

August 2010



Kallelion Kumuninke Graitse

Table of Contents

Introduction	2
Methodology	2
Findings	3
Conclusion	11
Recommendation	12

Appendices

Appendix A Sample Copy of Institutional Effectiveness Survey Instrument

I. Introduction

In preparation for GCC's upcoming 2012 accreditation reaffirmation, AIE administered an *Institutional Effectiveness Survey* to members of the Board of Trustees (BOT) and Foundation Board, administrators, full-time faculty (postsecondary and secondary) and staff. The survey is designed to gauge respondent's level of knowledge about the institution and their awareness of the College's effort to achieve institutional effectiveness as required by ACCJC Standard I.B. (Improving Institutional Effectiveness).

The survey instrument is broken down into four parts (A, B, C, and D). Part A captures demographic information while Part B captures information about the respondent's level of knowledge about the institution prior to answering the questions in Part C. Part C captures information about the respondent's level of knowledge on the 19 elements of institutional effectiveness statements. Lastly, part D captures the respondent's level of knowledge about the institution "after" he or she has completed part C.

II. Methodology

A list of employees was requested from the Human Resources Office in order to determine full-time faculty and staff employed in Spring 2010. Survey packets were then prepared by the Assessment and Institutional Effectiveness (AIE) Office staff and distributed to department chairpersons and department heads with instructions to give every full-time faculty and staff in their department a copy of the survey to complete and to submit directly to the AIE Office or to place in drop boxes located in the Student Support Services Office and Student Services and Administration Building. Faculty could also place completed surveys in a drop box

located in the Faculty Lounge. For the BOT and Foundation Board, the Board Secretary was provided with an electronic copy of the survey to forward to Board members. Completed surveys were sent to AIE by the Board Secretary. The *Institutional Effectiveness Survey* was administered from March 21, 2010 to May 16, 2010.

III. Findings

Out of a total of 244 surveys distributed on campus (17 BOT and Foundation Board members, 35 administrators, 112 full-time faculty, and 80 staff), 146 were returned, which represents a 60% response rate. Of the total respondents, 40% were faculty, 39% were support staff, 16% were administrators, and 5% were members of the Board of Trustees. Employees working ten or more years represented 37% of the total respondents, followed by seven to nine years (22%), less than a year (18%), four to six years (13%), and one to three years (10%).

Part A of the survey captures demographic information. Of the 146 respondents, 60.0% are female and 40.0% are male. As for respondent type, 40% are faculty, 39% are staff, 15% are administrators, and 5% are BOT/Foundation Board members. In terms of length of service at GCC, 37% of respondents reported that they worked at GCC for over ten years, followed by 7-9 years (22%), less than a year (18%), 4-6 years (13%), and 1-3 years (10%). Over half of the respondents have worked at the College for seven plus years. It is assumed that with this length of service, institutional knowledge should be relatively high. In regards to employment status, 95.2% of the respondents are full-time employees and 1.4% are part-time/adjunct. The remaining 3.4% of respondents reported that employment status is *not applicable*, which suggests that these respondents are Board members.

Part B of the survey is designed to gather respondents' degree of knowledge about the institution prior to taking the actual survey, similar to a pre-survey. Part D is designed to gather the same information from respondents after they have completed the entire survey (post-survey). The question that is asked in Part B and Part D is "How well do you believe you know your institution?" Responses to this question are based on a six-point likert-scale where 6= Extremely Well, 5=Very Well, 4=Well Enough, 3=Not Very Well, 2=Not at All, and 1=Lack Information to Comment. The intent of asking this question before and after taking the survey is to determine if there are any differences in respondents' reported knowledge of the institution.

Pre-survey results reveal that over half of respondents (56.8%) feel that they know the institution well enough, followed by very well (22.0%), extremely well (11.6%), and not very well (9.6%). No respondent reported not knowing the institution at all or lacked information to comment. The mean score of the pre-survey question of "How well do you believe you know your institution?" is 4.36 with a standard deviation of .81, revealing that respondents believe that they know the institution well enough.

Post-survey results show that nearly half of respondents feel that they know the institution well enough (47.0%) followed by not very well (28.0%), very well (16.0%), and extremely well (7.0%). Two percent of respondents feel that they lack information to comment and no respondent reported that they did not know the institution at all. The mean score of the post-survey question is 3.95 with a standard deviation of .95, revealing that respondents' knowledge of the institution is between not very well to well enough. Overall, pre and post survey results show that respondents feel that they are not as knowledgeable about the institution as they thought.

A second question in Part B is designed to gather data on the means in which respondents' knowledge about the institution is enhanced. Results show that 36% of respondents' knowledge of the institution is enhanced by logging on to MyGCC followed by attending college functions (26%), reading Chachalani every month (10%), and radio/TV talk shows (5%). Sixteen percent reported that their knowledge of GCC is enhanced by all four of these mediums and 15% indicated that their knowledge of the institution is enhanced by other means such as communication with other employees, reading newspapers, participation in oncampus meetings, and involvement in committees.

The data finds that logging on to MyGCC and attending college functions are effective means for disseminating information, increasing awareness, and reaching out to the campus community. The rest of the channels of communications that the College utilizes to reach out to the campus community needs to be enhanced perhaps by increasing more exposure of their availability or developing creative ways to enhance their effectiveness.

Part C includes 19 statements related to institutional effectiveness based on a six point likert scale where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree. Table 1 provides the mode, mean, and standard deviation of the responses to each statement.

Table 1.

Respondents' MODAL RESPONSES, MEAN and STANDARD DEVIATION for multiple choice questions.

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
The College organizes key processes (e.g., institutional assessment) to support student learning.	5	4.98	0.96
2. The College allocates resources (e.g., performance budgeting) to support student learning.	5	4.61	1.15
3. The College does not use ongoing and systematic evaluation (e.g., assessment program review) and planning to refine its key processes.*	3	3.04	1.09
4. College employees (i.e., administrators, faculty and staff) use ongoing and systematic evaluation and planning to improve student learning.	5	4.68	1.27
5. GCC employees understand institutional goal (as reflected in the Mission Statement) and work collaboratively toward their achievement.	5	4.64	1.12
6. There is no consistency between institutional mission, goals, planning, and action.*	3	3.09	1.07

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
7. With the new College leadership, the College (or segments of the College) engages in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies, monthly through the participatory governance process.	5	4.41	1.41
8. With the new College administration, changes to institutional process and policies are not guided by dialogue.	4	3.18	1.10
9. GCC planning processes do not offer opportunities for input by appropriate constituencies.*	3	3.19	1.17
10. The processes for implementation and revision of the curriculum are not clearly understood by faculty.*	3	3.10	1.32
11. Faculty (through their department chairs), are provided with adequate opportunity to participate in the budget process.	5	3.64	1.66
12. Classified staff (through their respective supervisors), are provided with adequate opportunity to get involved in the budget process.	5	3.42	1.63
13. At the College, clear links exist between planning, resources allocation, and institutional evaluation.	5	3.77	1.61

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Lacks Information to Comment/Does Not Apply, 2=Strongly Disagree, 3=Disagree, 4=Neither Disagree nor Agree, 5=Agree, and 6=Strongly Agree	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value.
14. The College tracks and monitors progress being made on plans (e.g., Facilities Master Plan, ISMP) and evaluates its performance regularly.	5	3.96	1.59
15. The College utilizes documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies.	5	4.34	1.47
16. The College in its participatory governance process, systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts.	5	4.09	1.58
17. The results of outcomes assessment are not used in budget and planning at the course level.*	1	2.73	1.34
18. The results of outcomes assessment are utilized in budget and planning at the program/discipline level.	5	3.66	1.72
19. The results of outcomes assessment are not used in budget and planning at the general education (GE) program level.*	1	2.68	1.42

^{*}Items were negatively worded to minimize a response set

As the table above shows, some items were stated negatively in order to encourage more mindful responses, i.e., respondents were more thoughtful of their answers to a combination of positively and negatively worded statements, as opposed to a set of statements worded in the same direction.

Responses to the two items about results of outcomes assessment at the course level (#17) and at the general education (GE) program level (#19) indicate a strong belief in the use of outcomes assessment in budget and planning. The items are negatively worded, as reflected in the mean scores (mean 2.73, s.d. 1.34 and mean 2.68, s.d. 1.42, respectively), which indicate that most of the responses were between strong agreement to agreement to the use of outcomes assessment in budget and planning. The moderately high standard deviations suggest some divergence in opinions among the respondents, however, which should be taken into account when interpreting these results.

Similarly, survey respondents indicate belief that the College uses ongoing and systematic evaluation (e.g., assessment program review) and planning to refine its key processes (#3). They also agree that there is a consistency between institutional mission, goals, planning, and action (#6), and that the processes for implementation and revision of the curriculum are clearly understood by faculty (#10). Furthermore, there is agreement that, with the new College administration, changes to institutional process and policies are guided by dialogue (#7) and that GCC planning processes offer opportunities for input by appropriate constituencies (#9).

Mean responses to the items referring to the adequacy of opportunities given to faculty (#11, mean 3.64, s.d. 1.66) and to classified staff (#12, mean 3.42, s.d. 1.63), through their respective supervisors, to get involved in the budget process indicated faculty and staff do not

think that they are given enough opportunity to provide input. Along the same vein, their response to the statement that the results of outcomes assessment are utilized in budget and planning at the program/discipline level (#18, mean 3.77, s.d. 1.61) indicated that they did not believe that this was the case. The response to item #18 is particularly interesting, given the responses to the statements about the use of outcomes assessment results at the course level (#17) and general education level (#19) discussed earlier. These perceptions might be reflective of the differential roles that faculty and staff play in the process of budget planning and development across campus.

Ambivalent perceptions were also apparent in the mean responses to the following statements: (a) classified staff, through their respective supervisors, are provided with adequate opportunity to get involved in the budget process (mean 3.42, s.d. 1.63); (b) faculty, through their department chairs, are provided with adequate opportunity to participate in the budget process (mean 3.64, s.d. 1.66); (c) the results of outcomes assessment are utilized in budget and planning at the program/discipline level (mean 3.66, s.d. 1.72); and (d) at the College, clear links exist between planning, resources allocation, and institutional evaluation (mean 3.77, s.d. 1.61). Among the respondents in the survey, there was no firm certainty that the "College tracks and monitors progress being made on plans" (e.g., Facilities Master Plan, ISMP) and evaluates its performance regularly (mean 3.96, 1.59). These are areas of knowledge and training that the College employees need further engagement and involvement.

Mean responses to the statements below ranged between disagreement and neutrality: (a) the College in its participatory governance process, systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research

efforts (mean 4.09, s.d. 1.58); (b) the College utilizes documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies (mean 4.34, s.d. 1.47); (c) with the new College leadership, the College (or segments of the College) engage in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies, monthly through the participatory governance process (mean 4.41, s.d. 1.41); (d) the College allocates resources (e.g., performance budgeting) to support student learning (mean 4.61, s.d. 1.15); (e) GCC employees understand institutional goals (as reflected in the Mission Statement) and work collaboratively toward their advancement (mean 4.64, s.d. 1.12); and (f) College employees (e.g., administrators, faculty, and staff) use ongoing and systematic evaluation and planning to improve student learning (mean 4.68, s.d. 1.27). Since respondents are neutral about these statements, perhaps more emphasis should be placed in promoting awareness on how each stakeholder of the College plays an important role in carrying out GCC's mission and its institutional goals through workshops or departmental level meetings. Educating key stakeholders on campus seems to be also in order when it comes to the statement that the College organizes key processes (e.g., institutional assessment) to support student learning (mean 4.98, s.d., 0.96). Of all nineteen statements, this statement has the lowest standard deviation; thus revealing a greater consensus among respondents.

IV. Conclusion

Overall, pre- and post-survey results show that respondents feel that they are not as knowledgeable about the institution as they thought. Of the nineteen statements included in part C, respondents indicated that they had ambivalent perceptions with seven of the statements. Additionally, some statements apply only to a certain group of respondents (i.e., faculty and

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 posses 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:

- 1. Ensure that all departments/units have a budget awareness session in preparing the department's/unit's budget for the fiscal year and solicit input and participation from the rank and file of faculty, administrators, and staff.
- 2. Ensure that all departments/units have an awareness session in the development of the department's/unit's institutional assessment process followed by a TracDat familiarization session to be conducted by the AIE Office.
- 3. Make certain that key representatives (faculty, administrators, and staff) involved in the College's participatory governance and budgeting and decision-making processes are armed with adequate knowledge about these processes through regular consultations among themselves. Emphasize the need for representatives to give periodic presentations to their respective departments on the status and outcome of the planning and budgeting process, as appropriate.

The results suggest that respondents need to be actively engaged in their own education about their own institution. The ambivalent responses appear to be a matter of an awareness and involvement issue. Although the College has continuously encouraged participation and has conducted systematic efforts in communicating and disseminating information to the college community via print, electronic, and other various media channels, the survey reveals that more needs to be done to ensure a well-informed and participative college community.

Appendix A

Sample Copy of Institutional Effectiveness Survey
Instrument

In conjunction with other measures, the following survey instrument is designed to gather data on the institutional effectiveness of our college as required by ACCJC's Standard I B (Improving Institutional Effectiveness).

INSTRUCTIONS:

The survey instrument consists of four parts (A, B, C, and D). Part A captures respondent's demographic information. Part B captures self-reported institutional knowledge. Part C contains statements regarding institutional effectiveness and your perceptions about them. Part D, captures your overall knowledge about the institution. Your thoughtful responses will be much appreciated.

Part A: Demographic Information

For part A, place a checkmark in the box that best describes you.

1.	Are yo	ou a male or tema	ale?				
		Male	Fen	nale			
2.	What	type of responde	nt are you?				
		Administrator	☐ Fac	ulty 🔲	Support Staf	f	
		BOT/Foundation	on Board				
3.	What	is your length of	service at	GCC?			
		Less than a yea	r 🗌 1-3	Years	4-6 Years	7-9 Y	ears 10+ Years
4.	What	is your current e	mployment	status?			
		Full-time emplo	oyee \square	Part-ti	ime/Adjunct		Not applicable

Part B: Institutional Knowledge

For part B, place a checkmark on the degree of knowledge you believe you have about the institution.

1. How well do you believe you know your institution?

Extremely Well	Very Well	Well Enough	Not Very Well	Not at All	Lack
(6)	(5)	(4)	(3)	(2)	Information
					to Comment
					(1)

2.	My knowledge of the institution is enhanced by:					
		6 - Logging on to <i>MyGCC</i> `				
		5 - Reading Chachalani every month				
		4 - Attending college functions				
		3 - Listening to radio and TV talk shows regarding GCC				
		2 - All of the above				
		1 - Other, please specify				

Part C: Institutional Effectiveness

For each statement under part C, please check the box that you feel is most appropriate based on the extent of your institutional knowledge.

	Table 1 Over	1	(2) Water Service	Pares Base	2000 I	pays 986
	Strongly	Agree	Neither	Disagree	Strongly	Lacks
	Agree	(5)	Disagree	(3)	Disagree	information to
	(6)		nor Agree		(2)	comment/Does
			(4)			not apply
-						(1)
1. The college organizes						
key processes (e.g.						
institutional assessment) to						
support student learning.						
2. The college allocates						
resources (e.g. performance						
budgeting) to support						
student learning.						
3. The college does not use						
ongoing and systematic						
evaluation (e.g. assessment						
program review) and						
planning to refine its key						
processes.						
4. College employees (i.e.						
administrators, faculty and						
staff) use ongoing and						
systematic evaluation and						
planning to improve student						
learning.						
5. GCC employees						
understand institutional						
goals (as reflected in the						
Mission Statement) and						
work collaboratively						
toward their achievement.						
6. There is no consistency						
between institutional						
mission, goals, planning,						
and action.						
7. With the new college				0		
leadership, the college (or						
segments of the college)						
engages in inclusive,						
informed, and intentional						
\$2						
dialogue about the				et.	,	

	Strongly Agree (6)	Agree (5)	Neither Disagree nor Agree (4)	Disagree (3)	Strongly Disagree (2)	Lacks information to comment/Does not apply (1)
effectiveness of our						(1)
processes and policies,						
monthly through the						
participatory governance						
process.						
8. With the new college						
administration, changes to						
institutional processes and						
policies are not guided by						
dialogue.						
9. GCC planning processes						
do not offer opportunities						
for input by appropriate constituencies.						
			3			,
10. The processes for						
implementation and						
revision of the curriculum						
are not clearly understood						
by faculty.						
11. Faculty, (through their						
department chairs), are						
provided with adequate						
opportunity to participate in						
the budget process.						,
12. Classified staff,						
(through their respective						
supervisors), are provided						
with adequate opportunity						
to get involved in the						
budget process.						
13. At the college, clear						
links exist between						
planning, resources						
allocation, and institutional						
evaluation.						
14. The college tracks and						
monitors progress being						
made on plans (e.g.						
Facilities Master Plan,						
ISMP) and evaluates its						
performance regularly.			75	5.		

	Strongly Agree (6)	Agree (5)	Neither Disagree nor Agree (4)	Disagree (3)	Strongly Disagree (2)	Lacks information to comment/Does not apply (1)
15. The college utilizes documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies. 16. The college in its participating governance process, systematically dialogues, reviews and						
modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts.						
17. The results of outcomes assessment are not used in budget and planning at the course level.						
18. The results of outcomes assessment are utilized in budget and planning at the program/discipline level.						
19. The results of outcomes assessment are not used in budget and planning at the general education (GE) program level.						

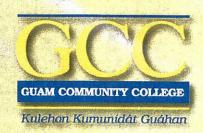
Part D: Overall Institutional Knowledge

For part D, please check the box that best describes your overall institutional knowledge.

1. Now that you have completed part C of the survey, how well do you believe you know your institution?

Extremely Well	Very Well	Well Enough	Not Very Well	Not at All	Lack
(6)	(5)	(4)	(3)	(2)	Information
					to Comment
					(1)

We appreciate your opinion. Thank you for your critical input.



This report was primarily written by Joseph L.G.
Benavente, Planner IV, Office of Assessment and
Institutional Effectiveness (AIE). Administrative
assistance was provided by AIE staff Priscilla Johns
and Vangie Aguon. AIE would also like to recognize the
faculty, staff, administrators and Board members who
responded to the survey and provided valuable input.
Cover provided by the Office of Communications &
Promotions. Cover photo by R.D. Golding.
Note: The Office of Assessment and Institutional
Effectiveness (AIE) will be renamed the Office of
Assessment, Institutional Effectiveness, and Research
(AIER) effective October 1, 2010.