

**RIO
HONDO
COLLEGE**



**Institutional Planning Process
Survey Report
2012-2013**

Office of Institutional Research and Planning

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Key Findings

- **Participation in the planning process:** Most survey items were rated on a five-point Likert-type scale (Strongly Disagree=1 to Strongly Agree=5). Almost two-thirds of survey respondents agreed or strongly agreed (65.2%) to having been provided sufficient opportunity to participate in the planning process. By job classification, Full-Time Faculty and Management/Confidential Staff had the most opportunities. Full-Time Faculty and Management/Confidential Staff represented 79.2% of respondents who confirmed their participation while Classified Staff and Part-Time Faculty were about 20% of the participating respondents.
- **Participation in the future by non-participants:** When inquiring non-participants of the planning process about their level of enthusiasm for participating in the future, the largest group were undecided (39.7%), while 20.6% thought that they might like to participate more, and 39.7% expressed little to no interest in participating in the future.
- **Resources for completing a plan:** Consistent with last year, respondents agreed that they were provided enough information to complete their plans. There was a marked decrease (0.47), however, in respondent agreement about having enough information about their departments to complete their plans ($M=3.38$). Respondents generally agreed that the instructions were easily accessible ($M=3.52$) and that the data provided was useful ($M=3.45$), although both ratings decreased from last year (by 0.12 and 0.17, respectively).
- **Planning software:** Respondents' agreement about the ease of navigation of the planning software was moderate ($M=3.35$), a 0.20 point decrease from the previous year. Respondents moderately disagreed this year ($M=2.87$) that they had problems logging on to the software, although the average increased by 0.31 from last year, indicating that respondents had more problems in the current year.
- **Communication and coordination:** Respondents agreed that communication between members was easy ($M=3.78$) and roles and responsibilities were clearly communicated in the process ($M=3.68$), although slightly less than last year. Respondents also agreed that plans had adequate due dates ($M=3.66$), which was consistent with the year before.
- **Planning Process as a learning experience:** This year, there was greater agreement in regards to respondents' learning a lot about the planning process ($M=3.44$) over the previous year (0.11 increase). There was slightly less agreement concerning learning a lot about their department ($M=3.38$) or the college ($M=3.22$) during the planning process.
- **Overall satisfaction with the planning process:** Participants reported satisfaction ($M=3.64$) with their work and the plan that was submitted. Over one-quarter (26.5%) of respondents with prior planning experience at RHC rated the 2012-13 cycle as 'Better' or 'Much Better.' Moreover, 38.7% of respondents were 'Satisfied' or 'Very Satisfied' with the overall planning process outcomes. There was an increase (0.20) in agreement regarding the "dread" of program planning next year.
- **Training, support, and resources:** The top three resources used by respondents to develop their plan were 'Discussions with Colleagues' (75.6%), 'Discussions with Supervisors' (55.6%), and 'Program Review Reports (55.6%)'. The use of program review reports increased by 20.0% over the previous year and replaced 'Division/Department Meetings' in the top three.

- **Leadership Retreat:** Overall perceptions of Leadership Retreat activities to help the college move forward received a mean rating of 3.40 on a four-point scale from Strongly Disagree=1 to Strongly Agree=4. The highest rated items at the Leadership Retreat were working with people in their roundtable group ($M=3.66$), productivity of that group ($M=3.61$), and the table group warm up activity ($M=3.49$). In essence, attendees enjoyed the collegiality and fellowship, while also being productive.

Chapter 1 Introduction

Establishing a Planning Process at RHC

The planning process at Rio Hondo College has evolved over the last three years. Previously, only Program Review had been implemented. Program Reviews are an extensive, in-depth self-examination and evaluation of the strengths and weaknesses of a program, evaluating where the program is with respect to prior goals and objectives set, and developing strategies to further meet its mission. Formerly, Program Reviews were completed on a five-year cycle, where a department/program was required to complete a Program Review every five years, and was only required of academic departments (i.e., Art, Math, Sociology). Program Review has now been modified to a six-year cycle to accommodate Career and Technical Education programs which must conduct a review every two years, and is now required of transfer programs (e.g., Research and Planning, Information Technology, Admissions & Records). Units usually encompass multiple programs. The Career Technical Education Division is a Unit and encompasses multiple programs (Auto Technology, Civil Design, Electronics, etc.). Unit Plans have been conducted annually for the past two years. Units utilize information from programs to complete their plans.

An annual planning calendar was developed to better coordinate multiple stages of campus-wide planning. This new planning process introduced Program Plans and Area Plans. Program Plans are conducted annually to develop goals and objectives and bring forward resource requests for staffing, facilities, equipment and technology, and other budget needs. Program Reviews are still required once every six years, and when a program is developing a Program Review they are exempt from developing an annual Program Plan that same year. Programs Plans provide yearly opportunities to evaluate how well programs are advancing toward specified goals and objectives. Similarly Area Plans were introduced and comprise multiple Units. The annual planning process was designed to be a successive process, where completed Program Plans contribute information to Units so that Unit Plans can be generated, and completed Unit Plans contribute information to Areas, so that Area Plans can be generated. Area Plans would then be completed within a timeframe suitable for coordinating Institutional Goals and Objectives along with budget planning for the next academic year.

Evaluating the Planning Process

In the spring 2010 semester, Rio Hondo College launched the inaugural cycle of annual campus-wide planning. Throughout this report, the inaugural cycle of planning will simply be referred to as the planning process. The inaugural cycle was conducted on a compressed time schedule and developed plans to be implemented in the 2010-2011 academic year. Similar to the self-evaluative process Programs, Units, and Areas are asked to conduct, the Institutional Research & Planning Office was asked to evaluate the effectiveness of the planning process. Subsequently, the Institutional Planning Process Survey was developed to provide a thorough assessment of the inaugural cycle of planning year. This report disseminates the findings from the evaluative process and planning survey for the 2012-2013 academic year.

Survey Design

In April of 2009, the Institutional Effectiveness Committee (IEC) requested that the completed cycle of planning be evaluated using a survey. RHC's Office of Institutional Research and Planning (IRP) began developing the survey by examining college planning documentation and interviewing IEC Co-Chairs. Imperative survey content was identified and scaled-response items (Strongly Disagree to Strongly Agree) were created. A draft survey was developed by IRP in April 2009. IEC members provided feedback on initial drafts of the survey. The planning process survey was administered online through Survey Monkey as well as via an optional hard copy sent out to specific campus groups without email access. Hard copies of the planning process survey were entered into the survey collection. A separate survey was administered to evaluate the effectiveness of the annual Leadership Retreat. Respondents were provided with the option of a paper or a web form. The results of both the paper and web forms were combined.

Survey Data Collection Processes

This survey was administered between April 29, 2013 and May 17, 2013. All staff was encouraged to complete the evaluation at the survey link. Also a link to the survey was posted on the RHC Institutional Research and Planning website. Attendees of the Leadership Retreat were provided with paper and electronic options. Paper surveys were inputted by IRP personnel and combined with all of results.

Analysis

The purpose of the survey was to assess the effectiveness of the Planning Process. Analyses of scaled-response items along with frequencies reported. The following section, "Interpreting the Results," provides an overview on how to interpret these results throughout the report. Analysis of open-ended feedback required a more thorough analysis. First open-ended responses were read and categorized with other responses consisting of similar content, a process referred to as content analysis. These "clusters" of similar entries formed themes that a response entry would support.

Interpreting the Results

A five-point Likert-type scaling format was developed to address each item in the planning survey. The scale consisted of Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, and Strongly Agree=5. Percentages on how respondents answered survey questions are also provided. A few times in the report, percentages for Strongly Disagree and Disagree (aggregate Disagreement) or Strongly Agree and Agree (aggregate Agreement) are added together to produce a percentage of respondents who negatively or positively responded to an item. When available, comparisons are made to the results from the 2012 survey. Only differences of 0.10 or greater are considered meaningful and reported as an increase or decrease in comparison. The number of survey respondents per item varied as participants and non-participants in the planning process chose not to respond to every item. The number of respondents per item is reported and indicated in both text and charts/tables with an *N*. Besides discussing findings from open-ended feedback in its own section, findings are listed at the end to provide context for other survey data. The Leadership Retreat survey scale consisted of four-point scale (Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4), with a No Opinion option.

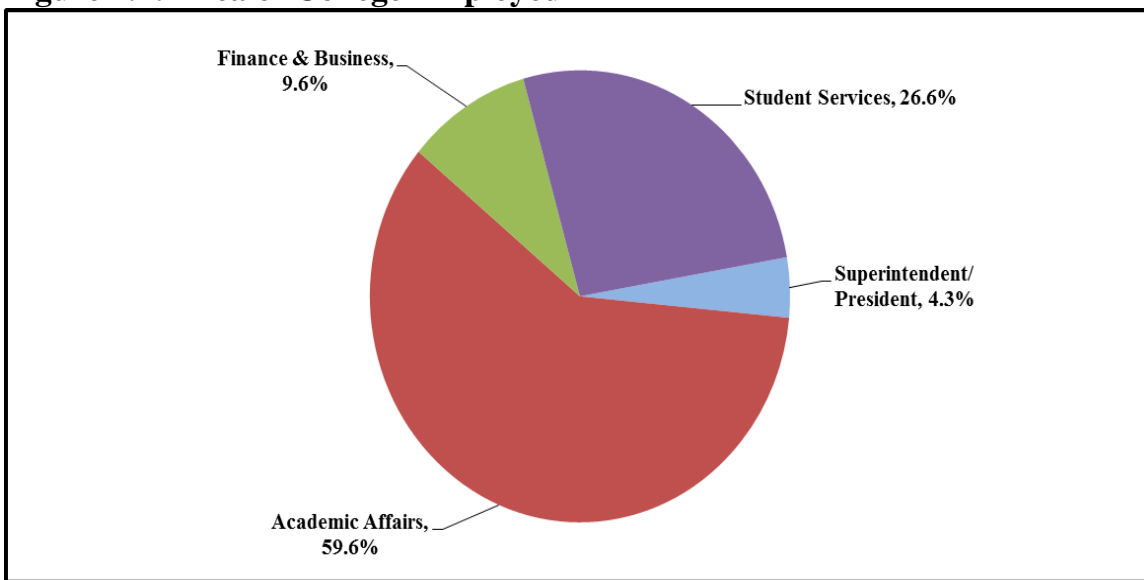
The findings within this report are organized thematically, beginning with demographics of respondents, participation in the planning process, familiarity with the planning process, learning experiences, and leadership retreat experience.

Chapter 2 Demographics in the Planning Process Survey

Demographics

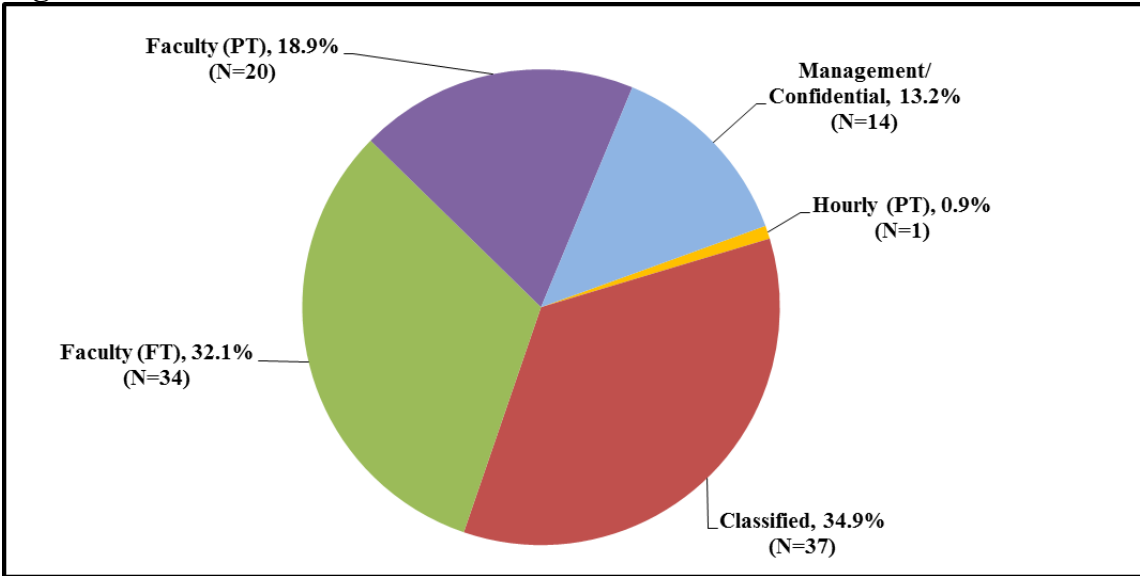
There were 122 individuals who submitted surveys, but not all responded to every item. Demographic survey data were collected for three purposes. The first purpose was to evaluate the effectiveness of planning process communication to different constituency groups on campus. The second purpose was to assess how well survey respondents represented the RHC faculty and staff population. In order to ensure anonymity, demographic inquiries were kept to a minimum, and data published in this report are aggregated – no small segments or subgroups of individuals are reported. The third purpose for demographic information collection was exploratory. How respondents rated survey items was examined across groups (job classification, gender, etc.), and any unique differences are reported.

Figure 2.1: Area of College Employed



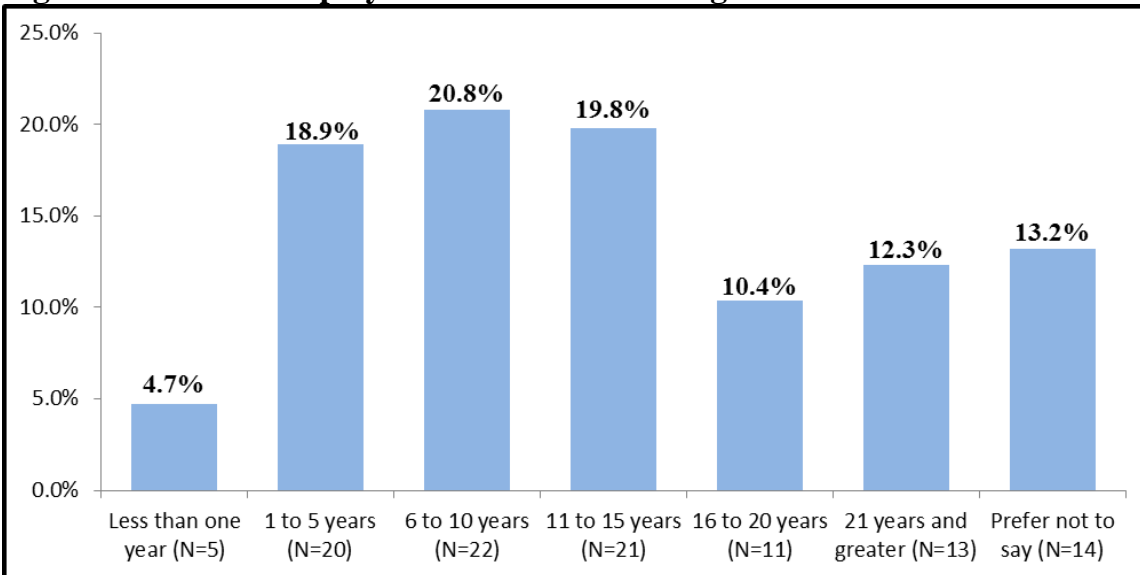
Reflecting the large proportion of respondents involved in Faculty Association and Academic Senate, the majority of respondents (59.6%) indicated they work in Academic Affairs (see Figure 2.1). Also when asked about their employment classification, Faculty were the largest group (Full-Time and adjunct combined to 51.0%), followed by Classified Staff with 34.9% (see Figure 2.2 below).

Figure 2.2: Job Classification



A number of survey respondents reported working at Rio Hondo College six to ten years (20.8%, *N*=22), closely followed by eleven to fifteen years (19.8%, *N*=21), and then followed by respondents who have worked at the college one to five years (18.9%, *N*=20). The median number of years survey respondents reported working was 11 to 15 years (see Figure 2.3). Nearly two-thirds of respondents (64.2%) have worked at the college for 15 years or less.

Figure 2.3: Years Employed at Rio Hondo College



Based on data from the California Community Colleges Chancellor’s Office Staffing Report for Fall 2012 (Table 2.1 below), there are instances when job classifications are over or underrepresented in the survey sample. Although Part-Time Faculty at RHC comprise the largest category of employees (42.5%, *N*= 355),

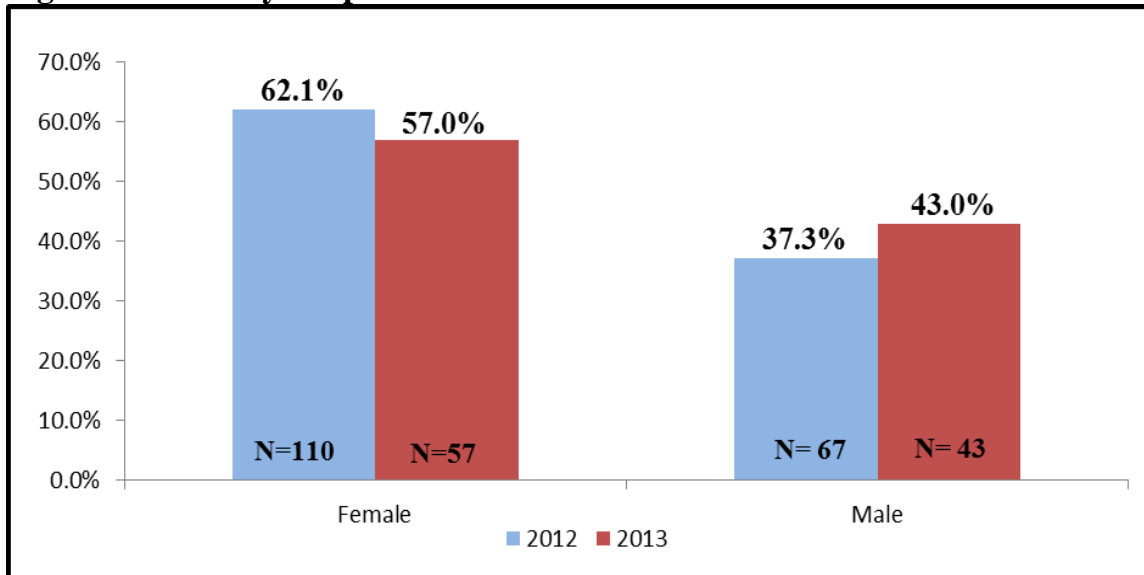
only 20 Part-Time Faculty responded to the survey (for a response rate of 6.0%). Classified Staff and Full-Time Faculty were also underrepresented: 37 out of 263 Classified Staff responded to the survey for a 14.0% response rate, and 34 out of 188 Full-Time Faculty responded with an 18.0% response rate. Management and Confidential Staff were over represented in the survey with a 48.0% (14 out of 29) response rate. It should be noted that 16 respondents (15.0% of sample respondents) skipped this question.

Table 2.1: Rio Hondo Employees by Job Category

Job Category	Count	Percent
Management/ Confidential	29	3.5%
Faculty (FT)	188	22.5%
Faculty (PT)	355	42.5%
Classified Staff	263	31.5%
Total	835	100.0%

In comparison to the 2012 sample, this sample of survey respondents from the population of the college remains nearly unchanged in terms of job classification and gender (see Figure 2.4). There were more women who responded (57.0%, *N*=57) to the survey than men (43.0%, *N*=43). The response rate for women employed at RHC was 20.0% (91 out of 456) and the response rate for men was 18.0% (67 out of 374).

Figure 2.4: Survey Respondents Gender

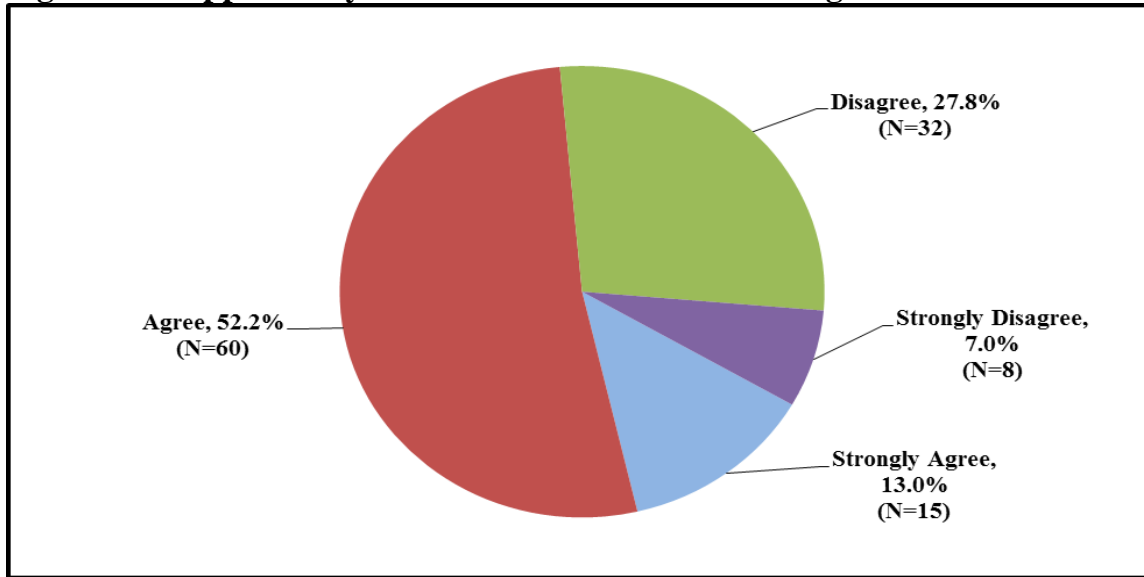


Participation in the Planning Process

In assessing the opportunity provided to participate in the planning process, 65.2 % (*N*=75) of respondents positively acknowledged that they were given sufficient opportunity for involvement (see Figure 2.5 below), while 34.8% (*N*=23) negatively acknowledged that they were provided sufficient opportunity.

[Note: This question was a forced-response item and did not offer a non-response option (e.g., neutral)]. This question was based on a four-point scale (Strongly Disagree to Strongly Agree).

Figure 2.5: Opportunity for Involvement in the Planning Process



Opportunity for participation was also examined by job classification. For those who reported classification, results are displayed below in Figure 2.6. Over three-quarters (85.3%) of all Full-Time Faculty who responded to the survey ‘Agreed’ or ‘Strongly Agreed’ with having sufficient opportunity to participate, while 36.4% each of Part-Time Faculty and Classified Staff ‘Agreed’ or ‘Strongly Agreed.’ With regard to Management/Confidential Staff, 92.9% agreed with having opportunity for involvement in the planning process.

Figure 2.6: Opportunity for Involvement in the Planning Process by Job Classification

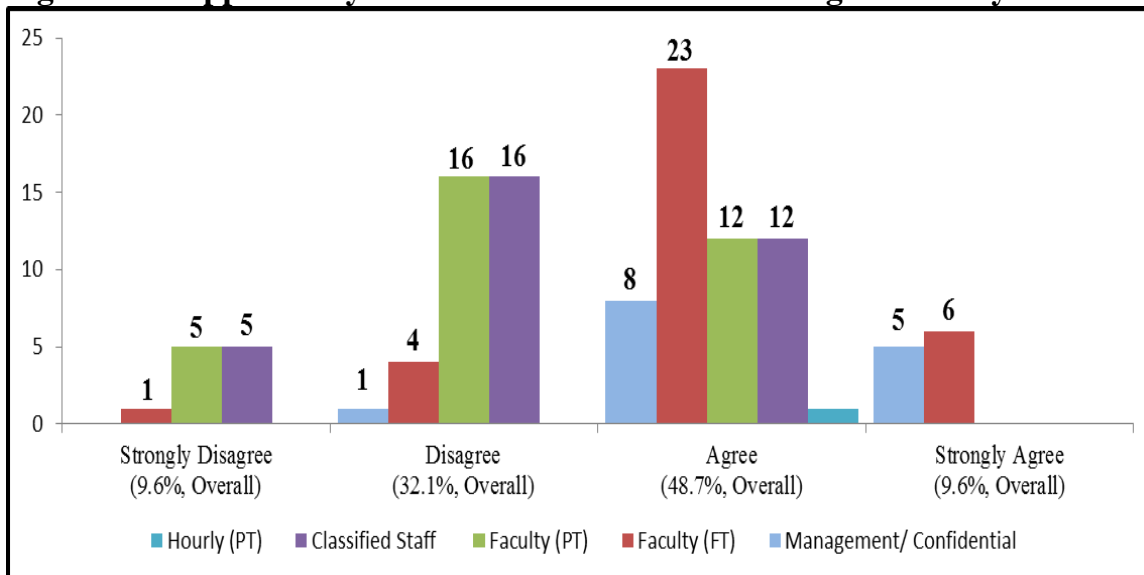
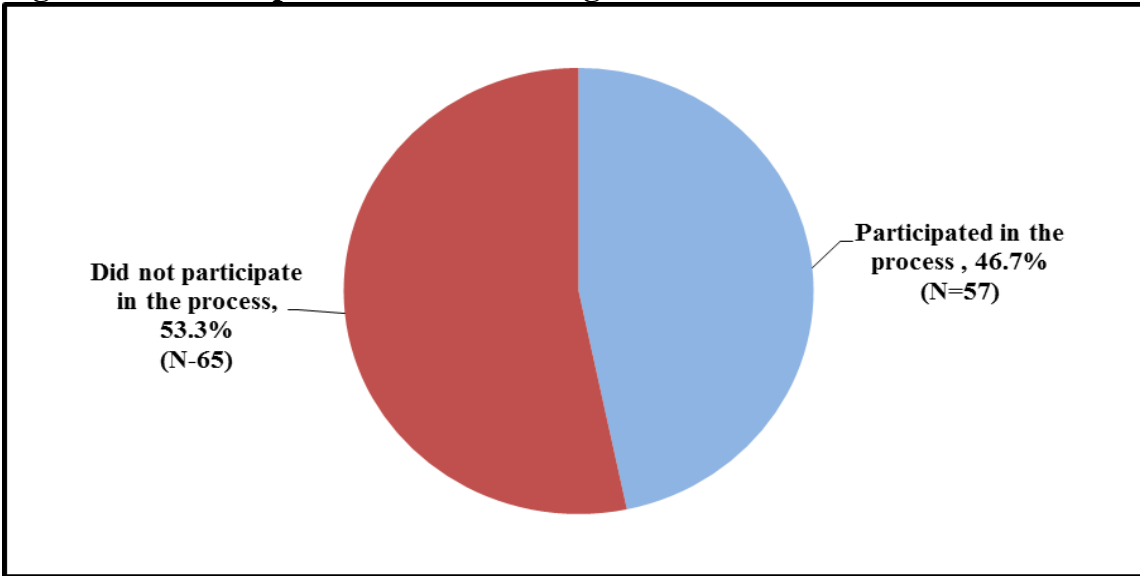
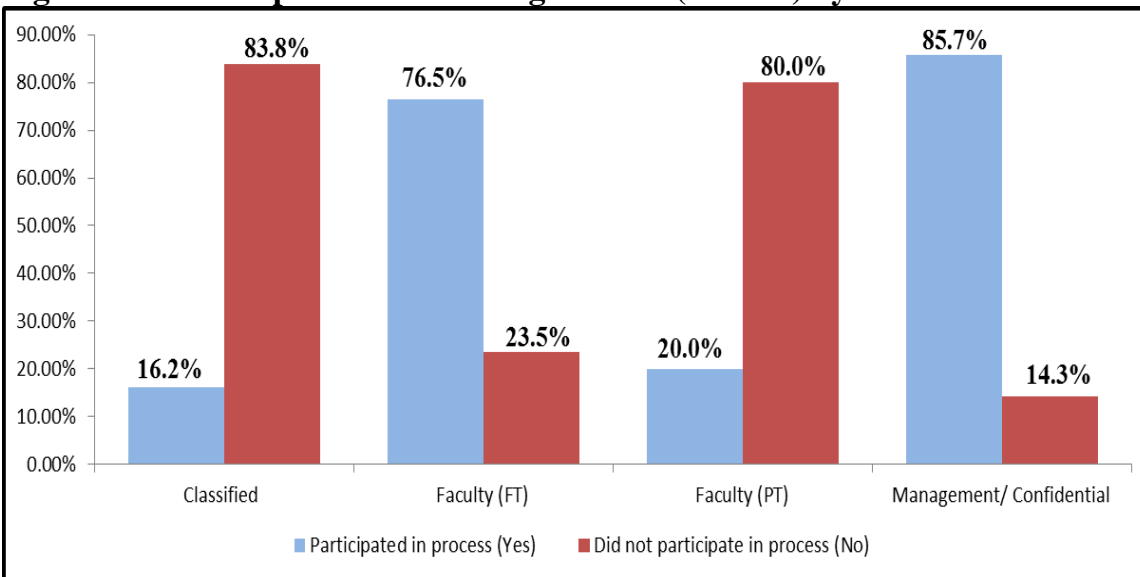


Figure 2.7: Participation in the Planning Process



The question “Did you participate in creating your program/unit/area plan?” was used to identify participants of the planning process from those who did not participate (Figure 2.7). Figure 2.8 arranges the information in Figure 2.7 with regard to participation and self-reported job classification. This figure demonstrates the varying concentration of different job classifications and reported participation in the planning process. The data suggests that Classified Staff and Part-Time Faculty are underrepresented in the planning process.

Figure 2.8: Participation in Planning Process (Yes/No) by Job Classification

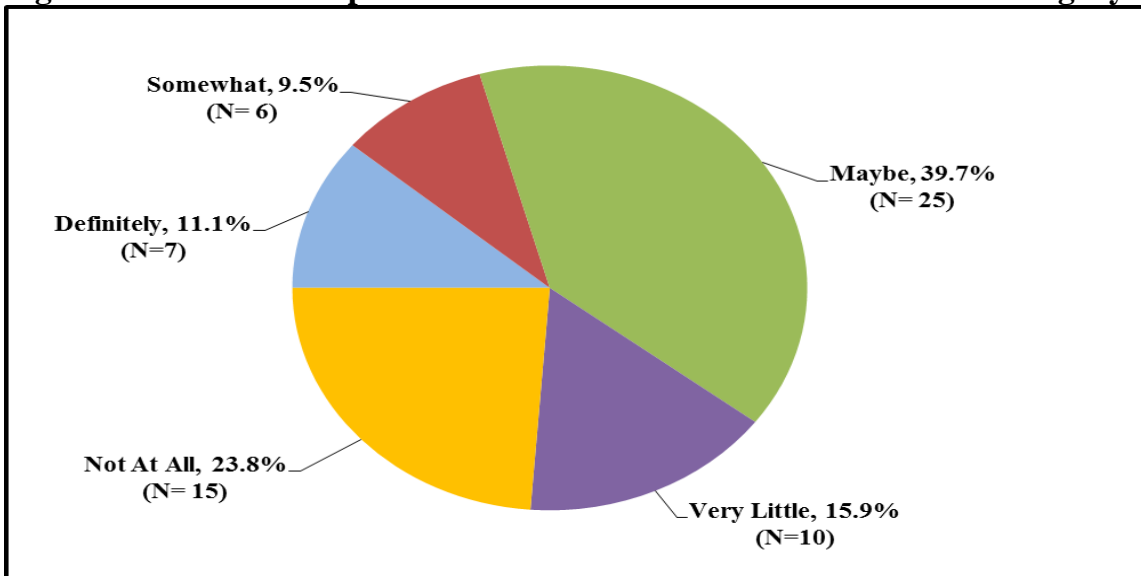


Respondents were prompted to answer follow-up questions concerning non-participation and participation. Non-participants in the planning process (53.3%, N= 65) (respondents answering ‘No’ to their

involvement in the planning process) were asked about their enthusiasm to participate in the future and their familiarity and perceptions of the planning process. Participants (46.7 %, $N= 57$) (respondents answering ‘Yes’ to their involvement in the planning process) were asked about their comprehensive experience throughout the entire process (see Chapter 3 for these results).

When non-participants were asked “Would you like to participate more in the future?” the largest group of respondents answered ‘Maybe’ (39.7%, $N=25$), while 20.6% ($N=13$) thought they would like to be ‘Somewhat’ or ‘Definitely’ more involved in the future (see Figure 2.9). Recommendations to increase participation include additional information about the process and the amount of time that the process requires. It is noteworthy that 55.6% ($N=35$) of non-participants replied that they had ‘Very Little Interest’ or ‘No Interest at All’ in being more involved in the planning process in the future.

Figure 2.9: Non-Participant Interest for Involvement in Future Planning Cycles



Chapter 3 Perception of Participating in the Planning Process

Roles in the Planning Process

Each participant in the planning process was asked what specific role they performed (see Table 3.1). Participants who answered ‘Other’ were asked to specify their roles in an open-response textbox (see Tables 3.1 and 3.2). A few respondents reported working on multiple levels of planning (e.g., Program and Unit, Unit and Area) and maintained their classification in the ‘Other’ category. Each level of the planning process was well represented in the survey.

Table 3.1: Main Role in the Planning Process

Involvement	Percent	Count
Program Manager	20.0%	10
Program Plan Team Member	12.0%	6
Unit Manager	18.0%	9
Unit Plan Team Member	18.0%	9
Area Manager	0.0%	0
Area Plan Team Member	0.0%	0
I worked equally on multiple plans (program, unit, area)	16.0%	8
I prefer not to say	6.0%	3
Don't Know	8.0%	4
Other (please specify)	2.0%	1
Total	100.0%	50

Table 3.2: Role in the Planning Process: ‘Other’ Response

What was your main role in the planning process? (“Other” responses)
"Read and commented on program plan update"

Planning Software

The planning software (Plan-Builder) has evolved over the past four years. Units and programs utilize Plan-Builder to update current information each year. When asked whether the software was easy to navigate (see Table 3.3), respondents moderately agreed with the statement ($M=3.35$). This is a decrease (0.21) from the prior year mean rating of 3.56. When asked whether participants had problems logging onto the software, respondents moderately disagreed with the statement ($M=2.87$). This is an increase (0.31) from 2012 with a mean rating of 2.56, indicating that there were more problems in the current year.

Table 3.3: Software Satisfaction

Software Usability	2013 Mean	N	2012 Mean	Difference
The planning software was easy to navigate.	3.35	49	3.56	-0.21
I had problems logging onto the planning software.	2.87	49	2.56	0.31

Available Resources for Plan Development

Participants moderately agreed or were just above neutral in their opinions with statements on resources being available for completing their plan (Table 3.4). All of the ratings assessing resources for plan completion decreased from the previous year. The ratings on if enough information was provided ($M=3.59$, a 0.05 decrease), access to instructions ($M=3.52$, a 0.12 decrease), and the utility of program data are helpful for future planning cycles ($M=3.45$, a 0.17 decrease). The largest decrease (0.47) was related to having enough department information to complete the plan.

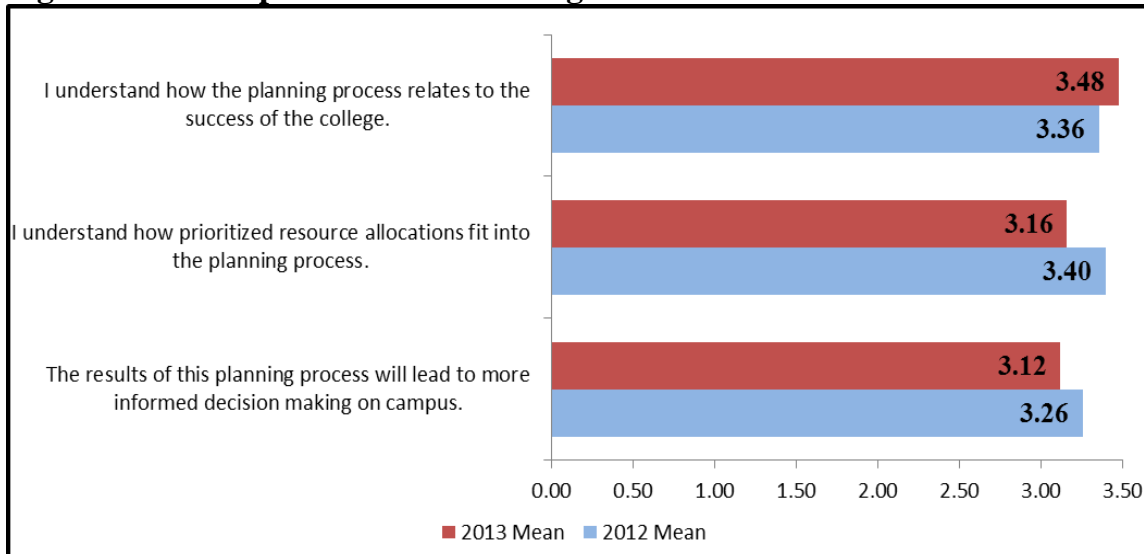
Table 3.4: Resources for Completing a Plan

Plan Completion Resources	2013 Mean	N	2012 Mean	Difference
I had enough information about my department to complete my plan.	3.38	50	3.85	-0.47
I was provided enough information about how to complete my plan.	3.59	49	3.64	-0.05
Instructions to complete a plan were easily accessible.	3.52	50	3.64	-0.12
The data provided in my plan (enrollment, success, retention, etc.) were useful.	3.45	50	3.62	-0.17

Familiarity with the Planning Process and Its Purpose

Participants were also asked about their familiarity and perceptions of the campus planning process. Figure 3.1 illustrates the fluctuating nature at which individuals in the planning process understand how it relates to the success of the college (0.12 increase), resource allocations (0.24 decrease), and campus decision-making (0.14 decrease), when compared with 2012 data.

Figure 3.1: Perceptions of the Planning Process



Communication and Coordination

While participants clearly agreed that communication between team members was easy ($M=3.78$), and that their roles and responsibilities were clearly communicated ($M=3.68$), rates were slightly lower than the previous year. Across the two years, participants consistently agreed that due dates for plans to be submitted were adequate (see Table 3.5).

Table 3.5: Communication and Coordination

Clarity of Communication	2013 Mean	N	2012 Mean	Difference
Communication between my Team Members was easy.	3.78	50	3.89	-0.11
My role and responsibilities in this process were clearly communicated to me.	3.68	50	3.80	-0.12
Due dates for plans to be submitted were adequate.	3.66	50	3.63	-0.03

Learning Experience

Two survey questions assessed the planning process as a learning experience and were relatively consistent with the year before (see Table 3.6). Participants were closer to neutral in their opinions regarding learning a lot about the college ($M=3.22$) or their department ($M=3.38$) during the planning process. Participant agreement on learning more about the planning process ($M=3.44$), however, increased 0.11 in 2013.

Table 3.6: Planning Process as a Learning Experience

Planning Process	2013 Mean	N	2012 Mean	Difference
I learned a lot about the planning process.	3.44	50	3.33	0.11
I learned a lot about my department during this planning process.	3.38	50	3.44	-0.06
I learned a lot about Rio Hondo College during this planning process.	3.22	49	3.27	-0.05

Satisfaction with the Planning Process

The survey included performance measures concerning participants' satisfaction with the planning process (see Table 3.7 on the following page). Participants perceived their input ($M=3.76$) contributed to their plan more than the previous year (0.10). Likewise, participants' agreement concerning the adequate submission of due dates for plans ($M=3.66$) and the organization of the planning process ($M=3.62$) was fairly consistent with their 2012 counterparts. Participants were generally satisfied with how their plans turned out ($M=3.64$). Furthermore, participants' agreement about dreading participation in the next planning cycle ($M=3.42$) increased (0.20) from 2012.

Table 3.7: General Satisfaction with the Planning Process

Satisfaction	2013 Mean	N	2012 Mean	Difference
I am satisfied with how my program/unit/area plan turned out.	3.64	50	3.72	-0.08
My input was useful in developing our plan.	3.76	50	3.66	0.10
The planning process was well organized.	3.62	50	3.66	-0.04
I dread doing this again next year.	3.42	48	3.22	0.20
Due dates for plans to be submitted were adequate.	3.66	50	3.62	0.04

Participants were asked how this planning process compared to their experiences with previous planning efforts on campus (see Figure 3.2). For this question, the response scale was Much Worse= 1, Worse= 2, Same as Before= 3, Better= 4, and Much Better= 5. Just over one-quarter of respondents (26.5%) rated the planning process as ‘Better’ or ‘Much Better’ than previous efforts ($M=3.69$).

Figure 3.2: Comparison of How Planning Process Compared to Previous Efforts

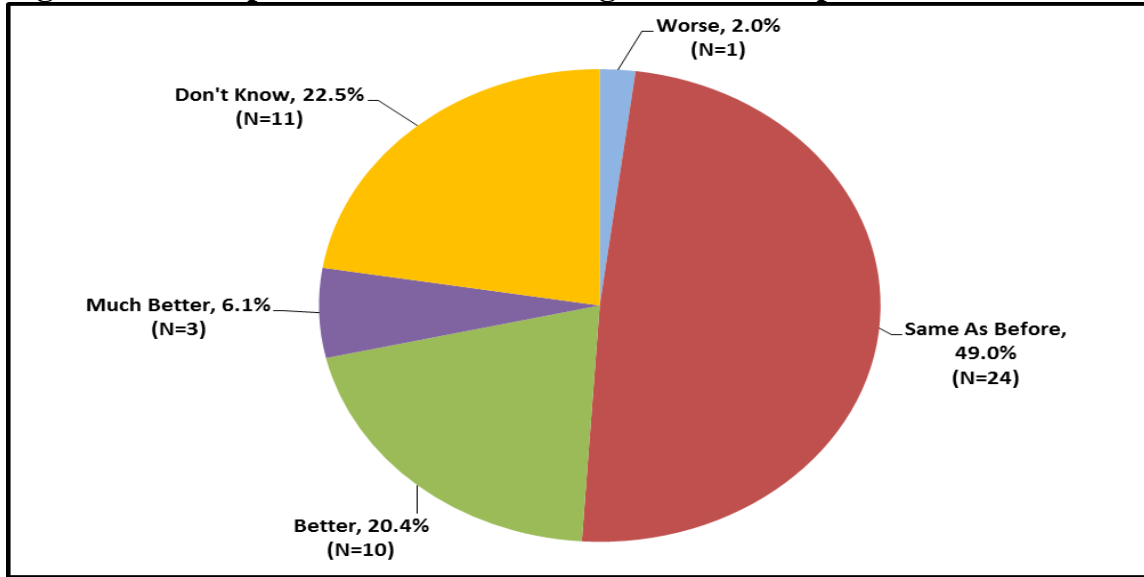
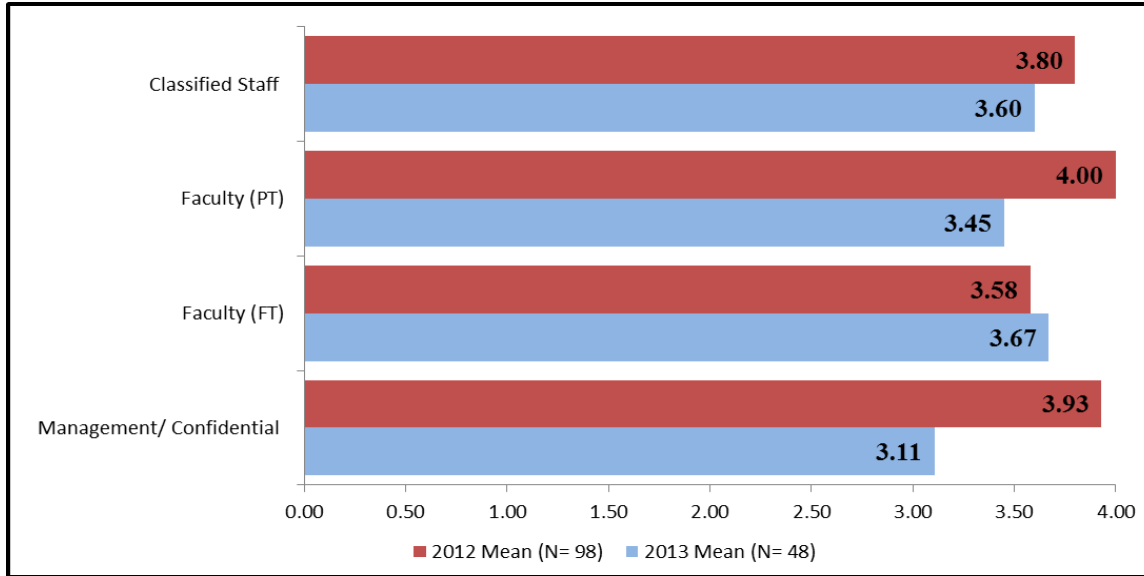


Figure 3.3 (on following page) displays another viewpoint when examining this question. The figure shows mean ratings by job classification. On average, each job classification rated this planning process as worse than the previous year, except for Full-Time Faculty which was relatively consistent. Classified Staff ($M=3.60$), Part-Time Faculty ($M=3.45$), and Management/ Confidential ($M=3.11$) comparisons of previous planning efforts decreased 0.52, on average (ranging from 0.20 to 0.82).

Figure 3.3 Comparison of How Planning Process Compared to Previous Efforts by Job Classification



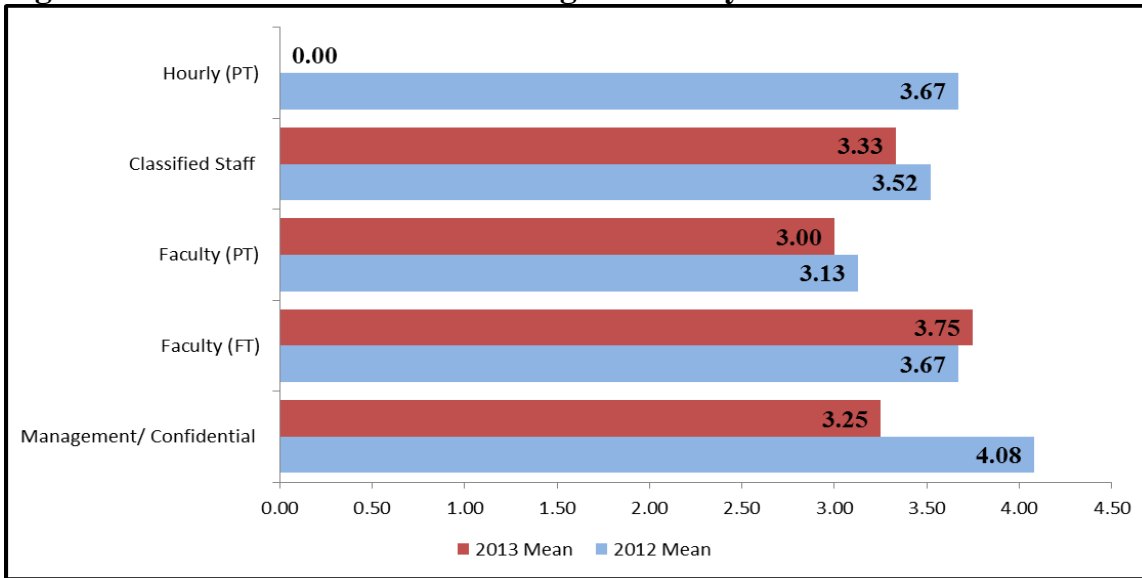
Note: Part-time Hourly shows zero on graph response values

When asked about their overall satisfaction with the outcomes of the planning process (Table 3.8), a majority of participants answered that they were ‘Satisfied’ (36.7%), followed by those who were ‘Neutral’ (30.6%). The ‘Dissatisfied’ (22.4%) and ‘Very Dissatisfied’ (8.2%) comprised the next largest groups with regard to the outcomes of the planning process. In the end, respondents were less neutral and more dissatisfied in 2013.

Table 3.8: Satisfaction with Planning Process Outcomes

Satisfaction	2013%	2013 Count	2012%	2012 Count	Difference
Very Satisfied	2.0%	1	7.4%	7	-5.4%
Satisfied	36.7%	18	33.7%	32	3.0%
Neutral	30.6%	15	43.2%	41	-12.6%
Dissatisfied	22.4%	11	8.4%	8	14.0%
Very Dissatisfied	8.2%	4	7.4%	7	0.08%
Total	100%	49	100%	98	-0.20%

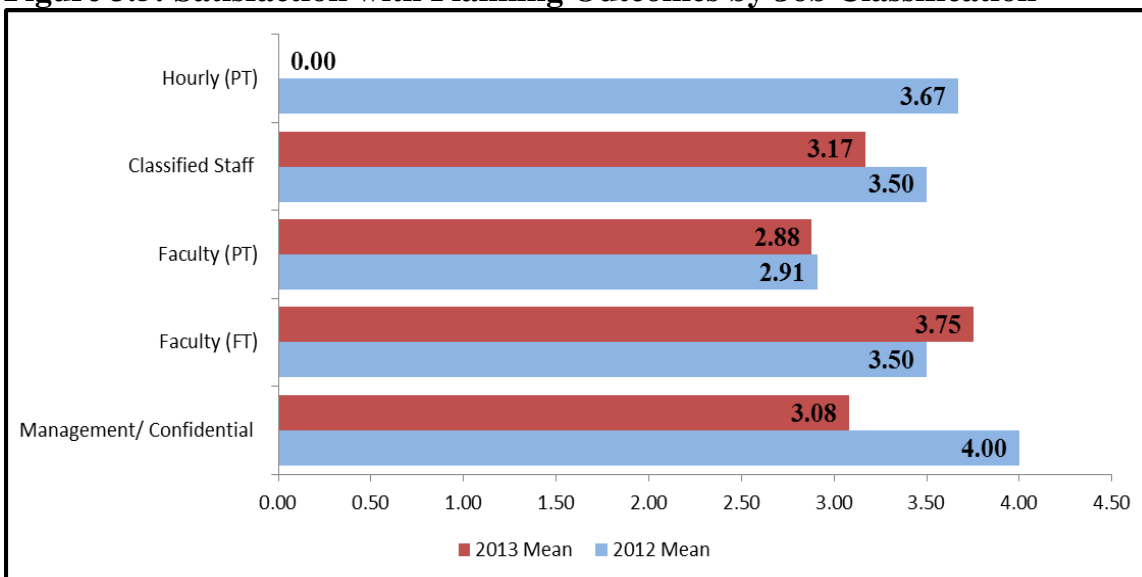
Figure 3.4: Satisfactions with Planning Process by Job Classification



Note: Part-time Hourly shows zero on graph response values

Figure 3.4 and Figure 3.5 display satisfaction with the planning outcomes and process by job classification. Overall, Full-Time Faculty was the most satisfied group ($M=3.75$) and Part-Time Faculty was neutral ($M=3.00$) in their satisfaction with the planning process in 2013. In comparison to 2012, Management/Confidential had the largest decrease (0.83) from 2012. Similar to Planning Process findings above, Full-Time Faculty had the highest satisfaction ($M=3.75$) and was the only group with a satisfaction increase (0.25) from 2012. Likewise, Part-Time Faculty had the lowest satisfaction in Planning Process Outcomes ($M=2.88$), and Management/Confidential had the largest decrease (0.92) from the previous year.

Figure 3.5: Satisfaction with Planning Outcomes by Job Classification



Note: Part-time Hourly shows zero on graph response values

Training, Support, and Resources

Planning participants were asked to report all resources/data that were beneficial in developing their plans. Table 3.9 lists the types of resources/data arranged by the most utilized at the top of the list (Discussion with Colleagues, 75.6%) to the least used (IEC Member, 6.7%) at the bottom.

Table 3.9: Resources/Data Utilized for Plan Development

Plan Development Resources	2013%	Count	2012%	Count	Difference
Discussions with Colleagues	75.6%	34	67.8%	59	7.8%
Discussions with Supervisors	55.6%	25	52.9%	46	2.7%
Program Review Reports	55.6%	25	35.6%	31	20.0%
Division/Department Meetings	48.9%	22	48.3%	42	0.6%
Research Data (Enrollment, Success, Retention, etc.)	44.4%	20	34.5%	30	9.9%
Institutional Goals and Objectives	37.8%	17	36.8%	32	1.0%
Planning Software	31.1%	14	24.1%	21	7.0%
Strategic Planning documents	28.9%	13	14.9%	13	14.0%
Institutional Planning Website	26.7%	12	27.6%	24	-0.9%
Educational Master Plan	17.8%	8	18.4%	16	-0.6%
Accreditation Reports	15.6%	7	5.7%	5	9.9%
Fact book	8.9%	4	6.9%	6	2.0%
Institutional Planning Helpline	8.9%	4	8.0%	7	0.9%
IEC Member	6.7%	3	5.7%	5	1.0%

Note: 2012 values are presented for comparison purposes and are not rank ordered.

Chapter 4 Leadership Retreat

The Leadership Retreat

The Leadership Retreat is the culminating activity of the year-long institutional planning process. Institutional goals and objectives were reviewed with all attendees. Assessment of institutional goals was also reviewed. The Leadership Retreat survey was administered on April 5, 2013. Over 65 individuals attended the 2013 leadership retreat. Forty-six respondents completed the survey in either web or paper version. All results were combined to produce a summary report.

Table 4.1 General Perceptions of the Leadership Retreat Activities

Leadership Activities	2013 Mean	N
The table group warm-up activity was a positive way to begin the day.	3.49	46
The format for presenting the Planning Process Reports was useful and informative.	3.18	46
The Mission Statement/ Educational Philosophy activity was a productive way to kick-off the Educational Master Plan.	3.29	44
The Assessment data presentation was helpful in updating the institutional goals and objectives.	3.02	44
The clarifications/edits in my Roundtable Group made to the Institutional Goals and Objectives were improvements to what was initially provided.	3.44	46
I enjoyed working with the people in my Roundtable Group.	3.66	46
My Roundtable Group was productive.	3.61	45
I feel the work we accomplished today will help the college move forward.	3.40	44
I feel the work we accomplished fulfilled the mission of the planning process.	3.48	44
I was satisfied with the setting where the Retreat took place.	3.47	46

General perceptions of the Leadership Retreat were positive (see Table 3.10). Again, ratings were based on the four-point Likert scale of ‘Strongly Disagree’ to ‘Strongly Agree,’ with a ‘No Opinion’ option. Leadership Retreat attendees agreed that the data presentation was helpful in updating institutional goals and objectives ($M=3.02$). With regard to warm-up activity, 45 out of 46 participants agreed that it was a positive way to begin the day ($M=3.49$). There was agreement concerning activities completed by table groups. The activities and presentations related to Mission Statement/Educational Philosophy and clarification of Institutional goals and objectives received generally positive ratings of 3.29 and 3.44, respectively. Participants were more positive about working with those at their table ($M=3.66$), and in their table’s productivity ($M=3.61$). Overall, attendees agreed that their retreat work helped the college move forward ($M=3.40$).

Open Response Feedback to the Planning Process

Retreat attendees were given the opportunity to provide open-ended feedback in the survey. There were three questions that elicited feedback from respondents: “What would you like to see at future Institutional Planning Retreats?” ($N=21$); “What could we improve?” ($N=22$), and “What was the best part of the retreat?” ($N=27$). The textboxes on the following pages contain the comments and themes.

Textbox 4.1 What would you like to see at future Institutional Planning Retreats?

A different location, with windows
A discussion of the planning process-its strengths, shortcomings, and possible adjustments. Does it effectively address all areas of the college? i.e. reflect/address the needs of small and large programs.
A more engaging presentation on Area accomplishments and Directions. A review of the staffing committee results.
A walking activity more frequently.
An additional ice breaker activity.
Data presented differently for those non-data people.
Healthy options for breakfast (fruit). Perhaps shorten the whole retreat to 1/2 day.
I enjoy the current format, especially the clips.
Mix table up a bit more.
More air conditioning Everyone at the table should get a big prize (not just one person)
more movement between groups so as to meet/interact with different colleagues
More of the same.
More time working on important issues in groups (less time on presentations & information that's not directly related to the day's activities). Having one activity that lets us meet people at other tables.
Need to move things along at a faster pace.
On the technological side: I wish there were tablets synced with the primary note-taker's, during the actual re-visioning of the goals and objectives. This, so everyone could see what the changes look like in-real time.
Pens that have ink would be nice.
Pens that work
Pens that work. More interaction- Less lecture.
Perhaps an opportunity to 'mix up' the groups for an activity...perhaps lunch?
We need to find goals and objectives that have been completed and present reasons why they were completed. The goal that was given to my work group to go over and work on definitely needed to be reworked. We hopefully made them measurable and hope to actual get them accomplished. There was some work done on one of the objectives but not much was reported as to what was addressed so far.
Work on something other than mission statement and accreditation program plan items

Themes

- Better pens to write with at the tables.
- More opportunities to move around and interact with more people.
- A presentation that engages more people (pace and content).
- More nuanced insight and focus on the table activities.

Textbox 4.2 What would you like to see at future Institutional Planning Retreats?

Add a podium w/a stationary mic for the speakers to use.
All was actually real well, and all I have is a picky-point. The spacing on the breaks, but I know that prolongs the time though. It's just that some have to be able to get up and walk around to regain mobility due to bad backs and the like.
Alternate to such a heavy lunch.
Attendance.
Booklet: table of contents.
Break participation when possible to have shorter presenters to keep discussion more lively.
Breakfast option was very limited. The afternoon session seemed to drag a little.
Can't think of anything at this moment.
Having information out earlier and knowing which groups we are in. We could be better prepared. We might even have pre-meetings with our table groups. Many of us do better when we are able to prepare for important decisions.
more getting to know you exercises
N/A
n/a
No data presentations after lunch
No wait for tables to finish their last objective was a wait over 30 minutes! Too long!
Nothing for now. It was well presented and informative.
Nothing, great job.
Put data presentation before lunch. Not just offer carbs at breakfast need protein!
Remind areas that have primary responsibility for goals to review and bring goals from their program/unit plans to inform the table discussions. Show how the activities we undertook during the program review prioritization and the Educational philosophy activities were actually utilized.
Serve bacon, mimosas, & Bloody Marys. More protein, less carbs. Install windows in the ballroom.
Something more substantive for breakfast. Overnight in Arrowhead.
The assessment data should be earlier in the day. The information is much too heavy to do after lunch. Presenters should speak to the audience and not the screen. Put tasks that need more thinking in the morning. After lunch it is best to have activities and move around the room.
We need to ensure that whatever goals or objectives are written to be quantified or to establish a baseline.

Themes

- Data presentations before lunch
- Expanded food options for breakfast.
- Provide data prior to the retreat in order to be better prepared and possible speed up the work process at the tables.
- More opportunities to move around.

Textbox 4.3 What would you like to see at future Institutional Planning Retreats?

All of the background stories that lead us to the point where we needed to make some changes. Related to that was the invaluable notes on suggestions on how to improve the goals and objective by those who will use the goals to generate measurable outcomes, i.e. Jim Sass' notes. Overall awesome job, I would be pleased to either do this again, or recommend-encourage someone else to be a part of this. This event really gave me a sense of being engaged with the happenings, and as a contributor to the overall success and promise this campus community holds -Thank you
Being away from campus.
Discussion among our table.
Getting to know new people in my round table. Prioritizing the program review recommendations.
Getting together off campus. How about we make this an overnight event???
Group work.
Holding the retreat off campus w/ casual attire was relaxing while we worked.
Howard The cookies
I enjoyed the teamwork.
I liked taking items from the Program Review highlights and prioritizing the Top 3. There was a lot of agreement across groups on where the college should move forward.
I think you (Howard) did a great job with trivia (1963) questions/movie clips! Kept the group engaged.
Institutional Goals and Objectives
Interacting with colleagues with whom I have very little interaction on a regular basis.
Interaction with others at my table.
Meeting people.
Opportunity to appreciate what others do as member of RHC.
Opportunity to work with others with whom we do not normally interact.
Overall, the retreat was well put together as usual. I think that this is one of the best professional development exercises the college sponsors.
talking at lunch and movement when listing goals
The warm up activity...
Warm-up activity led by leadership academy.
Well-organized. Thank you.
Work on the objectives was greatly facilitated by suggestions provided by Jim Sass. Thanks!
Working with my co-workers that I do not normally work with.
Working with new colleagues.
Working with peopled from all sectors of campus.
Working with table folks.

Themes

- People appreciated being away from campus to do this work.
- Interaction with both new and old colleagues
- People enjoyed the warm-up/ team building activity.
- Appreciated the insight and facilitation by Jim Sass
- Work related activities.