

## 2012 Program - Unit Review Process Improvement Feedback

13Dec12

<u>Group</u>	<u>Program</u>	<u>Feedback Date</u>
Group 1:	Units	12-13-12
Group 2:	Instruction	12-13-12

This document contains the feedback we received regarding the 2012 program and unit review process we all went through this year on campus. Two meetings were held in order to collect your feedback, one with Instruction and one with our Units. A questionnaire was developed and used to frame the conversation and elicit feedback from those that went through the review process this year.

The questionnaires (one for instruction and one specific to units) were also emailed to participants so that those that could not attend the feedback sessions could still provide their input. The following pages are a compilation of feedback from both the notes taken in the face to face sessions, as well as from the completed questionnaires.

Your feedback was then summarized by a fairly large group of participants from the college to determine what the issues are, what we can improve upon, and who the responsible party is. Based on your feedback, improvements to our current process will be used in the early planning stages of next year's program and unit review process.

Thank you for helping us move towards program improvement and ultimately the success of our students!

<b>Instructional Program Review Process Question</b>	<b>Feedback</b>
<p>1. Did you find the annual program review training presentation and materials helpful? If not, what could be done differently to better suit your needs?</p>	<p><b>Good coverage of subject matter.</b></p> <p>Though I couldn't make the training presentation, I think that the power point is harder to use than a hardcopy "instruction manual". It is easier to reference particulars with a hard copy and to jot notes down on. You can call it: "Program Review Reporting for Idiots" not to say we are idiots, just following the trend of "idiot" instructional books.</p> <p>It would be nice to have someone write it with our input! Granted, not all of us have the leisure of having enough time in the day to do this. Teaching is a load by its self! I know it's not going to happen, the powers to be will always over rule. Just venting!</p> <p>Yes.</p> <p>n/a</p> <p>Training is too long, too detailed, and too hard to remember.</p> <p>I love it.</p> <p>I missed training so slide was good.</p> <p>Need more reminders about schedule for training.</p> <p>Add print presentation grey scale to training materials.</p> <p>Additional brief training as needed.</p> <p>Map comprehensive template to presentation...how does it fit?</p>

<p>2. All program review presentation materials, templates, and documentation are made available to you through the Program Review website. Do you find this method of delivery useful? If not, what could be done differently to better suit your needs?</p>	<p><b>Comprehensive Program Review asked for PLO assessment examples; I was unable to locate that Web site which had been recently moved.</b></p> <p>The web submission is fine, though a lot of links to go through.</p> <p>The availability of the information is outstanding.</p> <p>Being able to access the template anytime was great.</p> <p>Yes</p> <p>Very Useful</p> <p>Trouble finding earlier assessments</p>
<p>3. This year we provided three separate training sessions (one for CTE programs, one for the Liberal Arts program, and one for units) to better fit your individual needs. Was this helpful and should we continue this practice?</p>	<p><b>Separate was better.</b></p> <p>The training sessions are fine to get acquainted with the process, but to follow a power point especially a printed one is confusing at times. A simpler black and white instruction sheet would be easier to follow.</p> <p>It should be continued! I only wish I could have attended!</p> <p>Yes, each group has their own concerns with similar questions, so this was more applicable and efficient.</p> <p>I was not present due to an off island business meeting.</p> <p>Yes</p> <p>Training sessions should be verbally recorded - video</p>

<p>4. Again this year, your annual instructional program review was delivered to you completely on-line. Did you encounter any issues with this form of delivery?</p>	<p><b>Worked well, however, difficult to send by email. Had to print and scan.</b></p> <p>The “save” issue wasn’t an issue this year, however copying and pasting did have some quirks...paragraphs out of line, occasionally not being able to edit the pasted items...cannot indent, large spaces in between words, tables hard to use (limited options).</p> <p>No, except for the revamping on how it’s to be written!</p> <p>This year working with the online program was way smoother. Last year the continuous loss of data and having to repeatedly input the same info over again multiple times was extremely frustrating.</p> <p>It was difficult to form tables and spell checking features would be very beneficial and aid us.</p> <p>Fine</p> <p>Needs spell check</p> <p>Worked well</p>
<p>5. In general terms, what can be done to improve the existing program review process?</p>	<p><b>Timely feedback.</b></p> <p>Include a comprehensive handbook (see item#1) with concise explanations, formulas and relevance for each section/topic. Substantive examples...</p> <p>Can’t really comment at this time, it still hasn’t stopped changing!</p> <p>Would having different timelines work? Such as some programs opting to collect in the spring and assess in the fall?</p> <p>Add spell check tools, adjust on line template to auto save, to help reduce lost data.</p> <p>4 out of 5 providing feedback would like opportunity to give their available meeting days/times (doodle scheduler) for training.</p>

<p>6. Do you feel that appropriate resources are allocated to conduct a program review of meaningful quality? If not, what resources do you need? Please be specific.</p>	<p><b>Super Star may give demographics not available this year.</b></p> <p>How are the indicator data derived...State and County jobs, Student Placement...is there any mechanism that adjusts the data taking into account the health of the economy, or the industry acceptance of minority gender employees?</p> <p>I think it's sufficient, personally.</p> <p>Not sure what resources were allocated to conduct this...\$?</p> <p>Some programs to not have a full-time faculty member to write the reviews.</p>
<p>7. Is there anything else that you would like to add that you feel would create a more inclusive and positive environment to develop your program review?</p>	<p><b>Not at this time.</b></p> <p>To receive an unbiased, authentic Program Review, I think that a reviewing body should complete the report.</p> <p>See comment for question #1: It would be nice to have someone write it with our input! Granted, not all of us have the leisure of having enough time in the day to do this. Teaching is a load by its self! I know it's not going to happen, the powers to be will always over rule. Just venting!</p> <p>No but would like to thank Jason for his assistance interpreting some enrollment numbers. Also with James for working one-on-one with our program. They were both of tremendous help.</p> <p>Comprehensive template instructions need to be updated.</p>

Unit Review Process Question	Feedback
<p>1. For those units that used a template this year (either comprehensive or annual), did the templates suit your needs?</p>	<p><i>I used the template; it was fine.</i></p> <p>The comprehensive template worked okay and helped me to focus my answers.</p> <p>Academic Support: Issues adding CCSSE data due to format. Need to meet and discuss issues.</p>
<p>2. What would you like to add to or remove from the current templates that would help you to better write your unit review?</p>	<p><i>Inclusion of standard dollar amounts for common items, i.e. APT, faculty, casual hire, fringe, office furniture</i></p> <p>Update the instructions at the end of the comprehensive review to reflect new template.</p> <p>Academic Support: Library data does not fit nicely into system template.</p>

<p>3. All program review presentation material, templates, and documentation are made available to you through the Program Review website. Do you find this method of delivery useful? If not, what could be done differently to better suit your needs?</p>	<p><i>Distributing through the website is fine.</i></p> <p>I find it very useful and like that it is easy to refer to.</p> <p>Seems to work.</p>
<p>4. Do you find the annual program review training presentation and materials helpful? If not, what could be done differently to better suit your needs?</p>	<p><i>Perhaps only need if something has changed.</i></p> <p>I think that the presentation was helpful.</p> <p>Works.</p>

<p>5. This year we provided three separate training sessions (one for CTE programs, one for the Liberal Arts program, and one for units) to better fit your individual needs. Was this helpful and should we continue this practice?</p>	<p>This was helpful because we were able to discuss items specific to unit reviews.</p> <p>3 presentations good. Need more individual training i.e. Academic Support</p>
<p>6. Do you feel that appropriate resources are allocated to conduct a unit review of meaningful quality? If not, what resources do you need? Please be specific.</p>	<p><i>I have to create all data on my own. It would be great to have someone else do it</i></p> <p>Yes</p> <p>Academic Support: What is the mechanism for evaluating unit data to ensure that it is still of use?</p>
<p>7. In general terms, what can be done to improve the existing unit review process?</p>	<p>Academic Support: Review needs to be done earlier. Meet over summer?</p>

<p>8. Is there anything else that you would like to add that you feel would create a more inclusive and positive environment to develop your unit review?</p>	<p><i>Receiving feedback would be helpful.</i></p> <p>Good.</p>
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