

Cerro Coso Community College

Strategic Planning Survey

Spring 2016

Report on Survey Results

Introduction and Methodology

In the spring of 2014, Cerro Coso Community College determined a need for a strategic planning survey that would assess employee opinion regarding how well the college is doing on issues of planning, setting and tracking of goals, and budget and resource allocation. The Institutional Effectiveness Committee (IEC), working with the Kern Community College District Office of Institutional Research and Reporting, put together a survey instrument based on questions used at other colleges and modified them to the needs of Cerro Coso. The survey was conducted online and was open from April 1st, 2014 through Friday, April 18th, with a survey notice sent to all employees on the 1st along with two reminders during the survey time period. A total of 101 employees responded during that time.

The instrument asked Cerro Coso employees a total of 29 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' and were divided into three categories: Mission & Institutional Goals, College Planning, and Budget & Resource Allocation. 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.

In the spring of 2016, the College repeated the survey, with an added section for Outcomes and Assessment, using the same scale. For the 2016 survey, there were 73 responses. The 2016 survey instrument can be found as Appendix A, starting on page 6. Most of the data presented in this report compares the results of the two surveys.

Results

In this section, we provide an overview and summary of the results. A total of 101 employees responded to the survey in 2014 and 73 in 2016. The tables below show the percentages of respondents who answered 'agree' or 'strongly agree' to each question by survey year, along with the percentage point difference between the two survey years. Each set of result is divided among the four survey sections.

To provide as simple as possible view of the results, the next three charts show the results of each of the three sets of questions with the ‘strongly agree’ and ‘agree’ response options combined. Chart 2 shows the percentage of employees responding either “agree” or “strongly agree” to each question regarding Mission and Institutional Goals.

Responses to questions from the Mission and Strategic Goals section were mostly similar between the two survey years. More than ninety percent of employees report being familiar with the college mission and that they believe it is appropriate to students in the service area. A somewhat smaller percentage, though still more than three quarters, agreed with most of the other questions in the group. There were increases in agreement on several of the questions. As of 2016, more than 90% agreed that the Mission Statement provides guidance for planning and decision-making, an increase of 13 percentage points. Also showing substantial increases in agreement were questions on familiarity with current strategic goals and objectives, and knowledge about progress made toward those goals. The latter was the lowest rated question in this section in 2014.

Table 1: Mission and Strategic Goals

	2014	2016	Difference
a. I am familiar with the Cerro Coso Community College Mission Statement.	92%	91%	-1%
b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	78%	91%	13%
c. I believe Cerro Coso Community College's Mission Statement is appropriate for the students in our service area.	97%	89%	-7%
d. I have used or referred to the Cerro Coso Community College Mission Statement in some aspect of my work.	78%	76%	-2%
e. Cerro Coso Community College has clearly-defined, specific institutional goals and objectives.	79%	91%	12%
f. I am familiar with the current strategic goals and objectives.	84%	81%	-3%
g. My area or department works to achieve the college's strategic goals and objectives.	88%	91%	3%
h. I know what progress has been made toward achieving the college's strategic goals and objectives.	57%	67%	9%
i. My work is used as evidence to assess progress on achieving the strategic goals and objectives	74%	78%	4%

Table 2 provides the results for the College Planning section of questions. The strongest areas involved program review and unit planning with more than eighty percent of respondents believing that their program reviews and unit plans were integrated into the college planning process. About three quarters of respondents agreed that there is collaboration and dialogue in the planning in their areas and that research and data are incorporated into college planning and decision-making.

There were increases in agreement for a handful of questions. Sixty-nine percent of respondents stated that they had a substantive role in the planning process, up from 58% in the previous survey.

Similarly, there was a fifteen percentage point increase in respondents who say that they know where to participate and have input into planning. There were also smaller increases in agreement in other questions, such as incorporation of research and data, collaboration and dialogue, etc.

Table 2: College Planning

	2014	2016	Difference
a. My area's program review is integrated into the college's planning process.	86%	82%	-4%
b. I contributed to the development of the most recent program review in my area.	61%	61%	-1%
c. My area's annual unit plan is integrated into the college's planning process	81%	79%	-2%
d. I contributed to the development of the most recent annual unit plan in my area.	66%	71%	6%
e. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	58%	69%	11%
f. Planning in my area is the result of collaboration and dialogue	73%	80%	7%
g. I know where to participate and provide input into the college planning process.	57%	72%	15%
h. I have had sufficient opportunity to provide input into the college-wide planning process.	56%	61%	6%
i. I have an understanding of the college's strengths and weaknesses as identified in planning.	57%	66%	8%
j. Research and data are incorporated into college planning and decision-making.	76%	81%	5%
k. I am familiar with the college's planning web pages.	58%	62%	4%

Responses to questions in the section on Budget and Resource Allocation are provided in Table 3. Between two thirds and three quarters of respondents agreed with most of these questions in both survey years. One question got less than a majority support, and that is familiarity with the college budget development process, and this is unchanged in 2016. There were increases in agreement three questions, these being that planning influences decisions in facilities, information technology, and marketing.

Table 3: Budget and Resource Allocation

	2014	2016	Difference
a. There are clear connections at Cerro Coso between planning, budgeting and the allocation of resources.	65%	71%	6%
b. I am familiar with the college budget development process.	48%	49%	2%
c. Staffing decisions at Cerro Coso are the result of institutional planning.	63%	70%	8%
d. Facilities decisions at Cerro Coso are the result of institutional planning	64%	75%	11%
e. Information technology decisions at Cerro Coso are the result of institutional planning.	77%	89%	12%
f. Professional development decisions at Cerro Coso are the result of institutional planning.	76%	75%	-2%
g. Marketing decisions at Cerro Coso are the result of institutional planning.	65%	77%	12%
h. In my role, I have had sufficient opportunity to provide input into my area's budget development and request for resources.	60%	64%	4%
i. The status of the budget in my area is available to me.	68%	71%	3%

Next we have the section on Outcomes and Assessment. Because this section is new, there are no comparison data from 2014. There is substantial agreement with questions on awareness, and somewhat lower (though still fairly high) agreement on questions regarding actual participation in outcomes assessment. Nearly two thirds of respondents state that they have been involved in discussing program-level assessment results and know where to find the assessment results in their area. Just under three in five say they have received training in assessment.

The last question in this section asked respondents which things they had done as they were reviewing their assessment results. Three choices were provided, with respondents asked to select all that apply. Responses were similar, with just over half of people selecting each of the three options.

Table 4: Outcomes and Assessment

	2016
a. I am aware of the Student Learning Outcomes or Administrative Unit Outcomes in my department or area	86%
b. I have been involved in discussing assessment results (SLOs, PLOs, AUOs)	78%
c. I have been involved in discussing course-level SLO assessment results (teaching faculty only)	85%
d. I have been involved in discussing program-level PLO assessment results (teaching faculty only)	64%
e. I have a clear understanding of how my activities connect to the SLOs or AUOs in my area	85%
f. I know where to find the latest SLO or AUO assessment results for my area	64%
g. I have received training in SLOs, AUOs and how to assess them	59%

Table 5: Which of the following has your department or area done in reviewing assessment results (select all that apply)

	#	Percentage
Identified gaps in learning or service and attributed them to specific factors	40	55%
Adjusted teaching/learning or operational strategies based on assessment results	39	53%
Identified meaningful trends that informed teaching or service strategies	37	51%

Lastly, we turn to the open-ended question. Question 6 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 B beginning on page 11. These responses are provided verbatim with grammatical and other errors included. Of the 73 respondents to the survey, 22 made a comment (excluding those stating something like “no comment”). Because of the limited number of responses, caution must be used when drawing definitive conclusions. The one area where a clear pattern is visible is in communication. Several of the respondents requested some manner of change in communication.

Appendix A: Survey Instrument



Cerro Coso Community College Strategic Planning Evaluation Survey

Hello Faculty and Staff,

The Cerro Coso Community College Institutional Effectiveness 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 Strategic 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 Cerro Coso Community 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 Cerro Coso Community 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 or referred to the Cerro Coso Community 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. Cerro Coso Community 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 strategic goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My area or department works to achieve the college's strategic goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I know what progress has been made toward achieving the college's strategic goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My work is used as evidence to assess progress on achieving the strategic goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. College Planning.

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. My area's program review is integrated into the college's planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. My area's annual unit plan is integrated into the college's planning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I contributed to the development of the most recent annual unit plan in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>
f. Planning in my area is the result of collaboration and dialogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. 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"/>
h. 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"/>
i. I have an understanding of the college's strengths and weaknesses as identified in planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

k. I am familiar with the college's planning web pages.

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. There are clear connections at Cerro Coso between planning, budgeting and the allocation of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am familiar with the college budget development process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staffing decisions at Cerro Coso are the result of institutional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Facilities decisions at Cerro Coso are the result of institutional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Information technology decisions at Cerro Coso are the result of institutional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional development decisions at Cerro Coso are the result of institutional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Marketing decisions at Cerro Coso are the result of institutional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. In my role, I have had sufficient opportunity to provide input into my area's budget development and request for resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. 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"/>

Outcomes and Assessment

This section includes questions about outcomes and assessment. For those teaching classes, the term would be Student Learning Outcomes (SLOs) for the course-level and Program Learning Outcomes for the program (degree and certificate) level. For others, we would refer to Administrative Unit Outcomes (AUOs). A couple of questions apply only to courses and programs (degrees and certificates). In these cases, if you are not

teaching, please choose not applicable.

4. 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 aware of the Student Learning Outcomes or Administrative Unit Outcomes in my department or area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have been involved in discussing assessment results (SLOs, PLOs, AUOs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have been involved in discussing course-level SLO assessment results (teaching faculty only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have been involved in discussing program-level PLO assessment results (teaching faculty only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have a clear understanding of how my activities connect to the SLOs or AUOs in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I know where to find the latest SLO or AUO assessment results for my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have received training in SLOs, AUOs and how to assess them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following has your department or area done in reviewing assessment results (select all that apply)

- Identified gaps in learning or service and attributed them to specific factors
- Adjusted teaching/learning or operational strategies based on assessment results
- Identified meaningful trends that informed teaching or service strategies

6. 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 specific and constructive. Limit 1,024 characters (about 150 words or so).

A rectangular form field with a scroll bar on the right and navigation arrows at the bottom.

7. What is your main employee type?

- Faculty
- Classified
- Management

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

- Full-time
- Part-time

9. How long have you worked for Cerro Coso Community 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

Appendix B: Responses to Open-Ended Question

Question 4: 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

7 As counselors we get together to see what SLO's are working and which SLO's we need to adjust to meet the outcome.

10 Our department assesses course annually. We use the results to revise SLO or develop methods to help students successfully meet specific SLOs.

15 There is no training for faculty chairs. Our campus is sink or swim no support.

17 "The status of the budget in my area is available to me"--I agree, but the budget committee needs to be more prompt of letting chairs know if their budget requests were approved or denied. In terms of the clear link between planning and allocation of resources, it seems that the college can quickly decide to spend \$100,000 on a new platform with no link to planning, yet require faculty and staff to justify and plan for paltry supplies.

19 I wonder why Cerro Coso does not provide certain foundational skills courses (i.e. ESL courses, ENGL 40, MATH 20, etc.) at regional sites where the data indicates that such courses are a community need.

21 My department may talk about the items in number five, but does not do any of these.

27 I know where to find basic information on the website and through Inside CC, however, it is not always current. I am also not part of the decision making process in my department so I had to disagree with many of the questions.

30 Collaboration and clarity not a strong suit at Cerro Coso. Administrative decision making less reliant on shared governance than other colleges. Administrative heavy staff has not made decisions about academic or student services more manageable for staff, students or faculty.

31 I am unsure if IT decisions at Cerro Coso are driven by our college needs or those of the district and the combination of all 3 colleges.

32 As adjunct faculty with some personal health and other issues, I have not been able to attend the last few meetings in Ridgecrest. I believe that this lack has resulted in my unfamiliarity with some of these issues.

34 It would help to understand what happens to equipment requests between submitting the AUP and the final budget. We don't hear if anything is approved or disapproved but eventually see that nothing is budgeted under Equipment so assume it was disapproved. It would help if someone were allowed to "make a case" for needed equipment if Administration does not feel that we are spending college funds responsibly and if we could get an explanation for disapproval. Or as we save money and have some left at the end of the year, it would be wonderful if we could transfer that to the following year to help make equipment purchases. It would be nice to feel trusted with purchasing items that Faculty knows will enhance student learning or prevent OSHA problems or whatever. Thank you for the survey opportunity.

Although I'm an adjunct faculty way out in East Kern, my department chair includes me in department discussion and planning. Additionally, I've had the opportunity to draft SLO assessments for a couple of classes for the department's review. I greatly
36 appreciate the opportunity to contribute and learn more about the teaching profession.

Seems like scheduling is an important part of our job that requires planning. Currently, schedules are submitted then changes are made by the VP without notifying the department chair. When schedules go live there are many changes as the departments realize changes were made. If department chairs were informed about changes and counseling was part of the decision process we could have a better schedule without all
38 the additional work of editing after the fact.

Based on past SLO assessments' results, I have made some changes to certain Spanish language assignments due to "unclear" instructions to students. It is clear that when students have been exposed to a foreign language acquisition at an early age, then they can easily make the transition to our college level foreign language courses. Besides, they improve their own language: English by making grammatical construction comparisons between both languages. Therefore, we need to put emphasis on the importance of learning a second language at the elementary, middle and high school level. Collaborate with the Latin instructor in exchanging data results and identifying problems and providing a solution. For example, we will have to revise one particular
40 SLO.

45 We have adjusted SLOs as needed.

50 Relatively new at Cerro Coso so I have not had the chance to be involved with the planning of several of the above questions.

While I have received training in writing SLOs, there is no training in how to design assessments that are appropriate. We just randomly try to figure out what is going to work and often the assessments do not seem to address what we are trying to get at. The numbers for success are arbitrary and the SLO assessments seem uninformative - although we have had great discussions about how to best support our students because of this process. It would be useful to have institutional support in what assessments look like and appropriate ways to assess different types of SLOs. Even information on how to identify and write multiple choice questions, what an assessment of higher order verbs looks like. Can we really assess an SLO that uses
53 analyze with a multiple choice test?

Lack of communication from chairs and other administrators. It seems we are told that something needs to be done without any discussion or evaluation of why we are doing things a certain way. For example, I have been told to do my SLO's once a year. No discussion regarding this. Is it necessary once a year? What about reassessment of
57 SLO's? My opinion is never asked. The attitude is "This is just how we do things"

I sincerely wish that construction and renovation projects were based upon planning and feedback. While I realize that there is a contract that is controlled by the State, there appears to be so many articles in the contract that protect the contractor and not the college. Furthermore, the last construction projects were performed by contractors (the lowest bid obviously) and the results were barely adequate, and the construction process left very much to be desired--the contractor failed to follow clear instructions. It's very frustrating when we have to submit plans and documents to justify spending \$15 and to see all the issues that arise with construction/renovation. Also, the budget process for purchasing supplies is being severely micromanaged. A line item for every discipline and every geographic site--is this necessary? There is no clear process (or no process at all) for the purchase of equipment. We are one breakdown away from not
58 being able to offer some classes because of this.

Because of all the planning I have a better understanding of the inter workings of the college. For years it didn't make since to me but now that I'm directly involved I can see
59 why we do what we do during these planning cycles. Thank you,

I have only been an Adjunct instructor now for 3 semesters; so some of my replies might seem disjointed. I am still learning what my Dept. heads want in the long-term,
62 and I am attempting to meet those goals. They are supportive of my goal- achievement.

My sense is that my very late start this semester has limited my ability to take advantage of the processes discusses. Therefore, my answers may be far from
63 representing the true average response.

67 No Comments

68 None.

69 I am a new employee, so I don't know about a lot of the planning process(es).

The latest decision to remodel did not appear to be the result of integrated planning or
72 collegial dialogue and did not factor in FTES decline.