FOOTHILL COLLEGE
Institutional Research and Planning

DATE: April 21, 2021

TO: Kristy Lisle, Executive Vice President
                Kelaiah Harris, Instructional Services Coordinator

FROM: Elaine Kuo, College Researcher

RE: Program Review Reader Survey Results

Overview
A survey invitation was sent to all individuals who served as program review readers in the 2020-21 cycle. Each program review had roughly four readers assigned, including an in-division faculty, at-large faculty, classified staff, and reporting administrator. Twenty-six faculty, classified staff, and administrators responded to the survey out of a possible 32, for a response rate of 81%. All programs reviewed in this cycle were represented with at least one reader respondent. Responses to all survey questions are included at the end of the memo.

Highlights
- Most respondents needed "2-4 hours" to write their program review feedback and submit the rubric (42%). At least one-fourth of respondents needed "8 hours or more" (27%).
- While almost half of respondents engaged the IRP coach, PR writers, and/or other PR reader team members (44%), the remaining respondents did not interact with anyone while working on their program review ratings (56%).
- A majority of respondents rated the two reader training sessions as "very helpful" or "moderately helpful" (session 1: 77%; session 2: 84%).
- Respondents experienced "difficulty writing the feedback" (35%) and "difficulty navigating the rubric" (31%). Almost one-third of respondents "did not experience any issues" while completing the program review rubric (31%).
- Comments related to "other" issues experienced include, "when the rubric did not fit well with the goals and mission of the program," and "difficulty toggling back and forth between the two documents."
- Questions that were more difficult to answer include:
  - Those related to course success by ethnicity because these data were not all in one table,
  - Implications when a program has lower student enrollment counts by ethnicity (whether data can be generalized),
  - Lagging CTE data points (whether data continues to be relevant), and

- o The broad scope of the template/rubric prompts that may not allow for deeper introspection at the program level.
- Multiple respondents expressed discomfort with data analysis, such as with FTES, section, and PROD, believing that this should be the dean's responsibility and did not see how it was related to the design of the program review. Additionally, providing feedback about the program mission statement was challenging.
- Concern was expressed about whether a "one-size fits all," "too general," "very leading" rubric is the best approach, raising the possibility that some questions should be added when the overarching ones do not apply well to a singular unit.
- One respondent questioned whether their participation is necessary because "the program review process is very disconnected from the real work of teaching students what they need to know to be successful upon transfer. We simply ask people, often with no background in statistical analysis, to analyze statistical trends with little to no context and with only a very spare PowerPoint as training." This feedback seems to ask whether participants are set up and supported in a process that allows full engagement based on issues and conditions interpreted to be outside a unit's control (e.g. quarter vs. semester system; expectations/standards sets by transfer institutions).
- Technical recommendations include, "section headers could be repeated on the review form comment boxes so it is easier to see where you are on the form," "an overall impression box at the end of the review form," "present data in terms of graphs instead of raw data," and "have the functionality to have a check box marked by clicking on the text of the sentence and not only the check box itself."
- Readers suggested that the review process is enhanced by whether the program review writers understand their unit's data and whether the program writes to the suggested prompts. To address this issue, readers proposed the opportunity to be "in the room with the IR representative and the PR writers to understand what the writer was saying and to know from the IR rep what direction to go in completing the PR…[so] we're providing thoughtful and intentional feedback…."
- Readers recommended that the training sessions include a "test analyses like a small mock up for examples where the reader complete and discuss their answers," and identify "scheduled drop-in hours with the coaches…would help encourage folks to utilize the data coaches more."

Methodology

The Program Review Writers Survey was created using Remark survey software and administered from April 5, 2021 to April 16, 2021. All who served in providing written feedback on a unit's program review were invited to participate. Out of the 10 programs reviewed (8 Instructional, 2 Student Success), 32 individuals were sent an email invitation with the survey link embedded. Administrators served on multiple reader teams as they provided feedback to all units in their division. One classified staff member served on two reader teams. Only English and ESLL had one reader respondent. A reminder was sent to those who had not yet completed the survey on April 9, 2021.
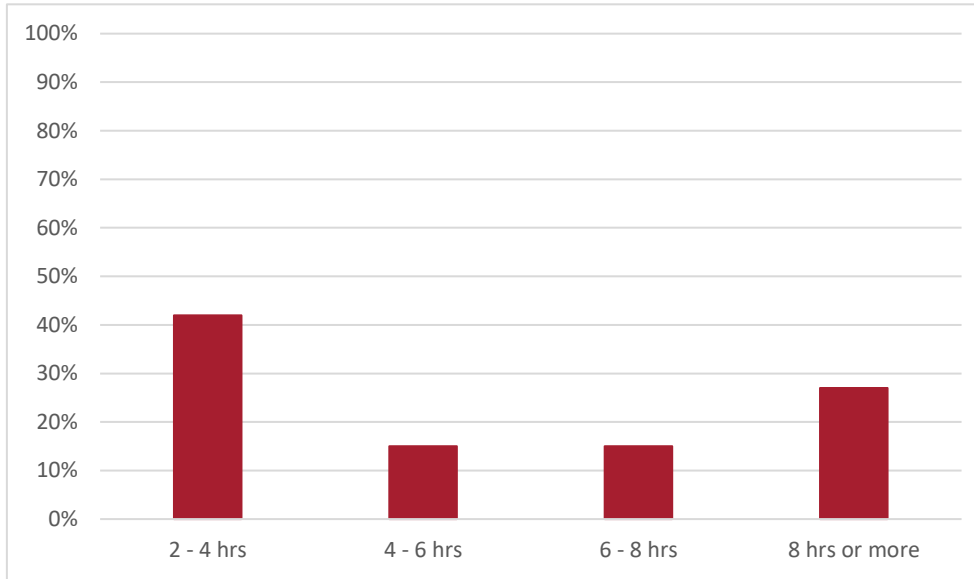
Source

Program Review Writers Survey Results 2021

Survey Respondents: 26 out of 32

Response Rate: 81% (all programs had at least 1 respondent; 2 programs with only 1 respondent)

Q1: Around how much time did it take your to write the program review feedback and submit the rubric?

Hours	N	Percent
2 - 4 hrs	11	42%
4 - 6 hrs	4	15%
6 - 8 hrs	4	15%
8 hrs or more	7	27%
Total	26	100%

Q2: Did you encounter any of the following issues while completing the program review rubric? Check all that apply.

Issues	N	Percent
Did not experience any issues	8	31%
Notified that I did not complete t	2	8%
Difficulty navigating rubric	8	31%
Difficulty understanding the data	5	19%
Difficulty writing the feedback	9	35%
Saving/printing a copy of my wor	2	8%
Understanding the rubric instruct	3	12%
Other	9	35%
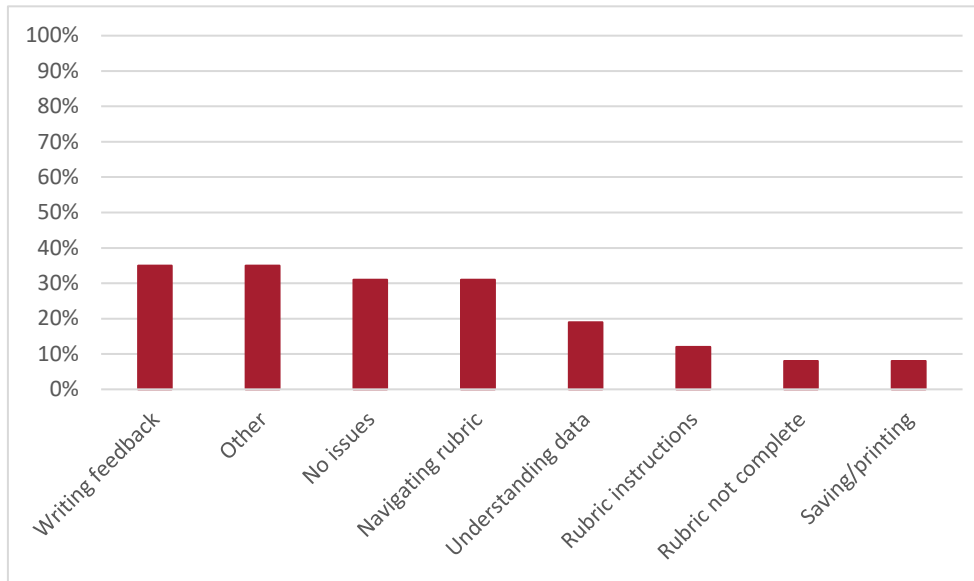
Other (please explain)

Were we supposed to save/print our work?

Small challenges in the process yet it was part of the learning process so only assister would be time and processing of the information.

It was especially difficult to provide feedback when the rubric did not seem to fit well with the goals and mission of the program under review.

The day I had planned to work on this (last minute of course, haha), the Program Review Tool was down. Also, the rubric didn't always seem to match well the questions that the writers were answering?

The main challenge was figuring out which questions on the rubric corresponded to the part of the program review I was seeing. I know the program review team has put in a LOT of work into making improvements on this over the years, which I really appreciate. But I'm wondering if in the future it would be possible to maybe find a way to sync the two documents so we can view them side-by-side or more easily see which part of the program review corresponds with individual parts of the rubric? I had difficulty toggling back and forth between the two documents and figuring out whether I was assessing the right part of the program review document. I'd be happy to help out with this.

Q2: Did you encounter any of the following issues while completing the program review rubric?
Other (please explain)

The length of the Rubric and the Program Review form make tracking between the two difficult. At a minimum the sections headings could be repeated on the Review form comment boxes so it is easier to see where you are in the form. Also, it would be good to have an "overall impression" box at the end of the review form. The Music department included their equity Plan and it was difficult to keep referring to it. Being able to have a general comment box could have helped that.

There were parts I wanted to comment, but there were no comment box. I wasn't able to view the data in my template, but Kelaiah resolved it quickly by sending me an attachment.

Would help much to present data in terms of graphs instead of raw data. Makes trend identification and comparisons much easier. Also provide the raw data numbers as wells if more granularity is needed.

It would be helpful if I was in the room with the IR representative and the PR writers to understand what the writer was saying and to know from the IR rep what direction to go in completing the PR. This way we're providing thoughtful and intentional feedback as opposed to guessing if the feedback we're giving is helpful or not.

Q3: What questions did you have that were more difficult to get answered?

1. It was incredibly difficult to answer the questions on course success by ethnicity since the data for this information is not in one table. You have to scroll through several tables to answer the questions. 2. It's difficult to answer some questions due to the values associated with the responses. For example, if a program has more African American students than the college, I think it's a good thing, but the program review response says this needs improvement because the program demographics don't match the college's. 3. It is difficult to measure a program's mission statement. 4. The CTE data provided is 4 years old. This information may not be relevant and pertinent to programs. 5. When a department doesn't understand the data, then that affects the rest of their responses. 6. The data and template are overall too general. To really understand a department, the template should allow for deeper dives. For example, course success may go up but departments are not putting reasons for this if they aren't looking at how dual enrollment may affect course success.

Anything requiring data analysis; that should be deans job.

FTES, Section, Productivity narratives were convoluted to me. This is not related to the design of the program review, but more to what was written. I am not sure if I am alone in this.

Q3: What questions did you have that were more difficult to get answered?

Giving feedback was the most difficult part, especially when things seemed clear.

many

Had all questions answered, the IR team was very responsive, and made the review much more streamlined. Many Thanks to Elaine and Kelaiah for their excellent help and guidance. And many Thanks to our Program Review team. Was great to meet as a team and discuss status and resolve issues.

In Financial Aid program review I needed help for Section N. Doreen helped me out. Thanks Doreen!

Mission Statement assessment.

The criteria rating and whether it met or exceed standards. There were parts of the evaluation that the program did well on but the criteria was asking about what the program plans to do with the flat/decrease. I left those areas blank, but I would have liked to leave a comment on having the program explain what worked, what brought more Latinx Female, etc.

The rubric was kind of confusing. It seems counter productive to limit PR writers to 150 words. The data was just there and it was overall enrollment mixed with transfer data. It was difficult to know what to focus on? It's easier to have these conversations in-person (zoom) with the writer and IR rep.

When statements are provided are interpretations supposed to be utilized or is it a not said not applied type experience. I had challenges with those reflections.

Q4: Please rate how helpful the reader training sessions were to you.

The first reader training session

Helpfulness	N	Percent
Very Helpful	14	54%
Moderately Helpful	6	23%
A Little Helpful	2	8%
Not At All Helpful	1	4%
Not Applicable	3	12%
Total	26	100%
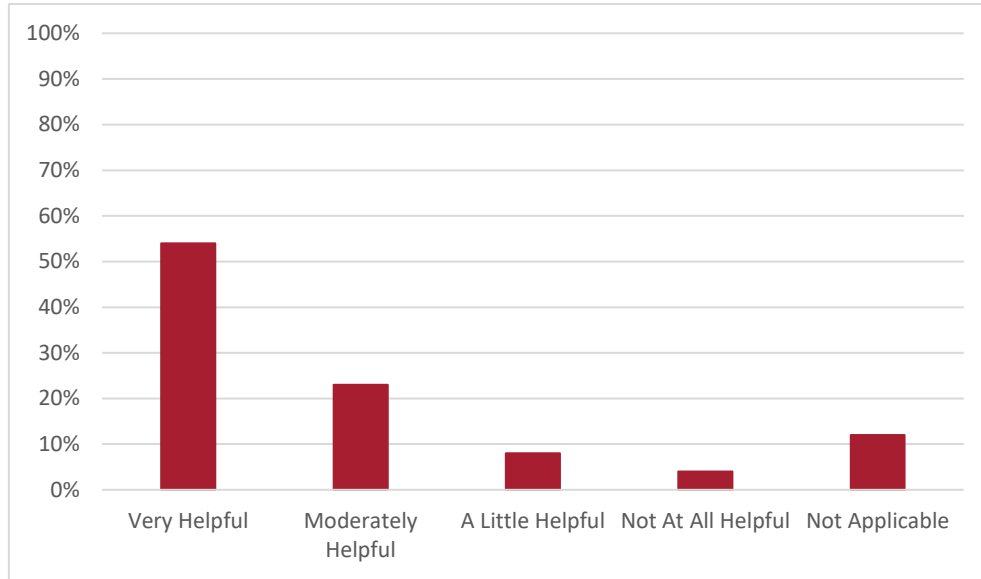
The data norming sessions (second reader training session)

| Helpfulness	N	Percent
Very Helpful	14	56%
Moderately Helpful	7	28%
A Little Helpful	1	4%
Not At All Helpful	1	4%
Not Applicable	2	8%
Total	25	100%

Non-respondents=1
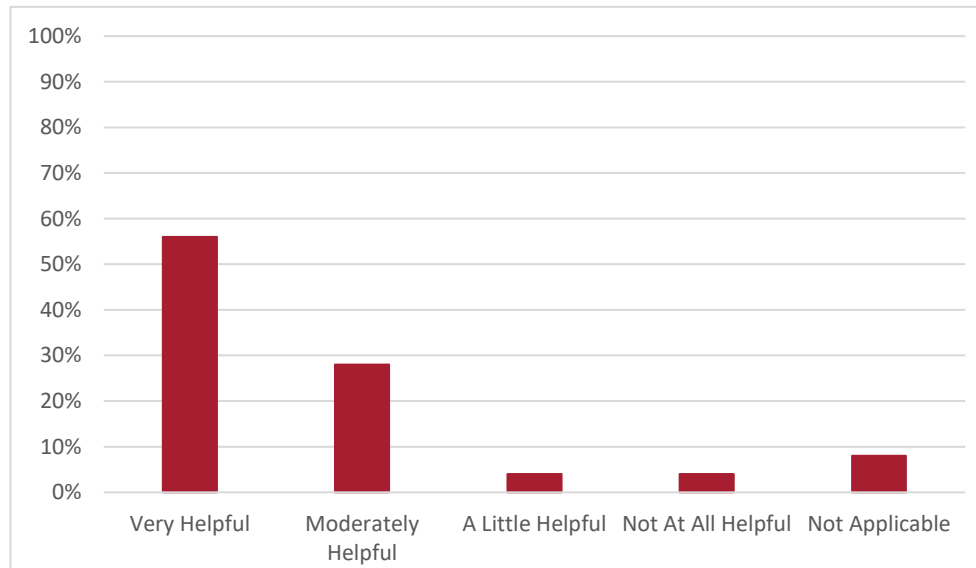
Q5: Did you do any of the following while working on your program review ratings? Check all that apply.

Activity	N	Percent
Asked questions to IRP coach	6	24%
Asked questions to PR writers	6	24%
Discussed w/PR reader team	7	28%
None of the above	14	56%

Total N=25
Non-respondents=1
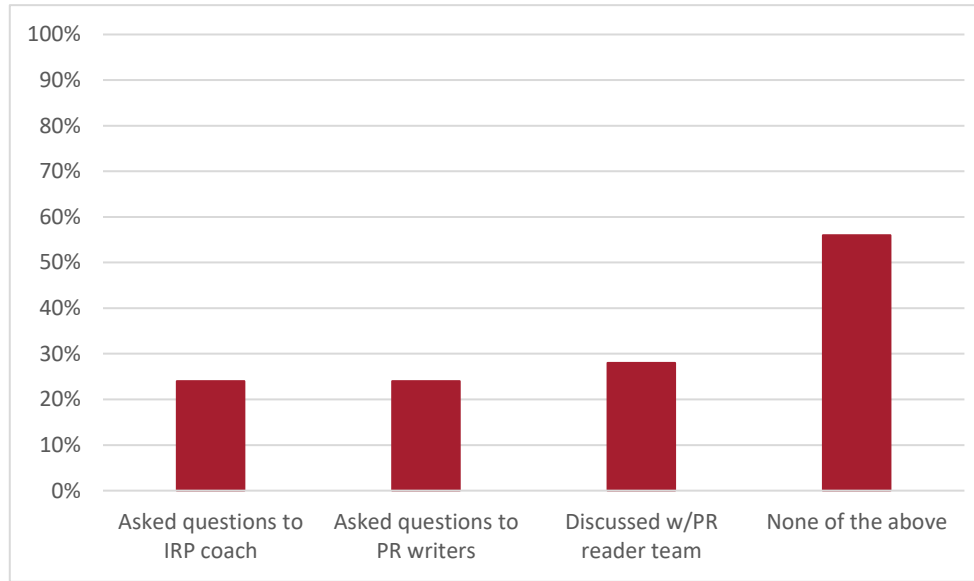
Q6: Share any suggestions you have for improvement in the next program review cycle (e.g. changing the template/rubric, clarifying language, adding questions, etc.).

I'd like to talk about if we think "learning outcomes" belong on Service Area Program Review templates? -It's sometimes confusing what the reader is rating...the "quality" of the author's responses or the "quality" of the program data and what is happen

1. The section numbering system should be presented more clearly, with larger separation between the different "chapters". Place a few blank lines between section for easier readability 2. Within each "chapter", the section numbers should also be more visible, again for easier readability. Maybe highlight using different colors, or a different size heading. 3. The Reader training sessions were good. Recommend to automatically set up a "status" meeting with each program review team, if feasible time-wise for the IR team, probably 2-3 weeks after the Program Review starts. It helped our team much with clarifying some questions, as well as providing direction for one of the key questions we had regarding the definition of a term and related data.

Glad the student services program reviews will be resubmitted. Their narrative did not align with the rubric. Suggestion to ensure the writers have the rubric before they write.

Q6: Share any suggestions you have for improvement in the next program review cycle (e.g. changing the template/rubric, clarifying language, adding questions, etc.).

I did find myself wishing that there was a more comprehensive written narrative from the department I was evaluating to accompany their program review document. Although they did offer mini narratives for each section of the review, many of them were very brief. By the end, I came away feeling that I actually didn't know very much about the program itself, but that I knew a lot about the rubric's expectations about what a program should be doing.

I feel it was very good with the training, the only suggestion I had would be to do a test analyses like a small mock up for examples where the reader complete and discuss their answers to get a better understanding of the process.

I hope that you are considering this as a pilot and not as the process that you will actually implement on wider scale at the college. I see that in the BSS division, several of our programs will be in this PR process next academic year. Let's very deeply discuss the amount of time that this process versus your definition of the benefit (e.g. learning outcome or performance assessment or ??) that the college is looking for.

I think there are issues with using a "one size fits all" rubric for program review. I understand the need for uniformity and continuity; however, many of the challenges my department faces when writing our program review, I noticed were also problematic for the department I volunteered to read for. For example, how are African American student enrollment and success trends to be addressed in programs that specifically target LatinX or non-native English speakers? This tells me that updates should be made to the template and rubric, but it might also mean that questions should be added in the case that some questions do not apply well to all departments.

I thought the program review process went pretty smooth as a reader. There are some data questions in the rubric, however, that aren't relevant to the program being reviewed. Something I could've done differently is reaching out to the program review writer or reader team. I had some questions and had to figure it out on my way because I didn't reach out for clarification.

I tried to do some of it on my laptop and it was crazy-making switching back and forth between tabs and windows. A second monitor screen is almost essential. Partly this is due to the data being loaded into the forms. having links - like the gender section link - could have made it easier to follow. Happy to be part of any review of the form.

In the rubric there were suggestions for the departments to write to. I thought the suggestions were good and I was looking for responses to the suggested prompts, but the department didn't really address any of them. Was it clear to the departments they were suppose to address the suggestions? I don't think it was clear to the readers that the department can disregard them.

Q6: Share any suggestions you have for improvement in the next program review cycle (e.g. changing the template/rubric, clarifying language, adding questions, etc.).

It is very hard to do this process on one screen. When I try to print either the rubric or the program review, the text is very small, and a lot of it is in gray rather than black. Very hard on an older person's eyes.

It was difficult to provide feedback on the rubric when the program did not complete their template exactly as instructed. The program I reviewed saved most of their responses for the very end so by the time I got to read it, I had already spent a lot of time giving feedback that needed to be updated. Perhaps a rubric that is more holistic and less focused on every single item separately would help. I also know that we could reach out to the IRP data coaches, but in reality it was hard to do while balancing my other work, so I never reached out. Maybe having scheduled drop-in hours with the coaches during the month would help encourage folks to utilize the data coaches more.

No, I felt more comfortable this year. Thanks!

Prefer to share suggestions with IR rep. in-person (zoom).

Question 5, I did not but I wish I would have. Time management was not on my side when completing this evaluation especially with everything going on. So I answered based on the data and the report from the program. Most of it was pretty straight forward. I wouldn't mind being a PR reader again and really reach out to data coach, writer, etc. (Not sure if I had a team with me...) Thanks!

Return to old system where dean writes program review in consultation with department

Small functional suggestion, if possible, can you have the functionality to have a check box marked by clicking on the text of the sentence and not only the check box itself.

The rubric seemed very leading. In many cases, my assessment was that the answers provided were clear and addressed the issue. However, the rubric indicated that the answer needed significant improvement. Yet, this was not my view on the matter. I often felt that my presence in the process was unnecessary. If the whole process boils down to whether or not 1,2, or 3 points were included in the answer, then we could simply have a computer determine whether the answer needs improvement or not.   One issue in particular was insisting that certain explanations focus on issues that were in the department's control. What if the disparity wasn't in the departments control? If the department has designed a program that meets the expectations of institutions to which it transfers, and this is difficult for students who are under-prepared due to centuries of systemic inequity, then that is beyond the control of that department.   One thing that is baffling is that as an institution we are constantly talking about equity, and yet, it is almost never the case that we address the single biggest obstacle to equity. Namely, we are on a quarter system. If we care so much about equity, then why do we give students who need time to get up to speed, the smallest window in the entire state within which to do that? A great deal of supplemental instruction, diversification of the material etc. could be accomplished in a semester system. Instead, we limit the whole process to 11 weeks, not counting finals week. However, this is another issue that is beyond the departments control. In the end, I feel that the program review process is very disconnected from the real work of teaching students what they need to know to be successful upon transfer. We simply ask people, often with no background in statistical analysis, to analyze statistical trends with little to no context, and with only a very spare power-point as training.

The template is way too general and too many values are added to the program review.

Program Review Evaluation 2021
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. 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.

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

○ 2 hrs or less
○ 2 - 4 hrs
○ 4 - 6 hrs
○ 6 - 8 hrs
○ 8 hrs or more

2) Did you encounter any of the following issues while completing the program review rubric? Check all that apply.

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

3) What questions did you have that were more difficult to get answered? (If none, skip this question.)

4) Please rate how helpful the reader training sessions were to you.

<div align="center">How Helpful?</div>

	Very Helpful	Moderately Helpful	A Little Helpful	Not At All Helpful	Not Applicable
The first reader training session	○	○	○	○	○
The data norming session (second reader training session)	○	○	○	○	○

5) Did you do any of the following while working on your program review ratings? Check all that apply.

☐ Asked questions to the IRP data coach

☐ Asked questions to the program review writer(s)

☐ Discussed with the program review reader team

☐ None of the above

6) Share any suggestions you have for improvement in the next program review cycle (e.g. changing the template/rubric, clarifying language, adding questions, etc.).

[text box]

Submit

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