

administrators). Consequently, if a statement does not apply to a particular respondent, their response is most likely going to be neutral.

The relationship between the statements of institutional effectiveness in part C and the composition breakdown of respondents appear to skew the overall results of the survey in determining the respondent's level of knowledge about the institution. The fact that 39% of respondents are support staff may have impacted the results of statements which pertain to faculty, curriculum, budgeting, and decision making processes. Respondents have different job functions and the work they perform may have a minimal or remote relationship to the processes that would enhance their knowledge about the institution.

In view of the findings, GCC must find ways to enhance awareness and promote more involvement among the campus community with the different processes aimed at solidifying the institution's effectiveness in carrying out its mission. Everyone at GCC should possess at least an "above average" knowledge of the institution.

V. Recommendation

In order to promote more involvement and enhance awareness of the decision making processes of evaluation, planning, and budgeting, the engagement of all college stakeholders in the work of promoting institutional effectiveness cannot be overemphasized. It is hoped that the recommendations below will foster awareness, training, and education among all stakeholders regarding college processes that are critical to an effective educational institution: