

Porterville College

Strategic Planning Survey

Fall 2009

Report on Survey Results

Introduction and Methodology

Porterville College has been working with a new strategic planning process for the past three years and adopted a strategic plan in the spring of 2007. As this plan has been implemented, the college is addressing its commitment to evaluate the planning process to see the extent to which the planning process is understood on campus, and perceptions of how well it is working. In early fall 2009, after reviewing planning surveys that had been conducted at other community colleges, the strategic planning committee (a subcommittee of the College Learning Council) agreed on a 29-question survey employee instrument in September 2009 to be implemented by the Office of Research & Grants. The survey was posted to the web and made available to employees from September 28th to October 14th. A total of 83 employees responded during that time.

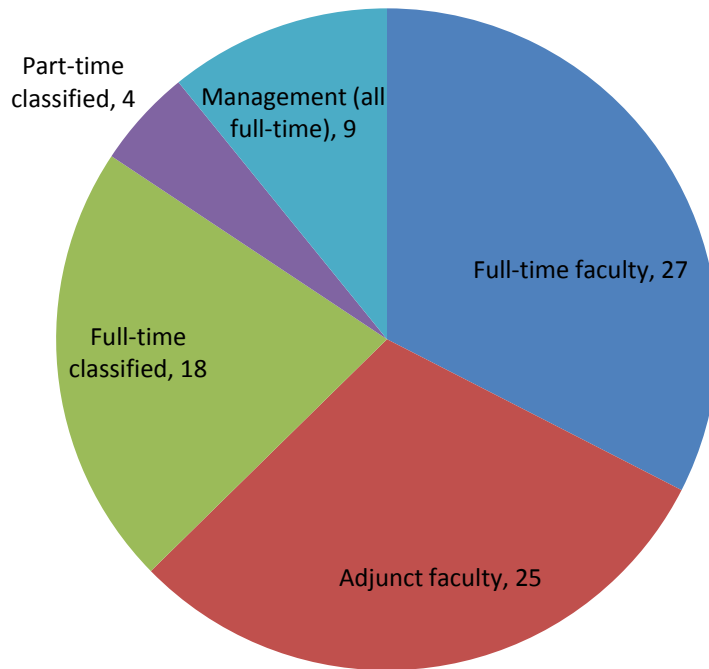
The instrument asked Porterville College employees 25 questions about the strategic planning process, addressing their knowledge of the process, their belief in its efficacy, and their perceptions of their place in the process. These questions were asked in a 4-point likert scale format, with responses ranging from 'strongly agree' to 'strongly disagree'. Additionally, we asked three questions about the employees: their employee type (classified, faculty or management), whether they work for the college full or part-time, and their length of service. Lastly, we asked one open-ended question, allowing employees to provide unstructured feedback to the committee. The survey instrument is provided as Appendix A, beginning on page 12.

Results

The results of the survey are provided in the most simple format, a frequency distribution of responses, as Appendix B, beginning on page 15. In this section, we provide an overview and summary of the results. First, we review the responses to the 25-scaled questions, then turn to differences between groups on those questions, discussing those questions for which responses differed by employee type or length of service. Lastly, we turn to the one open-ended question.

A total of 83 employees responded to the survey. The pie chart below shows a distribution of the respondents by employee type. For the sake of simplicity given the very small number of part-time classified staff responding, full and part-time classified staff were combined when comparisons were made (see page 5).

Chart 1: Survey Respondents by Employee Type



To provide as simple as possible view of the results, chart 2 shows the percentage of employees responding either “agree” or “strongly agree” to each question. Note that the text provided here is a simplified version of each question to fit in the chart. The full question text can be found in the survey instrument beginning on page 12.

The responses varied greatly by question. The survey began with several questions about the college mission statement. Ninety percent of respondents (the highest in the survey) were familiar with the mission statement, with about the same percentage stating that it is appropriate for the students in our service area. About three quarters of respondents have used the mission statement in some fashion in their work, while 70% believe it provides guidance for planning and decision-making at the College.

Next came a series of questions about the college’s institutional goals, objectives and the planning process in general. About three quarters of employees believe the college has clearly-defined, specific institutional goals, with a slightly smaller percentage stating that they are familiar with those goals and a slightly higher percentage stating that their area works to achieve them. Respondents were a bit less positive on the college’s ability to address those goals, with 63% stating that they believe the college uses evidence to assess progress toward goals and

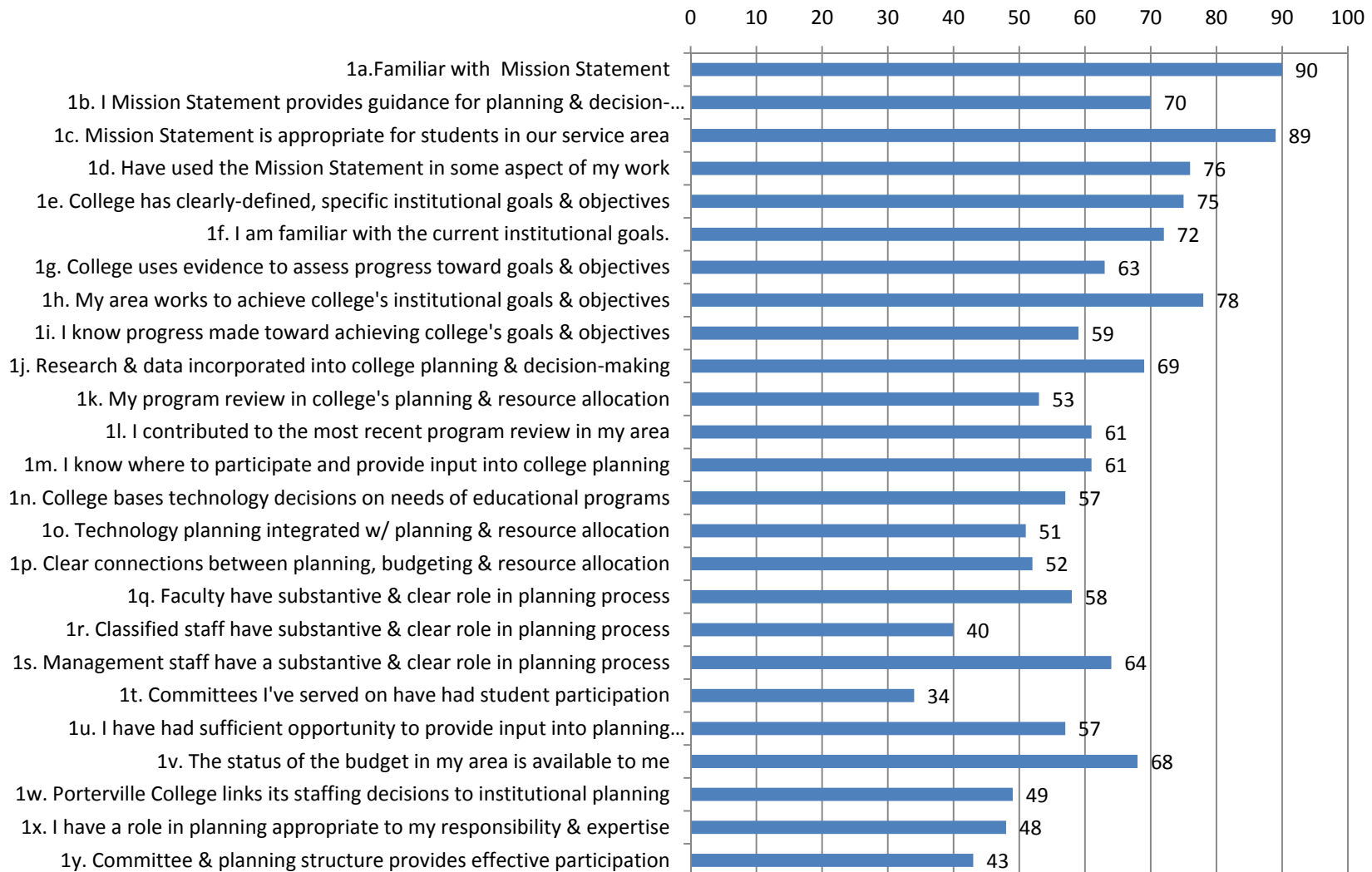
objectives and 69% stating that research and data are incorporated into college planning and decision-making. Just under 60% were aware of the progress made toward achieving the college's goals and objectives.

Next, a number of questions were asked about program review and its role in the planning process. Just over 60% state that they contributed to the most recent program review in their area and that they know how to participate in the planning process. However, only 53% believe their area's program review is integrated with the college's resource and planning process. Similarly, only 52% believe that there are clear connections between planning, budgeting and the allocation of resources and 51% see a clear connection between technology planning and the overall planning and resource allocation process.¹ Just under half of respondents felt that the College links its staffing decisions to institutional planning. Even fewer (43%) believed that the current committee and planning structure provides for effective college-wide participation in decision-making for all segments of the campus community.

Lastly, a series of questions addressed specific campus roles and the respondents' perceptions of their involvement in the planning process. Nearly two thirds (64%) of respondents felt that management staff have a clear and substantive role in the planning process while 58% believed the same to be true for faculty and 40% believed that classified staff had a clear role. The lowest level of agreement in the entire survey was for the statement "Committees I've served on have had student participation." More than two thirds of respondents stated that the status of the budget in their area is available to them. Three in five respondents (61%) stated that they know where to participate and provide input into the planning process and more than half (57%) said that they have had sufficient opportunity to do so. But, just under half (48%) state that they have a substantive role in planning that is appropriate to their role and area(s) of expertise.

¹ A draft Information Technology Plan was introduced at the College Learning Council while the survey was online and was adopted shortly after the survey was completed. This plan will be the first formal technology plan the college has had in place.

Chart 2: Percentage responding "Agree" or "Strongly Agree" to each question



Next, we turn to differences between groups. This analysis is important because a different perception between different groups of employees implies differing levels of understanding of the planning process and belief in its efficacy. We turn first to differences by employee type, for which there were substantive differences for 11 of the 25 questions asked.² We use just four categories for our analysis: full-time faculty, part-time (adjunct) faculty, classified staff, and management. Because there were only 4 part-time classified staff in our sample, we have combined them with the full-time classified staff.

The tables below show those questions for which there was a substantial difference in responses by employee group. First, we note that while 100% of all other groups were familiar with the mission statement, only 86% of adjunct faculty were and only 63% had used it in some fashion in their work (compared to at least 85% for other employee groups).

Full-time faculty were less likely to agree with a number of statements. Just under three quarters of full-time faculty agreed that the college has clearly-defined, specific institutional goals and objectives, compared to near unanimity among other groups. Similarly, just 64% of full-time faculty believe their area's program review is integrated with the college's planning and resource allocation process, compared to just over three quarters of classified staff and almost all part-time faculty and management. And, only half of full-time faculty believe there are clear connections between planning, budgeting and the allocation of resources.

There are also a number of areas where adjunct faculty were less likely to agree than other groups. Only 30% of adjunct faculty had contributed to their area's most recent program review, compared to nearly three quarters of classified staff and all full-time faculty and management. Similarly, just 41% of adjuncts know how to participate in the planning process, compared to more than 80% for other groups. Adjuncts were also less likely to agree that faculty have a clearly-defined role in the planning process. And, only a third of part-time faculty felt they had a substantive role in the planning process, compared to just over half of classified staff, 63% of full-time faculty and all of the management respondents. In addition to these differences, it was also found that part time faculty were more likely to respond "don't know/not applicable" to many of the questions. There were a total of six questions (1k, 1n, 1o, qr, 1t, & 1y) for which fewer than half of adjuncts gave a response.

² Tests for statistical significance were conducted on these data, but given the small sample sizes and corresponding small cell sizes for the tables, the tests are of limited validity and are thus not presented or discussed here. We are including here those questions for which a substantial difference was found. Given the small sample size, some caution is suggested.

1a. I am familiar with the Porterville College Mission Statement.

*

Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1a. I am familiar with the Porterville College Mission Statement.	Disagree/Strongly Disagree	Count % within Employee type	0 .0%	3 14.3%	0 .0%	0 .0%	3 3.8%
	Agree/Strongly Agree	Count % within Employee type	27 100.0%	18 85.7%	21 100.0%	9 100.0%	75 96.2%
Total		Count % within Employee type	27 100.0%	21 100.0%	21 100.0%	9 100.0%	78 100.0%

1d. I have used the Porterville College Mission Statement in some aspect of my work. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1d. I have used the Porterville College Mission Statement in some aspect of my work.	Disagree/Strongly Disagree	Count % within Employee type	4 14.8%	7 36.8%	1 5.0%	0 .0%	12 16.0%
	Agree/Strongly Agree	Count % within Employee type	23 85.2%	12 63.2%	19 95.0%	9 100.0%	63 84.0%
Total		Count % within Employee type	27 100.0%	19 100.0%	20 100.0%	9 100.0%	75 100.0%

1e. Porterville College has clearly-defined, specific institutional goals and objectives. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1e. Porterville College has clearly-defined, specific institutional goals and objectives.	Disagree/Strongly Disagree	Count % within Employee type	7 25.9%	2 10.5%	0 .0%	0 .0%	9 12.7%
	Agree/Strongly Agree	Count % within Employee type	20 74.1%	17 89.5%	16 100.0%	9 100.0%	62 87.3%
Total		Count % within Employee type	27 100.0%	19 100.0%	16 100.0%	9 100.0%	71 100.0%

1k. My area's program review is integrated into the college's planning and resource allocation process. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1k. My area's program review is integrated into the college's planning and resource allocation process.	Disagree/Strongly Disagree	Count	8	1	3	0	12
		% within Employee type	36.4%	8.3%	23.1%	.0%	21.4%
	Agree/Strongly Agree	Count	14	11	10	9	44
		% within Employee type	63.6%	91.7%	76.9%	100.0%	78.6%
Total		Count	22	12	13	9	56
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1l. I contributed to the development of the most recent program review in my area. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1l. I contributed to the development of the most recent program review in my area.	Disagree/Strongly Disagree	Count	0	14	4	0	18
		% within Employee type	.0%	70.0%	26.7%	.0%	26.1%
	Agree/Strongly Agree	Count	27	6	11	7	51
		% within Employee type	100.0%	30.0%	73.3%	100.0%	73.9%
Total		Count	27	20	15	7	69
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1m. I know where to participate and provide input into the college planning process. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1m. I know where to participate and provide input into the college planning process.	Disagree/Strongly Disagree	Count	4	13	3	0	20
		% within Employee type	16.0%	59.1%	20.0%	.0%	28.2%
	Agree/Strongly Agree	Count	21	9	12	9	51
		% within Employee type	84.0%	40.9%	80.0%	100.0%	71.8%
Total		Count	25	22	15	9	71
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1p. There are clear connections between planning, budgeting and the allocation of resources. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1p. There are clear connections between planning, budgeting and the allocation of resources.	Disagree/Strongly Disagree	Count	13	4	5	1	23
		% within Employee type	50.0%	26.7%	31.3%	11.1%	34.8%
	Agree/Strongly Agree	Count	13	11	11	8	43
		% within Employee type	50.0%	73.3%	68.8%	88.9%	65.2%
Total		Count	26	15	16	9	66
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1q. Porterville College faculty have a substantive and clearly-defined role in the planning process. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1q. Porterville College faculty have a substantive and clearly-defined role in the planning process.	Disagree/Strongly Disagree	Count	6	6	1	0	13
		% within Employee type	23.1%	42.9%	8.3%	.0%	21.3%
	Agree/Strongly Agree	Count	20	8	11	9	48
		% within Employee type	76.9%	57.1%	91.7%	100.0%	78.7%
Total		Count	26	14	12	9	61
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1u. I have had sufficient opportunity to provide input into the college-wide planning process. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1u. I have had sufficient opportunity to provide input into the college-wide planning process.	Disagree/Strongly Disagree	Count	7	10	8	0	25
		% within Employee type	25.9%	58.8%	42.1%	.0%	34.7%
	Agree/Strongly Agree	Count	20	7	11	9	47
		% within Employee type	74.1%	41.2%	57.9%	100.0%	65.3%
Total		Count	27	17	19	9	72
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1v. The status of the budget in my area is available to me. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1v. The status of the budget in my area is available to me.	Disagree/Strongly Disagree	Count	5	7	1	0	13
		% within Employee type	19.2%	50.0%	5.0%	.0%	18.8%
	Agree/Strongly Agree	Count	21	7	19	9	56
		% within Employee type	80.8%	50.0%	95.0%	100.0%	81.2%
Total		Count	26	14	20	9	69
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

1x. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise. * Employee type Crosstabulation

			Employee type				Total
			FT faculty	PT faculty	Classified	Management	
1x. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	Disagree/Strongly Disagree	Count	10	10	7	0	27
		% within Employee type	37.0%	66.7%	43.8%	.0%	40.3%
	Agree/Strongly Agree	Count	17	5	9	9	40
		% within Employee type	63.0%	33.3%	56.3%	100.0%	59.7%
Total		Count	27	15	16	9	67
		% within Employee type	100.0%	100.0%	100.0%	100.0%	100.0%

Next, we turn to those differences found based on length of service. In this case, respondents were divided into two categories: those who had been with the college for 5 or more years and those who had been with PC fewer than 5 years. The two tables below were those for which substantial differences were found. Those with the college longer were less likely to agree that the college uses research and data in its planning and decision-making and they were more likely to have contributed to their area's most recent program review.

1j. Research and data are incorporated into the college planning and decision-making. * Length of service Crosstabulation

			Length of service		Total
			Less than 5 years	5 or more years	
1j. Research and data are incorporated into the college planning and decision-making.	Disagree/Strongly Disagree	Count % within Length of service	0 .0%	10 20.0%	10 14.9%
	Agree/Strongly Agree	Count % within Length of service	17 100.0%	40 80.0%	57 85.1%
Total		Count % within Length of service	17 100.0%	50 100.0%	67 100.0%

1l. I contributed to the development of the most recent program review in my area. * Length of service Crosstabulation

			Length of service		Total
			Less than 5 years	5 or more years	
1l. I contributed to the development of the most recent program review in my area.	Disagree/Strongly Disagree	Count % within Length of service	8 47.1%	10 19.2%	18 26.1%
	Agree/Strongly Agree	Count % within Length of service	9 52.9%	42 80.8%	51 73.9%
Total		Count % within Length of service	17 100.0%	52 100.0%	69 100.0%

Lastly, we turn to the open-ended question. Question 5 asked respondents to “Please elaborate on any of your responses to the questions above or provide any other comments about the strategic planning process that you would like to share.” This question was included to allow for unstructured feedback that might provide planning committees to see issues that had not been considered before or that could not easily be included in a scaled question. The responses to this question are provided as Appendix C beginning on page 24. Of the 83 respondents to the survey, 19 made a comment here. One of these was simply “no comment”. Because there are so few responses, it is difficult to locate any pattern, but they will be reviewed by the strategic planning committee.

Conclusions

In this final section, we will provide a brief analysis of the above results. Ultimately, these results will be reviewed by the Strategic Planning Committee and the College Learning Council. Possible changes to the planning process will be considered by both groups.

On the positive side, there is both widespread knowledge of and strong support for the college mission statement. This statement was revised in 2007 and the survey provides support for this change. Even adjunct faculty, who show less knowledge of many planning issues, are largely familiar with and supportive of the mission statement. There is also strong support for the college's institutional goals, but there is less knowledge of the progress made toward achieving those goals thus far and somewhat less faith among the college community in the ability of the college to do so.

An area of concern is that the survey shows a lower belief in the interconnectedness of the planning process—"closing the loop" as it is often called. While the college has made some attempt to connect the program review process with budgeting and all planning decisions with staffing, budgeting and resource allocation, these efforts have either not been as successful as hoped or have not been sufficiently communicated among employees. The college may wish to do more to make the strategic planning process visible to employees via the college web site and other vehicles.

Another concern is the extent to which employees feel a part of the planning process. While a strong majority believe that management staff have a clearly defined role in the process and a majority believe the same for faculty, less than half say the same for classified. Classified staff were somewhat less connected to the planning process than full-time faculty. And the lowest level of agreement in the survey was on the question about students participating on committees.

The breakdown of results by employee group showed two areas of concern: First, full-time faculty tend to be the most cynical about the planning process. They express lower levels of agreement with a number of questions about how well the planning process is working. And, as with the faculty engagement survey conducted in the fall of 2008, it was clear in this survey that adjunct faculty were less knowledgeable and less connected to the planning process than full-time faculty or any other group. Given that adjuncts have a less formal role in planning than full-time faculty, this result is not entirely surprising as some disconnect is probably to be expected. However, planning committees will need to consider what level of disconnect is acceptable at the college. It may be for example that some gap in participation among adjuncts is to be considered acceptable, but so few participating in the program review process may be a cause for concern.

Evaluating the effectiveness of the college planning process is not a one-time event. College planning committees will review the results of this survey and consider changes to the process. Additionally, the survey will likely be repeated in the future, perhaps every three years, although that time frame has not yet been determined.

Appendix A: Survey Instrument



Porterville College Strategic Planning Evaluation Survey

Hello Faculty and Staff,

The Porterville College Strategic Planning Committee is tasked with evaluating the current planning process. Please take a few minutes to respond to the brief survey below. Your answers are completely anonymous and will help us improve our strategic planning efforts in the future.

1. Please tell us how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/Not applicable
a. I am familiar with the Porterville College Mission Statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe Porterville College's Mission Statement is appropriate for the students in our service area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have used the Porterville College Mission Statement in some aspect of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Porterville College has clearly-defined, specific institutional goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am familiar with the current institutional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Porterville College uses evidence to assess progress toward its goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My area or department works to achieve the college's institutional goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I know what progress has been made toward achieving the college's goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Research and data are incorporated into the college planning and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

k. My area's program review is integrated into the college's planning and resource allocation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I contributed to the development of the most recent program review in my area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I know where to participate and provide input into the college planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. The college bases its technology decisions on the needs of educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Porterville College technology planning is integrated with institutional planning and resource allocation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. There are clear connections between planning, budgeting and the allocation of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Porterville College faculty have a substantive and clearly-defined role in the planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Porterville College classified staff have a substantive and clearly-defined role in the planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Porterville College management staff have a substantive and clearly-defined role in the planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. The Porterville College committees I've served on have had student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I have had sufficient opportunity to provide input into the college-wide planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. The status of the budget in my area is available to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Porterville College links its staffing decisions to institutional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. The current committee and planning structure provides for effective college-wide participation in decision-making for all segments of the campus community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your main employee type?

- Faculty
- Classified
- Management

3. Are you currently working full or part-time?

- Full-time
- Part-time

4. How long have you worked at Porterville College?

- Less than 2 years
- More than 2, but less than 5 years
- More than 5, but less than 10 years
- More than 10 years

5. Please elaborate on any of your responses to the questions above or provide any other comments about the strategic planning process that you would like to share. (Please be brief, on topic, and constructive. Limit 1,000 characters--about 150 words or so).

Reset

Submit

Appendix B: Frequency Distributions

1a. I am familiar with the Porterville College Mission Statement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.6	3.8	3.8
	Agree	37	44.6	47.4	51.3
	Strongly Agree	38	45.8	48.7	100.0
	Total	78	94.0	100.0	
Missing	Don't Know/No Answer	5	6.0		
Total		83	100.0		

1b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	5.9	5.9
	Disagree	6	7.2	8.8	14.7
	Agree	43	51.8	63.2	77.9
	Strongly Agree	15	18.1	22.1	100.0
	Total	68	81.9	100.0	
Missing	Don't Know/No Answer	15	18.1		
Total		83	100.0		

1c. I believe Porterville College's Mission Statement is appropriate for the students in our service area.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.4	2.6	2.6
	Agree	50	60.2	65.8	68.4
	Strongly Agree	24	28.9	31.6	100.0
	Total	76	91.6	100.0	
Missing	Don't Know/No Answer	7	8.4		
Total		83	100.0		

1d. I have used the Porterville College Mission Statement in some aspect of my work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.3	1.3
	Disagree	11	13.3	14.7	16.0
	Agree	40	48.2	53.3	69.3
	Strongly Agree	23	27.7	30.7	100.0
	Total	75	90.4	100.0	
Missing	Don't Know/No Answer	8	9.6		
Total		83	100.0		

1e. Porterville College has clearly-defined, specific institutional goals and objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.4	2.8	2.8
	Disagree	7	8.4	9.9	12.7
	Agree	48	57.8	67.6	80.3
	Strongly Agree	14	16.9	19.7	100.0
	Total	71	85.5	100.0	
Missing	Don't Know/No Answer	12	14.5		
Total		83	100.0		

1f. I am familiar with the current institutional goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.4	2.7	2.7
	Disagree	12	14.5	16.2	18.9
	Agree	46	55.4	62.2	81.1
	Strongly Agree	14	16.9	18.9	100.0
	Total	74	89.2	100.0	
Missing	Don't Know/No Answer	9	10.8		
Total		83	100.0		

1g. Porterville College uses evidence to assess progress toward its goals and objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.7	1.7
	Disagree	7	8.4	11.7	13.3
	Agree	46	55.4	76.7	90.0
	Strongly Agree	6	7.2	10.0	100.0
	Total	60	72.3	100.0	
Missing	Don't Know/No Answer	23	27.7		
Total		83	100.0		

1h. My area or department works to achieve the college's institutional goals and objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	6.0	7.1	7.1
	Agree	44	53.0	62.9	70.0
	Strongly Agree	21	25.3	30.0	100.0
	Total	70	84.3	100.0	
Missing	Don't Know/No Answer	13	15.7		
Total		83	100.0		

1i. I know what progress has been made toward achieving the college's goals and objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.6	1.6
	Disagree	14	16.9	21.9	23.4
	Agree	40	48.2	62.5	85.9
	Strongly Agree	9	10.8	14.1	100.0
	Total	64	77.1	100.0	
Missing	Don't Know/No Answer	19	22.9		
Total		83	100.0		

1j. Research and data are incorporated into the college planning and decision-making.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.4	3.0	3.0
	Disagree	8	9.6	11.9	14.9
	Agree	44	53.0	65.7	80.6
	Strongly Agree	13	15.7	19.4	100.0
	Total	67	80.7	100.0	
Missing	Don't Know/No Answer	16	19.3		
Total		83	100.0		

1k. My area's program review is integrated into the college's planning and resource allocation process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	7.1	7.1
	Disagree	8	9.6	14.3	21.4
	Agree	34	41.0	60.7	82.1
	Strongly Agree	10	12.0	17.9	100.0
	Total	56	67.5	100.0	
Missing	Don't Know/No Answer	27	32.5		
Total		83	100.0		

1l. I contributed to the development of the most recent program review in my area.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.0	7.2	7.2
	Disagree	13	15.7	18.8	26.1
	Agree	25	30.1	36.2	62.3
	Strongly Agree	26	31.3	37.7	100.0
	Total	69	83.1	100.0	
Missing	Don't Know/No Answer	14	16.9		
Total		83	100.0		

1m. I know where to participate and provide input into the college planning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.2	8.5	8.5
	Disagree	14	16.9	19.7	28.2
	Agree	31	37.3	43.7	71.8
	Strongly Agree	20	24.1	28.2	100.0
	Total	71	85.5	100.0	
Missing	Don't Know/No Answer	12	14.5		
Total		83	100.0		

1n. The college bases its technology decisions on the needs of educational programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.6	5.2	5.2
	Disagree	8	9.6	13.8	19.0
	Agree	39	47.0	67.2	86.2
	Strongly Agree	8	9.6	13.8	100.0
	Total	58	69.9	100.0	
Missing	Don't Know/No Answer	25	30.1		
Total		83	100.0		

1o. Porterville College technology planning is integrated with institutional planning and resource allocation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.6	5.6	5.6
	Disagree	9	10.8	16.7	22.2
	Agree	36	43.4	66.7	88.9
	Strongly Agree	6	7.2	11.1	100.0
	Total	54	65.1	100.0	
Missing	Don't Know/No Answer	29	34.9		
Total		83	100.0		

1p. There are clear connections between planning, budgeting and the allocation of resources.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.8	13.6	13.6
	Disagree	14	16.9	21.2	34.8
	Agree	35	42.2	53.0	87.9
	Strongly Agree	8	9.6	12.1	100.0
	Total	66	79.5	100.0	
Missing	Don't Know/No Answer	17	20.5		
Total		83	100.0		

1q. Porterville College faculty have a substantive and clearly-defined role in the planning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	6.6	6.6
	Disagree	9	10.8	14.8	21.3
	Agree	41	49.4	67.2	88.5
	Strongly Agree	7	8.4	11.5	100.0
	Total	61	73.5	100.0	
Missing	Don't Know/No Answer	22	26.5		
Total		83	100.0		

1r. Porterville College classified staff have a substantive and clearly-defined role in the planning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.0	10.2	10.2
	Disagree	11	13.3	22.4	32.7
	Agree	30	36.1	61.2	93.9
	Strongly Agree	3	3.6	6.1	100.0
	Total	49	59.0	100.0	
Missing	Don't Know/No Answer	34	41.0		
Total		83	100.0		

1s. Porterville College management staff have a substantive and clearly-defined role in the planning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.2	1.7	1.7
	Disagree	4	4.8	6.9	8.6
	Agree	37	44.6	63.8	72.4
	Strongly Agree	16	19.3	27.6	100.0
	Total	58	69.9	100.0	
Missing	Don't Know/No Answer	25	30.1		
Total		83	100.0		

1t. The Porterville College committees I've served on have had student participation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	8.4	12.1	12.1
	Disagree	23	27.7	39.7	51.7
	Agree	23	27.7	39.7	91.4
	Strongly Agree	5	6.0	8.6	100.0
	Total	58	69.9	100.0	
Missing	Don't Know/No Answer	25	30.1		
Total		83	100.0		

1u. I have had sufficient opportunity to provide input into the college-wide planning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	5.6	5.6
	Disagree	21	25.3	29.2	34.7
	Agree	32	38.6	44.4	79.2
	Strongly Agree	15	18.1	20.8	100.0
	Total	72	86.7	100.0	
Missing	Don't Know/No Answer	11	13.3		
Total		83	100.0		

1v. The status of the budget in my area is available to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.8	5.8	5.8
	Disagree	9	10.8	13.0	18.8
	Agree	43	51.8	62.3	81.2
	Strongly Agree	13	15.7	18.8	100.0
	Total	69	83.1	100.0	
Missing	Don't Know/No Answer	14	16.9		
Total		83	100.0		

1w. Porterville College links its staffing decisions to institutional planning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.2	9.5	9.5
	Disagree	16	19.3	25.4	34.9
	Agree	35	42.2	55.6	90.5
	Strongly Agree	6	7.2	9.5	100.0
	Total	63	75.9	100.0	
Missing	Don't Know/No Answer	20	24.1		
Total		83	100.0		

1x. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.0	7.5	7.5
	Disagree	22	26.5	32.8	40.3
	Agree	27	32.5	40.3	80.6
	Strongly Agree	13	15.7	19.4	100.0
	Total	67	80.7	100.0	
Missing	Don't Know/No Answer	16	19.3		
Total		83	100.0		

1y. The current committee and planning structure provides for effective college-wide participation in decision-making for all segments of the campus community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.0	8.8	8.8
	Disagree	16	19.3	28.1	36.8
	Agree	23	27.7	40.4	77.2
	Strongly Agree	13	15.7	22.8	100.0
	Total	57	68.7	100.0	
Missing	Don't Know/No Answer	26	31.3		
Total		83	100.0		

2. What is your main employee type?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty	52	62.7	62.7	62.7
	Classified	22	26.5	26.5	89.2
	Management	9	10.8	10.8	100.0
	Total	83	100.0	100.0	

3. Are you currently working full or part-time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	54	65.1	65.1	65.1
	Part-time	29	34.9	34.9	100.0
	Total	83	100.0	100.0	

4. How long have you worked at Porterville College?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	3	3.6	3.6	3.6
	More than 2, less than 5 years	18	21.7	21.7	25.3
	More than 5, less than 10 years	25	30.1	30.1	55.4
	More than 10 years	37	44.6	44.6	100.0
	Total	83	100.0	100.0	

Appendix C: Responses to Open-Ended Question

Question 5: Please elaborate on any of your responses to the questions above or provide any other comments about the strategic planning process that you would like to share. (Please be brief, on topic, and constructive. Limit 1,000 characters--about 150 words or so).

ID Comment

- 2 The college seeks input but has made and still makes decisions based upon the leadership desires.
- I agree...research and data are used to help ADMINISTRATION with planning and executing (yes, executing programs and individuals). "Figures never lie...liars figure!"
- 4 should be our motto. As for adherence to the Mission Statement and program development/retention: what the Administration wants, the Administration gets. Period. That goes also for the District Office (which is essentially useless to the teaching mission).
- 7 This is a good survey, but I think it's a little flawed. In statement d. the term "some aspect" is rather vague. Also, there should be a neutrality option for an answer. Because there are some statements that I know to be one thing, but is different now because things change and so do decisions based on the current situation and Adjunct faculty are not always kept up to speed on every thing that changes. So the "I don't know/NA" option doesn't always fit. There are others, but I don't want to make this too long.
- 12 Being adjunct faculty for so many years and only available during the evenings to teach specific assigned classes, and due to working out of town during the day, makes it difficult to have a "sense" of what really goes on as to planning, budget, resource allocation, decision-making, etc.
- 18 Keep the community in mind with the planning and development of the college. The student popules should also be a big consideration.
- 22 There really seems to be no long term plan. It does not appear that we are doing an adequate job of assessing community educational needs, particularly in vocational education, and building programs to meet that need. Additioally we are not doing an adequate job of reaching into the high schools for students. We need fulltime outreach and recruitment staff who thoroughly understand ALL CTE programs and who can go to the high schools and get us appropriate students.
- 23 The stretegic planning at Porterville College is fine; its the district that I have a problem. Too many unnessary layers at the district level that is charged back to the colleges. It's wasted resources.
- 27 Does the district actually allow the professionals here to make the right choice resutling from our planning process? It is discouraging that we have an overlord that does not always respect campus decisions.
- 28 I have not often become seriously involved in planning since I have worked full time at a local high school This work load makes it too demanding to include involvement in planning at the college. (I have been required to be "substantively" involved in my work at the high school.)
- 50 My current supervisor is the best supervisor that anyone could hope to work for as others in the past years were jerks. As far as I'm concerned the college lacks leadership.

ID Comment

I feel that elaboration here will not be taken seriously or considered. I believe the administration makes its own decisions when the Chancellor allows them to do so. I don't
52 feel there is honesty or transparency within this organization. That doesn't mean it cannot change, but I think the changes need to occur from the very top down. Students don't seem to be "our focus" any longer.

I feel that all the answers to the questions are probably available but I just haven't made a
53 strong enough effort to learn or research this information. I will try to expand my own knowledge so to better assist the students.

The link between planning and budgeting needs to be improved. Program reviews are completed with a requested budget and then at some point, the managers of each area find out what they're getting. What happens in between seems to be a complete mystery
56 to most on campus. Who is reviewing these and making decisions? Just rolling over budgets from one year to the next is unacceptable. The program review process needs to be beefed up. Currently, there is no assessment and program reviews vary from pretty good to just plain embarrassing.

The weaker areas above are a result of: 1: our student senate simply not choosing to send the representatives they are invited to send. 2: the illogical and inconsistent way that our district learns, sometimes after the fact, what budget allocations it will get from the state. 3: the inconsistency and breach of faith expressed by our elected board who have built reserves far in excess of recommended amounts while promising that they would offset
61 state-level cuts by 50% from reserves in case of deep state cuts. The board then broke faith by insisting that the budget even in this year of deep state cuts still must include a planned increase of reserves (over 3 million of this year's allocation is un-budgeted, effectively increasing planned reserves). This policy change on their part that came AFTER the deadline for the budget to be submitted. How can any institution plan rationally under such circumstances?

There is a serious disconnection between planning, implementation, and communication
63 both on the campus and externally with the District. Frankly, I don't see how this survey is going to assist me in the classroom or my involvement in the local community.

64 No comments

While I have been fortunate in my ability to participate in various committees, there is still a lot of work to be done in order to more fully include and engage classified staff. In
65 regards to planning being done with the use of data, I believe decisions are still made based on managerial preferences rather than community driven needs. We appear to continue making decisions based on budget availability rather than the other way around.
72 Data based decision making must be institutionalized and used to link decision making to budget to allocations, etc.

Institutional goals and objectives are not easy to find on the PC web page without
82 instituting a search. Shouldn't they be as visible and as accessible as the Mission statement (which has its own link)?