



Campus Views 2007

Results of the 2007 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. Three committees were most heavily involved in the development of the survey: the Institutional Staff Committee oversaw the classified staff survey, and the Goals & Objective Committee and the Governance & Administration Committee were most involved in constructing the final survey forms.

This report summarizes the results of the 2007 faculty/staff survey, which was different from the previous surveys that focused on accreditation. The 2007 survey used some items from previous surveys but the survey items were written and edited by Team B of the Strategic Master Planning process. 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 main purpose of including questions about the SMP goals was to identify Glendale College's strengths and weaknesses to inform the SMP revision taking place in 2007-2008.

Another difference between the 2007 survey and previous surveys was the administration methodology. Earlier surveys were paper-and-pencil surveys distributed through the campus mail; the 2007 survey was a web-based survey hosted by the surveymonkey.com service. The 2007 survey was announced via campus email on November 19, 2007 with a deadline of December 10, 2007. The deadline was changed to December 17, 2007. The following table shows the response history of surveys.

Category	Respondents				
	1986	1990	1997	2002	2007
Administrators	n/a	n/a	14	23	42
Full-Time Faculty	147	137	122	122	119
Part-Time Faculty	224	86	169	152	92
Classified	171	157	123	115	116
Other	n/a	n/a	n/a	n/a	4
Total Respondents	542	380	428	412	373

The 2007 survey had an overall response rate of 33%, comparable to the 37% response rate of the 2002 survey. The response rate of full-time faculty in 2007 was 48%, which is somewhat lower than the response rate in 2002 (58%). Note that administrators' responses were not separated from classified staff responses in the 1986 and 1990 survey results. In the 2007 survey, classified managers were included with administrators.

Survey Part 1.

Strategic Master Plan

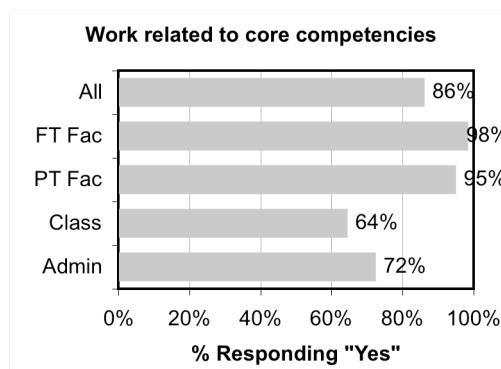
The first part of the faculty/staff survey addressed the college's Strategic Master Plan (SMP). Each of the 10 goals of the current SMP was treated by one survey web page. Several questions related to the relevant goal were asked, and the final question for each goal was whether the goal should continue to be part of the plan.

Goal 1. Core Competencies

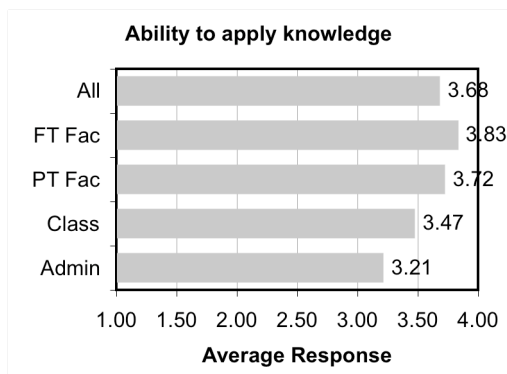
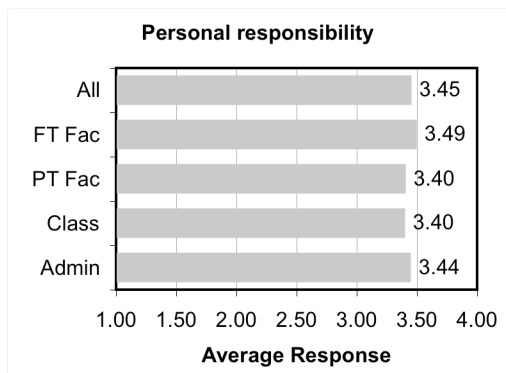
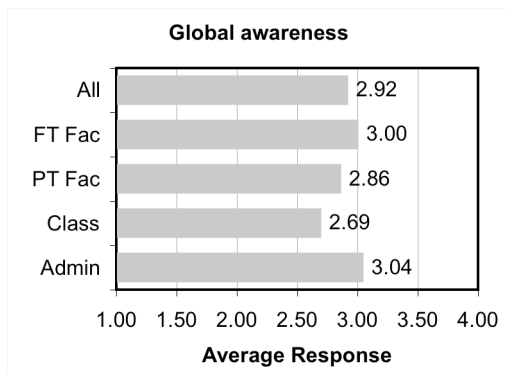
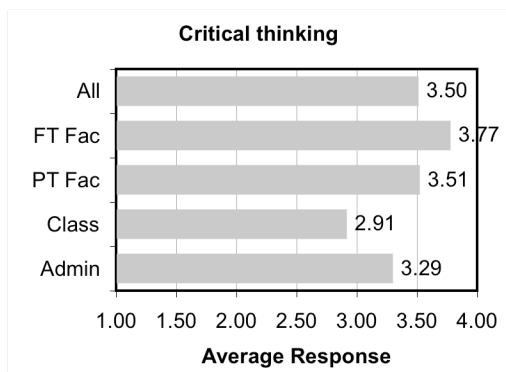
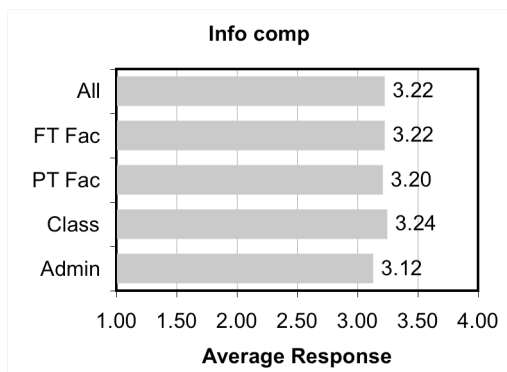
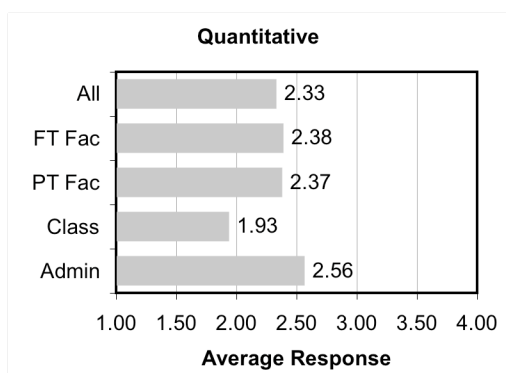
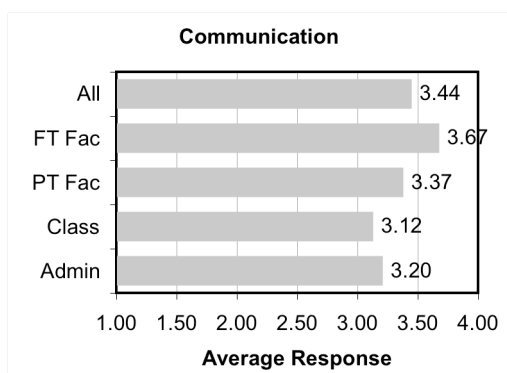
Goal 1 is "Focus the educational program on core competencies throughout the curriculum." The survey asked whether faculty and staff considered their work to be focused on one or more of the seven core competencies listed in the master plan:

- communications
- mathematical competency/quantitative reasoning
- information competency
- critical thinking
- global awareness and appreciation
- personal responsibility
- application of knowledge

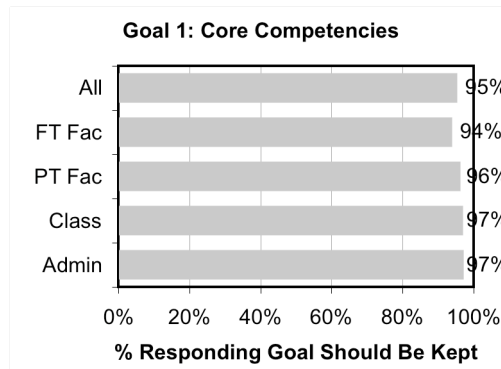
The first question under Goal 1 stated "My work at Glendale Community College is focused on at least one of the core competencies listed above" and asked for a yes or no response. The results are shown in the graph below. Most employees indicated that their work is related to at least one core competency.



Next, respondents were asked to rate the strength of the relationship between their work and each of the core competencies. The relationships was rated on a scale from 1 (not related) to 4 (strongly related). The graphs below show average responses.

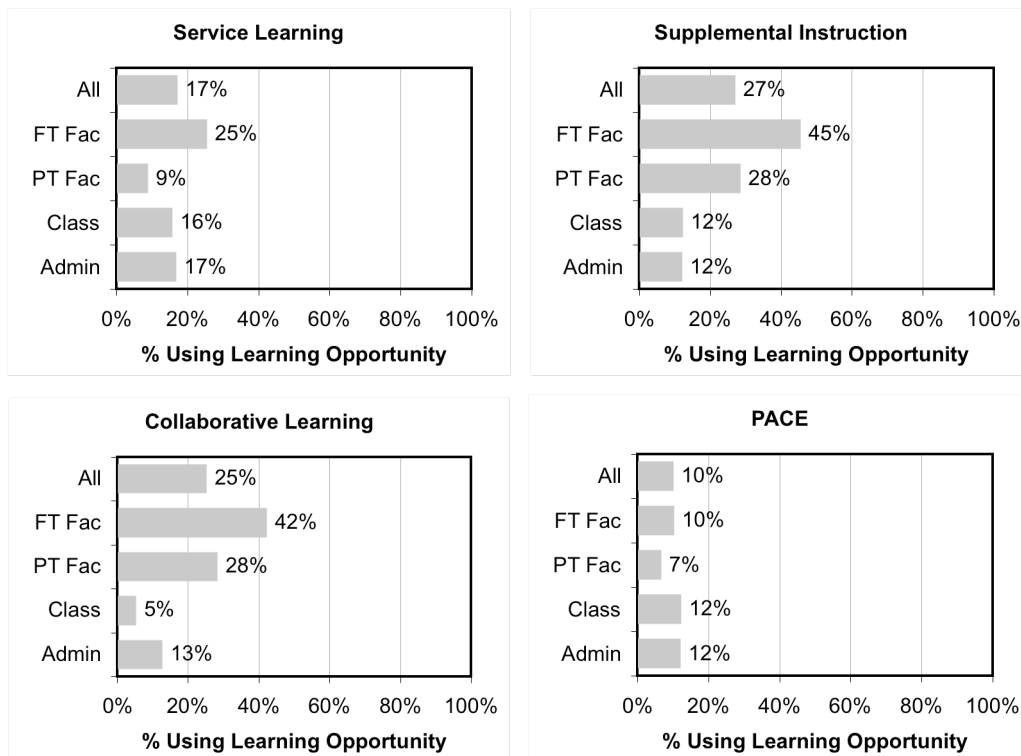


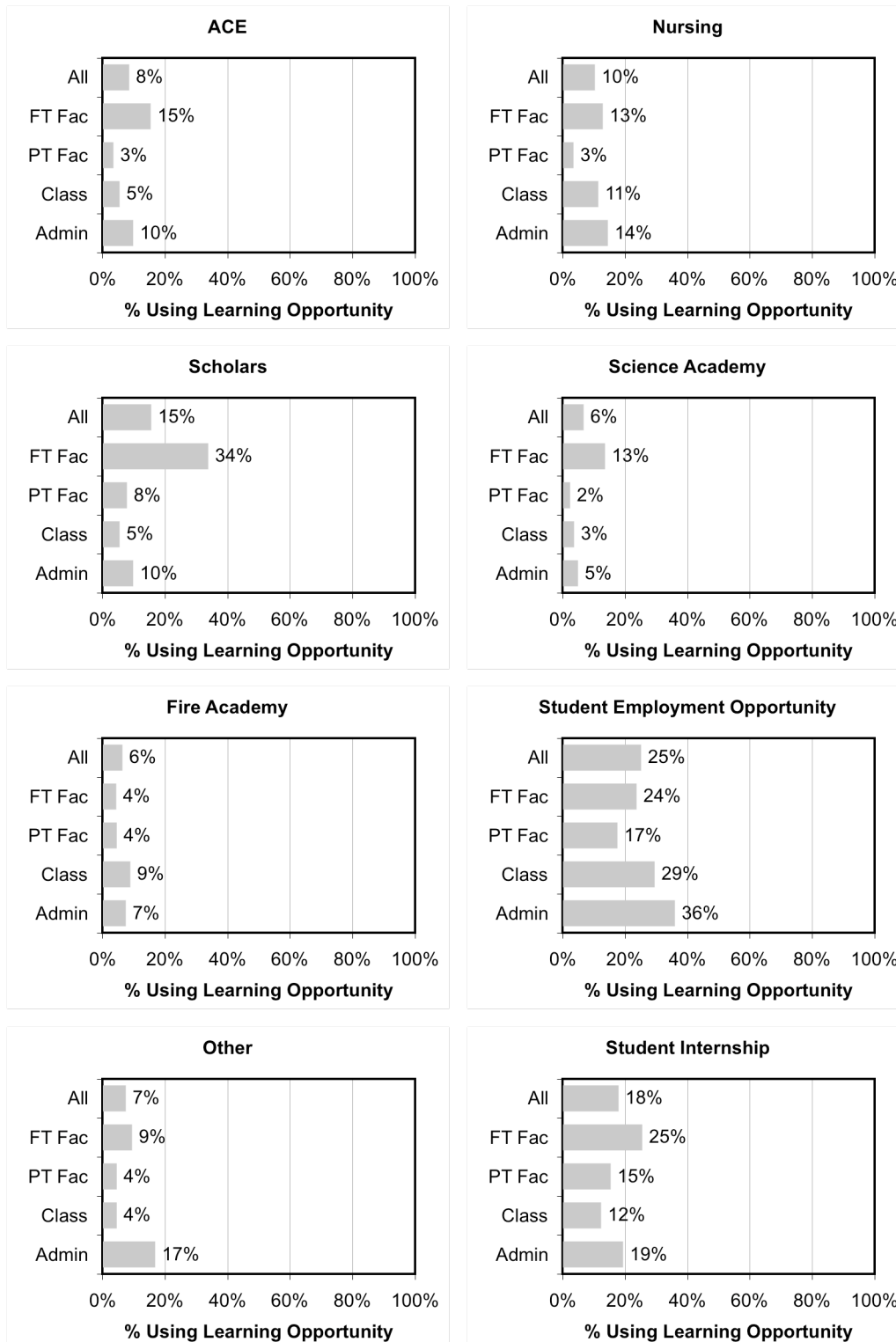
The following graph shows the percentage of respondents indicating that Goal 1 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 1.



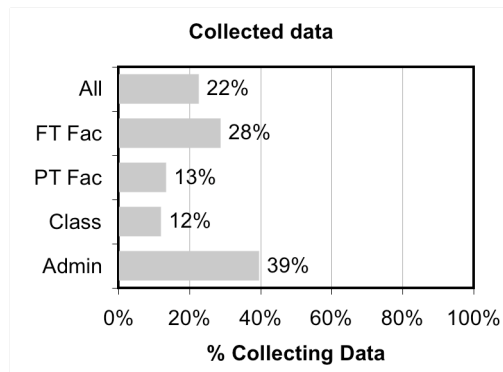
Goal 2. Learning Opportunities

Goal 2 is “Increase the quantity and variety of learning opportunities that promote successful student learning outcomes.” The first item under Goal 2 asked “Considering all sessions over the last three years, have you engaged students in any of the following learning opportunities?” Respondents were told to check all learning opportunities that they used, or to which they referred students. The graphs below show responses for each group.

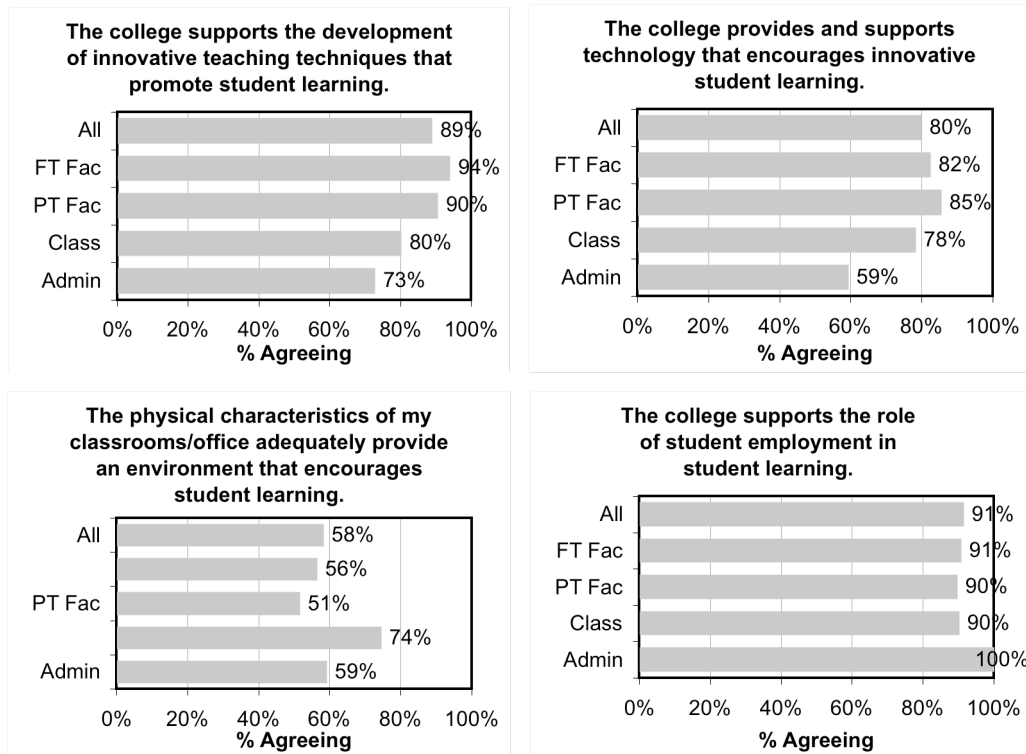




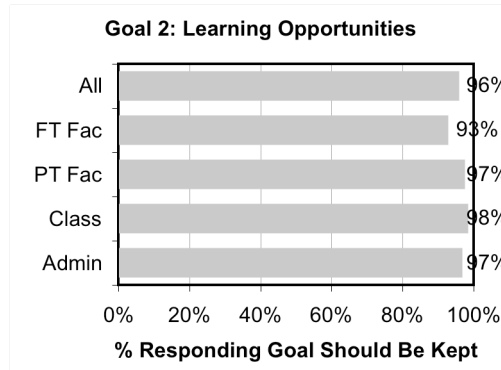
The next question asked “Have you collected data that reveals the nature of students' learning experiences and the outcomes of their experiences?” Most respondents did not indicate that they collected data about outcomes and learning experiences.



The next question asked whether respondents agreed or disagreed with several statements related to learning opportunities. The following graphs show the results for each respondent group.

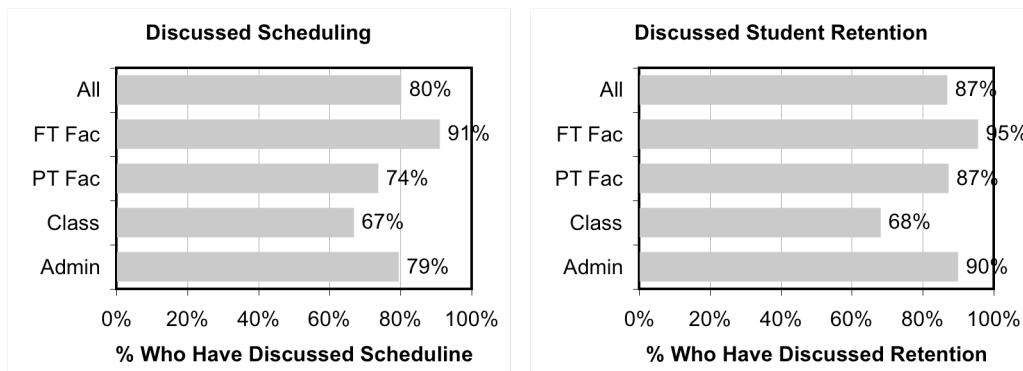


The following graph shows the percentage of respondents indicating that Goal 2 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 2.

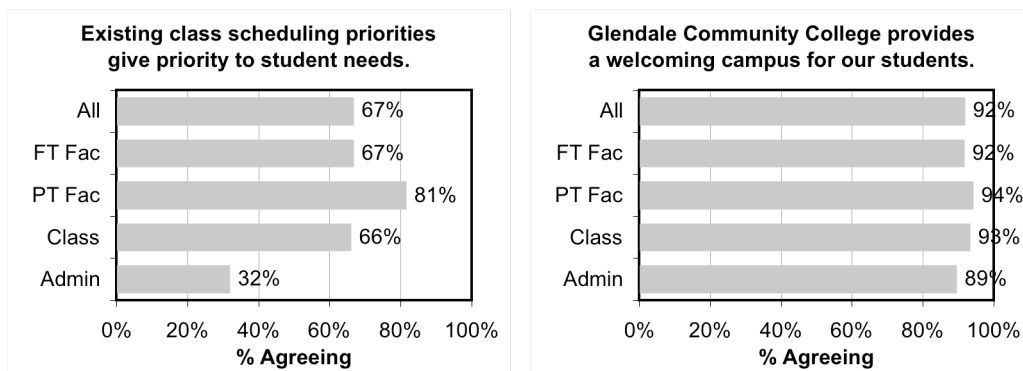


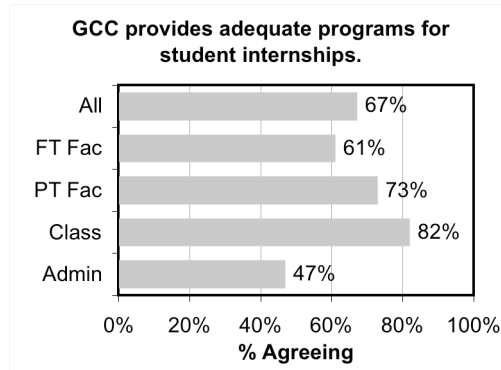
Goal 3. Responsiveness to Student Needs

Goal 3 is “Make the college more responsive to student needs.” The first question asked whether “The faculty/staff members in my program have discussed student needs with regard to scheduling” and the second question asked whether “My colleagues and I have discussed student retention.” The results are shown in the graphs below.

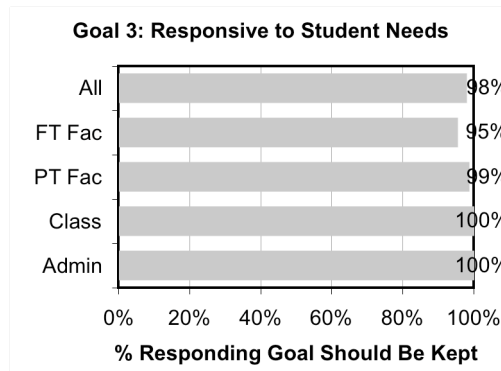


The next question asked whether the respondent agreed with three statements related to responsiveness. The percentage agreeing with each statement is shown below.



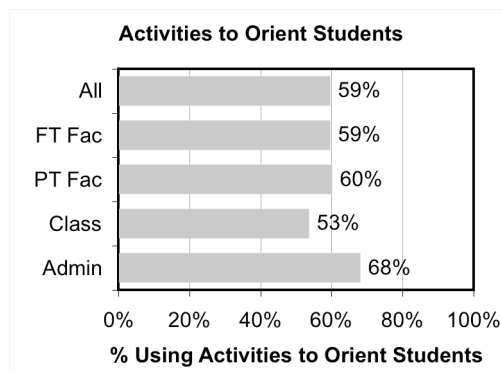


The following graph shows the percentage of respondents indicating that Goal 3 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 3.

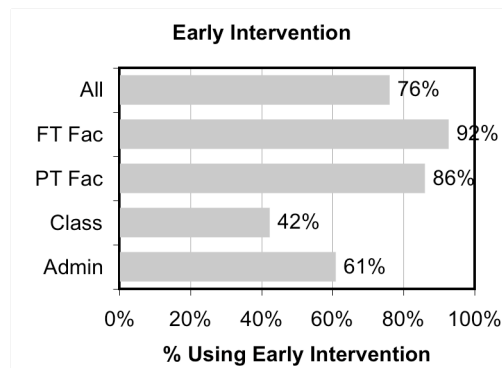


Goal 4. Student Services

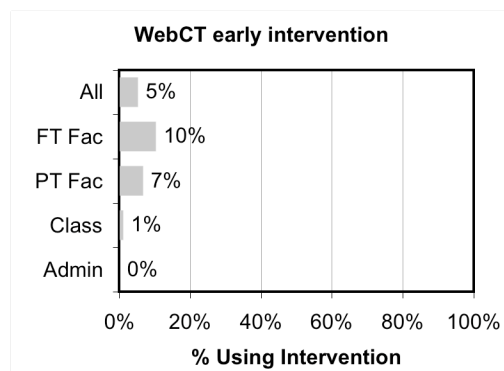
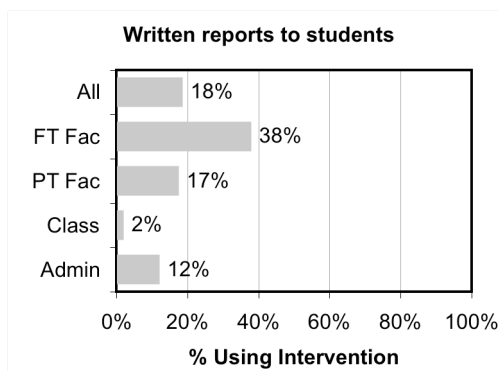
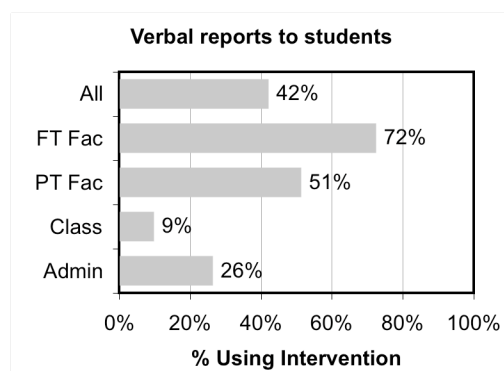
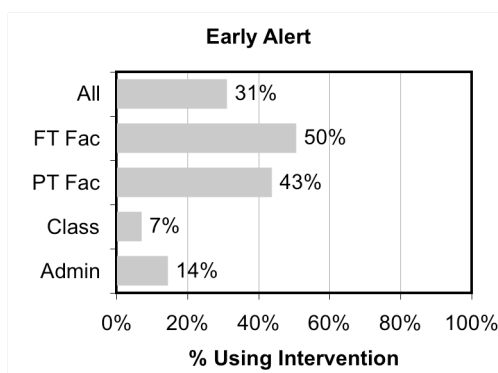
Goal 4 is “Streamline the delivery of student services and increase student success by focusing on preventive services.” The first question under Goal 4 asked whether the respondent has “engaged students in an activity or assignment designed to orient students to the college and its many services.” The results of this question are shown in the graph below.

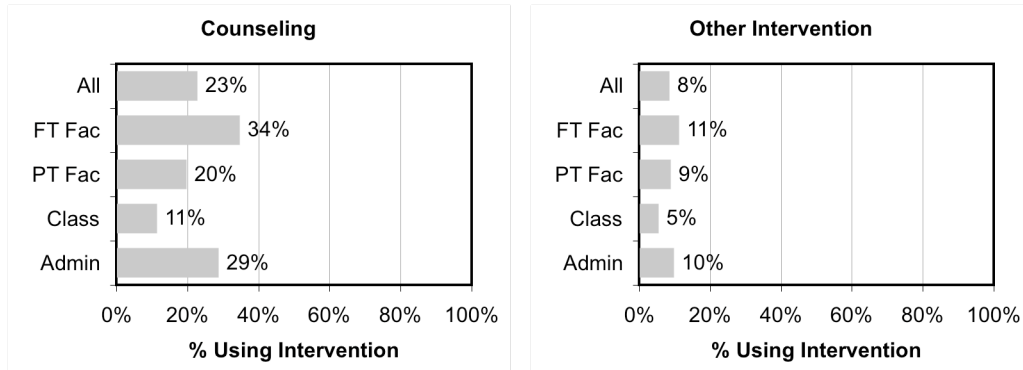


The second question under Goal 4 asked if the respondent had engaged in some form of early intervention.



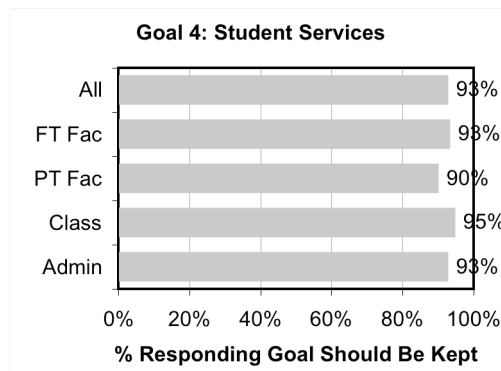
Respondents using early intervention methods were asked which methods they used. The percentages of each group using different methods is shown in the graphs below:





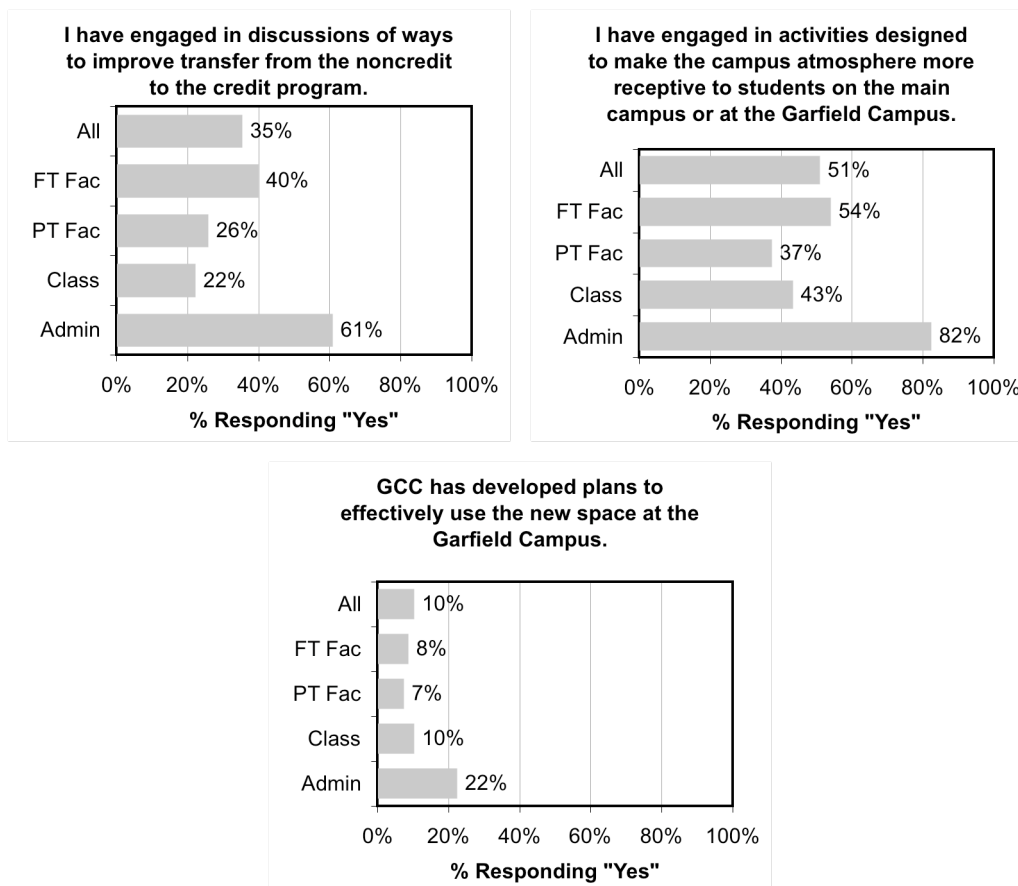
Among the other interventions were the following: counseling, classroom reinforcing, computer lab recommendation, developmental skills/special needs, email notices, frequent returning of graded material, individual meetings with students, referrals to the Center for Students with Disabilities, referrals to mental health counseling, mentoring in the AMP and MASTER programs, notes on tests, phone calls, referrals to the Learning Center, curriculum revision, and working with counselors to refer students to needed services.

The following graph shows the percentage of respondents indicating that Goal 4 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 4.

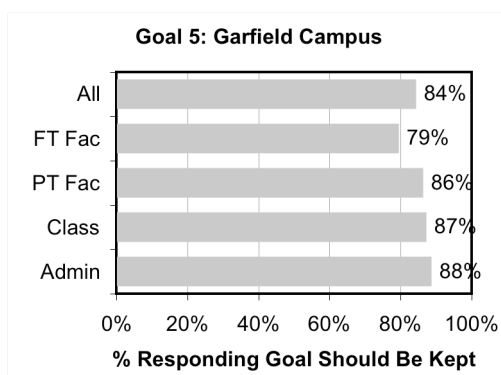


Goal 5. Garfield Campus

Goal 5 is “Expand educational programs and services at the Garfield Campus.” The survey asked three yes or no questions about the Garfield Campus. The graphs below show the responses to these three questions.

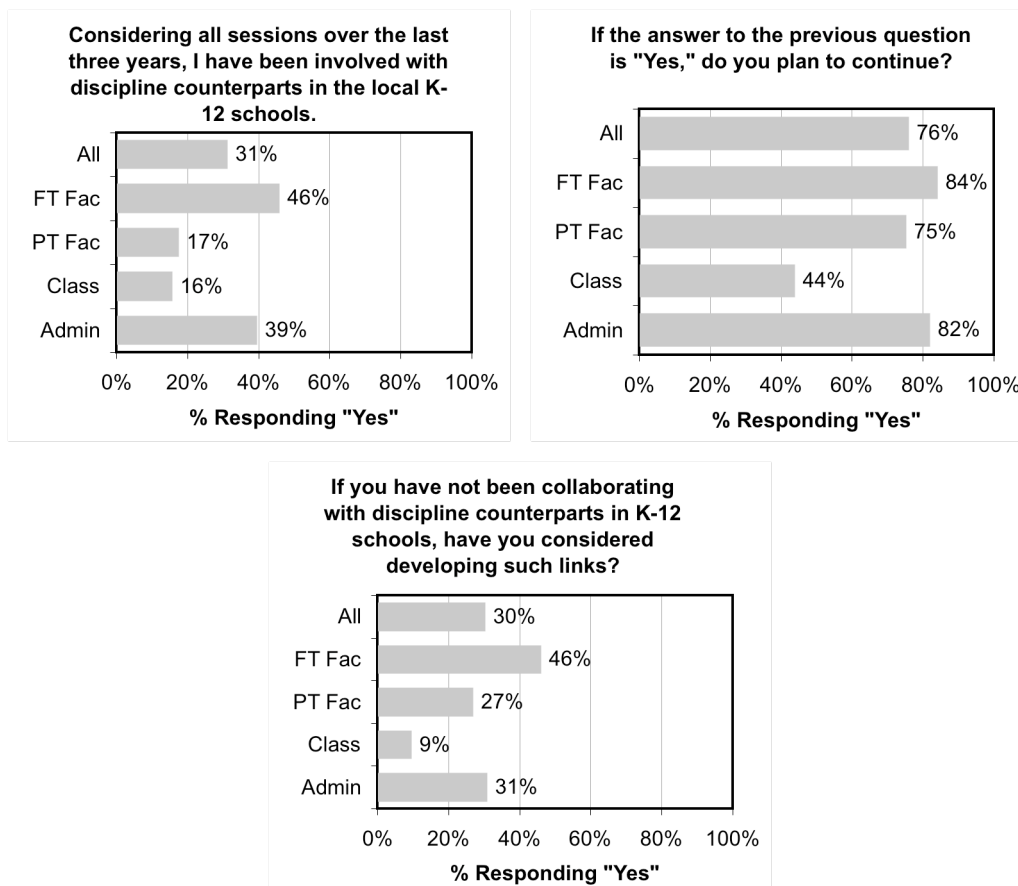


The following graph shows the percentage of respondents indicating that Goal 5 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 5.

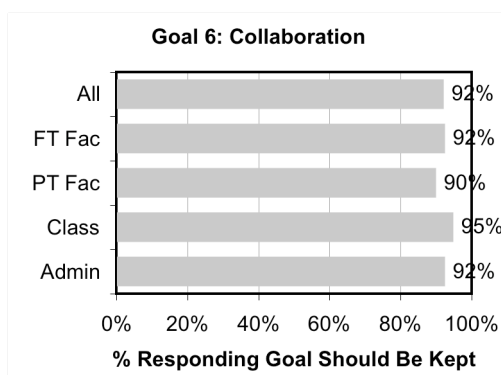


Goal 6. Collaboration

Goal 6 is “Increase collaboration with K-12 partners and the college's GED program to provide a seamless transition from high school to college.” The survey asked three yes or no questions about GCC’s collaboration with K-12. The results are shown in the graphs below.

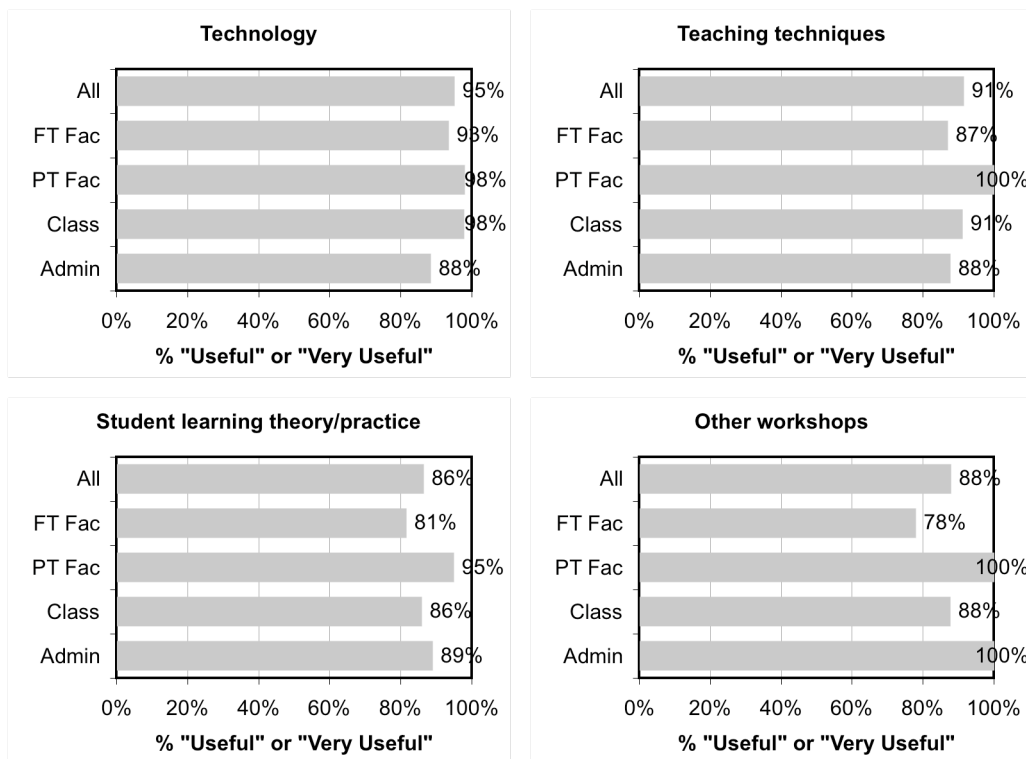


The following graph shows the percentage of respondents indicating that Goal 6 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 6.



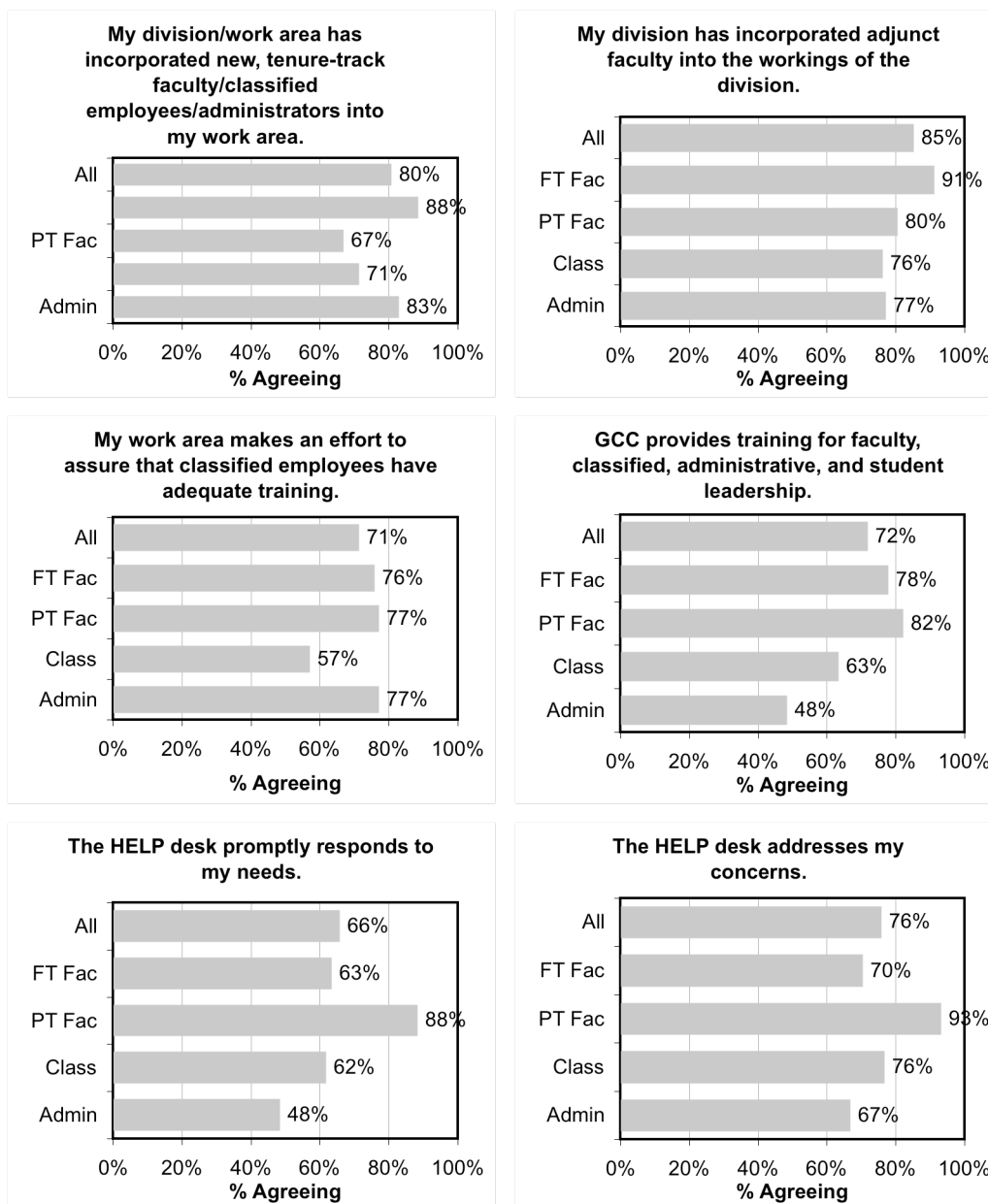
Goal 7. Faculty and Staff Excellence

Goal 7 is “Increase faculty and staff excellence in all aspects of college operations.” The first question under Goal 7 asked respondents to rate the usefulness of Staff Development workshops focused on specific topics.

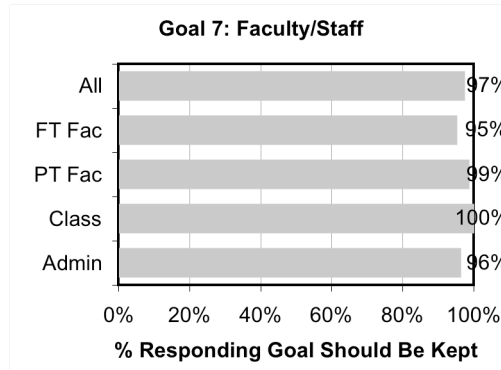


Other workshops that respondents noted included the following: business skills, career and technical education opportunities, classroom management, cultural diversity, financial planning, retirement, health insurance, governance, how to get a full-time job, discipline-specific workshops, WebCT workshops, Library workshops, meditation, health, podcasting, Reading Across the Curriculum (RAC), Student Learning Outcomes (SLO's), the tenure process, transfer workshops, and workshops related to student special needs.

The next question under Goal 7 asked respondents whether they agreed or disagreed with statements related to faculty and staff development.

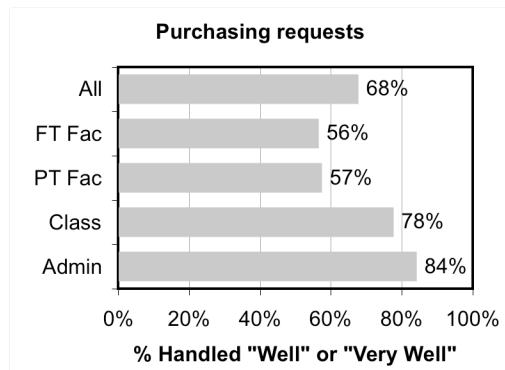
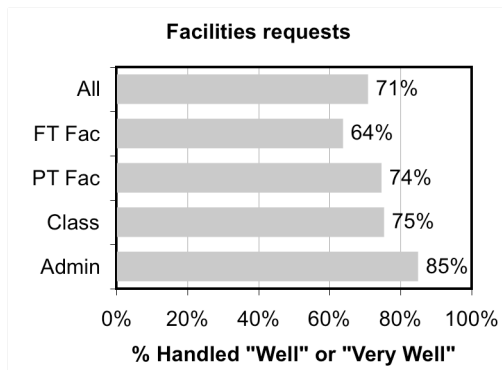
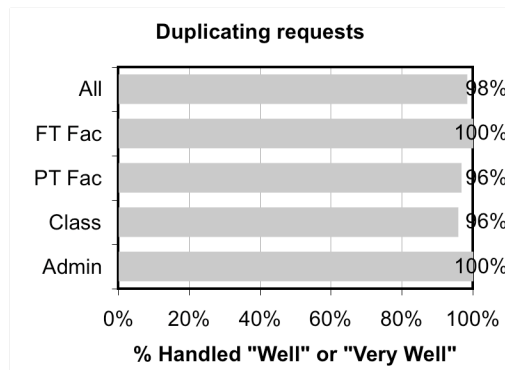
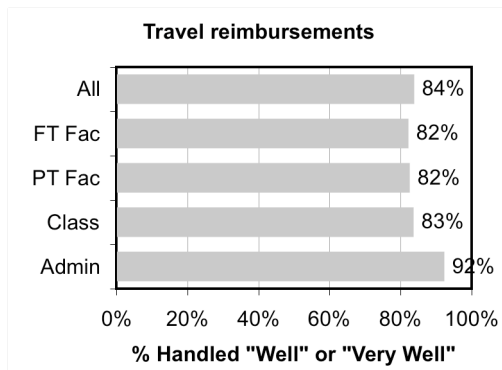


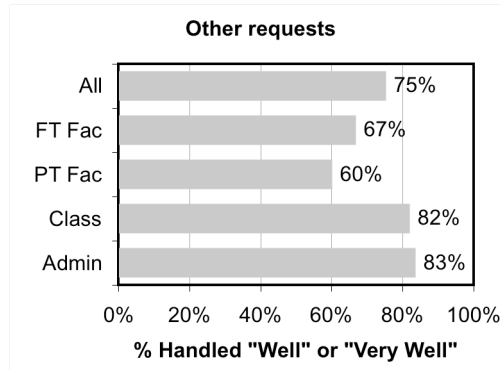
The following graph shows the percentage of respondents indicating that Goal 7 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 7.



Goal 8. Administrative Services

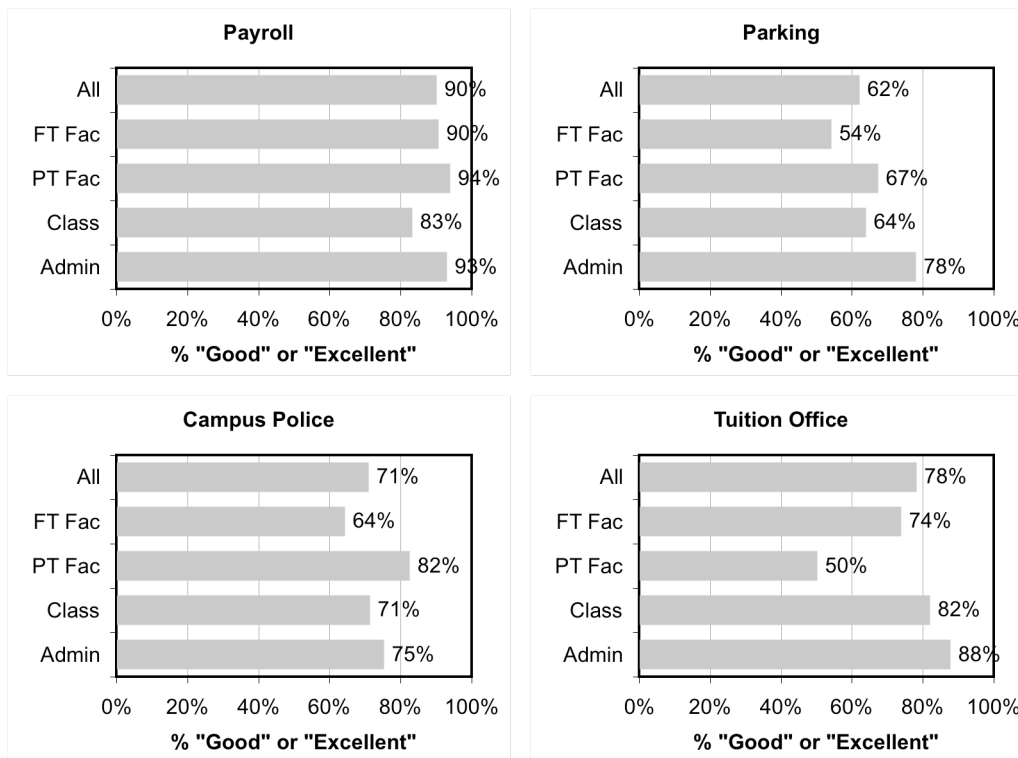
Goal 8 is “Improve the efficiency of administrative services and the revenue generation ability of the college.” The first question under Goal 8 asked respondents to rate how well different kinds of administrative requests were handled. The graphs below show the percentage of respondents answering “well” or “very well.”

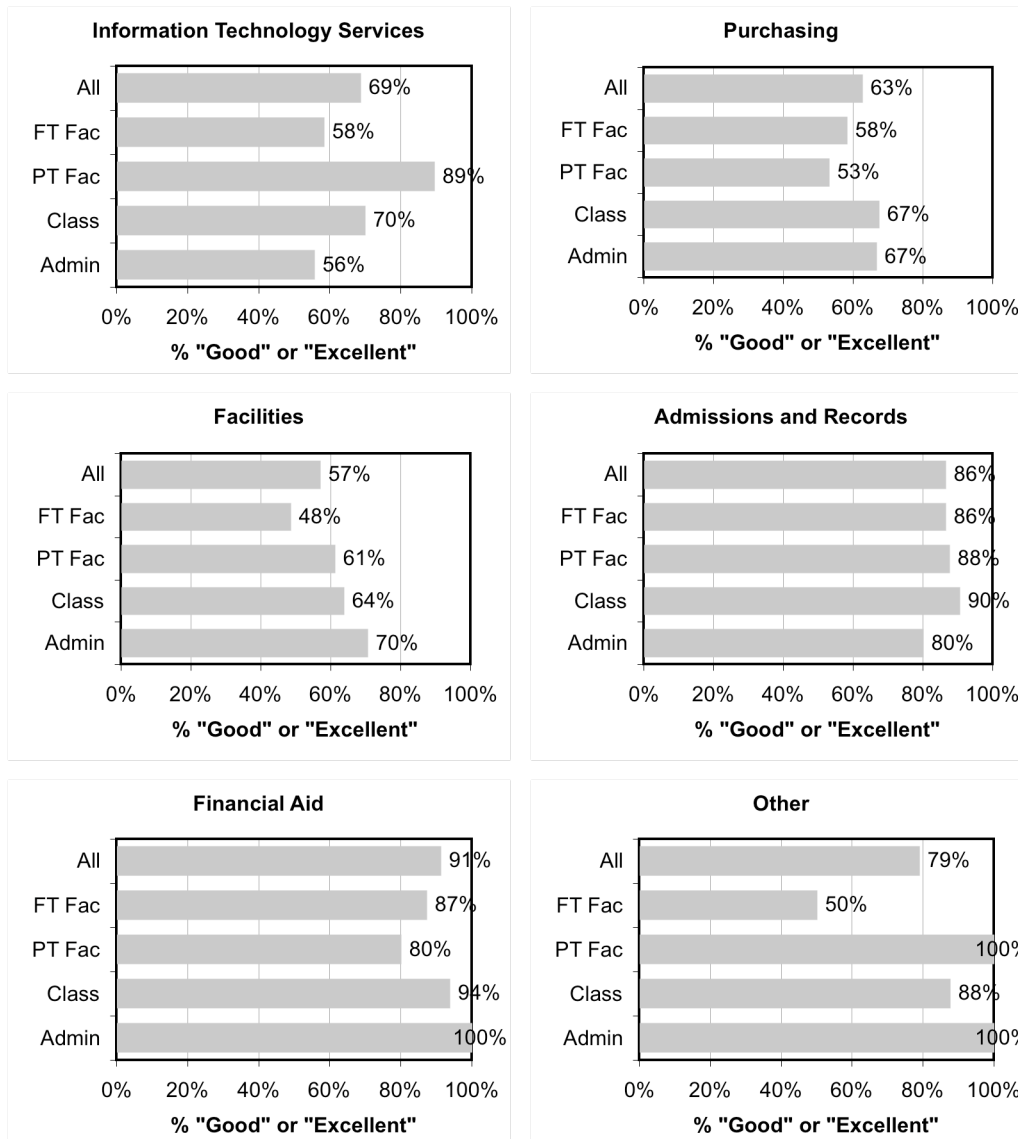




Other types of requests included the following: bookstore requests, field trip approval, and job reclassification.

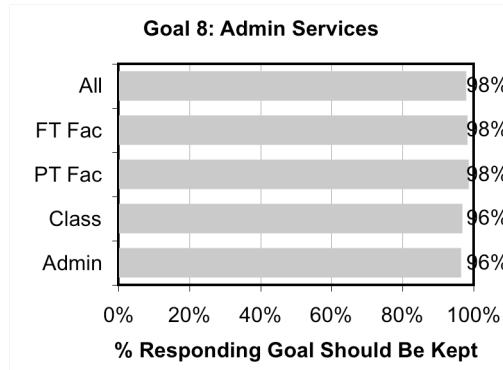
The next question under Goal 8 asked respondents to rate the quality of services from different administrative offices. The graphs below show the percentages of respondents rating each service as “good” or “excellent.”





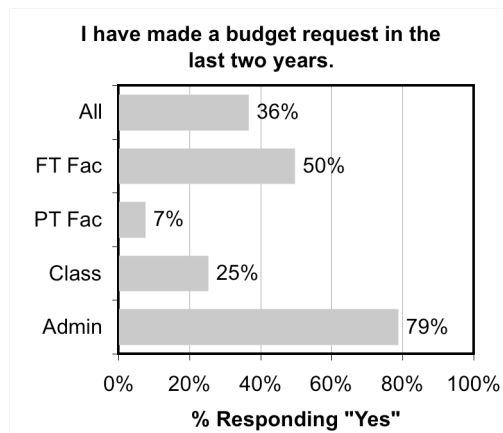
Other services that respondents rated included the following: CalWORKs, Career Center, division office staff, Human Resources, Instructional Services, Public Information, Student Leadership, and the PBX.

The following graph shows the percentage of respondents indicating that Goal 8 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 8.

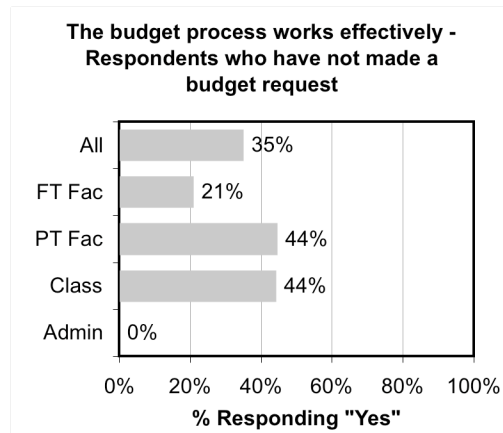
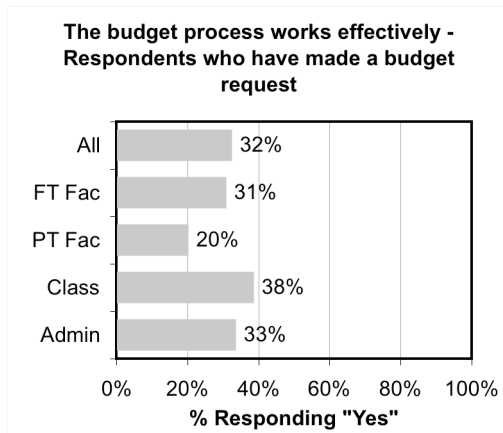


Goal 9. Planning and Budgeting

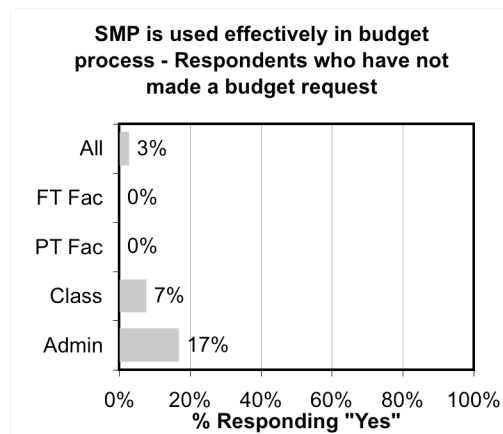
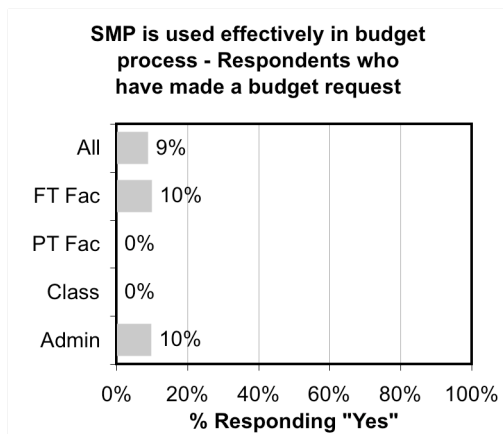
Goal 9 is “Improve the planning and budgeting process to include: research, facilities planning, creation and elimination of academic and vocational programs all through improved data collection processes.” The first question under Goal 9 asked if respondents had made a budget request in the last two years.



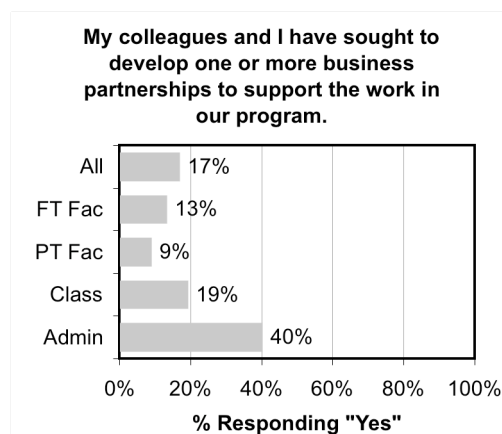
Respondents were next asked whether the budget process works effectively. The following graphs show responses for two groups. The graph on the left shows the answers of respondents who had made a budget request and the graph on the right shows the answers of respondents who had not made a budget request.



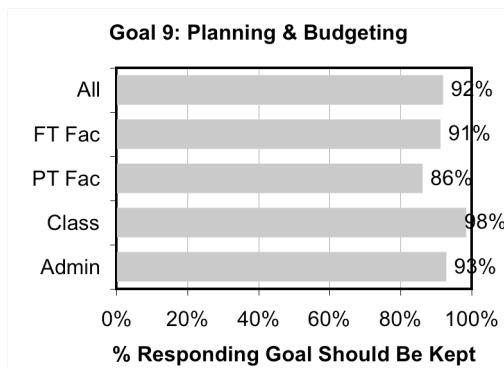
The next question asked if the Strategic Master Plan is used effectively in the budget process. Responses are shown below for respondents who had made a budget request and those who had not made a budget request.



The next question under Goal 9 asked whether “My colleagues and I have sought to develop one or more business partnerships to support the work in our program.”

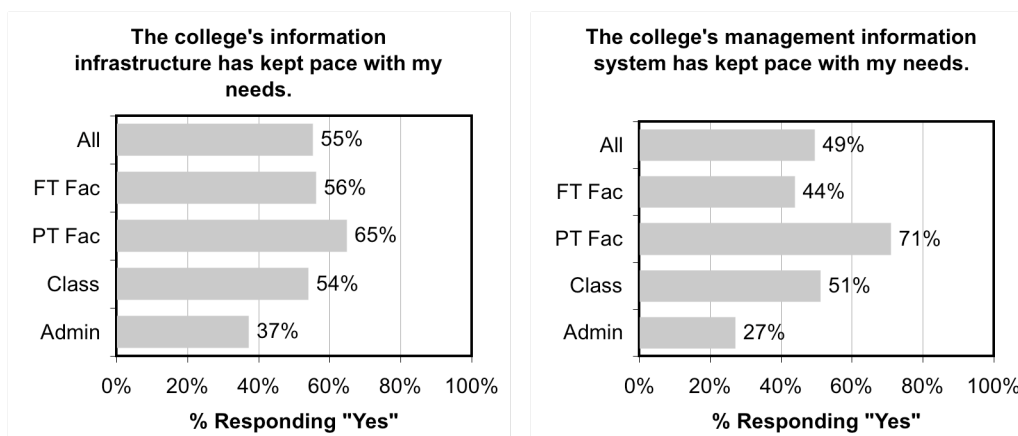


The following graph shows the percentage of respondents indicating that Goal 9 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 9.

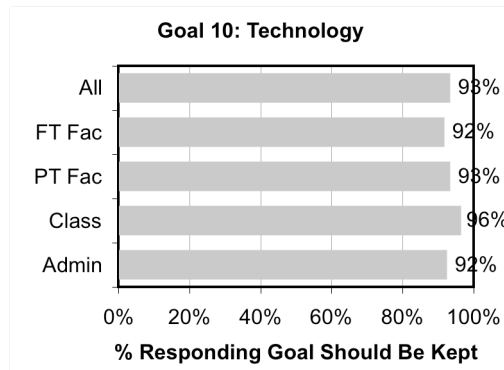


Goal 10. Technology

Goal 10 is “Upgrade the college's information infrastructure and its management information system.” The survey asked two yes or no questions about the college’s information infrastructure and management information system.



The following graph shows the percentage of respondents indicating that Goal 10 should be kept as a Strategic Master Plan goal. A large majority of all groups wanted to keep Goal 10.



Summary of Part 1

The primary purpose of the survey was to identify Glendale Community College's strengths and weaknesses. The responses to Part 1 of the survey, which addressed the Strategic Master Plan goals, suggest that the following strengths and weaknesses apply to the college.

Perceived College Strengths

- **SMP Goals.** Respondents were supportive of keeping all 10 SMP goals, indicating that the goals are relevant to the college community.
- **Core Competencies.** Most faculty and staff see their work as related to at least one of the seven core competencies. Faculty are more likely to indicate that their work is focused on the core competencies; 99% of full-time faculty and 93% of part-time faculty said their work is focused on at least one of the core competencies.
- **Innovation.** Respondents strongly agreed that GCC supports the development of innovative teaching techniques that promote student learning. They also agreed that the college supports technology that encourages innovative student learning; faculty were more likely to agree with this statement than administrators. Respondents also strongly agreed that the college supports the role of student employment.
- **Discussion of Retention.** Most respondents indicated they have discussed student retention with their colleagues. This was highest for full-time faculty (96%), but part-time faculty (84%) and classified staff (73%) were also likely to discuss student retention.
- **Welcoming Campus.** Faculty and staff believe that Glendale Community College provides a welcoming campus for students.
- **Early Intervention.** Most full-time and part-time faculty have engaged in early intervention with their students. The most commonly reported early intervention method was verbal reporting.

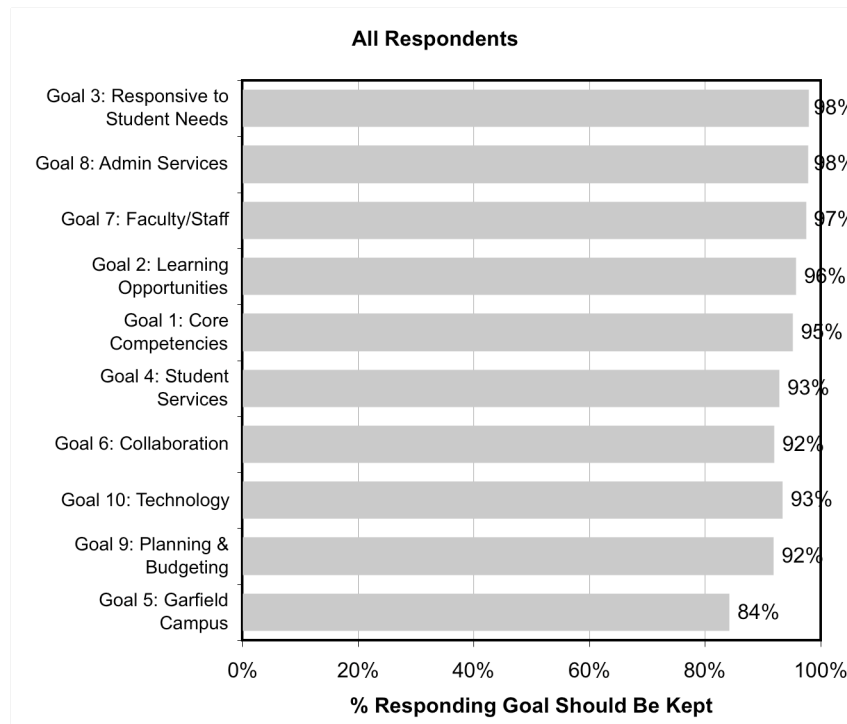
- **Staff Development.** Faculty and staff perceive staff development activities to be useful, particularly in the area of technology training.
- **Services.** Respondents were positive about several administrative services, particularly Duplicating, Payroll, and the handling of travel requests. Financial Aid and Admissions and Records also received a high quality of service rating.

Perceived College Weaknesses

- **Planning and Budgeting.** Of respondents who had made a budget request in the last two years, only 32% agreed that the budget process works effectively and only 9% agreed that the Strategic Master Plan is used effectively in the budget process.
- **Learning Opportunities.** Although respondents felt that the college supports innovative learning opportunities, most faculty did not report using the available learning opportunities. A substantial proportion of full-time faculty used Supplemental Instruction (45%), collaborative learning methods (42%), and the Scholars program (34%), but usage of many nontraditional learning opportunities was not strong.
- **Transfer from Noncredit to Credit Programs.** Most respondents reported not being engaged in discussions about noncredit-to-credit transfer. Administrators were more likely than faculty or classified staff to be involved in such discussions. Additionally, respondents with an opinion believed that GCC has not developed plans to use the new space at the Garfield Campus effectively.
- **Scheduling.** Although most respondents agreed that class scheduling priorities give priority to student needs, only 32% of administrators and classified managers agreed with this statement.
- **Technology.** About half of all respondents were positive about the college's information infrastructure and its management information system. However, only 37% of administrators and classified managers agreed that the college's information infrastructure has kept pace with their needs. Only 27% of administrators and managers agreed that the management information system has kept pace with their needs.

Strategic Master Plan Goals

An overwhelming majority of respondents supported keeping all 10 of the SMP goals. The graph below shows support for keeping each of the goals. The goal with the lowest support was Goal 5, but 83% of respondents indicated that Goal 5 should be kept as an SMP goal.



Survey Part 2.

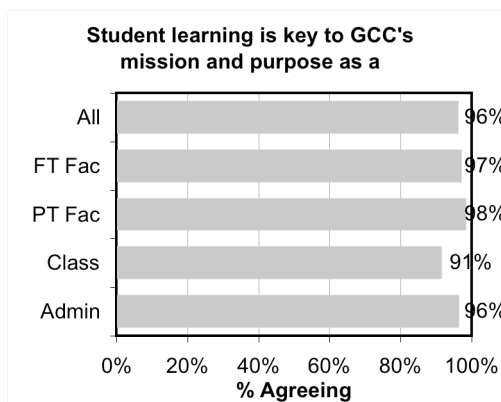
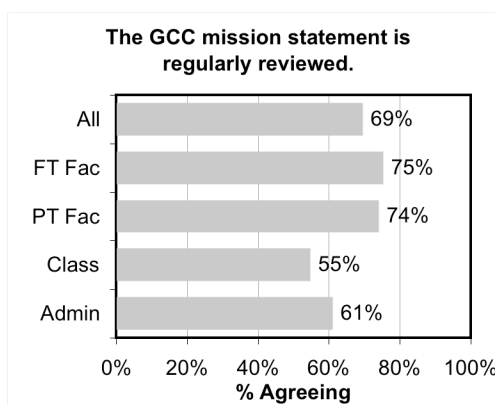
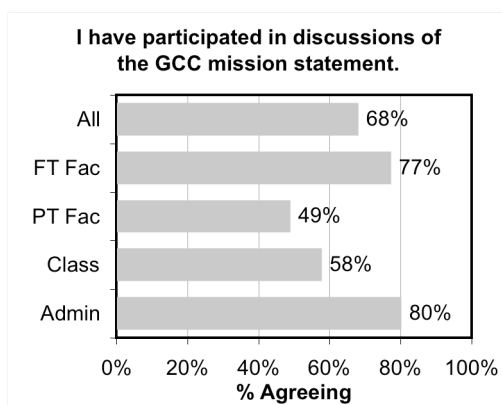
Accreditation Standards

The second part of the survey addressed the four accreditation standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, in preparation for the upcoming self study and 2010 accreditation visit.

Standard I. Institutional Mission and Effectiveness

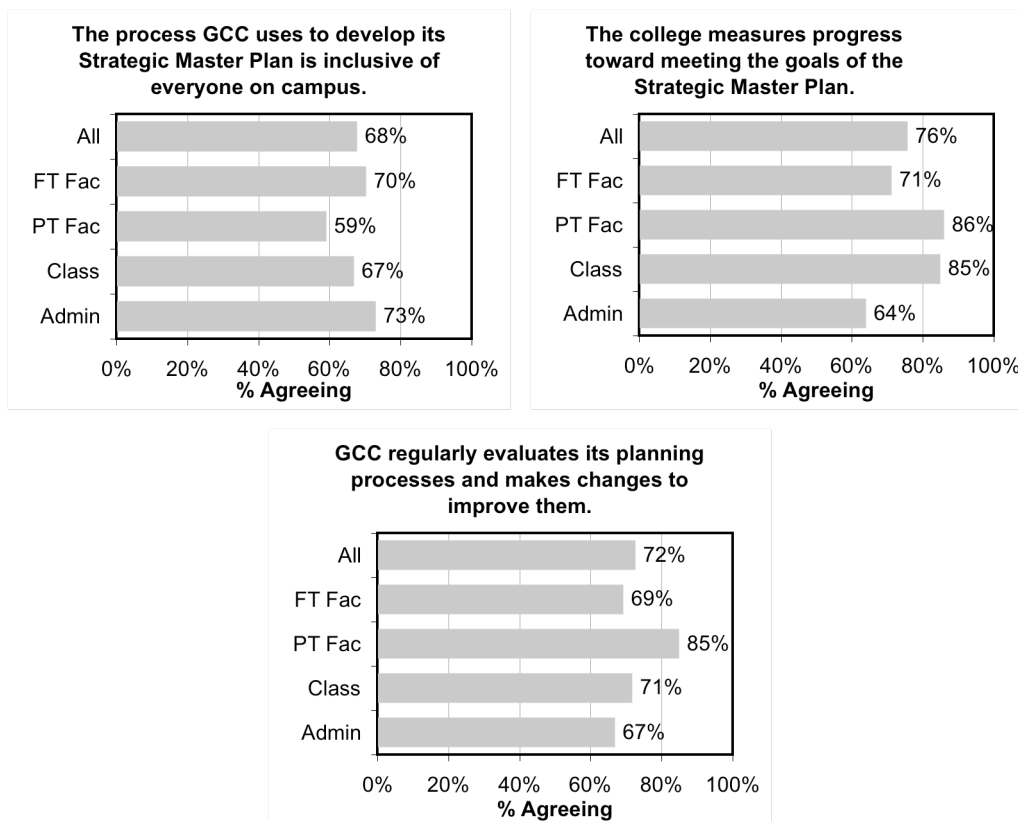
Standard I.A: Mission

Standard I.A relates to the college's mission. The survey asked three questions about GCC's mission statement and the processes used to develop and revise it. The graphs show the percentage of each respondent group with an opinion who agreed with each statement shown in the graph title.

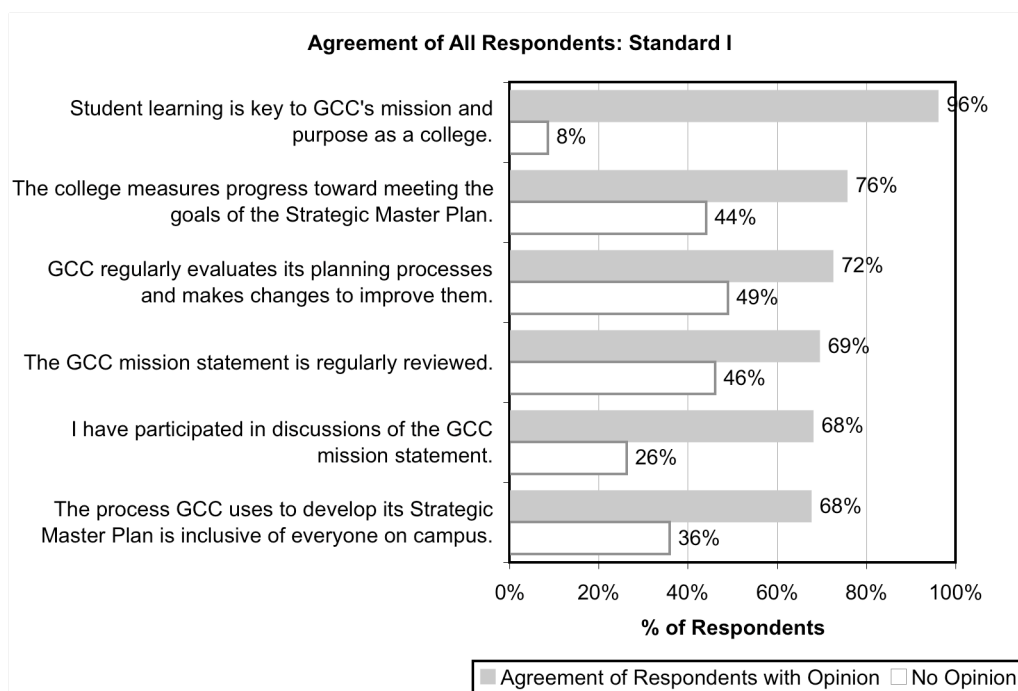


Standard I.B: Improving Institutional Effectiveness

Standard I.B involves institutional effectiveness. The survey asked three questions about institutional effectiveness and planning processes. The results are shown in the graphs below.



The graph on the next page shows the percentage of all respondents with an opinion who agreed with each of the statements under Standards I.A and I.B. The statements are shown in decreasing order of agreement; the statement with the highest percentage of all respondents with an opinion agreeing is at the top. The gray bar shows agreement. The white bar shows the percentage of all respondents with no opinion (i.e., those responding “I don’t know” or “Not applicable”).



Perceived College Strengths (Standard I)

- Nearly all employees believed that student learning is key to GCC's mission and purpose.
- Of those employees with an opinion, 76% agreed that the college measures progress toward meeting the SMP Goals and 72% agreed that GCC evaluates its planning processes and makes changes to improve them.

Perceived College Weaknesses (Standard I)

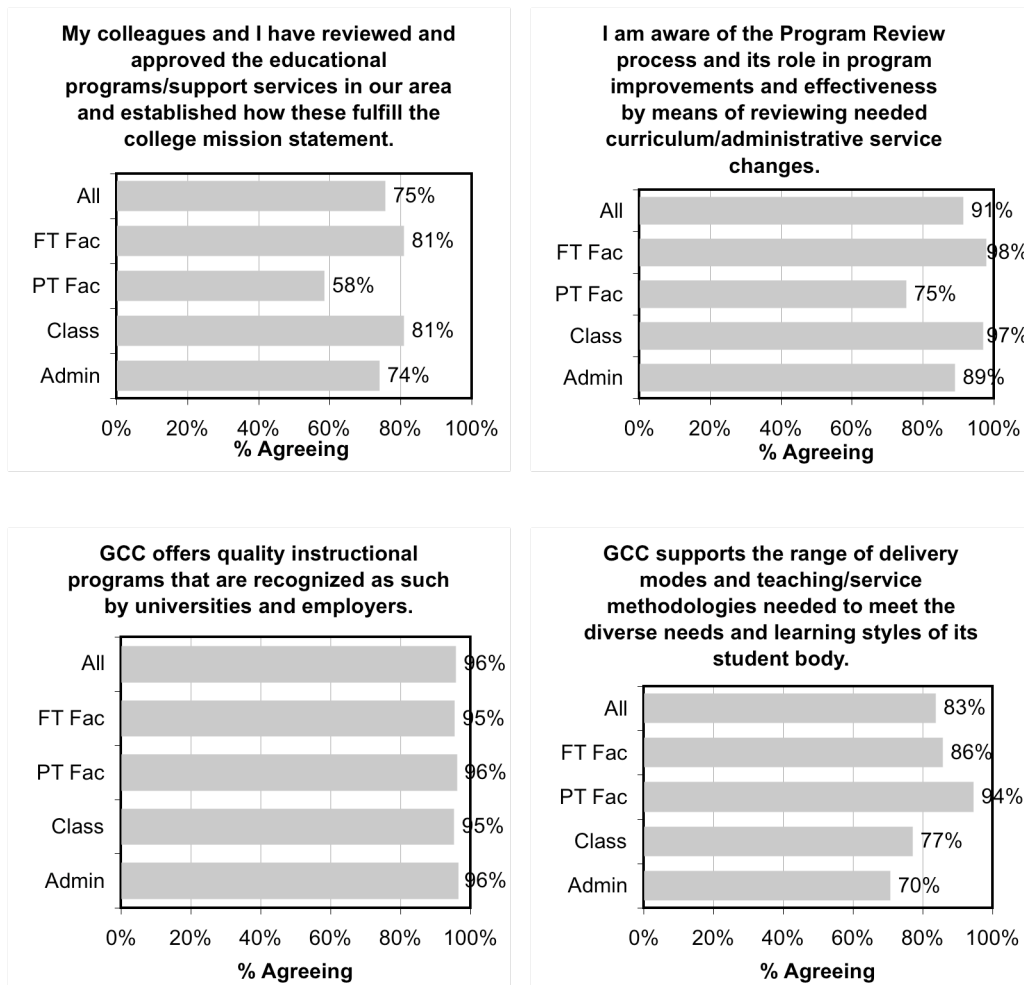
- Although most respondents with an opinion (68%) agreed that the master planning process is inclusive of everyone on campus, 36% of all respondents marked "I don't know" or "Not applicable." This results suggest that not all campus constituencies are aware of the planning process. Part-time faculty were less likely to agree that master planning is inclusive than other groups (59% of part-time faculty agreed).
- Although a majority of respondents with an opinion (72%) agreed that GCC regularly evaluates its planning processes and makes changes to improve them, almost half of all respondents (49%) marked "I don't know" or "Not applicable." This result suggests that many people are not familiar with the planning process.
- Although most respondents with an opinion (69%) agreed that the GCC mission statement is regularly reviewed, 46% of all respondents did not have an opinion. This

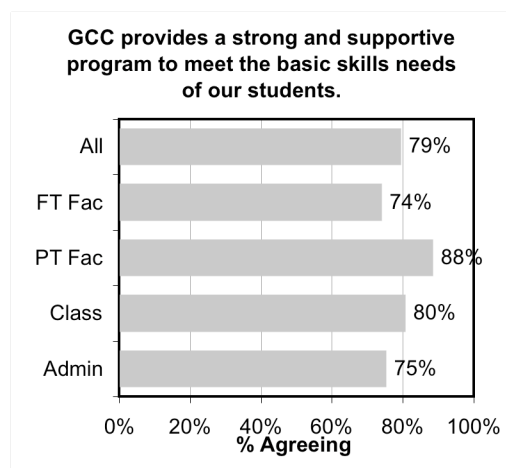
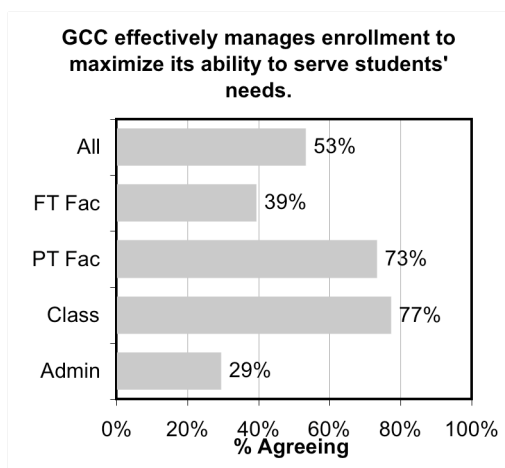
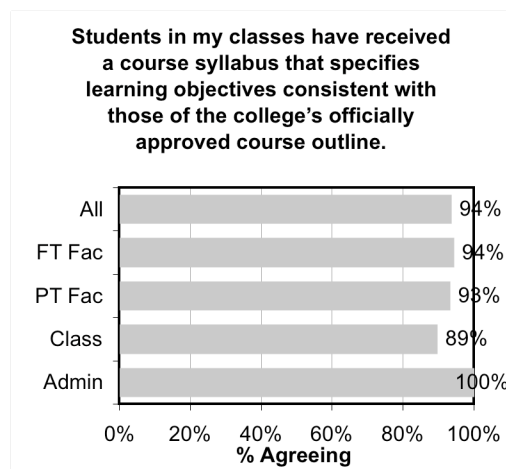
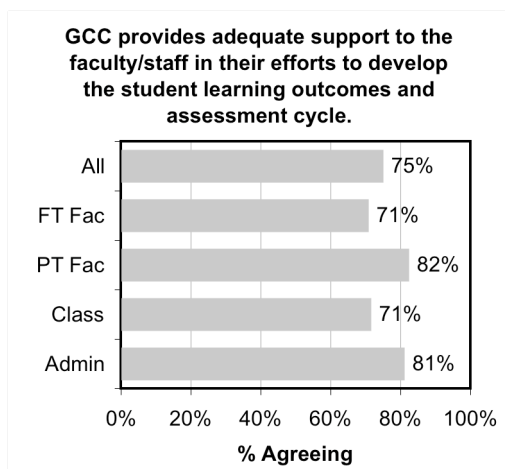
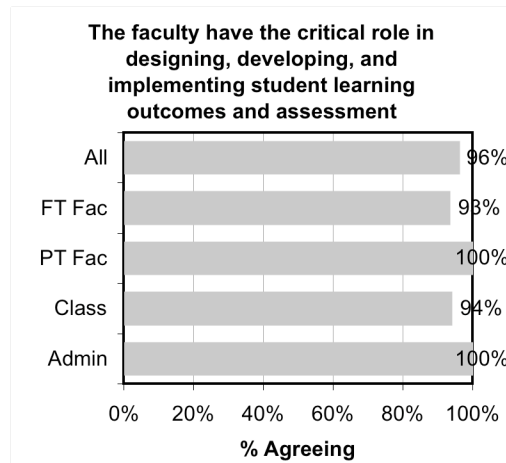
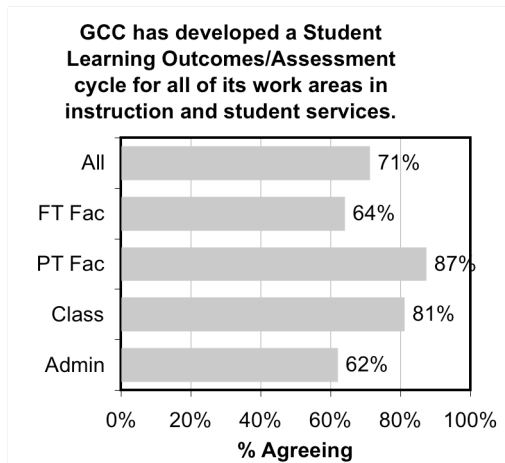
result suggests that many employees are unaware of the process for revising the mission statement, a process which has recently been updated.

Standard II. Student Learning Programs and Services

Standard II.A: Instructional Programs

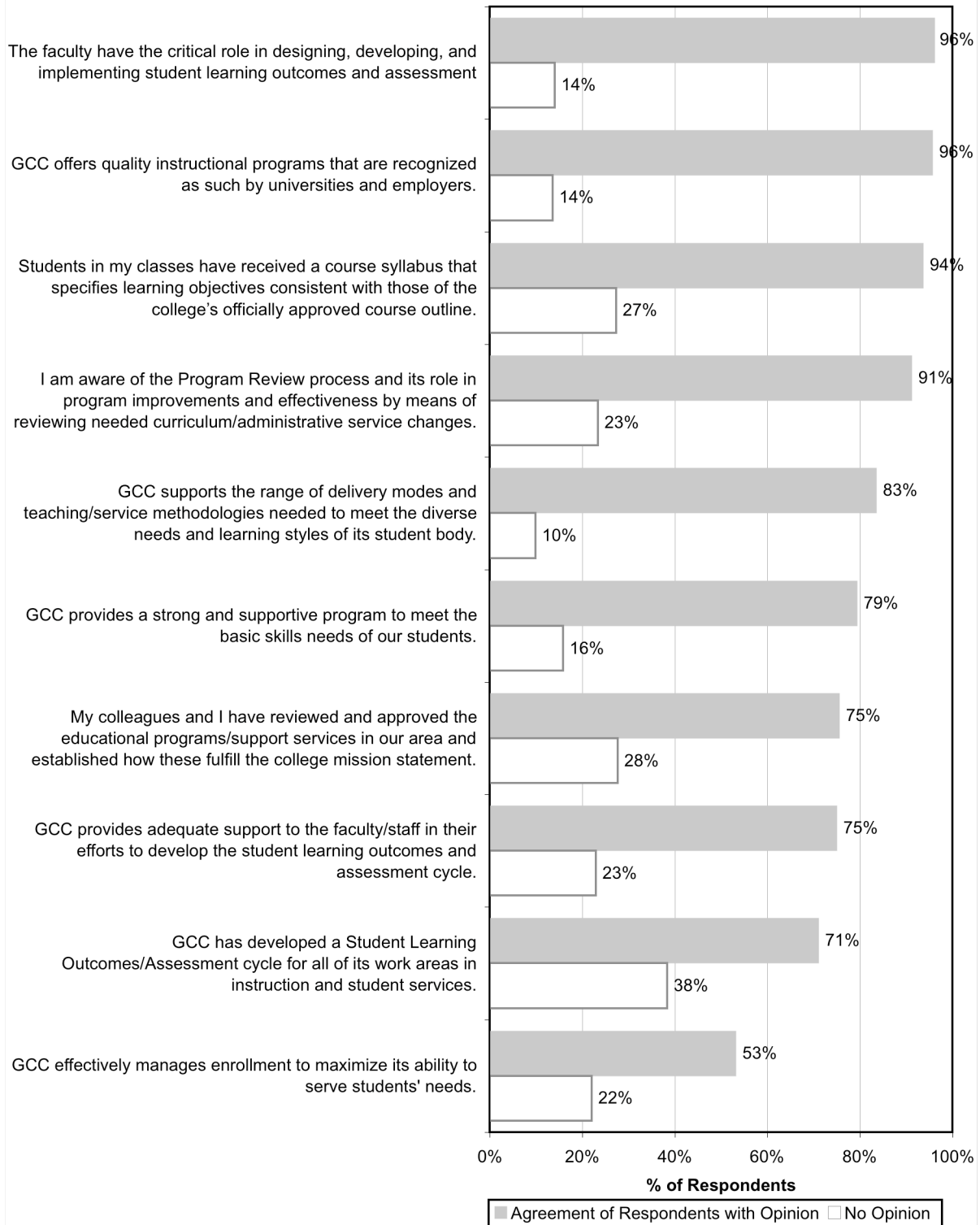
Standard II.A covers instructional programs. The survey asked 10 questions related to instructional programs. The results for each respondent group are shown in the following graphs.





The graph on the following page shows the agreement of all respondents with each of the items under Standard II.A, as well as the percentage of respondents with no opinion.

Agreement of All Respondents: Standard IIA



Perceived College Strengths (Standard II.A)

- Nearly all employees with an opinion (96%) believed that GCC offers quality instructional programs that are recognized as such by universities and employers.
- Nearly all employees with an opinion (96%) indicated that GCC faculty have the critical role in developing and assessing student learning outcomes.
- A large majority of respondents with an opinion (94%) indicated that syllabi include learning outcomes consistent with the appropriate course outline.
- A large majority of employees (91%) were aware of Program Review and its role on campus.
- A large majority of respondents (83%) agreed that GCC supports the range of delivery methods needed to meet student needs.

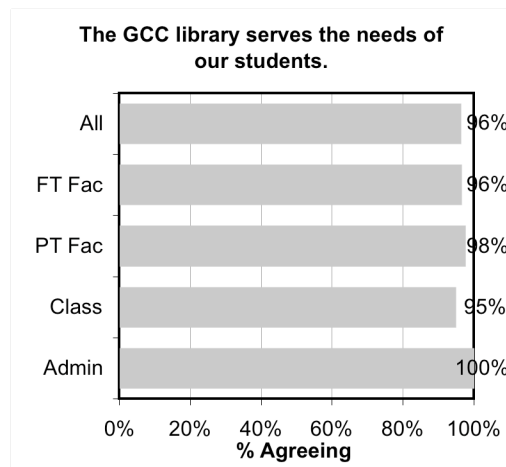
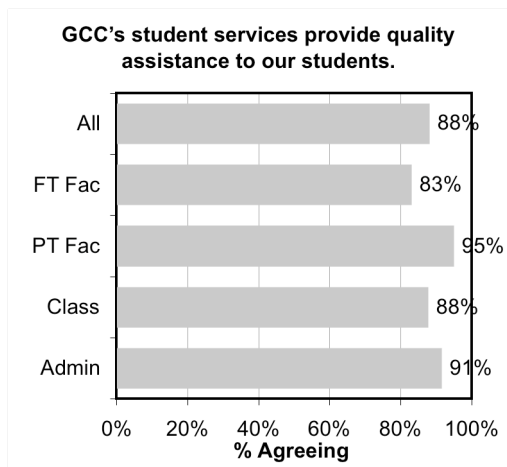
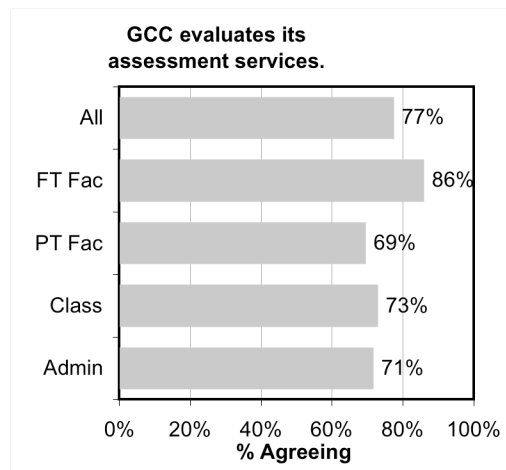
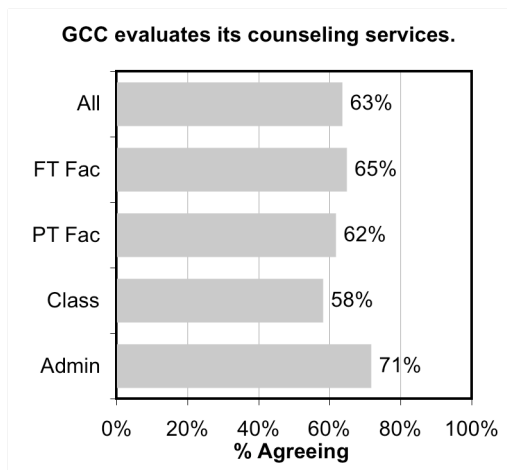
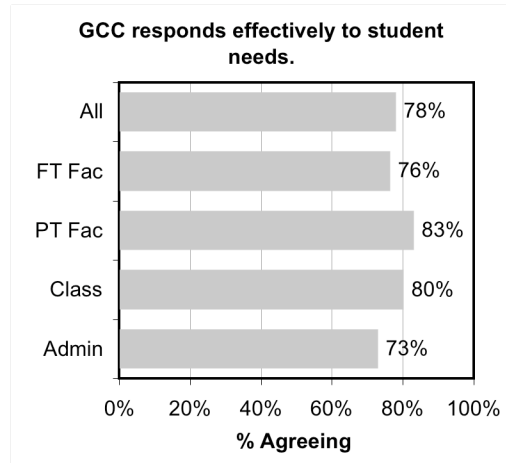
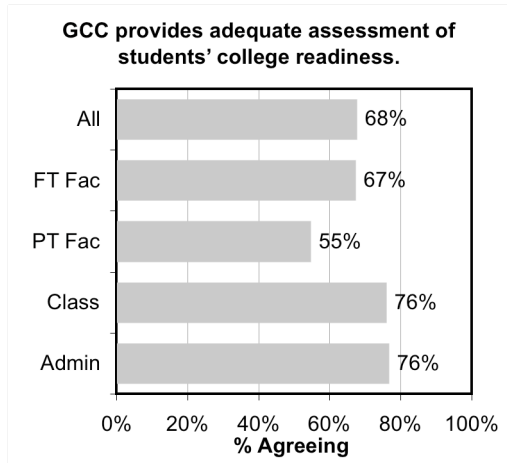
Perceived College Weaknesses (Standard II.A)

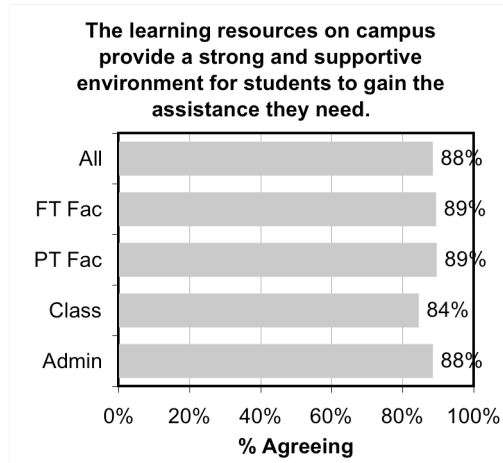
- Only 53% of respondents believed that GCC manages enrollment effectively.
- Although 71% of respondents agreed that GCC has developed a Student Learning Outcomes Assessment Cycle (SLOAC), 38% of respondents responded either “I don’t know” or “Not applicable.” Only 64% of full-time faculty agreed that GCC has developed its SLOAC.

Standard II.B: Student Support Services

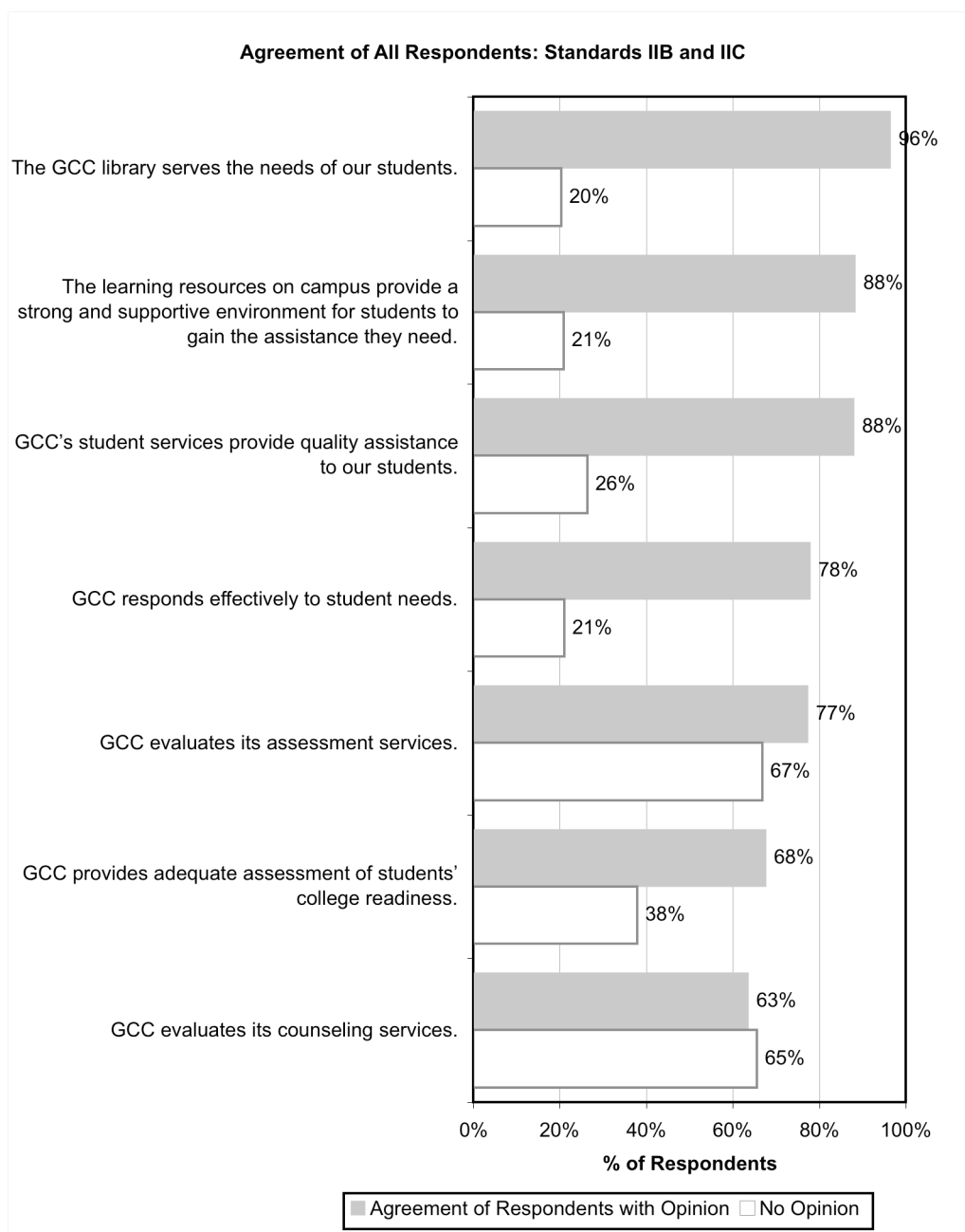
Standard II.C: Library and Learning Support Services

Standard II.B covers student support services and Standard II.C covers library and learning support services. The survey asked seven questions about Standards II.B and II.C.





The graph on the following page summarizes the agreement of all respondents to items under Standards II.B and II.C. It also shows the percentage of respondents with no opinion.



Perceived College Strengths (Standards II.B and II.C)

- Respondents were very positive about the library, learning resources, and student services in general. Ninety-six percent of respondents with an opinion agreed that the Library serves the needs of GCC students; responses were also positive for learning resources in general (88%) and student services in general (88%).

- Most respondents with an opinion agreed that GCC evaluates assessment services. However, most survey respondents (67%) did not have an opinion about the evaluation of assessment services.
- Most respondents (78%) agreed that GCC responds effectively to student needs.

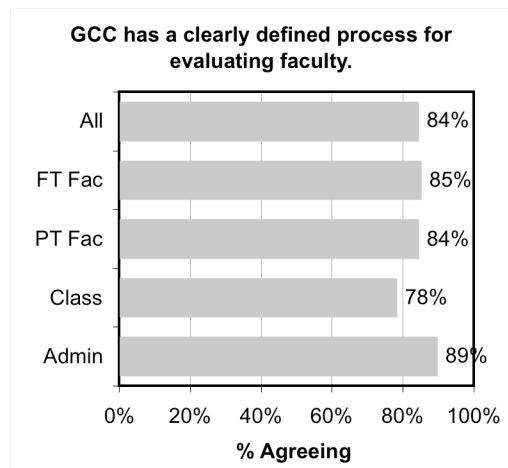
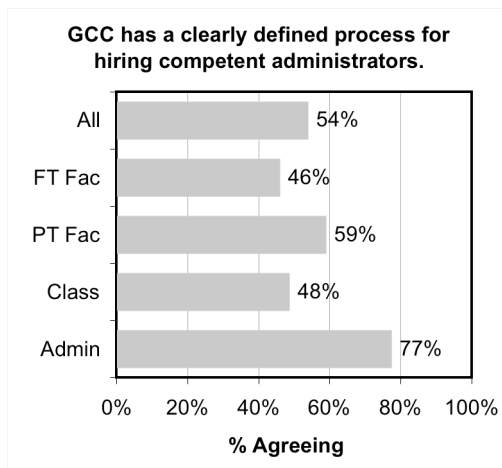
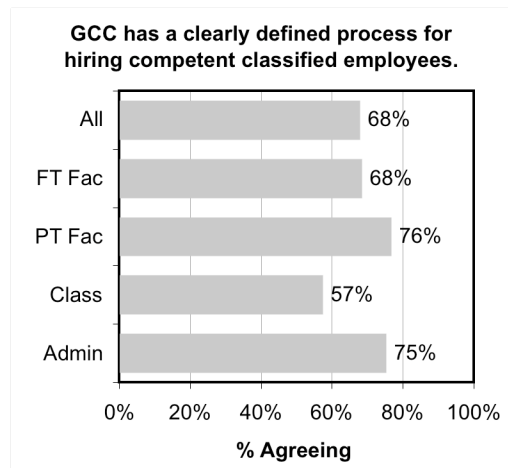
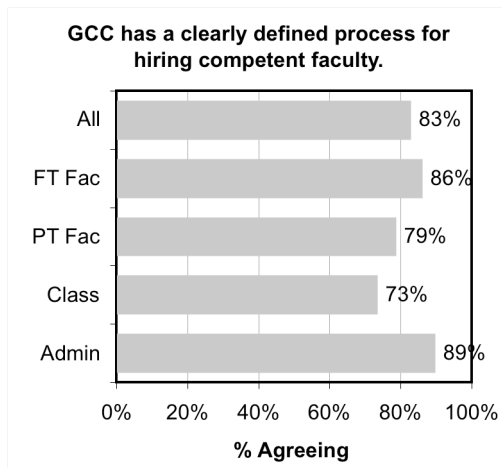
Perceived College Weaknesses (Standards II.B and II.C)

- Most respondents marked either “I don’t know” or “Not applicable” when asked whether GCC evaluates counseling services or assessment services.
- A small majority of respondents with an opinion (63%) indicated that GCC evaluates its counseling services.

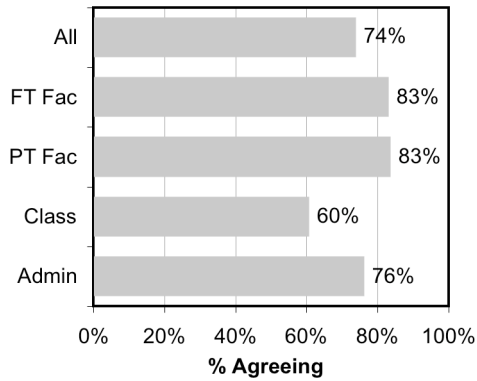
Standard III. Resources

Standard III.A: Human Resources

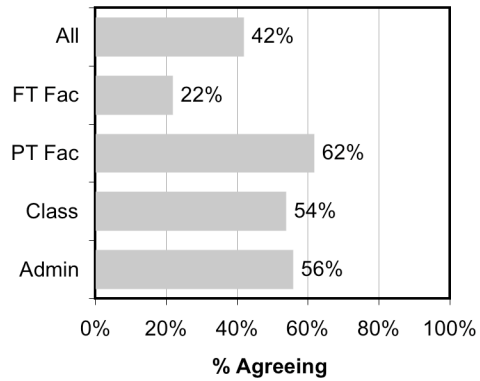
Standard III.A relates to human resources. The survey asked 18 questions related to human resources.



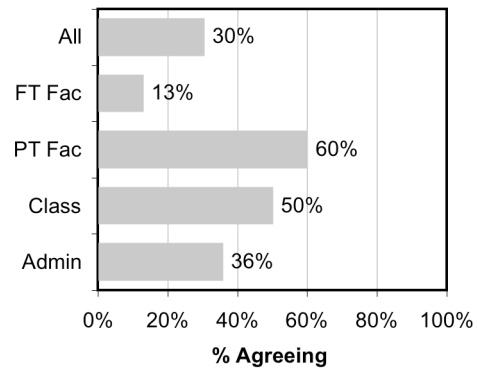
GCC has a clearly defined process for evaluating classified employees.



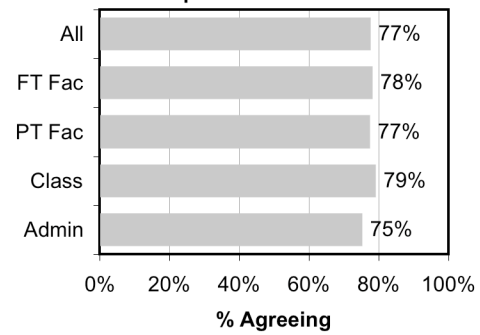
GCC has a clearly defined process for evaluating administrators.



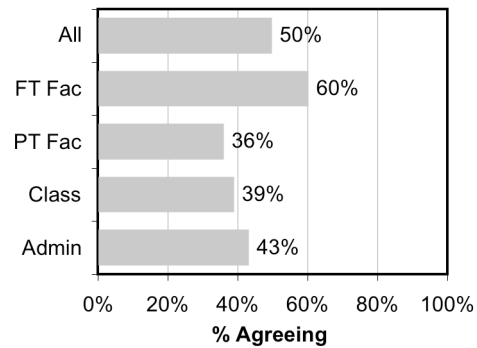
GCC has a clearly defined process for evaluating the Board of Trustees.



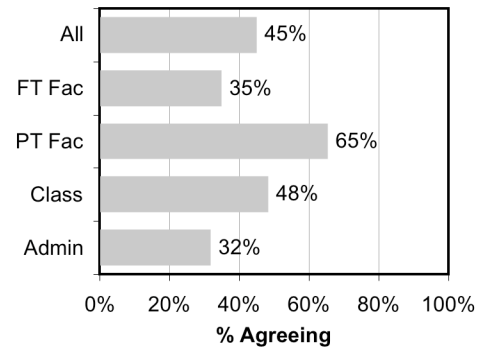
The evaluation processes for employees provide constructive criticism that allows for improvement in performance.

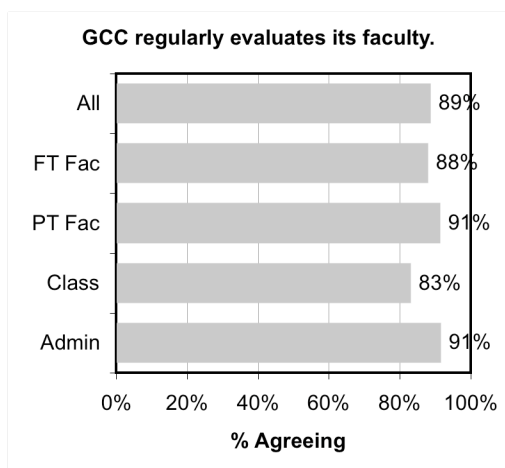
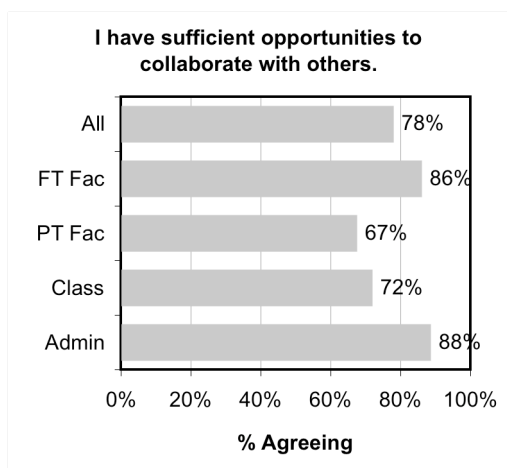
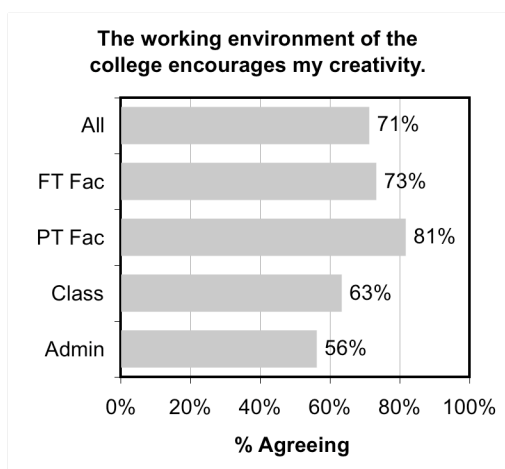
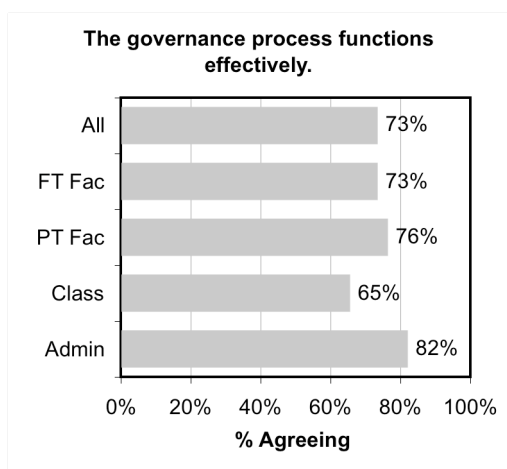
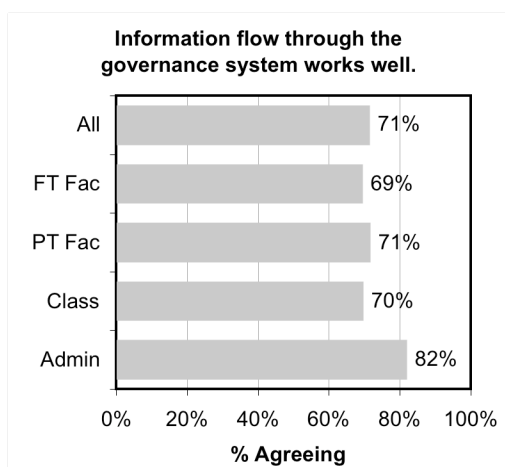
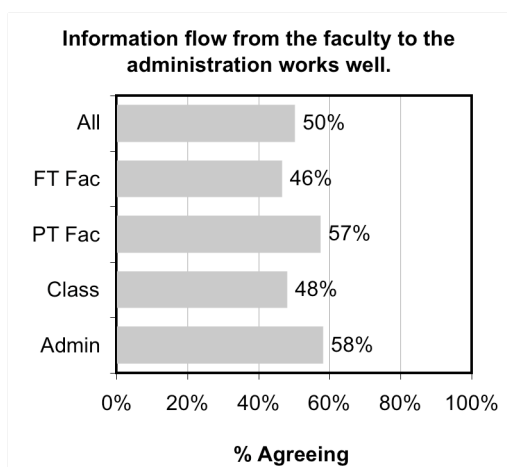


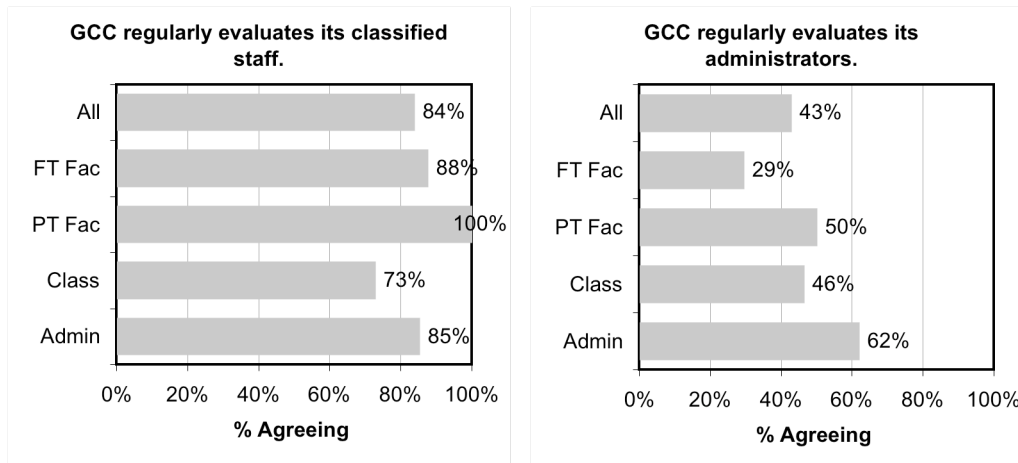
Poorly performing employees are dealt with fairly, according to appropriate disciplinary mechanisms.



Information flow from the administration to the faculty works well.







The graph on the next page shows the responses of all faculty and staff for items under Standard III.A. It also shows the percentage of respondents with no opinion.

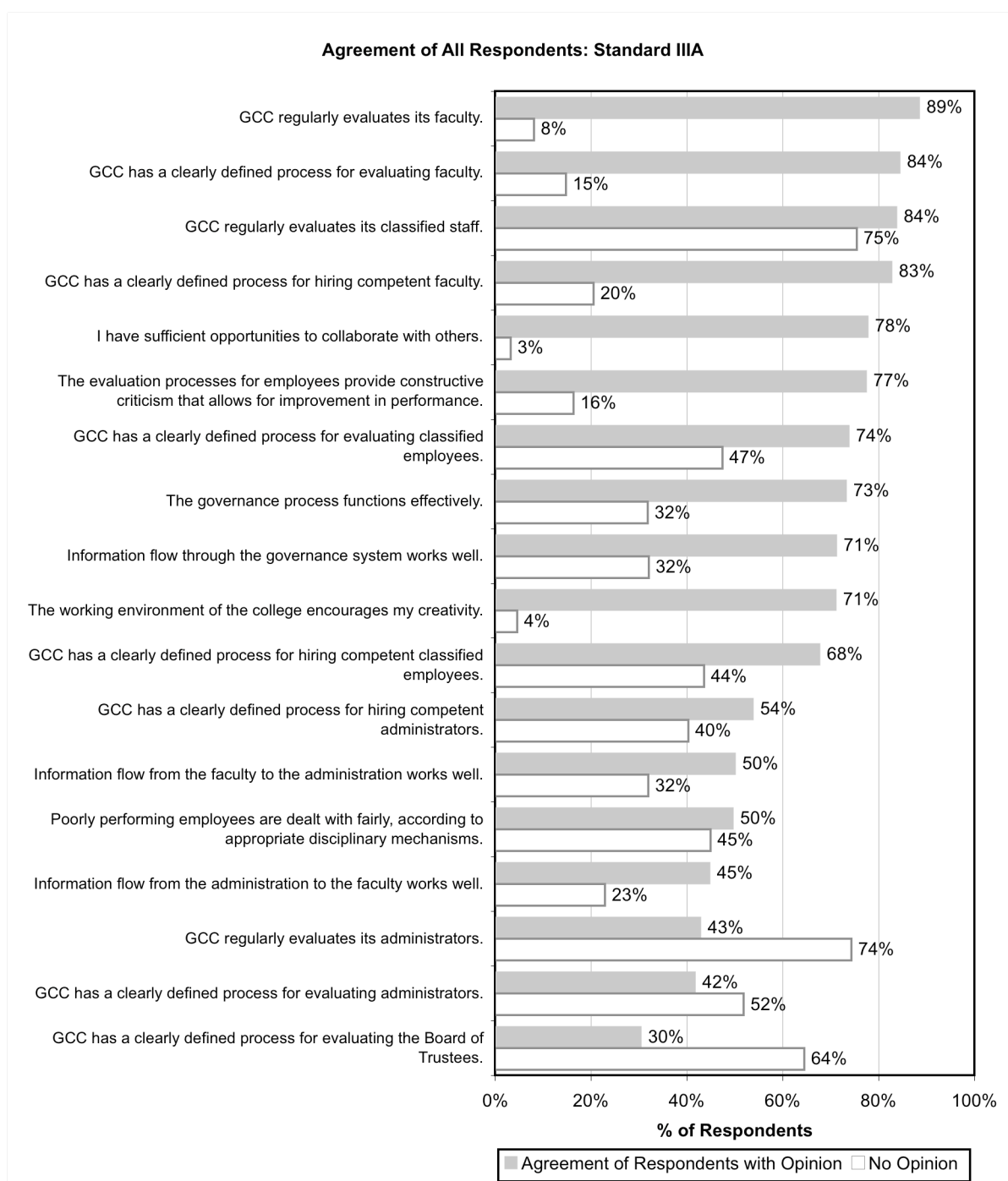
Perceived College Strengths (Standard III.A)

- A large majority of respondents with an opinion (87%) agreed that GCC has a well-defined process for hiring competent faculty.
- A large majority of respondents with an opinion (between 84% and 87%) agreed that GCC has a clearly defined process for evaluating faculty and that faculty are regularly evaluated. Most respondents also agreed that the evaluation process provides constructive criticism that allows for improvement. Very few respondents had no opinion about these statements.
- Most respondents with an opinion (85%) agreed that GCC regularly evaluates its classified staff. However, 77% of all respondents did not have an opinion on this issue. Similarly, most respondents with an opinion agreed that GCC has a clear process for evaluating classified employees, but most respondents did not have an opinion on this issue.
- Most respondents believed that they have sufficient opportunity to collaborate with others; only 1% did not have an opinion.
- Most respondents believed that the governance process functions effectively and that information flow through the governance system works well.

Perceived College Weaknesses (Standard III.A)

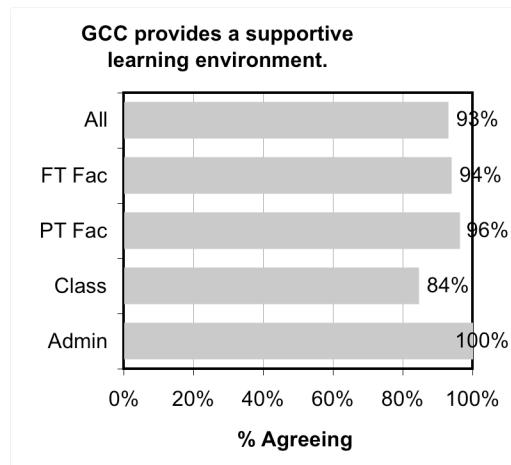
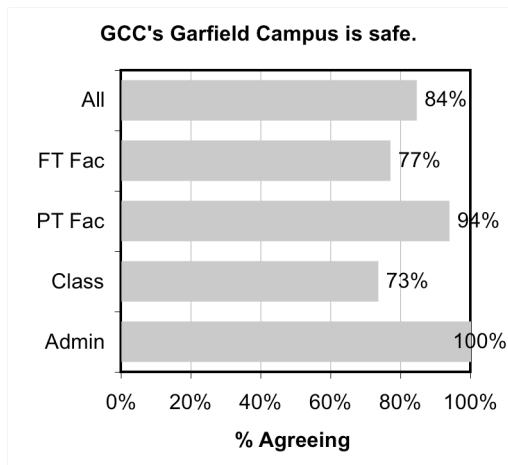
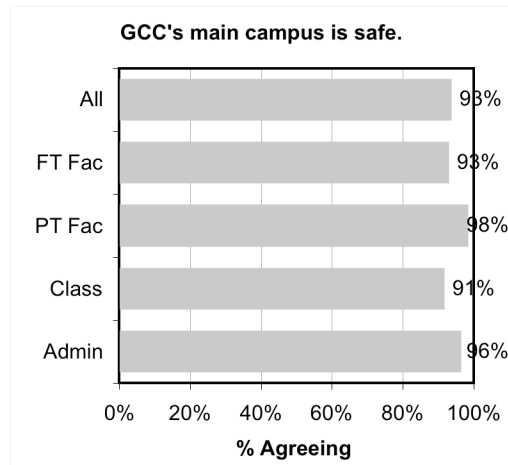
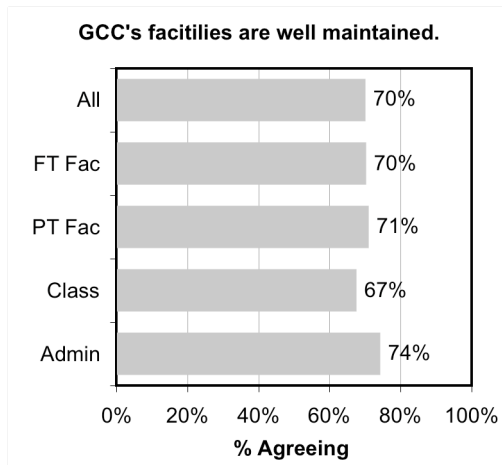
- Only 19% of respondents with an opinion agreed that the college has a clearly defined process to evaluate the Board of Trustees. Most respondents (57%) did not have an opinion.

- Evaluation of administrators is a perceived weakness. Only 31% of respondents with an opinion agreed that GCC has a clear process for evaluating administrators; 46% had no opinion. Only 37% of respondents with an opinion agreed that GCC regularly evaluates administrators; 73% marked “I don’t know” or “Not applicable.”
- Only 39% of respondents with an opinion agreed that information flow from the administration to the faculty works well. A small majority (53%) believed that information flow from the faculty to the administration works well.

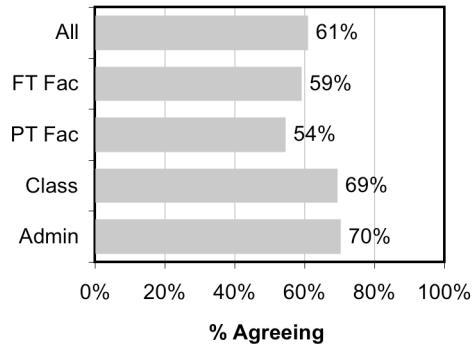


Standard III.B: Physical Resources

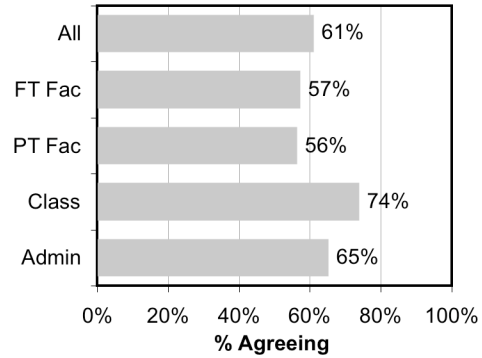
Standard III.B covers physical resources. The survey asked 11 questions about physical resources.



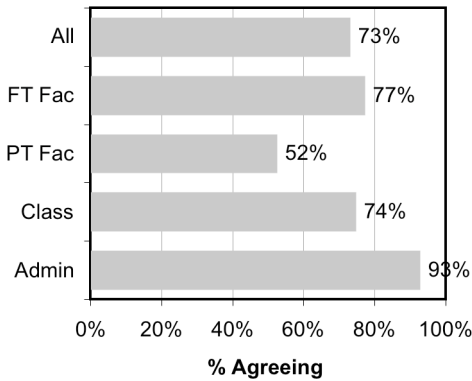
The classrooms/labs/office that I use have adequate furniture for the educational approaches that I use.



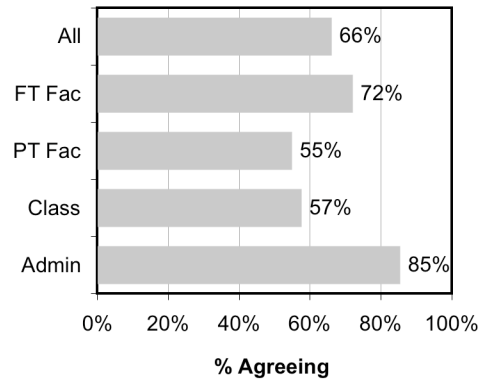
The classrooms/labs/office that I use have adequate equipment for the educational approaches that I use.



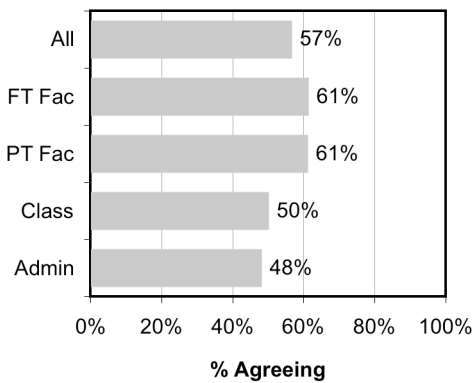
The office space that I use has adequate furniture.



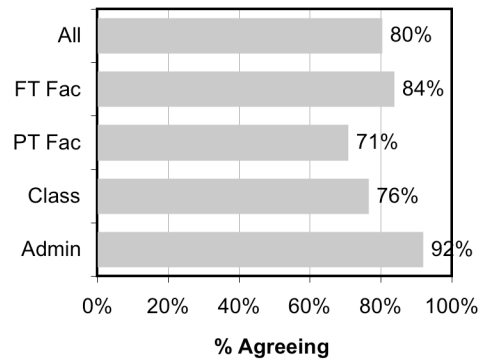
The office space that I use has adequate equipment.

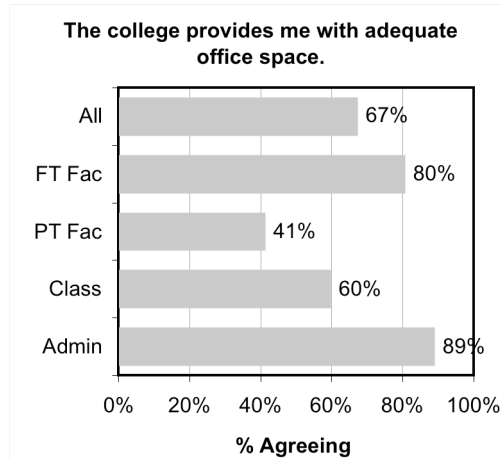


The food services on campus are satisfactory.



I understand the role of the Board of Trustees to approve and monitor construction projects.





The graph below shows a summary of all responses to the Standard III.B statements. It also shows the percentage of all respondents who did not indicate an opinion for each item.

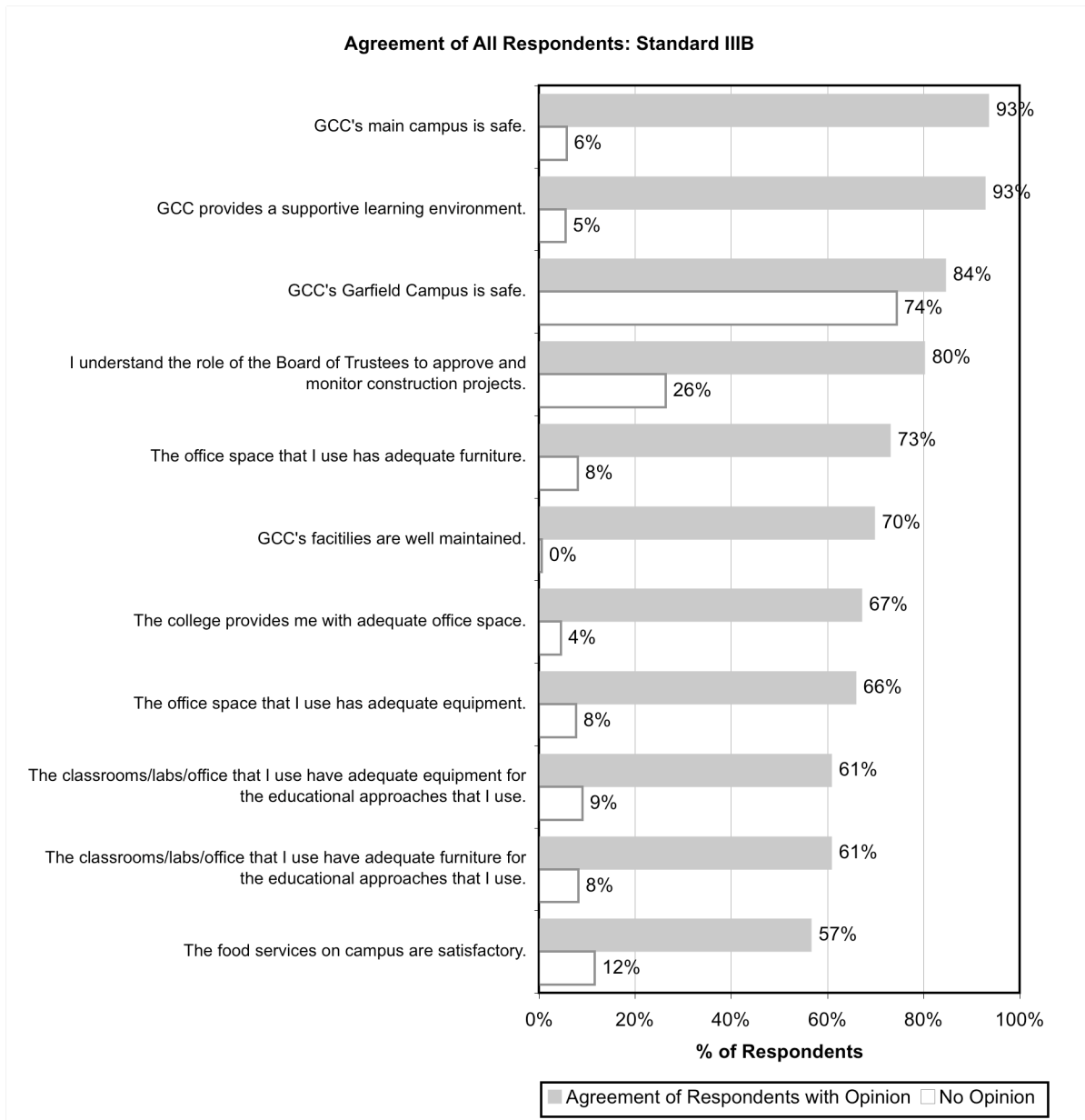
Perceived College Strengths (Standard III.B)

- The main campus and the Garfield Campus were perceived as safe by most respondents.
- Of respondents with an opinion, 93% agreed that GCC provides a supportive learning environment.
- Respondents understood that the Board of Trustees approves and monitors construction projects.

Perceived College Weaknesses (Standard III.B)

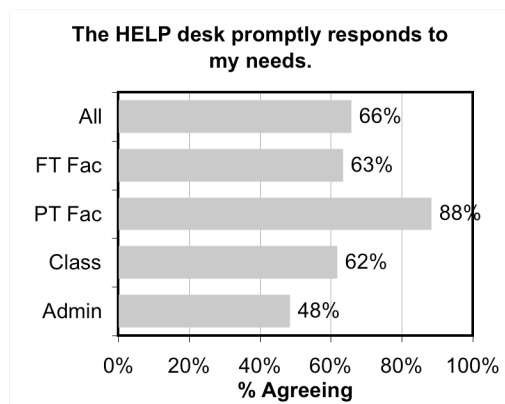
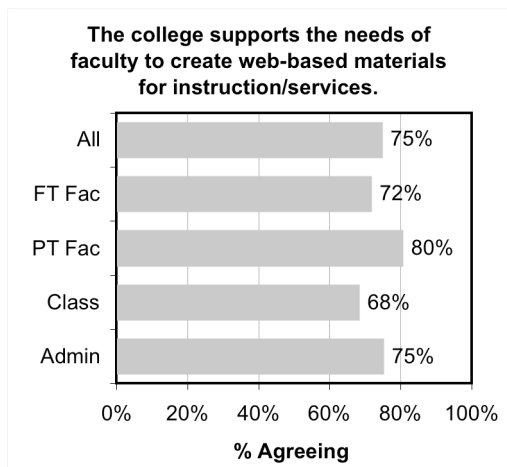
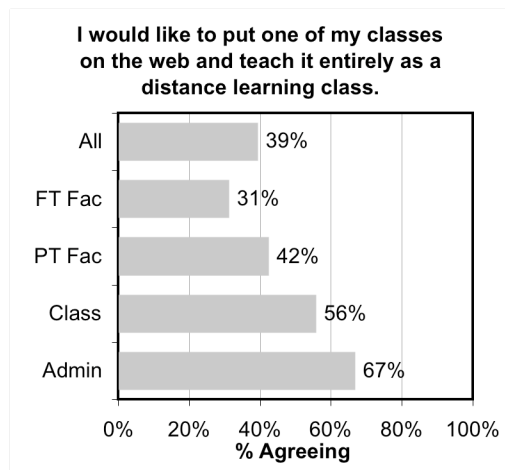
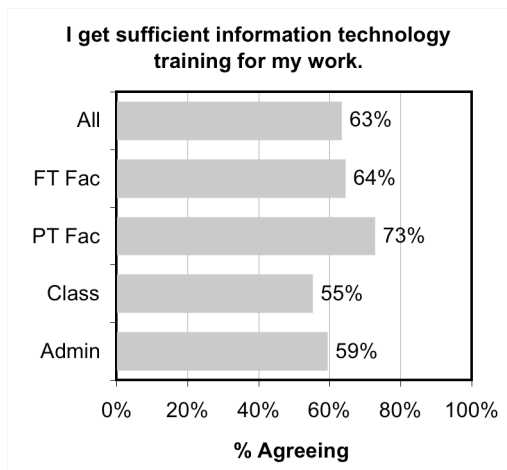
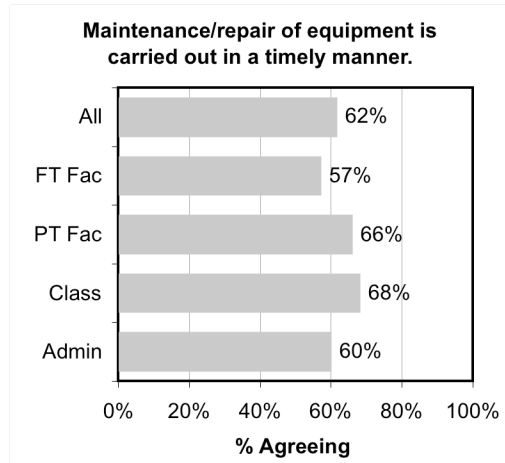
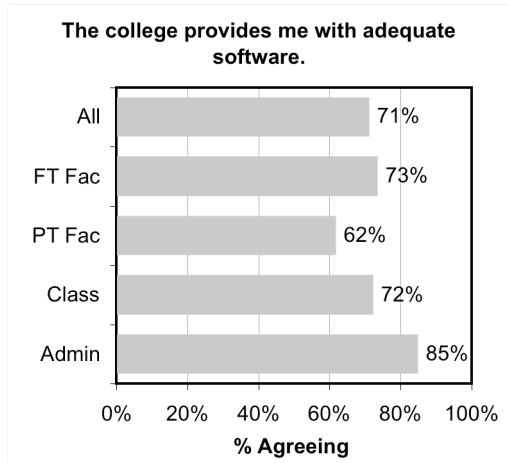
- Although faculty were positive about their office space, furniture, and equipment, they were not positive about classroom furniture and equipment. About 59% of full-time faculty agreed that the classrooms they use have adequate furniture for their educational approaches; 57% of full-time faculty agreed that their classrooms had adequate equipment. The numbers were slightly lower for part-time faculty: 54% and 56%, respectively.
- Part-time faculty were less likely than other groups to indicate they had adequate office space, furniture, and equipment. Only 41% of part-time faculty agreed that the college provides them with adequate office space; 52% agreed they had adequate furniture and 55% agreed they had adequate equipment.

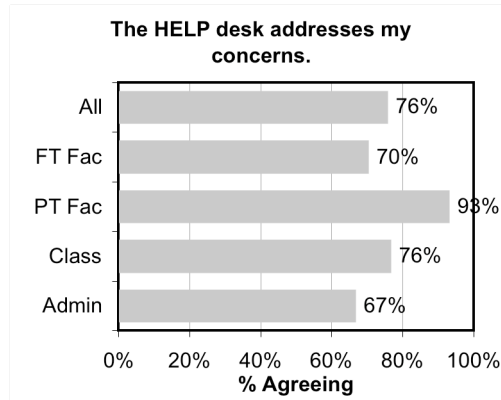
- Classified staff were less positive than other groups about equipment and office space. Only 57% of classified staff indicated they had adequate equipment and 60% indicated they had adequate office space.
- Food services were rated lower than other items under Standard IIIB. Of all respondents with an opinion, 57% agreed that food services on campus are satisfactory. The least satisfied groups were administrators (48% agreement) and classified staff (50% agreement).



Standard III.C: Technology Resources

Standard III.C deals with technology resources. The survey asked seven questions about technology resources. Results are shown in the graphs below. Note that the last two questions about the HELP Desk were asked in Part 1 of the survey under SMP Goal 7 (faculty and staff excellence).



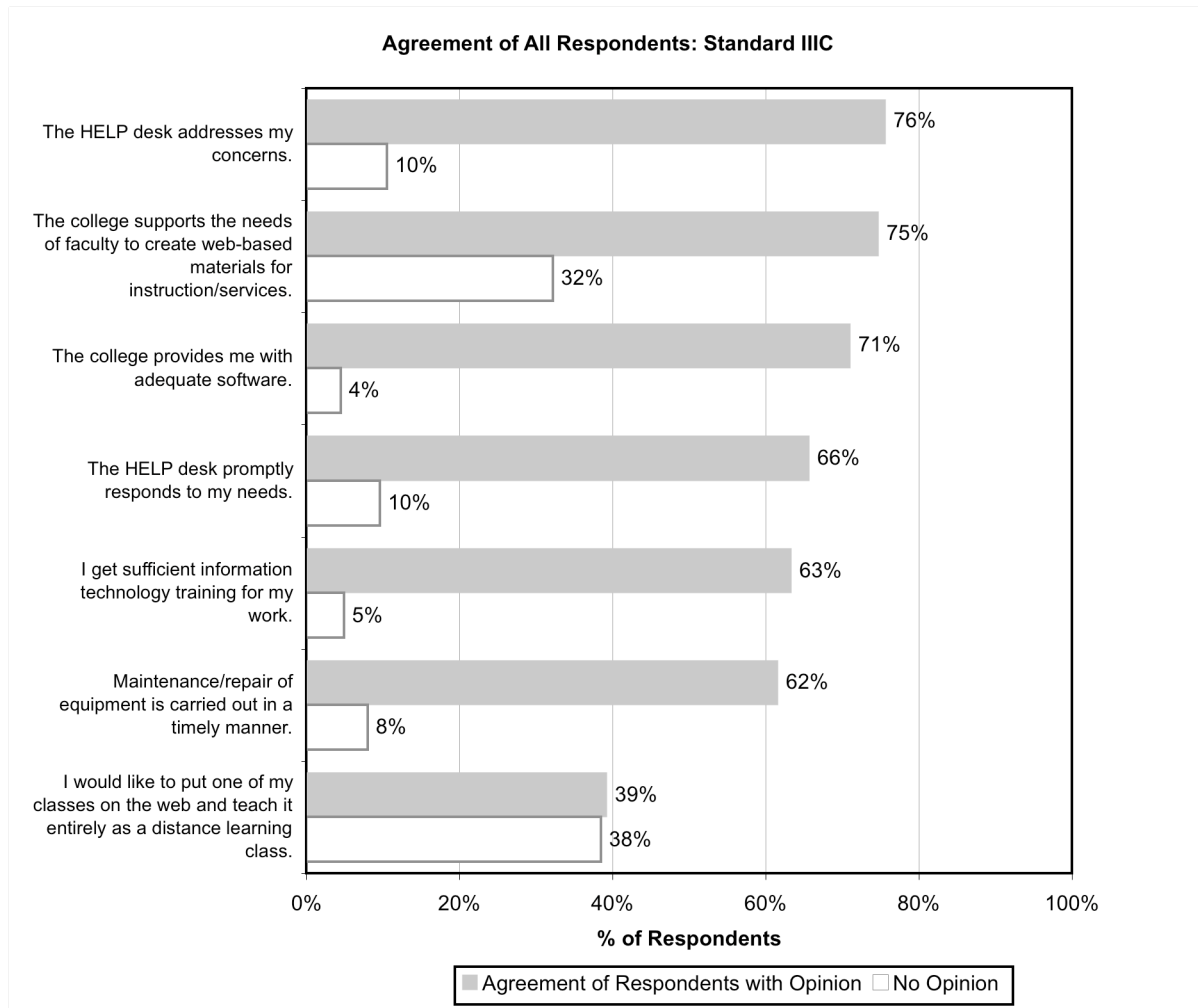


Perceived College Strengths (Standard III.C)

- Part-time faculty with an opinion were positive about the HELP Desk: 93% of part-time faculty with an opinion agreed that the HELP Desk addresses their concerns and 88% agreed that the HELP Desk responds promptly. Other groups tended to be positive about the HELP Desk, but agreement rates were closer to 70%.

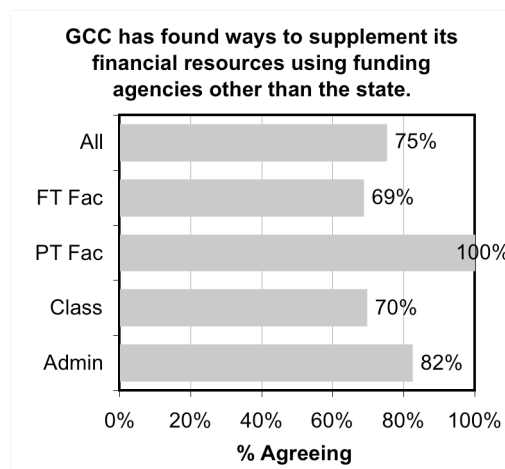
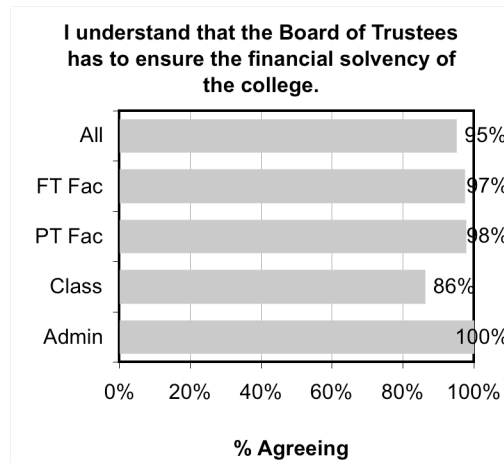
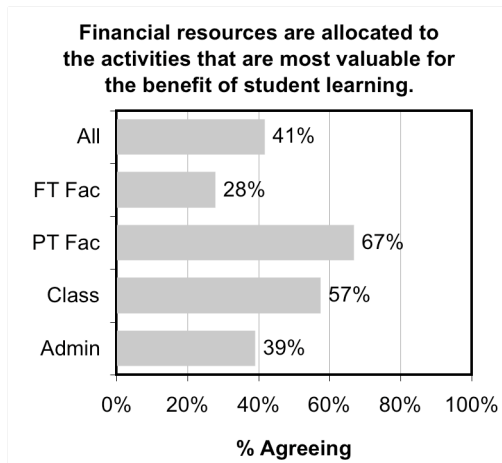
Perceived College Weaknesses (Standard III.C)

- Few faculty members indicated a desire to put a class on the web and teach it entirely as a distance learning class. Only 31% of full-time faculty and 42% of part-time faculty were interested in putting classes on the web.
- Although responses were more positive than negative in technological areas, respondents with an opinion were only weakly supportive of the sufficiency of technology training (63% agreement) and the maintenance/repair of equipment (62% agreement).



Standard III.D: Financial Resources

Standard III.D covers financial resources. The survey asked three questions about financial resources.

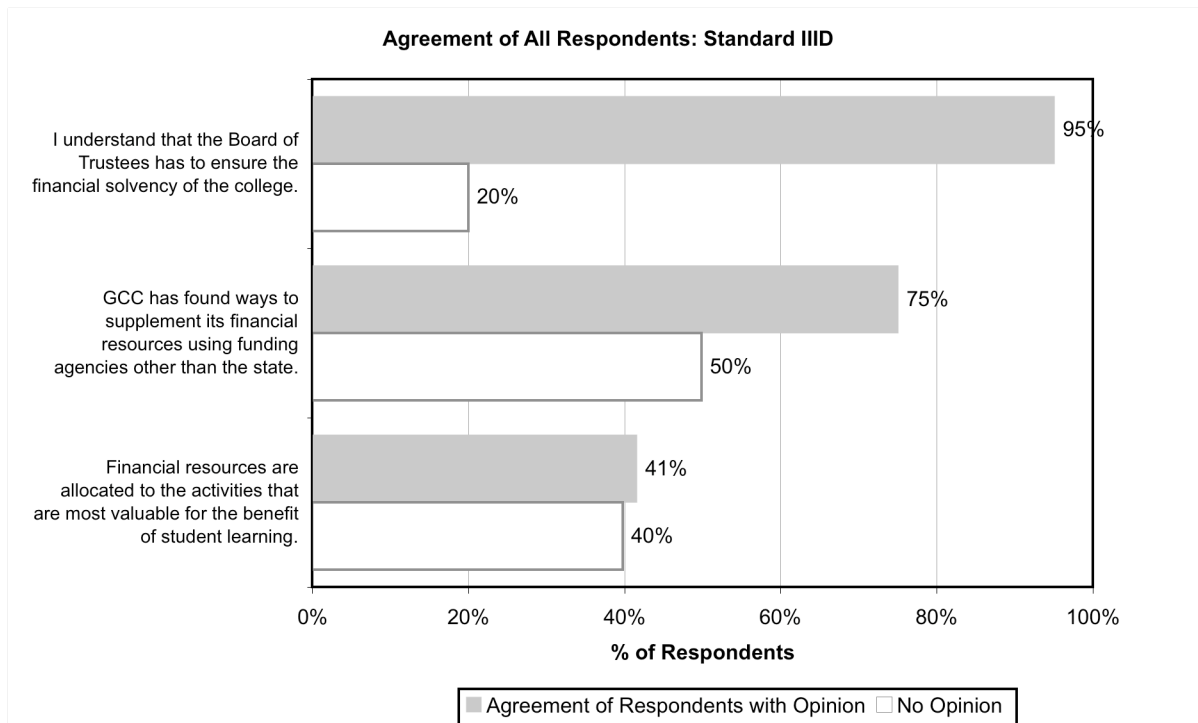


Perceived College Strengths (Standard III.D)

- All groups of respondents understood that the Board of Trustees is responsible for the financial solvency of the college.

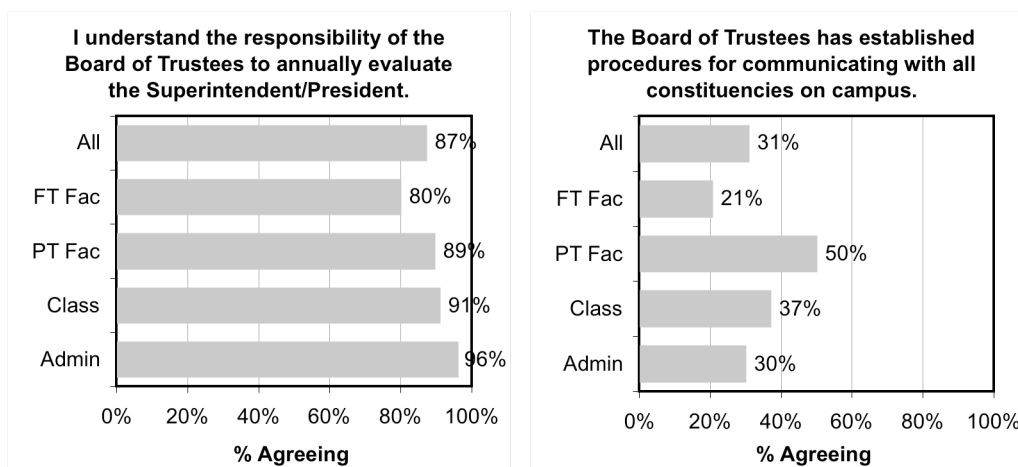
Perceived College Weaknesses (Standard III.D)

- Respondents with an opinion were not positive about how resources are allocated. Only 41% of all respondents with an opinion agreed that financial resources are allocated to activities that are most valuable for student learning. Only 28% of full-time faculty and 39% of administrators/managers agreed with this statement. A large number of respondents (40%) did not have an opinion regarding this statement.

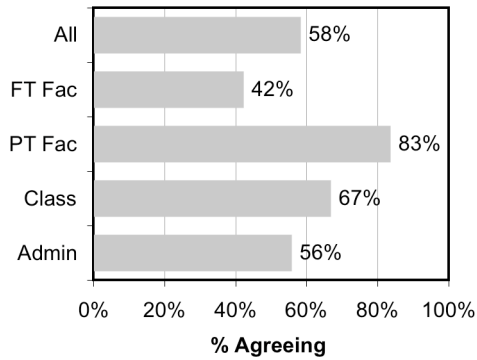


Standard IV. Leadership and Governance

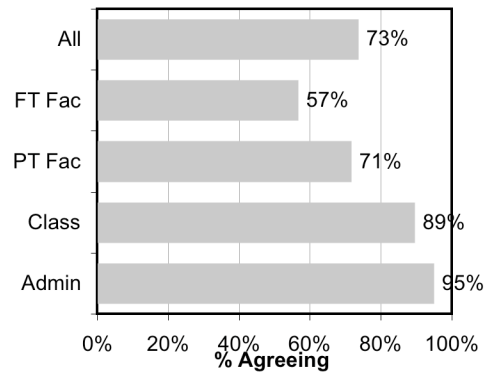
Standard IV covers leadership and governance. The survey asked nine questions about leadership and governance.



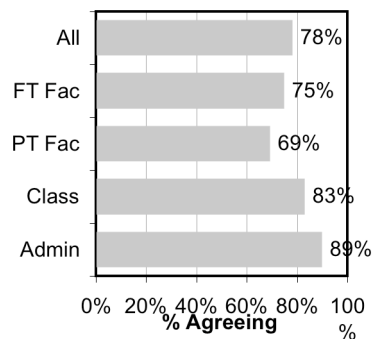
The Board of Trustees has succeeded in promoting the welfare of the campus as a whole.



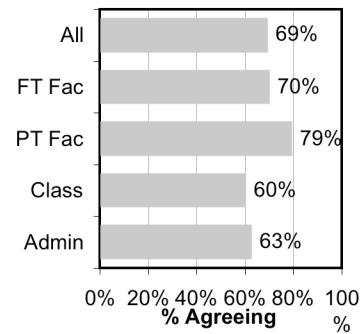
The Board of Trustees represents the college well to the community.



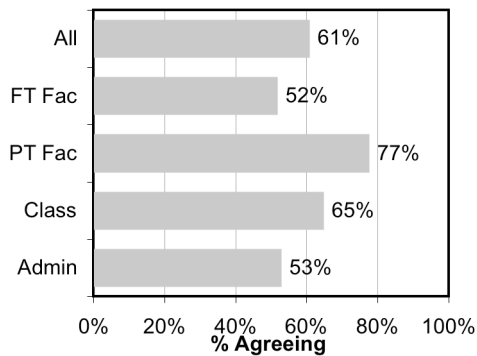
Members of the Board of Trustees attend the important college activities that they should as members of the Board.



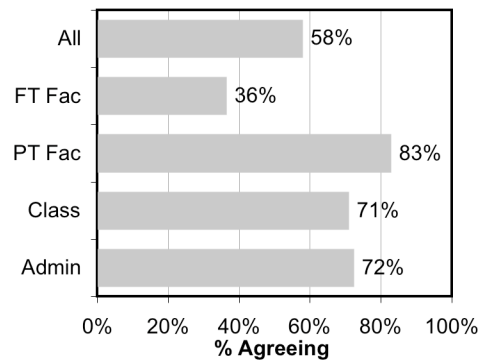
Campus communications work effectively to support my work at the college.

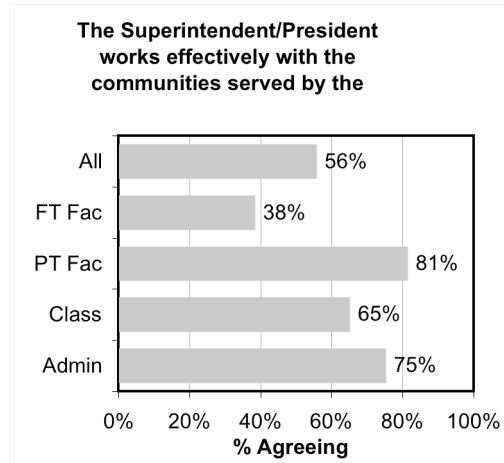


Communications between the unions and the administration function effectively.



The Superintendent/President works with the planning process to set values, goals, and priorities.





Perceived College Strengths (Standard IV)

- All groups of respondents understood that the Board of Trustees is responsible for evaluating the Superintendent/President.
- Administrators/managers and classified staff agreed strongly that the Board of Trustees represents the college well to the community.

Perceived College Weaknesses (Standard IV)

- Respondents with an opinion did not agree that the Board has established procedures for communicating with campus constituencies. Only 31% of all respondents with an opinion agreed with this statement, and only 21% of full-time faculty with an opinion agreed.
- Although 58% of all respondents with an opinion agreed that the Board has succeeded in promoting the welfare of the campus as a whole, only 42% of full-time faculty with an opinion agreed with this statement.

Agreement of All Respondents: Standard IV

