SAN DIEGO
MESACOLLEGE
Institutional Effectiveness

Integrated Planning Survey Report 2014-2015
(April 2015)

Executive Summary

Mesa College's integrated planning process underwent significant revisions in the 2014-2015 academic year, many of which were informed from the previous year's process evaluation. The goals of the 2014-2015 revisions included the following:

1. Separate Budget Request Information from the Program Review New Goals Form
2. Clarify the Information Required for the Resource Allocation Rubrics
3. Provide Additional Examples of Program Review and Resource Request Documents
4. Simplify the Online Program Review Module
5. Tailor Program Review Training to the Needs and Experience Levels of Lead Writers
6. Conduct a Needs Assessment for Program Review Data and Research Support
7. Begin the Annual Program Review Cycle in Summer
8. Redesign the Program Review Web Site to Improve Access to Resources
9. Clarify the Expectations for Collaboration and Communication During the Program Review Process

Several of the above recommendations were met during the 2014-2015 academic year. For example:

- Budget or BARC requests were programmed into a TaskStream survey form, separate from any goal information in the Program Review Module.
- The training program for Program Review targeted Lead Writers with specific levels of experience (beginning to advanced).
- The data/research needs assessment was abbreviated and included in this year's Integrated Planning Survey.
- While the Program Review cycle was not able to begin in summer, the deadline for Program Review submission was moved to a date later in the academic year (end of January) to give Lead Writers more time to complete their Program Reviews.
- The Program Review Web Site was redesigned and information was reorganized to improve functionality and access to key information.
- Regular emails were provided to Lead Writers and Liaisons to remind them of the timeline and expectations for communication during the Program Review process.

In addition, the recommendation related to the Resource Allocation Rubrics was addressed by the various resource allocation recommendation committees. Given that the 2014-2015 academic year was a comprehensive Program Review year, the Program Review module included more requirements than in previous years, and programs were asked to set new goals and develop accompanying action plans. Still, attempts were made to develop a comprehensive Program Review module that was as streamlined as possible. While full Program Review examples were not provided to Lead Writers, examples were provided in training workshops and matrices were developed to explain what information was expected for each section of the Program Review module. These were provided to Lead Writers in training sessions.

Looking forward, based on the results of the 2014-2015 Integrated Planning Survey, there are several ways in which the Program Review and integrated planning processes could be improved. The recommendations for the 2015-2016 Program Review cycle are outlined on the following page.

1. Expand training for Liaisons.
Responses from the Integrated Planning Surveys revealed a need to improve training for Program Review Liaisons. In 2014-2015, due to an increase in the number of programs/service areas participating in the Program Review process, a number of new Liaisons were recruited. Liaison training was provided only during Program Review Steering Committee meetings and via forms sent over email to Liaisons. Given the sheer number of new Liaisons involved with the Program Review process, additional training should be provided in order to ensure consistency in the assessment of specific Program Reviews and to orient Liaisons to the various resources and types of support available from the Program Review Committee.

2. Streamline the information required in the Program Review module.
Several survey respondents indicated the information required in the various sections of the Program Review module seemed repetitive. For example, some respondents highlighted their frustration with the Strengths, Challenges, and External Influences section of the Program Review and the fact that this information needed to also be pasted in the Executive Summary section of the Program Review. In addition, many of the items required for the BARC request form were also required for the Goals section of the Program Review. In sum, based on the results of the Integrated Planning Survey, a workgroup of Program Review Steering Committee members should audit the Program Review module to determine which information could be shared across sections without requiring duplicate data entry.

3. Bring training to Lead Writers via expanded outreach efforts.
Across various Program Review topics, relatively few Lead Writers attended training sessions offered throughout the fall 2014 semester. In order to reach more Lead Writers, trainings, even in condensed format, should be offered at existing faculty and staff meeting venues, such as during school meetings. In addition, online training modules, such as Camtasia videos, should be created to allow all Lead Writers to access training on-demand.

4. Revise BARC request form to improve usability and accessibility of information.
Results from the Integrated Planning Survey suggest that respondents experienced difficulty submitting the BARC request in 2014-2015. The BARC form was programmed as a TaskStream survey form. Respondents expressed frustration with not receiving a confirmation that their request was submitted and not being able to save or print their form responses. In order to further integrate the BARC request form into the Program Review Module, alternate means of collecting BARC request information should be explored.

5. Pilot standard data sets for Student Services areas.
For the past several iterations of the Integrated Planning Survey, respondents from Student Services have requested that data be provided for their departments. This year was no exception. While each Student Services area may have different services and intended student outcomes, all areas should be collecting data on the students they serve. This information could serve as a baseline for data reporting in Student Services areas. Thus, as a pilot, among Student Services areas that can provide student identifying information for students they served in 2014-2015, student demographic and academic characteristics data could be summarized by the Mesa College Research Office and provided in time for the 2015-2016 Program Review Cycle.

6. Institute a soft deadline for Lead Writers to submit their Program Reviews to their Deans/Managers for review and feedback.
The results of the present survey revealed a need to allow more time for collaboration and feedback between Lead Writers and Deans/Managers. To address this, the Program Review timeline for 2015-2016 should include a "soft" deadline—at least one month before the final Program Review submission deadline—by which Lead Writers must provide their Program Review to their Dean/Manager for review, feedback, and collaboration. In addition, 2015-2016 training materials should include additional references to the expected amount of communication/collaboration across each program/service area and among Lead Writers and their Deans/Managers.

Background and Methodology

In an effort to continuously improve the Program Review process, a survey was developed and administered in March 2015 to key Program Review stakeholders across the College. The overarching goal of the survey was to assess perceptions of the integrated planning and Program Review processes. To this end, the survey targeted the following stakeholder groups: Program Review Lead Writers, Program Review Liaisons, Deans, and Managers.

Specific aims of the surveys included the following:
- Measure progress in meeting the objectives identified in the 2013-2014 Program Review evaluation report
- Assess perceptions of Program Review training and support
- Measure perceptions of the online Program Review module navigation, content, and resources
- Assess perceptions of training and support provided by resource allocation committees (Budget Allocation Recommendation Committee, Faculty Hiring Priorities Committee, and Classified Hiring Priorities Committee)
- Measure perceptions of the Program Review website, documentation, and communication
- Gather suggestions for improvement of the process, training, support, and communication

Survey items included Likert scale items pertaining to each of the above areas, as well as open-ended items targeting impressions of the various aspects of the Program Review process. A copy of the survey instrument is provided in Appendix A.

In March 2015, a total of 120 Program Review Lead Writers, Liaisons, Deans, and Managers were invited to participate in a survey regarding their experiences with the College's integrated planning process. The data collection period lasted 18 days, and two reminders were provided to non-respondents. Respondents who completed fewer than half of the survey items were excluded from the analysis. A total of 52 Program Review stakeholders responded to the survey, yielding a response rate of 43%.

The survey results are summarized by topic in the following section. A distribution of responses to all survey items, including verbatim open-end responses, is provided in Appendix B.

▶ **Respondents**

In all, 42 Lead Writers (comparable to the 43 Lead Writers who responded the previous year), 17 Liaisons (equal to the total in the previous year), and 10 Deans/Managers (no comparison could be made, as in the previous year this group included chairs, in addition to Deans and Managers) responded to the surveys. Note that many respondents served in multiple roles (Lead Writer, Liaison, and/or Dean/Manager). Among Lead Writers, over one in three were first-time Lead Writers (an increase over the previous year), and just over 60% came from instructional areas or Instructional Services.

Just under half of the 17 Liaisons that responded to the Liaison Survey (47%) had no previous experience serving as a Liaison.

Results

▶ **Online Program Review Module**

Overall, opinions of the Program Review module were mixed. While survey responses were favorable regarding the instructions in the Program Review module and question format, responses regarding navigation, organization, efficiency, and Program Review requirements indicated these were areas in which the module could be improved.

Figure 1. Program Review Module Responses
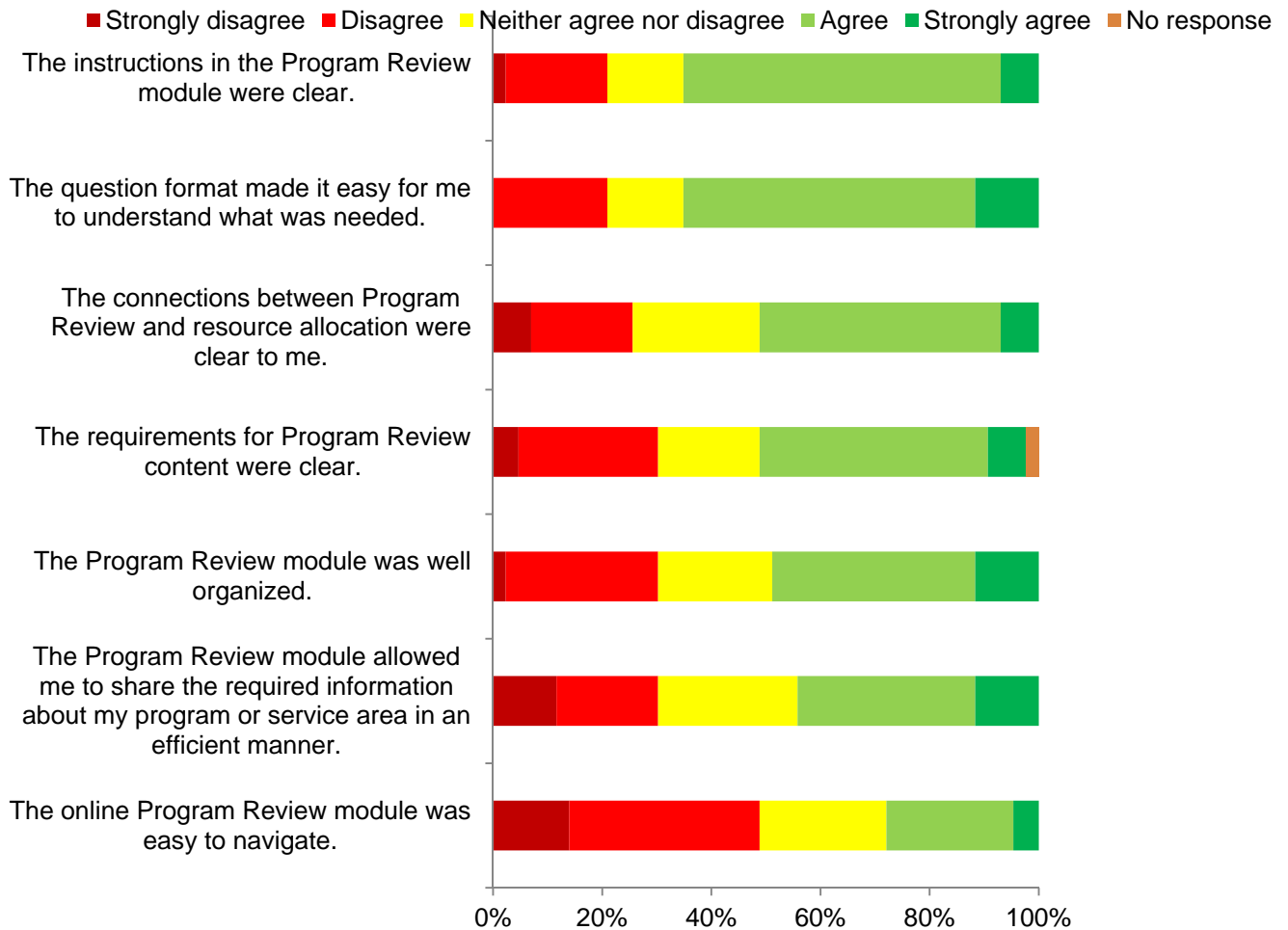
When asked what could be improved on the Program Review module, a number of respondents provided suggestions, and several themes emerged, including the following:

- The BARC request form should be changed to enable saving and integration with information that is already contained in other sections of the Program Review module
- Reduce the number of steps required to edit Program Review content (e.g., check out buttons, add text and image buttons)
- Customize language in the Program Review module to reflect college terminology and existing Program Review process
- Simplify the Program Review module to ensure only necessary information is collected
- Eliminate redundancy in Program Review module content/prompts so that Lead Writers do not have to re-write the same information in a different section
- Allow Lead Writers to easily copy and paste or roll forward information from previous Program Reviews into future Program Reviews

Other comments pertained to the extensive amount of time required to complete each Program Review, the need to streamline Program Review content, and the need for a more intuitive interface and navigation.

▸ Lead Writer Training
The majority (60%) of Lead Writers who responded to the survey attended General Lead Writer Training; this was a moderate decrease compared to the previous year. Half of the Lead Writers who attended training (50%) said they felt prepared or extremely prepared to complete their program review after participating in the training. This figure was slightly lower than that of the previous year's survey. Just over half of the Lead Writers who responded to the survey (51%) said the connections between Program Review and resource allocation were clear to them, which was a slightly lower figure than that of the previous year's survey.

When asked to identify the most helpful training items, Lead Writers discussed the following:
- Learning how to navigate the online Program Review module
- Accessing examples of other Program Reviews or Program Review sections
- One-on-one assistance

When asked what could be improved in the Program Review Training, Lead Writers recommended the following:
- Providing additional examples and models of well-developed instructional, student services, and administrative unit program reviews
- Develop step-by-step training materials with visuals, to illustrate the Program Review process
- Tailoring the training to user needs, such that a foundational training session on Program Review could be provided for first-time Lead Writers, and advanced training on Program Review content could be provided for more experienced Lead Writers
- Integrated training sessions that incorporate BARC, CHP, and FHP training elements

▸ Program Review Data
Overall, Lead Writer perceptions of Program Review data were rather mixed. The majority of Lead Writers who responded said:
- They felt comfortable interpreting Program Review data to inform program planning (65%)
- The data provided in Program Review were helpful (59%)
- They were well prepared to access and utilize data for Program Review (56%)
- They had access to adequate data to complete their Program Reviews (55%)

However, less than half of Lead Writers indicated the data provided for Program Review were meaningful (47%). Lead Writers were asked to provide suggestions for how their experience accessing and utilizing data for Program Review could be improved. Suggestions included the following:
- Provide more research support/data for Student Services areas
- Provide more meaningful data
- Provide more research training to Liaisons

In addition, some respondents said it would be helpful to attend research trainings when they were working on the data sections of their Program Reviews or that they were unclear as to why certain data are provided and other data are not.

▸ The Liaison Experience
Among Liaisons who responded to the survey, nearly half were in their first year serving as Program Review Liaisons. Although a smaller percentage than in the previous year's survey, the majority of Liaisons provided favorable ratings of assistance received from the Program Review Co-Chairs. In addition, the majority of Liaisons felt they had the resources needed to assist their Lead Writers. However, Liaison responses to other items were somewhat less favorable:
- 65% said they were able to get the information they needed from the Program Review website (down from 78% in the previous year)
- 59% said they were prepared to answer their Lead Writers' questions (down from 88% in the previous year)
- 59% said that serving as a Liaison was a good experience (down from 94% the previous year)

Similarly, feedback regarding the Liaison Evaluation Guide was split, with the percentage of favorable responses decreasing over the previous year's figures:

- 64% indicated it was easy to complete the Liaison Evaluation Guide (no comparison available)
- 59% indicated that the Liaison Evaluation Guide provided adequate information to the Program Review Committee regarding Program Review completion (down from 82% the previous year)

When asked to provide recommendations for improving the Liaison experience in the future, only seven Liaisons commented. Among those, two main recommendations emerged:

- Align the Liaison Evaluation Guide with intended purpose/value and actual Program Review requirements
- Fix issues with the Program Review module

▶ The Dean/Manager Experience

The vast majority of Deans and Managers who responded to the survey indicated positive perceptions of the Program Review module and Manager Evaluation Guide (note that no comparisons were available for Dean/Manager items):

- 80% said the Manager Evaluation Guide allowed them to provide adequate feedback regarding each Program Review
- 70% said the online Program Review module made it easy for them to review their Lead Writers' Program Review documents
- 50% said they were able to use the online Program Review module to support their Lead Writers

Only six Deans and Managers provided suggestions for improving the Dean/Manager experience in the future. The main suggestion that emerged from Dean and Manager comments was to allow additional time for Dean/Manager review before finalizing Program Reviews.

▶ Equipment and Supplies Requests

A total of 21 (49%) Lead Writers indicated that they completed a Budget and Allocation Recommendation Committee (BARC) request in their 2014-2015 Program Review. Among those who submitted a BARC request, respondents provided somewhat less favorable ratings related to clarity of information and support provided during the BARC request process than for other aspects of the Program Review process:

- 39% thought the Equipment and Supplies rubrics were easy to understand and that the instructions for completing the equipment/supplies requests were clear
- 34% said BARC documentation clarified the expectations for equipment/supplies requests
- 29% said BARC provided adequate support

When asked to identify the most helpful aspect of BARC support, many Lead Writers did not respond. Among those that did respond, responses included the following:

- One-on-one and helpful training
- Process was logical
- Rubric was clear, logical, and easy to use

Lead Writers were also asked how the supplies and equipment request process could be improved. Recommendations included the following:

- Provide access to the request after submission
- Allow for the ability to save and complete later the request later
- Keep the process/information the same as the request from the previous submission
- Provide confirmation that the request was received

▶ New Faculty Requests

Many Lead Writers who responded to the survey (42%) indicated that they included a Faculty Hiring Priorities request in the 2014-2015 Program Review. Of these Lead Writers, the majority said the request process was clear:

- 83% said the instructions for completing the request were clear and that the questions in the Faculty Hiring Priorities application clearly identified the information that was expected

- 62% said the rubric was easy to understand and the documentation clarified the expectations for new faculty requests.

However, fewer Lead Writers indicated that the Faculty Hiring Priorities Committee provided adequate support (39%).

When asked to identify the most helpful aspect of Faculty Hiring Priorities Committee support, only three Lead Writers responded. These respondents noted that the form was more streamlined and easier to use than in previous years

When asked how the Faculty Hiring Priorities request process could be improved, four Lead Writers discussed the following:
- Keep streamlining the form to include more information on student learning outcomes and instructional quality
- Reduce redundancy in the questions
- Provide a model or example of a successful faculty hiring priorities request

▶ New Classified Staff Requests
Twenty (47%) Lead Writers requested a new Classified Staff position in the 2014-2015 Program Review. The findings were somewhat mixed regarding the ease and clarity of the Classified Staff request process in the Program Review. For the most part, Lead Writers felt that the instructions and expectations were clear:
- 75% thought the questions in the Classified Hiring Priorities application clearly stated what was expected
- 65% said the instructions for completing the Classified Hiring Priorities application were clear
- 60% said the Classified Hiring Priorities documentation clarified the expectations for new classified staff requests

However, Lead Writers provided somewhat less favorable responses regarding the clarity of the rubric, as well as the level of support received:
- 50% agreed that the Classified Hiring Priorities Rubric was easy to understand
- 40% said the Classified Hiring Priorities Committee provided adequate support to Lead Writers

When asked to identify the most helpful aspect of the Classified Hiring Priorities Committee support, one Lead Writer mentioned that the Dean was their primary support, while four others reported the following:
- The CHPC workshop and the CHPC availability to answer questions
- Ability to communicate with other programs and to build upon a previous request
- Clear questions

When asked for recommendations for improvement, one Lead Writer said that the request process was clear. Five additional Lead Writers suggested:
- Eliminating redundancy in questions
- Providing a model
- Keep information from the previous submission
- Require only necessary information for each question

▶ Communication Regarding the Program Review Process
Lead Writers were also asked to rate various aspects of communication regarding Program Review. The overwhelming majority of Lead Writers who responded to the survey (91%) indicated the Program Review timeline was clear. In terms of committee communication, 77% of Lead Writers who responded said that, when they had questions, a Program Review representative was able to answer them. This was an increase over previous years' figures.

Less than half of Lead Writers who responded to the survey (44%) said their liaison communicated with them throughout the Program Review process. Ratings regarding the Program Review website were mixed. Just over half of Lead Writers (53%) indicated they were able to find answers to their questions on the website. Only 54% of Lead Writers who responded to the survey said the Program Review website made it easy to find what they were looking for. It should be noted that a larger percentage of ratings related to the Program Review website were neutral, meaning these respondents may not have even accessed the Program Review website.

▶ **Reflections on the Program Review Process**
When respondents were asked to identify the most valuable aspect of this year's Program Review process, a number of respondents said the process allowed them to reflect on and analyze their programs with other members of their department.
Other comments regarding the process centered on the following:
- It was an opportunity to collaborate and discuss the program's current status and future
- It is more meaningful because actual resources are associated with Program Review
- Respondents were able to learn more about the integrated planning process

In terms of areas for improvement, respondents suggested the following:
- Eliminate redundancy in Program Review sections/requirements
- Streamline the Program Review module
- Consistency in the Program Review forms from year to year
- Improve the software (navigation, layout, interface, etc.)
- Better integrate the BARC request form into the Program Review module
- Provide additional training for Liaisons

Conclusions and Recommendations
The results of the Program Review and Integrated Planning Surveys provide a wide range of information related to the Program Review objectives identified in 2014-2015 and objectives for the coming academic year. The survey included items from previous year's surveys for benchmarking purposes, as well as items specific to the various components of Program Review, including the following:
- Module navigation and content
- BARC requests
- Faculty Hiring Priorities Requests
- Classified Hiring Priorities requests
- research support
- Program Review Committee communication
- the Liaison experience
- the Dean/Manager/Reviewer experience

A large percentage of Lead Writers responded to the survey, and they, along with the Liaisons and Deans/Managers that responded conveyed a number of actionable suggestions and recommendations for the future. It should be noted that these suggestions and recommendations may not represent the perceptions of all Lead Writers. Survey participation was completely voluntary; thus, the results of the survey should be interpreted with caution.

Appendix A: Integrated Planning Survey Instrument

Integrated Planning Survey 2014/2015

17%

2. For how many years have you served as a Lead Writer?

○ 1 year (first year as a Lead Writer)

○ 2 to 3 years

○ 4 to 5 years

○ 6 or more years

3. In which division does your program or service area reside?

○ Administrative Services

○ Instruction/Instructional Services

○ Student Services

4. Did you attend a Lead Writer training in the fall 2014 semester?

○ Yes

○ No

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Integrated Planning Survey 2014/2015

22%

5. After attending the <u>Program Review Lead Writer training(s)</u>**, how prepared were you to complete your Program Review?**

Note: Please refer only to your experiences with the general Program Review training. Please do not refer to your experiences with training on supplies and equipment requests or requests for personnel, as these will be addressed later in the survey.

○ Extremely prepared

○ Prepared

○ Somewhat prepared

○ Not very prepared

○ Not at all prepared

6. What was the most helpful aspect of the Lead Writer training(s)?

[text box]

7. How could the Lead Writer training(s) be improved?

[text box]

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Integrated Planning Survey 2014/2015

28%

8. The next few questions refer to your experience using the online Program Review module (hosted on the TaskStream server) for this year's Program Review cycle.

Using the scale below, please rate your agreement with the following items.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The instructions in the Program Review module were clear.	○	○	○	○	○
The question format made it easy for me to understand what was needed.	○	○	○	○	○
The online Program Review module was easy to navigate.	○	○	○	○	○
The connections between Program Review and resource allocation were clear to me.	○	○	○	○	○
The Program Review module was well organized.	○	○	○	○	○
The Program Review module allowed me to share the required information about my program or service area in an efficient manner.	○	○	○	○	○
The requirements for Program Review content were clear.	○	○	○	○	○

9. How could the online Program Review module be improved for the future?

[text box]

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Integrated Planning Survey 2014/2015

33%

10. The next few items pertain to the communication of information about Program Review to the campus community, including the Program Review website.

Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The Program Review timeline was clear.	○	○	○	○	○
My Liaison communicated with me throughout the Program Review process.	○	○	○	○	○
When I had questions, a Program Review representative was able to answer them.	○	○	○	○	○
When I had questions about my Program Review, I was able to find answers on the Program Review website.	○	○	○	○	○
The Program Review website made it easy to find what I was looking for.	○	○	○	○	○

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Integrated Planning Survey 2014/2015

39%

11. The next few questions pertain to the materials and services provided by the Mesa College Research Office.

Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The data provided in the Program Review module were helpful in writing my Program Review.	○	○	○	○	○
The data provided in the Program Review module were meaningful to my program or service area.	○	○	○	○	○
I had access to adequate data to complete my Program Review.	○	○	○	○	○
I was well prepared to access and utilize data for my Program Review.	○	○	○	○	○
I feel comfortable interpreting Program Review data to inform program planning.	○	○	○	○	○

12. How could your experience accessing and utilizing data for Program Review be improved for the future?

[text box]

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44%

13. The next few questions pertain to the equipment and supplies request process and the training and support provided by the Budget Allocation Recommendation Committee (BARC).

Did you include a BARC request in your 2014/2015 Program Review?

○ Yes

○ No

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Integrated Planning Survey 2014/2015

`50%`

14. The next few items pertain to your experiences with the equipment/supplies request process and the support provided by the Budget and Allocation Recommendation Committee (BARC). Please rate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The instructions for completing the required information for equipment/supplies requests were clear.	○	○	○	○	○
The Equipment and Supplies Rubrics were easy to understand.	○	○	○	○	○
BARC documentation clarified the expectations for equipment/supplies requests.	○	○	○	○	○
BARC provided adequate support to Lead Writers.	○	○	○	○	○

15. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by BARC for equipment/supplies requests?

16. How could your experience submitting BARC requests be improved?

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`56%`

17. The next few questions pertain to the classified staff request process and the training and support provided by the Faculty Hiring Priorities Committee.

Did your 2014/2015 Program Review include a Faculty Hiring Priorities request?

○ Yes
○ No

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Integrated Planning Survey 2014/2015

61%

18. The next few questions pertain to the faculty request process and the support provided by the Faculty Hiring Priorities Committee. Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The instructions for completing the Faculty Hiring Priorities application were clear.	○	○	○	○	○
The questions in the Faculty Hiring Priorities application clearly stated what information was expected.	○	○	○	○	○
The Faculty Hiring Priorities Rubric was easy to understand.	○	○	○	○	○
The Faculty Hiring Priorities documentation clarified the expectations for new faculty requests.	○	○	○	○	○
The Faculty Hiring Priorities Committee provided adequate support to Lead Writers.	○	○	○	○	○

19. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by the Faculty Hiring Priorities Committee for new faculty requests?

20. How could your experience requesting new faculty positions be improved?

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Integrated Planning Survey 2014/2015

67%

21. The next few questions pertain to the classified staff request process and the training and support provided by the Classified Hiring Priorities Committee.

Did your 2014/2015 Program Review include a request for a new Classified Staff position?

○ Yes
○ No

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Integrated Planning Survey 2014/2015

72%

22. The next few questions pertain to the classified staff request process and the support provided by the Classified Hiring Priorities Committee. Please rate your agreement with the following items.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The instructions for completing the Classified Hiring Priorities application were clear.	○	○	○	○	○
The questions in the Classified Hiring Priorities application clearly stated what was expected.	○	○	○	○	○
The Classified Hiring Priorities Rubric was easy to understand.	○	○	○	○	○
The Classified Hiring Priorities documentation clarified the expectations for new classified staff requests.	○	○	○	○	○
The Classified Hiring Priorities Committee provided adequate support to Lead Writers.	○	○	○	○	○

23. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by the Classified Hiring Priorities Committee for classified staff requests?

24. How could the process for requesting classified staff be improved?

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Integrated Planning Survey 2014/2015

78%

25. Did you serve as a Program Review Liaison during the 2014/2015 Program Review Cycle?

○ Yes
○ No

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Integrated Planning Survey 2014/2015

83%

26. Including this year, for how many years have you served as a Program Review Liaison?

○ 1 year (first year as a Liaison)

○ 2 to 3 years

○ 4 to 5 years

○ 6 or more years

27. The next few items are about your experience serving as a Program Review Liaison this year. Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel like I was prepared to answer my Lead Writer's questions.	○	○	○	○	○
When I needed assistance, I was able to get it from the Program Review Co-Chairs.	○	○	○	○	○
I was able to find the resources I needed on the Program Review website.	○	○	○	○	○
I had the resources I needed to assist my Lead Writers.	○	○	○	○	○
It was easy to complete the Liaison Evaluation Guide.	○	○	○	○	○
The Liaison Evaluation Guide provided adequate information to the Program Review Committee regarding Program Review completion.	○	○	○	○	○
Overall, serving as a Liaison was a good experience for me.	○	○	○	○	○

28. How could your experience as a Liaison be improved in the future?

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Integrated Planning Survey 2014/2015

89%

29. Did you serve as a reviewer (dean or manager) in the 2014/2015 Program Review Cycle?

◯ Yes

◯ No

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94%

30. Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The online Program Review module made it easy for me to review my Lead Writers' Program Review documents.	◯	◯	◯	◯	◯
I was able to use the online Program Review module to support my Lead Writers.	◯	◯	◯	◯	◯
The Manager Evaluation Guide allowed me to provide adequate feedback regarding each Program Review.	◯	◯	◯	◯	◯

31. How could your experience as a manager/reviewer be improved in the future?

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100%

32. What was the most valuable aspect of this year's Program Review process?

33. What would you change about this year's Program Review process?

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Distribution of Responses to Integrated Planning Survey 2014/2015

Q1. Did you serve as a Lead Writer for the 2014/2015 Program Review cycle?	Number	Percent
Yes	42	82%
No	8	16%
No response	1	2%
Total	*51*	*100%*

[IF YES, SERVED AS LEAD WRITER, N=42]

Q2. For how many years have you served as a Lead Writer?	Number	Percent	Valid Percent
1 year (first year as a Lead Writer)	15	29%	35%
2 to 3 years	6	12%	14%
4 to 5 years	5	10%	12%
6 or more years	16	31%	37%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q3. In which division does your program or service area reside?	Number	Percent	Valid Percent
Administrative Services	8	16%	19%
Instruction/Instructional Services	27	53%	63%
Student Services	8	16%	19%
Not asked	8	16%	--
Total	*51*	*100%*	

Q4. Did you attend a Lead Writer training in the fall 2014 semester?	Number	Percent	Valid Percent
Yes	26	51%	60%
No	17	33%	40%
Not asked	8	16%	--
Total	*51*	*100%*	

[IF YES, SERVED AS LEAD WRITER, N=26]

Q5. After attending the Program Review Lead Writer training(s), how prepared were you to complete your Program Review?	Number	Percent	Valid Percent
Extremely prepared	3	6%	12%
Prepared	10	20%	38%
Somewhat prepared	13	25%	50%
Not very prepared	0	0%	0%
Not at all prepared	0	0%	0%
Not asked	25	49%	--
Total	*51*	*100%*	

| **Q6. What was the most helpful aspect of the Lead Writer training(s)?** |
| **(N = 23; No response, Not asked excluded)** |

Each facilitator gave various perspectives on the information necessary to begin and complete Program Review.

examples

Familiarization with the process and significance of program review.

Going over it in detail on a projector.

Going through the different sections with others.

Having **** and **** available to help with the process.

I attended the "kickoff" event only.   Overview of the elements was useful.   Given the variations among programs, there is little chance to tailor the session to the way each program's lead writer will approach the PR. To some degree, the lead writer needs to get into the process before knowing what questions to ask and then to know that help is available.

I give it an extremely prepared because I have done it before. I went to the launch of the program review but did not attend training outside of that so it was not through training this cycle that I became prepared.

It was good to have a student services focused training

Just helpful to have a refresher, and to realize the size of the PR this year.

Knowing the intent of the modules.

Learning how to navigate within the Taskstream program and the links to the Mission, Vision, Values, Mission Statement, Strategic Directions

Navigating through the individual sections

Some of the descriptions of what the overall end product should look like was helpful.

take away step by step guides

That I was PROMISED that all the necessary information was uploaded & ready for my use. (I found out that this was not true!)

The ability to ask questions and get examples.. Having someone on hand to help.

The most helpful aspect was walking through each of the steps with the deans. We were able to ask questions and had someone to help us navigate through the components. It was also helpful that the trainers explained the vocabulary, as there were many misunderstandings/confusion with regard to objectives/goals/activities.

The new timeline.

the one on one help

The one on one meeting with **** **** who gave lots of individual support and help.

The provision of examples. The

when each question was explained and samples were given

No response (3)
Not asked (25)

| **Q7. How could the Lead Writer training(s) be improved?** |
| **(N = 22; No response, Not asked excluded)** |

A bigger variety of examples of how each question was answered by different Lead Writers.

A hardcopy notebook with materials as a tutorial with Q&A handouts

break down each section of the program review and provide more examples

Giving us a model - i.e. Health Science (P.E.) had a spectacular/superb/tremendous/fabulous Program Review. To have seen that before we started would have really helped. Also to allow us to make CHANGES after out initial submital with feedback would have been GREAT!

Having more one on one sessions with examples

Having someone specifically from their area to give examples.. student services

I don't have suggestions for LW training specifically, but I do think a two hour workshop that goes over the TaskStream elements, then includes FIP, CHP, BARC would be really helpful rather than having everyone schedule their own training sessions. I ended up attending three or four sessions, most of which could have been presented in about 20 minutes rather than the hour scheduled.

Q7, continued

I wasn't able to attend many of the training sessions, but the program is intuitive (light years ahead of previous versions)

Make it mandatory to attend. :o)

More navigation training on Task Stream.

More of a hands-on format rather than introduction/orientation

more step by step guides/examples

Read a few really good reviews from various student services areas.

Show us a sample of an ideal well written program review to use as a model.

Since this was the first year for Administrative Units, it was a very "individualized" process for each admin unit, and the ****[office] was even more of an exception since we had a "manager's link" but no manager - only a liaison. I think some dept's that are closely related to students had an easier time of reporting goals and assessment, this was a first for the admin depts that do the "behind the scenes" work and trying to tie that to goals and outcomes in relation to the Strategic Directions was not easy.I would suggest that these admin units need to meet in advance to discuss our portion of the program review so that we are all reporting in the same "language" or "voicing" - such as do we stay within dept goals or branch out to the overall college goals as listed in the Strategic Directives

Specifics on how to improve and validate requests utilizing the data provided.

Step by step instructions with graphics NOTin a Powerpoint document! It was hard to read when printed out and used too much paper.

The software is difficult to use and it isn't user friendly so my only suggestion would be to have a step-by-step manual available. The one that **** and **** provided was great.

The training was good...but I unfortunately wasn't ready to absorb the info. I needed to go through the process first, and now training will be much more helpful.

the training went a bit slow.....

Training for experienced lead writers that is separate from new lead writers.

When things are promised to the Lead Writers by a certain time, they should be there. I was constantly assured that the necessary items had been uploaded. Finally, after a number of days of constant assurances, I had to physically prove that they were not. Then I was accused of making undue requests on the staff to have the information uploaded. I was ONLY requesting what was promised to me at the Lead Writers training session.

No response (4)
Not asked (25)

Q8. The next few questions refer to your experience using the online Program Review module (hosted on the TaskStream server) for this year's Program Review cycle. Using the scale below, please rate your agreement with the following items.

Q8.1. The instructions in the Program Review module were clear.	Number	Percent	Valid Percent
Strongly disagree	1	2%	2%
Disagree	8	16%	19%
Neither agree nor disagree	6	12%	14%
Agree	25	49%	58%
Strongly agree	3	6%	7%
Not asked	8	16%	--
Total	*51*	*100%*	

Q8.2. The question format made it easy for me to understand what was needed.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	9	18%	21%
Neither agree nor disagree	6	12%	14%
Agree	23	45%	53%
Strongly agree	5	10%	12%
Not asked	8	16%	--
Total	*51*	*100%*	

Q8.3. The online Program Review module was easy to navigate.	Number	Percent	Valid Percent
Strongly disagree	6	12%	14%
Disagree	15	29%	35%
Neither agree nor disagree	10	20%	23%
Agree	10	20%	23%
Strongly agree	2	4%	5%
Not asked	8	16%	--
Total	*51*	*100%*	

Q8.4. The connections between Program Review and resource allocation were clear to me.	Number	Percent	Valid Percent
Strongly disagree	3	6%	7%
Disagree	8	16%	19%
Neither agree nor disagree	10	20%	23%
Agree	19	37%	44%
Strongly agree	3	6%	7%
Not asked	8	16%	--
Total	*51*	*100%*	

Q8.5. The Program Review module was well organized.	Number	Percent	Valid Percent
Strongly disagree	1	2%	2%
Disagree	12	24%	28%
Neither agree nor disagree	9	18%	21%
Agree	16	31%	37%
Strongly agree	5	10%	12%
Not asked	8	16%	--
Total	*51*	*100%*	

Q8.6. The Program Review module allowed me to share the required information about my program or service area in an efficient manner.	Number	Percent	Valid Percent
Strongly disagree	5	10%	12%
Disagree	8	16%	19%
Neither agree nor disagree	11	22%	26%
Agree	14	27%	33%
Strongly agree	5	10%	12%
Not asked	8	16%	--
Total	*51*	*100%*	

Q8.7. The requirements for Program Review content were clear.	Number	Percent	Valid Percent
Strongly disagree	2	4%	5%
Disagree	11	22%	26%
Neither agree nor disagree	8	16%	19%
Agree	18	35%	42%
Strongly agree	3	6%	7%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q9. How could the online Program Review module be improved for the future?
(N = 31; No response, Not asked excluded)

There was difficulty in understanding what was required in the section on BARC requests with respect to mapping to goals/strategic goals. It would also have been helpful to be able to see the BARC request form after submission.

A few of the biggest challenges were 1) all of the clicks required to checlk out, return, publish/print etc. Sometimes I could not remember how I landed on certain pages. 2) The BARC Request shipped off the form and did not provide the opportunity to edit, retrieve etc once sent 3) The goal/activity section was not intuitive.

Ability to switch between portions of the program review module portions more fluidly to make referencing information easier.

At first it was challenging to navigate, but evidentially we got the hang of it after using it more.

Better cut/paste from one doc to the taskstream PR. Do not do any more changes. Our programs don't change so why does the PR questions change every year. It takes a lot of my time to rethink answers to new questions.

I just didn't like Task Stream :(

I think it is bulky, unwieldy, time consuming and frustrating.

I think it was confusing. the modules asked for information but then other modules asked for similar information.

I think we have created a complete monster here. For exmample, I don't understand why I am being asked to provide our department's mission statement when there is an embedded link to my mission statement in Taskstream. My mission statement is in the catalog, I want to write, "see catalog". Why are the names of our FT faculty important? Who would need this information? This entire process is so out of hand that it took me more than 40 hours to complete. Ultimately, let's not do busy work for the sake of busy work. When I could pull information from a program review written in 2006 because the department has not significantly changed, then it just becomes busy work. We need to assess who needs what information and make what is needed as brief as possible.

Q9, continued

It was mildly cumbersome to have to check each piece out and then click on a text/edit button, I think in years past there wasn't the extra text/edit button to go through.   For the executive summary, I realize why it was split in to pieces; but executive summaries I think read better when they are all one piece--that's how ours was written--one cohesive "essay" and then we had to split it up to answer each question.   The difference between mission/vision etc could have been a bit more clear.   The BARC/Equipment requests were ridiculously cumbersome, the information requested was over the top.

Make it a lot easier to navigate through.

Make it so we can cut and paste relevant information from past years into the current year.

Many of the elements didn't apply for us. The check in and check out is very confusing. The TaskStream verbiage is not consistent with our verbiage.

More simplicity, proper usage of language and terms(don't call an outcome a goal etc.), have the question consistently visible instead of having to continue to click on other areas to bring it up. A more simple format as has been used before: question, answer, question, answer. PLEASE come up with a suitable format and leave it alone. How can anyone learn to navagate this system when it is constantly being changed. The goals/mapping aspect was impossible to figure out and was a disaster. I have never had to ask for any help before this year.

One set of conventions would support my comprehension of the whole procedure.

shorten it

Should be able to keep several areas open at the same time and have the ability to switch back and forth easily, as well as cut and paste from one page into the other.

Some of the areas were repetitive Some of the areas where not clear on how to access information,you couldn't attach a file Some areas were unclear whether you did what you were suppose to do... No verification that you did it

Some of the questions were repetitive. It wasn't always very clear that there were next steps on some of them unless you completed the whole section.

Streamline the process, even if it is for a comprehensive review. There were multiple areas of redundancy within; having to repeat was cumbersome and time consuming for the lead writers. Taskstream is horribly non-intuitive to work in and horribly glitchy. Wording in some sections was not clear.

The flipping back and forth was a pain. I ended up copying the question into a Word doc., writing in the Word doc, then cutting and pasting into TaskStream--it was not convenient. And with the research and data, I ended up with 20 tabs open on my search engine for the entire time I was working on my PR. I was just happy that my computer didn't crash for the two weeks I had the screens open. I also thought there was a lot of repetition in the questions.

The greatest frustration and disappointment was the BARC submission form. The lack of edit/save opportunities, not understanding if the information was received, the formatting issues with an online survey form among other issues made this the biggest issue of this year's program review cycle. If only it could have been tied in a similar way that program goals and objectives were linked, and available for edit, this would have been more successful. The mapping, repetition on SLOs and strategic direction information for program goals made it difficult to work through every step. It would have been great to see more seamless flow on this from start to finish without requiring additional input. Because of the BARC form issues, it made efficient sharing, and connections to resource allocation very difficult to see.

The instruction booklet was too long.   The Lead Writer Training document was very difficult to read when printed out, which it had to be as each step was on its own page. The screen shots were not annotated.

The old approach was much easier. This is too complicated and nobody has any clue of what to do.

The program is not intuitive, and it doesn't match our terminology. Too much time is spent figuring out exactly what is desired when it comes to the goals, actions, etc.

The separation of each question as it's own "check out" section was very in efficient and frustrating. It was much better when it was only one check out and all the questions were in one "form/page". The directions were lacking in taskstream. It would have been much better to put all the detail that was in the Power Point Presentations and in the Program Review Handbook in the directions.

Q9, continued

The submission portion of the program review was a little confusing this year. The instructions that ****
**** provided was helpful. Also, the questions were repetitive. It would be nice to have the
option of being able to copy a few things over from previous program reviews just like we are able
to do now with the student learning outcomes on taskstream.

There was no reason given as to why we had to give individual separate listings for the BARC!!! It was
changed from last year which only had a list submitted - seemed to place ALL of the work on us
and without information that it would require EACH and EVERY ITEM to have all the information.
I was very thankful to **** ***** who provided so much assistance.

This took a tremendous amount of time. It could have been much simpler, with more meaningful results.

Too much repetition required, as in the lead writer needing to repeat the reasons why a program needs
new faculty hires, and SLOs at the program and course levels. Mapping the goals of hiring
faculty (probably staff, as well), without assistance of those with in-depth knowledge of the
procedures required, was well-nigh impossible. Therefore, this task was wholly inappropriate.
Some of the data provided, as in the chart on curriculum updates, was inaccurate, as it was not
up-to-date. It took time to sort that out. This is essentially clerical work and wastes precious time
of the lead writers and department chairs trying to sort out the info. A better mechanism for
eliciting that information should be developed. New software that is flexible to the needs of the
college and which is intuitive should be a high priority. Using Taskstream is akin to the children's
party game of potato sack races.

We need to simplify this process. I don't think that we need as much information as we ask for in this
process.

No response (12)
Not asked (8)

Q10. The next few items pertain to the communication of information about Program Review to the campus community, including the Program Review website. Please rate your agreement with the following statements.

Q10.1. The Program Review timeline was clear.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	0	0%	0%
Neither agree nor disagree	4	8%	9%
Agree	25	49%	58%
Strongly agree	14	27%	33%
Not asked	8	16%	--
Total	*51*	*100%*	

Q10.2. My Liaison communicated with me throughout the Program Review process.	Number	Percent	Valid Percent
Strongly disagree	7	14%	16%
Disagree	8	16%	19%
Neither agree nor disagree	9	18%	21%
Agree	13	25%	30%
Strongly agree	6	12%	14%
Not asked	8	16%	--
Total	*51*	*100%*	

Q10.3. When I had questions, a Program Review representative was able to answer them.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	3	6%	7%
Neither agree nor disagree	7	14%	16%
Agree	21	41%	49%
Strongly agree	12	24%	28%
Not asked	8	16%	--
Total	*51*	*100%*	

Q10.4. When I had questions about my Program Review, I was able to find answers on the Program Review website.	Number	Percent	Valid Percent
Strongly disagree	1	2%	2%
Disagree	8	16%	19%
Neither agree nor disagree	11	22%	26%
Agree	19	37%	44%
Strongly agree	4	8%	9%
Not asked	8	16%	--
Total	*51*	*100%*	

Q10.5. The Program Review website made it easy to find what I was looking for.	Number	Percent	Valid Percent
Strongly disagree	1	2%	2%
Disagree	9	18%	21%
Neither agree nor disagree	10	20%	23%
Agree	18	35%	42%
Strongly agree	5	10%	12%
Not asked	8	16%	--
Total	*51*	*100%*	

Q11. The next few questions pertain to the materials and services provided by the Mesa College Research Office. Please rate your agreement with the following statements.

Q11.1. The data provided in the Program Review module were helpful in writing my Program Review.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	1	2%	2%
Neither agree nor disagree	16	31%	37%
Agree	20	39%	47%
Strongly agree	5	10%	12%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q11.2. The data provided in the Program Review module were meaningful to my program or service area.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	4	8%	9%
Neither agree nor disagree	18	35%	42%
Agree	18	35%	42%
Strongly agree	2	4%	5%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q11.3. I had access to adequate data to complete my Program Review.	Number	Percent	Valid Percent
Strongly disagree	1	2%	2%
Disagree	3	6%	7%
Neither agree nor disagree	14	27%	33%
Agree	23	45%	53%
Strongly agree	1	2%	2%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q11.4. I was well prepared to access and utilize data for my Program Review.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	9	18%	21%
Neither agree nor disagree	9	18%	21%
Agree	20	39%	47%
Strongly agree	4	8%	9%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q11.5. I feel comfortable interpreting Program Review data to inform program planning.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	3	6%	7%
Neither agree nor disagree	11	22%	26%
Agree	22	43%	51%
Strongly agree	6	12%	14%
No response	1	2%	2%
Not asked	8	16%	--
Total	*51*	*100%*	

Q12. How could your experience accessing and utilizing data for Program Review be improved for the future?
(N = 16; No response, Not asked excluded)

By going to workshops/training at the time I was working on the sections that required data analysis.

Student services areas have their own way of tracking data. This, combined with what was on taskstream was helpful.

Student services areas often have to create their own data. It would be great to have pre-loaded information, that was specific to our areas, for review.

A barrier for me was knowing how the data related to the questions and how to interpret the data in words. I am not good at statistics.

Although the data online was ok, it was not sufficient and I received the other data for my program directly from the researcher. I was able to utilize it because I am a statistician.

Because student services does not currently receive program level data from the research office (not a blame - we know they are working on a student services research agenda), the data within program review is only at the college level. However our program has collected our data and is able to effectively use that in our review.

I didn't have any data

I guess I've never been clear on the importance of some of the statistics we have to interpret. I do it, I understand what it means, but I just don't see the significance in terms of how my program is affected in relation to the rest of the campus.

I only got help with the data because **** **** really helped to contact the individuals who were able to provide the information that I needed with out her help I would not have had that information readily available to me. So most of the answers on here would be I disagree - except that IE was able to assist in getting that information!

If the **** had more adequate staffing, some of the basic data crunches could be prepared. Then the lead writers would interpret the data presented. This would save time fir the lead writers and perhaps assure more comparable data analyses, across programs.

It would have been nice to have a session with other administrative units to find out how/if they were incorporating the provided data, etc.

Please train the Liaison to help the Lead writer. It is just a courtesy for Liaison to communicate with the Lead writer. In my case this person did not even bother to contact me. I e-mailed her the completed program review. No Replied from her or he!!!!!

Since this was the first year for administrative program review, we didn't have data in the module.

Task Stream made it more tedious than it had to be.

the deans offices were not provided with data. I can interpret data when given the data but I had no data to utilize.

The data provided was essential for responding to the requirements

No response (27)
Not asked (8)

Q13. The next few questions pertain to the equipment and supplies request process and the training and support provided by the Budget Allocation Recommendation Committee (BARC).

Q13. Did you include a BARC request in your 2014/2015 Program Review?	Number	Percent	Valid Percent
Yes	21	41%	49%
No	22	43%	51%
Not asked	8	16%	--
Total	*51*	*100%*	

[IF YES, INCLUDED A BARC REQUEST IN PROGRAM REVIEW, N=21]

Q14. The next few items pertain to your experiences with the equipment/supplies request process and the support provided by the Budget and Allocation Recommendation Committee (BARC). Please rate your agreement with each of the following statements.

Q14.1. The instructions for completing the required information for equipment/supplies requests were clear.	Number	Percent	Valid Percent
Strongly disagree	3	6%	14%
Disagree	6	12%	29%
Neither agree nor disagree	3	6%	14%
Agree	7	14%	33%
Strongly agree	1	2%	5%
No response	1	2%	5%
Not asked	30	59%	--
Total	*51*	*100%*	

Q14.2. The Equipment and Supplies Rubrics were easy to understand.	Number	Percent	Valid Percent
Strongly disagree	1	2%	5%
Disagree	4	8%	19%
Neither agree nor disagree	7	14%	33%
Agree	6	12%	29%
Strongly agree	2	4%	10%
No response	1	2%	5%
Not asked	30	59%	--
Total	*51*	*100%*	

Q14.3. BARC documentation clarified the expectations for equipment/supplies requests.	Number	Percent	Valid Percent
Strongly disagree	1	2%	5%
Disagree	8	16%	38%
Neither agree nor disagree	4	8%	19%
Agree	5	10%	24%
Strongly agree	2	4%	10%
No response	1	2%	5%
Not asked	30	59%	--
Total	*51*	*100%*	

Q14.4. BARC provided adequate support to Lead Writers.	Number	Percent	Valid Percent
Strongly disagree	1	2%	5%
Disagree	5	10%	24%
Neither agree nor disagree	7	14%	33%
Agree	5	10%	24%
Strongly agree	1	2%	5%
No response	2	4%	10%
Not asked	30	59%	--
Total	*51*	*100%*	

Q15. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by BARC for equipment/supplies requests? (N = 9; No response, Not asked excluded)

Clarity of questions/rubric.

I didn't attend any trainings. I just looked at the rubric.

Knowing that once I submitted the BARC request, I couldn't get it back. I find it difficult to establish an "Action Plan" when most requests are related to funding. If you don't get the funding, there is no plan.

NA

One on one training.

The information needed for the BARC was absolutely ridiculous!!! We were required to give ALL of the necessary information for EACH and EVERY item that we were requesting. Seriously, we did not know that would be required since last year ONLY a LIST of items were required!

The request form had a logical flow and it was easy to enter the data

The training was helpful - especially regarding how the "form/survey" worked.

The training was helpful, but I actually attended one of the sessions and still made mistakes. I see lots of mistakes and inconsistencies in the PRs that were submitted for my departments. It was not intuitive.

No response (12)

Not asked (30)

Q16. How could your experience submitting BARC requests be improved? (N = 14; No response, Not asked excluded)

Allow us to simply provide a list like last year! Requiring the teachers to go out and find the information for each item is simply wrong!

As stated earlier, the submission form, as a survey tool, was very frustrating to use. There were no links to the goal or objective information I spent much of my time creating, and no ability to edit/save for later.

Being able to access them once they have been completed. They don't show up on the TaskStream platform.

Do not make it a "survey / form". There was no way to have our liaison or manager review the request or to make changes to the request. This process could have been planned better. I would recommend a focus group to test a revised process before implementing next year.

I think that when items are asked for year after year that new BARC requests should not be required. It is a waste of time and resources. A button asking if the item is still needed would be sufficient.

I would like to be able to review the BARC submission after it has been submitted.

Q16, continued

Include the submision of this request with all other documents/deadlines.   Seperate the goals from BARC
    requests. Perhaps in the future, once it is realized taht snafus with submissions exist, we might
    consider sending an email to all lead writers letting them know what to expect.
It was difficult to find the form inside of TaskStream. Number 6 on the form doesn't allow for you to input
    a zero if you have no on-going costs. It says "any positive number greater than 0, up to 2 decimal
    places"; allow it to be equal to 0. Our request was a onetime thing.
It wasn't always clear as to which BARC attachment to use for specific types of requests. Also the BARC
    attachments said something about "survey" on them which was confusing.
No survey forms.
Not sure.
Please allow for re-submitting (withdrawing) requests. Presently, once you have submitted an On-Line
    request you cannot retrieve it to modify or correct data.
The most frustrating thing was that there was no way to input data and then save the form to complete at
    a later date as more information came to light.
Validation that the request went through..
No response (7)
Not asked (30)

Q17. The next few questions pertain to the classified staff request process and the training and support provided by the Faculty Hiring Priorities Committee.

Q17. Did your 2014/2015 Program Review include a Faculty Hiring Priorities request?	Number	Percent	Valid Percent
Yes	18	35%	42%
No	25	49%	58%
Not asked	8	16%	--
Total	*51*	*100%*	

Q18. The next few questions pertain to the faculty request process and the support provided by the Faculty Hiring Priorities Committee. Please rate your agreement with the following statements.

Q18.1. The instructions for completing the Faculty Hiring Priorities application were clear.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	1	2%	6%
Neither agree nor disagree	2	4%	11%
Agree	13	25%	72%
Strongly agree	2	4%	11%
Not asked	33	65%	--
Total	*51*	*100%*	

Q18.2. The questions in the Faculty Hiring Priorities application clearly stated what information was expected.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	1	2%	6%
Neither agree nor disagree	2	4%	11%
Agree	13	25%	72%
Strongly agree	2	4%	11%
Not asked	33	65%	--
Total	*51*	*100%*	

Q18.3. The Faculty Hiring Priorities Rubric was easy to understand.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	11%
Neither agree nor disagree	5	10%	28%
Agree	9	18%	50%
Strongly agree	2	4%	11%
Not asked	33	65%	--
Total	*51*	*100%*	

Q18.4. The Faculty Hiring Priorities documentation clarified the expectations for new faculty requests.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	3	6%	17%
Neither agree nor disagree	3	6%	17%
Agree	10	20%	56%
Strongly agree	1	2%	6%
No response	1	2%	6%
Not asked	33	65%	--
Total	*51*	*100%*	

Q18.5. The Faculty Hiring Priorities Committee provided adequate support to Lead Writers.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	11%
Neither agree nor disagree	9	18%	50%
Agree	6	12%	33%
Strongly agree	1	2%	6%
Not asked	33	65%	--
Total	*51*	*100%*	

Q19. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by the Faculty Hiring Priorities Committee for new faculty requests?
(N = 3; No response, Not asked excluded)

n/a
NONE
The new form is significantly more streamlined than previous editions and you have expanded the max allowable word count to allow for greater communication.
No response (15)
Not asked (33)

Q20. How could your experience requesting new faculty positions be improved?
(N = 4; No response, Not asked excluded)

Having had a model would have been great!
Keep streamlining the form, it is still too fixed on Mesa College and Departmental goals and objectives and not on what the position can do to improve student learning outcomes and the level of instructional quality at Mesa.
n/a
Questions regarding reasoning for needing faculty are redundant
No response (14)
Not asked (33)

Q21. The next few questions pertain to the classified staff request process and the training and support provided by the Classified Hiring Priorities Committee.

Q21. Did your 2014/2015 Program Review include a request for a new Classified Staff position?	Number	Percent	Valid Percent
Yes	20	39%	47%
No	23	45%	53%
Not asked	8	16%	--
Total	*51*	*100%*	

Q22. The next few questions pertain to the classified staff request process and the support provided by the Classified Hiring Priorities Committee. Please rate your agreement with the following items.

Q22.1. The instructions for completing the Classified Hiring Priorities application were clear.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	0	0%	0%
Neither agree nor disagree	6	12%	30%
Agree	9	18%	45%
Strongly agree	4	8%	20%
No response	1	2%	5%
Not asked	31	61%	--
Total	*51*	*100%*	

Q22.2. The questions in the Classified Hiring Priorities application clearly stated what was expected.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	1	2%	5%
Neither agree nor disagree	4	8%	20%
Agree	13	25%	65%
Strongly agree	2	4%	10%
Not asked	31	61%	--
Total	*51*	*100%*	

Q22.3. The Classified Hiring Priorities Rubric was easy to understand.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	10%
Neither agree nor disagree	7	14%	35%
Agree	6	12%	30%
Strongly agree	4	8%	20%
No response	1	2%	5%
Not asked	31	61%	--
Total	*51*	*100%*	

Q22.4. The Classified Hiring Priorities documentation clarified the expectations for new classified staff requests.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	10%
Neither agree nor disagree	6	12%	30%
Agree	9	18%	45%
Strongly agree	3	6%	15%
Not asked	31	61%	--
Total	*51*	*100%*	

Q22.5. The Classified Hiring Priorities Committee provided adequate support to Lead Writers.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	10%
Neither agree nor disagree	10	20%	50%
Agree	6	12%	30%
Strongly agree	2	4%	10%
Not asked	31	61%	--
Total	*51*	*100%*	

Q23. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by the Classified Hiring Priorities Committee for classified staff requests?
(N = 5; No response, Not asked excluded)

Clarity of questions
Communication with other programs in student services
I didn't not use the committee. The dean was my major source
That we had last years to go on, but still needed major improvements.
The workshop offered by CHPC was good. **** presented a thorough explanation, and was available for
  questions.
No response (15)
Not asked (31)

Q24. How could the process for requesting classified staff be improved?
(N = 6; No response, Not asked excluded)

Having had a model of a classified staff request.
If the classified staff position is not awarded to the program it would be very helpful for all the questions
  and answer to be automatically moved to the following year for PR. It takes a long time to fill out
  the form every year. The information doesn't change so why re-invent the wheel.
It was pretty clear.
Many questions were redundant and we found ourselves going over the same information multiple times.
  Simplification.
Reconsider the requirement of qualitative and quantitative responses for all questions. It seems that not
  all answers required this information.
some of the questions seem a bit duplicated
No response (14)
Not asked (31)

[ASK ALL, N=51]

Q25. Did you serve as a Program Review Liaison during the 2014/2015 Program Review Cycle?	Number	Percent
Yes	17	33%
No	34	67%
Total	*51*	*100%*

[IF YES, SERVED AS LIAISON, N=17]

Q26. Including this year, for how many years have you served as a Program Review Liaison?	Number	Percent	Valid Percent
1 year (first year as a Liaison)	8	16%	47%
2 to 3 years	4	8%	24%
4 to 5 years	2	4%	12%
6 or more years	2	4%	12%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27. The next few items are about your experience serving as a Program Review Liaison this year. Please rate your agreement with the following statements.

Q27.1. I feel like I was prepared to answer my Lead Writer's questions.	Number	Percent	Valid Percent
Strongly disagree	1	2%	6%
Disagree	2	4%	12%
Neither agree nor disagree	3	6%	18%
Agree	9	18%	53%
Strongly agree	1	2%	6%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27.2. When I needed assistance, I was able to get it from the Program Review Co-Chairs.	Number	Percent	Valid Percent
Strongly disagree	1	2%	6%
Disagree	0	0%	0%
Neither agree nor disagree	2	4%	12%
Agree	7	14%	41%
Strongly agree	6	12%	35%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27.3. I was able to find the resources I needed on the Program Review website.	Number	Percent	Valid Percent
Strongly disagree	1	2%	6%
Disagree	0	0%	0%
Neither agree nor disagree	4	8%	24%
Agree	10	20%	59%
Strongly agree	1	2%	6%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27.4. I had the resources I needed to assist my Lead Writers.	Number	Percent	Valid Percent
Strongly disagree	1	2%	6%
Disagree	2	4%	12%
Neither agree nor disagree	1	2%	6%
Agree	10	20%	59%
Strongly agree	2	4%	12%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27.5. It was easy to complete the Liaison Evaluation Guide.	Number	Percent	Valid Percent
Strongly disagree	1	2%	6%
Disagree	2	4%	12%
Neither agree nor disagree	2	4%	12%
Agree	6	12%	35%
Strongly agree	5	10%	29%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27.6. The Liaison Evaluation Guide provided adequate information to the Program Review Committee regarding Program Review completion.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	1	2%	6%
Neither agree nor disagree	4	8%	24%
Agree	6	12%	35%
Strongly agree	4	8%	24%
No response	2	4%	12%
Not asked	34	67%	--
Total	*51*	*100%*	

Q27.7. Overall, serving as a Liaison was a good experience for me.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	12%
Neither agree nor disagree	4	8%	24%
Agree	7	14%	41%
Strongly agree	3	6%	18%
No response	1	2%	6%
Not asked	34	67%	--
Total	*51*	*100%*	

Q28. How could your experience as a Liaison be improved in the future?
(N = 7; No response, Not asked excluded)

**** **** provided invaluable assistance and then having completed the Liaison experience I was able to see what I shoulda, coulda and woulda have done if I had that information before and during the experience.

I had a problem with the software so it was a little harder for me to complete.

I think the current Liaison process is outdated and causes unnecessary work. There should be a group of people who are available to lead writers if they need assistance. Only new lead writers should be assigned a liaison.   The formal review at the end does not provide any value to the process.

I wish the sensitivity levels of Lead Writers would allow for written comments on Liaison responses.

More time..

The Liaison Evaluation did not always align with Taskstream information.

The Liaison Evaluation Guide has two serious glitches: the Lead Writer must be careful not to mark the Instructional Program Review as "reviewed," or the the Liaison won't be able to read it; also the

Q28, continued

"Send back to Lead Writer for revision button" doesn't work properly. Geez, this is a clunky piece of software.
No response (10)
Not asked (34)

[ASK ALL, N=51]

Q29. Did you serve as a reviewer (Dean or Manager) in the 2014/2015 Program Review Cycle?	Number	Percent
Yes	10	20%
No	41	80%
Total	*51*	*100%*

[IF YES, DEAN/MANAGER, N=10]

Q30.1. The online Program Review module made it easy for me to review my Lead Writers' Program Review documents.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	20%
Neither agree nor disagree	1	2%	10%
Agree	6	12%	60%
Strongly agree	1	2%	10%
Not asked	41	80%	--
Total	*51*	*100%*	

Q30.2. I was able to use the online Program Review module to support my Lead Writers.	Number	Percent	Valid Percent
Strongly disagree	1	2%	10%
Disagree	1	2%	10%
Neither agree nor disagree	3	6%	30%
Agree	5	10%	50%
Strongly agree	0	0%	0%
Not asked	41	80%	--
Total	*51*	*100%*	

Q30.3. The Manager Evaluation Guide allowed me to provide adequate feedback regarding each Program Review.	Number	Percent	Valid Percent
Strongly disagree	0	0%	0%
Disagree	2	4%	20%
Neither agree nor disagree	0	0%	0%
Agree	6	12%	60%
Strongly agree	2	4%	20%
Not asked	41	80%	--
Total	*51*	*100%*	

Q31. How could your experience as a manager/reviewer be improved in the future?
(N = 6; No response, Not asked excluded)

It would've been beneficial to have worked with the writer to review and verify supporting materials, and provide direction (when necessary), as opposed to desperately trying to review/verify with little time left.

Have more information on what types of feedback to provide. Moving forward it might be nice to have to deadlines - one to the deans, and then allow time for feedback and discussion, and then a final deadline. Not everyone submitted their PRs to me before the deadline.

I didn't receive the program reviews from faculty until close to the deadline so there wasn't very much back and forth. It was more a review when it was done where I just added my comments.

I found it easier to communicate with my lead writers via email (for example, I provided feedback via email first, and then later added feedback into the module itself).

My insisting that lead writers meet with me to review their PR well before the deadline.

We had a very hard time with cut and paste. Without **** help it would not have happened.

No response (4)
Not asked (41)

[ASK ALL, N=51]

Q32. What was the most valuable aspect of this year's Program Review process?
(N = 33; No response excluded)

**** ****!!!

Although cumbersome, writing the review and collaborating with staff provides a wonderful opportunity to reflect on the past, present and future of my program. Serving as a lead writer, manager and reviewer allowed me to learn more about other areas and provide support if/when needed.

As a liaison I learned a lot about my own program as well as other programs.

Being able to show what my program needs and organize it in a way that will help me achieve my goals for this program

Being involved in the process for the first time was a good experience and made me more aware of our integrated process from the ground level up.

Dialogue with support staff and our Dept. Chair, **** **** It was also a great learning experience for me.

Direct question/answer via email or phone with liaison/****/****.

Engaging in the process with classified staff in my office was the most valuable. It was also very valuable to identify Administrative Unit Outcomes.

Excellent documents clear and very helpful.

Having an instrument/means by which to review the programs and services provided within my unit.

Hopefully getting this information into a format that will be reusable and editable in the future rather than trying to regenerate from scratch in a new system.

I always enjoy analyzing our program and noting where we are and where we are going.

I felt that the was more value attached to it.. Faculty request, Classified request, BARC.. I just hope they actually get read and someone keeps an eye on everyone's requests..

I had written a comprehensive program review two years ago and it prepared me to write this year's review.

I participated in the writing of our office's first program review. It was a great opportunity to step back and look at our practices and critically consider the outcomes we're trying to achieve.

Organizing all the School's wish lists.

Our program was awarded the T/TT position and I didn't have to fill out that form again.

reading the program plans and commenting.

Taking a broad view of a program is useful for the program and enlightening for the lead writers. Being a liaison provides a vantage point which is still more informative about overall characteristics of the college, in all its complexities--both strengths and weaknesses.

That **** and **** were accessible to help with technical problems.

that it is over

The basic process helped my department to determine what our true needs were.

The best part was getting to know the process and work with faculty and staff.

The help from the Office of Institutional Effectiveness.

Q32, continued

The process was sufficiently long to allow for proper information gathering, input from all stakeholders and document preparation.

The realization that we need to strengthen our connection between SLO assessment and Program Review.

The support from the office of IE. They were amazing.

The time to talk with the department, assess, review and plan.

There were multiple training sessions and reminders so that everyone could work this intro their schedules.

To participate in it. And feel the pain together.

Well, it needs to be done, and it was completed. I see this as an opportunity to share about my program/department to others.

When the dang thing was done.

Working with staff and faculty to complete the review.

No response (18)

Q33. What would you change about this year's Program Review process? (N = 38; No response excluded)

1. The Plans, Objectives and Resources section is too convoluted and needs to be more logical. 2. There is too much redundancy in the many sections dealing with Vision, Goals Objectives & Action Plans, trying to align them all to the College IPOs and Strategic Direction.

Again, let's not try to guess what people/groups may or may not want. Let's only produce the information necessary for various committees to do their work and to set goals for the program. We have reinvented the wheel here and they are square. Most of this information is completely unnecessary for us to plan for our departments or document what we do. Let's PLEASE take a long look at what we actually need--ONLY.

As most programs and their needs often don't change much from year to year it would be useful to be able to simply "forward" information on the form from one year to the next.

Better programing of Taskstream for simplification and consistency of the terminology used throughout the program. Less redundancy in the questions asked.

decrease the time necessary to do the work

Do not change it again. Keep all questions exactly the same to cut down a lot of time for the person who has to do PR

Duplication of information required in different sections of the PR. More auto-filled areas.

Hard to say. It's been continually changing, so it's hard to say that anything was significantly wrong about the process. Once the process becomes less of a moving target, I think we'll start to see significant improvements in what is produced.

Having the model will help in the future.

I admit that my PR went into my liaison very late, but I still would have appreciated some feedback--I got none.

I personally would have the admin units meet beforehand to discuss what our portion of the PR should look like and how each unit relates to each other and to the college goals as a whole

I prefer having a liaison who is not in student services. This provides for a more positive learning experience for all. I realize that student services was paired up with a student services liaison for a reason, but it defeats the purpose of sharing information, and doing this in line with "teaching and learning" from each other. I just need to add that I DO NOT have any problems with Taskstream. I think the people who have problems with the program are those who are not as comfortable with technology. I actually appreciated being able to retrieve previous year's program reviews and found it convenient. It will also be helpful not to lump Counseling and DSPS in the same category.

I think setting some intermediate writing milestones (that are clearly articulated) might move writers along more effectively.

If appropriate, to work with the writers directly.

it just isn't intuitive using taskstream.

It was confusing which year to review and which SLO year to include.

Q33, continued

Just simplify the whole process and use some other user friendly tool other than Taskstream.

Less repetition and even more linkage and flow between content. The BARC form must be changed!

Make the process shorter! There is just too much busy work.

More workshops towards the deadline date

N/A

New software.   Less repetition in the various segments.

Noted my concerns in the specific sections.

Nothing

Nothing I can think of.

Simplify the process.

streamline it - too many of the questions seemed to overlap.

Streamline the process

TaskStream

The BARC process is completely stupid. Not being able to see what you submitted, is just an insane way of doing business.

The liaison was critical of my writing style (e.g. what constitutes a paragraph), even though I gave the liaison documentary proof supporting my interpretation. From my many years of being a Lead Writer, I believe that the Liaisons need more training, especially when it comes to uniformity regarding what is or is not required or correct.

The repetitive nature of the review..

This has more to do with future years. There is no reason why the system should be changed so that we all need to learn yet another way to write this document. Give us a 5-6 year break and then reinvent the wheel. Spend the time fixing the SLO mess.

Time intensive.

Timeline - too long - all it did was give us more time to procrastinate.

Too much repetition and redundancy. Too many questions required the same answers as in other sections.

Training sessions that happen during the flex days before school starts. Simplified BARC process. I commented on the requirements/questions asked, we eventually gave up filling the requests out it was so ridiculous.

We need to not just have a piece of software, a product, in other words, because we also need a service. Our staff shouldn't have field all problems. Taskstream is getting paid enough money to provide a help line.

No response (13)