FOOTHILL COLLEGE
Institutional Research and Planning

DATE: June 23, 2021

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

FROM: Elaine Kuo, College Researcher

RE: Program Review Presenters Survey Results

Overview

A survey invitation was sent to all individuals who participated in presenting their unit's program review to Advisory Council on May 7 or May 12, 2021. Eleven faculty and administrators responded to the survey out of a possible 14, for a response rate of 73%. Only two units were not represented in the results. Responses to all survey questions are included at the end of the memo.

Highlights

- Almost two-thirds of respondents indicated that Advisory Council's feedback was "very helpful" or "moderately helpful" in reflecting on their program (63%).
- Presenters noted they collaborated with others on their program's self-study "to some extent" or "a great deal" (91%).
- While the majority of respondents reported that collaboration with program colleagues was "very helpful" (54%) in reflecting on their program, over one-fourth believed it was only "a little helpful" or "not helpful at all" (27%).
- More than half of respondents indicated that the experience of presenting to Advisory Council was "very successful" or "moderately successful" in creating: (1) a safe space to talk about program weaknesses (63%); (2) a culture of continuous improvement in their program (63%); and (3) a culture of continuous improvement at the college (63%).
- Almost half of respondents indicated that having to present to Advisory Council only had "some success" in helping them become more comfortable with data (45%).
- Respondents noted that "giving the presentation didn't add much to the experience of program review in terms of helping me look at the data and plan steps for improvement" as most of that work and benefits occurred when completing the program review template as, "reflections on our program…all happened before the actual presentation."
- The value of the presentations was noted for increasing "understanding of what others are doing and connecting with their work in a deliberate way."

- Concern was shared about “feedback from administration indicat[*ing*] that they are out of touch with the realities of classroom teaching and student preparation for learning and are not aware of roadblocks to student success…” Such experiences left presenters confused and with recommendations they felt were unrelated to program review based on assumptions/generalizations about the program. These comments suggest that presenters were uncertain about how to better communicate and advocate for their programs in a very public setting.
- Respondents cautioned against focusing exclusively on success rates and success gaps. One suggestion encouraged “the school to continue down a path focused on racial equity by providing support for marginalized communities (but not using the closing of success gaps as a metric of success).”

Methodology

The Program Review Presenters Survey was created using Remark survey software and administered from May 17, 2021 to May 27, 2021. All who participated in presenting a program review to Advisory Council were invited to participate in the survey. Out of the 10 programs reviewed (8 Instructional, 2 Student Success), 14 individuals were sent an email invitation with the survey link embedded. Two instructional programs were not represented (of which one was a CTE program). An email reminder was sent to those who had not yet completed the survey by May 21.

Source

FH IRP, Remark Survey Software [PresenterSurvey(June_v2).rmk; PR Presenters Survey Results AY21.bqy; PresentersSurveyDataTables.xlsx]

Program Review Presenters Survey Results 2021

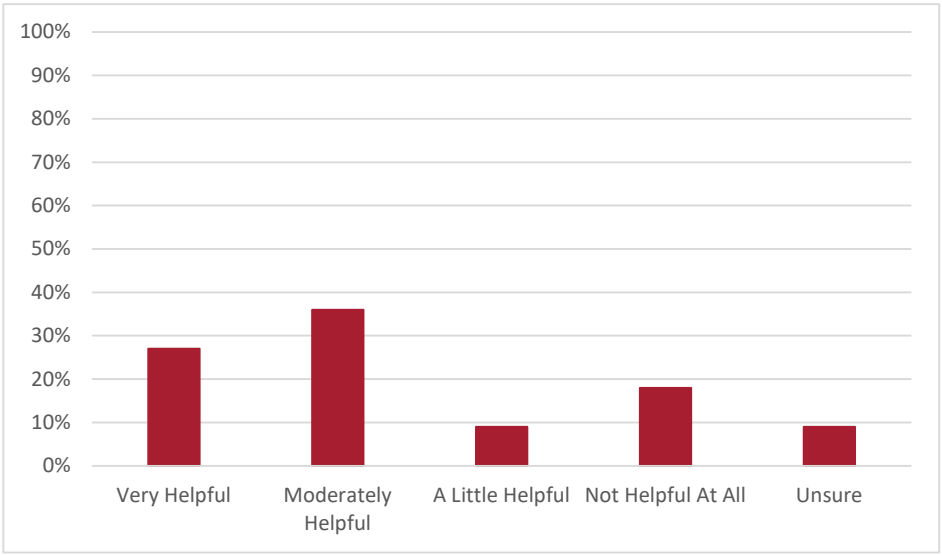
Survey Respondents: 11 out of 14

Response Rate: 79% (2 programs had no respondents)

Instructional program respondents represent 73% of total responses

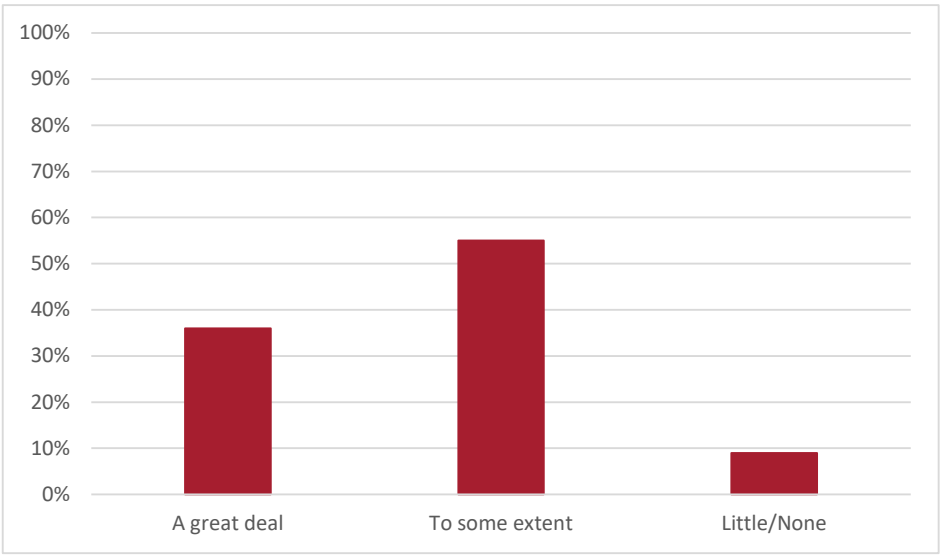
Q1: How helpful was the feedback from Advisory Council in reflecting on your program?

	N	Percent
Very Helpful	3	27%
Moderately Helpful	4	36%
A Little Helpful	1	9%
Not Helpful At All	2	18%
Unsure	1	9%
Total	11	100%



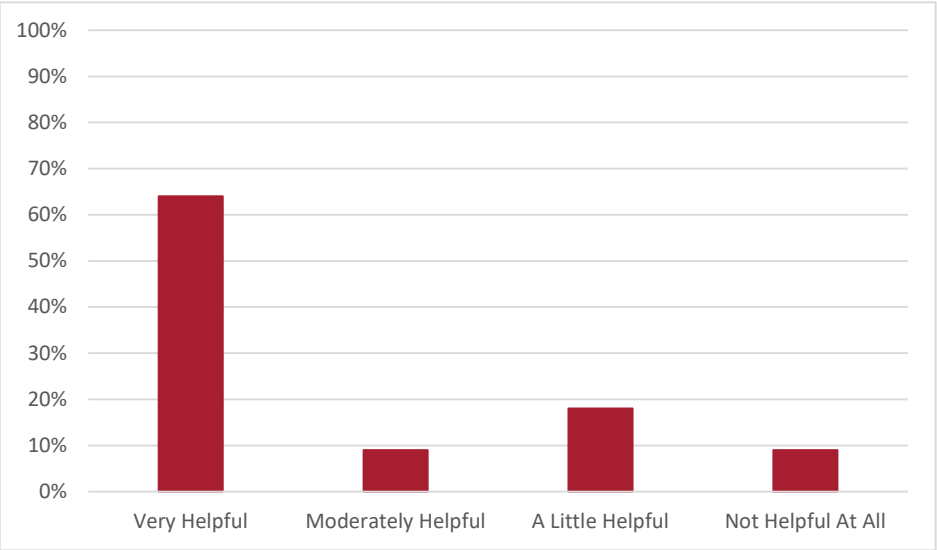
Q2: Did you collaborate with others in your program on the self-study?

	N	Percent
A great deal	4	36%
To some extent	6	55%
Little/None	1	9%
Does not apply	0	0%
Total	11	100%



Q3: Was the collaboration with program colleagues helpful in reflecting on your program?

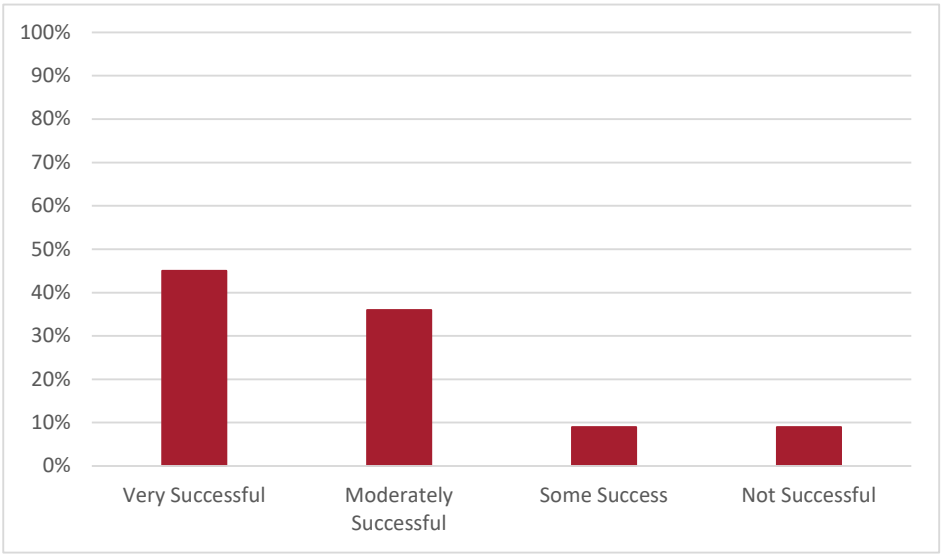
	N	Percent
Very Helpful	7	64%
Moderately Helpful	1	9%
A Little Helpful	2	18%
Not Helpful At All	1	9%
Total	11	100%



Q4: Did having to present to Advisory Council succeed in the following areas?

Bring out data trends in my program

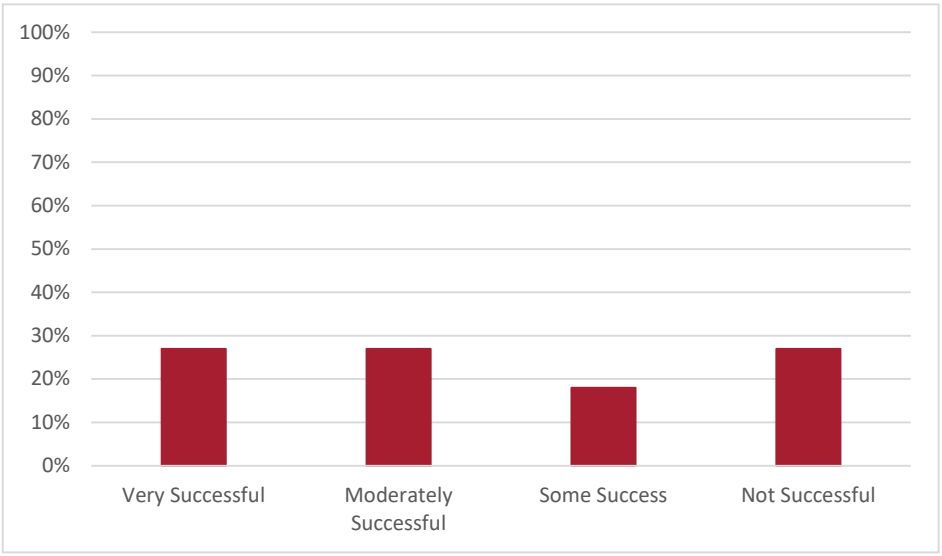
	N	Percent
Very Successful	5	45%
Moderately Successful	4	36%
Some Success	1	9%
Not Successful	1	9%
Total	11	100%



Q4: Did having to present to Advisory Council succeed in the following areas?

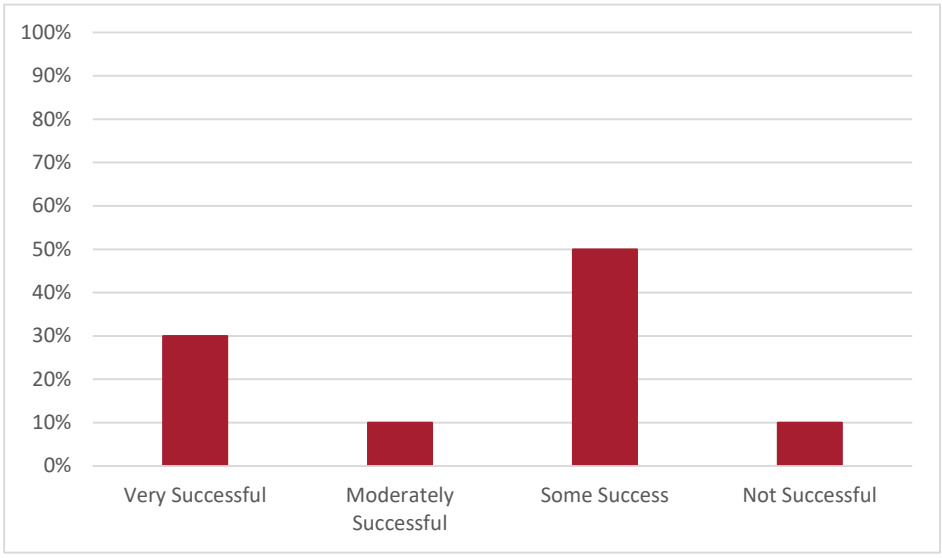
Help me plan improvements for my program

	N	Percent
Very Successful	3	27%
Moderately Successful	3	27%
Some Success	2	18%
Not Successful	3	27%
Total	11	100%



Help me forge connections with others in the college

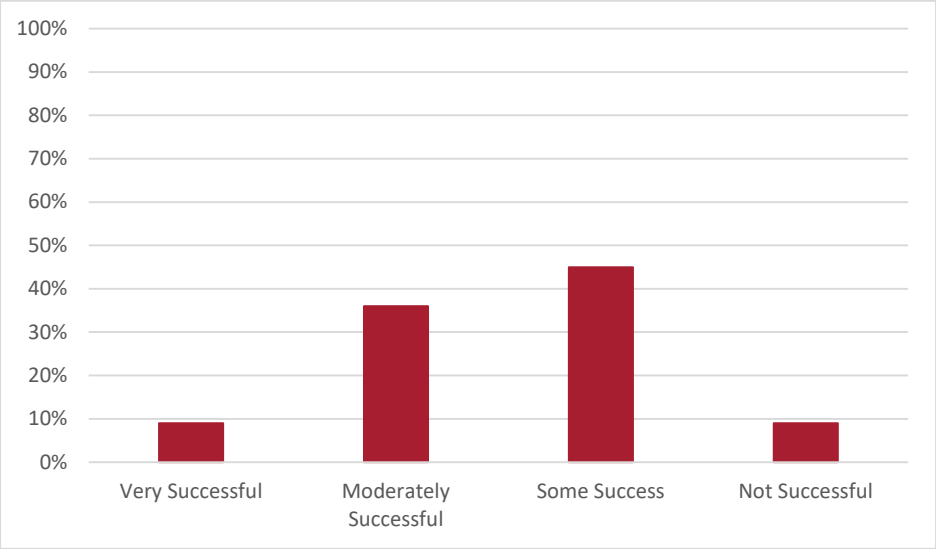
	N	Percent
Very Successful	3	30%
Moderately Successful	1	10%
Some Success	5	50%
Not Successful	1	10%
Total	10	100%



Q4: Did having to present to Advisory Council succeed in the following areas?

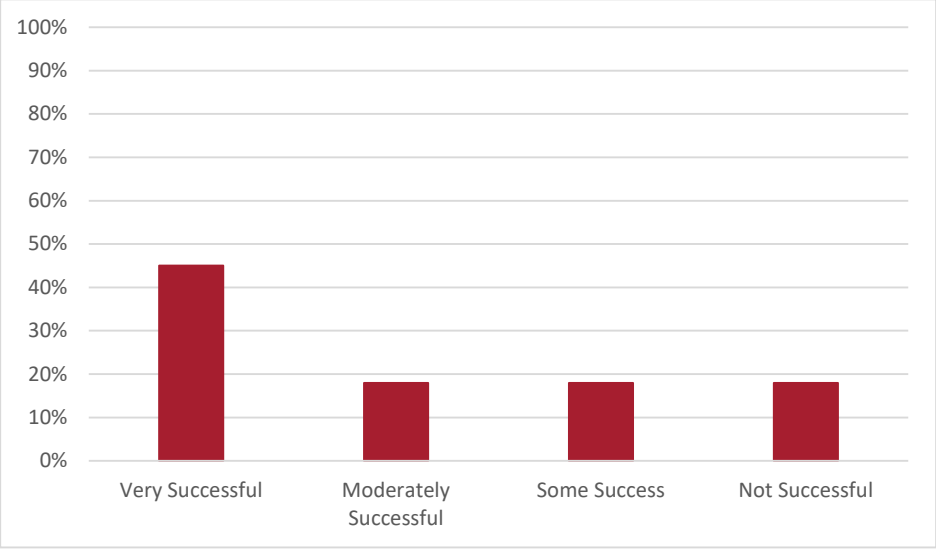
Help me become more comfortable with data

	N	Percent
Very Successful	1	9%
Moderately Successful	4	36%
Some Success	5	45%
Not Successful	1	9%
Total	11	100%



Create a safe space for me to talk about weaknesses in my program

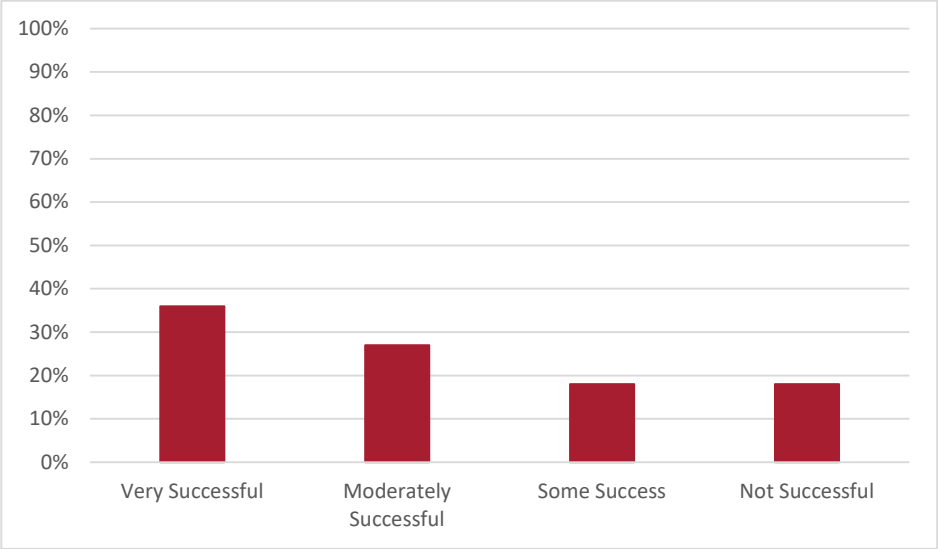
	N	Percent
Very Successful	5	45%
Moderately Successful	2	18%
Some Success	2	18%
Not Successful	2	18%
Total	11	100%



Q4: Did having to present to Advisory Council succeed in the following areas?

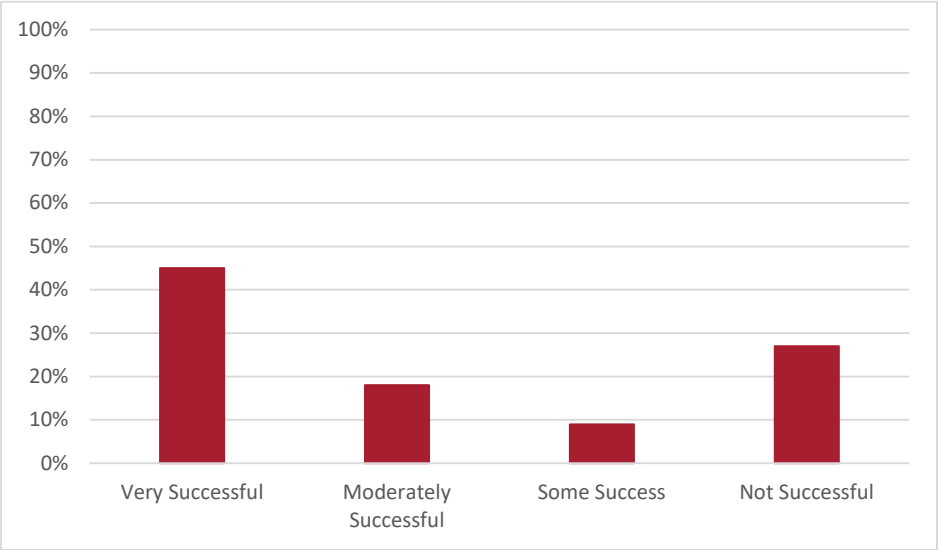
Create a culture of continuous improvement in my program

	N	Percent
Very Successful	4	36%
Moderately Successful	3	27%
Some Success	2	18%
Not Successful	2	18%
Total	11	100%



Create a culture of continuous improvement at the college

	N	Percent
Very Successful	5	45%
Moderately Successful	2	18%
Some Success	1	9%
Not Successful	3	27%
Total	11	100%



Q5: Provide feedback about the program review presentation process/experience.

I think the culture of continuous improvement is already in my program--the presentation was an opportunity to describe this culture to others. The presentation importantly allowed us (the writers) to look at the efforts of individuals and groups

Everything from beginning to end was very seamless and easy to navigate thanks to the help and reminders from Kelaiah.

In general, I thought this was a helpful process (candidly, it was a more useful experience that I had anticipated :-). Thanks for everyone for their hard work.

It's difficult to provide feedback considering the pandemic created non-PR challenges that significantly impacted my experience completing the various PR tasks. I look forward to thinking about how PR can be more effectively integrated to our yearlong department discussions, but only after a much needed break from the craziness of this difficult academic year.

Overall the program review process has improved significantly over the past 5 years with a streamlined template and focused questions that prompt a deep consideration of program data. The conversations between faculty and with associated student support programs that were prompted by the PR yielded very positive results and moved the program in a direction which will more equitably serve students. However, the final step of the presentation to Advisory Council was a negative experience. The feedback from the VP & President level seemed to indicate that they were looking for ''right answers'' in our data analysis and they were disappointed when we focused our discussion on different elements. Feedback from administration indicated that they are out of touch with the realities of classroom teaching and student preparation for learning and are not aware of roadblocks to student success that faculty must help students navigate on a daily basis.

Thank you for asking about our experiences. I am very appreciative I received this survey. I tried following up with an email to my dean to discuss her comments on how she views our program in the college. Unfortunately, I received no response. I also followed up with the Senate President to ask for a survey about my experience with presenting and she said it would have to wait till next year. I also tried contacting one of our at-large program review readers for feedback for clarification, but he didn't give any information. The feedback I received from being a presenter was a mixed bag, to say the least. Members of the advisory committee gave me random suggestions that didn't connect to our program review or presentation. Although their intentions were to forge connections with others in the college, they left me feeling that the advisory committee had generalizations about the arts. The kudos I received from our dean misrepresented the Arts and what we do at Foothill College. I was given kudos for making "stress release relaxing" online art courses this year but nothing to do with what we did the previous 4 years in our program review. Our program is not for stress release, relaxation, or life-long learning and this devalues our program's mission statement, objectives, and goals. I did not feel that this was a safe space to respond to the advisory committee's comments or dean since I received a microaggression towards me and the arts in our school. Since we received little to no feedback about our service-learning mural project and our connection to real social issues with the arts at our college, it was another reason why I didn't believe the Advisory committee read our program review. I was confused about the feedback about requesting resources. Since our program review was not a request resource, I felt pressured our department didn't ask for enough. Since our dean said we had little to no chance to get a new faculty member, we did not request this on the presentation. We know the arts are the lowest priority for faculty hiring requests so there is no reason to ask for this during a presentation.

The process of writing the program review, especially over a period of many months and with the help of IR, as well as the feedback we received on the draft, was what most helped us reflect on the program. The presentation to the Advisory Council was a great experience in terms of just sharing with others what our program does. It was also a great experience to listen to others about their programs- this provided me with a more complete picture of our work as a campus and how the different programs operate to uplift the students that our own program serves. However, I feel that reflections on our program- from data trends to improvements, to identifying weaknesses, all happened before the actual presentation itself. Putting together the slides for the presentation was not too challenging since we had already done the work of writing and revising the program review, but it was nice to have a space to highlight strengths and select areas for improvement that were most urgent/important. Overall I would say that program review writing process is what was more successful in helping us to reflect and plan for changes or improvements- more so than the presentation of that data to our colleagues. The value of the presentation to Advisory Council is understanding what others are doing and connecting with their work in a deliberate way.

Thank you. I felt the process of going through PR was valuable. It provided an appropriate nudge to look at data and think about strategies. I do feel some of the responses which force the department to take ownership of trends is restrictive as so much truly is out of our control. I also found it hard to make statements about the department when there are multiple instructors doing different things. I also am a bit uneasy about the preoccupation with success rates and success gaps. I encourage the school to continue down a path focused on racial equity by providing support for marginalized communities (but not using the closing of success gaps as a metric of success).

The presentation experience was fine, but it was challenging to make the program review template tools fit with the mission/direction of our program.

Preparing and giving the presentation didn't add much to the experience of program review in terms of helping me look at the data and plan steps for improvement. I got those benefits from doing the program review itself.

FOOTHILL COLLEGE
INSTITUTIONAL RESEARCH & PLANNING

Program Review Evaluation 2021

Presentation Survey

Thanks for presenting your program review at Advisory Council! As part of our program review evaluation process, we'd like to get feedback on your experience. Your identity will not be shared in any of the results. The college will use the survey findings 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) How helpful was the feedback from Advisory Council in reflecting on your program?

- ◯ Very Helpful
- ◯ Moderately Helpful
- ◯ A Little Helpful
- ◯ Not Helpful At All
- ◯ Unsure

2) Did you collaborate with others in your program on the self-study?

- ◯ There was little or no collaboration
- ◯ We collaborated to some extent
- ◯ We collaborated a great deal
- ◯ Does not apply

3) Was the collaboration with program colleagues helpful in reflecting on your program?

- ◯ Very Helpful
- ◯ Moderately Helpful
- ◯ A Little Helpful
- ◯ Not Helpful At All
- ◯ Unsure
- ◯ Did not collaborate w/colleagues

4) Did having to present to Advisory Council succeed in the following areas?

	Very Successful	Moderately Successful	Some Success	Not Successful

Bring out data trends in my program	○	○	○	○
Help me plan improvements for my program	○	○	○	○
Help me forge connections with others in the college	○	○	○	○
Help me become more comfortable with data	○	○	○	○
Create a safe space for me to talk about weaknesses in my program	○	○	○	○
Create a culture of continuous improvement in my program	○	○	○	○
Create a culture of continuous improvement at the college	○	○	○	○

5) Provide feedback about the program review presentation process/experience:

Submit

rev. 05.14.2021