. Please indicate which committee you are completing this form for.

- (●) Institutional Planning Committee (IPC; the Great Read)
- ( ) Committee on Teaching and Learning (CTL; Professional Development)

. Rubric Instructions:

• Please select between "Present" or "Not Present/Partially Present" to indicate whether the content is present within the Program Review.
• Provide comments in the text box provided.
• Select "ACCJC Exemplary Example" if you feel this submission is an excellent response to the Program Review prompt and should be noted as a model for accreditation purposes.

To help you complete the rubric, you may use the 2023-24 Program Review Form linked here.

. Select the Program you are reviewing:

Instructional Programs

Kinesiology-Athletics-Dance

. Student Services

. Academic Support and Learning Communities

. 1. Provide a brief description of the program and how it supports the following: CSM Mission and Values Statements; CSM Statement of Solidarity; CSM's Strategic Priorities; SMCCCD's Strategic Goals; CSM Forward 2028 - Education Master Plan.

Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served.

	Present	Not Present/Partially Present	ACCJC Exemplary Example

Alignment of program description with institutional plans and mission	☑	☐	☐
Identified any factors, including federal, state, or local initiatives, that have impacted the program and the students served	☑	☐	☐

. Please elaborate on any of your responses above.

I would recommend also including the College's Institutional Learning Outcomes. I really like how you tie the adherence to the 5 Strategic Priorities. However, the Institutional Learning Outcomes are the brand promise we give our students. They go beyond

a. 2a) Describe the results of your previous Program Review's action plan and identified equity gaps. Includes: previous goals, results achieved, changes implemented, plans still in progress, any notable or surprising results and outcomes.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Description of results from previous Program Review	☑	☐	☐
Improvements made to address equity gaps	☑	☐	☐
Previous goals	☑	☐	☐
Results achieved	☑	☐	☐
Changes implemented	☐	☑	☐
Plans in progress	☑	☐	☐
Notable results and outcomes	☑	☐	☐

. 2b) Explain any curriculum or programmatic changes since last program review to specific courses, or to any discipline as a whole. This includes degree, certificate, or course sequences, program delivery or structure, etc.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Curriculum changes	☑	☐	☐
Programmatic changes	☐	☑	☐
Delivery mode changes	☑	☐	☐
Teaching methodology changes	☑	☐	☐

. 2c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

• SLO/SAO: What did the assessment focus on? Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services? Why was it prioritized (e.g., equity issue, key

disciplinary issue, etc.)?
• Assessment results: What was the activity or intervention? What were the outcomes?
• Program improvements implemented: What did you learn from it?
• What changed?

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Summary of SLO assessment focus and prioritization	☑	☐	☐
Assessment results	☑	☐	☐
Program improvements implemented	☐	☑	☐
Changes	☐	☑	☐

. Please elaborate on any of your responses above.

I might recommend looking at our Institutional Learning Outcomes. It occurs to me that this program lends itself to leadership, self agency, doing the right thing, community engagement.... I believe if the college thought about these dimensions more we would have more successful students. This belief fully supports Area E! But, I do even without Area E, there's fertile ground to develop well rounded athletes. Complete agreement! I might recommend doing some benchmarking on what national and state winners of the Aspen Institute Prize do in these dimensions.

. 3a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

• Findings: What has changed from the previous program review?
• Analysis: What factors do you feel contribute to these gaps?
• Resources: If you were granted a resource request, please note what that was and the impact it had.
• Plans to address opportunity gaps: What has your program done to address these gaps? Include information on interventions implemented, any successes in closing gaps, and ongoing challenges.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Discussion of equity data and actions to close equity gaps	☑	☐	☐
Findings	☑	☐	☐
Analysis	☑	☐	☐
Resources	☑	☐	☐
Plans to address opportunity gaps	☑	☐	☐

. 3b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

• Changes since last Program Review: What has changed, in terms of gaps, since last program review?
• Analysis of gaps: What factors do you feel contribute to these gaps?
• Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on interventions implemented, any successes in closing gaps, and ongoing challenges

	Present	Not Present/Partially Present	ACCJC Exemplary Example

Discussion of student success data by mode of delivery	☑	☐	☐
In-person vs. hybrid vs. online discussion	☑	☐	☐
Analysis of gaps	☑	☐	☐
Plans to address opportunity gaps	☑	☐	☐

. 3c) Challenges and Opportunities: Describe any other particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Description of challenges	☑	☐	☐
Description of opportunities	☑	☐	☐
Other factors that impacted the success of the program	☑	☐	☐

. Please elaborate on any of your responses above.

More detailed outcomes from these meetings and how the program intends to implement suggestions could enhance the review. Does it become a program goal? For example, number of students with internships? I love that you included Excel spreadsheets. Unfortunately, I couldn't access them in the PDF I have. I might recommend using the names of the responsible parties instead of a title.

. 4a) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025: Describe learning or area assessment plans for this Program Review cycle, including any activities planned to address equity or delivery mode gaps. Your summary should explain:

• SLO/SAO: What will your assessment focus on? Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services? Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
• Assessment plan: What is the planned activity or intervention? Describe next steps and the timeline for your SLO/SAO assessment
• Resources for SLO/SAO assessment: What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

	Present	Not Present/Partially Present	ACCJC Exemplary Example
SLO/SAO assessment focus and prioritization	☑	☐	☐
Description of SLO/SAO assessment plan	☑	☐	☐
Resources for SLO/SAO assessment	☑	☐	☐

. 4b) Program goals: Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include: A brief description of the issue being addressed (equity gap, etc.), What actions you plan to take, what measurable outcomes you hope to achieve, a timeline, who is responsible, and what support you anticipate needing in order to achieve your goals and plans.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Meaningful and ambitious goals for program related to improvement, innovation, and/or equitable student outcomes	☑	☐	☐
Actions	☐	☑	☐
Measurable outcomes	☐	☑	☐
Timeline	☑	☐	☐
Person(s) responsible	☐	☑	☐
Support needed	☑	☐	☐

Q28. Please elaborate on any of your responses above.

I might recommend something like: "Increasing Pacific Islander population enrollments from todays xx% to yy% by the next program review cycle.

. 5a) CE Only: Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Description of program's available labor market data	☑	☐	☐
Explanation of how the program meets a documented labor market demand	☑	☐	☐

. 5b) CE Only: Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Summary of student outcomes in terms of degrees and certificates	☑	☐	☐

Areas of accomplishments and concern	☑	☐	☐

. 5c) CE Only: Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Date of recent advisory committee meetings and outcomes	☑	☐	☐

. 5d) CE Only: What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Strategies discussed	☐	☑	☐

. Please elaborate on any of your responses above.

I think the Advisory Committee's discussions are more a listing of topics rather than strategies and specific actions. I might recommend including any resulting goals, next steps, etc.

. Please use this space to include any additional comments for the Program Review author(s).

Really well done! I can clearly see how Area E is a huge problem.

. List any PD completed (Q2, Q3), along with any observations the author provides about its impact.

This question was not displayed to the respondent.

. List any PD needs identified by the author (Q3, Q4, Q5), and the purpose provided.

This question was not displayed to the respondent.

. Based on the findings and planning (Q3, Q4, Q5), are there possible PD strategies not mentioned by the author?

This question was not displayed to the respondent.