



## Program Review 2023 Peer Review Feedback

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**Department/Area/Division Name:** Athletics and Kinesiology-ATH Athletic Training

**Peer Reviewed By:** Reina Burgos

<p><b>Part 1.</b> Program Overview</p>	<p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2A.</b> Analyze the program review data</p>	<p><b>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:             <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> <p><input type="checkbox"/> <b>Exemplary:</b> Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities &amp; Aspirations. The section could be strengthened with more data and analysis.</p>

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<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2023-2024.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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**Additional Comments:**



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**Department/Area/Division Name:** Kinesiology & Athletics/Health Education (HE)

**Peer Reviewed By:** Reina Burgos

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**Additional Comments:**



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**Department/Area/Division Name: Kinesiology & Athletics/Kinesiology Fitness (KINF) and Kinesiology Theory (KINT)**  
**Peer Reviewed By: Reina Burgos**

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.         </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 10px; margin-bottom: 10px;"> <p><b>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities &amp; Aspirations.  <input type="checkbox"/> <b>Adequate:</b> Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities &amp; Aspirations. The section could be strengthened with more data and analysis.         </p>

	<p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities &amp; Aspirations.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2C.</b> Progress towards Course Improvement Plans or SLO/PLO/OO Action Plans</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Course Improvement Plans and/or Action Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> <b>Adequate:</b> Information is provided about SLOs/PLOs/OOs and Course Improvement Plans and/or Action Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input checked="" type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not make evident that Course Improvement Plans and/or Actions Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2023-2024.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document AND entered in SurveyMonkey.</p> <p><input type="checkbox"/> <b>Adequate:</b> Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document OR entered in SurveyMonkey, but not both.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Program Review tab</li> <li>• S&amp;R by Demographic Groups tab (Equity data)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

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**Department/Area/Division Name: Kinesiology & Athletics/Recreational Leadership (REC)**

**Peer Reviewed By: Reina Burgos**

<p><b>Part 1.</b> Program Overview</p>	<p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2A.</b> Analyze the program review data</p>	<p><b>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:             <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities &amp; Aspirations.</p>

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