

COLLEGE VIEWS 2018

RESULTS OF THE FALL 2018 FACULTY/STAFF SURVEY



Key Findings

The Fall 2018 faculty/staff survey was conducted between November 13 and December 7. The total number of respondents to the survey was 307. See the Appendix on page 43 for details about procedure and response rates.

The 2018 faculty/staff survey included a set of items on campus climate and equity for the first time (see page 21).

The 2018 survey had the following key findings.

Governance

- Most employees were positive about governance, with 88% 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 91% in 2018.
- Most items about the Board of Trustees showed positive results. The most positive Board item (the Board understands and adheres to its role related to policy development) had 80% agreement, and the most negative Board item (the Board treats all constituency and community groups equitably and fairly) had 77% agreement.
- Awareness of the assessment of student learning outcomes was high (94%), as was awareness of program review (90%).
- 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 (91% agreement overall; 97% for full-time faculty members) and about student equity (87% agreement overall; 91% 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 (94% for employee awareness and 70% for perceived student awareness).

Educational Programs

- Employees were positive about instructional and student services programs.

- Agreement that student services are open a sufficient number of hours to serve students decreased from 77% in 2017 to 65% in 2018.

Campus Climate

- Most employees agreed that GCC values diverse faculty and staff, with agreement rates higher for classified staff (96%) and administrators, managers, and confidential employees (91%) than for full-time faculty (74%) and part-time faculty (75%).
- About 24% of respondents were not satisfied with the racial and ethnic diversity of GCC's faculty and staff, while 41% were satisfied and 35% were neutral.

Mission and Institutional Effectiveness

- Most employees said they were familiar with the college mission and vision statements (92%), and most said they participated in discussions of the mission and vision (76%).

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 attractiveness of both the Verdugo Campus and the Garfield Campus (97% agreement for the Verdugo Campus and 87% for the Garfield Campus), while 59% agreed that food services are satisfactory.

- Respondents indicated that technology at GCC meets the college's needs for communication (90% agreement) and for distance education (89% agreement).
- Following a historical pattern, employees were less positive about fiscal resources than about other resources. Most respondents (66%) indicated they understand the budget process, and 50% 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 (83% agreement) and that the public understands the importance of GCC in the community (82% agreement).

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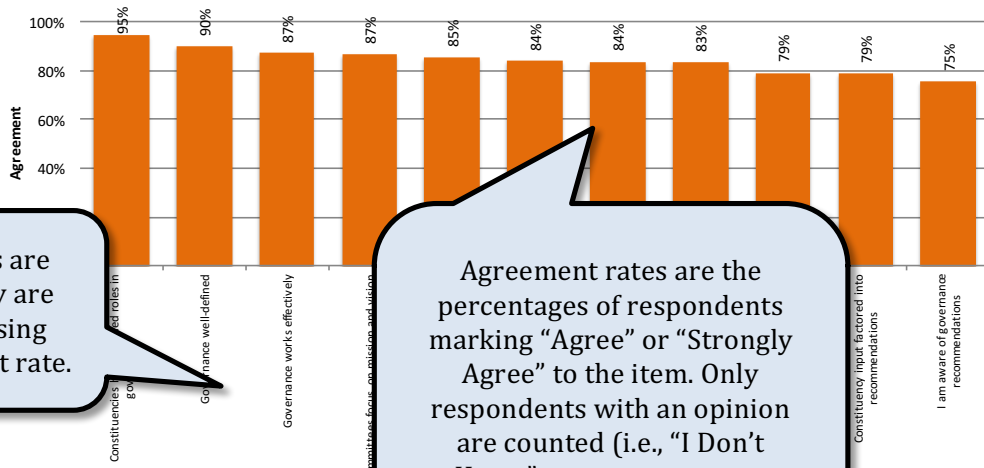
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Reading the Graphs

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:

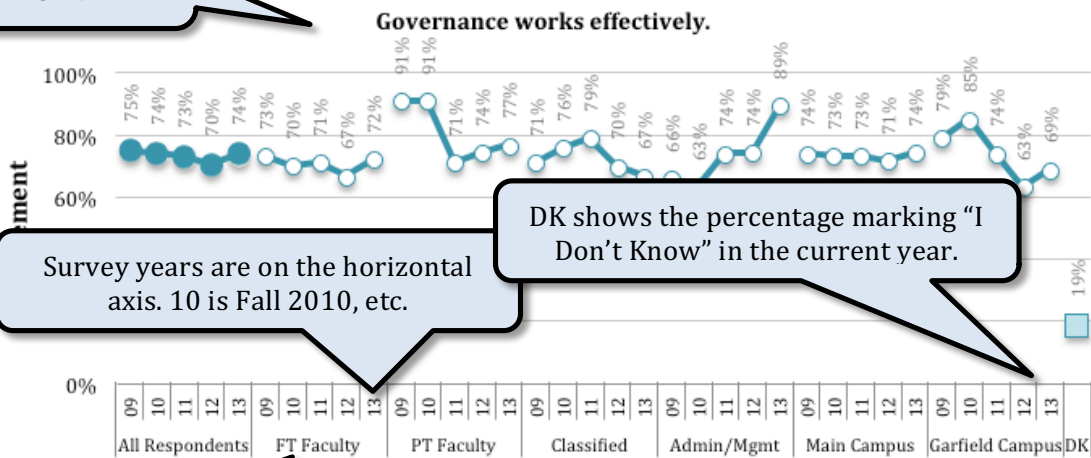


The survey items are shown here. They are sorted in decreasing order of agreement rate.

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.



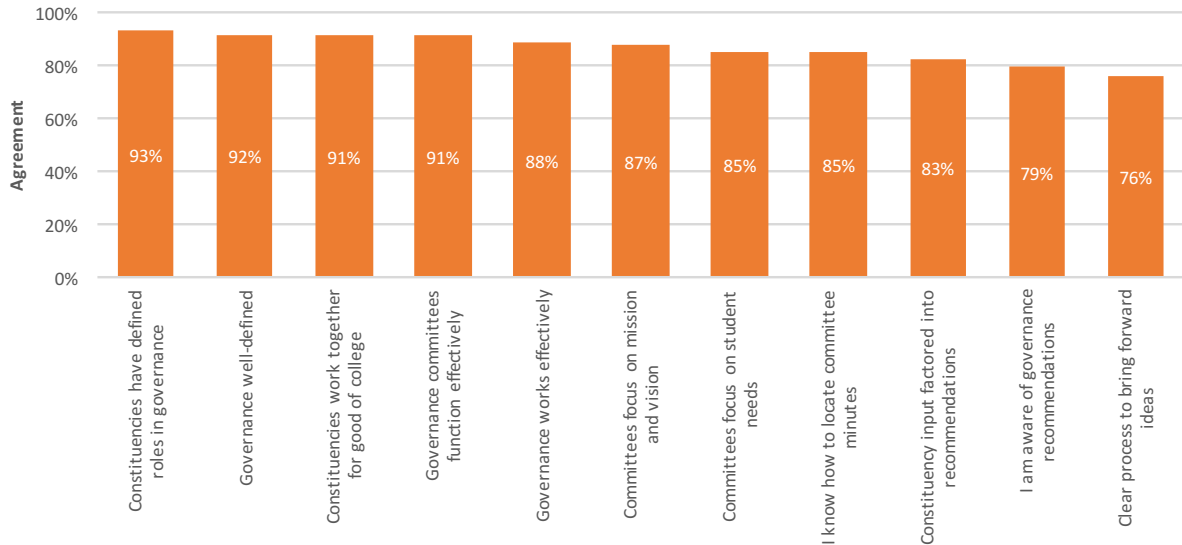
Survey years are on the horizontal axis. 10 is Fall 2010, etc.

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

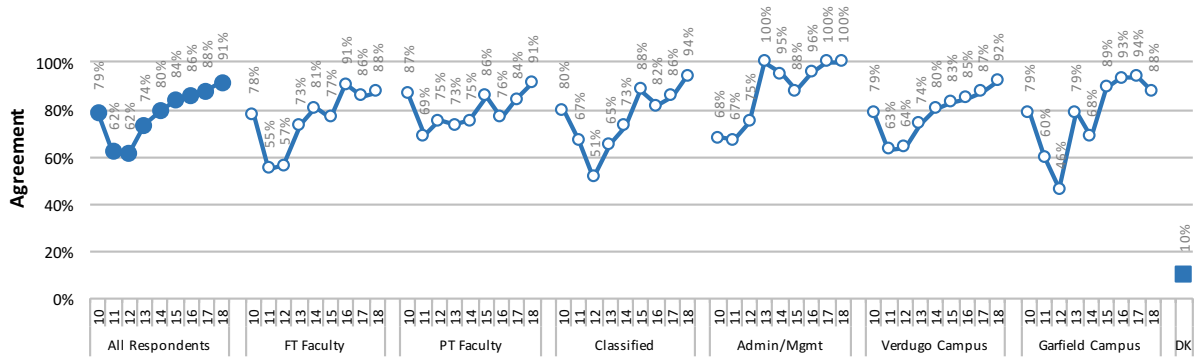
Respondent groups are shown here.

Part 1. Governance and Leadership Items

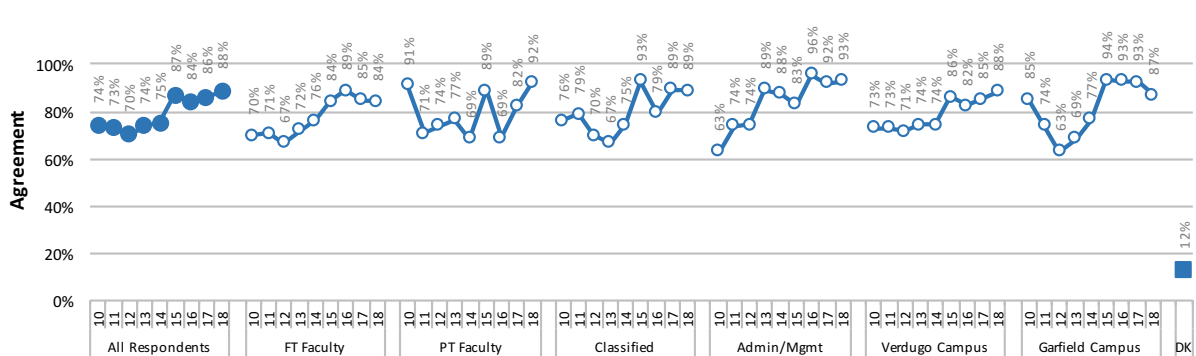
Governance Items



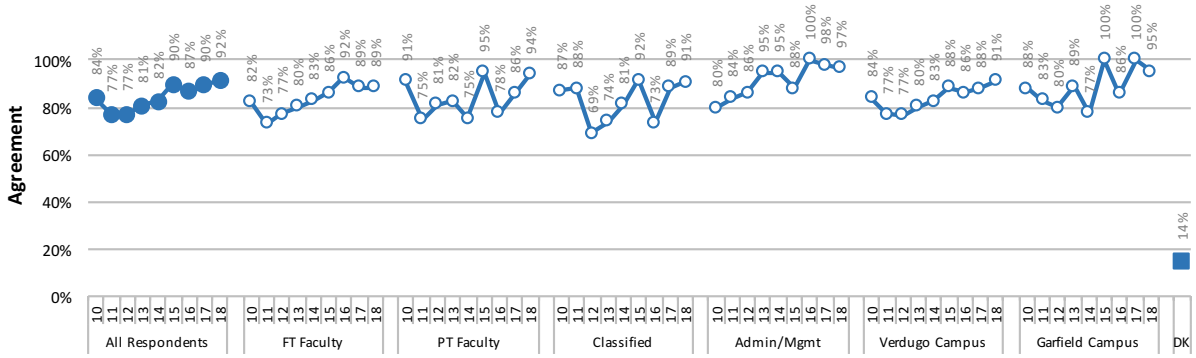
Faculty, staff, administrators, students, and the Board work together for the good of the college.



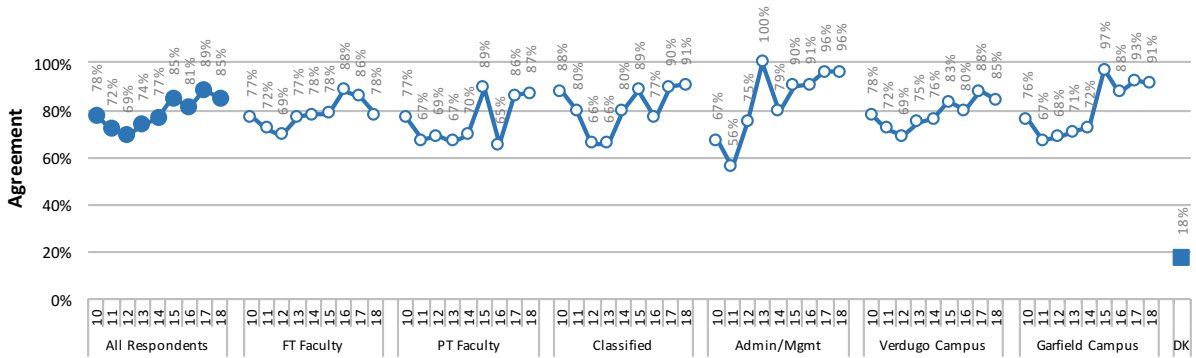
Governance works effectively.



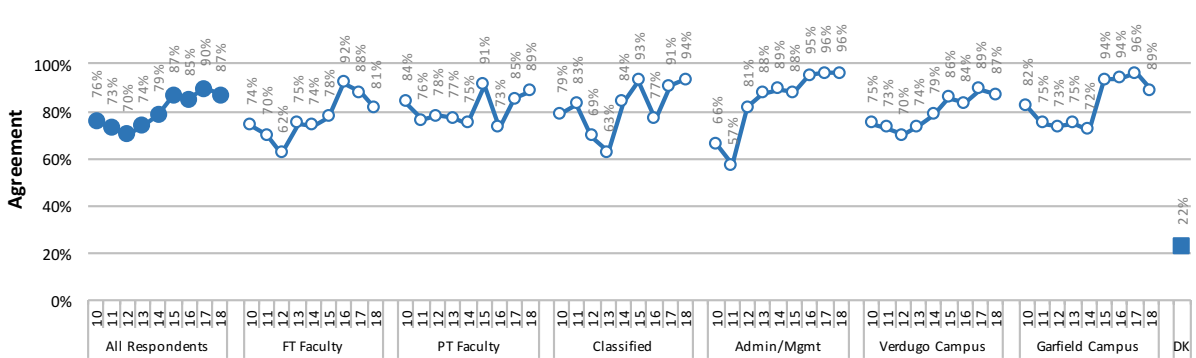
The College follows a well-defined governance process.



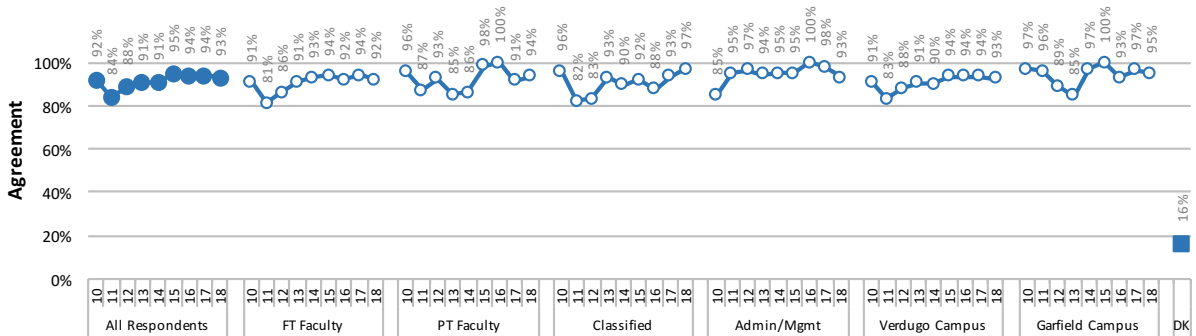
College governance committees focus on student needs when making recommendations.



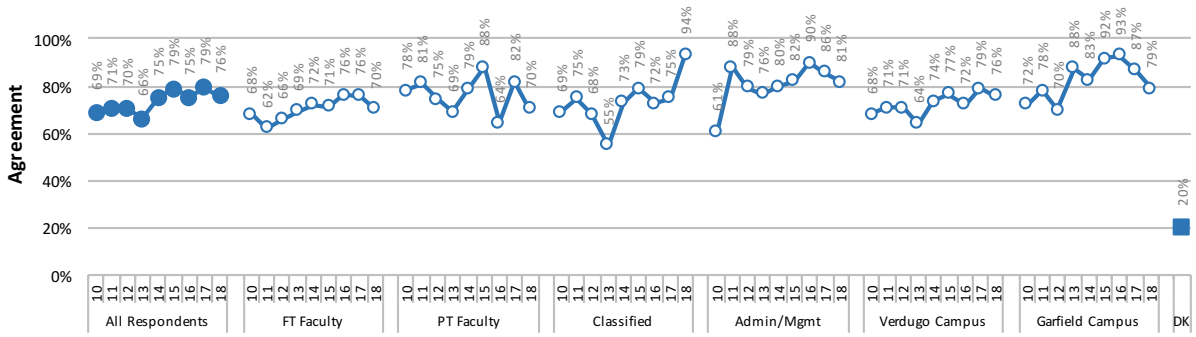
College governance committees focus on the GCC mission and vision statements when making recommendations.



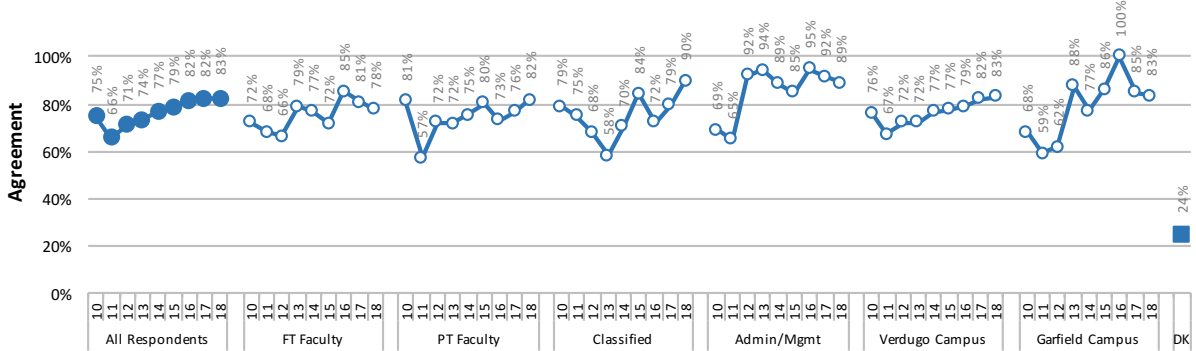
Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.



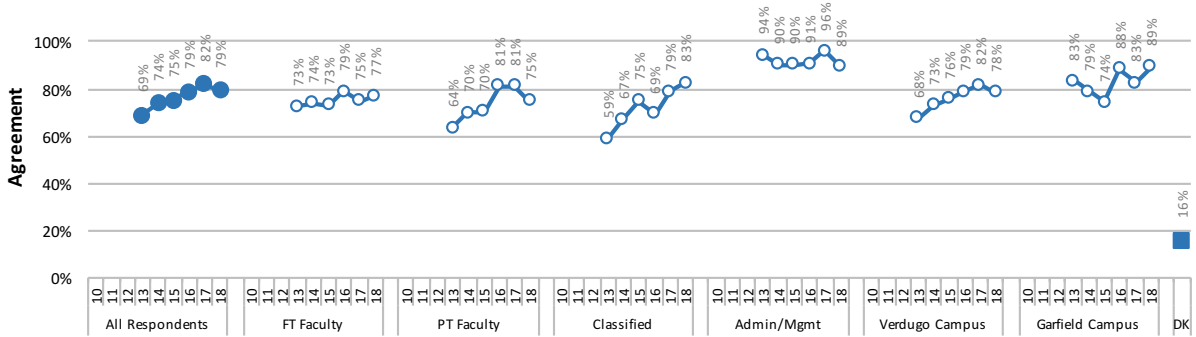
There is a clear process for individuals to bring forward ideas from their constituencies.



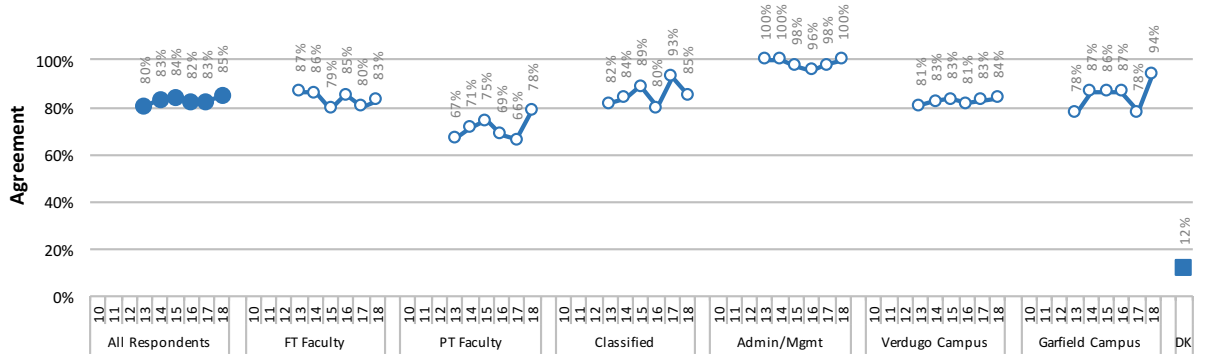
Constituency input is factored into governance recommendations.



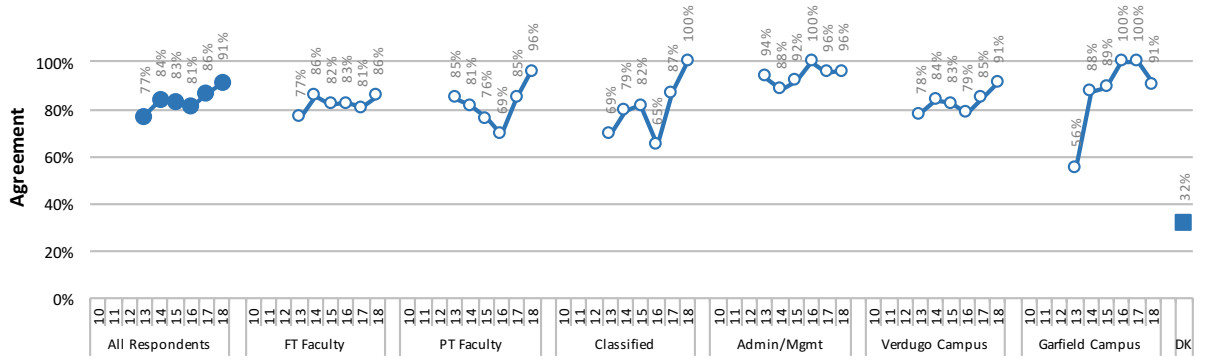
I am aware of the decisions and recommendations made by the governance system.



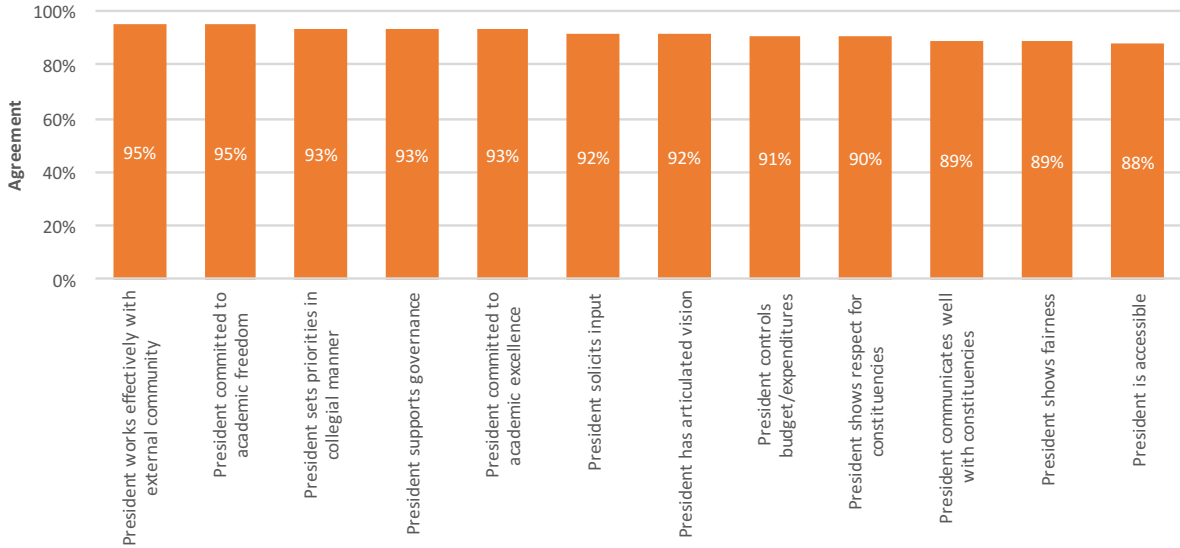
I know how to locate committee minutes to find out about governance decisions.



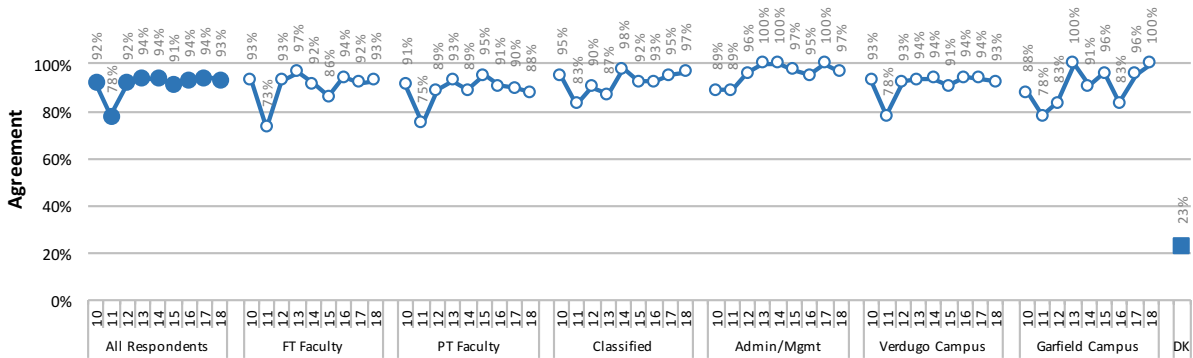
The governance committees that I serve on function effectively.



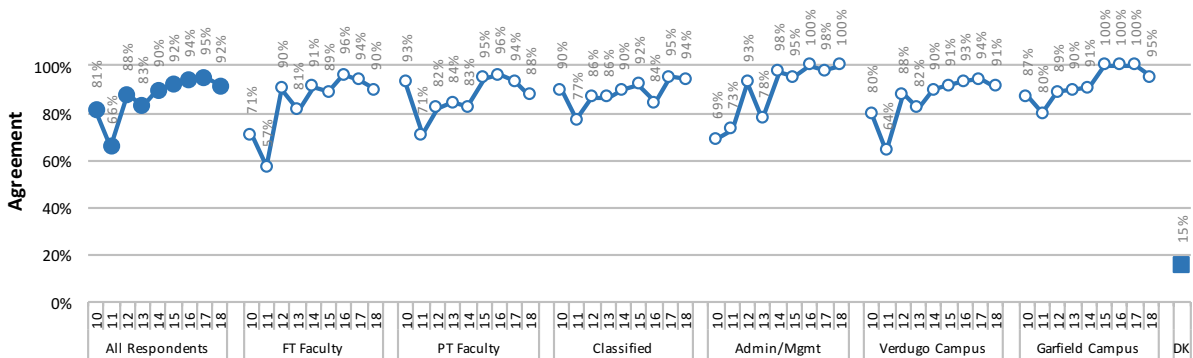
Superintendent/President Items



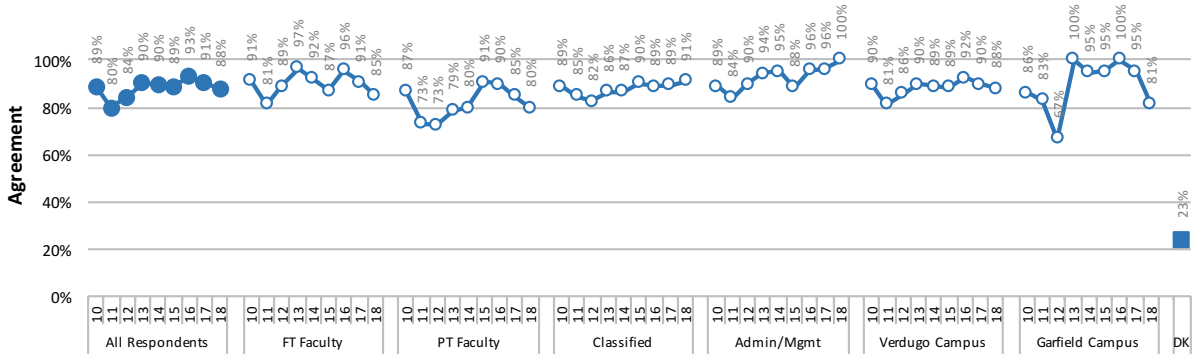
The Superintendent/President supports governance.



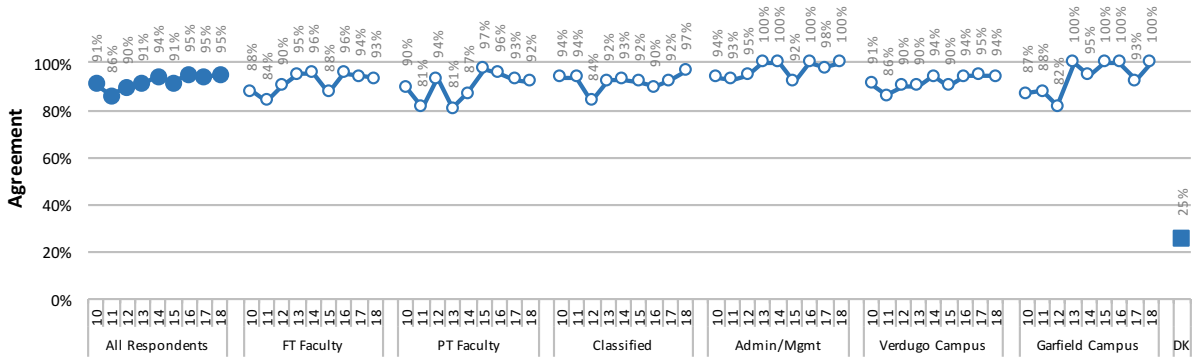
The Superintendent/President has articulated a vision for the college.



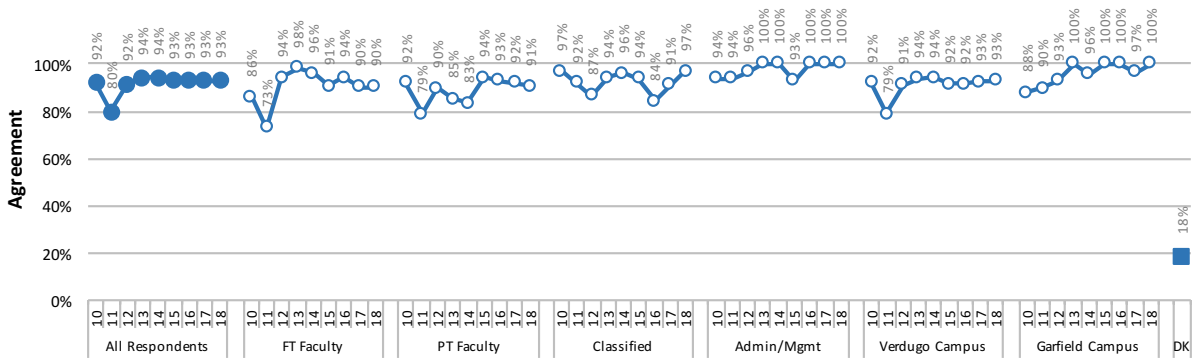
The Superintendent/President is accessible.



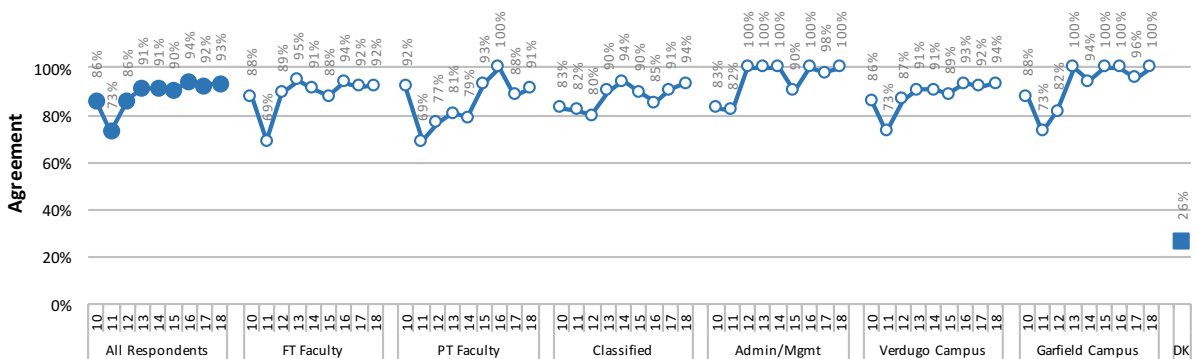
The Superintendent/President demonstrates a commitment to academic freedom.



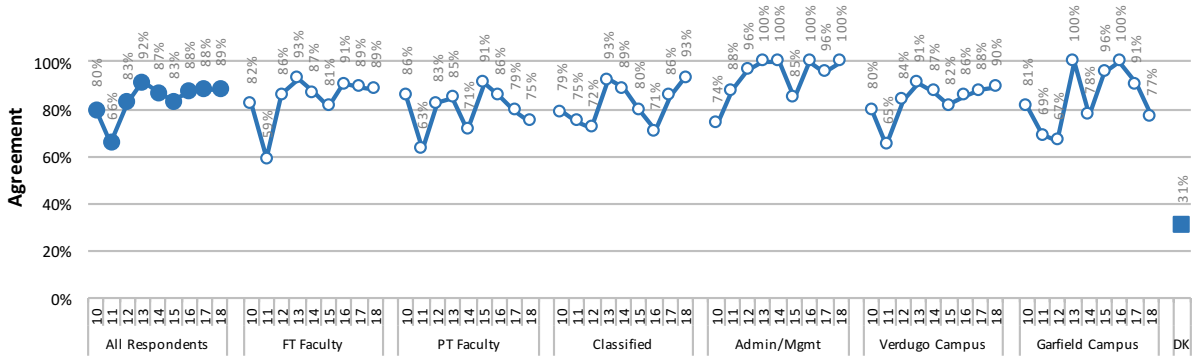
The Superintendent/President demonstrates a commitment to academic excellence.



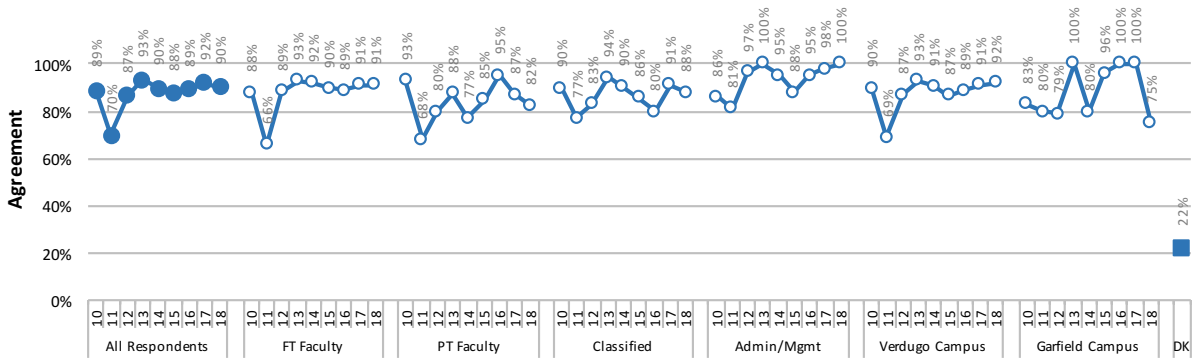
The Superintendent/President sets priorities for action in a collegial manner.



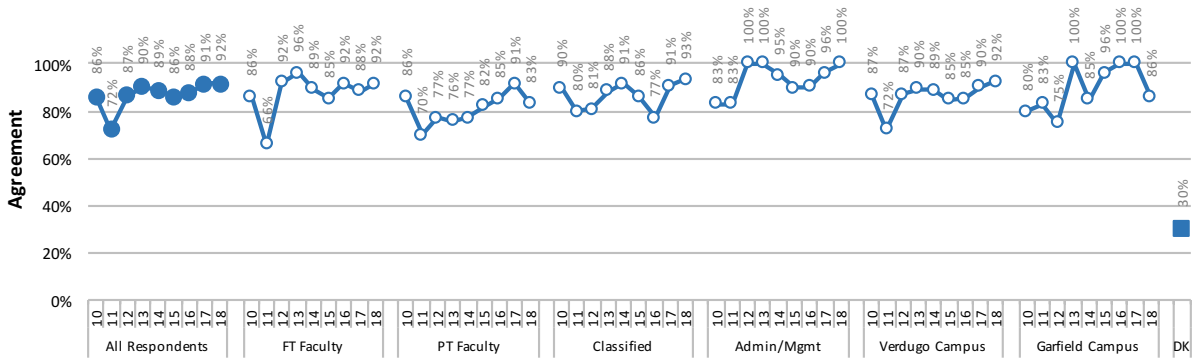
The Superintendent/President shows fairness in making decisions.



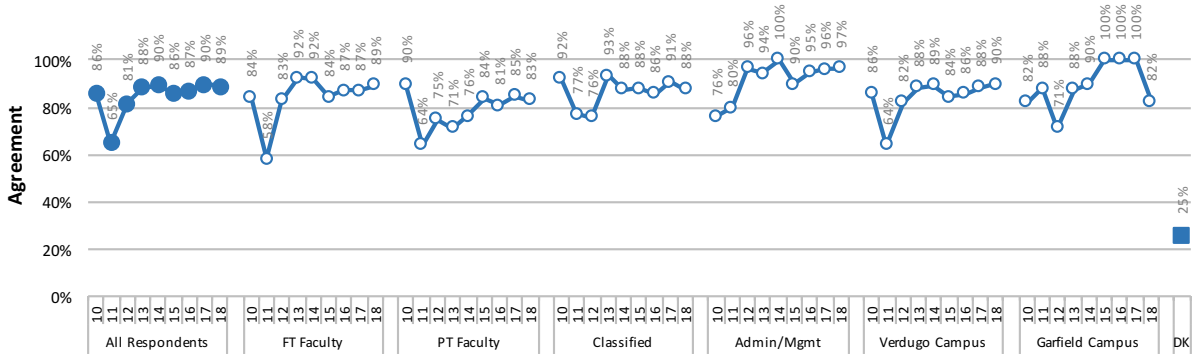
The Superintendent/President shows respect for all constituent groups.



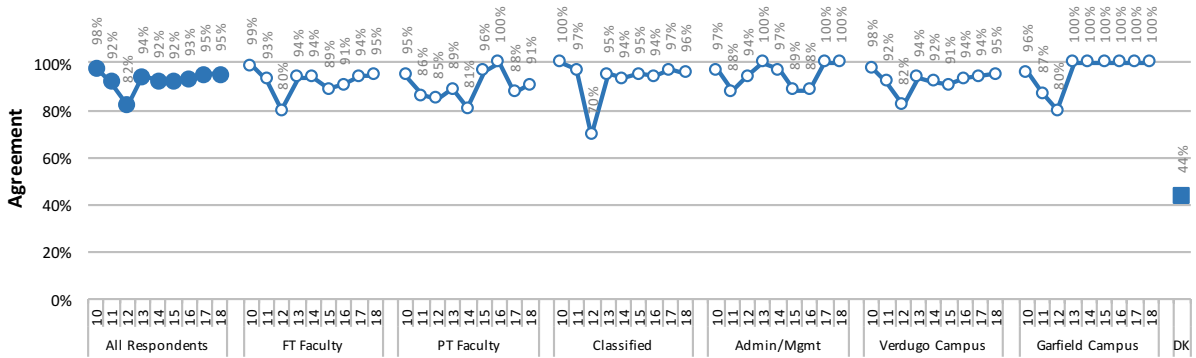
The Superintendent/President encourages and solicits input from all constituencies.



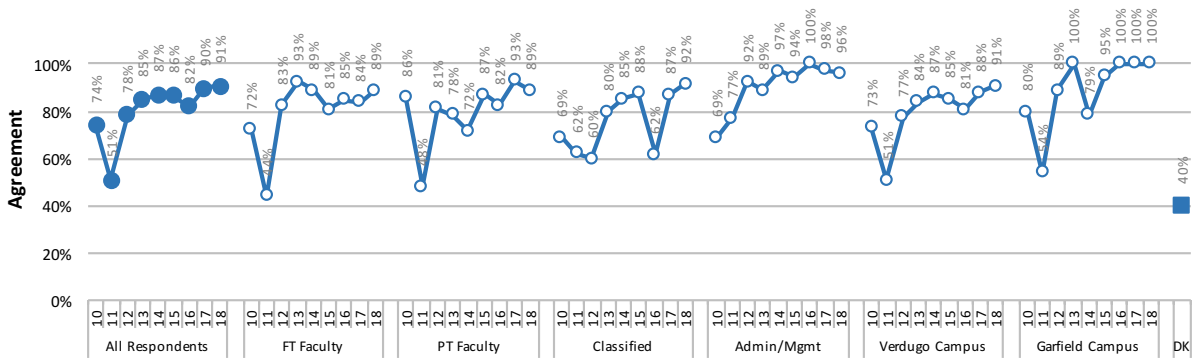
The Superintendent/President communicates well with constituent groups.



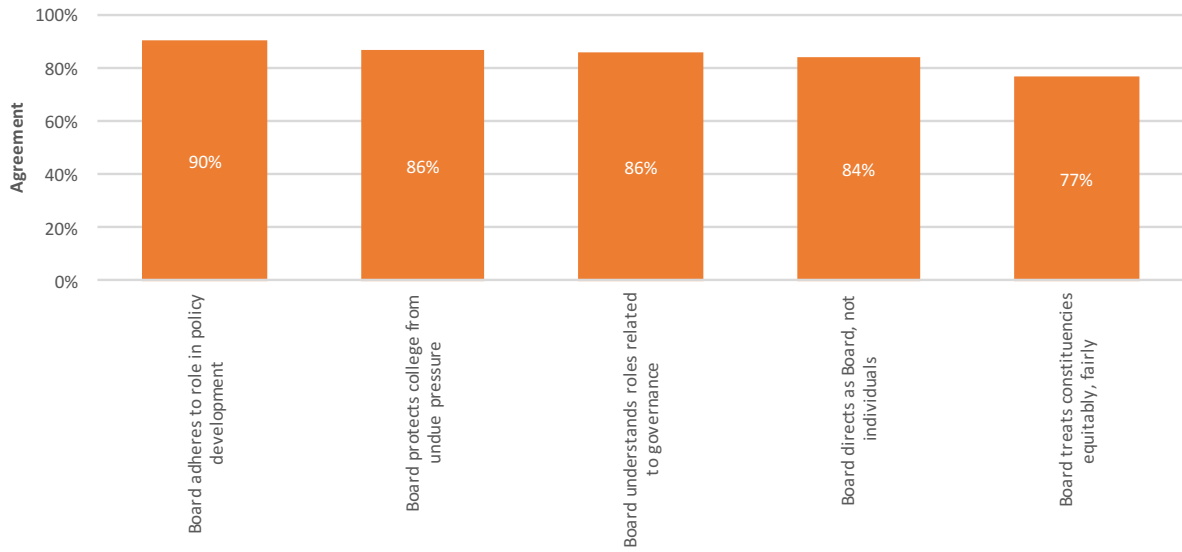
The Superintendent/President works effectively with the external community.



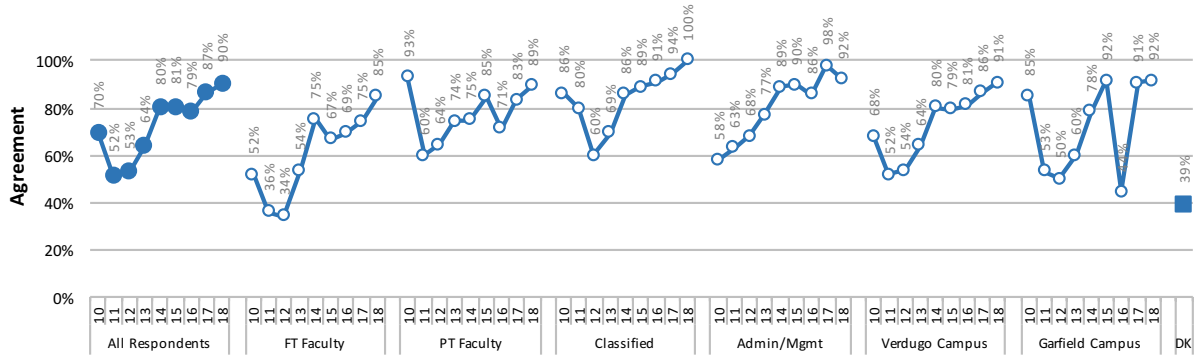
The Superintendent/President effectively controls budget and expenditures.



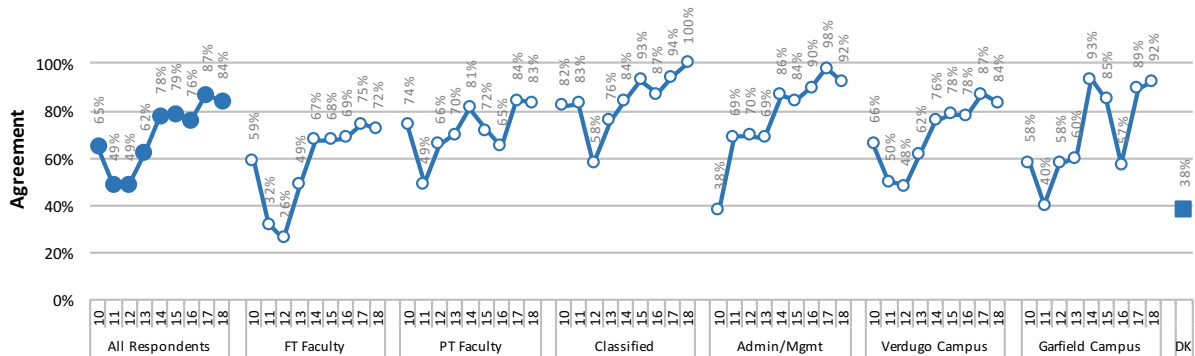
Board of Trustees Items



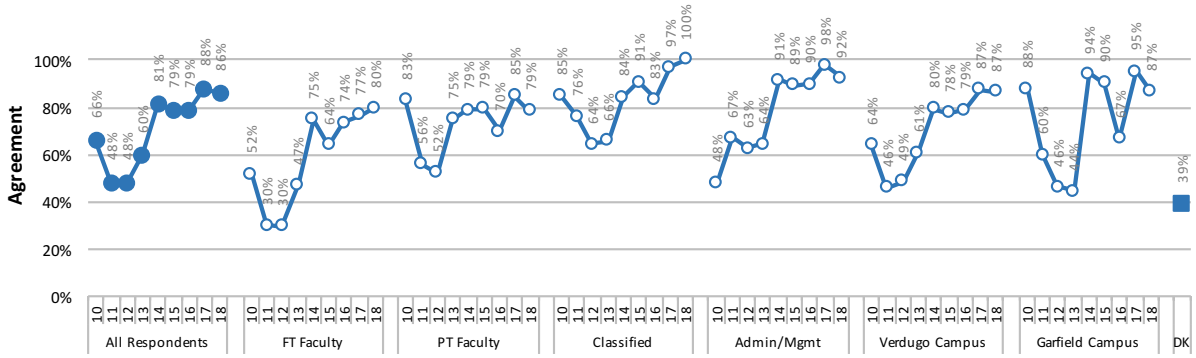
The Board adheres to its primary role of policy development.



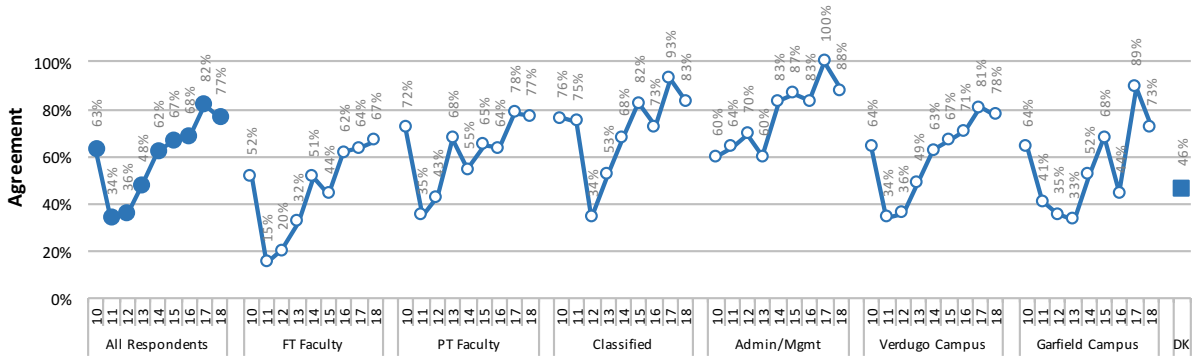
Board members direct as a governing board and not as individuals.



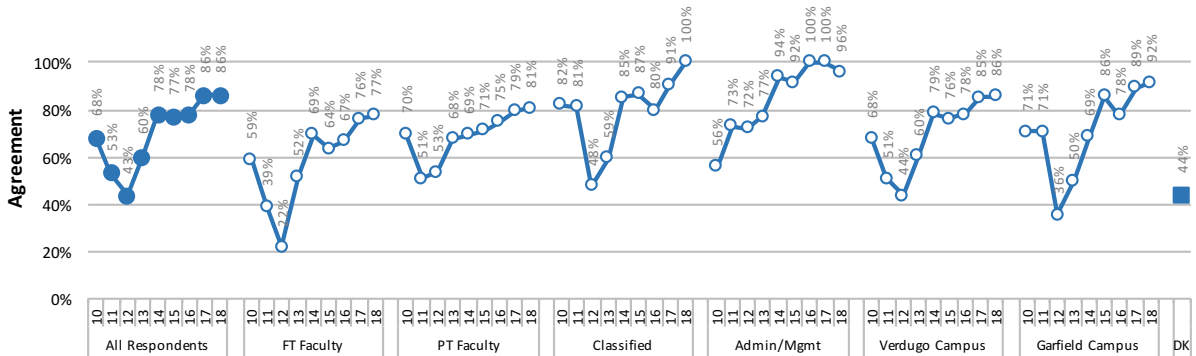
The Board understands and adheres to its roles and responsibilities related to governance.



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

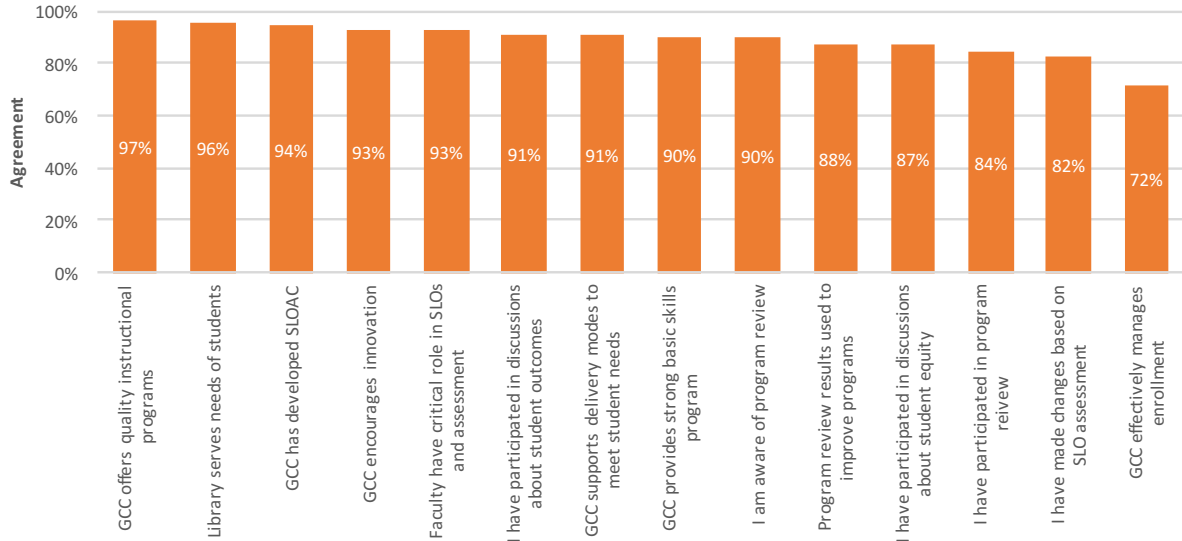


The Board understands and adheres to its role in protecting the College from undue pressure.

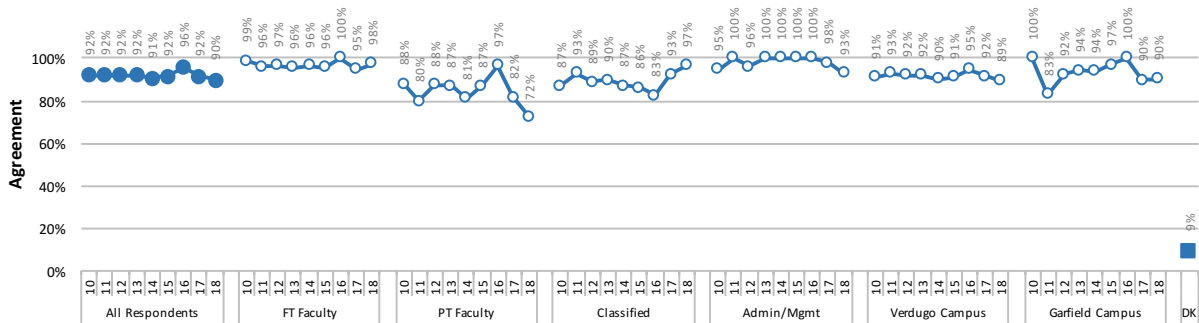


Part 2. Educational Programs and Services Items

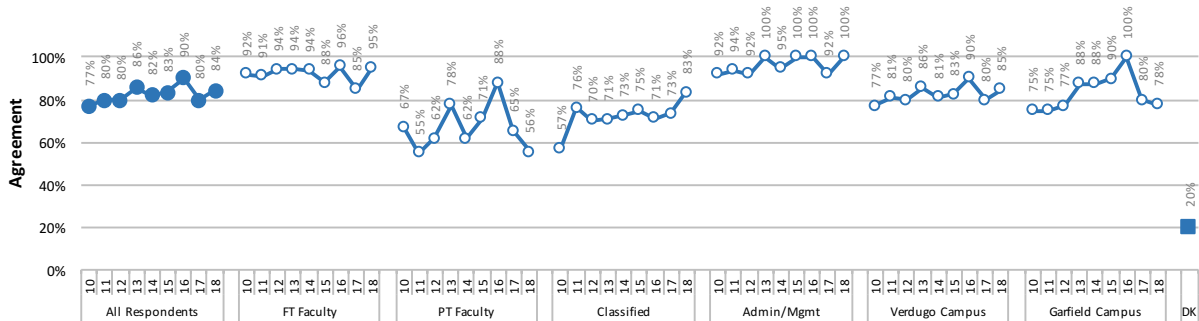
Instruction Items



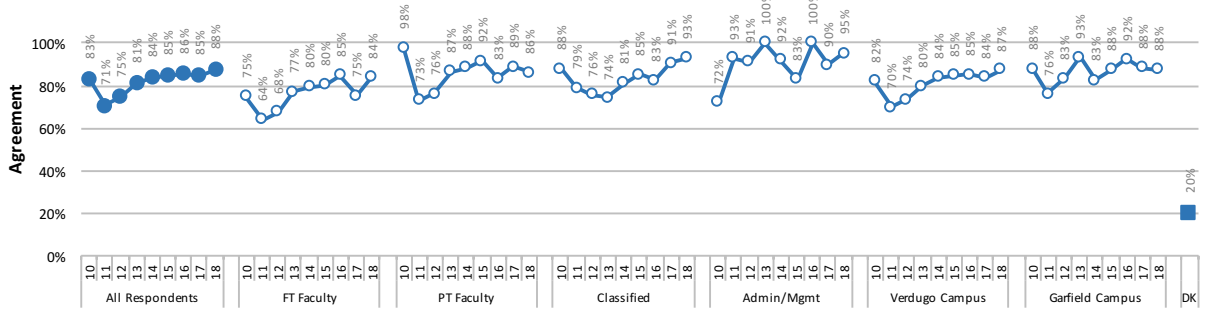
I am aware of the program review process at GCC.



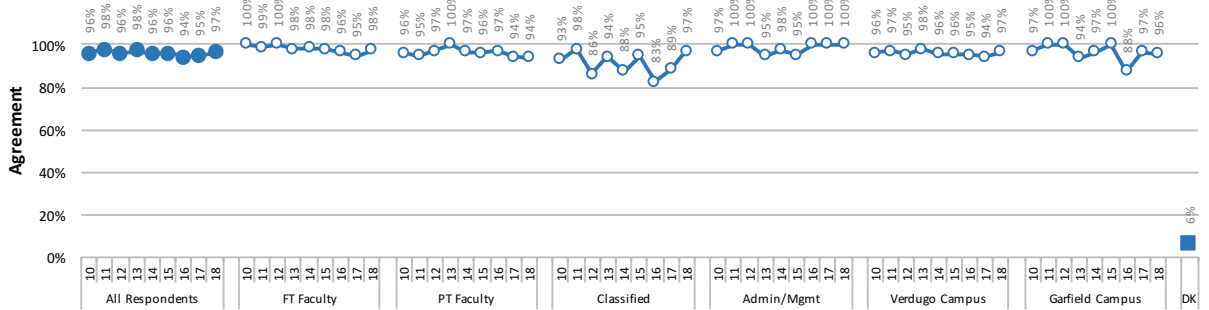
I have participated in the program review process at GCC.



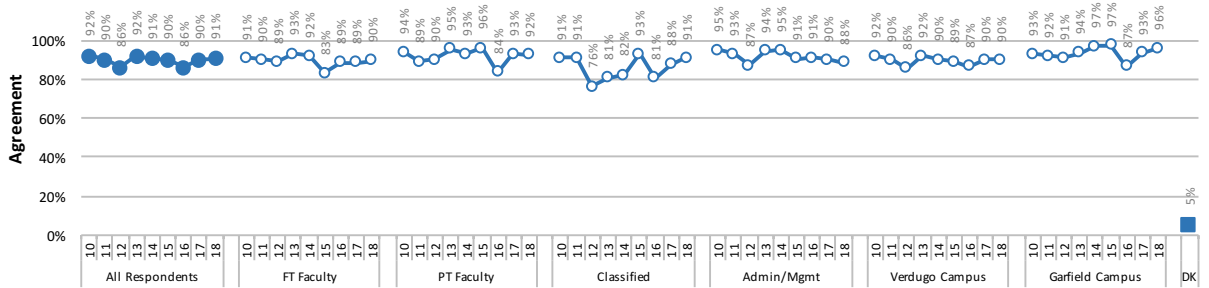
Program review results are used to improve instructional programs.



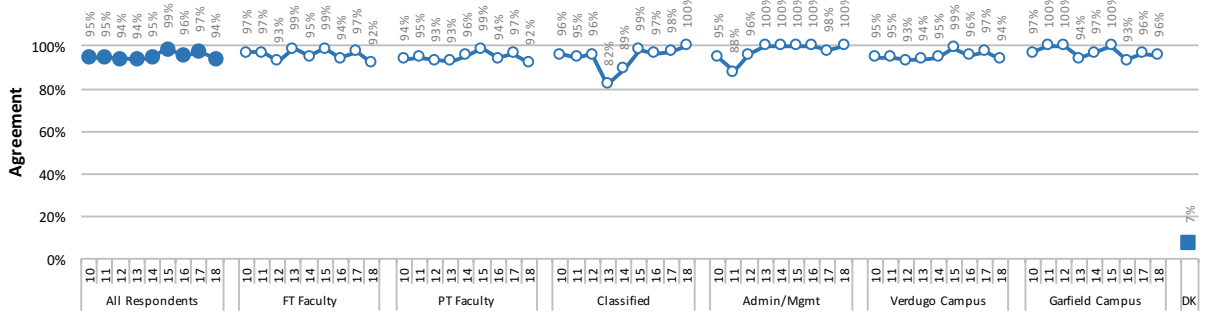
GCC offers quality instructional programs that are recognized as such by universities and employers.



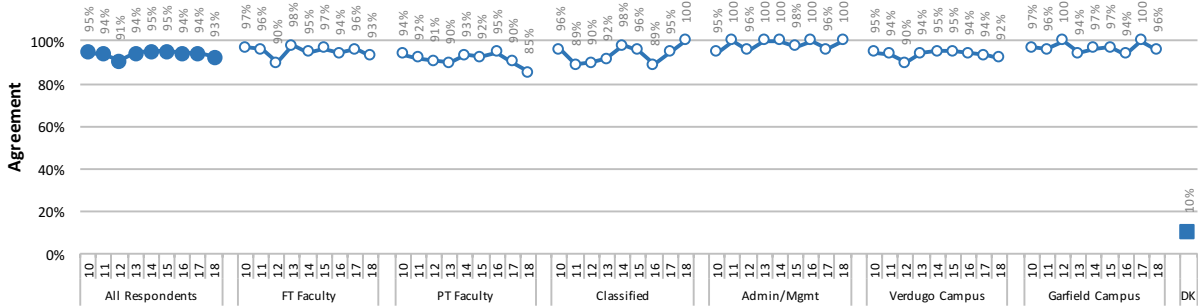
GCC supports the range of delivery modes and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body.



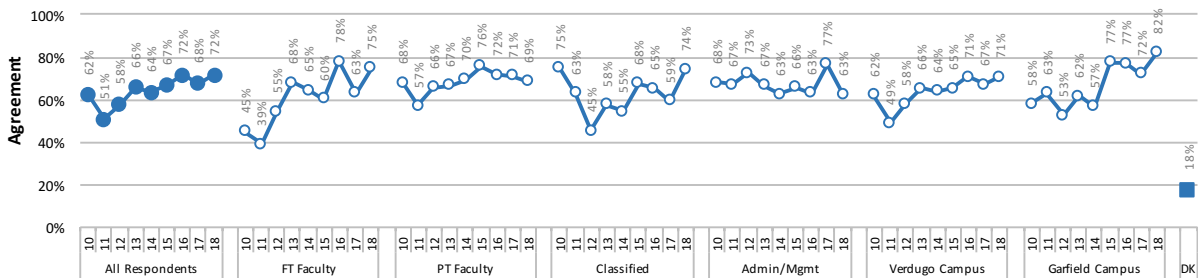
GCC has developed a Student Learning Outcomes Assessment cycle in instruction and student services.



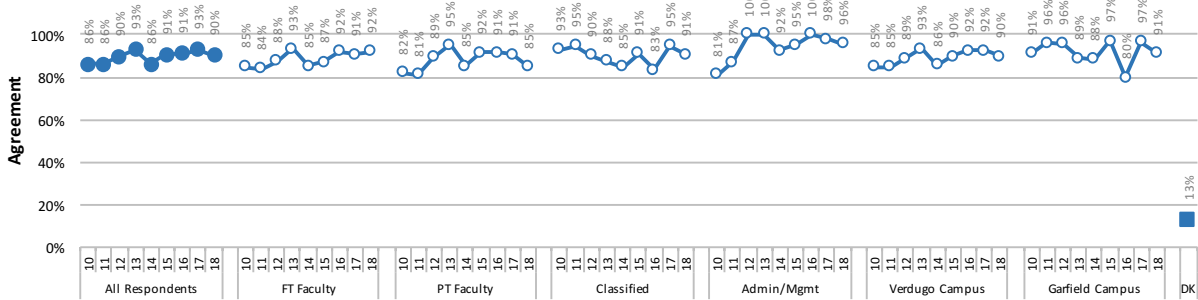
The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment.



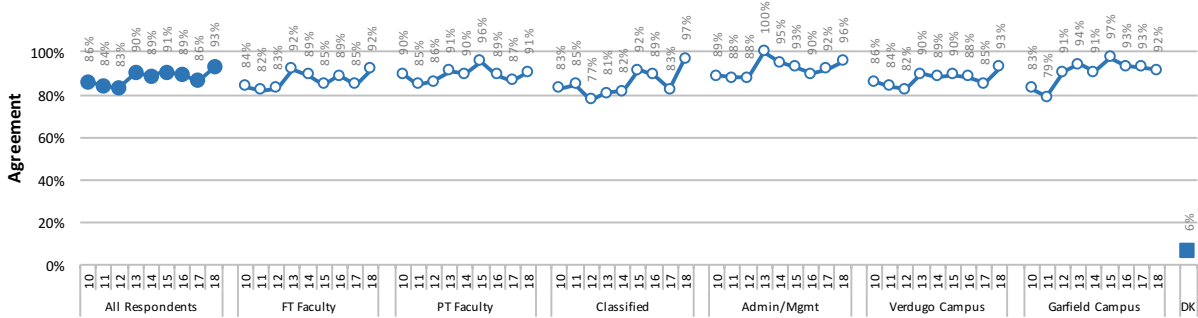
GCC effectively manages enrollment to maximize its ability to serve students' needs.



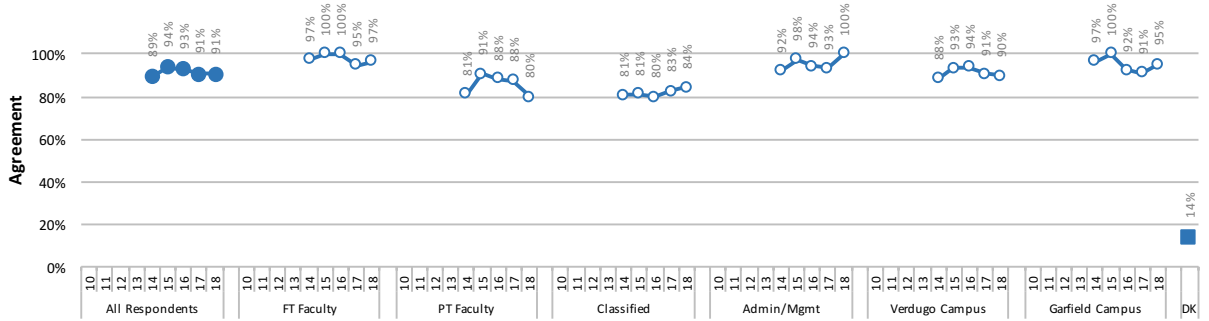
GCC provides a strong basic skills program.



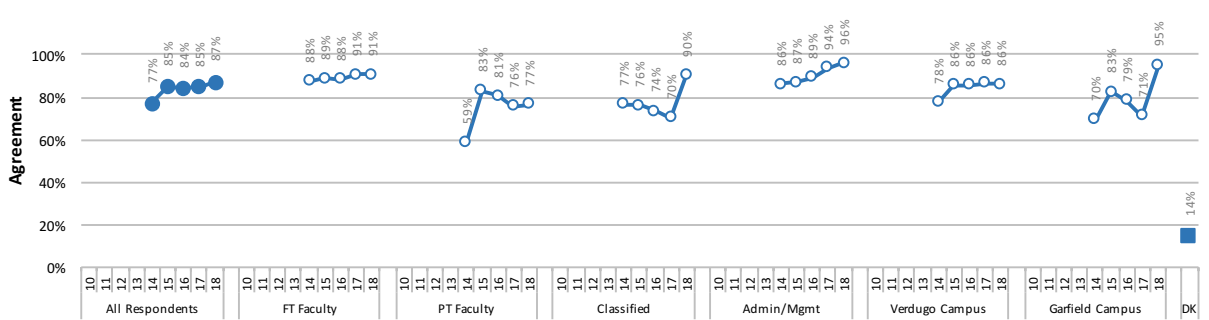
GCC encourages innovation in teaching, learning, courses, and programs.



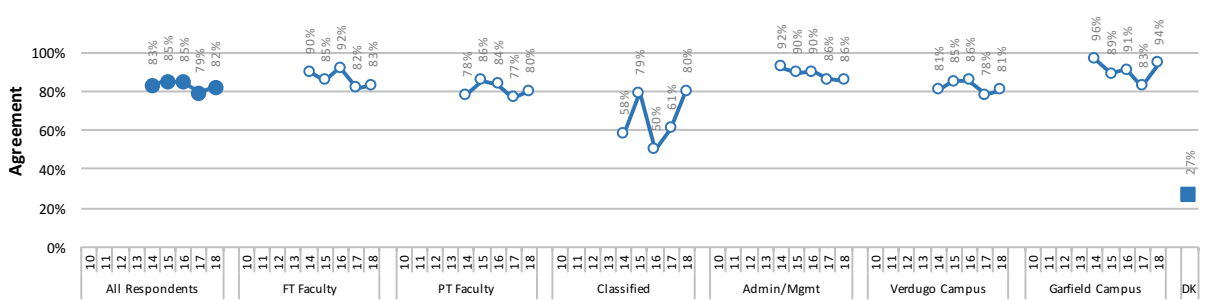
I have participated in discussions about student outcomes.



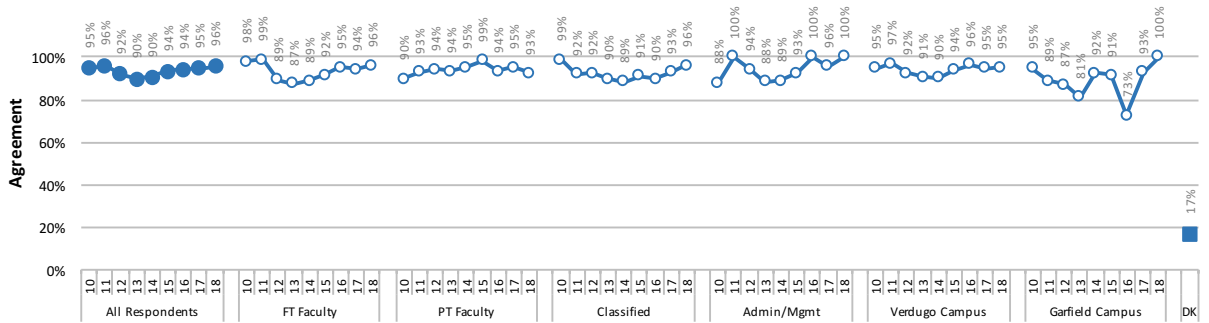
I have participated in discussions about student equity.



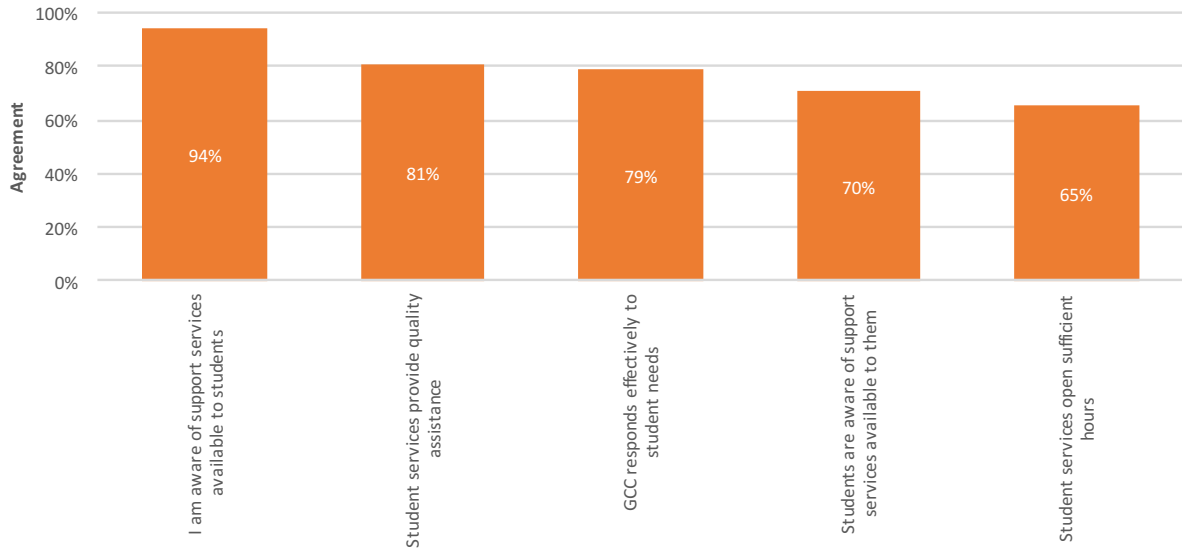
I have made changes in a course, program, service, or process based on information gained during the Student Learning Outcomes Assessment Cycle.



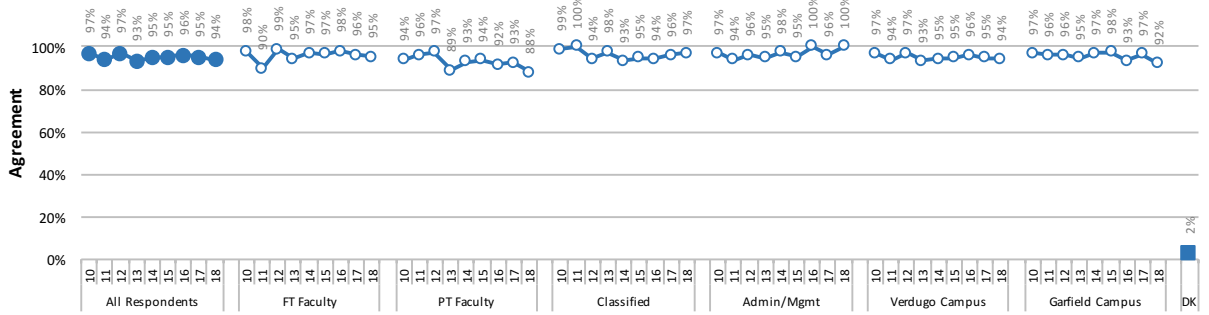
The GCC library serves the needs of our students.



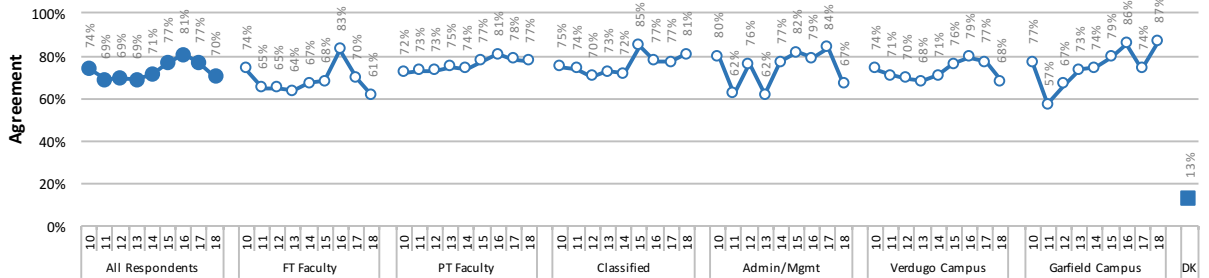
Student Services Items



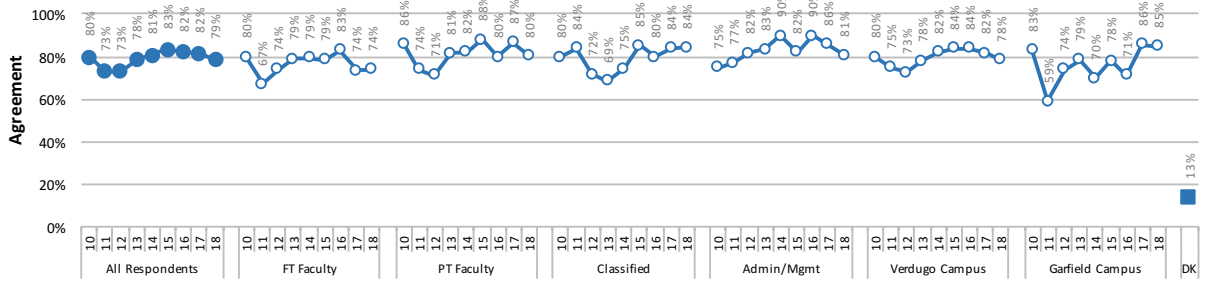
I am aware of the counseling and support services that are available to students.



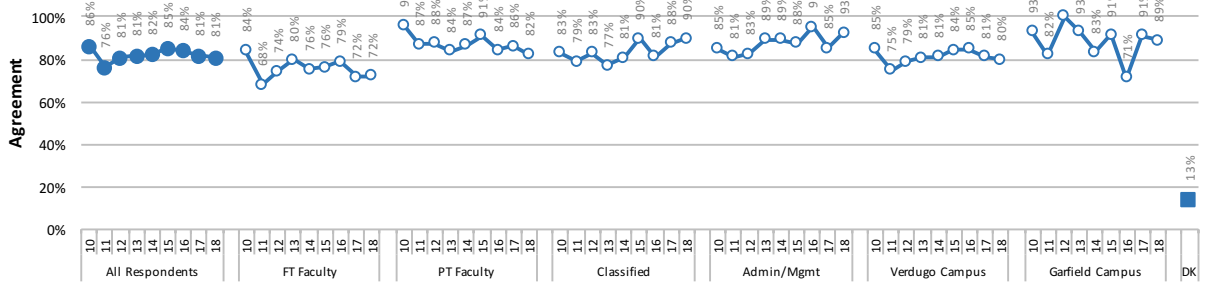
Students are aware of the counseling and support services that are available to them.



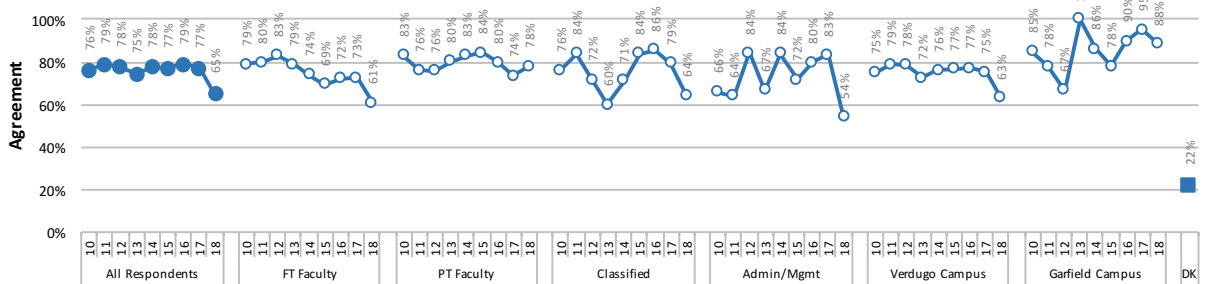
GCC responds effectively to student needs.



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

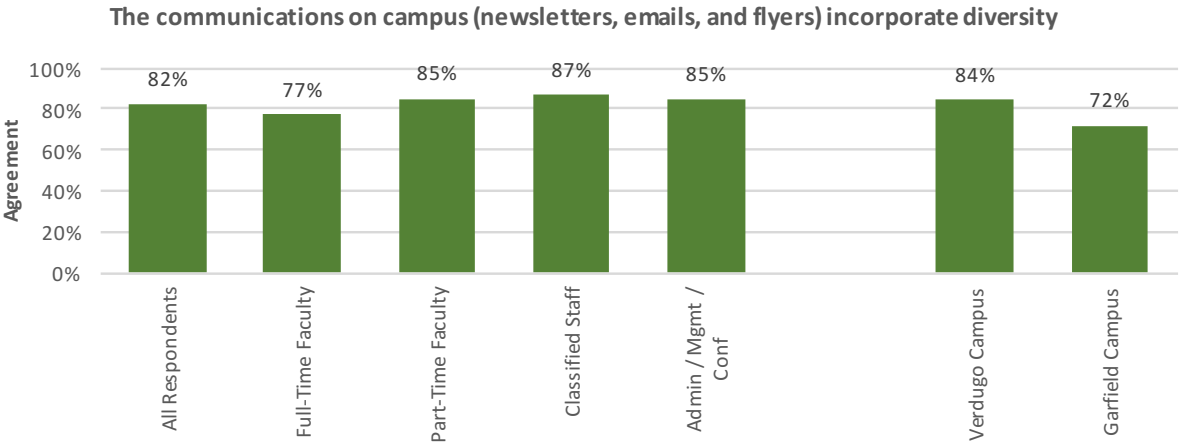
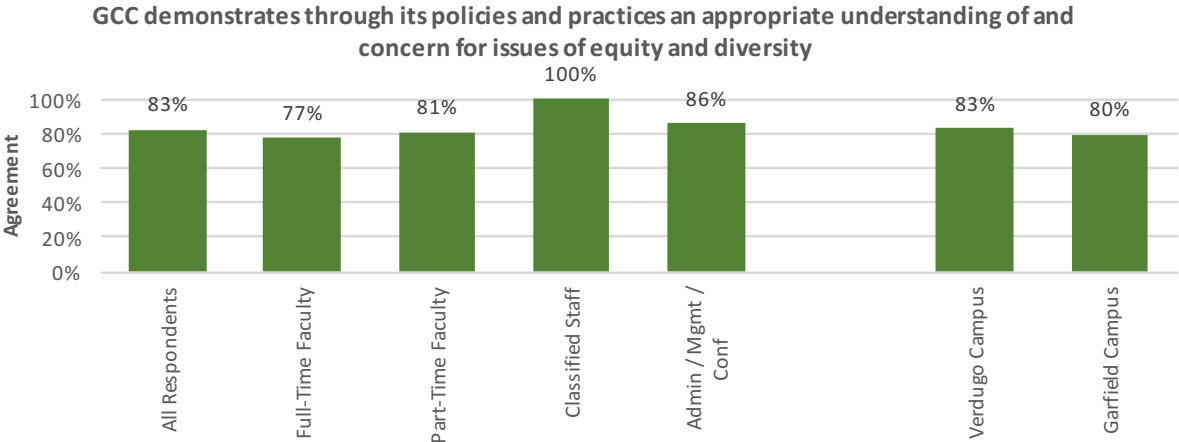
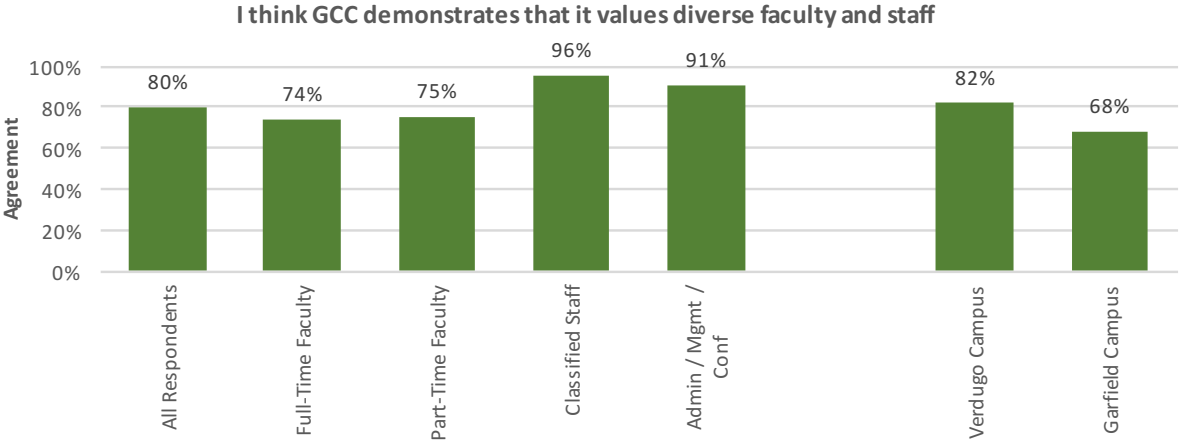


GCC's student services are open a sufficient number of hours to serve students.



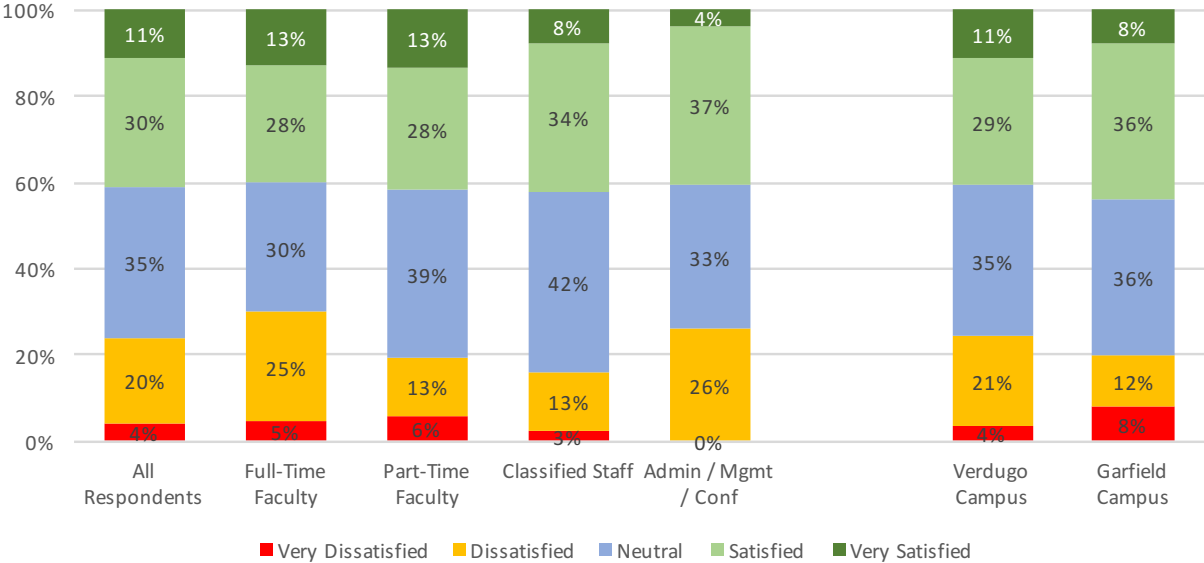
Part 3. Campus Climate Items

The 2018 faculty/staff survey included a set of items on campus climate and equity for the first time.

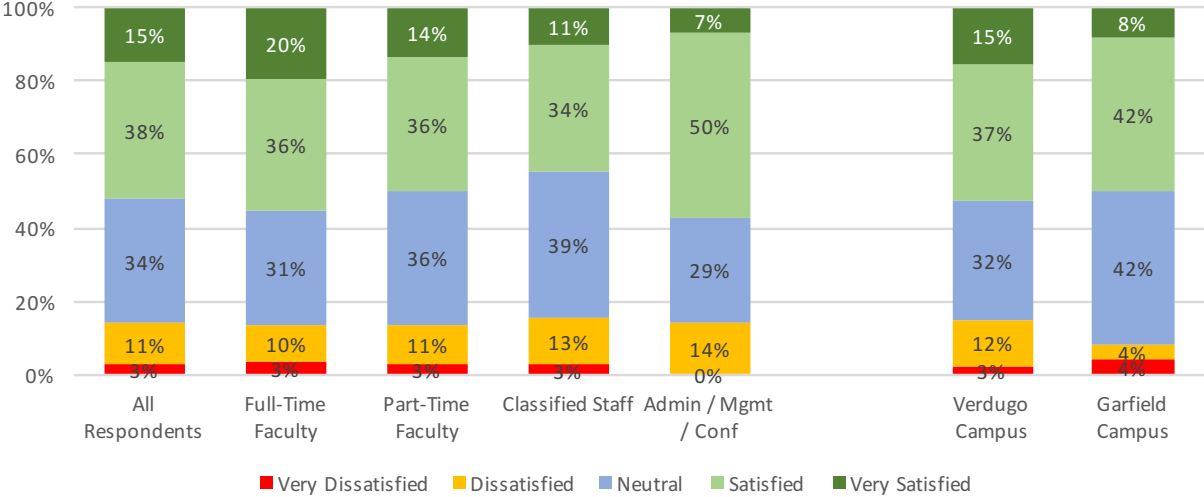


For the following items, respondents were asked to rate their satisfaction with different aspects of climate and equity at GCC. Response options were “very satisfied,” “satisfied,” “neutral,” “dissatisfied,” and “very dissatisfied.”

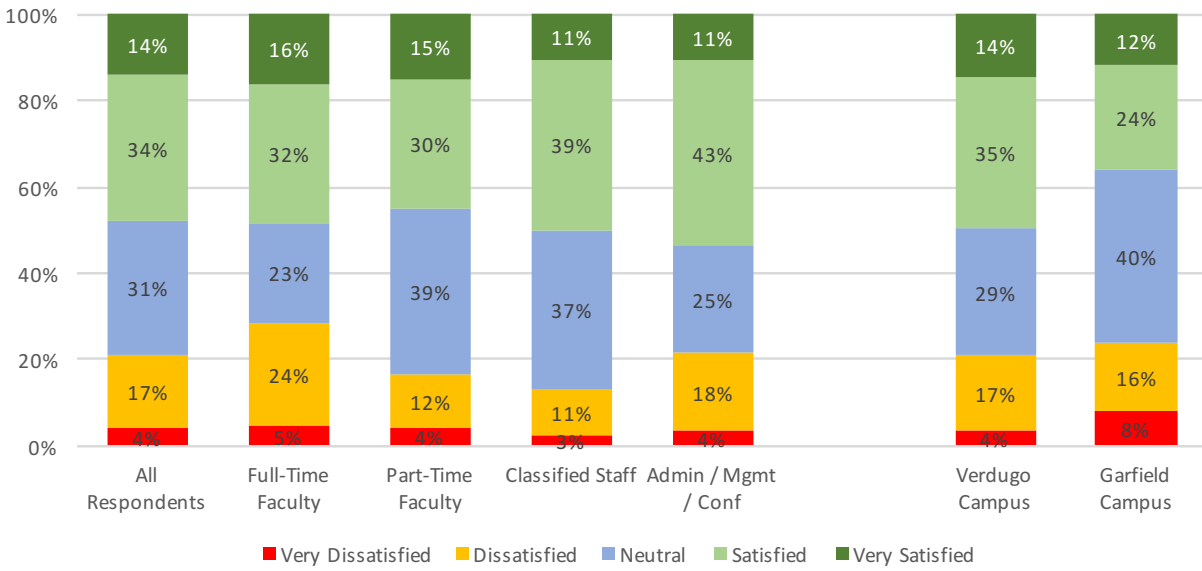
Racial and ethnic diversity of the faculty and staff



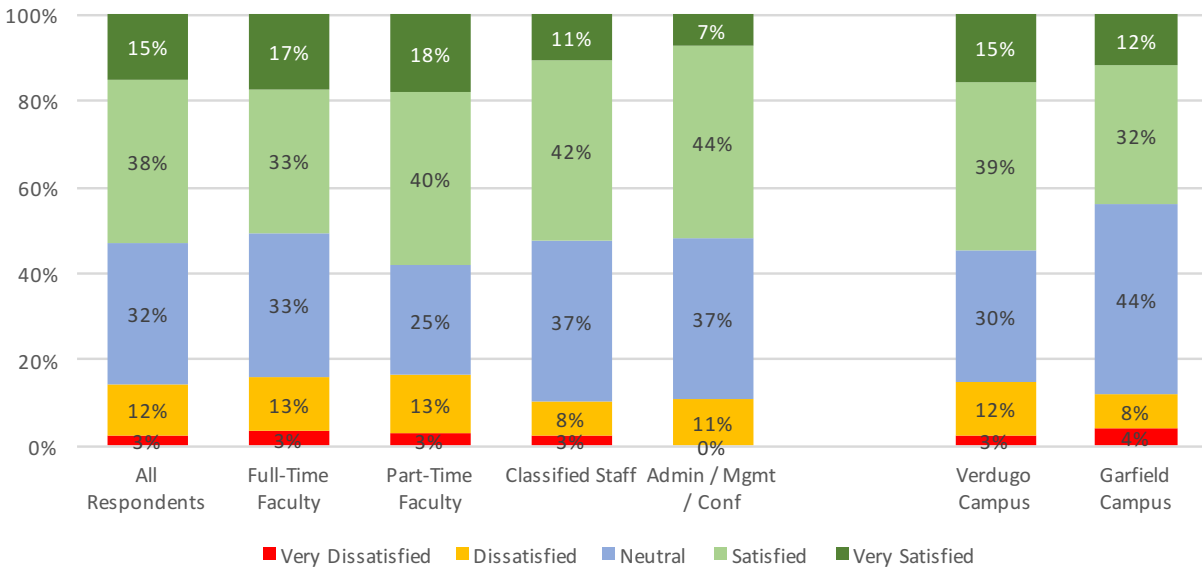
Atmosphere for gender differences (such as: does the college welcome gender diversity and encourage the inclusion of both sexes when making decisions, offering promotional opportunities, etc.)



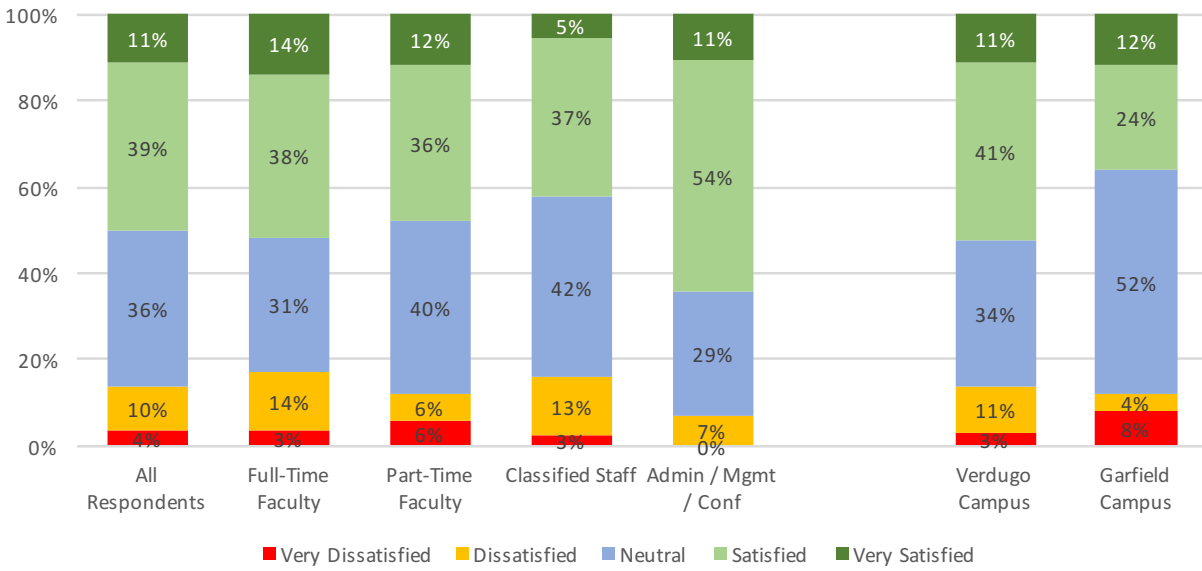
Commitment to hiring women and minorities



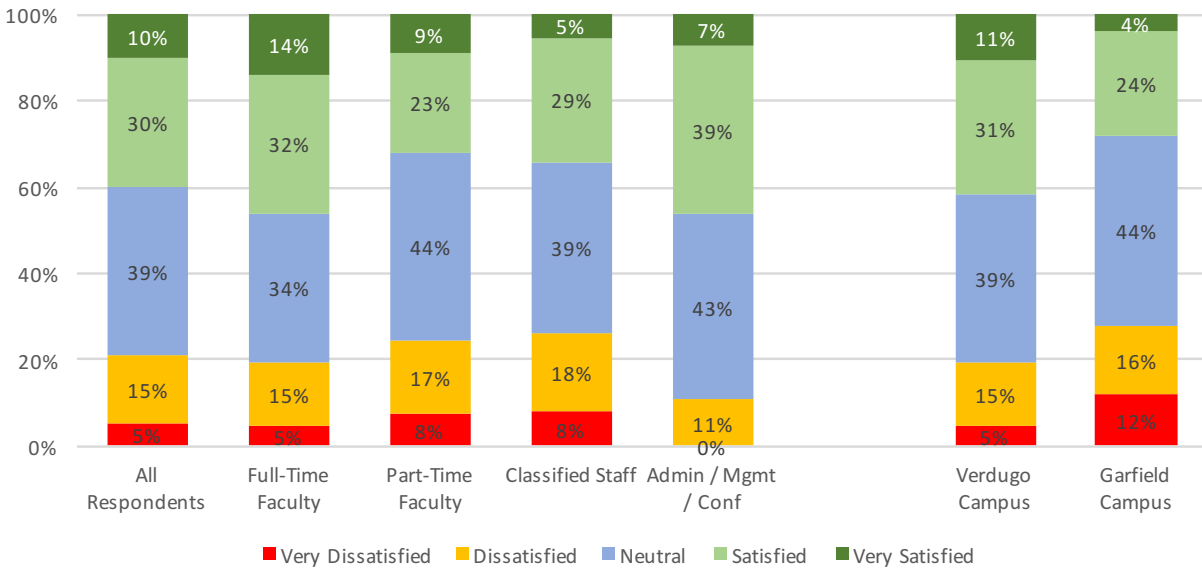
Atmosphere for individuals with disabilities



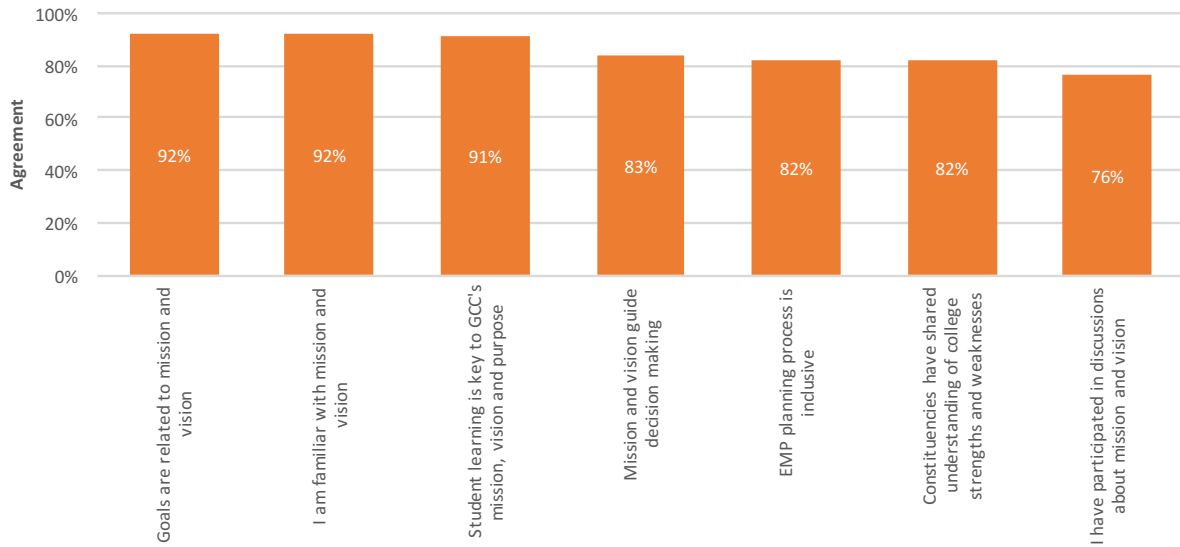
Response to discrimination/bias



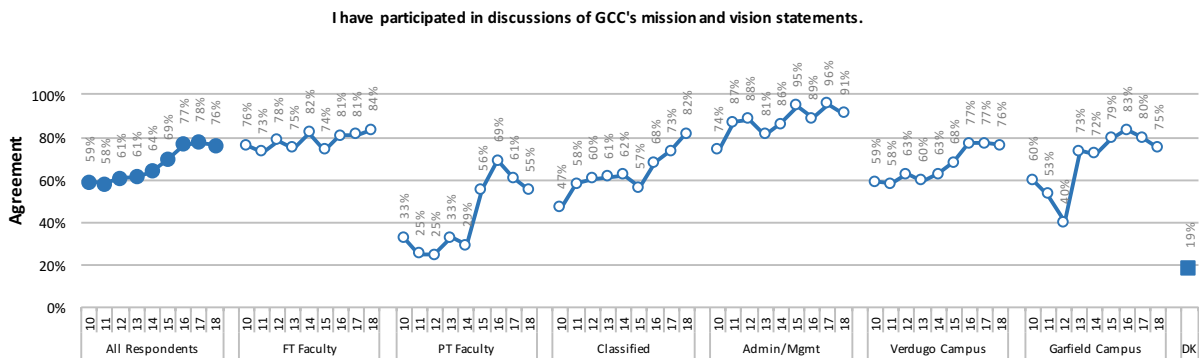
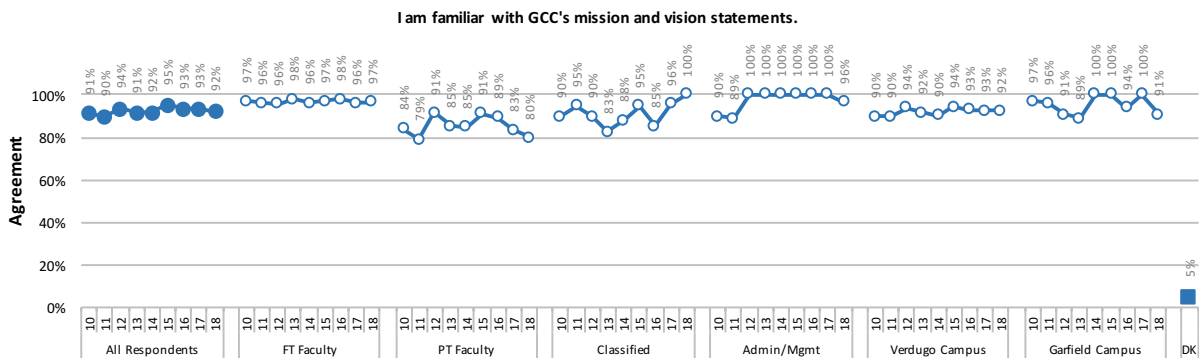
Internal hiring/promotion processes as they relate to diversity



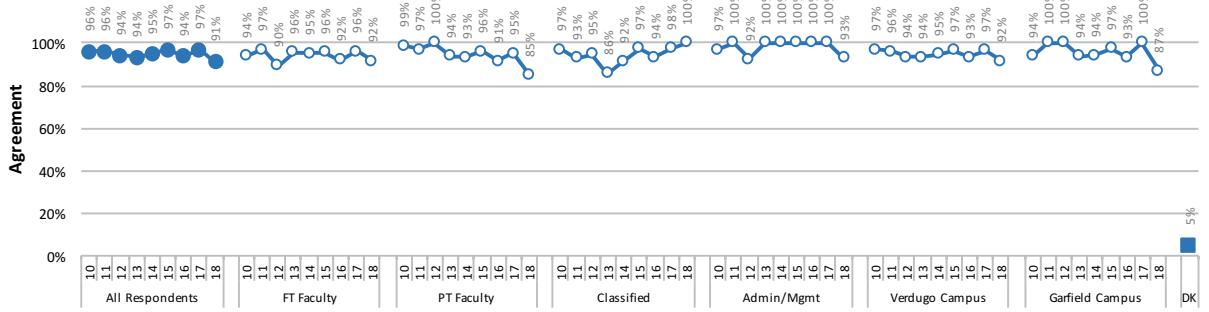
Part 4. Mission and Institutional Effectiveness Items



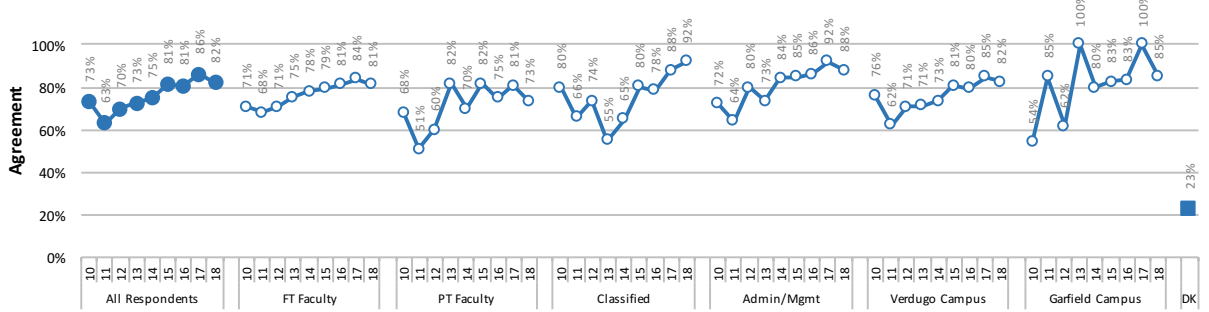
Note: Before 2015, items referred to GCC's mission statement, not its mission and vision statements.



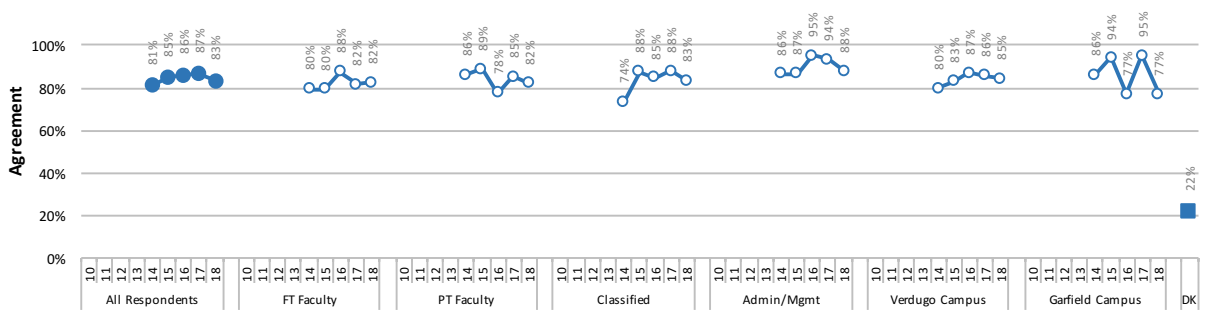
Student learning is key to GCC's mission, vision and purpose as a college.



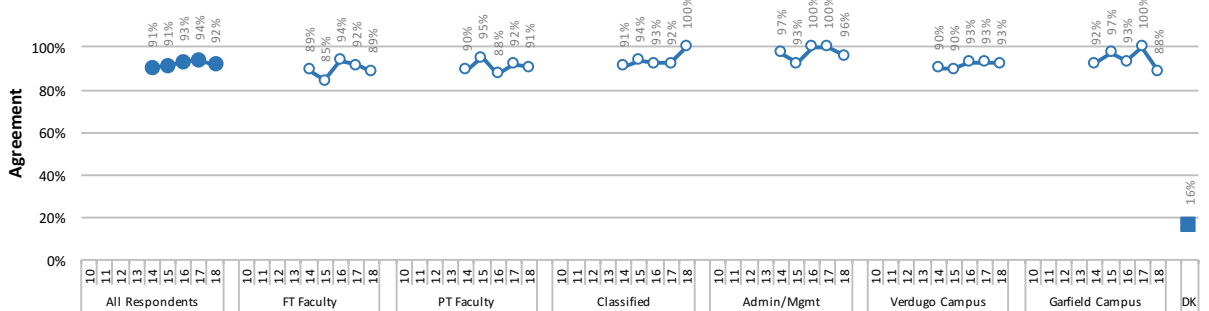
The process GCC uses to develop its Educational Master Plan is inclusive of everyone on campus.



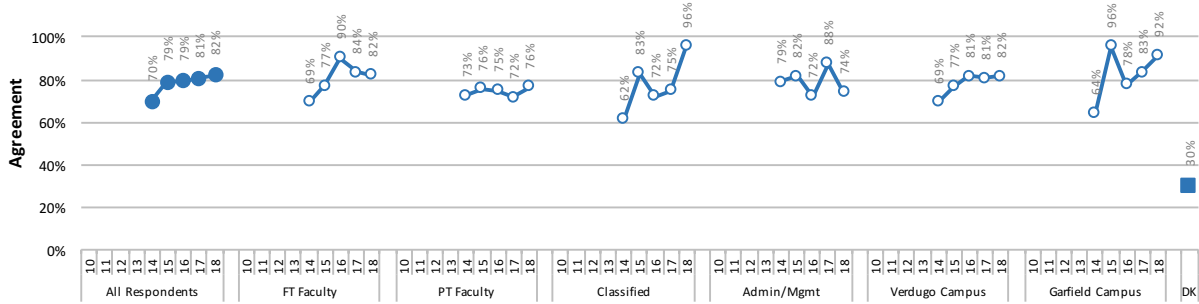
GCC's mission and vision guide decision-making, planning, and resource allocation.



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

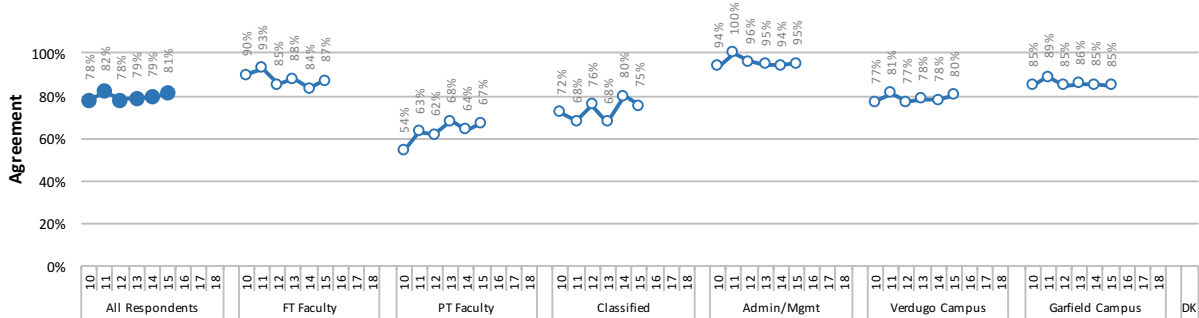


The constituency groups have a shared understanding of the college's strengths and weaknesses.



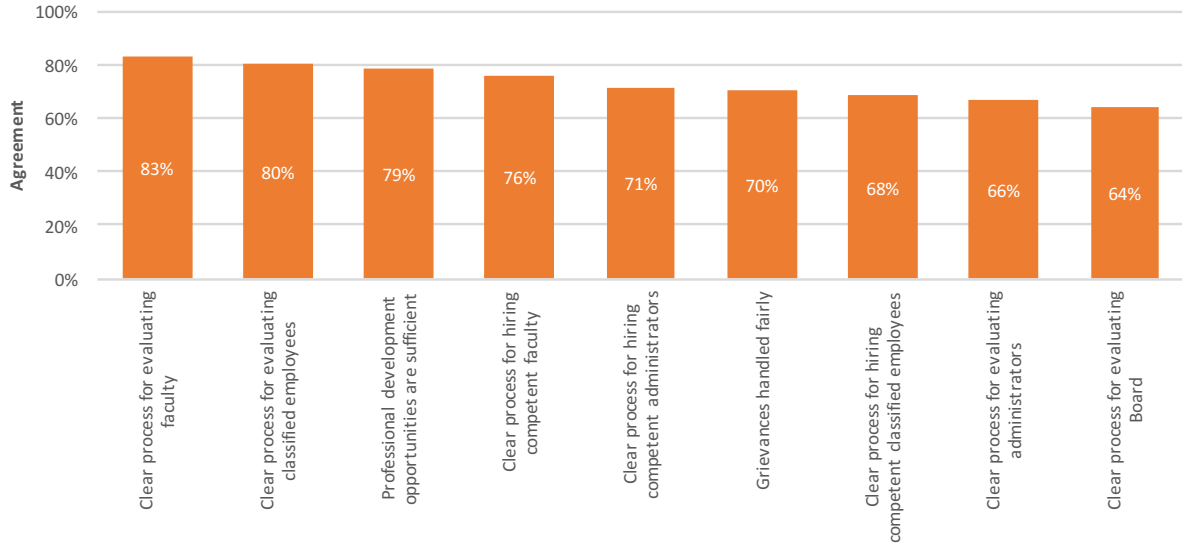
Note: Before 2017, surveys included the item “I am aware of the process (begun in 2010-2011) that integrates planning, program review, and resource allocation.” This item was not included in the 2017 and 2018 surveys, so results are not shown in the summary graph above, which only shows the most recent 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.

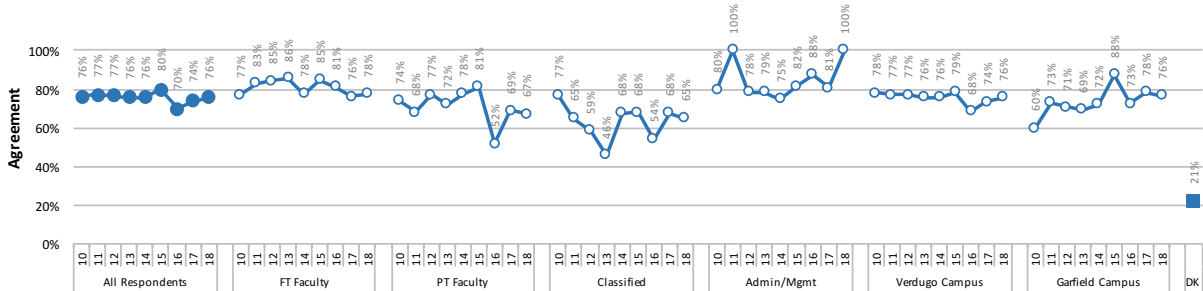


Part 5. Resources Items

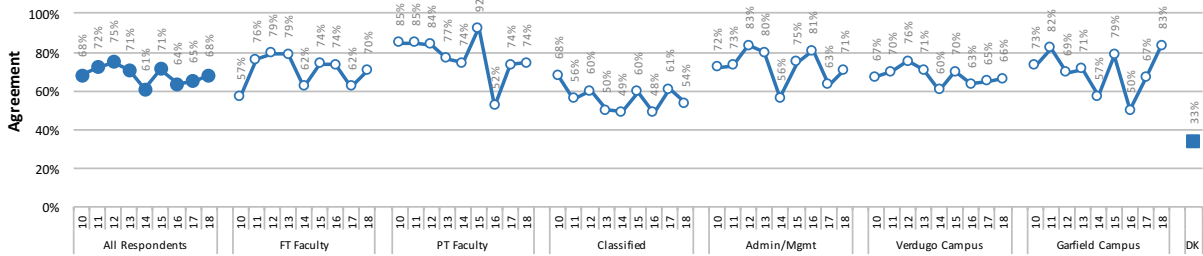
Human Resources Items



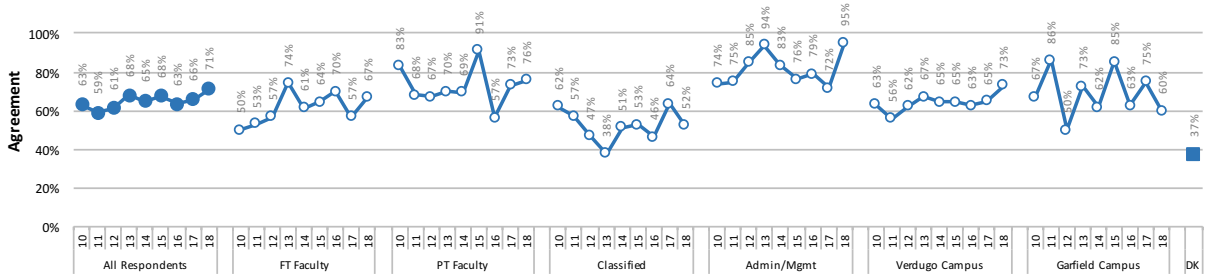
GCC has a clearly defined process for hiring competent faculty.



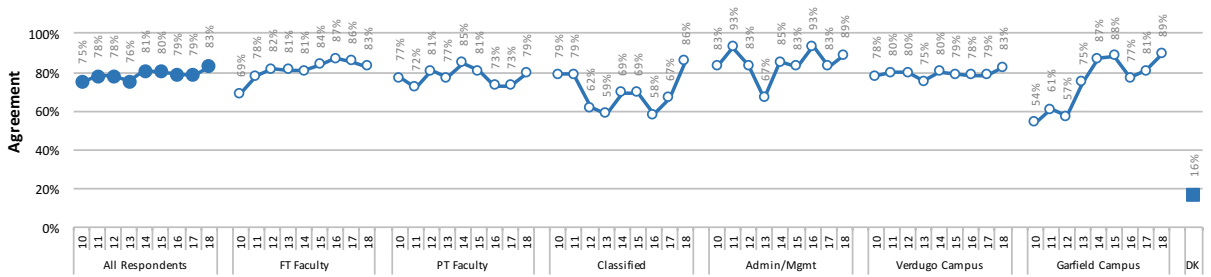
GCC has a clearly defined process for hiring competent classified employees.



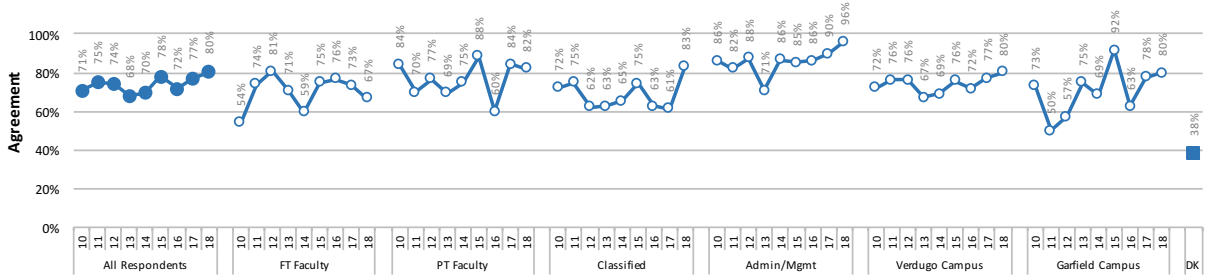
GCC has a clearly defined process for hiring competent administrators.



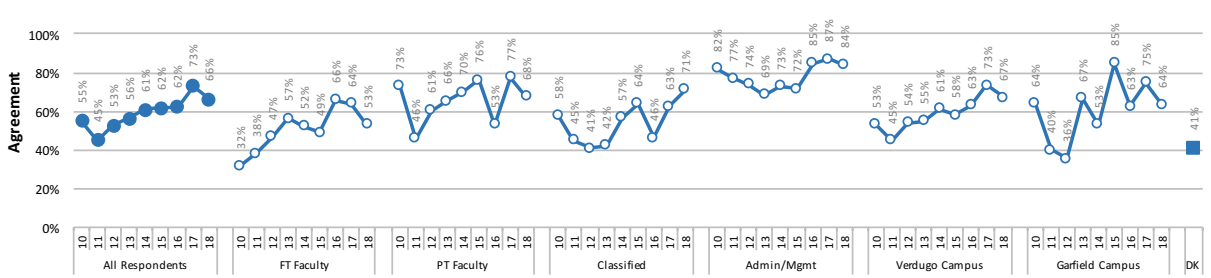
GCC has a clearly defined process for evaluating faculty.



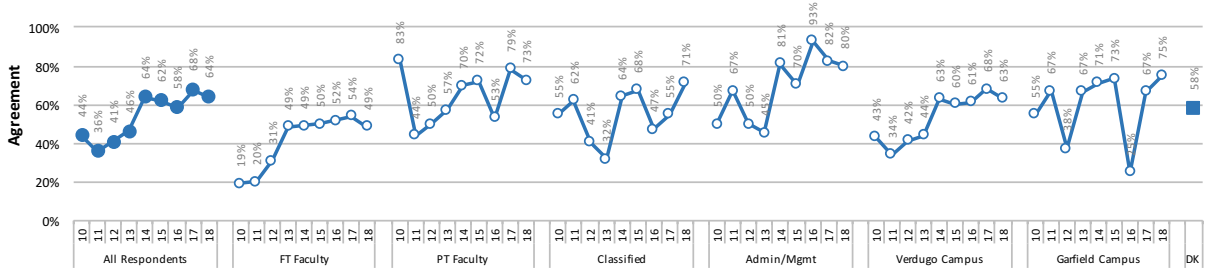
GCC has a clearly defined process for evaluating classified employees.



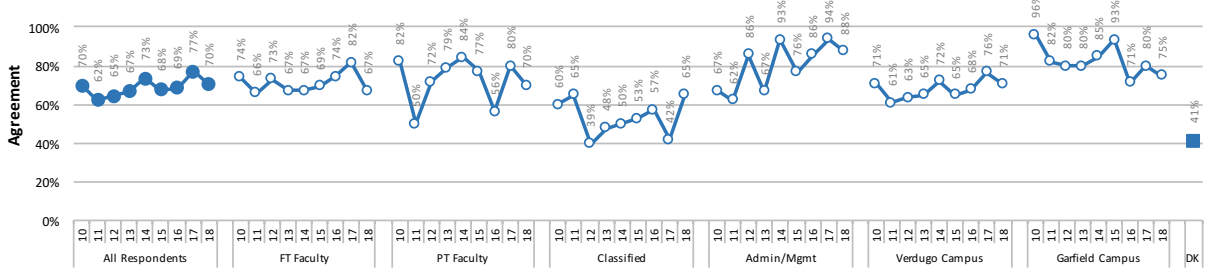
GCC has a clearly defined process for evaluating administrators.



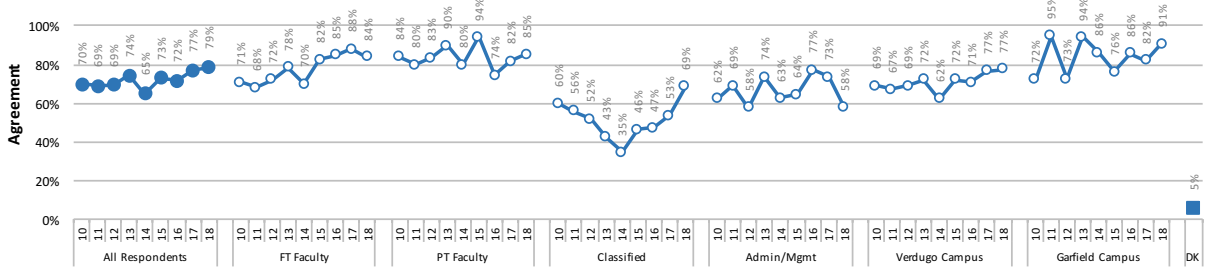
GCC has a clearly defined process for evaluating the Board of Trustees.



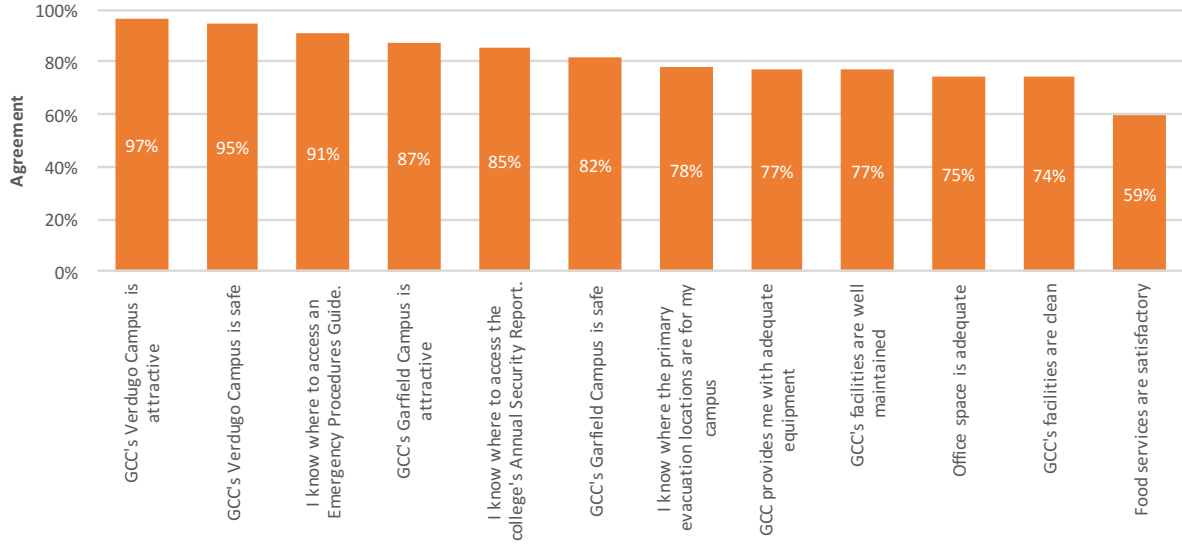
Grievances are handled fairly.



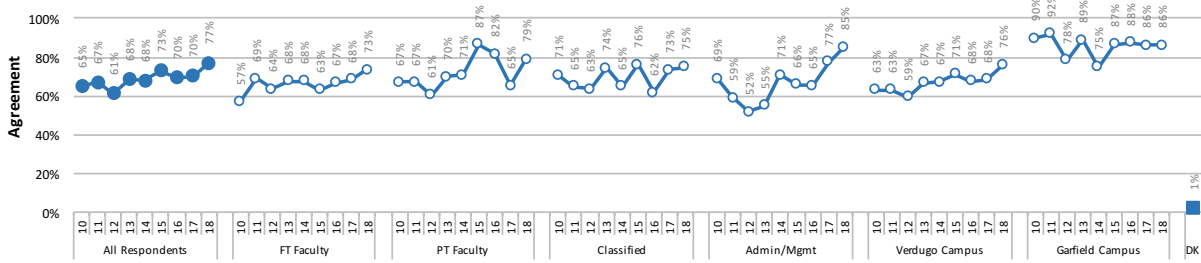
Sufficient personal and professional development opportunities are available to me.



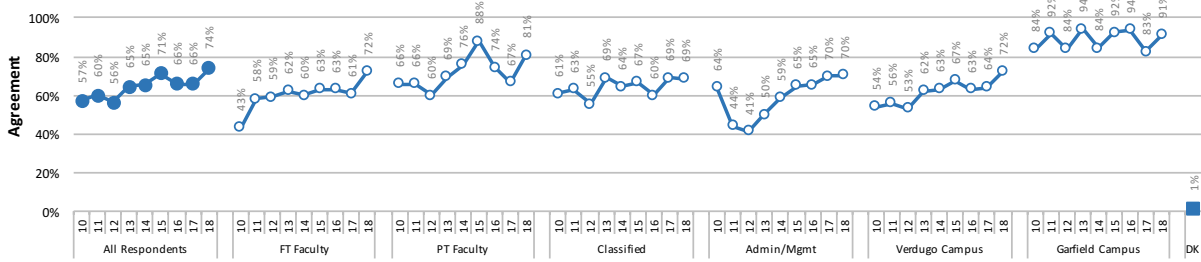
Facilities Items



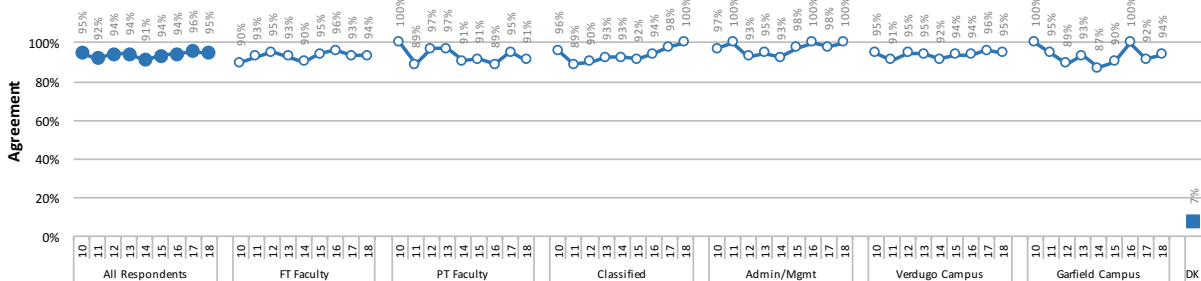
GCC's facilities are well maintained.



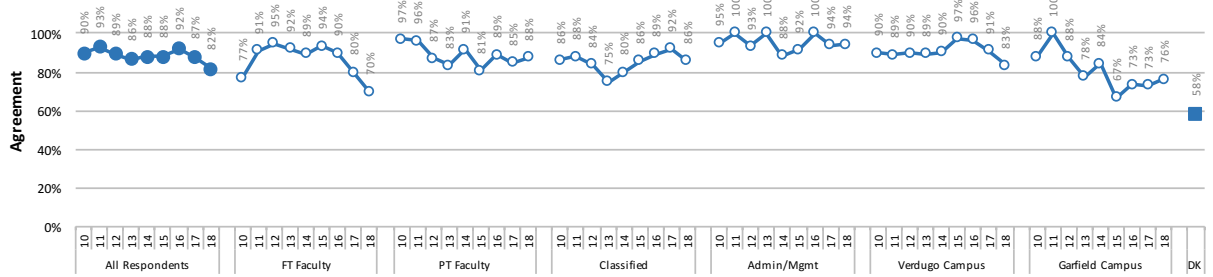
GCC's facilities are clean.



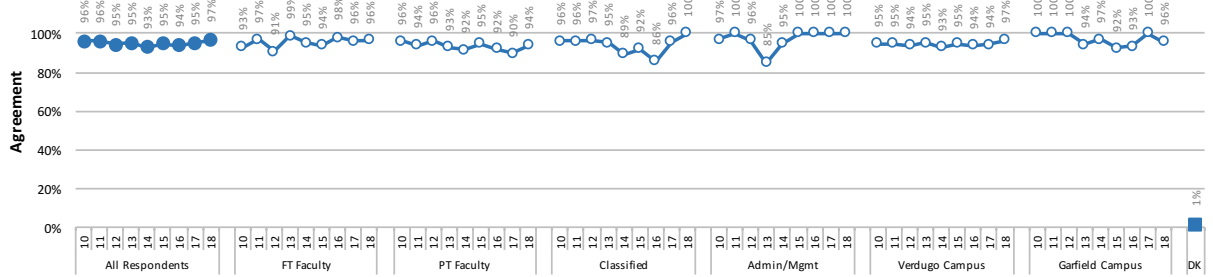
GCC's Verdugo Campus is safe.



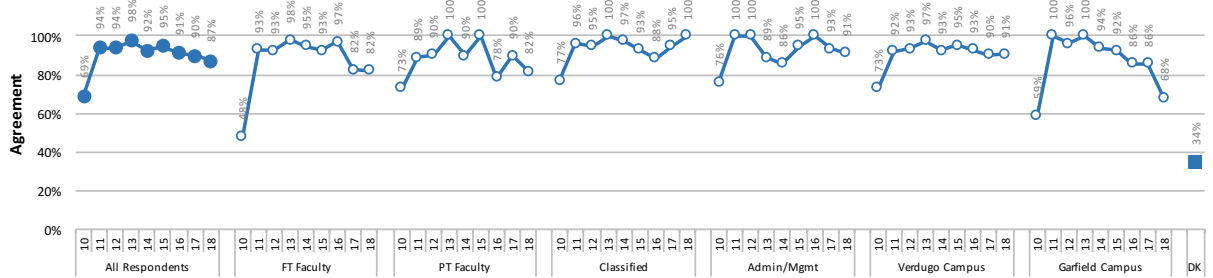
GCC's Garfield Campus is safe.



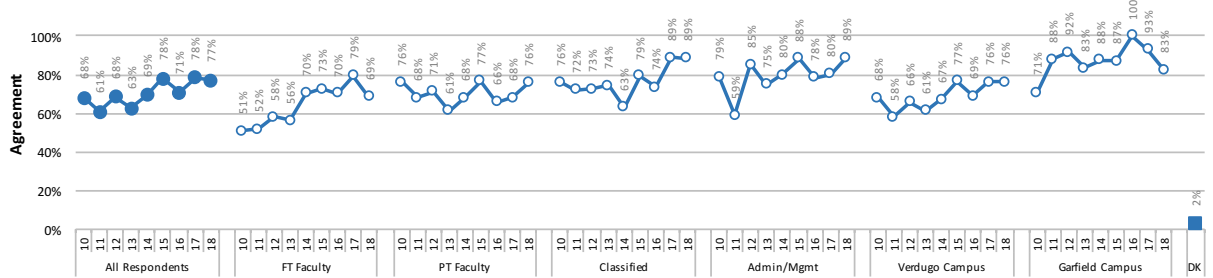
GCC's Verdugo Campus is attractive.



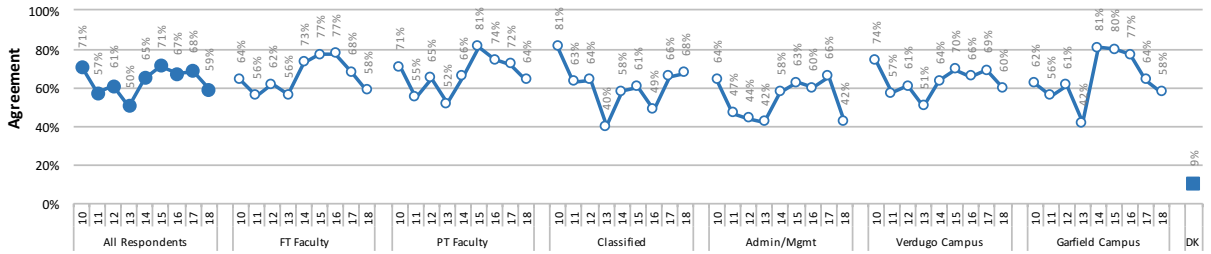
GCC's Garfield Campus is attractive.



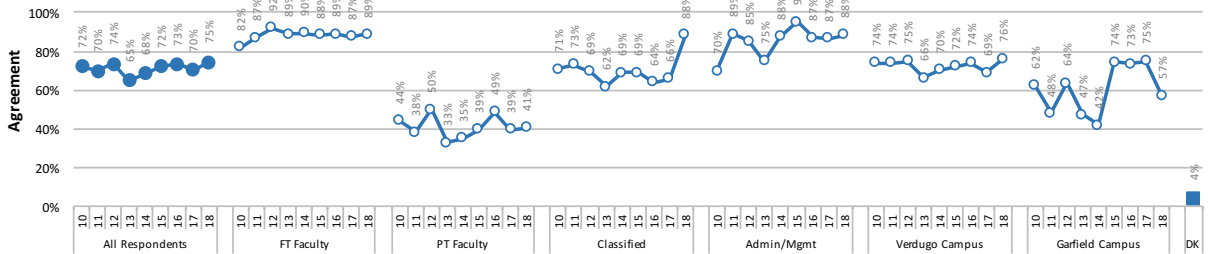
GCC provides me with adequate equipment.



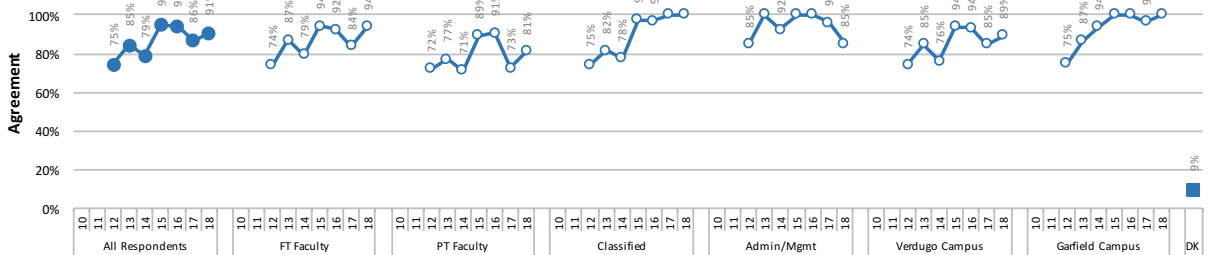
The food services on campus are satisfactory.



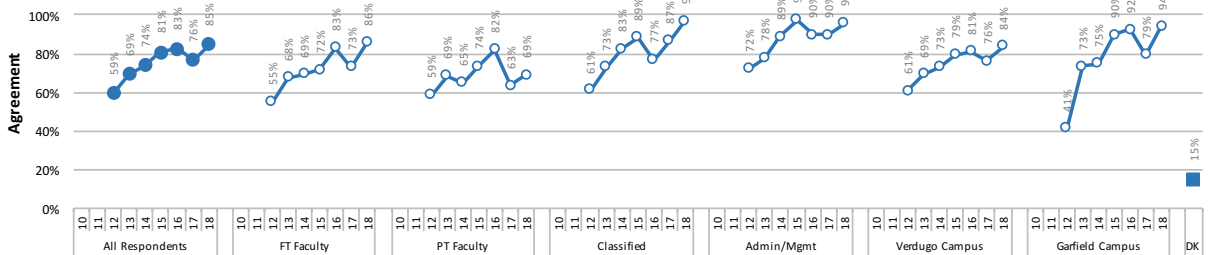
The college provides me with adequate office space.



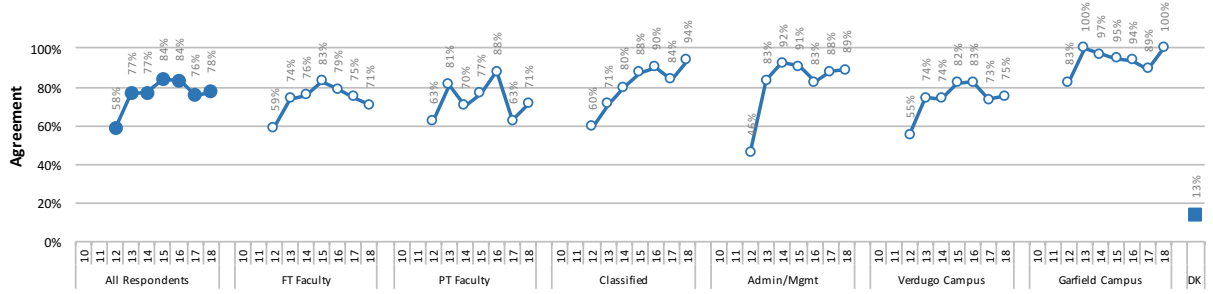
I know where to access an Emergency Procedures Guide.



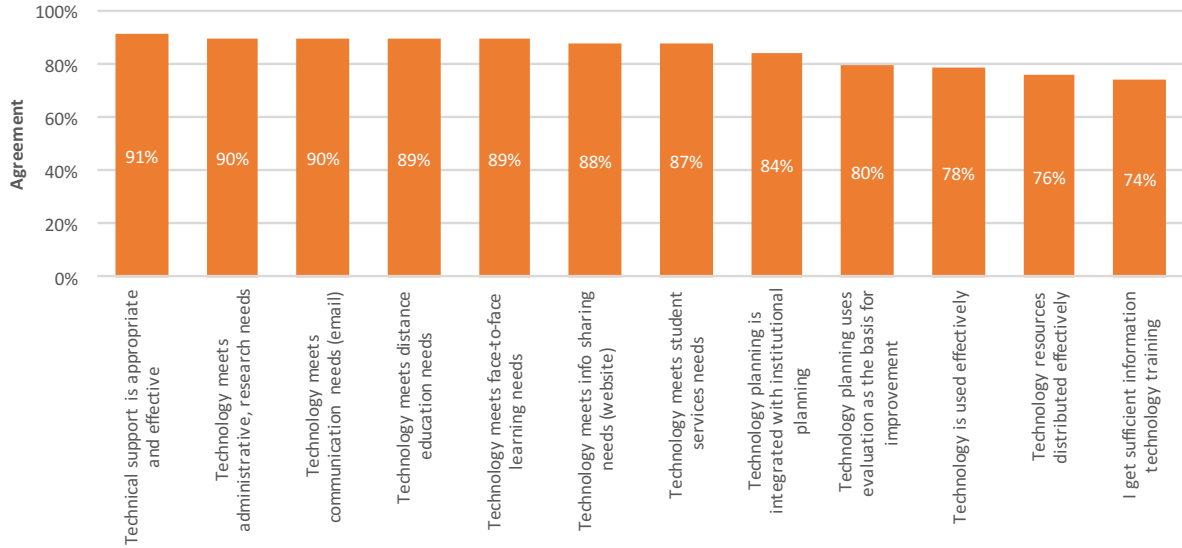
I know where to access the college's Annual Security Report.



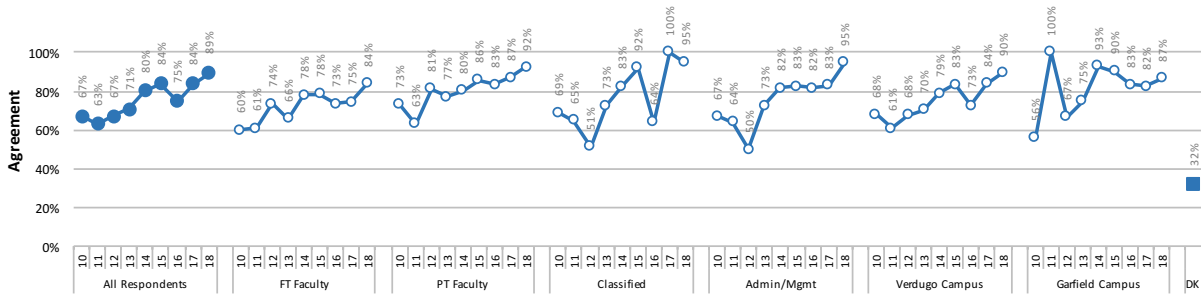
I know where the primary evacuation locations are for my campus (Verdugo Campus, Garfield Campus, PDC, CDC)



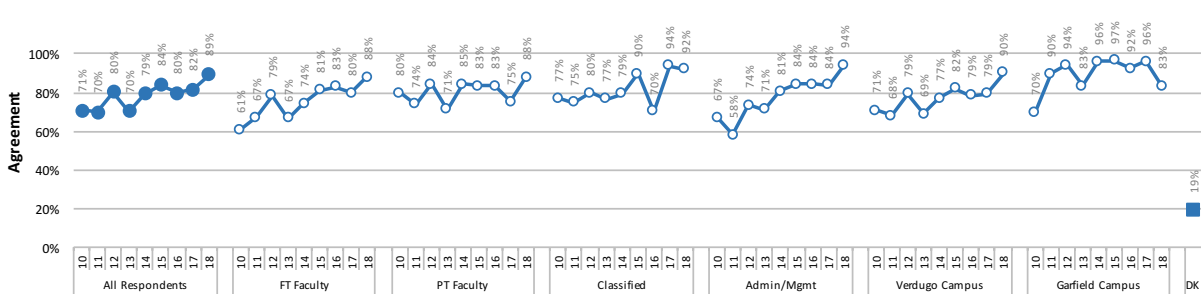
Technology Items



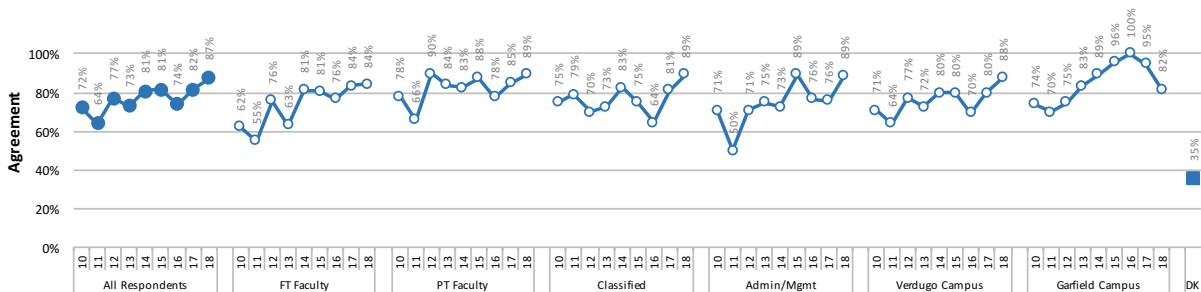
Technology at GCC meets the needs of instructional programs taught through distance education.



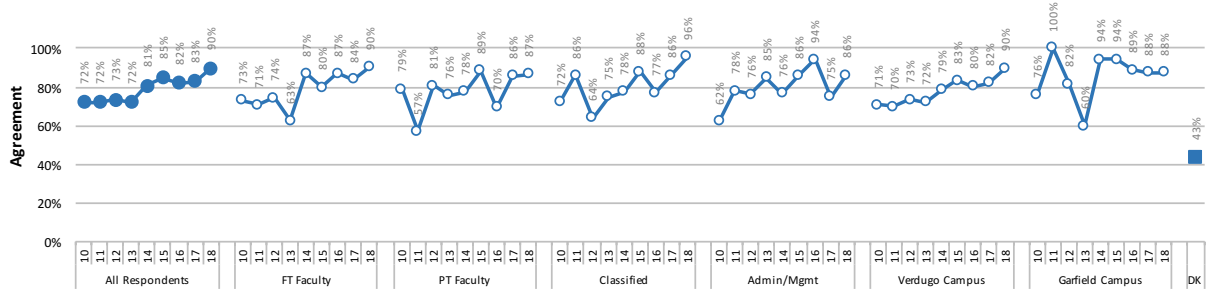
Technology at GCC meets the needs of traditional, non-distance education programs (including Level 3 classrooms and computer labs).



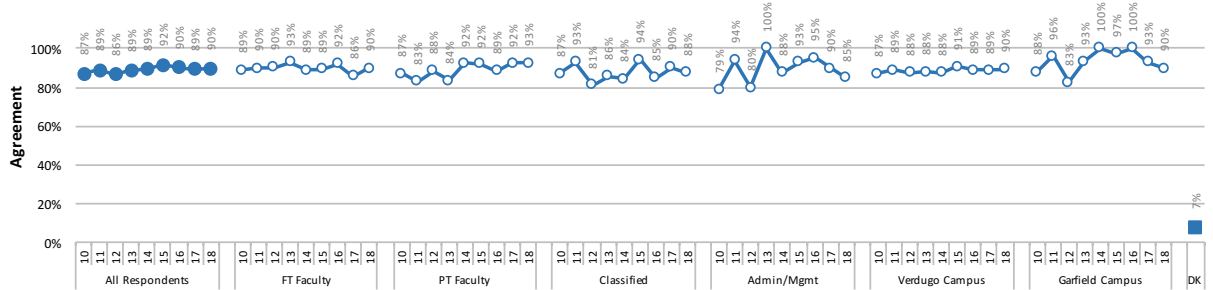
Technology at GCC meets the needs of student services.



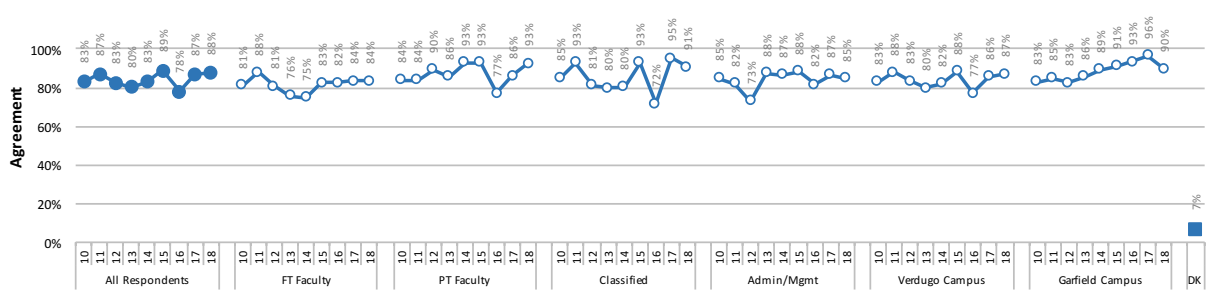
Technology at GCC meets administrative and research needs.



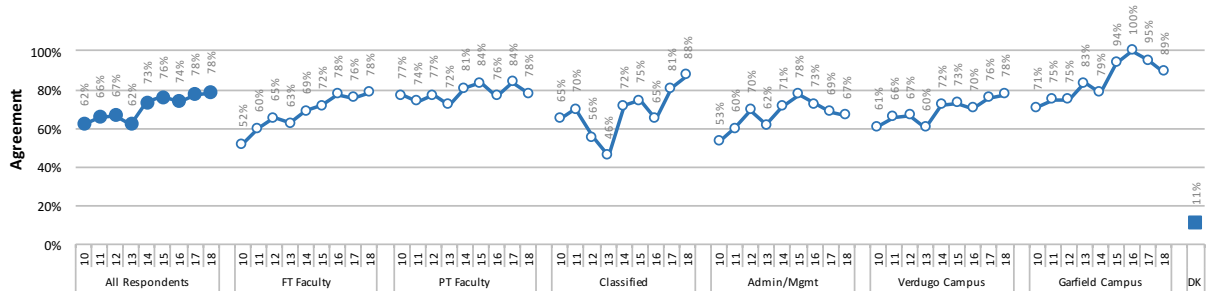
Technology at GCC meets the need for collegewide communication (e.g., email).



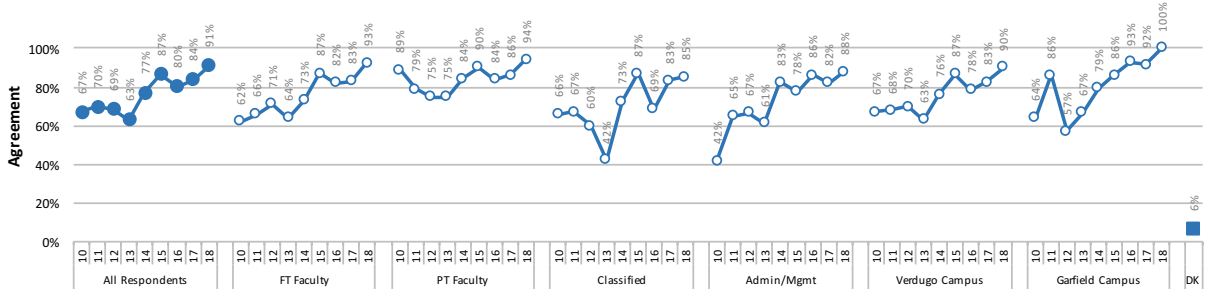
Technology at GCC meets the need for sharing information (e.g., college websites).



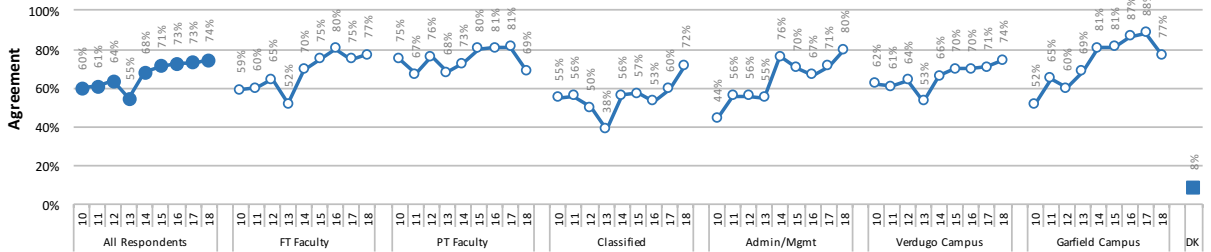
Technology is used effectively at GCC.



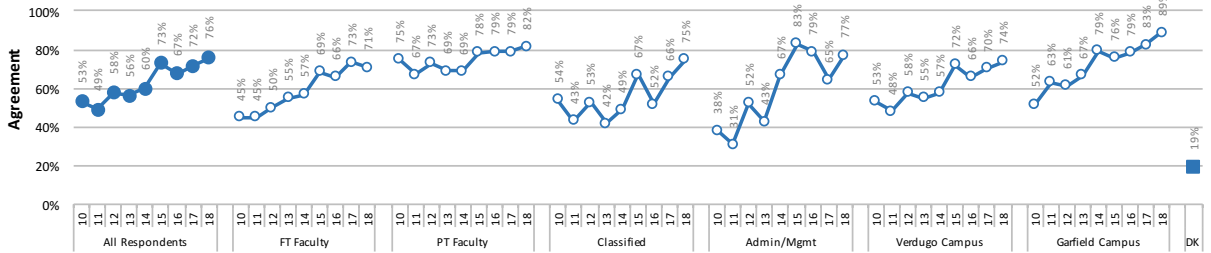
Technical support is appropriate and effective.



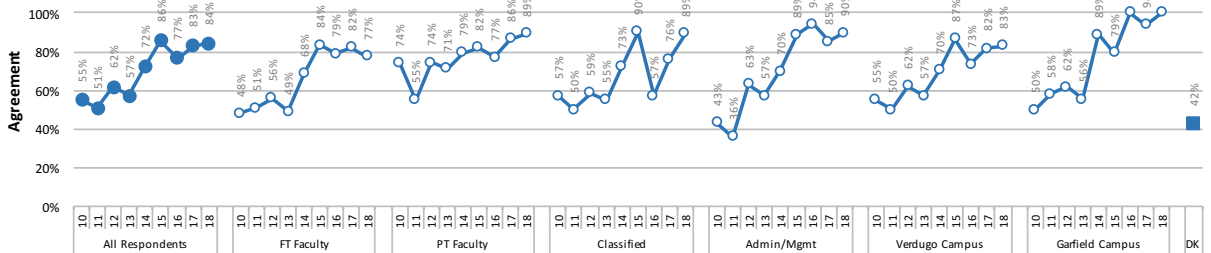
I get sufficient information technology training for my work.



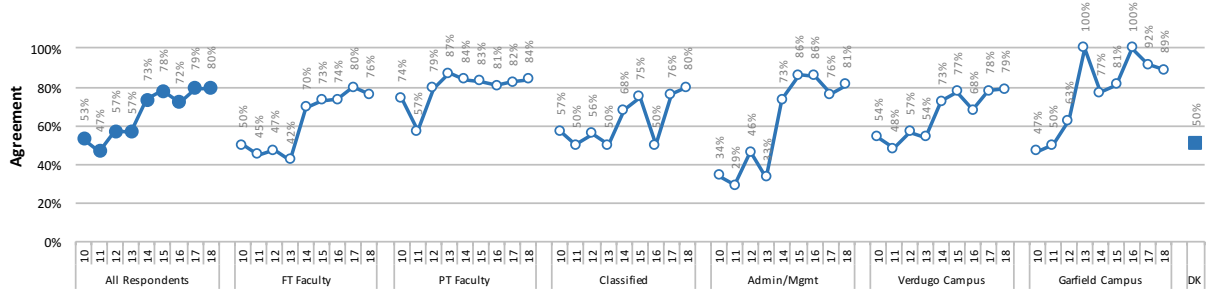
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



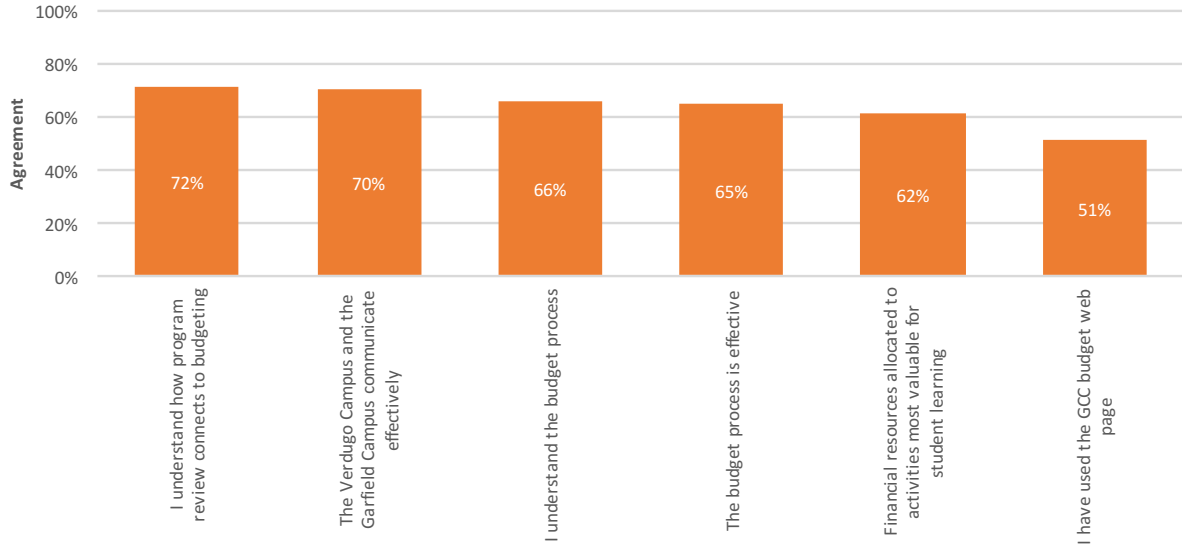
Technology planning is integrated with institutional planning.



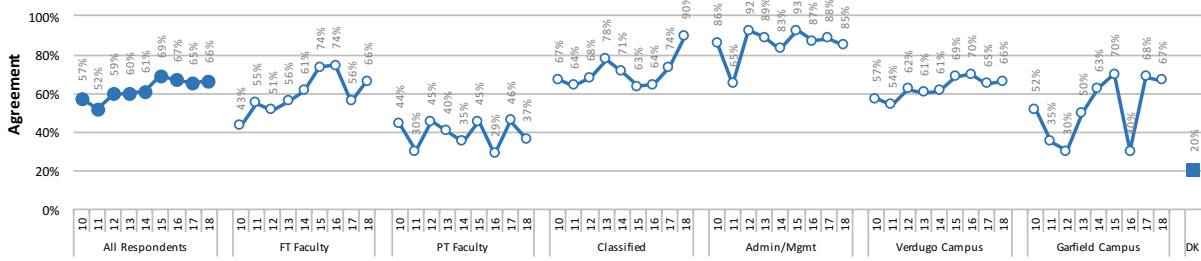
Technology planning uses evaluation as the basis for improvement.



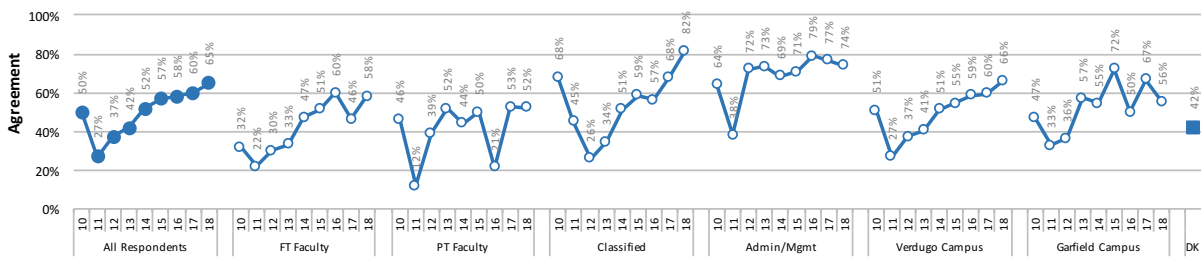
Fiscal Items



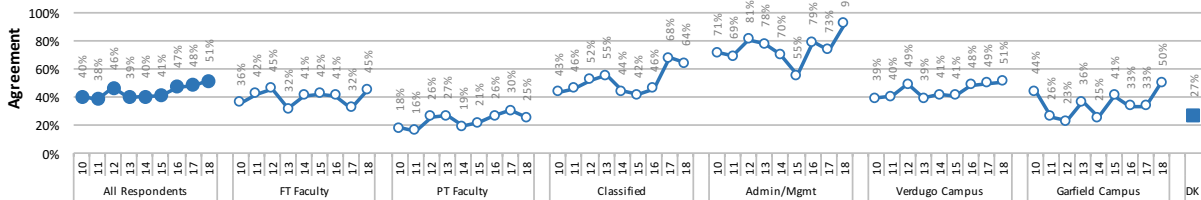
I understand the budget process at GCC.



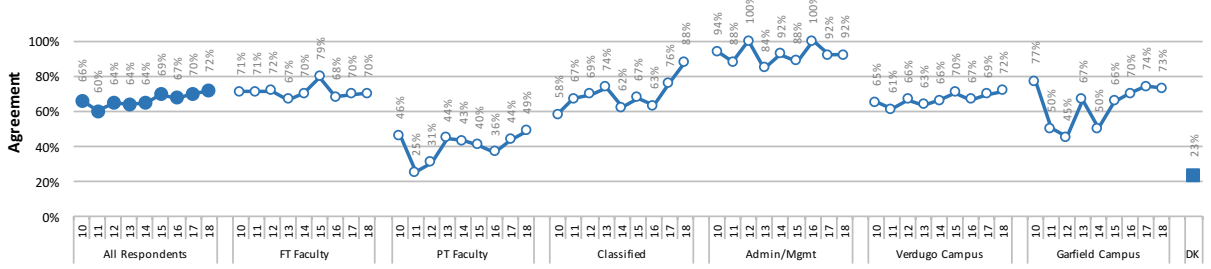
The budget process is effective.



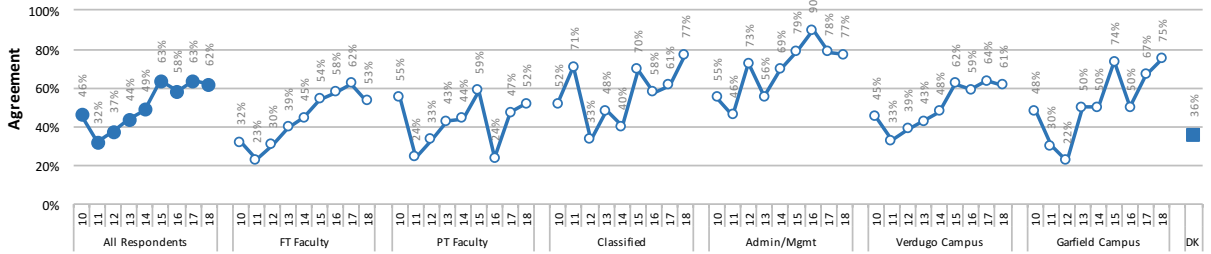
I have used the GCC budget web page.



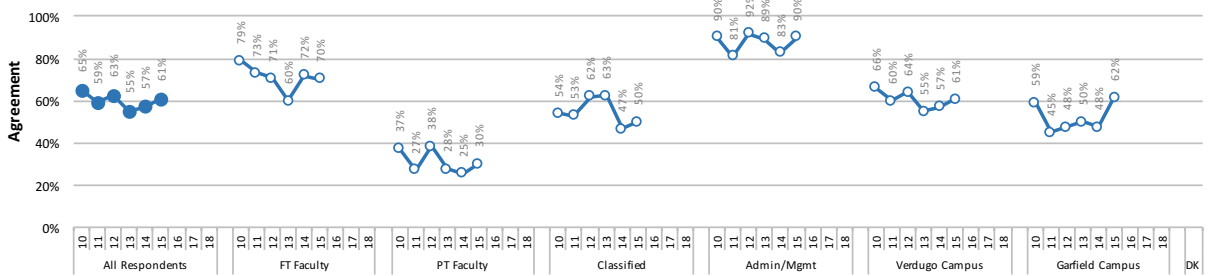
I understand how program review connects to budgeting at GCC.



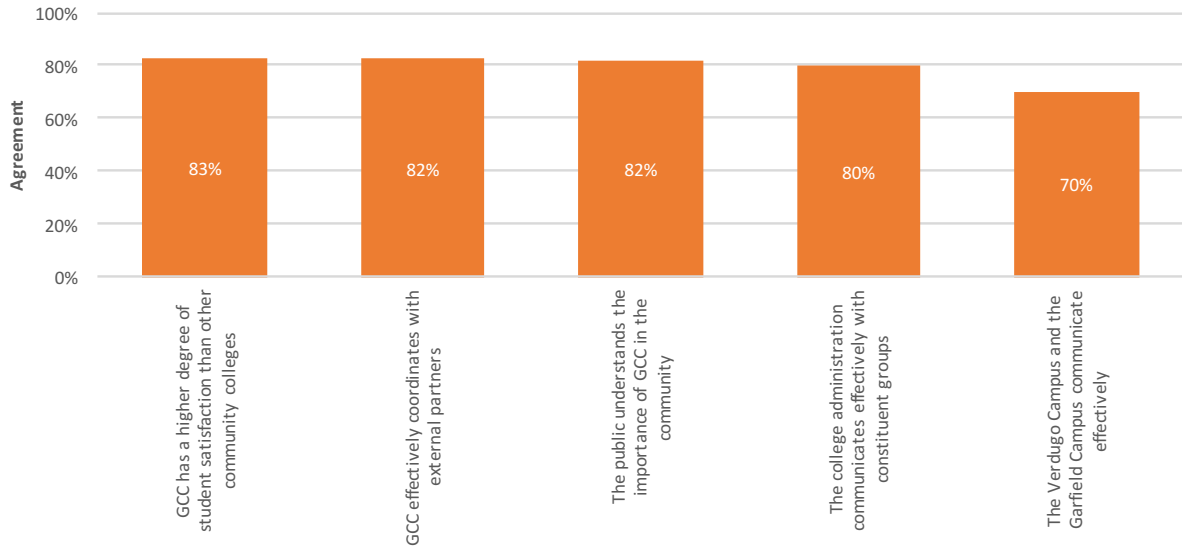
Financial resources are allocated to the activities that are most valuable for the benefit of student learning.



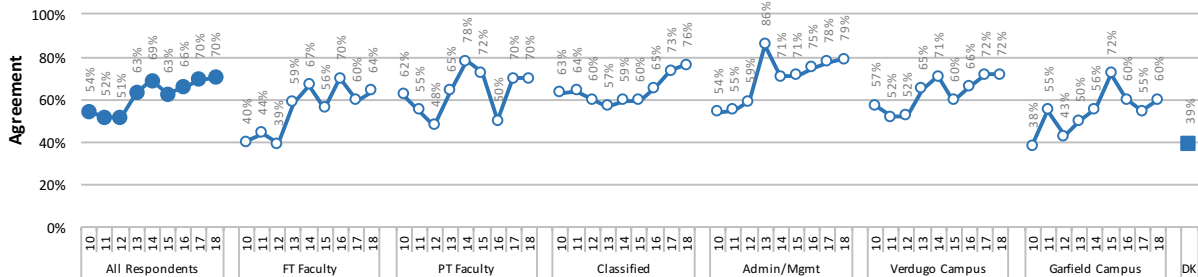
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



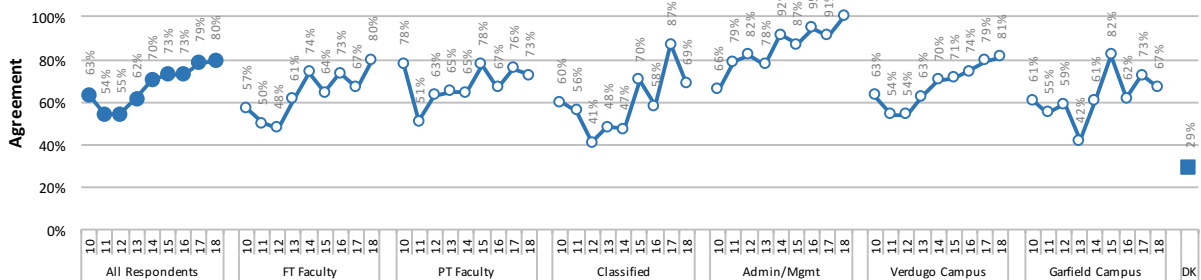
Part 6. Communication Items



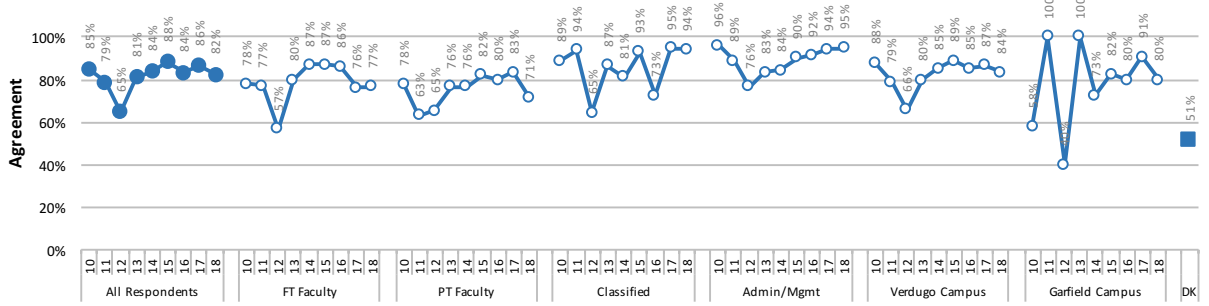
The Verdugo Campus and the Garfield Campus communicate effectively and exchange information in a timely and efficient manner.



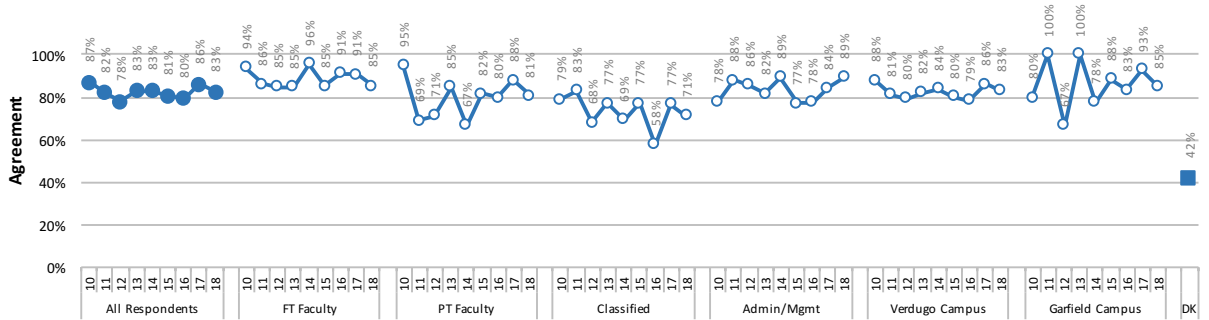
The college administration communicates effectively with constituent groups.



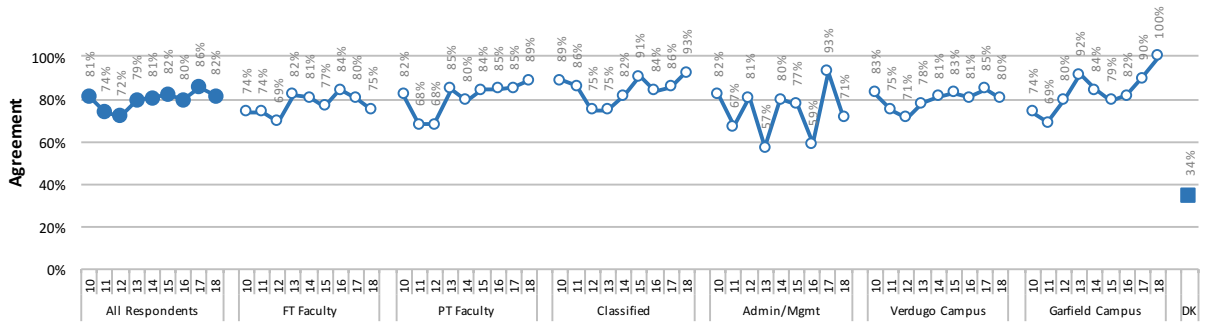
GCC effectively coordinates with external partners.



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



The public understands the importance of GCC in the community.



Appendix. Survey Method and Response Rates

In 2018, the faculty/staff survey was conducted between Tuesday, November 13 and Friday, December 7. The survey was an online survey using the SurveyMonkey service.

Responses were received from 307 respondents: 109 full-time faculty members, 105 part-time faculty members, 58 classified staff members, and 35 administrators/managers/confidential employees. Response rates were approximately 53% for full-time faculty members, 18% for part-time faculty members, 19% for classified staff members, and 51% for administrators/managers/confidential employees. The overall response rate was about 26%. The table below shows historical response counts by employee group.

Group	2012	2013	2014	2015	2016	2017	2018
Full-Time Faculty	114	103	117	122	65	102	109
Part-Time Faculty	116	109	111	114	66	126	105
Classified Staff	119	83	73	113	67	98	58
Administrators/Managers	34	28	44	53	29	62	35
Other	4	3	5	5	4	4	0
Verdugo Campus	338	292	305	350	195	337	265
Garfield Campus	44	30	40	52	30	47	37
PDC	--	--	--	--	--	3	0
No Response	6	4	7	5	6	6	4
Total	388	326	352	407	231	393	307

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.