



Program Review

Golden West College

General Information

Important Information

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

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

Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

- Administrative
- Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
- Student Services

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? *

- Yes
- No
- Not applicable

Who is your Vice President? *

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

Program Review Purpose

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

Data Driven Decision Making

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

Program Review Reporting Cycle

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

* Campus Life

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

Campus Life provides students with opportunities for on-campus engagement, leadership development, civic engagement, and community service through (a) Student Government - the Associated Students of Golden West College; (b) Student Clubs and Organizations - 40 student clubs and organizations; (c) Leadership Development - Free training and workshops on a variety of topics; (d) Volunteer Programs - Over 50 community partners and service sites; (e) Civic Engagement & Voter Empowerment - Focusing on new Student Voter Registration & Turnout; and (f) FREE Campus Events - Weekly events, signature events, evening activities, and off-campus field trips each semester.

What are your program's strengths?

* Campus Life's strengths are:
 - Student-Centered: Campus Life is student-centered in all aspects of its operations. Students develop meaningful relationships with team members and they are treated as campus partners in all decision-making processes.
 - Continual Growth: Each year, Campus Life expands its programs and services while consistently delivering high-quality programs, developing top-notch student leaders, and participating in campus and district-wide initiatives.
 - Collaborative Approach: Students, faculty, staff, and administrators rely on Campus Life team members to get things done on campus.
 - Innovation: Campus Life is a leader in pursuing innovative ideas, engaging in creative problem-solving, and developing meaningful partnerships to accomplish our goals.
 - Team Spirit: Campus Life team members are happy, healthy, and fulfilled in their work with students. The team has developed strong bonds of trust, respect, and a deep appreciation for each other.
 - Commitment to Racial, Social, and Environmental Justice: Campus Life team members participate in regular professional and personal development that is dedicated to Diversity, Equity, Inclusion, and Antiracism. Our programs and services reflect this commitment and our team members serve as Campus Leaders in this area.

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 challenges for Campus Life are:
 - Increasing Student Engagement: From 2017-2020, Campus Life experienced continual growth in our programs and services. Student engagement was on the rise, especially within our Student Clubs & Organizations, Student Advocacy efforts, and Civic Engagement & Voter Empowerment. Unfortunately, due to COVID-19, student engagement has waned. Participation in Student Government has taken the biggest hit, especially in Standing Committees and the Student Senate. Student Clubs & Organizations dropped from 40 to 25 during the online/remote learning period. And overall attendance at campus events (via Zoom) lagged throughout the entire pandemic.
 - More Full-Time Personnel: In the 2019-2020 AY, Campus Life was hosting one event per week, with ASGWC, ICC, and Student Clubs & Organizations hosting weekly events too (which Campus Life team members help plan, facilitate, and oversee). Additionally, Campus Life was planning and implementing their signature programs 2-3 times per semester, conducting their day-to-day advising responsibilities, and supporting, co-hosting, or contributing to several campus and district-wide initiatives. During that time, the three (3) full-time classified staff experienced "burnout" due to the high number of on-campus events, high demand for student assistance needed, and lack of additional personnel. In a post-COVID environment, the Campus Life team will not be able to meet those 2019-2020 levels of programs and services without additional full-time classified staff support.
 - Financial Resources: Similar to human resources, Campus Life has been consistently asked to "do more with less." Declining enrollments mean fewer students to pay the College Service Charge (CSC) which serves as the main funding source for ASGWC, which in turn, funds Campus Life. Campus Life does not receive any General Funds to provide programs or services to the GWC student body.

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)	* 375	* 535	* 1,180	* N/A
Percentage of students served (served/campus headcount)	* N/A	* N/A	* N/A	* N/A
Number of students served (duplicated)	* 1,772	* 4,973	* 5,664	* N/A

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.

* During the pandemic, Campus Life expanded our online programs and services for students. Regardless of the outcome of COVID-19, several of these programs and services will remain even as we shift back to on-campus operations. For example, the following programs and services have allowed us to serve more students:
 - Live Chat: Campus Life receives a minimum of 2-3 Live Chat messages per day.
 - Campus Life Canvas Course: Campus Life posts weekly announcements and receives direct messages from students on a weekly basis (the Campus Life team members are Instructors)
 - Civic Engagement & Voter Empowerment: A new state law requires each CCC to complete mandatory activities, notices, and meetings to remain in compliance. Campus Life has received state and local recognition for our work in this area, including winning Top Honors in the 2020 California Colleges & University Ballot Bowl.
 - New Student Programs: Director of Campus Life, Frank Cirioni, developed, implemented, and leads this New Student Orientation program in the Summer and Winter Intersession.
 - Dual Enrollment & HS Outreach: With HS Outreach joining the Campus Life team, Campus Life team members have expanded their roles in performing outreach and recruitment, as well as developing avenues for student engagement for Dual Enrollment students.
 - Community Engagement: Campus Life expanded its community relations, specifically forming partnerships with the OCTA, Orange County Registrar of Voters, Waymakers OC, and OC Community Relations.

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

* Campus Life implemented the following technologies and/or processes:
 - GWC App: The GWC App passed a historic milestone during the pandemic, surpassing 24,500 Downloads and 12,500 Registered Users. Moreover, Campus Life onboarded the GWC Student Health Center to

purchase and implement a new Program Module for "Mental Health Interventions" on the GWC App platform.

- Canvas: Campus Life established a Canvas Course where all currently enrolled students are automatically enrolled in the course.
- Live Chat: See above.
- Signal Vine: Campus Life team members participate in CaMP and use Signal Vine to connect with students.
- Remind: A text message-based listserv for ASGWC communications.
- Canva: Before the college adopted Canva, Campus Life purchased a Premium Account to create marketing and newsletters for all of our programs and services.
- TurboVote: We are in the final stages of signing a District-wide agreement (with GWC Campus Life as the lead) with TurboVote to join a Community College program to increase new student voter registrations.
- Hootsuite: A social media channel manager, used in partnership with GWC Promotions.
- Daktronics/Venus Suite: LED Marquee control panel
- HDTVs and Digital Kiosks: To promote events and activities

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

Campus Life implemented the following outreach and recruitment initiatives:

- New Student Programs (see above)
- Dual Enrollment Student Engagement (see above)
- OCTA College Pass Program

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.

1. To retain student leaders within Campus Life programs, including but not limited to ASGWC, Student Clubs & Organizations, Intramural Sports, and Volunteer Programs. -- COMPLETED. Campus Life employed an "invasive model" of student advisement, including high-tech, high-touch contact with our student leaders and wraparound support systems to support their academic, career, and personal goals. Campus Life received no resources or funding for this goal.

2. Create a thematic program around Academic Majors, Careers, and Transfer Goals. Work collaboratively with Counseling Faculty and Academic Faculty to create career pathways for students. -- COMPLETED. Campus Life created, proposed, piloted, and sustained New Student Programs (NSP). Additionally, Campus Life strengthened relationships with Faculty and increased faculty involvement in Campus Life programs. Campus Life requested and received partial funding from SEAP in 2019, however, that funding was cut by the GWC College President's revised SEAP budget.

3. Work in collaboration with ORPIE to create a new assessment tool to measure the impact of the Campus Life program on students and the larger campus community. -- INCOMPLETE. Campus Life did not collaborate with ORPIE to create a new assessment tool. Campus Life received no resources or funding for this goal.

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

Foster and strengthen relationships with Academic Majors and Career Programs

What actions will the program take to accomplish this goal?

Start more clubs and organizations related to Academic Majors and Career Programs

- Bring cocurricular honor programs to Campus Life in the form of Chartered Clubs or Programs
- Develop an integration strategy for Dual Enrollment students in Campus Life, specifically through Student Government and Student Clubs and Organizations.
- Increase the number of Diversity, Equity, and Inclusion (DEI) programs to complement the new Social Justice Studies program

What metric will you use to measure your goal?

* Student Data and Self-Evaluation/Program Review

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

* Strengthen relationships with High School leadership to create meaningful pathways (academic and co-curricular) to Golden West College.

What actions will the program take to accomplish this goal?

- * - Host a High School Student Government Conference (or smaller events) at GWC
- Host after-school programs at local High Schools with student leaders
- Revise and expand our ASGWC High School Scholarship program

What metric will you use to measure your goal?

* Engagement Data and Self-Evaluation/Program Review

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 the number of disproportionately impacted students involved in Campus Life.

What actions will the program take to accomplish this goal?

- * - Increase student involvement and participation in ASGWC Standing Committees, Commissions, and Task Forces to pre-pandemic levels
- Create a space or program for Parent-Students (i.e., students who are parents)
- Develop a Community-Building Circle program using restorative practices

What metric will you use to measure your goal?

* Student Data and Self-Evaluation/Program Review

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)



Program Review

General Fund
Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

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

Previously Approved Job Description (Please note that an approved job description from our District HR office is required in order to complete the request form. You may not proceed with the request without the job description.)

* 94324

When did this position become vacant (i.e., last day the employee worked)

* 07/01/2019

Years ago:

2.4

What was the history of this position and how was it funded?

The Student Services Specialist Senior was a team member in Intercultural Programs (ICP; now Global & Cultural Programs). This position coordinated Intercultural Programs for the entire GWC campus and worked in partnership with Campus Life, the Dean of Students Office, Title IX, and Special Events, among others. The position was funded by General Funds. When the position was vacated, the position was not filled.

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

Salary Schedule (e.g., EE) EE

Range (e.g., 116) 117

Job Title (should match description below) Student Services Specialist

Please use a mid-level step for salary: 72,171.06
Salary (e.g., \$50,000)

Contract

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

JOB DESCRIPTION SUMMARY

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

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

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

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

Student Services Specialist Senior. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20R-U/Student%20Services%20Specialist%20Senior.pdf

What are the essential duties this position will fulfill?

1. Coordinates and provides oversight to the day-to-day operations involving providing logistical and functional support and scheduling of activities and events related to assigned program; ensures efficient and effective workflow to meet program timelines and student needs.
2. Assists current and prospective students with various needs related to the assigned program; determines eligibility, provides the necessary information, troubleshoots issues and concerns and assists students with accurate completion of the required program documentation.
3. Responds to student, faculty, staff, and/or community inquiries; resolves complaints and various issues; provides direction to appropriate personnel/departments to assist with the resolution, if necessary; provides information and available resources to students.
4. Serves as the subject matter expert and resource to students, faculty, management, staff and the community on the assigned program.
7. Coordinates logistics for outreach activities, meetings, and events.
8. Develops, implements, and conducts informational workshops and trainings related to assigned program and services; works with external agencies to provide information on available resources for students.
13. Creates, prepares, designs, maintains, and delivers program resource information, presentations, reports, correspondence, and promotional materials; provides information for social media and website presence.

JUSTIFICATION

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

Currently, there is no staffing dedicated to fulfilling the duties left vacant within Intercultural Programs. As such, GWC has not engaged the student body nor the larger campus community in the necessary and critical work of multicultural education, DEI, and antiracism. The consequence of this position not being filled is little to no DEI programming for students at GWC.

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

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review. Click here to enter text.

GWC is committed to Diversity, Equity, Inclusion, and Antiracism. The College identified "Equity & Success" as a primary College Goal ("GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success"), "Access, Equity, and Inclusiveness" as a major Value, and it is in the College Mission Statement that "Golden West College provides an intellectually and culturally stimulating learning environment for its diverse student population." Unfortunately, GWC does not have a dedicated program or staff member dedicated to planning and implementing Intercultural Programs for the student body and larger campus community. After the departure of Alison Carlock in 2019, Campus Life attempted to sustain Intercultural Programs, however, we have been unsuccessful in adding another full-time program to our department offerings. This work is meaningful, intentional, and time-intensive. GWC deserves the return of a dedicated team member to rebuild our Intercultural Programs and achieve our College Goal of enhancing and developing equity-minded services and programs that lead to student success.

College-Wide Priority (30 points):

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

Access, Equity, and Inclusiveness are woven into our College mission, values, and goals in the Vision 2030 Strategic Plan. On page 103 of the Strategic Plan, under Challenge & Opportunity #3, GWC identified that "To become an equity-minded college, GWC must welcome student diversity and follow up that welcome by establishing policies and programs that provide support tailored for diverse student cohorts, with a focus on supporting underprepared, underachieving, and underrepresented students." Moreover, the Strategic Plan proposes the following strategy be employed to meet this moment: "Opportunities to increase College-wide equity awareness through activities such as conference attendance, cultural awareness, training, and college-wide equity events." Requiring the Student Services Specialist Senior position at GWC is the first step to resuming on-campus activities, including conferences, workshops, cultural awareness trainings, and college-wide equity events.

Contributions to Other College Operations (20 points):

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

This position would benefit and serve several departments, programs, and services, including Student Equity & Achievement Program (SEAP), Veterans Resource Center, Puente, Umoja, EOPS/CARE/Guardian Scholars, Title IX, Dean of Students, Global & Cultural Programs, Special Events, Graduation, Scholarships, and many more. This position would also advance our College Student Equity Plan, Vision 2030, and Accreditation.

You have more than 1 classified professional request.

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

1

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

2nd Classified Position Request

POSITION REQUESTED

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

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

Salary Schedule (e.g., EE) Range (e.g., 116)
 Job Title (should match description below) Please use a mid-level step for salary:
 Salary (e.g., \$50,000)

Contract

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

JOB DESCRIPTION SUMMARY

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

Attach a copy of the CCCD Position Description, if available (Please note that an approved job description from our District HR office is required in order to complete the request form. You may not proceed with the request without the job description.)

Office Services Assistant. URL:
https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20M-P/Office%20Services%20Assistant.pdf

What are the essential duties this position will fulfill?

1. Receives, greets, and directs phone inquiries and visitors. Determines their needs and provides a variety of routine information that prepares visitors for meetings and official

- proceedings.
- 2. Prepares (keyboards) records or documents from copy or standing instructions, such as forms, absence reports, memoranda, correspondence, and reports using established formats.
- 3. Enters data onto established data entry screens of business transactions (e.g., cash receipts to an accounting system, payroll data, requisitions, forms, etc.). Data entry may require skill at handling private information.
- 4. Processes business transactions such as, but not limited to, invoices, cash receipts, and other business transactions. Receives and accounts for money paid by others for items such as, but not limited to, deposits, fees, fines, and permits.
- 5. Works with staff, vendors, students, and other customers to process transactions and in some circumstances, serves as an advocate to troubleshoot non-routine issues.
- 6. Sets up and maintains files. Assembles, collates, and prepares materials for distribution. Posts information and documents to records.

JUSTIFICATION

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

As Campus Life programs and services continue to grow, we will need to increase staffing to match all of the day-to-day administrative demands of our department. Additionally, there is precedent to add and fund this position from General Funds. At Orange Coast College, the Student Life & Leadership office (our counterpart) has a full-time Office Services Assistant employed, in addition to their (1) Director, (2) Student Leadership Coordinator, (3) Student Life & Leadership Specialist, and (4) Student Activities Assistant. This position would provide parity to GWC Campus Life.

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

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review. Click here to enter text.

In President McGrath's first year at GWC, he asked Campus Life to host "daily events on-campus" to increase on-campus student engagement. On several occasions, he has asked to see the Campus Quad "filled with hundreds of students." This is a vision of GWC that Campus Life shares. We want to have a vibrant Campus Life program with activities and events happening at all hours of the day, including evenings and weekends. Unfortunately, that vision is only a dream without dedicated funding and resources from the College's General Funds. We cannot continue to grow and expand our on-campus (and off-campus) offerings with only 3 Classified Staff members. We must add another full-time team member to relieve the administrative weight that costs our team members hours of student engagement time - time that we cannot get back. If this position is not created and filled at GWC, we will eventually need to "cap" our programs and services to match what we can support with our current staffing.

College-Wide Priority (30 points):

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

In the Strategic Plan, under the section entitled, "Time on Campus" (page 51) the following data was shared from the recent campus survey: "When not in class, results from the Campus Engagement survey show the following themes: Students spend the least amount of time attending cultural events, participating in student activities or clubs, training, or exercising." If we are expected to address low levels of on-campus student engagement in our Vision 2030 strategic plan, we need to start by investing in strengthening our on-campus programs. One opportunity is to invest in staffing in a central Student Services program. Additionally, as per the Strategic Plan, "Similarly, another common theme from the interviews and online survey was the benefit of expanding community engagement as a way to increase student enrollment and maintain the College's reputation in the community." The addition of this new position would allow for growth in community engagement through outreach, partnerships, and hosting on-campus events for the community.

Contributions to Other College Operations (20 points):

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

This position would primarily benefit Campus Life as it would streamline administrative duties through one dedicated Classified Staff member. This would free up the Student Activities Assistant, Student Life & Leadership Specialist, and Student Leadership Coordinator to focus solely on student engagement and the expansion of on-campus programming.

You have more than 1 classified professional request.

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

2

Supervisor's Review

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

- No concerns
- I have concerns

Comments:



Program Review

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

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

1st Equipment/Technology/Facilities/Professional Development Request

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

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

Please note that all requests will need the following information:

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

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

Total dollar amount for this request:

\$ 11,500

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.

Due to the impact of COVID-19, Campus Life recommends providing each student leader with access to a reliable computer and internet access to perform their duties and fulfill their responsibilities.

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

This request aligns with the College Goal of "Equity and Success." Campus Life wants to ensure our students are well equipped to complete their daily responsibilities without having to worry about access to basic needs. If each student leader had reliable technology, it would greatly improve their GWC experience.

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

Student leaders are required to participate in campus-wide committees, so with funding for laptops and Mi-Fi hotspots, these tools will be beneficial for individuals to be present in meetings and showcase their involvement. This will in turn foster relationships with various campus partners and open communication of what is occurring on campus.

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?

New technology will help improve program efficiency and effectiveness because students will not be bound to only use on-campus technology. This will also create a way for students to work from home or anywhere as needed.

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

2

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

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:

* \$ 5,000

Does this request address a clear health and safety issue?

- Yes
- No

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

* Over 10 years ago, the sunshade for the Student Union Patio started falling apart. The shade was removed and never replaced. The Executive Student Council previously looked into purchasing a shade and was encouraged to instead allow for ivy to grow, creating a natural canopy. Unfortunately, this idea has not materialized and the Student Union Patio has been left unshaded - making the space unbearable to use in the hot Southern California sun.

If a new sunshade for the Student Union Patio is not funded, students may not be able to participate in events occurring on campus. Some students attending Golden West College may not be able to utilize the Student Union Patio because of the weather conditions. Additionally, the college is looking to increase enrollment and retention. Having outdoor locations around campus with shade for students to congregate will provide a welcoming and more comfortable environment, encouraging students to stay, return, and invite their friends to campus.

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

* This request aligns and directly supports the goal of Facilities. The request for the sunshade for the patio supports and aligns with the college facilities' goal because it provides a flexible, accessible, and sustainable environment that supports the success of students, faculty, staff, and communities. Anybody who is utilizing the student union patio will be given the opportunity to participate and enjoy an accessible and sustainable environment with the patio shade. This request will lead to the improvement of the college goals through continuing to provide students with accessible and sustainable environments. Students, staff, and faculty will also be able to benefit from the shade and having a community as they participate in on-campus events, interacting with one another, and for their clubs/organizations. With the Student Union Patio having more accessibility and withstanding different weather environments, this may lead to students wanting to stay on campus longer and finishing their degrees and/or transferring to a four-year college institution.

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

* Various programs and departments host events in the Student Union Patio including Title IX, DSPS, Transfer Center, and the Intercultural Program.

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?

* Shade for the Student Union Patio will benefit everyone who is utilizing the Student Union. Students will be able to have more outside interactions with one another. The shade for the patio can also be used for events where students can eat and enjoy the shade. The shade may provide a welcoming environment for more students. With more students using the Student Union Patio, this may lead to students wanting to stay on campus longer and finishing their degrees and/or transferring to a four-year college institution. By providing shade for the student union, students, faculty, and staff can continue to foster a welcoming community and environment.

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

* 3

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

*

3rd Equipment/Technology/Facilities/Professional Development Request

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

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

Please note that all requests will need the following information:

- Sales tax
- Installation fee

- Training fee
- Service life agreement/maintenance/fee

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

Total dollar amount for this request:

* \$ 5,000

Does this request address a clear health and safety issue?

- Yes
- No

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

* Campus Life serves all GWC students, faculty, staff, and the community. The Brown Act boards are intended to provide public access to meetings of the Executive Student Council and all ASGWC Standing Committees and Commissions. The Brown Act Boards serve to keep the public informed so that they may participate and be a part of the decision-making process of the council which they have elected to represent them.

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

* This request aligns and directly supports Golden West College's goals to "provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities" and their goal of "effectively communicating and collaborating with the College and its communities." The first goal is important because a new Brown Act Board will allow students more accessibility to viewing what the Associated Students, and their committees, are planning for the campus. By utilizing the Brown Act Board, other students will also be able to learn and be supported by the staff as they attend meetings along with maybe pursuing the role of being part of the committee or council. Through the utilization of the Brown Act Boards, students will continue to be supported by other students, faculty, and staff as they engage with one another. The second goal also aligns with our request because it will allow for there to be effective communication with the Student Council, committee members, students, staff, and faculty as they collaborate with one another. Effective communication will allow everyone to be supported and continue growing with their personal and educational journey.

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

* Yes, it will benefit everyone because the Brown Act Board will be open to everyone. With the Brown Act Board displayed, communities, students, clubs/organizations, faculty, and staff will have the chance to explore and learn about ASGWC. Other programs and departments may also want to join the meetings, as they are open to the public and anyone is able to join.

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?

* With the Brown Act Board displayed, communities, students, clubs/organizations, faculty, and staff will have the chance to explore and learn about the Student Council. This will be effective as other people may want to join the meetings because they are open to the public.

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.

* 4

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

*

4th 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:

* \$ 5,000

Does this request address a clear health and safety issue?

- Yes
- No

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

* Campus Life would like to offer a select group of student leaders, including the elected officials on the ASGWC Executive Student Council, the opportunity to attend the "Disney Imagination Campus: Leadership &

Innovation" program at Walt Disney Land in Anaheim, California.

Course description: "In this course, participants explore the importance of Disney's 5 Keys of Excellence that guide Disney Cast Members in everything they do. Participants will be challenged through a variety of experiences focusing on effective communication and critical thinking. Through hands-on learning and problem-solving scenarios, participants will experience the real-world application of these principles as they interact with Disney leaders and discover their own personal leadership styles."

After completing this workshop, student participants will be able to:

- Discuss the importance of diversity when assembling a team
- Understand the value of a positive attitude when faced with any challenge
- Describe Disney's 5 Keys of Excellence and how these impact a large organization's ability to quickly solve problems
- Describe and analyze the relationship between Cast Excellence, Guest Satisfaction, and Business Results
- Engage with various partners to problem-solve through collaboration
- Understand their personal leadership skills and their own leadership style

Additional information
Recommended for High School and College Students
Minimum of 15 students required per organized group to participate in this experience
All additional Educational Workshops are \$36 per student added to the ticket package.

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.

* Student participation in this Disney program will directly support the following College Goals:

1. Equity and Success
2. Workforce Preparation
3. Professional Development

Furthermore, student participation in this program will lead to the improvement of the CSSE Key Performance Indicators: Active Learning, Student Effort, Academic Challenge, and Support for Learners.

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

* The academic, personal, and professional development of our student leaders will benefit several College and District departments, programs, and plans as student leaders actively participate in shared governance and participatory governance structures within GWC and CCCD.

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

* The Walt Disney Company is one of the most accomplished businesses in world history. Their reputation for business acumen and customer service is unmatched. GWC students would receive a world-class education from the Disney Imagination Campus. GWC hosted the Disney Institute for Classified Staff and Managers in 2017/2018 and the program received exceptional feedback.

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

* 1

Supervisor's Review

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

- * No concerns
- I have concerns

Comments:

General Information

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

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

...3035343332

Frank Cirioni
Signature

11/30/2021, 9:18 AM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Empty text box for Dean/Supervisor feedback with scroll arrows.

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

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

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

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

IEC: Please provide feedback on this Program Review

Empty text box for IEC feedback with scroll arrows.

Dean's Second Review

Empty text box for Dean's Second Review with scroll arrows.

Superuser final check

CCD Reviewer

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

I have completed the CCD Review

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

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

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

Vice President: Please provide feedback on this Program Review

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

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

- Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.
- Higher Education Emergency Relief Fund (HEERF II):**
Assist students impacted by the COVID-19 pandemic
- Lottery:**
Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.
- Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development