



Institutional Research

## Integrated Planning Process Evaluation Report 2016-2017 (March 2017)

---

### Executive Summary

Mesa College's integrated planning process incorporated feedback from the 2015-16 Integrated Planning survey. The goals of the 2016-17 integrated planning process included the following in response to recommendations from 2015-16:

1. Provide additional research/data training and resources.
2. Improve the submission and feedback process within TaskStream.
3. Explore options for rolling forward resource request information.
4. Provide additional samples and/or examples of Program Reviews.
5. Revise the Program Review website.
6. Refine the Liaison role and review process.

Each of the above recommendations was met during the 2016-2017 academic year. For example:

1. Additional training opportunities in the use and interpretation of data were added for Lead Writers and Liaisons, and a PowerPoint was posted on the Program Review webpage. In addition, a data warehouse was provided, in which a person can view the program's data in a graphic form, rather than a table of numeric values.
2. The submission and feedback processes were greatly simplified within the TaskStream module so that it all took place within one area, rather than writers needing to go to another tab to submit and reviewers having to go to a separate tab to write their reviews. This simplification definitely cut down on the number of clicks needed to complete the program review process.
3. We have not yet found an efficient way to roll forward resource requests.
4. We were able to post the previous year's program review documents on the Program Review webpage, in the Archives, so that they are accessible to anyone on campus or to the general public.
5. The Program Review website was revised and presented to Liaisons and Lead Writers during training sessions. It now includes all of the program reviews from the previous year, the prioritized lists of resource allocations, TaskStream tips, training PowerPoints, examples of completed BARC and CHP request forms, training and submission dates, and contact information for IE Office staff.
6. We provided a FAQ sheet for Liaisons listing their responsibilities, with targeted training during Flex Week and monthly thereafter. We also printed cards listing the programs each Liaison was to review.

In an effort to continuously assess college systems and processes, in collaboration with the Program Review Committee, the Mesa College Institutional Research Office conducts an annual survey of Program Review Lead Writers, Liaisons, and Deans/Managers. As was done in previous years, the goal of this effort is to gather feedback from all groups and perspectives involved in the integrated planning and Program Review processes at the College. Looking forward, based on the results of the 2016-17 Integrated Planning Survey, there are several ways in which the Program Review and integrated planning processes could be improved. The recommendations for the 2017-18 Program Review cycle are outlined on the following page.

### **1. Consistent Processes and Supplemental Information Needed for Resource Request Forms**

Among those who submitted a BARC, CHP, or FHP request, most agreed or strongly agreed that the BARC and CHP committees were helpful and that the FHP and CHP forms were straightforward. However, more respondents felt neutral or disagreed that the BARC forms were clear than agreed. More respondents also felt neutral about getting help from the FHP committee and having clear expectations of new faculty requests than agreed. In the open-ended responses, it became clear that providing additional reference documents like lists of the costs of items, salary calculators, etc., would assist in completing the forms. Others mentioned keeping the process consistent from year to year and that the BARC form is complicated, too all-encompassing, and not intuitive, creating a steep learning curve.

### **2. Provide More Interactive Trainings throughout the Week**

While there were numerous comments on the support Lead Writers and Liaisons felt they received from various committees, staff, and trainings, some respondents asked to have more options for training through the week as they were unable to attend any on Fridays. Other suggestions, especially for the Zoom trainings, were to structure at least part of the sessions as a working training, offering time for participants to work on their specific program review while receiving assistance. The flexibility of being able to attend trainings via Zoom was noted. In terms of the calendar reminders to trainings and meetings, most (52%) reported finding the Outlook calendar invitations useful or very useful. However, there were three comments that simple email reminders would be more useful.

### **3. Correct Technical Issues**

Most (64%) reported the program review module to be easy to navigate. Additionally, in open-ended responses, some noted improvements to TaskStream compared to last year. However, others suggested that being able to open last year's report to work from would have been useful. Others indicated difficulties in using some of the resource request forms. Common technical issues included difficulty attaching Word or Excel documents to the BARC form and difficulty directly entering information into the text boxes. One respondent suggested removing word count limits.

### **4. Refine the Liaison Role and Review Process**

As in the previous year, some suggested that the roles, responsibilities, and expectations of Liaisons need to be clarified. It should be noted that the majority of Lead Writers (76%) were satisfied with the support from the Liaison, and most Liaisons (59%) felt prepared or very prepared for their role. But some open-ended responses indicated a necessity for clarification on the roles and responsibilities of a Liaison, as well as clearer timelines so that feedback provided by Liaisons can be effectively utilized by Lead Writers.

### **5. Further Clarify the Program Review Process**

Although the responses to questions regarding the Program Review process were overwhelmingly positive (80-89% agreed or strongly agreed with the positive statements), there were still some comments that demonstrated there is some confusion regarding details. For instance, a few noted a misunderstanding of items that needed to be included, such as an update of goals and all funding requests, whereas other suggested a need to simplify the process.

### **6. Broaden the Focus of the Data and Questions**

The majority of respondents agreed or strongly agreed that the format of the questions made it easy to understand what was needed (80%) and that the data helped plan for the future of their program (59%). However, three respondents reported displeasure with feeling that they could not choose the focus of the data analysis for their particular programs.

### **7. Revise the Program Review Website**

As with the results from the Program Review Integrated Planning Survey last year, many respondents reported neutral or negative experiences with the Program Review website. Just under half (49%) of the survey respondents agreed that they could find answers to questions on the website, whereas 36% felt neutral, and 13% disagreed. Most respondents (53%) did indicate that the website made it easy to find what they were looking for, but a sizeable proportion felt neutral (36%) or negative (15%) about the ability to locate information on the website. Similar to last year, open-ended survey comments did not address the Program Review website, possibly suggesting that use of the website was limited.



Institutional Research

## Integrated Planning Survey Results 2016-2017 (April 2017)

---

### Background and Methodology

The overarching goal of the Integrated Planning 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. The survey was administered in March 2017 to key Program Review stakeholders across the College.

Specific aims of the surveys included the following:

- Measure progress in meeting the objectives identified in the 2015-16 Program Review evaluation report
- Measure perceptions of the online Program Review module navigation, content, and resources
- Assess perceptions of Program Review training and support
- 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 (page 8).

In February 2017, a total of 113 Program Review Lead Writers and 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 12 days, and two reminders were provided to non-respondents. Respondents (5) who completed fewer than half of the survey items were excluded from the analysis. A total of 47 Program Review stakeholders responded to the survey, yielding a response rate of 42%.

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 (page 17).

### ► Respondents

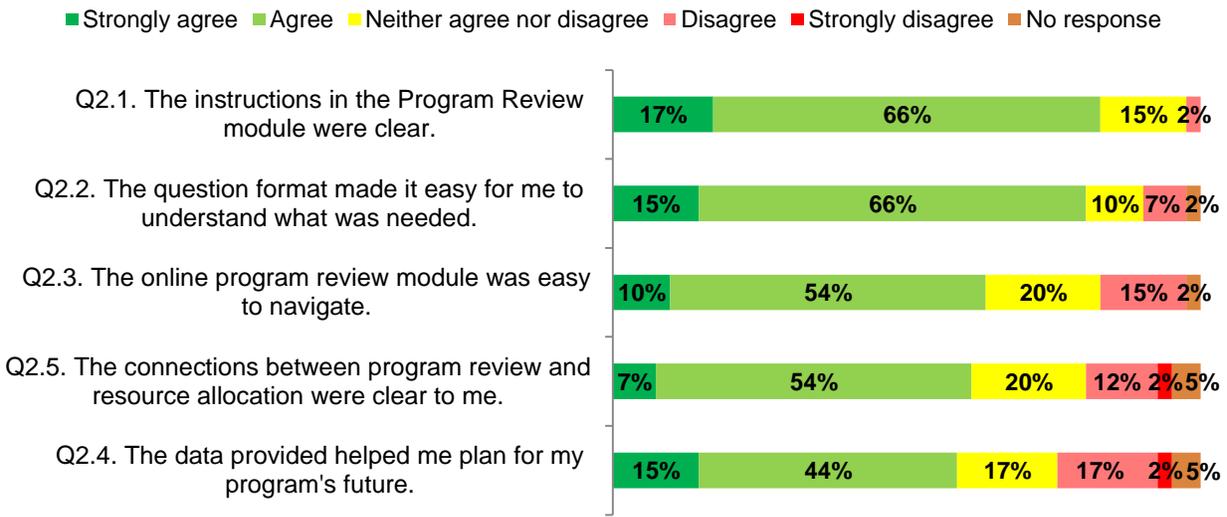
In all, 41 Lead Writers (down from 46 last year), 14 Liaisons (down from 16 Liaisons last year), and 6 Deans/Managers (down from 8 last year) responded to the survey. Note that 14 respondents served in multiple roles (i.e., Lead Writer and Liaison).

## Results

### ► Online Program Review Module

Overall, the opinions regarding the Program Review module were positive, with most respondents agreeing or strongly agreeing with the statements. Specifically, a total of 83% of respondents agreed that the instructions in the module were clear, with another 81% reporting that the format of the questions made it easy to understand what was required. Responses about the ease of navigating the module, connections between resource allocation and program review, and the data to help plan for a program's future were also mostly positive, ranging from 64% to 59% agreement. The percentage of agreement to all module related questions were either the same or higher than the previous year. Among these items, the largest difference from last year's survey was in the ease of navigating the module, for which agreement increased by 14%.

**Figure 1. Program Review Module Responses**



Additionally, most Lead Writers (76%) reported being satisfied or very satisfied with the support from their Liaison - this was a 16% increase compared to last year.

**► The Liaison Experience**

A total of 14 (30%) respondents indicated that they served as Liaisons. The majority of these Liaisons (88%) felt at least moderately prepared for their role compared to 95% last year. Also, 24% percent of Liaisons indicated that they communicated with their Lead Writer at least once a month, which has decreased 20% from the previous year. Others mentioned that they met more frequently than monthly as it got closer to the due date, three times throughout the process, or that they only met once the review was completed.

When asked to share what was most valuable about the experience of serving as a Program Review Liaison, 7 respondents shared feedback. Five of them valued the experience as it provided an opportunity to learn about other programs and the program review process. Two Liaisons reported enjoying the ability to help other programs or Lead Writers.

When asked to provide recommendations for improving the Liaison experience, ten Liaisons commented. Among those, the following recommendations emerged:

- Clarify the role of a Liaison
- Provide more trainings throughout the week
- Coordinate a process and timeline between Liaisons and Lead Writers to ensure there is an opportunity for Liaison to be of help
- Develop matching modules for Liaison and Lead Writers
- Make the previous year's report available

**► Equipment and Supplies Requests**

Similar to the previous year, 17 (41%) of Lead Writers indicated that they completed a supplies or equipment request in the 2016-2017 Program Review. Among those who submitted a request to the Budget and Allocation Recommendation Committee (BARC), the responses to the questions were somewhat mixed.

- There were decreases from the previous year in the percentage of respondents who found the instructions for completing the requests clear and found the rubrics easy to understand (35% compared to 48% last year).
- A larger proportion of respondents felt that the BARC documentation clarified the expectations for the requests this year compared to last year (41% compared to 37%).

- The majority of respondents (59%) indicated that the BARC committee provided adequate support, compared to only 37% in 2015-16.

When asked to identify the most helpful aspect of BARC support, only 9 Lead Writers responded. Among those, responses were very similar to the previous year and included the following:

- Training and communication
- Support documentation

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

- Forms should be tailored to specific programs or types of requests and not be so all-encompassing
- Provide support documentation for prices of supplies, FTE, and what can be funded
- Streamline form by making it completely online or clarify process for attaching documents so it is more intuitive
- Clarify what items need to be included and how to include them in the form

### ► **New Faculty Requests**

Only 29% of Lead Writers indicated that they included a Faculty Hiring Priorities request in the 2016-2017 Program Review, compared to 35% from last year. Of these Lead Writers, the majority said the request process was clear. Specifically, 75% said the instructions for completing the request were clear (13% decrease from last year) and that the questions in the Faculty Hiring Priorities application clearly identified the information that was expected (same as last year). Similarly, 58% said the rubric was easy to understand (5% decrease compared to last year)

However, 34% said the documentation clarified the expectations for new faculty requests (a 22% reduction from last year), and 33% Lead Writers indicated that the Faculty Hiring Priorities Committee provided adequate support (5% reduction).

When asked to identify the most helpful aspect of Faculty Hiring Priorities Committee support, only 5 Lead Writers responded. These respondents noted that the training and communication was helpful, but that it was difficult to know the cost of a new hire.

When asked how the Faculty Hiring Priorities request process could be improved, 5 Lead Writers discussed the following:

- Streamline the form by eliminating word counts
- Provide calculators for computing salaries and benefits
- Clarify priority documentation

### ► **New Classified Staff Requests**

Eleven (27%) Lead Writers requested a new Classified Staff position in the 2016-2017 Program Review. Most Lead Writers (75%) felt that:

- The instructions for completing the Classified Hiring Priorities application were clear (down 8% from last year).
- The questions clearly stated what was expected (down 11% from last year).
- The rubric was easy to understand (down 10% from last year).
- The documentation clarified expectations for new classified staff requests (down 25% from last year).

Additionally, about 66% of Lead Writers felt adequately supported by the CHP committee (up 6% from last year).

When asked to identify the most helpful aspect of the Classified Hiring Priorities Committee support, three Lead Writers mentioned that the training, communication, and documentation were helpful. It should also be noted that one Lead Writer reported this as the easiest part of the Program Review process.

When asked for recommendations for improvement, one Lead Writer indicated that no improvement was needed. One additional Lead Writers suggested that the process needs to be consistent across years.

### ► **Communication Regarding the Program Review Process**

All respondents were asked to rate various aspects of communication regarding Program Review. The vast majority indicated the Program Review timeline (83%, down 10% from last year) and requirements for content (83%, down 1% from last year) were clear. In terms of committee communication, almost 90% of respondents said that, when they had questions, a Program Review representative was able to answer them (up 10% from last year).

The findings for the Program Review website were somewhat less positive. Less than half of Lead Writers (49%) indicated they were able to find answers to their questions on the website (up 5% from last year). Up 17 percentage points from last year, 54% of Lead Writers who responded to the survey said the Program Review website made it easy to find what they were looking for. Additionally, around one third of the responses regarding the Program Review website were neutral, which implies that these respondents did not access the website.

New to this year's survey, respondents were asked about the Zoom trainings offered. Only four respondents (9%) indicated that they attended an online Zoom training or meeting. Among those, 40% agreed that the instructions to log in were straightforward, 20% found the sound to be clear, half felt that the video quality was clear, and half agreed that all of their questions were addressed.

When asked how the Zoom trainings could be improved, five respondents suggested the following:

- Offer the trainings on various days
- Keep the sessions focused
- Allow for participants to work and ask for help
- Repeat audience questions

Additionally, 60% of respondents found the Outlook calendar reminders at least moderately useful. For those who did not find the Outlook reminders to be useful, the alternative suggestion was simply to send emails with the training information that did not link to the calendar invitation. One respondent indicated their frustration that once they accepted or declined the invitation they could no longer access the information in the email.

### ► **Reflections on the Program Review Process**

When respondents were asked to identify the most valuable aspect of this year's Program Review process, many mentioned the support from the staff.

Others noted the:

- Ability to examine program data
- Technical improvements to Taskstream
- Collaboration with other faculty
- Increased understanding and development of the process
- Opportunity to introspectively examine a program
- Ability to ask for staff and supplies

Some respondents indicated that they would not recommend changes to the process; however, other respondents provided the following recommendations for improvement:

- Earlier collaboration of the Program Review committee to solve problems
- Update the BARC form to allow for expandable text boxes
- Clarify the submission process
- Simplify and streamline the module
- Offer trainings throughout the week
- Do not use calendar invites
- Make it easier to complete while teaching full-time

### **Conclusions and Recommendations**

The results of the Program Review and Integrated Planning Surveys provide a wide range of information related to the objectives identified in the 2015-2016 Integrated Planning Evaluation report for the 2016-2017 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
- Program Review Committee communication
- the Liaison experience
- Zoom trainings

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**

**Annual Integrated Planning Survey 2016/17**

Welcome to the Integrated Planning Survey!

The College is interested in your opinions of and experiences with this year's program review and integrated planning process. Please take a few moments to share your thoughts and suggestions for improvement. Your feedback will be used to improve the program.

To proceed with the survey, click Next.

**Annual Integrated Planning Survey 2016/17**

**1. Did you serve as a Lead Writer for the 2016/2017 Program Review cycle?**

- Yes  
 No

**Annual Integrated Planning Survey 2016/17**

**2. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The question format made it easy for me to understand what was needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online program review module was easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data provided helped me plan for my program's future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The connections between program review and resource allocation were clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

**3. How satisfied were you with the level of support provided by your Program Review Liaison?**

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

**4. Please provide an explanation for a particularly high or low rating to questions two and three.**

**Annual Integrated Planning Survey 2016/17**

**5. Did you submit a request for supplies or equipment in this year's Program Review cycle?**

- Yes
- No

**Annual Integrated Planning Survey 2016/17**

6. The next few items pertain to your experiences with the equipment/supplies request process and the support provided by the BARC committee. Please rate your agreement with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
The instructions for completing the required information for equipment/supplies requests were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Equipment and Supplies Rubrics were easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BARC documentation clarified the expectations for equipment/supplies requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BARC committee provided adequate support to lead writers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

8. How could the process for equipment/supplies requests be improved?

Annual Integrated Planning Survey 2016/17

9. Did you submit a Faculty Hiring request in this year's Program Review cycle?

- Yes
- No

Annual Integrated Planning Survey 2016/17

10. 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	Not applicable
The instructions for completing the Faculty Hiring Priorities application were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions in the Faculty Hiring Priorities application clearly stated what information was expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty Hiring Priorities Rubric was easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty Hiring Priorities documentation clarified the expectations for new faculty requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty Hiring Priorities Committee provided adequate support to lead writers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 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?

12. How could the process for new faculty requests be improved?

**Annual Integrated Planning Survey 2016/17**

13. Did you submit a Classified Hiring request in this year's Program Review cycle?

- Yes
- No

**Annual Integrated Planning Survey 2016/17**

**14. The next few questions pertain to the classified staff request process. Please rate your agreement with the following items.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
The instructions for completing the Classified Hiring Priorities application were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions in the Classified Hiring Priorities application clearly stated what was expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Classified Hiring Priorities Rubric was easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Classified Hiring Priorities documentation clarified the expectations for new classified staff requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Classified Hiring Priorities Committee provided adequate support to lead writers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. 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?**

**16. How could the process for classified staff requests be improved?**

17. The next few items pertain to the communication of information about program review to the campus community, including the program review web site.

Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The program review timeline was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The requirements for program review content were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I had questions, a Program Review representative was able to answer them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I had questions about my program review, I was able to find answers on the Program Review web site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Program Review web site made it easy to find what I was looking for.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Annual Integrated Planning Survey 2016/17**

18. Did you serve as a Liaison during the 2016/17 Program Review Cycle?

- Yes
- No

**Annual Integrated Planning Survey 2016/17**

**19. How often did you communicate with your assigned programs/Lead Writers?**

- Weekly
- Twice a month
- Monthly
- Less than once per month
- Other (please specify)

**20. How prepared did you feel to support your assigned Lead Writers during the 2016/17 Program Review cycle?**

- Not at all prepared
- Mildly prepared
- Moderately prepared
- Prepared
- Very prepared

**21. What was the most valuable aspect of your experience serving as a Program Review Liaison?**

**22. What is one recommendation you would make to improve your experience serving as a Program Review Liaison?**

**Annual Integrated Planning Survey 2016/17**

**23. Did you serve as a manager/reviewer during the 2016/17 Program Review cycle?**

- Yes
- No

24. What was the most valuable aspect of this year's program review process?

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

**Annual Integrated Planning Survey 2016/17**

26. Did you attend an online Zoom training/meeting session?

- Yes
- No

27. The next few questions refer to your experience attending a Zoom training/meeting session.

Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
The log in instructions were easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sound of the session was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The video quality of the session was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All my questions were addressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How could future Zoom training/meeting sessions be improved?

**29. How useful did you find the Outlook calendar reminders?**

- Not at all useful
- Mildly useful
- Moderately useful
- Useful
- Very useful

**30. If you did not find the Outlook reminders useful, please provide alternative reminder suggestions.**

**Appendix B:  
Distribution of Responses to Annual Integrated Planning Survey 2016/2017**

<b>Q1. Did you serve as a Lead Writer for the 2016/2017 Program Review cycle?</b>	<b>Number</b>	<b>Percent</b>
Yes	41	87%
No	6	13%
<i>Total</i>	<i>47</i>	<i>100%</i>

**Q2. 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.**

<b>Q2.1. The instructions in the Program Review module were clear.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	7	15%	17%
Agree	27	57%	66%
Neither agree nor disagree	6	13%	15%
Disagree	1	2%	2%
Strongly disagree	0	0%	0%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q2.2. The question format made it easy for me to understand what was needed.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	6	13%	15%
Agree	27	57%	66%
Neither agree nor disagree	4	9%	10%
Disagree	3	6%	7%
Strongly disagree	0	0%	0%
No response	1	2%	2%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q2.3. The online program review module was easy to navigate.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	4	9%	10%
Agree	22	47%	54%
Neither agree nor disagree	8	17%	20%
Disagree	6	13%	15%
Strongly disagree	0	0%	0%
No response	1	2%	2%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q2.4. The data provided helped me plan for my program's future.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	6	13%	15%
Agree	18	38%	44%
Neither agree nor disagree	7	15%	17%
Disagree	7	15%	17%
Strongly disagree	1	2%	2%
No response	2	4%	5%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q2.5. The connections between program review and resource allocation were clear to me.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	7%
Agree	22	47%	54%
Neither agree nor disagree	8	17%	20%
Disagree	5	11%	12%
Strongly disagree	1	2%	2%
No response	2	4%	5%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q3. How satisfied were you with the level of support provided by your Program Review Liaison?</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Very satisfied	11	23%	27%
Satisfied	20	43%	49%
Neither satisfied nor dissatisfied	6	13%	15%
Dissatisfied	2	4%	5%
Very dissatisfied	2	4%	5%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q4. Please provide an explanation for a particularly high or low rating to questions two and three. (N = 17; "No response" and "Not asked" excluded)**

As a new writer - it wasn't clear to me whether the goals need to be changed since it wasn't an area that needed to be completed this time around. However, the goals that were listed originally were outdated. I added new goals with the heading 2016-2017, but wasn't sure if those needed to be added to the original set of goals created in 2014-2015.

\*\*\*\* was very helpful! It was my first time writing program review and he was clear about what I needed to include in the narratives.

**Question 4, continued**

Directions were clear except submitting for liaison. This was mostly unclear because it was a change from last year and I kept looking for how to do it. Otherwise all good, except would prefer to not be directed in how we should focus our attention. It's on equity one year, diversity another, something different another. We know what the college plans/goals are - please don't ask us to address them specifically as it feels like politics instead of genuine reflection, and we might have other topics that we want to focus more on.

I honestly thought everything was clear and easy to navigate on the TaskStream.

I went to the trainings but still had trouble understanding the directions about SSO's, SPO's and ASO's.

In a few cases it was difficult to understand exactly what was being asked in a question. It was almost as if only a certain response would be considered acceptable, that we had to be led to an answer (i.e. IE Data Analysis sections)

It would have been easier to use the software if we could open up the previous year's report as we work on this year's report.

Liaison never contacted me.

Most parts are easy to navigate and instructions are clear. BARC and CHP are not very intuitive and sometimes require folks to research and provide information that folks may not have the knowledge or understanding to provide. It would be nice to have a program that did not require so many clicks to get into and out of.

My Liaison never initiated to help.

My liaison provided a very in depth review with a lot of suggestions, which I greatly appreciated. Unfortunately, given time, I'll be saving the suggestions for next year.

NA

Program Review is something that has to be done, whether it is easy or hard does not matter.

The liaison did not do the review by the deadline; instead, he submitted it a day or so before my final draft was due. Therefore, the liaison review was not of value to me.

The team made every effort to support/explain the process and offered various workshops dates, coming out to visit individually, and/or follow-ups

We were asked to talk about equity gaps. Yet, we received no data that would help us understand equity gaps--we just received data shows that it exists. Also, I understand the linking of program review to strategic planning of the campus but by choosing which strategic goal I had to write about, there is no room for me to talk about what my department is focused on--rather, I am asked to talk about what the campus thinks I should be focused on. Made it broad so I can discuss what we are working on and demonstrate how our work relates to the campus.

you were just a phone call away when I got stuck which was nice.

*No response (24)*

*Not asked (6)*

<b>Q5. Did you submit a request for supplies or equipment in this year's Program Review cycle?</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	17	36%	41%
No	24	51%	59%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q6. The next few items pertain to your experiences with the equipment/supplies request process and the support provided by the BARC committee. Please rate your agreement with each of the following statements.**

<b>Q6.1. The instructions for completing the required information for equipment/supplies requests were clear.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	1	2%	6%
Agree	5	11%	29%
Neither agree nor disagree	4	9%	24%
Disagree	7	15%	41%
Strongly disagree	0	0%	0%
Not asked	30	64%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q6.2. The Equipment and Supplies Rubrics were easy to understand.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	1	2%	6%
Agree	5	11%	29%
Neither agree nor disagree	6	13%	35%
Disagree	5	11%	29%
Strongly disagree	0	0%	0%
Not asked	30	64%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q6.3. BARC documentation clarified the expectations for equipment/supplies requests.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	1	2%	6%
Agree	6	13%	35%
Neither agree nor disagree	3	6%	18%
Disagree	6	13%	35%
Strongly disagree	1	2%	6%
Not asked	30	64%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q6.4. The BARC committee provided adequate support to lead writers.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	4	9%	24%
Agree	6	13%	35%
Neither agree nor disagree	6	13%	35%
Disagree	0	0%	0%
Strongly disagree	1	2%	6%
Not asked	30	64%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q7. What was the most helpful aspect of the support (e.g., training, communication, documentation, etc.) provided by the BARC committee for equipment/supplies requests? (N = 9; "No response" and "Not asked" excluded)**

Always accessible to answer questions. Many thanks to \*\*\*\* for the patience, and \*\*\*\* for general support.

Examples of good requests

I liked the format for inputting BARC requests. The spreadsheet provided appropriate locations for all information.

One on One training

\*\*\*\* was very helpful.

The rubric used to evaluate the requests.

The training's were good, helpful.

Training

training and communications

*No response (8)*

*Not asked (30)*

**Q8. How could the process for equipment/supplies requests be improved? (N = 15; "No response" and "Not asked" excluded)**

A college-wide list of prices for standard classroom supplies (ex. white-boards, computers, document readers) should be provided on the IP website. That way, lead writers will know what costs to put for each supply item being requested.

A list of what could be or could not be funded through BARC.

Didn't realize until feedback that any funding you would request throughout the year had to be on program review now. Needs to be clearer in the future

I think it would be helpful to have everything online. It's a little clunky to fill in a word doc/excel doc and then attach.

I thought it was very good

It is fine

It is not always easy to put all requests in the format requested on one form. We found it easier to attach separate forms for different requests.

It was hard to know what the cost of FTE is and where we should have certain items that were in a gray area.

It was more straightforward last year - with separate BARC requests. Items, description and supporting narrative grouped together.

It was unclear as to where supporting documents should be uploaded/attached and in what format. I had trouble with this section.

NA

Overall, I liked the BARC form. The only issue was with the boxes provided for explanations. It was difficult to read what I had written and I ended up doing everything in Word and then cutting/pasting it into the form.

That I now must include all funding requests: Perkins, Strong Workforce, any other grants. It is extra work to list everything in BARC, get quotes and link to CLOs, especially when BARC will not fund the item or it is smarter to pursue alternative funding.

The BARC form is attempting to be all things to all people. I believe it is overly complicated due to the fact it is attempting to be all things to all people. Somehow, it must be tailored for each type of Program.

**Question 8, continued**

The learning curve for faculty/staff to fill out form is high and difficult to develop when doing so only once a year. The form could be more intuitive.

*No response (2)*

*Not asked (30)*

<b>Q9. Did you submit a Faculty Hiring request in this year's Program Review cycle?</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	12	26%	29%
No	29	62%	71%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q10. 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.**

<b>Q10.1. The instructions for completing the Faculty Hiring Priorities application were clear.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	25%
Agree	6	13%	50%
Neither agree nor disagree	2	4%	17%
Disagree	0	0%	0%
Strongly disagree	1	2%	8%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q10.2. The questions in the Faculty Hiring Priorities application clearly stated what information was expected.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	25%
Agree	6	13%	50%
Neither agree nor disagree	3	6%	25%
Disagree	0	0%	0%
Strongly disagree	0	0%	0%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q10.3. The Faculty Hiring Priorities Rubric was easy to understand.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	2	4%	17%
Agree	5	11%	42%
Neither agree nor disagree	2	4%	17%
Disagree	2	4%	17%
Strongly disagree	0	0%	0%
Not applicable	1	2%	8%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>92%</i>

<b>Q10.4. The Faculty Hiring Priorities documentation clarified the expectations for new faculty requests.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	2	4%	17%
Agree	2	4%	17%
Neither agree nor disagree	6	13%	50%
Disagree	1	2%	8%
Strongly disagree	0	0%	0%
Not applicable	1	2%	8%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q10.5. The Faculty Hiring Priorities Committee provided adequate support to lead writers.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	1	2%	8%
Agree	3	6%	25%
Neither agree nor disagree	4	9%	33%
Disagree	1	2%	8%
Strongly disagree	0	0%	0%
Not applicable	3	6%	25%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>75%</i>

**Q11. 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 = 5; "No response" and "Not asked" excluded)**

\*\*\*\* was available to answer questions and he knows the process!

I did not seek help with faculty hiring this time around

I started in the middle of the process, so I don't think I received any of this information.

It is hard to know the cost of someone, especially with benefits.

The training meeting for lead writers was very helpful.

*No response (7)*

*Not asked (35)*

**Q12. How could the process for new faculty requests be improved? (N = 5; "No response" and "Not asked" excluded)**

Fine as is

Get rid of all word count limits

Have a calculator or graph with salaries and salaries with benefits

I found it to be straightforward.

The priority documentation was not clear. If your program and the campus programs displayed 38 % of adjunct /full-time faculty, how are the departments prioritized for the new hire?

No response (7)

Not asked (35)

<b>Q13. Did you submit a Classified Hiring request in this year's Program Review cycle?</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Yes	11	23%	27%
No	29	62%	71%
No response	1	2%	2%
Not asked	6	13%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q14. The next few questions pertain to the classified staff request process. Please rate your agreement with the following items.**

<b>Q14.1. The instructions for completing the Classified Hiring Priorities application were clear.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	25%
Agree	6	13%	50%
Neither agree nor disagree	1	2%	8%
Disagree	2	4%	17%
Strongly disagree	0	0%	0%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q14.2. The questions in the Classified Hiring Priorities application clearly stated what was expected.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	25%
Agree	6	13%	50%
Neither agree nor disagree	2	4%	17%
Disagree	1	2%	8%
Strongly disagree	0	0%	0%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q14.3. The Classified Hiring Priorities Rubric was easy to understand.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	25%
Agree	6	13%	50%
Neither agree nor disagree	2	4%	17%
Disagree	1	2%	8%
Strongly disagree	0	0%	0%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q14.4. The Classified Hiring Priorities documentation clarified the expectations for new classified staff requests.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	3	6%	25%
Agree	6	13%	50%
Neither agree nor disagree	2	4%	17%
Disagree	1	2%	8%
Strongly disagree	0	0%	0%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q14.5. The Classified Hiring Priorities Committee provided adequate support to lead writers.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	4	9%	33%
Agree	4	9%	33%
Neither agree nor disagree	3	6%	25%
Disagree	0	0%	0%
Strongly disagree	0	0%	0%
Not applicable	1	2%	8%
Not asked	35	74%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q15. 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 = 4; "No response" and "Not asked" excluded)**

Both of the training and communication were helpful throughout the process.

communication and documentation

Easiest part of the whole Program Review.

Training and communications were very good

*No response (8)*

*Not asked (35)*

**Q16. How could the process for classified staff requests be improved? (N = 3; "No response" and "Not asked" excluded)**

If the process could be consistent from year to year that would be helpful.

N/A

There is no improvement needed with regarding to the classified staff requests.

No response (9)

Not asked (35)

**Q17. 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.**

<b>Q17.1. The program review timeline was clear.</b>	<b>Number</b>	<b>Percent</b>
Strongly agree	15	32%
Agree	24	51%
Neither agree nor disagree	5	11%
Disagree	2	4%
Strongly disagree	0	0%
No response	1	2%
<i>Total</i>	<i>47</i>	<i>100%</i>

<b>Q17.2. The requirements for program review content were clear.</b>	<b>Number</b>	<b>Percent</b>
Strongly agree	13	28%
Agree	26	55%
Neither agree nor disagree	4	9%
Disagree	3	6%
Strongly disagree	0	0%
No response	1	2%
<i>Total</i>	<i>47</i>	<i>100%</i>

<b>Q17.3. When I had questions, a Program Review representative was able to answer them.</b>	<b>Number</b>	<b>Percent</b>
Strongly agree	24	51%
Agree	18	38%
Neither agree nor disagree	4	9%
Disagree	0	0%
Strongly disagree	0	0%
No response	1	2%
<i>Total</i>	<i>47</i>	<i>100%</i>

<b>Q17.4. When I had questions about my program review, I was able to find answers on the Program Review website.</b>	<b>Number</b>	<b>Percent</b>
Strongly agree	5	11%
Agree	18	38%
Neither agree nor disagree	17	36%
Disagree	6	13%
Strongly disagree	0	0%
No response	1	2%
<i>Total</i>	<i>47</i>	<i>100%</i>

<b>Q17.5. The Program Review website made it easy to find what I was looking for.</b>	<b>Number</b>	<b>Percent</b>
Strongly agree	4	9%
Agree	21	45%
Neither agree nor disagree	14	30%
Disagree	6	13%
Strongly disagree	1	2%
No response	1	2%
<i>Total</i>	<i>47</i>	<i>100%</i>

<b>Q18. Did you serve as a Liaison during the 2016/17 Program Review Cycle?</b>	<b>Number</b>	<b>Percent</b>
Yes	14	30%
No	30	64%
Invalid response <sup>1</sup>	1	2%
No response	2	4%
<i>Total</i>	<i>47</i>	<i>100%</i>

<b>Q19. How often did you communicate with your assigned programs/Lead Writers?</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Weekly	1	2%	6%
Twice a month	0	0%	0%
Monthly	3	6%	18%
Less than once per month	8	17%	47%
Other (please specify)	4	9%	24%
No response	1	2%	6%
Not asked	30	64%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q19.x. Other (please specify): (n = 4)**

Early introduction via email, face to face intro at the 1st meeting and then an email when I finished the reading of the review

I was not the liaison. I clicked too soon.

<sup>1</sup> One respondent indicated in Q19 – Other that he/she was not a liaison and he/she made a mistake in Q18.

**Question 19, continued**

Monthly, initially; more frequently toward the due date

Only upon completion

<b>Q20. How prepared did you feel to support your assigned Lead Writers during the 2016/17 Program Review cycle?</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Very prepared	2	4%	13%
Prepared	8	17%	50%
Moderately prepared	4	9%	25%
Mildly prepared	1	2%	6%
Not at all prepared	0	0%	0%
Invalid response <sup>2</sup>	1	2%	--
No response	1	2%	6%
Not asked	30	64%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q21. What was the most valuable aspect of your experience serving as a Program Review Liaison? (N = 7; "No response" and "Not asked" excluded)**

Giving a second eye to the Lead writer.

Helping other Programs refine their PR.

It is always interesting to learn about how faculty in other departments address common issues in education.

Learning about how other disciplines support student success and what their needs are for their programs.

Learning about other programs; becoming more familiar with TaskStream, OIE staff, and the Program Review process in general.

Seeing examples of how different areas were doing their PRs.

Seeing the structure needs of different departments on campus.

*No response (10)*

*Not asked (30)*

**Q22. What is one recommendation you would make to improve your experience serving as a Program Review Liaison? (N = 10; "No response" and "Not asked" excluded)**

Before I volunteered to be a liaison I asked what was the role of the liaison. I was told I would be a "reader" of the program review. I was extremely surprised at the first meeting, when I kept hearing that the liaisons were going to support the writers and that writers should ask for assistance from the liaisons. I was not prepared to assist anyone. It turns out that in the end I did serve as a "reader" and because I attended most all of the Program Review workshops for writers and liaisons, I think I offered a few recommendations for the writers. I think it should be more clear as to what the role of the liaison is for Program Review.

I think it is pretty good as is.

I think that the workshops offered were helpful but that I personally need to attend more and continue to ask questions.

<sup>2</sup> One respondent indicated in Q19 – Other that he/she was not a liaison and he/she made a mistake in Q18.

**Question 22, continued**

lead writers make it challenging for liaisons when they leave everything to the last minute.

More training classes that are not on Fridays for those who teach on Friday

N/A

No recommendations at this time.

On the Liaison review form, match our questions to the discussions required of the lead writers (i.e. make it an exact, number by number match.

The ability to open up last year's report as we review this years.

the lead writer seemed to refute the corrections and recommendations I placed in his review. I felt like "gee, if he seemed to do that then what's the use of me doing the Liaison work?"

No response (7)

Not asked (30)

<b>Q23. Did you serve as a manager/reviewer during the 2016/17 Program Review cycle?</b>	<b>Number</b>	<b>Percent</b>
Yes	6	13%
No	39	83%
No response	2	4%
<i>Total</i>	<i>47</i>	<i>100%</i>

**Q24. What was the most valuable aspect of this year's program review process? (N = 15; "No response" excluded)**

Being able to review and provide feedback at points along the way, ensuring they were on track to complete and to address the areas that needed to be addressed.

Easy access to the committee

help from the assistants when I could not attend Friday training

I appreciate the inward looking process.

I feel that I am starting to understand the process a bit better.

I worked closely with other faculty.

In general, I do not find this a useful process except for when we ask for supplies or faculty.

It was good to see the development of this process as we continue to work on improving it.

NA

Not having to figure out how to submit it for review.

Not having to toggle back and forth between different parts of taskstream.

Seeing the data of how well we were doing now compared to previous years.

The information demographics about my program's students

The most valuable aspect of this year's program review process was the support from the Institutional Effectiveness staff.

zoom availability for trainings

No response (32)

**Q25. What would you change about this year's program review process? (N = 16; "No response" excluded)**

The Program Review Committee should meet during the Fall to resolve problems. During the period when there was disagreement over the CLO assessment cycle, the committee was dysfunctional, sending out material which did not reflect an emerging consensus. Had the committee worked together, tension might have abated. Eventually, through the intervention of the Academic Senate, the college faculty came to a reasonable consensus on the CLO cycle issue.

BARC remains the biggest challenge. I am somewhat versed in excel, so I expanded the text boxes myself.

Being able to open up last year's report.

Clarify the submission process. It wasn't clear that there wasn't a submit.

I think that the entire process is completely over-complicated. Departments just, in general, do not change much over the course of a year. I find program review to be busy work.

I'd prefer to not receive all of the training info in the form our outlook invites. My calendar is already so full and this only adds to it.

It is fine

It would be a lot less challenging if I did not also have to teach a full load during the process and participate on committees.

Make it like turbo tax.

more non friday training

NA (2)

Nothing really.

Process was pretty good. The application is not the easiest to navigate.

See earlier comments.

This year's program review process does not require any additional changes.

*No response (31)*

<b>Q26. Did you attend an online Zoom training/meeting session?</b>	<b>Number</b>	<b>Percent</b>
Yes	4	9%
No	41	87%
No response	2	4%
<i>Total</i>	<i>47</i>	<i>100%</i>

**Q27. The next few questions refer to your experience attending a Zoom training/meeting session. Please rate your agreement with the following students.**

<b>Q27.1. The log in instructions were easy to follow.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	2	4%	40%
Agree	0	0%	0%
Neither agree nor disagree	1	2%	20%
Disagree	0	0%	0%
Strongly disagree	0	0%	0%
No response	2	4%	40%
Not applicable/Did not attend a Zoom session	42	89%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q27.2. The sound of the session was clear.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	1	2%	20%
Agree	0	0%	0%
Neither agree nor disagree	2	4%	40%
Disagree	0	0%	0%
Strongly disagree	0	0%	0%
No response	2	4%	40%
Not applicable/Did not attend a Zoom session	42	89%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q27.3. The video quality of the session was clear.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	2	4%	33%
Agree	1	2%	17%
Neither agree nor disagree	1	2%	17%
Disagree	0	0%	0%
Strongly disagree	0	0%	0%
No response	2	4%	33%
Not applicable/Did not attend a Zoom session	41	87%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

<b>Q27.4. All my questions were addressed.</b>	<b>Number</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly agree	0	0%	0%
Agree	3	6%	50%
Neither agree nor disagree	1	2%	17%
Disagree	0	0%	0%
Strongly disagree	0	0%	0%
No response	2	4%	33%
Not applicable/Did not attend a Zoom session	41	87%	--
<i>Total</i>	<i>47</i>	<i>100%</i>	<i>100%</i>

**Q28. How could future Zoom training/meeting sessions be improved? (N = 5; "No response" and "Not applicable - did not attend" excluded)**

It was nice to be able to attend via zoom. Most of the trainings though were nothing more than literally reading the instructions from Taskstream.

OFFER THEM ON DIFFERENT DAYS

They seemed to get a little off topic...and it seemed after the first 30min, it was more of an 'open forum'...maybe it would be better served as half "topic of the day" and half "open lab"?

Unprogrammed "work" sessions where we could do the work while someone was there to help us figure out the program.

Very difficult to hear audience questions when you were on the zoom meeting. Please repeat

*No response (3)*

*Not applicable - did not attend (39)*

<b>Q29. How useful did you find the Outlook calendar reminders?</b>	<b>Number</b>	<b>Percent</b>
Very useful	12	26%
Useful	12	26%
Moderately useful	4	8%
Mildly useful	4	8%
Not at all useful	3	6%
No response	12	26%
<i>Total</i>	<i>47</i>	<i>100%</i>

**Q30. If you did not find the Outlook reminders useful, please provide alternative reminder suggestions. (N = 6)**

I wasn't part of the list of writer's due to the late transition program review cycle and didn't get reminders. However, I would like to have them.

Just emails with training info that are not attached to outlook calendar.

NA (2)

No alternative would be more useful. I just didn't need them as I didn't attend training sessions.

The regular email messages by the IP secretary were sufficient.

The reminders aren't useful to me at all. I don't like how when you accept/decline the message disappears and you can no longer access the information in it. Just an email would be helpful, one where we didn't have to respond, then we can just keep the email in our inbox. What's wrong with just remembering that you have somewhere to be?

Reviewed and adopted by President's Cabinet 5/16/17