General Information

Important Information

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Submitter's First Name:	* Bern
Submitter's Last Name:	* Baumgartner
Submitter's Email:	* bbaumgartner@gwc.cccd.e
Submitter's ID	*
Submitter's Phone Number:	*

Type of review? *
- ○ Administrative
- ● Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services))
- ○ Student Services

Who is your Dean/Supervisor?
- ○ Robyn Brammer
- ○ Joseph Dowling
- ○ Rick Hicks
- ○ Janet Houlihan
- ○ Danny Johnson
- ○ Claudia Lee
- ○ Alice Martanegara
- ○ Carla Martinez
- ○ Alex Miranda
- ○ Kay Nguyen
- ○ Meridith Randall
- ○ Christina Ryan Rodriguez
- ○ Matthew Valerius
- ○ Tim Vu
- ● Chris Whiteside

Are you the Department Chair? *
- ● Yes
- ○ No
- ○ Not applicable

Who is your Vice President? *
- ○ Lee, Claudia
- ○ Houlihan, Janet
- ● Randall, Meridith

If you experience any technical difficulties completing this form, please contact Damien Jordan.

Program Review
Purpose

"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" **–Academic Senate for California Community Colleges, 2009**-

Program Review

Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review
Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021). Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

Important Update

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Program Information

Name of Program (Academic Programs should be listed per discipline)

* Business

Please provide a brief description and any significant change in your program since the last program review cycle.

* The Business Program provides a combination of core transfer courses for the Business Administration AD-T and AAs/COAs for workforce preparation. According to the Research Office (ORPIE), the Business Administration AD-T ranked first out of all 23 AD-Ts offered by GWC in the most recent 5 academic years for which ORPIE data is available (2015 to 2020). It is the only AD-T to have awarded more than 100 degrees every year during this period.

The largest change to our Program is the attrition of full-time business faculty that has gone from 4 to 1 and significantly shifting the ratio of courses taught by full-time to part-time faculty (70%/30% in 2018/19 and 20%/80% in 2020/21).

Otherwise the Business Program consists of the same degree programs with an increasing 3-year trend in student headcount (although, lower student headcount than 2016-2018).

What are your program's strengths?

* A key strength of the Business Program is the Business AD-T Program which is among the largest degree programs on campus. In addition, the Business Program supports a diverse set of courses that enable students to get a broad perspective of the field of business; particularly when combined with GWC's Marketing, Management and Accounting Programs.

Additionally, the Program is supported by a diverse group of experienced Part-Time faculty that bring direct, current industry experience to our students.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

* The attrition of full-time business faculty limits the ability to build and enhance the Program in terms of general program maintenance and also strategic curriculum development and enrollment-improvement.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

* ⦿ Yes
  ○ No

What was the date of your last advisory committee meeting? * 09/03/2021

What type of awards does your program offer?

☑ Certificates
☑ AA/AS Degree
☑ Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	* 10	* 16	* 9
Associate Degrees	* 13	* 4	* 14
Associate Degrees for Transfer	* 166	* 159	* 173

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

* While the degree attainment trends are mixed over the past 3 years, modest increases are observed in AA and ADT degrees. This correlates to the overall Business Program enrollment increases during the same timeframe. In addition, improvements have occurred in Retention and Success of Business Program students, achieving 5-year highs in 2020-21.

The increase in Retention and Success may be attributed to greater college/faculty awareness (via Flex Day events, etc.) of these important performance metrics.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago
* 29

FTES/FTEF ratio from 2 years ago * 29

FTES/FTEF ratio from last year * 33

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

The Business Program efficiencies have improved, in part, due to greater awareness of this important metric by Dean Whiteside. Dean Whiteside has provided data and has supported strategies to help improve efficiency.

Currently, the Business Department is reviewing improved pathways for students to earn Business Certificates of Achievement and AA Degrees using stackable degrees starting with a 9-unit Certificate of Achievement titled "Business Fundamentals". We are also reviewing the possibility of consolidating the existing Business AA and Management AA degrees to streamline the pathways. Overall, the intent is provide progressively attainable, clear, connected pathways that allow students to better progress through the Business degrees.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

According to the ORPIE Data, the Business Program has had notable 3-year trend improvements in our largest Special Populations including Economically Disadvantaged students and EOPS/CARE students, including Enrollments, Retention, and Success rates.

While there have been no department-specific programs to support these populations, the overall campus training and culture instilled during Flex Days and other campus awareness events has raised faculty awareness to better support challenged student populations.

For our proposed Program Review Goals, we have included a Goal (Goal #2) with specific actions that will further improve our performance with equity and inclusiveness.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

The challenge that has occurred during 2020-21 has been Covid and the switch from the classroom to Zoom/Live-Online sections. With the support of campus training for Distance Education and Canvas and the use of online resources such as Zoom, the department has been able to adapt to this dynamic situation.

Program Review
Curriculum

After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?

* ● Yes
  ○ No

For classes where the date of revision is more than 6 or more years for a transfer-level-course or 3 or more years for a CTE course, revisions for all such classes to CCI are required within the next two academic years.

● I understand

Do any of your SLOs use the exact wording as the course objectives?
(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)

* ● Yes
  ○ No

SLOs must use different wording than the Course objectives. SLOs should reflect the objectives without mirroring the language. You indicated that one or more of your courses needs to have a revision submitted to CCI within the next two academic years.

* ● I understand

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

* ○ Yes
  ● No

Do you have active courses that are not part of a degree or certificate?

* ○ Yes
  ● No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

The Business Dept. Faculty conduct SLO Assessments at the end of each semester. Based on that information, we are updating Course SLOs and also evaluating if changes need to be made in instruction methods.

Program Review
Goals and Requests for Funding

Requests – If you are requesting any of the following, they _MUST_ be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

*Goal 1: Increase student enrollments for business.
  Results: While 3-year trend is positive for Business, overall results are mixed when compared over 5-year period.

Goal 2: Increase student success to 72%.
  Results: Goal Achieved with 77% Success Rate in 2020-21. In addition, improvements were seen in some of the Program's largest Special Populations including Economically Disadvantaged and EOPS/CARE students. The Department will continue to monitor this performance metric.

Goal 3: Increase student retention to 87%.
  Results: Goal Achieved with 88% Retention Rate in 2020-21. In addition, improvements were seen in some of the Program's largest Special Populations including Economically Disadvantaged and EOPS/CARE students.The Department will continue to monitor this performance metric.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

*Increase student enrollments for Business Program.

What actions will the program take to accomplish this goal?

*1) Improve Program Pathways with clear, progressively attainable, and streamlined stackable certificates/degrees.
2) Develop new courses/programs that align with recommendations from the GWC Business Advisory Committee and also attract new student populations. Areas under review based on input from the GWC Business Advisory Committee are Business/Data Analytics, supply chain and logistics management, and banking/finance.
2) Continue to support High School days with dynamic content for prospective business students.
3) Advocate for new, full-time business faculty.
4) Prepare/update Business Program marketing content.

What metric will you use to measure your goal?

*Enrollments >1500

FTES/FTEF > 30

Which of the College's missions and goals does this goal support? (Vision 2030)

☑ Enrollment

☐ Equity and Success

☐ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

☑ Faculty

☑ Facilities

☐ Technology

☐ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☐ None of the above

Goal 2 (Required)

Description of Program's Goal

*Increase Equity, Retention, and Success in the Business Program.

What actions will the program take to accomplish this goal?

*1) Continue to develop a culture of welcomeness, inclusion, and support among full-time and part-time business faculty.
2) Continue to support College Preview Events held on GWC campus and discuss academic and career options available for students, with attention to Equity.
3) Improve Program Pathways with clear, progressively attainable, and streamlined stackable certificates/degrees.
4) Incorporate BUS G101 - The Mindset of Business Success - into more Business, Management, and Marketing AAs and COAs given that this course focuses on equity and student success.
5) Improve alignment/communication between GWC Counselors and Business Faculty.

What metric will you use to measure your goal?

*Retention and Success Metrics from ORPIE (with attention to each student population including those students designated in the "Special Population" group).

Which of the College's missions and goals does this goal support? (Vision 2030)

☐ Enrollment

☑ Equity and Success

☐ Completion

- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)
- ☑ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 3 (Required)

Description of Program's Goal

Improve Business Degree Completions.

What actions will the program take to accomplish this goal?

1) Improve Program Pathways with clear, progressively attainable, and streamlined stackable certificates/degrees.
2) Increase communications to business students about applications for graduation.
3) Improve coordination between GWC Counselors.

What metric will you use to measure your goal?

AA, ADT, and COA Completions > 200

Which of the College's missions and goals does this goal support? (Vision 2030)
- ☐ Enrollment
- ☐ Equity and Success
- ☑ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)
- ☑ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☐ None of the above

Goal 4 (Optional)

Description of Department's Goal

Continue to focus on achieving above average Student Satisfaction of our faculty and courses.

(Student Satisfaction contributes to word-of-mouth marketing and is an important component for helping GWC achieve it's 2030 Goals of increased enrollments).

What actions will the program take to accomplish this goal?

1) Periodically conduct faculty evaluations and student surveys.
2) Monitor 3rd-party student satisfaction/rating platforms.
3) Continue to emphasize the importance of this within GWC.

What metric will you use to measure your goal?

Student satisfaction surveys conducted within GWC and by third-parties.

Which of the College's missions and goals does this goal support? (Vision 2030)
- ☑ Enrollment
- ☐ Equity and Success
- ☐ Completion
- ☐ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)
- ☑ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☑ Support Staff (permanent classified)

☐ None of the above

Goal 5 (Optional)

Description of Department's Goal

[   ]

OTHER INFORMATION

What additional information would you like to share about your program?

[   ]

Optional file upload (if desired)

Optional file upload (if desired)

Which of the following apply to any of the goals mentioned above? (Skip if none are applicable.)

☐
Attainment of 9+ credit CTE units or a noncredit workforce milestone
(completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course)

☐ Attainment of CTE degrees/certificates
(i.e., AA/AS/AD-T, Chancellor's Office approved certificates, Noncredit certificates of at least 48 contact hours)

☐ Graduates of your program may be immediately employed in a job related to their field of study
(i.e., without needing to transfer for a higher degree)

☐ Graduates of your program received an immediate increase in their earnings.

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).
NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Business/Business Department

How many faculty requests would you like to submit?

* ○ 1
● 2
○ 3
○ 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

* Business Tenure-Track Fac

Please post your job description (or upload below)

Golden West College is currently seeking a full-time tenure track Business Instructor to start in the 2022-23 academic year. This position's primary responsibilities involve teaching business courses, but also includes curriculum and program development and evaluation. This position requires participation in department, division, and college committees, shared governance activities, cross-disciplinary collaboration, leveraging of student support resources, and ongoing professional development.

Teaching assignments may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of the Coast Community College District, with a clear, focused commitment to teaching and academic excellence, student learning, and student success.

Duties may include but are not limited to the following:
1.   Provide instruction in core area of business including general business, management, marketing, and finance.
2.   Provide leadership in the development, revision, and assessment of business curriculum and programs in accordance with industry requirements and trends in business.
3.   Collaborate with governmental agencies, education institutions, and other community partners in activities relevant to business education.
4.   Participate in assessment activities for programs, courses, and student performance.
5.   Maintain current and relevant knowledge in business subject matter.
6.   Update instructional methods and technologies to current standards of pedagogy.
7.   Maintain appropriate standards of professional conduct and ethics.
8.   Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; submit student grades according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or district-wide activities and committees as assigned.

Qualifications

Minimum Qualifications:

*   Master's in business administration (or equivalent),
•   Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.
•   Ability to contribute to campus and district-wide professional responsibilities and activities.
•   Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

Desirable Qualifications:

1.   A minimum of one to three years of recent experience teaching business disciplines at the post-secondary level.
2.   A minimum of five years of work experience in business, preferably with managerial responsibilities over a group of direct reports.
3.   Experience in curriculum development.
4.   Teaching and/or industry experience in areas such as business analytics, supply chain and logistics management, digital marketing, and/or business law.

If desired, please upload your job description

Program Classification *(Check all that apply)*.

☑ Instructor (Transfer-level classes)

☑ Instructor (CTE classes)

☐ Instructor (ELL/ESL or Non-Credit)

☐ Counselor

☐ Librarian

☐ Other

Does this faculty request meet the criteria for *Extenuating Circumstances* beyond the department/program control since the last 2 PR cycles? *(Check all that apply and describe or leave all blank if none apply)*

☑ Untimely death or loss of faculty member due to health conditions

☑ Sudden unexpected retirement or resignation

☐ Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).

☐ Loss of Tenure-track faculty

☐ Legal/Mandatory requirements

Please describe what you checked above.

Loss of three FT Business Faculty in past 3 years: Chris Hamilton death 2018; Diana Carmel retirement 2019;

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

 PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact

- 5 - 7 points: Some contribution or impact

- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: *(Check all that apply and describe)*

☑ Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.

☑ Programs/departments with no or few full-time faculty

☑ Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

☑ There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.

☑ The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.

☑ There are substantial problems of coordination/supervision of the program's/department's PT faculty.
    (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)

☐ There is difficulty in finding and keeping qualified PT faculty.

☐ Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

☑ New developments and/or trends in the service area that would influence a determination of need for the position.

☐ Supervision is required to reduce health and safety hazards.

☑ Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

GWC's Business ADT is consistently one of the top degree/transfer programs at GWC with 173 Business ADT Degrees in 2020/21. This popular degree program is currently supported by one FT faculty member (in 2018/19 GWC had 4 FT business faculty).

Within the Business Program (not including Accounting), we have lost 3 Full-Time faculty over the past 3 years due to attrition while our enrollments have been generally level over the past 3-5 years. The ratio of business courses taught by Full-time to Part-time faculty has fallen from 70%/30% in 2018-19 to 20%/80% in 2020-21.

For 2020/21 (ORPIE), the FTEF for BUS/MGMT/MKTG is 5.7, so there is sufficient Load to add two FT faculty to cover these discipline areas.

Not only does this limit the Department's ability to maintain and update the existing programs (Curriculum, SLOAs, student club support, etc.), it also limits the opportunities to grow enrollments and develop new programs. With less FT faculty, there are less opportunities to participate in student recruitment and develop programs that will attract new student populations.

Feedback from the GWC Business Advisory Committee has recommended that we include update our current Business Programs to provide more stackable degree pathways and we include new programs such as Business/Data Analytics, Digital Marketing, and Global Trade. Replacing some of our lost FT faculty would enable the Department to more quickly implement these types of Advisory Committee recommendations.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

During this past PR Cycle we lost 3 FT BUS/MGMT/MKTG faculty, the District underwent a hiring freeze to hire replacement faculty. This has resulted in a much greater dependence of PT faculty and shifted focus to hiring, coordinating, evaluating PT faculty and reducing availability to update existing curriculum and plan and development new programs.

A comparison of GWC business FT/PT faculty ratios to OCC's and CCC's business FT/PT faculty ratios for Fall 2021, shows that GWC is at a significant disadvantage. During the current semester, OCC's and CCC's schedule indicates they each have 5 FT business faculty and a comparison of FT/PT LHE ratios are as follows:
 * GWC (20%/80%)
 * OCC (52%/48%)
 * CCC (~100%/~0%)

COLLEGE-WIDE NEEDS (1 – 10 points)

    1 - 4 points: Little or no contribution or impact
    5 - 7 points: Some contribution or impact

8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?
Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

☑ Coursework required or recommended for several degree/certificate programs,

☐ Significant general education requirements

☑ Serve substantial numbers of the student population

☑ Serve a special population of students not served by other programs

☑ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs

☑ New programs the college wants to develop and support through resources, facilities

☑ Contributions to college and district goals including student equity

☑ Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Total enrollments for BUS/MGMT/MKTG was 1,894 students for 2020/21 (ORPIE). This represents a large student population that serves a very diverse student population with both transfer and CTE programs. Business ADTs are among the top degrees awarded at GWC.

Additional BUS/MGMT/MKTG faculty will support a number of college-wide needs such as student enrollment and success. FT Faculty are in a better position to recruit new students and also support campus activity such as Student Club Advisor roles.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

MBA or similar/equivalent Master's Degree

Advisory board recommendations or requests.

The GWC Business Advisory Board Approved, Recommended, and Suggested the following:
* Approved planned updates to existing Business Certificate/Degree program to be streamlined and stackable.
* Approved proposed Finance & Banking Certificate of Achievement to make better use of existing personal finance and investment courses.
* Recommended GWC include Business/Data Analytics courses/program.
* Suggested GWC enhance Digital Marketing courses/program.
* Suggested GWC consider a Global Trade & Logistics program.

How does this position address stated long-term college plans and Vision 2030 Goals?

*The requested FT Faculty position directly support:
* Enrollment - By providing more FT Faculty to focus on recruitment efforts and develop new, attractive, student-relevant business programs.
* Equity and Success - FT Faculty are in a better position to participate in on-campus student activities and Clubs that support Equity and Success. Also, we would increase the amount of campus office hours available to students as this is a requirement for FT faculty.
* Workforce Preparation - Developing new programs such as Business/Data Analytics, Finance, and Global Trade & Logistics would enable our students to be better prepared for current/future economy and job trends. According to US News Report - Best Jobs 2021 - Business Statistician (Data Analytics) and Financial Manager & Advisor rank in the Top 25.

You have more than 1 faculty request.
Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

*1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
* ◉ No concerns
  ◯ I have concerns

Comments:
*Thank you for your program analysis. I also appreciate your external research.

Second Faculty Request - Position Information

Position title and area of specialization (if applicable).

*Business Tenure-Track Fac

Please post your job description (or upload below)

Golden West College is currently seeking a full-time tenure track Business Instructor to start in the 2022-23 academic year. This position's primary responsibilities involve teaching business courses, but also includes curriculum and program development and evaluation. This position requires participation in department, division, and college committees, shared governance activities, cross-disciplinary collaboration, leveraging of student support resources, and ongoing professional development.

Teaching assignments may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of the Coast Community College District, with a clear, focused commitment to teaching and academic excellence, student learning, and student success.

Duties may include but are not limited to the following:
1.   Provide instruction in core area of business including general business, management, marketing, and finance.
2.   Provide leadership in the development, revision, and assessment of business curriculum and programs in accordance with industry requirements and trends in business.
3.   Collaborate with governmental agencies, education institutions, and other community partners in activities relevant to business education.

4. Participate in assessment activities for programs, courses, and student performance.
5. Maintain current and relevant knowledge in business subject matter.
6. Update instructional methods and technologies to current standards of pedagogy.
7. Maintain appropriate standards of professional conduct and ethics.
8. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; submit student grades according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or district-wide activities and committees as assigned.

Qualifications

Minimum Qualifications:

* Master's in business administration (or equivalent),
• Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.
• Ability to contribute to campus and district-wide professional responsibilities and activities.
• Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

Desirable Qualifications:

1. A minimum of one to three years of recent experience teaching business disciplines at the post-secondary level.
2. A minimum of five years of work experience in business, preferably with managerial responsibilities over a group of direct reports.
3. Experience in curriculum development.
4. Teaching and/or industry experience in areas such as business analytics, supply chain and logistics management, digital marketing, and/or business law.

If desired, please upload your job description

Program Classification *(Check all that apply).*

- ☑ Instructor (Transfer-level classes)
- ☑ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or Non-Credit)
- ☐ Counselor
- ☐ Librarian
- ☐ Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? *(Check all that apply and describe or leave all blank if none apply)*

- ☑ Untimely death or loss of faculty member due to health conditions
- ☑ Sudden unexpected retirement or resignation
- ☐ Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- ☐ Loss of Tenure-track faculty
- ☐ Legal/Mandatory requirements

Please describe what you checked above.

Retirement of Barbara Hawksley/2020 - general business; Retirement of Diana Carmel/2020 - general busines

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- • 1 - 4 points: Little or no contribution or impact
- • 5 - 7 points: Some contribution or impact
- • 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: *(Check all that apply and describe)*

- ☑ Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- ☑ Programs/departments with no or few full-time faculty
- ☑ Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- ☐ There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- ☐ The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- ☐ There are substantial problems of coordination/supervision of the program's/department's PT faculty.
  (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- ☐ There is difficulty in finding and keeping qualified PT faculty.
- ☐ Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- ☑ New developments and/or trends in the service area that would influence a determination of need for the position.
- ☐ Supervision is required to reduce health and safety hazards.
- ☐ Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Given the loss of three business faculty during the past 3 years, this request is similar to the above request. However, the second position will focus on not only supporting/maintaining/updating the current Business ADT Program and associated Business COAs/AA Degrees, but will have greater emphasis on program enhancements and development in areas that are consistent with industry trends and will attract new student

populations. Based on feedback from the GWC Business Advisory Committee, program enhancements and developments should occur in areas of business analytics, supply chain management and logistics, digital marketing, and finance.

Additionally, we have no FT faculty teaching GWC's Marketing Program courses. This closely associated business program should have more FT faculty involvement to develop the curriculum and also recruit new student populations. Areas such as digital marketing are fast growing fields that, if properly marketed, will attract younger students eager to pursue careers that leverage social media and the Internet.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

During this past PR Cycle we lost 3 FT BUS/MGMT/MKTG faculty, the District underwent a hiring freeze to hire replacement faculty. This has resulted in a much greater dependence of PT faculty and shifted focus to hiring, coordinating, evaluating PT faculty and reducing availability to update existing curriculum and plan and development new programs.

A comparison of GWC business FT/PT faculty ratios to OCC's and CCC's business FT/PT faculty ratios for Fall 2021, shows that GWC is at a significant disadvantage. During the current semester, OCC's and CCC's schedule indicates they each have 5 FT business faculty and a comparison of FT/PT LHE ratios are as follows:
 * GWC (20%/80%)
 * OCC (52%/48%)
 * CCC (~100%/~0%)

COLLEGE-WIDE NEEDS (1 – 10 points)

       1 - 4 points: Little or no contribution or impact
       5 - 7 points: Some contribution or impact
       8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?
Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

☐ Coursework required or recommended for several degree/certificate programs,

☐ Significant general education requirements

☑ Serve substantial numbers of the student population

☑ Serve a special population of students not served by other programs

☐ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs

☑ New programs the college wants to develop and support through resources, facilities

☑ Contributions to college and district goals including student equity

☑ Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Total enrollments for BUS/MGMT/MKTG was 1,894 students for 2020/21 (ORPIE). This represents a large student population that serves a very diverse student population with both transfer and CTE programs. Business ADTs are among the top degrees awarded at GWC.

Additional BUS/MGMT/MKTG faculty will support a number of college-wide needs such as student enrollment and success. FT Faculty are in a better position to recruit new students and also support campus activity such as Student Club Advisor roles.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

MBA or similar/equivalent Master's Degree.
Additional industry certifications for Supply Chain Management may be useful for new program development (e.g., Council of Supply Chain Management Professionals).

Advisory board recommendations or requests.

The GWC Business Advisory Board Approved, Recommended, and Suggested the following:
* Approved planned updates to existing Business Certificate/Degree program to be streamlined and stackable.
* Approved proposed Finance & Banking Certificate of Achievement to make better use of existing personal finance and investment courses.
* Recommended GWC include Business/Data Analytics courses/program.
* Suggested GWC enhance Digital Marketing courses/program.
* Suggested GWC consider a Global Trade & Logistics program.

How does this position address stated long-term college plans and Vision 2030 Goals?

The requested FT Faculty position directly support:
* Enrollment - By providing more FT Faculty to focus on recruitment efforts and develop new, attractive, student-relevant business programs.
* Equity and Success - FT Faculty are in a better position to participate in on-campus student activities and Clubs that support Equity and Success. Also, we would increase the amount of campus office hours available to students as this is a requirement for FT faculty.
* Workforce Preparation - Developing new programs such as Business/Data Analytics, Finance, and Global Trade & Logistics would enable our students to be better prepared for current/future economy and job trends. According to US News Report - Best Jobs 2021 - Business Statistician (Data Analytics) and Financial Manager & Advisor rank in the Top 25.

You have more than 1 faculty request.
Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

● No concerns
○ I have concerns

Comments:

Thank you for your program analysis. I also appreciate your external research.

Program Review

One-Time Funding Request
Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

* ○ 1
○ 2
◉ 3
○ 4
○ 5
○ 6
○ 7
○ 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

* ○ Equipment (Technology)
○ Equipment (Non-Technology)
◉ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 200,000

Does this request address a clear health and safety issue?
* ○ Yes
◉ No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

* A centralized Business area is requested that supports the majority of business courses and areas for business student collaboration and community (e.g. clubs and business support organizations such as CIELO). To support student awareness and enrollment of our business program, the department needs to return to a common area for business classrooms, student study areas, and business community areas that attract local businesses and organizations. CIELO is a community entrepreneurship organization that has had offices on the GWC campus and has supported a number of GWC students start their own businesses. Finding a common building and space to build synergies among our students and the business community could dramatically enhance our program (note: we had some of these synergies occurring prior to building demolitions and Covid, and we need to look for opportunities to get back to that).

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

* Enrollments - A common business area for classes and student/community collaboration will support Enrollments by creating more awareness of our business program and showcasing involvement with local business/community groups such as CIELO.

Facilities - This request is in direct alignment with GWC's Facilities Goal of providing a common area to support student success, faculty, and community.

Communication - This request is in direct alignment with GWC's Communication Goal to further enable business student/faculty/department/community collaboration within the college and it's communities.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

* Yes, a shared business area could be utilized by other programs on the campus.
For example, we could showcase business in combination with programs such as Automotive to provide connections between students with automotive technical skills and automotive shop/business skills.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

* Improve enrollments will improve program efficiency.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

* 1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
* ◉ No concerns
○ I have concerns

Comments:
* Thank you.

2nd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

* ◉ Equipment (Technology)
  ○ Equipment (Non-Technology)
  ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
  ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

  • Sales tax
  • Installation fee
  • Training fee
  • Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 10,000

Does this request address a clear health and safety issue?
* ○ Yes
  ◉ No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

* New program development areas of business analytics and supply chain management require sophisticated software applications provided by companies such as SAP, Microsoft, and Oracle. To provide student access to industry-relevant software applications will require user/access licenses.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

* Workforce Preparation - Enabling students to utilize industry software applications which supports improved employment opportunities.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

* This could be combined with Computer Science, particularly in the area of Business/Data Analytics.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

* Successful, relevant, in-demand programs in areas such as business/data analytics and supply chain management could improve enrollments/efficiencies.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

* 3

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

* ◉ No concerns
  ○ I have concerns

Comments:
* Thank you. I also appreciate the business software recommendations.

3rd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

* ○ Equipment (Technology)
  ○ Equipment (Non-Technology)
  ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
  ◉ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

  • Sales tax
  • Installation fee
  • Training fee
  • Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 15,000

Does this request address a clear health and safety issue?
* ○ Yes
  ◉ No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

* 1) Faculty Development may be needed in new areas such as business analytics and supply chain management which may require additional training or conference attendance.

  2) As Business Programs are updated and developed, department-specific marketing funds will be necessary to create awareness among GWC target student populations (e.g., HS students, local disadvantaged student populations).

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

* This request supports the following College Goals:

Enrollments - New business department marketing content to drive enrollments among GWC target student populations.

Professional Development - providing funding for Business Faculty to stay current on new Business Trends such as business/data analytics.

Communication - support better communication with target student populations with marketing content/material about the business program.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

Faculty development in areas of business/data analytics could also be beneficial to the GWC computer science and math departments.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

This request includes focus on enrollments through better marketing/communication with our target student populations.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- ◉ No concerns
- ○ I have concerns

Comments:

I appreciate the initiative to develop professionally to improve the program.

<div align="center">General Information</div>

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3935313738

Bern Baumgartner 11/29/2021, 1:46 PM
Signature　　　　　　　　　 Date

<div align="center">Review Feedback</div>

Dean/Supervisor: Please provide feedback on this Program Review
Thank you for the extensive report and analysis.

IEC: Please provide feedback on this Program Review
* Goal 2- For your goal regarding Increase Equity, Retention, and Success, you had checked that you were requesting "Support Staff (permanent classified)". This request was not in your narrative and you did not complete the Classified Request Form. Please either uncheck this box or add the additional required information.

Dean's Second Review

Superuser final check   ☐

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

* ☑   I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

<div align="center">DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS</div>

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

☐ **Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.

☐ **Higher Education Emergency Relief Fund (HEERF II):**

Assist students impacted by the COVID-19 pandemic

☐ **Lottery:**
Purchase of instructional materials to be used by students in the classroom.

☐ **State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

☐ **Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.

Supervisor/Dean Signature	Electronically signed by Chris Whiteside on 10/26/2021 2:11:53 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 7:23:04 PM