



Campus Views 2008

Results of the 2008 Faculty/Staff Survey

**Research & Planning
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Introduction

In preparing to develop the accreditation self study, Glendale Community College has traditionally surveyed its faculty and staff. Surveys have been 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. Three committees were most heavily involved in the development of the survey: the Institutional Staff Committee oversaw the classified staff survey, and the Goals & Objective Committee and the Governance & Administration Committee were most involved in constructing the final 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. For detailed results of the 2007 survey, see the publication *Campus Views 2007*, available from Research & Planning.

The 2008 survey was a briefer version of the 2007 survey, focusing more on accreditation issues than the SMP. Another difference between the 2007/2008 surveys and earlier surveys was the administration methodology. Earlier surveys were paper-and-pencil surveys distributed through the campus mail; the 2007 and 2008 surveys were web-based surveys hosted by the surveymonkey.com service. The 2007 survey was announced via campus email on December 1, 2007 with a deadline of December 15, 2007. 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	Survey Respondents					
	1986	1990	1997	2002	2007	2008
Administrators/Managers	n/a	n/a	14	23	42	33
Full-Time Faculty	147	137	122	122	119	84
Part-Time Faculty	224	86	169	152	92	47
Classified Staff	171	157	123	115	116	114
Other	n/a	n/a	n/a	n/a	4	6
Total Respondents	542	380	428	412	373	283

This report has two parts. Part 1 shows responses to questions about the Strategic Master Plan. Part 2 shows responses to questions about the accreditation standards.

Survey Part 1. Strategic Master Plan

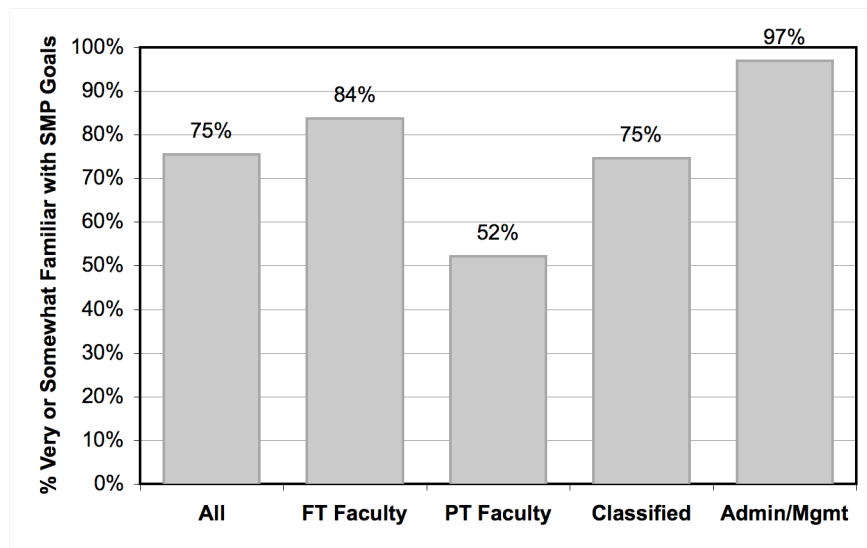
The first part of the faculty/staff survey addressed the college’s Strategic Master Plan (SMP). Respondents were asked about their familiarity with the goals of the SMP, their familiarity with efforts to achieve the goals, and how strongly their work relates to the goals.

1.1. Familiarity with SMP Goals

The first survey question asked “How familiar are you with the goals of the college's Strategic Master Plan?” Respondents could answer “Very familiar,” “Somewhat familiar,” or “Not familiar.” The following table shows responses by respondent category.

Response	All Respondents	Full-Time Faculty	Part-Time Faculty	Classified Staff	Admin/Mgmt
Very Familiar	21%	33%	2%	11%	53%
Somewhat Familiar	55%	51%	50%	63%	44%
Not Familiar	25%	16%	48%	25%	3%
Total Responses	269	80	46	106	32

As the graph shows, most respondents indicated that they are familiar with the goals of the Strategic Master Plan. Reported familiarity was highest for administrators and managers (97%) and full-time faculty members (84%), and lowest for part-time faculty members (52%).

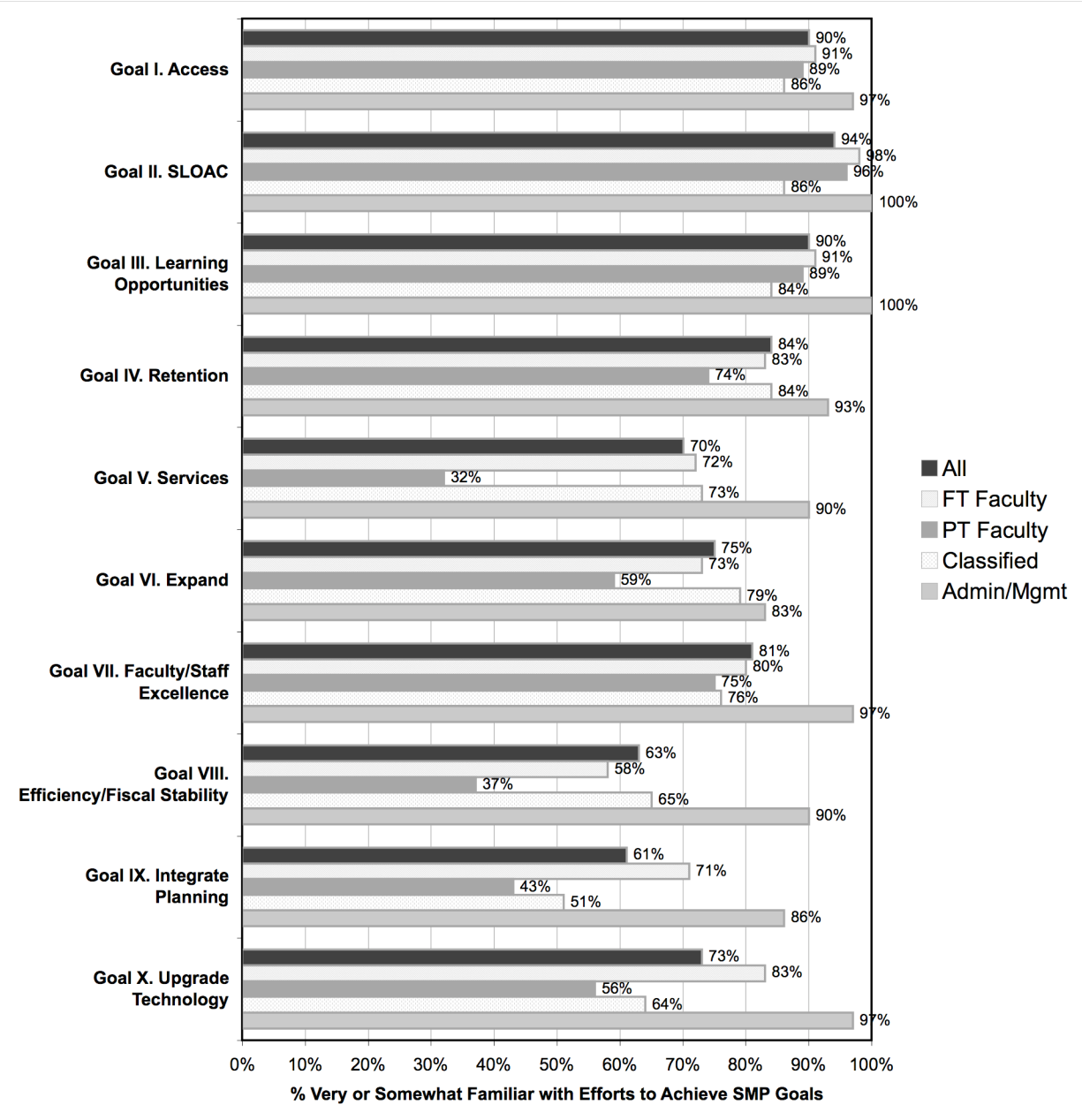


1.2. Familiarity with Efforts to Achieve SMP Goals

The second question listed each of the 10 Strategic Master Plan goals and asked respondents “How familiar are you with the college's efforts to achieve each of these goals?” The table and graph below show the percentages of each employee group with an opinion who said they were very familiar or somewhat familiar with efforts to achieve each goal.

Familiarity was highest with efforts to address goals II (student learning outcomes), I (student access), and III (variety of learning opportunities). Familiarity was also high with efforts to address goals IV (student success), VII (faculty and staff excellence), and VI (expand programs). Familiarity was lowest with efforts to address goals IX (improve integration of planning) and VIII (administrative efficiency).

Goal	All Respondents	Full-Time Faculty	Part-Time Faculty	Classified Staff	Admin/ Mgmt
Goal I. Provide access for students, including under-represented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers (transfer, career and technical education, personal development).	90%	91%	89%	86%	97%
Goal II. Develop and implement Student Learning Outcomes and Assessments at the campus, the program, and course levels in our effort to see all of our students achieve success.	94%	98%	96%	86%	100%
Goal III. Increase and improve the quantity, quality, and variety of learning opportunities that promote student success.	90%	91%	89%	84%	100%
Goal IV. Increase student retention and success by strengthening student connections with the college and responding to student needs.	84%	83%	74%	84%	93%
Goal V. Streamline and enhance the delivery of Student Services by focusing on proactive services.	70%	72%	32%	73%	90%
Goal VI. Expand the academic, and the career and technical education programs offered on the main and the Garfield Campuses.	75%	73%	59%	79%	83%
Goal VII. Increase faculty and staff excellence in all aspects of college operations.	81%	80%	75%	76%	97%
Goal VIII. Improve administrative efficiency and effectiveness and fiscal stability.	63%	58%	37%	65%	90%
Goal IX. Improve the integration of the planning process.	61%	71%	43%	51%	86%
Goal X. Upgrade the college's information technology infrastructure and its management information system.	73%	83%	56%	64%	97%

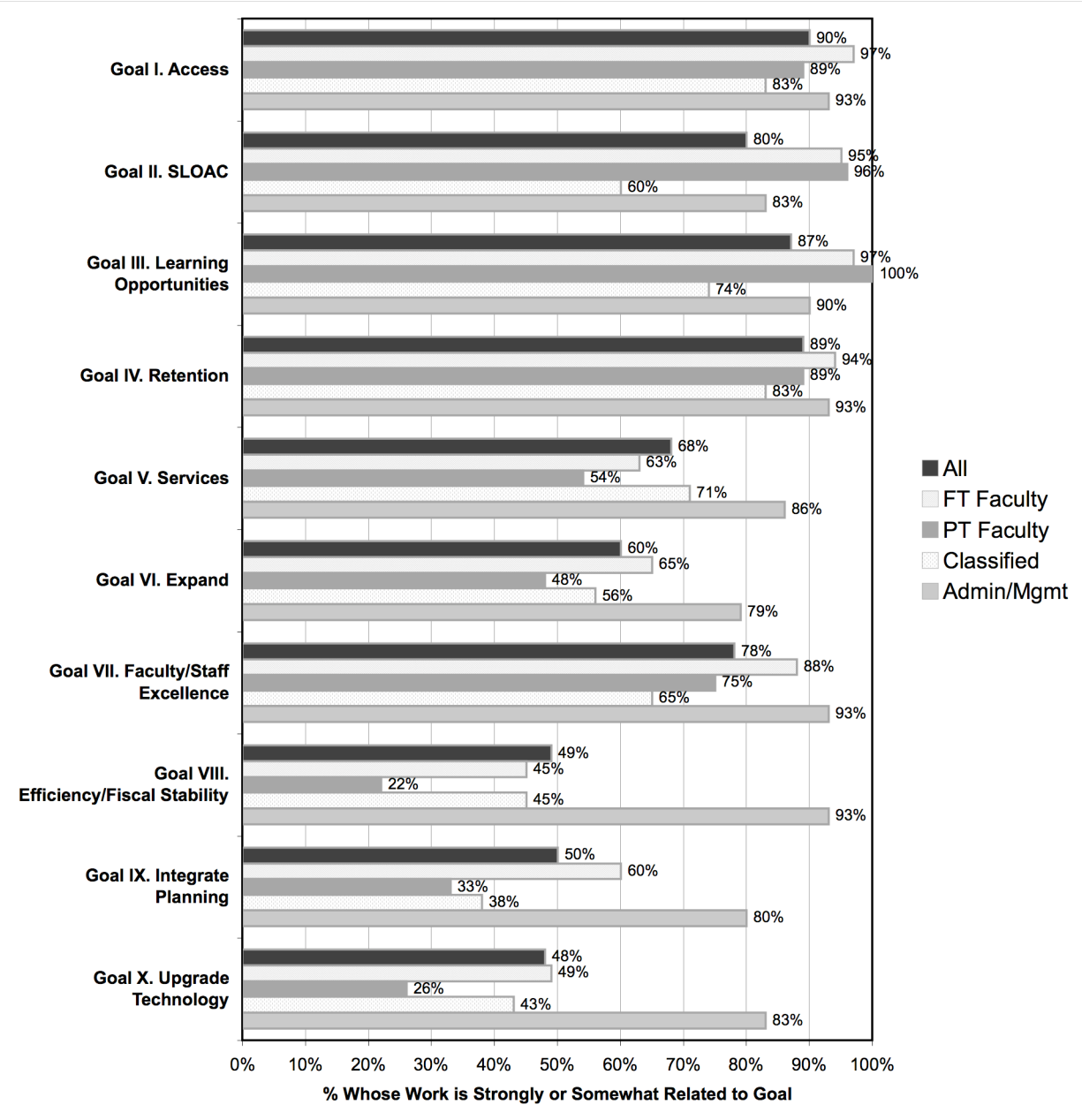


1.3. Relationship of Work to SMP Goals

Question 3 asked respondents “How strongly does your work at the college relate to each SMP goal?” Respondents could answer “Strongly related,” “Somewhat related,” or “Not related.” The table and graph below show the percentage of respondents with an opinion who answered either strongly related or somewhat related.

Respondents’ work was most related to goals I (student access), IV (student success), and III (variety of learning opportunities). Fewer respondents’ work was related to goals VIII (administrative efficiency), X (IT infrastructure), and IX (improve integration of planning).

Goal	All Respondents	Full-Time Faculty	Part-Time Faculty	Classified Staff	Admin/ Mgmt
Goal I. Provide access for students, including under-represented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers (transfer, career and technical education, personal development).	90%	97%	89%	83%	93%
Goal II. Develop and implement Student Learning Outcomes and Assessments at the campus, the program, and course levels in our effort to see all of our students achieve success.	80%	95%	96%	60%	83%
Goal III. Increase and improve the quantity, quality, and variety of learning opportunities that promote student success.	87%	97%	100%	74%	90%
Goal IV. Increase student retention and success by strengthening student connections with the college and responding to student needs.	89%	94%	89%	83%	93%
Goal V. Streamline and enhance the delivery of Student Services by focusing on proactive services.	68%	63%	54%	71%	86%
Goal VI. Expand the academic, and the career and technical education programs offered on the main and the Garfield Campuses.	60%	65%	48%	56%	79%
Goal VII. Increase faculty and staff excellence in all aspects of college operations.	78%	88%	75%	65%	93%
Goal VIII. Improve administrative efficiency and effectiveness and fiscal stability.	49%	45%	22%	45%	93%
Goal IX. Improve the integration of the planning process.	50%	60%	33%	38%	80%
Goal X. Upgrade the college’s information technology infrastructure and its management information system.	48%	49%	26%	43%	83%



Survey Part 2.

Accreditation Standards

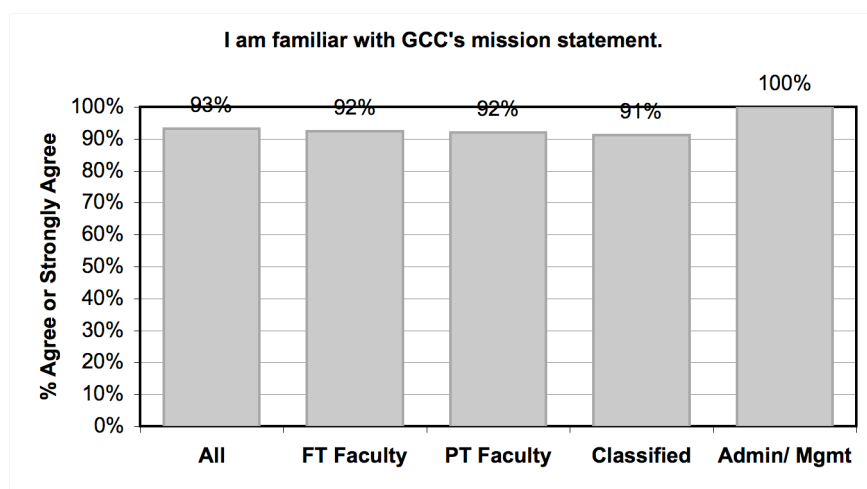
The second part of the 2008 faculty/staff survey addressed the accreditation standards. More detailed questions were asked in the Fall 2007 survey; see the Campus Views 2007 publication for more items related to the standards. The items summarized below are for the most part a subset of items on the 2007 survey. Trend information is shown where available.

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.”

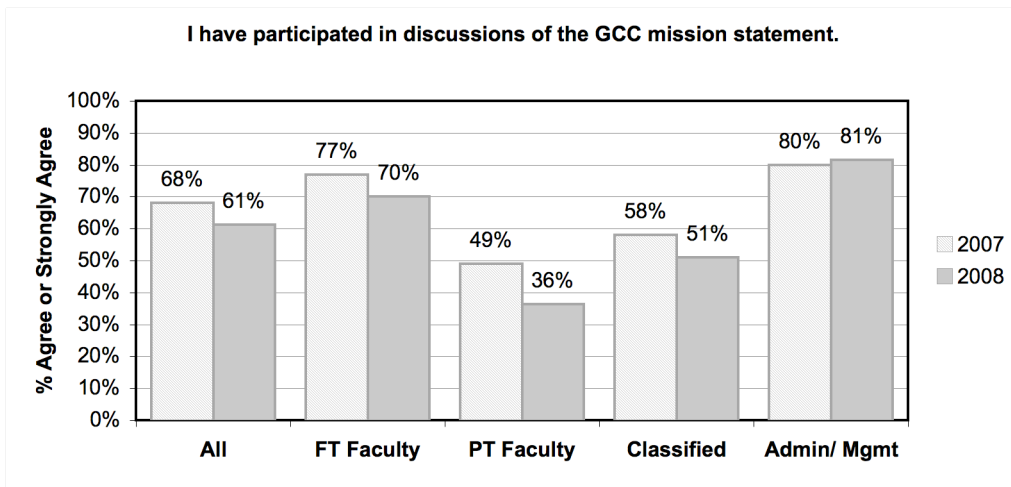
The graphs below show the percentages of respondents with an opinion (i.e., either agreeing or disagreeing) who marked “Agree” or “Strongly Agree.” In other words, the measure is the percentage of respondents with an opinion who agreed with the statement. Respondents marking “I Don’t Know” or “Not Applicable”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

2.1. Standard I: Institutional Mission and Effectiveness

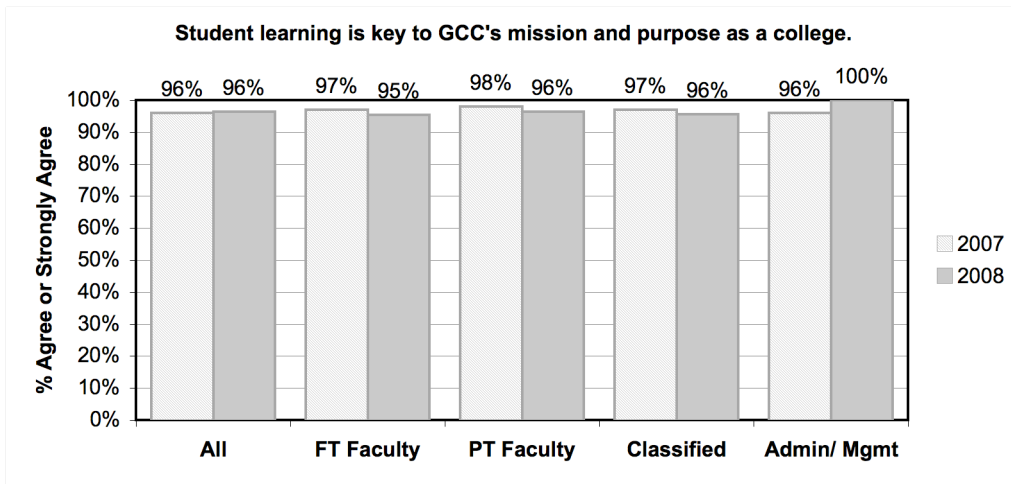
The 2008 survey asked six questions related to institutional mission and effectiveness. All respondents showed high familiarity with GCC’s mission statement, which was revised in 2007-2008, as the first graph shows.



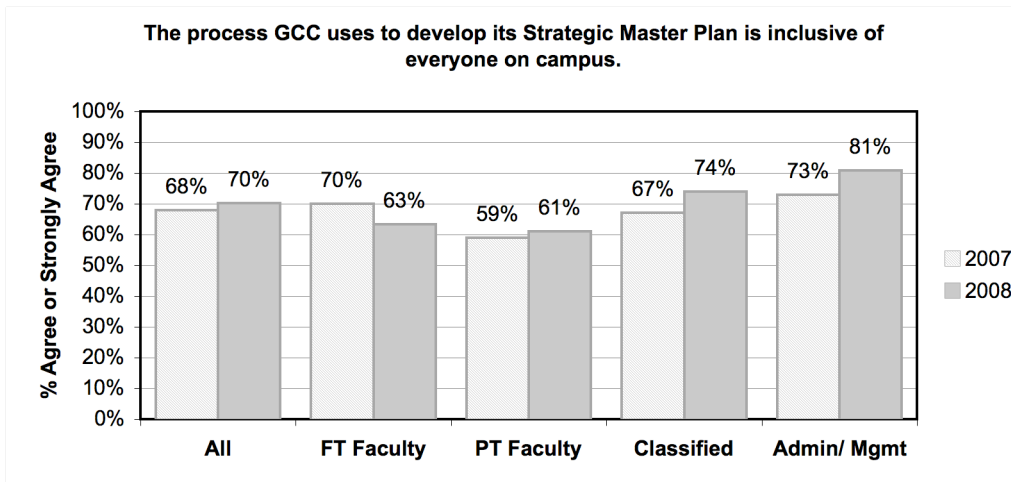
Most respondents in each group, except for part-time faculty members, indicated that they have participated in discussions of the mission statement. Agreement declined somewhat from 2007 to 2008.

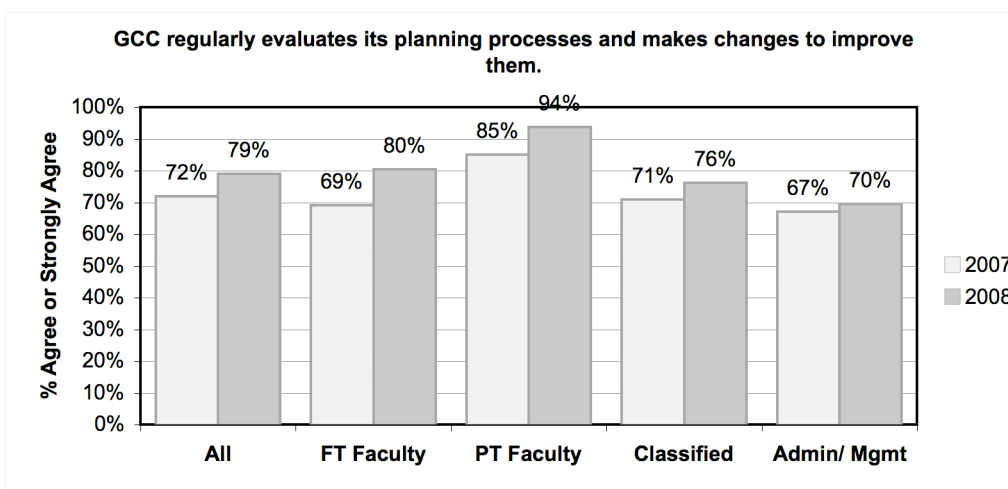
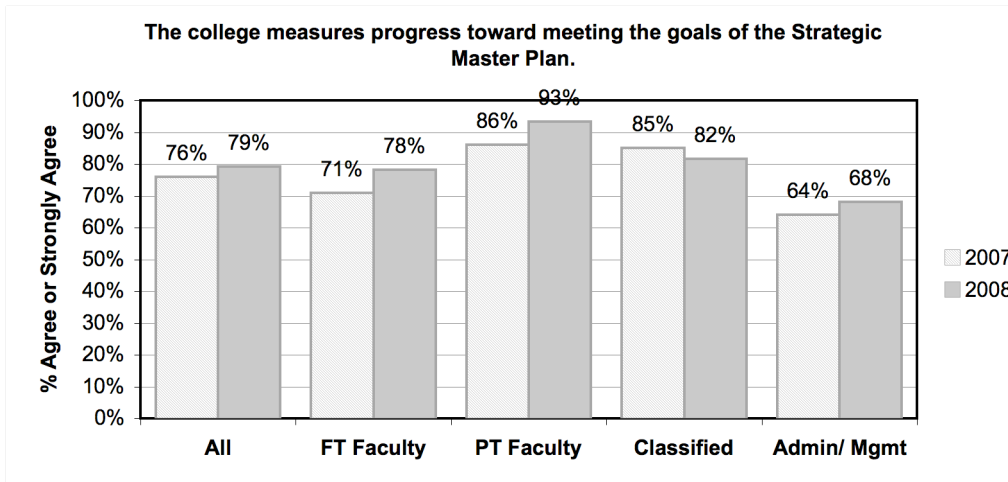


There is widespread agreement that student learning is key to GCC's mission.



Respondents generally agreed that the Strategic Master Planning process is inclusive of everyone on campus. Overall agreement was 70%, about the same as in 2007.





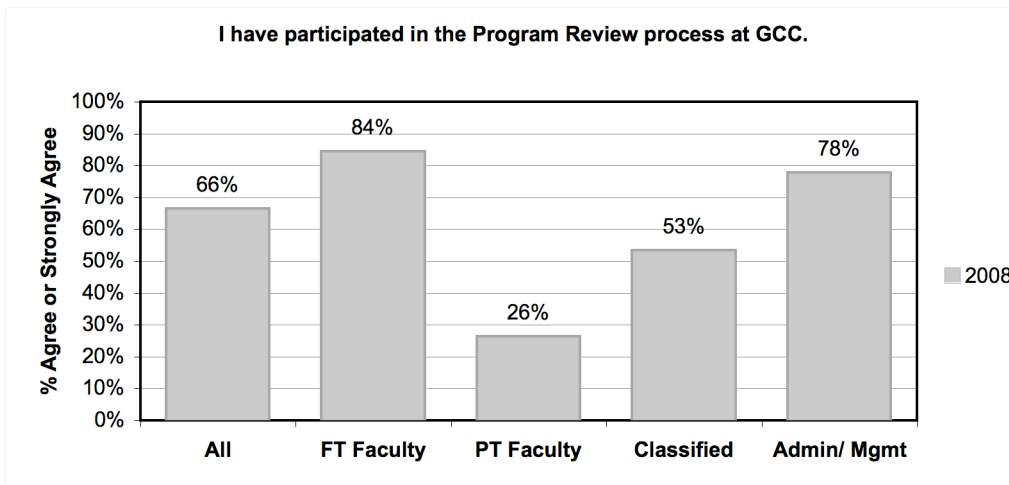
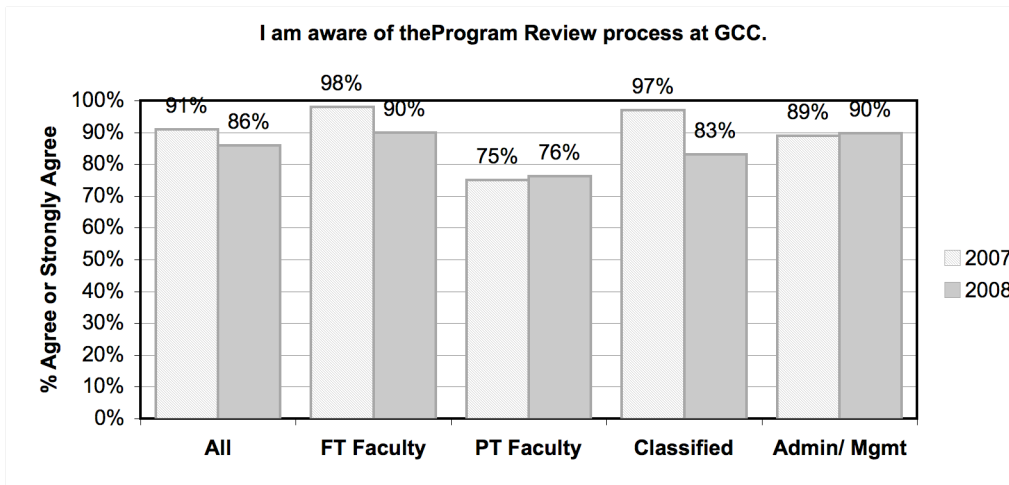
The three questions on planning (see the previous three graphs) had high percentages of respondents marking “I Don’t Know.” For the inclusiveness item, 26% marked “I Don’t Know.” For the item on measuring progress, the percentage was 36%, and for the item on evaluating planning processes, the percentage was 34%. This indicates that the college needs to make faculty and staff more aware of planning processes.

Responses to items about the college mission and institutional effectiveness were generally positive. Faculty and staff agreed strongly that student learning is key to the mission of the college. Respondents agreed that GCC measures progress toward meeting its goals and that GCC evaluates its planning processes. Respondents were somewhat less likely to agree that the planning process is inclusive of everyone on campus, and that they have been involved in discussing the mission statement, but these statements had agreement rates of 68% overall, indicating generally positive attitudes toward planning and the mission.

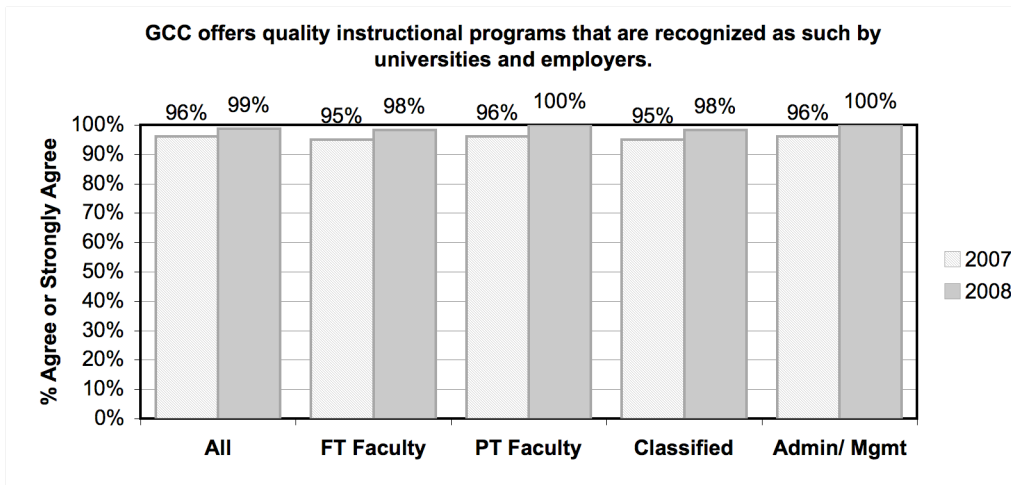
2.2. Standard II: Student Learning Programs & Services

The 2008 survey items on student learning programs focused on program review, instructional quality, meeting student needs, student learning outcomes, enrollment management, and basic skills.

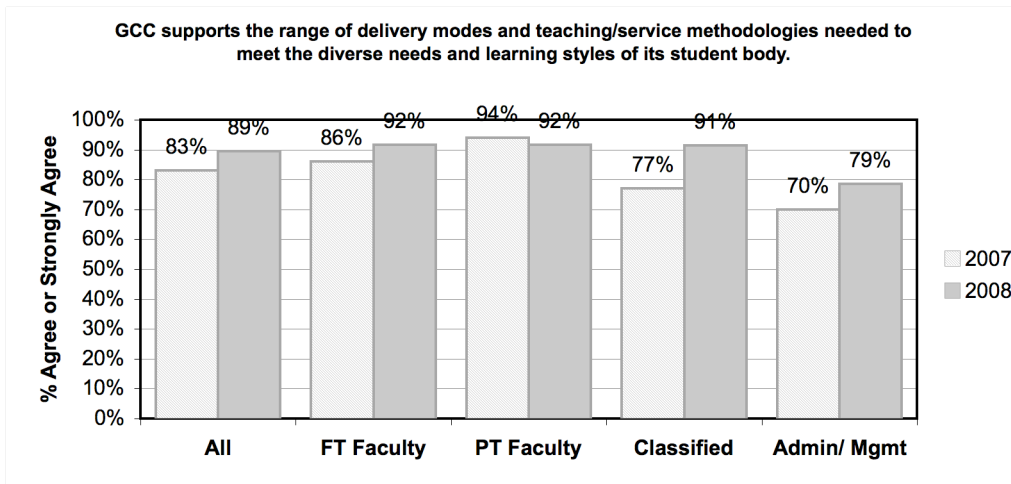
Respondents were aware of the program review process and a majority of all groups except part-time faculty members indicate they have participated in the program review process. The two graphs below summarize the two questions about program review.



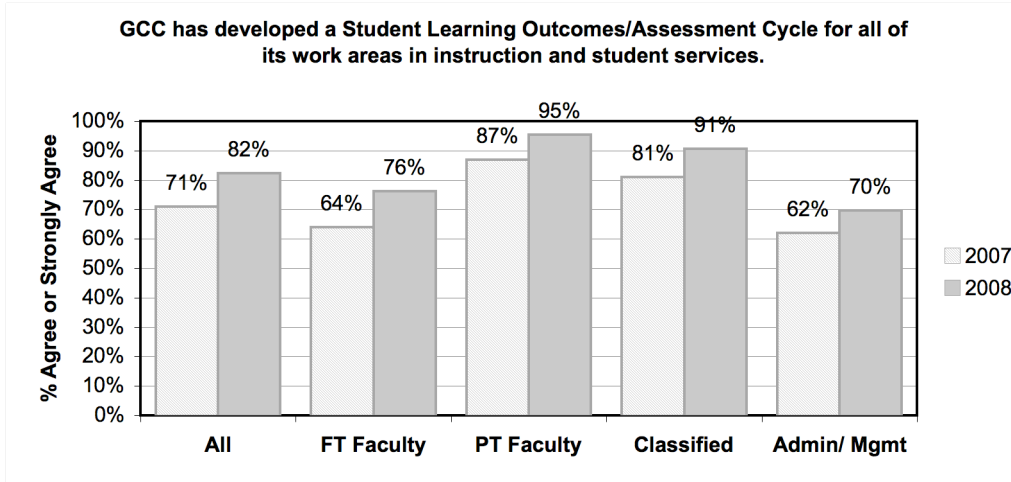
Respondents agreed strongly that the college offers quality instructional programs.



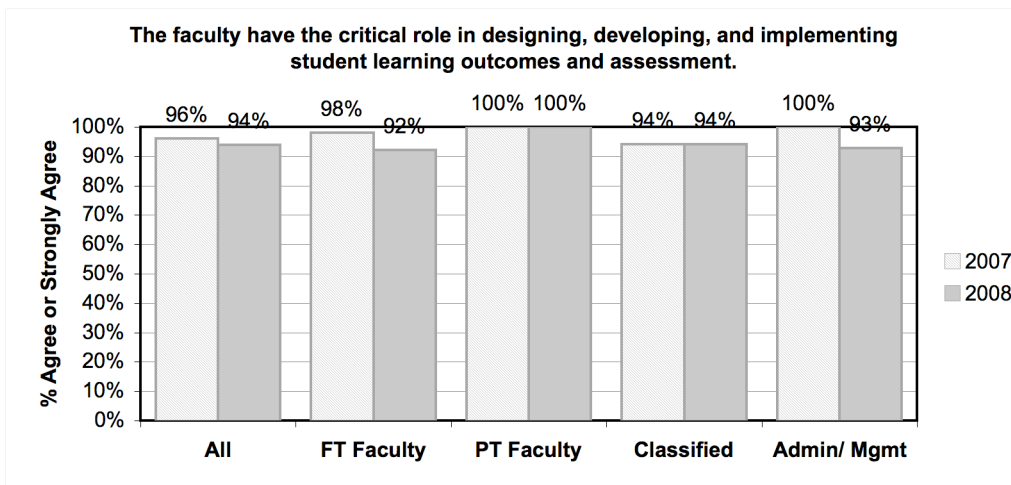
As the next graph shows, full-time and part-time faculty members were likely to agree that GCC supports a range of delivery modes to meet student needs and learning styles.



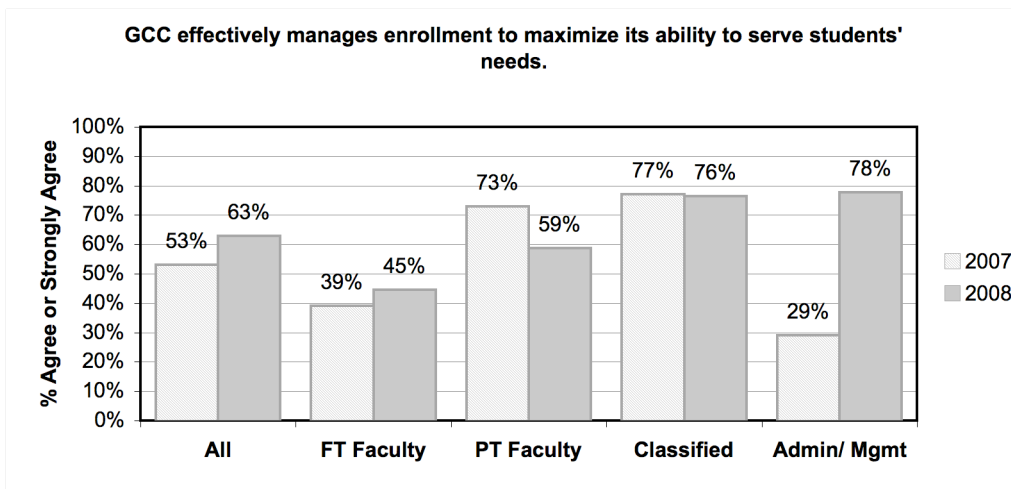
The next two items relate to student learning outcomes. Most respondents agreed that the college has developed a Student Learning Outcomes and Assessment cycle in all areas. Agreement with this statement has increased from 2007 to 2008 as more people have become involved in the process.



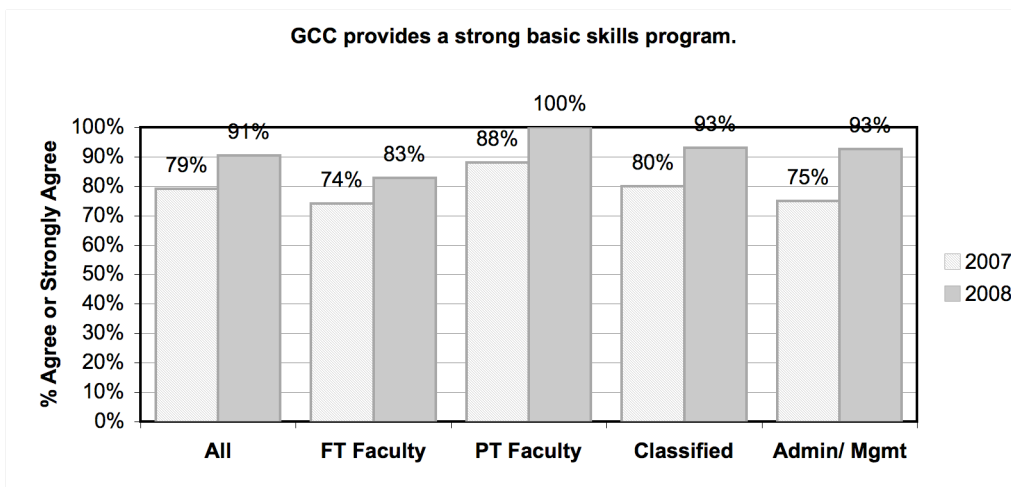
The next graph shows that nearly all respondents agreed that the faculty have the critical role in developing student learning outcomes and assessments.



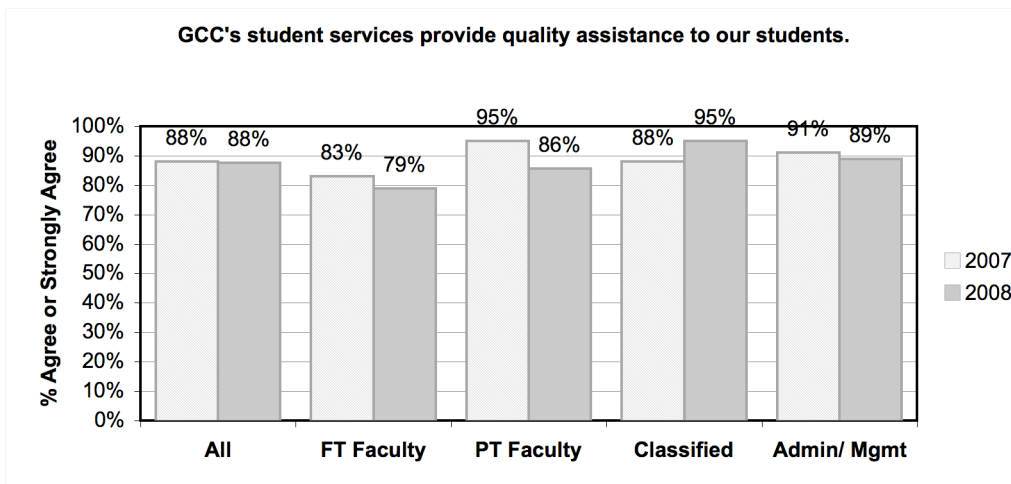
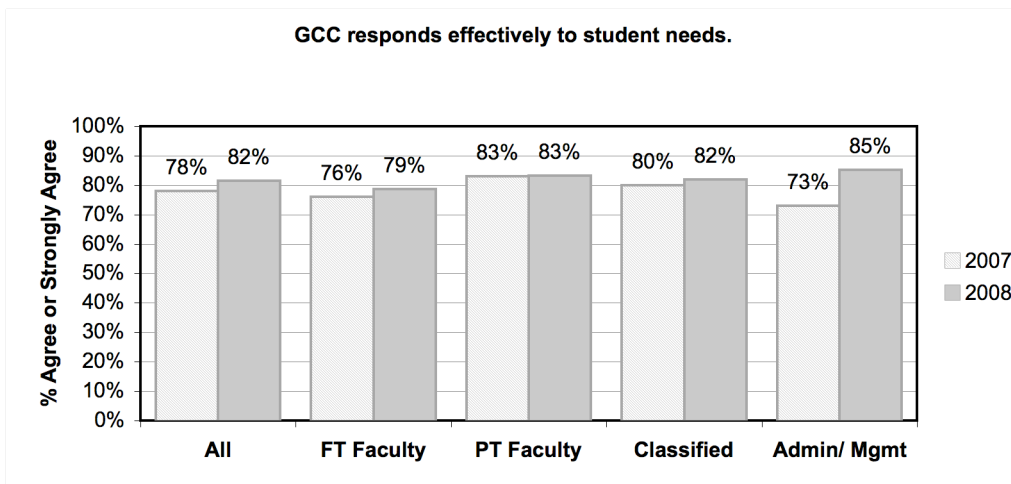
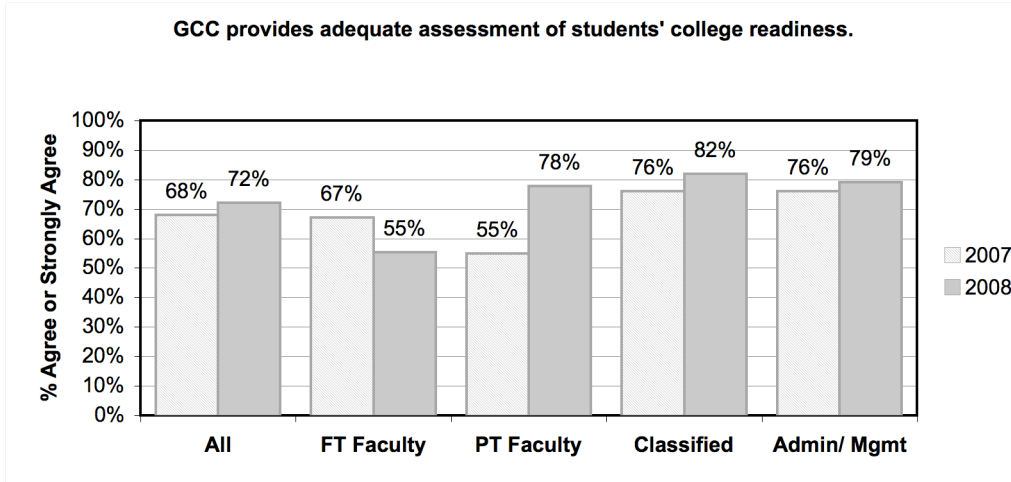
The next graph shows that enrollment management elicits diverse opinions. Across all respondents, agreement that enrollment management is effective increased from 53% in 2007 to 63% in 2008. Full-time faculty had a less positive view about enrollment management than other groups, but views have become somewhat more positive since 2007. Administrators and managers had a much more positive view about enrollment management in 2008 than in 2007; the agreement rate jumped from 29% to 78%. The enrollment management item had a relatively large percentage of respondents (20%) answer “I Don’t Know.”



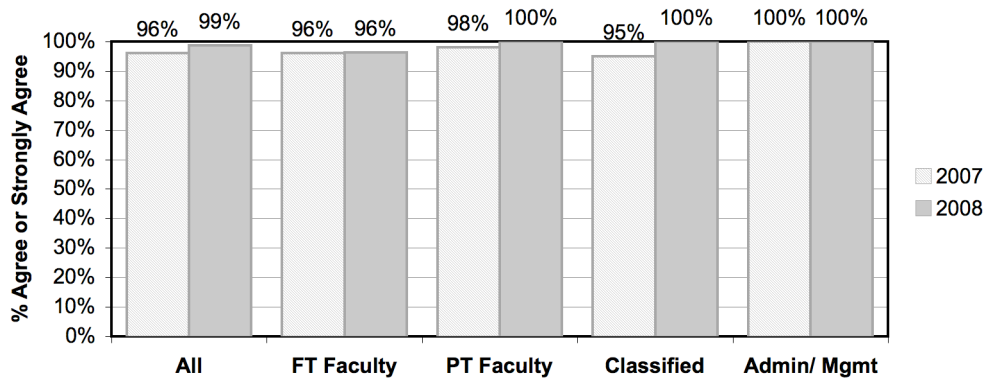
Respondents were positive about GCC’s basic skills program, and overall agreement that GCC provides a strong basic skills program increased from 79% in 2007 to 91% in 2008.



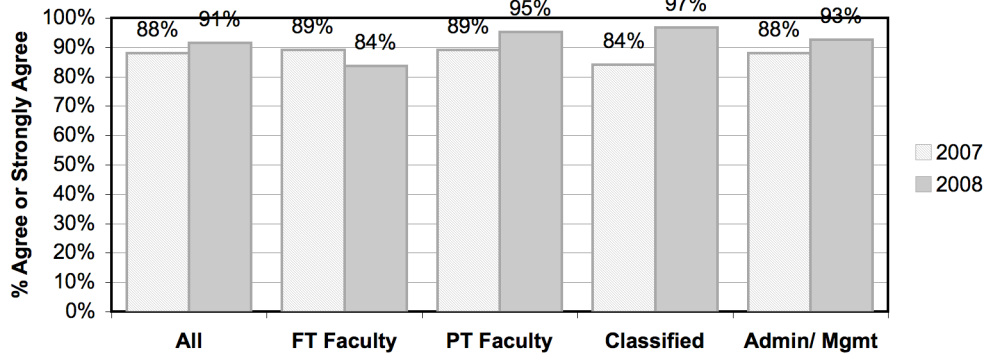
The next four graphs show responses to items about student services, including the library and learning resources. Responses to student services, and the library in particular, were very positive in 2007 and 2008. The first graph below, on assessment of college readiness, had a relatively large number of respondents (24%) mark “I Don’t Know.”



The GCC library serves the needs of our students.



The learning resources on campus provide a strong and supportive environment for students to gain the assistance they need.

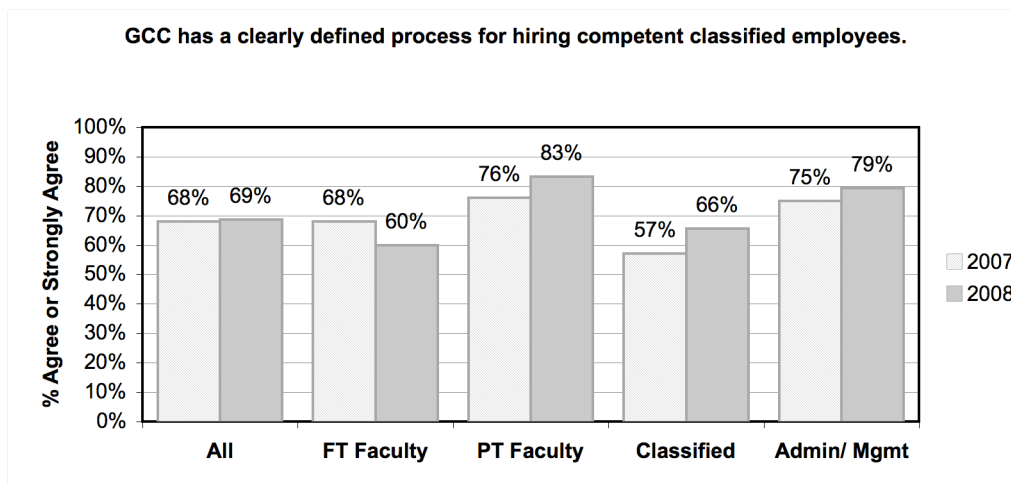
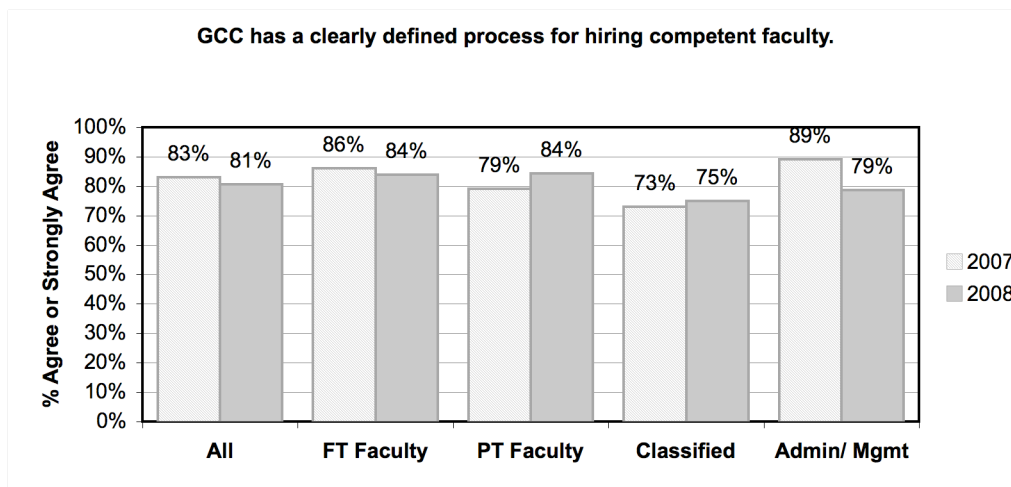


2.3. Standard III: Resources

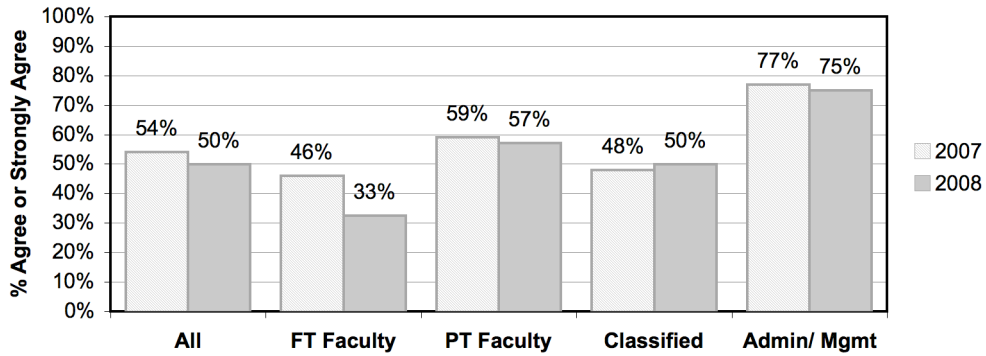
Standard III is broken into four different types of resources: human resources, physical resources, technology resources, and financial resources.

The 2008 survey included seven statements about hiring and evaluation in the human resources section. The first questions asked about processes for hiring faculty, classified employees, and administrators. Respondents were less positive about the clarity of the process for hiring administrators than for the other processes. The next questions asked about processes for evaluating faculty members, classified employees, administrators, and Board members. Agreement was less for evaluating administrators and Board members than for evaluating the other groups.

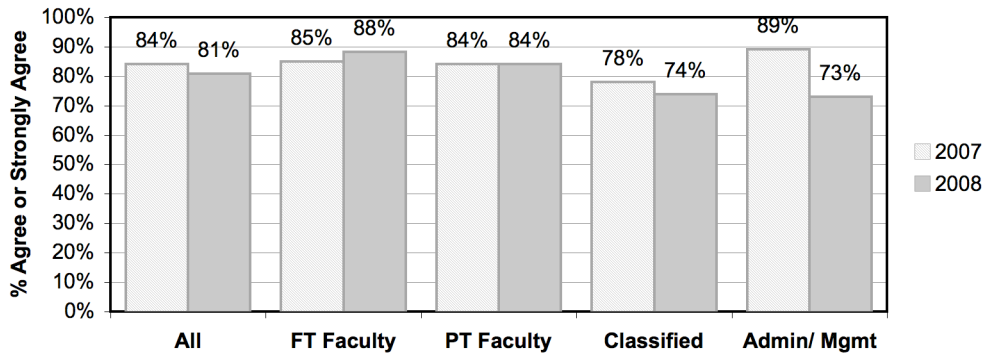
The hiring and evaluation items all had high percentages of respondents marking “I Don’t Know.” The percentage of “I Don’t Know” responses ranged from 18% for faculty evaluation to 53% for Board evaluation.



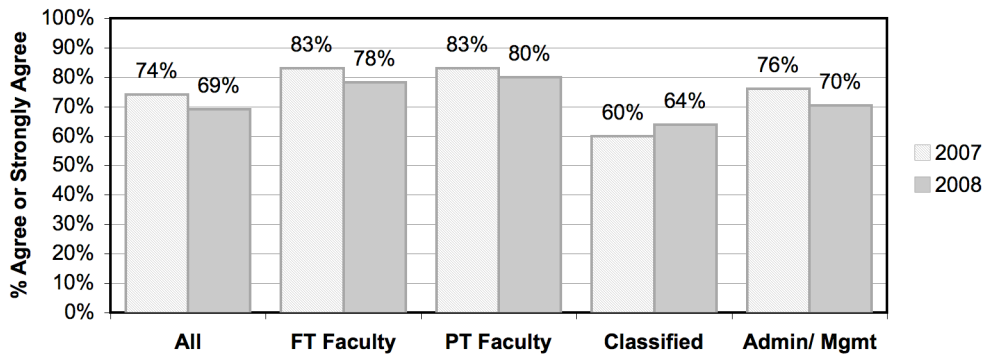
GCC has a clearly defined process for hiring competent administrators.

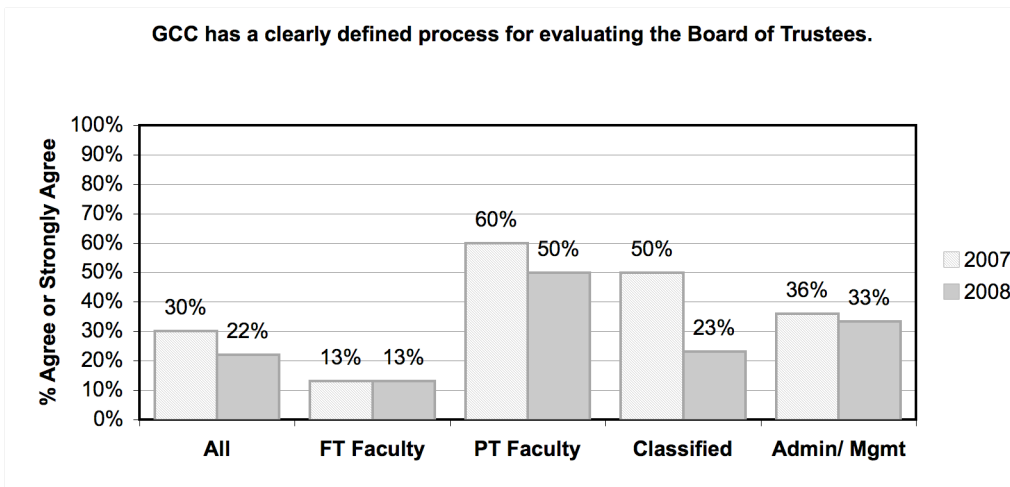
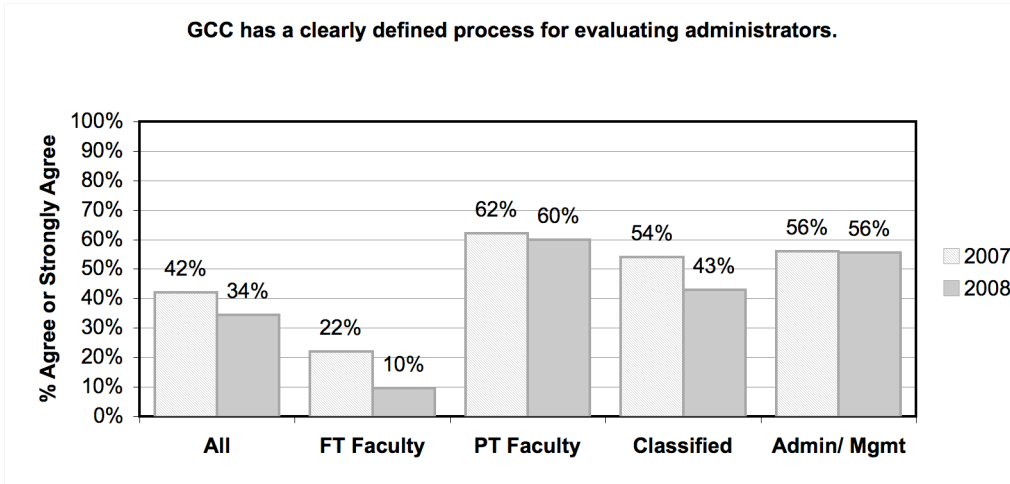


GCC has a clearly defined process for evaluating faculty.

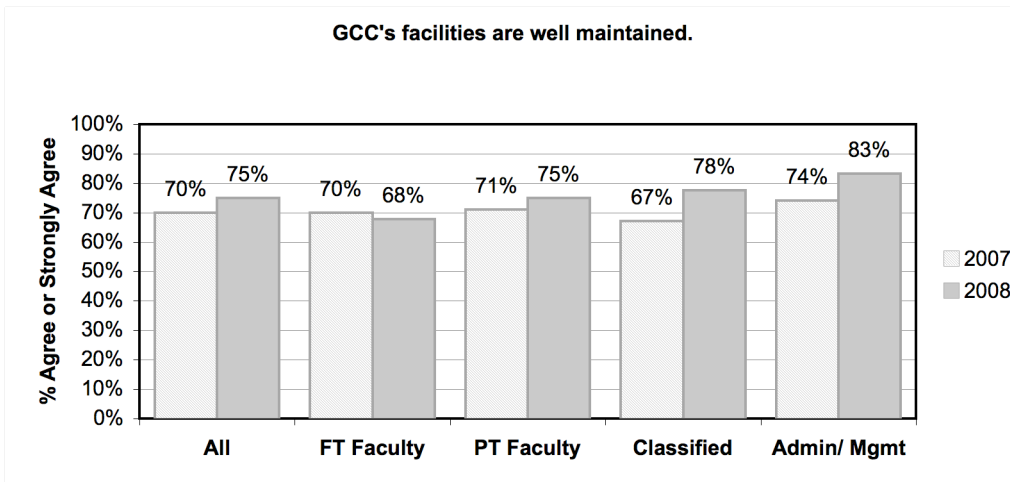


GCC has a clearly defined process for evaluating classified employees.

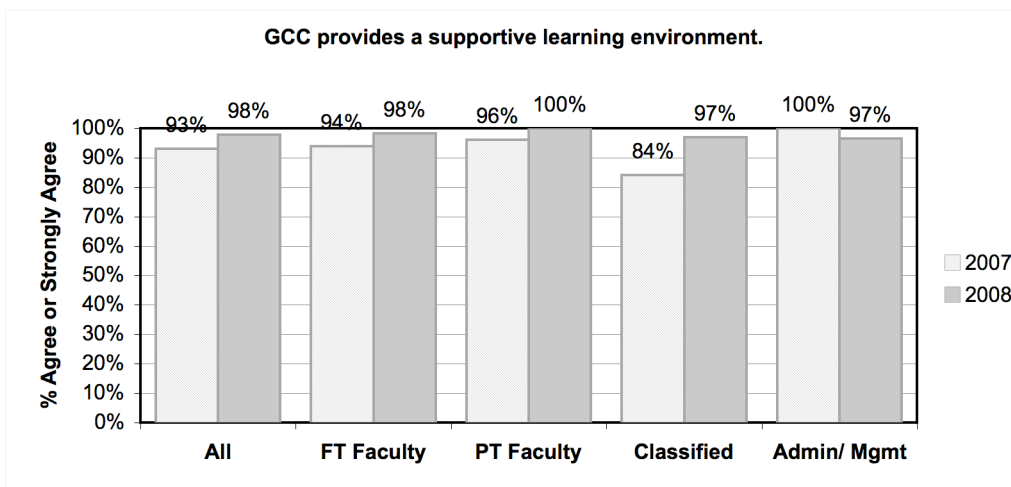
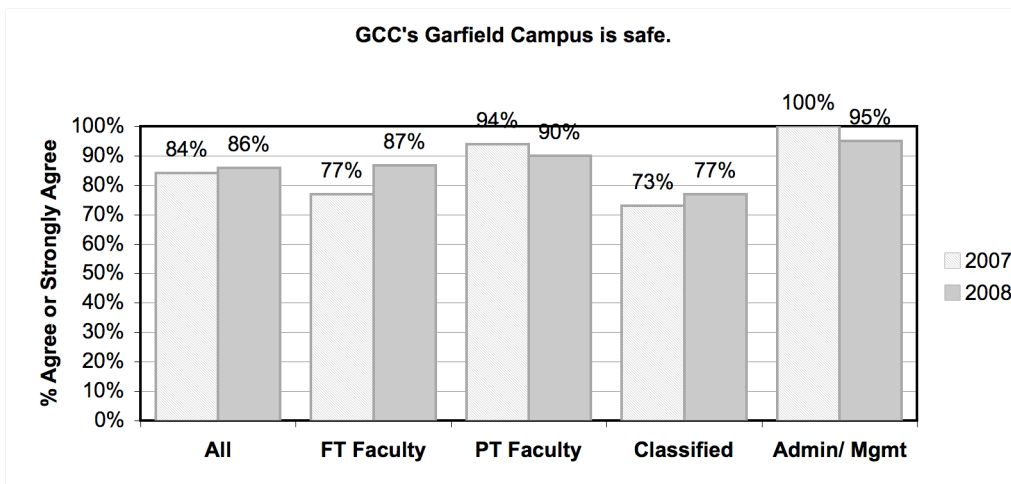
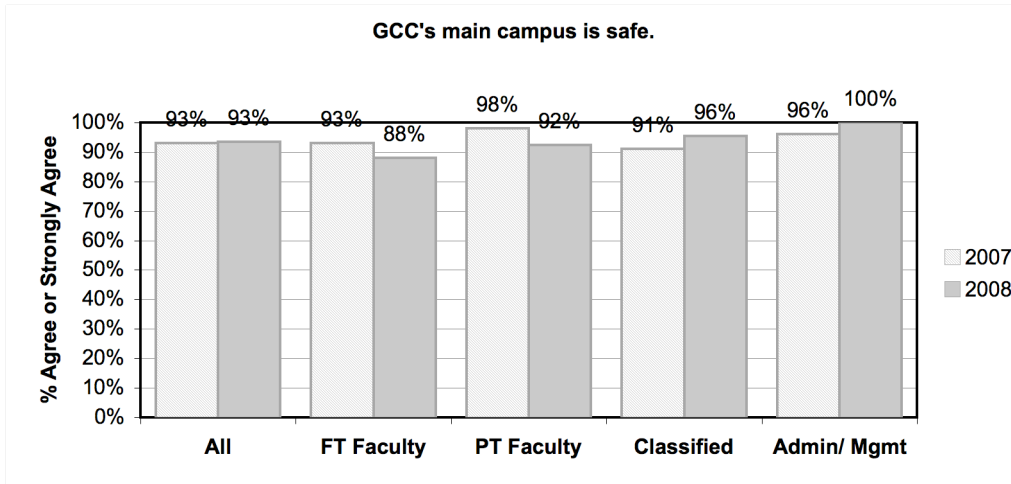




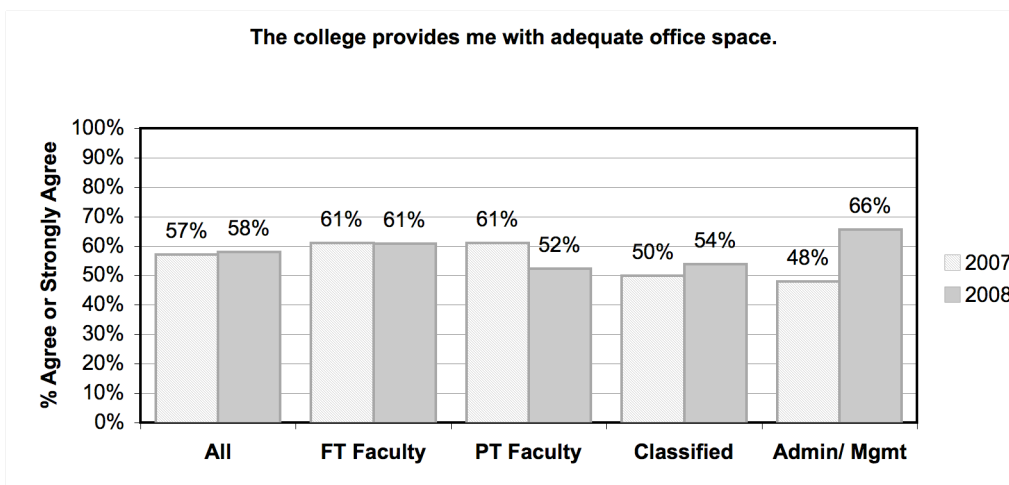
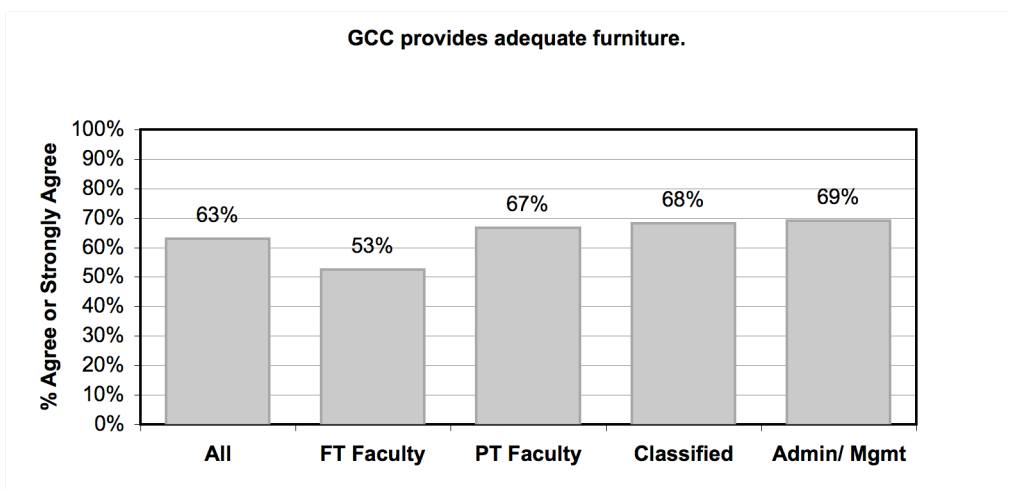
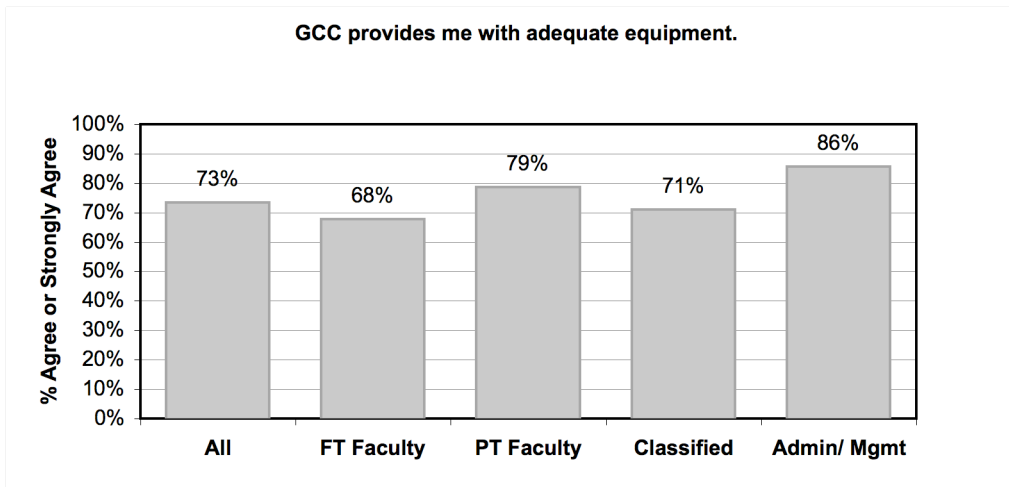
The second part of Standard III deals with physical resources. The following eight graphs show responses to physical resources items. As the first graph shows, most respondents indicated that facilities are well maintained. Agreement was fairly consistent across all respondent groups; the average agreement rate for all groups was 75% in 2008.



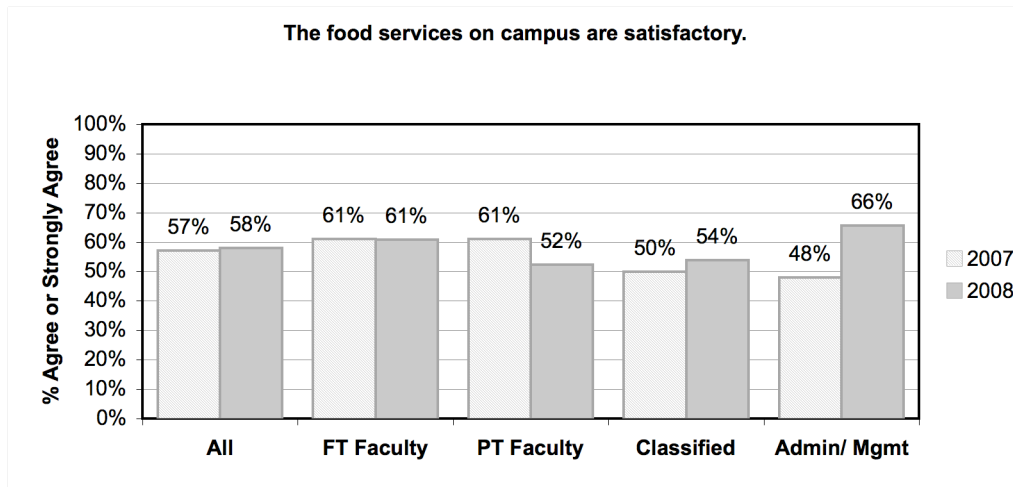
The next two items deal with safety. As the graphs show, respondents agreed that the main campus and the Garfield Campus are safe (though 58% marked “I Don’t Know” regarding the safety of the Garfield Campus). The third graph on this page shows that respondents agreed that GCC provides a supportive learning environment.



The next three items deal with equipment, furniture, and office space. Full-time faculty were less positive about equipment and furniture than other respondent groups, but more than half agreed that they were provided with adequate equipment and furniture. Respondents were somewhat less positive about office space than about equipment and furniture.

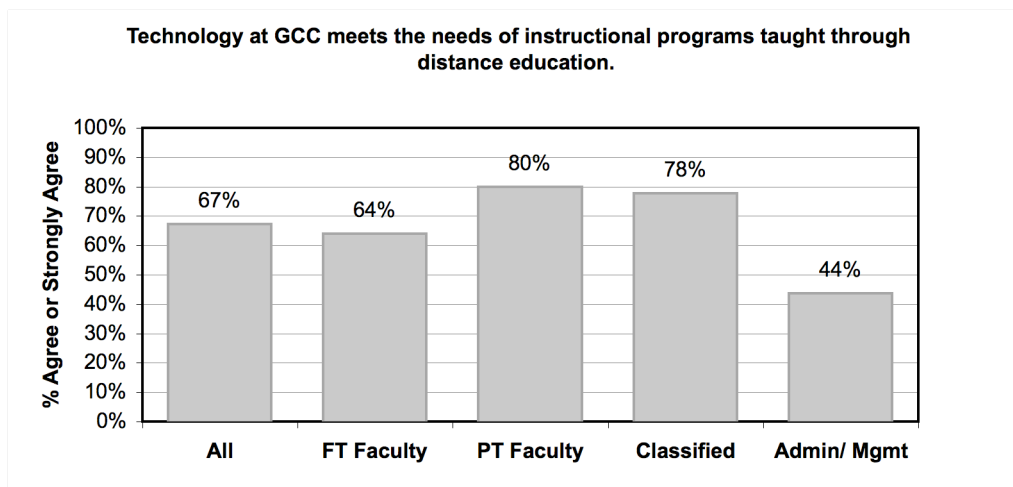


The next graph shows responses to a statement about food services. Most respondents indicated that food services are satisfactory, but the agreement rate was under 60% in both 2007 and 2008.

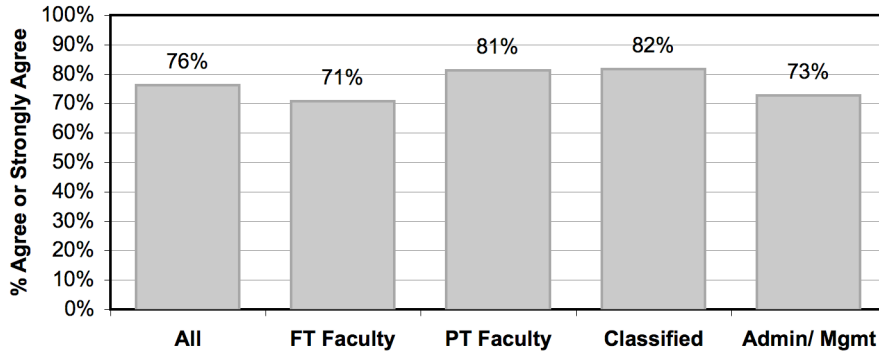


The third part of Standard III deals with technology resources. The 2008 survey included 13 questions about technology resources. The first five questions asked about technology at GCC meeting needs in the areas of distance education, traditional non-distance education, student services, administration, and communication. Responses tended to be positive for each of these areas. The least positive responses were about distance education. Full-time faculty members and administrators/managers were least positive about technology meeting distance education needs.

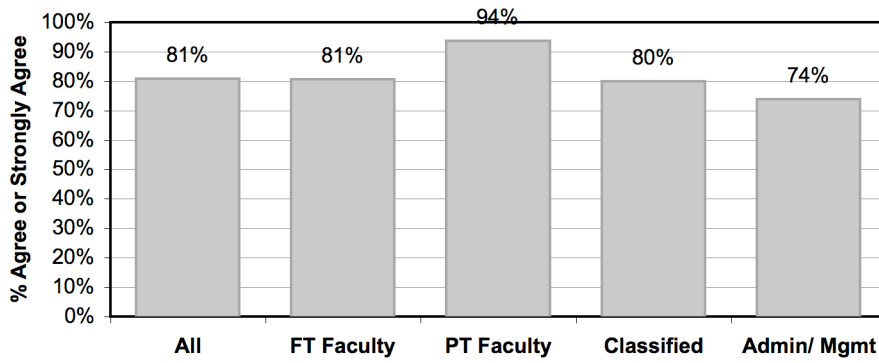
Many respondents did not have an opinion about technology resources. The percentage marking “I Don’t Know” was 44% for the item on distance education, 25% for the item on technology supporting traditional education, 33% for technology meeting the needs of student services, and 48% for technology meeting administrative needs.



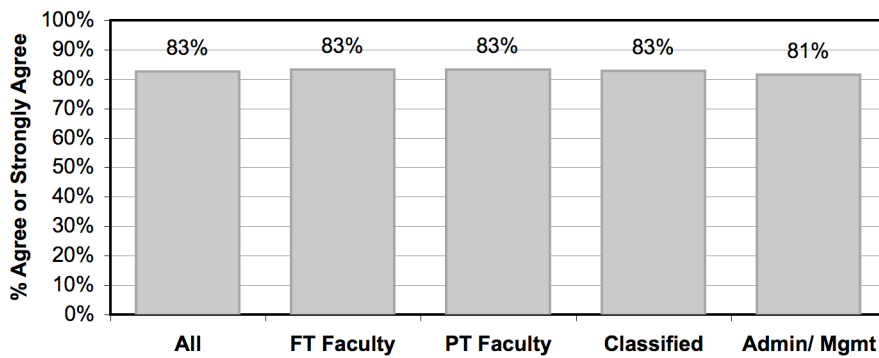
Technology at GCC meets the needs of traditional, non-distance education programs.

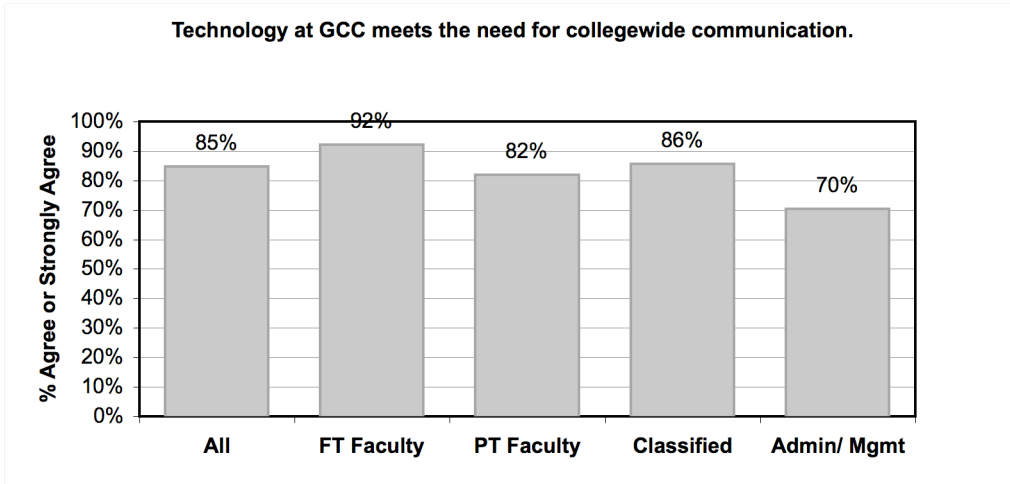


Technology at GCC meets the needs of student services.

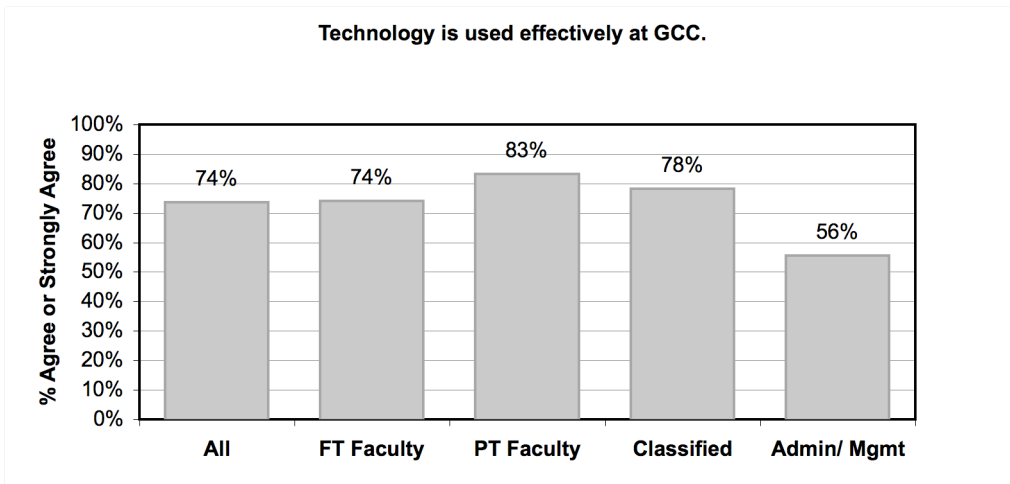


Technology at GCC meets administrative needs.



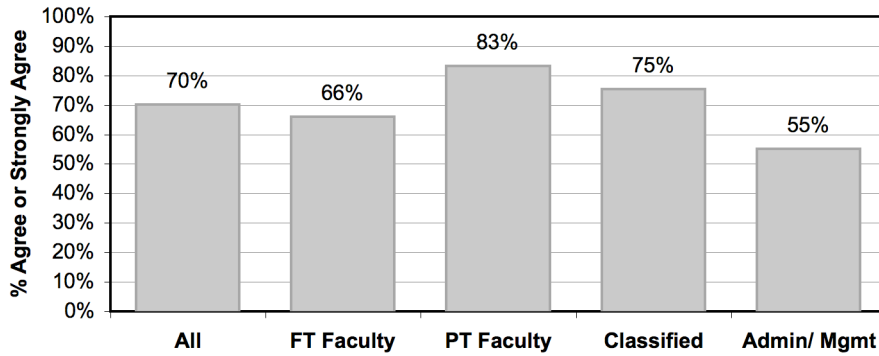


As the following graph shows, respondents agreed that technology is used effectively at GCC. Administrators and managers were least positive about the effectiveness of technology.

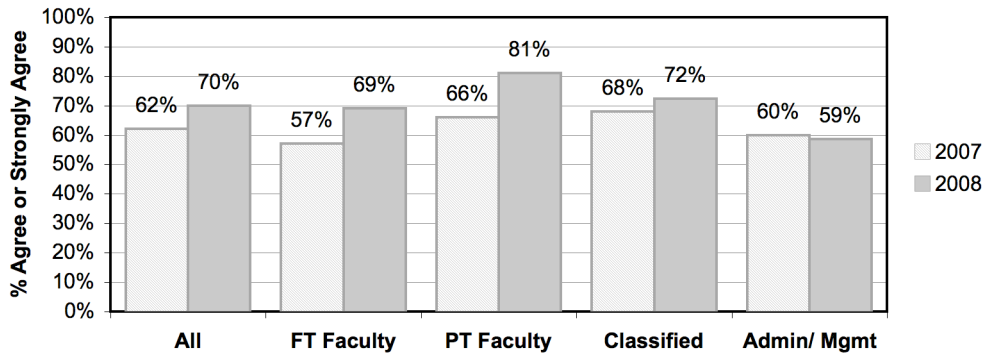


The next three graphs show responses about technology support and training. Responses were positive about both support and training. Administrators and managers were less positive than other groups about technical support. Most groups were slightly more positive about maintenance and repair of equipment and about IT training in 2008 than in 2007.

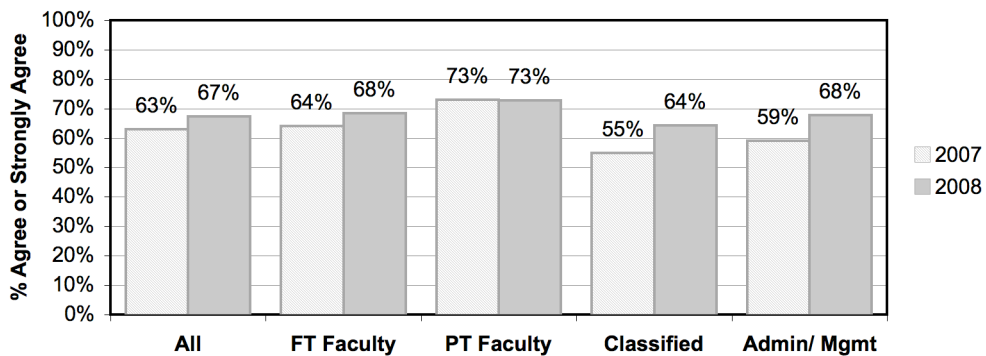
Technical support is appropriate and effective.



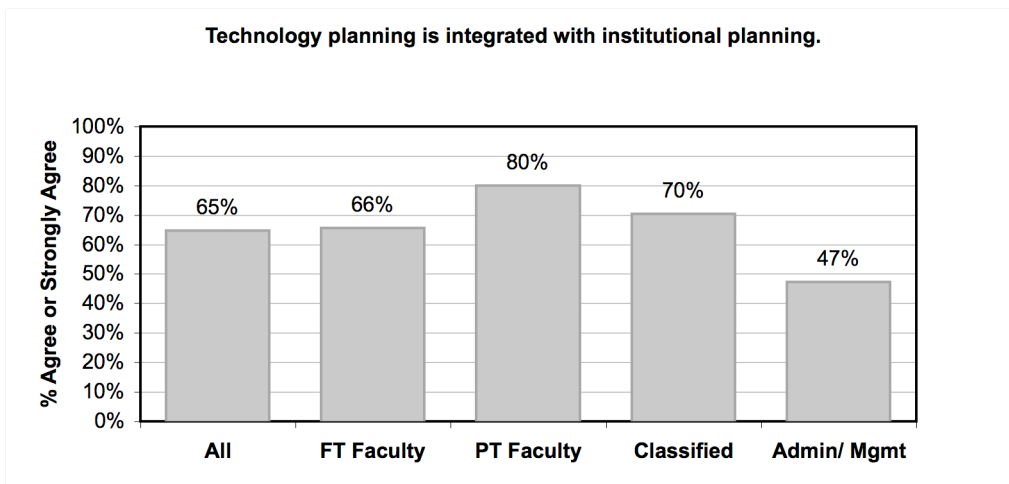
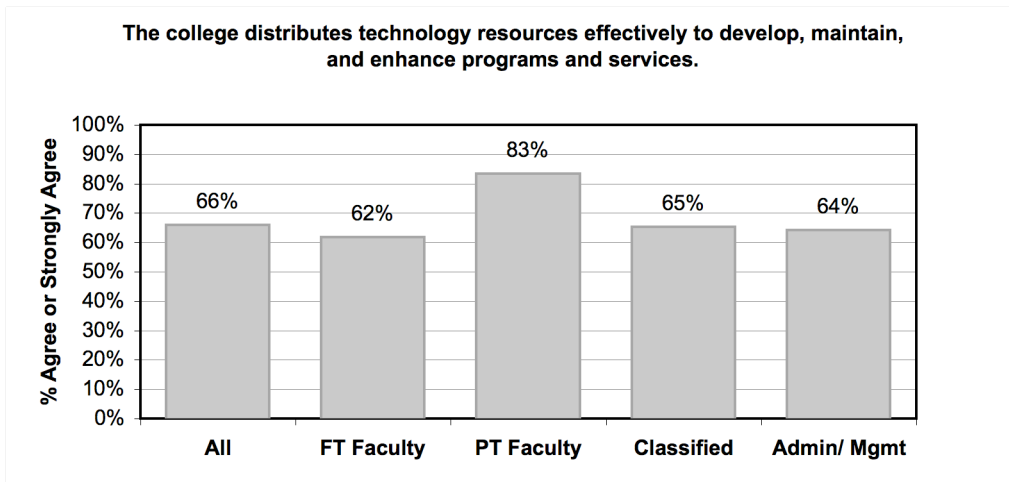
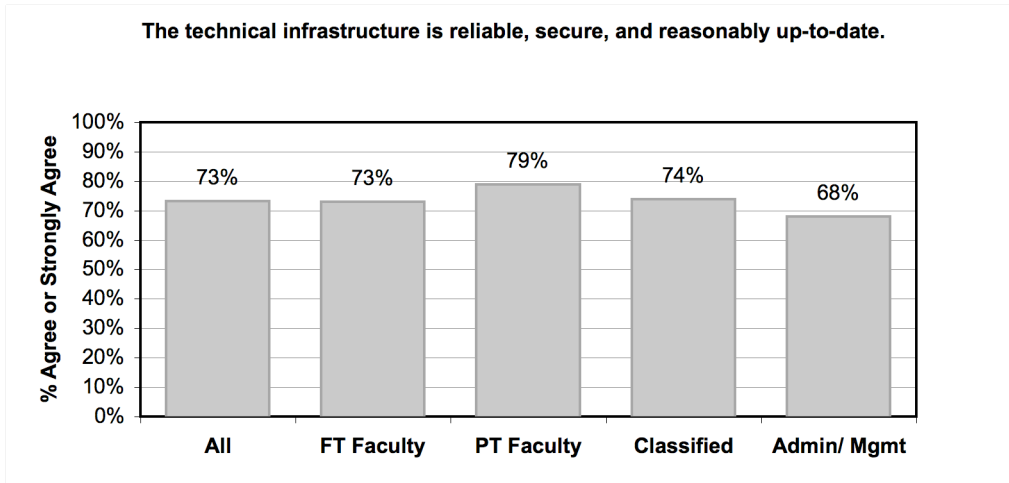
Maintenance/repair of equipment is carried out in a timely manner.

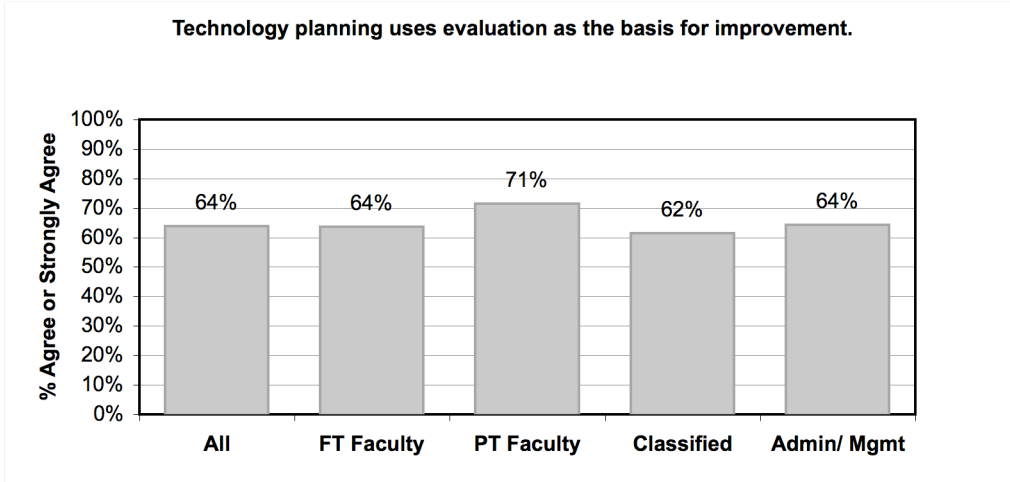


I get sufficient information technology training for my work.



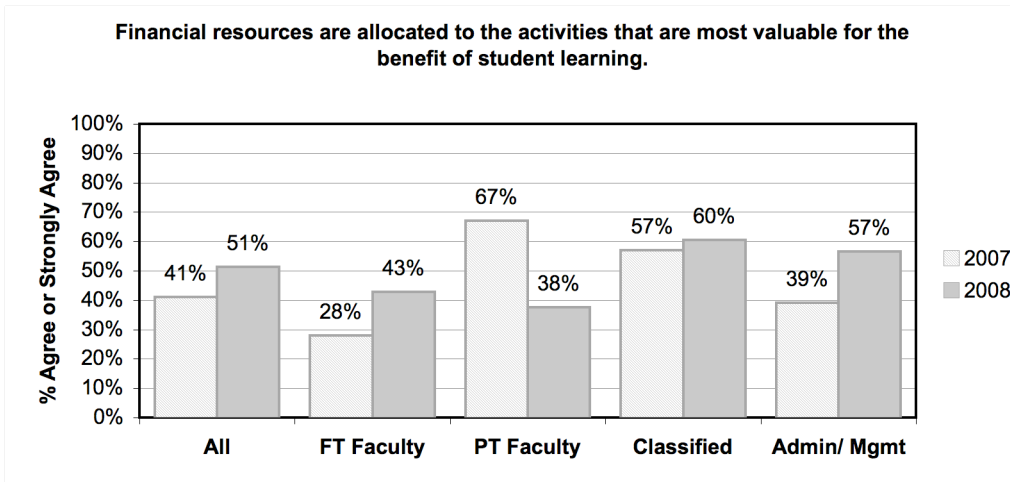
The last four technology items related to infrastructure and planning. All received agreement of over 50% except for “Technology planning is integrated with institutional planning,” which 47% of administrators and managers agreed with. Most respondents marked “I Don’t Know” for technology planning’s integration with institutional planning (52% “I Don’t Know”) and technology planning using evaluation for improvement (60% “I Don’t Know”).



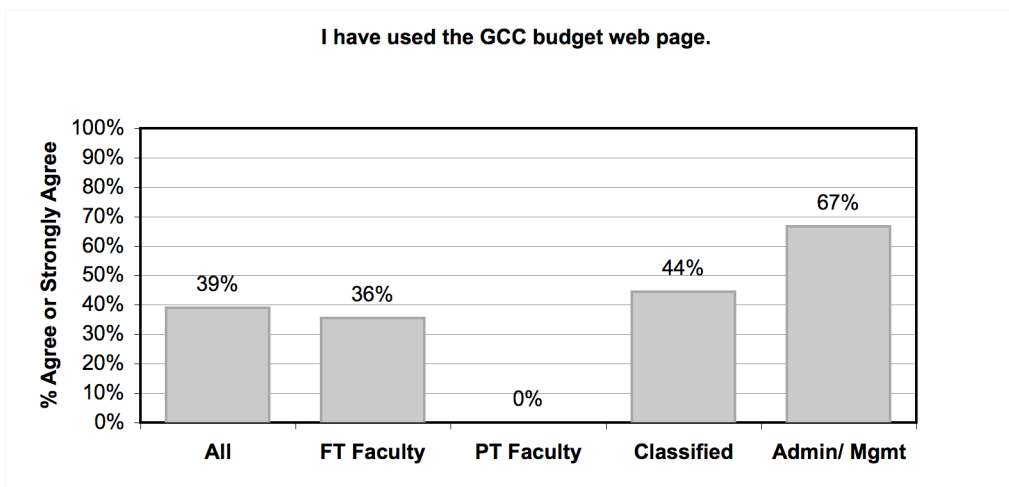
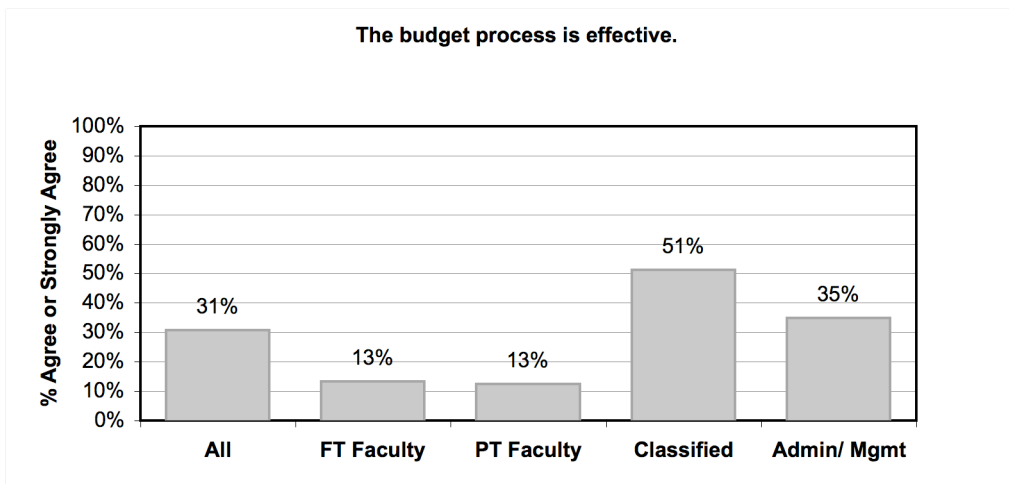
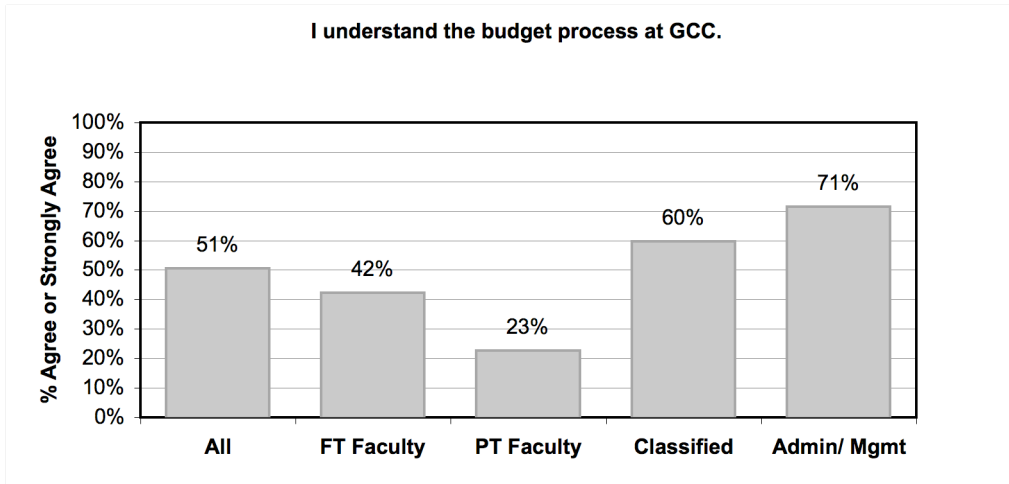


The fourth part of Standard IV addresses financial resources. Five questions were asked about budgeting and resource allocation. The first question asked if financial resources are allocated to activities that are most valuable for student learning. Only 51% of all respondents agreed with this statement, but agreement increased from 41% in 2007 to 51% in 2008. Full-time faculty and part-time faculty were the groups least in agreement with this statement.

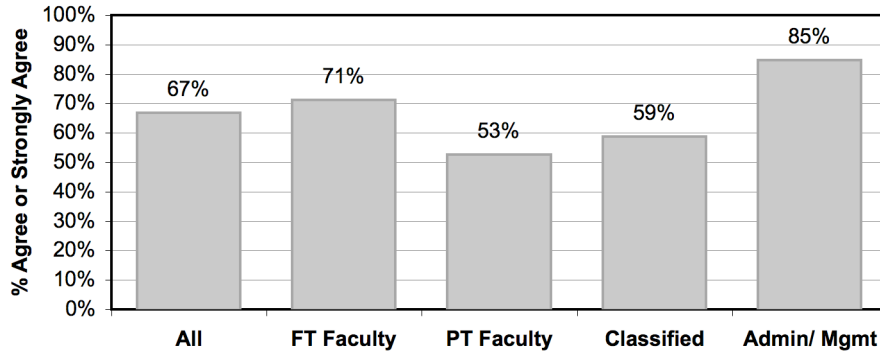
Many respondents marked “I Don’t Know” for the financial resources items. The percentage of “I Don’t Know” responses ranged from 31% for “The budget process is effective” to 51% for “I understand the budget process at GCC.” The only financial resources item that had a small percentage of “I Don’t Know” responses (8%) was the last item about the Planning Booklet.



About half of all respondents indicated that they understand GCC's budget process. Only 31% agreed that the budget process is effective. Full-time faculty and part-time faculty were most negative about the effectiveness of the budget process; only 13% of each group agreed that the budget process is effective.



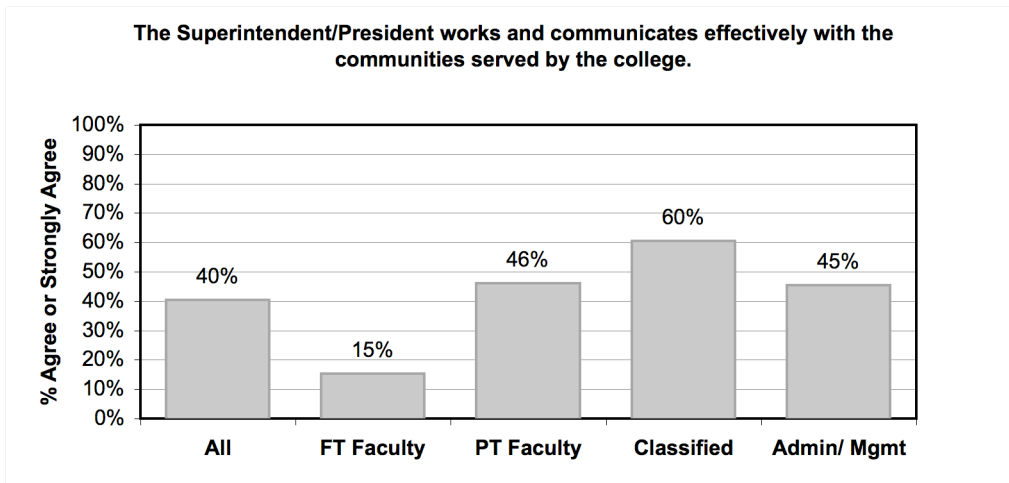
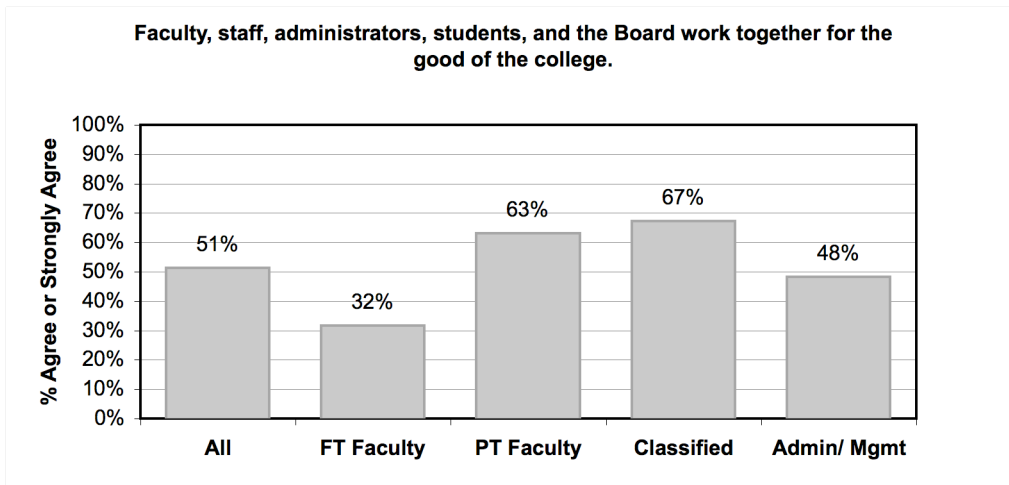
I have read the Planning Booklet that was distributed to my mailbox in Fall 2008.



2.4. Standard IV: Leadership & Governance

Three questions were asked about leadership and governance. A slight majority of all respondents agreed that faculty, staff, administrators, students, and the Board work together for the good of the college, but only 32% of full-time faculty agreed with this statement. Similarly, full-time faculty were negative about the Superintendent/President working and communicating effectively with constituencies.

Only 10% of respondents marked “I Don’t Know” for the first item on working together, but 28% marked “I Don’t Know” for the second item about the Superintendent/President and 21% marked “I Don’t Know” for the third item about governance working effectively.



The final question was about governance. Respondents tended to agree that governance works effectively.

