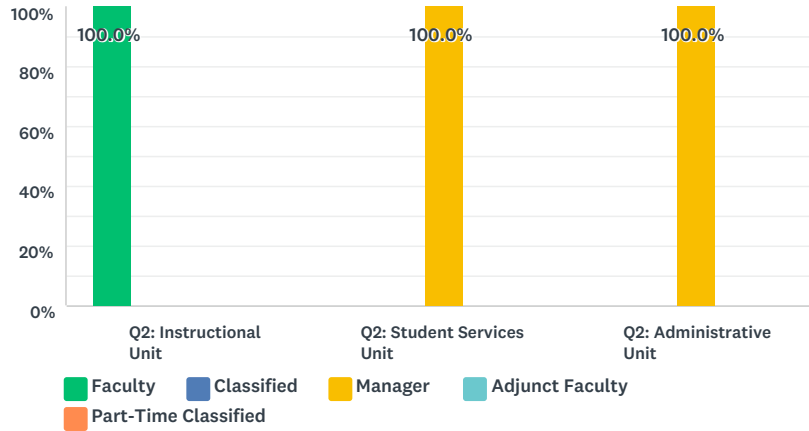## Q1 What is your current position at Los Medanos College?

Answered: 22   Skipped: 0


	FACULTY (1)	CLASSIFIED (2)	MANAGER (3)	ADJUNCT FACULTY (4)	PART-TIME CLASSIFIED (5)	TOTAL
Q2: Instructional Unit	100.0% 14	0.0% 0	0.0% 0	0.0% 0	0.0% 0	63.6% 14
Q2: Student Services Unit	0.0% 0	0.0% 0	100.0% 5	0.0% 0	0.0% 0	22.7% 5
Q2: Administrative Unit	0.0% 0	0.0% 0	100.0% 3	0.0% 0	0.0% 0	13.6% 3
Total Respondents	14	0	8	0	0	22

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	1.00	1.00	1.00	1.00	0.00
Q2: Student Services Unit	3.00	3.00	3.00	3.00	0.00
Q2: Administrative Unit	3.00	3.00	3.00	3.00	0.00

## Q2 Which unit do you primarily work in?

Answered: 22   Skipped: 0
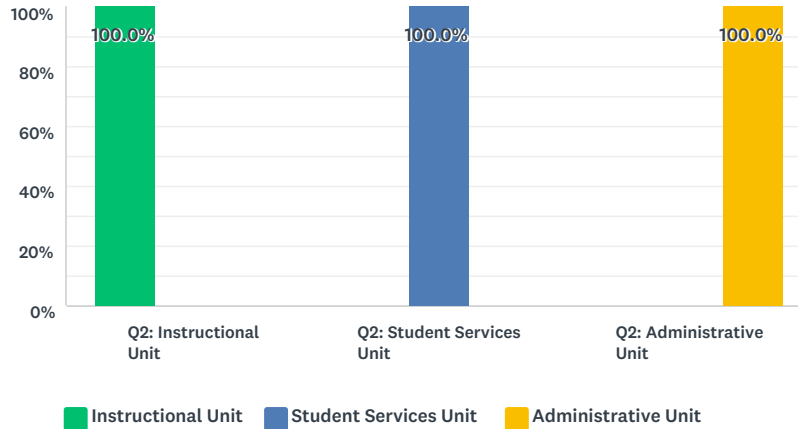
	INSTRUCTIONAL UNIT (1)	STUDENT SERVICES UNIT (2)	ADMINISTRATIVE UNIT (3)	TOTAL
Q2: Instructional Unit	100.0% 14	0.0% 0	0.0% 0	63.6% 14
Q2: Student Services Unit	0.0% 0	100.0% 5	0.0% 0	22.7% 5
Q2: Administrative Unit	0.0% 0	0.0% 0	100.0% 3	13.6% 3
Total Respondents	14	5	3	22

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	1.00	1.00	1.00	1.00	0.00
Q2: Student Services Unit	2.00	2.00	2.00	2.00	0.00
Q2: Administrative Unit	3.00	3.00	3.00	3.00	0.00

Q3 Did you participate in Comprehensive Program Review?

Answered: 22   Skipped: 0
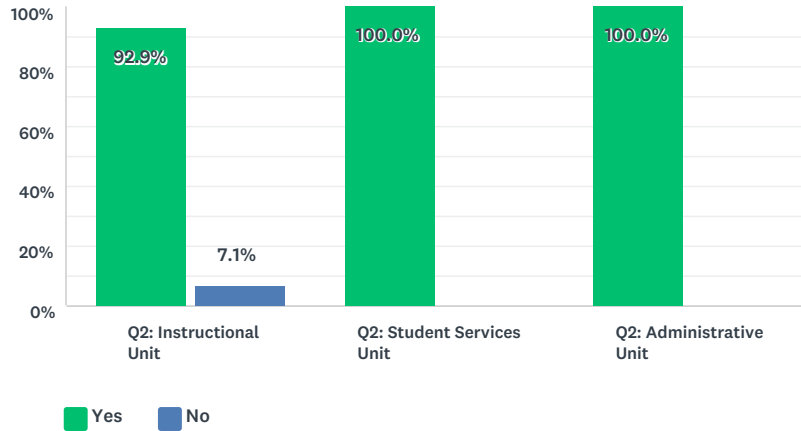
	YES (1)	NO (2)	TOTAL
Q2: Instructional Unit	92.9% 13	7.1% 1	63.6% 14
Q2: Student Services Unit	100.0% 5	0.0% 0	22.7% 5
Q2: Administrative Unit	100.0% 3	0.0% 0	13.6% 3
Total Respondents	21	1	22

	COMMENT	TOTAL
Q2: Instructional Unit	0	0
Q2: Student Services Unit	1	1
Q2: Administrative Unit	0	0

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	1.00	2.00	1.00	1.07	0.26
Q2: Student Services Unit	1.00	1.00	1.00	1.00	0.00
Q2: Administrative Unit	1.00	1.00	1.00	1.00	0.00

#	Q2: INSTRUCTIONAL UNIT	DATE
	There are no responses.	
#	Q2: STUDENT SERVICES UNIT	DATE
1	I completed two administrative program review templates	4/28/2018 11:30 AM
#	Q2: ADMINISTRATIVE UNIT	DATE
	There are no responses.	

Q4 The length of the Comprehensive Program Review Template is reasonable.
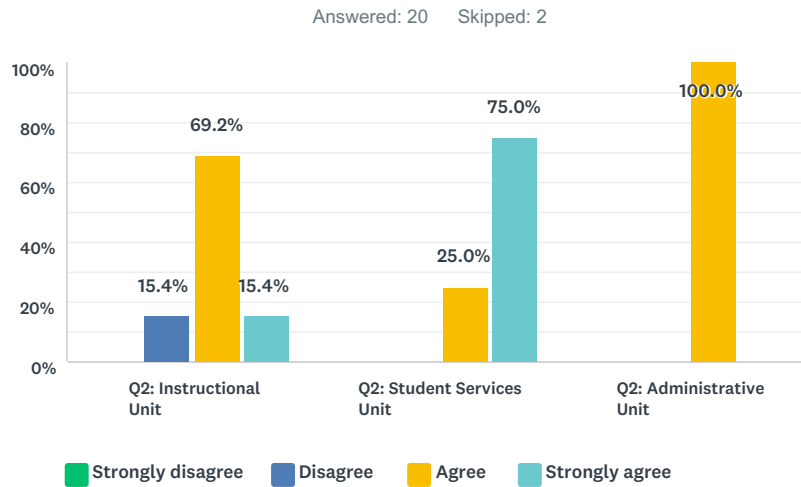
Answered: 21   Skipped: 1
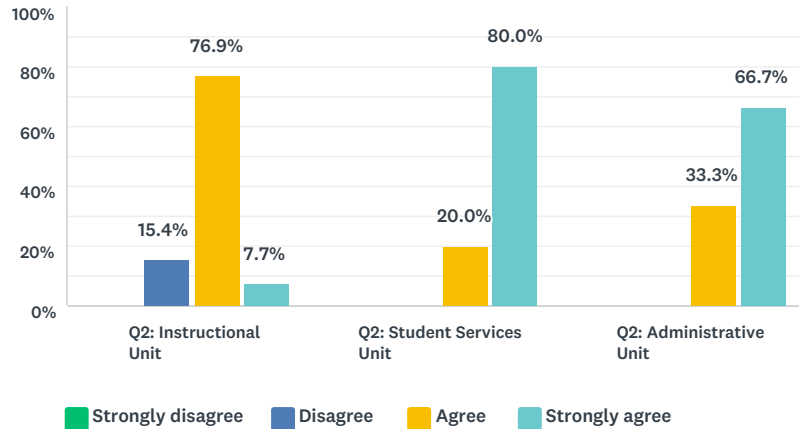
	STRONGLY DISAGREE (1)	DISAGREE (2)	AGREE (3)	STRONGLY AGREE (4)	TOTAL
Q2: Instructional Unit	0.0% 0	15.4% 2	76.9% 10	7.7% 1	61.9% 13
Q2: Student Services Unit	0.0% 0	0.0% 0	20.0% 1	80.0% 4	23.8% 5
Q2: Administrative Unit	0.0% 0	0.0% 0	33.3% 1	66.7% 2	14.3% 3
Total Respondents	0	2	12	7	21

	COMMENT	TOTAL
Q2: Instructional Unit	4	4
Q2: Student Services Unit	1	1
Q2: Administrative Unit	1	1

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	2.00	4.00	3.00	2.92	0.47
Q2: Student Services Unit	3.00	4.00	4.00	3.80	0.40
Q2: Administrative Unit	3.00	4.00	4.00	3.67	0.47

#	Q2: INSTRUCTIONAL UNIT	DATE
1	This can and should be condensed.	4/26/2018 5:16 PM
2	It was overly lengthy.	4/26/2018 12:42 PM
3	I agree only if the information will be used to improve the department outcomes/goals.	4/24/2018 6:35 AM
4	I am mixed, because for me personally I would like it to be shorter and allow for more freedom and creativity in the process. When I see all the boxes it becomes more like busy work. However, I understand that some people need that and it helps them formulate their thoughts.	4/23/2018 9:30 PM

#	Q2: STUDENT SERVICES UNIT	DATE
1	We actually could have asked for more indepth information (example: more information related to goals) and it still would have been a reasonable length.	4/28/2018 11:30 AM

#	Q2: ADMINISTRATIVE UNIT	DATE
1	For administrative unit, yes, the length is reasonable.	4/23/2018 1:22 PM

Q5 The questions included in the Comprehensive Program Review Template are reasonable, important and relevant.

Answered: 20   Skipped: 2

	STRONGLY DISAGREE (1)	DISAGREE (2)	AGREE (3)	STRONGLY AGREE (4)	TOTAL
Q2: Instructional Unit	0.0% 0	15.4% 2	69.2% 9	15.4% 2	65.0% 13
Q2: Student Services Unit	0.0% 0	0.0% 0	25.0% 1	75.0% 3	20.0% 4
Q2: Administrative Unit	0.0% 0	0.0% 0	100.0% 3	0.0% 0	15.0% 3
Total Respondents	0	2	13	5	20

	COMMENT	TOTAL
Q2: Instructional Unit	4	4
Q2: Student Services Unit	0	0
Q2: Administrative Unit	1	1

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	2.00	4.00	3.00	3.00	0.55
Q2: Student Services Unit	3.00	4.00	4.00	3.75	0.43
Q2: Administrative Unit	3.00	3.00	3.00	3.00	0.00

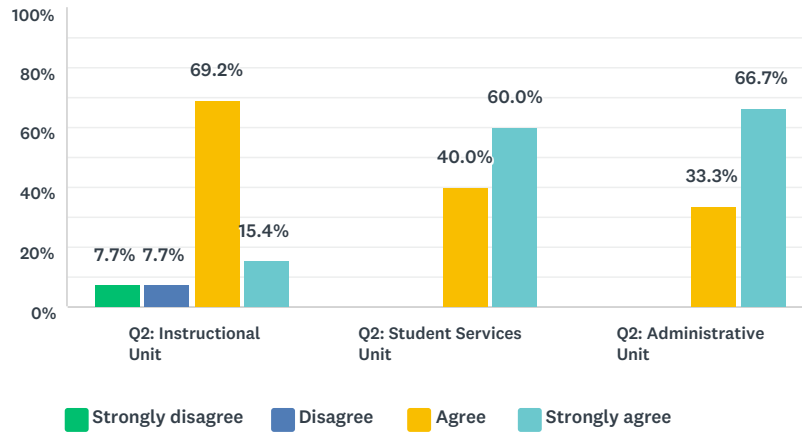| #	Q2: INSTRUCTIONAL UNIT	DATE
1	At this point, without seeing the results of said questions, it is difficult to respond to this item. To the extent that each and every answer provided is followed up on, that our input is being used to authentically inform decision making, and that there is a transparent process valuing next-step discussion and inquiry, then the questions could be characterized as "reasonable, important, and relevant." However, as the Comprehensive Program Review is part of our method of college maintenance, growth, and innovation or a part of its "governance," whether one refers to those efforts of inclusive *management* as "shared governance" or "participatory governance," at LMC the status quo of administrative-behind-the scenes-decision-making and of faculty input being mandated or solicited when conclusions have either already been reached (by the or a smaller group of managers), or for said input to be ignored, dismissed, disregarded, or derided (by the or a smaller group of managers who seemingly do not understand or value the work and contributions of faculty) makes such type of governance remain purely theoretical and difficult to impossible to determine, at this point, whether the questions, are in and of themselves "reasonable, important, and relevant."	4/26/2018 12:42 PM
2	Yes	4/24/2018 6:35 AM
3	I liked the questions. They encouraged some deep thinking.	4/23/2018 9:30 PM
4	The question of importance and relevance is, "Important and relevant to whom?" I have the personal feeling that my department would continue to function well without doing official program review at all, and that we would have equivalent success and improvement without the official process.	4/23/2018 3:14 PM
#	Q2: STUDENT SERVICES UNIT	DATE

There are no responses.

#	Q2: ADMINISTRATIVE UNIT	DATE
1	Questions are great but emphasized on the past and not forward thinking. I would strongly recommend to include in the questions: (a) the steps (activities) to reach the goal and (b) timeline to reach the goal. Therefore, it ties beautifully to the resource request to reach the goal.	4/23/2018 1:22 PM

#	Q2: ADMINISTRATIVE UNIT	DATE

Q6 The Comprehensive Program Review timeline was reasonable and allowed programs/units enough time to collaborate and complete the task.
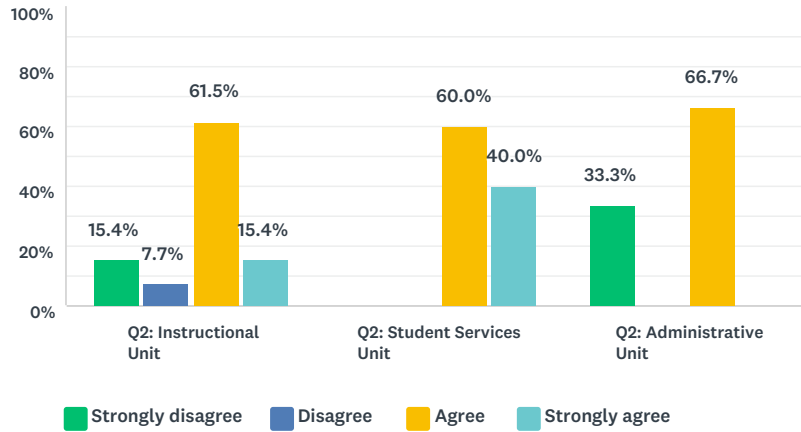
Answered: 21   Skipped: 1

	STRONGLY DISAGREE (1)	DISAGREE (2)	AGREE (3)	STRONGLY AGREE (4)	TOTAL
Q2: Instructional Unit	7.7% 1	7.7% 1	69.2% 9	15.4% 2	61.9% 13
Q2: Student Services Unit	0.0% 0	0.0% 0	40.0% 2	60.0% 3	23.8% 5
Q2: Administrative Unit	0.0% 0	0.0% 0	33.3% 1	66.7% 2	14.3% 3
Total Respondents	1	1	12	7	21

	COMMENT	TOTAL
Q2: Instructional Unit	4	4
Q2: Student Services Unit	1	1
Q2: Administrative Unit	0	0

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	1.00	4.00	3.00	2.92	0.73
Q2: Student Services Unit	3.00	4.00	4.00	3.60	0.49
Q2: Administrative Unit	3.00	4.00	4.00	3.67	0.47

#	Q2: INSTRUCTIONAL UNIT	DATE
1	Was the timeline established according to how and when the results would be needed and valued and made use of at the next juncture of the process? We had a deadline for when we needed to complete the CPR, but do others who are supposed to follow through with the next steps have a solid deadline as well? Where was the collaboration? Do you mean within the isolated department?	4/26/2018 12:42 PM
2	The first time a study of this length is requested of faculty, it may take longer to complete.	4/24/2018 6:35 AM
3	I think it would have been nice to have the due date a little later in February just since when we come back from Winter Recess it's so busy.	4/23/2018 4:25 PM
4	...but the deadline, very early in the semester, made it hard to manage in a big department.	4/23/2018 3:13 PM

#	Q2: STUDENT SERVICES UNIT	DATE
1	As we recently discussed, I would advocate for more time to unfold the concept of program review and have broad discussions regarding expectations and for (required) training.	4/28/2018 11:30 AM

#	Q2: ADMINISTRATIVE UNIT	DATE
	There are no responses.	

Q7 The Comprehensive Program Review process was reasonable and provided departments with easy access to Course Offerings, COORS, Assessment Status, SQL Report (Enrollment, Course Retention, and Course Success).

Answered: 21   Skipped: 1

	STRONGLY DISAGREE (1)	DISAGREE (2)	AGREE (3)	STRONGLY AGREE (4)	TOTAL
Q2: Instructional Unit	15.4% 2	7.7% 1	61.5% 8	15.4% 2	61.9% 13
Q2: Student Services Unit	0.0% 0	0.0% 0	60.0% 3	40.0% 2	23.8% 5
Q2: Administrative Unit	33.3% 1	0.0% 0	66.7% 2	0.0% 0	14.3% 3
Total Respondents	3	1	13	4	21

	COMMENT	TOTAL
Q2: Instructional Unit	6	6
Q2: Student Services Unit	1	1
Q2: Administrative Unit	2	2

BASIC STATISTICS

|	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	1.00	4.00	3.00	2.77	0.89
Q2: Student Services Unit	3.00	4.00	3.00	3.40	0.49
Q2: Administrative Unit	1.00	3.00	3.00	2.33	0.94

#	Q2: INSTRUCTIONAL UNIT	DATE
1	PRST is a nightmare, and all our data needs to be centralized and able to be queried by us.	4/29/2018 8:52 PM
2	All of this data was already available to the college, and the forms should have been populated with it. It makes very little sense to use Department Chair time to do simple clerical tasks. What the institution wants from them are narratives, rationale and conclusions.	4/26/2018 5:16 PM
3	There was easier access to the information listed than in previous years.	4/26/2018 12:42 PM
4	Yes, but it could be better.	4/24/2018 6:35 AM
5	I really appreciate that this was done so that I could just get to the analysis and subsequent evaluation of the data, without having to search around for it.	4/23/2018 9:30 PM
6	never feel "easy access".....	4/23/2018 8:20 PM
#	Q2: STUDENT SERVICES UNIT	DATE
1	Most of this does not apply to my student services unit.	4/29/2018 10:09 PM
#	Q2: ADMINISTRATIVE UNIT	DATE

1	It was an improvement, but without a competent tool to roll up information, there is still too much "hand gathering" of information and data.	4/23/2018 6:47 PM
2	Need more training on data analysis--SQL Report. The program review data may not be limited to SQL Report only. If we have more training on various data reports and understand how to interpret them, we will have better understanding on our data.	4/23/2018 1:22 PM

Q8 The Comprehensive Program Review trainings were helpful, expectations and information provided was clear and easy to understand.

Answered: 20   Skipped: 2
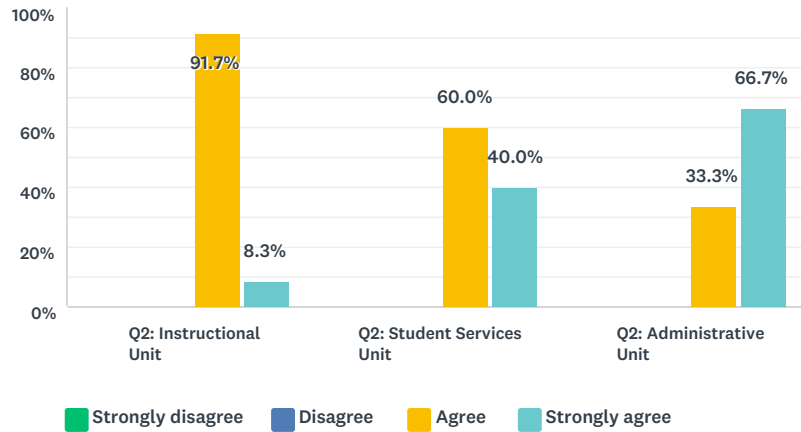
	STRONGLY DISAGREE (1)	DISAGREE (2)	AGREE (3)	STRONGLY AGREE (4)	TOTAL
Q2: Instructional Unit	0.0% 0	0.0% 0	91.7% 11	8.3% 1	60.0% 12
Q2: Student Services Unit	0.0% 0	0.0% 0	60.0% 3	40.0% 2	25.0% 5
Q2: Administrative Unit	0.0% 0	0.0% 0	33.3% 1	66.7% 2	15.0% 3
Total Respondents	0	0	15	5	20

	COMMENT	TOTAL
Q2: Instructional Unit	2	2
Q2: Student Services Unit	3	3
Q2: Administrative Unit	2	2

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Q2: Instructional Unit	3.00	4.00	3.00	3.08	0.28
Q2: Student Services Unit	3.00	4.00	3.00	3.40	0.49
Q2: Administrative Unit	3.00	4.00	4.00	3.67	0.47

#	Q2: INSTRUCTIONAL UNIT	DATE
1	Beth Ann was awesome at the Dept Chairs meeting!	4/29/2018 8:52 PM
2	Yes, but I didn't understand everything until I sat with Beth and talked it through.	4/24/2018 6:35 AM
#	Q2: STUDENT SERVICES UNIT	DATE
1	Actually did not participate	4/29/2018 10:09 PM
2	The trainings made the review process easy.	4/26/2018 10:31 AM
3	I think there two types of trainings that should be provided. One for faculty and then another type for everyone else. It would be a great opportunity for areas such as student services to engage their staff in further evaluation of data.	4/23/2018 1:51 PM
#	Q2: ADMINISTRATIVE UNIT	DATE
1	Beth Ann is amazing. She did a lot of individual training that helped make things happen.	4/23/2018 6:47 PM
2	The training on how to fill out the Comprehensive Program Review template was wonderful. However, we may consider more in-depth training on each area: course offering, COORS, course assessment, data/research, resource allocation, etc.	4/23/2018 1:22 PM

Q9 What is the most valuable aspect of Comprehensive Program Review?

Answered: 19   Skipped: 3

	WHAT IS THE MOST VALUABLE ASPECT OF COMPREHENSIVE PROGRAM REVIEW? (1)	TOTAL
Q2: Instructional Unit	100.0% 11	57.9% 11
Q2: Student Services Unit	100.0% 5	26.3% 5
Q2: Administrative Unit	100.0% 3	15.8% 3
Total Respondents	19	19

#	Q2: INSTRUCTIONAL UNIT	DATE
1	We divvied up tasks in our department, which allowed each of us to become "experts" in one area. This led to a few productive discussions, but I think having the dean sit down post-CPR with the whole department, instead of just the chair, would lead to more productive discussions.	4/29/2018 8:52 PM
2	The ability to evaluate data related to the program at the Department Chair level.	4/26/2018 5:16 PM
3	- the new way of providing us with the data.	4/26/2018 12:42 PM
4	An opportunity for the department to review, reflect and plan for appropriate changes going forward.	4/26/2018 10:40 AM
5	Streamlining the process	4/24/2018 8:01 AM
6	My discussions with Beth and my Dean, Nancy!	4/24/2018 6:35 AM
7	Being able to look at the program as a whole and the data gathered. This allowed for some good exploration beyond the level I would have done on my own and the questions asked challenged us to do that.	4/23/2018 9:30 PM
8	Having/seeing a 5 year picture of department/student change (or not). Linking (or not) what we think, with what is....according to data collected/recorded	4/23/2018 8:20 PM
9	Being able to see how well the Department was doing and looking at ways to make it better.	4/23/2018 4:25 PM
10	That it gives department an opportunity to officially express needs (resources and otherwise) and inform management.	4/23/2018 3:14 PM
11	Getting many members of my department involved in big picture self-reflection.	4/23/2018 3:13 PM

#	Q2: STUDENT SERVICES UNIT	DATE
1	I really appreciated the ability to provide a narrative. This has never been offered. It was a critical importance to my department.	4/29/2018 10:09 PM
2	It provides a detailed snapshot of every department/program on campus for a given period of time that can better inform decisions for the future.	4/28/2018 11:30 AM
3	It allows us to not only review outcomes, but also learn from past mistakes and successes.	4/26/2018 10:31 AM
4	Reviewing past accomplishments and initiatives and planning for the next five years.	4/23/2018 2:38 PM
5	Comprehensive Program Review gives us the opportunity to gather and review our data, reflect on the activities we have engaged in, and plan for the future.	4/23/2018 1:51 PM

#	Q2: ADMINISTRATIVE UNIT	DATE
1	conversation with peers	4/23/2018 8:29 PM
2	Forces a more strategic look at what programs need to do in the long run, versus a short one year look that occurs in annual program review.	4/23/2018 6:47 PM
3	Great communication Large community involvement	4/23/2018 1:22 PM

Q10 What is the greatest drawback to Comprehensive Program Review? Do you have any recommended changes to Comprehensive Program Review?

Answered: 19   Skipped: 3

	WHAT IS THE GREATEST DRAWBACK TO COMPREHENSIVE PROGRAM REVIEW? DO YOU HAVE ANY RECOMMENDED CHANGES TO COMPREHENSIVE PROGRAM REVIEW? (1)		TOTAL
Q2: Instructional Unit		100.0% 11	57.9% 11
Q2: Student Services Unit		100.0% 5	26.3% 5
Q2: Administrative Unit		100.0% 3	15.8% 3
Total Respondents	19		19

#	Q2: INSTRUCTIONAL UNIT	DATE
1	I hate to say it, but teeth. A plan of how we will address some of the important findings and follow-up with the Dean.	4/29/2018 8:52 PM
2	Large amount of work and time required to complete in a useful manner. For programs run by only one faculty member, administrative assistant help should be available.	4/27/2018 5:24 PM
3	Too much time is squandered in locating, cutting and pasting already available data into a form. This can easily be accomplished beforehand by support personnel.	4/26/2018 5:16 PM
4	The fact that the latest resource allocation process and funding of needs we are asked to identify in our CPR was not solidified prior to our undertaking this process is extremely disconcerting. The whole "parking lot" concept and on-going requests for funding being looked at throughout the year is murky and was presented without a clear structure and process for how this would occur. The loop-closure meeting with my dean was perfunctory, seemingly done to appease future accreditation cycles. Nothing of substance was discussed.	4/26/2018 12:42 PM
5	Not knowing what to do with some of the SQL data.	4/26/2018 10:40 AM
6	The outcome information needs to be discussed at the campus level and integrated into our Mission, Goals and Strategic Planning model.	4/24/2018 6:35 AM
7	The parts where we filled out grids and highlighted boxes was not particularly useful and felt like busy work. For example section 3.3. After filling those in I can't say I got much out of it nor could I really provide any good justification for the growth of the program other than speculation. The same could be said of 7.1.3. Without having to really explore my choices and explain them, they just seemed like boxes to check.	4/23/2018 9:30 PM
8	1. Gathering all the information required 2. There is always a "new" way, form, etc 3. Never really feel comfortable with the process	4/23/2018 8:20 PM
9	This was my first time completing it so I don't really have anything to compare it to. I think it was user-friendly.	4/23/2018 4:25 PM
10	That the issues we are trying to improve on by so-called data-driven processes are so complex and multifactorial that it is hard to come up with any meaningful insights on anything. Okay, we have information that shows certain ethinc groups on campus perform at different overall rates from others, but it's hard to know what to do about that, if anything. How much does individual instructor quality play into it? How much do purely socioeconomic factors? What is the fault of bias in the curriculum? The data tell us that there are differences, but it is completely a matter of opinion whether these differences are actionable on a department level.	4/23/2018 3:14 PM
11	not sure	4/23/2018 3:13 PM

#	Q2: STUDENT SERVICES UNIT	DATE
1	Much of the information is geared for faculty and courses. I think student services departments should also be included.	4/29/2018 10:09 PM
2	I think that in order to make a culture shift to have fuller participation and an expectation that the final document is meaningful and will influence future decisions, we have to take a hard line and require broader involvement.	4/28/2018 11:30 AM
3	I don't see any drawbacks to the program review.	4/26/2018 10:31 AM
4	Transition of staff in various roles who may not be aware of past initiatives. I think training for the supervisors in how to review the comprehensive program review documents would also be helpful.	4/23/2018 2:38 PM
5	The challenge I have experienced as a Student Services manager is that not many supervisors engage their staff in the work. The responsibility tends to sit solely with the manager. I recommend engaging the managers in a training that would help guide them on how to be more inclusive.	4/23/2018 1:51 PM

#	Q2: ADMINISTRATIVE UNIT	DATE
1	no	4/23/2018 8:29 PM
2	The manual gathering and rolling up of information.	4/23/2018 6:47 PM

3	1. A better tool than just word or excel. 2. A better organized items across three units--instructional, student services, and administrative. 3. Adding the following two questions: (a) the steps (activities) to reach the goal and (b) timeline to reach the goal. Therefore, it ties beautifully to the resource request to reach the goal.	4/23/2018 1:22 PM

Q11 If you can share with us one lesson learned or takeaway, what would it be?

Answered: 16   Skipped: 6

	IF YOU CAN SHARE WITH US ONE LESSON LEARNED OR TAKEAWAY, WHAT WOULD IT BE? (1)	TOTAL
Q2: Instructional Unit	100.0% 9	56.3% 9
Q2: Student Services Unit	100.0% 4	25.0% 4
Q2: Administrative Unit	100.0% 3	18.8% 3
Total Respondents	16	16

#	Q2: INSTRUCTIONAL UNIT	DATE
1	Faculty are very vulnerable when it comes to assessment findings and submitting reports, in general. People want to look good, which is not the point. Our department culture is not reflective.	4/29/2018 8:52 PM
2	The process needs to be streamlined if the goal is to have a full buy-in from Department Chairs.	4/26/2018 5:16 PM
3	A useful tool for each unit to review past goals and set future goals.	4/26/2018 10:40 AM
4	This needs to be a process that has purpose.. not just a report to be completed and 'turned in'. Also, information, data, statistics, all should be available to faculty at any given point so we can see how students are doing after 4, 8, 12 and 14 weeks into the semester. The dashboard idea that gives us immediate feedback as to how our high risk students are doing in our courses would be extremely valuable.	4/24/2018 6:35 AM
5	Lesson or take away from the content I provided in the program review? or from the process? Or from my reflection at the end of this survey?	4/23/2018 9:30 PM
6	Don't procrastinate.....HA!	4/23/2018 8:20 PM
7	That getting a hold of alumi is challenging! Start even earlier and anticipate a better way to track alumni.	4/23/2018 4:25 PM
8	I'm not sure we learned any lessons or took away anything from comprehensive program review.	4/23/2018 3:14 PM
9	I learned about college-provided data.	4/23/2018 3:13 PM

#	Q2: STUDENT SERVICES UNIT	DATE
1	The ability to provide a narrative cannot be talked about enough. I appreciated the ability to go through my department. I also believe the input has been listened to; it was not in the past, so thank you.	4/29/2018 10:09 PM
2	That we document what we learned from this experience and use this information to begin developing plans for the future, sooner rather than later.	4/28/2018 11:30 AM
3	It is important to look at the growth and development off your program over an extended time period.	4/26/2018 10:31 AM
4	I feel the process itself is important and the more we engage other members of our respective departments, the more meaningful and informative it will be.	4/23/2018 1:51 PM

#	Q2: ADMINISTRATIVE UNIT	DATE
1	start early	4/23/2018 8:29 PM
2	Units are still struggling with how to interpret data and how to use if effectively to set goals and priorities for their programs.	4/23/2018 6:47 PM
3	Program leads took comprehensive program review seriously. The content in the program review are valuable to the college. I recommend that the college utilizes the valuable information to improve its effectiveness!	4/23/2018 1:22 PM

Q12 Please feel free to provide us with any additional comments or suggestions you may have regarding Comprehensive Program Review

Answered: 8   Skipped: 14

	PLEASE FEEL FREE TO PROVIDE US WITH ANY ADDITIONAL COMMENTS OR SUGGESTIONS YOU MAY HAVE REGARDING COMPREHENSIVE PROGRAM REVIEW (1)	TOTAL
Q2: Instructional Unit	100.0% 6	75.0% 6
Q2: Student Services Unit	100.0% 1	12.5% 1
Q2: Administrative Unit	100.0% 1	12.5% 1
Total Respondents	8	8

#	Q2: INSTRUCTIONAL UNIT	DATE
1	This seems to me as busy work to please accreditation auditions with few actionable items.	4/27/2018 5:24 PM
2	See # 11, above.	4/26/2018 5:16 PM
3	The comments I can offer are mainly questions: What are the student service areas doing as their CPRs? What are the administrative areas and administrators themselves doing? Are those CPRs as robust and time consuming as those of instructional areas, and are they put on display, used for evaluation purposes and as contributing to 'student success' or the lack thereof by the college, or to say whether that area/program/department is failing or succeeding? Is funding of administrative and student service areas' needs based on their CPRs as instructional funding is? What data - especially with regard to achievement and opportunity gap data - are the student services and administrative areas being directed to use to review their work? It seems very much as if the faculty are being held accountable to very high standards of review, evaluation, and justification for funding of needs, while it is not apparent whether the same can be said for the other two areas mentioned. We are all here to support our students and our students' success, yet it is the instructional 1/3 of the house that seems to have to answer for it or the lack of it, to do something about it, and to argue our cases for funding requests to meet needs and address known gaps. Why is this? Are there ways that those student service areas that are directly tied to supporting certain instructional areas and the students therein could have their CPR (and their annual program reviews for that matter) have to align in some way to those areas? As far as management, does the Office of Instruction do a CPR that includes data on their support of full time faculty, adjuncts, department chairs, faculty on reassigned time? What data do they use?	4/26/2018 12:42 PM
4	Thanks!	4/26/2018 10:40 AM
5	Beth and Brianna should team up for drop-ins next time. They gave excellent guidance and feedback! Thank you.	4/24/2018 6:35 AM
6	This year's comprehensive review was less onerous than the last one some years ago. That is good, since we are already overflowing with bureaucracy and mandates, and every bit of energy that we spend on this kind of thing takes us away from students and out of the classroom. Although it is important to look both reflectively and prospectively at what we are doing, and try to make improvements, doing it collectively at this level of comprehensive group-review might not be the most useful thing. I already do a lot of personal self-reflection on my own teaching practice, where this kind of effort really has impact.	4/23/2018 3:14 PM

#	Q2: STUDENT SERVICES UNIT	DATE
1	I highly recommend providing additional professional development opportunities on topics, such as, how to engage staff in Program Review, and infusing Equity into Program Review.	4/23/2018 1:51 PM

#	Q2: ADMINISTRATIVE UNIT	DATE
1	Integrate the tool with a curriculum platform that rolls things up.	4/23/2018 6:47 PM