FOOTHILL COLLEGE
INSTITUTIONAL RESEARCH & PLANNING

DATE: July 21, 2020

TO: Kristy Lisle, Executive Vice President, Instruction & Student Services

FROM: Elaine Kuo, College Researcher

RE: Program Review Reader Survey Results

Overview

The Program Review Readers Survey was administered to faculty, classified staff, and administrators who participated in the 2019-20 cycle by providing feedback to the program review writers. The readers were engaged in this process during latter half of winter quarter through the bulk of spring quarter. The survey response rate was 69% (22 out of 32 readers), of which over half of respondents were faculty (64%) and at least one fourth were classified staff (27%). Complete survey responses can be found in the appendix following the memo.

Highlights

- Over half the respondents reported it was "somewhat easy" to use the online program review rubric (57%; n=12).
- While the range of hours spent on writing the program review feedback and submitting the completed rubric was between 2 to 25 hours, most readers required either 1 to 6 hours (55%; n=12) or 10+ hours (27%; n=6).
- The majority of respondents reported it was "very easy" to find someone to answer questions about the program review (63%; n=12).
- The top two challenges reported include "difficulty writing the feedback" (41%; n=9) and "understanding the instructions of completing the program review rubric" (23%; n=5).
- A majority of respondents rated the program review manual as "very helpful" or "moderately helpful" (76%; n=16) while half reported the reader session as "very helpful" (50%; n=11).
- Almost all respondents indicated it was "very easy" or "somewhat easy" to meet the program review rubric deadline (91%; n=20).
- Respondents believed the program review process was most successful in the following areas (ratings of "very successful" or "moderately successful"): Help me feel confident when it is my program's turn to do program review (80%; n=16); Create a culture of continuous improvement in the college (77%; n=17); Create a safe space to discuss weaknesses in a program (76%; n=16).

Program Review Challenges

Readers reported needing a wide time range to write the program review feedback and submit the rubric. They either required six hours or less (55%; n=12) or more than six hours (45%; n=10). Note that four respondents needed only two hours (18%) while three respondents required more than 20 hours (14%).

Slightly less than half of the respondents indicated they experienced "difficulty writing the feedback" while completing the program review rubric (41%; n=9); this issue was the most selected response item selected by readers. Some of the explanation may be due to the difficulty encountered when, *"…filling out the template while at the same time, [and] looking at a pdf of the department's program review,"* as noted by one reader.

Areas where readers reported needing additional information or clarification include:

> *[When] Within department control does not apply to everything*
>
> *It wasn't so much that the questions were difficult, as the answers didn't seem to be significant. I often felt that the writer gave easy pat answers, quoting data, but not giving any analysis or thoughts. Some answers were just copied from one section to the next, and that really didn't evaluate the question or explore the criteria. There was no suggestion of reflection. Maybe they knew more than they wrote in the responses, but as a reader, I felt let down… How far was the writer supposed to peel back the numbers? Does anyone understand the trends? I'm not sure based on the data provided.*
>
> *Limitations in narrative word count may have led to cryptic narratives that were hard to evaluate with given rubric.*

Other issues respondents encountered while completing the program review rubric relate to the approach, framing, and direction of the intended feedback and the overall template. Some comments that reflect these perspectives include:

> *Is the basis of the feedback supposed to be repeating the writer's points, or verifying that the required criteria are met? I was also unclear on some of the questions whether I was identifying the change in trend or the change in gap, as what I thought I was looking for didn't match with data or narrative.*
>
> *The template is very generic; it doesn't capture the "essence" of what makes the program. For example, do we see how much "stacking" a department does? Do we see a breakdown in f2f vs online success rates? Oftentimes the template only looks at the trend and not the actual numbers.*

One reader seemed to feel that the process was not a complete representation of the program as the emphasis appeared to focus less on student learning:

> *The program review went OK, but there is definitely something lost in it. I don't get a true flavor of what's really happening with the department. Also, we seem to put great value on improving course success rates. That's actually really easy to accomplish. The question is if students are really achieving the learning goals.*

Respondents reported that the program review achieved only "some success" or was "not successful" in helping readers forge connections with others in the college (54%; n=12).

While half of the respondents indicated that the IRP data coaching was "not applicable" (50%; n=11), one reader did report, *"I did not reach out to anyone for questions. Although I feel like I should have."*

Program Review Positives

Most respondents reported that the program review rubric was not difficult to understand and additional clarification was not needed (64%; n=14). Additionally, it was reported as being "very easy" to find someone to answer questions about program review (63%; n=12). Half of the respondents indicated that the reader training session (n=11) was "very helpful." Over one-third of respondents reported they "did not experience any issues" while completing the program review rubric (36%; n=8). As such, more than half indicated it was "very easy" to meet the reader rubric deadline (59%; n=13). One reader wrote:

> *I appreciated how the data was integrated into the review form. I also appreciated the specificity of the rubric criteria and standards because for me, it was quite clear which standard to apply.*

Respondents highlighted useful things about the program review rubric including ease in understanding the rubric and criteria; ability to contribute feedback; consistent format making it easy to follow; and support provided regarding the data and form. Examples of reflections include:

> *That there was a rubric at all was most useful. Suggestions for evaluative content were good.*

> *The program review rubric is very detailed on what it is looking to achieve. For example, identifying the problem followed by an action plan gave the reader an understanding of what the program is looking to achieve and how they plan to do it.*

> *The evaluation scale that helped determine how to assess the data.*

It elicits thinking about the various issues we must tackle in serving our students - offering class sections, filling class sections, ensuring equitable and quality instruction.

Respondents reported the program review process was "very successful" in helping them feel confident when it is their program's to do program review (45%; n=9) and creating a culture of continuous improvement in the college (32%; n=7).

Respondents' feedback also suggest some viewed their experience as a learning opportunity and appreciated the opportunity to provide feedback.

I have a much greater appreciation for what some programs do annually for their accreditation.

I liked having the rubric. I appreciate that the program review writer will be given feedback and the chance to improve the program review so that it meets the standards under which it will be evaluated.

I really like the new and improved PR format. Great job! It is so much more streamlined and really gets right to the key issues related to the program itself, such as enrollment, productivity, etc., and what the program is doing to try to address these issues. Honestly, for the first time in my career, I am actually looking forward to working on our department's PR. How weird is that?! :)

<u>Program Review Recommendations</u>

When readers were asked whether there were any other data they wished were included in program review, responses included:

[Adding] Student perspectives.

Data to show the number of degrees/certificates the program offered in given academic years. Success rates in online classes. Numbers of students attending office hours, using tutoring, library and other support services on campus.

Cost of living for region. Fill rate of courses. Online vs f2f success rates. # of sections taught per instructor for the quarter.

Some programs have specific student populations, and unfortunately the rubric always evaluates against the general college population.

Other suggestions to improve the reader experience and process included:

> *Maybe include some examples in the F2F training session on what passes the criteria, and what doesn't cut it or is erroneous.*
>
> *Maybe color-coding of some sort to know what piece of date we had to look at based on the questions we were assigned. If SIP/COVID hadn't happened, maybe group sessions to discuss the data and complete the rubric.*
>
> *When it is a program's turn to be reviewed, I'd like it if the Program Review packet includes "Sample past reviews" together with reader feedbacks.*
>
> *Stress how important responses are to the program. Such as a note: "Remember each and every answer in this review will/can be used to determine strategic and budget planning processes for the next 5 years"*

Methodology

The survey was administered from June 1, 2020 to July 6, 2020. There were two (2) survey respondent categories: faculty/classified staff and deans. The deans were asked two additional questions regarding the program review reader experience given their additional responsibilities. The survey was created using Remark survey software. All readers were invited with an email survey invite where the survey link was embedded and encrypted for one-time access. Response rates among the faculty and classified staff was 71% (20 out of 28 readers) and 50% among administrators (2 out of 4 deans).

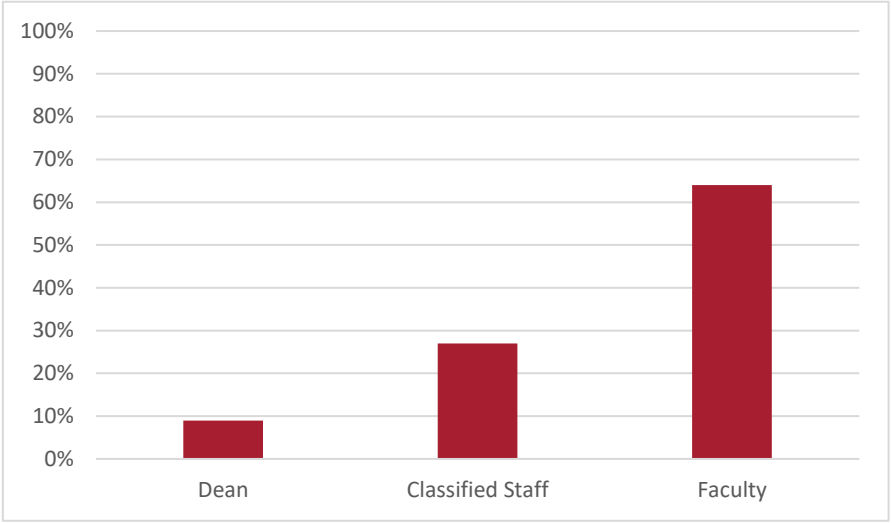
Source

FH IRP (ReaderSurveyFacStaff(June).rmk; ReaderSurveyDeans(June).rmk)

Program Review Readers Survey
Total Respondents: 22

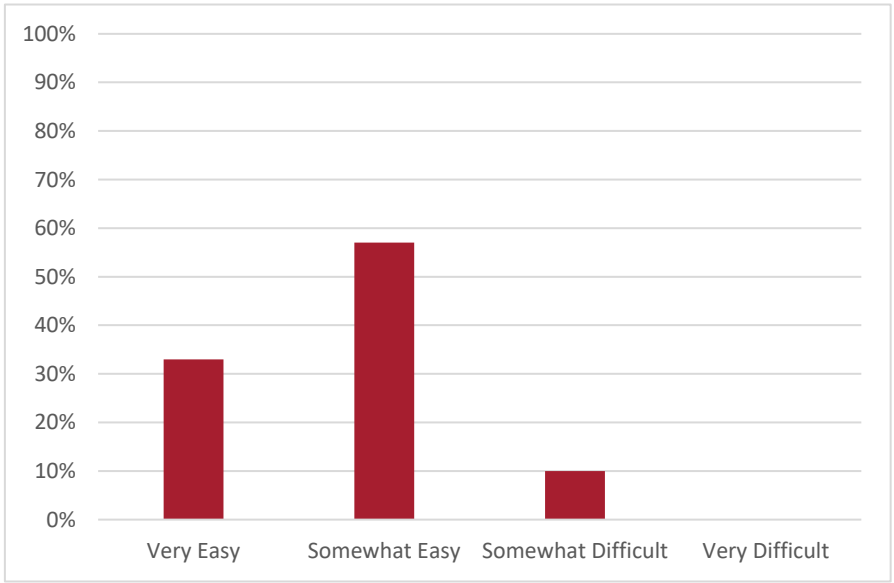
Respondent Demographics

	Respondents	Percent
Dean	2	9%
Classified Staff	6	27%
Faculty	14	64%
Total	22	100%



Q1: How easy was it to use the online program review rubric?

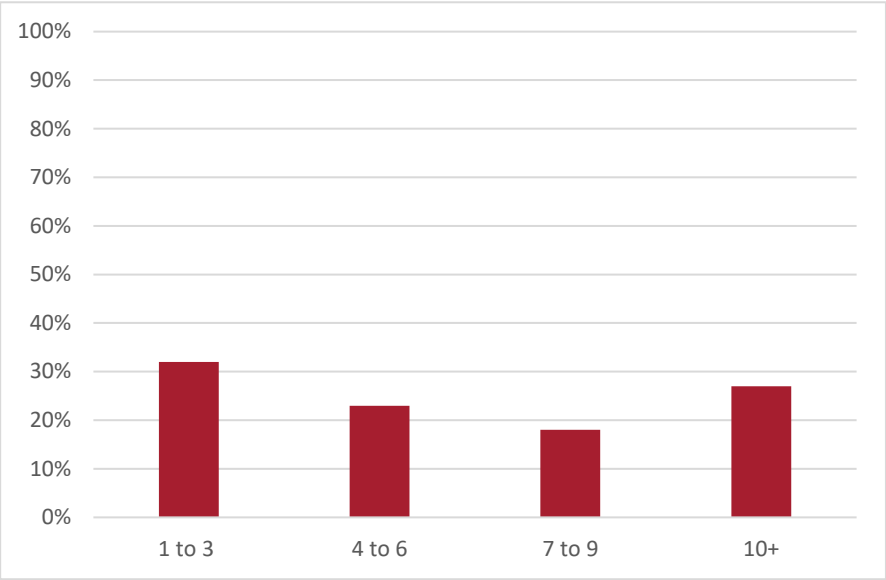
Responses	Respondents	Percent
Very Easy	7	33%
Somewhat Easy	12	57%
Somewhat Difficult	2	10%
Very Difficult	0	0%
Total	21	100%



Q2: Around how much time did it take you to write the program review feedback and submit the rubric?

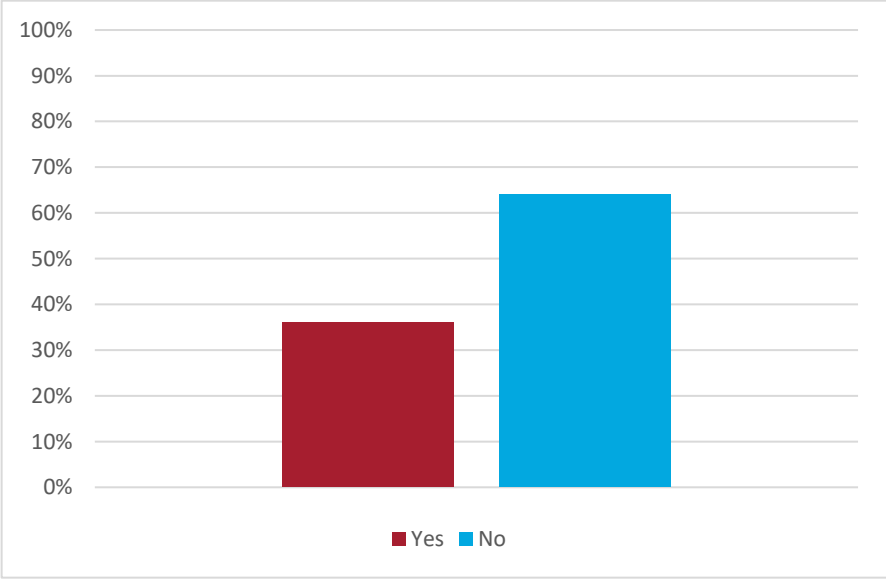
Hours	Respondents	Percent
1 to 3	7	32%
4 to 6	5	23%
7 to 9	4	18%
10+	6	27%
Total	22	100%

Hours range from 2 (4 respondents) to 20+ (3 respondents)



Q3: Were there any questions on the program review rubric that you had difficulty understanding, or that you feel need more clarification?

Responses	Respondents	Percent
Yes	8	36%
No	14	64%
Total	22	100%



If so, list them here:
D.1 (CTE section)

Ga1 and Gb1

It wasn't so much that the questions were difficult, as the answers didn't seem to be significant. I often felt that the writer gave easy pat answers, quoting data, but not giving any analysis or thoughts. Some answers were just copied from one section to the next, and that really didn't evaluate the question or explore the criteria. There was no suggestion of reflection. Maybe they knew more than they wrote in the responses, but as a reader, I felt let down. The criteria was ignored in many responses. So I had to wonder what was the purpose of the criteria? There was some reflection in the narrative at the end of the sections which gave some understanding of what the writer knew, but it didn't justify the vacant answers. It felt that a rich opportunity has been poorly addressed. The writer could have said "I don't know why...." as a response to to show there was some thought about the question. It's a valid response if truthful. On the other side of the coin, some of the criteria questions seemed unrealistic or not on target. Was there a way for the writer to give analysis based on the question and data available? The criteria felt disconnected from the data offered for analysis. How far was the writer supposed to peel back the numbers? Does anyone understand the trends? I'm not sure based on the data provided. The writer didn't offer any "bore down".

Items looking at increases / decreases of various numbers did not include definitions of significance.

No- the review rubric was lengthy, but all the questions were clear.

Rubric called for rating narratives that were absent (not blank)

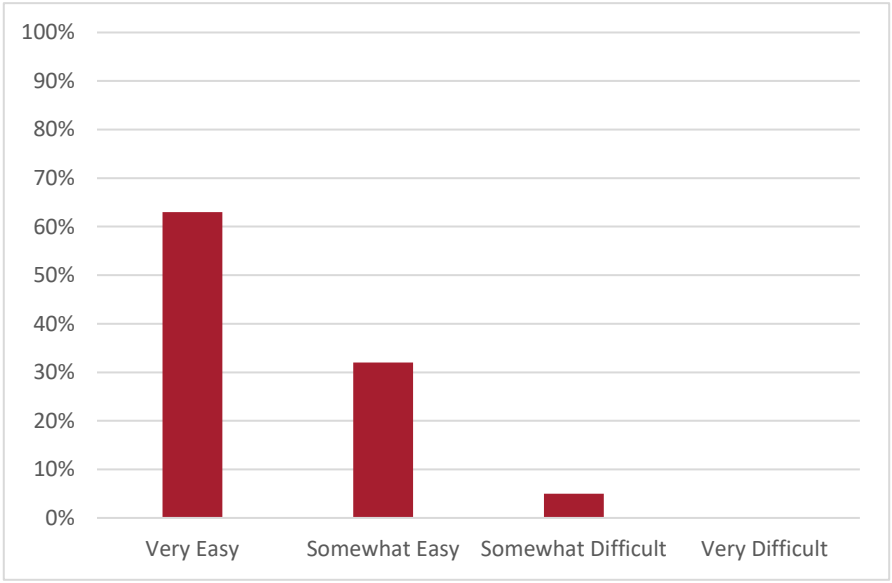
The different formatting, coloring, links in the online rubric, different fonts, similarity of questions really through me off. This might just be me?

Within department control does not apply to everything

the regional labor supply question seemed counterintuitive. Also the data provided didn't seem to make sense. One statistic provided was that the median wage increased by over 150% when in fact the median wage decreased.

Q4: How easy was it to find someone to answer questions about the program review?

Responses	Respondents	Percent
Very Easy	12	63%
Somewhat Easy	6	32%
Somewhat Difficult	1	5%
Very Difficult	0	0%
Total	19	100%



Q5: What questions were more difficult to get answered?

I called and spoke with Lisa about this. In the engineering review I guess I was surprised that the rubric did not allow me to highlight how well females did in overall success rates vs overall norms. In fact, the format of questions seemed to highlight negative results vs positive results.

I did not reach out to anyone for questions. Although I feel like I should have.

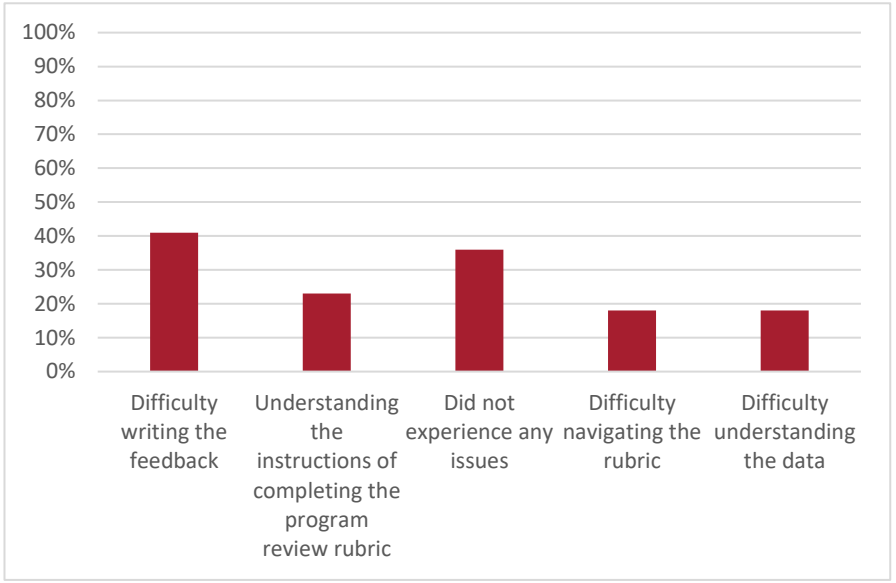
The new Data Tool works well and is extremely useful.

whether or not a CTE program had its meeting minutes with advisory board posted. whether or not there were any commendations for the CTE program from advisory board.

Q6: Which of the following issues did you encounter while completing the program review rubric (check all that apply).

Responses	Respondents	Percent
Difficulty writing the feedback	9	41%
Understanding the instructions of completing the program review rubric	5	23%
Did not experience any issues	8	36%
Difficulty navigating the rubric	4	18%
Difficulty understanding the data	4	18%
Being notified I did not complete when I thought I did	0	0%
Saving/printing a copy of my work	0	0%

N=22



Other (please explain):
Again, it might be just me but the different styles in presentation and similarity of questions slowed me down.
It was difficult filling out the template while at the same time, looking at a pdf of the department's program review.

Q7: What were the one or two most useful things about the program review rubric?
1) I have been on former program review committees. This approach is much easier to understand (once I lined up everything for myself) I commend the committee for its efforts to make program reviews more user friendly. 2) I appreciate being able to contribute my view points, especially as a Classified Staff member, in such an significant report.

1. If I was unsure if I understood the question or aspect being reviewed, the rubric was often helpful in getting to know the context better. 2. The granularity of responses (1-5) allowed for all my desired answer choices to be entered without needing extra annotations.

Ease of data access and the very helpful training by IR staff!

Focus on the data trends and specific questions related to the student success data.

Having the criteria for each section right there next to the text box where I entered my comments was helpful.

I liked the limited word count and clear instructions.

Q7: What were the one or two most useful things about the program review rubric?

It elicits thinking about the various issues we must tackle in serving our students - offering class sections, filling class sections, ensuring equitable and quality instruction.

It was helpful that all sections were structured the same so it was easy to get familiar with the format and expectations.

It was helpful to have the guidance on the form for the appropriate grade or evaluation

It was organized and consistent from question to question. Kelaiah did a great job organizing the documents.

It was pretty easy to understand

Nice to look at data.

That there was a rubric at all was most useful. Suggestions for evaluative content were good.

The "repetitive" nature of the questions made it easy to know what to look for. Having it broken into the exact same steps as the program review template made it easy to compare.

The PR rubric was much more straightforward this time around. Having worked on PR since the early 2000's, this was by far the least confusing, most logically constructed PR yet. Kudos!

The clarity and precision.

The evaluation scale that helped determine how to assess the data.

The program review rubric is very detailed on what it is looking to achieve. For example, identifying the problem followed by an action plan gave the reader an understanding of what the program is looking to achieve and how they plan to do it.

Q8: What were the one or two biggest issues that you encountered while completing the program review rubric?

1) I am not going to be popular here. 100 word limit, especially for the Mission Statement or PLSLO, I thought really curtailed the ability to add any depth to the responses. 2) There has to be some way to allow an addendum to some or all of the questions. Stress brevity, actions within program control, or that too much commentary is optional for the readers (?) 3) Stress how important responses are to the program. Such as a note: "Remember each and every answer in this review will/can be used to determine strategic and budget planning processes for the next 5 years"

Q8: What were the one or two biggest issues that you encountered while completing the program review rubric?

As someone new to both the rubric commentary process and the respiratory program data/details, it was hard to understand what the data really meant since there were non-academic/community factors to consider when evaluating the data.

I appreciated how the data was integrated into the review form. I also appreciated the specificity of the rubric criteria and standards because for me, it was quite clear which standard to apply.

I found the experience easy even though it was outside of my discipline.

I was frustrated with the criteria questions. Often they were cookie cutter, "same question, different data", and it didn't always fit what was being reviewed. There has to be a better way for the writer to give feedback that has real meaning.

Is the basis of the feedback supposed to be repeating the writer's points, or verifying that the required criteria are met? I was also unclear on some of the questions whether I was identifying the change in trend or the change in gap, as what I thought I was looking for didn't match with data or narrative.

It just took me a little while in the beginning to realize/remember that the completed program review doc had been e-mailed to me separately, which is why I couldn't find it at first when I logged in to begin filling out the rubric. I think this was because of the gap in time between when that doc was e-mailed to me and when I actually began working on completing my feedback in the rubric.

It would have been nice to have example responses to help guide us. Some of the responses from the program I reviewed were very brief and it was difficult to tell if I should judge them poorly for it, or if it was okay to have a short answer. Other than that, I wish I had had more time to reach out to the IR team to help me really understand the data but due to COVID-19, I wasn't able to devote as much time to this as I would have liked.

Just keeping track of where I was!

Limitations in narrative word count may have led to cryptic narratives that were hard to evaluate with given rubric. Rubric seemed overly prescriptive. Rankings were good to have but in some cases implied unsatisfactory program "fitness" where that wasn't the case.

Maybe color-coding of some sort to know what piece of date we had to look at based on the questions we were assigned. If SIP/COVID hadn't happened, maybe group sessions to discuss the data and complete the rubric.

None, really. I believe a few of the questions could be improved upon a bit, and perhaps a few more options given to those writing up the PR. But those are really minor adjustments in my opinion.

Several items included the criterion: "Actions are within departmental control." However, sometimes the necessary action to correct a problem (e.g., scheduling) is not within departmental control, or not solely within departmental control

Q8: What were the one or two biggest issues that you encountered while completing the program review rubric?

The data is very incomplete picture of what the department is actually doing. Productivity is not a very useful number unless we know what the fill rate is. The template is very generic; it doesn't capture the "essence" of what makes the program. For example, do we see how much "stacking" a department does? Do we see a breakdown in f2f vs online success rates? Oftentimes the template only looks at the trend and not the actual numbers. For example, it would help me to have the department discuss how the median wage compares to cost of living.

The rubric evaluated things that may not be relevant to every program

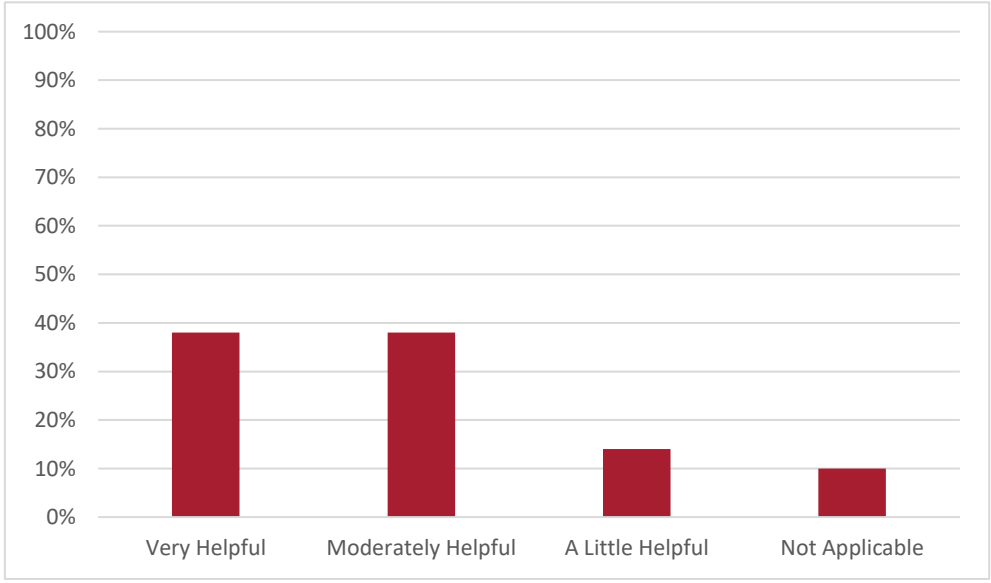
The rubric is far too narrow in terms of analyzing the data. Because the data fluctuates significantly from year to year in many categories, such as student success by ethnicity, to use a 4% variance as a benchmark is not useful. The five year trend in most cases fluctuates significantly each year over the five year period in many categories. We need to reevaluate the 4% variance as a determining factor in program success.

YES - 1. I would prefer a shorter cycle and at least one more review loop before final submission. I would have liked to send my first review to the author(s), have them make changes, and then for the reviewer to have one more chance to weigh in before final submission. 2. It would be helpful to have free-form input entry boxes (optional) wherever data interpretation answers are requested. 3. Often, interpretations were required when insufficient data was presented. There could have been another answer choice: "Insufficient data to make assessment" (Plus an entry box nearby for an optional suggested minimum data size to make reasonable inferences)

no major issues

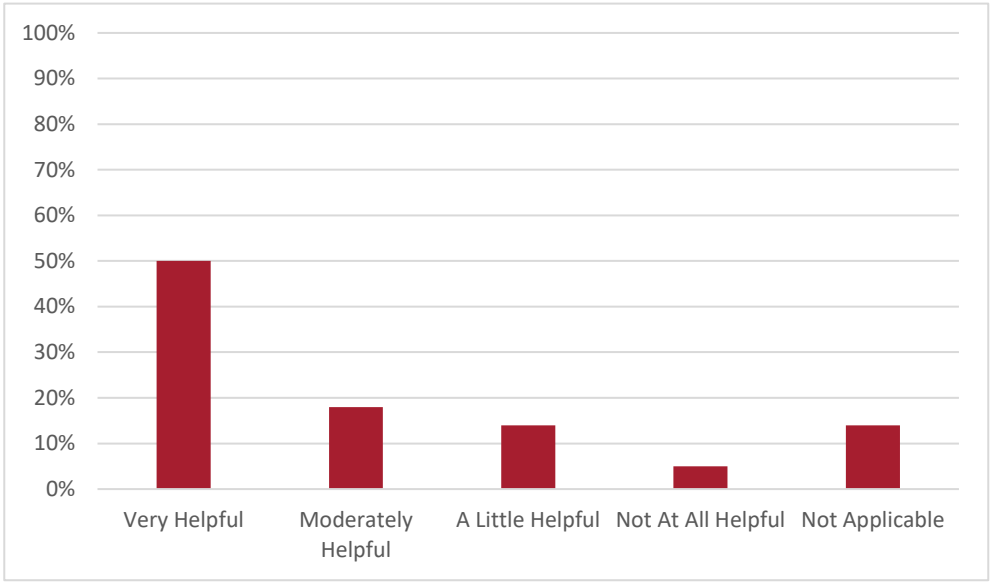
Q9: Please rate how helpful each of the following were to you in the program review process:

PR Manual	Respondents	Percent
Very Helpful	8	38%
Moderately Helpful	8	38%
A Little Helpful	3	14%
Not Applicable	2	10%
Total	21	100%

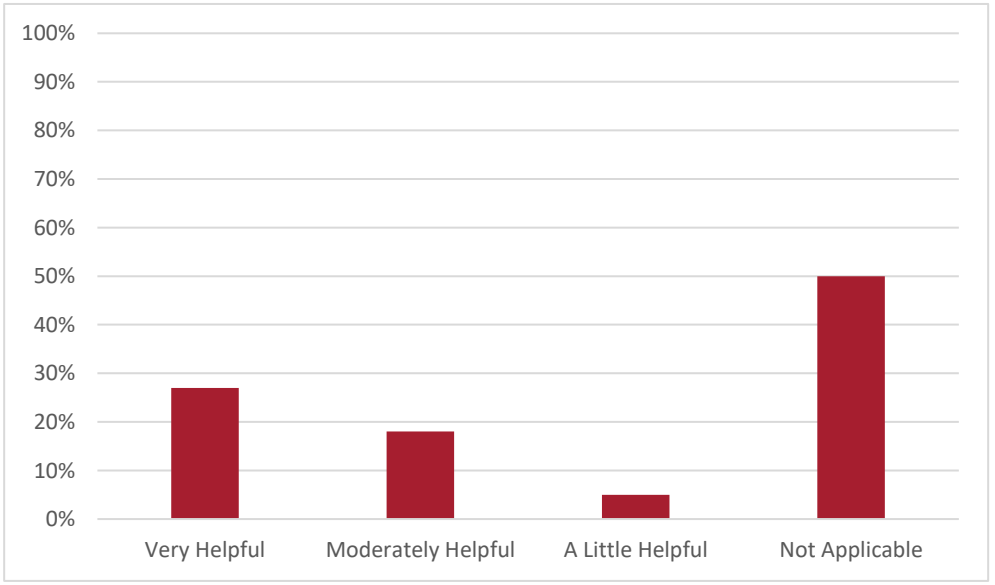


Q9: Please rate how helpful each of the following were to you in the program review process:

Reader Session	Respondents	Percent
Very Helpful	11	50%
Moderately Helpful	4	18%
A Little Helpful	3	14%
Not At All Helpful	1	5%
Not Applicable	3	14%
Total	22	100%

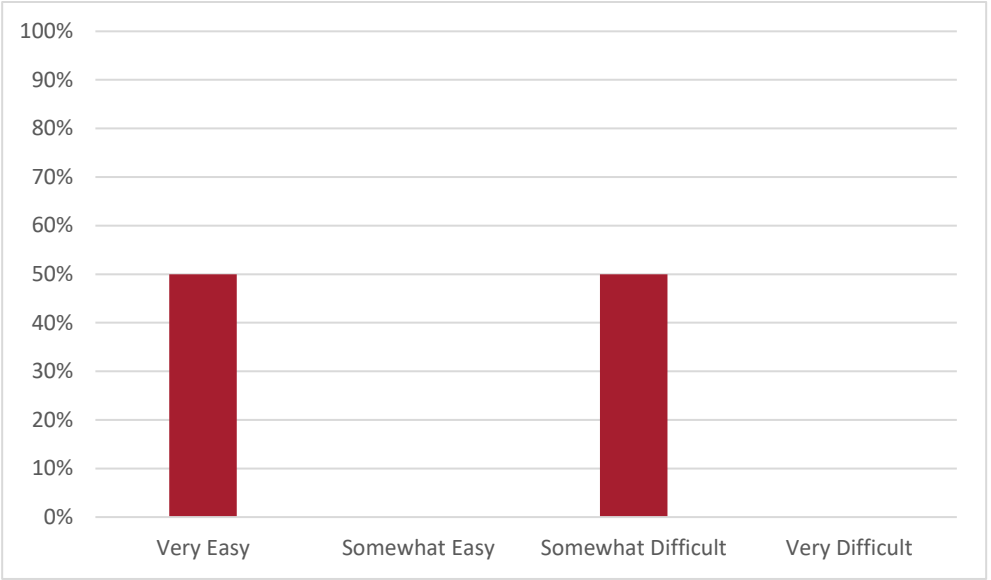


IR Data Coaching	Respondents	Percent
Very Helpful	6	27%
Moderately Helpful	4	18%
A Little Helpful	1	5%
Not Applicable	11	50%
Total	22	100%



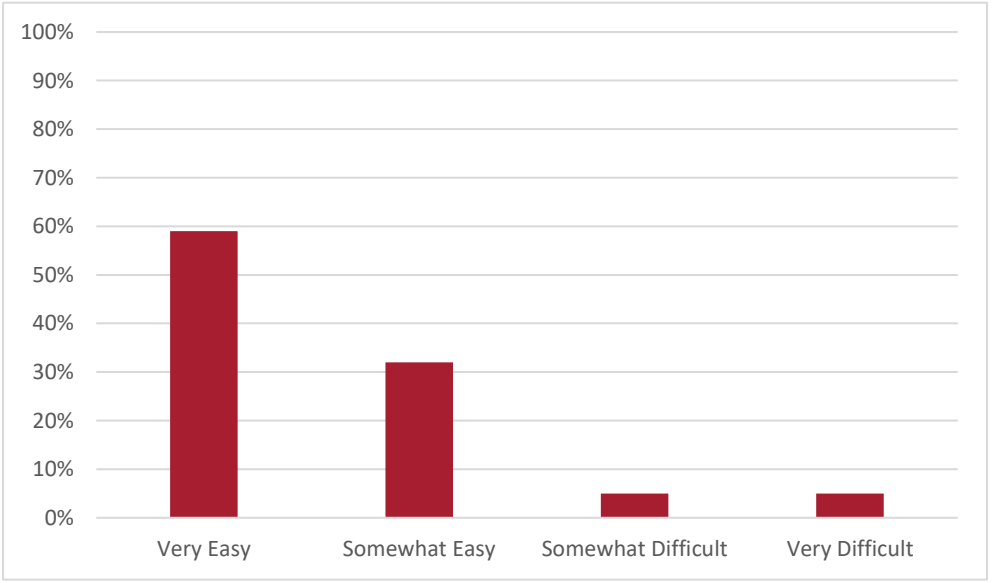
Q10A: How easy was it for you to meet the Initial A-D feedback deadline (deans only)?

Responses	Respondents	Percent
Very Easy	1	50%
Somewhat Easy	0	0%
Somewhat Difficult	1	50%
Very Difficult	0	0%
Total	2	100%



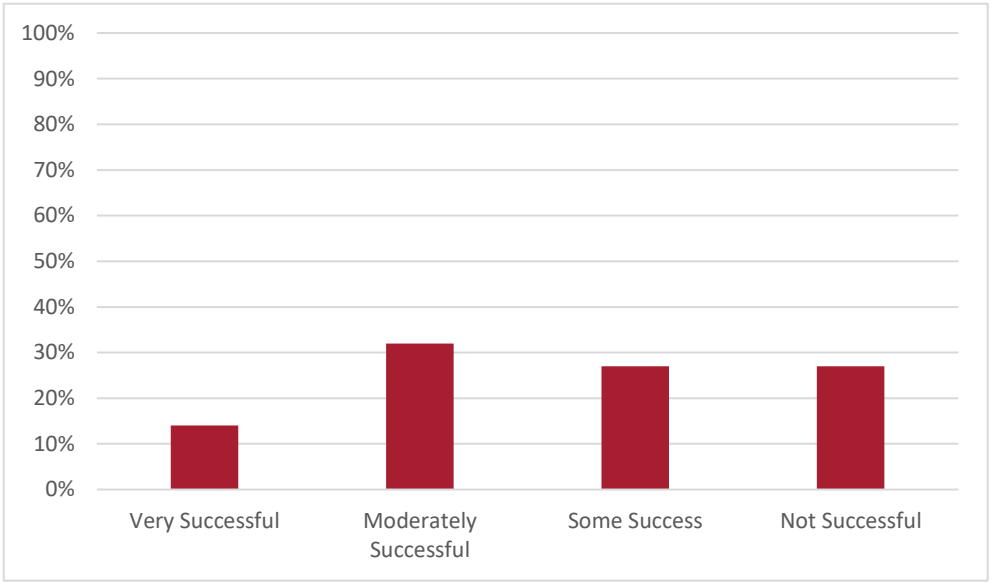
Q10B: How easy was it for you to meet the (full) Reader Rubric deadlne?

Responses	Respondents	Percent
Very Easy	13	59%
Somewhat Easy	7	32%
Somewhat Difficult	1	5%
Very Difficult	1	5%
Total	22	100%

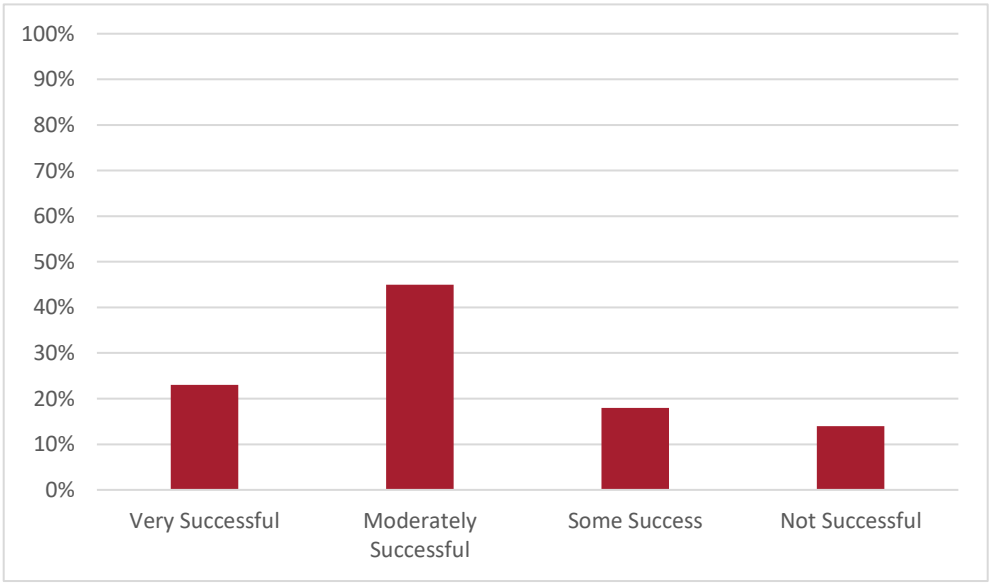


Q11: Did the program review process succeed in the following areas?

Forge Connections w/Others	Respondents	Percent
Very Successful	3	14%
Moderately Successful	7	32%
Some Success	6	27%
Not Successful	6	27%
Total	22	100%

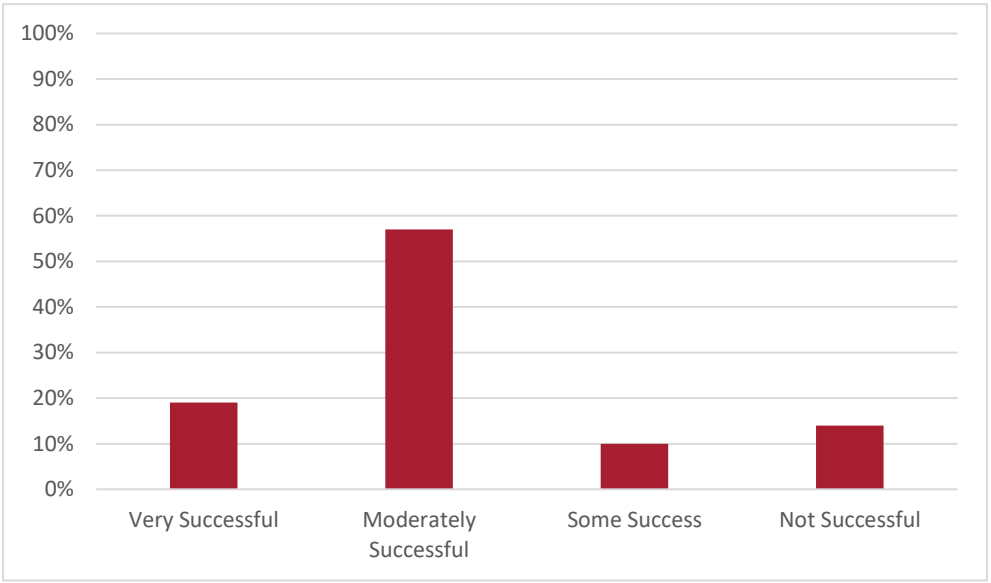


More Comfortable w/Data	Respondents	Percent
Very Successful	5	23%
Moderately Successful	10	45%
Some Success	4	18%
Not Successful	3	14%
Total	22	100%

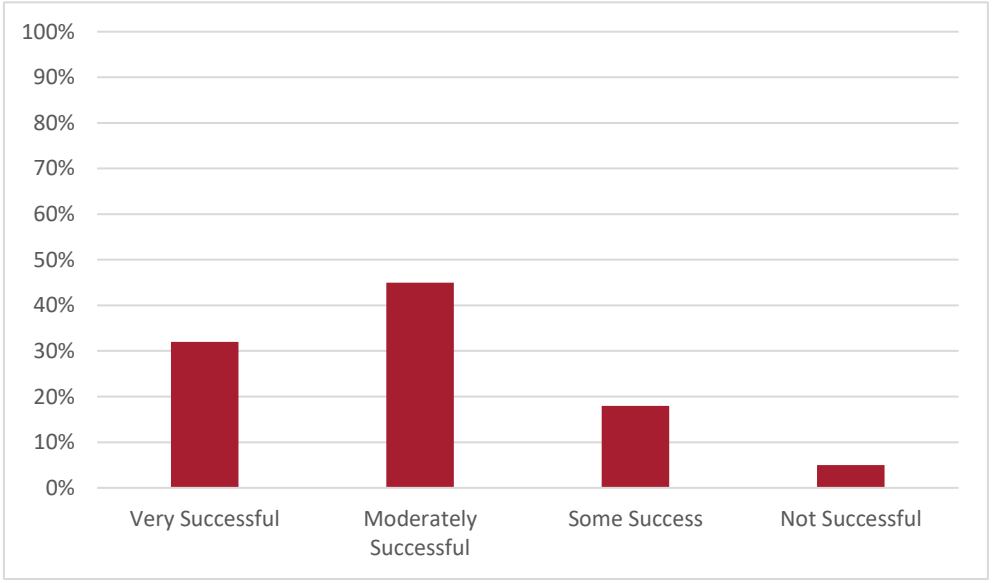


Q11: Did the program review process succeed in the following areas?

Space to Discuss Prog Weakness	Respondents	Percent
Very Successful	4	19%
Moderately Successful	12	57%
Some Success	2	10%
Not Successful	3	14%
Total	21	100%



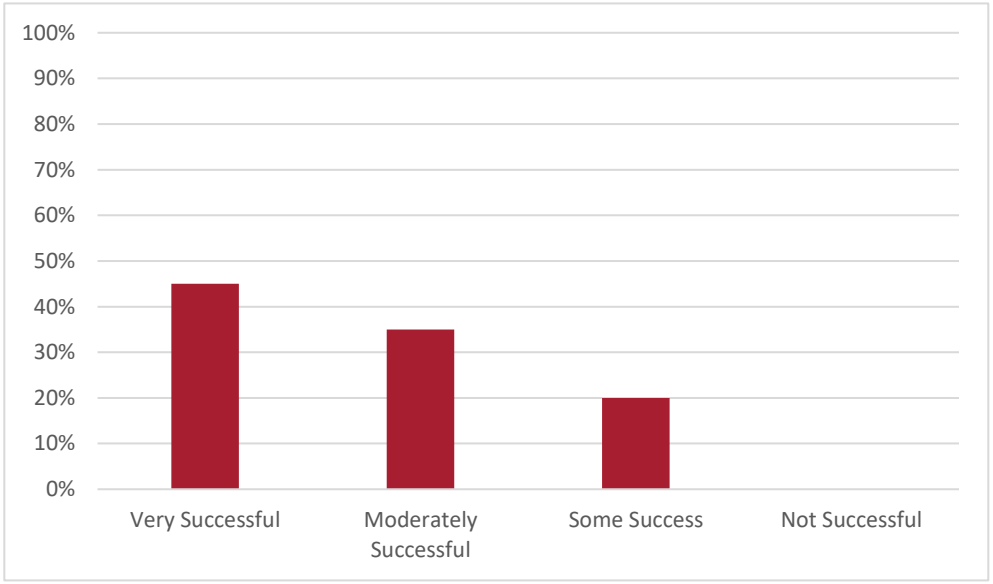
Culture of Continuous Imp	Respondents	Percent
Very Successful	7	32%
Moderately Successful	10	45%
Some Success	4	18%
Not Successful	1	5%
Total	22	100%



Q11: Did the program review process succeed in the following areas?

Confident to do Program Review	Respondents	Percent
Very Successful	9	45%
Moderately Successful	7	35%
Some Success	4	20%
Not Successful	0	0%
Total	20	100%

*Response option for Faculty/Staff only



Q12: Do you have recommendations for changing the program review template or rubric?

I didn't complete the program review with other people, so I didn't hear other people's ideas and thoughts. I was already comfortable with data so this didn't help further my comfort. Because the template is so generic, I didn't think that it really got at weaknesses in a program. And, I don't think it created a culture of continuous improvement.

Yes, see comment above regarding the 4% variance as a focus for determining success or needing improvement.

Q13: Is there any other data that you wish had been included in program review?

Cost of living for region. Fill rate of courses. Online vs f2f success rates. # of sections taught per instructor for the quarter.

Data to show the number of degrees/certificates the program offered in given academic years. Success rates in online classes. Numbers of students attending office hours, using tutoring, library and other support services on campus.

Discussion of not just changes relative to 5 years ago but also year-to-year variability. When populations are small, percentage uncertainties will be large, so it can be difficult to see which trends are real and which are just blips.

Q13: Is there any other data that you wish had been included in program review?

Full time to part time ratio in department should be evaluated as that has a significant impact on student success. Also, number of online classes and full time to part time ration in online vs. face to face.

Maybe more data on where students are falling off. Are there specific areas in the course where students success starts to slow down?

N/A

No, none that I can think of.

Nothing I can think of offhand. I think all the relevant data was provided.

Please see my comments above regarding the need to provide -- or at least to invite -- additional national/state/district contexts.

Quality of instruction/ achievement of learning outcomes was de-emphasized. Success as measured in multiple ways rather than merely pass/ fail. Student self-reporting? Instructor self-reporting re learning outcomes?

Some programs have specific student populations, and unfortunately the rubric always evaluates against the general College population

Student demand, not just number served

Students perspectives

There could have been a N/A column in the set of responses to Q.11 above.

This is a tough one. There can be some extenuating events that affect the overall data over time, like Covid-19. Unfortunately, each program will be impacted differently. In the case of Pharmacy Technology for example this program was unexpectedly ejected from their home campus, lost their Program Coordinator, had their Director go on unscheduled leave...all within the time frame assessed. Yet, the program persevered and did well overall. This program should somehow be rewarded somehow, especially since voters approved an 898 million dollars to "Renovate and Expand Health Services Facilities".

Q14: Do you have any final comments about this year's program review and how it went for you?

As negative as I might sound, this program review approach as much cleaner and straightforward than other formats that have existed previously.

I appreciated the reader training session and deadline extension. I liked the clarity of the rubric, but it made me feel like I was grading the document rather than evaluating the program in a holistic way.

I had a hard time meeting the deadline due to SIP and COVID-19.

Q14: Do you have any final comments about this year's program review and how it went for you?

I had excellent in-depth conversations with both Spanish fulltime faculty, with our Language Arts Dean (who went out of her way to be helpful and responsive), and De Anza fulltime faculty member Kimberly Vinall (whom I phoned up for context and suggsetions, and who was very generous with her time and expertise). Truly enjoyed the opportunity to learn more about the Spanish program in 2020!

I have a much greater appreciation for what some programs do annually for their accreditation. I'm not sure how much the PR process really helps programs figure out what is working and what isn't. It seemed that the program I was assigned to had tried a few things, and were doing some new things with moderate success due to factors beyond their control. The numbers were pretty flat, better than a downward trend, but not improving. What insight did the program gain? It wasn't clear from the PR. How did this PR help the school and district?

I have been overwhelmed with online teaching this quarters, and I know it played a factor in how I was able (actually struggled) to process online data and rubrics. Had this external factor been eliminated, I would have had an easier time processing the PR process and data.

I learned a lot about the programs' objective and CTE components needed for a successful program. It was great to reference data and clearly able to see the different trends. I enjoyed learning of how they were going achieve success within their cohort and how critical it is to offer support for students struggling academically and intervene earlier in the program. I appreciate the transparency of the program in identifying an issue and coming up with an action plan. This action plan suggested was for the program to modify their curriculum to allow students more time to study and attend personal responsibilities.

I liked having the rubric. I appreciate that the program review writer will be given feedback and the chance to improve the program review so that it meets the standards under which it will be evaluated.

I really like the new and improved PR format. Great job! It is so much more streamlined and really gets right to the key issues related to the program itself, such as enrollment, productivity, etc., and what the program is doing to try to address these issues. Honestly, for the first time in my career, I am actually looking forward to working on our department's PR. How weird is that?! :)

I would like to know how it turns out ~ what are the program's responses? What did the other readers find? Being remote during COVID made this a different kind of experience...

I'm grateful for the opportunity and just wish I hadn't been interrupted by COVID-19 as I feel my full attention couldn't be devoted to this with all the unexpected changes. I look forward to participating again!

Maybe include some examples in the F2F training session on what passes the criteria, and what doesn't cut it or is erroneous.

No, thanks!

Thank you for creating this program review rubric.

Q14: Do you have any final comments about this year's program review and how it went for you?

The program review went OK, but there is definitely something lost in it. I don't get a true flavor of what's really happening with the department. Also, we seem to put great value on improving course success rates. That's actually really easy to accomplish. The question is if students are really achieving the learning goals. How is that being measured? I saw that the template as checkboxes, not heart.

There were a few categories for which I thought it would be impossible to achieve the exemplar standard. For example, I cannot imagine how the mission statement could have achieved all of the elements required for that level. Indeed, it might be helpful to share an example of how one might accomplish that.

YES - Program Review readers should ideally be preferentially chosen from programs coming up for review next. I'm afraid I don't have any ideas off the top of my head as to how to achieve this. My feeling is that faculty will benefit immensely from reviewing another program before their own. To this end: When it is a program's turn to be reviewed, I'd like it if the Program Review packet includes "Sample past reviews" together with reader feedbacks. Thank you for this opportunity. I'm delighted to see us stay on top of these important issues. &

FOOTHILL COLLEGE
INSTITUTIONAL RESEARCH & PLANNING

Program Review Evaluation 2020

Dean Reader Template Survey

We appreciate your participation as a reader for Program Review this year!

Please answer the questions below about your experience with Program Review. This survey is being administered by the Institutional Research and Planning department. Your identity will not be shared in any of the evaluation reports. The college will use the evaluation results to improve the quality and effectiveness of the Program Review process.

If you have any questions, contact Elaine Kuo, College Researcher, at kuoelaine@fhda.edu.

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1) How easy was it to use the online program review rubric?

○ Very Easy ○ Somewhat Easy ○ Somewhat Difficult ○ Very Difficult

2) Around how much time did it take you to write the program review feedback and submit the rubric? (In Hours)

3) Were there any questions on the program review rubric that you had difficulty understanding, or that you feel need more clarification?

○ Yes ○ No

If so, list them here:

4) How easy was it to find someone to answer questions about the program review?

○ Very Easy ○ Somewhat Easy ○ Somewhat Difficult ○ Very Difficult

5) What questions were more difficult to get answered? (If none, skip this question.)

6) Which of the following issues did you encounter while completing the program review rubric. (Check all that apply)

- ☐ Understanding the instructions of completing the program review rubric
- ☐ Difficulty navigating the rubric
- ☐ Difficulty understanding the data
- ☐ Difficulty writing the feedback
- ☐ Being notified that I did not complete the rubric when I thought I did
- ☐ Saving/printing a copy of my work in the rubric
- ☐ Did not experience any issues
- ☐ Other (please explain)

7) What were the one or two most useful things about the program review rubric?

8) What were the one or two biggest issues that you encountered while completing the program review rubric? Do you have any suggestions for improvement?

9) Please rate how helpful each of the following were to you in the program review process:

	Very Helpful	Moderately Helpful	A Little Helpful	Not At All Helpful	Not Applicable
The program review manual	○	○	○	○	○
The reader training session	○	○	○	○	○
Data coaching from IR	○	○	○	○	○

10a) How easy was it for you to meet the Initial A-D feedback deadline?

- ○ Very Easy
- ○ Somewhat Easy
- ○ Somewhat Difficult

Very Difficult

○

10b) How easy was it for you to meet the full Reader Rubric deadline?

- ○ Very Easy
- ○ Somewhat Easy
- ○ Somewhat Difficult
- ○ Very Difficult

11) Did the program review process succeed in the following areas?

	Very Successful	Moderately Successful	Some Success	Not Successful
Help me forge connections with others in the college	○	○	○	○
Help me become more comfortable with data	○	○	○	○
Create a safe space to talk about weaknesses in a program	○	○	○	○
Create a culture of continuous improvement in the college	○	○	○	○

12) Do you have recommendations for changing the program review template or rubric? (For example: combining questions, clarifying language, adding questions, etc.)

13) Is there any other data that you wish had been included in program review?

14) Do you have any final comments about this year's program review and how it went for you?

Submit

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FOOTHILL COLLEGE
INSTITUTIONAL RESEARCH & PLANNING

Program Review Evaluation 2020

Faculty & Staff Reader Template Survey

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- ○ Somewhat Easy
- ○ Somewhat Difficult
- ○ Very Difficult

2) Around how much time did it take you to write the program review feedback and submit the rubric? (In Hours)

3) Were there any questions on the program review rubric that you had difficulty understanding, or that you feel need more clarification?

- ○ Yes
- ○ No

If so, list them here:

4) How easy was it to find someone to answer questions about the program review?

- ○ Very Easy
- ○ Somewhat Easy
- ○ Somewhat Difficult
- ○ Very Difficult

5) What questions were more difficult to get answered? (If none, skip this question.)

6) Which of the following issues did you encounter while completing the program review rubric. (Check all that apply)

- ☐ Understanding the instructions of completing the program review rubric
- ☐ Difficulty navigating the rubric
- ☐ Difficulty understanding the data
- ☐ Difficulty writing the feedback
- ☐ Being notified that I did not complete the rubric when I thought I did
- ☐ Saving/printing a copy of my work in the rubric
- ☐ Did not experience any issues
- ☐ Other (please explain)

7) What were the one or two most useful things about the program review rubric?

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The reader training session	○	○	○	○	○
Data coaching from IR	○	○	○	○	○

10) How easy was it for you to meet the Reader Rubric deadline?

- ○ Very Easy

- ◯ Somewhat Easy
- ◯ Somewhat Difficult
- ◯ Very Difficult

11) Did the program review process succeed in the following areas?

	Very Successful	Moderately Successful	Some Success	Not Successful
Help me forge connections with others in the college	◯	◯	◯	◯
Help me become more comfortable with data	◯	◯	◯	◯
Create a safe space to talk about weaknesses in a program	◯	◯	◯	◯
Create a culture of continuous improvement in the college	◯	◯	◯	◯
Help me feel confident when it is my program's turn to do program review	◯	◯	◯	◯

12) Is there any other data that you wish had been included in program review?

13) Do you have any final comments about this year's program review and how it went for you?

Submit

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