



**INSTITUTIONAL EFFECTIVENESS, SUCCESS, AND EQUITY OFFICE
INTEGRATED PLANNING SURVEY RESULTS 2017/18
(MAY 2018)**

► Background and Methodology

Following the 2017-18 program review submission deadline, the Institutional Effectiveness, Success and Equity Office, in collaboration with the Institutional Effectiveness Committee developed and administered a brief survey to assess perceptions of the College's annual integrated planning process. The Co-Chairs of the four program review committees sought to achieve the following process improvement goals in the 2017/18 academic year:

The survey was administered via email invitation to program review authors, program chairs, and managers/supervisors in March 2018. A total of 25 respondents completed the survey. The population of interest included program review authors and any program review collaborators in the program or service area. Because the specific number of collaborators is not known for each department, and the survey was disseminated by chairs to various individuals within the department, the total of potential respondents is unknown, and a response rate could not be calculated. The results of the survey are summarized below.

► Summary of Results

The survey was completed by 25 individuals across four different areas of the college which include, Administrative Services, Institutional Effectiveness, Success and Equity, Instruction, and Student Services. Among the 25 respondents, the majority (n=13) were responsible for completing and submitting, or collaborating on, a program review in 2017/18 year, with 11 submitting annual updates, and two submitting comprehensive program reviews. The remaining respondents did not indicate the type of program review they prepared in 2017/18. The vast majority (n=18) of respondents came from instruction. Respondents included 19 program review authors or collaborators, five administrators/managers, and one member of a program review and planning committee.

Program Review Templates:

- Nearly two in three respondents (n=15) indicated the program review questions facilitated meaningful reflection within their program or service area.
- The majority of respondents agreed that the instructions in the program review template were clear (n=13) and that the question format made it easy for them to understand what was needed (n=14).
- Slightly fewer (n=12) the data provided by the Institutional Effectiveness, Success, and Equity Office helped them plan for their program's future, and the same number indicated the connections between program review and resource allocation were clear.
- Fewer than half the respondents (n=11) indicated the program review template was easy to use.

Program Review and Planning Committees

- Only about one in three respondents (n=9) indicated they were satisfied with the guidance provided by their respective program review and planning committee.
- Ten of the 25 respondents indicated that program review committee representatives were able to answer their questions when they asked them. Fewer respondents (n=9) indicated they were able to find answers to their program review questions on the Cuyamaca College website. Similarly, only eight respondents indicated the College's website made it easy to find the program review-related information they were looking for.
- Fewer than half of the respondents (n=10) indicated they were highly satisfied with the support provided by the Institutional Effectiveness, Success, and Equity Office as they prepared their program review. Four respondents indicated they were dissatisfied or highly dissatisfied.

Resource Requests

- Among respondents who submitted faculty position requests, perceptions of the faculty position request form instructions were mixed, with five respondents indicating instructions were clear, and a similar number (n=4) indicating instructions were not clear.
- Perceptions of the classified position request form were slightly more positive, with four of six respondents indicating the instructions on the form were clear.
- Among those who submitted position requests, fewer than half (four of ten) indicated the criteria for prioritizing faculty and classified staffing requests were clear.
- Open-ended responses related to staffing requests were generally unfavorable and pointed to some specific needed improvements, such as:
 - Posting the request documentation earlier in the academic year so that requestors were clear on expectations and requirements well in advance of the deadline
 - More clarity in the institutional priorities related to staffing and college goals
 - More explanation of data
 - Improved connection between program review and resource requests
 - Request form format – eliminate word limits
 - Increase transparency – make Staffing Prioritization Task Force documentation easy to find on the College's website
 - Provide feedback to those requesting positions

Program Review Process

- The majority of respondents indicated the requirements for submitting resource requests were clear (n=15), and a similar number (n=14) indicated the program review timeline was clear.
- When asked about what they would change about the program review process, respondents made the following suggestions:
 - Improve the template format
 - Improving support/assistance in completing the program review
 - Support in action planning and carrying out goals set forth in the program review
 - Employ a liaison model for program review support
 - Clarify the scope of the program review
 - More clarity on expectations related to SLO assessment findings
 - Timeline for program review
 - Make program review forms and documentation available to programs and service areas earlier

- Improve access to program review resources and data and improve program review website information
- Allow for programs to share innovative efforts through program review (e.g., community service)
- Open-ended responses regarding the value of program review process referenced the following aspects of the process:
 - Learning more about their own department
 - Opportunity to reflect on prior goals
 - Having access to and analyzing program data
 - Support provided

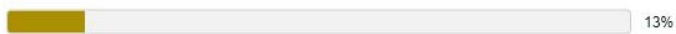
Notable Limitations and Recommendations for Future Research

The results of the survey are based on a particularly small number of respondents, of which only three respondents indicated they were a program review primary author and six others indicated they were program review collaborators. In addition, the total target population for the survey is not known, given that the survey was sent to program chairs and coordinators and student services program review authors. Many respondents provided “not applicable” responses or did not respond to specific survey items, which may indicate the respondent was unfamiliar or not involved in the program review process. This represents a significant potential limitation of the survey. Future surveys regarding the integrated planning process may focus on a specific population of respondents, such as one respondent per program or department or just program review primary authors and their respective managers.

Appendix A: Survey Instrument



Annual Integrated Planning Survey 2017/18



Welcome to the Integrated Planning Survey!

Cuyamaca 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 process for 2018/19.


To proceed with the survey, click Next.

Next


Annual Integrated Planning Survey 2017/18



1. Which of the following describes your role in relation to the program review and integrated planning processes?

Please select all that apply. 

- Program Chair or Coordinator
- Program Review Primary Author
- Program Review Collaborator (i.e., you provided input and/or helped the primary author(s) develop the program review content)
- Dean or Manager
- Other (please specify):

2. In which area do you work at the College? 

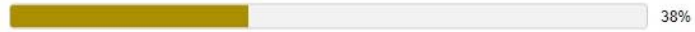
- Instruction
- Student Services
- Administrative Services
- Institutional Effectiveness, Success, and Equity
- Other (please specify):

Prev

Next



Annual Integrated Planning Survey 2017/18



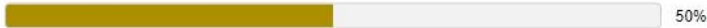
3. Did you complete an annual update or a comprehensive program review this year? 

- Annual Update
- Comprehensive

Prev

Next

Annual Integrated Planning Survey 2017/18



4. The next few questions refer to your experience with the program review templates (including both comprehensive and annual update templates).

Using the scale below, please rate your agreement with the following items. If you do not have experience with a particular item, please select "N/A."

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
The instructions in the program review template 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 program review template was easy to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program review questions facilitated meaningful reflection within my program or service area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data the Institutional Effectiveness, Success, and Equity Office 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"/>

5. How satisfied were you with the level of guidance your area's respective program review committee (e.g., IPRPC, SSSRPC, ASPRPC, EPRPC) provided?

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

Annual Integrated Planning Survey 2017/18



6. Did you submit a request for a new faculty position and/or classified staff position? Please select all that apply. 

- Yes, submitted a faculty position request
- Yes, submitted a classified position request
- No, did not submit a faculty or classified position request

Prev

Next



Annual Integrated Planning Survey 2017/18



7. The next few questions pertain to the staffing request process and the support the Staffing Prioritization Task Force provided.

Please rate your agreement with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
The Staffing Prioritization Task Force effectively communicated the process for requesting new positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructions in the Faculty Position Request Form were clear.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructions in the Classified Position Request Form were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria for prioritizing faculty and classified staffing requests were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How could the process for preparing and submitting new faculty and/or classified position requests be improved?

9. How could the process for preparing and submitting other (non-staffing) resource requests be improved?


Annual Integrated Planning Survey 2017/18



10. The next few items pertain to the communication of information about program review to the campus community, including the Cuyamaca College website.

Please rate your agreement with the following statements. 

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
The program review timeline was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The requirements for submitting resource requests were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I had questions, a program review committee representative for my respective area (instruction, student services, administrative services, or executive) 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 Cuyamaca College website.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
When preparing the program review, the Cuyamaca College website made it easy to find the resources I was looking for.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


11. How satisfied were you with the support the Institutional Effectiveness, Success, and Equity Office provided as you prepared your program review? 


- Highly dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Highly satisfied
- Not Applicable



Annual Integrated Planning Survey 2017/18



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

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

Prev

Submit

Appendix B: Data Summary Tables

Q1. Which of the following describes your role in relation to the program review and integrated planning processes?	Number	Percentage
Administrator, Dean or Manager	5	25%
Program Chair or Coordinator	8	32%
Program Review Collaborator (i.e., you provided input and/or helped the primary author(s) develop the program review content)	6	24%
Program Review Primary Author	3	12%
<i>Other:</i>	--	--
I just sit on these committees and read the documents. I also participate in creating SLOs for IMS area.	1	4%
Instructional Technology Supervisor	1	4%
Instructor	1	4%
Total	25	100%

Q2. In which area do you work at the College?	Number	Percentage
Administrative Services	1	4%
Institutional Effectiveness, Success, and Equity	1	4%
Instruction	17	68%
Student Services	5	20%
<i>Other:</i>	--	--
IMS - classified	1	4%
Total	25	100%

Q3. Did you complete an annual update or a comprehensive program review this year?	Number	Percentage
Annual Update	11	44%
Comprehensive	2	8%
No Response	12	48%
Total	25	100%

Q4: The next few questions refer to your experience with the program review templates (including both comprehensive and annual update templates). Using the scale below, please rate your agreement with the following items. If you do not have experience with a particular item, please select "N/A."

Q4.1 The instructions in the program review template were clear.	Number	Percentage	Valid Percentage
Strongly agree	2	8%	11%
Agree	11	44%	65%
Disagree	4	16%	24%
<i>Total Valid Responses</i>	<i>17</i>	<i>--</i>	<i>100%</i>
N/A	4	16%	--
No Response	4	16%	--
Total	25	100%	100%

Q4.2 The question format made it easy for me to understand what was needed.	Number	Percentage	Valid Percentage
Strongly agree	2	8%	11%
Agree	12	48%	67%
Disagree	4	16%	22%
<i>Total Valid Responses</i>	<i>18</i>	<i>--</i>	<i>100%</i>
N/A	3	12%	--
No Response	4	16%	--
Total	25	100%	100%

Q4.3 The program review template was easy to use.	Number	Percentage	Valid Percentage
Strongly agree	4	16%	22%
Agree	7	28%	39%
Disagree	5	20%	28%
Strongly disagree	2	8%	11%
<i>Total Valid Responses</i>	<i>18</i>	<i>--</i>	<i>100%</i>
N/A	3	12%	--
No Response	4	16%	--
Total	25	100%	100%

Q4.4 The program review questions facilitated meaningful reflection within my program or service area.	Number	Percentage	Valid Percentage
Strongly agree	1	4%	5%
Agree	14	56%	74%
Disagree	4	16%	21%
<i>Total Valid Responses</i>	19	--	100%
N/A	2	8%	--
No Response	4	16%	--
Total	25	100%	100%

Q4.5 The data the Institutional Effectiveness, Success, and Equity Office provided helped me plan for my program's future.	Number	Percentage	Valid Percentage
Strongly agree	6	24%	35%
Agree	6	24%	35%
Disagree	4	16%	24%
Strongly disagree	1	4%	6%
<i>Total Valid Responses</i>	17	--	100%
N/A	4	16%	--
No Response	4	16%	--
Total	25	100%	100%

Q4.6 The connections between program review and resource allocation were clear to me.	Number	Percentage	Valid Percentage
Strongly agree	5	20%	26%
Agree	7	28%	37%
Disagree	2	8%	11%
Strongly disagree	5	20%	26%
<i>Total Valid Responses</i>	19	--	100%
N/A	2	8%	--
No Response	4	16%	--
Total	25	100%	100%

Q5. How satisfied were you with the level of guidance your area's respective program review committee (e.g., IPRPC, SSPRPC, ASPRPC, EPRPC) provided?	Number	Percentage	Valid Percentage
Very satisfied	3	12%	15%
Satisfied	6	24%	30%
Neither satisfied nor dissatisfied	6	24%	30%
Dissatisfied	5	20%	25%
<i>Total Valid Responses</i>	<i>20</i>	<i>--</i>	<i>100%</i>
No Response	5	20%	--
Total	25	100%	100%

Q6. Did you submit a request for a new faculty position and/or classified staff position? Please select all that apply.	Number	Percentage
No, did not submit a faculty or classified position request	6	30%
Yes, submitted a classified position request	6	30%
Yes, submitted a faculty position request	8	40%
Total	20	100%

*This was a multiple-response item, so the total will not add up 10 the N of 25

Q7. The next few questions pertain to the staffing request process and the support the Staffing Prioritization Task Force provided. Please rate your agreement with the following statements.

Q7.1 The Staffing Prioritization Task Force effectively communicated the process for requesting new positions.	Number	Percentage	Valid Percentage
Strongly agree	2	8%	18%
Agree	3	12%	27%
Disagree	2	8%	18%
Strongly disagree	4	16%	37%
<i>Total Valid Responses</i>	<i>11</i>	<i>--</i>	<i>100%</i>
No Response	14	56%	--
Total	25	100%	100%

Q7.2 The instructions in the Faculty Position Request Form were clear.	Number	Percentage	Valid Percentage
Strongly agree	1	4%	11%
Agree	4	16%	45%
Disagree	2	8%	22%
Strongly disagree	2	8%	22%
<i>Total Valid Responses</i>	<i>9</i>	<i>--</i>	<i>100%</i>
N/A	2	8%	--
No Response	14	56%	--
Total	25	100%	100%

Q7.3 The instructions in the Classified Position Request Form were clear.	Number	Percentage	Valid Percentage
Agree	4	16%	66%
Disagree	1	4%	17%
Strongly disagree	1	4%	17%
<i>Total Valid Responses</i>	6	--	100%
N/A	5	20%	--
No Response	14	56%	--
Total	25	100%	100%

Q7.4 The criteria for prioritizing faculty and classified staffing requests were clear.	Number	Percentage	Valid Percentage
Strongly agree	1	4%	10%
Agree	3	12%	30%
Disagree	4	16%	40%
Strongly disagree	2	8%	20%
<i>Total Valid Responses</i>	10	--	100%
N/A	1	4%	--
No Response	14	56%	--
Total	25	100%	100%

Q8. How could the process for preparing and submitting new faculty and/or classified position requests be improved?

I thought this was especially clear. I appreciated the criteria rubric and aligning the criteria with the questions.

My concern is that when staffing prioritization task force ranks the positions then if the position does not get filled in the same year, the raking has to happen again the following years. Which makes it impossible for the submitted staffing requests to get hired. So for me it is like going through motions when submitting the position request, not knowing if I made a strong case for the hire or why was the position ranked the way it did.

The form was not placed online in a timely fashion and it was not clear how to fill the form out. In addition, there was no clear guidance from the Staffing Prioritization Task Force. There is nothing regarding last year's requests (comments or why the list looks the way it does) so as to help us with this year's request.

The need for quantitative data need to be either provided, explained, and the resources provided. The needs assessments for all requests should be part of the template.

The request form had word limits on each question. In reviewing all of the submissions posted, it is clear that not everyone followed these limits. We actually edited our responses to stay within the word limits. If you really have a limit, then change the template to only accept so many characters. I can see going a few words over in a question or two, but some clearly went well beyond. There are no meeting agendas or minutes posted for the Staffing Task Force. This is not a very transparent process

There needs to be a clearer form that lays out exactly how the position requests are assessed and what the larger college goals are. A quick survey-type form to see if your proposal even merits consideration might be good. It would also be good for departments to have some internal rankings where multiple disciplines have input. The process needs to be transparently more holistic, where the idea is not for disciplines to fight over limited resources, but for everyone (or at least a good set of representatives) to get together and decide where we can hire in a way that is best for the college.

This process was taken from IPRPC and given to a new committee for prioritizing the request. It is my opinion that was a mistake. Also, there is no information from the Staff Prioritization Task Force as to why one person was hired over the other. I find it hard to believe that the Staff Prioritization Task Force can make a decision without being part of the IPRPC process.

Where is the Staffing Prioritization Task Force website? Shouldn't it be on the intranet with other committees and task forces? IPRPC website is very confusing. Instruction docs say "under construction" and it's easy to miss the link to the Program Review site on the IPRPC site. Perhaps all info about program review could be on one organized page?

Q9. How could the process for preparing and submitting other (non-staffing) resource requests be improved?

I have no idea.

N/A

Tech request needs to be streamlined -- some of the info requested seemed irrelevant. Could the tech request be completed via web form? Why do we still do so many requests via pdf and word docs?

The requests should be included in the main template.

When I approach program review, I look at it as a single entity. But because each resource request goes to a different person/group, I really have to carefully write and review each submission to be sure it tells the whole story. Do the resource request groups have any knowledge of the program review, and the vision of the program as a whole? Or do they just see the individual request? If so, then why are we writing the annual reviews? Does IPRPC actually have any bearing on how resources are allocated or ranked?

10. The next few items pertain to the communication of information about program review to the campus community, including the Cuyamaca College website. Please rate your agreement with the following statements.

Q10.1 The program review timeline was clear.	Number	Percentage	Valid Percentage
Strongly agree	10	40%	63%
Agree	4	16%	25%
Disagree	1	4%	6%
Strongly disagree	1	4%	6%
<i>Total Valid Responses</i>	16	--	100%
N/A	1	4%	--
No Response	8	32%	--
Total	25	100%	100%

Q10.2 The requirements for submitting resource requests were clear.	Number	Percentage	Valid Percentage
Strongly agree	9	36%	56%
Agree	6	24%	38%
Strongly disagree	1	4%	6%
<i>Total Valid Responses</i>	16	--	100%
N/A	1	4%	--
No Response	8	32%	--
Total	25	100%	100%

Q10.3 When I had questions, a program review committee representative for my respective area (instruction, student services, administrative services, or executive) was able to answer them.	Number	Percentage	Valid Percentage
Strongly agree	8	32%	66%
Agree	2	8%	17%
Disagree	2	8%	17%
<i>Total Valid Responses</i>	12	--	100%
N/A	5	20%	--
No Response	8	32%	--
Total	25	100%	100%

Q10.4 When I had questions about my program review, I was able to find answers on the Cuyamaca College website.	Number	Percentage	Valid Percentage
Strongly agree	1	4%	7%
Agree	8	32%	57%
Disagree	5	20%	36%
<i>Total Valid Responses</i>	14	--	100%
N/A	3	12%	--
No Response	8	32%	--
Total	25	100%	100%

Q10.5 When preparing the program review, the Cuyamaca College website made it easy to find the resources I was looking for.	Number	Percentage	Valid Percentage
Strongly agree	1	4%	7%
Agree	7	28%	46%
Disagree	4	16%	27%
Strongly disagree	3	12%	20%
<i>Total Valid Responses</i>	15	--	100%
N/A	2	8%	--
No Response	8	32%	--
Total	25	100%	100%

Q11. How satisfied were you with the support the Institutional Effectiveness, Success, and Equity Office provided as you prepared your program review?	Number	Percentage	Valid Percentage
Highly satisfied	10	40%	72%
Somewhat dissatisfied	2	8%	14%
Highly dissatisfied	2	8%	14%
<i>Total Valid Responses</i>	14	--	100%
Not Applicable	2	8%	--
No Response	9	36%	--
Total	25	100%	100%

Q12. What was the most valuable aspect of this year's program review process?

**** and her team were amazing! A great help.

Having a research report done and ready for us to use was the best part of the process.

However, some errors in the data were cause for concern. IESE discovered the errors and re-ran the reports, but it was still concerning.

Having the support of **** from Institutional Effectiveness, Success, and Equity department assist me with logging in and track deck training.

I only hand in data and my dean adds it to her program review.

Learning so much about my department that I didn't know. This came from reading past program reviews.

Looking at the data for retention and student success in each course and program.

Seeing the institutional data in an easier to use format was very nice. And the form was much improved over previous years.

Talking to ****.

The aspect of this program review process for me was the team of institutional Effectiveness, Success and Equity. Without them I feel I never would have finished my program review on time. They helped to clarify the process, explain things that were unclear for me and provided the data in to my department quickly and efficiently. Thanks to **** team, they are great!

The opportunity to reflect on prior goals

The provided disaggregated data was awesome - it really helps with the focus on equity.

Q13. What would you change about this year's program review process?

Earlier due date.

Format: The format lacked flow and was very repetitive. Without the guidance from *** I would have been lost and frustrated. Self-help guidance tools were lacking. Finding help with the program review was not easy. There should be a liaison assigned to each writer so they have a person to ask all the questions to. Indications on how program review would link the issues to the different departments. It feels very much like all the work in writing about and identifying program issues is a waste if the college doesn't provide a direct link to the resources. It seems the process stops at the presentation meeting.

I know we need to do the process and evaluate programs on campus, however for Student Services this is a very busy time for us and to have this program review at this time makes it very difficult to complete on time. In addition, more attention should go to how different the categorical programs are from other programs and how the process for determining priority for new positions are unfair.

I like the changes that have been made to the template over previous year. I think we are "on the right track," though we are not there, yet. But, the process still feels overly cumbersome and futile. The feedback I have received from previous reviews has been very positive, yet nothing was "awarded," with no explanation as to why. The entire process is obviously skewed toward favoring certain disciplines (basically those that work with hard data [i.e. STEM disciplines]). There is no place in the process to address community service. Some departments provide great services to the community at large (cultural events, for example), which are virtually impossible to quantify using SLO/PLO data. This implies that these services are not important, and/or not worthy of "reward."

I would prefer that all forms, instructions, discipline research reports, etc. be posted on the Intranet under the IPRPC committee. The research reports were on the IESE webpage. I had no clue where to find that page by surfing the college website, but had to find ****'s email that had a link to the research reports every time I wanted to look something up.

If you want good program review, the forms and data need to be available in a timely manner.

Doing a good program review, even an annual update, is several whole days of work. Once the semester starts, instructional faculty are severely limited in the ability to find this time.

In the template, having an area where we can record Action Steps. This is for departments that have existing data for goals that are in progress and/or goals that have been reworded and turned into a new goal and still have existing data that should be documented. Additionally, having the exact name of each categories listed in Tract Deck included in the template as well so we know where to input the information.

Make the process more universally design, and provide college statics about program success during the beginning. I am new, so I have little information to compare processes. Overall, people were more than willing to help and I felt very supported by all...People reached out to help me.

nothing

Reorganize websites. Update instructions.

Student Learning Outcomes and Findings--I wasn't sure what exactly was expected. I ended up writing a narrative in explaining our Department's findings and how we go about improving assessments. Still, I wasn't sure that was what the Powers That Be wanted. I had already written a Comprehensive Plan a few years back, but this Update still felt like I was giving the same detailed info. I'm not sure if that's a good or bad thing. :-/

The scope of the review needs to be clarified.