



Campus Views 2009

Results of the 2009 Faculty/Staff Survey

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Introduction

In preparing to develop the accreditation self study, Glendale Community College has traditionally surveyed its faculty and staff. Surveys have been conducted in 1986, 1990, 1997, and 2002. The original survey was developed in 1986 by nine committees working on the college’s self study. Two survey forms were developed, one addressing faculty issues and a parallel one addressing classified staff issues. Most survey items were shared by both survey forms.

A different approach was used for the 2007 faculty/staff survey. The 2007 survey included accreditation items but it also included items assessing progress toward the 10 goals of the college’s Strategic Master Plan (SMP). A small number of survey items were adapted from previous versions, but most items in the 2007 survey were new. The 2007 version of the survey has been repeated annually during the Fall semester, with some modification of questions.

The 2009 survey included questions from two additional faculty/staff surveys conducted in previous years, both assessing leadership and governance at the college. Also in 2009, several questions were added to inform the educational master planning process conducted by KH Consulting Group.

Since 2007, the faculty/staff surveys have been conducted using the surveymonkey.com website. The 2009 survey was announced via campus email on Monday, October 26, 2009 with a deadline of Monday, November 9, 2009. The following table shows the response history of surveys. In the 1986 and 1990 surveys, the responses of administrators and managers were included with the responses of classified staff.

Category	Survey Respondents						
	1986	1990	1997	2002	2007	2008	2009
Administrators/Managers	n/a	n/a	14	23	42	33	41
Full-Time Faculty	147	137	122	122	119	84	139
Part-Time Faculty	224	86	169	152	92	47	109
Classified Staff	171	157	123	115	116	114	89
Other	n/a	n/a	n/a	n/a	4	6	5
Total Respondents	542	380	428	412	373	283	383

In 2009, responses were received from approximately 61% of administrators/managers, 55% of full-time faculty members, 21% of part-time faculty members, and 26% of classified staff members, for an overall response rate of approximately 32%. A question about the respondent’s primary campus was asked in 2009. Of all respondents, 332 indicated their primary assignment was at the main campus, 43 indicated their primary assignment was at the Garfield Campus, and 8 respondents did not answer the question.

Survey Part 1. Strategic Master Plan

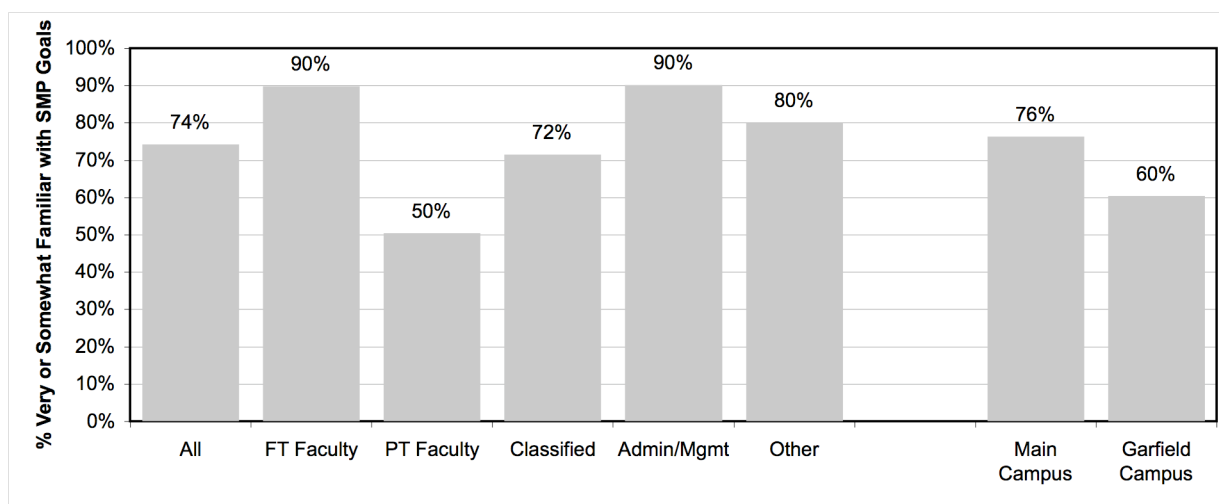
The first part of the faculty/staff survey addressed the college’s Strategic Master Plan (SMP). Respondents were asked about their familiarity with the goals of the SMP, their familiarity with efforts to achieve the goals, and how strongly their work relates to the goals.

1.1. Familiarity with SMP Goals

The first survey question asked “How familiar are you with the goals of the college's Strategic Master Plan?” Respondents could answer “Very familiar,” “Somewhat familiar,” or “Not familiar.” The following table shows responses by respondent category.

Response	All Respondents	Full-Time Faculty	Part-Time Faculty	Classified Staff	Admin/Mgmt	Main Campus	Garfield Campus
Very Familiar	16%	19%	6%	7%	54%	17%	14%
Somewhat Familiar	58%	71%	44%	65%	37%	60%	47%
Not Familiar	26%	10%	50%	28%	10%	24%	40%
Total Responses	382	139	109	88	41	331	43

Most respondents indicated that they are familiar with the goals of the Strategic Master Plan. The graph below shows the percentage of respondents who answered “Very Familiar” or “Somewhat Familiar.” Reported familiarity was highest for administrators and managers (90%) and full-time faculty members (90%), and lowest for part-time faculty members (50%).



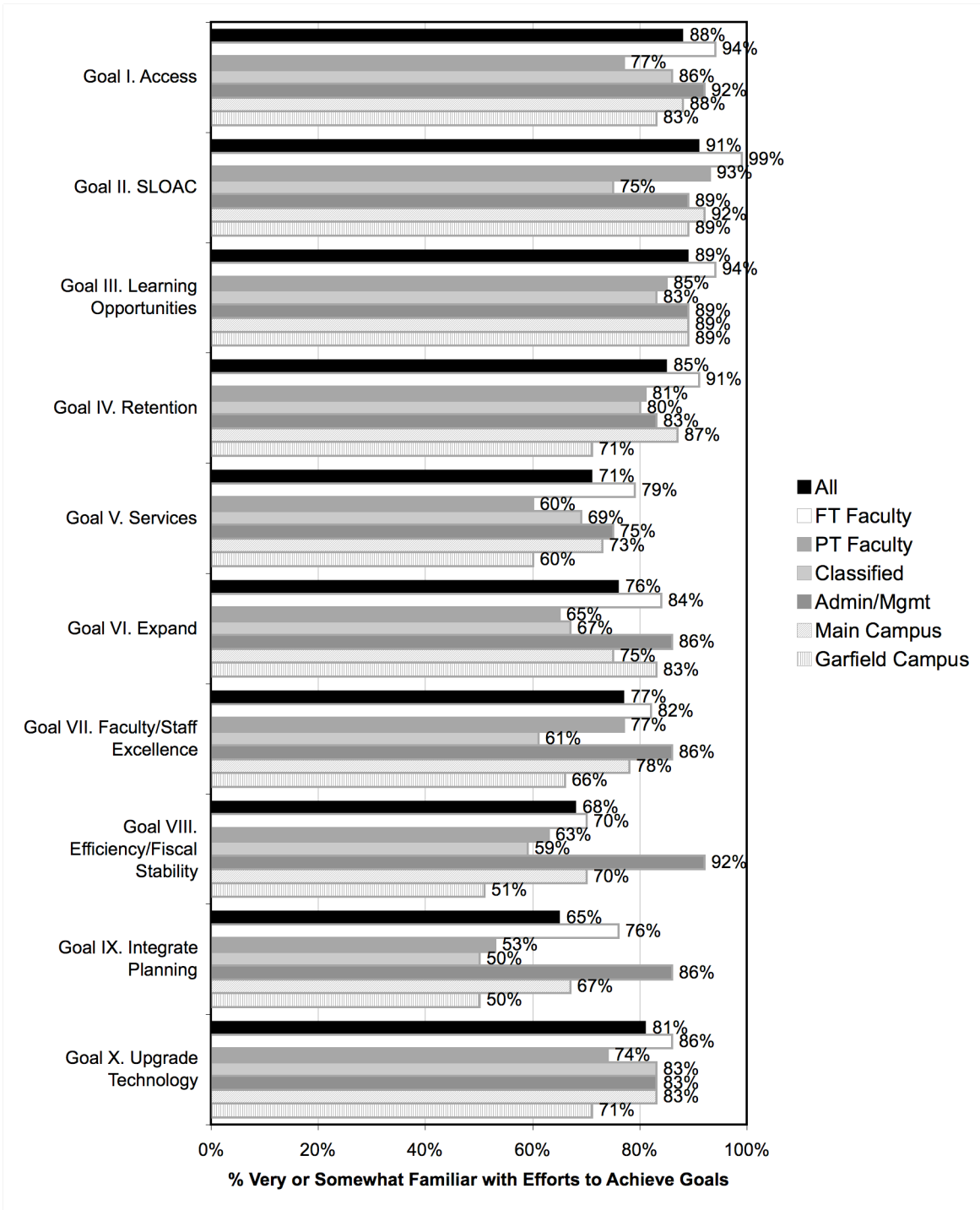
1.2. Familiarity with Efforts to Achieve SMP Goals

The second question listed each of the 10 Strategic Master Plan goals and asked respondents “How familiar are you with the college’s efforts to achieve each of these goals?” The table and graph below show the percentages of each employee group with an opinion who said they were very familiar or somewhat familiar with efforts to achieve each goal.

Familiarity was highest with efforts to address goals II (student learning outcomes), I (student access), and III (variety of learning opportunities). Familiarity was also high with efforts to address goals IV (student success), X (technology), VII (faculty and staff excellence), and VI (expand programs). Familiarity was lowest with efforts to address goals IX (improve integration of planning) and VIII (administrative efficiency).

Goal	Percent Responding “Very Familiar” or “Somewhat Familiar”						
	All Respondents	Full-Time Faculty	Part-Time Faculty	Classified Staff	Admin/Mgmt	Main Campus	Garfield Campus
Goal I. Provide access for students, including under-represented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers (transfer, career and technical education, personal development).	88%	94%	77%	86%	92%	88%	83%
Goal II. Develop and implement Student Learning Outcomes and Assessments at the campus, the program, and course levels in our effort to see all of our students achieve success.	91%	99%	93%	75%	89%	92%	89%
Goal III. Increase and improve the quantity, quality, and variety of learning opportunities that promote student success.	89%	94%	85%	83%	89%	89%	89%
Goal IV. Increase student retention and success by strengthening student connections with the college and responding to student needs.	85%	91%	81%	80%	83%	87%	71%
Goal V. Streamline and enhance the delivery of Student Services by focusing on proactive services.	71%	79%	60%	69%	75%	73%	60%
Goal VI. Expand the academic, and the career and technical education programs offered on the main and the Garfield Campuses.	76%	84%	65%	67%	86%	75%	83%
Goal VII. Increase faculty and staff excellence in all aspects of college operations.	77%	82%	77%	61%	86%	78%	66%
Goal VIII. Improve administrative efficiency and effectiveness and fiscal stability.	68%	70%	63%	59%	92%	70%	51%
Goal IX. Improve the integration of the planning process.	65%	76%	53%	50%	86%	67%	50%
Goal X. Upgrade the college’s information technology infrastructure and its management information system.	81%	86%	74%	83%	83%	83%	71%

Familiarity with Efforts to Achieve SMP Goals



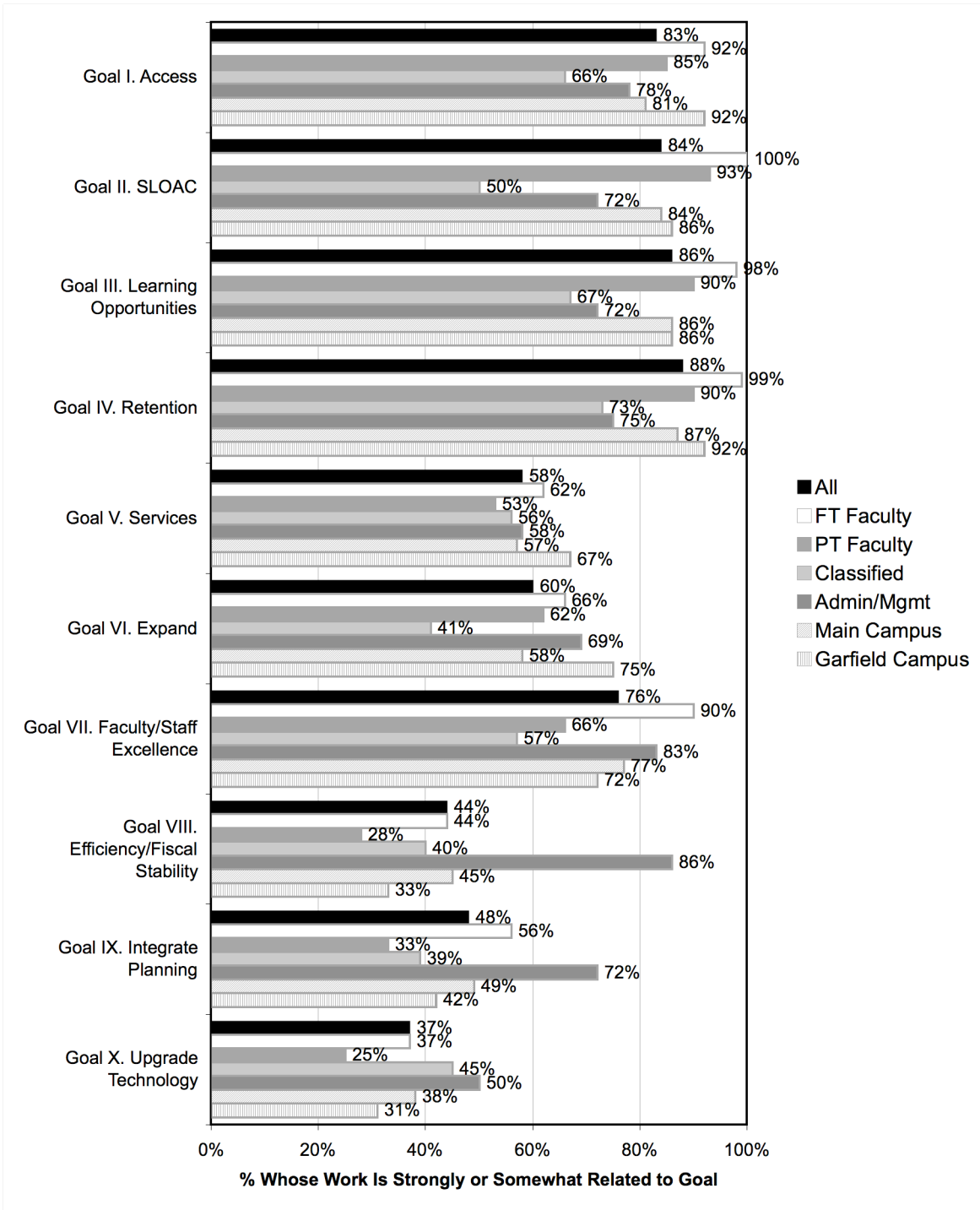
1.3. Relationship of Work to SMP Goals

Question 3 asked respondents “How strongly does your work at the college relate to each SMP goal?” Respondents could answer “Strongly related,” “Somewhat related,” or “Not related.” The table and graph below show the percentage of respondents with an opinion who answered either strongly related or somewhat related.

Respondents’ work was most related to goals IV (student success), III (variety of learning opportunities), II (SLOAC), and I (student access). Fewer respondents’ work was related to goals VIII (administrative efficiency), IX (improve integration of planning), and X (IT infrastructure).

Goal	Percent Responding “Strongly Related” or “Somewhat Related”						
	All Respondents	Full-Time Faculty	Part-Time Faculty	Classified Staff	Admin/ Mgmt	Main Campus	Garfield Campus
Goal I. Provide access for students, including under-represented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers (transfer, career and technical education, personal development).	83%	92%	85%	66%	78%	81%	92%
Goal II. Develop and implement Student Learning Outcomes and Assessments at the campus, the program, and course levels in our effort to see all of our students achieve success.	84%	100%	93%	50%	72%	84%	86%
Goal III. Increase and improve the quantity, quality, and variety of learning opportunities that promote student success.	86%	98%	90%	67%	72%	86%	86%
Goal IV. Increase student retention and success by strengthening student connections with the college and responding to student needs.	88%	99%	90%	73%	75%	87%	92%
Goal V. Streamline and enhance the delivery of Student Services by focusing on proactive services.	58%	62%	53%	56%	58%	57%	67%
Goal VI. Expand the academic, and the career and technical education programs offered on the main and the Garfield Campuses.	60%	66%	62%	41%	69%	58%	75%
Goal VII. Increase faculty and staff excellence in all aspects of college operations.	76%	90%	66%	57%	83%	77%	72%
Goal VIII. Improve administrative efficiency and effectiveness and fiscal stability.	44%	44%	28%	40%	86%	45%	33%
Goal IX. Improve the integration of the planning process.	48%	56%	33%	39%	72%	49%	42%
Goal X. Upgrade the college’s information technology infrastructure and its management information system.	37%	37%	25%	45%	50%	38%	31%

Relationship of Work to SMP Goals



Survey Part 2. Accreditation Standards

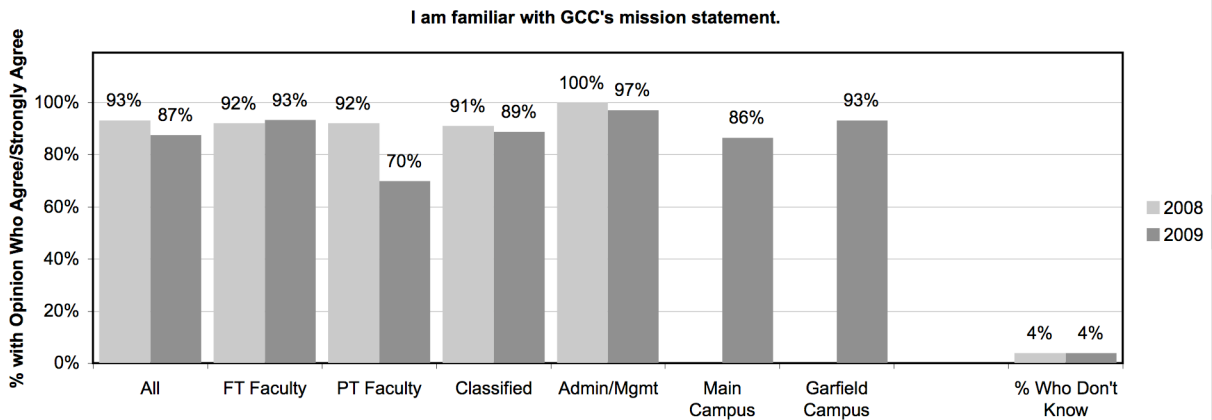
The second part of the faculty/staff survey addressed the accreditation standards. Trend information is shown where available.

For all items, respondents were presented with a statement and asked to indicate how strongly they agreed or disagreed. Respondents could mark “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree,” “I Don’t Know,” or “Not Applicable.”

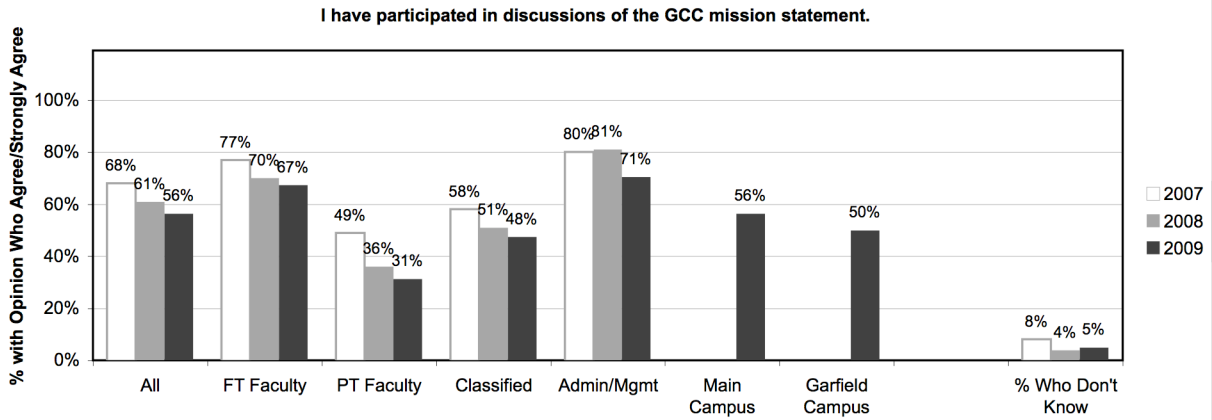
The graphs below show the percentages of respondents with an opinion (i.e., either agreeing or disagreeing) who marked “Agree” or “Strongly Agree.” In other words, the measure is the percentage of respondents with an opinion who agreed with the statement. Respondents marking “I Don’t Know” or “Not Applicable” are not included in the calculation of the agreement percentage. The percentage of all respondents marking “I Don’t Know” is included in the graphs below.

2.1. Standard I: Institutional Mission and Effectiveness

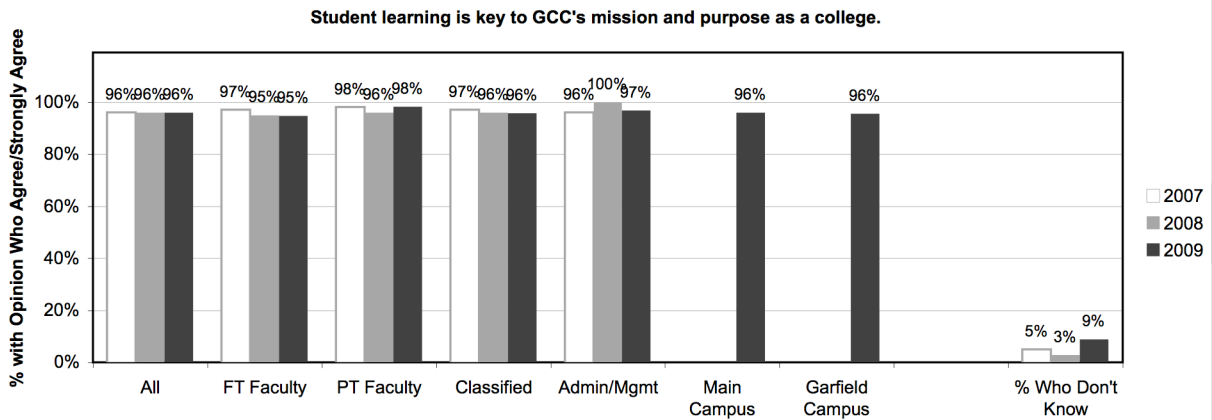
The 2009 survey asked six questions related to institutional mission and effectiveness. Respondents indicated familiarity with GCC’s mission statement, which was revised in 2007-2008, as the first graph shows.



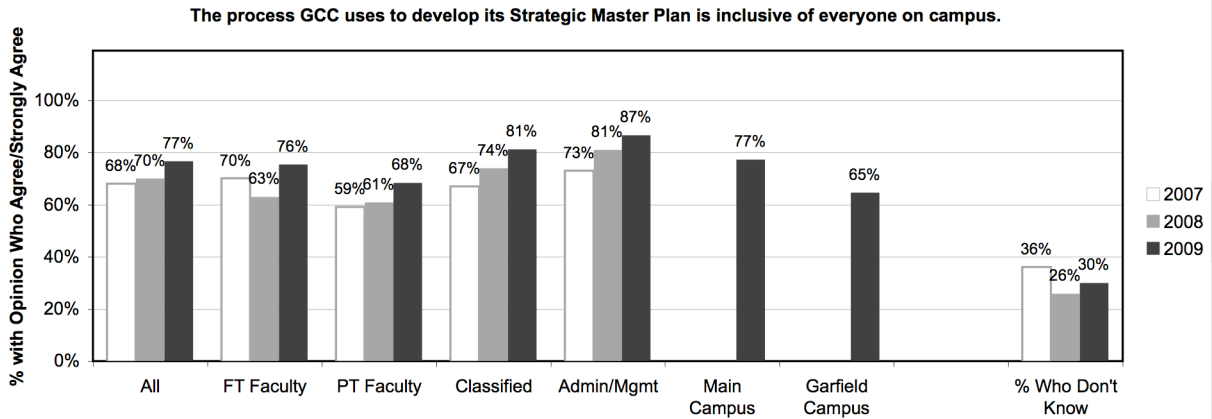
The following graph shows the percentage of respondents reporting that they participated in discussions of the mission statement. The mission statement was last revised in 2007-2008, and self-reported participation has decreased since then.



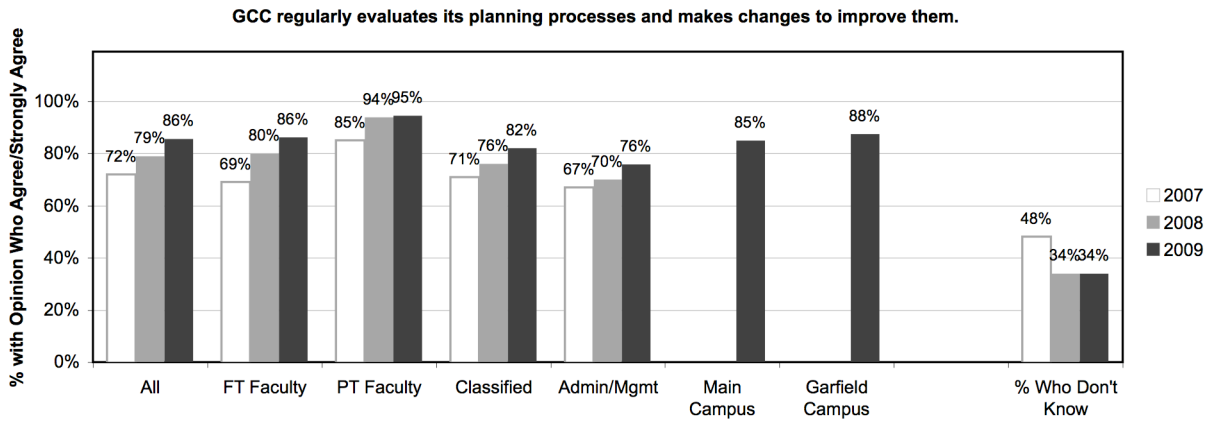
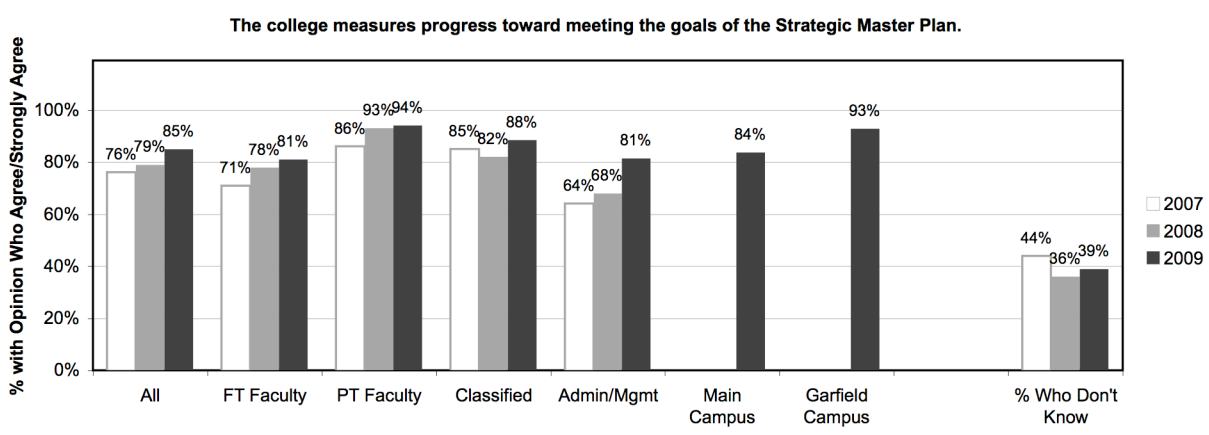
There is widespread agreement that student learning is key to GCC's mission.



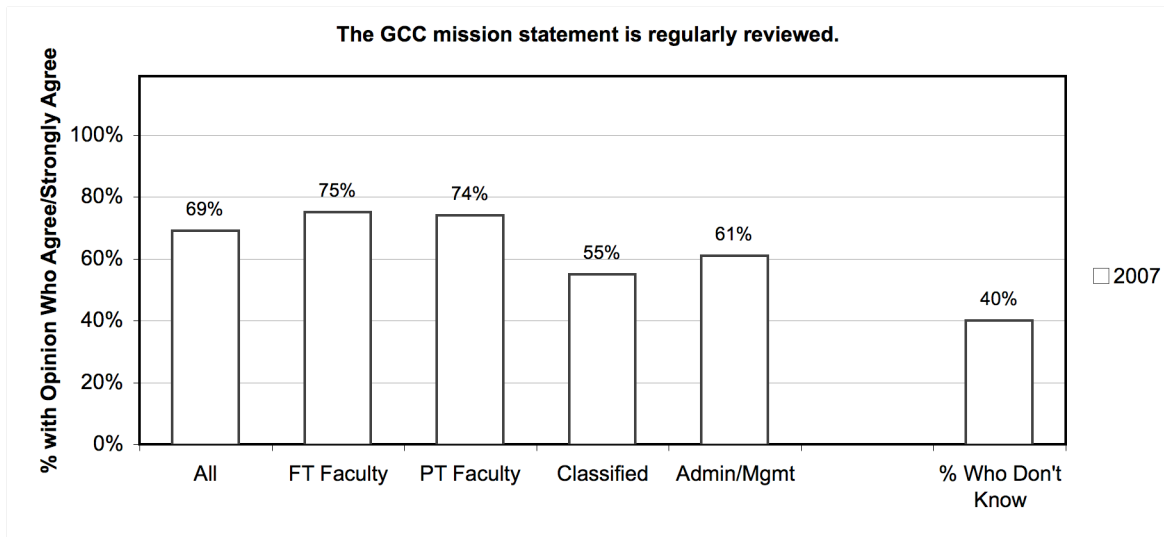
Respondents generally agreed that the Strategic Master Planning process is inclusive of everyone on campus. Overall agreement increased from 2008 to 2009.



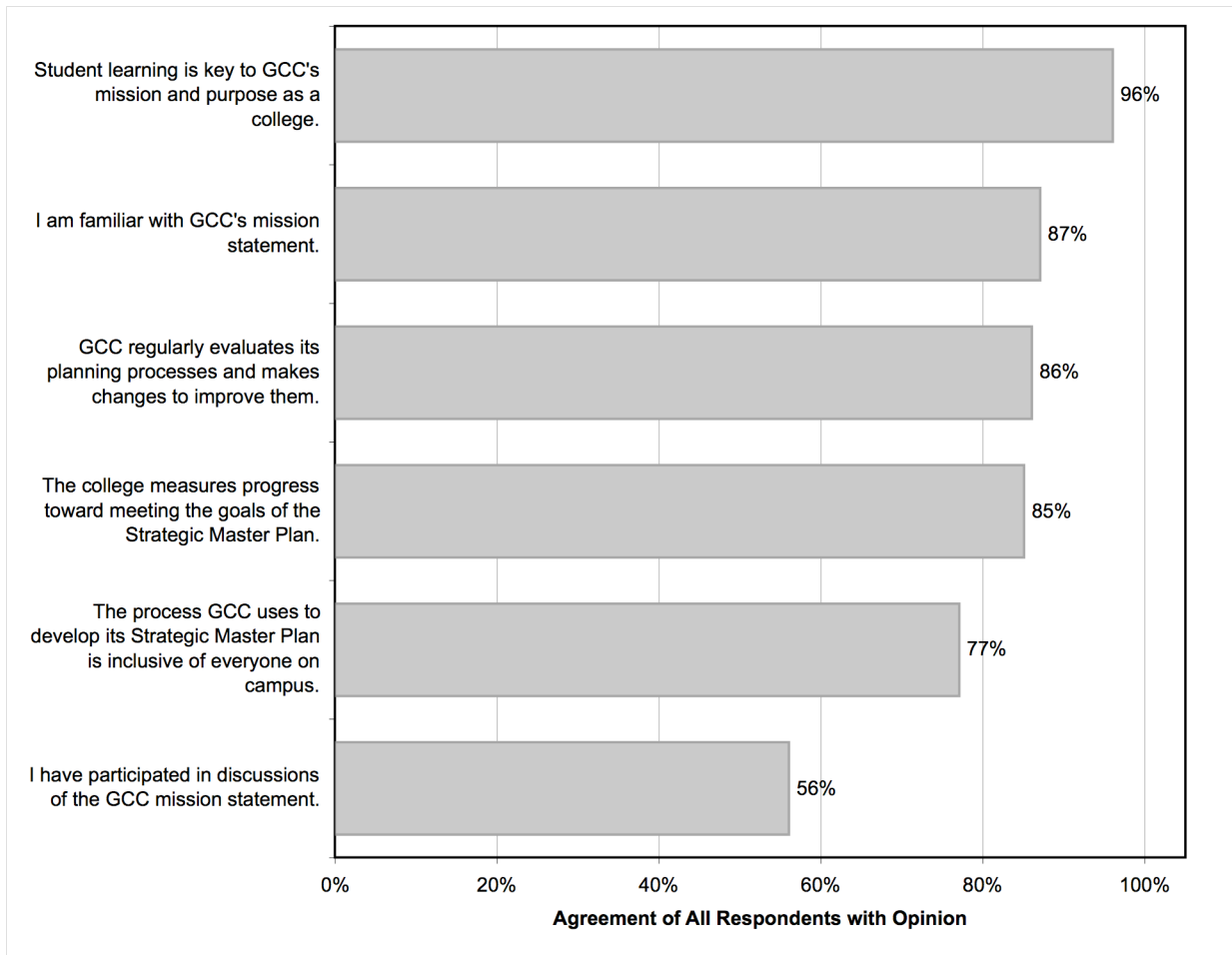
The following two questions dealt with the planning process. Both graphs show increasing agreement percentages for respondents with an opinion. However, for both questions, many respondents marked “I Don’t Know,” as shown in the graphs.



The following graph shows responses to a question about reviewing the mission statement that was only asked in 2007.



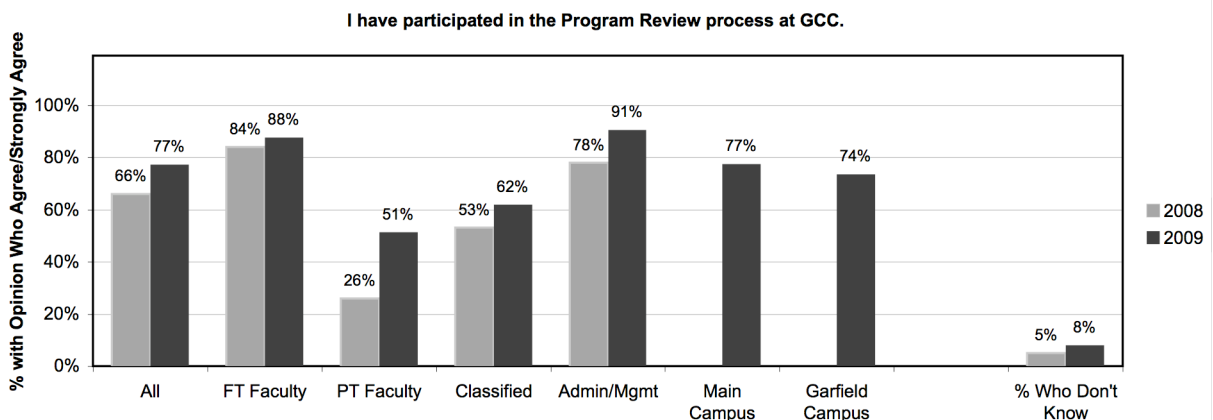
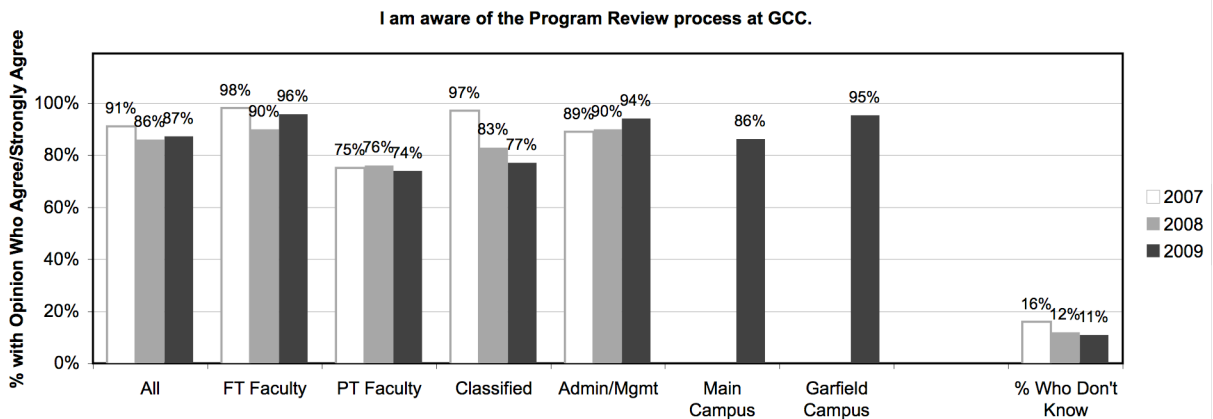
Responses to items about the college mission and institutional effectiveness were generally positive in 2009. Faculty and staff agreed strongly that student learning is key to the mission of the college. Respondents agreed that GCC measures progress toward meeting its goals and that GCC evaluates its planning processes. Respondents were somewhat less likely to agree that the planning process is inclusive of everyone on campus, and that they have been involved in discussing the mission statement.



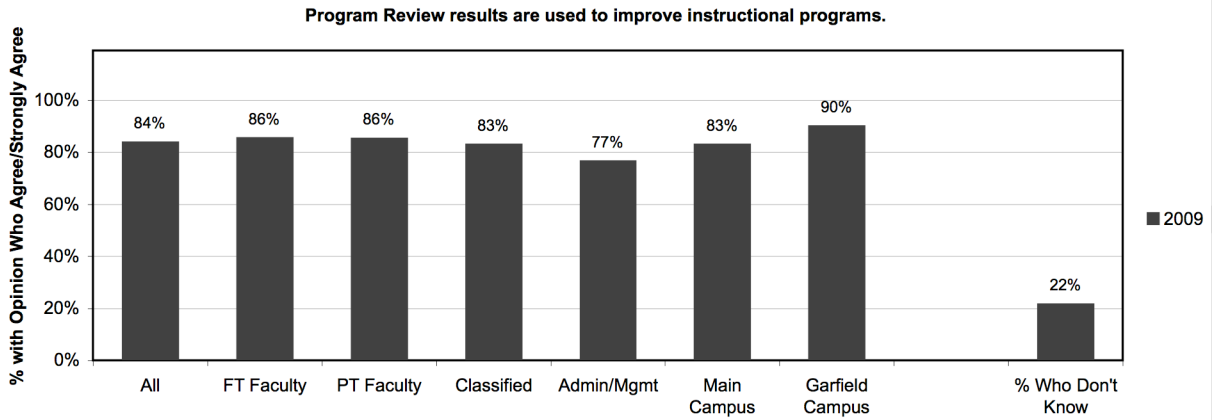
2.2. Standard II: Student Learning Programs & Services

The 2009 survey items on student learning programs focused on program review, instructional quality, meeting student needs, student learning outcomes, enrollment management, and basic skills.

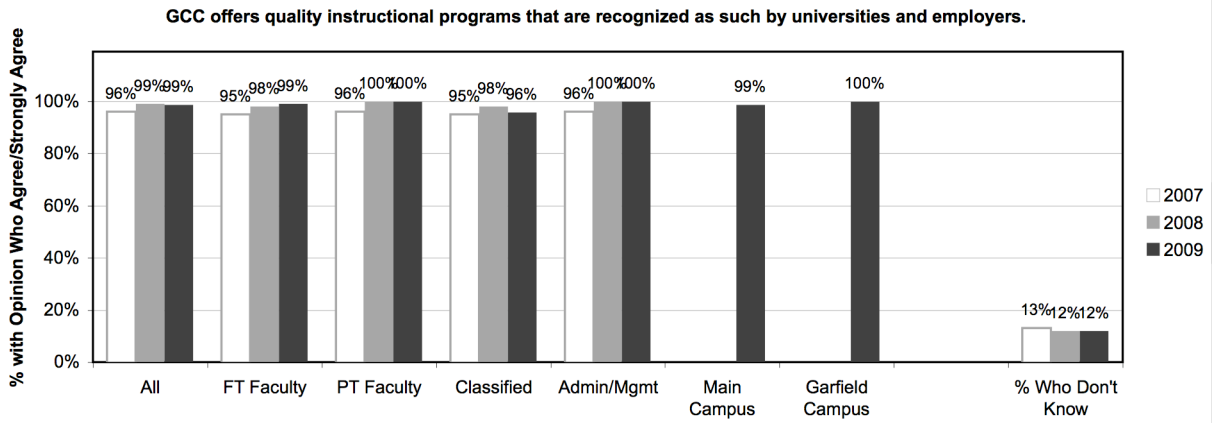
Respondents were aware of the program review process and a majority of all groups except part-time faculty members indicated they have participated in the program review process.



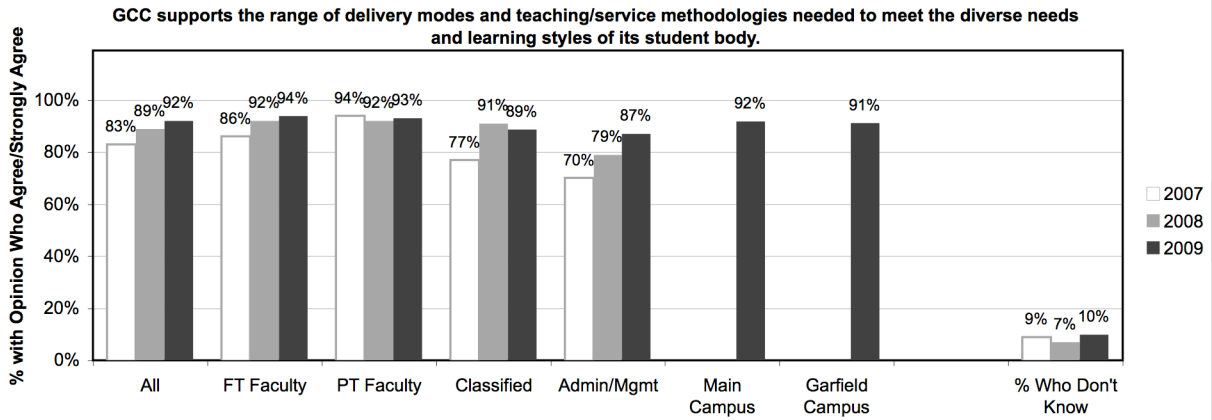
A third program review question was new in 2009. As the graph below shows, a large majority of respondents indicated that program review results are used to improve instructional programs.



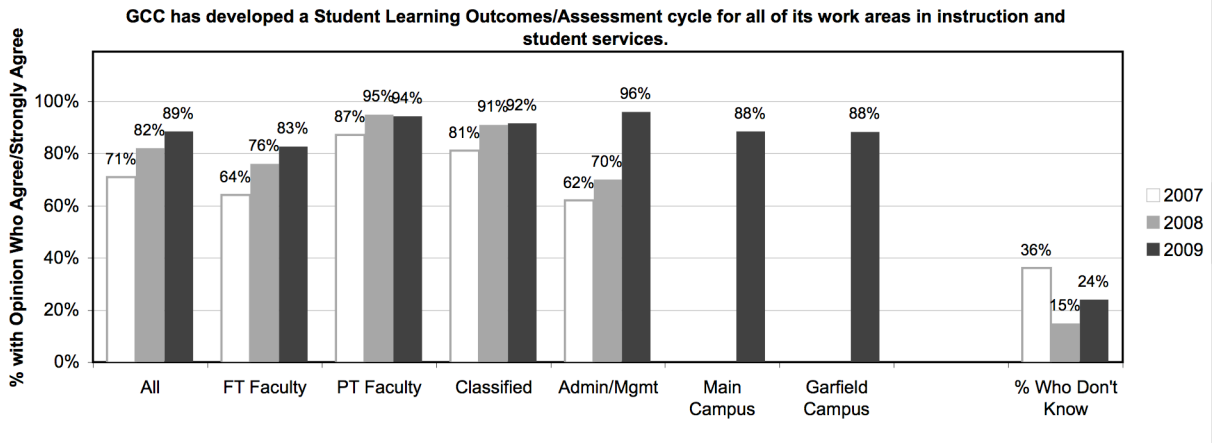
Respondents agreed strongly that the college offers quality instructional programs.



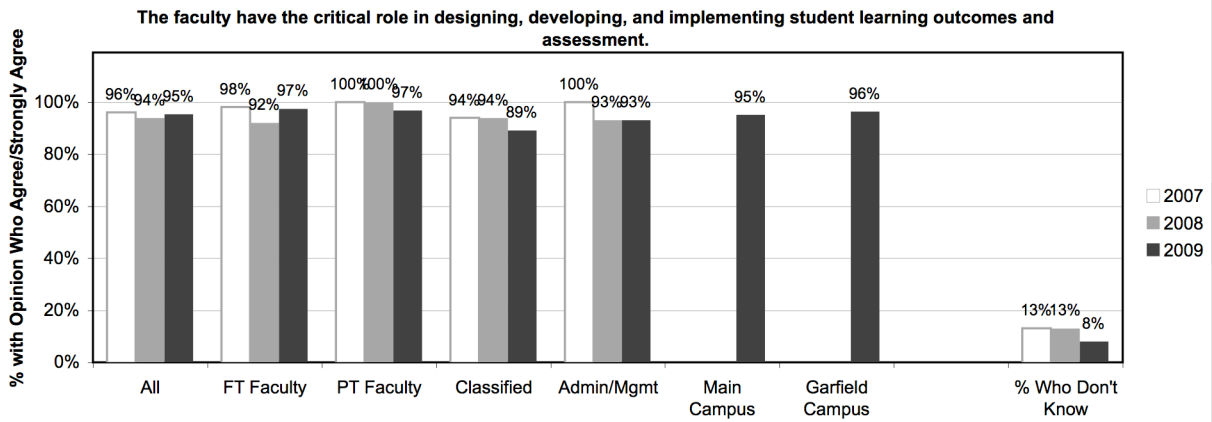
As the next graph shows, a large majority of respondents with an opinion agreed that GCC supports a range of delivery modes to meet student needs and learning styles.



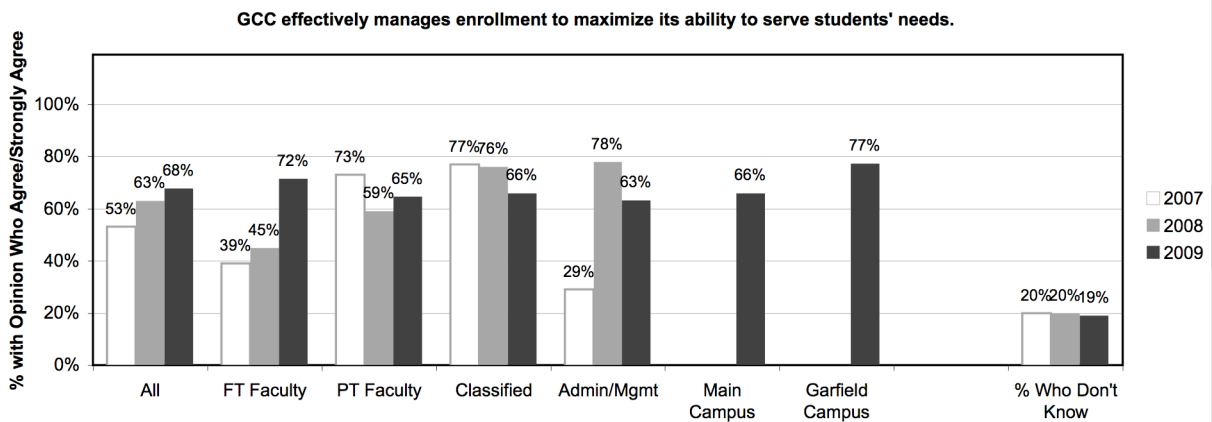
The next two items relate to student learning outcomes. Most respondents agreed that the college has developed a Student Learning Outcomes and Assessment cycle in all areas. Agreement with this statement has increased from 2007 to 2009 as more people have become involved in the process.



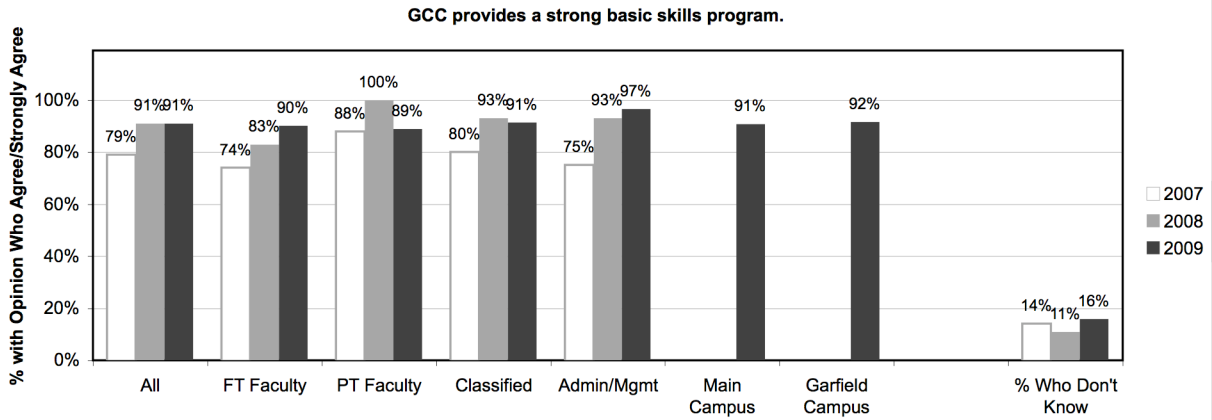
The next graph shows that nearly all respondents agreed that the faculty have the critical role in developing student learning outcomes and assessments.



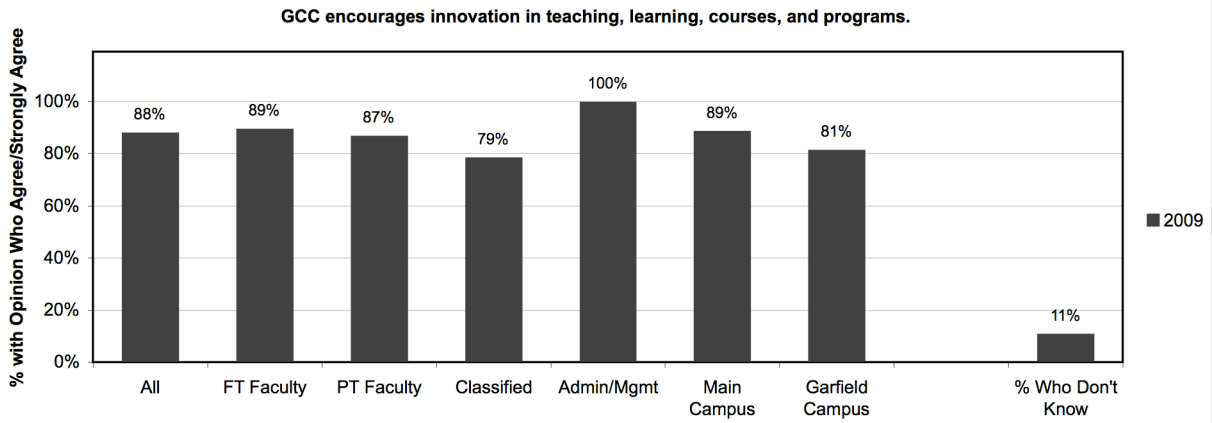
The next graph shows that enrollment management elicits diverse opinions. Across all respondents, agreement that enrollment management is effective increased from 53% in 2007 to 68% in 2009. Agreement among full-time faculty members increased, and agreement among administrators increased from 2007 but decreased from 2008 to 2009. The enrollment management item had a relatively large percentage of respondents (20%) answer “I Don’t Know.”



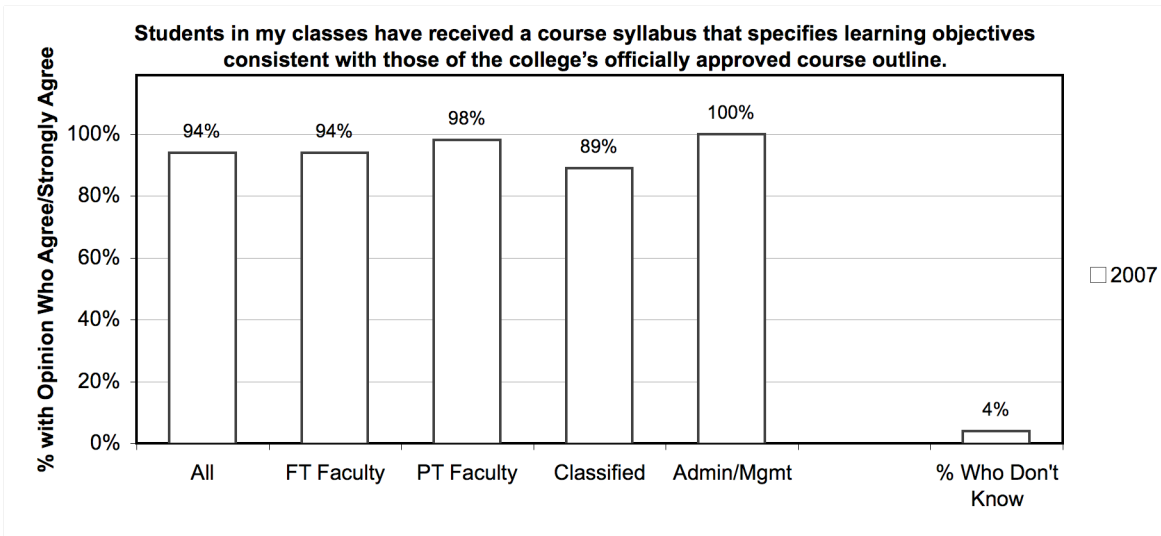
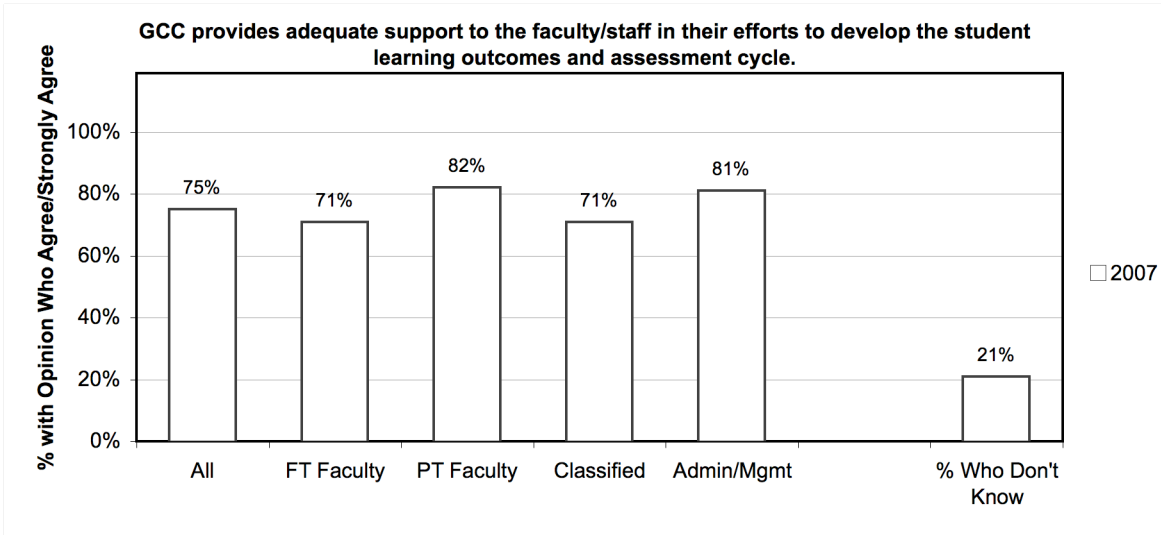
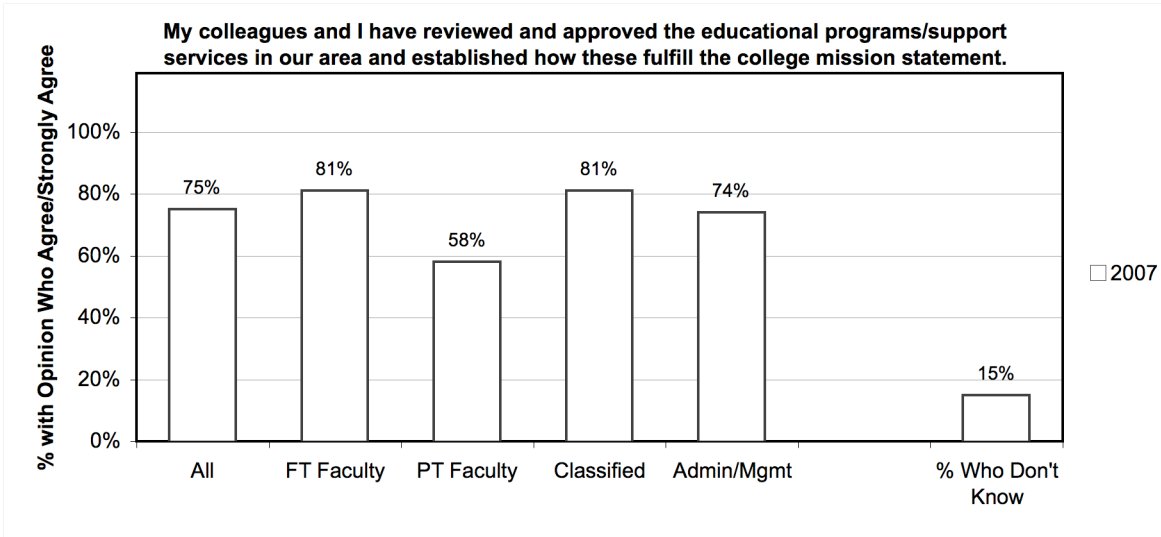
Respondents were positive about GCC's basic skills program, and overall agreement that GCC provides a strong basic skills program increased from 79% in 2007 to 91% in 2009.



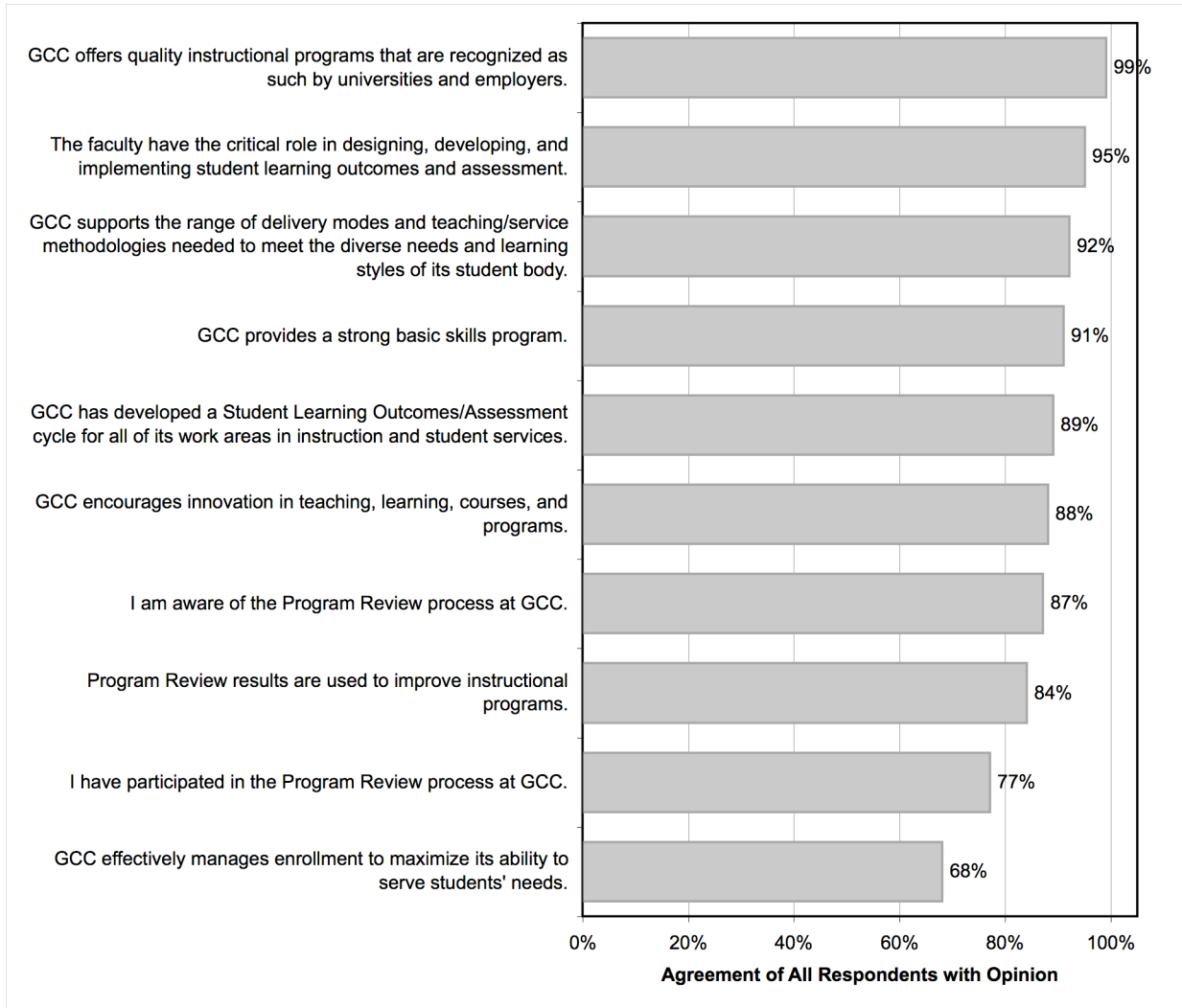
The following graph shows responses to a question that was new in 2009 about encouraging innovation. Most respondents agreed that GCC encourages innovation.



The next set of graphs shows responses to items asked only in 2007.

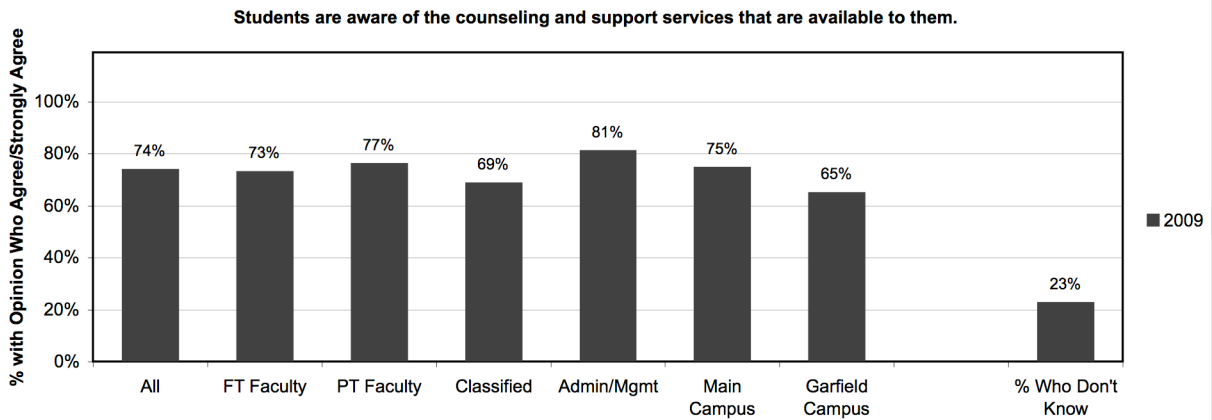
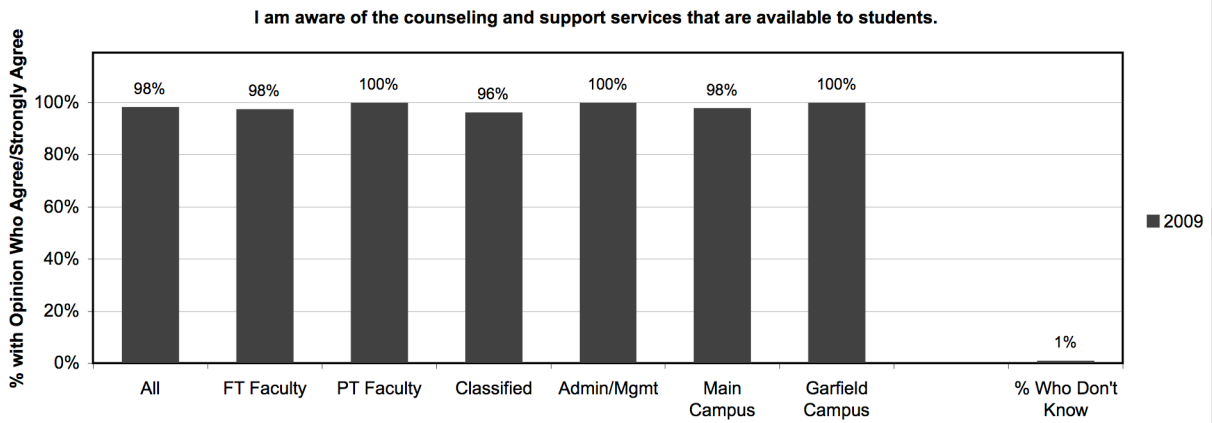


The following graph shows responses of all respondents with an opinion for the 2009 instructional items, sorted in decreasing order of agreement. Most items about instruction had agreement over 80%. The item with the lowest agreement (68%) involved enrollment management.

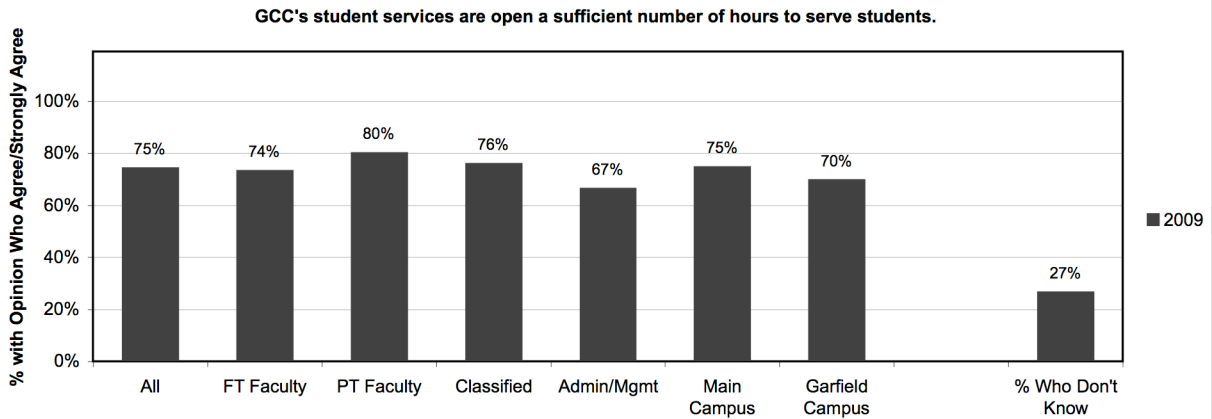


The next set of graphs shows responses to items about student services, including the library and learning resources. Responses to student services, and the library in particular, were very positive.

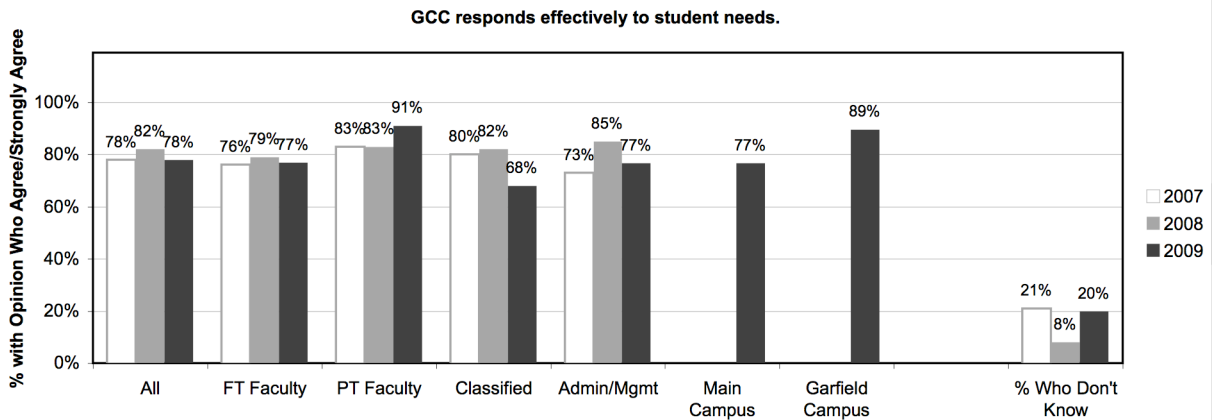
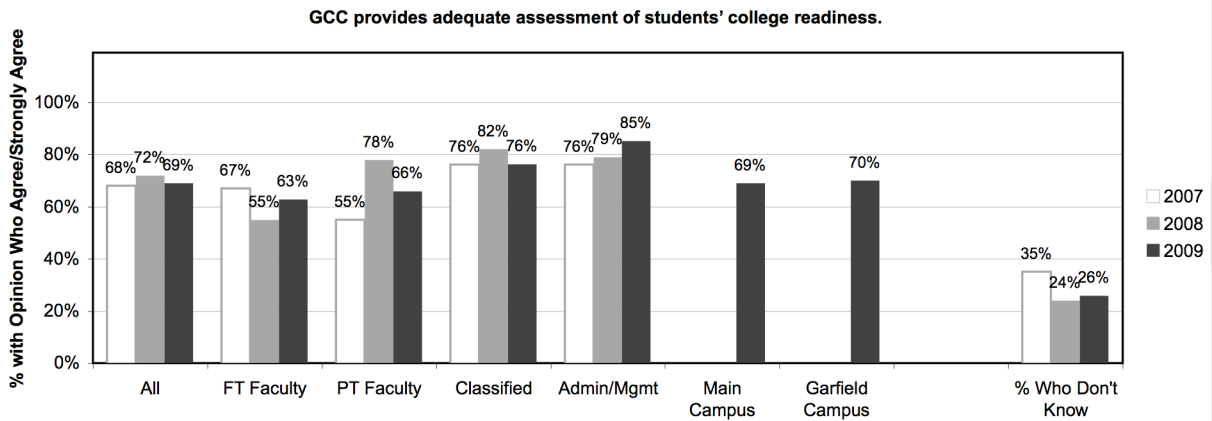
The first three student services questions were new in 2009. The first one asked about employee awareness of the counseling and support services available to students, and overall agreement was 98%. The second question asked about student awareness of services. For all respondents with an opinion, 74% agreed that students are aware of the services available to them.



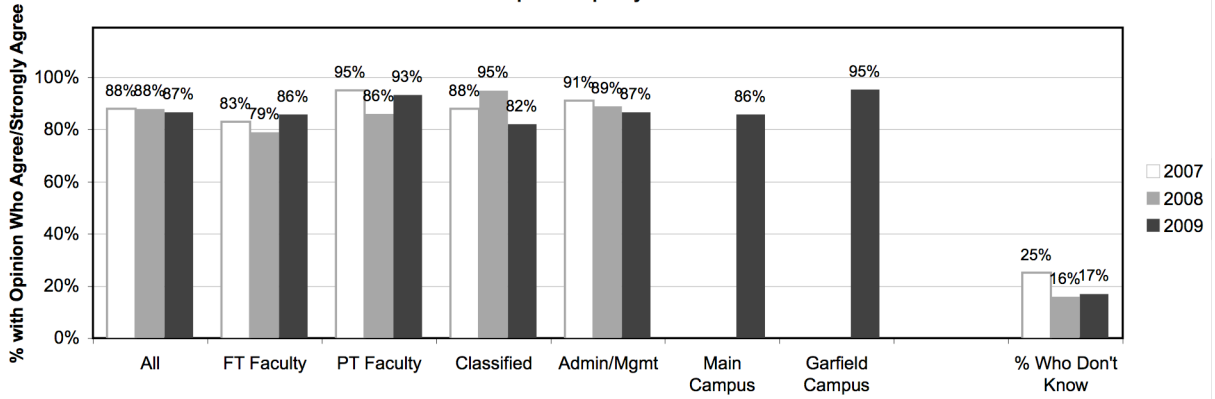
The third new question asked whether student services' hours are sufficient. Most respondents with opinions agreed that services are open a sufficient number of hours, but over one-fourth of all respondents answered "I don't know."



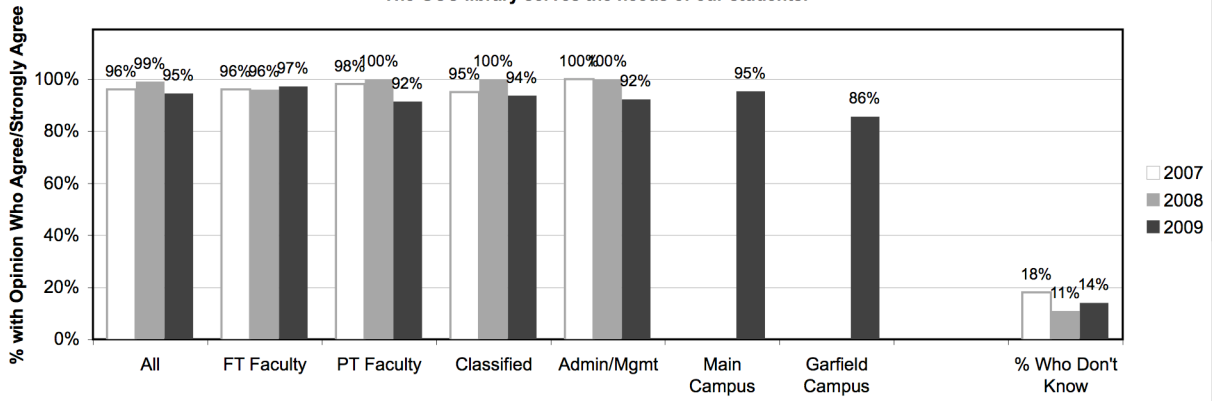
The following graphs show additional questions about student services and how well the college responds to student needs.



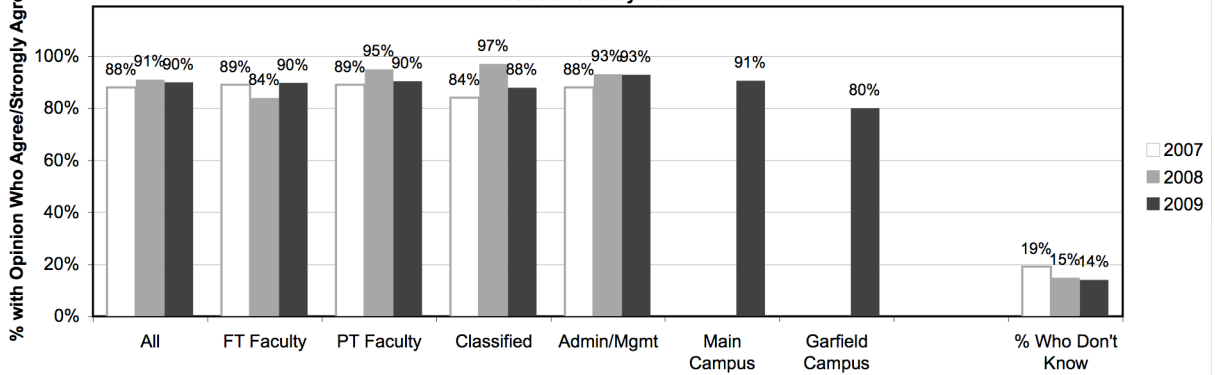
GCC's student services provide quality assistance to our students.



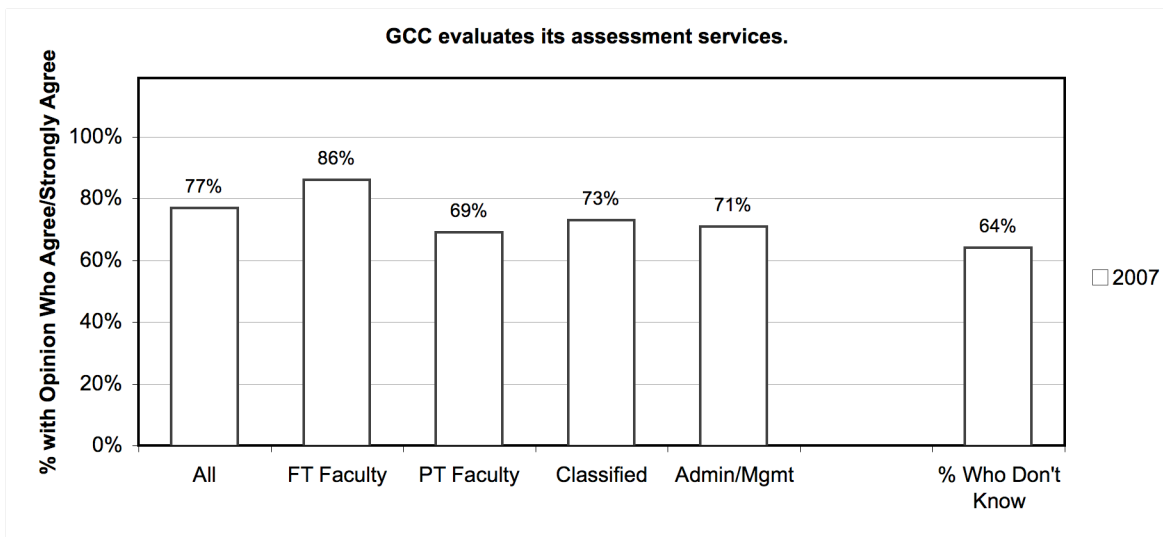
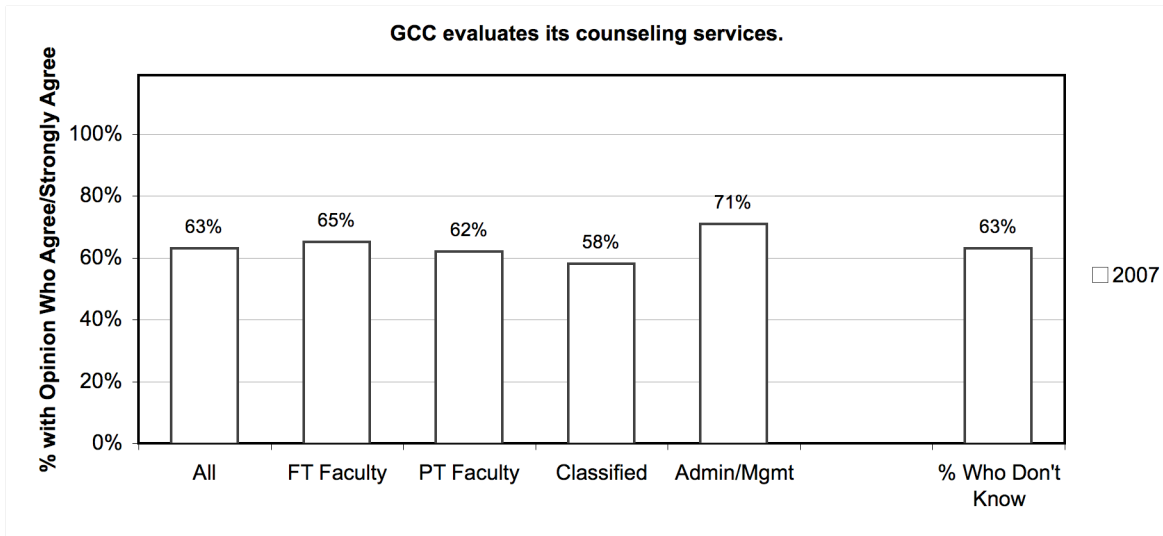
The GCC library serves the needs of our students.



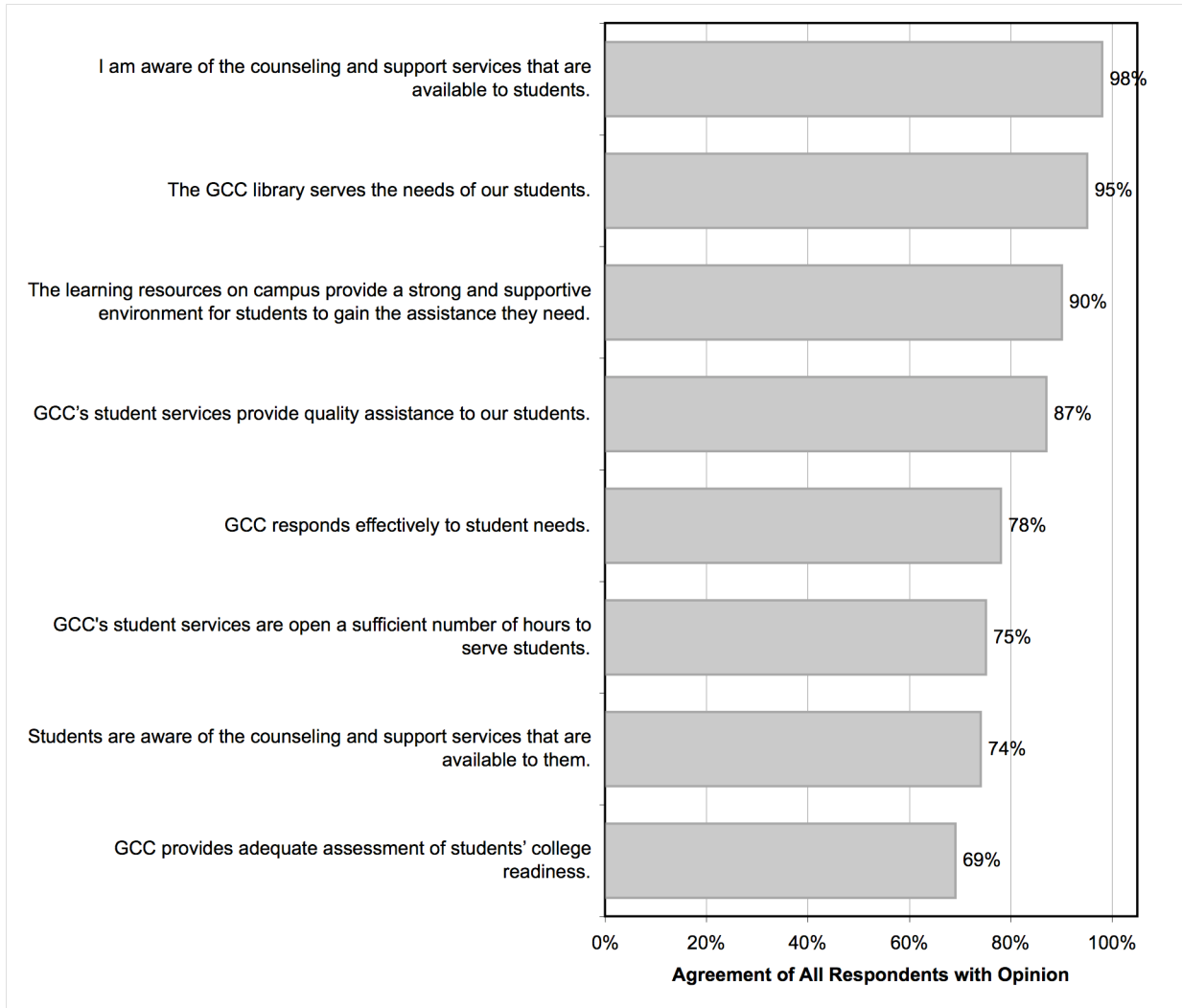
The learning resources on campus provide a strong and supportive environment for students to gain the assistance they need.



The following two graphs show responses to questions asked on the 2007 survey only. These questions addressed evaluations of services. Most respondents answered “I don’t know” when asked whether the college evaluates the services provided to students.



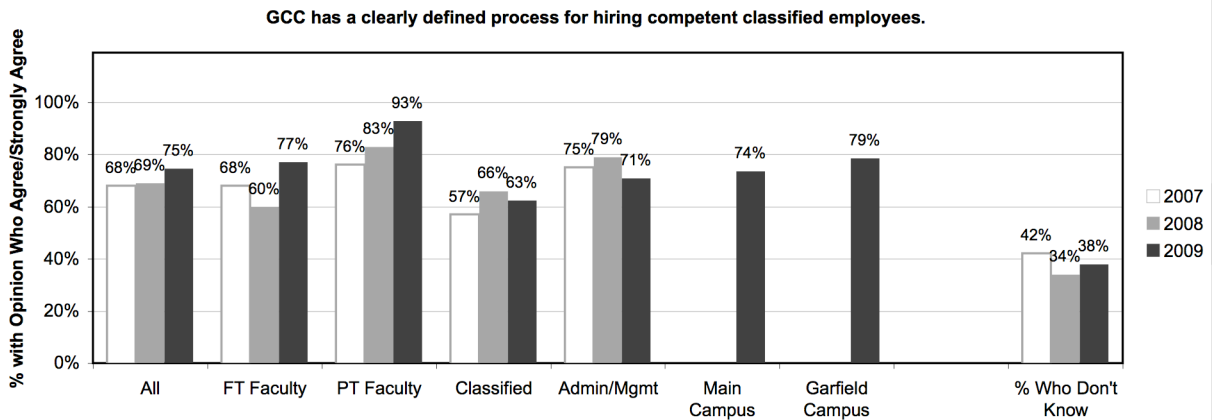
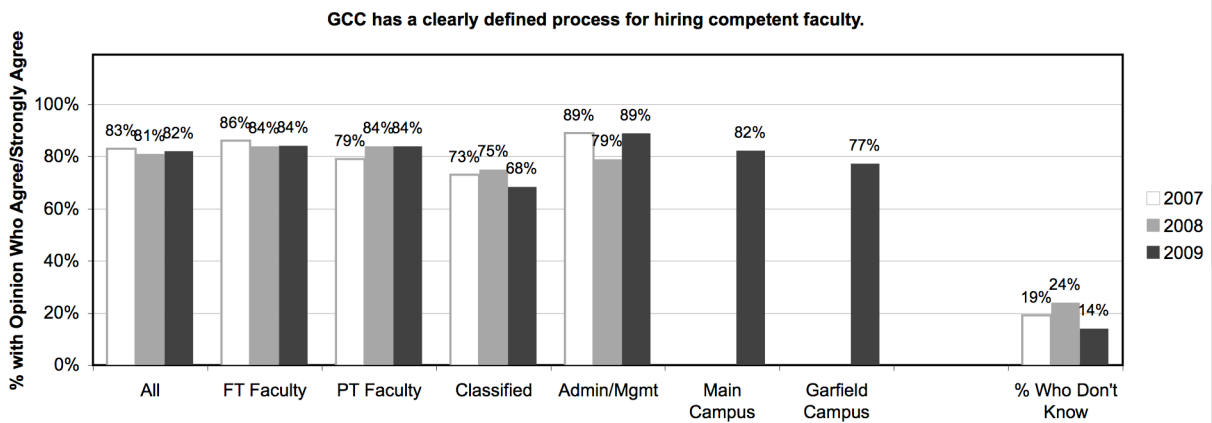
The following graph summarizes responses from the 2009 survey for student services items. Items with the highest agreement included awareness of support services and the effectiveness of the library. The item with the lowest agreement involved assessment of college readiness.

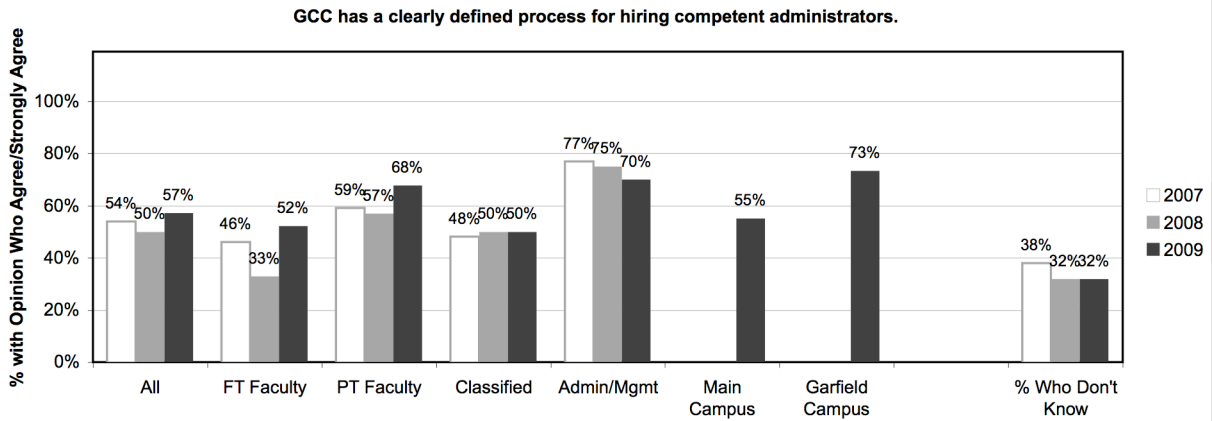


2.3. Standard III: Resources

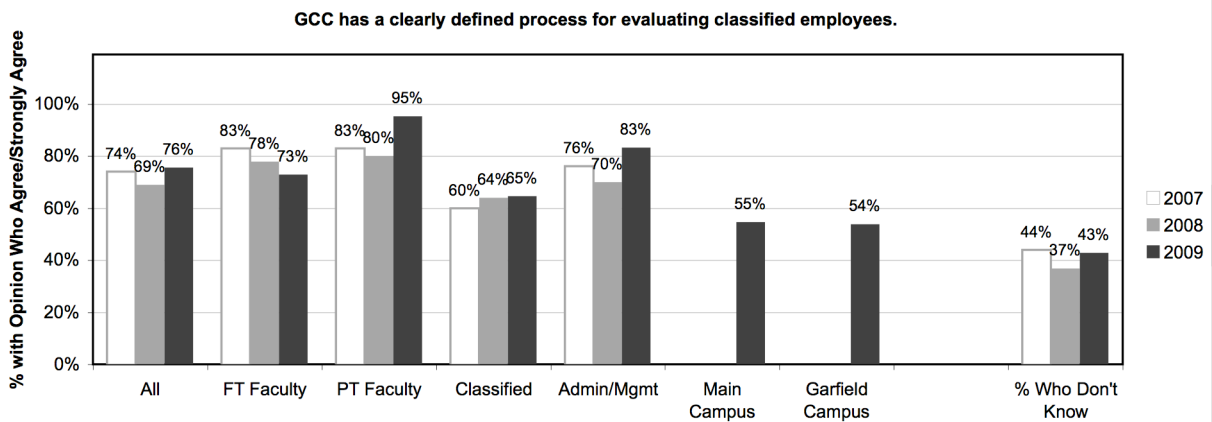
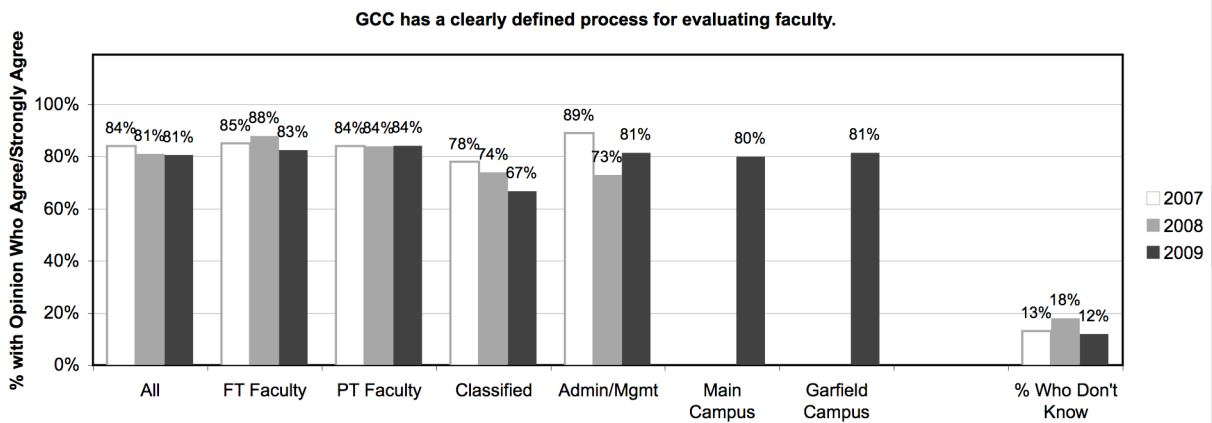
Accreditation Standard III is broken into four different types of resources: human resources, physical resources, technology resources, and financial resources.

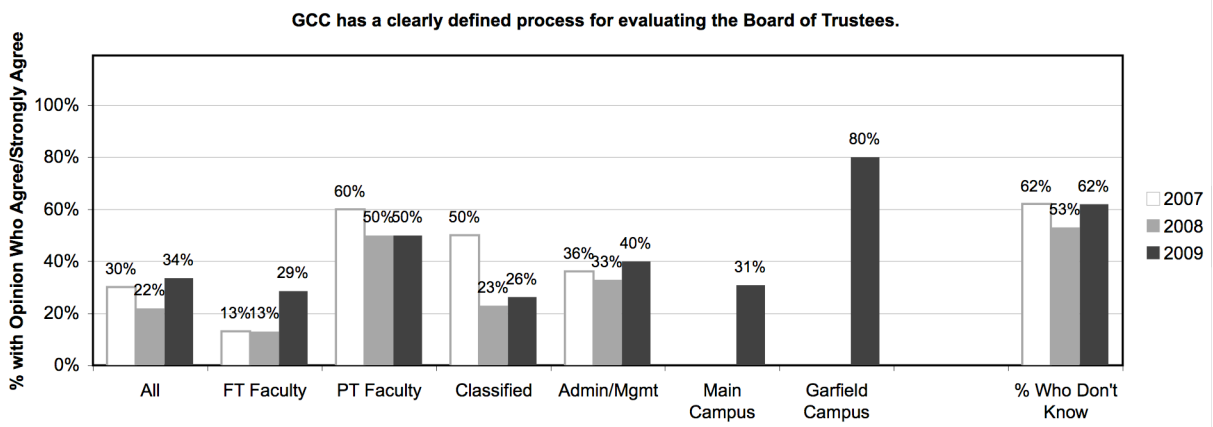
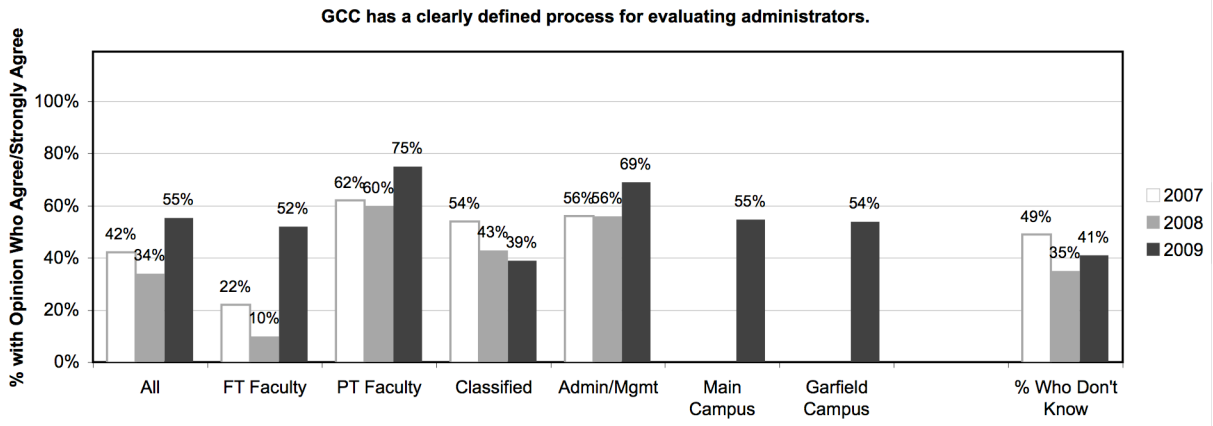
The 2009 survey included statements about hiring and evaluation in the human resources section. The first questions asked about processes for hiring faculty, classified employees, and administrators. Respondents were less positive about the clarity of the process for hiring administrators than for the other processes.



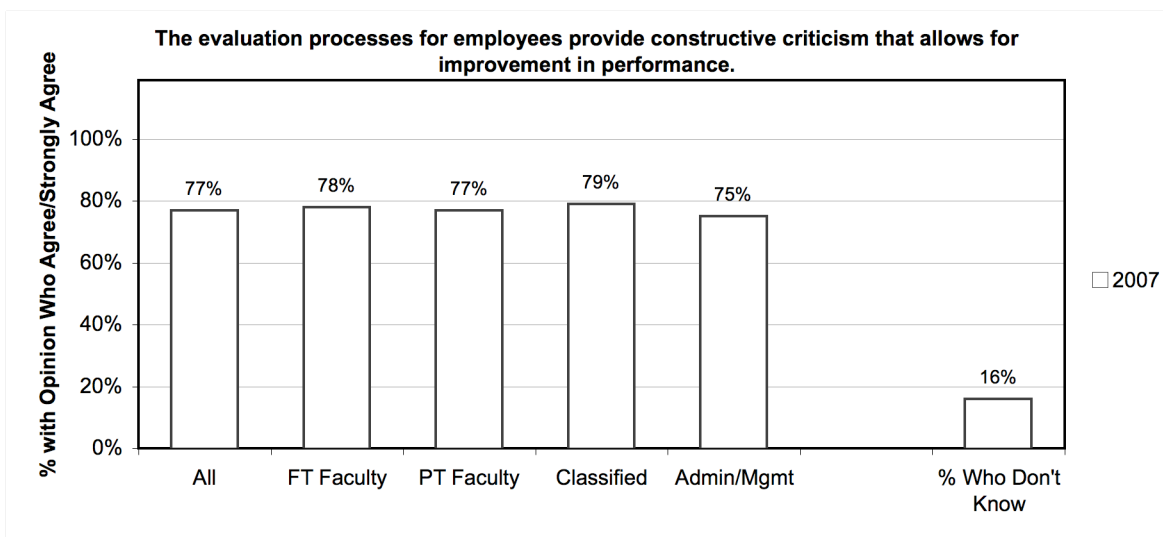


The next four questions asked about processes for evaluating faculty members, classified employees, administrators, and Board members. Respondents tended to agree that GCC has clear processes for evaluating faculty members and classified staff members, but respondents were less likely to agree that there are clear processes for evaluating administrators and Board members. Many respondents marked “I don’t know” for these questions.

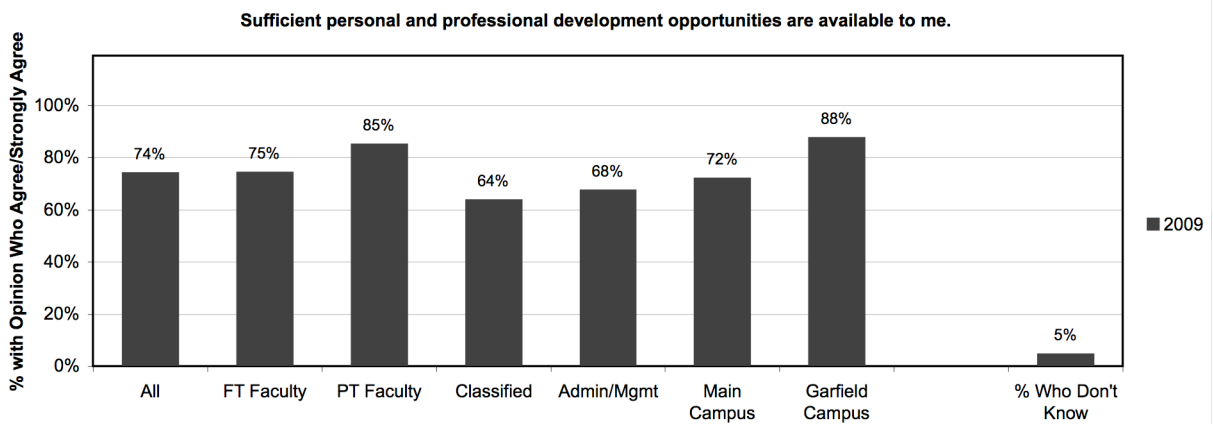
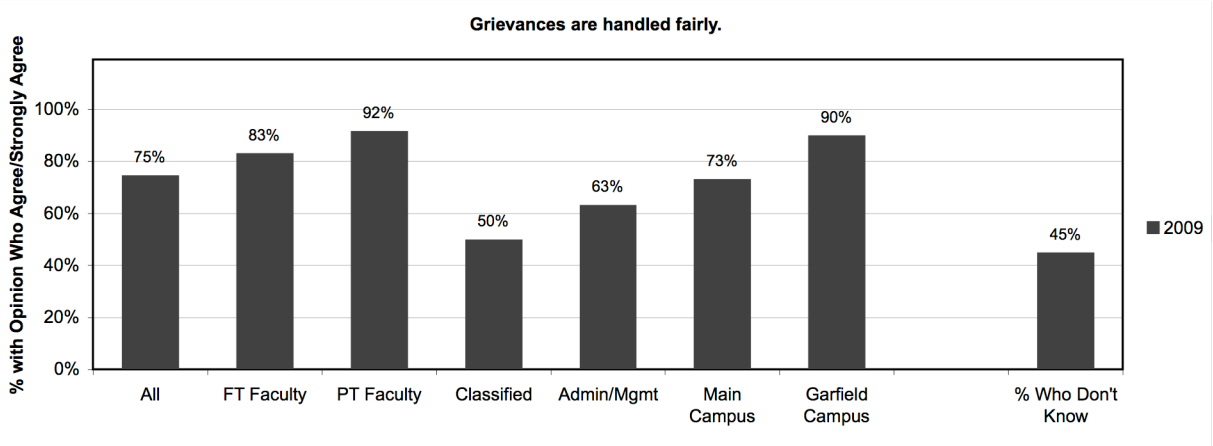
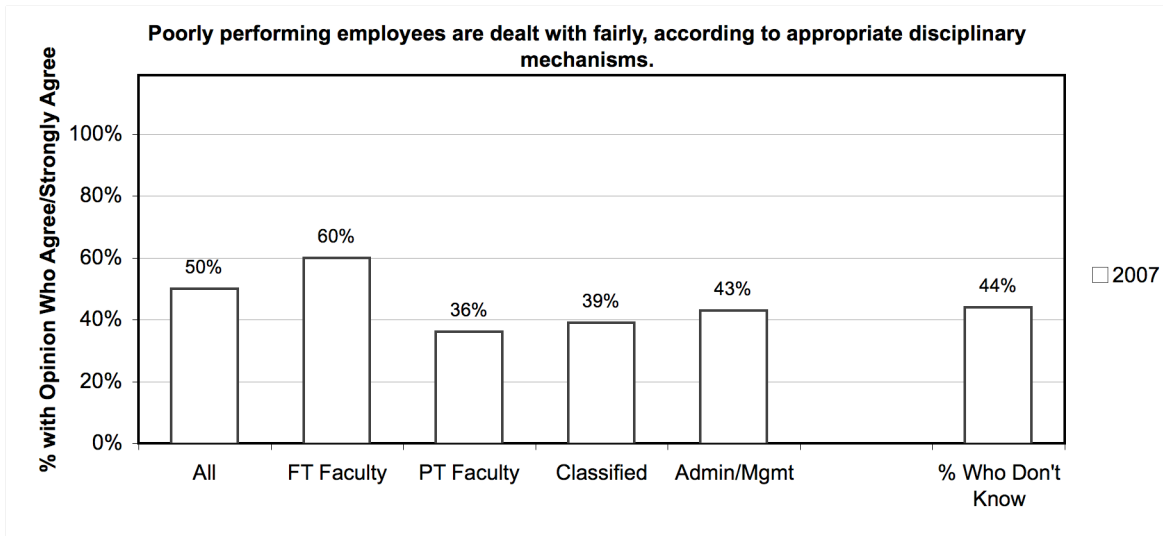


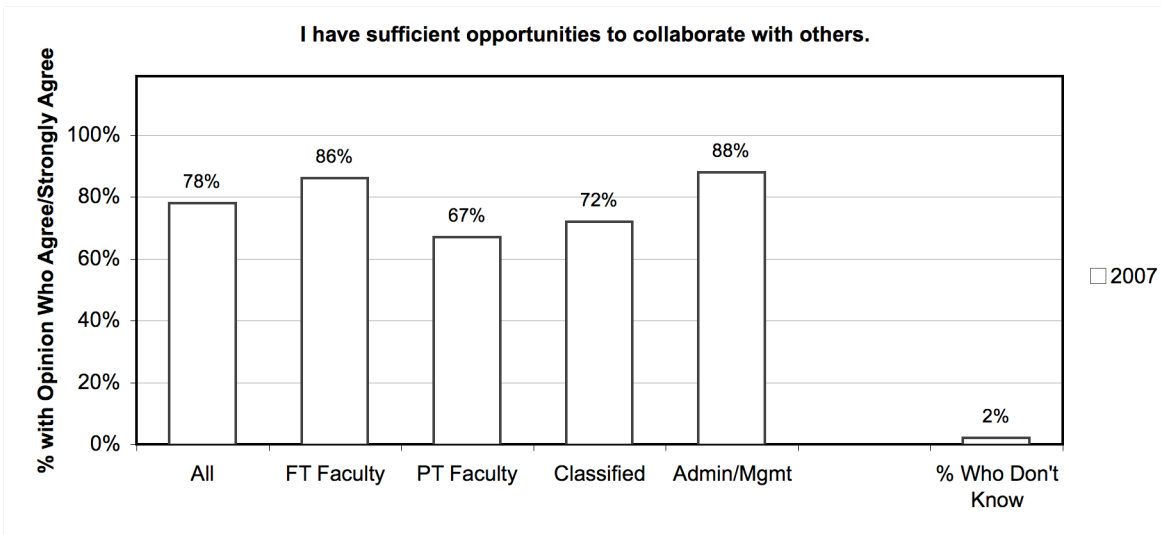
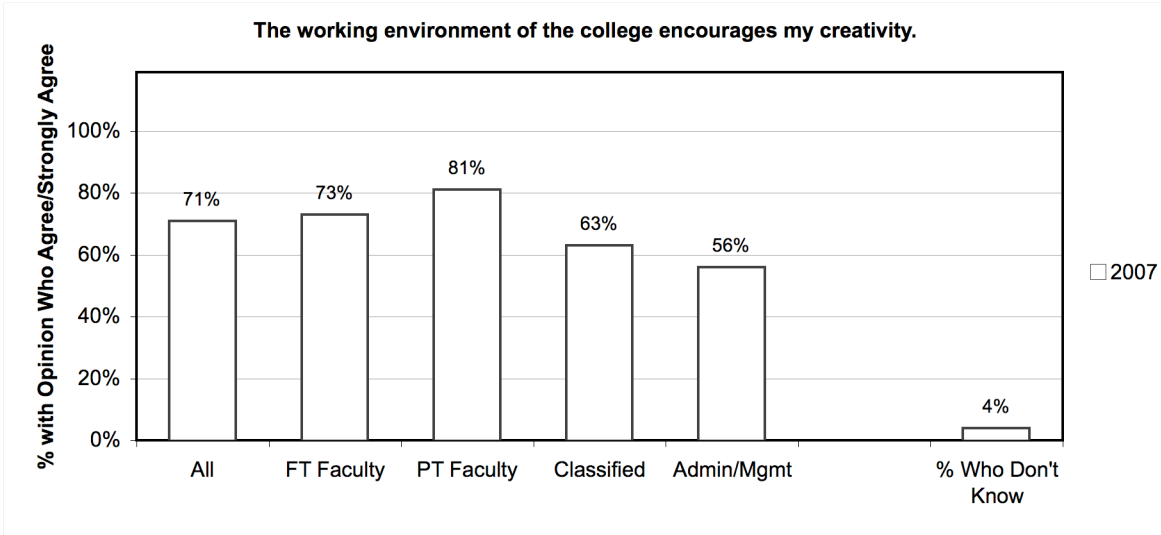


The 2007 survey asked a question about the effectiveness of the evaluation process. As the graph below shows, 77% of respondents with an opinion agreed that evaluation provides constructive criticism that allows for performance improvement.

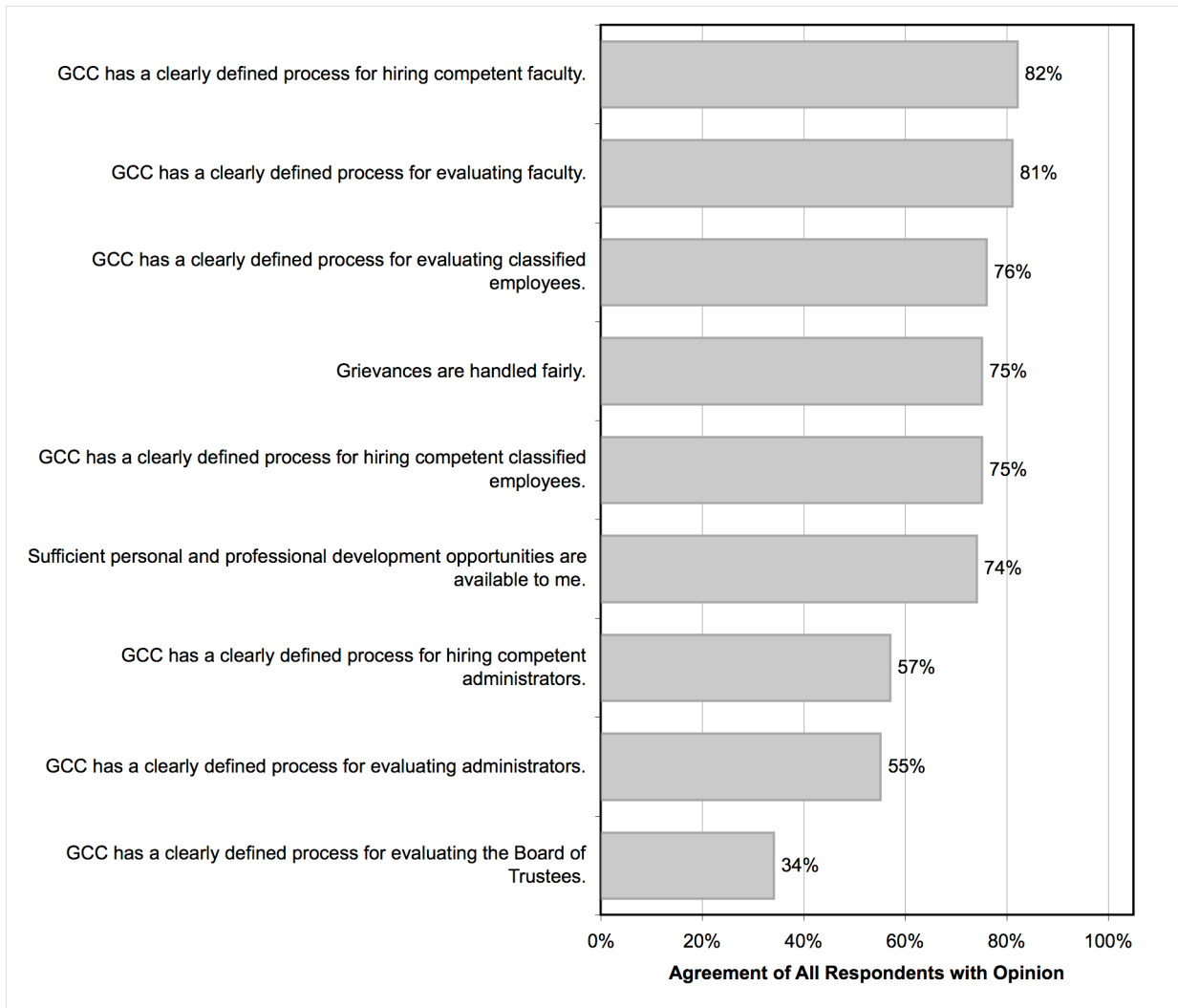


The graphs below show responses to additional questions related to human resources asked on the 2007 and 2009 surveys.

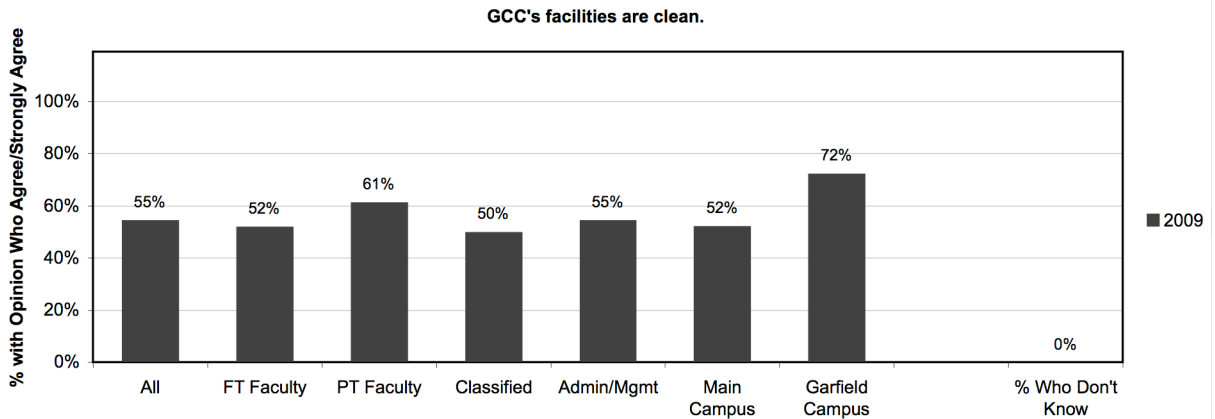
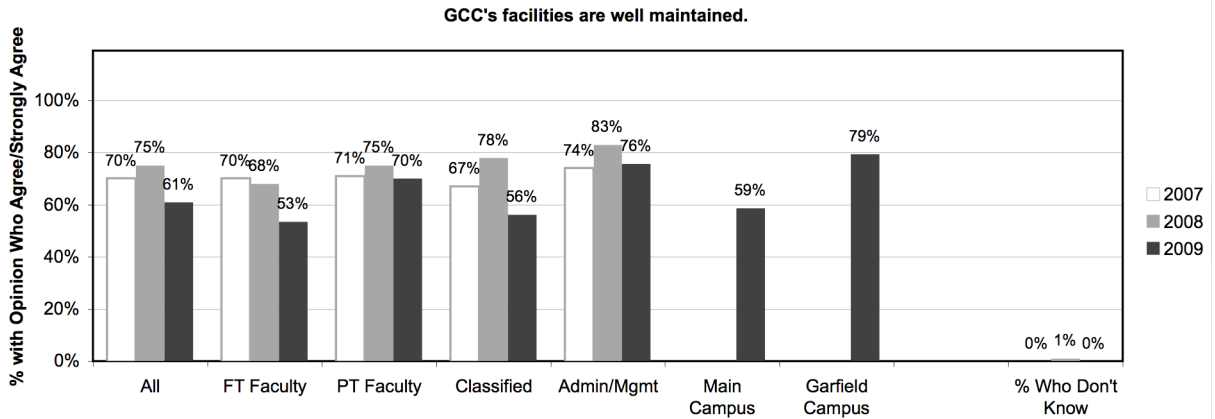




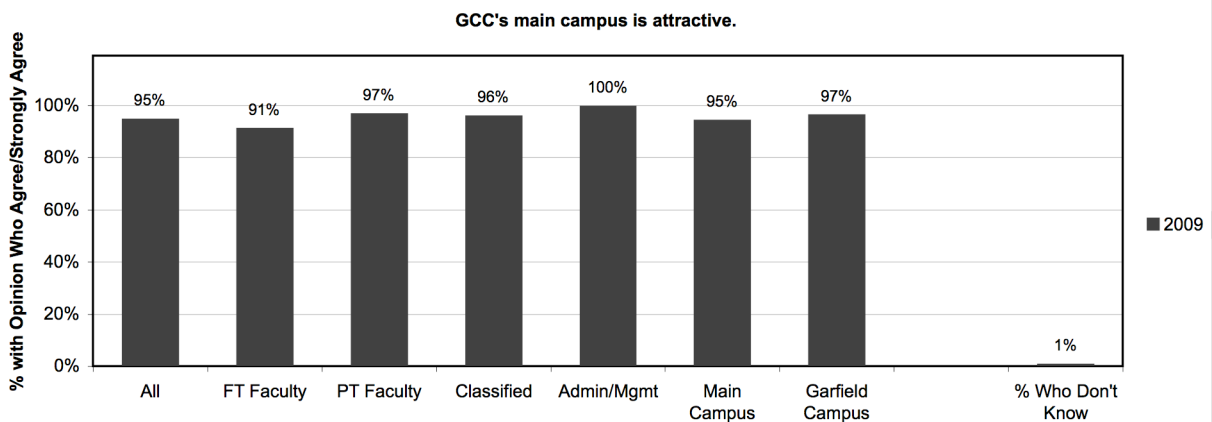
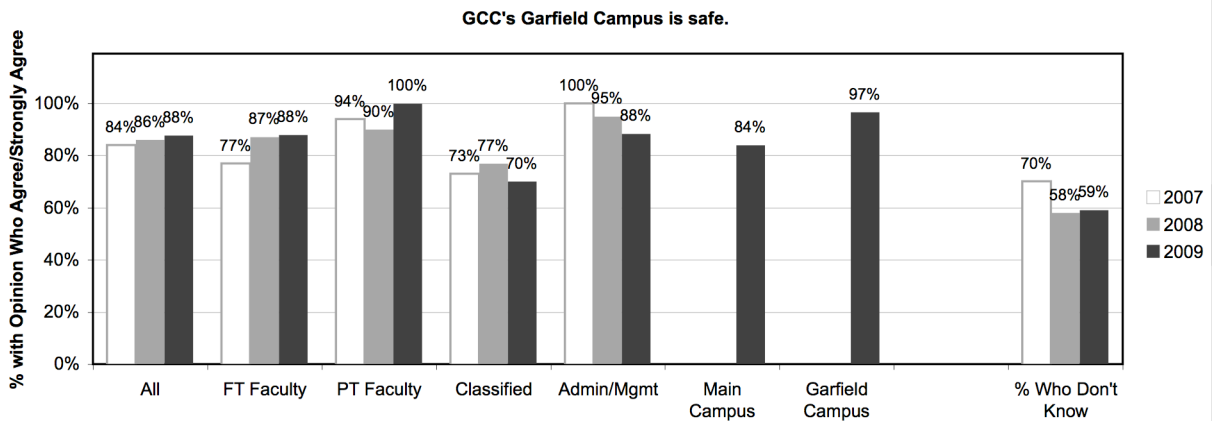
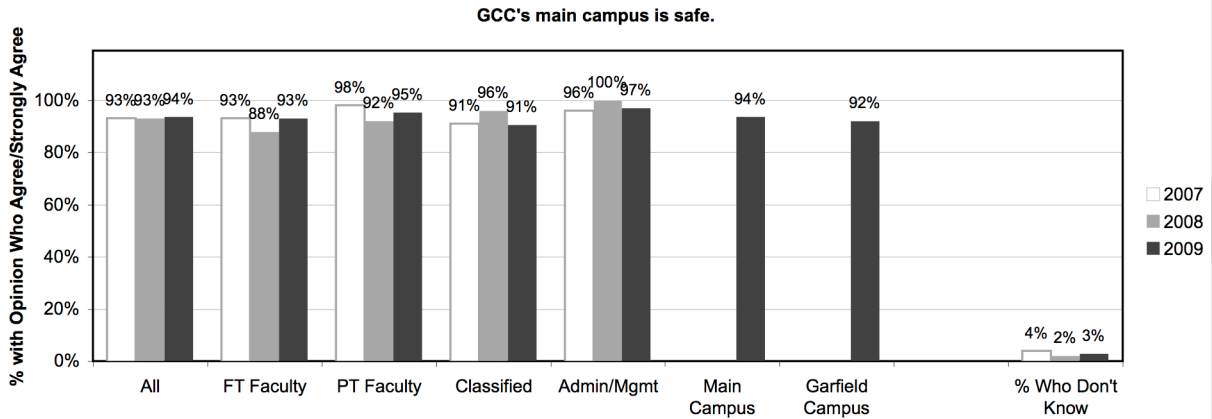
The following graph shows each of the 2009 human resources items, sorted in decreasing order of agreement percentage.

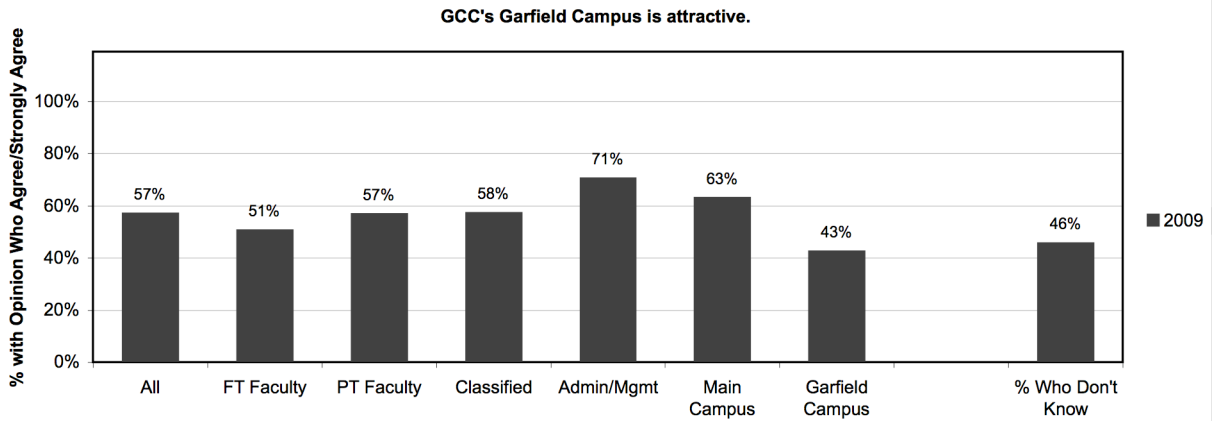


The second part of Standard III deals with physical resources. The following graphs show responses to physical resources items. As the first graph shows, agreement that GCC's facilities are well maintained decreased from 2008 to 2009. A new item was added in 2009 specifically about cleanliness. Of all respondents with an opinion, 55% agreed that GCC's facilities are clean.

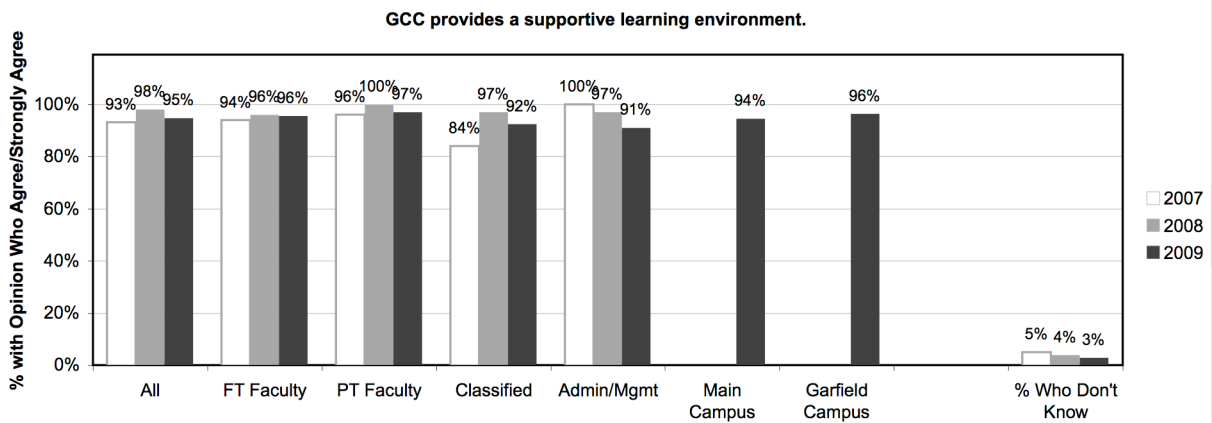


The next two items deal with safety. As the graphs show, respondents agreed that the main campus and the Garfield Campus are safe (though 59% marked “I Don’t Know” regarding the safety of the Garfield Campus). The following two graphs show that respondents indicated that the main campus is attractive, but fewer respondents agreed that the Garfield Campus is attractive.

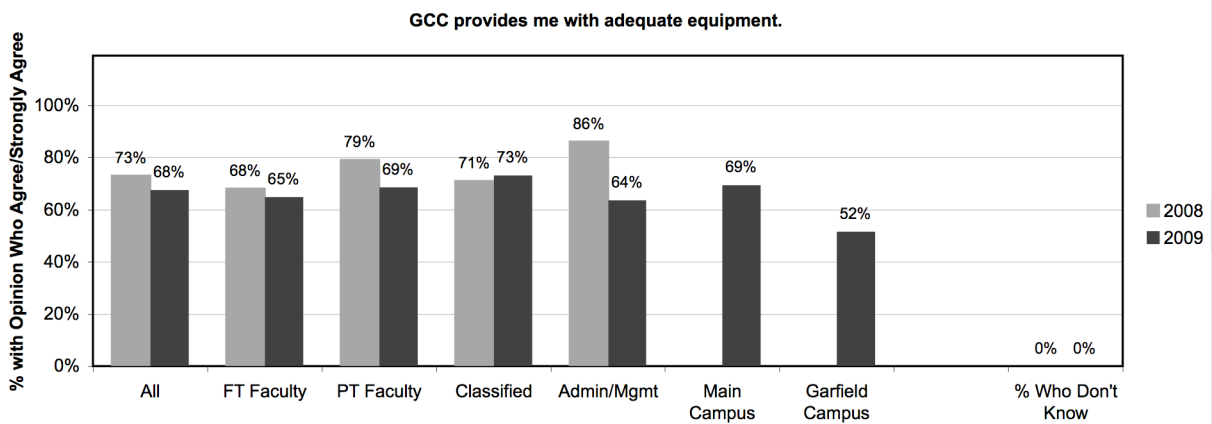


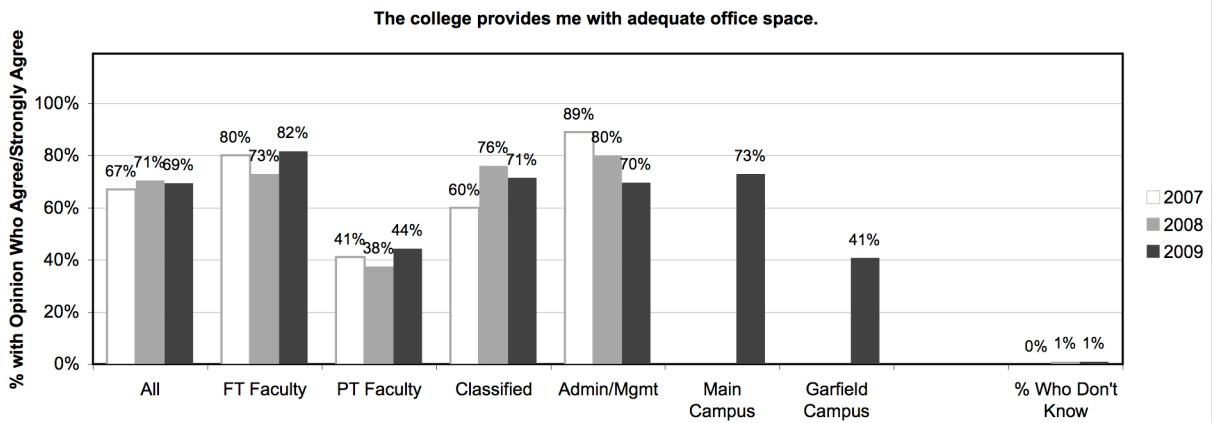
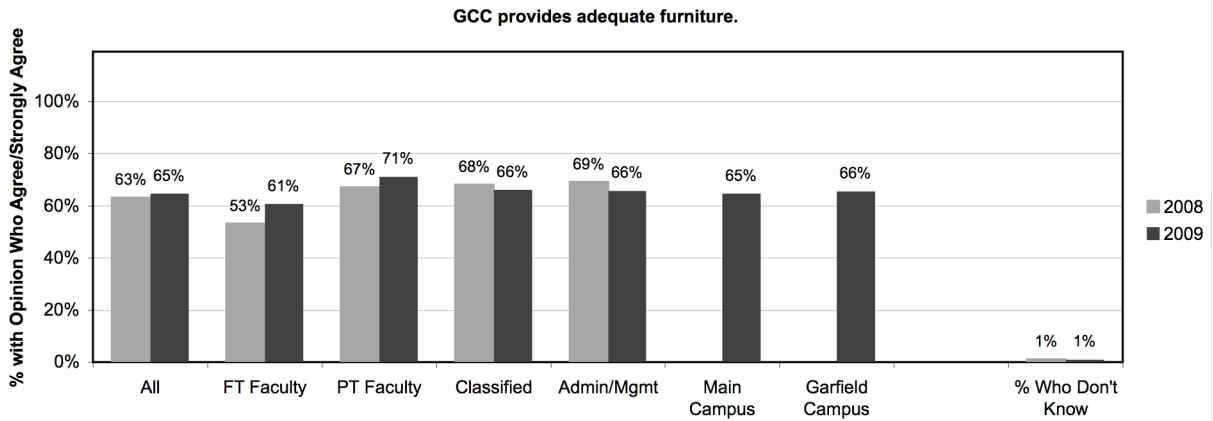


Respondents agreed that GCC provides a supportive learning environment, as the next graph shows.

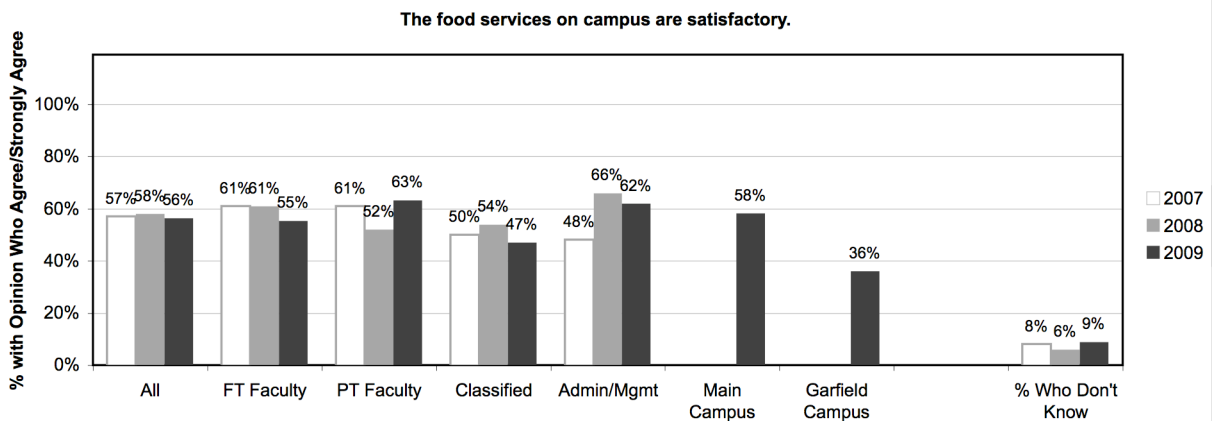


The next three items deal with equipment, furniture, and office space. Overall ratings of adequacy were between 65% and 69% for equipment, furniture, and office space.

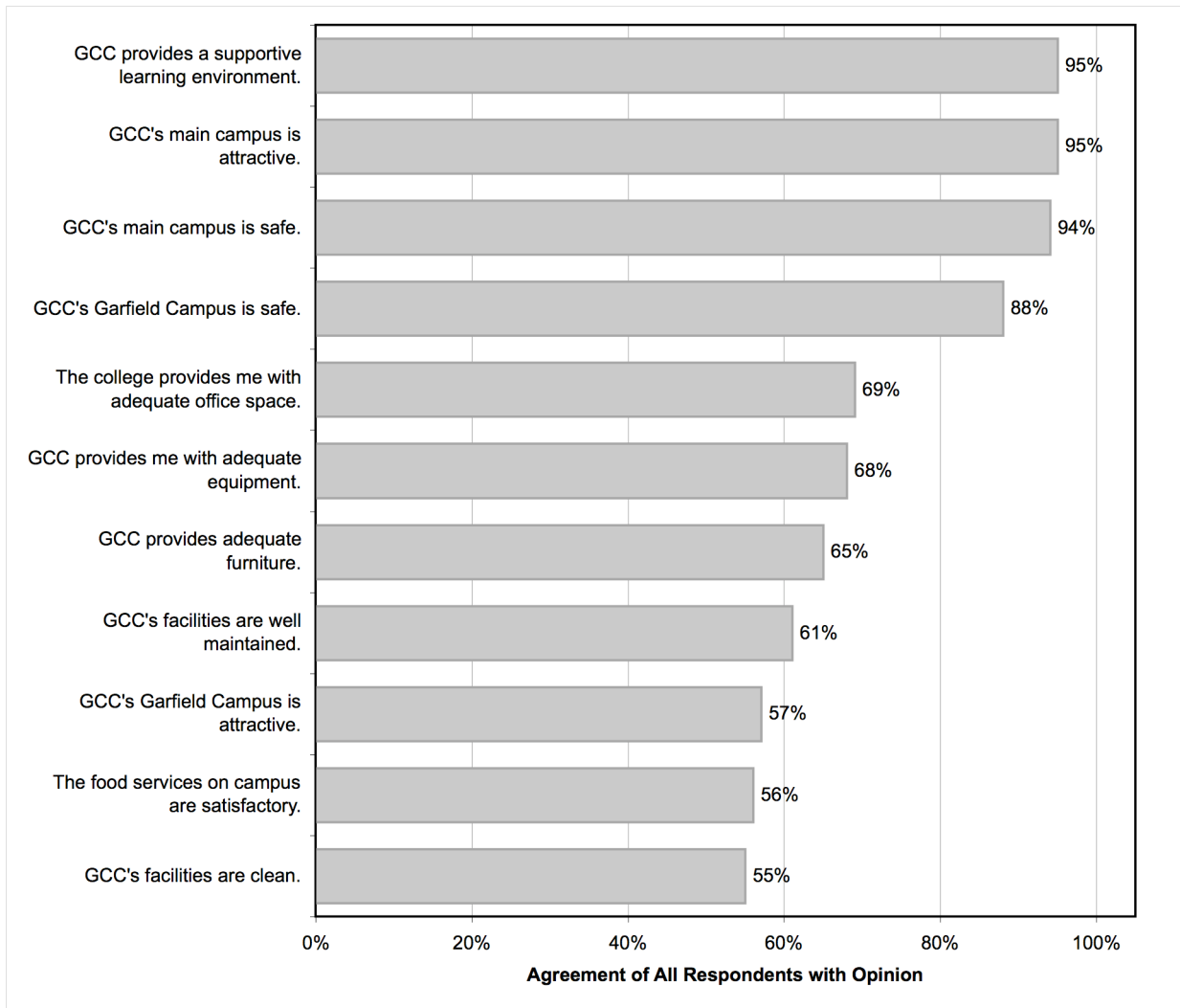




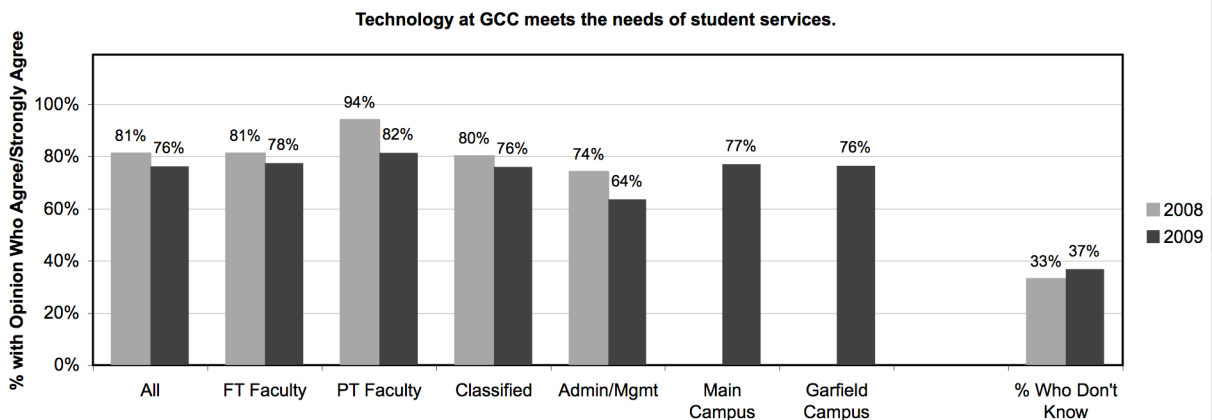
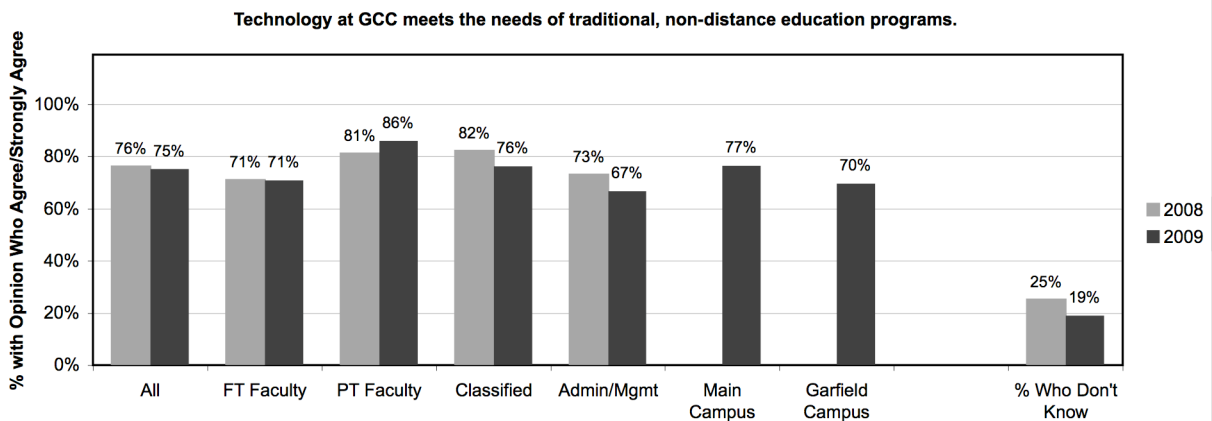
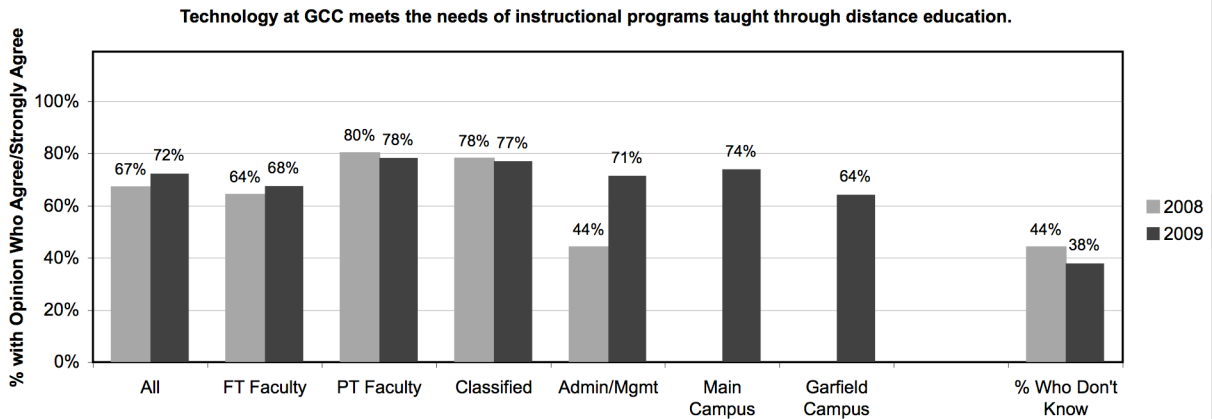
The next graph shows responses to a statement about food services. Most respondents indicated that food services are satisfactory, but the agreement rate has been under 60%.

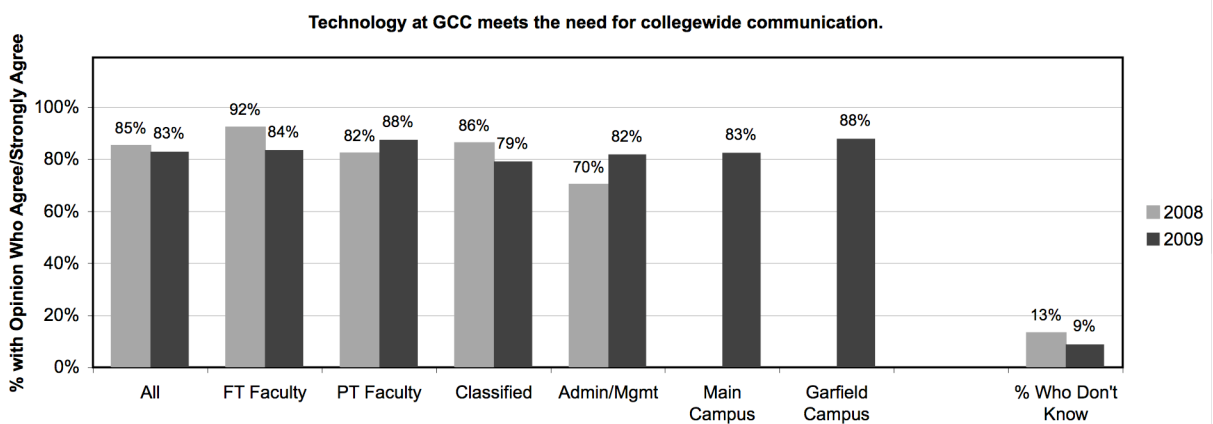
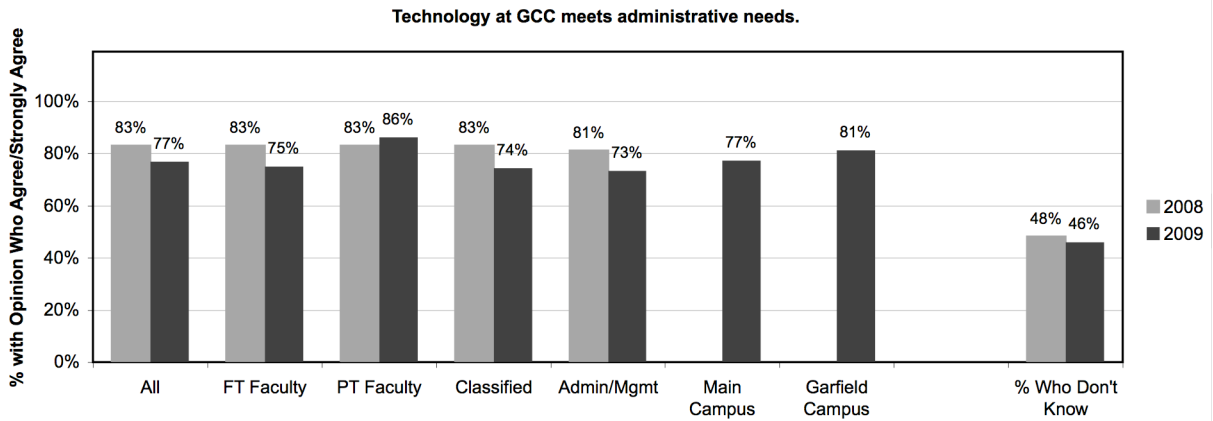


The following graph shows agreement percentages for all 2009 facilities items, sorted from highest to lowest agreement.

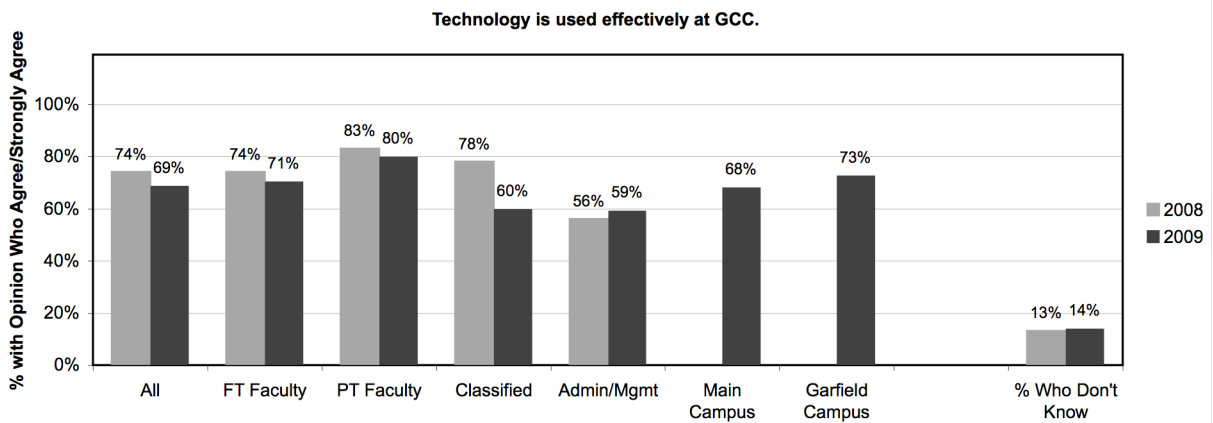


The third part of Standard III deals with technology resources. The 2008 survey included 13 questions about technology resources. The first five questions asked about technology at GCC meeting needs in the areas of distance education, traditional non-distance education, student services, administration, and communication. Responses tended to be positive for each of these areas. Support for distance education (see the first graph below) showed a small increase in agreement between 2008 and 2009. Agreement for other items showed small decreases.

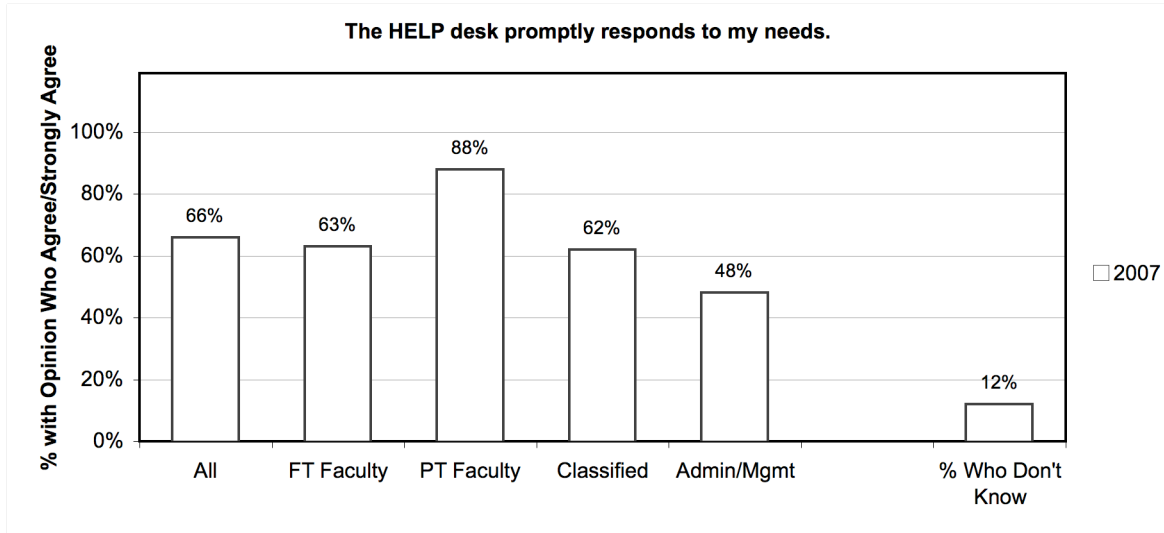
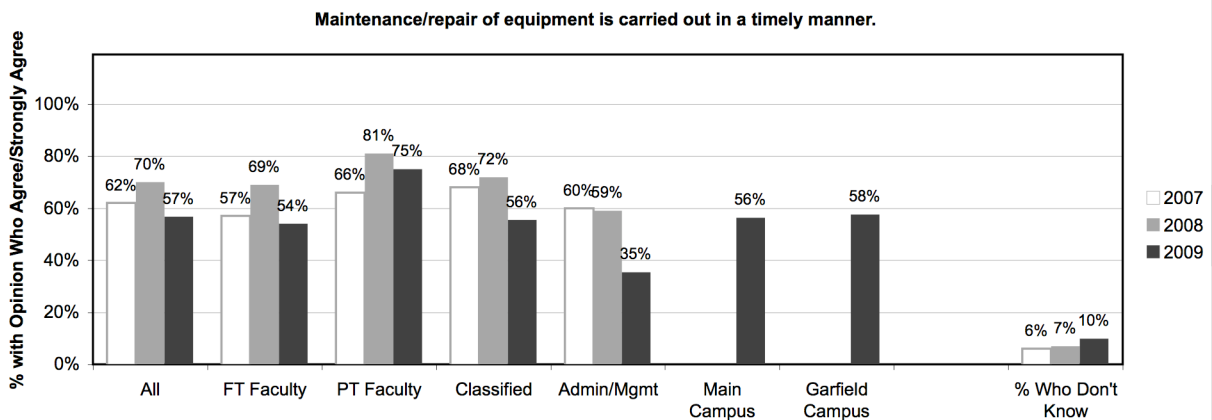
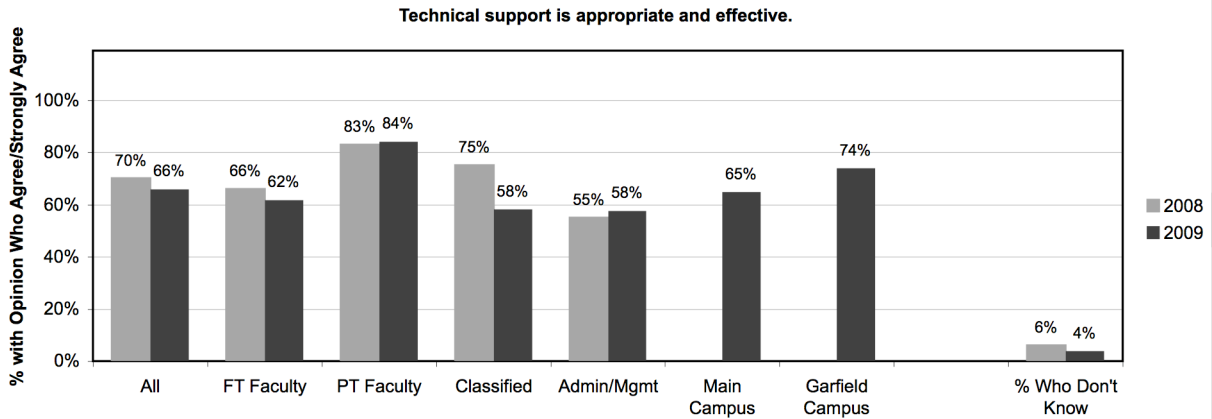


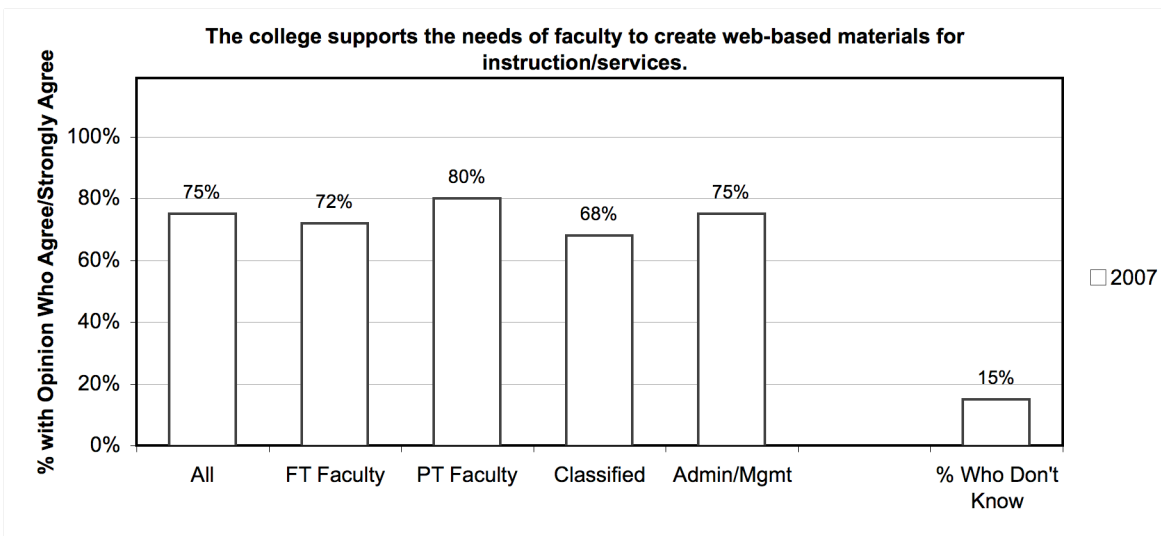
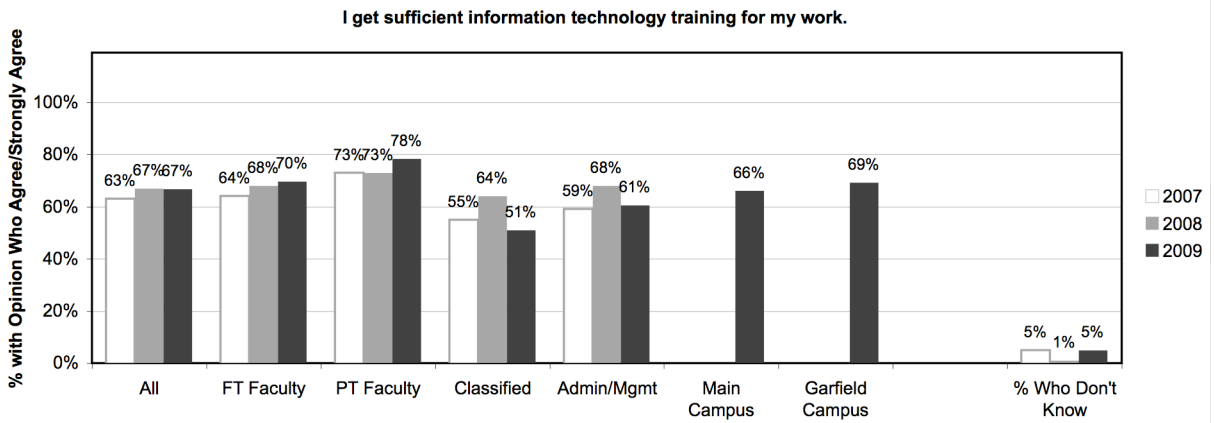
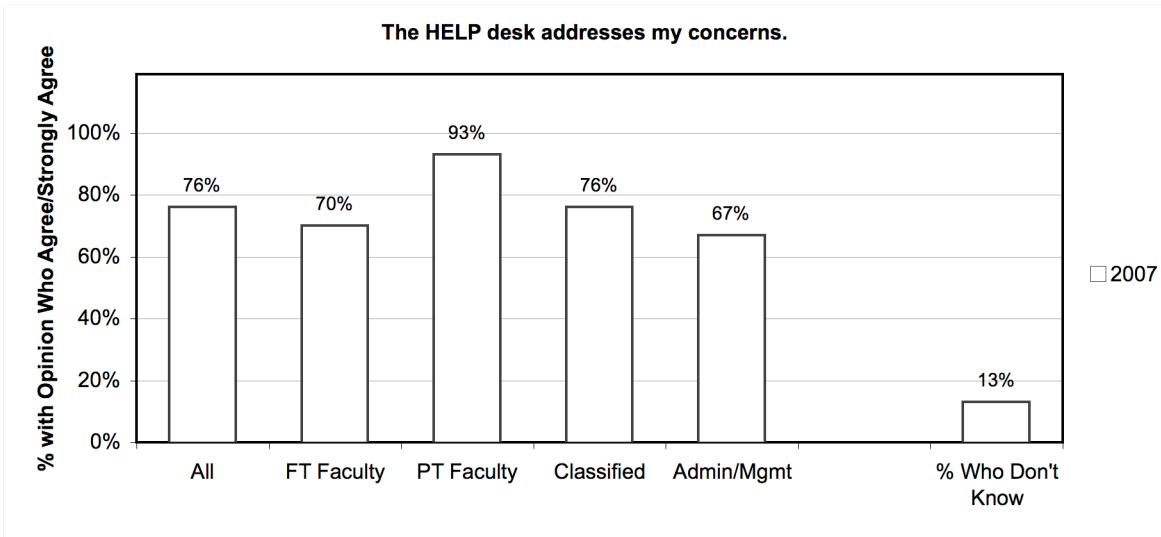


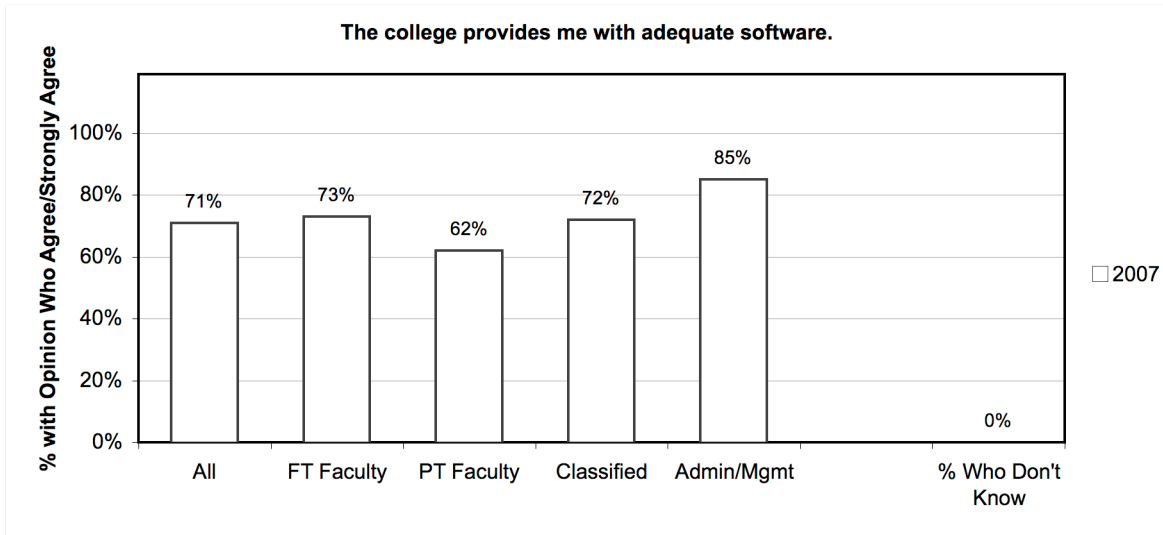
As the following graph shows, most respondents agreed that technology is used effectively at GCC, but the agreement percentage decreased between 2008 and 2009.



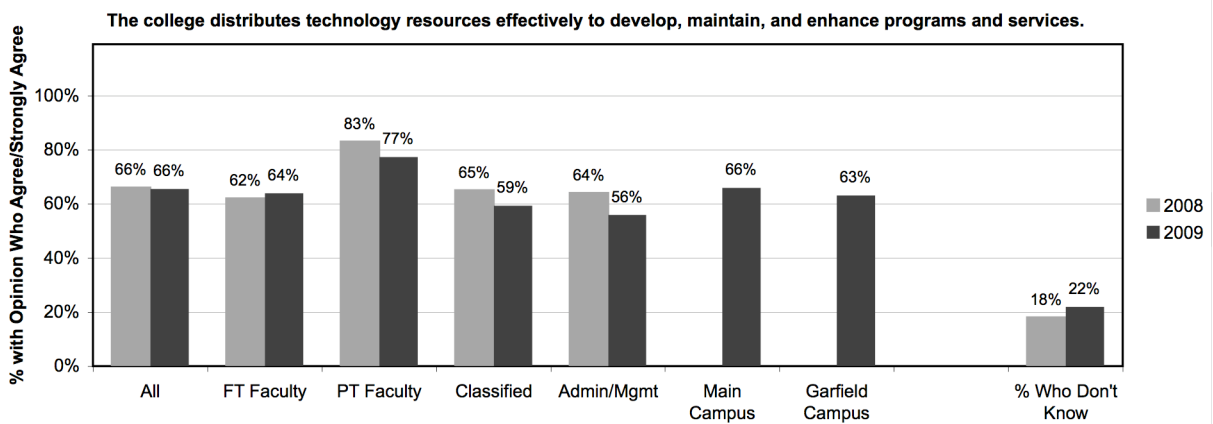
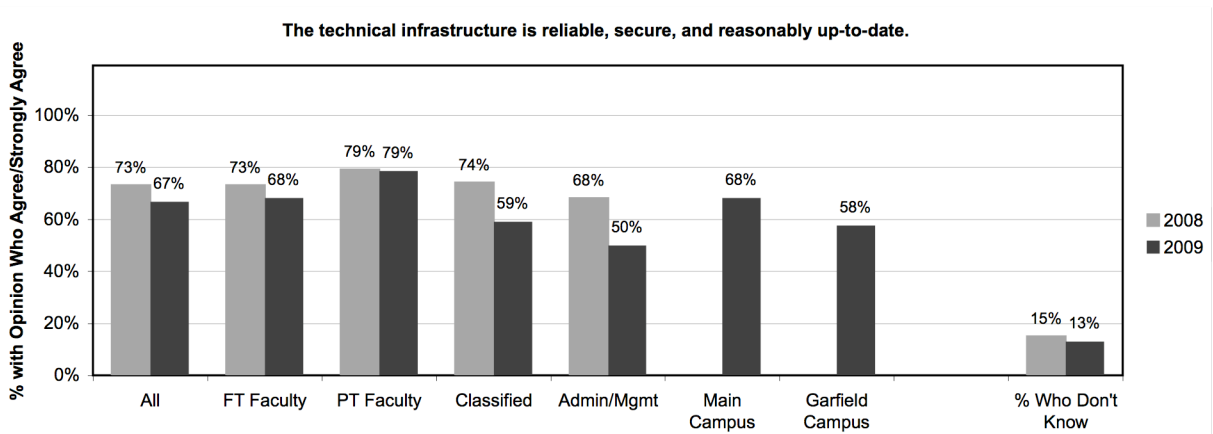
The next graphs show responses about technology support and training. Responses were above 50% for support and training. Items with trend information available showed small declines in agreement percentages for support, but the item on training showed an increase from 2007 to 2009.

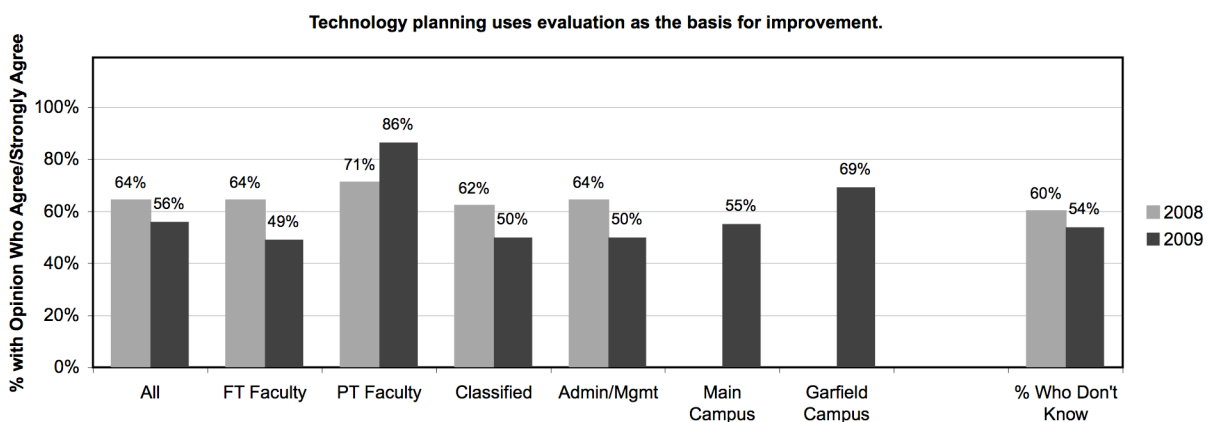
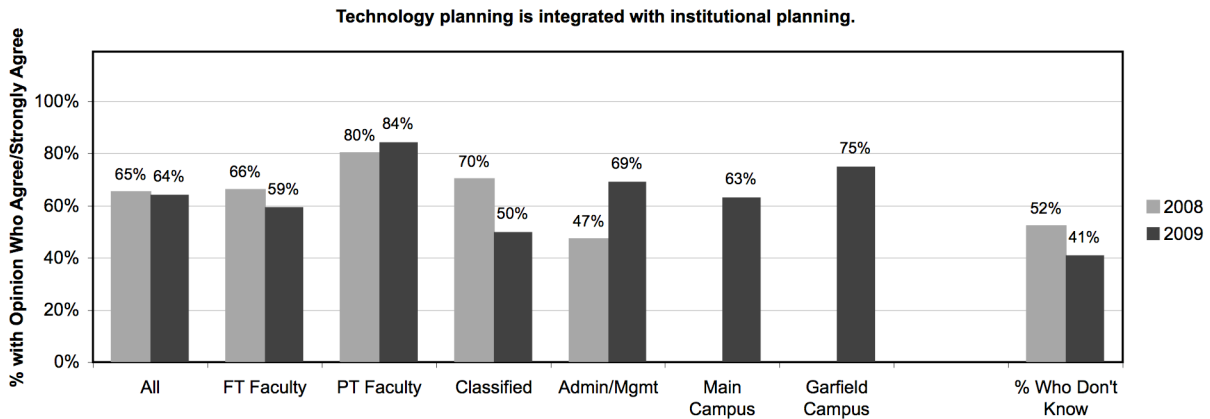






The last four technology items related to infrastructure and planning. All received agreement of over 50%. However, these items elicited many “I don’t know” responses, particularly the two items about technology planning and improvement.





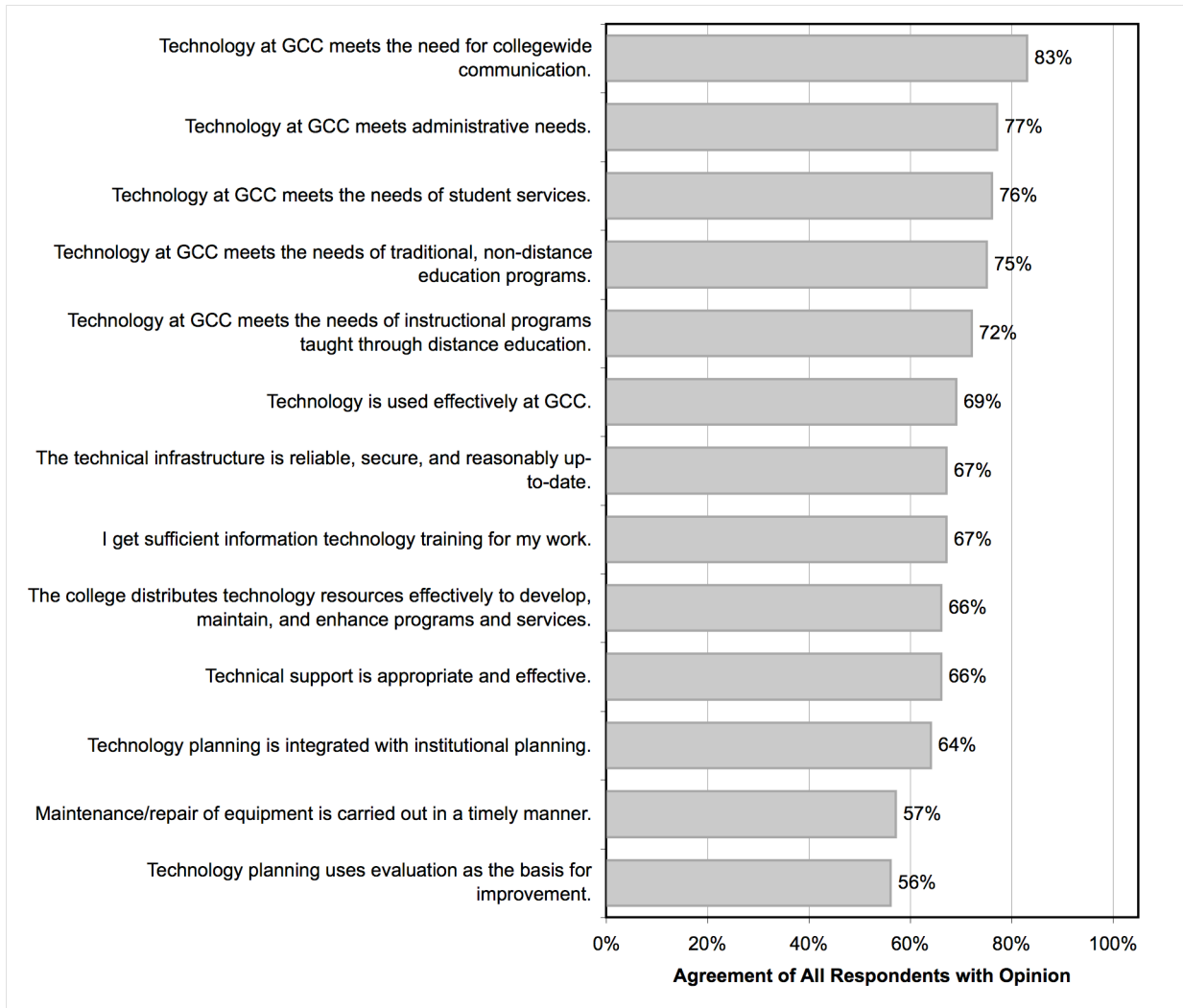
Another technology item was included for planning purposes. This was an open-ended item which asked “As part of the proposed new Student Services/Lab building, the college has designed a technology mall. The building would be completed in 2014-15 at the earliest. Please share with us any ideas you might have about what technologies to incorporate into this technology mall.” The responses are listed below as they were typed into the web-based survey.

- Kurzweil tool or similar software program that allows students listen to scanned texts and reading material while they read the item on their monitor. 2) This is probably not where this goes, but I am not sure I will get any space to do this: Provide electronic devices or the option of electronic devices for students to purchase textbooks in electronic format.
- 4C's should send a separate questionnaire concerning the Technology Mall.
- A LARGE student computing lab WITH ADEQUATE HUMAN TECH SUPPORT
- A massive lab so that we can convert some existing lab space to other uses.
- Ability for students to complete GCC application, transfer college applications, financial aid applications and forms, add/drop classes, scholarship applications, etc. Students should also be able to do web research related to school work. Technical assistance should be available.
- Always keep up with the latest technology insofar as it will serve the college. Cost is not a factor today since so much is so cheap now...
- Ask the students currently in high school what their vision for this would be..
- Cancel the SSL building and use the remaining money to improve the infrastructure campus wide. With a majority of the campus computers over 6 years old, we are currently in a number of near-critical situations with respect to IT and student-IT needs.
- computer cameras and flat screen TVs which displays programmatic and policy information.

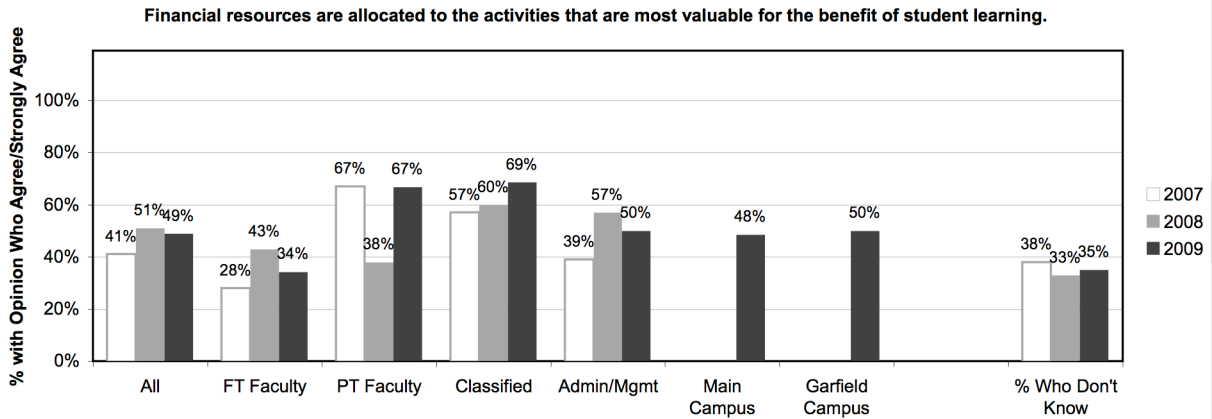
- Computers available, printing services available, copying services available. WiFi
- computers for all with foreign language fonts
- Define what a technology mall is. I'm sure few people have ever heard the term before.
- Do not work on main campus.
- DVD screening room.
- educational discount/easy payment plan counseling for computer purchase a genius bar like the Apple store has (live tech support) recycle older tech equipment to financially challenged students (iPhones, iPods, computers, monitors)
- Electronic height-adjustable tables; closed circuit televisions for low vision students; screen-reading, text enlargement and text-to-speech programs for students with disabilities; electronic doors at entrances and bathrooms..
- Green lighting, energy conservation, green materials...
- I think the tech mall might be outdated by the time it is ready to go. I say I think because I'm not sure what is included in the tech mall. We need to look forward to see what technologies are going to replace the current ones. This requires planning.
- I will probably not be here to see it.
- I'm not sure if the term "technology mall" means the same as an R&D Center, but I would rather have a place where students and staff can join effort and share ideas. Some kind of hands-on experience in an R&D environment. We may be able to produce the next Bill Gates here at GCC..who knows?
- internet cafe place to bring own laptop and study
- It seems presumptuous to select technology to be used at a technology mall that will not be completed for at least six years as technology quickly becomes obsolete.
- Lab classrooms, lab space for student work/drop-in labs
- Labs that have students measuring things. Weighing and cutting. Hands on labs with adequate space and equipment.
- Let's make it an up-to-date facility--not a labfull of computers, but a real learning center.
- Make smart boards available for instructors and students, although in five more years there may be a more innovative but equivalent tool.
- Multi Media Room where students can utilize Video/Audio recording, projection, computer, VCR, DVD and more.
- multi-lilingual info
- My discipline is relatively low-tech.
- No offense, but what the heck is a "technology mall"?
- no smoking
- None at this time.
- Not familiar.
- NOT NEEDED
- projectors (mac compatible) in classrooms
- Provide sufficient space dedicated to specialized - smaller programs. Have microphones/ recording capabilities on computers.
- Secure wireless internet, email stations, chat/videochat stations with glass partitions for reduced noise, tech support for both PC/Apple (A PC and an Apple certified trainer or repair person for a portion of the day), another photocopy station along with the library, a mini-store that sells batteries and other tech equipment, a big screen viewing area for news or important world events (Inaugurations, ceremonies, emergency updates), several free local call lines for emergency...
- Setting up an area where wireless communication is available.
- small gathering places where a small group of students can talk in relative quiet. Availability of computers available for students to use.
- smart boards
- state of the art tech mall-large number of computers with up to date software available for students and employees; lap top loan program with an option to purchase with a full tech support; SERVICE_SERVICE_SERVICE_knowledgable support staff readily available while open; wireless phone company service reps & greater discounts; Microsoft & Apple computer discounted software & training sessions; available stations for students' personal computer use; large flat screen monitors for college event & deadlines announcements; tech store offering quality tech goods with great discounts....
- Stations for laptop services.

- Stop using regular computers in the labs or even staff/faculty computers. Must use some kind of virtualization product to cut energy use.
- Strong wifi. Computer stations that are updated every week with relevant software.
- systems for the handicapped and disabled; blind and deaf.
- Take into consideration the change in technology to student-owned mobile devices and wireless services.
- Teaching and Learning Center, focusing on pedagogy, technology, and staff development in order to serve students better.
- The entire facility should use universal design to be accessible to all (people with/without disabilities), NOT just a few stations - e.g. have assistive technology installed via network; have wheelchair accessible tables; etc.
- The mall must be flexible enough to incorporate new technologies not available until 2014!
- The 'tech mall' is unnecessary b/c so many students possess their own portable computing devices. The space should be allocated for classrooms or for professional development.
- The tech mall was the brainchild of the former VPI who is now retired. There needs to be a comprehensive task force to re-evaluate the tech mall idea.
- The technology mall should include writing labs.
- They are not planning to make room for all of student services in the new building. Why do they have room for a tech mall and not for DSPS?
- This is the first I have heard of the Technology Mall and I am not sure what it means. A little more explanation of the features would help better understand its uses.
- This is the first I've heard of the Technology Mall!
- Too difficult to determine now given the speed at which technology is now growing - 5 to 6 years from now? I don't know where to begin.
- Underground parking for the staff/faculty. Storage space for facility. A great opportunity to use green power: solar panels, green furnitures, etc.
- Upgraded/updated versions of Windows. Wireless printing Math and English tutorials. Web CT intro courses for students taking OL classes
- Video conferencing technology
- We must become leaders in environmental technologies and stewardship. Solar. Solar. Solar. Energy efficient architecture and building technologies. Water capture and storage. Many other "green" technologies.
- We should make the minimum investment necessary to open the doors unless outside categorical money is available and used. Basic PCs should do. Windows 7 only if it proves to be stable and reliable by procurement time. Never Windows Vista. Linux would be better. Macs would be great if they weren't so expensive.
- Whatever the "experts" deem appropriate.
- wi fi enabled computer labs computer help center
- WiFi access for laptops and phones Computer terminals to make/cancel appts. TV screens to provide information/video clips on a variety of GCC subjects (Financial Aid, EOPS, Trf Ctr) as students wait in line.
- Wifi for anyone (staff or students) on campus with an ID password, especially in labs for students to use own laptops.
- WiFi, Podcasting; virtual meeting software
- WIFI, sufficient workstations for the career center, transfer center, academic counseling to meet the demands of students applying for admission, getting information, etc.
- WiMax or equivalent wireless networking, PLUS a reliable inbound AND *outbound* email server.
- Wireless access, pay for print/scanning/faxing/copying, laptops for rent

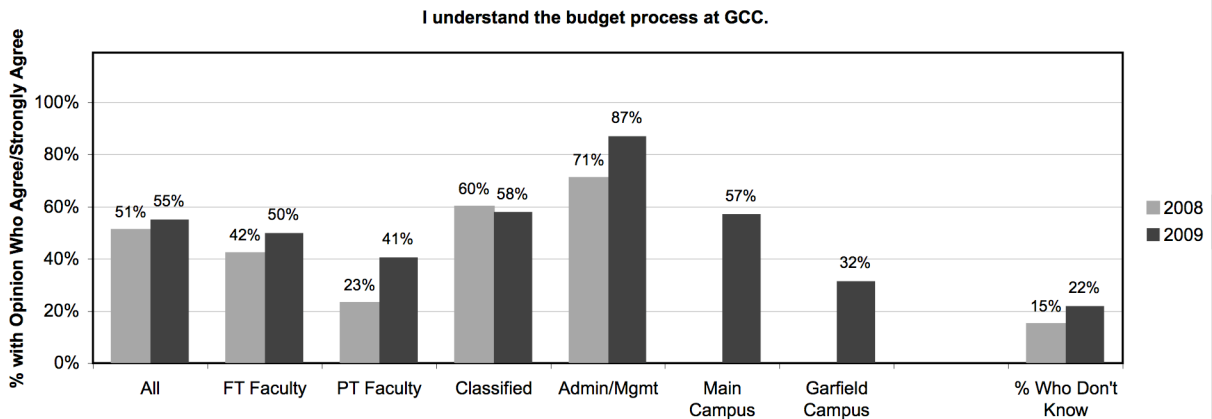
The following graph shows all 2009 technology items, sorted from highest to lowest agreement.

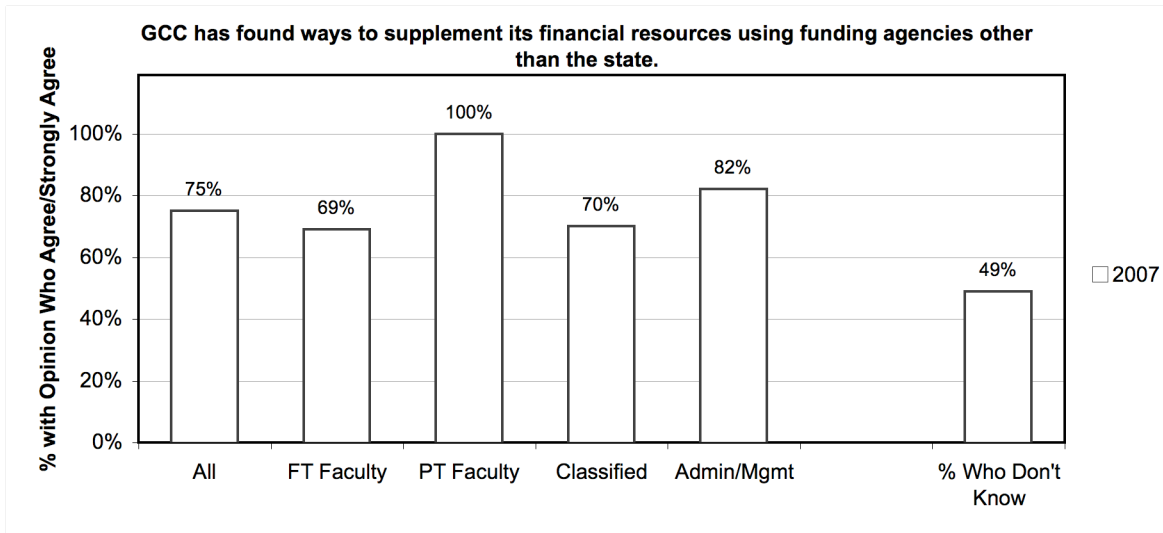
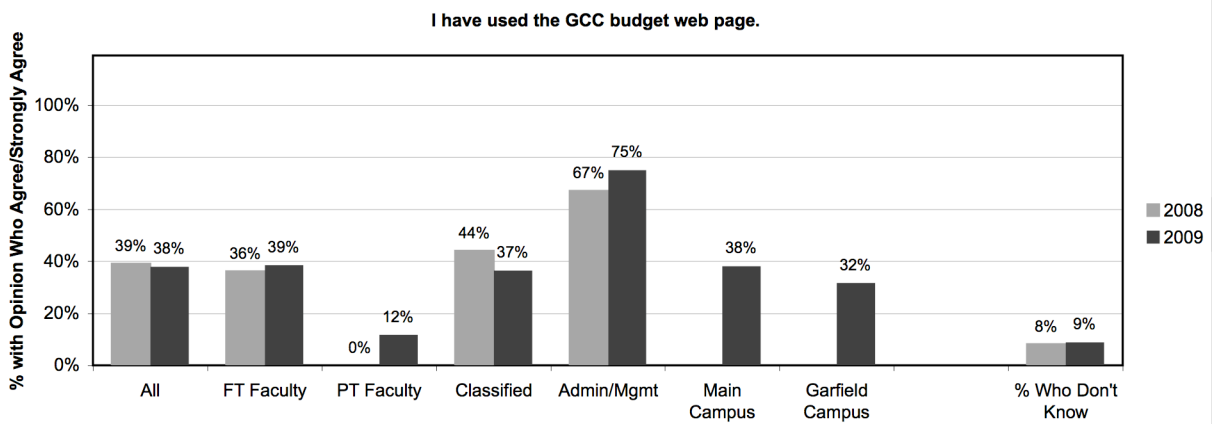
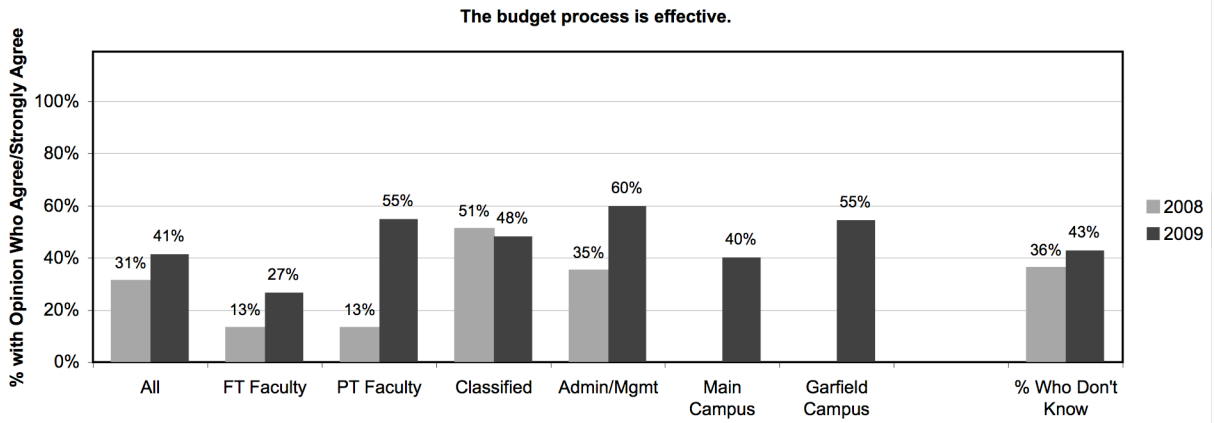


The fourth part of Standard III addresses financial resources. The 2009 survey asked four questions about budgeting and resource allocation. The first question asked if financial resources are allocated to activities that are most valuable for student learning. Only 49% of respondents with an opinion agreed with this statement. Full-time faculty agreed with this statement less than other groups.

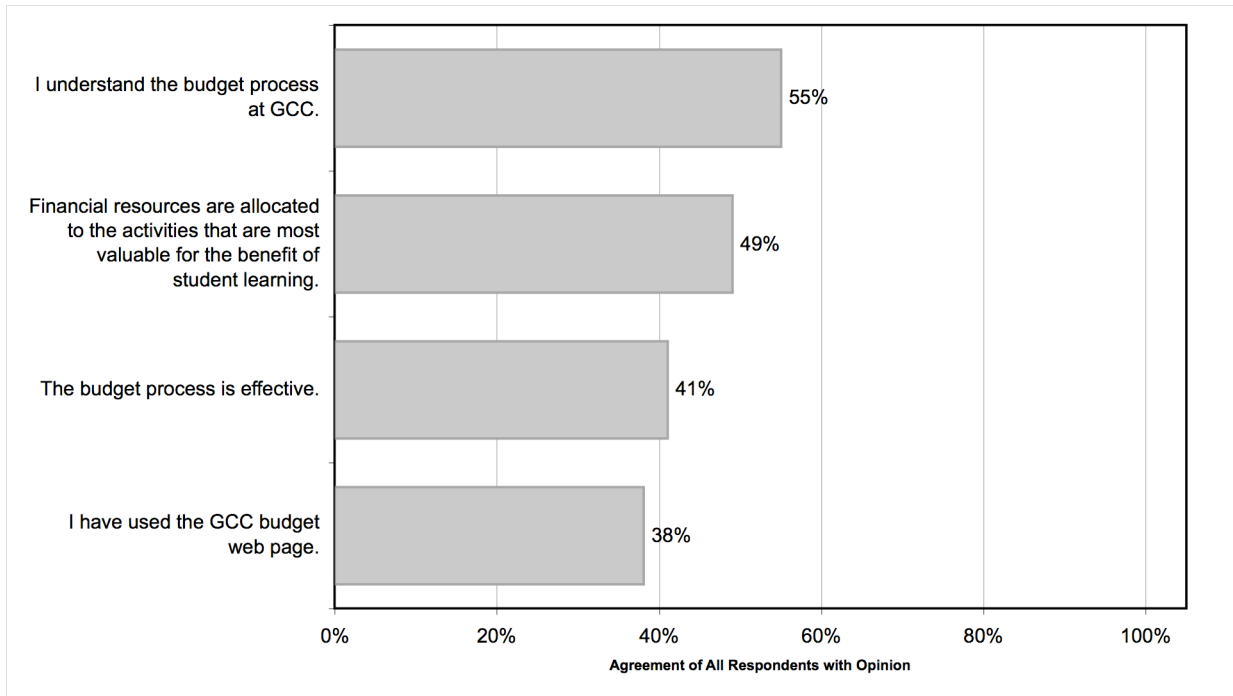


About half of all respondents indicated that they understand GCC's budget process. Only 41% agreed that the budget process is effective, but this increased from 31% in 2008. Full-time faculty were less likely than other groups to agree that the budget process is effective, while administrators were more likely to agree that it is effective.





The following graph shows all 2009 finance and budgeting items, sorted from highest to lowest agreement for all respondents with an opinion.



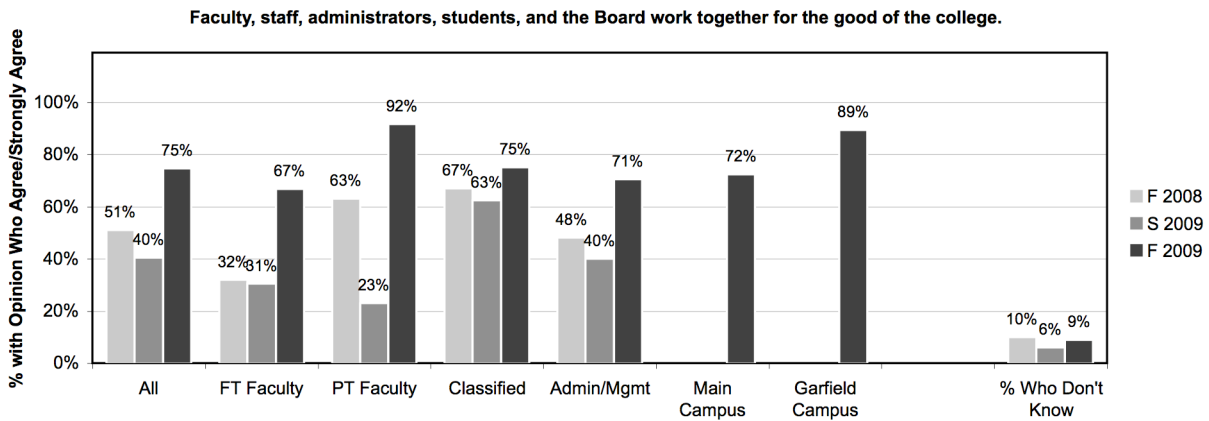
2.4. Standard IV: Leadership & Governance

Standard IV addresses leadership and governance. The 2009 survey focused on leadership more than previous surveys reported in Campus Views due to the college’s transition from Dr. Audre Levy as Superintendent/President to Dr. Dawn Lindsay as Interim Superintendent/President at the beginning of the 2009-2010 academic year.

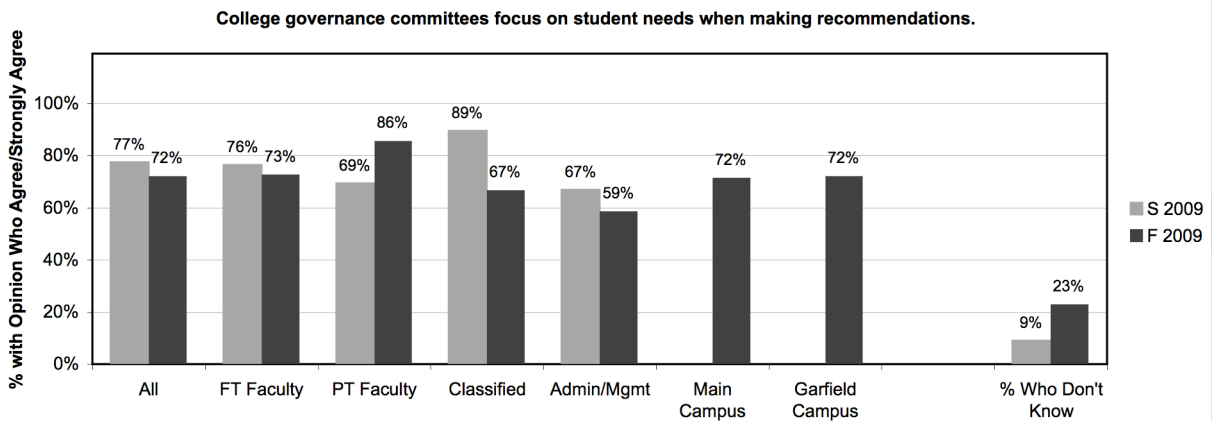
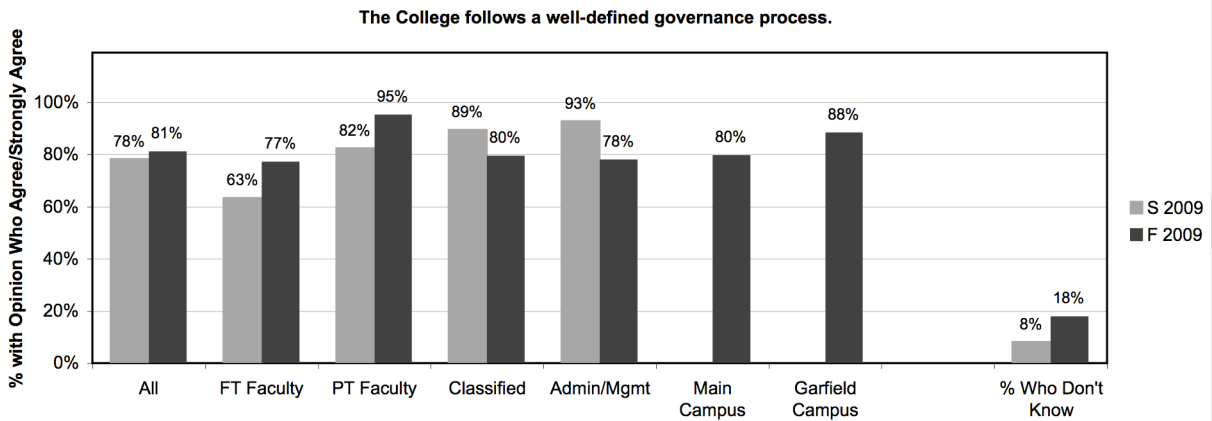
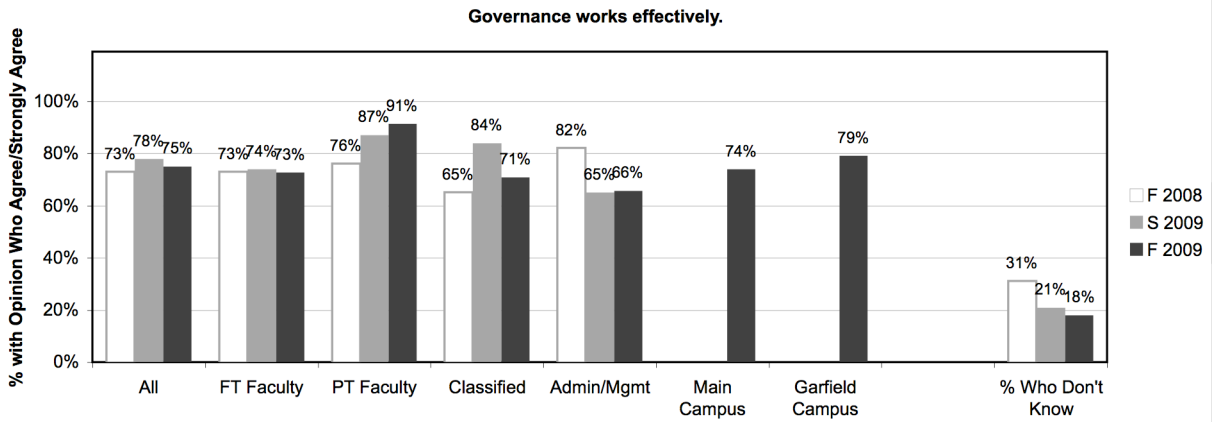
Trend information is taken from several different surveys which asked similar questions. The graphs below indicate the semester and year of the different surveys (F indicates the Fall semester and S indicates the Spring semester). The following surveys are referenced in the trend graphs, in addition to the current Fall 2009 faculty/staff survey.

- **Fall 2007 Academic Senate Survey.** In Fall 2007, the Academic Senate conducted a survey of faculty members that focused on the performance of the Superintendent/President.
- **Fall 2008 Faculty/Staff Survey.** In Fall 2008, Research & Planning conducted the annual faculty/staff survey, which included several questions on leadership and governance.
- **Spring 2009 Leadership Survey.** In Spring 2008 and Spring 2009, the Superintendent/President and the Board of Trustees requested surveys about leadership and governance issues. Questions focused on the accreditation Standard IV. The Spring 2008 and Spring 2009 surveys used different response scales so response percentages are not comparable. The Spring 2009 leadership survey used a response scale similar to the one used in the current Fall 2009 faculty/staff survey, but an additional “Neutral” response option was included. In the percentages below, the neutral responses are not counted.

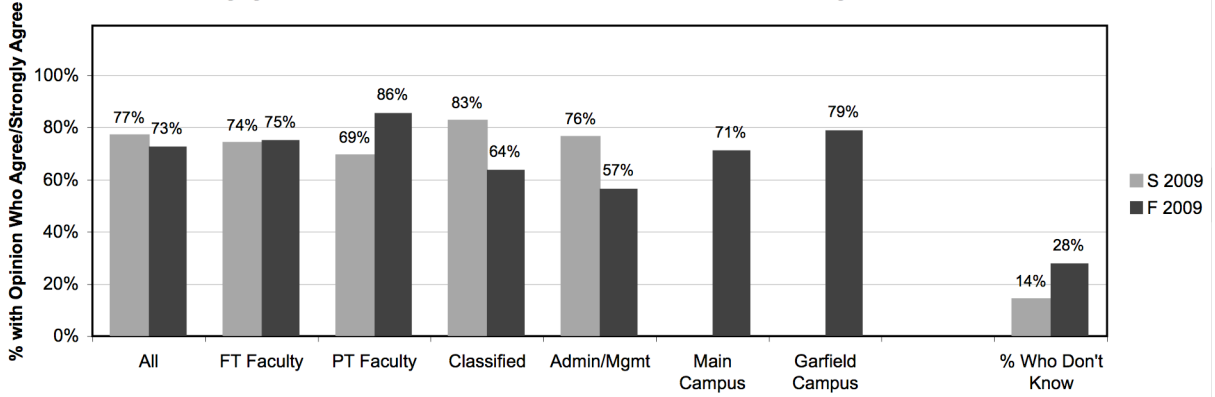
The first eight graphs below cover governance issues. Respondents were positive about governance, as they were in past surveys. The first graph, which reports on a question about constituencies working together, shows a large increase between Spring 2009 and Fall 2009.



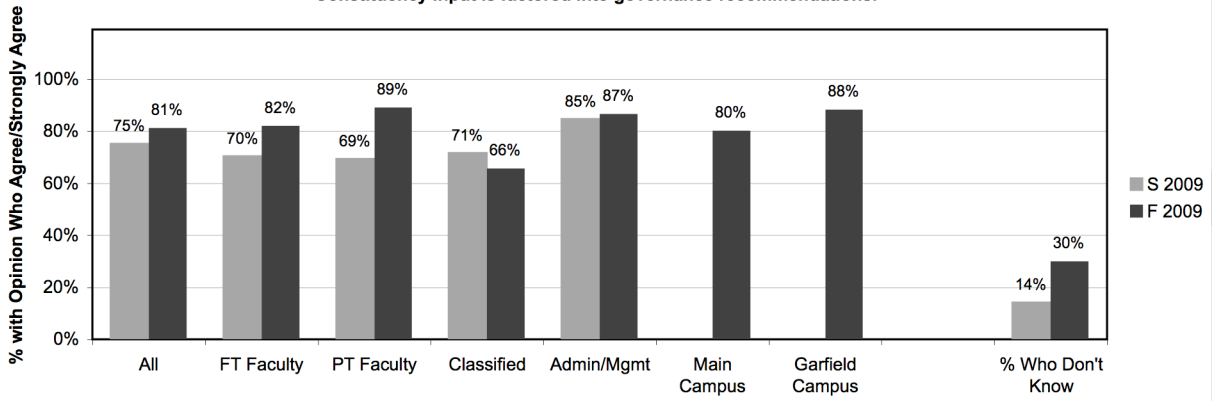
Note for the graph above: The wording on the Spring 2009 Leadership Survey said "Campus Leadership (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) work together for the good of the institution."



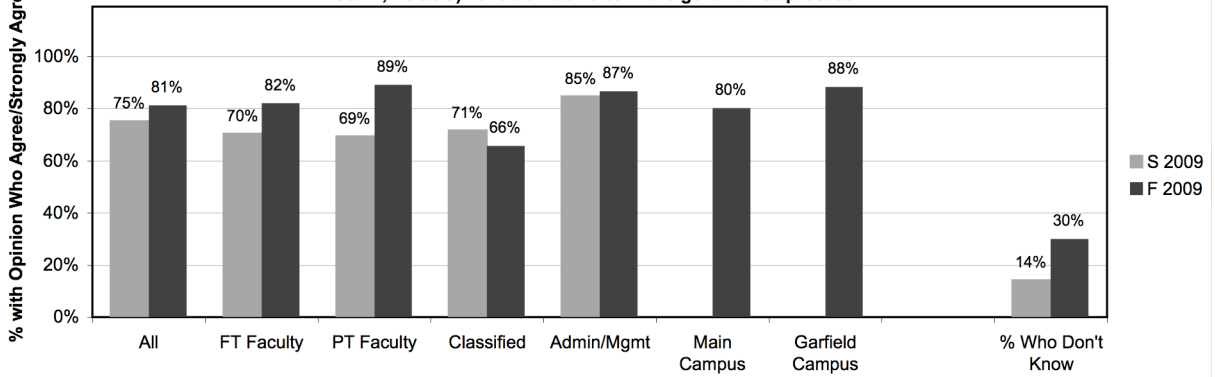
College governance committees focus on the Mission Statement when making recommendations.

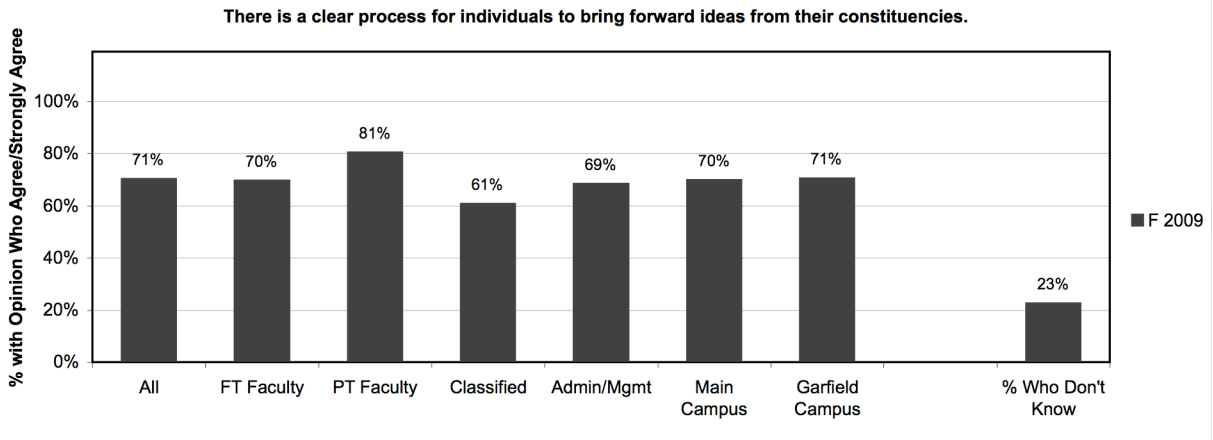


Constituency input is factored into governance recommendations.

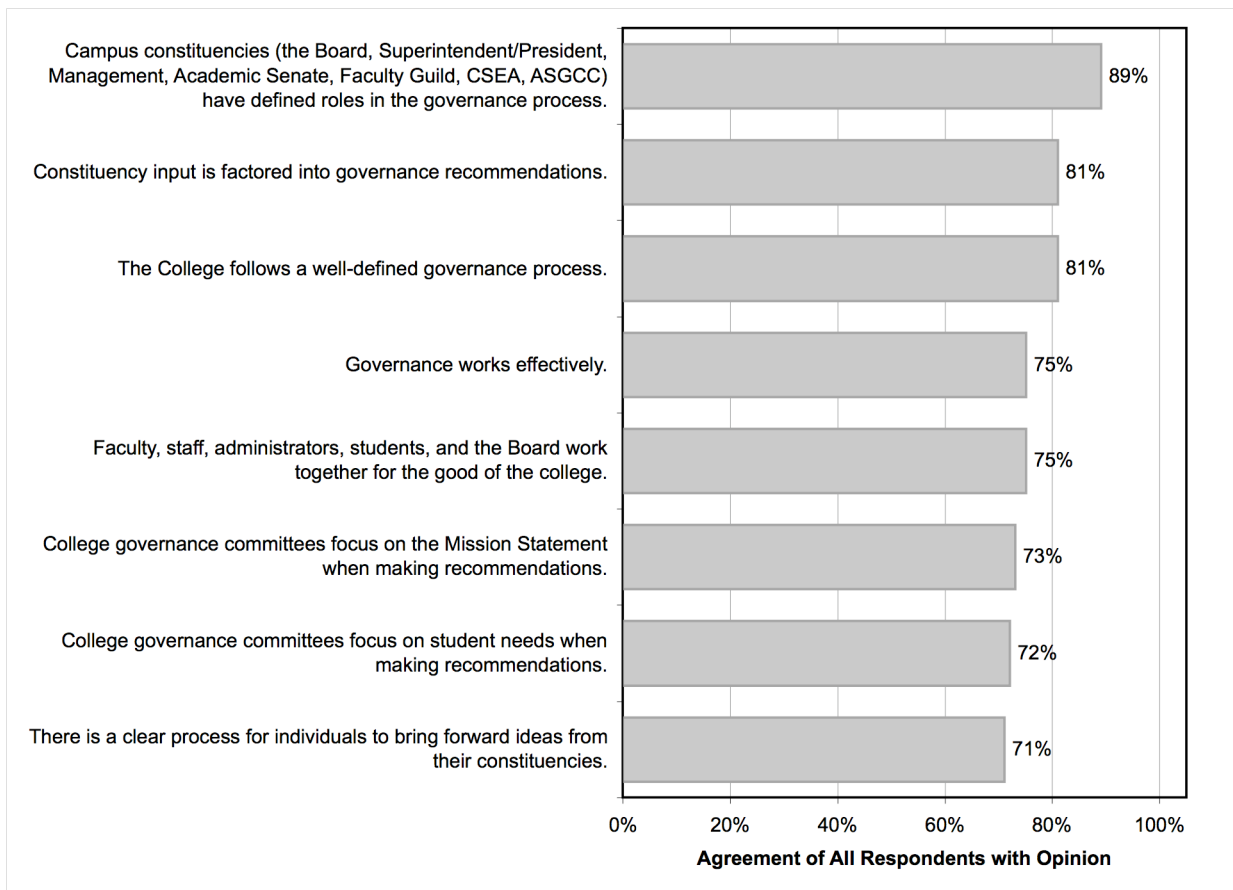


Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.

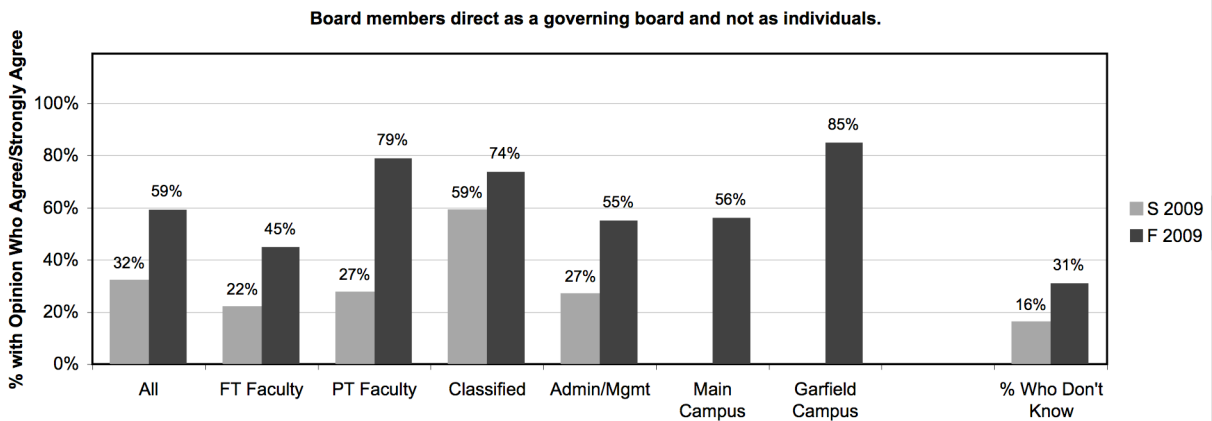
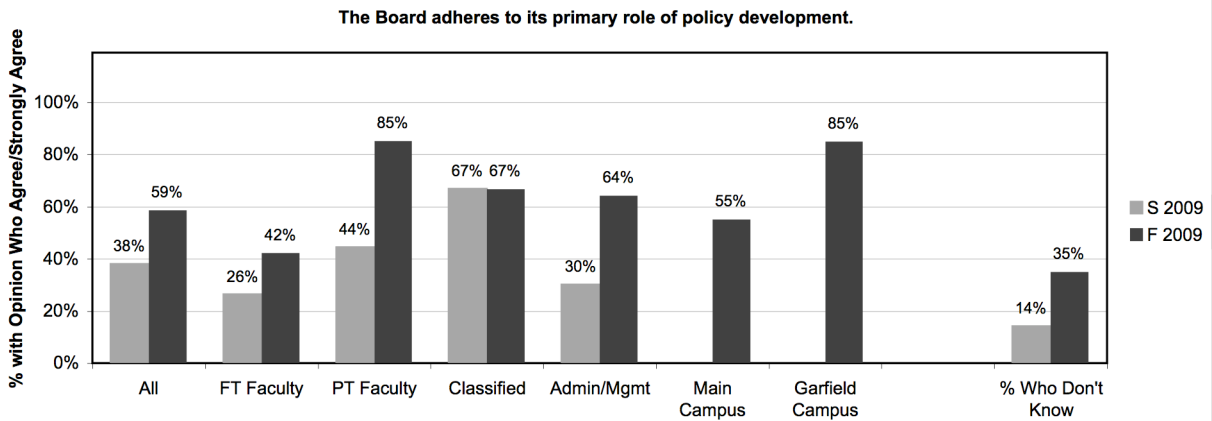
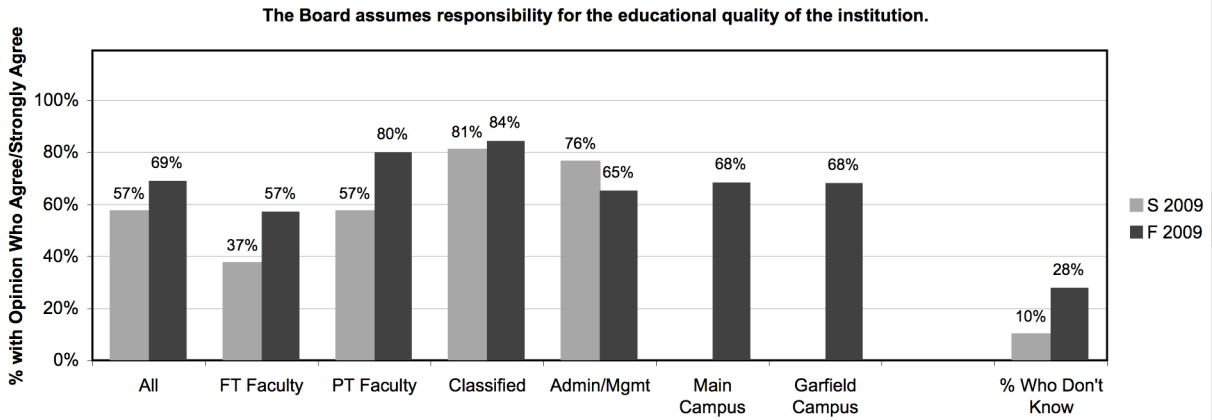




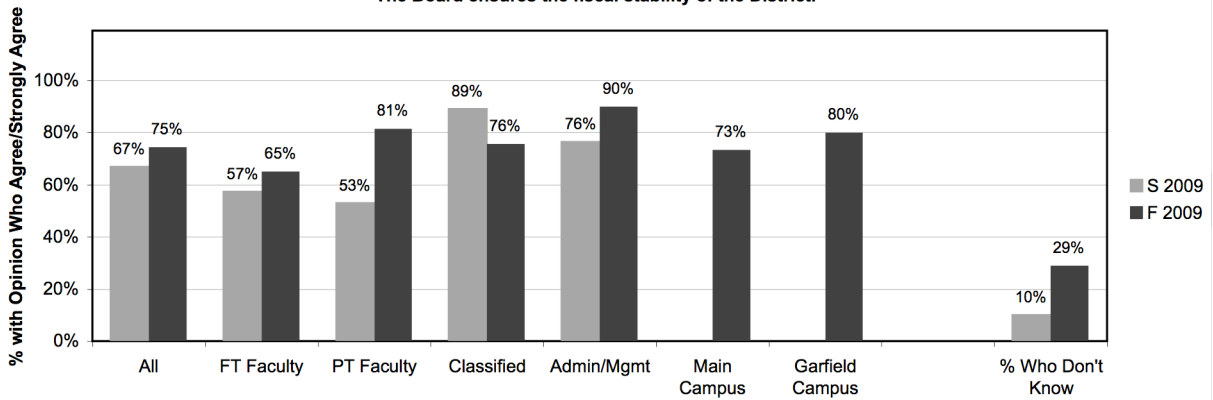
The following graph shows responses to the 2009 governance items, sorted from highest to lowest agreement.



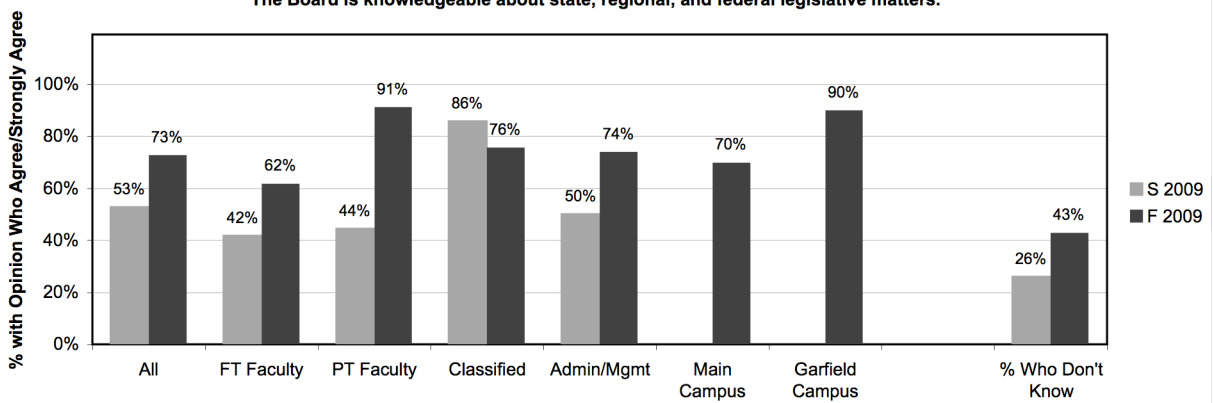
The next 12 graphs show responses to questions about the Board of Trustees. Agreement rates of respondents with an opinion increased for each item between Spring 2009 and Fall 2009.



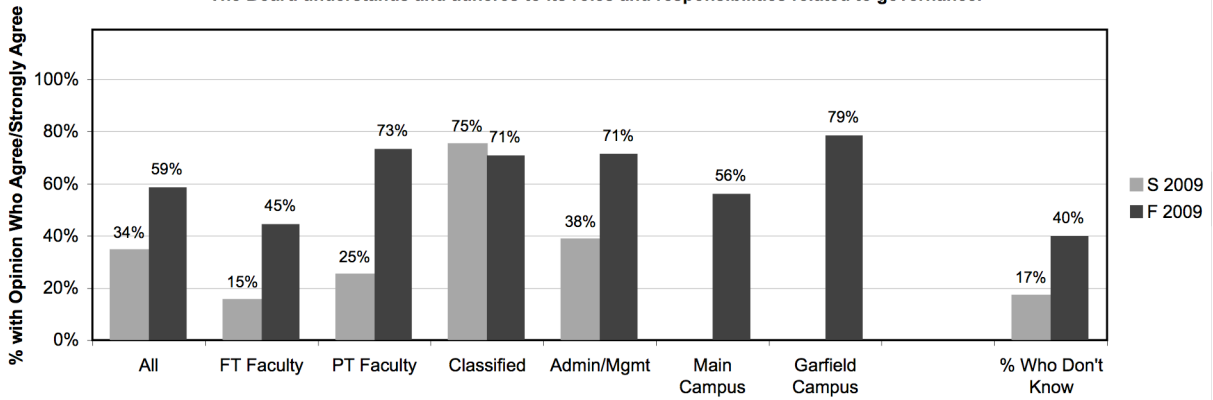
The Board ensures the fiscal stability of the District.

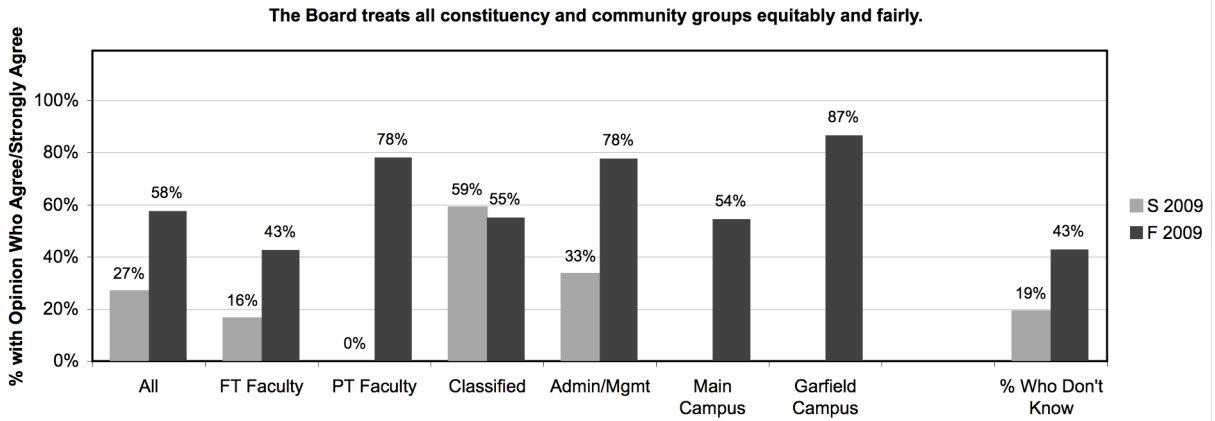
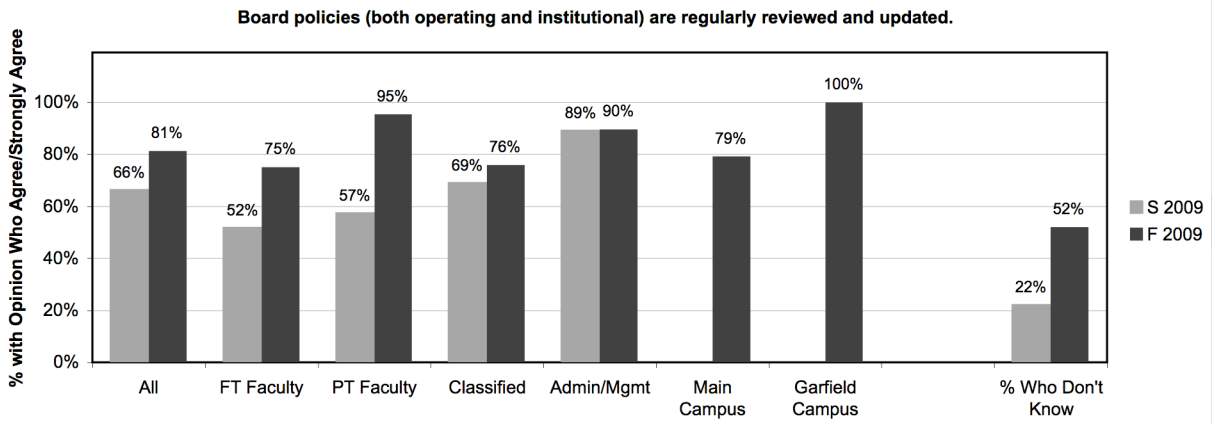
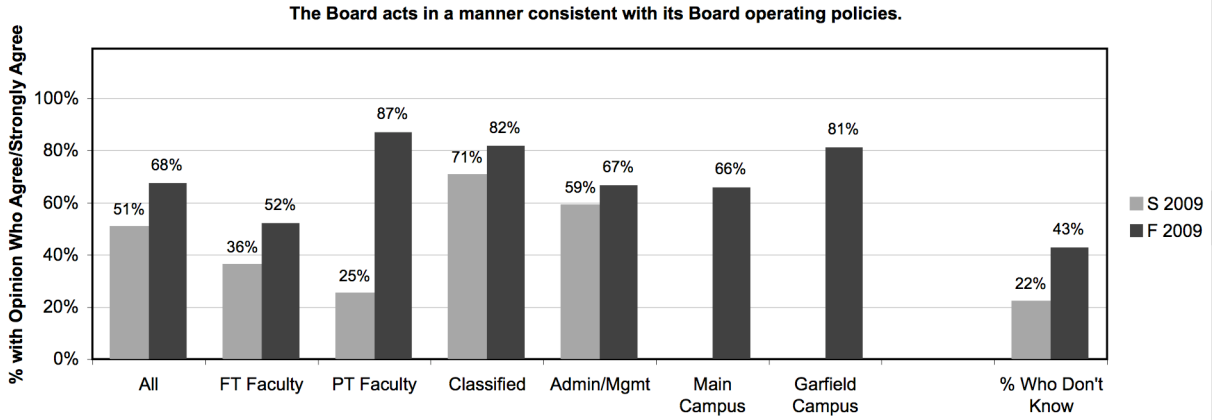


The Board is knowledgeable about state, regional, and federal legislative matters.

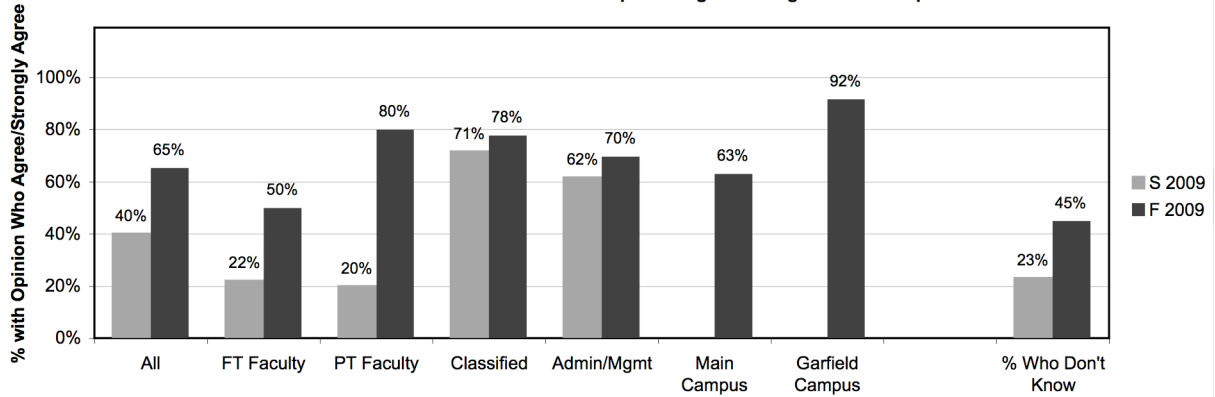


The Board understands and adheres to its roles and responsibilities related to governance.

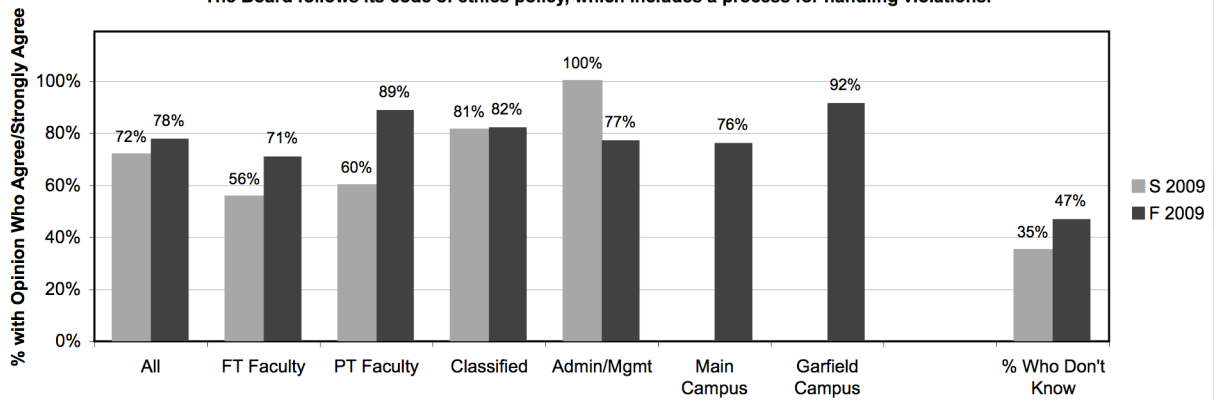




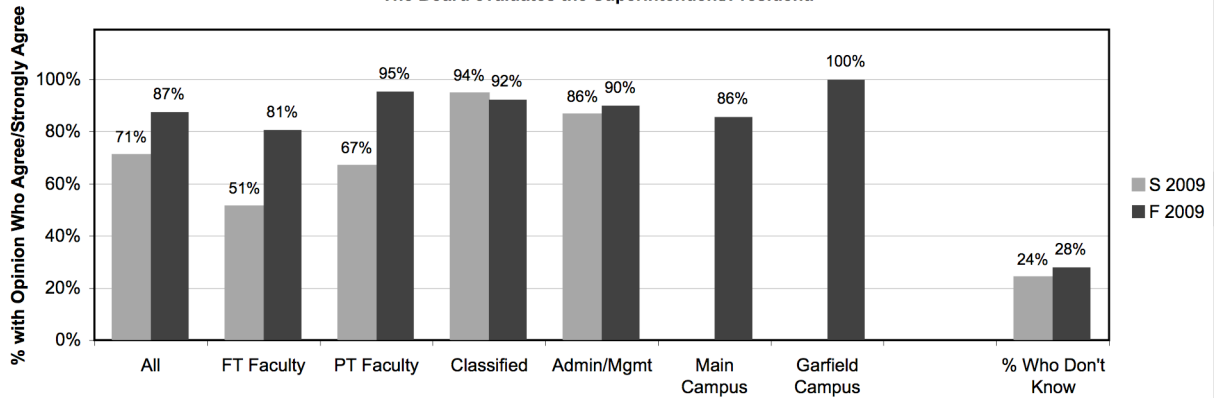
The Board understands and adheres to its role in protecting the College from undue pressure.



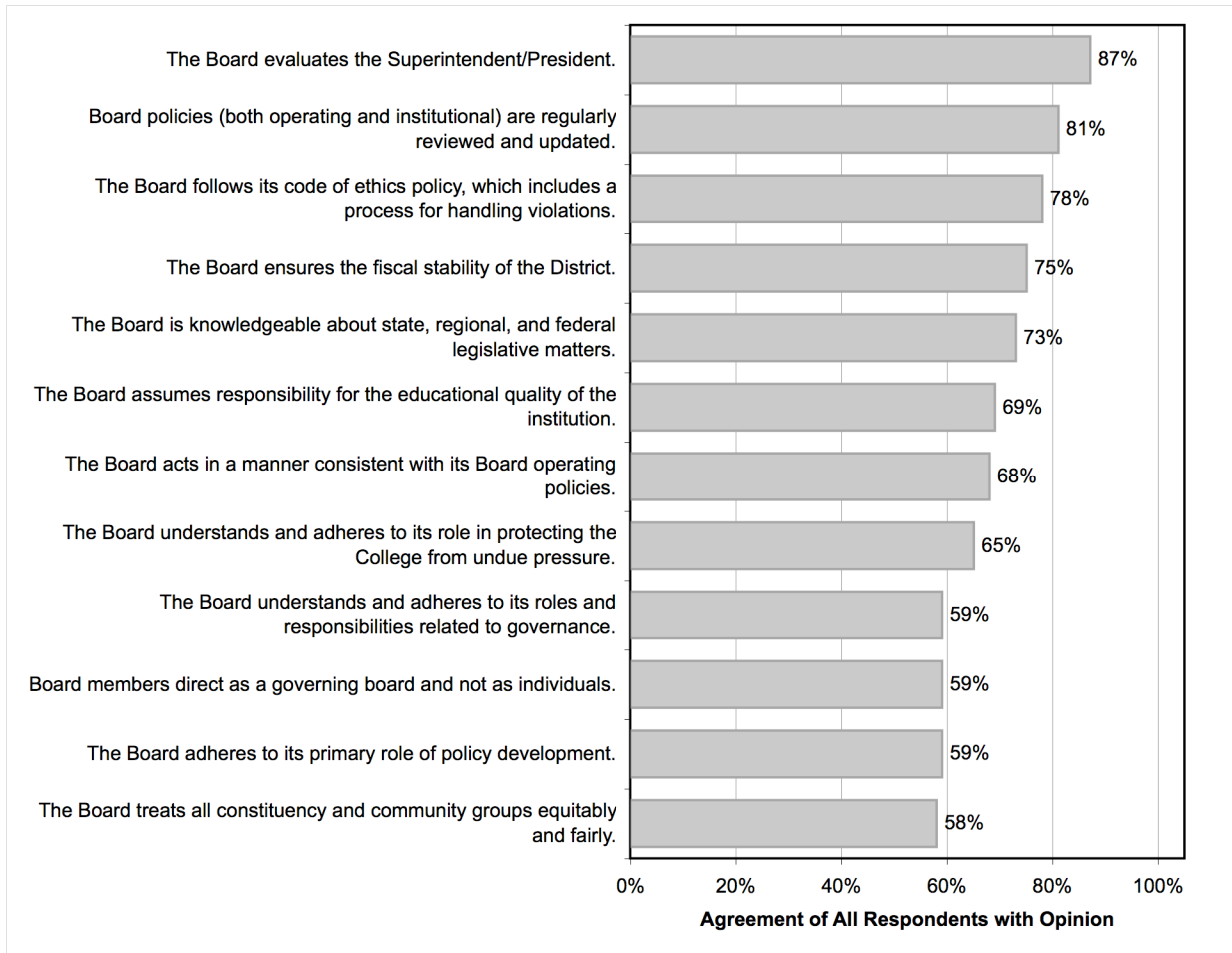
The Board follows its code of ethics policy, which includes a process for handling violations.



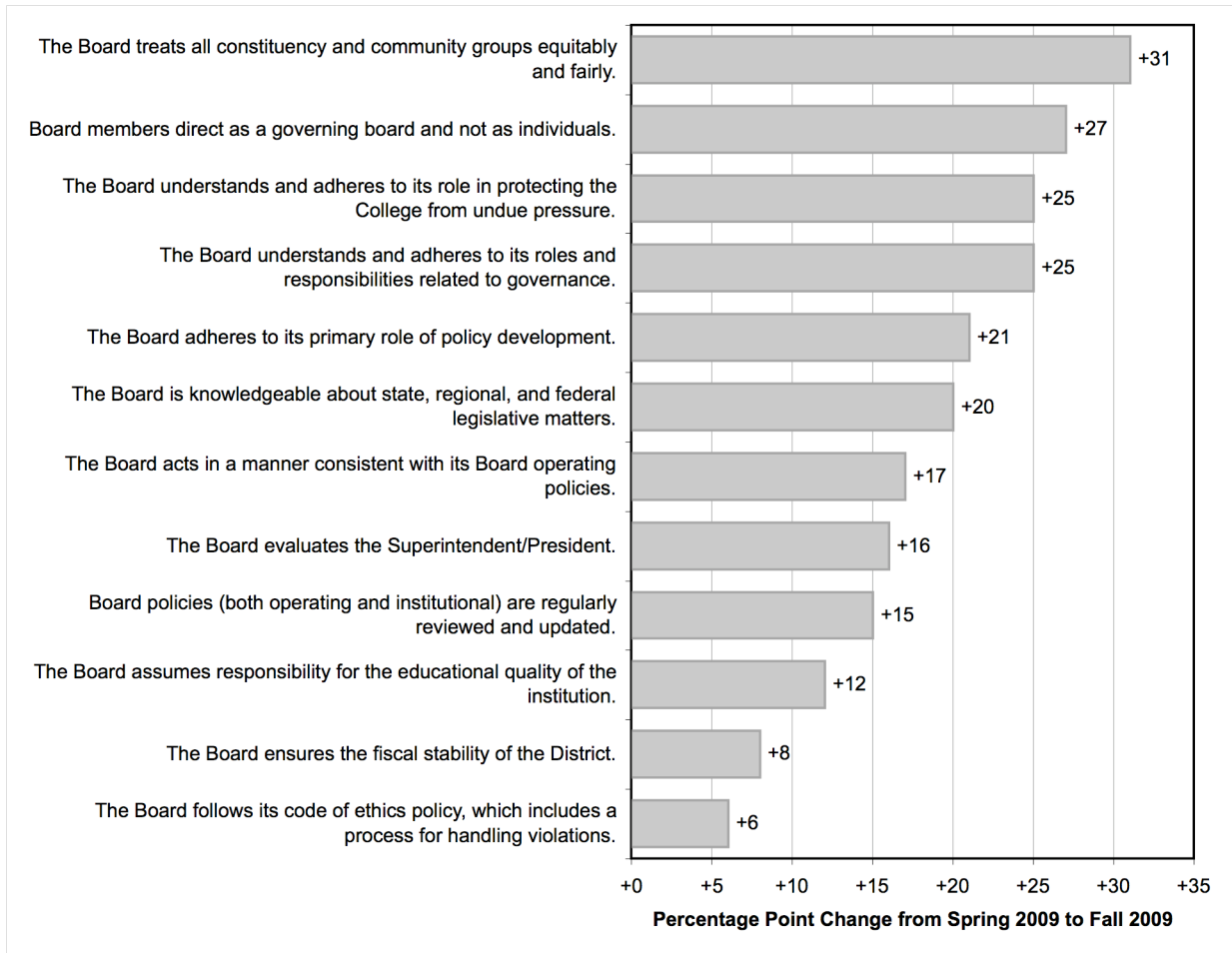
The Board evaluates the Superintendent/President.



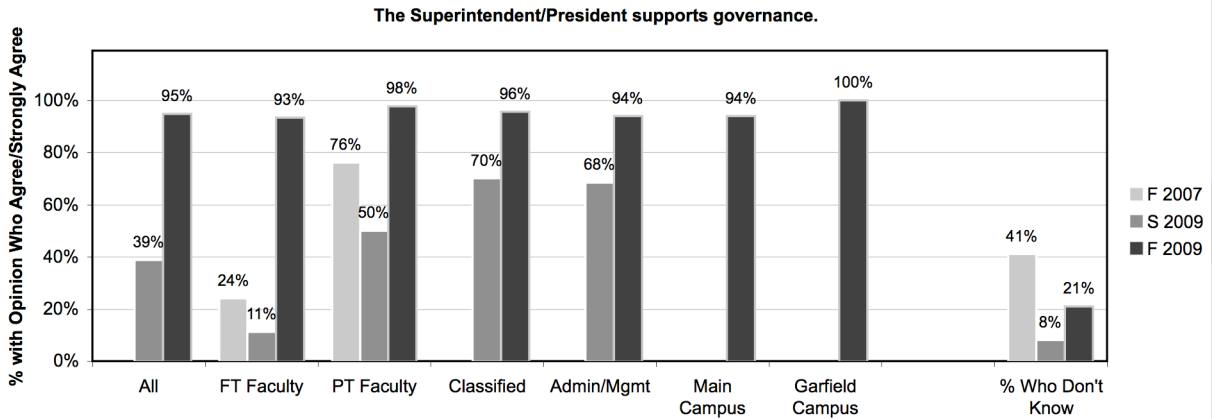
The following graph shows responses to the 2009 Board items, sorted from highest agreement to lowest agreement.



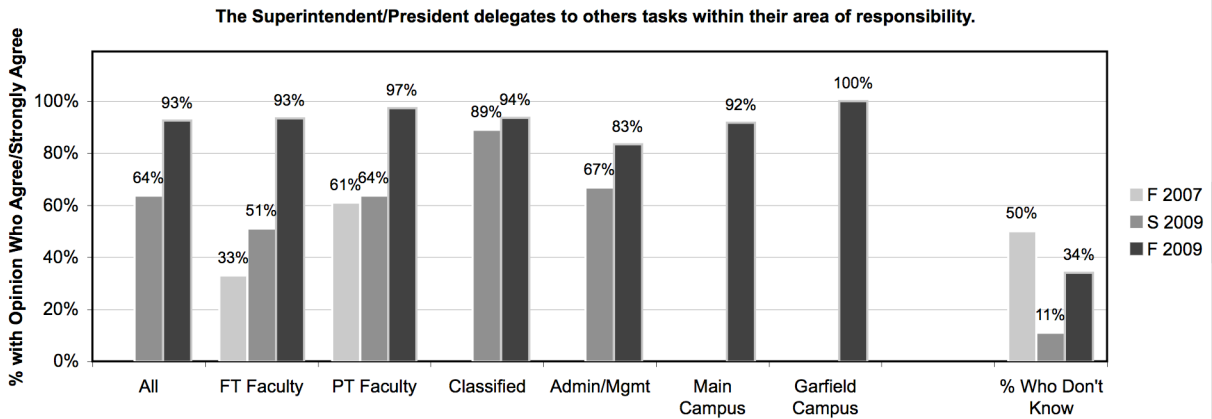
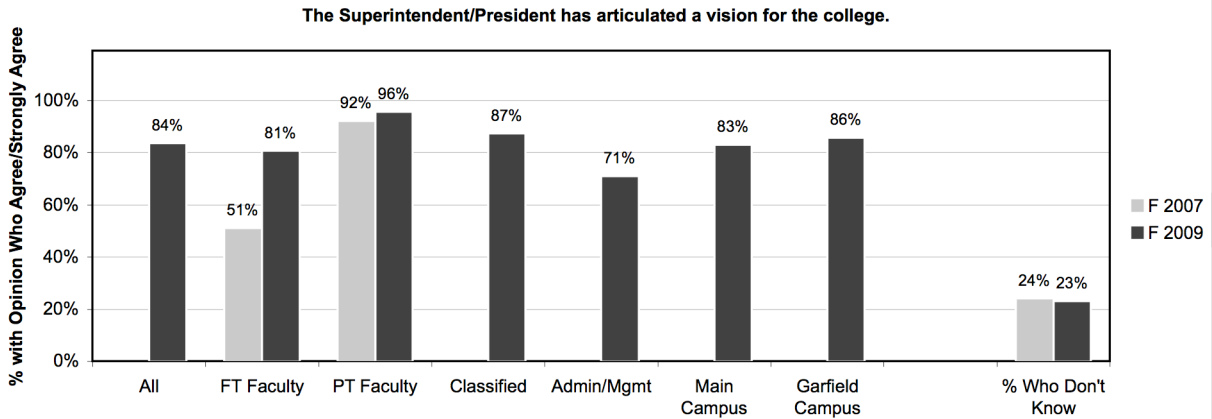
The following graph shows changes in agreement rates for all respondents with an opinion between Spring 2009 and Fall 2009. These items all relate to the Board of Trustees, and they are sorted from largest to smallest change in agreement rate.



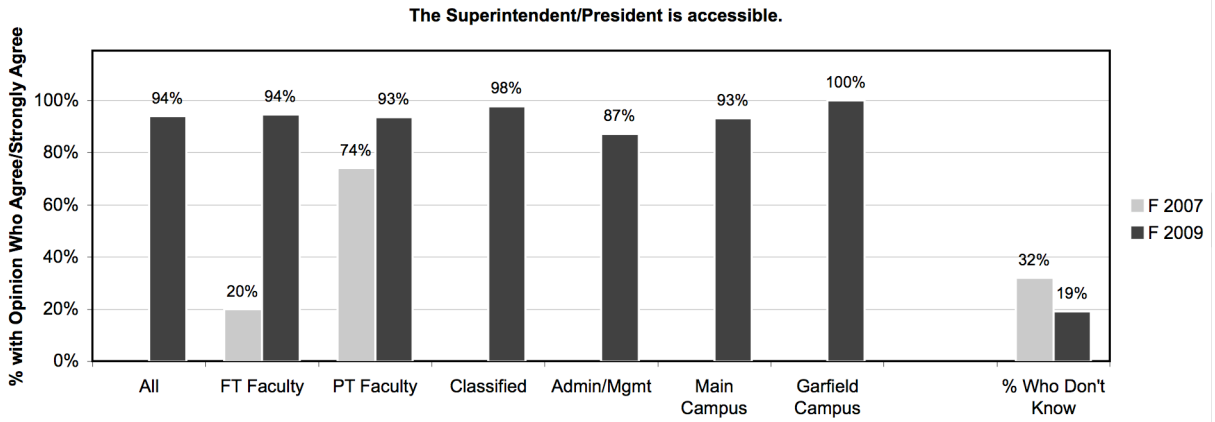
The following 15 graphs report results for items dealing with the Superintendent/President. For several of the graphs below, results are available only for Fall 2007 and Spring 2009. Because the Fall 2008 Senate survey included only faculty participants, results for other groups are not available.



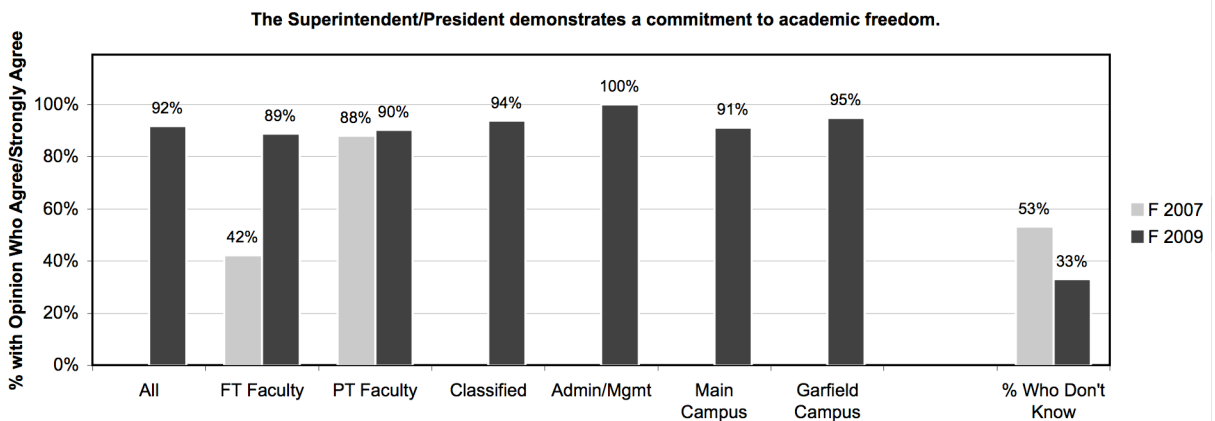
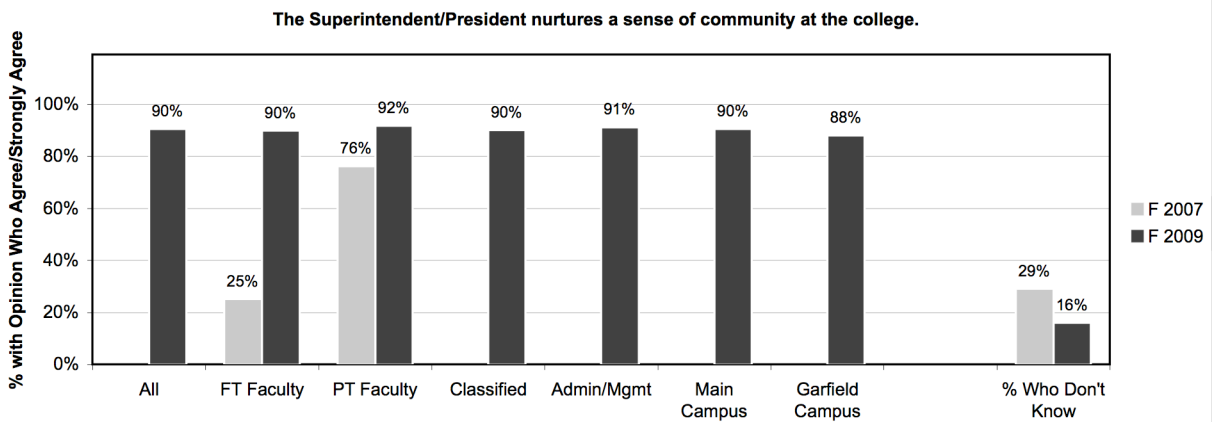
Note for the graph above: The wording for the Fall 2007 Senate survey said “The superintendent/president respects and facilitates the governance process at the college.”

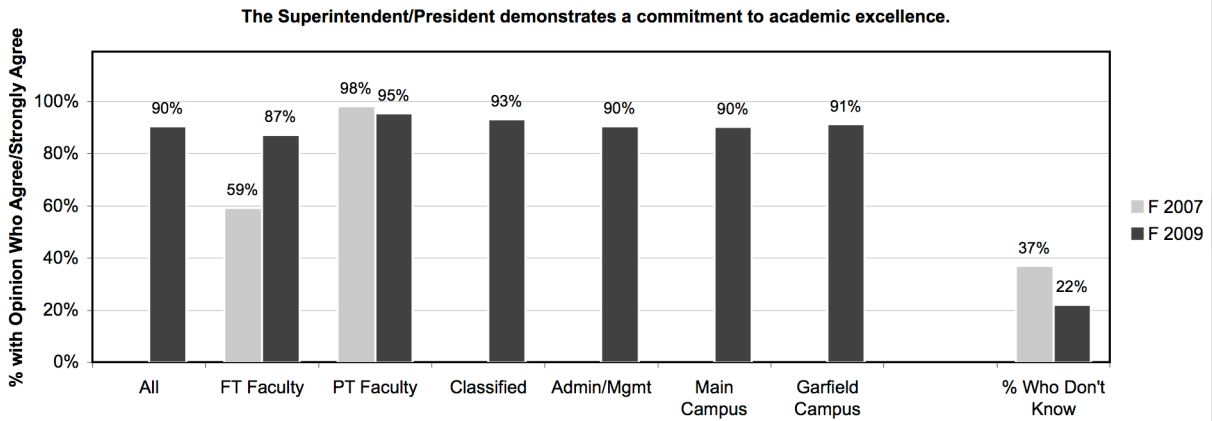


Note for the graph above: The wording for the Fall 2007 Senate survey said “The superintendent/president delegates responsibilities and empowers people effectively.”

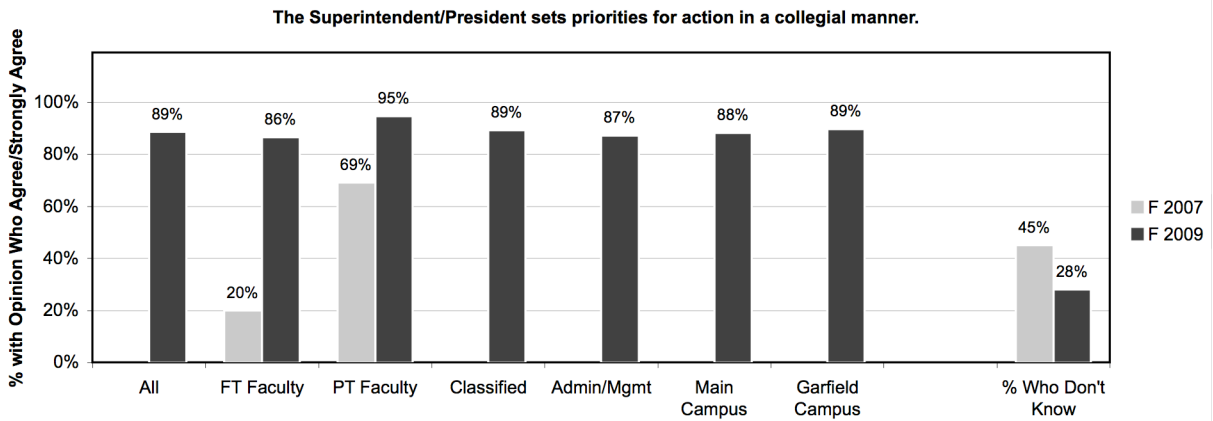
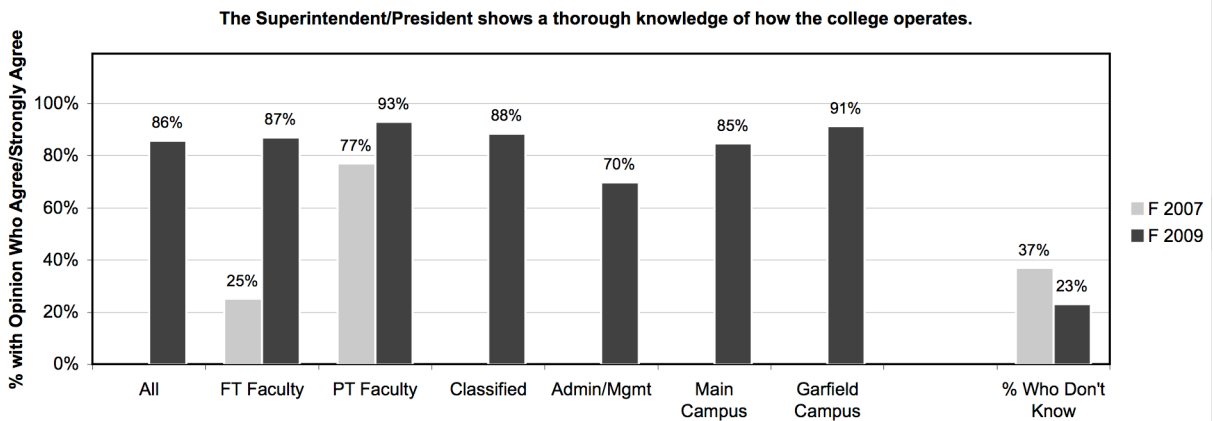


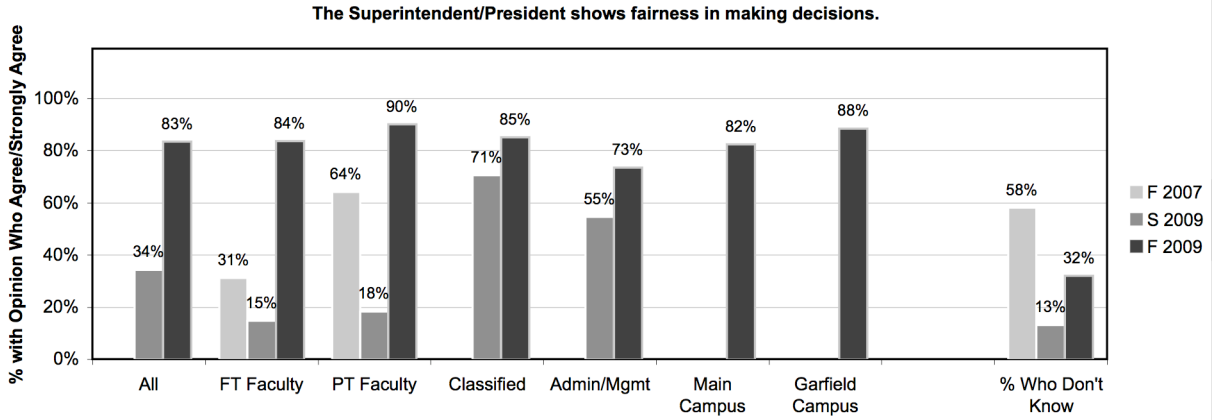
Note for the graph above: The wording for the Fall 2007 Senate survey said “The superintendent/president is accessible and listens to faculty input.”



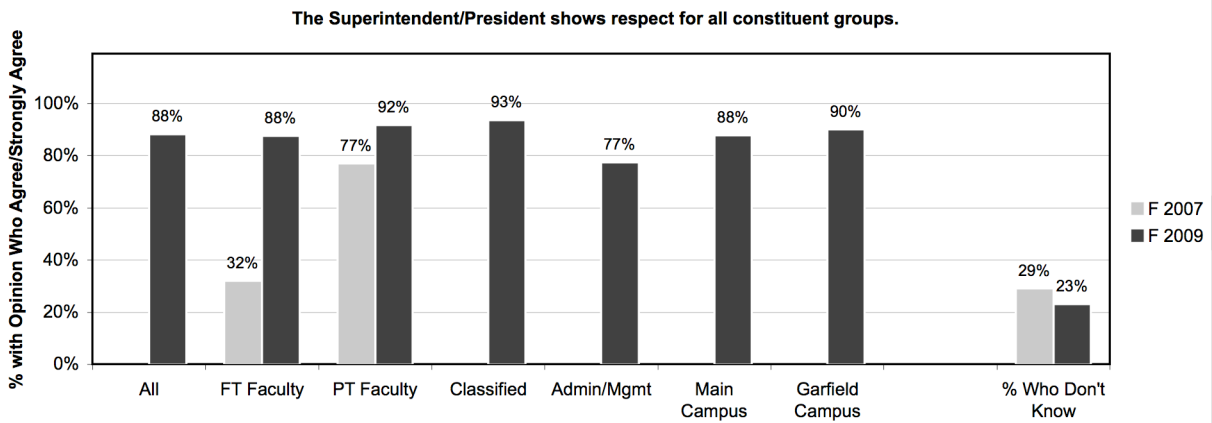


Note for the graph above: The Fall 2007 Senate survey said “The superintendent/president demonstrates commitment to academic excellence in the learning and teaching process.”

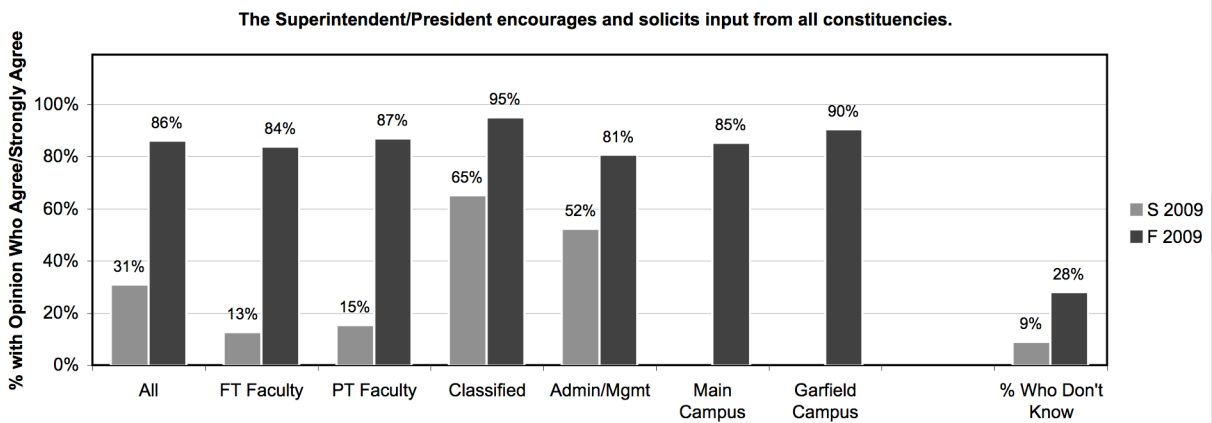


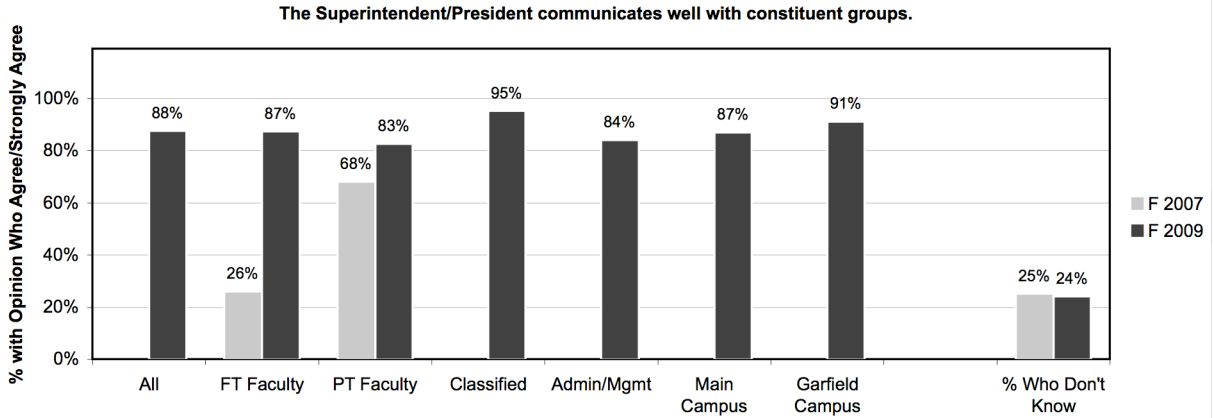


Note for the graph above: The Fall 2007 Senate survey said “The superintendent/president shows fairness in making decisions and dealing with employees.” The Spring 2009 leadership survey said “The Superintendent/President advocates for fair and transparent processes.”

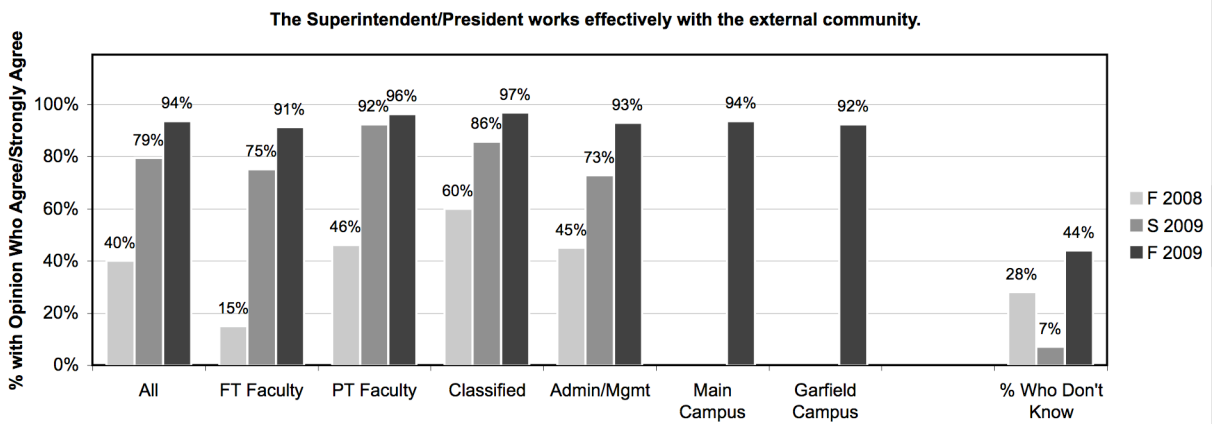


Note for the graph above: The Fall 2007 Senate survey said “The superintendent/president shows respect for faculty as educational professionals and partners.”

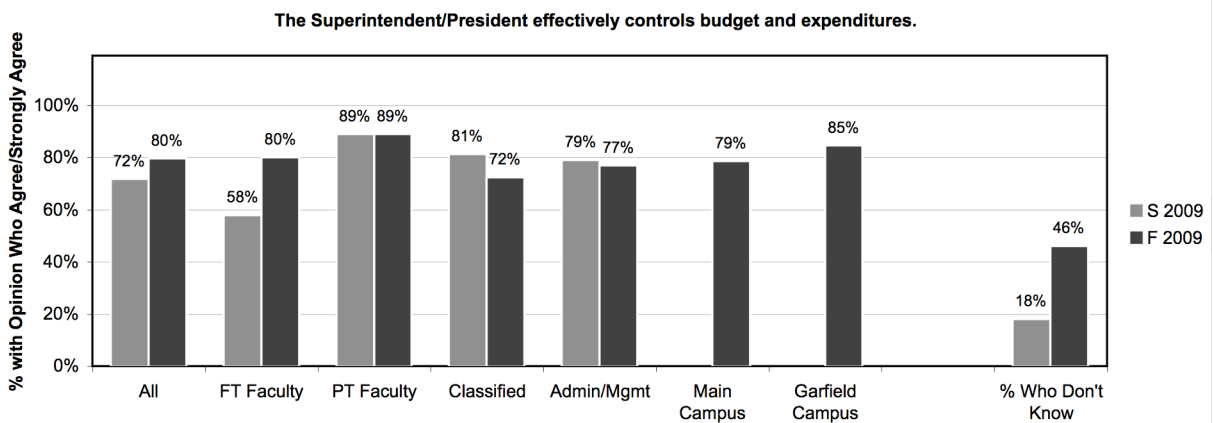




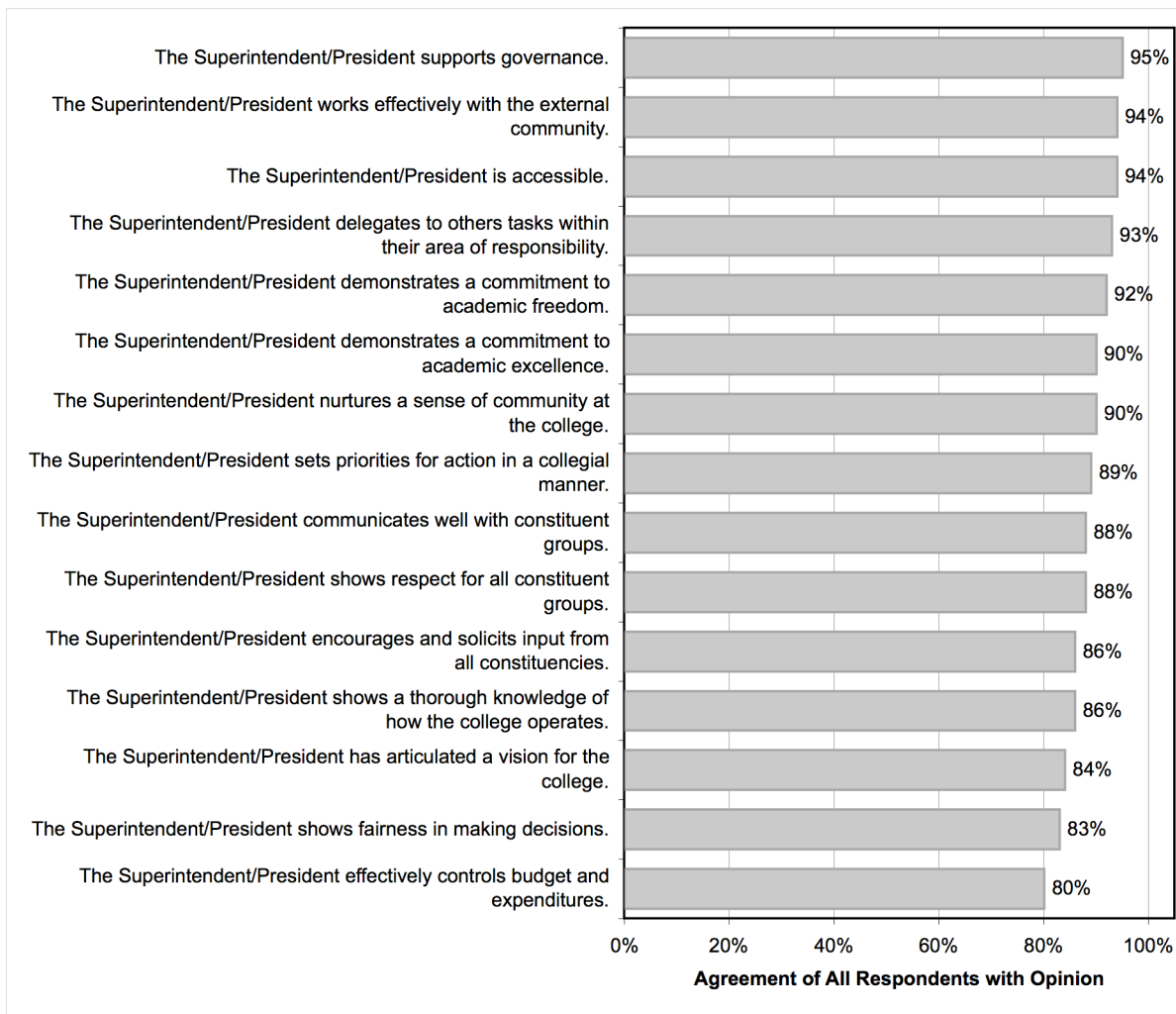
Note for the graph above: The Fall 2007 Senate survey said “The superintendent/president communicates well with faculty.”



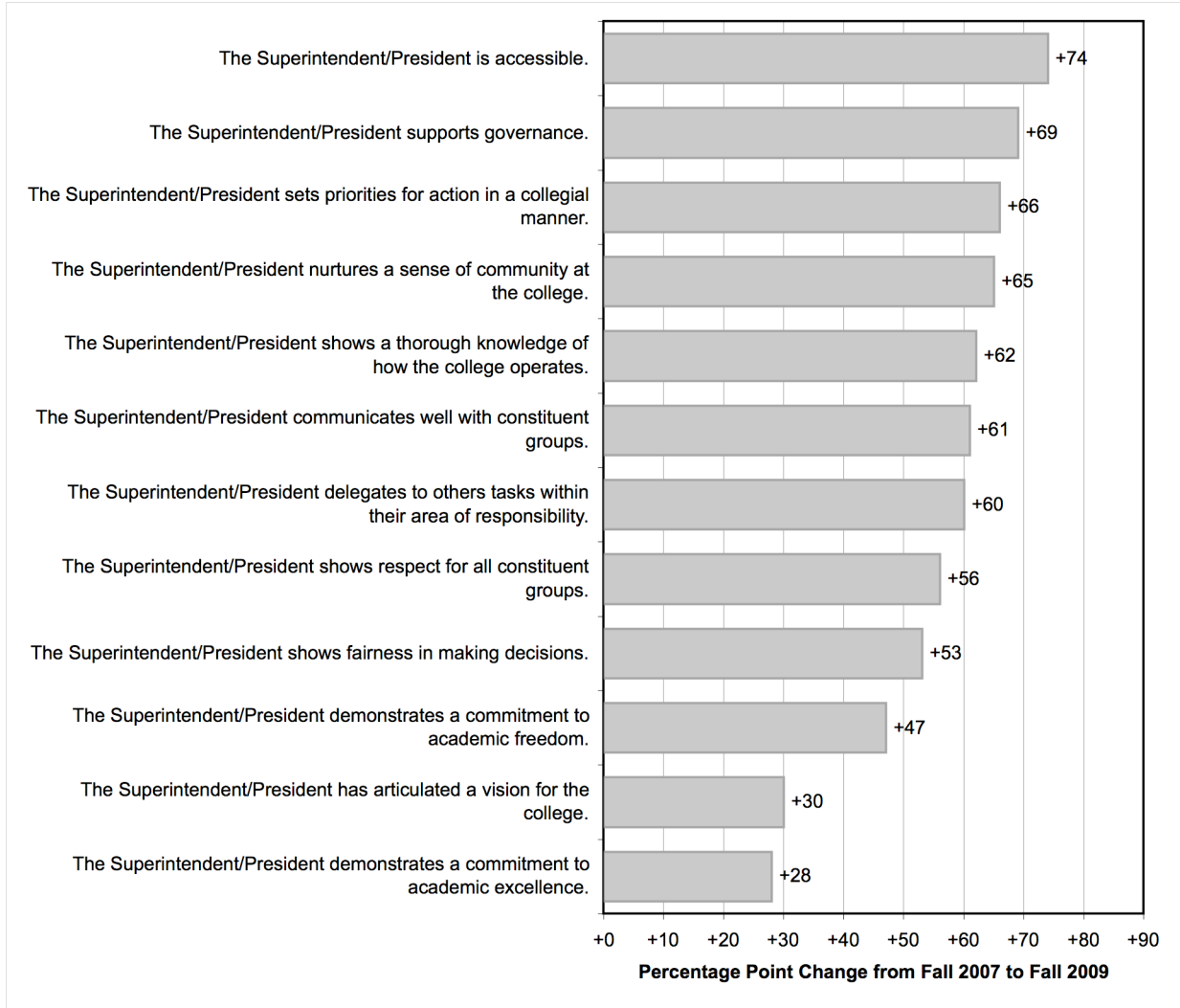
Note for the graph above: The Spring 2009 leadership survey said “The Superintendent/President represents the College to the community, including state and federal agencies.”



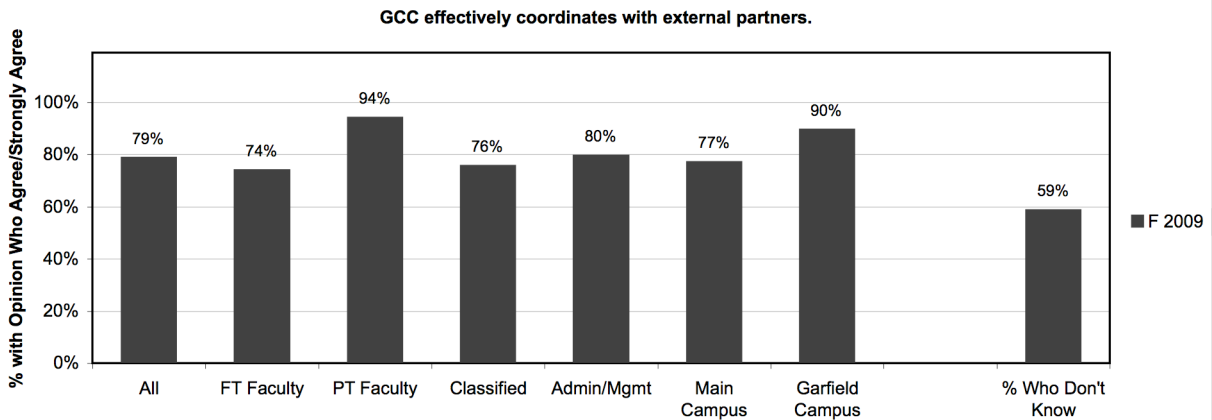
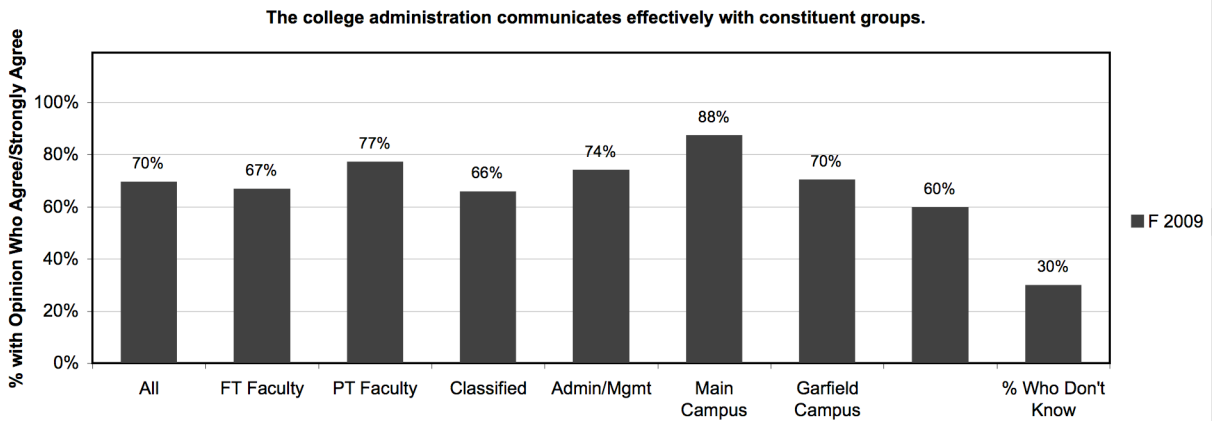
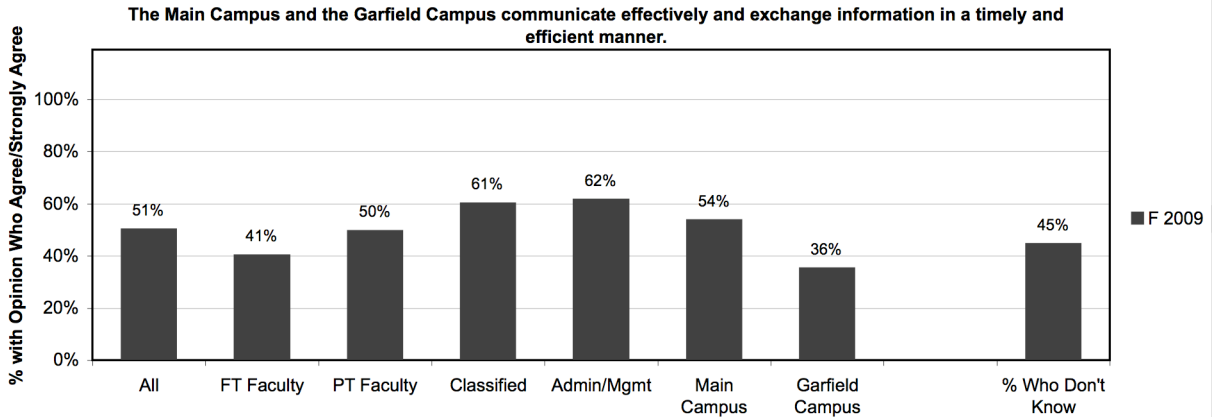
The following graph shows all 2009 items about the Superintendent/President, sorted from highest to lowest agreement.



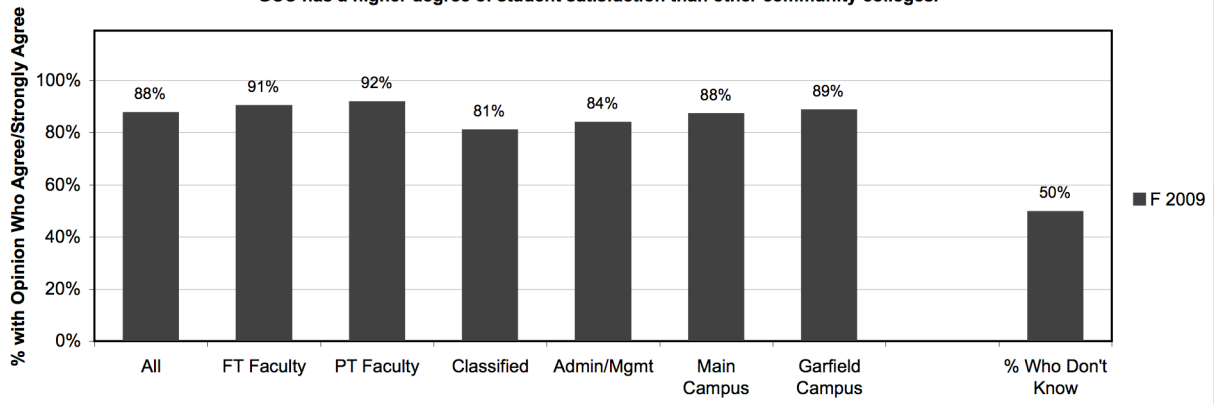
The following graph shows changes in agreement rates between the Senate survey in Fall 2007 and the current Fall 2009 faculty/staff survey. Only responses from full-time faculty members are shown, because the Fall 2007 survey included only faculty members. All items showed increased agreement percentages between 2007 and 2009.



The 2009 survey included additional new items about communication and relationships. The first item asked about the relationship between the main campus and the Garfield Campus. About half of all respondents with an opinion agreed that communication between the two campuses is effective, timely, and efficient. Respondents from the Garfield Campus were less likely to agree with this statement than respondents from the main campus. About 45% of all respondents marked “I Don’t Know.”



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



The public understands the importance of GCC in the community.

