

INSTRUCTIONAL PROGRAM REVIEW WRITER FEEDBACK 2016/17 CYCLE II

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OFFICE OF
INSTITUTIONAL
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Purpose

For the second consecutive year, the SDCE Program Review Committee (PRC) asked the Office of Institutional Effectiveness (OIE) to conduct a study that would allow 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 inform decision-making by the PRC regarding the implementation of program review process improvements.

Executive Summary

Respondents had an overall positive perception of the effectiveness of program review in stimulating action and planning in their programs, with every criterion evaluated as effective by at least 75% of respondents. Overall, satisfaction with provided tools increased in comparison to the previous year (e.g. 77% expressed satisfaction with in-person trainings). Suggested areas for improvement include greater reduction of the overall review and provision of clearer instructions, including pertinent examples. Respondents were satisfied with how the PRC has addressed their questions (e.g. 87% agree the response was timely). There was an increase in the percentage of faculty who worked alone in their program reviews (15% to 27%), with 10% percent of respondents identifying as the sole authors of their program review. There was also a 38 percentage point increase among respondents who perceived they had enough time to complete their review. Even though positive views about program review increased from the previous cycle, nearly half of respondents expressed dissatisfaction with the revisions made to the forms and processes based on feedback previously collected.

Methodology

The OIE revised the 2015/16 survey instrument in conjunction with the PRC in November 2017. 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) Satisfaction with assistance tools, committee response to questions, and revisions to the program review forms and processes
- 3) Suggestions to improve assistance tools and annual requirements
- 4) Author roles and faculty engagement
- 5) Sufficiency of allotted time

OIE conducted online survey data collection in December (12/05/2017 – 12/16/2017). Fifty-six 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 (43% response rate).

This report provides a summary of the overall findings, survey response tables and charts, as well as verbatim respondent comments¹ grouped into themes when possible.

¹ Personal names are redacted in verbatim respondent comments.

Highlights of the Findings

Effectiveness of the program review process

- Ninety percent or more of respondents considered program review as being somewhat or very effective in stimulating the following:
 - Meaningful conversations about program future (95%)
 - Planning the future of their program(s) (95%)
 - Use of information to support accreditation (95%)
 - Growth in understanding their program goals and plans in relation to institutional goals (90%)
 - Meaningful conversations about program quality (90%)
 - Action by dean in support of program quality (90%)
- Slightly fewer respondents rated program review as effective in stimulating the following:
 - Actions by faculty in support of program quality (75%)
 - Focus on student learning outcomes (80%)
- Compared to Cycle I survey results, respondent’s perception of the effectiveness of program review in stimulating each criterion evaluated increased across the board in Cycle II (two to 38 percentage points increase), with the greatest increase in the following areas:
 - Use of labor market information for program planning and direction (50% to 88%; 38 p.p. increase)
 - Meaningful conversations about program future (67% to 95%; 28 p.p. increase)
 - Use of evidence to analyze program quality (58% to 85%; 27 p.p. increase)

Satisfaction with assistance tools

- In contrast to Cycle I results, there was a higher level of satisfaction than dissatisfaction with the tools provided. More than three quarters of respondents were satisfied with in-person trainings (77%) and around half were satisfied with the LMI video training (57%), and the Summary Guide (50%). However, more than one third of respondents were neither satisfied nor dissatisfied with LMI video training (36%) and the Summary guide (38%).
- Compared to Cycle I, satisfaction with the Summary Guide increased by 10 percentage points. Satisfaction with others tools could not be compared to Cycle I results due to changes to the survey instrument.

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

- Only seven respondents volunteered suggestions for improvements to assistance tools. Respondents focused most often on how much time it took to get through the process. Suggestions included splitting the LMI training into two separate videos, shortening the annual review process, encouraging faculty to start sooner, and establishing a time period for both contract and adjunct faculty to collaborate.

“LMI video training too long. Should be checklist style- Step 1, Step 2, Step 3. Any comments about why LMI is important, how it can assist should be on a separate video. Also, the log-in to Get LMI should be posted or available somewhere.”

“Looking at it, from a new Program Chair prespective, it was very eye opening. I feel that the entire yearly program review is too long. This kind of review should be for the 6 year review, when we do accreditation.”

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.

“... Can a work period be established when all disciplines are given time to work together on the process. When the majority of instructors are adjuncts, the work lands in the laps of a few contract instructors...”

- Only a few respondents provided suggestions on how to improve program review requirements (two to seven responses per requirement).
- Suggestions to improve the program data requirement include to condense more, to provide clearer instructions, and to provide examples.

“Absolutely ridiculous how long it takes to navigate this - there has to be a program to synthesize this date - for example overall CE compared to my program. This requires FAR too much time and energy!”

“Hard to understand directions in this section. What exactly are we to do with it? Do we have to do percentages? Or just comment on the data. Instructions need to be changed”

“Present an example of how the data could be/should be reviewed by the program”

Satisfaction with committee response to writer questions

- The great majority of respondents that had questions for the PRC while conducting their review reported that their questions were addressed in a timely manner (87%) and that answers were sufficient (80%). This is a significant improvement from the previous year, when only 31% and 25%, respectively, agreed with these statements.

Faculty Authoring Roles and Engagement

- Only 10% of respondents reported to be the sole authors of their program review, while half (50%) of all respondents said they authored part of the review. Twenty five percent of respondents played other roles, which include reviewing, editing and collecting input from others in the department.
- There was a 12 percentage point decline among respondents who engaged with other faculty in the program review process (85% to 73%).

Sufficiency of Allotted Time

- More than half of respondents (57%) agreed that the time allotted to complete the review was sufficient, which represents an increase of 38 percentage points from the previous year. However, some respondents noted that they or their Dean or Program Chair worked extra hours to complete the review. A couple of respondents reported that they did not receive the assignment until mid-November or later.

“I was not notified until about a week before the program review was due. I went to work immediately and worked extra hours to complete it in time.”

Revisions to Cycle II Program Review

- Despite increases in satisfaction between Cycle I and Cycle II surveys, nearly half (46%) of respondents expressed dissatisfaction with the revisions made to the program review forms and processes based upon input from last year’s feedback survey.
- The most recurring reason for dissatisfaction was how long the document was and how long it took to complete.

“The review template is still far to long and cumbersome. The final document took a significant amount of editing to make it a usable document. Perhaps the instructions should be kept outside of the document with the examples as well to keep it shorter and more focused on the program.”

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.

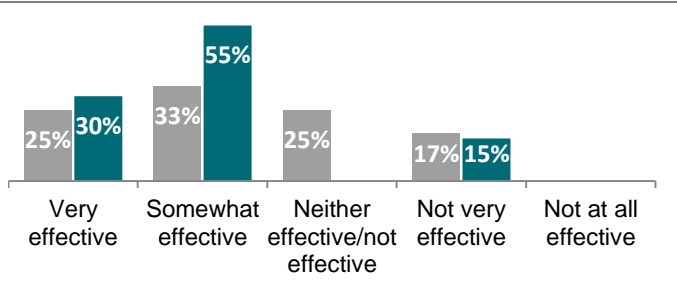
Feedback Survey Results

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:

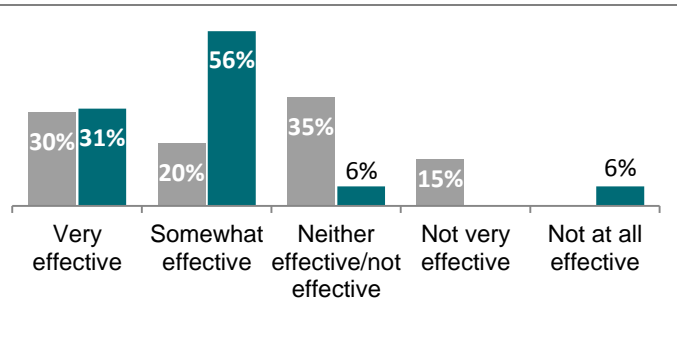
Use of evidence to analyze program quality

	15/16	16/17	
Very effective	6	6	30%
Somewhat effective	8	11	55%
Neither effective/not effective	6	0	0%
Not very effective	4	3	15%
Not at all effective	0	0	0%
Total	24	20	100%



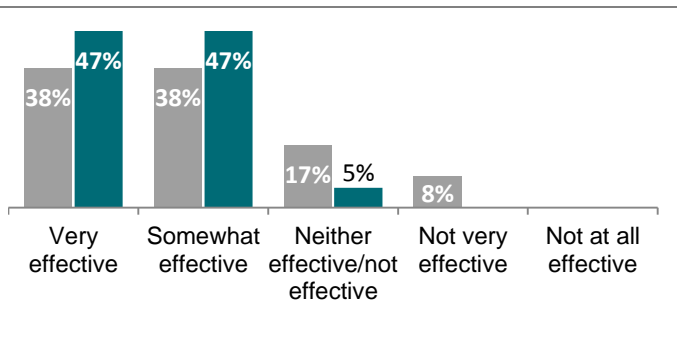
Use of labor market information for program planning and direction

	15/16	16/17	
Very effective	6	5	31%
Somewhat effective	4	9	56%
Neither effective/not effective	7	1	6%
Not very effective	3	0	0%
Not at all effective	0	1	6%
Total	20	16	100%
N/A	4	4	



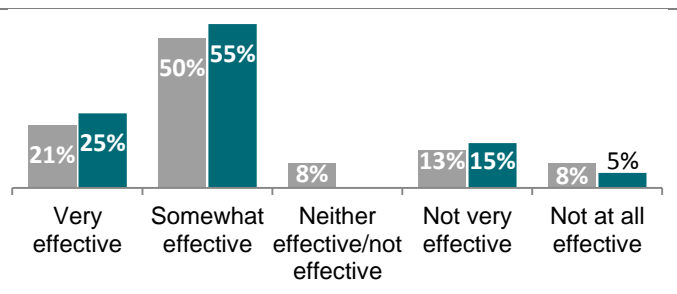
Use of information to support accreditation

	15/16	16/17	
Very effective	9	9	47%
Somewhat effective	9	9	47%
Neither effective/not effective	4	1	5%
Not very effective	2	0	0%
Not at all effective	0	0	0%
Total	24	19	100%
No response	0	1	



Focus on student learning outcomes

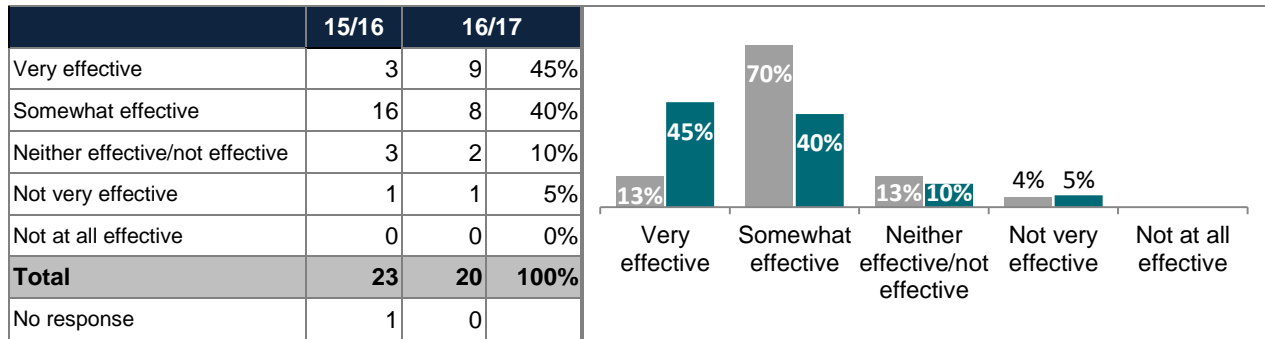
	15/16	16/17	
Very effective	5	5	25%
Somewhat effective	12	11	55%
Neither effective/not effective	2	0	0%
Not very effective	3	3	15%
Not at all effective	2	1	5%
Total	24	20	100%



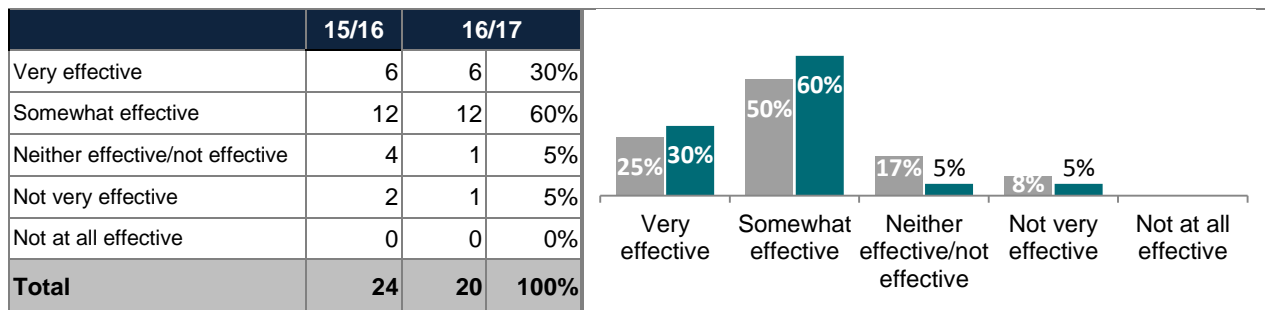
Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

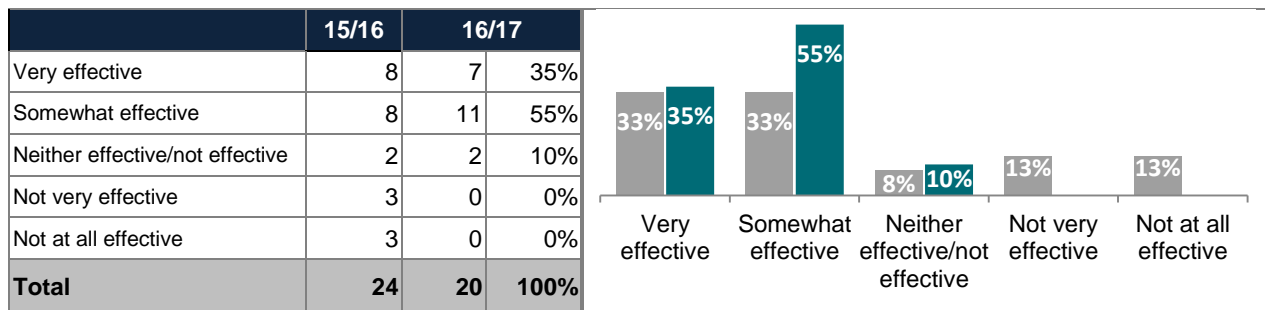
Overall growth in understanding your program(s)



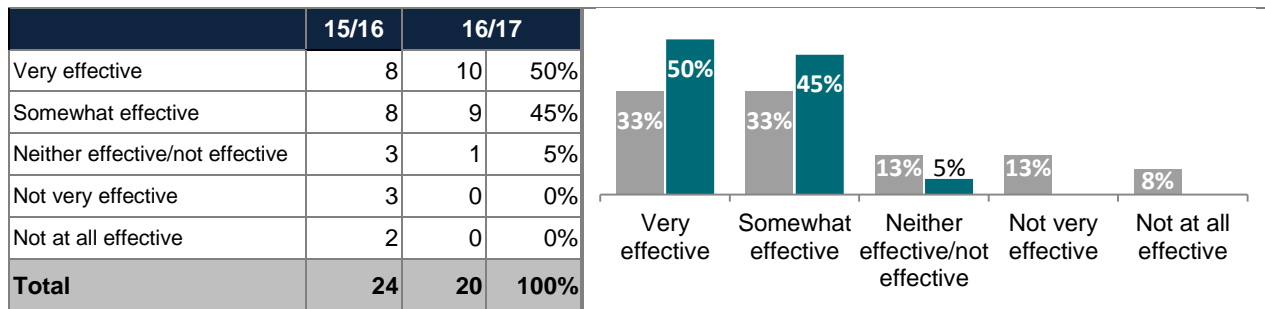
Growth in understanding your program goals and plans in relation to institutional goals



Meaningful conversations about program quality



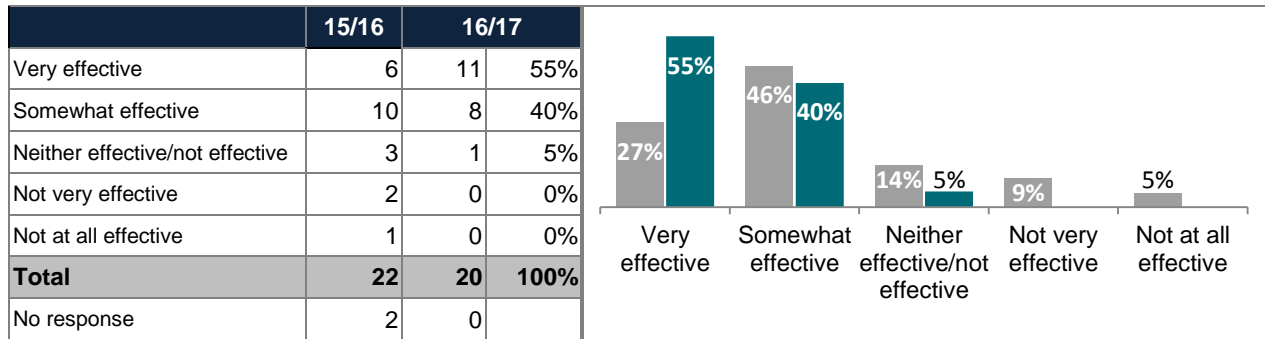
Meaningful conversations about program future



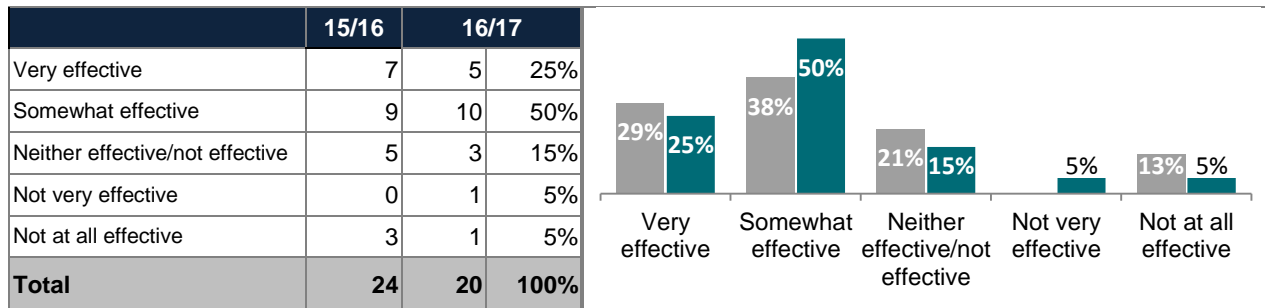
Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

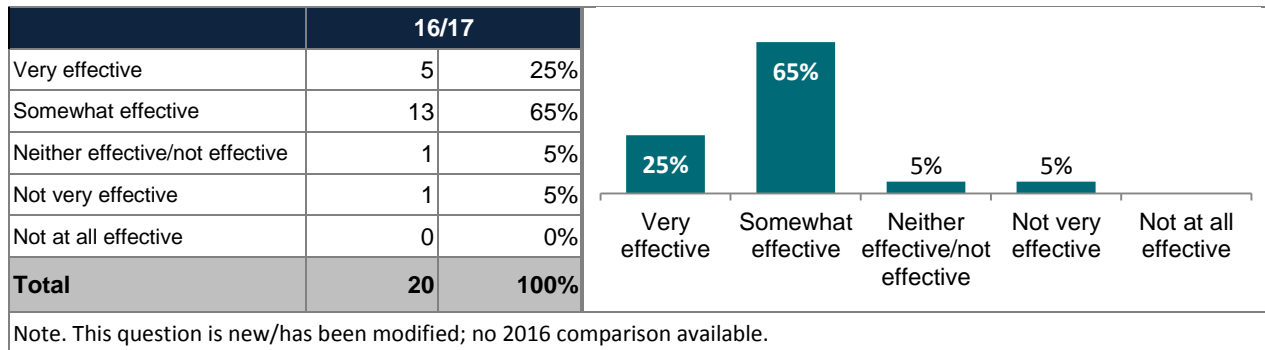
Planning the future of your program(s)



Actions by faculty in support of program quality



Actions by dean in support of program quality



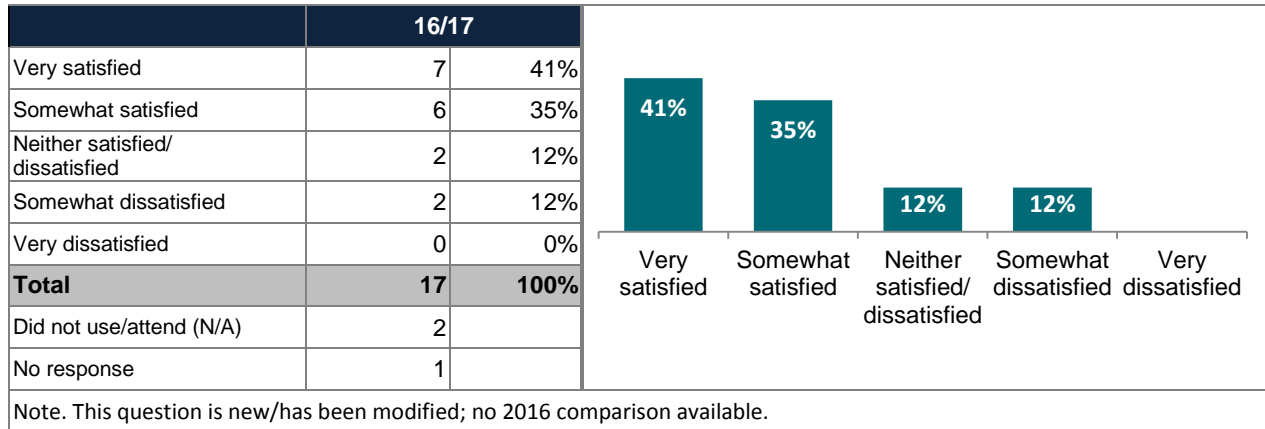
Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

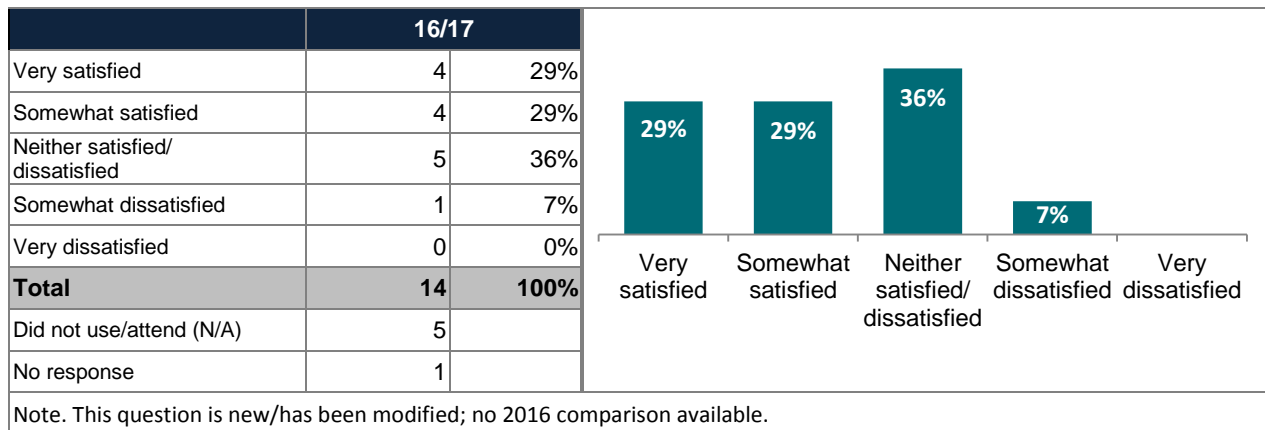
Satisfaction with Assistance Tools

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

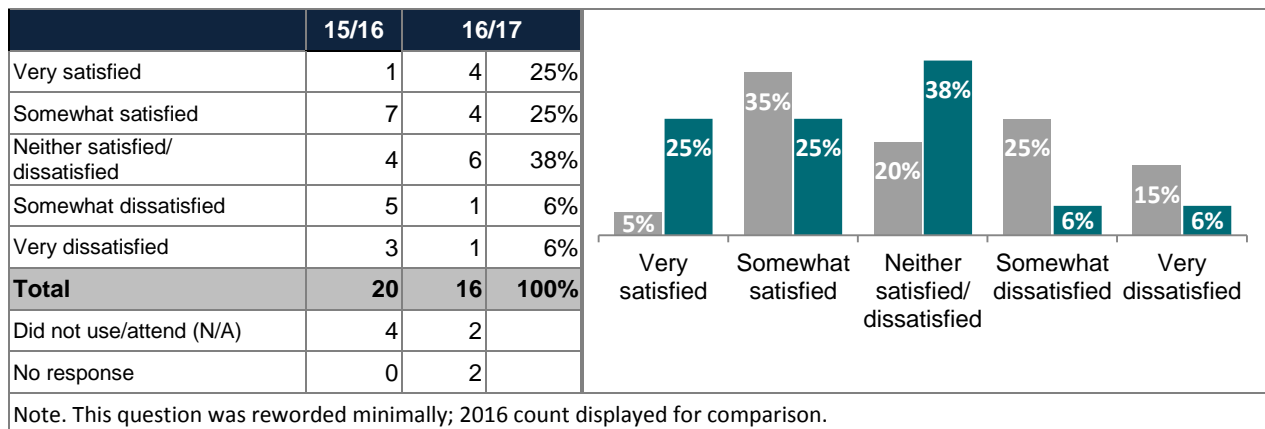
In-person trainings



LMI video training



Summary Guide (Form D)



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?

2017 Responses	Time	LMI Video
1. LMI video training too long. Should be checklist style- Step 1, Step 2, Step 3. Any comments about why LMI is important, how it can assist should be on a separate video. Also, the log-in to Get LMI should be posted or available somewhere.	✓	✓
2. Looking at it, from a new Program Chair perspective, it was very eye opening. I feel that the entire yearly program review is too long. This kind of review should be for the 6 year review, when we do accreditation.	✓	
3. From the previous year a much better improvement. I believe as we continue we need to make more efforts to inform faculty and programs to start sooner than later to generate and update Program Review. I like the support services that **** and **** accommodated for additional lab and training. Getting closer to streamlining the process. Thanks.	✓	
4. Need more hands on explanation - too much time elapses between training and help	✓	
5. The whole process is confusing especially when the forms keeping changing each year. I think it's very important to stress that it be a discipline wide effort and the responsibility of a few key instructors. Can a work period be established when all disciplines are given time to work together on the process. When the majority of instructors are adjuncts, the work lands in the laps of a few contract instructors. Flex days would be great but fall flex is already so busy and may be too soon for many to begin the process and spring flex is too late. Is there a compromise?	✓	
6. To actually use the information to make future decisions. Last year the information and requests were submitted but PPIS did not link directly to PR. Faculty hiring priorities were changed between the time of PR and availability of contracts. Other information did not seem to be useful at all and took a great deal of time to analyze - like data that could have been compiled and numbers that could have been crunched by a computer program.	✓	
7. The video was excellent and my colleague also helped me understand the program review.		✓
Missing (13)		
TOTAL	6	2

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, Section A; OIE Data tables):

2017 Responses
1. Absolutely ridiculous how long it takes to navigate this - there has to be a program to synthesize this data - for example overall CE compared to my program. This requires FAR too much time and energy!
2. Hard to understand directions in this section. What exactly are we to do with it? Do we have to do percentages? Or just comment on the data. Instructions need to be changed
3. I am too green to comment.
4. It is unclear on the level of detail needed/ want the analysis of data-gender, age, etc. I would be great to see a sample "ideal" PR including all sections.
5. not able to comment on these aspects at this time.
6. Present an example of how the data could be/should be reviewed by the program
7. Try to condense more.
Missing (13)
TOTAL

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

2017 Responses
1. I am too green to comment.
2. okay.
3. To attach all SLOs for every course is too much - and for what? This is cumbersome
Missing (17)

List of Strategic Planning Goals/SWOT Analysis (Form A, Section C):

2017 Responses
1. I am too green to comment.
2. okay
Missing (16)

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

2017 Responses
1. I am too green to comment.
2. More training for some faculties.
3. The LMI tables do not accurately represent the occupations served by the discipline. What checks are in place to ensure that a particular discipline is not using the data to inflate their demand?
4. The LMI was done in spring-why do it again so soon?
Missing (16)

Request for Resources (Form A, Sections E-I; Faculty Priority Hiring Committee Addendum form):

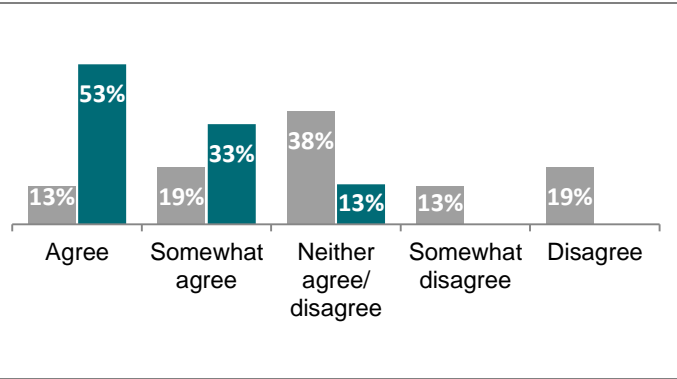
2017 Responses
1. I am too green to comment.
2. okay for now.
3. This section relied on the input of program dean to complete.
Missing (17)

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:

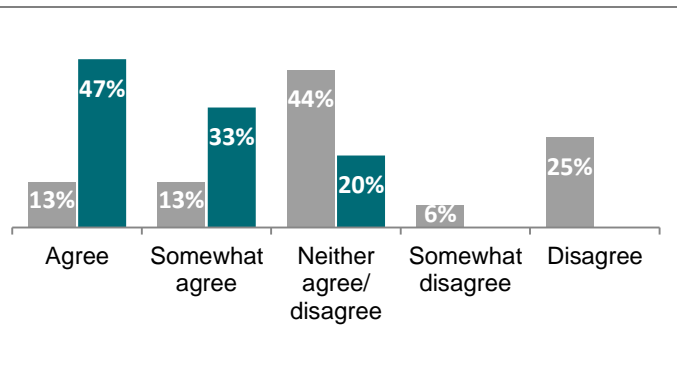
My questions were addressed in a timely manner

	15/16	16/17	
Agree	2	8	53%
Somewhat agree	3	5	33%
Neither agree/disagree	6	2	13%
Somewhat disagree	2	0	0%
Disagree	3	0	0%
Total	16	15	100%
No questions (N/A)	8	3	
No response	0	2	



My questions were sufficiently answered

	15/16	16/17	
Agree	2	7	47%
Somewhat agree	2	5	33%
Neither agree/disagree	7	3	20%
Somewhat disagree	1	0	0%
Disagree	4	0	0%
Total	16	15	100%
No questions (N/A)	8	3	
No response	0	2	



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

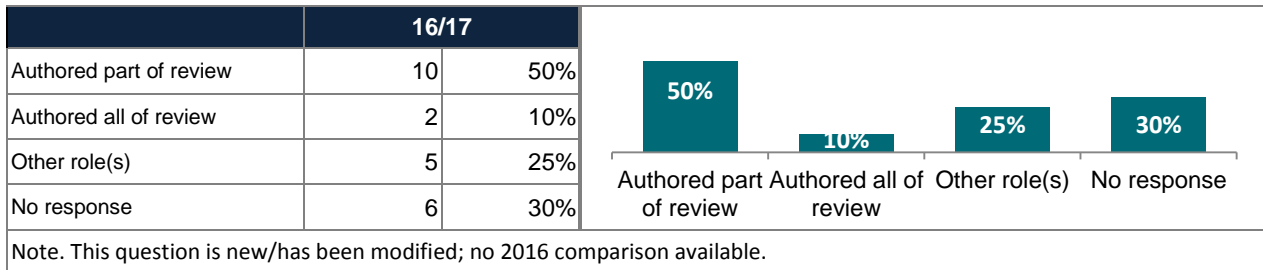
2017 Responses
1. Great Job.
2. Thank you to **** for the extended time and help
3. They really tried hard to help. But not all questions/concerns could be addressed.
Missing (17)
TOTAL

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

Source: SDCCD Information Systems

Faculty Authoring Roles and Engagement

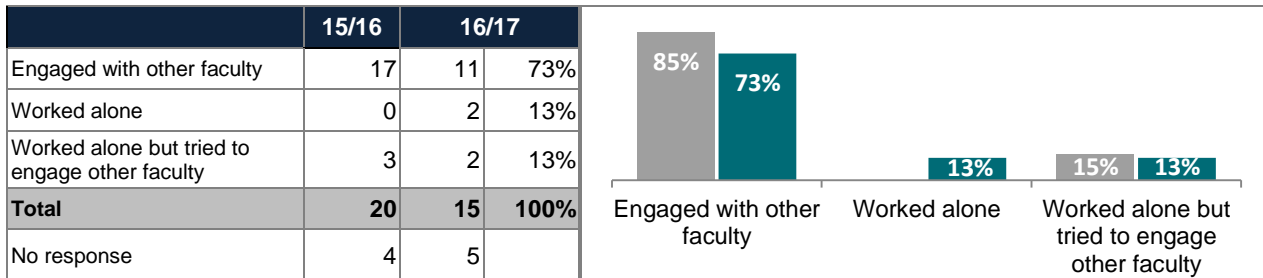
What was your role in the completion of your program’s review?



Other roles(s), please specify:

Other role(s), please specify:
1. And reviewed and edited entire document.
2. Edited information
3. faculty input
4. I consulted with my department.
5. Involved all faculties and classified input in the review process.
Missing (0)

Did you work alone or engage with other faculty?

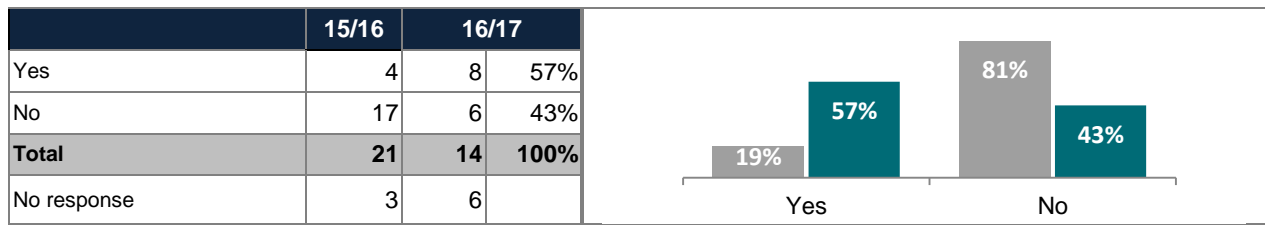


Note. Percentages may not total 100% due to rounding error.

Source: SDCCD Information Systems

Sufficiency of Allotted Time

Was the time allotted to complete the review sufficient (Distributed Oct. 13 – Due Dec. 4)?



Continued – If no, please describe why:

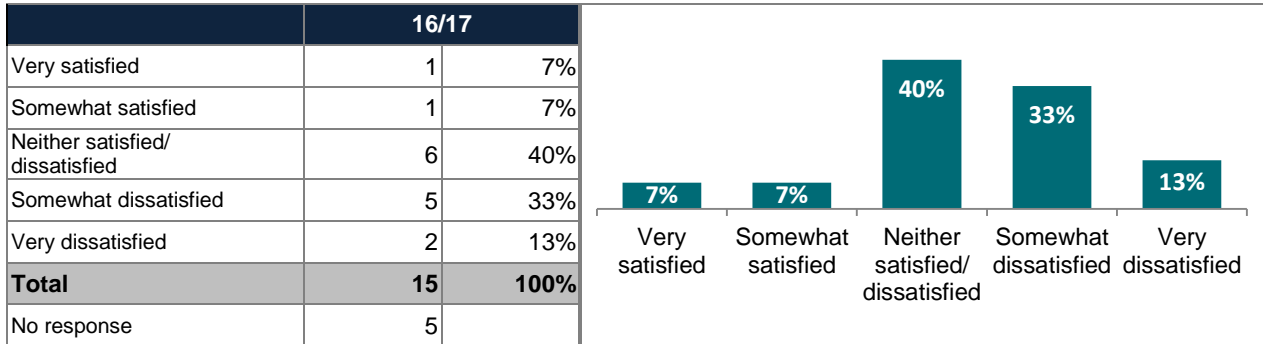
2017 Responses
1. I think that my Dean and Program Chair were overworked throughout.
2. I was not notified until about a week before the program review was due. I went to work immediately and worked extra hours to complete it in time.
3. It did not matter how much time we got.
4. Materials may have been distributed in Oct. but was not given the assignment until mid-Nov. With the typical rush of this time of the year, PR just added STRESS! Does it have to be completed in the fall?
5. not sufficient time. more time needed due to busy faculty schedules with committee meetings and limited availability for everyone
6. We had a new dept chair and there was a learning curve. The incoming chair did a good job trying to make it happen within the time frame. Probably not as effective for our program as it could have been for many reasons.
Missing (14)

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

Source: SDCCD Information Systems

Revisions to This Cycle’s Program Review

The Program Review Committee implemented revisions to this cycle’s program review forms and processes based upon input from last year’s Program Review Feedback Survey. In general, how satisfied are you with these revisions?



Please comment on any satisfaction or dissatisfaction with revisions to this cycle’s program review forms and processes:

2017 Responses
1. As adjunct, not able to adequately respond to this item.
2. Getting closer.
3. On question 7. Did you work alone or engage with other faculty to complete the review? I wrote worked alone to write document but did use faculty input that was given throughout the last year. October/Nov. is a time when many faculty teach off campus, including the chair so it is hard to get together for meetings. On question #9. I would like to see the document shortened. Some of the data seem irrelevant to or mission such as non-traditional student percentages and age brackets.
4. Program review forms are redundant.
5. The review template is still far to long and cumbersome. The final document took a significant amount of editing to make it a usable document. Perhaps the instructions should be kept outside of the document with the examples as well to keep it shorter and more focused on the program
6. You need to fix the Review of Summary Data and data trends, etc. This is overwhelming and a waste of time as it stands. If given our numbers in comparison to overall CE at the get go, it would make it easier. Also - what about San Diego demographics in general? There is too much missing to make true comments/statements about our program
Missing (14)

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

Source: SDCCD Information Systems

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 collect quantitative and qualitative evidence for each instructional discipline to assess if the vision, mission, and strategic goals of SDCE are being fulfilled
- ❖ 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"/>

Source: SDCCD Information Systems

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 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) In-person trainings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) LMI video training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Summary Guide (Form D)	<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 statements:

	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My questions were sufficiently answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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) Review of Program Data (*should have read: "Review of Program Data"*) (Form A, Section A; OIE Data tables):
 - b) Description of Program/Discipline (Form A, Section B):
 - c) List of Strategic Planning Goals/SWOT Analysis (Form A, Section C):
 - d) LMI Summary for CTE programs (Form A, Section D):
 - e) Request for Resources (Form A, Sections E-I; Faculty Priority Hiring Committee Addendum form):
6. What was your role in the completion of your program's review?
Authored part of the review
Authored all of the review
Other role(s), please specify:
7. Did you work alone or engage with other faculty to complete the review?
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 13 – Due December 4)?
Yes
No, please describe why:
9. Do you have any additional suggestions for the Program Review Committee?
10. The Program Review Committee implemented revisions to this cycle's program review forms and processes based upon input from last year's Program Review Feedback Survey. In general, how satisfied are you with these revisions?
Very satisfied
Somewhat satisfied
Neither satisfied/ dissatisfied
Somewhat dissatisfied
Very dissatisfied
11. Please comment on any satisfaction or dissatisfaction with revisions to this cycle's program review forms and processes:
12. *[For research purposes only:]* Please indicate the program you are affiliated with.
Basic Skills
Business & Information Technology
Child Development
Disability Support & Programs
English as a Second Language/Citizenship
Health Care Careers
Hospitality & Consumer Sciences
Older Adult
Skilled Trades (formerly Career Technical Education)

Thank you for participating in the survey. The report will be made available early 2018.