

# University Planning and Analysis Self-Assessment Survey

## INSTRUCTIONS:

UPA is conducting this survey to help us better serve our campus community. Please help us by answering the following questions based on your own experiences **in your current position** at NC State.

### Part A: Compact Planning

**1. In what ways did you participate in compact planning? (If you did not participate in any way, mark 'No' for each, then skip to Part B.)**

|  | Yes                   | No                    |  |
|--|-----------------------|-----------------------|--|
| a. Negotiated a compact with a subordinate     | <input type="radio"/> | <input type="radio"/> |  |
| b. Negotiated a compact with a supervisor      | <input type="radio"/> | <input type="radio"/> |  |
| c. Drafted a compact plan                      | <input type="radio"/> | <input type="radio"/> |  |
| d. Contributed ideas to my unit's compact plan | <input type="radio"/> | <input type="radio"/> |  |
| e. Other (please specify)                      | <input type="radio"/> | <input type="radio"/> |  |

**2. Please evaluate the following components of compact planning.**

|                                       | Excellent             | Good                  | Fair                  | Poor                  |
|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Your understanding of the process  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Clarity of instructions            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Use of performance measures        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Schedule                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Quality of negotiation meetings    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Usefulness of final compact to you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**3. How would you improve the compact planning process at NC State?**

### Part B: UPA Routine Reports

**2. Please rate each UPA report listed below on the following three dimensions: relevance to your work, intelligibility, and timeliness. If you are not familiar with a report, mark the first column and do not rate it on any of the dimensions. (If mark that you are you accidentally rate a report on any of the**

| REPORT                              | UNFAMILIAR WITH       | RELEVANCE             |                       |                       |                       | INTELLIGIBILITY       |                       |                       |                       | TIMELINESS            |                       |                       |      |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
|                                     |                       | Excellent             | Good                  | Fair                  | Poor                  | Excellent             | Good                  | Fair                  | Poor                  | Excellent             | Good                  | Fair                  | Poor |
| a. Fast Facts                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| b. Integrated Departmental Profiles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| c. Admissions Status Report         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| d. Preliminary Enrollment           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |

Reports

|                                  |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| e. Final Fall Enrollment Reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. UPdAtes:                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Suspension, Graduation Rates  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Credit Hour Report            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Degrees Conferred Report      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**RELEVANCE**

**INTELLIGIBILITY**

**TIMELINESS**

| REPORT (continued)                       | UNFAMILIAR WITH       | RELEVANCE             |                       |                       |                       | INTELLIGIBILITY       |                       |                       |                       | TIMELINESS            |                       |                       |      |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
|  |                       | Excellent             | Good                  | Fair                  | Poor                  | Excellent             | Good                  | Fair                  | Poor                  | Excellent             | Good                  | Fair                  | Poor |
| j. Faculty/Staff Headcount               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| k. Compact Planning Performance Measures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| l. University Peer Comparisons           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| m. First Year Student Survey             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| n. Entering Transfer Student Survey      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| o. Sophomore Survey                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| p. Graduating Senior Survey              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| q. Baccalaureate Alumni Survey           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |
| r. Employer Survey                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |      |

**2. Are there any reports that you need that we do not currently provide? If so, please list.**

**Part C: UPA Assistance**

**1. UPA staff are charged with helping administrators, faculty and students across campus by providing and analyzing data, by supporting units with planning and assessment, and assisting with preparation of mandated reports. Overall, how would you evaluate UPA's responsiveness to your needs?**

- Excellent    Good    Fair    Poor    Don't Know

**2. Over the past 3 years (or since you have been in your current position, if that is less than 3 years) how often have you asked UPA for assistance with the following kinds of tasks?**

|  | Never                 | Once a semester or less | More than once a semester |
|--|-----------------------|-------------------------|---------------------------|
| a. Unpublished data, analyses and interpretation | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     |
| b. Compact planning                              | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     |
| c. Enrollment planning                           | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     |
| d. Assessment                                    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>     |

- e. Developing your own surveys
- f. Preparing externally mandated reports

**3. Please rate UPA's assistance with each task on the following three dimensions: intelligibility, timeliness, and the format in which the information was provided to you (e.g., paper, web, SAS data set, spreadsheet, etc.). If you have never requested assistance with a task, mark the first column and do not rate it on any of the dimensions.**

| TASK   | INTELLIGIBILITY       |                       |                       |                       | TIMELINESS            |                       |                       |                       | FORMAT                |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  | NEVER REQUESTED       | Excellent             | Good                  | Fair                  | Poor                  | Excellent             | Good                  | Fair                  | Poor                  | Excellent             | Good                  | Fair                  | Poor                  |
| a. Unpublished data, analysis and interpretation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Compact planning                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Enrollment planning                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Assessment                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Developing your own surveys                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Preparing mandated reports                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**4. How can UPA improve its services to you and the campus community?.**

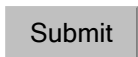
**Part D: Who are you?**

Finally, we would like to know who you are...

Your name:

**Thank you for your time and assistance!**

**When you are satisfied with all your answers on this page, hit the SUBMIT button to submit your survey.**



**If you do not see a "Thank you" message after you hit SUBMIT, your survey results were not saved.** You can SUBMIT again, re-enter your answers at another time, or let us know about the problem at (919) 515-4184 or [studentsurveys@ncsu.edu](mailto:studentsurveys@ncsu.edu).