

Kern Community College District

Strategic Planning Survey

Fall 2004

Report on Survey Results

Introduction

This report provides the results of an employee survey conducted by the Kern Community College District in Fall 2004. The purpose of the survey was to gather information from staff and students regarding their opinions as to the priorities they would place on several items under discussion during the district's strategic planning process.

In February of 2004, a strategic planning process was initiated for the purpose of defining the future of the Kern Community College District's three colleges and determining how that future might best be achieved. In the ensuing months, a task force of faculty, administrators, classified staff, students and community representatives held several meetings to carry out an environmental scan of the colleges' service areas. Then, in September 2004, a group of 35 college and community leaders reviewed the information and collectively identified a number of major strategic issues facing the district's colleges.

In December a survey was distributed via the district's web page. A district-wide email message was sent by the Chancellor encouraging participation. Follow-up messages were also sent by various campus and location leaders. In all, 450 valid responses were received between December 1st and December 14th 2004. The survey results were tabulated by Michael Carley, Director of Institutional Research at Porterville College and are presented in this document to the Chancellor's Cabinet for review and discussion on February 15, 2005. After review by the Chancellor's Cabinet, the survey results will be distributed among the various campus groups and to the Board of Trustees for possible action. The survey instrument itself is presented in this document on pages 7-8.

Results

The survey gathered results from all campuses and the district's Learning Services Center in Bakersfield. It included information from faculty, classified staff, confidential/management employees, child development center teachers, and students. The three tables below depict a distribution of the respondents by various categories. Note that these tables may not total to 450 because some respondents failed to answer certain of the questions.

Revised: 1-24-05

Table 1: Employee/Student category

	Number	Percent
Faculty	213	47.4
Classified	136	30.3
Confidential/Management	45	10.0
Child Development Center Teachers	7	1.6
Students	48	10.7
Total	449	100.0

Table 2: Full and Part Time Staff/Students

	Number	Percent
Full-time	374	85.6
Part-time	63	14.4
Total	437	100.0

Table 3: Location of Employment/Education

	Number	Percent
Bakersfield College	202	46.2
Cerro Coso Community College	85	19.5
Porterville College	126	28.8
Learning Services Center	24	5.5
Total	437	100.0

The main part of the survey included 11 items that respondents were asked to rank on a priority scale from 1-5, with 1 being 'very high priority' and 5 being 'not a priority'. In addition, an open-ended question was included, allowing respondents to list other issues not previously identified by the strategic planning group. Three demographic questions (see tables above) rounded out the survey.

There are two ways to view the district-wide results. The first is to simply look at a frequency distribution that identifies how respondents answered the 11 questions. This distribution is provided as an appendix to this document, beginning on page 9.

A more useful way to analyze the results would be to review the mean score given to each issue by the respondents. Note that using this method, a lower mean score (closer to 1) means the issue was ranked as a higher priority by respondents. Responses of 'no opinion' were excluded from this analysis. A chart follows that shows the district-wide mean score given to each issue by the survey respondents.

The mean scores range from a low (highest priority) of 1.73 to a high of 2.82. The five highest rated issues district-wide were:

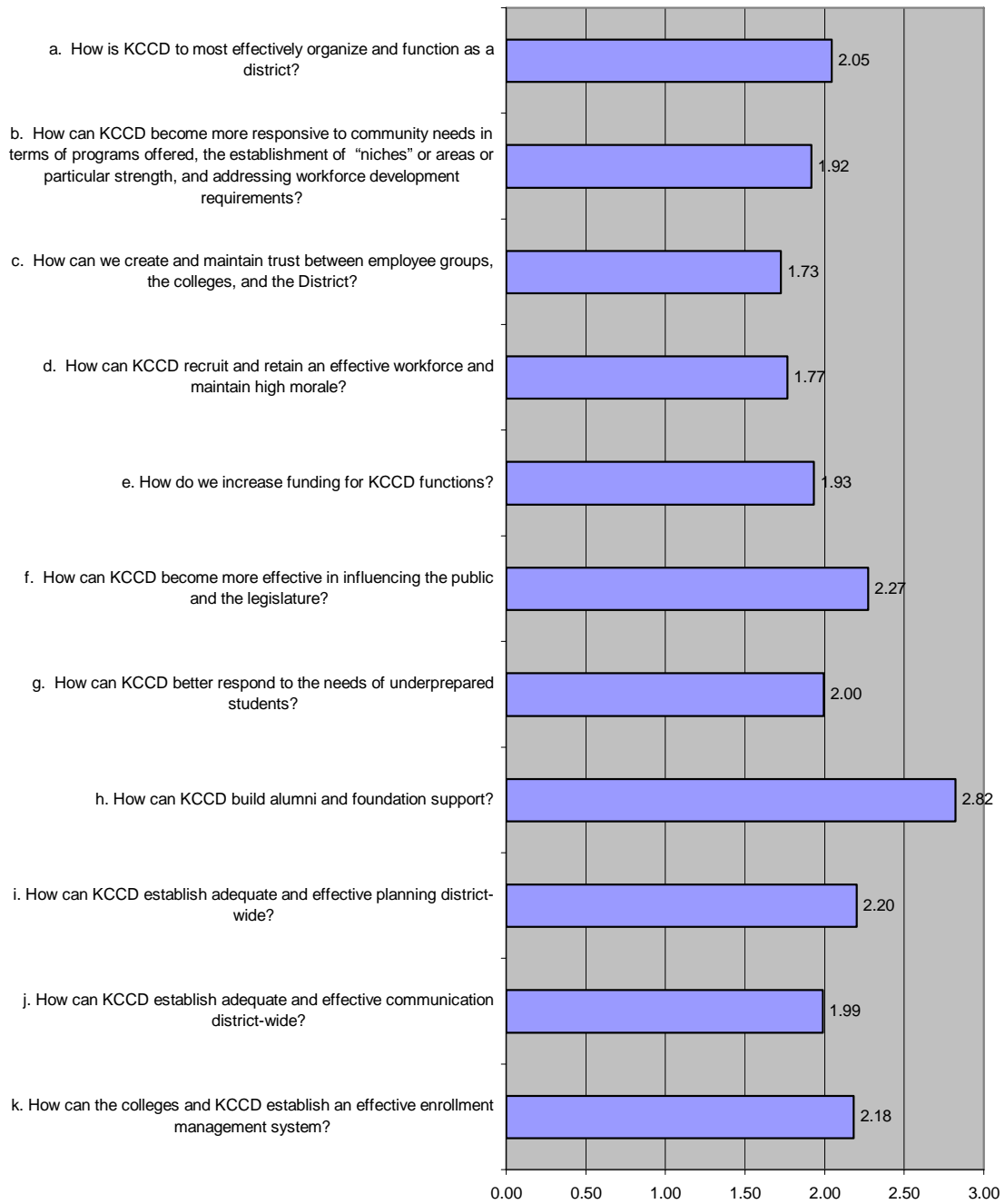
Issue	Mean Score
c. How can we create and maintain trust between employee groups, the colleges, and the District?	1.73
d. How can KCCD recruit and retain an effective workforce and maintain high morale?	1.77
b. How can the KCCD become more responsive to community needs in terms of programs offered, the establishment of “niches” or areas of particular strength, and addressing workforce development requirements?	1.92
e. How do we increase funding for District functions?	1.93
j. How can KCCD establish adequate and effective communication district-wide?	1.99

The issues above were rated with a mean score of less than 2.00. Generally, it is helpful to look for natural breakpoints in data of this sort. In doing so, we can see that 2.05 may be a more natural breakpoint and thus two other issues may warrant consideration. These are item g: How can we better respond to the needs of underprepared students? (mean=2.00) and item a: How is KCCD to most effectively organize and function as a district?

In addition to reviewing the district-wide results, one goal of this report was to allow for discussion within campuses and employee/student groups of the results broken down by categories. Table 4 lists the mean score by college/entity of employment and table 5 lists the mean by employee/student category. Note that the totals here may not exactly match those in the district-wide chart due to those who failed to respond to questions about where they worked or what category of employee/student they were. Also, child development center teachers were not included in table 5 because the sample size (7) was insufficient for comparison.

Lastly, question 2 was an open-ended item allowing respondents to list and prioritize any items not previously identified by the strategic planning group. Responses to these items are included verbatim in a separate document called “open-ended responses.doc”. No edits were made to the responses, except for one in which a respondent identified him or herself in his response. The employee type and campus/entity of the respondent is noted with each line.

Mean response to questions 1a-1k



Note: N (number responding) ranged from 432 to 445

Table 4: Mean Response/Priority by College/Entity

<i>Issue</i>	Bakersfield College	Cerro Coso Community College	Porterville College	Learning Services Center	KCCD overall
a. How is KCCD to most effectively organize and function as a district?	2.08/7	2.00/6	2.02/6	1.83/2	2.03/7
b. How can the KCCD become more responsive to community needs in terms of programs offered, the establishment of “niches” or areas of particular strength, and addressing workforce development requirements?	2.02/6	1.80/1	1.72/2	2.38/7	1.91/3
c. How can we create and maintain trust between employee groups, the colleges, and the District?	1.67/2	1.80/1	1.68/1	1.96/5	1.71/1
d. How can KCCD recruit and retain an effective workforce and maintain high morale?	1.62/1	1.91/4	1.85/3	1.87/3	1.75/2
e. How do we increase funding for KCCD functions?	1.99/5	1.90/3	1.86/4	2.04/6	1.94/4
f. How can KCCD become more effective in influencing the public and the legislature?	2.31/10	2.14/8	2.27/10	2.63/9	2.28/10
g. How can KCCD better respond to the needs of underprepared students?	1.89/3	2.15/9	1.95/5	2.71/10	2.00/6
h. How can KCCD build alumni and foundation support?	2.75/11	3.00/10	2.75/11	3.19/11	2.82/11
i. How can KCCD establish adequate and effective planning district-wide?	2.27/9	2.10/7	2.19/8	1.87/4	2.19/8
j. How can KCCD establish adequate and effective communication district-wide?	1.98/4	1.89/2	2.06/7	1.79/1	1.98/5
k. How KCCD establish an effective enrollment management system?	2.22/8	1.98/5	2.25/9	2.57/8	2.20/9

Note: N=195-202 for Bakersfield College, 82-85 for Cerro Coso Community College, 120-125 for Porterville College and 21-24 for the Learning Services Center.

Table 5: Mean Response/priority by Employee/Student Group

<i>Issue</i>	Faculty	Classified	Confidential Management	Student	KCCD overall
a. How is KCCD to most effectively organize and function as a district?	2.10/7	2.03/5	1.71/1	2.20/8	2.05/7
b. How can the KCCD become more responsive to community needs in terms of programs offered, the establishment of “niches” or areas of particular strength, and addressing workforce development requirements?	1.85/3	1.96/4	2.02/5	2.02/4	1.92/3
c. How can we create and maintain trust between employee groups, the colleges, and the District?	1.67/1	1.59/1	1.96/3	2.18/7	1.73/1
d. How can KCCD recruit and retain an effective workforce and maintain high morale?	1.73/2	1.66/2	2.02/5	2.05/5	1.77/2
e. How do we increase funding for KCCD functions?	1.94/5	2.04/6	1.82/2	1.72/1	1.93/4
f. How can KCCD become more effective in influencing the public and the legislature?	2.26/9	2.30/9	2.36/9	2.20/8	2.27/10
g. How can KCCD better respond to the needs of underprepared students?	1.86/4	2.18/8	2.31/7	1.78/2	2.00/6
h. How can KCCD build alumni and foundation support?	2.81/11	2.95/10	2.66/10	2.67/10	2.82/11
i. How can KCCD establish adequate and effective planning district-wide?	2.28/10	2.08/7	2.20/6	2.22/9	2.20/9
j. How can KCCD establish adequate and effective communication district-wide?	2.08/6	1.79/3	2.00/4	2.16/6	1.99/5
k. How KCCD establish an effective enrollment management system?	2.23/8	2.18/8	2.31/8	1.94/3	2.18/8

Note: N=205-210 for faculty, 129-135 for classified, 44-45 for confidential/management, and 43-47 for students. Note that child development center teachers are not included in this table because the number of respondents (7) was insufficient for comparison.

Kern Community College District Strategic Planning Survey Fall 2004

Dear KCCD employee,

In February of this year, a strategic planning process was initiated for the purpose of defining the future of the Kern Community College District's three colleges and determining how that future might best be achieved. In the ensuing months, a task force of faculty, administrators, classified staff, students and community representatives held several meetings to carry out an environmental scan of the colleges' service areas. Then, in September 2004, a group of 35 college and community leaders reviewed the information and collectively identified a number of major strategic issues facing the district's colleges.

Now, we are presenting those issues to all personnel in the district for their review with the request that they assist in prioritizing the issues identified by the September 17 group as well as identifying additional issues. The results of this survey will be presented to the Chancellor's Cabinet for its review and proposed action by the KCCD Board of Trustees.

More detailed information about strategic issues and the outcomes of the September 17 meeting can be found by clicking the following link, [SI Resources](#).

The survey is completely anonymous. Please do not include your name or other identifying information. No one will know who gave each response.

1. Please tell us what priority you would place on the following planning issues.

<i>Issue</i>	Very High Priority	High Priority	Medium Priority	Low Priority	Not a Priority	No Opinion
a. How is KCCD to most effectively organize and function as a district?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How can KCCD become more responsive to community needs in terms of programs offered, the establishment of "niches" or areas of particular strength, and addressing workforce development requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How can we create and maintain trust between employee groups, the colleges, and the District?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. How can KCCD recruit and retain an effective workforce and maintain high morale?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How do we increase funding for KCCD functions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Issue</i>	Very High Priority	High Priority	Medium Priority	Low Priority	Not a Priority	No Opinion
f. How can KCCD become more effective in influencing the public and the legislature?	○	○	○	○	○	○
g. How can KCCD better respond to the needs of underprepared students?	○	○	○	○	○	○
h. How can KCCD build alumni and foundation support?	○	○	○	○	○	○
i. How can KCCD establish adequate and effective planning district-wide?	○	○	○	○	○	○
j. How can KCCD establish adequate and effective communication district-wide?	○	○	○	○	○	○
k. How can the colleges and KCCD establish an effective enrollment management system?	○	○	○	○	○	○

2. Please list here any other issues (not included above) that you believe should be addressed during the strategic planning process. What priority would you give these additional issues?

Demographics (these items are for statistical purposes only)

3. What category of employee/student are you? (select only one)
 - Faculty
 - Classified
 - Confidential/Management
 - Child Development Center Teacher
 - Student

4. Is your employment with KCCD full or part time? (select only one)
 - Full-time
 - Part-time

5. Which college/entity do you work for? (select only one)
 - Bakersfield College
 - Cerro Coso Community College
 - Porterville College
 - Learning Services Center (District Office)

Appendix Frequency Tables

a. How is KCCD to most effectively organize and function as a district?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	140	31.1	32.0	32.0
	High Priority	173	38.4	39.6	71.6
	Medium Priority	96	21.3	22.0	93.6
	Low Priority	20	4.4	4.6	98.2
	Not a Priority	8	1.8	1.8	100.0
	Total	437	97.1	100.0	
Missing	No Opinion	12	2.7		
	System	1	.2		
	Total	13	2.9		
Total		450	100.0		

b. How can KCCD become more responsive to community needs in terms of programs offered, the establishment of "niches" or areas of particular strength, and addressing workforce development requirements?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	167	37.1	37.8	37.8
	High Priority	165	36.7	37.3	75.1
	Medium Priority	93	20.7	21.0	96.2
	Low Priority	14	3.1	3.2	99.3
	Not a Priority	3	.7	.7	100.0
	Total	442	98.2	100.0	
Missing	No Opinion	5	1.1		
	System	3	.7		
	Total	8	1.8		
Total		450	100.0		

c. How can we create and maintain trust between employee groups, the colleges, and the District?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	223	49.6	50.1	50.1
	High Priority	140	31.1	31.5	81.6
	Medium Priority	68	15.1	15.3	96.9
	Low Priority	9	2.0	2.0	98.9
	Not a Priority	5	1.1	1.1	100.0
	Total	445	98.9	100.0	
Missing	No Opinion	4	.9		
	System	1	.2		
	Total	5	1.1		
Total		450	100.0		

d. How can KCCD recruit and retain an effective workforce and maintain high morale?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	199	44.2	44.8	44.8
	High Priority	161	35.8	36.3	81.1
	Medium Priority	73	16.2	16.4	97.5
	Low Priority	11	2.4	2.5	100.0
	Total	444	98.7	100.0	
Missing	No Opinion	4	.9		
	System	2	.4		
	Total	6	1.3		
Total		450	100.0		

e. How do we increase funding for KCCD functions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	169	37.6	38.7	38.7
	High Priority	158	35.1	36.2	74.8
	Medium Priority	86	19.1	19.7	94.5
	Low Priority	19	4.2	4.3	98.9
	Not a Priority	5	1.1	1.1	100.0
	Total	437	97.1	100.0	
Missing	No Opinion	10	2.2		
	System	3	.7		
	Total	13	2.9		
Total		450	100.0		

f. How can KCCD become more effective in influencing the public and the legislature?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	102	22.7	23.2	23.2
	High Priority	157	34.9	35.7	58.9
	Medium Priority	144	32.0	32.7	91.6
	Low Priority	33	7.3	7.5	99.1
	Not a Priority	4	.9	.9	100.0
	Total	440	97.8	100.0	
Missing	No Opinion	5	1.1		
	System	5	1.1		
	Total	10	2.2		
Total		450	100.0		

g. How can KCCD better respond to the needs of underprepared students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	173	38.4	38.9	38.9
	High Priority	134	29.8	30.1	69.0
	Medium Priority	109	24.2	24.5	93.5
	Low Priority	25	5.6	5.6	99.1
	Not a Priority	4	.9	.9	100.0
	Total	445	98.9	100.0	
Missing	No Opinion	3	.7		
	System	2	.4		
	Total	5	1.1		
Total		450	100.0		

h. How can KCCD build alumni and foundation support?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	44	9.8	10.2	10.2
	High Priority	107	23.8	24.8	35.0
	Medium Priority	179	39.8	41.4	76.4
	Low Priority	86	19.1	19.9	96.3
	Not a Priority	16	3.6	3.7	100.0
	Total	432	96.0	100.0	
Missing	No Opinion	15	3.3		
	System	3	.7		
	Total	18	4.0		
Total		450	100.0		

i. How can KCCD establish adequate and effective planning district-wide?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	107	23.8	24.6	24.6
	High Priority	170	37.8	39.1	63.7
	Medium Priority	128	28.4	29.4	93.1
	Low Priority	23	5.1	5.3	98.4
	Not a Priority	7	1.6	1.6	100.0
	Total	435	96.7	100.0	
Missing	No Opinion	9	2.0		
	System	6	1.3		
	Total	15	3.3		
Total		450	100.0		

j. How can KCCD establish adequate and effective communication district-wide?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	158	35.1	35.7	35.7
	High Priority	165	36.7	37.3	73.1
	Medium Priority	93	20.7	21.0	94.1
	Low Priority	18	4.0	4.1	98.2
	Not a Priority	8	1.8	1.8	100.0
	Total	442	98.2	100.0	
Missing	No Opinion	6	1.3		
	System	2	.4		
	Total	8	1.8		
Total		450	100.0		

k. How can KCCD establish an effective enrollment management system?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Priority	121	26.9	27.6	27.6
	High Priority	161	35.8	36.7	64.2
	Medium Priority	121	26.9	27.6	91.8
	Low Priority	28	6.2	6.4	98.2
	Not a Priority	8	1.8	1.8	100.0
	Total	439	97.6	100.0	
Missing	No Opinion	9	2.0		
	System	2	.4		
Total		450	100.0		

q3 Employee/student category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty	213	47.3	47.4	47.4
	Classified	136	30.2	30.3	77.7
	Confidential/Management	45	10.0	10.0	87.8
	Child Development Center Teacher	7	1.6	1.6	89.3
	Student	48	10.7	10.7	100.0
	Total	449	99.8	100.0	
Missing	System	1	.2		
Total		450	100.0		

q4 Full/part time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	374	83.1	85.6	85.6
	Part-time	63	14.0	14.4	100.0
	Total	437	97.1	100.0	
Missing	System	13	2.9		
Total		450	100.0		

q5 College/entity work for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bakersfield College	202	44.9	46.2	46.2
	Cerro Coso Community College	85	18.9	19.5	65.7
	Porterville College	126	28.0	28.8	94.5
	Learning Services Center	24	5.3	5.5	100.0
	Total	437	97.1	100.0	
Missing	System	13	2.9		
Total		450	100.0		