

INSTRUCTIONAL PROGRAM REVIEW WRITER FEEDBACK 2015/16 CYCLE I

*Prepared by:
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Institutional Effectiveness*

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OFFICE OF INSTITUTIONAL EFFECTIVENESS

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Purpose

SDCE Program Review Committee (PRC) expressed the intent to make significant revisions to both administrative and instructional program review content and processes in the coming years, and asked the Office of Institutional Effectiveness (OIE) to conduct a study that would provide a forum for instructional program review writers to provide constructive feedback about challenges encountered in the program review process and suggestions for how to improve content and processes moving forward. Feedback will assist the committee in making writer-informed decisions as they navigate the revision process.

Methodology

The OIE designed a survey instrument in conjunction with the PRC in November and December of 2016. The survey instrument provided a series of structured and unstructured questions designed to gain both quantitative (structured, numeric) and qualitative (open-ended comments) feedback. The survey instrument contained a statement of the seven goals of Program Review, and then addressed the following:

- 1) Effectiveness of PR processes in stimulating actions and planning
- 2) Suggestions to improve the annual requirements and assistance tools
- 3) Satisfaction with assistance tools and committee response to questions
- 4) Sufficiency of allotted time
- 5) Author roles and faculty engagement

OIE conducted online survey data collection in December and January with an extended four-week timeline for response (12/13/2016-1/12/2017) due to SDCE's winter break. Fifty-one faculty and deans who had been identified as participating in Program Review were emailed survey invitations and reminders. A total of 24 surveys were completed (47% response rate).

Preliminary feedback and suggestions were reported to the committee in early February 2017 and informed the PRC's initial plan for the revision process. A preliminary report of the survey findings and the initial plan were available to instructional faculty and deans. A meeting that was open to all faculty and deans was later conducted in mid-February to gain additional feedback that may not have been originally collected in the Program Review Writer Feedback survey. This final report provides a summary of the overall findings, survey response tables and charts, as well as verbatim respondent comments¹ grouped into themes when possible. Information from both the online survey and the feedback meeting are included.

¹ Personal names are redacted in verbatim respondent comments.

Summary of the Findings

Effectiveness of the program review process in stimulating action/planning

- Respondents had an overall positive perception of program review as contributing to overall growth in understanding their program, with an 83% effectiveness rating.
- Seventy percent or more of respondents felt program review was somewhat or very effective in stimulating the following:
 - Use of information to support accreditation (75%)
 - Growth in understanding their program goals and plans in relation to institutional goals (75%)
 - Planning the future of their programs (73%)
 - Focus on student learning outcomes (71%)
- About two thirds of respondents felt program review stimulated actions by faculty in support of program quality (67%), as well as meaningful conversations about program quality and future (67% each).
- Respondents rated program review as less effective in stimulating the following:
 - Use of labor market information for program planning and direction (50%)
 - Use of evidence to analyze program quality (58%)
 - Actions by program managers in support of program quality (58%)

Satisfaction with assistance tools

- Overall, there was a higher level of dissatisfaction than satisfaction with the tools provided. The rate of dissatisfaction for the LMI webinar/in-person trainings, the Summary Rubric, and various sections of the Guidelines & Procedures Manual ranged between 40% and 43% dissatisfied. Another 20% to 32% of the respondents felt relatively middle-of-the-road in their rating of neither satisfied nor dissatisfied.
- As discussed in the mid-February meeting, the Summary Rubric created concern among some faculty who perceived it as a grading mechanism. Others, however, found it helpful and perceived it as a source of feedback.

Suggestions to improve/add new assistance tools and improve annual requirements

- Respondents focused most often on the provision of more data and better measurements, more clarity/explanation about the process, more or revised training opportunities, and the opportunities/ability to ask questions and provide feedback.
- Although it was not the opinion of the majority, some respondents believed that pulling LMI data should not have been their responsibility. Others felt LMI data was not relevant to their programs or that the LMI data was inaccurate.

“So, so time consuming and inaccurate; LMI data should have been supplied to departments.”
- There was a call to simplify the template. Some felt it was too long and somewhat redundant in that there were many questions that were too similar to each.

“the questions seemed to have a lot of overlap and redundancy. Many questions were repeated in very slight versions that seemed that we were answering the same question over and over. I would like you to consider reflecting on the questions that you have written.”

Note. Percentages are based upon response counts. Combined rating categories (e.g. 83% effective) may differ from uncombined categories (e.g. 42% very effective and 42% somewhat effective) due to standard rounding error.

- Not having enough time, training, and support were recurring themes. Many expressed a willingness to take the review process seriously, but need more training and time to be able to use the program review process in a meaningful way. This subject was brought up again in the mid-February meeting, when it was mentioned that the issue was not a lack of interest from faculty, but a great need for additional support. *“HELP!!!!!!!!!!!!!! This was a source of great concern. I think LMI data should be developed with assistance from the institution. I know there are monies and plans for more training but I am concerned that there will still be a lack of support and also a lack of trained and interested teachers from my department. I understand it is here to stay and each department needs to get good at doing LMI, but for most faculty the connect between LMI and what they are teaching is just now beginning[sic] to be understood.”*
- Some expressed concerns with the lack of clarity in terms of expectations. They did not know how their responses would be evaluated or what the effect on their programs might be. Based on the mid-February meeting, part of this concern came from misunderstanding regarding the purpose of the Summary Rubric. *“there is a lack of clarity around expectations and the utility of the results.”*

Satisfaction with committee response to writer questions

- Satisfaction ratings varied quite extensively among the 16 respondents who replied to the questions. The majority were neither satisfied nor dissatisfied that their questions were sufficiently answered (44%) or addressed in a timely manner (38%), with remaining respondents split relatively evenly on opposite sides of the spectrum. Twenty-six percent reported their questions were sufficiently answered, while 31% did not. Thirty-one percent noted that their questions were addressed in a timely manner, with the same percentage of respondents (31%) reporting they had the opposite experience.
- When asked to comment on any satisfaction/dissatisfaction with committee responses, many of the comments received were unrelated to having asked questions of the committee. However, a few respondents noted they did not know who to direct their questions or concerns to, while a few others noted they experienced difficulty obtaining additional data or getting clear responses. Additionally, a few comments included positive feedback about the committee’s response to their questions.

Faculty Authoring Roles and Engagement

- Just 11% of respondents reported authoring all of the review, while 89% reported authoring part of the review or other/combination of roles.
- Most respondents reported they engaged with other faculty in the process (85%), with the remaining (15%) reporting they worked alone but tried to engage other faculty. Even so, there was some concern expressed about lack of release time that might lead to reviews written in isolation. *“...if the goal is to have meaningful conversations about quality of the program, release time must be provided for faculty - otherwise the program review is written in isolation.”*

Sufficiency of Allotted Time

- Four out of five respondents (81%) reported that not enough time was given to complete the review. Some respondents noted that they were not informed about their program review role/responsibility in a timely manner, thus reducing the total time they had to complete the review. Some also commented that requirements were too long to enable completion within the given timeframe.

Note. Percentages are based upon response counts. Combined rating categories (e.g. 83% effective) may differ from uncombined categories (e.g. 42% very effective and 42% somewhat effective) due to standard rounding error.

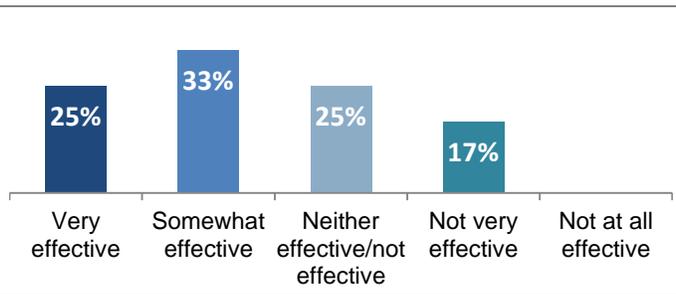
Feedback Survey Results

Effectiveness of Program Review Process in Stimulating Action/Planning

Please rate how effective you believe the program review process was/will be in stimulating the following for your program:

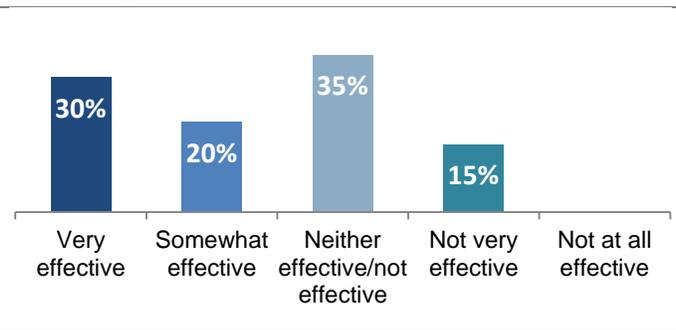
Use of evidence to analyze program quality

Response	Count	Percent
Very effective	6	25%
Somewhat effective	8	33%
Neither effective/not effective	6	25%
Not very effective	4	17%
Not at all effective	0	0%
Total	24	100%



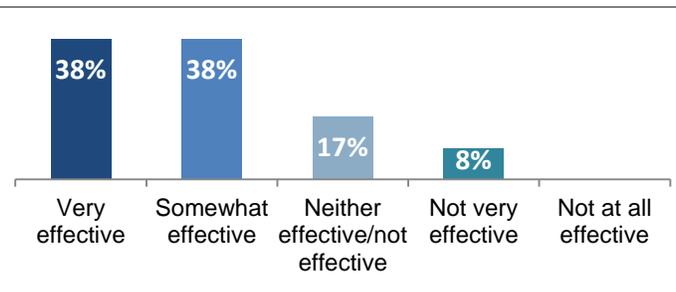
Use of labor market information for program planning and direction

Response	Count	Percent
Very effective	6	30%
Somewhat effective	4	20%
Neither effective/not effective	7	35%
Not very effective	3	15%
Not at all effective	0	0%
Total	20	100%
N/A	4	



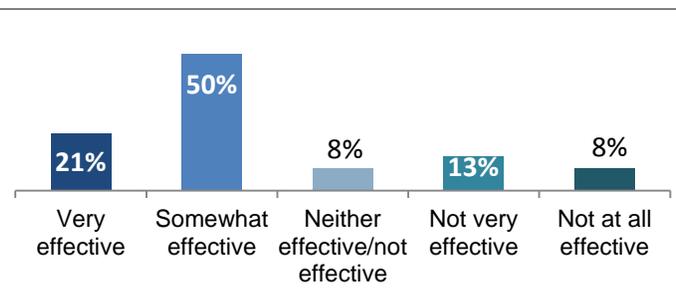
Use of information to support accreditation

Response	Count	Percent
Very effective	9	38%
Somewhat effective	9	38%
Neither effective/not effective	4	17%
Not very effective	2	8%
Not at all effective	0	0%
Total	24	100%



Focus on student learning outcomes

Response	Count	Percent
Very effective	5	21%
Somewhat effective	12	50%
Neither effective/not effective	2	8%
Not very effective	3	13%
Not at all effective	2	8%
Total	24	100%

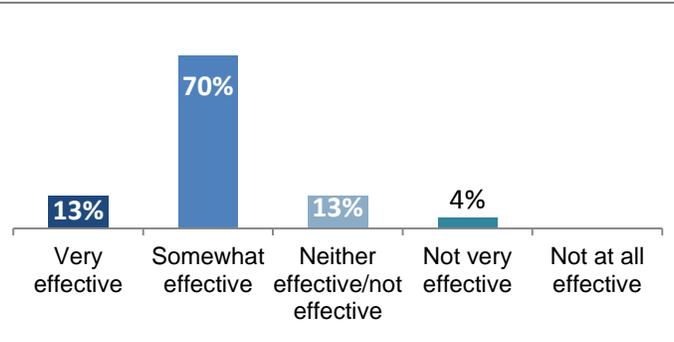


Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

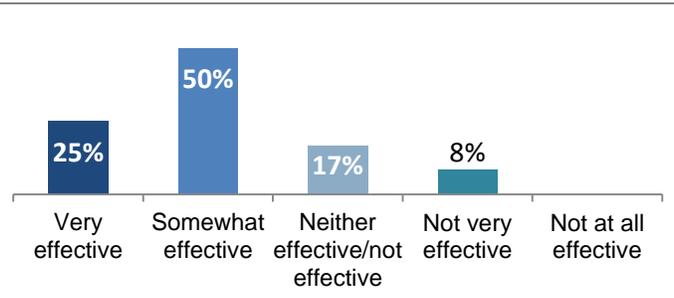
Overall growth in understanding your program(s)

Response	Count	Percent
Very effective	3	13%
Somewhat effective	16	70%
Neither effective/not effective	3	13%
Not very effective	1	4%
Not at all effective	0	0%
Total	23	100%
No Response	1	



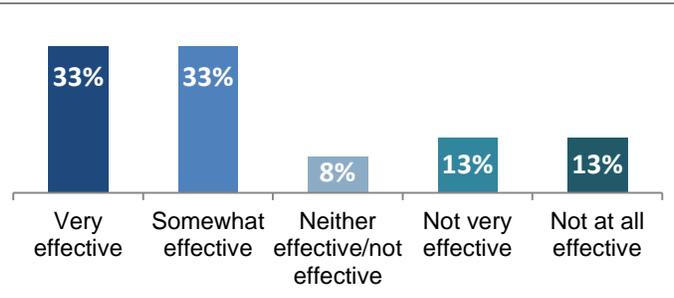
Growth in understanding your program goals and plans in relation to institutional goals

Response	Count	Percent
Very effective	6	25%
Somewhat effective	12	50%
Neither effective/not effective	4	17%
Not very effective	2	8%
Not at all effective	0	0%
Total	24	100%



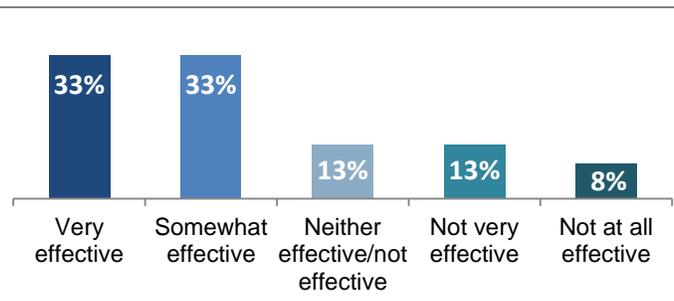
Meaningful conversations about program quality

Response	Count	Percent
Very effective	8	33%
Somewhat effective	8	33%
Neither effective/not effective	2	8%
Not very effective	3	13%
Not at all effective	3	13%
Total	24	100%



Meaningful conversations about program future

Response	Count	Percent
Very effective	8	33%
Somewhat effective	8	33%
Neither effective/not effective	3	13%
Not very effective	3	13%
Not at all effective	2	8%
Total	24	100%

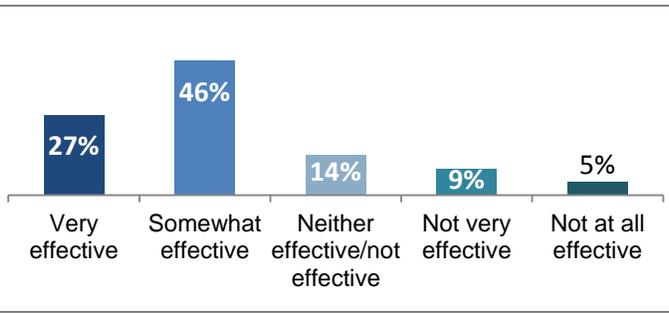


Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

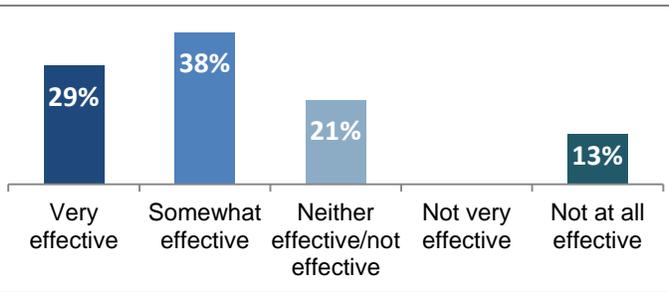
Planning the future of your program(s)

Response	Count	Percent
Very effective	6	27%
Somewhat effective	10	46%
Neither effective/not effective	3	14%
Not very effective	2	9%
Not at all effective	1	5%
Total	22	100%
No Response	2	



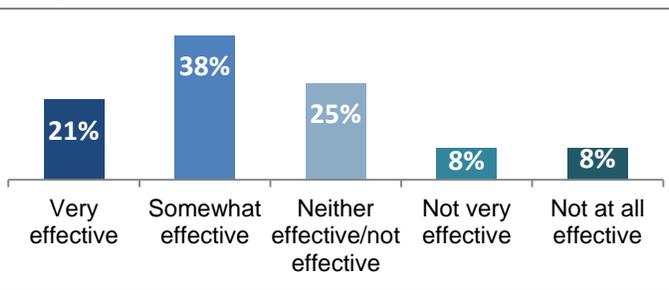
Actions by faculty in support of program quality

Response	Count	Percent
Very effective	7	29%
Somewhat effective	9	38%
Neither effective/not effective	5	21%
Not very effective	0	0%
Not at all effective	3	13%
Total	24	100%



Actions by dean/VPI in support of program quality

Response	Count	Percent
Very effective	5	21%
Somewhat effective	9	38%
Neither effective/not effective	6	25%
Not very effective	2	8%
Not at all effective	2	8%
Total	24	100%

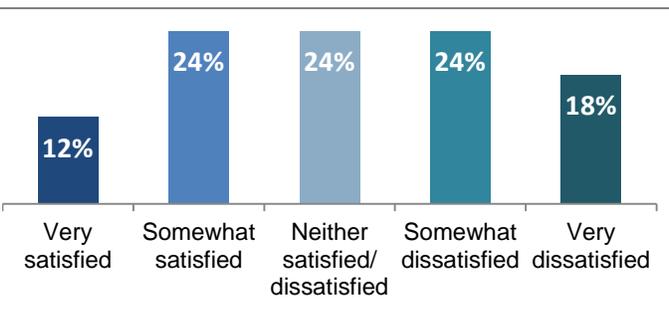


Satisfaction with Assistance Tools

How satisfied are you with the following tools created to assist writers in completing their program reviews:

Webinar/in-person trainings

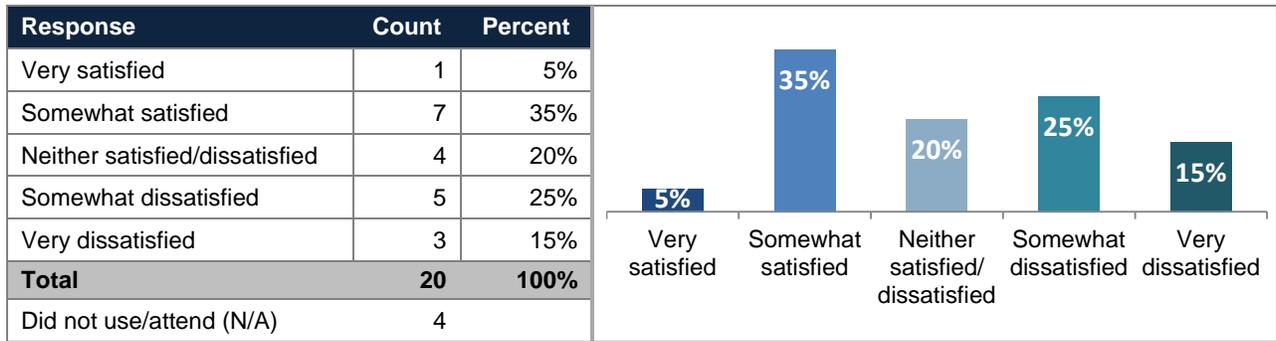
Response	Count	Percent
Very satisfied	2	12%
Somewhat satisfied	4	24%
Neither satisfied/dissatisfied	4	24%
Somewhat dissatisfied	4	24%
Very dissatisfied	3	18%
Total	17	100%
Did not use/attend (N/A)	7	



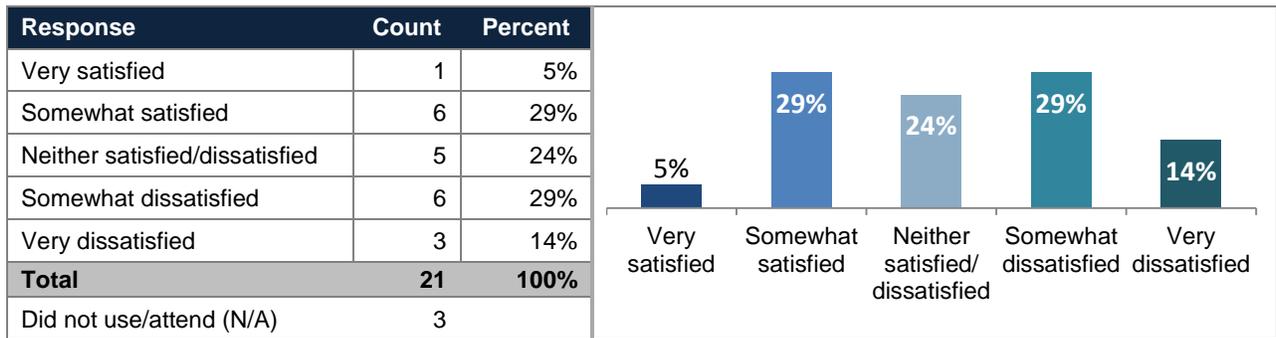
Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

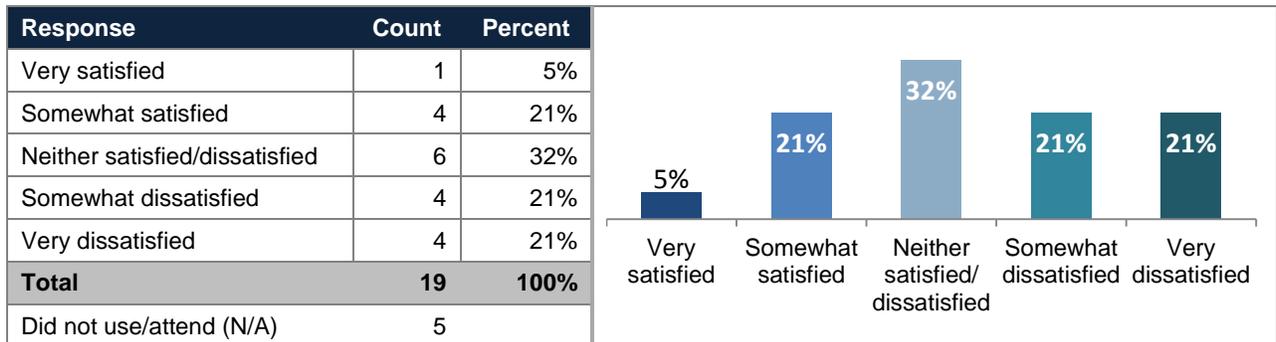
Summary Rubric (Form D)



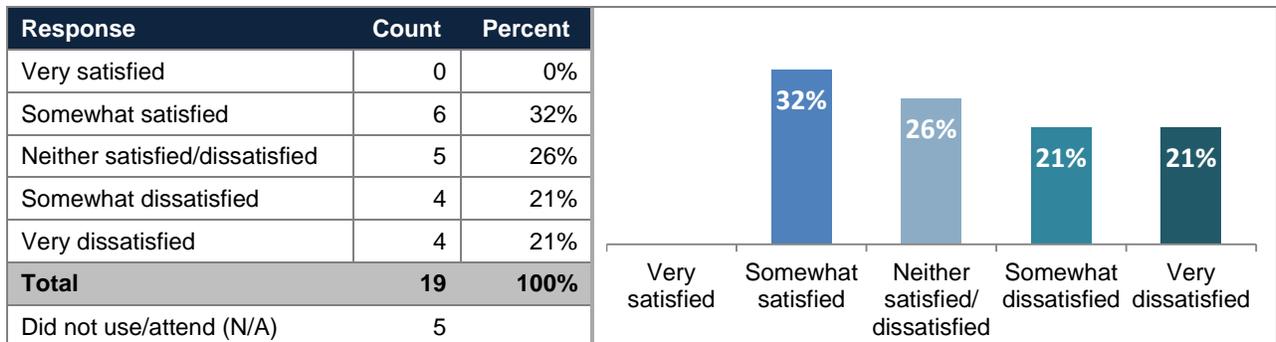
Guidelines & Procedures Manual: Overall



Guidelines & Procedures Manual: Explanation of Terms Section



Guidelines & Procedures Manual: Sample Action Plan Template



Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Suggestions to Improve/Add New Assistance Tools and to Improve Annual Requirements

What are your suggestions for improvements to any of the existing program review assistance tools, or suggestions for new program review assistance tools?

Responses (continued on next page)	Better measurements	Training opportunities	Providing tools and information	Opportunity to ask questions and provide feedback	Engaging more people	Time
1. Tools are the not the issues; Don't need webinar from IE, NEED IE office to prepare all the labor market data. It is not the responsibility of faculty to do this--we were told that is the purpose of Institutional Effectiveness. And then analyzing the data. As to tools--Rubric--no explanation ahead of time was given as to how a department would be ranked on your program review submittal, what was the criteria. How can you expect appropriate input if you don't define what input is expected, and in what detail?	✓	✓	✓			
2. The Office of Institutional Effectiveness needs to understand that most faculty are not researchers. This document is cumbersome and requires faculty to speculate on things like why attendance and completions have declined. There should be a primer for non-research folks on what the office is looking for in terms of program review narration. The review for my department was written by one faculty member as it was nearly impossible to convene a meeting with others to make this document more robust. With the prevalence of adjunct faculty in most departments, and the fact that contract faculty cannot be obligated to participate in program review, the document becomes ineffective for program planning in any meaningful way.	✓		✓		✓	
3. Not all pertinent data was provided. When faculty asked for additional data some was provided and some was not. We were asked WHY we wanted it, and WHAT we were planning to do with it. This information should be transparent and easily accessible. Administration should be more helpful in the Program Review process. Not all the right questions were asked. There were questions about facilities and technology, but noting about personal space infrastructure or satisfaction with available resources. Program success depends a great deal upon faculty satisfaction with (personal and everyday) resources and administrative support. I don't recall having an opportunity to address these needs or shortcomings.	✓			✓		
4. I would like to see these goals revisited and discussed throughout the year to help us work together to improve student learning.	✓			✓		
5. Simplify the template, one question on SLO's, one or 2 questions at most for the topics. Checkoff similar to this survey would give more quantitative analysis. Also feedback to every staff and faculty about the improvements, pilot programs and needs that are common throughout continuing education.	✓			✓		
6. I had limited involvement in writing program review - However, I did see the prompts, and some were hard to interpret or differentiate between one or another aspect. Also, if the goal is to have meaningful conversations about quality of the program, release time must be provided for faculty - otherwise the program review is written in isolation.	✓				✓	✓

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

2015/16 Cycle I Instructional Program Review Writer Feedback Survey

Responses (continued)	Better measurements	Training opportunities	Providing tools and information	Opportunity to ask questions and provide feedback	Engaging more people	Time
7. develop meaningful measures, and build in flexibility in process. Not all programs are alike.	✓					
8. Share other programs reviews, engage more people on the program review committee, provide more forums for learning how to pull the LMI data, group sharing about valuable practices.		✓	✓	✓	✓	
9. Provide LMI data rather than requiring instructors to look it up on supply and demand tables; more opportunity for hand-on work sessions-opportunity to ask questions		✓	✓	✓		
10. More time and training		✓				✓
11. The in-person trainings are the most effective, in my opinion. Having someone walk through the experience with you is really helpful.		✓				
12. Training is needed for all areas.		✓				
13. First, the question regarding the dean and VPI should be separated into two. The VPI was participated in the process, my dean did not. I do understand this was somewhat of a difficult process for all involved because of new requirements and the earlier timeline. As program chair, I have received a critical remark that faculty were not involved earlier in the process. For my department, I have singularly completed the program review by myself for at least five year. Last year, I had the faculty involved in a limited way. This year I requested assistance and mostly adjunct faculty contributed the most. Whatever tools are needed, I suggest that they be developed as early as possible. Kudos to *** for doing something new and innovative. Perhaps more top down information on the DL could be helpful with informing all of this process.			✓		✓	✓
14. The manuals, explanation of terms. sample action plan template, and procedures manual need to be to be given to all instructors !!!!!!! Otherwise, we are working blind.			✓			
15. Overall there needs to be better planning and infrastructure. In the future, there has to be better planning and infrastructure, this will allow for a more comprehensive analysis of programs and future planning.						
Missing (9)						
TOTAL	7	6	6	5	4	3

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Some areas of program review may have been more challenging than others. If you have suggestions for how to improve annual program review requirements (Form A) in a specific area, please comment below.

Quantitative Data (Form A, Sections A & B; OIE Data tables; Financial data table):

Responses	More clarity/ explanation	Provide more training	Need more/better data	Redundancy
1. Training, training and more training. The data is not accurate for my department and I really don't know where to go with that.	✓	✓	✓	
2. This has been primarily done by the Dean in the past. Faculty should know the data and how to interpret it. This should be a workshop provided to faculty 6 months before the report is due to adequately create comparative data and analyze it.	✓	✓		
3. Confusing	✓			
4. explanation needed	✓			
5. questions should be easy to answer, not required an explanation to understand the questions.	✓			
6. Continue in person trainings		✓		
7. We just needs more training and support.		✓		
8. Make more data available and/or tell us where we can find it. It would be nice if more information (data) was posted on the website of in folders that faculty could access. Much of the information was redundant; the same questions were asked too many times, even though they were asked for different reasons or for different perspectives, they might have been combined more effectively to reduce repetition of efforts.			✓	✓
9. Form A, A1 and B1 seemed like similar questions; drop one. The statistics with percentage should have been provided; Program/CE overall			✓	✓
10. Unable to clearly answer some questions due lack of knowledge of budget and other programs; provide a copy of the prior years PR was a reference tool.			✓	
11. Combine sections A & B				✓
12. I participated with Marie Foster in the LMI demand and supply statistics gathering. I was not involved with the rest.				
13. no comment				
Missing (11)				
TOTAL	5	4	4	3

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Description of Program/Discipline (Form A, Section C):

Responses	More clarity/ better questions	Simplify	Training
1. First part was all SLOs, which had just been done for Accreditation--should not have been in an annual program review. There were no instructions as to how all this data will be analyzed to provide a review of the quality of the program.	✓	✓	
2. SLO's- limit to 1 question, drop question 6, combine #10 and 11, #14 Assessment-simplify to one part, #15 explain, #16 simplify to one part	✓	✓	
3. Difficult to understand	✓		
4. Examples from other departments would be helpful	✓		
5. I don't think these questions were especially effective for gathering reliable information that might lead to institutional change.	✓		
6. Need more training and support.			✓
7. no comment			
Missing (17)			
TOTAL	5	2	1

LMI Summary for CTE programs (Form A, Section D):

Responses	Support/ training needed	Limits of data	Data should be provided	Stressful for writers
1. I heard from some program chairs that this task was daunting because they wanted to do a good job interpreting the data but didn't feel prepared to do it will and therefore feared negative consequences for students. I saw a lot of hardworking, passionate people feeling stressed out by this section.	✓			✓
2. HELP!!!!!!!!!!!!!! This was a source of great concern. I think LMI data should be developed with assistance from the institution. I know there are monies and plans for more training but I am concerned that there will still be a lack of support and also a lack of trained and interested teachers from my department. I understand it is here to stay and each department needs to get good at doing LMI, but for most faculty the connect between LMI and what they are teaching is just now beginning to be understood.	✓			✓
3. Need more training and support.	✓			
4. Continue in person trainings	✓			
5. Training on data extraction and analysis	✓			
6. So, so time consuming and inaccurate; LMI data should have been supplied to departments.		✓	✓	
7. Data is limited		✓		
8. the LMI data did not include small businesses and thus skewed the available data for job opportunities for our students		✓		
9. have this provided then analyzed by Institutional Effectiveness with program chair and dean			✓	
10. Provide LMI data			✓	
11. does not apply to many programs				
12. N/A				
13. no comment				
Missing (11)				
TOTAL	5	3	3	2

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

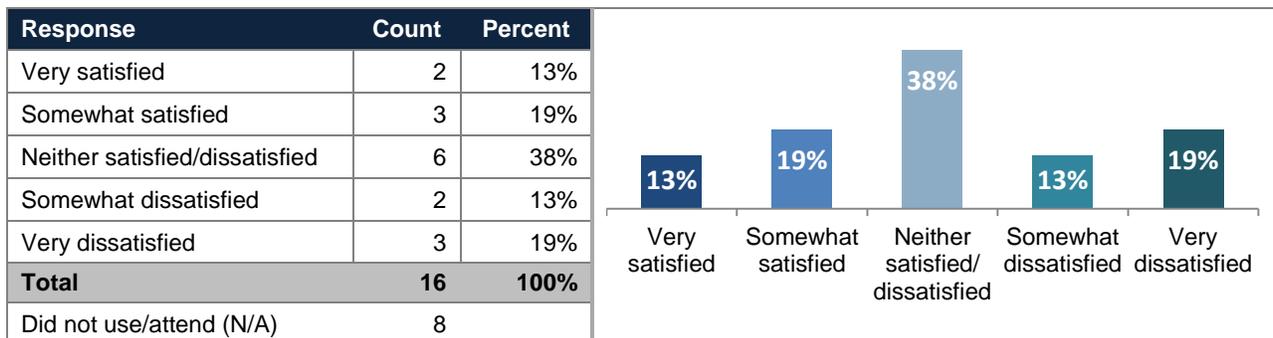
Request for resources (Form A, Sections E-H):

Responses	More clarity, training, support, and information	Section requires more time to respond	Section is important/Need more sections like this
1. This was the first time for this section and this needed some training and it is a section that needs more time to prepare. For example, if you need to order a lap top for example, it would be best to get an actual quote. I only estimated costs as best I could in the time allowed. This is a big project to complete this section correctly.	✓	✓	
2. Difficult for new people in the process to get information. Requests were denied for pertinent information.	✓		
3. Need more training and support.	✓		
4. again , confusing on the format and what justifies what	✓		
5. Unable to clearly answer some questions due lack of knowledge of budget and other programs needs/plans	✓		
6. by the time faculty got to this point, they often did not write up what resources they needed. It was rushed. After initial committee review, this should go back to programs to adequately update their required resources.		✓	
7. Great addition-makes department think of the program in the future; what will they needs be as we grow.			✓
8. More sections like this would be helpful. This section gave faculty an opportunity to express and justify program needs. Personal needs of the faculty should be included and given equal consideration. Faculty are our lifeline to the students. Every effort should be taken to solicit and address the professional needs of the faculty, in order to provide the most effective and efficient work environment for them (not just a safe and welcoming environment for students). Faculty spend a great deal of their time doing paperwork in multiple formats, in travel to multiple campuses (and/or off-site venues), accessing or waiting to use (often broken) office equipment, and sharing limited resources. They want to spend their time on educating and making their students' lives better. Some feel as if office work has been taken from classified staff and added to their workload, when they really just want to develop excellent curriculum and teach. Allowing faculty to provide more (positive) input on their day-to-day professional needs would be appreciated.			✓
9. no comment			
Missing (15)			
TOTAL	5	2	2

Satisfaction with Committee Response to Writer Questions

If you had questions for the program review committee while completing your review, please rate your agreement or disagreement with the following items:

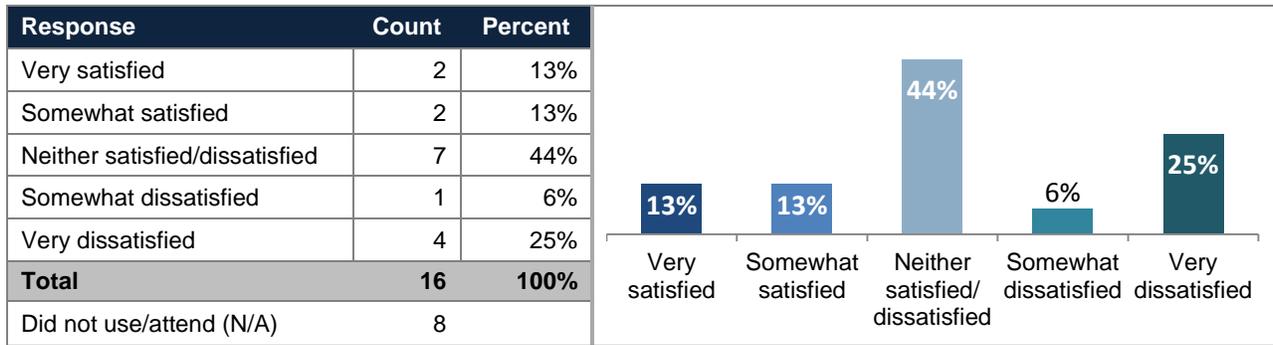
My questions were addressed in a timely manner



Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

My questions were sufficiently answered



Please comment on any satisfaction or dissatisfaction with how the program review committee addressed/answered your questions:

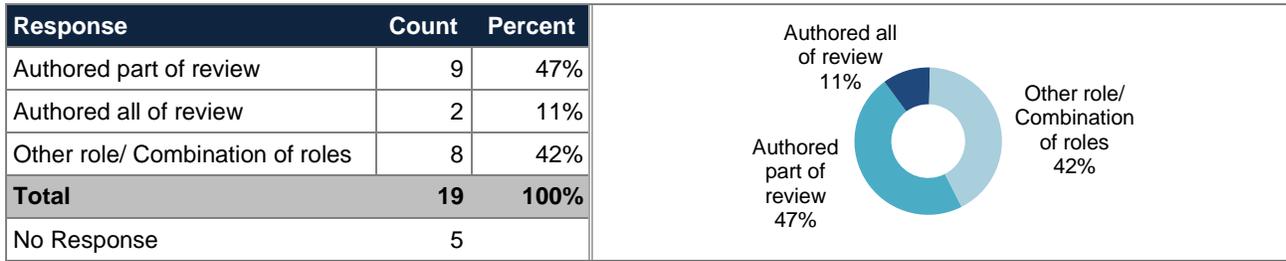
Responses	Difficulty reaching the right people for answers, information, other types of assistance	Dissatisfaction with answers/information received	Positive feedback	Other suggestions/miscellaneous
1. I asked for additional data and had to email more than 10 people (faculty and admin) to finally get part of what I asked for. The rest I never received and only received a response after my Program Review was turned in. The response I did receive was: Why do you want this information? I explained, but still did not receive the information I asked for.	✓	✓		
2. Program Review was very hurried and disconnected, it was difficult to get consistent answers. There were mixed messages being shared.	✓	✓		
3. Minimal time was given for completion of each of the department's program review, with several new sections added that were unknown, complicated, and required a significant amount of time. Time would not be extended and adequate assistance was not provided. How can you rate a program's effort when minimal assistance was given to effectively accomplish the task.				✓
4. Too much asked for in program review. Question 1 and Question 2 seemed redundant. SLO questions were redundant. More is not better. Simpler is easier to use in the future and truly make it a tool. Financial analysis, program size, and awards were good info but much of the Statistics were inaccurate. One course may have 2-3 crns or two TOP codes in one program. Colleges offering same program not on LMI.				✓
5. need models of how to complete the data in form A. lots of work when we could just attach our data sheets.				✓
6. The training was too short and not favorable for any real understanding of how to use the data adequately to plan for program needs and growth.				✓
7. Well, I am program chair and I don't know the names of those on program review committee. With respect to ***, I have received help from her and appreciate her willingness to assist.	✓		✓	
8. there is a lack of clarity around expectations and the utility of the results				✓
9. PR committee (** and **) were very good at answering questions and providing information.			✓	
Missing (15)				
TOTAL	3	2	2	5

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Faculty Authoring Roles and Engagement

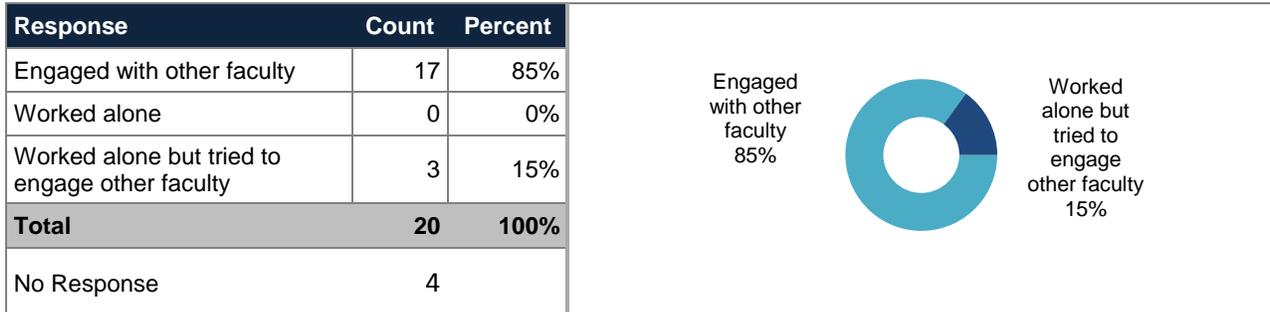
What was your role in the completion of your program’s review?



Other roles(s), please specify:

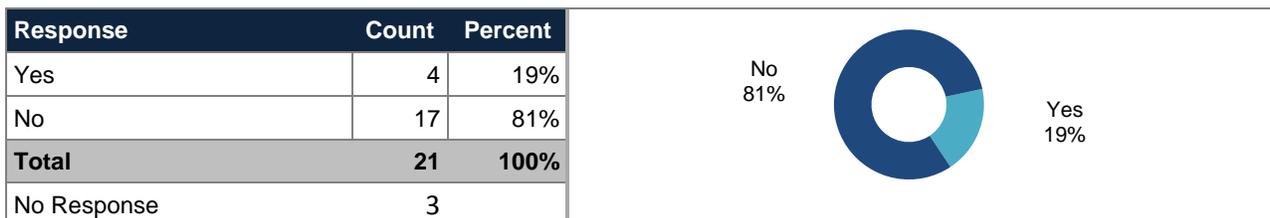
Responses
1. assisted the authors
2. Assisted program chair by contributing ideas to the review.
3. Assisted Program Chair in the review
4. Authored part of review--prepared all program data charts (Form A) for all 10 of the programs in CTE. Worked to help faculty in all 10 programs with the Labor Market Data when training only left them further confused. More needed to be done to help fill in the vacant sections but faculty and I ran out of time due to constrained time provided for a lengthy process.
5. Faculty discussions and editing
6. I participated with Marie Foster in the LMI demand and supply statistics gathering. I was not involved with the rest.
7. Participated in faculty meetings to review documents to be submitted to the Program Review Officers
8. Yes, I wrote the narrative, had a faculty meeting and 10 faculty reviewed it line by line. The best LMI and supply and demand information was provided by adjunct faculty with experience in these areas.
Missing (16)

Did you work alone or engage with other faculty?



Sufficiency of Allotted Time

Was the time allotted to complete the review sufficient (Distributed Oct. 14 – Due Dec. 9)?



Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Continued – If no, please describe why:

Responses	Last-minute/ not enough time was given	Too long/ expanded	Need more support/ training to complete on time	Poor communi- cation	It was my first time
1. The additional LMI data requirements. Teachers need additional training on how to analyze and interpret data in order to inform future programming.	✓	✓	✓		
2. Research used up to 6 months in gathering data for all the programs, augmenting the program review process significantly (went from 3 pages to 12 pages). Yet faculty were given less than 25 days to complete.	✓	✓			
3. I know our program chair put in a lot of unpaid overtime to finish the document.	✓	✓			
4. Time was too short, not enough training and support.	✓		✓		
5. May have been distributed 10/14 but it was not assigned to me and another colleague until 3 weeks before the due date (week before thanksgiving holiday); felt rushed and pressured to complete it	✓			✓	
6. The discipline found out about it, in the beginning of December. At least, I was not informed of the depth of this review earlier.	✓			✓	
7. The timeline and mixed messaging from administration only increased programs opportunities for fall short	✓			✓	
8. We did not hear about it until the last minutes and did not really have a chance to reflect on our answers.	✓			✓	
9. It was due earlier this year than before. It would help to have more time since we have a week off in the middle of the time frame.	✓				
10. Our meetings were last minute meetings, there was not enough time to see all in detail.	✓				
11. We didn't get till the 2nd or 3rd week of november	✓				
12. Yes, but since this was my first time being responsible for the review, I had no idea that it would actually take as long as it did. More faculty training opportunities would be helpful. The only training opportunities I saw, were for LMI reporting. I attended those, but would have appreciated training on data analysis and format.		✓	✓		✓
13. The program review was too long. Going back to question #7, most faculty was involved in discussion of questions, but there were 2 authors. Program Review template is too long and too much narrative, it will not be handy to use and no one wants to read that much!!		✓			
14. No, because of the LMI and the Finance section.		✓			
15. No, because they changed what they wanted		✓			
16. For some one that has never done a program review and no training its not enough .			✓		✓
17. Because necessary data was not forthcoming			✓		
Missing (7)					
TOTAL	11	7	5	4	2

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Additional Suggestions

Do you have any additional suggestions for the Program Review Committee?

Responses	More transparency/ clear expectations	Revise template	Need more support and training
1. Administration must be more authentically transparent and open to suggestions if participatory governance is authentically desired. Words and actions must be aligned for all to succeed.	✓		
2. Be more transparent with the faculty. Let us know what is happening. Don't rely on the program chairs.....We all can't go to all the meetings.	✓		
3. clarify who's role it is to complete PR- program chair or other faculty;	✓		
4. Do not be afraid to cut it down. If it was 4-5 pages when completed, new faculty could be given a copy and it could be discussed with mentor so they have an idea of the offerings and goals in that department.		✓	
5. First, the forms need revision. Some questions could be worded better. I received a rubric from last year....who reviewed it? No name and I would have learned more and the comments could best be understood by me if someone from the committee could explain what they actually meant. Well, it is a start, but needs more work.	✓	✓	✓
6. I'm afraid I wasn't involved enough to give meaningful suggestions.			
7. Need to plan ahead and have more infrastructure, training and support.			✓
8. No, thanks.			
9. Not in addition to those already documented.			
10. Please take in consideration some instructors are not the best writers			
11. the questions seemed to have a lot of overlap and redundancy. Many questions were repeated in very slight versions that seemed that we were answering the same question over and over. I would like you to consider reflecting on the questions that you have written.		✓	
Missing (13)			
TOTAL	4	3	2

Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Feedback from Special Meeting

Additional faculty feedback for program review Cycle 1

On February 16, 2017 a program review meeting was held to present the results of the program review survey to the writers and to collect any additional feedback they might have. Below is the feedback collected at the meeting:

- Frustration with the Summary Rubric provided as a tool for the program review writing process was discussed. The tool was perceived as a grading mechanism by some, which created concern among writers because they were not expecting their reviews to be graded. A suggestion was made to eliminate the use of the rubric in the future. If the rubric continues to be used in some way moving forward, it will be important to clarify its intent. Conversely, appreciation with having the rubric and receiving any kind of feedback was mentioned, as no feedback lends itself to a feeling that no one is reading the reviews. PRC needs to effectively communicate that the program review process is a safe process of critical and honest review aimed at developing strategies to benefit programs.
- There is an interest in knowing the kind of feedback writers will receive and how the program review process is used to inform resource allocation.
- Some faculty struggled with pulling LMI data and SOC codes and felt there is a need to improve the process of gathering all the data necessary for the program review writing process.
- Most program chairs are passionate about program review and want their voices to be heard, however, they need to receive more and continued support. There was mention that faculty were not hired or trained to write this type of reports and that therefore more support is needed. Providing a “model report” was suggested as a way to address this issue.
- It was acknowledged that, in the past, program review was done as a matter of course and that the recent changes to the process naturally resulted in some challenges. However, there is appreciation for creating a forum to provide feedback regarding the process. A positive outcome of the program review process was the opening up of dialogue. It was noted that now that a problem has been identified, the discussion will hopefully facilitate the finding of solutions.

Appendix: Survey Instrument

Instructional Program Review Feedback Survey

Survey Instrument

Thank you for your participation. The survey should take no more than 5-15 minutes to complete. The information you provide will be shared in a summary report to assist the Program Review Committee in continuous quality improvement of program review content and processes.

Goals of Program Review

- ❖ **To ensure quality learning outcomes and student success in all instructional areas**
- ❖ To provide data/program assessments for continuous development of the Academic Master Plan and SDCE Strategic Plan
- ❖ To develop quantitative data and qualitative evidence for each instructional discipline to assess if it is fulfilling the vision, mission, and strategic goals of SDCE
- ❖ To recommend effective and efficient utilization of college resources, including the prioritization of new faculty positions, and to inform resource allocations
- ❖ To address CCCCO accountability indicators and to ensure compliance with AEBG, Ed Code (LMI for CTE programs & program review), and Student Equity Plan legislative requirements
- ❖ To prepare materials that will be useful in accreditation self-studies
- ❖ To continuously improve institutional effectiveness

1. Please rate how effective you believe the program review process was/will be in stimulating the following for your program:

	Very effective	Somewhat effective	Neither effective/not effective	Not very effective	Not at all effective	N/A
a) Use of evidence to analyze program quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Use of labor market information for program planning and direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use of information to support accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Focus on student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Overall growth in understanding your program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Growth in understanding your program goals and plans in relation to institutional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Meaningful conversations about program <u>quality</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. (CONTINUED) Please rate how effective you believe the program review process was/will be in stimulating the following for your program:

	Very effective	Somewhat effective	Neither effective/not effective	Not very effective	Not at all effective	N/A
h) Meaningful conversations about program <u>future</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Planning the future of your program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Actions by faculty in support of program quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Actions by dean/VPI in support of program quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How satisfied are you with the following tools created to assist writers in completing their program reviews:

	Very satisfied	Somewhat satisfied	Neither satisfied/dissatisfied	Somewhat dissatisfied	Very dissatisfied	Did not use/attend (N/A)
a) Webinar/in-person trainings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Summary Rubric (Form D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Guidelines & Procedures Manual: Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) G&PM: Explanation of Terms Section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) G&PM: Sample Action Plan Template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What are your suggestions for improvements to any of the existing program review assistance tools, or suggestions for new program review assistance tools?

4. If you had questions for the program review committee while completing your review, please rate your agreement or disagreement with the following items:

	Agree	Somewhat agree	Neither agree/disagree	Somewhat disagree	Disagree	No questions (N/A)
a) My questions were addressed in a timely manner	<input type="checkbox"/>					
b) My questions were sufficiently answered	<input type="checkbox"/>					

c) Please comment on any satisfaction or dissatisfaction with how the program review committee addressed/answered your questions:

5. Some areas of program review may have been more challenging than others. If you have suggestions for how to improve annual program review requirements (Form A) in a specific area, please comment below.
 - a) Quantitative Data (Form A, Sections A & B; OIE Data tables; Financial data table):
 - b) Description of Program/Discipline (Form A, Section C):
 - c) LMI Summary for CTE programs (Form A, Section D):
 - d) Request for Resources (Form A, Sections E-H):

6. What was your role in the completion of your program's review?
Authored part of review
Authored all of review
Other role(s), please specify:

7. Did you work alone or engage with other faculty?
Engaged with other faculty
Worked alone
Worked alone but tried to engage other faculty

8. Was the time allotted to complete the review sufficient (Distributed October 14 – Due December 9)?
Yes
No, please describe why:

9. Do you have any additional suggestions for the Program Review Committee?

10. *[For research purposes only:]* Please indicate the program you are affiliated with.
ABE/ASE
BIT
CTE
DSPS
Emeritus
ESL/Citizenship
Healthcare
Hospitality/Consumer Sciences
Parenting

Thank you for participating in the survey.