

INSTRUCTIONAL  
PROGRAM REVIEW  
WRITER FEEDBACK  
2017/18 CYCLE III

Prepared by:

SDCE Office of Planning, Research,  
and Institutional Effectiveness

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March 2019

PLANNING, RESEARCH, & INSTITUTIONAL EFFECTIVENESS

4343 OCEAN VIEW BOULEVARD, SAN DIEGO, CA 92113



## Contents

Purpose.....	2
Executive Summary .....	2
Methodology .....	2
Highlights of the Findings .....	4
Feedback Survey Results .....	9
Faculty Authoring Roles and Engagement .....	9
Sufficiency of Allotted Time .....	12
Effectiveness of Program Review Process in Stimulating Action/Planning.....	13
Satisfaction with Assistance Tools.....	18
Satisfaction with Committee Response to Writer Questions.....	20
Satisfaction with the Steps of the Program Review Process.....	21
Revisions to This Cycle’s Program Review.....	23
Suggestions to Improve/Add New Assistance Tools and to Improve Annual Requirements .....	24
Appendix: Survey Instrument.....	26

## Purpose

For the third consecutive year, the SDCE Program Review Committee (PRC) asked the Office of Planning, Research, and Institutional Effectiveness (PRIE) 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 a general 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 64% of the respondents. Eighty-three percent of respondents engaged with other faculty in their program review, and two thirds of respondents reported having enough time to complete the review (67%). Respondents reported satisfaction with the provided supports with approval rates from 67% up to 88%, with most suggestions addressed towards improving the LMI resources. Sixty percent of respondents were satisfied with how the program review committee addressed their questions. In general, respondents claimed that their experience with all the steps of the program review process was positive, with the exception of using Campus Labs, where half of respondents claimed having a negative experience (50%). Sixty-seven percent of respondents claimed to be satisfied with the revisions implemented to the program review. Some of the respondent's main concerns were lack of clarity in how the process works and how it is analyzed, not providing instructors with the necessary resources and information so they are prepared to complete the program review, as well as some respondents having a difficult time with Campus Labs.

## Methodology

The PRIE revised the 2016/17 survey instrument in conjunction with the PRC during Fall 2018. 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 the 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

PRIE conducted online survey data collection in December (12/07/2018 – 01/20/2019). Sixty-six faculty and deans who had been identified as participating in Program Review were emailed survey invitations and reminders. A total of 18 surveys were completed (27% response rate). Due to the small number of responses, results should be considered representative of only those who replied to the survey.

This report provides a summary of the overall findings, survey response tables and charts, as well as verbatim respondent comments<sup>1</sup> grouped into themes when possible.

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<sup>1</sup> Personal names are redacted in verbatim respondent comments.

## Highlights of the Findings

### Faculty Authoring Roles and Engagement

- At least 70% of respondents participated in Section A., C., E., F., and G. of their program review (Review of program data, Description of the program, Strategic Plan Update, Resource Requests, and Responses to Previous Program Review, respectively).
- Section B. and D. (Labor Market Information and SWOT Analysis) had the least participation rates within respondents, 50% and 56%, respectively.
- Seventeen percent of respondents reported that they worked alone to complete their program review.

### Sufficiency of Allotted Time

- Two thirds of respondents (67%) agreed that the time allotted to complete the review was sufficient. However, some respondents claimed it was a busy time of year, other respondents claimed it took more time than usual because of the implementation of Campus Labs, while others mentioned that the implementation of the Program Review and Strategic Plan delayed the process. One respondent stated that instructors should participate and that adjunct employees should also get involved in this project. Another respondent claimed to be an adjunct who worked on this process on their own.

*“Directly after Thanksgiving break is a tough time. It would seem beneficial to not have the schedule do and lots of breaks during the period of time for the final due date”*

*“A busy time of year. Although some information is given in September, important data/stats and other information is not given until late Oct/early Nov. Need more participation from other instructors. Few contract instructors available too participate while many more adjunct employees potentially available to participate but do not due to not being paid.”*

*“I think more time should have been allotted since this was the first year we had to use Campus Labs for the Strategic Plan and there was a huge learning curve. Also - it was a huge challenge having the same deadline for both reports.*

*“The combination of Program Review and Strategic Plan needs more time to complete.”*

*“We need our Strategic Plan to be updated and how to learn how to do this in Campus Labs. We could not start Program Review until our Strategic Plan was updated and this took until the Dec. 3rd deadline. The Program Review and Strategic plan could have had different deadlines.”*

### Effectiveness of the program review process

- Ninety percent or more of respondents considered program review is somewhat or very effective in stimulating the following:
  - Use of information to support accreditation (94%)
  - Meaningful conversations about program quality (94%)
  - Meaningful conversations about program future (94%)
  - Meaningful conversations about program resources (94%)

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*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.*

- Slightly fewer respondents rated program review as effective in stimulating the following:
  - Use of evidence to analyze program quality (82%)
  - Use of labor market information for program planning and direction (64%)
  - Focus on student learning outcomes (67%)
  - Overall growth in understanding your program(s) (78%)
  - Growth in understanding your program goals and plans in relation to institutional goals (78%)
  - Growth in understanding about the impact of integrated planning on your program (71%)
  - Meaningful conversations about alignment between instructional review, planning, and resources (83%)
  - Planning the future of your program(s) (89%)
  - Actions by faculty in support of program quality (83%)
  - Actions by dean in support of program quality (83%)

### Satisfaction with assistance tools

- There was a general level of satisfaction with all the assistance tools. More than three quarters of respondents were satisfied with in-person trainings (one-on-one) (88%), email/phone support (86%), in-person trainings (group) (79%), and in-person support (77%). One quarter of respondents expressed dissatisfaction with LMI resources (25%).

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

- Only three respondents volunteered suggestions for improvements to assistance tools. Respondents focused on higher level of explanation and planning for new faculty, a respondent felt the in-person training was not sufficient to get prepared for the task at hand, and one respondent felt the real value came from program meetings with various sectors of BIT and Industry.

*“If there is going to be a brand new person taking on this task, there should be MUCH more explanation and planning. This was not a good experience for me”*

*“The most useful assistance was on the phone with \*\*\*\* as we worked out issues that were specific to converting the Word format of Strategic Plan to Campus Labs. I'm not sure if the in-person training really helped me do the work. As lead writer, I had to just get into Campus Labs and learn the system.”*

*“At some point we are just trying to meet the deadlines. This doesn't really create the kind of conversations needed to really grow the program or review it. But I understand it is necessary. The real conversations come in our program meetings with the various sectors of BIT and when we meet with Industry.”*

- Three respondents expressed their concerns with LMI resources. One respondent stated that LMI is hard to use and analyze, and therefore, a quickstep guide is needed; another respondent said that it is important for LMI to recognize the self-employed caregiver Family Home Daycare Providers; and other respondent mentioned that the supply and demand data used to feed into LMI is not correct.

*“LMI is difficult to access-need quick step guide. Every year it takes me a while to figure out and is not user friendly”*

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*“...LMI data does not recognize a major group of professionals that our program trains and supports-those self employed caregiver-Family Home Daycare Providers. This is a valuable profession that is highly attractive to many of our immigrant students that is going unrecognized and in a similar manner, is not recognizing the service that Child Development serves. Also, Child Development provides 3 units continuing educations units in infant/toddler care to current working professionals.”*

*“The Supply and Demand tables that we used to get the data for LMI is just wrong. It is not up to date. Plus, it was very very hard to work with. I found the Supply almost impossible to control. EDD is better. BUT, we were not allowed to use that. It wouldn't give us the same data.”*

### Satisfaction with committee response to writer questions

- Among the respondents who asked questions to the PRC while conducting their review, 60% reported that their questions were addressed in a timely manner and 60% reported that the answers were sufficient.

### Comments on satisfaction or dissatisfaction with committee response to writer questions

- Three respondents commented on their dissatisfaction with how the PRC gave support and/or addressed their questions. A respondent mentioned that faculty should not be expected to research for the product requested and/or the vendor, a respondent asked a question on the last day and was not given an answer, and the other respondent mentioned there are inconsistencies with Campus Labs.

*“An example of the directions not matching reality is when the directions stated when requesting a resource to outline the exact specific item and vendor. As discussed previously at the technology meeting and other participatory governance meetings, faculty who are not experts in “technology” but know the program needs a laptop should not be expected to research to find the best value.”*

*“I only asked one question and probably because I asked it on the last day, I did not receive a response.”*

*“There are kinks in Campus Labs. The reports do not match what was planned. What was planned was listed in the reports....but not in the plan. Anything you tried to delete, was NOT deleted in the reports. There are kinks in Campus Labs.....They need to be worked out.”*

### Overall experience with the Program Review process

- Sixty-three percent of respondents reported that their experience from filling the program review was very good/good followed by fair (31%).
- Half of the respondents reported that their experience from filling resource requests was very good/good (50%) followed by fair (31%).
- Half of the respondents reported having a negative experience using Campus Labs, while thirty-three percent of respondents claimed they had a very good/good experience with Campus Labs.

### Comments on satisfaction or dissatisfaction with experience with the Program Review process

- One respondent did not like the new formatting of Campus Labs, other respondent felt he/she did not learn more about the Program Review process, another respondent claimed the process is very redundant since

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data does not change much from year to year, while the last respondent felt it was unfair to have seen the rubric after completing the resource requests.

*“Campus labs are not formatted to see like in the old format-I like that better. Still do not understand the numbering in Campus labs.”*

*“I wanted to learn more about this process so that I can understand how resources are acquired. This did not happen for me. In fact, I was more confused at the end and simply passed off the work I did. I do not know if it was correct, or even necessary.”*

*“After completing our resource requests, we then saw the rubric. Seeing the rubric prior to completion would have allowed us to better complete the form. This provided an uneven playing field.”*

### Revisions to Program Review

- More than half of respondents reported being satisfied (67%) with the changes implemented to this year’s cycle. The rest of respondents (33%) reported not feeling satisfaction/dissatisfaction with the changes implemented this year.

### Suggestions to improve annual Program Review requirements (Form A)

- Suggestions to improve Section A. Quantitative Data (OIE Data tables) included to categorize the data the way SDCE wants to look at it for the respondents to comment on it, sending the data earlier and training instructors that are unfamiliar with statistical analysis, as well as providing more clarity on Section A. Item D. *“I am confused about Section A. item D. Program Completion by Program and Discipline (if provided, located in Overall Discipline Report) and Completion Thresholds.”*
- There were only two improvement suggestions for Section B. LMI Summary for CTE programs. Respondents suggested to prepare the data in advance and provide disciplines, and to get away from supply and demand.
- For Section C. Description of Program/Discipline one respondent suggested having a higher word limit.
- The three suggestions for Section D. SWOT Analysis included to word more positively the word “threat”, to have more time to complete this section effectively, and the last respondent mentioned this section was not helpful.
- For Section E. Strategic Plan Update one respondent suggested that instructors should have more collaboration with program deans, and the other respondent mentioned how there are some “kinks” in Campus Labs that need to be worked out. *“As instructors, we have many ideas but due to lack of budget knowledge, we are unsure as to the reality of our requests; suggest more collaboration with program dean when completing program review; program review should not just be handed over to program chair and others telling them to ‘get it done.’”*
- Suggestions for improving Section F. Request for Resources included having more clarity with how respondents are to be judged before creating the resource requests, a respondent suggested that the facility resource form should be for the campus. Other respondents mentioned that estimates should be more than enough when asking for resources, and the last respondent reported that some sections felt incomplete. *“There was some narrative sections for resouces and then some had only the additonal form.”*

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- The three responses for improving Section G. Response to previous program review were to keep it simple, how difficult it was to answer due to not having enough information from last year, and how the review gets longer each year.

### **Program Review experience satisfaction and dissatisfaction comments**

- One respondent reported being satisfied with how the question in Section A. were condensed and converted to a more concise form.  
*“Thank you for condensing the redundant questions that were on the previous year's Section A: Review of Program Data.”*
- Dissatisfactions with this year's program review included having to work on the resource request within the program review, to use last year's program review to make the process easier for the current year, separating the auto tech and auto body programs, and have the program review process be mandatory for instructors.  
*“Much of the process is a rehash of the previous program review. Is there anyway to streamline the process? Make previous program review available on an editable document.”*  
*“The instructors either wanted to participate or did not. If they did not, it was fine. This is just not right. Everyone in the department should have input. Some instructors, just want to teach their courses and do nothing else.”*

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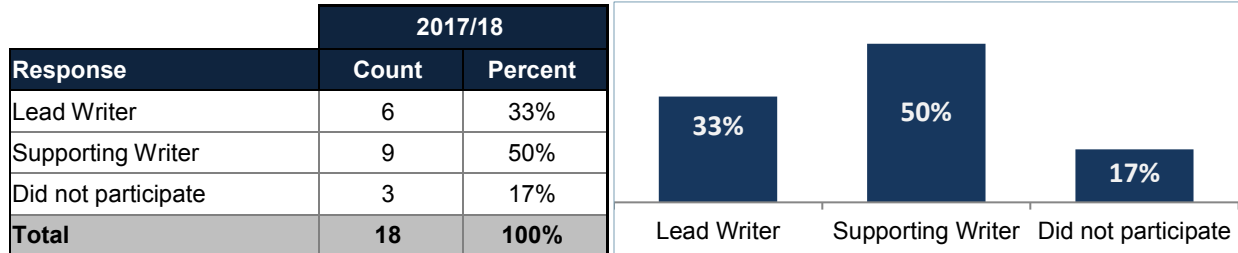
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## Feedback Survey Results

### Faculty Authoring Roles and Engagement

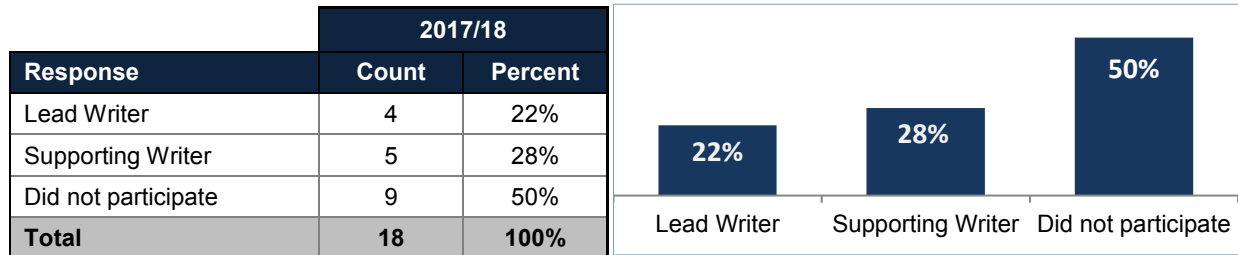
What was your role in the completion of the different sections of your administrative review?

#### Section A. Review of program data



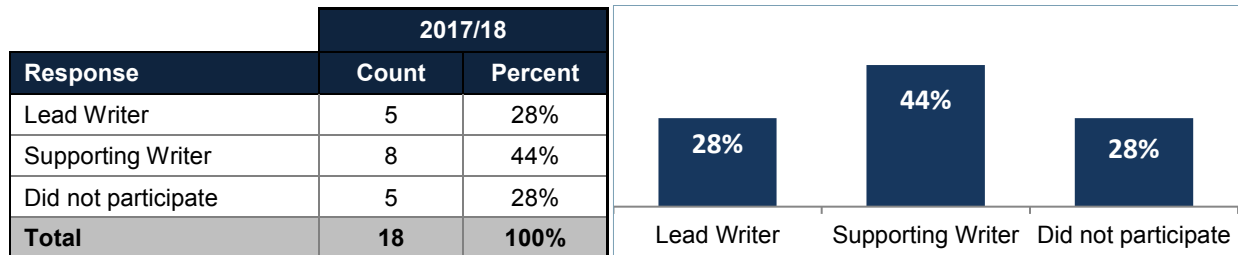
Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

#### Section B. Labor Market Information (LMI) Summary



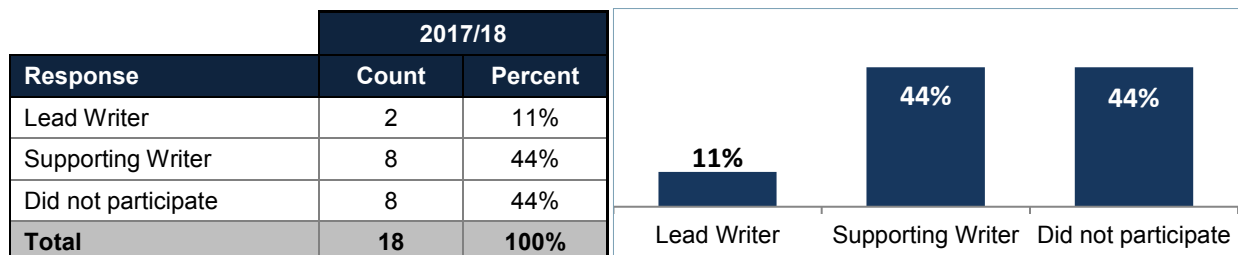
Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

#### Section C. Description of the program



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

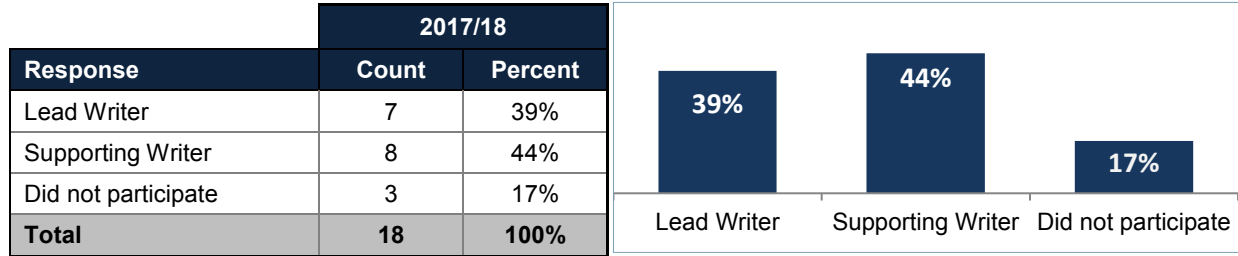
#### Section D. SWOT Analysis



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

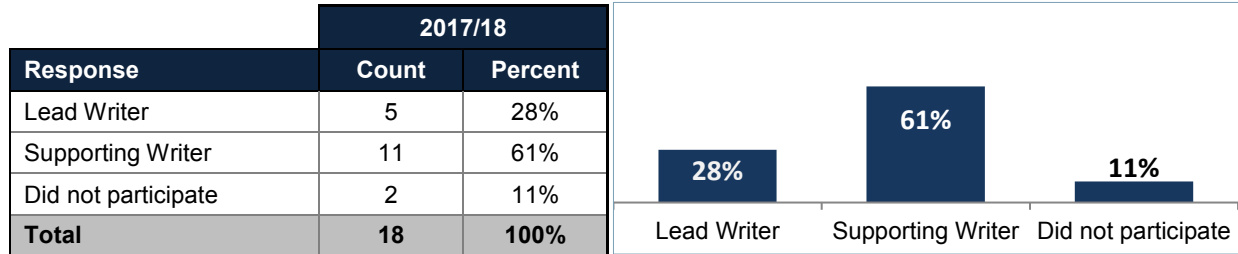
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**Section E. Strategic Plan Update**



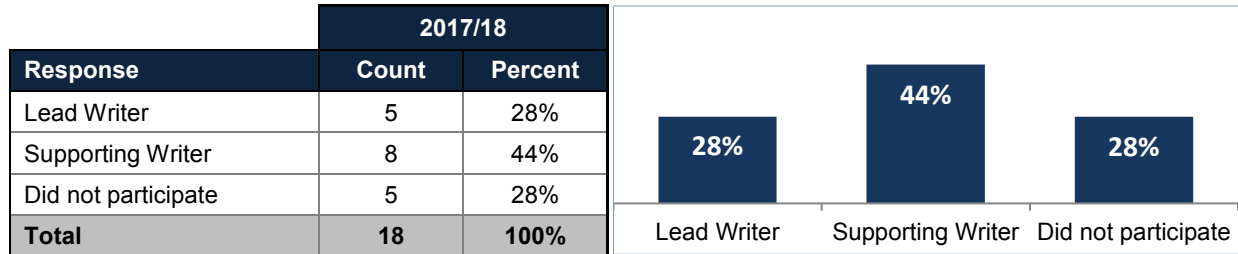
Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

**Section F. Resource Requests**



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

**Section G. Response to previous program review**



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

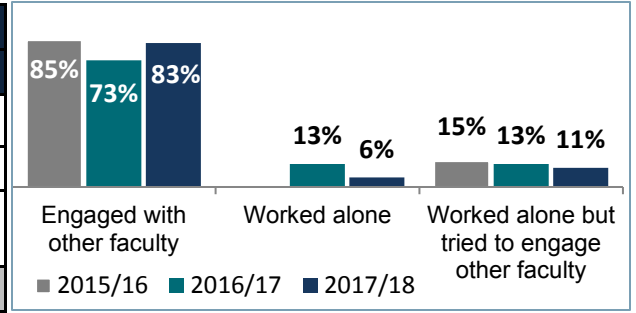
**If you participated in multiple program reviews please specify your role in each one here:**

Assisted in Distance Learning and Technology review
F. I was the lead writer for one of the resource request and a supporting writer for three of the resource requests.
Program Director
I participated in Culinary's Program Review. I was a supporting writer. I did all the Labor Market information.
<b>Missing (14)</b>

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Did you work alone or engage with other faculty to complete the review?

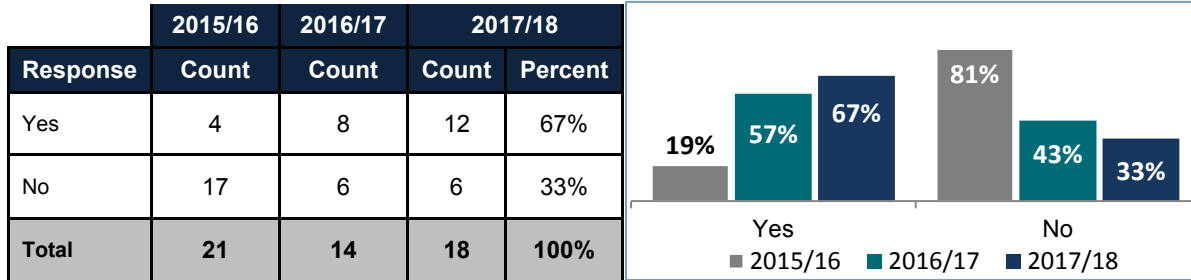
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Engaged with other faculty	17	11	15	83%
Worked alone	0	2	1	6%
Worked alone but tried to engage other faculty	3	2	2	11%
<b>Total</b>	<b>20</b>	<b>15</b>	<b>18</b>	<b>100%</b>



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

## Sufficiency of Allotted Time

Was the time allotted to complete the review sufficient (Distributed September 11–Due December 3)?



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

### No, please describe why:

Directly after Thanksgiving break is a tough time. It would seem beneficial to not have the schedule do and lots of breaks during the period of time for the final due date
I am an adjunct and was asked to participate. I put in time and effort on my own to complete this process.
A busy time of year. Although some information is given in September, important data/stats and other information is not given until late Oct/early Nov. Need more participation from other instructors. Few contract instructors available to participate while many more adjunct employees potentially available to participate but do not due to not being paid.
I think more time should have been allotted since this was the first year we had to use Campus Labs for the Strategic Plan and there was a huge learning curve. Also - it was a huge challenge having the same deadline for both reports.
The combination of Program Review and Strategic Plan needs more time to complete.
We need our Strategic Plan to be updated and how to learn how to do this in Campus Labs. We could not start Program Review until our Strategic Plan was updated and this took until the Dec. 3rd deadline. The Program Review and Strategic plan could have had different deadlines.
<b>Missing (12)</b>

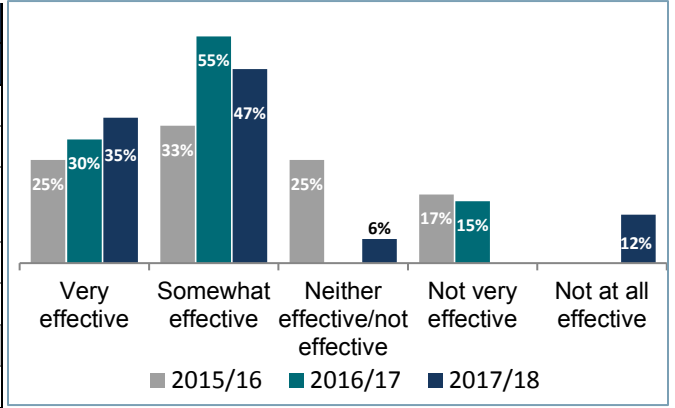
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## Effectiveness of Program Review Process in Stimulating Action/Planning

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

### Use of evidence to analyze program quality

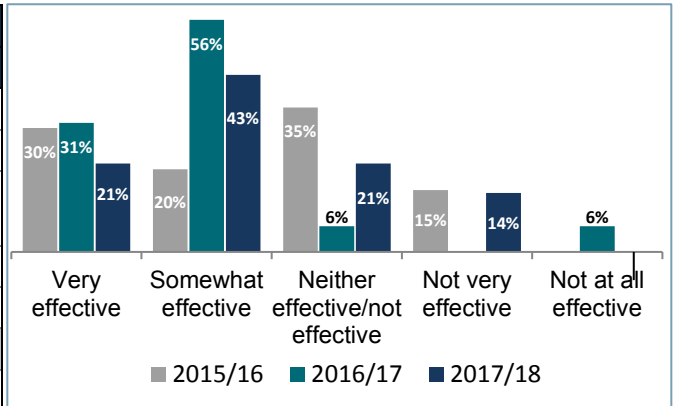
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	6	6	6	35%
Somewhat effective	8	11	8	47%
Neither effective/not effective	6	0	1	6%
Not very effective	4	3	0	0%
Not at all effective	0	0	2	12%
<b>Total</b>	<b>24</b>	<b>20</b>	<b>17</b>	<b>100%</b>
N/A	0	0	1	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

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

Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	6	5	3	21%
Somewhat effective	4	9	6	43%
Neither effective/not effective	7	1	3	21%
Not very effective	3	0	2	14%
Not at all effective	0	1	0	0%
<b>Total</b>	<b>20</b>	<b>16</b>	<b>14</b>	<b>100%</b>
N/A	4	4	4	

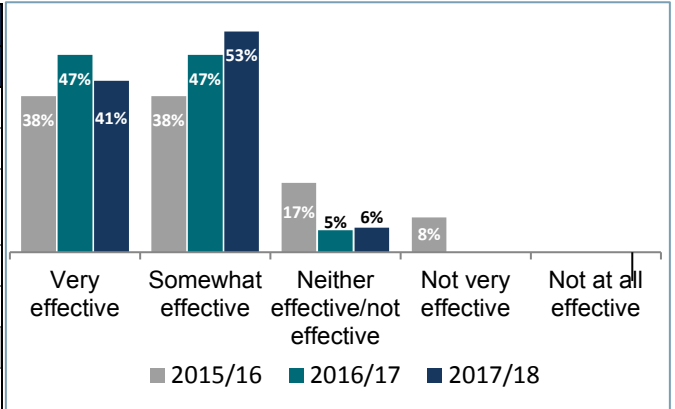


Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

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*Use of information to support accreditation*

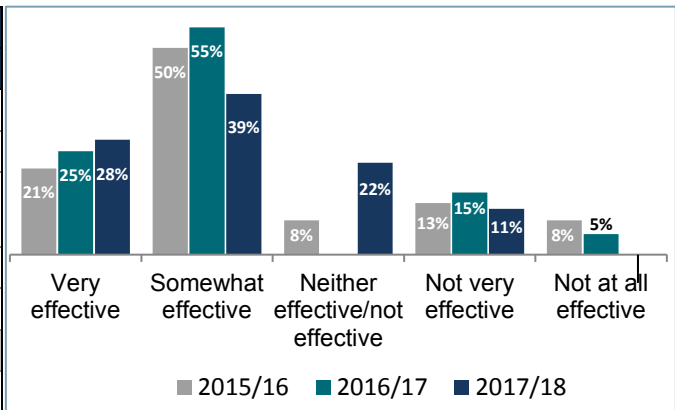
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	9	9	7	41%
Somewhat effective	9	9	9	53%
Neither effective/not effective	4	1	1	6%
Not very effective	2	0	0	0%
Not at all effective	0	0	0	0%
<b>Total</b>	<b>24</b>	<b>19</b>	<b>17</b>	<b>100%</b>
N/A	0	0	1	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

*Focus on student learning outcomes*

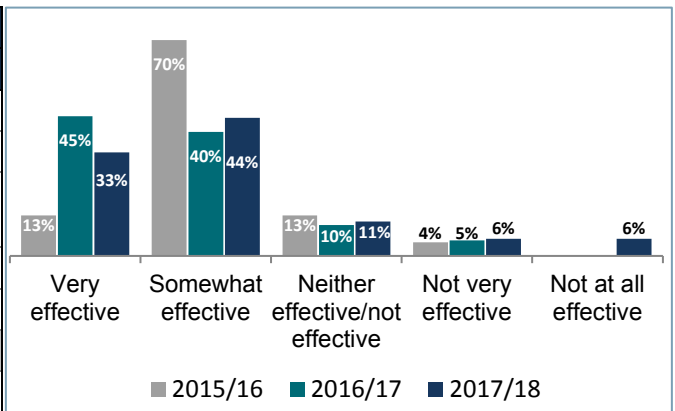
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	5	5	5	28%
Somewhat effective	12	11	7	39%
Neither effective/not effective	2	0	4	22%
Not very effective	3	3	2	11%
Not at all effective	2	1	0	0%
<b>Total</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	0	0	0	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

*Overall growth in understanding your program(s)*

Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	3	9	6	33%
Somewhat effective	16	8	8	44%
Neither effective/not effective	3	2	2	11%
Not very effective	1	1	1	6%
Not at all effective	0	0	1	6%
<b>Total</b>	<b>23</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	0	0	0	

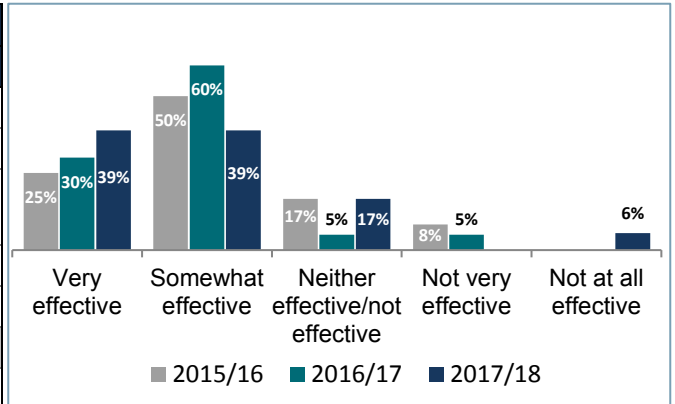


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*Growth in understanding your program goals and plans in relation to institutional goals*

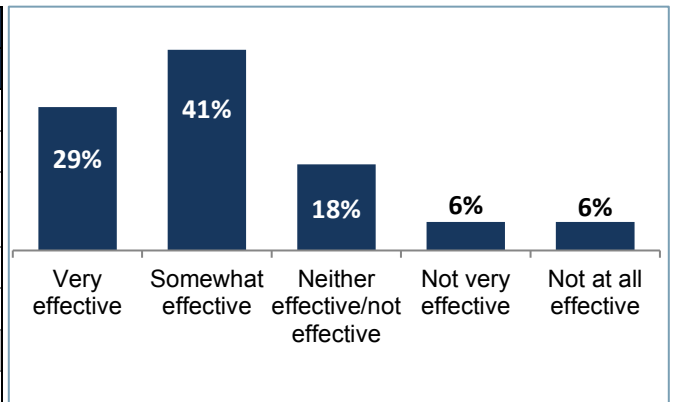
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	6	6	7	39%
Somewhat effective	12	12	7	39%
Neither effective/not effective	4	1	3	17%
Not very effective	2	1	0	0%
Not at all effective	0	0	1	6%
<b>Total</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	0	0	0	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

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

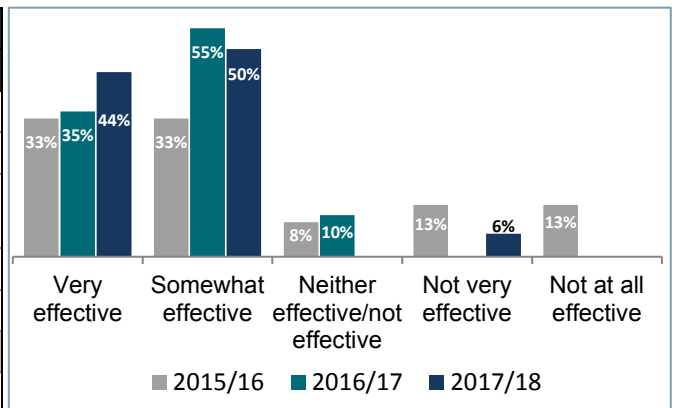
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective			5	29%
Somewhat effective			7	41%
Neither effective/not effective			3	18%
Not very effective			1	6%
Not at all effective			1	6%
<b>Total</b>			<b>17</b>	<b>100%</b>
N/A			1	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

*Meaningful conversations about program quality*

Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	8	7	8	44%
Somewhat effective	8	11	9	50%
Neither effective/not effective	2	2	0	0%
Not very effective	3	0	1	6%
Not at all effective	3	0	0	0%
<b>Total</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	8	7	8	



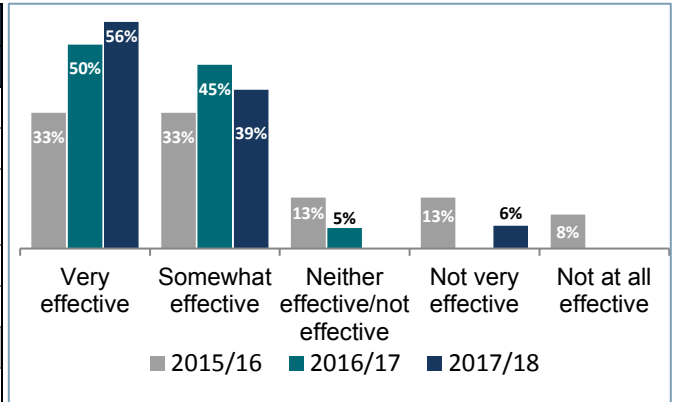
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*Meaningful conversations about program future*

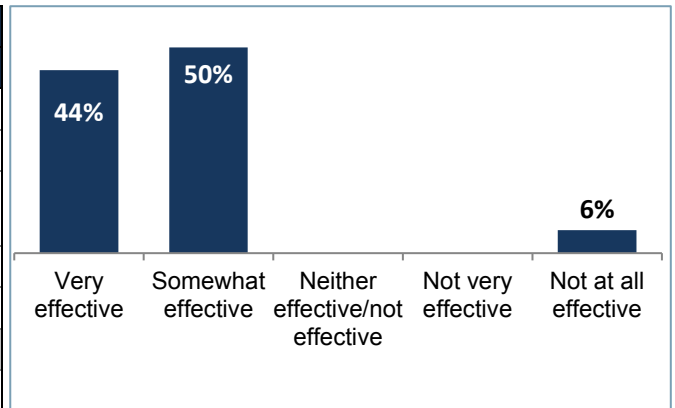
	2015/16	2016/17	2017/18	
Response	Count	Count	Count	Percent
Very effective	8	10	10	56%
Somewhat effective	8	9	7	39%
Neither effective/not effective	3	1	0	0%
Not very effective	3	0	1	6%
Not at all effective	2	0	0	0%
<b>Total</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	0	0	0	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

*Meaningful conversations about program resources*

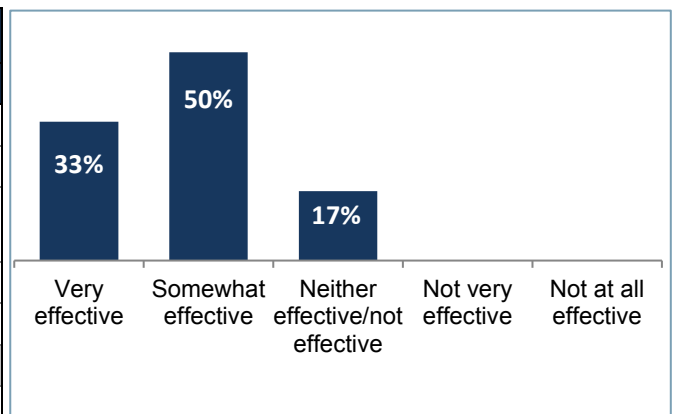
	2015/16	2016/17	2017/18	
Response	Count	Count	Count	Percent
Very effective			8	44%
Somewhat effective			9	50%
Neither effective/not effective			0	0%
Not very effective			0	0%
Not at all effective			1	6%
<b>Total</b>			<b>18</b>	<b>100%</b>
N/A			0	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

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

	2015/16	2016/17	2017/18	
Response	Count	Count	Count	Percent
Very effective			6	33%
Somewhat effective			9	50%
Neither effective/not effective			3	17%
Not very effective			0	0%
Not at all effective			0	0%
<b>Total</b>			<b>18</b>	<b>100%</b>
N/A			0	

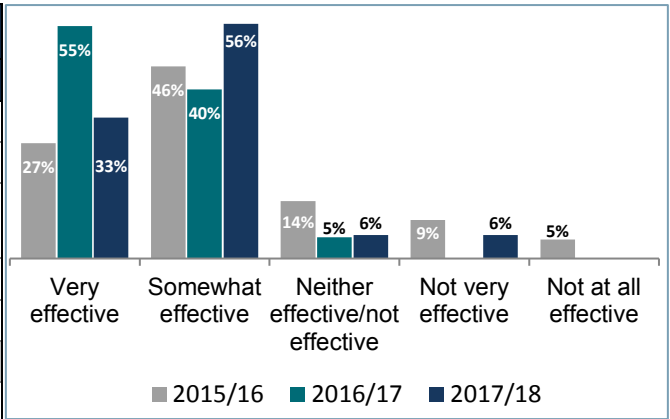


Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

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*Planning the future of your program(s)*

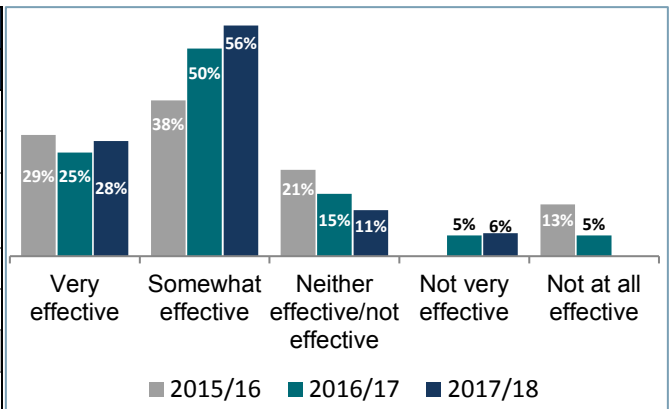
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	6	11	6	33%
Somewhat effective	10	8	10	56%
Neither effective/not effective	3	1	1	6%
Not very effective	2	0	1	6%
Not at all effective	1	0	0	0%
<b>Total</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	0	0	0	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

*Actions by faculty in support of program quality*

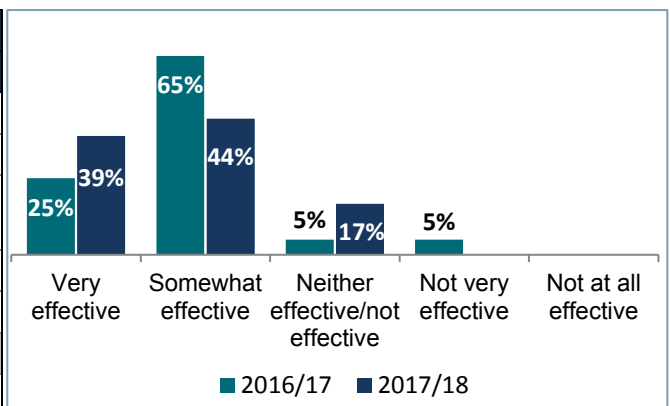
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective	7	5	5	28%
Somewhat effective	9	10	10	56%
Neither effective/not effective	5	3	2	11%
Not very effective	0	1	1	6%
Not at all effective	3	1	0	0%
<b>Total</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>100%</b>
N/A	0	0	0	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

*Actions by dean in support of program quality*

Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Very effective		5	7	39%
Somewhat effective		13	8	44%
Neither effective/not effective		1	3	17%
Not very effective		1	0	0%
Not at all effective		0	0	0%
<b>Total</b>		<b>20</b>	<b>18</b>	<b>100%</b>
N/A		0	0	



Note 1. This question is new/has been modified; no 2015/16 comparison available.

Note 2. Due to small number of responses, changes from one cycle to another might not be statistically significant.

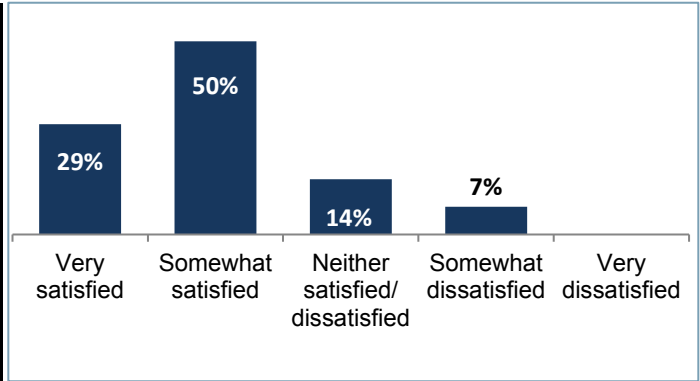
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## Satisfaction with Assistance Tools

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

### *In-person trainings (group)*

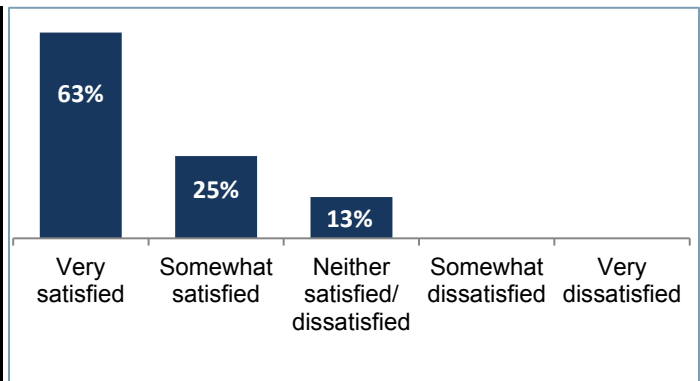
Response	2017/18	
	Count	Percent
Very satisfied	4	29%
Somewhat satisfied	7	50%
Neither satisfied/ dissatisfied	2	14%
Somewhat dissatisfied	1	7%
Very dissatisfied	0	0%
<b>Total</b>	<b>14</b>	<b>100%</b>
Did not use/attend (N/A)	4	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

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

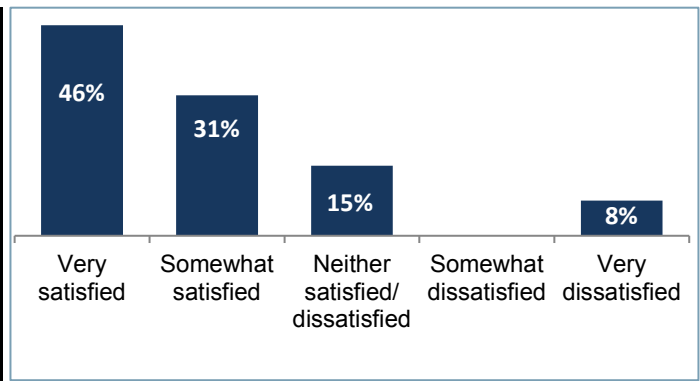
Response	2017/18	
	Count	Percent
Very satisfied	5	63%
Somewhat satisfied	2	25%
Neither satisfied/dissatisfied	1	13%
Somewhat dissatisfied	0	0%
Very dissatisfied	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>
Did not use/attend (N/A)	10	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

### *In-person support*

Response	2017/18	
	Count	Percent
Very satisfied	6	46%
Somewhat satisfied	4	31%
Neither satisfied/dissatisfied	2	15%
Somewhat dissatisfied	0	0%
Very dissatisfied	1	8%
<b>Total</b>	<b>13</b>	<b>100%</b>
Did not use/attend (N/A)	5	

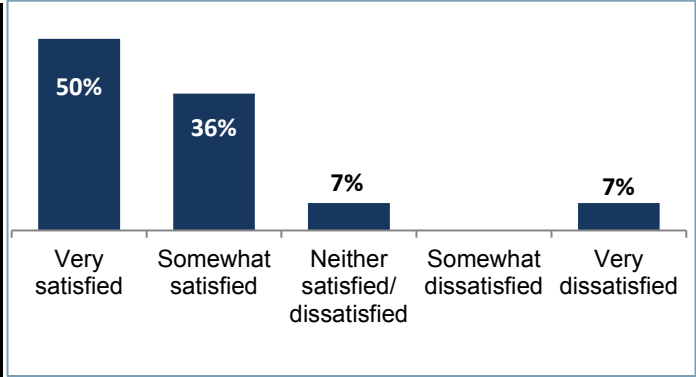


Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

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*Email/phone support*

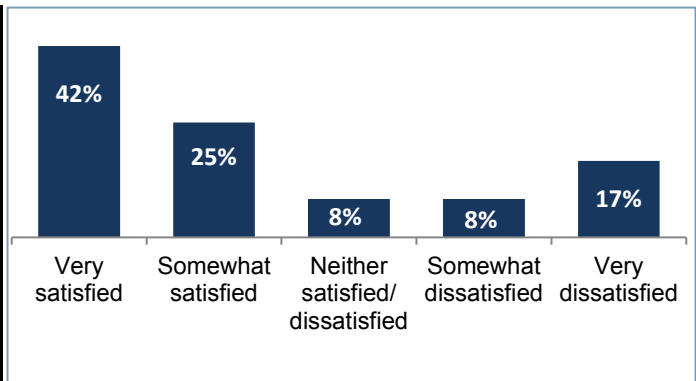
Response	2017/18	
	Count	Percent
Very satisfied	7	50%
Somewhat satisfied	5	36%
Neither satisfied/dissatisfied	1	7%
Somewhat dissatisfied	0	0%
Very dissatisfied	1	7%
<b>Total</b>	<b>14</b>	<b>100%</b>
Did not use/attend (N/A)	4	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

*LMI resources (crosswalks, worksheet instruction & templates)*

Response	2017/18	
	Count	Percent
Very satisfied	5	42%
Somewhat satisfied	3	25%
Neither satisfied/dissatisfied	1	8%
Somewhat dissatisfied	1	8%
Very dissatisfied	2	17%
<b>Total</b>	<b>12</b>	<b>100%</b>
Did not use/attend (N/A)	6	



Note 1. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

Note 2. Due to small number of responses, changes from one cycle to another might not be statistically significant.

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

LMI is difficult to access-need quick step guide. Every year it takes me a while to figure out and is not user friendly.
If there is going to be a brand new person taking on this task, there should be MUCH more explanation and planning. This was not a good experience for me
LMI resources-many instructors did not understand how to use it/analyze it. Fortunately I did after attending a group training. Training allowed me to go back and prepare data for dept. Other instructors not interested in learning. LMI data does not recognize a major group of professionals that our program trains and supports-those self employed caregiver-Family Home Daycare Providers. This is a valuable profession that is highly attractive to many of our immigrant students that is going unrecognized and in a similar manner, is not recognizing the service that Child Development serves. Also, Child Development provides 3 units continuing educations units in infant/toddler care to current working professionals.
The most useful assistance was on the phone with **** as we worked out issues that were specific to converting the Word format of Strategic Plan to Campus Labs. I'm not sure if the in-person training really helped me do the work. As lead writer, I had to just get into Campus Labs and learn the system.
None
At some point we are just trying to meet the deadlines. This doesn't really create the kind of conversations needed to really grow the program or review it. But I understand it is necessary. The real conversations come in our program meetings with the various sectors of BIT and when we meet with Industry.
The Supply and Demand tables that we used to get the data for LMI is just wrong. It is not up to date. Plus, it was very very hard to work with. I found the Supply almost impossible to control. EDD is better. BUT, we were not allowed to use that. It wouldn't give us the same data.
<b>Missing (11)</b>

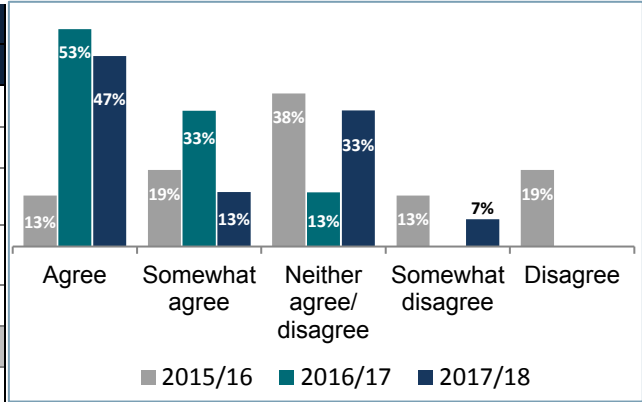
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## Satisfaction with Committee Response to Writer Questions

If you had questions for the Program Review Committee while completing your review, please rate your agreement or disagreement with the following statements:

### My questions were addressed in a timely manner

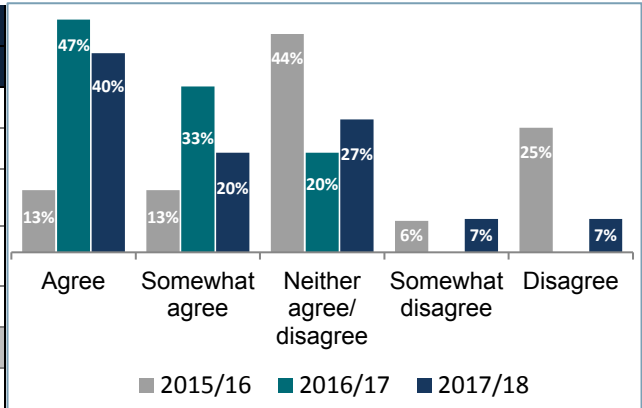
Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Agree	2	8	7	47%
Somewhat agree	3	5	2	13%
Neither agree/disagree	6	2	5	33%
Somewhat disagree	2	0	1	7%
Disagree	3	0	0	0%
<b>Total</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>100%</b>
No questions (N/A)	8	3	3	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

### My questions were sufficiently answered

Response	2015/16	2016/17	2017/18	
	Count	Count	Count	Percent
Agree	2	7	6	40%
Somewhat agree	2	5	3	20%
Neither agree/disagree	7	3	4	27%
Somewhat disagree	1	0	1	7%
Disagree	4	0	1	7%
<b>Total</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>100%</b>
No questions (N/A)	8	3	3	



Note. Due to small number of responses, changes from one cycle to another might not be statistically significant.

Please comment on any satisfaction or dissatisfaction with how the Program Review Committee gave you support and/or addressed your questions:

An example of the directions not matching reality is when the directions stated when requesting a resource to outline the exact specific item and vendor. As discussed previously at the technology meeting and other participatory governance meetings, faculty who are not experts in "technology" but know the program needs a laptop should not be expected to research to find the best value.

\*\*\*\* is a great resource who answers questions in a timely manner.

I only asked one question and probably because I asked it on the last day, I did not receive a response.

There are kinks in Campus Labs. The reports do not match what was planned. What was planned was listed in the reports....but not in the plan. Anything you tried to delete, was NOT deleted in the reports. There are kinks in Campus Labs.....They need to be worked out.

**Missing (14)**

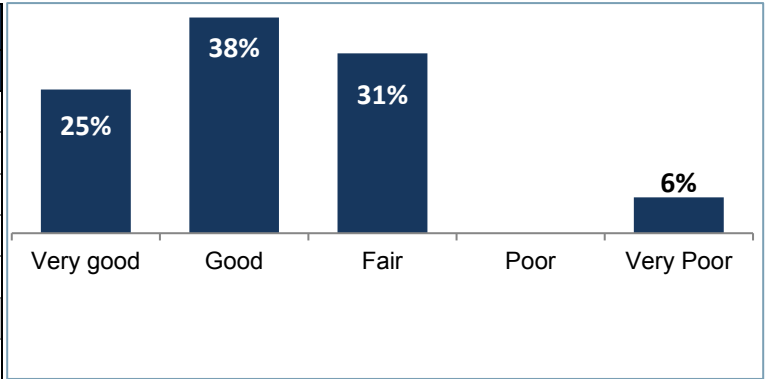
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## Satisfaction with the Steps of the Program Review Process

How would you rate your overall experience with the following steps of the program review process?

### Filling program review form (excluding resource requests)

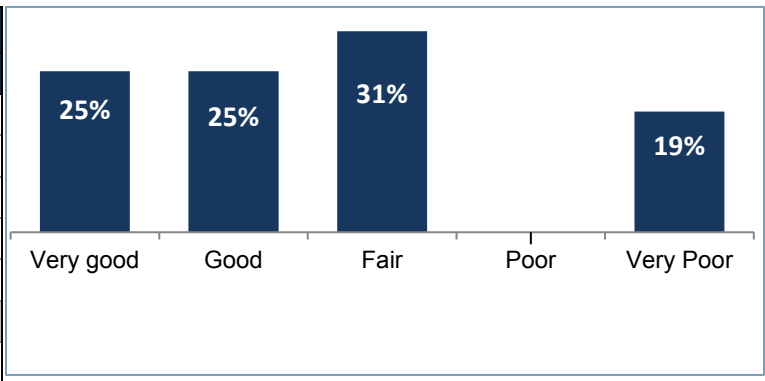
Response	2017/18	
	Count	Percent
Very good	4	25%
Good	6	38%
Fair	5	31%
Poor	0	0%
Very Poor	1	6%
<b>Total</b>	<b>16</b>	<b>100%</b>
Did not use (N/A)	2	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

### Filling resource requests

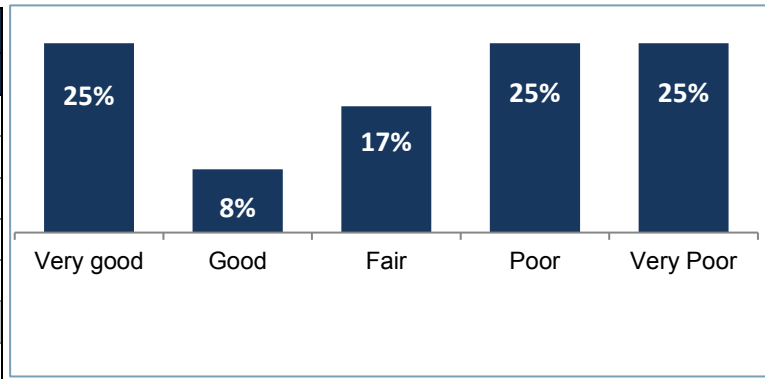
Response	2017/18	
	Count	Percent
Very good	4	25%
Good	4	25%
Fair	5	31%
Poor	0	0%
Very Poor	3	19%
<b>Total</b>	<b>16</b>	<b>100%</b>
Did not use (N/A)	2	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

### Using Campus Labs

Response	2017/18	
	Count	Percent
Very good	3	25%
Good	1	8%
Fair	2	17%
Poor	3	25%
Very Poor	3	25%
<b>Total</b>	<b>12</b>	<b>100%</b>
Did not use (N/A)	6	



Note. This question is new/has been modified; no 2015/16 and 2016/17 comparison available.

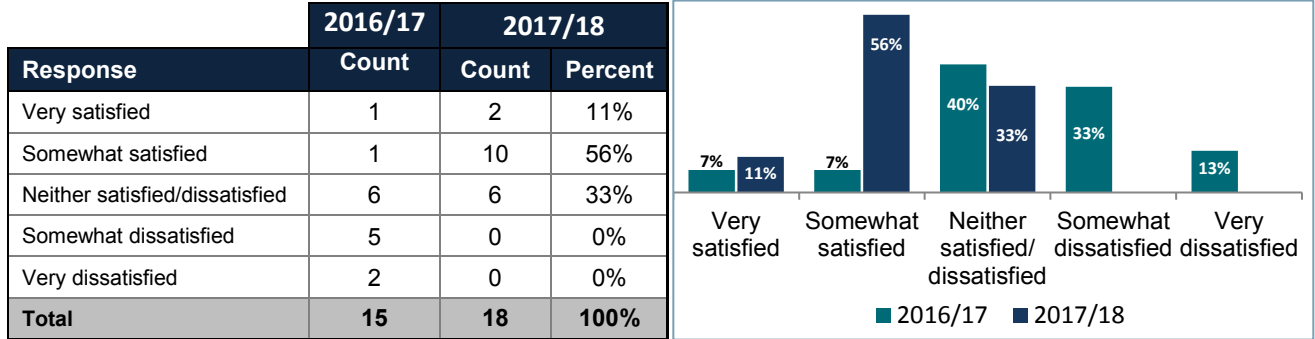
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**Please comment on any satisfaction or dissatisfaction with how the Program Review Committee gave you support and/or addressed your questions:**

Campus labs are not formatted to see like in the old format-I like that better. Still do not understand the numbering in Campus labs.
I wanted to learn more about this process so that I can understand how resources are acquired. This did not happen for me. In fact, I was more confused at the end and simply passed off the work I did. I do not know if it was correct, or even necessary.
It seems very redundant because in actuality, data does not change much from year to year.
After completing our resource requests, we then saw the rubric. Seeing the rubric prior to completion would have allowed us to better complete the form. This provided an uneven playing field.
<b>Missing(11)</b>

## Revisions to This Cycle’s Program Review

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



Note 1. This question is new/has been modified; no 2015/16 comparison available.

Note 2. Due to small number of responses, changes from one cycle to another might not be statistically significant.

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

Program review was a review yet we were asked for resources for the next year-that should be separate.
Much of the process is a rehash of the previous program review. Is there anyway to streamline the process? Make previous program review available on an editable document.
Thank you for condensing the redundant questions that were on the previous year’s Section A: Review of Program Data.
none
Auto tech and auto body programs reviews should be submitted as separate documents.
The instructors either wanted to participate or did not. If they did not, it was fine. This is just not right. Everyone in the department should have input. Some instructors, just want to teach their courses and do nothing else.
<b>Missing (12)</b>

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

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 (should have read: "Review of Program Data") (Form A, Section A; OIE Data tables):*

The data should be categorized the way SDCE institution wants to look at it and then we just comment on it.
Data needs to be received earlier in the process; training in how to interpret data for instructors unfamiliar with statistical analysis.
I am confused about Section A. item D. Program Completion by Program and Discipline (if provided, located in Overall Discipline Report) and Completion Thresholds.
none
Thank you for sorting out all the tables relevant to our different sectors, putting them in individual folders, and identifying the files. This was very helpful.
This year, I tried to break this up by program within the discipline.
<b>Missing (12)</b>

### *LMI Summary for CTE programs (Form A, Section B):*

Data should be prepared in advance and provided to disciplines; instructors should not have to analyze and interpret data.
none
Need to get away from Supply and Demand.
<b>Missing (15)</b>

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

Due to the word limit, I felt obligated to delete important information that I had originally included.
none
If you broke this up by program within the discipline, the reports would have been 2 times as long.
<b>Missing (16)</b>

### *SWOT Analysis (Form A, Section D):*

Can "threat" be worded more positively?
none
There really isn't time to conduct this effectively. We did not include it.
Just not helpful
<b>Missing (14)</b>

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**Strategic Plan Update (Form A, Section E):**

As instructors, we have many ideas but due to lack of budget knowledge, we are unsure as to the reality of our requests; suggest more collaboration with program dean when completing program review; program review should not just be handed over to program chair and others telling them to "get it done."
none
The idea of Campus Labs is great. The kinks just need to be worked out.
<b>Missing (15)</b>

**Request for Resources (Form A, Section F):**

looking up items for voc ed. is not easy. It is not just tables, chairs computers. An estimate should be good enough.
As instructors, we have many ideas but due to lack of budget knowledge, we are unsure as to the reality of our requests; suggest more collaboration with program dean when completing program review; program review should not just be handed over to program chair and others telling them to "get it done."
See previous notes. It is important to know how we are to be judged before we create our resource requests. This was a serious disadvantage to faculty.
none
Maybe the Facility Resource form could be for the campus. All items that relate to the campus facility would go on this sheet, both technology and furniture. Since facility usually refers to a location. All request related to that facility would go on one form.
There was some narrative sections for resouces and then some had only the additonal form.
The forms were good.
<b>Missing (11)</b>

**Response to previous program review (Form A, Section G):**

It was hard to answer this question: "Program chairs and deans will respond in writing to previous program review recommendations for improvement" as we had very few recommendations in feedback from last year's Program Review Committee.
none
Keep it simple.
Each year we do this, the review just gets longer.
<b>Missing (14)</b>

## Appendix: Survey Instrument

# 2018 Fall Integrated Planning/Instructional 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 and the Planning and Institutional Effectiveness Committee (PIE), in continuous quality improvement of the integrated planning/instructional review process (instructional review, strategic planning, and resource requests).

### Goals:

- ❖ 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 data and qualitative evidence for each instructional discipline to assess if it 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 CCCC 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. *[For research purposes only:]* Please indicate the program you are affiliated with (*select all that apply*).

- AST - Automotive
- AST - Electronics
- AST - HVAC & Plumbing
- AST - Welding
- Basic Skills
- BIT - Business
- BIT - Digital Media
- BIT - Information Technology
- BIT - Office Skills & Accounting
- Child development
- Disability Support & Programs
- English as a Second Language/Citizenship
- Health Care Careers
- HCS - Culinary Arts
- HCS - Fashion
- Older Adult

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2. What was your role in the completion of the different sections of your administrative review?

	Lead Writer	Supporting Writer	Did not participate
a) Section A. Review of program data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Section B. Labor Market Information (LMI) Summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Section C. Description of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Section D. SWOT Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Section E. Strategic Plan Update	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Section F. Resource Requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Section G. Response to previous program review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

3. 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

4. Was the time allotted to complete the review sufficient (Distributed September 11 – Due December 3)?

- Yes
- No, please describe why:

5. Please rate how effective you believe the integrated planning/instructional 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"/>

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(CONTINUED) Please rate how effective you believe the integrated planning/instructional 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
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) Growth in understanding about the impact of integrated planning on your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Growth in understanding about the impact of integrated planning on your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. (CONTINUED) Please rate how effective you believe the integrated planning/instructional 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
i) 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"/>
j) 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"/>
k) Meaningful conversations about program <u>resources</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Meaningful conversations about alignment between instructional review, planning, and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) 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"/>
n) 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"/>
o) 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"/>

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7. How satisfied are you with the following supports 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 (groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) In-person trainings (one-on-one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) In-person support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Email/phone support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) LMI resources (crosswalks, worksheet instruction & templates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

8. 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"/>

Please comment on any satisfaction or dissatisfaction with how the Program Review Committee gave you support and/or addressed your questions:

9. How would you rate your overall experience with the following steps of the program review process?

	Very good	Good	Fair	Poor	Very Poor	Did not use N/A
a) Filling program review form (excluding resource requests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Filling resource requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Using Campus Labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any satisfaction or dissatisfaction with your overall experience with the program review process:

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10. The Program Review Committee implemented revisions to this cycle's program review content, 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. 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 (*should have read: "Review of Program Data"*) (Form A, Section A; OIE Data tables):
  - b) LMI Summary for CTE programs (Form A, Section B):
  - c) Description of Program/Discipline (Form A, Section C):
  - d) SWOT Analysis (Form A, Section D):
  - e) Strategic Plan Update (Form A, Section E):
  - f) Request for Resources (Form A, Section F):
  - g) Response to previous program review (Form A, Section G):
12. Please comment on any satisfaction or dissatisfaction with revisions to this cycle's program review content, forms, and/or processes:

*Thank you for participating in the survey.  
The report will be made available early 2019.*