Integrated Planning Survey 2020-21

March 18, 2021

Faculty Hiring Priority Committee

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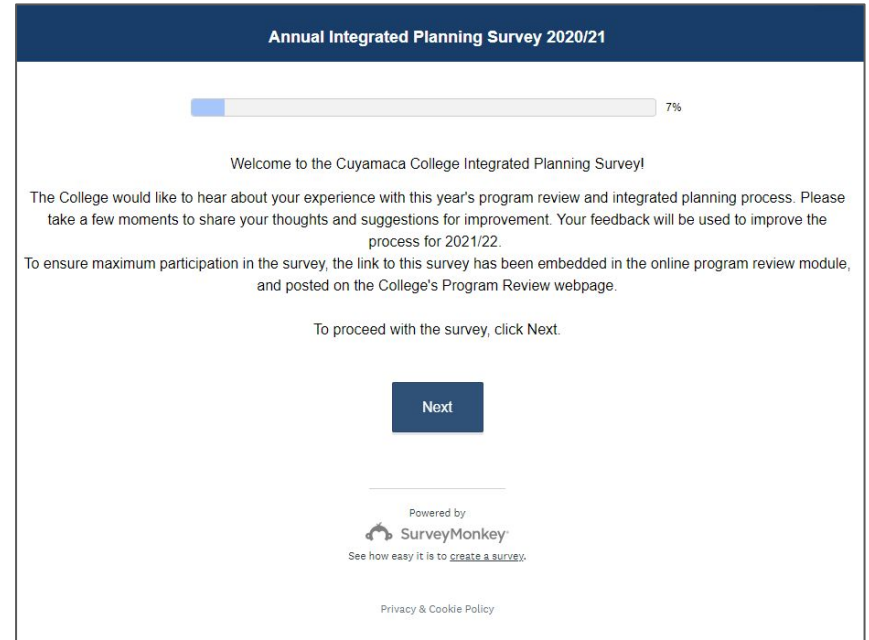*Institutional Effectiveness, Success & Equity*

IP Survey Background and Methodology

Initially developed in 2018 to assess perceptions of the program review, resource request prioritization, and overall integrated planning process

Linked to all program review electronic forms and sent to program review authors across all areas (instruction, student services, and administrative services) in January and February 2021

❖ **31 of 59** program review authors responded - **53% response rate**

2019 - 46% response rate

Survey Respondents

2020-21		Compared to last year
9 out of 10 were program chairs/coordinators and/or program review authors		7 of 10
3 out of 4 came from instructional areas		Over 1 in 2
***57%** of instructional areas completed program review annual updates *the remainder completed comprehensive program reviews		100%
4 out of 10 attended a program review training session		7 of 10
4 out of 10 reviewed program review training pre-recorded videos		N/A

31 total respondents

Feedback on Program Review: **Templates**

2020-21	Compared to previous year
90% indicated the instructions in the Word template were clear	-6% points ↓
76% said the evaluation guides (rubrics) clarified the information needed for program review	-12% points ↓
90% reported the online program review template (Survey Monkey) was easy to use	-6% points ↓
80% said the questions facilitated meaningful reflection for their program/service area	+16% points ↑
90% indicated the data the IESE Office provided helped with future program planning	+14% points ↑

Feedback on Program Review: **Training**

2020-21	Compared to last year
100% said the training was helpful in getting them started on their program review	+6% points ⬆
77% indicated the training helped them use data to inform their program review	+6% points ⬆
67% reported the training helped them develop meaningful goals	-4% points ⬇

Feedback on Program Review: **Support**

2020-21	Compared to last year
69% said the program review support team was able to answer their questions	+2% points ⬆
73% reported the program review team provided assistance when needed	No change
73% stated they were satisfied overall with the guidance provided by the Program Review Steering Committee (PRSC)	-3% points ⬇

Feedback on Program Review: **Communication**

2020-21	Compared to last year
96% said the program review timeline was clear	No change
88% reported the requirements for submitting resource requests were clear	+4% points ⬆
65% stated the connections between program review and the resource prioritization processes were clear	+25% points ⬆
72% stated the program review website were able to answer questions about program review	N/A
72% indicated that the Cuyamaca College website made it easy to find the resources needed	+20% points ⬆

Feedback on **Staffing Request Process**

2020-21	Compared to last year
80% of respondents that submitted a new Faculty Position Request said the process for requesting new positions was clearly communicated	+21% points ⬆
90% reported the instructions in the Faculty Position Request Form were clear	+20% points ⬆
67% stated the criteria for prioritizing faculty requests were clear	+17% points ⬆
29% reported the Faculty Hiring Priorities Committee provided guidance to help prepare their request(s)	N/A

Feedback on **Staffing Request Process**

How could the process for preparing and submitting **new faculty position** requests be improved?

"**The rubric criteria didn't always match up to the assigned question or was repetitive, making the writing process unclear and confusing.** A 150 word max. for some answers were not enough to convey our need for an additional position."

"**It would be great if requests received a response with a ranking,** so that the department could know if the position was going to be filled or the level of possible importance of the department functioning to the campus."

"**I felt as though I was repeating everything that was in the CPR because it was a document that was separate from CPR. And, the word limits are....interesting.** The most important request for a department is limited while there is no limit in the CPR document itself. I have always complained that any author has no assurance that any of the Request committees are reading the full CPR. That read is absolutely imperative. **There is significant data in the CPR. The word limits in the Faculty Request don't allow for sharing of this data.** I admit that I exceeded the word limits for some of the questions but tried to balance it out in others. **But, the whole document was exceeding frustrating.** I finally ended up referring to the sections in the CPR and hoping the committee members would look at that document. **My suggestion would be to allow the requestor to attach to the form the pages of the Review document that are pertinent to each question. For example, some Requests need to have a focus on SLOs while others on student success..."**

Feedback on **Classified Request Process**

2020-21	Compared to last year
50% of respondents that submitted a new Classified Position Request said the process for requesting new positions was clearly communicated	N/A
63% reported the instructions in the Classified Position Request Form were clear	+13% points ⬆
50% said the criteria for prioritizing classified staffing requests were clear	+23% points ⬆
43% stated the Classified Hiring Priorities Committee provided guidance to help prepare request(s)	N/A

Feedback on **Staffing Request Process**

How could the process for preparing and submitting **new classified position** requests be improved?

I was completely lost on how to make this request. In fact, the fact that it was an entirely separate process was a surprise.

Offering a few online training sessions for those who complete this form for the first time.

Perhaps a little more detail in the description of the process.

All the requirements are backloaded to the end of the process, while the requirements take time and communication with other group. **The requirements for the different resource requests should be mentioned FIRST in the program review process to make sure there is enough time to complete the tasks.** Of course, if I started my program review earlier I guess it would not have been an issue ;)

Feedback on **Technology Request Process**

2020-21	Compared to last year
57% of respondents that submitted a non-staffing requests said the College Technology Committee effectively communicated the process for requesting technology resources	+7% points ↑
50% reported the instructions in the Technology Request Form were clear	+13% points ↑
63% stated the criteria for prioritizing technology resource requests were clear	+25% points ↑

Feedback on **Facilities Request Process**

2020-21	Compared to last year
50% indicated the Facilities and Sustainability Planning Committee effectively communicated the process for requesting facilities resources	+12% points ⬆
43% said the instructions in the Facilities Request Form were clear	-20% points ⬇
44% stated the criteria for prioritizing facilities resource requests were clear	-19% points ⬇

Feedback on **Supplies/Equipment/Furniture/Other Resources Request Process**

2020-21	Compared to last year
55% said the Resource and Operations Council effectively communicated the process for requesting supplies/equipment/furniture/other resources.	N/A
80% stated the instructions in the Supplies, Equipment, Furniture and Other Resource Request Form were clear.	N/A
45% indicated the criteria for prioritizing supplies/equipment/furniture/other resource requests were clear.	N/A

How could the process for preparing and submitting **non-new faculty position** requests be improved?

Clarify where funding requests for programs fall, if they are part of this process at all.

Summary

Areas where there were **decreases** in % points:

- Instructions in the Word templates being clear

- Evaluation guides (rubrics) clarified the information needed for program review

- The online program review template (Survey Monkey) being easy to use

- Training helping with developing meaningful goals

- Satisfaction with guidance provided by the PRSC

- Instructions in the Facilities Request Form being clear

- The criteria for prioritizing facilities resources requests being clear

Summary

*Novel questions to **compare to next year's** results:

- The program review website's ability to answer questions (72%)

- The Faculty Hiring Priorities Committee providing guidance to help prepare for requests (29%)

- The process for requesting new classified position is clear (50%)

- The Classified Hiring Priorities Committee providing guidance to help prepare for requests (43%)

- The Resource and Operations Council effectively communicated the process for **S/E/F/O requests (55%)

- The instructions in the S/E/F/O request form was clear (80%)

- The criteria for prioritizing S/E/F/O requests being clear (45%)

*These areas were newly added to this year's survey (2020-2021)

**Supplies, Equipment, Furniture, Other Resources

Most Valuable Aspect of the Program Review Process
(representative verbatim comments) 🗨

"**Reviewing our internal data reports** and the reports we were provided by IESE office. **Seeing our growth and examining areas that need improvement.**"

"Data- Being able to analyze the general progress of my department's programs and how it was affected by Covid in Spring 2020."

"**The live zoom training was VERY helpful.** It answered all my questions and indicated what the committee is looking for in each section of the report."

"Watching the video and rethinking goals was very helpful; **the process of connecting disparate elements of the program that one has to do for the process is always valuable.**"

"I developed a holistic picture of how my program is doing, both well and poorly"

"To assess the goals that were set during comprehensive program review and see the progress."

"**The staffing request** is critical to my department maintaining accreditation, so **I found that form to be the most valuable.**"

"**The process continues to get better.** I submitted the annual update version and it was very straightforward."

How the Overall Process Could Be Improved
(representative verbatim comments) 💬

"Need to be able to find all this information easier on the website."

"Administration keep track of program goals that have not been met for years and do not give feedback on these program goals. **I believe there needs to be more follow through from our admin team.** I have spent so much time on program review over the years, yet **I have received little input and understanding of my program's needs.**"

"More clearly tie "how-to-get-stuff" to the Program Review template. Basically, if Program Review is how departments can get resources, **I would like to see a clear, straight line from the Program Review itself and how resources are handed out** … It's all so opaque at the moment. **Looking at previous years' feedback is not** helpful, as the gist of the feedback is "the was a good review" … which is nice to hear, but why did I not get anything I asked for, then?"

"**The item asking for "progress" on reaching equity goals fooled us for a while into thinking we should only talk about positive things** -- or that if we had negative data, we had failed. (We did eventually figure out that that was not the case, and we included the negative data)."

"**Have the questions and rubric criteria for the faculty position forms be more clear and less repetitive.** Allow for additional words, 200-250 word max. Instead of 150 and 200 for certain questions."

"**I think it would be better to give a deadline to writers to submit the draft in word doc to the Dean by November 15th, so that the writers can get it back by December 15** because Student Services are very busy during January. This way the writers have plenty of time to address Deans' recommendations/concerns by January 15th."

"**Separate trainings on filling out the information forms, and filling out requests for staffing, facilities, other . . .** I did not know how to ask for curriculum funding, nor whether it was appropriate to ask for it in the Program Review."

Priorities for 2021-22

Based on the survey results, what should the PRSC priorities be for improvement next year?