



Campus Views

2010

Results of the 2010 Faculty/Staff Survey

Research & Planning
SF 100
818-240-1000X5392
<http://research.glendale.edu>

1500 North Verdugo Road, Glendale, California 91208

Contents

Executive Summary.....	1
Introduction and Method	3
Survey Part 1. Governance and Leadership	5
1.1. Governance.....	5
1.1.1. Survey Items on Governance	5
1.1.2. Summary of Governance Items	8
1.2. Superintendent/President	9
1.2.1. Survey Items on Superintendent/President	9
1.2.2. Summary of Superintendent/President Items	13
1.2.3. Previous Survey Items on Superintendent/President	14
1.3. Board of Trustees	15
1.3.1. Survey Items on Board of Trustees	15
1.3.2. Summary of Board of Trustees Items	17
1.3.3. Previous Survey Items on Board of Trustees	18
Survey Part 2. Student Learning Programs and Services	21
2.1. Instructional Programs	21
2.1.1. Survey Items on Instructional Programs	21
2.1.2. Summary of Instructional Programs Items	25
2.2. Block Scheduling	26
2.2.1. Survey Items on Block Scheduling	26
2.2.2. Summary of Block Scheduling Items	28
2.3. Student Services	29
2.3.1. Survey Items on Student Services	29
2.3.2. Summary of Student Services Items	31
2.3.3. Previous Survey Items on Student Services	32
Survey Part 3. Mission and Institutional Effectiveness	35
3.1. Mission and Institutional Effectiveness	35
3.1.1. Survey Items on Mission and Institutional Effectiveness	35
3.1.2. Summary of Mission and Institutional Effectiveness Items	38
3.1.3. Previous Survey Items on Mission and Institutional Effectiveness	39
Survey Part 4. Resources	41
4.1. Human Resources	41
4.1.1. Survey Items on Human Resources	41
4.1.2. Summary of Human Resources Items	44
4.1.3. Previous Survey Items on Human Resources	45
4.2. Physical Resources	47
4.2.1. Survey Items on Physical Resources	47
4.2.2. Summary of Physical Resources Items	50
4.2.3. Previous Survey Items on Physical Resources	51
4.3. Technology Resources	52
4.3.1. Survey Items on Technology Resources	52
4.3.2. Summary of Technology Resources Items	56
4.3.3. Previous Survey Items on Technology Resources	57
4.4. Financial Resources.....	59
4.4.1. Survey Items on Financial Resources	59
4.4.2. Summary of Financial Resources Items.....	61
4.4.3. Previous Survey Items on Financial Resources	62
Survey Part 5. Communication	63
5.1. Communication	63
5.1.1. Survey Items on Communication	63
5.1.2. Summary of Communication Items	65

Executive Summary

The 2010 faculty/staff survey was conducted online between November 3 and November 17. Responses were received from 370 respondents. The following list summarizes noteworthy results of the 2010 survey.

Governance and Leadership

- Approximately 75% of the college community agreed that governance works effectively. This percentage has been nearly constant since it was first asked in 2008, despite the transitions in leadership.
- Perceptions of the Superintendent/President were highly positive in the 2010 survey, continuing a trend beginning in the Fall 2009 survey.
- Perceptions of the Board of Trustees showed an increasing trend between Spring 2009, Fall 2009, and Fall 2010.

Student Learning Programs and Services

- Items about student learning outcomes showed strong agreement. The percentage of respondents agreeing that GCC has developed a student learning outcomes assessment cycle increased from 71% in 2007 to 97% in 2010.
- Respondents were not positive about enrollment management. The percentage agreeing that GCC effectively manages enrollment was 62%.
- Although 50% of respondents (and 63% of full-time faculty members) indicated that the transition to the new block scheduling system has caused problems, a higher percentage agreed that the new block scheduling system is working well (69% overall and 65% of full-time faculty members).
- Respondents were positive about student services, particularly the library: 95% of respondents with an opinion agreed that the library serves the needs of our students.

Mission and Institutional Effectiveness

- Seventy-eight percent of all respondents and 90% of full-time faculty members said they are aware of the new process integrating planning, program review, and resource allocation. Sixty-five percent of all respondents and 79% of full-time faculty members indicated that they have seen a presentation about the revised process.
- A large majority of respondents (91%) said they are familiar with GCC's mission statement, but only 59% indicated that they have participated in discussions of the mission statement.

Resources

- Respondents were unclear about processes for hiring and evaluating administrators. Only 63% of respondents with an opinion agreed that GCC has a clear process for hiring competent administrators, and 55% agreed that GCC has a clear process for evaluating administrators.
- Perceptions of the safety and attractiveness of the main campus were high: 95% of respondents agreed that the main campus is safe and 96% agreed that the main campus is attractive. Of respondents on the Garfield Campus, 88% agreed that the Garfield Campus is safe but only 59% agreed that the Garfield Campus is attractive.
- Perceptions about food services improved substantially between 2009 and 2010. In 2009, 56% of respondents agreed that food services are satisfactory; the percentage increased to 71% in 2010.
- Several items about technology resources showed decreasing agreement from 2008 to 2010. These include items asking if technology meets instructional, student services, and administrative needs and whether technology is used effectively at GCC. Only 60% of respondents agreed that they get sufficient information technology training.
- Perceptions of the budget process improved between 2008 and 2010. Agreement with the statement “The budget process is effective” increased from 31% in 2008 to 50% in 2010.

Communication

- Although most respondents agreed that campus communication with external groups is effective, only 54% agreed that communication between the main campus and the Garfield Campus is effective. Additionally, the percentage agreeing that the administration communicates effectively with constituent groups was 63%, a decrease from 70% in 2009.

Introduction and Method

Historically, Glendale Community College has surveyed its faculty and staff before writing the accreditation self study. Accreditation surveys were 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 2010 survey was announced via campus email on Wednesday, November 3, 2010 with a deadline of Wednesday, November 17, 2010. 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	1986	1990	1997	2002	2007	2008	2009	2010
Administrators/Managers	n/a	n/a	14	23	42	33	41	44
Full-Time Faculty	147	137	122	122	119	84	139	104
Part-Time Faculty	224	86	169	152	92	47	109	96
Classified Staff	171	157	123	115	116	114	89	123
Other	n/a	n/a	n/a	n/a	4	6	5	3
Total Respondents	542	380	428	412	373	283	383	370

In 2010, responses were received from approximately 70% of administrators/managers, 46% of full-time faculty members, 23% of part-time faculty members, and 38% of classified staff members, for an overall response rate of approximately 36%. A question about the respondent’s primary campus was asked in 2010. Of all respondents, 321 indicated their primary assignment was at the main campus, 45 indicated their primary assignment was at the Garfield Campus, and 5 respondents did not answer the question.

Survey Part 1. Governance and Leadership

The first part of the faculty/staff survey addressed governance and leadership. 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.”

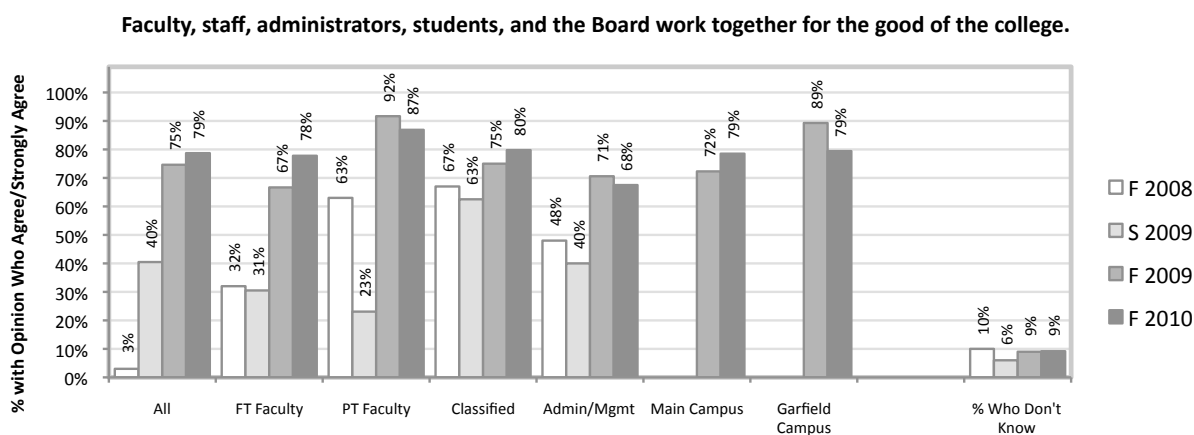
The graphs below show the percentages of respondents with an opinion (i.e., either agreeing or disagreeing) who marked “Agree” or “Strongly Agree.” In other words, the measure is the percentage of respondents with an opinion who agreed with the statement. Respondents marking “I Don’t Know” or “Not Applicable”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

Historical trends are shown where available. Previous agreement rates are from annual faculty/staff surveys in Fall 2008 and Fall 2009 as well as leadership surveys in Fall 2007 and Spring 2009.

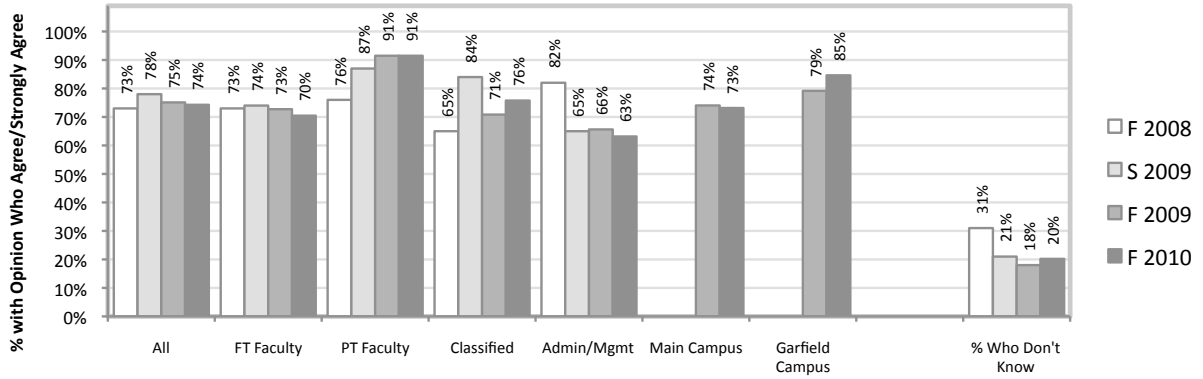
1.1. Governance

1.1.1. Survey Items on Governance

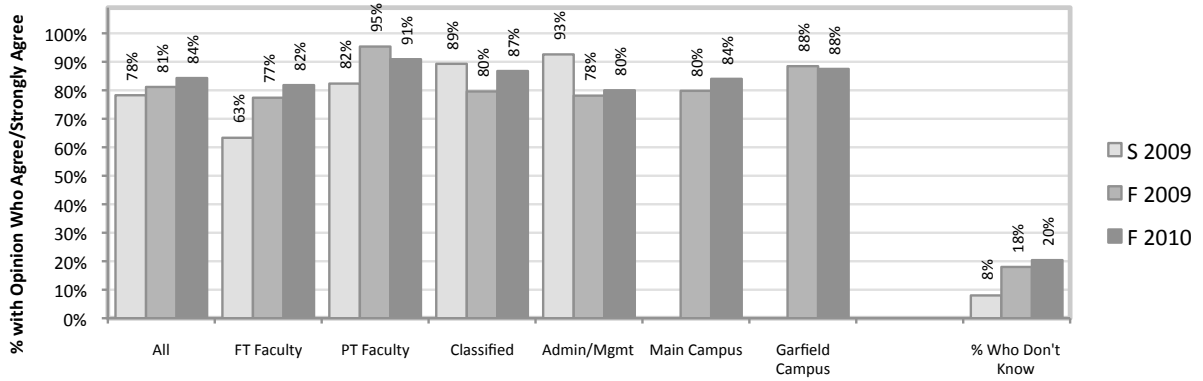
The 2010 survey asked eight questions related to governance. Trends are shown in the following graphs.



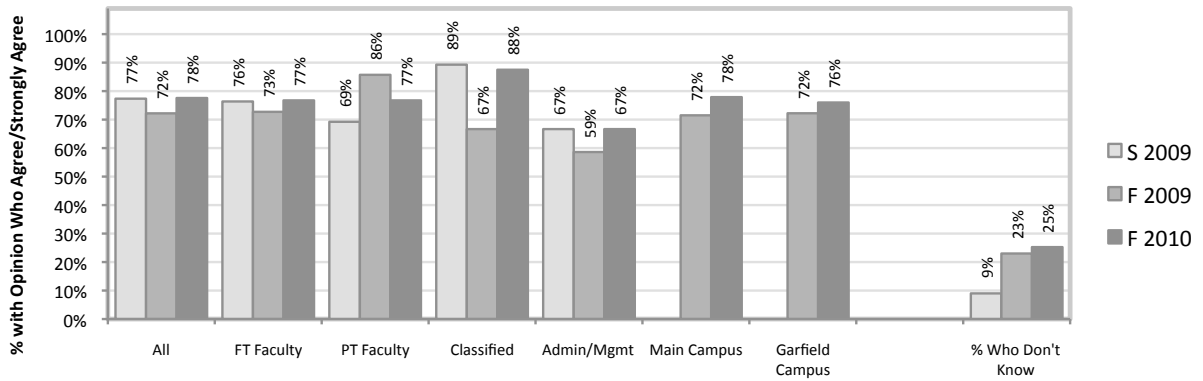
Governance works effectively.



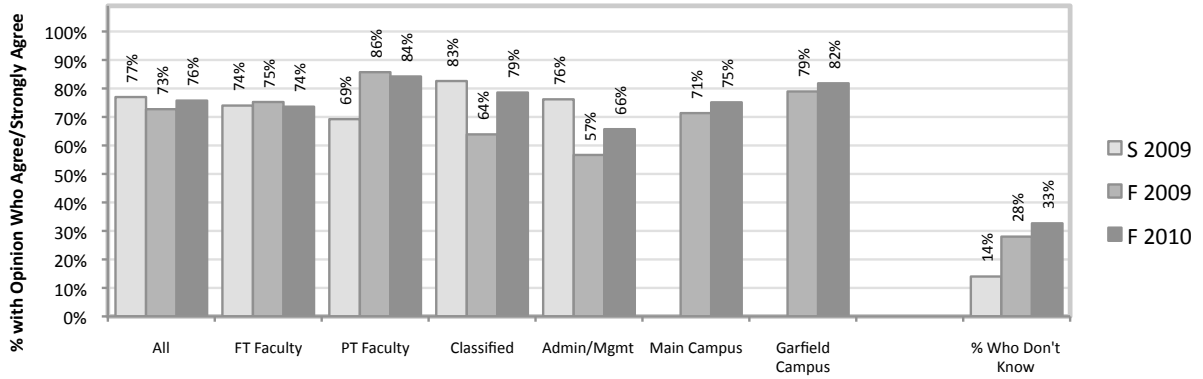
The College follows a well-defined governance process.



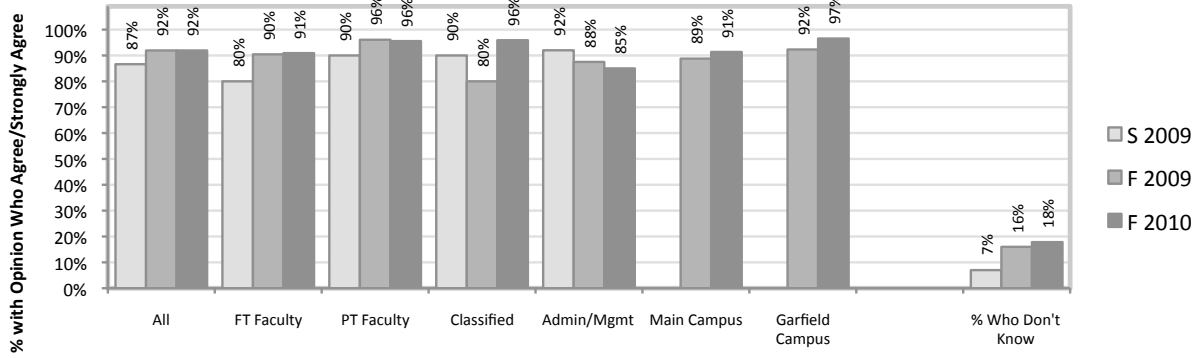
College governance committees focus on student needs when making recommendations.



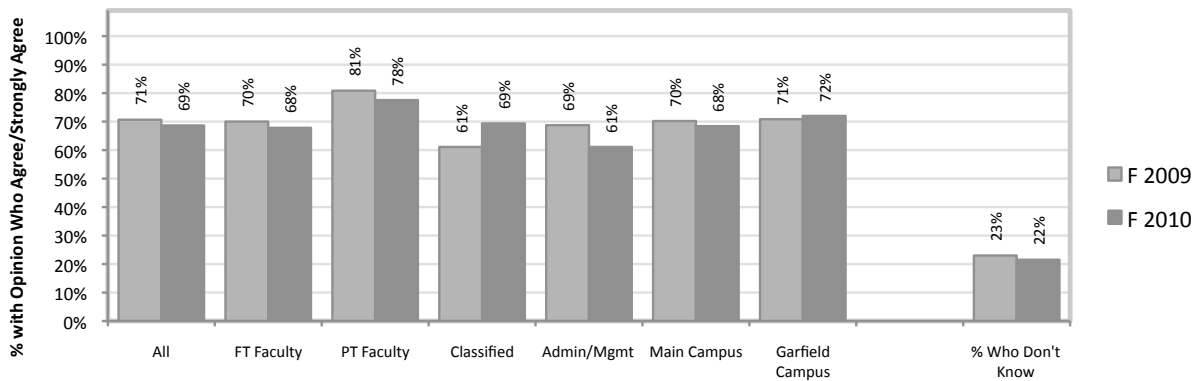
College governance committees focus on the Mission Statement when making recommendations.

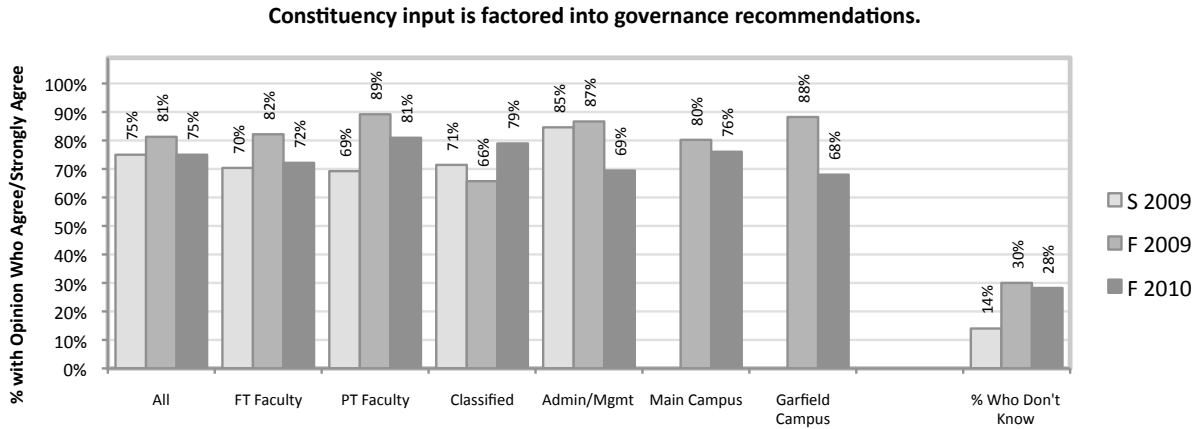


Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process.



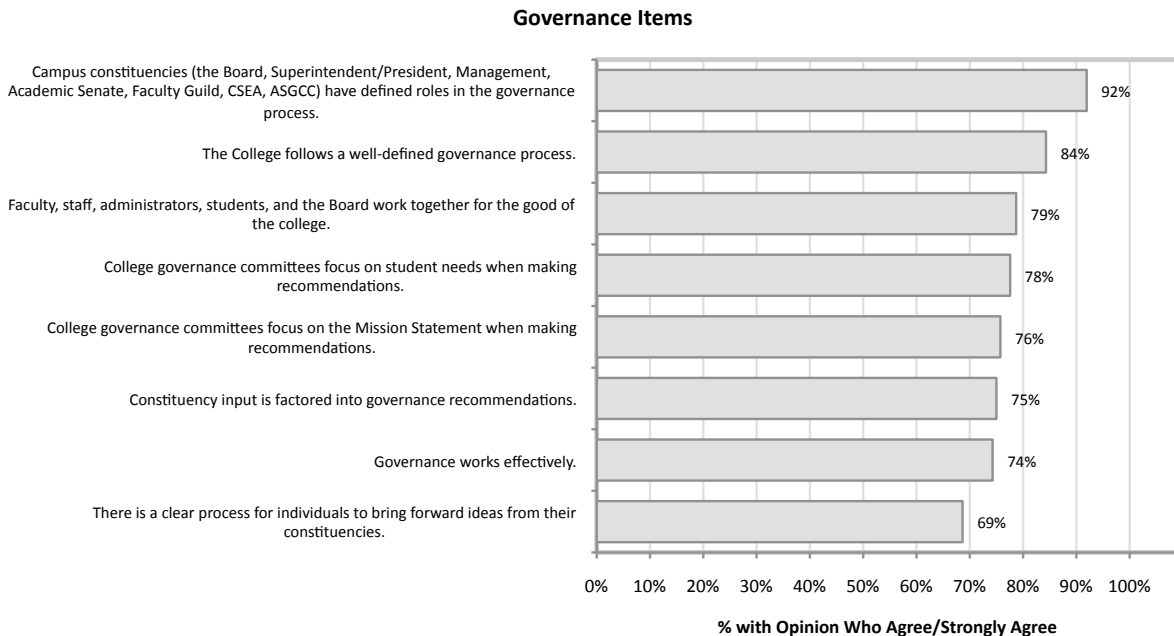
There is a clear process for individuals to bring forward ideas from their constituencies.





1.1.2. Summary of Governance Items

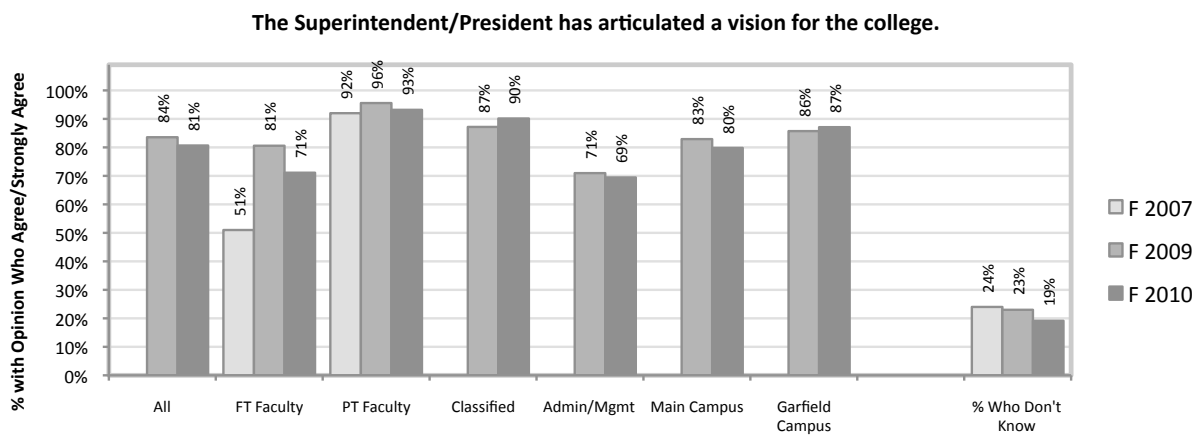
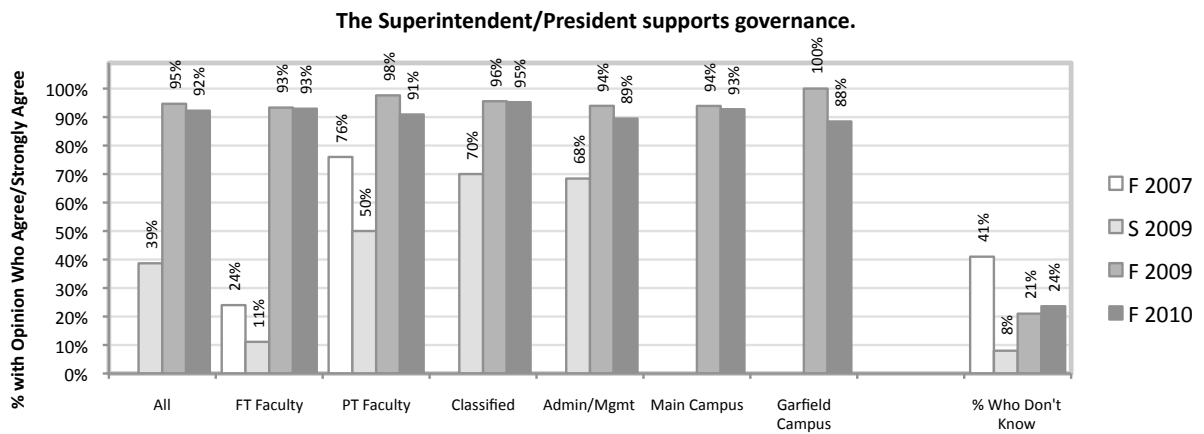
The following graph summarizes the responses in 2010 to governance-related items. A large majority of respondents agreed that campus constituencies have defined roles in governance. The item with the lowest agreement (69%) asked about a clear process for individuals to bring forward ideas from their constituencies. In general, the governance items indicate that constituent groups believe governance is effective and well defined, but the process for bringing ideas forward into the governance process could be better defined and publicized.



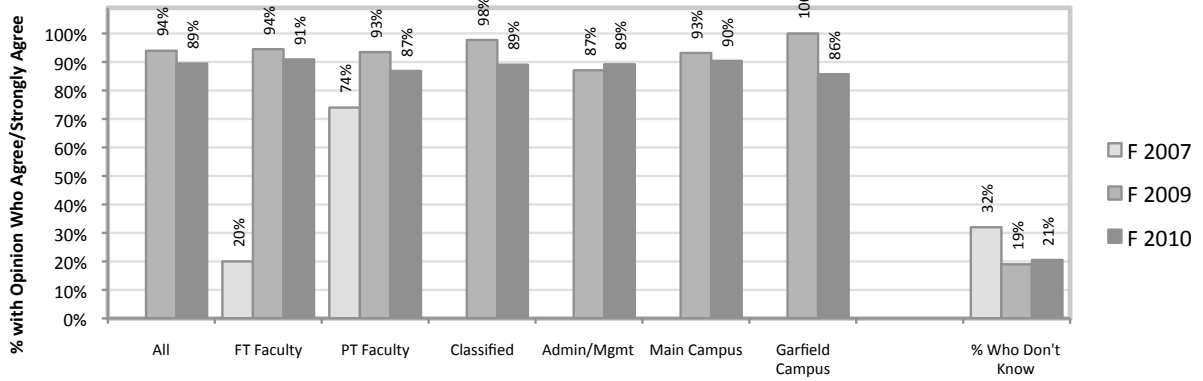
1.2. Superintendent/President

1.2.1. Survey Items on Superintendent/President

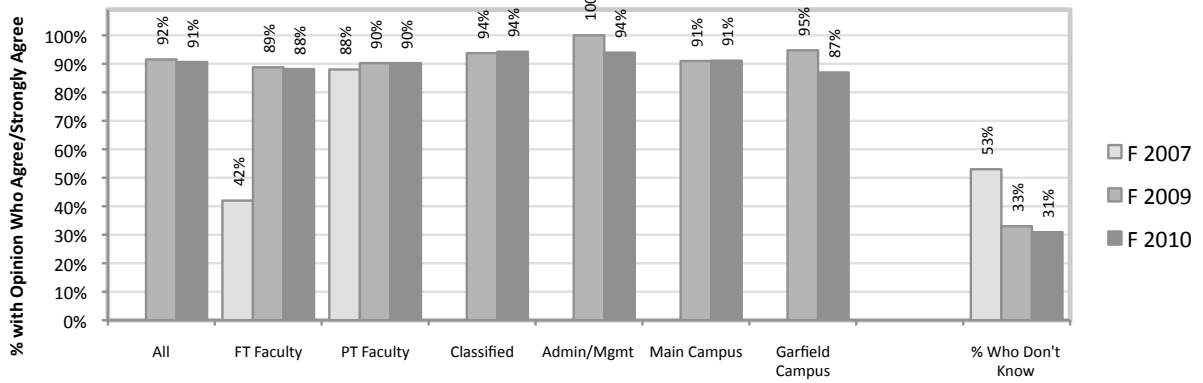
The 2010 survey asked 12 items about the Superintendent/President.



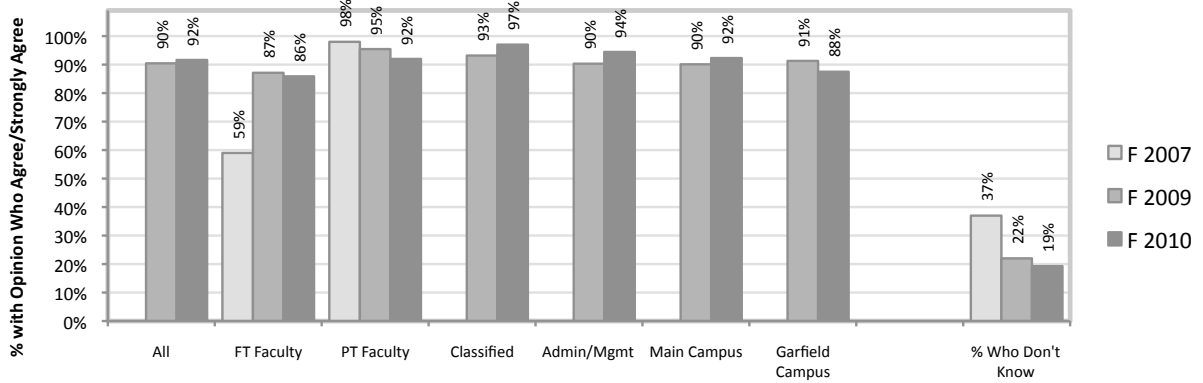
The Superintendent/President is accessible.



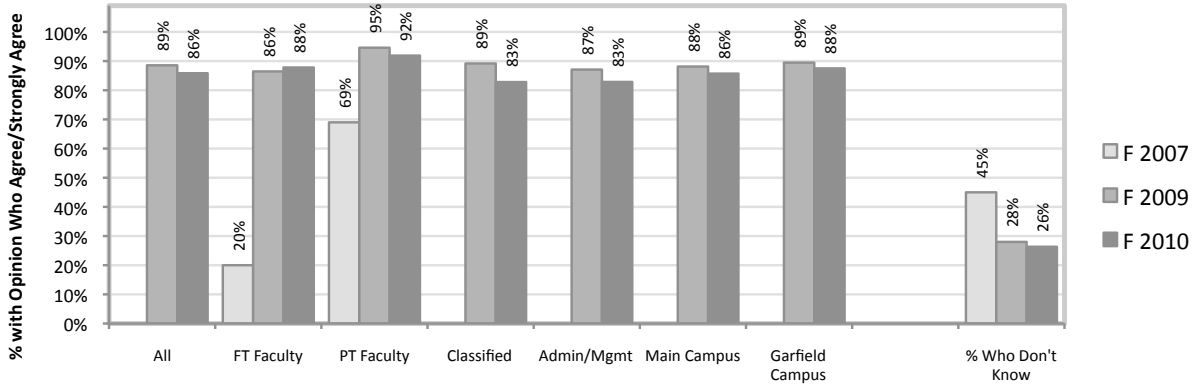
The Superintendent/President demonstrates a commitment to academic freedom.



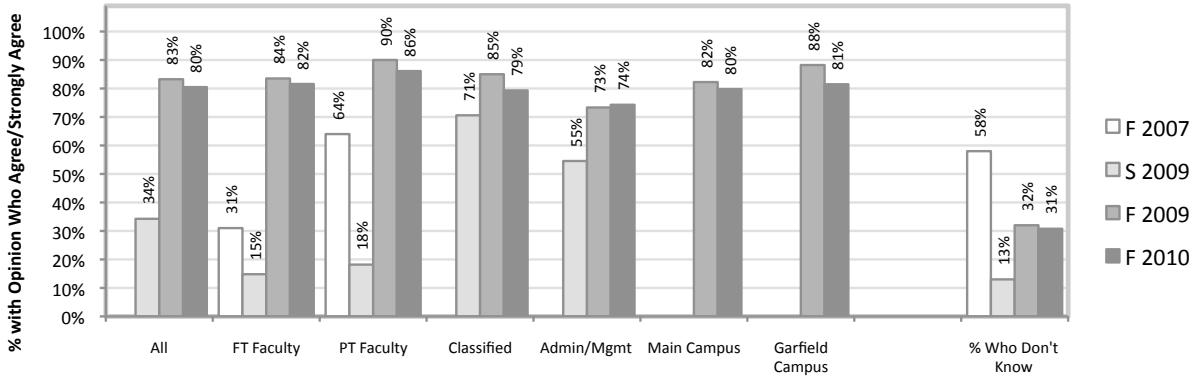
The Superintendent/President demonstrates a commitment to academic excellence.



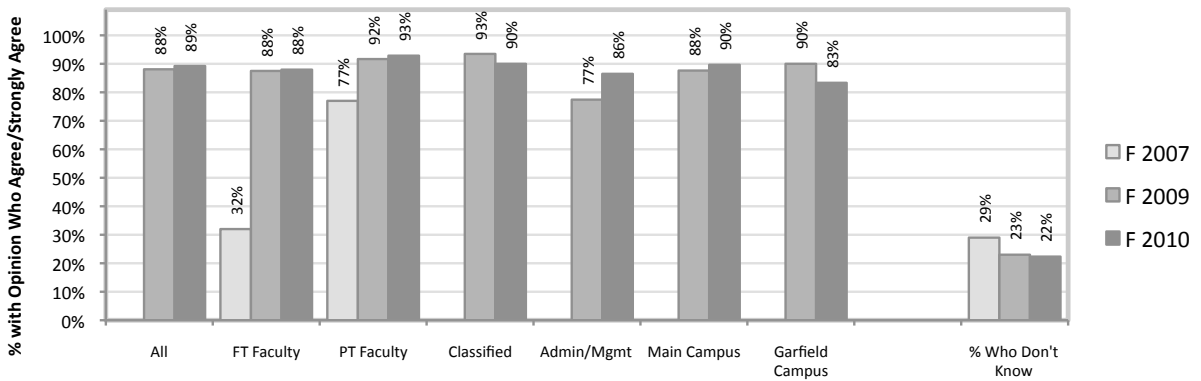
The Superintendent/President sets priorities for action in a collegial manner.



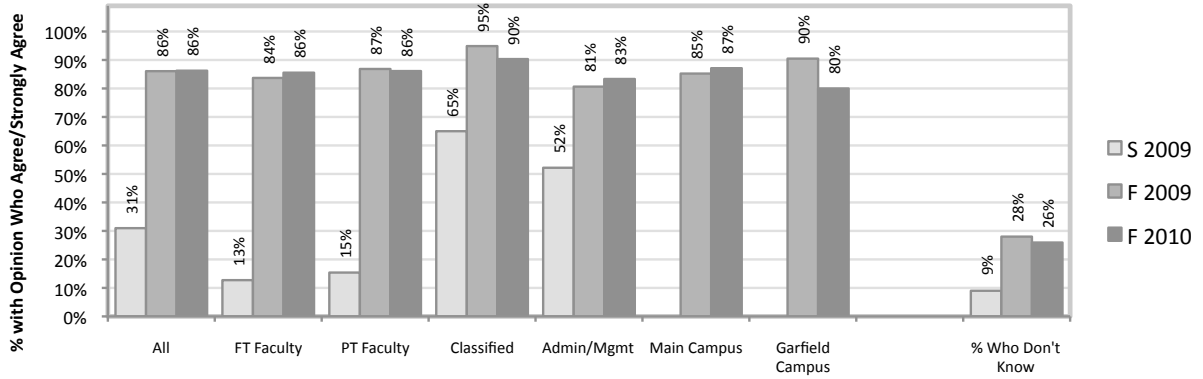
The Superintendent/President shows fairness in making decisions.



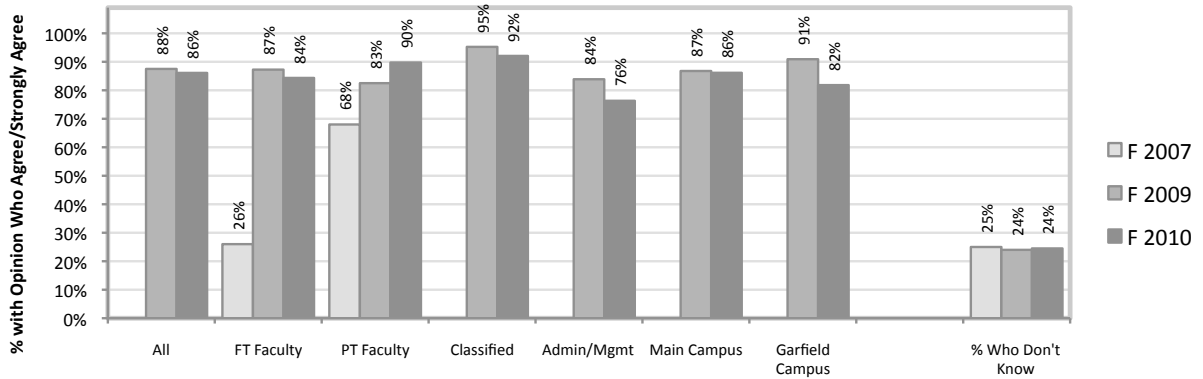
The Superintendent/President shows respect for all constituent groups.



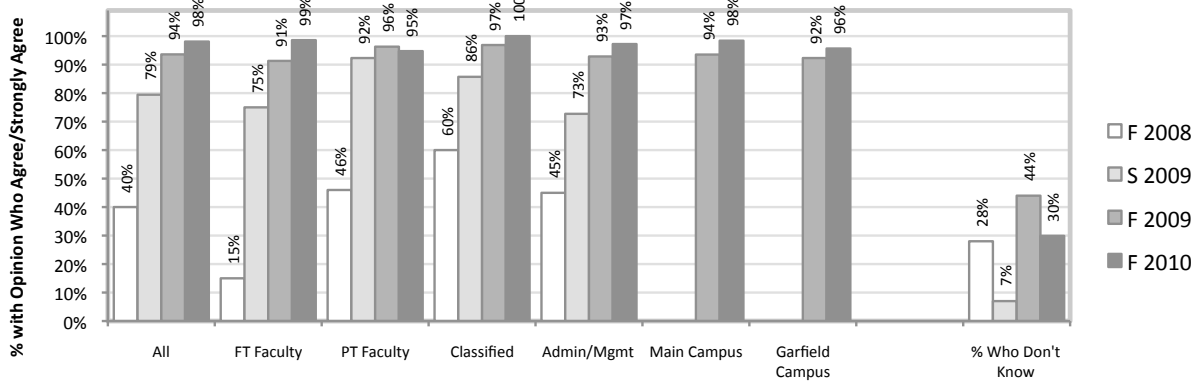
The Superintendent/President encourages and solicits input from all constituencies.



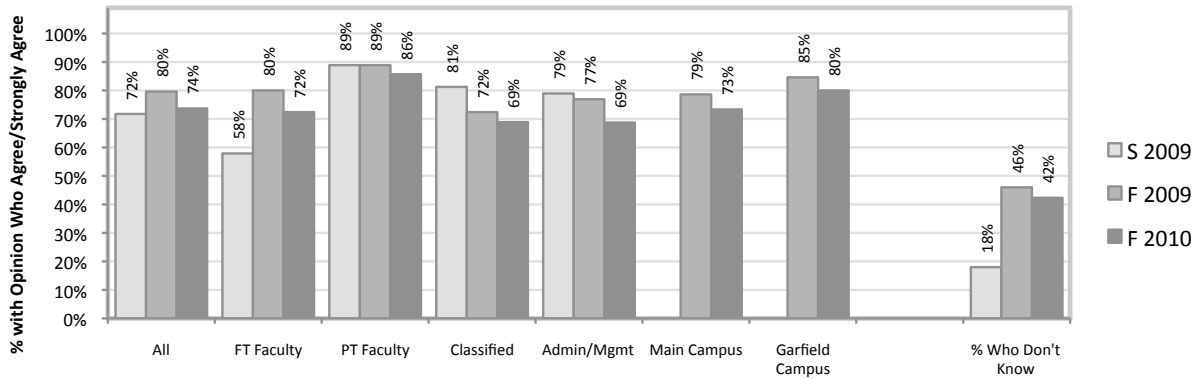
The Superintendent/President communicates well with constituent groups.



The Superintendent/President works effectively with the external community.



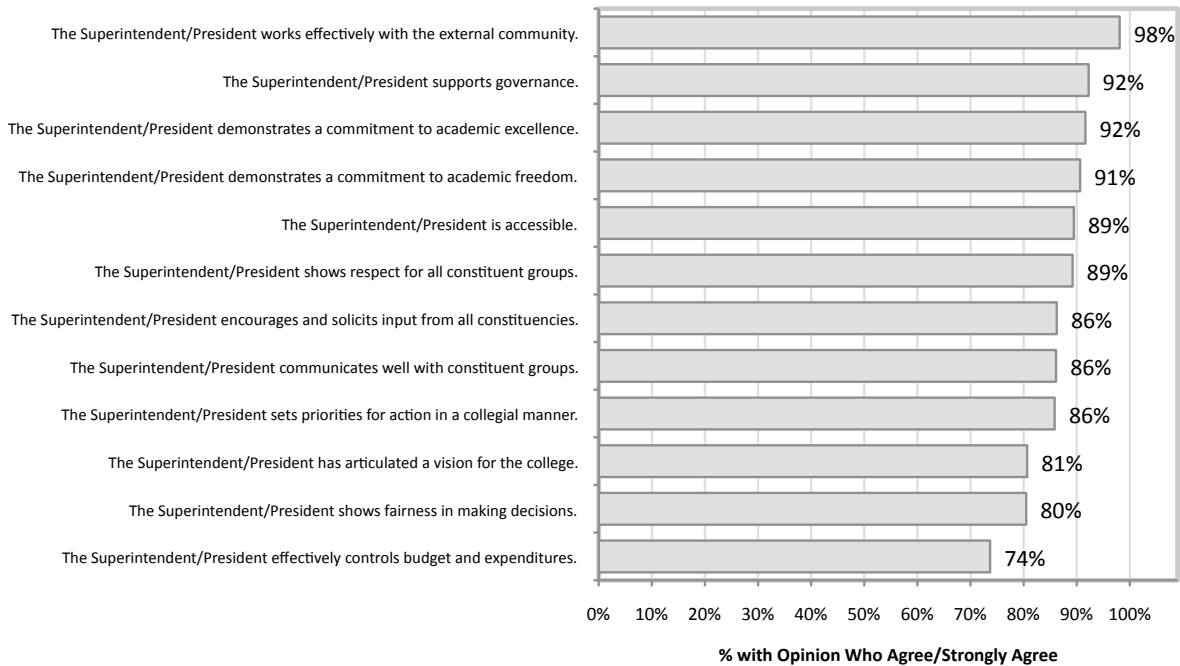
The Superintendent/President effectively controls budget and expenditures.



1.2.2. Summary of Superintendent/President Items

The following graph summarizes the responses in 2010 to the survey items about the Superintendent/President. All items showed strong agreement. The only item with less than 80% agreement was “The Superintendent/President effectively controls budget and expenditures,” which had an agreement rate of 74%. Many respondents (42%) marked “I Don’t Know” to this item about budget and expenditures.

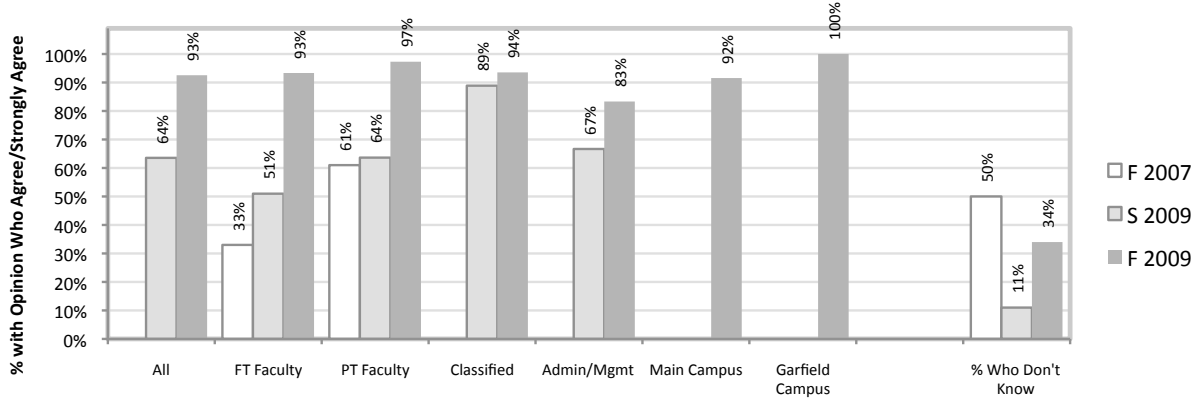
Superintendent/President Items



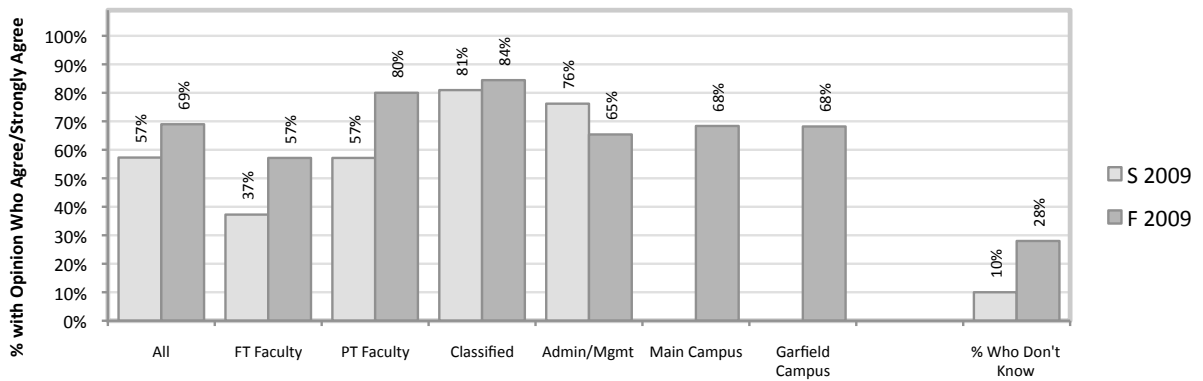
1.2.3. Previous Survey Items on Superintendent/President

The following three items were asked in previous surveys but not in 2010.

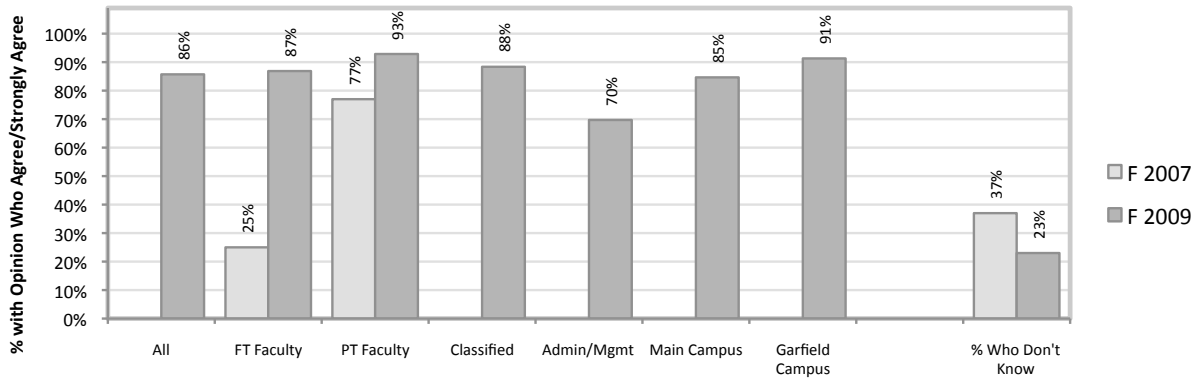
The Superintendent/President delegates to others tasks within their area of responsibility.



The Superintendent/President nurtures a sense of community at the college.



The Superintendent/President shows a thorough knowledge of how the college operates.

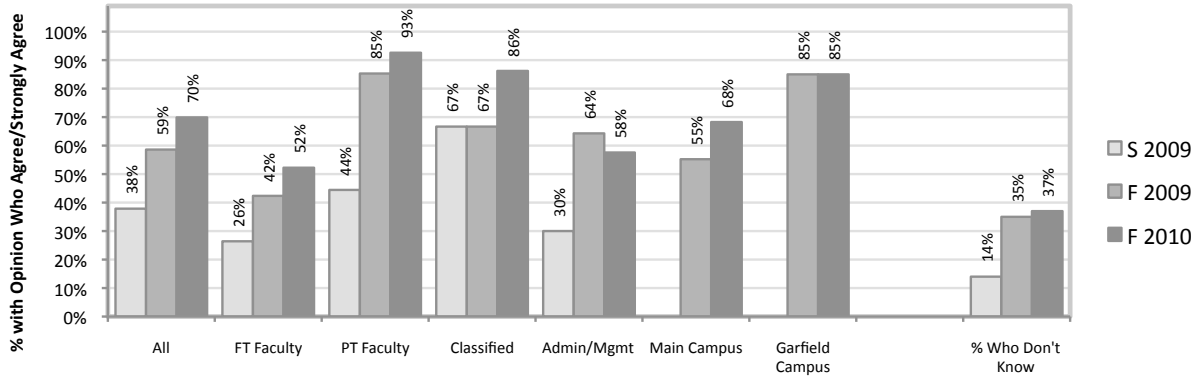


1.3. Board of Trustees

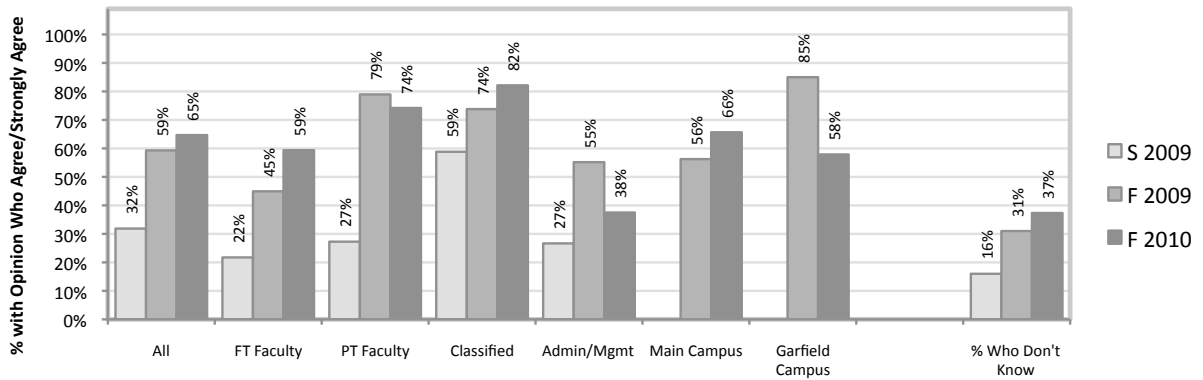
1.3.1. Survey Items on Board of Trustees

The 2010 survey included five items about the Board of Trustees.

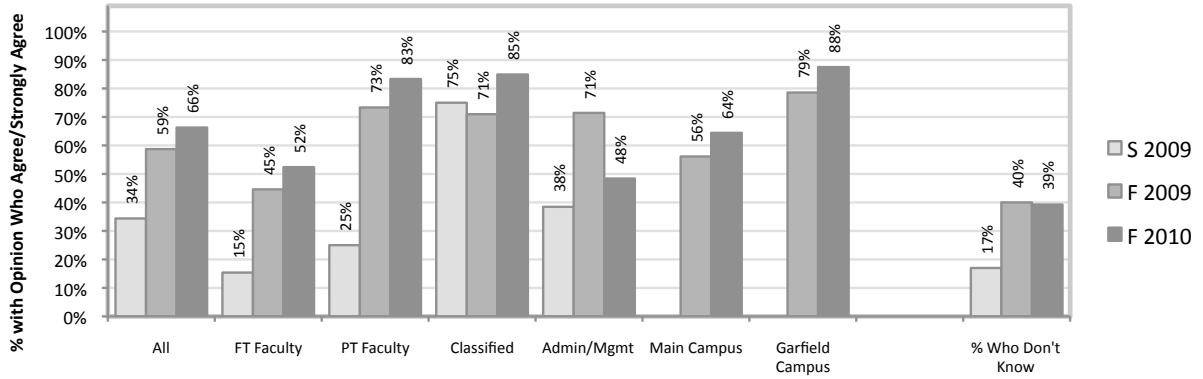
The Board adheres to its primary role of policy development.



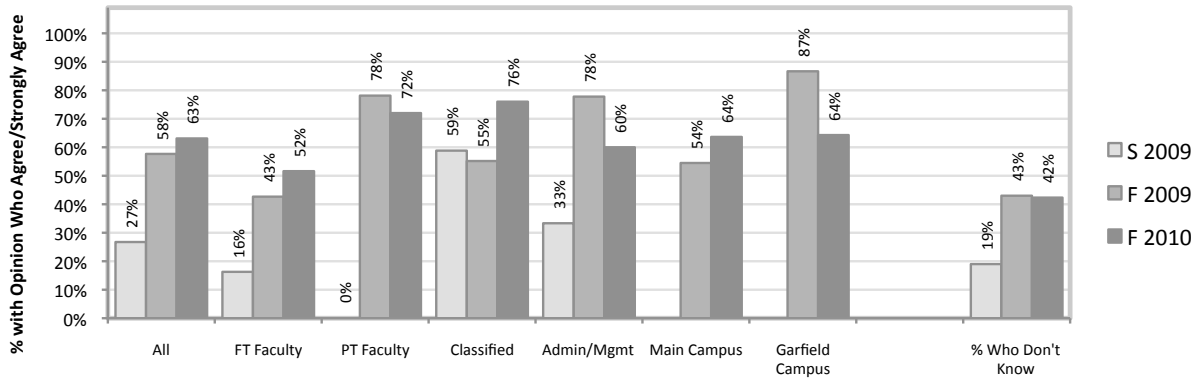
Board members direct as a governing board and not as individuals.



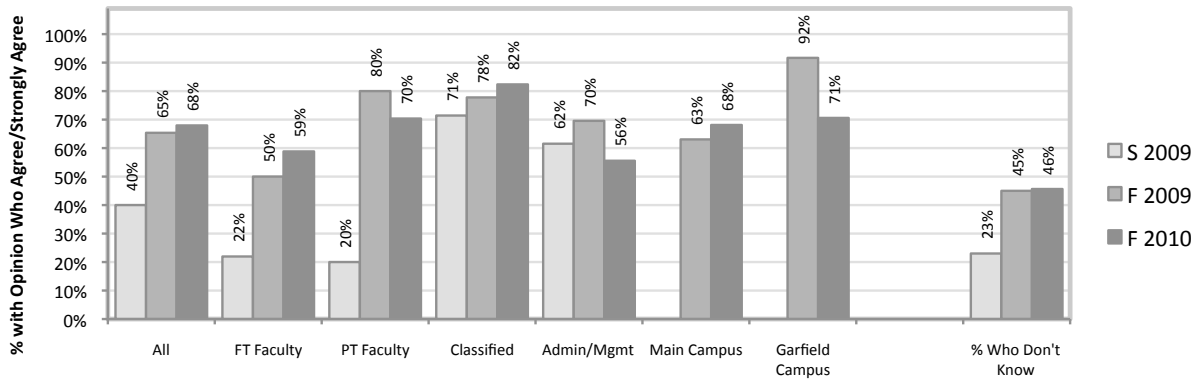
The Board understands and adheres to its roles and responsibilities related to governance.



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

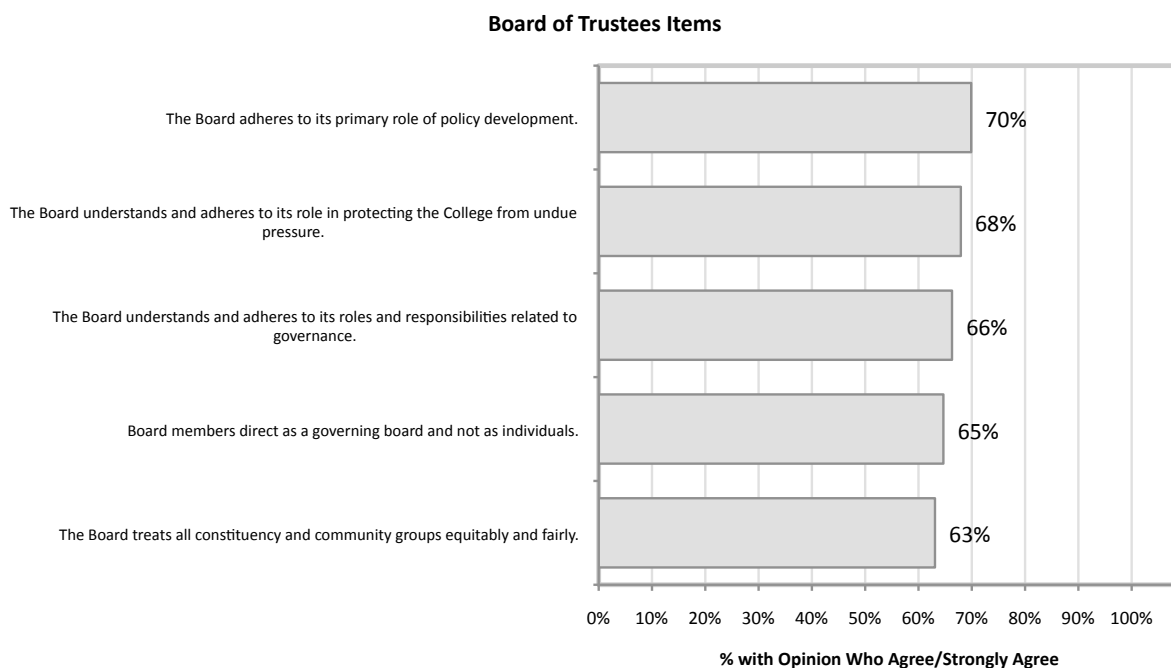


The Board understands and adheres to its role in protecting the College from undue pressure.



1.3.2. Summary of Board of Trustees Items

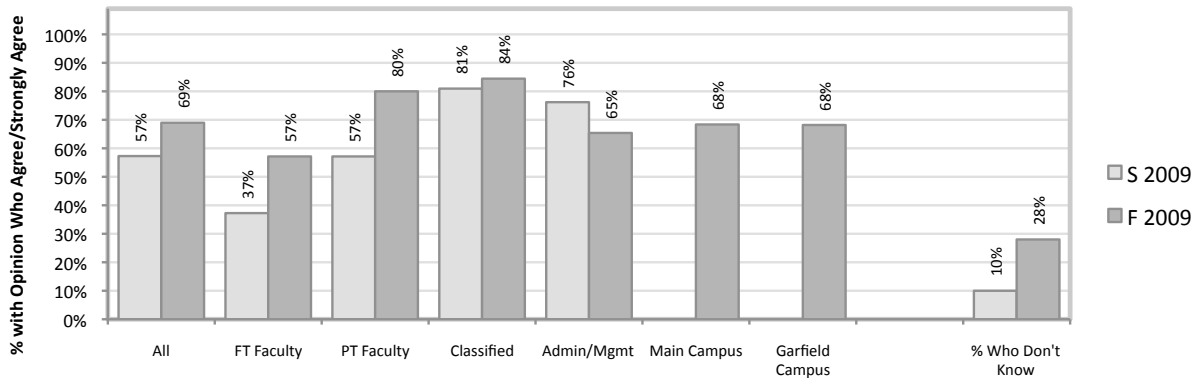
The following graph summarizes the responses in 2010 to the items related to the Board of Trustees. More than half of respondents with an opinion agreed with the items. The item with the most agreement (70%) was “The Board adheres to its primary role of policy development.” The item with the least agreement (63%) was “The Board treats all constituency and community groups equitably and fairly.” Agreement with this item about treatment of constituency groups increased substantially since Spring 2009, as did most of the other items about the Board, indicating that respondents are becoming more positive about the Board’s actions and treatment of constituency groups.



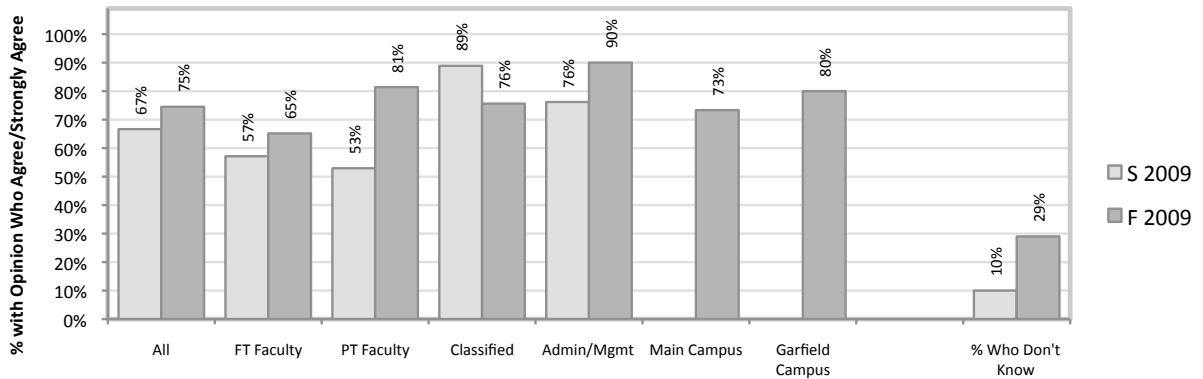
1.3.3. Previous Survey Items on Board of Trustees

The following seven items were not asked in 2010 but were asked in previous surveys.

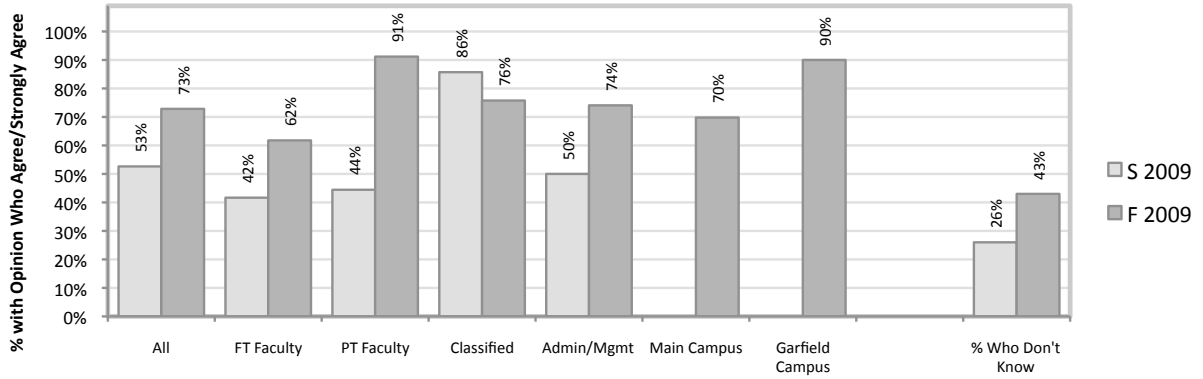
The Board assumes responsibility for the educational quality of the institution.



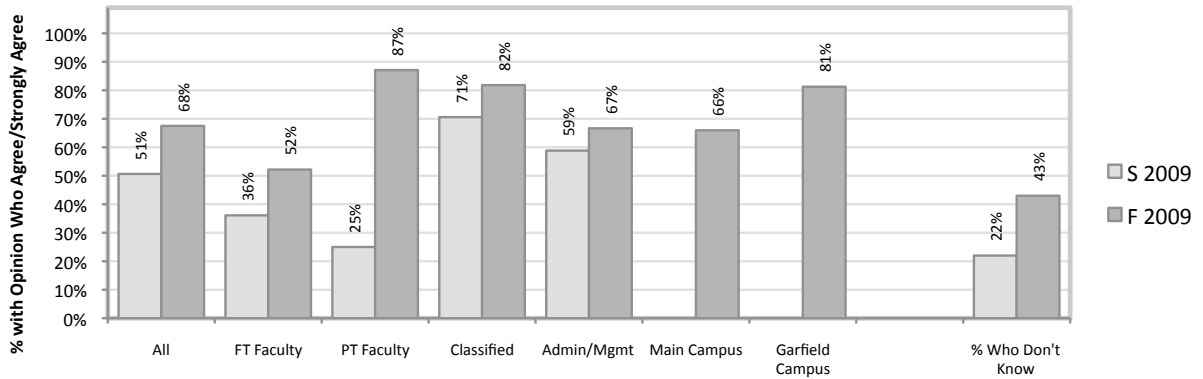
The Board assumes responsibility for the educational quality of the institution.



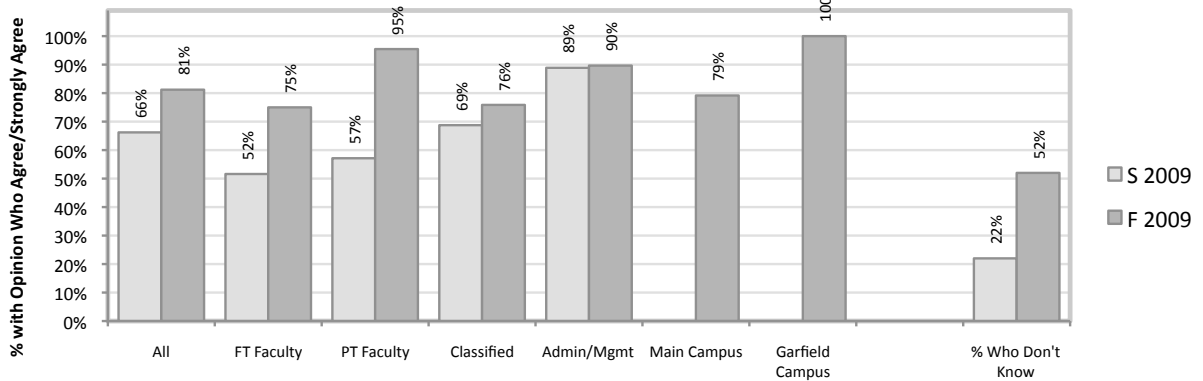
The Board is knowledgeable about state, regional, and federal legislative matters.



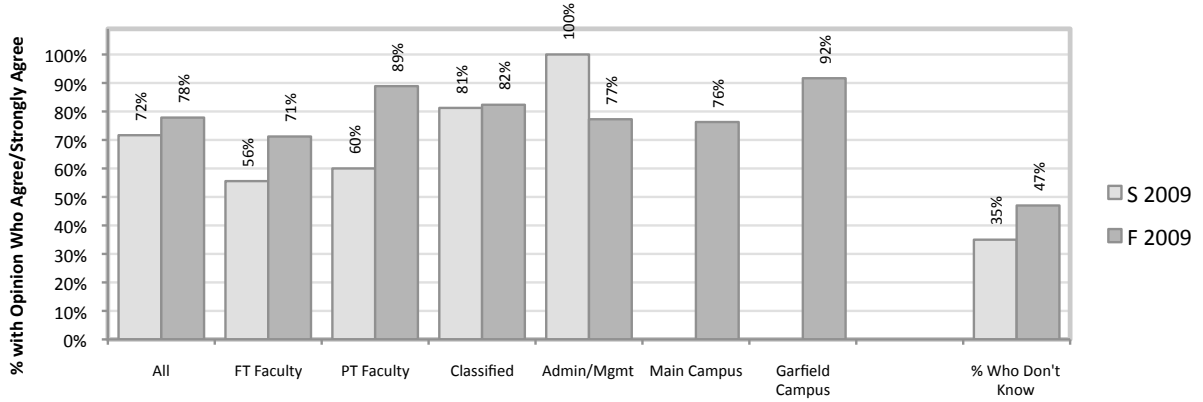
The Board acts in a manner consistent with its Board operating policies.



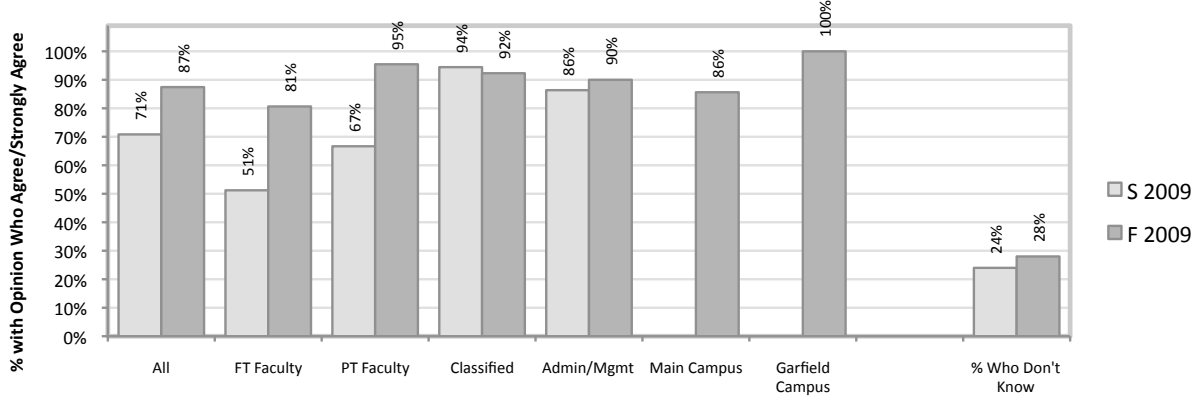
Board policies (both operating and institutional) are regularly reviewed and updated.



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



The Board evaluates the Superintendent/President.



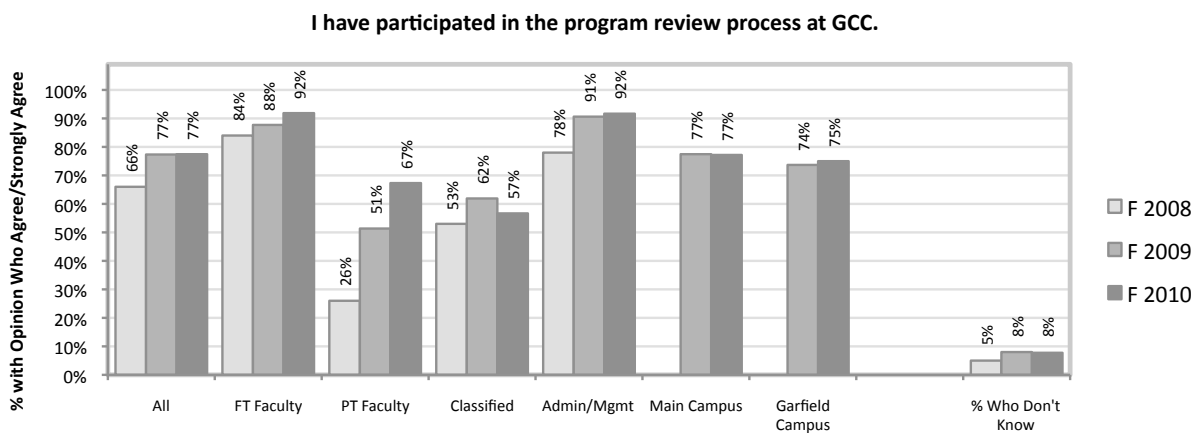
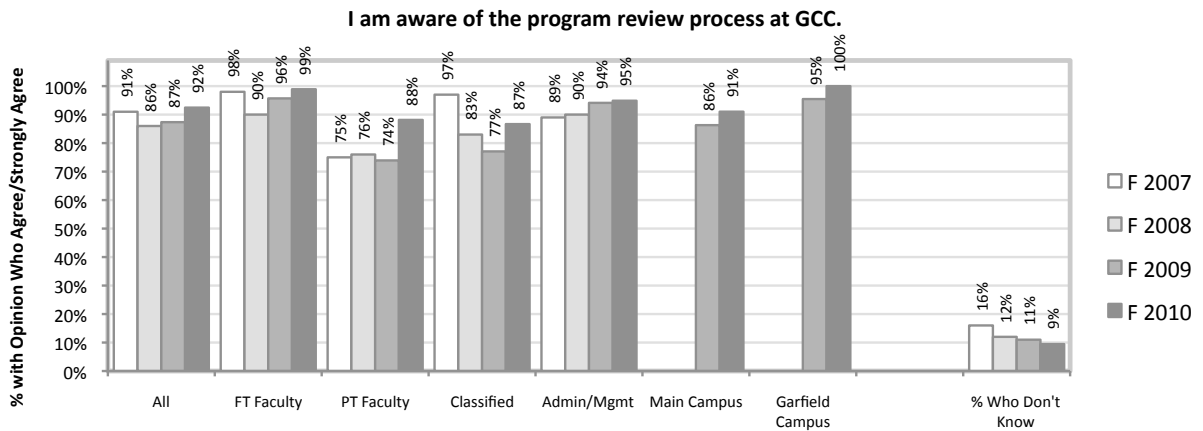
Survey Part 2.

Student Learning Programs and Services

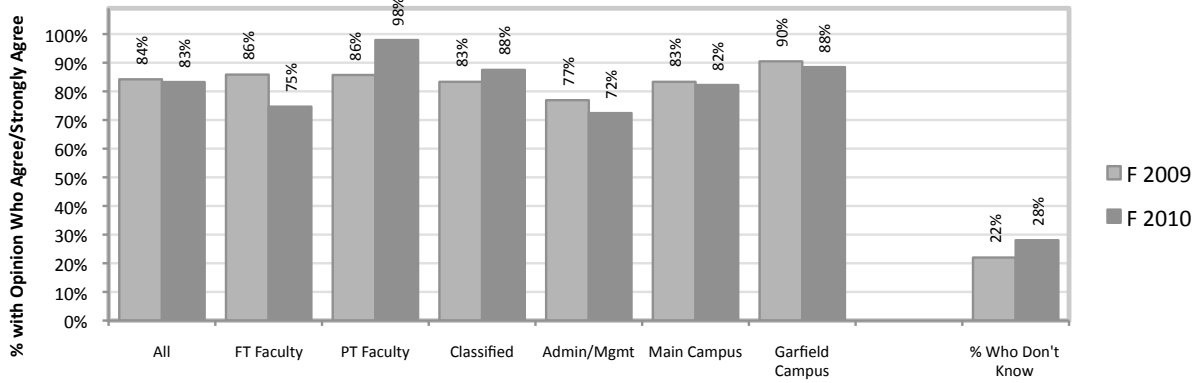
2.1. Instructional Programs

2.1.1. Survey Items on Instructional Programs

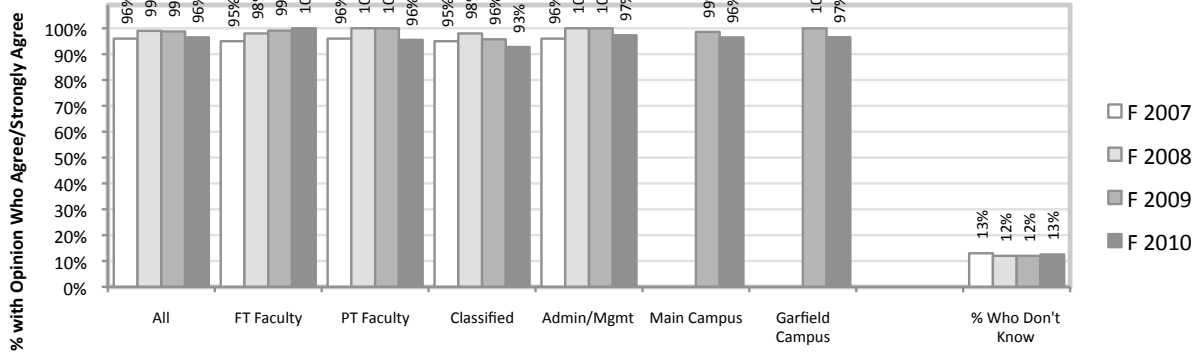
The following questions focus on the accreditation standards regarding instructional programs. Topics included program review, instructional quality, meeting student needs, student learning outcomes, enrollment management, and basic skills.



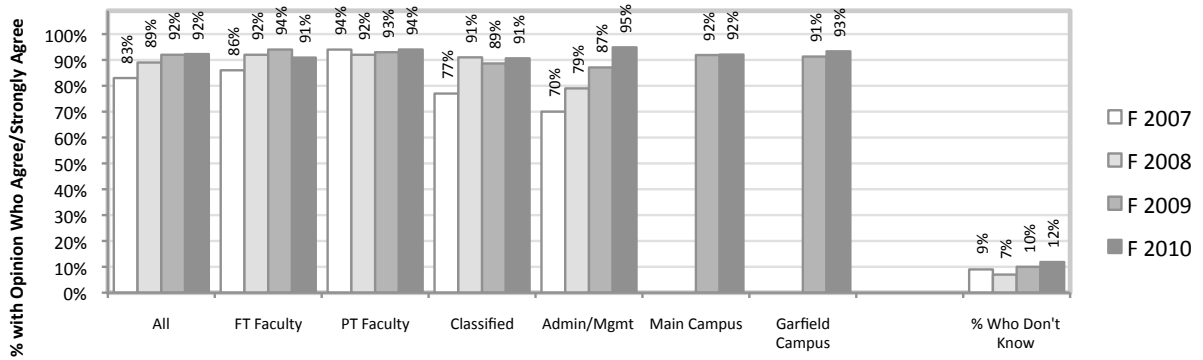
Program review results are used to improve instructional programs.



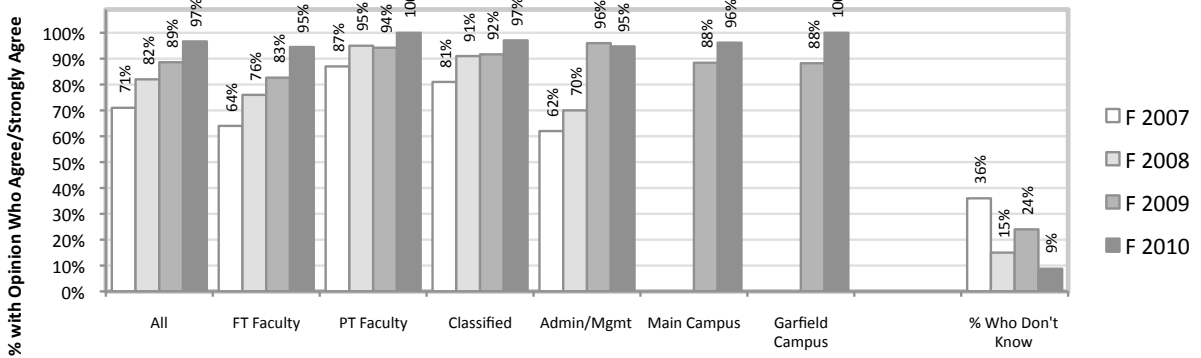
GCC offers quality instructional programs that are recognized as such by universities and employers.



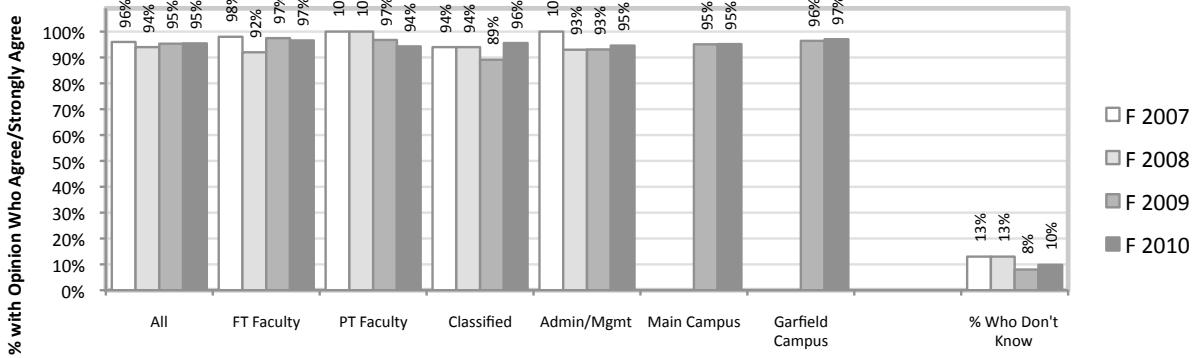
GCC supports the range of delivery modes and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body.



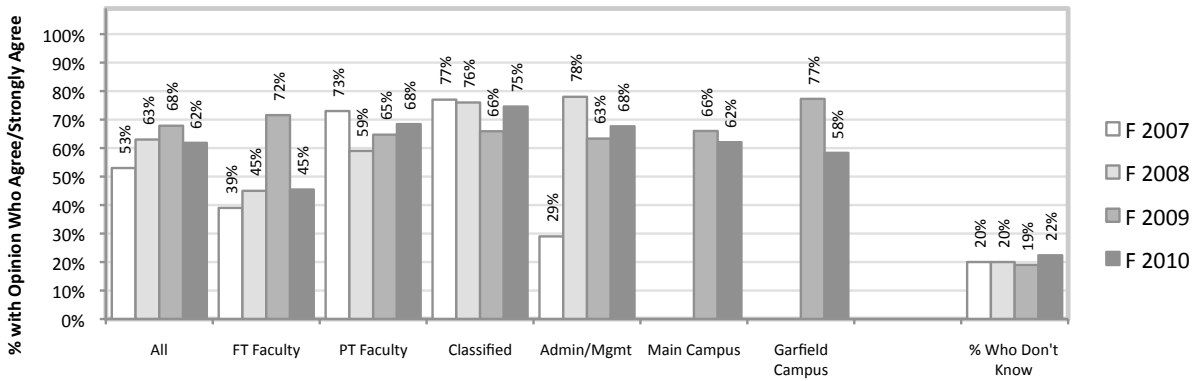
GCC has developed a Student Learning Outcomes/Assessment cycle in instruction and student services.



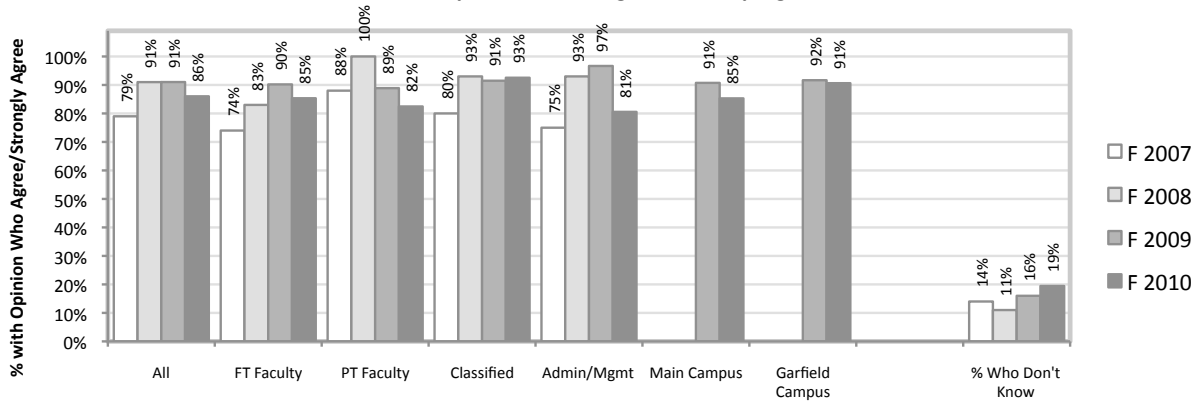
The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment.



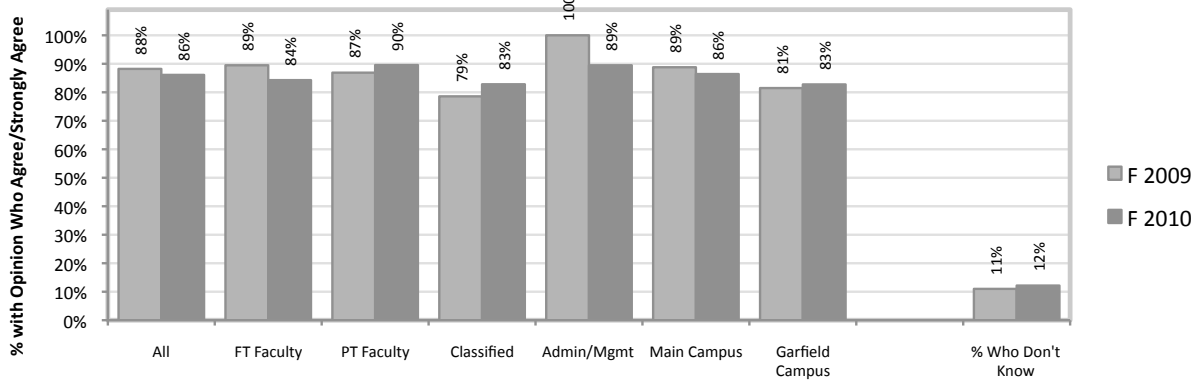
GCC effectively manages enrollment to maximize its ability to serve students' needs.



GCC provides a strong basic skills program.

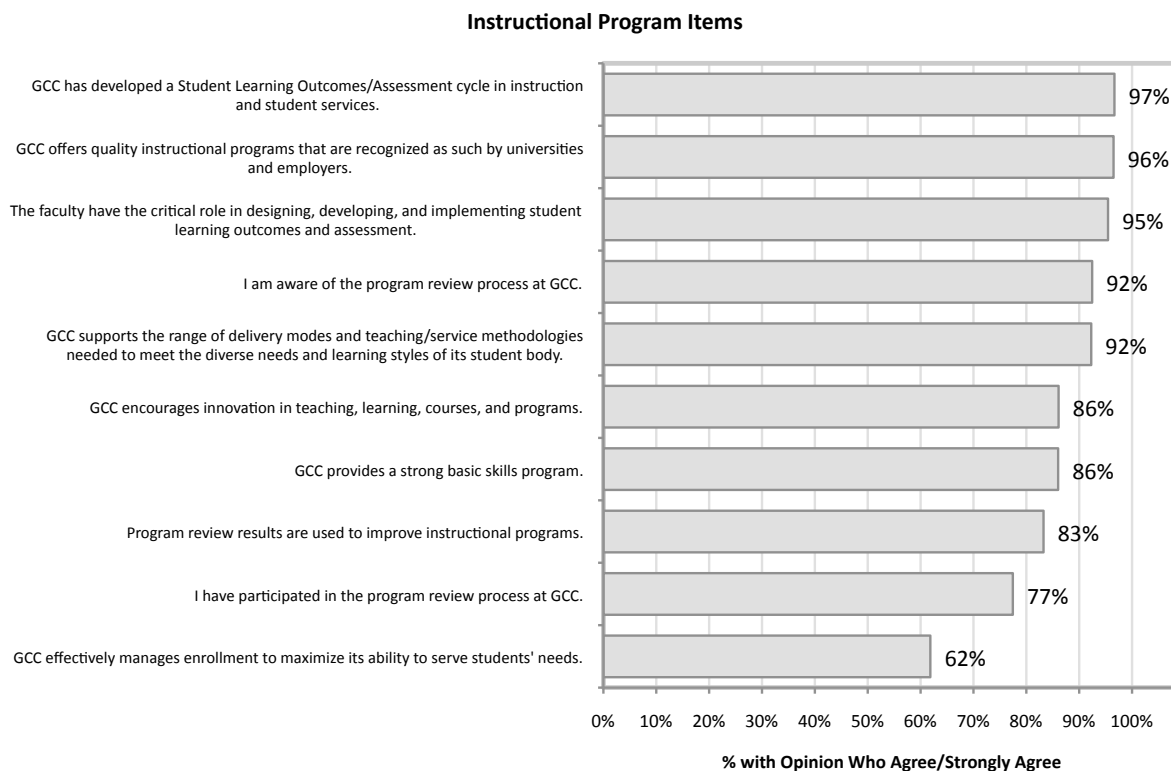


GCC encourages innovation in teaching, learning, courses, and programs.



2.1.2. Summary of Instructional Program Items

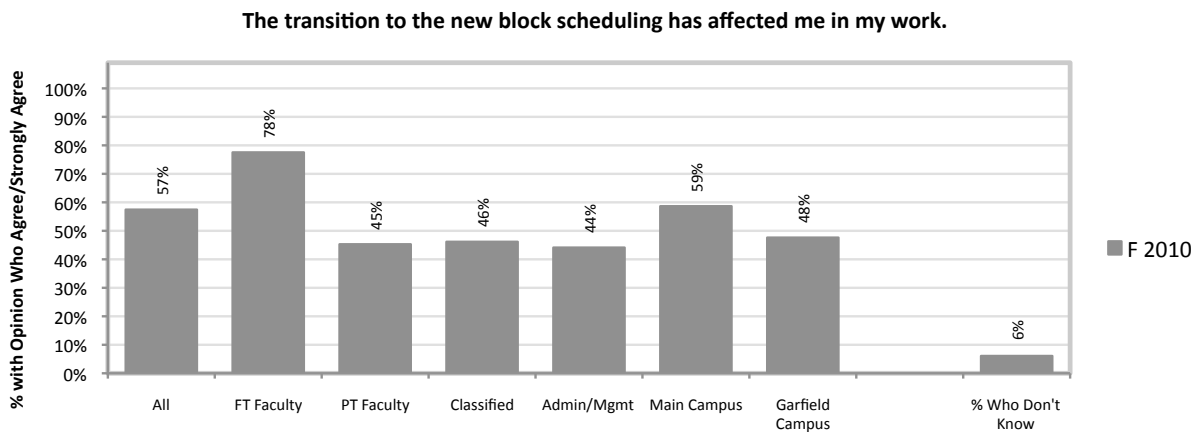
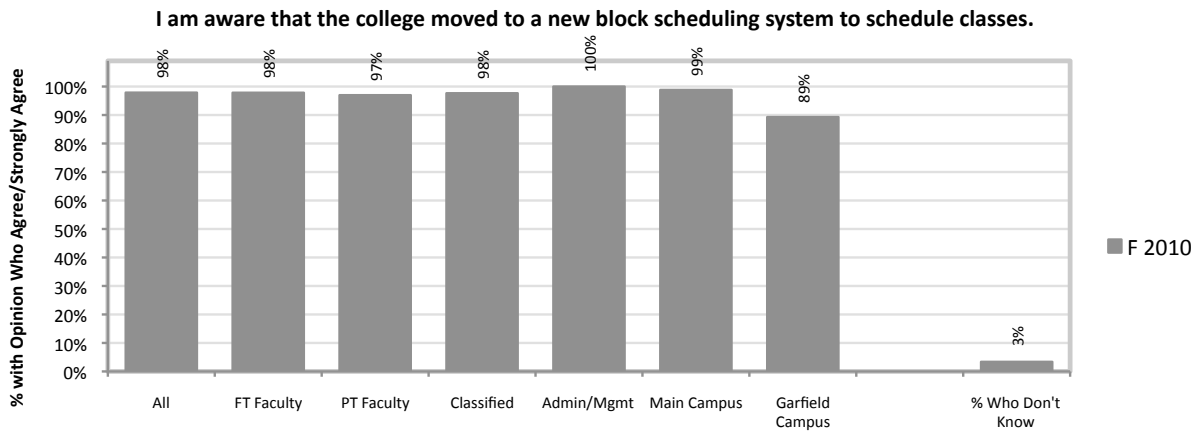
The following graph shows a summary of the responses in 2010 to the instructional program items. Respondents were positive about the existence of a student learning outcomes assessment cycle and the faculty’s lead role in the cycle. Awareness of GCC’s SLOAC process increased from 71% in 2007 to 97% in 2010. Respondents were also positive about the quality of instructional programs, support for a range of delivery methods, and GCC’s encouragement of innovation. Respondents were aware of program review and most (77%) had participated in program review. The only item with less than 75% agreement involved the effectiveness of enrollment management. Enrollment management is being addressed in 2010-2011 by making the Enrollment Management Committee part of the governance structure.



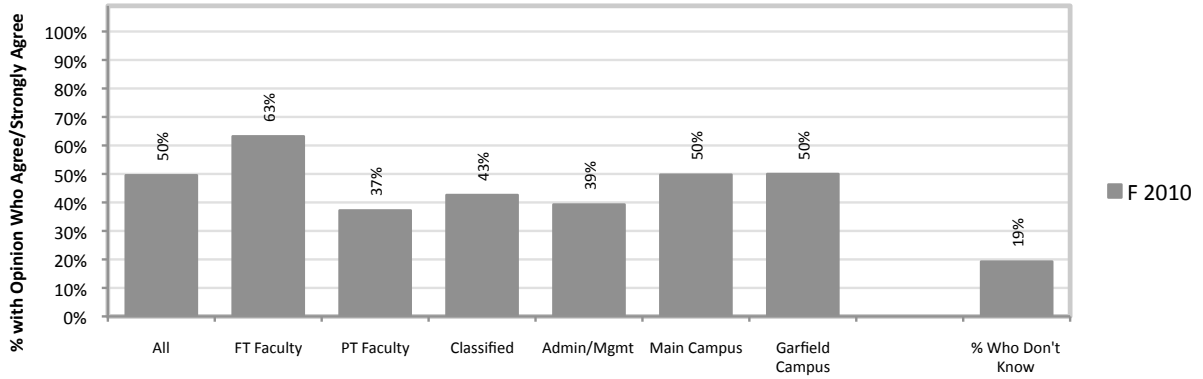
2.2. Block Scheduling

2.2.1. Survey Items on Block Scheduling

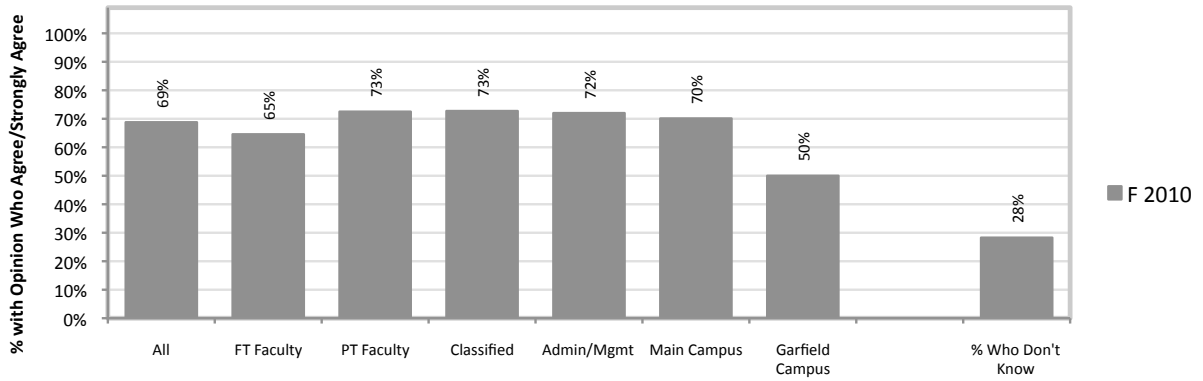
The 2010 survey included four items on the new block scheduling system, implemented for the first time in Fall 2010.



The transition to the new block scheduling has caused problems.

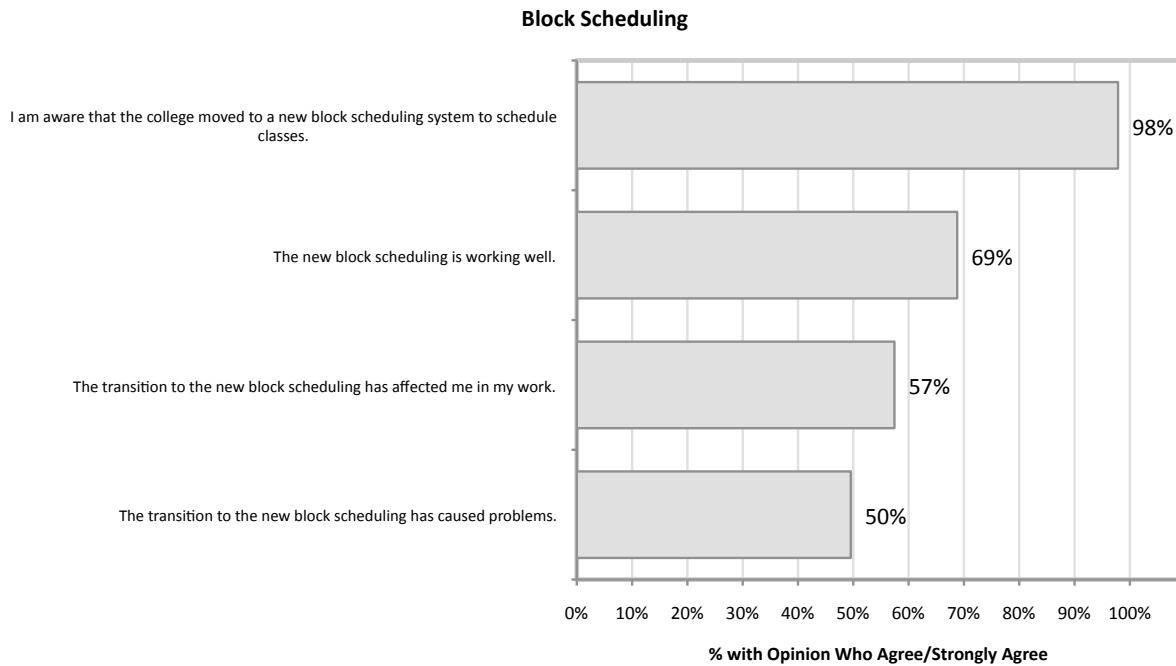


The new block scheduling is working well.



2.2.2. Summary of Block Scheduling Items

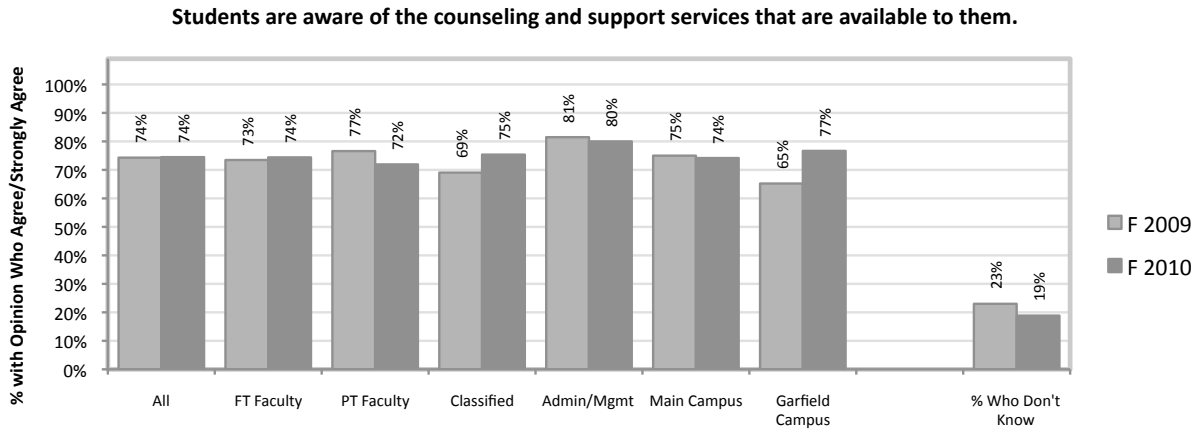
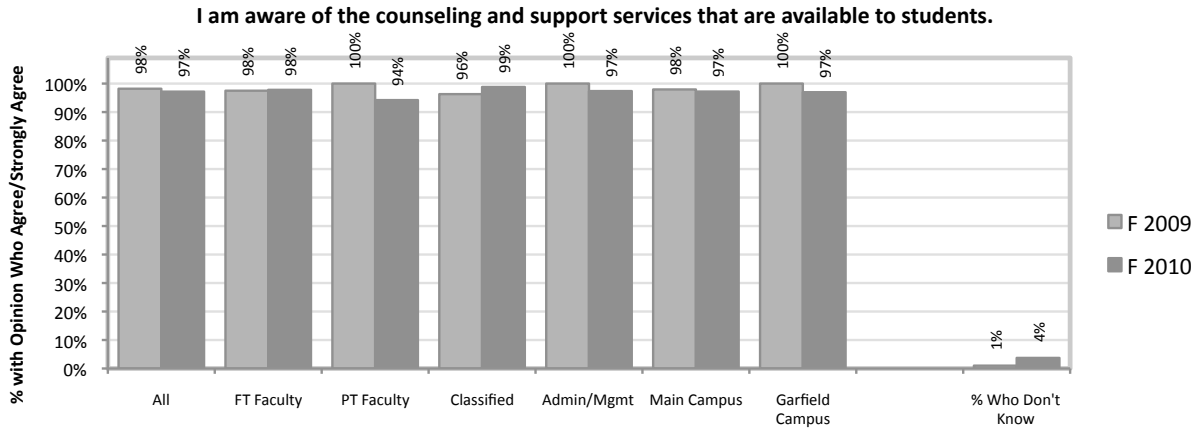
The graph below summarizes responses to the block scheduling items. Nearly all respondents were aware of the transition to the new block scheduling system. Although half of the respondents with an opinion indicated that the transition has caused problems, 69% agreed that the new block scheduling system is working well.



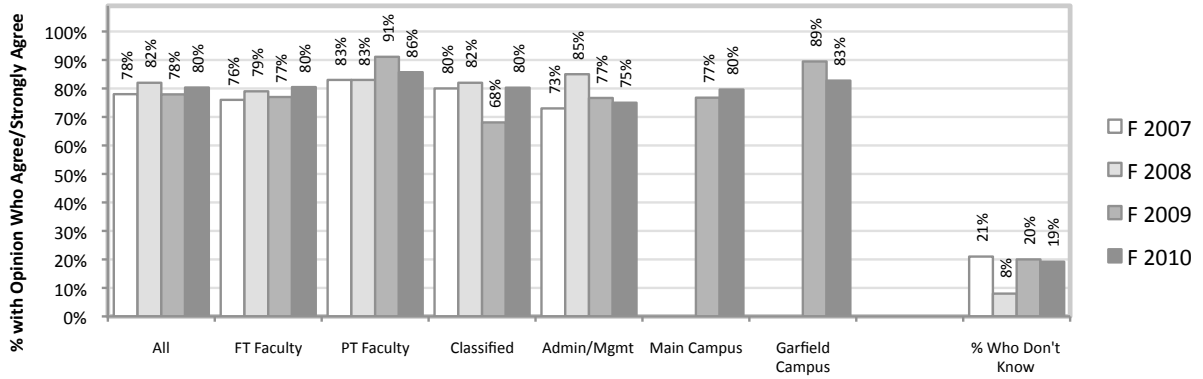
2.3. Student Services

2.3.1. Survey Items on Student Services

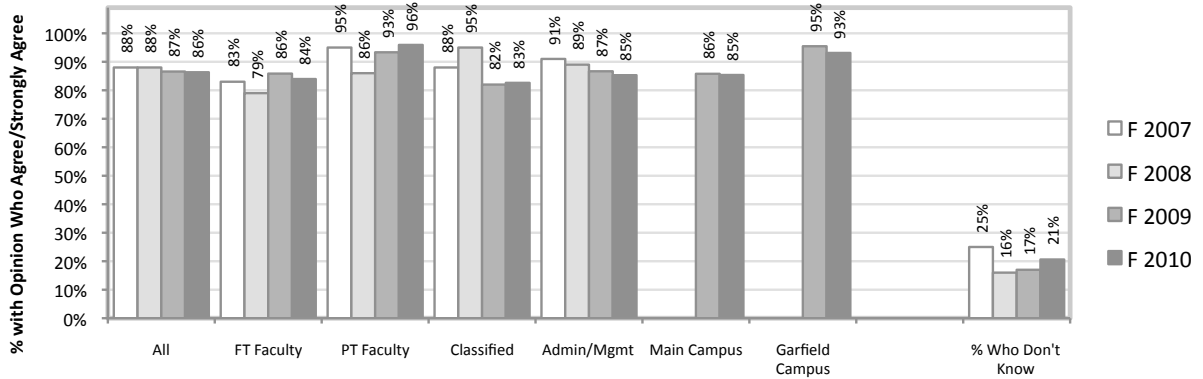
The 2010 survey included six items about student services.



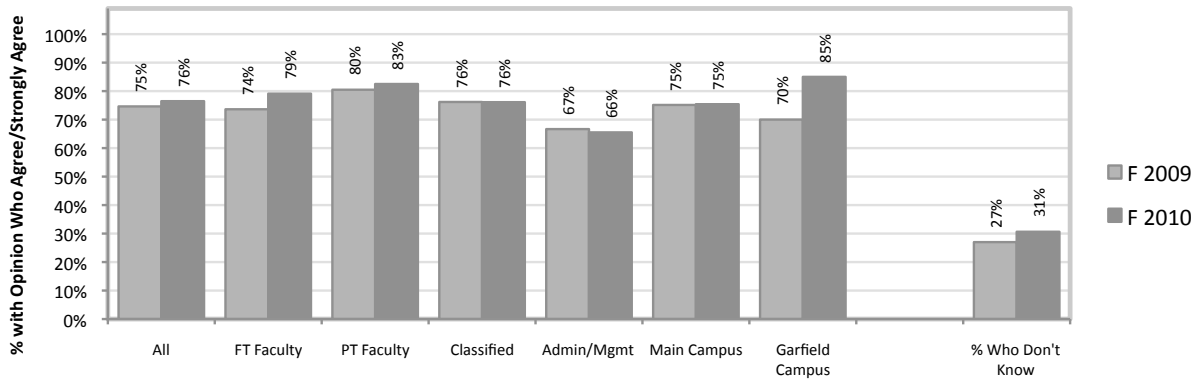
GCC responds effectively to student needs.

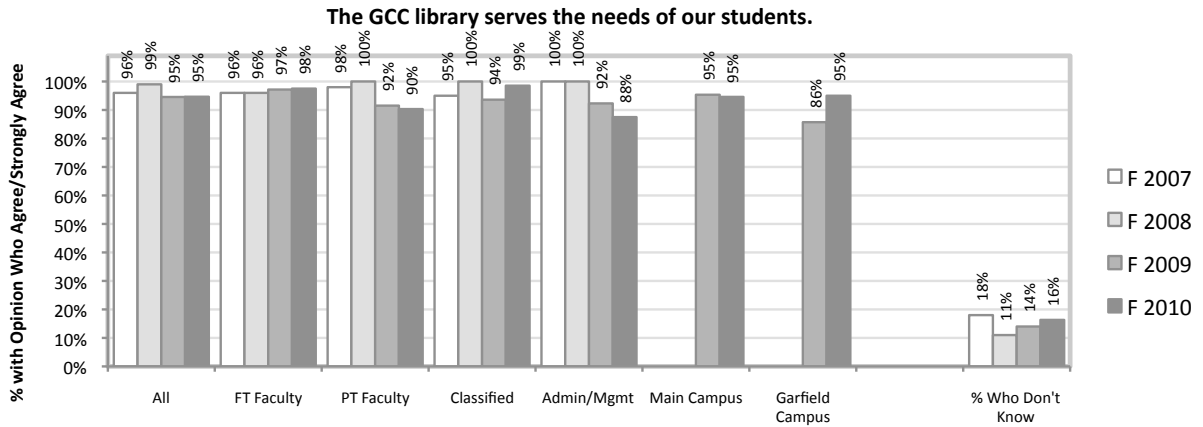


GCC's student services provide quality assistance to our students.



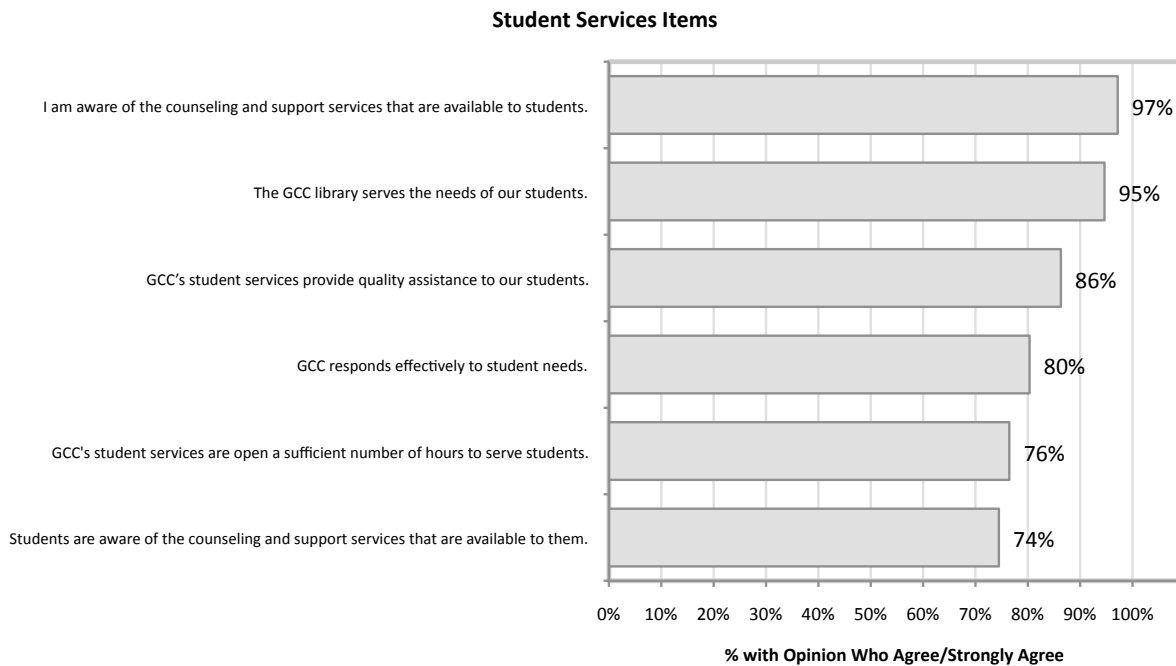
GCC's student services are open a sufficient number of hours to serve students.





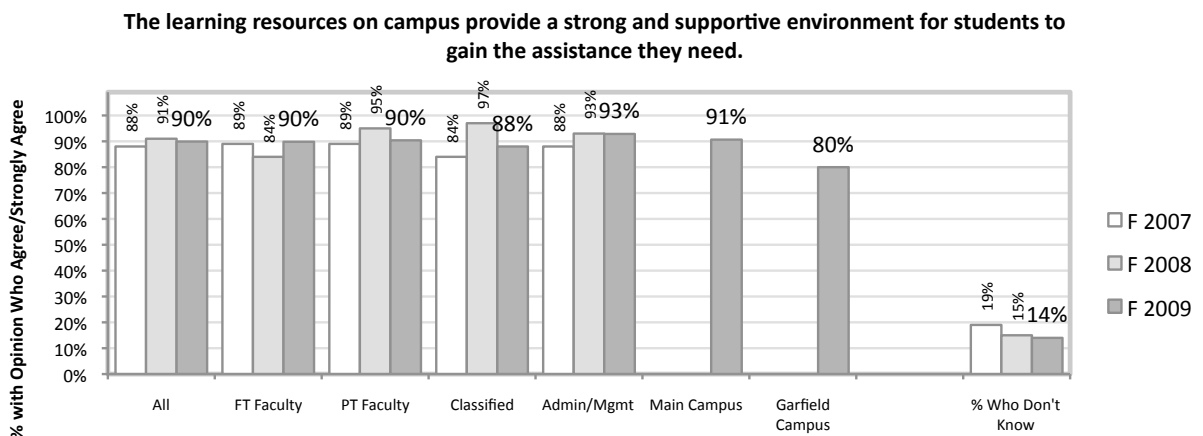
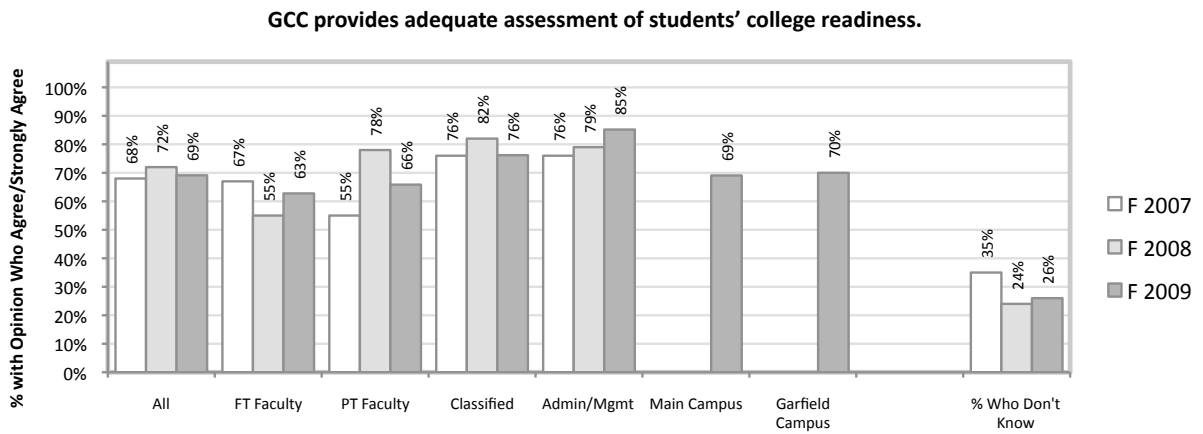
2.3.2. Summary of Student Services Items

The following graph summarizes the responses in 2010 to the student services items. Respondents were most positive about their own awareness of the support services available, and about the library. Among these items, respondents were least likely to agree that students are aware of the services available to them, but the agreement rate for this item was high (74%).

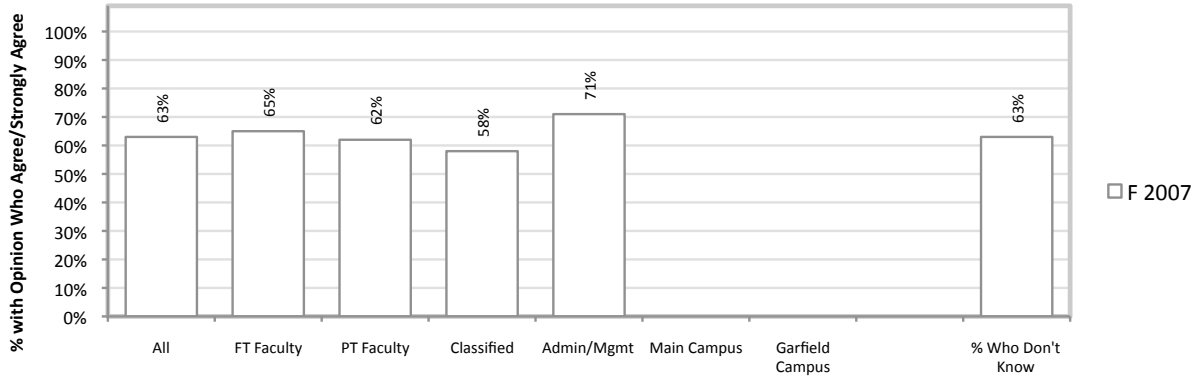


2.3.3. Previous Survey Items on Student Services

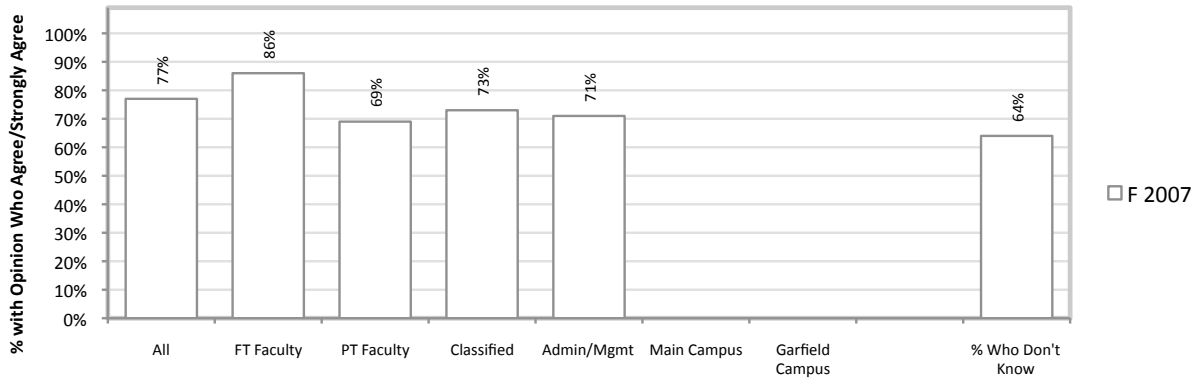
The following four items were not asked in 2010 but were asked in previous surveys.



GCC evaluates its counseling services.



GCC evaluates its assessment services.

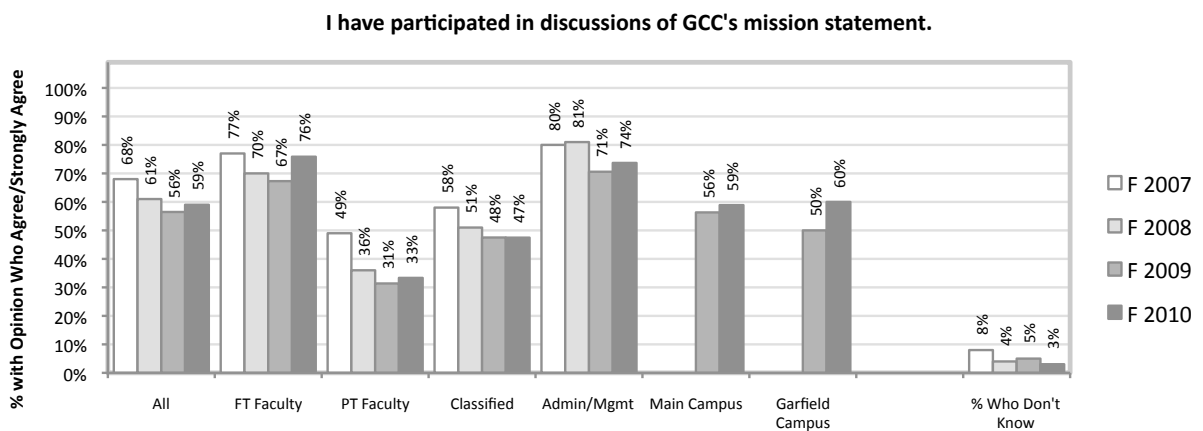
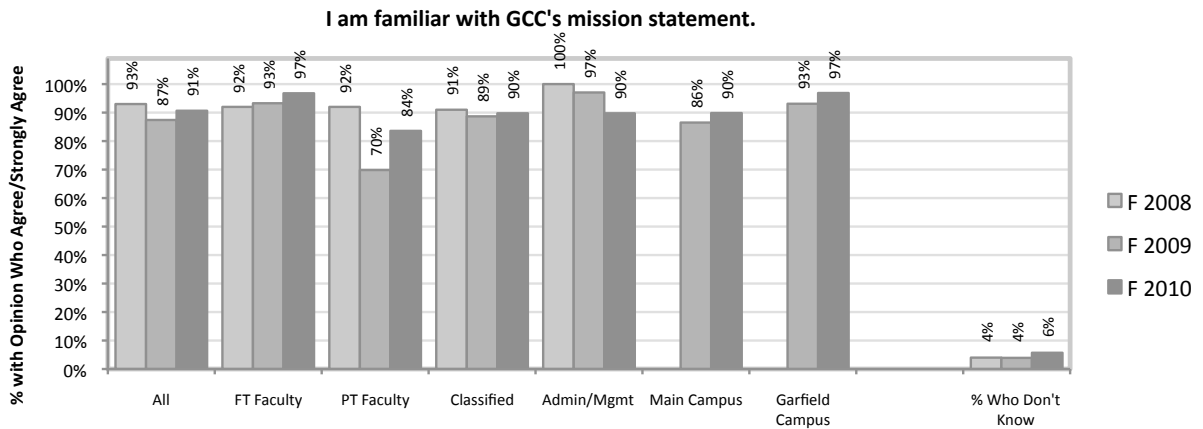


Survey Part 3. Mission and Institutional Effectiveness

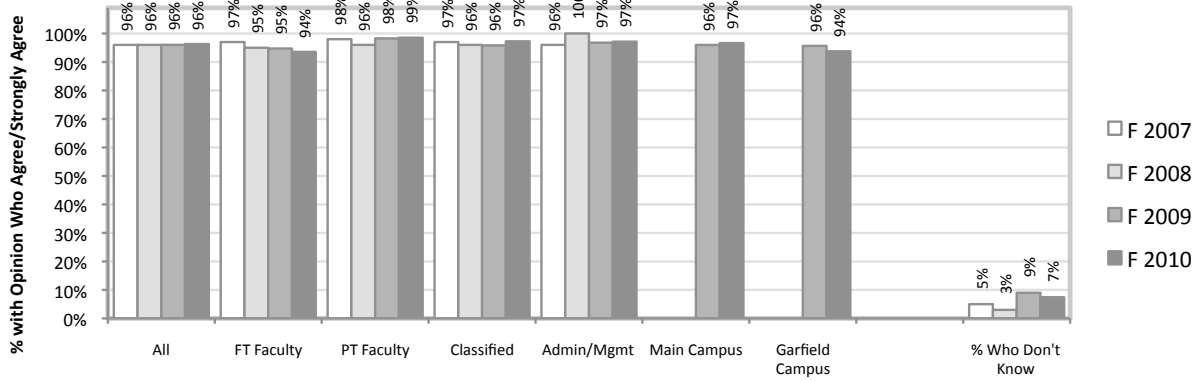
3.1. Mission and Institutional Effectiveness

3.1.1. Survey Items on Mission and Institutional Effectiveness

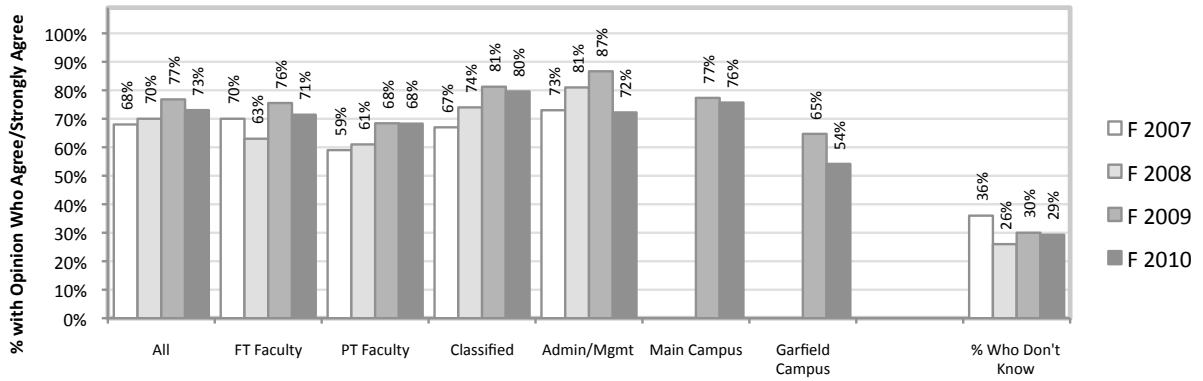
The following graphs show responses to items related to accreditation standard one, mission and institutional effectiveness.



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

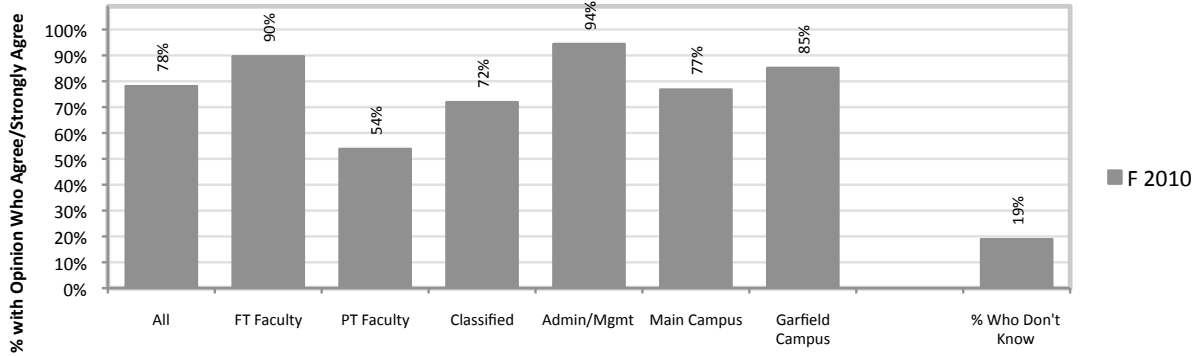


The process GCC uses to develop its Educational Master Plan is inclusive of everyone on campus.

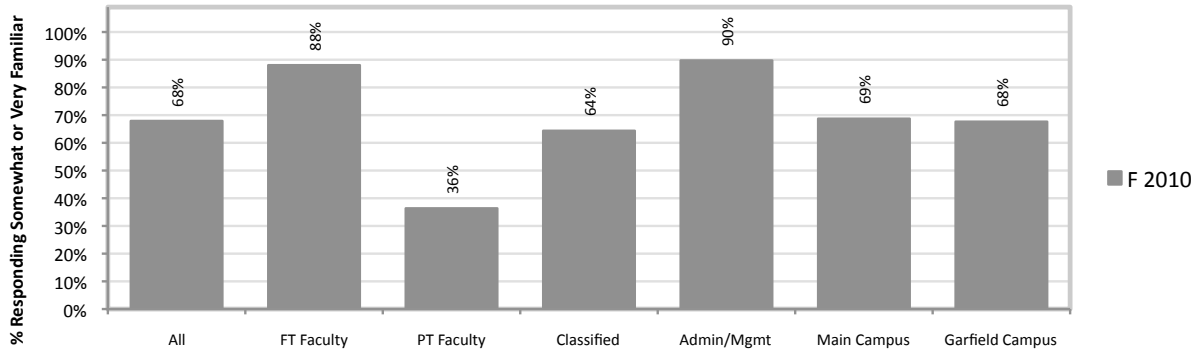


The following two items were not asked before 2010. They involve the college's response to the accreditation recommendations in 2010.

I am aware of the new process being used to integrate planning, program review, and resource allocation.

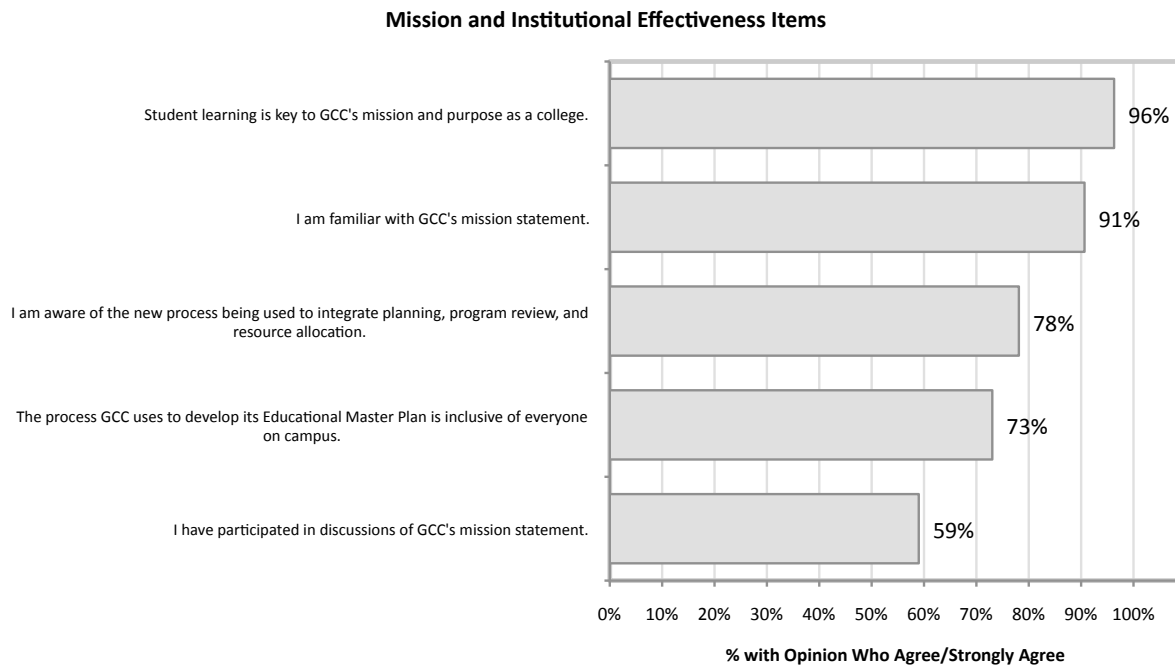


How familiar are you with the four goals of the college's Educational Master Plan, updated in 2010?



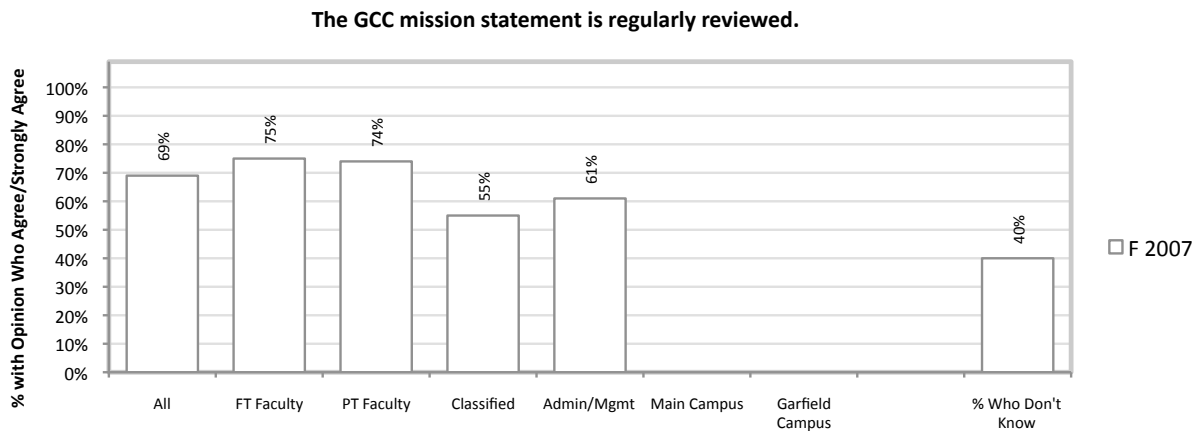
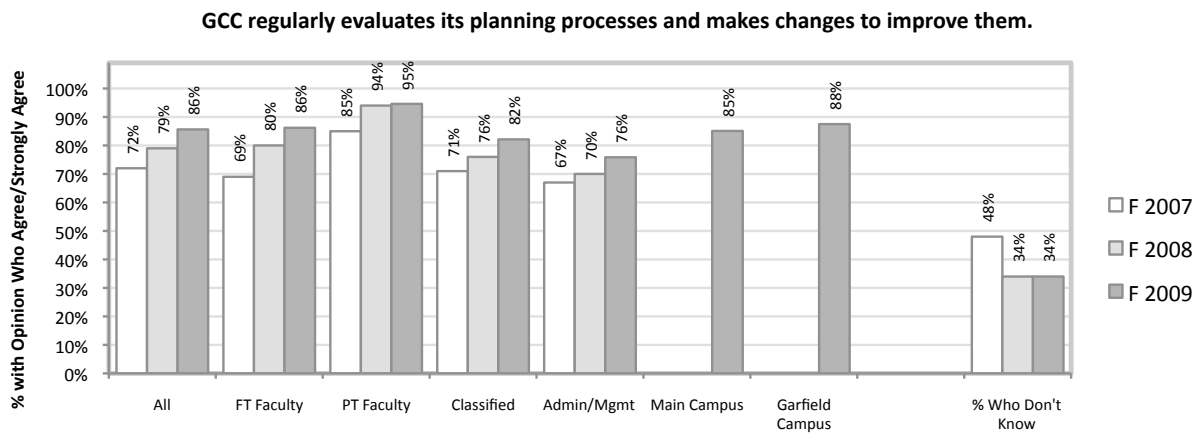
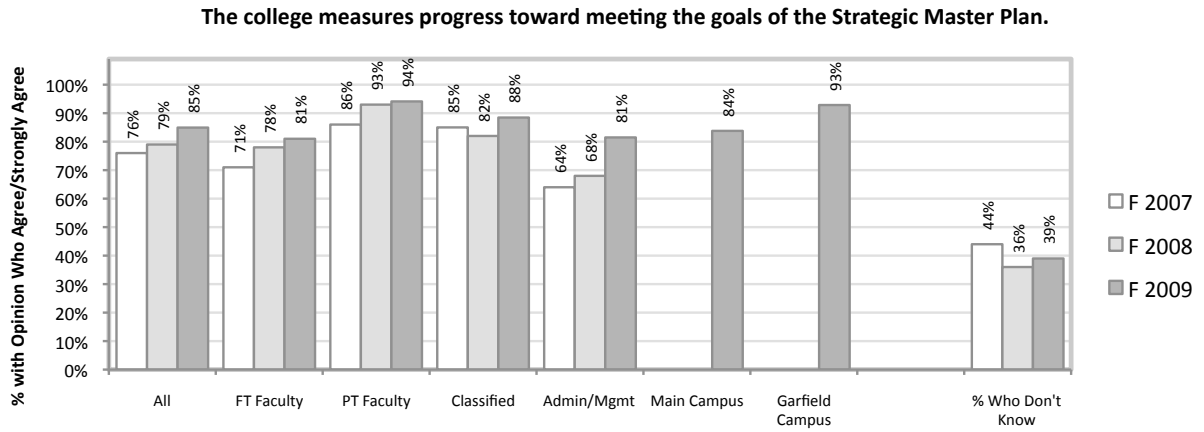
3.1.2. Summary of Mission and Institutional Effectiveness Items

The following graph summarizes the 2010 responses to the items on mission and institutional effectiveness. Nearly all respondents agreed that student learning is key to GCC's mission and purpose. A large majority indicated they were familiar with GCC's mission statement. Additionally, 78% said they were aware of the new process integrating planning, program review, and resource allocation.



3.1.3. Previous Survey Items on Mission and Institutional Effectiveness

The following items were not asked in 2010 but were asked in previous surveys.

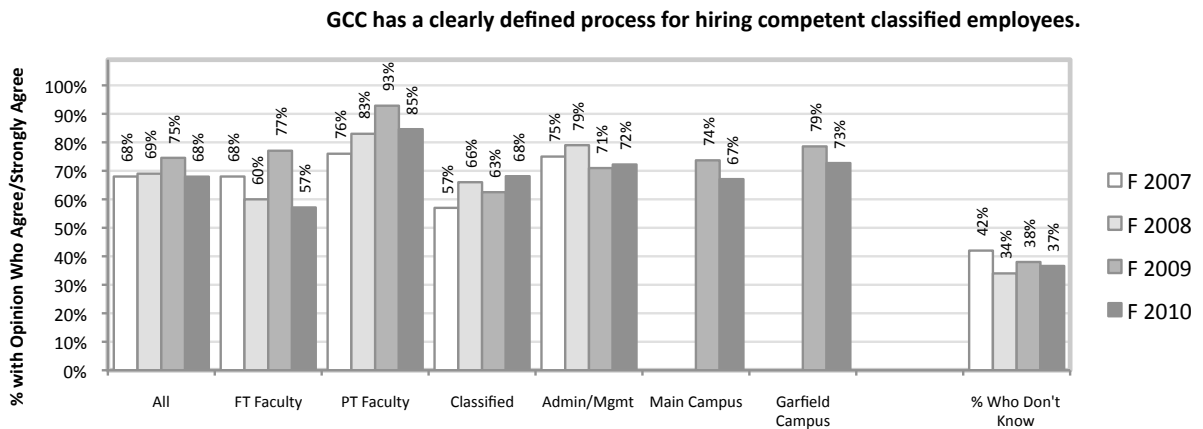
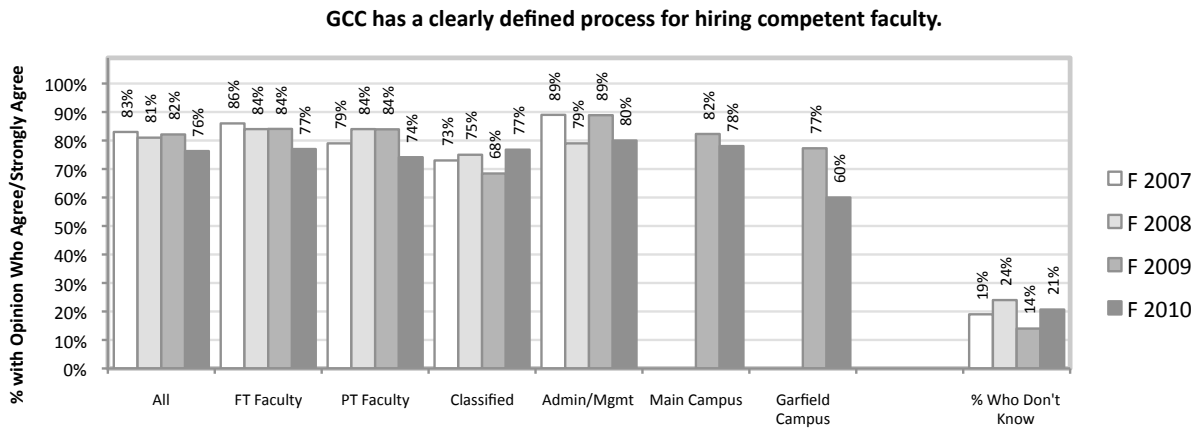


Survey Part 4. Resources

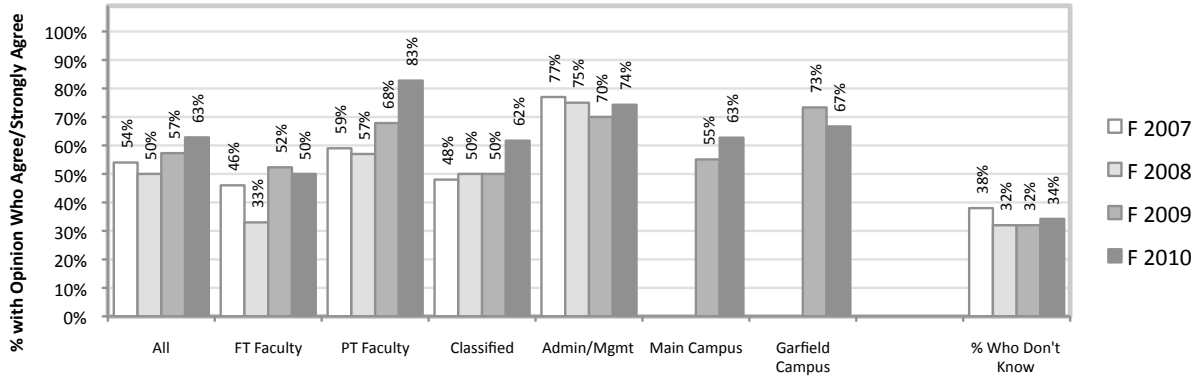
4.1. Human Resources

4.1.1. Survey Items on Human Resources

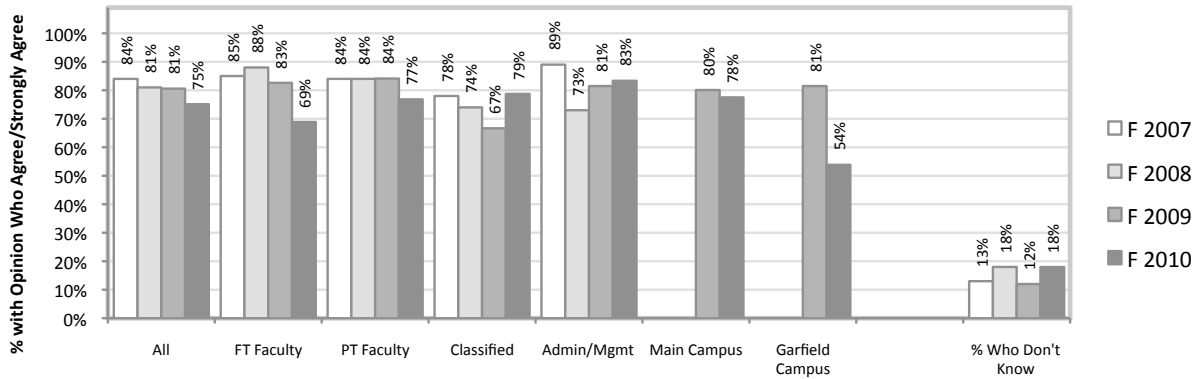
The following items asked about human resources at GCC.



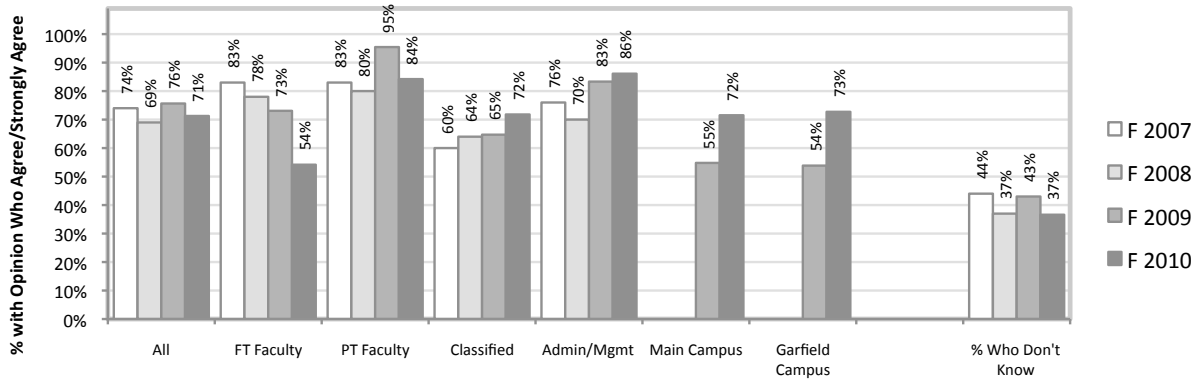
GCC has a clearly defined process for hiring competent administrators.



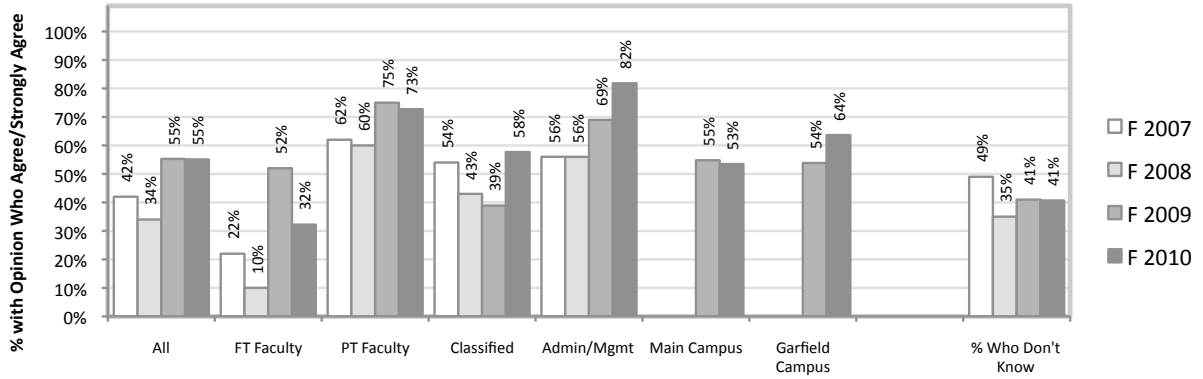
GCC has a clearly defined process for evaluating faculty.



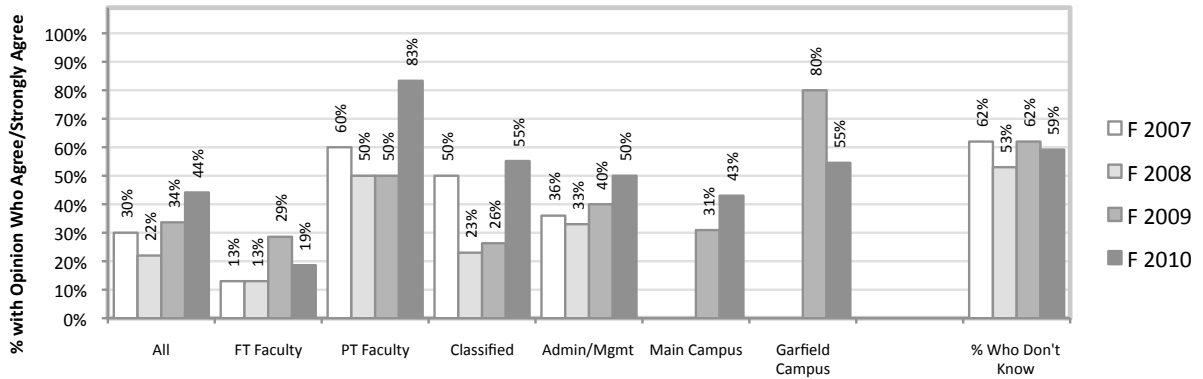
GCC has a clearly defined process for evaluating classified employees.



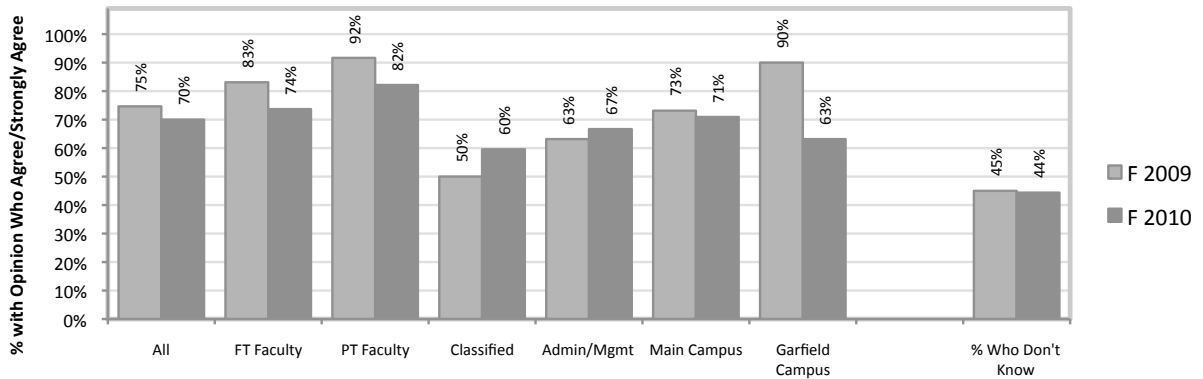
GCC has a clearly defined process for evaluating administrators.

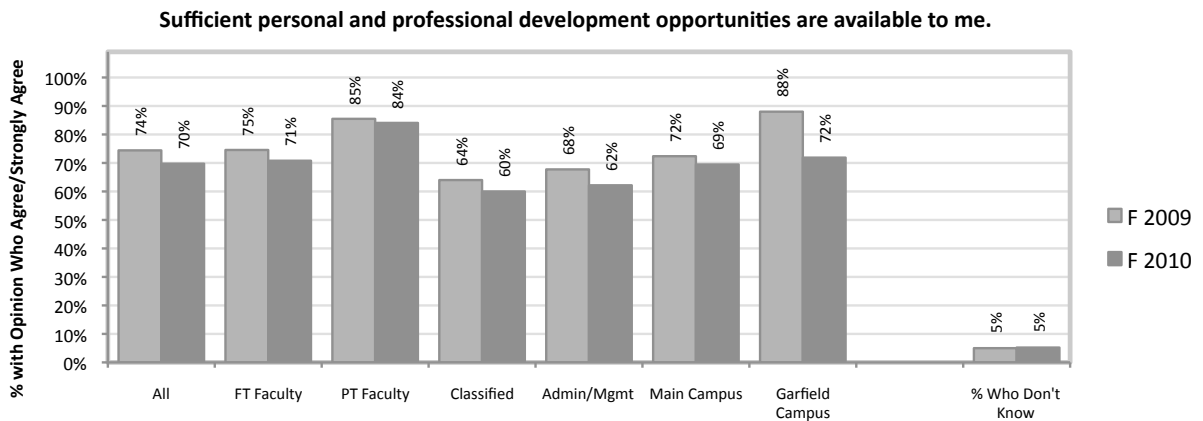


GCC has a clearly defined process for evaluating the Board of Trustees.



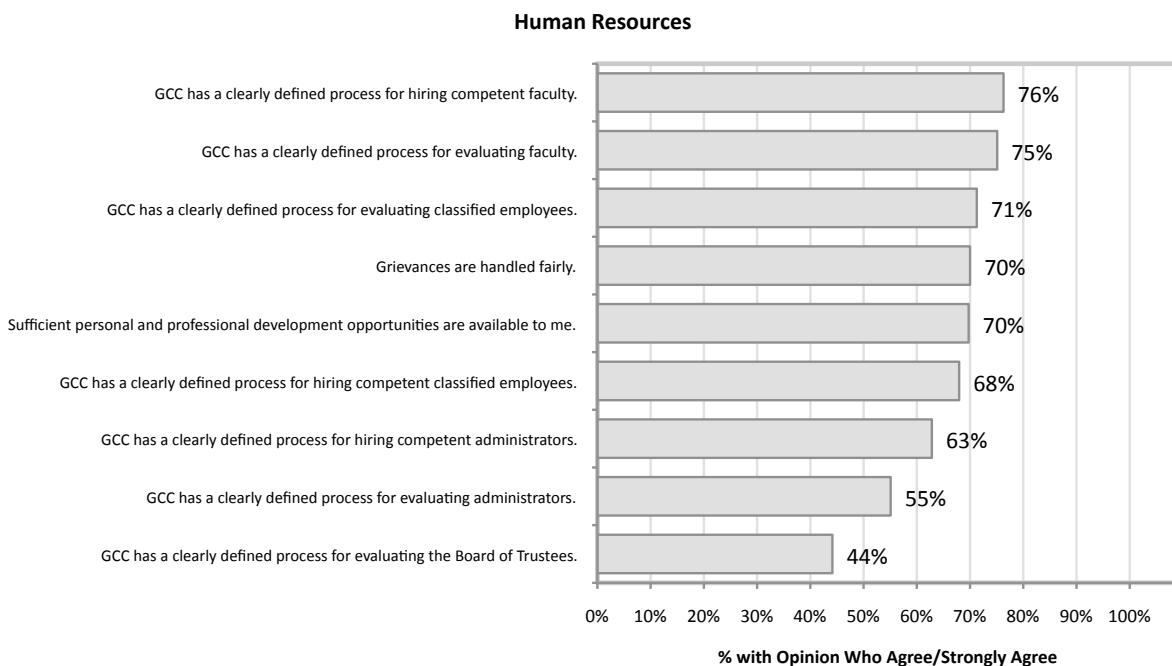
Grievances are handled fairly.





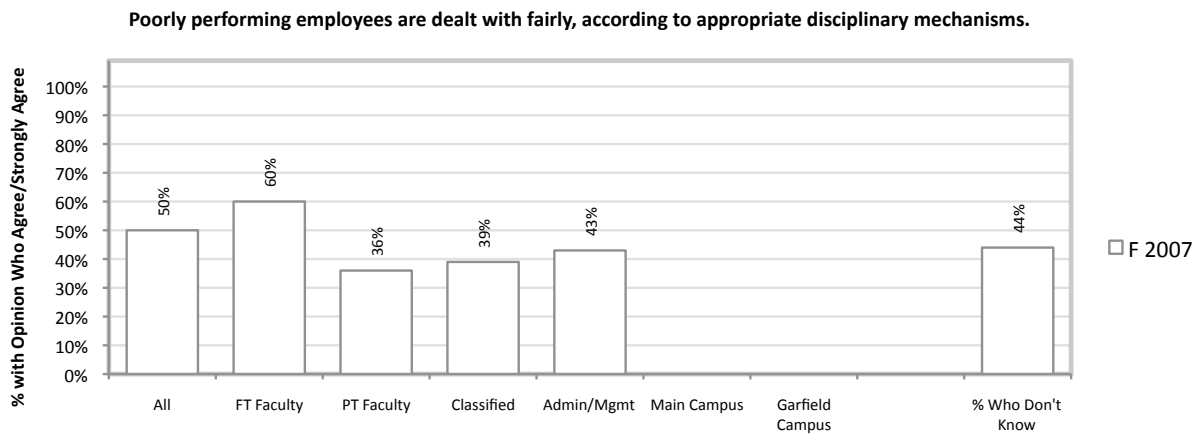
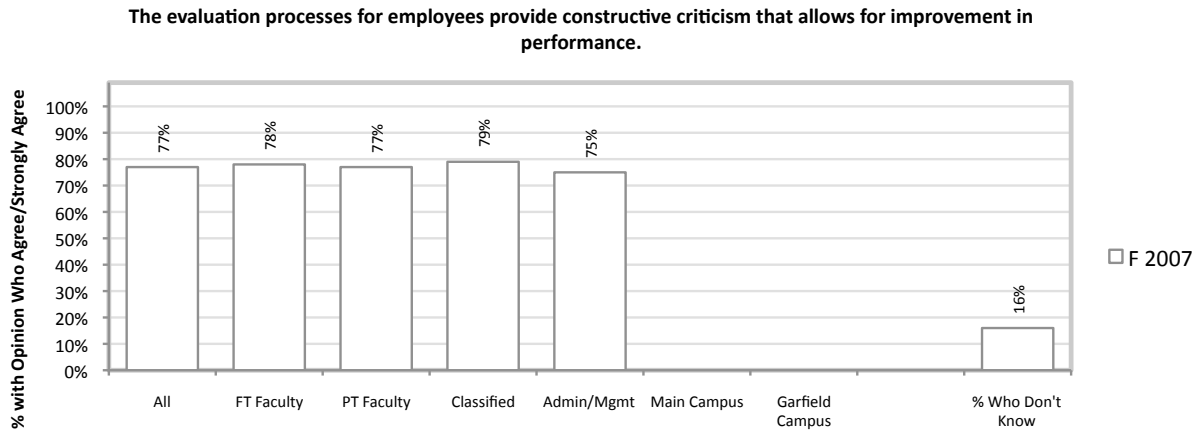
4.1.2. Summary of Human Resources Items

The following graph summarizes the responses to items about human resources. Responses were generally positive about the processes for hiring and evaluating faculty and staff. There was less agreement about processes for hiring and evaluating administrators, and evaluating the Board of Trustees, and these items had large percentages of respondents saying “I Don’t Know.”

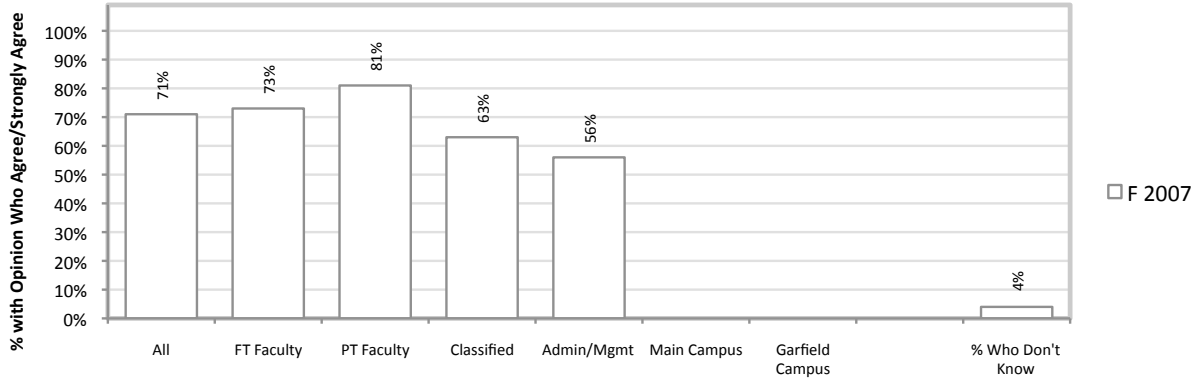


4.1.3. Previous Survey Items on Human Resources

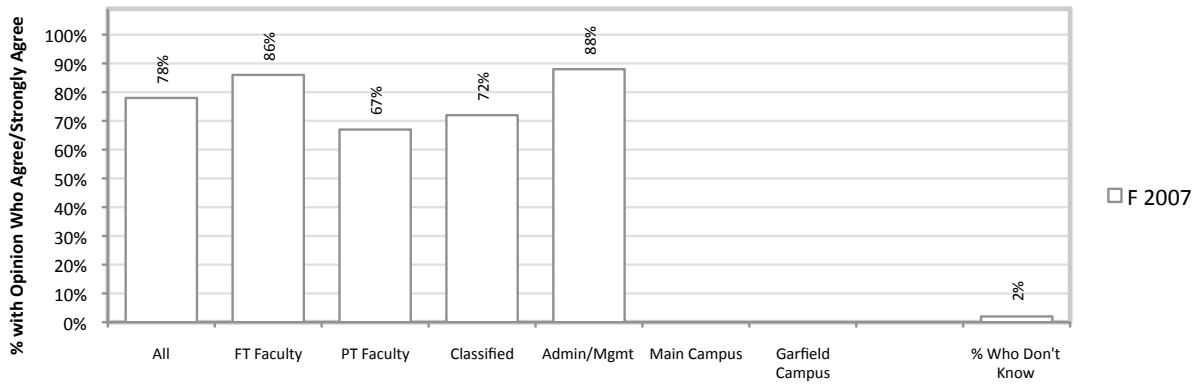
The following questions were not asked in 2010 but were asked in earlier surveys.



The working environment of the college encourages my creativity.



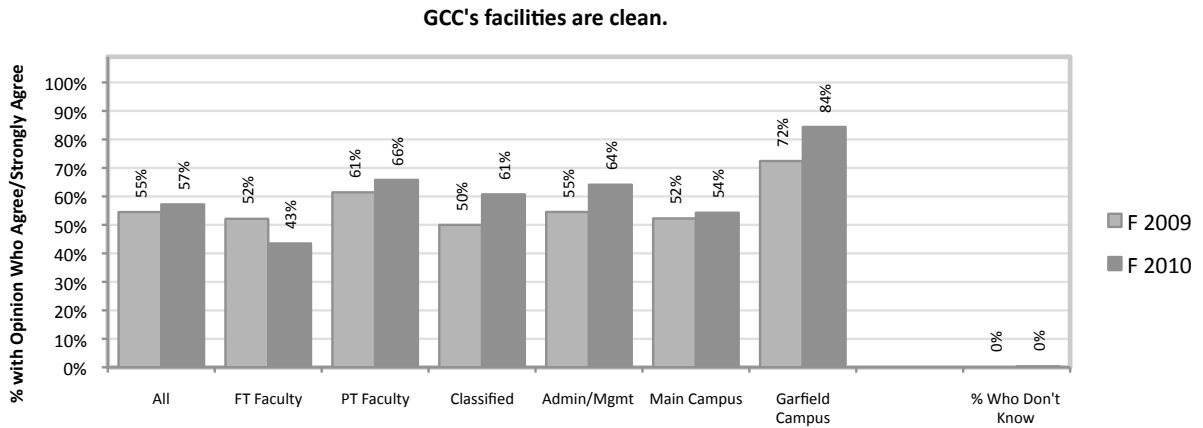
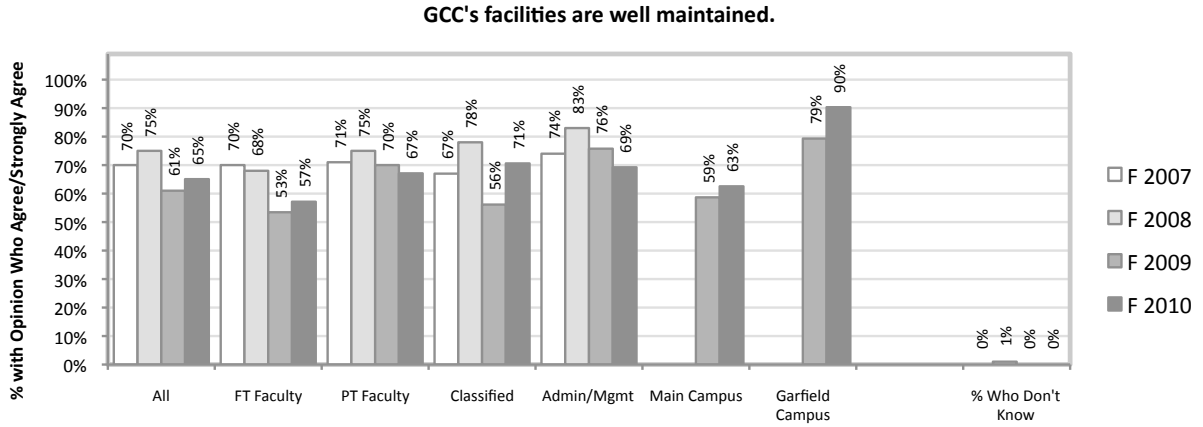
I have sufficient opportunities to collaborate with others.

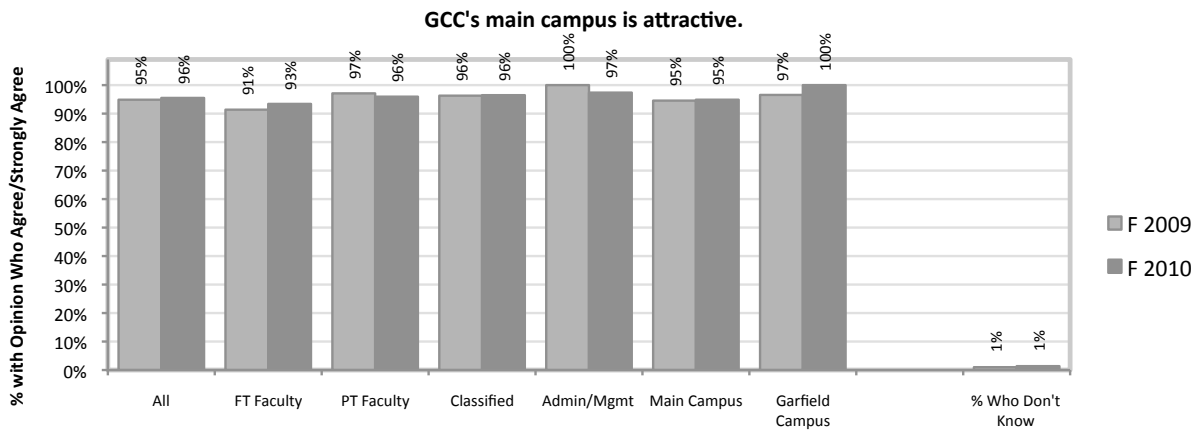
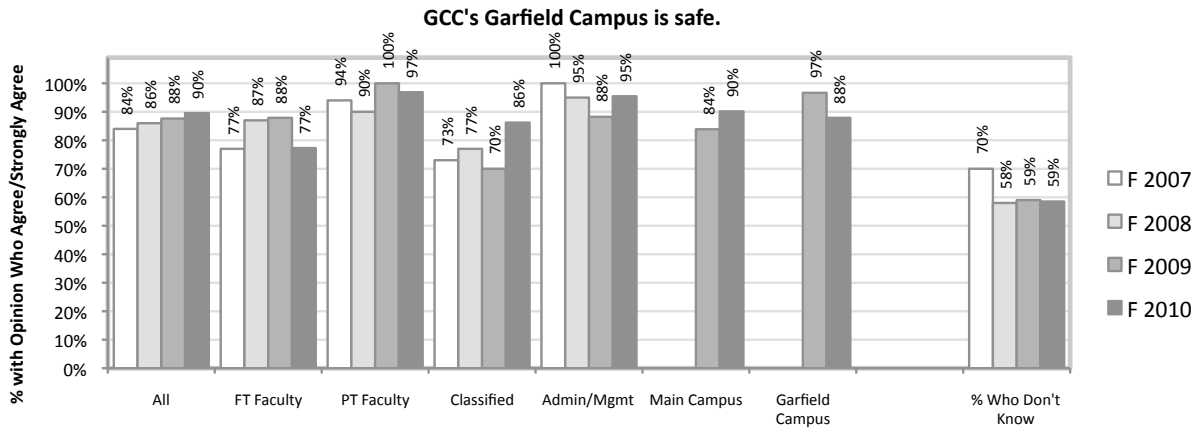
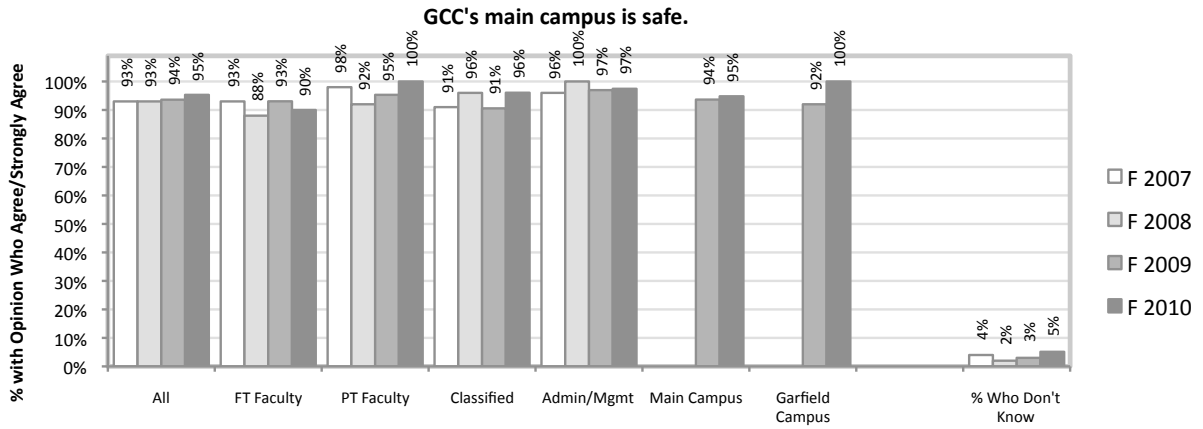


4.2. Physical Resources

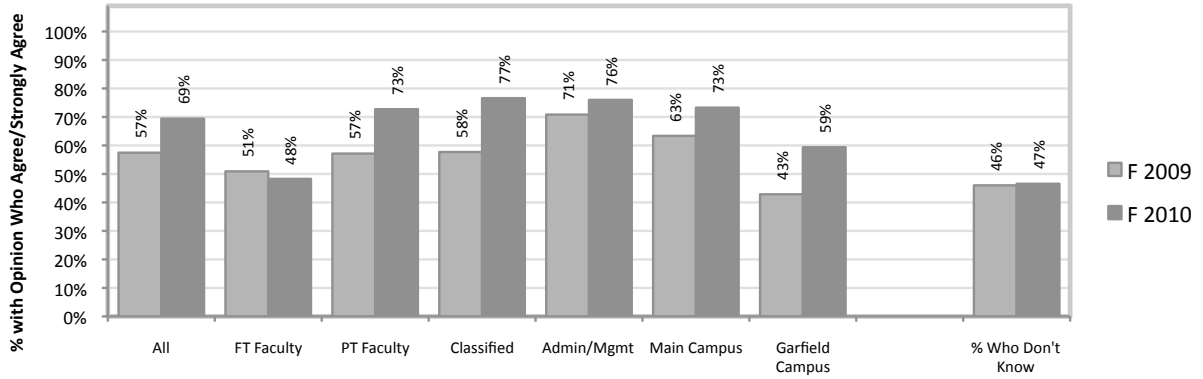
4.2.1. Survey Items on Physical Resources

The 2010 survey asked nine questions about physical resources, college facilities, and safety.

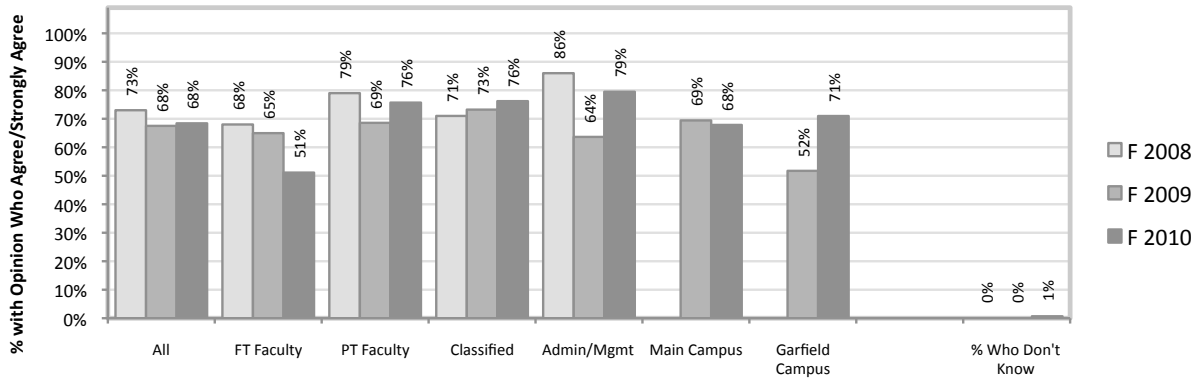




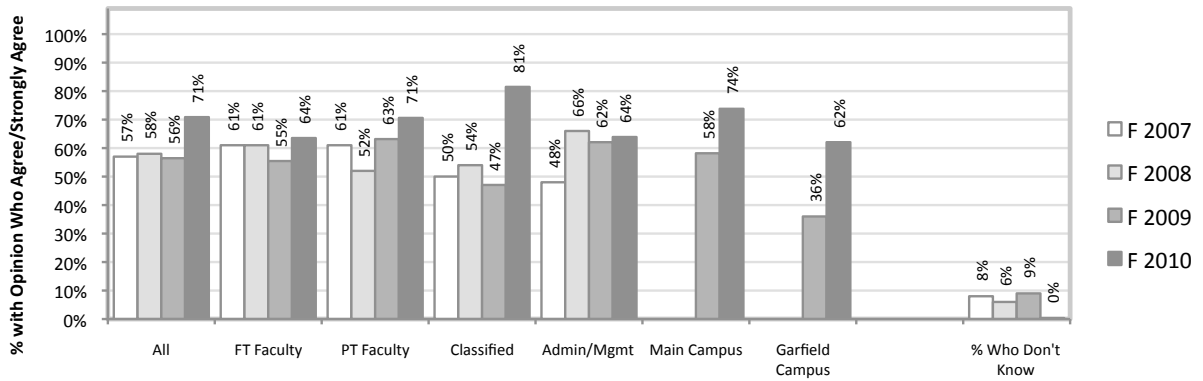
GCC's Garfield Campus is attractive.

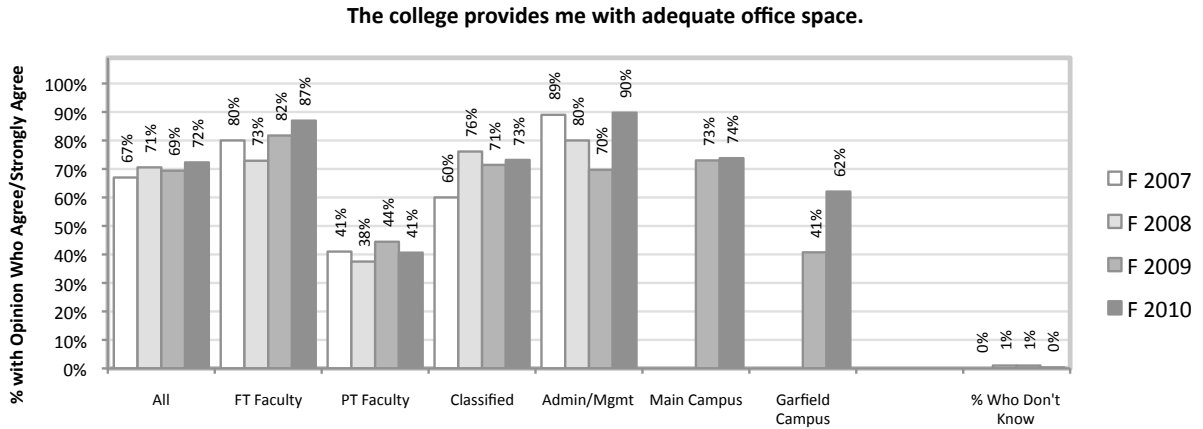


GCC provides me with adequate equipment.



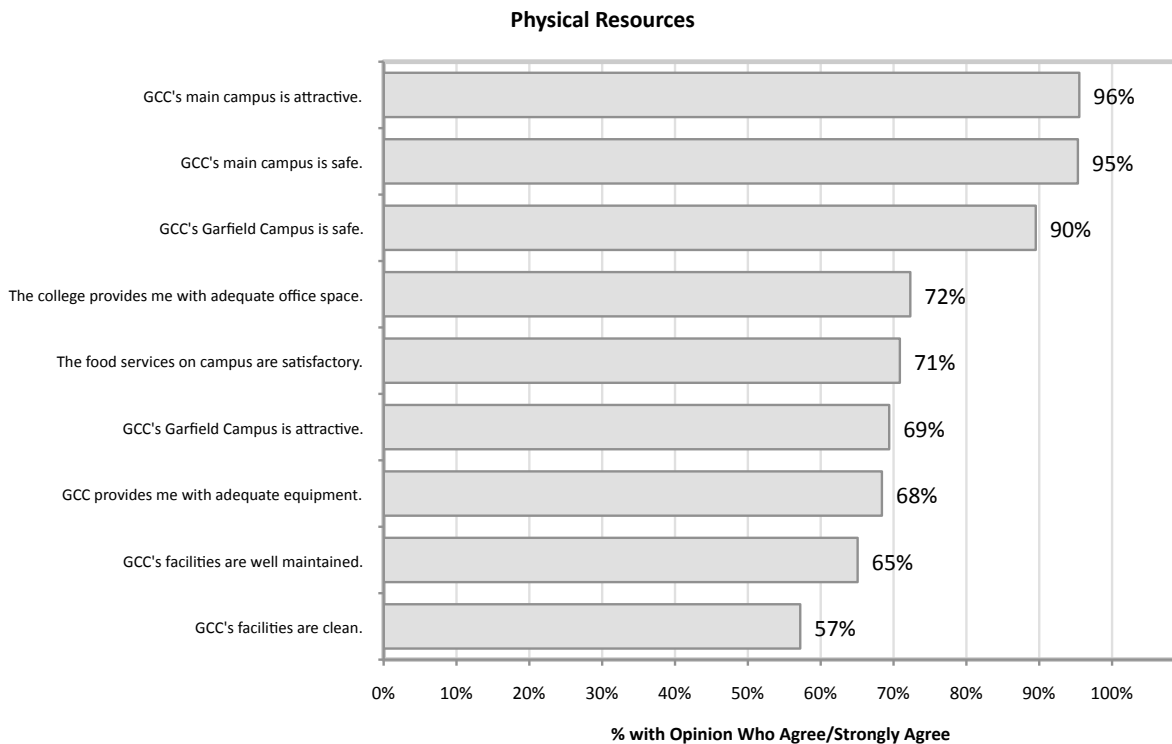
The food services on campus are satisfactory.





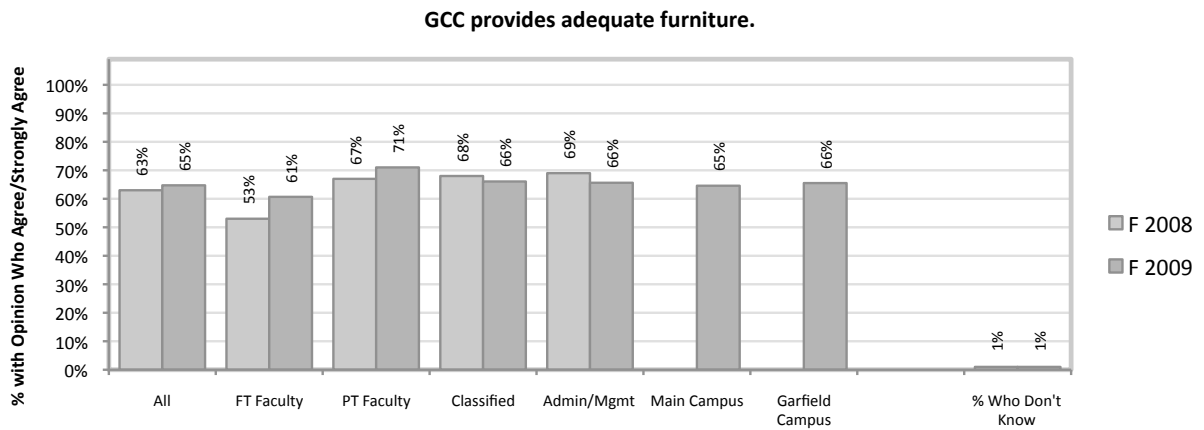
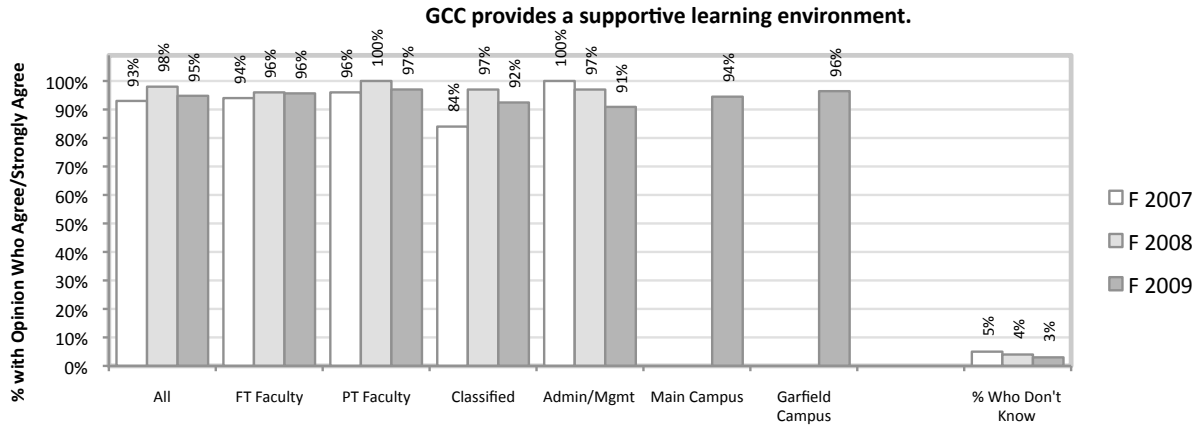
4.2.2. Summary of Physical Resources Items

The following graph shows a summary of the responses in 2010 to the questions about physical resources. As in past years, respondents were very positive about the attractiveness and safety of the main campus. The item with the lowest agreement was “GCC’s facilities are clean,” with 57% of respondents with an opinion agreeing that facilities are clean.



4.2.3. Previous Survey Items on Physical Resources

The following items were not asked on the 2010 survey but were asked on previous surveys.

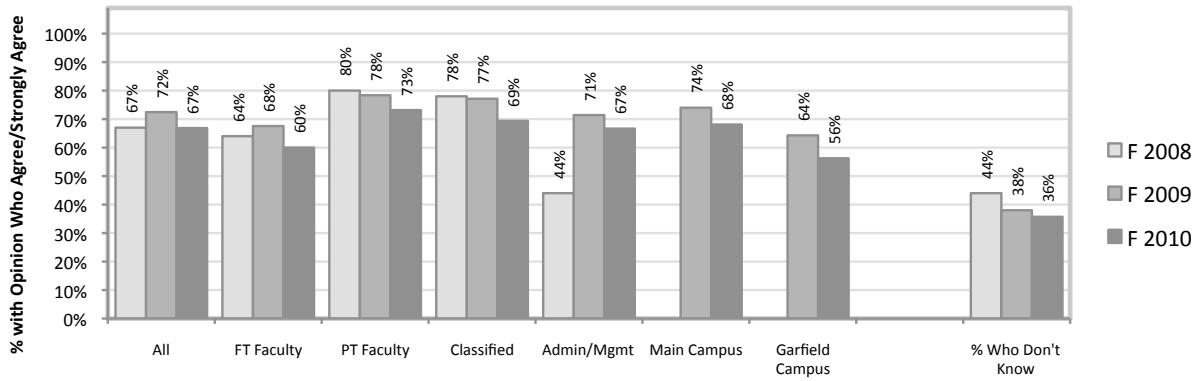


4.3. Technology Resources

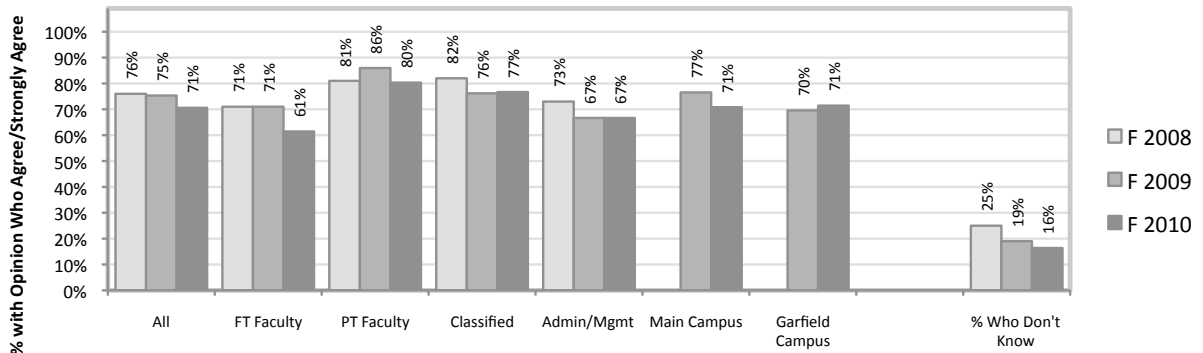
4.3.1. Survey Items on Technology Resources

The following graphs show responses in 2010 to items about technology at GCC.

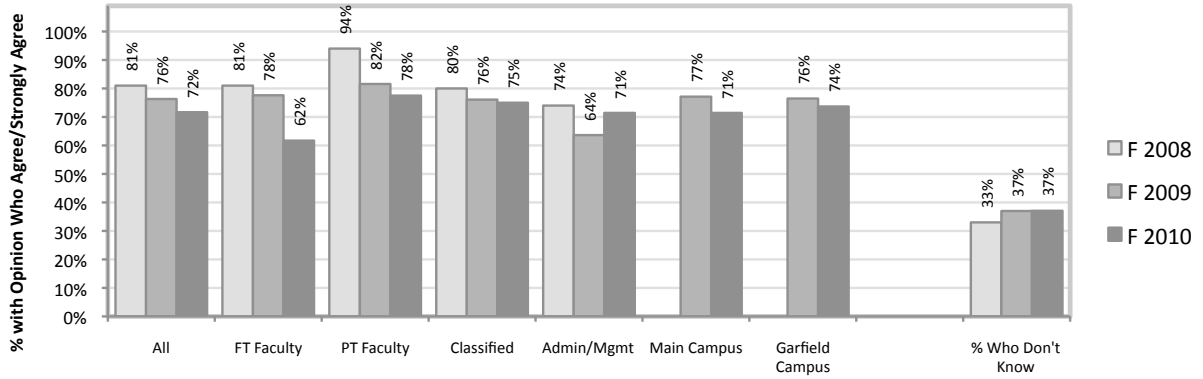
Technology at GCC meets the needs of instructional programs taught through distance education.



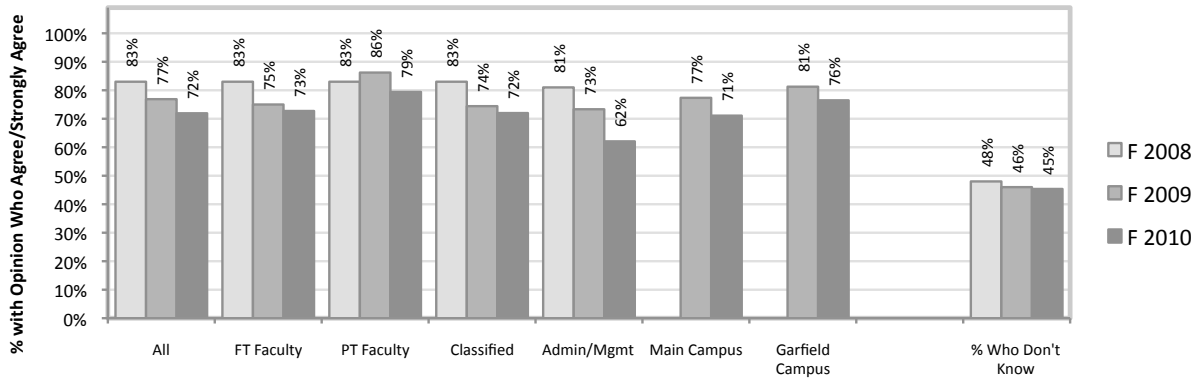
Technology at GCC meets the needs of traditional, non-distance education programs (including Level 3 classrooms and computer labs).



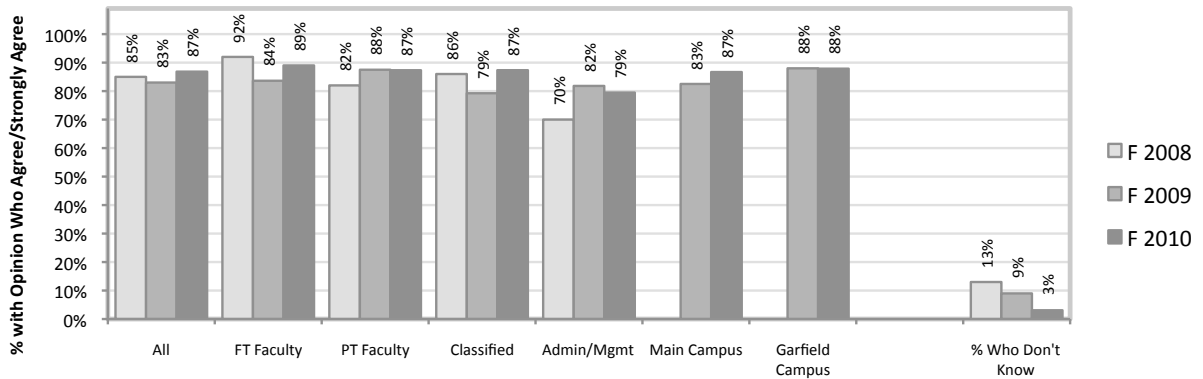
Technology at GCC meets the needs of student services.



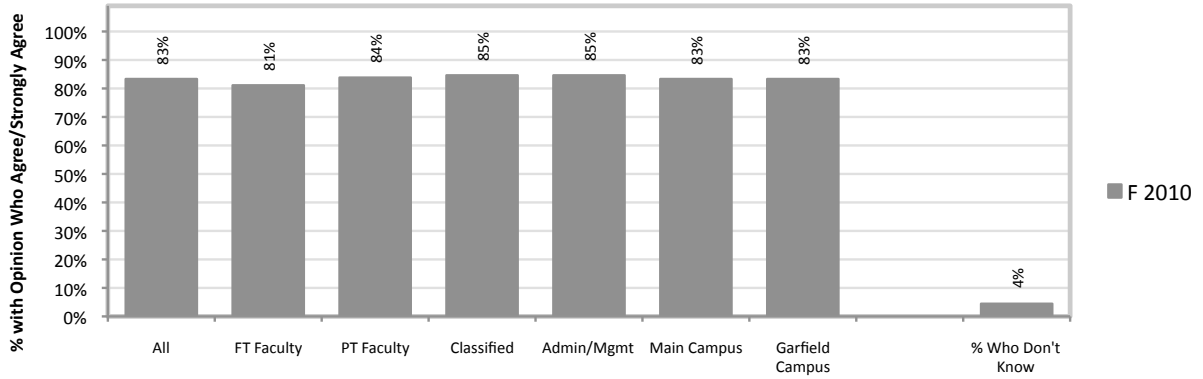
Technology at GCC meets administrative and research needs.



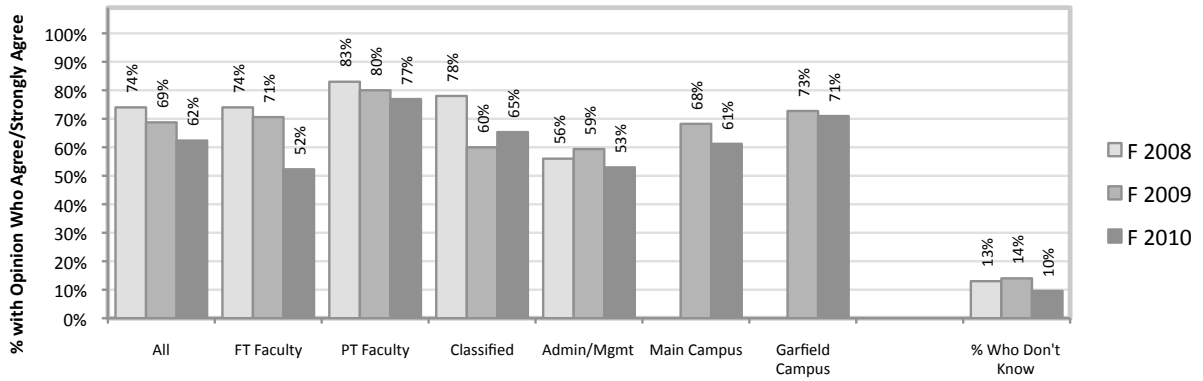
Technology at GCC meets the need for collegewide communication (e.g., email).



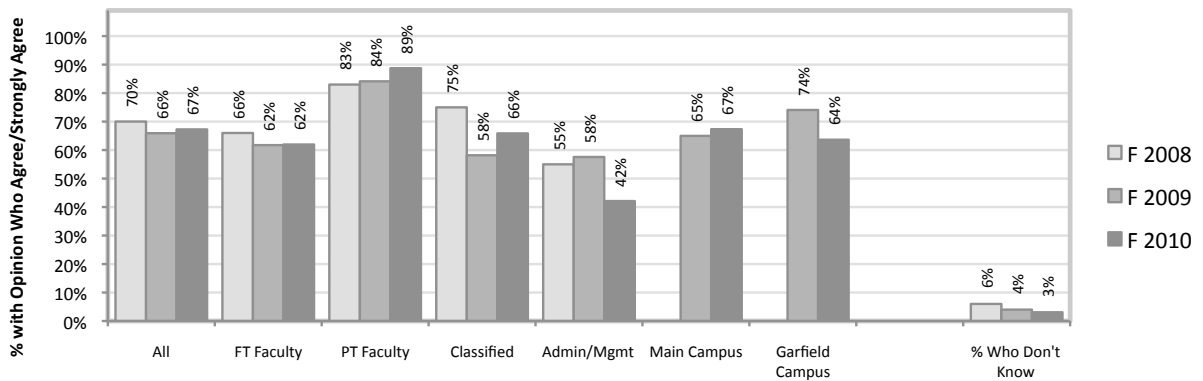
Technology at GCC meets the need for sharing information (e.g., college websites).



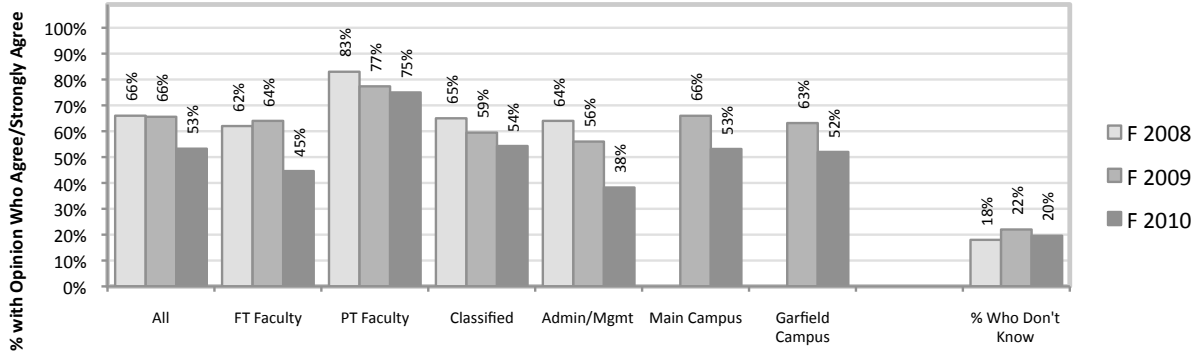
Technology is used effectively at GCC.



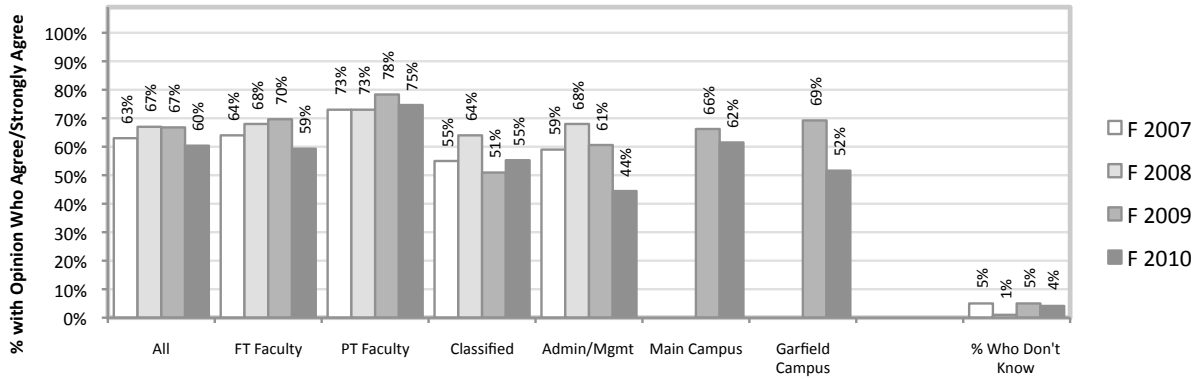
Technical support is appropriate and effective.



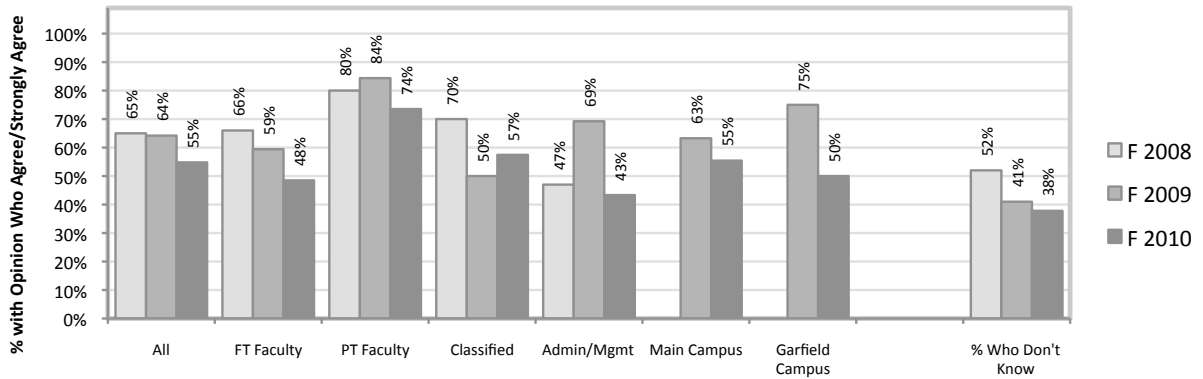
The college distributes technology resources effectively to develop, maintain, and enhance programs and services.



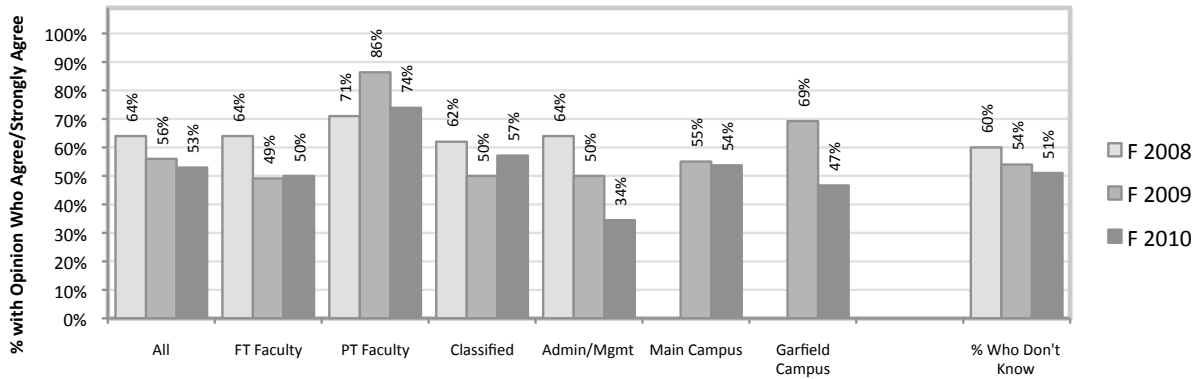
I get sufficient information technology training for my work.



Technology planning is integrated with institutional planning.



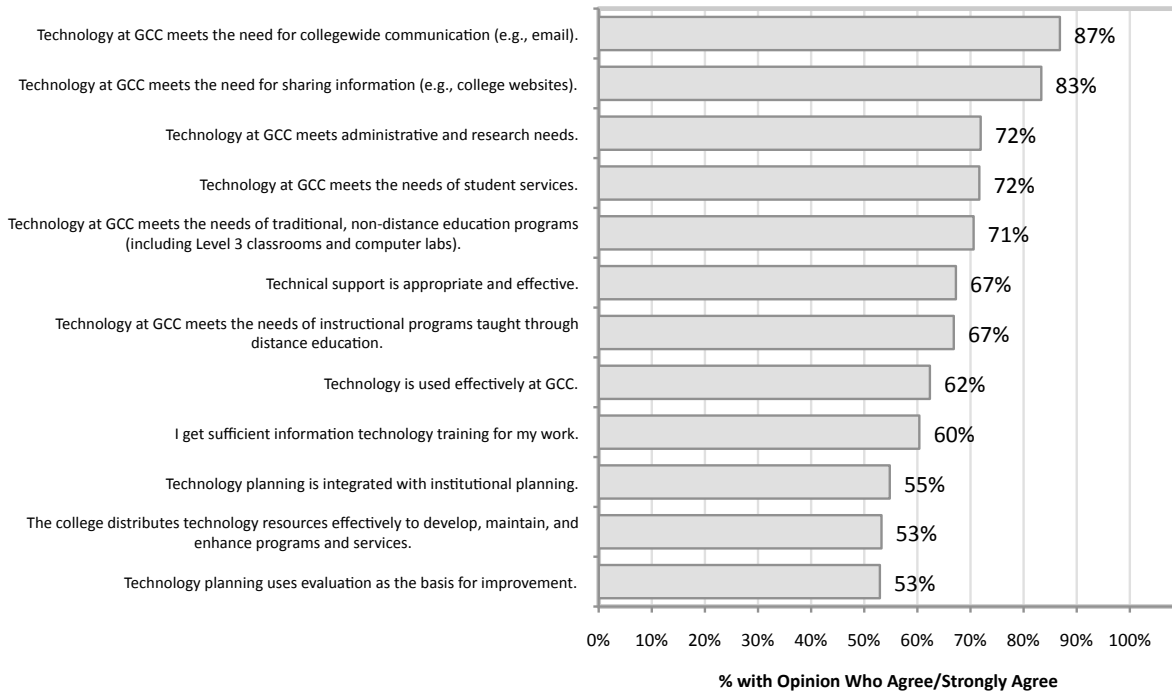
Technology planning uses evaluation as the basis for improvement.



4.3.2. Summary of Technology Resources Items

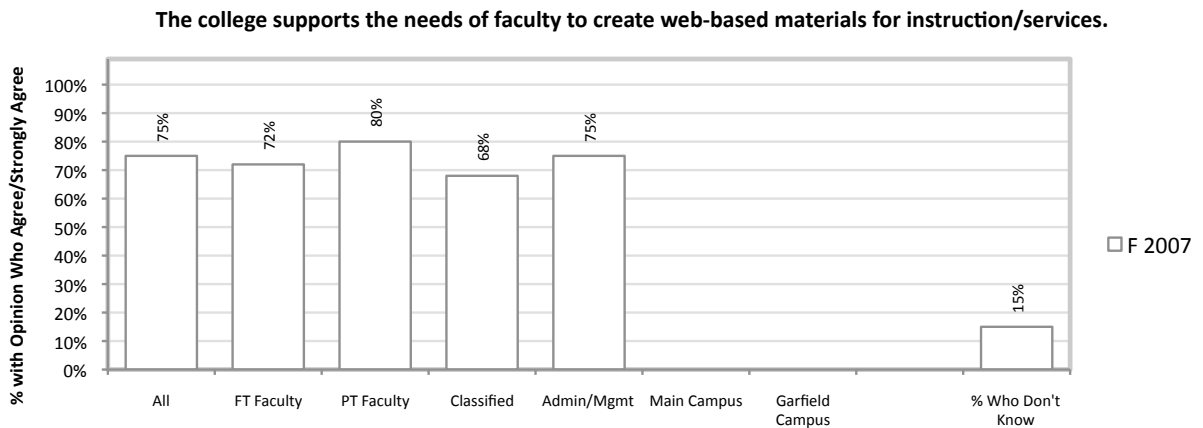
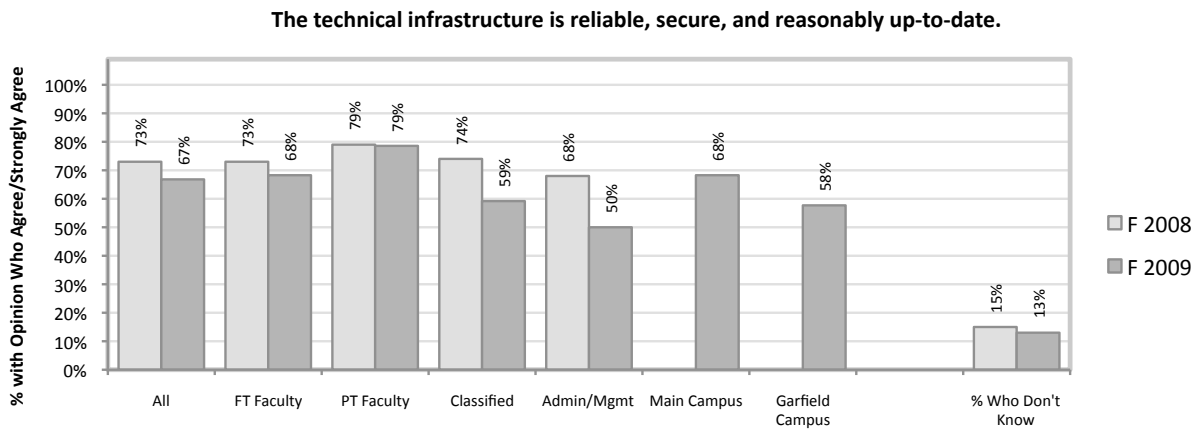
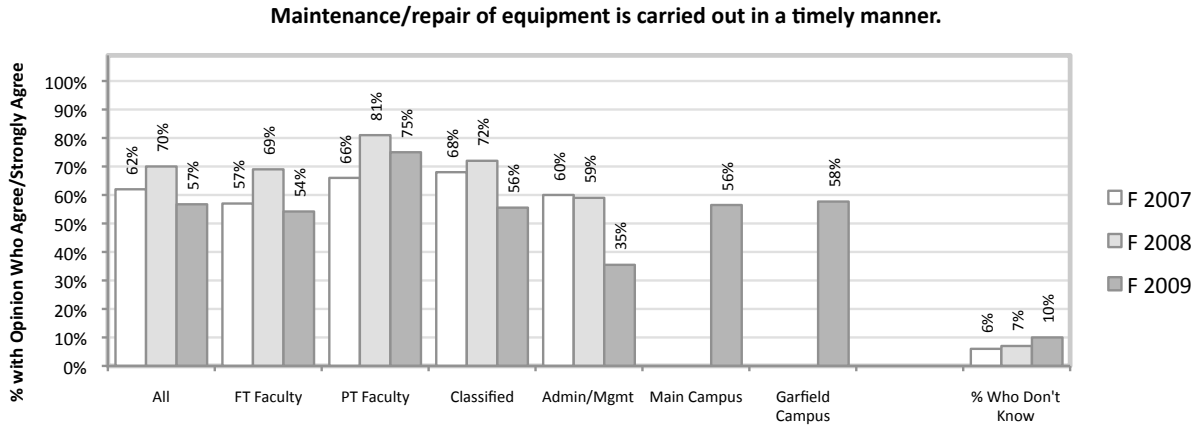
The graph below summarizes the responses in 2010 to the technology items. The items on communication (email) and sharing information (websites) received the most positive responses. The items with the least positive responses dealt with technology planning, and many respondents marked “I Don’t Know” to these items. The item about sufficient technology training had a 60% agreement rate, which is somewhat lower than in past years and might reflect the transition to the PeopleSoft student system.

Technology Resources

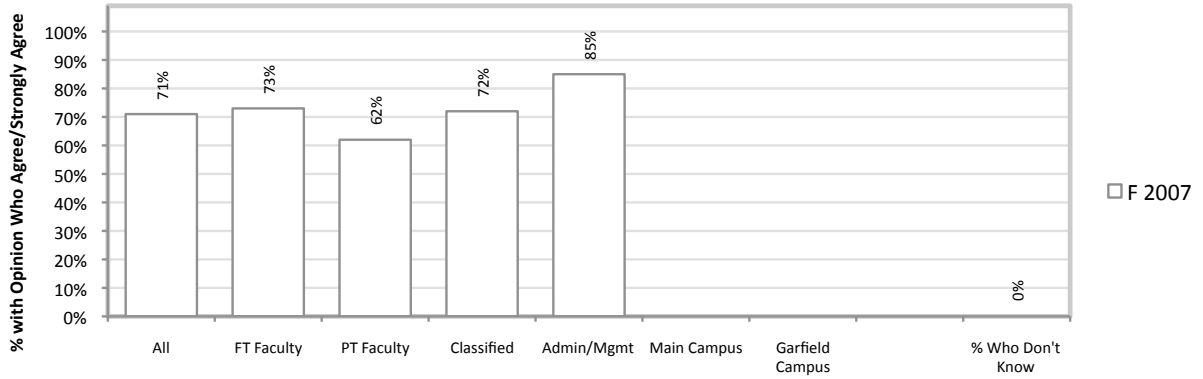


4.3.3. Previous Survey Items on Technology Resources

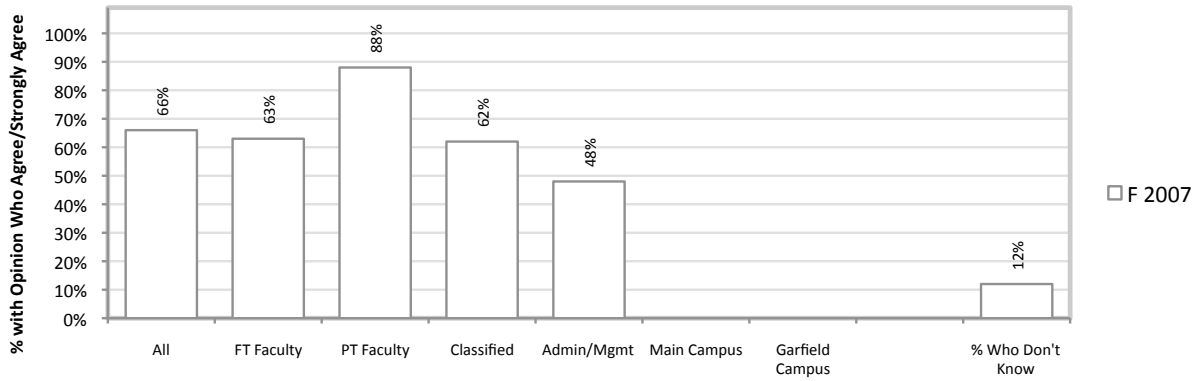
The following technology items were not asked in 2010 but were asked in previous surveys.



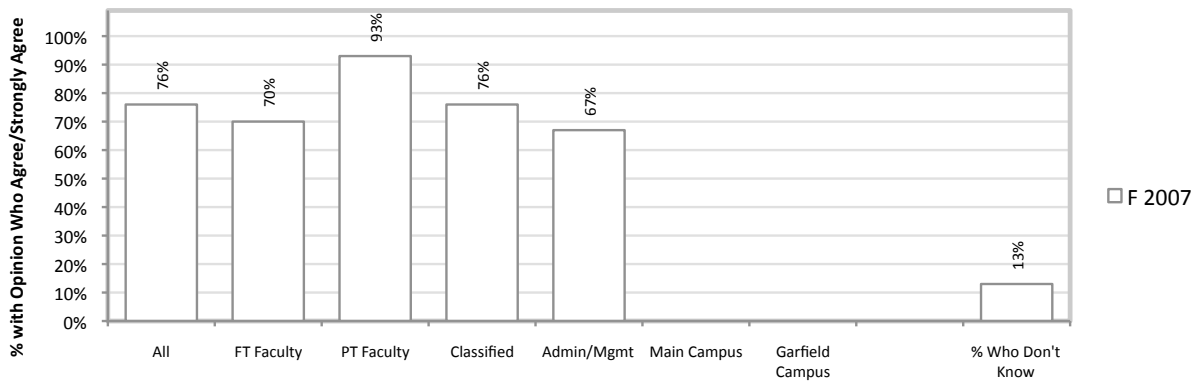
The college provides me with adequate software.



The HELP desk promptly responds to my needs.



The HELP desk addresses my concerns.

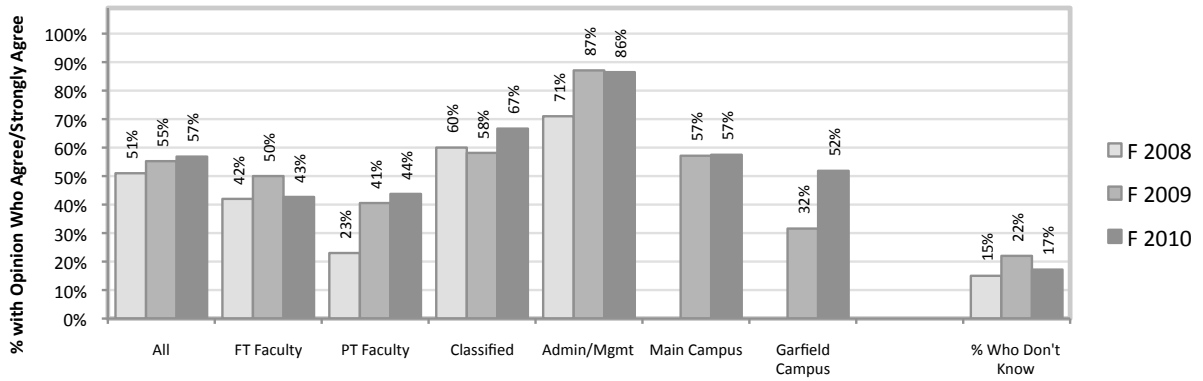


4.4. Financial Resources

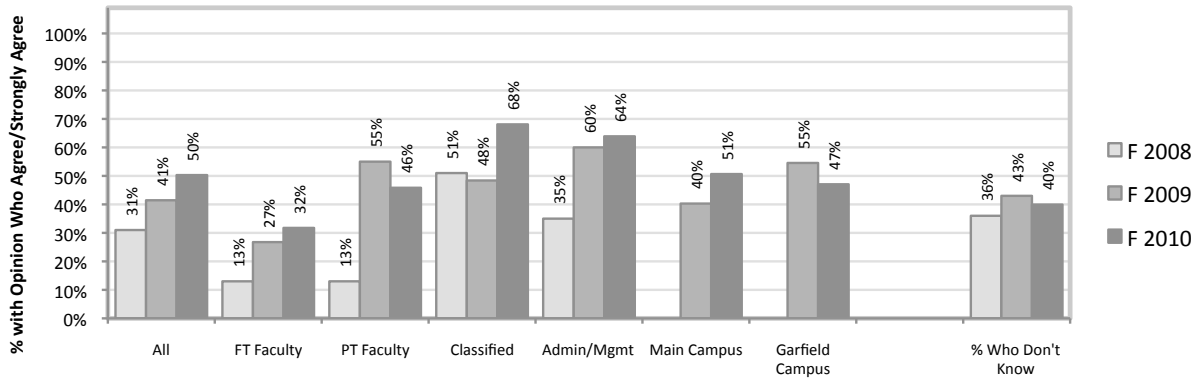
4.4.1. Survey Items on Financial Resources

The 2010 survey included five items about financial resources.

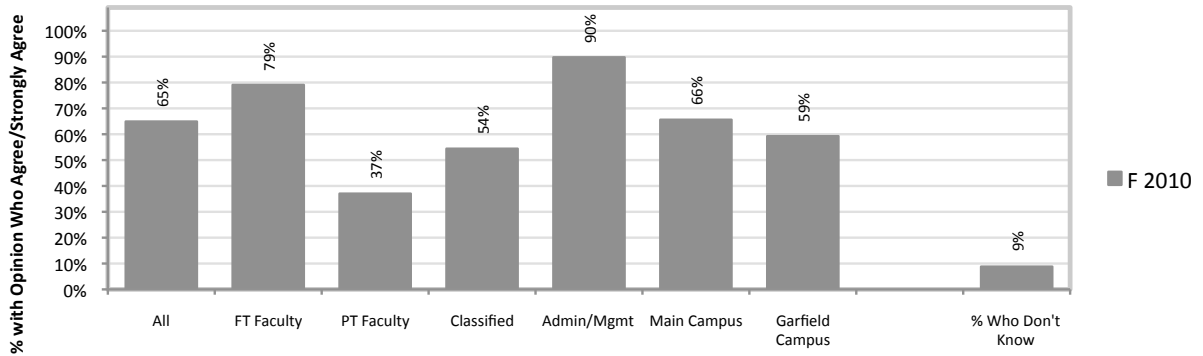
I understand the budget process at GCC.



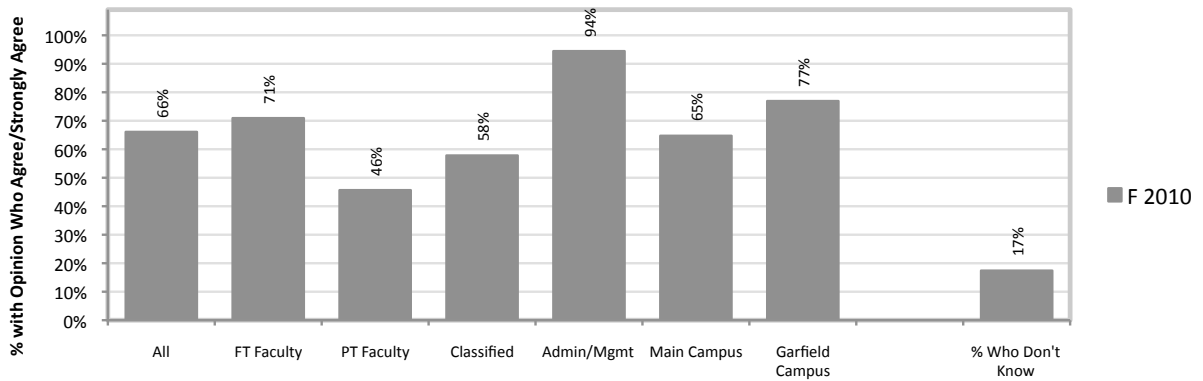
The budget process is effective.



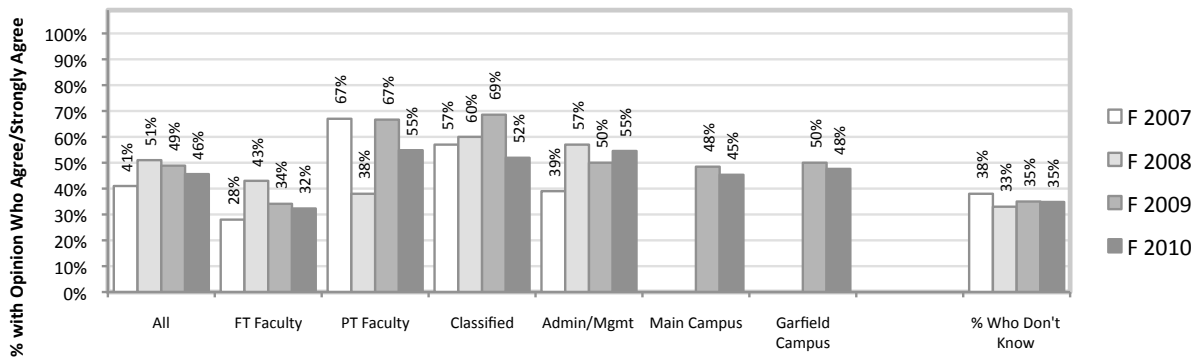
I have seen a presentation about GCC's revised process integrating planning, program review, and budgeting.



I understand how program review connects to budgeting at GCC.

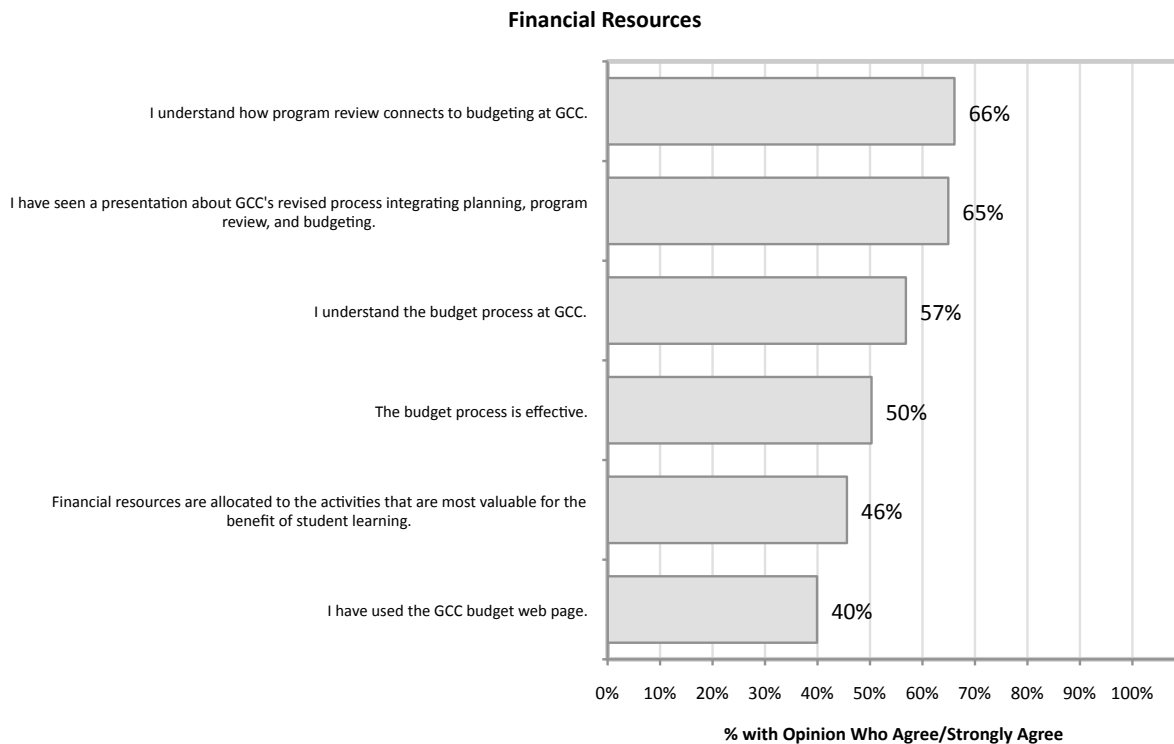


Financial resources are allocated to the activities that are most valuable for the benefit of student learning.



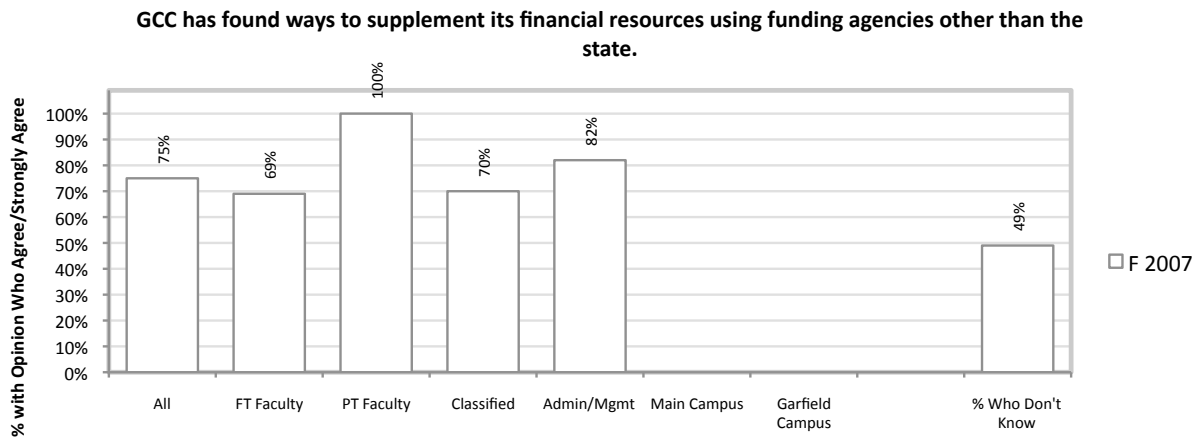
4.4.2. Summary of Financial Resources Items

The following graph summarizes the responses in 2010 to the items about financial resources. As in previous years, items about financial resources received generally low agreement percentages. Two items with relatively high agreement percentages were new in 2010. These related to the relationship between program review and budgeting and about the revised process integrating planning, program review, and budgeting. Half of the respondents with an opinion agreed that the budget process is effective, but the agreement rate steadily increased from only 31% in 2008, indicating some improvement in perceptions about the budget process.



4.4.3. Previous Survey Items on Financial Resources

The following item was not asked in 2010 but was asked in a previous survey.



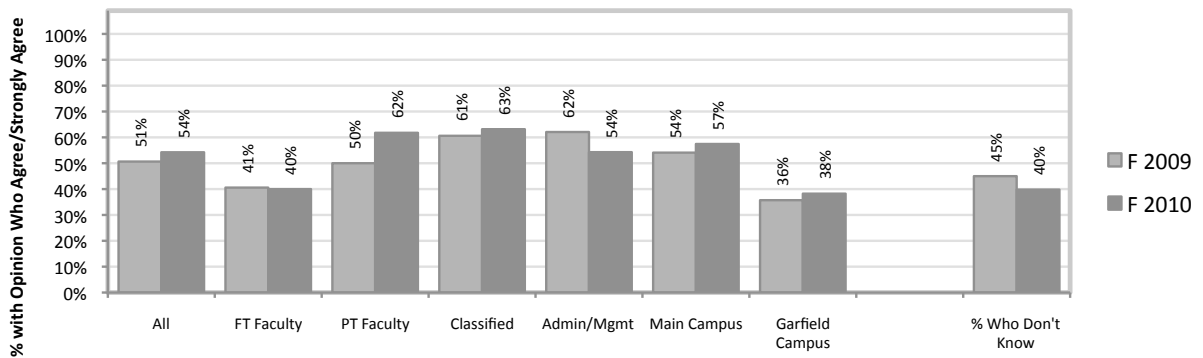
Survey Part 5. Communication

5.1. Communication

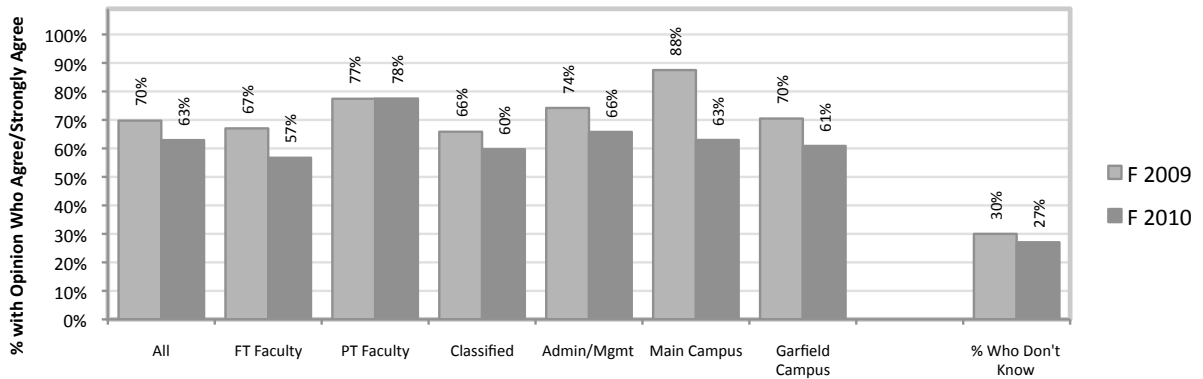
5.1.1. Survey Items on Communication

The 2010 survey included five items on internal and external communication.

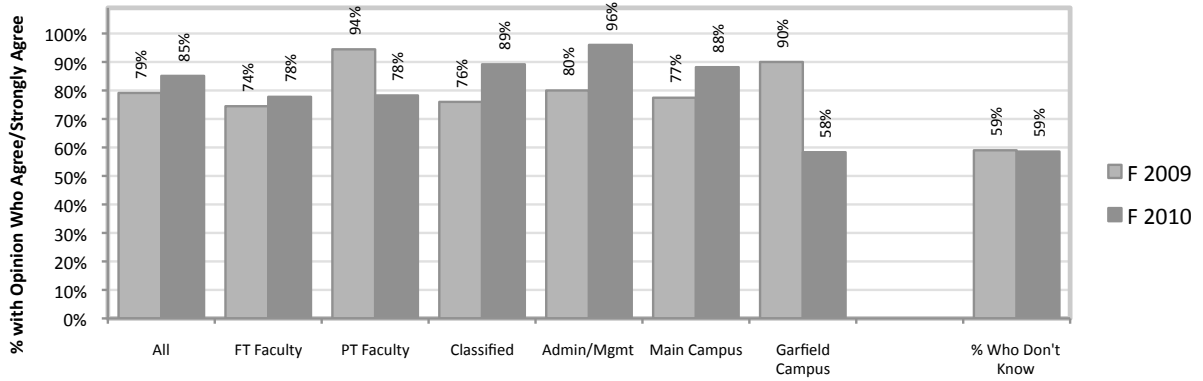
The Main Campus and the Garfield Campus communicate effectively and exchange information in a timely and efficient manner.



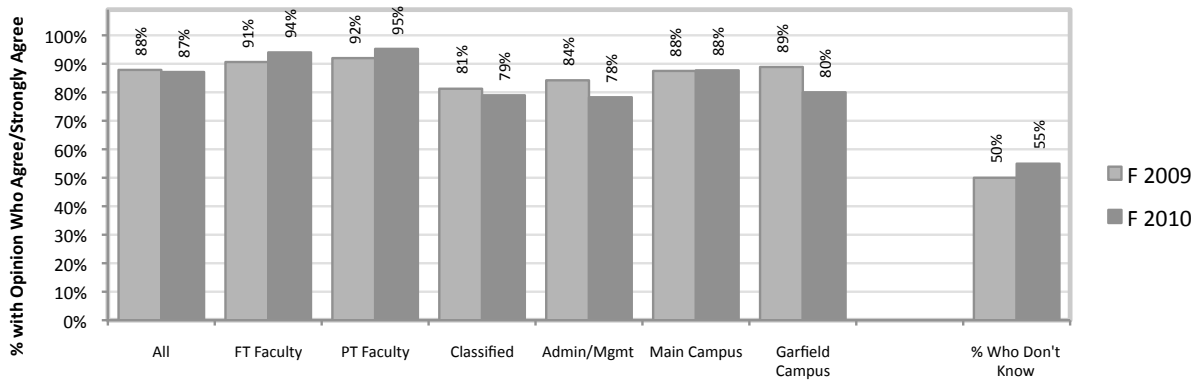
The college administration communicates effectively with constituent groups.



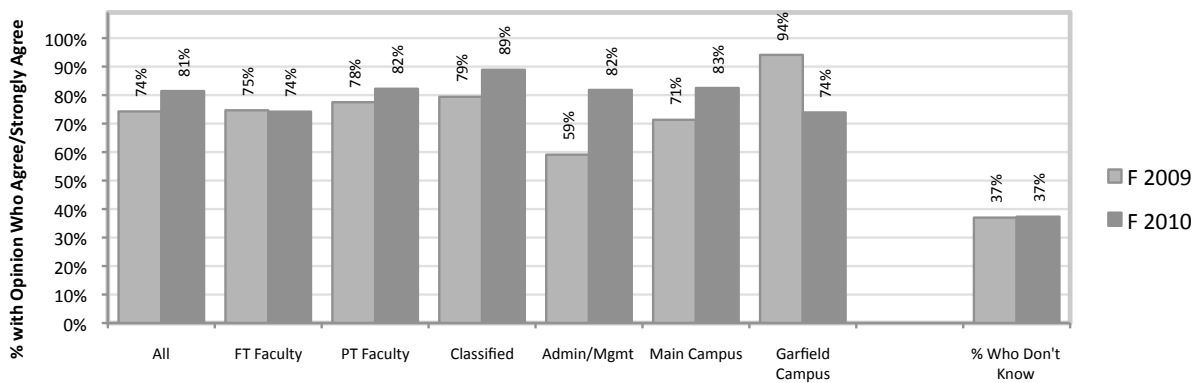
GCC effectively coordinates with external partners.



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



The public understands the importance of GCC in the community.



5.1.2. Summary of Communication Items

The following graph summarizes the responses in 2010 to communication items. A large majority of respondents agreed that GCC has a higher degree of student satisfaction than other community colleges, that GCC effectively coordinates with partners, and that the public understands the importance of GCC in the community. Respondents were less likely to agree that communication between the main campus and the Garfield Campus is effective. Respondents working on the Garfield Campus were less likely to agree with this statement (38%) than respondents on the main campus (57%).

