

#16

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

ART

Q2

2. Lead Author:

Joshua Eggleton

Q3

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

None

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/14/2023**
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.

Changes:

-Enrollment and student engagement has increased in the last year. Enrollment in all Studio Art courses has returned to pre-pandemic levels. Art Lecture courses also enjoy high fill rates. Overall, program enrollment has yet to return to pre-pandemic levels because, before 2020, Grossmont offered no online sections of any coursework. Since that time, Grossmont has increased online course offerings on their campus, absorbing some of the students we used to capture, particularly in Art 100. However, we are in the process of writing more curricula to serve students' needs better.

The Art program has concluded its research into ways to provide transfer and career pathways that connect students to the most significant areas of job growth related to our majors. After deep diving into the data in our last comprehensive program review, it has become abundantly clear that industry jobs related to Art in California primarily rely on applying digital art in conjunction with traditional studio art practices. The Art program must refocus, join the 21st Century technologically, and support our students in new and expanded areas. We currently need the staff, technology, and curricula to help our students fully in the following areas of emphasis: Animation, illustration, concept design, printmaking, and visual development. We are currently focused on faculty, technology, equipment, and curriculum development to support our students in these areas.

Additions:

- 1) Faculty: Cuyamaca College has supported our request for a full-time faculty member with area expertise in digital art, with a Spring 2024 start date.
- 2) Curriculum:
 - a. ART 151—Chicanx Art: This course is currently cross-listed with Ethnic Studies and fulfills our current local GE requirement. ART 151 completed the curriculum process in F22 and was offered for the first time in the spring of 2023. The class had modest enrollment its first time out. However, by the summer of 2023, it was waitlisted. We will be offering more sections of this course as student demand increases.
 - b. In the spring of 2023, the Cuyamaca Art program made significant headway in adopting six CORs into our local curriculum, which, to this point, have only been offered at Grossmont College. These include ART 104—Artists and Designers Today, ART 119—Color Theory, ART 142—Art of Africa, Oceania, and the Americas, ART 210—Printmaking 1, ART 211—Printmaking 2, and ART 240—Portraiture and Character Design.

Achievements:

- 1) Online Teaching and Learning: Efforts to close equity gaps and increase student success and retention are ongoing.
 - a) EMTLI professional development
 - i) EMTLI Graduates: Congratulations to Steve Schlictenmyer and John Abel; they graduated in the spring of 2023.
 - ii) EMTLI Enrollees 23/24 cohort: Erin Whitman and Clayton Lewallen
 - b) POCR professional development
 - i) POCR Graduates: Congratulations to Steve Schlictenmyer. Steve teaches three sections of Art 100; they are all now POCR certified.
 - c) OER/ZTC/LTC program development
 - i) DE Course Offerings: In the fall of 2023 the Art program made significant strides toward providing Zero or Low Textbook Cost alternatives for 80% of its lecture course offerings.
 - ii) John Abel, Art History, applied for a ZTC Accelerated Grant for the for the following courses: ART 140, ART 141, and ART 143
- 2) Student engagement is on the rise. The Cuyamaca Art Club has had 20-25 active members in the last year. The club has curated, installed, and hosted three exhibitions in the past year in the B Building, the campus library, and the Heritage of the Americas Museum. Attendance at these events was 75+ students and community members.

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.

All SLOs were assessed for the following courses:

1. ART 120—Two-Dimensional Design
 2. ART 124—Drawing 1
 3. ART 125—Drawing 2
 4. ART 135—Watercolor 1
 5. ART 143—Modern Art
 6. ART 151—Chicanx Art
 7. ART—220 Painting 2
 8. ART 221—Painting 3
 9. ART 222—Painting 4
 10. ART 235—Watercolor 2
 11. ART 241—Illustration 1.
-

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.

Full-time faculty have been working on Equitable Assessment Strategies for Studio Art course offerings related to the following courses: ART 120—Two-Dimensional Design, ART 124—Drawing 1, and ART 230-233 Figure Drawing I-IV. Faculty have developed a small group critique model in conjunction with individual self-assessment forms for students. Faculty wanted to explore equitable assessment formats that support the following soft skill sets: teamwork, decision-making, interpersonal skills, communication, critical thinking, time management, adaptability, creative thinking, and professionalism.

1. The small group model allows students to give and receive project feedback in a format that encourages low-stakes discussion and is free from the social pressures of large classroom presentations. Students say that they have less anxiety with this format. Plus, they give and receive more meaningful feedback in groups of less than five. This critique model allows students to work on their communication skills, interpersonal skills, teamwork, adaptability, and professionalism.
 2. Individual self-assessment forms, which include subsections related to the skill sets above) allow students to celebrate areas of success, reflect on growth, identify areas that need improvement, and advocate for grades individually, all in one place. These forms have questions about decision-making, critical thinking, time management, creative thinking, and professionalism. With these forms, students use their voices to communicate with their instructors one-on-one and help them develop the soft skills that transfer programs and employers value after graduation.
-

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.

Page 3: II. Assessment and Student Achievement

Q11**9. Please discuss any equity gaps in access or success****Gaps in Access:**

The Cuyamaca Art program is committed to providing students with the skills necessary to meet the growing career demands in our discipline. According to the Otis College Report on the Creative Economy, “employment has recovered faster than the economy overall in Southern California.” The average annual wages in the economy increased by +16% from 2018 to 2021. Salaries for the creative economy increased by +21% during the same period. The average wages have risen in the creative economy from \$85,571 in 2018 to \$103,543 in 2021. So, the old cliché that “artists are starving” is not entirely accurate. All this career-related data supports the idea that growth in the discipline of Art is related to jobs that utilize digital technology as a necessary qualification for employment. Our program does not have any of the required technology available for student use in the classroom. The need to integrate technology into our program is critical.

All university transfer degrees related to digital art areas of emphasis, including graphic design, originate in and are articulated through the discipline of Art. With the help of our Articulation Officer, the Art program has begun writing new curricula and hiring program faculty to support students interested in careers related to Digital Art. Now, we need the equipment necessary to support student access.

Our program majors need access to the technology necessary to graduate or transfer. The Art program must utilize a computer classroom laboratory with the essential equipment to offer courses related to Digital Art. A classroom lab equipped with 25 Mac computers (loaded with the appropriate industry software), 25 digital drawing tablets, one large format scanner, and one digital media printer will be necessary to support any future program growth in this area.

This classroom space is vital for all students who face access barriers when purchasing this equipment individually, including the monthly subscription fees to Adobe software at home. The Art program currently has courses in the catalog that we can only offer with the necessary lab space.

Gaps in Success:

Since our last annual program review update, we still have persistent equity gaps in retention and success related to the art program with the following major groups: African American/Black/Non-Hispanic, Hispanic/Latino, and Middle Eastern or North African. However, there has been some positive movement towards closing equity gaps in both the spring and fall semesters.

Regarding student retention: The Art program has improved or closed equity gaps for our African American/Black/Non-Hispanic, Hispanic/Latino, and Middle Eastern or North African student populations. We are retaining students at higher rates than the 21/22 academic year, which is on par with our White/Non-Hispanic students. The average retention rate for students in the Art program was 87% for F22 and 86% for SP23. These retention rates align with the college-wide retention rate of 88%.

Regarding success rates: The Art program still has equity gaps for all three student communities (African American/Black/Non-Hispanic, Hispanic/Latino, and Middle Eastern or North African). The good news is that the success rates for students are improving. Here are the demographics over the last year:

Arty Program Success Average: F22—72%, SP23—75%

African American/Black/Non-Hispanic: F22: 14 of 24 students were successful, or 53% success rate. In SP23, 22 of 25 students were successful, or a 71% success rate. These rates of student success are an important leap from fall to spring. The number of African American/Black/Non-Hispanic students enrolling in art courses within our program is low. This group accounts for 3% of our student body. This rate is below the college-wide African American/Black/Non-Hispanic student population at 11.6%. Representation among faculty would help in this area. Hiring representative candidates is challenging for the following reasons. According to the Bureau of Labor Statistics Quarterly Census of Employment & Wages (QCEW), the number of graduates entering the workforce nationally in Art is about 25%. Representation among faculty in postsecondary education is similar, landing at about 28%.

Hispanic/Latino: In F22, 141 of 187 students were successful or had a 75% success rate (3% above the program average). In SP23, 178 of 257 students were successful, or a 69% success rate. We saw an increased gap in equity from the previous spring when our success rate was 78%. However, our student population shifted over one year from 194 to 257 in this category (or an increase of 75%). This data suggests that more students in this category may need help with access.

Middle Eastern or North African: In F22, 105 of 147 students were successful, or a 72% success rate (which meets the program average). In SP23, 138 of 182 students were successful, or a 76% success rate (exceeding the program average).

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.

To close gaps in retention, we have stressed a policy of outreach with students, primarily online. We regularly check in with students who have missed classes or not completed coursework to explore why and offer solutions to foster the completion of their coursework. Faculty have also adopted more transparent language regarding class participation in their syllabi, and they have employed a strategy of outreach and implemented drop policies for non-participation across all student groups.

Our student success rates among traditionally marginalized groups have begun to improve overall, and our equity gaps are closing. We attribute this to continued faculty training in DEI, revisions in the program curriculum, and a concentrated effort by faculty to adopt a low-cost, zero-cost textbook policy for all students.

Q13

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

This data shows that our efforts are working, and the Art program should stay the course with our current program review goal to close equity gaps.

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.

We have embraced Culturally Responsive Teaching (CRT) methodologies and Diversity Equity and Inclusion (DEI) strategies as program philosophies, benefiting our students. Faculty completion of the EMTLI has risen, and this is having an impact on retention and success. Studio Art classes have almost entirely returned to campus, which shows that course modality is related to student success in lecture/laboratory courses. Increased one-on-one instruction in the physical classroom has allowed the students to thrive. Ongoing changes to course curricula include course goals and SLOs directly tied to equity and social justice. These additions to our Course Outlines of Record represent a clear commitment to our students: the Art program is invested in delivering on the college's mission related to equity.

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?

Most of our program enrollment continues to be in online lecture courses. Students have made it clear that they want to continue to have the flexibility that online coursework can provide. However, managing time, meeting course deadlines, and balancing life outside the classroom continue to be persistent struggles among students. We have engaged in a campaign of outreach to students with regular and substantive feedback from our faculty, which is helping with retention and student success. However, after meeting with our faculty, it has become more apparent that students use the cell phone as their primary device for coursework. This student preference is concerning because all our coursework relates to visual literacy, and the screen size of a digital device needs to be more significant to appreciate visual art. Access to technology among traditionally marginalized groups is concerning to us. The college must consider whether the benefits of flexibility in modality are worth the gaps this creates in student access.

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.

Our retention and success rates within the art program continue to be much higher on campus than online. In the spring semester of 2023, students enrolled in classes on campus had a 93% success rate versus a 71% success rate for students enrolled in classes online. Students are obviously more successful in the physical classroom versus the virtual modality.

Since our last comprehensive program review, the Art program has utilized the following strategies to address these disparities.

1. We have stressed a policy of faculty outreach and early intervention with students online.
2. We have embraced Culturally Responsive Teaching methodologies and Diversity, Equity, and Inclusion as program philosophies and engaged in campus training. Faculty completion of the EMTLI has risen, and this is having an impact on retention and success. As a result, our students are benefiting.

It is worth noting that the Art program offers two distinct types of classes within the art program: Art History (lecture) and Art Studio (lecture/laboratory). Less than 1/6 of our student enrollments are related to Art program majors. 5/6 of our students are taking our classes to fulfill GE, CSU breadth, or IGETC transfer requirements. Most of these students enroll in one type of course, Art History (lecture). All our Art History (lecture) courses are offered online, and most of our Art Studio (lecture/laboratory) classes are offered on campus. Modality is an issue related to student success and retention. But we also should not compare these lecture and studio courses “apples” to “apples” because most of our courses within each major provide the technical training necessary for an art career.

In contrast, the lecture courses provide GE transfer units to students. Since the pandemic, most student demand has been for online sections of Art lecture courses. Since the need for the DE modality persists, we will continue to encourage all faculty to take full advantage of the equity training for online courses to decrease these gaps.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

Research ways to reduce equity gaps within the Art Department, specifically for DE courses.

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

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

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).

1. Continue to mentor faculty on Culturally Responsive Teaching (CRT), equitable, and accessible teaching practices by stressing the importance of the EMTLI, department meetings, PO CR, and individualized feedback in the form of peer assessment suggestions (ongoing).

- a. Progress: Congratulations to Steve Schlictenmyer and John Abel; they graduated in the spring of 2023.
- b. Progress: EMTLI Enrollees 23/24 cohort: Erin Whitman and Clayton Lewallen.
- c. Progress: Congratulations to Steve Schlictenmyer. Steve teaches three sections of Art 100; they are all now PO CR certified.

2. Encourage committee service on OTLC, Academic Senate, and SLO committees. These calls for participation are ongoing, and we only have 1 FT faculty member within the Art program, so getting adjuncts to volunteer their time has proven to be a big lift.

- a. Progress: Clayton Lewallen has joined the AFT outreach as the Visual, Performing Arts, CADD Liaison.
- b. Progress: Joshua Eggleton (FT faculty) is currently a member of the Online Teaching and Learning Committee and the Curriculum Committee. Creating new digital curricula to support program growth is vital to our program's future success.

Q25

**New faculty position,
Technology**

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:

Creation of additional GE Curriculum cross-listed with other programs like Ethnic Studies, Engineering, and Graphic Design.

Q28

Deleted

3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29

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

- Cross-listing curricula with Graphic Design has yet to be welcomed. The Graphic Design program has clarified that they see themselves as a wholly separate program from the Art program at Cuyamaca and would prefer to focus solely on their GD career certificates.
- Ethnic Studies has been given guidance by CCC not to cross-list any courses and to de-cross-list current courses like ART 151. It's a shame since Joshua Eggleton wrote ART 151 to serve students in this area just one year ago. The Ethnic Studies program has clarified that they see themselves as a wholly separate program from the Art program at Cuyamaca and would prefer to focus solely on their discipline.

Note: The Art program is concerned that the ETHN program has sought GE and CSU approval in Areas C, D, and F for all their new curricula, which further crowds the field in the Humanities GE areas that overlap with Art.

- Engineering and Art are actively working on growing their programs, but both remain open to collaborating on an Industrial Design AA (originating in ENGR) in the future.

Q30

Yes

Do you have another goal to update?

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

Q31

Respondent skipped this question

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

Q32

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).

Q33

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.

Q34

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

1. Previous Goal 3:

Serve the needs of students in Digital Arts and Design with viable transfer and career pathways.

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 equitable access (enrollment)

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).

Action Steps:

1. Completed: All our studio classrooms on campus have transitioned to a single Mac computer in each faculty smart station. This technology request has been completed and is part of the Hy-flex conversion of those rooms.
2. Ongoing: The Graphic Design program has clarified that they see themselves as a wholly separate program from the Art program at Cuyamaca and would prefer to focus solely on their GD career certificate program. Therefore, the Art program must focus on providing transfer and career pathways in Illustration, Animation, Printmaking, Visual Development, Digital Art, and Design. We are requesting funds to support our new and upcoming additions to our program CORs.
 - a. Technology request for a dedicated digital art computer lab will accompany this annual program review update. This lab will support current and forthcoming additions to our transfer degrees.
 - b. Equipment request will support our newly adopted ART 210—Printmaking 1 and ART 211—Printmaking 2 CORs. Printmaking provides students with necessary industry-related job skills such as silkscreen, lithography, and monotype printing. These classes provide essential job training. Many of our students work in local print shops while going to school after completing these classes.
 - c. Technology request for media wall in the B building 3rd-floor entry related to marketing, advertising, and promoting the Visual and Performing Arts ACP. The media wall was a previously approved technology request, but funding ran out. Creating a media wall (60" flat screen TV) will let all who enter our floor be updated on what is happening in programs and events related to our entire ACP.
3. Progress: The request for another FT faculty position for the Art program, focused on digital art and design, was approved in the spring of 2023. Yay! We are currently recruiting for this position with a spring 2024 start date.

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.

- New faculty position,**
- Technology,**
- Supplies, equipment, and/or furniture**

Q42

Yes

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43

1. Previous Goal 4:

Research ways to adopt more course offerings related to design and align with Grossmont's offerings. The art program identified twelve courses currently offered at Grossmont College that support this program's goal.

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 completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

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).

1. Progress: In the spring of 2023, the Cuyamaca Art program made significant headway in adopting six of these CORs into our local curriculum. These include ART 104—Artists and Designers Today, ART 119—Color Theory, ART 142—Art of Africa, Oceania, and the Americas, ART 210—Printmaking 1, ART 211—Printmaking 2, and ART 240—Portraiture and Character Design.
2. Ongoing: The Art program has identified six more courses offered at Grossmont related to this program goal. ART 130—Sculpture 1, ART 171—Introduction to Digital Art (current course equivalency with GD 105), ART 172—Web and Portfolio Design, ART—175 Digital Imaging 1, ART 184—Drawing for Animation, and ART 229—Sculpture 2. Since many of the courses relate to the expertise of our new program hire, the art program will be moving forward on writing this curriculum in the spring of 2024. A Dedicated Digital Arts computer lab is vital to this effort. We have identified B373 for classroom conversion and will include a technology request in this PR annual update to support this goal.
3. Ongoing: The Art program has worked with our Articulation Officer, Vivi Ricardez Veasey, to identify coursework required in the first two years at SDSU, CSU Long Beach, CSU Los Angeles, and CSU Fullerton in the following art major areas of emphasis: Illustration, Animation, Visual Development, and Concept Design. (These Major areas of emphasis are where the largest concentration of job growth currently exists for Art majors). We now offer many of the courses as part of these Major areas of emphasis; however, we identified the following CSU CORs: ART 217—Life Drawing for Animation, ART 223C—Typography Graphic Design (Vivi has requested course equivalency for GD 125—Typography), ART 253A—Animation Production, ART 255B—Introduction to 3D Animation, and ART 263—Perspective Drawing. Next semester, the art program would like to write individual curricula for these courses.
 - a. Action Steps: A Dedicated Digital Arts computer lab is vital to this effort. We have identified B373 for classroom conversion and include a technology request to support this goal.

Q48

Other, please specify::
New Faculty, Technology, Supplies requests all relate to the addition of new curricula

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

No

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

Page 19: IV. New Goals continued

Q50

Respondent skipped this question

1. New Goal 1:

Q51

Respondent skipped this question

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

Q52

Respondent skipped this question

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

Q53

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):

Q54

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).

Q55

Respondent skipped this question

6. How will this goal be evaluated?

Q56

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.

Q57

Respondent skipped this question

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58 Respondent skipped this question

1. New Goal 2:

Q59 Respondent skipped this question

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

Q60 Respondent skipped this question

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

Q61 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):

Q62 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).

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."
