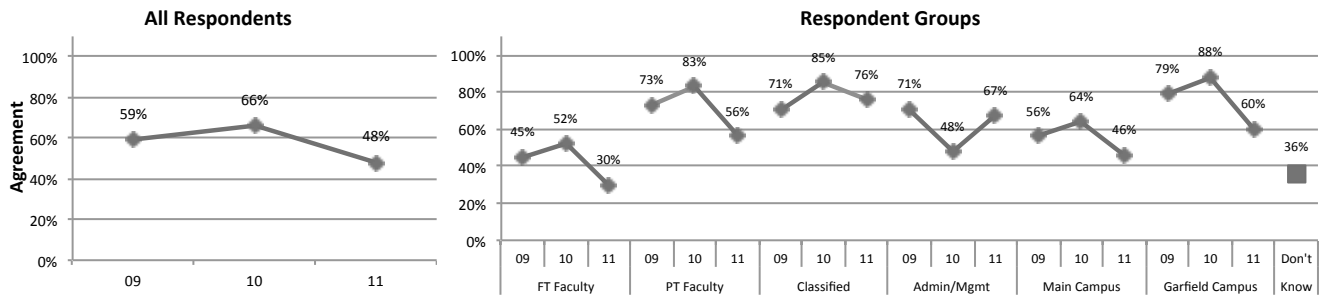
The Board adheres to its primary role of policy development.



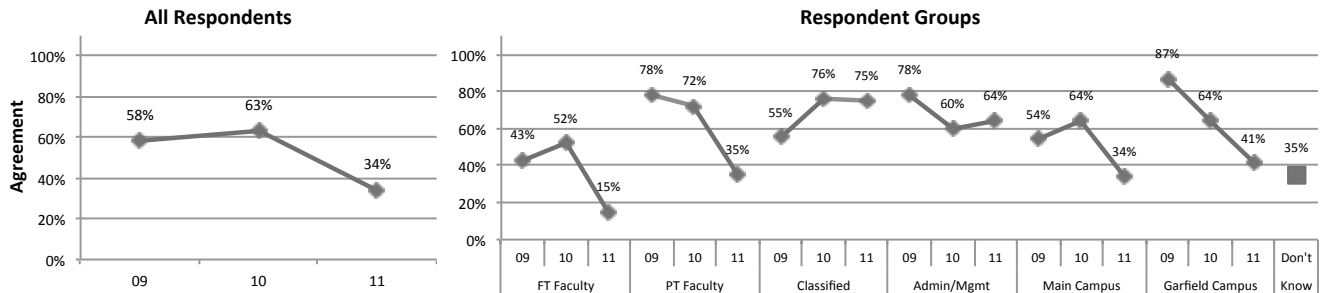
Board members direct as a governing board and not as individuals.



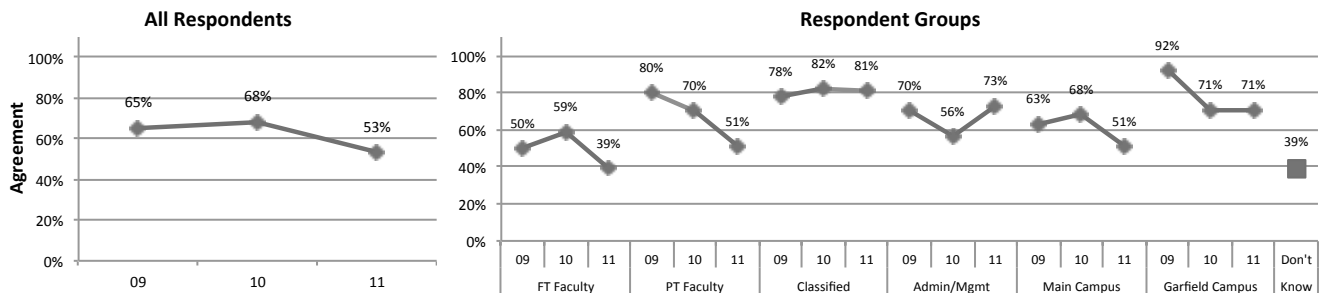
The Board understands and adheres to its roles and responsibilities related to governance.



The Board treats all constituency and community groups equitably and fairly.



The Board understands and adheres to its role in protecting the college from undue pressure.



Survey Part 2.

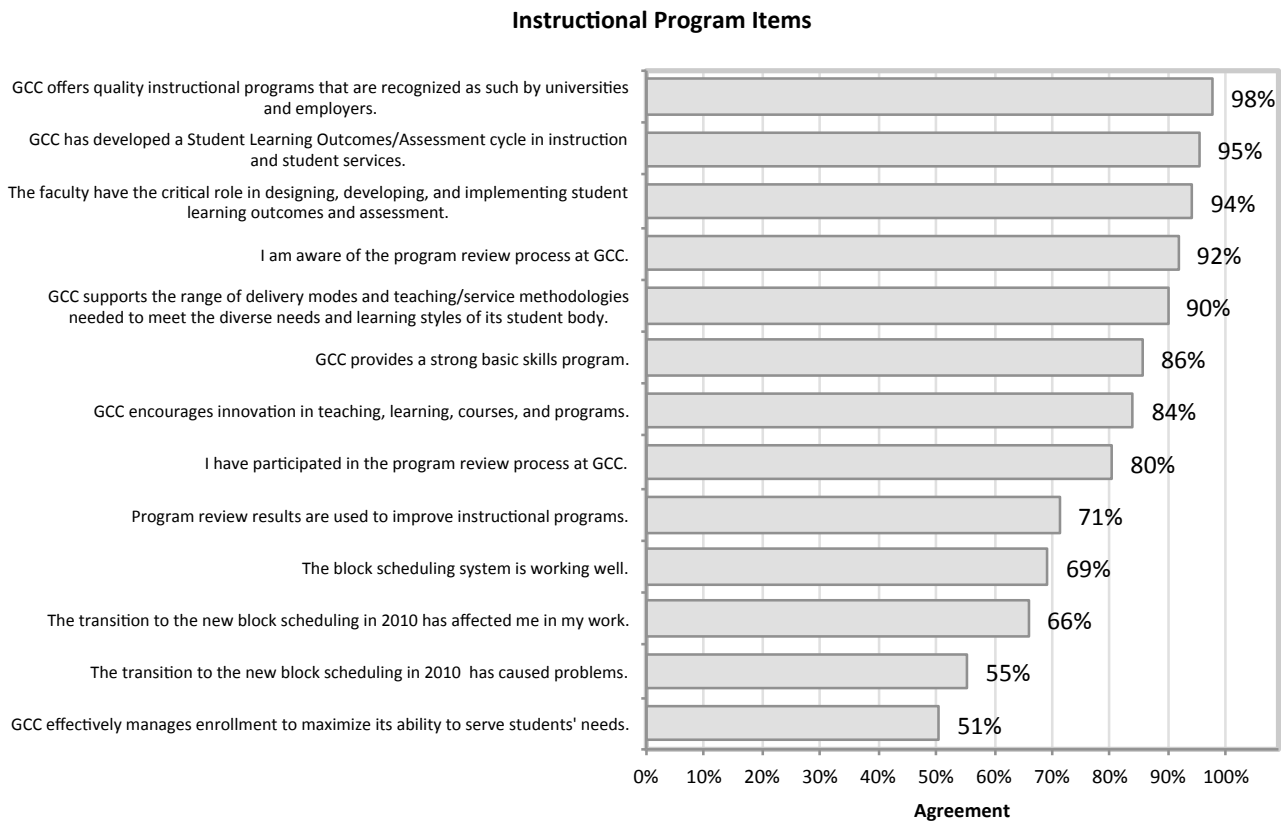
Student Learning Programs and Services

2.1. Instructional Programs

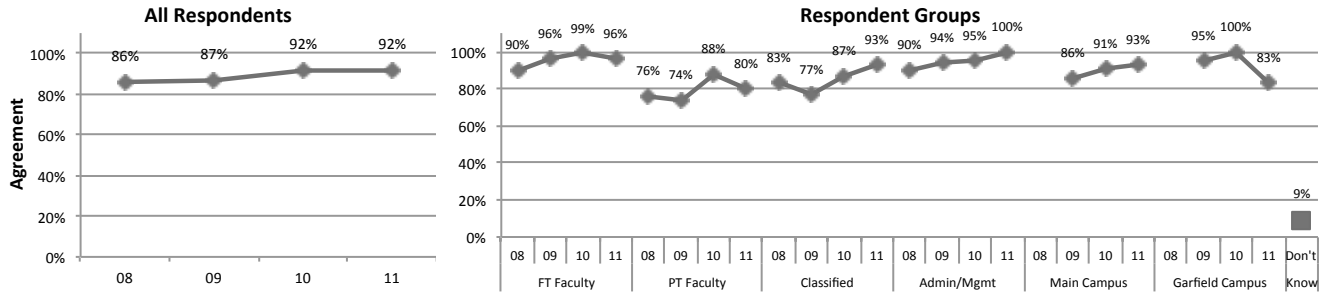
The following questions focus on the accreditation standards regarding instructional programs. Topics included program review, instructional quality, meeting student needs, student learning outcomes, enrollment management, and basic skills.

The graph below shows a summary of the responses in 2011 to the instructional program items. Respondents were positive about the existence of a student learning outcomes assessment cycle and the faculty’s lead role in the cycle. Awareness of GCC’s SLOAC process increased from 71% in 2007 to 95% in 2011. Respondents were also positive about the quality of instructional programs and support for a range of delivery methods. Respondents were aware of program review and most (80% of all respondents, 96% of full-time faculty) had participated in program review.

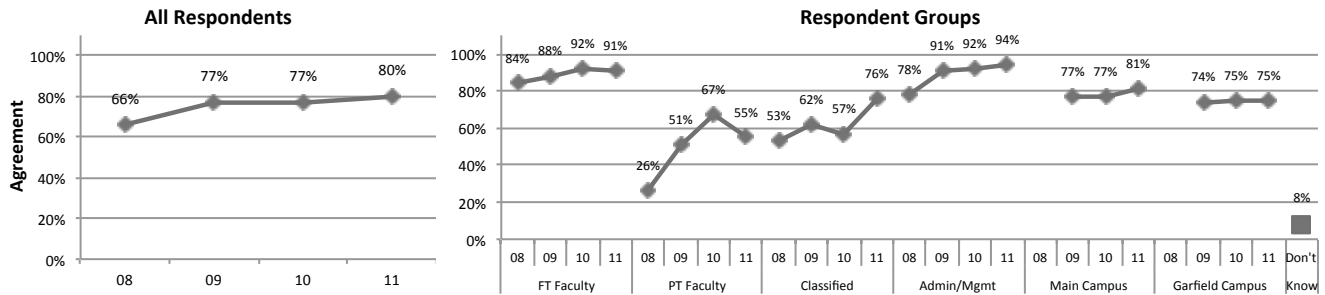
The item with the lowest agreement involved enrollment management. Respondents appeared ambivalent about the new block scheduling system: Although 69% of all respondents (and 74% of full-time faculty) agreed that block scheduling is working well, 55% of all respondents (and 55% of full-time faculty members) said that block scheduling has caused problems.



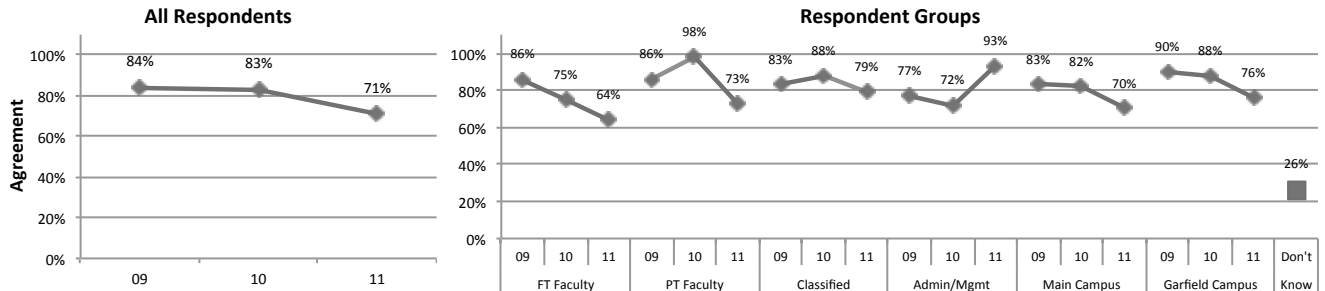
I am aware of the program review process at GCC.



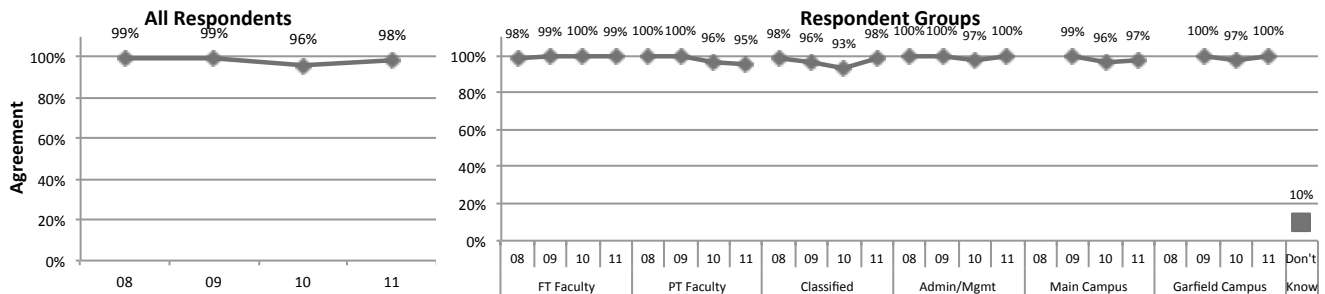
I have participated in the program review process at GCC.



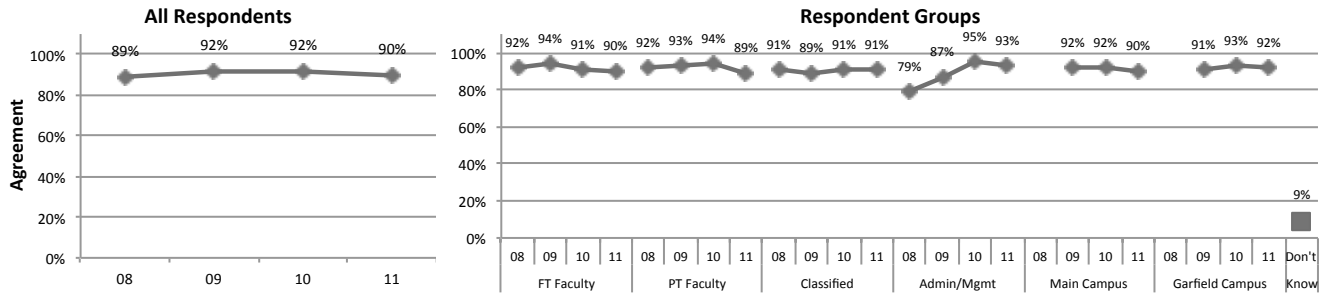
Program review results are used to improve instructional programs.



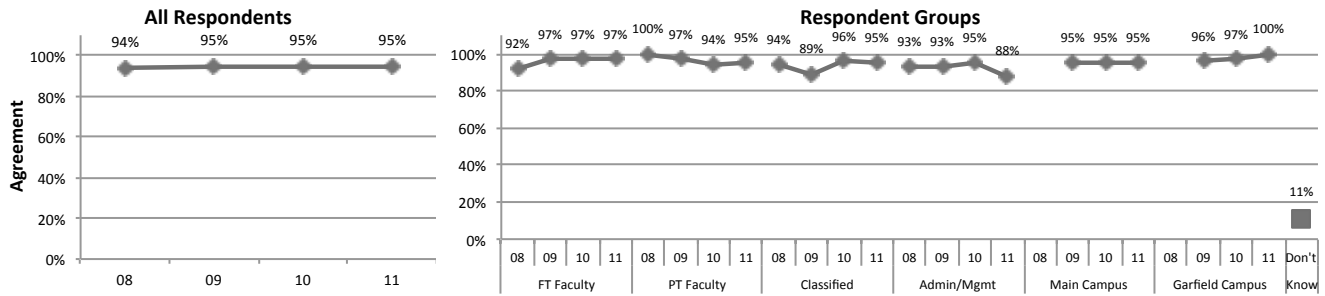
GCC offers quality instructional programs that are recognized as such by universities and employers.



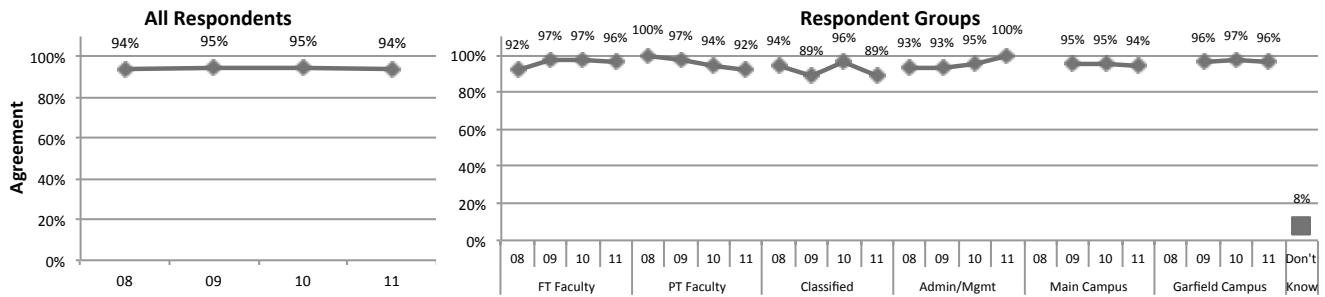
GCC supports the range of delivery methods and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body.



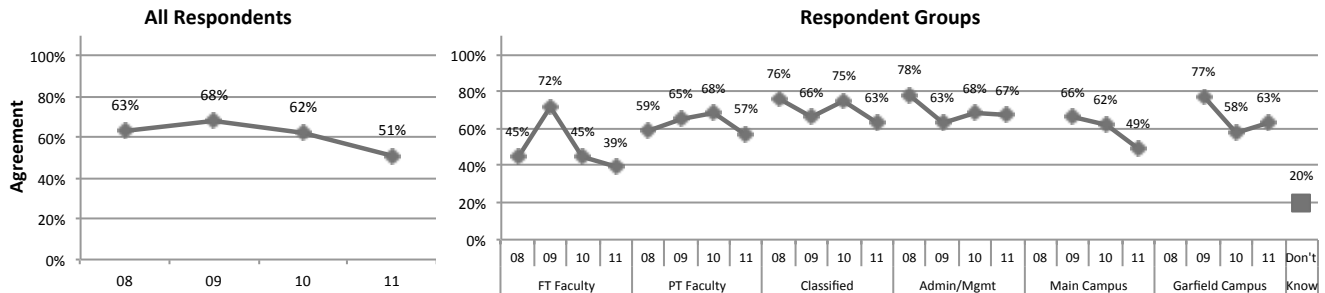
GCC has developed a Student Learning Outcomes/Assessment Cycle in instruction and student services.



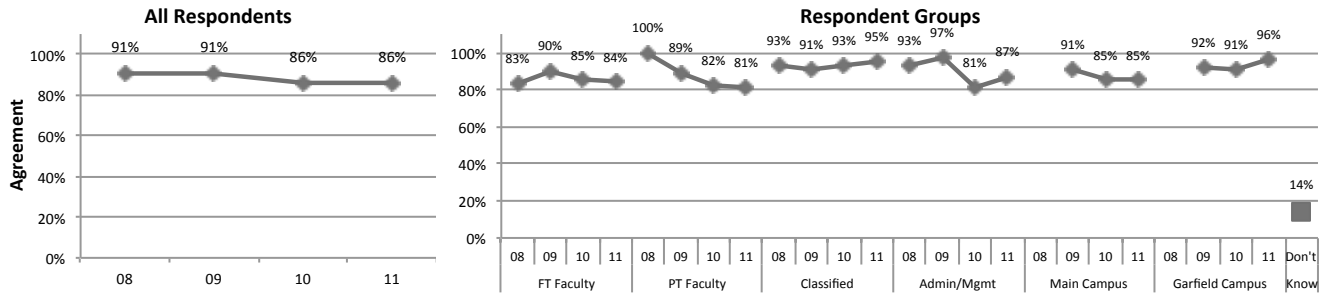
The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment.



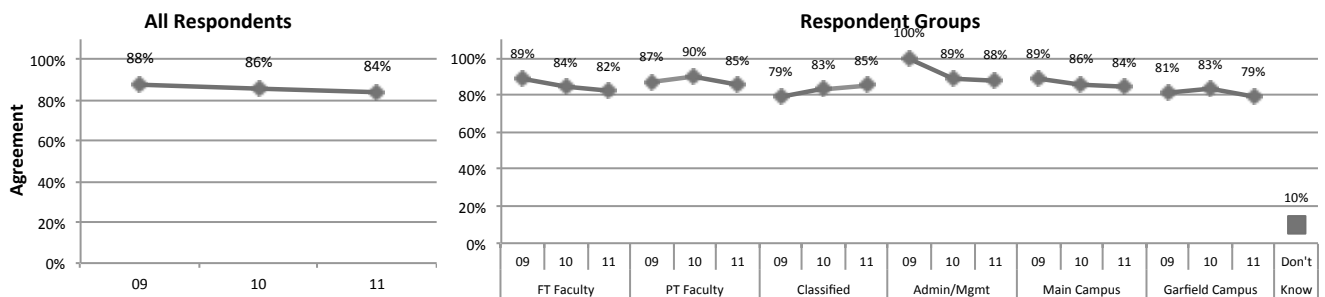
GCC effectively manages enrollment to maximize its ability to serve students' needs.



GCC provides a strong basic skills program.

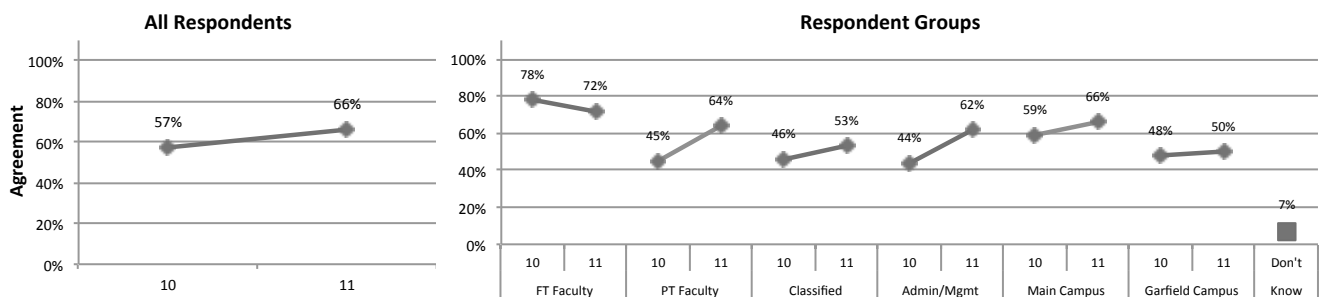


GCC encourages innovation in teaching, learning, courses, and programs.

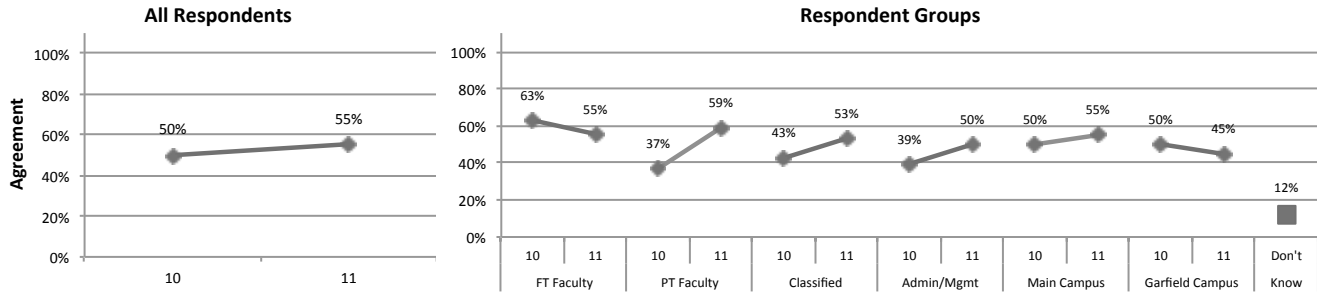


The 2011 survey included four items on the new block scheduling system, implemented for the first time in Fall 2010.

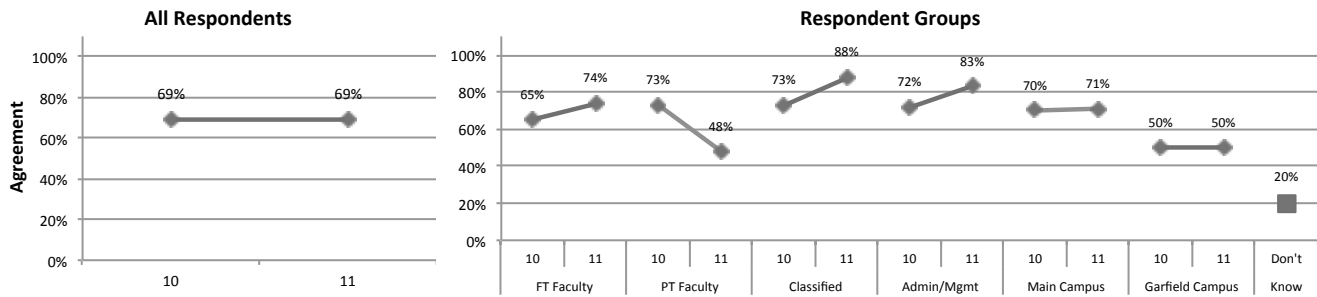
The transition to the new block scheduling in 2010 has affected me in my work.



The transition to the new block scheduling in 2010 has caused problems.

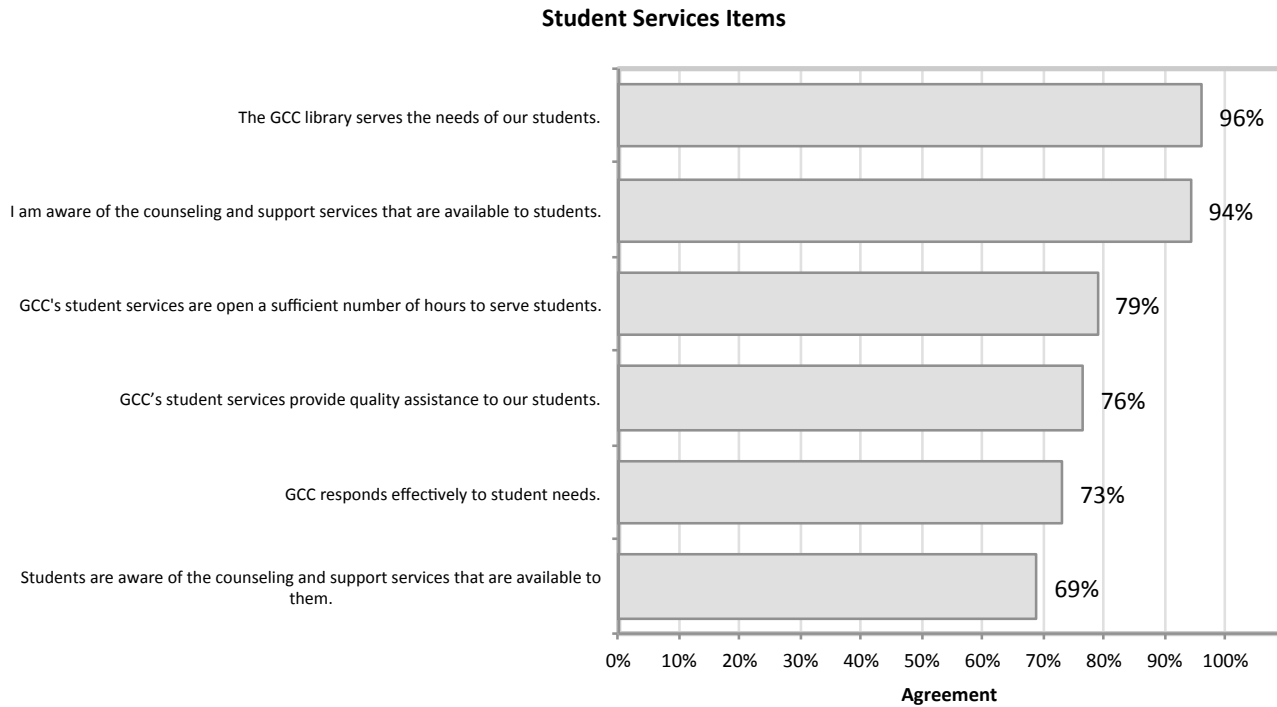


The block scheduling system is working well.



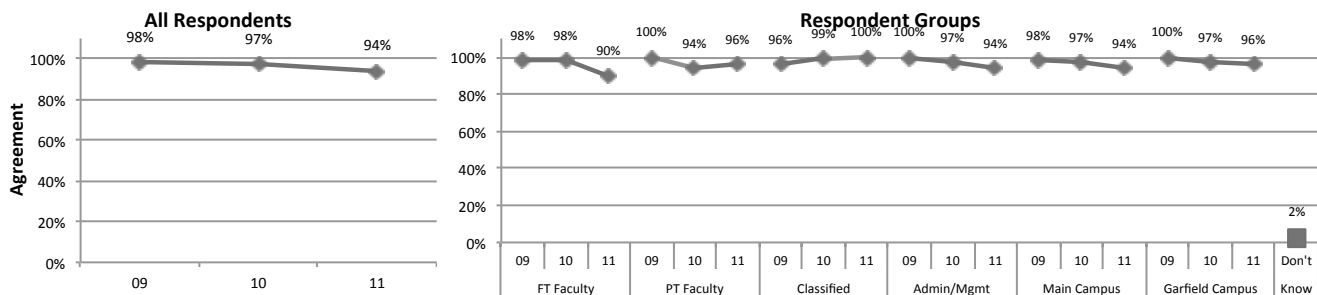
2.2. Student Services

The 2011 survey included six items about student services. The following graph summarizes the responses to the student services items. Respondents were most positive about their own awareness of the support services available and about the library. Respondents were least likely to agree that students are aware of the services available to them, but the agreement rate for this item was fairly high (69%).

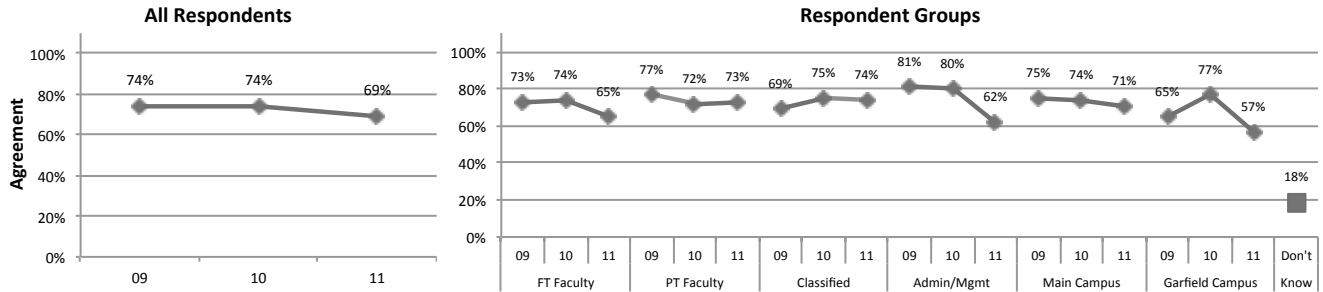


The following graphs show trends and responses by respondent group.

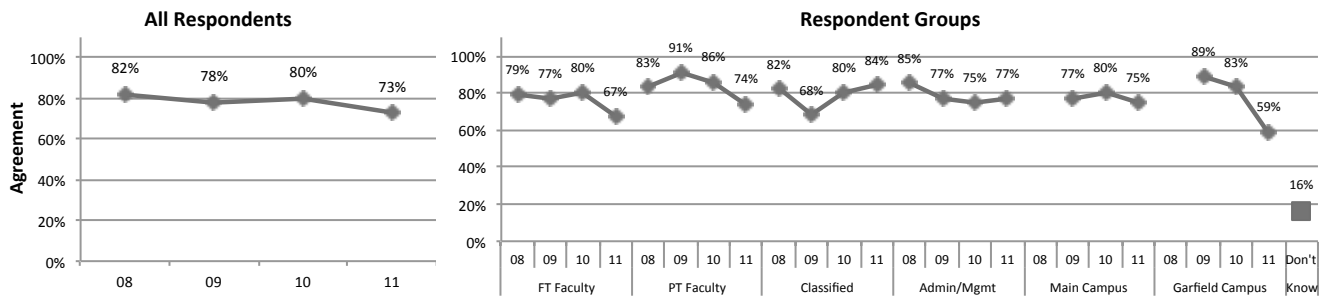
I am aware of the counseling and support services that are available to students.



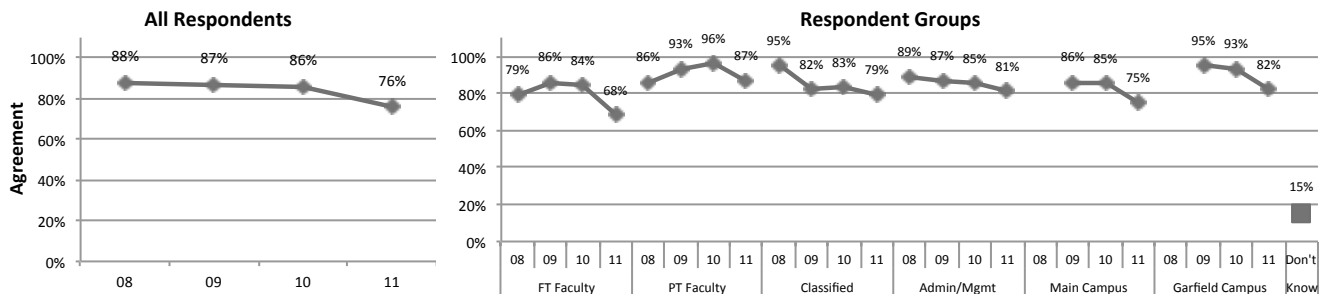
Students are aware of the counseling and support services that are available to them.



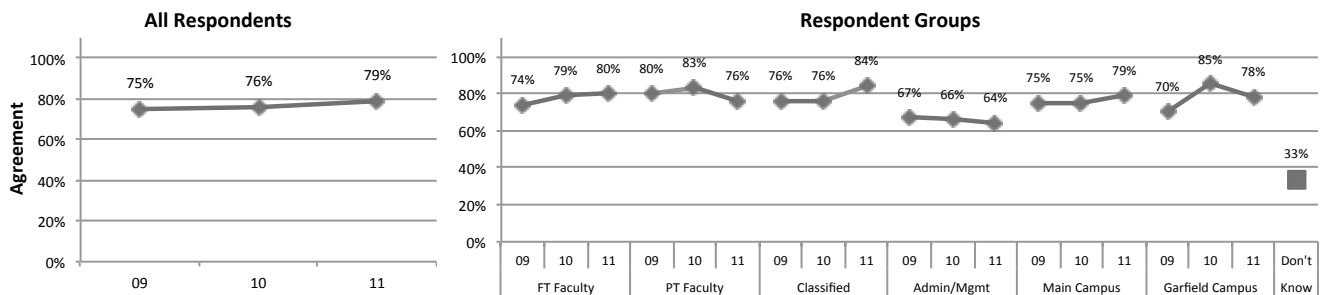
GCC responds effectively to student needs.



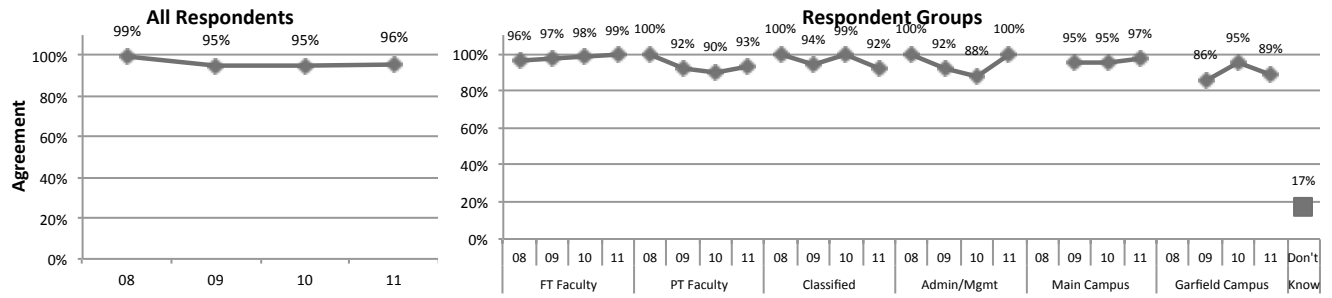
GCC's student services provide quality assistance to our students.



GCC's student services are open a sufficient number of hours to serve students.



The GCC library serves the needs of our students.

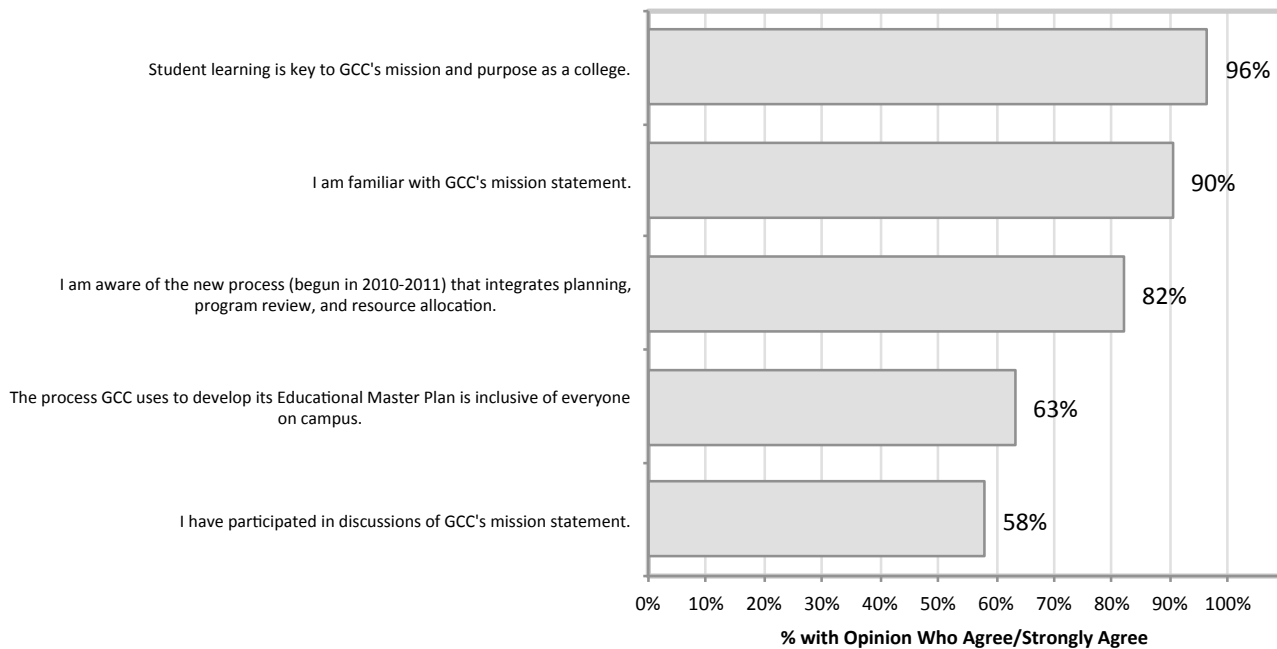


Survey Part 3. Mission and Institutional Effectiveness

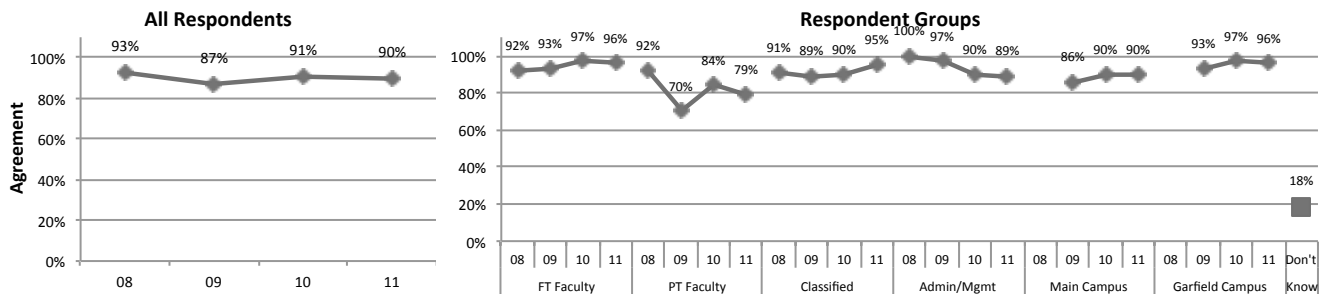
3.1. Mission and Institutional Effectiveness

The following items relate to accreditation standard one, mission and institutional effectiveness. The first graph summarizes the 2011 responses to the items on mission and institutional effectiveness. Nearly all respondents agreed that student learning is key to GCC's mission and purpose. A large majority indicated they were familiar with GCC's mission statement. Additionally, 82% said they were aware of the new process integrating planning, program review, and resource allocation.

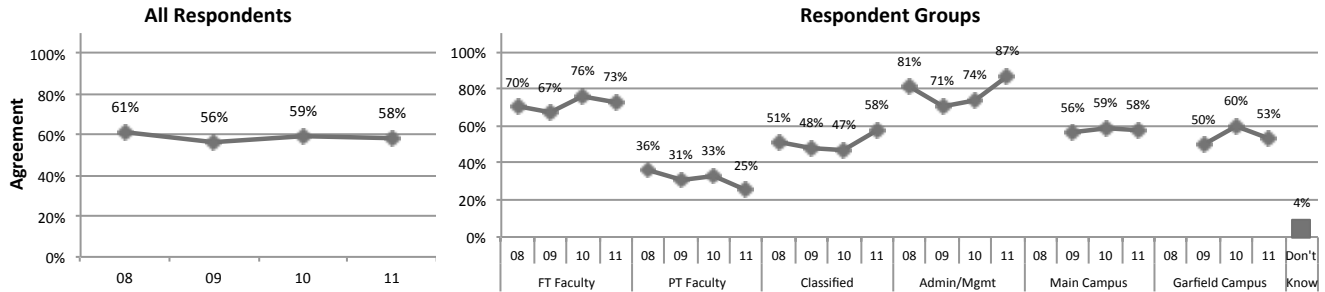
Mission and Institutional Effectiveness Items



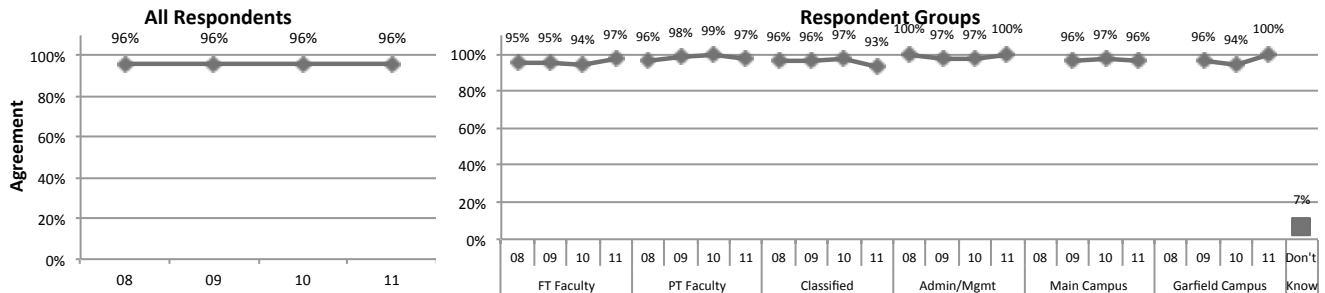
I am familiar with GCC's mission statement.



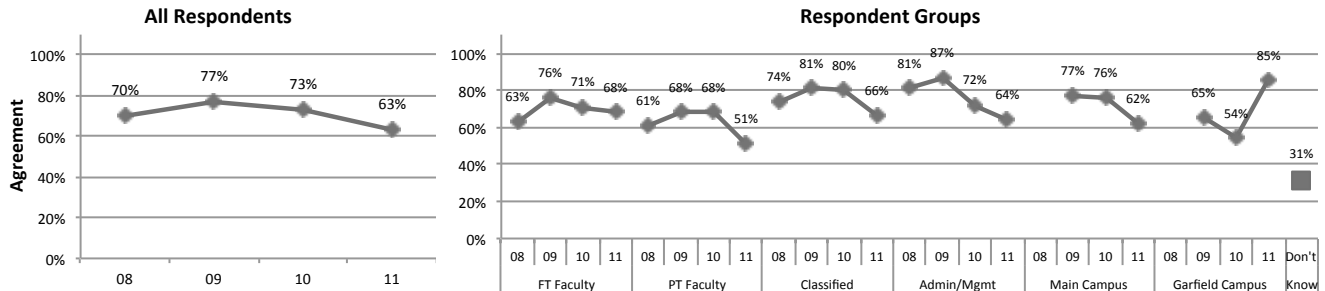
I have participated in discussions of GCC's mission statement.



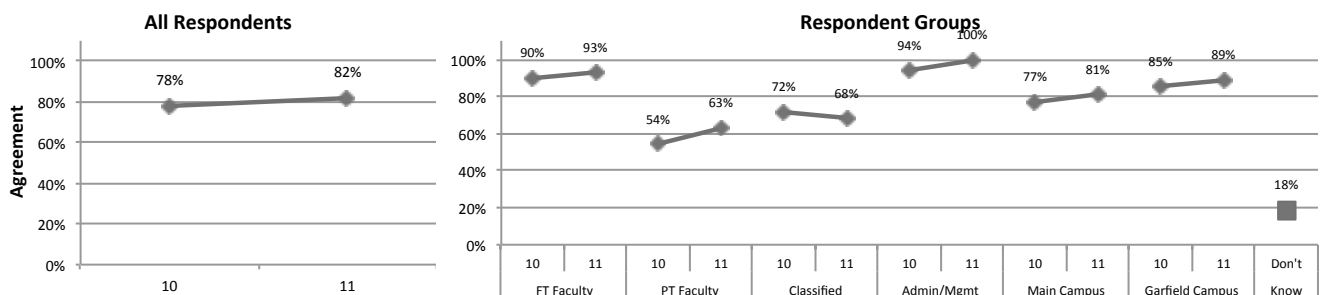
Student learning is key to GCC's mission and purpose as a college.



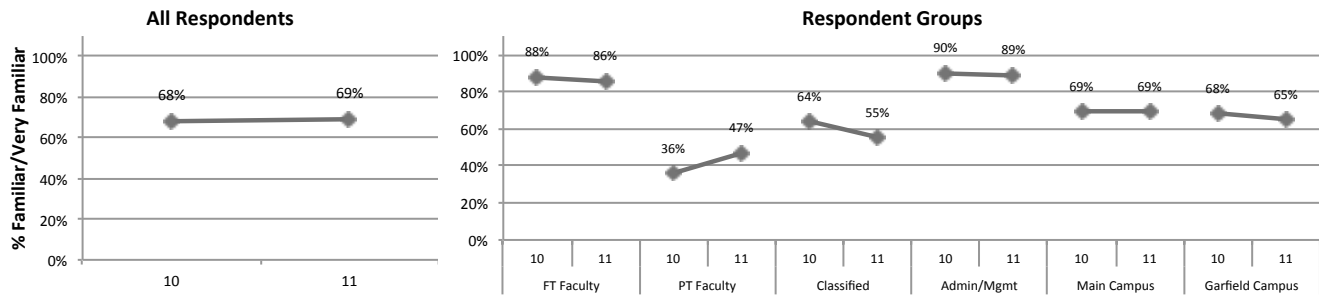
The process GCC uses to develop its Educational Master Plan is inclusive of everyone on campus.



I am aware of the new process being used to integrate planning, program review, and resource allocation.



How familiar are you with the four goals of the college's Educational Master Plan, updated in 2010?

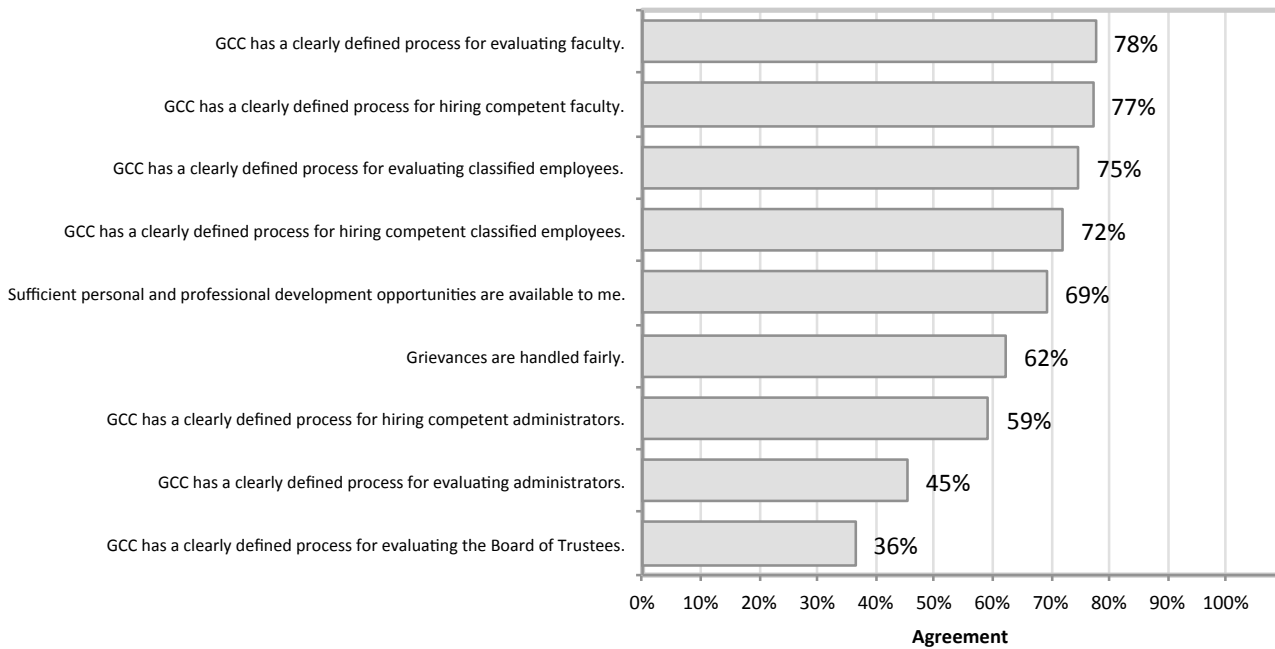


Survey Part 4. Resources

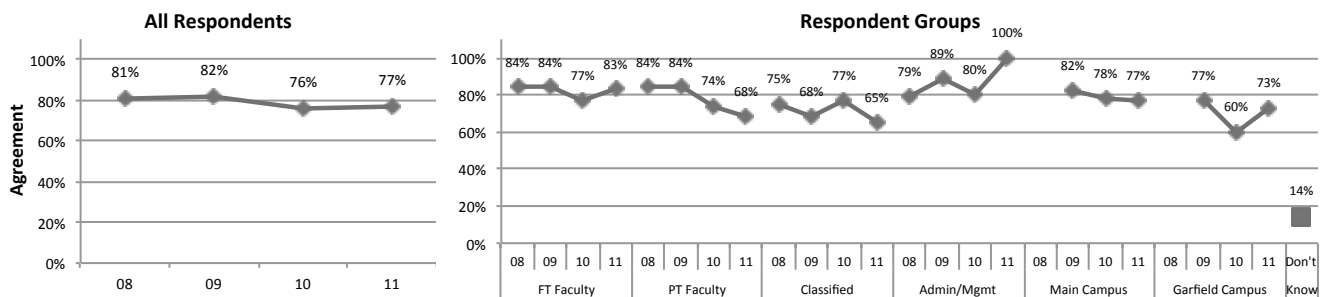
4.1. Human Resources

The following items asked about human resources at GCC. The first graph summarizes the responses to items about human resources. Responses were generally positive about the processes for hiring and evaluating faculty and staff. There was less agreement about processes for hiring and evaluating administrators, and evaluating the Board of Trustees, and these items had large percentages of respondents saying “I Don’t Know.”

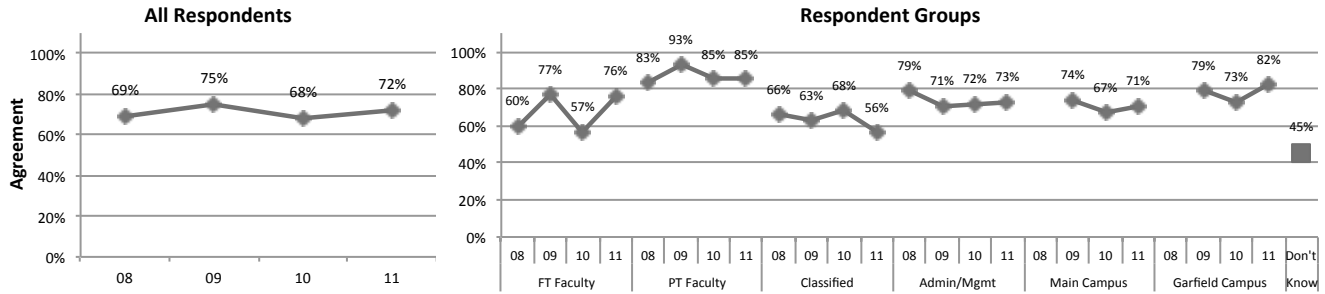
Human Resources



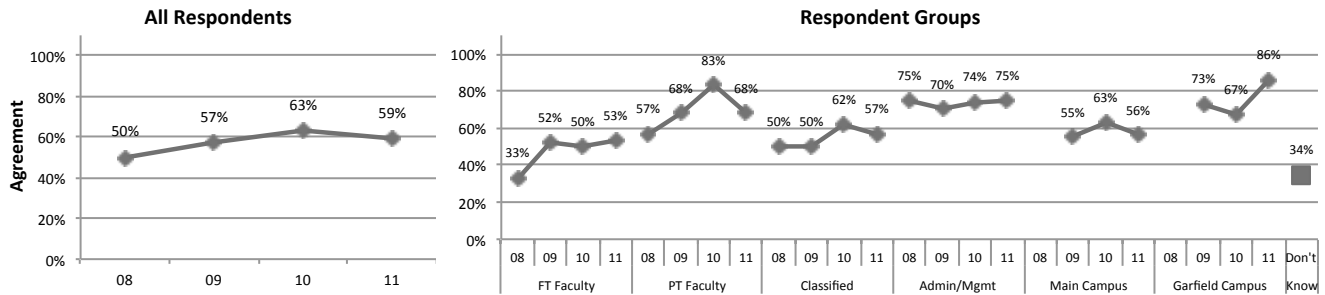
GCC has a clearly defined process for hiring competent faculty.



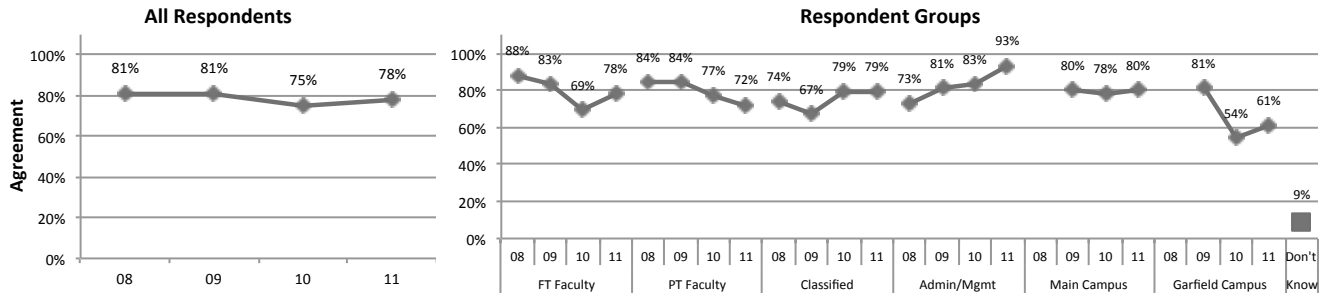
GCC has a clearly defined process for hiring competent classified employees.



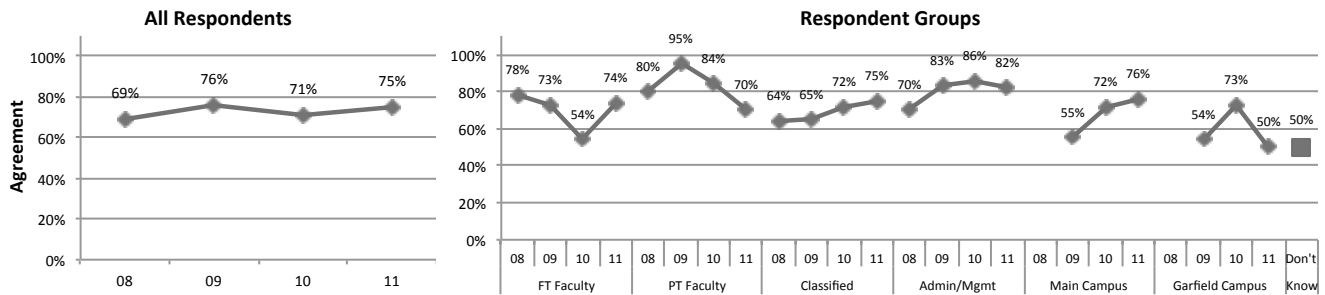
GCC has a clearly defined process for hiring competent administrators.



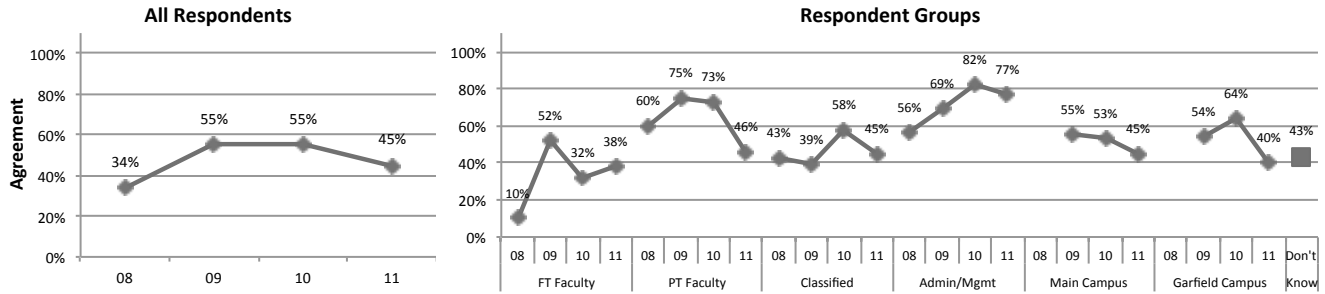
GCC has a clearly defined process for evaluating faculty.



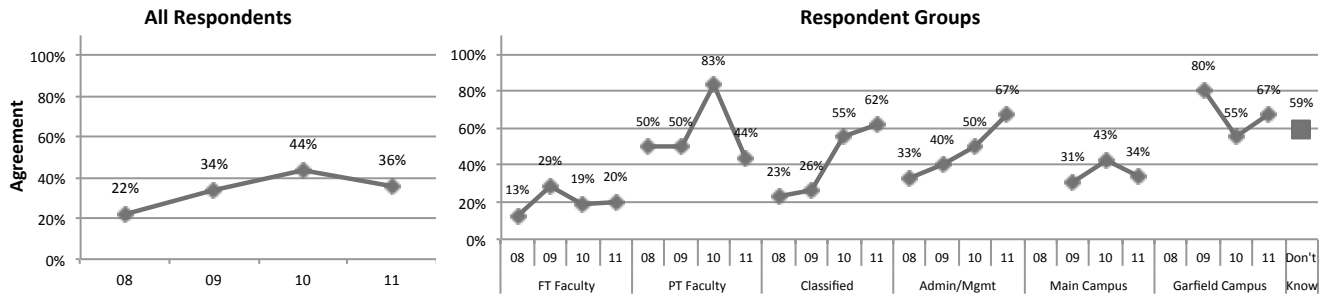
GCC has a clearly defined process for evaluating classified employees.



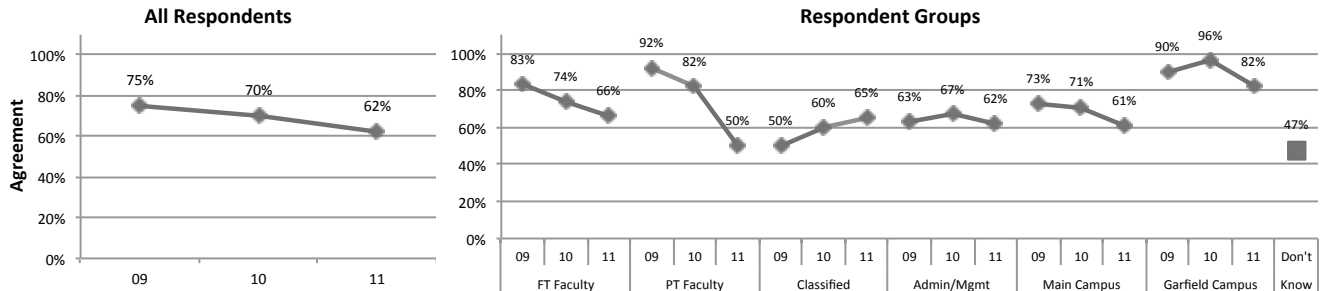
GCC has a clearly defined process for evaluating administrators.



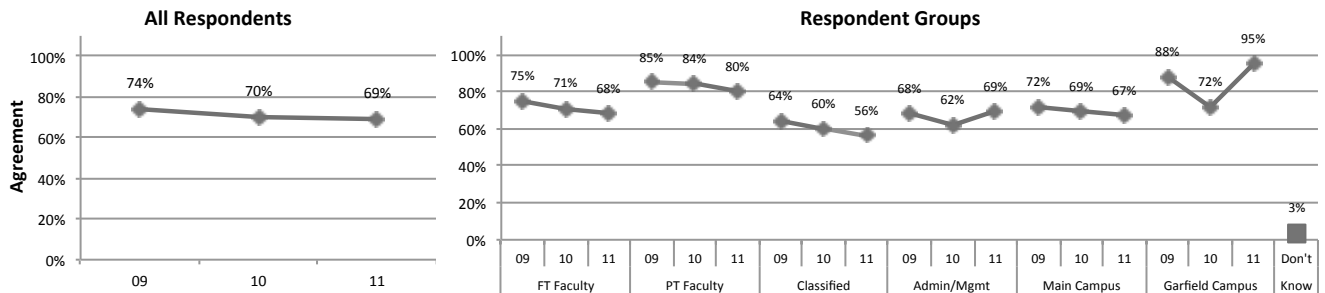
GCC has a clearly defined process for evaluating the Board of Trustees.



Grievances are handled fairly.

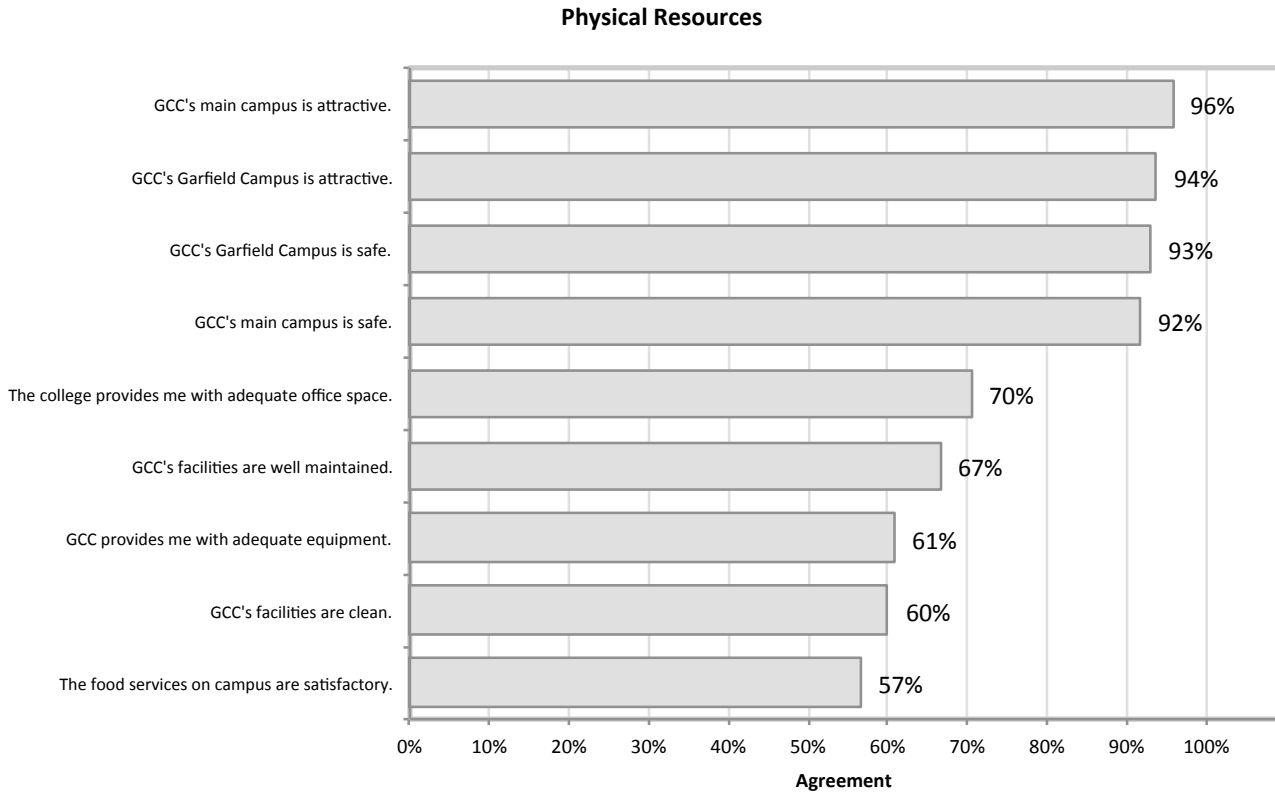


Sufficient personal and professional development opportunities are available to me.

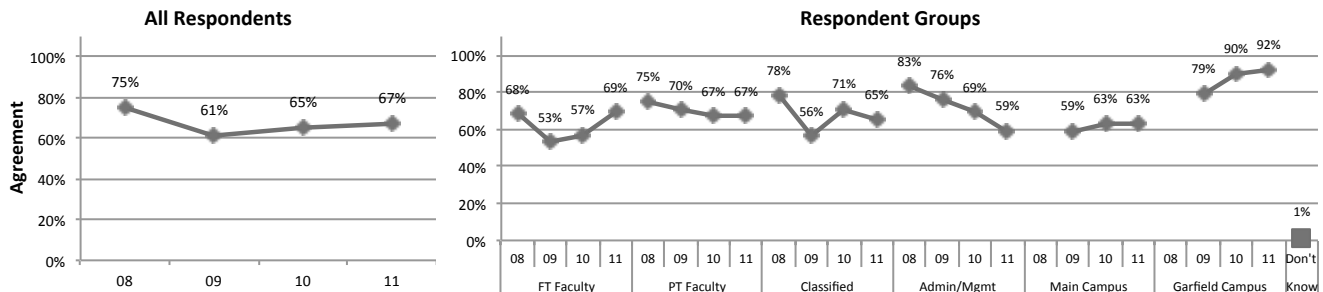


4.2. Physical Resources

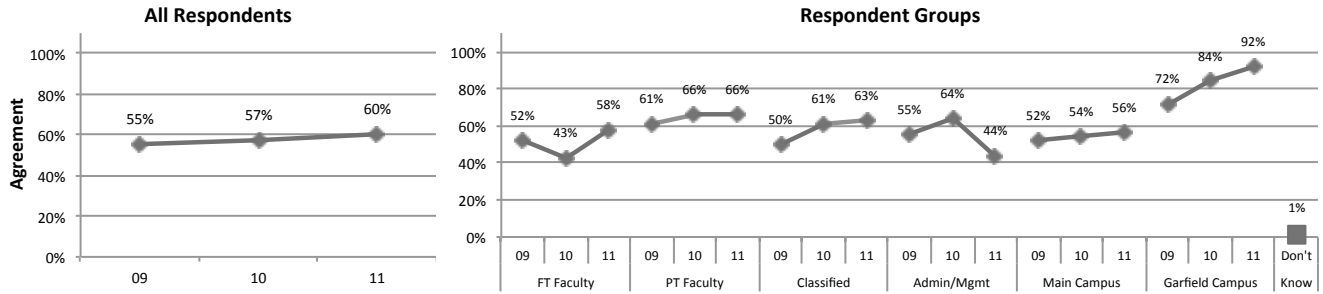
The 2010 survey asked nine questions about physical resources, college facilities, and safety. The following graph shows a summary of the responses in 2011 to the questions about physical resources. As in past years, respondents were very positive about the attractiveness and safety of the main campus. The item with the lowest agreement involved food services, the cleanliness of facilities, and the adequacy of equipment.



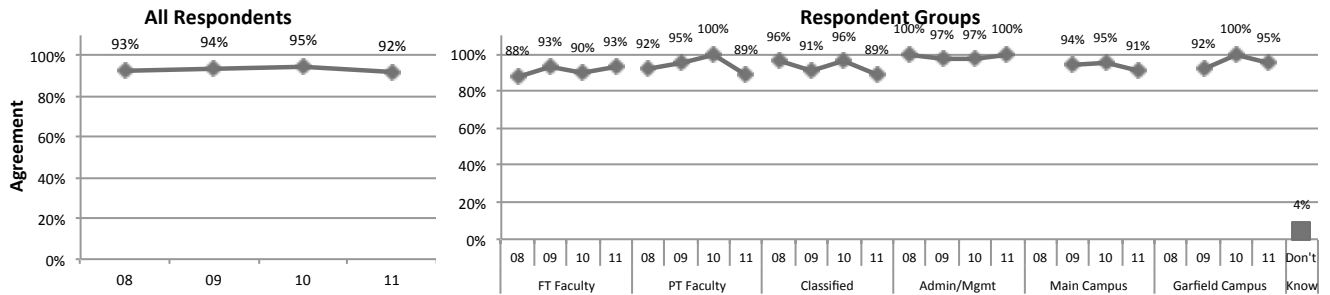
GCC's facilities are well maintained.



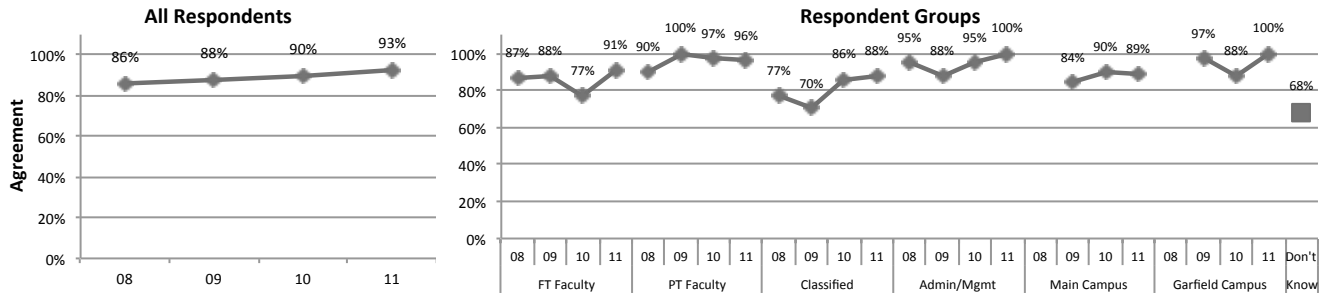
GCC's facilities are clean.



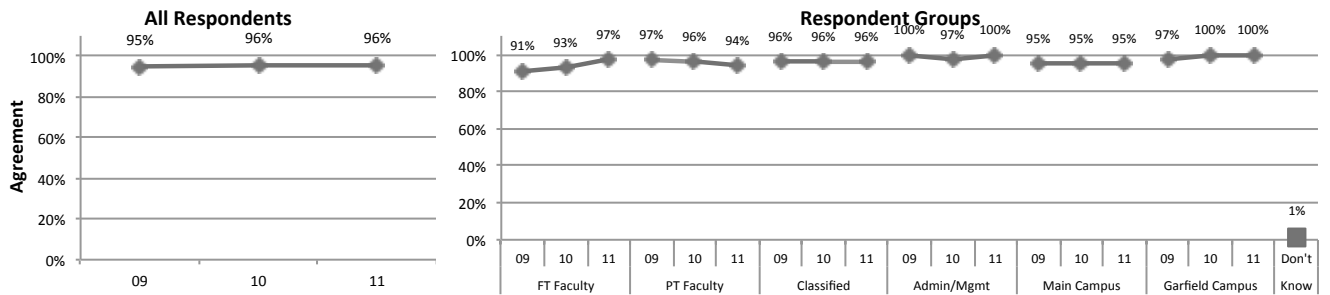
GCC's main campus is safe.



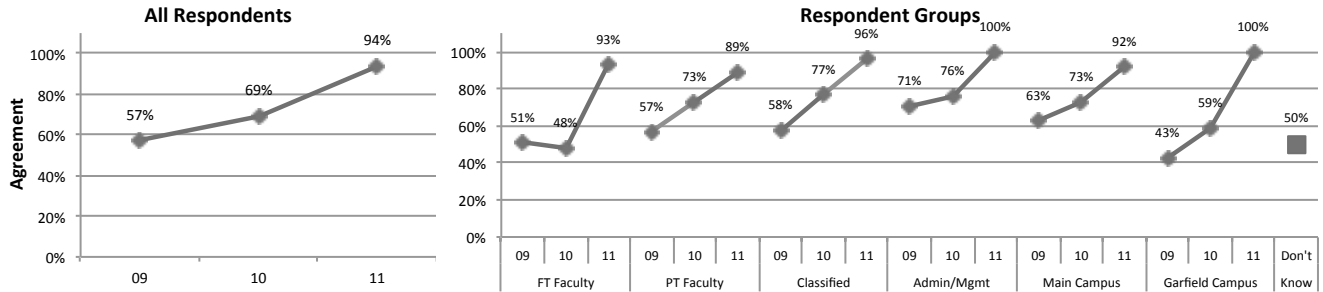
GCC's Garfield Campus is safe.



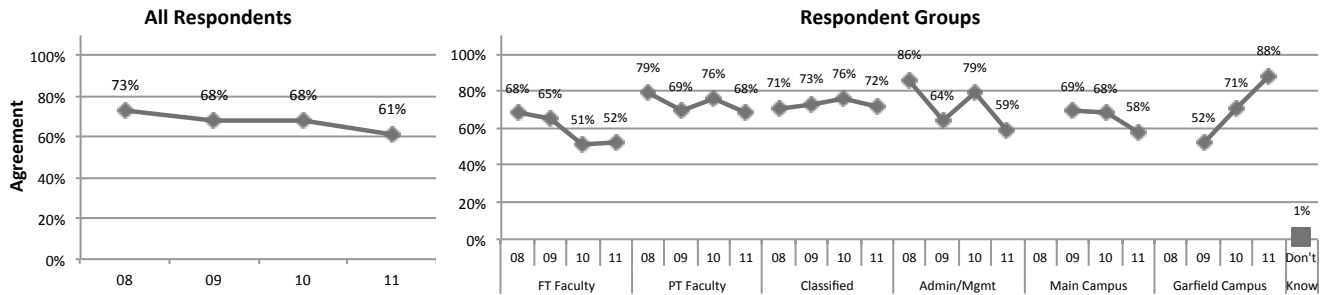
GCC's main campus is attractive.



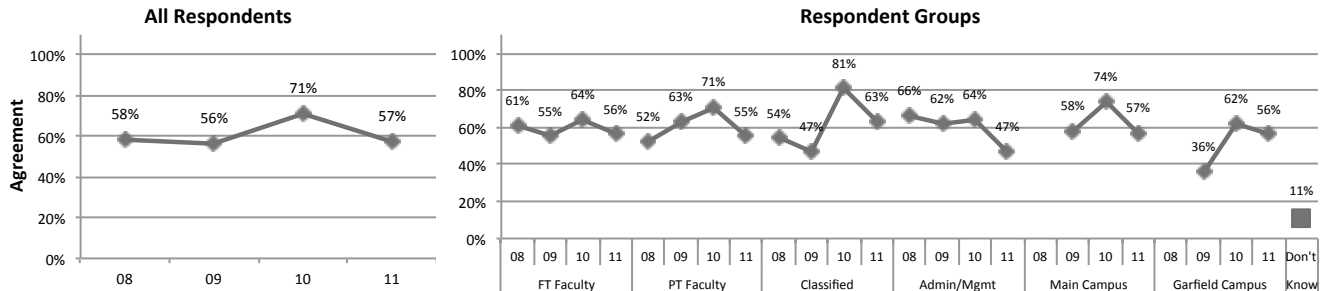
GCC's Garfield Campus is attractive.



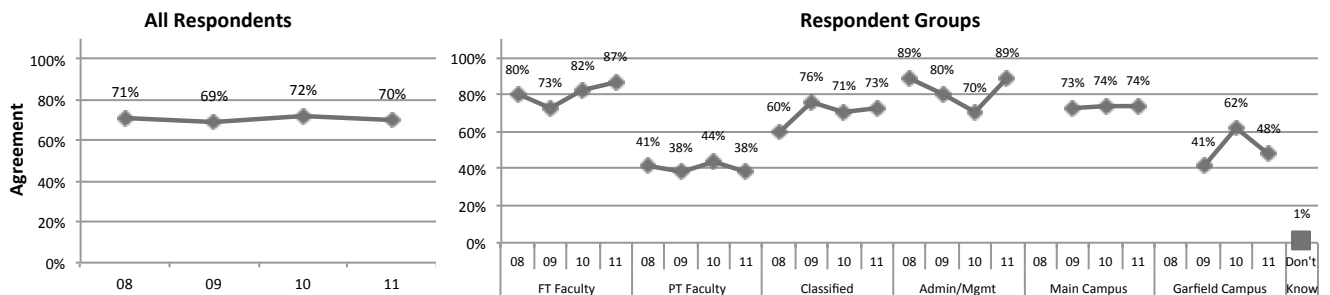
GCC provides me with adequate equipment.



The food services on campus are satisfactory.



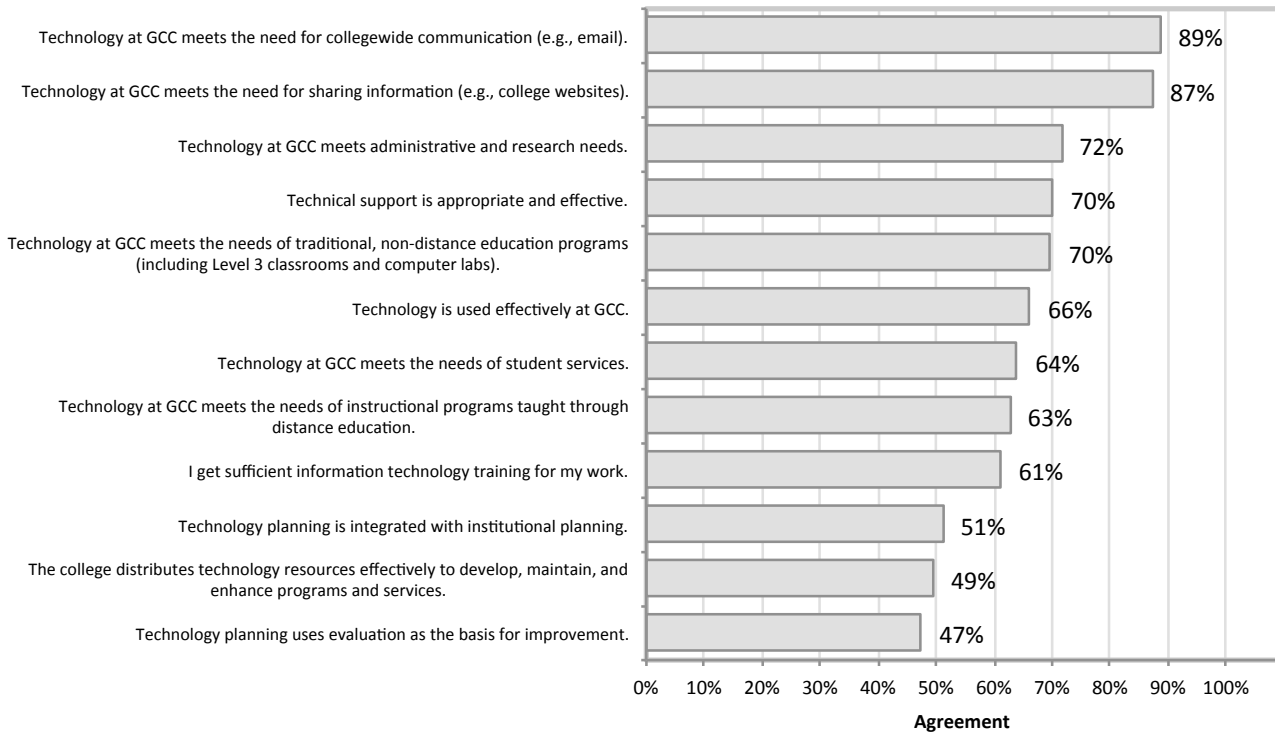
The college provides me with adequate office space.



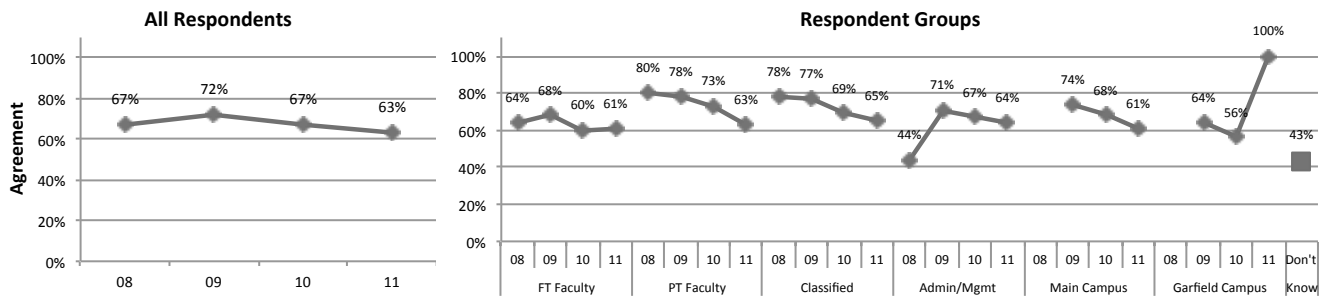
4.3. Technology Resources

The following graphs show responses in 2011 to items about technology at GCC. The items on communication (email) and sharing information (websites) received the most positive responses. The items with the least positive responses dealt with technology planning, and many respondents marked “I Don’t Know” to these items. The item about sufficient technology training had a 61% agreement rate, which is somewhat lower than in past years and might reflect the transition to the PeopleSoft student system.

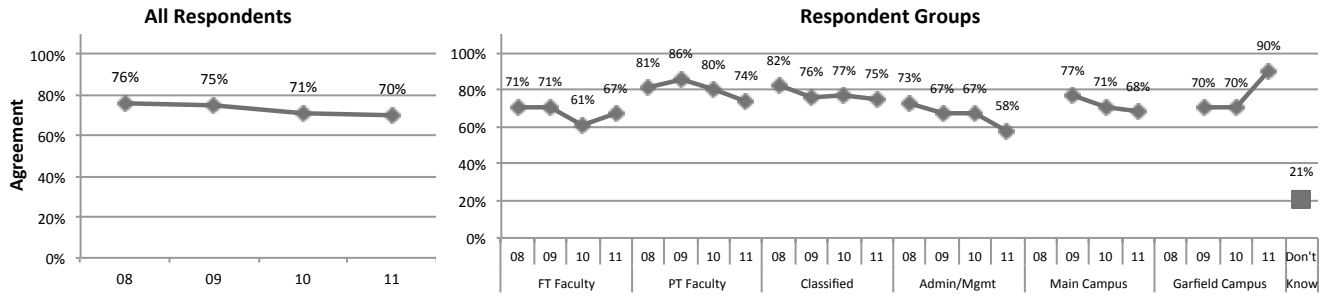
Technology Resources



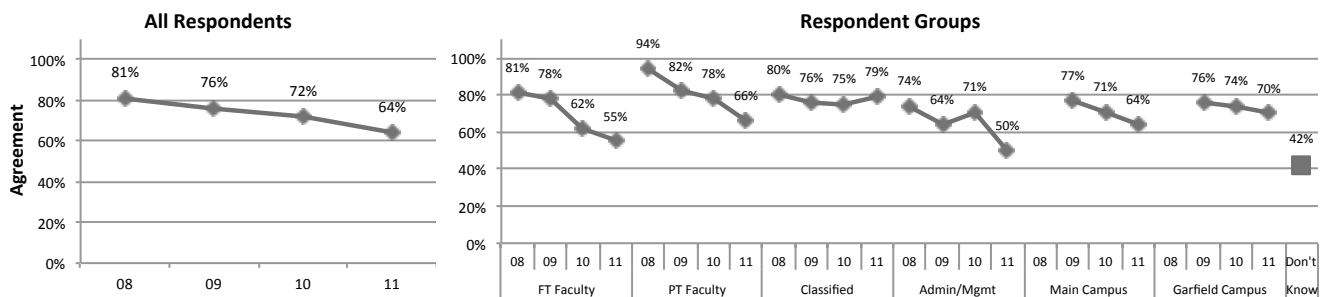
Technology at GCC meets the needs of instructional programs taught through distance education.



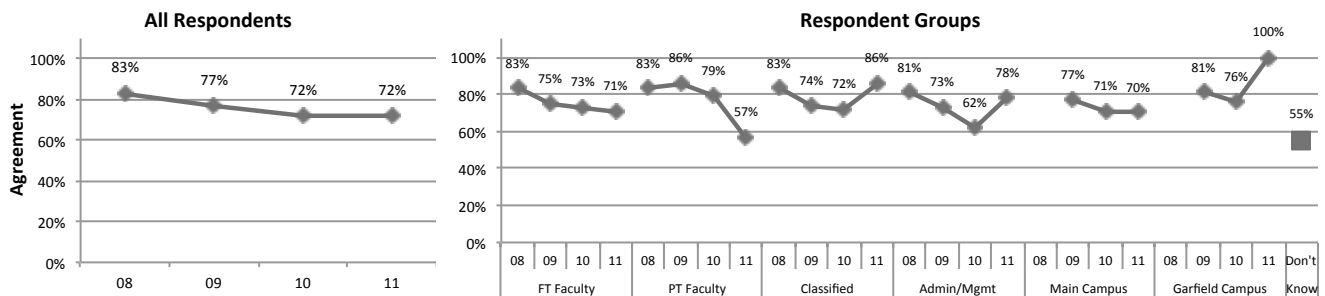
Technology at GCC meets the needs of traditional, non-distance education programs (including Level 3 classrooms and computer labs).



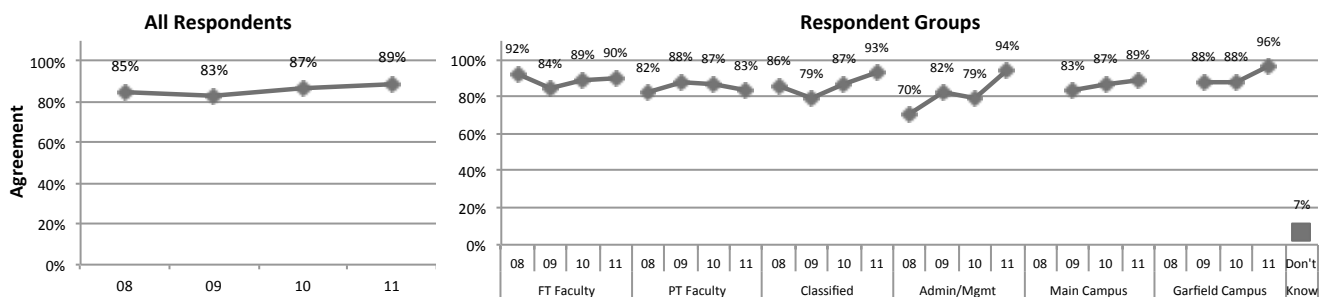
Technology at GCC meets the needs of student services.



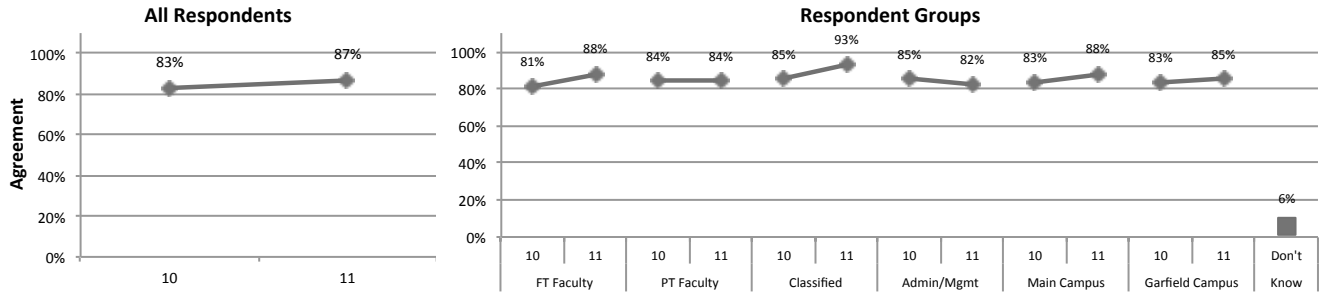
Technology at GCC meets administrative and research needs.



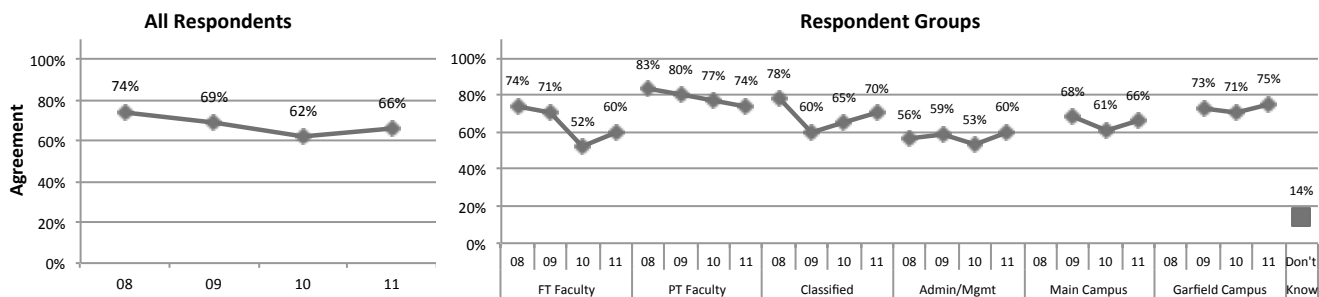
Technology at GCC meets the need for collegewide communication (e.g., email).



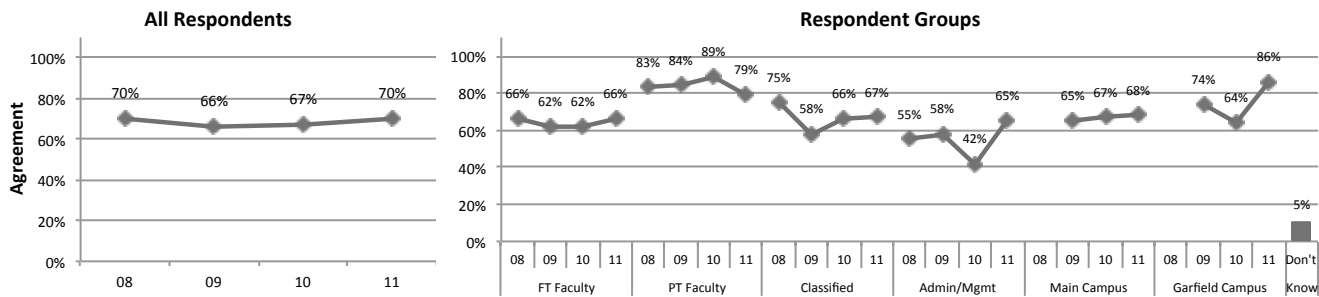
Technology at GCC meets the need for sharing information (e.g., college websites).



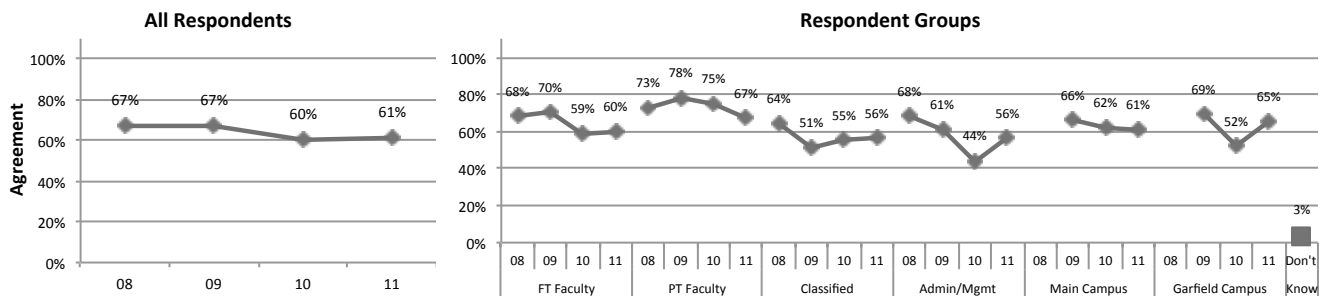
Technology is used effectively at GCC.



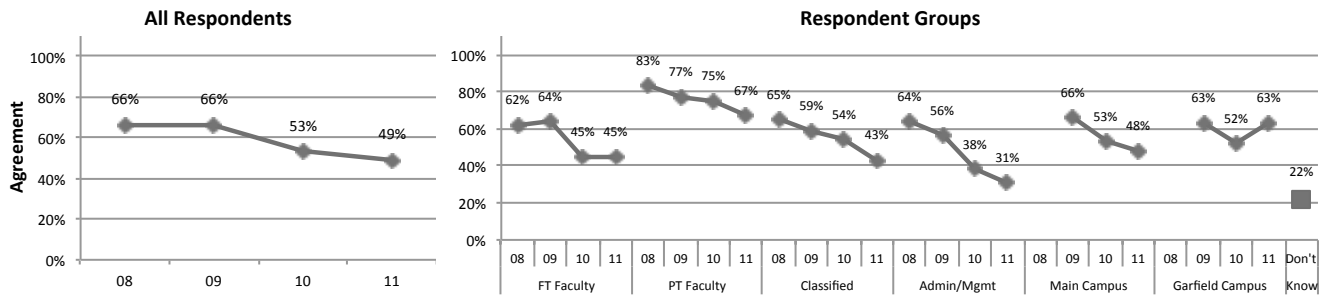
Technical support is appropriate and effective.



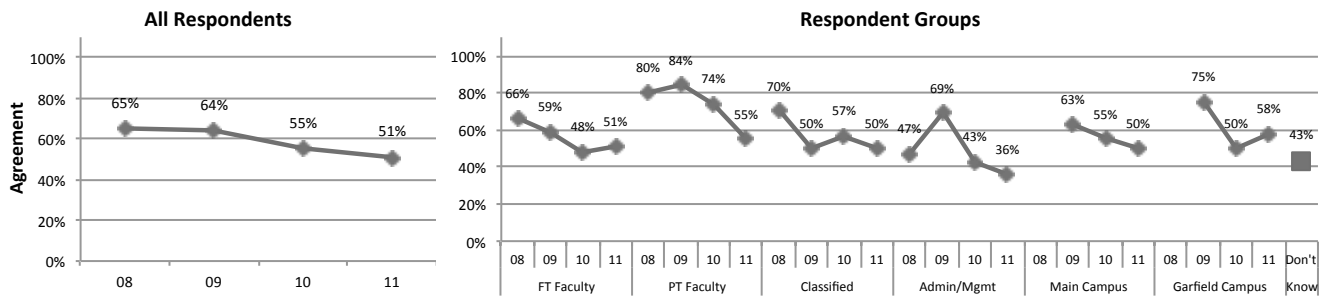
I get sufficient information technology training for my work.



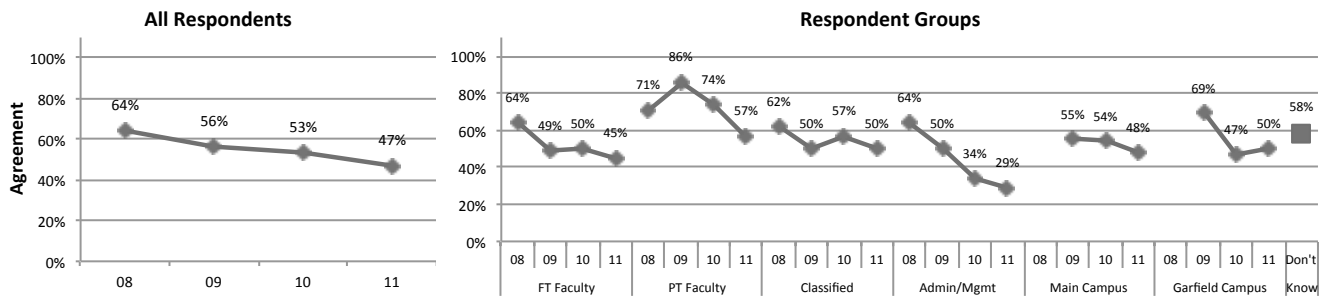
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



Technology planning is integrated with institutional planning.



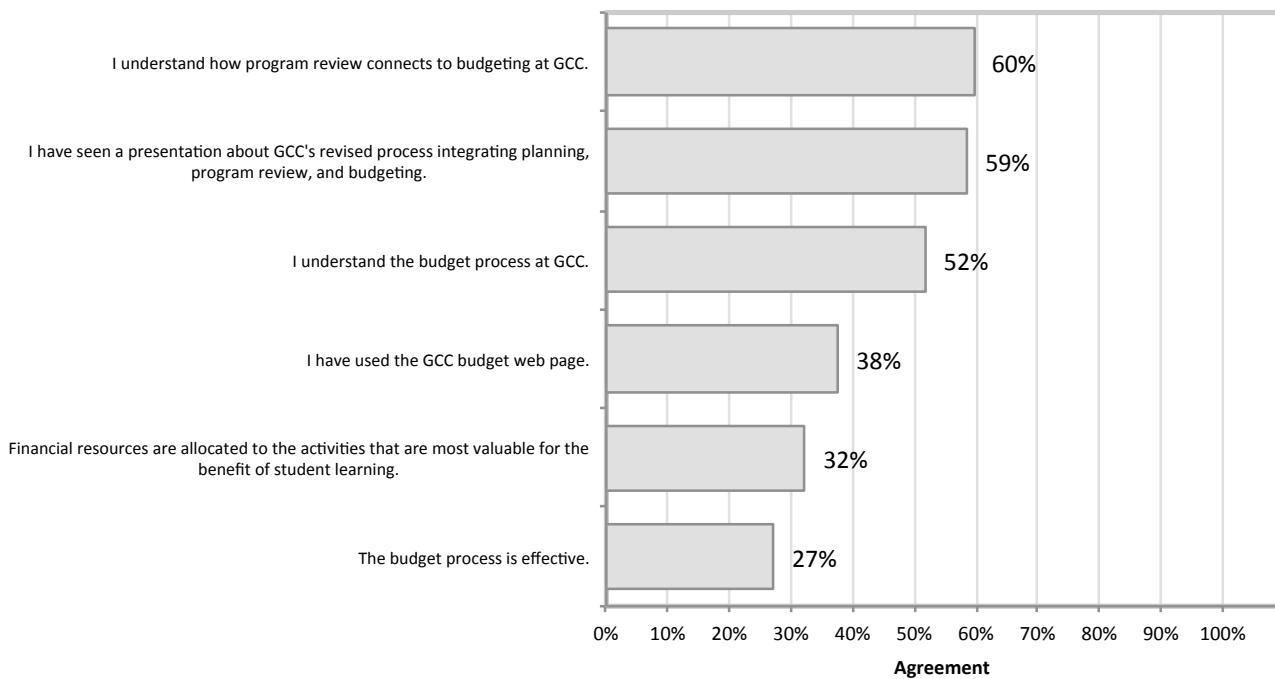
Technology planning uses evaluation as the basis for improvement.



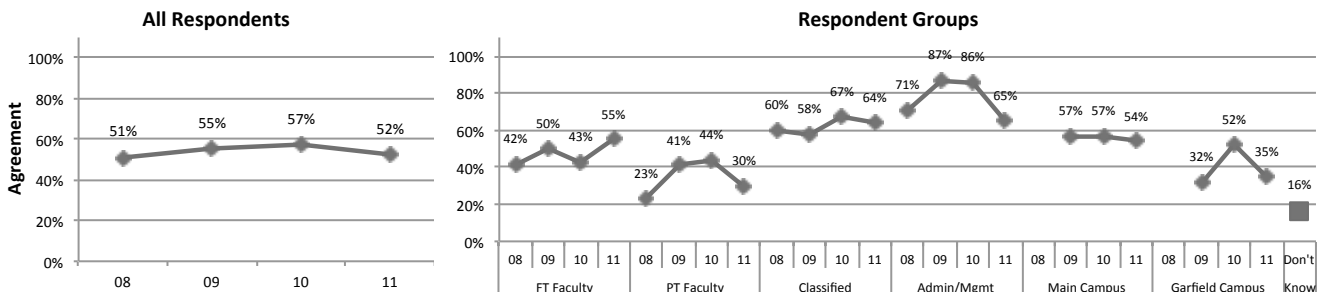
4.4. Financial Resources

The 2011 survey included five items about financial resources. The first graph below summarizes the responses. As in previous years, items about financial resources received generally low agreement percentages. Two items with relatively high agreement percentages were new in 2011. These related to the relationship between program review and budgeting and about the revised process integrating planning, program review, and budgeting. Only 27% of respondents agreed that the budget process is effective, which is close to the agreement rate of 31% in 2008. This item showed higher agreement rates in 2009 and 2010, but agreement declined substantially between 2010 and 2011. It is possible that the decline is due in part to the state budget deficit and the resultant cuts to the college budget, which have necessitated pay decreases.

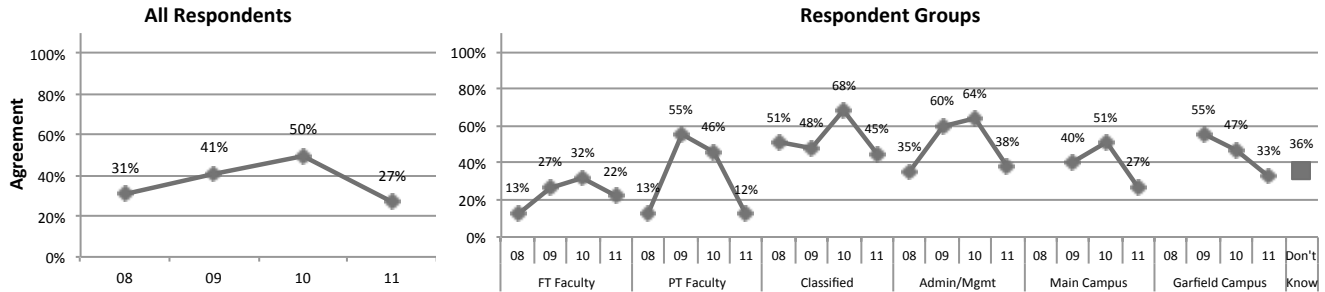
Financial Resources



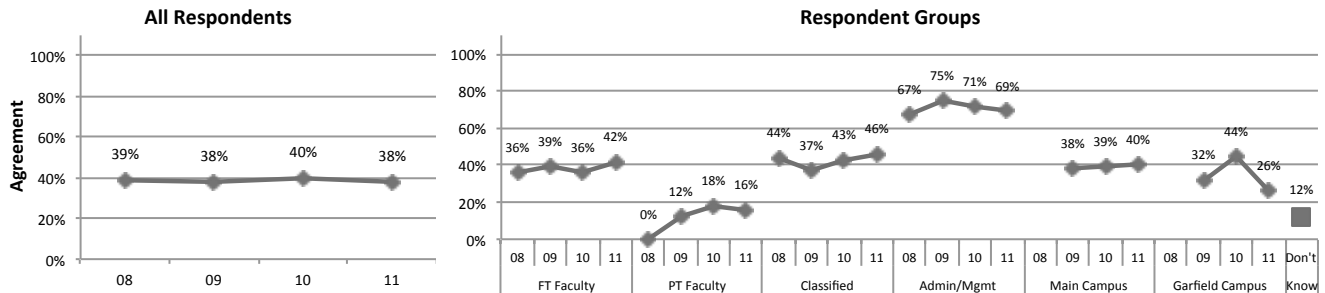
I understand the budget process at GCC.



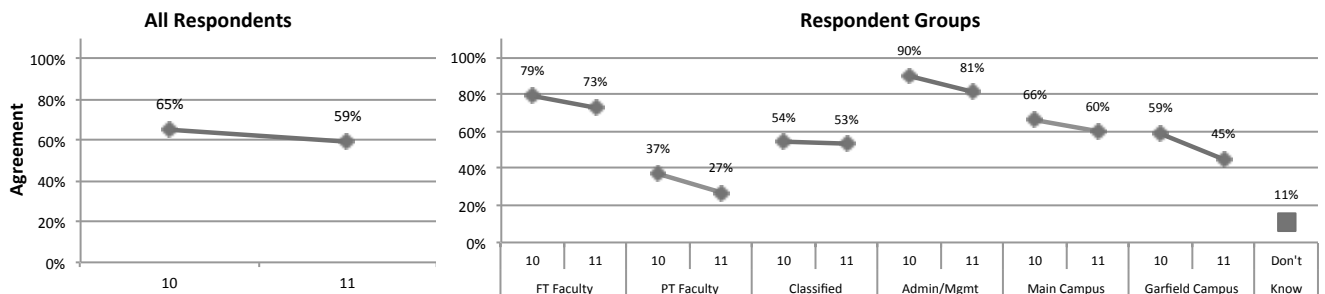
The budget process is effective.



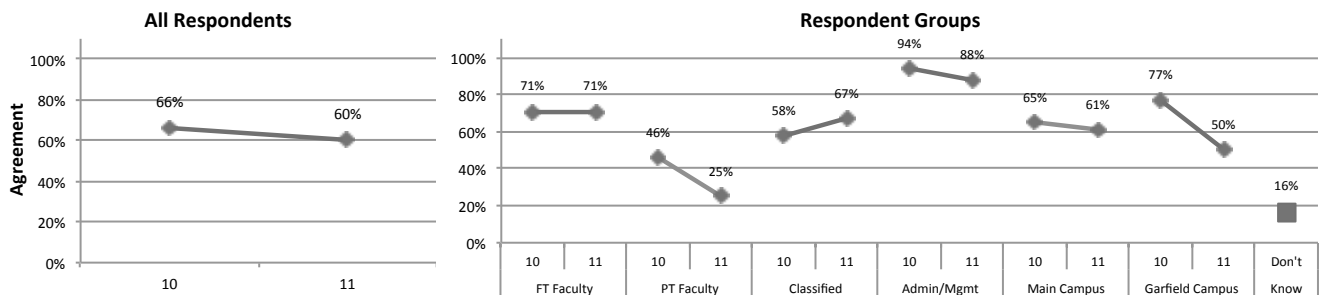
I have used the GCC budget web page.



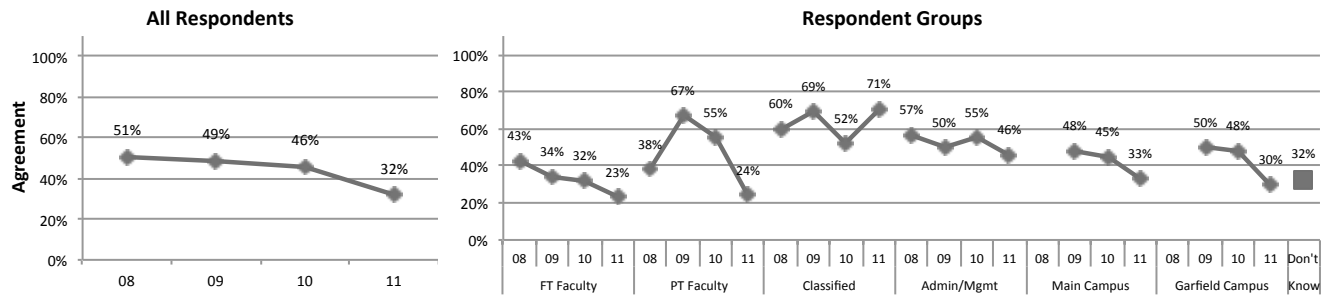
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



I understand how program review connects to budgeting at GCC.



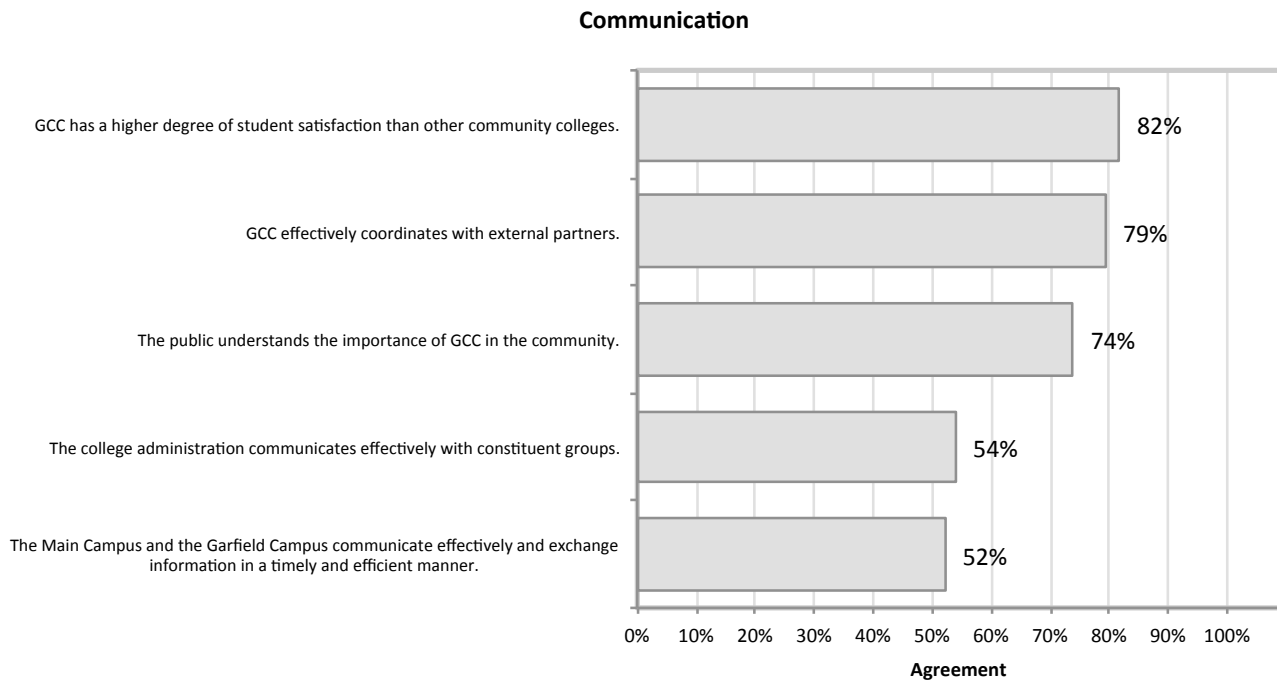
Financial resources are allocated to the activities that are most valuable for the benefit of student learning.



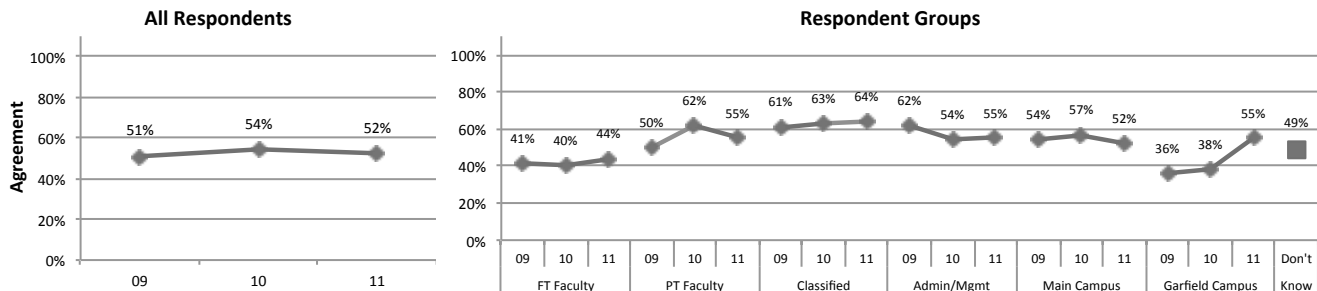
Survey Part 5. Communication

5.1. Communication

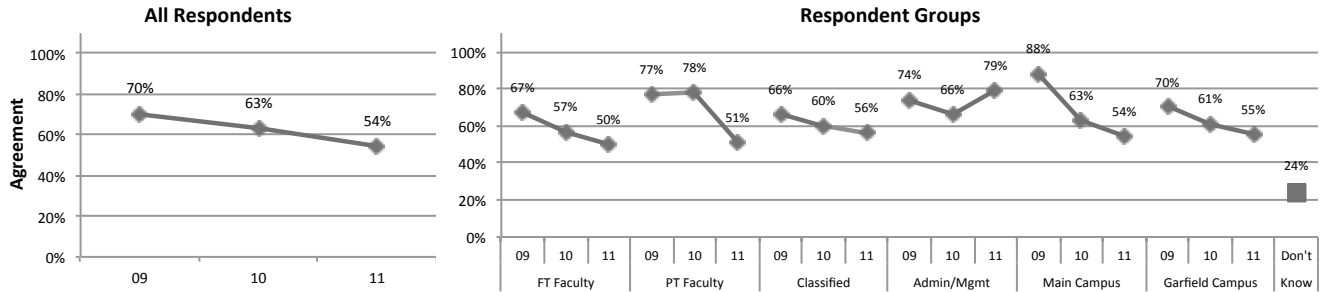
The 2010 survey introduced five items on internal and external communication. The following graph summarizes the responses in 2011 to these items. A large majority of respondents agreed that GCC has a higher degree of student satisfaction than other community colleges, that GCC effectively coordinates with partners, and that the public understands the importance of GCC in the community. Respondents were less likely to agree that communication between the main campus and the Garfield Campus is effective. Respondents working on the Garfield Campus were just as likely to agree with this statement as respondents on the main campus, showing a change from previous surveys.



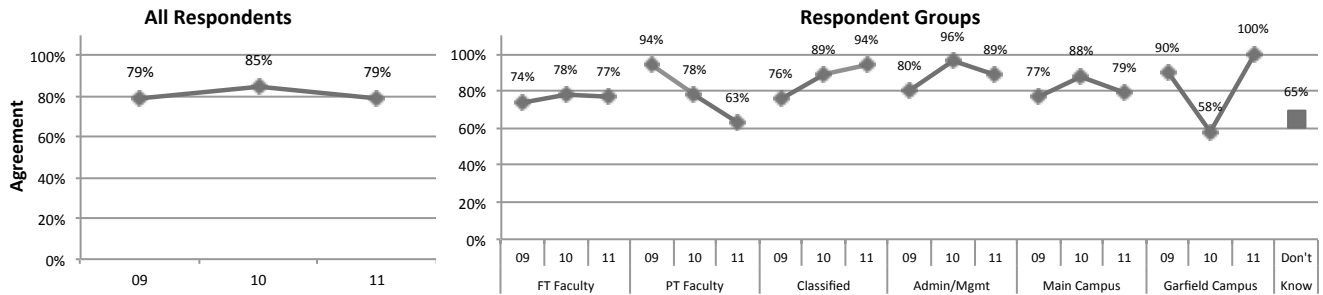
The Main Campus and the Garfield Campus communicate effectively and exchange information in a timely and efficient manner.



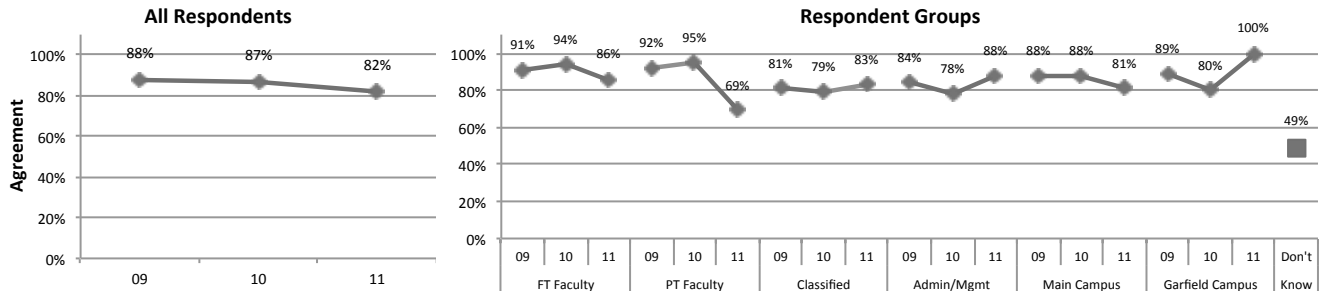
The college administration communicates effectively with constituent groups.



GCC effectively coordinates with external partners.



GCC has a higher degree of student satisfaction than other community colleges.



The public understands the importance of GCC in the community.

