



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.
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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

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)

Department Chair's Email (if 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,

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 Categorizedly 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)

Transfer Center

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

The Transfer Center serves as a resource center for students seeking to attend four-year colleges and universities, both within California and nationwide. Our department also coordinates transfer fairs, university representative visits, campus tours, and distribute changes in policy and university admission to the division and the campus. Students receive assistance with highly technical and specialized counseling regarding admission requirements for the campus and program they seek to enter, review of transcripts, help with completion of the application for admission, review of personal statements, and when necessary, advocacy for denials and assistance with appeals. We also help students with financial aid applications, GWC petitions for graduation and GWC and other college transcript orders.

Since the last program review cycle, the transfer center has been impacted by the COVID-19 pandemic by causing a disruption in the ability to serve students, and changing requirements for university admission creating an increase in admission criteria for our local universities. Both posed a significant challenge to student transfer admission, and students are seeking alternate programs for transfer including online degree completion programs which require more in-depth services due to differing deadlines and fee structures. The pandemic also caused increase in workload due to multiple platforms being implemented for student contact. These include (d) Cranium Café (replaced with Life Chat), Zoom for "Virtual Drop-In" and workshops to assist students in a similar manner to what would be offered on campus, Ring Central for answering phones, Live Chat to answer questions real time from students, as well as increases in direct emails and those received when LiveChat is submitted after hours, and Social Media for advertising and answering additional questions and requests for information.

A new process for course substitutions is also increasing the work in the transfer center, as all courses taken on an ADT pathway now need a "Petition for Course Substitution" which requires uploading documents including ADT requirements at other campuses, course outlines, and statements document why the substitution is required. Previously, these were automated in the Transfer Center based on prior practice of accepting courses based on reciprocity (course was approved at the college where taken), and other statewide guidelines for course approvals (Pass-Along, C-ID, and TMC guidelines). Since a student must report their ADT status on the CSU and UC Admission Application, our office has been processing these and noting the necessary follow-up required. The process starts with a transcript evaluation, gathering documents or website information for the ADT approval at the college where courses were taken, completing the petition, entering data into a tracking sheet, and checking for approvals. When there is a denial, additional emails for clarification and an appeal, and additional counseling outreach to the student takes place.

We also faced a reduction of services for items like a Transfer Fair (scheduled, but cancelled in Spring 2020), and complied with a request to return funds of nearly \$10,000 in Spring 2020 to both ASGWC (\$6,438.60) and General Funds (\$3,538.85). We partnered with Coastline College to provide a virtual service in Fall 2020, but was not replicated since the technical support was provided for building a webpage by Coastline, and was only available for the one event. Current funding levels are not sufficient to purchase a virtual platform.

What are your program's strengths?

Despite our current challenges, The Transfer Center continues to exceed, or very closely meet the general campus transfer goals as reported by the Institutional Research. Uncontrolled factors such as university limits on admission, and the increasing GPAs required for admission to local universities negatively impact the transfer rates, as those who are "homebound" (cannot move to attend college) are restricted in their transfer options.

We continue to serve students in a comprehensive manner. We have created an online virtual drop-in that students can access daily for services, created a YouTube channel with ADA compliant videos for assistance with the application for the UC and CSU, filing the GWC Petition for Graduation, and the GWC Transcript order process. We have also been able to increase communication by using RingCentral App to continue to answer phones and send text messages to students using SignalVine.

A new Canvas online shell for transfer-related content is in development and will be available for Spring 2022 to all students. The content is being utilized in the Fall 2021 term in the COUN G205: Navigating the Transfer Pathway course, and student feedback on the content is being gathered for final revisions at the end of the semester.

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

Funding, lack of staffing levels to meet student demand, and the inability to provide services outside of the regular semester during peak application times are an ongoing challenge and require request for funding that must be submitted annually. This negatively impacts long term planning, and options for expansion or case management style programming as staffing levels are uncertain. The Transfer Center is required to have a college fair to provide exposure to higher education institutions for the student population to explore, yet funding is not sufficient for future events. In past years, we collaborated with the Career Center to use Workforce Development funds and set up table/tent rentals for back-to-back events. This funding is no longer available, and we do not have the resources to continue large-scale events.

Currently, there is no uniform or minimum level of funding dedicated to Transfer Centers and/or the mission of transfer in the community college system. Depending on the local colleges' or districts' priorities, some Transfer Centers enjoy consistent fiscal support; others do not. Transfer Center counseling faculty and local Academic Senates have articulated at public discussions and conferences that the subsequent lack of consistently designated fiscal resources has resulted in 6 reduced funding for Transfer Centers, and has seriously hindered the development, implementation and expansion of Transfer Center programs (Recommended Transfer Guidelines, CCCCCO)

Recommended Transfer Center staffing from the California Community College Chancellor's Office includes at minimum, staffing consist of:

One faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling

At least one full-time counseling faculty member;

One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.

GWC is currently functioning with 1 Transfer Counselor/Coordinator and 1 staff member.

The center must follow state-mandated guidelines for services, and include assistance with the transfer process (outlined above), disseminating transfer information, revising campus curriculum and processes to

increase transfer, and collaborate with faculty to increase course articulation in support of transfer. The current program meets this goal, however, assistance with the transfer process is limited to in-semester service. <https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?bcp=1&transitionType=Default&contextData=%28sc.Default%29>

Many universities accept mid-year applications for Spring admission that must be submitted the summer prior. Counseling is needed during these times to evaluate student records and provide additional counseling services and course sequencing when requirements are not met. This is currently unfunded and must be requested through the campus RRF process annually. The specialized nature of college admission, including the selection criteria for CSU and UC campuses means that this cannot be handled in general counseling or other student service areas.

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) | * 2229 | * 2069 | * 1816 | * 1695 |
| Percentage of students served (served/campus headcount) | * 12.34% | * 11.28% | * 9.31% | * 8.28% |
| Number of students served (duplicated) | * 5298 | * 5047 | * 4585 | * 3586 |

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.

* The COVID-19 pandemic created a new reality for transfer students, and while continuing students are still being served, we're also serving a higher number of "reverse transfers" which include those that attended four-year institutions within California and out of state. These students require in-depth counseling and transcript evaluation to determine prior course credit and remaining requirements for admission to local campuses. Despite a small decline in the overall number of students served, the students we are seeking are requiring more time with a counselor or staff member to evaluate their needs and provide assistance, and are returning for assistance multiple times.

We are currently at capacity and will need to assess services to continue to provide services while maintaining quality. If required to increase the number of students served, the in-depth services we currently provide will be eliminated and a focus on quantity over quality will be required. This would potentially lead to a lower number of students admitted as we would not be able to provide the transcript evaluation, application review, and graduation outreach that we currently perform for ADT completion.

New student success funding is based on degree completion and transfer. The Transfer center does not have dedicated staff to manage the number of students that are seeking services, and need assistance. There is currently only 1 staff member, and 1 counselor / coordinator for the entire center, and we continually rely on unpaid internships to staff our office, but the onboarding of these unpaid positions has been increasingly complex as they are not employees, but need computer access to assist with work.

Out of semester counseling is not available without additional grant funding, particularly during August, when students apply to the CSU for Spring admission, and in January when application updates are needed. In August 2020, 266 unduplicated students were helped with their Spring applications and Fall UC Transfer Admission Guarantee submissions resulting in a total of 1020 student contacts (students visit more than once during the application season). In January 2021, 352 unduplicated students were helped with their application updates, and since students apply to multiple schools and often require multiple updates/supplemental applications, a total of 875 total contacts were entered into SARS. Without additional staffing to support these numbers, we will no longer be able to provide the depth of services requested.

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

* We have implemented several virtual and technology-based programming in order to continue to serve students. One of the most effective is the Virtual Zoom Drop-in that is provided daily. This replicates what we would normally provide for in-person / on demand services, and the link has been consistent since Summer 2020. The account is set up for the "Transfer Center" with multiple administrators, so that individual personal zoom accounts are not utilized. Students can "drop-in" and are placed in a waiting room with a message that we will admit them and provide assistance in the order in which they join. Once a staff member is ready, we admit them into the Zoom session and provide whatever assistance is needed. If there are multiple students waiting, we move students and staff into break-out rooms to provide one-on-one service while maintaining FERPA guidelines. This fall, we implemented the Zoom Webinar feature to handle larger number of students in workshops and utilize the Q&A feature to answer questions and download commonly asked questions for review, and these will be used to update our website.

For students who cannot attend and visit us online, we have also created a YouTube Channel with videos for on-demand access to application walk-throughs, graduation petitions, and transcript order process. We have also increased social media presence via Facebook, Instagram and TikTok to get messages out to students. We have also utilized Dynamic Forms to create an online registration form for workshops.

Live Chat has been configured to integrate with Microsoft Teams so that we can provide chat services to students via our website. Microsoft Teams with file uploads to continually track and update student data in a case-management process.

Signal Vine is used for text messages to students to inform them of transfer deadlines and preparation for transfer, and is currently handled with assistance from those working in Early Alert, as the interns were trained in the Transfer Center in a prior year.

Finally, we have updated our website with current services and are continuing to revise content to simplify information.

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

* Over the last two years, we created ARGOS reports with lists of students who were filtered into groups based on the "Through the Gate" transfer study (RP Group). Based on the categories outlined in this report, we created three different groups and utilized these lists to outreach to students in a case-management style. Initial outreach started in Summer, with recruitment activities of "Getting Ready To Transfer" starting with communication to students who fall within a DI group and have reached a threshold of 30-semester units. In past years, we've sent outreach to students at the 30-unit threshold, and completion of ENGL G100 and eligibility for college-level math blindly. In order to truly close equity gaps, we needed accurate subsets of DI groups with specific threshold coursework for more specialized messaging and services.

Students were filtered into "Transfer Pipeline" groups of: a) "Transfer Achievers": those ready to transfer with increased communication and transfer application information, b) "At the Transfer Gate": those ready to transfer the following Fall and we sent communication throughout the academic year and a year-long calendar of activities geared toward university admission, and c) "Near the Gate": those near transfer, with an outline of how they can prepare for transfer during the next academic year.

The "At the Gate" group was sent messages that they were ready to transfer, and encouraged participation in workshops and other intensive transfer activities, including campus exploration, campus choice, application support, and enrollment in COUN G205: Navigating the Transfer Pathway course. While initial goals were to pre-book students into application sessions and sent information about what they need to start their application, this wasn't possible due to varied student schedules and availability. Messaging was sent via email and SignalVine text messages.

The students in the "Near the Gate" were given a different message, encouraging them to start exploring their transfer options and make appointments with general counselors. We're finding that many students are not aware of how early they need to prepare for transfer, and often believe that they can figure out their major after they get to the university. This is not the case, and we're spending time with students explaining the transfer admission process and helping them prepare with counseling appointment and development of comprehensive Student Educational Plans.

The RP Group conducted a statewide study using California Community College students as a model for identifying students who either met or were close to requirements but did not transfer (<https://rpgroup.org/Through-the-Gate>). Fullerton college adopted this model and created a year-long series of interventions and we're adopting that model in part, and will explore the full adoption pending additional staffing to support year-round activities (<https://ccctransfer.org/wp-content/uploads/2020/03/TransferSummitPresentationCAEdits2.27.2020.pptx>).

Program Review Goals and Requests for Funding

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

- Faculty
- Equipment, Facilities, Technology
- Support Staff

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

Vision 2030 Goals Legend

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

Goals from Previous Program Review Cycle

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

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

Goal 1: Increase the number of certificate and degrees posted to student records.
Outcome: This goal was met. Using exported lists of students who visited the Transfer Center during the year, we sent out email and text notifications to students with instructions for how to file the petition to graduate and included the link. Additional announcements were posted to social media. This led to the submission of ADT verifications that have continually increased each year.
Fall 2019 reported 148 ADT submissions (for the Spring 2020 admission cycle);
Spring 2020 (for Fall 2020 admission) = 273;
Fall 2020 (for Spring 2021) = 201, and
Spring 2021 (for Fall 2021) = 515
While the numbers continued to increase and were most significant in the Spring 2021 term, additional contacts to students could not be completed due to a request for additional classified support that was *unfunded.

Goal 2: Increase the number of students that apply to the CSU campus each semester
Outcome: This goal was met, with increased outreach to students that were transfer ready. The increase in the number of applicants continues to increase, and during the 2020-21 academic year, the number of UC admissions rose to 111 enrollments, up from 89 the year prior. The CSU number also increased from 793 in Fall 2020, to 799 in Fall 2021. This increase was despite a large increase in the GPA threshold for our local campus (CSUF admitted students at 2.8 for Fall 2020, and 3.01 for Fall 2021). Tracking of students who were denied admission for Fall and encouraging reapplying for Spring required case management activities and contacts in the summers that were *unfunded* but critical for student completion and student success.

Goal 3 Outreach to students who have earned 30-semester units and are on a "transfer pathway"
Outcome: This goal was only minimally met, as the outreach to students was via email or text messages only. To meet this goal a classified transfer specialist was requested to work with outreach to students and maintain data but this was *unfunded*, and the intensive outreach was not possible with current staffing levels.

Goal 4: Improve tracking of student intakes to better assess the number of students served and types of services provided
This goal was not met due to the remote learning environment and the multiple methods of communication from students. Not all students included their student ID number in emails or chat, and our current baseline number of students served is likely much higher than reports as student contacts were missing and not entered into SARS. Phone calls, emails, and chats were not entered.

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

*Increase the number of transfer-eligible students who utilize transfer center resources.
Targeted outreach to students using data-driven metrics and designing messages based on student status aligned to the At The Gate research study. Outlined transfer groupings designated by the RP Group will be utilized to outreach to students in a case-management method within three different target groups, starting with those who meet requirements, in progress to meet requirements in a given year, and new students who declare a transfer intent. Activities include year-round communication to students, case management style calls and tracking, informational activities and workshops starting in Summer, directed transfer counseling in August during the Spring CSU Application period and in preparation for UC Tag Submission in September, Fall application assistance, and in January supplemental application and updates assistance. Academic year support will facilitate transcript evaluation, assisting with transfer-specific student questions, workshop facilitation, and student outreach for the year.

What actions will the program take to accomplish this goal?

*We will continue to use ARGOS data to pull student information and create targeted messages and services for the different groups. Incorporate use of Signal Vine and email communication for outreach to students, followed up with email and phone calls to students to determine status.
Classified staff to manage messages and advertising, workshop preparation, and support students with counseling appointment scheduling as needed. Support staff to respond to initial outreach text via Signal Vine and assist with appointment facilitation, tracking data. Collaborate with Puente counselor to coordinate transfer workshops and review of content for Phase 3 students in the program, complete data reports for transfer and Puente programs.
Collaborate with Institutional Research to measure outcomes for transfer, and identify equity groups served. Explore alternate methods for providing transfer information to students including the use of a virtual fair platform, Zoom webinar to deliver workshops for students, and other virtual modalities for students who cannot attend in-person events.

What metric will you use to measure your goal?

*Intake of students in the office, evaluation of university application for transfer (as noted in SARS), notes from Case Management files, additional data tracking completed by the support staff. Collaborate with Institutional Research to measure outcomes for transfer, and identify equity groups served to confirm that services to populations are being met.

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 understanding of the ADT and course approval process for transfer students.
Provide continuing professional development and training to counseling and instructional faculty for understanding ADT degrees and completion of requirements as they relate to transfer admission. A workshop series for counselors and instructional faculty will be provided each semester with updates to the university transfer process, and samples of student cases for review. This is critical to have a broad understanding of the ADT process, which directly impacts our completion and transfer rates.

What actions will the program take to accomplish this goal?

*Collaborate with the Committee for Chairs and Deans (CCE) and campus professional development to offer this workshop broadly to the campus community.
Dedicate at least one professional development meeting per semester in the Counseling division with case studies for review. An evaluation of student transcript and discussion of admission outcomes will be discussed, along with follow-up resources that would be needed for the completion of educational goals.

What metric will you use to measure your goal?

*Pre- and post-test survey for understanding and learned content. Questions will relate to an evaluation of content, benefit to the faculty, and effectiveness of the workshop. Use of Case Studies with sample student cases, and a quiz for checking correct answers.

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

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

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

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

Please describe the type of Professional Development required.

*Workshops. Faculty participation in workshops to understand complex transfer requirements and increase understanding of transfer admission. Can be incorporated into Flex Day activities or CCD Meetings to distribute to campus and encourage participation.

When do you plan to implement this Professional Development.

*Fall 2022

What budget will this require?

*0

Goal 3 (Required)

Description of Program's Goal

*Increase the number of applicants to the UC system.

Using a case management model, provide outreach to students based on competitive GPA reports to encourage UC Application submission. This would involve improving awareness of the Transfer Admission Guarantee programs by hosting workshops and advertising, posting to social media, and other campus advertising. Would require a staff member to collaborate with the Puente Program and AGS for information sessions and student records, audit student transcripts for admission eligibility, early outreach in summer to encourage the submission of the Transfer Admission Guarantee (September submission), and track them through the year long transfer process. Staff would also design and post advertising.

What actions will the program take to accomplish this goal?

*We will continue to use ARGOS data to pull student information and create targeted messages and services for the different groups. Incorporate the use of Signal Vine and email communication for outreach to students, followed up with email and phone calls to students to determine status.

Classified staff to manage messages and advertising, workshop preparation, and support students with counseling appointment scheduling as needed.

Explore alternate methods for providing transfer information to students including the use of a virtual fair platform, Zoom webinar to deliver workshops for students, and other virtual modalities for students who cannot attend in-person events.

What metric will you use to measure your goal?

*Data from TAG Administrator reports demonstrate the number of students submitting TAG applications. Additional data from the UC InfoCenter for numbers of students from GWC who apply, gain admission and enroll at the UC during a particular year.

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

Improve metrics for the number of students served.

Need to ensure that all students seen in the center are logged into SARS, and start to enter student ID

numbers from SignalVine and LiveChat as contacts as services and questions related to the transfer process are being provided without being included in the "number served" since it was not in person.

What actions will the program take to accomplish this goal?

Ensure proper training and follow-up with staff to make sure that all students that visit have a Student ID number recorded into SARS. Those not enrolled entered with a "SG" number (*non-enrolled) so that they can be included in the counts. Add in Student ID data from LiveChat daily to ensure recording of all students.

Collaboration with Institutional Research to gather information on equity groups and ensure that we're serving those most in need.

What metric will you use to measure your goal?

End-of-year statistical reporting pulled from SARS reports for the unduplicated number of students served to establish a new "baseline" for reporting and outcomes. Use lists to send to Institutional Research for identifying equity groups and transfer outcomes to measure gaps in services.

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 5 (Optional)

Description of Department's Goal

OTHER INFORMATION

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

The Transfer Center has continually seen an increase in the number of students transferring each year, either exceeding or coming close to meeting campus goals. We provide high-quality, in-depth, and personalized service to students that is needed for our campus population as many are first-generation college students and are not aware of the multiple steps required for transfer. We will need significant support to continue these services, particularly with technology-based platforms for providing services to students who attend the college part-time, and find alternate delivery of services when classroom space and computer labs are not available.

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

Academic Senate
Faculty Request

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Transfer Center

How many faculty requests would you like to submit?

- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

Counselor - Transfer Center

Please post your job description (or upload below)

If desired, please upload your job description

Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Transfer counseling is highly specialized and complex, and the requirements change annually. Counselors in this area must focus specifically on transfer functions, attend systemwide conferences, and maintain updated knowledge to serve the population. As well, counselors in the transfer focus need to have additional training in crisis counseling to manage denials and student's emotional states when they are not eligible for programs they've prepared for entry. A permanent part-time person would fill in the gaps needed to effectively serve students in this area and assist with the completion of campus goals for equity and completion.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

*There is a lack of funding dedicated to the transfer center as a whole, and transfer is not covered under any other categorical funding source. Requests for funding are made annually from SEAP/Equity which makes long-term planning and staffing a challenge. The program serves students from late July to mid-june each academic year, with increases in workload in August and January, which are out-of-semester periods when full-time counselors are limited.

COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs.
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Currently, our office has reached it's service capacity, and in order to increase the percentage of students served from the current 10% of the student population, we will need additional staff and counseling faculty to accomplish this goal. Given that the student-centered funding formula emphasizes the importance of these metrics, the campus would likely return it's investment on additional transfer experts (faculty and staff) and yield a higher percentage of students seeking services and transferring.

Requests for transfer services have demonstrated increases each year in the number of students admitted and enrolling in four-year universities. The pandemic exasperated these issues as we are now seeing students negatively impacted by the pandemic return to enroll in college and finish prior degrees, students who were attending out-of-area institutions returning to local campuses, and student goals changing to include online degree completion programs. This requires a highly specialized knowledge base and competency in transcript evaluations and research and long-term commitment to transfer that a general part-time counselor would not have.

Upload additional information (if desired) COU - Generalist Faculty Job Announcement_Template 50.docx

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

Minimum qualifications for counseling positions.

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

*This request directly relates to the Vision 2030 goals of the college in providing equity-minded services that lead to student success, efficient student services, and completion of degrees and certificates by providing high-quality student services.

This request further supports the Master Plan by directly impacting the Accountability Reporting for Community College Reports by increasing the rate of student progress and achievement (pg. 56). If funded, this will have a direct and positive impact on the number of degrees and certificates awarded by increasing the number of students who complete university transfer applications, and ensure that those who participate in transfer application workshops have completed the appropriate petitions for graduation (increasing awards posted).

You have more than 1 faculty request.

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

*1

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

*This might be a preference issue, but I tend to prefer positive language to negative. In the faculty request, you

wrote:

Currently, our office is under-funded, and without significant resources to promote transfer, meet with students to evaluate their eligibility for admission, and provide directed counseling and support, we cannot meet the college goals of completion."

I prefer the language you used earlier, where you explained that the transfer center has reached its service capacity. If the campus wants to increase the percentage of students above 10% utilizing transfer services, we will need additional staff and faculty. The bottom line is that we can keep serving 8% with what we have. But if we're going to get to 15%, we need more bodies. Given that the student centered funding formula emphasizes the importance of these metrics, the campus would likely return its investment on additional transfer experts (faculty and staff) and yield a higher percentage of students seeking services and transferring.

Would you also please add a job description?



Program Review

General Fund Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

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

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

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

Please use a mid-level step for salary:

Salary (e.g., \$50,000)

Contract

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

JOB DESCRIPTION SUMMARY

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

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

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

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

What are the essential duties this position will fulfill?

JUSTIFICATION

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

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

- Yes
- No

Program Needs (50 points):

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

We have attempted to use data-driven outreach to specifically target transfer-bound groups and design messaging and outreach based on readiness for transfer, and to date, our impact has been minimal as a full-time staff member is needed to manage the caseload, design and deliver outreach projects, answer student inquiries, and follow up with students on a regular basis.

The center works in an environment of continually changing requirements based on university admission capacity. The transfer process is highly technical in nature and requires a full-time staff member to gain the knowledge base needed for serving students, and stay current with changing policies and practices that impact university transfer admission.

Due to the technical competency required, the positions have been filled by graduate-level interns that are completing a one-year internship in conjunction with degree requirements or individuals who have recently completed requirements for a Master's Degree in Counseling. This creates constant annual turnover as these individuals are hired in Counseling positions, leaving the project without staff to provide coverage for the office and address student needs. The office has reached a critical point where we cannot sustain the request for services with our current staffing levels.

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](#).

This position directly relates to the Vision 2030 goals of Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

Completion: GWC will ensure students' timely completion of degrees and certificates by providing high-quality academic programs and student services. We cannot ensure the completion of degrees and certificates, nor serve students through an equity-minded model without the additional resources to reach students.

This position would help the department close equity gaps for disproportionately impacted students in transfer and degree posting by providing regular and sustained communication, outreach to the DI groups, and tracking of student requirements. By collaborating with the Puente Program and directly serving students in the transfer pipeline, this position would also assist with fulfilling the Puente Program mission of completion and university transfer.

This position would also fulfill the overall college completion requirement of awarding degrees and certificates by evaluating student records for all awards eligible.

Contributions to Other College Operations (20 points):

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

The Transfer Center serves all college departments and programs by providing clarification on course requirements for admission, advocating for changes to the ADT to align to the TMC for all available options for students, and checking course articulation for transfer majors outside of the ADT. This position would assist with the dissemination of transfer admission criteria to the general campus population, assist department needs for emerging programs and courses, and benefits the college overall by increasing completion outcomes and state funding for completion and transfer.

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:

Well done

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 CCD 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.)

What are the essential duties this position will fulfill?

Perform a variety of complex administrative duties to relieve the Transfer Counselor of administrative and clerical detail; assure smooth and efficient office operations, and proper and timely completion of projects and activities; plan, coordinate and organize office activities.

Perform a variety of technical duties in support of the counseling department and records maintenance functions in accordance with District policies and State and federal guidelines; compile, assemble, verify and evaluate a variety of student and other data and information; assist in assuring related projects, activities and transactions are completed in a proper and timely manner.

Prepare, print, generate, distribute, receive, process and evaluate student forms and related records and documents; review and audit forms and other documentation to assure accuracy and completeness; request additional student information and identify and correct errors as needed.

Serve as a technical resource to students, staff, faculty, and others regarding transfer counseling department and related functions; respond to inquiries and provide technical information regarding forms, documents, schedules, courses, guidelines, requirements, processes, laws, rules, regulations, policies and procedures.

Input, extract, and update student and a variety of other data and information in assigned computer systems such as BANNER, SARS, and DegreeWorks; establish and maintain automated counseling records and files; initiate queries, create spreadsheets and computerized reports and documents.

Collaborate and support the Puente Program for students in the transfer pipeline by coding Puente students in BANNER, tracking student completion and SEP requirements, communicating with students and coordinating appointments with the Puente Counselor.

JUSTIFICATION

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

* This position would assist the data and tracking in the Transfer Center ensuring that an accurate report of transfer activities are recorded in SARS. The position would assist with updating documents that are used for student information, initiate ARGOs reports for the Transfer Specialist, print transcripts and prepare documents for workshops, and perform other clerical duties that are currently managed by the transfer counselor.

This position would also serve as clerical support for the Puente Program, which is the only learning community on campus that directly serves students in the Chican@/Latin@ population with an intent to increase transfer and degree completion. After the year-long learning community ends, Puente students entering their second year of college are lacking the support given during their first year. This is affecting Puente students' persistence and completion rates, and negatively impacts their transfer progress. Classified personnel that would work with both programs would allow the faculty coordinators to address the multiple needs of the students and provide the clerical support for students with university applications and graduation petitions, participate in on-campus events, program reporting, budget management, and other college reports.

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

- Yes
- No

Program Needs (50 points):

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

* Not having clerical support for the program, the responsibilities mentioned above fall to the Transfer Counselor and the one other staff member, taking time away from direct student contact. Much of this clerical work is completed after contract hours, creating a workload issue for both individuals. This also creates inaccurate data reporting for funding and state reports, as students are not coded properly with the services received, and outdated documents that are for student use including but not limited to the Transfer Planning Guide and Major Guide Sheets. Student transcripts are also not prepared for workshops and other evaluations by more senior staff and Counselor, resulting in a lower quality of service to students.

The Puente Program lack of clerical support creates delays in reaching one of the most vulnerable groups on campus and impacts our goal to close persistence, retention and completion gaps, close the transfer-level English gap, promote transfer-level math completion and promote certificate/degree/transfer completion for all Puente students. Puente students represent several disproportionately impacted groups including first-generation college students, males, veterans, foster youth, LGBT, and Chican@/Latin@ students. Per Puente's MOU, a clerical assistant is a requirement that has not been provided consistently and this position would be cross-trained to serve both functional areas.

The position has been filled by graduate-level interns that are completing a one-year internship in conjunction with degree requirements or individuals who have recently completed requirements for a Master's Degree in Counseling. As graduate students, they have limited schedules and are constantly changing, and are only in this role until they graduate. This creates constant annual turnover as these individuals are hired in Counseling positions, leaving the project without staff to provide coverage for the office and address student needs. The office has reached a critical point where we cannot sustain the request for services with our current staffing levels.

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.

* This classified position would maintain frequent contact with staff, faculty, administrators, students, various departments and outside agencies and high schools, to keep them informed, updated, and in the know on what is happening in the Student Services Programs. The classified position will help with a variety of duties to help multiple programs across campus. This includes, but not limited to, assisting with the Welcome Day, High School Counselor Breakfast, Transfer Fair and Career Fair, High School Senior Day, Club Expo, and Financial Aid Fest. Also, the classified position offers support to Freshman Priority Registration, Chicanx/Latinx College Day, Día de los Muertos, and outreach and recruitment fairs at local high schools. Lastly, if future learning communities onboard, this position can be support multiple learning community needs.

This request directly relates to the Vision 2030 goals of the college in providing equity-minded services that lead to student success, efficient student services, and completion of degrees and certificates by providing high-quality student services.

Contributions to Other College Operations (20 points):

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

* The position would provide support to benefit all programs on campus by increasing the number of type of awards posted, and maintaining data for reporting of certificates and degrees. This also supports all areas with transfer information for faculty and students, and creates a single point of contact for Puente and Transfer.

The funding supports overall campus funding by increasing the number of students who post-awards, and transfer to four-year universities under the new Student Focused Funding formula.

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:

You put the Puente position second. Was that intentional? I thought the Puente position would be first.



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:

\$ 6,200

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.

One time purchase:
Transfer Fair: Tent/Table Purchase for Fall statewide transfer fair (70+ representatives), and Spring regional fair (45 representatives). Currently do not have a budget allocation to return to an in-person fair. In lieu of in-person activities, virtual platforms are an alternative for increasing transfer awareness by hosting events with visiting colleges and universities. Virtual platforms for fairs are the same cost as an in-person event with table, chair, and tent rentals.

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. Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
2. Completion: GWC will ensure students' timely completion of degrees and certificates by providing high-quality academic programs and student services.
3. Communication: GWC will effectively communicate and collaborate within the College and its communities.

The request will allow for increased transfer awareness and provide an event for students to speak directly with transfer admission representatives from multiple institutions at once. Often students are not aware of the multiple campus locations and options that they have for transfer, and funding for this function would increase awareness and knowledge of transfer options.
Encouraging transfer is a campus-wide priority and specifically aligns to KPI areas of College Completion, ADT, AA, and Certificate awards, CSU, UC, and OOS transfer, 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?

Funding will serve all departments that offer degrees and certificates with the opportunity to participate and explore the university programs available and how they can help assist students with completion by modifying and aligning programs to meet students' needs. Will also benefit long-term budgets as these are currently annual rentals with associated rental and set-up/tear-down fees.

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 benefit to long-term budgets as these are currently annual rentals with associated rental and set-up/tear-down fees and results in an overall campuswide cost saving as these would be available for multiple campuswide events.

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

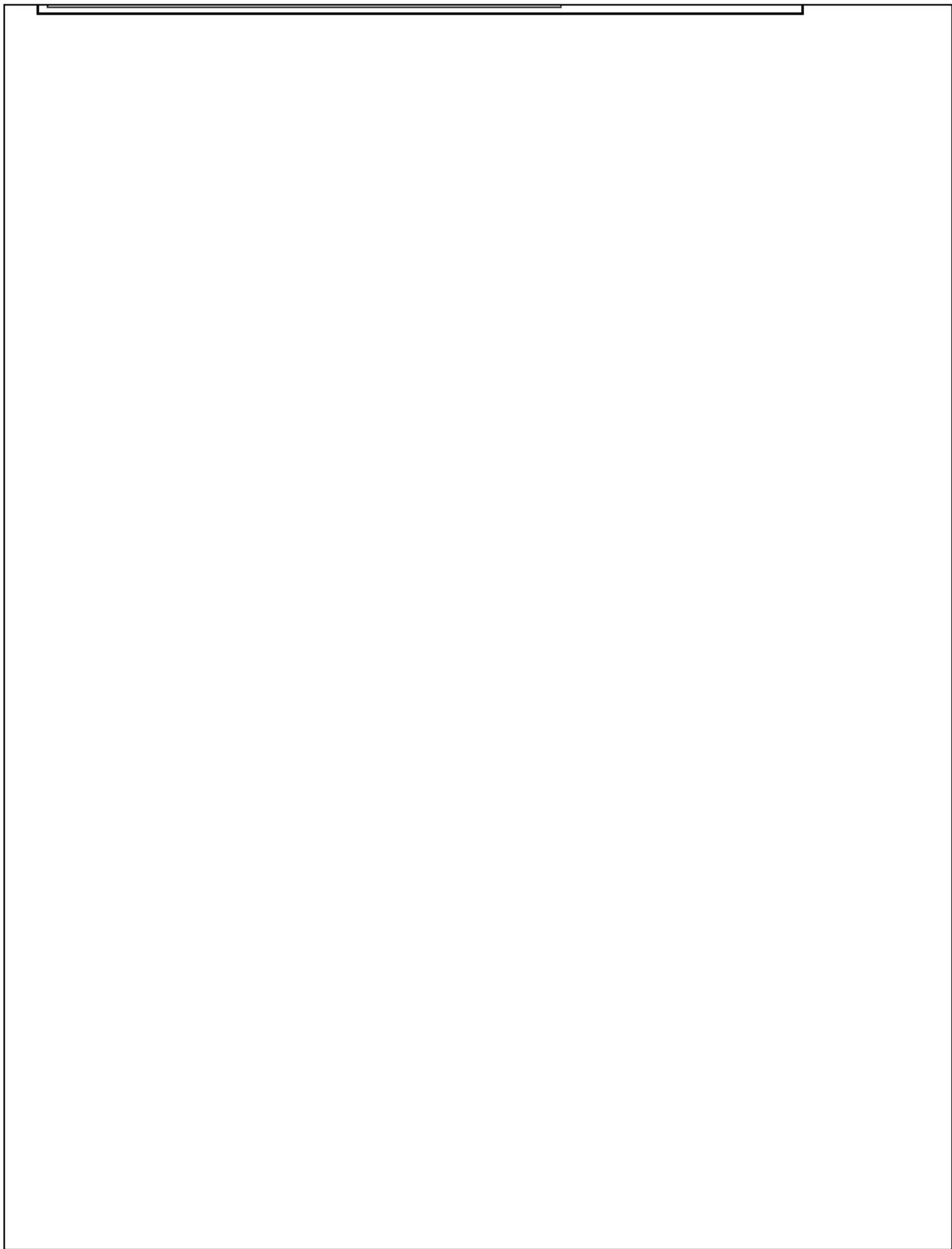
Supervisor's Review

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

- No concerns
- I have concerns

Comments:

This is an ongoing concern for both the transfer center and the career center. These fairs are often expensive and difficult to organize with rental. Thank you for putting forward this request for a permanent solution.



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.

...3032303838

Yvonne Portillo
Signature

11/24/2021, 5:37 PM
Date

Review Feedback

Department Chair: Please provide feedback on this Program Review

Robyn - This type of PR (Student Services), is coming up with the box for Supervisor (only) to indicate "I have concerns" -or- "No concerns" on each page at the end. That needs to be addressed.
Yvonne - This sentence in the initial narrative "outside of the regular semester during peak application times" should include a statement to the effect of - "periods which are typically selected as Extended Contract for full-time Counseling faculty in order to address campus needs and serve students, essentially relegating Counseling faculty to "volunteer" for these segments". Yvonne/Robyn - We should think about listing Programs as "selectable" for the campus. The percentage of students served here bothers me. Those numbers are reflective of the CAMPUS, but not of the total number of students whose Informed Educational Goal is to Transfer. There are 8 (I think) other Informed Educational Goals that have nothing to do with Transfer.
For this Goal - "Transfer Fair: Tent/Table Purchase" - Please indicate that this would be a ONE-TIME PURCHASE for the campus (@ \$6200)
"New Position" for 1 of the 2 Classified Employees requested. Technically, we used to have Veronica Ornelas in that role (when I was at the Front Desk), and she provided the clerical support for the Transfer Center.

Dean/Supervisor: Please provide feedback on this Program Review

Thanks for all the work, Yvonne!
For the larger data blocks, could you add an extra link between paragraphs? It's hard to tell where the new paragraphs start.
I don't think goals 1 or 2 are goals:
• Outreach to students using data-driven metrics and designing messages based on student status, aligned to the At The Gate research study.
• Provide continuing professional development and training to counseling and instructional faculty for understanding ADT degrees and completion of requirements as they relate to transfer admission.
Those are activities. I would imagine Goal 1 would be to increase the percentage of transfer eligible students who utilize transfer center resources. For Goal 2, could we identify some type of competency as a goal? Maybe establish a baseline competency quiz for counselors, with the goal of 100% of all counseling faculty passing annually? Something like that?
"This might be a preference issue, but I tend to prefer positive language to negative. In the faculty request, you wrote:
Currently, our office is under-funded, and without significant resources to promote transfer, meet with students to evaluate their eligibility for admission, and provide directed counseling and support, we cannot meet the college goals of completion."
I prefer the language you used earlier, where you explained that the transfer center has reached its service capacity. If the campus wants to increase the percentage of students above 10% utilizing transfer services, we will need additional staff and faculty. The bottom line is that we can keep serving 8% with what we have. But if we're going to get to 15%, we need more bodies. Given that the student centered funding formula emphasizes the importance of these metrics, the campus would likely return its investment on additional transfer experts (faculty and staff) and yield a higher percentage of students seeking services and transferring.
Under the transfer center counselor position, would you please upload a job description?
You put the Puente position second. Was that intentional? I thought the Puente position would be first.

IEC: Please provide feedback on this Program Review

Empty feedback box for IEC with scroll arrows.

Dean's Second Review

Empty feedback 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

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 10/20/2021 8:17:21 PM