

# COLLEGE VIEWS 2020

RESULTS OF THE FALL 2020 FACULTY/STAFF SURVEY



## Key Findings

The Fall 2020 faculty/staff survey was conducted between December 3 and December 18. The total number of respondents to the survey was 339. See the Appendix on page 42 for details about procedure and response rates.

The 2020 faculty/staff survey included a set of items on working remotely due to the COVID-19 pandemic. It also continued campus climate/equity items begun in the 2018 survey.

The 2020 survey had the following key findings.

### **Remote Work** (see p. 40)

- Faculty members believe students have adapted well to remote instruction, with 72% saying students have adapted extremely well or reasonably well.
- Faculty members indicate that student engagement, internet reliability, online security, student honesty, and diminished student learning present challenges in remote instruction.
- Non-faculty members indicate that, to some extent, access to equipment, supplies, and hardware present challenges in a remote working environment.
- The number of employees saying that faculty, staff, administrators, and the Board work together for the good of the college increased in recent years, moving from 79% in 2010 to 94% in 2020.
- Nearly all items about the Superintendent/President showed high agreement, ranging from the President's support of governance (96% agreement) to control of budget and expenditures (89% agreement).
- Items about the Board of Trustees showed positive results. The most positive Board item (the Board understands and adheres to its role related to governance) had 94% agreement, and the least positive Board item (the Board treats all constituency and community groups equitably and fairly) had 90% agreement.

### **Governance** (see p. 5)

- Most employees were positive about governance, with 93% saying that governance works effectively.

### **Educational Programs** (see p. 15)

- Agreement that GCC effectively manages enrollment has increased in recent years, from 64% in 2014 to 84% in 2020.
- Awareness of the assessment of student learning outcomes was high (97%), as was awareness of program review (95%).
- Respondents indicated that they have participated in discussions about student outcomes (95% agreement overall; 99% for full-time faculty members) and about student equity (91% agreement overall; 92% 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 lower (98% for employee awareness and 89% for perceived student awareness).

### **Campus Climate** (see p. 21)

- Most employees (70%) agreed that GCC values diverse faculty and staff.
- About 51% of respondents were satisfied with the racial and ethnic diversity of GCC's faculty and staff.

### **Mission and Institutional Effectiveness** (see p. 24)

- Most employees said they were familiar with the college mission and vision statements (95%), and most said they participated in discussions of the mission and vision (71%).

### **Resources** (see p. 27)

- While most human resources items had positive responses, employees

were somewhat less positive than average about evaluation procedures for administrators.

- Employees were very positive about the attractiveness of both the Verdugo Campus and the Garfield Campus (97% agreement for the Verdugo Campus and 88% for the Garfield Campus), while 49% agreed that food services are satisfactory.
- Respondents indicated that technology at GCC meets the college's needs for communication (95% agreement) and for distance education (84% agreement).
- Following a historical pattern, employees were less positive about fiscal resources than about other resources. Most respondents (69%) indicated they understand the budget process, and 69% indicated that the budget process is effective (an increase from 37% in 2012).

### **Communication** (see p. 38)

- Respondents believed that GCC has a higher degree of satisfaction than other community colleges (92% agreement) and that the public understands the importance of GCC in the community (90% agreement).

**Contents**

Key Findings .....1

Contents.....3

Reading the Graphs .....4

Part 1. Governance and Leadership Items.....5

    Governance Items .....5

    Superintendent/President Items .....9

    Board of Trustees Items .....13

Part 2. Educational Programs and Services Items .....15

    Instruction Items.....15

    Student Services Items .....19

Part 3. Campus Climate Items .....21

Part 4. Mission and Institutional Effectiveness Items .....24

Part 5. Resources Items .....27

    Human Resources Items .....27

    Facilities Items .....30

    Technology Items.....33

    Fiscal Items .....36

Part 6. Communication Items.....38

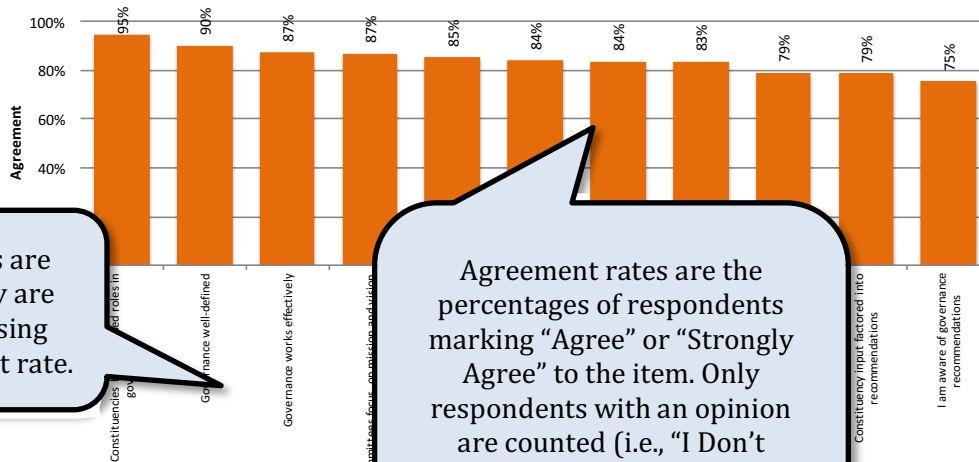
Part 7. Remote Work Items.....40

Appendix. Survey Method and Response Rates .....42

## 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:

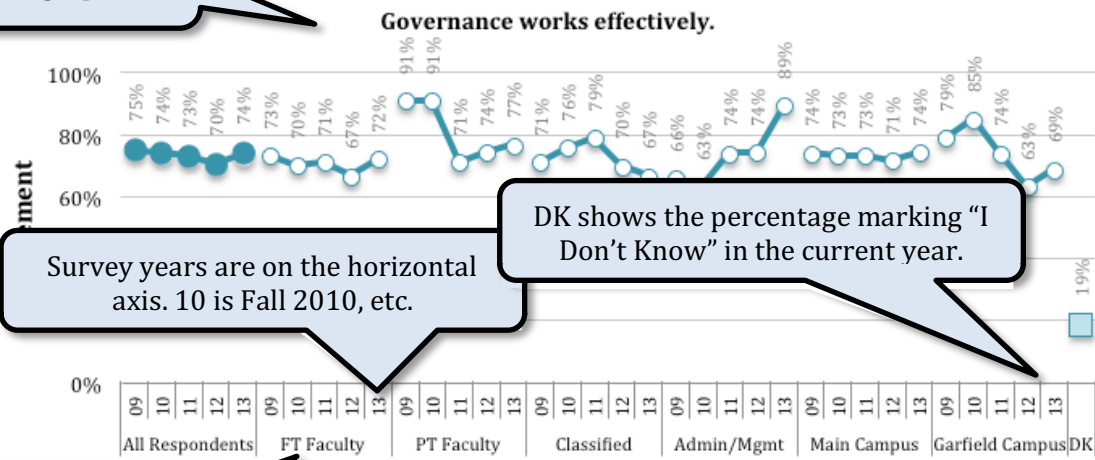


The survey items are shown here. They are sorted in decreasing order of agreement rate.

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.



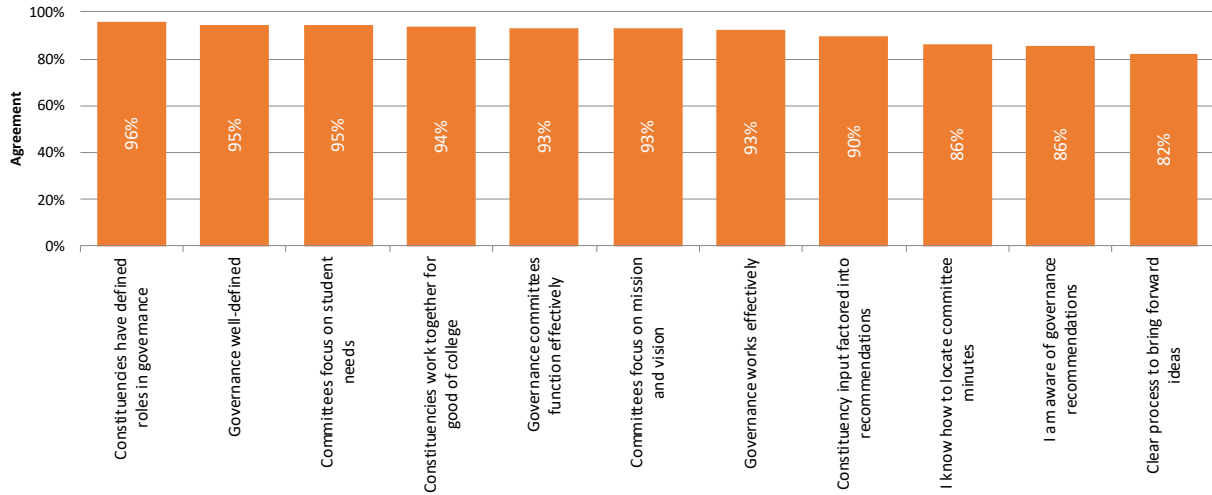
Survey years are on the horizontal axis. 10 is Fall 2010, etc.

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

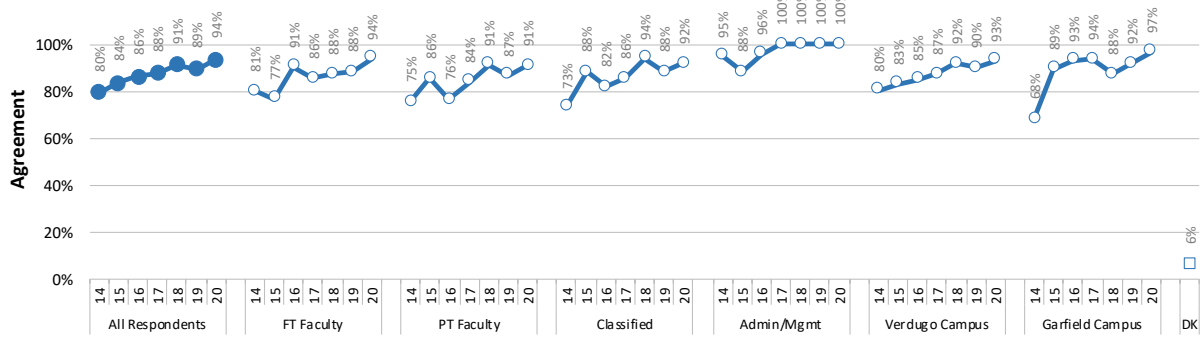
Respondent groups are shown here.

# Part 1. Governance and Leadership Items

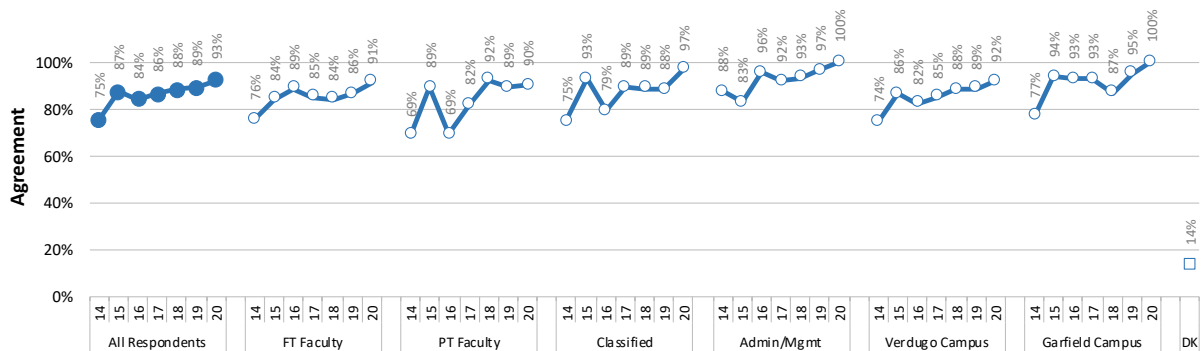
## Governance Items



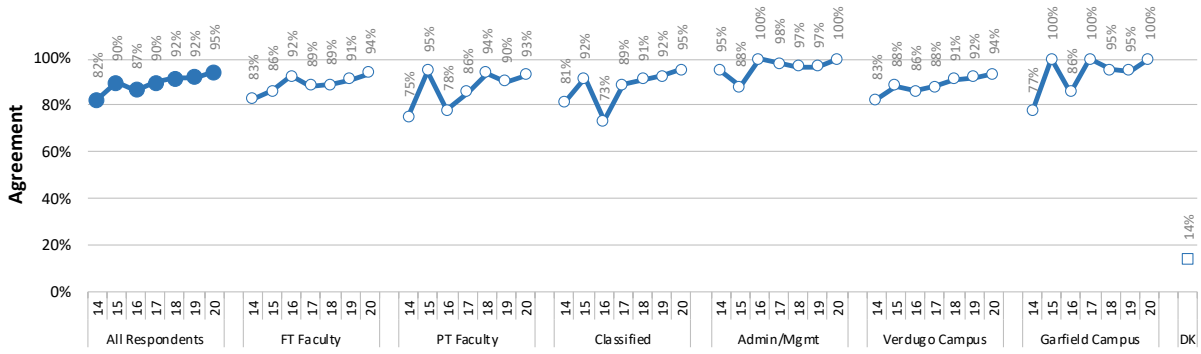
Faculty, staff, administrators, students, and the Board work together for the good of the college.



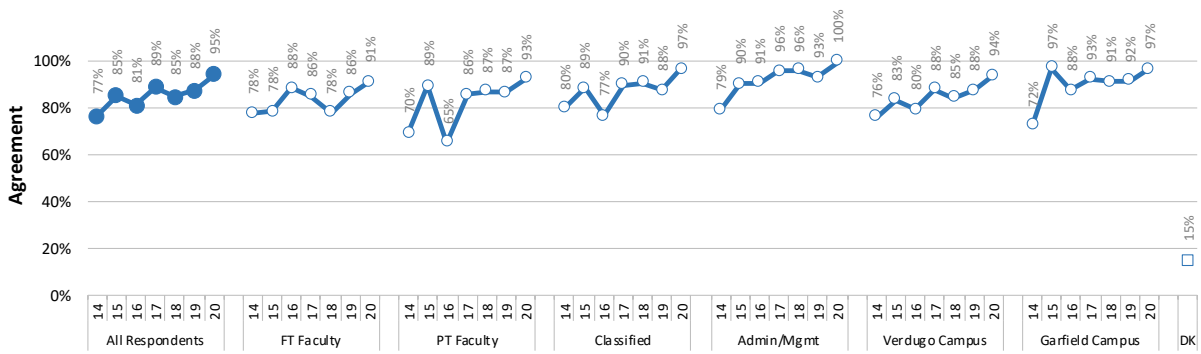
Governance works effectively.



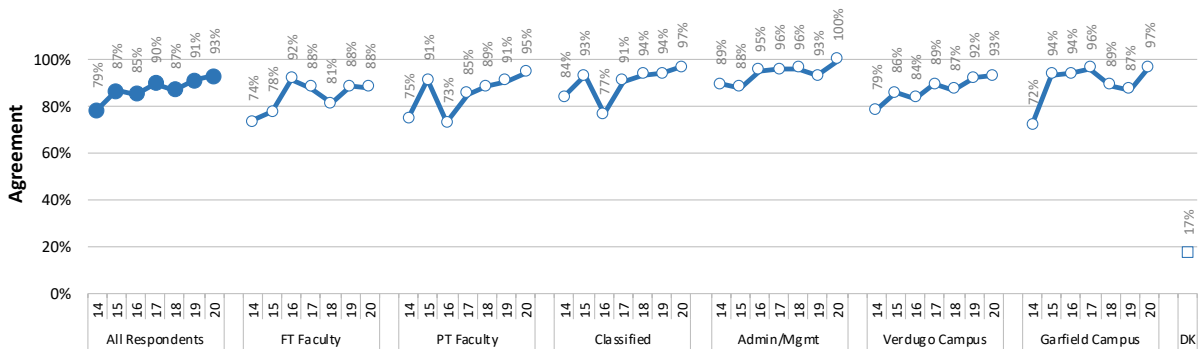
**The College follows a well-defined governance process.**



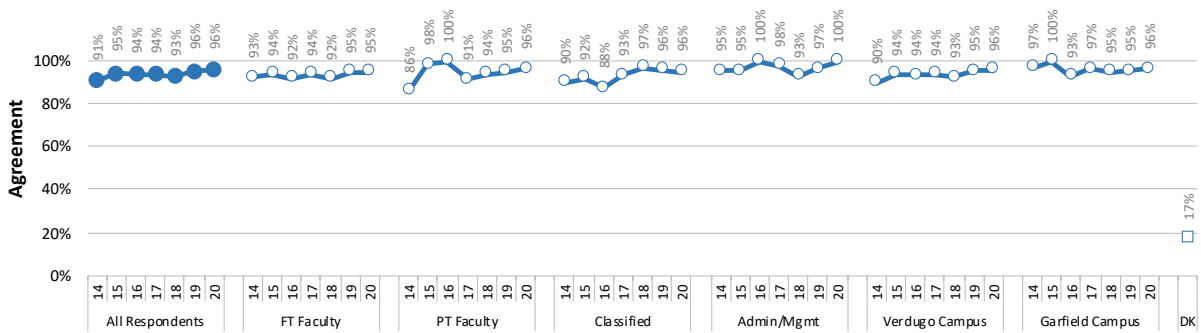
**College governance committees focus on student needs when making recommendations.**



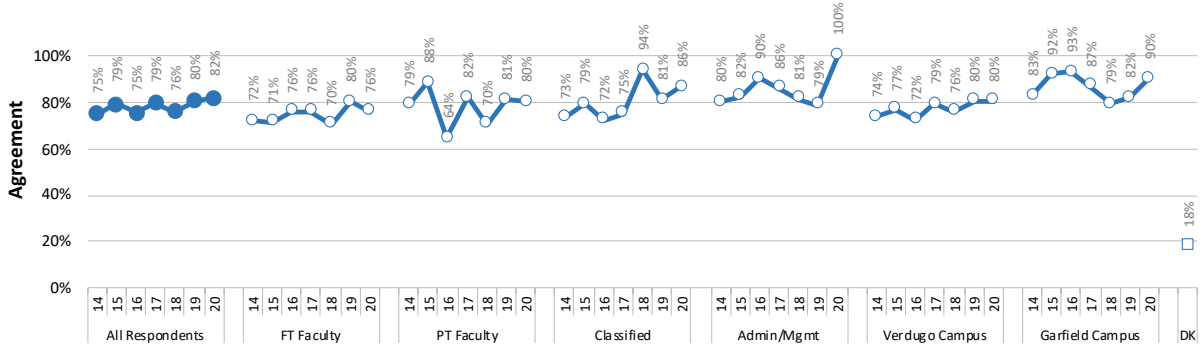
**College governance committees focus on the GCC mission and vision statements when making recommendations.**



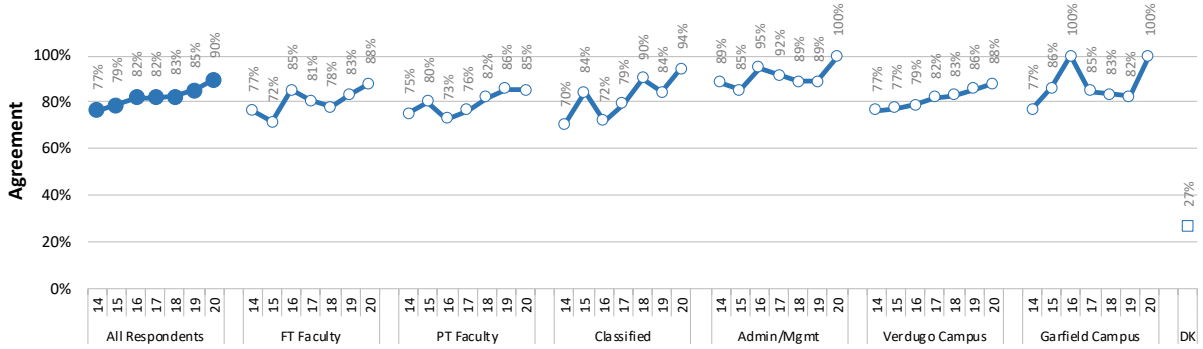
**Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.**



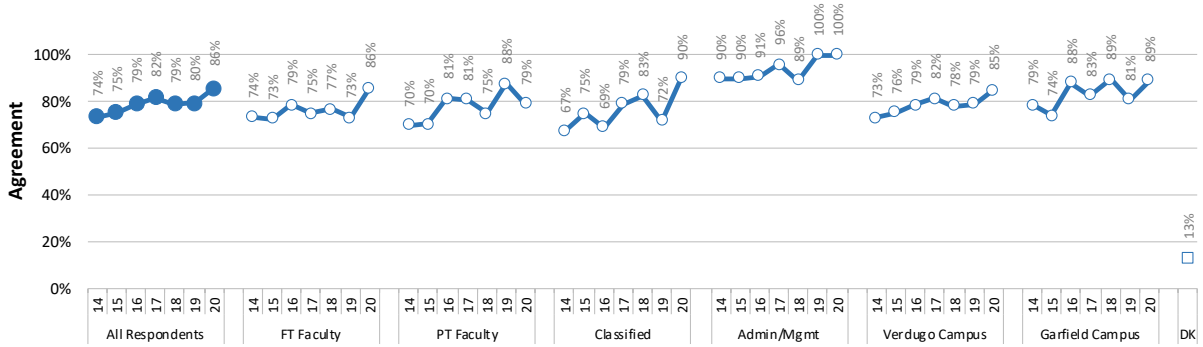
**There is a clear process for individuals to bring forward ideas from their constituencies.**



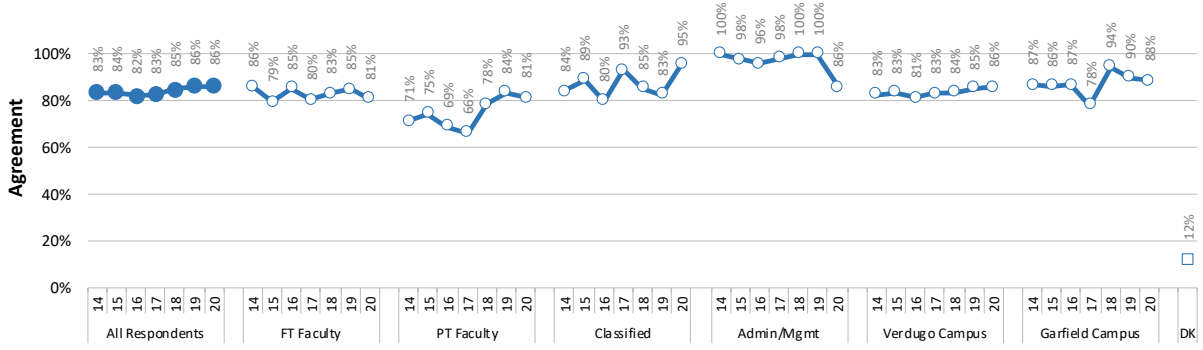
**Constituency input is factored into governance recommendations.**



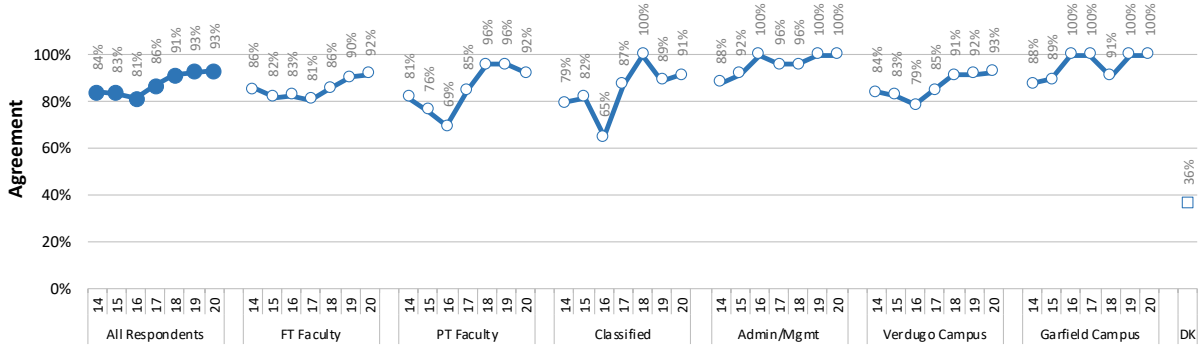
**I am aware of the decisions and recommendations made by the governance system.**



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

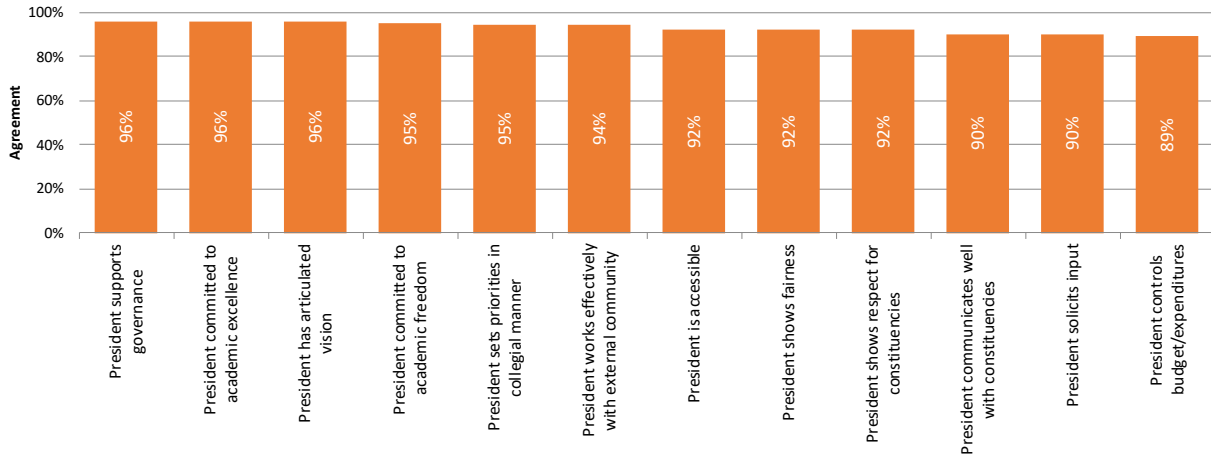


The governance committees that I serve on function effectively.

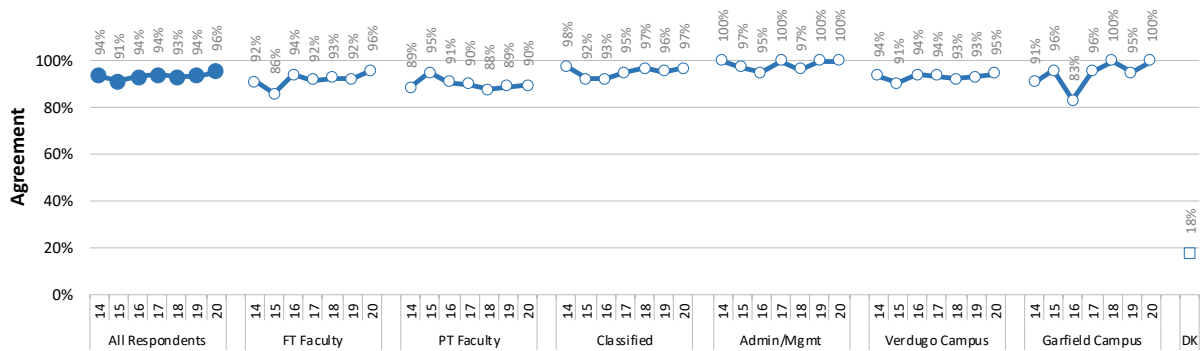




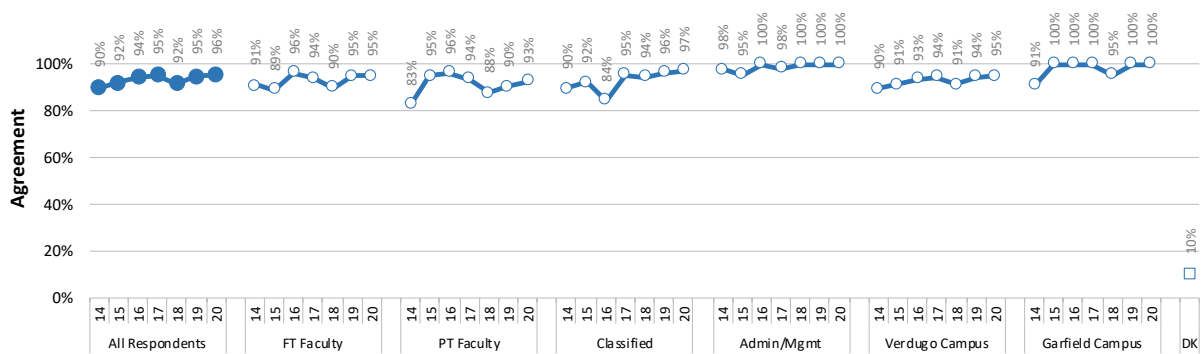
## Superintendent/President Items



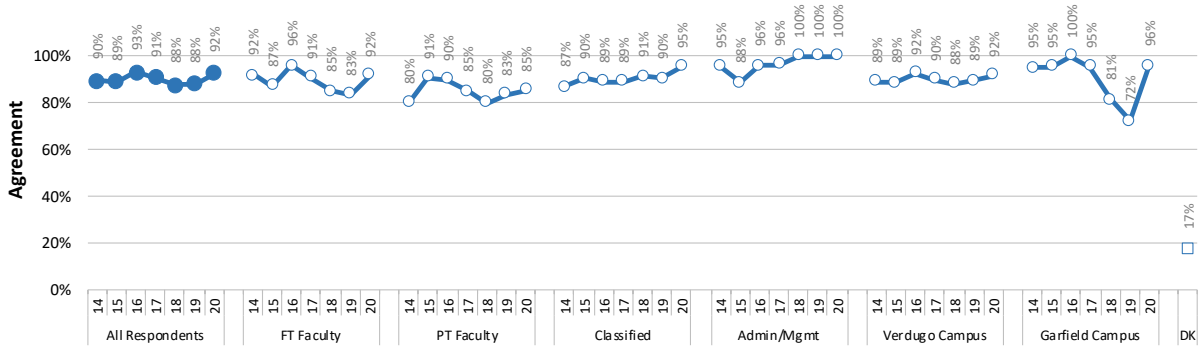
The Superintendent/President supports governance.



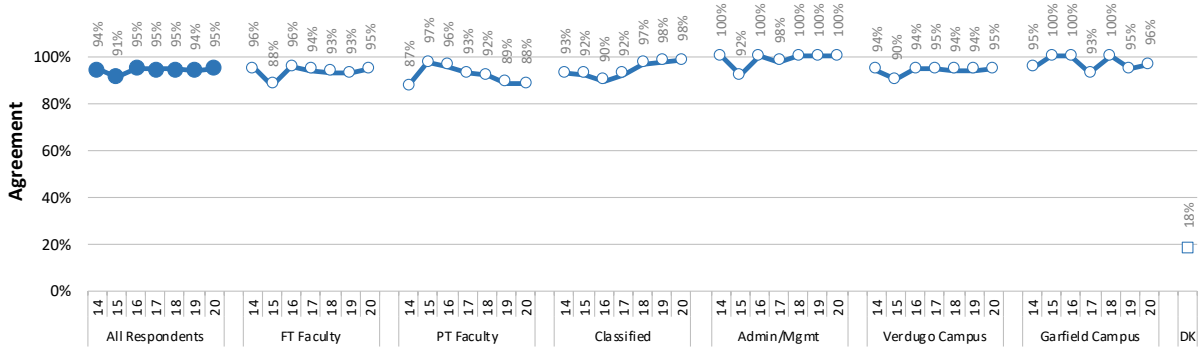
The Superintendent/President has articulated a vision for the college.



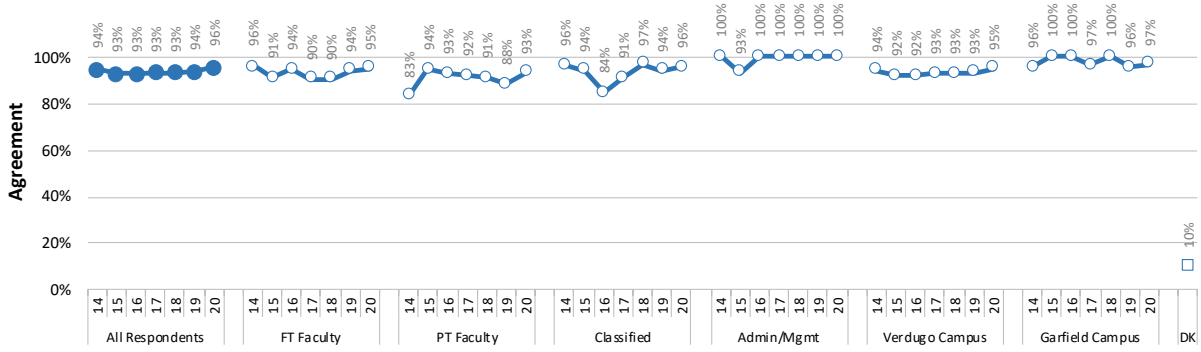
**The Superintendent/President is accessible.**



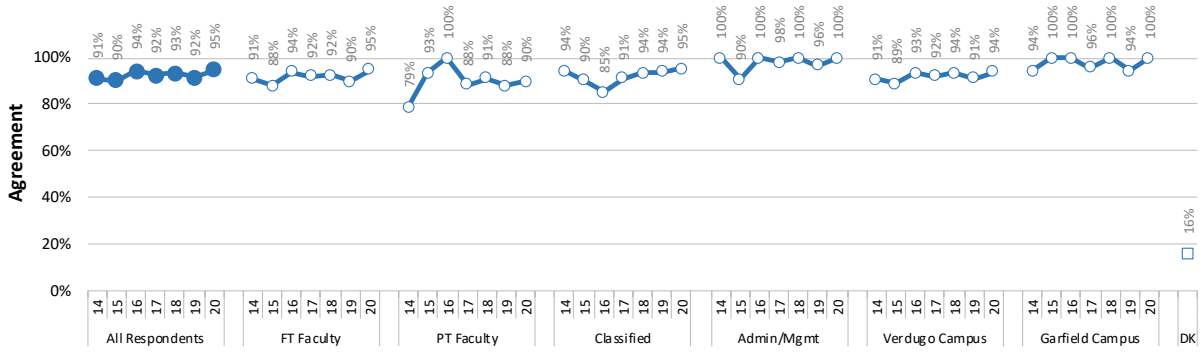
**The Superintendent/President demonstrates a commitment to academic freedom.**



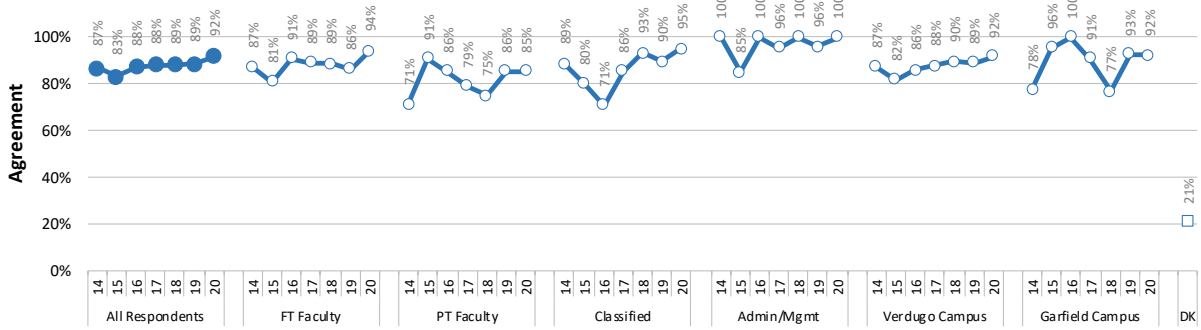
**The Superintendent/President demonstrates a commitment to academic excellence.**



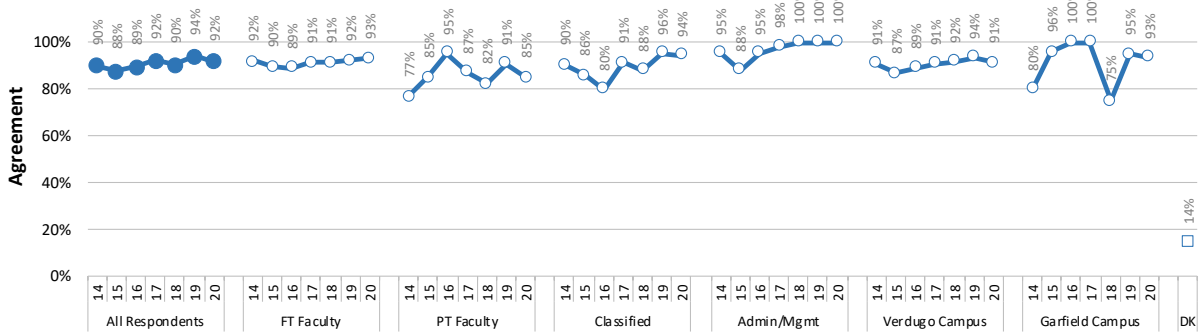
**The Superintendent/President sets priorities for action in a collegial manner.**



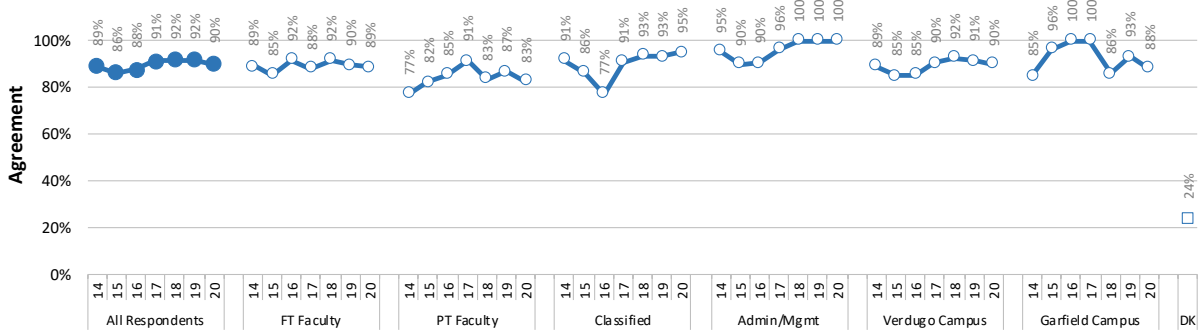
**The Superintendent/President shows fairness in making decisions.**



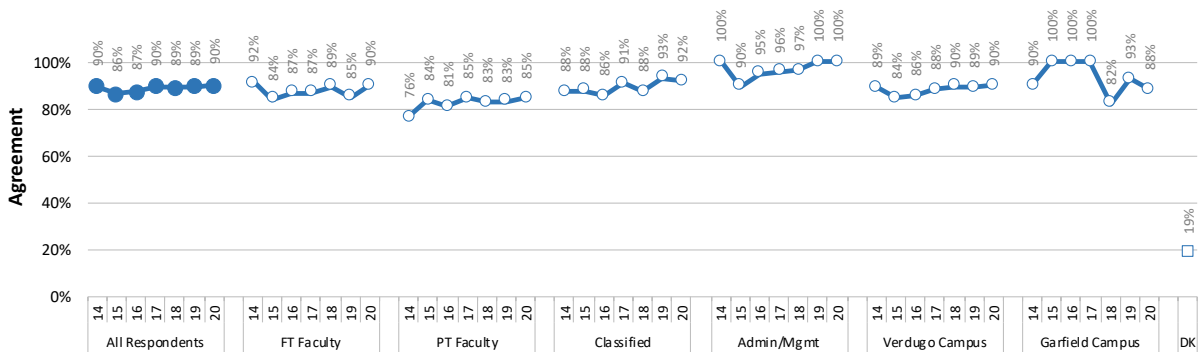
**The Superintendent/President shows respect for all constituent groups.**



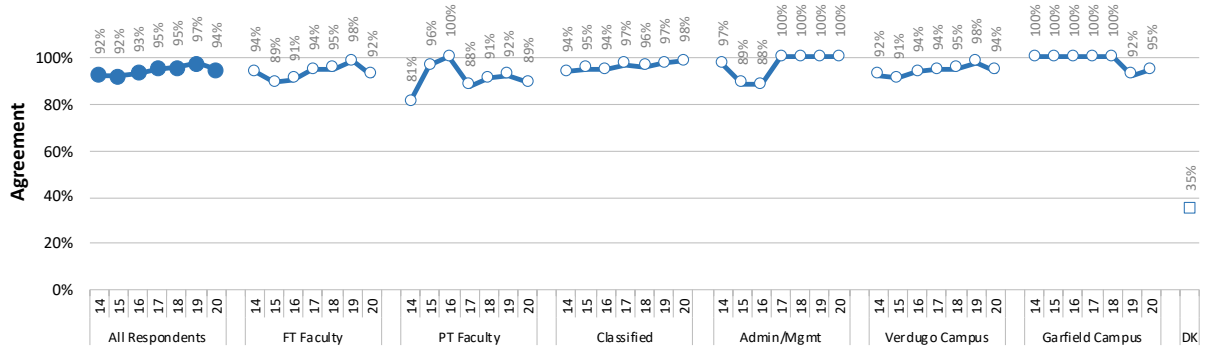
**The Superintendent/President encourages and solicits input from all constituencies.**



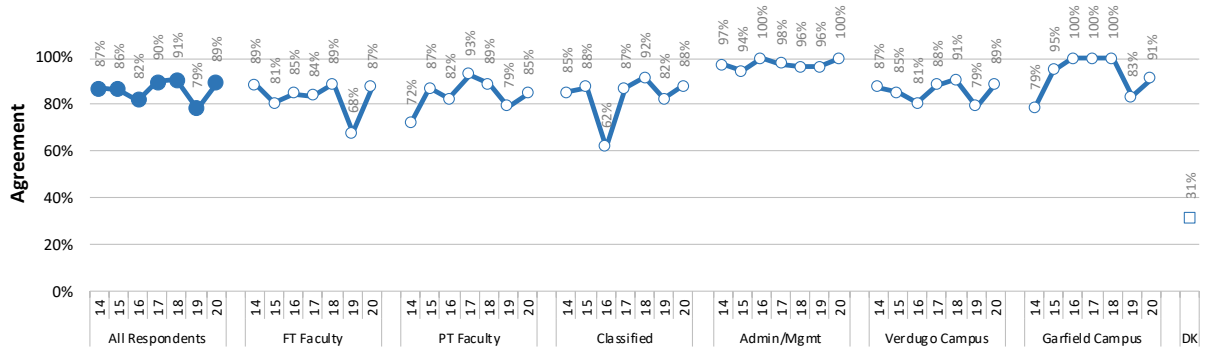
**The Superintendent/President communicates well with constituent groups.**



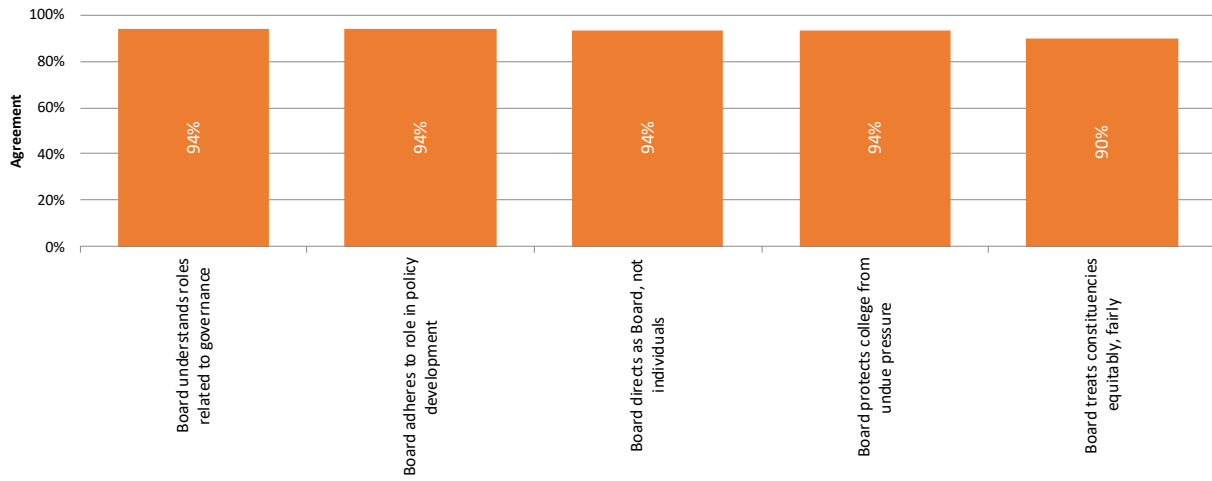
**The Superintendent/President works effectively with the external community.**



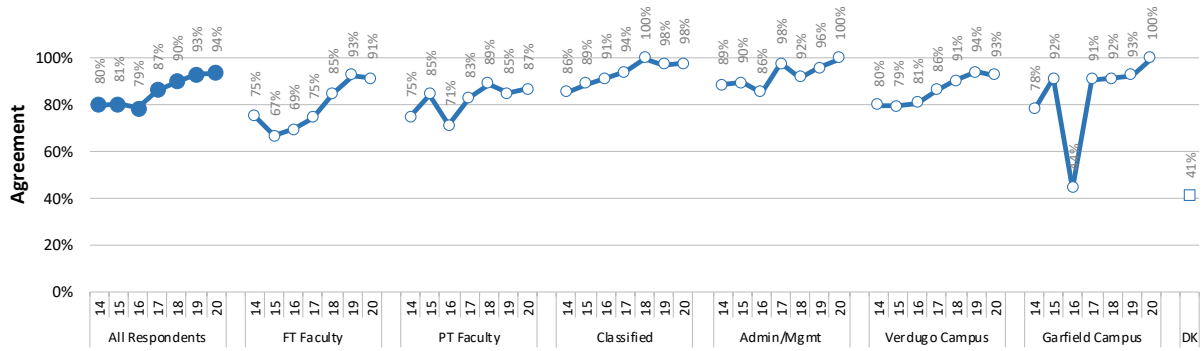
**The Superintendent/President effectively controls budget and expenditures.**



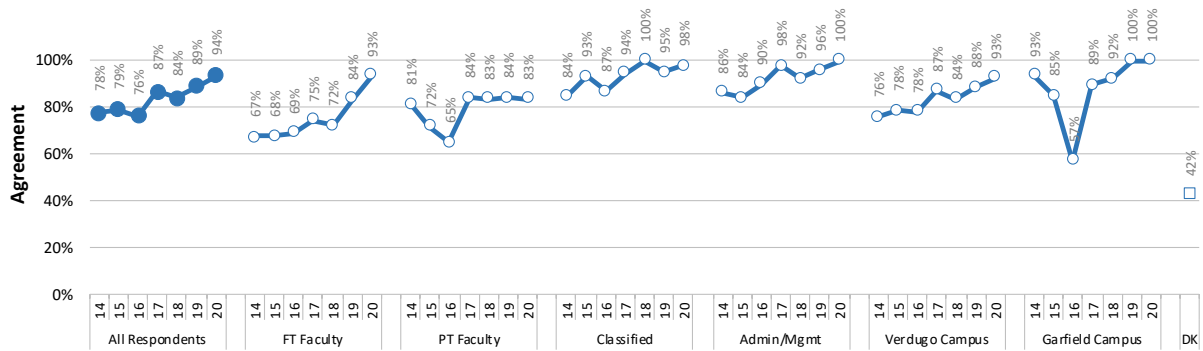
# Board of Trustees Items



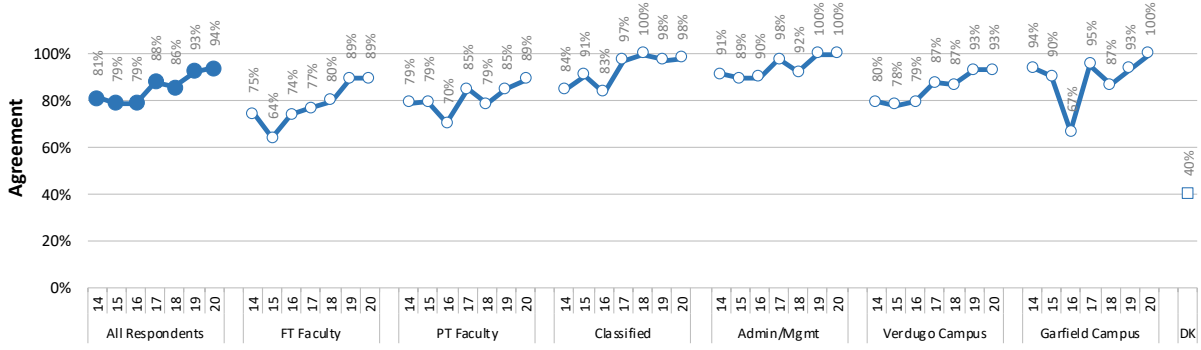
## The Board adheres to its primary role of policy development.



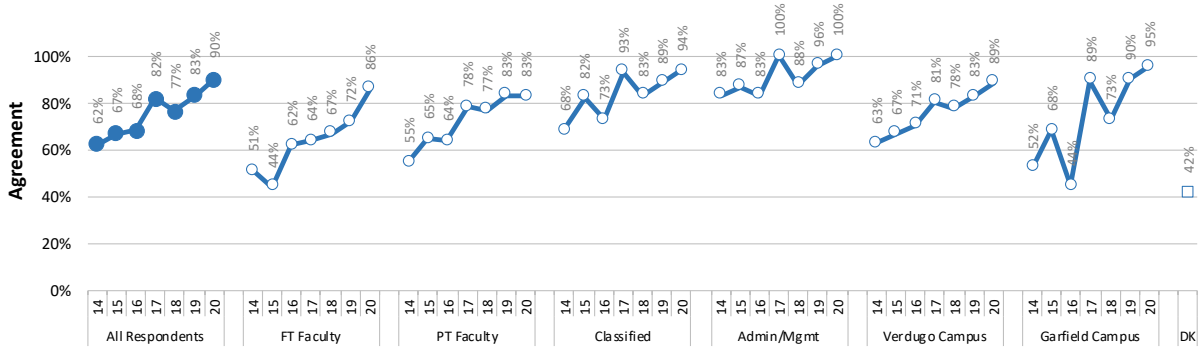
## Board members direct as a governing board and not as individuals.



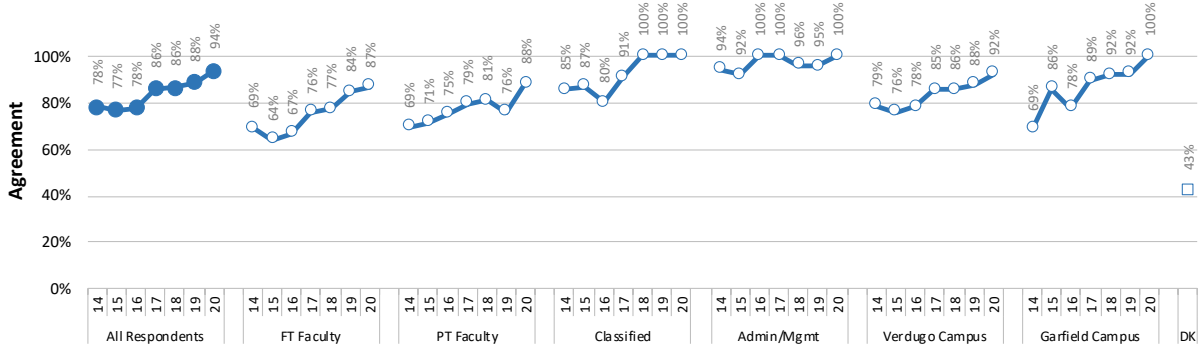
**The Board understands and adheres to its roles and responsibilities related to governance.**



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

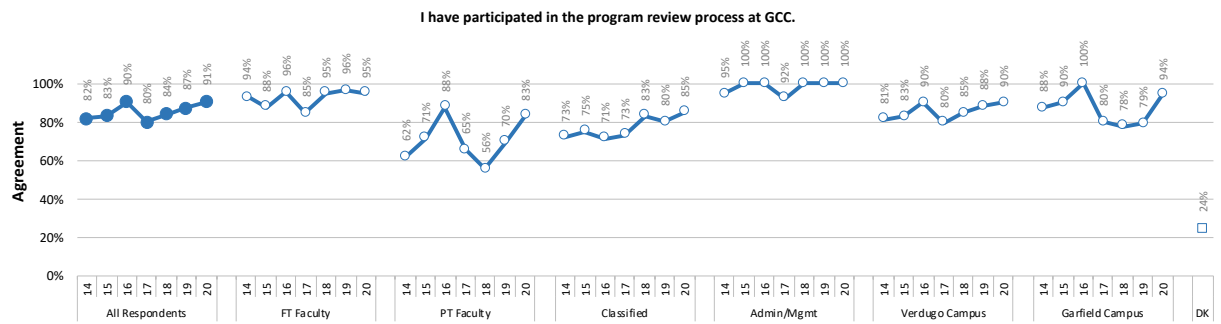
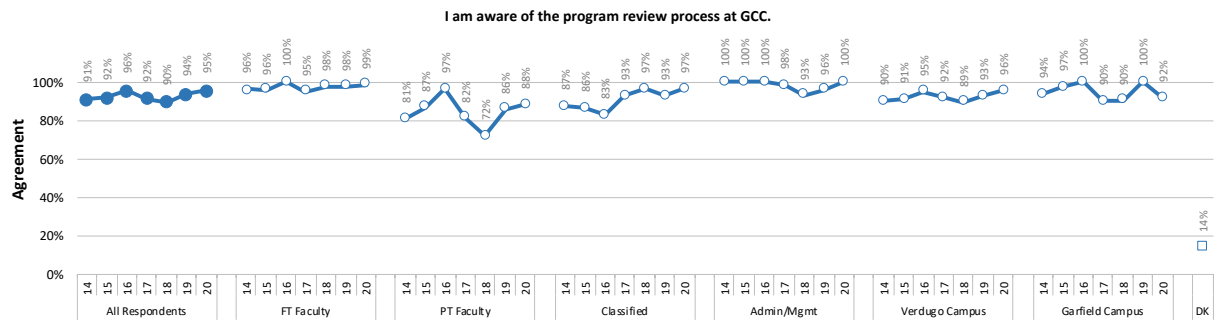
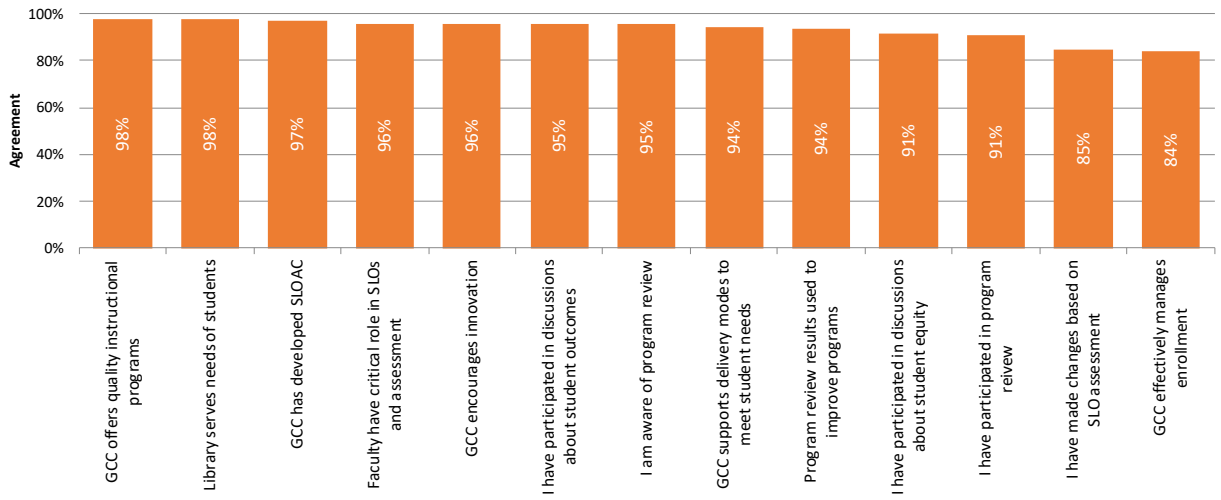


**The Board understands and adheres to its role in protecting the College from undue pressure.**

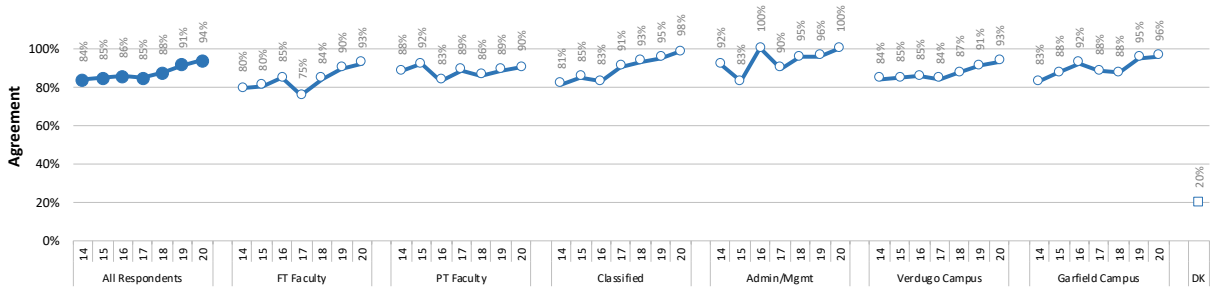


# Part 2. Educational Programs and Services Items

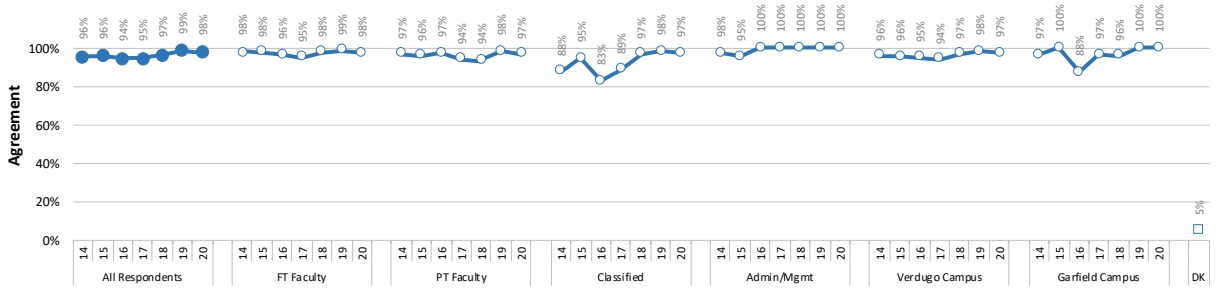
## Instruction Items



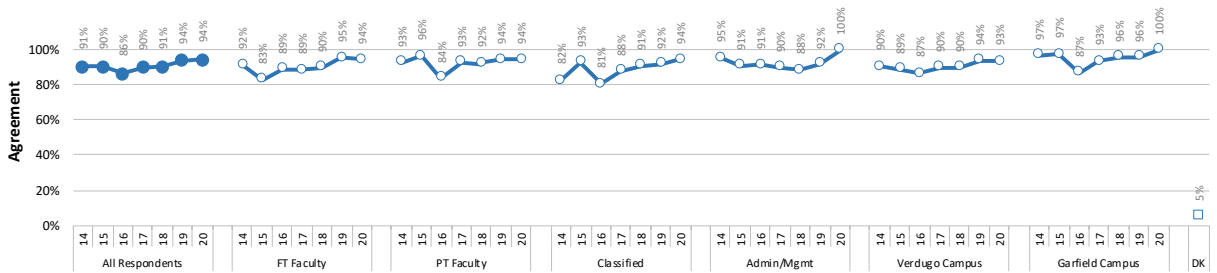
**Program review results are used to improve instructional programs.**



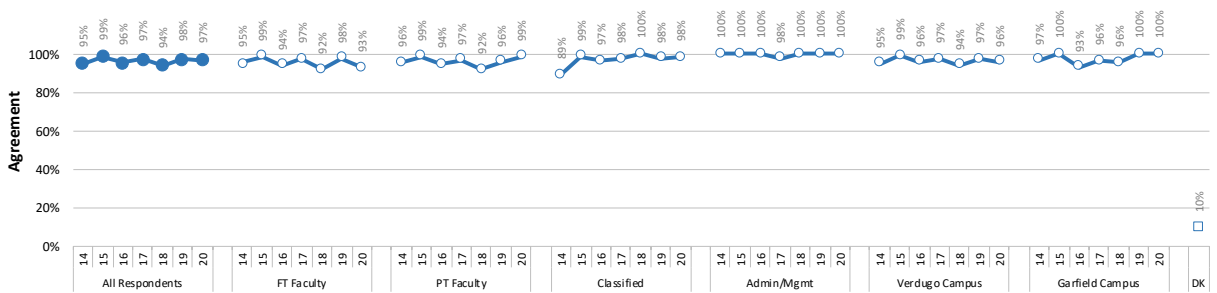
**GCC offers quality instructional programs that are recognized as such by universities and employers.**



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

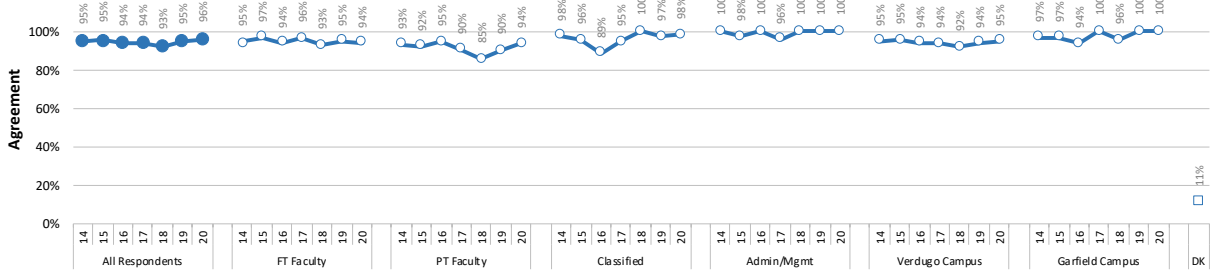


**GCC has developed a Student Learning Outcomes Assessment cycle in instruction and student services.**

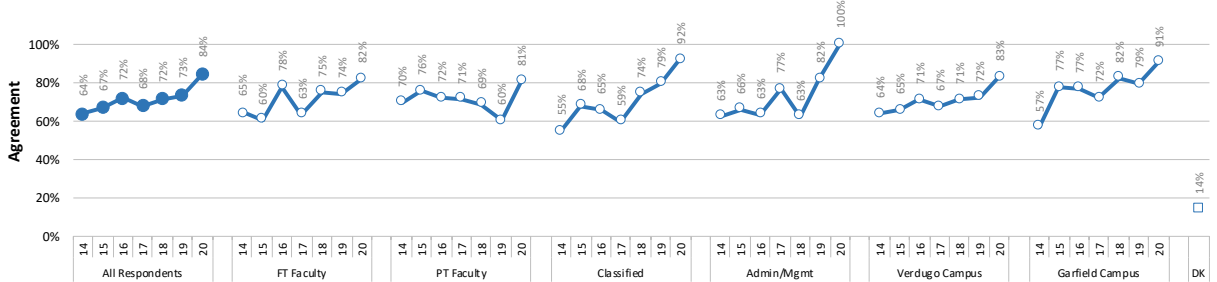




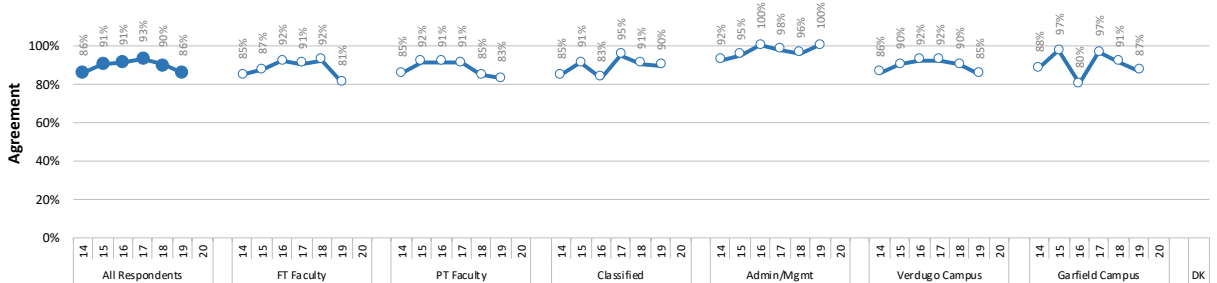
The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment.



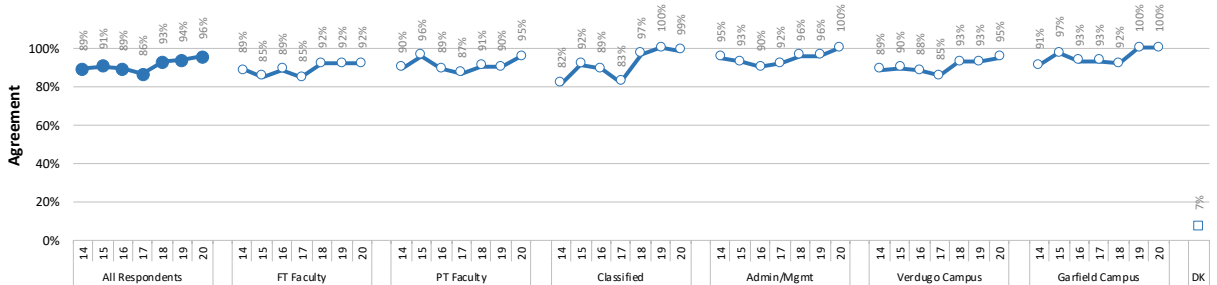
GCC effectively manages enrollment to maximize its ability to serve students' needs.

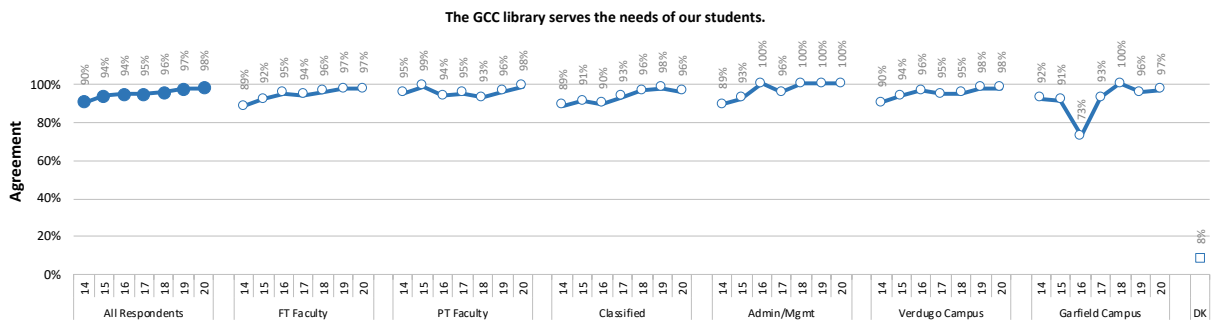
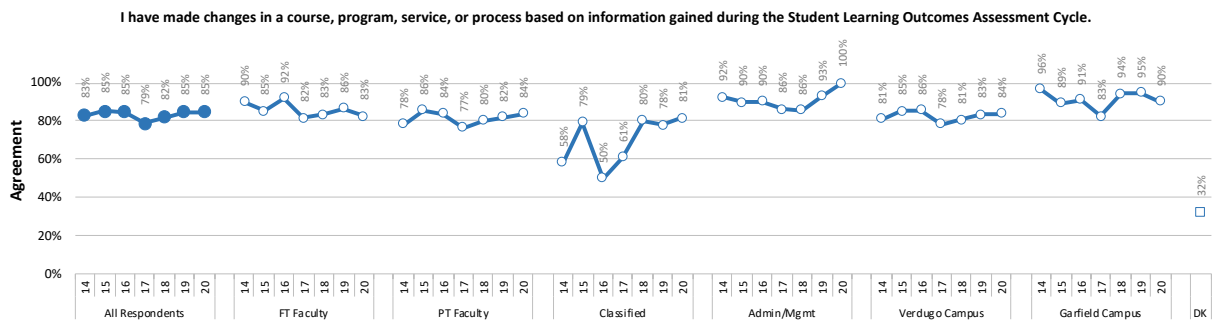
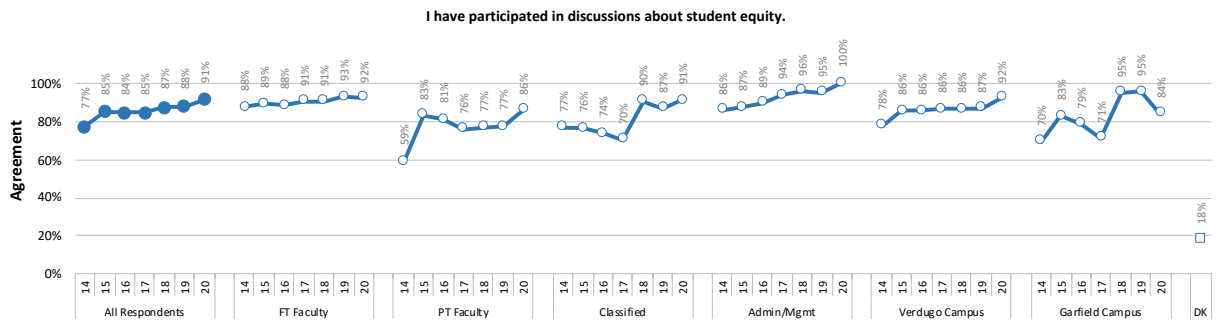
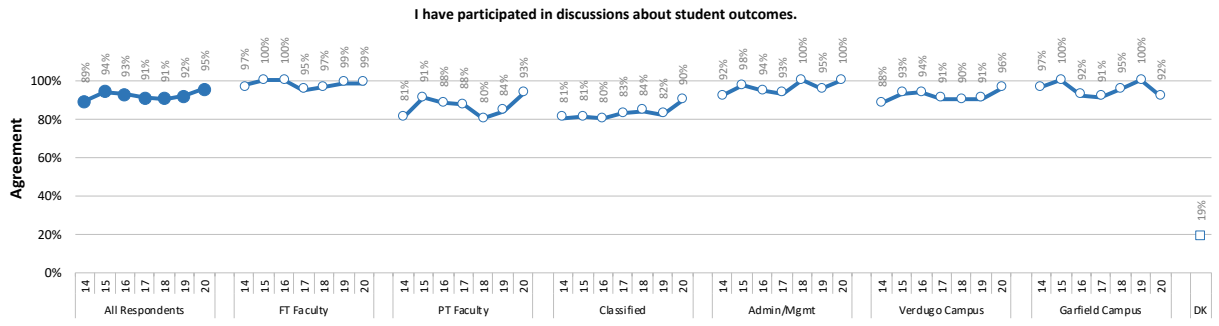


GCC provides a strong basic skills program.

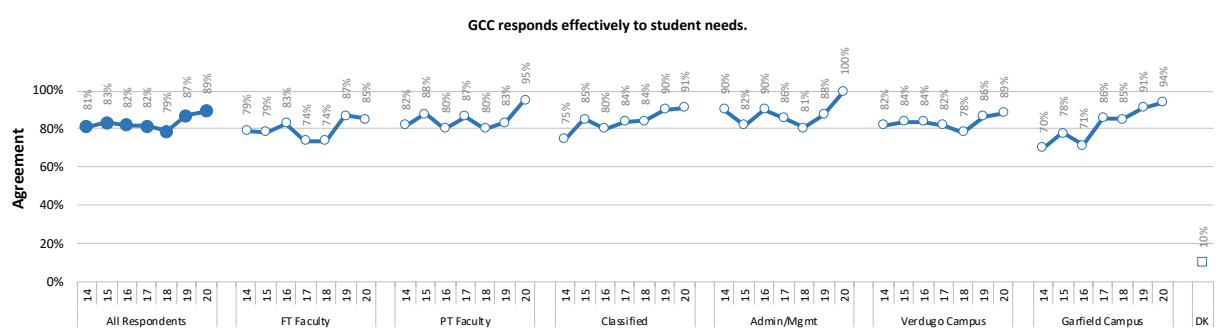
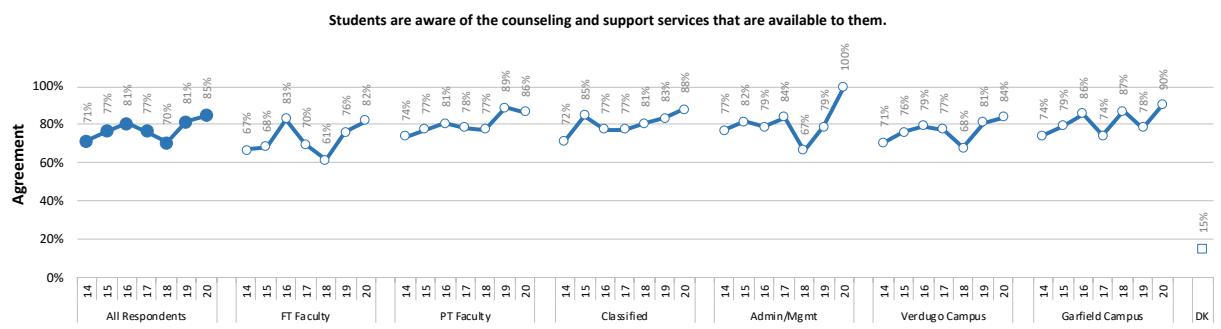
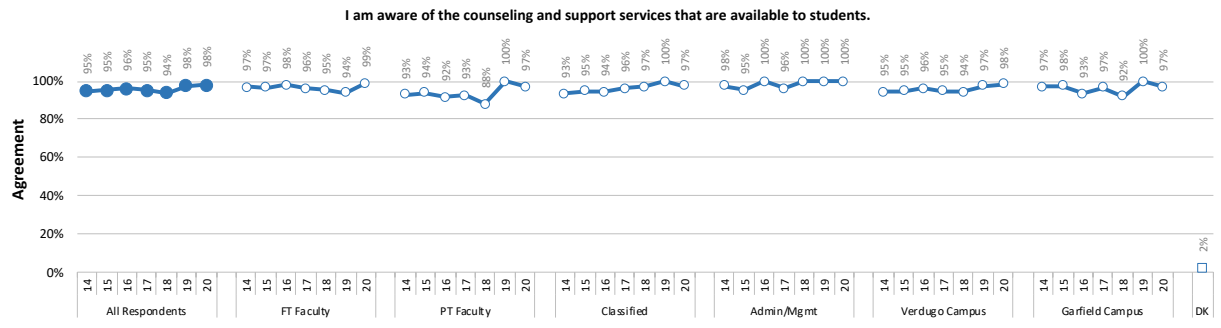
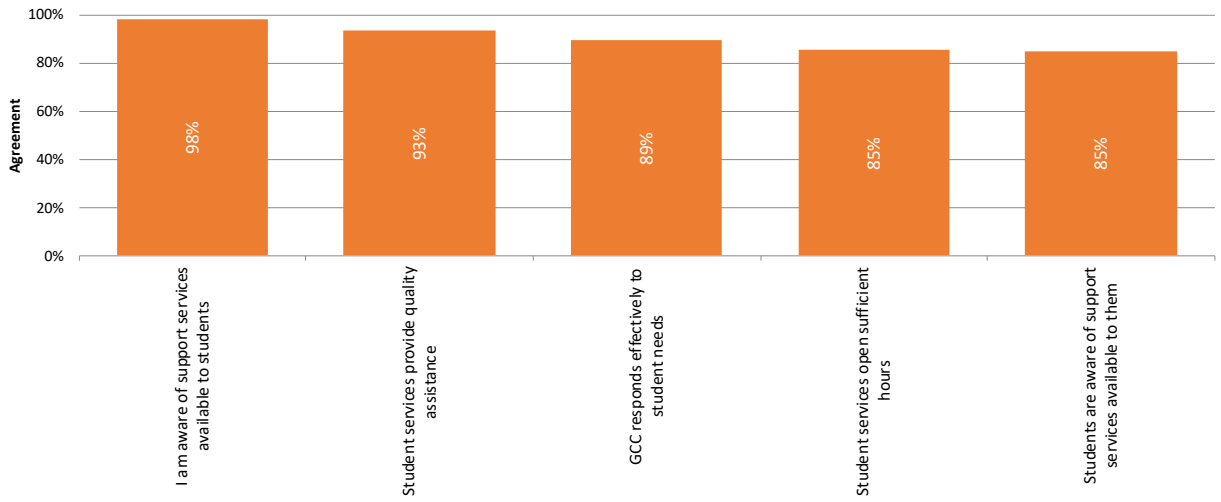


GCC encourages innovation in teaching, learning, courses, and programs.

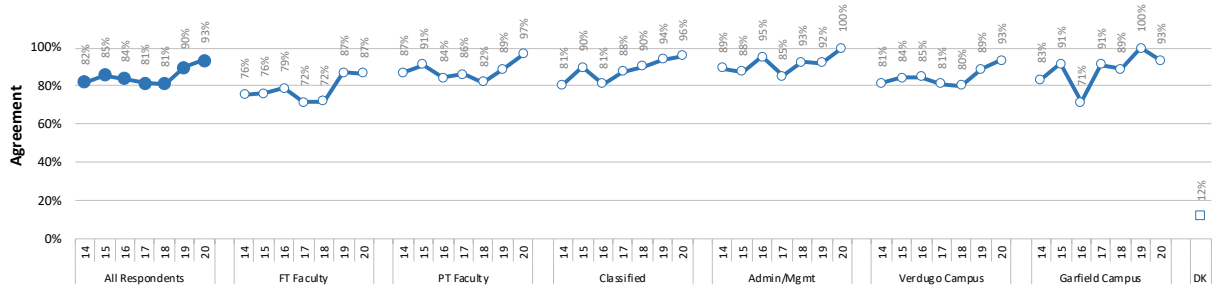




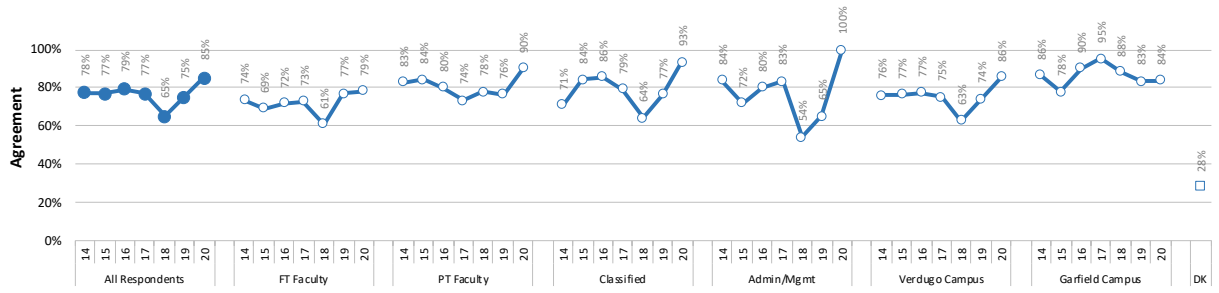
# Student Services Items



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

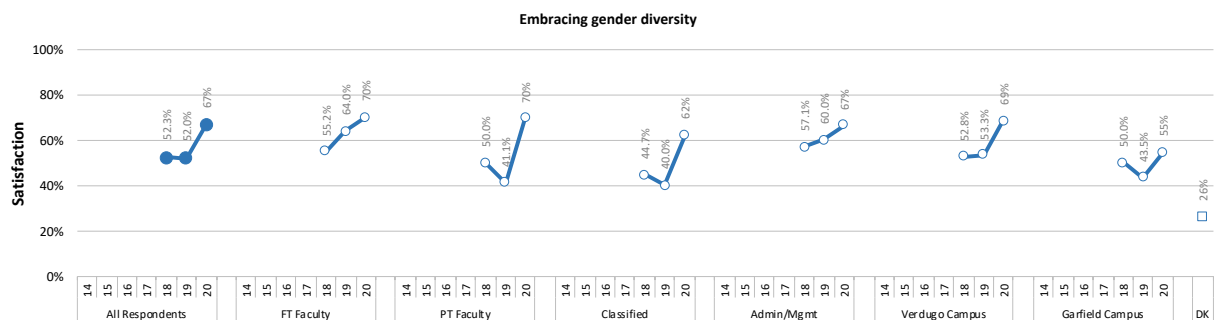
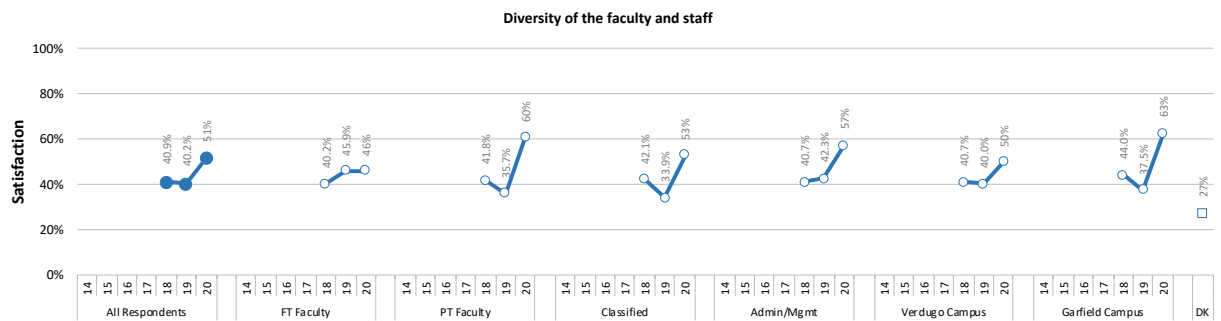


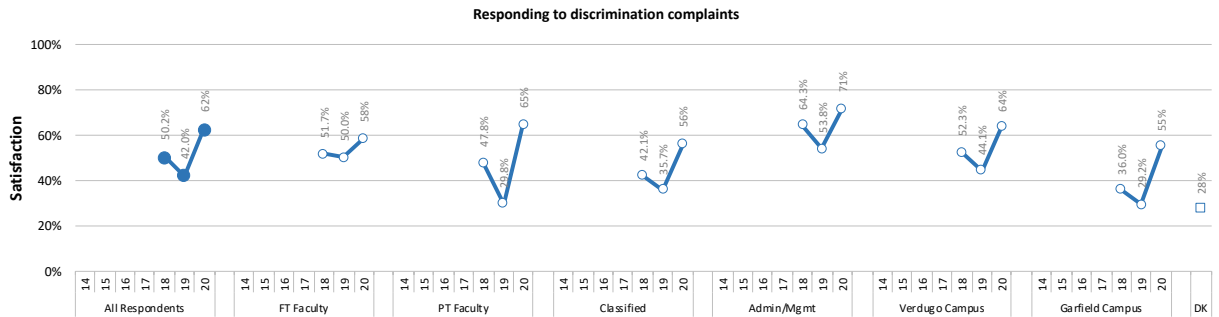
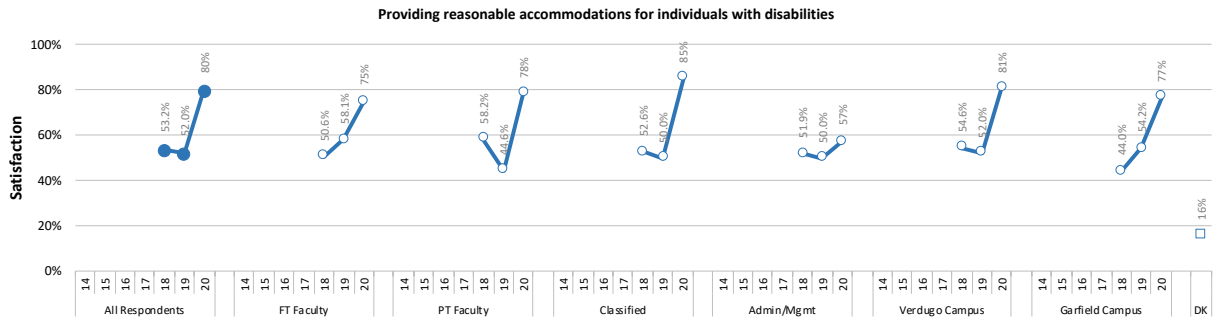
GCC's student services are open a sufficient number of hours to serve students.



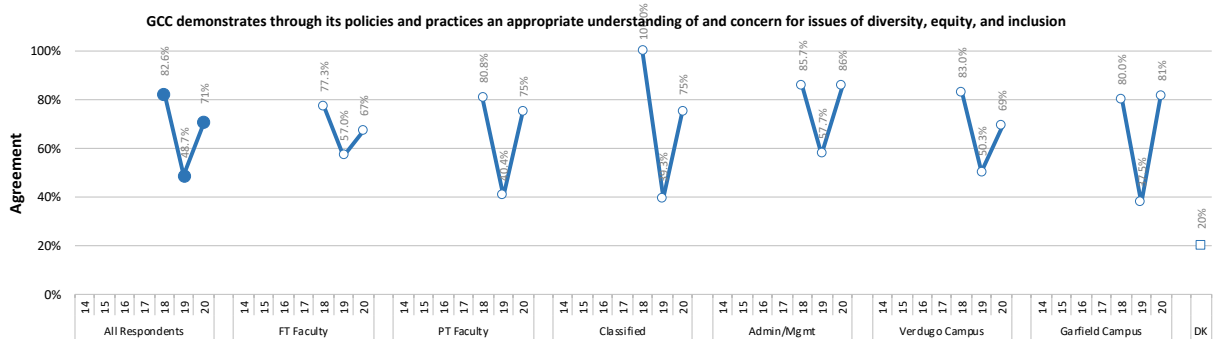
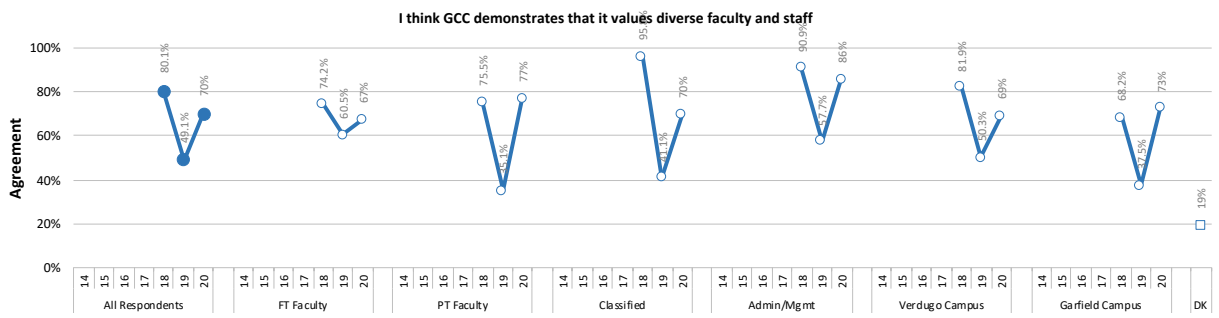
## Part 3. Campus Climate Items

A set of campus climate items were added to the 2018 faculty/staff survey and continued in 2019 and 2020. For the following items, respondents were asked to rate their satisfaction with different aspects of climate and equity at GCC. Response options were “very satisfied,” “satisfied,” “neutral,” “dissatisfied,” and “very dissatisfied.” Satisfaction is the percent of all respondents marking “satisfied” or “very satisfied.” (Note that the “don’t know” percentages in the graph refer to the percentage responding “neutral.”)

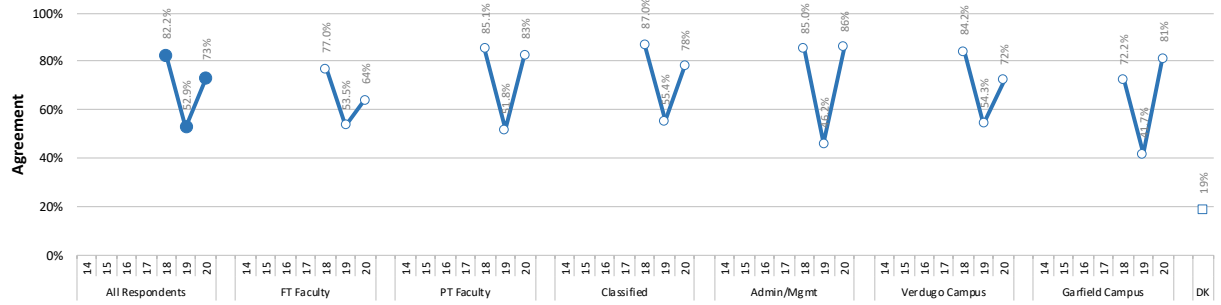




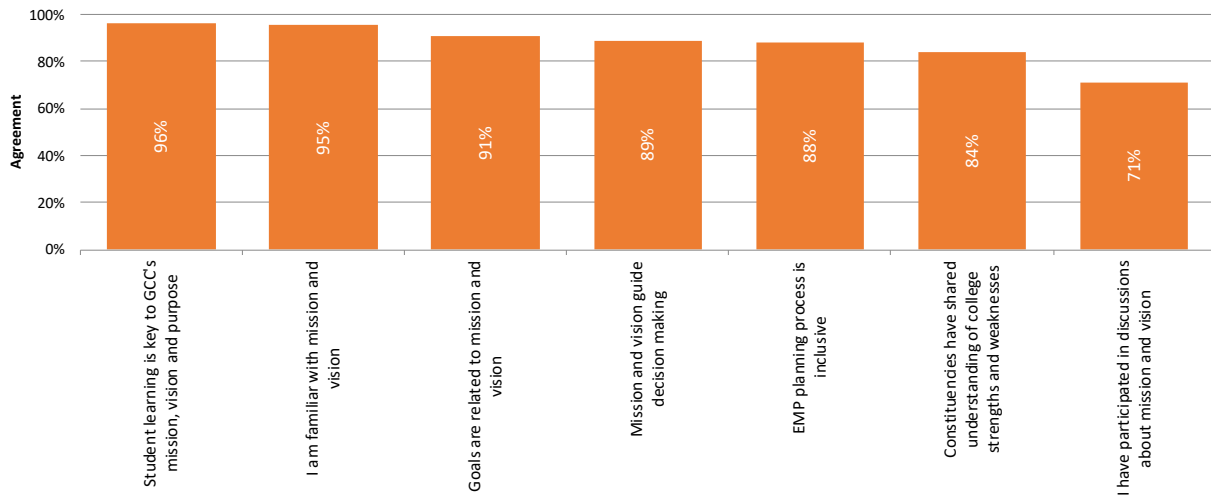
The following campus climate items asked respondents to choose from the following options: “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly Disagree.” The agreement rate shown in the graphs is the percentage of respondents choosing “Strongly Agree” or “Agree.” (Note that the “don’t know” percentages in the graph refer to the percentage responding “neutral.”)



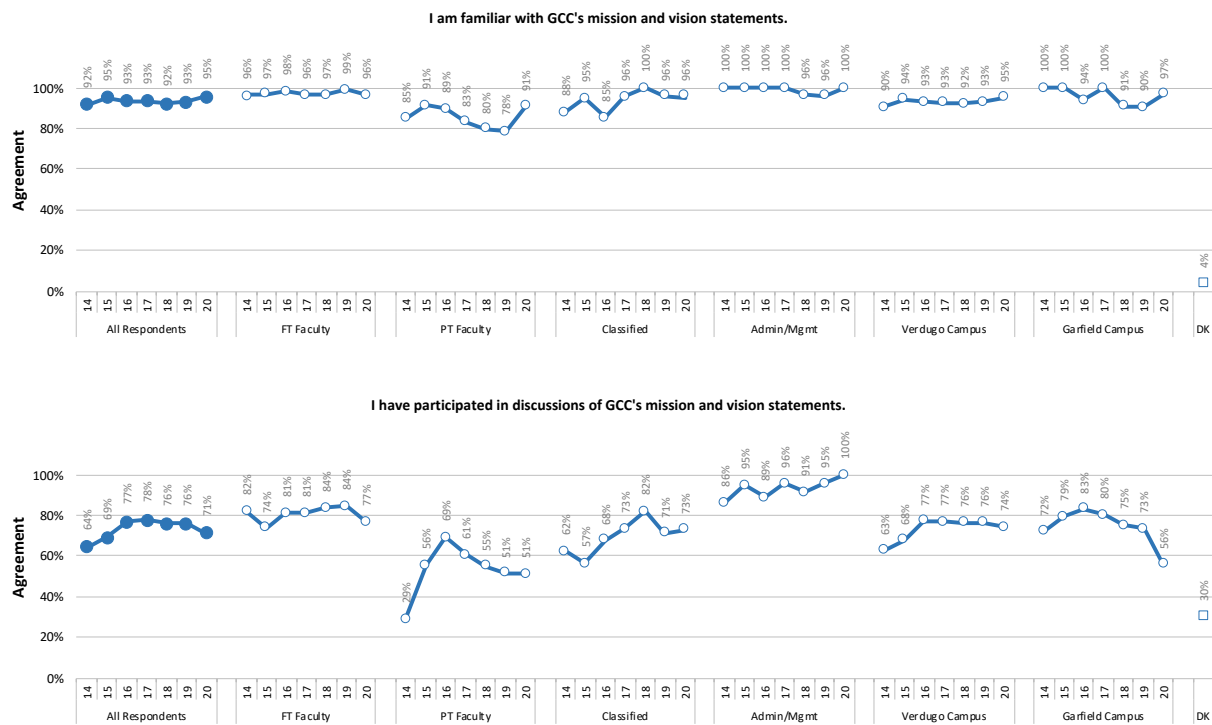
GCC's marketing and communication materials (e.g., newsletters, banners, emails, and flyers) incorporate diversity



## Part 4. Mission and Institutional Effectiveness Items

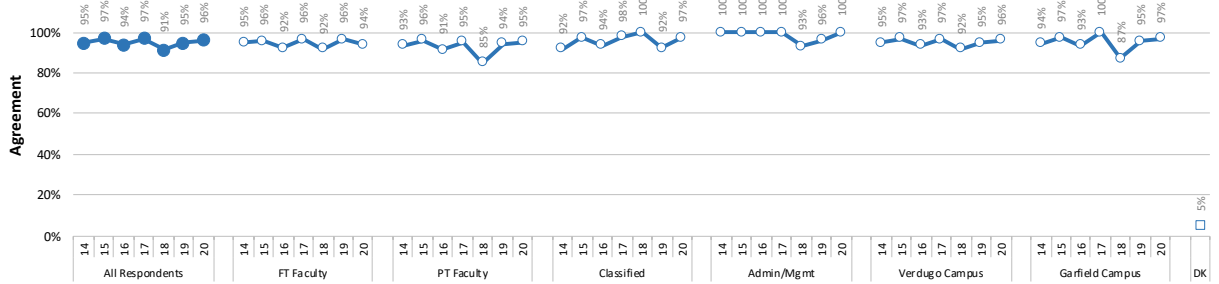


Note: Before 2015, items referred to GCC's mission statement, not its mission and vision statements.

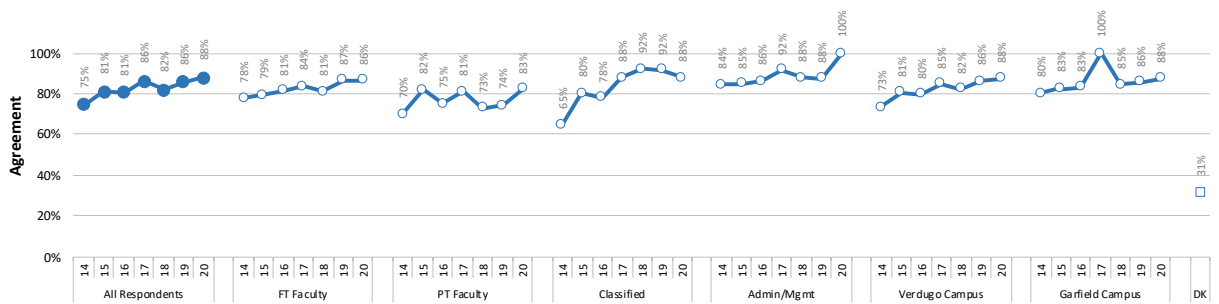




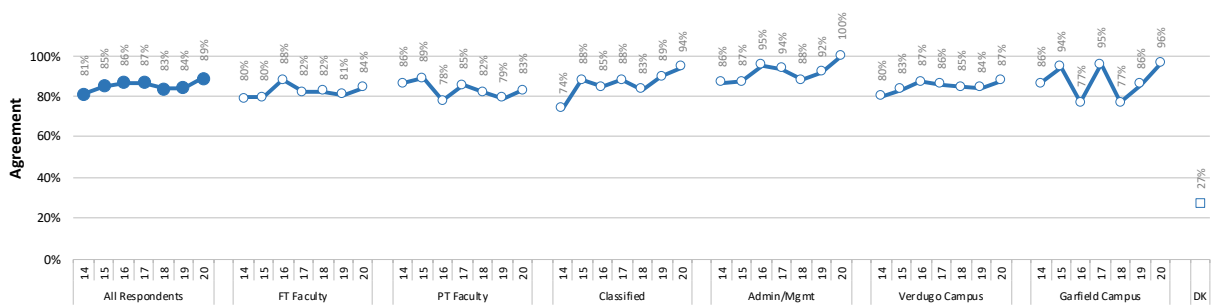
**Student learning is key to GCC's mission, vision and purpose as a college.**



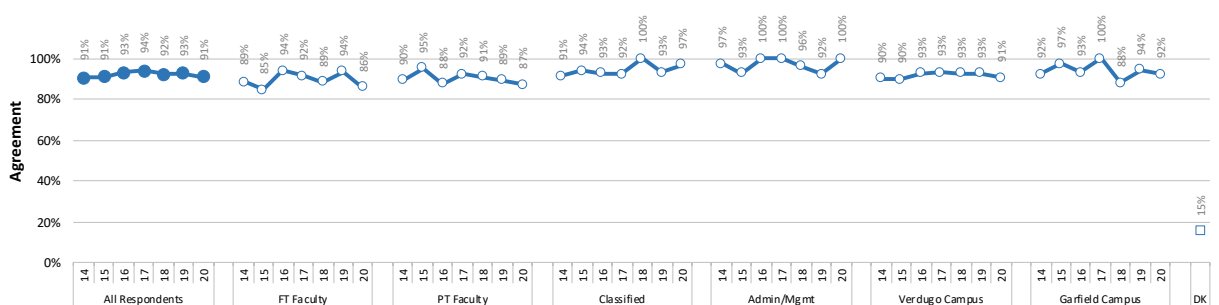
**The process GCC uses to develop its Educational Master Plan is inclusive of everyone on campus.**



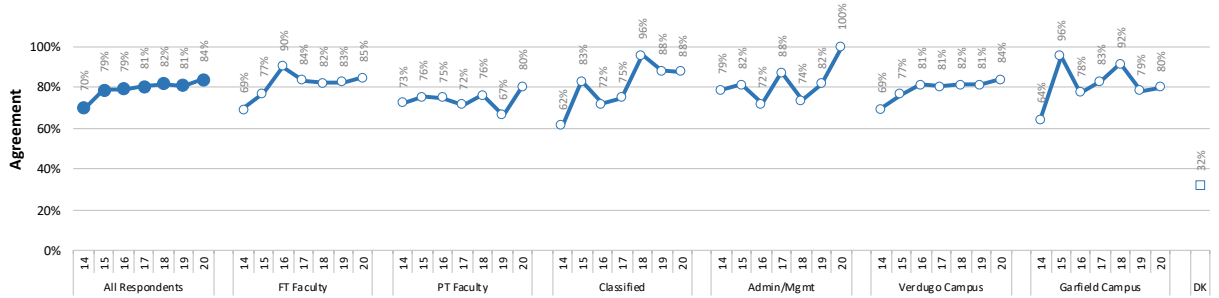
**GCC's mission and vision guide decision-making, planning, and resource allocation.**



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

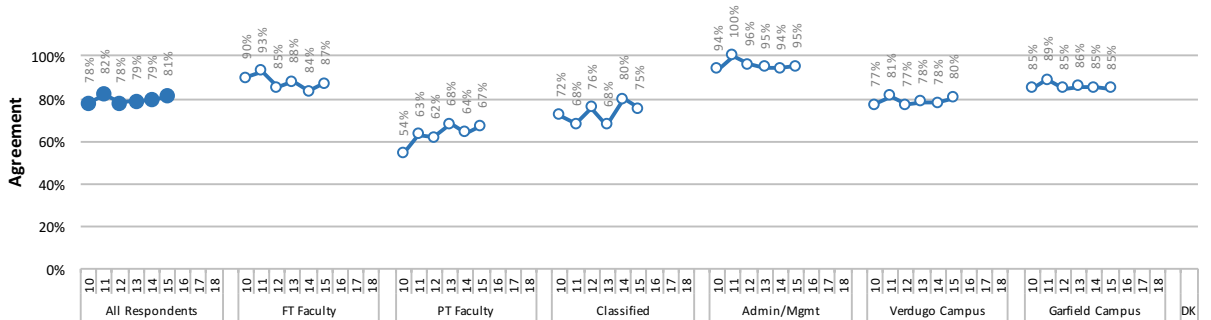


The constituency groups have a shared understanding of the college's strengths and weaknesses.



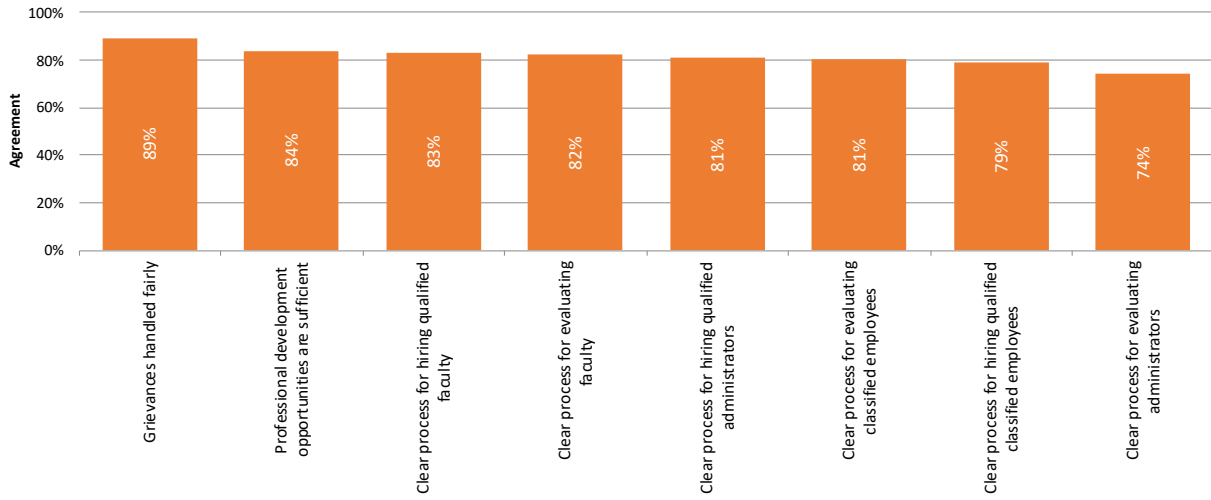
Note: Before 2017, surveys included the item “I am aware of the process (begun in 2010-2011) that integrates planning, program review, and resource allocation.” This item was not included in later surveys, so results are not shown in the summary graph above, which only shows the most recent results. Results for this item are shown below:

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

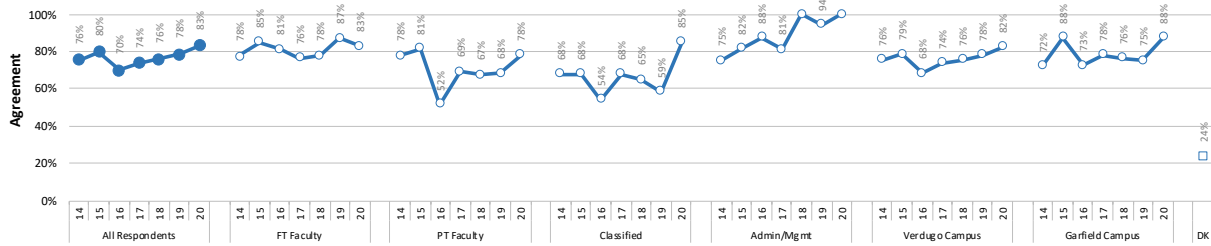


# Part 5. Resources Items

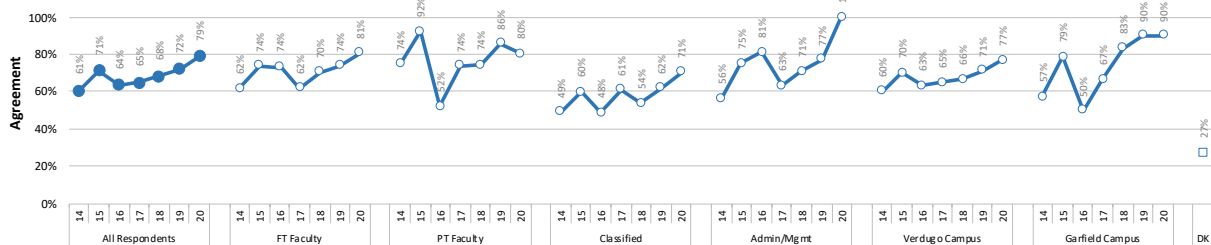
## Human Resources Items



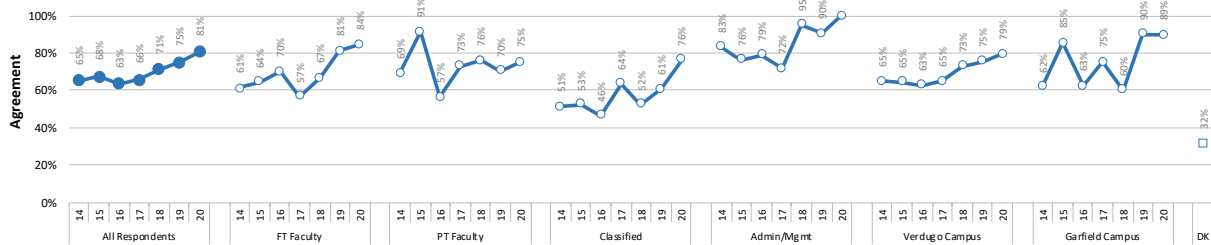
GCC has a clearly defined process for hiring qualified faculty.



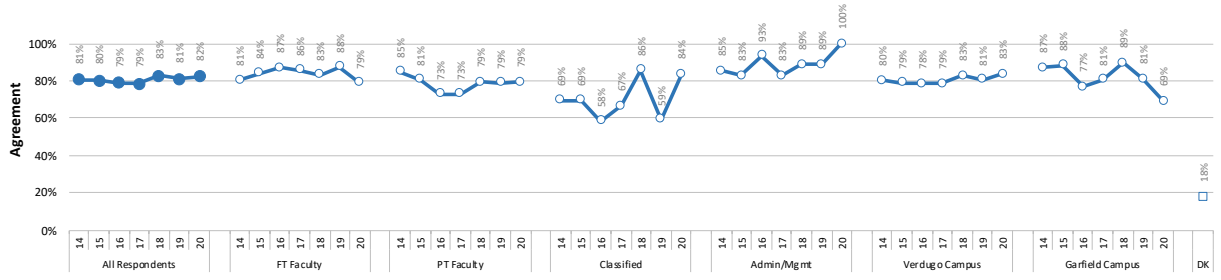
GCC has a clearly defined process for hiring qualified classified employees.



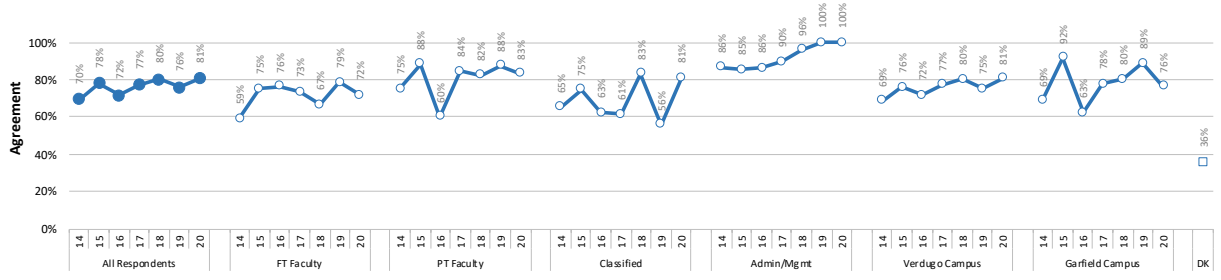
GCC has a clearly defined process for hiring qualified administrators.



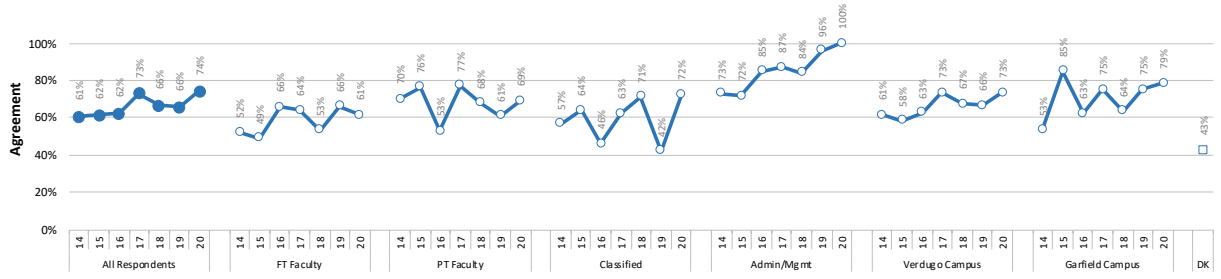
**GCC has a clearly defined process for evaluating faculty.**



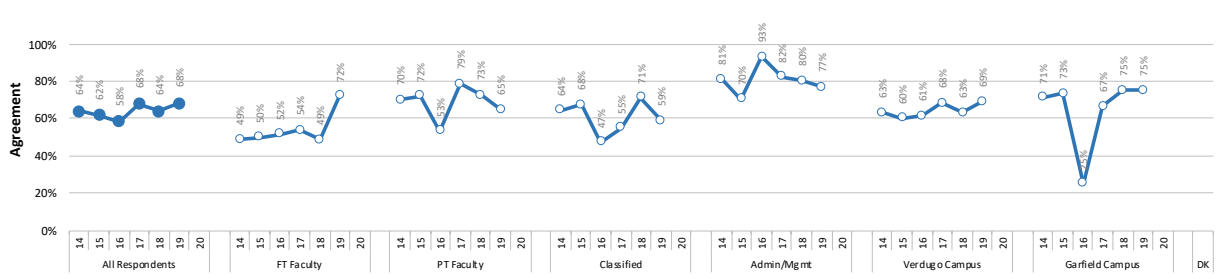
**GCC has a clearly defined process for evaluating classified employees.**



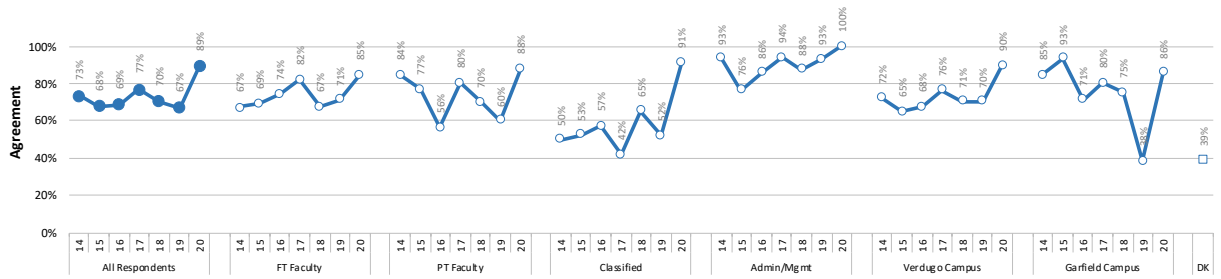
**GCC has a clearly defined process for evaluating administrators.**



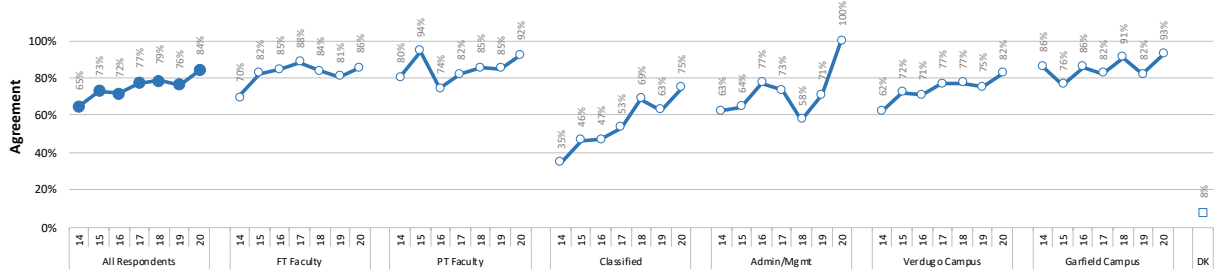
**GCC has a clearly defined process for evaluating the Board of Trustees.**



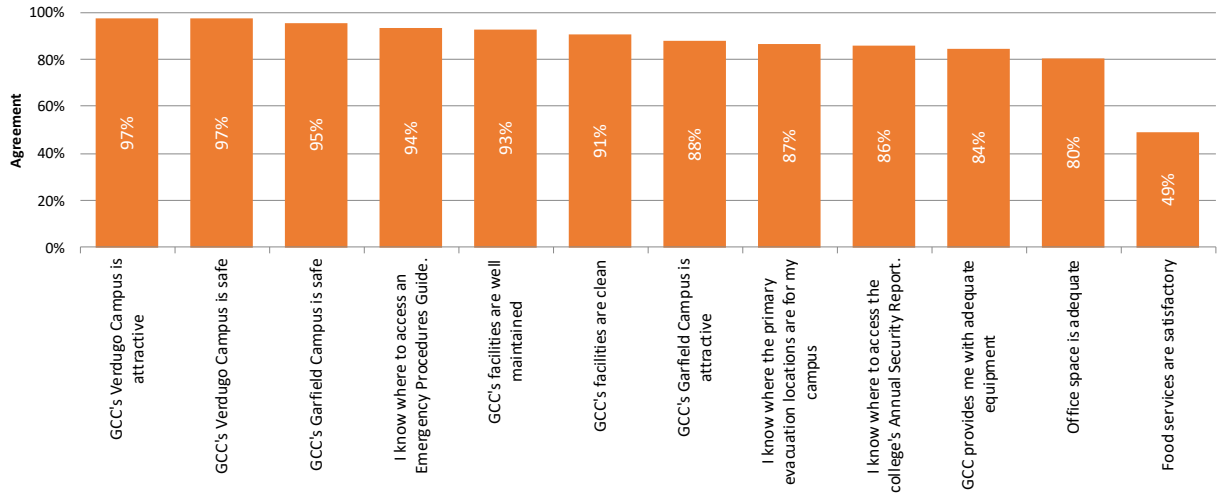
**Grievances are handled fairly.**



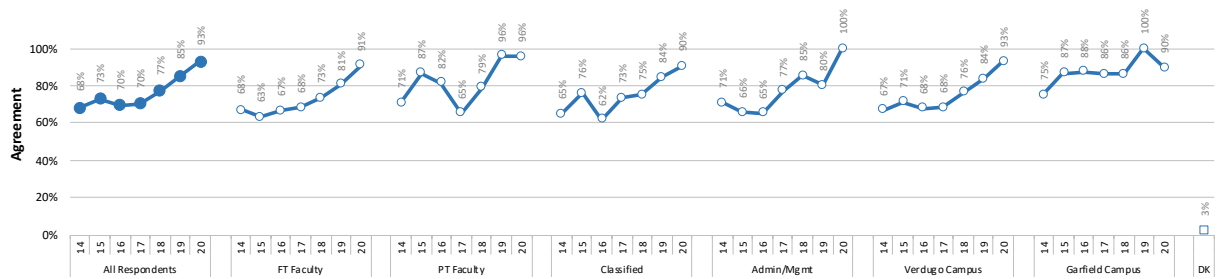
Sufficient personal and professional development opportunities are available to me.



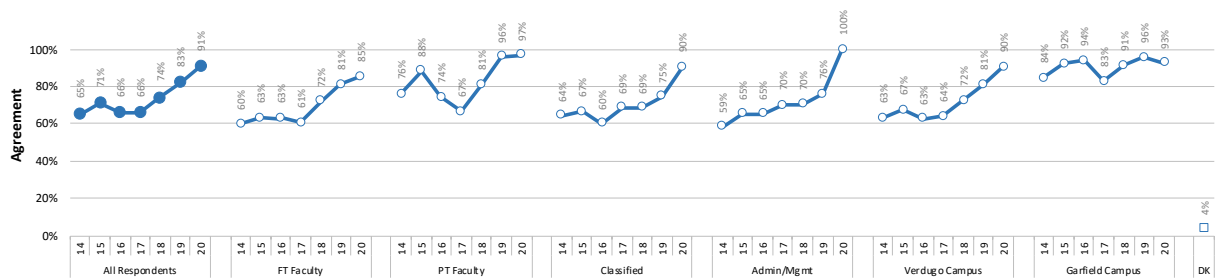
# Facilities Items



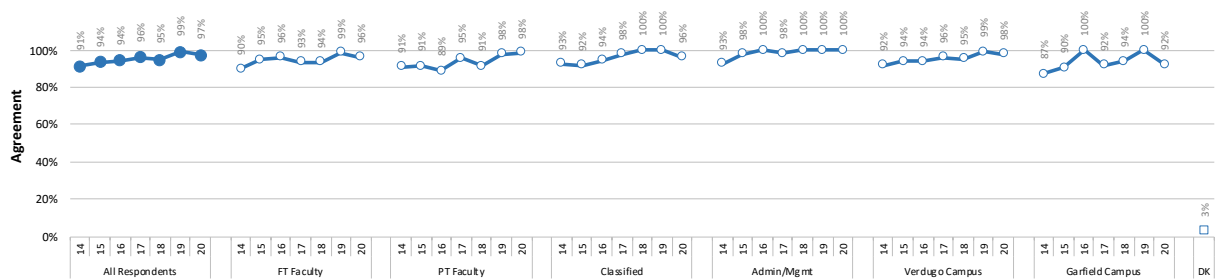
GCC's facilities are well maintained.

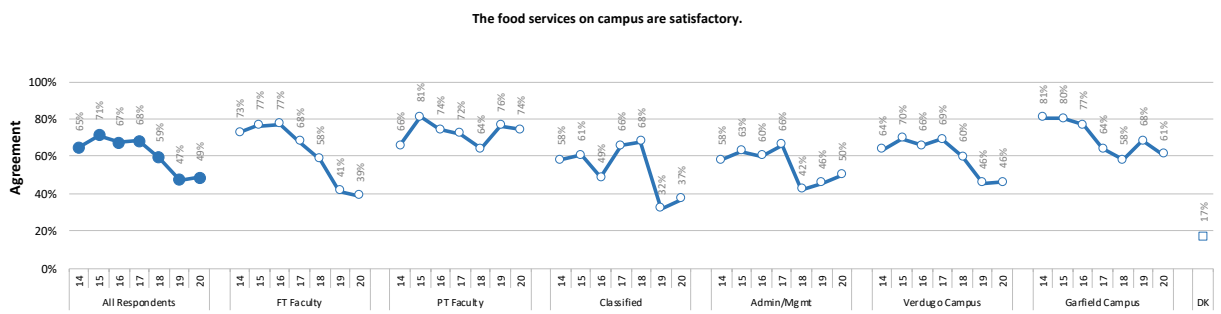
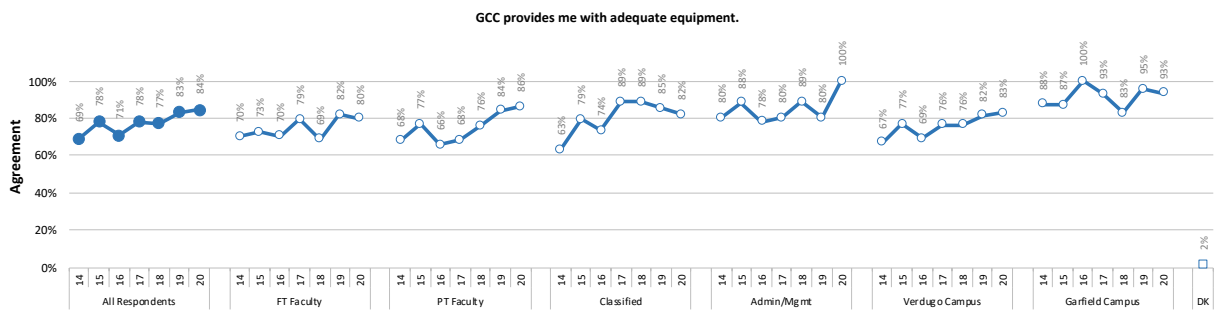
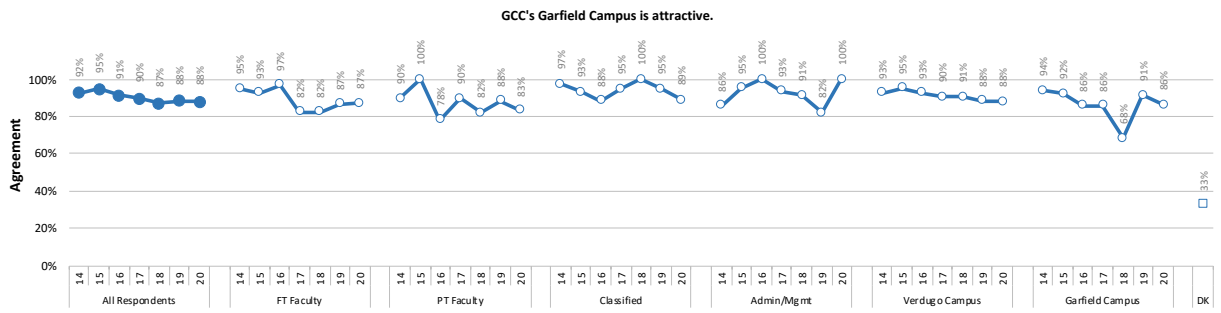
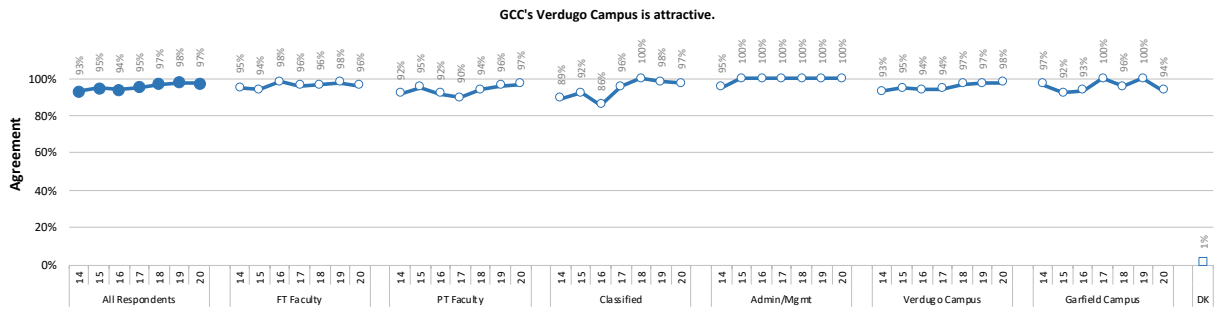
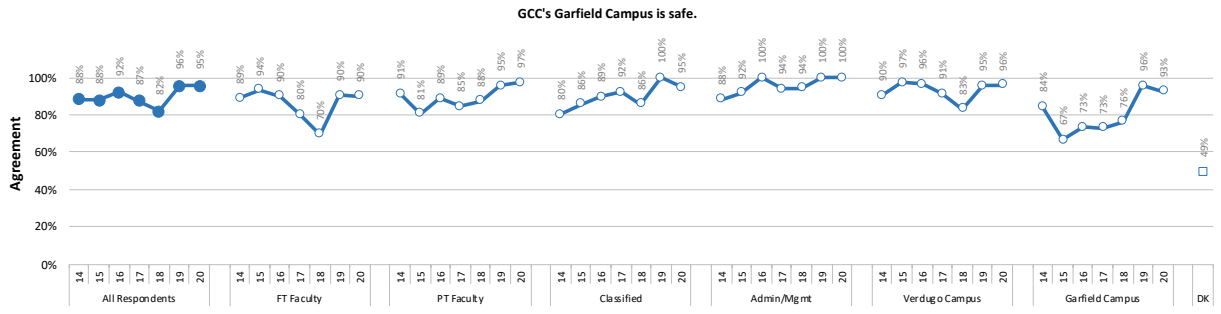


GCC's facilities are clean.

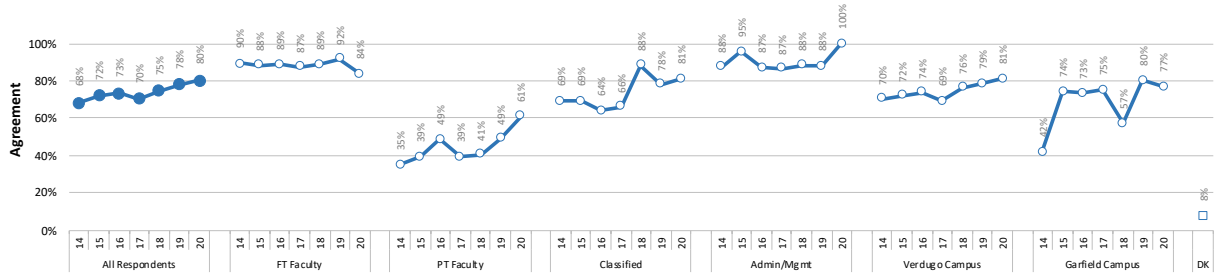


GCC's Verdugo Campus is safe.

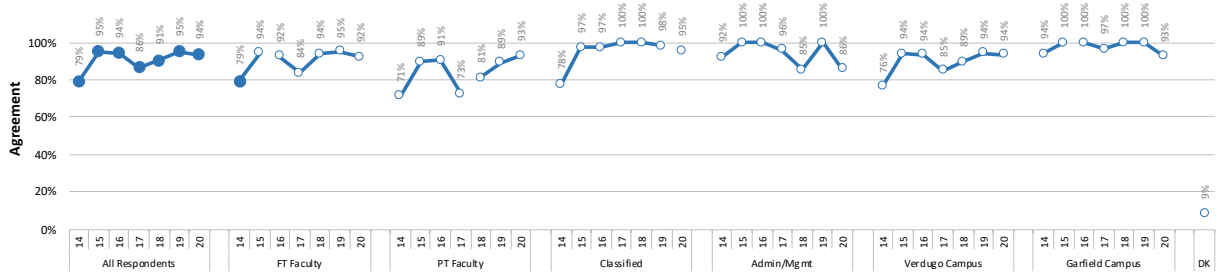




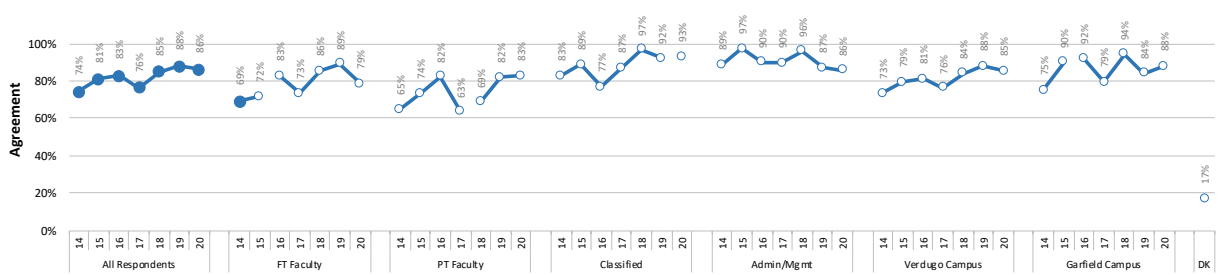
The college provides me with adequate office space.



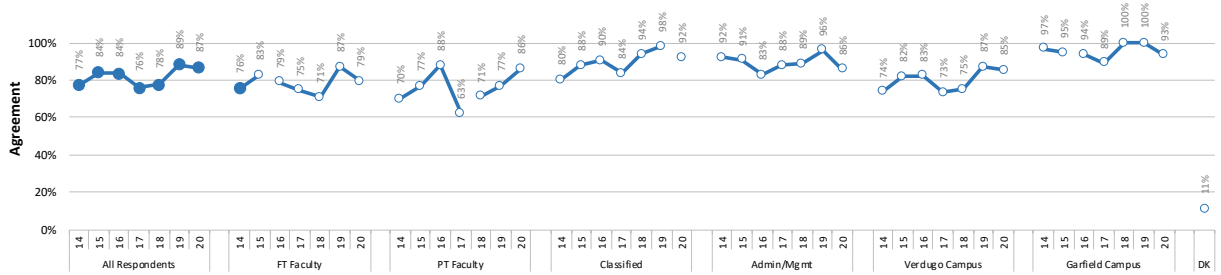
I know where to access an Emergency Procedures Guide.



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

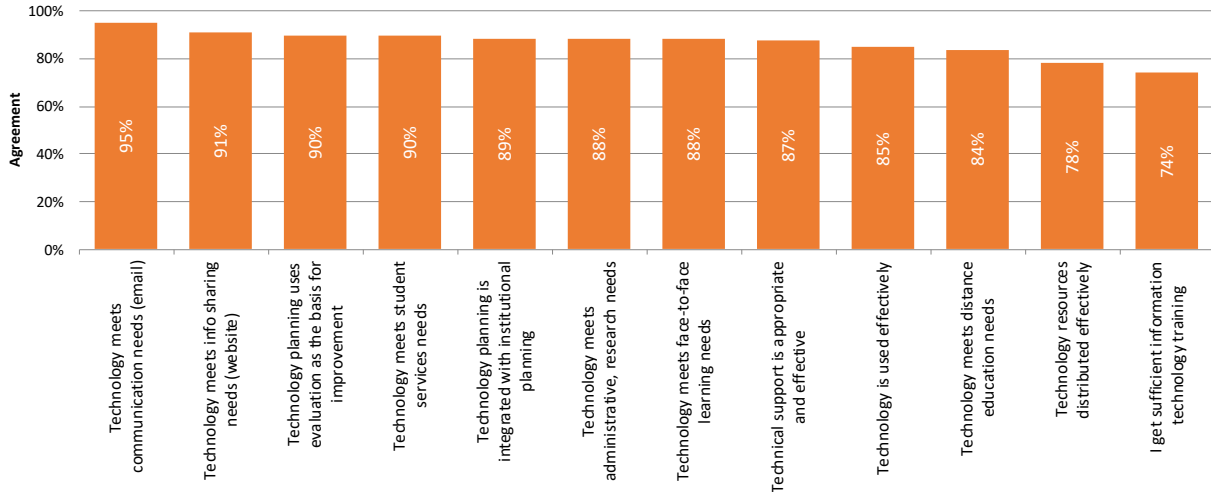


I know where the primary evacuation locations are for my campus (Verdugo Campus, Garfield Campus, PDC, CDC)

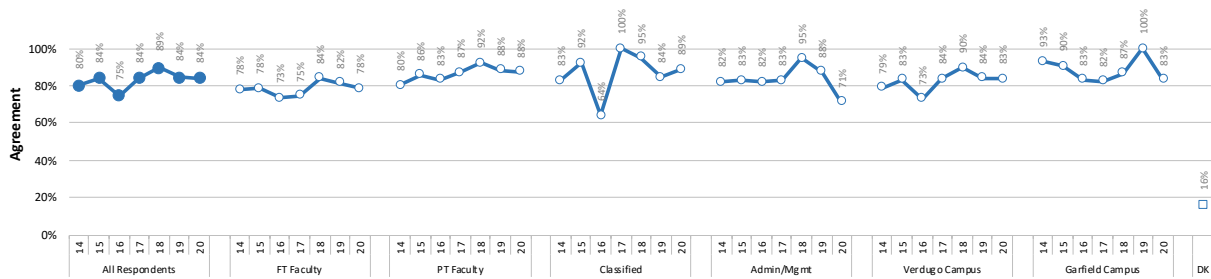




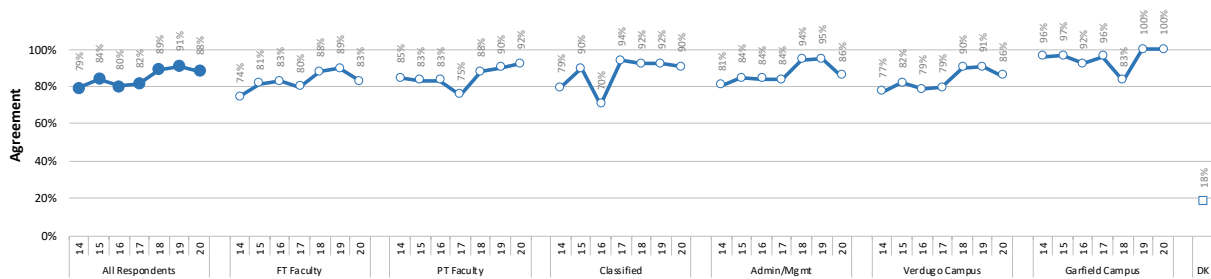
# Technology Items



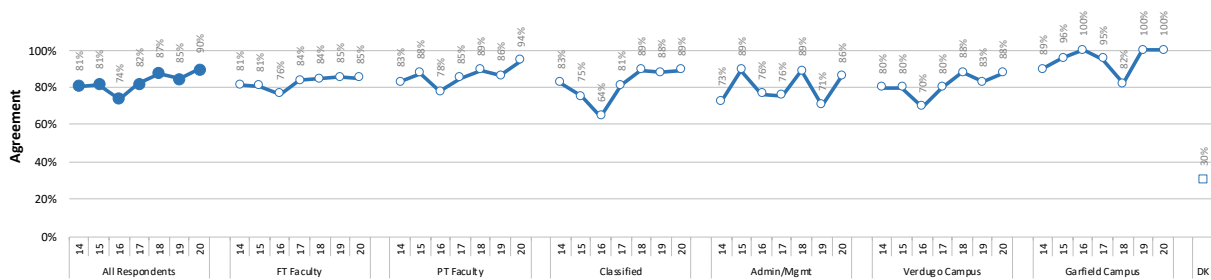
Technology at GCC meets the needs of instructional programs taught through distance education.



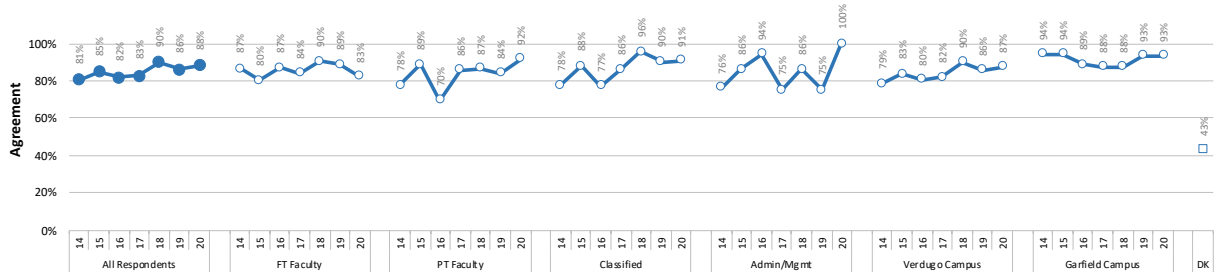
Technology at GCC meets the needs of traditional, non-distance education programs (including Level 3 classrooms and computer labs).



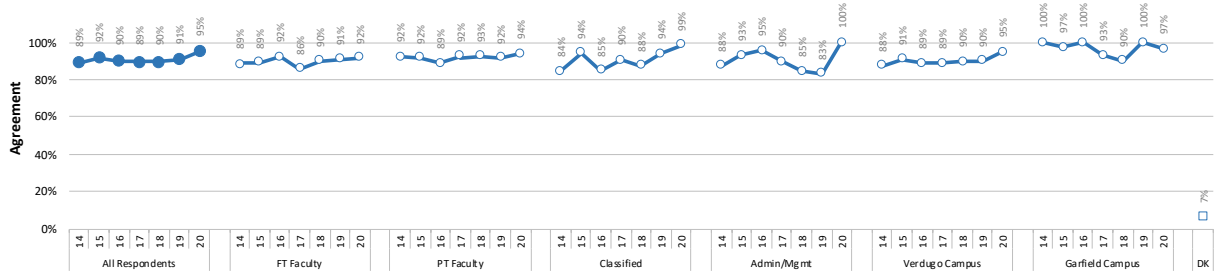
Technology at GCC meets the needs of student services.



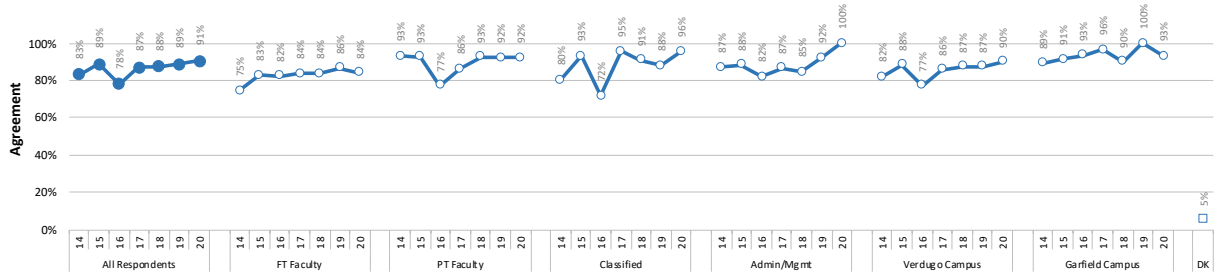
Technology at GCC meets administrative and research needs.



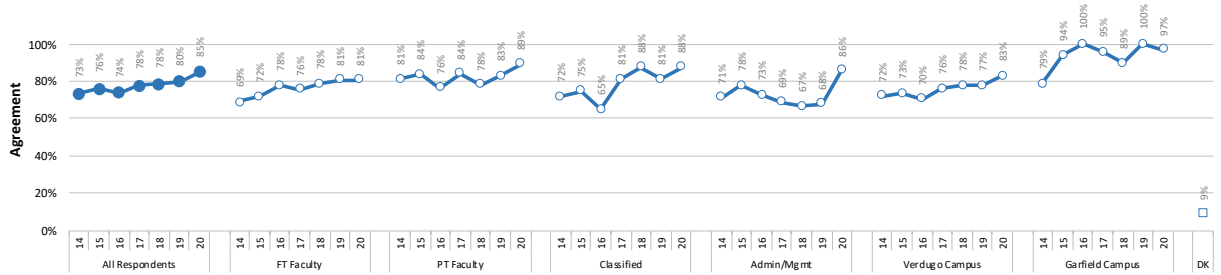
Technology at GCC meets the need for collegewide communication (e.g., email).



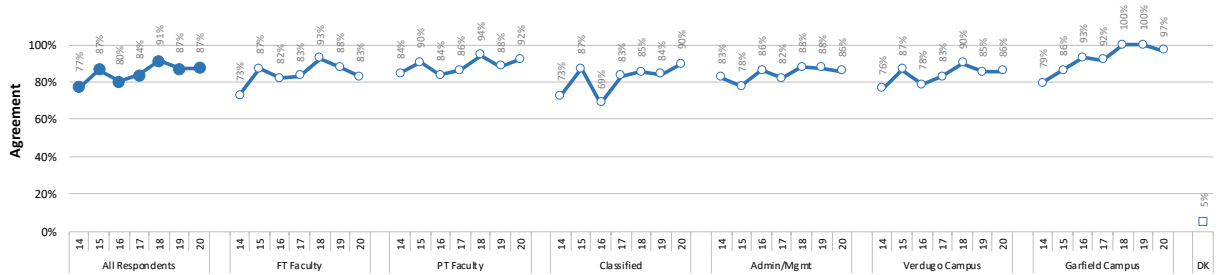
Technology at GCC meets the need for sharing information (e.g., college websites).



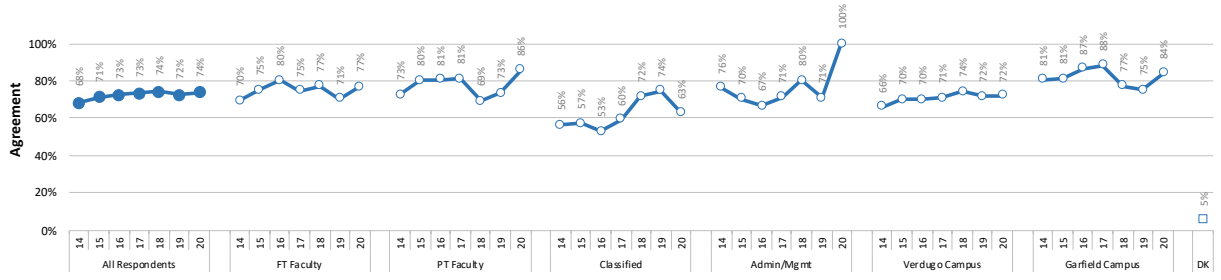
Technology is used effectively at GCC.



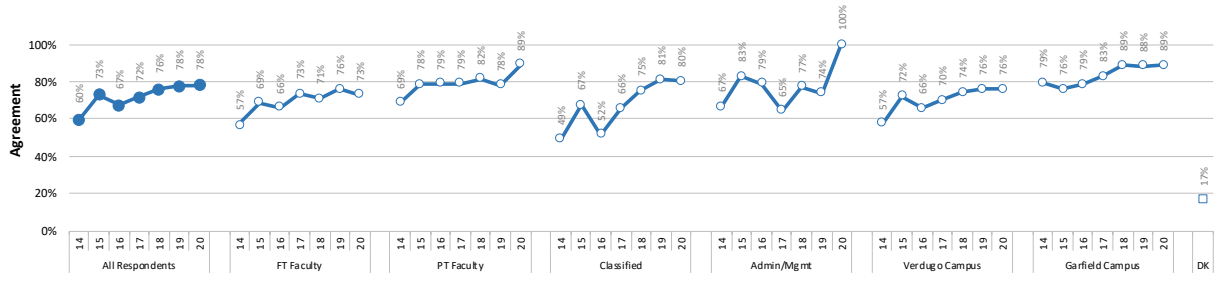
Technical support is appropriate and effective.



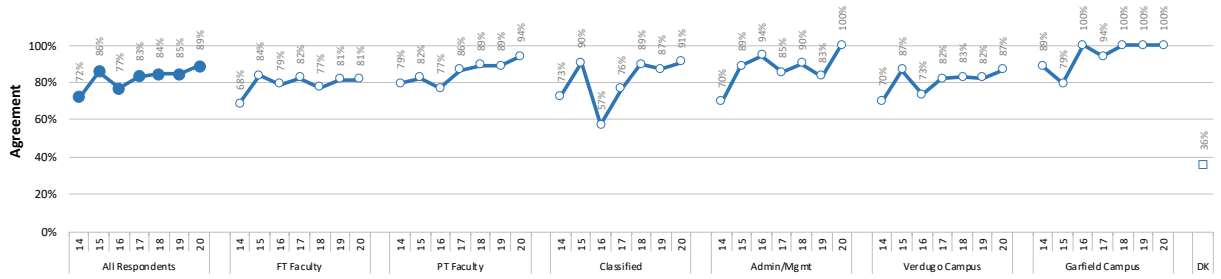
I get sufficient information technology training for my work.



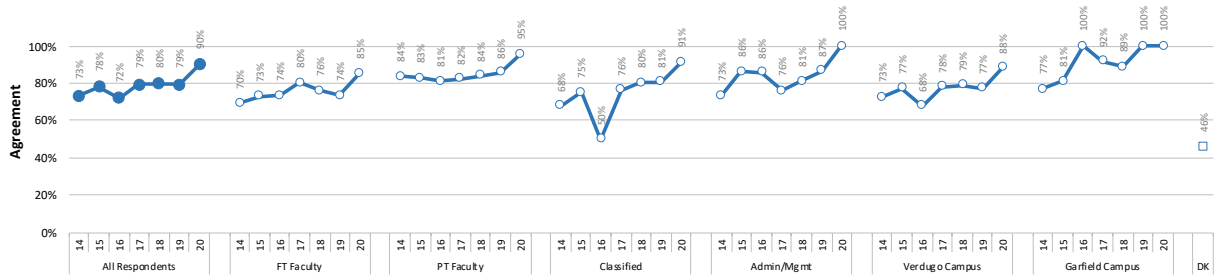
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



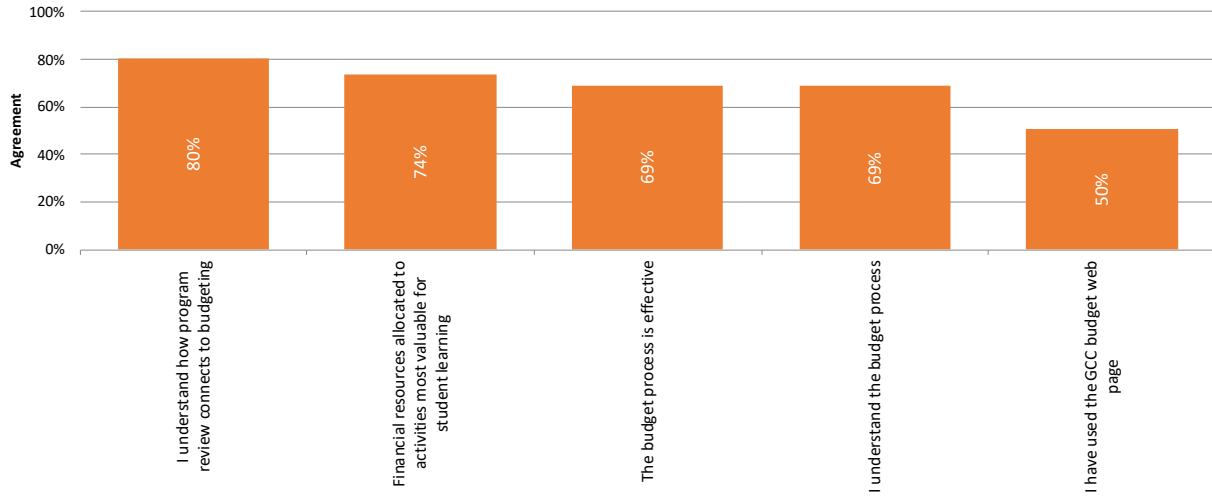
Technology planning is integrated with institutional planning.



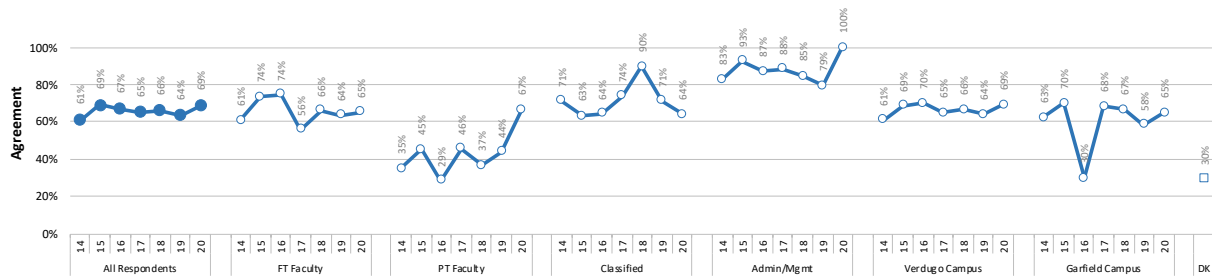
Technology planning uses evaluation as the basis for improvement.



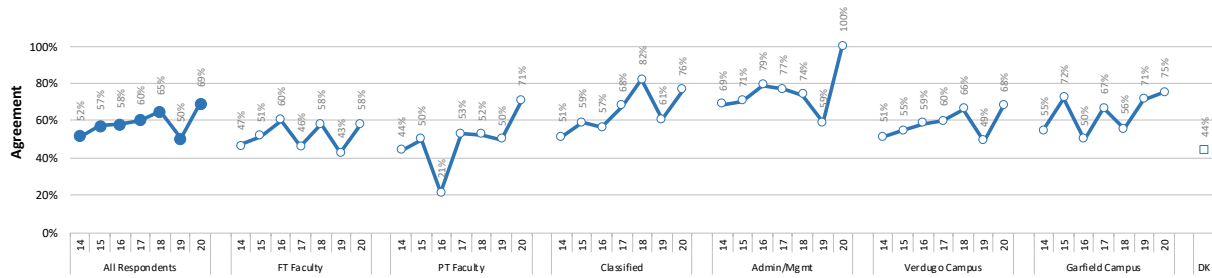
# Fiscal Items



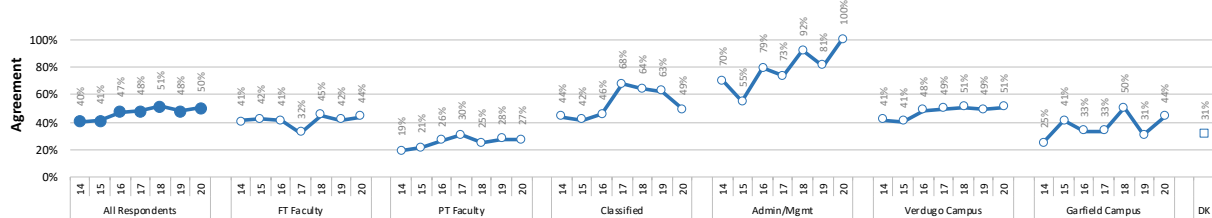
I understand the budget process at GCC.



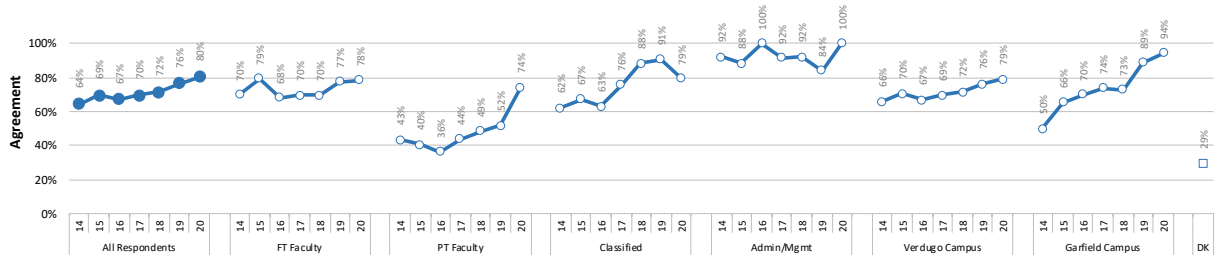
The budget process is effective.



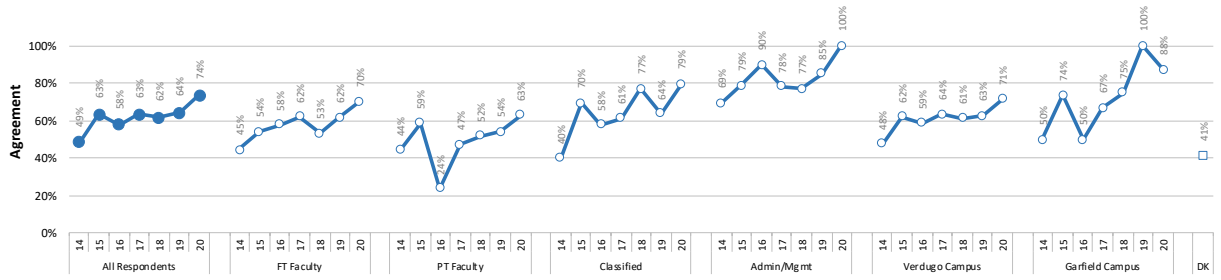
I have used the GCC budget web page.



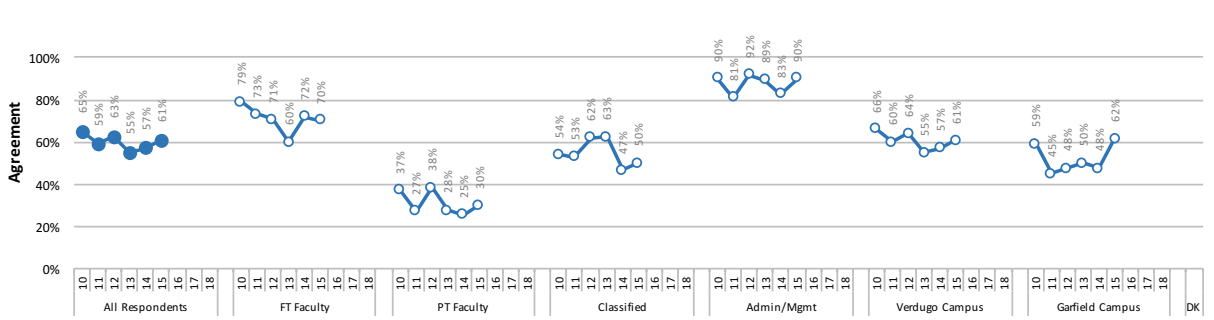
I understand how program review connects to budgeting at GCC.



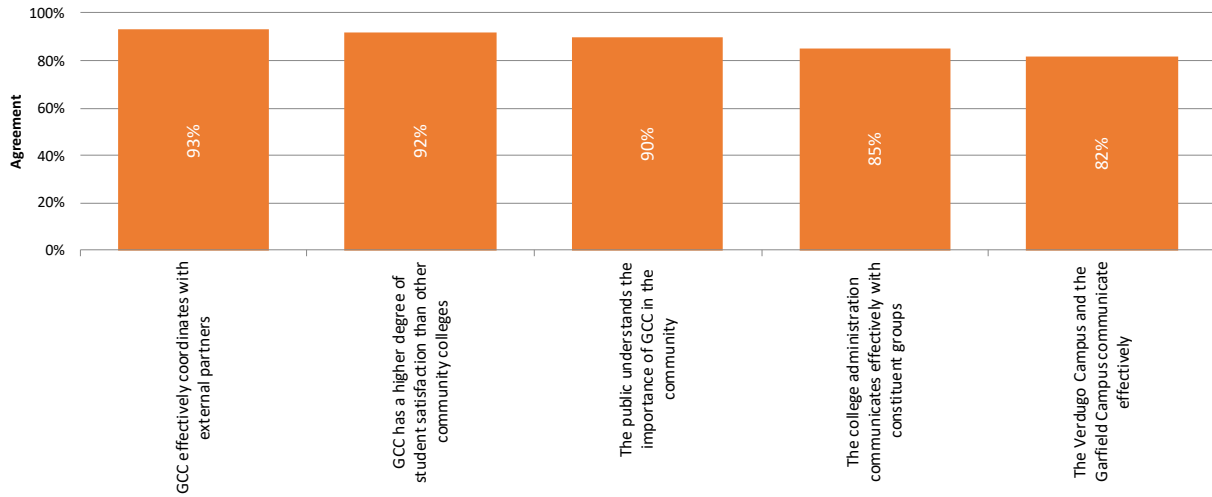
Financial resources are allocated to the activities that are most valuable for the benefit of student learning.



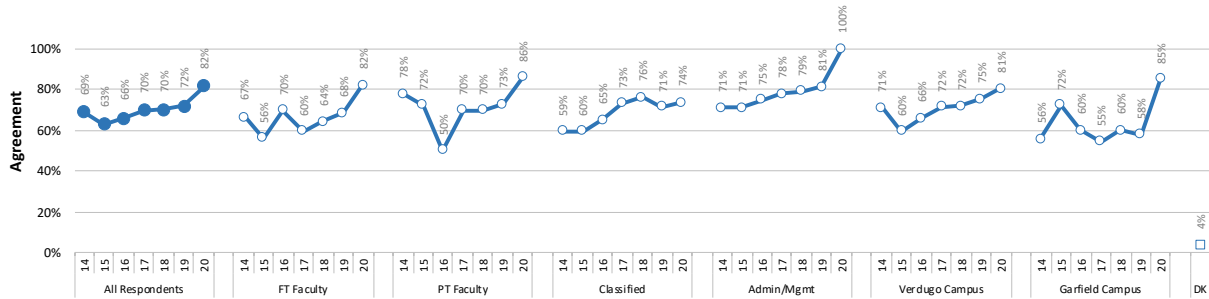
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



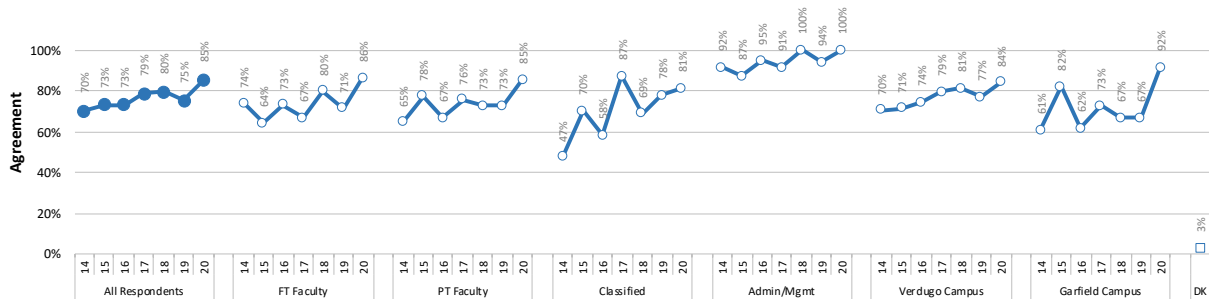
# Part 6. Communication Items



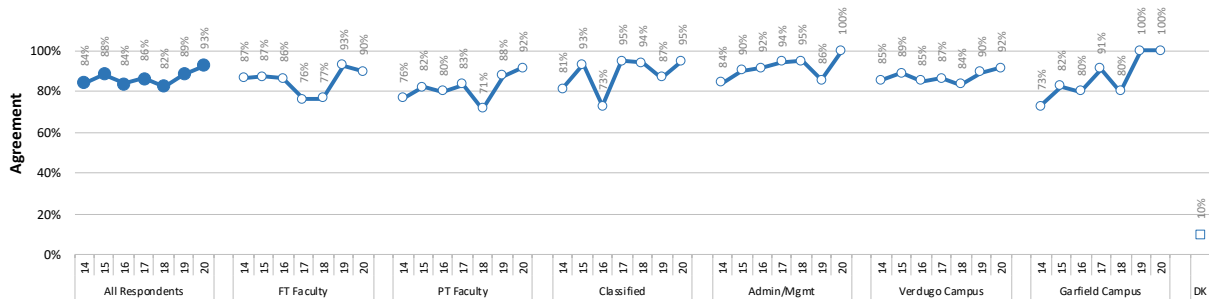
The Verdugo Campus and the Garfield Campus communicate effectively and exchange information in a timely and efficient manner.



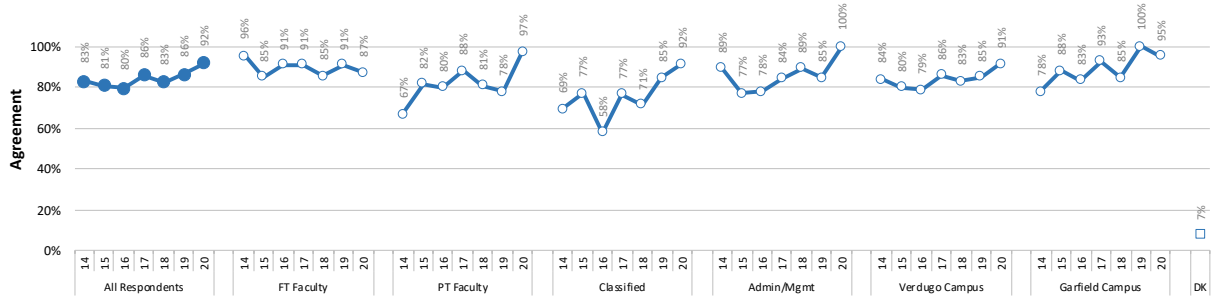
The college administration communicates effectively with constituent groups.



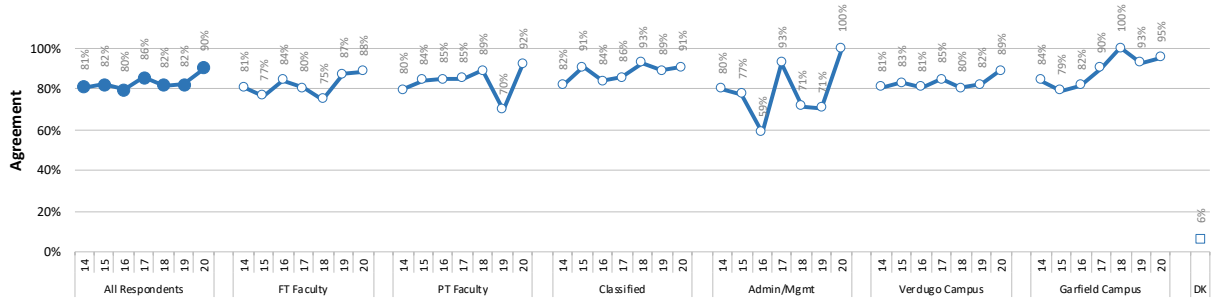
GCC effectively coordinates with external partners.



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



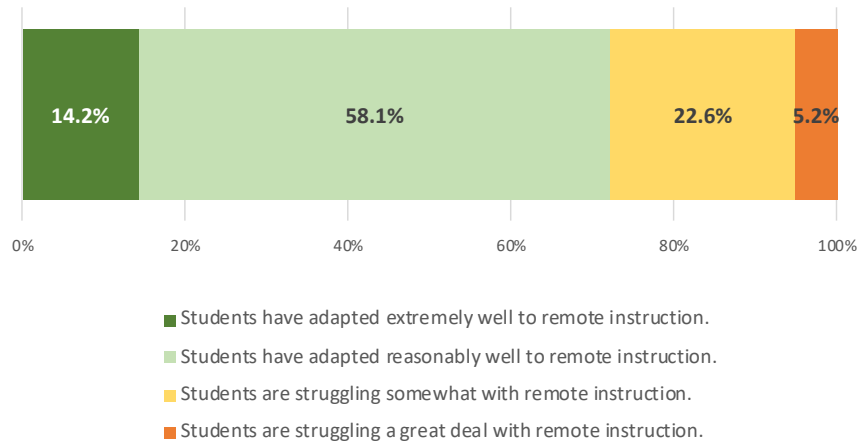
**The public understands the importance of GCC in the community.**



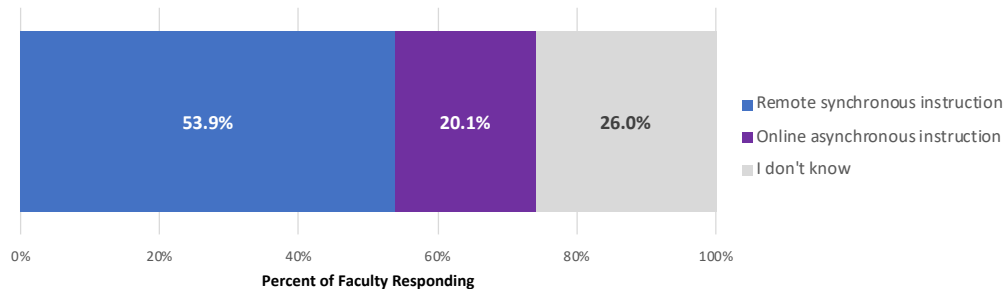
## Part 7. Remote Work Items

The 2020 survey, conducted during the COVID-19 pandemic, included several new questions about working remotely. The first items were asked to faculty members and not to classified staff and administrators/managers.

Faculty: Based on your experience with remote instruction, how would you say students have adapted?

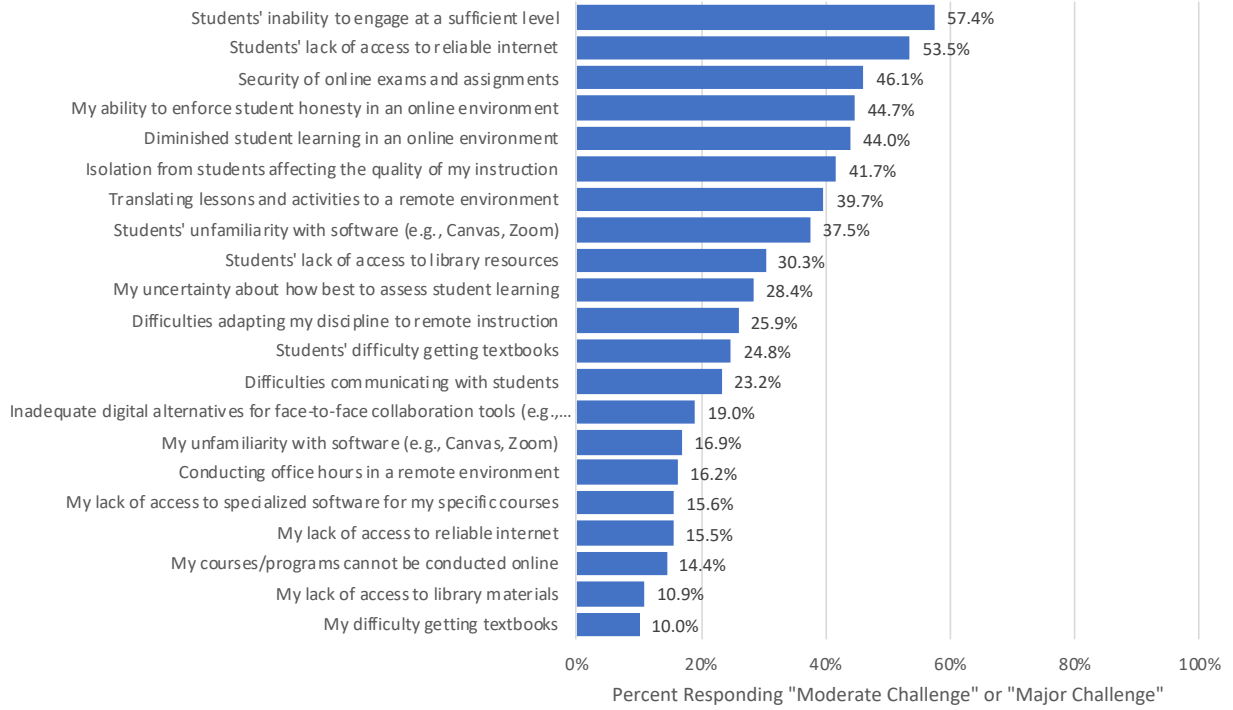


Faculty: Which type of remote instruction do you think students prefer?



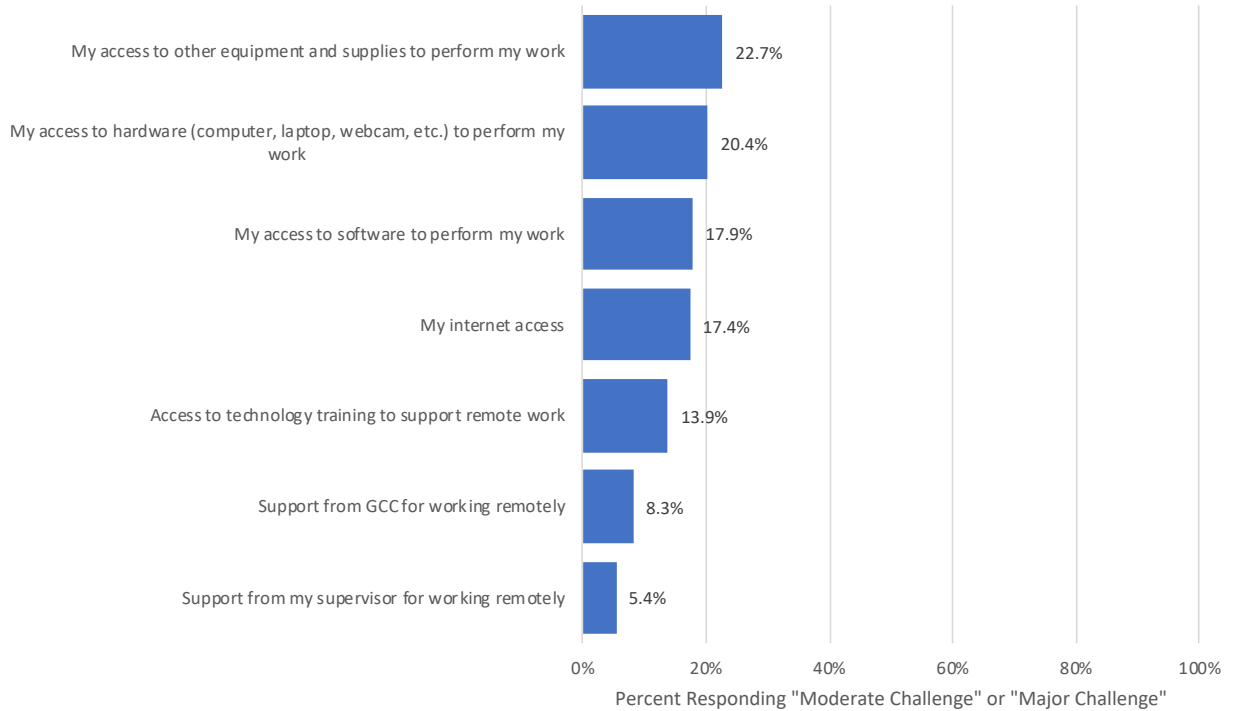


**Faculty: Which issues have presented challenges in remote instruction?**



The following items were asked to non-faculty members.

**Non-Faculty: Which issues have presented challenges in a remote environment?**



## Appendix. Survey Method and Response Rates

In 2020, the faculty/staff survey was conducted between Thursday, December 3 and Friday, December 18, 2020. The survey was an online survey using the SurveyMonkey service.

Responses were received from 339 respondents: 100 full-time faculty members, 91 part-time faculty members, 111 classified staff members, and 37 administrators/managers/confidential employees. Response rates were approximately 49% for full-time faculty members, 19% for part-time faculty members, 31% for classified staff members, and 61% for administrators/managers/confidential employees. The overall response rate was about 31%. The table below shows historical response counts by employee group.

<b>Group</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Full-Time Faculty	117	122	65	102	109	110	100
Part-Time Faculty	111	114	66	126	105	87	91
Classified Staff	73	113	67	98	58	99	111
Administrators/Managers	44	53	29	62	35	34	37
Other	5	5	4	4	0	0	0
Verdugo Campus	305	350	195	337	265	291	299
Garfield Campus	40	52	30	47	37	36	41
<b>Total</b>	<b>352</b>	<b>407</b>	<b>231</b>	<b>393</b>	<b>307</b>	<b>333</b>	<b>339</b>

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.