SAN DIEGO MESA COLLEGE

Integrated Planning Process Evaluation Executive Summary

Mesa College Institutional Effectiveness
(April 2013)

Mesa College's integrated planning process underwent significant revisions in the 2012-2013 academic year, many of which were driven by changes in the program review process. Two surveys were administered and two feedback sessions were facilitated between March and April 2013, in order to gather feedback on the integrated planning process, with a particularly strong focus on the program review component. The study aimed to gather feedback from all stakeholders involved with integrated planning at the college.

To this end, program review lead writers and liaisons, department chairs/supervisors, and deans/managers were invited to participate in the two surveys. In addition, the entire campus community was invited to participate in a feedback session regarding program review, and members of the college's Budget and Allocation Recommendation Committee (BARC) engaged in a feedback session regarding the integrated planning process during their April 23, 2013, meeting. Furthermore, members of the Faculty Hiring Priorities Committee provided additional feedback regarding the faculty hiring prioritization process during a meeting on April 25, 2013.

The results of the two surveys, the two feedback sessions, and the Faculty Hiring Priorities Committee meeting were summarized to form the following overarching action items related to integrated planning at Mesa College. The results of the program review lead writers and liaisons survey are provided in **Appendix A1 and Appendix A2**, and the results of the department chairs/supervisors and deans/managers survey are provided in **Appendices B1 and Appendix B2**. The information obtained from the campus-wide feedback session is included in **Appendix C**, and the feedback obtained from BARC members is summarized in **Appendix D**.

1. Provide Additional Opportunities for Training, including Staggered, Sequential, One-on-One, and Hands-On Instruction

Responses from both surveys and the campus-wide feedback session indicated that those involved in program review had favorable perceptions of the training sessions overall but preferred more personalized, hands-on training opportunities. Specific suggestions included smaller group training sessions offered in a sequence at various times throughout the fall semester.

2. Incorporate Online, Module-Based Training Materials into the Program Review Process

Participants in the campus-wide feedback session indicated that they needed step-by step guidance for completing their program review and that this guidance should be made available as online modules for each section of the program review.

3. Provide Additional Guidance and Clarify Expectations for the Content and Breadth of the Program Review Document

Information gathered from both surveys and from the campus-wide feedback session indicated a need for more samples and examples of program reviews for instructional, student service, and administrative service areas. In addition, respondents expressed a desire for specific instructions and expectations for the different program review documents, including facilities, equipment, and supplies requests and hiring priorities requests.

4. Simplify the Online Program Review Module

Results from both surveys and both feedback sessions highlighted the need to further align the different program review documents. Specifically, respondents requested a more user-friendly interface and navigation, as well as further integration of the different program review components (updates and goal specifications) and resource request information.

5. Facilitate Additional Trainings on Program Review Topics
Feedback from the lead writers and liaisons survey, as well as the campus-wide feedback session, revealed favorable perceptions of the goal development and data workshops provided in the fall 2012 semester. Moreover, respondents from both the surveys and the feedback session recommended additional targeted trainings on these topics.

6. Offer Resource Request Preparation Workshops
Participants in the campus-wide feedback session and the lead writers and liaisons survey requested workshops focusing on the preparation of effective resource requests and hiring priorities requests. As recommended by participants, these workshops would be facilitated by members of the college's allocation recommendation committees and would center on the criteria used in the resource allocation rubrics.

7. Align the Program Review Document with the Information Required for Resource Requests
In order to streamline the integrated planning process, BARC members and lead writers recommended improving the alignment of the resource allocation rubrics with the items required in the program review documents. While many of the elements from the rubrics exist in the program review document, some specific criteria (e.g., health and safety issues) were not explicitly required in the program review. Moving forward, respondents requested that the information required for the rubrics be explicitly mentioned as a requirement in the program review. Furthermore, BARC and Faculty Hiring Priorities Committee members requested that the program review forms include comprehensive information that would be needed to fully assess the request using the appropriate resource allocation rubric.

8. Assess and Refine the Resource Allocation Rubrics
Information received from the campus-wide feedback session, BARC feedback session, and Faculty Hiring Priorities Committee revealed that the implementation of the resource allocation rubrics was rather unwieldy at times. Respondents recommended a full review of the rubrics by the different allocation recommendation committees in order to ensure that the most relevant information was considered in the resource request evaluation process.

9. Clarify the Timelines for Program Review and Resource Allocation
Feedback from lead writers, liaisons, BARC members, and members of the Faculty Hiring Priorities Committee indicated that the timelines associated with the different components of integrated planning (program review, equipment, facilities, and supplies requests, and personnel requests) were somewhat unclear. Respondents suggested providing a clear timeline for each phase of the process to ensure that the campus community is aware of the information flow and deadlines.

10. Improve Communication to the Campus Community Regarding the Integrated Planning Process
Responses from lead writers, BARC members, and Faculty Hiring Priorities Committee members suggested a need to enhance communication to the larger campus community regarding the relationship between program review and resource allocation, as well as the outcomes of each year's integrated planning process.

11. Revise Website for Program Review and Integrated Planning
Responses from lead writers and liaisons indicated the need to revise the Program Review website to make it more user-friendly and to provide further information regarding integrated planning and resource allocation on the website.

APPENDIX A1

SAN DIEGO MESA COLLEGE

Program Review Lead Writers and Liaisons Survey Results

Mesa College Institutional Effectiveness
(March 2013)

Background
Mesa College engages in an integrated, annual program-level planning process that aims to examine all college programs, services, and departments and assess the overall effectiveness of the institution. ~~Until~~ Prior to the 2012-2013 academic year, the program review was a manual, paper-based process. In summer 2012, the process was redesigned to respond to 1) internal recommendations obtained through the 2012-2013 program review process evaluation, and 2) external demands related to accreditation and Department of Education requirements.

The three themes of the redesign were as follows: create a streamlined, automated program review process, develop clear expectations and guidance, and allow for efficient reporting. The objectives of the 2012-2013 program review redesign activities were as follows:

1. Streamline the program review process by integrating all program materials into a fully functional online module
2. Increase the accessibility of program review documents for lead writers, chairs/supervisors, and deans/managers
3. Improve the format and content of the program review response documents to include learning and service outcome assessment and reflect structures and processes of each of the major areas of the college
4. Improve the efficiency of the program review reporting process
5. Enhance data collection process for resource allocation recommendation committees by embedding resource request documents and required information into the online program review module
6. Revise the calendar for program review to more fully align with the budget development cycle
7. Clarify feedback for lead writers by including targeted feedback opportunities in the liaison documents
8. Provide improved, timely, hands-on, and easily accessible training and training materials to lead writers, chairs/supervisors, and deans/managers
9. Improve communication regarding program review processes, deadlines, resources, roles, and responsibilities
10. Revise Program Review website to make it more user-friendly and link to integrated planning and resource allocation

To assess progress toward each of these objectives, an evaluation plan was developed. The evaluation plan aimed to gather feedback from all constituent groups that participated in the program review and resource allocation processes. Thus, the plan included the following data collection components:

- Survey of lead writers and liaisons
- Survey of deans/managers and chairs/supervisors
- Survey of resource allocation committees
- Group interview (feedback session) with lead writers and liaisons
- Content review of program review information collected via TaskStream

To gather targeted feedback from those who develop program- and unit-level plans, as well as those who provide mentoring and guidance to writers, the Program Review Committee developed a single web survey of lead writers and liaisons. The survey items were derived from those included in the survey administered the previous year, as well as the objectives of the 2012-2013 program review process redesign. To that end, question topics included liaison and lead writer training, research/data training, the online program review module, the program review web site, and communication regarding the program review process. A copy of the survey instrument is located in Appendix A.

Methodology
Invitations were provided in mid-March to 72 program review lead writers and 22 program review liaisons. The data collection period lasted approximately two weeks, and one reminder was provided to all potential respondents. Responses to the survey were analyzed and categorized by topic. A summary of responses is provided in the following section, and a full distribution of responses to all survey items is provided in Appendix B.

Results
A total of 17 liaisons and 36 lead writers completed the survey. Note that some lead writers also served as liaisons for other program review lead writers. Overall, three in four liaisons (77%) responded to the survey, and nearly half of all of lead writers (49%) responded to the survey.

▸Lead Writer Characteristics
The vast majority of lead writers were experienced with the program review process. Nearly two in three (64%) had served as lead writers for four or more years, and another 22% had served as lead writers for two to three years. Just 14% were first-year lead writers. Three in four lead writers came from instructional programs or instructional services areas. Another 19% came from student services areas, and just 6% came from administrative services areas.

▸Lead Writer Training
Three in four lead writers (75%) said they attended a general lead writer training session; another 42% said they attended just-in-time support sessions offered in October and November of 2012. Just 8% of lead writers said they did not attend any training or support sessions.

Among lead writers who attended a training session, the majority (64%) indicated they felt prepared or extremely prepared to complete their program review after attending the training(s). Several of the lead writers provided comments regarding the training. When asked about the most helpful aspect of the lead writer training, respondents mentioned the following:

- Orientation to the new online program review module
- Availability of program review materials and resources in the online module
- Accessibility and utilization of data

A number of lead writers also provided suggestions for improving program review. The most frequently suggested changes included the following:

- Examples of “good” program reviews or resource requests
- Additional or continued one-on-one and hands-on training opportunities
- Additional training times/sessions.

Just over half of the lead writers (53%) said they attended a research or data training in fall 2012. Among those who attended a research training session, nearly three in four (74%) attended the instructional program review data training. About one in three (32%) attended the student services program review data training. A much smaller percentage attended the specialized or advanced trainings on KPIs/benchmarking (21%), and research tools for practitioners (5%). Nearly four in five lead writers (79%) who attended a research training indicated the training was helpful for extremely helpful. However, when asked what they would change about the research trainings, lead writers provided the following suggestions:

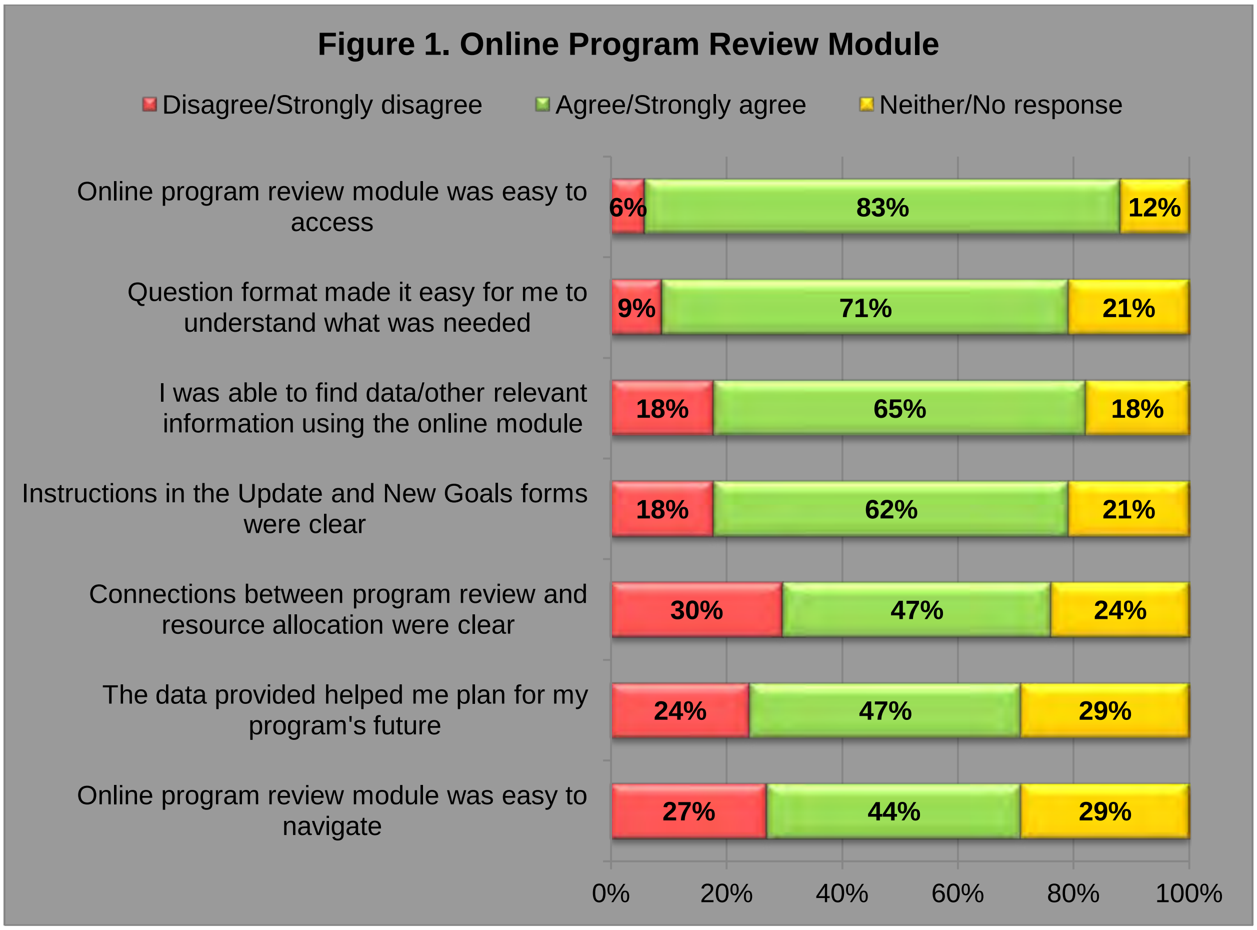
- Additional help interpreting and integrating data in program review
- Simplified trainings
- More inclusive materials that would make the information easier to understand for audiences at various levels of experience using data

▸Online Program Review Module

In order to assess satisfaction with the new online program review module respondents were asked to rate their agreement with several statements relating to the module. It should be noted that a small number of programs utilized paper-based program review forms, and two survey respondents were lead writers for these programs. These respondents were excluded from questions regarding the online module.

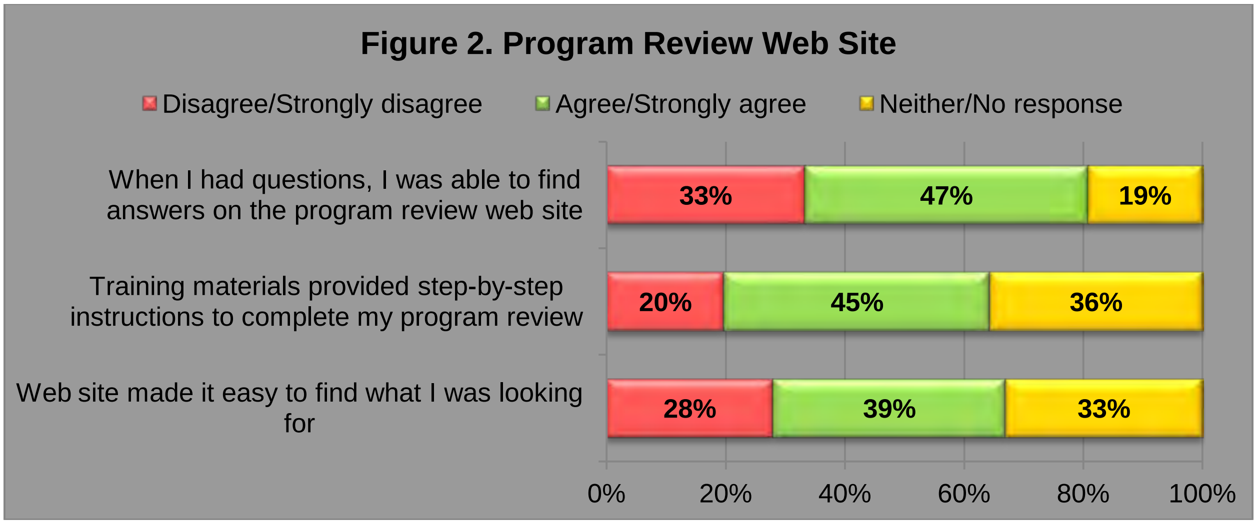
The vast majority of the respondents provided favorable ratings for accessibility of the program review module (83%) and the program review question format (71%). Nearly two in three (65%) said they were able to find data and other relevant information using the online program review module, and a similar percentage (62%) indicated the instructions in the program review forms were clear.

Less than half (47%) of the lead writers who used the online module believed the connections between program review and resource allocation were clear. Similarly, just 47% said the data provided in the program review module helped them plan for their program's future. A similar percentage (44%) said the program review module was easy to navigate (see Figure 1).



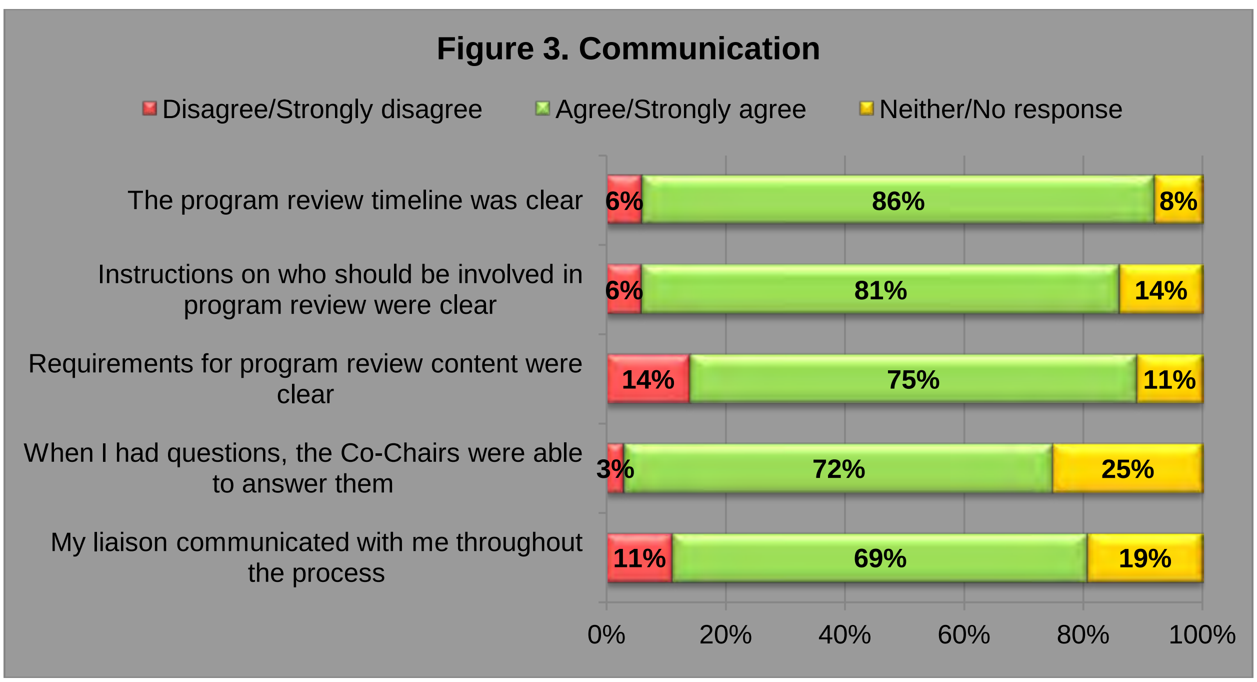
▸Program Review Web Site

All lead writers were asked to provide feedback regarding the information available and organization of information on the program review web site. Less than half of the lead writers provided favorable ratings for each of the areas pertaining to the program review web site (finding answers to questions, step-by-step instructions embedded in training materials, and ease of navigation). It should be noted that a large percentage of respondents (roughly one in three) provided neutral ratings of the web site navigation and availability of step-by-step instructions, indicating that perhaps some respondents did not have much experience with the program review web site (see Figure 2).

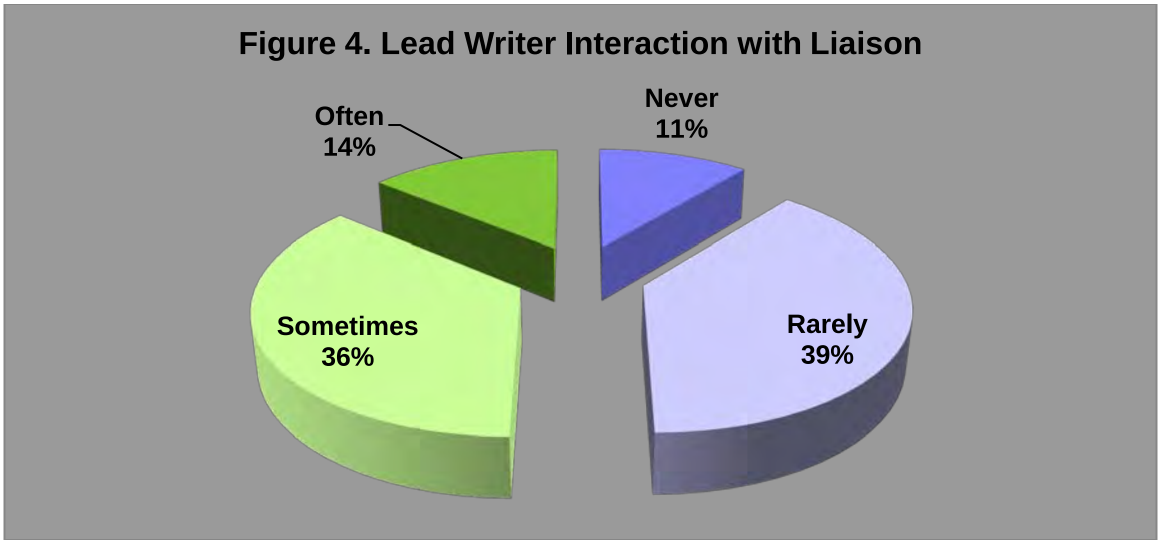


Communication

The majority of lead writers appeared to be satisfied with the communication regarding the program review process. In fact, over three in four lead writers (86%) indicated the program review timeline was clear, and a similar percentage (81%) indicated the instructions on who should be involved in program review were clear. Three in four respondents believed the requirements for program review content were clear, and 72% said the Program Review Co-Chairs were able to answer their questions. A slightly smaller percentage (69%) of lead writers indicated their liaison communicated with them throughout the program review process (see Figure 2).



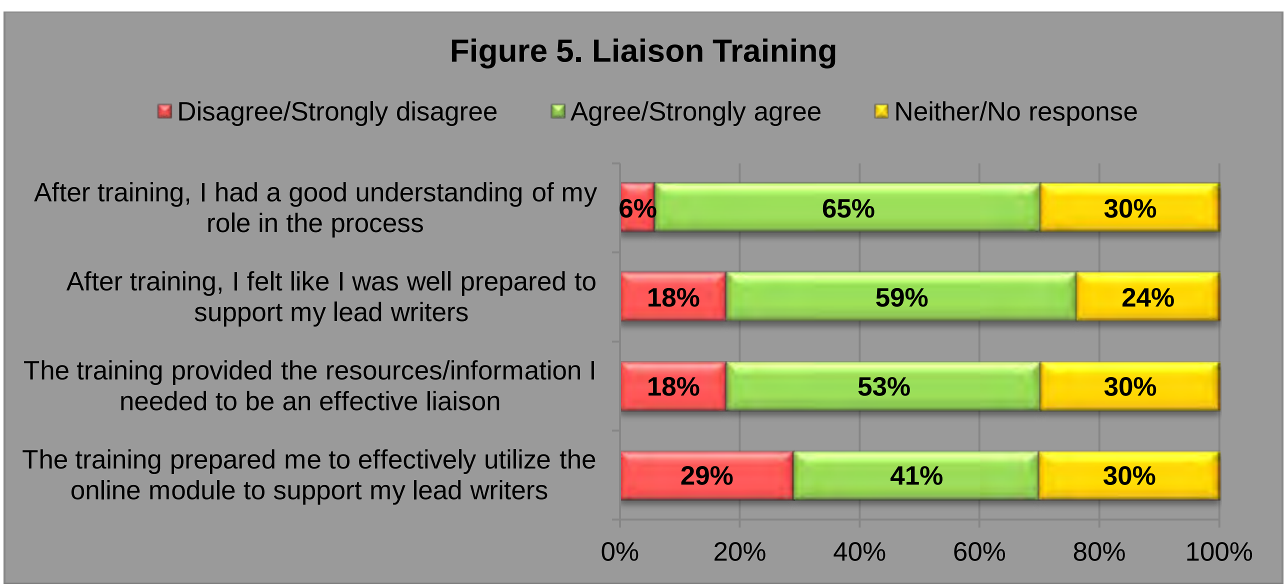
When lead writers were asked to indicate how often they interacted with their liaisons, 14% said they interacted with their liaisons often, and 36% interacted with their liaisons sometimes; 39% said they interacted rarely, and 11% said they never interacted with their liaisons (see Figure 4).



Lead writers who indicated they interacted with their liaison on a less frequent basis (less than "often") were asked to indicate why they did not interact more often. Several lead writers expressed that they did not feel they needed help and thus did not contact their liaisons for assistance. A few lead writers indicated they received help from other members of the Program Review Committee, such as the Co-Chairs. Still others said time constraints prevented them from interacting more frequently with their liaisons. Overall, a large proportion of those who interacted with their liaisons on a less frequent basis indicated that they were satisfied with the amount of interaction and did not feel that additional communication was required.

Liaison Training

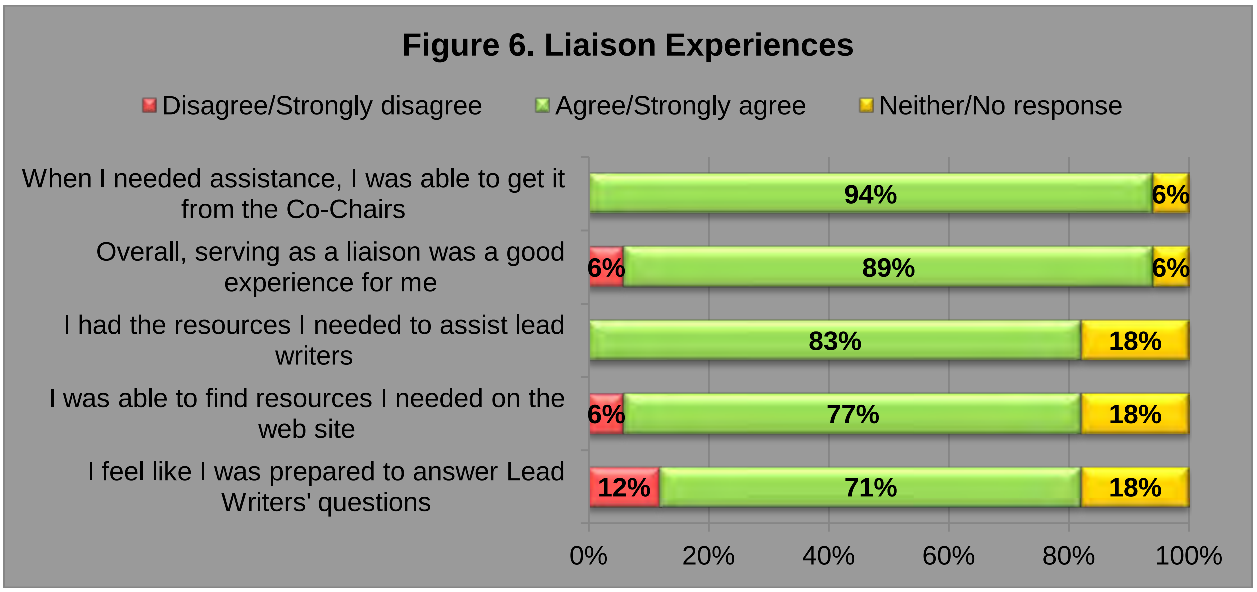
Liaisons were asked to provide feedback on training, online resources, the online program review module, and their roles in the program review process. Overall, most liaisons appeared to have a clear understanding of their roles in program review: about two in three (65%) said they had a good understanding of their roles in the process. Furthermore, a slight majority of liaisons indicated they were prepared to support their lead writers (59%), and a similar percentage (53%) said they had the resources they needed to be effective. However, less than half of the liaisons (41%) indicated that the liaison training prepared them to effectively use the online program review module (see Figure 5).



This finding was supported by the liaison open ended comments. When asked how the liaison training could be improved in the future, liaisons frequently mentioned the need for additional training in a variety of areas, including standards and expectations for the program review documents, effective use of data, and additional opportunities to engage with the online program review module layout, format, and reviewing features.

Liaison Experiences

In order to assess the level of support and communication provided to liaisons, liaisons were asked to rate their agreement with several items pertaining to the liaison experience in program review. While the majority of liaisons provided favorable responses for each of the items, a particularly large percentage liaisons indicated they were able to get assistance from the Program Review Co-Chairs (94%), and a similar percentage (89%) said that serving as a liaison was a good experience overall. The vast majority of liaisons (83%) indicated they had the resources they needed to assist their lead writers. Similarly, over three in four (77%) said they were able to find the resources they needed on the Program Review web site. A slightly lower percentage (71%) said they were prepared to answer their Lead Writers' questions (see Figure 6).



When asked how the liaison experience could be improved, relatively few liaisons (35%) provided suggestions. Among liaisons who provided comments, suggestions centered on additional training resources, such as hands-on training modules, shared training for liaisons and lead writers, a Frequently Asked Questions document, and partnering experienced liaisons with new liaisons.

Reflections on the Program Review Process

To gather overall perceptions of the fall 2012 process, liaisons and lead writers were asked to describe what they learned and what they would change about the current year program review process. In terms of learning experiences, lead writers and liaisons indicated they:

- Learned more about their program
- Planned to expand the dialog about the their program across the department
- Felt as if they had a better understanding of how to develop program goals and utilize data in program planning
- Found the online process easier to use than the paper process from the previous year
- Believed they needed additional time and/or training to fully utilize technological resources (including TaskStream) for program review

In terms of recommendations for change, lead writer and liaison responses varied greatly; however, a couple of themes emerged:

- Continued or expanded hands-on and on-on-one training opportunities
- Consistency in the program review process from year to year or even during the program review cycle in order to avoid confusion
- Better integration of program review components
- Improved navigation in the program review module

Other recommendations ranged from specific issues with components of the program review module to email correspondence regarding program review to samples of program reviews and hiring priorities requests.

Conclusions and Recommendations

The results of the program review survey provide a wide range of information related to the program review redesign objectives in 2012-2013. A large percentage of lead writers and liaisons responded to the survey, and these respondents conveyed many suggestions and recommendations for the future. However, these suggestions and recommendations may not represent the perceptions of all lead writers and liaisons. Furthermore, the results of the survey are based only on those who occupied the roles of liaison or lead writer. Additional feedback regarding the program review process should be gathered from the deans/managers and chairs/supervisors, as well as the resource allocation committees, to provide a more comprehensive perspective on the process redesign and directions for the future.

A number of action items may be derived from the program review lead writers and liaisons survey findings. Table 1 highlights some strengths and areas for improvement for program review based on the survey results.

Table 1. Program Review 2012-2013 Strengths and Areas for Improvement (Based on Lead Writer and Liaison Survey Results)

Strengths	Areas for Improvement
One-on-One Lead Writer Training and Assistance • For the most part, lead writers responded positively to the training sessions and appreciated the one-on-one assistance provided.	**Additional Hands-on Training for Lead Writers and Liaisons** • Liaisons and lead writers expressed a need for additional training, particularly training of the hands-on, one-on-one variety. However, liaisons had less favorable perceptions of the training than lead writers: few liaisons felt prepared to use the online program review module after the training.
Specialized Trainings (SMART Goals, Data) • Lead writers appeared to have positive perceptions of the additional trainings offered related to data and research, although not all lead writers were able to attend.	**Sample Program Reviews and Hiring Priorities Requests** • Both lead writers and liaisons mentioned the need for additional examples of program reviews and hiring priorities requests in order to gain a better understanding of expectations for the documents.
Clarification of Roles/Responsibilities in Program Review • Lead writers and liaisons appeared to be relatively clear regarding the various roles and responsibilities in the program review process.	**Program Review Web Site and Outreach** • Liaisons provided more favorable ratings of the program review web site than lead writers. However, many lead writers provided neutral responses regarding the web site, indicating that perhaps some did not have experience with the web site.
Support provided by Program Review Co-Chairs • Lead writers and liaisons provided positive ratings of the support received from the Program Review Co-Chairs.	**Online Program Review Navigation** • Lead writers and liaisons expressed frustration and dissatisfaction with the navigation of the online program review module.
Online Program Review Accessibility and Question Format • The online program review module received favorable ratings for its accessibility and question format.	**Improved Integration of Program Preview Components** • Several lead writers recommended that the online program review further integrate the program review components.
Lead Writer and Liaison Learning about Programs • Several lead writers and liaisons indicated they learned even more about their program (or assigned programs) while participating in program review • Some lead writers said they learned to create strong goals and utilize data in analyzing their programs	**Additional Training on Data Access and Interpretation** • Few lead writers said they were able to use the program review data provided for program planning. • Some lead writers indicated they were unable to attend the scheduled data trainings and requested additional offerings in the future.

APPENDIX A2

Program Review Lead Writer and Liaison Survey
Distribution of Responses
(March 2013)

Q1. Did you serve as a Program Review Liaison in fall 2012?	**Number**	**Percent**
Yes	17	38%
No	28	62%
Total	*45*	*100%*

[ASK IF YES, SERVED AS LIAISON IN FALL 2012, N=17]

Q2. Did you attend the Liaison Training session in fall 2012?	**Number**	**Percent**
Yes	13	76%
No	4	24%
Total	*17*	*100%*
Not asked	*28*	--

The next few items are about the Liaison Training session you attended. Please rate your agreement with the following statements:

Q3_1. After attending the Liaison Training, I felt like I was well prepared to support my lead writers.	**Number**	**Percent**
Strongly disagree	1	6%
Disagree	2	12%
Agree	9	53%
Strongly agree	1	6%
No response	4	24%
Total	*17*	*100%*
Not asked	*28*	--

Q3_2. The Liaison Training provided the resources and information I needed to be an effective liaison.	**Number**	**Percent**
Strongly disagree	1	6%
Disagree	2	12%
Neither agree nor disagree	1	6%
Agree	8	47%
Strongly agree	1	6%
No response	4	24%
Total	*17*	*100%*
Not asked	*28*	--

Q3_3. After attending the Liaison Training, I had a good understanding of my role in the program review process.	**Number**	**Percent**
Disagree	1	6%
Neither agree nor disagree	1	6%
Agree	9	53%
Strongly agree	2	12%
No response	4	24%
Total	*17*	*100%*
Not asked	*28*	--

Q3_4. The Liaison Training prepared me to effectively utilize the online program review module to support my lead writers.	**Number**	**Percent**
Disagree	5	29%
Neither agree nor disagree	1	6%
Agree	6	35%
Strongly agree	1	6%
No response	4	24%
Total	*17*	*100%*
Not asked	*28*	--

Q4. How could the Liaison Training be improved in the future?

Add more information about use of data...even though there was training available in other workshops. A more indepth review during liaison training would be beneficial.

Do it in the summertime once per month. We need more than one training to get it.

I felt that the primary focus of the training session was more on WHY we were doing what we do and less on HOW we actually get down to doing it and get it done. Most of what I learned about how to use the new TaskStream system I learned later, either on my own or with ****'s and ****'s patient one-on-one help. I suggest that the training sessions become more PRACTICAL and less strategic in nature in the future.

I have no suggestions for improvement at this time.

I'm not sure that it lies in the training but more about the layout of the program review process in Taskstream - in particular that the liaison submission section was far removed from the rest of the information.

It would be great to look at examples of both effective and not-so effective program reviews and do uses various aspects of each (what worked, what didn't, how to re-phrase, etc.). As answer liaison, this would be helpful so that I could better provide feedback.

Need to have training for lead writers to help them work with the liaisons.

provide more samples

Stay on point. Too much drifting off topic. Please use more samples.

We all know all the challenges associated with migrating to a new platform. If we knew then, what we know now...

No response (7)\

Not asked (28)

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

Q5_1. I feel like I was prepared to answer my Lead Writers' questions.	**Number**	**Percent**
Disagree	2	12%
Neither agree nor disagree	3	18%
Agree	8	47%
Strongly agree	4	24%
Total	*17*	*100%*
Not asked	*28*	*--*

Q5_2. When I needed assistance, I was able to get it from the Program Review Co-Chairs.	**Number**	**Percent**
Neither agree nor disagree	1	6%
Agree	3	18%
Strongly agree	13	76%
Total	*17*	*100%*
Not asked	*28*	*--*

Q5_3. I was able to find the resources I needed on the Program Review web site.	**Number**	**Percent**
Disagree	1	6%
Neither agree nor disagree	3	18%
Agree	10	59%
Strongly agree	3	18%
Total	*17*	*100%*
Not asked	*28*	*--*

Q5_4. I had the resources I needed to assist my Lead Writers.	**Number**	**Percent**
Neither agree nor disagree	3	18%
Agree	12	71%
Strongly agree	2	12%
Total	*17*	*100%*
Not asked	*28*	*--*

Q5_5. Overall, serving as a liaison was a good experience for me.	**Number**	**Percent**
Disagree	1	6%
Neither agree nor disagree	1	6%
Agree	11	65%
Strongly agree	4	24%
Total	*17*	*100%*
Not asked	*28*	*--*

Q6. How could the Program Review Liaison experience be improved in the future?

Again, no suggestions at this time.
I needed more help than the average bear.
I'd like the training to be more practical in nature, with examples provided that we can share with our lead writers. A picture is worth a thousand words!
If lead writers and liaisons were on the same re: taskstream
It just takes experience to become a better liaison. I had two programs who didn't get their reviews to me prior to the deadline... I guess having the programs meet their deadlines would be helpful.
N/A
Overall, I've had a wonderful experience. The only thing I would suggest is maybe adding a "Frequently Asked Questions" created by Caterina and **** since I feel like I called them with so many questions. Otherwise, if they don't mind the calls, everything was great!
Pair up returning and new liaisons.
No response (9)
Not asked (28)

[ALL RESPONDENTS, N=45]

Q7. Did you serve as a Program Review Lead Writer in fall 2012?	Number	Percent
Yes	36	80%
No	9	20%
Total	*45*	*100%*

[ASK IF YES, SERVED AS LEAD WRITER IN FALL 2012, N=36]

Q8. For how many years have you served as a Lead Writer?	Number	Percent
1 year (first year as a Lead Writer)	5	14%
2 to 3 years	8	22%
4 to 5 years	8	22%
6 or more years	15	42%
Total	*36*	*100%*
Not asked	*9*	--

Q9. In which division does your program reside?	Number	Percent
Administrative Services	2	6%
Instruction/Instructional Services	27	75%
Student Services	7	19%
Total	*36*	*100%*
Not asked	*9*	--

Q10. Which Lead Writing training and/or support session(s) did you attend in fall 2012? General Lead Writer Training (Instruction, Student Services, or Administrative Services)	Number	Percent
General Lead Writer Training (Instruction, Student Services, or Administrative Services)	27	75%
Just-in-Time Support Sessions (offered in October and November 2012)	15	42%
I did not attend any Lead Writer training or support sessions	3	8%

Q11. After attending the training(s), how prepared were you to complete your program review?	**Number**	**Percent**
Not at all prepared	1	3%
Not very prepared	1	3%
Somewhat prepared	7	19%
Prepared	20	56%
Extremely prepared	3	8%
No response	4	11%
Total	*36*	*100%*
Not asked	*9*	--

Q12. What was the most helpful aspect of the Lead Writer training(s)?

After this many years of doing PR - not much really.
Availability of people when we had questions.
Clear objectives
Communicating the concept that, having just completed year 1 in the previous year, the current program review was more like an update.
everything
Everything was explained clearly.
familiarization with changes in format/system.
Finding out where to go to get data for our program.
General instruction in use of system and how to use/view/interpret stats.
Giving me different ideas to think about
How to incorporate data
Just getting the general idea of what was different from our previous program reviews, but it did not give me a good idea of how to actually do it.
Just the general orientation and knowing where to find the rubrics that are used for faculty hiring/resource allocation. The discussion on data was brief in the first training, but it was very helpful as well, learning all the terms (WSCH, Fill Rate etc.) and what they meant
knowing who the go-to person was
Learning how to use the online form.
Logging on to the system.
one on one time to deal with difficult concepts
Powerpoint slides
Preloaded info ready to go.
Question and answer session..hands on
Reviewing all of the PR pieces in Task Stream. Bri did a good job.
Talking about the expectations of the content.
The training that was held for Administrative Services was very beneficial. At this training we received one on one help, which was very informative. I want to thank the team for the help they provided, it gave me the confidence I needed to move forward.
They provided a good orientation to completing program review in Task Stream.
Understanding where everything was in Taskstream and the data components.
No response (11)
Not asked (9)

Q13. How could the Lead Writer training(s) be improved?

Develop a software program that automatically incorporates essential data into the program review, especially when new faculty hiring is requested.
Donuts?
explaining the "what is wanted in this area" information
For those who have never done it in TaskStream, a 10 minute intro and vocabulary list and translation. The whole rest of the time should just be hands-on getting people started on their program review in real time on a computer. Each person gets their own computer, everyone starts together, gets their login and pass word and everyone goes to the different places in TS where they have to input their department's info. A good model is how Tony and Elizabeth do their workshops on doing course outlines. They just go around helping people get the job done when they have questions. That would be the way to do it.
Good job this year.
Honestly, I was never confused by the LW process - so I find it difficult to imagine what folks are confused by or how to 'unconfuse' them.
I don't think much should be changed I really liked the training and one on one session we had, as it provided me with the information and correct verbiage I needed to complete the two programs I am responsible for.
I don't think there is much you can do about this: I enjoyed the training and we had good discussions, and then I realized I still had to write the program review!
I found that I really needed training in TaskStream and I still do
Individual, walk-through sessions
It was fine.
It's always helpful to have examples
More information regarding how to interpret and draw conclusions from student enrollment and success data is needed so that lead writers can determine how to use the data to modify their programs/program goals.
Need a little more time putting it together. During the Thanksgiving weekend, I had been lock out, for unfortunate circumstances, so had little time to clean it up. I have only had one semester of being lead writer, so I made typical mistakes. I would like more time to have my department respond to what is written. Had a tough turn around time which created poor results.
No suggestions
Once per month in the summer so we can learn and do at the same time.
Perhaps more Taskstream training since that proved to be the only problem I experienced.
provide examples from student services for the different questions
Staying on topic during the training.
The reviewing at the end was a little confusing.
The training was fine.
The trainings were all held Friday mornings, I could only attend the first because I taught during the times they were offered. It would be nice if they were offered at a few different times (although I understand that you folks probably don't have time for that!). It just would have been interesting to hear the discussion that took place. However, the powerpoints that you posted online were still helpful without having attended the sessions and I was really thankful that you posted them. Bri even ran through one with me in a private session, which helped a TON. You folks were all so helpful and organized, I thought it went really smoothly :)
Will think about.
Yearly review: short and to the point
No response (12)
Not asked (9)

Q14. Did you attend a research/data training in fall 2012?	**Number**	**Percent**
Yes	19	53%
No	17	47%
Total	*36*	*100%*
No response	*9*	--

[IF YES, ATTENDED A RESEARCH/DATA TRAINING IN FALL 2012, N=19]

Q15. Which research/data training(s) did you attend?	**Number**	**Percent**
Instructional Program Review: Using Data for Program Planning	14	74%
Student Services Program Review: Data Integration Tools and Strategies	6	32%
Data 101: KPIs, Benchmarking, and Beyond	4	21%
Data 202: A Research Toolbox for Practitioners	1	5%

Q16. How helpful were the research/data training(s) in preparing your program review?	**Number**	**Percent**
Somewhat helpful	4	21%
Helpful	10	53%
Extremely helpful	5	26%
Total	*19*	*100%*
Not asked	*26*	--

Q17. What would you change about the research/data trainings?

Although the information was instructional and not related indepth to Admin, being a liaison too, helped me to be prepared for questions from my lead writers.
As I mentioned earlier, more training in how to analyze and interpret data is needed.
My department has an excess of data, so it isn't fair for me to comment.
Nothing (2)
Nothing. I missed the Research Toolbox, so will try to catch it if offered again.
Talk to me at my level. Some of it was over my head.
Tell attendees exactly what data they will need and a little guide on how to get it. To be fair they did try to give us this information, but it doesn't stick until you have to do it. Some of the things that were done -such as the cost of new hires -with all the expenses built into it -were essential. I was very grateful for those kinds of prep work that was done for us. Thank you for that!
Think more beforehand about research questions for my discipline
Writing examples of statements using the collected material. Offer a Data Dumping lesson. More offers for the Data 101 and 102 that are outside the teaching times. I could participate more if the meetings weren't only during my teaching time. I went to the Friday ones. Just nice to have that availability with someone who can help me get creative numbers.
No response (10)
Not asked (26)

[IF YES, SERVED AS LEAD WRITER IN FALL 2012, N=36]

Q18. Three programs did not use the online program review module hosted on TaskStream in fall 2012. Is your program or service area one of these programs?	Number	Percent
Yes	2	6%
No	34	94%
Total	*36*	*100%*
Not asked	*9*	--

[IF USED ONLINE PROGRAM REVIEW MODULE IN FALL 2012, N=34]

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

19_1. The online program review module was easy to access.	Number	Percent
Disagree	2	6%
Neither agree nor disagree	4	12%
Agree	20	59%
Strongly agree	8	24%
Total	*34*	*100%*
Not asked	*11*	--

19_2. The instructions in the Program Review Update Form and New Goal Forms were clear.	Number	Percent
Disagree	6	18%
Neither agree nor disagree	7	21%
Agree	16	47%
Strongly agree	5	15%
Total	*34*	*100%*
Not asked	*11*	--

19_3. The question format made it easy for me to understand what was needed.	Number	Percent
Strongly disagree	1	3%
Disagree	2	6%
Neither agree nor disagree	7	21%
Agree	16	47%
Strongly agree	8	24%
Total	*34*	*100%*
Not asked	*11*	--

19._4. The online program review module was easy to navigate.	**Number**	**Percent**
Strongly disagree	1	3%
Disagree	8	24%
Neither agree nor disagree	10	29%
Agree	9	26%
Strongly agree	6	18%
Total	*34*	*100%*
Not asked	*11*	--

19_5. I was able to find data and other information relevant to my program review using the online program review module.	**Number**	**Percent**
Strongly disagree	1	3%
Disagree	5	15%
Neither agree nor disagree	5	15%
Agree	17	50%
Strongly agree	5	15%
No response	1	3%
Total	*34*	*100%*
Not asked	*11*	--

19_6. The data provided helped me plan for my program's future.	**Number**	**Percent**
Strongly disagree	3	9%
Disagree	5	15%
Neither agree nor disagree	9	26%
Agree	11	32%
Strongly agree	5	15%
No response	1	3%
Total	*34*	*100%*
Not asked	*11*	--

19_7. The connections between program review and resource allocation were clear to me.	**Number**	**Percent**
Strongly disagree	3	9%
Disagree	7	21%
Neither agree nor disagree	7	21%
Agree	10	29%
Strongly agree	6	18%
No response	1	3%
Total	*34*	*100%*
Not asked	*11*	--

Program Review Web Site: The following items pertain to the guidance, training materials, and resources provided on the Program Review web site. Please rate your agreement with each of the following items:

Q20_1. When I had questions about my program review, I was able to find answers on the Program Review web site.	**Number**	**Percent**
Disagree	12	33%
Neither agree nor disagree	7	19%
Agree	12	33%
Strongly agree	5	14%
Total	*36*	100%
Not asked	*9*	--

Q20_2. The training materials on the Program Review web site provided the step-by-step instructions that I needed to complete my program review.	**Number**	**Percent**
Strongly disagree	1	3%
Disagree	6	17%
Neither agree nor disagree	13	36%
Agree	11	31%
Strongly agree	5	14%
Total	*36*	*100%*
Not asked	*9*	--

Q20_3. The Program Review web site made it easy to find what I was looking for.	**Number**	**Percent**
Strongly disagree	2	6%
Disagree	8	22%
Neither agree nor disagree	12	33%
Agree	8	22%
Strongly agree	6	17%
Total	*36*	*100%*
Not asked	*9*	--

Please rate your agreement with the following statements.

Q21_1. The program review timeline was clear.	**Number**	**Percent**
Disagree	2	6%
Neither agree nor disagree	3	8%
Agree	21	58%
Strongly agree	10	28%
Total	*36*	*100%*
Not asked	*9*	--

Q21_2. The instructions on who should be involved in program review were clear.	**Number**	**Percent**
Disagree	2	6%
Neither agree nor disagree	5	14%
Agree	19	53%
Strongly agree	10	28%
Total	*36*	*100%*
Not asked	*9*	--

Q21_3. The requirements for program review content were clear.	**Number**	**Percent**
Strongly disagree	2	6%
Disagree	3	8%
Neither agree nor disagree	4	11%
Agree	20	56%
Strongly agree	7	19%
Total	*36*	*100%*
Not asked	*9*	--

Q21_4. My liaison communicated with me throughout the program review process.	**Number**	**Percent**
Disagree	4	11%
Neither agree nor disagree	7	19%
Agree	16	44%
Strongly agree	9	25%
Total	*36*	*100%*
Not asked	*9*	--

Q21_5. When I had questions, the Program Review Co-Chairs were able to answer them.	**Number**	**Percent**
Disagree	1	3%
Neither agree nor disagree	9	25%
Agree	13	36%
Strongly agree	13	36%
Total	*36*	*100%*
Not asked	*9*	--

Q22. During the course of writing your program review, how frequently did you interact with your Liaison?	**Number**	**Percent**
Never	4	11%
Rarely	14	39%
Sometimes	13	36%
Often	5	14%
Total	*36*	*100%*
Not asked	*9*	--

[ALL RESPONDENTS, N=45]

Q23. What is the primary reason you did not interact more frequently with your Liaison?

After this many years doing PR there aren't many questions I have that are still unanswered.
Didn't have many questions since this was my 2nd year as Lead Writer. I did have a lot of questions for my Liaison last year.
Didn't know how. That portion of taskstream was the part that was so unclear. I couldn't tell what was going on in the submit/edit section.
Didn't neet to do so.
I am on the Program Review Committee and did not need assistance.
I asked my questions of someone else
I attended the meetings for training.
I did not feel that I required the assistance.
I did not feel the need to ask my liaison questions.
I didn't need to.
I felt I needed too much information.
I felt I understood the process and did not need any more frequent communication with my liaison.
I felt she attempted great communication. It just all happened so fast.
I had my questions answered by other members of the PR committee.
I had no questions. Also, PR is a waste of my time! The longer I justify the need for additional faculty, the lower is my discipline's rank on the hiring priorty chart.
I have done this many times, I understand what is expected. If someone is completely unaware of the paramaters of Financial Aid (I have given myself away) their comments are not often helpful - unless it is a matter of construction as opposed to content.
I interacted with her enough to get my questions answered, were we supposed to interact more? She was very helpful and answered all of my questions. I didn't have a lot of questions because everything was pretty clear. She read the program review before I officially submitted the preliminary review and so I was able to work out kinks. I didn't feel like I needed to interact beyond what necessary. In Taskstream (I don't know if there is a place to put this comment so I'll add it here) it wasn't clear to the liaisons what we had filled out (goals faculty hirings etc.) , at least that was my understanding. Initially I didn't get any feedback on faculty hiring and one of our goals, and when I asked the liaison didn't know they had been filled in (she got back to me with comments though!). I'm not sure what needs to be done, and obviously you'd have to talk to the liaisons, but that was really the only "problem" with Taskstream (which I very much liked for this process).
I was not clear at first who my liaison was, when he contacted me, we then started communicating. Next time around it will be easier and clear as this year it changed from the previous years.
My liaison is a relatively new faculty member and the committee. The faculty member has limited knowledge of the process. I was able to find the answers myself or by contacting **** office directly.
no need (2)
No one found problems with my program review. Therefore, the Liaison merely approved of what I had written. Later, it was revealed that I had made mistakes in the program review.
Not necessary. Feel comfortable with the PR.
Not really sure who it was. Didn't have time to try and meet with them.
Other work commitments
She was not very much help as it was her first year.
there was no department meetings; that is why.
time constraints
time constraints/work-load.
Too many obligations for both of us. Also, there were many things I just had to do myself because it took subject area expertise and intimate experience with our program.
No response (15)

Q24. What did you learn from this year's program review process?

Faculty has little confidence that it accomplishes anything meaningful.

Fall semester is super busy and I needed more time to gather data and then write the review. For next year I've already incorporated parts of program review into staff meetings to discuss and gather data.

Happy that it is concise.

how closely Program Review ties to Resource Allocation.

How to navigate a little bit in TaskStream. It is still unclear to me and I have to experiment to get to the correct places. I think this is something that needs improving.

how to use curricunet for this process

how to use the softward

I can't say that I learned anything, although the process was more streamlined.

I feel I have a better command over the data component.

I have a clear understanding of how to write SMART goals now.

I learne quite a bit about the importance of data and of streamlining the thoughts of the program/dpet. Within the program review document.

I learned about the programs that I reviewed. I also was able to assist a new lead writer.

I learned how to access research through the district website.

I learned that Lead Writers really rely on their Liaisons for assistance and if we reach out to them more than just once or twice, they usally appreciate the help.

I learned that using an online format is critical because information entered online can be extracted and distributed for various purposes throughout the process. Housing program review online makes it accessible 24/7 and much easier to assist users as they have basic questions about access and availability of informaiton posted on the site.

I like the new system; it eliminates a lot of redundancy and I believe that, once the school's departments and programs adjust to it, the process will become an effective way to allocate resources fairly and effectively.

I need to learn TaskStream better and go through more training in Prog. Review

Is the question learning about the process, or what I learned about my programs from the process.... I always learn a great deal about my program during the review.

It is a lot easier using task stream for the program review process. Task Stream can be modified to fit our needs.

It was pretty easy overall.

N/A

Not all lead writers are serious about the program review.

Nothing

Nothing new

Oh, man! How am I supposed to answer that? What didn't I learn! I had a lot of fun.

That I am really bad at the on-line program review. I wasted a lot of time trying to figure it out. I felt stupid.

That I have a lot to learn.   That being a liaison is a very time consuming task if taken seriously.

That I need to copy Psychology's stellar plan!   Seriously, that I need to spend time thinking about my program.

That my department wants more time to review and discuss results. Also, I learned my department was not happy with my work.

That PR is NOT related to hiring priorities!

That Taskstream can be loved by some and reviled by others. That I need to move from one camp into the other so I can have a better personal experience.

That you really need to list your needs and not just put random things on the form. It is important to list all the needs of your department and research the budgetary needs as well.

The on-line function is much better than the manual method! The update was so much easier to do than the full blown one.

The system is a big improvement over previous years. The members of the PR committee were very helpful and supportive. I look forward to next year when the workload will be lighter. Researching, reviewing and analyzing data and goals is a helpful process and hones decision making.

Q24, continued

To expect the unexpected. This is an evolving process.
Where to get the information to write it up.
No response (9)

Q25. What would you change about this year's program review process?

Avoid making major changes in the process once it is launched in the fall.
Better integration of the whole document--all of the SMART goal information instead of just an update. More training from the resource allocation groups.
Budget questions were tricky for our department due to the nature of our funding, and it was not clear how exactly to handle this issue. Also, to be perfectly honest, there were many issues that had to be left out for political correctness. In a perfect world one could be perfectly honest about how the hierarchy of Mesa fails to facilitate the needs of an office or department.
Co chairs should send out short burst emails instead of long lengthily emails...many of us are using a our phones as second workspaces...long emails overwhelm get flagged and potentially ignored...this does not work for time sensitive situations. The time line should be discussed regularly at every meeting. Assuming we will have time to check the website leads to a lot of confusion.
Continue the one-on-one sessions.
Develop software that automatically inserts relevant statistics into the program review and give this portion of the program review at least an equal weight when assessing hiring and resource goals.
Do not lock the writer out until the deadline passes, even if they "submitted" the PR. They might gain additional data to add.
Have more hands on learning in smaller groups.
Having the appropriate time factor. I should have had my department look at it a month before it is due. Have it completed a week before it is due.
I don't think I would change anything as my experience went really well. I guess I was just lucky!
I have suggestions to improve the online format from my perspective as a behind the scenes user and will be shared as discussions take place for the next cycle.
I hope that the process can remain the same (room given for refinements) so that I can devote more time to the content and less time to learning a new process.
I think since this year was the first of the new process, it is really hard to know what to change. I really liked the one on one training. It helped tremendously
I'd eliminate it.
If we stay with task stream or move to another platform in the future, I think we need mandatory training on the platform. I had never used task stream, so I had a steep learning curve.
It might be nice to have a couple of sample PRs/Faculty Hiring/Resource requests to look at. It might be nice to have some brainstorming type questions to help us get started on some of it (I think that kind of discussion probably happened at some of the training sessions that I wasn't able to go to). Otherwise it went smoothly, **** was able to fix Taskstream stuff as we went, so as long as those stay in place (bigger boxes so we can see what we are writing) I can't think of anything. Oh wait, there was that question mark confusion...For new goals one of the questions is "New goal is consistent with..." and then you check things off like "IT Strategic Plan" except, that it says "IT Strategic Plan?" with a question mark, as if maybe we aren't sure whether or not it is so we are checking the box anyway :-) I know it caused some confusion for some folks. And really if that is all I have to say that needs to be changed, then clearly the process went really well!! :-)
It was much easier than last year. I don't recommend any changes for next year.
It was very frustrating dealing with the number of character count for the textboxes, making it difficult to save work.
Mainly a few glitches with the online feedback process for liaisons: difficulty viewing additional documents (such as New Goals), button which allows liaison to sene back final version for corrections even though this was not an option.

Q25, continued

Make the application for a new faculty member shorter, Make the questions clearer. I find it a waste of time to do so much work when it is unknown if any faculty positions will be available. Let us apply when faculty position become available. Allow the application for new faculty members to roll to the next year if a program did not have their faculty needs staffed.

Make training sessions more hands on and more specific about what people actually need. Make where you need to go in TaskStream more obvious. I also had a HORRIBLE time getting it to accept what I was inputting. It would throw me out and make me start over. We ended up adding PDF's of information because the format of TaskStream will not let you cut and paste tables. It views them as huge numbers of characters. So I would warn someone doing this for the first time that you have to tell the reader to see attachments instead of trying to illustrate your point with an imbedded table. Tell people to NOT use any tables in their narratives!

Not sure

Not to have to expect the unexpected. I believe that many of the issues have been resolved and look forward to smooth process next year.

Nothing

Nothing, the process was much better than in previous years.

Open a tutoring center support where I can go and work on my program review with a tutor there to help me. And for goodness sakes don't change things just when I finnally am getting to understand it.

See earlier comments about providing interpretation of student and success data.

The review system at the end.

The tone of the reminder emails.

There was no data provided regarding student services programs. I had to compile my own. Next year I'll have to work on my data before I can complete program review.

Things seemed to change (or be adjusted) during the process. The hiccups during the submission process were frustrating. I would have preferred that the system would have be tested more before launching.

to provide more workshops

APPENDIX B1

Program Review Deans/Managers and Chairs/Supervisors Survey Results

Mesa College Institutional Effectiveness
(March 2013)

Background and Methodology
Mesa College engages in an integrated, annual program-level planning process that aims to examine all programs and services, as well as inform college-wide planning efforts and assessments of institutional effectiveness. In the 2011-2012 academic year the program review process was assessed, and 10 recommendations were proposed based on feedback from a variety of stakeholders, including program review lead writers, program review liaisons, deans/managers and chairs/supervisors. In 2012-2013, the program review process was redesigned to address nine of the ten recommendations from the assessment of the previous year's process. The themes of the recommendations were as follows:

- Create a streamlined, automated program review process
- Develop clear expectations and guidance
- Allow for efficient reporting

To determine if the program review redesign achieved each of these recommendations, an evaluation was conducted in spring 2013. The evaluation included gathering feedback from various stakeholders in the program review process, such as lead writers, liaisons, deans/managers and chairs/supervisors, and the college's resource allocation recommendation committees. To that end, a survey was conducted with the college's deans/managers and chairs/supervisors. These constituents have a unique role in the program review process in that they collaborate with their school or department faculty and staff on the program review analysis and documentation, and they review and forward each program review to the Program Review Committee for final review.

The survey was developed to align with some of the topics and items on the lead writers and liaisons survey and to measure progress toward each of the overarching goals of the program review redesign. Survey topics centered on the new, online program review module, training, and communication regarding the program review process. A copy of the survey is located in Appendix A.

The results of the survey are summarized by topic in the following section. A full distribution of responses to each survey item is provided in Appendix B.

Results
▸ Respondent Characteristics
A total of 51 deans/managers and chairs/supervisors were invited to participate in the program review survey. Twenty respondents completed the survey, for an overall response rate of 39%. The response rates varied greatly when broken down into sub-groups: thirteen of fourteen deans and deans/managers (93%) responded to the survey, but just seven of the 37 invited chairs/supervisors (19%) responded to the survey.

▸ Online Program Review Module
Overall, the majority of respondents indicated that the online program review was easy to access (70%) and navigate (65%). However, a much smaller percentage of respondents said they were able to use the online module to review their lead writers' program review documents (45%) or support their lead writers (35%).

When asked what they liked best about the online program review module, respondents mentioned the following:

- Convenience and accessibility
- Simplified process
- All-in-one structure and integration of program review components

When asked what they would change about the online program review module, respondents provided several suggestions for improvement, including:

- Improved opportunities for communication and feedback across the department and between the lead writer, chair and dean or lead writer and manager/supervisor
- Improved integration of the program review components to appear as a singular, coherent document
- More user-friendly interface with intuitive navigation
- Ability to view and easily locate previous and current drafts of the program review documents

Communication and Training

Respondents were asked to provide feedback on the communication and support provided by the Program Review Committee throughout the process. Responses were generally positive for both support and communication. The overwhelming majority of respondents (85%) said they were able to get assistance from the Program Review Co-Chairs when they needed it, and three in four said they had a good understanding of their roles in the program review process. Similarly, 70% of respondents said the program review timeline was clear. The same percentage said they were able to find the resources they needed on the program review web site. Sixty percent of respondents said the program review web site made it easy for them to find what they were looking for.

Respondents were asked what they learned from the year's program review process. Respondents indicated they learned:

- More about their department(s) or program(s)
- How to access and utilize data for the program review
- A substantial amount of time is required to complete a program review
- How to use the new online module, taking into account its efficiencies and limitations

When asked what types of program review training or resources they would find helpful going forward, respondents suggested the following:

- Examples of well written program reviews and supporting documents
- Assistance with collecting data that are relevant to the program or department, particularly for non-instructional areas
- Step-by-step instructions or resources to assist all those involved with program review throughout the process

When asked what they would change about the year's program review process, respondents provided a wide range of suggestions. The following items were mentioned most frequently:

- Samples and best practices in program review
- Guidelines for what to include in the program review and resource requests
- More opportunities for formative feedback and dialog between the lead writer, department, chair, dean and lead writer and manager/supervisor

Conclusions and Recommendations

The present study provides a preliminary assessment of the 2012-2013 program review process from the perspective of deans, chairs, and managers/supervisors. The results of the study indicate that, overall, perceptions of the communication and support provided by the Program Review Committee were positive. However, perceptions of the online program review module were rather mixed, with many respondents expressing greater satisfaction with the accessibility and navigation than the review, submission, and feedback processes. In addition, survey respondents expressed a need for further guidance on developing program review content, accessing survey and other relevant data (particularly non-instructional programs), and step-by-step instructions for each phase of the program review process. It should be noted that a very small percentage of program chairs responded to the survey, compared to a particularly high percentage of deans/managers and chairs/supervisors. Thus, the results of the survey may not be reflective of the larger program chair population.

APPENDIX B2

Program Review Deans/Chairs/Managers/Supervisors Survey
Distribution of Responses
(March 2013)

Q1. In what capacity did you serve as a reviewer in the fall 2012 program review cycle?	Number	Percent
Chair	7	35%
Dean	7	35%
Supervisor/Manager	5	25%
Other	1	5%
Total	*20*	*100%*

Please rate your agreement with each of the following statements.

Q2_1. The online program review module was easy to access.	Number	Percent
Strongly disagree	1	5%
Disagree	3	15%
Neither agree nor disagree	2	10%
Agree	13	65%
Strongly agree	1	5%
Total	*20*	*100%*

Q2_2. The online program review module was easy to navigate.	Number	Percent
Strongly disagree	3	15%
Disagree	3	15%
Neither agree nor disagree	1	5%
Agree	12	60%
Strongly agree	1	5%
Total	*20*	*100%*

Q2_3. I was able to use the online program review module to support my Lead Writers.	Number	Percent
Strongly disagree	1	5%
Disagree	3	15%
Neither agree nor disagree	9	45%
Agree	6	30%
Strongly agree	1	5%
Total	*20*	*100%*

Q2_4. The online program review module made it easy for me to review my Lead Writers' program review documents.	Number	Percent
Strongly disagree	3	15%
Disagree	5	25%
Neither agree nor disagree	3	15%
Agree	8	40%
Strongly agree	1	5%
Total	*20*	*100%*

Q3. What did you like best about the online program review module?

Acvcessibility
Clear directions with links to relevant documents
Ease of navigation and ability to edit.   I like how things were broken out in sections.
Everything was in one place and I just went into Taskstream to pull up all of the materials for the discussion of Equipment/Supply needs that my Dean just requested. Easy access, easy storage. Love the automation.
EVerything was in one place.
Everything was in one spot and I could access it from anywhere. Also I could collaborate with others in the school.
I didn't really like it. I thought it was designed better than the Taskstream module for Taskstream but I still found it cumbersome to use.
I found the structure to be helpful.
I liked that everything was in one place. It was convenient to be able to look through all of the components and to refer to them when writing up Liaison and Dean feedback.
I liked that we were able to see previous data.
I will make things more organized as we go forward. There will be continuity of effort in the program review files. Things won't get lost as easily as in the past.
that it is online.
That it was online.
The fact that it forced us to limit our narrative was good. It also forced us to focus on only the issues of greatest importance. In that way it simplified the process.
We could work on it anywhere.
No response (5)

Q4. What would you change about the online program review module?

as a dean I wasn't given the opportunity to make comments that went back to the lead writer for consideration.
Corresponding with the lead writer was not intuitive.
Difficult to understand what the last submission was. I had to go to **** for help.
Everything was separated (goals, updates, resource requests) it would be better if it could be linked in some way.
I think the whole document needs to be automated so that when we update from year to year, we are just updating the whole document rather than bits and pieces.
I would change: 1) the way you have to re-do the work when you have to add more information to a previous sentence. The "jumping" gets on my nerves. 2) Notification of all the steps required at every new facet of the process, and 3) The way required signatures are processed/acknowleged
IT could be a little more intuitive, and there were a few glitches. Overall these are not things that can't be overcome.
It needs to more user friendly. Too many places to remember to go to.
It was a bit hard to navigate at the beginning. I wasn't sure what I was supposed to be completing since everything was there. Is there a way to hide the things that people don't have to complete?
It was confusing sometimes with the required submissions.
Nomenclature! It is hard to find your way around ANY of the documents -not just in program review- but especially in program review because of the names assigned to things. I think the people who design these things forget that one can use more normal vocabulary and that this common usage approach to language will help the user, who often does not work with it 24/7. That is why it was hard to access and hard to navigate.
Nothing yet.
The Taskstream format was not easy to write in (As lead writer) as I was limited by word count, and also it was unreasonably difficult to see what exactly I needed to change to submit the final document.

Q4, continued

There must be adequate time and a mechanism that allows deans' comments to be read and, if appropriate, utilized by writers ti make changes before the document becomes final.

There still needs to be a simplified way to easily access the program review document - Something like a screen that says Please check the box indicating whether you are the Lead Writer, Dean, Chair or member of the department. Once a person is logged in another screen should come up that says something like "Great, welcome **** - Department Chair of the **** Department. Would you like to view the program review document? Would you like to comment on the program review document. Then another screen that says something like "Excellent! here is the program review document for you to read. When you are ready to make comments please click on the button that says Department Chair Comments." Something simple and easy like this would be great. Also, I think the lead writer should post a rough draft and an email should be sent to the Dean, Chair and department members that a rough draft of program review has been submitted. Please look read the rough draft and provide comments by____ Then at a certain date a second draft should be posted. More comments should be solicited by the stakeholders. Then at some point a notice should be sent out to the stakeholders indicating when the lead writer will post the final Program Review. The first draft of the program review should be saved and be able to be accessed in the module. The second draft should be in the program and also be able to be viewed. The final draft of course should be saved as well. All three drafts should be able to be accessed to see the progression from the first draft to the final Program Review document

No response (5)

Communication: The next few items pertain to communication regarding the fall 2012 program review cycle. Please rate your agreement with each of the following items.

Q5_1. When I needed assistance, I was able to get it from the Program Review Co-Chairs.	**Number**	**Percent**
Neither agree nor disagree	3	15%
Agree	7	35%
Strongly agree	10	50%
Total	*20*	*100%*

Q5_2. I was able to find the resources I needed on the Program Review web site.	**Number**	**Percent**
Strongly disagree	1	5%
Disagree	3	15%
Neither agree nor disagree	2	10%
Agree	11	55%
Strongly agree	3	15%
Total	*20*	*100%*

Q5_3. The program review timeline was clear.	**Number**	**Percent**
Disagree	5	25%
Neither agree nor disagree	1	5%
Agree	11	55%
Strongly agree	3	15%
Total	*20*	*100%*

Q5_4. The program review web site made it easy to find what I was looking for.	**Number**	**Percent**
Strongly disagree	2	10%
Disagree	4	20%
Neither agree nor disagree	2	10%
Agree	10	50%
Strongly agree	2	10%
Total	*20*	*100%*

Q5_5. I had a good understanding of my role in the program review process.	**Number**	**Percent**
Strongly disagree	1	5%
Disagree	1	5%
Neither agree nor disagree	3	15%
Agree	11	55%
Strongly agree	4	20%
Total	*20*	*100%*

What did you learn from this year's program review process?

How to do it. It was our first year using TaskStream. Hopefully any "improvements" won't create another steep learning curve and we will be able to build on this year's reports.

I have a better grasp on the data component.

I learned a lot about our department--the statistics on student demographics were enlightening.

I learned more about each of my programs.

I learned that I need to allocate a failry large amount of time to complete what it seemd to be a simple procedure and

I learned that if you are the lead writer, but also the supervisor for your area, that you have to go in and review/approve what you just wrote. It is an unnecessary step that delayed the submission of the program review since I thought that after I subm

Need more time.

Since completion, we learned that not all parts of the program review are taken into consideration for funding decisions

That I need to get started earlier and to attend more trainings. I also learned that I need to be more involved in guiding the lead writers in my academic unit.

That it is important for the lead writer to have a good understanding of the data that is necessary for the Program Review. That the Lead Writer needs to be in better contact with the Chair before publishing the Program Review document.

That we need to rely more on data than on opinion as we go forward.

That we still have things to work out.

Through training and a well structured review process, I learned how to write a better program review.

Using software that incorporates data sources speeds up the writing process and organizes it; but it did not make careful review and discussion, at least between writer(s) and dean, very effective.

No response (6)

What types of program review training or resources would you find helpful in the future?

Encourage those writers who operate as autonomous representatives of their discipline to realize that their program review is an integral part of the College's planning process.

Examples of what you want us to fill out.

How to work on surveying to measure the goals and outcomes

I believe that the training sesions that were offered were excellent.

I liked having the data/ resources available for us to include in our review.

I think you are well on the way to having a good comprehensive training a resource availability.

I wasn't able to attend any program review trainings this year so I cannot comment on what is needed because i don't know how effective the training that was offered was.

I would like training from the various resource areas so that I better understand what they are looking for in my requests for personnel and equipment.

I would loke a booklet to refer to during the different submission times.

I'm not sure that there weren't resources available. I think the Co-Chair and the researcher did a great job in providing tools and training. It is incumbent on me and others to take advantage of that training. Perhaps some examples of well-written program reviews and training on the types of feedback that is most helpful would be good.

It would be very helpful to take down all the files on the program review help page (http://www.sdmesa.edu/program-review/lead.cfm) and start over! There are way too many documents! Many of them are repetitious and seem like they just keep getting added to and nothing gets deleted when no longer fully useful. New resources would be the documents that would correspond directly with each section of the program review tasks we have to do to complete the program review. There is nowhere you can go that says. Step one: how to get into Task Stream, Step 2, here is where to go in TS. Step 3 here are the reports you have to do for your department Step 5 -have a step by step set of hints or guides for each area of your program review documents.

More targeted data and/or data suggestions for Student Services programs.

Something that will assist non-classroom faculty in justifying needs. Multiple data sources are available to disciplines but not to other departments.

troubleshooting

Workshops to help new participants.

No response (5)

What would you change about this year's program review process?

As stated above, take down all the documents in http://www.sdmesa.edu/program-review/lead.cfm and put in their place -clearly labeled helpful document(s). Also, why not have just one place on the Mesa faculty website to go to for people writing or working on their department's program review? You now have to go to 3 pages before you get to the one with the "help materials". Once you get there you have to sift through 22 different documents to hopefully find one that might help

Folding the SMART goals into this years document, so we're not just discussing changes.

I enjoyed the process. It would be great to highlight "best practice reviews".

I would have liked more instruction on the type of information you wanted us to provide.

More metrics for areas that lead to allocation of personnel and resources. I think this will come as the process is evaluated and improved.

Nothing yet.

Please make certain drafts of reviews presented to deans are not final works. There must be time and opportunity for critical review and, if necessary, modification.

provided at a later time.

Sent out a early timeline so departments can start working on it when they are not busy

stop changing and updating things in mid-stream.

The comments from the Program Review Committee after viewing the Program Review document need to be more honest. If all of the data was used properly, we should be notified. If the Program Review document falls short of expectations, the Dean, Chair and Lead writer should notified and provided comments so that there can be improvement.

the feedback loop from dean to lead writer needs to be fluid until the final draft is completed

The format was cumbersome.

time frame to completion seemed really short.

No response (6)

APPENDIX C

Program Review Feedback Session – April 18, 2013
Summary of Responses

Mesa College Institutional Effectiveness
(April 2013)

Background
In order to assess the 2012-2013 program review process, the entire Mesa College campus community was invited to attend a feedback session on April 18, 2013. A total of 13 campus community members and the three Program Review Committee Co-Chairs attended the program review feedback session. Session participants included faculty, staff, and administrators. The session lasted 75 minutes. The goal of the feedback session was to gather information from the campus community regarding the program review process, support and communication provided by the Program Review Committee, the online program review module, and program review training. The session followed a semi-structured format, with specific prompts provided to address each of the goals of the session. The results of the feedback session are summarized below by topic.

Summary of the Results

▸ Training
Respondents were asked to describe what went well and did not go well in the program review trainings, as well as how the training could be made more effective. Several respondents provided feedback about the training provided to program review lead writers and liaisons.

Favorable responses were provided for:

- The number and variety of trainings
- Individual assistance provided
- Inclusion of some examples during training
- External data resources, including the Chancellor's Office DataMart

Respondents' suggestions for the future training-related improvements included:

- Online training tutorials
- Modular training
- Links to specific training topics within TaskStream
- Additional data training and resources for non-instructional areas
- More hands-on training
- Glossary of terms
- More examples
- Links to data resources posted on the web site

▸ Writing the Program Review/Communication
Respondents were asked (1) if the expectations for program review were clear, (2) to describe the accessibility of the program review supporting documents and materials, and (3), if the timeline for program review activities was clear.

Respondents provided positive feedback regarding:

- The program review timeline

Recommendations for improvement included:

- Provide more information in the online update for BARC committee
- Evaluate the resource allocation rubrics and refine them for future use
- Clarify what is needed to link goals and resource requests to the college mission, vision, goals, etc.

- Simplify forms and questions/items
- Provide more sample program reviews and resource requests
- Provide more assistance preparing the program review
- Integrate full program review (paper version) with online updates
- Clarify communication regarding what is needed for personnel requests and how the requests will be evaluated

▸ Online Program Review Module

Respondents were asked to describe what was most helpful about the online program review module and what could be improved.

Favorable feedback was provided regarding:

- Email notifications for reviewers

Suggestions for future improvement included:

- Standardize formatting in TaskStream (particularly if pasting from Word)
- Extend the time for each TaskStream session (moving the time-out feature)
- Create a single document with a simple layout for the program review instead of multiple areas
- Develop additional questions regarding how many goals are being updated to help reviewers navigate the program review update document
- Simplify the goal matrix and personnel request information for resource allocation committee access
- Provide status button for goal updates indicating whether the goal was completed, changed, deleted, etc.

▸ Other Program Review Feedback

A couple of respondents mentioned that the cost estimates for personnel were rather confusing, given the timeline for the classified and faculty request review process. These participants recommended excluding this cost estimate from the personnel request areas in the future to allow for fluctuation from year to year. Other session participants inquired about collaboration on the program review documents. Specifically, participants expressed an interest obtaining read-only access the program review document for other reviewers within the department to improve communication and collaboration.

APPENDIX D

Budget and Allocation Recommendation Committee Feedback Session – April 23, 2013
Summary of Responses

Mesa College Institutional Effectiveness
(April 2013)

Background
In order to complete a comprehensive assessment of the 2012-2013 integrated planning process, the members of the Budget and Allocation Recommendation Committee (BARC) participated in a feedback session on during the spring 2013 semester. A total of 12 committee members participated in the feedback session held during the April 23, 2013, BARC meeting. Session participants included faculty, staff, and administrators. The session lasted approximately 30 minutes. The goal of the feedback session was to gather information from the campus community regarding the integrated planning process, the program review information provided for resource requests, and the resource request review process. The session followed an open format, with participants offering feedback on various aspects of the integrated planning process. The results of the feedback session are summarized below by topic.

Summary of the Results

▸ Information Provided on Resource Requests
BARC members posed several questions and suggestions regarding the information drawn from program review documents for the purpose of resource request assessment and ranking.

Specific points and suggestions included the following:

- Provide clear guidance on which types of requests should be included in program review (i.e., technology, hardware and software)
- Align the items in the program review with the criteria in the resource allocation rubrics
- Integrate information from original goal matrices and the goal updates
- Incorporate school ranking into the resource allocation rubric criteria
- Provide specific prompts and closed-ended questions to streamline the information required in the resource request
- Provide training or instructions on how to assess or evaluate progress on a goal (i.e., evaluation plan)
- Specify the process for technology replacement requests
- Provide guidance on when to include contingencies for personnel requests (e.g., office space and computer for a new faculty position)

▸ Clarify the Connection between Program Review and Resource Allocation
Participants provided specific suggestions for increasing awareness of the links between program review and resource allocation across the college. Many suggestions pertained to communication tools and additional outreach to the campus regarding the full resource request process, from program review reflection and analysis to resource request review, rating, and eventual allocation.

BARC members provided the following suggestions:

- Provide program review timeline as early as possible (preferably before the end of the spring semester)
- Clarify the timelines for program review and allocation recommendation committee ratings of resource requests (equipment, supplies, facilities, and personnel)
- Specify the context and time frame for the program review reflection, analysis, and planning
- Provide information to the campus community regarding the requests that received funding and the total amount of funds allocated to requests embedded in program reviews