

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2013

Program Name: Department of English

Division Name: Arts & Letters

Overview of Program

The English Department offers courses for native speakers and advanced second-language students, including developmental courses in reading and writing, college-level composition courses for transfer and Associate degree students, and courses in creative writing and literature. The curriculum emphasizes reading and writing in all its courses, reflecting the faculty's commitment to integrating the study of language and the uses of writing within the context of culture. Courses offered through the department meet general education and transfer requirements in English, critical thinking, literature, and humanities. The department also offers basic skills instruction, innovative learning opportunities at several remedial levels, self-paced mini-courses for individualized instruction, and word-processing and on-line services in the Writing Center. (A separate Program Review report on the Writing Center is being prepared by John Tyberg, the Writing Center Coordinator *pro tempore*).

The department participates actively in other college-wide academic programs. Stephanie Elizando, adjunct professor of English, co-coordinates the Puente Project, preparing Latino students for transfer to four-year colleges. The Puente Project is co-sponsored by the University of California and the California Community Colleges. As well, the Golden West College Peace Studies program is co-coordinated by Dr. Paul Tayyar, and the Student Success learning community by Keisha Cosand. Several other English instructors are also contributing to several instructional and governance committees on campus, including Basic Skills and Student Learning Outcomes Coordinators, recent Academic Senate President (Theresa Lavarini), and work on the Title III and Title IV grant (Abraham Tarango and Ryane Granados).

The English Department has consistently done an outstanding job in filling its classes very near to their maximum capacity. However, we do notice a perplexing trend during this program review cycle of even exceeding the maximum. Since fall 2008, the English fill has averaged more than 100%, going up to an astounding 105.6% in fall 2009. The obvious explanation is that, despite section cutbacks due to budget constraints, the English faculty has felt impelled to take in more students per section than is pedagogically sound. We have to maintain a smaller class size due to the nature of composition pedagogy. To serve our students better, the English faculty has resolved in recent Department meetings to urge all instructors not to take in any more students than the negotiated class cap, which already provides for much larger composition classes than is recommended by the National Council of Teachers of English, by the UC Academic Senate, the CSU English Council and other discipline experts across the nation.

The impressive growth in student enrollment the English Department experienced between 2003 and 2008 -- from 667.4 FTES to 757.3 FTES -- has suffered a decline during the current review cycle, averaging 700 FTES per year, mainly because we have discontinued our intersession offerings and have reduced summer classes by 75%. Despite budget cuts, however, the demand for classes has remained constant, and it would be easy for English to continue growing if resources are available for additional sections. In fact, President Bryan's Pathways initiative is adding 14 more sections to our department in the upcoming academic year, even though we have not added any new faculty members during the last *four* years, while losing *three* faculty members to retirement during that

same period. Our full-time faculty count is 9, compared to 16 in 2001 when we had actually far fewer students.

Over the past two years, the English Department has made significant progress in the areas of defining, revising, assessing, and evaluating student learning outcomes (SLOs). In fact, our rapid progress has served as a model for other areas of instruction as we all have attempted to meet Accreditation standards and recommendations. [Please see “special report” in the next section.]

Since many English Department offerings are affected by the California State Chancellor’s Office regulations, the Coordinator of English Department Assessment, Professor Sacha Moore, ensures compliance with such regulations by: 1) representing the English Department, along with Professor Theresa Lavarini, as a campus-wide Student Learning Outcome Coordinator; 2) coordinating English Department placement testing; 3) arranging the evaluation of portfolios for students who wish to challenge English Department prerequisites; 4) preparing all materials related to the English Department Mastery Test administered to ESL 071 and English 098 classes in the thirteenth week of the semester ; and 5) devising and enacting SLO assessments for English and ESL through both the Mastery Test process and through other means in every course in the Department.

Overall, the English Department is in compliance with state regulations regarding placement, appeals to placement, establishment of prerequisites, and handling the Mastery Tests. Moreover, the English Department maintains academic standards to ensure the transferability of its courses. The integrity of our English Department program remains intact and is, in fact, quite reputable: as evidenced by our consistent recognition with the Hayward and Teacher of the Year awards, including this year’s recipient Dr. Paul Tayyar.

Program Contact Information:

<u>Program Contact Name</u>	<u>Phone #</u>	<u>E-mail prefix:</u>
Prof. Abraham Tarango	949-338-0883	atarango

<u>Program Manager</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
Dr. David Hudson	Dean of Arts & Letters		58104	Fine Art 106	dhudson

<u>Classified Staff</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
Lynn Schramm	Division Coordinator		58772	Fine Art 106	lschramm

<u>Full-Time Faculty</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail</u>
Dr. Dibakar Barua	51141	Hum 130	dbarua
Keisha Cosand	58024	Forum 1/Room 103	kcosand
Dr. Cecelia Galassi	51143	Hum 127	cgalassi
Ryane Granados	51156	Hum 126	rnjones
Theresa Lavarini	51154	Hum 131	tlavarini
Sacha Moore	51119	Hum 134	smoore
Elizabeth Remsburg	51143	Hum 127	eremburg
Abraham Tarango	52454	Hum 128	atarango
Dr. Paul Tayyar	52454	Hum 128	ptayyar

Current State of the Program

I. What does your program do well?

- The English Department has caring faculty who focus on preparing students for the next English class, the work force, and transfer. We are very good at creating assignments that fit our students' academic and vocational needs, and we work hard to support them with the Writing Center, with Writing Workshops, and with other activities that promote both basic skills and general education learning.
- Over the last seven years, the English faculty has made extensive revisions to our major writing course outlines, further integrating reading and writing skills in its composition curriculum.
- Despite a lopsided full-time part-time faculty ratio, the English department has maintained and even improved its overall student success rate. The early drop rate has measurably improved (i.e. declined).
- Over the past three semesters, the English Department has hired several excellent adjunct instructors who have dramatically improved the overall quality and energy of our part-time faculty. These instructors have become meaningful contributors to our department both within the classroom and as tutors in the Writing Center. Given the recent spate of retirements among our full-time English Faculty, these new adjuncts have provided an injection of fresh ideas into our department.
- English faculty members coordinate two important learning communities: Student Success and the Puente Program. They also contribute substantially to the implementation of the Basic Skills Initiative.
- English faculty members have been recognized both locally and statewide for their excellent teaching and other services to students and the community.
- The department maintains a highly collegial and harmonious environment conducive to a powerful environment of learning and creativity.

English Department's role in assessing and evaluating Student Learning Outcomes

Over the past four years, the English Department has continued to make significant progress in both updating and assessing Student Learning Outcomes (SLOs). Most significantly, in accordance with steps four and five of the five-step model, we have been consistently utilizing the results of those assessments to foster discussions about updating curriculum and teaching practices to most effectively serve our basic skills and transfer level students in both composition and literature courses. This evaluation of our SLO-based assessments has led to several notable updates to our courses over the past few years, and we plan to continue using the five-step model to increase the overall efficacy of our Program.

During the last Program Review cycle, our Department had very recently made official course outline updates to the SLOs for our composition courses (English 098, 099, 100, and 110), but we were still negotiating the language for the SLO sections in our various literature courses. Shortly after submitting our last Program Review report, we officially updated all of our active literature courses as well. In other words, we were among the first departments on campus to actually have updated SLOs (not simply renamed course objectives) for each of our active courses. Additionally, although we have recently updated the SLOs for all of our courses, we have continued to actively review our standards over the past four years. For example, our Department formed a small but dynamic subcommittee that addressed Content Review during the Fall 2009 and Spring 2010 semesters. This subcommittee reworked the language in the outlines for our four composition courses to more effectively reflect SLO terminology, despite the fact that we had just updated that language a couple of years earlier. Additionally, Professors Paul Tayyar and Sacha Moore have met numerous times to discuss and create new SLOs for several of the literature courses, and we have received Department approval for all of these SLOs. Clearly, our Department is committed to not only fulfilling our campus-wide obligation to establish SLOs on our course outlines and to assess SLOs in every course during every semester, but also to constantly reevaluating our work so that it can be used effectively in the assessment process.

As far as SLO-related assessment is concerned, the English Department remains at the forefront of this process as well. For the past ten semesters, we have selected one SLO to assess for our English 098 Mastery Test. Through this assessment, the Department has realized countless benefits. For example, nearly all of our full-time and many of our part-time faculty have now had the experience of assessing SLOs in a joint, normed process. Through our norming process, we have opened Department-wide dialogue about how to more effectively teach the skills we have assessed, how to maintain and/or reestablish our standards, and how to update our course outlines to reflect learning goals for a constantly changing student population. Because the Mastery Test is given not only to English 098 students but also to students enrolled in ESL 071, and because the tests are all simultaneously assessed by the same set of standards, our assessment experience and results have also benefited the ESL Department. ESL faculty participate in the process with us, thereby benefitting from our systems of norming, assessing, and discussing; additionally, they receive the results of assessment for their courses and are able to use the data to initiate their own department-wide updates. Our department exclusively provides ESL with the opportunity to assess pSLOs, as ESL 071 is the only ESL course that maps to the Basic Skills program, and ESL has also produced several cSLO assessments based on the Mastery Test results. Through the Mastery Test, which we administer, the English Department is able to offer an interdepartmental partnership vital to the success of the college in sometimes unseen and unappreciated ways. Based on the longevity of this ongoing assessment alone, the English Department has continued to show its dedication to assessing SLOs and using the results to improve our curriculum.

Although the English 098 Mastery Test is the longstanding example of continued SLO assessment in our Department, we have developed numerous assessments for all of our courses, and we have also used the results of these assessments to institute several critical changes in our courses. Our department participates in an individual assessment (i.e. individual instructors assessed their own sections) of a particular SLO for all of our English courses. In terms of seeing practical results of some of this data, once we discussed some assessments and some of our findings in a Department meeting, and we suddenly found ourselves in a conversation regarding our overwhelming feeling that the course should be changed from letter grade only to pass/no pass. We took the course to

CCI, got the change approved swiftly, and found ourselves not only more aligned with statewide standards for this basic skills course, but also with more flexibility to address our students' educational needs and challenges. More recently, we have had similar discussions – prompted by SLO assessment results – about making changes to several of our literature courses. The English Department clearly understands not only the necessity and benefit of highlighting student success via SLO assessments, but we also grasp the importance of using these assessments to update curriculum, open dialogue about teaching strategies, and even help the College comply with statewide efforts and Accreditation processes and expectations. To that end, the English Department counts on its entire faculty, both full and part-time, to assess course SLOs on a regular basis.

We have continued the process of improving curriculum via SLO assessments not only in English 098 and English 099, but we have also implemented this process in English 100, English 110, and all of our literature courses. Much like what has occurred in the composition course assessments, we are also using the SLO assessments in the literature courses to make essential curriculum alterations. For example, after recent assessments in English 112 & 143, the Department has chosen to apply for a change in the prerequisite for these courses. This discussion also led to potential updates in several other courses, including the reinstatement of English 143 and the addition of another creative writing course. Clearly, we are committed to using SLO assessments to not only improve student success in our courses and personal achievement in our individual classrooms but also to comprehensively strengthening the offerings in our Program.

Unquestionably, the English Department's continued progress in generating and assessing SLOs; utilizing assessment results to improve student, faculty, and campus-wide success; and participating in spirited dialogue connecting to the constant betterment of our Program suggests that we do not at all fit with long-standing campus-wide perceptions about lack of buy in regarding SLOs. While there is a great deal of evidence to support that some areas of Instruction remain reluctant or even resistant to working with SLOs—despite the tremendous strides made across campus in that area over the past two years – the English Department has made consistently positive strides in these areas and has even served as a positive model for other groups on campus.

English Department's contribution to the Basic Skills Initiative

The English faculty plays a pivotal role in the advancement of the developmental composition courses at Golden West College. For the past few years our department has had Associate English Professor, Ryane Granados, serve as Basic skills Coordinator and co-chair of the strategies for student success planning committee. This is a project based planning team composed of faculty and staff, who focus on planning, developing, providing and/or recommending best practices to increase student success for students from diverse backgrounds, special populations, basic skills, new students and/or students experiencing difficulty and in danger of suspension. Activities are focused on efforts, such as improving college readiness, career readiness, and support for entering students. As a result, the English department will investigate the feasibility and implementation of a support model, which endeavors to mitigate a lack of college and English course readiness. Furthermore, the English department has bolstered all aspects of the basic skills initiative, for English faculty members actively participate in the Strategies for Student Success planning committee and coordinate training workshops for faculty and staff in the current trends of basic skills education. Workshop evaluations have always been overwhelmingly positive. Moreover, with an increased commitment to addressing student equity in Basic skills and beyond, the English dept has worked diligently to successfully augment approaches to basic skills education so that there are no

disproportionate impacts based on race and ethnicity for students progressing through the sequence of English courses. This equity-based feedback is a noteworthy highlight for the English department. In addition to the support provided by the basic skills coordinator and English participants in the Strategies for Student Success committee, our department has completed a course wide assessment for English 098 and 099. This assessment was used to tailor curriculum and improve student learning. Beyond the interdisciplinary campus workshops, a department symposium for spring 2013 is in the works and will focus on a student's journey from English 098 to English 110. Discussion topics include: college readiness and student success goals, changes to English 110 and connections between colleagues. Overall, English faculty members serve as campus leaders in basic skills and will continue their commitment to student success.

2. What are the challenges to your program.

Within your program's control

- Although we have increased our enrollment within literature courses during the past two years, we need to continue to promote our existing literature classes better and to revive a few dormant English classes that will serve our students well. Currently, we are working on creating attractive brochures and flyers for our classes to distribute them to potential students and to counselors.
- To maintain quality instruction and serve students well, we need to make sure that enrollment does not exceed the established class cap, especially in all our composition courses
- Because the academic integrity of our program is paramount, we also need to examine the interplay between the use of technology and writing assignments. Faculty continue to use SafeAssign, the existing plagiarism-detecter program in Blackboard, but we will need to be vigilant about ensuring that our students are understanding the difference between collaboration and cheating. Currently, the English Department policy prohibits the use of electronic devices for in-class essays, but with the increased use of technology, the English faculty will need to examine the proper mix of technology in our classrooms to ensure that students are doing their own work while learning in a 21st Century classroom.

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Beyond your program's control

- Incorporating new and appropriate technology as a more integral part of instruction. We really need to upgrade the English Computer Lab to accommodate diverse learning styles and provide for an interactive classroom.
- We need all classroom technology to be state of the art and fully functional – fast and virus free computers, easy to use projectors, writing boards to replace chalk boards, good sound system etc.
- In spite of the recent reversal of the composition class size from 32 to 30, our composition classes are still larger than average. Research and policy statements from

English departments everywhere indicate the need for even smaller classes – ideally 25 or fewer.

- Improving Basic Skills instruction and success rate for a great influx of Basic Skills students
- Improving full-time/ part-time faculty ratio. GWC needs to recommit itself to hiring new faculty to maintain the vitality of our program, and to be able to perform campus wide instructional tasks.

3. What are the opportunities for your program

- In the next Program Review cycle, the Golden West College English Department will implement a series of measures to strengthen our already excellent Creative Writing program. Among them: given that the Department has many accomplished creative writing instructors—Dibakar Barua and Paul Kareem Tayyar have published full-length collections, while Tayyar and Mifanwy Kaiser both run respected publishing houses—the Creative Writing program will hold student-organized on-campus readings open to fellow students and the public at-large.

4. Identified areas in need of improvement

- The existing computer classroom in Humanities 311 needs to be upgraded. The computers we have now are over eight years old and slow. Many of them freeze unexpectedly and lack the necessary upgrades for efficient functioning.
- We need new faculty to maintain program vitality.
- We must improve our adjunct to full-time faculty ratios. Given the implementation of the Pathways program campus-wide, full-time faculty is a must to ensure quality instruction. Currently, two of the largest programs besides English hire 16 (Math) and 17 (Life Sciences) adjunct instructors. The English department hires 32, but will be forced to increase that number as the Pathways program begins. This situation is untenable, and it runs contrary to our commitment as a college and a department to be fully engaged in campus life/shared governance and invested in day to day student needs.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty: Program needs additional full time faculty to function adequately.

Classified:

Hourly:

Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment): Computers in the English Computer Classroom (Humanities 311) are very old and slow, often freezing up or malfunctioning during use. These computers need to be replaced with new computers, or, at the least, they need both memory and software upgrades.

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

Health, Safety and Security (e.g.

Other What changes or other additions need to be made to your program to function adequately?

**Golden West College
Assessment Results**

Summary of Program SLO

**Program Name:
Program**

- Basic Skills - English
- Transfer Major
- Certificate of Achievement
- Basic Skills Sequence
- Area of Emphasis
- Gen Ed Area

Semester:

- Fall
- Spring
- Winter

Year:
2012

Which Institutional SLO does this address? 1,2,4,6,7,8

Step 1	Define the Expected Program Student Learning	The successful student will be able to compose well-structured essays that show mastery of organization, focus, development, and clarity. This semester, we're focusing specifically on this component of the SLO: <i>Specifically, the goal of this assessment is to determine each student's ability to analyze evidence logically and appropriately in the final in-class essay.</i> This SLO is #3 in the Basic Skills Program list
Step 2	What method did you use to assess the SLO?	The SLO was assessed through a direct assessment from all 21 sections of English 099 this semester (Fall 2012). Faculty assessed students' final in-class essays (produced during the 15 th /16 th weeks of the semester), using a standard rubric created by the department.
Step 3	Describe the results of your assessment.	The assessment was based on a four-point rubric; students could receive a score of 3 (Mastery), 2 (Competency), 1 (Deficiency), or 0 (Severe Deficiency). 547 students were assessed, and 469 of those students (85.7%) received a passing score (2 or 3) on this SLO.
Step 4	Describe your analysis of the data.	The department is extremely pleased with the results of the assessment. We are especially thrilled that we received results from every section! Specifically, we addressed this aspect of the SLO: whether or not students could effectively <i>analyze evidence logically and appropriately</i> in the final in-class essay. Thus, the data shows us that 85.7% of our students were able to accomplish <i>this component</i> of the noted SLO.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student	The department assessed different components of this SLO over the last two semesters starting with the thesis in Fall 2011 and the body paragraphs in Spring 2012. This semester, we assessed another component: analyzing evidence. Our decision was based on the recent inclusion of this cSLO as one of the Basic Skills pSLOs. We are pleased with the high pass rate on all three assessments thus far, and we will discuss whether or not to assess yet another component - or move on to a different SLO - in the spring 2013 semester. In addition to the consistently high pass rates on this SLO, I am especially pleased to note that 21 out of 21 sections reported results for this assessment. Though we have struggled to get some instructors to recognize the value and significance of SLO assessments, this high level of participation demonstrates a department-wide
Name/Title of Person		Sacha Moore
Date:		1/31/2013

**Golden West College
(pSLO) Results**

Summary of Program SLO Assessment

Program Name: English: ENGL 100: ~~Freshman Comp~~ **Transfer Major** **Certificate of Achievement** **Basic Skills Sequence** **Area of Emphasis** **Gen Ed Area Area 1A**

Semester: **Fall** **Spring** **Winter**

Year: 2012

Step 1	Define the Expected Program Student Learning	The successful student will be able to 2. support a thesis in an appropriately structured essay, using specific, factual, detailed information.
Step 2	What method did you use to assess the SLO?	The SLO was assessed through a direct assessment of 26 out of 29 sections of English 100 this semester (Fall 2012). Faculty assessed students' final out-of-class essays (produced during the 1 ⁵ th / 1 ⁶ th week of the semester), using a standard rubric created by the department.
Step 3	Describe the results of your assessment.	The assessment was based on a four-point rubric; students could receive a score of 3 (Mastery), 2 (Competency), 1 (Deficiency), or 0 (Severe Deficiency). 676 students were assessed, and 593 (87.7%) of those students received a passing score (2 or 3) on this SLO.
Step 4	Describe your analysis of the data.	87.7% of the students assessed received a passing score on this particular SLO. One of the most important components of composition is the ability to create a thesis and remain focused on it throughout the essay. It is clear from the results that instructors understand the importance of emphasizing this skill in their classes, and a majority of students are able to apply this writing strategy.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student	Instructors will be encouraged to continue emphasizing this important foundational component of composition.
Name/Title of Person		Keisha Cosand/ Sacha Moore
		Date: 1/31/13

Golden West College SLO Assessment Results

Summary of Course-Level

Department English Semest Fall Year :
 Cours 099 Course Preparation for College Writing/Reading Winter

This course	<input checked="" type="checkbox"/> Institutional SLO, which	<input type="checkbox"/> Gen Ed Area(s), which area(s):
	<input type="checkbox"/> Transfer Major	<input checked="" type="checkbox"/> Basic Skills Sequence
	<input type="checkbox"/> Certificate of Achievement , which one(s):	
	<input type="checkbox"/> Area of Emphasis, which one?	

Step 1	Define the Expected Student Learning Outcome (SLO).	The successful student will be able to compose well-structured essays that show mastery of organization, focus, development, and clarity. This semester, we're focusing specifically on this component of the SLO: <i>Specifically, the goal of this assessment is to determine each student's ability to analyze evidence</i> logically and appropriately. This SLO is #3 in the Basic Skills Program list.
Step 2	What method did you use to assess the SLO?	The SLO was assessed through a direct assessment from all 21 sections of English 099 this semester (Fall 2012). Faculty assessed students' final in-class essays (produced during the 15 th /16 th weeks of the semester), using a standard rubric created by the department.
Step 3	Describe the results of your assessment.	The assessment was based on a four-point rubric; students could receive a score of 3 (Mastery), 2 (Competency), 1 (Deficiency), or 0 (Severe Deficiency). 547 students were assessed, and 469 of those students (85.7%) received a passing score (2 or 3) on this SLO.
Step 4	Describe your analysis of the data.	The department is extremely pleased with the results of the assessment. We are especially thrilled that we received results from every section! Specifically, we addressed this aspect of the SLO: whether or not students could effectively <i>analyze evidence logically and appropriately</i> in the final in-class essay. Thus, the data shows us that 85.7% of our students were able to accomplish <i>this component</i> of the noted SLO.
Step 5	What planning and changes will occur, as a result of assessment and analysis of data, to improve student learning?	The department assessed different components of this SLO over the last two semesters starting with the thesis in Fall 2011 and the body paragraphs in Spring 2012. This semester, we assessed another component: analyzing evidence. Our decision was based on the recent inclusion of this cSLO as one of the Basic Skills pSLOs. We are pleased with the high pass rate on all three assessments thus far, and we will discuss whether or not to assess yet another component - or move on to a different SLO - in the spring 2013 semester. In addition to the consistently high pass rates on this SLO, I am especially pleased to note that 21 out of 21 sections reported results for this assessment. Though we have struggled to get some instructors to recognize the value and significance of SLO assessments, this high level of participation demonstrates a department-wide commitment to and understanding of this process.

Name/Title of Person	Sacha Moore	Date:	01/31/13
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IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA 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)

IUA/Dean

- (0) (0) a. Significant declines in enrollment and/or FTES over multiple years
- (0) (0) b. Precipitous decline in enrollment and/or FTES
- (1) (0) c. Significant change in facility and/or availability and cost of required or necessary equipment
- (1) (0) d. Scarcity of qualified faculty
- (0) (0) e. Incongruence of program with college mission and goals, state mandates, etc
- (0) (0) f. Significant decline in labor market
- (0) (0) g. Continued inability to make load for full-time faculty in the program
- (0) (0) h. An over-saturation of similar programs in the district and/or region
- (2) (1) i. Other: 56% loss of full-time faculty cadre from 2001-2012 (IUA)

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) Curriculum Inventory complete (See data table spreadsheet under Curriculum Inventory tab)
- (x) SLO Inventory complete (See data table spreadsheet under SLO Inventory tab)
- (x) Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

No further review necessary

Department Chair: Professor Abraham Tarango Date: April 30, 2013
Comments:

Division Dean: Dr. David D. Hudson Date: April 30, 2013
Comments:

I recommend this program for Program Vitality Review

Department Chair: Date:

Division Dean: Date:

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.

- (X) Dr. Dibakar Barua
- (X) Keisha Cosand
- (X) Dr. Cecelia Galassi
- (X) Ryane Jones
- (X) Theresa Lavarini
- (X) Sacha Moore
- (X) Elizabeth Remsburg-Shiroishi
- (X) Dr. Paul Tayyar

I have read the preceding report and wish to add signed comments to the appendices.

Signatures are on file in the division office.

- ()
- ()
- ()
- ()
- ()

IUA Review: Name: Date:

Dean Review: Name: Date: