DRAFT
Summary Results for the
Strategic Plan 2009 Survey

Prepared for:
Strategic Planning Council
Instructional Planning Council
Student Services Planning Council
Human Resource Services Planning Council
Administrative Services Planning Council

Prepared by:
Office of Institutional Research and Planning and
The Strategic Plan Coordinating Workgroup

August 31, 2005

Summary Results for the
Strategic Plan 2009 Survey

Overview

Palomar College is currently updating its Strategic Plan. This update involves identifying objectives for each of the college's five strategic goals. Once completed, Strategic Plan 2009 will serve as the college's planning document through the 2008-09 academic year. The Strategic Planning Council (SPC) has identified a workgroup to coordinate this effort. The workgroup includes one member from each of the following constituent groups: faculty, administration, classified staff, and the confidential and supervisory team. The workgroup also includes the Superintendent/President and the Director of Institutional Research and Planning.

In spring 2005, the workgroup completed two major tasks related to the update. First, under the direction of SPC, the workgroup facilitated a strategic planning workshop. All planning council members were invited to attend. The workshop provided an overview of the planning process. It also provided participants with the following information:

- Progress on the current Strategic Plan 2005,
- Data for each of the Strategic Plan 2005 evaluation indices,
- Overview of the college's study of future enrollment growth,
- Results of the Community College Survey of Student Engagement, and
- Review of the current accreditation standards.

After reviewing the above information, workshop participants broke out into groups to identify potential objectives for each of the five goals identified in the Strategic Plan:

- Student Success,
- Teaching and Learning Excellence,
- Professional and Organizational Development,
- Resource Management, and
- Facilities Improvement.

The second task involved developing and administering an institution-wide survey. The administration of this survey provided employees with an opportunity to participate and offer input for *Strategic Plan 2009*. This report briefly summarizes the development, administration, and results of the survey.
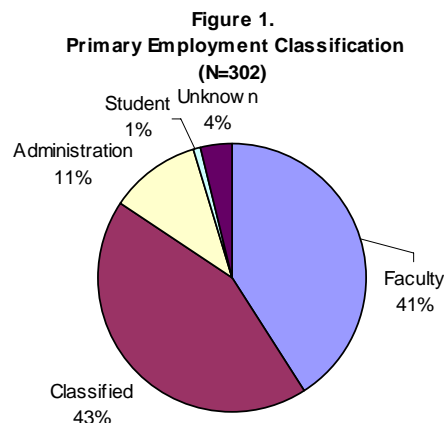
Method

Survey Development

- As mentioned above, during the Strategic Planning workshop, breakout sessions were held for each of the five goals identified in the College's Strategic Plan. At each breakout session, participants suggested objectives for the Strategic Plan.

- The coordinating workgroup took all of the objectives proposed by workshop attendees and created a survey.

- Objectives were organized by goal within the survey instrument. At the bottom of each goal and list of objectives, space was provided for participants to write in new objectives and make comments.

- Each objective was assigned a 5-point scale ranging from "Very Low Priority" to "Very High Priority."

- The coordinating workgroup added several questions to assess awareness and knowledge of Palomar's Strategic Planning efforts. The final survey included 130 items. Refer to Appendix A to review the survey.

Survey Participation and Administration

- The Office of Institutional Research and Planning (IR&P) administered the survey using a web-based survey methodology. IR&P also prepared a scannable paper copy of the survey for employees who did not have easy access to a computer or felt more comfortable completing a paper version.

- Data collection commenced on May 9, 2005 and ended on May 27, 2005 allowing three weeks for employees to participate.

- 302 employees completed the survey. Figure 1 shows the distribution of participants by employee classification.

Figure 1.
Primary Employment Classification
(N=302)

Student 1%
Unknown 4%
Administration 11%
Faculty 41%
Classified 43%

Data Analysis

- Frequencies, means and standard deviations were computed for each item.

- Items were sorted in descending order of priority overall and for each goal. For each goal, a "logical" cut-off score was identified. All items with mean scores greater than or equal to the logical cut-off score were considered high-priority items.

- For the goals of Student Success and Teaching and Learning Excellence, the data were disaggregated and categorized into two groups, faculty respondents and all other employee respondents.

Brief Review of Results

Awareness of Strategic Plan

- Figures 2 and 3 below show the response distribution for two questions related to the knowledge of the Strategic Plan. Review of these two figures shows that most of the participants were aware that Palomar College has a Strategic Plan. However, not as many are aware of the activities that Palomar College has completed as a result of the Strategic Plan.

Figure 2. Are you aware that Palomar has a Strategic Plan (i.e., Strategic Plan 2005)? (N=302)
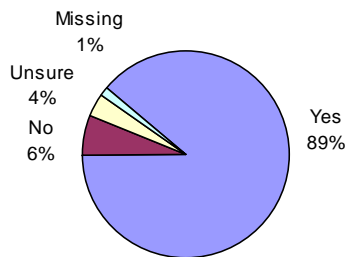
Missing 1%
Unsure 4%
No 6%
Yes 89%

Figure 3. Are you aware of any activities that Palomar has completed as a result of Strategic Plan 2005? (N=302)

Missing 1%
Unsure 25%
Yes 34%
No 40%
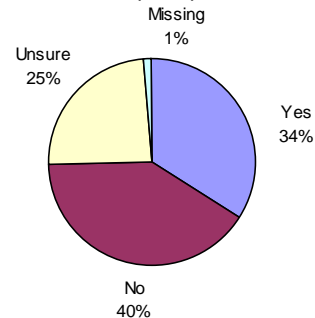
Overall Ranking of Objectives

- The mean responses for objectives ranged from 2.39 to 4.35. Table 1 on the following page lists the top 35 items overall in order of importance. Review of the table indicates ten items in the top 35 came from Student Success (SS), six items from Teaching and Learning Excellence (T&L), six items from Professional and Professional Development (PD), five items from Resource Management, and eight items from Facilities Improvement.

Table 1
Top 35 Items Ranked in Order of Importance

Goal	Objective	N	Mean	SD	Rank
SS	stress students' responsibility for attendance, participation, & preparation	117	4.35	0.92	1
T&L	provide up-to-date technology in the classroom	118	4.25	1.00	2
SS	clearly identify courses that are offered only once during the year in the class schedule	114	4.24	1.04	3
SS	increase the number of full-time faculty	119	4.18	1.21	4
RM	encourage & guide efforts to seek additional funds for the college	273	4.14	0.92	5
RM	strengthen partnerships with business & industry	274	4.14	0.95	5
RM	develop user-friendly budgeting & reporting tools	266	4.12	0.99	6
F	ensure that the facilities plan for improvement is implemented	273	4.12	0.98	6
F	continue upgrading classrooms to accommodate adult students	276	4.12	0.97	6
F	increase funding for facilities improvement	276	4.08	0.99	7
PD	offer training in the use of technology	290	4.07	0.94	8
T&L	provide up-to-date technology for instructional purposes	117	4.07	0.97	8
F	maximize efficiency of parking lots	273	4.02	1.02	8
SS	publicly recognize student success	116	4.02	1.11	8
SS	systematically ensure that student support services are communicated and available to all students	116	3.99	1.11	9
F	continue developing emergency plans	278	3.95	1.06	10
T&L	encourage information technology skills/competency in students	117	3.94	1.09	11
PD	ensuring that education centers receive the appropriate communications	270	3.93	0.96	12
T&L	maintain technology and support; provide a help-desk for instructors	117	3.93	1.08	12
PD	streamline the decision-making process to ensure that initiatives are reviewed in a timely manner while maintaining shared governance	268	3.92	0.93	13
F	develop a plan to systematically & uniformly replace classroom furniture	276	3.92	1.07	13
F	address security concerns throughout the District	272	3.92	1.08	13
RM	provide ongoing training on budget reporting tools	264	3.91	1.07	14
T&L	support funding for faculty travel to conferences & trade shows	114	3.91	1.19	14
SS	examine successful retention models from other higher education institutions	117	3.86	1.07	15
F	address concerns related to heating & air conditioning	269	3.85	1.04	16
PD	develop training/professional development for new employees	290	3.84	1.00	17
SS	strengthen connections between academic faculty and counseling faculty	116	3.84	1.12	17
PD	develop a systematic way of keeping faculty & staff updated on technology	287	3.84	1.00	17
PD	promote dialog to discuss controversial issues	287	3.83	0.99	18
T&L	encourage students' awareness of institutional & academic expectations	119	3.82	1.15	19
SS	better use of student e-mail	105	3.82	1.24	19
SS	improve our evening services for faculty & students	107	3.82	1.06	19
RM	assess & improve use of facilities utilization	260	3.82	1.00	19
SS	mandate college success skills courses for students who test into basic skills courses	114	3.80	1.26	20

Student Success

- Overall means for Student Success ranged from 2.52 to 4.18. When considering faculty ratings alone, the means ranged from 2.36 to 4.35.

- The logical cut-off score (based on faculty responses) was 3.38. Twenty seven items were identified as priority items and potential objectives for the Strategic Plan.

- Many of these items address the following topics:

  - Student responsibilities and expectations;
  - Communication through technology;
  - Articulation, retention, and transfer;
  - Relationships and communication between student services and instruction,
  - Access to student support services;
  - Instructional faculty awareness and knowledge of student support services and transfer requirements;
  - Increasing full-time faculty; and
  - Scheduling, including types and locations of classes.

- See Table 2 (on pages 8-9) to view all Student Success items and their mean scores. For frequency distributions, please contact IR&P.

Teaching and Learning Excellence

- Overall means for Teaching and Learning Excellence ranged from 2.83 to 4.24. When considering faculty ratings alone, the means ranged from 2.51 to 4.25.

- The logical cut-off score (based on faculty responses) was 3.28. Eighteen items were identified as priority items and potential objectives for the Strategic Plan.

- Many of these items addressed the following topics:
  - Instructional technology (currency and support);
  - Budget for innovation, travel, and faculty research;
  - Student learning outcomes (dialogue, skills, competencies); and
  - Professional development and mentoring.

- See Table 3 (on page 10) to view all Teaching and Learning items and their scores. For frequency distributions, please contact IR&P.

Professional and Organizational Development

- Overall means for Professional and Organizational Development ranged from 2.39 to 4.07.

- The logical cut-off score was 3.42. Fourteen items were identified as priority items and <u>potential</u> objectives for the Strategic Plan.

- Many of these items addressed the following areas:
    - Technology training and support,
    - New employee training and orientation,
    - Identification of training needs for employees,
    - Easy access to information regarding training and development resources,
    - Communication and dialogue,
    - Timeliness of the governance process (i.e., ensuring that decisions are made in a timely manner while still maintaining shared governance),
    - Health and well-being of employees.

- See Table 4 (on page 11) to view all Professional and Organizational Development items and their scores.

Resource Management

- Overall means for Resource Management ranged from 3.32 to 4.14. The logical cut-off score was 3.76. Using the logical cut-off score, eight items were identified as priority items and <u>potential</u> objectives for the Strategic Plan. However, based on the lowest mean score of the items listed under this goal, all items rated could be considered as important.

- Many of the items addressed the following:
    - Partnerships with business and industry;
    - Need for external funding;
    - Budgeting tools and training;
    - Process for submitting, approving and managing grants;
    - Facilities utilization; and
    - Determining total cost of purchases.

- See Table 5 (on page 12) to view all Resource Management items and their scores.

Facilities Improvement

- Overall means for Facilities ranged from 3.58 to 4.12. The logical cut-off score was 3.70. Using the logical cut-off score, ten of the eleven items under this goal were identified as priority items and <u>potential</u> objectives for the Strategic Plan. However, based on the value of the lowest mean score, all items rated could be considered as important.

- The items addressed the following areas:
  - Budgeting and funding for facilities (including implementing facilities plans for improvement and hiring of staff),
  - Upgrades to classrooms to accommodate adult students,
  - Parking lot efficiency,
  - Security, and
  - Infrastructure.

- See Table 6 (on page 13) to view all Facilities Improvement items and their scores.

Summary and Next Steps

The results of this survey clearly indicate that while most employees are aware that Palomar College has a strategic plan, many are not aware of the activities completed in support of the plan. This is a communication issue that SPC should take steps to resolve. It is also evident that support and interest in the Strategic Plan exists. For each of the college's strategic goals, faculty, staff, and administration identified many items as priority items.

The next steps in the process for updating the college's strategic plan include meeting with all planning councils to review the survey results and seek additional input. This will occur during the beginning of the fall 2005 semester. Once the workgroup has collect input from the planning councils, it will draft the objectives for each goal.

We must emphasize that it is not possible or logical to include every objective listed as a high priority item in the Strategic Plan. This would result in a strategic plan with 78 objectives, more than the institution could accomplish over the next three years. However, many of the priority items can be grouped together and summarized. The workgroup will group and summarize the information provided from the Strategic Planning workshop, survey, and planning councils. Through this effort, the workgroup will create a draft list of objectives to present to SPC. However, as the Strategic Plan will drive the annual implementation plans over the next three years, IR&P will maintain the raw information in a format that can be passed on to groups or individuals accountable for implementing the objectives.

SPC will review and modify the draft list of objectives. Once reviewed, the workgroup will include these objectives in an updated *Strategic Plan 2009* and submit the plan for approval by the Strategic Planning Council before the end of the fall term.

*Please contact the Office of Institutional Research for a copy of the complete results including frequencies and responses to open-ended questions.

Table 2
Student Success
Means and Standard Deviations by Order of Importance

Objective	N	Mean	SD	Rank		N	Mean	SD	Rank
		Faculty					**All Other Employee Groups**		
stress students' responsibility for attendance, participation, & preparation	117	4.35	0.92	1		161	3.99	1.02	5
clearly identify courses that are offered only once during the year in the class schedule	114	4.24	1.04	2		158	4.14	1.03	1
increase the number of full-time faculty	119	4.18	1.21	3		129	3.41	1.30	28
publicly recognize student success	116	4.02	1.11	4		155	3.88	0.99	7
systematically ensure that student support services are communicated and available to all students	116	3.99	1.11	5		159	4.09	0.92	2
examine successful retention models from other higher education institutions	117	3.86	1.07	6		150	3.83	0.95	11
strengthen connections between academic faculty and counseling faculty	116	3.84	1.12	7		148	3.88	1.02	7
better use of student e-mail	105	3.82	1.24	8		135	3.87	1.10	10
improve our evening services for faculty & students	107	3.82	1.06	8		150	3.77	1.11	15
mandate college success skills courses for students who test into basic skills courses	114	3.80	1.26	10		150	3.56	1.15	22
improve articulation & alignment of courses between high schools & the college	109	3.75	1.12	11		147	3.88	1.02	7
improve communication by using the college web services & available technology more effectively	113	3.73	1.04	12		157	4.05	0.90	3
offer more general education classes at the Centers	103	3.70	1.07	13		150	4.01	0.91	4
increase our student placements for employment & internships	111	3.70	1.13	13		150	3.78	1.00	14
invite community members to speak on campus	105	3.63	1.15	15		134	3.63	1.02	20
teach college success skills classes at high schools	106	3.57	1.28	16		157	3.94	1.03	6
increase faculty awareness of students at risk & offer solutions	115	3.56	1.16	17		148	3.74	0.99	16
better support the retention programs we have, including EOPS & TRIO	110	3.54	1.14	18		145	3.63	1.12	20
Support a stronger faculty advisor program with technology (e.g. each discipline should be encouraged to have web pages with career & transfer information)	111	3.53	1.24	19		161	3.83	0.98	11
increase faculty knowledge of transfer requirements	117	3.50	1.23	20		150	3.80	1.02	13
track academic progress throughout the semester & provide support	95	3.47	1.25	21		130	3.65	1.02	19
Develop faculty lecture series	100	3.46	1.15	22		121	3.15	1.15	38
require all students to participate in an orientation & goal assessment session	112	3.43	1.31	23		158	3.47	1.20	25
provide tutoring support specific to a learning community	96	3.42	1.11	24		127	3.46	1.12	26
increase the number of diverse full-time faculty	106	3.42	1.48	24		129	3.41	1.30	28
provide campus employment opportunities	95	3.38	1.13	26		140	3.56	1.16	22
increase interdisciplinary studies	87	3.38	1.20	26		117	3.36	1.09	31
establish kiosks/information sites for students	104	3.29	1.32	28		150	3.68	1.14	18

Table 2 (continued)
Student Success
Means and Standard Deviations by Order of Importance

Objective	N	Faculty Mean	SD	Rank		N	All Other Employee Groups Mean	SD	Rank
developing an Honors Academy	89	3.28	1.25	29		124	3.41	1.17	28
grow our Tech Prep Voc Ed program	88	3.27	1.28	30		144	3.71	1.13	17
establish an evening or Saturday open house for the community & potential students	102	3.26	1.33	31		150	3.45	1.20	27
guide faculty in understanding issues related to ESL education	112	3.23	1.35	32		141	3.52	1.20	24
increase the number of counselors & faculty advisors	103	3.17	1.46	33		131	3.06	1.16	39
strengthen our co-curricular and student activities on campus	108	3.16	1.20	34		143	3.28	1.12	33
Provide social opportunities for students & faculty in those clusters	91	3.13	1.25	35		129	3.19	1.19	37
Increase learning communities	91	3.11	1.31	36		115	3.25	1.12	34
develop film series	86	3.06	1.30	37		113	2.94	1.19	41
Add service learning communities	79	3.04	1.30	38		113	3.21	1.12	36
increase the number of faculty who invite counselors to their classes	103	2.84	1.43	39		133	3.23	1.18	35
volunteer to host a leadership conference with college students & faculty	91	2.84	1.30	40		130	3.06	1.15	39
help all faculty teach writing skills to ESL students	111	2.77	1.49	41		136	3.33	1.31	32
volunteer to host a high school student research conference	84	2.62	1.25	42		126	2.83	1.15	42
provide stipends for CSUSM students who would serve as mentors	103	2.58	1.26	43		130	2.62	1.27	43
increase the number of student clubs with stipends from Student Activities	96	2.56	1.21	44		129	2.50	1.28	44

Table 3
Teaching and Learning Excellence
Survey Means and Standard Deviations by Order of Importance

Objective	N	Mean	SD	Rank		N	Mean	SD	Rank
		Faculty				**All Other Employee Groups**			
provide up-to-date technology in the classroom	118	4.25	1.00	1		161	4.23	0.89	1
provide up-to-date technology for instructional purposes	117	4.07	0.97	2		155	4.12	0.93	2
encourage information technology skills/competency in students	117	3.94	1.09	3		165	4.02	0.82	4
maintain technology and support; provide a help-desk for instructors	117	3.93	1.08	4		153	3.78	1.08	8
support funding for faculty travel to conferences & trade shows	114	3.91	1.19	5		147	2.54	1.15	23
encourage students' awareness of institutional & academic expectations	119	3.82	1.15	6		159	3.77	0.95	9
provide classrooms that are more conducive to group work	111	3.73	1.29	7		138	3.52	1.07	15
expand attention to college success skills across the curriculum	113	3.64	1.13	8		154	3.86	0.85	6
refine & expand student's skills for the "real world" of work requirements	116	3.60	1.28	9		158	4.10	0.92	3
formalize mentoring relationships for new faculty	120	3.57	1.27	10		149	3.64	1.01	13
standardize equipment & technology for classrooms & instructors	115	3.54	1.30	11		152	3.97	1.04	5
establish a budget for innovation	108	3.52	1.26	12		145	3.49	1.11	16
offer training in best practices for online course development	115	3.51	1.23	13		150	3.82	0.92	7
bring professionals & experts to campus to share knowledge	120	3.47	1.08	14		156	3.63	1.13	14
continue dialogue on student learning outcomes	116	3.46	1.27	15		150	3.73	0.90	10
offer training in curriculum & new course development	117	3.39	1.14	16		146	3.72	0.95	11
identify funds to support faculty research	111	3.30	1.39	17		144	2.95	1.09	22
provide support for classroom research	109	3.28	1.28	18		139	3.27	1.04	20
arrange faculty development opportunities to observe other schools' methods & practices	117	3.09	1.24	19		139	3.32	1.10	19
focus on improvement based on analysis of outcomes	108	3.07	1.30	20		149	3.68	0.94	12
offer information/workshops in new accreditation standards	111	3.04	1.10	21		145	3.41	0.97	18
offer training in syllabus development	116	2.83	1.14	22		144	3.44	1.00	17
develop electronic profiles of student work to provide evidence of learning	110	2.51	1.24	23		137	3.09	1.10	21

Table 4
Professional and Organizational Development
Survey Means and Standard Deviations by Order of Importance

Objective	N	Mean	SD	RANK	Overall Rank
offer training in the use of technology	290	4.07	0.94	1	11
ensuring that education centers receive the appropriate communications	270	3.93	0.96	2	17
streamline the decision-making process to ensure that initiatives are reviewed in a timely manner while maintaining shared governance	268	3.92	0.93	3	18
develop training/professional development for new employees	290	3.84	1.00	4	29
develop a systematic way of keeping faculty & staff updated on technology	287	3.84	1.00	4	29
promote dialog to discuss controversial issues	287	3.83	0.99	6	33
ensuring that meetings occur between Student Services & Instruction	248	3.77	1.09	7	41
better promoting and encouraging two-way communication within shared governance	261	3.58	0.99	8	59
define the training/professional development needs for different employee groups	282	3.57	1.04	9	61
develop a centralized resource point for all faculty & staff that lists training & professional development activities	276	3.55	1.09	10	65
re-establishing a telephone directory that includes photos	274	3.50	1.49	11	69
encourage and provide the opportunity for classified staff to participate in professional development workshops offered through the faculty professional development office	270	3.46	1.09	12	73
establish mandatory training on identified training needs	274	3.44	1.25	13	75
better promote & support employee health and wellness activities	285	3.42	1.16	14	77
hire a general trainer to coordinate and address the training needs of employees at all levels	279	3.30	1.33	15	86
facilitate & encourage more faculty & staff involvement in campus activities	278	3.30	1.12	15	86
establishing a protocol for e-mail use	256	3.29	1.25	17	88
develop and implement training on hiring practices for selection committees (i.e. state laws)	276	3.22	1.11	18	93
develop and implement Academic Department Assistants' performance evaluation training for department chairs	243	3.16	1.20	19	98
develop strategies to increase the actual attendance of individuals who sign up for a Professional Development workshop	271	2.96	1.17	20	107
increasing the use of inter-campus newsletters or hard copy communications	272	2.50	1.21	21	112
providing employees with name badges & promoting their use	270	2.39	1.40	22	113

Table 5
Resource Management
Survey Means and Standard Deviations by Order of Importance

Objective	N	Mean	SD	RANK	Overall Rank
encourage & guide efforts to seek additional funds for the college	273	4.14	0.92	1	3
strengthen partnerships with business & industry	274	4.14	0.95	1	3
develop user-friendly budgeting & reporting tools	266	4.12	0.99	3	6
provide ongoing training on budget reporting tools	264	3.91	1.07	4	22
assess & improve use of facilities utilization	260	3.82	1.00	5	35
develop process for submitting, approving, & managing of grants	252	3.74	1.08	6	45
take into account the total cost of each purchase including maintenance, upgrades, & licensing	263	3.73	1.11	7	46
develop a process for determining what programs the college should offer	263	3.70	1.10	8	48
evaluate whether a grant writer is the best way to secure external funding through grants	248	3.59	1.10	9	57
undertake a complete review of organizational staffing with the intent to assure the most appropriate assignment of district employees through attrition & retraining	261	3.54	1.22	10	66
develop a process that assesses & communicates impact of grants	249	3.49	1.09	11	71
tie program development to costs	249	3.38	1.20	12	81
make training on budgeting & reporting tools mandatory	251	3.32	1.40	13	85

Table 6
Facilities Improvement
Survey Means and Standard Deviations by Order of Importance

Objective	N	Mean	SD	RANK	Overall Rank
ensure that the facilities plan for improvement is implemented	273	4.12	0.98	1	6
continue upgrading classrooms to accommodate adult students	276	4.12	0.97	2	6
increase funding for facilities improvement	276	4.08	0.99	3	10
maximize efficiency of parking lots	273	4.02	1.02	4	13
continue developing emergency plans	278	3.95	1.06	5	15
develop a plan to systematically & uniformly replace classroom furniture	276	3.92	1.07	6	18
address security concerns throughout the District	272	3.92	1.08	7	18
address concerns related to heating & air conditioning	269	3.85	1.04	8	27
improve District-wide signage	254	3.78	1.19	9	39
increase number of hired trained professionals for facilities work	249	3.76	1.13	10	43
ensure that all restrooms have hot water	278	3.58	1.37	11	59