Golden West College
INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Program Name: Learning Resources (Student Success Center-Tutorial and Learning Center and Student Computer Center)
Division Name: Library, Learning Resources, and Online Education

Program Contact Information:

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

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

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

Full-Time Faculty	Phone #	Office Location	E-mail Address
Gregg Carr	x55233	LRC-135	gcarr@gwc.cccd.edu

Part-Time Faculty	Phone #	Office Location	E-mail Address
Sara Head	x55243	LRC-127	shead@gwc.cccd.edu

Staff	Phone #	Office Location	E-mail Address
Lori Schlosser	x58383	LRC-129	lschlosser@gwc.cccd.edu
Chris Ohlendorf	x51132	LRC-129	cohlendorf@gwc.cccd.edu

INSTRUCTIONAL PROGRAM REVIEW PROMPT

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

The Tutorial & Learning Center is the college's primary instructional support service responsible for instructionally assisting students in developing skills, strategies, and behaviors that enable students to be confident, independent and active learners. The program is intended to provide students with tools with which they can become successful in their academic (and subsequent) endeavors. The program services a spectrum of students from those that are having academic difficulty in their courses to students seeking academic support to continue their distinguished achievement levels in higher education.

The Center also provides the following services:
- Group tutoring
- Drop-in tutoring
- Individual appointments
- Online tutoring
- Peer-Assisted Study Sessions (PASS) – academic support for students enrolled in remedial/developmental math and English courses
- Jumpstart – classes and self-paced workshops to prepare students for college-level math and English courses
- Supplemental Instruction Aides (SIAs) – support that targets large enrolled classes

The Student Computer Center is committed to providing quality computer support to assist in the academic success of Golden West College students. The program is intended to provide students with tools with which they can become successful in their academic endeavors and be able to use computer technology effectively. The Center provides assistance for several courses taught at Golden West College.

The Student Computer Center is an open computer laboratory that includes, but is not limited to the following:

- High-speed Internet access
- Laser Color Printers
- Windows 8
- 3 Scanners
- CD-RW-DVD Combo
- Microsoft Office 2010
- Faxing
- Color Copier
- 12 Macintosh Computers
- Creative Suite CS 5
- Other software programs

College's mission (check all that apply)

☒ **Basic Skills**
☒ **Career Technical Education**
☒ **Transfer**
☐ **Offer Degrees/Certificates**

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

The Student Success Center serves a diverse group of students, which reflects the diverse population of the entire GWC campus. The Center provides students with academic support and tutoring, as well as resources and tools to ensure students have the assets they need to reach their highest academic potential. The Center promotes a safe, comfortable environment that is welcoming to all students. Upon arrival, students are greeted by diverse staff and students at the front desk that help students determine which services are right for them. The Center also provides employment opportunities to students to serve as tutors, SIAs, and PASS Leaders, that promote communication and leadership skills. The Center collects qualitative and quantitative data and is promoted to continuous improvement and the implementation of best practices to ensure the various needs of students are met.

College goals(check all that apply):
☒ Institutional Mission & Effectiveness
☒ Instructional Programs
☒ Student Support Services
☒ Library and Learning Support Services
☒ Student Engagement
☒ Student Equity
☐ Human Resources
☐ Facilities & Campus Environment
☒ Technology
☐ Fiscal Resources
☐ Planning Processes
☐ District Collaboration
☒ Community Relations
☐ Business, Industry, Governmental Partnerships

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

No external requirements

REVIEW OF LAST CYCLE PROGRAM REVIEW

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

The services provided to students have expanded or changed with the following additions during the last three years.

PASS (Peer-Assisted Study Sessions)

PASS (Peer-Assisted Study Sessions) is an academic assistance program, built on the UMKC Supplemental Instruction (SI) model. PASS provides an active learning environment that promotes students to work together and use each other as resources to better understand course content. PASS utilizes a student-leader, "PASS Leader" to facilitate weekly study sessions that integrate course content and study skills. PASS was implemented in spring 2015 in developmental/remedial math and English courses and began with four PASS Leaders in five courses. PASS continues to grow and in the fall 2015 semester, 17 PASS Leaders were assigned to 21 courses. In spring 2016, we have 23 Leaders in 25 courses.

The purpose of PASS is to reduce rates of attrition within targeted historically-difficult courses (currently only developmental/remedial math and English courses); improve student grades in developmental courses; increase the graduation and transfer rates of students
PASS aims to help students understand and plan for the demand of college-level courses; gain problem-solving experience through trial and error; become more actively involved in the course; develop more effective study skills; understand what to learn and how to learn; and successfully complete the course by earning an A, B, or C.

Jumpstart

Jumpstart refers to an academic assistance program offered during the summer and/or intersession that offers students the following two options:

Option 1: is a free, self-paced program for students who would like to improve their math and/or English academic abilities and re-take the related placement test to potentially increase their placement level. Students will be able to improve math skills, attend workshops led by faculty members, participate in study sessions, and re-take the math placement test, with instructor approval.

Option 2: provides students the opportunity to enroll in a developmental/remedial math/English course in the summer or intersession that is linked with Counseling G103. Students will complete a college-level course, while having the opportunity to develop an educational plan with an academic counselor, become familiar with the GWC campus, make new friends and start the fall/spring semester college ready.

Supplemental Instruction Aide (SIA)

The Supplemental Instruction Aide (SIA) program is housed within the structure of the Tutorial and Learning Center. The program assists faculty teaching large-enrolled classes throughout the college. Faculty submits applications to request a SIA position for each section that meets the qualifications. This program began in fall 2013 serving 25 large-enrolled sections mainly in the Social Sciences Division. The program now serves 53 large-enrolled sections per semester throughout the college. Each semester since its inception the use of the SIA Program has increased. Supplemental Instruction Aides (SIA) responsibilities may include the following depending on the needs of the instructor and the class:

- Weekly group tutoring sessions, test review sessions and/or online tutoring.
- Maintaining ongoing online discussion threads.
- Answering questions regarding lecture material, learning skills, Blackboard course site, due dates and course requirements.
- Helping monitor student progress and meet with instructor regarding at-risk students.
- Providing analysis and substantive critique of student performance.
- Calling/emailing students who have missed class, who have not accessed class material, or who are at-risk.

Online Tutoring

Previously, online tutoring was available to Golden West College students in specific subject areas only. The online tutoring option was open to all classes with the agreement of the faculty member. An icon would be placed in the online/hybrid class or on a supplemental site for the traditional formatted class. Students would then be able to use the icon to bring up a program where they can ask their questions. The email would go directly to a subject specific online tutor who will answer the questions within a twenty-four hour period. Faculty recommended tutor candidates and worked with the Tutorial and Learning Center to hire the tutor and set up the online tutoring option. Students and faculty may request an online tutor be hired for their class, but few took the opportunity.

This was one area discussed in the previous program review as a weakness in the broad array of formats provided to our students. Besides a lack of requests for the services, funding was limited to provide a more robust online program. Funding pieced together barely provided the basic needs of the program. With recent grant funding, online tutoring hours with the nationally known Smartthinking Program were purchased to expand the program. Students can connect with an expert tutor for a drop-in session 24 hours a day, schedule an appointment in advance, submit writing for detailed review in the Writing Center, or ask a question offline. Subjects now include Math, Anatomy/Physiology, Biology, Chemistry, Organic Chemistry, Economics, Finance, Accounting, Statistics, Spanish, and Writing.

Marketing/Promotions

The Student Success Center has increased outreach and promotions to ensure accessibility and encourage students to take advantage of the support and services available to them. The most up-to-date tutoring schedule and PASS schedule can now be found online. The Student Success Coordinator makes presentations to classes about the variety of services available to students and is in close contact with instructors to ensure they are also aware of the services available and can pass the information along to their students.

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

Not Applicable

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

Not Applicable

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

Not Applicable

SWOT ANALYSIS

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

   • The Tutorial and Learning Center faculty and staff are committed to providing quality academic support to the students to assist them in reaching their academic goals and encouraging lifelong learning.

   • The program is unique in the variety of tutorial format options provided to students. While most colleges offer individual appointments, group tutorials, drop-in (walk-in) tutoring, **or** online assistance, this program has been able to offer and balance all these formats to provide the diverse student population with flexibility while meeting their needs. The PASS Program addition creates a smaller, less-intimidating study session that promotes peer-to-peer interaction, group collaboration, and a focus on better study techniques.

   • A volunteer Conversation Lab has been very successful in enrollment and on the evaluations. Established through Basic Skills funds, this program is run through volunteers at no cost to the campus. The purpose is to assist students with English oral communications and has provided a strong connection between the ESL Department and the Tutorial and Learning Center.

- Peer-Assisted Study Sessions (PASS) provides a guaranteed study time and space for all students in a collaborative learning environment. Students using the program have reported a deeper understanding of course content and an improvement in study skill acquisition including note-taking, time management, memory techniques, reading comprehension, test-taking, critical thinking and communications.

- The Tutorial and Learning Center provides one of the largest on-campus employment opportunities to Golden West College students.

- The program provides knowledgeable, caring, and professional tutors to assist students in both content areas and learning skills techniques.

- This program has been able to develop and implement creative ideas to ultimately expand the services and meet the growing academic needs of students and the community. The Title III and BSI grants and state funding has provided needed funding to provide a broader spectrum of services, while at the same time using various tutoring formats and volunteers to keep the cost as low as possible. This additional funding has allowed us to establish the following services: Supplemental Instruction Aides (SIA), Peer-Assisted Study Sessions (PASS) Program, the Jumpstart Program, and the expansion of the Online Tutoring Program through the national Smartthinking Program.

- The Tutorial and Learning Center continues to receive high scores on evaluations and students are reporting better understanding of concepts, higher student success rates, better retention, and an improvement in grades.

- Faculty, program counselors, and staff regularly encourage students to use the services provided by the Tutorial & Learning Center. Each semester, faculty recommend their "best and brightest" students to be employed as tutors. All students employed by the program have to be recommended by the instructor of the course they want to tutor. This unique characteristic of the program creates a high-quality program that is supported by faculty, staff, and administrators.

- Evaluations of the program have reported that the academic supports provided have kept a large number of students from dropping their classes. While this assists Golden West College in meeting its goals to help students be academically successful, it also has an enormous impact on the financial picture of other departments by keeping students enrolled in classes and increasing the overall FTES. During the 2013-2016 period, 39% of the students are now reporting they would have dropped their class without tutoring being available. This is almost exactly the percentage reported in the last program review.

- Tutors and PASS Leaders are trained following the College Reading and Learning Association (CRLA) guidelines. New PASS Leaders attend a three-day new hire training and new and returning Leaders attend professional development training throughout the semester. Tutors attend TUTR 107 and 111 classes during their first

two semesters of tutoring to meet their training requirements.

- The Student Computer Center is committed to providing quality computer support to assist in the academic success of Golden West College students.

- The program provides experienced, considerate, and skilled employees to assist students and provide personalized instruction and materials dealing with computer resources, new technology and software.

- The program continually meets the needs of students with the addition of new technology resources.

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?

- The Center needs a sign-in system and scheduling program that supports the reporting needs of all programs in the Student Success Center.

- Long-term permanent program funding for the Supplemental Instruction Aide (SIA), Peer-Assisted Study Sessions (PASS), Jumpstart, and Online tutoring are critical. All of these programs are funded by grants that will expire in a few years.

- Space/classrooms to conduct PASS and some group tutorials are necessary. Sessions with a large number of attendees cannot be accommodated in the LRC, so classroom space is necessary, especially for PASS sessions for Math.

- Concerns about the computer and printers refreshing cycle. At the last program review, the LRC had 6 year or older computers, printers, and other technology accessories. Technology was falling apart and slow. Through one-time funds and grants, administration was able to provide funding to replace all technology on the LRC 1st floor. This has greatly benefited our students and the uses of the center have increased significantly. This occurred approximately 3 years ago but a new refresh cycle will be needed soon.

  With the 3-year warranties expiring in September 2016, new computer programs needing more space, and the operating systems being updated to Windows 10, some decisions will need to be made concerning expansion of hard drives, memory, old video cards, and computer repair and replacement.

  The Student Success Center will not be submitting a request for computer or printer refreshment because this falls under the District Technology Master Plan. Administrators have stated a plan, funding, and timeline for District-wide refreshments has been established and will be followed.

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?

- Continue to interact and collaborate with other departments and academic support programs. There are preliminary discussions going on to provide tutoring support specifically to some STEM courses where students are having difficulty. These tutoring services would establish a new format which is a hybrid between the group tutoring program and the PASS Program.

- The state recently approved a free, online tutoring program. Before the contract ends with Smartthinking, we are going to explore moving to the new online tutoring program to save money and provide more stability if grant funding is depleted.

- Continue to find new and creative ways to increase student access to academic support.

- Using software such as GoPrint to improve efficiency and cut down on waste. Plans have been discussed to connect the District together under GoPrint. Students would be able to purchase one card and use it in the different printing centers throughout the colleges.

- Increase the purchase of software licenses to include the Student Success Center to enhance the access/availability for all Golden West College students.

- Continue to maintain quality services with the most up-to-date technology on an annual basis.

- The Tutoring Club has been recently inactive. There are plans to rename the club to the "Student Success Club". The purpose and bylaws of the club are already established and faculty and staff advisors will work to promote the club and the leadership roles available to students.

- Modify and/or establish new programs/services to meet the changing needs of the Golden West College students and the surrounding community.

- Explore new services/formats to increase the use of the Student Success Center.
  - "How to" workshops
  - Learning Skills workshops
  - Subject Specific workshops (i.e. Math)

Threats/Challenges
- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

- The Center needs a sign-in system and scheduling program that supports the reporting needs of all programs in the Student Success Center.

- Long-term, permanent program funding for the Supplemental Instruction Aide (SIA), Peer-Assisted Study Sessions (PASS), Jumpstart, and Online tutoring. All of these programs are funded by grants that will expire in a few years.

- Space/classrooms to conduct PASS and some group tutorials. Sessions with a large number of attendees cannot be accommodated in the LRC, so classroom space is necessary, especially for PASS sessions for Math.

- Concerns about the computer refreshing cycle. At the last program review, the LRC had 6 year or older computers, printers, and other technology accessories. Technology was falling apart and slow. Through one-time funds and grants, administration was able to provide funding to replace all technology on the LRC 1st floor. This has great benefited our students and the uses of the center have increased significantly. This occurred approximately 3 years ago but a new refresh cycle will be needed soon.

  With the 3-year warranties expiring in September 2016, new computer programs needing more space, and the operating systems being updated to Windows 10, some decisions will need to be made concerning expansion of hard drives, memory, old video cards, and computer repair and replacement.

CURRICULUM REVIEW

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

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	
TUTR 020	November 2016	Gregg Carr

TUTR 107	November 2016	Gregg Carr
TUTR 111	November 2016	Gregg Carr
LRSK 921/921N	April 2017	Gregg Carr
LRSK 922	November 2017	Gregg Carr

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

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.)

At this point our classes do not have C-ID Designations

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

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

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
TUTR G101/G102	Add – PASS Leaders Training and Professional Development

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

SLO Assessments
List of courses with ongoing assessment
List of courses offered in the last 3 years that have not been assessed

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

We will continue to assess and evaluate the quality and variety of the services we offer. We will make appropriate recommendations in the areas of new academic student support services, technology, and personnel to ensure that students have the resources and tools needed to be successful.

Student Demographics (Headcount by Discipline)
- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

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

The students served and employees hired in the Student Success Center are diverse in their terms of their ethnicity, age, and gender reflects the population at GWC. A higher proportion of students that are economically disadvantaged (69.9% received services at SSC compared to 55.9% of the GWC population as a whole). In addition the SSC serves a higher percentage of students that have a disability or on veteran status compared to the general population.

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

We will continue to promote and market our services college-wide to provide access, resources, and support for all Golden West College students. After reviewing of the data, no adjustments are needed.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)
Enrollment at Census
Sections Offered (by CRN)
Fill Rate at Census
FTES/FTEF

Questions:
Consider sections offered, session type, and your current PT faculty pool as part of your analysis.
- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

The overall numbers of students using the services continues to increase as services are expanded and other services are added. With the new technology and computers, the Student Computer Center has seen significant growth. The Tutorial and Learning Center continues to increase the number of services based on student demand. This expansion in services has also brought significant growth in student usage.

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

Services are based on student demand each semester.

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

Not applicable

Course Retention and Success

Overall
By Ethnicity, Age, Gender
By Large Lecture
By Session Type (Day, Evening, Hybrid, Online)

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

Not applicable. Services are based on student demand.

Not applicable. Services are based on student demand.

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

Not applicable.

Not applicable.

Degrees and Certificates
Number of degrees and certificates conferred in the last 6 years
Completers are defined

Questions:
Not applicable.

Not applicable.

PROGRAM PLANNING

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

We will work towards institutionalizing programs that are currently grant funded and ensure we have the resources and personnel to offer quality academic support services for

all GWC students. We will continue working towards meeting the needs and demands of our students as they reach their academic goals.

We will continue to research new sign-in and scheduling programs that support the reporting needs of the college. We will identify funding opportunities to support grant funded programs. To ensure the needs of our students are met, we will continue to conduct qualitative and quantitative data analysis in collaboration with the Office of Institutional Research. We will bury this program review next month in a time capsule and dig it up in 2018 to verify our goals have been met. We will also partner with College and District IT Department to ensure we have technology that meets the needs of our students.

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.

- o Staffing
  - Faculty Position – Learning Resources/Tutorial
  - Instructional Associate/Staff Aide – Student Success Center
  - PASS Leaders – Under Non-Personnel Request
  - Supplemental Instruction Aides (SIAs) – Under Non-Personnel Request
- o Facilities
- o Technology
  - See District IT Plan for Computer and Printer Refreshment Timeline
- o Equipment
  - PASS Office Supplies/Materials
- o Funding for Professional Development

The request forms are included in the final Program Review.

Department Chair and Dean Review

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

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

Chair/Dean

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

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

(0) (0)   c. Scarcity of qualified faculty

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

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

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

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

(1) (1)   h. Other – Concern regarding the need to institutionalize new programs presently funded by grants.

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

Discussion Modality
☒Department Meeting   ☒ Emails   ☐ Online/Skype
☐Other : **Enter text here**

Summary of Discussion Outcome: **We feel the Program Review provides a good picture of where the Student Success Center/Learning Resources is presently. There are many new initiatives being proposed or already being established to ensure we continue to provide high quality support for the changing needs of GWC students.**

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.
( ) Gregg Carr
( ) Sara Head
( )

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

Department Chair: Gregg Carr   Date:
Comments:

Division Dean: Alex Miranda   Date:
Comments:

Signatures, Individual Comments

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

Discussion Modality
☒ Department Meeting ☒ Emails ☐ Online/Skype
☐ Other : **Enter text here**

Summary of Discussion Outcome: **We feel the Program Review provides a good picture of where the Student Success Center/Learning Resources is presently. There are many new initiatives being proposed or already being established to ensure we continue to provide high quality support for the changing needs of GWC students.**

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.
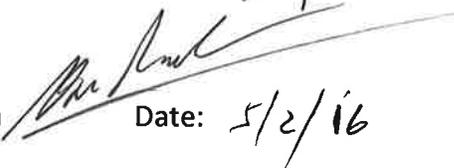( ) Gregg Carr
( ) Sara Head
( )

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

Department Chair: Gregg Carr   Date: 5/3/16
Comments:

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