

Program Review Committee

September 4, 2020

9:00am -11:00am



Agenda

- Call to Order
- Approval of 8.28.2020 Minutes
- Academic Senate Action on PR Motion(s)
- Program Review Survey Results – Needs Assessment Items
- Needs Assessment 2020/2021
 - Gathering Focused Feedback
 - Target Population
 - Feedback Questions
 - Timeline
 - Best Practices
- Infusion of Anti-Racism/Anti-Hate Education
 - Breakout Rooms
 - Q1: How can the Program Review Committee promote the infusion of Anti-Racism/Anti-Hate Education on campus?
 - Q2: What kind of assistance would the committee like from Professional Development to support conversations on anti-racism and move forward?
 - Report Out
 - Identify Themes
 - Next Steps

Introduction

In August 2020, the SBVC campus community was asked to provide feedback regarding program review, needs assessment, and Educational Master Plan sheets via an anonymous survey. What follows is the data analysis of responses related to needs assessment.

Quantitative data is presented using percentages based on the total number of individual question respondents and counts. Responses to open-ended qualitative questions were read no less than four times by two readers and themes developed. Themes that arose for each such question are presented and reported by frequency counts. The themes for all questions were then combined into three meta-themes and frequencies utilized to report results.

Please rank the following criteria used by the Program Review Committee in consideration of needs assessment requests.

Overall Rank	Criteria
1	Job market/industry demands
2	Number of full-time equivalent students (FTES) in the program
3	Number of full-time equivalent faculty (FTEF) required by the program
4	Number of degrees and certificates awarded by the program
5	Program's promotion of equity and access
6	Currency of curriculum and outcomes
7	Relation to the campus mission
8	Program efficiency as determined by WSCH/FTEF
9	Cost of program upkeep/needs request
10	Current efficacy status (i.e., continuation, conditional)

What other considerations would you suggest the Program Review Committee include in their criteria for ranking needs assessment requests?

Other – Text Themes	Frequency
Separate lists/forms/process for each area (e.g., instructional, student services, administrative)	6
Current process is unfair/biased	4
Overall need for increased communication	3
Return on investment	3
Funding history/"back of the line" if previously funded	3
Community benefit/industry need	3
Balancing of smaller vs. larger programs	3
Waste of time	2
Actual needs of the program/fully explained needs	2
Impact on diversity and equity	2
Impact on campus as a whole	1
Priority should be given to career programs/CTE	1

Which statement most accurately describes your thoughts on needs assessment?

Answer	%	Count
I find the needs assessment process to be an effective way for my department/program to secure the additional funding we need in our budget to function well.	33.80%	24
I find the needs assessment process to be ineffective and/or in need of change.	47.89%	34
I do not have an opinion on the needs assessment process.	18.31%	13
Total	100%	71

Please let us know why you find needs assessment ineffective or in need of change. (Check all that apply.)

Answer	%	Count
It is unclear how the Program Review Committee prioritizes needs requests.	23.96%	23
It is unclear who decides to fund or not fund prioritized requests	25.00%	24
I do not think programs/departments on probation should be excluded from this process, as those programs/departments may have unmet needs that could improve their programs.	16.67%	16
Funded requests are not clearly communicated to the campus.	19.79%	19
Other	14.58%	14
Total	100%	96

Please let us know the top contributor to your lack of opinion with regard to needs assessment.

Answer	%	Count
I am not included in needs assessment discussions or requests.	30.77%	4
I do not feel as though I know enough about the process to form an opinion	53.85%	7
Other	15.38%	2
Total	100%	13

Please let us know the top contributor to your lack of opinion with regard to needs assessment.

Other - Text

I would answer yes to both of those statements.

none

Please let us know why you find needs assessment ineffective or in need of change. (Check all that apply.)

Other – Text Themes	Frequency
Needs are rarely met via needs assessment process	6
Unfair/biased	4
Instructional-focus/need for separate lists or processes based on dept. type	2
Process/form is too large and cumbersome	2
Should not have to ask for things required to run a class or program (i.e., microscopes, chemicals)	1
Upper administration should take recommendations seriously and use them to make needs decisions and otherwise prioritize campus budget structures	1

Thoughts on needs assessment from other questions/sections of the survey

Open-ended Comments	Frequency
Upper administration should take recommendations seriously and use them to make needs decisions and otherwise prioritize campus budget structures	6
Misalignment of how things are prioritized vs. actual need	3
Smaller departments cannot compete with larger departments	3
Subjective/unfair	1
Number of degrees awarded/student success should a priority	1
Consideration ought be given to unfunded prior needs	1
Intradepartmental “fighting” over needs ranking	1
Needs are rarely met	1

Overall Meta-themes Regarding Needs Assessment

Prioritization	Frequency
Unfair/biased	9
Separate lists/forms/process for each area (e.g., instructional, student services, administrative)	8
Smaller departments disadvantaged/cannot compete with larger departments	6
Community benefit/industry need/career programs	4
Misalignment of how things are prioritized vs. actual need	3
Number of degrees awarded/student success should be a priority	2
Impact on diversity and equity	2
Intradepartmental “fighting” over needs ranking	2
Impact on campus as a whole	1
TOTAL	37

Overall Meta-themes Regarding Needs Assessment

Funding	Frequency
Upper administration should take recommendations seriously and use them to make needs decisions and otherwise prioritize campus budget structures	7
Needs are rarely met via needs assessment process	7
Return on investment	3
Funding history/"back of the line" if previously funded	3
Consideration ought be given to unfunded prior needs requests	3
Should not have to ask for things required to run a class or program (i.e., microscopes, chemicals)	1
TOTAL	24

Overall Meta-themes Regarding Needs Assessment

Communication/Follow-through	Frequency
Overall need for increased communication	3
Actual needs of the program/fully explained needs	2
Process/form is too large and cumbersome	2
Waste of time	2
TOTAL	9

Summary

In summary, the highest percentage of respondents (47.87%) feel as though the current needs assessment process is ineffective and/or in need of change, and many cited the lack of clarity as to how the Committee prioritizes needs requests (23.96%) and who decides to fund or not fund prioritized requests (25%) as top reasons for believing so.

Analysis of text responses to questions concerning needs assessment directly, as well as other needs assessment-related comments throughout the survey, revealed three primary meta-themes regarding respondents' beliefs about the process; these center around issues of: 1) Prioritization; 2) Funding; and 3) Communication/Follow-through. For those who mentioned prioritization of requests, the perception that the entire process is unfair and biased was a top theme, as was the call to have separate forms and processes for each of the three primary types of departments/programs. Those who mentioned funding seemed to believe that most requests go unfunded and that upper administration needs to take the funding requests more seriously and use them to guide larger budget discussions. An overall call for increased communication/follow-through in all aspects of the needs assessment process was noted.

Needs Assessment

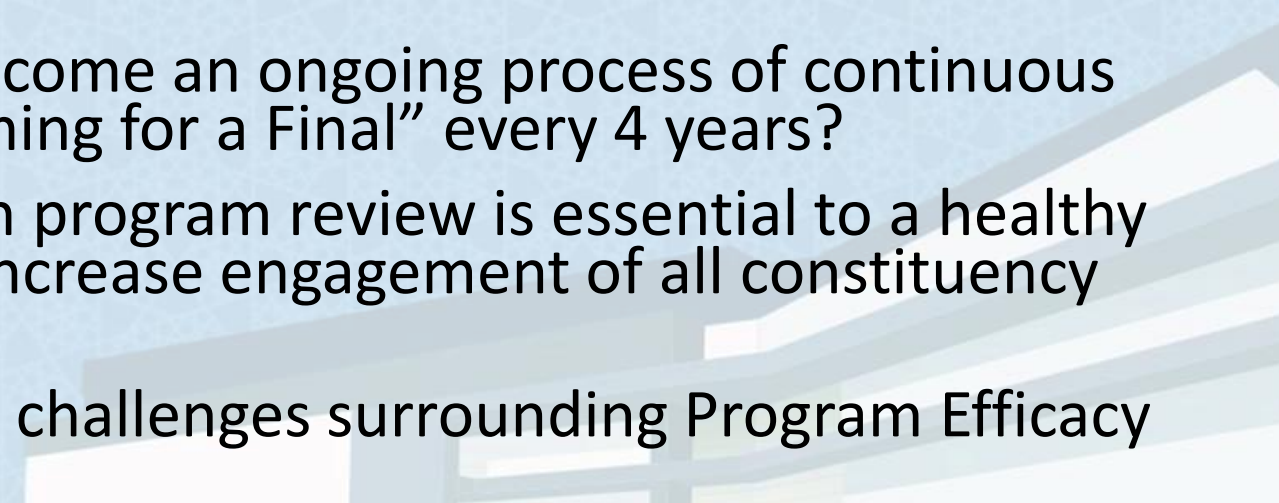
- Focus Groups
 - Complete by 8/25/2020 (If we start Monday)
- 10-12 Questions or Scenarios
 - Needs Assessment
 - Program Efficacy
 - Data Needs
 - EMP



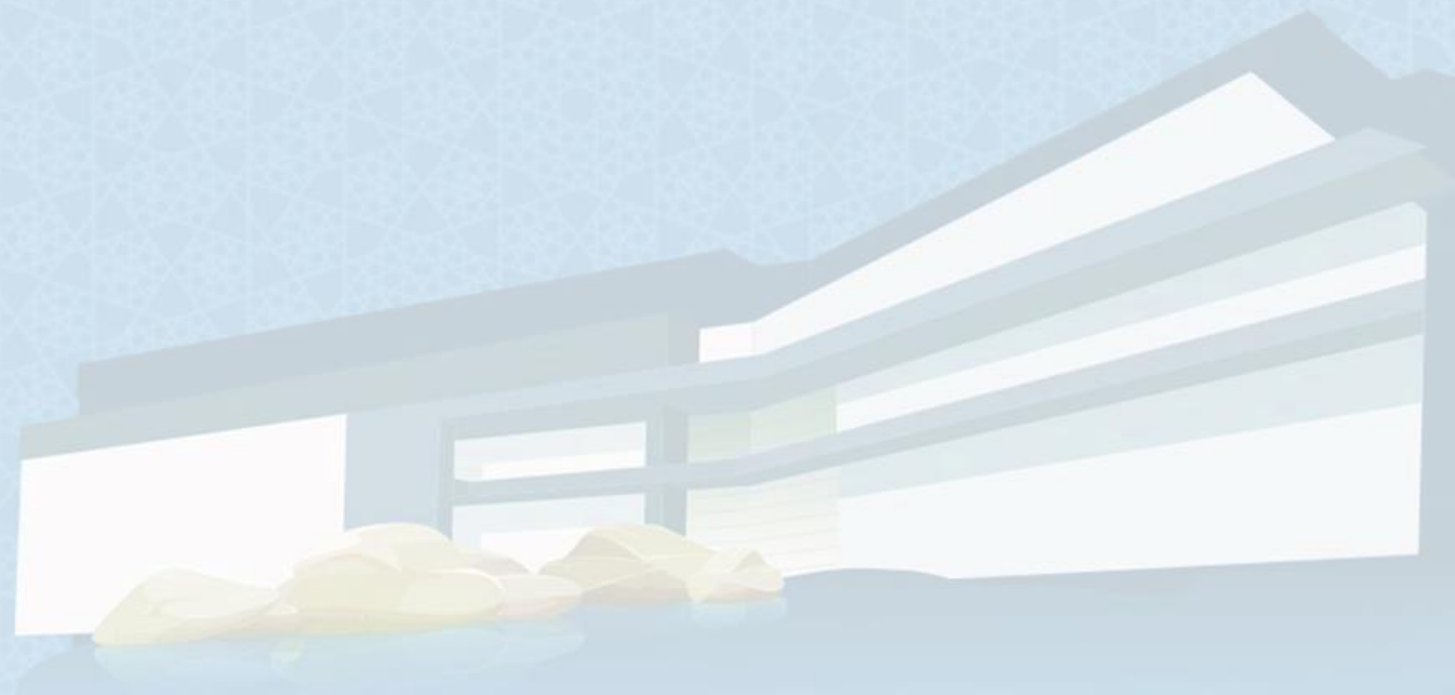
Questions and Scenarios

1. What is the value of completing Program Efficacy and Needs Assessment?
2. If your area chooses not to participate in Program Review or Needs Assessment or complete annual EMP Sheets, please explain why?
3. What data do you feel you need to support your program?
4. What is a Program?
5. How can Program Review promote anti-biased processes?
6. What areas of the campus should complete Program Efficacy?
7. How could the Program Review Committee better support programs and better communicate program review processes and results across campus?

Questions and Scenarios

8. In your department, division, or program what is the process for writing needs assessment requests, EMP Sheets, and Program Efficacy? What is your role?
 9. Outcomes (SLOs, PLOs, SAOs, Success, Retention) should drive Program Efficacy. How can the Program Review process support an outcome driven process?
 10. How can Program Review become an ongoing process of continuous improvement instead of “Cramming for a Final” every 4 years?
 11. Cross campus engagement in program review is essential to a healthy process. What strategies could increase engagement of all constituency groups?
 12. In your opinion what are the challenges surrounding Program Efficacy and Needs Assessment? Why?
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Who do we want to reach?



Best Practices

ASCCC

[Redesigning Program Review from a Student Centered Perspective](#)

[Budget Processes and the Faculty Role](#)

[Program Review: Setting the Standard \(2009\)](#)

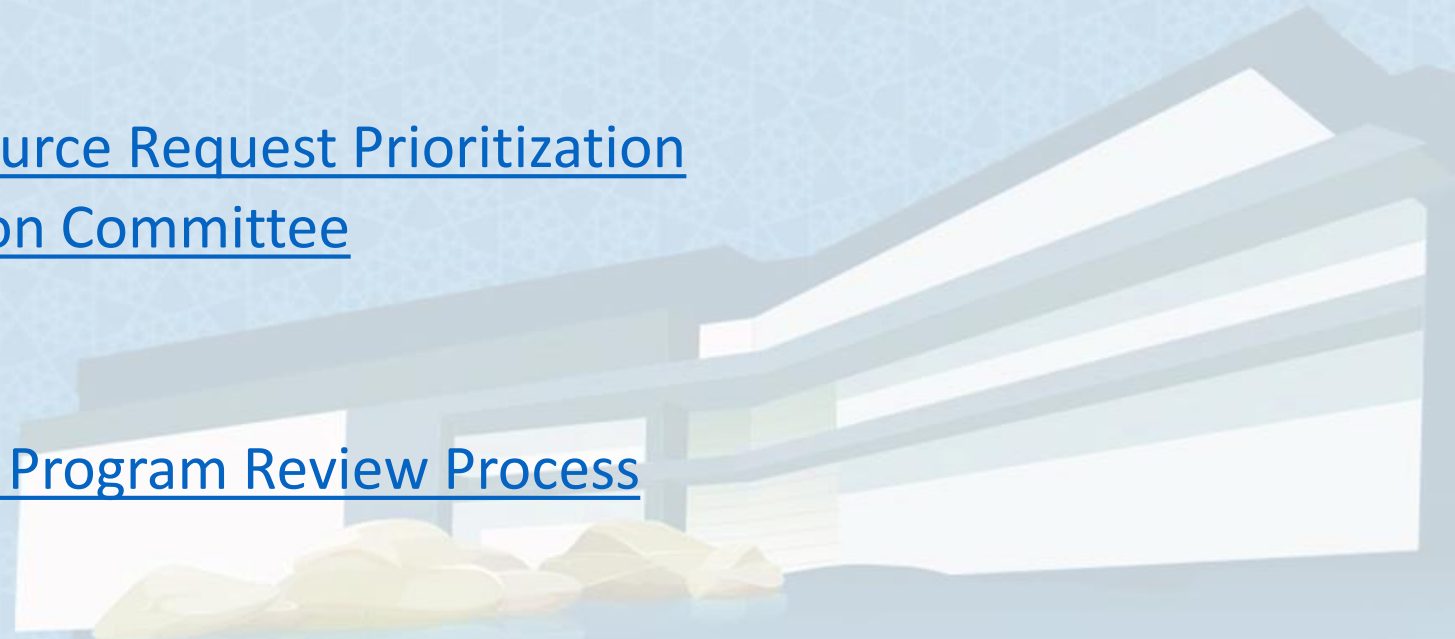
Other Institutions

[Glendale Community College: Resource Request Prioritization](#)

[Chabot College: Faculty Prioritization Committee](#)

RP Group

[BRIC Inquiry Guide-Maximizing the Program Review Process](#)



Academic Senate: Resolution SU20.01 Infusion of Anti-Racism/No-Hate Education



8.19.202 Meeting Senate “Move that the committee chairs will meet with their own committees and put anti-racism on their own agendas first. Then, Professional Development will support them in their conversations on anti-racism and move forward.

Resolved, That the SBVC Academic Senate will actively infuse the anti-racism/no-hate education by:

- Integrating an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,
- Identifying how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,
- Encouraging all members of the educational community to regularly examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,
- Coordinating with organizations and concerned agencies which promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and
- Promoting a safe and inclusive environment for all;

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Resolved, professional development opportunities promoting anti-racist practices - specifically addressing anti-blackness - will continue to be offered to faculty, staff, and the campus community;

Resolved, the SBVC Academic Senate will provide a framework and a plan, partnered with the campus and the District, to take action on the infusion of antiracism/no-hate education; and

Resolved, the SBVC Academic Senate recommends that the District continues to actively recruit, hire and promote positive and diverse role models on our campus and in our educational community.



Break Out Rooms

- Identify a facilitator and a reporter
 - Q1: What can the Program Review Committee do to promote the infusion of Anti-Racism/Anti-Hate Education on campus?
 - Q2: What kind of assistance would the committee like from Professional Development to support conversations on anti-racism and move forward

