Sports Medicine-FH New

Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

N/A

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

N/A

B. FTES - Enrollment Trends
Enrollment Variables and Trends

Enrollment Trends
Sports Medicine-FH

	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	291	333	418	449	385	32.3%
Census Enrollment	371	423	542	573	557	50.1%
Sections	27	33	33	40	31	14.8%
WSCH	669	763	900	998	929	38.9%
FTES (end of term)	44	50	60	66	62	38.8%
FTEF (end of term)	2.5	2.7	3.3	3.0	2.6	2.2%
Productivity (WSCH/FTEF)	264	280	272	332	359	35.9%

1. In the data table above, what does the FTES data trend indicate?

☐ the data trend shows an increase in FTES

☐ the data trend shows a decrease in FTES

☐ the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

N/A

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

☐ yes

☐   no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

> N/A

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

☐   the data trend shows an increase in sections

☐   the data trend shows a decrease in sections

☐   the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

> N/A

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

> N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

☐   the data trend shows the productivity number increased

☐   the data trend shows the productivity number decreased

☐   the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

> N/A

2. Does the data trend suggest changes are necessary to improve productivity?

☐   yes

☐   no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

> N/A

E. Enrollment by Student Demographics
Enrollment Distribution

Enr Distribution by Student Demographics
Sports Medicine-FH

by Gender

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	168	45%	190	45%	274	51%	311	54%	332	60%
Male	201	54%	230	54%	267	49%	258	45%	218	39%
Non-Binary	0	0%	0	0%	0	0%	0	0%	1	0%
Not Reported	2	1%	3	1%	1	0%	4	1%	6	1%
Total	371	100%	423	100%	542	100%	573	100%	557	100%

by Ethnicity

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	34	9%	22	5%	42	8%	45	8%	35	6%
Asian	79	21%	107	25%	100	18%	138	24%	120	22%
Filipinx	37	10%	31	7%	57	11%	49	9%	48	9%
Latinx	96	26%	112	26%	177	33%	188	33%	174	31%
Native American	4	1%	1	0%	1	0%	1	0%	3	1%
Pacific Islander	12	3%	8	2%	8	1%	7	1%	21	4%
White	95	26%	119	28%	153	28%	133	23%	137	25%
Decline to State	14	4%	23	5%	4	1%	12	2%	19	3%
Total	371	100%	423	100%	542	100%	573	100%	557	100%

by Age

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	56	15%	102	24%	181	33%	199	35%	316	57%
20-24	223	60%	217	51%	221	41%	226	39%	149	27%
25-39	85	23%	89	21%	104	19%	119	21%	73	13%
40 +	7	2%	15	4%	36	7%	29	5%	19	3%
Total	371	100%	423	100%	542	100%	573	100%	557	100%

by Education Level

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	35	9%	60	14%	69	13%	59	10%	31	6%
Associate	13	4%	14	3%	17	3%	11	2%	13	2%

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HS/Equivalent	311	84%	287	68%	340	63%	352	61%	243	44%
All Other	12	3%	62	15%	116	21%	151	26%	270	48%
Total	371	100%	423	100%	542	100%	573	100%	557	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

☐ the data trend shows an increase in the female enrollment rates

☐ the data trend shows a decrease in the female enrollment rates

☐ the data trend shows no change and/or is flat in the female enrollment rates

Males

☐ the data trend shows an increase in the male enrollment rates

☐ the data trend shows a decrease in the male enrollment rates

☐ the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

☐ the data trend shows an increase in the non-binary enrollment rates

☐ the data trend shows a decrease in the non-binary enrollment rates

☐ the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

N/A

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

☐ yes

☐ no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

N/A

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-by-gender-and-declared-major.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

☐ the data trend shows an increase in the female enrollment of the declared major

☐ the data trend shows a decrease in the female enrollment of the declared major

☐   the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

☐   the data trend shows an increase in the male enrollment of the declared major

☐   the data trend shows a decrease in the male enrollment of the declared major

☐   the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

☐   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☐   the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

☐   the data trend shows an increase in the African Americans enrollment rates

☐   the data trend shows a decrease in the African Americans enrollment rates

☐   the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

☐   the data trend shows an increase in the Asian enrollment rates

☐   the data trend shows a decrease in the Asian enrollment rates

☐   the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

☐   the data trend shows an increase in the Filipinx enrollment rates

☐   the data trend shows a decrease in the Filipinx enrollment rates

☐   the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

☐   the data trend shows an increase in the Latinx enrollment rates

☐   the data trend shows a decrease in the Latinx enrollment rates

☐   the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

☐   the data trend shows an increase in the Native American enrollment rates

☐   the data trend shows a decrease in the Native American enrollment rates

☐   the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

☐   the data trend shows an increase in the Pacific Islander enrollment rates

☐   the data trend shows a decrease in the Pacific Islander enrollment rates

☐   the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

☐   the data trend shows an increase in the White enrollment rates

☐   the data trend shows a decrease in the White enrollment rates

☐   the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

☐   the data trend shows an increase in the Decline to State enrollment rates

☐   the data trend shows a decrease in the Decline to State enrollment rates

☐   the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

☐   yes

☐   no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

> N/A

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☐   yes

☐   no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

> N/A

F. Student Course Success
Course Success Rates by Unit

Course Success
Sports Medicine-FH

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	289	78%	346	82%	451	83%	451	79%	503	90%
Non Success	33	9%	21	5%	30	6%	59	10%	27	5%
Withdrew	49	13%	56	13%	61	11%	63	11%	27	5%
Total	371	100%	423	100%	542	100%	573	100%	557	100%

Course Success by Race/Ethnicity
Sports Medicine-FH

Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	119	71%	124	75%	220	80%	204	72%	227	88%
Non Success	20	12%	12	7%	15	5%	40	14%	16	6%
Withdrew	28	17%	29	18%	41	15%	38	13%	14	5%
Total	167	100%	165	100%	276	100%	282	100%	257	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	170	83%	222	86%	231	87%	247	85%	276	92%
Non Success	13	6%	9	3%	15	6%	19	7%	11	4%
Withdrew	21	10%	27	10%	20	8%	25	9%	13	4%
Total	204	100%	258	100%	266	100%	291	100%	300	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

☐   the data trend shows an increase in the students' course success percentage

☐   the data trend shows a decrease in the students' course success percentage

☐   the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

> N/A

2. Do the data suggest changes are necessary to improve student course success?

☐   yes

☐   no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

> N/A

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

☐   the data trend shows an increase in the course success percentage

☐   the data trend shows a decrease in the course success percentage

☐   the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☐   the data trend shows an increase in the course success percentage

☐   the data trend shows a decrease in the course success percentage

☐   the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

☐   yes

☐   no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

> N/A

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

☐   yes

☐   no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

> N/A

G. Student Course Success by Demographics
a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender
Sports Medicine-FH

	Success		Non Success		Withdrew		Total	
2019-20	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	302	91%	16	5%	14	4%	332	100%
Male	195	89%	10	5%	13	6%	218	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Not Reported	5	83%	1	17%	0	0%	6	100%
All	503	90%	27	5%	27	5%	557	100%

	Success	Non Success	Withdrew	Total
2018-19	Success	Non Success	Withdrew	Total

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	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	253	81%	21	7%	37	12%	311	100%
Male	195	76%	37	14%	26	10%	258	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	3	75%	1	25%	0	0%	4	100%
All	451	79%	59	10%	63	11%	573	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	223	81%	18	7%	33	12%	274	100%
Male	227	85%	12	4%	28	10%	267	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	1	100%	0	0%	0	0%	1	100%
All	451	83%	30	6%	61	11%	542	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	160	84%	4	2%	26	14%	190	100%
Male	183	80%	17	7%	30	13%	230	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	3	100%	0	0%	0	0%	3	100%
All	346	82%	21	5%	56	13%	423	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	131	78%	14	8%	23	14%	168	100%
Male	156	78%	19	9%	26	13%	201	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	2	100%	0	0%	0	0%	2	100%
All	289	78%	33	9%	49	13%	371	100%

Success Rates by Age
Sports Medicine-FH

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	303	96%	9	3%	4	1%	316	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
20-24	126	85%	10	7%	13	9%	149	100%
25-39	61	84%	6	8%	6	8%	73	100%
40 +	13	68%	2	11%	4	21%	19	100%
All	503	90%	27	5%	27	5%	557	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	179	90%	12	6%	8	4%	199	100%
20-24	177	78%	23	10%	26	12%	226	100%
25-39	81	68%	17	14%	21	18%	119	100%
40 +	14	48%	7	24%	8	28%	29	100%
All	451	79%	59	10%	63	11%	573	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	158	87%	8	4%	15	8%	181	100%
20-24	181	82%	13	6%	27	12%	221	100%
25-39	80	77%	9	9%	15	14%	104	100%
40 +	32	89%	0	0%	4	11%	36	100%
All	451	83%	30	6%	61	11%	542	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	89	87%	3	3%	10	10%	102	100%
20-24	175	81%	13	6%	29	13%	217	100%
25-39	70	79%	5	6%	14	16%	89	100%
40 +	12	80%	0	0%	3	20%	15	100%
All	346	82%	21	5%	56	13%	423	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	38	68%	6	11%	12	21%	56	100%
20-24	178	80%	21	9%	24	11%	223	100%
25-39	66	78%	6	7%	13	15%	85	100%
40 +	7	100%	0	0%	0	0%	7	100%
All	289	78%	33	9%	49	13%	371	100%

Success Rates by Ethnicity
Sports Medicine-FH

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	28	80%	5	14%	2	6%	35	100%
Asian	114	95%	1	1%	5	4%	120	100%
Filipinx	44	92%	3	6%	1	2%	48	100%
Latinx	155	89%	8	5%	11	6%	174	100%
Native American	2	67%	0	0%	1	33%	3	100%
Pacific Islander	19	90%	0	0%	2	10%	21	100%
White	122	89%	10	7%	5	4%	137	100%
Decline to State	19	100%	0	0%	0	0%	19	100%
All	503	90%	27	5%	27	5%	557	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	28	62%	11	24%	6	13%	45	100%
Asian	126	91%	8	6%	4	3%	138	100%
Filipinx	37	76%	8	16%	4	8%	49	100%
Latinx	139	74%	21	11%	28	15%	188	100%
Native American	0	0%	0	0%	1	100%	1	100%
Pacific Islander	5	71%	0	0%	2	29%	7	100%
White	110	83%	9	7%	14	11%	133	100%
Decline to State	6	50%	2	17%	4	33%	12	100%
All	451	79%	59	10%	63	11%	573	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	27	64%	5	12%	10	24%	42	100%
Asian	88	88%	5	5%	7	7%	100	100%
Filipinx	50	88%	2	4%	5	9%	57	100%
Latinx	143	81%	8	5%	26	15%	177	100%
Native American	0	0%	1	100%	0	0%	1	100%
Pacific Islander	3	38%	1	13%	4	50%	8	100%
White	136	89%	8	5%	9	6%	153	100%
Decline to State	4	100%	0	0%	0	0%	4	100%
All	451	83%	30	6%	61	11%	542	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	16	73%	1	5%	5	23%	22	100%
Asian	95	89%	4	4%	8	7%	107	100%
Filipinx	28	90%	2	6%	1	3%	31	100%
Latinx	80	71%	9	8%	23	21%	112	100%
Native American	1	100%	0	0%	0	0%	1	100%
Pacific Islander	3	38%	1	13%	4	50%	8	100%
White	102	86%	3	3%	14	12%	119	100%
Decline to State	21	91%	1	4%	1	4%	23	100%
All	346	82%	21	5%	56	13%	423	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	21	62%	4	12%	9	26%	34	100%
Asian	69	87%	4	5%	6	8%	79	100%
Filipinx	32	86%	4	11%	1	3%	37	100%
Latinx	66	69%	12	13%	18	19%	96	100%
Native American	3	75%	0	0%	1	25%	4	100%
Pacific Islander	7	58%	1	8%	4	33%	12	100%
White	78	82%	7	7%	10	11%	95	100%
Decline to State	13	93%	1	7%	0	0%	14	100%
All	289	78%	33	9%	49	13%	371	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

☐ the data trend shows an increase in the female course success rates

☐ the data trend shows a decrease in the female course success rates

☐ the data trend shows no change and/or is flat in the female course success rates

Males

☐ the data trend shows an increase in the male course success rates

☐ the data trend shows a decrease in the male course success rates

☐ the data trend shows no change and/or is flat in the male course success rates

Non-Binary

☐ the data trend shows an increase in the non-binary course success rates

☐ the data trend shows a decrease in the non-binary course success rates

☐   the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

> N/A

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

☐   yes

☐   no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

> N/A

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

☐   the data trend shows an increase in the African Americans course success rates

☐   the data trend shows a decrease in the African Americans course success rates

☐   the data trend shows no change and/or is flat in the African Americans course success rates

Asian

☐   the data trend shows an increase in the Asian course success rates

☐   the data trend shows a decrease in the Asian course success rates

☐   the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

☐   the data trend shows an increase in the Filipinx course success rates

☐   the data trend shows a decrease in the Filipinx course success rates

☐   the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

☐   the data trend shows an increase in the Latinx course success rates

☐   the data trend shows a decrease in the Latinx course success rates

☐   the data trend shows no change and/or is flat in the Latinx course success rates

Native American

☐   the data trend shows an increase in the Native American course success rates

☐   the data trend shows a decrease in the Native American course success rates

☐   the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

☐   the data trend shows an increase in the Pacific Islander course success rates

☐   the data trend shows a decrease in the Pacific Islander course success rates

☐   the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

☐   the data trend shows an increase in the White course success rates

☐   the data trend shows a decrease in the White course success rates

☐   the data trend shows no change and/or is flat in the White course success rates

Decline to State

☐   the data trend shows an increase in the Decline to State course success rates

☐   the data trend shows a decrease in the Decline to State course success rates

☐   the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

> N/A

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

☐   yes

☐   no

If yes, describe the reasons for the gap in course success.

> N/A

3. Do the data suggest that changes are necessary to improve program course success equality?

☐   Yes

☐   No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

> N/A

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

> N/A

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

☐   Attended the Writer Orientation/Training in November

☐   Responses are supported by the data

☐   Engaged in discussion with IR Coach

☐   The Self-Study Report was written collaboratively with other program stakeholders

☐   The Self-Study Report was proofread by a collaborator

This form is not yet ready.