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 [Antunez]

Wing [-- Choose -- ▼]   Email Address [hantunez@gwc.cccd.edu]   Office Phone [714.594.7021]

Dean/Manager First Name [Gisela]   Last Name [Verduzco]   Email [Verduzco, Gisela = gv ▼]

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

Program Review - Draft
*Program-Review-InstructionCOUN (2).docx

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

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 -- ▼]

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 Upload1 Program-Review-Request-for-Funding-2023-24-Faculty (2).docx

Faculty Upload2

Faculty Upload3

Faculty Requests (up to 3)
One upload per request

Faculty Upload1 Program-Review-Request-for-Funding-2023-24-Faculty (2).docx

Faculty Upload2

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)   Classified Personnel Updated Requests (up to 3)
One upload per request   *One upload per request*
Classified Upload1   Classified Upload1
Classified Upload2   Classified Upload2
Classified Upload3   Classified Upload3

Supporting Materials (Optional)   Supporting Materials (Optional)
Upload1   Upload1
 COU - Dual Enrollment Faculty Job Announcement_Template - YVP 10-6-23   COU - Dual Enrollment Faculty Job Announcement_Template - YVP 10-6-23
 (1).docx   (1).docx
Upload2   Upload2
Upload3   Upload3

...3931373037

Heather Antunez   10/06/2023
Author - Draft Signature

Date

...3231353730

Heather Antunez   11/03/2023
Author - Final Signature

Date

_____

Dean/Manager Draft Feedback

Please see attachment.

FileUpload2

IEC Feedback

Please fill out this section "This Program Review includes the following:", which is located five paragraphs above.

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

FileUpload2

...3438323330

Gisela Verduzco   11/20/2023
Dean/Manager Signature   Date

Vice President Feedback

FileUpload3

...3134373338

Kay Nguyen
Vice President Signature

12/05/2023
Date

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

...3133343331

Lauren Davis Sosenko
IEC Signature

12/07/2023
Date

Dean/Manager - Feedback Signature	Electronically signed by Gisela Verduzco on 10/31/2023 9:32:01 AM
Academic Senate: Technical Review Signature	Electronically signed by GWC Academic Senate on 10/25/2023 4:02:58 PM
Academic Senate Signature	Electronic Signature Pending
IEC: Technical Review Signature	Electronically signed by Gita Alemansour on 10/20/2023 2:58:22 PM

Program Review Request
Instruction

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
Last Name:	Antunez
Email:	hantunez@gwc.cccd.edu
ID:	
Phone Number:	714.594.7021
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
College Success, Counseling, and Social Work and Human Services

Please provide a brief description and any significant change in your program since the last Program Review cycle.
Since the last program review cycle, the Counseling Department offered COUN G205, Navigating the Transfer Process, for the first time in Fall 2021. Counseling also authored three new courses in Social Work and Human Services to include SWHS G110, SWHS G120, and SWHS G121 and was able to create an ADT in Social Work and Human Services and was approved by the state in Fall 2022. The SWHS courses were first offered in Fall 2022. In addition, the Counseling Division had a significant reduction in LHE consisting of a 30% loss which affected our overall course offerings. We've also began decreasing course offerings in College Success while increasing course offerings in appropriate counseling courses to align with district numbering. College success (COLL G100) offerings through Dual Enrollment has also significantly increased creating a strain on hiring the number of faculty for this population and the affiliated training for content and instruction.

What are your program's strengths? (Answers could include but not limited to KPI data)

Counseling continues to function from a place of student learning as a priority. Student centered teaching is at the forefront of our instructional methods. Counseling faculty also recognize the equity issues that our students face and have been intent on creating and implementing OERs to reduce costs to students and remove barriers to success in all but one course (SWHS G110: Introduction to Social Work and Human Services).

Since the last program review cycle, the Counseling Pathway courses have been offered and continue to clarify student's academic and future career goals. These courses align with the Guided Pathways framework. Full-time counseling faculty have spear-headed the development of the counseling pathway courses and primarily teach them so that our students can build connections to the counselor in their program of study. This has an added benefit of consistent counseling information. Full time Counseling faculty have prioritize teaching most of our department offerings instead of utilizing part-time faculty.

Collaboration between Counseling faculty also is a strength of our program. Extensive work was completed within the Canvas to create uniform course content that can be exported and modified to meet specific faculty needs while also allowing for consistency and accessibility in the student experience across all counseling courses.

All these efforts have resulted in Counseling course offerings showing a slightly higher success rate than the overall campus courses at 77.5% in 2020-2021 and 76.7% success rate in 2021-2022.

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

The Counseling Department is still trying to grow full-time faculty due to retirements to have full-time Counseling faculty in the classroom and maintain enough student contact to serve students through individual counseling. Counselor to student ratio at GWC is drastically under the state-recommendation. Hiring two additional counseling faculty members is needed to serve our student populations more effectively.

Since 2019, the College Success department was moved into the Counseling division, however, this has meant that there are competing interests with respect to the "College Success" course. Since the COLL G100 course was taught by non-Counseling faculty, the creation of COUN G105 was completed to align with equivalent courses across our sister colleges in the district.

We continue to have a non-Counseling faculty member teaching COLL G100, and is part of their instructional load, while we concurrently offer COUN G105. The department would like to retire the course, but the negotiation of moving non-Counseling faculty to a more appropriate course load aligned with their minimum qualifications is necessary.

Additionally, the course is currently being offered through Dual Enrollment and the preference is to

offer the COUN G105 course, which has richer instructional content and align with similar Dual Enrollment / Counseling offerings across the region and the state. Each semester, Dual Enrollment accounts for 4 COLL G100 courses, and additional COUN G104 and COUN G105 courses in the summer for an average of 30 LHE per academic year.

Due to the complexity of the fast-growing dual enrollment programs, improvement is needed regarding communication, vetting, and training faculty. A full-time dual enrollment counselor is needed to improve continuity in counseling instruction and reduce the investment needed to train multiple new part-time faculty each semester.

The past two years there has also been a reduction in LHE allocation causing limitations to course offerings, especially in spring terms as pathway courses are only offered in fall. Therefore, students have less opportunities to take counseling courses that could be providing support and retention while increasing student success across all disciplines. This reduction has also inhibited our ability to partner with other instructional areas, including Math and English, to create cohort courses that support students in their foundational coursework and meet the Guided Pathways outcomes of completion of Math and English in their first year.

The passing of AB 928 in 2021 has resulted in the approval of CalGETC, a singular general education pathway for transfer, which no longer includes the CSU general education category Area E - Lifelong Learning and Self-Development. This is where majority of counseling courses held approval, and allowed for students to enroll in a course that was not only beneficial to their academic success but met a core general education requirement for transfer. Enrollment is likely to be negatively impacted once they are no longer fulfilling a general education requirement.

Finally, there is a lack of campus-wide support to build a First Year Experience Program. First Year Experience (FYE) programs have shown higher retention and success rates with DEI groups across the state. Further, FYE programs meet the goals of English and Math coursework within their first year, which helps their performance in all other classes on campus. The need for additional counseling faculty and hiring of Student Success Coaches is critical to help implement and support the program. Campus wide collaboration is necessary across disciplines to ensure program success.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.
Overall, our enrollment in counseling and college success courses has dropped 32% due to college-wide reduction in enrollment and decreased LHE for our department. Success rates have maintained over the last three years with COLL G100 at 84.1%, and all Counseling courses, including College Success, Career Planning, and Pathways courses at 76% this past year. These numbers are consistent from prior years and remain steady.

Retention has increased over the past three years with COLL G100: College Success moving from 83.3% to 95.1% and Counseling courses (COUN G104, G105, G115, G150-G156, G205) from 86% to 90.4%. COUN G105 retention has decreased in Fall 2021 due to course modality and COVID instructional methods.

All course offerings range from in-person, hybrid, and asynchronous online modalities. COUN G205: Navigating the Transfer Pathways has seen an increase in enrollment over the semesters with 16 enrolled students in Fall 2021 to 30 enrolled students in Spring 2023.

Since the last cycle, we have also seen a dramatic increase in dual enrollment offerings. This has resulted in growing need for hiring and training part-time counselors to provide quality 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.)

Equity and access are at the center of student learning in Counseling courses. Equity has been addressed by creating OERs for all COUN courses, and we will continue to explore options for an OER in the Social Work and Human Services courses.

We also recognize the modality that serves students best with instruction. Success rates dipped in 2021-22 across all minority groups when all classes were offered as LIVEONLINE or ONLINE. For the 2022-23 academic year, most counseling classes were moved to a hybrid or on-campus modality and courses saw a rise in success rates across the minority groups. All courses are developed with common course content to ensure quality and consistency with instruction, and these common courses "shells" on Canvas are checked for accessibility to ensure equitable access for all groups of students.

To meet access needs for students who either arrive late to the college enrollment process, or need additional units, the department currently offers both 16-week and 8-week course offerings to catch students entering at different times. We have additional plans to offer 12-week classes in Spring 2024. OERs continue to be offered in most of our classes to increase equity and inclusion.

One proposed action of the DEIA plan and the Student Equity Plan is to create a first year experience program, which is also a counseling instruction goal. It is vital to collaborate with other instructional disciplines to create an institutionalized first year experience program that is supported across disciplines and by the campus through general funds. This has the added benefit of meeting Guided Pathways and Vision for Success goals and retaining students to persist through completion.

Counseling has offered COUN G205 - Navigating Transfer Process since 2021 and it has helped meet two goals of the Student Equity Plan: (1) increase the number of students who apply for transfer and

(2) increase student knowledge for transfer pathways. In addition, the success rate of COUN G205 course was 83.3% in 2021-2022 which is higher than overall campus success rate of the 74.5%.

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

Puente program employs team teaching between Counseling, English, and Psychology. This Fall 2023, we are piloting a cohort of linked classes to include COUN G105 with MATH G115S for STEM majors that is part of the STEM grant that also includes case management and triage services.

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

Counselors have increased the use of technology in the classroom and incorporate newer instructional models and technology support allowing students the opportunity to demonstrate their learning in unique ways that are relevant to their learning preferences, career goals, and creativity. Types of submissions can include videos, infographics, and other mediums to express themselves while meeting the requirements of the assignment prompts.

Faculty have attended trainings on incorporating AI in the classroom and using this as an added critical thinking tool rather than a restrictive process. The Counseling Pathways courses have incorporated an assignment that teaches students how to utilize AI in creating their resumes. This activity provides personalized learning and encourages students to build their skills in AI utilization which is coveted in the current career landscape. Other assignments allow for the use of AI to evaluate content for accuracy and pose additional scenarios and evidence beyond what an automated program would include.

The instructional content in this area stresses that the use of AI is an added tool and not a substitute for academic work and writing experiences that develop critical thinking and writing abilities.

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

Program Review Request

Instruction

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	220	225	101
Associate Degrees	2,717	2,658	2,172
Associate Degrees for Transfer	N/A	N/A	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 and Planning, and Institutional Effectiveness (ORPIE).

There has been a decrease in both certificates and degrees being awarded over the past three years that aligns with a decrease in enrollment. SWHS started in 2022-23 and SWHS G120/121 field work course was cancelled in Spring 2023 due to low enrollment but is scheduled to run in Spring 2024. The SWHS G110 course will be offered for three semesters before offering the fieldwork course to ensure sufficient enrollment.

The Counseling division also has updated the Liberal Arts: Emphasis degrees to include new courses that have been developed. The lower number of Liberal Arts degrees also aligns to lower student enrollments.

There is a discrepancy in the number of certificates awarded and we are continuing to investigate why there was a significant drop in those numbers.

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	30	30

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

Counseling has aimed to be strategic in offering courses varying in modality (On campus, online, hybrid, LIVEONLINE, etc).

Due to the nature and personalized content offered in the Counseling courses, it is not possible to expand the course size while maintaining outcomes and quality. The counseling courses are currently above the department average of 30-35 students in courses, and we have offered a cap of 50 students in the Pathways classes but for quality reduced that number to 40.

With the reduction in LHE, it will be challenging to serve more students as we have already had to reduce course offerings in the department.

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.
No resubmission of courses is needed. The fieldwork course for the Social Work and Human Services course was cancelled due to low enrollment during the Spring 2023 term, which was also the first time the course was offered. We have strategically planned to offer the foundational lecture course for three consecutive terms before offering the fieldwork again to build a need and have the course meet the capacity requirements.

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?
SLOs are assessed each semester and we utilize assignments aligned to the course SLOs. As well, we survey students to support the assignment outcomes to gain additional context. In the last two years, students' response to surveys have been low. This past year, we have focused on assessing SLOs by linking them to assignments only so that there's a better reporting process for student learning.   The majority of SLOs assessment results have shown an 85% or higher success rate and the department is satisfied with those results. If any SLO assessment data falls below 85%, then the department plans to review the assignment and make changes and/or improvements.

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.
Goal 1: Establish an ADT in Social Work and Human Services. Counseling successfully created the Social Work and Human Services Associate in Arts for Transfer and it was approved by the State and effective in Fall 2022. Goal 2: Improve the effectiveness of the Canvas Probation/Disqualification Workshop offered to students online. The Probation/Disqualification course was improved and launched in Fall 2022. Videos were incorporated to increase student engagement in addition to providing examples of real students' unofficial transcripts so students can differentiate between academic and progress probation/disqualification. Goal 3: Explore the establishment of a First Year Experience Program (FYE) to include ENGL G100S + COUNG 105 and other disciplines based on the SAC model and explore first year success cohort models based on Pathway. Multiple conversations were held regarding establishing a FYE program. There is still apprehension in establishing an FYE program, however conversations are still ongoing campus-wide with hopes to still establish one. In Fall 2023, we're piloting a cohort pairing of COUNG 105 with MATH G115S for STEM majors. Goal 4: Explore development of new curriculum based on the needs of unique student populations. Umoja Program was created

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:

Partner with Dual Enrollment and advocate to replace COLL G100 with COUN G105.

What actions will be taken to accomplish the goal?
Retiring COLL G100 and replacing dual enrollment courses with COUN G105 creates continuity across the district in the student experience and an enriched experience with counselors as the instructor of record. Collaborate with Dual Enrollment Coordinator, Instructional Deans, and Dean of Counseling to advocate for the change as early as Fall 2024. Advocate for a Full Time Dual Enrollment Counselor to teach most of these courses. Currently the full-time faculty in counseling are not equipped to teach courses offsite and meet their contract hours. Hiring a full-time faculty member dedicated to this population will allow for specialized teaching of counseling courses to a younger student population then we current cater to at GWC. This counselor when not teaching courses will also provide counseling services to the high school dual enrollment population. Supplement additional sections of dual enrollment courses with qualified part-time instructors to teach the course at the various high school sites beyond the load of the full-time faculty member.

What metric will you use to measure your goal?
The COLL G100 course will be retired thorough CCI and the COUN G105 will be the only student success course offered campus wide.

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:
Create a Counseling course for CalGETC Area 4.

What actions will be taken to accomplish the goal?

Faculty will develop curriculum to meet CalGETC Area 4 that focuses on student identity development. The course may explore of the critical concepts of Diversity, Equity, and Inclusion in the university setting. As well, the content will focus as the connection of academic, social/cultural, and personal challenges associated with college success.

What metric will you use to measure your goal?
Approval in CCI then submitted for IGETC approval and offering the revision in Fall 2025.

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:
Create supportive learning communities using guided pathways framework to support retention and success rates.

What actions will be taken to accomplish the goal?
Engage with the campus community to partner in providing co-requisite courses pairing a counseling course with other departments with the intention of proving additional support to specific disproportionately impacted groups. Advocate for additional LHE with the Dean of Counseling and the VP of Instruction to allow for the expansion of the current pilot program for additional sections and disciplines including MATH G140S and ENGL G100S. The Counseling Department currently has a course paired with a MATH G115S section to support incoming STEM students who have a math placement with support. Utilization of Starfish will facilitate cohort management for existing and new learning communities. Counselors will engage with this population providing additional support services to assist students in achieving their academic goals.

What metric will you use to measure your goal?

Successful approval of LHE for course offerings.

Student completion of both the COUN G105 and affiliated support course with a "C" or better.

Student surveys assessing the satisfaction of the paired cohort courses.

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?
Counseling courses, by nature, are not tied to any particular degree. Our courses are designed to support and enhance learning and student success at the college. They assist students with the transition from high school to college both academically and socially. Our classes connect students to the people, programs, and resources necessary to provide a strong foundation for academic success and personal growth. We intend to continue tracking success for students in the Pathways courses to assess viability of expanding those courses and establishing First Year Success pathways.

Submitter's Signature: *Heather Antunez*

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.

Coast Colleges
COASTLINE · GOLDEN WEST COLLEGE · ORANGE COAST COLLEGE
Inspiration. Innovation. Graduation.

PROFESSIONAL OPPORTUNITY

Position No:
Opening Date:
Closing Date:

Position Description: **Counselor, Dual Enrollment**
Location: **Golden West College**
Start Date: **Fall Semester – August 2024**
Starting Salary:

THE POSITION

Golden West College is currently seeking a full-time tenure track Dual Enrollment Counselor commencing with the Fall 2024 semester. Dual Enrollment Counselor will work on and off campus to provide counseling instruction and services to students who are participating in Dual Enrollment at either the high school or middle school sites. The counselor provides guidance to students related to college credit, educational, career, and personal counseling to students both on and off site. 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 Golden West College and 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 Counseling.

Examples of Duties: Duties may include, but are not limited to, the following:
1. Teach counseling and guidance classes both on and off site for Dual Enrollment student populations, and provide workshops to staff and students as appropriate.
2. Provide educational, career and personal counseling support and referrals for a diverse student body regarding goal completion, basic skills, probation, financial assistance and how to succeed in college.
3. Implement services to meet the needs of students including, online, drop-in, group and general counseling.
4. Assist students in interpreting certificate, associate degree and transfer related requirements in written and computerized format.
5. Assist students in assessing their aptitudes, abilities and interests and advising them regarding current and future employment trends.
6. Teach a variety of Counseling courses both in person and online for Dual Enrollment students and continuing students.
7. Contribute to innovation in counseling services by working with instructional faculty to design student success programs and/or services.

8. Participate in assessing Student Learning Outcomes, Program Learning Outcomes, and Program Reviews.
9. Assist students in making decisions relative to career choice, major selection, and educational planning, including appropriate assessment, vocational counseling, for transfer to a four-year college/ university.
10. Assist targeted high school students in assessing, planning, and implementing their immediate and long-range goals through programs such as Enrollment, Guided Pathways, Transfer, and other academic and student services programs designed to facilitate their college readiness and early commitment to college.
11. Provide general student orientations, program advisement, and follow-up counseling for new and continuing students.
12. Provide counseling and guidance services as may be appropriate to special student audiences, including veterans, the disadvantaged, and members of underrepresented groups, academically marginal students, disabled persons, re-entry students, and other special populations.
13. Develop effective working relationships with faculty members in instructional areas, and perform division liaison activities as required.
14. Assist with the development of dual enrollment counseling related publications, and in the presentation of workshops for special student audiences.
15. Conduct group counseling/advising as required.
16. Assist students seeking referral to appropriate community agencies or services in response to educational, career, and/or personal concerns.
17. Participate in curriculum development, implementation, revision, and evaluation of Counseling curriculum for student success.
18. Support the transfer center outcomes by preforming data collection, analyzing trends in transfer student progress, and reporting for department evaluations.
19. Assist, where appropriate, in the articulation of courses and programs with four-year colleges and universities.
20. Assist in the development and implementation of special programs focusing on access and retention including special services for first-year students.
21. Serve on division and college-wide committees and/or task forces.
22. Assists in carrying out the Student Vision for Success goals.
23. Develop Student Educational Plans (SEP) for new and continuing students in Dual Enrollment and other general students.
24. Maintain current knowledge in the subject matter areas.
25. Maintain appropriate standards of professional conduct and ethics.
26. 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 counseling sessions; participate in departmental meetings and college and/or district-wide activities and committees as assigned.
27. Participate in professional growth activities, and assume other counseling and guidance responsibilities as assigned

COUNSELOR, 3-G-14

Minimum Qualifications:
1. Must meet one of the following qualifications under (a) through (d):
   a) Possess the California Community College Teaching Credential for this subject area.
   b) Possess a Master's degree from an accredited institution in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling.
   c) Possess a Bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.

Or, possess a combination of education and experience that is at least the equivalent to the above.

2. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
3. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

1. A minimum of two years of recent experience counseling and teaching at the post-secondary level preferably working with students from equity groups.
2. Demonstrated knowledge of community college curricula and the higher education system.
3. Evidence of understanding of and commitment to maintaining knowledge of local, state, and federal policies related to education.
4. Demonstrated knowledge of matriculation requirements with competencies in general academic counseling, educational planning, career and personal counseling.
5. Experience in blending student success strategies such as: goal setting, time-management, problem solving, study methods, and research skills into counseling sessions and curriculum.
6. Evidence of a strong commitment to professional growth and development, and to the continued innovation and improvement of successful counseling and teaching.
7. Demonstrated ability to establish and maintain positive and effective working relationships with on-campus groups (including students, parents, faculty, administrators, and staff) as well as off-campus community and education partners.
8. Evidence of participation in student success initiatives in post-secondary setting.
9. Evidence of an ability to address the instructional needs to provide an inclusive and equitable education experience to the general student population.
10. Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.
11. Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.
12. Evidence of innovation, scholarship, or leadership in counseling.
13. Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.
14. Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a whole.
15. Ability to work with computers, and use the Internet and interactive technologies to engage students in the counseling process; and intrinsic motivation and ability to develop and teach online courses.
16. Ability to work with student record management, reporting, and educational planning software.
17. Evidence of ability to plan, coordinate and implement counseling projects and special events.
18. Evidence of an ability to communicate effectively both orally and in writing.

Supplemental Questions

1. Please describe your counseling experience working with students within the community college setting.

2. Please describe your counseling approach to helping student understand their options, make wise academic and career decisions, and successfully complete their academic objective while maintaining financial aid eligibility at GWC and beyond.
3. Describe your understanding of the Student Success metrics in the CA Community Colleges and experience working with these programs and initiatives.
4. Describe your experience with using student record management databases and degree planning software within a counseling setting. Please give a detailed example of how you approach the use of technology in your counseling and your work with students. What are the most important challenges/ concerns related to the use of technology?
5. Describe and provide examples of how you learn, adapt and respond to the changing eligibility, academic and transfer landscape and how this informs your work with students.
6. Describe the biggest challenges the student faces and strategies you have used/ will use to overcome these challenges.

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., February ##, 2018.** 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.