

2019 MCCC Strategic Planning Input Survey 1

Summary Report

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EXECUTIVE SUMMARY

Purpose: The purpose of the 2019 Strategic Planning Input Survey (1) is to gather feedback from MCCC employee, student and Board of Trustees stakeholders regarding their identified major focuses of the 2020-2023 Strategic Plan. The Strategic Planning Task Force worked over the 2018-2019 academic year to summarize three major themes of the new plan with 5 sub-themes under each, which the input survey respondents were asked to rank in importance of focus.

Instrumentation: The questionnaire consists of 5 closed-ended questions, where two questions ask respondents to report their position or affiliation with MCCC and their employment status. The remaining three questions ask respondents to rank 5 provided sub-themes under each primary theme in importance to include or focus on in the 2020-2023 Strategic Plan. Respondents are asked to rank the 5 sub-themes in importance on a scale of 1- most important to 5- least important.

Data Collection: Data were collected over a 4- week period with several follow-up email invitations sent to all MCCC employees and non-employee Board of Trustees members from the Strategic Planning Task Force Chair, Randell Daniels, in collaboration with the Office of Institutional Research. Respondents were sent the invitation to participate in the electronic SurveyMonkey® questionnaire via a link provided to their employee or preferred email for non-employees.

Data Analysis: Data were exported from SurveyMonkey® to and analyzed using SPSS version 25. The exclusive analysis tool used to report frequency data was the descriptive statistics/case summary function. Specific data analysis and reporting techniques are discussed throughout the full summary report.

Results: The overall response rate for this survey effort was 3.3% (n= 139, N=4,274). The low overall response rate is due to very low individual response rate among students (0.4%; n=14, N=3,832). Student response to summer-administered surveys is historically low. The sub-theme ranked most important among respondents within the first major theme (Student Access and Success: Focus on seamless support to help students achieve their educational/career goals) was improve academic advising. The sub-theme ranked most important among respondents within the second major theme (Relevant and Innovative Education: Ensure that educational opportunities are attentive to the needs of those we serve) was market/industry-driven programming. The sub-theme ranked most important among respondents within the third major theme (Operational Excellence: Create a culture of collaboration and respect that is committed to improving the processes that support the MCCC Mission and Vision) was create a student-focused environment. Comprehensive results are described throughout the report.

INSTRUMENTATION

Question Description

The questionnaire contains two closed-ended questions asking respondents employment demographic characteristics. These questions are provided below:

- 1. Which of the following best describes your position/affiliation with MCCC? Please select only one option.**

Employee- Administrator Employee- Professional Staff
 Employee Faculty Employee- Support Staff
 Employee- Maintenance MCCC Student
 MCCC Board Member

- 2. Which of the following best describes your employment status at MCCC? Please select only one option.**

Full-time Part-time Non-employee

The remaining three closed-ended questions ask respondents to rank their perceived importance of focusing on the following sub-themes of primary themes determined by the Strategic Planning Task Force, in the new 2020-2023 MCCC Strategic Plan:

- 3. The Strategic Planning Task Force has identified the following as one key theme to be included in the updated MCCC Strategic Plan:**

Student Access and Success: Focus on seamless support to help students achieve their educational/ career goals.

Please rank the following sub-themes by importance to include/focus on in the updated MCCC Strategic Plan (where 1 is most important and 5 is least important).

Improve academic advising
 Improve academic and non-academic student support services
 Enhance campus life
 Student-driven class scheduling
 Consistent use of technology in all areas

4. The Strategic Planning Task Force has identified the following as a second key theme to be included in the updated MCCC Strategic Plan:

Relevant and Innovative Education: Ensure that educational opportunities are attentive to the needs of those we serve.

Please rank the following sub-themes by importance to include/focus on in the updated MCCC Strategic Plan (where 1 is most important and 5 is least important).

- Market/industry-driven programming
- More opportunity for experiential learning (internships and co-ops)
- Improve pedagogy and utilize best practices
- Increase transfer opportunities and improve transferability
- Improve collaboration between all departments and divisions

5. The Strategic Planning Task Force has identified the following as third key theme to be included in the updated MCCC Strategic Plan:

Operational Excellence: Create a culture of collaboration and respect that is committed to improving processes that support the MCCC Mission and Vision.

Please rank the following sub-themes by importance to include/focus on in the updated MCCC Strategic Plan (where 1 is most important and 5 is least important).

- Create a student-focused environment
- Evaluate organizational structure and revise accordingly
- Improve professional development and training
- Expand facilities based on program and service needs
- Budget driven by Strategic Plan and/or institutional goals

DATA COLLECTION

Data were collected over a 4- week period with several follow-up email invitations sent to all MCCC employees from the Chair of the MCCC Strategic Planning Task Force, Randell Daniels, in collaboration with the Office of Institutional Research. Respondents were sent the invitation to participate in the electronic SurveyMonkey® questionnaire via a link provided to their employee email. The email invitation was sent to the following total populations of employees at MCCC (total N= 4,274):

- 57 full-time faculty
- 237 part-time faculty
- 24 full-time administrators
- 13 full-time professional staff
- 1 part-time professional staff
- 50 full-time support staff
- 33 part-time support staff
- 20 maintenance
- 3,832 students
- 7 Board of Trustees members

All potentially identifiable information such as the date and time of completion were removed from the dataset to ensure anonymity and confidentiality of participation. At the end of the collection period, data were exported from the data collection tool to SPSS version 25.

DATA ANALYSIS

Quantitative data (closed-ended questions) were analyzed using SPSS version 25. The descriptive statistics or frequencies and case summary functions were used to calculate percentages for demographic data as well as for importance rankings of sub-themes. Methodology for specific calculations is as follows:

- **% response rate**= the percent of respondents out of the total population (all who were sent the invitation to participate via email)
- **% employee group response rate**= percent of respondents out of the specific employee group population

RESULTS

Participant Demographics

Employment Status	Administrator	Professional Staff	Faculty	Support Staff	Maintenance	Student	Board Member
All	n=19, *13.8% **79.2%	n=8, *5.8% **57.1%	n=48, *34.8% **16.3%	n=40, *29.0% **48.2%	n=3, *2.2% **15.0%	--	--
Full-time	n=18, *13.0% **75.0%	n=8, *5.8% **61.5%	n=32, *23.2% **56.1%	n=31, *22.5% **62.0%	n=3, *2.2% **15.0%	--	--
Part-time	n=1, *0.7% **N/A	n=0, *0.0% **0.0%	n=16, *11.6% **6.8%	n=9, *6.5% **27.3%	--	--	--
Non-Employee	--	--	--	--	--	n=14, *10.1% **0.4%	n=6, *4.3% **85.7%

* n=# of respondents, % of total respondents= 138 where 1 did not respond to demographic items

**% employee group response rate= percent of respondents out of the specific employee group population

Table 1. Participant Demographics; n=138, total respondents= 139, total % response rate= 3.3%

Table 1 displays the overall response rate for total participants as 3.3%, which is very low compared to other MCCC stakeholder distributed surveys. The greatest impact on the overall response rate was very low individual response rate among students (0.4%). There are several additional factors that could have contributed to low overall response rate including a short data collection period, complexity of the ranking questions asked, hesitation of respondents to provide input on an important topic that impacts the entire college, and lack of access to an electronic

device to complete the questionnaire. Faculty represent the greatest individual group participation, where they comprise 34.8% of all responses, where Maintenance represent the lowest individual group participation (2.2% of all responses). Board of Trustees members represent the greatest participation within their individual group at 85.7% response rate. Administrators had the next greatest participation with their individual group at 79.2%. Aside from the previously described very low response rate among students, part-time faculty and Maintenance were the least participatory within their individual groups (6.8% and 15.0%, respectively).

**Question 3: Ranked Perceived Importance of Sub-Themes to
 Key Theme 1: Student Access and Success: Focus on seamless support to help
 students achieve their educational/ career goals**

Sub-Theme	1- Most Important	2	3	4	5- Least Important
Improve Academic Advising	n=56, *42.1%	n=23, *17.3%	n=30, *22.6%	n=7, *5.3%	n= 17, *12.2%
Improve academic and non-academic support services	n=23, *16.8%	n=45, *32.8%	n=38, *27.7%	n=23, *16.8%	n=8, *5.8%
Enhance campus life	n=4, *3.0%	n=16, *11.9%	n=17, *12.7%	n=42, *30.2%	n=55, *39.6%
Student-driven class scheduling	n=42, *30.7%	n=33, *24.1%	n=21, *15.3%	n=23, *16.8%	n=18, *13.1%
Consistent use of technology in all areas	n=13, *9.4%	n=19, *13.7%	n=31, *22.3%	n=39, *28.1%	n=37, *26.6%

n= number of respondents

*valid percent; percent responses out of total that responded to each question (varies for each sub-theme)

Black bolded values represent the greatest combined 1- and 2- importance ranking percentage (indicating the most important sub-themes, according to respondents)

Red bolded values represent the greatest combined 4- and 5- importance ranking percentage (indicating the least important sub-themes, according to respondents)

Table 2. Respondents’ perceived importance of including sub-themes to the first key theme in the 2020-2023 MCCC Strategic Plan

Table 2 describes the sub-themes that respondents perceive to be the most and least important to include/focus on within the first key theme of the 2020-2023 MCCC Strategic Plan (Student Access and Success: Focus on seamless support to help students achieve their educational/ career goals). Respondents ranked improve academic advising as the most important sub-theme, with a combined percent rank 1- and 2- of 59.4%. Next most important to focus on is student-driven class scheduling, with combined 1- and 2- rank percent of 54.8%. The third most important sub-theme is improve academic and non-academic support services, with a combined

1- and 2- rank percent of 49.6%. Respondents ranked the remaining two sub-themes with low importance to include/focus on, in the following order based on their respective combined 4- and 5- rank percent: enhance campus life (69.8%) and consistent use of technology in all areas (54.7%). Therefore, it is recommended that the following sub-themes be included under the first key theme of the 2020-2023 MCCC Strategic Plan:

- 1. Student Access and Success: Focus on seamless support to help students achieve their educational/ career goals**
 - a. Improve academic advising
 - b. Student-driven class scheduling
 - c. Improve academic and non-academic support services

**Question 4: Ranked Perceived Importance of Sub-Themes to
 Key Theme 2: Relevant and Innovative Education: Ensure that educational
 opportunities are attentive to the needs of those we serve.**

Sub-Theme	1- Most Important	2	3	4	5- Least Important
Market/industry-driven programming	n=42, *32.1%	n=19, *14.5%	n=22, *16.8%	n=24, *18.3%	n= 24, *18.3%
More opportunity for experiential learning (internships and co-ops)	n=25, *18.7%	n=31, *23.1%	n=27, *20.1%	n=26, *19.4%	n=25, *18.7%
Improve pedagogy and utilize best practices	n=14, *10.4%	n=28, *20.9%	n=25, *18.7%	n=33, *24.6%	n=34, *25.4%
Increase transfer opportunities and improve transferability	n=31, *22.6%	n=26, *19.0%	n=28, *20.4%	n=22, *15.8%	n=30, *21.9%
Improve collaboration between all departments and divisions	n=27, *19.6%	n=32, *23.2%	n=33, *23.9%	n=26, *18.8%	n=20, *14.5%

n= number of respondents

*valid percent; percent responses out of total that responded to each question (varies for each sub-theme)

Black bolded values represent the greatest combined 1- and 2- importance ranking percentage (indicating the most important sub-themes, according to respondents)

Red bolded values represent the greatest combined 4- and 5- importance ranking percentage (indicating the least important sub-themes, according to respondents)

Table 3. Respondents’ perceived importance of including sub-themes to the second key theme in the MCCC 2020-2023 Strategic Plan

Table 3 describes the sub-themes that respondents perceive to be the most and least important to include/focus on within the second key theme of the 2020-2023 MCCC Strategic Plan (Relevant and Innovative Education: Ensure that educational opportunities are attentive to the needs of those we serve). Respondents ranked market/industry-driven programming as the most important sub-theme, with a combined percent rank 1- and 2- of 46.6%. Next most

important to focus on is improve collaboration between all departments and divisions, with combined 1- and 2- rank percent of 42.8%. The third most important sub-theme is increase transfer opportunities and improve transferability, with a combined 1- and 2- rank percent of 41.6%. Although more opportunity for experiential learning (internships and co-ops) has a slightly greater combined 1- and 2- rank percent than increase transfer opportunities and transferability (41.8%), this sub-theme also has a greater combined low importance ranking percent (combined 4- and 5- rank percent), supporting why it is less important to focus on and ranked 4th most important. Respondents ranked the remaining two sub-themes with low importance to include/focus on, in the following order based on their respective combined 4- and 5- rank percent: improve pedagogy and utilize best practices (50.0%) and more opportunity for experiential learning (internships and co-ops) (38.1%). Therefore, it is recommended that the following sub-themes be included under the first key theme of the 2020-2023 MCCC Strategic Plan:

2. Relevant and Innovative Education: Ensure that educational opportunities are attentive to the needs of those we serve

- a. Market/industry-driven programming
- b. Improve collaboration between all departments and divisions
- c. Increase transfer opportunities and improve transferability
- d. More opportunity for experiential learning (internships and co-ops)

**Question 5: Ranked Perceived Importance of Sub-Themes to
 Key Theme 3: Operational Excellence: Create a culture of collaboration and respect
 that is committed to improving processes that support the
 MCCC Mission and Vision**

Sub-Theme	1- Most Important	2	3	4	5- Least Important
Create a student-focused environment	n=68, *51.5%	n=24, *18.2%	n=21, *15.9%	n=10, *7.6%	n= 9, *6.8%
Evaluate organizational structure and revise accordingly	n=31, *23.0%	n=26, *19.3%	n=30, *22.2%	n=27, *20.0%	n=21, *15.6%
Improve professional development and training	n=17, *12.7%	n=28, *20.9%	n=31, *23.1%	n=27, *20.1%	n=31, *23.1%
Expand facilities based on program and service needs	n=17, *12.6%	n=32, *23.7%	n=25, *18.5%	n=35, *25.9%	n=26, *19.3%
Budget driven by Strategic Plan and/or institutional goals	n=3, *2.2%	n=26, *19.4%	n=27, *20.1%	n=32, *23.9%	n=46, *34.3%

n= number of respondents

*valid percent; percent responses out of total that responded to each question (varies for each sub-theme)

Black bolded values represent the greatest combined 1- and 2- importance ranking percentage (indicating the most important sub-themes, according to respondents)

Red bolded values represent the greatest combined 4- and 5- importance ranking percentage (indicating the least important sub-themes, according to respondents)

Table 4. Respondents’ perceived importance of including sub-themes to the third key theme in the MCCC 2020-2023 Strategic Plan

Table 4 describes the sub-themes that respondents perceive to be the most and least important to include/focus on within the third key theme of the 2020-2023 MCCC Strategic Plan (Operational Excellence: Create a culture of collaboration and respect that is committed to improving processes that support the MCCC Mission and Vision). Respondents ranked create a student-focused environment as the most important sub-theme, with a combined percent rank 1-

and 2- of 69.7%. Next most important to focus on is evaluate organizational structure and revise accordingly, with combined 1- and 2- rank percent of 42.3%. The third most important sub-theme is improve professional development and training, with a combined 1- and 2- rank percent of 33.6%. Although expand facilities based on program and service needs has a greater combined 1- and 2- rank percent than improve professional development and training (36.3%), this sub-theme also has a greater combined low importance ranking percent (combined 4- and 5- rank percent), supporting why it is less important to focus on and ranked 4th most important. Respondents ranked the remaining two sub-themes with low importance to include/focus on, in the following order based on their respective combined 4- and 5- rank percent: budget driven by Strategic Plan and/or institutional goals (58.2%) and expand facilities based on program and service needs (45.2%). Therefore, it is recommended that the following sub-themes be included under the first key theme of the 2020-2023 MCCC Strategic Plan:

3. Operational Excellence: Create a culture of collaboration and respect that is committed to improving processes that support the MCCC Mission and Vision

- a. Create a student-focused environment
- b. Evaluate organizational structure and revise accordingly
- c. Improve professional development and training
- d. Expand facilities based on program and service needs