

CAMPUS VIEWS
1997

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by

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Summary

This report presents the results of Glendale Community College's 1997 survey of faculty and staff. It also briefly describes the development of faculty/staff opinion surveys at the college and their prior use in 1986 and 1990. The results of the three surveys can be compared to examine trends in faculty and staff perceptions, as well as to aid campus decision making.

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Introduction

Glendale Community College has conducted three surveys to assess the perceptions and opinions of faculty and classified staff. The surveys were conducted in 1986 (in combination with the 1985-86 accreditation self-study), in 1990, and in 1997 (in combination with the 1997-98 accreditation self-study). The survey forms were very similar across the three administrations, allowing comparisons among faculty/staff perceptions over the years. This report describes the results of the three surveys, with particular emphasis on the most recent administration.

The first faculty/staff survey in this format was developed in 1986, coinciding with the college's accreditation self-study. Two surveys were developed, with parallel items: one for the faculty and one for the classified staff. Nine campus committees, each assigned to respond to one accreditation standard, submitted potential survey items during the Spring 1986 semester. Three committees were particularly involved in the survey development: the Institutional Staff Committee oversaw the classified staff survey, and the Goals & Objectives Committee and the Governance & Administration Committee were most involved in constructing the final survey forms.

The second administration of a collegewide faculty/staff survey, in 1990, was requested by the Long Range Planning Committee. Several changes were made, including an attempt to make the faculty survey and the classified staff survey more nearly identical. Some questions from the 1986 administration were deleted, and new items were added. A comprehensive list of survey form differences is included in Appendix B of this report.

The third administration of the faculty/staff survey was conducted in Spring 1997, coinciding with the college's accreditation self-study. The survey forms for the 1997 administration were nearly identical to those for the 1990 administration (see Appendix B for differences). One substantial addition in 1990 was a question asking when faculty and staff were planning to retire.

Method

Survey Instrument

The Glendale Community College faculty / staff survey consists of six sections:

Section I. Job Satisfaction

This section asks questions about the basic, long-term attitudes of faculty and staff toward working at the college.

Section II. Personal Information

This section collects demographic information, allowing more detailed analyses of faculty and staff opinions.

Section III. Working Environment

This section asks questions related to specific working conditions, including physical aspects of the job setting and communication issues with other college employees.

Section IV. Campus Management

This section is based on the premise that the institution's mission and goals are dependent on the development of a collegial spirit and a favorable impression of the governance and decision-making processes. Questions in this section assess satisfaction with the governance process and existing procedures.

Section V. Educational Goals

This section is designed to evaluate the college's current operation relative to the appropriate mission and goals of the institution for the next 10 years.

Section VI. Student Services

This section evaluates the effectiveness of student support services by measuring faculty and staff awareness of services, referral to services, and observed student satisfaction with services.

Survey Procedure

The survey procedure was essentially identical for each of the three administrations. The campus was informed that they would receive faculty/staff survey forms several weeks before the forms were distributed. The 1986 and 1990 surveys were conducted in May, and the 1997 survey was conducted in March. Survey forms were distributed to all faculty and staff members at the college. Completed surveys were returned, anonymously, to a box in the campus mailroom.

Surveys were completed on scannable forms, and the completed surveys were scanned into databases on the campus mainframe computer by Research & Planning Unit staff.

Response Rates

Every effort was made to reach all college employees for each administration of the survey, but not all employees contributed their opinions. Table 1 shows the number of respondents for each administration of the faculty / staff survey.

Table 1. Number of Respondents for Faculty/Staff Surveys, 1986 to 1997

CATEGORY	RESPONSES		
	1986	1990	1997
Administrators	*	*	14
Full-Time Faculty	147	137	122
Part-Time Faculty	224	86	169
Full-Time Classified	112	126	97
Part-Time Classified	59	31	26
TOTAL	542	380	428

*Administrators were not separated in 1986 or 1990.

For the Spring 1997 survey, response rates ranged from 28.3% for part-time classified staff to 59.8% for full-time faculty. The overall response rate was 38.5% (428 responses from 1,111 surveys sent).

Results

Interpreting the Results

The results below are presented most frequently as rates, or percentages of respondents answering an item favorably or unfavorably. Responses for the different survey sections were worded somewhat differently; as a result, the numbers reported in each section are not directly comparable.

Section I, covering job satisfaction, presented job issues (e.g., “job challenge”) and asked respondents to select from the following choices: “highly satisfactory,” “somewhat satisfactory,” “neutral/undecided,” “somewhat unsatisfactory,” and “highly unsatisfactory.” Two types of results are reported for Section I: % *Positive Responses* (or the percentages of respondents answering “highly satisfactory” or “somewhat satisfactory”) and % *Negative Responses* (or the percentages of respondents answering “highly unsatisfactory” or “somewhat unsatisfactory”).

Section II, covering personal information, asked respondents to answer several demographic questions. Data reported in Section II are percentages of all respondents in specified demographic groups.

Section III, covering working environment, repeated the structure of Section I. Working environment issues (e.g., “facilities for your work”) were presented, and respondents were asked to select from “highly adequate,” “somewhat adequate,” “neutral/undecided,” “somewhat inadequate,” and “highly inadequate.” For Section III, % *Positive Responses* refers to the percentages of respondents choosing “highly adequate” or “somewhat adequate.” % *Negative Responses* refers to the percentages of respondents choosing “highly inadequate” or “somewhat inadequate.”

Section IV, covering campus management, presented statements (e.g., “Faculty opinion is adequately presented to the Board of Trustees”) and asked respondents to select from “strongly agree,” “somewhat agree,” “neutral/undecided,” “somewhat disagree,” and “strongly disagree.” All statements were phrased positively, so that agreeing indicated satisfaction, or a positive opinion. Consequently, % *Positive Responses* refers to the percentages of respondents choosing “strongly agree” or “somewhat agree,” and % *Negative Responses* refers to the percentages of respondents choosing “strongly disagree” or “somewhat disagree.”

Section V, covering educational goals, asked respondents to decide whether various college goals (e.g., “transfer education”) should be given “much more emphasis,” “slightly more emphasis,” “about the same emphasis,” “slightly less emphasis,” or “much less emphasis.” The data reported in Section V are “emphasis rates,” or the percentages of respondents saying the goal should receive “much more emphasis” or “slightly more emphasis.” Please note that a low emphasis rate is not necessarily negative, in that all it indicates is that relatively few faculty and staff believe the goal should be given more emphasis. Faculty and staff opinion might be that the college is giving that particular goal the right amount of emphasis. In a sense, the “about the same emphasis” response is the most positive one, because it indicates the

college is on the right track.

Section VI, covering student services, assessed recognition, referral, and student satisfaction rates for various student services. Response choices were "Have never heard of it," "Heard of it, have not referred students to it," "Have referred students to it, but they have been dissatisfied," "Have referred students to it with success," and "Have referred numerous students to it with success." For this survey, recognition rate is defined as the percentage of all respondents not responding "Have never heard of it." Referral rate is defined as the percentage of all respondents who have referred students to the service. Success rate is defined as the percentage of all referring respondents who respond "Have referred students to it with success" or "Have referred numerous students to it with success."

Trends information is also reported. Because the survey was administered in 1986, in 1990, and in 1997, it is possible to track changes in faculty and staff opinions over the years. The trends sections below report the largest changes across time. As a rule, only changes of 10 percentage points or more from 1986 to 1997 are reported. In other words, if the satisfaction rate for a certain item increased from 25% to 35% to 45%, the change across years would be 20 percentage points. Because 20 represents an increase of more than 10 percentage points, it would be reported in the results. On the other hand, a change from 25% to 30% to 27% would represent a change of only 5 percentage points, and would not be reported as notable.

Section I: Job Satisfaction

Spring 1997 Survey

Faculty and classified staff were positive about many aspects of job satisfaction. They were particularly positive about aspects related to the performance of job duties and interactions with other personnel. The most positive responses in the 1997 survey are shown in Table 2. The numbers in the table are the percentages of respondents giving responses of “highly satisfactory” or “somewhat satisfactory.”

Table 2. Most Positive Job Satisfaction Survey Items, Spring 1997

ITEM	% POSITIVE RESPONSES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Job Challenge	86%	93%	77%	84%
Extent of Responsibilities	81%	86%	78%	80%
Support from Co-Workers	76%	79%	82%	78%
Support from Supervisor(s)	78%	93%	78%	77%
Competency of Colleagues	77%	86%	75%	76%
Opportunity for Creativity	80%	71%	62%	74%
Working Conditions	76%	79%	72%	74%

More than 50% of faculty and staff gave positive ratings to the following items as well: Opportunity for Contribution, Job Security, Staff Development Program, and Management of Flex Obligations.

Faculty and staff were less positive about specific aspects of job satisfaction related to benefits and career development. Table 3 shows the most negative responses to the 1997 survey, ordered with the most negative item first. The numbers in the table are the percentages of respondents giving responses of “highly unsatisfactory” or “somewhat unsatisfactory.”

Table 3. Most Negative Job Satisfaction Survey Items, Spring 1997

ITEM	% NEGATIVE RESPONSES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Provisions for Retirement Health Care	54%	57%	36%	49%
Opportunity for Advancement	40%	29%	48%	42%
Benefits Package	41%	14%	12%	32%
Provisions for Retirement	38%	7%	21%	32%
Opportunity for Career Development	26%	36%	37%	30%
Incentive for Upgrading Skills	25%	0%	39%	29%

Provisions for retirement health care showed the lowest satisfaction: more than half of the administrators and faculty members responding found retirement health care somewhat or highly unsatisfactory. Full-time faculty were, not unexpectedly,

more satisfied with retirement health care than part-time faculty: 43% of full-time faculty were dissatisfied, compared with 62% of part-time faculty.

Faculty and classified staff disagreed about several job satisfaction issues. The largest discrepancy was shown by the Benefits Package item: 79% of classified staff were positive about the benefits package, and only 41% of faculty were positive. This result was clearly due to the responses of part-time faculty, only 10% of whom rated the benefits package positively. A parallel result was shown by the Job Security item. Over 80% of classified staff were satisfied with job security, compared to only 56% of faculty. Again, this was due to the responses of adjunct faculty, only 31% of whom were satisfied with job security.

Faculty and classified staff also disagreed about salary. Only 46% of classified staff reported their salary to be highly or somewhat satisfactory, whereas 72% of faculty members reported their salary to be satisfactory. The classified staff's attitude toward salary, however, has increased considerably from 1986, when the satisfaction rate was only 28% (see Classified Trends, below).

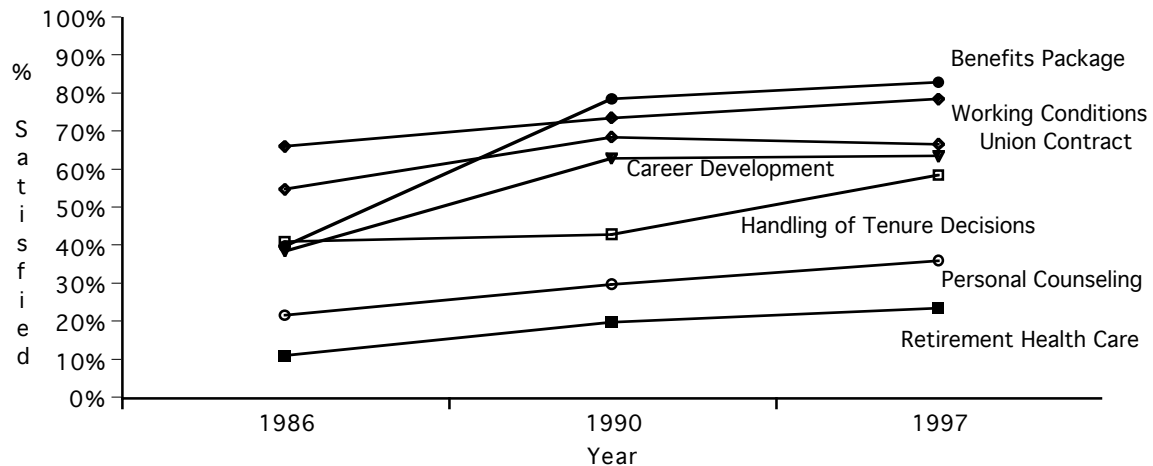
Trends

Most job satisfaction items showed only small changes across the 1986, 1990, and 1997 administrations of the survey. However, responses to several consequential items did show changes—most of them improvements.

Faculty Trends

Figure 1 shows the largest changes in the full-time faculty's perceptions of job satisfaction. All of these changes are increases.

Figure 1. Job Satisfaction Trends for Full-Time Faculty, 1986 to 1997



The most noticeable change was the increase in the full-time faculty's perception of the benefits package. In 1986, only 40% of full-time faculty were satisfied with the benefits package; the percentage increased to 79% in 1990 and to 83% in 1997. Also dramatic was the increase in the faculty's perception of opportunities for career development, which rose from 39% in 1986 to 63% in 1990 to 64% in 1997.

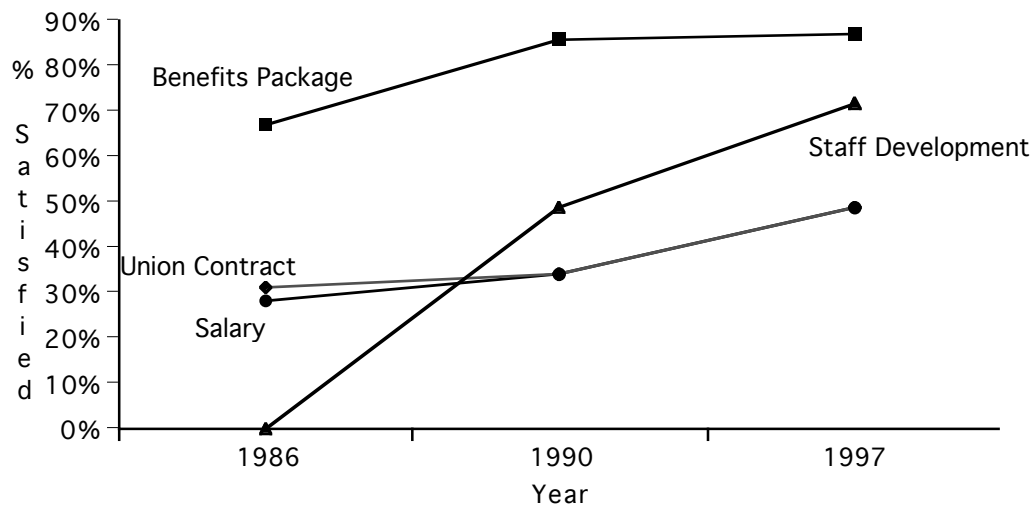
Other changes were less dramatic. The faculty's perceptions of working conditions (from 66% to 74% to 79% satisfaction), the union contract (from 55% to 69% to 67% satisfaction), and handling of tenure decisions (from 41% to 43% to 59%) all increased from 1986 to 1997. The faculty's perception of the availability of personal counseling and of provisions for retirement health care also improved somewhat. However, these last two items continue to show low satisfaction rates: 36% for personal counseling and 24% for retirement health care.

Part-time faculty responses showed no large or significant changes from 1986 to 1997. Their satisfaction with the Staff Development program, however, did improve, from 45% in 1990 to 56% in 1997.

Classified Trends

In contrast with the faculty, whose perceptions of job satisfaction improved or remained about the same from 1986 to 1997, the college's classified staff showed a decrease in several areas of job satisfaction. However, they also showed increases in several areas, which are shown in Figure 2.

Figure 2. Job Satisfaction Increases for Full-Time Classified Staff, 1986 to 1997

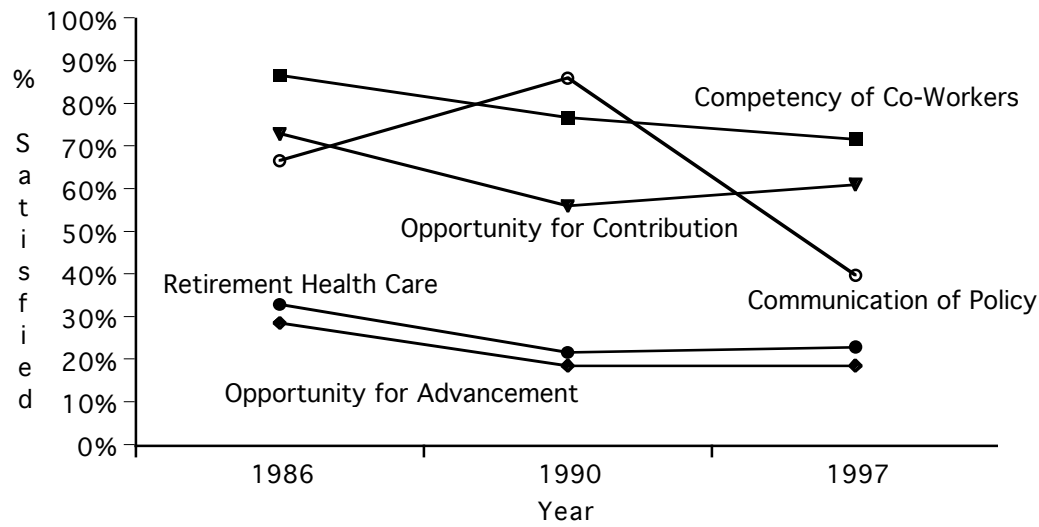


The steepest increase for classified staff was for satisfaction with the Staff Development program (the question was not asked in 1986; hence the 0% satisfaction rate in the graph). Satisfaction with Staff Development increased from 49% in 1990 to 72% in 1997.

The classified staff's satisfaction with the benefits package (from 67% in 1986 to 86% in 1990 to 87% in 1997) also improved, as did satisfaction with the union contract (31% to 34% to 49%) and with salary (from 28% to 34% to 49%). However, satisfaction with both the union contract and with salary remain below 50%.

Figure 3 shows issues for which the classified staff's satisfaction declined from 1986 to 1997.

Figure 3. Job Satisfaction Decreases for Full-Time Classified Staff, 1986 to 1997



The classified staff's satisfaction with communication of policy and procedural guidelines jumped from 67% in 1986 to 86% in 1990, but then declined to 40% in 1997.

Two issues showed steady declines, but remained well above the 50% satisfaction rate level. The classified staff's opinion of the competency of their co-workers declined from 87% to 77% to 72%, but this item still evoked one of the highest satisfaction rates in the 1997 survey. Perceptions of opportunities for contribution also declined, from 73% to 56% to 61%.

The classified staff's satisfaction with retirement health care and with opportunities for advancement also declined, and these issues evoked low satisfaction with every administration of the survey. Satisfaction with retirement health care declined from 33% to 22% to 23%; satisfaction with opportunities for advancement declined from 29% to 19%, and remained at 19% in 1997.

Section II: Personal Information

Spring 1997 Survey

The second section of the faculty/staff survey requested descriptive information about the respondents. The rationale for including personal information questions has been to allow more detailed analysis of attitude questions. *Campus Views* does not include detailed analysis of attitudes by demographic groups, but information and breakdowns are available to aid the campus governance process. The following section describes the responses to the personal information questions in the 1997 administration of the survey.

Table 4. Faculty/Staff Age, Spring 1997

AGE	FULL-TIME FACULTY	PART-TIME FACULTY	CLASSIFIED	ADMIN.	ALL
18 - 25	0%	0%	6%	0%	2%
26 - 35	6%	10%	15%	7%	10%
36 - 45	29%	32%	22%	21%	28%
46 - 55	46%	29%	32%	57%	36%
Over 55	18%	28%	24%	14%	24%

Table 5. Years of Employment in Education, Spring 1997

YEARS	FULL-TIME FACULTY	PART-TIME FACULTY	CLASSIFIED	ADMIN.	ALL
0 - 5	3%	15%	21%	14%	14%
6 - 10	19%	22%	37%	0%	25%
11 - 15	14%	20%	20%	14%	18%
16 - 20	25%	14%	17%	29%	18%
Over 20	39%	28%	5%	43%	25%

Table 6. Commute to Campus, Spring 1997

COMMUTE MILES	FULL-TIME FACULTY	PART-TIME FACULTY	CLASSIFIED	ADMIN.	ALL
0 - 3	16%	16%	20%	21%	18%
4 - 7	33%	25%	35%	36%	31%
8 - 12	14%	21%	21%	7%	18%
13 - 15	15%	12%	8%	7%	11%
Over 15	22%	25%	16%	29%	21%

Table 7. Hours Worked at Other Paid Employment, Spring 1997

HOURS PER WEEK	FULL-TIME FACULTY	PART-TIME FACULTY	CLASSIFIED	ADMIN.	ALL
0 - 5	80%	28%	96%	93%	62%
6 - 10	14%	14%	2%	7%	15%
11 - 15	2%	9%	0%	0%	4%
16 - 20	0%	8%	1%	0%	8%
Over 20	3%	41%	1%	0%	12%

Table 8. Highest Degree Attained, Spring 1997

HIGHEST DEGREE	FULL-TIME FACULTY	PART-TIME FACULTY	CLASSIFIED	ADMIN.	ALL
High School	1%	0%	31%	14%	23%
Associate's	1%	1%	33%	0%	35%
Bachelor's	3%	9%	29%	0%	35%
Master's	76%	76%	5%	36%	4%
Doctorate	19%	14%	1%	50%	4%

Table 9. Faculty/Staff Ethnic Background, Spring 1997

YEARS	FULL-TIME FACULTY	PART-TIME FACULTY	CLASSIFIED	ADMIN.	ALL
Am. Indian	3%	1%	2%	0%	2%
Caucasian/Armenian	3%	3%	8%	7%	5%
Asian	8%	4%	6%	0%	5%
Black	1%	1%	1%	0%	1%
Caucasian/European	71%	78%	70%	71%	73%
Filipino	1%	1%	2%	0%	1%
Latino	6%	5%	8%	0%	6%
Other Mid. East	0%	1%	0%	0%	0%
Pac. Islander	0%	1%	0%	0%	0%
Other	6%	2%	2%	0%	3%
Multiple	3%	4%	2%	21%	4%

Section III: Working Environment

Spring 1997 Survey

In general, faculty and staff were positive about working environment issues. Of the items in this section, 17 out of 29 (58.6%) resulted in greater than 50% satisfaction rates. The most positive responses are shown in Table 10.

Table 10. Most Positive Working Environment Survey Items, Spring 1997

ITEM	% POSITIVE RESPONSES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Grounds Care on Campus	72%	86%	75%	74%
Personal Safety on Campus	73%	71%	73%	74%
Equipment Used	69%	79%	70%	70%
Info. Flow Within Dept/Unit	69%	86%	61%	67%
Convenience of Parking	62%	93%	70%	66%

Additional items with satisfaction rates of over 50%, in order with highest satisfaction first, included opportunity to refresh/maintain knowledge, opportunity for curriculum innovation/innovation in your work, staffing for your department/unit, information flow between units in your area, custodial care in your area, currency of technology, amount of space to do job, custodial care on campus, facilities for your department/work, and facilities for your division/unit.

Four working environment items had dissatisfaction rates of 30% or higher. They are shown in Table 11.

Table 11. Most Negative Working Environment Survey Items, Spring 1997

ITEM	% NEGATIVE RESPONSES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Restrooms	34%	50%	46%	39%
Amount of Space to Do Job	34%	21%	34%	34%
Facilities for Department/Work	36%	14%	29%	33%
Input on Remodeling Facilities	32%	21%	38%	33%

Two items, amount of space to do job and facilities for department/work, had both high satisfaction rates and high dissatisfaction rates. For both questions, respondents showed few neutral responses, suggesting that faculty and staff perceptions of space and facilities are dependent on particular departments and work units. Identifying sources of dissatisfaction would require a department-by-department analysis, which is not possible with an anonymous survey.

Other items, including perceptions of staff evaluation, representation by bargaining units, and advertising for job openings, showed neutral-to-positive

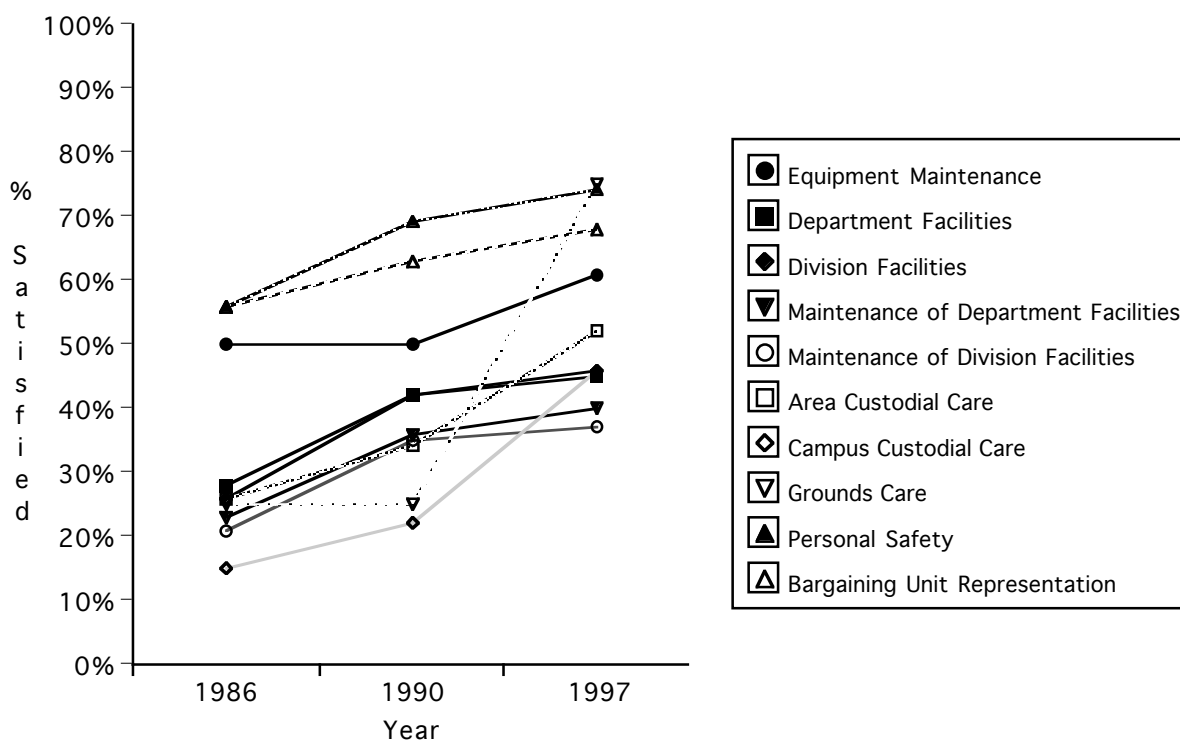
satisfaction rates.

Trends

Faculty Trends

Figure 4 shows the most marked trends for full-time faculty responses to working environment items.

Figure 4. Working Environment Trends for Full-Time Faculty, 1986 to 1997



NOTE: "Personal Safety" result must be interpreted with caution, as the wording was changed from "Security on campus" in 1986 and 1990 to "Level of personal safety on campus" in 1997.

All changes were improvements in satisfaction rate. The most dramatic improvements involved maintenance and custodial care. For full-time faculty, satisfaction with custodial care on campus jumped from 15% in 1986 to 22% in 1990 to 46% in 1997. Satisfaction with custodial care in the faculty member's area increased from 26% to 34% to 52%. Grounds care on campus also improved dramatically, from 25% in both 1986 and 1990 to 75% in 1997.

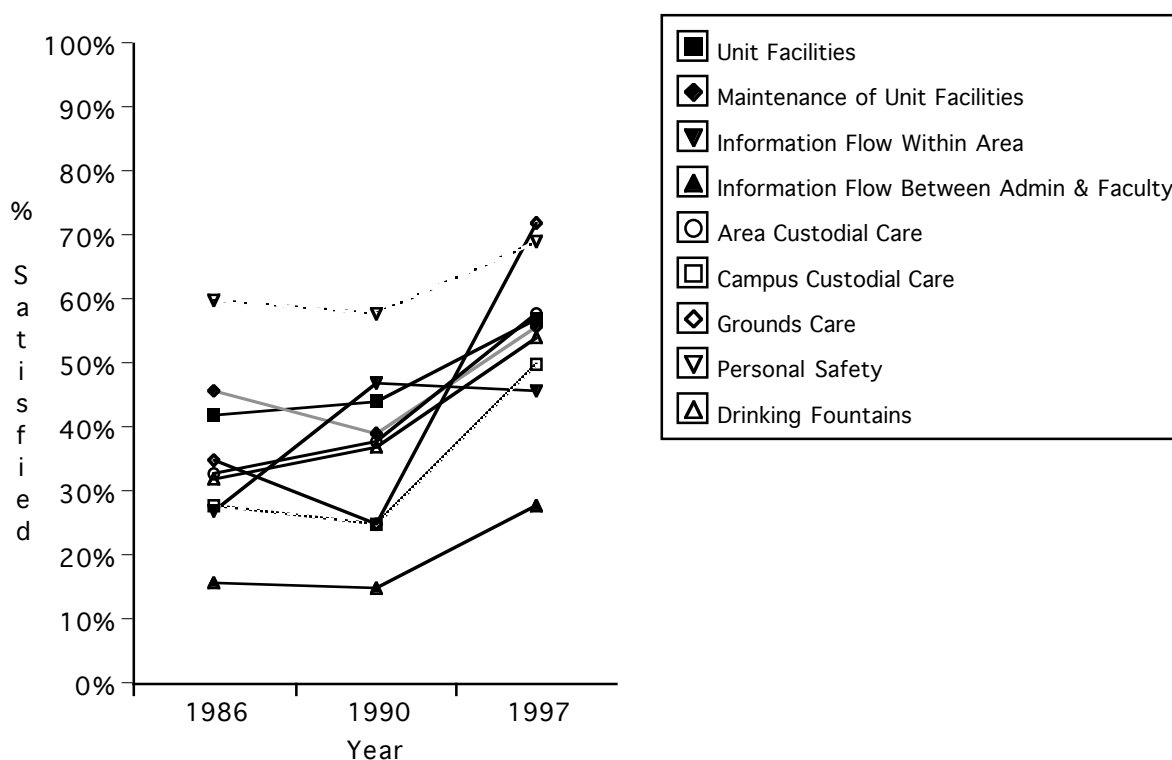
Part-time faculty satisfaction, in general, did not change significantly from 1986 to 1997. However, several items did show some change. The part-time faculty's satisfaction with custodial care on campus increased from 52% in 1986 to 63% in both 1990 and 1997. Satisfaction with grounds care increased from 56% to 66% to 70%.

Two items showed decreases in satisfaction for part-time faculty. Satisfaction with the maintenance of equipment in their area declined from 63% in 1986 to 57% in 1990 to 52% in 1997. Additionally, satisfaction with advertising for job openings changed from 51% in 1986 and 56% in 1990 to only 39% in 1997.

Classified Trends

Figure 5 shows major trends in working environment satisfaction for full-time classified staff.

Figure 5. Working Environment Trends for Full-Time Classified Staff, 1986 to 1997



NOTE: The "Personal Safety" item was changed from "Security on campus" in 1986 and 1990 to "Level of personal safety on campus" in 1997.

Classified perceptions of the working environment were similar to the perceptions of the faculty. Almost all changes were improvements in satisfaction from 1986 to 1997, and the most dramatic improvements involved custodial care and maintenance. Grounds care satisfaction changed from 35% in 1986 to 25% in 1990 to 72% in 1997. Satisfaction with custodial care on campus increased from 28% to 25% to 28%.

Section IV: Campus Management

Spring 1997 Survey

Faculty and staff satisfaction with campus management issues was lower than satisfaction with working environment issues. The items with the most positive responses are shown in Table 12. Note that campus management items used a different response scale from the previous sections: items were statements, and responses could be "strongly agree," "somewhat agree," "neutral/undecided," "somewhat disagree," and "strongly disagree." Because all items were phrased positively in the survey items, positive responses reported below are agreement rates, and negative responses are disagreement rates.

Table 12. Most Positive Campus Management Survey Items, Spring 1997

ITEM	% POSITIVE RESPONSES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
The Chaparral Has Improved Info. Flow	71%	79%	68%	70%
Faculty Participation in Governance	57%	100%	40%	55%
Governance Update Has Improved Info. Flow	57%	64%	51%	54%

Only the three items in Table 12 had agreement rates above 50%. On the other hand, few items showed high disagreement rates, as Table 13 shows.

Table 13. Most Negative Campus Management Survey Items, Spring 1997

ITEM	% NEGATIVE RESPONSES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Budgeting Priorities are a Consensus...	30%	50%	34%	33%
Individual Input into Bargaining	23%	36%	31%	27%
Classified Salary Schedule is Competitive	14%	43%	51%	27%
Community Awareness of Speakers Bureau	25%	50%	24%	26%

NOTE: The first item was phrased "Budgeting priorities are a consensus of faculty, staff, and student input."

Only the four items listed in Table 13 had disagreement rates over 25%. A majority of the campus management items were viewed neutrally by both faculty and classified staff. However, classified staff showed considerably lower agreement rates to most campus management items than did faculty members.

Campus management items showed several discrepancies among full-time faculty, part-time faculty, and classified satisfaction. Several questions show that full-time faculty are more satisfied with the college's governance process than either part-time faculty or classified staff. Table 14 shows the governance items that reflect this discrepancy.

Table 14. Discrepancies in Satisfaction with Governance Process, Spring 1997

ITEM	% POSITIVE RESPONSES		
	FULL-TIME	PART-TIME	
	FACULTY	FACULTY	CLASSIFIED
Faculty Participation in Governance	82%	39%	40%
Classified Participation in Governance	48%	18%	44%
Student Participation in Governance	48%	20%	30%
Governance Works Well	60%	28%	30%
Governance is Fair	57%	25%	23%

NOTE: Participation items were worded, for example, "Faculty have adequate opportunity to participate in the governance process." Responses were evaluations of the opportunity to participate, not the quality of participation.

The most pronounced discrepancy is for the first item in the table, "Faculty have adequate opportunity to participate in the governance process." Over 80% of the full-time faculty answered "strongly agree" or "somewhat agree" for this item, compared with only 39% of part-time faculty. Classified and student participation in governance did not show such a large discrepancy, with agreement rates under 50% for all groups. The discrepancy is apparent, however, in the "Governance works well" and "Governance is fair" items, with approximately 60% of full-time faculty agreeing with these statements, compared to only about 30% of the part-time faculty and classified staff.

Trends

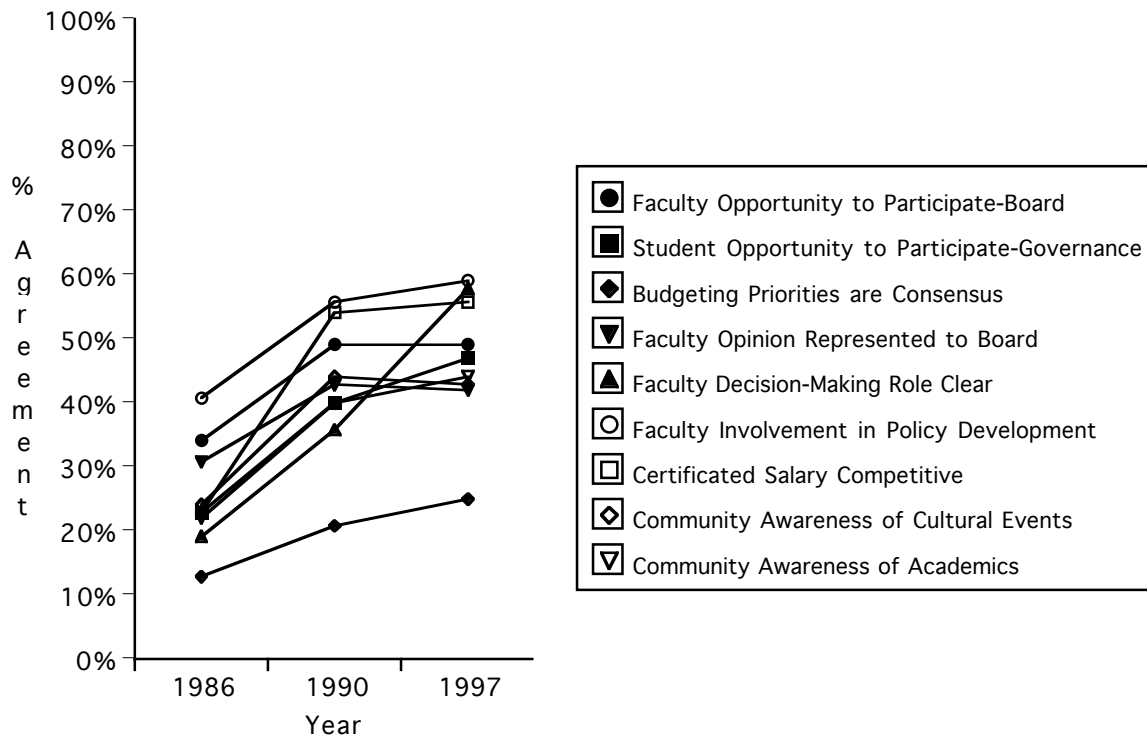
Faculty Trends

Figure 6 shows the major trends in the full-time faculty's perception of campus management issues. All of the changes are improvements. The most pronounced improvement was to the "The role of the faculty in campus decision-making is clear" item, which increased from 19% in 1986 to 36% in 1990 to 58% in 1997. Other large improvements were shown in perceptions of the college's certificated salary schedule and faculty involvement in policy making, both of which moved from agreement rates below 50% in 1986 to agreement rates above 50% in 1997.

Another improvement was shown by the item "the selection of budgeting priorities represents a consensus of faculty, staff, and student input." However, this item showed the lowest agreement rate for full-time faculty, even in 1997. In 1986, only 13% of full-time faculty agreed with this statement, and the percentage rose to 21% in 1990 and to 25% in 1997.

Part-time faculty opinion showed a clear trend for only one item: "The role of the faculty in campus decision making is clear." The part-time faculty agreement rate for this item increased from 12% in both 1986 and 1990 to 26% in 1997.

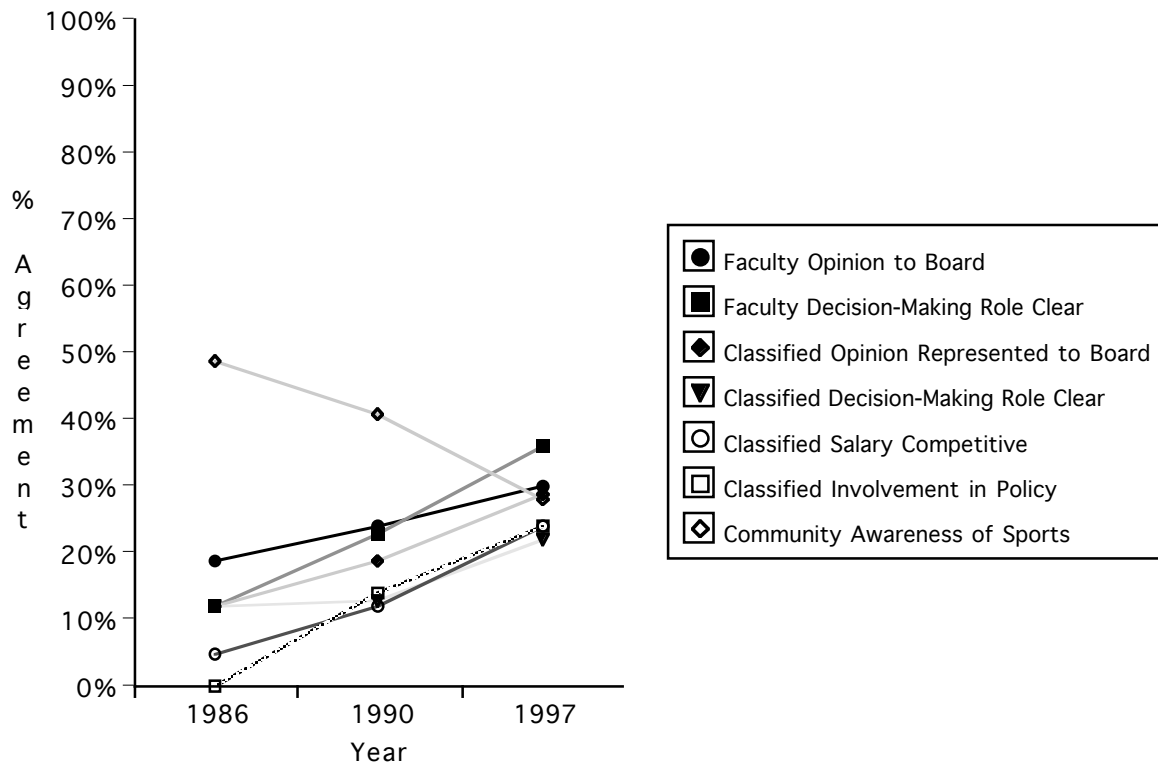
Figure 6. Campus Management Trends for Full-Time Faculty, 1986 to 1997



Classified Trends

The perceptions of classified staff also improved for most campus management items that showed a change. However, classified agreement rates were considerably lower than faculty agreement rates for these issues. Figure 7 shows the major changes in full-time classified opinion about management issues from 1986 to 1997.

Figure 7. Campus Management Trends for Full-Time Classified Staff, 1986 to 1997



NOTE: The “Classified Involvement in Policy” item was not asked in 1986.

Although responses to several management questions improved, classified agreement rates tended to be low. The classified staff’s agreement with the statement “The role of the faculty in campus decision making is clear” increased from 12% in 1986 to 23% in 1990 to 36% in 1997, and their agreement with the statement “The college’s classified salary schedule is competitive” increased from 5% to 12% to 24%. Even with these improvements, however, agreement rates remained well below 50%.

The only item for which the classified staff’s agreement rate declined was “Community awareness of college sporting events is adequate.” The agreement rate decreased from 49% in 1986 to 41% in 1990 to only 28% in 1997.

Section V: Educational Goals

The educational goals section is different from other survey sections in that it elicits faculty and staff opinion about the emphasis the college should put on different educational goals. It was developed in preparation for the college's 1986-87 accreditation self-study.

The items in this section were potential community college educational goals (e.g., "open admissions," "development of students' critical thinking skills"). Possible responses were "much more emphasis," "slightly more emphasis," "about the same emphasis," "slightly less emphasis," and "much less emphasis." Consequently, the numbers reported below are "emphasis rates," or the percentage of respondents answering "much more emphasis" or "slightly more emphasis."

It is important to note that responses to this section are not interpretable as positive or negative. That is, this section of the survey assessed faculty and staff opinion about which of the college's goals should receive more emphasis than they are currently receiving. See the section above on "Interpreting Survey Results" (page 8) for more details.

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Of the 28 items in the educational goals section, 18 (or 64%) elicited emphasis rates of over 50% (i.e., for these 18 items, over 50% of respondents thought the college should place "much more emphasis" or "slightly more emphasis" on these topics). Table 15 shows items with emphasis rates over 70%.

Table 15. Educational Goals Items With Highest Emphasis Rates, Spring 1997

ITEM	EMPHASIS RATES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Student Written Communication Skills	85%	79%	85%	86%
Student Critical Thinking Skills	81%	64%	78%	80%
Student Oral Communication Skills	70%	79%	80%	75%
Student Information Technology Literacy	70%	86%	75%	72%
Occupational Education	66%	85%	79%	72%
Understanding of School-Career Relationship	66%	71%	74%	70%

Additionally, the following goals showed emphasis rates of 60% or over:

- Student Quantitative Skills
- Welfare-to-Work Training
- Identifying Student Goals and Paths to Goals
- Student Understanding of Relationship Between Subject Disciplines and Development of Values
- Basic Skills

Because the response “about the same emphasis” indicates that the college is placing the appropriate emphasis on an educational goal, in the respondent’s opinion, it can be considered a positive response. The following goals had “same emphasis” rates over 50%:

- Open Enrollment
- Disabled Students
- Community Service
- Cultural Enrichment
- Older Adults (those 55+)

Very few educational goals showed responses of “slightly less emphasis” or “much less emphasis.” No goal showed a “less emphasis” rate above 11% (i.e., there was no goal that more than 11% of the faculty and staff believed should receive less emphasis than it currently receives). The four items showing the highest “less emphasis” rates are listed below:

- ESL Programs
- Open Enrollment
- Programs for Local Businesses
- Student Understanding of Cultural Diversity

Faculty and classified staff showed discrepant opinions about several items. The largest discrepancy was shown by the open enrollment item: 23% of faculty said open enrollment should receive more emphasis, compared with 44% of classified staff. Classified staff also believed the college should place more emphasis on distance learning options (65% of classified staff favored more emphasis, compared with 45% of faculty) and student services (54% of classified staff favored more emphasis, compared with 37% of faculty).

Comparison of Faculty/Staff and Student Views

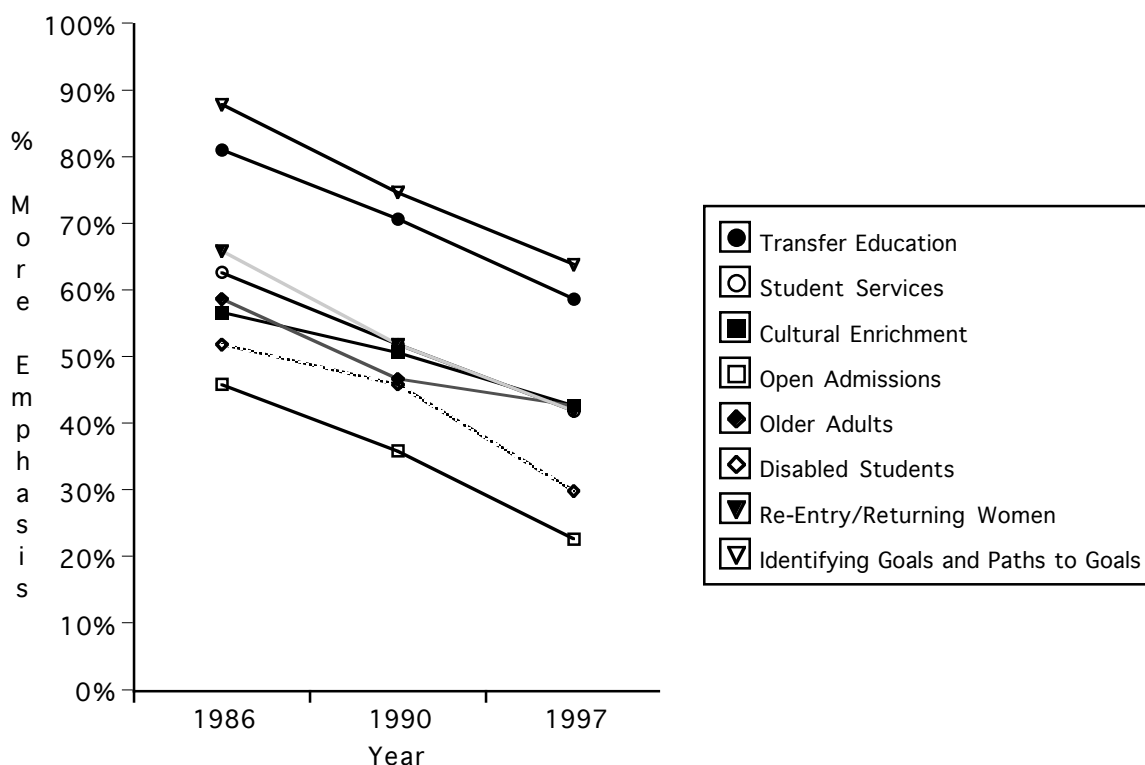
Several educational goal items were included in the college’s Spring 1997 Student Survey, allowing a comparison of the priorities of faculty, staff, and students.

Trends

Faculty Trends

Faculty opinion changed somewhat from 1986 to 1997, and most changes were decreases in emphasis rates. In other words, fewer faculty in 1997 believed the college should give a goal more emphasis than in 1986. Figure 8 shows the largest trends.

Figure 8. Educational Goal Trends for Full-Time Faculty, 1986 to 1997



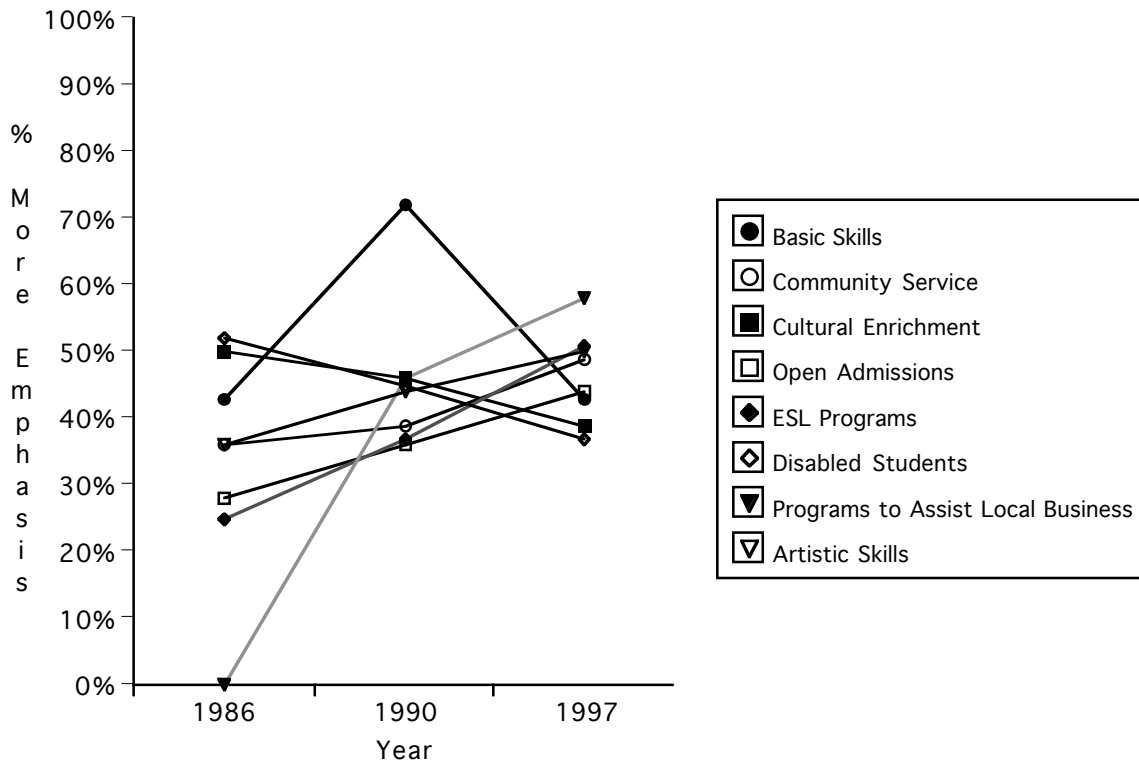
In addition to these decreases in emphasis, full-time faculty perceived a need for increased emphasis for two items: occupational education and basic skills. The full-time faculty's emphasis rate for occupational education increased from 56% in 1986 to 57% in 1990 to 71% in 1997. Basic skills showed a different pattern. Its emphasis rate increased from 37% in 1986 to 78% in 1990, then decreased to 60% in 1997.

Part-time faculty showed trends for two items. Their emphasis rate for cultural enrichment decreased from 50% in 1986 to 46% in 1990 to 39% in 1997. Their emphasis rate for open admissions decreased from 38% to 29% to 24%, and their emphasis rate for older adults decreased from 60% to 55% to 50%. Their emphasis rate for disabled students also decreased, from 52% to 45% to 37%.

Classified Trends

In contrast with the faculty, classified staff believed more emphasis should be placed on several goals. Figure 9 shows the largest trends for full-time classified staff.

Figure 9. Educational Goals Trends for Full-Time Classified Staff, 1986 to 1997



NOTE: The “Programs to Assist Local Business” question was not asked in 1986.

Like the full-time faculty, the full-time classified staff’s emphasis on basic skills fluctuated, increasing from 43% in 1986 to 72% in 1990, then decreasing to 63% in 1997.

In contrast to the full-time faculty, the full-time classified staff’s emphasis on open enrollment increased markedly, from 28% in 1986 to 36% in 1990 to 44% in 1997.

Section VI: Student Services

The student services section of the survey aimed to assess recognition and referral rates of faculty and staff to the college's various services. For each of the 29 services, respondents had a choice of five responses: "have never heard of it," "heard of it, have not referred students to it," "have referred students to it, but they have been dissatisfied," "have referred students to it with success," and "have referred numerous students to it with success."

Three measures are reported in this section. *Recognition rate* is the percentage of respondents saying they have heard of the service (including all responses except the first, "have never heard of it"). *Referral rate* is the percentage of all respondents saying they have referred students to a service (regardless of those students' satisfaction). *Satisfaction rate* is the percentage of respondents who have referred students to the service saying those the referral was successful (including the "have referred students to it with success" and "have referred numerous students to it with success" responses).

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Recognition of the 29 student services was uniformly high. Table 16 shows the services with highest recognition rates (over 95%).

Table 16. Student Services With Highest Recognition Rates, Spring 1997

STUDENT SERVICE	RECOGNITION RATES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Admissions & Records	98%	100%	99%	99%
Library	97%	100%	100%	98%
Health Center	97%	100%	100%	98%
Financial Aid Office	96%	100%	98%	97%
Learning Center	94%	100%	99%	96%
Academic Counseling	94%	100%	97%	96%

Only two services showed recognition rates below 75%. Collaborative Learning/Supplemental Instruction had an overall recognition rate of 67%; only 48% of part-time faculty recognized CL/SI. Short-Term Vocational Training Program/JTPA had an overall recognition rate of 74%.

Table 17 shows the student services with referral rates over 60%. In general, services with high recognition rates also showed high referral rates.

Table 17. Student Services With Highest Referral Rates, Spring 1997

STUDENT SERVICE	REFERRAL RATES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Admissions & Records	78%	92%	79%	80%
Library	73%	85%	73%	74%
Learning Center	74%	85%	64%	72%
Academic Counseling	62%	92%	70%	66%
Tutorial Center	67%	77%	58%	66%
Health Center	58%	85%	69%	63%

Four services showed referral rates below 30%. Telecourses had the lowest overall referral rate, 23%. Collaborative Learning/Supplemental Instruction had a referral rate of 24%; Study Abroad had a referral rate of 25%; and Short-Term Vocational Training/JTP had a referral rate of 26%.

Satisfaction rates were uniformly high. Table 18 shows the services for which reported satisfaction was above 90% (i.e., over 90% of the respondents who had referred students to the service reported that the students had been satisfied).

Table 18. Student Services With Highest Satisfaction Rates, Spring 1997

STUDENT SERVICE	SATISFACTION RATES			
	FACULTY	ADMIN.	CLASSIFIED	ALL
Health Center	93%	100%	96%	94%
English Lab	93%	100%	94%	94%
Library	91%	100%	94%	93%
Learning Center	91%	100%	93%	92%
Tutorial Center	90%	100%	96%	92%
Information Counter	91%	71%	95%	91%
Testing/Assessment Center	89%	100%	96%	91%
Admissions & Records	89%	100%	91%	91%
ESL/Foreign Language Lab	88%	100%	97%	91%

Academic Counseling had the lowest satisfaction rate, with 68% of respondents indicating the students they had referred to Academic Counseling had been satisfied. Three additional services showed satisfaction rates below 80%: Study Abroad, with a satisfaction rate of 76%; Short-Term Vocational Training Program/JTPA, with a satisfaction rate of 78%; and Telecourses, with a satisfaction rate of 79%.

Trends