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**

Data Driven Decision Making

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

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website:	August 22, 2023
Data is available on the ORPIE website:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• State comparison data may be found on Data Mart or Cal-Pass Plus	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
• Step 1a: *Technical Review* by IEC (for all) and Academic Senate (for any that include a faculty request). • See the technical review rubrics.	Friday, October 6, 2023
• Step 1b: *Content Review* by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• Step 2: *Completed Revisions* submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.	Friday, November 3, 2023
• Step 3: **Final Program Review Approvals** by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.	Friday, December 1, 2023
• Step 4: Funding Requests proceed through governance structure.	
• Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization.	Friday, December 1, 2023
• Committees forward recommendations to the Budget Committee	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
▪ President makes final faculty decisions and reports to Senate at Special Meeting. ▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): [   ] First Name [Heather] Last Name [Kelley]

Wing [Instruction ▼] Email Address [hkelley1@cccd.edu] Office Phone [714-895-8186]

Dean/Manager First Name [Martie] Last Name [Ramm Engle] Email [Ramm Engle, Martie ▼]

Vice President First Name [Kay] Last Name [Nguyen] Email [Nguyen, Kay = kvngu ▼]

Program Review - Draft
*Program-Review-Instruction Communication Studies.docx

Program Review - Final Submission
*Program-Review-Instruction Final.docx

This Program Review includes the following: * [-- Please Select -- ▼]
Pick all that apply.

Faculty Request [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

This Program Review includes the following: * [Yes ▼]
Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request [Yes ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [-- Choose -- ▼]

Faculty Requests (up to 3) *One upload per request*	Faculty Requests (up to 3) *One upload per request*
Faculty Upload1 Faculty Request Communication Studies Program-Review-Request-for-Funding-2023-24.docx	Faculty Upload1 Request-for-Funding-2023-24-Faculty FINAL.docx
Faculty Upload2	Faculty Upload2
Faculty Upload3	Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)   Facilities, Technology or Equipment Update Requests (up to 5)

FTE Upload1	FTE Upload1
FTE Upload2	FTE Upload2
FTE Upload3	FTE Upload3
FTE Upload4	FTE Upload4
FTE Upload5	FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

...3539363433

Heather Kelley
Author - Draft Signature   10/02/2023

Date

...3334313137

Heather Kelley
Author - Final Signature   11/01/2023

Date

Dean/Manager Draft Feedback

> A well written and strong program review. I have a couple of questions and recommendations that should be included or changed in the program review.
>
> Can you elaborate on the obstacles for the creation and implementation of the Comm Studies certificate? What steps need to be taken to make it happen that have not yet been taken?
>
> Thank you.
>
> Is Communication Studies still an impacted major at CSU's and if so, does that impact the number of GWC students who wish to have Comm Studies as their major?
>
> On the faculty request, please state the number of FTEF as dictated by your data. Does your dashboard or the searchable schedule state that Comm Studies should have 3 FT faculty or 4 FT faculty or what number precisely? It would be most helpful to have that included in the faculty request.
>
> Thank you.

FileUpload2 Program-Review-Instruction Communication Studies.docx

IEC Feedback

> 1. All questions have been answered clearly with detailed explanations.
>
> 2. New faculty request has been made and a faculty request form has been uploaded as an attachment.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

> The Executive Board of the Academic Senate has reviewed your request for faculty and has no urgent feedback to provide. Please be ready to respond to questions related to your data/metrics and the urgency of your request.

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

All requested adjustments were made.

FileUpload2 2023-2024 - Comm Studies - Request-for-Funding-2023-24-Faculty FINAL.docx

...3638313337

Martie Ramm Engle 11/02/2023
Dean/Manager Signature   Date

Vice President Feedback

...3536333231

Kay Nguyen 12/06/2023
Vice President Signature   Date

Downloaded to the following Committee Teams folder on: -- Choose --

...3135363033

Lauren Davis Sosenko 12/11/2023
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Martie Ramm Engle on 10/10/2023 12:48:03 PM
Academic Senate: Technical Review Signature	Electronically signed by GWC Academic Senate on 10/18/2023 4:02:16 PM
Academic Senate Signature	Electronic Signature Pending
IEC: Technical Review Signature	Electronically signed by Shatarupa Ray on 10/05/2023 11:23:41 PM

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

SUBMITTER INFORMATION

First Name:	Heather/Rachel
Last Name:	Kelley/Wegter
Email:	Hkelley1@cccd.edu; rwegter@cccd.edu
ID:	
Phone Number:	714-895-8186
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

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

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The Communication Studies Department has seen a few changes in the recent years. First, we are under a new dean and have returned to the Arts & Letters Division. Previously, we were in the Social Sciences Division for three years as the college reorganized divisions. Second, we collaborate as a department to meet the needs of our diverse student population. We have added more hybrid sections to allow flexibility for students to attend in person and online. We also continue to offer various modalities to serve our students best. In addition, we consistently monitor the schedule to add more options for part-of-term as our courses have been high in demand. In the past two weeks, we have added two additional 8-week courses in response to our high wait lists. All instructors teaching online are certified for at least Canvas Level 2 and all full-time faculty are fully tenured (as of 2022). Finally, in Fall 2023, we moved into a new building (the LAC) which enables our department to have a centralized location for the first time in decades and all of our faculty offices are now on the same floor, enabling heightend interaction and collaboration.

What are your program's strengths? (Answers could include but not limited to KPI data)
The enrollment remains strong and consistent with continued promise for growth. This includes our enrollment per section at 29 and unduplicated head count of 2713 students. Additionally, the demand for classes remains strong as we experienced total section enrollment of 3180. We have successfully maintained a meaningful presence in the concurrant and dual-enrollment spaces (with 93 students) and will continue our efforts to grow this initiative. The department also maintains a high retention rate (91%) and success rate (78%). The fact that we have needed to add late start courses due to signifcant start-of-semester waitlists further demonstrates the health of the department and demand for our classes across a wide and diverse student population. Finally, our department's esteemed faculty are well-respected both by students and in the discipline at large.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)
While the our department is thriving, one challenge is the recruitment of majors and awarding degrees; this number has fluctuated over the past six years due to many factors including the pandemic and the economy. As is the case with the rest of the college, enrollment has decreased a bit, though trends of growth are on the horizon. Although our FTES have decreased minimally over the past six years, our FTES/FTEF ratio still remains consistent. Another challenge is the need to align our course offerings with the upcoming addition of the CALGETC transfer model curriculum. While some changes may need to be made, pending regulations from the state yet to be released, our full-time faculty are proactively preparing in close collaboration with CCI to ensure that our class offerings continue to fullfill all transfer requirements for our students.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.
Instructors of this department truly want students to succeed. Our best practices include high touch communication including reaching out to students who may be struggling to help them stay on track and scheduling online and in-person meetings to further ensure success for students of all learning styles. Faculty in this department also mentor and connect with students to help explore internship, transfer and career options during and after completing coursework in Communication Studies. A cursory evaluation of the CSUs shows that Communication Studies as a major at most CSU's is, in fact, impacted with minor variability from campus to campus. The impacted status, fortunately, does not seem to affect the enrollment or declaration of the major for our GWC students as both are on an overall upward trajectory. The integral presence of digital media as an essential part of our discipline continues to be highlighted via different course modalities (including online, hybrid and Hy-Flex) and, as a department, we collectively work to update our material to reflect the ubiquitous influence of technology and social media. Finally, the nation-wide movement towards OER and ZTC courses is something our department has personally embraced with the majority of our course offerings having this extremely important designation.

Program Review Request
Instruction

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

Faculty of this department use culturally responsive instruction to meet the needs of students. Instructors work closely with DSPS, the Student Ally Center and the Veterans Resource Center to ensure that students are receiving any and all necessary accommodations. Additionally, faculty spend time informing students of basic needs and various services on campus, including Counseling, EOPS, Student Health Center, OCTA, The Stand and The Rack. Our department also offers a variety of instructional modalities, including face-to-face, online, hybrid, dual enrollment and Hy-Flex. These variations in modality continue to adapt and expand, based on student feedback and registration trends. To meet the needs of our students, we have a variety in part/length of term. Most course offerings are 16 weeks, but we also have many 8-and 12-week course offerings as well as robust Intersession and Summer schedules. Morever, we monitor the schedule and waitlists closely to best serve our students and their enrollment needs. In the past week, our department just added two more 8-week courses for Fall 2023 due to a high demand and long waitlists. Finally, a strong number of our faculty have completed many of our Ally Training Series and also actively engage in professional development opportunities including conferences and workshops.

How does your department/program collaborate with other areas on campus to advance student success?

Our department engages in consistent collaboration with other departments on campus via conversation, committee meetings and campus events. We work closely with the LRC to schedule research orientations and also invite EOPS to make presentations in our courses so students access those resources. We actively encourage students to attend theater performances, choir shows, art exhibitions and sporting events to support all programs on campus and also keep students up to date on campus-wide events including the transfer fair, club fair, blood drive and all other ASGWC hosted initiatives and activations. We believe that being an active member of campus will bolster overall students success as it helps them to feel a strong sense of belonging, commitment and support.

How does your department/program utilize technology to support student success?

Our faculty stay up-to-date with technology, including the use of Canvas. All of our faculty members have Canvas training and continue to seek out and adapt to the latest technology to support both instruction and the student experience at large. We also actively inform students of our robust array of online student services and provide support and direction we can. Additionally, we recently used lottery funds to purchase 2 camera and lighting sets for our department so students can film professional-grade content both for their classes and other situations including online job interviews and speech delivery opportunities. We also used our remaining lottery funds to purchase a subscription to Cahoot! for fall faculty members within our department, enabling them to create interactive online quizzes and learning activities, allowing students another way to engage the material and succeed in their courses.

Do any of the courses in your program have a CTE TOP code?
No

AWARDS

What type of awards does your program offer?

☐ Certificates

☐ Associate Degree

☒ Associate Dress for Transfer

Please provide the information for the number of 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	Click or tap here to enter text.	N/A	N/A
Associate Degrees	0	0	0
Associate Degrees for Transfer	71	57	58

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 and Planning, and Institutional Effectiveness (ORPIE).
Our number of awards remains in direct relationship with our enrollment numbers as well as current trends in the world at large including the pandemic, navigating a post-pandemic environment and the flucutation in enconomy (including upward trends in inflation). It is important to note that there is always room for growth and we are actively pursuing said growth within our department.

FTES and FTEF

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 three years ago, two years ago, and this past year.

Please note: *For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.*

	3 years ago	2 years ago	1 year ago (this past year)

FTES/FTEF Ratio:	29	26	27

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.
As demonstrated by the numbers above the ratios have remained fairly consistent. The only change to our department was the unexpected exit (mid-academic year) of one of our 4 full-time tenured faculty members. For obvious reasons, we will be requesting a new-hire in light of this situation but have continued to proactively staff and expand our course sections with capable and dynamic instructors, including all 3 full-time professors carrying full loads or overloads each and every semester.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.
If you do not currently have a representative on CCI, you may contact either:
Gary Kirby: gkirbyjr@gwc.cccd.edu
Monica Jovanovich: mjovanovich@gwc.cccd.edu

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 years or more for a CTE course)?
☐ 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.
N/A

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).

☐ Yes

☒ No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?
As a department, we have worked on streamlining the process of SLOs. We map out which SLOs will be measured each semester to ensure we are assessing each SLO at least one per Program Review cycle. When we assess the data, we look at ways to improve our instruction and best meet the needs of students. This may include spending more time covering a certain concept in class, coming up with different activities or examples, and developing new ways of assessing the SLO. Utilizing these strategies enables our department to continually improve our instruction within our program.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan 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 the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to 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.
On the last Program Review cycle, the goals included the following: (1) Hire an additional FT faculty member to bring the number of FT faculty up to 5. While a faculty hiring request was submitted, we did not receive funding in the last Program Review cycle. (2) Next, standardize the process of measuring SLOs. While we have made some progress for organizing assessments in the cycle, we are continuining to create additional models for standardization so alignment amongst all faculty teaching all sections is clear and directive. (3) Finally, the creation of Communication Certificate is still a goal. While we have conversed with other departments regarding this possibility, it has not quite yet come to fruition but remains a part of our future focus and efforts. That being said, there currently isn't a pressing demand for a Communication Studies certificate at GWC. However, we are always open to academic innovation and will actively look for ways to collaborate with other departments to serve mutually beneficial needs in this area.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
The growth of Dual-Enrollment course offerings within our department. We recognize that this is a clear priority for our campus and echo the sentiment, as serving students in our community is essential to build awareness, foster learning and create future GWC students.

What actions will be taken to accomplish the goal?
We are grateful to already have an excellent instructor handling our current Dual-Enrollment courses and are actively seeking additional faculty members to teach future course offerings as we aim to expand this initiative within our department. We are happy to provide any and all education, training, encouragement and support necessary to make sure we have the best instructors at the helm of this modality so we can continue to grow with confidence.

What metric will you use to measure your goal?
We will closely montior the number of dual-enrollment sections we are able to offer. We currently have one and look to add one or two more sections in the coming semesters.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☒ Communication

GOAL 2 (Required)

Description of goal:
We would like to expand our Hy-Flex course offerings in future semesters, especially now that our department is housed in a building (LAC) that posseses the necessary technology (OWL) to utilize this modality.

What actions will be taken to accomplish the goal?
We will continue to encourage instructors to embrace this emerging modality and provide any and all training opportunities and support to ensure that instructors fulfilling this role will feel prepared and successful. We will also work to collectively educate our students on this option so they can register in Hy-Flex courses with confidence.

What metric will you use to measure your goal?
Once again, our scheduling numbers will make our success with this goal clear. For this review cycle, we would like to add at least one Hy-Flex course to our offerings and will make concerted efforts to bring this to fruition.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☒ Facilities

☐ Professional Development

☒ Communication

GOAL 3 (Required)

Description of goal:

Program Review Request
Instruction

It is essential that we have the opportunity to hire a new full-time, tenure-track faculty member. As aforementioned, we had one of our full-time and tenured faculty members resign without notice (half way through the 2022-2023 academic year), preventing our department from being able to have the time necessary to request a replacement during the program review mid-cycle.

What actions will be taken to accomplish the goal?

We will be submitting a full-time faculty request within our program review and are amply prepared to make all necessary written and oral justifications for this position. We are also equipped to write and share a job description with CCCD and are ready to engage in the interview process.

What metric will you use to measure your goal?

The ability to hire a new full-time, tenure-track faculty member will reflect that this goal has been met.

Which of the College's missions and goals does this goal support? (check all that apply)

☒ Enrollment
☒ Equity and Success
☐ Completion
☐ Workforce Preparation
☐ Facilities
☐ Professional Development
☒ Communication

OTHER INFORMATION

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

We are so proud of all of the dynamism and growth within our department, especially in light of the challenges of the last few years. Our faculty has worked to adapt to evolving student needs and our students continue to display dedication, motivation and resiliance in the midst of uncertain times. We are looking forward to continuing to evolve and thrive on all fronts while successfully serving our students, our campus and our community at large.

Submitter's Signature: *Rachel Wegter & Heather Kelley*

Date: 11/1/2023

Supervisor's Review

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

☐ No concerns
☐ I have concerns

Program Review Request
Instruction

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Program Review Request- Faculty

Golden West College

FACULTY REQUEST

Submitter's First Name:	Heather/Rachel
Submitter's Last Name:	Kelley/Wegter
Submitter's Email:	Hkelley1@cccd.edu/rwegter@cccd.edu
Submitter's Phone Number:	714-895-8186
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen
Program/Department:	Click or tap here to enter text.

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- ☒ Instruction
- ☐ Student Services
- ☐ Administrative

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 demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 dashboard provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

Position title and area of specialization (if applicable).
Communication Studies Generalist

Please provide and describe the data demonstrating the need for the request.
Historically, our department has had four FT faculty positions to teach and engage in campus-wide duties and responsibilities. Specifically, the data on the GWC Intructional Review Dashboard supports the fact that Communication Studies has had 4 full-time faculty members (FTEF) over the past six years (2017-2023). In Spring 2023, one of our full-time faculty members unexpectedly resigned, leaving the department with only three full-time faculty members. The timing of this surprise departure did not afford the department the opportunity to request a replacement in the program review mid-cycle.

Upon most recent examination, only 33.3% of our course offerings are taught by FT faculty. Communication Studies has significant enrollment numbers at the college serving more than 3100 students each year. At the same time, our course sizes are relatively small (capped at 32) because of the amount of presentation time required for students to meet oral communication general education requirements. As a result, the majority (66.7%) of our courses are taught by adjunct faculty.

While we are fortunate to have skilled and dynamic adjunct faculty in our department, this skewed ratio (67/33) means that our students lack consistency in their instructors, they have limited access to office hours, the shared governance of the department is a substantial burden on the limited FT faculty, and we lack representation in college wide decision making.

To expand:

(1) In the last few years, we have lost several long-term adjunct faculty to full-time positions at other campuses so we have had to continually hire and place new adjunct faculty to meet our schedule course offerings. In light of this situation, it is an ongoing challenge to make sure that all of our scheduled courses are adequately staffed, even with full-time overload.

(2) The he adjunct faculty are not required to have office hours and even when they want to, there are limited options in their already complex schedules. This means that for most of our students, they don't have the opportunity to meet with their faculty outside of class time. As a result, this directly limits our ability to recruit new majors and leaves students potentially without avenues for enhanced support.

(3) With only three full-time faculty members, the responsibilities of the department can create an unsustainable workload for existing faculty. All of the work of the department falls on the limited number of FT faculty, which limits our bandwidth and ability to engage in important work to revise and add new courses, grow the major, evaluate PT faculty performance, serve on all major committees on campus etc.

(4) Finally, because the College structure has undergone a number of changes in recent years, smaller departments are increasingly left out of the larger decision-making process because they lack FT faculty to serve on committees and working groups. Restoring our department to its intended four full-time faculty members would ameliorate this inherant challenge.

Please post job description (copy and paste description).

THE POSITION

Golden West College is currently seeking a full-time tenure track ¬¬Communication Studies Instructor(s) commencing with the 20¬¬18 fall semester. The primary teaching assignment involves public speaking and interpersonal communication. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment 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 supporting teaching and academic excellence, and student learning and success through the work of ¬—communication studies.

Conditions of Employment

Examples of Duties: Duties may include, but are not limited to, the following:

1. Provide instruction in Discipline in accordance with established course outlines.

2. Provide leadership in the development and revision of Discipline curriculum.

3. Participate in curriculum development, implementation, and evaluation; participate in and develop programs to measure student performance.

4. Maintain current knowledge in the subject matter areas.

5. Maintain appropriate standards of professional conduct and ethics.

6. 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.

7. Assignment may include day, evening, weekend, and online sections.

QUALIFICATIONS (Must match State Min. Qualifications)

Minimum: (DO NOT FILL IN-----HUMAN RESOURCES WILL COMPLETE PER STATE MQ)

• Master's in _____ OR Bachelor's in any of the above AND Master's in _____ OR meet the equivalent qualifications established by the District, AND

•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.

Additional Required Qualifications: (certifications, licensing, etc. required in program)

Desirable Qualification Samples:

•Educational and/or instructional preparation in communication studies.

•A minimum of 2 years of recent experience teaching communication courses at the post-secondary level.

•Evidence of student success in teaching communication studies.

•Evidence of participation in student success initiatives in a post-secondary setting.

•Evidence of an ability to address the instructional needs of a diverse and frequently underprepared student population.

•Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.

•Evidence of an ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class.

•Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.

•Evidence of innovation, scholarship, or leadership in the teaching of communication studies.

• Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.

• Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a

whole.
• Ability to work with computers, and use the Internet and interactive technologies to engage students in on-campus and online courses (where academically appropriate); and intrinsic motivation and ability to develop and teach online courses.
•   Evidence of an ability to communicate effectively both orally and in writing.

 Supplemental Questions – ADD SUPPLEMENTAL QUESTIONS HERE:

⬜   Describe your training and/or experience that demonstrate your sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.
⬜Describe your ability and experience in designing post-secondary curriculum and learning activities to address a wide range of student learning levels and learning styles.
⬜   Describe your ability to self-reflect and respond to an evidence-based assessment of student learning.
⬜   Describe your understanding of current and emerging instructional delivery technologies and your experience in integrating those technologies into the learning process.
⬜   Describe your involvement in professional development and in campus/community service activities.

CONDITIONS OF EMPLOYMENT (DO NOT ENTER ---HR WILL UPDATE)

For a full-time, two-semester position a maximum starting range of $to $is offered, based on the 2017-2018 salary schedule of $to $. In addition, an annual stipend of $ is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

•Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
•The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)
•The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individual's interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.
The deadline to apply is 11:59 p.m., December ##, 2023. Application materials must be electronically submitted on-line at http://www.cccd.edu/employment. Incomplete applications and application materials submitted by mail will not be considered.

APPLICATION REQUIREMENTS
Reference AP 7120C – A complete application may include, but not be limited to, the following:
•District Application Form

•Responses to Supplemental Questions

•Cover letter addressing the applicant's qualifications, including desirable qualifications for the subject(s) to be taught

•Resume

•All unofficial copies of undergraduate and graduate transcripts

•Equivalency Request Form and supporting documentation (if applicable). Candidates making application on the basis of equivalency must submit/upload an Application for Equivalency form (located at www.cccd.edu/employment) in addition to all other required materials (upload as a separate attachment - PDF recommended).

•Documents not requested in the job announcement will not be considered

Submit application on-line at

http://www.cccd.edu/employment.

Coast Community College District – Human Resources

1370 Adams Avenue, Costa Mesa, CA 92626

Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714.

SELECTION PROCEDURE

1.All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.

2.Applicants who meet the minimum qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.

3.The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.

4.Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.

5.The campus President will make the final recommendation for employment to the Board of Trustees.

6.The successful candidate will be offered the position and placed on the current salary schedule based on their education and experience.

7.The start date will be determined by the hiring manager depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION

•To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.

•The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for

our vacant positions.

•Applicants wishing to apply for more than one position must submit separate application materials for each desired position.

•During the interview process, consideration will be given to factors in addition to a candidate's education and experience. Additional factors Include but are not limited to: professional development, ability to work with others, and commitment to meet student needs.

• Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.

•Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.

• The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.

•The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.

•The College does not return materials submitted in the application for a position. (Copies of original supporting documents are acceptable).

•Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes Coastline Community College, Golden West College, and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs. Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER:
The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Program Classification (check all that apply)
- ☒ Instructor (transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or non-credit)

☐ Counselor

☐ Librarian

☐ Other: [Click or tap here to enter text.]

Does this faculty request meet the criteria for extenuating circumstances beyond the department/program's control since the last 2 program review cycles? *(check all that apply)*

☐ Untimely death or loss of faculty due to health conditions

☒ Sudden unexpected retirement or resignation

☐ Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)

☐ Loss of tenure-track faculty

☐ Legal/mandatory requirements

Describe what you checked above.
In December 2022, a tenured faculty member in the department resigned unexpectedly. Our department went from four to three FT faculty members beginning in Spring 2023.

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 full-time to part-time ratio to provide a quality program or program growth.

☐ There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).

☒ There is difficulty in finding and keeping qualified part-time 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.

Describe what you checked above.
As aforementioned, our department unexpectedly sustained the resignation of a full-time tenured faculty member and the timing of said resignation prevented us from being able to request a replace during the mid-cycle review. We have since worked to keep the department cohesive and productive but are feeling loss of this intended fourth faculty member (hired in 2016). The loss of this full-time position has impacted our department's ability to expand course offerings and maintain a stable ratio of full-time to part-time faculty members. Additionally, in recent years we have lost a number of excellent part-time faculty to full-time positions on other colleges outside of the district. Furthermore, our department is facing unprecedented potential changes to our program and course offerings due to the development of CALGETC and having an additional full-time faculty member to assist in revisions (already taking place) and to liase with relevant campus committees on this matter would be appropriate and appreciated.

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?

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 to/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.

Program Review Request- Faculty

Golden West College

Describe what you checked above.
Our department would greatly benefit from having a new full-time, tenure-track faculty member (restoring us back to four, where we were back in late 2022) to assist in a variety of goals that support both the department and the college as a whole. Our department serves students across all disciplines (including dual enrollment) and an adequate number of full-time faculty is essential to supporting the overarching objectives of the college including meaningful contributions to committees, promotion of equity-minded instruction to facilitate student success, the advancement of technology in the discipline (e.g., online, Hy-Flex etc.), the expansion of degree paths and completion (e.g., departmental contributions to the the 100% online degree and other transfer modalities) and fostering thorough community involvement through communication and service.

If there are any license, certifications, or degrees required for this faculty position, please describe them here.
Bachelor of Arts in Communication Studies and Master of Arts in Communication Studies

How does this position address long-term college goals and Vision 2030 Goals?
In addition to all of the reasons discussed above, restoring our department back to four full-time faculty members will address the long-term college goals and Vision 2030 Goals by enabling our department to continue to grow, thereby better serving our students in the areas of increased enrollment, equity (including the reduction of achievement gaps), diversity of course offerings, consistency of faculty members, greater opportunities for guidance, career preparation and community involvement, stronger retention and an increase in successful completion of transfers and degrees. Communication is the core of our discipline and having a healthy, well-balanced and multi-facted cohort of full-time faculty not only is crucial to best serving our students but also contributes to the greater goals of communication that our campus has priortized both now and in the future.

If you have more than one faculty request, please rank this against your others.

For example, if you are requesting three (3) faculty for this discipline, you could put a "2" in this box, a "1" on the next request and "3" on the third. "1" being your first priority, "2'", your second priority, and "3" your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.

Rank: Click or tap here to enter text.

Submitter's Signature: Rachel Wegter & Heather Kelley

Date: 11/1/2023

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns

☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.