

# **Cerro Coso Community College**

## **Strategic Planning Survey**

### **Spring 2014**

#### **Report on Survey Results**

#### **Introduction and Methodology**

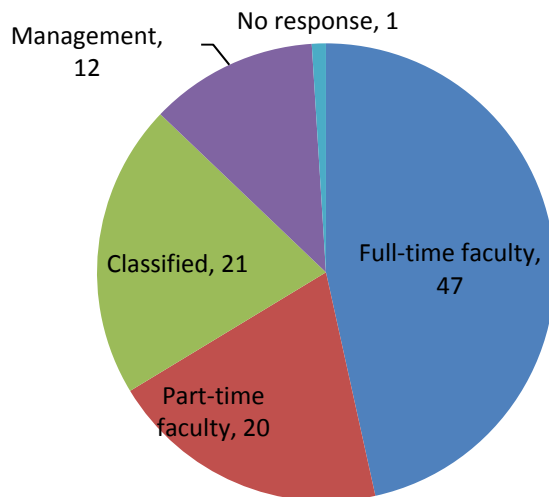
In the spring of 2014, Cerro Coso Community College determined a need for a strategic planning survey that would assess employee opinion regarding how well the college is doing on issues of planning, setting and tracking of goals, and budget and resource allocation. The Institutional Effectiveness Committee (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 1<sup>st</sup>, 2014 through Friday, April 18<sup>th</sup>, with a survey notice sent to all employees on the 1<sup>st</sup> 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. The survey instrument is provided as Appendix A, beginning on page 7.

#### **Results**

In this section, we provide an overview and summary of the results. A total of 101 employees responded to the survey. The pie chart below shows a distribution of the respondents by employee type.

**Chart 1: Number of Respondents by Employee Type**



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 varied to these questions. 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. The striking difference appeared on question h which asks about whether employees know what progress has been made toward achieving the college’s strategic goals and objectives. Only 58% agreed that they do know this.

**Chart 2: Percent Responding 'Agree' or 'Strongly Agree' to Questions on Mission & Institutional Goals**

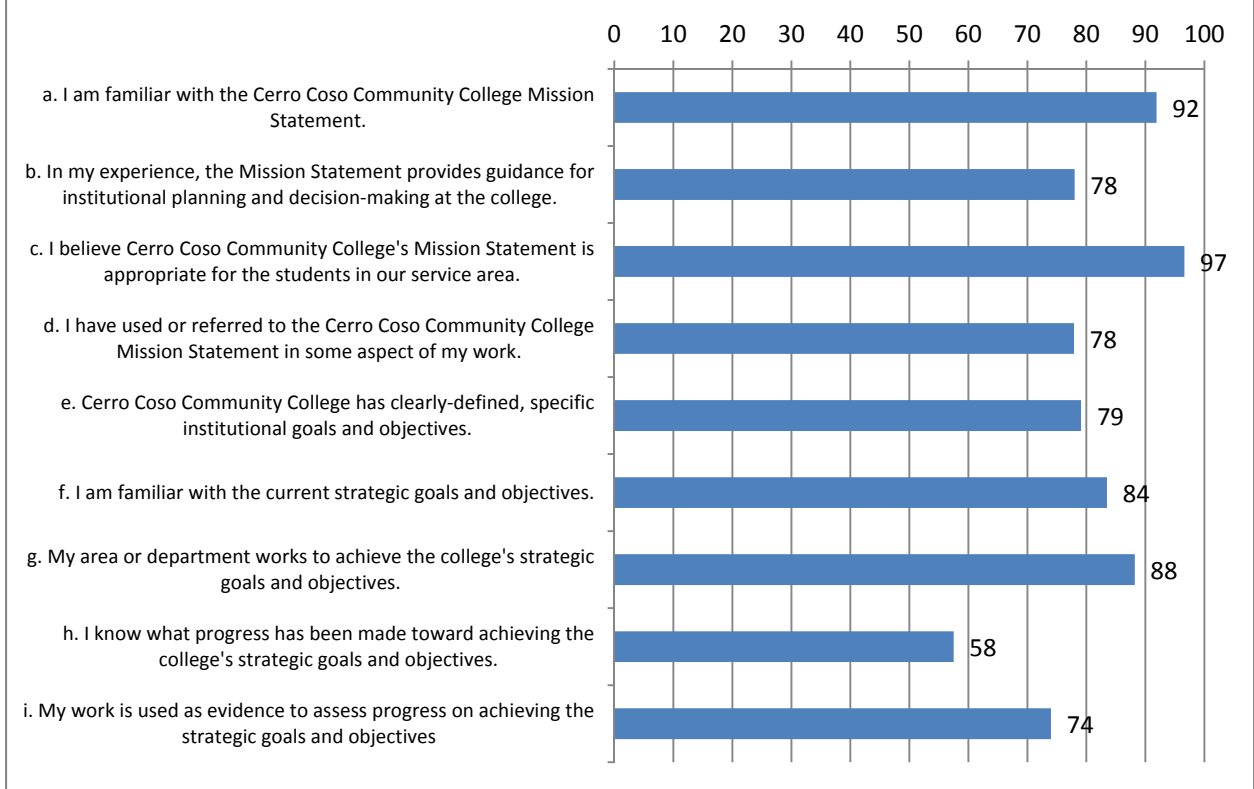
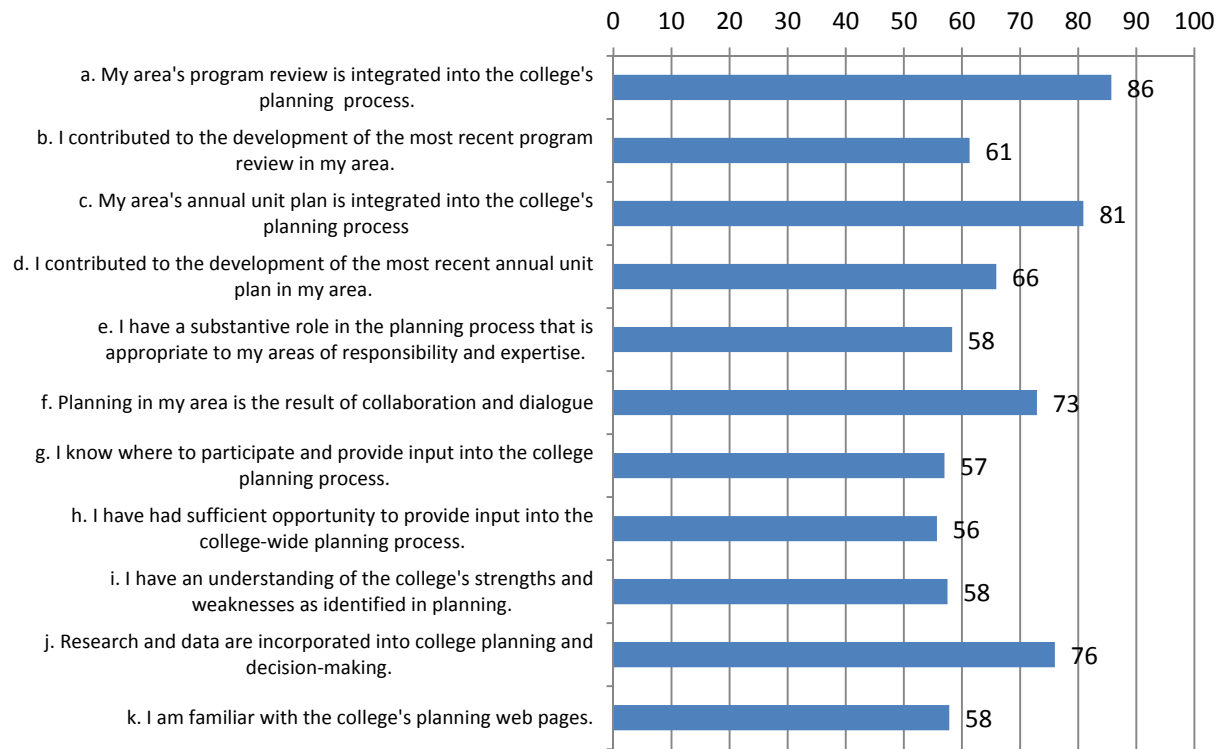


Chart 3 provides the results for the College Planning section of questions. The strongest areas involved program review and unit planning with more than eighty percent of respondents believing that their program reviews and unit plans were integrated into the college planning process. About three quarters 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.

The other questions in this section got agreement rates between 56 and 66 percent. Most of these involve respondent understanding of and participation in the college planning process.

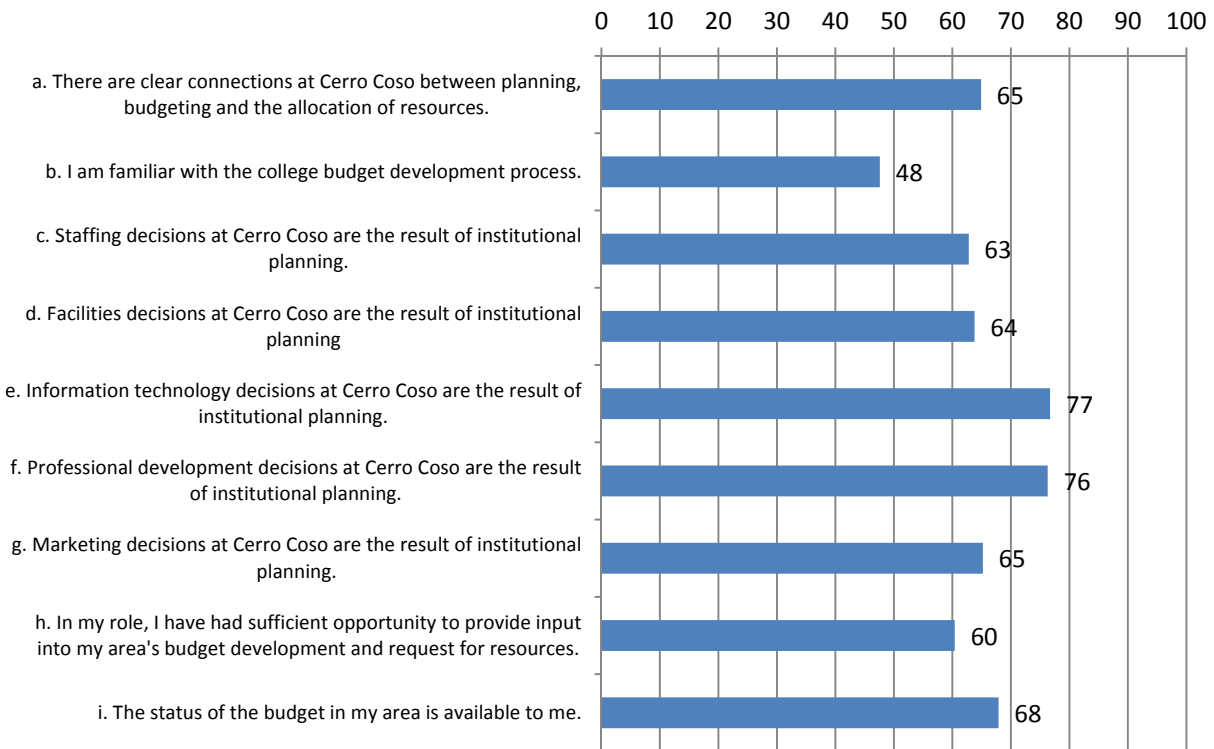
**Chart 3: Percent Responding 'Agree' or 'Strongly Agree' to Questions on College Planning**



Responses to questions in the section on budget and resource allocation are provided in Chart 4. Again, most respondents agreed with most of these statements. The two questions with highest agreement—over three quarters each—related to the links between planning and technology and professional development. Most other questions relating to the questions about how the college links its planning, budgeting and staffing decisions got between sixty and sixty-eight percent agreement.

One question does stand out. Item b which asks if the respondent is familiar with the college budget development process got just forty-eight percent agreement, the only question in the survey to come in below the fifty percent mark.

**Chart 4: Percent Responding 'Agree' or 'Strongly Agree' to Questions on Budget & Resource Allocation**



Lastly, we turn to the open-ended question. Question 4 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 one exception, noted in the text) with grammatical and other errors included. Of the 101 respondents to the survey, 23 made a 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. At least five of the twenty-three respondents suggested a need for improved communication.

## **Conclusions**

This survey was rather simple and straightforward: gather feedback on the college's planning processes and use that feedback to improve.

It appears from these data that the employees surveyed are largely happy with many aspects of the planning processes and strongly supportive of the college mission. Some areas have more understanding and support than others among respondents.

If there is one weakness to be noted, it appears to be in the areas of involvement and communication. While many employees noted that they are familiar with most parts of the planning processes, some remain a mystery. Understanding of planning processes was lower than other questions on the survey and the one question with less than majority agreement was about familiarity with the college budget development process.

# 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My area or department works to achieve the college's strategic goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

i. My work is used as evidence to assess progress on achieving the strategic goals and objectives

## 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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"/>
c. My area's annual unit plan is integrated into the college's planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I contributed to the development of the most recent annual unit plan in my area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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"/>
f. Planning in my area is the result of collaboration and dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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"/>
h. 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"/>
i. I have an understanding of the college's strengths and weaknesses as identified in planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Research and data are incorporated into college planning and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am familiar with the college's planning web pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### 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"/>

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

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 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

Reset

Submit

## 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	Response
8	I believe that the district office has significant control over some information technology decisions.
13	The planning process was developed by the Academic Senate but was changed many times. The actual implementation of the plan has not fully occurred.
15	We need more staff in the student services areas - A&R, Counseling/Ed Advising, Scheduling - in order to serve students in a more timely fashion.
22	There seems to be no real planning in the CTE area. Programs that provide the highest FTE and meets the needs of the communities are often set aside and new programs are being developed to provide jobs for certain faculty with no real community input or needs established. Those programs serving the communities that are successful receive very little CTE support, they are successful due to the instructors and the individual departments.
23	Adjunct faculty, especially online, is often out of the loop of information & decision-making unless we travel to Ridgecrest.
24	Strategic planning should be focused on student needs and accommodations for learning, creating a comfortable and welcoming learning environment, not purely on data and numbers, as these (FTES and data) will decline with the morale of the facility.
28	"I'm not sure I understand: How Mission Statement is linked to Strategic Goals. The progress made in achieving the Strategic Goals. How the president's ""staffing plan"" was formulated (was it a result of institutional planning? what committees got together and provided input into that plan? What is the status of that plan now? etc.). I don't feel confident that department AUPs get intentionally integrated into Division Plans and Site Plans (there is no dialogue between Chairs and Directors to discuss how the AUPs inform--or don't inform--Section Plans, etc.) We just turn them in and assume. I feel we are just now embarking on using data more into decision making. The status of my current budget is available to me...however, the decision made by the Budget Committee on whether to accept my budgeting requests outlined in my AUP is never communicated to me with justification prior to me being presented with my next year's budget."
30	As adjunct faculty at a satellite campus, I'm not generally in the loop on planning or budget discussions. I will say that I am periodically afforded the opportunity to provide input and any concern I've had has been addressed to my satisfaction by my bosses.
31	There are areas of service that need improvement, but the budget seems to take priority. When suggestions are made that wouldn't strain the budget, they don't seem to be given much consideration.

39	There is so much planning going on there is little time to do my job.
41	Complete lack of communication at this school.
45	I have little idea how decisions are made at the college. I think that there is still a budget group but they have always acted as if they are some kind of secret group and no info gets shared. Nor is info passed down from college council, department chairs or other groups at the college. Mostly decisions seem to be made by admin and saying anything against them just gets you in trouble. Not worth it.
46	Needed is more collaboration and communication within and between service areas.
51	In my position, I am not involved in institutional planning or budgeting, although I have been asked for my opinion on purchasing specific materials in my department.
61	Other than the few staff that are selected to serve on the above committees, staff members are typically not be involved in goal setting, college planning, or budget/resource allocation.
65	Institutional planning needs to be communicated on a consistent basis to all staff. Research/data and marketing related to institutional planning needs better development.
67	"Though the planning process is supposedly ""data driven"" the data is unreliable and therefore not a true representation of the needs of the college. A full time institutional research who understands the needs of Cerro Coso specifically and how to set up reliable and valid collection of data is a MUST before any valid conclusions can be made. Unnecessary time and resources are allocated to obtaining of data and the hands on teaching of students is neglected in the process."
72	I assume the college's planning process and documents are somewhere on the website, but I've never looked or been asked to look.
80	I feel disconnected, and not a part of many decisions---which seem to be made at an administrative level.
90	"Regarding 2d. The process is one way. I contributed but have not seen the final plan, and have not been informed regarding approved or disapproved budget requests. Regarding 2g. My feeling is that the only place to participate is with ""input"" into the unit plan."
91	Let's hire some more administrators to write more surveys! I'm sure that will help with planning. Planning another 2 week junket perhaps.
96	Planning and budgeting seem to be done in an echo chamber with the same small handful of ppl both proposing and approving where the money goes. Little of this is ever discussed in my department meetings. I do know that many of the faculty and classified are unhappy with the way things are going. Especially at the moment money spent on a new admin position when the last half dozen or so VPs did just fine without another layer. Now doesn't seem to be the time when classes have been cut to hire a new dean. Why can't the current VP keep up? Also, the 2 week conference for admins was ill timed, it's doubtful that the money invested will pay off in student success, there is a lot of anger about that. Some of it may just be that we have ***( inappropriate content deleted)***, a source of simmering anger, but I think a lot of it is just the direction of the college - money for admin but not staff and students.
101	Each year, with this past year, being the strongest, Cerro Coso has worked to improve the planning and decision making process and to make those decisions open and available to all faculty, staff, and management.