

**Golden West College**  
**INSTRUCTIONAL PROGRAM REVIEW**  
**2015-2016**

**Program Name:** Writing and Reading Center

**Program Contact Information:**

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## 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 Writing/Reading Center offers in-person and online courses in English writing, reading, composition, and comprehension to all interested GWC students. Currently, we offer fifteen different course options, designed to address the needs of students at all skill levels. The center offers courses for enrollment (with specific unit designations and affiliated costs), and is structured with two distinct tutoring formats. Students enrolled in ENGW 20 select the course options that would benefit them most, depending on how many contacts they wish to have with our instructors. There are 0.18 unit, 0.3 unit, and 0.5 unit options. These require 6.5, 9, or 18 scheduled hours with instructors, respectively. The first allows for 2-4 contacts, the second 5-9, and the third for 10 or more contacts with instructors. In these sessions, students make appointments to get one-on-one assistance with instructors to work on any and all writing-related issues from their English, ESL, or other coursework.

The second tutoring option available to students is for those enrolled in any of the Center's other course offerings (ENGW 001, 002, 003, 011, 012, 013, 014, 023, 024, 025), each of which focuses on a particular skill level or skill set for remedial English, ESL, basic comprehension, and more advanced forms of writing and reading strategies. Students enrolled in any of these courses can simply drop in during operating hours and work one-on-one with our grad tutors, who help guide and assess their progress through the workbooks and workloads associated with each of those individual course options. These courses range from 0.5 to 2.0 units.

ENGW 001, 002, and 003 focus on fundamental elements of grammar: sentence structure, basic mechanics, spelling, possessive forms, verb forms, and more. ENGW 011, 012, 013, and 014 are chiefly designed as vocabulary-building courses, and are particularly useful for ESL students. This sequence of courses is progressive, expanding the students' vocabulary skills at the college level as they advance through each course. ENGW 023 focuses on teaching students how to write unified paragraphs, develop topic sentences, provide textual support, and other essential paragraphing and structural skills. ENGW 024 is designed to assist students in upper-level ESL courses, or in English 98 or 99, with their essay-writing skills and practices: how to define topics, respond to essay prompts, paragraph their essays, generate ideas, and develop cohesive introductions, support, and conclusions. ENGW 025 is designed to guide students through the process of writing their personal statements required as part of the application process for the University of California system.

The Center also offers several online, self-guided courses to students. ENGW 030 is a guided reading development course designed to help students develop their reading, writing, and vocabulary skills. ENGW 032 is an online lab course on reading for college success, designed particularly for students in upper level ESL, English 098, or English 099 courses. ENGW 034 is an intermediate reading strategies course for students who want to broaden and deepen their reading and critical thinking skills.

The Center's instructors are available for students' ENGW 020 or ENGW 021 sessions from 9:00-4:50 Mondays through Thursdays, and from 9:00-12:15 on Fridays. Grad tutors are available from 9:00-5:00 Mondays through Thursdays, and from 9:00-12:00 on Fridays. Our instructors and tutors are full-time and part-time faculty members in the English or ESL departments, and many of them have served in the Center for many years. In addition, the Center offers between eight and ten free Basic Skills workshops every semester. Each workshop is conducted by one of our faculty members, but we have also begun offering workshops on writing in other disciplines, such as History, with plans to offer even more diverse writing workshops to students in the future.

**College's mission (check all that apply)**

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

**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

**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 Center and its offerings (courses, workshops, and tutors) are available to all GWC students. Each semester the Center provides one-on-one instruction to hundreds of GWC students, many of whom are in desperate need of additional assistance with their assorted writing issues, particularly given the increasing size of classes on campus and the challenges this presents to one-on-one writing instruction for professors in all disciplines that employ writing. While the majority of our students tend to be from English and ESL courses, we have found that students majoring in or working on writing assignments in History, Sociology, and other disciplines are also making use of the Center; and it is one of the long-term goals of the Center to reach out in multiple ways to the campus at large and serve as many of our students as possible.

All tutors and instructors involved in the Center are also well-trained in how to address issues of student diversity and student equity, and the effort to successfully engage with diverse populations and to address any and all equity matters is paramount for us. We strive to be a Center where all students are welcomed, accommodated, respected, and assisted in every way possible.

The Center is also instrumental in furthering the goals of campuswide student success initiatives. Given the centrality of reading, critical thinking, writing, and research to a wide array of fields and disciplines and majors and careers, the Center's key function—helping students improve as writers and readers—is identical with the college's stated mission in that regard. The Center provides a collaborative environment in which students, instructors, and staff alike are working in tandem to be as inclusive as possible and as effective as possible in deepening student knowledge and skill sets, all with the express purpose of equipping all of our students with the skills they need to graduate, transfer, and flourish in their future academic and personal careers.

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

Not applicable.

## **REVIEW OF LAST CYCLE PROGRAM REVIEW**

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

In previous years, there has been very little stability in terms of who has been running the Writing/Reading Center. Since the last Program Review in Spring 2013, there have been at least three different faculty members tasked with running the Center, all of whom were

also involved in a myriad of other faculty and administrative duties on campus. For these reasons, the Program Review documents from 2013 reflect a Center very much in flux, doing its best to offer essential services but in many cases unable to steer the Center toward longer-term goals and more systematic assessment of its offerings and processes.

The new Writing Center coordinator was hired here as a full-time, tenure-track faculty member in English only about seven months ago. The nature of his appointment is 80% English teaching load and 20% coordination of the Writing/Reading Center. What this means in practical terms is that the Center now finally has a stability it did not have for many years. This appointment as coordinator is ongoing, so this allows us to begin work on an array of large and small changes to the way in which the Center is organized, how instructors are trained, what curricula we offer, how we conduct outreach, and how we assess student learning outcomes, among other things. What this also means, though, is that these processes will continue at a modest and reasonable pace, given the many other duties a full-time faculty member has: a substantial teaching load; departmental obligations; committee work; professional development; and more.

There are several items discussed in the 2013 Program Review that are particularly relevant at this stage. At the time, the data showed a trend toward decreasing enrollments year over year. This decrease has continued in subsequent years, and will need to be addressed in order for the Center to remain viable and effective. There would seem to be two main explanations for this trend. The first, and primary, explanation is that the ENGW 020 course, a very popular and helpful course for WRC students working on their writing issues, was at one time a repeatable course. That is, a student enrolling in it to get one-on-one assistance with the writing they were doing in their coursework that semester would finish their work for that semester, and then the following semester, when they were taking all new GWC classes and needing help with all-new writing assignments, could enroll in ENGW 020 again in order to continue to get high-level one-on-one instructional assistance.

Once the ENGW 020 repeatability option was eliminated several years ago, the Center witnessed a rapid decline in enrollments, and therefore a rapid decline in revenue generated from course enrollments. The second explanation for the downward trend seems to be that several years ago, the textbooks and materials for ENGW 001, ENGW 002, ENGW 003, and ENGW 034 were changed to more challenging materials. Students in those basic skills courses found it more difficult to reuse old materials or breeze through easier curricula.

As for those areas in which the Program Review identified real strengths in the Center, many of these continue to be among the strongest elements of the Center. We continue to offer courses for a wide range of disciplines and career goals, and we continue to promote writing, reading, grammar, and critical thinking skills in our offerings across the board. Our one-on-one instruction model is incredibly effective in teaching writing; in fact, it is

in truth the *only* lasting and effective method for improving students' writing skills in terms of mechanics, structure, and analysis.

The previous Program Review identified several items needing further attention: better training of instructors on curricula; facilitation of better communication between staff and instructors; increasing ease of use for incoming students; promoting awareness of the Center and expanding outreach efforts across campus; developing a closer partnership between English and ESL departments and faculty, both of which are integral to the Center's mission; and hiring an official writing coordinator who can take the lead on these improvements and others. Since the arrival of the new writing coordinator and tenure-track English faculty member in Fall 2015, we have begun work on addressing every single one of these items.

## 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?

The Writing/Reading Center provides a critical service to our students, providing them with top-notch instructional assistance from full-time faculty and highly trained graduate students in English, ESL, and composition. Our instructors and tutors are an invaluable resource, and they devote a great deal of time and attention to all of the particular

challenges that our students face in writing and reading at the college level. The Center works to accommodate the particular skills and needs of all its students, and provides them with a helpful, open environment in which their individual work and their individual needs as students are first and foremost. College students today are expected to gain mastery of critical reading, thinking, and writing skills in an environment where those skills are often not sufficiently funded or supported, and in this respect the Writing/Reading Center serves as a critical supplement to classroom instruction. All data from recent nationwide surveys suggests that employers in many diverse fields and disciplines require a workforce capable of processing and synthesizing information, assessing and evaluating sources and ideas, and communicating effectively at a high level. All of these are skills that the Center works to develop in students. Students who devote more time and energy to critical reading and writing skills, whether inside the Center or elsewhere, are far more successful at the transfer stage, and do much better at the four-year and post-graduate levels.

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?

As a full-time center serving a large and diverse population, the Center does not have adequate staffing (only one full-time classified staff employee). This has been the case for many years, and presents numerous challenges to effective implementation of future plans as well as the everyday operations of the Center. Because a significant portion of the coursework done by our students is in ENGW 020 and ENGW 021, where scheduling appointments in advance is a requirement and a practical necessity, the Center also has a great need of an online scheduler system akin to ones used by Counseling and other programs on campus. Also, while it makes sense for regular prerequisite courses in the college catalog to contain non-repeatability restrictions, as they are part of the matriculation and graduation process, the writing courses in the Center are in fact better understood as services made available to students who could benefit from additional time and attention to their progress in writing and critical reading. With the currently constituted non-repeatability structure of Writing Center courses, an administrative barrier has been created that has consequences for the Center's ability to serve students adequately, and thus creates a barrier to student success overall.

### 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?

We are looking into opportunities to offer an even more diverse array of course offerings to meet the needs of as many students as possible. These would include increasing outreach and targeted promotion efforts to increase enrollment, while also strengthening ties to disciplines beyond English and ESL. We are interested in looking into offering classes or workshops in research methodologies, as well as MLA/APA formatting. We are also involved in consultation with faculty and writing resources at OCC, UCI, and elsewhere, all in an effort to establish deeper connections to the local college communities and their methods of delivering writing instruction.

### 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.

The chief aforementioned challenge is the declining enrollment, which will be addressed through expanded outreach and promotion efforts, and through a restructuring of non-repeatable course offerings.

## **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
<i>ENGW 001</i>	Fall 2016	Brian Thill
<i>ENGW 002</i>	Fall 2016	Brian Thill
<i>ENGW 003</i>	Fall 2016	Brian Thill
<i>ENGW 011</i>	Fall 2016	Brian Thill

<i>ENGW 012</i>	Fall 2016	Brian Thill
<i>ENGW 013</i>	Fall 2016	Brian Thill
<i>ENGW 014</i>	Fall 2016	Brian Thill
<i>ENGW 015</i>	Fall 2017	Brian Thill
<i>ENGW 016</i>	Fall 2017	Brian Thill
<i>ENGW 020</i>	Fall 2016	Brian Thill
<i>ENGW 021</i>	Fall 2016	Brian Thill
<i>ENGW 022</i>	Fall 2017	Brian Thill
<i>ENGW 023</i>	Spring 2017	Brian Thill
<i>ENGW 024</i>	Spring 2017	Brian Thill
<i>ENGW 025</i>	Spring 2017	Brian Thill
<i>ENGW 030</i>	Spring 2017	Brian Thill
<i>ENGW 031</i>	Fall 2017	Brian Thill
<i>ENGW 032</i>	Spring 2017	Brian Thill
<i>ENGW 034</i>	Spring 2017	Brian Thill
<i>ENGW 035</i>	Fall 2017	Brian Thill

**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:

1. 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.)

Not applicable.

**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
<i>Not Applicable.</i>		

**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)
<i>ENGW 015</i>	<i>Suspend</i>
<i>ENGW 016</i>	<i>Suspend</i>
<i>ENGW 022</i>	<i>Suspend</i>

<i>ENGW 031</i>	<i>Suspend</i>
<i>ENGW 035</i>	<i>Suspend</i>

**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.

SLO assessment in previous years had not always been complete, but there will be SLO assessments each semester from now on. We will continue to assess and evaluate the quality and variety of the services and courses we offer. In particular, we will begin in Fall 2016 a long-scale process of reassessing all materials and curricula, online and print, for all WRC course offerings. We will also begin the process of revisiting SLOs themselves to examine their effectiveness at tracking student completion and success.

**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?

The students served in the Writing/Reading Center are diverse in terms of their ethnicity, age, gender, and all other demographic markers; and this diversity reflects the diverse population at GWC. Based on our most recent data, it is also the case that the Writing and Reading Center serves a disproportionately high number of Asian students. This is accounted for in part by the fact that we have a large contingent of native speakers of Vietnamese who consistently make use of the resources offered by our Center. Students identified as Asian according to Golden West College demographics data are using the Center at roughly double the rate of their proportional representation on campus. By contrast, usage by age, gender, veteran status, and foster youth demographics corresponds to a high degree to the general demographic distribution at Golden West College as a whole.

As with the data on ethnicity demographics, the category of "economic disadvantage" is another area in which demographic data on Center usage differs markedly from general demographic distributions for Golden West College as a whole. While the trend in recent years toward a higher percentage of economically disadvantaged students at Golden West College is mirrored in the growing trend at the Center, the hard numbers are rather different. In the past five years, the category of "economic disadvantage" has climbed from roughly 1/3 of campus students to 1/2 of campus students. In that same period, the Center saw an increase in this category, beginning at roughly 60% and now much closer to 80% of all student usage.

The last area in which the Center's demographics do not reflect the campus trends is in the usage by students with Disability status. Usage of the Center by students designated with Disability trends somewhere around 25-30% higher than across their overall representation in the general campus demographics. In sum, the Center is serving many diverse student populations, and is used at proportionately higher rates by Asian students, Disability students, and students designated as economically disadvantaged.

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

We will continue to promote our courses and services across campus to provide access, resources, and support for all students. We intend to conduct student outreach in English, ESL, and other courses, as well as provide additional information to Deans, chairs and faculty across campus. We will also be expanding outreach to counselors and other student services programs, particularly those serving second-language learners, students with disability accommodations, and students designated as economically disadvantaged.

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

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

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?

The overall number of students using the Center has been decreasing for a number of years, chiefly due to the two factors mentioned above (non-repeatability of ENGW 020 and numerous adjustments to course curricula making reuse of materials more difficult).

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

The same number and type of courses should be offered; however, the non-repeatability issue will need to be addressed in order to allow students to benefit much more from the Center's course offerings.

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

Not applicable.

## **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?

As has been the trend on campus in general, but with somewhat wider variance, student success rates have varied considerably across ethnic groups. There have been declining

success rates across many ethnic groups, with several exceptions in recent years. In general, however, Black or African American students have seen the sharpest decline in success rates in recent years, while success rates for all groups have been declining at a rate somewhat higher than the rate of decline for these same groups across campus in general. In terms of gender groups, male students have had lower success rates than female students, which corresponds with overall campus demographic data, although the disparity between the two is marginally larger in the Center than on campus in general. Success rates for economically disadvantaged students, veterans, foster youth, and students with disability status have been lower than the rates for those same groups across campus in general.

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

Given the declining success rates in the past five years and the disproportionate impact experiencing by the aforementioned student groups (many of whom are succeeding at rates well below their campus averages), further refinement and adjustment of curricula, enrollment procedures, tutorial processes seems warranted. Furthermore, greater dialogue and articulation between DSPS and other relevant campus services and resources should help the Center improve its success rates with students in the aforementioned groups.

### **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.**

Not applicable.

- **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.

## **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?

We currently have four full-time faculty in English or ESL who work from 1-4 hours each in the Center, and fifteen English or ESL part-time faculty members who each work from 1-10 hours each in the Center. We continue to have robust interest from part-time faculty in gaining a position at the Center.

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

The current ratio has proven effective thus far, and we have no plans to make major changes to it.

## **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?

Our primary goals are to address the non-repeatability problem with Writing Center course offerings, which seriously hamper our ability to serve a wider range of students across their college career. We also want to improve awareness and outreach; revisit student learning outcomes assessment; conduct additional instructor and tutor training and orientation procedures; expand offerings to students in other disciplines beyond English and ESL; and revise curricula where necessary.

- What areas does your program plan to improve?

The Center would like to work with the college to address the non-repeatability issues surrounding some of our most popular and effective courses.

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

We are currently in the middle of, or beginning to plan for, the following actions: individual observation of instructor and tutor sessions; individual conferencing with instructors and tutors; further discussions with students in the Center and across campus about their writing needs and challenges; more robust and thorough instructor training procedures; in-depth discussions with chairs and faculty from diverse disciplines about how we might address their needs and more effectively accommodate large-class factor writing issues.

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

Instructors will be retrained in policies, procedures, and curricula; those wishing to maintain employment in the Center will need to have successfully completed the training and adopted it in their work at the Center. Student outcomes will be more aggressively sought and analyzed, and we will monitor data on enrollments, pass rates, and completion elements in order to track the success of these endeavors.

### **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

As current staff move toward retirement in the next year or two, the Center will have need of replacement staff, as well as the possibility of other part-time staffing. In addition, the Center would benefit from having access to the kinds of scheduling software currently in use by Counseling and other services on campus, in order to expedite scheduling of ENGW 020 and ENGW 021 sessions, which will increase in usage as the non-repeatability issue for these courses is addressed in the future.

### 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

- ( 1 ) ( I ) a. Significant declines in enrollment and/or FTES over multiple years
- ( 0 ) ( 0 ) 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 ) ( ) h. Other

*Comment: Declining enrollments will need to be addressed by way of addressing the ENGW 020 and ENGW 021 non-repeatability issue.*

### Program Review Check-list

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

Signatures, Individual Comments

Date of Department Discussion: April 26, 2016

Discussion Modality

- Department Meeting       Emails       Online/Skype  
 Other :

Summary of Discussion Outcome: During the month of April, coordinators and staff of the Writing Center discussed all elements of the Program Review. We consulted previous data and reports, examined and assessed all current data and observations and information, and synthesized the findings into our final report for this cycle's full Program Review.

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.

- (x) Brian Thill  
( )  
( )

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: Brian Thill      Date: 5/2/2016  
Comments: 

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