

# #1

INCOMPLETE

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**Custom Data:** Tutoring  
**IP Address:** 72.207.23.163

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Page 1: I. Service Area Overview and Update

## Q1

1. Department(s) Reviewed:

Tutoring

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## Q2

2. Lead Author:

Mary Graham

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## Q3

3. Collaborator(s):

Veronica Nieves Cortez, Taylor Fiehler Roose, various faculty, students, and tutors.

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## Q4

4. Dean/Manager(s):

Jessica Hurtado

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## Q5

5. Initial Collaboration Date with Dean/Manager:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests: **11/17/2023**  
MM/DD/YYYY

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## Q6

6. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access Fall 2022 program reviews on the program review webpage.

The last year has been very challenging. In January 2023, we lost one fulltime Tutoring Center Specialist to a faculty position at another college. We had a substitute in the role for a few months, but that individual had to leave due to health concerns. Then, incredible delays in the processing of hire paperwork for another sub left us without any replacement until early November. In June 2023 we lost a .475 Tutoring Center Specialist, and that position – like its frozen counterpart position – cannot be filled because it is below 50% load. The Board will no longer approve positions below 50%. These staffing losses put incredible strain on our team, and they forced us to centralize all of tutoring into just one physical center and the virtual center for Fall 23. We were also forced to cut two evening hours each week. We were, however, able shift our Friday hours from virtual only to in-person and virtual. Additionally, NANC hire forms delays sapped team time and energy and impacted service to students. Our team is worn quite thin, and we have not had time or energy to focus on making the kind of progress on our goals that we are accustomed to making. That being said, good things have happened. First and foremost, additional funding and increased numbers of on-campus courses have led to increased usage. In the first twelve weeks of Fall 22 we conducted 1,747 sessions. In the first twelve weeks of Spring 23 we conducted 1,974. In the first 12 weeks of Fall 23, we have conducted 2,812. That is a 60% increase in tutoring sessions conducted so far in Fall 23 as compared to the same point in time in Fall 22.

Additionally, a 2023-2024 budget augmentation also allowed us to place tutors inside 13 face-to-face classes and/or face-to-face lab sections, 2 open labs, and 3 online courses.

We established new relationships with the Athletics Eligibility Advisor and have coordinated a tutoring presence within the Men's Soccer Study Hall. We will also be beginning a similar relationship with Women's Volleyball later this term.

Three additional partnerships are in the planning stages for a (hopeful) Spring roll out. The first is the placement of Tutors inside of the DSPS High Tech Center which will be funded by DSPS. The second is Embedded Tutoring and Online Embedded Tutoring in English 120/20 to be funded by a grant the English department received in support of AB 705. The third is focused on dual-enrollment students and students who were previously dual enrolled. This implementation was delayed by the loss of our Director of A and R and also the loss of a campus researcher. We anticipate receiving disaggregated Tutoring access and success data on that cohort very soon. That data will determine how we implement the one semester intervention in Spring 2024.

The STEM Tutoring area became a satellite food pantry.

The Faculty Tutoring Coordinator and the classified Tutoring Center Specialists were granted the ability to see if a student is/has been affiliated with a Special Funded Program. We cannot see any details of the students' records, but this access does let us know if a student has other supports on campus that we can reach out to if the student seems to be struggling or under undue stress. (This has already paid off this semester).

We submitted an updated course outline of record for Interdisciplinary Studies 198, the non-credit course in which students will need to enroll in order for the college to collect apportionment on that part of our tutoring which is funded by General Fund Unrestricted dollars. In Spring 2023, Taylor Fiehler-Roose and Mary Graham presented at the annual Association of Colleges for Tutoring and Learning Assistance (ACTLA) conference. We highlighted our development of, and outcomes from, The Understanding and Combating Structural Racism Tutor Training. ACTLA then asked if Cuyamaca Tutoring would share that training with the ACTLA membership. Mary Graham was appointed the ACTLA Professional Development Coordinator, and this has brought additional professional development opportunities for Cuyamaca Tutors. In October, five Tutors were able to participate in a Wayfinding Series session on the Emotional Labor of Tutoring that was a collaboration between ACTLA and 3CSN.

**Q7**

7. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Because Tutoring is a student-by-student intervention, much of our data has to be analyzed by the IESE office. Having gone through the Comprehensive Program Review Process one year ago, and knowing the college was short one researcher, the only additional analysis we requested was disaggregated data on dual-enrolled students and formerly dual-enrolled students who had and had not utilized Tutoring. That data will come to us soon, but isn't available at this time.

Temporary additional funds and an increase in on-campus classes have yielded additional usage. In the first twelve weeks of Fall 22 we conducted 1,747 sessions. In the first twelve weeks of Spring 23 we conducted 1,974. In the first 12 weeks of Fall 23, we have conducted 2,812. That is a 60% increase in tutoring session conducted so far in Fall 23 as compared to the same point in time in Fall 22.

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## Q8

8. Please discuss any equity gaps in access or success the data revealed.

Access. Our most recent access data examined students attending One Tutoring Session as well as for students attending More Than One Tutoring Session From 2018-2022. The IESE office provided comparisons of the percentage of students from each demographic group who attended one session, the percentage of those who attended more than one session, and the percentage of all Cuyamaca students that group comprised.

Males, LatinX students, and students aged 20-24 were underrepresented in accessing One Tutoring Session and More Than One Tutoring Session in all four years. (While we are most concerned about under-representation for groups attending More than One Tutoring Session -- as attending more than one session is associated with significantly higher course success outcomes -- the fact that these groups were consistently under-represented in both categories of attendance over all four academic years suggests a pervasive concern).

Black Students, Indigenous students, students under 20, and Veterans were under-represented in at least one of the two categories (attending one session, attending more than one session) in all four academic years.

Asian students were under-represented in at least one of the two categories (attending one session, attending more than one session) in three of the four academic years.

Foster Youth were underrepresented in one or the other of the two categories (attending one session, attending more than one session) in two of the four academic years.

Course Success. For this section, we will focus almost exclusively on the data from 2018-2022 around course success averages for students who attended More Than One Tutoring Session because that seems the most likely to reflect Tutoring impact. With two important exceptions that we will cover below, students from all groups experienced increases in course success over their campus-wide group average when they attended More Than One Tutoring Session in all four academic years. The important exceptions were in 18/19, when the four Pacific Islander students who came to Tutoring more than once did not see an increase over the Pacific Islander course success average campus-wide, and in 20/21 when the one Native American/American Indian student who came to Tutoring more than once did not see an increase in success over the campus average for Native American/American Indian students.

We need to pay special attention to the outcomes for these groups. (It should, however, be noted that the small n's in these years may have had some impact on these outcomes. In both cases, students from those groups in those academic years did see increases if they attended One Tutoring Session, and in the years when the number of Native American/American Indian students who attended More Than One Tutoring Session was more than one student, those students demonstrated increased success. Also, in other academic years in which more or less Pacific Islander students attended More Than One Tutoring Session, they also saw increases).

Comparative Success Data. We examined the overall increases in success for each group in order to identify if traditionally better served groups were receiving greater benefit from attending More Than One Tutoring Session than traditionally under-served groups. Male students who attended tutoring more than once gained as much or more increased course success as female students in all but one academic year. (Increases in course success for males for the four academic years: 11%, 10%, 19%, and 11%. Increases in course success for females over the same years: 11%, 10%, 16%, 14%).

Pacific Islander students received greater increases in course success than white students in three of the four academic years. (Pacific Islander student increases: -4%, 12%, 37%, 34%. White student increases: 9%, 8%, 13%, 10%).

Native American/American Indian students achieved greater increases than white students in two of the four years -- one year, no Native American Indian/American Indian students attended More Than One Tutoring Session, which we have indicated in the following data with the designation "NA." (Native American/American Indian student increases: 17%, 16%, NA, -9%. White student increases: 9%, 8%, 13%, 10%).

Black, Asian, and Hispanic Latino students all achieved greater increases in course success than white students in all four academic years.

Of the age groups, students 40+ showed the smallest increases in course success, though it should be noted that they had the highest average success rate campus-wide of all the age groups. (Increases for students 40+ who attended More Than One Tutoring Session above the campus-wide averages for students 40+ average: 8%, 6%, 12%, 8%).

## Q9

9. What action will the department or discipline take to address these equity gaps? 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.

a. Diversifying Tutors. We are working to diversify our Tutors, and instructors are assisting us by being more intentional in diversifying their tutor recommendations. Below is the current breakdown of our Tutors. We are asking instructors to please recommend LatinX, Male, and Black/African American students and former students as potential tutors. (It is especially challenging to keep Black/African American tutors as they very quickly get better paying jobs in K-12 as aids or in after school programs and no longer have time to tutor). Below is our current breakdown of tutors by Race/Ethnicity, which we will continue to monitor and address.

21.8% of our Tutors are white

20% are LatinX

38.2% are Middle Eastern

12.7% are Asian

5.5% are Black/African American

1.8% Native American/American Indian

b. We will continue to pursue implementation of eSARS to make appointment scheduling and cancellation easier for students.

c. We will continue our asynchronous Understanding and Combating Structural Racism online tutor and front desk worker training. We will also continue to expand and adapt it.

100 Percent of Tutors and Front Desk Student Workers "Strongly Agreed" with the following statements after completing the training:

"Racism exists in in the US Educational System."

"Racism and other biases may negatively impact student success."

"I have the ability to impact how welcome students feel in college."

100 Percent of Tutors and Front Desk Student Workers "Strongly Agreed" or "Agreed" with the following statements after completing the training:

"As a tutoring employee this training helped me be more effective in supporting the diverse range of students we serve."

"This training helped me as a student."

d. We will increase outreach to programs like Umoja.

e. We will keep the STEM Tutoring area a satellite food pantry to help better serve students and to potentially increase our contacts with students with food-related basic needs.

f. We will be implementing a new strategy for tracking embedded tutor contacts with students during lecture and/or lab sections to see if that reduces or increases our existing gaps in access.

g. While it has been an expensive endeavor that we have paid for ourselves – not involving the college – we keep a candy bowl full at the front desk to make people feel more comfortable in approaching us.

## Q10

10. How has this data impacted the goals set in your previous comprehensive program review {Data: Instruction/Student Services}?

Our equity data drove the development of our goals, so we will continue with our existing goals.

Tutoring usage fell off significantly during and after the pandemic. When we had to move Tutoring to remote function in 2020, we had to quickly devise a method for students to request appointments through a form linked in Canvas. That system is a little bit cumbersome for students and staff, alike. We look forward to replacing that system with eSARS which will allow students to schedule, cancel, and move their own appointments. (Students can also call, email, or make appointments in-person, and they will continue to be able to do so, even after we implement eSARS). Unfortunately, our eSARS implementation has been delayed, but we very much hope that it's eventual implementation will make access to our services easier, increase tutoring usage, and assist with access gaps.

We are continuing to envision the best program and staffing structure to serve students and eliminate gaps.

We continue to pursue implementation of apportionment collection. While a limited amount of our tutoring will quality for apportionment collection due to its funding sources, this will eventually allow us to contribute in some small way to the college FTES.

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## Q11

11. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

The Tutoring Center Specialists and Tutoring Coordinator were granted access in SARS to see if a student has had contact with a Special Funded Program. We can't see any details, but it gives us a place on campus to reach out to when we see that a student is really struggling or when we are concerned about them. In this way we can function as a community to support students and meet their needs.

We hope to reinstate a previous practice of placing writing and Math tutors in the DSPPS High Tech Center. We are seeking to hire tutors for this function as we speak.

The English department chose to fund embedded tutoring and other Tutoring supports for students in English 120/20 from its AB 1705 grant.

We partnered with the H building lab aides to ensure students could access the remote food pantry in the Tutoring area after Tutoring has closed but while the H Building is still open. Evening students often have the least access to food because of the hours of operation of our food service.

We are awaiting data on usage of Tutoring by dual-enrolled students and formerly dual-enrolled students. Based on that information, we will be devising and implemented a plan to reach out to and support these students.

We collaborated with the Eligibility Advisor to place a tutoring presence into the study hall for two teams. We anticipate an expansion of this program based on the outcomes so far.

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**Q12**

12. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

An enormous challenge is operating one (or more) physical centers and a virtual center with the least staff we have had in years. And while there may have been some benefit in Fall 2023 to temporarily having all tutoring in one centralized location for many students, others are certainly feeling shut out by the closure of two of our three locations.

Additionally, the pandemic forced us to implement a somewhat cumbersome way for students to request appointments through a form linked in Cavnas. We look forward to replacing that system with eSARS which will allow students to schedule, cancel, and move their own appointments. (Students can also call, email, or make appointments in-person, and they will continue to be able to do so, even after we implement eSARS). Unfortunately, our eSARS implementation has been delayed

We are also now seeing that a higher percentage of students prefer to make their appointments while in-person at the STEM Tutoring front desk rather than calling, emailing, or using our current Tutoring Appointment Request form, which is a shift. This reminds us of the importance of having friendly, informed Tutoring Center Specialists and front desk staff in-person to help students with Tutoring appointments, but also with the many other needs they bring to us. This student-facing work needs to be balanced with the tedious data tracking, reporting, and budget work that also has to be done. At many points this semester, one of our Tutoring Center specialists was simultaneously overseeing the Virtual Tutoring Center, helping in-person students in the STEM center, and trying to handle payroll approval, prepare reports, or work on budget reconciliation.

Students in online classes still seem more reluctant to use tutoring – even Zoom Tutoring – than our face-to-face students. (We do not currently have neat, specific data to support this assertion other than what we see when we examine which classes we see students from and which we do not).

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**Q13**

Respondent skipped this question

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

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**Q14**

Respondent skipped this question

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

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**Q15**

Respondent skipped this question

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

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**Q16**

13. Did your program complete and submit SLO/SAO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates. Which SLO/SAOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

No, please describe the department's plan to update them: All of our Service outcomes were assessed in 2021 or 2022. We did not have any assessments planned between then and now. Our current assessment plan has us set to assess on the following schedule: Service Area Outcome 1: "Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning" will be assessed after the close of this semester and in in Spring 2024 SAO 2: "Positively impact student success, retention, persistence, improvement, and completion – with special focus on issues of disproportionate impact" will be assessed in Summer 2026. This analysis will need to be completed by the IESE office. Waiting until 2026 will give us larger n's, and will avoid over-burdening the IESE office. A smaller study on dual-enrolled students who did and did not use Tutoring is forthcoming, hopefully by early January. SAO 3: "Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students" will be assessed in Summer 26 through an IESE analysis of access and success. There will also be surveys or conversations with faculty in Spring 24. SAO 4: "Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors" will be assessed in June 2024.

**Q17**

14. Please share any outcomes assessment projects your program has worked on in the last year, including SLO/SAOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

Our SAO assessment plan did not require any assessments since we completed the comprehensive program review last year. However, lack of staffing in our area and in the IESE office impacted our decision not to get an early start on any of these assessments.

There is, however, a pending disaggregated analysis of Tutoring access and impact on success for dual-enrolled students and formerly dual-enrolled students.

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Page 4: III. Previous Goals: Update

**Q18**

1. Previous Goal 1:

Previous Goal 1: Increase usage of Tutoring services (access) to 16% of Cuyamaca students -- the level we saw in the 18/19 and 19/20 academic years -- while addressing equity gaps in usage.

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**Q19**

**In Progress - will carry this goal forward into next year**

3. Goal Status

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Page 5: III. Previous Goals: Update continued

**Q20**

**Respondent skipped this question**

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

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**Q21**

**Respondent skipped this question**

Do you have another goal to update?

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Page 6: III. Previous Goals: Update continued

**Q22**

**Increase equitable access (enrollment)**

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

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**Q23**

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).

1. Seek to better understand which students prefer which modalities of Tutoring (online, face-to-face tutoring) and how those preferences may vary by course.
  2. Increase live Tutoring orientations to make students more aware of, more comfortable with, and more prepared to benefit from Tutoring.
  3. Seek funding to support embedded tutoring in face-to-face courses commonly taken by first year students which have clear equity gaps and/or high D/F/W rates. Embedding a tutor in a course is an approach which has shown to increase Tutoring usage.
  4. Communicate findings and strategies with relevant campus groups/program/individuals order to solicit support and input. (These include but are not limited to Learning Assistance Center Advisory Committee, the new Umoja counselor, Associated Student Government, etc).
  5. purchase anatomy models to allow tutors to better support students outside of the open anatomy lab.
  6. Continue to pursue eSARS so student can schedule, cancel, and change their own appointments.
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**Q24**

**Supplies, equipment, and/or furniture,**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Other, please specify::

Budget Augmentation for Embedded Tutoring

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**Q25**

**Yes**

Do you have another goal to update?

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Page 7: III. Previous Goals: Update continued

**Q26**

Previous Goal 2:

Adapt the program to the evolving contexts at Cuyamaca College. (This goal involves re-envisioning the Tutoring Program structure and use of technology given existing staffing and funding levels, prioritizing functions based on available data, refining and further systematizing communication and collaboration with students, faculty, staff, and programs -- all in a post-COVID era).

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**Q27**

**In Progress - will carry this goal forward into next year**

Goal Status

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Page 8: III. Previous Goals: Update continued

**Q28**

**Respondent skipped this question**

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

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**Q29**

**Respondent skipped this question**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q30**

**Increase equitable access (enrollment)**

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

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**Q31**

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).

1. Continue to monitor student preferences for services and adapt accordingly
  2. Determine the long-term staff structure for the Tutoring Program that is most likely to meet student need
  3. Examine and continue to adapt and refine communication with students, faculty, staff, and programs of Cuyamaca College.
  4. Continue to evaluate technology needs
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**Q32**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q33**

Yes

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q34**

Previous Goal 3:

Investigate and potentially implement collection of apportionment on Tutoring Services which are funded by General Fund Unrestricted monies.

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**Q35**

In Progress-will carry this goal forward into next year

Goal Status

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Page 11: III. Previous Goals: Update continued

**Q36**

Respondent skipped this question

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

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**Q37**

Respondent skipped this question

Do you have another goal to update?

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Page 12: III. Previous Goals: Update continued

**Q38**

Increase equitable access (enrollment)

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

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**Q39**

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).

- 1). Identify the format in which the non-credit Tutoring data would need to be collected and which technology would allow us to do that for both face to face and online tutoring
  - 2). Request any needed technology
  - 3). Identify how we could ensure that we only report the portion of Tutoring which is funded by General Funded Unrestricted dollars to the CCCCCO.
  - 5) Review other requirements for collecting apportionment such as tutor training, faculty oversight, etc in order to ensure compliance
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**Q40**

Respondent skipped this question

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q41**

No

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q42**

Respondent skipped this question

Previous Goal 4:

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**Q43**

Respondent skipped this question

Goal Status

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Page 14: III. Previous Goals: Update continued

**Q44**

Respondent skipped this question

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

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Page 15: III. Previous Goals: Update continued

**Q45**

Respondent skipped this question

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

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**Q46**

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).

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**Q47**

Respondent skipped this question

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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Page 16: IV. New Goals

**Q48** **No**

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

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Page 17: IV. New Goals continued

**Q49** **Respondent skipped this question**

New Goal 1:

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**Q50** **Respondent skipped this question**

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

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**Q51** **Respondent skipped this question**

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

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**Q52** **Respondent skipped this question**

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

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**Q53** **Respondent skipped this question**

Action Steps for the Next Year:

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**Q54** **Respondent skipped this question**

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q55** **Respondent skipped this question**

Do you have another new goal?

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Page 18: IV. New Goals continued

**Q56** Respondent skipped this question

New Goal 2:

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**Q57** Respondent skipped this question

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

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**Q58** Respondent skipped this question

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

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**Q59** Respondent skipped this question

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

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**Q60** Respondent skipped this question

Action Steps for the Next Year:

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**Q61** Respondent skipped this question

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q62** Respondent skipped this question

Do you have another new goal?

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Page 19: IV. New Goals continued

**Q63** Respondent skipped this question

New Goal 3:

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**Q64** Respondent skipped this question

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

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**Q65**

Respondent skipped this question

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

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**Q66**

Respondent skipped this question

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

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**Q67**

Respondent skipped this question

Action Steps for the Next Year:

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**Q68**

Respondent skipped this question

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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**Q69**

Respondent skipped this question

Do you have another new goal?

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Page 20: IV. New Goals continued

**Q70**

Respondent skipped this question

New Goal 4:

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**Q71**

Respondent skipped this question

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

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**Q72**

Respondent skipped this question

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

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**Q73**

Respondent skipped this question

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

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**Q74**

Respondent skipped this question

Action Steps for the Next Year:

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**Q75**

Respondent skipped this question

Action steps for this year: What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

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Page 22: Final Check

**Q76**

Respondent skipped this question

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"

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