

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: College Success Department

Division Name: Library, Learning Resources, and Online Education

Program Contact Information:

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Alex Miranda	x58180	LRC-336	amiranda42@gwc.cccd.edu

<i>Division Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Lindsay McNutt	x58947	LRC-336	lmcnutt1@gwc.cccd.edu

<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Gregg Carr	x55233	LRC-135	gcarr@gwc.cccd.edu

<i>Full-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Maria Chovan	x51053	ADM-225	mchovan@gwc.cccd.edu
Gregg Carr	x55233	LRC-135	gcarr@gwc.cccd.edu

INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

The College Success Department provides classes developed to assist our students to achieve their educational goals. The department achieves this by teaching students (1) the study skills needed by college students, (2) the behaviors and activities of successful college students, and (3) the campus support services available to students at colleges and specifically at Golden West College. Course outlines are created to teach student success in a holistic way.

Students enroll in College Success courses for a variety of reasons, including (1) it being their first semester of college, (2) a need to become a more efficient college student, (3) advice of a counselor or peer, (4) to fulfill a requirement for associate degree or to transfer, (5) because they are on academic probation and have been strongly encouraged to take this class to get off probation, (6) because they are returning to college and have been away from the educational setting for an extended period of time, (7) because they did not successfully complete high school and want to learn the skills they missed in order to have a better life, etc.

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The College Success department was developed and modeled after a movement that began over 25 years ago across community colleges in California. The college success classes were designed to provide an opportunity to under-prepared, high-risk students who were entering college with the intent of completing a degree in higher education. The College Success department has met this challenge and has contributed to the goals for the campus, specifically student success.

The department has continued to evolve as a program by continually assessing student progress and outcomes. In addition to College 100, the department developed additional courses (College 50, College 90, and College 151) to address the different needs of our students. The classes in the department collaborate with all programs on campus. College 100 especially is a class that counselors and faculty across campus refer students to when they are in need of getting back on

track with their education by learning techniques that will help them become stronger and successful learners. College 100 has also offered special section for identified populations (Puente, DSPS, Athletes, Veterans), and it has connected to our local community by being offered to high school students on site.

College goals(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

No External Requirements

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

With faculty requirements, faculty splitting their loads between multiple departments, and faculty accepting leadership roles through the college and District, the College Success Department has been more focused on issues outside of the department. The faculty have worked on keeping the department organized and moving forward, they have been able to hire new part-time faculty to provide the department with more expertise and experience, and are presently hiring its first new full-time tenure-track faculty member in its history. This new position will be able to provide our students and faculty with needed support and direction for the Department. This position will be hired for the fall 2016 semester.

The department has also experienced growth in the number of sections offered. College 100 is one of the classes focused on in the CSUin2 Program established two years ago.

In this program, extra sections were added to make it easier for students to find a pathway to transferring to the California State University system. The college wanted to focus on eliminating required classes being offered at the same or conflicting times resulting in students having difficulty scheduling their classes and taking more time to transfer. College 100 was selected for the 9:30-11:00am slot for the fall semester and additional sections were added. In the fall semesters, College 100 offers three sections at 9:30am Monday/Wednesday and three more sections on Tuesday/Thursday. This has added a total of four new sections to the College 100 offering. (Previously, College 100 had two sections during the 9:30am time slot.) All of these new sections have very high fill rates as counselors recommend students into the CSUin2 Program and College 100.

There has also been significant growth and new funding for College 100 sections during the summer. With funding reductions the College 100 offerings during the summer has decreased to only one section being offered during summer 2013. These funding reductions were occurring throughout the college, district, and the state. With increase in state funding, the college began to slowly increase the class offerings. In summer 2016, College 100 will offer four sections (two in-class and two online sections). These sections will begin at two different times during the summer to allow high school students to graduate in mid-June and begin to take college classes during the summer.

The faculty have been exploring new scheduling possibilities to better serve Golden West College students. For example, there is one evening section scheduled each semester and the class is offered as a hybrid to bring in more students working during the day and attending college in the evening. Instead of a weekly split between in-class and online time, the fall 2016 hybrid will be in-class for the first 8-weeks and then be online for the 2nd 8-weeks. This will be a pilot program and enrollment data will be collected.

The faculty are also researching new short-term 1-unit classes that focus on specific topics. Curriculum options are being researched with the goal of offering these types of classes in the future, promoting them as possible collaborative support to classes in other departments. Other options being considered are courses focused on high school and adult education students.

With the changing needs of our students, College Success faculty have been exploring new systems for student success. Many Golden West College faculty have been attending OnCourse workshops and conferences to be able to integrate new concepts, information, and activities into their classroom. College Success faculty have also been in discussion regarding changes in the textbooks used in the department to incorporate new approaches and ideas into the framework of the College Success Department's goals.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

Not applicable

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

Not applicable

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

Not applicable

SWOT ANALYSIS

Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?
- These courses teach important student success skills and life skills. Research done in the department has demonstrated a significant impact on students' grades in other courses. The course also teaches "soft-skills" such as how to approach a faculty member with questions and how to initiate a discussion about a grade.
- The courses also introduce students to campus resources, helping them get involved on campus, connecting them to other students, helping them understand their learning style, their values, and their strengths and areas for improvement.
- This course is understood by the faculty and staff of the college, and particularly understood and supported by the Counselors, who make many recommendations to students to take this course that builds student success skills.
- The college administration understands the importance and value of this course to our students.
- In student surveys, students report improvement in their knowledge and understanding of

time management concepts, reading strategies to increase comprehension, setting goals, note-taking techniques, memory strategies, and library and research skills. Students understanding their strengths will help them develop strategies to overcome barriers to success which is paramount to their overall achievement in college.

- Students promote this course, telling their friends to take it, according to classroom-based research we hear from the students in our sections.
- We have employed a group of outstanding full and part time faculty whom are dedicated to the extra work it takes to prepare for these courses and grade the many assignments given in these classes.
- We have nationally-known faculty members that provide training and staff development opportunities for other members of our College Success department.
- Life skills taught in these courses are directly translated into workplace success skills.
- Many faculty from the College Success Department have been in the forefront of the establishment of Student Learning Outcomes (SLO) and data collection at this college. The College Success Department has been collecting SLO data since fall 2009.
- Potential employers are hiring students who not only have the “hard skills” needed for the job but they are also looking for employees with “soft skills”. Soft skills such as good communication skills, positive attitude, being a team player, professionalism, and integrity are all topics that are covered in College Success Department courses.
- Transfer institutions especially the UC schools with their new personal insight questions are looking for students to demonstrate how they have been involved on campus, held leadership positions and overcome barriers. UC schools are focused students who can articulate their talents and skills. These are all areas that are focused on and emphasized in College 100 sections.

Weaknesses:

- In what areas does your program need to improve?
- What are your program’s immediate needs?
- What limitations or barriers is your program experiencing?
- Nationally, student success courses have proved to improve student retention, grades, and number of units taken and completed. We need similar research here so we can see where our course is strong and where it is weak, so that we can adjust it if appropriate to maximize its effectiveness.
- Continue to explore different scheduling options for our students. For example, looking at increasing the number of sections for summer or winter sections to give students a head start on college curriculum or scheduling sections in collaboration with high schools and adult educational institutions to better meet the needs of our students and community.

- Dedicated classrooms with white boards/Smartboards, appropriate furniture/desks/chairs, document cameras, clickers, and other technology to conduct small group and other activities. The College Success Department courses are focused on collaborative activities that allow students to understand the concepts as it relates to their situation and goals. Sharing this technology and storage for activities would reduce costs for these classes.

Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?
- Required Courses - In many colleges across the nation, College 100 is required of students who have identified academic problems in high schools or other colleges. This change in curriculum would help our students and increase the college retention figures. The problem is that we do not have full-time faculty to implement this idea if the change was approved. There are almost limitless amount of opportunities for the department but there is a lack of full-time faculty members and other resources.
- Enhancing the College 100 curriculum by offering more self-assessments so students can better understand their skills, strengths, and personalities. Assessments such as the Myers Briggs Type Indicator, Strong Interest Inventory, True Colors, and the Strengths Finder offer valuable information that helps students understand themselves better. They are also very helpful in clarifying a student's career and educational goals.
- Development and offering a variety of 1-unit special topics classes on such study and life skills topics as Managing Math Anxiety, Time Management, Reading Strategies, Note-taking Techniques, Test-taking Strategies. Special topics could be addressed for the needs of a specific population. These courses could be marketed to students in learning communities, high school and junior high students, adult education students, specific academic support programs, students on probation, and other populations.
- Creating partnerships with high school counselors who could encourage high school seniors to enroll in College Success classes as a high school student or college freshman would be beneficial and proactive.

Threats/Challenges

- What challenges exist for your program?
 - What budgetary constraints is your program facing?
 - What kind of competitive disadvantages is your program facing?
 - Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.
-
- Currently all faculty teaching in the department do so as a portion of their load or is a part timer. This creates challenges in setting up department workshops and coordinating in person planning meetings.
 - Funding for professional development opportunities and training for all faculty (Part and Full time faculty). Having funding and support for training is critical for our faculty, especially as the campus moves to a new Learning Management System.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
COLL G100	December 2016	Maria Chovan Gregg Carr
COLL G090	December 2016	Maria Chovan Gregg Carr
COLL G151	January 2017	Gonzalo Garcia Gregg Carr
COLL G050	January 2017	Gonzalo Garcia Gregg Carr

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

The college success classes are independent general education classes. There is currently not a place on any of the C-ID approved majors AA-Ts for these courses.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
(example 1: COMM 225/PEACE 225)	May 2015	Maintain dual-listing
(example 2: SOCSG133/SOCG133)	November 2015	Retire SOCS G133
No Dual Listed Courses in Dept.		

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add
COLL G120 Series (multiple classes)	Add – These are 1-unit classes regarding special topics that support student success.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

While the data provided by the GWC research office offers an overview of student progress and population, it does not offer a real picture as to why students don't succeed.

The only way to get a useful picture of why students aren't successful is if the college creates a different approach for assessing and identifying student trends that contribute to success: motivation, good study habits, clear educational goals, personal challenges (family, financial). Until this shift is embraced by the campus, the College Success department will continue to assess the needs of students by evaluating trends via our assessment of SLOs, talking to like minded colleagues on campus as they interact with students and their observations of where their students are having problems (time management, procrastination, reading and test taking, etc.). The College Success department will continue to review trends and evolve to address the changing needs of our students.

Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- **How does your student population compare to GWC's general student population?**

College Success students generally reflect the demographic breakdown of the entire college, and have been somewhat stable over the past several years, with a couple of noteworthy exceptions. The proportion of Hispanic/Latino students in our classes has increased from about one in four (25.4%) to over one in three (34.9%). During that same time period, White students dropped from 33% to 23.1%. Economically disadvantaged students now comprise a significantly greater proportion of our student population 70.5% in 2014-15, up from only 46.0% in 2009-10. Gender, age, veteran status representation has all remained largely unchanged.

- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**

No substantive changes to the College Success program, per se, seem warranted. We are aware of, and have been largely responsive to, the demographic trends noted above. For example, our College Success course includes major units addressing diversity and finances, which benefit all students. Further, our instructors are a diverse group.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census FTES/FTEF

Our classes generally fill; we offer about 30-32 sections per year, and enrollments are typically in the mid-high 30s, for a total unduplicated headcount of between 950 and 1050. Because we offer relatively few sections, the impact of offering one or two additional (or fewer) sections in a particular term or changing the capacity (e.g., from 35 to 40) impacts the fill rate disproportionately. This, for example, is why the decline in summer fill rates from 2010-11 through 2014-15 is misleading. So, no substantive, meaningful conclusion can be drawn from fluctuations in fill rates over that past several years. What is clear is that our classes are popular, they generally fill, and the number of sections offered seems to very closely match student demand.

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

We strive to meet student demand and have been largely successful at doing so. As noted, our classes generally fill and students are not turned away. We have been able to meet this need with a combination of full-time and part-time instructors. In recent years, we have had to rely more on part-time instructors (teaching only about 15% of our classes in 2009-10, compared to nearly 50% in 2014-15). As a greater number of underprepared students enroll in the college, the need for college success courses will grow. We expect to meet this growing by continuing to use both full-time and part-time instructors, but recognize the importance of reversing the trend toward greater reliance on part-time instructors. We are now in the process of hiring a full-time faculty member to teach College Success classes.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

Our expectation is that we would need to add 1-2 sections of the College Success class each term for the next 3-4 years.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

With the drop of enrollment for the campus as a whole, the College Success department does not see much difference compared to the college-wide average. We will continue to look at how and when courses are offered, as well as offering subject specific one unit courses for students wanting to develop certain study skills, while not ready to commit to a 3 unit class.

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Overall, our success and retention rates have been somewhat stable for several years. About 85% of our students complete the course (retention) and about two-thirds (a low of 63.8% to a high of 69.1%) are successful. Are courses appropriately challenging, but doable. Our successes are genuine successes. We offer our courses in a broad range of formats—traditional classroom, online, hybrid, day, evening, etc. There are few significant differences among these formats in terms of student success or retention. One difference that stands out is that, especially in recent years, online students have higher retention rates than do those taking classes with other formats, although this is likely merely an artifact. Retention rates are amazingly consistent across ethnicity categories. Curiously, though, there are some noteworthy ethnic differences in success rates—Asian students are disproportionately more successful and black/African American students are disproportionately less successful. We recognize that although there is a need to examine such differences further, we need to be cautious about overly interpreting such trends. There is a slight, but relatively consistent, trend for female students to be more successful than male students in our courses. Again, we don't want to fall into the trap of over-interpretation. This difference is likely not due in any way to our own courses, instructors, or program, but rather just reflects college wide trends. We need to continue to monitor inter-group differences in success and retention rates, but be careful about making substantive changes to our program that are not truly warranted.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

The department will continue to have dialogue with individuals on campus who work with these populations in order to get feedback on how to continue to grow and develop our courses to meet the student's needs.

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

The procedure for hiring full-time faculty continues to be a cumbersome and not always rewarded process. The College Success department has a stable group of full-time faculty

teaching a college success course or courses as part of load or as overload. Those teaching overload may at times change based on the demands of the faculty member's availability based on department needs. The department is currently in the process of hiring one full-time position scheduled to start in fall 2016.

The ability to find part-time faculty does become problematic, as the college success classes require a specialized set of qualifications and qualified applicants can't always teach at the times needed for the program.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The ideal number would be 3-4 full-time equivalent positions. By fall we will have almost 1.8 FT equivalent positions.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

The college success classes are independent general education classes. There is currently not a degree/certificate for this department.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

Not applicable

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

1. Develop and offer 1 unit subject specific courses in study techniques.
2. Develop and maintain a GWC department webpage to promote the College Success department.
3. Take a more proactive approach to recruit, mentor, and hire qualified part time faculty to teach College Success.

4. Visit classes to present a short explanation about the department and classes that are offered, by invitation of interested faculty members.

- **What areas does your program plan to improve?**

1. Updating current CORs to reflect the needs of current students and trends.
2. Commit to establishing a department meeting every semester so faculty can continue to discuss and help the department evolve to increase student success.
3. Increase campus awareness of the College Success department and the way it can help students.
4. Identify a classroom to create a student success environment for College Success classes.

- **What specific actions will you take to improve upon those areas?**

1. Develop and present CORs to CCI.
2. Work on finding funding to offer a department workshop every semester.
3. Develop and maintain a GWC department webpage to promote the College Success and offer to visit classes on campus to discuss the department.
4. The department will attempt to use the existing webmail system to send a notice out to each student at the beginning of the semester outlining our classes.
5. Identify and request from the administration to commit a classroom to College Success classes as we had before.

- **How will you assess whether your program has accomplished those goals?**

1. New and updated CORs will be submitted to CurricUNET.
2. An agenda and minutes of the workshop will document the discussions and identified goals.
3. There will be a department webpage linked on the GWC Homepage under Academics and/or Services.
4. A common presentation outline will be developed, college success faculty identified, and a record will be kept of their of class visits every semester.
5. An email will be created and sent out to all students at the beginning of the semester explaining the courses offered in the department.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

No funding requests are included at this time as the department continues to explore options for the best use of additional resources.

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

- (0) (0) a. Significant declines in enrollment and/or FTES over multiple years
- (1) (1) b. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) (0) c. Scarcity of qualified faculty
- (0) (0) d. Incongruence of program with college mission and goals, state mandates, etc
- (0) (0) e. Significant decline in labor market
- (0) (0) f. Continued inability to make load for full-time faculty in the program
- (0) (0) g. An over-saturation of similar programs in the district and/or region
- (0) (0) h. Other

Program Review Check-list

- (x) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- () Organization Chart: Verify that it is up to date: (q:\college information\org charts)
Report necessary changes to the Director of Personnel
- () Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: **Review and discussion of department priorities and program review occurred in April 2016.**

Discussion Modality

- Department Meeting Emails Online/Skype
 Other : **Enter text here**

Summary of Discussion Outcome: **We feel the Program Review provides a good picture of where the College Success Department is presently. There are many new initiatives being proposed or already being established. The hiring of a new full-time tenure track faculty member will provide input and direction for the future of the College Success Department.**

Departmental Recommendation

(x) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- () Maria Chovan
- () Gregg Carr
- ()

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- ()
- ()
- ()

Department Chair: Gregg Carr Date:
Comments:

Division Dean: Alex Miranda Date:
Comments:

Signatures, Individual Comments

Date of Department Discussion: Reviewing and discussion of department priorities and program review occurred in April 2016.

Discussion Modality

- Department Meeting
- Emails
- Online/Skype
- Other : ENTER TEXT HERE

Summary of Discussion Outcome: We feel the Program Review provides a good picture of where the College Success Department is presently. There are many new initiatives being proposed or already being established. The hiring of a new full-time tenure track faculty member will provide input and direction for the future of the College Success Department.

Departmental Recommendation

- No further review necessary
- We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

-) Maria Chovan 
-) Gregg Carr 
-)

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

-)
-)
-)

Department Chair: Gregg Carr  Date: 5/1/16
Comments:

Division Dean: Alex Miranda  Date: 5/2/16
Comments: