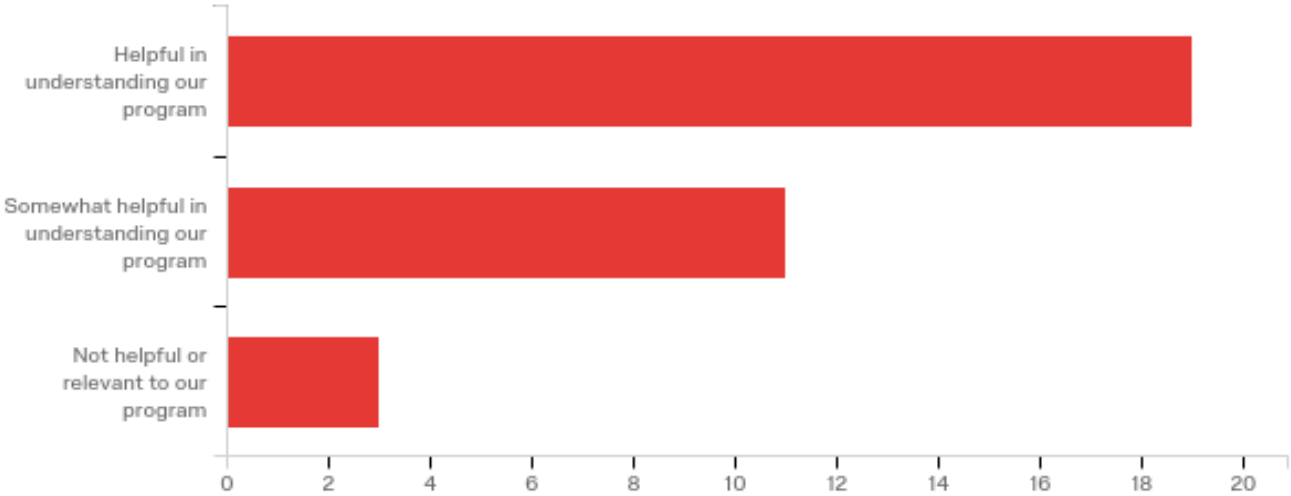


Default Report

Program Review Questions for Faculty

September 23rd 2016, 9:51 am PDT

Q1 - 1. The program review template asked questions that were:

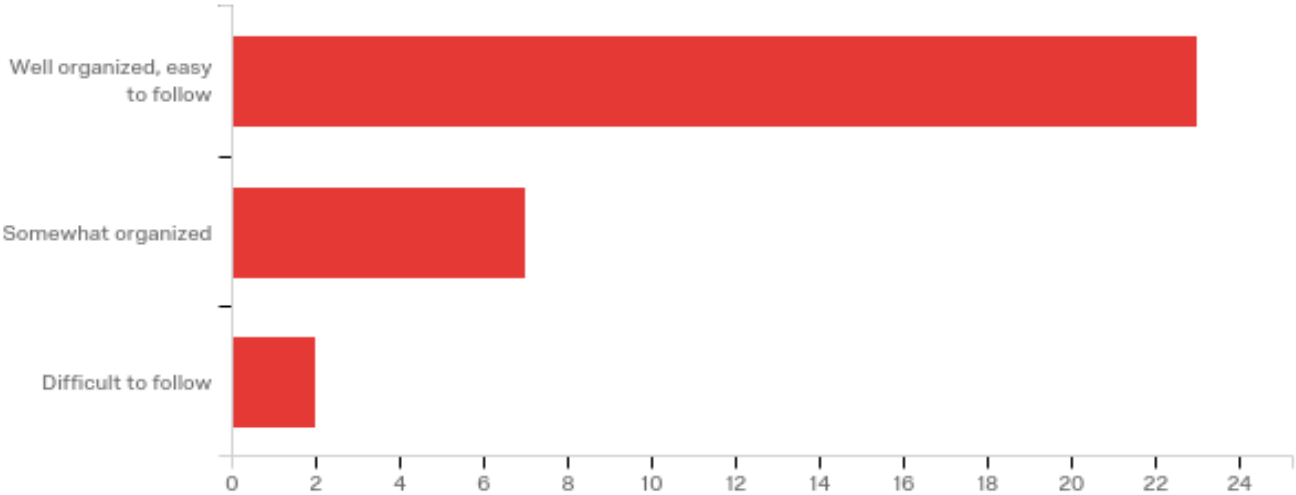


Answer	%	Count
Helpful in understanding our program	59.38%	19
Somewhat helpful in understanding our program	34.38%	11
Not helpful or relevant to our program	9.38%	3
Total	100%	32

Q9 - Comments:

Comments:
Seemed that some questions did not pertain to CTE programs
Conducting a student survey helped us know the needs of our students better. It also led us to analyze success rates of our students and think more deeply about the direction our program is going.
The template was amazing and extremely helpful for completing the PLO but the PLO itself is not helpful. It is just useless busy work, unfortunately.
The initial template that was provided was not useful of helpful. Eventually a template was developed by Cynthia Jorgenson that better met the program specifics of the variety of CTE programs.
They were fine. The Program Review was just long, and added on top of a full time job.
I have not seen the template. Did I miss something?
Some questions appeared to be redundant.
If this is something for which you expect to get meaningful input from adjunct professors (most of the faulty??) such as I, I seriously doubt you have succeeded. You can verify this by the responses your get. Why am I bothering too tell you? Because I am highly confident that your response rate does not indicate whether or not adjunct faculty CARE DEEPLY about our work and how this College and our state administer it.
Sometimes it just seems like we do stuff just because we have to. I have yet to hear anyone say, "We should do *this* because of what we found out during program review." Even when it is turned in, we all just did our pieces and never came together afterwards to have a discussion about it.
It would be nice to have a document that tells faculty how to get to the Program Review Template and Handbook. It is buried under Administration then you have to click on Research and Planning and then you see the link to program review. Maybe this is already published somewhere, but the page was not easy to find. If there is a direct link to the template on the Solano college home page I could not locate it.
I assume we are talking about the last template

Q2 - 2. The program review template was:



Answer	%	Count
Well organized, easy to follow	71.88%	23
Somewhat organized	21.88%	7
Difficult to follow	6.25%	2
Total	100%	32

Q10 - Comments:

Comments:

Some of the tables were difficult to manipulate

It was less the template than the data we were provided to try to meet the requirements for the report.

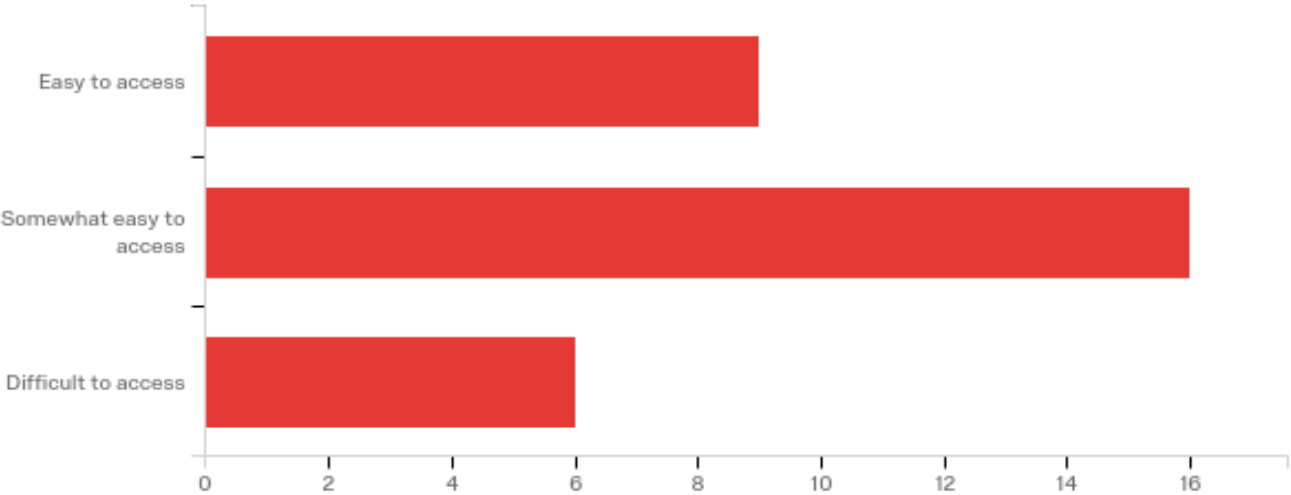
There were a few areas of overlap - like in the areas where you report fill rates and other statistics

While the template was well organized, it was very difficult to use in practice. Formatting of answers was very difficult. Changing one small item would throw-off the formatting for everything in that section. Alternating colors on some of the tables meant that if we were to add more lines to the table, we had to figure out what color it was, and often this did not match the color palette we were given on our computers!

There were definitely a couple of places where it was hard to know exactly what was wanted.

Sometimes it was hard to know where to address certain topics and we ended up saying almost the same thing many times.

Q3 - 3. Data for the program review reports was:

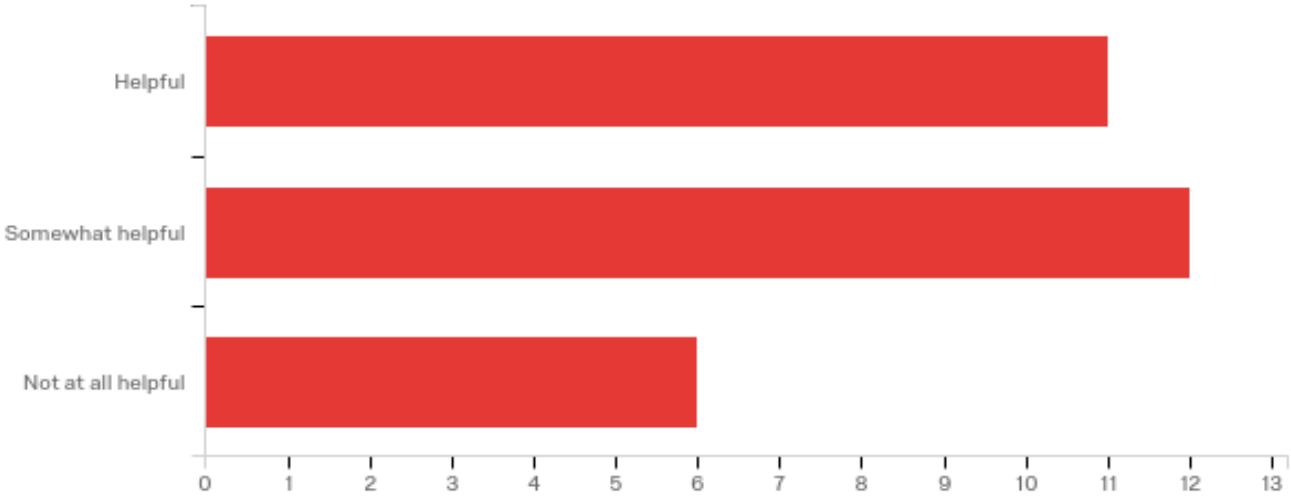


Answer	%	Count
Easy to access	30.00%	9
Somewhat easy to access	53.33%	16
Difficult to access	20.00%	6
Total	100%	30

Q11 - Comments:

Comments:
I found this the most difficult part of the process but thanks from help from Phe Lin I was able to find the data. However, I found the data to be somewhat confusing to understand.
Some of the data was initially not available in the drop box, then it was updated and available.
Thanks to the link in the Template
Honestly, I don't remember.
The biggest problem with the program review process was the need for statistical information that was not being provided in a usable form. It asked for data we did not have and what we asked for was either never provided, was provided in a form that was not useful, or was flat out incorrect.
Once Peter Cammish sent it over
The data was fairly easy to access, but difficult to understand the parameters at times. It would be very helpful if definitions were given with the data tables. For example, does % student success mean # student at census/# students who finish the course or # student enrolled at census/# students who pass the course with a C or better? I never got a straight answer on this. These measure two very different things!
Getting better all the time
In order to access data I had to get help from specific people. This was not always possible. There were times when they were not available. There were instances when I needed data about specific items that were difficult to express and interpret. I did not always get the info I needed.
Peter Cammish is awesome, and very helpful.
We divided up the specific tasks among the 4 of us reviewing our 'program'. My specific tasks did not involve retrieving supporting data, so I have second-hand information on the ease of accessing required data.
almost impossible

Q4 - 4. The feedback provided by the Dean, Academic Program Review Committee and Vice President was:



Answer	%	Count
Helpful	39.29%	11
Somewhat helpful	42.86%	12
Not at all helpful	21.43%	6
Total	100%	28

Q12 - Comments:

Comments:
Didn't get much feedback from my Dean, the Review Committee feedback was very helpful, and the personal assistance from Amy was great.
still no response
I don't think I got feedback.
We were asked to provide our honest assessment and then had the VP suggest we edit out our honest perceptions if they were less than positive.
After tweaking the program review following the Academic Review Committee, we elected to stay with our revised program review since we think it reflects our best effort.
It really came too late to make a difference
We have yet to receive feedback from anyone!
I am not aware of any feedback we received.
We have not received any feedback.
Feedback varied substantially. Some input was not appropriate to the particular discipline under review. A few comments were based on personal opinion. It would be helpful if reviewers focus on the facts and avoid assumptions.
our Dean had nothing to do with this

Q5 - 5. What, if any, were positive outcomes that came from conducting your program review?

5. What, if any, were positive outcomes that came from conducting your prog...

1. I learned how to do a Program Review.
2. I learned I don't want to do another one!!
3. I got a better understanding of the different students by age and ethnicity.

We were able to come together as a faculty and plan for the way forward with short and long term goals. We were able to state our need for a retirement replacement and ultimately were able to hire a male full-time faculty member which helped us address an equity gap. We were also able to use the results of our program review to lobby for instructional equipment money which we received. We were able to change the start time of some of our night classes to an earlier time (non-majors), and were able to advocate for a later start time of 6:30 for majors. Students were able to express their dismay over the adequacy of facilities which was shared with administration. With this data, a faculty member went to the board with concerns and ultimately a new ceiling was put in.

None.

Yes, we learned a lot about our program

It was nice to see that my student success rate in passing my course increased.

Program review provided an opportunity to look at what changes I can make to improve, it also provided some evidence that allowed an institutional correction to be made.

We learned that we needed to organize a plan to be able to fill teaching positions and lab staff positions in our area.

We found that we were doing a good job.

Frankly, the problems that the program review identified were problems encountered by every department at every college in the United States. We can say that we will try to address them, but no one has solved them yet.

Continued standard way to communicate within a program. Able to use information for other reports. Able to learn about other programs.

The opportunity to showcase the successes of the Physics and Engineering Programs, and to advertise this success to the wider community (after the reviews are posted on the SCC web site).

It forced us to critically evaluate our program on just about every level.

Faculty recognition of the importance of self-assessment and reflection

Focus attention on what we can do in the future.

I think there are a lot of possible positive outcomes.

(1) We would know the student perspective of the program

(2) We would know administration's perspective of the program

However, none of this was evident because it seems like the department (history) is lacking.

So far I have not noticed any.

We've not seen any outcomes that were hoped for, like properly hiring full-time faculty, more funding for tutors and readers, more classroom space, better technology, etc.

The program review is not really very useful, except to generate discussion between faculty on curriculum - it's curriculum review that is useful.

As a group, we have made a commitment to increasing the discussion of future desired models and supplies for our labs so that we can plan for future intramural and extramural grants available to us, including the ASSC, Strategic Proposals, Instructional Equipment and American Association of Anatomists Educational Outreach grants. With faculty members teaching throughout the day at VVC as well as the main campus, it has been difficult to physically gather at a time available to the group. Thus, we have had to rely more on communicating by email and follow-up discussions on the phone; however, the planning process has been facilitated by our discussions. During the program review process, discussions have also focused on our commitment as a group to advocating for the provision of excellent instructors appropriately trained to support the course objectives in the lab as well as the provision of adequate lab technician support for our courses. Participation in the program review process has resulted in the forging of a stronger collective advocacy for the three components required to support our courses in our program:(1) qualified, enthusiastic instructors; (2) adequate lab technician support; and(3) appropriate funding to purchase supplies to support our program.

I learned much about the history of the program.

I learned a lot more about the program requirements and realized it was time to make program changes.

none what so ever mine to my knowledge was never published

Q6 - 6. To what extent to do you feel your program review is being utilized to support institutional effectiveness? In what ways?

6. To what extent to do you feel your program review is being utilized to s...

I don't think my Program Review has made it past all the reviewers yet so I don't think it is being utilized to support institutional effectiveness.

In some of the ways mentioned above. This is a place where the loop can be closed more. We are able to report on PLOs, SLOs, equity planning, etc. which is all information that can be used to understand students and can be used for the accreditation self-study.

In no way whatsoever.

not sure yet

Yes, we have referred to our Program review when we have submitted grant proposals for Instructional Equipment proposals and for ASSC grant proposals. These funded grant proposals have resulted in the purchase of instructional models and lab materials which serve to beef up our labs and serve the students enrolled in our courses. For sure, this supports the attainment of goals and the mission of the college.

It have to admit that I mainly view it as a bureaucratic hurdle to overcome

Items are linked with other standards

According to both the Physics and Engineering Program Reviews, which reflected the opinions of the faculty and the students, the facilities needs of these two programs are perfectly satisfied by their current space in Building 300. Unfortunately, the latest plans for the new science building call for the Physics and Engineering Programs to be moved into the new building, at great expense, and with no educational benefit, in flagrant disregard of the recommendations of these two Program Reviews.

A work in progress. The reviews must first be completed and once assessment data has been collected and analyzed the potential for changes that lead to improvement and increased effectiveness should follow.

Focus attention on what we can do in the future.

Sadly, not able to effectively use a program review that is incomplete.

We turned it in last spring and I have basically forgotten everything that was on it.

I don't feel that it's been utilized yet at all.

I feel like the 80 page program review report that I spent hundreds of hours on will go into a drawer and never be seen again. The administration might trot it out to show to the ACCJC that be are good at bowing to them, our overlords. I especially do not feel like the administration takes this seriously when the report sits on a desk for 6 months after completion with no feedback - faculty must think, "if it isn't important enough for the administration to bother with once I turn it in, why should I bother?"

Through the process of program review, the participating faculty members identified critical staffing needs that are necessary to support the mission of Solano College, which is primarily the provision of excellent teaching and service to our students enrolled in our courses. Since in our program, every course includes a prominent lab component, we have to be sure that we work toward maintaining adequate lab support. This need was identified and articulated in our current as well as earlier program reviews, and we have followed up by completing the 'Need Analysis' and are proceeding through the process of obtaining additional lab technician support.

Our faculty frequently reference the program review in support of various proposals, for example, instructional equipment requests, hiring proposals, etc. Whether administration grants funds for these requests remains a question.

Enabling students to achieve certificates and degrees faster and I have a better idea on how courses should be scheduled for max enrollment.

it is not if it was published it was ignored

Q7 - 7. What sections of the template were most useful in understanding your students and/or program?

7. What sections of the template were most useful in understanding your stu...
Success, enrollment, population served, survey, fill-rates, program learning outcomes
The link to data
Enrollment data is the most useful.
I think that one of the most useful sections of the template is the section which addresses strengths and weaknesses of the program because, after all, we want to provide the strongest possible program for our students enrolled in our courses. The sections which provide the ethnicity, gender, age, and other related categories concerning our students is interesting, of course, but our goal is to enrich each student's experience in our program and to provide a firm foundation for the next step in coursework in the program.
It would be nice to sit with the Data people and go over the data to see if there were any problems - but then the writing up of it takes waaaaaay too much time. The summation where the needs and goals of the program were identified was the most useful.
All of them
Sections 1.3 (Enrollment) and 1.4 (Population Served)
Student success rates, number of degrees awarded.
I believe that structured layout of the review makes things quite clear as to how the overall assessment reached its conclusion.
N/A
Again, no recollection of the sections. Maybe include a link or something of the template if you want people to answer this question.
Looking at the trends for course offerings.
The data on student success was interesting
In my opinion, two of the most useful sections of the program review template include Section 5.1 in which strengths and weaknesses have been identified and Section 5.2 in which specific goals have been planned. We have referred back to these goals and are engaged in the process of meeting specific goals described in section 5.2, for example, the hiring of an additional Lab technician to support our program and the hiring of trained instructors to ensure excellence of teaching in the lab component of our courses. The discussions centered around the completion of Sections 5.1 and 5.2 have served to focus our attention on the planning of our actions related to following the procedures involved in hiring of faculty and staff and preparation of future grant proposals for acquisition of identified models, supplies, and other lab material to provide excellent learning experiences in our labs.
I found the data sections to be informative e.g., Enrollment, Population Served, and Student Survey.
Knowing how many students were taking certain classes in my department.
It was not

Q13 - 8. What sections of the template were least useful in understanding your students and/or program?

8. What sections of the template were least useful in understanding your st...
The first table that linked the mission of the college with our program (overly detailed). Asking a few questions like how we link with the community could replace the table.
I do not remember and I do not have time to look it up.
Too many questions and seemed we were repeating the same answers
These would be the sections that were, fortunately, assigned to a colleague. The nice thing about having the participation of several members in a group is that someone usually likes to handle the data-related questions while others enjoy more to relate the history of the program or the strengths and weaknesses. This particular Program Review Template offers something of interest for each member of the group to tackle.
It took a lot of time to fill in the boilerplate: course descriptions, program descriptions, lists of classes. It seems like someone else could have done that
N/A. All were useful.
None.
The parts about the SLO's and PLO's. These are documents that are elsewhere and were just cut and pasted here.
Student performance data is always helpful, but clear coding of student groups helps with longitudinal analysis which is essential to track improvement.
N/A
Data has a lot of variability in it. We know what our biggest issue is: lack of consistency with instruction. And due to horrific faculty members that will never leave, our students will continue to be subject to poor instruction, which makes those of us doing our job properly have to work a lot harder. So we can look at numbers all day, but that won't change anything within our program.
Description of the program. We already know our program.
There seems to be quite a lot of redundancy.
It was somewhat frustrating to me personally to have to repeat some of the same information. I believe that the template that we used for our program review might have required a certain amount of repetition of information.
The Budget/Fiscal Profile is difficult to analyze with any certainty due to the incomplete data. While goal-setting is an important consideration for any organization, it is difficult to specify a target date when the goal requires funding that may or may not be available.
I HAD TO GO OUT AND COLLECT THE DATA I had to gain the understanding me, me, me , me I had to do the research no one helped NO ONE this is one of the reasons we lost Dan Ulrich the template did not serve my program in any way

Q8 - 9. What were the greatest challenges when undergoing the program review process? Any suggestions to improve the process?

9. What were the greatest challenges when undergoing the program review pro...

I felt that even after going to the workshops on several occasions it was still a hard process to go through the first time by myself. It would be helpful to have a "mentor" of some sort. I am sure that all the time I have been in Horticulture that if there was any Program Review done, it was done by the Dean and the adjunct staff was never involved.

The time it took to complete - consider omitting some sections.

TIME

Is there any way to shorten the process?

Getting institutional data that is in a useful form and that is correct so we can rely on it.

I think it was hard to fit all of the words into the small amount of space provided. I suppose this was designed in this fashion to encourage thoughtful and judicious choice of words. However, sometimes a bit more space could have been used. Also, it was hard finding time to meet as a group. Isn't this always the case. Many seasoned faculty/staff at Solano College speak of the olden days when a "College Hour" was set aside to offer a time when division meetings could be held, meetings among faculty could take place, and when a feller could just sit still for 30 minutes and reflect on plans for the next day.

The main thing would be to somehow block out time for it - during FlexCal or at some other time.

Available current data

A lot of work in addition to ongoing activities amd responsibility at school.

The three-level review cycle that starts after the Self-Study is submitted is too long, and should somehow be tightened up.

There was a tremendous amount of time involved. Lots of meeting time with the other faculty.

Recognition by faculty to complete assigned tasks by established deadlines. Proper coding clarification of students helps ensure usable data as an end product.

Access to data.

The greatest challenge was the lack of support. Departments rely on Full-Time instructors to carry the load, However, with all the turnover there seems to be a lack of organization. Perhaps allowing adjuncts to receive release time/paid hours to help with the Program Review would be something that could be implemented in the future to encourage more collaboration within the department.

Not everyone helped, and people had to pick up the slack of others. This is common within the department, but it just creates more discontent in a department that is already fractured due to the ineptitude of HR and our former Dean. If I felt that everyone was pulling their weight I wouldn't become so jaded, and come to resent this extra work that is given to some and not others.

Finding time to work on it together. More flex sessions for it would be helpful since when we're all teaching it's impossible to find common meeting times.

The greatest challenge was adding this massive undertaking on top of a full time job. This really should not be the job of faculty. The data should be compiled, and those sections fill in by a staff person, and then the faculty should only have to edit a partially completed product.

One of the greatest challenges of the program review process is the same challenge that our division faces every time a gathering of individual faculty and staff is required- it is difficult to find a time when faculty and staff are free to attend a meeting. The assignment of faculty to the VVC and ever present challenges of traffic on the

California highways contributes to our difficulty in finding a block of time that can be used for engaging in the program review or any other meeting.

It is hoped that with the addition of the new Science Building at VVC as well as later at the main campus, there can be a distribution of our lab components at the two campuses making it unnecessary to schedule our lab at the main campus back-to-back. Perhaps, with the addition of lab space at VVC and the main campus, a block of time can be set aside for division meetings and future program reviews and the current curriculum review meetings. Apparently, the college formerly set aside an identified "College Hour" and reserved it for these purposes; however, the growth of our program and limitation of lab space has made it impossible to honor a "College Hour" in our division.

The review needs to be streamlined. It is much more lengthy than any other college I have seen. It would be helpful to focus on the most important information. While the interactive data site is interesting, it would be more efficient to have data packets available for programs (e.g.

<http://web.crc.losrios.edu/programreview/2016/data.php?type=instr&prefix=ANTH&program=Anthropology>).

Having input from all faculty teaching in the division. This is an administration issue that needs to be dealt with. It hurts the department when only 1 or 2 instructors participate in PR. I understand that some departments only 1-2 full-time faculty, so adjuncts should be paid to participate in PR.

The data was either ancient or incomplete (or both) part of the problem was that in the 30 or so years of my predecessors only one PR had been (poorly) completed leaving no data little data incorrect data or leaving huge statistical error in data. The template would serve if

- 1 it was electronic
- 2 had links to all the source material needed
- 3 carried a format specific to the particular department

unfortunately the source material is in catalogs scattered across campus in county/ state and federal websites and in campus web docs making the PR a giant scavenger hunt
mine took 9 months to write I wrote my thesis in a month

Q14 - Any additional comments

Any additional comments
Overall a good structure, but changes could be made to shorten/condense some sections. The process will be most useful if/when positive changes are made to the program.
The purpose of a 2-year degree program is unclear to me. Do the AA degrees help with careers if it is an academic subject and not vocational?
I think that participation in the Program Review made the group pull together and to focus on important issues related to maintaining a strong program. It's true that some of the time the focus was "We got to get this done!" However, most of the time, especially when we met to discuss our individual contributions, we focused on defining our goals and a path for achieving these goals.
We can see that program review can be valuable, but it is just one other thing to do on top of a crushing amount of work. The non-teaching duties for faculty just keep growing and growing - and this frankly is hurting instruction - there are only so many hours in a day, and the time spent on this 100 page report (that used to be 3 pages) has to be taken from somewhere. I'm not sure that the 100 page report that takes 100 person-hours benefits us much more than the 3 page report that we used to do in a 2 hour block during FlexCal
Thanks for the support PR committee is very accessible and supportive.
I must not forget to mention the hard work and support provided by Amy Obegi throughout the process.
This survey is presented too far from the date when the program review was completed. It is actually difficult to remember specific details. I had to search Solano's site to find a reference document "Program Review Handbook 2015-2016.pdf" which I assume is being referred to.
I appreciated all the help I from the data team. The program review was difficult, but I feel that the everyone worked hard to complete it and did solid work.
Needs to be streamlined. This is a huge swing in the opposite direction from our previous program review process.
How did the 3 page program review that we completed during Flex-Cal morph into an 80 page monster? Did this really improve education? PLOs, SLOs, ILOs, GELOs, - when will it all end? These are the types of things that are knocking faculty out of the field. Solano College has lost more than one excellent faculty member to this administrative, non-teaching duty creep. Again, I can't get over the feeling that this is an administrative duty that has somehow been pawned off on faculty. It's too much.
After participating with the program review of the broad "General Science Program", I think that the review of this program needs to include representatives of the courses involved in this program. At the very least the representative can provide the specific information that has to be sought by the individuals overseeing the program review of "General Science Program.
Administration must refer to program reviews to inform decisions otherwise it will seem as though faculty wasted precious time.