

# Porterville College

## Strategic Planning Survey

Fall 2018

### 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 2018. This report provides comparison data from the three 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, and 85 in 2018. 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.

The survey instrument is provided as Appendix A, beginning on page 9.

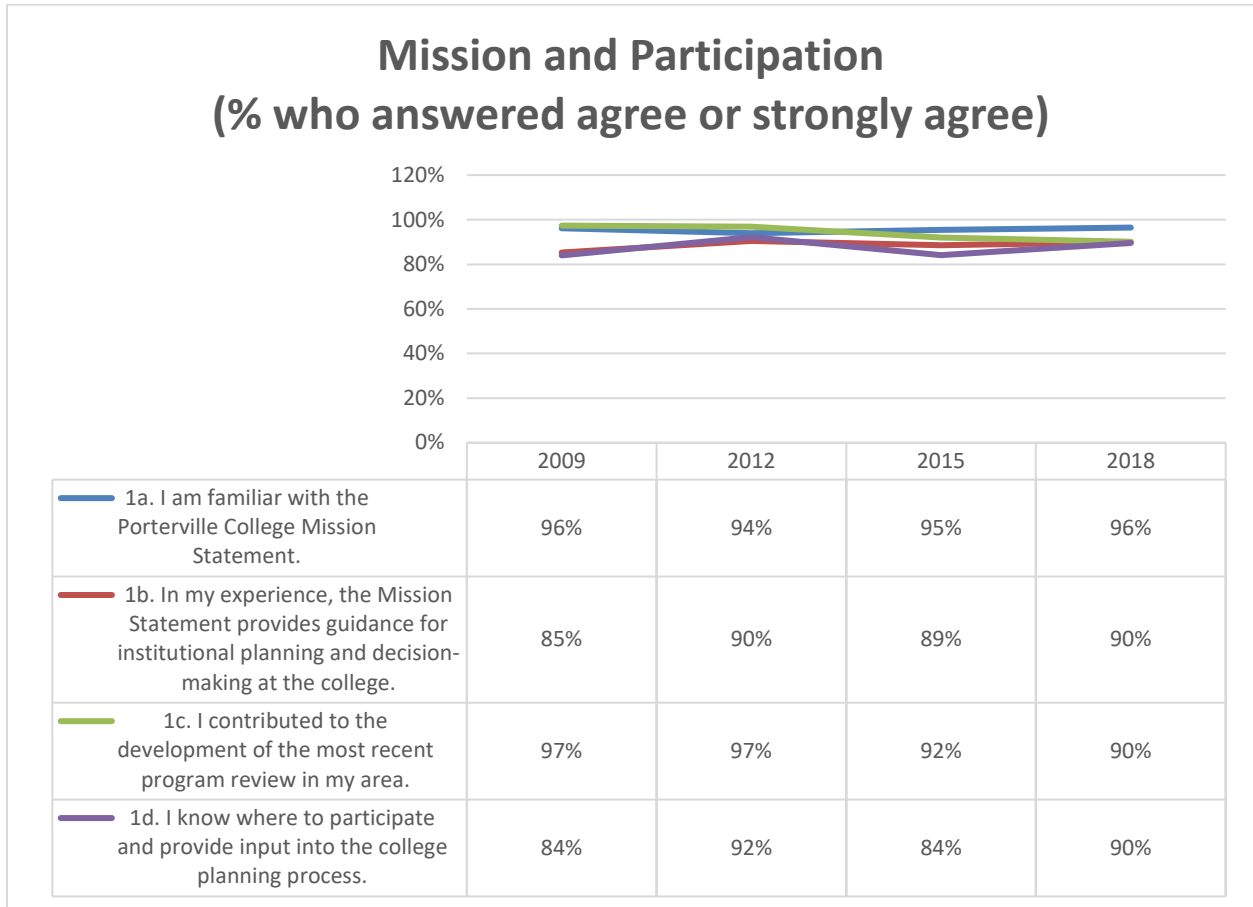
#### **Results**

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*

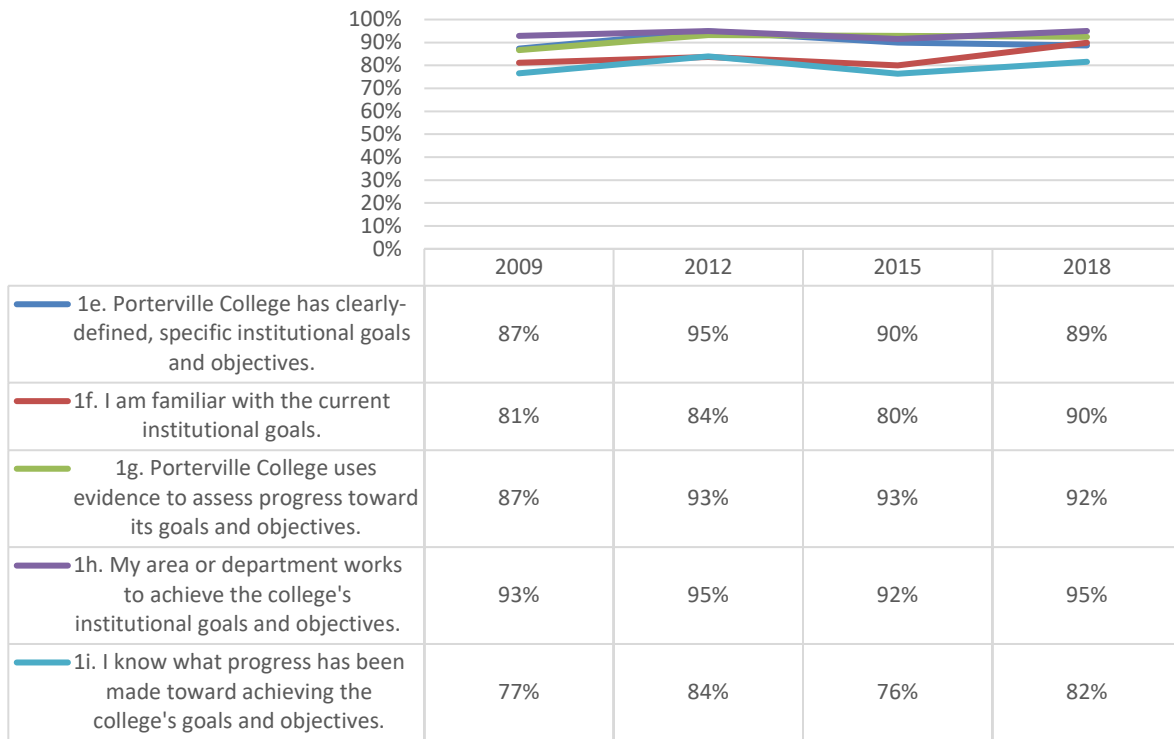
The Mission and Goals section is divided into two charts below. The first includes questions about the college mission and individual participation in planning processes. These questions all show very high percentages of agreement with fairly small differences between the survey years.

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.



The next chart shows results of the questions on the college’s institutional goals. Familiarity with the institutional goals is at the highest level yet and knowledge of progress toward those goals increased after a slight decline in 2015.

## Institutional Goals (% who answered agree or strongly agree)



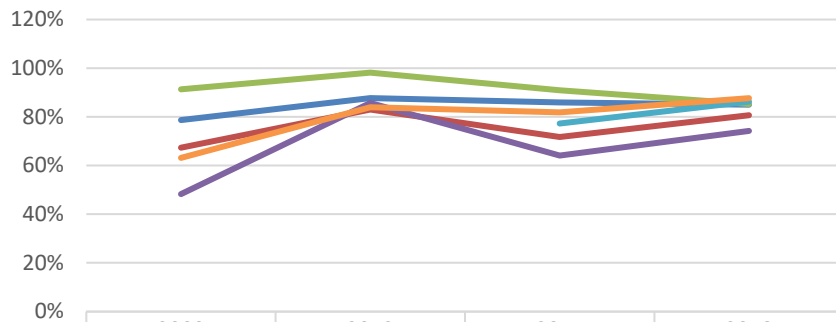
### *College Planning Process*

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. That belief had declined for classified staff in 2015, but rebounded this year.

Student participation has varied substantially over the survey years, beginning with fewer than half of respondents agreeing that the committees they had served on had student participation. This increased to a high of 86% in 2012, then dropped to just under two thirds of respondents in 2015, but increased somewhat this year to 74%.

A new question in 2015 asked about the planning process including community input. Just over three quarters of respondents agreed that it does in 2015, but that increased to 86% in 2018. The perception that the current committee and planning structure is effective is at its highest level at 88%.

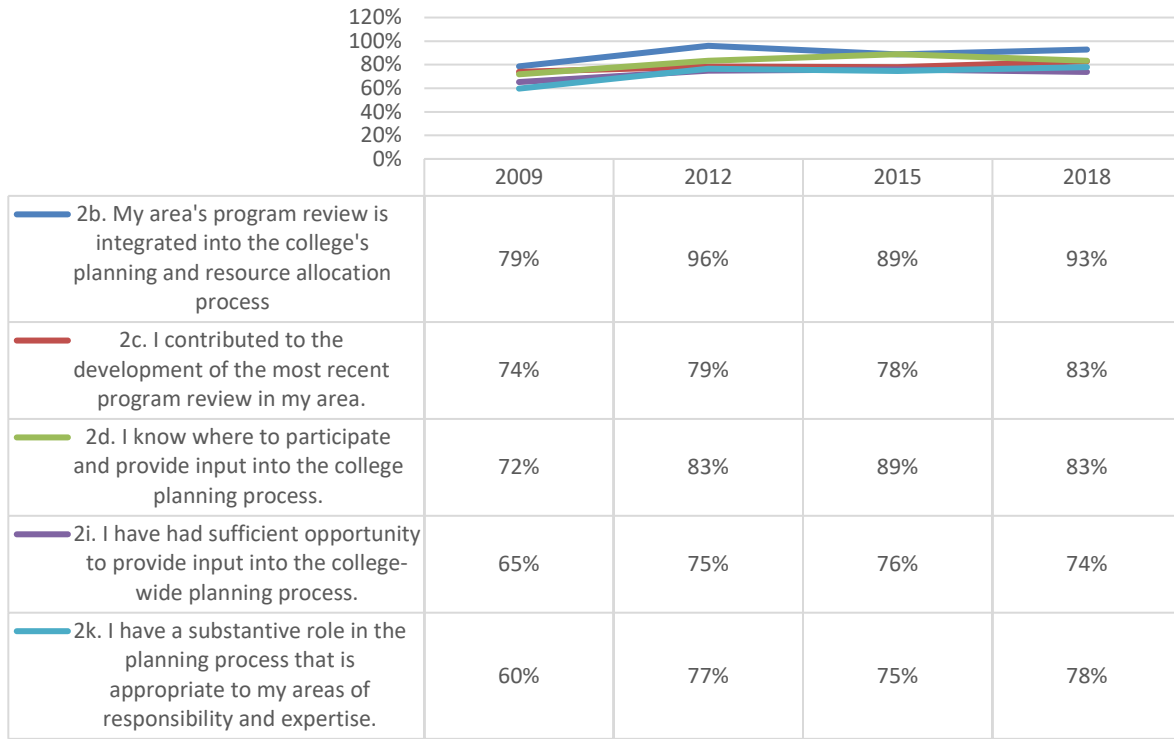
## Participation by Role (% who answered agree or strongly agree)



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

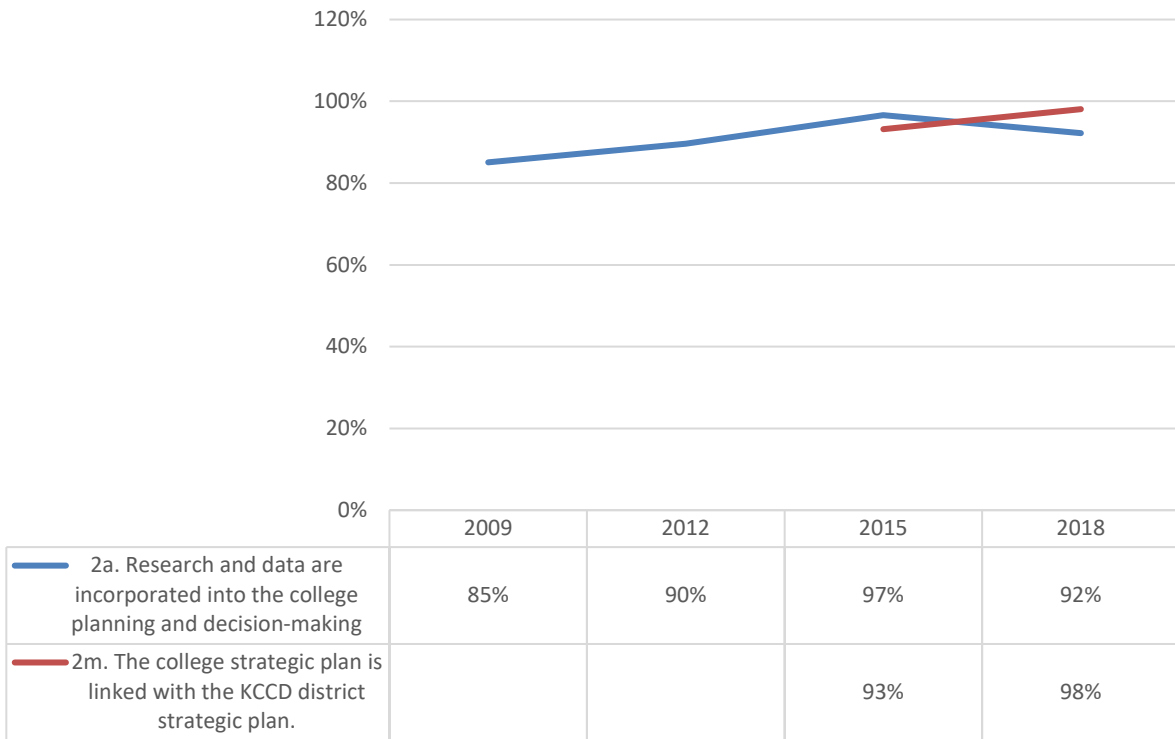
The next set of questions asked about the respondents' individual participation in the planning process. Participation levels increased substantially between 2009 and 2012 and remained high in 2015 and 2018.

## Individual Participation (% who answered agree or strongly agree)



The last chart in this section includes the other two questions about the planning process. The percentage of respondents agreeing that research and data are incorporated into college planning has increased steadily over the first three surveys, with a slight decline to 92% in 2018. The remaining question, asking if the college's strategic plan is linked to the district one, was new in 2015. In that year, 93% of respondents agreed that it was, and that percentage increased to 98% in 2018.

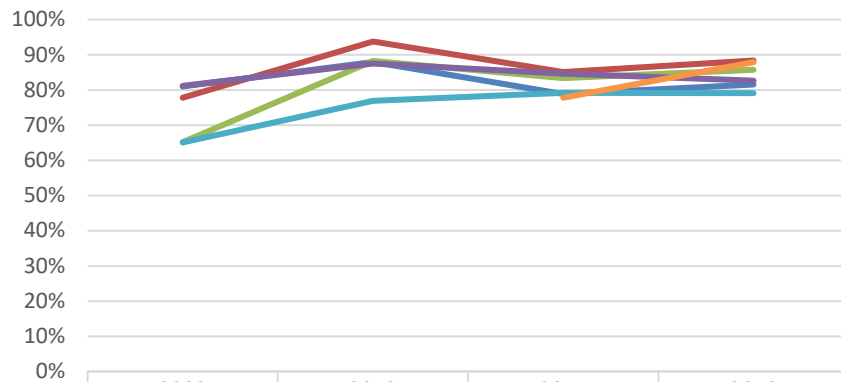
## Other Planning Questions (% who answered agree or strongly agree)



### *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. Most of these questions have shown fairly stable results in recent years, with nearly or above 80% of respondents stating agreement. The question regarding facilities was new in 2015, with 78% agreeing at that time, and 88% agreeing in 2018.

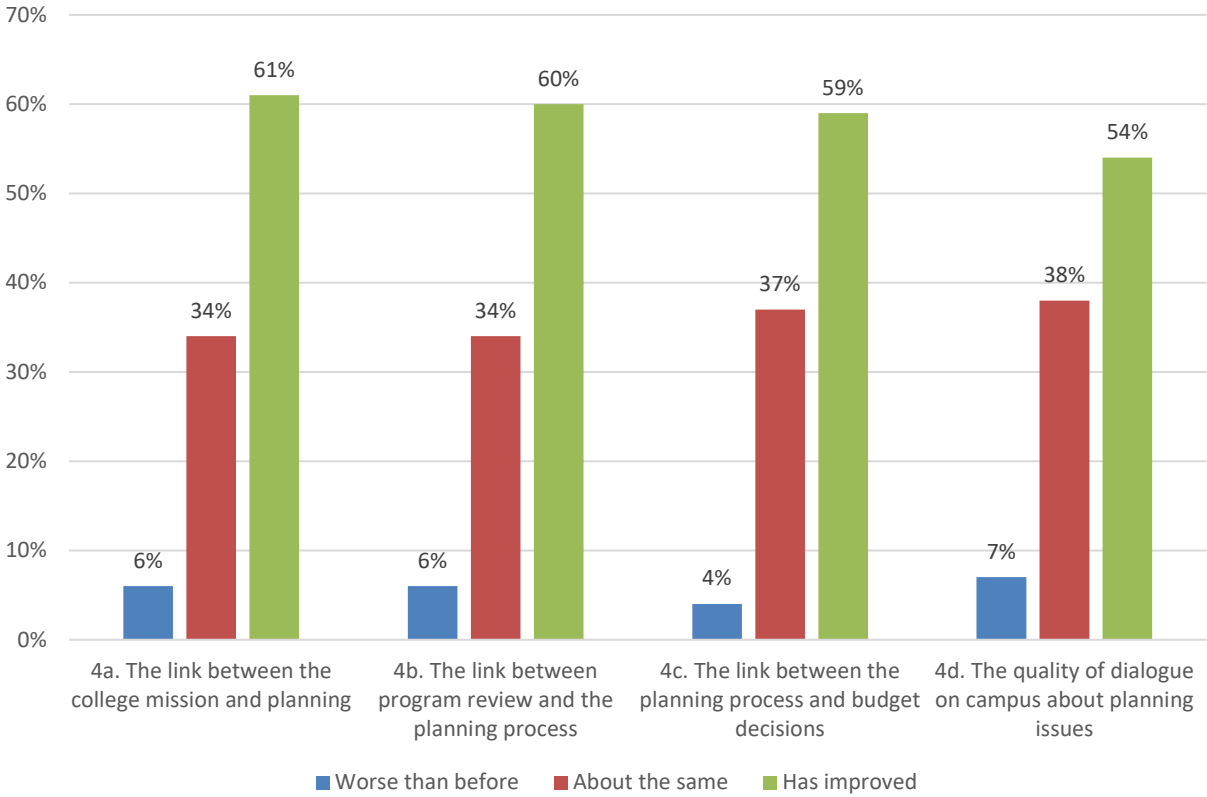
## Budget & Resource Allocation (% who answered agree or strongly agree)



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

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 the college has improved, with fewer than 10% saying things are worse.

### Changes Since Previous Survey





# 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. 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.

## 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 college-wide 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 college-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<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. Thinking back to three years ago (fall 2015), how has each of the following aspects of the planning process changed? (If you weren't here in 2012, 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

[Reset](#)