

CAMPUS VIEWS 2013

RESULTS OF THE FALL 2013 FACULTY/STAFF SURVEY



Key Findings

The Fall 2013 faculty/staff survey was conducted between November 5 and November 27. The total number of respondents to the survey was 326. See the Appendix on page 38 for details about procedure and response rates. The 2013 survey had the following key findings.

Governance

- Most employees were positive about governance, with 74% saying that governance works effectively.
- The number of employees saying that faculty, staff, administrators, and the Board work together for the good of the college has been variable in recent years, moving from 79% in 2010 to 61% in 2012 to 74% in 2013.
- Most items about the Board of Trustees did not show positive results, though they were more positive than the results of the 2012 survey. The most positive Board item (the Board adheres to its primary role of policy development) had 64% agreement, and the most negative Board item (the Board treats all constituency and community groups equitably and fairly) had 48% agreement.
- Respondents were not as positive about effective enrollment management as they were about other aspects of instruction and student services.
- While employees indicated they are aware of counseling and support services, their perception of student awareness of counseling and support services was considerably lower (93% for employee awareness and 69% for student awareness).

Mission and Institutional Effectiveness

- Most employees said they were aware of the college mission statement (91%), and most said they participated in discussions of the mission statement (61%).

Educational Programs

- Employees were positive about instructional and student services programs.
- Awareness of student learning outcomes was high (94%), as was awareness of program review (92%).

Resources

- While most human resources items had positive responses, employees were somewhat less positive than average about evaluation procedures for the Board and administrators.
- Employees were very positive about the safety and attractiveness of both

the Main Campus and the Garfield Campus. However, only 50% agreed that food services are satisfactory.

- Employees indicated awareness of emergency planning procedures. Of all employees, 85% said they know where to access an Emergency Procedures Guide, 69% said they know where to access the college's Annual Security Report, and 77% said they know where the primary evacuation locations are, all increases from the 2012 survey.
- Respondents indicated that technology at GCC meets the college's needs for communication and sharing information.

- Following a historical pattern, employees were less positive about fiscal resources than about other resources. While most respondents (60%) indicated they understand the budget process, only 42% indicated that the budget process is effective (an increase from 37% in 2012).

Communication

- Respondents believed that GCC has a higher degree of satisfaction than other community colleges and that the public understands the importance of GCC in the community. However, only 62% agreed that the college administration communicates effectively with constituent groups.

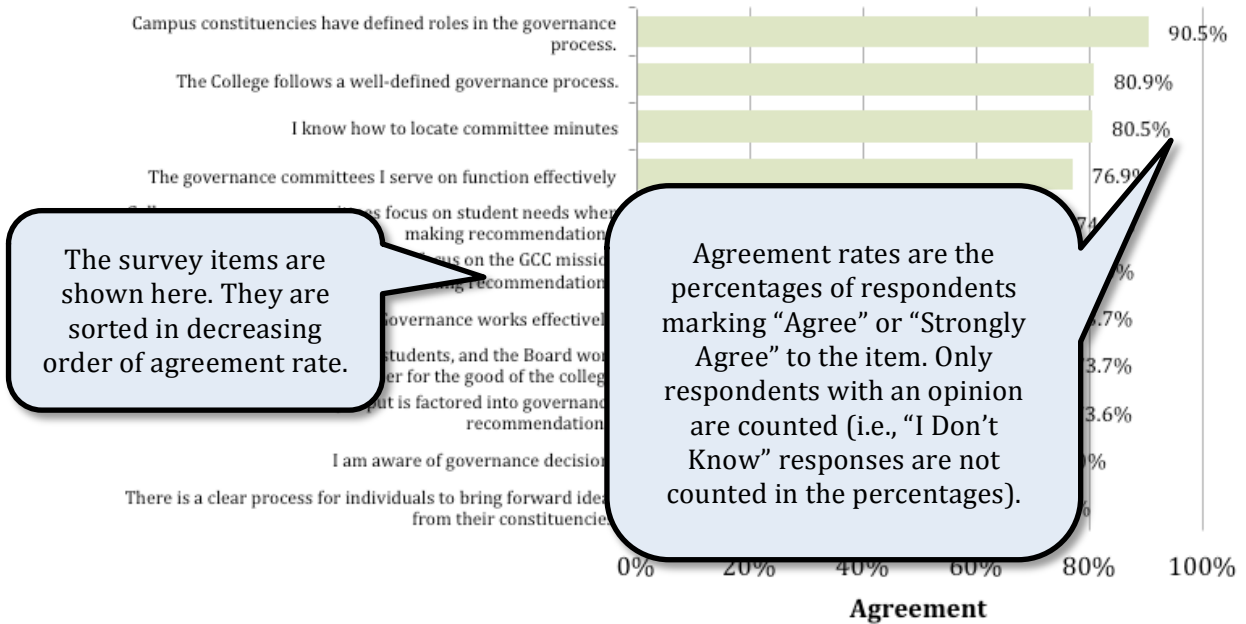
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Reading the Graphs

Each section shows two kinds of graphs. One kind of graph is a summary of current responses to all items in the section, and the second kind of graph is a detailed trend graph for a specific item. The examples below are from the Fall 2013 survey, with annotations providing information about how to read the graphs.

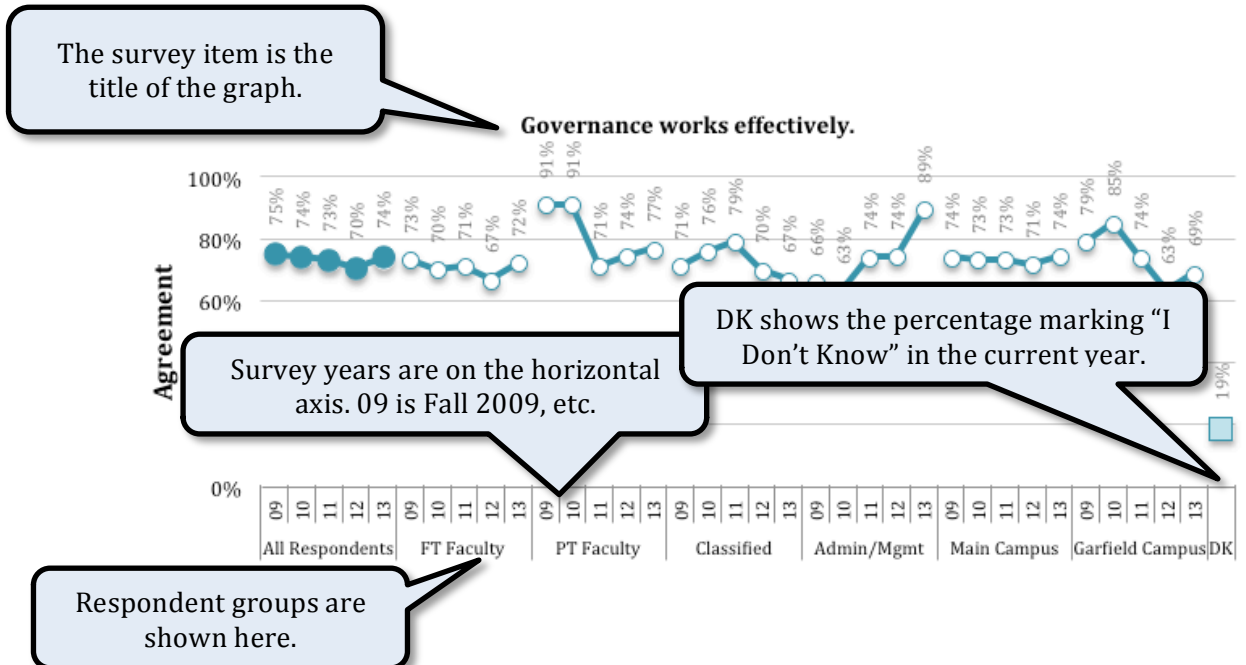
Graph Showing Summary of All Items in a Category:



The survey items are shown here. They are sorted in decreasing order of agreement rate.

Agreement rates are the percentages of respondents marking "Agree" or "Strongly Agree" to the item. Only respondents with an opinion are counted (i.e., "I Don't Know" responses are not counted in the percentages).

Graph Showing Response Trend for Single Survey Item:



The survey item is the title of the graph.

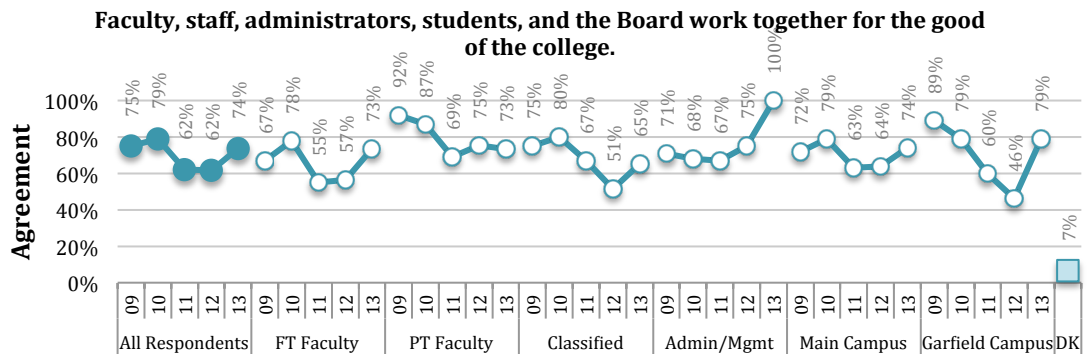
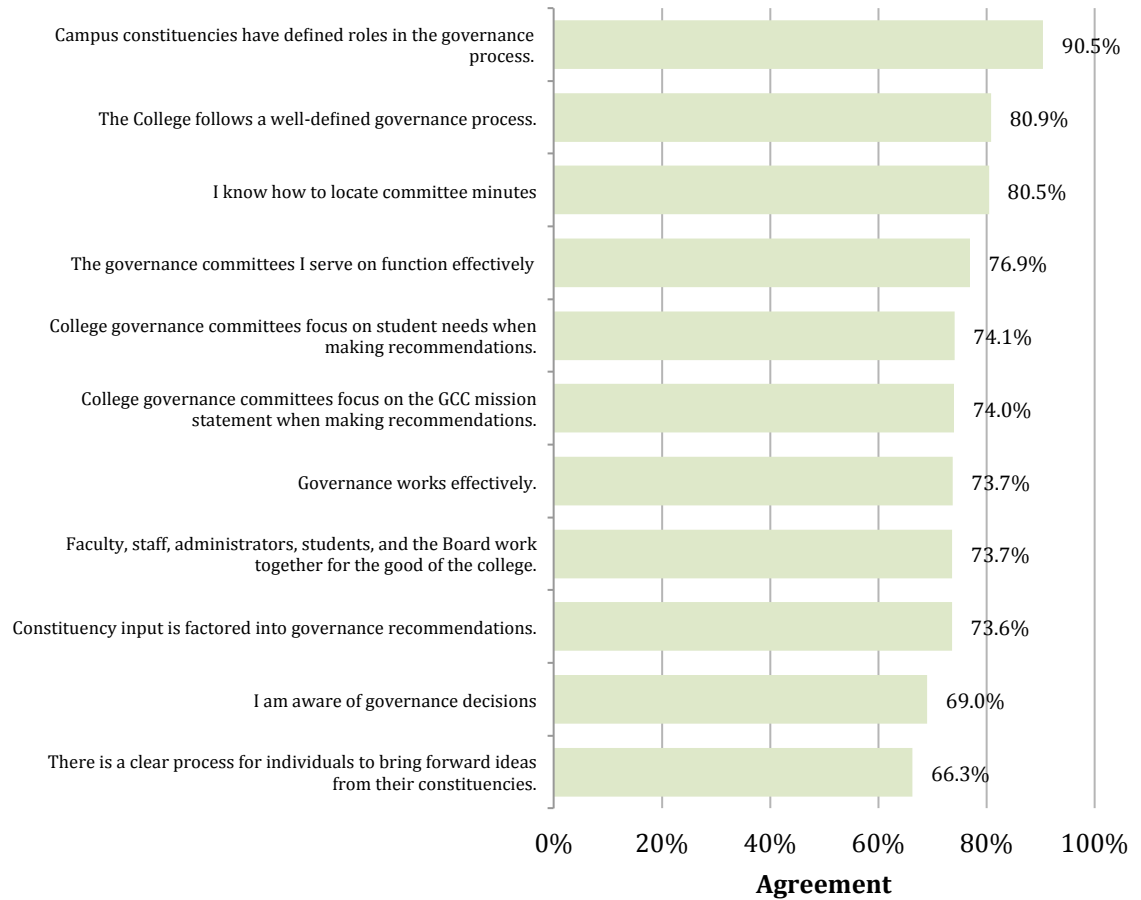
Survey years are on the horizontal axis. 09 is Fall 2009, etc.

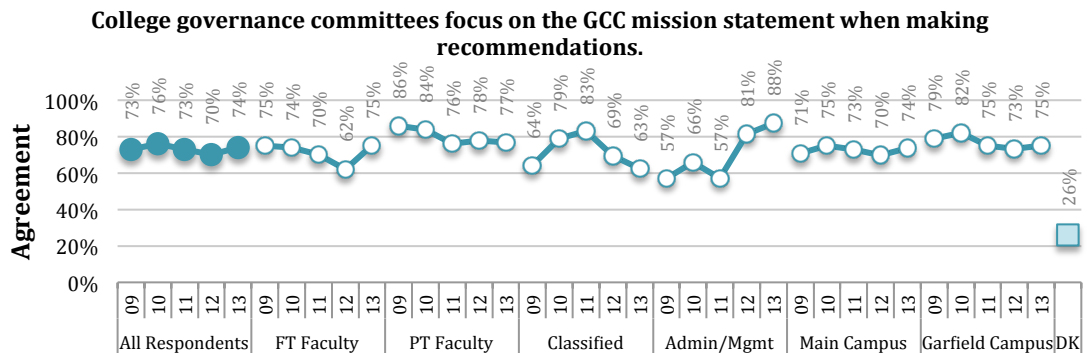
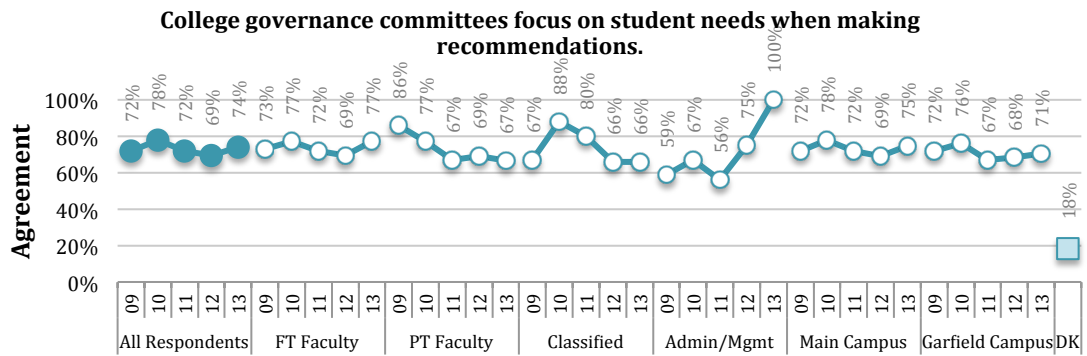
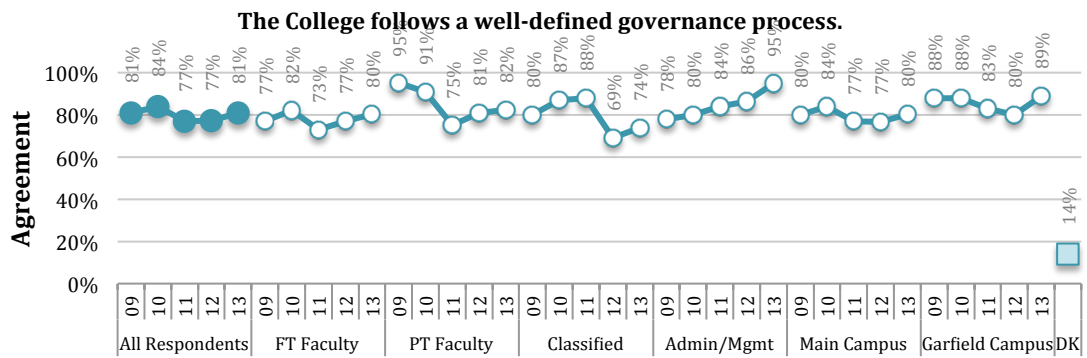
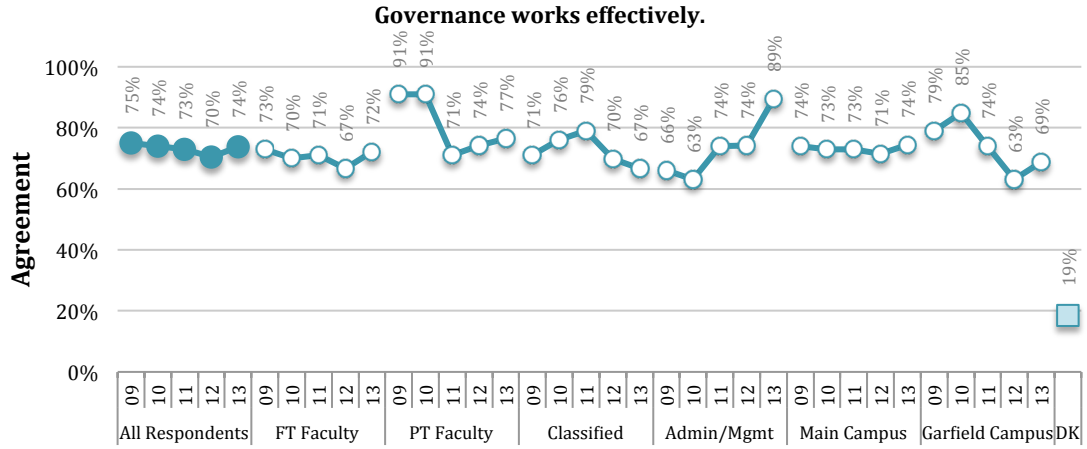
DK shows the percentage marking "I Don't Know" in the current year.

Respondent groups are shown here.

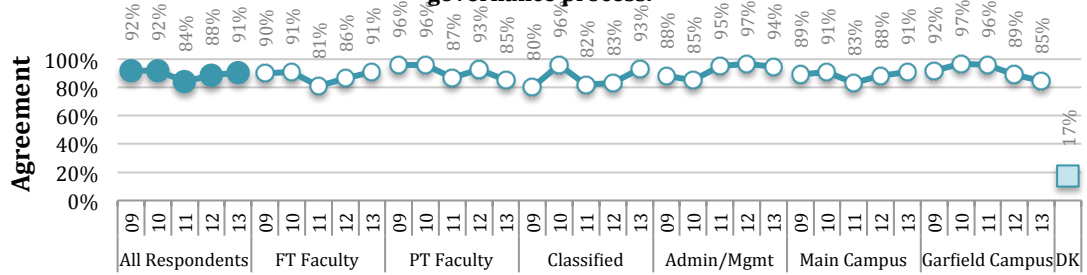
Part 1. Governance and Leadership Items

Governance Items

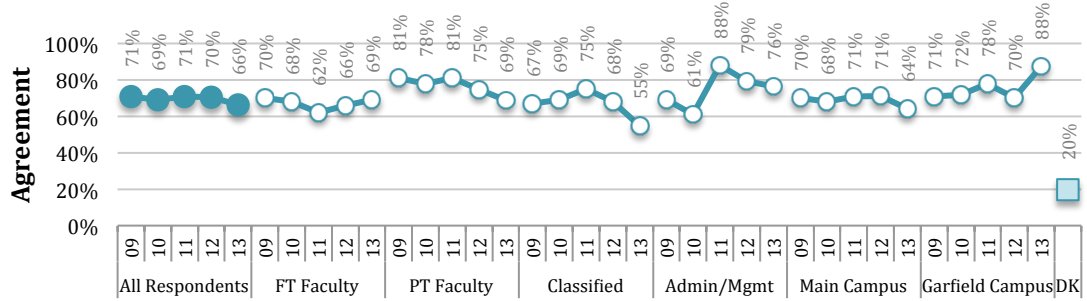




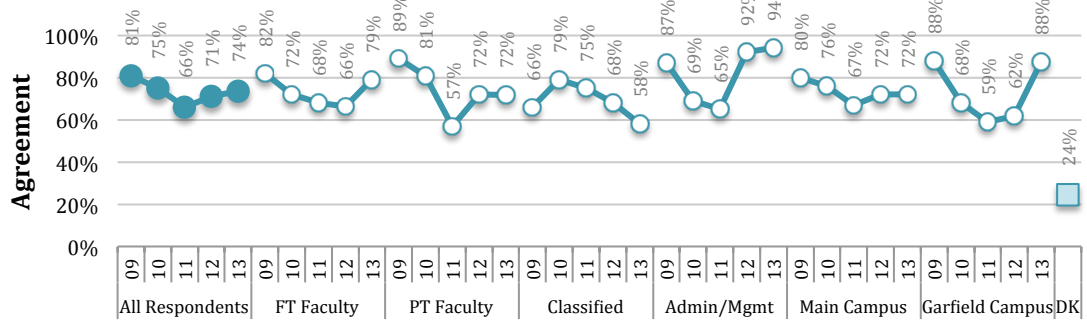
Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.



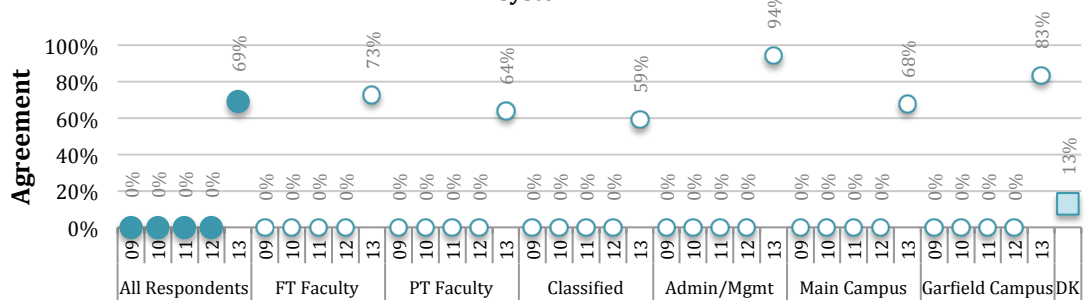
There is a clear process for individuals to bring forward ideas from their constituencies.

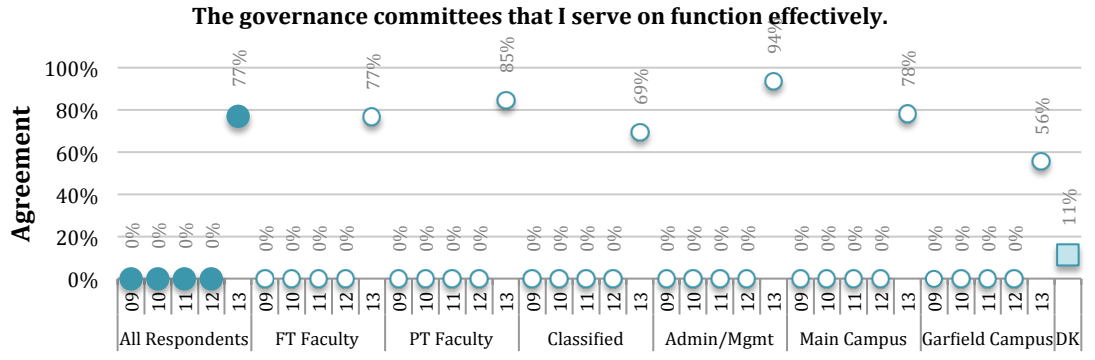
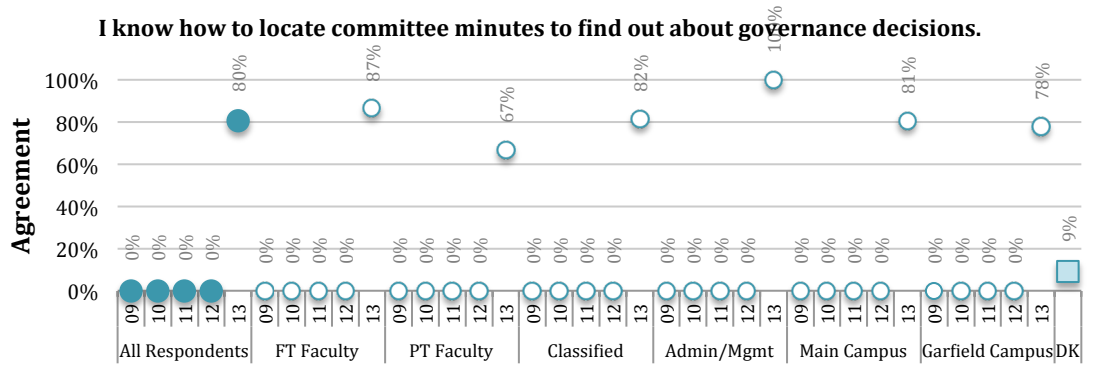


Constituency input is factored into governance recommendations.

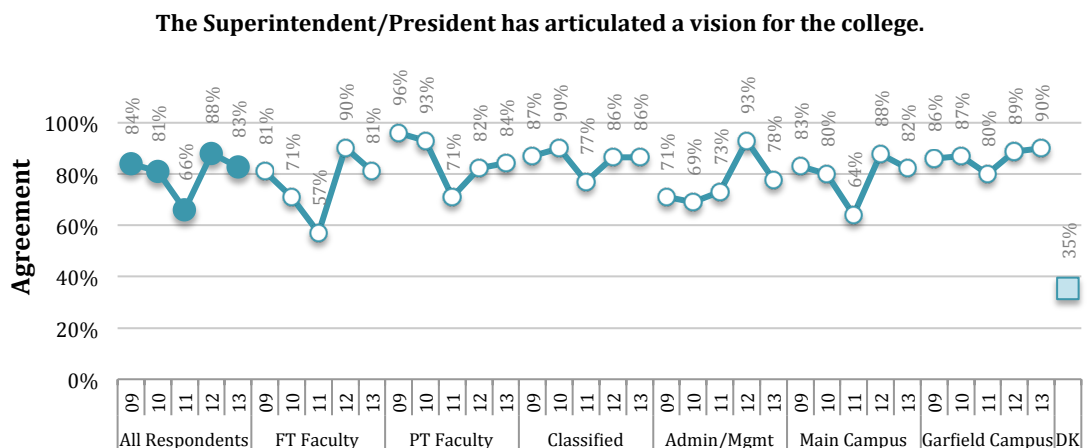
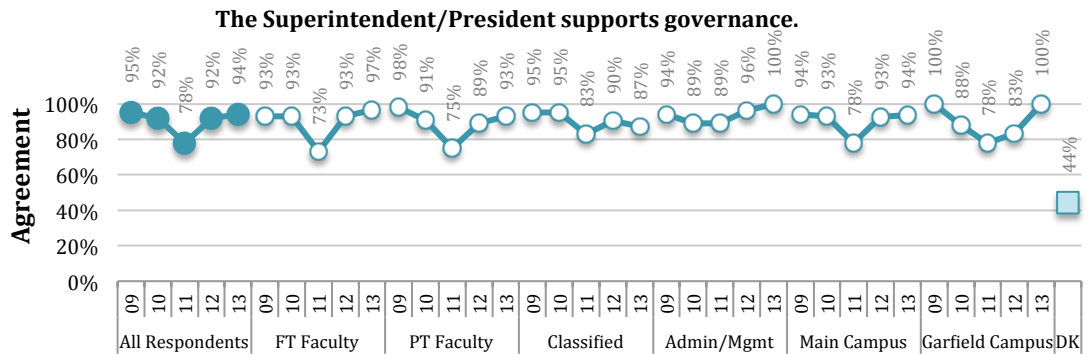
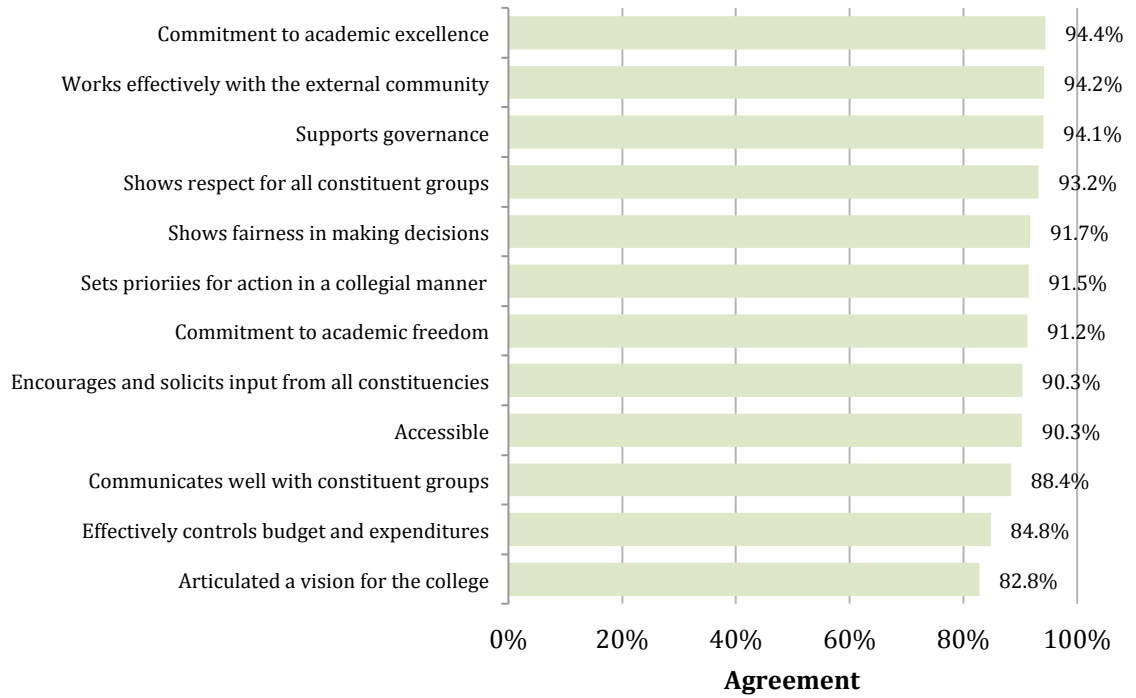


I am aware of the decisions and recommendations made by the governance system.

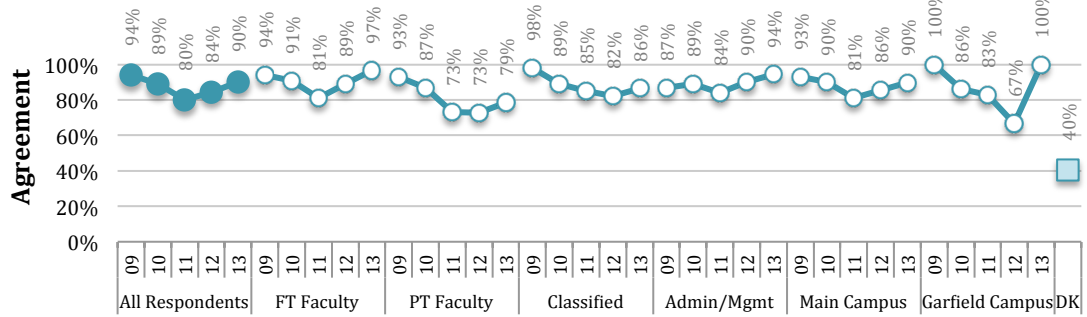




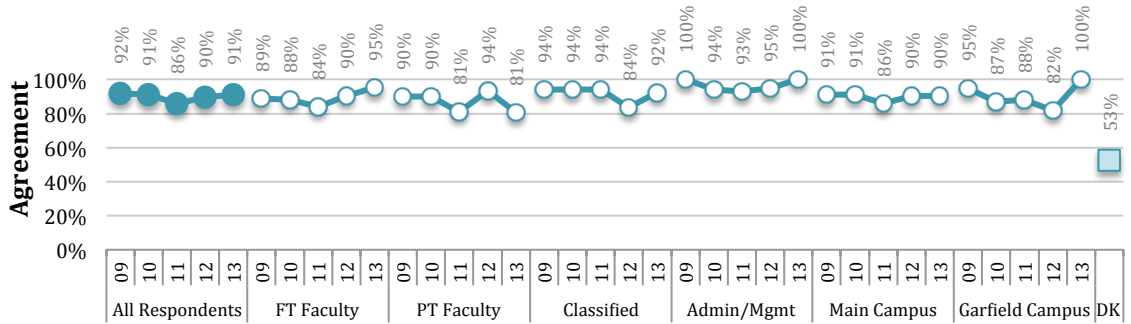
Superintendent/President Items



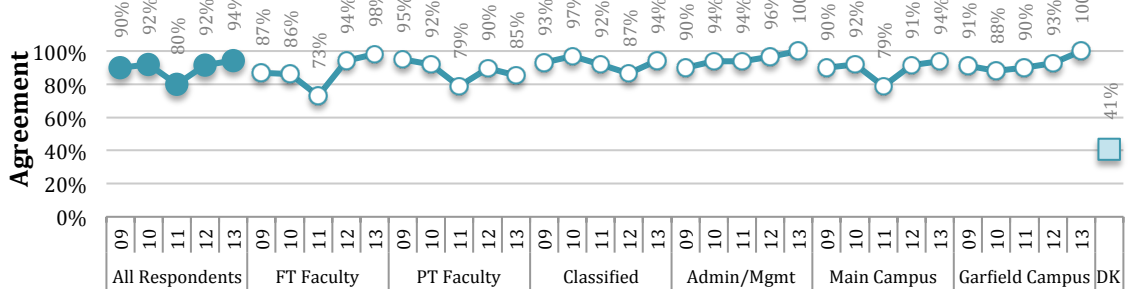
The Superintendent/President is accessible.



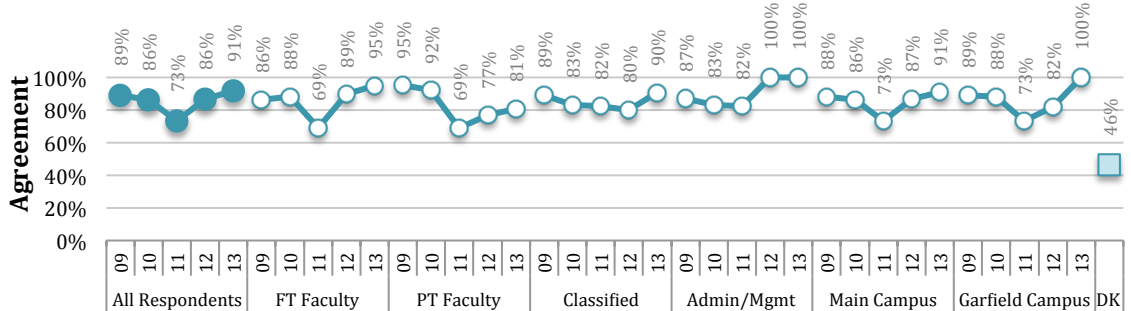
The Superintendent/President demonstrates a commitment to academic freedom.



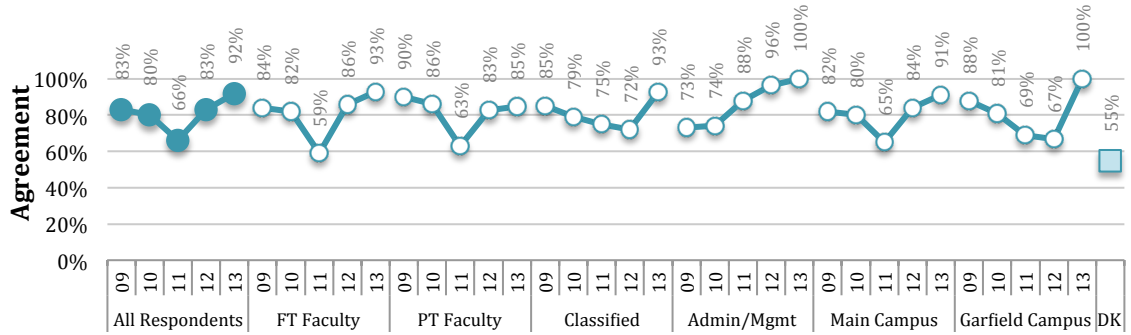
The Superintendent/President demonstrates a commitment to academic excellence.



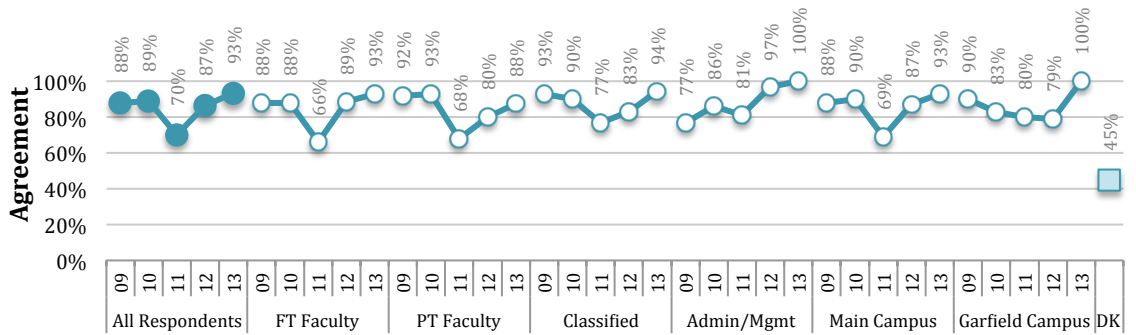
The Superintendent/President sets priorities for action in a collegial manner.



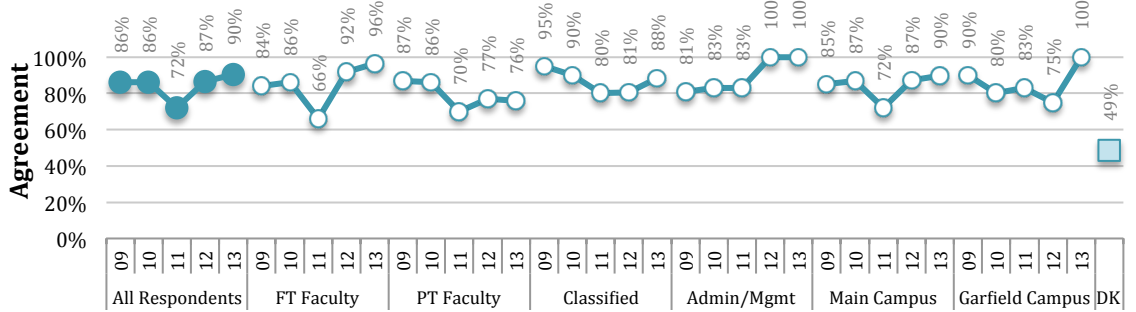
The Superintendent/President shows fairness in making decisions.



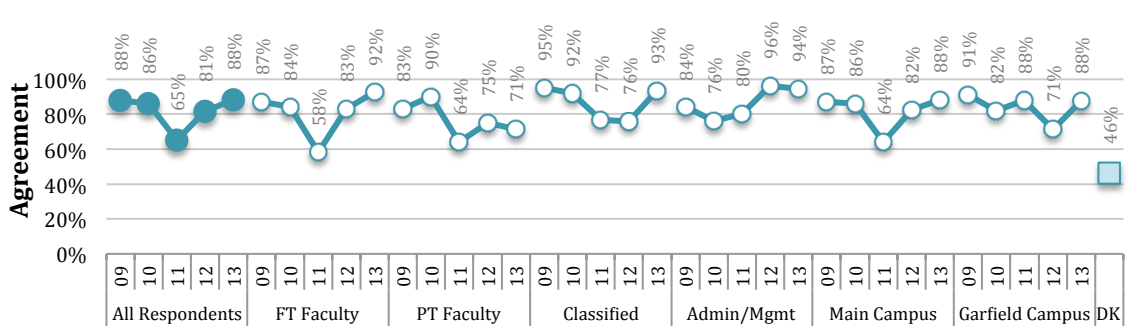
The Superintendent/President shows respect for all constituent groups.



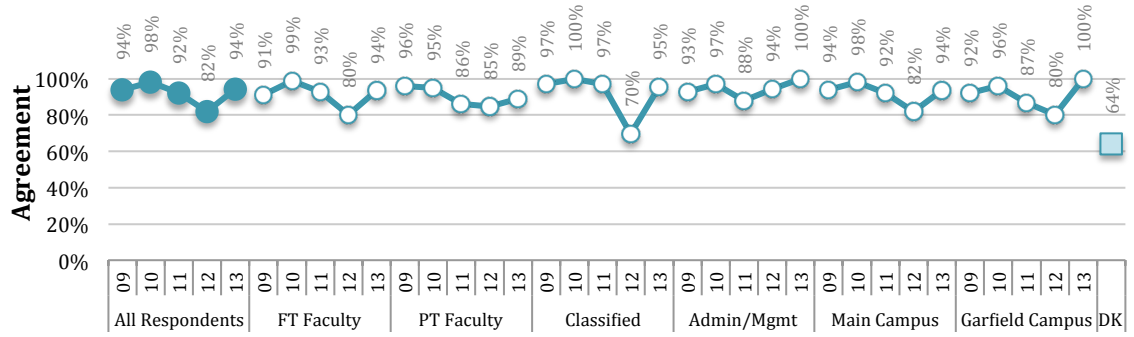
The Superintendent/President encourages and solicits input from all constituencies.



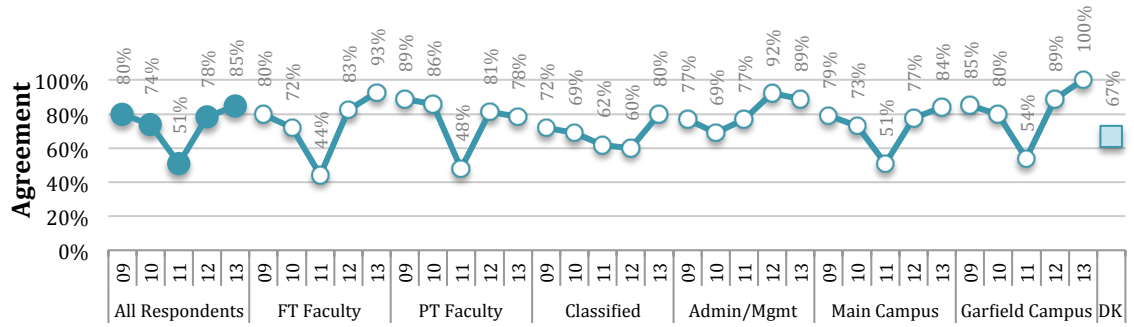
The Superintendent/President communicates well with constituent groups.



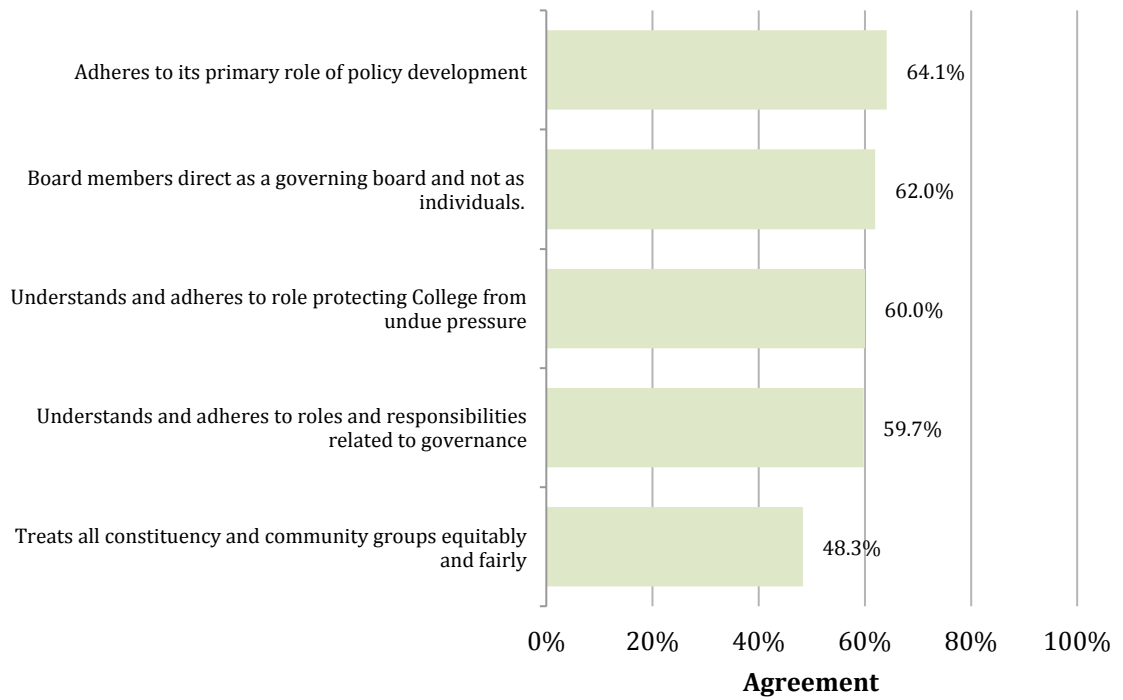
The Superintendent/President works effectively with the external community.



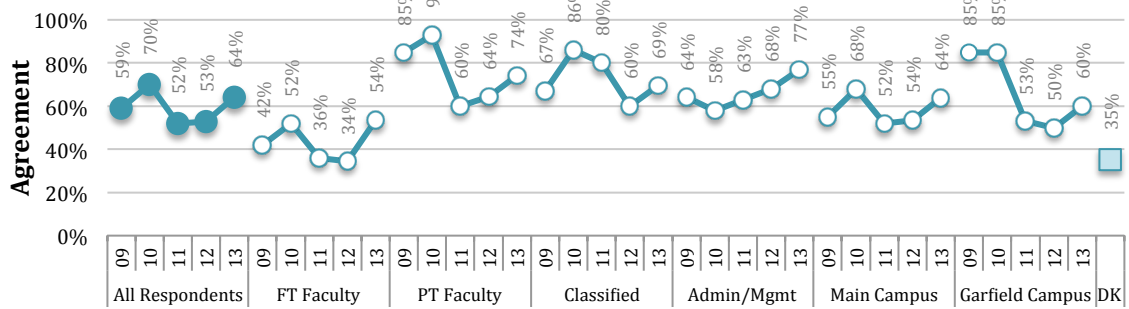
The Superintendent/President effectively controls budget and expenditures.



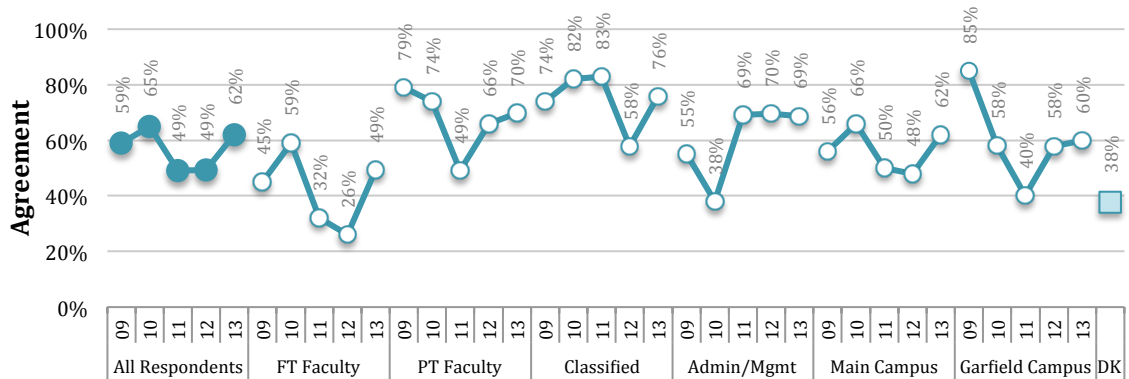
Board of Trustees Items



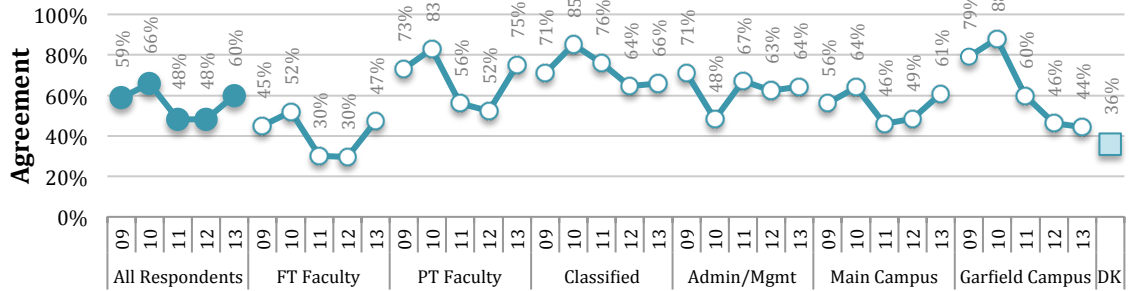
The Board adheres to its primary role of policy development.



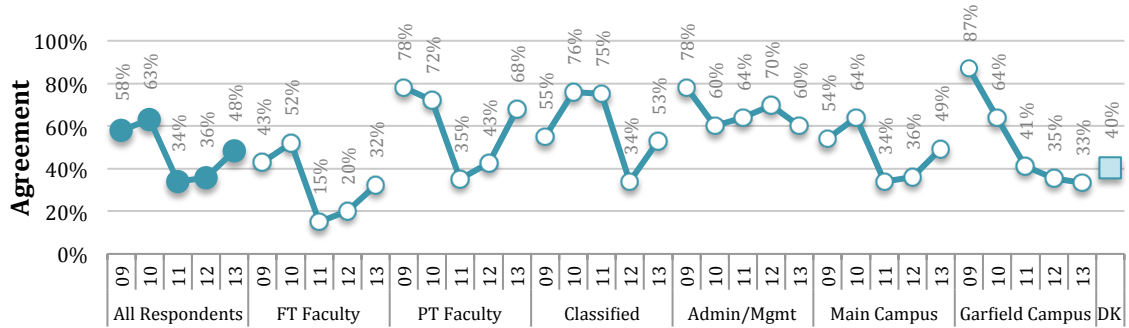
Board members direct as a governing board and not as individuals.



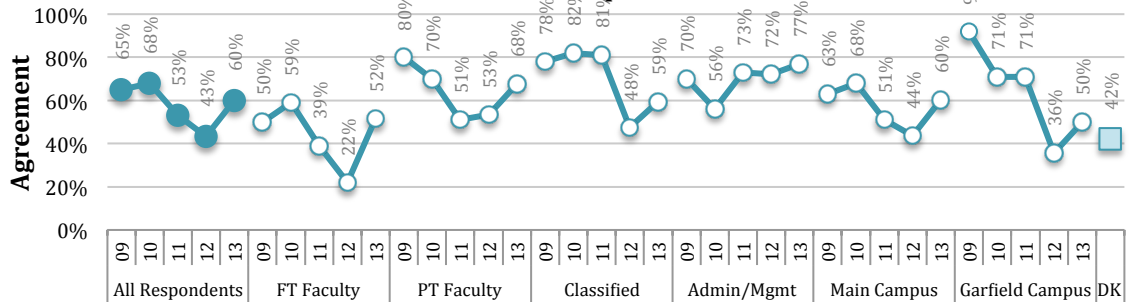
The Board understands and adheres to its roles and responsibilities related to governance.



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

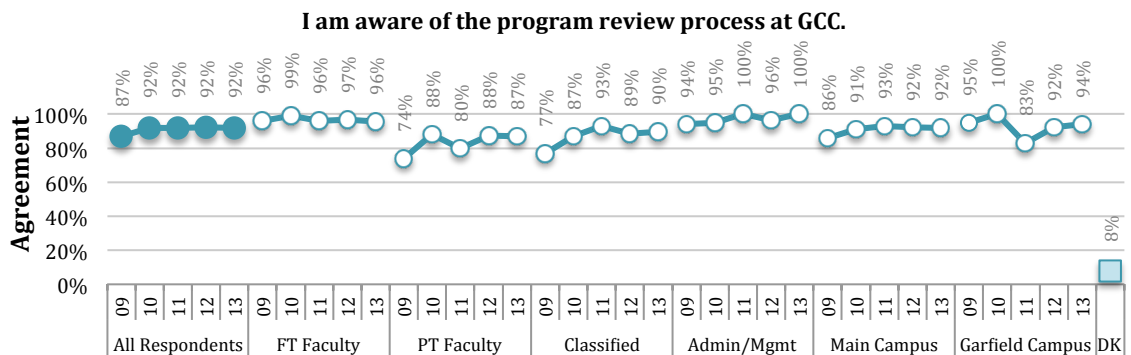
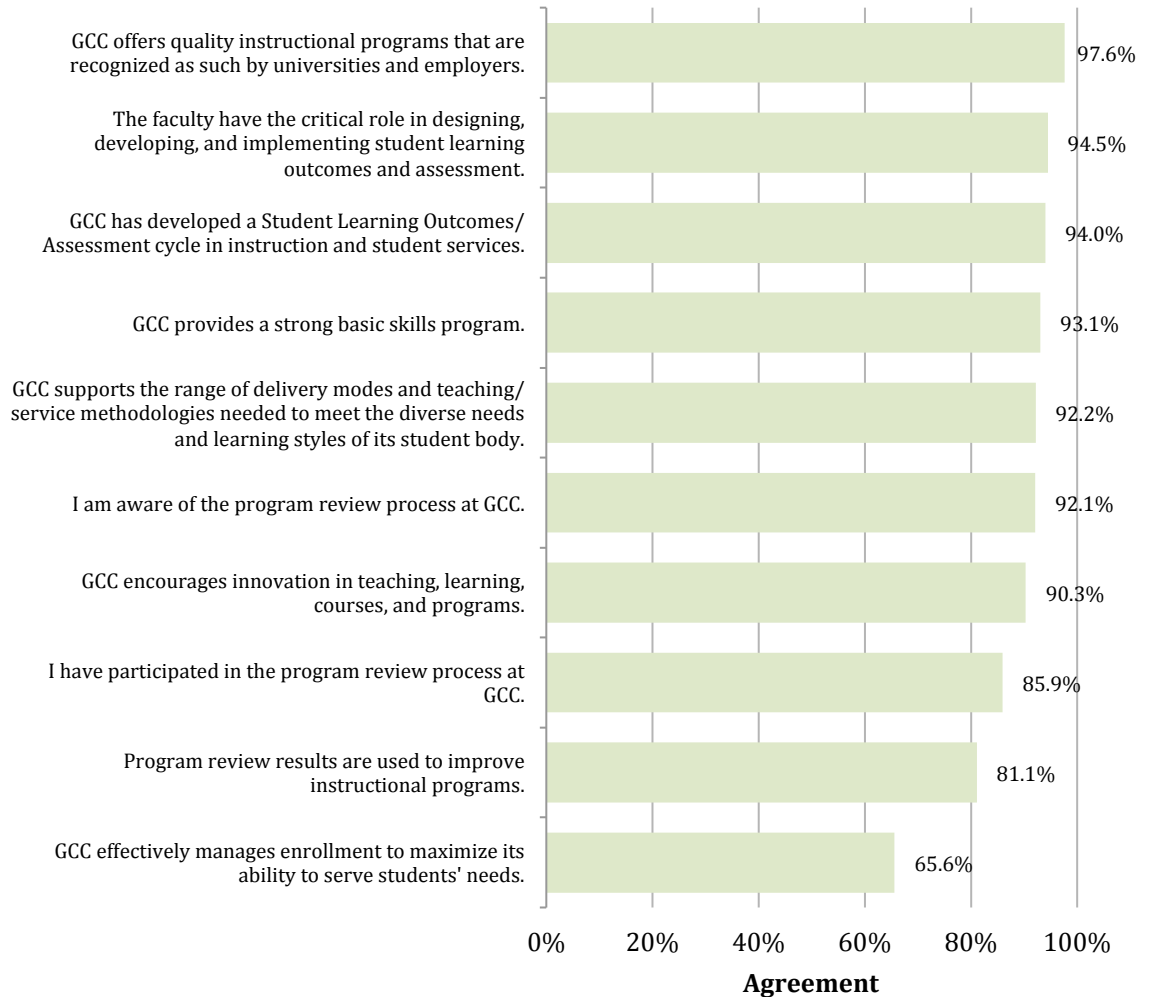


The Board understands and adheres to its role in protecting the College from undue pressure.

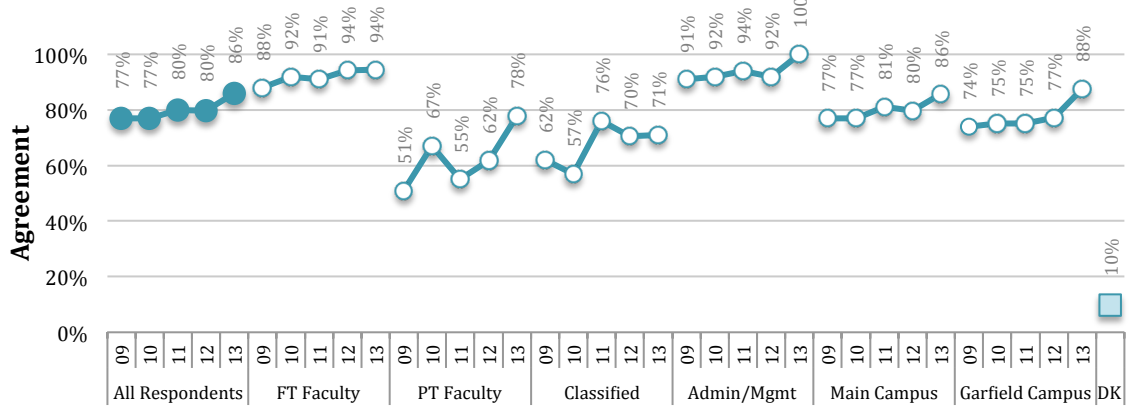


Part 2. Educational Programs and Services Items

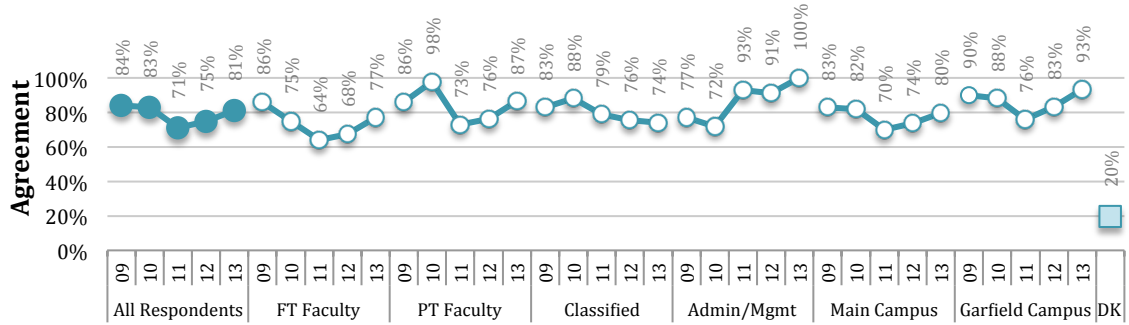
Instruction Items



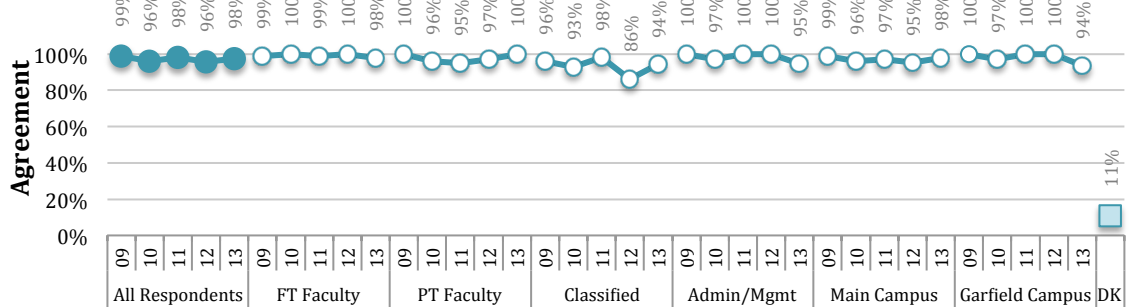
I have participated in the program review process at GCC.



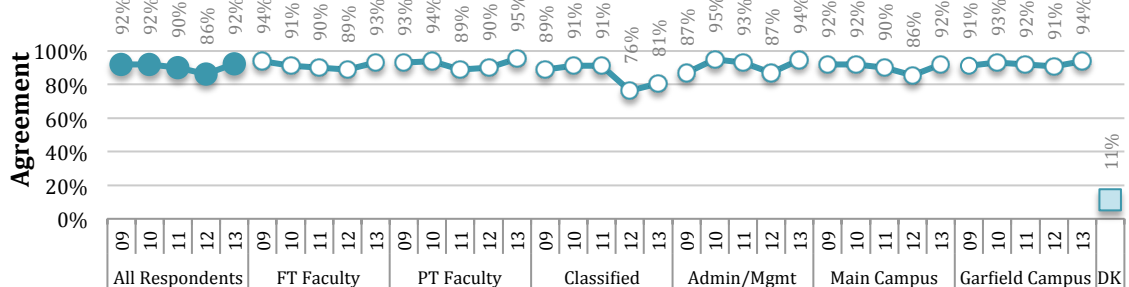
Program review results are used to improve instructional programs.



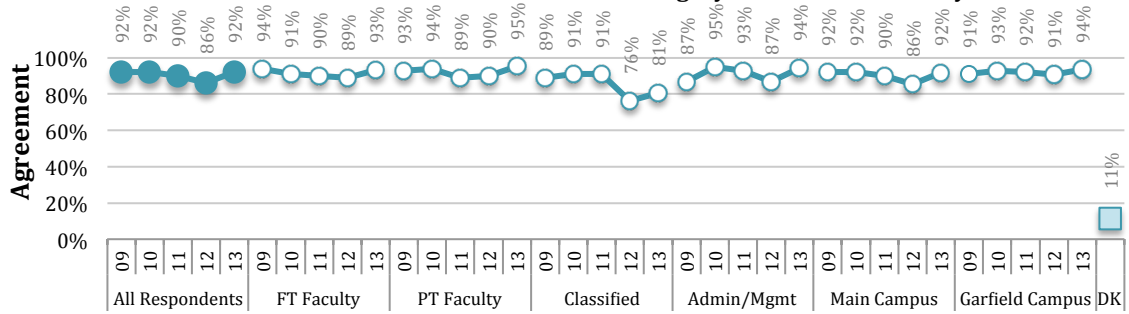
GCC offers quality instructional programs that are recognized as such by universities and employers.



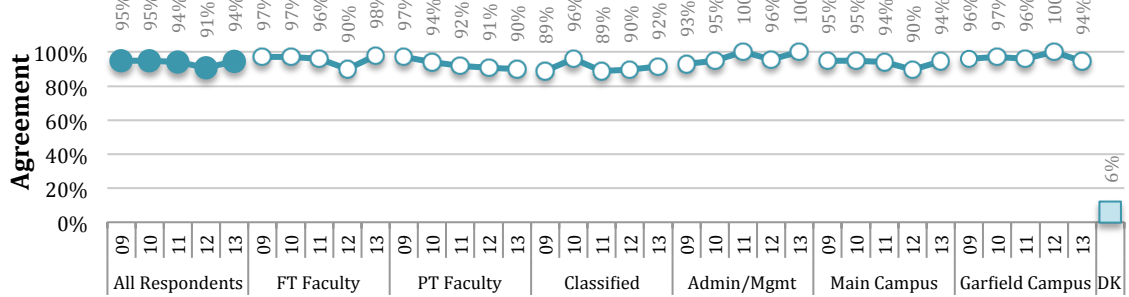
GCC supports the range of delivery modes and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body.



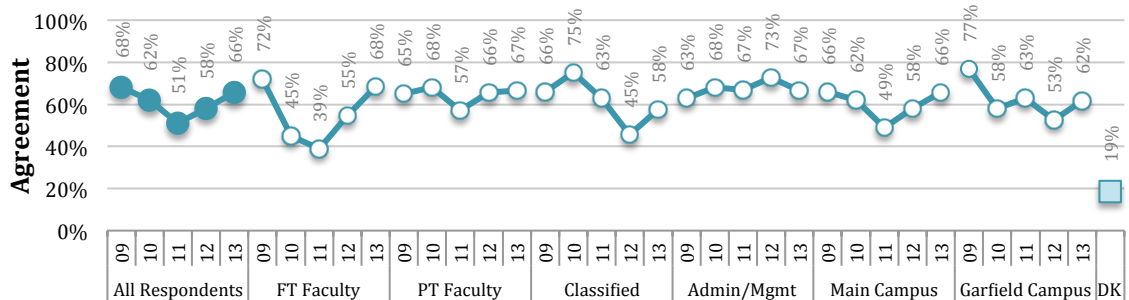
GCC supports the range of delivery modes and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body.



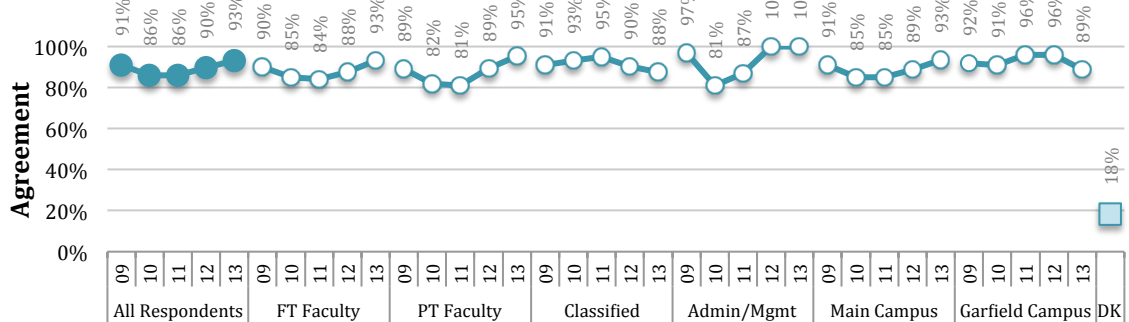
The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment.

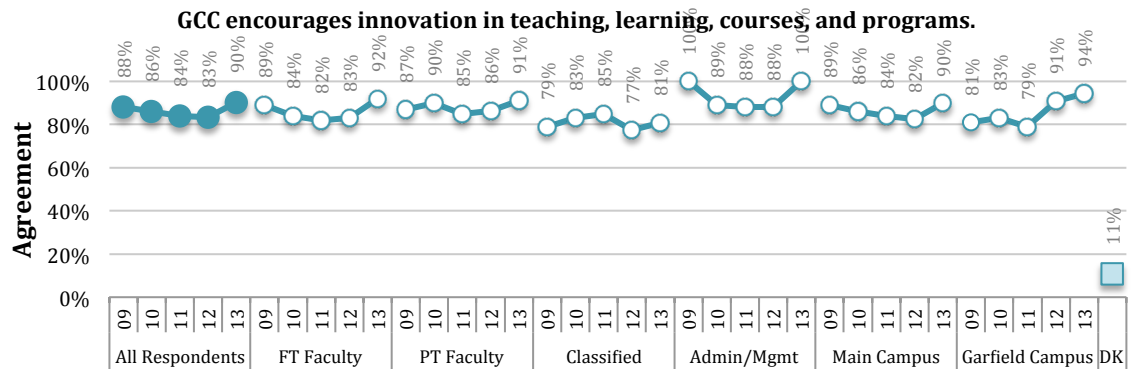


GCC effectively manages enrollment to maximize its ability to serve students' needs.

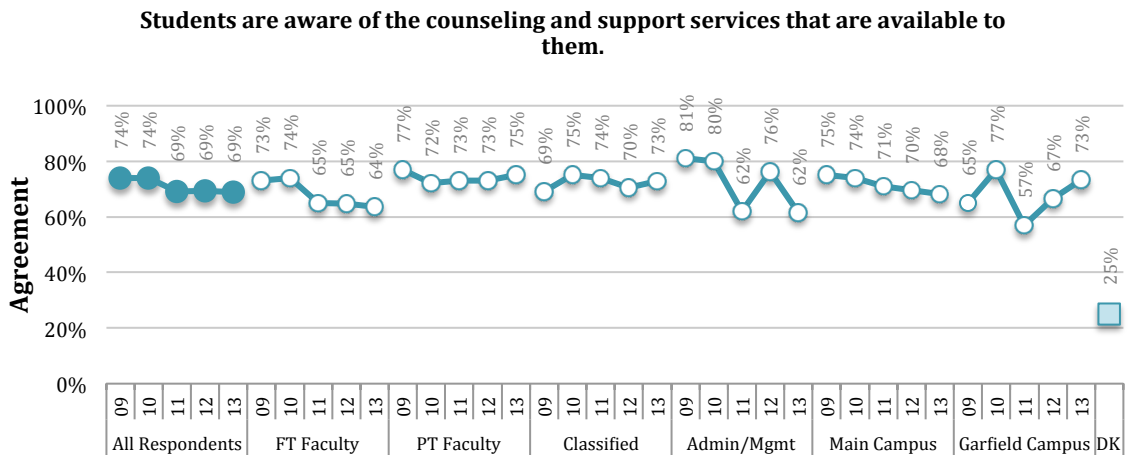
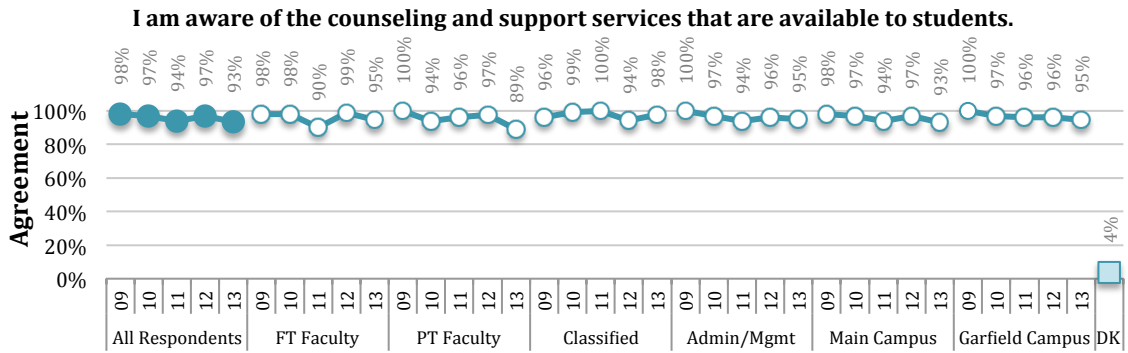
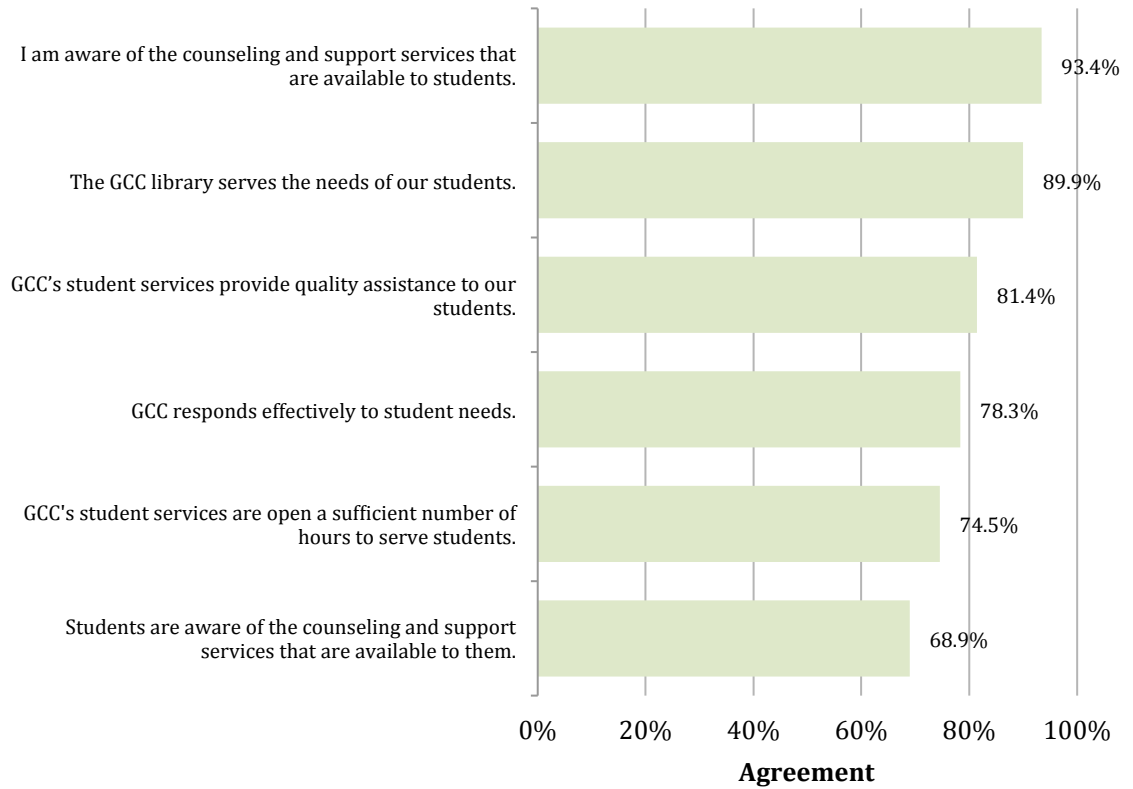


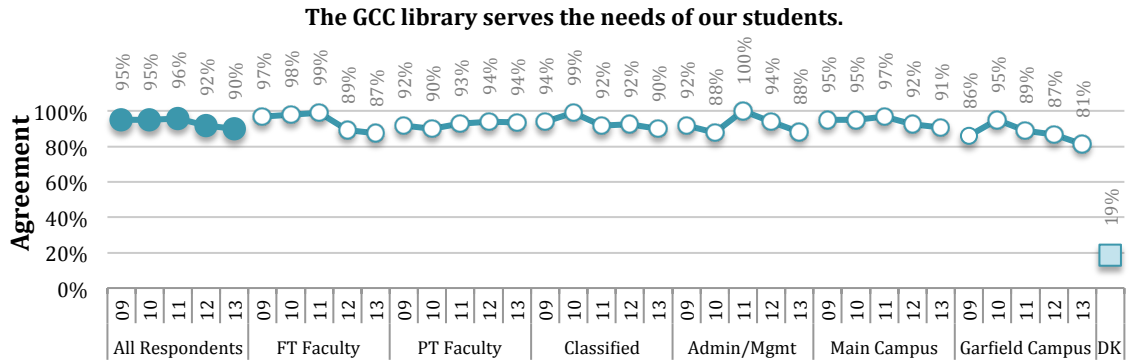
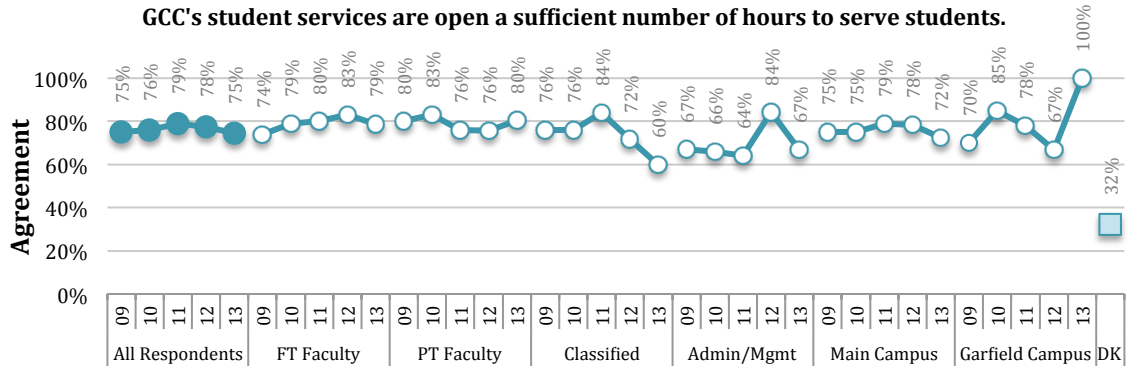
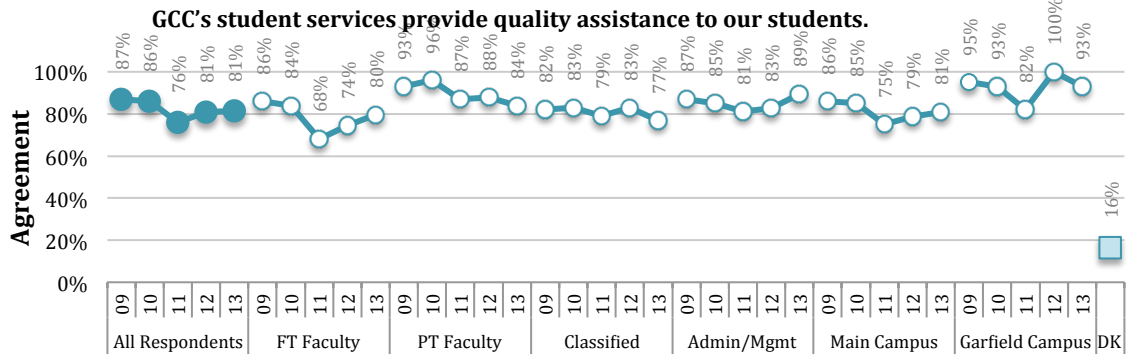
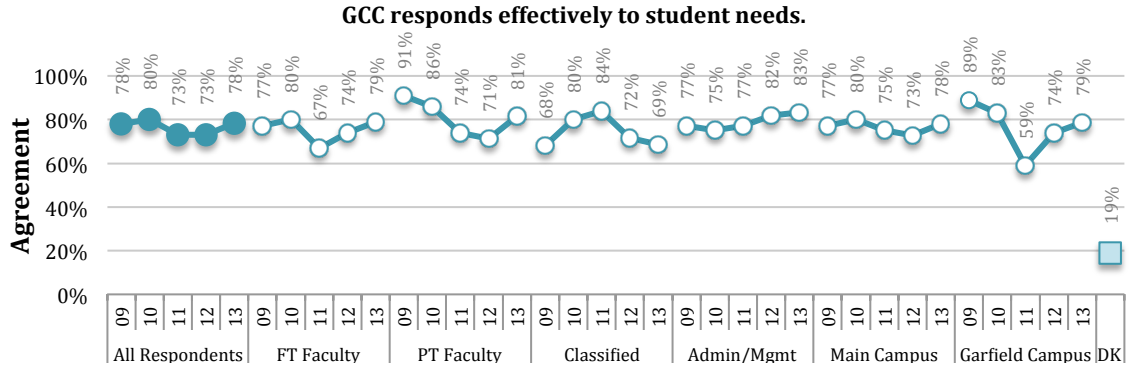
GCC provides a strong basic skills program.





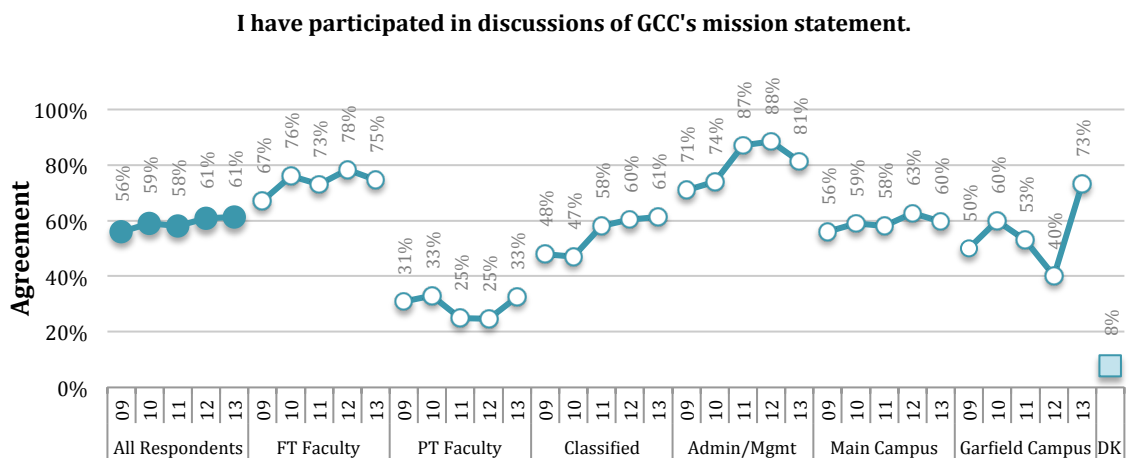
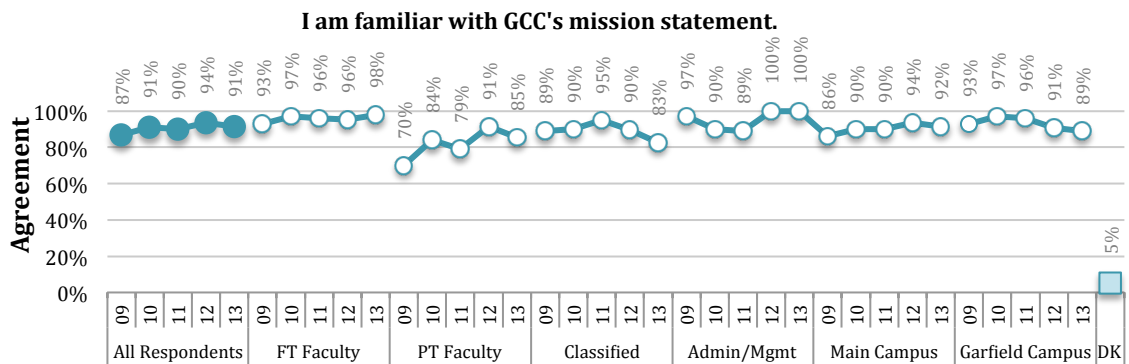
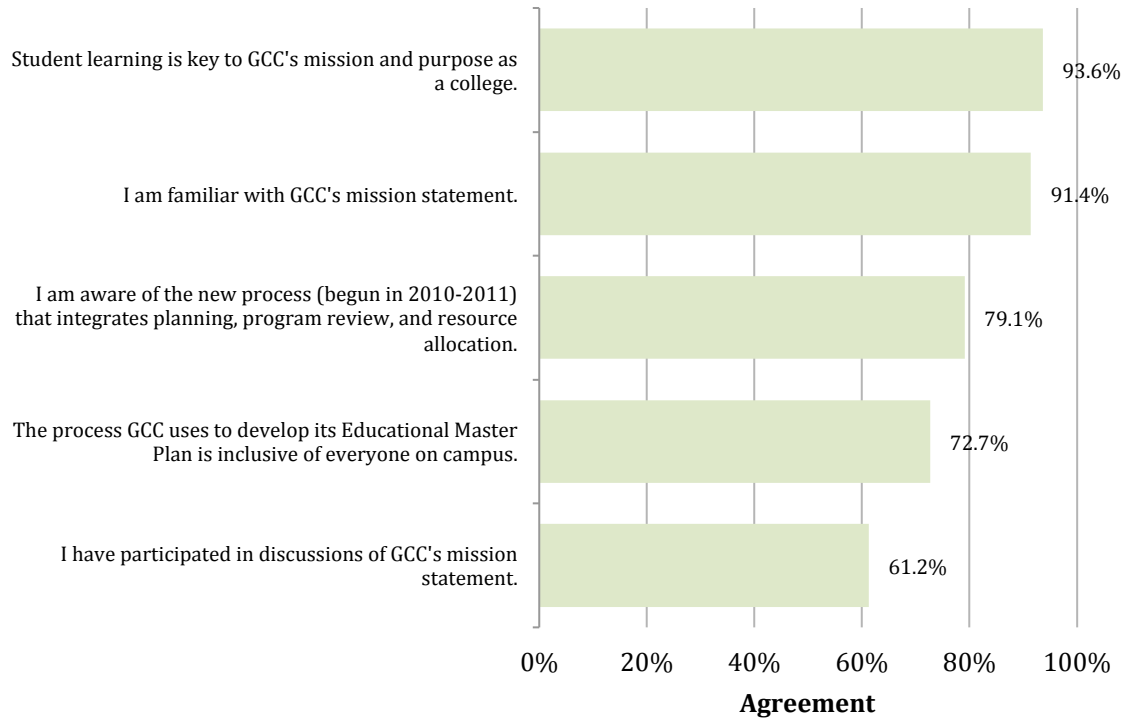
Student Services Items



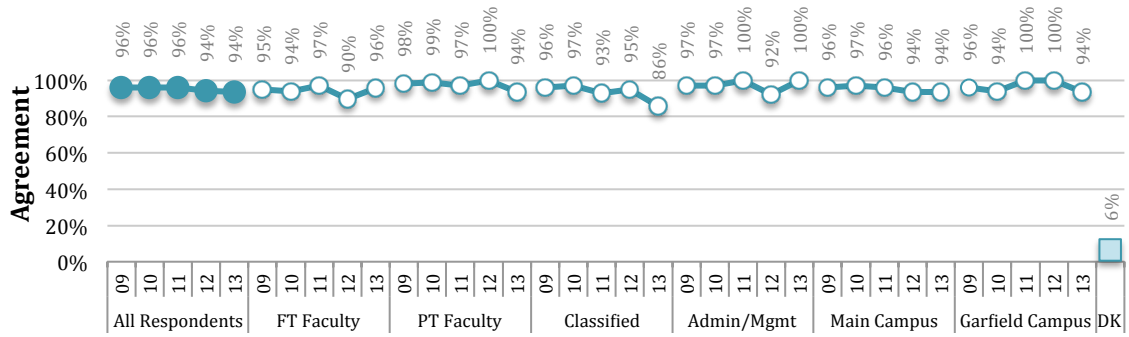


Part 3. Mission and Institutional Effectiveness Items

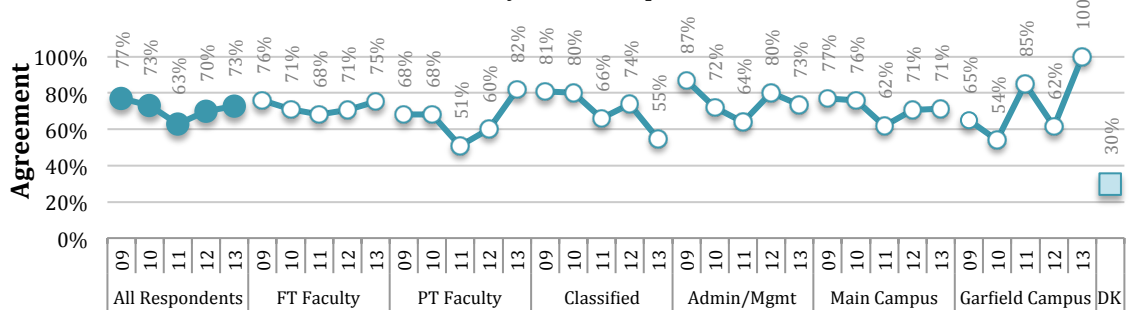
Mission and Institutional Effectiveness Items



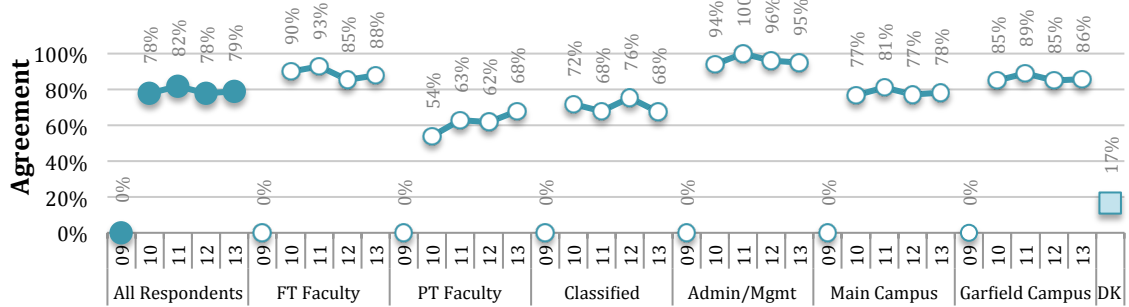
Student learning is key to GCC's mission and purpose as a college.



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

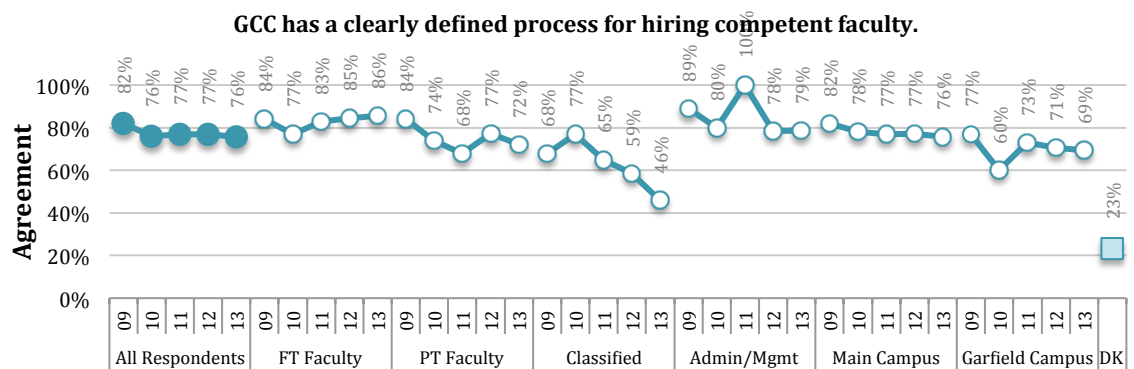
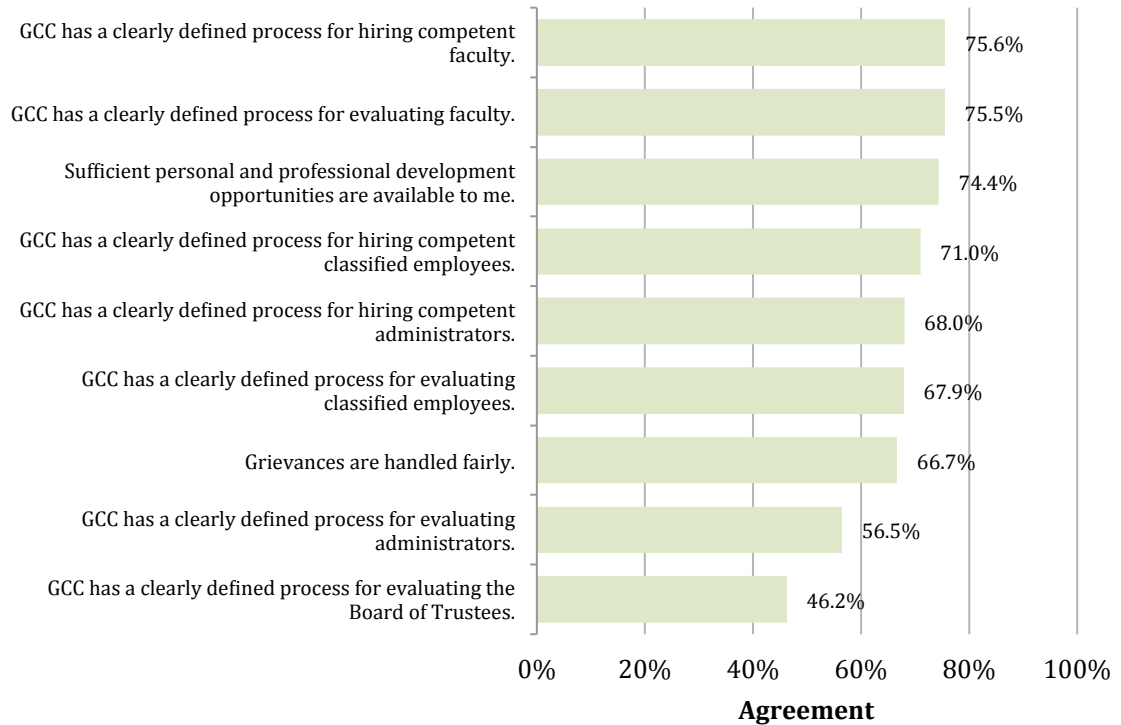


I am aware of the new process (begun in 2010-2011) that integrates planning, program review, and resource allocation.

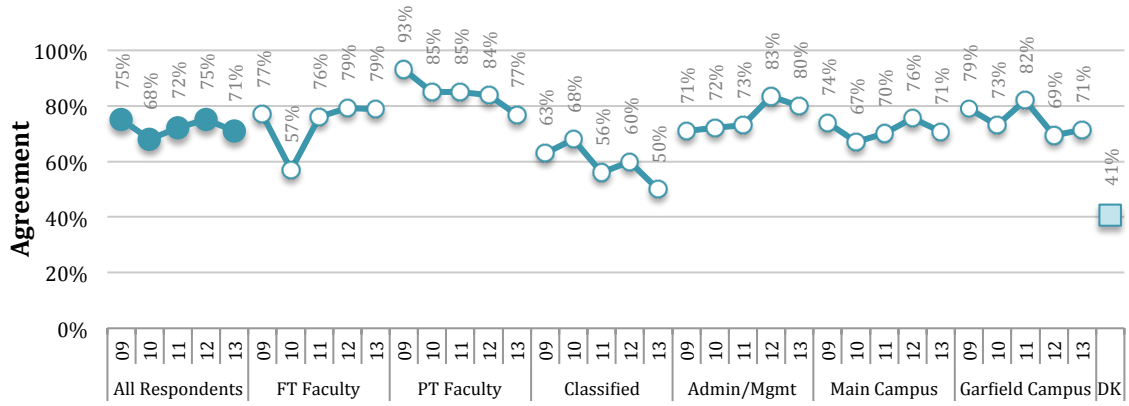


Part 4. Resources Items

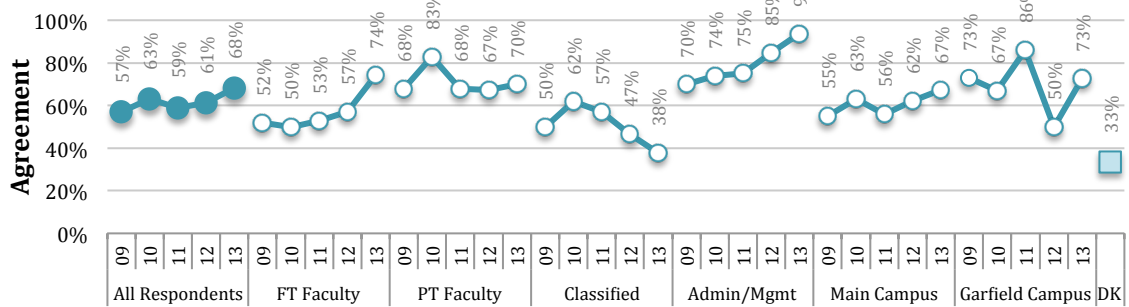
Human Resources Items



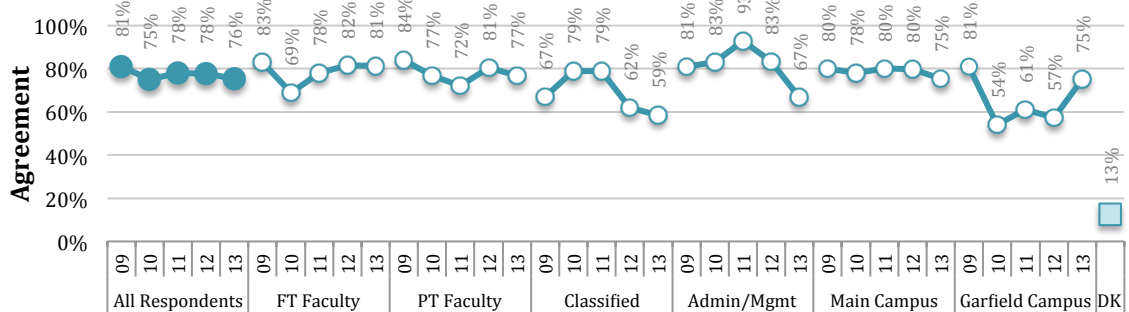
GCC has a clearly defined process for hiring competent classified employees.



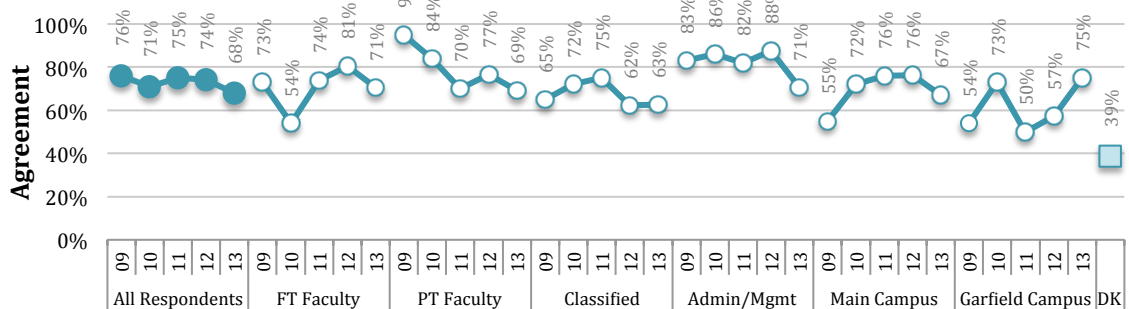
GCC has a clearly defined process for hiring competent administrators.



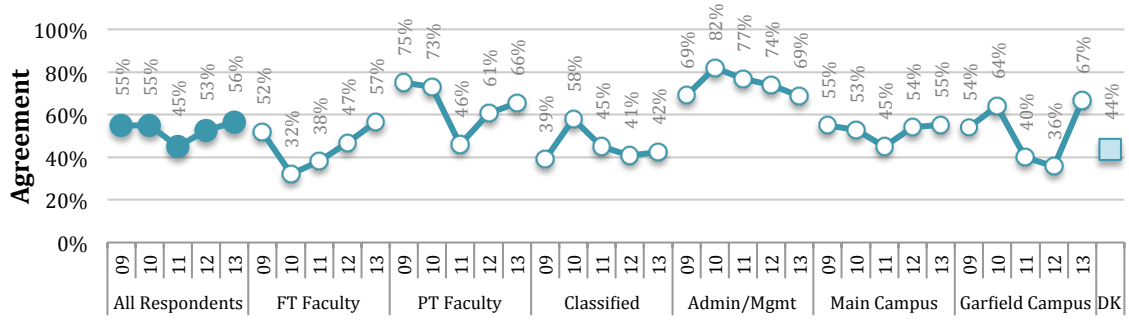
GCC has a clearly defined process for evaluating faculty.



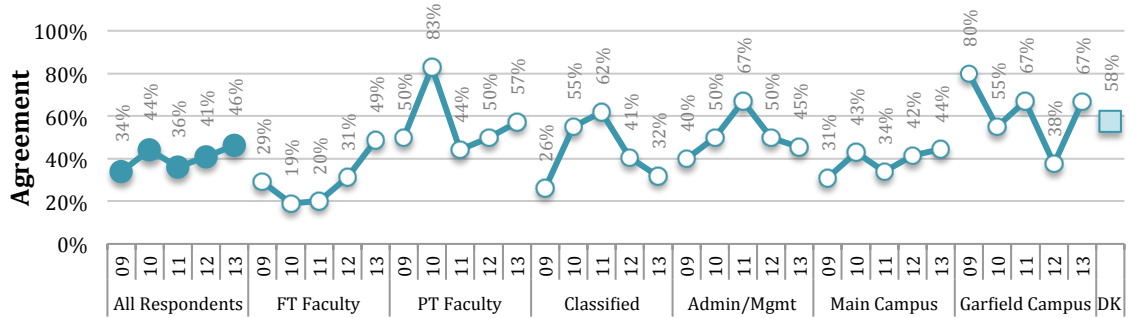
GCC has a clearly defined process for evaluating classified employees.



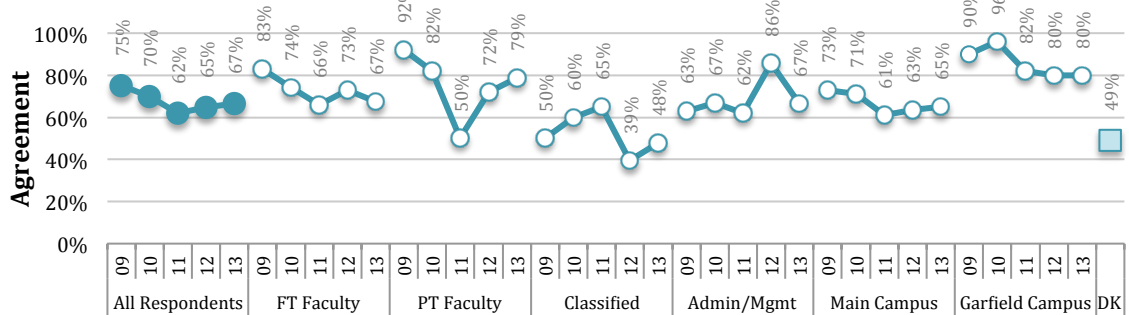
GCC has a clearly defined process for evaluating administrators.



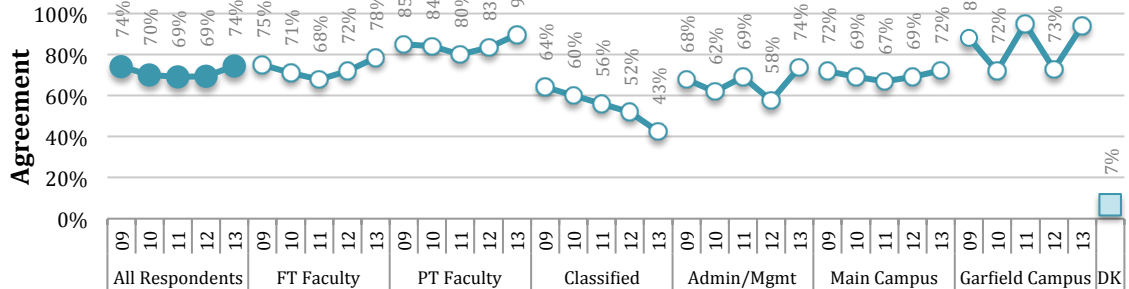
GCC has a clearly defined process for evaluating the Board of Trustees.



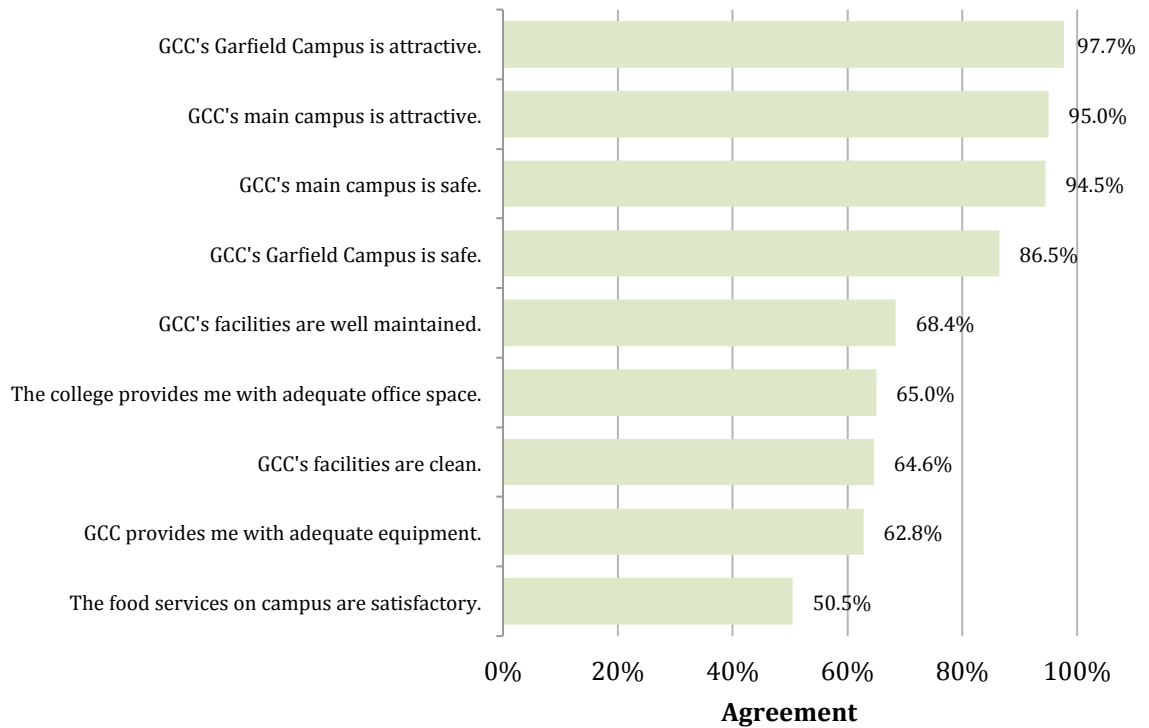
Grievances are handled fairly.



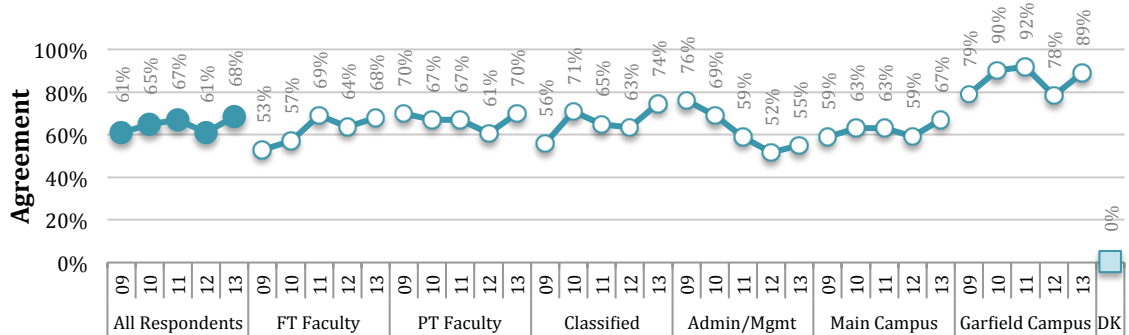
Sufficient personal and professional development opportunities are available to me.



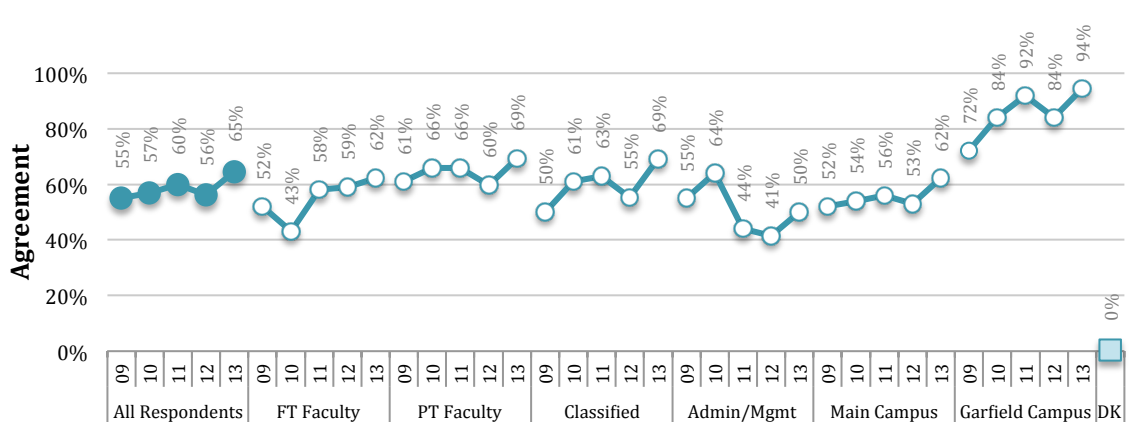
Facilities Items

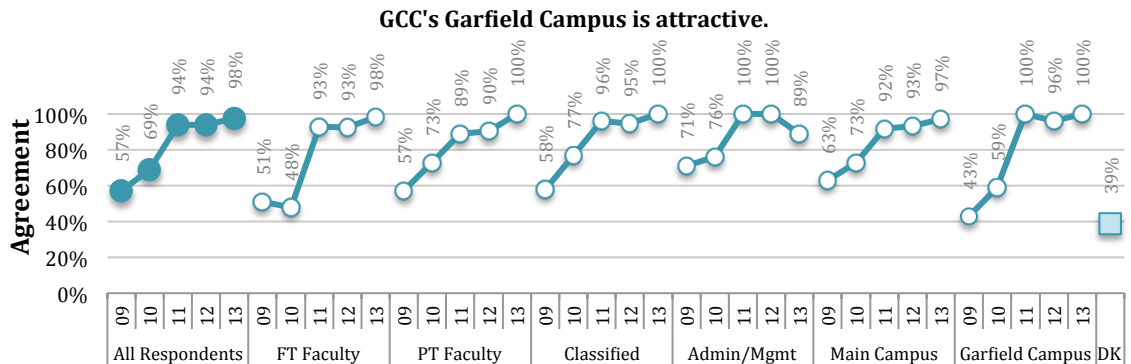
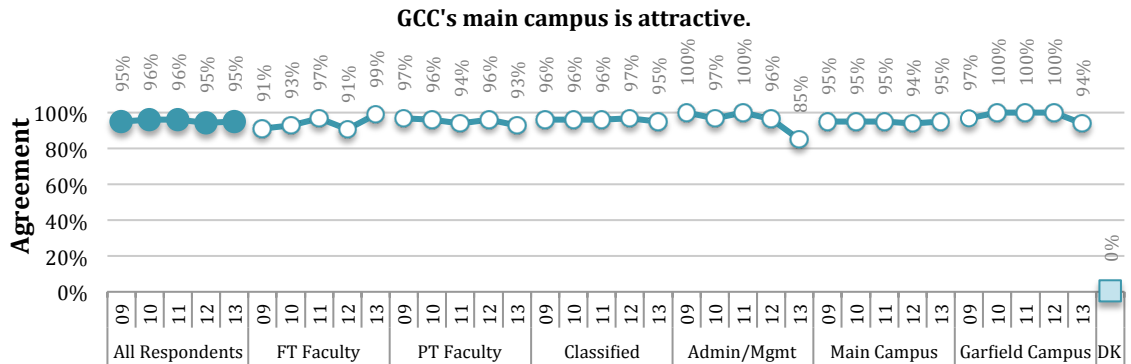
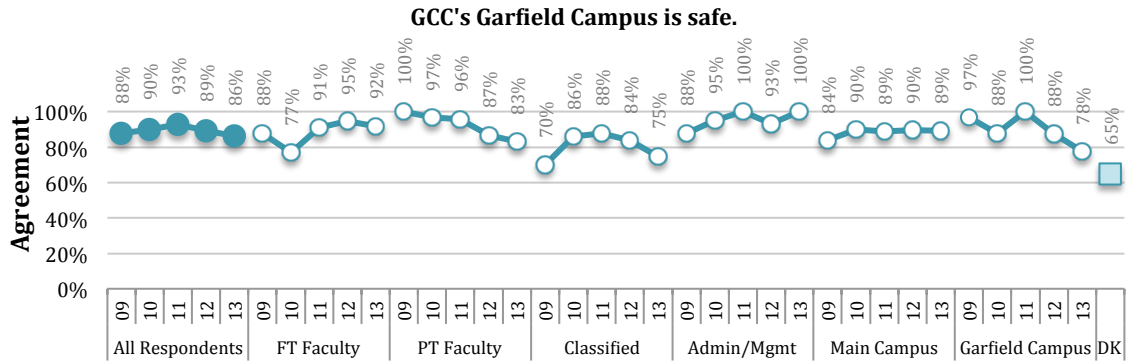
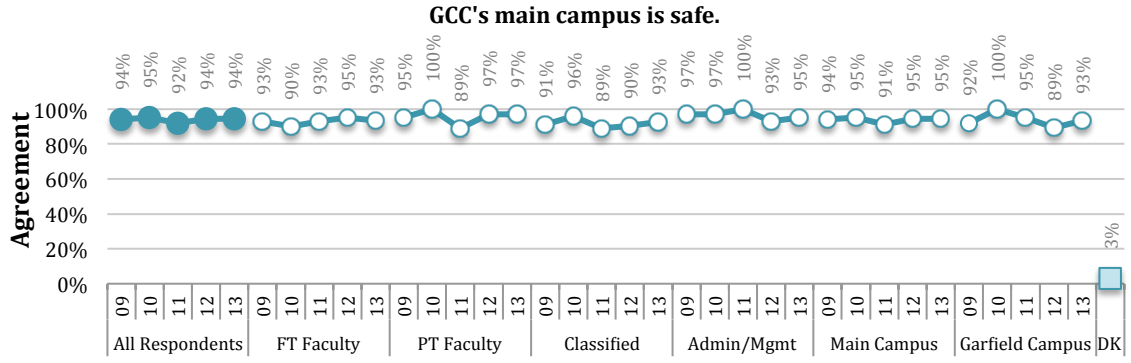


GCC's facilities are well maintained.

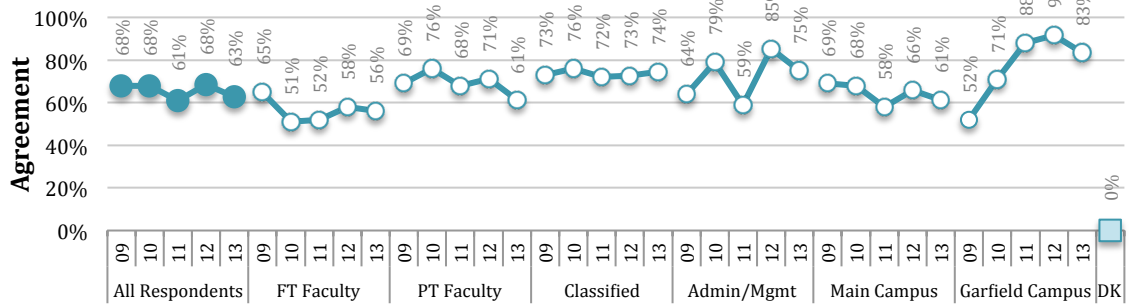


GCC's facilities are clean.

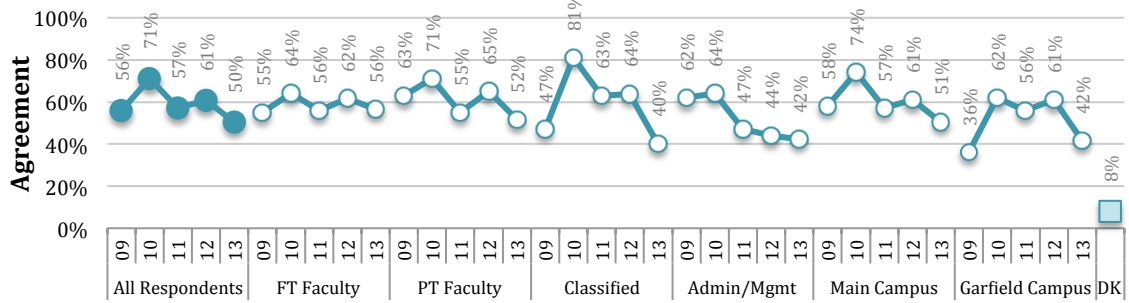




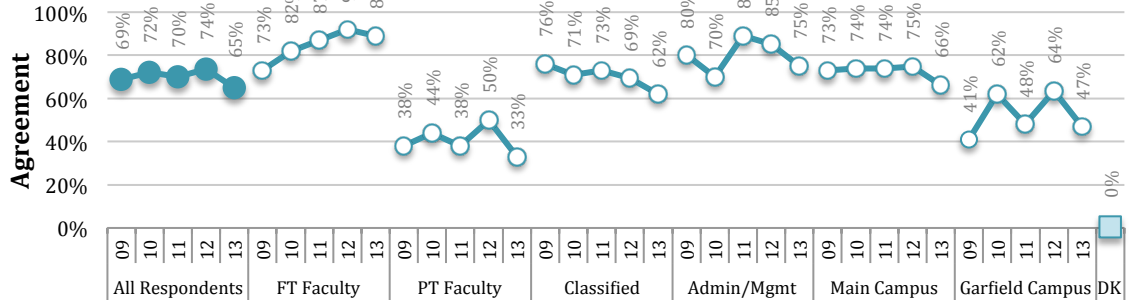
GCC provides me with adequate equipment.



The food services on campus are satisfactory.

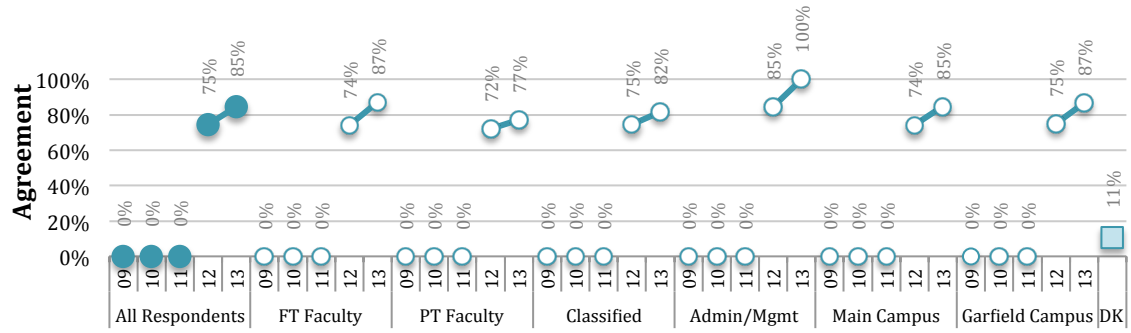


The college provides me with adequate office space.

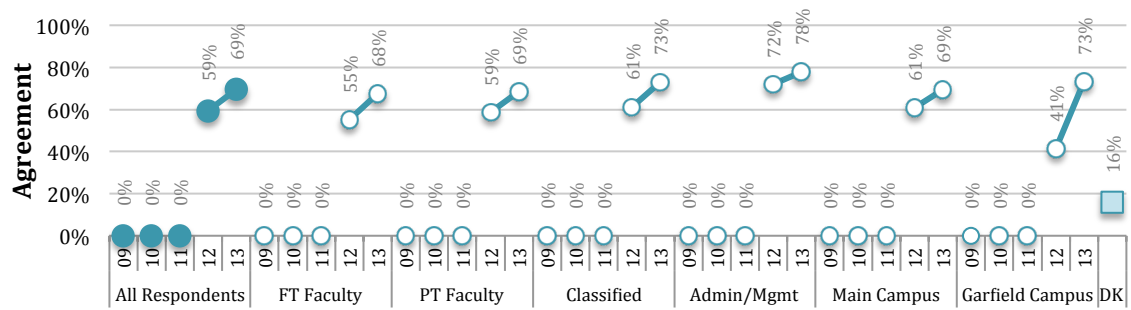


Emergency Planning Items

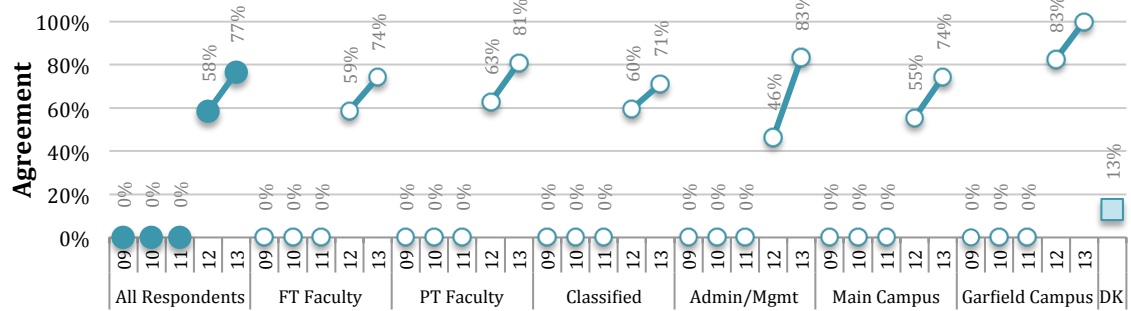
I know where to access an Emergency Procedures Guide.



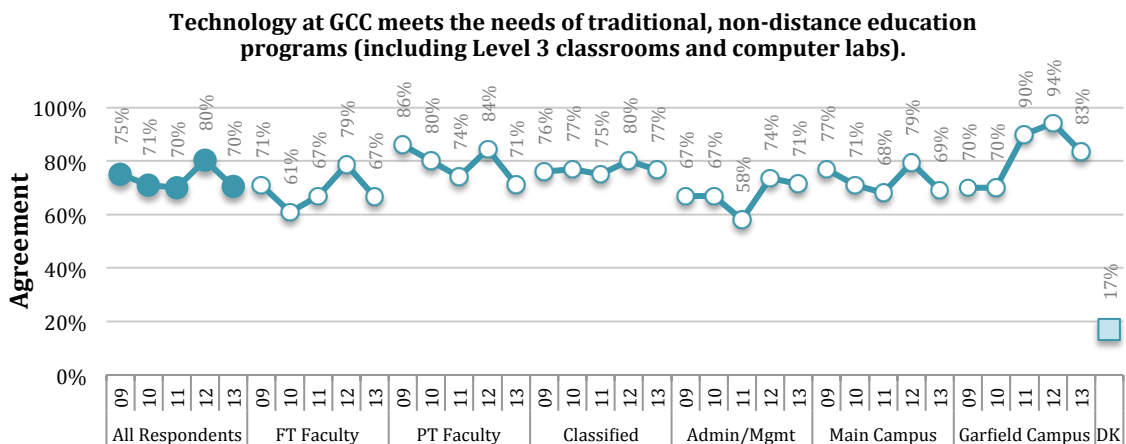
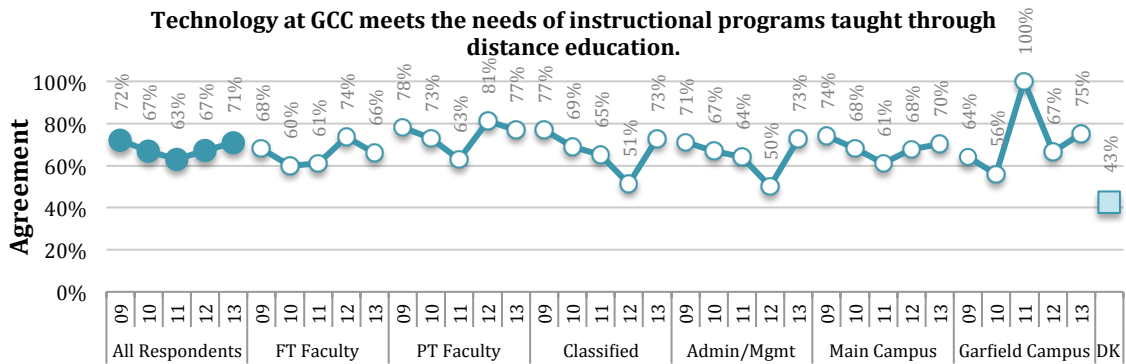
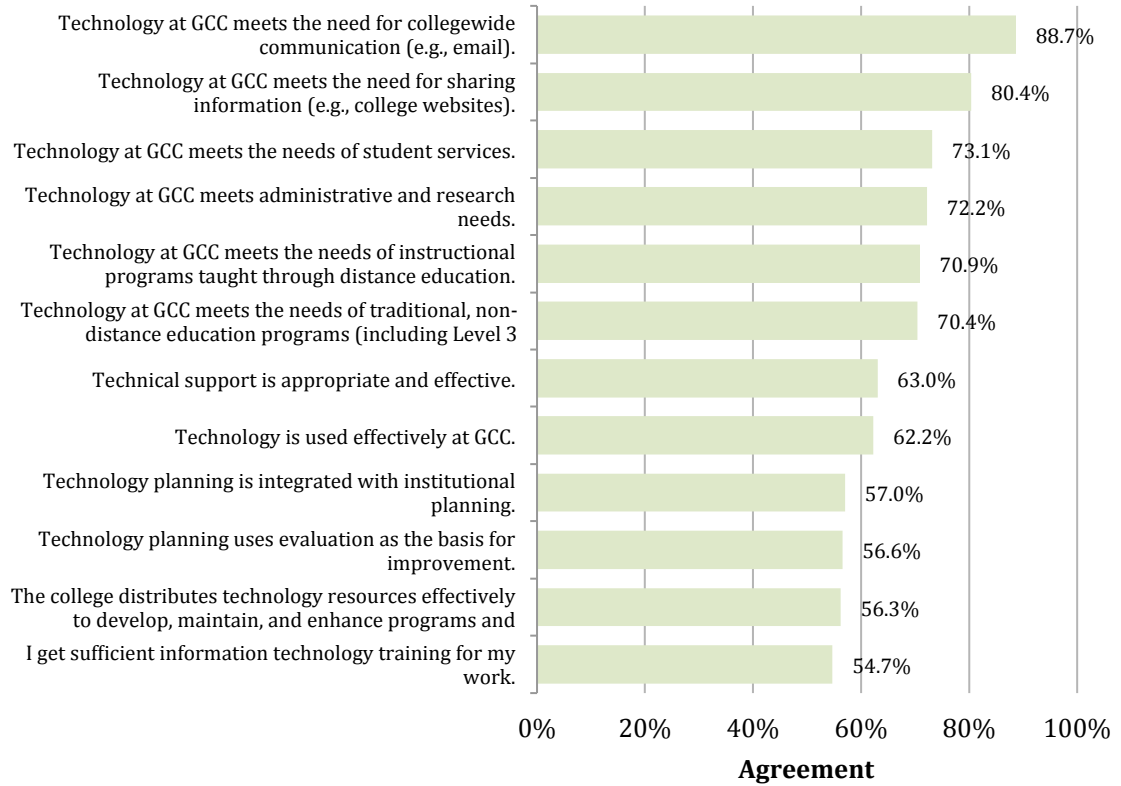
I know where to access the college's Annual Security Report.



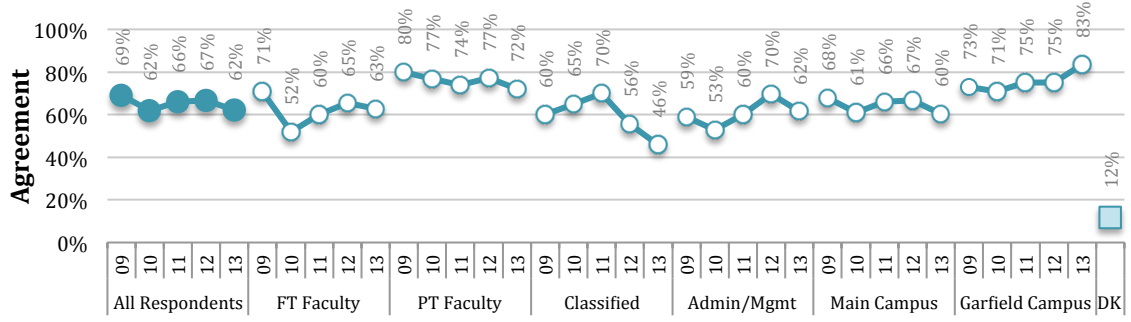
I know where the primary evacuation locations are for my campus (Main Campus, Garfield Campus, PDC, CDC)



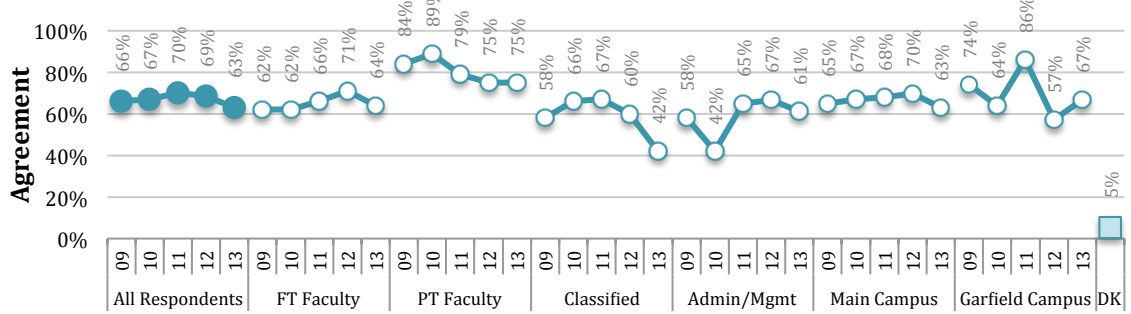
Technology Items



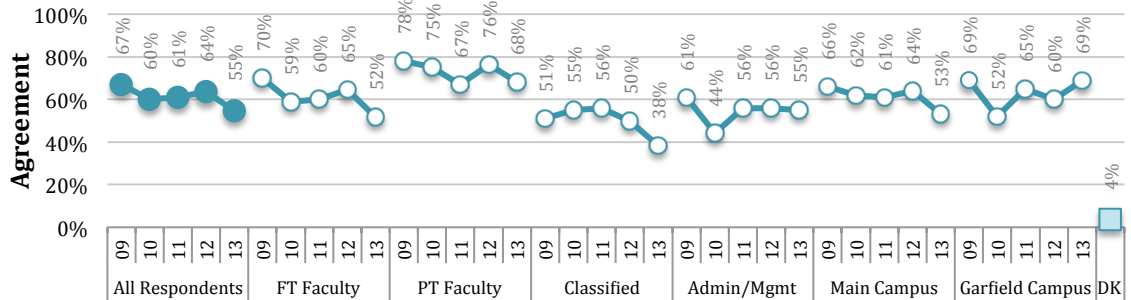
Technology is used effectively at GCC.



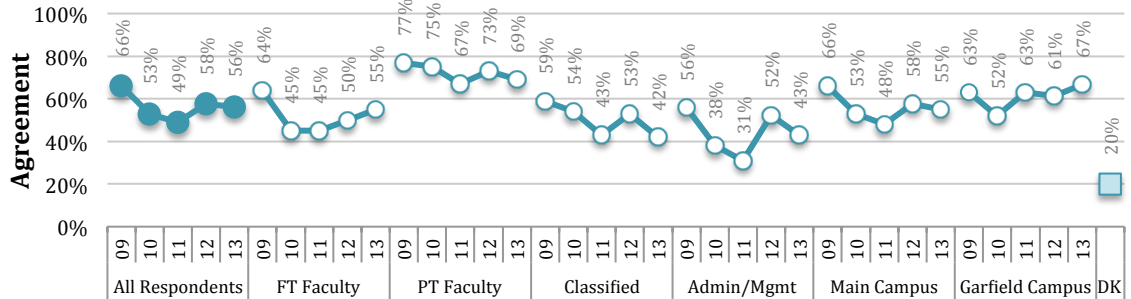
Technical support is appropriate and effective.



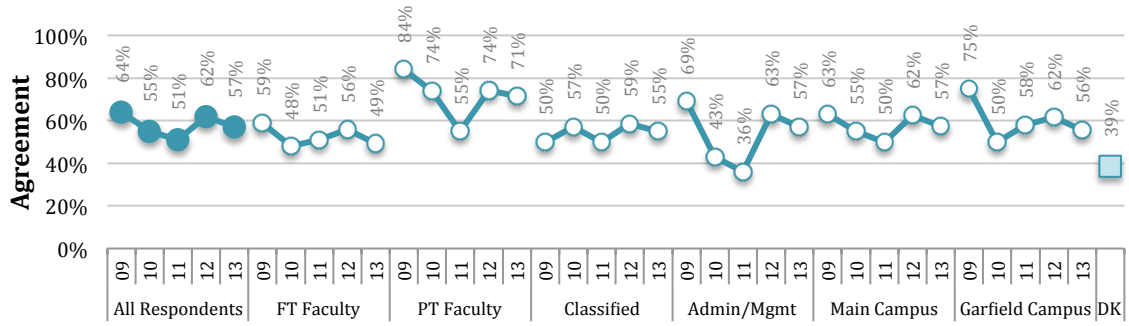
I get sufficient information technology training for my work.



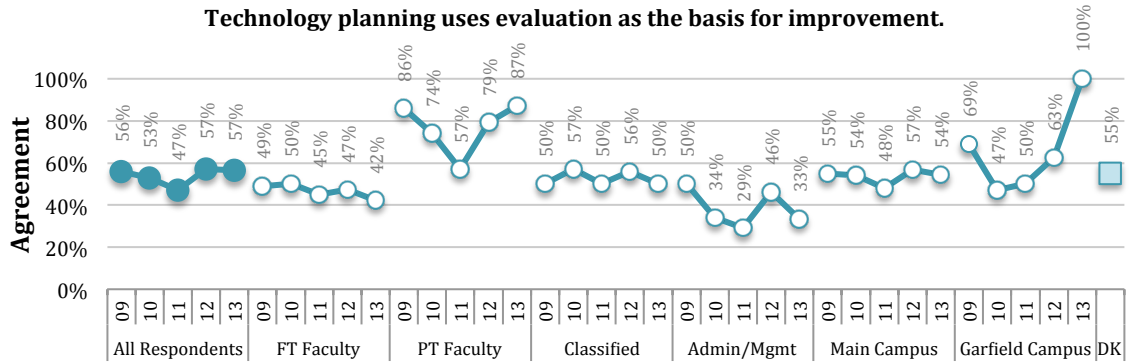
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



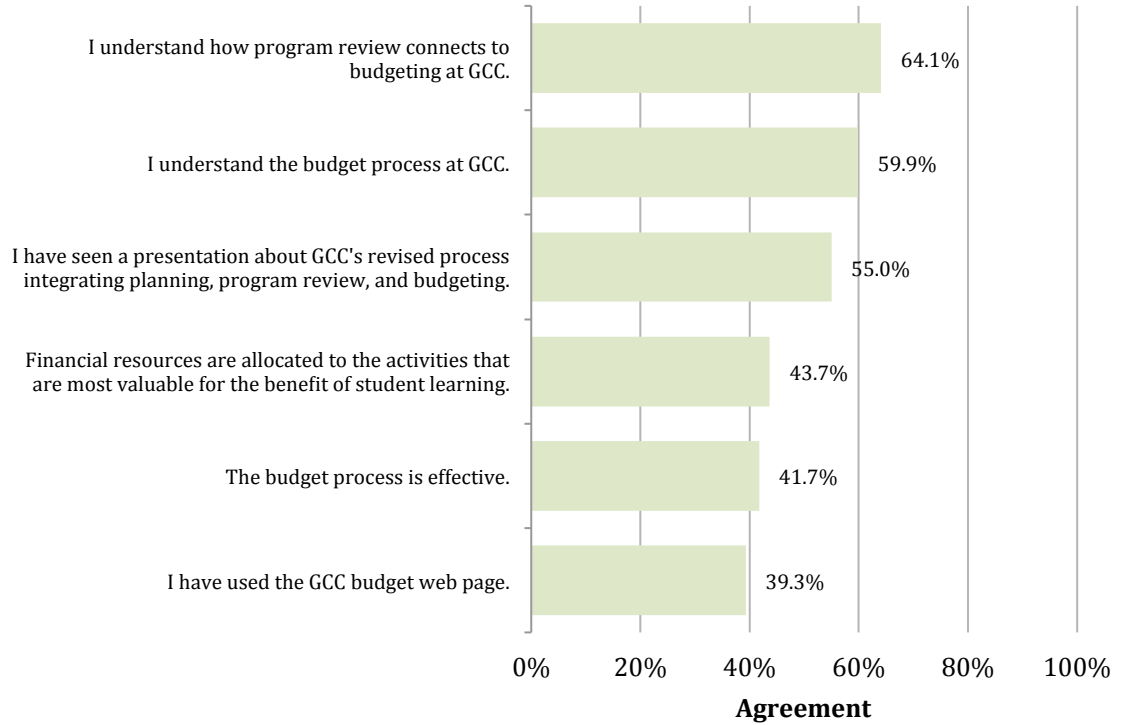
Technology planning is integrated with institutional planning.



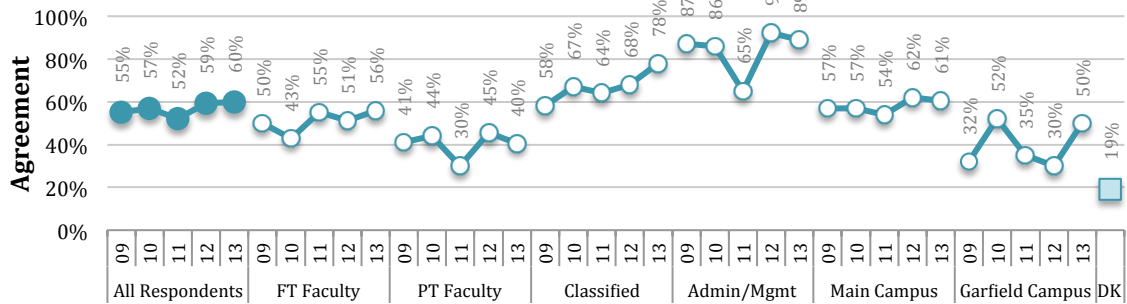
Technology planning uses evaluation as the basis for improvement.



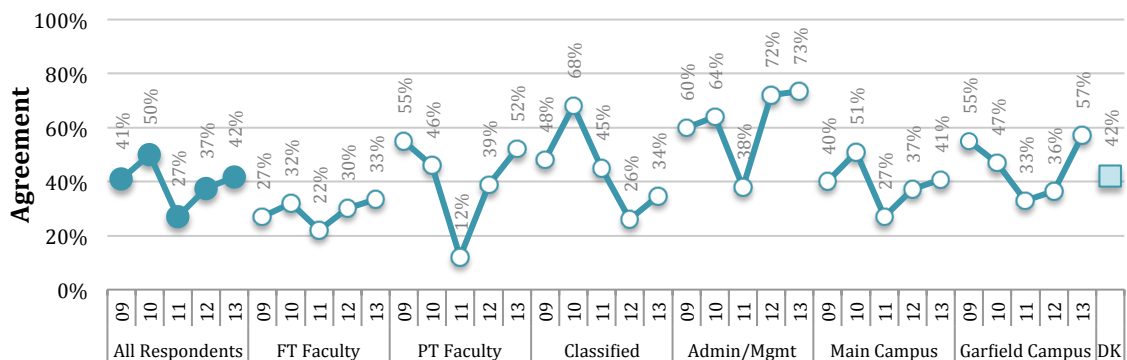
Fiscal Items



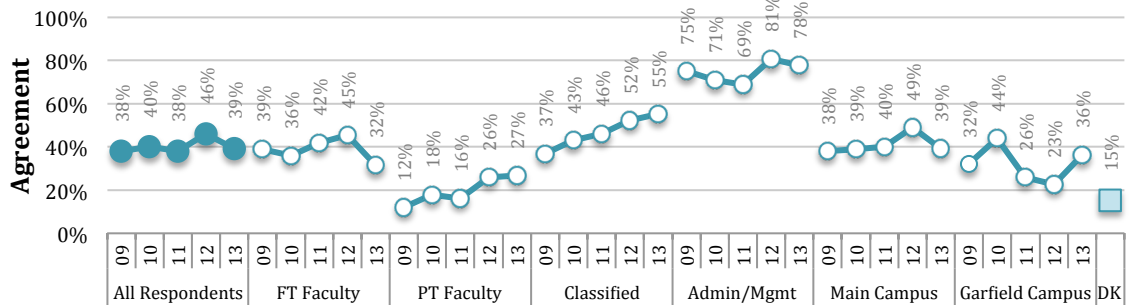
I understand the budget process at GCC.



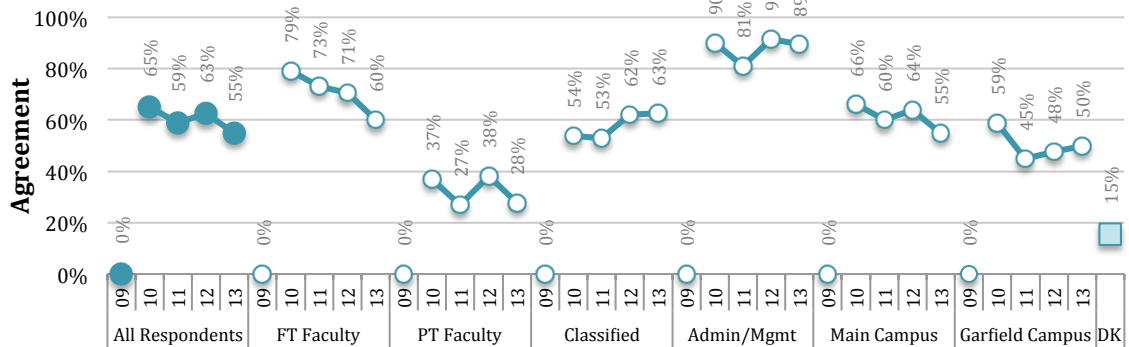
The budget process is effective.



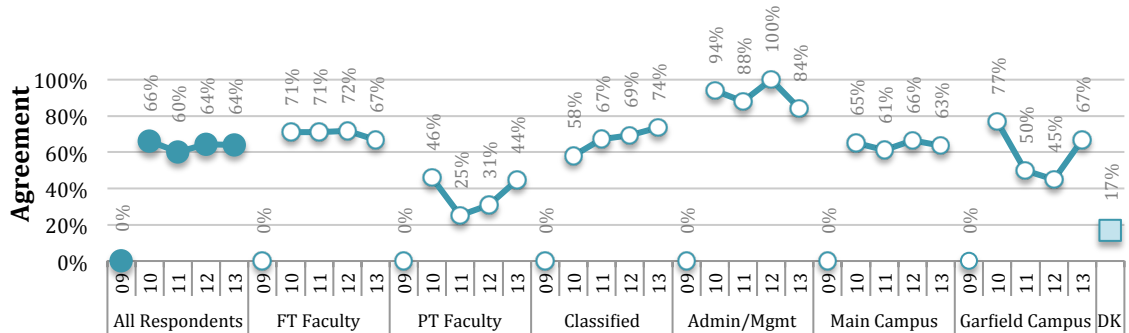
I have used the GCC budget web page.



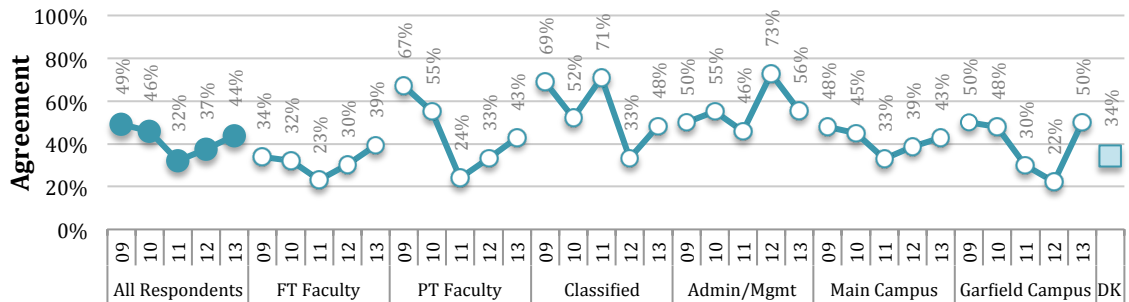
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



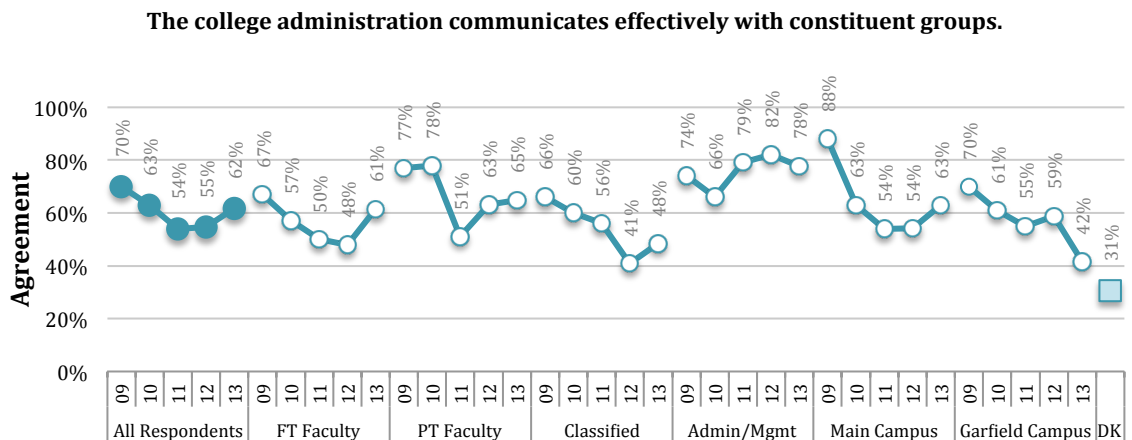
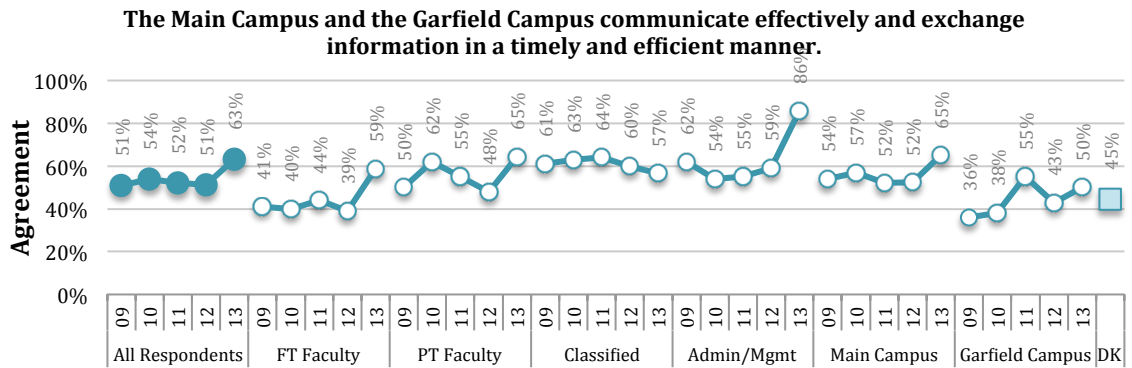
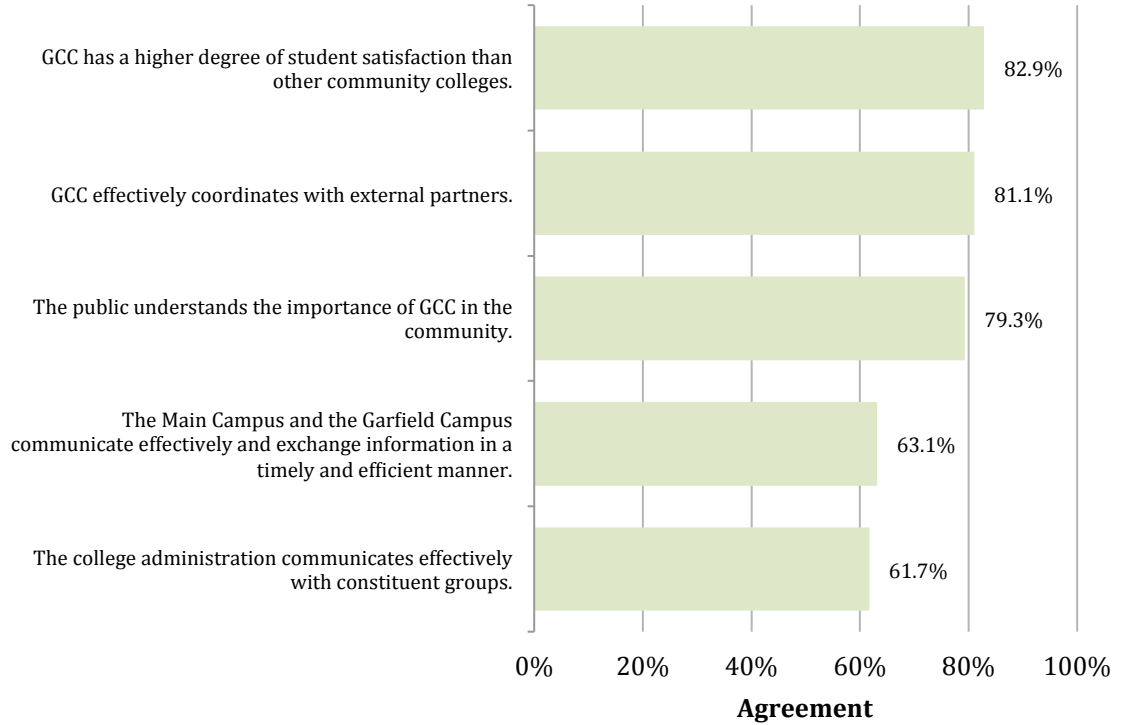
I understand how program review connects to budgeting at GCC.

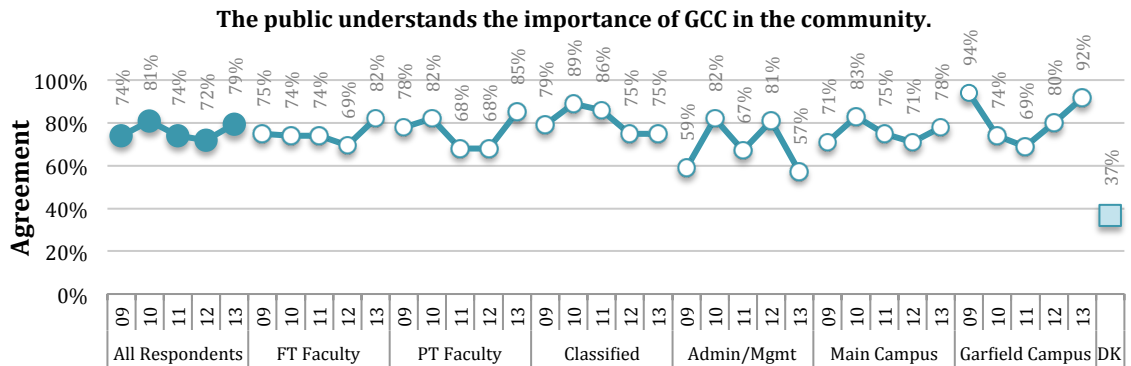
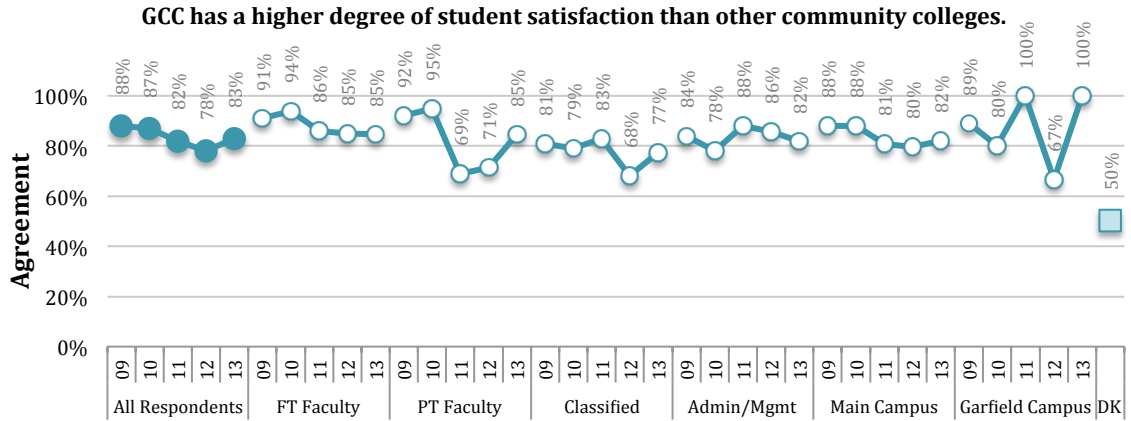
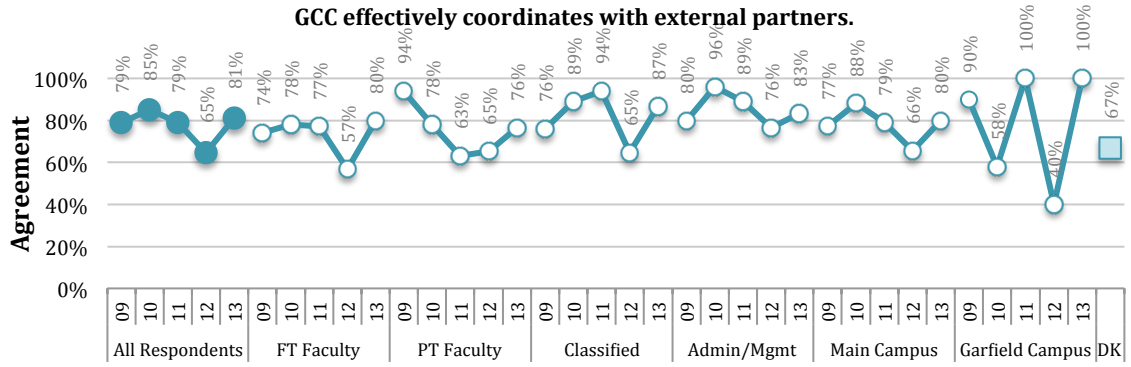


Financial resources are allocated to the activities that are most valuable for the benefit of student learning.



Part 5. Communication Items





Appendix. Survey Method and Response Rates

In 2013, the faculty/staff survey was conducted between Tuesday, November 5 and Wednesday, November 27. The survey was an online survey using the SurveyMonkey service.

Responses were received from 326 respondents: 103 full-time faculty members, 109 part-time faculty members, 83 classified staff members, 28 administrators and managers, 3 others. Response rates were approximately 47% for full-time faculty members, 22% for part-time faculty members, 28% for classified staff members, and 51% for administrators and managers. The overall response rate was 30%. The table below shows historical response counts by employee group.

Group	2008	2009	2010	2011	2012	2013
Full-Time Faculty	84	139	104	125	114	103
Part-Time Faculty	47	109	96	123	116	109
Classified Staff	114	89	123	75	119	83
Administrators/Managers	33	41	44	25	34	28
Other	6	5	3	3	4	3
Main Campus	not asked	332	321	302	338	292
Garfield Campus	not asked	43	45	39	44	30
No Response	not asked	8	5	10	6	4
Total	283	383	370	351	388	326

Historically, faculty/staff surveys were conducted in advance of accreditation self studies. These surveys were conducted in 1986, 1990, 1997, and 2002. The survey questions were originally developed in 1986 by nine committees working on the accreditation self study. The 2007 faculty/staff survey represented a different approach, with mostly new items. Since 2007, faculty/staff surveys have been conducted annually in the Fall semester.