

Golden West College
INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Division Name: Learning Resource Center Division Office

Program Contact Information:

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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<i>Division Director</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

LRC Division Office

PROGRAM INFORMATION:

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

The LRC Division (LRC-D) houses instructional and non-instructional programs that represent either specific departments or that serve the entire GWC community. Specifically, the LRC Division includes the College Readiness Mathematics Program, Education courses, Computer Laboratory, Tutoring Center, College Success Program, Writing Center, Distance Education, Library, and the Division's Office.

The LRC-D supports the mission of Golden West College and several of its goals. When it comes to GWC's mission, the LRC-D supports the creation and maintenance of "an intellectually and culturally stimulating learning environment for students and the community" by availing programs and services that reach the entire student body. Additionally, the LRC-D's selected instructional programs foment the improvement of "basic skills," and the enhancement of "career opportunities," or the preparation of students to transfer to four-year institutions "as they (students) become productive citizens and life-long learners."

The most relevant goal related to the LRC-D is goal 2 (below).

2. Student Learning Programs and Services

- a. **Instructional Programs** GWC will maintain and refine a portfolio of strong programs that support our institutional mission.
- b. **Student Support Services** GWC will strengthen student support pathways by delivering effective services that minimize barriers and promote student enrollment, persistence, and completion.
- c. **Library and Learning Support Services** GWC will maintain, assess, and strengthen both services and resources in the Library, Tutoring Center, learning centers, and computer laboratories.

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 LRC-D contributes to the campus in several ways through its instructional and non-instructional programs. The contributions of each of the LRC-D's departments are important to consider given that the departments' presence in the GWC community are an extension of the Division's ethos and values. The Division Office's contribution are in the area of service to the departments and, indirectly, to the students. Therefore, the LRC-D supports diversity by

approaching the GWC community with respect and sensitivity, availing access to all and supporting programs that attend all students. The aforementioned LRC-D's orientation contributes to the positive campus climate, eases campus processes, supports all, and contributes to student success. Specifically noteworthy are the basic skills instructional programs, the Tutoring Center's accessibility, the Library's instructional and service programs – increases in databases to satisfy students' expressed needs, and the College Success Mathematics Program's reach to a very wide and diverse community of students.

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/department by the state, federal regulations, or other external accrediting bodies (If applicable).

The external requirement on the LRC-D's department and programs are equal to those that affect GWC. For example, accreditation influences the instructional and non-instructional programs. However, the LRC-D manages the Basic Skill Initiative grant (BSI). BSI requires adherence to state regulations, management, implementation of programs (e.g., Jumpstart), and progress reports – internal (RCC) and external (State's Chancellor of community colleges).

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program/department achieved. (2 pg limit) [Link to Previous Program Review Reports](#)

This is the first year that the LRC Division Office has completed a Program Review. Hence, there are no assessments of previous program review initiatives, and the LRC-D recently has expanded its number and scope of programs and departments which warrants a new start to its review cycle. Hence, this Program Review is intended to be a baseline. Again, note that the LRC-D is a division office and its accomplishments are related to the provision of support to its departments and programs. Nonetheless, the LRC-D manages one sizable and important grant, BSI, and has recently augmented its support for basic skills math students by receiving additional funding. Below is a brief list of the LRC Division Office's accomplishments that are independent of the programs' and/or departments' achievements.

- Oversight of instructional and non-instructional programs, including the College Readiness Mathematics Program, Education courses, Computer Laboratory, Tutoring Center, College Success Program, Writing Center, Distance Education, Library, and the Division's Office.
- Purposeful management of the BSI grant and its initiative (e.g., Mock Mathematics Assessment Program at local high schools, Jumpstart, part-time Mathematics faculty professional development).
- Procurement of the Basic Skills Initiative Transformational Program grant, 2016-2018, \$750,000 (approximate) to support the basic skills programs.
- Creation of the basis for the dual enrollment initiative between GWC and HBUHSD.
- Initiation of the relationship with the HBUHSD Adult School to transition students to college – part of the Districts' EAB Initiative.

SWOT ANALYSIS

Strengths:

- What does your program/department do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's/department's strengths?

The LRC Division Office has numerous strengths, listed herein independent of its programs and departments:

- Experienced and available dean and program directors, and department chairs.
- Able faculty members, full-time and part-time.
- Experienced and able support staff.
- Oversight of an experimental program noted for its efficacy (College Readiness Mathematics).
- Library faculty and classified staff that grew by one faculty member for the '16-'17 academic year.
- Inclusion of the Distance Education Program to the LRC-D (Spring 2016).

- Enhanced capacities for the Tutoring Center (i.e., on-line tutoring program).
- New programs at the Writing Center.
- Presence in the community with instructional programs proven to smoothly transition high school students to GWC and other colleges.

Weaknesses:

- In what areas does your program/department need to improve?
- What are your program's/department's immediate needs?
- What limitations or barriers is your program experiencing?

The LRC Division Office needs to attend to the following:

- Increase its support staff. Currently, there is one classified staff member who is not classified as a Division Coordinator, but a Staff Aide.
- Selected programs need faculty leaders. Specifically, the College Readiness Mathematics Program needs a department chair.
- Better coordination with the Outreach Program to connect with high schools for the LRC-D's instructional program in mathematics.
- Enhanced management of its grants to better coordinate with Fiscal Services, and to better support the BSI initiatives at GWC.
- Restructure the budget of the entire division to establish budget stability and consistency.
- Initiate discussions about adjustments to the Tutoring Center offerings.
- Better support for campus-wide initiatives (e.g., "Cram Week" from ASGW, Chromebook Loan Program at the Library).
- Better internal communication among departments and programs.

Opportunities

- What opportunities exist for your program/department?
- What opportunities exist that may allow your program/department to expand/improve on efficiency?
- What external funding opportunities are available for your program/department? (If applicable)
- What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?

The opportunities are:

- Development of dual enrollment for basic skills and other courses. A collaboration between HBUHSD and GWC.
- Implementation of Canvas for the GWC Distance Education Program.
- Enhanced databases available to GWC by the Library.
- Use and effectiveness assessment of the on-line tutoring programs.
- Pursue additional funding from the State.
- Enhanced connections with the "feeder" high schools.

Threats/Challenges

- What challenges exist for your program/department?
- What budgetary constraints is your program/department facing?
- Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.

The threats and challenges are:

- Re-classification of the classified staff position for the Division from “Staff Aide” to a “Division Coordinator.”
- Stabilize the LRC-D’s budget given its augmented instructional programs (e.g., Education, College Readiness Mathematics) and its support services (e.g., Distance Education Program).
- Provide enhanced support for grant management and grant production.
- Focus the work and involvement of the Division.

PROGRAM DATA AND ANALYSIS

Measures of Scope of Program (Who does your department serve? How many do you serve?)

- Student Number of Students Served: Services all of GWC (e.g., Tutoring Center, Library, Distance Education. Instructional services to approximately 3600 students in all of its instructional programs
- Faculty Number of Faculty Served: 74
- Staff Number of Staff Served: 13
- Managers Number of Managers Served: 2

Some services offered by the LRC-D are availed to the entire campus. For example, the Library is a community-wide instructional and support service. As the Library, the Tutoring Center, the Computer Lab, and the Writing Center are accessible by the entire community. Other services are specifically oriented toward the faculty, including the Distance Education Department. On the instructional side, College Success, Library, Education, and the Learning Resources/Mathematics Program enroll approximately 3600 students per academic year. Thirteen staff members support the Division’s programs and projects, and two full-time administrators guide the Division - an Associate Dean of Distance Education, and a Division Dean.

The below table illustrates the student population served by the programs and departments within the LRC Division.

Student Demographic Data by Division: Unduplicated Headcounts (2009-2010 to 2014-2015)

Ethnicity	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/Alaska Native	15	0.5%	13	0.4%	10	0.4%	3	0.1%	10	0.3%	15	0.5%
Asian	903	27.4%	833	25.5%	729	25.6%	742	25.8%	707	23.2%	697	21.2%
Black or African American	63	1.9%	67	2.1%	73	2.6%	50	1.7%	60	2.0%	86	2.6%
Hispanic	869	26.4%	997	30.6%	929	32.7%	1,029	35.7%	1,123	36.9%	1,317	40.1%
Nat. Hawaiian / Pac. Islander	33	1.0%	27	0.8%	27	0.9%	17	0.6%	22	0.7%	20	0.6%
Two or More	85	2.6%	121	3.7%	130	4.6%	122	4.2%	144	4.7%	153	4.7%
Unknown	110	3.3%	52	1.6%	53	1.9%	91	3.2%	67	2.2%	50	1.5%
White	1,213	36.9%	1,153	35.3%	894	31.4%	826	28.7%	910	29.9%	945	28.8%
Gender	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	1,745	53.5%	1,625	50.5%	1,501	53.4%	1,513	52.9%	1,610	53.4%	1,690	51.7%
Male	1,514	46.5%	1,592	49.5%	1,311	46.6%	1,348	47.1%	1,404	46.6%	1,576	48.3%
Age Group	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
19 or less	1,362	41.4%	1,325	40.6%	1,208	42.5%	1,292	44.9%	1,230	40.4%	1,402	42.7%
20 to 24	1,174	35.7%	1,193	36.6%	1,013	35.6%	1,035	35.9%	1,168	38.4%	1,183	36.0%
25 to 29	351	10.7%	354	10.8%	284	10.0%	289	10.0%	330	10.8%	355	10.8%
30 to 34	151	4.6%	141	4.3%	129	4.5%	110	3.8%	134	4.4%	134	4.1%
35 to 39	74	2.2%	78	2.4%	64	2.2%	54	1.9%	42	1.4%	60	1.8%
40 to 49	103	3.1%	113	3.5%	88	3.1%	61	2.1%	77	2.5%	93	2.8%
50 or older	69	2.1%	55	1.7%	56	2.0%	38	1.3%	61	2.0%	56	1.7%
Unknown	7	0.2%	3	0.1%	1	0.0%	1	0.0%	1	0.0%	0	0.0%
Economically Disadvantaged Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Economically Disadvantaged	1,805	54.8%	1,577	48.3%	1,161	40.8%	1,066	37.0%	1,021	33.6%	1,060	32.3%
Economically Disadvantaged	1,486	45.2%	1,686	51.7%	1,684	59.2%	1,814	63.0%	2,022	66.4%	2,223	67.7%
Disability Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Disabled	3,157	95.9%	3,097	94.9%	2,694	94.7%	2,713	94.2%	2,842	93.4%	3,020	92.0%
Disabled	134	4.1%	166	5.1%	151	5.3%	167	5.8%	201	6.6%	263	8.0%
Foster Youth Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Foster Youth	3,291	100.0%	3,221	98.7%	2,774	97.5%	2,806	97.4%	2,937	96.5%	3,160	96.3%
Foster Youth	0	0.0%	42	1.3%	71	2.5%	74	2.6%	106	3.5%	123	3.7%
Veteran Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Veteran	3,243	98.5%	3,179	97.4%	2,758	96.9%	2,795	97.0%	2,956	97.1%	3,199	97.4%
Veteran	48	1.5%	84	2.6%	87	3.1%	85	3.0%	87	2.9%	84	2.6%
Grand Total	3,291	100.0%	3,263	100.0%	2,845	100.0%	2,880	100.0%	3,043	100.0%	3,283	100.0%

Note: Student counts are unduplicated by division for each academic year. Data for multiple divisions and across the entire college are duplicated.

Measures of Effectiveness/Customer Satisfaction?

- What type of data did you use to measure customer satisfaction? Provide your analysis of the data.

Individual departments and/or programs have collected data and will report on their individual program review documents. The LRC-D has not collected data on customer satisfaction. However, the LRC-D intends to do so from faculty and classified staff given the Division's mission to support instructional and non-instructional programs.

- What type of data did you use to measure departmental accomplishments? Provide your analysis of the data

Programs and Departments use numerous sources and types of data. For the Division Office, the emergence of targets to focus on is a complex matter. Some programs and services are stable while others are fluid, or may be determined by the direction that GWC hopes to take. For example, the LRC-D's instructional programs are fairly stable. The stability is determined by the numerous imperatives related to educational processes and dynamics. Also stable are the services provided by the Tutoring Center, the Writing Center, and the non-instructional side of the Library. Fluid is the work related to dual enrollment, "bridge" programs with the high schools (Jumpstart), transition to Canvas, etc. The data examined is qualitative in that it is related not only to the completion of tasks and the accomplishments of individual endeavors' goals, but on the processes involved to accomplish the established aims.

Measures of Efficiency/Productivity

- What type of data did you use to measure improvements in efficiency and productivity?
Focus on:
 - o Time
 - o Personnel
 - o Other Resources

As previously stated, the measures of efficiency and productivity are multifaceted and determined by the department and programs that the LRC Division Office oversees. Nonetheless, improvements in efficiency and productivity need metrics. Therefore, we intend to develop them beyond the qualitative factors primarily related to the completion of projects and initiatives – based on time, goals and aims, personnel involved, and utilization of material and human resources.

Review of Budget/Expenditures

Provide a breakdown of your allocated budget and actual expenditures
(Please summarize here and provide excel spreadsheet of your budget as an attachment)

The composition of this Program Review predates the request for the Division's budget '16-'17. The attached budget is what the Division is using to allocate its resources for the '16-'17 fiscal year. Note that the Division's budget is divided by program/department, and that the allocated funds have not changed from the '15-'16 fiscal year. Nonetheless, the LRC Division Office manages its budget in light of the established programs/departments, and also based on the intent and direction of the BSI initiative in mathematics (a separate budget determined by projects approved by the RCC).

The Programs and Departments within the LRC-D will be submitting their comments and perspectives about their budgets. The LRC-D budget is limited in its reach and flexibility. Specifically, the Division Office's budget consist of employee salaries and benefits, line items related to operational resources, and line items for professional development.

One aim in the modification of the budget ('16-'17) is in designating funds for the Distance Education migration to the Canvas platform. Though the quantity currently held by the Division is insufficient, I aim to recruit and hire a professional expert to complement the current human

resources to assist faculty in the creation of their courses for the Fall '16 semester. I foresee that other changes are being proposed by the Programs and Departments within the LRC-D.

PROGRAM PLANNING

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

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

Appendix A consist of the Division's goals for the upcoming year. The Division's goals and objectives are set according to GWC's imperatives, as much as by the Division's aims and adjustments to its mission.

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

The LRC-D aims to improve the following areas: 1) re-classify the classified staff position for the Division to a "Division Coordinator." 2) Stabilize the Division's budget given its augmented instructional programs (e.g., Education, College Readiness Mathematics) and its support services (e.g., Distance Education Program). 3) Acquire enhanced support for grant management and grant production. 4) Focus the work and involvement of the Division.

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

1) Examine the dynamics involved to reclassify the extant position to that of Division Coordinator, 2) Request budget stability from Fiscal Services, 3) Request support for grant management and production, 4) Focus the work and involvement of the Division by securing a department chair for the Developmental Math Program and closely working with the Outreach Program to coordinate efforts with selected local high schools.

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

Accomplishment of the goals will be assessed by formative and summative evaluations in light of the aforementioned aims and the Division's goals, as specified in Appendix A.

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. [Link to resource request form.](#)

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

The LRC-D requests the following:

Staffing needs – Faculty

A Department Chair for the College Readiness Mathematics Program (request to follow).

Staffing needs – Classified

Reclassification of the current LRC Division Office Staff Aide support employee to a Division Coordinator (request to follow).

Summer '16, employ a part-time distance education specialist to support the Distance Education Department on the transition to Canvas (request to follow).

Fall '16, employ a second part-time distance education specialist to support the Distance Education Department on its transition to Canvas (request to follow). Note: a budget of approximately \$ 75,000 was presented to the Vice President of Instruction in April, 2016. The budget covers LHE for a faculty coordinator, stipend for a classified employee's work on the migration, and the above-mentioned professionals to assist with the migration.

Equipment

Various equipment needs – e.g., computer, printer, desk, office chair, misc. office material (Distance Education)

Professional Development

Funds for the full-time faculty. Note: several bodies of faculty, staff, and administrators are evaluating the matter of professional development at GWC.

Appendix A

The Learning Resources Center's Vision

To support students' academic success through access to instructional and support services via the Developmental Mathematics and College Success courses, Library, Tutorial and Learning Center, Student Computer Center, and Writing and Reading Center.

Instructional Area – College Success and Developmental Mathematics

Goal 1: Strengthen knowledge of best-practices in factors and matters related to College Success courses.

Strategies:

- Research best-practices and integrate such knowledge into the College Success curriculum.
- Avail training to the full-time and part-time faculty about College Success factors such as academic resilience and grit, learning-readiness dispositions, student success skills, etc.
- Track the effectiveness of interventions aimed to increase college success students' knowledge, skills, and abilities.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Fall 2015	\$ TBD	BSI and other grants	A. Miranda, G. Carr	5	9

Goal 2: Implement newly designed Math G010 and Math G030 courses.

Strategies:

- Train the faculty, full-time and part-time, on the use of new software, proven instructional methods, diagnostic schemas and strategies specific to mathematics, and the use of peer-assisted learning for students.
- Collect academic-related and other data to evaluate educational effectiveness, including grades, attendance, perseverance, and engagement.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Fall 2015	\$ TBD	General funds and GWC grants	A. Miranda, G. Carr, E. Craig	8	9

Goal 3: Strengthen the collaboration with local/feeder high schools and other educational institutions, including community colleges in GWC's area.

Strategies:

- Implement activities/projects related to Mathematics at no less than three (3) local/feeder high schools.
- Collect data to evaluate effectiveness. Include factors identified by the state, high schools, and GWC as relevant to instructional effectiveness.
- Begin discussions about curriculum alignment between high schools' mathematics courses and GWC's courses.
- Organize, sponsor, and conduct meetings of mathematics instructors and administrators with the goal of increasing instructional effectiveness and student outcomes.
- Organize and conduct meetings between GWC's Math faculty and HBUHSD Math faculty in order to develop a Math curriculum that eases students' transition from high schools to GWC.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Fall 2015	\$ TBD	General funds and GWC grants	A. Miranda, G. Carr, E. Craig	9	9

Student Support Area - Library, Tutoring, and Writing Center

Goal 1: Writing Center - Develop and implement human resource initiatives to enhance the effectiveness of the student support structure.

Strategies:

- Recruit, hire, and train classified staff member(s) to oversee the functioning of the Writing Center.
- Coordinate the Writing Center activities to match the English Department's faculty members' provision of services to students.
- Train and guide Tutoring staff to substitute for the one Writing Center classified staff member, if/when needed.
- Reconfigure the Writing Center scope of services to match the existing and present students' needs.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Fall 2015	\$ TBD	General Funds	A. Miranda	6	8

Goal 2: Tutoring Center - Research and obtain on-line tutoring services to enhance the existing tutoring services provided to the students.

Strategies:

- Research software/services proven to be effective for on-line tutoring services.
- Create, present and implement a BSI proposal to fund the purchase and implementation of an on-line tutoring service.
- Monitor the use and effectiveness of the on-line tutoring service availed to students.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Fall 2015	\$ TBD	BSI grant funding	A. Miranda, G. Carr	5	9

Goal 3: Library - Adjust the functioning of the Library.

Strategies:

- Restructure the activities of the faculty members, classified staff members, and student workers to maximize academic, service, and fiscal obligations.
- Explore and purchase database services that closely match the academic realities of all of GWC's academic departments.
- Avail a schedule of library activities that focuses on student-centeredness.
- Provide specific, library-based courses that match the academic requirements of students who aim to transfer to universities, or to graduate.
- Explore and propose technology-based products for GWC's Library to be on par with current student needs.
- Acquire a presence within the local, community libraries.
- Support the efforts of the GWC Foundation.
- Apply for an external grant.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Fall 2015	\$ TBD	General Funds, GWC grants, other grants	A. Miranda, J. Davis	7	9

Goal 4: Distance Education – Transition to Canvas and Support Distance Ed. courses.

Strategies:

- Summer '16 – pilot two courses on the new Canvas platform.
- Form and convene the GWC Distance Education Committee.
- Participate in the CCCD Distance Education Committee.
- Coordinate the overlap between Blackboard and Canvas, as needed.

- Summer 2016 – Prepare course implementation for the Fall '16 semester.

Fiscal Impact:

Go-live	Cost	Fund Source	Lead	Difficulty	Impact
Spring 2016	\$ TBD	General Funds, GWC grants, other grants	A. Miranda, J. Ascension	7	9

Program Updates Checklist

LRC – Division Office

(Yes) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
(No) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel. Note: Distance Education was added to this Division.

Program Manager and VP Review

Complete this section after reviewing all program review information provided. Mgr and VP 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.

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

Mgr/VP

(0) () a. Significant declines in the quantity and/or quality of services from over multiple years

(0) () b. Precipitous decline in participation in the program

(0) () c. Significant change in facility and/or availability and cost of required or necessary equipment

(0) () d. Scarcity of qualified faculty, staff, or management

(0) () e. Incongruence of program mission with current college mission and goals, or state mandates, etc

(1) () f. Budgetary issues that warrant significant change in services provided

(1) () g. Negative impact on other programs caused by the organization or management of this program

() () h. Other _____

Signatures, Individual Comments

Department Head: Alex Miranda, Ph.D.

Date: 4-30-'16

Comments: None

Vice President:

Date:

Comments:

() No further review necessary

() We recommend this program for Program Vitality Review

Justification:

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program.

(mark (X) as a signature and type names)

(x) Lindsay McNutt

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