

Porterville College

Strategic Planning Survey

Fall 2024

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 2024. 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, 69 in 2021, and 41 in 2024. 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 wording of these two questions was revised in 2024, as Institutional Learning Outcomes had been changed to Institutional Level Outcomes.

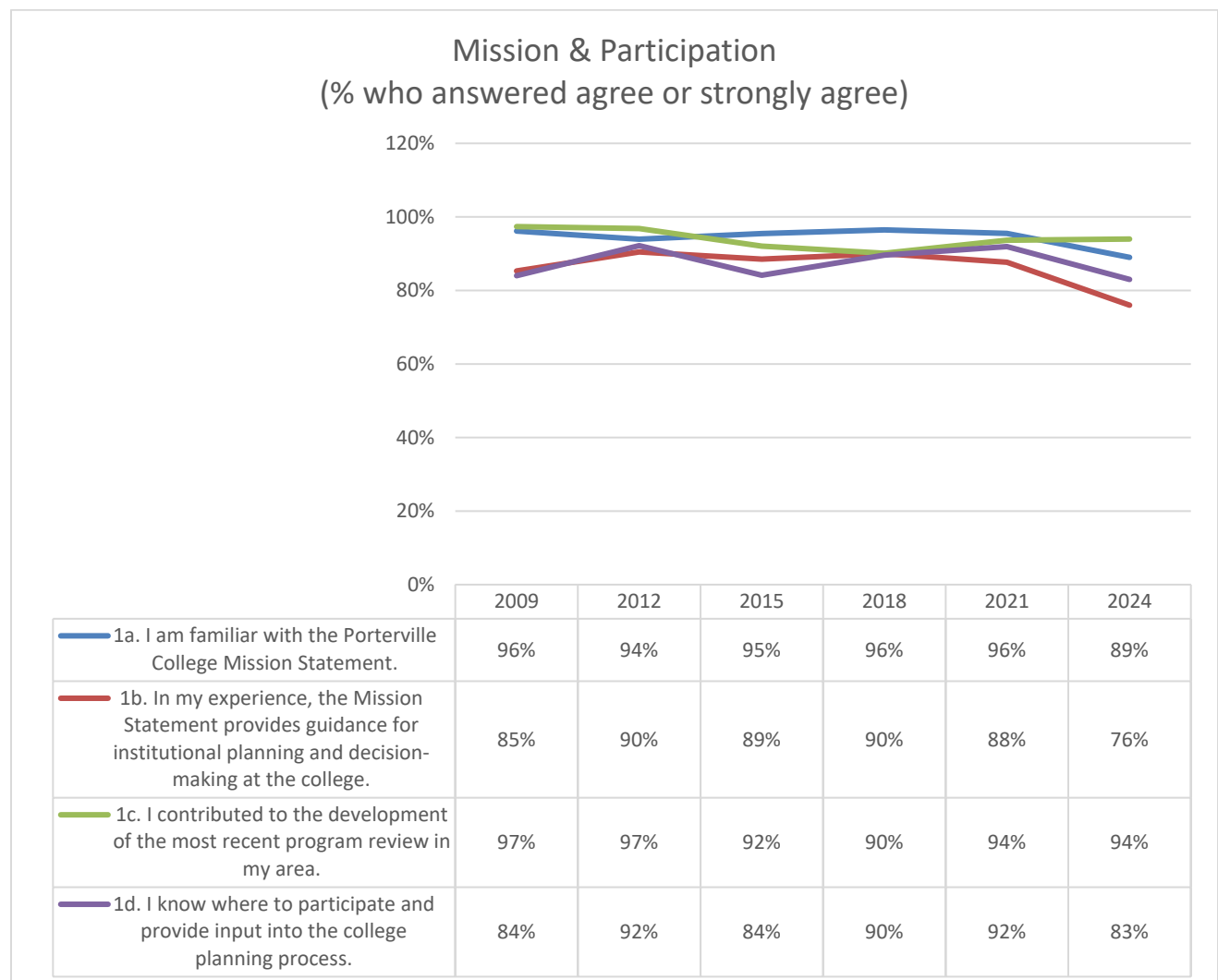
The survey instrument is provided as Appendix A, beginning on page ##.

Results

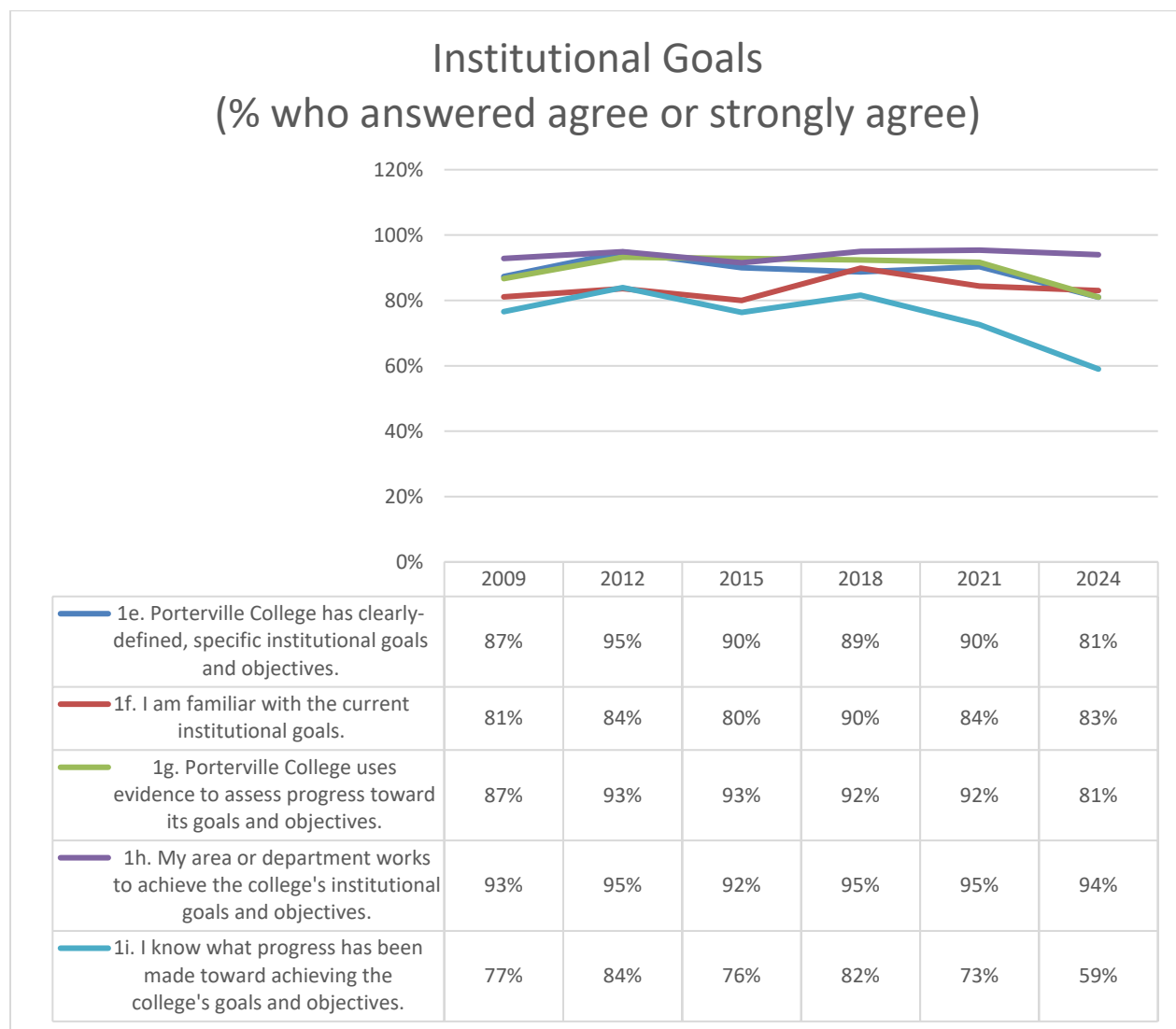
In this section, we include data on each of the main survey questions, including comparisons between the different survey years. To improve readability, the questions are organized into groups in the charts below. These results should be interpreted with some caution as the size of the college means that there are a limited number of responses per year, and the response rate was lowest in the most recent iteration of the survey, 2024.

Mission and Goals

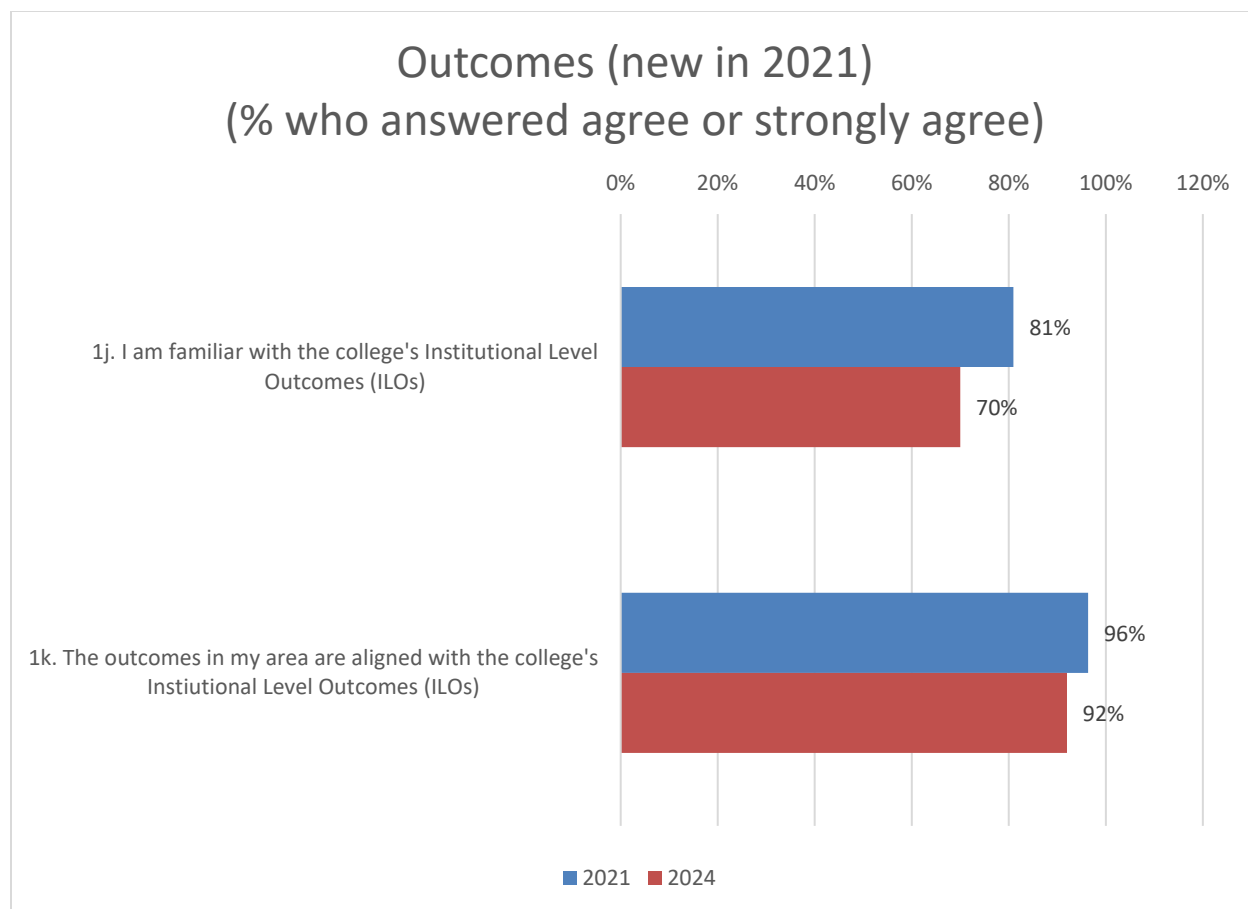
The Mission and Goals section is divided into three charts below. The first includes questions about the college mission and individual participation in planning processes. These questions all show very high percentages of agreement with fairly small differences between the survey years. Familiarity 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 2024, the first two of these questions showed some decline from previous iterations.



The next chart shows results of the questions on the college's institutional goals. Three of the five questions here showed declines from previous years.



The next chart reflects shows the results of the two new questions on Institutional Learning Outcomes. Familiarity with the Institutional Level Outcomes declined from 2021.

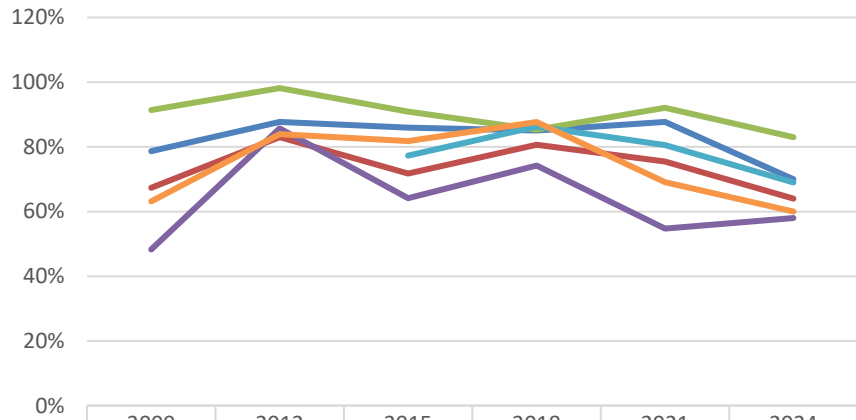


College Planning Process

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 declines in recent surveys in most of these questions, showing lower levels of participation across most groups.

Participation by Role (% who answered agree or strongly agree)



	2009	2012	2015	2018	2021	2024
2e. Porterville College faculty have a substantive and clearly-defined role in the planning process.	79%	88%	86%	85%	88%	70%
2f. Porterville College classified staff have a substantive and clearly-defined role in the planning process.	67%	83%	72%	81%	75%	64%
2g. Porterville College management staff have a substantive and clearly-defined role in the planning process.	91%	98%	91%	85%	92%	83%
2h. The Porterville College committees I've served on have had student participation.	48%	86%	64%	74%	55%	58%
2j. The college planning process includes community input			77%	86%	81%	69%
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%	60%

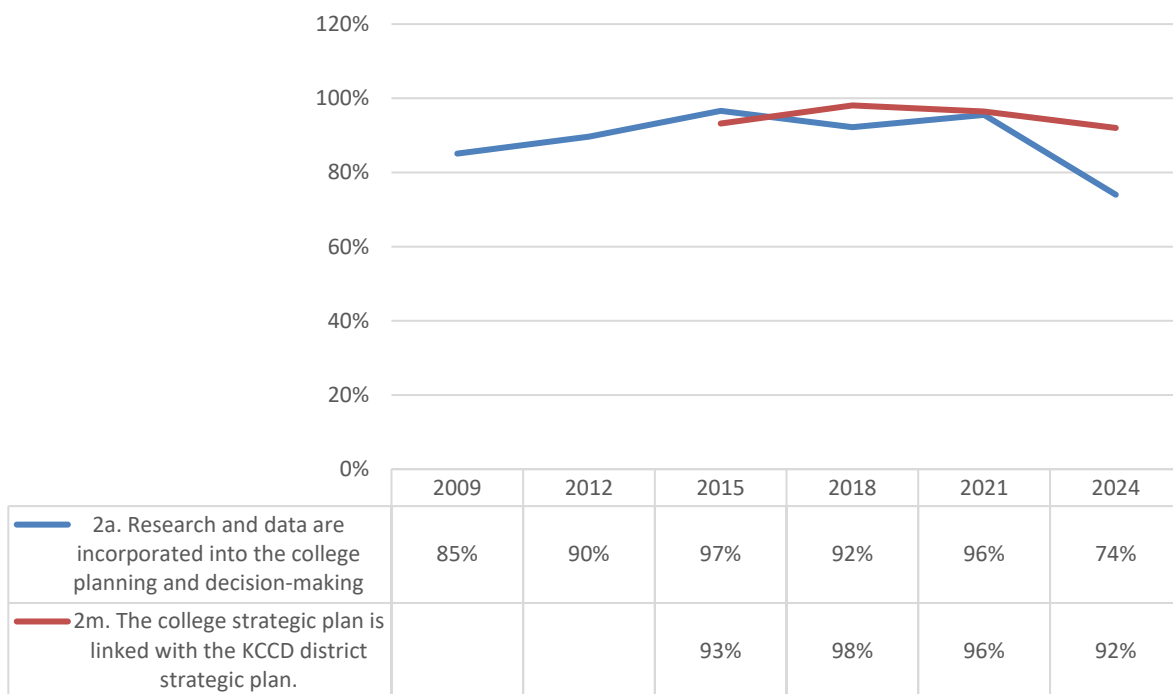
The next set of questions asked about the respondents' individual participation in the planning process. The largest decline is in question 2d, survey respondents knowing where to participate in the planning process.

Individual Participation (% who answered agree or strongly agree)



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. However, a large decline appears in the percentage of respondents who believe research and data are incorporated in the planning process.

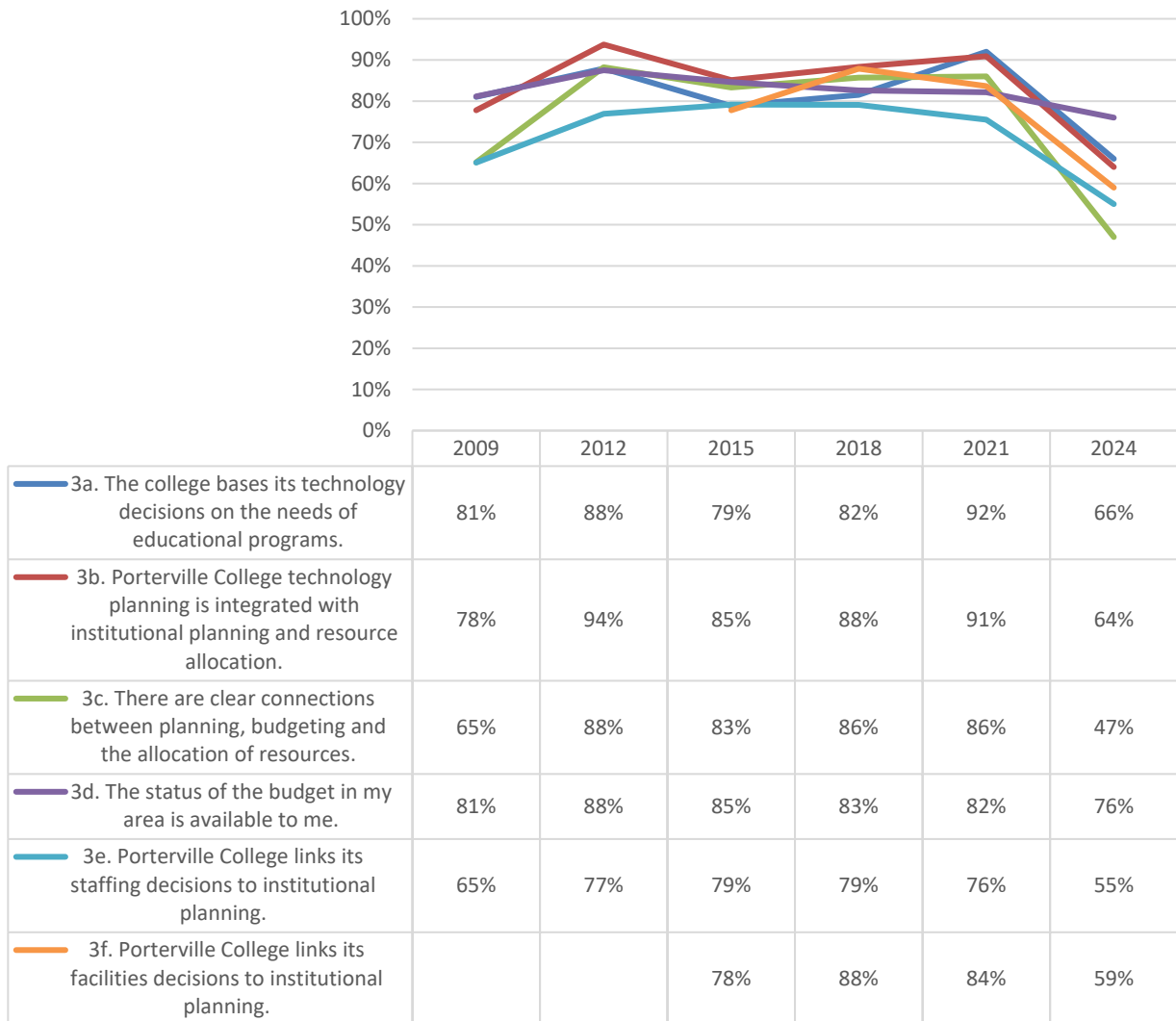
Other Planning Questions (% who answered agree or strongly agree)



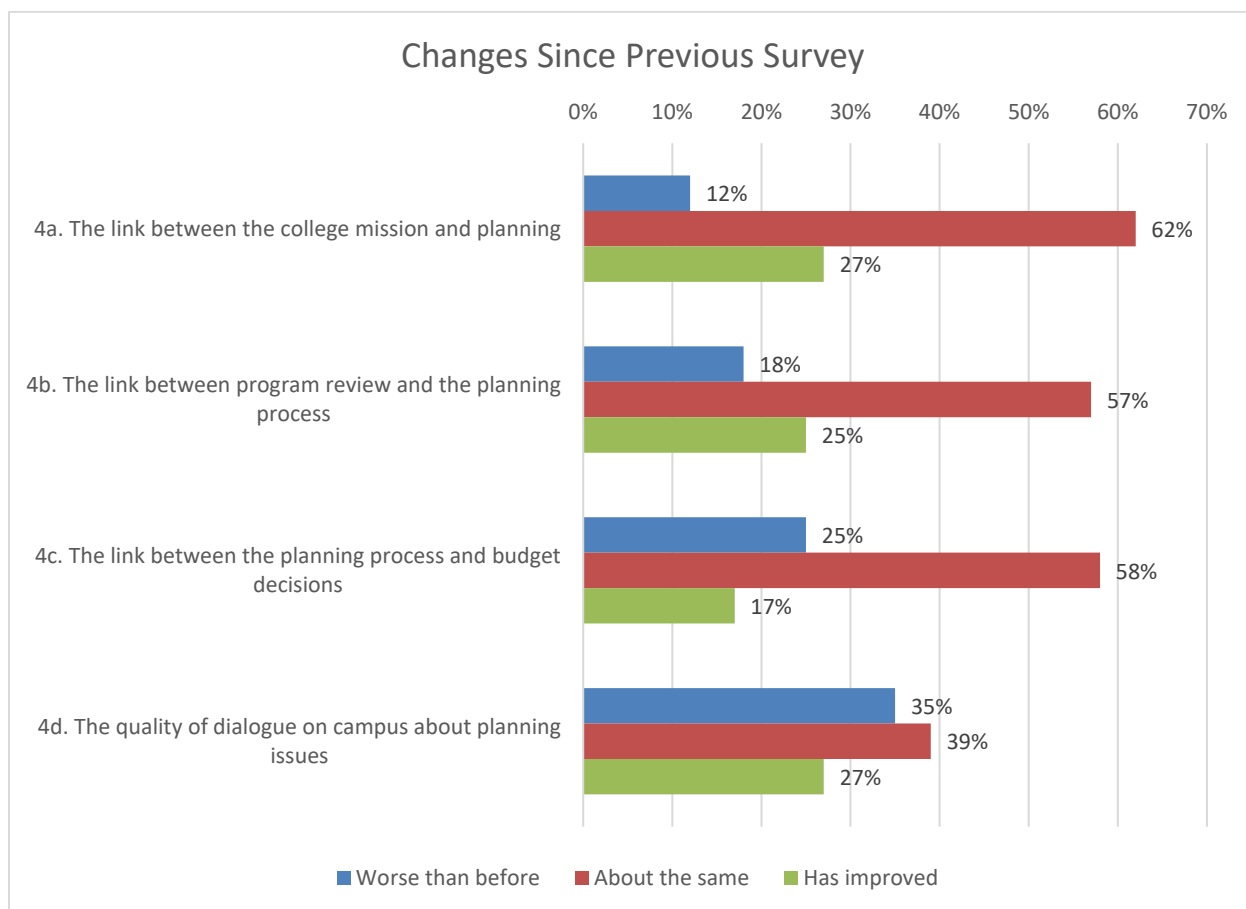
Budget & Resource Allocation

The third section of the survey asked questions about budget and resource allocation, the results of which are presented in the chart below. We see large declines here in the percentage of respondents who believe that resources, like technology, budgets, and facilities are connected sufficiently to the planning process.

Budget & Resource Allocation (% who answered agree or strongly agree)



Next, we have four questions that ask respondents to compare how the college is doing on certain planning issues in 2021 compared to three years prior in 2018. With each of these questions, more than half of respondents say that things are roughly the same. Another noteworthy finding here is that a third of respondents reported a belief that the quality of dialogue about planning was worse than in 2018, substantially higher than in previous surveys.



Summary

The Strategic Planning Survey has been conducted six times since 2009. In this iteration, we see substantial declines in perception of college constituents understanding and participating in the planning process, and in their belief that the process itself is fully integrated, using research and data, and connecting planning with resource allocation.

The lower response rate to the 2024 iteration of the survey could reflect that lack of participation/connection, or it could be a result of lower response rates to surveys in general. Either result is concerning, and college planning groups should take note to strengthen processes and connections. However, the low response rate also means the survey results should be interpreted with some caution.

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 assist in improving future strategic planning efforts.

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

i. I know what progress has been made toward achieving the college's goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am familiar with the college's Institutional Level Outcomes (ILOs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The outcomes in my area are aligned with the college's Institutional Level Outcomes (ILOs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Porterville College technology planning is integrated with institutional planning and resource allocation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There are clear connections between planning, budgeting and the allocation of resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The status of the budget in my area is available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Porterville College links its staffing decisions to institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Porterville College links its facilities decisions to institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Change over time

Thinking back to three years ago (fall 2021), how has each of the following aspects of the planning process changed? (If you were not here in 2021, 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The link between program review and the planning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The link between the planning process and budget decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The quality of dialogue on campus about planning issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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