

COLLEGE VIEWS 2015

RESULTS OF THE FALL 2015 FACULTY/STAFF SURVEY



Key Findings

The Fall 2015 faculty/staff survey was conducted between October 19 and October 30. The total number of respondents to the survey was 407. See the Appendix on page 38 for details about procedure and response rates. The 2015 survey had the following key findings.

Governance

- Most employees were positive about governance, with 87% 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 62% in 2012 to 84% in 2015.
- Most items about the Board of Trustees showed positive results. The most positive Board item (the Board understands and adheres to its role in policy development) had 81% agreement, and the most negative Board item (the Board treats all constituency and community groups equitably and fairly) had 67% agreement.
- Respondents were not as positive about effective enrollment management as they were about other aspects of instruction and student services, but agreement that GCC effectively manages enrollment has increased since 2011.
- Respondents indicated that they have participated in discussions about student outcomes (94% agreement overall; 100% for full-time faculty members) and about student equity (85% agreement overall; 89% 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 77% for perceived student awareness).

Educational Programs

- Employees were positive about instructional and student services programs.
- Awareness of student learning outcomes was high (99%), as was awareness of program review (92%).

Mission and Institutional Effectiveness

- Most employees said they were aware of the college mission and vision statements (95%), and most said they participated in discussions of the mission and vision (69%).

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 (95% agreement for each), while 71% agreed that food services are satisfactory.
- Respondents indicated that technology at GCC meets the college's needs for communication (92% agreement) and sharing information (89% agreement).

- Following a historical pattern, employees were less positive about fiscal resources than about other resources. While most respondents (69%) indicated they understand the budget process, about 57% 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 (81% agreement) and that the public understands the importance of GCC in the community (82% agreement).

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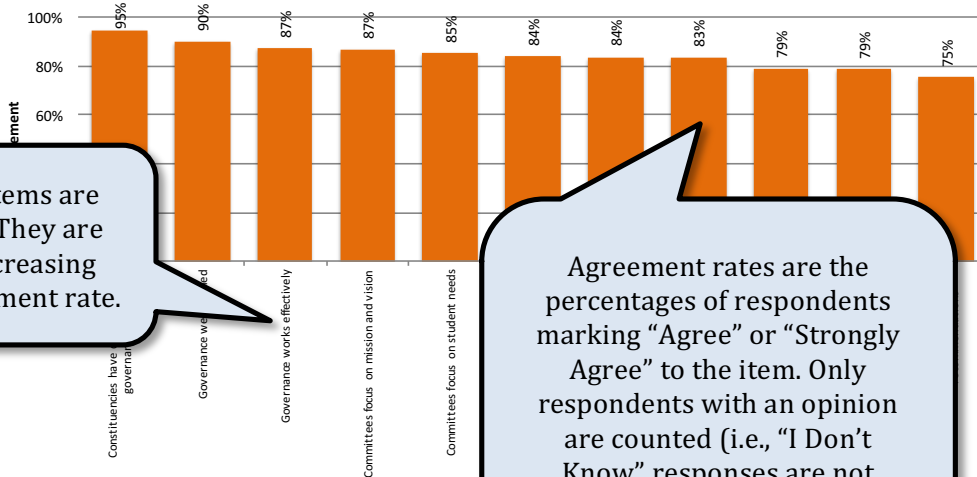
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Reading the Graphs

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 include annotations about how to read the graphs.

Graph Showing Summary of All Items in a Category:

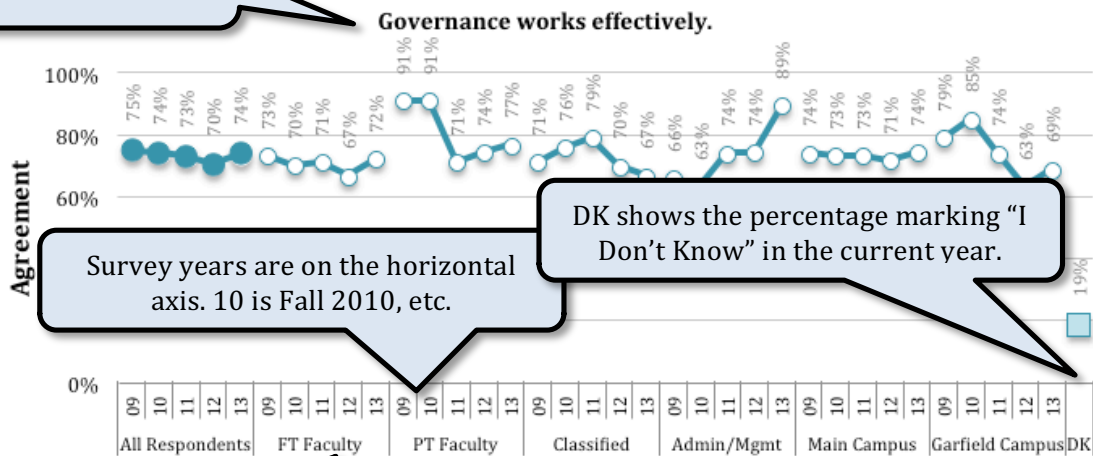


The survey items are shown here. They are sorted in decreasing order of agreement rate.

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

The survey item is the title of the graph.



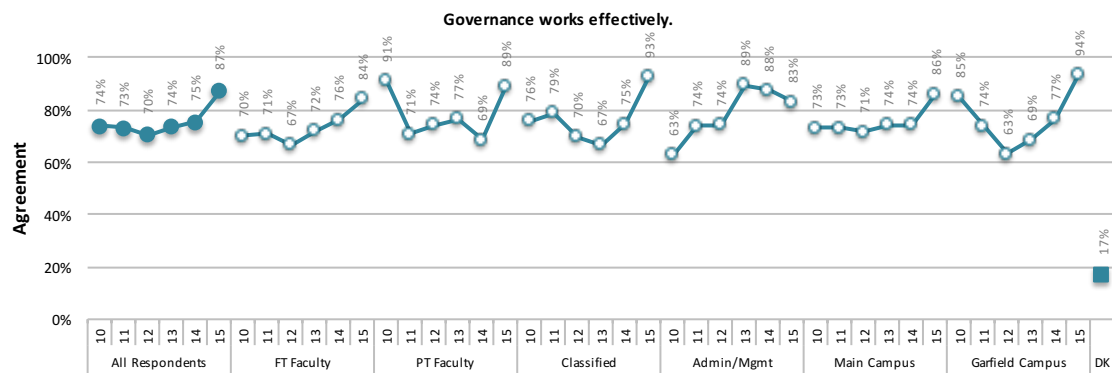
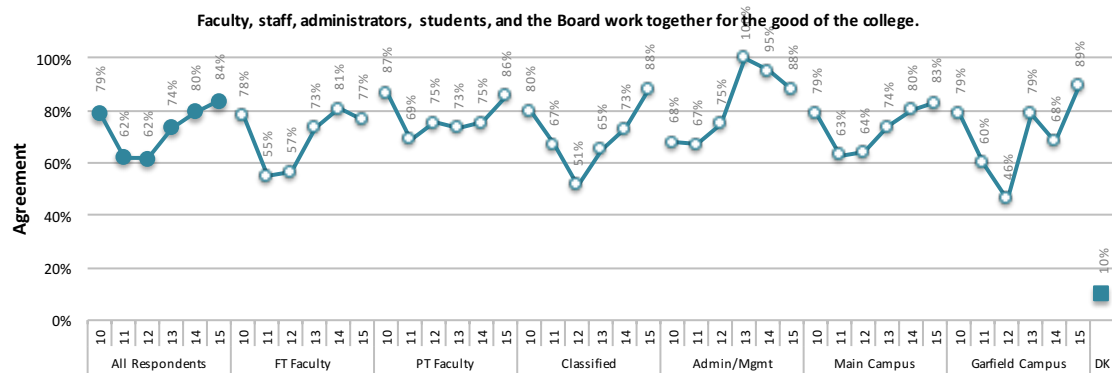
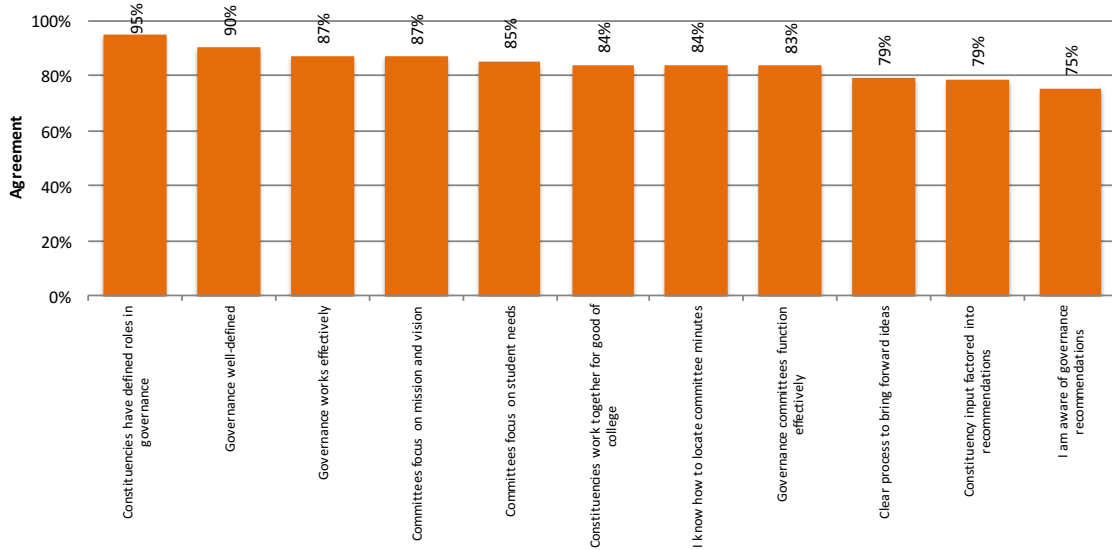
Survey years are on the horizontal axis. 10 is Fall 2010, etc.

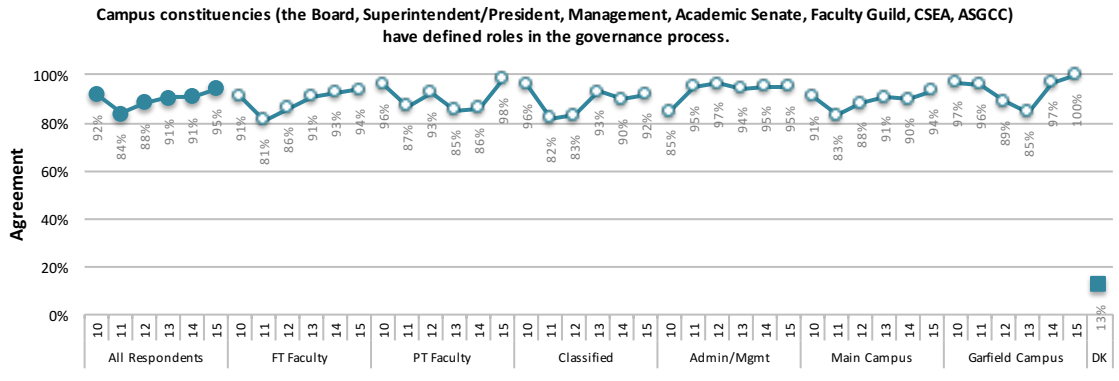
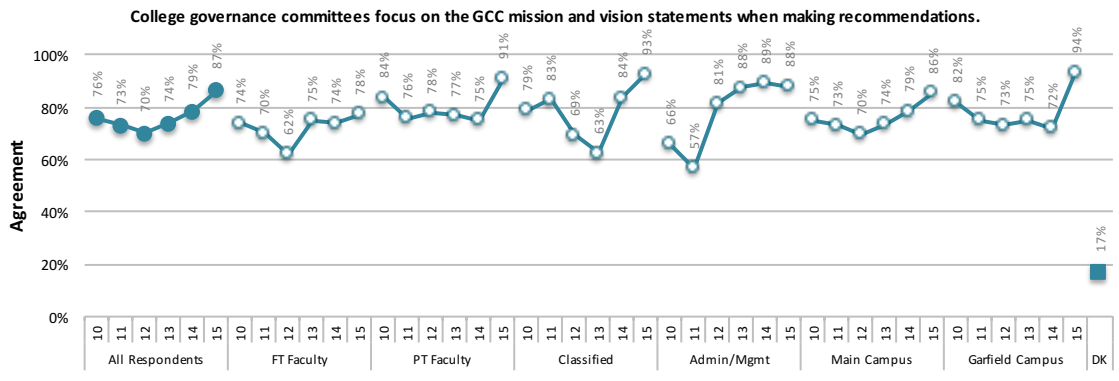
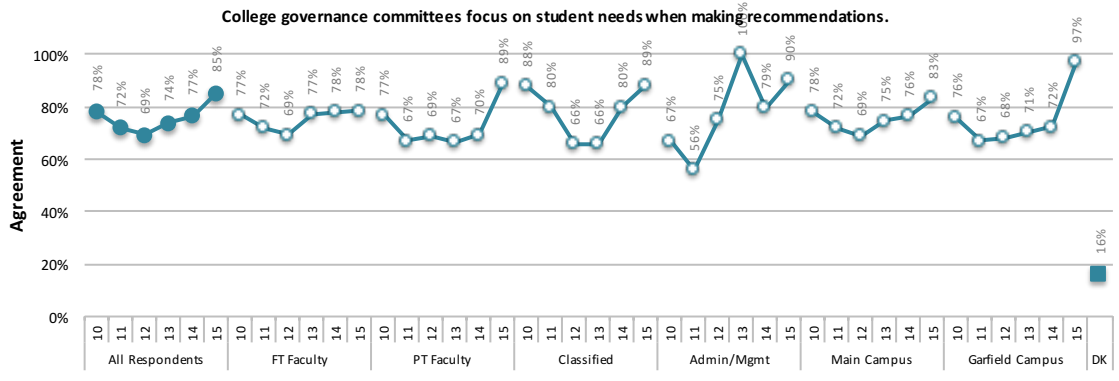
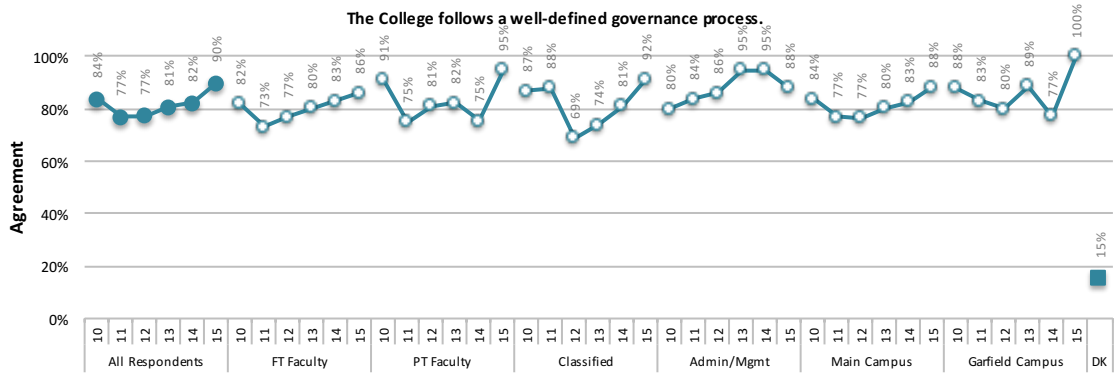
DK shows the percentage marking "I Don't Know" in the current year.

Respondent groups are shown here.

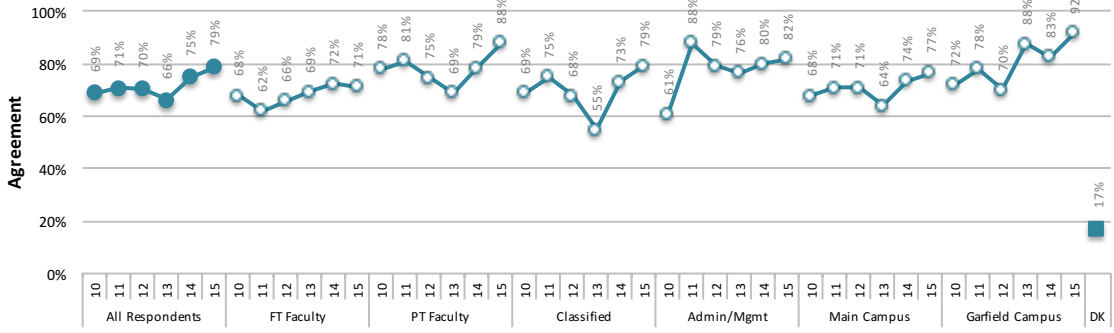
Part 1. Governance and Leadership Items

Governance Items

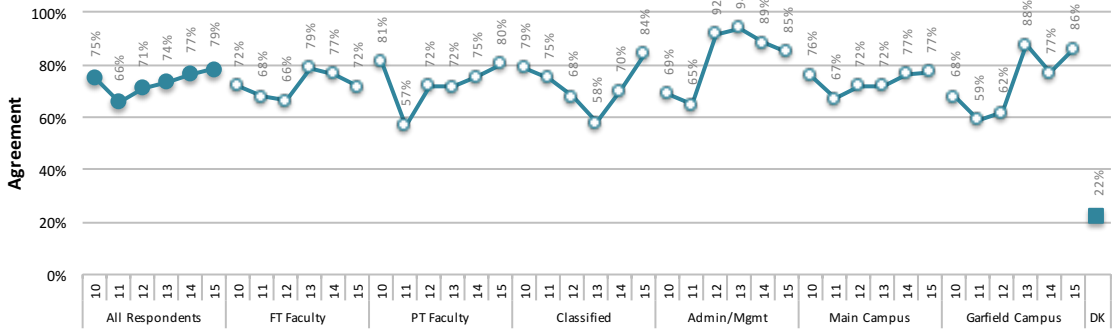




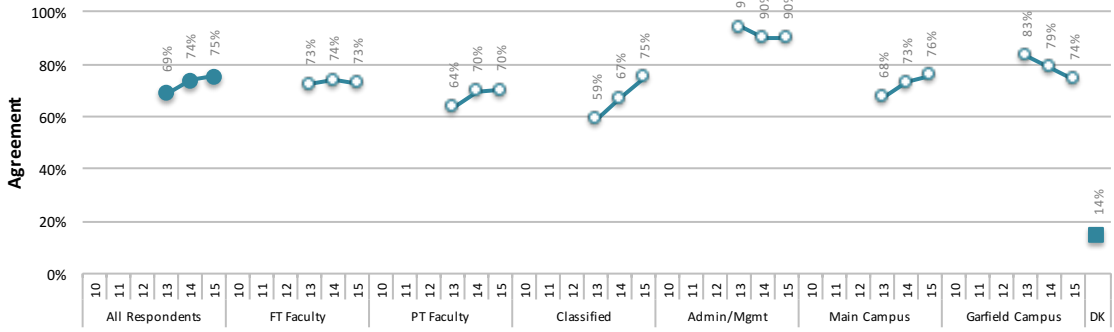
There is a clear process for individuals to bring forward ideas from their constituencies.



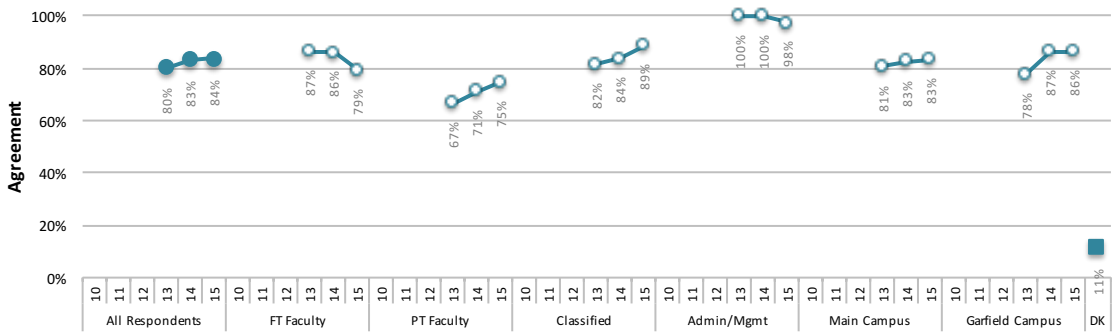
Constituency input is factored into governance recommendations.

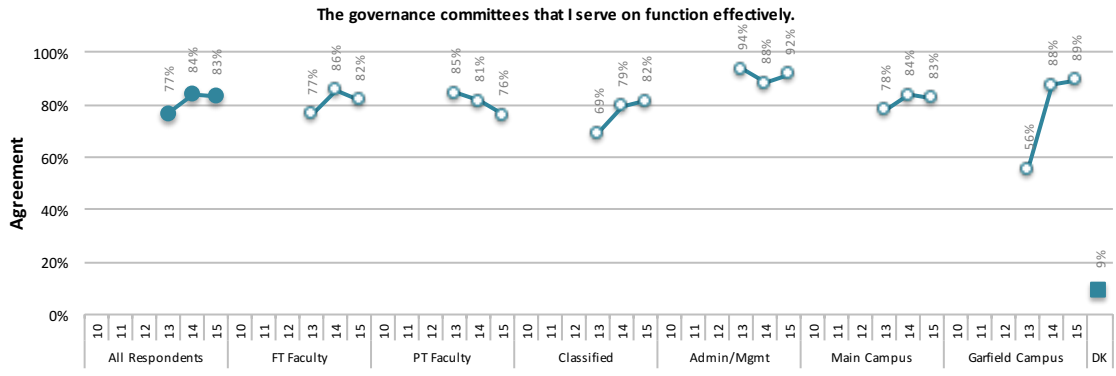


I am aware of the decisions and recommendations made by the governance system.

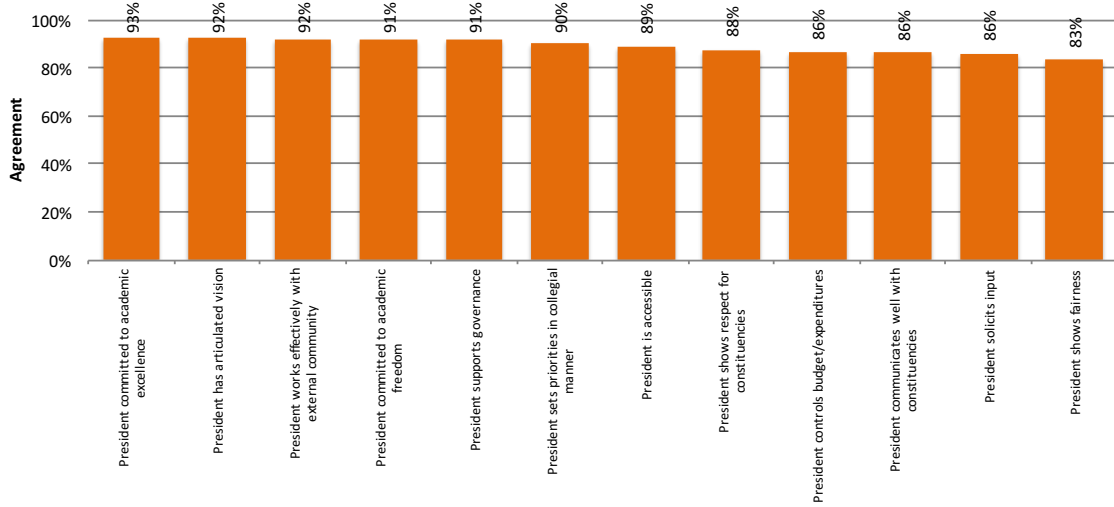


I know how to locate committee minutes to find out about governance decisions.

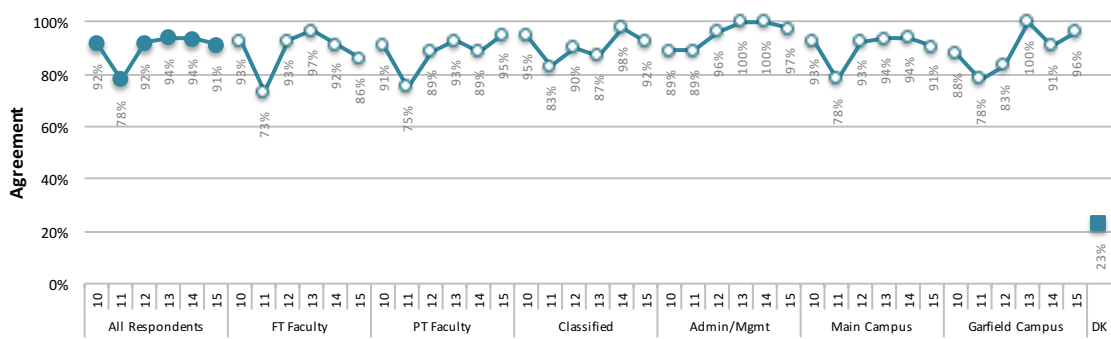




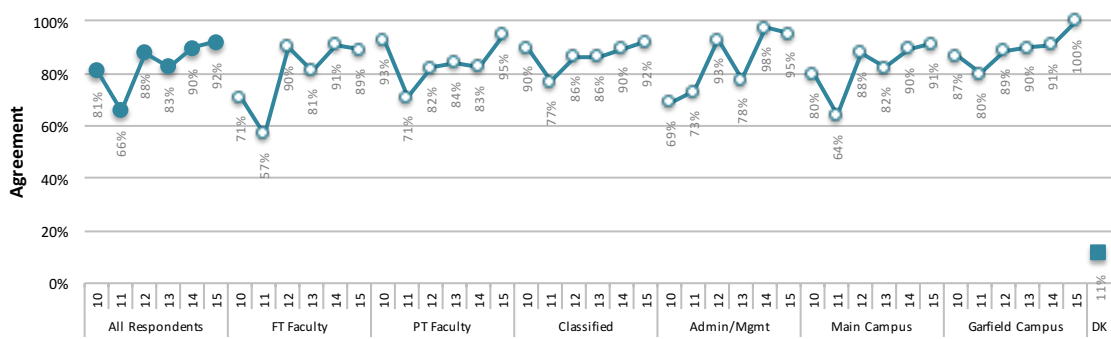
Superintendent/President Items

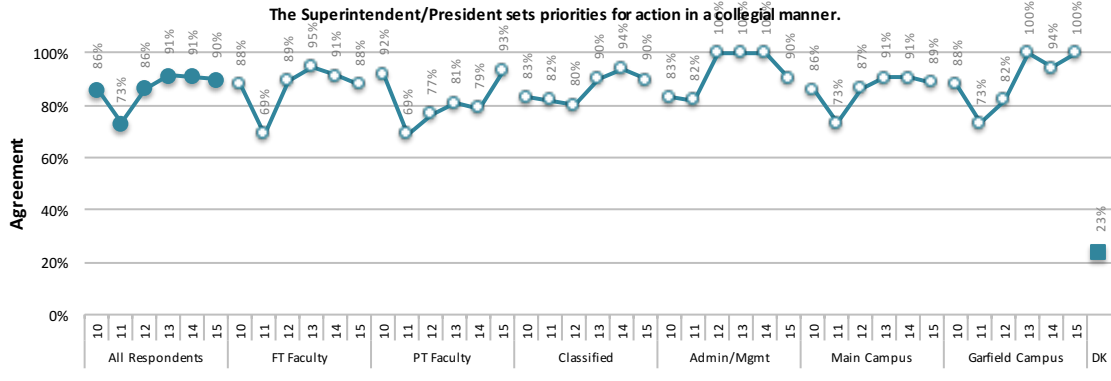
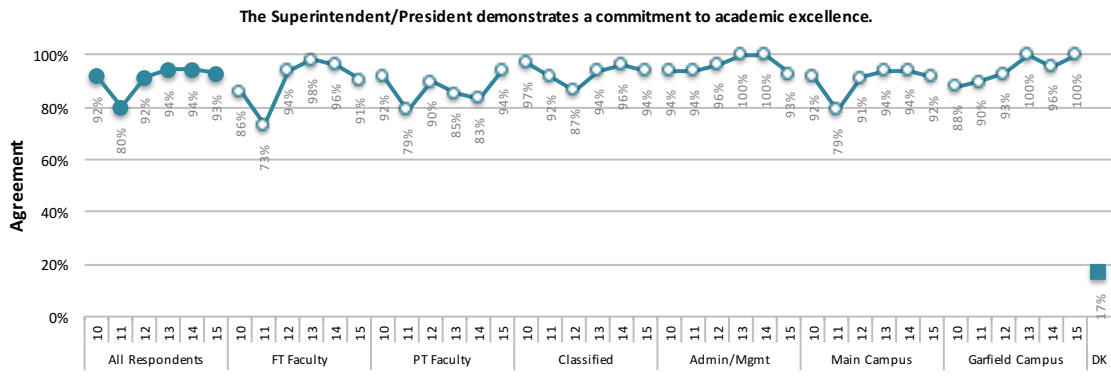
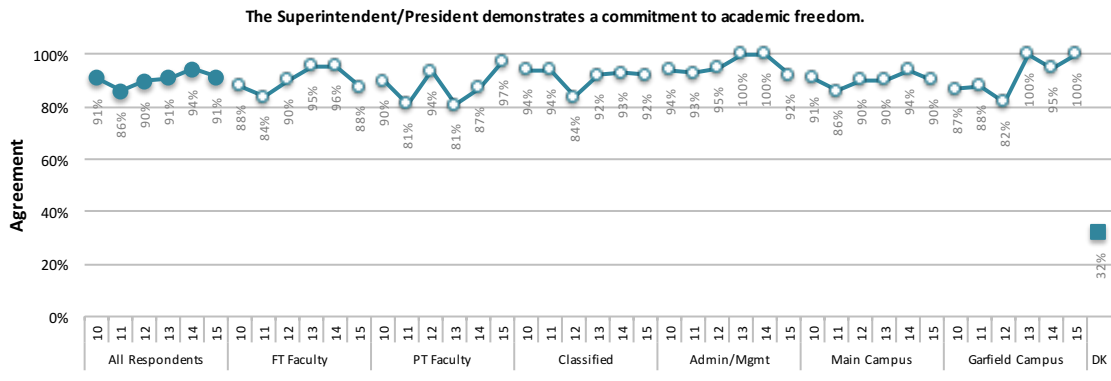
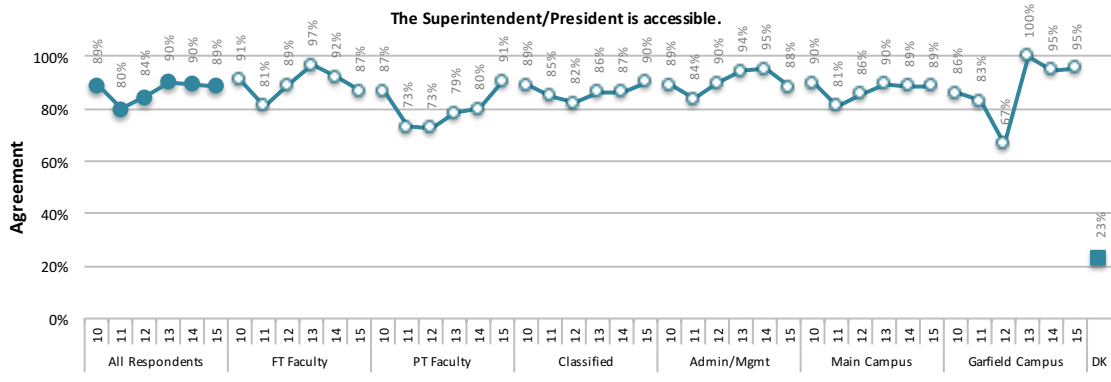


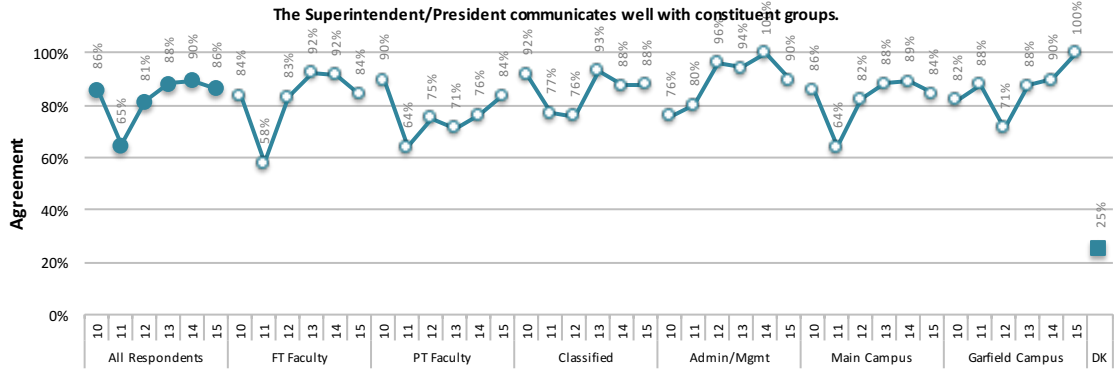
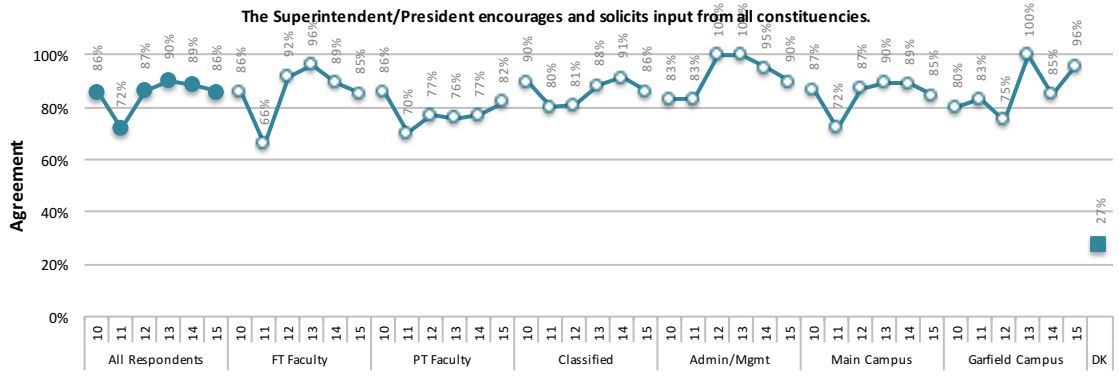
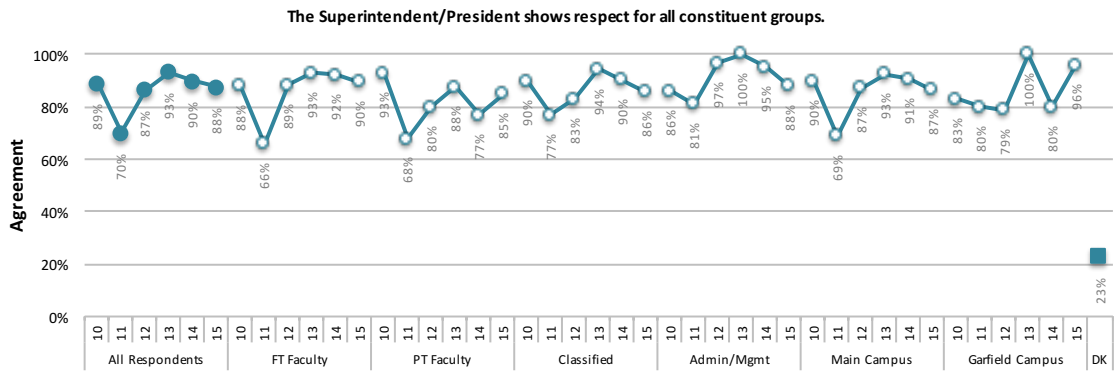
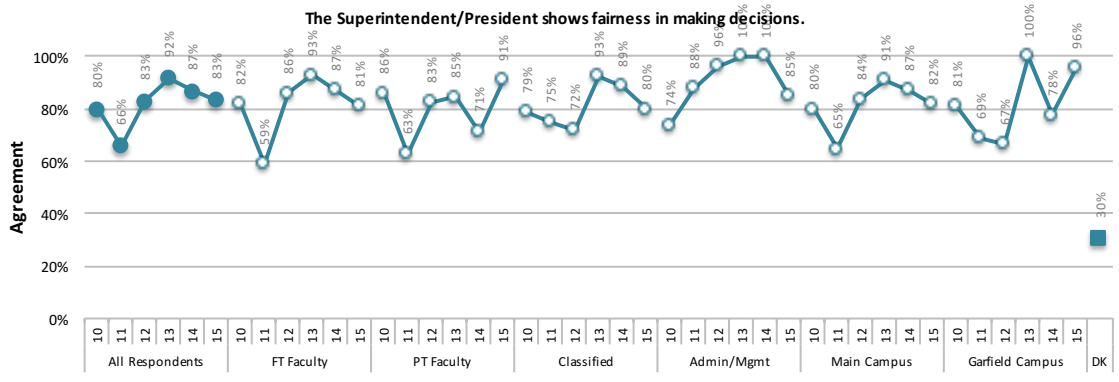
The Superintendent/President supports governance.

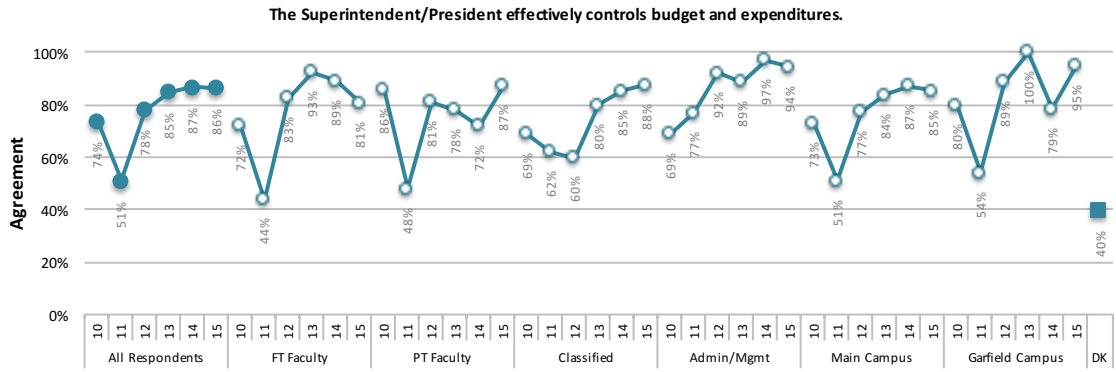
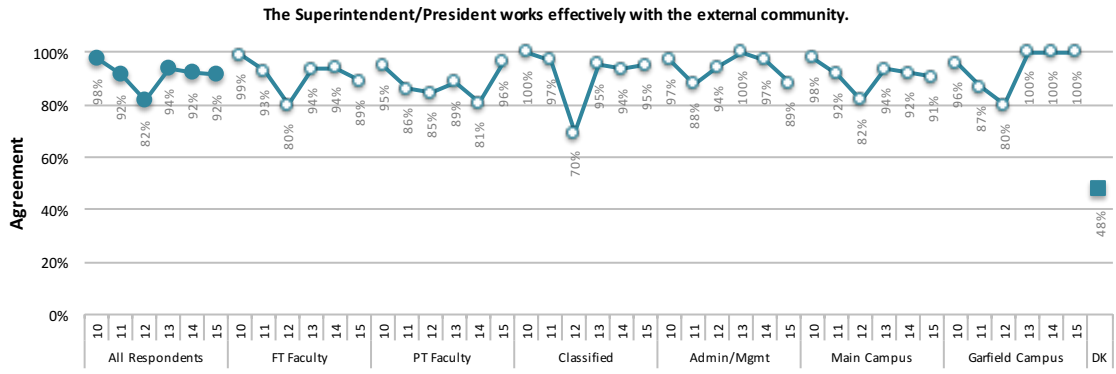


The Superintendent/President has articulated a vision for the college.

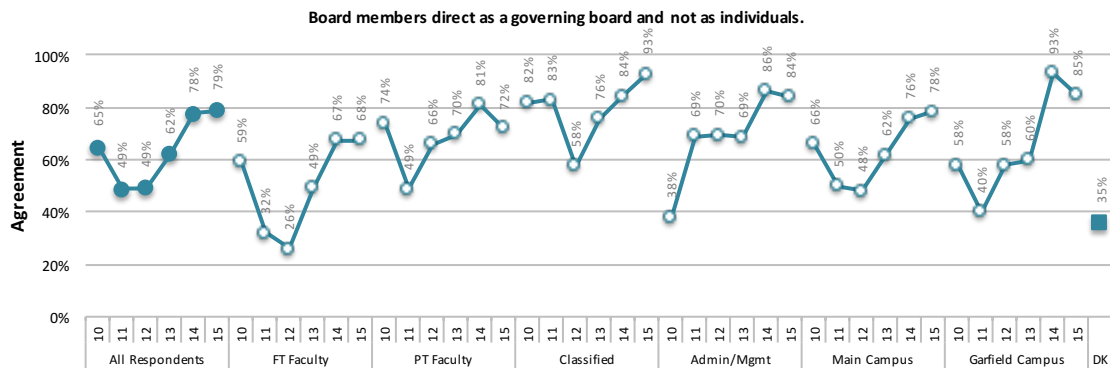
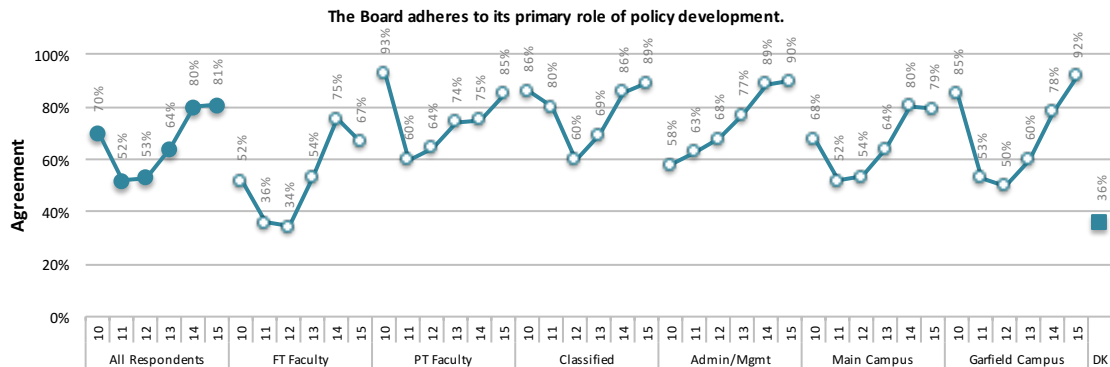
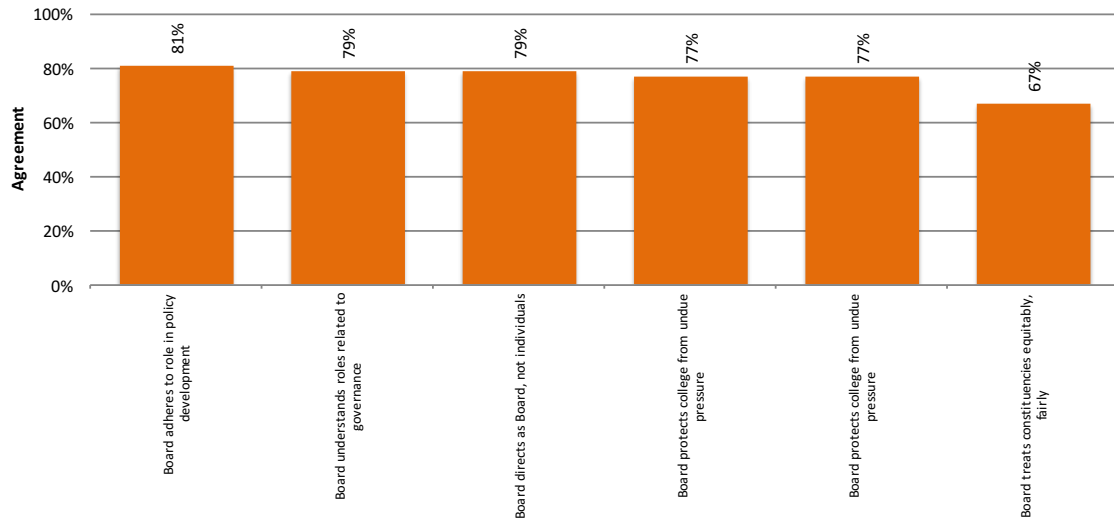




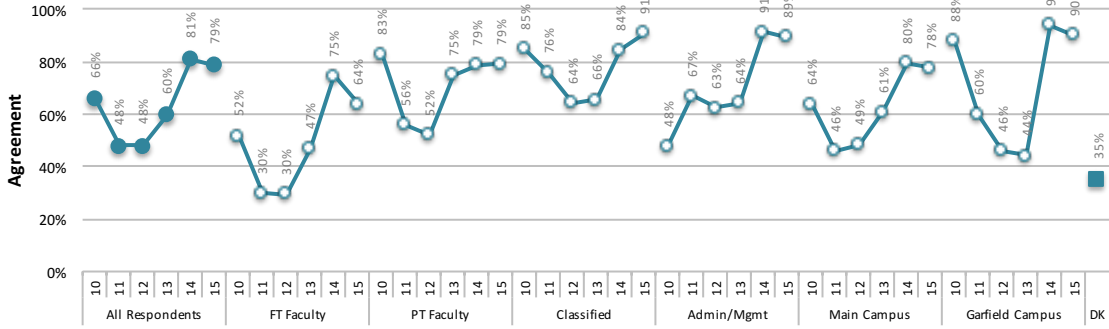




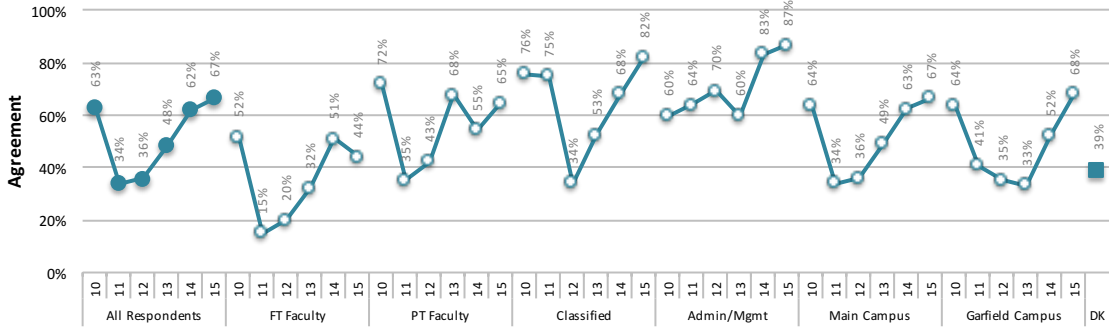
Board of Trustees Items



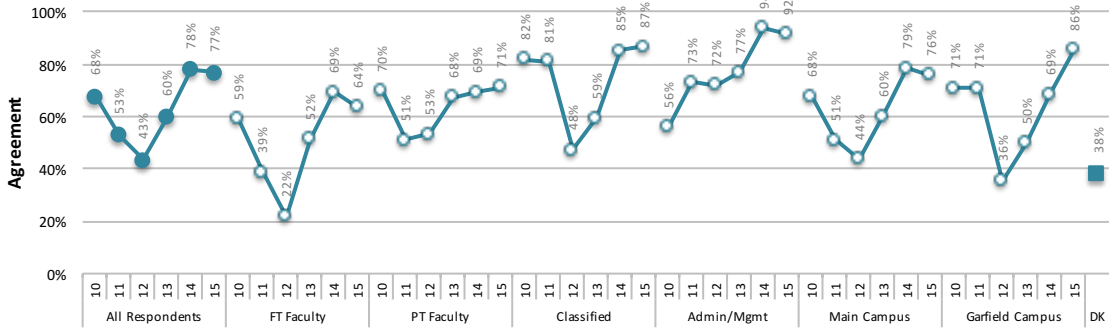
The Board understands and adheres to its roles and responsibilities related to governance.



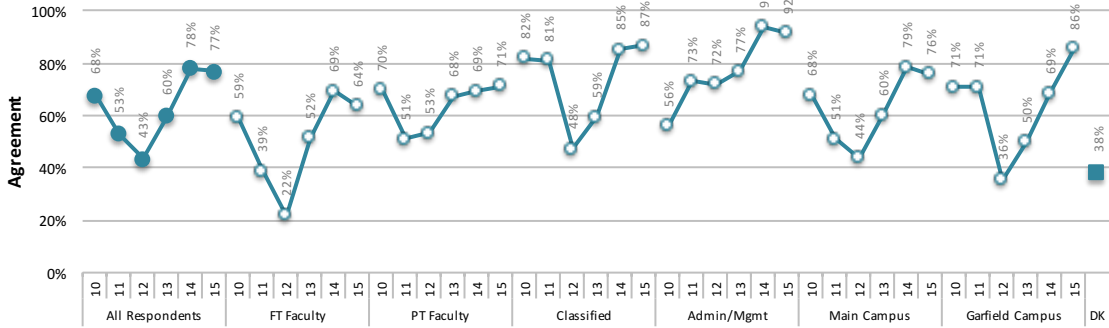
The Board treats all constituency and community groups equitably and fairly.



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

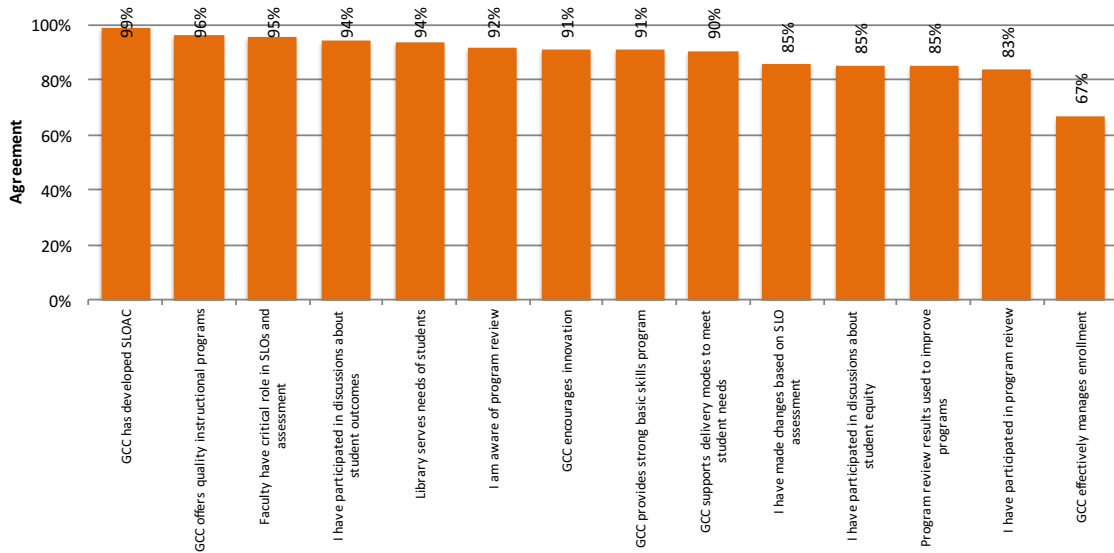


The Board understands and adheres to its role in protecting the College from undue pressure.

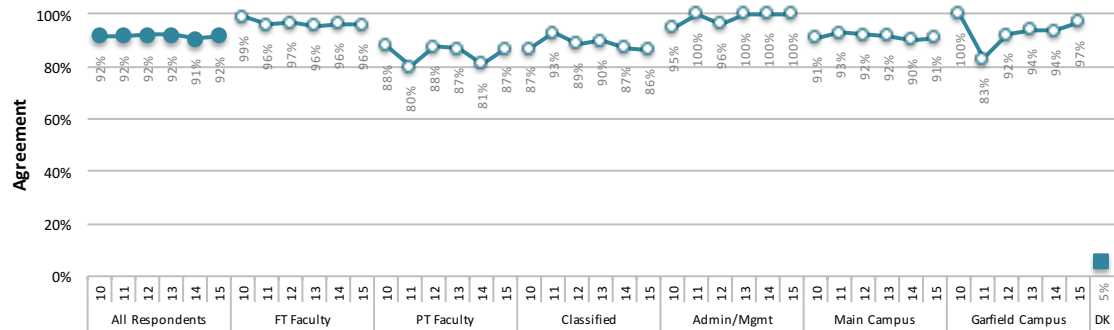


Part 2. Educational Programs and Services Items

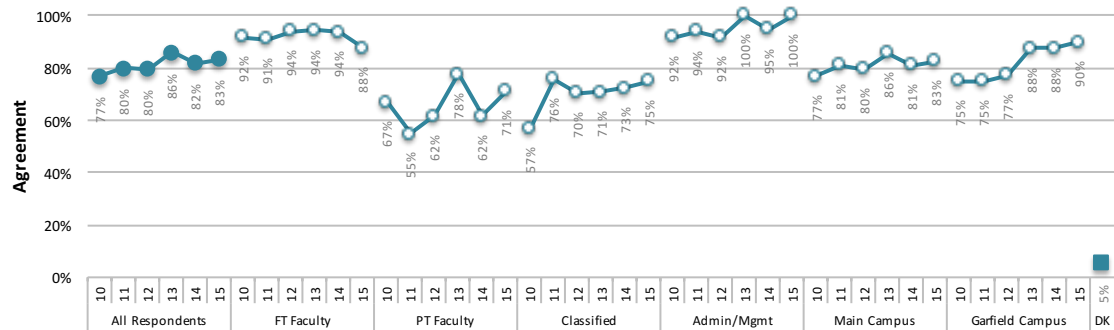
Instruction Items



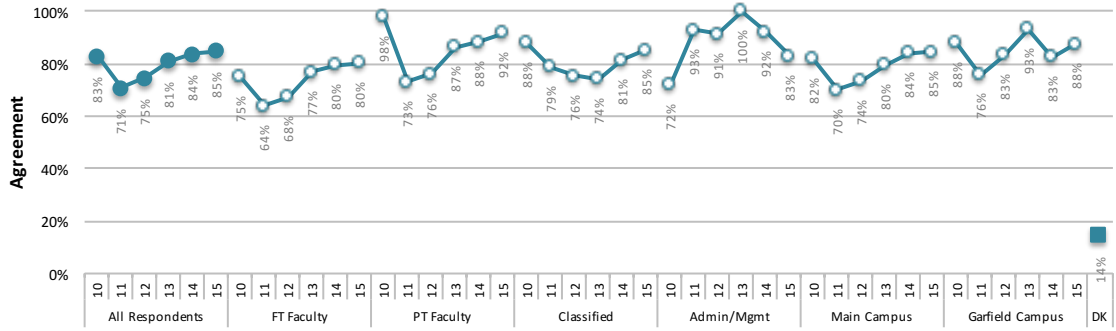
I am aware of the program review process at GCC.



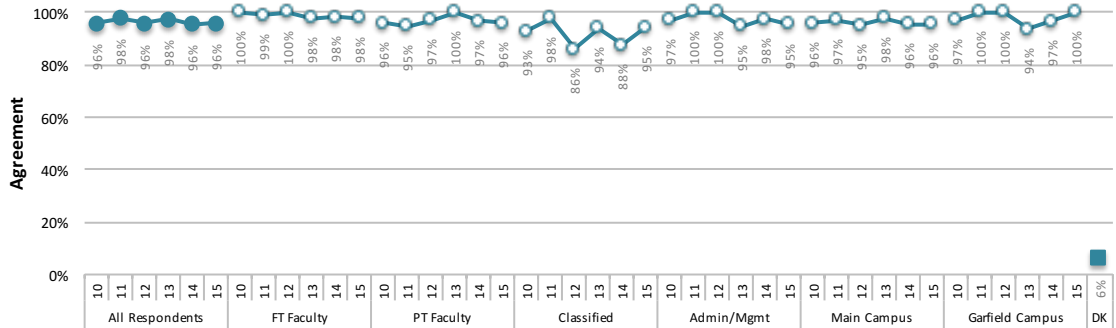
I have participated in the program review process at GCC.



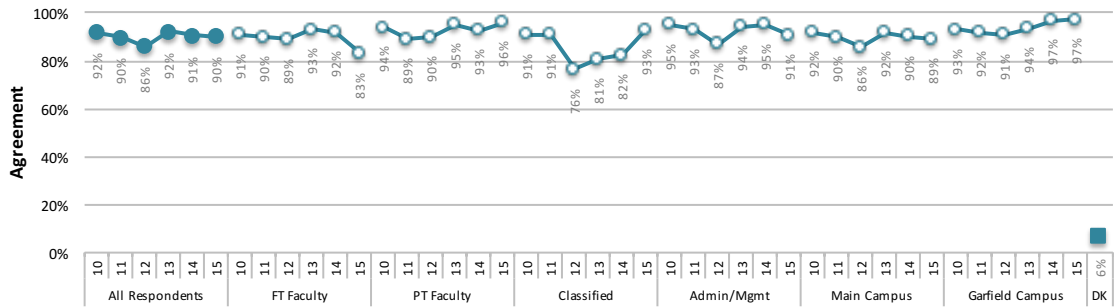
Program review results are used to improve instructional programs.



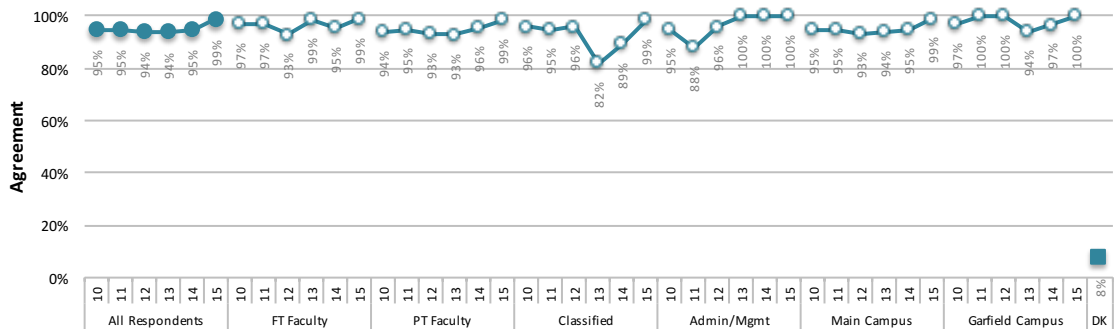
GCC offers quality instructional programs that are recognized as such by universities and employers.



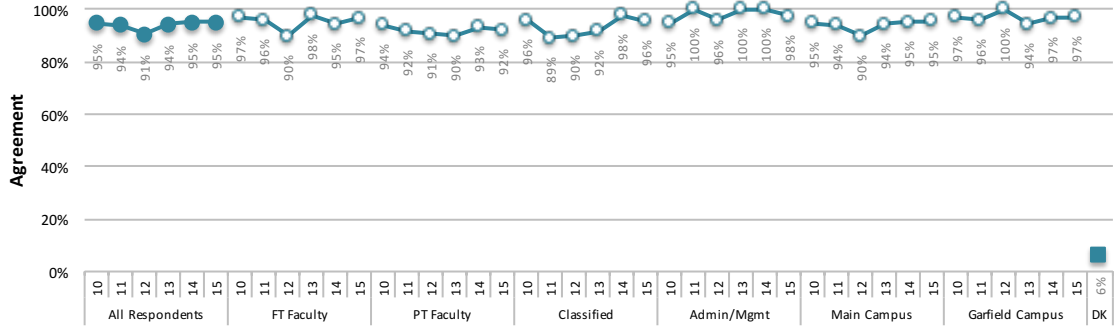
GCC supports the range of delivery modes and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body.



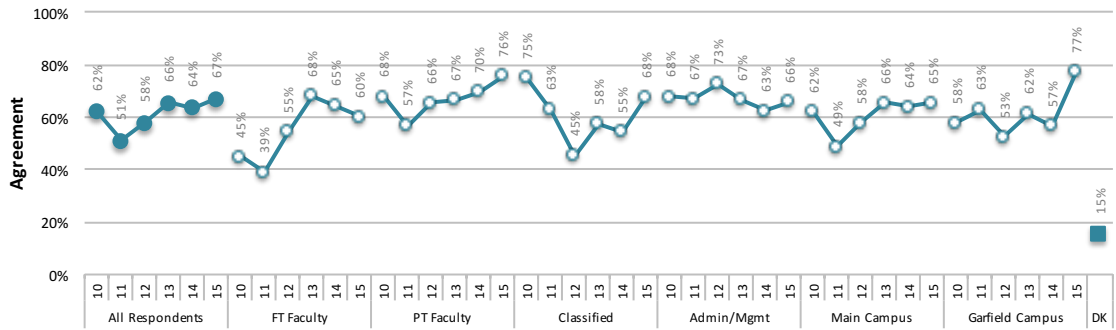
GCC has developed a Student Learning Outcomes Assessment cycle in instruction and student services.



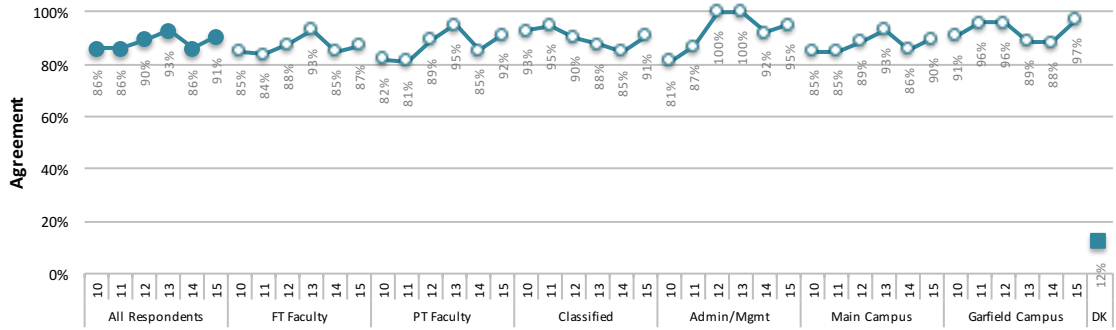
The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment.



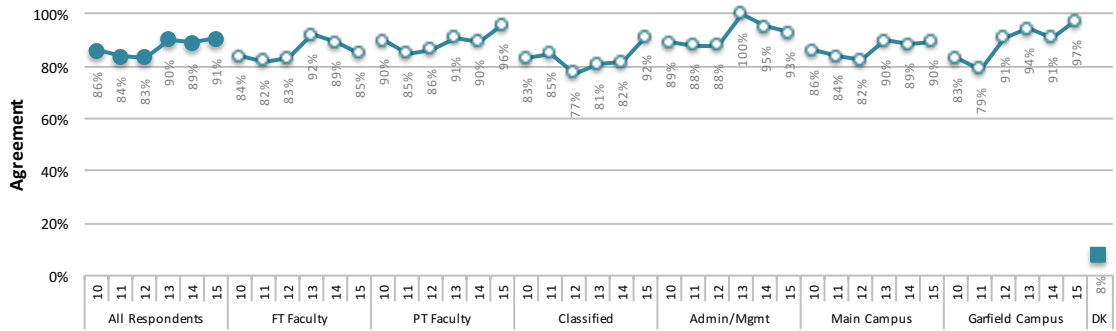
GCC effectively manages enrollment to maximize its ability to serve students' needs.



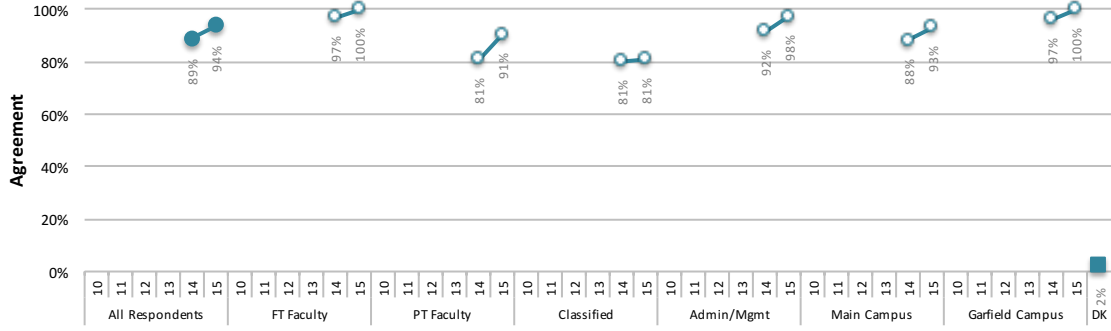
GCC provides a strong basic skills program.



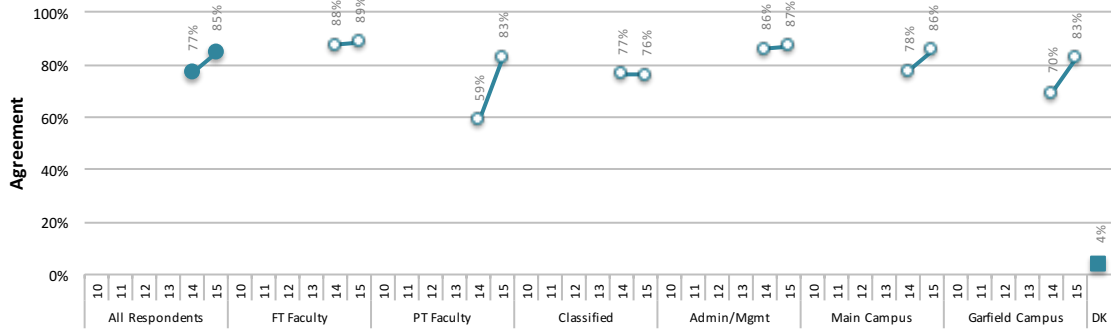
GCC encourages innovation in teaching, learning, courses, and programs.



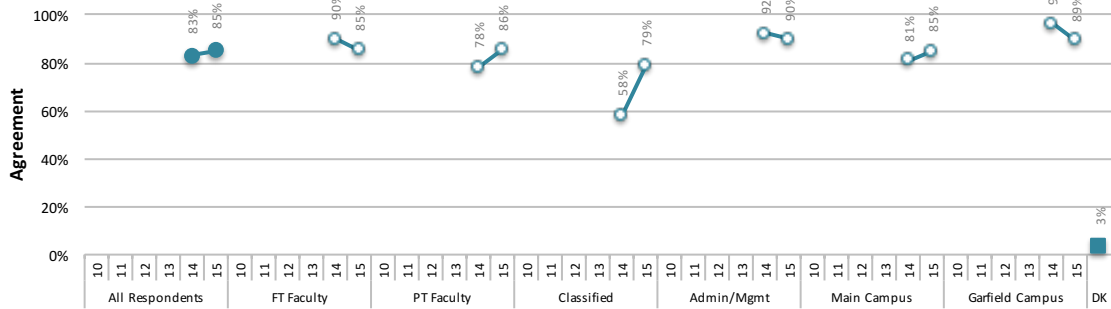
I have participated in discussions about student outcomes.



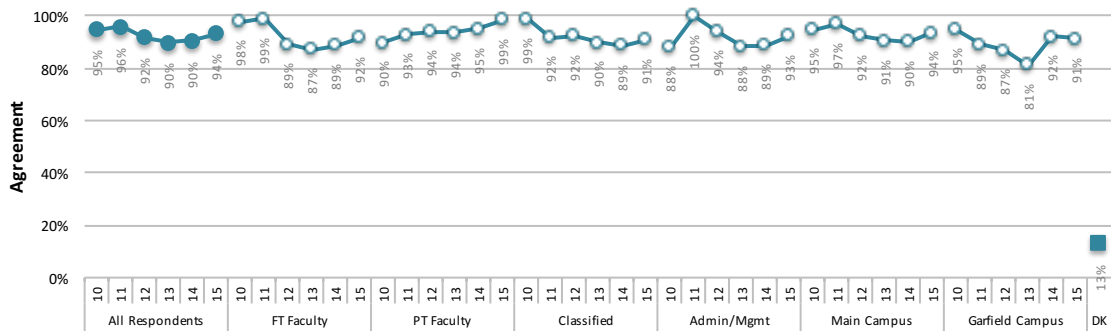
I have participated in discussions about student equity.



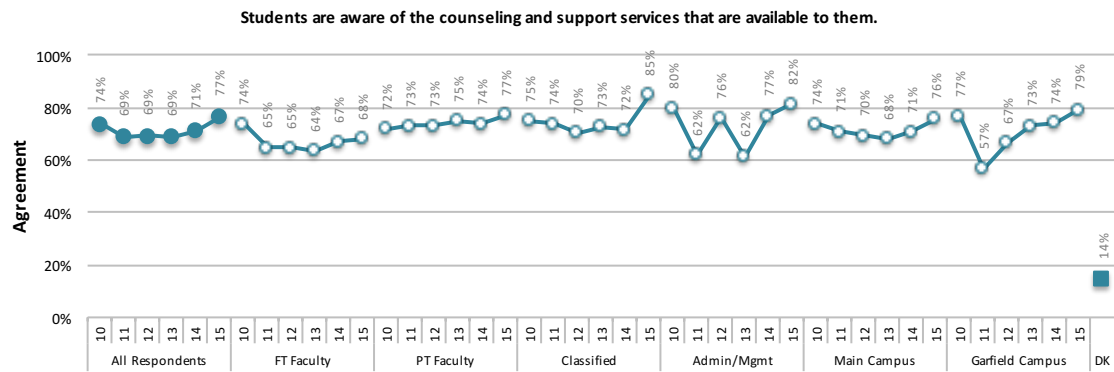
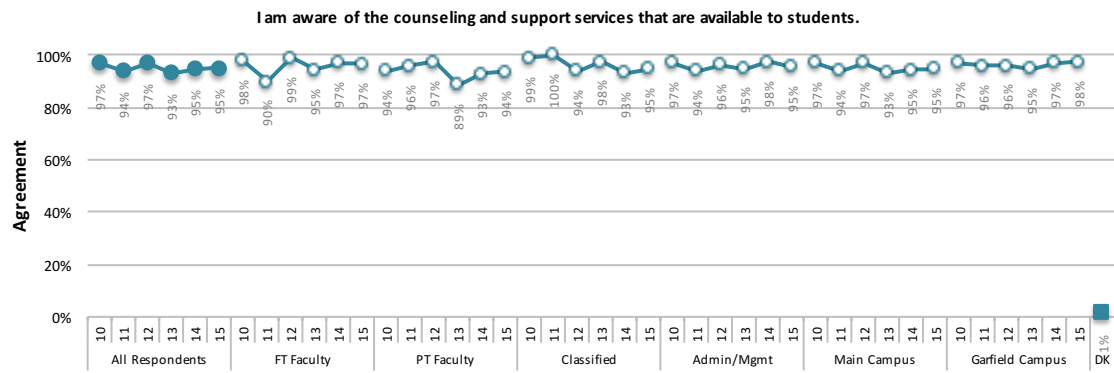
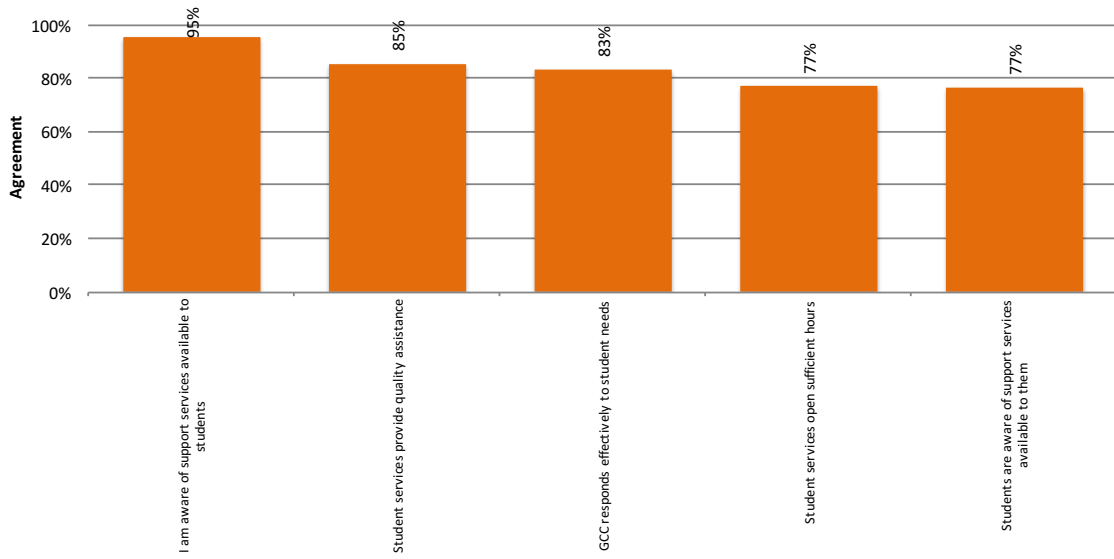
I have made changes in a course, program, service, or process based on information gained during the Student Learning Outcomes Assessment Cycle.

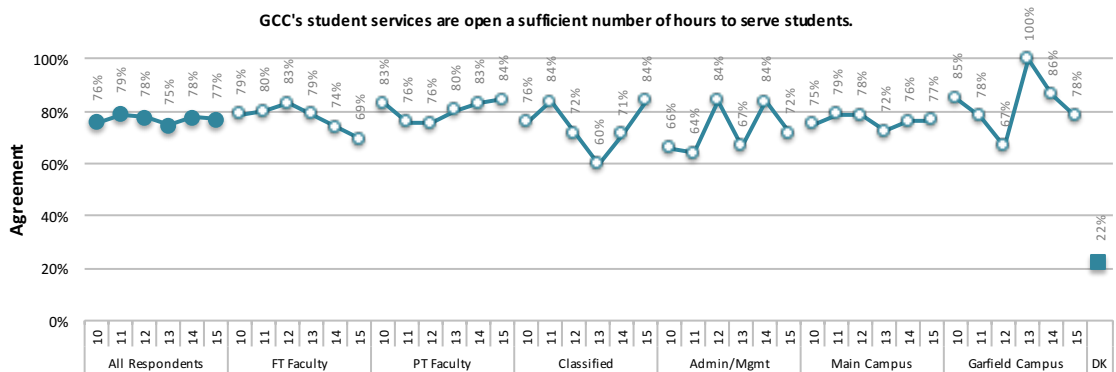
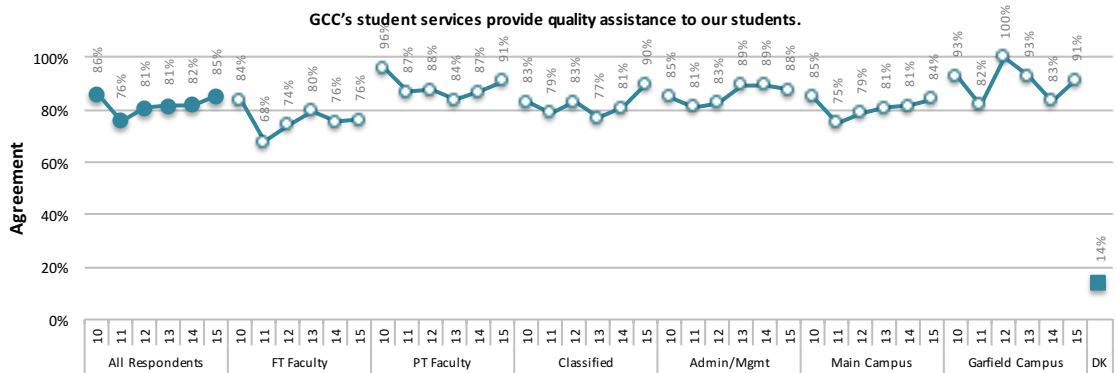
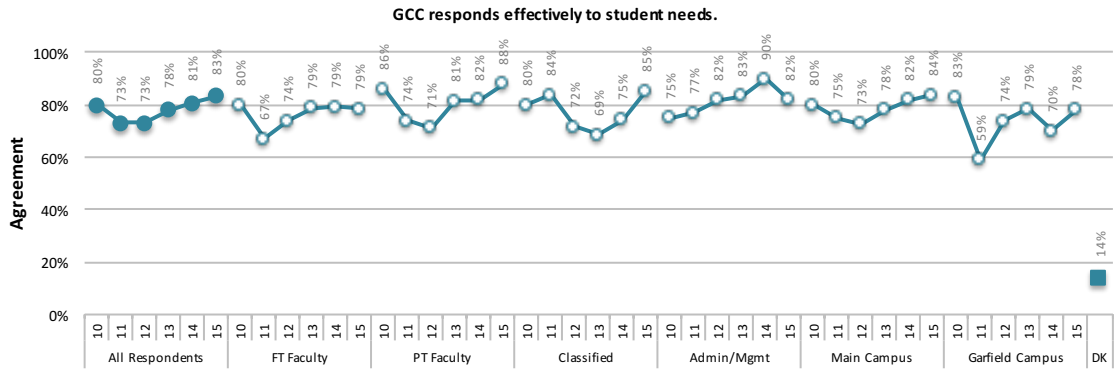


The GCC library serves the needs of our students.

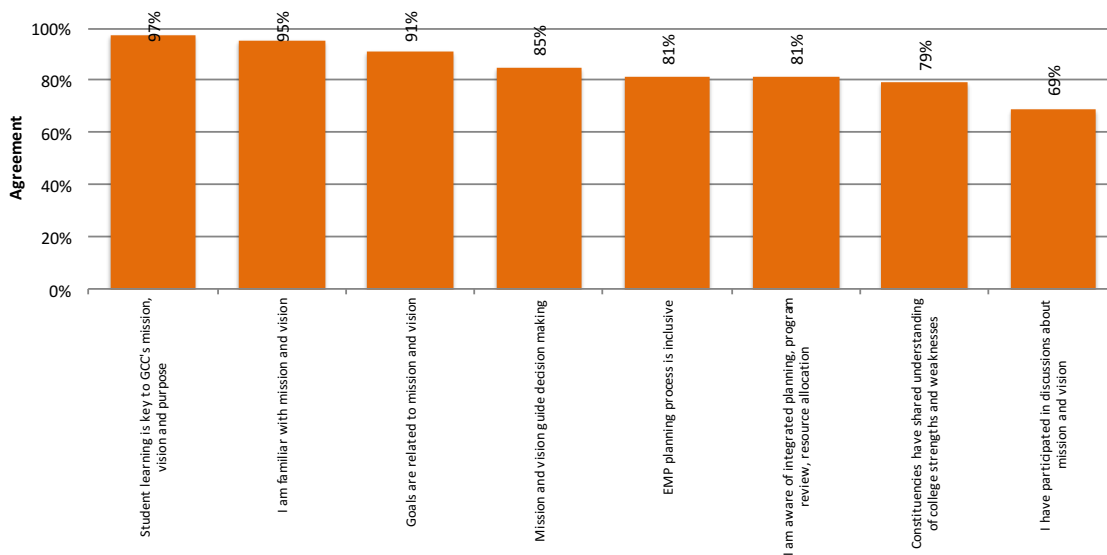


Student Services Items

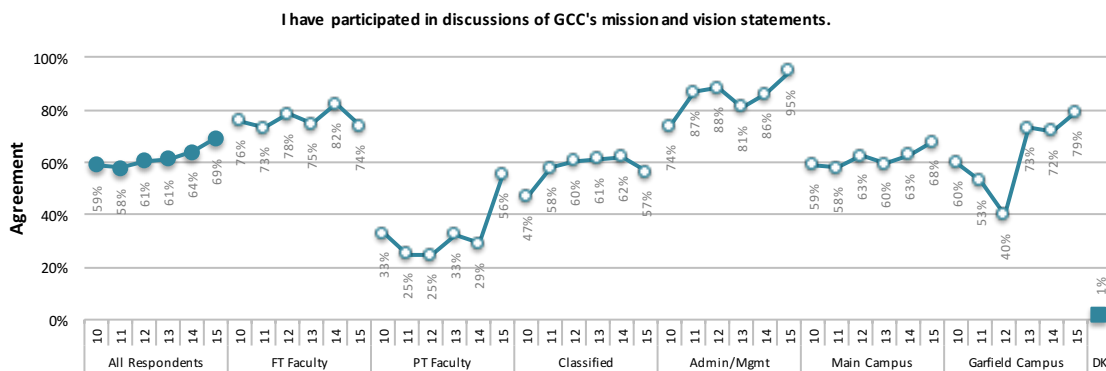
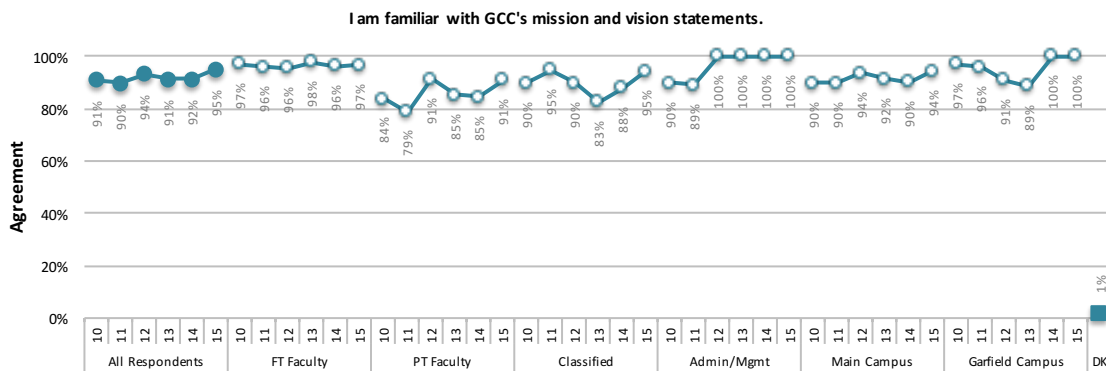




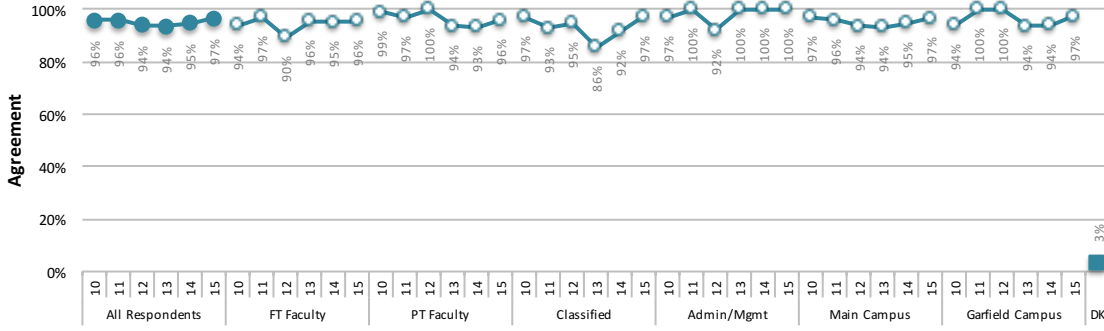
Part 3. Mission and Institutional Effectiveness Items



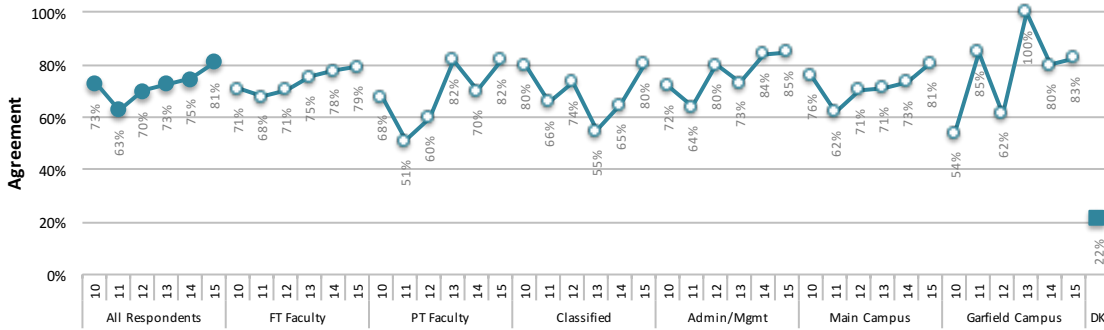
Note: Before 2015, items referred to GCC's mission statement, not its mission and vision statements.



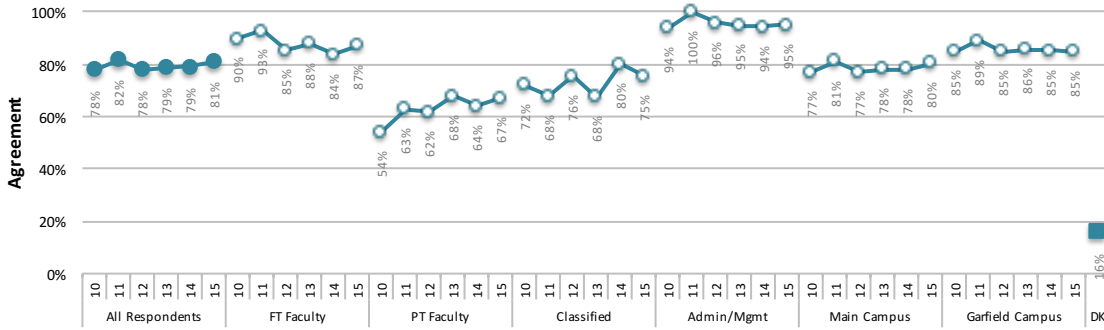
Student learning is key to GCC's mission, vision and purpose as a college.



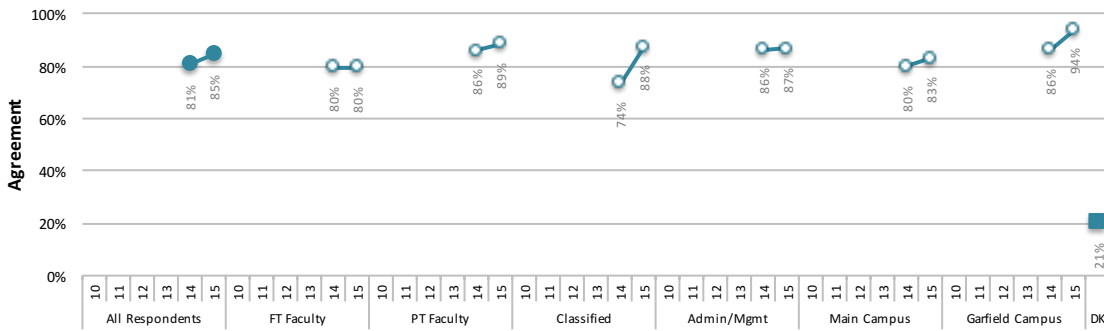
The process GCC uses to develop its Educational Master Plan is inclusive of everyone on campus.



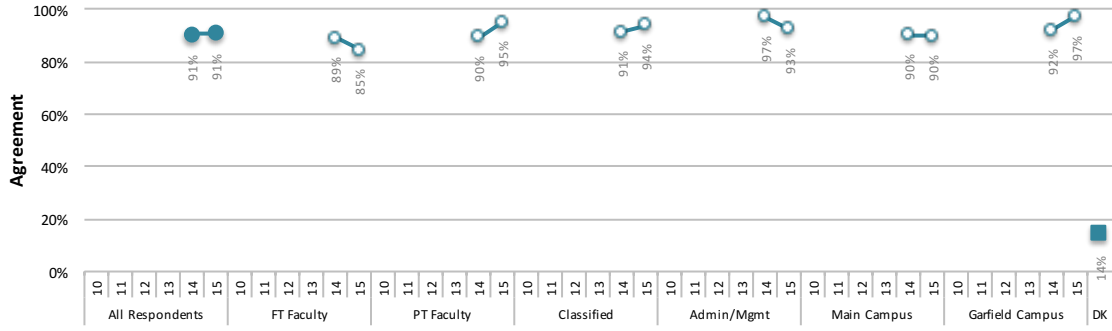
I am aware of the process (begun in 2010-2011) that integrates planning, program review, and resource allocation.



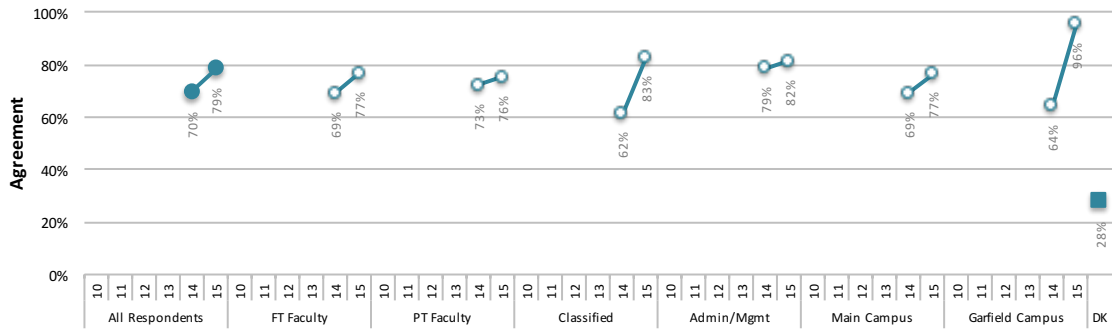
GCC's mission and vision guide decision-making, planning, and resource allocation.



GCC's goals are related to its mission and vision.

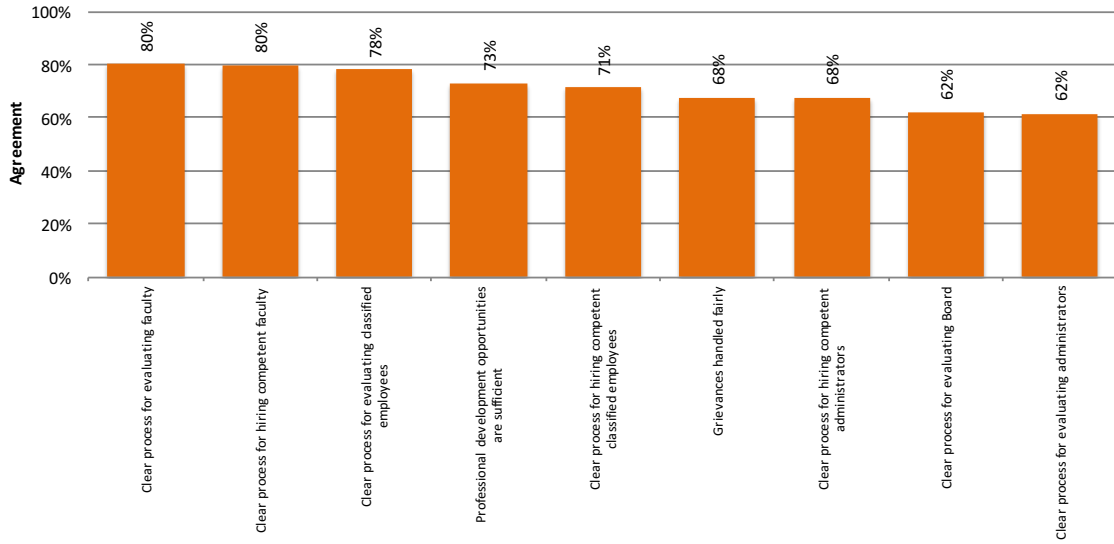


The constituency groups have a shared understanding of the college's strengths and weaknesses.

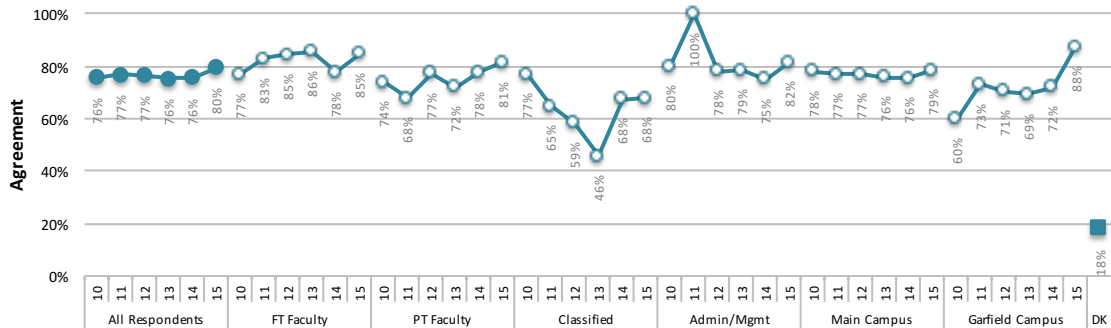


Part 4. Resources Items

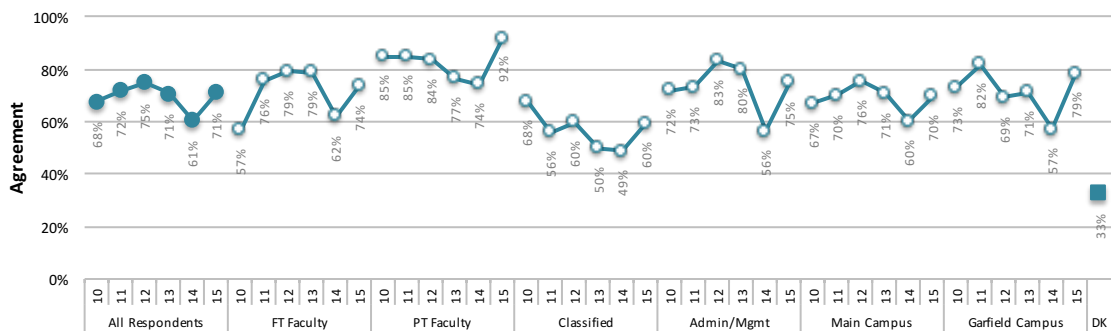
Human Resources Items



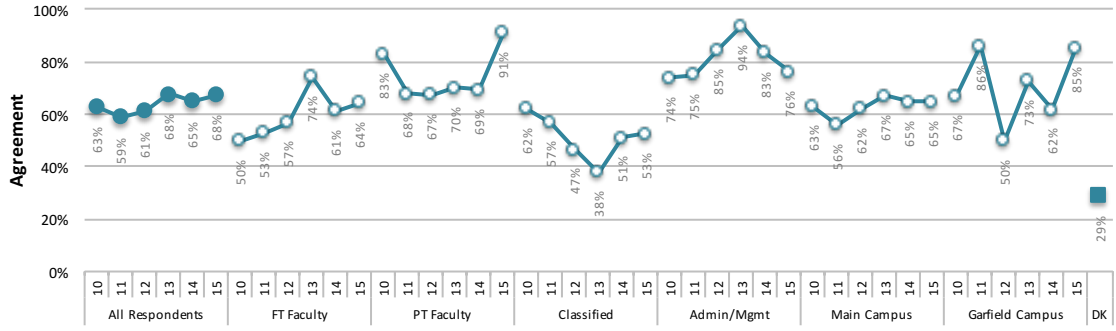
GCC has a clearly defined process for hiring competent faculty.



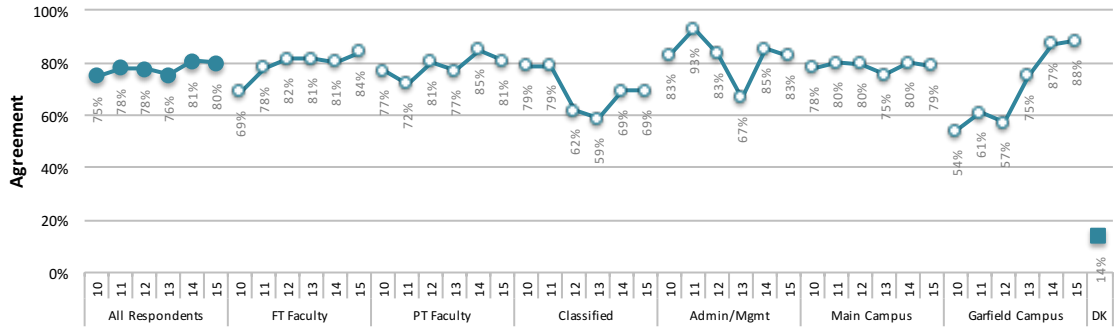
GCC has a clearly defined process for hiring competent classified employees.



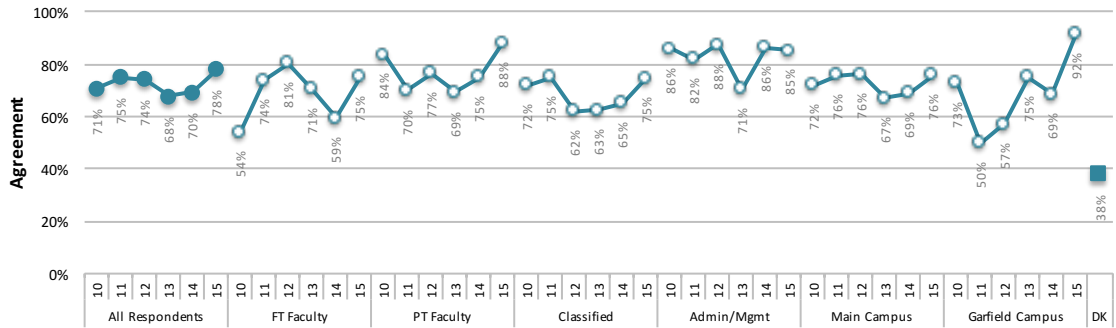
GCC has a clearly defined process for hiring competent administrators.



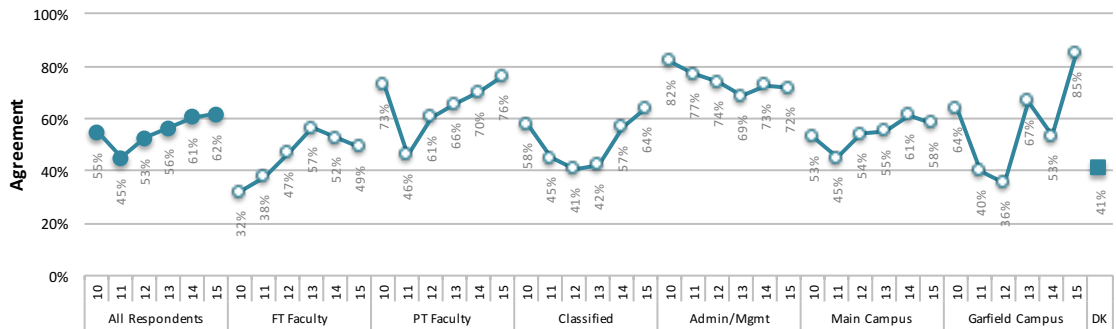
GCC has a clearly defined process for evaluating faculty.



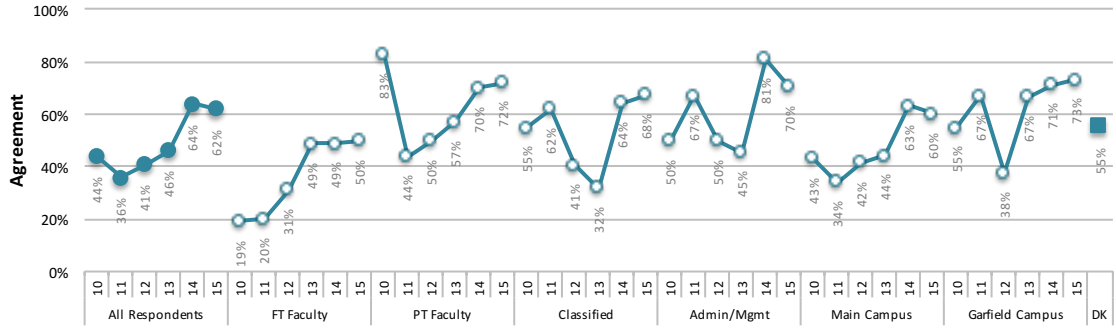
GCC has a clearly defined process for evaluating classified employees.



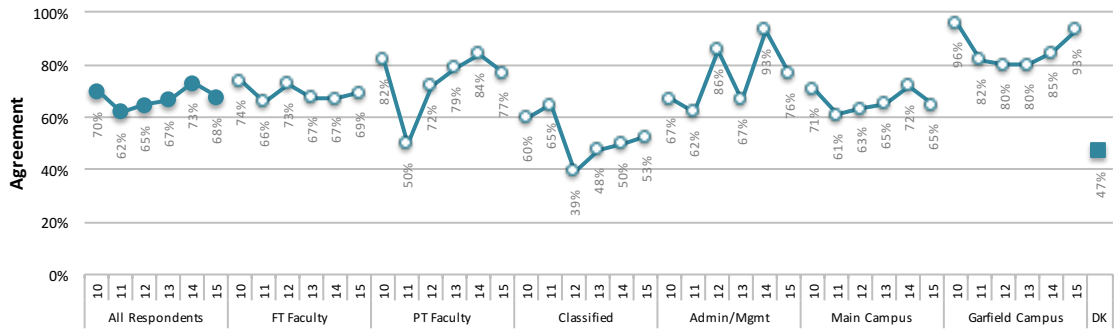
GCC has a clearly defined process for evaluating administrators.



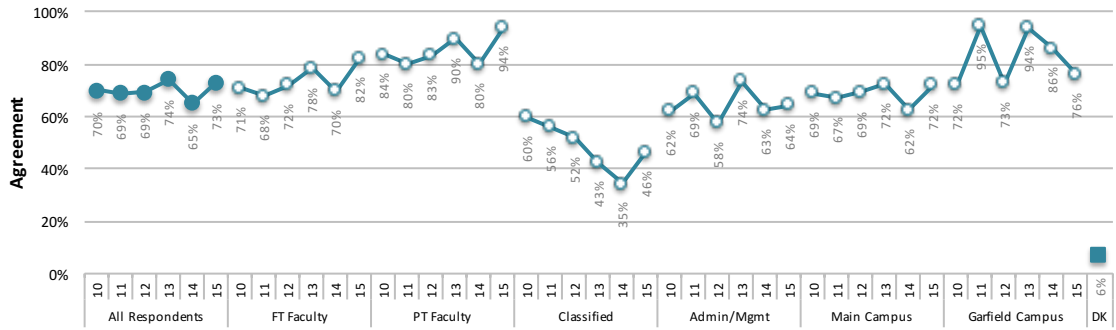
GCC has a clearly defined process for evaluating the Board of Trustees.



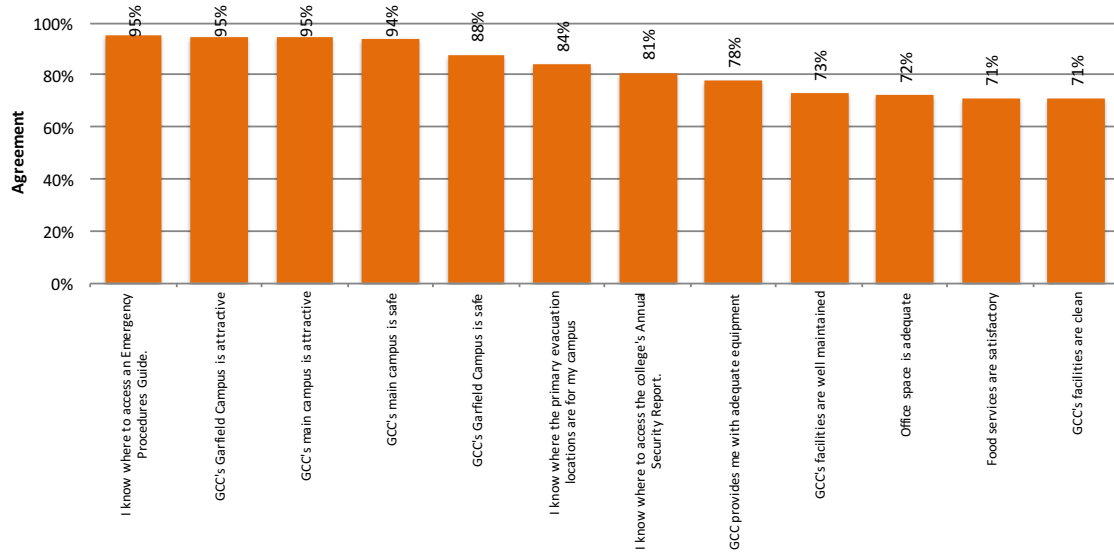
Grievances are handled fairly.



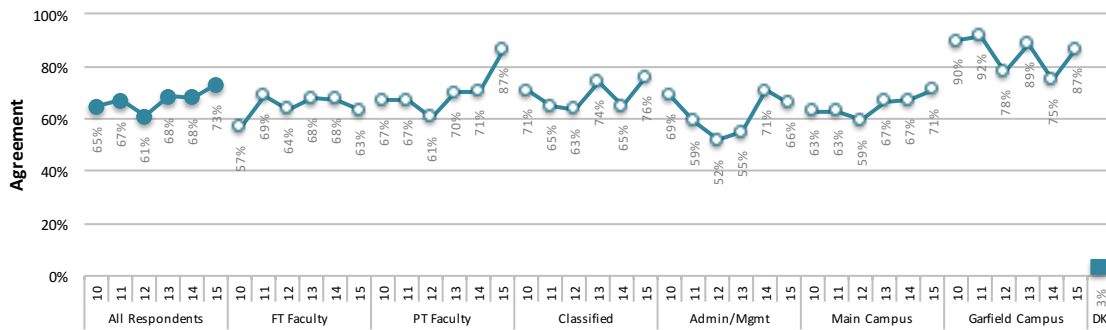
Sufficient personal and professional development opportunities are available to me.



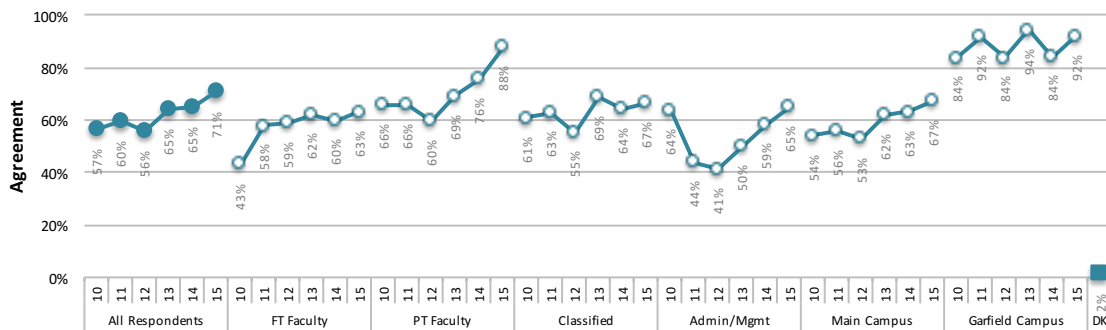
Facilities Items

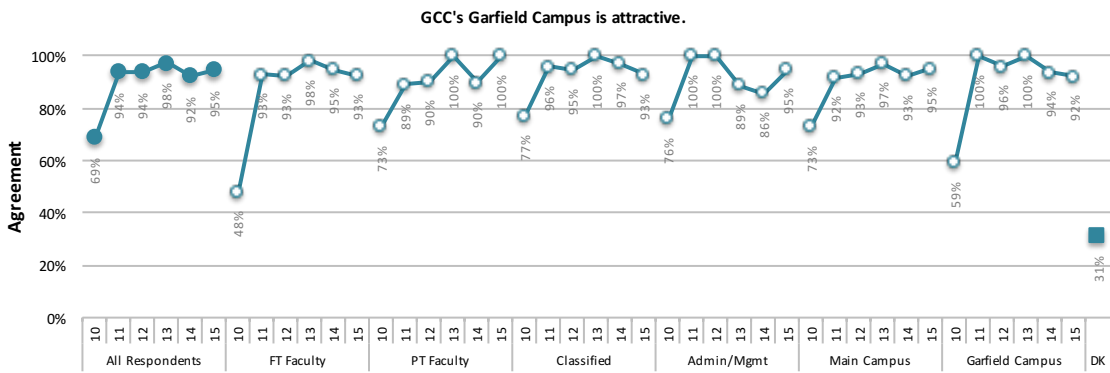
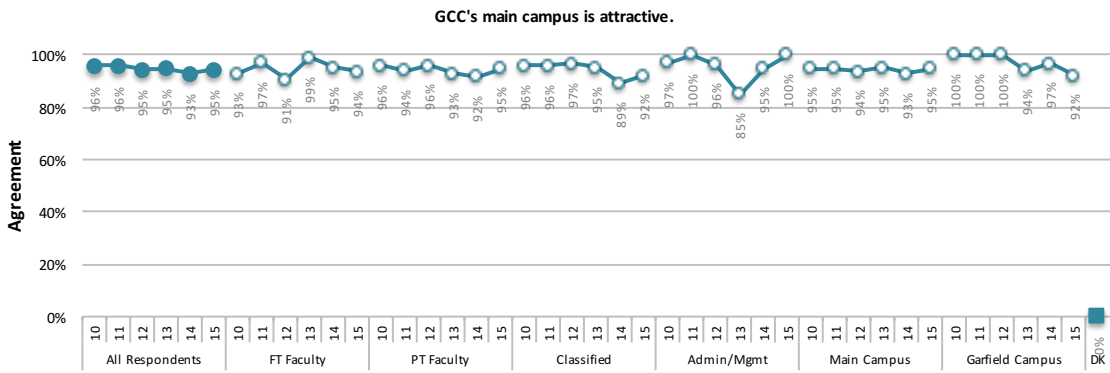
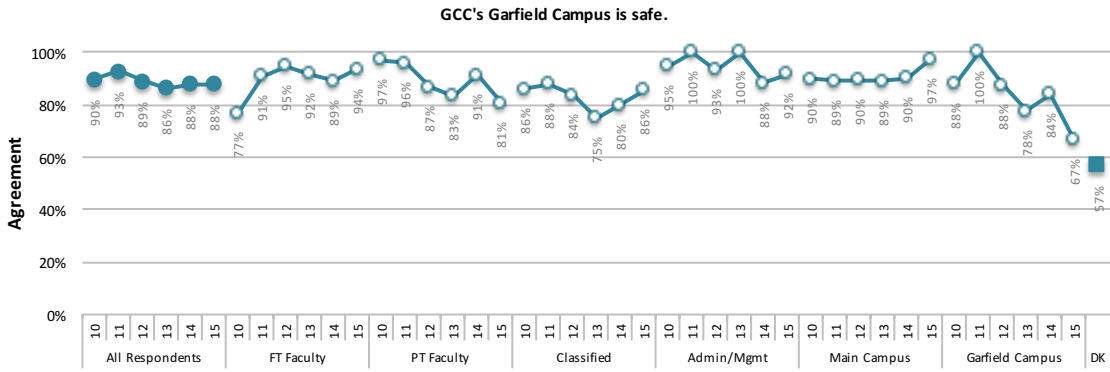
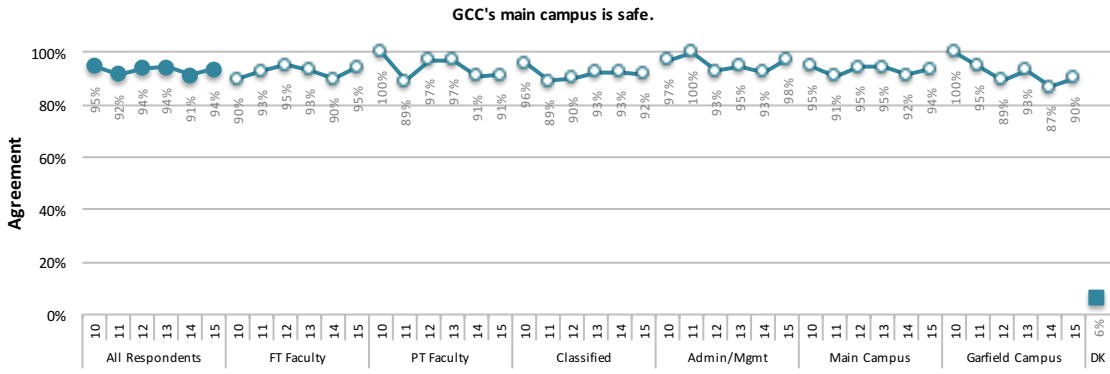


GCC's facilities are well maintained.

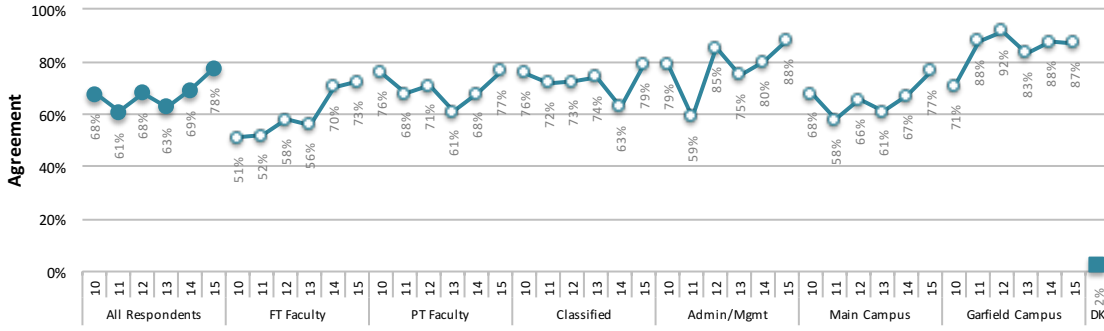


GCC's facilities are clean.

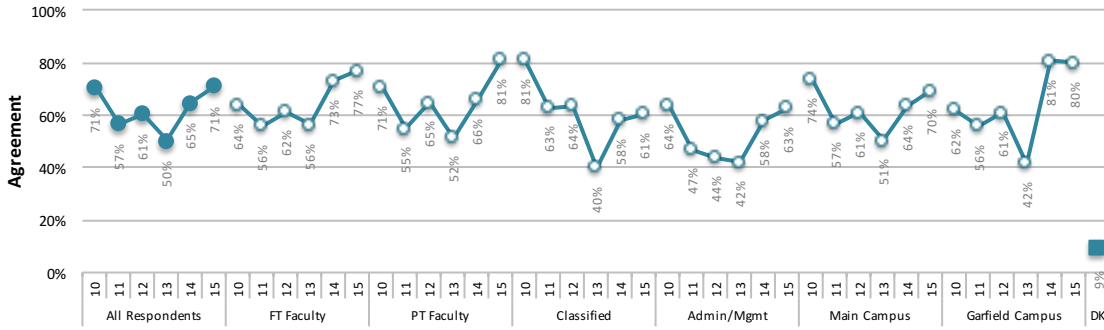




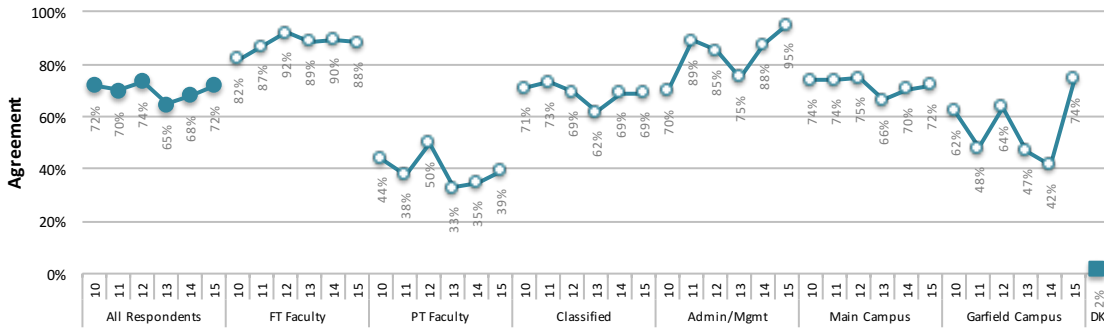
GCC provides me with adequate equipment.



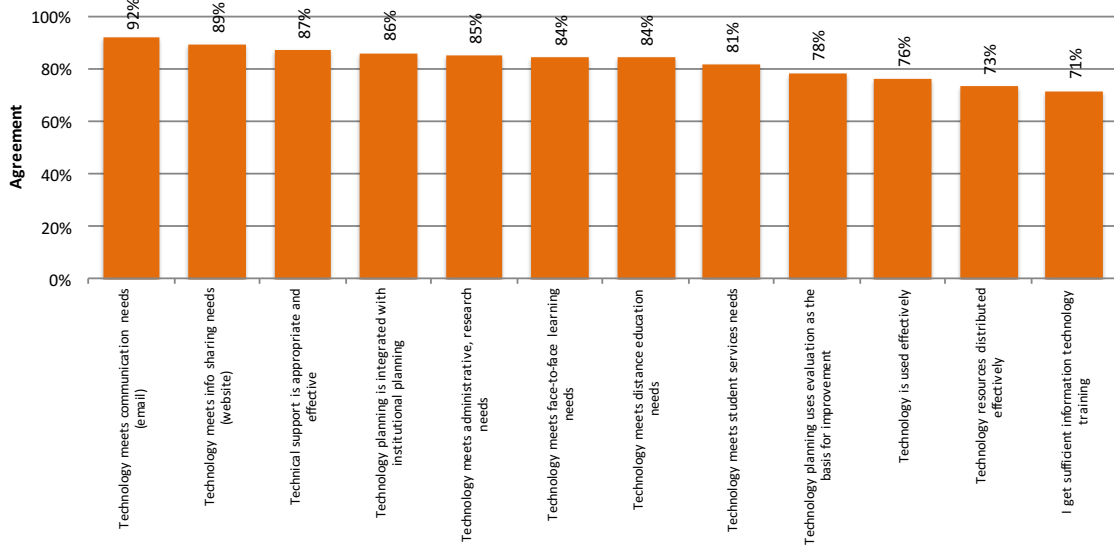
The food services on campus are satisfactory.



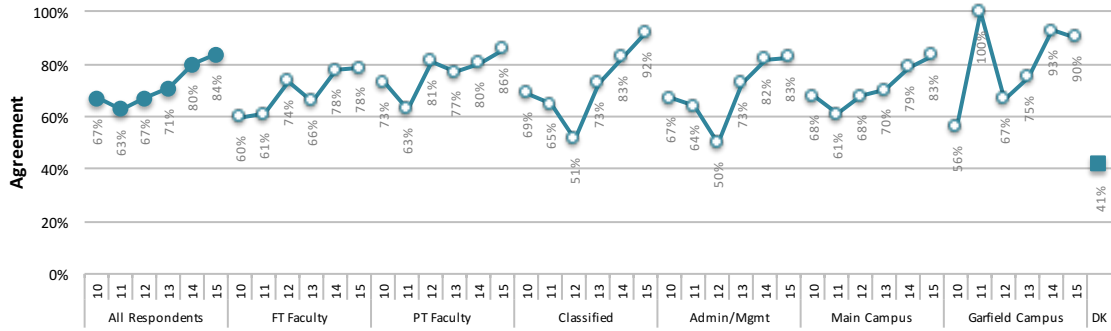
The college provides me with adequate office space.



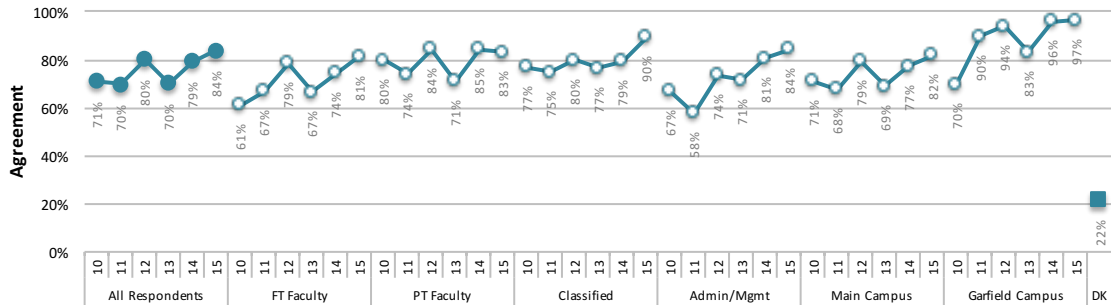
Technology Items



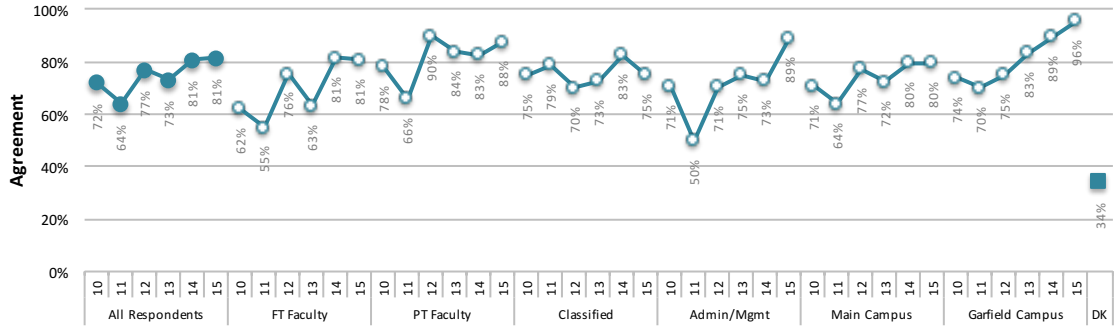
Technology at GCC meets the needs of instructional programs taught through distance education.



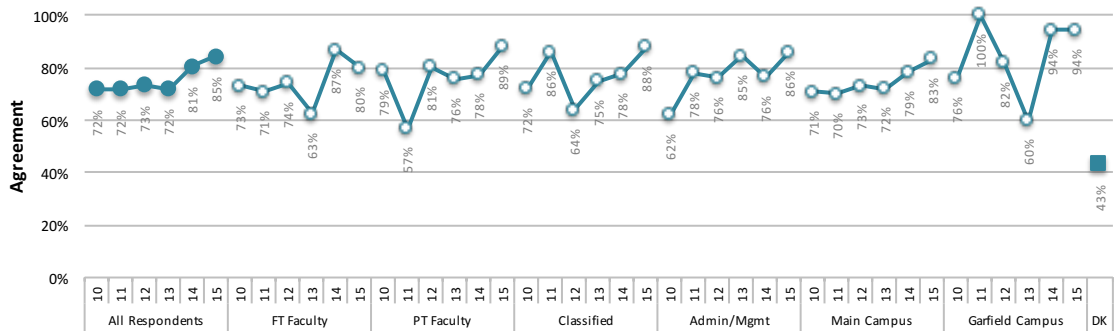
Technology at GCC meets the needs of traditional, non-distance education programs (including Level 3 classrooms and computer labs).



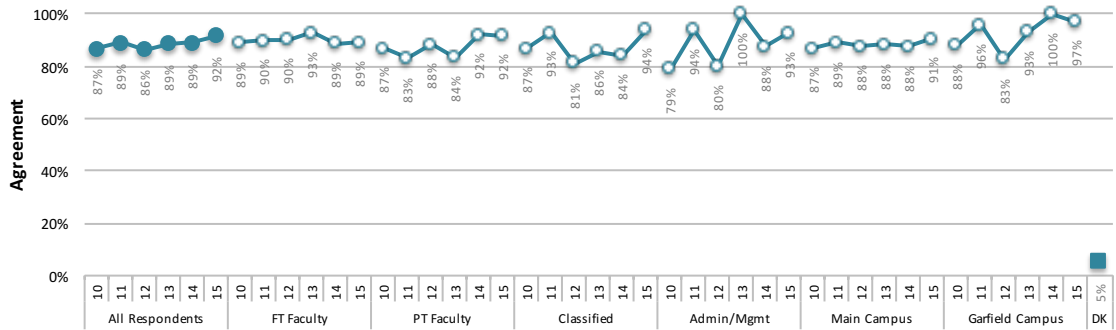
Technology at GCC meets the needs of student services.



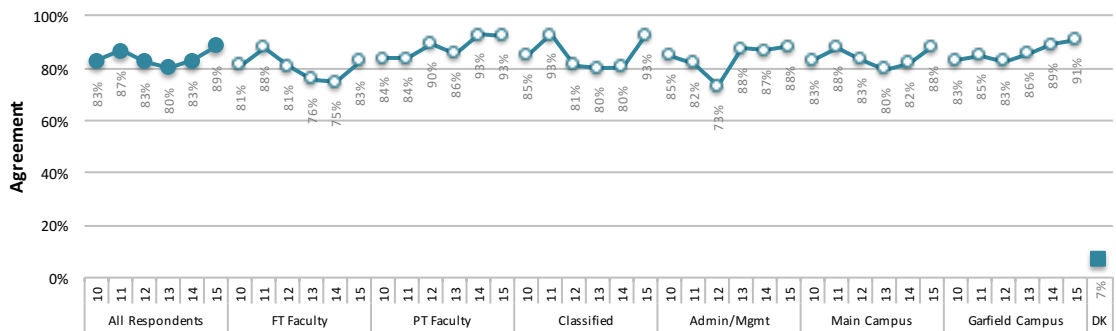
Technology at GCC meets administrative and research needs.



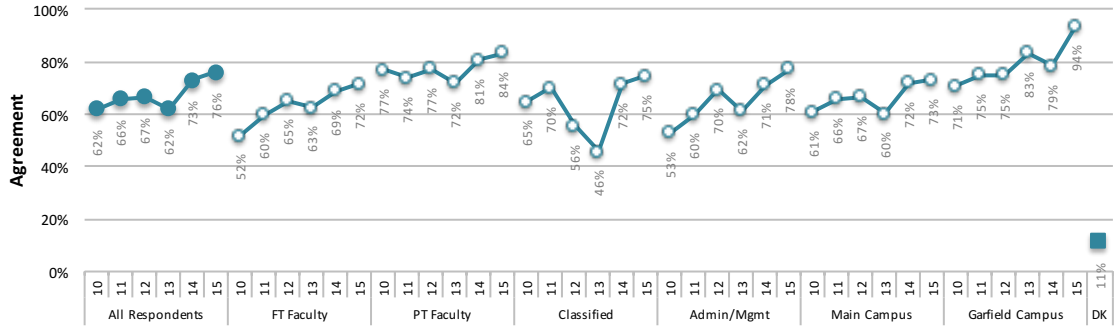
Technology at GCC meets the need for collegewide communication (e.g., email).



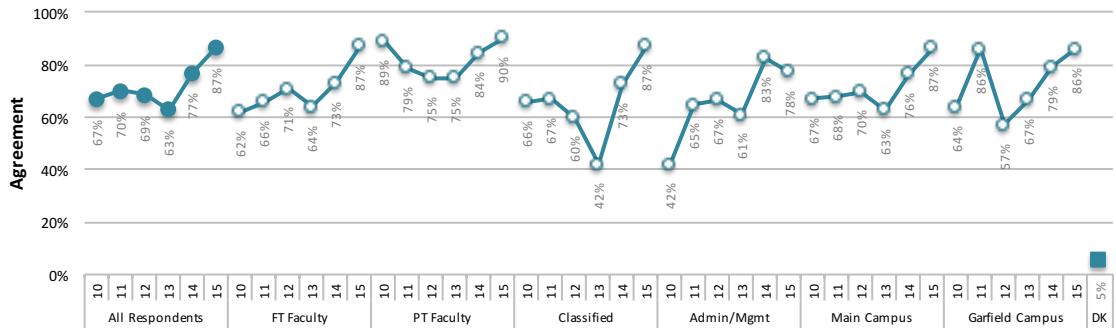
Technology at GCC meets the need for sharing information (e.g., college websites).



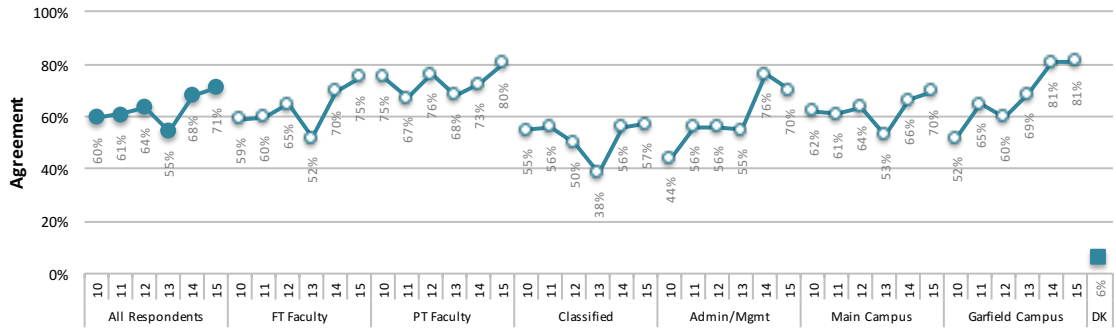
Technology is used effectively at GCC.



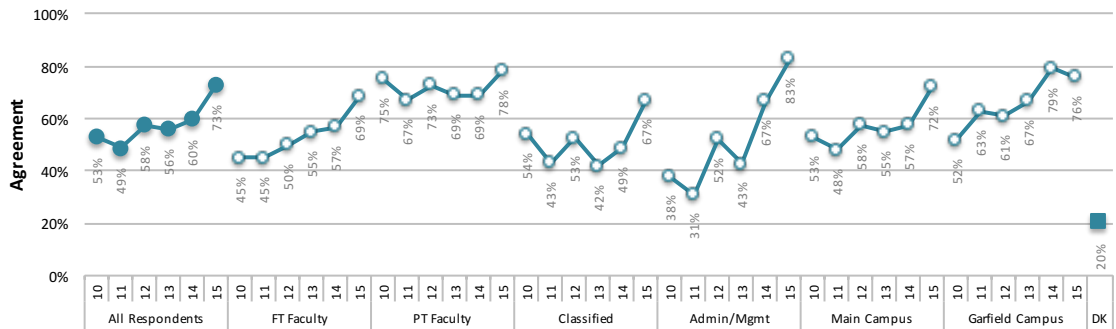
Technical support is appropriate and effective.



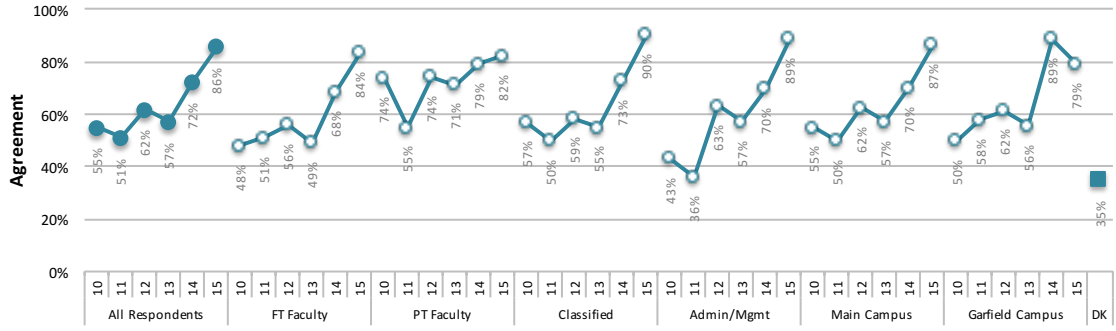
I get sufficient information technology training for my work.



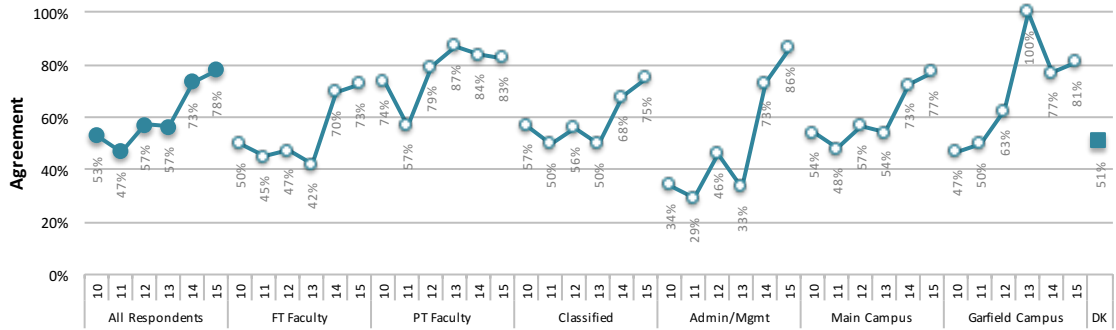
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



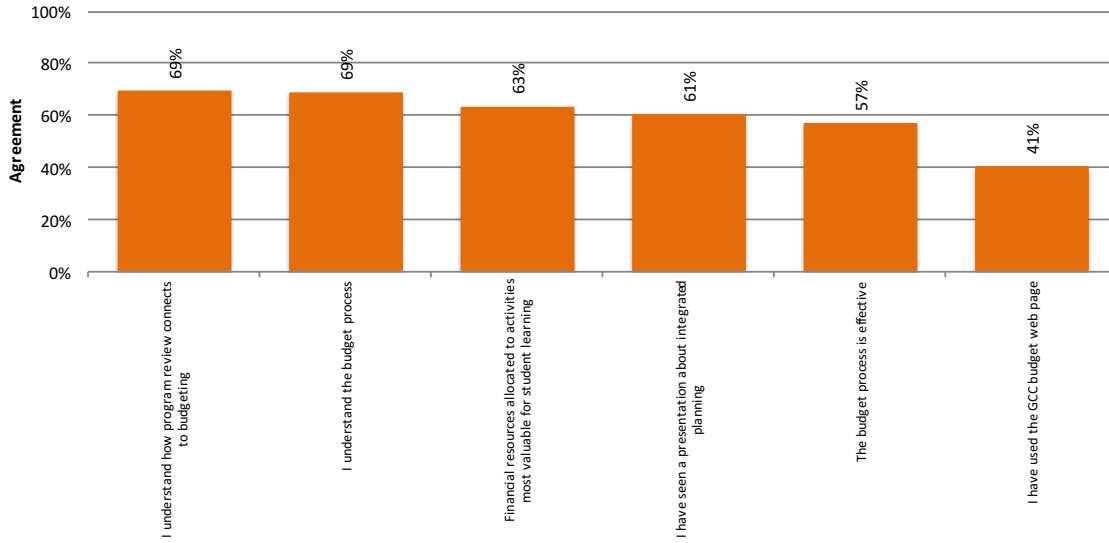
Technology planning is integrated with institutional planning.



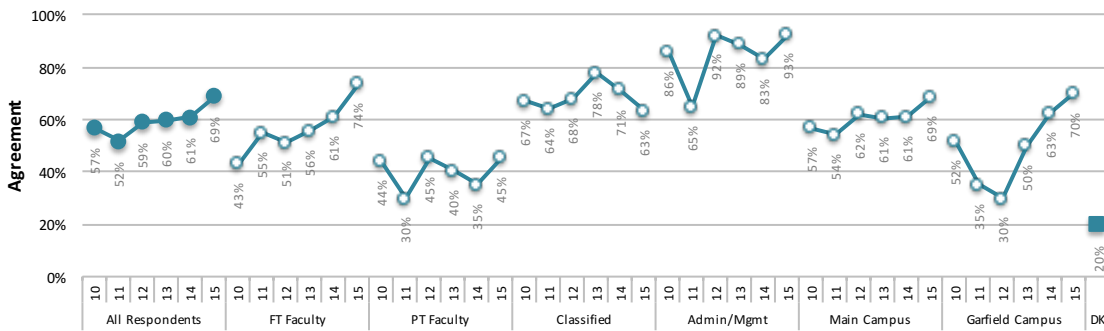
Technology planning uses evaluation as the basis for improvement.



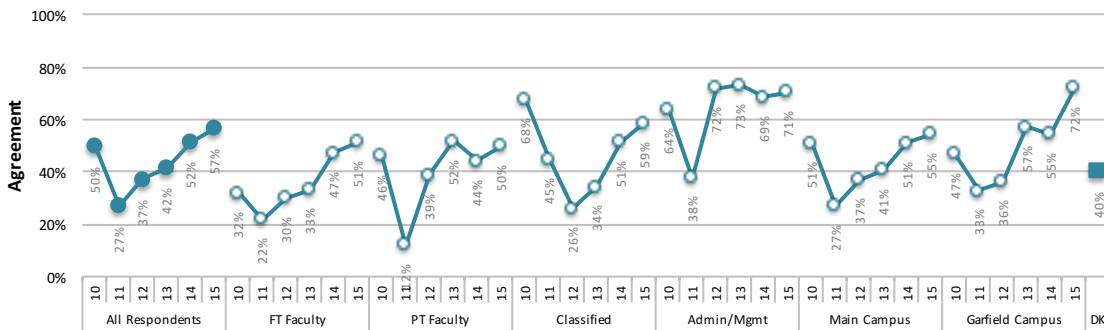
Fiscal Items



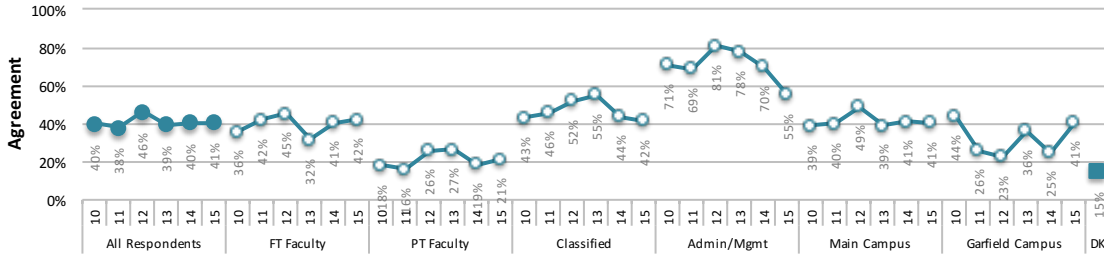
I understand the budget process at GCC.



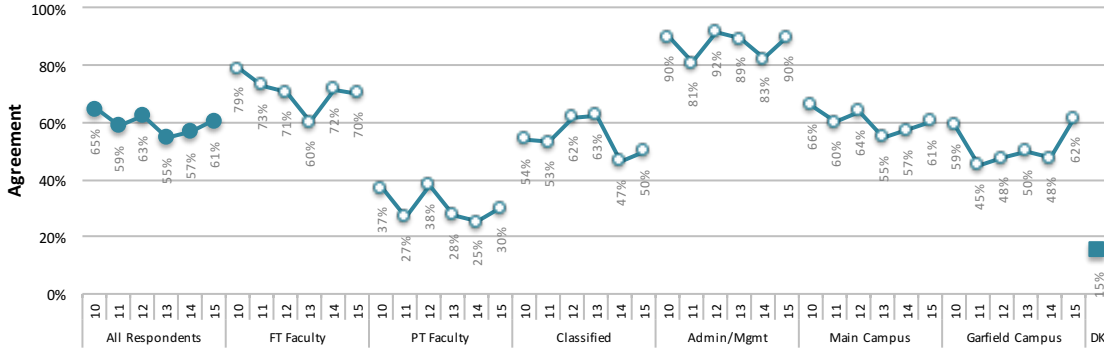
The budget process is effective.



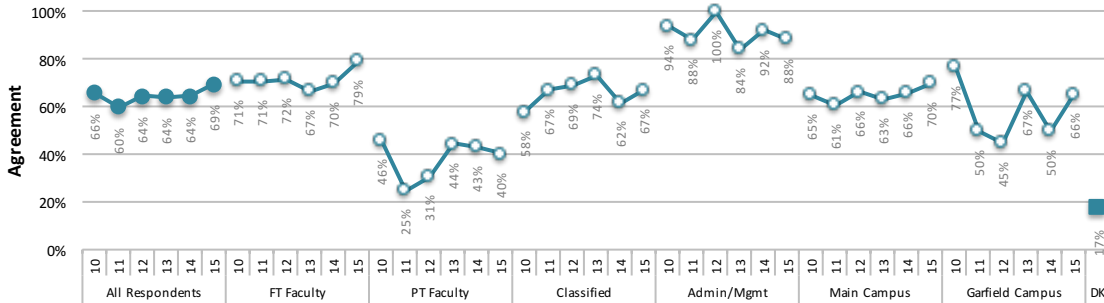
I have used the GCC budget web page.



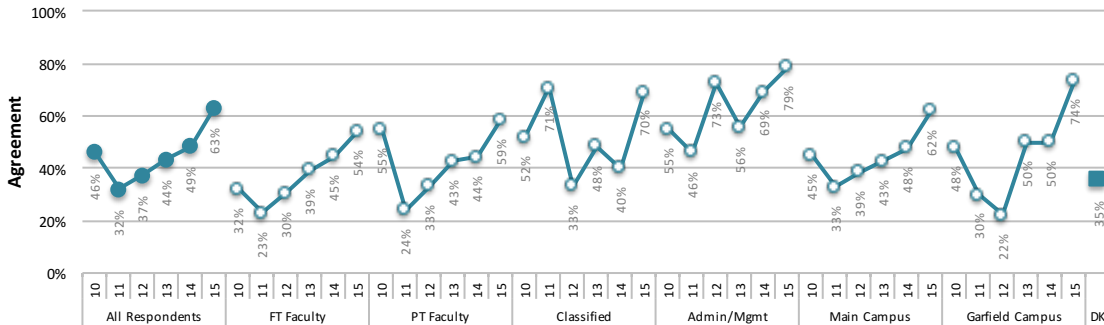
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



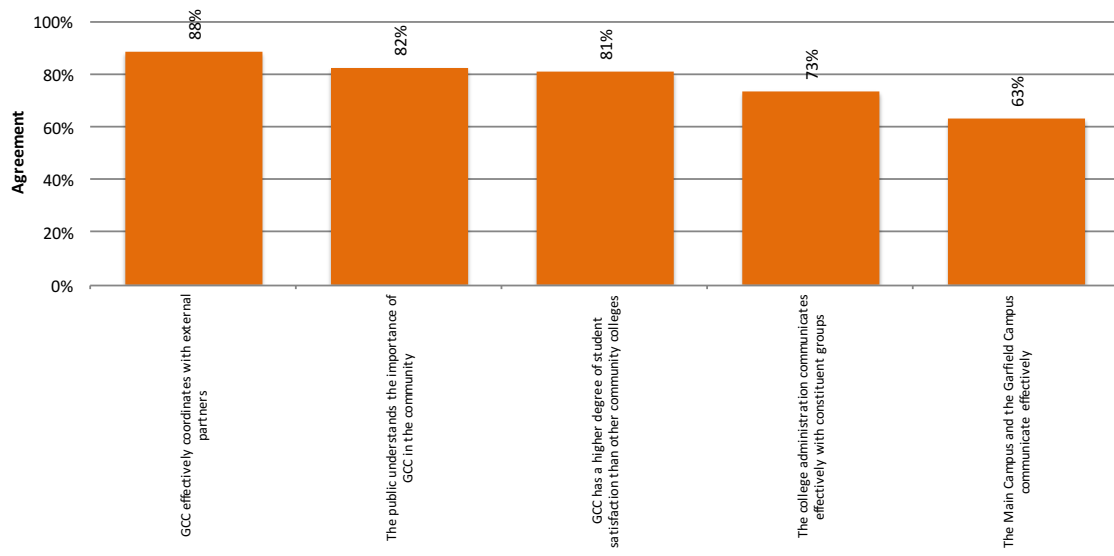
I understand how program review connects to budgeting at GCC.



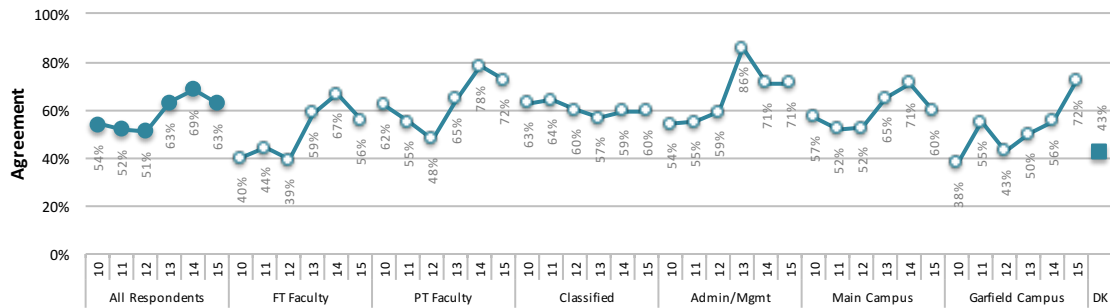
Financial resources are allocated to the activities that are most valuable for the benefit of student learning.



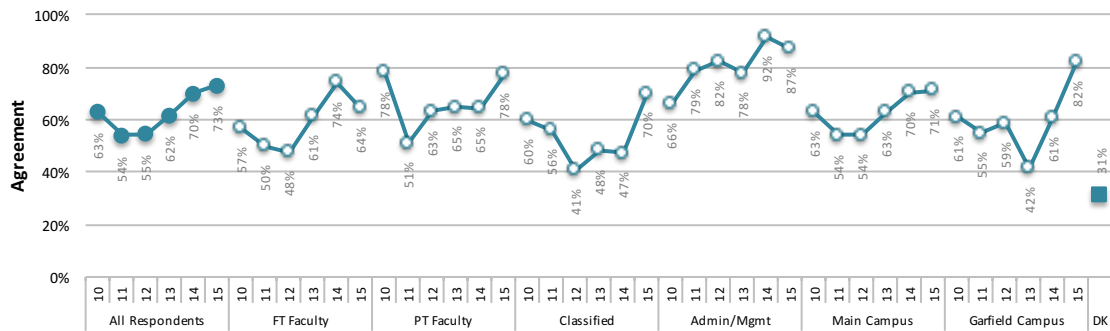
Part 5. Communication Items



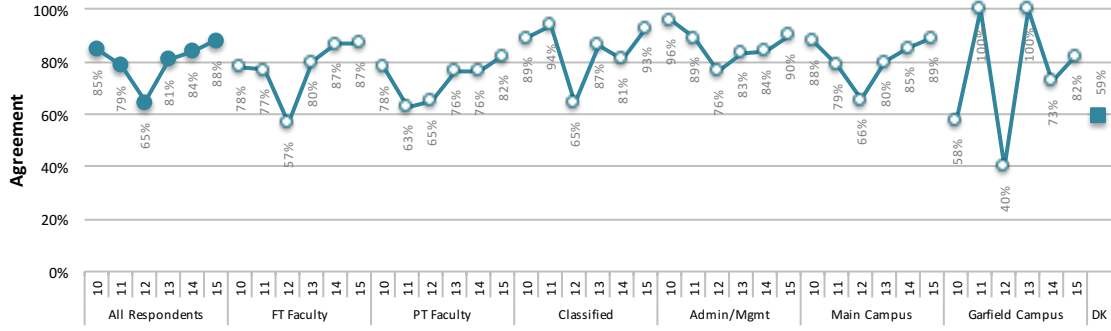
The Main Campus and the Garfield Campus communicate effectively and exchange information in a timely and efficient manner.



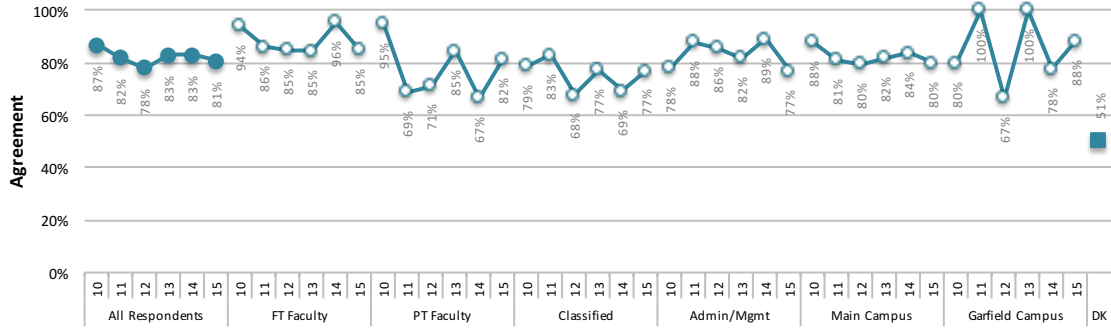
The college administration communicates effectively with constituent groups.



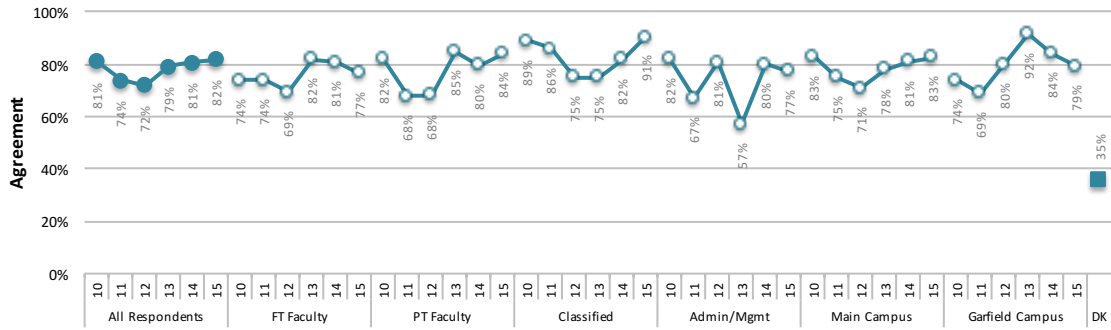
GCC effectively coordinates with external partners.



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 2015, the faculty/staff survey was conducted between Monday, October 19 and Friday, October 30. The survey was an online survey using the SurveyMonkey service.

Responses were received from 407 respondents: 122 full-time faculty members, 114 part-time faculty members, 113 classified staff members, 53 administrators/managers/ confidential employees, and 5 others. Response rates were approximately 56% for full-time faculty members, 21% for part-time faculty members, 38% for classified staff members, and 80% for administrators/managers/confidential employees. The overall response rate was about 37%. The table below shows historical response counts by employee group.

Group	2010	2011	2012	2013	2014	2015
Full-Time Faculty	104	125	114	103	117	122
Part-Time Faculty	96	123	116	109	111	114
Classified Staff	123	75	119	83	73	113
Administrators/Managers	44	25	34	28	44	53
Other	3	3	4	3	5	5
Main Campus	321	302	338	292	305	350
Garfield Campus	45	39	44	30	40	52
No Response	5	10	6	4	7	5
Total	370	351	388	326	352	407

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.