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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Vice President of Instruction

Q2 Lead Author and Collaborators:

Pat Setzer, Julie Kahler, Debi Ridulfo

Q3 Dean/Manager:

Julianna Barnes

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

The mission of the office of Vice President of Instruction (OVPI) is to provide leadership, direction, and administrative oversight to all instructional programs, as well as the library, computer technology, and learning assistance resources that support those programs. It furthermore administers a wide range essential services to support instructional operations such as catalog production, faculty evaluations, and development of the class schedule.

Q5 Describe how your service area supports the College's mission:

The core function of the college, enshrined in its mission statement, is to provide "Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses;" The OVPI is responsible for every facet of that function, including overseeing curriculum, developing and publishing the class schedule, publishing the college catalog, evaluating instructional faculty, and ensuring that instruction takes place within the regulatory framework of Title 5 regulations and California Education Code. In addition, OVPI directly supports four strategic priorities in the College's current strategic plan:
•   Acceleration – The OVPI ensures that the college curriculum is compliant with A.B. 705, and supports developmental education reform through its implementation of the class schedule.
•   Guided Student Pathways – The Vice President of Instruction is part of the campus Guided Pathways leadership team and has led the course deactivation process to clarify the course offerings in the college catalog.
•   Student Engagement and Validation – The OVPI has coordinated the implementation of the Cultural Diversity Graduation Requirement.
•   Organizational Health – The OVPI has practiced enrollment management policies to ensure that the College implements a fiscally responsible class schedule.

Q6 Is the service area description in the current college catalog up to date and accurate?   **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?   **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?   **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.   **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.   **Respondent skipped this question**

Q12 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?

Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? **Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission. **Respondent skipped this question**

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1: **Respondent skipped this question**

Q26 Degree/certificate #2: **Respondent skipped this question**

Q27 Degree/certificate #3: **Respondent skipped this question**

Q28 Degree/certificate #4: **Respondent skipped this question**

Q29 Do you need to include more degrees and/or certificates? **Respondent skipped this question**

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:   **Respondent skipped this question**

Q31 Degree/certificate #6:   **Respondent skipped this question**

Q32 Degree/certificate #7:   **Respondent skipped this question**

Q33 Degree/certificate #8:   **Respondent skipped this question**

Q34 Do you need to include more degrees and/or   **Respondent skipped this question**
certificates?

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:   **Respondent skipped this question**

Q36 Degree/certificate #10:   **Respondent skipped this question**

Q37 Degree/certificate #11:   **Respondent skipped this question**

Q38 Degree/certificate #12:   **Respondent skipped this question**

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the   **Respondent skipped this question**
needs of students, and/or articulation with four-year
institutions?

Q40 Are there any changes planned if the   **Respondent skipped this question**
degrees/certificates are not meeting these needs?

Q41 Can students complete the degree/certificate   **Respondent skipped this question**
requirements within a two-year period?**requirement of
Title 5, California Code of Regulations

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a **Respondent skipped this question**
4-year cycle?

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?

No

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

Respondent skipped this question

Q47 How does the service area ensure it is addressing the needs of its student population?

Respondent skipped this question

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Respondent skipped this question

Q49 What steps is your service area taking to advance the college's student success and equity goals?

Respondent skipped this question

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

Respondent skipped this question

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The VPI is part of the Guided Pathways leadership team, and in that capacity has worked to 1) clarify the path for students through the development of Academic and Career Pathways and program maps, and 2) keep students on the path by participating in the work to develop student success teams. As principal contact for the CCCCO Guided Pathways, the VPI has prepared the annual Scale of Adoption Self-Assessment report. Finally, management of the class schedule has emphasized the inclusion culturally relevant courses addressing the history and cultural perspectives of underrepresented groups.

In reference to the research report that is attached:
The CCFS-320 report from 2/10/20 illustrates the challenges and accomplishments facing OVPI regarding enrollment management. While the total FTES for 2019-20 is down 2.3% from 2018-19, Cuyamaca College experienced an increase of 4.2% year to year for the summer session, and an increase of 1.3% for the spring. The decrease of 6.2% from fall 18 to fall 19 raises many questions that will be explored going forward.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

19-20_FTES_Forecast.pdf (18.4KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

OVPI is responsible for enrollment management, and we have managed in the 2019-20 academic year to stem the pattern of declining enrollments that have characterized the college for the last three years. This is due to the solid team of instructional deans and faculty chairs and coordinators who have worked diligently to schedule classes that meet the needs of our students, and to keep the students who enroll in their classes.

Instructional Operations has very strong leadership, with outstanding processes for supporting instruction.

•	Instructional Operations has taken on the additional responsibility of entering the faculty evaluation student components for the online courses into the Evaluation Kit program. A request has been submitted for the .75 FTE Administration Assistant I to be increased to 1.00 FTE position through an Organizational Staff Modification.

•	Over 400 credit courses were updated on the Chancellor's Office Curriculum Inventory (COCI) during the fall 2019 semester. Another 146 courses have been identified as needing to be updated during spring 2020. These courses are in addition to the courses we update through the curriculum process. The State Chancellor's office added two new data elements last year which made all courses on the inventory immediately out-of-date. The updates keep the college from having errors during MIS reporting.

•	The Instructional Operations supervisor started a status report of the ADTs. The report is being kept current as there are changes to the Chancellor's Office Templates, and as the college makes modifications through the curriculum process.

•	Both of the classified staff positions in the department went through a turnover in 2019. Currently, the Substitute Administration I, and the Interim Master Class Scheduler positions are being trained to do the core duties.

•	The copier, scanner, printer was upgraded to a new one in the Administration area.

Q58 Please describe your service area challenges.

The foremost challenge for OVPI is enrollment management, particularly the need to balance growth with efficiency. Although for this year we achieved a near-flat level of growth – that is, we did not decline significantly in FTES from the prior year – we also experienced significant declines in our WSCH/FTEF ratios. In addition, the Student-Centered Funding Formula (SCFF) bases 10%of our allocation on student completion and success metrics. We need to develop better tools for ensuring that our class schedule enables students to reach their educational goals in a timely manner. Another challenge looking ahead is dual enrollment. The failure of our districts – GCCCD and GUHSD – to develop a CCAP agreement has prevented us from exploiting a potentially large source of FTES. At the same time, it must be said that if we suddenly succeeded in signing an MOU with GUHSD and opened the floodgates of dual enrollment, we would be overwhelmed and not capable of processing the registration of these new students due to staffing and infrastructure shortfalls.

For IOps there are a number of initiatives and challenges in the year ahead:

•	Cuyamaca College Instructional Operations and the Deans Offices are working together to publish a fall 2020 and spring 2021 class schedule as early as June 2020. Class Schedules have been rolled for summer 2020, fall 2020, and spring 2021. The spring 2021 would not normally be rolled until May 2020 so this is early.

•	During the preparation and problem solving for year-round registration, seventeen of the 50 items were identified by the Business Processes Workgroup for Instructional Operations Supervisors to help resolve.

•	The Instructional Operations supervisor will participate in the two- year planning of the 2021-2022, and the 2022-2023 Academic Calendars. The meetings and participation will take place during the Academic Calendar meetings in spring 2020.

•	The screening committee for the Administrative Assistant I is projected to take place in early fall 2020. The Master Class Scheduler position cannot be settled until the permanent position for the Business Services Supervisor is staffed.

•	Curriculum Management software is under review districtwide so the manual process of posting curriculum and course outlines can be streamlined.

Q59 Please describe external influences that affect your service area (both positively and negatively).

The principal external influences that can exert a negative pressure on our service area are demographics/declining high school graduation rates and the uncertainty of the state economy.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Four opportunities that stand out are the implementation of Guided Pathways reforms, the Strong Workforce initiative, dual enrollment, and the opportunity to expand our Distance Education offerings. Guided Pathways provides a framework for increasing student completion of meaningful educational plans, addressing equity gaps, and at the same time improving both our enrollment numbers and the success metrics that drive the SCFF. The Strong Workforce initiative provides funding and guidelines for an unprecedented partnership between Student Services and Instruction that will integrate educational planning and career preparation. Dual enrollment offers the prospect of solidifying pathways for high school students in our service area while simultaneously increasing our enrollments. Expanding Distance Education is both an opportunity and an imperative – that is where the students are, and where they want to engage us. If we fail to provide robust online programming, students will migrate to other institutions to obtain it.
In order to meet increasing service demands with limited staff resources, IOps will propose this year to develop a new classified position description for an Instructional Operations Assistant that accurately describes the combined duties required of the current Administrative Assistant I, followed by an organizational modification to incorporate the new classified position.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Implement a productive class schedule that serves the needs of our students in a cost-efficient way.

Q63 Which College Strategic Goal does your service area most directly support?   **Organizational Health**

Q64 Please describe how this goal advances the college strategic goal identified above.

Running a productive schedule will allow the college to increase its FTES revenue while at the same time freeing resources for other college wide needs.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update?   **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

a.   Work with the instructional deans and chairs/coordinators to develop a full-year class schedule.
b.   Develop tracking tools that link the course sequences in our program maps with course rotation schedules to ensure courses that are required for completion are offered in a timely manner.
c.   Collect and respond to data from student surveys regarding optimal days and times to schedule classes.
d.   Clarify the accuracy of room sizes and numbers of desks in the Room Allocation file.

Q69 How will this goal be evaluated?

We evaluate this goal by tracking our enrollments every semester and comparing them to prior semesters to identify patterns of growth or decline.

Q70 Do you have another goal to update?   **Yes**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Clarify the educational pathways for the college transfer and career technical education programs.

Q72 Which College Strategic Goal does your service   **Guided Student Pathways**
area most directly support?

Q73 Please describe how this goal advances the college strategic goal identified above.

a.   Clarifying the path is an essential, foundational step in implementing the Guided Pathways framework.

Q74 Goal status: **In Progress - will carry this goal forward into next year**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for   **Respondent skipped this question**
the deletion/completion of the goal:

Q76 Do you have another goal to update?   **Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

a.   Although basic program maps have been completed, published in the catalog, and printed, they must be updated to reflect regular changes in curriculum.
b.   Add General Education recommended courses to each program map
c.   Monitor the incorporation of program maps into our education planning software as it is implemented.

Q78 How will this goal be evaluated?

a.   Over time we will measure any changes to completion rates, time to completion, and number of excess units accumulated.

Q79 Do you have another goal to update?   **No**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:   **Respondent skipped this question**

Q81 Which College Strategic Goal does your service area most directly support?   **Respondent skipped this question**

Q82 Please describe how this goal advances the college strategic goal identified above.   **Respondent skipped this question**

Q83 Goal status: **Respondent skipped this question**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q85 Do you have another goal to update?   **Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: **Respondent skipped this question**

Q87 How will this goal be evaluated?   **Respondent skipped this question**

Q88 Do you have another goal to update?   **Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:   **Respondent skipped this question**

Q90 Which College Strategic Goal does your service   **Respondent skipped this question**
area most directly support?

Q91 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for **Respondent skipped this question**
the deletion/completion of the goal:

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated?   **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)?   **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Promote and enhance career counseling and job preparation for students across the college, in all programs.

Q98 Which College Strategic Goal does this service area   **Guided Student Pathways**
goal most directly support?

Q99 Please describe how this goal advances the college strategic goal identified above:

The essential last step of Guided Pathways is the successful transition of our students into either the workplace or continued education. Bringing a career focus to our students at every stage of their educational process will allow them to complete their programs more quickly, with fewer excess units.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

The current Career Education Program Coordinator has coordinated career education as part of the Outreach Ambassador visits to high schools in our service area; developed a Career Education web page within the college website; provided work direction to the Strong Workforce-funded Work-based Learning Coordinator and the Job Placement Case Manager; worked closely with the CTE Transition Specialist to articulate CE courses; and collaborated with Student Services to develop and launch the college's revamped Career Center. These activities have all supported this goal.

Q101 Action steps for this year:

a.   Institutionalize and hire a permanent Career Education Program Coordinator at the Associate Dean level.

Q102 How will this goal be evaluated?

We can evaluate this goal by tracking the number of students who participate in Career Center activities such as workshops, job interviews, and industry presentations. In addition we can survey students about the efficacy of the Career Center programs.

Q103 Do you have another new goal?   **Yes**

Page 37: VIII. New Goals

Q104 New Goal 2:

Enhance the services provided by Instructional Operations

Q105 Which College Strategic Goal does this service area goal most directly support?   **Organizational Health**

Q106 Please describe how this goal advances the college strategic goal identified above:

The efficient completion of the myriad tasks in IOps, including but not limited to catalog production, processing faculty evaluations, building the class schedule, and providing technical support to all aspects of curriculum, are essential to instruction and the organizational health of the college.

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

The data to support this goal consists of the long list of tasks and demands regularly assigned to IOps: maintenance of the college's curriculum on the Chancellor's Office Curriculum Inventory; maintenance of the college Course Master List; tracking all additions, deletions, modifications and deactivations to the college curriculum and coordinating as needed with Grossmont College; preparing agendas, materials, and minutes for Curriculum Committee, Curriculum Technical Review, and Curriculum Prep; building the class schedule for every academic year; maintaining and archiving class schedules, catalogs, and curriculum; and processing all faculty evaluations.

Q108 Action steps for this year:

a.   Train the interim Master Class Scheduler
b.   Create a new classified job description for Instructional Operations Assistant.
c.   Implement and organizational modification to replace the current .75 FTE Administrative Assistant I with a 1.0 FTE Instructional Operations Assistant.

Q109 How will this goal be evaluated?

This goal will be evaluated by tracking the on-time completion of the various tasks and assignments that are given to IOps.

Q110 Do you have another new goal?   **No**

Page 38: VIII. New Goals

Q111 New Goal 3:   **Respondent skipped this question**

Q112 Which College Strategic Goal does this service   **Respondent skipped this question**
area goal most directly support?

Q113 Please describe how this goal advances the   **Respondent skipped this question**
college strategic goal identified above:

Q114 Please indicate how this goal was informed by SLO **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

Q115 Action steps for this year: **Respondent skipped this question**

Q116 How will this goal be evaluated?   **Respondent skipped this question**

Q117 Do you have another new goal?   **Respondent skipped this question**

Page 39: VIII. New Goals

Q118 New Goal 4:   **Respondent skipped this question**

Q119 Which College Strategic Goal does this service   **Respondent skipped this question**
area goal most directly support?

Q120 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q122 Action steps for this year: **Respondent skipped this question**

Q123 How will this goal be evaluated?   **Respondent skipped this question**

Page 40: IX. Executive Summary

Q124 One-page summary:

The mission of the office of Vice President of Instruction (OVPI) is to provide leadership, direction, and administrative oversight to all instructional programs, as well as the library, computer technology, and learning assistance resources that support those programs. It furthermore administers a wide range essential services to support instructional operations such as catalog production, faculty evaluations, and development of the class schedule.

The core function of the college, enshrined in its mission statement, is to provide "Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses;" The OVPI is responsible for every facet of that function, including overseeing curriculum, developing and publishing the class schedule, publishing the college catalog, evaluating instructional faculty, and ensuring that instruction takes place within the regulatory framework of Title 5 regulations and California Education Code. In addition, OVPI directly supports four strategic priorities in the College's current strategic plan.

A principal strength of this administrative area is the solid team of instructional deans and faculty chairs and coordinators who have worked diligently to schedule classes that meet the needs of our students, and to keep the students who enroll in their classes. Just as importantly, Instructional Operations has very strong leadership, with outstanding processes for supporting instruction.

The foremost challenge for OVPI is enrollment management, particularly the need to balance growth with efficiency. We need to develop better tools for ensuring that our class schedule enables students to reach their educational goals in a timely manner. Another challenge looking ahead is dual enrollment. The failure of our districts – GCCCD and GUHSD – to develop a CCAP agreement has prevented us from exploiting a potentially large source of FTES. For IOps the principal challenges in the year ahead are the transition to a full-year class schedule and the need to address staff changes with additional training.

The principal external influences that can exert a negative pressure on our service area are demographics/declining high school graduation rates and the uncertainty of the state economy. Four opportunities that stand out are the implementation of Guided Pathways reforms, the Strong Workforce initiative, dual enrollment, and the opportunity to expand our Distance Education offerings. In order to meet increasing service demands with limited staff resources, IOps will propose this year to develop a new classified position description for an Instructional Operations Assistant that accurately describes the combined duties required of the current Administrative Assistant I, followed by an organizational modification to incorporate the new classified position.

We are continually assessing our goals and processes by tracking enrollment data and identifying deadlines for the many calendar-driven processes in our area.

Future goals are 1) to support the Student Services/Instruction partnership in the revamped Career Center by offering a wide array of career training services to our students, and 2) to enhance and maintain the essential functions of IOps through an organizational modification and continual training.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.   **Respondent skipped this question**

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

No

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Yes

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?

No

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

No

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?

No

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."

I am ready to submit my program review