Porterville College
Strategic Planning Survey
Fall 2021
Report on Survey Results

Introduction and Methodology

Porterville College conducts surveys to assess its strategic planning process every three years, beginning with fall 2009 after the college's first comprehensive planning processes and strategic plan had been adopted. The most recent survey, which this report covers, was conducted in the fall of 2021. This report provides comparison data from the planning surveys that have been conducted thus far, including perceptions about how the planning process is understood and is working.

A total of 83 employees responded to the fall 2009 survey, 67 responded in 2012, 69 in 2015, 85 in 2018, and 69 in 2021. The survey was originally comprised of 25 questions in a likert scale that addressed the strategic planning process in terms of respondents' knowledge of the process, belief in its efficacy, and their perceptions of their place in the process. 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.

In 2012, we added four questions specifically addressing how respondents believed the planning process had changed in the three years since the previous survey. In 2015, additional changes were made. First, we grouped the existing questions into three categories: Mission and Goals, College Planning Process, and Budget & Resource Allocation. It should be noted that some research does show that question organization and order can affect responses. Three questions were also added in 2015: question 2j asks about community input into the college planning process and question 2m asks about the links between the college and district strategic plans. Question 3 asks about the link between facilities decisions and institutional planning.

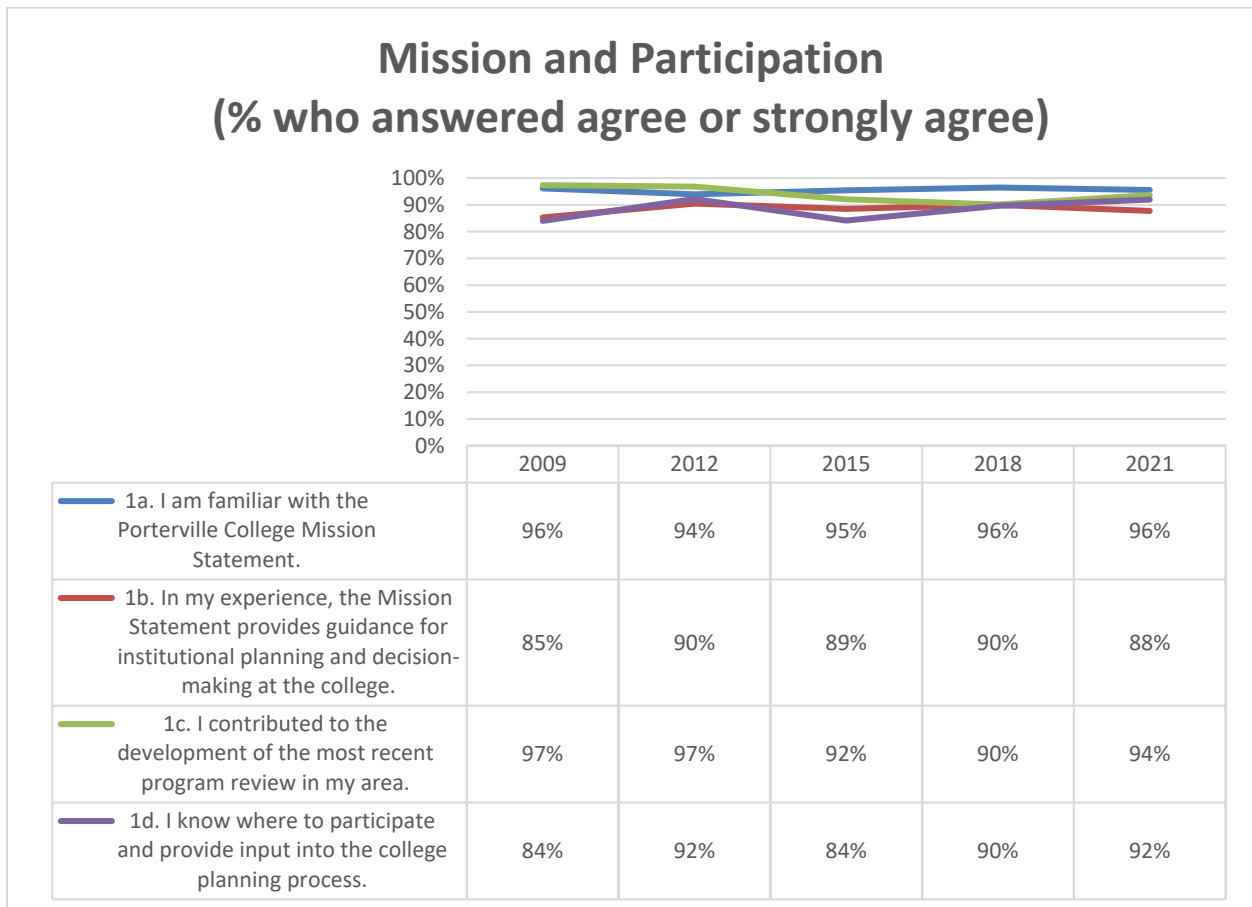In 2021, two questions were added. Questions 1j and 1k address the Institutional Learning Outcomes.

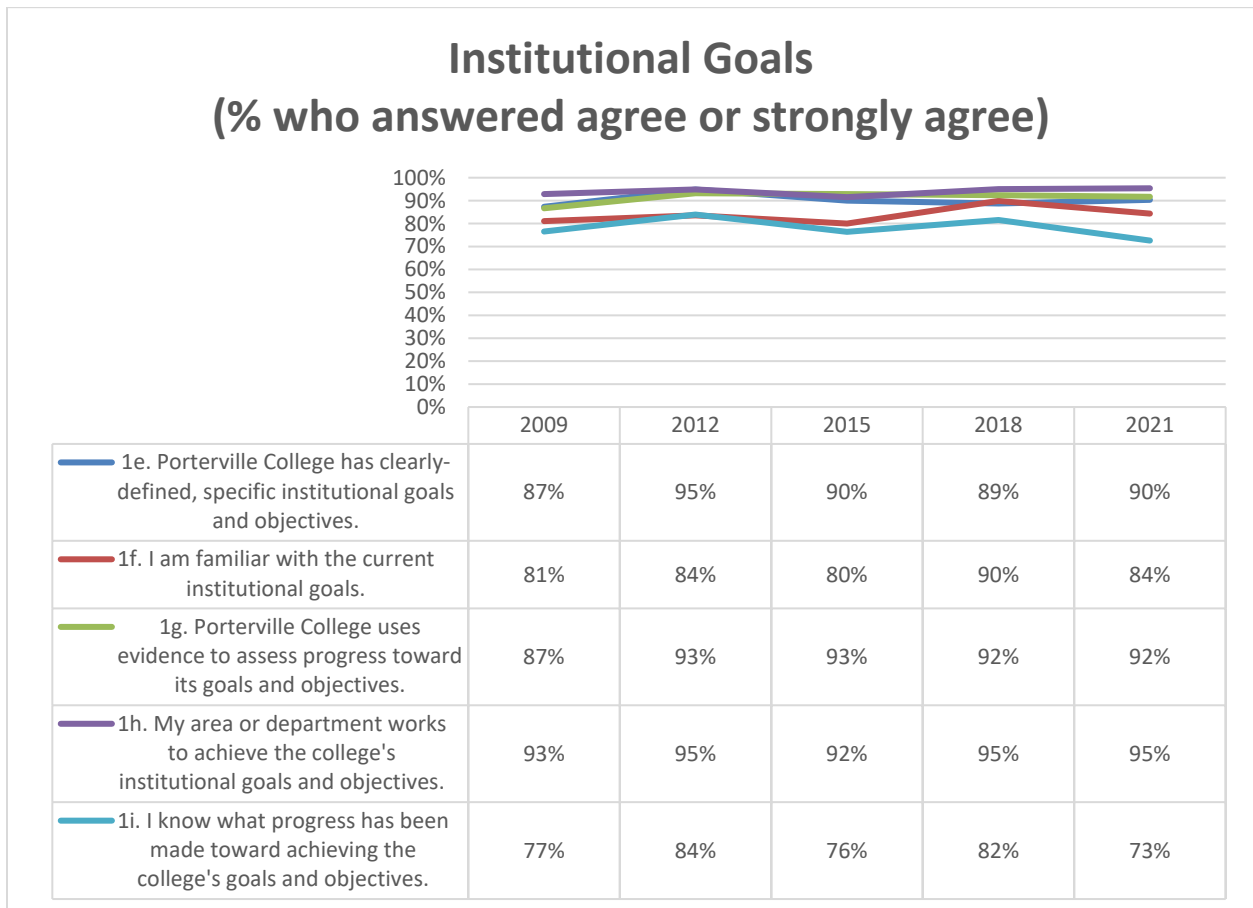The survey instrument is provided as Appendix A, beginning on page 10.

Results

In this section, we include data on each of the main survey questions, including comparisons between the different survey years. To improve readability, the questions are organized into groups in the charts below.

Mission and Goals

The Mission and Goals section is divided into three charts below. The first includes questions about the college mission and individual participation in planning processes. These questions all show very high percentages of agreement with fairly small differences between the survey years. Familiarity with the college mission is high, as is belief that it provides guidance for planning, a belief which increased after the 2009 survey. Individual participation in program review and knowledge of where a person can participate are also high, though they declined slightly in the most recent two surveys. In 2021, there is little change in these questions from previous years.

Mission and Participation
(% who answered agree or strongly agree)

	2009	2012	2015	2018	2021
1a. I am familiar with the Porterville College Mission Statement.	96%	94%	95%	96%	96%
1b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	85%	90%	89%	90%	88%
1c. I contributed to the development of the most recent program review in my area.	97%	97%	92%	90%	94%
1d. I know where to participate and provide input into the college planning process.	84%	92%	84%	90%	92%

The next chart shows results of the questions on the college's institutional goals. Familiarity with institutional goals and the progress made on those goals is lower than in previous years. We note that this survey was conducted just before the new Strategic Plan was taken to College Council for review.

Institutional Goals
(% who answered agree or strongly agree)

	2009	2012	2015	2018	2021
1e. Porterville College has clearly-defined, specific institutional goals and objectives.	87%	95%	90%	89%	90%
1f. I am familiar with the current institutional goals.	81%	84%	80%	90%	84%
1g. Porterville College uses evidence to assess progress toward its goals and objectives.	87%	93%	93%	92%	92%
1h. My area or department works to achieve the college's institutional goals and objectives.	93%	95%	92%	95%	95%
1i. I know what progress has been made toward achieving the college's goals and objectives.	77%	84%	76%	82%	73%

The next chart reflects shows the results of the two new questions on Institutional Learning Outcomes. Eighty-four percent of respondents report being familiar with the college's ILOs and almost all of those who responded (and didn't answer don't know/not applicable) reported that the outcomes in their areas are aligned with the ILOs.

Outcomes (new in 2021)
(% who answered agree or strongly agree)

|	1j. I am familiar with the college's Institutional Learning Outcomes (ILOs)	1k. The outcomes in my area are aligned with the college's Instiutional Learning Outcomes (ILOs)
	81%	96%
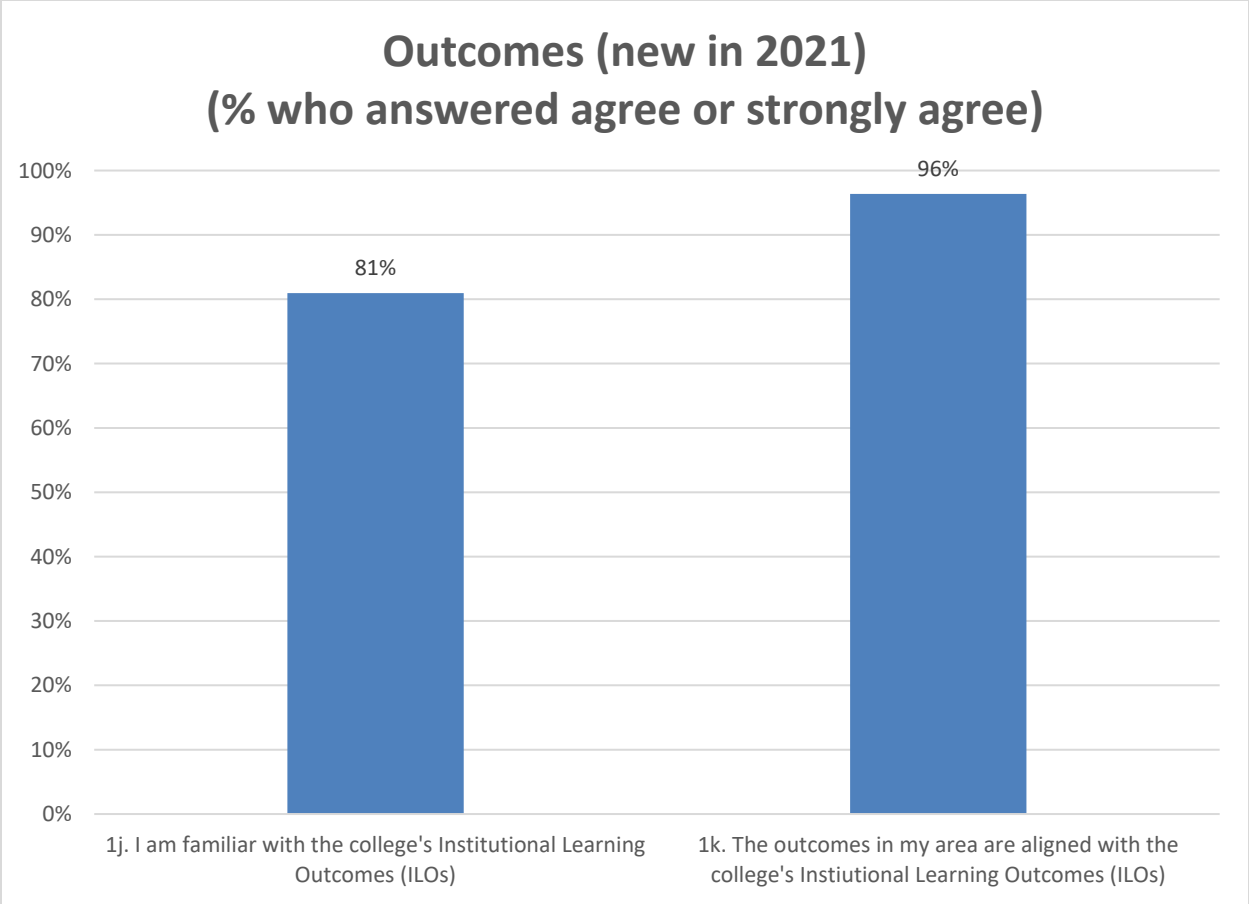
College Planning Process

The next three charts show the results of questions regarding the college planning process. The first provides information on the extent to which people in different roles on campus participate. The first three of these questions are about the role different employee types have in the planning process. Large majorities believe that faculty, classified staff, and management employees all have substantive and clearly-defined roles in the process, though there is some variation from year to year.

There were two large declines in the survey for 2021. Student participation in committees was down to 55% from 74% in 2018. The 2021 survey was conducted just as the college returned to face-to-face instruction after more than a year of being mostly online due to the Covid-19 pandemic. Additionally, there was a large decline in the percentage of respondents who feel that the current committee structure provides for effective participation from all groups. This comes as the committee structure is under evaluation and that discussion may have colored the responses in the survey.

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Participation by Role
(% who answered agree or strongly agree)
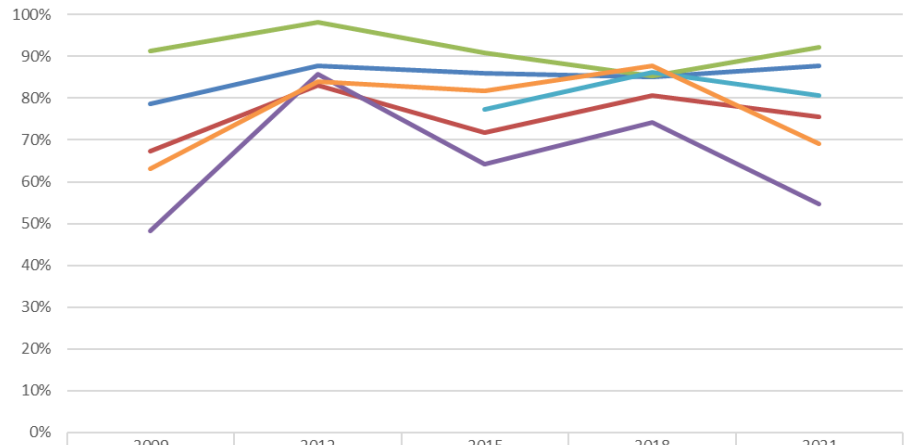
	2009	2012	2015	2018	2021
2e. Porterville College faculty have a substantive and clearly-defined role in the planning process.	79%	88%	86%	85%	88%
2f. Porterville College classified staff have a substantive and clearly-defined role in the planning process.	67%	83%	72%	81%	75%
2g. Porterville College management staff have a substantive and clearly-defined role in the planning process.	91%	98%	91%	85%	92%
2h. The Porterville College committees I've served on have had student participation.	48%	86%	64%	74%	55%
2j. The college planning process includes community input			77%	86%	81%
2l. The current committee and planning structure provides for effective college-wide participation in decision-making for all segments of the campus community.	63%	84%	82%	88%	69%

The next set of questions asked about the respondents' individual participation in the planning process. The first three questions show little change from previous iterations of the survey, but the final two show that respondents feel a bit less included in the planning process.
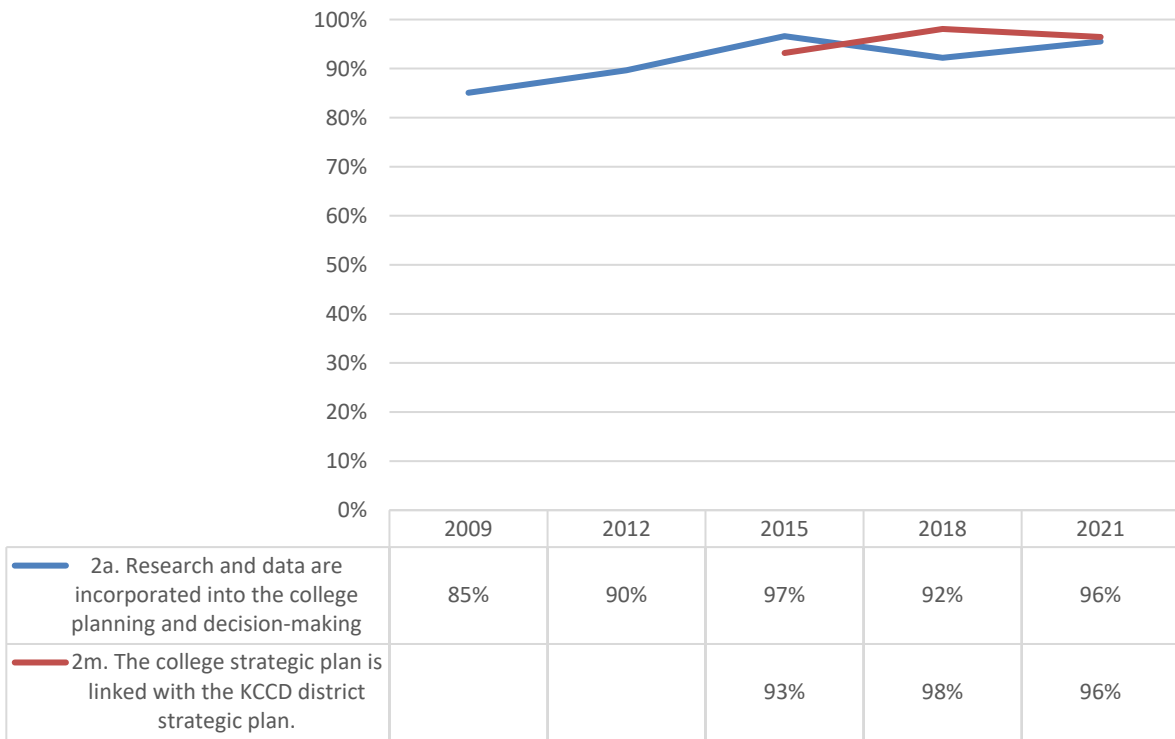
Individual Participation
(% who answered agree or strongly agree)
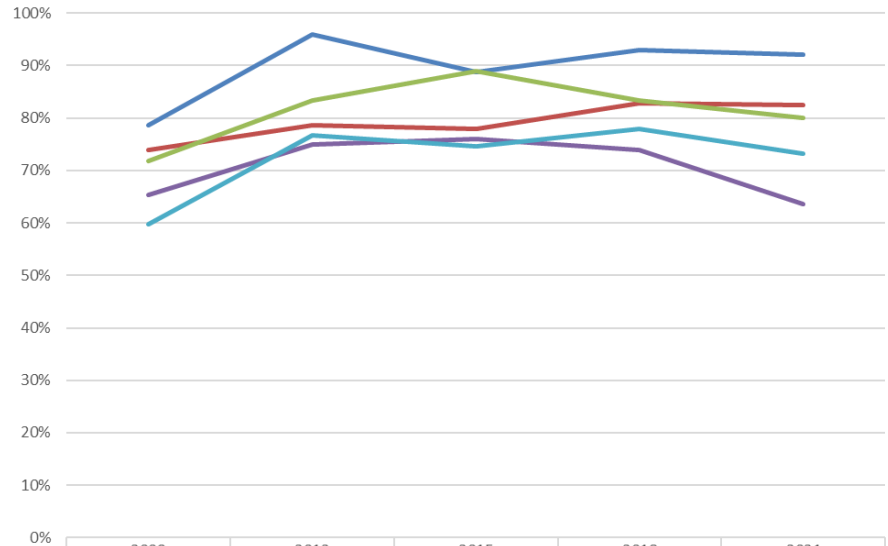
	2009	2012	2015	2018	2021
2b. My area's program review is integrated into the college's planning and resource allocation process	79%	96%	89%	93%	92%
2c. I contributed to the development of the most recent program review in my area.	74%	79%	78%	83%	82%
2d. I know where to participate and provide input into the college planning process.	72%	83%	89%	83%	80%
2i. I have had sufficient opportunity to provide input into the college-wide planning process.	65%	75%	76%	74%	64%
2k. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	60%	77%	75%	78%	73%

The last chart in this section includes the other two questions about the planning process regarding the inclusion of research and data into the planning process and college planning being linked to district planning. A large majority of respondents continue to respond affirmatively to both of these questions.

Other Planning Questions
(% who answered agree or strongly agree)

	2009	2012	2015	2018	2021
2a. Research and data are incorporated into the college planning and decision-making	85%	90%	97%	92%	96%
2m. The college strategic plan is linked with the KCCD district strategic plan.			93%	98%	96%

Budget & Resource Allocation

The third section of the survey asked questions about budget and resource allocation, the results of which are presented in the chart below. Most of these questions have been fairly stable over time, but in 2021, we do see an increase in the percentage of respondents who believe that technology decisions are made based on the needs of educational programs.

Budget & Resource Allocation
(% who answered agree or strongly agree)
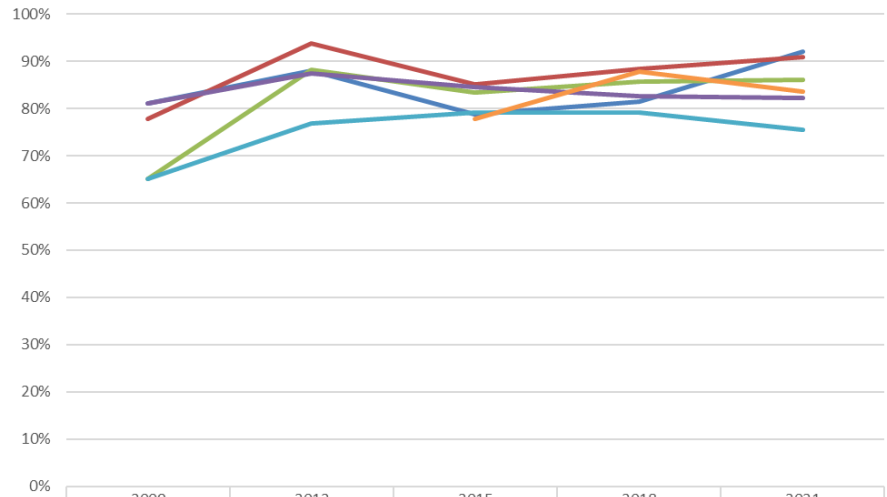
	2009	2012	2015	2018	2021
3a. The college bases its technology decisions on the needs of educational programs.	81%	88%	79%	82%	92%
3b. Porterville College technology planning is integrated with institutional planning and resource allocation.	78%	94%	85%	88%	91%
3c. There are clear connections between planning, budgeting and the allocation of resources.	65%	88%	83%	86%	86%
3d. The status of the budget in my area is available to me.	81%	88%	85%	83%	82%
3e. Porterville College links its staffing decisions to institutional planning.	65%	77%	79%	79%	76%
3f. Porterville College links its facilities decisions to institutional planning.			78%	88%	84%

Next, we have four questions that ask respondents to compare how the college is doing on certain planning issues in 2018 compared to three years prior in 2015. With each of these questions, more than half of respondents say that things are roughly the same. This is noteworthy as previous iterations of the survey showed improvement from previous years. Another noteworthy finding here is that 20% of respondents reported a belief that the quality of dialogue about planning was worse than in 2018, substantially higher than in previous surveys.

Changes Since Previous Survey

Category	Worse than before	About the same	Has improved
4a. The link between the college mission and planning	8%	67%	26%
4b. The link between program review and the planning process	3%	68%	30%
4c. The link between the planning process and budget decisions	6%	69%	25%
4d. The quality of dialogue on campus about planning issues	20%	50%	30%
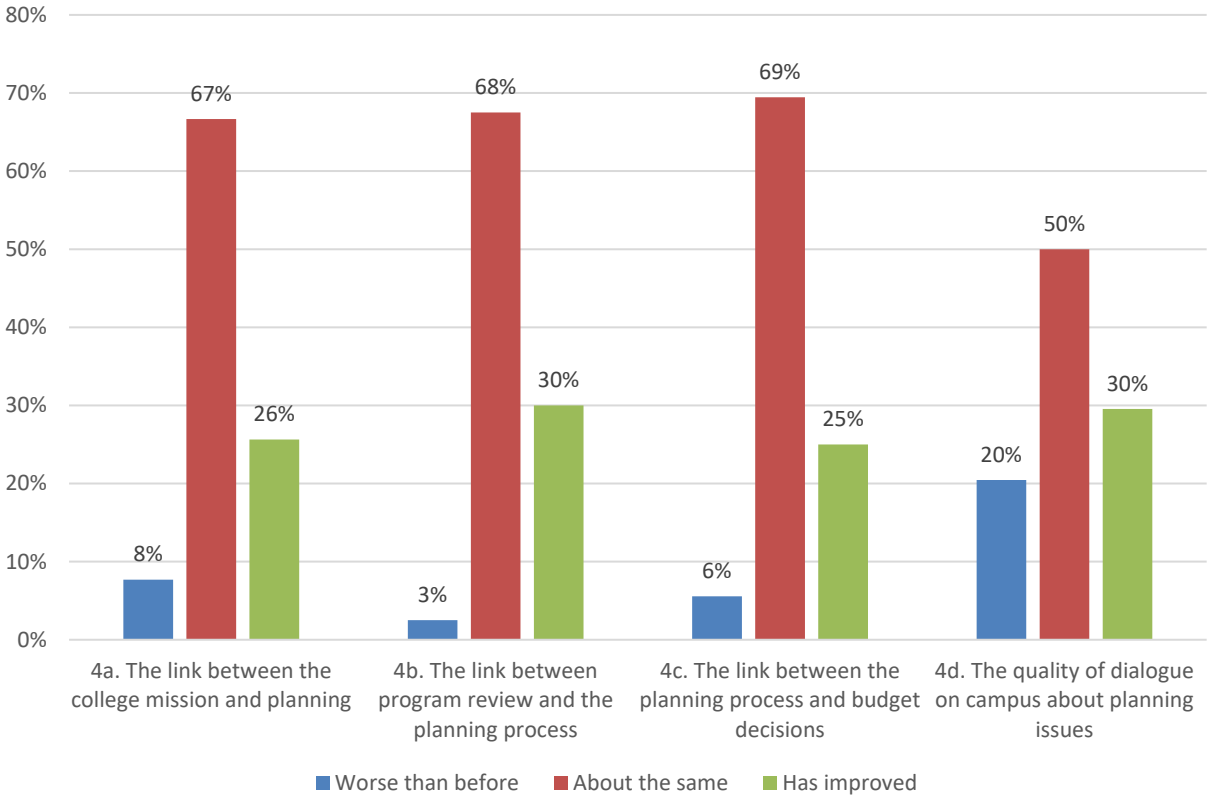
PORTERVILLE COLLEGE

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. MISSION AND GOALS

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.	○	○	○	○	○
b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	○	○	○	○	○
c. I believe Porterville College's Mission Statement is appropriate for the students in our service area.	○	○	○	○	○
d. I have used the Porterville College Mission Statement in some aspect of my work.	○	○	○	○	○
e. Porterville College has clearly-defined, specific institutional goals and objectives.	○	○	○	○	○
f. I am familiar with the current institutional goals.	○	○	○	○	○
g. Porterville College uses evidence to assess progress toward its goals and objectives.	○	○	○	○	○
h. My area or department works to achieve the college's institutional goals and objectives.	○	○	○	○	○

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/Not applicable
i. I know what progress has been made toward achieving the college's goals and objectives.	○	○	○	○	○
j. I am familiar with the college's Institutional Learning Outcomes (ILOs).	○	○	○	○	○
k. The outcomes in my area are aligned with the college's Institutional Learning Outcomes (ILOs).	○	○	○	○	○

2. COLLEGE PLANNING PROCESS

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. Research and data are incorporated into the college planning and decision-making.	○	○	○	○	○
b. My area's program review is integrated into the college's planning and resource allocation process.	○	○	○	○	○
c. I contributed to the development of the most recent program review in my area.	○	○	○	○	○
d. I know where to participate and provide input into the college planning process.	○	○	○	○	○
e. Porterville College faculty have a substantive and clearly-defined role in the planning process.	○	○	○	○	○
f. Porterville College classified staff have a substantive and clearly-defined role in the planning process.	○	○	○	○	○
g. Porterville College management staff have a substantive and clearly-defined role in the planning process.	○	○	○	○	○
h. The Porterville College committees I've served on have had student participation.	○	○	○	○	○
i. I have had sufficient opportunity to provide input into the college-wide planning process.	○	○	○	○	○
j. The college planning process includes community input	○	○	○	○	○

k. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	○	○	○	○	○
l. The current committee and planning structure provides for effective college-wide participation in decision-making for all segments of the campus community.	○	○	○	○	○
m. The college strategic plan is linked with the KCCD district strategic plan.	○	○	○	○	○

3. BUDGET AND RESOURCE ALLOCATION

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. The college bases its technology decisions on the needs of educational programs.	○	○	○	○	○
b. Porterville College technology planning is integrated with institutional planning and resource allocation.	○	○	○	○	○
c. There are clear connections between planning, budgeting and the allocation of resources.	○	○	○	○	○
d. The status of the budget in my area is available to me.	○	○	○	○	○
e. Porterville College links its staffing decisions to institutional planning.	○	○	○	○	○
f. Porterville College links its facilities decisions to institutional planning.	○	○	○	○	○

4. Thinking back to three years ago (fall 2018), how has each of the following aspects of the planning process changed? (If you weren't here in 2018, please choose "don't know/no opinion")

	Has improved	About the same	Is worse than before	Don't know/No opinion
a. The link between the college mission and planning	○	○	○	○

b. The link between program review and the planning process	○	○	○	○
c. The link between the planning process and budget decisions	○	○	○	○
d. The quality of dialogue on campus about planning issues	○	○	○	○

5. What is your main employee type?

○ Faculty

○ Classified

○ Management

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

○ Full-time

○ Part-time

7. 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

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