

CAMPUS VIEWS 2014

RESULTS OF THE FALL 2014 FACULTY/STAFF SURVEY



Key Findings

The Fall 2014 faculty/staff survey was conducted between November 5 and November 26. The total number of respondents to the survey was 352. See the Appendix on page 44 for details about procedure and response rates. The 2014 survey had the following key findings.

Governance

- Most employees were positive about governance, with 75% 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 80% in 2014.
- Most items about the Board of Trustees showed positive results. The most positive Board item (the Board understands and adheres to its roles and responsibilities related to governance) had 81% agreement, and the most negative Board item (the Board treats all constituency and community groups equitably and fairly) had 62% agreement.
- Respondents were not as positive about effective enrollment management as they were about other aspects of instruction and student services.
- Respondents indicated that they have participated in discussions about student outcomes (89% agreement overall; 97% for full-time faculty members) and about student equity (77% agreement overall; 88% for full-time faculty members).
- While employees indicated they are aware of counseling and support services, their perception of student awareness of counseling and support services was considerably lower (95% for employee awareness and 71% for student awareness).

Educational Programs

- Employees were positive about instructional and student services programs.
- Awareness of student learning outcomes was high (95%), as was awareness of program review (91%).

Mission and Institutional Effectiveness

- Most employees said they were aware of the college mission statement (92%), and most said they participated in discussions of the mission statement (64%).

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 65% agreed that food services are satisfactory.
- Employees indicated awareness of emergency planning procedures. Of all employees, 79% said they know where to access an Emergency Procedures Guide, 74% 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 (61%) indicated they understand the budget process, about 52% 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.

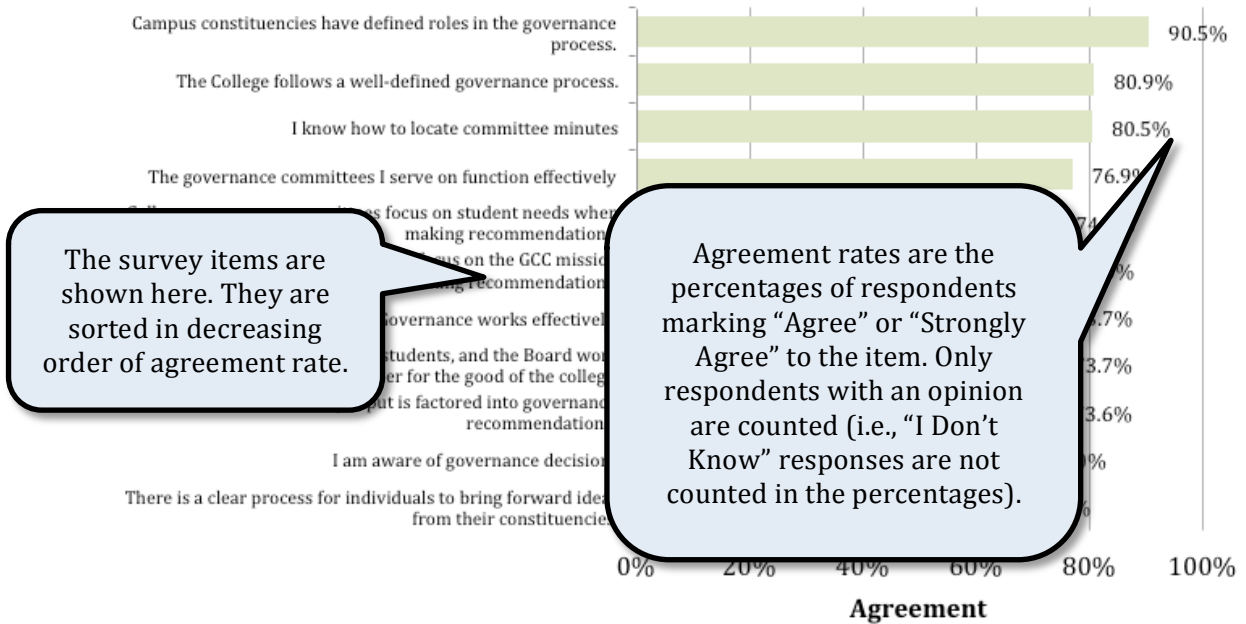
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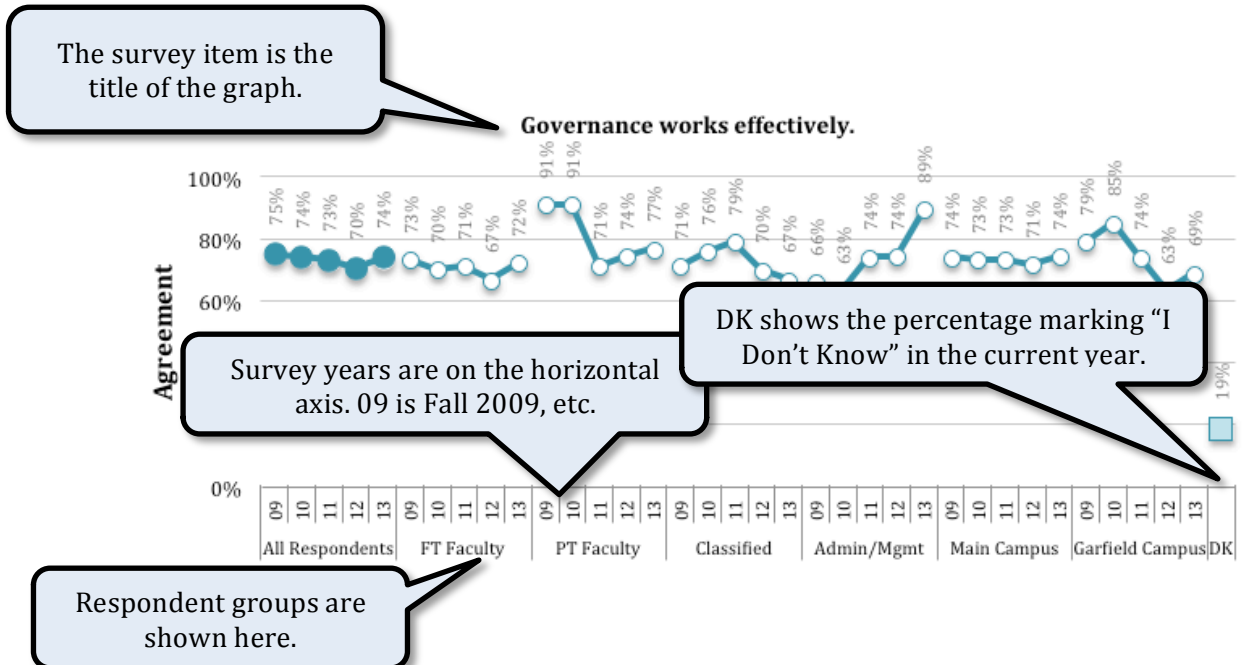
Reading the Graphs

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:



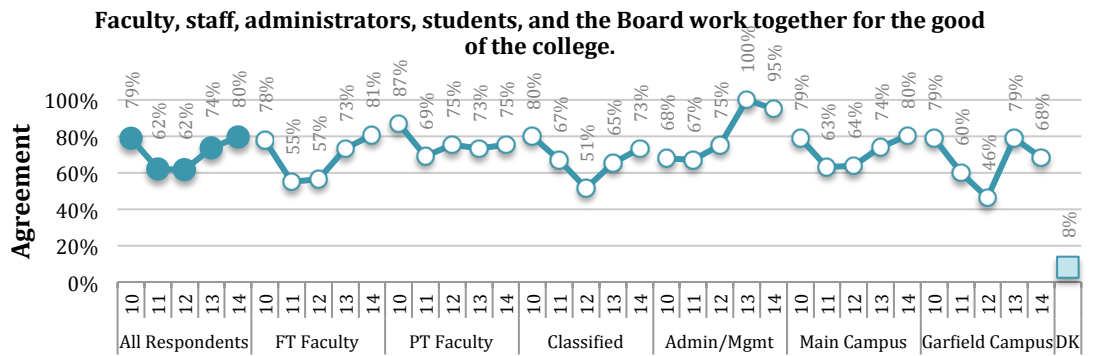
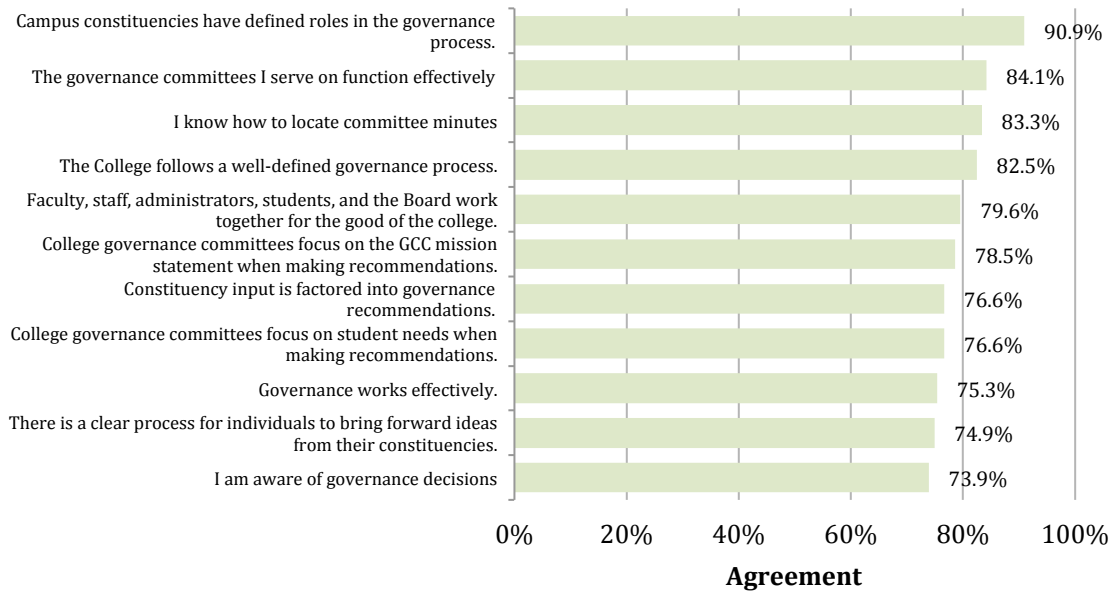
Graph Showing Response Trend for Single Survey Item:



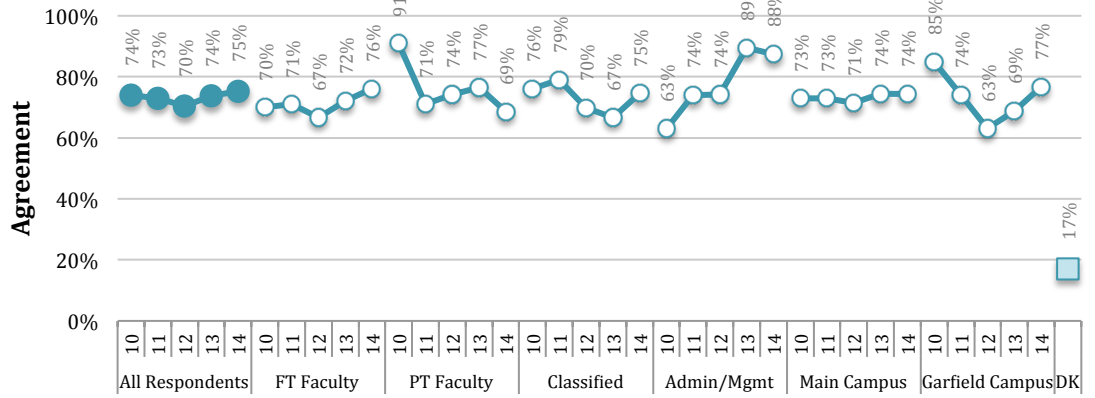
Part 1. Governance and Leadership Items

Governance Items

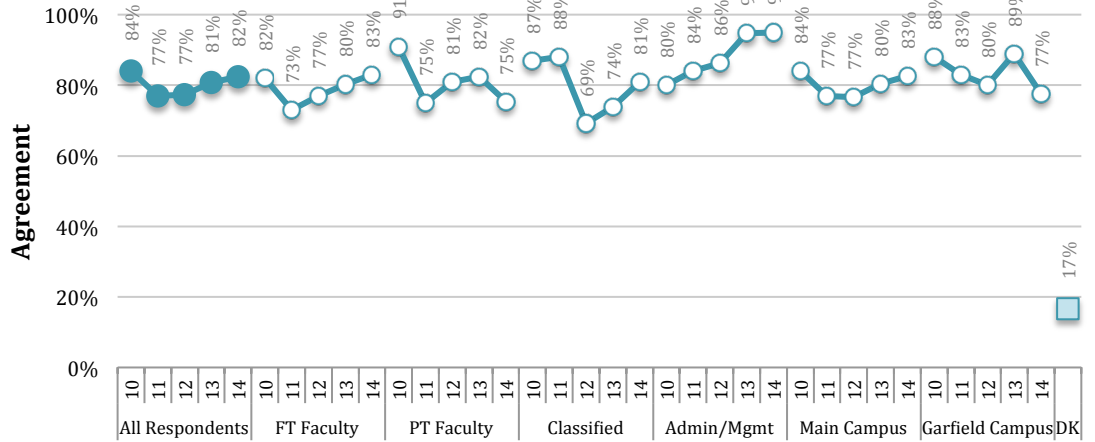
Governance Items



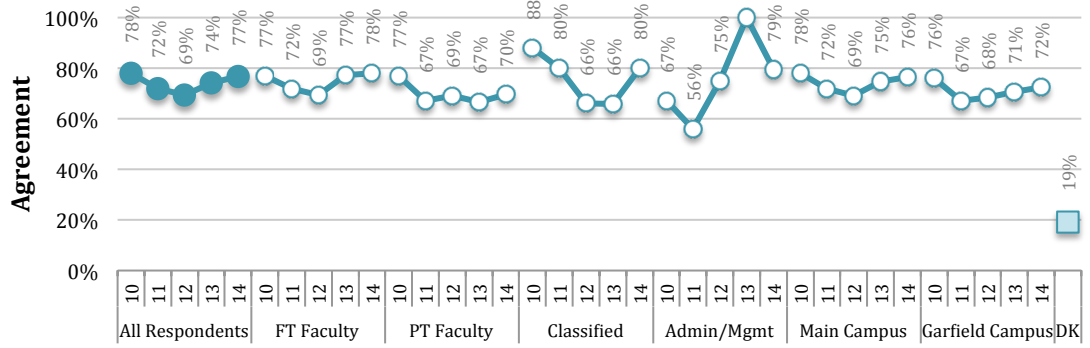
Governance works effectively.



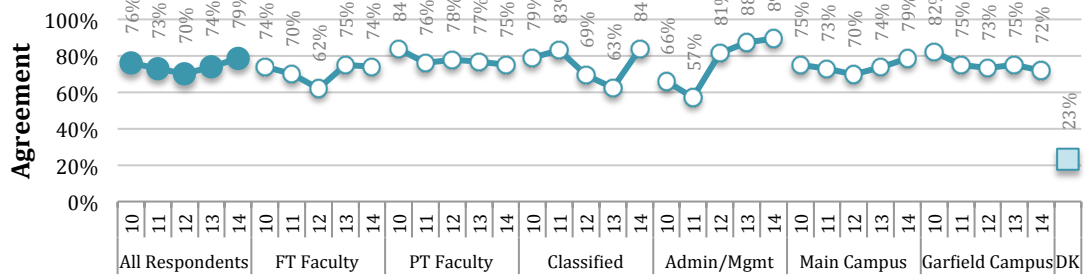
The College follows a well-defined governance process.



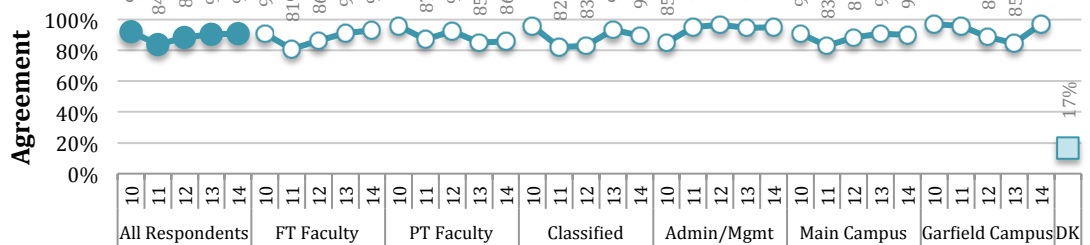
College governance committees focus on student needs when making recommendations.



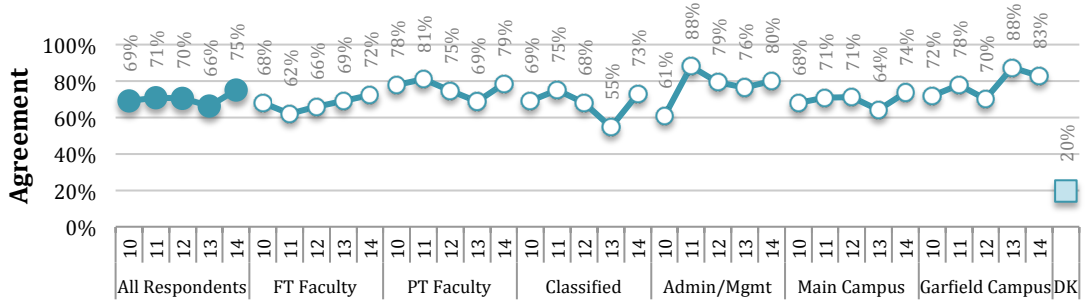
College governance committees focus on the GCC mission statement when making recommendations.



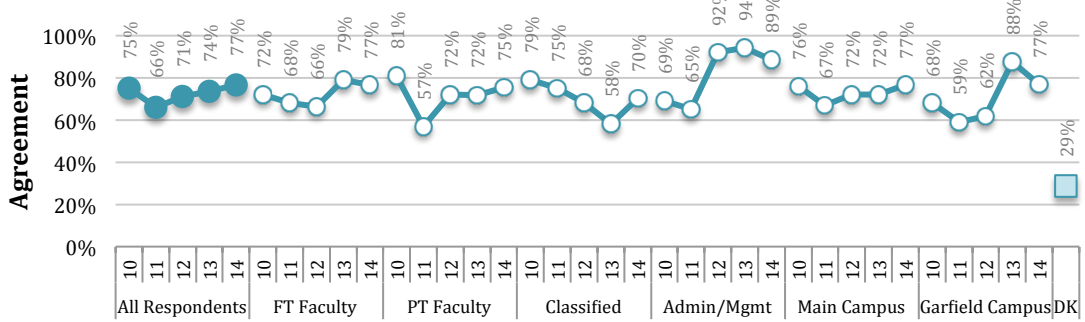
Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.



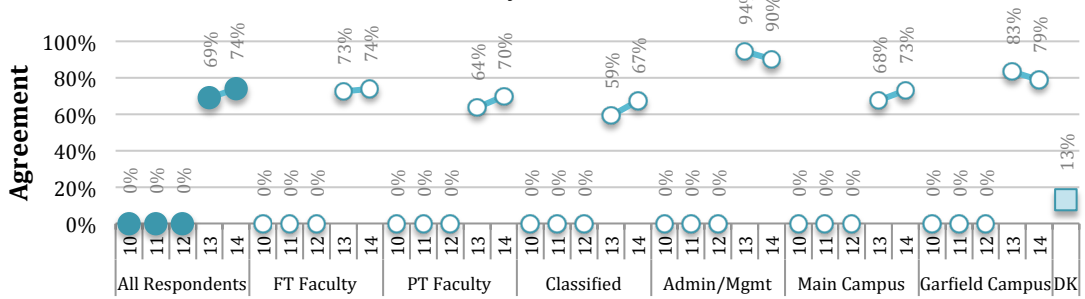
There is a clear process for individuals to bring forward ideas from their constituencies.



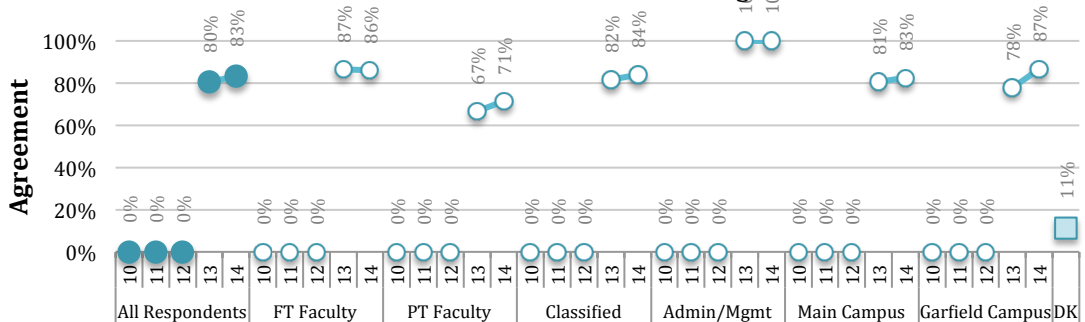
Constituency input is factored into governance recommendations.



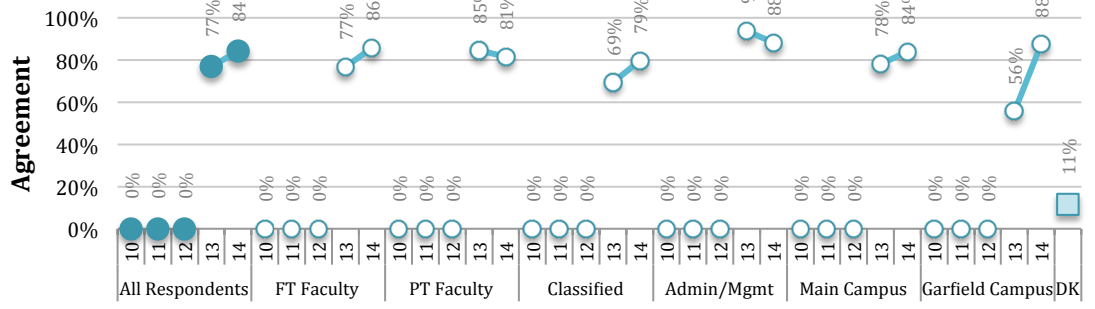
I am aware of the decisions and recommendations made by the governance system.



I know how to locate committee minutes to find out about governance decisions.

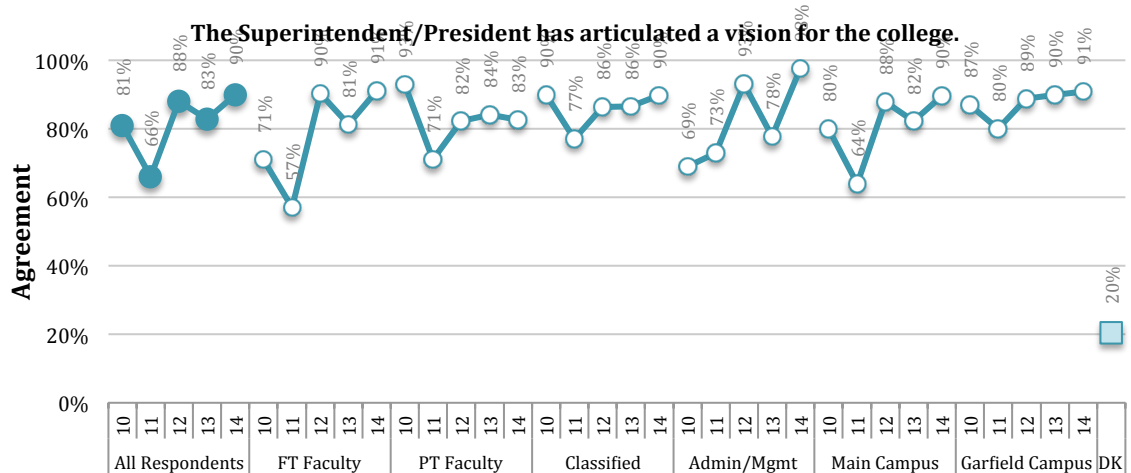
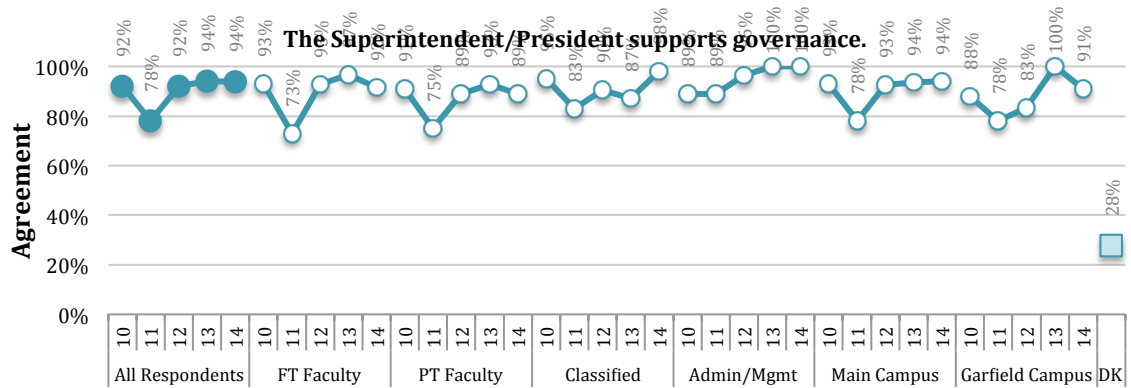
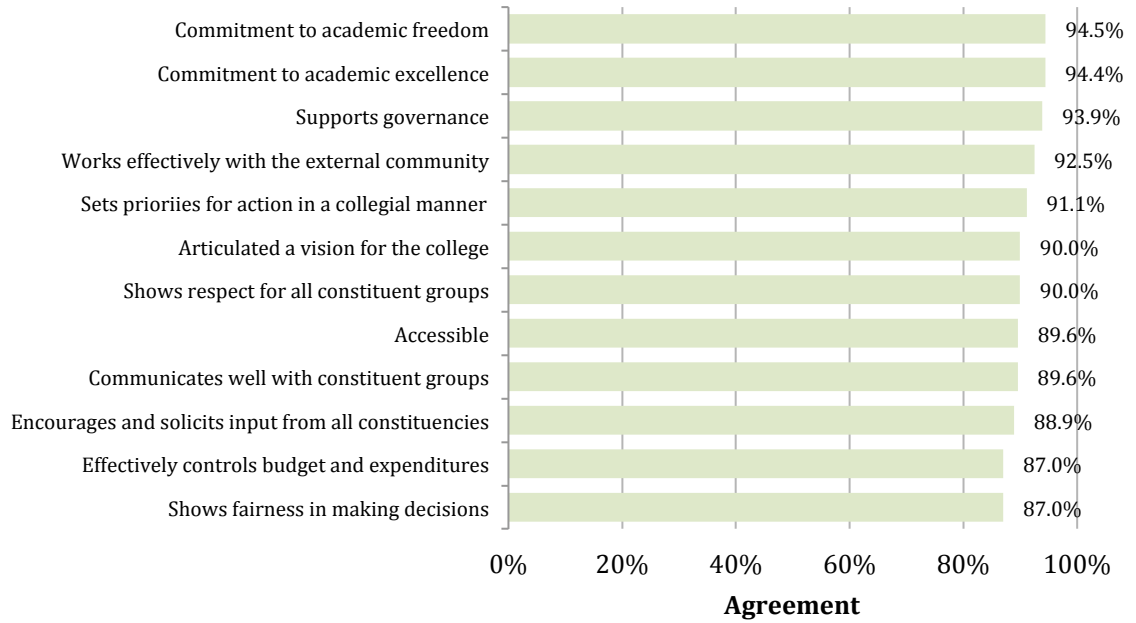


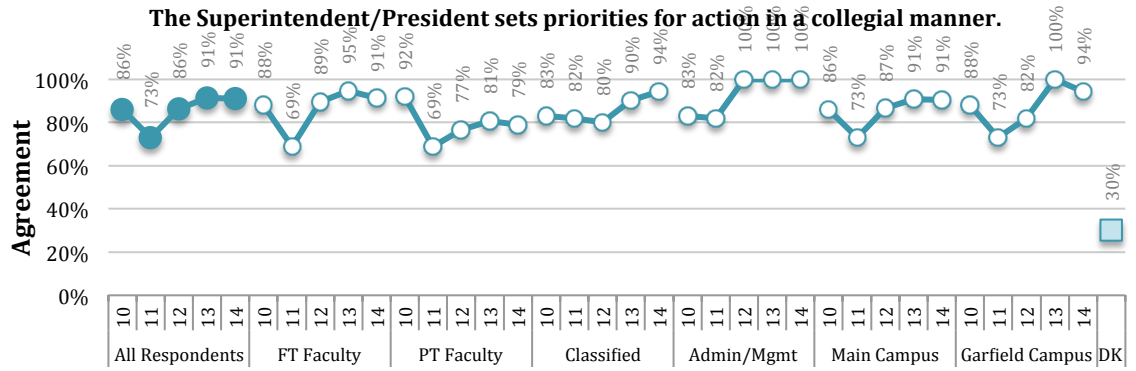
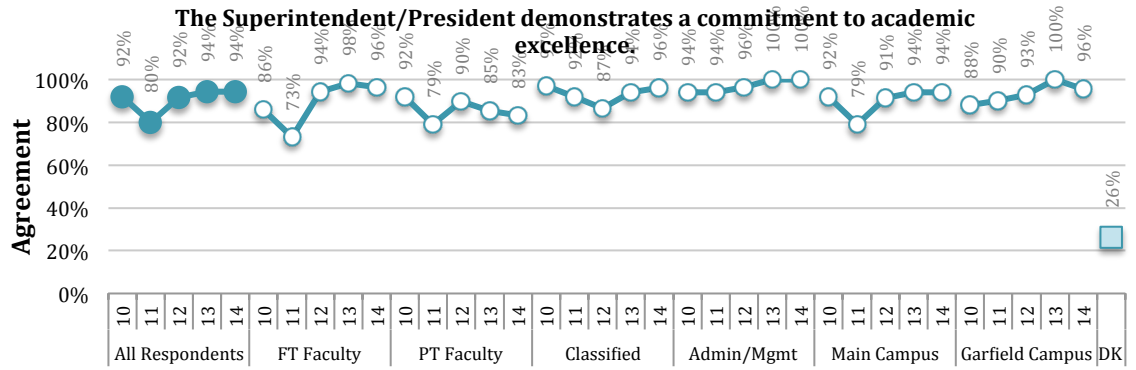
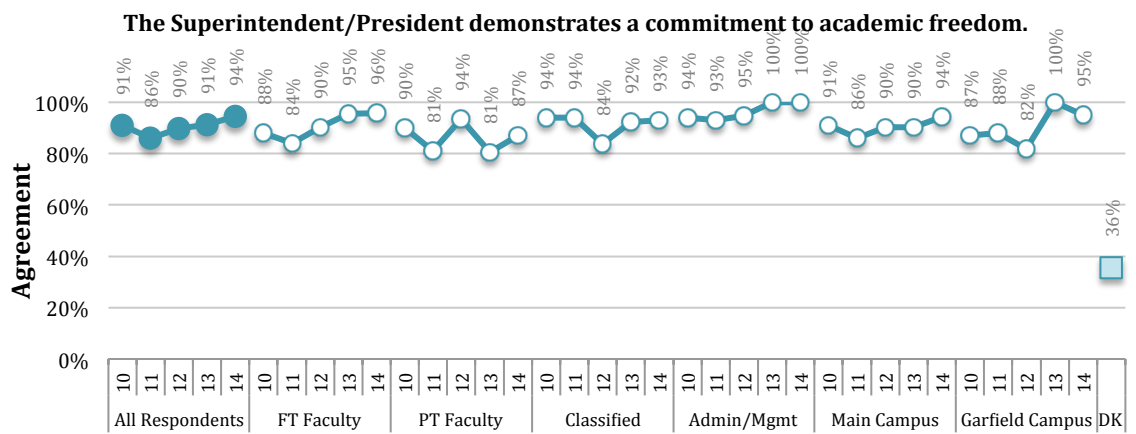
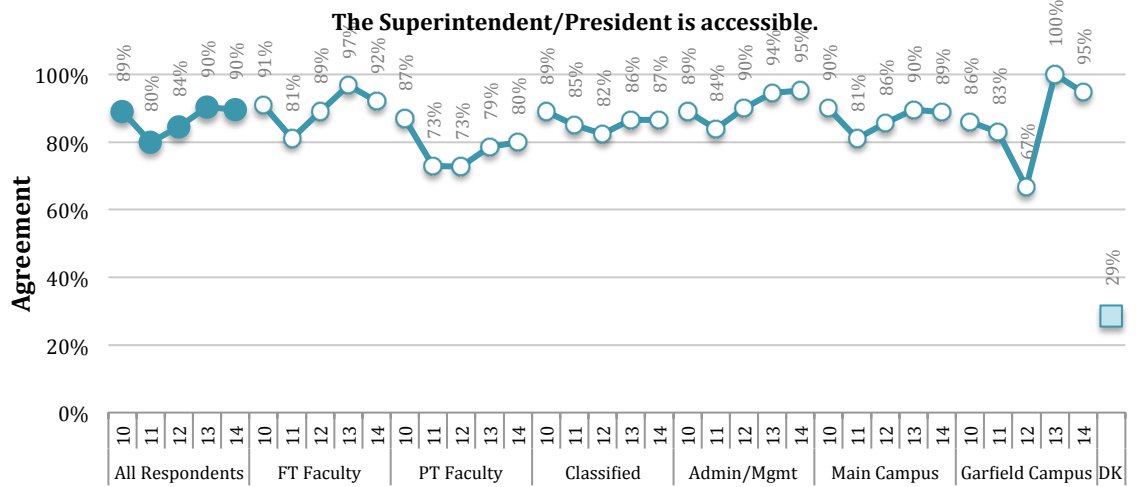
The governance committees that I serve on function effectively.

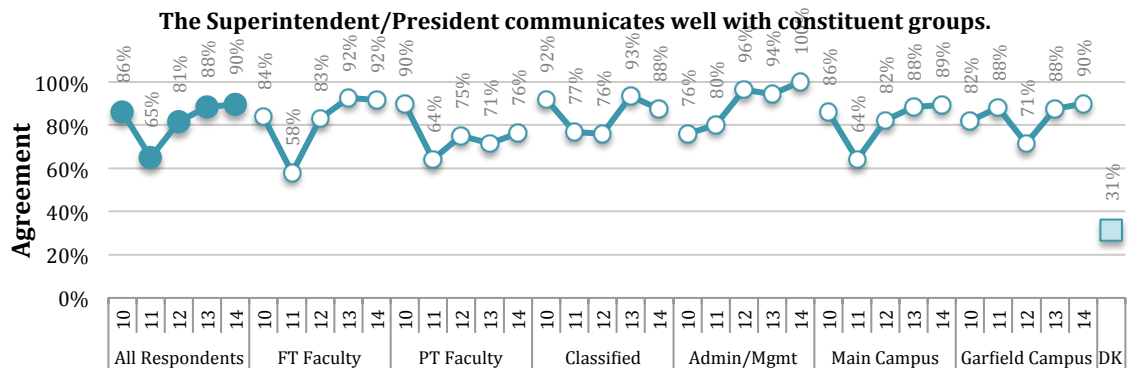
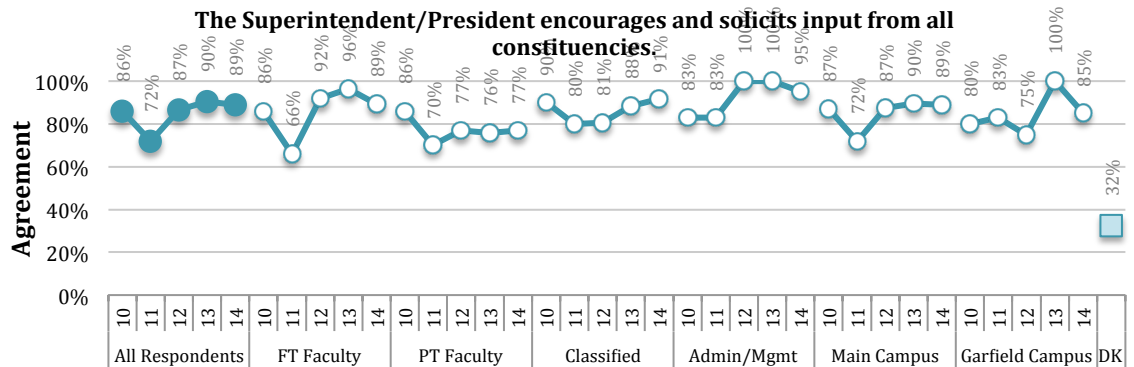
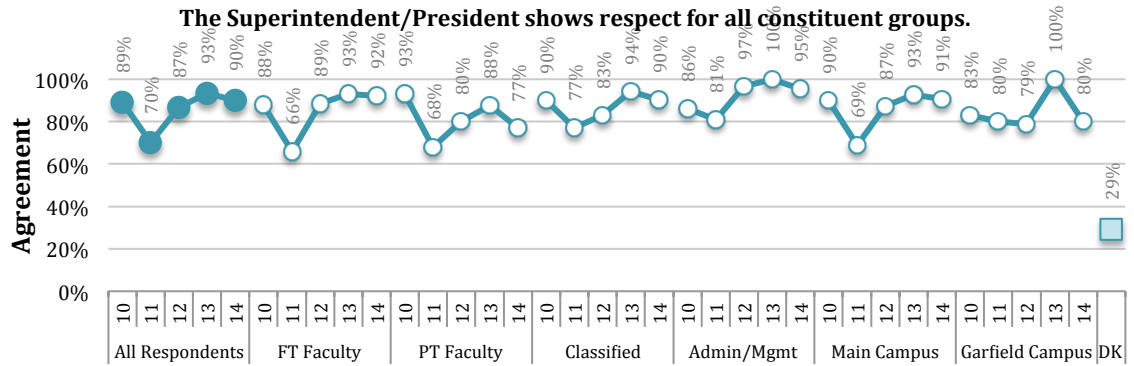
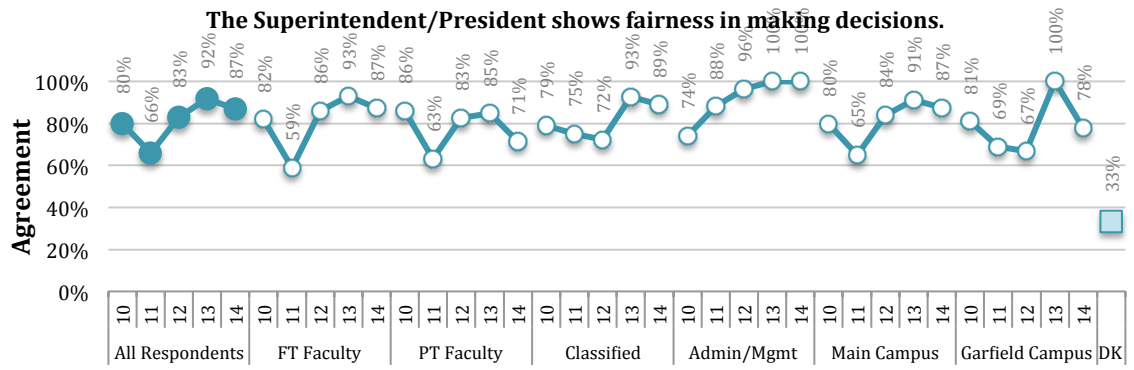


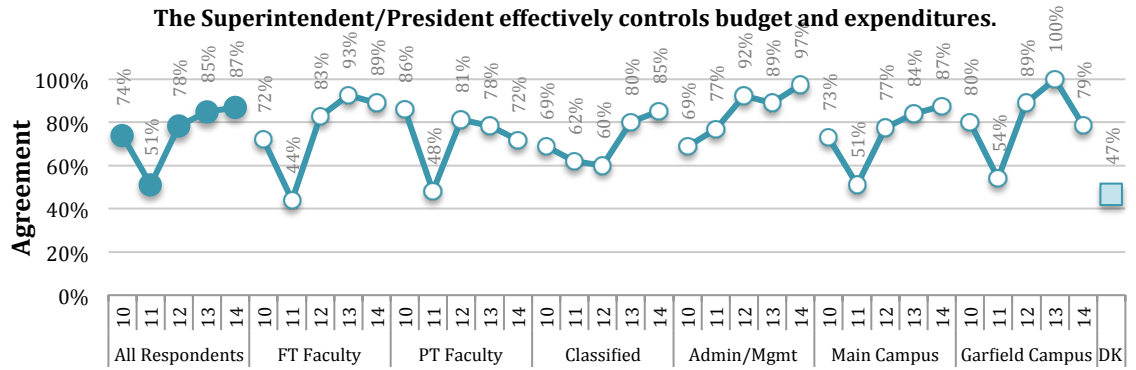
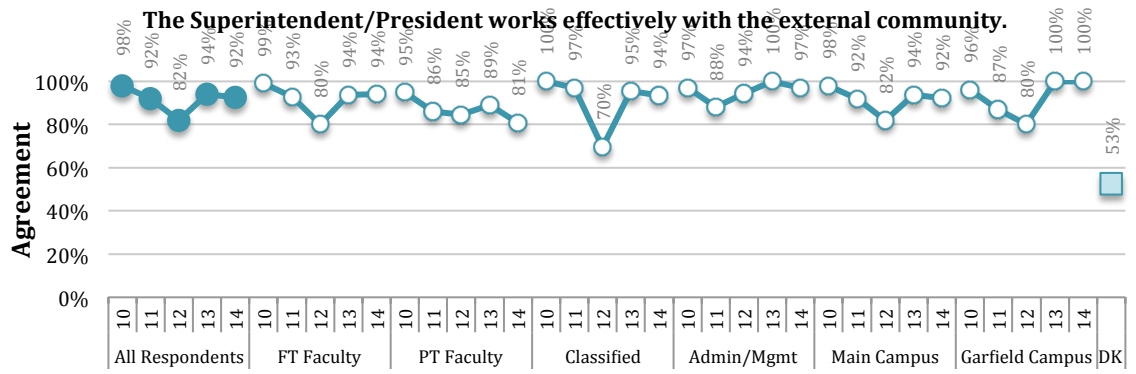
Superintendent/President Items

Superintendent/President Items

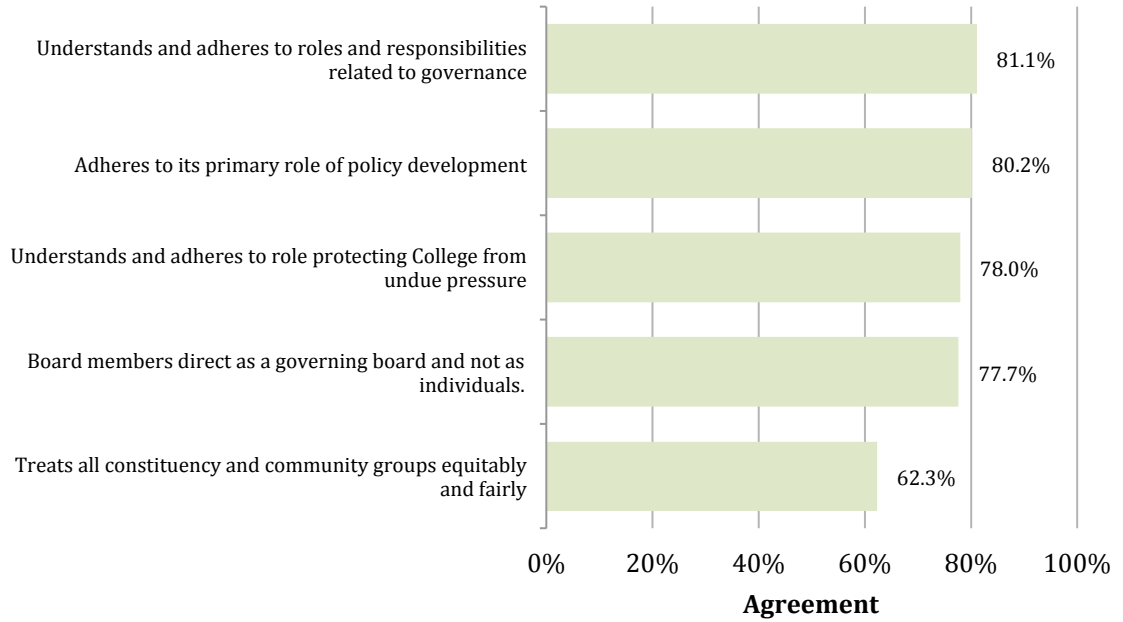




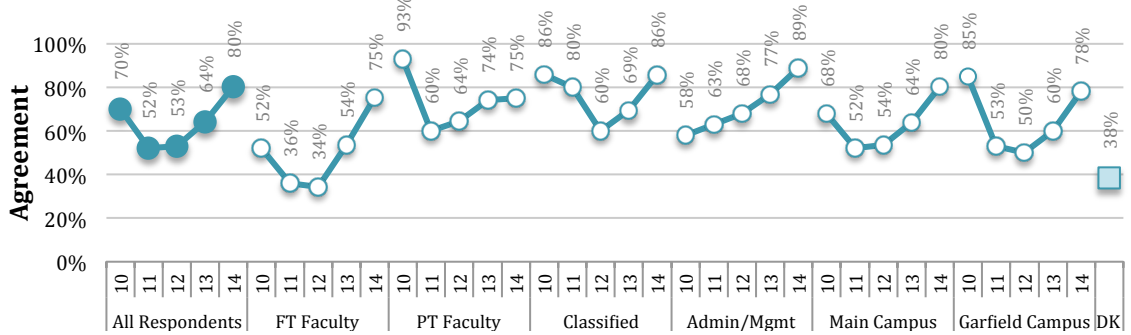




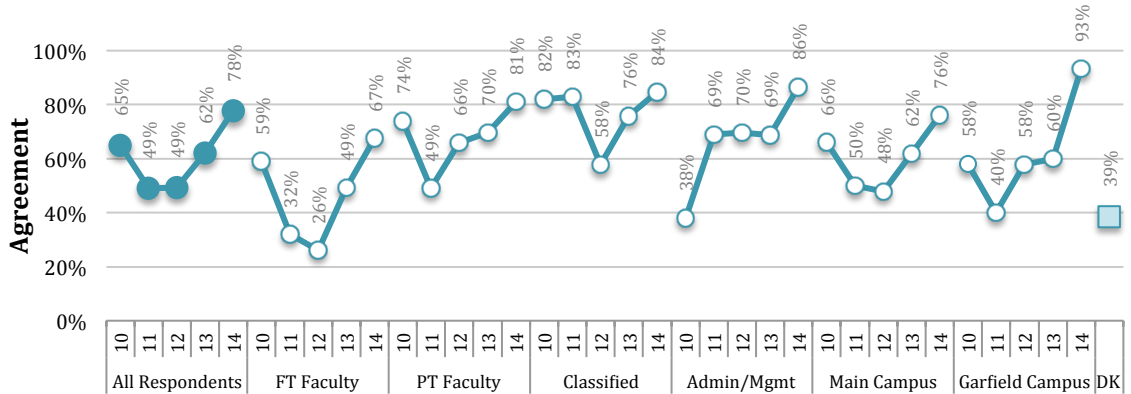
Board of Trustees Items



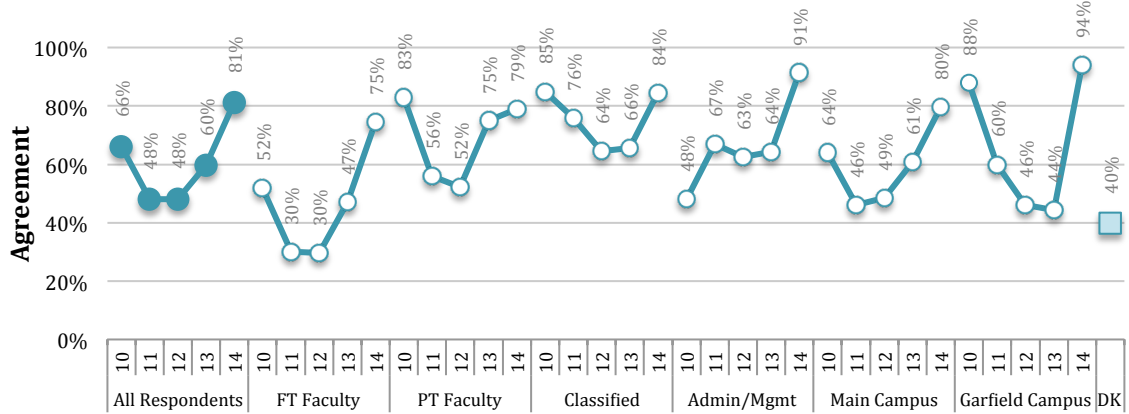
The Board adheres to its primary role of policy development.



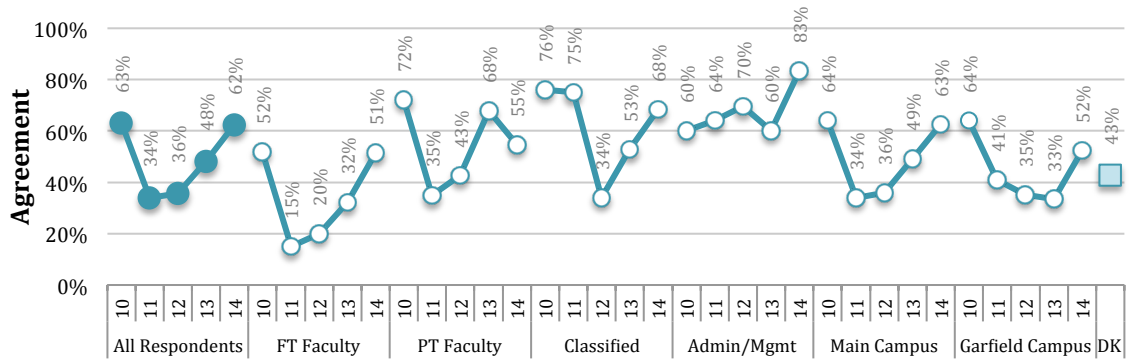
Board members direct as a governing board and not as individuals.



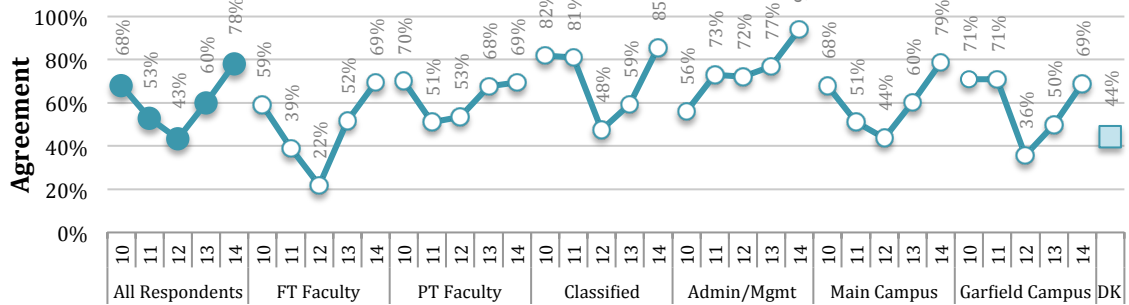
The Board understands and adheres to its roles and responsibilities related to governance.



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

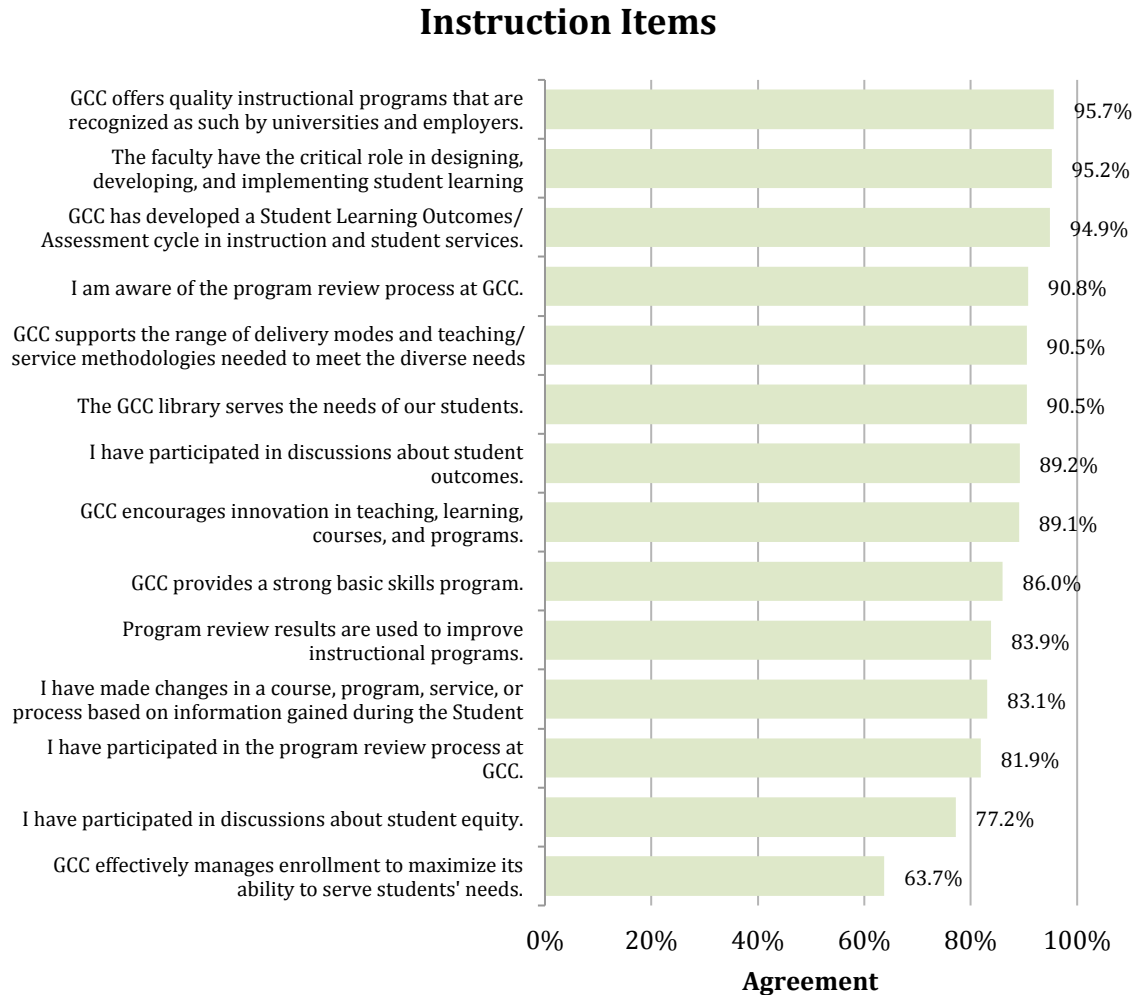


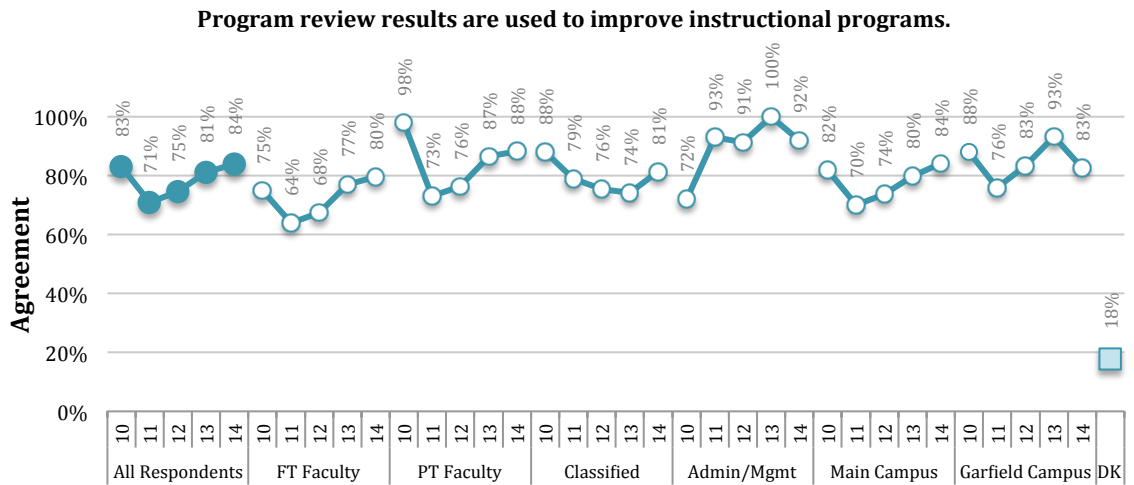
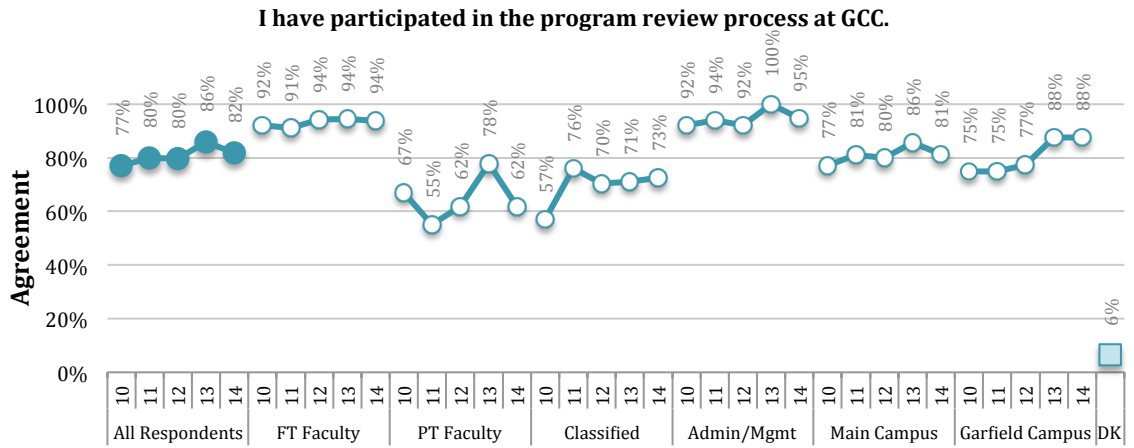
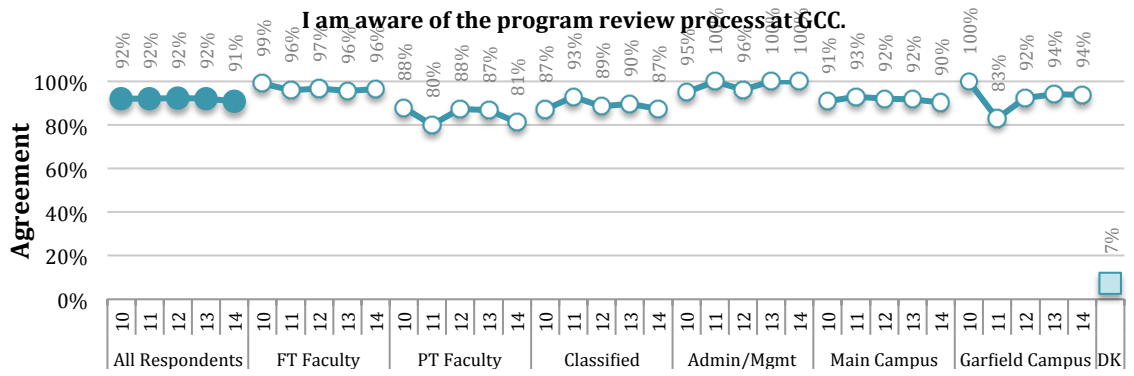
The Board understands and adheres to its role in protecting the College from undue pressure.

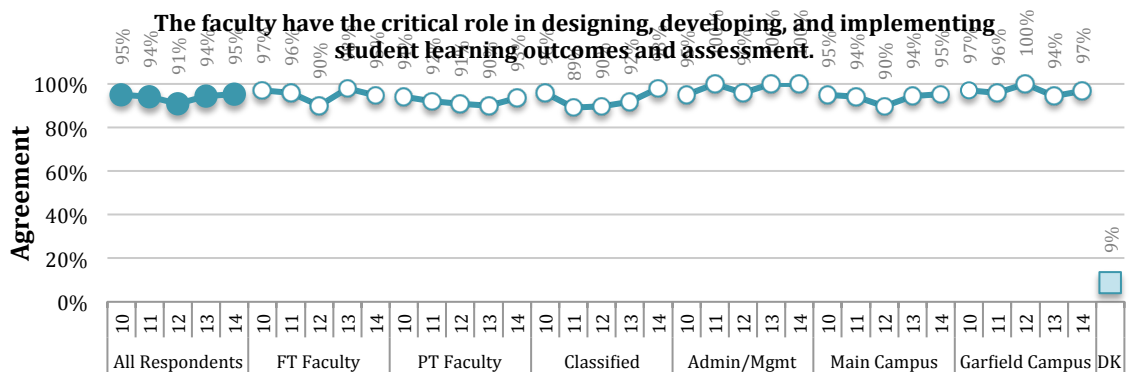
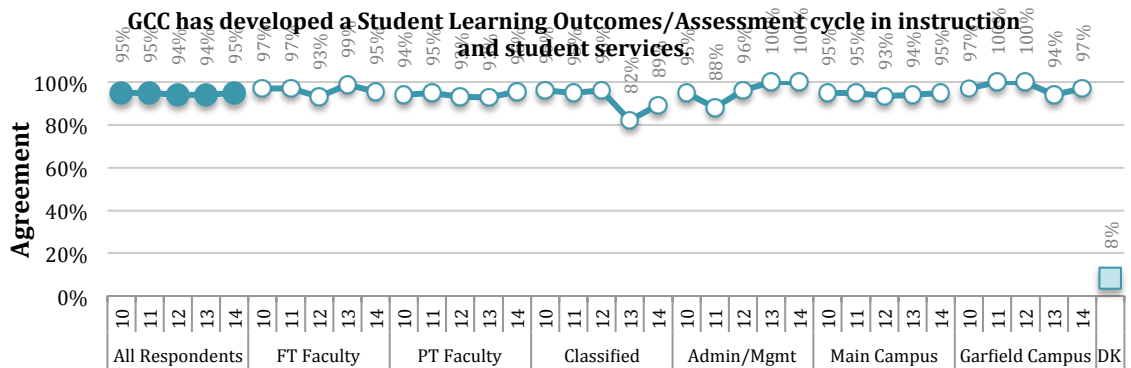
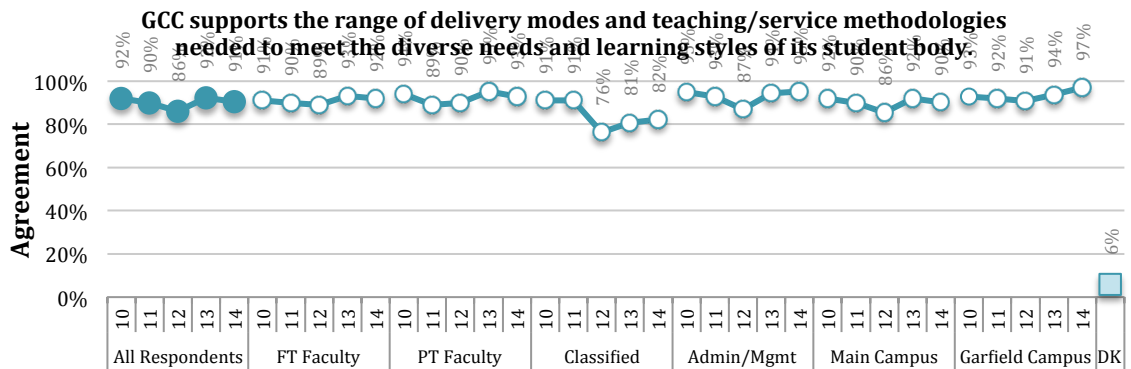
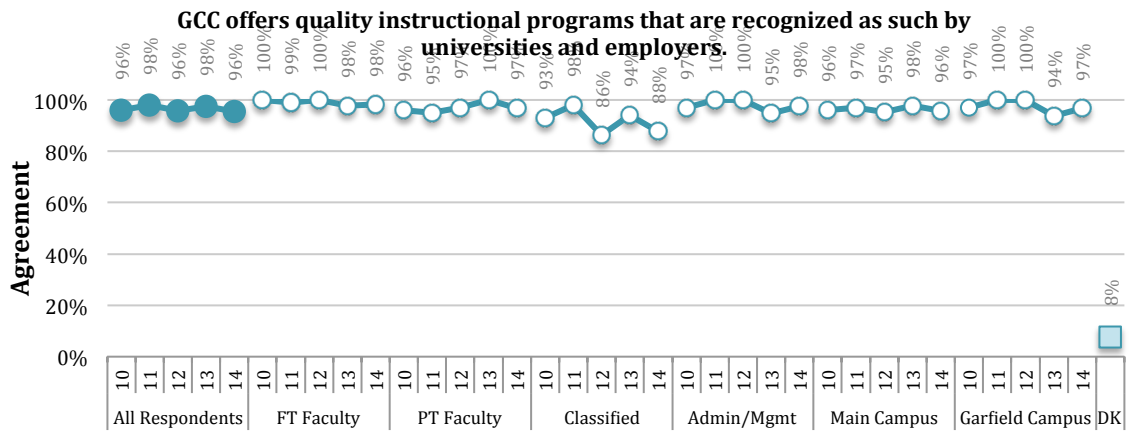


Part 2. Educational Programs and Services Items

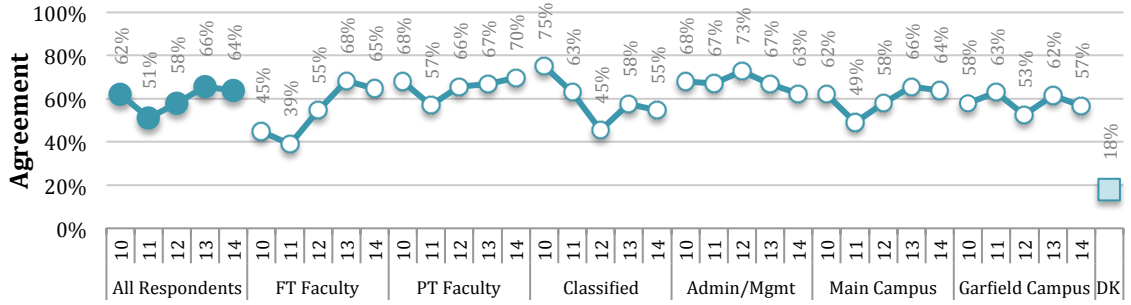
Instruction Items



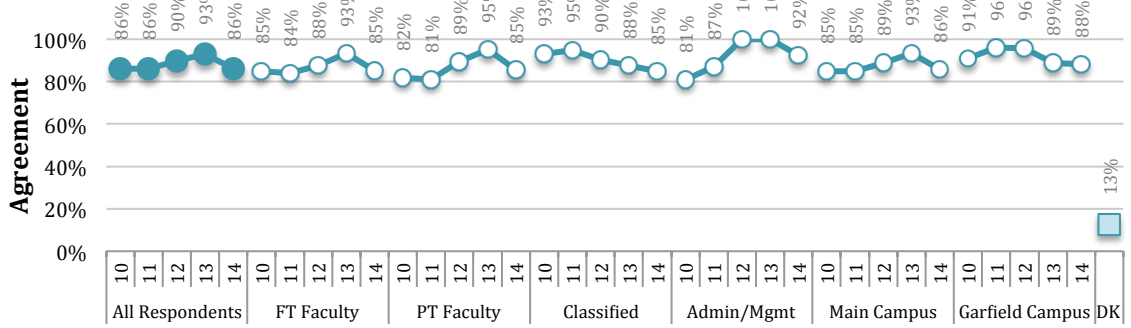




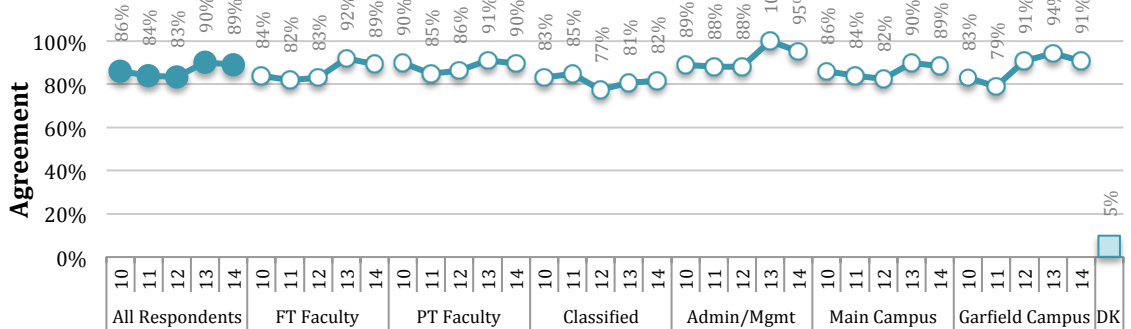
GCC effectively manages enrollment to maximize its ability to serve students' needs.



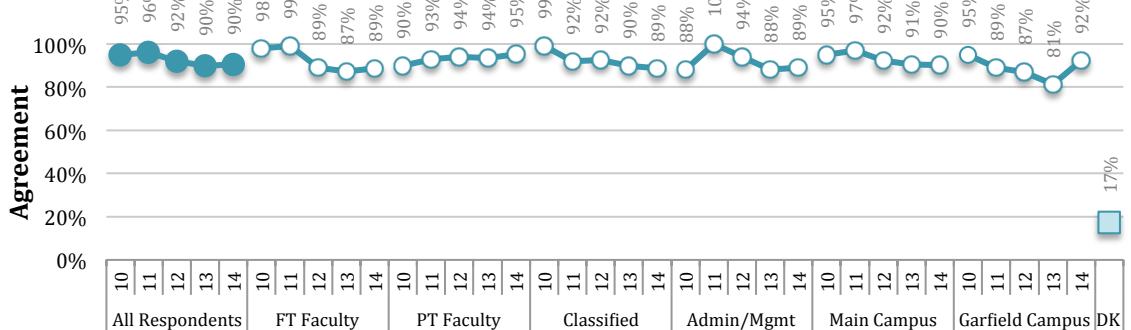
GCC provides a strong basic skills program.



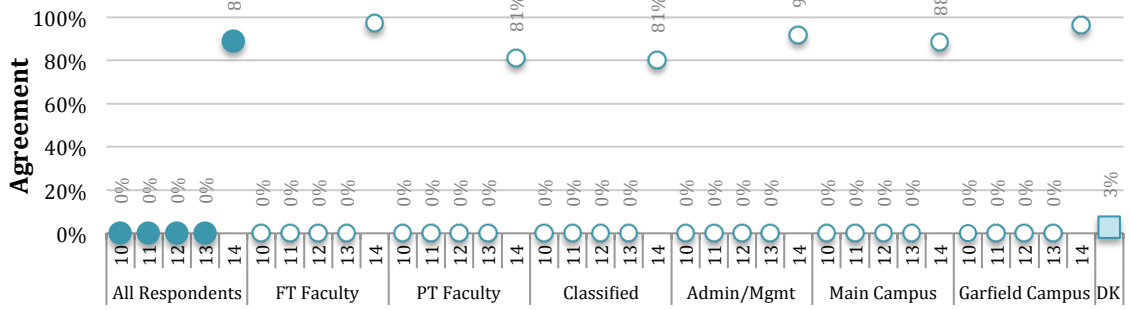
GCC encourages innovation in teaching, learning, courses, and programs.



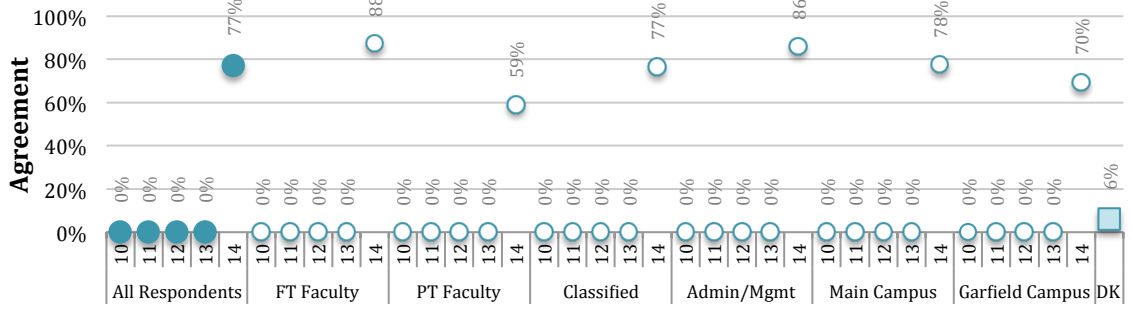
The GCC library serves the needs of our students.



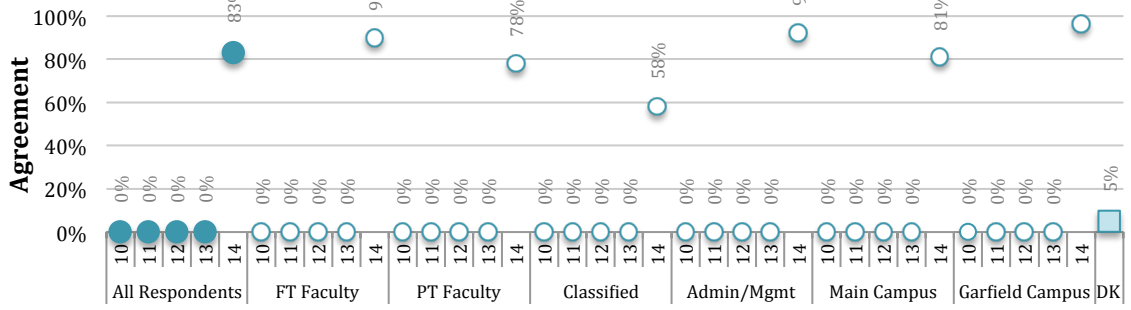
I have participated in discussions about student outcomes.



I have participated in discussions about student equity.

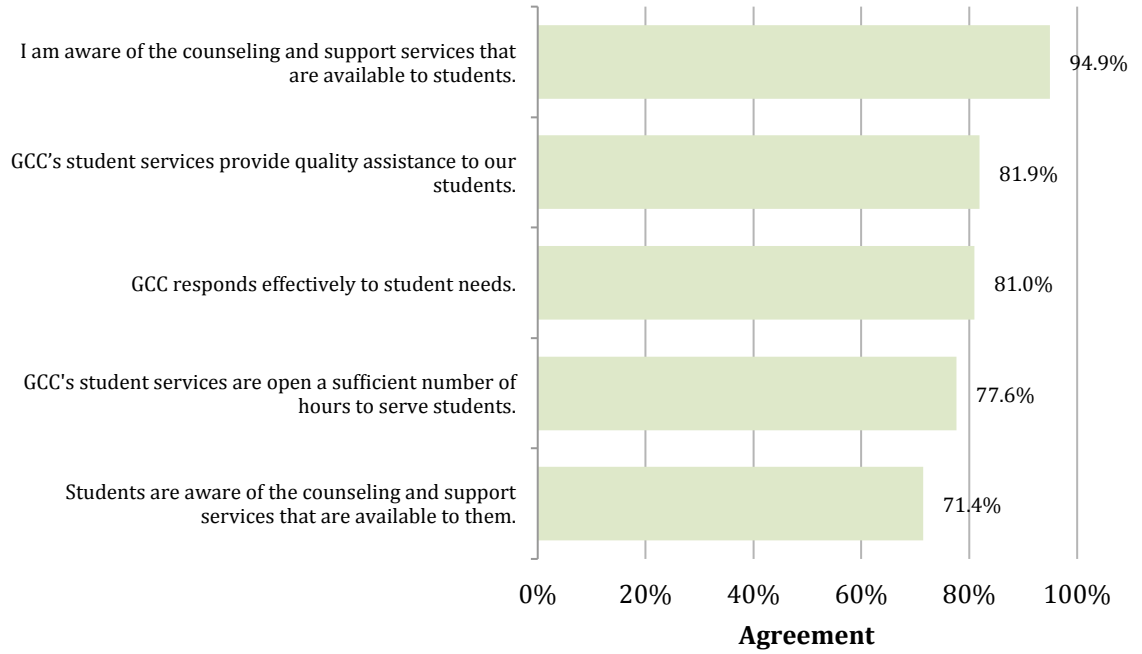


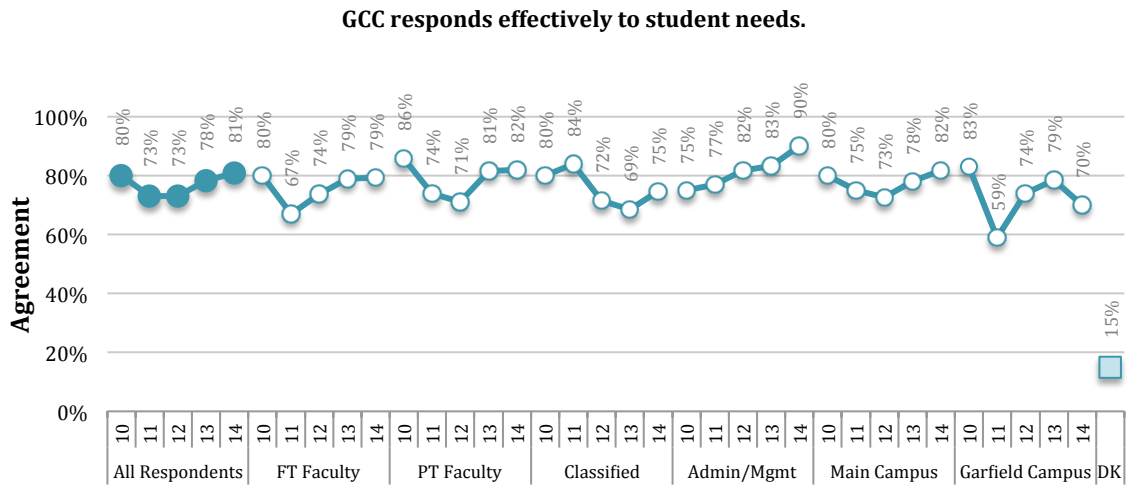
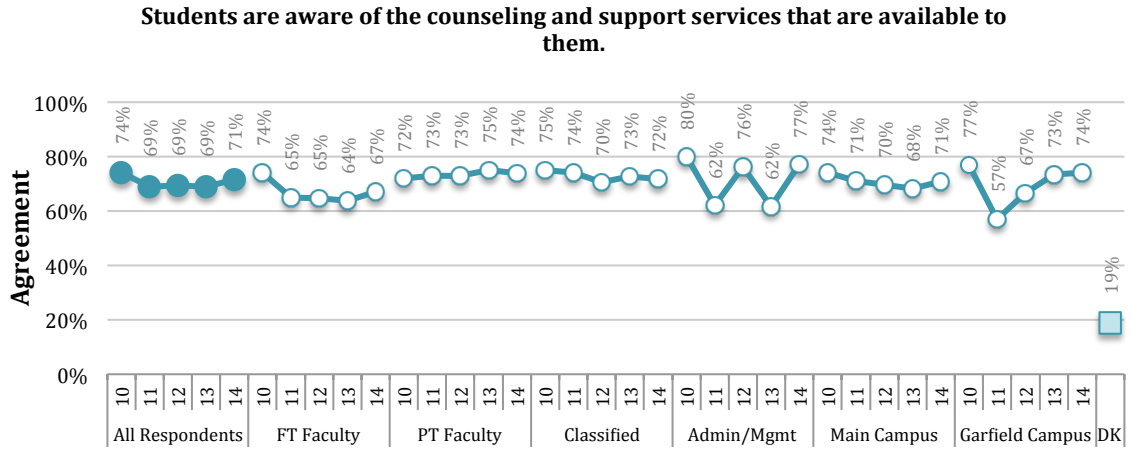
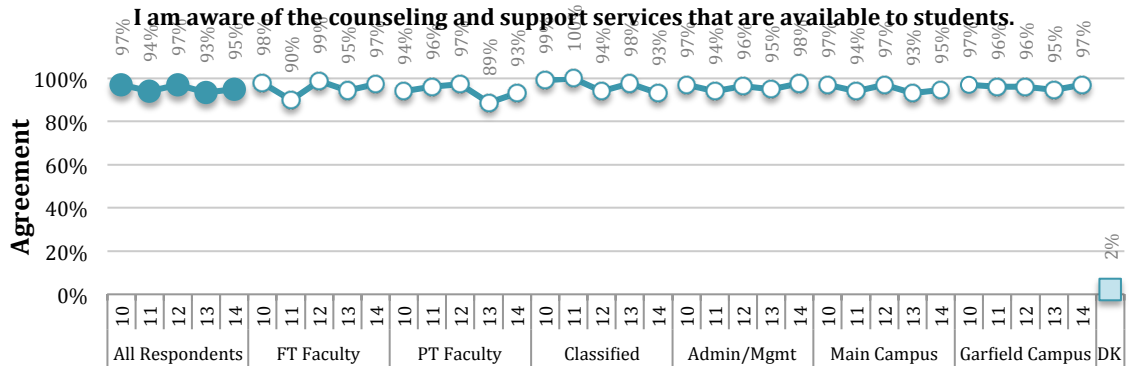
I have made changes in a course, program, service, or process based on information gained during the Student Learning Outcomes Assessment Cycle.



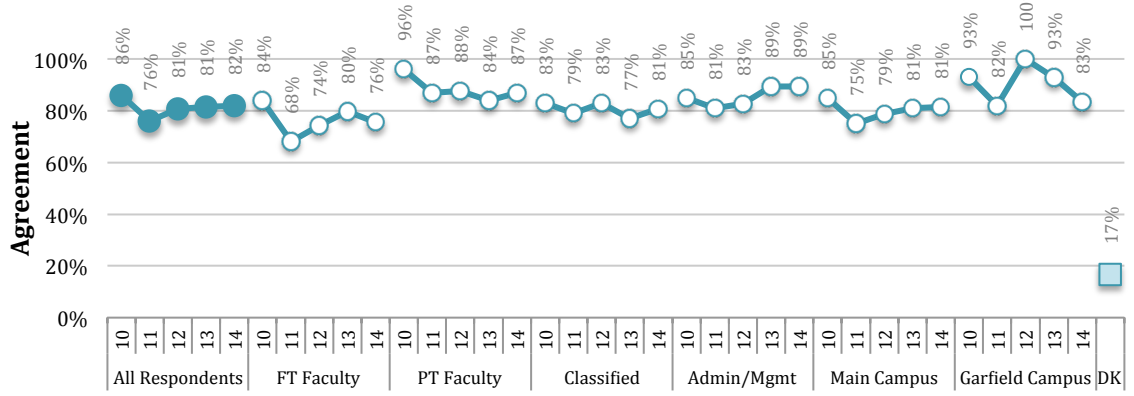
Student Services Items

Student Services Items

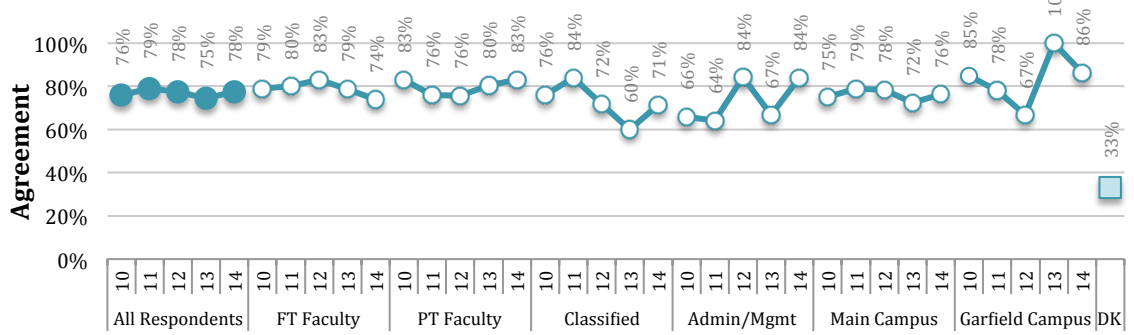




GCC's student services provide quality assistance to our students.

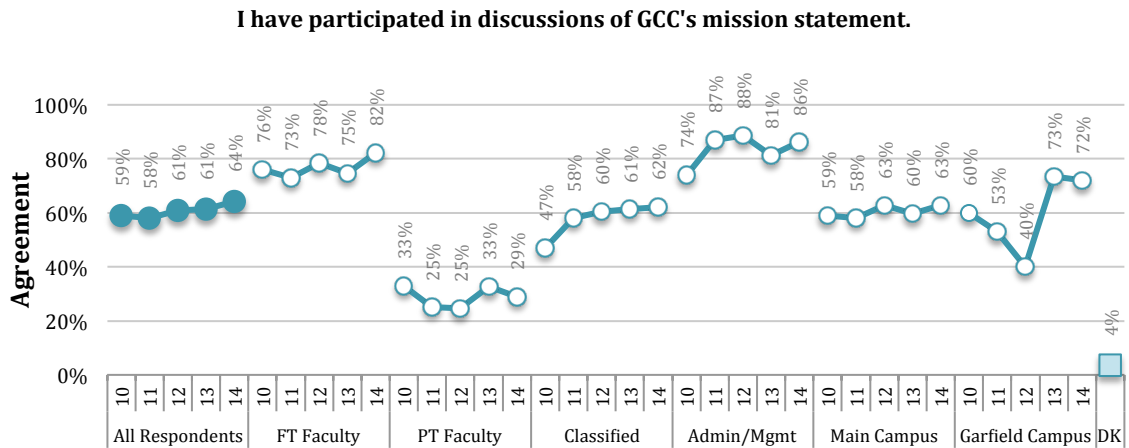
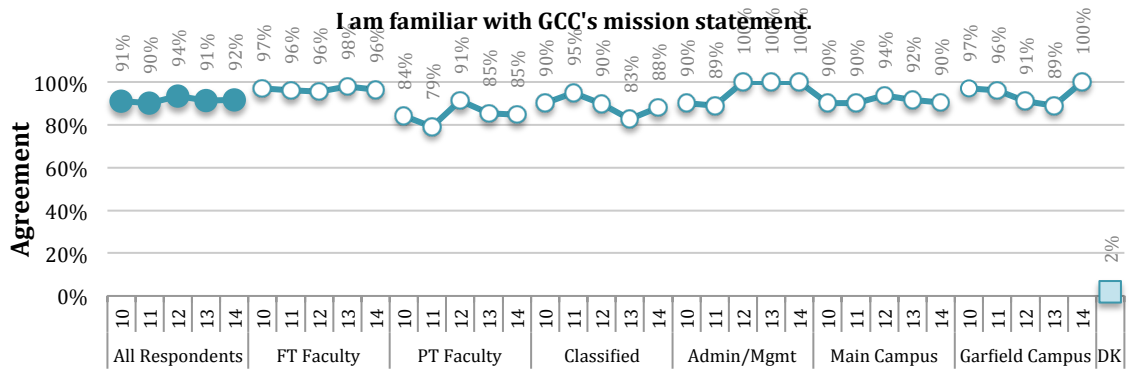
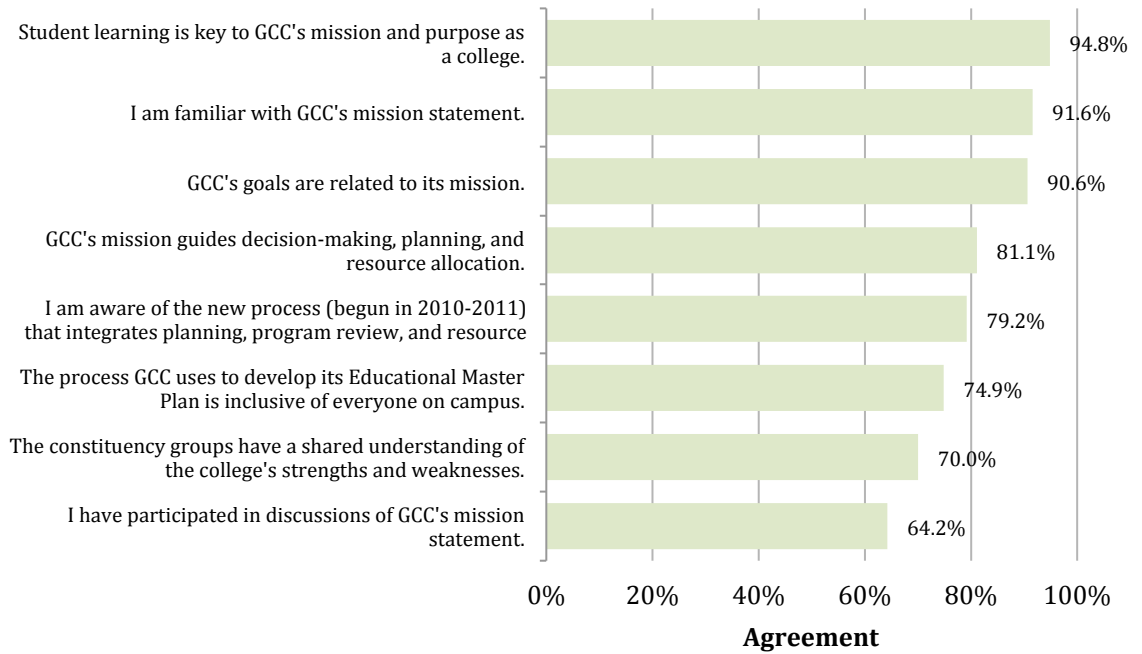


GCC's student services are open a sufficient number of hours to serve students.

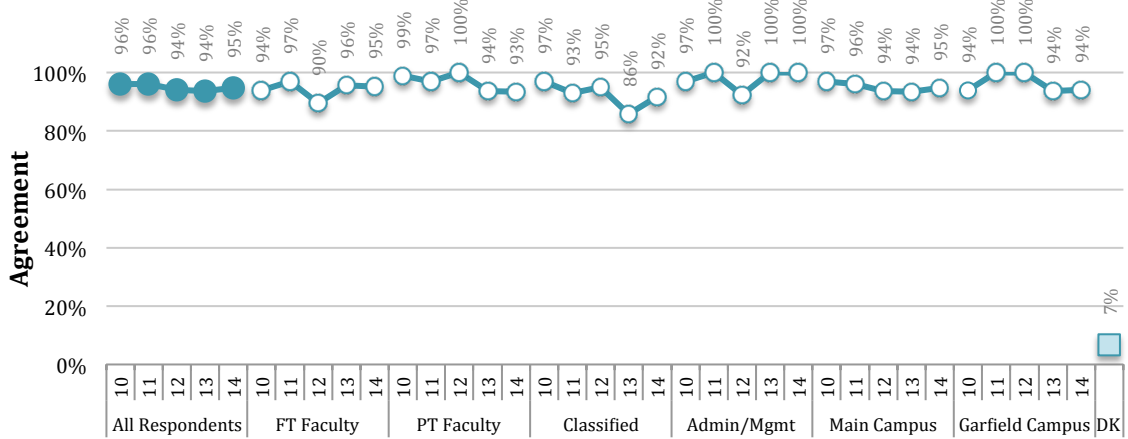


Part 3. Mission and Institutional Effectiveness Items

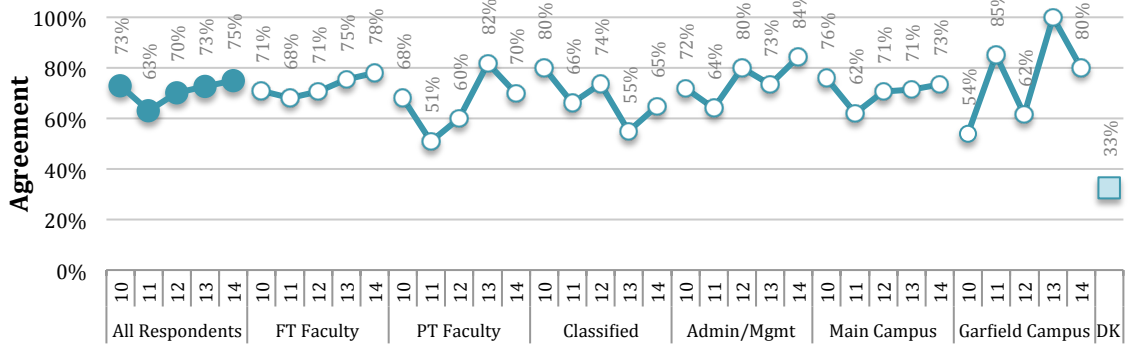
Mission and Institutional Effectiveness Items



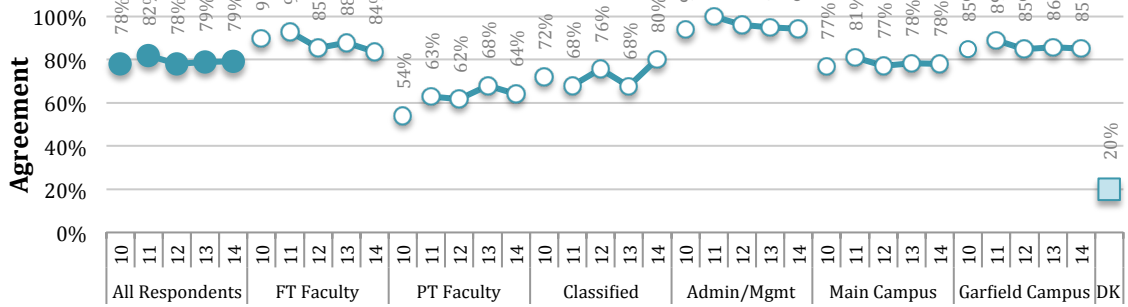
Student learning is key to GCC's mission and purpose as a college.



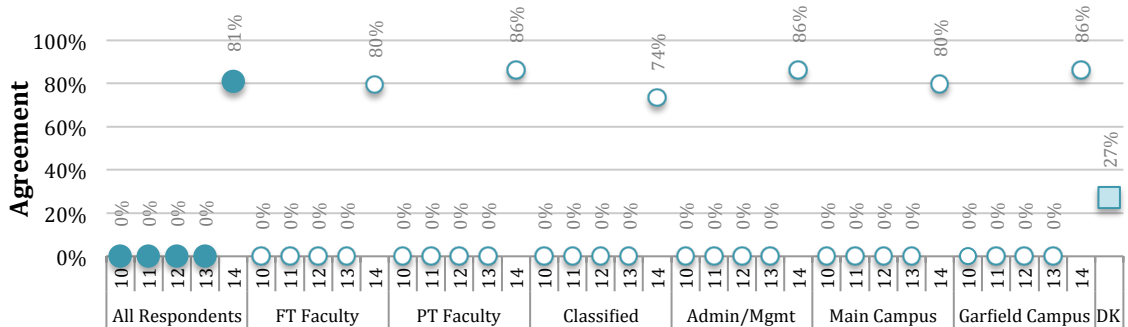
The process GCC uses to develop its Educational Master Plan is inclusive of everyone on campus.

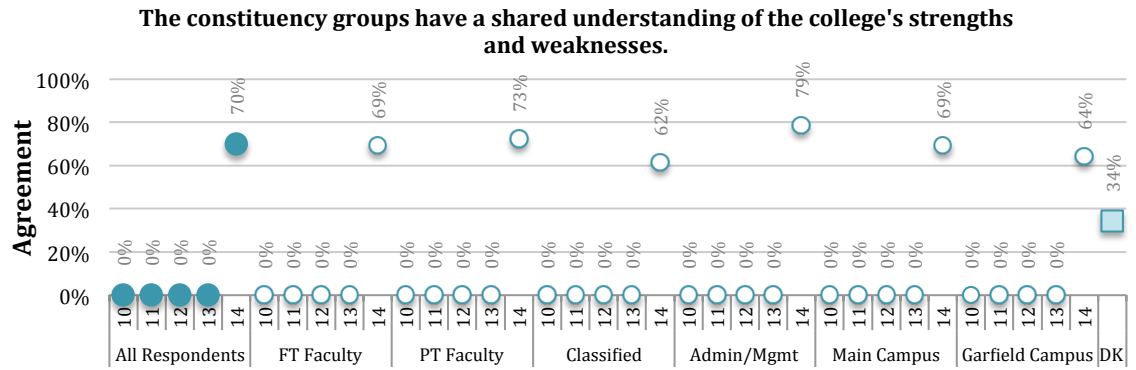
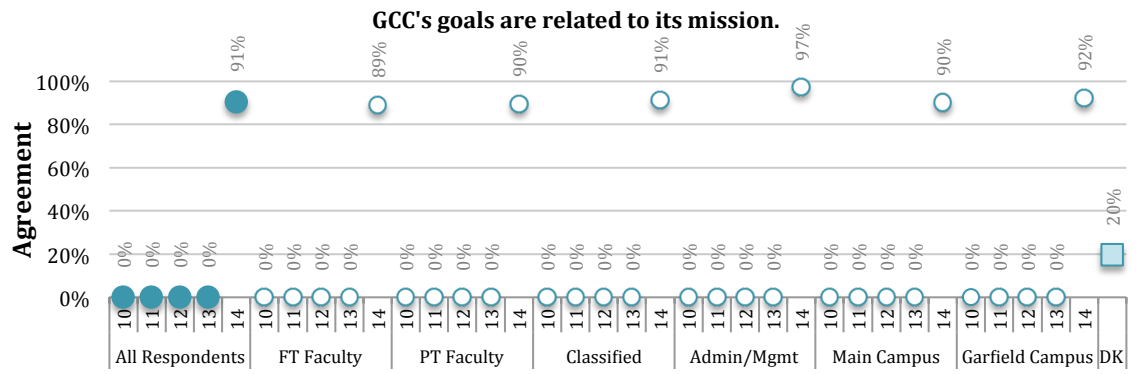


I am aware of the new process (began in 2010-2011) that integrates planning, program review, and resource allocation.



GCC's mission guides decision-making, planning, and resource allocation.

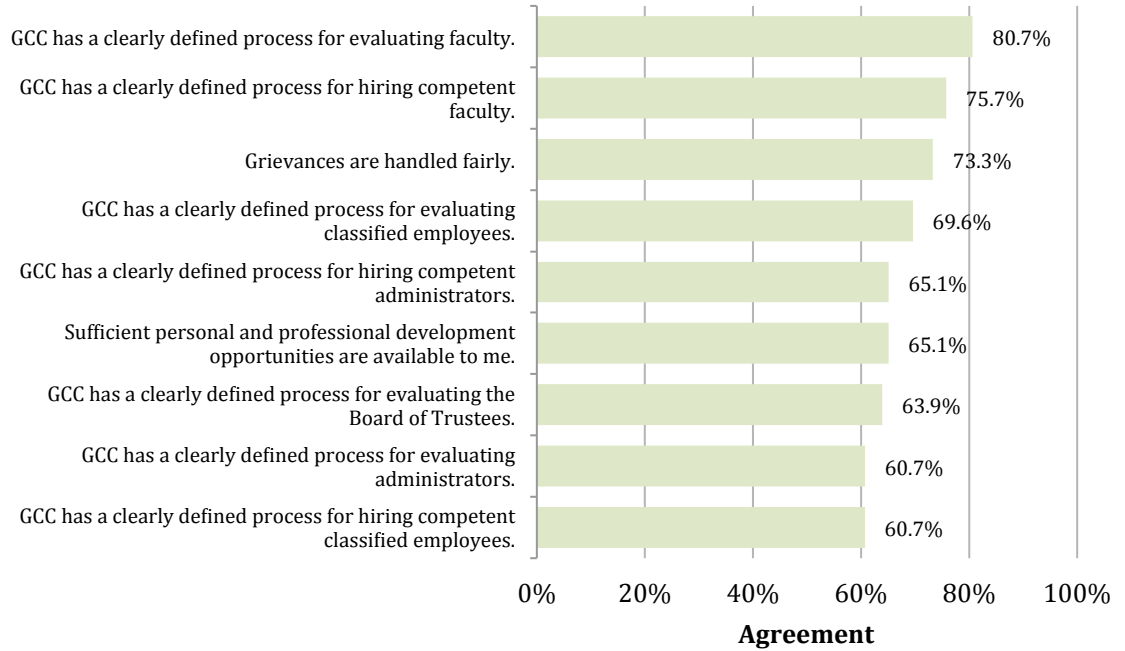




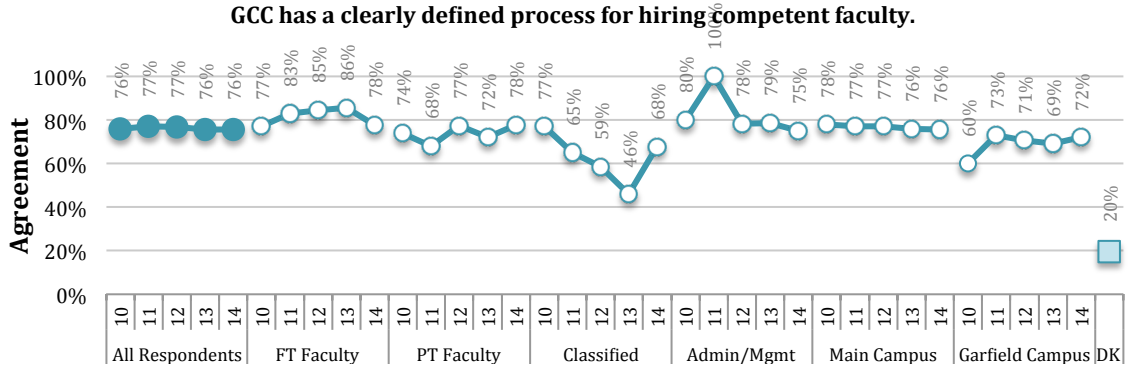
Part 4. Resources Items

Human Resources Items

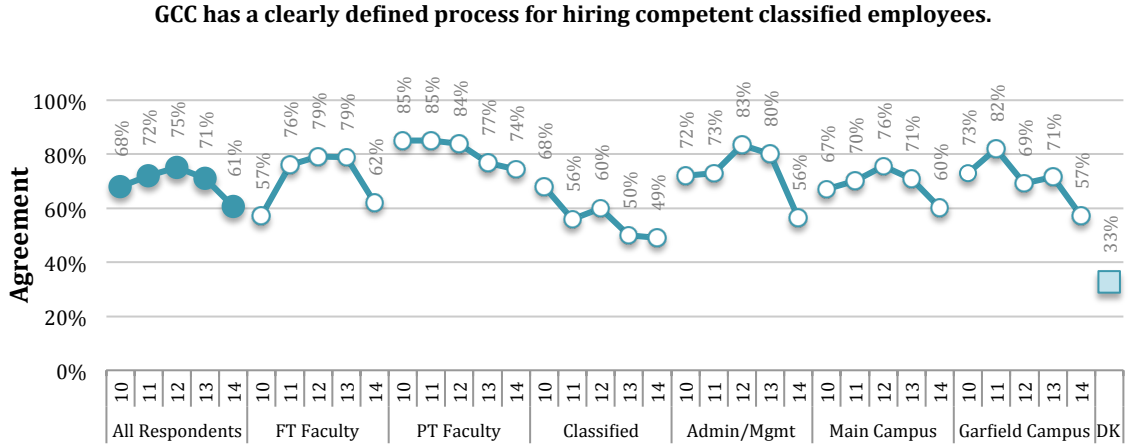
Human Resources Items



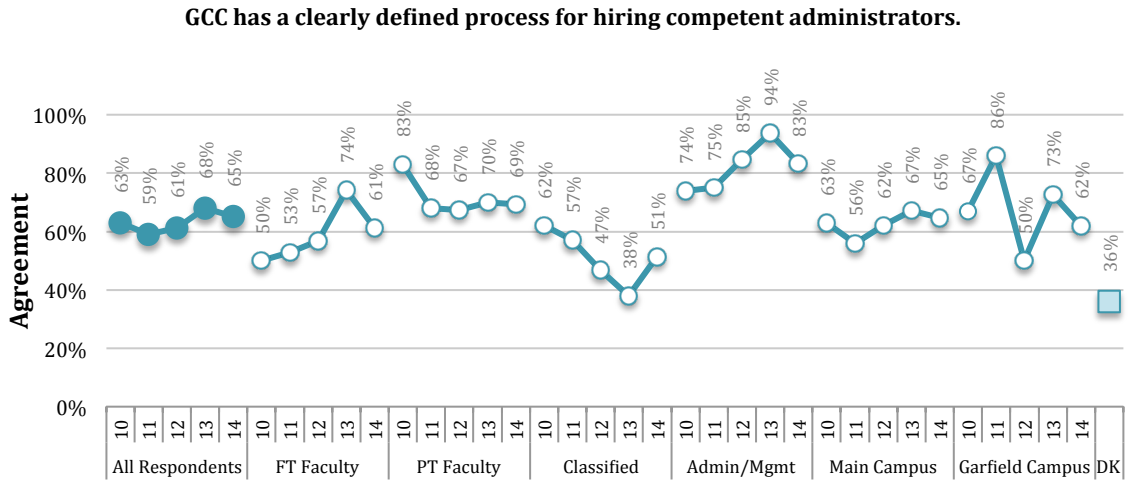
GCC has a clearly defined process for hiring competent faculty.



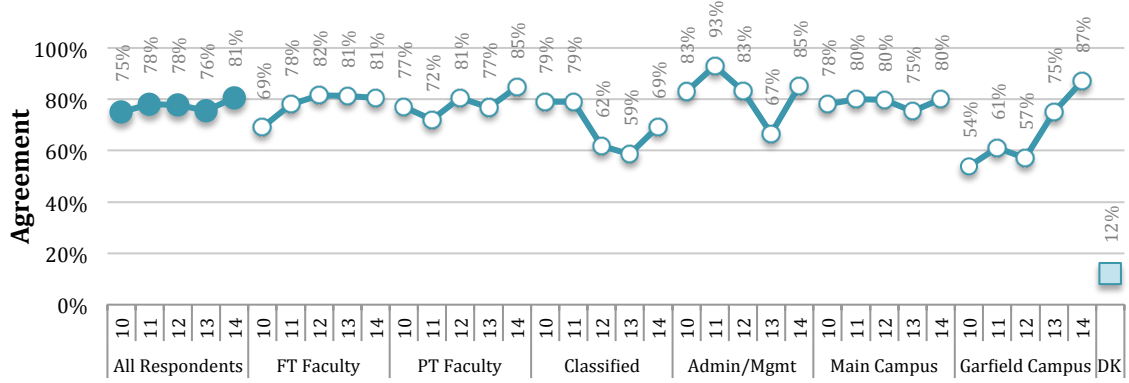
GCC has a clearly defined process for hiring competent classified employees.



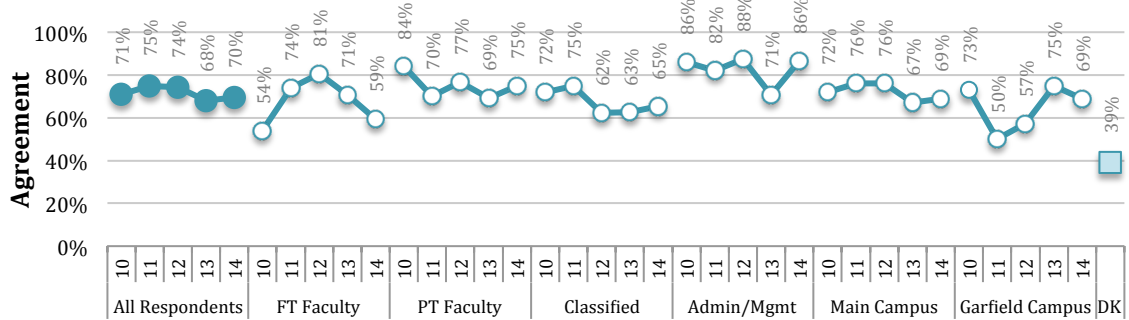
GCC has a clearly defined process for hiring competent administrators.



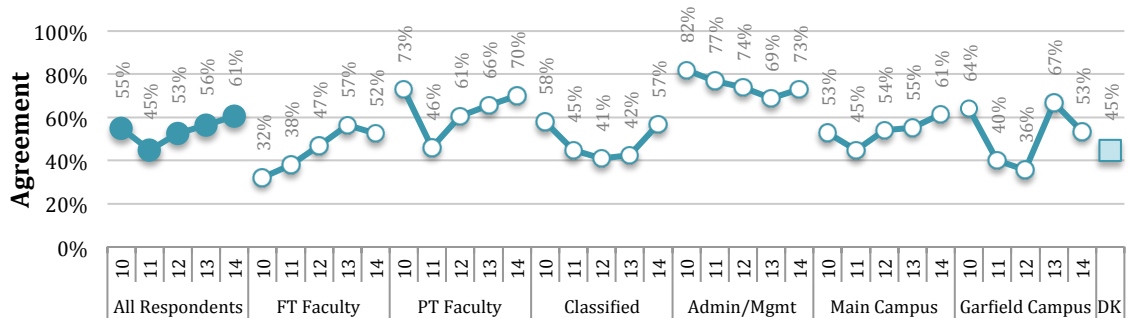
GCC has a clearly defined process for evaluating faculty.



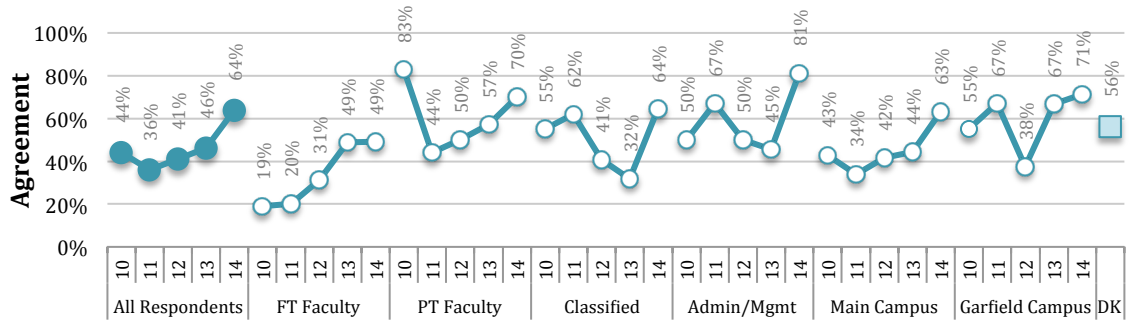
GCC has a clearly defined process for evaluating classified employees.



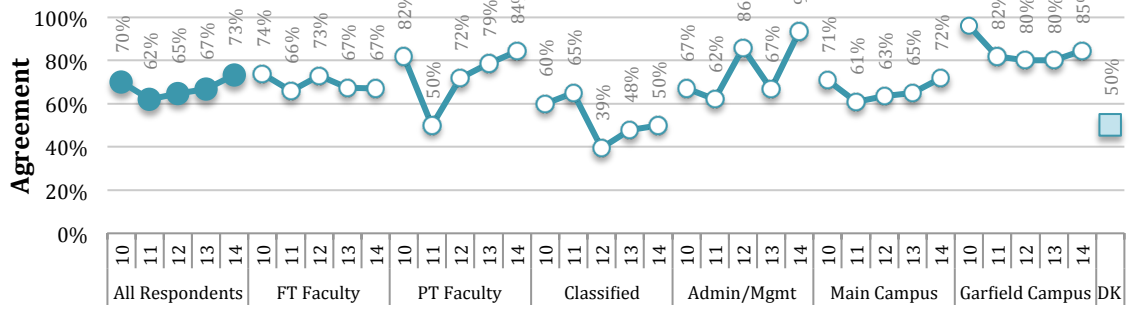
GCC has a clearly defined process for evaluating administrators.



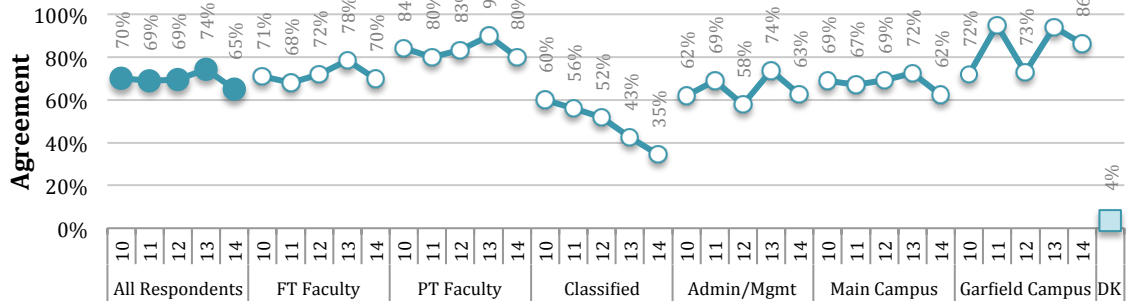
GCC has a clearly defined process for evaluating the Board of Trustees.



Grievances are handled fairly.

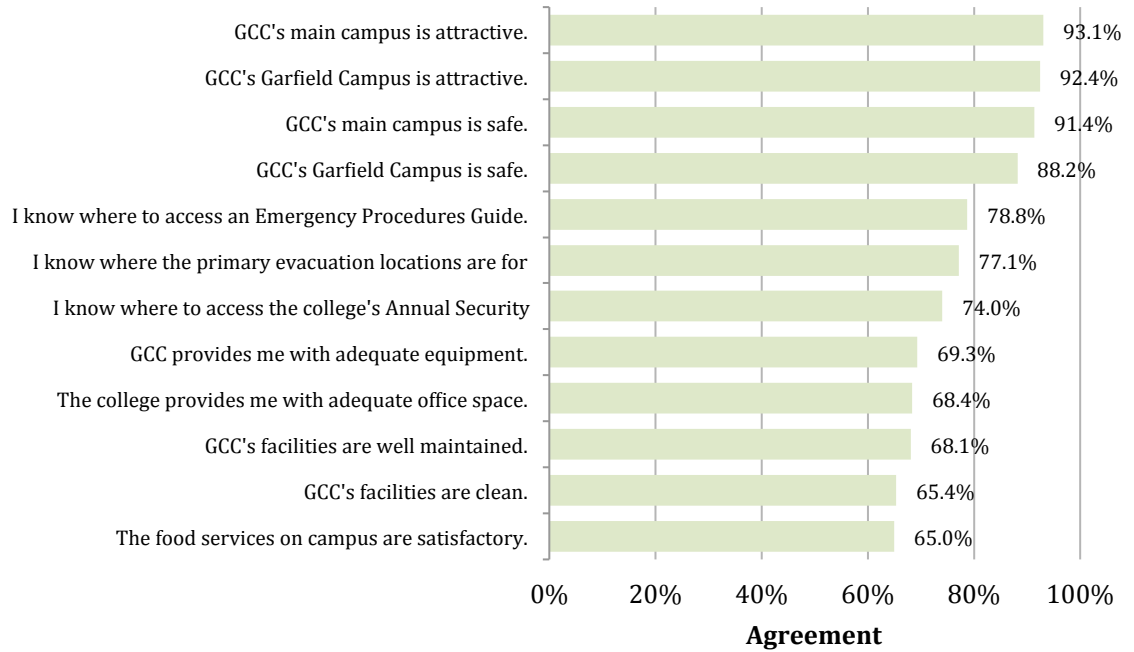


Sufficient personal and professional development opportunities are available to me.

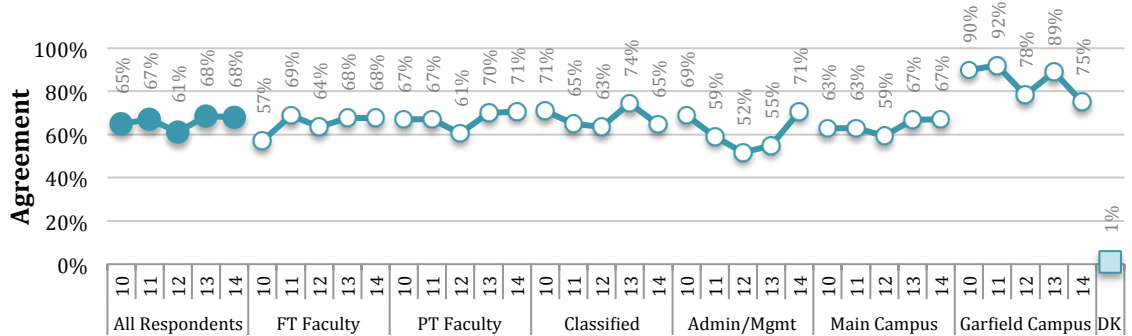


Facilities Items

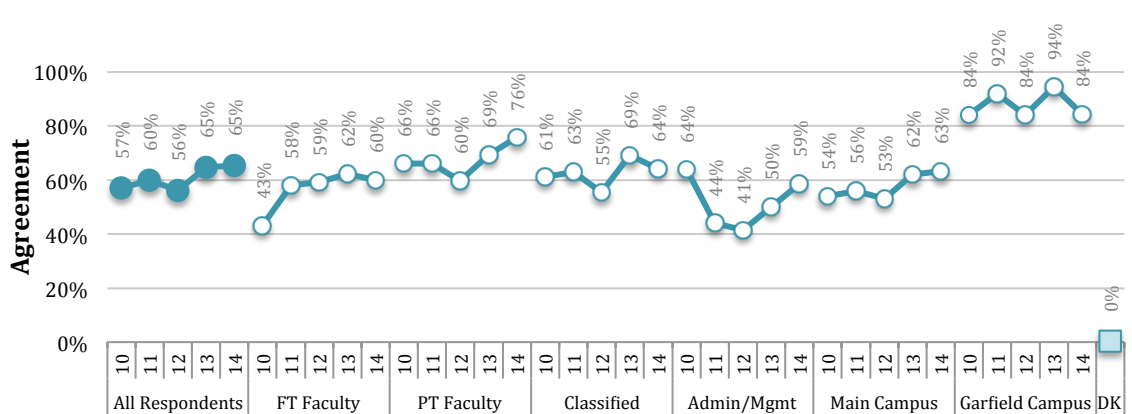
Facilities Items



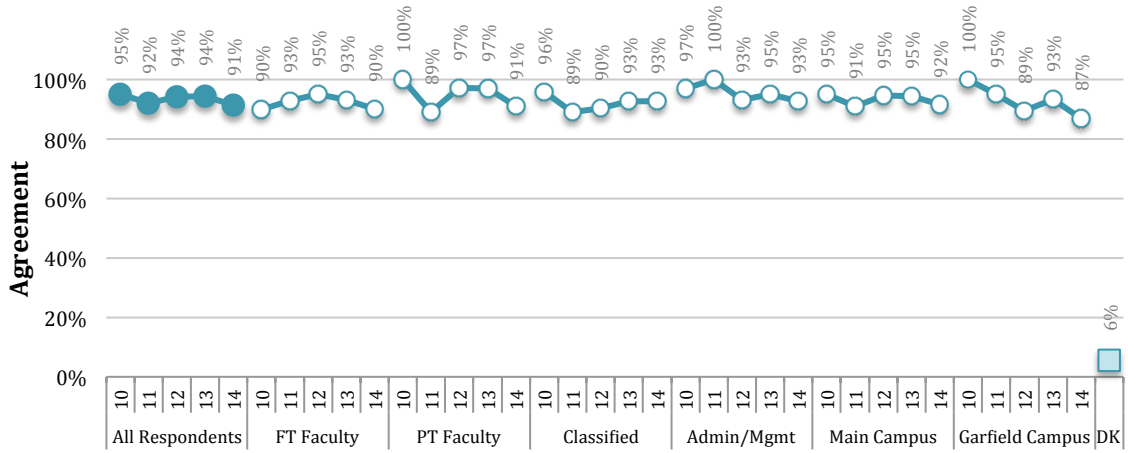
GCC's facilities are well maintained.



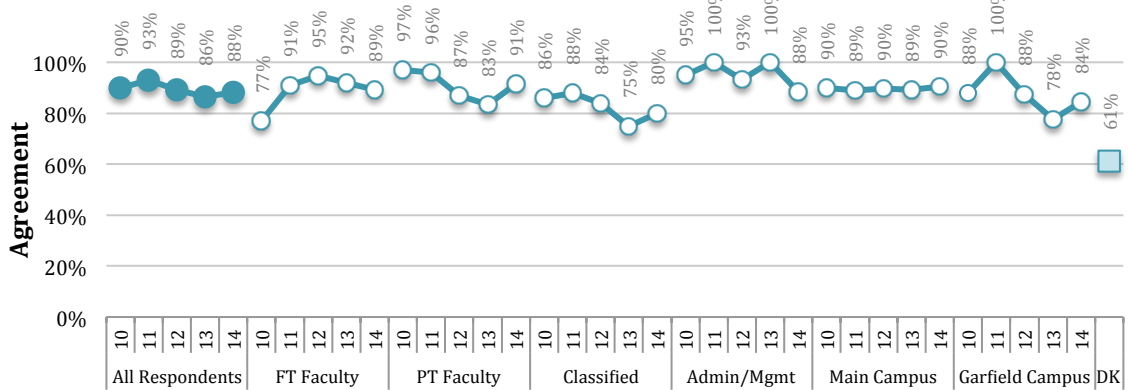
GCC's facilities are clean.



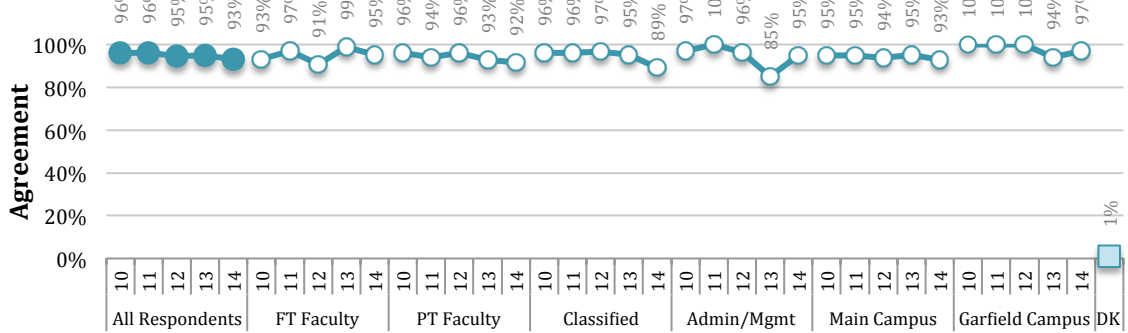
GCC's main campus is safe.



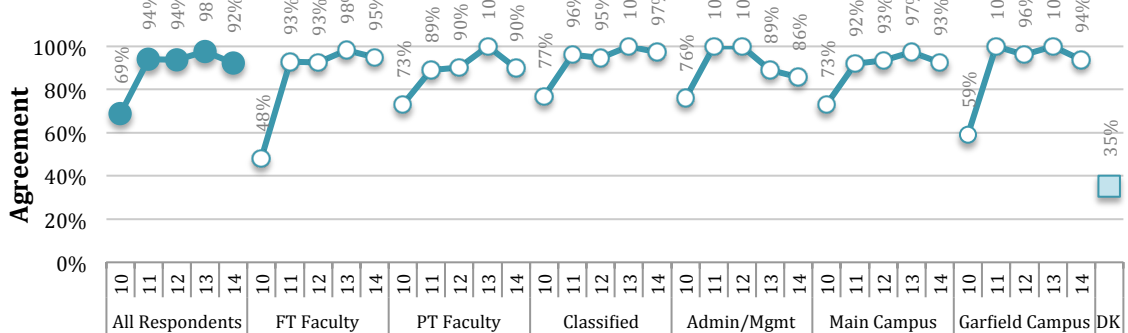
GCC's Garfield Campus is safe.



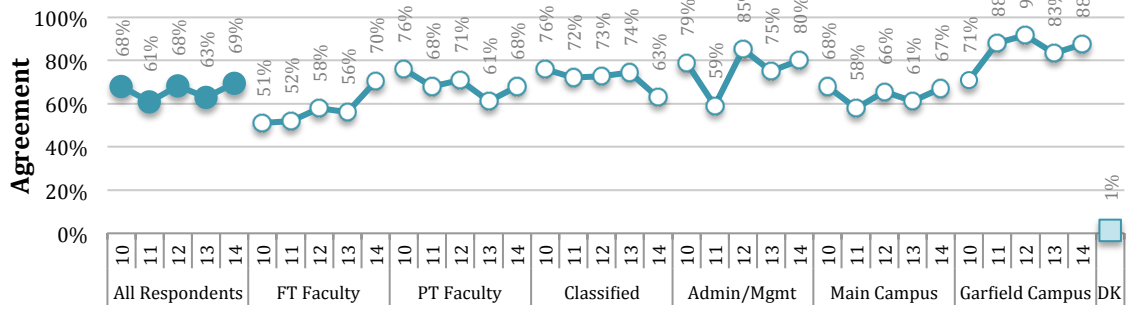
GCC's main campus is attractive.



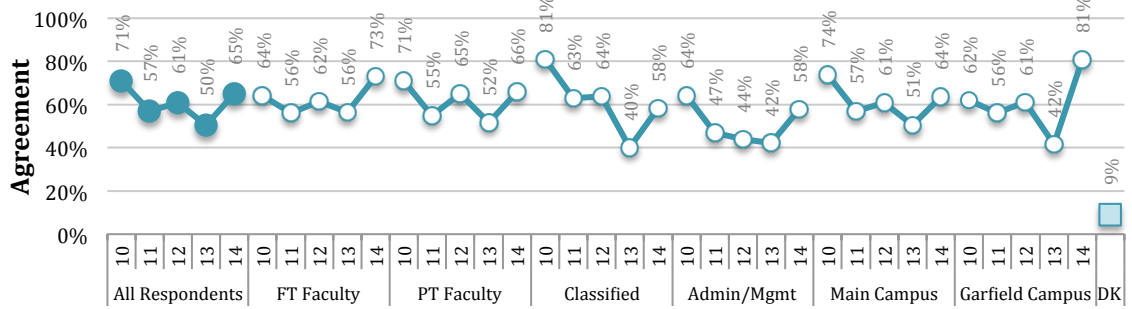
GCC's Garfield Campus is attractive.



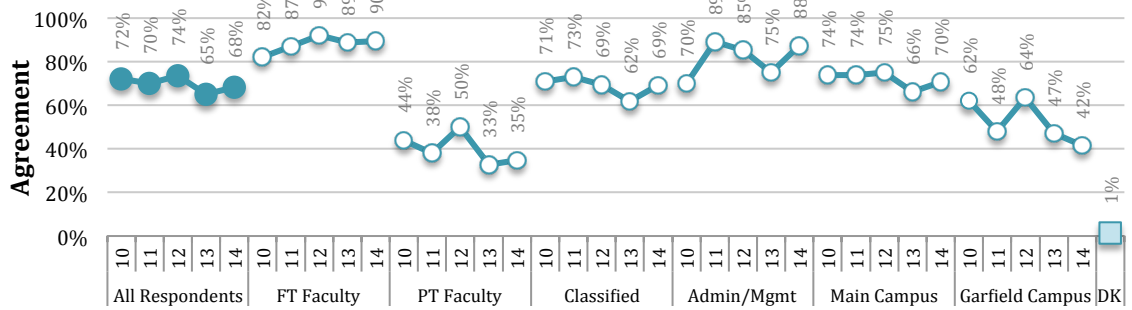
GCC provides me with adequate equipment.



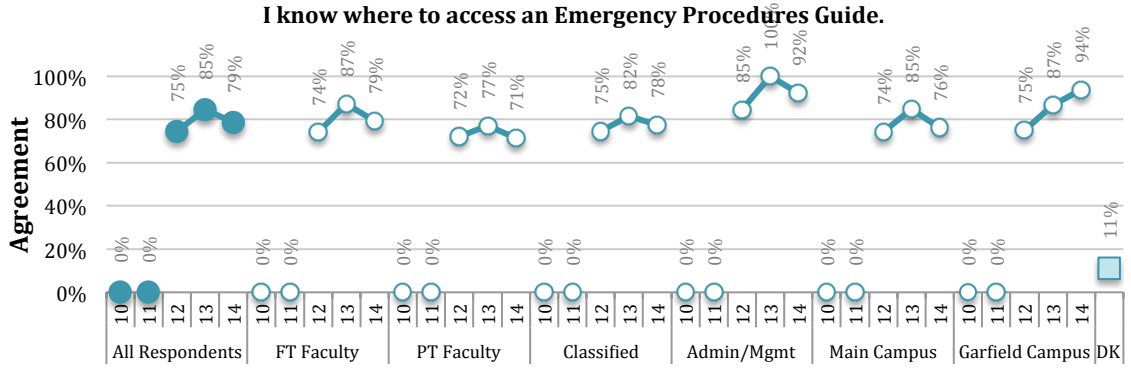
The food services on campus are satisfactory.



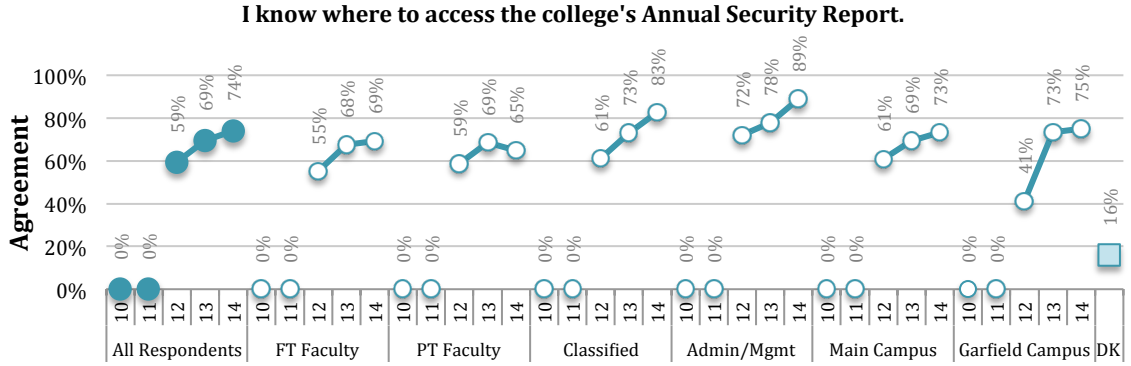
The college provides me with adequate office space.



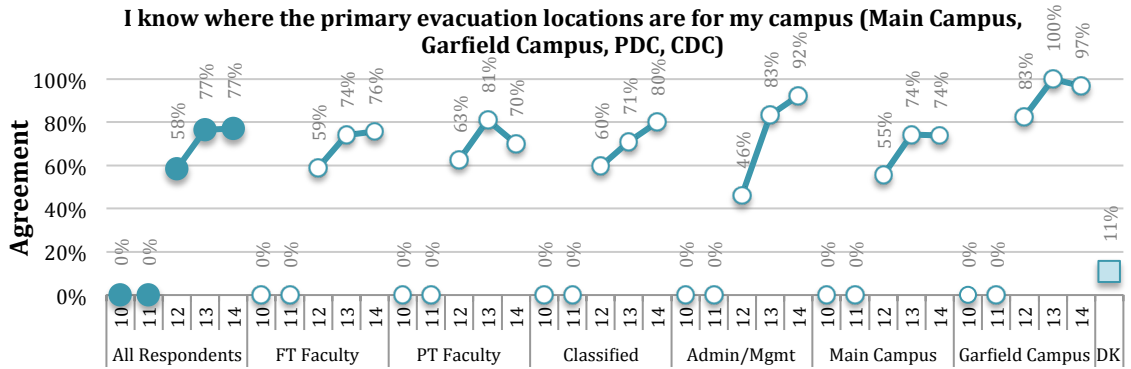
I know where to access an Emergency Procedures Guide.



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

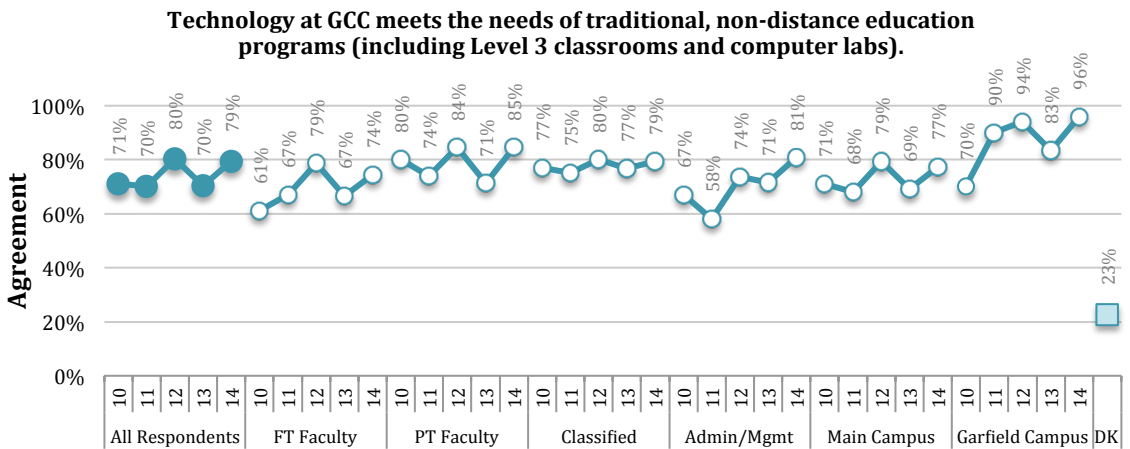
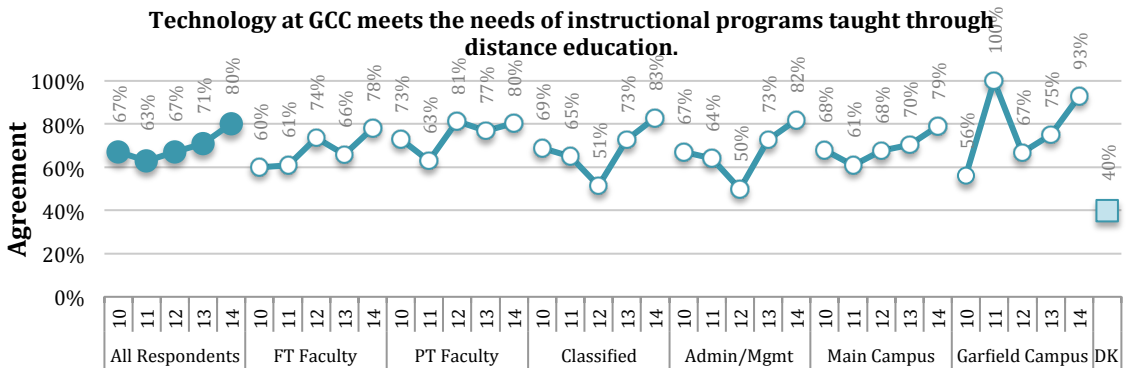
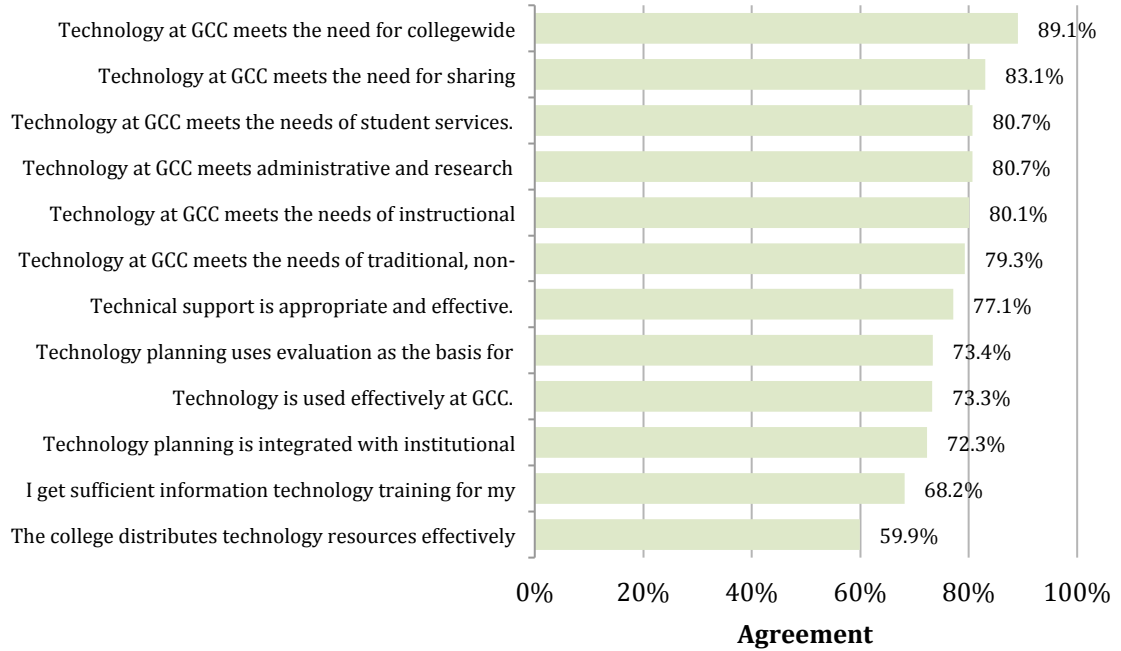


I know where the primary evacuation locations are for my campus (Main Campus, Garfield Campus, PDC, CDC)

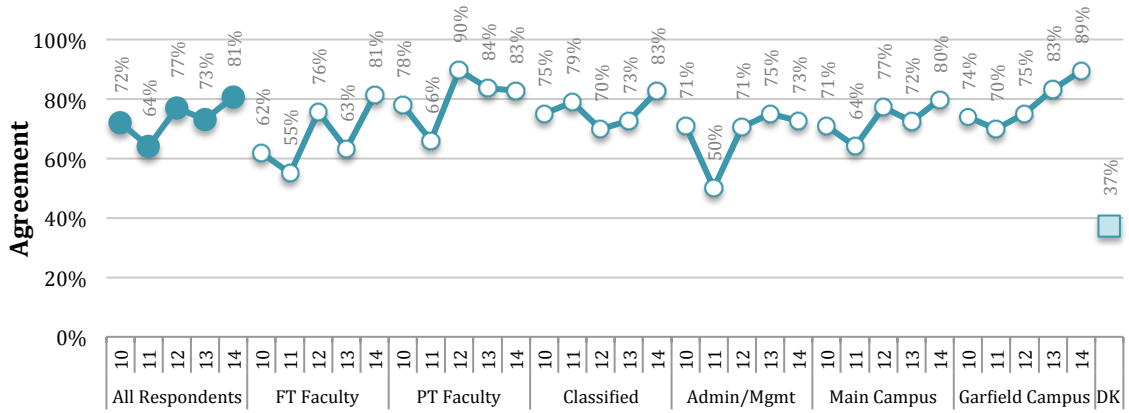


Technology Items

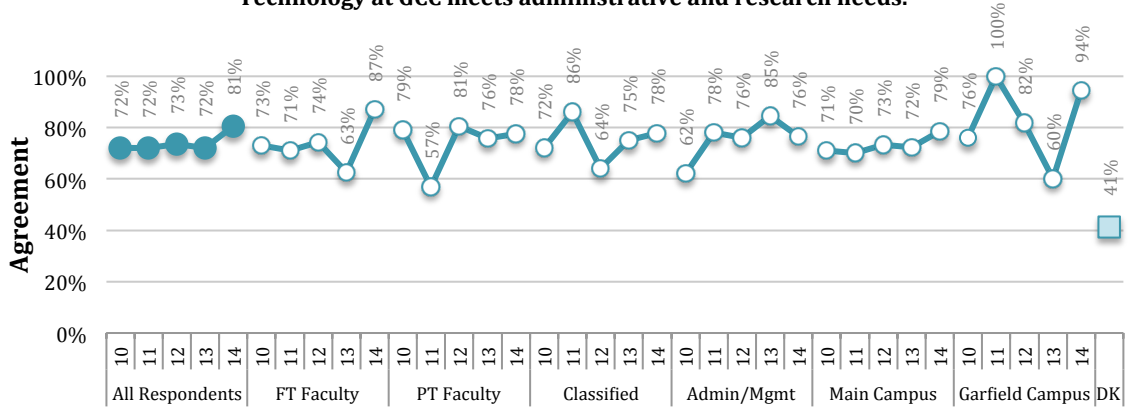
Technology Items



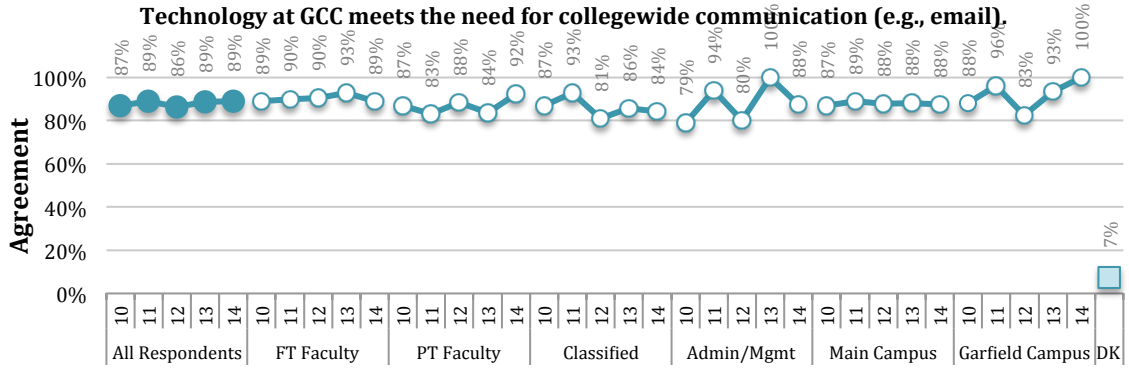
Technology at GCC meets the needs of student services.



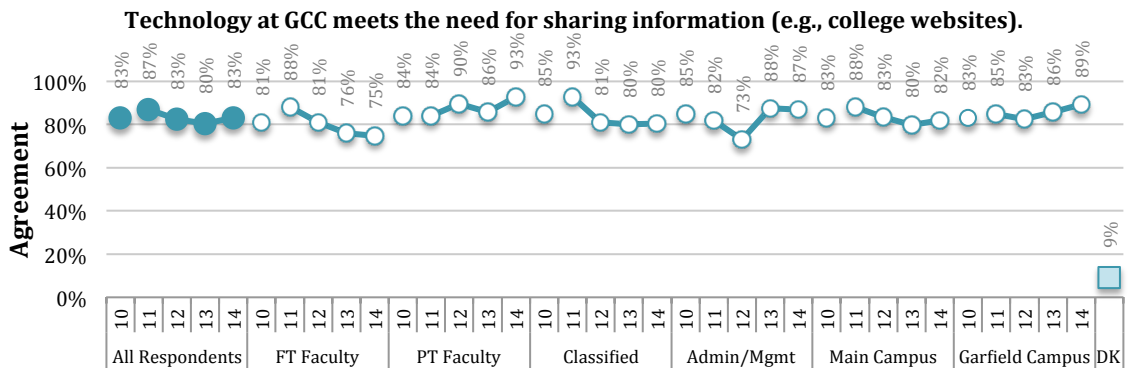
Technology at GCC meets administrative and research needs.



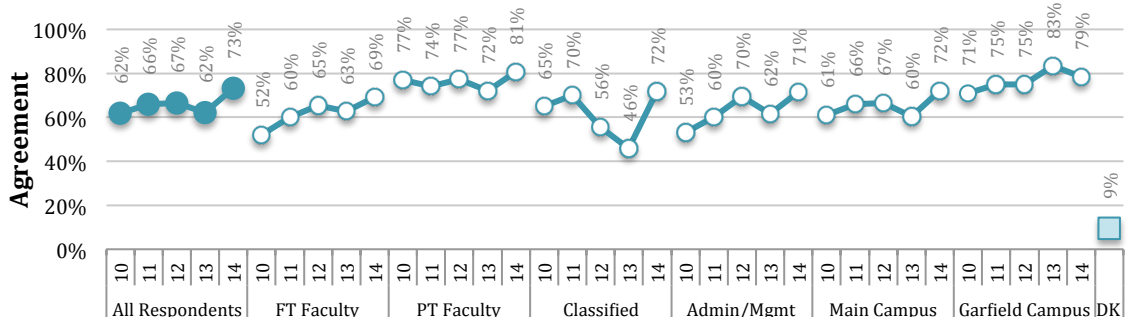
Technology at GCC meets the need for collegewide communication (e.g., email).



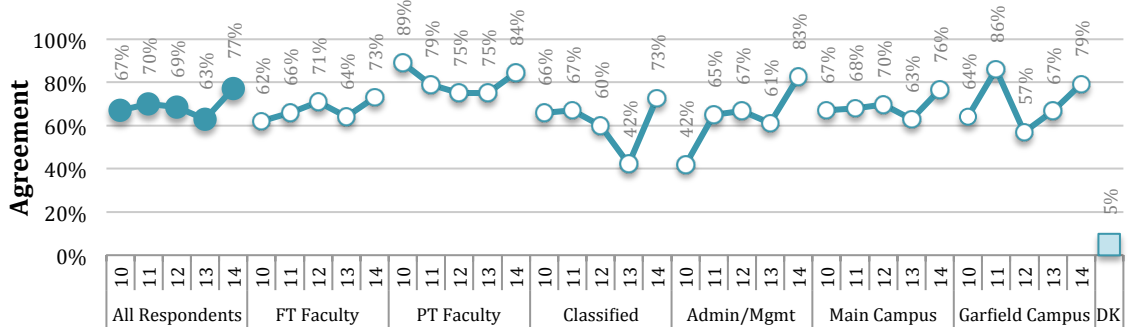
Technology at GCC meets the need for sharing information (e.g., college websites).



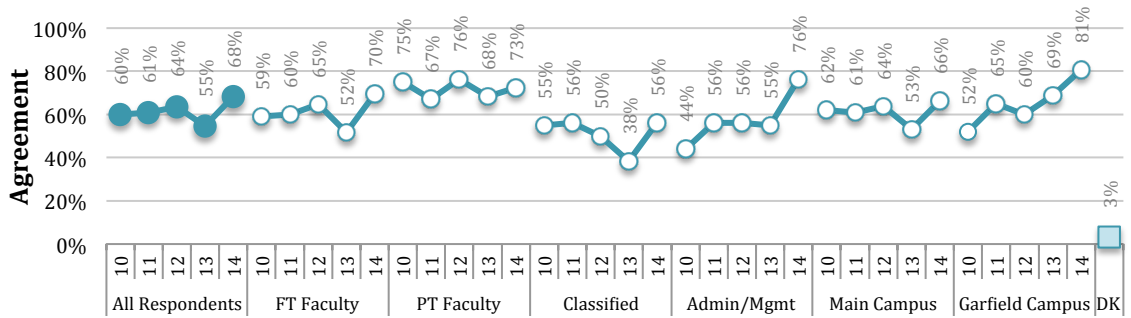
Technology is used effectively at GCC.



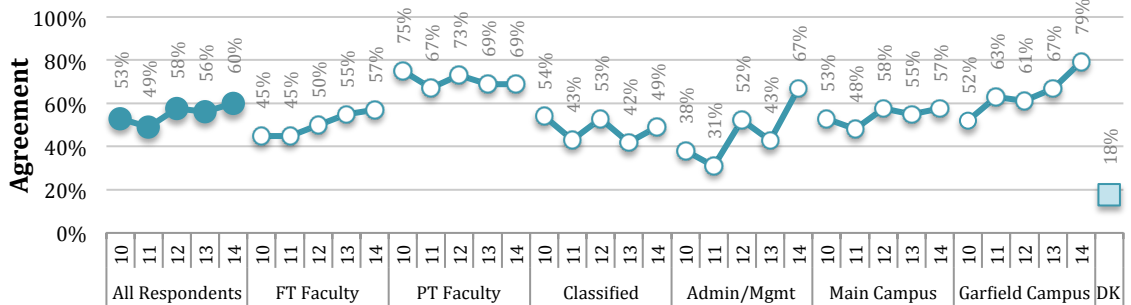
Technical support is appropriate and effective.



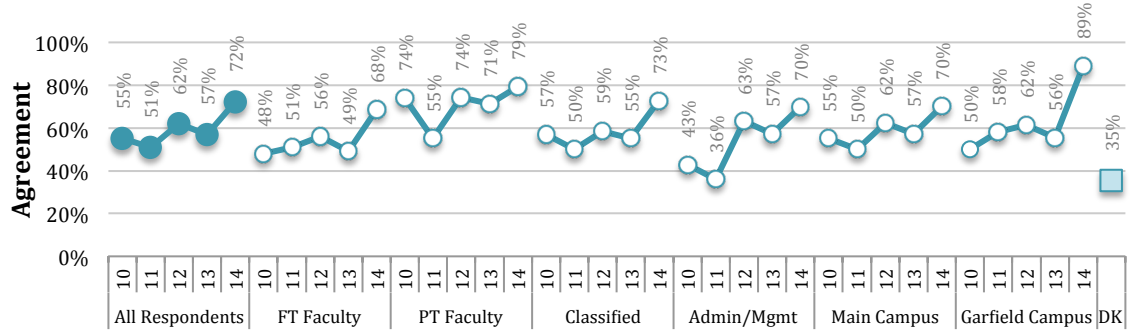
I get sufficient information technology training for my work.



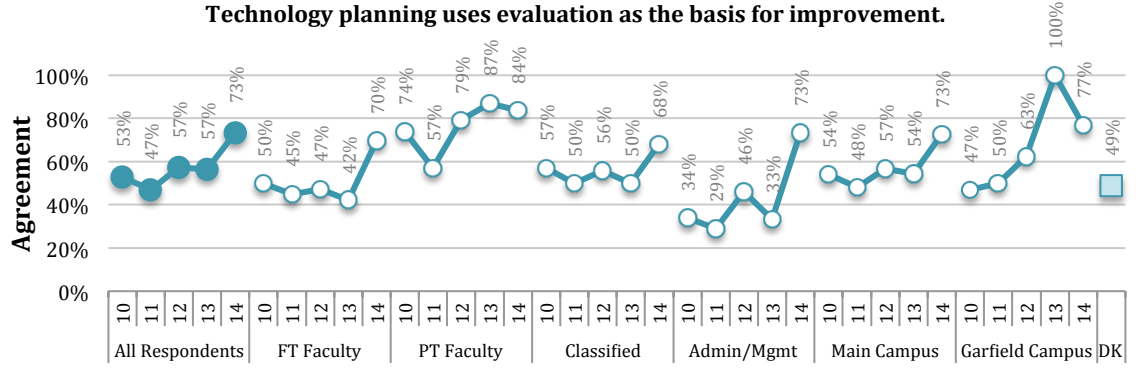
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



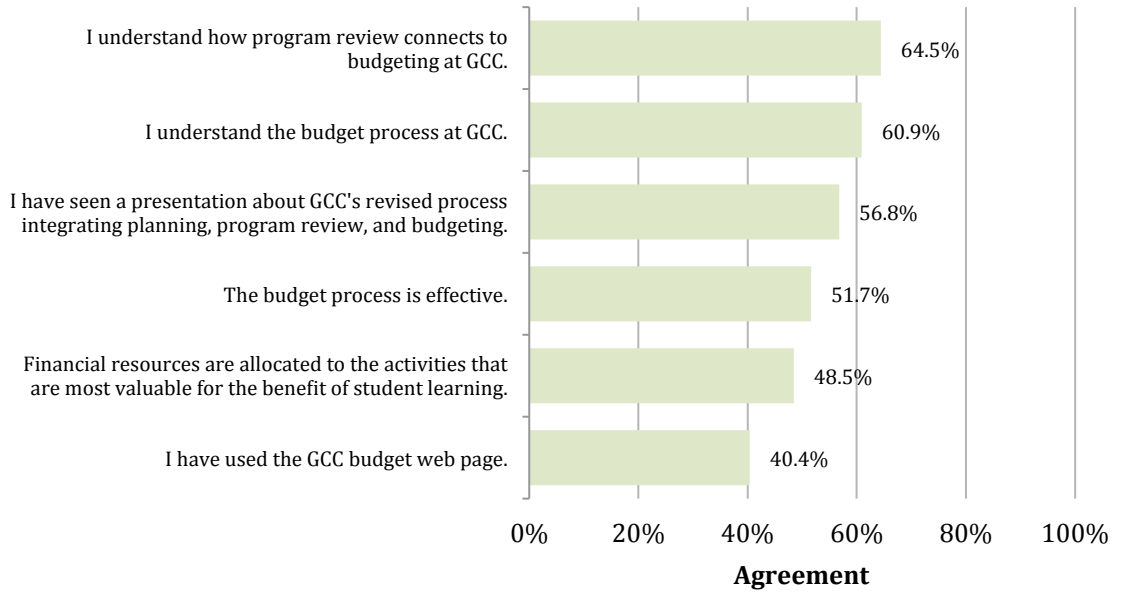
Technology planning is integrated with institutional planning.



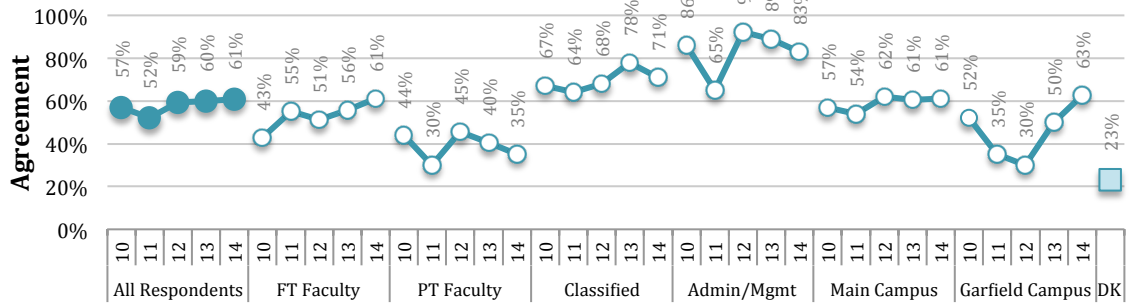
Technology planning uses evaluation as the basis for improvement.



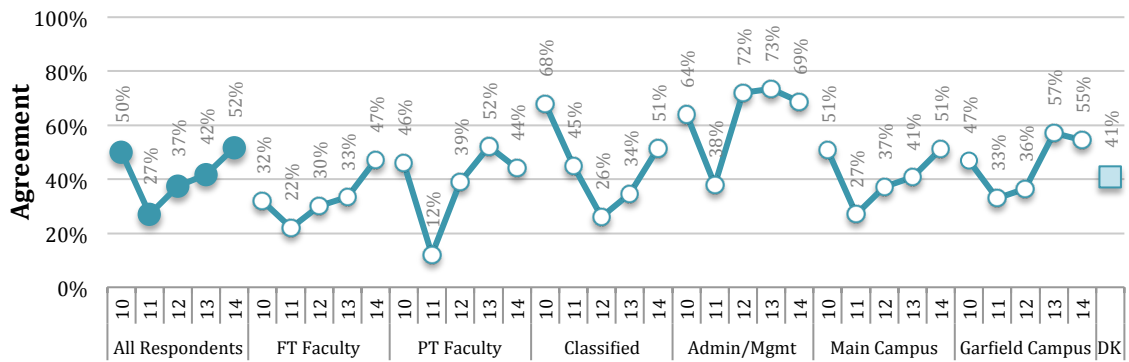
Fiscal Items



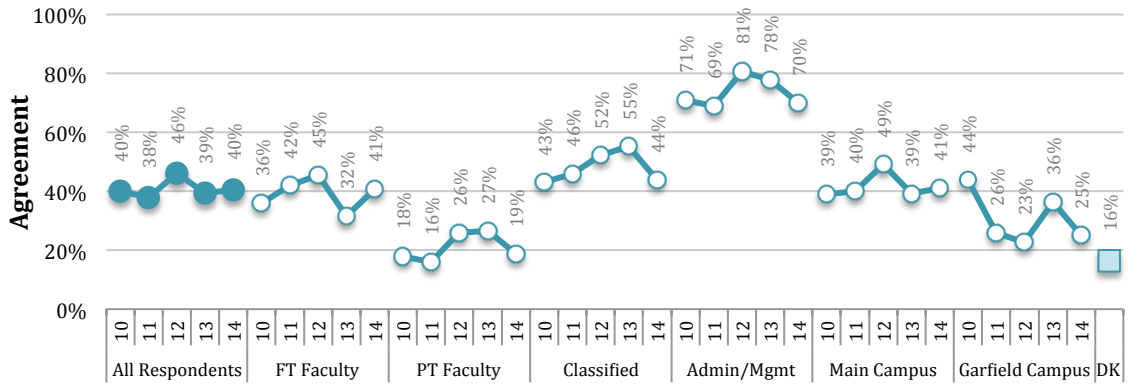
I understand the budget process at GCC.



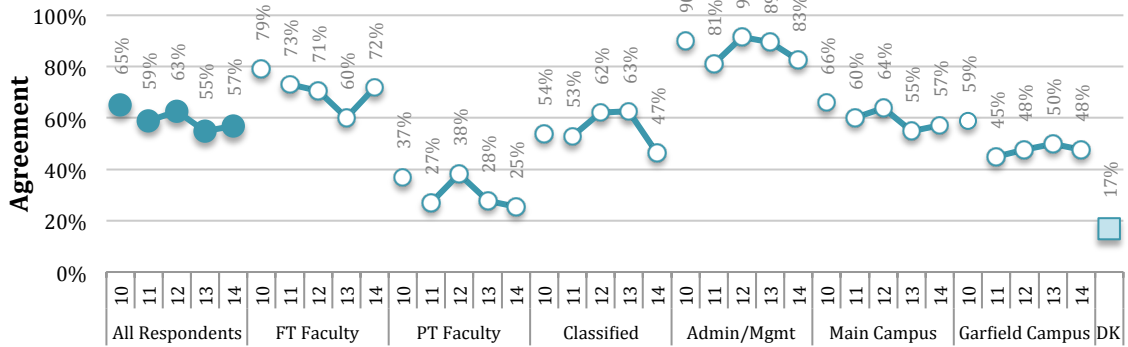
The budget process is effective.



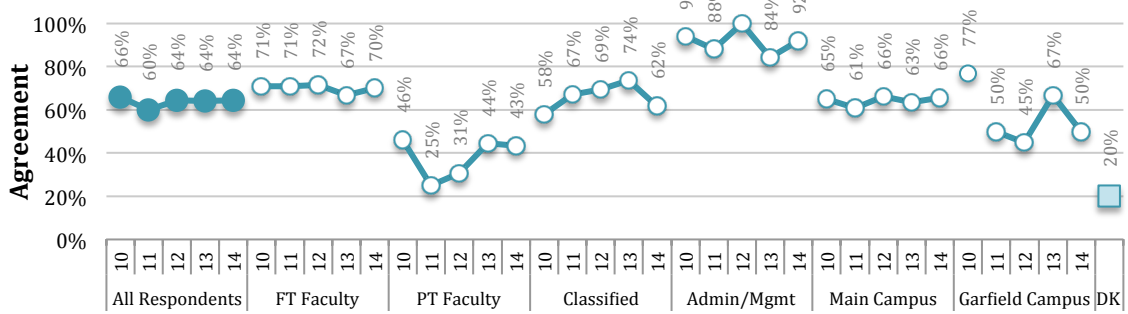
I have used the GCC budget web page.



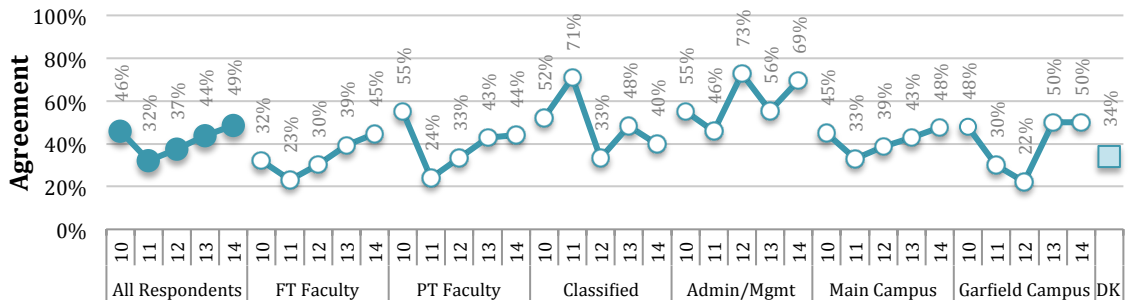
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



I understand how program review connects to budgeting at GCC.

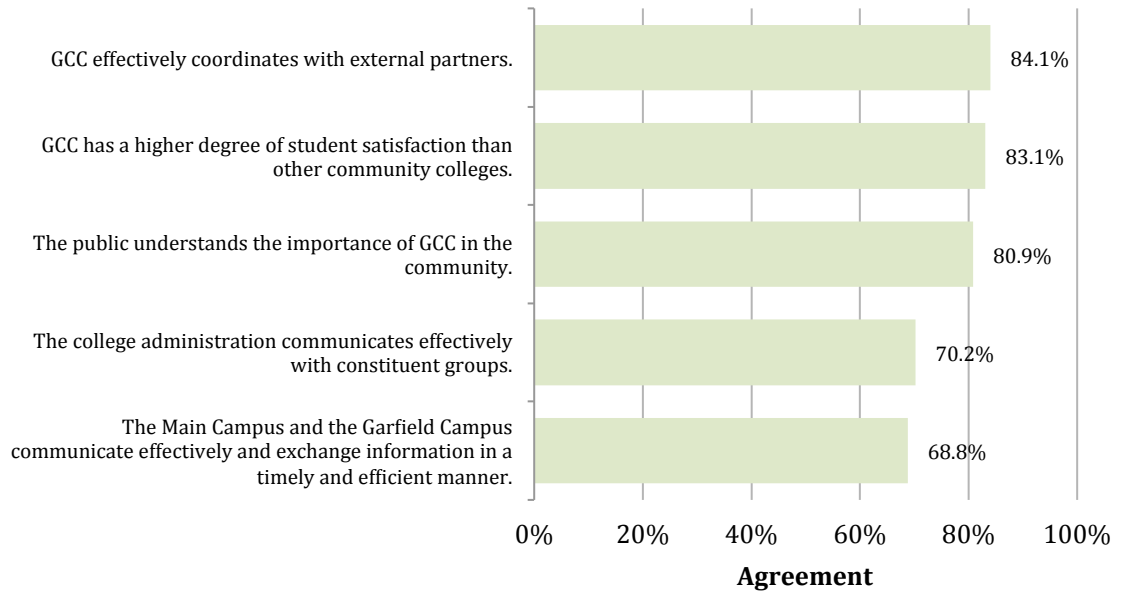


Financial resources are allocated to the activities that are most valuable for the benefit of student learning.

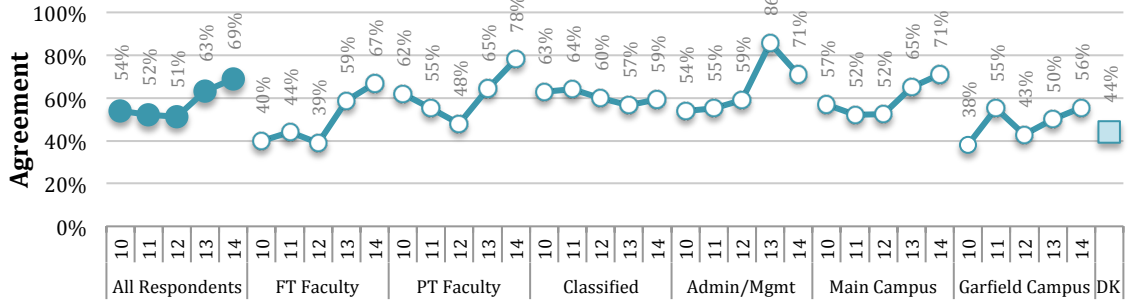


Part 5. Communication Items

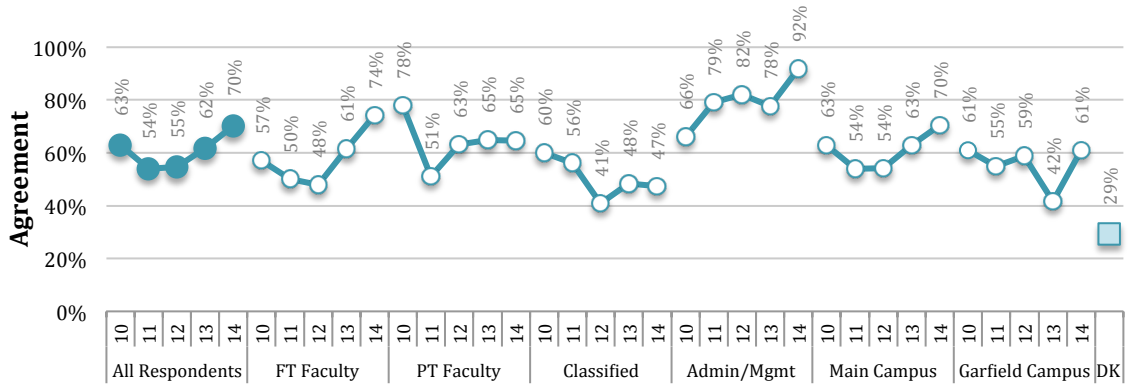
Communication Items



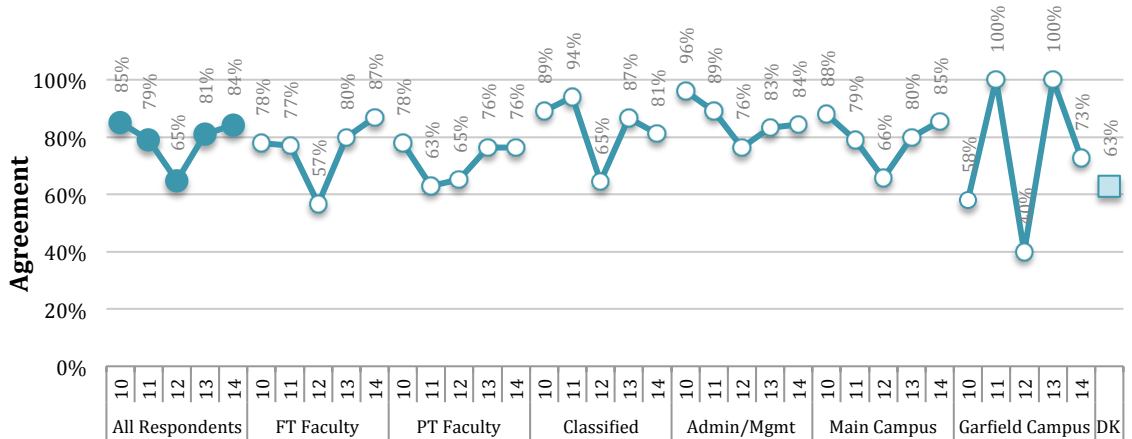
The Main Campus and the Garfield Campus communicate effectively and exchange information in a timely and efficient manner.



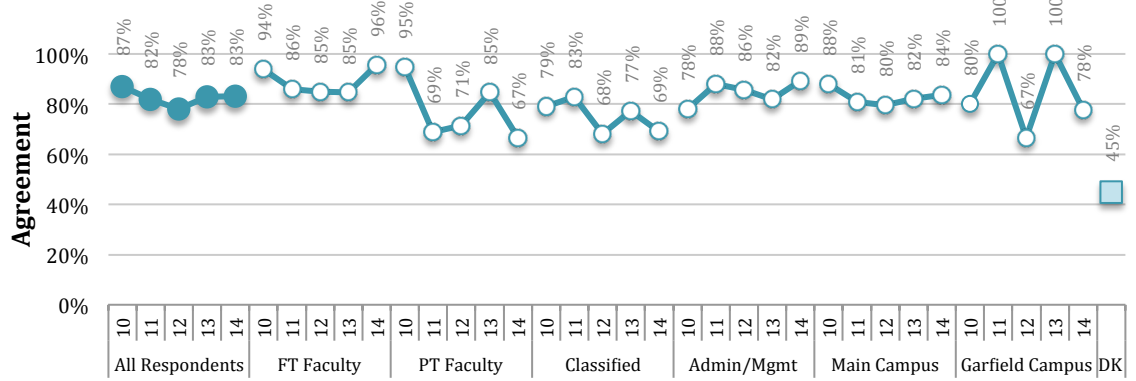
The college administration communicates effectively with constituent groups.



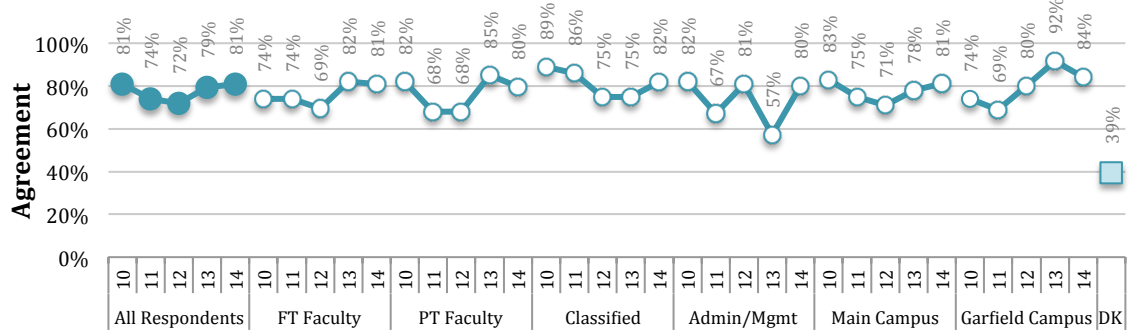
GCC effectively coordinates with external partners.



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



The public understands the importance of GCC in the community.



Appendix. Survey Method and Response Rates

In 2014, the faculty/staff survey was conducted between Wednesday, November 5 and Wednesday, November 26. The survey was an online survey using the SurveyMonkey service.

Responses were received from 352 respondents: 117 full-time faculty members, 111 part-time faculty members, 73 classified staff members, 44 administrators and managers, and 5 others. Response rates were approximately 53% for full-time faculty members, 20% for part-time faculty members, 25% for classified staff members, and 73% for administrators and managers. The overall response rate was 32%. The table below shows historical response counts by employee group.

Group	2009	2010	2011	2012	2013	2014
Full-Time Faculty	139	104	125	114	103	117
Part-Time Faculty	109	96	123	116	109	111
Classified Staff	89	123	75	119	83	73
Administrators/Managers	41	44	25	34	28	44
Other	5	3	3	4	3	5
Main Campus	332	321	302	338	292	305
Garfield Campus	43	45	39	44	30	40
No Response	8	5	10	6	4	7
Total	383	370	351	388	326	352

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.