General Information

Important Information

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Submitter's First Name:	*Naomi
Submitter's Last Name:	*Yoshida-Tan
Submitter's Email:	*nayoshida@gwc.cccd.edu
Submitter's ID	*
Submitter's Phone Number:	*

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

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

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

Warning: It is critical that you enter your Department Chair's email address correctly. Entering an incorrect email may require you to start a new Program Review!

Who is your Department Chair? (if applicable): Damien Jordan

Department Chair's Email (if applicable): djordan@gwc.cccd.edu

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

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

Program Review
Purpose

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

Program Review
Data Driven Decision Making

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

Program Review
Reporting Cycle

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

Important Update

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Program Information

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

* CalWORKs (California Work

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

* The CalWORKs program serves student-parents who are receiving TANF(Temporary Assistance for Needy Families) benefits and are participating in the county WTW (Welfare-to-Work) Program. CalWORKs students face challenges such as basic needs and housing insecurities, domestic abuse, mental health issues, caring for children with special needs, refugee/asylum status, and balancing school, work, parenting responsibilities while meeting WTW mandates. The primary objective of our program is to support and assist CalWORKs parents as they strive for a future of self-sufficiency, for themselves and their children, through higher education and vocational training. Significant changes since the last cycle are conversion to online remote services and electronic processing of county forms due to the Covid-19 pandemic; revamped and expanded New Student Orientation; Academic Progress Form implemented into Semester Planning; created online Intake Application; CalWORKs counselor joined CWA Legislative Advocacy Committee, Distance Education Advisory Committee, and Planning and Budget; Work-Study opportunity expanded through Project SPARC(Student Parents are Reimagining CalWORKs) in partnership with the CalWORKs Association and Blue Shield of CA Foundation (CalWORKs Coordinator is mentoring current SPARC student leader representing our college program); Senate Bill 1232(Chapter 366) was passed which reforms the WTW (Welfare-To-Work) process to be simpler, more efficient and empowers CalWORKs participants to choose education as a path to self-sufficiency.

What are your program's strengths?

* *Dedicated CalWORKs staff who deeply understand the needs of this student population and provide specific, individualized support requiring strong knowledge of program, county, state, federal guidelines and policies. The CalWORKs coordinator attends meetings and trainings with the county, Chancellor's office, and CalWORKs Association to stay informed on program and policy updates. CalWORKs staff also process county forms and monthly reports so that students can maintain county supportive services such as cash-aid, child-care, ancillary funds for necessary course books/materials/supplies.

*CalWORKs counselors who have extensive knowledge, passion, and experience in guiding, supporting, and advocating for these students. CalWORKs counselors also work very closely with both students and county case managers to identify any issues and challenges to coordinate assistance and supportive resources for students.

*A comprehensive intake, assessment process which includes a New Student Orientation covering program, campus, county services and guidelines while establishing a long-term academic, career plan based on student's personal goal and with consideration to CalWORKs time limit remaining on case.

*An in-depth case management process that allows us to provide intervention support as any hindering issues are identified. This process is closely tied to mandated monthly reporting and monitoring course withdrawals/changes pertaining to CalWORKs participation requirements. Often times, this process initiates the conversation with a student to better understand immediate concerns and support services needed.

* A strong partnership with Department of Social Services(DPSS), Maximus, and county case managers in working together to coordinate services and provide support to mutual CalWORKs participants.

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

* *Student participation is contingent on county referrals. Decrease in county caseloads due to high employment rates have then decreased college referrals over the past few years. However, it is anticipated that caseloads will continue to increase in the aftermath of the Covid-19 pandemic and the implementation of SB1232. The challenge may be to serve students with limited funding and resources.

*Providing language translation assistance to ESL/ELL student referrals who speak various languages (Vietnamese, Arabic, Farsi). Strong, reliable translation assistance is needed to ensure program specific information involving campus and county policies/guidelines are being relayed to students accurately. These students also need additional assistance in navigating registration, enrollment, and campus services. Part-time counselors who could provide translation support would be most ideal.

*Providing counseling support during winter and summer semesters when contract counselor is unavailable. A part-time, adjunct counselor is needed to cover this time so that incoming students can be processed and current students can receive guidance support with courses, WTW activities, and semester planning.

*In-person accessibility will be a challenge due to limited staffing and limited funding. As funding allows, temporary support staff to provide general reception support would be helpful. However, it seems most students are still hesitant to come to campus for in-person services at this point. We will continue to provide the same online support and services to accommodate students' needs.

*Persistence, retention, and completion continue to be challenges among our students. Barriers of housing insecurity and basic needs have worsened due to the pandemic. We have also seen an increase in mental health issues as a result.

*Processing of Ancillary Requests for students to receive funds to pay for required course books and materials. In order for the county to approve these requests, accurate documentation (pricing list and verification that requested items are required for the course) are necessary. At times, bookstore listings have differed from actual course materials required by the instructor. Course materials information are sometimes pending until start of class which causes difficulty for students with cost exceeding their Standard Advanced Ancillary payments. Cosmetology students are especially impacted as it has been difficult to obtain accurate pricing and verification for required kits and materials. We understand and are excited that the Cosmetology program is currently adding new changes to the process to help students.

*Since transitioning all of our services to the online format, we are in need of technology support, a reliable system/database to maintain e-files, detailed tracking information, and electronic processing of mandated paperwork. Most online services and procedures will remain even as we return to campus full-time.
 Currently we are working with PDF files and Excel which have challenges (multiple people cannot work with a file/document, information or notes can be accidentally deleted or lost). Current printer/scanner needs to be replaced with one with higher scanning capacity as we will be converting existing files to e-files. As more students return to campus, printing needs for county documents will increase again. Currently, the county is allowing electronic processing and certifying of paperwork but procedure could change back come spring '22.

STUDENT SERVICES INFORMATION

If you do not have any of the below information, please type "N/A" in that box.

	4-years ago	3-years ago	2-years ago	1-year ago
Number of students served (unduplicated)	80	72	60	44
Percentage of students served (served/campus headcount)	0.4%	0.4%	0.3%	N/A
Number of students served (duplicated)	131	125	100	78

Outside of hiring new faculty or staff (which should be included in your program goals, if needed), please discuss the above trends and your plan for serving more students.

With the full return to campus and as the situation with Covid-19 continues to improve, increase outreach efforts: provide updated course/program offerings including added non-credit/adult education offerings to county DPSS, revisit teen parent programs to reach Cal-Learn participants who may be transitioning to CalWORKs as they pursue their college education, collaborate outreach presentations/events with CARE who serve single parent families also receiving TANF benefits.

Over the past two years, what technology and/or processes did you implement to impact the success of our students?

The pandemic shutdown and the urgency to transition services to the remote environment has certainly propelled us to implement new processes utilizing more technology and the following applications/platforms:

Zoom – online, video appointments with counselor
Ring Central – telephone appointments
Zoom Love Notes Workshop- used NEARPOD for student interaction
Schedule Planner - recording using TechSmith Relay
Adobe PDF & Adobe Sign – processing of county forms & paperwork, creating E files for students, creating electronic documents, signature certification.
Next Gen/Dynamic Form – developed online intake application
Microsoft Teams – communicate with staff in the remote environment, LiveChat to support students with questions and immediate concerns
SignalVine – chat communication and messaging to students

All of these platforms have made our services more convenient and accessible to students, simplified the processing of reporting and paperwork for students, and have helped students to become more adept with utilizing technology to navigate campus resources and to enhance online learning. At first, it was a tough transition for our students. However, we're finding more of our students are now not only comfortable but prefer to maintain online courses.

What new outreach/recruitment initiatives have you implemented over the past two years?

MAP/CalWORKs students: Contacted students who identified as CalWORKS in My Academic Plans. A prompt response was also formulated to these students with program and contact information. A number of students were identified as meeting program eligibility which lead to some recruitment.

DPSS Data Match: College programs were given access to a list of students who received county benefits and enrolled/applied at the respective colleges. Data was matched and compiled by the District MIS analyst. Unfortunately, many students contacted so far were no longer current students but we will continue to work through the list and contact students.

Program Review
Goals and Requests for Funding

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

- Faculty
- Equipment, Facilities, Technology
- Support Staff

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

Vision 2030 Goals Legend

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

Goals from Previous Program Review Cycle

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

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

The following are data and statistics from the last 2 year cycle (2019/2020 and 2020/2021) based on 76 non-duplicated students within the cycle:

Retention: 24% of students were enrolled 4 semesters or more within the 2 year cycle

Persistence: 20% of students were enrolled 4 or more consecutive semesters. 32% were enrolled 3 or more consecutive semesters.

Completion: 11 students graduated with 9 students completing CSU breadth requirements for transfer and 2 completing AA Vocational Certificates. Average GPA of completed students was 3.30

Average GPA of all students including Non-Credit, ELL, ESL (P/NP/0.00): 1.95

Average GPA of students completing Credit courses: 2.21 (close to average GPA (2.22) from 2017-2019 cycle)

Average GPA decreased significantly from Fall '20 (2.35) to Int/Spr '21 (1.41). Many students initially struggled with the sudden transition to virtual online learning due to the pandemic shutdown.

Retention, persistence, and completion remain to be challenges for this student population. Maintaining and strengthening our network of support is vital as students continue working towards their academic/career goals while recovering from the impacts of Covid-19. Our partnership with the county (dpss) continues to strengthen especially with the implementation of SB1232 in support of CalWORKS students.

An extensive New Student Orientation was developed as part of our onboarding intake process. The CalWORKs counselor reviews this orientation in detail with the new student during the first appointment. The individualized orientation is effective in ensuring students receive important campus, academic, and CalWORKs specific information.

Work-study participation decreased in the last year. Remote work-study opportunities were very limited during campus closure. Interest from students also decreased as most seemed to be struggling with balancing their own online learning as well as their children's online learning, loss of childcare as facilities were closed due to the pandemic, and for quite a few becoming sick with Covid-19. As we return to normalcy and a full re-opening of the campus, participation and work study opportunities are sure to increase.

Mission statement was revised with input from the CalWORKs team.

CalWORKs Manual is pending. SB1232 has brought on policy changes that are being implemented by each county.

Love Notes workshop (Relationship Skills for Love, Life, and Work) continued to be offered through Zoom using NearPod for student interaction. We had planned a Stressbuster Workshop Series (Color Away Stress, Gratitude in Words, and Create Your Own Plant) that was cancelled at the start of the pandemic but hope to resume back starting Spring '22. Informational resources and relevant reminders continue to be sent to students along with monthly newsletters. Important messages/reminders have also been sent utilizing SignalVine.

Coordination of support with Non Credit/Adult Education for mutual ELL students increased. Coordination with county (DPSS) also increased for participants being referred for ESL & ELL to meet WTW participation requirements and strengthen language skills for further education and training.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Please note:
Equity should be embedded into all goals for students services.
Student services programs must have a goal related to outreach and recruitment.

Goal 1 (Required)

Description of Program's Goal

Strengthen connection of resources specific to homelessness and temporary housing assistance by increasing collaboration with the GWC Homeless Liaison. Homelessness, continues to be an ongoing challenge as available, affordable housing inventory is extremely low. County resources and funding for temporary housing assistance are also extremely limited. Currently, CalWORKs students/parents are eligible for a one-time maximum limit of 16 consecutive calendar days for temporary housing assistance. The issuance process for assistance can also be complicated which is an additional hardship for students and their families in homeless situations.

What actions will the program take to accomplish this goal?

Coordinate efforts with the GWC homeless Liaison to increase emergency housing resources that students in dire need can be directly referred to. Continue case management and in-depth follow-up efforts to identify these issues and connect students immediately with campus, county, community resources and support. Consistency, in CalWORKs staff and counselors, is also important in maintaining good rapport for students to feel comfortable in sharing these issues and reaching out for the support that they need.

What metric will you use to measure your goal?

Currently all contact/case management notes are maintained in individual student files. Our Student Tracking List, per semester, will be expanded to include case management details with specific codes to easily compile data. Maintain and update current resources in an online format that can be easily updated and distributed to students. Track referral rates for homeless assistance through coordination efforts with GWC Homeless Liaison, county, and community.

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

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

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

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

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☑ None of the above

Goal 2 (Required)

Description of Program's Goal

Increase course success rates and reduce achievement gaps. Increase student engagement and continue to provide online support services as well as in-person services to accommodate students' needs with limited staffing. Processing and maintaining of county paperwork/documentation for students will remain a crucial part of our support services and case management. We will continue to improve our transition to E-files and tracking data electronically for accessibility and efficiency.

What actions will the program take to accomplish this goal?

Require mid-semester check-ins with incentives (increase gas vouchers). Counselors will complete a Student Academic Progress form with student to identify barriers and resources needed (tutoring, mental health services, childcare, dsps services, educational materials, etc.) Coordinate check-in times in advance before withdrawal deadlines.

Develop a Canvas Page for students to access updates, workshops, newsletters, learning and enrichment videos, and a link to ESARS (online appointment scheduling) which we are in the process of developing.

A new Printer/Scanner with higher scanning capacity will need to be purchased to transfer new and existing documentation to E-files. Files must also be organized with proper documentation to meet auditing guidelines. Also, as students come in for more in-person services, they will need to print out verifications for county monthly reporting , documentation for ancillary book/materials requests for required course books and materials, and assignments/instructional materials for their classes as needed.

A portable laptop to use around the office as needed would be very helpful. There are times when VDI Thin Clients in the front office are not working well and will take a long time to log in. With limited staffing, there will be times staff will have to also attend Zoom/online meetings/trainings while meeting front office responsibilities. There may also be times staff may use zoom to assist students directly as we plan to maintain online support services to meet students' needs and preference.

What metric will you use to measure your goal?

Compile and assess completed Student Academic Progress forms to identify the specific issues students are having to customize resources and support for each student. Example, if it is a matter of childcare issues for a student then the CalWORKs team can work with county liaisons to coordinate assistance.

Collect feedback from students on our CANVAS Page and assess how much it is being used if possible.

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

☑ Enrollment

☑ Equity and Success

☑ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☑ Communication

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

☐ Faculty

☐ Facilities

☑ Technology

☑ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☐ None of the above

Goal 3 (Required)

Description of Program's Goal

Increase CalWORKs participant referrals and identify more exempt-self referred participants enrolled at the college.

What actions will the program take to accomplish this goal?

Update the county with information on new course offerings and program development at our college, specifically the expansion of Adult Education and Noncredit courses, through email communication, counselor presentations, partnership meetings, and advisory meetings. Continue to contact MAP students who complete My Academic Plans and indicate CalWORKs on the form. Continue to call students on the DPSS data match list of CalWORKs participants who had been enrolled at our college. Collaborate on outreach efforts with the CARE program. Revisit Teen Parent Programs and reach out to Cal-Learn students. Promotional items will need to be purchased and printing/advertising expense will apply.

What metric will you use to measure your goal?

Track how new students were connected with our program which could be added to our Semester Student Tracking List. Add an additional question on our Intake Application asking how students were referred to our program (county case manager, campus program, friend, instructor, etc.) Assess the number of self-referrals vs. county referrals as a result of these efforts.

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

☑ Enrollment

☐ Equity and Success

☐ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☑ Communication

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

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☑ None of the above

Goal 4 (Optional)

Description of Department's Goal

OTHER INFORMATION

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

Optional file upload (if desired)
Optional file upload (if desired)

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

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)

How many funding requests would you like to submit?

* ○ 1
  ● 2
  ○ 3
  ○ 4
  ○ 5
  ○ 6
  ○ 7
  ○ 8

1st Equipment/Technology/Facilities/Professional Development Request

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

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

Please note that all requests will need the following information:

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

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

Total dollar amount for this request:
* $ 3,200

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

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

> The current printer/scanner we have is losing function and has gone through several maintenance repairs. Our program processes and maintains important county documentation and ongoing paperwork for our CalWORKs students. We will also be scanning high volumes of documents to E-files to ensure secure storage and meet auditing guidelines per county, state, and federal policies. Also as more students come back for in-person service, printing needs will increase for county verification and course success (printing of assignments, instructional materials, as needed). We are in need of a printer/scanner with higher scanning and printing capacity. To meet these anticipated demands and workload, we are estimating scanning/printing use to be be at the maximum about 1500 sheets/month.

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

> 1. Enrollment: GWC will increase credit and non-credit enrollment while providing efficient academic programs and student services.
>
>   Consistent enrollment and persistence are challenges for CalWORKs students/parents. County supportive services such as cash-aid, child care assistance, and Ancillary Support Services for course materials/books are crucial for students to manage needs and stay enrolled in school.   These supportive services are contingent on the the college CalWORKs program to coordinate and process county forms, reports, paperwork, for students in a timely manner. The county has allowed electronic processing during the pandemic. However, if they are having to resume some of the previous processes requiring specific certification of documents, then the need for scanning and printing will increase.
>
> 2. Equity and Success: GWC will support, enhance, and develop equity minded services and academic programs that lead to student success.
>
> To provide students with what is needed to be successful in their courses: as students return for in-person services, printing needs will increase not only for the purpose of county documentation but assignments, instructional materials as needed. We've been finding that even though more course materials may be available online, students are needing to print up the materials for review and study.

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

> If approved, this purchase will be made using CalWORKs/TANF categorical funds that come with restrictions and will not benefit other departments or programs.

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

> As the bulk of our services are based on the processing of county forms and verifications for CalWORKs students, on an ongoing basis, so that they can meet county WTW compliance and maintain supportive services for education, a reliable printer/scanner that will not break down is very much needed. There will be long term savings in repair costs and guarantee of efficiency to meet students' needs and program workload with a new Printer/Scanner.

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

* 1

2nd Equipment/Technology/Facilities/Professional Development Request

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

* ⦿ Equipment (Technology)

   ○ Equipment (Non-Technology)

   ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)

   ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

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

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

Total dollar amount for this request:

* | $ 1,200 |

Does this request address a clear health and safety issue?

* ○ Yes

   ⦿ No

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

* | Staffing support is limited for the CalWORKs program with one f/t and one p/t classified positions to meet all front office responsibilities. The VDI Thin Clients in the front office do not always work efficiently and there are times log-in is impossible without submitting a work order hindering the ability to maintain workload while being accessible to students. We are also planning to maintain online supportive services as we return to in-person services to accommodate all students' needs and preference. Using the Online Zoom application has also not been efficient with the VDI Thin Clients in the front office. There will be times when staff will have to attend online zoom meetings and important trainings while working in the front office. There will also be times staff may need to use zoom to assist students directly online. A portable laptop will be very helpful and maintain efficiency to meet these demands when computer issues arise in the front office. |

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

* | 2. Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

Maintaining accessibility to students whether online or in-person, to identify individual needs and issues of barriers, is key in supporting CalWORKs students in staying on the track of educational success. With limited staffing, we hope to maintain as much accessibility and support to students maximizing technology resources.

5. Facilities: GWC will provide flexible, accessible , and sustainable learning environments that support the success of students, faculty, staff and communities.

Having an additional option of a laptop when technology issues arise with front office computers will enable CalWORKs staff to efficiently assist students while staying updated on important information through zoom meetings/trainings for program requirements, improvement, and community networking support. |

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

* | If approved, this purchase will be made using CalWORKs/TANF categorical funds that come with restrictions and will not benefit other departments or programs. |

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

* | Given the issues we've been having with front office technology (VDI Think Clients), a portable laptop option would sustain efficiency and effectiveness in maintaining accessibility and support to our students needing online or in-person services with limited staffing. |

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

* | 2 |

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

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

...3936333932

Naomi Yoshida-Tan   11/29/2021, 12:06 PM
Signature   Date

Review Feedback

Department Chair: Please provide feedback on this Program Review

Looks great! Nicely done Naomi.

Dean/Supervisor: Please provide feedback on this Program Review

Thanks for making the corrections!

IEC: Please provide feedback on this Program Review

Goal #2 is very broad, maybe focus on one item.

Dean's Second Review

Superuser final check ☐

CCD Reviewer

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

* ☐   I have completed the CCD Review

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

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

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

Vice President: Please provide feedback on this Program Review

There seem to be many opportunities for partnerships across campus, specifically with the Homeless Liaison and Student Equity Program. CalWORKS should take the lead in providing the campus with a strong case management model, that others can learn from.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

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

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

☐ **Higher Education Emergency Relief Fund (HEERF II):**
Assist students impacted by the COVID-19 pandemic

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

☐ **State Funded Equipment:**

Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

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

Dean/Supervisor: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

* Nicely done.

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

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

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

Chair Signature	Electronically signed by Damien Jordan on 11/30/2021 1:44:18 PM
Dean / Supervisor Signature	Electronically signed by Robyn Brammer on 11/30/2021 1:47:29 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 10:20:32 AM
Vice President Signature	Electronically signed by Claudia Lee on 11/23/2021 10:05:53 AM