Program Review

Purpose

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

Data Driven Decision Making

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

Reporting Cycle

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

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

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

AUTHOR INFORMATION

Employee ID (E# or C#): C02025437   First Name Dorsie   Last Name Brooks

Wing Instruction ▼   Email Address dbrooks28@gwc.cccd.edu   Office Phone 58216

Dean/Manager First Name Kay   Last Name Nguyen   Email kvnguyen@gwc.cccd. ▼

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

Program Review - Draft
*Program Review - Business and CTE
Division.docx

Program Review - Final
Submission
*Program Review - Business and CTE
Division.docx

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

Faculty Request -- Choose -- ▼

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

Classified Request -- Choose -- ▼

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

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

Faculty Request -- Choose -- ▼

Facilities, Technology, Equipment Request Yes ▼

Classified Request Yes ▼

Faculty Requests (up to 3) *One upload per request*	Faculty Requests (up to 3) *One upload per request*
Faculty Upload1	Faculty Upload1
Faculty Upload2	Faculty Upload2
Faculty Upload3	Faculty Upload3

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

FTE Upload1
 Program-Review-Request-for-Funding-2023-24-Facilities,-Equipment,-Technology,-Computer
 Science lab.docx

FTE Upload2

FTE Upload3

FTE Upload4

FTE Upload5

FTE Upload1

FTE Upload2

FTE Upload3

FTE Upload4

FTE Upload5

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

Classified Upload1
 Program-Review-Request-for-Funding-2023-24-Classified-Personnel Esthetics-
 CTE Office Request.pdf

Classified Upload2 Auto Classified Request.pdf

Classified Upload3

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

Classified Upload1
 Program-Review-Request-for-Funding-2023-24-Classified-Personnel
 Esthetics- dept request.pdf

Classified Upload2

Classified Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

Supporting Materials (Optional)

Upload1

Upload2

Upload3

...3635333939

Dorsie Brooks
Author - Draft Signature

10/04/2023
Date

...3836353737

Dorsie Brooks
Author - Final Signature

12/11/2023
Date

_____

Dean/Manager Draft Feedback

FileUpload2

IEC Feedback

Great start. Here are a few thinks to work on:

9+ Units for GWC is available on Cal-PASS Plus Dashboard for 2021-2022 and previous years- 1,247 for last year of data, slightly declined from previous years

KPI section: Please add your goals for 2023-2024

How many CTE programs do you intend to develop and within what timeframe? Make your Goals SMART (Specific, Measurable, Achievable, Relevant, and Timebound)

The program review proper did not mention the needs for what was requested…a Computer Science lab, evening Cosmetology Dispensary Technician, Auto Tool Room Attendant. I also don't think it mentioned a desire, need to grow evening programs. Make the argument in the program review document to support your requests.

Cosmetology Dispensary Technician Classified position: did not answer "To what extent would the position requested benefit or serve other departments, programs, or plans?" and it did not attach the job description and org chart.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

FileUpload2

...3139363238

Kay Nguyen
_____ 12/11/2023
Dean/Manager Signature   Date

Vice President Feedback

FileUpload3

...3836383937

Kay Nguyen
_____ 12/11/2023
Vice President Signature   Date

Downloaded to the following Committee Teams folder on: `-- Choose --` ▾   `_____`

...3939333537

Lauren Davis Sosenko 01/03/2024
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Kay Nguyen on 12/06/2023 8:57:30 AM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Lauren Davis Sosenko on 10/19/2023 9:29:43 AM

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

Number of disciplines supported:	16
Number of faculty in division:	64
Number of staff in division:	5
Number of administrators in division:	1

KPIs: *Include data for 2022-2023 and goals for 2023-2024*

Total FTES	22-23-1295 GOAL 24-25-1400
Total LHEs	22-23-1055.97 GOAL 24-25- 1100
Efficiency (FTES to LHE ratio):	22-23- 40.5 GOAL 24-25-42
Enrollment count	22-23- 8354 GOAL 24-25-9000
Course Success Rate	22-23-79 GOAL 24-25- 80
Number of Certificates Awarded	22-23-236 GOAL 24-25 275
Number of Associate Degrees Awarded	22-23-77 GOAL 24-25-80
Number of ADTs Awarded (subset of above)	22-23-184 GOAL 24-25- 205
Number of dual enrollment students	22-23- 250 GOAL 24-25-300
9+ CTE Units	22-23- 1247 GOAL-24-25 1300

List the Administrative Service Outcomes (ASOs) for Business and CTE Division: *If you have not defined your ASOs, please describe how you will define them in 2023-2024.*	- Increase efficiencies in CTE programs- goal is to have a 1:1 LHE/FTES ratio on average across the whole division. - Ensure faculty and classified evaluations are on an scheduled rotation. - Serve the faculty and student populations in a friendly, professional, and welcoming manner.
Describe how you assessed your ASOs this year? (e.g., survey, document review) *If you have not assessed ASOs, describe your plan to assess in 2023-2024.*	- Data analysis - Send survey to faculty about how the office can serve
What were the findings of your ASO assessment?	While not all goals were met, many were. Progress has been made in student success, but more work needs to be done.

How do you plan to strengthen practices/policies to improve your outcomes?	Focusing on data based and equity rooted decision making will help guide the division to continuing to improve student outcomes.

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more stakeholders (students, employees) or improving your outcomes.
The Division Office has been able to maintain the same level of service while having additional programs assigned. Cosmetology, Health, Kinesiology, and PE have all joined the Division within the last 3 months.

PROGRAM-SPECIFIC QUESTIONS

Describe the functions of Business and CTE Division?
The Business and CTE office functions to support the faculty and students of the Division. The office is comprised of the Dean, Division Coordinator, Grants Coordinator, and the CTE Outreach Specialist. The office manages special projects, grants, and outreach for CTE in addition to managing faculty and student needs.

What does Business and CTE Division do exceptionally well?
The Division is especially good at hosting events for prospective students. The Outreach Specialist is constantly in the field or working to bring students to GWC campus to experience the programmatic offerings firsthand. The office works across the college to support strategic goals of the college with both ideas and funding.

The Division also excels at scheduling and enrollment management. The Division is well balanced on modality, timing, and length of classes and continues to innovate when it comes to scheduling. |

How does Business and CTE Division help GWC meet its mission?
Golden West College provides an intellectually and culturally stimulating learning environment for its diverse student population. The College provides enriching and innovative programs that help students: transfer to four-year institutions, earn associate degrees, complete certificates in career and technical education, advance their careers, and demonstrate college readiness. The College is committed to continuous assessment and improvement of student learning and institutional effectiveness.
The Division is the main connection to the workforce community for GWC. The colleges workforce training programs utilize advisory committees so that the college can ensure that the programs that we offer are the current skills that the workforce needs. Contacts with the region, industry partners, and the community help the college meet many metrics, but specifically the Workforce and transfer metrics. CTE students are also some of the most diverse on campus, meaning that the training for high wage, high skill jobs is also an equity issue.

How can Business and CTE Division adapt to handle the increased volume in programs requiring additional tracking and reports?
The department utilizes Argos and excel to handle tracking and reports. The Dean will work with Research to see if there is any way to automate reports that are regularly needed.

What are the most impactful changes in processes to the Business and CTE Division that can improve service to students and the campus community?
The Business and CTE office can and should create clear pathway maps that outline the many on-roads and offramps from the programs to industry and to transfer. Both the Cosmetology and the Auto programs can both expand with evening offerings. The Esthetics program has offered two cohorts of Evening hybrid program. While the offering was successful, there were several challenges to offering evening classes, especially that there is no Classified Dispensary technican support in the evening. By adding a part time to suppport in the evenings, the program will be able to support the evening students at an equitable level to the daytime students. The same can be said for the Autmotive program. The morning and afternoon classes are full and the college has been expanding into the evening block. The Classified Lab Technician position has been vacant for the Fall semester, but even prior to that, evening instructors did not have lab tech support. This challenge meant that the evening class instructors would need to spend additional time checking out tools rather than instructing.

What are the biggest challenges facing the Business and CTE Division in completing its role?
Finding additional qualified faculty to teach in high demand areas, specifically Automotive and Computer Science. Some programs could grow further, but are limited by faculty availability. Physical space is an additional challenge for several programs. When the Humanities building was demolished for the Language Arts Complex, the Computer Business Applications (CBA) program and the Computer Science (CS) programs both lost two computer labs. The CBA program has been dormant since two faculty retired, but has now become a Noncredit Program. These classes are being taught in the Adult Education computer lab. The CS classes have been in the Fine Arts and the Student Services Center labs. The Fine arts lab only has 30 computers. The CS department needs to have a dedicated lab space. There are three classrooms in the Technology building that are vacant now that Communications has moved into the new building. These three classrooms combined would allow the computer science lab to have 40+ computers. This space has been tentatively approved by the college leadership and shared governance.

GOALS AND REQUESTS FOR FUNDING

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

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend

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

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

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

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.
1. Increase Enrollment and Efficiencies- After the pandemic enrollment down turn, the division has increased efficiencies and enrollment.   2. Implement CTE Support Services- The Strong Workforce Program grant and the Perkins grant have both had project that help to address this goal. In SWP, funding for CTE specific counselors has made a significant impact in degrees. Additionally, a partnership with the NextUp/EOPS/Guardian Scholars program has helped to make connections with Student Services.   3. Develop new CTE programs- New programs have not been launched, however the Drafting program has been revamped and relaunched.   Outcomes: 1. Unduplicated headcount grew from 3147 (20-21) to 3381 (22-23), Enrollment grew from 5740 (20-

21) to 6003 (22-23) and Retention rate went from 86% (20-21) to 88% (22-23)

2. Awards increased from 401 (20-21) to 483

3. One CTE program relaunched

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:
Develop new CTE programs with the intention of serving the community and the college as a whole.

What actions will be taken to accomplish the goal?
Work with the faculty, VPI, President, and participatory governance bodies to identify opportunities for creating new programs and growing current programs. Currently under discussion are the following programs: Renewable Energy Technician (either as an Apprenticeship or as a Noncredit Certificate) Audio Recording Technician (within the Music Department as Commercial Music CTE TOP) Stage Manager (Within the Theater Department as Theater Tech TOP) Programming Certificates (one in each language the college teaches) CPA track classes and Certificates

What metric will you use to measure your goal?
Enrollment growth, equity based decisions on starting programs. By Fall 2025, the college will have at least two new CTE programs.

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

☒ Enrollment

☒ Equity and Success

☒ Completion

☒ Workforce Preparation

☒ Facilities

☒ Professional Development

☒ Communication

GOAL 2 (Required)

Description of goal:
Expand shorter term classes and create pathways that focus on Adult Learners (some college, no degree) and the different needs that they bring to the college.

What actions will be taken to accomplish the goal?
Work with Financial Aid, Counseling, Marketing, and faculty to identify likely pathways where shorter term classes (8, 10, 12 week) might make more sense for adult students. Research what private colleges are doing to serve these students. Communicate with stakeholders on the benefits of growing supports for adult learners.

What metric will you use to measure your goal?
Enrollment, transfer, and completions of the age group 25-45

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

☒ Enrollment

☒ Equity and Success

☒ Completion

☒ Workforce Preparation

☐ Facilities

☒ Professional Development

☒ Communication

GOAL 3 (Required)

Description of goal:
Increase employer engagement at all levels of CTE programs.

What actions will be taken to accomplish the goal?
- Hire a Contractor or Professional Expert to reach out to industry employers. - Implement Handshake software tool as new Career Center and employer engagement tool. - Host Industry nights to increase engagement of students with industry members. - Create new Work Experience Education Pathways for students incorporating new Title V language and the Learning Aligned Enrollment Program (LAEP)

What metric will you use to measure your goal?
Increase of Work Experience Education placements Increase of employment (Launchboard)

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

Program Review Request

Administrative Services – Business and CTE Division

☐ Enrollment

☒ Equity and Success

☐ Completion

☒ Workforce Preparation

☐ Facilities

☐ Professional Development

☐ Communication

OTHER INFORMATION

What additional information would you like to share about your program?
Click or tap here to enter text.

| **Submitter's Signature:** Click or tap here to enter text. | **Date:** Click or tap to enter a date. |

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns ☐ I have concerns
Comments: Click or tap here to enter text.

| **Supervisor's Signature:** Click or tap here to enter text. | **Date:** Click or tap to enter a date. |

| **Vice President's Signature:** Click or tap here to enter text. | **Date:** Click or tap to enter a date. |

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Dorsie**
Submitter's Last Name:	**Brooks**
Submitter's Email:	**Dbrooks28@gwc.cccd.edu**
Submitter's Phone Number:	**714-895-8216**
Who is your Dean/Supervisor?	**Kay Nguyen**
Are you the Department Chair?	**No**
Who is your Vice President?	**Kay Nguyen**
Program/Department:	**Computer Science**

Type of Review:

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

☒ Instruction

☐ Student Services

☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
Expand CS courses in ways to meet the demand of both on ground and online courses.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
Program is growing, almost back to 2017/18 levels. New ADT has launched and major program revisions are now being implemented.

What actions will the program take to accomplish this goal?
The program needs a new computer lab in order to continue to grow.

What metric will you use to measure this goal?
Enrollment

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

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

Please describe how this goal supports the College's missions and goals (Vision 2030).
Having an additional computer lab in a space that is not currently being used due to commnunications classes being moved to the new building will help with the Fine Arts remodel transition (there is currently a lab in FA that the CS department uses.) Having a dedicated lab space in the Tech building will mean that students and faculty will have one Business/Accounting/Computer Science hub at the college.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
Remodel of the 116, 117, and 118 classrooms to house a new computer lab.	$100,000
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.
This project was partially funded with Strong Workforce Local 22-23 funds. This is to cover additional scope and scale.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

Will there be an on-going cost for this request? What is the total cost of ownership?
Since it will be replacing a lab in the FA building, it shouldn't' have additional imapact.

Supervisor's Review
As the supervisor of this program, I have reviewed this request.
☐ No concerns
☐ I have concerns about this recommendation
☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Funding recommended

☐ Funding not recommended

President's Signature: Click or tap here to enter text.　　**Date:** Click or tap to enter a date.

Program Review Request- Classified
Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Jon
Submitter's Last Name:	Holland
Submitter's Email:	jholland@gwc.cccd.edu
Submitter's Phone Number:	Click or tap here to enter text.
Who is your Dean/Supervisor?	Dorsie Brooks
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen
Program/Department:	Cosmetology

Type of Review:

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

☒ Instruction

☐ Student Services

☐ Administrative

POSITION REQUEST

Please check one of the following:

☐ Replacement Position (Previously funded/ not currently funded)

☒ New Position (Never been funded/newly created)

Please note: that an approved job description from the District office is required in order to complete the request form. *You may not proceed with the request without the job description.*

If this request is for a replacement, how long has the position been vacant?	NA
Job Title	Dispensary Technician- 47.5%

Salary Information

Salary Schedule Range:	113
Annual Salary (Step 1) $:	$47,232
Step 5 $:	$57,411

Contract (check one):

☐ 100% FTE

☐ Other FTE %:

☐ 12 month

☒ 11 month

☐ 10 month

Job Description Summary

☒ **Required**: Attach a copy of the department Organizational Chart showing all positions and highlighting the position requested.

☒ **Required**: Attach a copy of the CCCD Position Description, if available (obtain from Personnel Dept).

☐ **CCCD does not have a position description as it is a new position within the district.**

Program Review Request- Classified
Golden West College

What are the essential duties this position will fulfill?
The Esthetics program has offered an Evening Hybrid Program. This program needs classified dispensary technician support in order to support the evening students and faculty in the same capacity as the day time students.

JUSTIFICATION

What is the compelling need for an immediate replacement?
Click or tap here to enter text.

What are the consequences if this position is not immediately replaced?
The evening program may not be able to be offered if we cannot provide instructional support, resulting in loss of possible FTES and an innovative program.

If the full-time position is approved, will there be a request for funding for 160-day position during the hiring process?

☐ Yes

☒ No

Position title and Area of Specialization (if applicable)
Cosmetology Dispensary Technician

Needs/Priority Rubric (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 classified position meet the following criteria? *(2 page max.)*
Fully respond to each of the following questions. Your responses will be the basis that Planning Council and the Executive Team members will apply the criteria and rate this request.

#1. Program Needs (1-10 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 to the **program/department** that will result. Please use information from Program Review.
The daytime program has a full time Dispensary Technician to support faculty and stuents with product and lab set up. This position will help provide that same support to the evening program.

#2. College-Wide Priority (1-10 points):

How does this request align and directly support the College's Goals? How does this position address stated long-term college priorities identified by College plans? (e.g. Master Plan, Instructional Plan, Student Equity Plan, Facilities Plan) *Please cite the plans and goal(s).*
The Esthetics program is a high demand-high wage field that results in Living wage jobs in our community with 600 hours of training. This program always has a waitlist and we could fill additional classes.

#3. 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 not significantly impact any other program.

#4. Request fills a current position that has been filled by an hourly employee for over one year because there is a demonstrated need. (10 points):

(Determined by the Executive Team)
Click or tap here to enter text.

Please provide justification why the department wants the position to be permanent.
As long as the college offers an evening program, we should support it in the same way as the day time program.

Submitter's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Submitter's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Supervisor's Review
As the supervisor of this program, I have reviewed this request.   ☐ No concerns   ☐ I have concerns   **Comments:** Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

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

Program Review Request- Classified

Golden West College

Date: Click or tap to enter a date.

Coast Community College District

Classification: Cosmetology Dispensary Technician	Specification Number: 65098
Board of Trustees' approval date: 10/23/19	Salary Grade: 113

Summary

Provides technical and instructional assistance to students involved in cosmetology and esthetics curriculum that includes customer service-oriented classroom and laboratory settings designed to further their knowledge and physical skill. Oversees the custody, care and preparation and dispensing of products and equipment in accordance with the State Board of Cosmetology and Occupational Safety and Health Association.

Distinguishing Career Features

The Cosmetology Dispensary Technician is part of an instruction support career ladder. The position requires qualifications for, and the ability to dispense beauty products requiring mixing of chemicals and coloring/blending agents and dyes. Advancement potential exists to Lab Associate based on need and the ability to work with groups actively supporting the curriculum with demonstrations.

Essential Duties and Responsibilities

Specific duties may vary among departments, divisions and jobs. Incumbents typically perform a substantial portion or all of the following kinds of duties, as assigned:

1. Coordinates, prepares, and dispenses equipment, chemicals, and products required for class instruction. May blend chemicals to customer needs.

2. Ensures that all equipment and supplies used daily are operational, properly cleaned and sanitized in the cosmetology and the esthetician program.

3. Provides students with assistance and training in the operation of equipment and mixing of solution and chemicals.

4. Orders supplies as needed. Assures adequate inventory and accounting for all supplies and equipment on hand.

5. Assists the department implementing of State Board rules and health and safety regulations, keeping in compliance with State Board of Cosmetology and OSHA.

6. Maintains control and documentation of hazardous chemicals and arranges for removal of bio-hazard materials.

7. Performs general clerical support to the Cosmetology program. Provides support to program faculty, prepares handouts and instructions, maintains records of inventory, vendor information, purchase orders, and organizes related files.

8. Maintains up-to-date knowledge of trends and requirements within the cosmetology field and as required by licensing agencies.

9. Run front desk, answer phones, confirm appointments, book clients, check in/out clients daily, rebook appointments. Take money for client and retail sales daily, as well as daily deposits.

10. Book tours for students and answer all questions regarding Esthetician Program. Gathers data and prepares reports containing information with student retention, petitioners, yearly sales in client and retail sales.

11. Performs other related duties as assigned that support the objective of the position.

12. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

Qualifications

- **Knowledge and Skills**

  1. The position requires working knowledge of the concepts, learning strategies, and activities in the field of Cosmetology and Esthetics.

  2. Requires knowledge of and skill in describing the current trends and styles in grooming and fashion.

  3. Requires working knowledge of proper chemical mixtures and combinations.

  4. Requires working knowledge of laboratory procedures, organization, equipment, test, experiments, and simulations.

  5. Requires sufficient math skills to calculate quantities and portions.

  6. Requires sufficient English language skills to read, analyze, and apply procedural manuals.

  7. Requires sufficient human relations skills to facilitate learning with small groups and to convey technical concepts to students.

- **Abilities**

  1. Requires the ability to perform the essential responsibilities and functions of the position.

  2. Requires the ability to perform a variety of instructional assistance and related support functions within the field of Cosmetology.

  3. Requires the ability to perform routine record keeping and report writing duties.

  4. Requires the ability to communicate in both formal and informal setting with students, instructors, and outside customers.

  5. Requires the ability to coordinate the activities of work-study students.

  6. Requires the ability to work collaboratively with faculty, peers, and students in a way that contributes to positive student engagement.

- **Physical Abilities**

  1. The general physical demands, working conditions, and essential job functions associated with this classification will be kept on file with the Office of Human Resources.

  2. Essential functions will vary by position.

3. As defined by Title I of the Americans with Disabilities Act ("ADA") and California's Fair Employment and Housing Act ("FEHA"), the District shall engage in a timely, good faith interactive process with employees or employment applicants who are requesting or are in need of reasonable accommodations and, provide reasonable accommodations for employees or employment applicants who, because of their disability, are limited in or unable to perform one or more of the essential functions of their job in accordance with applicable state and federal law.

- **Education and Experience**

  The position requires an Associate's degree in Cosmetology and one year of experience related to Cosmetology. Or, any combination of education and experience which would provide the required equivalent qualifications for the position.

- **Licenses and Certificates**

  May require a valid driver license. Requires valid Cosmetology license issued by the state of California.

- **Working Conditions**
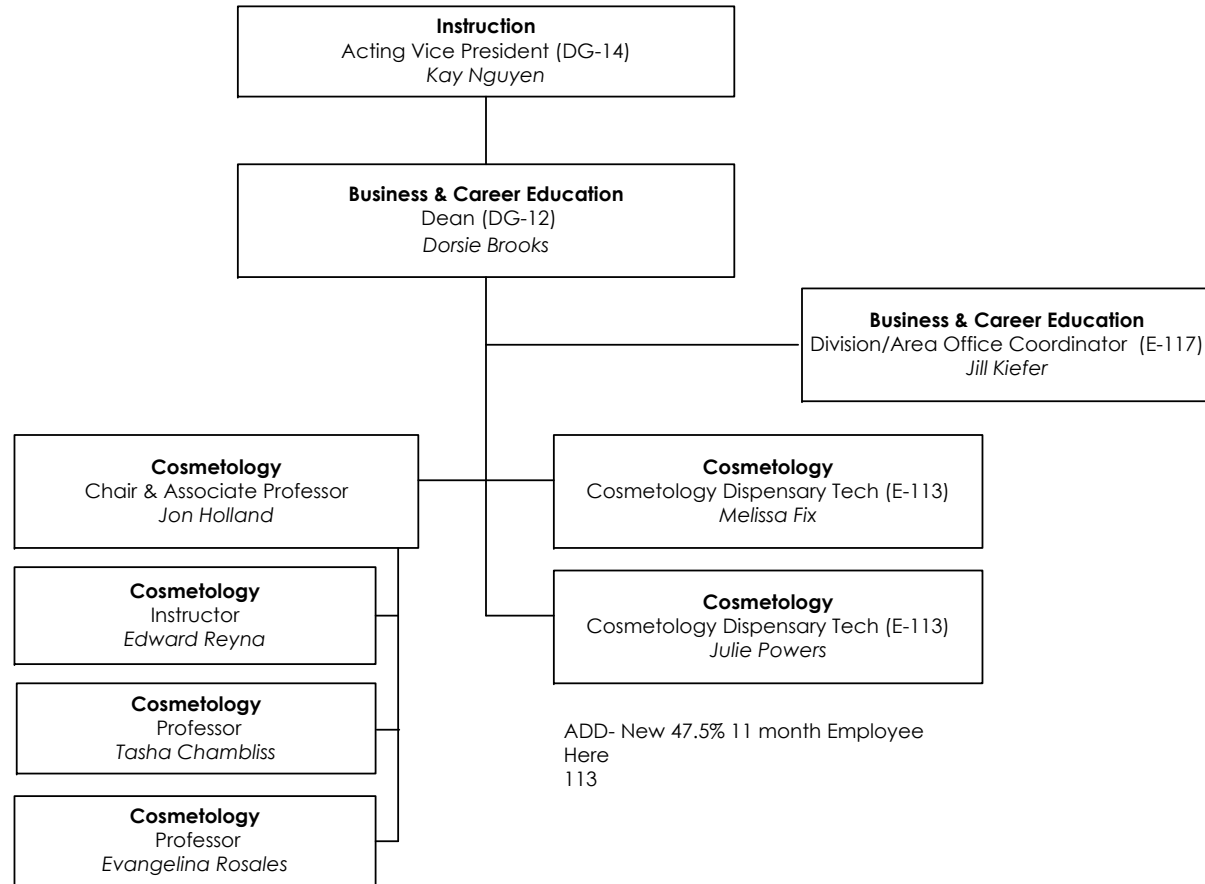
  Work is performed indoors where safety considerations exist from physical labor and use of chemicals.

This job specification describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps, and skills required of the job.

GOLDEN WEST COLLEGE
GWC
HUNTINGTON BEACH, CA

August 2023

Instruction
Acting Vice President (DG-14)
Kay Nguyen

Business & Career Education
Dean (DG-12)
Dorsie Brooks

Business & Career Education
Division/Area Office Coordinator (E-117)
Jill Kiefer

Cosmetology
Chair & Associate Professor
Jon Holland

Cosmetology
Cosmetology Dispensary Tech (E-113)
Melissa Fix

Cosmetology
Instructor
Edward Reyna

Cosmetology
Cosmetology Dispensary Tech (E-113)
Julie Powers

Cosmetology
Professor
Tasha Chambliss

ADD- New 47.5% 11 month Employee
Here
113

Cosmetology
Professor
Evangelina Rosales

Cosmetology
2023 - 2024

Program Review Request- Classified
Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Russell
Submitter's Email:	mrussell@gwc.ccd.edu
Submitter's Phone Number:	562-252-2677
Who is your Dean/Supervisor?	Dorsie Brooks
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen
Program/Department:	Automotive

Type of Review:

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

☒ Instruction

☐ Student Services

☐ Administrative

POSITION REQUEST

Please check one of the following:

☒ Replacement Position (Previously funded/ not currently funded)

☐ New Position (Never been funded/newly created)

Please note: that an approved job description from the District office is required in order to complete the request form. You may not proceed with the request without the job description.

If this request is for a replacement, how long has the position been vacant?	12 years (two 160s filled this positon untill 2012)
Job Title	Instructional Associate

Salary Information

Salary Schedule Range:	115 (19 hours)
Annual Salary (Step 1) $:	47.5% of 51,879.32
Step 5 $:	47.5% of 63,059.68

Contract (check one):

☐ 100% FTE

☐ Other FTE %:

☐ 12 month

☐ 11 month

☒ 10 month

Job Description Summary

☒ **Required**: Attach a copy of the department Organizational Chart showing all positions and highlighting the position requested.

☒ **Required**: Attach a copy of the CCCD Position Description, if available (obtain from Personnel Dept).

☐ **CCCD does not have a position description as it is a new position within the district.**

What are the essential duties this position will fulfill?
Support daytime and evening instructors with tool room check out and inventory procedures. Ensure building is secure at the end of instruction for the evening

JUSTIFICATION

What is the compelling need for an immediate replacement?
Applicants seeking part-time teaching positions typically work in the industry during the day. This makes finding qualified applicants difficult. When adjunct faculty are available, and they are scheduled for evening classes, there is no support for tools inventory and check out, and securing the building. This can also be a safety issue since an instructor must leave the lab area to enter the tool room to check in/out tools and equipment. This issue is compounded given part-time faculty are usually new and not used to the school and program procedures

What are the consequences if this position is not immediately replaced?
No coverage for instructors teaching night time classes which can lead to student safety issues. Instructional associate monitor tool inventory and equipment operation. When there is no coverage, this falls on the instructor, forcing the instructor to split time between shop management and safety.

If the full-time position is approved, will there be a request for funding for 160-day position during the hiring process?

☒ Yes

☐ No

Position title and Area of Specialization (if applicable)
Automotive Instructional Associate

Needs/Priority Rubric (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 classified position meet the following criteria? *(2 page max.)*
Fully respond to each of the following questions. Your responses will be the basis that Planning Council and the Executive Team members will apply the criteria and rate this request.

#1. Program Needs (1-10 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 to the **program/department** that will result. Please use information from Program Review.
The automotive department is expanding it's evening offerings. Evening support utilizing an automotive tool room technician will promote safety in the lab by allowing an instructor to remain on the shop/lab floor supervising students while the Tool Room Technician coordinates tool check in/out procedures, monitors inventory and insures thte building and equipment are secrued at the end of the evening. Previously, evening class offerings were reduced when we lost our 2 160-day staff. Currently the evening classes have a no support.

#2. College-Wide Priority (1-10 points):

How does this request align and directly support the College's Goals? How does this position address stated long-term college priorities identified by College plans? (e.g. Master Plan, Instructional Plan, Student Equity Plan, Facilities Plan) *Please cite the plans and goal(s).*
Enrollment: Night-time support will allow for a larger night-time offering by increasing LHE output. Equity and Success: Night-time support will student success through class offerings in the evening for students who are working during the day and do not have the ability to attend daytime classes. Completion: Having night-time support which will allow to increase night-time LHE, which will lead to higher completions rates. Workforce preparation: Students completing night-time classes will have the opportunity to complete certificate requirements at a faster rate. Night-time support will for an increases in evening courses. Facilities: Evening coverage will help to maintain inventory and insure buidlings are secure and ready for student use which will lead to student success.

#3. Contributions to Other College Operations (20 points):

To what extent would the position requested benefit or serve other departments, programs, or plans?
Additional support staff will allow for all scheduled automotive classes to be supported in the tool room, which will reduce thert and instructional time loss. Completer tool room coverage will make it easier to expand course offering and increase LHE offerings, increase total FTES, and completions. An Automotive Instructional Asscociate will be able to assist in monitoring classes which will increase campus safety.

#4. Request fills a current position that has been filled by an hourly employee for over one year because there is a demonstrated need. (10 points):

(Determined by the Executive Team)
This position has been vacant for a long time and does not show on the current org chart. We are requesting a part-time employee.

Please provide justification why the department wants the position to be permanent.
As our department expands into non-credit and for-credit evening offerings. We will need constant coverage.

Submitter's Signature: *Michael Russell*	**Date: 9/29/2023**

Submitter's Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.

Supervisor's Review
As the supervisor of this program, I have reviewed this request.
☐ No concerns
☐ I have concerns
Comments: Click or tap here to enter text.

Program Review Request- Classified
Golden West College

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Coast Community College District

Classification: Instructional Associate	Specification Number: 65165
Board of Trustees' approval date: 10/23/19	Salary Grade: 115

Summary

Provides instruction support in the form of tutorial assistance in classroom, on-line interactive, learning laboratory, or drop-in tutorial settings to students who are involved in all levels of pre-college to advanced lower-division college course work. Instruction support requires competence in subject matter taught at the College and the ability to schedule and assign student or emeritus tutors.

Distinguishing Career Features

The Instructional Associates is part of a career path for instruction support in on-line, classroom/ lab, or walk-in learning center environments. Instructional Assistants typically do not possess an Associate's degree or trade credential, may serve under a lab coordinator, or assist instructors in a limited term course of study. Advancement to Associate requires the academic credentials described in this description and the ability to support a variety of walk- in and scheduled lab environments, technologies to enhance learning, and learning styles.

Essential Duties and Responsibilities

Specific duties may vary among departments, divisions and jobs. Incumbents typically perform a substantial portion or all the following types of duties, as assigned:

1. Tutors students on an individual and small-group basis in all levels of the specific curriculum taught at the College. Tutors students who may have learning difficulties, carrying out remedies for learning problems in subject matter, resources, or technologies.

2. Assists and advises students to enhance skills in problem analysis, grammar and syntax, proper use of tutorial and computer-aided laboratory equipment. Presents and may customize demonstrations and drills to students along with explanation of concepts.

3. In walk-in learning lab environments, schedules, trains, oversees, and monitors the attendance of student and other temporary tutors. Trains and assists student and other temporary help in use of interactive and computer-aided tools, materials, and equipment.

4. In on-line interactive courses, provides instructional support to remote students by messaging, social media, and telephone help for both subject matter and instructional technology. Prepares indexed and accessible documentation of help responses.

5. Provides and may coordinate tutorial assistance, small group discussions, and computer-assisted instruction support (for on-line coursework) in such a way as to enhance students' after having difficulty grasping subject matter or are more effective in one-on-one level settings.

6. Maintains student attendance records including in scheduled labs. Performs data entry Creates written instructions for use of resource center or laboratory services and computer equipment, as necessary.

7. Creates written instructions for use of resource center or laboratory services and computer equipment, as necessary.

8. Researches available supplemental learning materials. Consults reference works and/or performs searches to research concepts related to student questions across the foreign language or related curriculum.

9. Tutors and instruct students in learning and test-taking strategies (e.g., flash cards, study guides, test-taking techniques, coping with stress, and otherwise alleviating test anxiety).

10. Under faculty guidance, designs and presents remote tools and other forms of help to on-line students who are having difficulty with subject matter or online access.

11. Assists faculty by organizing and participating in cultural and vocational awareness activities that enhance student learning.

12. Maintains lab equipment and makes repairs as needed, calling for maintenance, as necessary. Delivers materials and equipment to classrooms, laboratories and/or offices, as requested. Ensures that labs and learning centers are clean, orderly, and functional.

13. Processes timesheets, purchase requisitions, and other standardized documents, following established procedures.

14. Orders, receives, catalogs and stores supplies, materials and equipment; directs and participates in inventory of lab equipment and materials, assuring that adequate quantities are available for instructional use; marks equipment with approved identification. Provides technical assistance in the preparation of specifications for equipment and material purchases; interviews vendors to assess new equipment and supplies and recommends selection as requested

15. Performs other related duties as assigned that support the objective of the position.

16. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

Qualifications

- **Knowledge and Skills**
  1. The position requires in-depth knowledge of one or more lower-division majors or languages.
  2. Requires awareness of the difficulty's students may have with learning respect to the grasp of course content, learning styles, adaptive technologies, computer-aided and on-line support.
  3. Requires working knowledge of tutorial and instructional techniques.
  4. Requires a well-developed knowledge of computer-aided instructional techniques and general-purpose learning applications.
  5. Requires working knowledge of computer operating systems used by the College.
  6. Requires knowledge of and skill at using the web- based access and conducting research.
  7. Requires skill at writing examples and problems to help students learn the subject matter.

8. Requires knowledge of and skill in using proper English grammar, vocabulary, syntax, spelling and punctuation.

9. Requires enough human relations skill to convey technical concepts to others and to facilitate a small group learning process.

10. Requires a basic knowledge of standard and common office clerical practices.

11. Understands District hiring practices and procedures.

12. Communicates skills with students, tutors, and faculty.

- **Abilities**

   1. Requires the ability to perform the essential responsibilities and functions of the position.

   2. Requires the ability to provide general instruction support, providing tutoring and assistance in assigned subject matter for adult students of diverse backgrounds, abilities and skill levels.

   3. Requires the ability to make demonstrations to small groups.

   4. Requires the ability to relate positively to students in a teaching/learning environment, develop and maintain effective working relationships, and recognize the difficulties students may have in comprehending the subject matter.

   5. Requires the ability to support and supplement instructors' specific curriculum and assignments at the level being taught.

   6. Requires the ability to administer tests.

   7. Requires the ability to listen actively and effectively, identify and solve problems, facilitate learning for students, and build student self-confidence and confidence in the subject matter.

   8. Requires the ability to convey concepts both orally and in writing, speak in an engaging, clear, and concise manner, and follow standing instructions.

   9. Requires the ability to oversee and mentor student-tutors and perform general clerical tasks.

   10. Requires the ability to operate and maintain computer-aided learning equipment and utilize software applications that are dedicated to the subject matter.

- **Physical Abilities**

   1. The general physical demands, working conditions, and essential job functions associated with this classification will be kept on file with the Office of Human Resources.

   2. Essential functions will vary by position.

   3. As defined by Title I of the Americans with Disabilities Act ("ADA") and California's Fair Employment and Housing Act ("FEHA"), the District shall engage in a timely, good faith interactive process with employees or employment applicants who are requesting or are in need of reasonable accommodations and, provide reasonable accommodations for employees or employment applicants who, because of their disability, are limited in or unable to perform one or more of the essential functions of their job in accordance with applicable state and federal law.

- **Education and Experience**

   The position requires an Associate's degree in the academic major being supported and two years of tutoring or instructional lab experience which may be concurrent with education, or 12 credit hours of upper division credit hours in the major. Or, any combination of education and

experience which would provide the required equivalent qualifications for the position. A Bachelor's degree is preferred and may substitute for experience.

- **Licenses and Certificates**

  May require a valid driver's license.
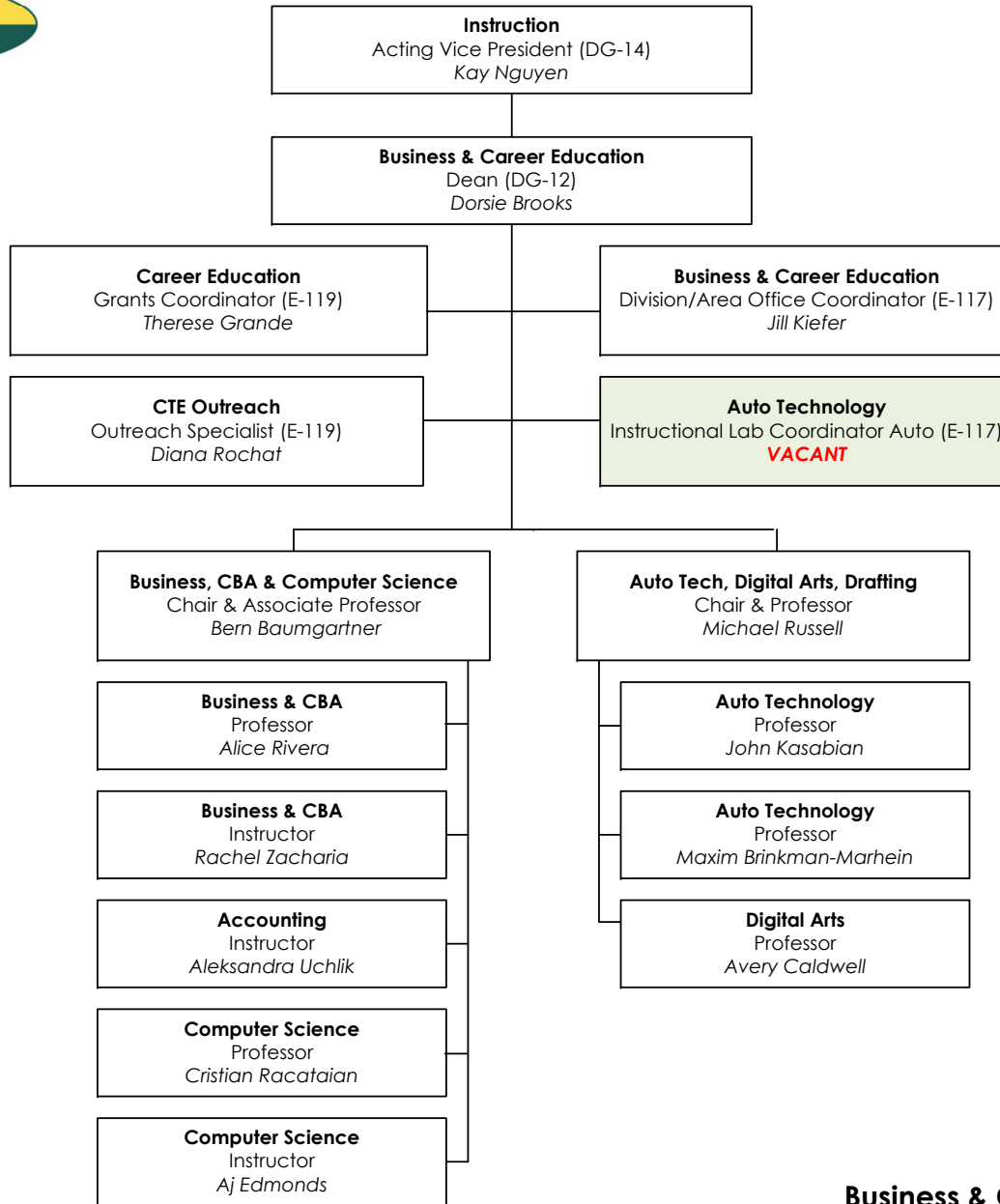
- **Working Conditions**

  Work is performed indoors where minimal safety considerations exist.

This job specification describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps, and skills required of the job.

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Career Education
Grants Coordinator (E-119)
Therese Grande

Business & Career Education
Division/Area Office Coordinator (E-117)
Jill Kiefer

CTE Outreach
Outreach Specialist (E-119)
Diana Rochat

Auto Technology
Instructional Lab Coordinator Auto (E-117)
VACANT

ADD Proposed
47.5% Evening
Position Here

Business, CBA & Computer Science
Chair & Associate Professor
Bern Baumgartner

Auto Tech, Digital Arts, Drafting
Chair & Professor
Michael Russell

Business & CBA
Professor
Alice Rivera

Auto Technology
Professor
John Kasabian

Business & CBA
Instructor
Rachel Zacharia

Auto Technology
Professor
Maxim Brinkman-Marhein

Accounting
Instructor
Aleksandra Uchlik

Digital Arts
Professor
Avery Caldwell

Computer Science
Professor
Cristian Racataian

Computer Science
Instructor
Aj Edmonds

Business & Career Education Division
2023 - 2024