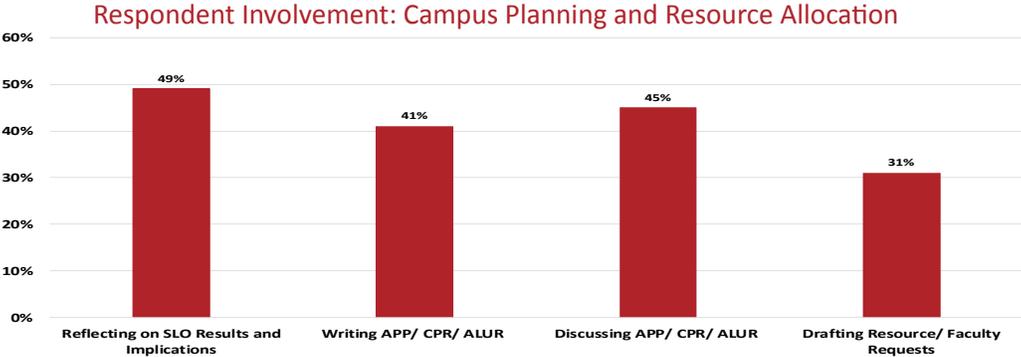


**FALL 2015 EMPLOYEE VOICE SURVEY  
INTEGRATED PLANNING AND RESOURCE ALLOCATION CYCLE**

**BACKGROUND:** As part of a comprehensive response to the October 2013 Accreditation recommendation that the College complete a systematic review of its integrated planning and resource allocation cycle (Standards I.B, I.B.6, I.B.7) to improve institutional effectiveness, an online survey was administered in Fall 2015.

**RESPONDENT PROFILE:** Of the approximately 43% of Skyline employees who took the survey, 52% were faculty, 36% were classified, and 12% were administrators/managers. Of the respondents, 55% have worked at Skyline College for six or more years, 26% for two to five years, and 19% for one year or less.

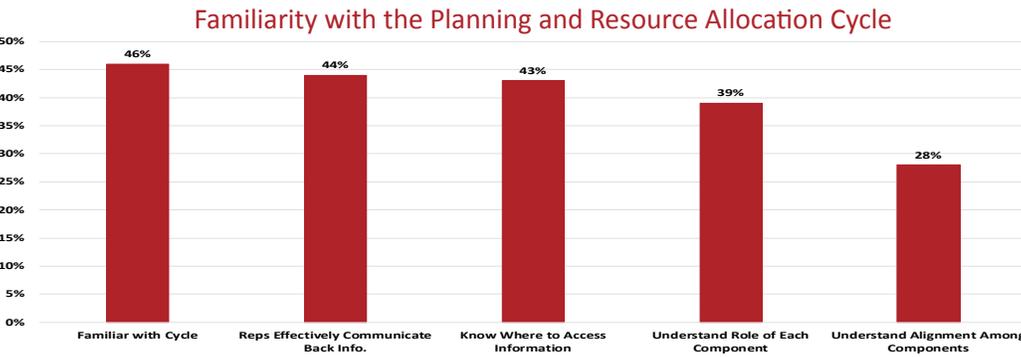
Over 40% of respondents are involved in processes that are central to planning and resource allocation: discussing and writing the Annual Program Plan (APP), which leads up to the Comprehensive Program Review (CPR) that is conducted every six year, and informs the more broad Administrative Leadership Unit Review (ALUR).



Overall, 77% of the respondents indicated that they “often” or “sometimes” access information about the planning and resource allocation process (e.g., planning templates and documents, “Skyline Shines,” committee agendas and minutes, etc.).

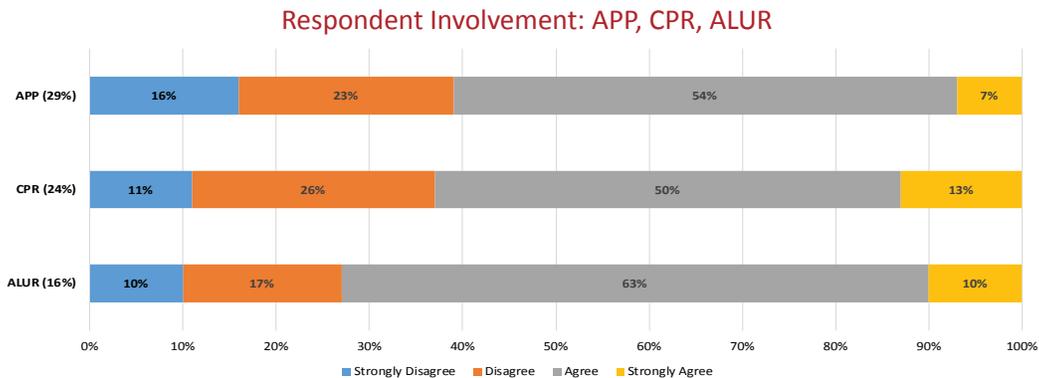
**FINDINGS:**

Information is readily accessible and constituent representatives that serve on governance committees appear to effectively communicate back information related to planning and resource allocation. Less clear to respondents was the role of each component in the cycle and how they are aligned (e.g., the APP/CPR, ALUR, Educational Master Plan, Strategic Plan, Resource Allocation Processes for Budgeting and Staffing, and the Outcomes Assessments via the Balanced Scorecard).



For each of the major planning and resource allocation processes—APP, CPR, and ALUR, respondents were asked if they are actively involved, and if so, whether each is effectively aligned with the college resource allocation process.

A third or fewer of the respondents were actively involved: 33% with the APP, 27% with the CPR and 16% with the ALUR. The latter is likely due to fewer being submitted; division/department deans and managers submit ALURs that are informed by departmental APPs and CPRs.



Sixty one percent of those actively involved with the APP agreed or strongly agreed that it was effectively aligned with the resource allocation process, with slightly more from the other groups: 63% for the CPR, and 73% for the ALUR.

In the open ended responses, which are optional and open to anyone completing the survey, what emerged was the need for a better feedback loop: how priorities are set, when the resource allocation process takes place, who reviews the requests, and which resource requests were granted/denied/put on hold, and why.

**ANALYSIS AND IMPLICATIONS:**

With well over three-fourths of respondents accessing information about the planning and resource allocation process, information is readily available for those who wish to engage.

The responses revealed two areas in need of improvement:

Engagement: Just under half of the respondents are involved in processes directly related to planning and resource allocation. Additional efforts can be directed to engage more faculty and staff at the departmental, program, and institutional level.

Communication: What may provide more enticement to stay or get involved is a stronger feedback loop, in particular on resource allocation decision- making processes. In terms of processes, more can be done to convey the role of each component and how each is aligned.