

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Biology

Division Name: Mathematics and Science

Program Contact Information:

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Jeff Courchaine	714-895-8157	HL SCI 103	jcourchaine@gwc.cccd.edu

<i>Division Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Susan Girard	714-895-8990	HL SCI 103	sgirard@gwc.cccd.edu

<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Enter text here			

<i>Full-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Enter text here			

<i>Part-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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<i>Staff</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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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](#).

The Biological Sciences program has a wide range of quality course offerings. These include lecture courses, lecture-lab combinations and an on-line hybrid course. Courses are offered in both regular semesters and some are consistently offered in summer to serve a large variety of students. Courses can be taken to complete requirements for majors transfer (Biology ADT), general education or as a prerequisite to vocational programs such as Nursing. The department has 8 full-time faculty, 2 classified staff and approximately 17-22 part-time faculty and student lab assistants to serve our students. We are particularly proud of the outstanding retention and success rates of GWC biology students - both are above 73% which is truly remarkable given the difficulty of biological science courses.

Biology and ecology courses are taught for the most part in the Math Science and Health Science buildings. The MS and HS buildings house various prep areas, faculty offices and storage facilities. They also include one large lecture room, several single and double lecture rooms and 7 different labs. While both buildings are approaching 50 years old and are in dire need of replacement, we are able to continue high quality instruction even with these limitations. We are very happy that plans for our new MS building and STEM Center will be soon sent to DSA and look forward to having new and updated facilities within the next few years.

However, our class rooms are not only inside! An amazing and unique teaching area is the Golden West College Native Garden. This resource is currently maintained by an incredibly small paid staff and by the generous services of a volunteer crew. The Native Garden provides a valuable resource not only for students in several Biology/Ecology classes, but for the campus and nearby community as well.

This description will likely be used on your department's website.

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.

Students from many programs outside of life science take biology courses such as Introduction to Biology and Marine Life to fulfill science lab requirements for GE. Biological Sciences faculty serve on numerous campus committees and many have published laboratory manuals for use in their classes. Full and part-time faculty also take advantage of the many professional development seminars presented here on campus, by attending and presenting. These include seminars on updates on new technology such as CurricuNet, Canvas and the soon-to-be-launched Civitas and TracDat software, and seminars on effective teaching strategies such as Teacher Toolkit.

In September of each year GWC hosts Science Showtime, which is open to the general public and consistently well attended. The focus is on fifth and sixth grade students and their parents, allowing them to participate in many different activities in both the physical and life sciences. This night is an exciting time where biology instructors open their labs so students and parents can take a peek at what we do here in our lab courses. Since Science Showtime is the result of collaboration with the Rotary Club of Huntington Beach, it provides an excellent community outreach as well. A major goal is to interest young people in science as a possible career path; Science Showtime also highlights the wonderful courses and instructors we have here at GWC.

The biology faculty continues to provide direct instructional support (over \$15,000/year) by donating the Biology G100 Lab Manual royalties to the GWC Foundation. In turn, these funds are then available to purchase extra supplies and support items for our program as the need arises. Foundation funds of \$5000/year are also donated to the upkeep of our Golden West College Native Garden. Providing this financial support benefits the Biological Sciences Dept., larger campus community and also the local area residents who may use the facilities.

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

None

REVIEW OF LAST CYCLE PROGRAM REVIEW

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

Accomplishments:

- Hired one new full time faculty
- New Math Science building plans completed (project completion date set for Spring 2019)
- Increased stability with hiring of two full time Instructional Associates (IA),
- STEM Center launched
- Added prerequisites to courses (Biol G220/220L, Biol G225/225L, Biol G210/210L, Biol G180/180L)
- Alignment of courses with C-ID
- Developing an ADT for Biology
- Improvements to existing buildings have been made (Math Science 111, 113, 118, 124a)
- Creation of new biology courses (Biol G101, Biol G219, Biol G260, Biol G186, collaboration with Digital Arts for DART G290 and DART G290L)
- Safety concerns regarding formalin preserved specimens addressed by increasing ventilation for MS 124a and overall decreased use of specimens containing formalin

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?

N/A

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?

N/A

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

N/A

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?

Strengths:

- We continue to meet the demand of our local community by increasing the number of course offerings and adding new courses.
- Our average fill rate of 73% is consistently higher than the campus average of 70%.
- Our average retention rate of 86% is consistent with the campus average.
- Our average success rate of 73.2% is consistently higher than the campus average of 69.3%.
- We have increased student learning opportunities by opening the STEM Center and holding open lab study periods to address the needs of biology students.
- Our department financially supports the Golden West College Native Garden that is a resource for both the campus and local community.
- Part-time and full-time faculty and staff are committed to open communication, collaboration, and professional development to improve student success.
- Our students are awarded scholarships and research opportunities (Cal-State Long Beach BUILD program and UCI's Bridge to Baccalaureate program) at 4-year universities after transfer.
- Our students enter and successfully complete programs in the health professions such as pharmacy, nursing, physical therapy, occupational therapy, dentistry, medicine, kinesiology, and physician's assistant.
- Our faculty are members of numerous professional organizations such as the American Society for Cell Biology, American Society for Microbiology, American Association for the Advancement of Science, and Society of Integrative and Comparative Biology.
- Faculty are advisors of various campus clubs including Pre-Health Club, N.E.R.D., Fandom Club, and Cosplay Club.
- Our faculty and staff regularly participate in Science Showtime in collaboration with the Rotary Club of Huntington Beach.
- All campus committees have representatives from the Biology department.

- Our department actively participated in the selection of architects and planning of the new Math Science Building including the expanded STEM Center.

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?

Weaknesses:

- We have areas such as ecology, botany, health and disease, and marine science that do not have full-time faculty instruction.
- We need to see improvement in our Full time/Part time faculty ratio by hiring more full-time faculty. Areas that are particularly affected include physiology, anatomy, and general biology.
- We are still scheduling 96 student sections for physiology lecture.
- We have less IA support as similarly sized departments on other campuses within our District and at other community colleges.
- We have not seen an increase in instructional funding commensurate with increased course offerings.
- Because of the number of faculty who teach overload it appears that we have a better full-time to part-time faculty ratio than actually exists.
- We need a permanent full-time director of the STEM Center and additional staff in order to increase its current limited availability for students and faculty.
- We need to improve current technological capabilities in our classrooms, such as access to Wi-Fi and upgrades to projectors for device pairing to match District standards.
- Lab class factors, even with the tentative new contract agreement, are still at 0.833 LHE. In order to achieve parity and to attract good quality full and part-time faculty we believe that it should be 1:1.

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?

Opportunities:

- Increased course offerings when the new Math Science (MS) building is complete including but not limited to additional general biology, anatomy, microbiology,

biostatistics, diversity of organisms, cell and molecular biology, physiology, and genetics.

- New partnerships with local industries and other teaching institutions via the STEM Center
- With proper funding we can increase support and opportunities in the STEM Center for our students
- Additional funding being pursued via an Hispanic Serving Institutions Education Grant in collaboration with other departments participating in STEM
- With more full-time faculty and the new MS building we anticipate the development of new courses such as Food Microbiology and Genetics.
- Offering three new courses in 2016-2017: Biol G219 Human Anatomy Discussion, Biol G186 Diversity of Organisms, and Biol G260 Biostatistics
- Develop the Biology ADT to assist students transferring to four-year colleges and universities
- Pursuing collaboration with the UCI PhD teaching intern program
- Improving outreach to local high schools by developing a Science Summer Camp program as an extension of Science Showtime.

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.

Challenges:

- No mechanisms in place for increased instructional supply funding when sections are added. Lab sections can cost up to \$2,200 per section for consumables which do not include prep time requirements.
- Lower compensation for lab sections, 0.833 LHE, makes it more difficult to attract and retain qualified part-time faculty.
- A high part-time to full-time faculty ratio makes it difficult to maintain consistency and instructional effectiveness throughout the department.
- The complete absence of full-time faculty representation for a number of courses including botany, marine science, health and disease, and ecology makes it difficult to maintain course consistency, monitor SLOa compliance, update curriculum, and promote student success.
- Our current level of classified staffing and instructional support is inadequate and will be exacerbated as our program expands.
- The classrooms we are currently occupy restrict our use of new pedagogy and active learning and do not include proper lighting, projection, audio, Wi-Fi, and device pairing.

- The limited hours of operation and funding of the STEM Center and the lack of a STEM coordinator prohibit us from utilizing the STEM Center’s potential to promote student success.
- Aging equipment limits our ability to perform essential lab preparation and lab activities.
- The decrepit chairs/stools in the labs have become a safety hazard for staff and students.
- The limited janitorial and maintenance staff has resulted in unhygienic lab conditions and is a deterrent to student enrollment.
- Campus and District communication with faculty and staff regarding funding opportunities, deadlines, and meeting dates are very last-minute and limit our participation. Additionally, meetings are occasionally scheduled during non-contractual times (i.e., spring break).
- There is a lack of District-wide parity regarding lab LHE and lab-time structure that leads to a less attractive work environment particularly in attracting qualified part-time faculty.

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
Biol G120	April 2017	Kate Egan
Biol G104/104L	April 2017	Deb Birnie
Biol G110	April 2017	Travis Vail

Other courses have recently been reviewed and will assessed every 2 years by a full-time faculty member.

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.)

We are currently submitting one course, Biol G186 Diversity of Organisms.

We are currently C-ID approved for the following courses:

- Biol G220/220L
- Biol G225/225L
- Biol G180/180L
- Biol G182/182L
- Biol G183

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
N/A		

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
N/A	

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

SLO Assessments

List of courses with ongoing assessment

All active courses are currently assessing SLO's on an ongoing basis.

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

None

Question:

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

Based on our pSLOa's and cSLOa's the following areas of teaching and assessment are in the processing of being improved:

- Practice and review of core concepts in lecture and lab
 - All courses in our department are currently working on implementing activities in lecture and lab that increase student exposure to material in the classroom. Instructors are also working to connect core concepts between multiple units in a single course as well as between individual courses. We are hoping to find that an increase in active learning and repetition will help to improve student recall of material.
- Applicability of material and analytical thinking
 - Overall our department has found that students succeed more often when recalling memorized information then when applying information to new scenarios. Instructors across all courses have begun implementing class activities and questions on exams to help encourage and improve student analytical thinking skills. These activities are being carried out in both lecture and lab to help reinforce the newly developing skills. In addition to this, many courses have implemented pre-requisites to ensure students are building the proper skills needed to succeed once they reach upper level courses.
- Formative assessment as a learning tool for students and instructors
 - Some instructors expressed a need to assess students earlier in the semester and prior to graded material in order to help students achieve their learning objectives. Many of our instructors have implemented formative assessments, such as the use of clickers, in their classrooms in order to collect immediate data regarding student learning which can be used to adjust teaching.
- Using teaching and assessment techniques that cater to various learning and testing styles
 - Over the past three years, our department has worked extremely hard to move away from the traditional college model of lecturing at or to students and towards a more student driven learning experience. Many faculty have completed workshops and courses that have given us the tools needed to change our student's experiences in the classroom which have led to

improved student success. Many of those techniques are mentioned above but our faculty has also taken the opportunity to improve student involvement outside of the classroom through the design of our new MS building. We have asked for interactive classrooms and are in the process of designing a new STEM center that will focus on motivating students to succeed within their STEM courses and in the STEM field.

- Communication between instructors and individual students
 - Some instructors have felt that a lack of communication or relationship building with individual students has hindered the instructor's ability to recognize areas of weakness in each student. Instructors have tried to remedy this by changing office hours to times that are more convenient for students, becoming more accessible by email, and holding study sessions or open labs for students who need more time or attention.
- Coordinating lecture and lab schedules
 - Many instructors have commented that coordination of lecture and lab material is extremely important when achieving SLO's. Many courses have worked to realign material in their lecture and lab classes so that students are first exposed to material in lecture and then apply it in a lab setting. This change has made a great improvement on SLOa results.
- Providing a consistent experience for students and assessment of SLO's regardless of instructor
 - Conducting SLOa's in courses that are providing different experiences for students has created concerns for instructors. Instructors are now working to realign lecture and lab material as well as maintain open communication with other faculty members to ensure all students are receiving the same experience in a course regardless of their instructor. In order to maintain consistency, some lead instructors have posted detailed descriptions regarding their approach to individual classes on Blackboard as a reference for new hires. Instructors have also moved away from subjective forms of SLO assessment to more objective forms of assessment for that require a rubric for all instructors to use.
- Writing assignments
 - Most classes have increased the use of writing assignments to help develop the reading and writing skills of our students.
- Facilities inhibiting learning
 - The lack of technology and space in our aging building makes it difficult for our students to focus at times. We are hoping that the time and research our faculty has put into creating a MS building that is state of the art and safe will minimize wasted time and distraction. Until then, instructors have been creative in finding ways around our buildings limitations. Some faculty have created instructional videos and reorganized lab experiments to help make-up for time lost due to faulty, broken, or limited facilities.

- Lack of time in the classroom to cover content
 - Some instructors reported a lack of proper lecture time as a cause of poor SLOa performance. They were unable to cover all of material listed in the COR with the allotted time. These faculty members have worked to create a newly state approved course that will add additional time to cover material and improve student learning.
- Wording of assessment material
 - Lastly, many instructors have used SLOa's as an opportunity to critically evaluate test-writing skills. Since our last program review instructors feel that they have become better at critically evaluating course objectives and testing methods to ensure that these two are accurately matched. Instructors are continuing to use SLOa's and other types of assessment to improve their teaching and testing of material to ensure student 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?

Overall we are quite consistent GWC's overall student demographics. Underserved groups include African American and Hispanics.

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

We are hoping to receive the HIS grant and use funding to enhance our STEM program and our current STEM facilities to better reach these two population groups. Specific changes could include: increasing the hours that the STEM center is open, try to put a tutoring program in place tailored to their needs, provide information sessions for the entire family, go to area feeder high schools to provide information and assistance in testing and enrollment for these groups.

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?

Factors:

- High demand in Health Science and Biological fields
- Introduction of prerequisites for several courses
- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

With the new MS building we anticipate a need for more full-time faculty to teach Anatomy sections and Physiology sections. All other courses continue to experience high demand and fill to capacity with various number of students waitlists for each course.

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

Our average FTES/FTEF is currently higher at 50:1 compared to the college-wide average of 38:1 which greatly exceeds the rest of campus.

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?

The two groups which are experiencing lower than expected success rates are:

1) African Americans (-20.0% as compared to the average) and 2) Hispanics (-7.2% as compared to the average).

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

Once more, we hope to use HSI funds to improve our outreach, support and STEM hours and activities to enhance the success rates of these two groups in particular. Putting an "early alert" system in place would also give us information on students who are not achieving desired results, with the hope that early intervention will increase retention, completion and success of these students.

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.

We have seen 47 degrees awarded in the last 3 years but this is not unexpected due to the fact that most of our students either transfer or enter health professional programs that do not require degrees or certificates.

- 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?

N/A

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?

Currently, full-time instructors teach roughly 47% of sections offered. It is increasingly difficult to find and retain qualified part-time faculty. Each semester we average between 5-8 newly hired part-time faculty. This has led to several challenges:

- Course content consistency
- SLO assessment compliance
- Differences in student learning experiences
- Increased time required for full-time faculty to train new part-time faculty regarding lab safety issues and specific course procedures.

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

Based on the California state recommendation, 75% of courses taught by full-time faculty, we need 13 full-time faculty (currently at 8). This will become especially important as we move into our new MS building during this Program Review cycle. This does not take into account a projected increase in course offerings that will occur once our new building is completed with additional lab rooms.

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?
 - We will increase our new course offerings including biostatistics and diversity of organisms.
 - We will be planning the expansion and integration of our current program into the new facilities.
 - We will be investigating and adopting new active learning pedagogy to increase student success.

- We will be investigating and adopting open educational resources to promote the new campus initiative to reduce the cost of course materials for our students.
 - We will continue to work toward increasing District-wide parity of lab LHE and lab-time structure.
- What areas does your program plan to improve?
- Increase course offerings to establish multiple pathways to fulfill the Biology ADT
 - Lowering the cost to students of course materials by participating in the campus-wide Open Education Resource (OER) initiative
 - Updating technology and promoting its use in the classroom to improve student success
 - Develop additional activities and acquire new resources for use in the STEM Center
- What specific actions will you take to improve upon those areas?
- Have Biol G186 Diversity of Organisms submitted for C-ID designation
 - Establish Biology ADT
 - Offer enough sections of Diversity of Organisms to give students multiple pathways to fulfill the Biology ADT.
 - Submit a Course Cost Reduction Viability proposal to the OER task force and adopt materials that will reduce the cost to our students in our viable courses.
 - Train faculty on new iPad technology for use in the classroom
 - Continue our participation in the Hispanic Serving Institutions Education (HSI) Grant planning process
 - Faculty will participate in conferences, workshops, and continuing education in order to investigate and develop possible opportunities that our STEM Center could provide
- How will you assess whether your program has accomplished those goals?
- We will collect and analyze enrollment and success data to examine whether we are succeeding in addressing our students' needs to fulfill a Biology ADT.
 - We will calculate and report to the OER task force the course cost savings our students experienced by instructors adopting open educational resources.
 - We will keep records on faculty participation and any training activities that occur during this cycle regarding the STEM Center and promotion of classroom technology.
 - We anticipate the HSI grant will be submitted.

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

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) () a. Significant declines in enrollment and/or FTES over multiple years

(1) () b. Significant change in facility and/or availability and cost of required or necessary equipment. Comment by IUA: The inventory of the instrumental music department needs to be improved so the department is on par with other similar colleges.

(0) () c. Scarcity of qualified faculty

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

(0) () e. Significant decline in labor market

(0) () f. Continued inability to make load for full-time faculty in the program

(0) () g. An over-saturation of similar programs in the district and/or region

(0) () h. Other

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: **March 1, 8, 15 April 12 2016**

Discussion Modality

- Department Meeting Emails Online/Skype
 Other : **Department Meeting (box would not check)**

Summary of Discussion Outcome: **It was agreed by the full-time faculty that it is necessary to move forward with the reinstatement of the Commercial Music program at GWC, and take action to reinstate the Recording Arts aspect of the Music sub-discipline. It was also agreed that more flexibility is needed with student numbers in Applied Music to enable to department to maintain growth in a steady manner to support student success throughout the A.D.T. degree pathway.**

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.

- (X) Collette Hausey
(X) Bruce Bales
()

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:

Date: 04/14/2016

Comments:

No additional comments at this time.

Division Dean:

Date:

Comments: