

#29

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Wednesday, December 13, 2023 9:39:14 AM
Last Modified: Friday, January 12, 2024 4:40:56 PM
Time Spent: Over a week
First Name: Rob
Last Name: Wojtkowski
Email: rob.wojtkowski@gcccd.edu
Custom Data: Exercise Science
IP Address: 99.39.67.6

Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Kinesiology

Q2

2. Lead Author:

Rob Wojtkowski

Q3

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

None

Q4

4. Dean/Manager(s):

Anthony Campbell

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/20/2023**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Our AKHE Division hired a full time Dean/Athletic Director, Anthony Campbell, starting December 1 2022. He has completed his first year as Dean/Athletic Director.

The Kinesiology Department added a full-time tenure candidate in Laura Ratto. Laura was hired as our Women's Volleyball coach and Kinesiology Instructor. Laura added curriculum for a new class called Introduction to Sport Exercise, and Performance Psychology. This course will hopefully be an elective course in our Exercise Science major when the curriculum process is finished.

Our Kinesiology Department and AKHE division does not have an Athletics Technician. This was listed in our last program review and still does not have a permanent person. A person was hired and started in August but decided to quit after two days on the job. An interim Athletics Technician was not hired until December of 2023. Therefore from June (when the last interim Athletics Technician resigned) to December (except for two days), instructors/coaches had no assistance in classroom cleaning, laundry and practice/game set-up. Instructors/coaches had to clean and sweep their classroom floors (D100/gym) and set-up for home events. Two student hourly workers were hired in November to help with these duties. By finally hiring an interim Athletics Technician, our instructors and instructor/coaches can instead of completing classroom maintenance and setting up for practice/competitions, our instructors can now concentrate on teaching and spending extra time with their students especially their at risk students.

An achievement for our Kinesiology Department is the continued increase in enrollment after moving to 100% DE during the pandemic. As stated in our previous comprehensive program review, many of our Kinesiology classes have stayed DE with great success rates and fill rates. Unlike many other community college Kinesiology Departments throughout California, our activity classes have done very well in the DE format. However, later in this program review, concerns will be listed regarding some of our courses retention and success rates. Our department is trying to offer on-campus compared to DE classes at the "70% to 30% rate" that our Chancellor has set for a goal.

Page 2: II. Assessment and Student Achievement

Q7

Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Q8

7a. Which SLOs 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.

Our department is still completing all our courses assessment of SLO's. During this spring 2023 and fall 2023 professional development meetings, the department chair had the instructors use our discipline meeting to address our SLO's. Instead of just showing the instructors how to complete this task, the department chair (via zoom) walked through a sample SLO entry for his class. Faculty then were asked to complete their SLO assessments during this hour meeting. This was a success with many of the instructors appreciating the "one on one" feedback during this interactive SLO assessment entry completion. Our department goal is to have all classes have their SLO's completed by the end of the Fall 2023 semester.

Our faculty has met to discuss changing our course SLO's to match our new PLO's. In fall 2023, our department updated our curriculum in two classes ES 60abc (badminton), ES 76abc (tennis) and added curriculum for one class ES 61abc (pickle ball) with SLO's for each class to match PLO's for these three individual racket sports. Future SLO data assessment will allow our department to analyze the SLO's for each of these sections to then analyze our individual sports PLO's. This is the first step in the process to create PLO's for all our activity courses in four categories: individual sports, team sports, physical fitness, and combatives. These courses are required for both our Kinesiology and Exercise Science majors.

Q9

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

As stated above, now that we will have assessed all our course SLO's by the end of the Fall 2023 semester, we will be changing our course SLO's to incorporate our programs PLO's.

Our department has already updated or added our course curriculum for our individual sport racquet courses tennis (ES 76abc), pickle ball (ES 61abc) and badminton (ES 60abc). These classes now share similar SLO's regarding grips, scoring, offensive and defensive strategies for beginning, intermediate and advanced students creating PLO's for this group of classes. Our department will be grouping our team sport courses, individual sport courses, combative courses and physical fitness courses with different PLO's. Now that individual sport racquet courses have the same PLO's, they can be assessed across courses to see how the data can be used to improve our teaching of these courses that are mandatory for our Kinesiology and Exercise Science majors. Our

Q10

Respondent skipped this question

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Q11

9. Please discuss any equity gaps in access or success

Our department over the last 5 years had 5 students that earned Exercise Science degrees and 28 students earn transfer degrees in Kinesiology. In the last year we had 0 students earn an Exercise Science degree and 6 students earn a transfer degree in Kinesiology. Many of our students might be transferring with a University Studies degree CSU Soc/Beh (364 campus wide) or a General Studies Soc/Beh (125 campus wide) because of the difficulty in completing the science portion of our degrees in a four semester time period (Bio 130/131, Bio 140, Bio 141/141L, Chem 102). Our department would like to find out how many of our Kinesiology and Exercise Science majors are earning these degrees.

One of the more interesting findings from the data is the difference in retention and success when looking at DE status. Since last years annual review, Retention and Success rates has created even larger gaps. Our students retention and success rates have increased for On Campus students, however our DE students have slightly increased their retention and slightly decreased their success

Data from Fall 2021 and Fall 2022 shows:

Method of teaching Retention Success

On Campus Fall '21 92% retention 88% success Fall '22 95% retention 92% success

DE Fall '21 89% retention 79% success Fall '22 90% retention 78% success

Hybrid Fall '21 86% retention 73% success Fall '22 86% retention 83% success

There is a significant difference for success rate of DE students compared to on campus students.

Also there is both a retention and success difference for Hybrid students compared to on campus students.

To address these differences in retention and success, our department is was planning to follow the chancellors mandate of offering more on campus courses. The data supports this return to more on campus classes in our department.

As far as equity gaps, the data shows that for Fall 2022 has shown a disappearance of equity gaps for both retention and success for all demographic groups. Fall of 2021 our demographic gaps have disappeared for success for black students (now at 83% compared with the all ethnic groups in ES 82%). This has continued into Fall of 2022 with our demographic gaps have disappeared for success for black students (now at 93% compared with the all ethnic groups in ES 92%). For Fall 2021 black students there was still a retention gap (86% compared with the all ethnic groups in ES 90%). For Fall 2022 black students there was is no longer a retention gap (91% compared with the all ethnic groups in ES 91%).

For middle eastern students, the gaps have disappeared for both retention and success. In Fall 2021 retention (86% compared with the all ethnic groups in ES 90%) compared to Fall 2022 retention (91% compared with the all ethnic groups in ES 91%). Fall 2021 Success (72% compared with the all ethnic groups in ES 82%) compared to Fall 2022 Success (83% compared with the all ethnic groups in ES 83%). This was an area of concern for our program and the data shows that our middle eastern students are having similar success and retention rates when compared to all our ES students.

The main reason for this is two fold. First, our department is offering more on-campus courses. By carefully monitoring the class schedule to make sure we have on-campus options for our students, not just DE offerings. Secondly, our outstanding faculty (both full time and adjunct) do an excellent job of teaching on-campus classes. Many of our on-campus sections have increased enrollment when compared to pre-covid enrollment. Students want to come back to campus especially in our department. Hopefully, the administration will support some of our classes/sections that are on-campus that have lower enrollment. Our department is confident that those classes/sections will see increased enrollment if given a chance to be on-campus so our great faculty can continue to bring our students back on campus.

Q12

10. 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.

As stated above, our equity gaps have disappeared from last program review.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

The data show that our department needs to move more classes from DE to on-campus. Retention and success rates are higher for on-campus students compared to DE and hybrid classes. Hopefully, the administration will support our department moving more classes to on-campus.

Q14

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

All our student/athletes must take an Exercise Science class to compete in intercollegiate athletics. Our Kinesiology Department along with Athletics has tried to highlight the successes of our student/athletes. Many of our student/athlete's come from non-white demographic groups. They are not only having success on their teams but also in the classroom.

Furthermore, our department is trying to offer more classes for our older students. The number of students 40+ years old has increased in our department from 21% in Fall 2021 to 22% Fall 2022 (compared to the Campus Wide 15%). We are adding an indoor cycling class this Spring 2024. Furthermore, our department is adding 1-2 pickle ball classes in Fall 2024. Both indoor cycling and pickle ball can provide our older students classes that will allow them to attain their Kinesiology or Exercise Science degree without taking a class that might be more difficult to complete such as basketball, soccer, boot camp, or combatives classes.

Q15

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

An achievement for our Kinesiology Department is the continued increase in enrollment after moving to 100% DE during the pandemic. As stated in our previous comprehensive program review, many of our Kinesiology classes have stayed DE with great fill rates. However, as shown earlier in this program review, on-campus courses in our department have significantly higher retention and success rates than both DE and hybrid courses. Our department is trying to offer face to face compared to DE classes at the "70% to 30% rate" that our Chancellor has set for a goal. Moreover, our face to face activity classes for the Spring 2023 semester (ES 76abc tennis, ES 170abc soccer, ES 175abc volleyball) have higher enrollment than pre-covid class enrollments. This indicates that many of our students want the face to face interaction with their instructors that is essential to instruction in these classes. However, as stated in question #9 & #11, there is a significant difference for success rate of DE students compared to on campus students. Also there is both a retention and success difference for Hybrid students compared to on campus students. To address these differences in retention and success, our department is planning to follow the chancellors mandate of offering more on campus courses. The data supports this return to more on campus classes in our department.

Q16

Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17

Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

One of the more interesting findings from the data is the difference in retention and success when looking at DE status. Since last years annual review, Retention and Success rates has created even larger gaps. Our students retention and success rates have increased for On Campus students, however our DE students have slightly increased their retention and slightly decreased their success

Data from Fall 2021 and Fall 2022 shows:

Method of teaching Retention Success

On Campus Fall '21 92% retention 88% success Fall '22 95% retention 92% success

DE Fall '21 89% retention 79% success Fall '22 90% retention 78% success

Hybrid Fall '21 86% retention 73% success Fall '22 86% retention 83% success

There is a significant difference for success rate of DE students compared to on campus students.

Also there is both a retention and success difference for Hybrid students compared to on campus students.

To address these differences in retention and success, our department is was planning to follow the chancellors mandate of offering more on campus courses. The data supports this return to more on campus classes in our department.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

Have D100 (gym) fitted for air condition so our students can learn more effectively. The Kinesiology (Exercise Science) department offers multiple courses in D100 without air conditioning. D100 has had a temperature measuring of over 95 degrees during many of our classes. Besides being unsafe for our students and especially many of our older students, it is difficult and almost impossible to teach under these conditions. In the past, during a two week span, two ES 155a students had to be carted off to the health office due to heat related issues. Moreover, during a home volleyball match this fall 2023, one of the officials collapsed during the match due to heat related issues in our gym. Our instructors remain perplexed by the lack of support by Cuyamaca Colleges regarding the safety for our students and instructors when it comes to providing a safe learning environment in the gym. D100 is one of the only classrooms on our campus that does not have AC. In fact, there is a large storage area on this campus that is large as D100/gym (B building storage area) that have AC without having any classes be held in that space.

Q20

In Progress - will carry this goal forward into next year

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

Respondent skipped this question

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

Q22

Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Increase equitable access (enrollment)

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

Q24

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).

Air Condition be prioritized by Cuyamaca College to be placed in D100 (gym).

Q25

Facilities renovation

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

Q26

Yes

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

Offer a "spin cycle" course in D203. Since last program review, our Kinesiology (Exercise Science) department has put in the curriculum (ES 008abc) so that our college can offer indoor cycling. Spin cycle classes are popular classes at many colleges. We are confident that this course will not only easily fill, more importantly it will be a popular course with many of our colleges different populations including adaptive students, older students and ESL students. This course can be used for both Kinesiology and Exercise Science majors to satisfy their physical fitness course requirement.

Currently our Kinesiology (Exercise Science) department has 12 indoor cycles in D100. The additional 10 life cycles will allow us to offer ES 008abc. Due to the size of the classroom (D203) only 22 indoor cycles can fit in that space. As this course grows in popularity on our campus, the Kinesiology (Exercise Science) department can offer more "spin" classes. Spring 2024 will be the first time we offer this course.

Q28

In Progress-will carry this goal forward into next year

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update (If Applicable) continued

Q31

Increase equitable access (enrollment)

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

Q32

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).

This goal will be completed when we offer the course Spring 2024. At this time, the cycles are not completely functional because the electronics have not been installed. Without an athletics technician, the AKHE department will need to outsource this installation. Hopefully, this task will be completed before the semester begins.

Q33

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

Other, please specify::

Installation of electronics on the cycles.

Q34

Yes

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

1. Previous Goal 3:

Change class max for some of our Kinesiology (Exercise Science) classes that do not represent the appropriate class max. Currently we have a number of Kinesiology (Exercise Science) courses that do not have the correct class size. These courses have 50 student maximums when it is not appropriate to have 50 students in these courses. Like a science laboratory class with only 15 microscopes, there would not be 50 students in the science laboratory class so up to four students have to share a microscope. Similarly, the Kinesiology (Exercise Science) department has classes with class size greater than what should be allowed. These classes are lecture and lab. Furthermore, our sister college at Grossmont College has the same courses with the same class class space but with smaller class sizes.

Q36

In Progress-will carry this goal forward into next year

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37

Respondent skipped this question

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

Q38

Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39

Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)

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

Q40

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).

Change class max for the following classes:

ES 60abc (32)

ES 76abc (36)

ES 155abc (30)

ES 170abc (40)

ES 175abc (36)

Q41

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

Other, please specify::

Commitment by the Vice President of Instruction's office to change the class max every semester.

Q42

Yes

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43

1. Previous Goal 4:

Purchase TRX equipment (functional fitness) to offer functional fitness classes that will better serve our college population. The TRX equipment is being used by private fitness gyms, personal trainers and individuals. Many of the students that take Kinesiology (Exercise Science) classes at Cuyamaca College are unique to our campus. Many are older or with disabilities. While we offer two adaptive classes (ES 001) a semester, we do not have the equipment necessary to teach our ES 001 or other courses effectively such as ES 19abc (physical fitness) and ES 24abc (fitness boot camp). The TRX system uses the students own body weight when exercising which will allow students of all ages and fitness ability levels to take advantage of the curriculum in the class. This TRX system is more conducive for older students and disabled students. The Kinesiology (Exercise Science) department's student characteristics have changed over the past five years according to the data provided by the college. In Spring 2015 22% of the Kinesiology (Exercise Science) student population was over 40 years old. As of Spring 2019 27% of the Kinesiology (Exercise Science) student population is over over 40 years old. If this trend continues, the Kinesiology (Exercise Science) department will be serving over one third of its students who are over 40 years old. We need equipment that will be appropriate for our students. We need equipment like this TRX system that will be safe for our students and prevent injuries. The Kinesiology (Exercise Science) department is confident when the TRX system is placed in D205, our classes (ES 001, ES 10, ES11, ES 12, ES 19abc, ES 206, ES 209, ES 218, ES 230, ES 227, ES 248) that use this system will not only increase in file rate but also increase in popularity. The college will be able to offer more classes utilizing this equipment.

Q44

In Progress-will carry this goal forward into next year

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45

Respondent skipped this question

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

Page 17: III. Previous Goals: Update continued

Q46

Increase equitable access (enrollment)

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

Q47

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).

Our department has purchased the TRX equipment, however, we are waiting on installation in room D205 to be completed. Once this occurs, we will be able to use this equipment. The TRX equipment is installed however, the equipment can not be used because the mirrors needed to be relocated on the opposite side of D205. Many of the exercises that involve TRX equipment use the wall to assist with the exercise. With the mirrors on the wall, this creates a safety hazard.

Q48

Facilities renovation

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

Page 18: IV. New Goals

Q49

Yes

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

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

Build a new storage area in D100 for the Kinesiology Department to store current class equipment and new class equipment. This storage area would be outside the gym on the north side of the gym. Currently there is just dirt in this area between the gym and the road.

The initial goal was to create a storage area that would be north of the gym. This would be an expansion of the gym (D100). This new storage structure would require an architectural and engineering consult. Construction management support, inspection services and DSA plan check. After speaking with Francisco Gonzalez, he estimated that the total cost would be between \$250,000 - \$500,000.

Francisco and the department chair now created a different plan to solve the storage issue for the Kinesiology Department. A tuff shed that is 20 feet by 10 feet will be purchased instead of the classroom expansion. The cost for the shed including installation is \$8300. A 20 x 10 concrete slab will need to be placed underneath the shed which is located in the dirt next to the gym. Cost for the slab is \$7 per square foot so the cost for the slab is \$1400. Total cost for this project is \$9700. While the external tuff shed is not ideal when compared to the gym expansion, a compromise is needed due to tight budgets. This is a cost effective way to solve an important issue that will not only help the Kinesiology Department but solve a major liability issue for Cuyamaca College.

Q51

Increase equitable access (enrollment)

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

Q52

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

If we are able to increase our storage area for Kinesiology, our department will be able to purchase new equipment so we can offer new classes for not only our Kinesiology AA-T and Exercise Science majors, but also for our college wide student body, faculty, staff, administration and our surrounding community at large. Some classes that the Kinesiology department wants to offer are pickle ball and indoor cycling. The Kinesiology department has money in its equipment budget to buy the equipment for these new classes but the department does not have sufficient storage for this new equipment. In fact, the department does not have enough storage for the current equipment used by our Kinesiology department. There is a safety issue in one of the two storage areas in the gym (D100). The "electrical room" was not designed for equipment storage. However, since the gym was built in 1995, this electrical room is and has been used for storage of equipment by not only the Kinesiology department and Athletics, but also for equipment used by the maintenance department. There is equipment stored in areas marked "keep clear - electrical." This new storage would allow all groups storing equipment in the gym to have none in the electrical storage area thus preventing possible safety issues.

Q53

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

As shown in our program review, our Kinesiology Department has 22% in the Fall of 2022 of our students who are 40 years or older. This compares to our college which has 15% in the Fall of 2022 of our students who are 40 years or older.. This shows that the Kinesiology Department has a significant number of older students when compared to the college wide population. Besides these older students, we have many students that have physical difficulties who need to take our adaptive classes (ES 001). By offering classes like pickle ball and indoor cycling, our Kinesiology Department will be able to offer additional classes for our adaptive students and safe classes for our older students to enroll in and complete. These students will not be discouraged by the difficulty of mastering complex movements or taking class that involve a great deal of movement. We currently offer only two individual sports classes to our Kinesiology AA-T and Exercise Science majors (badminton and tennis). Pickle ball would be a third individual sports classes to our Kinesiology AA-T and Exercise Science majors would be able to take.

Q54

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).

These are the action steps for this project. For the coming year, these would be reasonable steps:

1. Now that we have hired our new Dean, Tonie Campbell, he will meet with the Kinesiology Department chair to discuss this project (the Kinesiology Department chair has discussed this project with the last two Dean/AD's). COMPLETED
2. The Kinesiology chair meet with the head of facilities to discuss the project. COMPLETED
3. Tuff shed quote for the 20 x 10 shed. COMPLETED
4. Identify which resource areas where funds can be requested.
5. Tuff shed company come to campus to discuss project with Francisco Gonzalez, Kinesiology Department Chair and AKHE Dean.
6. Install the concrete slab.

Q55

6. How will this goal be evaluated?

A good start to this goal has already occurred with steps 1-3 completed. If action steps 4-6 can be completed by next year's annual program review, it would be a cost-effective way to solve an important issue that will not only help the Kinesiology Department but solve a major liability issue for Cuyamaca College.

Q56

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

Other, please specify::

Storage Shed

Q57

Do you have another New Goal?

No

Page 20: IV. New Goals continued

Q58

1. New Goal 2:

Respondent skipped this question

Q59

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

Respondent skipped this question

Q60

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

Respondent skipped this question

Q61

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

Respondent skipped this question

Q62

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).

Respondent skipped this question

Q63 Respondent skipped this question

6. How will this goal be evaluated?

Q64 Respondent skipped this question

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

Q65 Respondent skipped this question

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66 Respondent skipped this question

1. New Goal 3:

Q67 Respondent skipped this question

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

Q68 Respondent skipped this question

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

Q69 Respondent skipped this question

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

Q70 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).

Q71 Respondent skipped this question

6. How will this goal be evaluated?

Q72 Respondent skipped this question

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

Q73 Respondent skipped this question

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 Respondent skipped this question

1. New Goal 4:

Q75 Respondent skipped this question

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

Q76 Respondent skipped this question

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

Q77 Respondent skipped this question

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

Q78 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).

Q79 Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

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

Page 24: Final Check

Q81

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."
