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INCOMPLETE

Collector: Email Invitation 2 (Email)
Started: Wednesday, December 21, 2022 2:34:49 PM
Last Modified: Wednesday, December 21, 2022 3:36:46 PM
Time Spent: 01:01:57
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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

CIS/GD

Q2

2. Lead Author:

Curtis Sharon

Q3

3. Collaborator(s) - List any person that participated in the preparation of this report:

Anver Alam, Peter Vitullo, Bill Saichuck

Q4

4. Dean/Manager:

George Dowden

Q5

5. Initial Collaboration Date with Dean:

Date your program met with **12/05/2022**
 your dean to discuss your
 vision, goals, and resource
 needs/requests:
 MM/DD/YYYY

Page 2: II. Program Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The CIS/GD department values the background and inputs that each member of the Cuyamaca community provides in their distinctive manner. We recognize the importance of the roles of culture and diversity in the successful education of our students. To this end, we are committed to the spirit of inclusiveness in honoring all students, regardless of background, as a department. The promotion of excellence in education. Our mission is to deliver superior education in Information Technology (IT), Computer Science (CS), and Graphic Design (GD), thus preparing our students to enter and compete in the employment market in the San Diego region, California, and Nationally. We will apply the necessary resources to assure our students have state-of-the-art technical skills, impart a desire for lifelong learning, and develop the student's communication skills. Explicitly the department seeks to:

- To educate the students in their field's best-practices
- To teach students the current skills required by industry
- To prepare them for full participation in a multicultural society
- To encourage students to become lifelong leaders
- To develop students' communication skills (verbal and written), and problem-solving capabilities.
- To prepare students for confronting 21st-century problems

This should be in place for the next catalog update

Q7

7. Is the program description in the current college catalog up to date and accurate?

No: What steps will you take to revise the college catalog description?:

The program description is currently up to date but will be updated to reflect newer career pathways for students entering IT and students that are interested in upgrading their skill sets.

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The CIS/GD programs provide students with life-changing career paths. This is especially true for traditionally marginalized students. The Information Technology, Computer Science, and Graphic design (collectively referred to as 'IT') fields are part of the most active growing segments of the economy. These students have been excluded from this portion of the economy due in part to a lack of opportunity and preparation. The technology field until recently has been very limited in diversity. A significantly larger proportion of employers actively seek to expand the diversity of their employees. Our program offers the students the ability to take advantage of the rapidly developing and growing dynamic boundary of this portion of the economy. Because of the very nature of IT, multiple backgrounds, cultures, and viewpoints are desperately needed for businesses to stay competitive. Unlike many other career paths, students that become employed in IT have much greater latitude in career growth and employment location. IT employees are not necessarily bound by proximity to their employers, and as such, they have greater options for their lives compared to employees that must remain close to the business location. We are dedicated to helping students become successful in their career pursuits while valuing the contribution their uniqueness brings to the classroom and college community. Our faculty is comprised of experienced IT professionals and thus brings an advantage to those students that would be left out in a less qualified environment. Because of staffing shortages (three full-time vacant positions due to retirements), we are not able to effectively reach out to these students as well as they deserve.

Q9**Yes**

9. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active course outlines been reviewed within the last five years?

Q10

10. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

We anticipate expanding our Cybersecurity curriculum and introducing a new Cloud Technologies curriculum leading to Certificates, Industry certifications, and an AS degree.

Cybersecurity is becoming more important every day. Current estimates are that the US is understaffed by 5 million Cybersecurity workers today and will have a 10 million worker shortfall by 2026 (Cisco Systems, 2020). Cloud technologies demand is growing rapidly as well. Estimates are a 35% increase in demand for Cloud technology workers in the next four years.

Q11

11. How is your program meeting the needs of students, and/or articulation with four-year institutions?

Most of the courses in CIS do not transfer to California Public Universities because of their vocational emphasis. It should be noted that many of the students in the department are not preparing for transfer to a four-year institution. They are attending solely for obtaining industry certifications that will allow them to enter the job market or advance their career. Recently, private four-year institutions have become very accepting of the coursework from the CIS department (Governors, National University, Point Loma Nazarene, and the University of Phoenix). All the courses in the CS department will transfer to California universities. Several of the courses in the GD will transfer, but those courses that are designed to be vocationally oriented do not transfer.

Q12**Respondent skipped this question**

12. Please upload the most recent version of your program's course SLO assessment plan. Click here for Assessment Plan Template.

Q13**Respondent skipped this question**

13. Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

Q14**Respondent skipped this question**

14. Discuss what changes, if any, were made as a result of your SLO findings. Include any student learning-related successes and/or challenges SLO results have revealed for your department.

Q15**Yes**

15. Does your program offer any degree/certificate programs?

Page 5: IV. Degree and Certificate Programs

Q16**Respondent skipped this question**

16. For each degree and certificate, indicate how many awards were conferred in the past 5-years. Please comment on any trends and provide context to explain any increases or decreases.

Q17**Respondent skipped this question**

17. Please indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this information, please state that.

Q18**Yes**

18. Can students complete the degree/certificate requirements within a two-year period? **Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Q19

19. Have you updated your program learning outcomes (PLOs) since 2020?

No, please explain the plan to revise PLO, including which PLOs will be changed and when the changes will occur:
The PLO will change slightly during this coming semester in order to reflect changes in employer skill demands that have occurred in the last 4 years..

Q20**Yes**

20. Does your program share some PLOs across its Academic and Career Pathway (ACP)?

Q21

21. How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

The CIS/CS PLOs are currently being re-examined by an advisory group that consists of Instructors, hiring managers, and technical depart heads within the industries.

Q22

22. How are your PLO assessments informing improvements/changes to your program?

The revising process is affirming some aspects of our program (current certification courses) and indicating other areas that we need to develop in order to better serve our students (Cloud Technologies, Data analysis, cybersecurity, etc.).

Page 6: IV. Degree and Certificate Programs continued

Q23

23. Looking at the past 4-5 years of enrollment in your program, what trends do you notice? Has enrollment increased or decreased, and what factors may be contributing to this?

Overall enrollments remained about the same until Spring 2020. Since this point, enrollments have been steadily dropping. The Fall 2021 semester saw a nearly 40% decline in student enrollments. The enrollment rates for Female and Male students display the same trend, but the ratio of Male to Female students is steady at 2:1(on campus-wide the ratio is 60:40; male: female). This is not surprising in that the IT field has traditionally been underrepresented by females. The IT industry as a whole has been investing a tremendous amount of resources to mitigate this imbalance, but with very little effect so far. One possible reason for this discrepancy is that females are not encouraged to pursue technical interests the same way males are.

A recent study indicated that Females need to be encouraged in technology in the early middle school years in order to continue their technical education through high school and college. The demographics of race, age, educational goal, and Full/Part-time status are about the same as those campus-wide, except for the 29 – 40+ age bracket. This is probably due to the number of students that are currently employed and are upgrading their skills or making a career change. Additional full-time faculty would allow us to create targeted recruitment within the local schools.

Q24

24. What is your department's overall course success rate? How has it changed over the past 4-5 years? Please note any trends and context for the data.

There are some interesting patterns in the student success rates. Female success rates have averaged approximately 35% compared to 57% campus-wide, while Male success rates have averaged approximately 66% compared to 42% campus-wide. As previously noted, the remaining demographic categories (race, educational goal, and Full/Part-time status follow the campus-wide rates. Once again, the age bracket of 29 – 40+ is higher than the average campus-wide.

This is possibly due to the fact many of these students are currently employed and desire an advancement or career change. They may be more motivated as a result.

Q25

25. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.

There are equity gaps in the African-American/Black Non-Hispanic, Asian, Hispanic/Latino, and Middle Eastern or North African populations. I am not sure of the reason behind this. These are difficult and time-intensive courses. Retention rates are calculated based on students receiving any grade other than 'W', and success rates are calculated on the students receiving a passing grade, there is no adjustment for those students that withdraw from the course and don't officially drop. These students receive a failing grade but did not fail due to non-mastery of the subject material but simply did not participate in the class for an extended period. Anecdotal evidence shows that those students who don't just simply fade away have a high success rate. There is no category that accounts for these students.

Q26

26. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

This is not readily clear. The nature of the coursework is demanding and requires well-practiced study skills and time commitment. This may be in large part due to inadequate preparation for these courses in high school or previous college exposure. The material in these classes is very technical and requires a specialized vocabulary that the students may not have been exposed to.

Q27

27. What action will the department or discipline take to address these equity gaps over the next four years? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

The CIS department is starting a new course for students entering IT. This course is designed to not only expose students to the range of career opportunities in IT but to teach communication and study skills necessary for success in this department. IT is a binary field. Either a computer does what they are told, or they don't. As a result, it is culturally and personality agnostic. If the system is working, the background of the technician is meaningless. Consequently, any student should be able to succeed. This success is also incumbent on the instructor to provide learning opportunities that speak to each student as an individual, and not a monolithic group. For those students that are inadequately prepared, additional faculty would allow us to develop additional support and remediation capabilities.

Q28

28. Discuss your program's plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015. For assistance with this, please contact Cuyamaca's EEO site lead, Karen Marrujo at karen.marrujo@gcccd.edu.

The CIS department has several vacant faculty positions. If approved to fill these vacancies, we will aggressively seek out the best candidates to develop and diversify staff. We are a much stronger department if we have a greater range of backgrounds and life experiences. The more we can model and reflect our student populations, we can become much more effective in guiding our students to success.

Q29

29. What other qualitative or quantitative data, if any, is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Every year the IT industry surveys employers for the most desirable certifications and training for new and existing employees. The results from these surveys over the last several years indicate that Cybersecurity, Cloud Computing, Virtualization, and Data Analysis are the most employable. Additionally, the software arena is increasing demand for Python programmers that are specialized in cyber security or Software Defined networking. We currently lack faculty that are experienced in the field.

Q30

30. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

This has been a very mixed experience for our department. Based on informal surveys, faculty report that roughly 60 -70% of students prefer to be on campus. At the same time, we were able to enroll students from Los Angeles, Oceanside, and Sacramento in some of our courses that they would not otherwise be able to take in other colleges. Because of the nature of our classes, some of the material lends itself to an online environment much more readily than others. For example, Ethical Hacking, and Virtualization, while other courses such as Computer Maintenance Repair and Cisco Academy all indicate the students are much more likely to be successful with having spent time in the classroom and laboratory. The necessity of supplying supplemental materials to online students has required us to reexamine the use in on-campus environments as well (instructions on using Canvas, logging into the school network, etc.).

Page 7: IV. Degree and Certificate Programs continued

Q31**Yes**

31. Does your program offer courses via distance education, excluding emergency remote teaching 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 8: IV. Degree and Certificates Programs continued

Q32

32. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

There is approximately a 10% difference in retention and success rates between in-person and online courses. This is not surprising. Students that are on campus tend to be more engaged and benefit 'critical mass' that occurs in a live classroom. There is a significant difference with CIS 270 and CIS 271 classes in Fall 2021. This dramatic decrease was due to the large number of Incomplete grades issued because of Program Failure on the part of Palo Alto networks.

Q33

33. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Discussion, Group work, and personal interaction with the instructor via Zoom.

Q34

34. What innovative tools and strategies are you using in your online courses to engage students and support student success?

We are able to interact with online students in real time in the Netlab environment. Instructors can share the same lab environment as the student. The problem is that the student and instructor have to pre-arrange a time for the meeting.

Page 9: IV. Degree and Certificate Programs continued

Q35

Yes

35. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

Page 10: IV. Degree and Certificate Programs continued

Q36

36. Please share your observations about the employment rate for your program over the past several years.

For those students that have successfully obtained their industry certification, they have been very successful. Students entering the IT field have found employment in entry-level IT worker positions (primarily help-desk positions and typically advance with 1-2 years' experience). Those students that have been employed in the field and obtained their certifications typically see a 10 -25% increase in earnings within 2 years. We have had several students that have immediate employment after successfully completing their CCNA, A+, and Palo Alto certifications.

Q37

37. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Sadly, the floor is very low (approximately 10%). This is because the certification exams are expensive (\$150 -\$250). This is a hardship for most of our students. We are pursuing grant funding sources to cover these costs for our students.

Q38

38. What would you like your program's employment rate to be, ideally (stretch goal)?

If we are successful in finding a means to subsidize our students, then I would anticipate a floor of 75 - 80%

Page 11: IV. Degree and Certificate Programs continued

Q39

Respondent skipped this question

39. What is your program doing to prepare students for successful transition (e.g., transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

Q40

40. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You may also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

The CIS / GD programs are designed to provide employees with market-ready training. Associations with many of the tech companies that provide services for the IT industry are closely aligned with our Academies. Several times a year there are opportunities for students to participate in industry user groups. The CS courses articulate with the UC's and State Colleges.

Q41

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Page 12: IV. Degree and Certificate Programs continued

Q42

41. Please describe your program's strengths.

We provide training for industry high-paying jobs in IT. The certification training, we provide is in high demand throughout the region, state, country, and world. Our faculty are experts in their fields and strongly motivated to teach and help students enter and advance in the IT field.

Q43

42. Please describe your program's challenges.

We are the best kept secret in the region. There are not enough faculty to adequately network with employers and the public that should be taking advantage of the opportunities we present. Most of our students are working in positions that don't allow them to take more than one or two classes each semester, but at the same time feel pressured to complete their education in 2 years.

Q44

43. Please describe external influences that affect your program (both positively and negatively).

The misconceptions surrounding CIS/CS. When students are asked about the mental image of an IT person it usually evokes the picture of a person sitting in the basement surrounded by Energy drinks and Fritos wrappers. This misconception can be overcome with greater interaction within the Cuyamaca community, and the local schools (high school and middle school).

Q45

44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

We would like to increase our interaction with the local schools in order to promote greater diversity and inclusion within the classroom and ultimately, the industry. Greater cross-coordination between departments (i.e.Engineering, Advanced Manufacturing, OH, etc.) that allows students to make a more informed decision about their desired pathway.

Page 13: V. Previous Goals

Q46

Respondent skipped this question

Previous Goal 1:

Q47

Not Started

Goal Status

Page 14: V. Previous Goals continued

Q48

Respondent skipped this question

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

Q49

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q50

Increase equitable access (enrollment)

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

Q51

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).

We are requesting new tenure-track faculty.

Q52**New faculty position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q53**No**

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q54**Respondent skipped this question**

1. Previous Goal 2:

Q55**Respondent skipped this question**

3. Goal Status

Page 17: V. Previous Goals continued

Q56**Respondent skipped this question**

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

Q57**Respondent skipped this question**

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q58**Respondent skipped this question**

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

Q59**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).

Q60

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q61

Respondent skipped this question

Would you like to submit another previous goal?

Page 19: V. Previous Goals continued

Q62

Respondent skipped this question

1. Previous Goal 3:

Q63

Respondent skipped this question

3. Goal Status

Page 20: V. Previous Goals continued

Q64

Respondent skipped this question

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

Q65

Respondent skipped this question

Would you like to submit another previous goal?

Page 21: V. Previous Goals continued

Q66

Respondent skipped this question

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

Q67

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).

Q68

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q69

Respondent skipped this question

Would you like to submit another previous goal?

Page 22: V. Previous Goals continued

Q70

Respondent skipped this question

1. Previous Goal 4:

Q71

Respondent skipped this question

Goal Status

Page 23: V. Previous Goals continued

Q72

Respondent skipped this question

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

Page 24: V. Previous Goals continued

Q73

Respondent skipped this question

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

Q74

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).

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 25: VI. New 4-Year Goals

Q76

New Goal 1:

Increasing the completion and success rates within these courses leads to a larger population receiving industry certification. This increases the employability of our students, and thus reduces equity gaps in the field.

Q77

Eliminate equity gaps in course success (passing grade in class)

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

Q78

Please describe how this goal advances the college strategic goal(s) identified above:

Closing the equity gaps will lead to more students with greater earning potential as well as strengthen the diversity of the Cuyamaca community

Q79

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

- There are half as many African Americans and Hispanics in tech as in the rest of the private sector
83% of tech executives are white
- More than 50% of employees at Apple and Google are still white
- Diversity efforts could net the IT industry an extra \$400 billion in revenue each year.

The tech industry is investing heavily in closing these equity gaps. We are in a unique position to advance employment equity.

Q80

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 laptop computers).

Hire new faculty members that will coordinate outreach, student advocacy, and partnerships with industry organizations..

Q81

New faculty position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q82

How will this goal be evaluated?

We will see an increase in the success and retention rates for our students, as well as seeing an increase in the diversity of the students that are taking tack courses.

Q83

Yes

Would you like to propose another new, 4-year goal?

Page 26: VI. 4-Year Goals continued

Q84

Goal 2:

Increase enrollment by developing a relationship with the Create partnerships with some of the local middle schools (Hillsdale and Emerald), and High schools (Steele Canyon, Monte Vista, Mt. Miguel, and Helix) Tech teachers and become active in supporting their programs.

Q85

Increase equitable access (enrollment)

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

Q86

Please describe how this goal advances the college strategic goal(s) identified above:

Developing a 'pipeline' of students entering the program begins in the local schools. This position would be responsible for cosponsoring and actively partnering with schools for student programs that expose young students to the IT field (CyberPatriot, Hackathon, Girlz coding). This interaction with other schools will provide students with a more informed choice about a career pathway in IT.

Q87

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

Recent studies have indicated that reaching students as young as middle school has a positive impact on those students later pursuing tech careers. This is significantly true for women entering the tech field.

Q88

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).

Develop partnerships with the local schools.

Q89**New faculty position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q90

How will this goal be evaluated?

We will see active participation from the students and their teachers.

Q91**Yes**

Would you like to propose another new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q92

Goal 3:

Increase retention and success by providing additional support for struggling students.

Q93**Eliminate equity gaps in course success (passing grade in class)**

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

Q94

Please describe how this goal advances the college strategic goal(s) identified above:

Approximately 70% of students enrolled in CIS courses are between the ages of 25 and 45. These students are comprised mostly of students that attempting to enter the IT workplace and are during a career change. For many of these students, this is the first time they have encountered a technical course. Consequently, they may lack the skills to fully participate in the courses, leading to disillusionment and leaving the program. More full-time faculty would allow the department to develop the extra support for these students that is necessary for success.

Q95

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

The tutoring center is able to provide some relief, but not enough. There is not always a tutor available for all the CIS subjects, and the amount of time that can be spent tutoring is limited. Students that are seeking help do not receive all the assistance they require.

Q96

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).

Develop a department support center for students that are overwhelmed by the coursework.

Q97

New faculty position

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q98

How will this goal be evaluated?

See an increase in the retention and success rates of our students.

Q99

No

Would you like to propose another new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q100

Respondent skipped this question

Goal 4:

Q101

Respondent skipped this question

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

Q102

Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q103

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q104

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).

Q105

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q106

Respondent skipped this question

How will this goal be evaluated?

Page 30: Final Check

Q107

Respondent skipped this question

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