

# INSTRUCTIONAL REVIEW FEEDBACK SURVEY

## 2018/19 CYCLE IV

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Planning, Research, & Institutional Effectiveness  
San Diego Continuing Education at Mesa College  
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## FEEDBACK SURVEY RESULTS

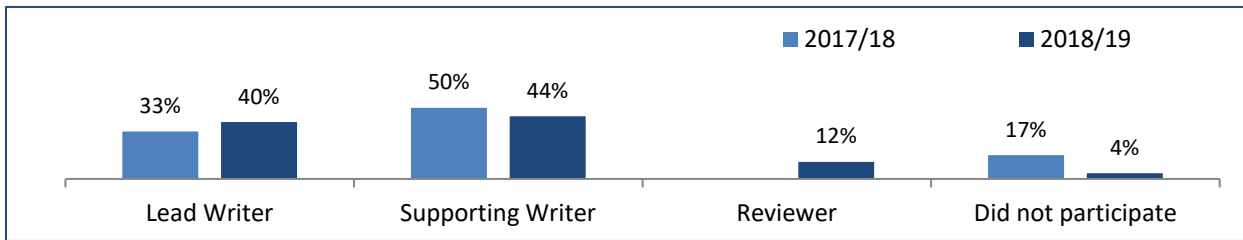
### Faculty Authoring Roles and Engagement

What was your role in the completion of the annual integrated planning activities?

#### A. Program Review

Roles	2017/18		2018/19	
Lead Writer	6	33%	10	40%
Supporting Writer	9	50%	11	44%
Reviewer	---	---	3	12%
Did not participate	3	17%	1	4%
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

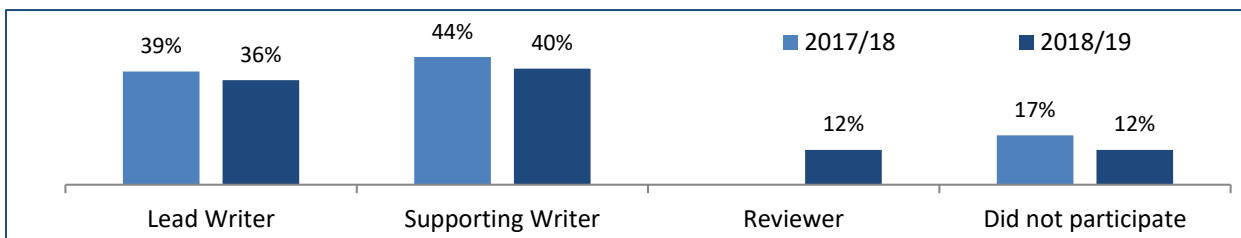
**Note.** No 2016/17 comparison available and no 2017/18 direct comparison available for some responses.



#### B. Strategic Plan Update

Roles	2017/18		2018/19	
Lead Writer	7	39%	9	36%
Supporting Writer	8	44%	10	40%
Reviewer	---	---	3	12%
Did not participate	3	17%	3	12%
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

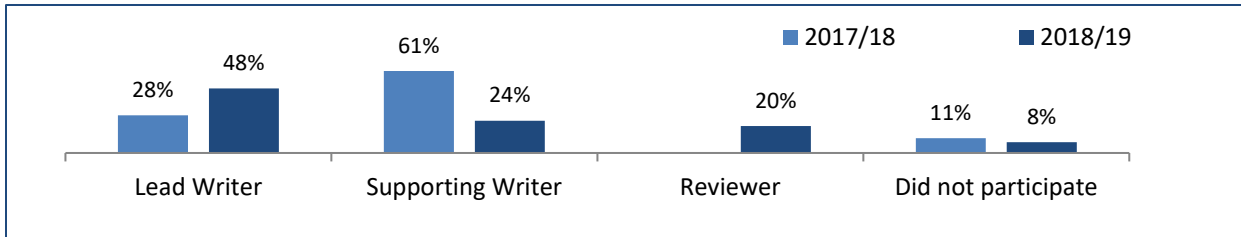
**Note.** No 2016/17 comparison available and no 2017/18 direct comparison available for some responses.



**C. Request for Resources**

Roles	2017/18		2018/19	
Lead Writer	5	28%	12	48%
Supporting Writer	11	61%	6	24%
Reviewer	---	---	5	20%
Did not participate	2	11%	2	8%
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>25</b>	<b>100%</b>

**Note.** No 2016/17 comparison available and no 2017/18 direct comparison available for some responses.



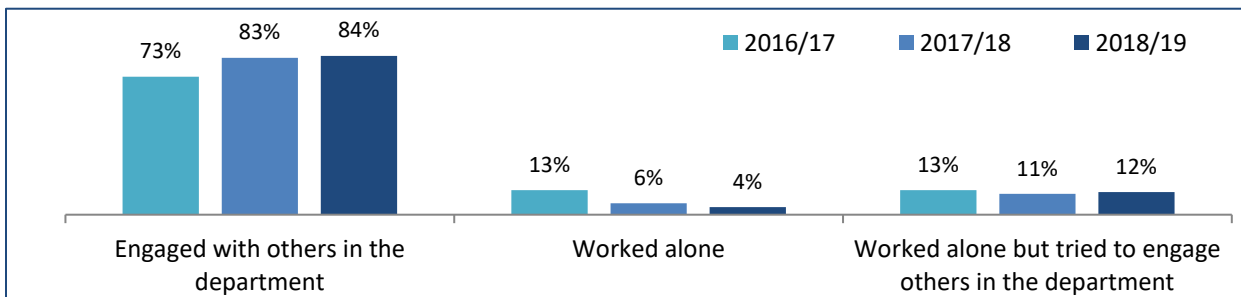
**If you participated in multiple program reviews please specify your role in each one here:**

Have served a co-leader, supporting writer and as reviewer. Role often changed according to department leadership. Usually participated in data collection, LMI calculations and completion of all of form A.

I am the lead writer working in series with Faculty and Faculty.

**Did you work alone or engage with other faculty/staff to complete the annual integrated planning activities?**

Work Engagement	2016/17		2017/18		2018/19	
Engaged with others in the department	11	73%	15	83%	21	84%
Worked alone	2	13%	1	6%	1	4%
Worked alone but tried to engage others in the department	2	13%	2	11%	3	12%
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>25</b>	<b>100%</b>



**If engagement varied based on the activity (i.e., program review, strategic planning, or requests for resources), please explain:**

Held staff meetings to conduct activities for staff input such as jigsaw and mini surveys to gather needed information.

I solicited support from faculty, but received minimal response and action on program review, For strategic planning there was a more deliberate effort from faculty to assist in writing, requests for resource the response rate was low.

A statement was made that being able to access Campus Labs and the data in time for our major program meeting during Convocation would have been very useful and would have given them enough time to respond and work on PR.

I tried to engage with other faculty members, but only 2 other faculty members in my department worked on the various planning activities. I was the lead writer for program review and strategic planning. One faculty member, \*\*\*\*, helped write supporting material for program review and strategic planning as all other faculty members did not give their input into the document. The two contract instructors (\*\*\*\* and myself) and the contract instructor at ECC worked on resource requests for our specific campuses.

Only myself and \*\*\*\* had access to the documents on Campus Labs so it was difficult to have to the requests once the other instructor provided them to us because she did not have access to Campus Labs to do her forms.

N/A

Program lead engaged entire staff a discipline meetings. Contracts assigned key roles with some work done together and other tasks completed alone (LI training and data collection for example, one-on-one meetings with \*\*\*\*).

We discussed the Strategic Plan, but I worked alone on my contributions to the Program Review.

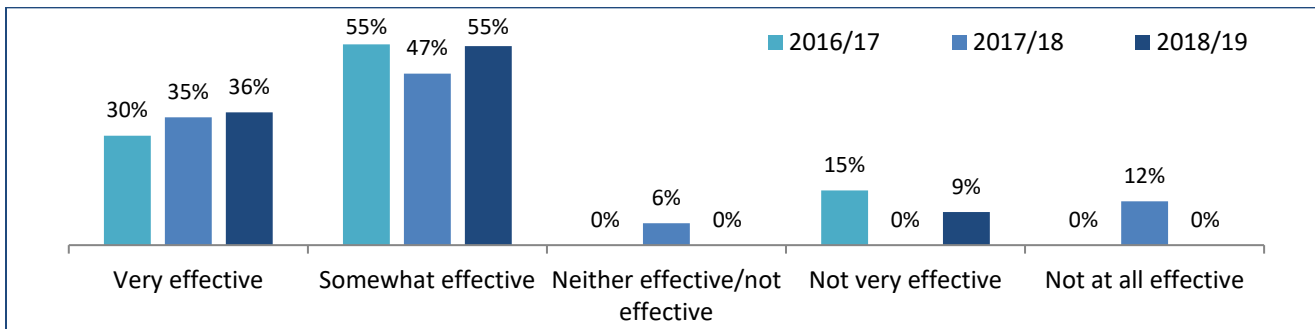
Work collaboratively with all.

## Effectiveness of Program Review Process in Stimulating Action/Planning

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

### *Use of evidence to analyze department quality*

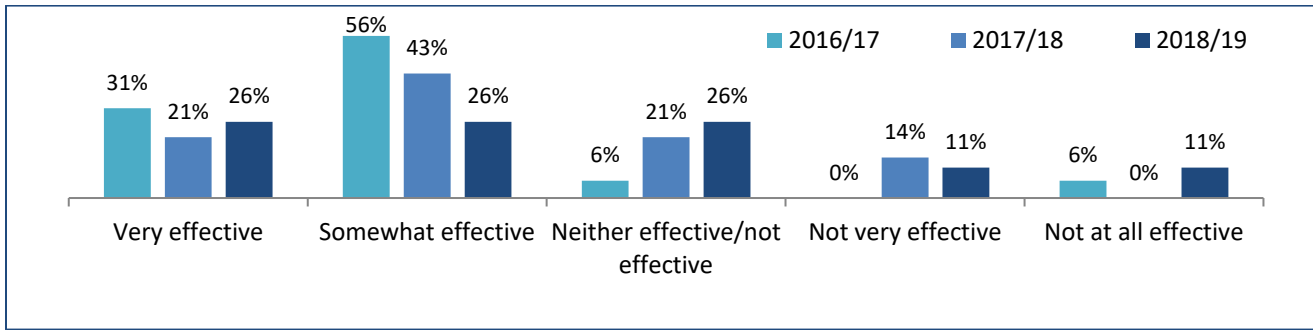
Effectiveness	2016/17		2017/18		2018/19	
Very effective	6	30%	6	35%	8	36%
Somewhat effective	11	55%	8	47%	12	55%
Neither effective/not effective	0	0%	1	6%	0	0%
Not very effective	3	15%	0	0%	2	9%
Not at all effective	0	0%	2	12%	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	1	---	1	---



### *Use of labor market information for program planning and direction*

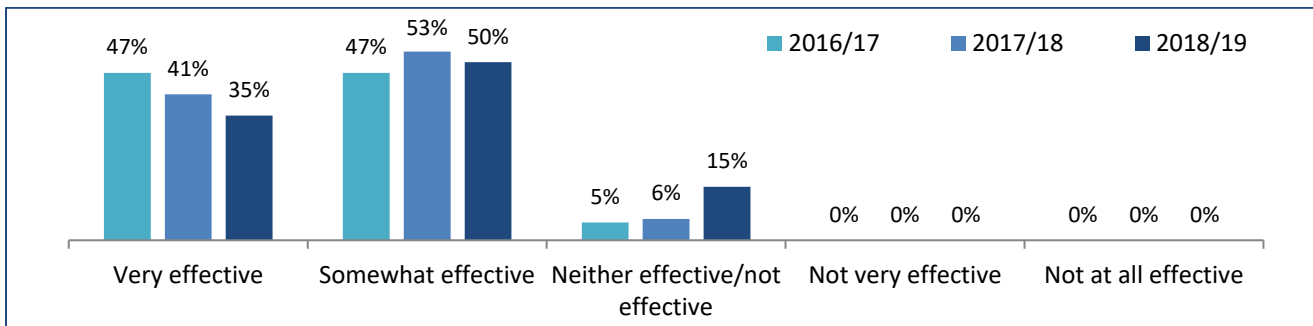
Effectiveness	2016/17		2017/18		2018/19	
Very effective	5	31%	3	21%	5	26%
Somewhat effective	9	56%	6	43%	5	26%
Neither effective/not effective	1	6%	3	21%	5	26%
Not very effective	0	0%	2	14%	2	11%
Not at all effective	1	6%	0	0%	2	11%
<b>Total</b>	<b>16</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>
N/A	4	---	4	---	4	---

*Use of labor market information for program planning and direction (continued)*



*Use of information to support accreditation*

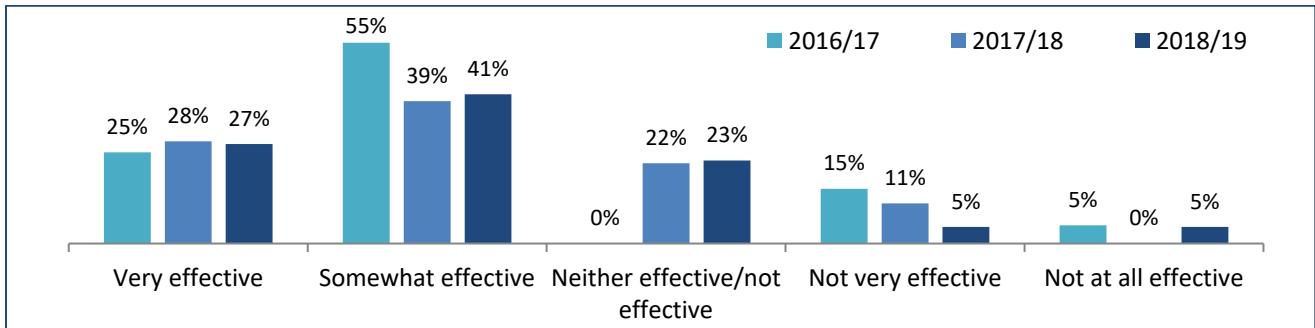
Effectiveness	2016/17		2017/18		2018/19	
Very effective	9	47%	7	41%	7	35%
Somewhat effective	9	47%	9	53%	10	50%
Neither effective/not effective	1	5%	1	6%	3	15%
Not very effective	0	0%	0	0%	0	0%
Not at all effective	0	0%	0	0%	0	0%
<b>Total</b>	<b>19</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
N/A	0	---	1	---	3	---



*Focus on student learning outcomes*

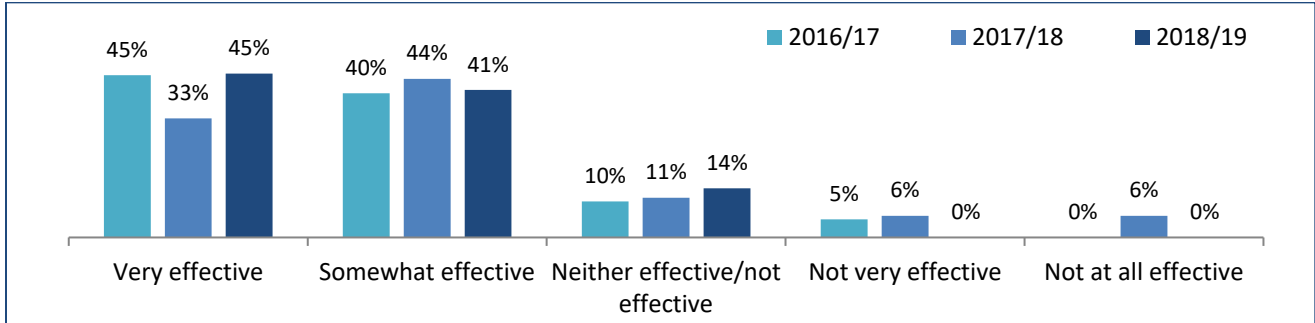
Effectiveness	2016/17		2017/18		2018/19	
Very effective	5	25%	5	28%	6	27%
Somewhat effective	11	55%	7	39%	9	41%
Neither effective/not effective	0	0%	4	22%	5	23%
Not very effective	3	15%	2	11%	1	5%
Not at all effective	1	5%	0	0%	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---

*Focus on student learning outcomes (continued)*



*Overall growth in understanding your program(s)*

Effectiveness	2016/17		2017/18		2018/19	
Very effective	9	45%	6	33%	10	45%
Somewhat effective	8	40%	8	44%	9	41%
Neither effective/not effective	2	10%	2	11%	3	14%
Not very effective	1	5%	1	6%	0	0%
Not at all effective	0	0%	1	6%	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---

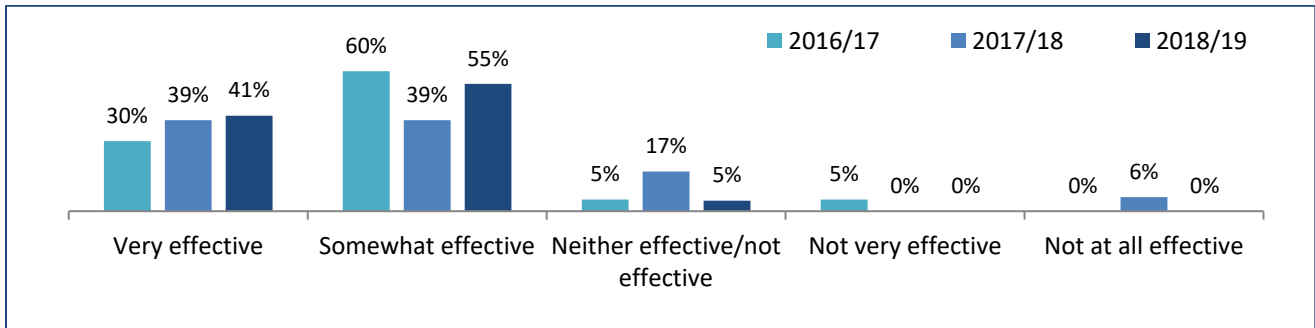


*Growth in understanding your program goals and plans in relation to institutional goals*

Effectiveness	2016/17		2017/18		2018/19	
Very effective	6	30%	7	39%	9	41%
Somewhat effective	12	60%	7	39%	12	55%
Neither effective/not effective	1	5%	3	17%	1	5%
Not very effective	1	5%	0	0%	0	0%
Not at all effective	0	0%	1	6%	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---



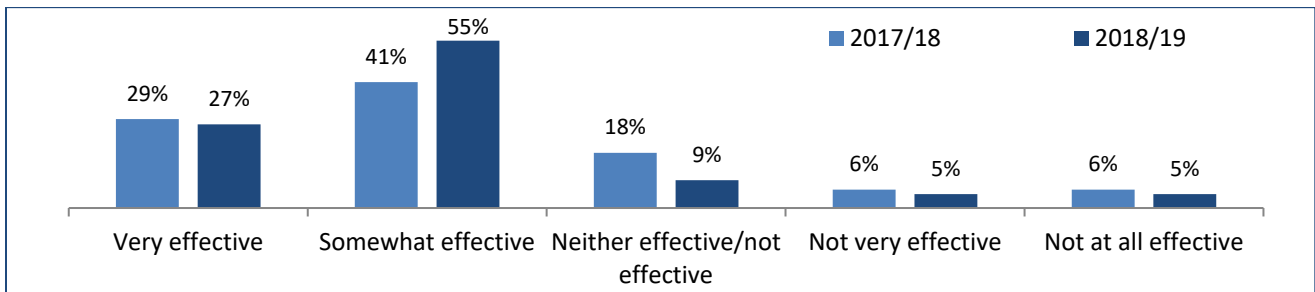
*Growth in understanding your program goals and plans in relation to institutional goals (continued)*



*Growth in understanding about the impact of integrated planning on your program*

Effectiveness	2017/18		2018/19	
	Count	Percentage	Count	Percentage
Very effective	5	29%	6	27%
Somewhat effective	7	41%	12	55%
Neither effective/not effective	3	18%	2	9%
Not very effective	1	6%	1	5%
Not at all effective	1	6%	1	5%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	1	---	1	---

**Note.** No 2016/17 direct comparison available.

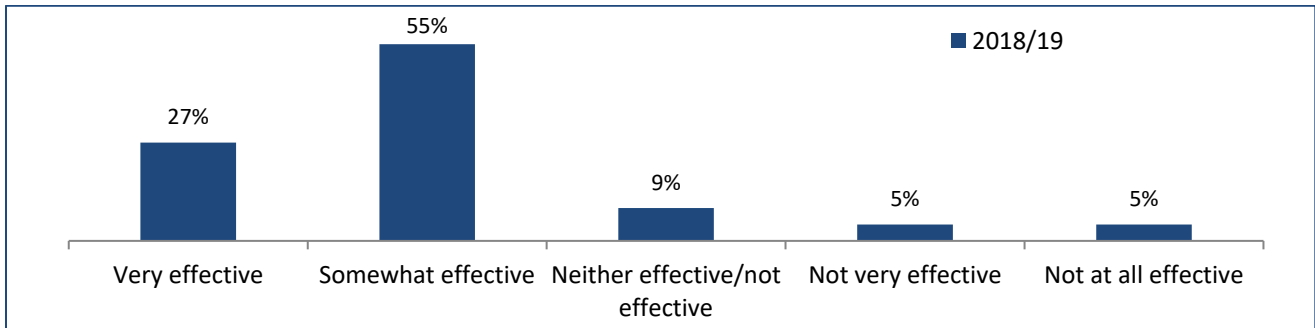


*Growth in understanding about the impact of integrated planning on the institution*

Effectiveness	2018/19	
	Count	Percentage
Very effective	6	27%
Somewhat effective	12	55%
Neither effective/not effective	3	14%
Not very effective	1	5%
Not at all effective	0	0%
<b>Total</b>	<b>22</b>	<b>100%</b>
N/A	1	---

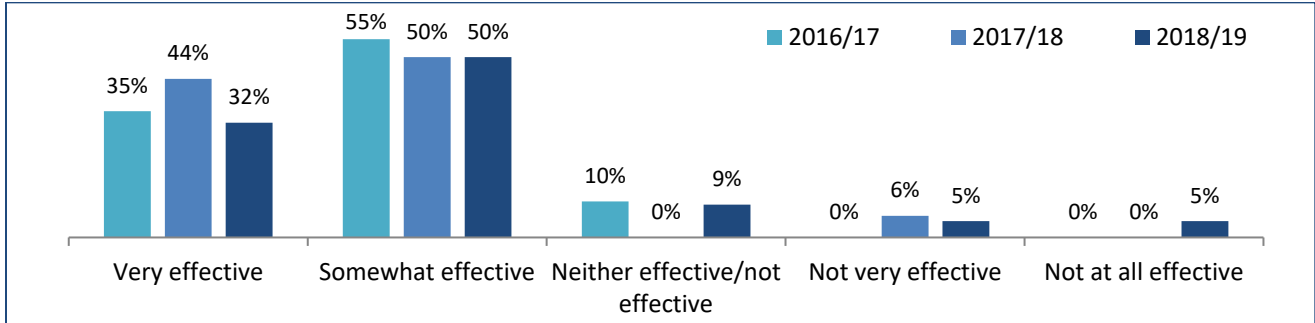
**Note.** No 2016/17 and 2017/18 direct comparison available.

*Growth in understanding about the impact of integrated planning on the institution (continued)*



*Meaningful conversations about department quality*

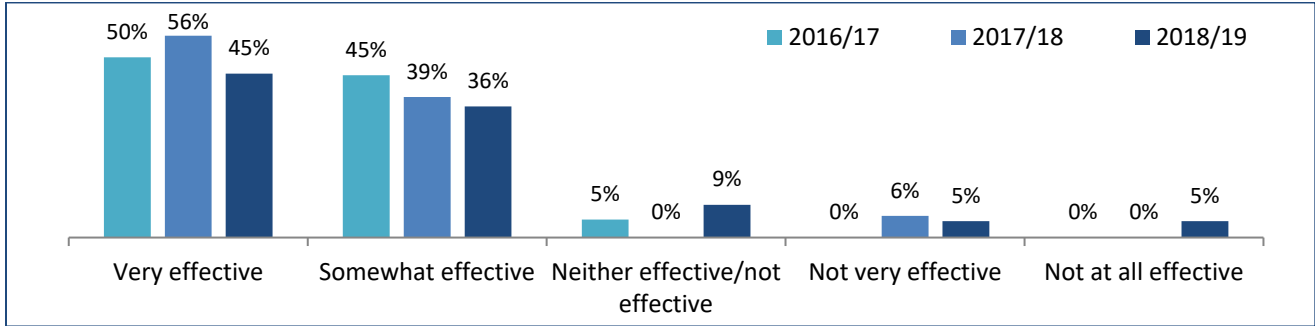
Effectiveness	2016/17		2017/18		2018/19	
Very effective	7	35%	8	44%	7	32%
Somewhat effective	11	55%	9	50%	11	50%
Neither effective/not effective	2	10%	0	0%	2	9%
Not very effective	0	0%	1	6%	1	5%
Not at all effective	0	0%	0	0%	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---



*Meaningful conversations about program future*

Effectiveness	2016/17		2017/18		2018/19	
Very effective	10	50%	10	56%	10	45%
Somewhat effective	9	45%	7	39%	8	36%
Neither effective/not effective	1	5%	0	0%	2	9%
Not very effective	0	0%	1	6%	1	5%
Not at all effective	0	0%	0	0%	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---

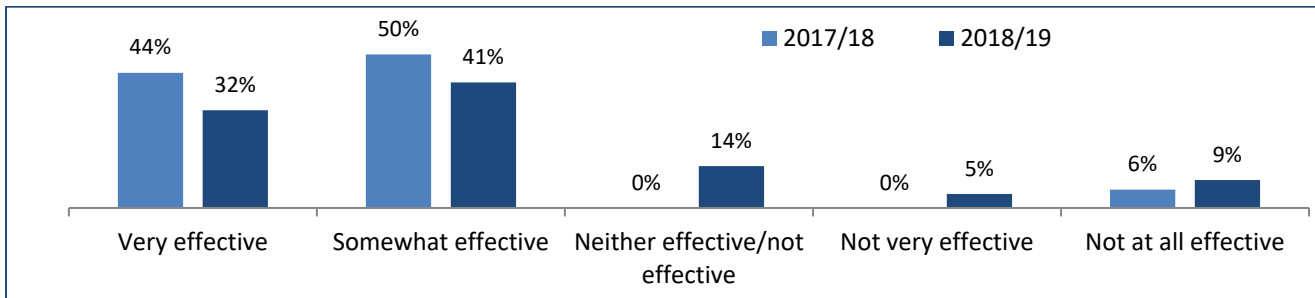
*Meaningful conversations about program future (continued)*



*Meaningful conversations about program resources*

Effectiveness	2017/18		2018/19	
Very effective	8	44%	7	32%
Somewhat effective	9	50%	9	41%
Neither effective/not effective	0	0%	3	14%
Not very effective	0	0%	1	5%
Not at all effective	1	6%	2	9%
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	1	---

**Note.** No 2016/17 direct comparison available.

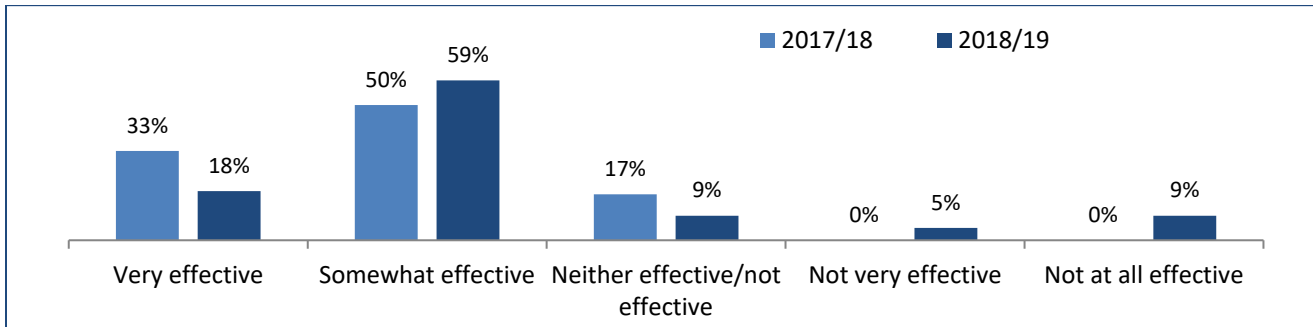


*Meaningful conversations about alignment between instructional review, planning and resources*

Effectiveness	2017/18		2018/19	
Very effective	6	33%	4	18%
Somewhat effective	9	50%	13	59%
Neither effective/not effective	3	17%	2	9%
Not very effective	0	0%	1	5%
Not at all effective	0	0%	2	9%
<b>Total</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	1	---

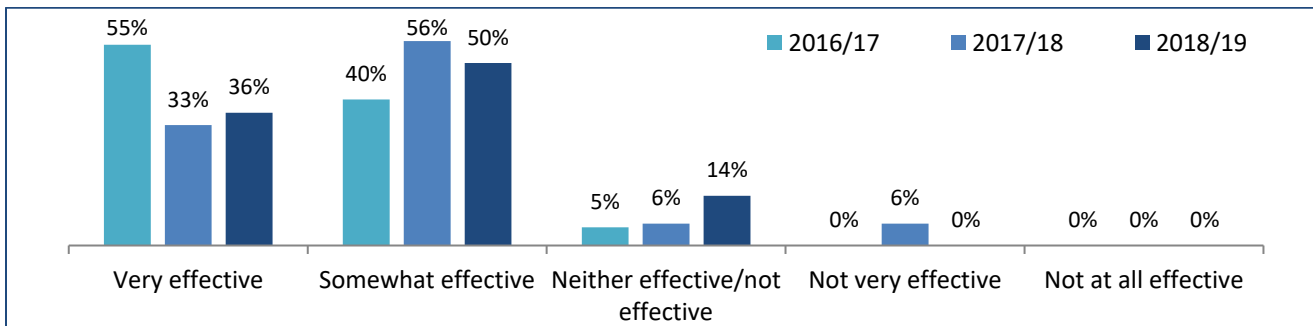
**Note.** No 2016/17 direct comparison available.

*Meaningful conversations about alignment between instructional review, planning and resources (continued)*



*Planning the future of your program(s)*

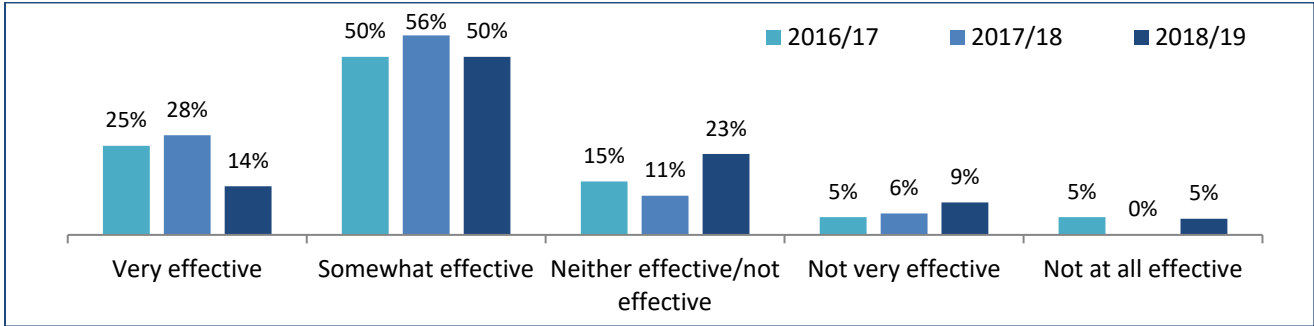
Effectiveness	2016/17		2017/18		2018/19	
Very effective	11	55%	6	33%	8	36%
Somewhat effective	8	40%	10	56%	11	50%
Neither effective/not effective	1	5%	1	6%	3	14%
Not very effective	0	0%	1	6%	0	0%
Not at all effective	0	0%	0	0%	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---



*Actions by faculty in support of program quality*

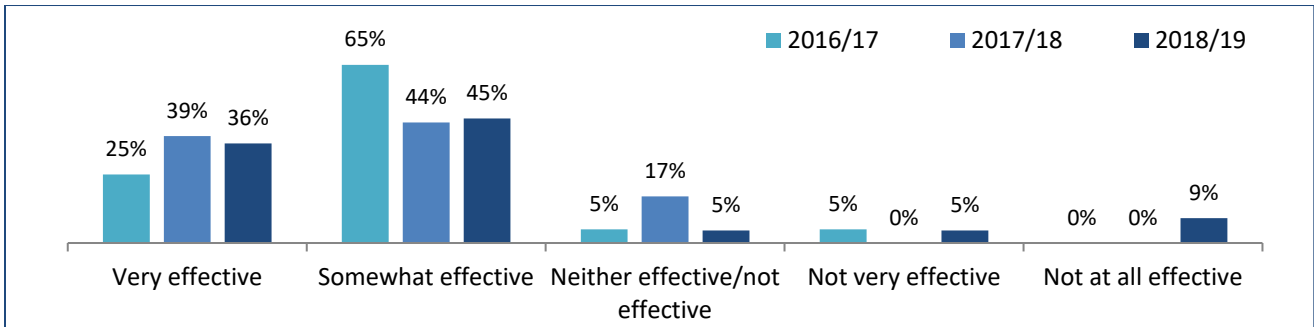
Effectiveness	2016/17		2017/18		2018/19	
Very effective	5	25%	5	28%	3	14%
Somewhat effective	10	50%	10	56%	11	50%
Neither effective/not effective	3	15%	2	11%	5	23%
Not very effective	1	5%	1	6%	2	9%
Not at all effective	1	5%	0	0%	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---

*Actions by faculty in support of program quality (continued)*



*Actions by dean in support of program quality*

Effectiveness	2016/17		2017/18		2018/19	
Very effective	5	25%	7	39%	8	36%
Somewhat effective	13	65%	8	44%	10	45%
Neither effective/not effective	1	5%	3	17%	1	5%
Not very effective	1	5%	0	0%	1	5%
Not at all effective	0	0%	0	0%	2	9%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
N/A	0	---	0	---	1	---



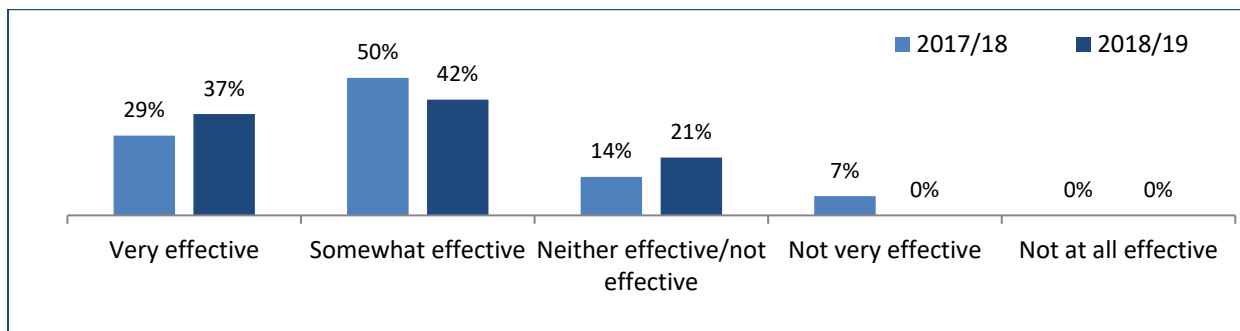
## Satisfaction with Assistance Tools

How satisfied are you with the following support to assist writers in completing the annual integrated planning process:

### *In-person trainings (group, including data coaching sessions)*

Effectiveness	2017/18		2018/19	
Very effective	4	29%	7	37%
Somewhat effective	7	50%	8	42%
Neither effective/not effective	2	14%	4	21%
Not very effective	1	7%	0	0%
Not at all effective	0	0%	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>	<b>19</b>	<b>100%</b>
N/A	4	---	4	---

**Note.** No 2016/17 direct comparison available.

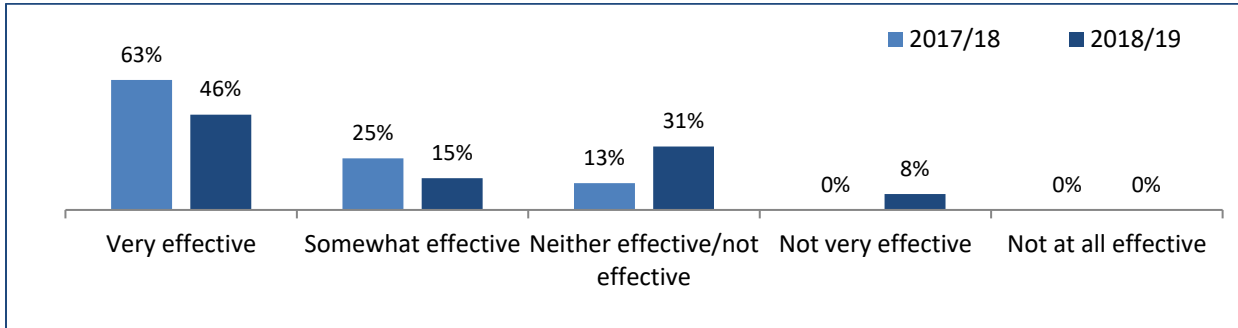


### *In-person trainings (one-on-one)*

Effectiveness	2017/18		2018/19	
Very effective	5	63%	6	46%
Somewhat effective	2	25%	2	15%
Neither effective/not effective	1	13%	4	31%
Not very effective	0	0%	1	8%
Not at all effective	0	0%	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>	<b>13</b>	<b>100%</b>
N/A	10	---	10	---

**Note.** No 2016/17 direct comparison available.

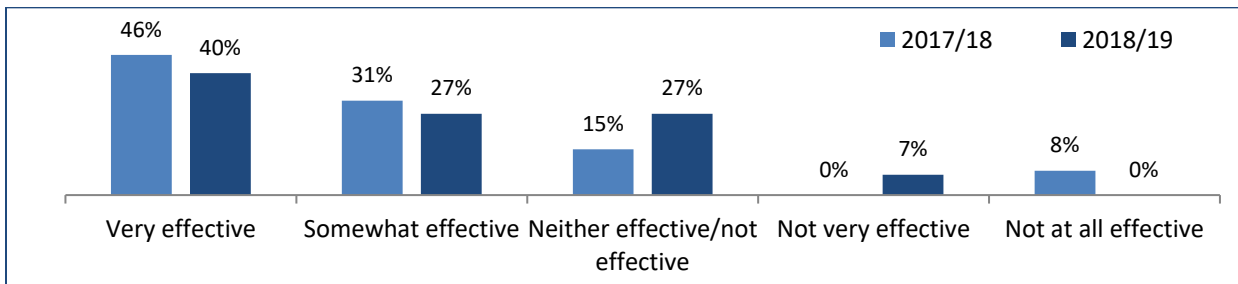
*In-person trainings (one-on-one) (continued)*



*In-person support*

Effectiveness	2017/18		2018/19	
Very effective	6	46%	6	40%
Somewhat effective	4	31%	4	27%
Neither effective/not effective	2	15%	4	27%
Not very effective	0	0%	1	7%
Not at all effective	1	8%	0	0%
<b>Total</b>	<b>13</b>	<b>100%</b>	<b>15</b>	<b>100%</b>
N/A	5	---	8	---

**Note.** No 2016/17 direct comparison available.

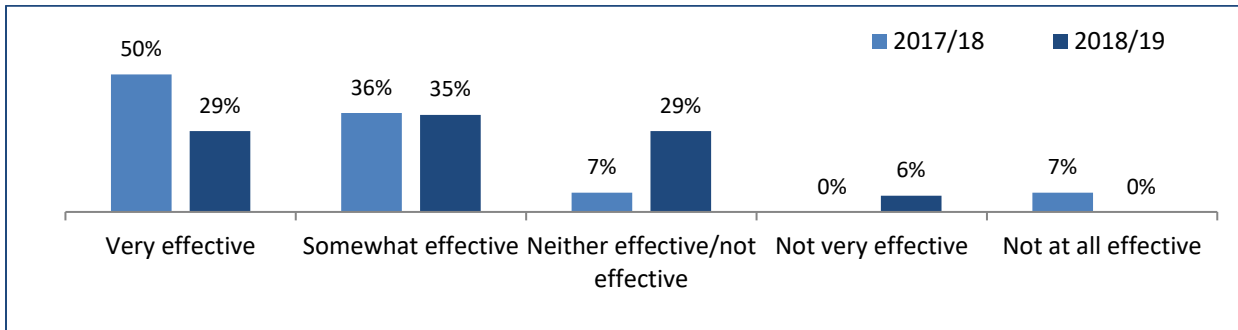


*Email/phone support*

Effectiveness	2017/18		2018/19	
Very effective	7	50%	5	29%
Somewhat effective	5	36%	6	35%
Neither effective/not effective	1	7%	5	29%
Not very effective	0	0%	1	6%
Not at all effective	1	7%	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>	<b>17</b>	<b>100%</b>
N/A	4	---	6	---

**Note.** No 2016/17 direct comparison available.

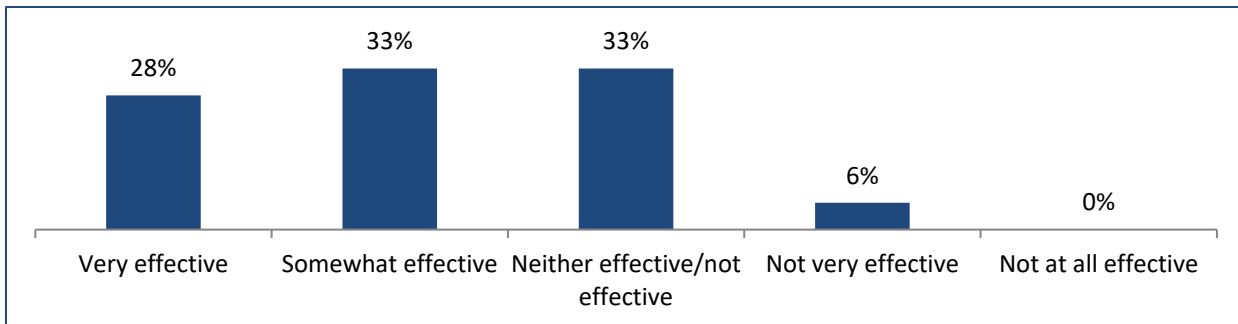
*Email/phone support (continued)*



*Manuals, instructions and tutorials*

Effectiveness	2018/19	
Very effective	5	28%
Somewhat effective	6	33%
Neither effective/not effective	6	33%
Not very effective	1	6%
Not at all effective	0	0%
<b>Total</b>	<b>18</b>	<b>100%</b>
N/A	5	---

**Note.** No 2016/17 and 2017/18 direct comparison available.





**What are your suggestions for improvements to any of the existing assistance supports, or suggestions for new assistance supports?**

Getting more efficient.

I did not use any of the support structures this year, but I heard good things.

Material and data for completion need to be disseminated earlier. The entire process always feels rushed. LMI data needs to be updated to show childcare careers such as Family Home daycare, which is not reflected in the data. In fact, there is no option for any self-employed data to be reflected in the market assessment/market needs.

More examples would be nice for beginners

Most of the trainings were offered on Friday afternoons. It is a difficult day (traffic!) to venture to a campus that is not very centered within our city. Please, consider a Tuesday or Wednesday time slot. Also, more video tutorials that would allow for asynchronous and self-paced trainings.

The data coaching sessions were a very helpful introduction to our information and data reporting process for our programs. My biggest concern is that course/program completion data in ISIS now PeopleSoft was not used effectively. The process used to collect completion data is redundant and acts as a data filter reducing the number of actual course and program completions. It is encouraging to see the Certificate Completion field in Peoplesoft, and I hope that it eventually replaces the existing external spreadsheet process to count completions.

The data coaching workshops were definitely beneficial to attend, but it would be nice to have a follow-up session for all data coaching topics so writers can bring what they worked on regarding that week's topics so we can have a coach look over our work to see if we are on the right track. I believe this will also get more individuals engaged because they will be able to get direct feedback.

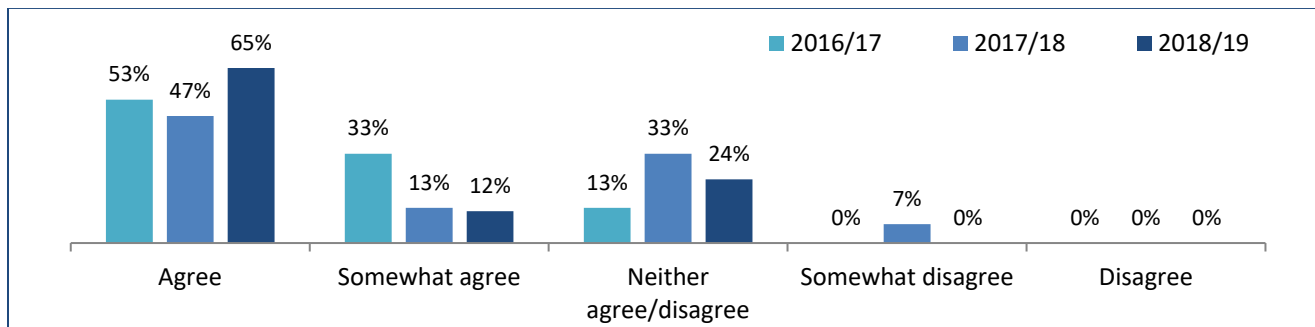
There were more components of this process than I realized, I felt I was only instructed in one of them. A picture or explanation of all the components and how they fit together might be helpful. I attend lots of flex activities, but I usually feel I get lucky if I stumble in to one that's relevant to me. Usually I don't know what I'm getting into. How do we know which trainings we need?

## Satisfaction with Committee Response to Writer Questions

If you had questions while completing the annual integrated planning process, please rate your agreement or disagreement with the following statements:

### *My questions were addressed in a timely manner*

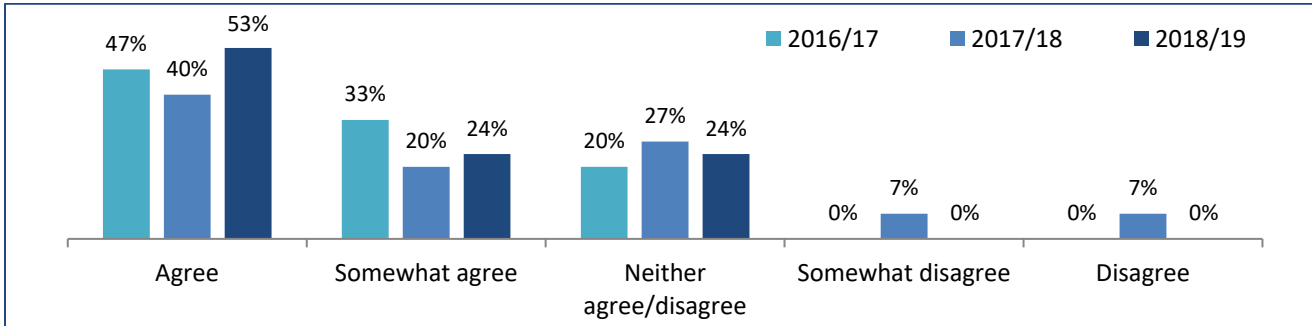
Agreement Level	2016/17		2017/18		2018/19	
Agree	8	53%	7	47%	11	65%
Somewhat agree	5	33%	2	13%	2	12%
Neither agree/disagree	2	13%	5	33%	4	24%
Somewhat disagree	0	0%	1	7%	0	0%
Disagree	0	0%	0	0%	0	0%
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>17</b>	<b>100%</b>
N/A	3	---	3	---	6	---



### *My questions were sufficiently answered*

Agreement Level	2016/17		2017/18		2018/19	
Agree	7	47%	6	40%	9	53%
Somewhat agree	5	33%	3	20%	4	24%
Neither agree/disagree	3	20%	4	27%	4	24%
Somewhat disagree	0	0%	1	7%	0	0%
Disagree	0	0%	1	7%	0	0%
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>17</b>	<b>100%</b>
N/A	3	---	3	---	6	---

*My questions were sufficiently answered (continued)*



**Please comment on any satisfaction or dissatisfaction with provided support and/or address of questions:**

Great support.

I'm not sure I knew there was anyone to go to when I had questions. My program chairs and dean seem about as lost as the rest of us.

Neither satisfied or dissatisfied. Many questions came up while engaged in discipline, group discussions. While immediate phone calls/emails were sent, they were not always answered in a timely manner. Perhaps the lead staff members (such as \*\*\*\*) need a fulltime assistant for such a demanding task.

There was very little information on FTE(F), which is an important puzzle stone within program review, strategic planning and resource planning! Without this vital data, the conclusions are incomplete and not conclusive.

**Overall Experience with the Program Review Process**

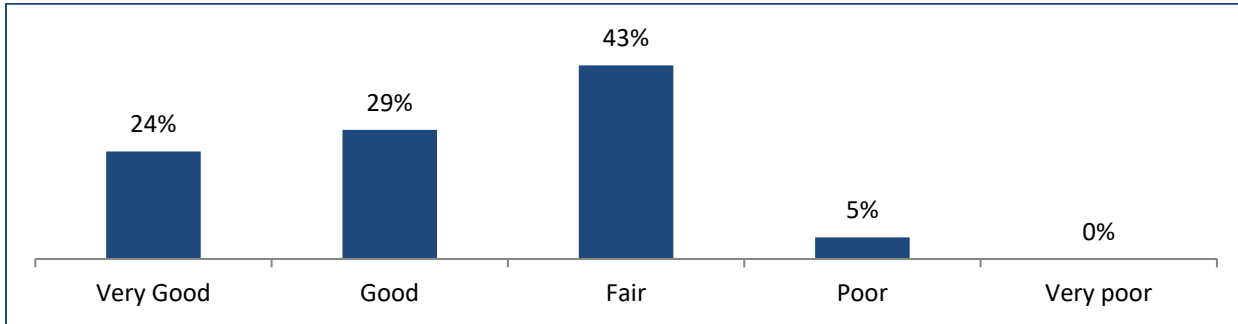
How would you rate your overall experience with the following steps of annual integrated planning?

*Program Review: Analyzing your program's data*

Rating	2018/19	
Very Good	5	24%
Good	6	29%
Fair	9	43%
Poor	1	5%
Very poor	0	0%
<b>Total</b>	<b>21</b>	<b>100%</b>
N/A	1	---

**Note.** No 2016/17 and 2017/18 direct comparison available.

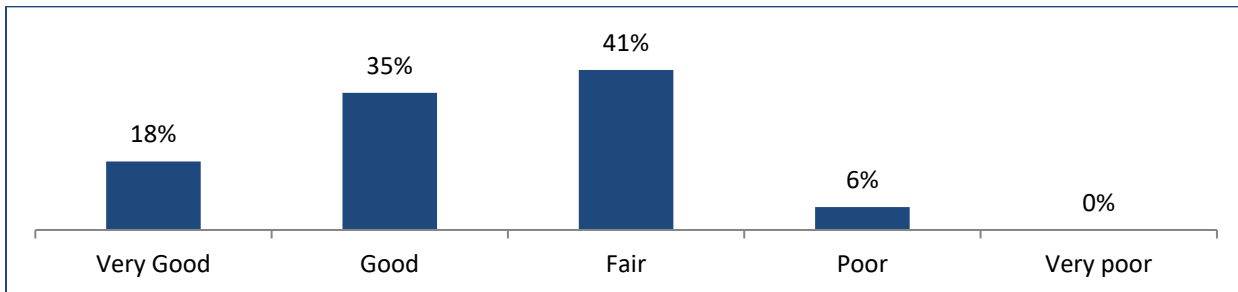
*Program Review: Analyzing your program's data (continued)*



*Program Review: Analyzing LMI information*

Rating	2018/19	
Very Good	3	18%
Good	6	35%
Fair	7	41%
Poor	1	6%
Very poor	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>
N/A	5	---

**Note.** No 2016/17 and 2017/18 direct comparison available.

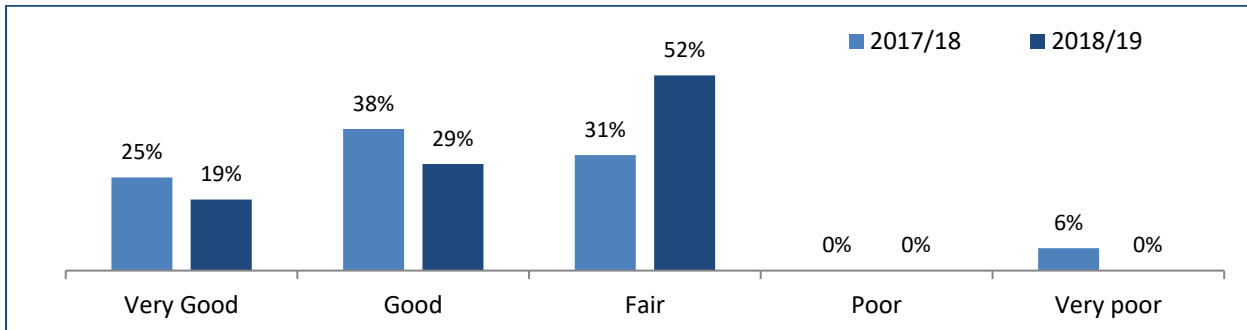


*Program Review: Overall*

Rating	2017/18		2018/19	
Very Good	4	25%	4	19%
Good	6	38%	6	29%
Fair	5	31%	11	52%
Poor	0	0%	0	0%
Very poor	1	6%	0	0%
<b>Total</b>	<b>16</b>	<b>100%</b>	<b>21</b>	<b>100%</b>
N/A	2	---	1	---

**Note.** No 2016/17 and 2017/18 direct comparison available.

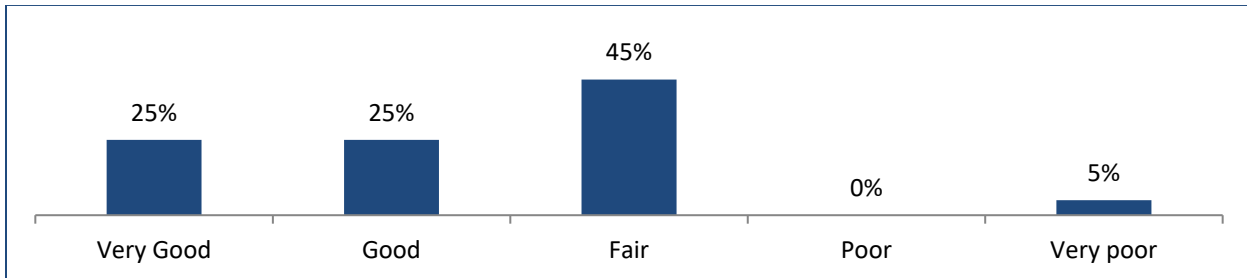
*Program Review: Overall (continued)*



*Updating Strategic Plan*

Rating	2018/19	
Very Good	5	25%
Good	5	25%
Fair	9	45%
Poor	0	0%
Very poor	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>
N/A	2	---

**Note.** No 2016/17 and 2017/18 direct comparison available.

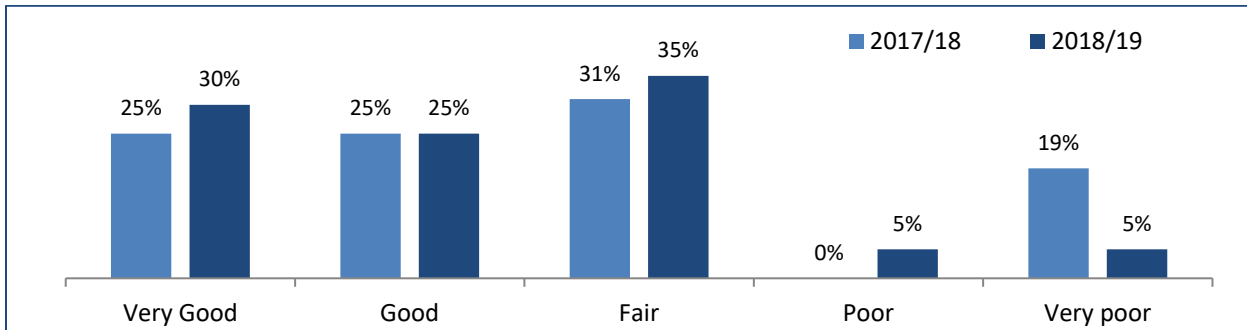


*Filling out Requests for Resources*

Rating	2017/18		2018/19	
Very Good	4	25%	6	30%
Good	4	25%	5	25%
Fair	5	31%	7	35%
Poor	0	0%	1	5%
Very poor	3	19%	1	5%
<b>Total</b>	<b>16</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
N/A	2	---	2	---

**Note.** No 2016/17 direct comparison available.

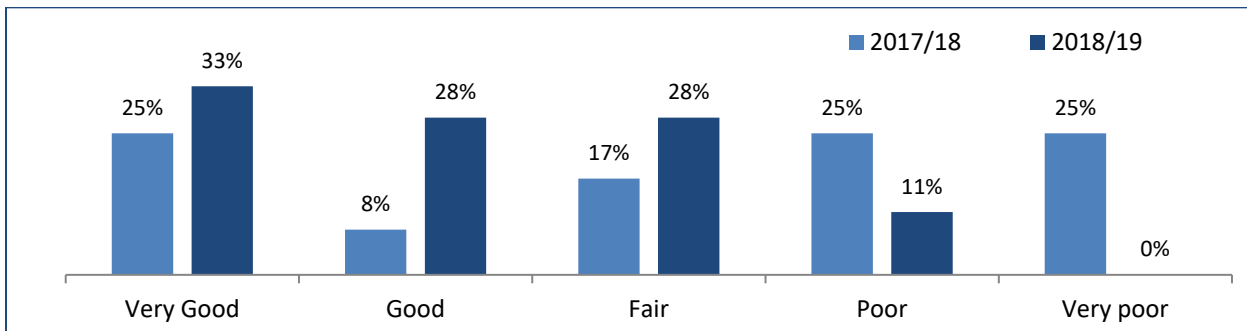
*Filling out Requests for Resources (continued)*



*Using Campus Labs*

Rating	2017/18		2018/19	
Very Good	3	25%	6	33%
Good	1	8%	5	28%
Fair	2	17%	5	28%
Poor	3	25%	2	11%
Very poor	3	25%	0	0%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>
N/A	6	---	4	---

**Note.** No 2016/17 direct comparison available.



**Please comment on any satisfaction or dissatisfaction with your overall experience with annual integrated planning:**

Dissatisfaction is more with lack of participation from discipline colleagues. Because many of them are not required to participate in the process (adjunct faculty), there is no buy-in and they don't realize how important the entire process is to the viability of our program.

Great support.

I love seeing LMI data, did not know where to apply that information.

It would be really helpful to have the data tables you want us to use to already be imbedded in the specific section. It was easy for us to figure out where some of the data tables were meant to go; however, there were some where multiple tables could have been utilized, and it slowed us down when analyzing these sections because we have to figure which one fit better in the section.

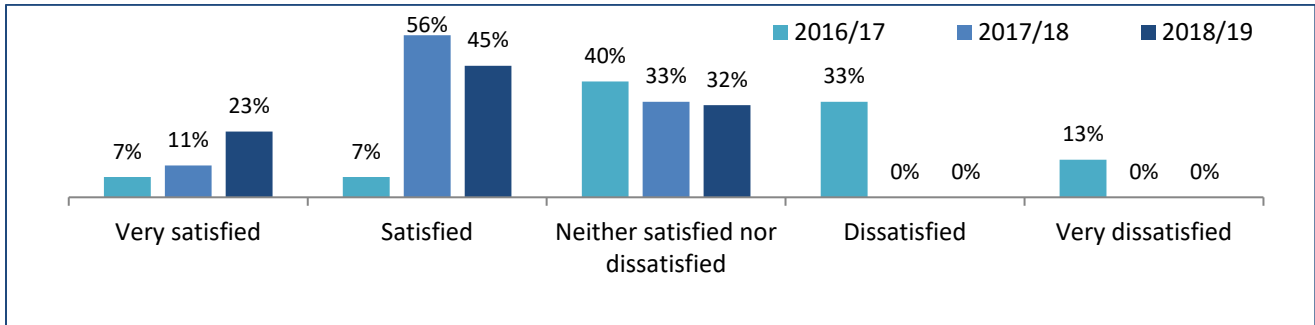
The biggest challenge continues to be time. As well, not much has changed within a year, so many answers were transferred from the year before. We should talk more about every other year for the review.

To be honest, the whole process of this Integrated planning seems like a legitimate intellectual administrative exercise to satisfy the abstract needs of evaluating programs and responding to accreditation concerns, etc. But as an instructor, this process doesn't have much effect on me, since I need to impart content knowledge to my students, so I depend mostly on daily feedback in various forms from them to guide me on what to do or not to do. In class, there is no "abstraction" or "analysis" per se. If my students don't understand something, then I respond until they do.

## Revisions to Program Review

The Program Review and Planning and Institutional Effectiveness (PIE) committees implemented revisions to this cycle’s annual integrated planning content, forms, and processes based upon input from last year’s Feedback Survey. In general, how satisfied are you with these revisions?

Satisfaction Level	2016/17		2017/18		2018/19	
Very satisfied	1	7%	2	11%	5	23%
Satisfied	1	7%	10	56%	10	45%
Neither satisfied nor dissatisfied	6	40%	6	33%	7	32%
Dissatisfied	5	33%	0	0%	0	0%
Very dissatisfied	2	13%	0	0%	0	0%
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>22</b>	<b>100%</b>



**Please comment on any satisfaction or dissatisfaction with revisions to this annual integrated planning content, forms, and/or processes:**

Getting better every time.

I was not a part of the process last cycle, but there was acknowledgment by past faculty that some of their concerns were addressed.

I wasn't involved enough last year to be able to comment. I don't know what the differences are.

it was my first program review

This was my first time being involved in this process.

Unaware of last year's process.



## Suggestions to improve Annual Integrated Planning/Administrative Review Process

Some areas of integrated planning may have been more challenging than others. If you have suggestions for how to improve this process in a specific area, please comment below:

Improvement Areas	2018/19	
Program Review: Quantitative Data	6	60%
Program Review: LMI Reports	6	60%
Request for Resources	5	50%
Program Review Overall	4	40%
Strategic Plan Update	4	40%

**Note.** No 2016/17 and 2017/18 direct comparison available.

### If you have suggestions for how to improve this process in Program Review: Quantitative Data, please comment below:

It would be interesting to see enrollment trends on a monthly basis to see if an 18 week semester long class is appropriate. It would also be interesting to see the data about employment that students provide during the intake process. How many students work full -time? part-time? are retired? etc.

Like I mentioned earlier, please input the data table you want used in the text field or at least tell us which table number from our data documents that you want us to use.

Okay for now.

please, provide more information on FTEFs

Provide usable accurate data

The wording/directions are a bit confusing. Including a sample along with the methodology for calculations might help some participants.

### If you have suggestions for how to improve this process in Program Review: LMI Reports, please comment below:

It would be nice to be able to pull additional LMI from other tops codes your department could use.

Love the report, wasn't sure where to enter the "my field is amazing right now" info.

Many instructors are not good with numbers and shut down when presented with them. LMI date should always be presented and calculated in a finished form.

Needs to include the information for all the jobs that are being trained

Okay for now.

please, include LMI for senior students!

**If you have suggestions for how to improve this process in Request for Resources, please comment below:**

I think that the Department Dean and Faculty know how best to spend a budget, and I think that the new system is inefficient, respectfully. I think that the Department can be asked to justify expenditures of an allocated budget internally with as much oversight as requiring the expenditures to be justified to external committees.

Okay for now.

Same as above. Additionally, it is hard to request when, other than the dean, we have not ideas what funds are available for our use.

This process, to me was not clear at all - I did not feel as though I had enough guidance on how to complete this section, what should be listed and what should not be listed or how much detail was necessary.

too many clicks to get from A to B! not very intuitive! Thanks to the help of \*\*\*\* and \*\*\*\* it started to make sense.

**If you have suggestions for how to improve this process in Program Review Overall, please comment below:**

Allow more adjunct participation by providing pay for their commitment.

Don't require submittal of Program Review and Strategic Plan at the same time

great!

Okay for now.

**If you have suggestions for how to improve this process in Strategic Plan Update, please comment below:**

??? not sure

Many actions items have been requested year after year but have still to been fulfilled due to budget constraints. This is a bit disheartening when our ideas do not come to fruition.

Thankfully, faculty from last cycle was available to assist, this section was a little vague to me, but that could have been because there was some overlap during the Data Coaching sessions and I did not understand how that information needed to be utilized in the strategic plan.

The layout of the strategic plan makes it confusing to work from.