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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

CalWORKs Program

Q2

1.2 Lead Author:

Asma Yassi

Q3

I.3 Collaborator(s):

Sara Allen and Program Adjunct Counseling Faculty

Q4

Dean/Manager(s):

Agustin Orozco

Q5

I.4. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Spring 2021 program reviews on the program review webpage.

Reflecting on 2020-2021 academic year, we feel that this year we moved from the transitional phase which occurred during the previous year as the COVID-19 pandemic started, to a new norm of remote services. This past academic year was full of innovative practices to ensure our students' needs are being met and we are reaching all our students remotely in various ways. Just recently during the Fall 2021, we moved back to our offices to provide in-person services to accommodate the need of students who need in-person support and guidance. We continue to evaluate our work on a regular basis and adjust based on the need following the college guidelines and policies.

Changes:

Website: While we created a very comprehensive website when the pandemic hit, we continue to update our CalWORKs website, paying close attention to the information based on what we offer, and the changes happening on and off campus. In Spring 2021, The CalWORKs counselor/coordinator took time to look at all the information and updated it as needed.

Work Study: We are continuing to see a decrease in the students placed under the CalWORKs work study program despite our promotional efforts and the need for on campus student workers. We believe this is due to the safety concerns many of our students feel regarding the pandemic and their desire to stay remote/online. Finding match money is still a factor that plays a role in determining how many students we can hire on campus, but now with the pandemic, we have less students interested to work remotely or on campus. Prior to COVID-19, our Work Study orientations were done in person; we transitioned to providing them online via Zoom last year. And this semester, we tried booking individual orientation sessions for our interested students to start the process of hiring. In 2020, CalWORKs was able to hire 19 students which was already a dip from 2019 year. Currently for Fall 2021, we have a total of 4 new work study students and 13 continuing students.

Counselors: CalWORKs program has one full time counseling faculty with a split assignment of coordination role and 5 part-time counselors. In Summer 2021, we were able to hire our 5th adjunct counselor which has been a wonderful addition to our program, especially with the changes of leadership roles in the office. We have both Arabic and Spanish speaking counselors to serve the diverse student population of our program and the college.

Leadership: At the end of 2020, our program specialist, Sheryl Ashley, who took the lead in coordinating the program, retired. Based on this, the CalWORKs program saw the opportunity to restructure the office leadership roles. The full time counselor was appointed to serve as the new program coordinator with a 50/50% assignment. Also, we were able to re-hire the program specialist position. Our former Student Services Specialist applied for the Program Specialist and was hired into this position. We are now in the process of hiring the vacant classified position of Student Services Specialist, which can assist the leadership team with operational tasks and support our front desk staff. We believe we have a better leadership structure that consists of the collaboration of a Faculty Coordinator and a Classified Program Specialist.

Counseling Appointments: We continue to serve our students remotely throughout this year. Our counselors are scheduled 1 hour appointments with students via Zoom (recommended) or through a phone call. We utilize SARS as our scheduling system. We have found that students are now more conformable with online appointments and conducting zoom sessions. We allow our students to schedule appointments in various ways: they can email or call our office staff, they can book their own appointment through e-counseling, or they can email the counselor directly.

Office Support and Services: As the college transitioned to a hybrid model where we are working a combination of online/remote and in person, our office was able to provide some services in person. For example, we hosted multiple tabling events to distribute gas cards to our students in Summer 2021. We were also able to open our office to students twice a week for certain hours to allow students to come in person to seek services and ask questions. As of November 2021, we are now open to students 3 days a week (Monday-Wednesday). Most of our CalWORKs staff resumed working on campus two days a week. We utilized Drop-Ins through SARS, which we didn't use before, as a way to allow students to seek in person assistance from our office. We created flyers with a QR code that

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directs students to put their names on a drop-in list. This queuing system was very helpful to ensure the safety of our staff and the students. We have also added the QR code on our business cards.

CalWORKs Policies and changes: Starting May 2022, students will have more time on aid. This means students' time on aid clock will get extended from 48 to 60 months. When students are awarded more time on aid, it means they can stay longer in education and potentially increase the number of CalWORKs graduates in the upcoming years. Another big change for CalWORKs students is SB1232 which brought great changes to our program and practices. This senate bill provided CW students more time for study. There is also elimination of supervised vs. unsupervised study time. Due to this, we updated our One Semester Education Plan/Individual Training Plan (ITP) to reflect the new way we calculate hours and study time. Part of this bill also discussed the way students get support services. In the past years, students had to request money to buy books. With this bill, students will be receiving advanced money to pay for their books prior to the start of the semester as an effort to help students have their books early to start with the courses' content.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area. Please include information on the implications for practice (e.g., on how your service area used the data for improvement).

In looking at the comparison reports provided by the Institutional Effectiveness team members for Fall 20-Spring 21, CalWORKs served an average of 230 students which is about 100 less from the previous academic year. We keep internal data, using an Access Database, to track our students. According to this collected data, we served a total of 317 students for the 20-21 academic year. While this number is higher than what is reported through the IE team, it is still less than the previous year, with a total of 436 served.

Again in looking at the internal data, there is still around a 100 student gap. This pattern is also seen in our college as a whole and other CalWORKs programs in the region and the state. We believe it is due largely to the pandemic and there are less refugees arriving to the US which compose many of our student population.

We continue to serve more females than males in our program. We see this pattern every year and it is higher than the average college male to female ratio. Out of the 230 students we served in the 20-21 academic year, an average of 176 students identify as female which is significantly higher than our students who identify as male. We understand this because our program serves parent students. We have a mixture of students who are single mothers and parent couples.

When it comes to race/ethnicity, the largest group of students self-identified as white, which composes an average of 80% of our students. The college student population who identified as white consisted of an average of 45%. This means we have a significantly higher number of white students compared to the college as a whole. While this high number of white students is true, it is not the right reflection of the students we serve. The majority of our students are Middle Eastern students/refugees of Iraq, but they self-identify as white on our college application and that changes our data. Out of the 317 students we tracked in our internal database, 160 students identified as Middle Eastern students. Not to mention that some students would select white on our intake form thinking they are part of this group instead. In fact, we also collect language spoken by our students and a total of 258 out of the 317 students selected Arabic, Chaldean, or Assyrian as their primary language. In conclusion, the CalWORKs program serves a large number of people of color. While data shows White is the dominant group, our internal data indicates that the majority of our students are Middle Eastern followed by Hispanic/Latino students. Although our numbers are constant with the college as a whole, our percentages are way higher.

Since we serve parent students, it is expected to have a higher age average compared to the college. An average of 82% of our students are 40 or older. The next category is the 25-39 age group with an average of 15%. This data is not aligned with the college data. Interestingly, our data has shifted compared to last year. In 19-20, more than half of our students were in the 25-39 age group. This means this year most of our students are older in age compared to the previous year.

70% of our students seek a degree or transfer in our program which is slightly higher than the college average but is consistent with the rest of the students who choose to attend Cuyamaca College. This number is also slightly higher compared to last year which was an average of 65%. This is great as we see more students motivated to earn a degree as our program aims to get students educated to seek employment and be self-sufficient. We hope this number continues to go up each year as we want all of our students to be placed on an academic pathway and decrease the number of undecided students.

Similar to previous years, our students continue to show higher retention rates compared to the general college population. They were also showing higher rates in success, Fall to Spring Persistence, Units Completed, and GPA. This is something that the CalWORKs program prides itself on and we believe it is due to the high-touch, wrap around services we provide our students from the moment they step into the program until graduation. While there are no required limits on units, around 50% of students complete 12 or more units each semester and about 73% of our students have a 3.0 GPA or higher. There are a few reasons that also factor into this such as students are required to submit participations hours to the county, many of our students are also enrolled in EOPS, Full time students are eligible for more FA grants, and finally the motivation to complete their education in a timely manner.

Another method we use to address access to students is through SARS Reports. For the year 20-21 we had a total of 993 individual

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Another method we use to address access to students is through SARS Reports. For the year 2021, we had a total of 555 individual appointments attended, with only 108 appointments unattended, 143 canceled, and 150 slots unfilled. This means we were able to accommodate student appointments and we could have booked additional appointments being that 150 were unfilled.

In looking at SARS reports with more details, the majority of our appointments were dedicated for an AEP/ITP with a total of 476 appointments compared to 130 appointments for CEP. This makes sense as our student population is in higher need of one semester plans as they are required to submit their ITP (Individual Training Plans) to the county every semester. Comprehensive Education Plans (CEP) do not need to be completed every semester but we encourage students to see a counselor for a CEP or update them when needed.

According to SARS, we booked 11 appointments for Grad Application Assistance compared to 104 transfer related appointments. Although, I must say, graduation discussions are usually included every time counselors meet with their students, including transfer appointments. The 11 appointments for Grad Application are actually when counselors assisted the student with the graduation application form.

Our reports had 0 drop-in appointments, because up to July 2021, we didn't offer this service to our students, as we were able to accommodate all our students with regular appointments. Due to the nature of our program and the students we serve, students feel more comfortable in an appointment setting where they can express their thoughts and get thorough answers to their questions. When the campus re-opened in the fall 2021, we decided to launch the drop in feature in the CalWORKs Program, so our classified and front desk staff can track students who enter the office. Counselors are still not offering drop-in hours, but it is something that can be visited again in the future.

Q7

II.2. What did your service area learn from the transition to remote operations over the past year? How can this be used to improve the student experience in the future?

We learned that we can use technology to provide all of our services to our students; from converting our forms to fillable PDFs to offering orientation appointments fully online/remote. We also learned that our students are resilient and adapt to change. While the transition was not easy to both Cuyamaca staff and students, we are now much more conformable in this modality and students are successfully completing their classes and reaching our services from home.

As a program, we plan to continue many practices we learned during remote operations and I believe we will continue in this hybrid modality as much as we can, where we offer both in person and remote services to our students.

Q8

II.3. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

The CalWORKs program plans to continue its effort to provide equitable practices and student-centered services to improve access and outcomes not only in our program but on campus in general. We provide comprehensive, high touch services to our students academically, personally, financially, and we educate our students on how to be a successful student in college and beyond in the workplace. The CalWORKs experience is great because it walks students through proper steps to reach success. We have served students who were able to complete their educational journey all through our program from the time they enroll in their first semester until they file their graduation application.

We also don't have limitations like other programs once the student joins our CalWORKs Program. For example, students can book as many appointments with a counselor as they need, we don't penalize them for no shows, we allow them to book appointments in many ways such as phone, email, or through the counselor directly, we only require 0.5 units to be in our program and receive our services, we provide supportive services such as work study, childcare, transportation, CalWORKs Grants, educational workshops, student supplies every semester, orientations, assistance with county and college forms, and family orientation events.

Q9

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Cuyamaca CalWORKs Comparison Report 2020-2021.pdf (117.3KB)

Q10

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

SARS Reports.pdf (227.2KB)

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q11

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q12

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q13

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

The outcomes that we were able to assess in 20-21 is the survey which we send our students every Fall to assess any barriers and needs students have regarding their academic and personal success.

Each Fall the CalWORKs program staff and faculty meet to edit and revise the survey questions, and meet again to discuss students' responses and outcomes.

For Fall 2020, here are the results and findings that were collected from 69 students out of 248 CalWORKs invited participants:

Respondent Characteristics

- We discovered an underrepresentation of Asian, Asian American, or Filipino students (3% compared to 4% of CalWORKs participants), Latinx students (5% compared to 8% of CalWORKs recipients), Middle Eastern or North African Students (25% compared to 29% of the student population), and Native Hawaiian or Pacific Islander students (2% compared to 5% of CalWORKs participants).
- There was an overrepresentation of White students (60% compared to 51% of participants). It should be noted that, given recent changes to race/ethnicity data collection, some Middle Eastern students may have self-identified as white in either the survey or upon application to the College or CalWORKs program, so the data on these two racial/ethnic categories should be interpreted with caution.
- There was an overrepresentation of students that identify as female (83% compared to 76% of CalWORKs participants) and an underrepresentation of students that identify as male (17% compared to 22% of the college population).
- No students under the age of 20 responded to the survey, which was representative of CalWORKs participants. There was an underrepresentation of students between the ages of 20-24 (2% compared to 4% of CalWORKs participants), ages 25-29 (14% compared to 16% of CalWORKs participants), and ages 50 and over (8% compared to 9% of participants). There was an overrepresentation of students between the ages of 30-49 (76% compared to 71% of CalWORKs participants).
- Of the survey respondents, 26% indicated that it was their first year participating in the CalWORKs program at Cuyamaca College, and 74% indicated that it was not their first year participating in the program.

CalWORKs Services Used

- When asked which CalWORKs services they used, the majority of respondents stated that they used the Student Education Plan for CalWORKs students (73%) and received help with obtaining books and supplies (57%). About a third of respondents indicated that they were in liaison with a CalWORKs case worker (30%) and received help with school and County welfare paperwork (30%). One in five respondents indicated that they participated in CalWORKs Work Study (21%), while one in ten respondents indicated they received tutoring and campus study lab referrals (13%) and child-care assistance (9%).
- When asked which support services Cuyamaca's CalWORKs staff helped them access, the majority of respondents replied that they received help accessing financial aid (70%). A third of the respondents indicated that they received help accessing on-campus Work Study (30%), one in four respondents stated they received help accessing supervised study labs and tutoring (25%), and one in five respondents indicated they received help accessing Extended Opportunity Program Services (20%). One in ten students stated they received help accessing childcare (11%), Career Center services (10%) and Disabled Students Programs and Services (7%).

Helpfulness of CalWORKs Services

- Respondents were also asked which CalWORKs benefit they found helpful. All respondents found Priority Registration and Academic and Personal Counseling helpful (100% each). Approximately nine in ten students found receiving a book bag (98%), school supplies (96%), Workshops (98%) gas cards (96%), and cap and gown for graduation (94%) helpful.

Experience with CalWORKs Department

- When asked to rate their experience with the Cuyamaca CalWORKs Department during Fall 2020, over nine in ten respondents indicated that the requirements of the Cuyamaca CalWORKs program were clear (97%), that CalWORKs staff helped with clarifying and achieving the goals of the student (97%), that the CalWORKs staff treated them with respect (99%), that the CalWORKs staff listened to the respondents questions, problems, and concerns (98%), that they would feel comfortable returning for additional services if they were needed (96%), and that overall they were satisfied with the services they received during the Fall 2020 semester (99%).

Sense of Community and Support

- Nine out of ten respondents stated that they felt part of the CalWORKs community (92%), that they felt they belong at Cuyamaca

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College (94%), that they know at least one instructor they can turn to for support (95%), that they know at least one counselor that they can turn to for support (95%), and that they would encourage other students to participate in the CalWORKs program (95%). Eight out of ten respondents indicated that they know at least one student they can turn to for support (86%).

CalWORKs Future Support

- Students were also asked what the CalWORKs program could do that could be most helpful to their success during the academic year. Over four in ten students indicated that they were pleased with the services provided by the CalWORKs department. Five percent of respondents indicated that help with Financial Aid would be beneficial to their success, and five percent indicated that help with registration would be beneficial. Three percent of respondents indicated that help would be beneficial for the success: Computer, counseling appointment, gas cards, state mandated tests, mentoring, quicker response, scholarship information, and work study.
- Respondents were asked to provide any comments or suggestions they had to improve the student experience in the CalWORKs program or at Cuyamaca College in general. Over four in ten students stated that they received good service from the CalWORKs program and some respondents expressed thanks for the help. Six percent of respondents indicated that they would prefer in-person services, and six percent indicated that they would like for information about the services that CalWORKs provide to be made more readily available. Three percent of respondents indicated that they would like for it to be easier to make appointments with CalWORKs. Three percent also stated they would like information about CalWORKs programs at other colleges, and three percent indicated that they would like more help with financial aid.
- Respondents were asked what their primary language is. The majority of respondents identified Arabic as their primary language (69%). Chaldean (16%), English (13%), and Spanish (3%) were also identified as primary languages.

Fall 2020 Survey Reflection:

- Overall, the CalWORKs program is very pleased to see the positive student responses and level of satisfaction with our program. Feedback from survey respondents indicated a high level of satisfaction with CalWORKs program services. Students who responded to the survey also indicated they felt they could turn to a counselor or faculty member for support, and the vast majority indicated they felt like they were part of the CalWORKs community and said they would recommend the program to other students. Student recommendations for improvement were relatively scarce, and among those comments, there was not a consensus on any specific improvements the program should make.
- Our only concern is the student demographics not only those who responded to the survey but in the program in general. We realize that we have an overrepresentation of white students which we believe and internally track to be Arabic speaking students (majority Iraqi/ Chaldean students). We know that our demographic data is unique and different compared to other programs in the college. The CalWORKs program needs to discuss ways to improve recruitment and marketing, specifically for Latinx and Black students.
- We also realized that we need to ask questions in the future survey regarding the format of services delivered to our students and preferred communication methods during the pandemic.

Our Fall 2021 survey was sent to students via email. So far we had 35 responses compared to 68 last year from Fall 2020. We are hoping for more students to participate, so we sent an email reminder to students this week (11/15/21) survey will close 12/1/2021.

Page 4: III. Previous Goals: Update

Q14

1. Previous Goal 1:

Identify the leading barriers to academic and personal success that students enrolled in CalWORKs experience, and create programs and resources to enable students to overcome those barriers.

Q15

Student Validation and Engagement

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q16

In Progress - will carry this goal forward into next year

3. Goal Status

Page 5: III. Previous Goals: Update continued

Q17

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q18

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The CalWORKs program have been implementing a survey every Fall semester to assess the need and identify any barriers our students might have personally or academically. Due to this,

- We took steps in developing a more comprehensive and clear CalWORKs webpage to help students find resources online.
- We added Drop-In SARS feature for our students to seek in person help from our staff.
- We have collaborated with Financial Aid to award students CalWORKs grants each semester.
- We hired a new part time counseling faculty to provide students more access to counseling appointments.
- We conducted in-person events and tabling to allow students to come in person and seek services.

Our Next Action Steps:

- Continue to offer the survey for our students each Fall.
 - Continue to assess our current practices and change/adjust based on need.
 - Offer our CW orientations to students via Zoom versus Canvas.
 - Revise processes for Informational Sessions to college more data to help us improve our program.
-

Q20

No

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

1. Previous Goal 2:

Q22

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q23

Respondent skipped this question

3. Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q27

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

Respondent skipped this question

1. Previous Goal 3:

Q29

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q30

Respondent skipped this question

3. Goal Status

Page 11: III. Previous Goals: Update continued

Q31

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q32

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q33

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q34

Respondent skipped this question

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q35

Respondent skipped this question

1. Previous Goal 4:

Q36

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q37

Respondent skipped this question

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q38

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 15: III. Previous Goals: Update continued

Q39 Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 16: IV. New Goals

Q40 No

Would you like to propose any new goal(s)?

Page 17: IV. New Goals continued

Q41 Respondent skipped this question

1. New Goal 1:

Q42 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q43 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q44 Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q45 Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q46 Respondent skipped this question

6. How will this goal be evaluated?

Q47 Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q48 Respondent skipped this question

1. New Goal 2:

Q49 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q50 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q51 Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q52 Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q53 Respondent skipped this question

6. How will this goal be evaluated?

Q54 Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q55 Respondent skipped this question

1. New Goal 3:

Q56 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q57 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q58 Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q59 Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q60 Respondent skipped this question

6. How will this goal be evaluated?

Q61 Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q62 Respondent skipped this question

1. New Goal 4:

Q63 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q64 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal identified above.

Q65 Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q66

Respondent skipped this question

5. Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q67

Respondent skipped this question

6. How will this goal be evaluated?

Page 21: Resources Needed to Achieve Goal(s)

Q68

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

Page 23: Final Check

Q69

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
