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ABSTRACT
                In 1989, a survey was conducted in the San Diego
Community College District (SDCCD) to assess the opinions and
perceptions of district staff regarding the current planning process.
Questionnaires distributed to all 5,000 SDCCD employees and citizens
advisory group members asked respondents to rate 31 aspects of
current college planning and administration. Study findings, based on
a 13% response rate, included the following: (1) 39% of the
respondents felt that the leadership/support for planning provided by
administrators was inadequate, and 41% felt that institutional
research played an inadequate role in planning; (2) statements
related to the involvement of individuals in the planning process
drew strong "inadequate" responses, with 62% of the respondents
indicating that incentives and rewards to encourage commitment to
planning were inadequate; (3) opinion was split between "adequate"
and "inadequate" regarding how the goals and outcomes for the
district and colleges were defined, how they were to be achieved, and
how administrators identified, defined, and planned for the needs of
the colleges and the district; (4) the processes used to evaluate
administrators and part-time faculty were considered inadequate by at
least 40% of the respondents; and (5) approximately 47% felt that the
budget did not currently implement important institutional values and
priorities. The survey instrument is attached. (JMC)

ED313068

JC 890 547

Institutional Effectiveness and Planning Survey

(Establishing a Baseline for Planning)

EDUCATIONAL MASTER PLAN

SAN DIEGO COMMUNITY COLLEGE DISTRICT

OCTOBER, 1989

William B. Armstrong

San Diego Community College District

Educational Master Plan

Institutional Effectiveness and Planning Survey

Executive Summary

Background

On March 7, 1988, the San Diego Community College Board of Trustees asked for a review of the Educational Master Plan for the District and a plan for updating the Master Plan. The review provided an opportunity to examine the degree to which the Plan was understood, to review what had been done to accomplish the goals, and to consider the ways in which the plan might be revised and improved. The review which was completed and presented to the Board of Trustees on April 11, 1988 contained several observations and recommendations which will be incorporated into the revised Educational Master Plan (SDCCD, 1988). A general theme which seemed to cut across several of the findings and observations made in this extensive review was a general concern about the usefulness of the 1976 Master Plan, the lack of an evaluation and accountability process to monitor attainment of stated goals and objectives, and, perhaps more importantly, the lack of a comprehensive continuous planning model. The Plan itself seemed to be viewed as a finished product, not an ongoing process. The reviewers suggested that "the Master Plan should be revised so that it can be used as a *working* document"... and that the revised Plan include "...processes that allow for incremental planning and frequent evaluation...(p. 8). In short, planning seemed to be perceived by many as a finished piece, not a dynamic *process* subject to periodic review and revision as our demographic, social, fiscal, and public policy environments undergo rapid and often unforeseen change.

In order to establish a "baseline" for the renewed planning process information was gathered to assess the perceptions of District staff early in the Fall of 1989 regarding the planning, communication, and

evaluation processes in the District. This "self-study" was intended as a beginning point to gain insights into how these processes were viewed, and for later measurement to see if there were changes in these perceptions after the development and implementation of the Educational Master Plan.

Summary

Response Rate. Of the 5000 surveys sent, 638 were returned for a response rate of approximately 13%. Response rates were highest for Board and Citizens Advisory council members, and lowest for contract staff. Reasons for the low response rate among staff are difficult to determine, but may be due in part to the length of the questionnaire, and that many may have thought that the survey questions were not applicable to their situation. The low response rate limits generalization of the results, and should be regarded as such in the interpretation of the data.

Planning Process. Of those who responded, the majority believed that the existing planning process was "inadequate," or did not know or respond. The Citizens Advisory Group held the most favorable opinions of the then current planning process.

Goals and Outcomes. Opinion was divided between "adequate" and "inadequate" regarding how the goals and outcomes for district and colleges were defined and achieved.

Evaluation Process. Most perceived the evaluation processes for staff and programs to be "inadequate," or did not know or respond to the question.

Assessment Data. Perceptions regarding the process of using planning and assessment data to meet the needs of the colleges and District were split between "inadequate" and "don't know."

Budgeting Priorities. Approximately 50% felt that the budget did not currently implement important institutional values and priorities.

Survey results discussed and presented in the charts which follow.

2

A survey was conducted to assess the opinions and perceptions of District staff regarding the current San Diego Community College District planning process. The survey was distributed to all District employees and the Citizens Advisory group members. Of the 5,000 surveys sent, 638 were completed and analyzed. Responses were tabulated and categorized according to staff work location. Survey results are presented for the entire group of respondents. These include the following work locations or groups:

- Citizens Advisory groups
- City College
- Continuing Education
- Educational Cultural Complex
- Mesa College
- Miramar College
- Stadium Plaza

There were some respondents that did not declare location. The data from these surveys have been categorized as `No Site.'

Survey Responses

Respondents could select one of the following categories for each statement on the survey:
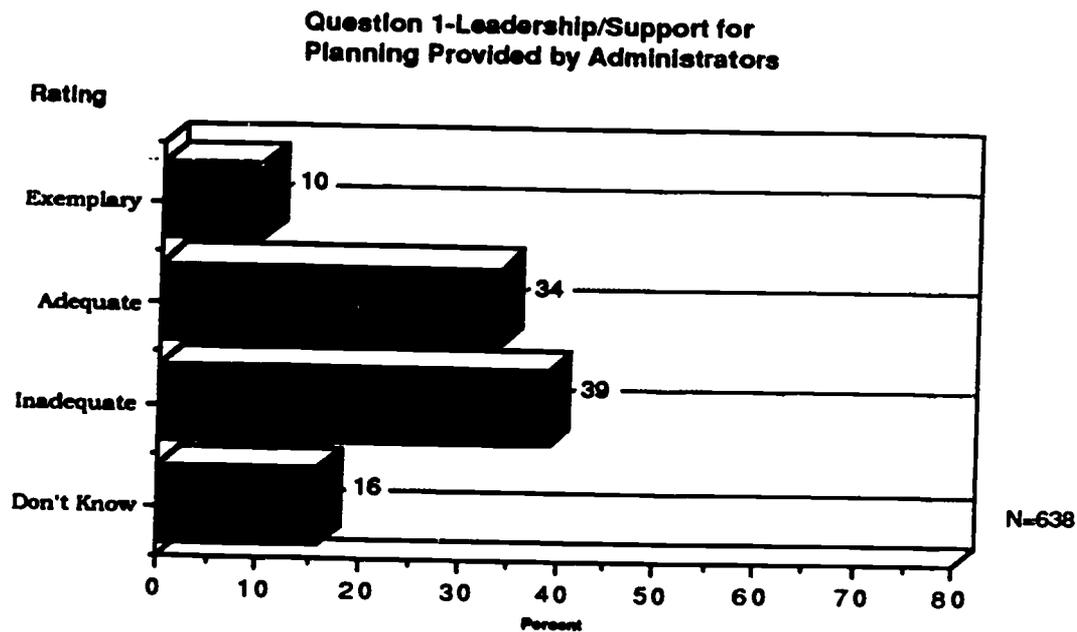
- Exemplary
- Adequate
- Inadequate
- Don't Know

The responses in each category were compiled by percentage for each statement. This report summarizes the survey responses in the discussion and charts which follow.
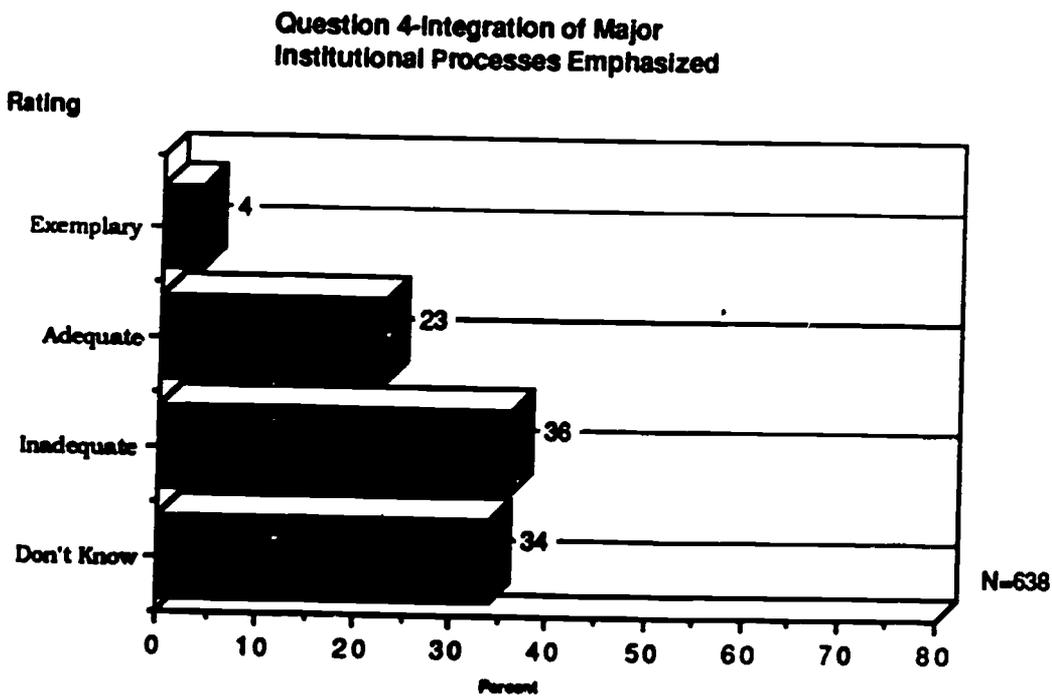
Planning Process

The majority of the respondents felt that the planning process is basically `Inadequate' or they responded `Don't Know' (#1,#4,#5,#7.#11). It is noted that the citizens advisory group felt the leadership and the integration of major institutional processes in planning is `Exemplary' (#1,#4).

3

#1. Leadership/support for planning and assessment provided by administrators.

Question 1-Leadership/Support for Planning Provided by Administrators

Rating

Rating	Percent
Exemplary	10
Adequate	34
Inadequate	39
Don't Know	16

N=638

#4. Integration of major institutional processes emphasized.

Question 4-Integration of Major Institutional Processes Emphasized

Rating

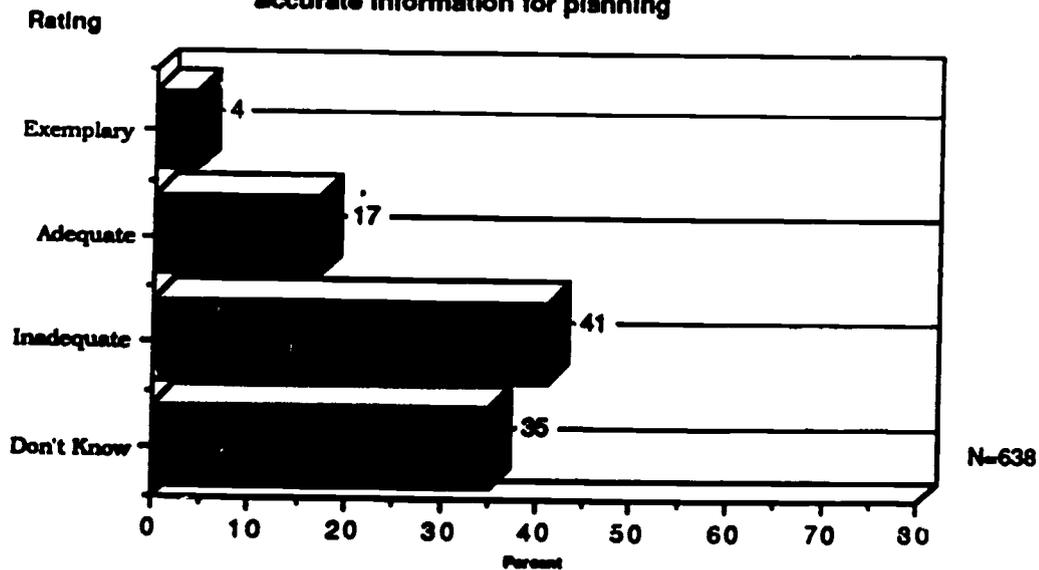| Rating	Percent
Exemplary	4
Adequate	23
Inadequate	36
Don't Know	34

N=638

4

5. Planning and assessment processes coordinated with external entities.

Question 5-Planning and Assessment Processes Coordinated with External Entities

Rating

Rating	Percent
Exemplary	4
Adequate	23
Inadequate	30
Don't Know	42

N=638

0 10 20 30 40 50 60 70 80

Percent
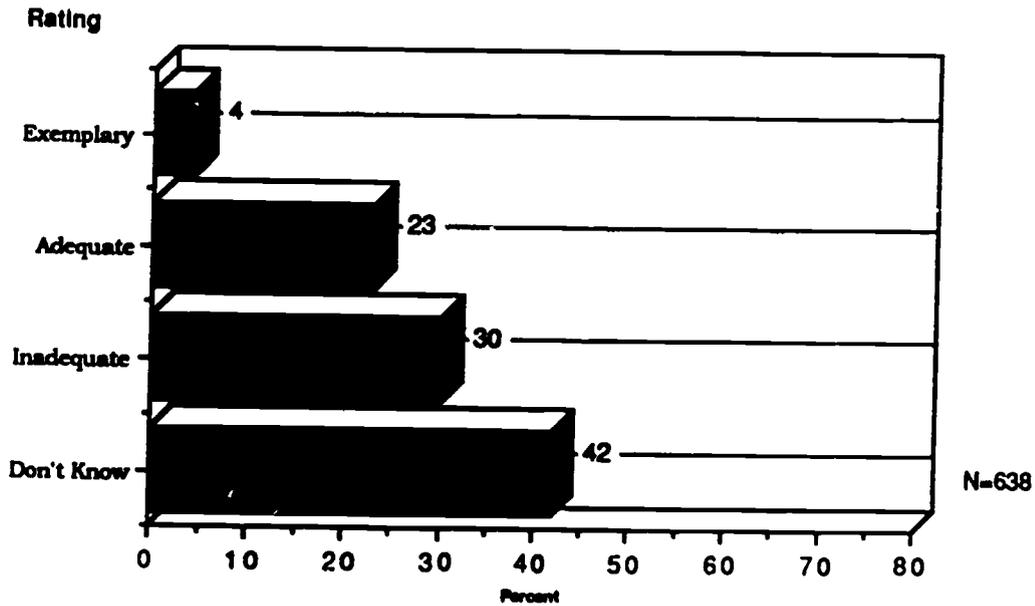
#7. Institutional research provides accurate information for planning.

Question 7-Institutional research provides accurate information for planning

Rating

Rating	Percent
Exemplary	4
Adequate	17
Inadequate	41
Don't Know	35

N=638

0 10 20 30 40 50 60 70 80

Percent

5

#11. Assessment program encompasses multiple time frames.

**Question 11-Assessment program
encompasses multiple time frames**

Rating
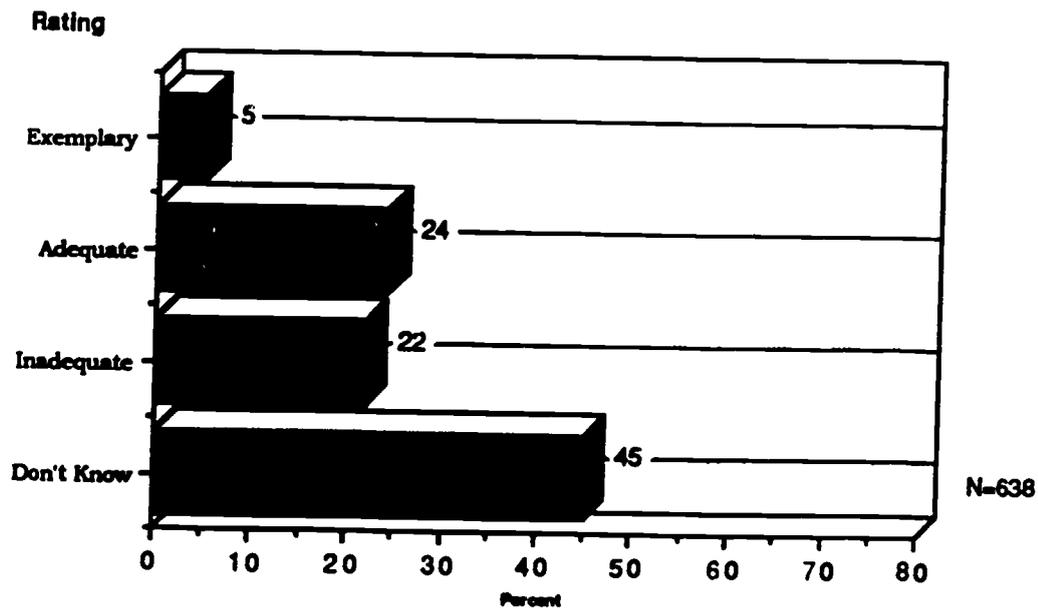
The response to the statements related to the involvement of individuals in the planning process drew strong `Inadequate' responses (#2,#3,#6).

#2. Broad involvement in work of planning, assessment and improvements.

**Question 2-Broad Involvement in Work of
Planning, Assessment and Improvements**

Rating
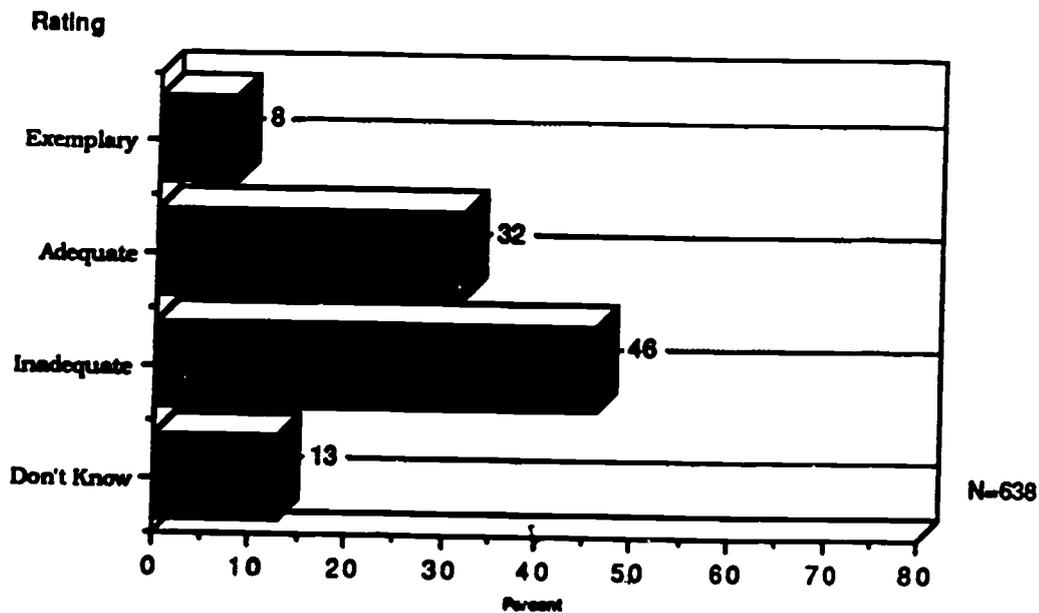
#3. Tasks, schedules, procedures and responsibilities clearly defined.

Question 3-Tasks, schedules, procedures and responsibilities are clearly defined

Rating

Rating	Percent
Exemplary	6
Adequate	26
Inadequate	50
Don't Know	18

N=638
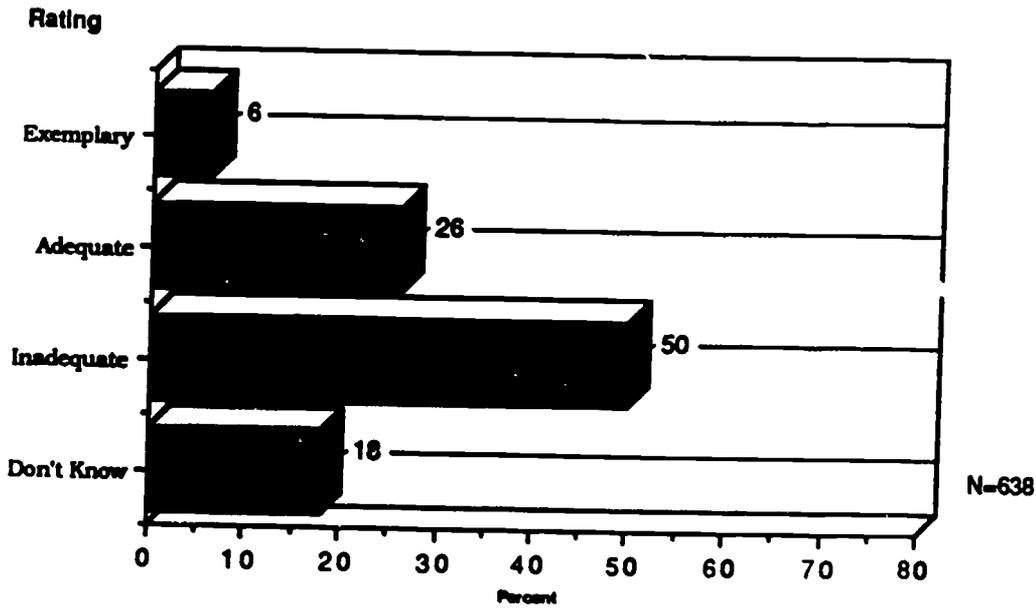
.#6. Incentives and rewards encourage commitment to planning.

Question 6-Incentives and Rewards Encourage Commitment to Planning

Rating

Rating	Percent
Exemplary	6
Adequate	13
Inadequate	62
Don't Know	18

N=638
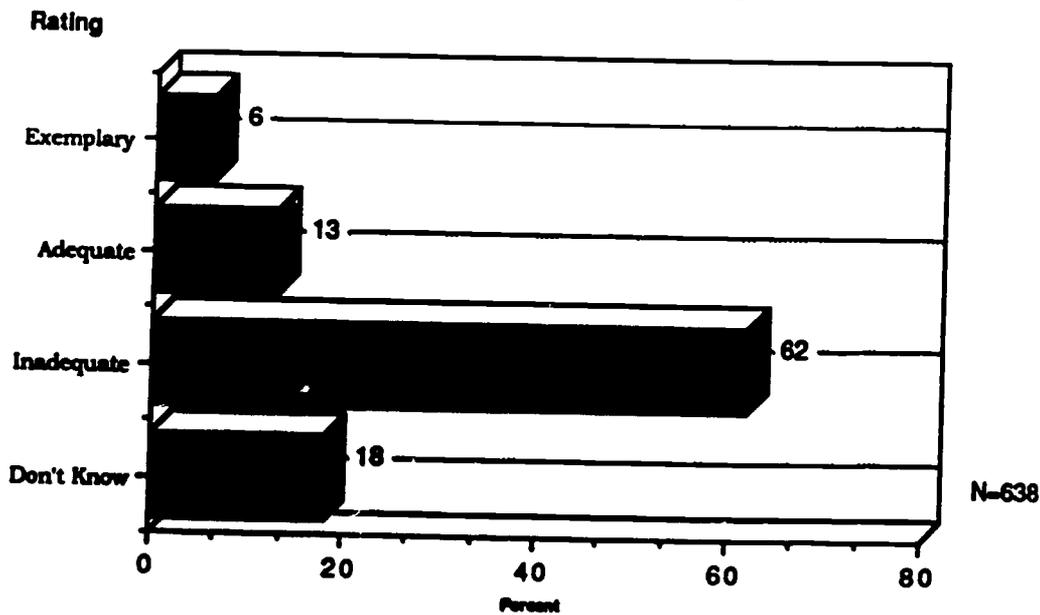
The opinion was split between `Adequate' and `Inadequate' regarding how the goals and outcomes for the district and colleges are defined and how they are to be achieved (#8,#9,#10), as was the feeling of how the administrators identify, define

7

9

and plan for the needs of the colleges and the district (#12,#13,#14,#17,#31). An existence of a collective vision by the college community of the desired future of the institution drew an `Inadequate' response (#15).
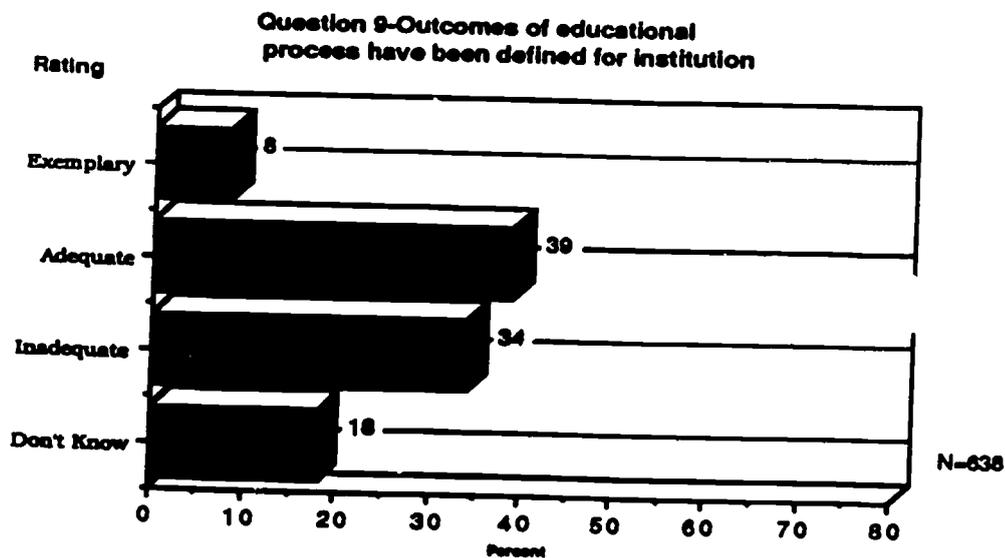
#8. · Clearly defined statements of institutional mission and goals.

Question 8-Clearly defined statements of institutional mission and goals

Rating

Exemplary	13
Adequate	43
Inadequate	29
Don't Know	13

N=638

0 10 20 30 40 50 60 70 80
Percent

#9. Outcomes of educational process have been defined for institution.

Question 9-Outcomes of educational process have been defined for institution

Rating

Exemplary	8
Adequate	39
Inadequate	34
Don't Know	18

N=638

0 10 20 30 40 50 60 70 80
Percent

1 u

8

#10. Institution described how achievement of desired educational outcomes will be ascertained.

Question 10-Institution described how achievement of desired educational outcomes will be ascertained

Rating

Rating	Percent
Exemplary	7
Adequate	29
Inadequate	41
Don't Know	21

N=638

0 10 20 30 40 50 60 70 80
Percent

#12. Administrators/faculty/staff understand environmental and institutional realities affecting work of the college.

Question 12-Administrators/faculty/staff understand environmental/institutional realities affecting work of the college

Rating

Rating	Percent
Exemplary	10
Adequate	37
Inadequate	37
Don't Know	15

N=638

0 10 20 30 40 50 60 70 80
Percent

9

11

#13. College has identified competition, assessed needs and defined place in the education market.
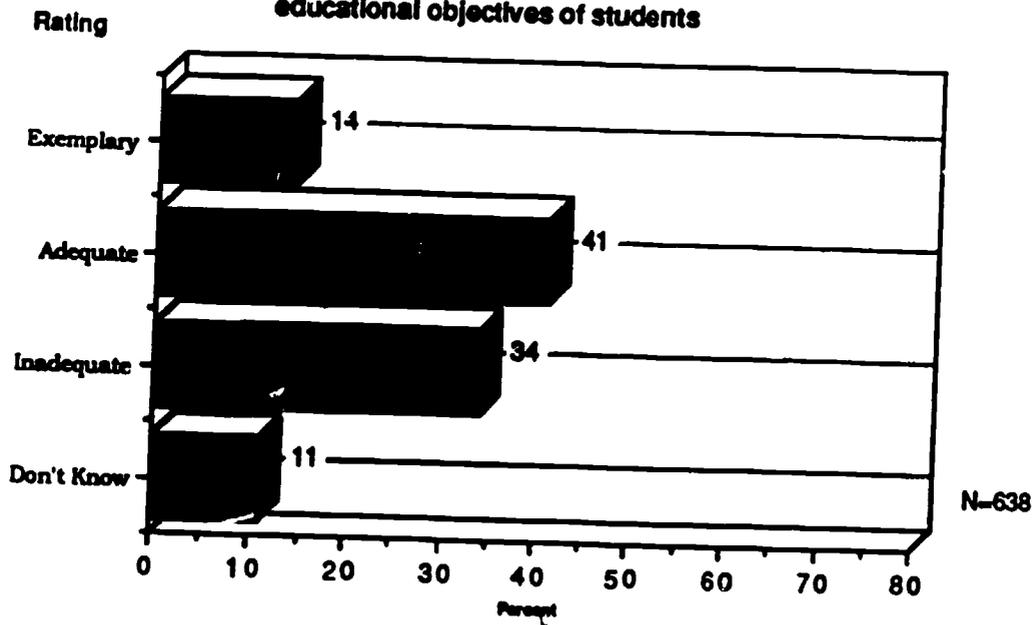
Question 13-College has identified competition, assessed needs & defined its place in the education market
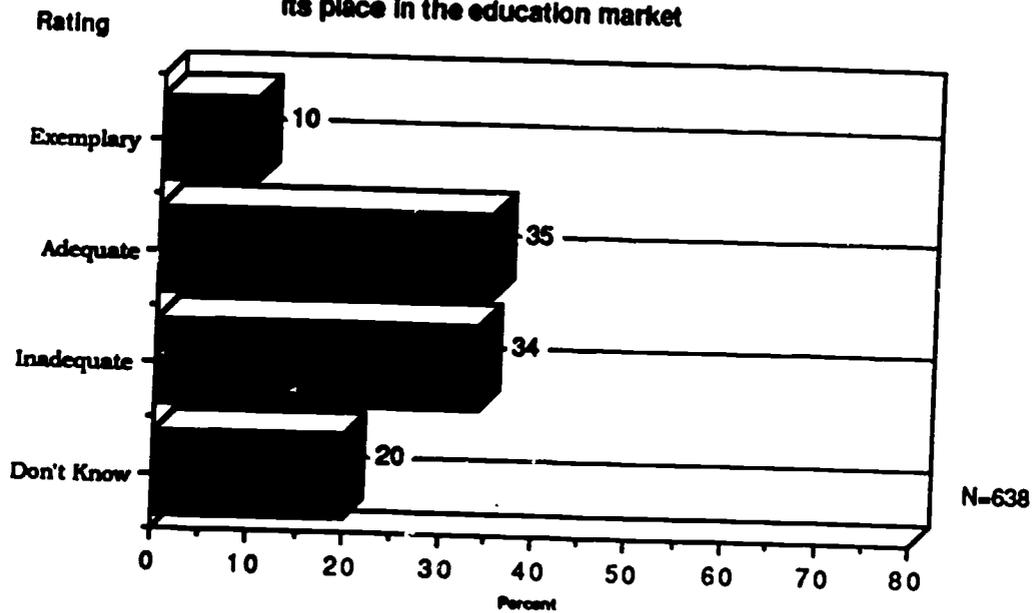
Rating

Rating	Percent
Exemplary	10
Adequate	35
Inadequate	34
Don't Know	20

N=638

Percent: 0 10 20 30 40 50 60 70 80

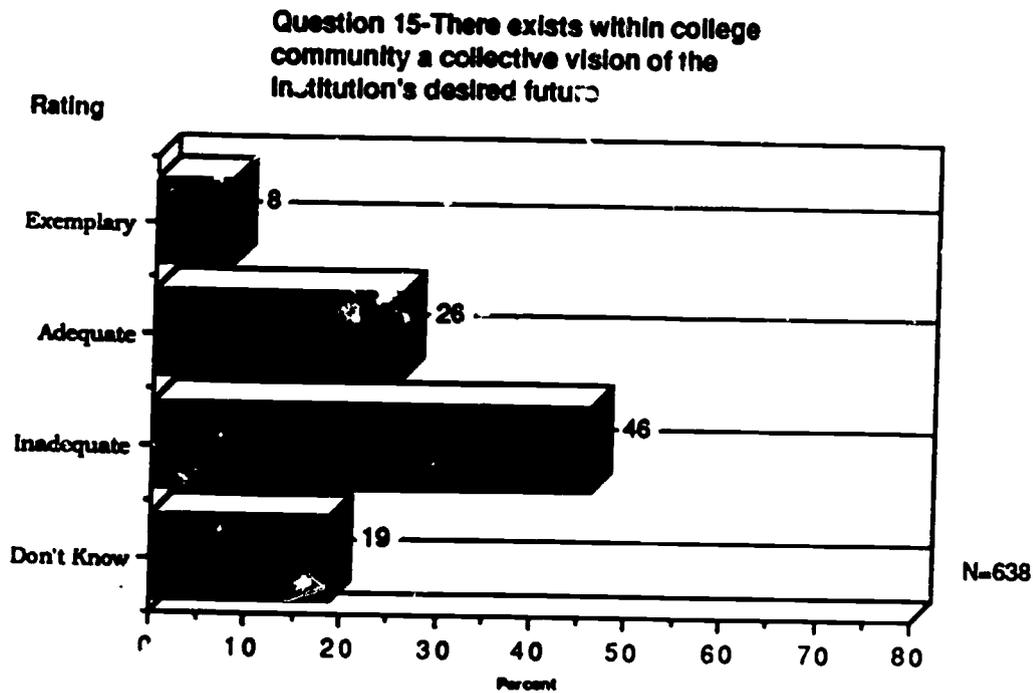**#14.** College demonstrates clear understanding of characteristics, needs and educational objectives of students.

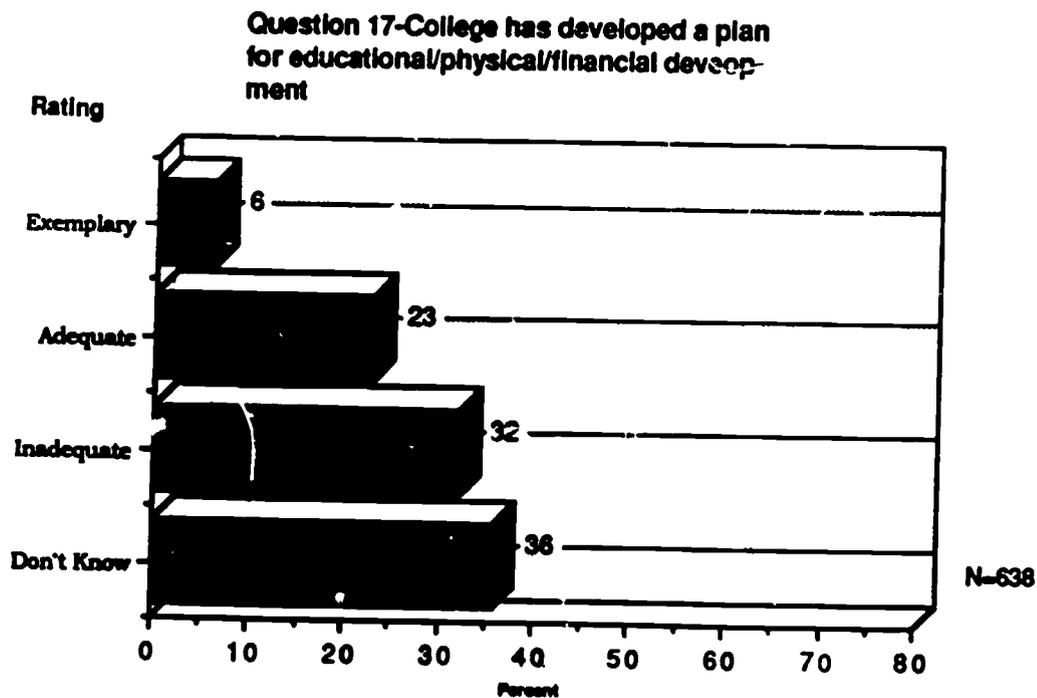**Question 14-College demonstrates clear understanding of characteristics/needs & educational objectives of students**

Rating

Rating	Percent
Exemplary	14
Adequate	41
Inadequate	34
Don't Know	11

N=638

Percent: 0 10 20 30 40 50 60 70 80

#15. There exists within college community a collective vision of the institution's desired future.

Question 15-There exists within college community a collective vision of the institution's desired future

Rating

Exemplary — 8

Adequate — 26

Inadequate — 46

Don't Know — 19

N=638

0   10   20   30   40   50   60   70   80

Percent

#17. College has dev loped a plan for educational, physical, and financial development.

Question 17-College has developed a plan for educational/physical/financial devecop-ment

Rating

Exemplary — 6

Adequate — 23

Inadequate — 32

Don't Know — 36

N=638

0   10   20   30   40   50   60   70   80

Percent

11

13

#31. Campus environment is characterized by open communication, collaboration, and a sense of community.

Question 31- Campus environment is characterized by open communication, collaboration & a sense of community

Rating

Exemplary — 12

Adequate — 31

Inadequate — 48

Don't Know — 6

N=638

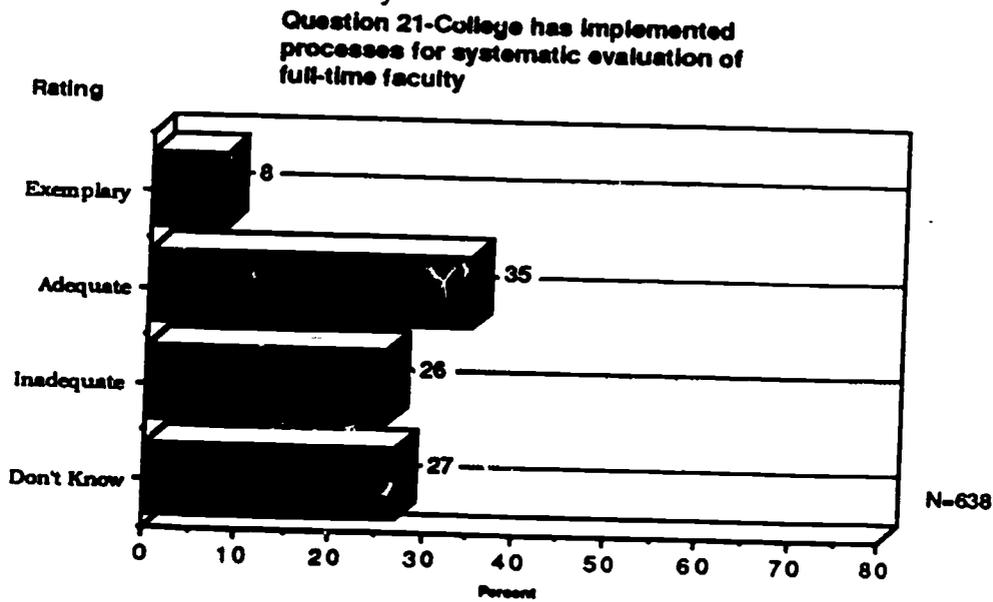0   10   20   30   40   50   60   70   80

Percent
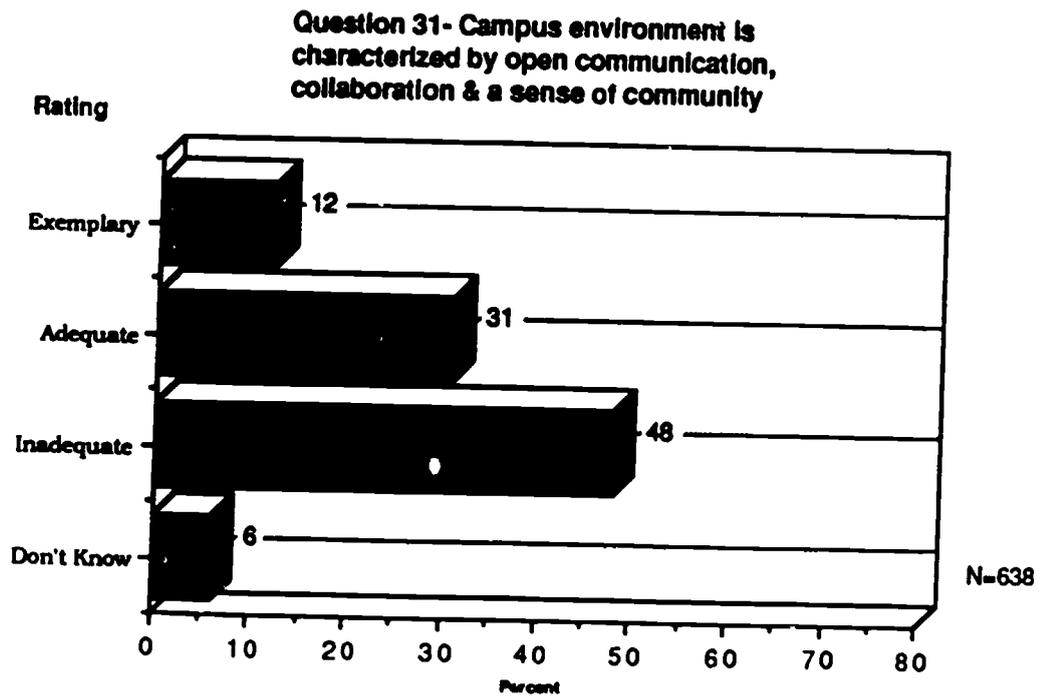
Assessment

Staff responses to the personnel assessment process statements suggest that they perceive the evaluation process of administrators and part-time faculty to be `Inadequate.' (#20,#22) In comparison staff indicated the general perception that full-time faculty have an `Adequate' system (#21), and a 'Don't Know' response was given to other staff evaluation (#23). Responses also indicate a perception that the link between performance evaluations and professional development is `Inadequate' (#30).
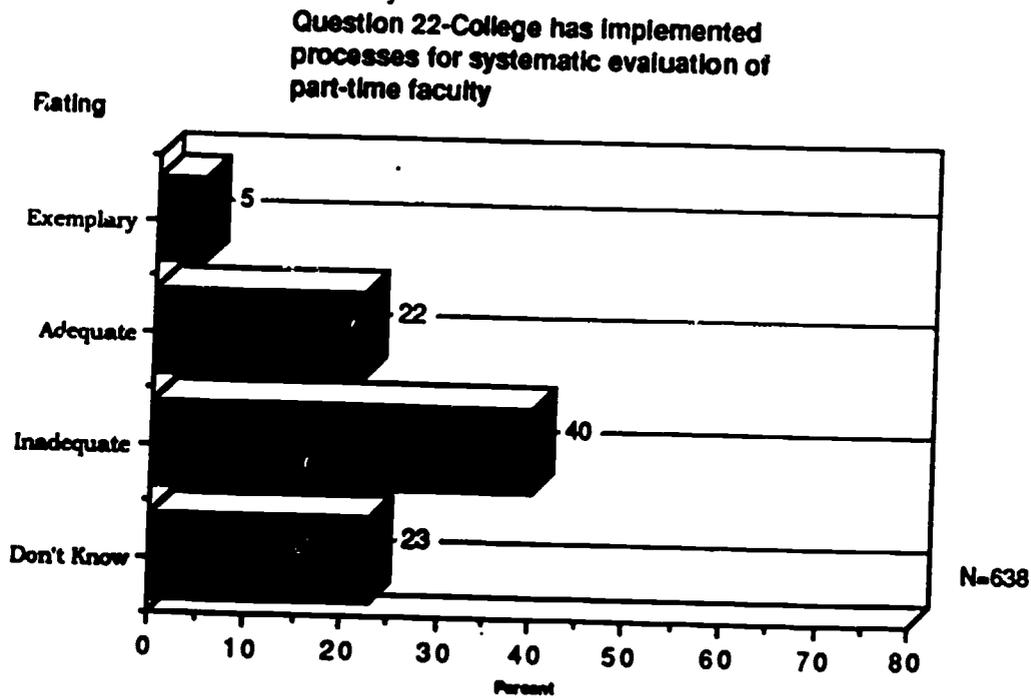
#20. College has implemented processes for the systematic evaluation of administrators.
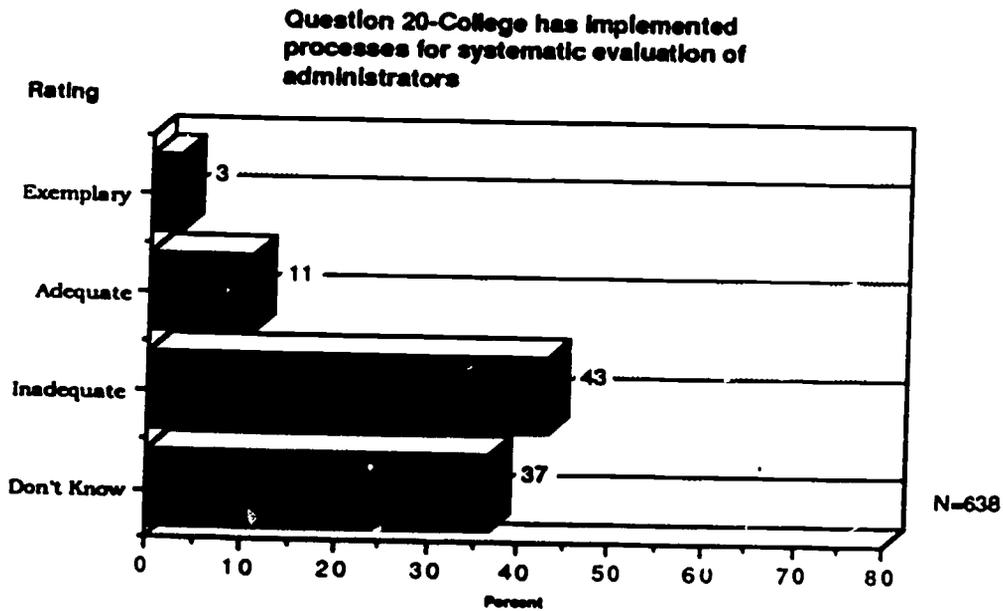
Question 20-College has implemented processes for systematic evaluation of administrators

Rating

Exemplary	3
Adequate	11
Inadequate	43
Don't Know	37

N=638

0 10 20 30 40 50 60 70 80

Percent

#21. College has implemented processes for the systematic evaluation of full-time faculty.

Question 21-College has implemented processes for systematic evaluation of full-time faculty

Rating

Rating	Percent
Exemplary	8
Adequate	35
Inadequate	26
Don't Know	27

N=638

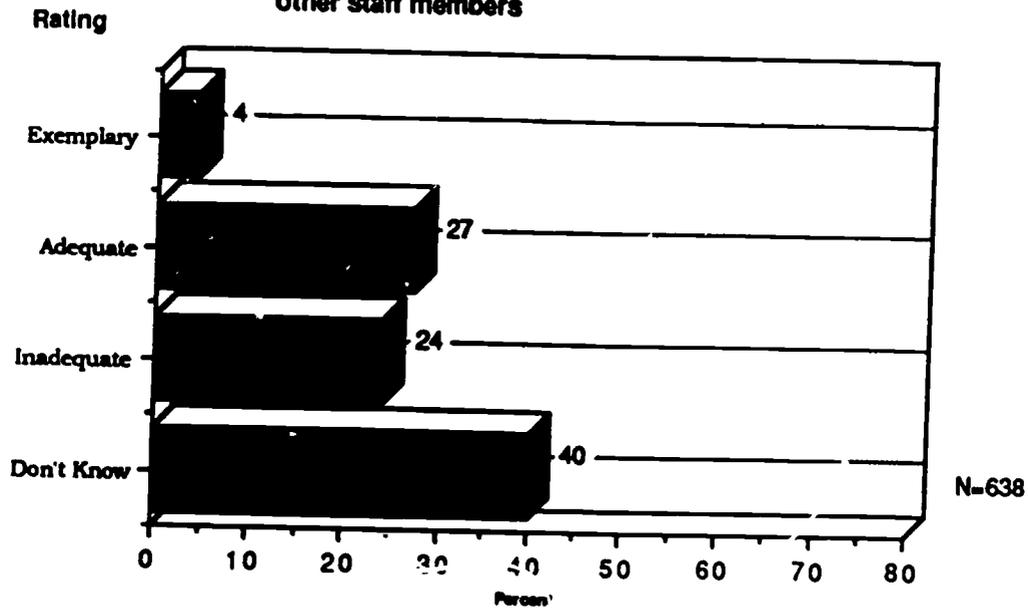Percent: 0 10 20 30 40 50 60 70 80

#22. College has implemented processes for the systematic evaluation of part-time faculty.

Question 22-College has implemented processes for systematic evaluation of part-time faculty

Rating

Rating	Percent
Exemplary	5
Adequate	22
Inadequate	40
Don't Know	23

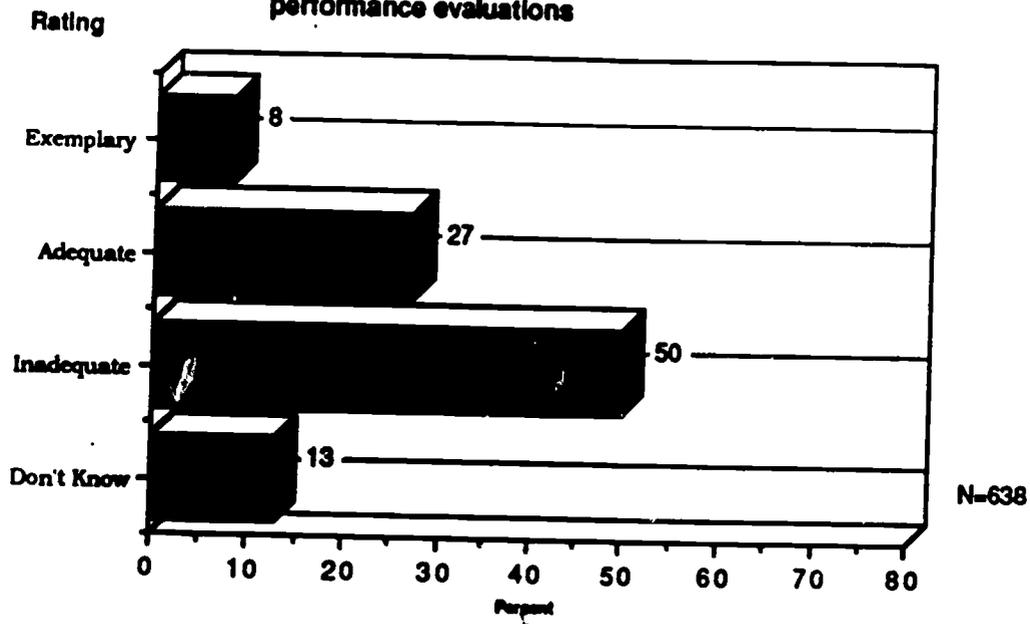N=638

Percent: 0 10 20 30 40 50 60 70 80

14

1 6

#23. College has implemented processes for the systematic evaluation of other staff members.

**Question 23-College has implemented processes for systematic evaluation of other staff members**

Rating

Rating	Percent
Exemplary	4
Adequate	27
Inadequate	24
Don't Know	40

N=638

0 10 20 30 40 50 60 70 80

Percent

#30. Professional development is encouraged, supported, and linked to performance evaluations.

Question 30-Professional development is encouraged/supported & linked to performance evaluations

Rating

Rating	Percent
Exemplary	8
Adequate	27
Inadequate	50
Don't Know	13

N=638

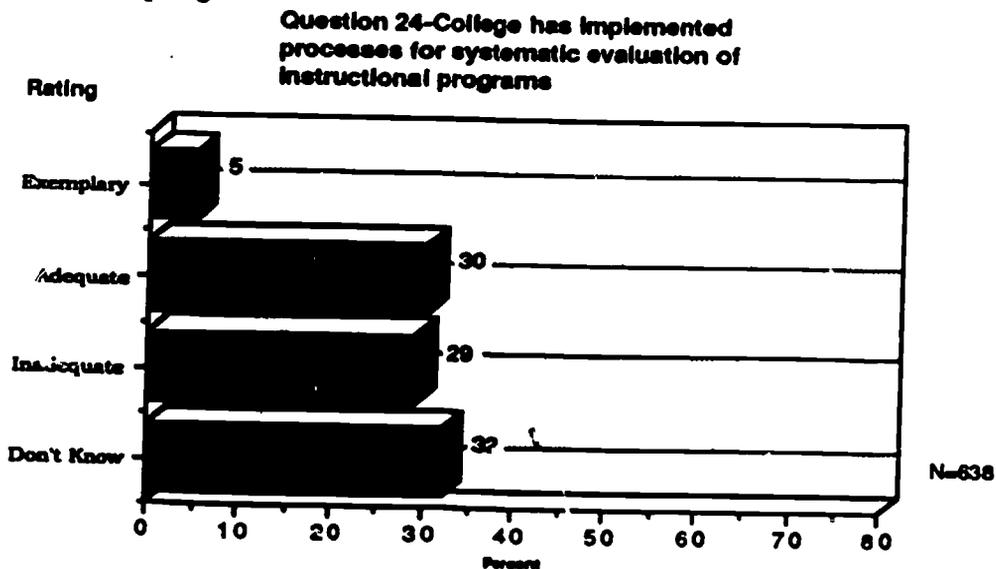0 10 20 30 40 50 60 70 80

Percent

15

17

Evaluation of student outcomes basically drew an 'Inadequate' response, followed closely by 'Adequate' and 'Don't Know' responses. A notable exception to this pattern are the responses from the Citizens Advisory group members. They generally perceive that the process is 'Adequate.' (#19)

#19. College has implemented processes for the systematic evaluation of student educational outcomes.

Question 19-College has implemented processes for systematic eval. of student educational outcomes

Rating

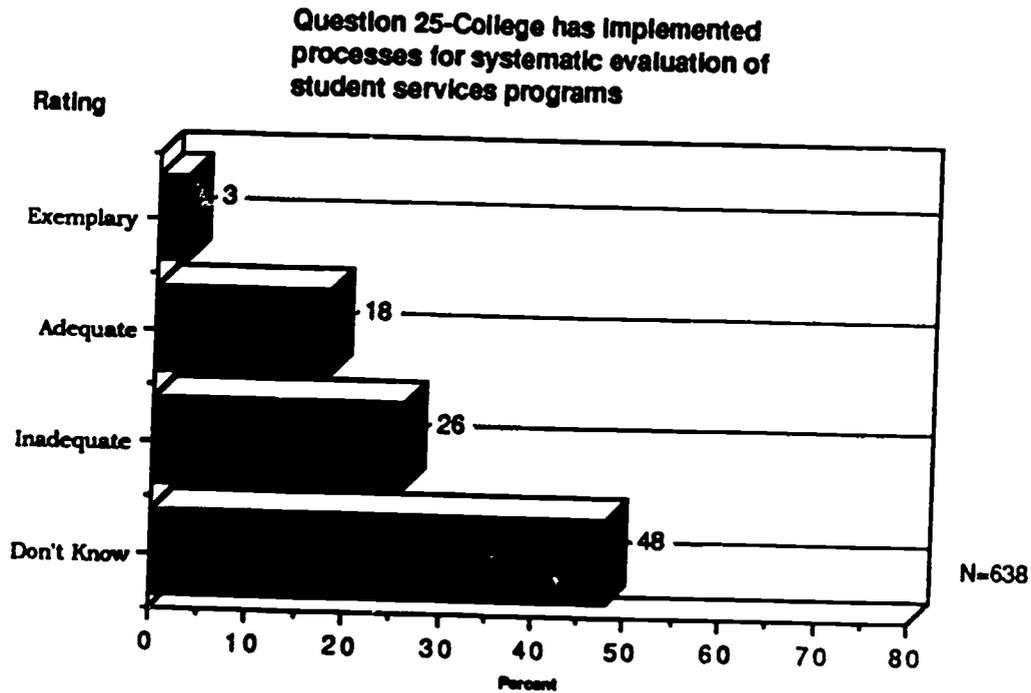|	Percent
Exemplary	6
Adequate	29
Inadequate	35
Don't Know	28

N=638
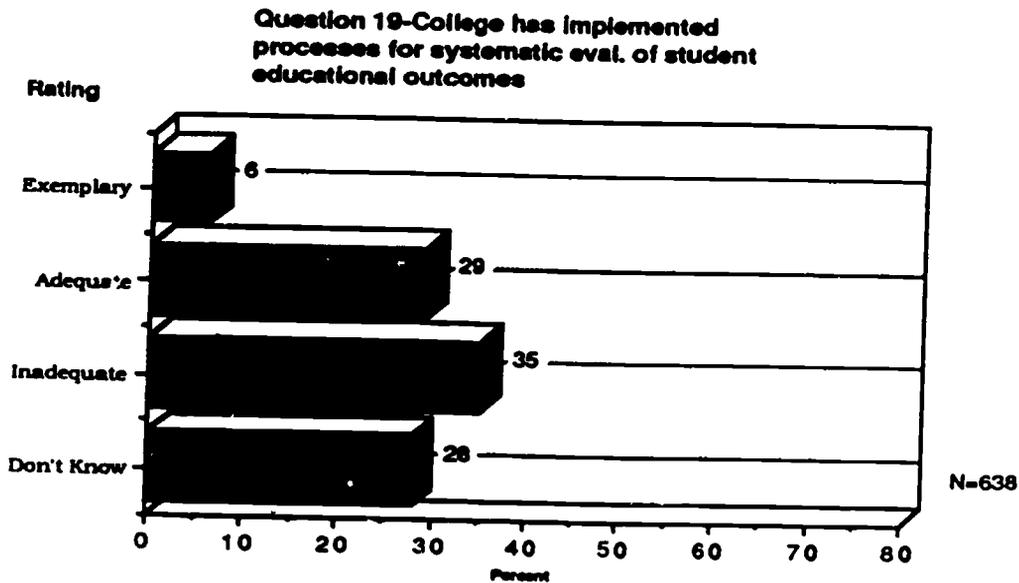
It is interesting to note that the respondents did not seem to have much opinion related to the evaluation of programs and services as there are a large percentage of responses in the 'Don't Know' category (#24,#25,#26,#27,#28).
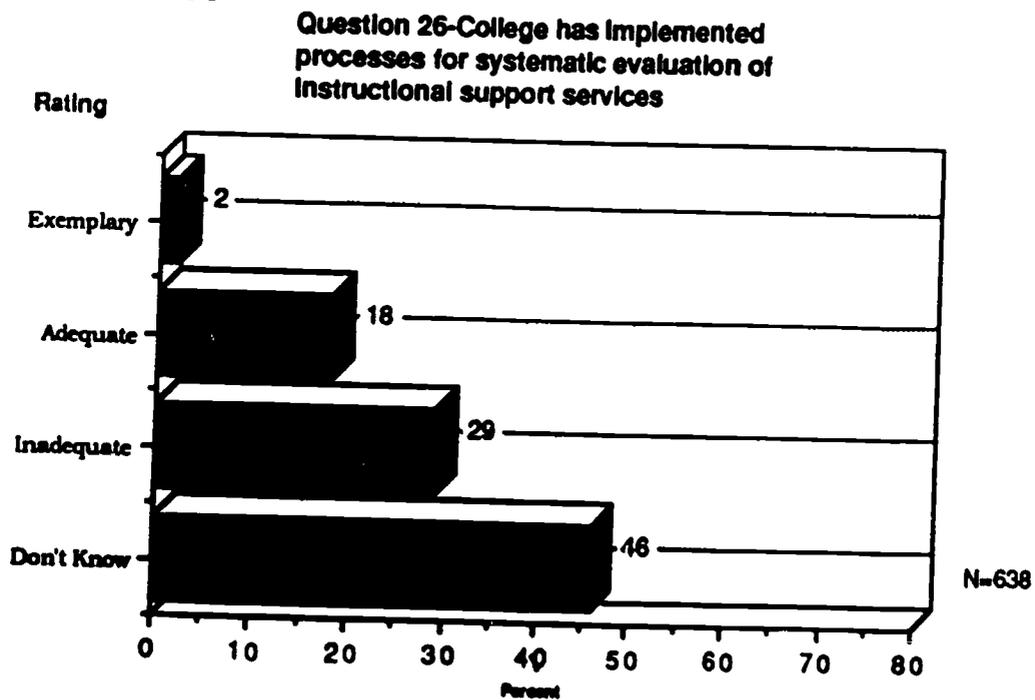
#24. College has implemented processes for the systematic evaluation of institutional programs.
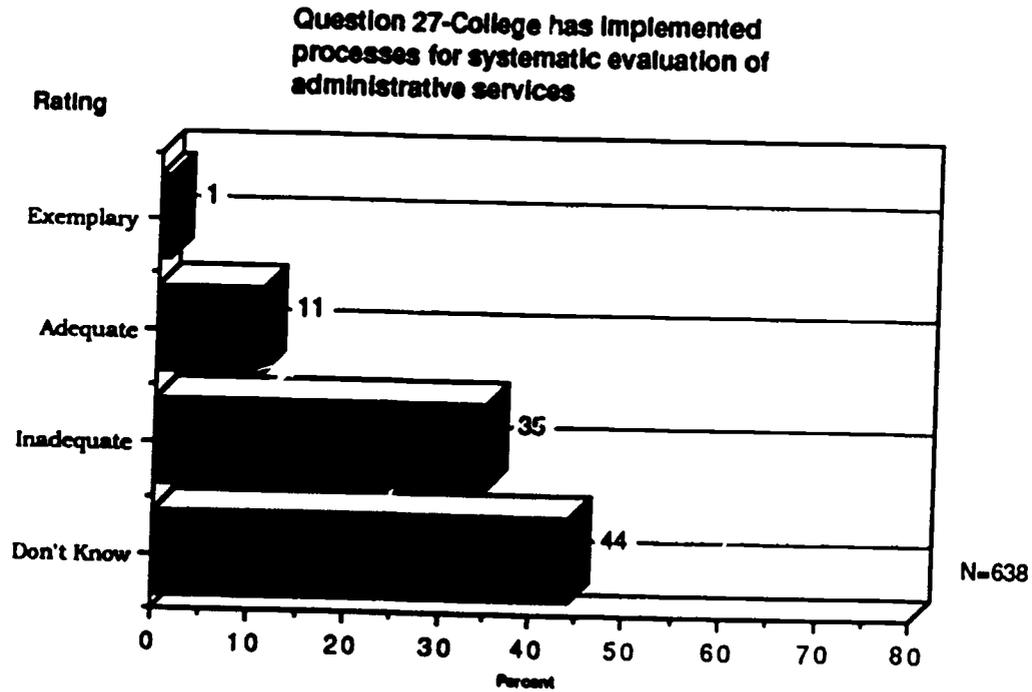
Question 24-College has implemented processes for systematic evaluation of instructional programs

Rating

	Percent
Exemplary	5
Adequate	30
Inadequate	29
Don't Know	32

N=638

16

#25. College has implemented processes for the systematic evaluation of student services programs.

Question 25-College has implemented processes for systematic evaluation of student services programs

Rating

Rating	Percent
Exemplary	3
Adequate	18
Inadequate	26
Don't Know	48

N=638

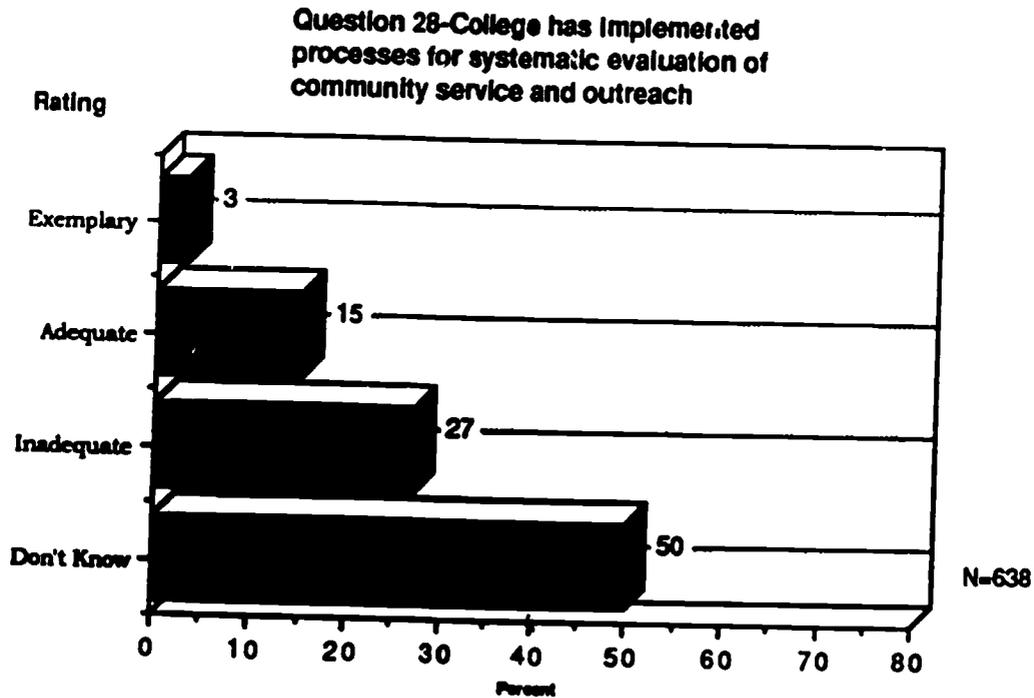(Percent axis: 0 10 20 30 40 50 60 70 80)

#26. College has implemented processes for the systematic evaluation of instructional support services.

Question 26-College has implemented processes for systematic evaluation of instructional support services

Rating

Rating	Percent
Exemplary	2
Adequate	18
Inadequate	29
Don't Know	46

N=638

(Percent axis: 0 10 20 30 40 50 60 70 80)

17

#27. The college has implemented processes for the systematic evaluation of administrative services.

Question 27-College has implemented processes for systematic evaluation of administrative services

Rating

Rating	Percent
Exemplary	1
Adequate	11
Inadequate	35
Don't Know	44

N=638

Percent: 0 10 20 30 40 50 60 70 80

#28. College has implemented processes for the systematic evaluation of community service and outreach.

Question 28-College has implemented processes for systematic evaluation of community service and outreach

Rating

Rating	Percent
Exemplary	3
Adequate	15
Inadequate	27
Don't Know	50

N=638
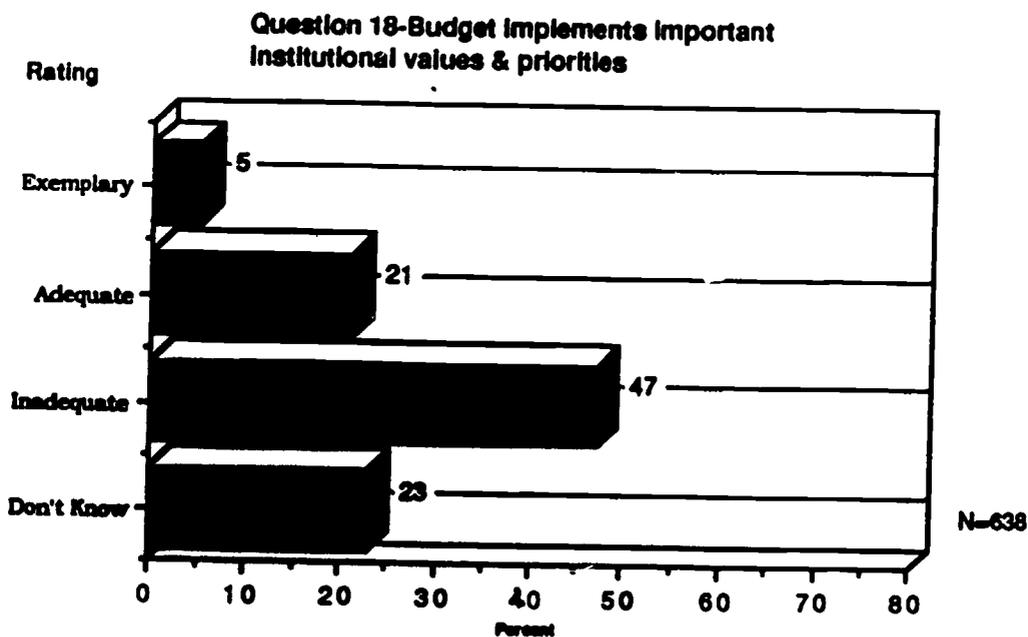
Percent: 0 10 20 30 40 50 60 70 80

18

The opinion that the planning assessment information is used to improve and budget in a way that meets needs of the institution was of `Inadequate' to `Don't Know' (#16,#18,#29).

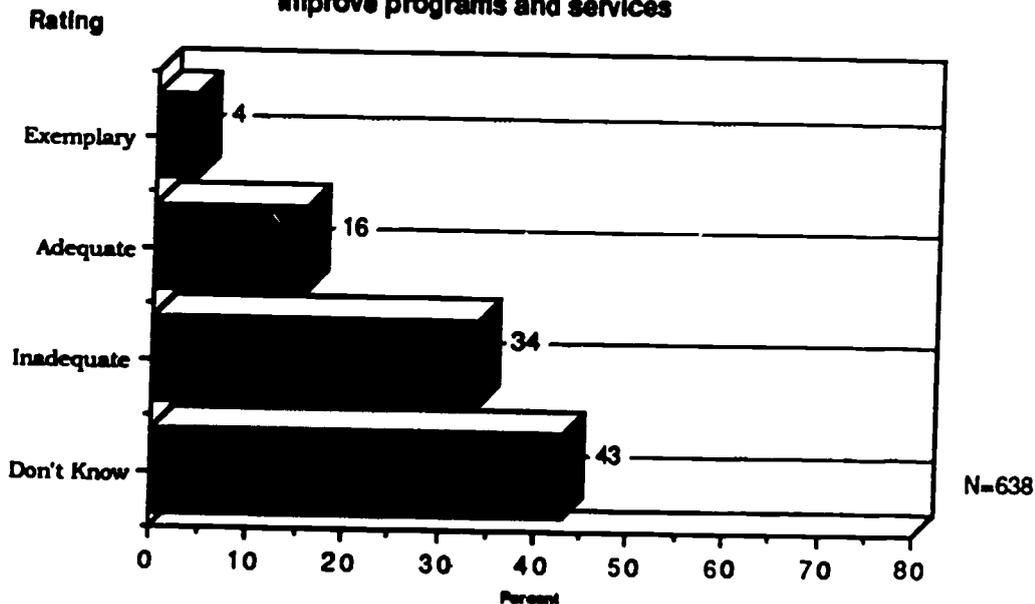#16. Major issues/priorities are identified through annual planning process.
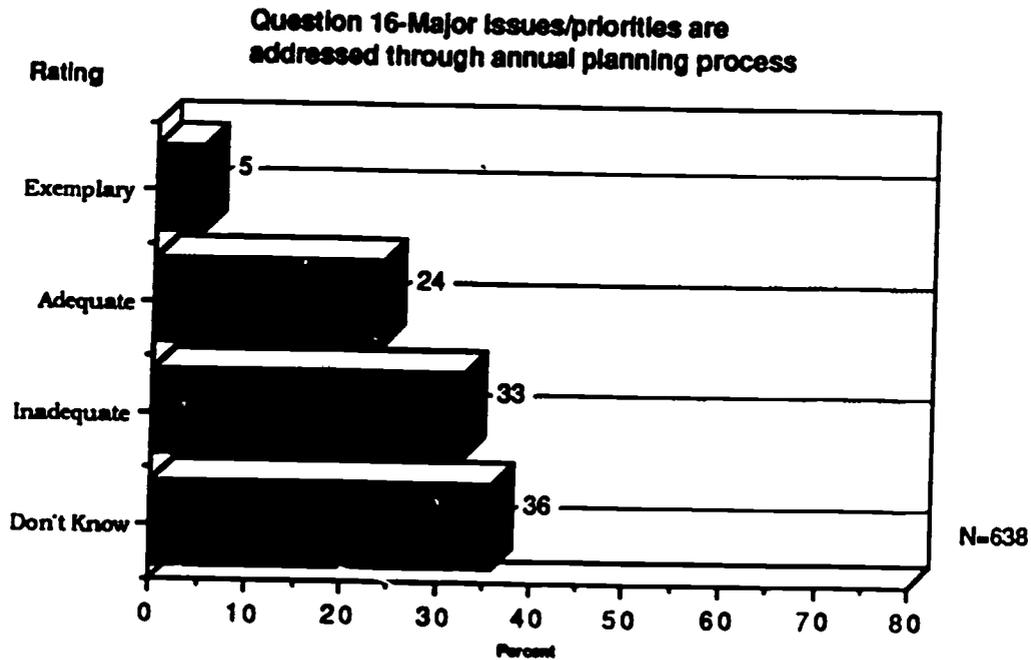
Question 16-Major issues/priorities are addressed through annual planning process

Rating

Rating	Percent
Exemplary	5
Adequate	24
Inadequate	33
Don't Know	36

N=638

Percent: 0 10 20 30 40 50 60 70 80

#18. The budget implements important institutional values and priorities.

Question 18-Budget implements important institutional values & priorities

Rating

Rating	Percent
Exemplary	5
Adequate	21
Inadequate	47
Don't Know	23

N=638

Percent: 0 10 20 30 40 50 60 70 80

19

#29. The results of assessment are communicated to decisionmakers and used to improve programs and services.

Question 29- Results of assessment are communicated to decisionmakers to improve programs and services

Rating

Exemplary — 4

Adequate — 16

Inadequate — 34

Don't Know — 43

N=638

0   10   20   30   40   50   60   70   80

Percent

SUMMARY

In summary, the respondents expressed definite opinions (`Adequate and Inadequate,') when given statements that related to their individual involvement in the planning process, evaluation of their performance and evaluation of student outcomes. They had little opinion about general items that may not touch them directly, as indicated by a large percentage of `Don't Know' responses on statements about the overall planning process and evaluation of programs and services.

Perceptions were divided between `Adequate and Inadequate', concerning statements related to the clarity of goals and objectives and the ability of administrators to identify and define the needs of the individual colleges.

Perceptions regarding the process of using planning assessment data to meet the needs of the colleges and district were split between `Inadequate' and `Don't Know'.

22

Y N
1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
7 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
10 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
11 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
12 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
13 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
14 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
15 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
16 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
17 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
18 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
19 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

FEED IN THIS DIRECTION

EDUCATIONAL MASTER PLAN

Please match responses with statements (front & back using a #2 pencil)

A	B	C	D
Exemplary	Adequate	Inadequate	Don't Know

1. Leadership and support for planning and assessment are provided by top-level administrators.

2. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.

3. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.

4. Integration of major institutional processes is emphasized (e.g., assessment results are used in planning, plans form the basis for allocation of resources, etc.)

5. Planning and assessment processes are coordinated with external entities/demands.

6. Incentives and rewards encourage commitment to planning, assessment, individual excellence, and institutional improvement.

7. An institutional research component provides accurate, timely information for planning and decision making.

8. There are clearly defined statements of institutional mission and goals.

9. Desired outcomes of the educational process have been explicitly defined for the institution and its units.

10. The institution has described how achievement of desired educational outcomes will be ascertained.

11. The assessment program encompasses multiple time frames and multiple methods, both quantitative and qualitative.

12. Administrators, faculty, and staff understand the environmental and institutional realities which affect the work of the college.

13. The college has identified its competition, assessed the needs of its service area, and defined its place in the education mar et.

14. The college demonstrates a clear understanding of the characteristics, needs, and educational objectives of its students.

15. There exists within the college community a collective vision of the institution's desired future.

16. Major institutional issues and priorities are identified and addressed through the annual planning process.

17. The college has developed and regularly updates a plan for the institution's educational, physical, and financial development.

18. The budget implements important institutional values and priorities.

19. The college has implemented processes for the systematic evaluation of student educational outcomes.

20. The college has implemented processes for the systematic evaluation of administrators.

SURVEY NAME

SPECIAL CODES
A	B	C

25

SURVEY NUMBER

ERIC
Full Text Provided by ERIC

NATIONAL COMPUTER

Y N

21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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A	**B**	**C**	**D**
Exemplary	Adequate	Inadequate	Don't Know

21. The college has implemented processes for the systematic evaluation of full-time faculty.

22. The college has implemented processes for the systematic evaluation of part-time faculty.

23. The college has implemented processes for the systematic evaluation of other staff members.

24. The college has implemented processes for the systematic evaluation of instructional programs.

25. The college has implemented processes for the systematic evaluation of student services programs.

26. The college has implemented processes for the systematic evaluation of instructional support services.

27. The college has implemented processes for the systematic evaluation of administrative services.

28. The college has implemented processes for the systematic evaluation of community service and outreach.

29. The results of assessment are communicated to decisionmakers and used to improve programs and services.

30. Professional development is encouraged, supported, and linked to meaningful performance evaluations.

31. The campus environment is characterized by open communication, collaboration, and a sense of community.

Please check the appropriate Status and Site.

STATUS:				SITE:	
MANAGER		FACULTY ___		SD CITY	___
ASSOCIATE DEAN	___	FULL-TIME ___		CONT ED	___
CLASSIFIED	___	PART-TIME ___		MESA	___
FULL-TIME	___	SUPERVISOR ___		MIRAMAR	___
PART-TIME	___	OTHER ___		ECC	___
CITIZENS ADVISORY COUNCIL ___		SPECIFY ___		DISTRICT	___

This instrument, "Managing for Institutional Effectiveness: An Institutional Assessment Survey," is offered as a tool to aid colleges in assessing their current status regarding certain institutional practices and characteristics which are seen as significant contributors to institutional effectiveness. In particular, and without dictating institutional goals, the survey focuses on important elements in processes for planning and assessment.

(Adapted from McClenney and McClenney, Mc^2 Educational Consultants, Evergreen, Colorado)

24