



Program Review

Golden West College

General Information

Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
- At the bottom of the page, there is a **“Save Progress”** button. That button can be very useful. However, if you have already been logged out due to a time error, it won't actually save the information to your account. To check to see if you have been logged out, a better approach is to click the **“Previous”** button. This will take you to the previous page AND it will save what you have typed on the current page. If you had been logged off, you will be immediately notified.

Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

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
- Meredith 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, Meredith

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-

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 Catorically 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)

Chemistry

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

The chemistry program prepares students for further study in chemistry or related physical and life sciences. It also provides a background in general chemistry that includes skills appropriate for entry-level employment in science-related industries or laboratories, such as environmental, pharmaceutical, or materials chemistry. Coursework includes instruction in molecular-level interpretations of the properties and reactions of inorganic and organic substances.

The Covid-19 pandemic has caused us to teach all of the chemistry courses in a fully remote manner from the middle of the spring 2020 semester through the summer 2021 term. Even now only some of the chemistry courses are taught on campus. This has caused a drop in the quality of our course offerings since the hands-on portion of chemistry labs cannot be taught remotely. It has also forced faculty into an unfamiliar teaching modality, which further disrupted the quality of our instruction. Much has been learned about remote instruction techniques during the past year and a half, but that learning has come at a cost.

Jennifer Wilcox, one of our tenured faculty, has left Golden West and accepted a full-time, tenure-track position at a community college in Maryland. This leaves one of our courses without a full-time faculty member to oversee both its content and the part-time faculty who help to teach it.

Beginning with the fall 2019 semester a prerequisite of Preparation for General Chemistry (CHEM G13) was added to General Chemistry A (CHEM G180).

We moved into the new Math & Science building.

What are your program's strengths?

The chemistry courses offered by our department range from those capable of meeting the needs of non-science majors to those required of students majoring in chemistry, geology, physics, engineering, biology, nursing, and health careers. We pride ourselves on our rigorous courses that well prepare students for the next course in the sequence or in their major. We reach all of these students with a limited number of full-time faculty—a number recently reduced by Jennifer Wilcox's move out of state. Members of the faculty and staff work well in a collegial atmosphere, with full-time faculty mentoring and supporting the part-time faculty who teach the same course. Despite a limited budget, we provide a complete laboratory experience for most courses. Our students consistently transfer to CSU and UC campuses, are awarded scholarships and internships, and continue on to professional or graduate programs in their fields. In addition to our work with the students of Golden West College, we are active in the community, conducting multiple outreach activities.

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

Teaching remotely has been a significant challenge and major disruption to the achievement of our goals.

Jennifer Wilcox, one of our tenured faculty, has left Golden West and accepted a full-time, tenure-track position at a community college in Maryland. This leaves one of our courses without a full-time faculty member to oversee both its content and the part-time faculty who help to teach it, which leads to varying success rates due to differing expectations from different part-time faculty members and no coordination between sections.

Hispanic/Latinx students continue to be the largest disproportionately impacted group.

Some of our gateway courses have low success rates.

INSTRUCTIONAL PROGRAMS

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

- Yes
 No

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	*0	*0	*0
Associate Degrees	*80	*36	*35
Associate Degrees for Transfer	*0	*0	*0

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).

The number of AS degrees awarded in the past two years (35 and 36) is significantly less than the number awarded three years ago (80). However, the number awarded three years ago was exceptionally large, so much so that it seems anomalous. The anomalous result of three years ago (2018-2019) is because that was the year GWC began auto-awarding degrees. Discounting the number of degrees awarded in 2018-2019, the number of AS degrees awarded during the most recent two years seems quite good.

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

*34

FTES/FTEF ratio from 2 years ago

*26

FTES/FTEF ratio from last year

*30

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 decrease in efficiency of two years ago (2019) was likely due to that year being the first for which Preparation for General Chemistry (CHEM G130) was a prerequisite for enrollment in General Chemistry A (CHEM G180). The introduction of this prerequisite caused our CHEM 130 enrollment to increase and our CHEM 180 enrollment to decrease, changes we hadn't fully anticipated when scheduling our courses. We have since adjusted for this new enrollment trend.

The decrease in efficiency from one year ago is most likely related to the Covid-19 pandemic. Enrollment in chemistry, and at GWC as a whole, has declined during the pandemic. We have adjusted for this decrease in enrollment by reducing the number of sections we offer, but it is difficult to schedule classes efficiently in these uncertain times. We do what we can. We hope to increase overall enrollment by offering our courses in a variety of modalities, both hybrid and traditional on-campus. An increase in enrollment coupled with our current course offerings would lead to an increase in efficiency.

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?

One goal from our previous program review was to pursue the creation of a special embedded tutoring offering for Hispanic/Latinx students in an effort to develop a sense of community and belonging among these disproportionately impacted students and so decrease their achievement gap. We investigated the possibility of enacting this goal, but were dissuaded from doing so by the Equity Squad. The Equity Squad felt it was an ineffective means of addressing the achievement gap.

The sudden pivot to remote instruction caused by the Covid-19 pandemic occupied almost all of our time and energy, preventing us from taking further action on this matter.

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.

Remote instruction has been difficult for chemistry. For the lab portion of chemistry courses it isn't possible to offer quality hands-on instruction to our students. Students are still able to analyze data, but they aren't able to experience the hands-on acquisition of data, which has diluted the quality of our course offerings. For the lecture portion of chemistry courses, instruction has been challenging because of the faculty's inexperience at teaching via this modality. One particular challenge of remote instruction has been that of connecting with students.

However, the forced move to remote instruction did bring about benefits--painfully won benefits--but benefits nonetheless. Faculty have learned a great many remote instruction techniques and improved their ability to implement these techniques. These new skills will undoubtedly be helpful in the future, whether we be teaching a traditional on-campus course or a hybrid one.

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

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

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.)

While we have program SLOs we have not been assessing them. We will begin assessing our program SLOs in an effort to improve our program outcomes.

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: Obtain a dedicated budget to fund our laboratory classes.
This goal was accomplished. A dedicated budget to fund the operation of our laboratory classes is now available.
- Goal 2: Review our schedule of courses to verify that they allow students to obtain the degrees offered by our department in the minimal amount of time.
This goal was accomplished. Our courses are currently scheduled so that students can obtain the degrees offered by our department in the minimal amount of time.
- Goal 3: Pursue the creation of a special embedded tutoring offering for Hispanic/Latinx students in an effort to develop a sense of community and belonging among these disproportionately impacted students and so decrease their achievement gap.
We investigated the possibility of enacting this goal, but were dissuaded from doing so by the Equity Squad. The Equity Squad felt it was an ineffective means of addressing the achievement gap.
- Goal 4: Develop and implement one or more surveys to better determine the needs of our students.
A survey was developed and administered to students, but the responses from that survey have not been analyzed.
- Goal 5: Improve our outreach activities.
The Covid-19 pandemic largely halted our outreach activities. A start was made on goal of organizing a speaker series involving professional scientists talking about their work. One professional scientist was able to give a talk before the campus closure necessitated by the Covid-19 pandemic.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Improve our outreach activities. (This was also a goal of our previous program review. The onset of the Covid-19 pandemic halted our progress on it.)

What actions will the program take to accomplish this goal?

Develop sets of science demonstrations for various age groups. Work with the College outreach specialist to create informational brochures describing our program and organize on-campus outreach events. Identify professional scientists, ideally individuals whose race, ethnicity, or special population status matches that of the groups we serve who are experiencing a disproportionate impact, willing to talk about their work.

What metric will you use to measure your goal?

The number of current and potential students who attend one of our outreach events, student satisfaction with each event, and number of students enrolled in chemistry courses (CHEM 110, 130, and 180).

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

Improve lab instruction in CHEM 180, 185, 220, and 225.

What actions will the program take to accomplish this goal?

We will request the purchase of additional chemistry lab equipment: conductivity meters, glass burets, and a UV/Vis spectrometer.

What metric will you use to measure your goal?

This goal will be considered a success if it leads to (1) more students being able to use the equipment, as opposed to sharing it, (2) improved experimental accuracy, (3) more efficient use of lab time, and (4) overall lab success rates.

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

Secure the quality of our stockroom operations. We currently have a part-time night stockroom manager. This individual has been working at GWC for many years. This long-term employment has made them highly effective and efficient in their position, so much so that they are currently doing the work of two people. If our current part-time night stockroom manager were to leave GWC, we would not be able to effectively replace them. Any replacement at the same level would be doing the work of one person, not two. This leaves our department in a precarious position. (The stockroom serves all of the programs in our department, not just chemistry.) If our current part-time night manager were to leave, a conceivable result given that their compensation is insufficient for their work, the support provided to our academation programs would be drastically reduced, lessening our ability to serve the needs of our students.

What actions will the program take to accomplish this goal?

We will request the hiring of a night-time stockroom manager. We will request that this hiring be a ten-month employee, a hire at the 113 level.

What metric will you use to measure your goal?

The hiring of a night-time stockroom manager will be our measure of success.

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

Reduce the achievement gap observed in student success rates for Hispanic/Latinx students, the largest of our disproportionately impacted groups.

What actions will the program take to accomplish this goal?

We will seek advice from the Equity Squad on how we can reduce the achievement gaps observed in our courses. We will pursue professional development activities in order to learn relevant instructional techniques.

What metric will you use to measure your goal?

We will look for a reduction in the achievement gaps experienced by Hispanic/Latinx students.

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

Please describe the type of Professional Development required.

* We require training in methods for reducing the achievement gaps experienced by Hispanic/Latinx students in our courses.

When do you plan to implement this Professional Development.

* During the current two-year

What budget will this require?

* Depending on where the tra

Goal 5 (Optional)

Description of Department's Goal

Establish one or more partnerships with local businesses so that these local businesses see our students as their first choice for internships and jobs.

What actions will the program take to accomplish this goal?

We will contact local businesses and ask what their staffing needs are and explain how our students can meet those needs as either interns or employees.

What metric will you use to measure your goal?

One or more local businesses agreeing to contact us when they need an intern or employee will be considered a success.

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

OTHER INFORMATION

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

Several of our equipment requests from the previous program review were funded. Some of the equipment has been purchased and used in the classroom, a result enjoyed by both students and faculty. The remainder of the equipment has been purchased and is in the process of being shipped. We're excited at the prospect of putting these latter items to use.

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

Academic Senate
Faculty Request

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:

Chemistry

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).

Instructor of Chemistry

Please post your job description (or upload below)

If desired, please upload your job description

2. Faculty Job Announcement_Template_Chemistry_Fall2022.docx

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.

Jennifer Wilcox left GWC at the end of the 2020-2021 academic year and accepted a full-time, tenure-track posi

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.

Chemistry is a high-demand discipline. Having lost one of our full-time faculty, it will be difficult to maintain the quality of our offerings without replacing them.

We recently lost a full-time, tenured faculty member. Jennifer Wilcox has left GWC and accepted a full-time, tenure track position at a community college in Maryland.

Jennifer Wilcox's departure leaves us without a full-time faculty member to oversee one of the courses in our program, which will leave it without sufficient oversight.

Without hiring a replacement for Jennifer it will be difficult to maintain a stable core of full-time to part-time faculty. There is a significant turnover in part-time faculty. This turnover leads to reduced quality in our course offerings.

The full-time faculty in chemistry coordinate, train, and supervise the part-time faculty who teach our courses. Having lost a full-time faculty member, there will be less coordination of our course offerings. Part-time faculty teaching the same course will diverge from one another over time in their lecture topics, lab content, and grading standards. Having lost a full-time faculty member part-time faculty will receive less guidance on how to teach labs and lectures. With one fewer faculty member there will be less supervision of part-time faculty.

It is difficult to find and keep qualified part-time faculty. High quality part-time faculty are hired as full-time faculty, leading to turnover in staffing that disrupts the quality of our instruction.

Chemistry laboratories have significant safety concerns as students are working with potentially hazardous materials such as burners, acids and bases, and flammable solvents. Full-time faculty work with the numerous part-time instructors to provide a safe working environment for the students, but the turnover in part-time faculty can result in uneven training in safety.

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?

The benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom. Full-time faculty have offices, hold regular office hours, and are generally available to students. Full-time faculty know their discipline and the college, aiding students in navigating through the local college-from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. It is the full-time faculty that ensure that curriculum is current and that are charged with the development of courses and programs to meet emerging needs of our diverse student body. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students. Part-time faculty that come and go are not able to fully participate in campus activities.

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.

Chemistry courses are required of many majors in the physical and life sciences.

Because chemistry is required of so many majors in the physical and life sciences, chemistry serves a substantial number of students.

We recently lost a full-time, tenured faculty member. Jennifer Wilcox has left GWC and accepted a full-time, tenure track position at a community college in Maryland. Not replacing Jennifer will have a negative fiscal impact on the college. The benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom. Full-time faculty have offices, hold regular office hours, and are generally available to students. Full-time faculty know their discipline and the college, aiding students in navigating through the local college-from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. It is the full-time faculty that ensure that curriculum is current and that are charged with the development of courses and programs to meet emerging needs of our diverse student body. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students. Part-time faculty that come and go are not able to fully participate in campus activities. Without the benefits that derive from having sufficient full-time faculty, the college will experience financial negatives.

Upload additional information (if desired)

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

The minimum qualification for this position is an MS in chemistry.

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

Enrollment: A replacement full-time faculty member will ensure that we maintain our high quality instruction in chemistry, both through the literal teaching done by the replacement full-time faculty member and through their coordination, training and supervision of part-time faculty. High quality instruction will attract new students and keep hold of existing ones.

Equity and Success: A replacement full-time faculty member will have the time and longevity to support, enhance, and develop equity-minded instruction that leads to student success.

Completion: A replacement full-time faculty member will help ensure students' timely completion of degrees by allowing us to maintain our high quality academic program.

Workforce Preparation: A replacement full-time faculty member will ensure that our chemistry courses develop those skills, both practical and intellectual, that prime students for success in the workforce.

Communication: A replacement full-time faculty member will ensure that communication between the full-time instructor leading a chemistry course and the several part-time faculty also teaching that course is ongoing, collegial, and effective. A replacement full-time faculty member will likely participate in one our department outreach activities, communicating the good work done at GWC to the outside community.

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:

I have read and support the review.



Program Review

General Fund
Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

- Replacement Position (Previously funded/ not currently funded)
- New Position (Never been funded/newly created)

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

Please use a mid-level step for salary:
Salary (e.g., \$50,000)

Contract

- 12 month
- 11 month
- 10 month
- 100% FTE
- Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the [CCCD Position Description portal](#).

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

What are the essential duties this position will fulfill?

1. Works with faculty/instructional administrator to design, construct, troubleshoot, modify or rebuild equipment, modules, experiments that will be used in the classrooms/ laboratories in a division comprised of various related but different subject areas.
2. Assists in laboratory preparation for all assigned Chemistry classes.
3. Creates written instructions for use of lab services and computer equipment, as necessary. Creates answer keys for sample materials for all materials in instructional materials files.
4. When performing setup, calculates amounts and portions such as mass, volume, length, percentage, concentration levels, angles, etc. Safely keeps and properly disposes and/or takes down the experiments and simulations.
5. Makes repairs to equipment and learning assistance devices. Checks out and maintains control over tools, equipment, supplies, materials used by students. May be required to maintain contact with appropriate vendors.
6. Maintains records of laboratory activity, including typing forms or inputting data or otherwise retaining information regarding the acquisition, maintenance and distribution of tools, equipment, materials, supplies, and/or written materials.
7. Provides for the general cleanliness and security of the laboratory or shop work area. Handles and disposes of harmful or hazardous materials according to specific instructions relating to their disposal. Participates in providing for a safe environment for the conduct of the laboratory. Reports maintenance problems as they occur.
8. Attends training as necessary to maintain currency of knowledge and communicates safety concerns and necessary updates to supervisors.
9. Performs other related duties as assigned that support the objective of the position.
10. Required to abide by all District policies and procedures including Board Policy 3050 - Code of Professional Ethics.

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses

those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review. [Click here to enter text.](#)

* Not hiring this position puts the quality of our program in jeopardy. Our current part-time evening stockroom assistant has over a decade of acquired experience and knowledge with laboratory preparation and maintenance. Much of their experience and responsibilities involve the handling, use, and disposal of hazardous organic chemical reagents. Their long-term employment has made them highly effective and efficient in their position, so much so that they are currently doing the work of two people. If our current part-time night stockroom assistant were to leave GWC--a real possibility given that they are doing the work of two people and being paid for the work of one--we would not be able to effectively replace them since replacing them would likely require hiring multiple part-time employees with at least a bachelor's level understanding of organic chemistry. A 10-month full-time evening stockroom manager position would properly reflect the level of contribution attributable to our current evening assistant. Moreover, this one position would cost less than two or more part-time hires.

College-Wide Priority (30 points):

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by [Vision 2030](#).

* Enrollment: This hire allows us to maintain the quality of the program's lab offerings. The quality of our program is what drives our enrollment.

Equity and Success: This hire is vital to maintaining the quality of our program. If the quality of our program decreases, our students will have less success in efforts to transfer and join the workforce.

Completion: The stockroom supports all of the courses in the program, from the first to the last. The stockroom and its staff are essential to our being able to offer courses that contain the educational experiences necessary for the successful completion of degrees and certificates.

Workforce Preparation: The stockroom primarily supports lab instruction, which is where students acquire the hands-on skills prized by employers. Without this support from the stockroom, the quality of our program offerings decreases, lessening the acquisition by students of the skills they need to be prepared to join the workforce.

Facilities: This position plays a role in the care of the stockroom and labs on the third floor of the Math & Science building.

Professional Development: The enhancement of this position over the current one provides its holder an incentive to pursue professional development activities. When the college demonstrates that it values its employees, they reward it with an increased commitment to developing their professional skills.

Communication: This position regularly communicates with the day-time stockroom manager and night-time faculty, both full- and part-time, within the program.

Contributions to Other College Operations (20 points):

To what extent would the position requested benefit or serve other departments, programs, or plans?

* The night-time manager of the stockroom serves all of the programs within the Department of Physical Sciences: Chemistry, Geology, Physics, Astronomy, and Physical Science.

This position will regularly communicate with and aid the instructional assistants in the Biology stockrooms.

You have more than 1 classified professional request.

Please rank this request against your others. For example, if you are requesting 3 classified professionals 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:

*



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:

\$ 1,341

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.

This request is for 36 conductivity meters. These conductivity meters are used in a chemistry lab exercise to measure the electrical conductivity of numerous chemical samples, which data is used to infer the nature of chemical bonding within the sample. We currently have twelve conductivity meters. Due to our limited number of conductivity meters, students have to share them, which makes the acquisition of data slow.

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.

Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
Funding this request will improve the efficiency of the chemistry program by allowing for a more efficient use of classroom time by eliminating the need for students to wait to use a conductivity meter.

Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
Funding this request will aid in the providing of a high quality chemistry program.

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

These conductivity meters might be used by the Physical Science program to perform a variation of the same lab exercise that is performed in chemistry.

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?

The effectiveness of the chemistry program will be improved by better utilizing classroom time. The current limited number of conductivity meters necessitates their sharing, which slows student acquisition of data. Since students are slow to acquire data, they have less time to analyze these data. It's an inefficient use of classroom time, one that can be easily corrected by the purchase of more conductivity meters.

Thirty-six conductivity meters are being requested so that two simultaneous lab sections can each perform this experiment, with each student having access to their own conductivity meter. Each lab section has a maximum enrollment of 24 students, so a total of 48 conductivity meters are needed.

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:

I have read and support the review.

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:

\$ 800

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.

This request is for 50 glass burets. These would replace the plastic burets currently being used. Glass burets are of a higher quality than plastic burets. This upgrade would lead to more accurate student data acquisition.

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.

Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
Funding this request will aid in the providing of a high quality chemistry program.

Workforce Preparation: GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
Glass burets are more commonly used in professional labs than are plastic burets. Funding this request would give students a chance to use the same quality equipment that is used in professional labs, better preparing them for the workforce.

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

No, these burets would not be used by other programs or 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?

These glass burets would replace the plastic burets currently being used. Glass burets are of a higher quality than plastic burets. This upgrade would lead to more accurate student data acquisition.

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 have read and support the review.

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:

\$ 6,690

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.

This request is for the purchase of an additional UV/Vis spectrometer. We currently have one UV/Vis spectrometer. It requires five to ten minutes for a student to analyze a sample using the UV/Vis spectrometer. For a class of 24 students that means that an entire four hour and ten minute lab period gets devoted to using

the UV/Vis spectrometer. Each student spends five to ten minutes actively using the instrument. There is about 30 minutes of analysis required once the data is acquired from the UV/Vis spectrometer. The remainder of the lab period is spent waiting to use the UV/Vis spectrometer. Purchasing another UV/Vis spectrometer would reduce the amount of time students spend waiting to acquire their data.

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.

Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.

Funding this request will improve the efficiency of the chemistry program by allowing for a more efficient use of classroom time by reducing the time students have to wait to use a UV/Vis spectrometer.

Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

Funding this request will aid in the providing of a high quality chemistry program.

Workforce Preparation: GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.

UV/Vis spectrometers are common items in professional and research labs. Funding this request aids in preparing students for the workforce.

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

The UV/Vis spectrometer will not be used by other departments or programs.

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?

The effectiveness of the chemistry program will be improved by better utilizing classroom time. Funding this request will improve the efficiency of the chemistry program by allowing for a more efficient use of classroom time by reducing the time students have to wait to use a UV/Vis spectrometer.

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

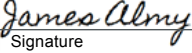
Comments:

I have read and support the review.

General Information

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.

...3034373735

Signature
11/28/2021, 3:27 PM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Deans/Supervisors - If you would like to return this document to the originator, prior to IEC's review, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator.

If you sign the document, it will go forward to IEC.

You will get another chance to review the document after IEC, CCD (if instructional), and the Vice President have provided comments.

IEC: Please provide feedback on this Program Review

Under data trend on degrees/certificates, consider adding the fact that 2018-19 data was part of auto awarding effort. Consider adding metrics such as student satisfaction of events for goal 1, add overall enrollment in chemistry or increase in majors as possible metrics. For goal 2, seems more like an action than a goal. Consider overall course success rate as a metric if students are able to use their own class equipment versus sharing.

Please complete the classified request form for the requested staff.

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 be 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

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

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

Supervisor/Dean
Signature

Electronically signed by Rick Hicks on 10/22/2021 2:00:52 PM

IEC Signature

Electronically signed by Robyn Brammer on 11/15/2021 8:12:33 PM