



# 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 <a href="#">Program Review website</a> :	August 22, 2023
Data is available on the ORPIE website:	
<ul style="list-style-type: none"> <li><a href="#">Instructional Program Review Dashboard</a></li> </ul>	Available now
<ul style="list-style-type: none"> <li>Student Services Program Review Dashboard</li> </ul>	Coming August 28, 2023
<ul style="list-style-type: none"> <li>State comparison data may be found on <a href="#">Data Mart</a> or <a href="#">Cal-Pass Plus</a></li> </ul>	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:	
<ul style="list-style-type: none"> <li>Step 1a: <b>Technical Review</b> by IEC (for all) and Academic Senate (for any that include a faculty request).</li> <li>See the technical review rubrics.</li> </ul>	Friday, October 6, 2023
<ul style="list-style-type: none"> <li>Step 1b: <b>Content Review</b> by Deans/Director. Feedback due to author.</li> </ul>	Friday, October 6, 2023
<ul style="list-style-type: none"> <li>Step 2: <b>Completed Revisions</b> submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback.</li> </ul>	Friday, November 3, 2023
<ul style="list-style-type: none"> <li>Step 3: <b>Final Program Review Approvals</b> by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website.</li> </ul>	Friday, December 1, 2023
<ul style="list-style-type: none"> <li>Step 4: Funding Requests proceed through governance structure.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Friday, December 1, 2023
<ul style="list-style-type: none"> <li>Committees forward recommendations to the Budget Committee</li> </ul>	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
<ul style="list-style-type: none"> <li>▪ President makes final faculty decisions and reports to Senate at Special Meeting.</li> <li>▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate.</li> </ul>	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

## AUTHOR INFORMATION

Employee ID (E# or C#):  First Name  Last Name   
 Wing  Email Address  Office Phone

Dean/Manager First Name  Last Name  Email   
 Vice President First Name  Last Name  Email

### Program Review - Draft

\*Student-Services-Program-Review---  
V.2Counseling (1).docx

### Program Review - Final Submission

\*Student-Services-Program-Review---  
V.2Counseling (2).docx

This Program Review includes the following:

*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

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

*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

Facilities, Technology, Equipment Request

Classified Request

### Faculty Requests (up to 3) One upload per request

Faculty Upload1 Program-Review-Request-for-Funding-2023-24-Faculty Dual Enrollment.docx  
 Faculty Upload2 Program-Review-Request-for-Funding-2023-24-Faculty 2EarlyAlert.docx  
 Faculty Upload3

### Faculty Requests (up to 3) One upload per request

Faculty Upload1  
 Faculty Upload2  
 Faculty Upload3

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

- FTE Upload1
- FTE Upload2
- FTE Upload3
- FTE Upload4
- FTE Upload5

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

- FTE Upload1
- FTE Upload2
- FTE Upload3
- FTE Upload4
- FTE Upload5

Classified Personnel Draft Requests (up to 3)

One upload per request

- Classified Upload1 2022-23 SARS DATA Program Review.xlsx
- Classified Upload2
- Classified Upload3

Classified Personnel Updated Requests (up to 3)

One upload per request

- Classified Upload1
- Classified Upload2
- Classified Upload3

Supporting Materials (Optional)

- Upload1
- Upload2
- Upload3

Supporting Materials (Optional)

- Upload1 2022-23 SARS DATA Program Review.xlsx
- Upload2 Fall 2023 MAP Totals and If Registered.xlsx
- Upload3

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*Yvonne Portillo*

Author - Draft Signature

10/06/2023

Date

...3332363139

*Yvonne Portillo*

Author - Final Signature

11/02/2023

Date

Dean/Manager Draft Feedback

See attached document including feedback.

FileUpload2

IEC Feedback

Please answer the "This Program Review includes the following:", which is located five paragraphs above.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

The Executive Board of the Academic Senate has reviewed your request for faculty and has no urgent feedback to provide. Please be ready to respond to questions related to your data/metrics and the urgency of your request.

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

FileUpload2

...3336313236

*Lisela Verdugo*

Dean/Manager Signature

11/20/2023

Date

Vice President Feedback

The counseling division is working hard to be ready for AB 928 and is implementing Starfish, our early alert system. Our counselors are very active and engaged throughout campus. They have been very flexible in serving our students via multiple modalities.

FileUpload3

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*Claudia Lee*

11/22/2023

Vice President Signature

Date

Downloaded to the following Committee Teams folder on:

-- Choose --

...3739383732

*Lauren Davis Losenko*

12/05/2023

IEC Signature

Date

Dean/Manager -  
Feedback Signature

Electronically signed by Gisela Verduzco on 10/20/2023 6:10:25 PM

Academic Senate:  
Technical Review  
Signature

Electronically signed by GWC Academic Senate on 10/25/2023 4:02:03 PM

Academic Senate  
Signature

Electronic Signature Pending

IEC: Technical Review  
Signature

Electronically signed by Gita Alemansour on 10/19/2023 5:58:51 PM



# Program Review Request – Student Services Counseling

## Program Review Purpose

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

## SUBMITTER INFORMATION

Submitter’s First Name:	Yvonne
Submitter’s Last Name:	Portillo
Submitter’s Email:	yportillo@gwc.cccd.edu
Submitter’s ID:	
Submitter’s Phone Number:	X51051
Who is your Dean/Supervisor?	<a href="#">Gisela Verduzco</a>
Are you the Department Chair?	Yes

## GENERAL PROGRAM QUESTIONS

<b>Name of Program:</b>
Counseling

<b>Please provide a brief description and any significant change in your program since the last Program Review cycle.</b>
<p>The Counseling Department offers comprehensive, student-centered counseling services to prospective, continuing, and returning students. These services include general counseling, career counseling, transfer counseling, career counseling, and brief personal counseling. Counseling also serves special student populations including: International, Nursing, Puente, Athletes, Dual Enrollment, Adult Education, non-credit, CTE, Financial Aid, Veterans, Transfer, and undecided students. Counseling services are offered to continuing students, returning students, students new to GWC and non-students alike through Drop-in services (first-come, first-served), individual appointments can also be booked in person, and via phone and Zoom appointments. Additionally, Transcript evaluation from local and non-local universities, academic planning including the establishment of a student-centered Student Education Plan (SEP) using DegreeWorks is included.</p> <p>We continue to provide services to students under the Title V STEM grant, including dedicated counseling, field trips, mentoring, and university partnerships.</p>



## Program Review Request – Student Services Counseling

The department experienced significant changes since the last cycle, including a failed tenure for the Athletic Counselor. A new search was conducted and the department hired a one-year temporary position that started after the Fall 2023 semester began.

The department also had a one-year temporary position focused on Early Alert and retention, and that position was not renewed for another year, or was a full-time position made available for these efforts. The Early Alert process has been distributed to the entire counseling team including classified staff and counseling faculty, creating an additional workload to current assignments which is difficult to balance.

With respect to the Title V STEM Grant, we lost the Transfer Mentor position, a full time staff member in the Transfer Center that specifically served the transfer needs of this population and provided oversight to the Success Coaches, STEM Mentor program (Raices), and clerical support.

We also experienced new campus programs with a counseling component, including MESA, ASPIRE, Dual Enrollment Outreach, and a Nursing Dual Admission program with CSU San Bernardino. Counseling also served a much higher number of Concurrent Enrollment students with challenges meeting prerequisites, enrolling in classes, understanding the college process.

Finally, we hired a new Dean of Counseling who has been supportive of these efforts and provides structure to a complex department. The new Dean is also coordinating the implementation of two new computer programs to reach students: Slate, and Starfish (co-coordinated with a lead counselor).

### What are your program's strengths?

The Counseling Department is a collaborative group, with students at the focus and priority of our service. Serving the needs of the "whole student" is the foundation of our department's programming and informs how we provide services and programming. We also view our services through a lens of equity and access, and allows for us to provide multiple modalities for students to reach Counselors. These include the modalities of on-demand (Drop-In), appointments in three settings (in-person, phone, zoom) and have expanded to evening and Saturday hours to meet the needs of working adults.

Our collaboration with other departments to enrich the student experience is also a strength. We have worked with discipline faculty in areas to recommend alignment ADT programs to the state Template for Model Curriculum, review course substitutions where needed, and start the process for cohort based learning. We have also collaborated with Dual Enrollment including Early College Academy, Education Pathways and Bridge to College, CTE, Athletics, International Student Programs, and Title V/STEM faculty.



## Program Review Request – Student Services Counseling

Our Counselors have also created accessible forms and content for students self-service. Many of our course substitutions have been modified for online access, and our collaboration with Admissions & Records strengthens the experience for students and removes barriers to their completion.

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

Of the 14 full-time Counselors, only 6 do not have a percentage of their time designated to serving a special population (Puente, CalWORKS, Athletics, Financial Aid, Transfer, Veterans, Articulation). The Counselor to student ratio is untenable to reach the majority of the students attending Golden West College. The number of students declaring "Nursing" alone as their major is over 2,000, which creates a high number of students seeking counseling services from this population alone.

We also experienced a failed tenure in the Athletic Counselor position which has caused a disruption in service to athletes. We also do not have a dedicated person to manage Early Alert and Retention processes as our one-year temporary position did not turn into a tenure track recruitment.

State policies including the changes to CSU-GE and IGETC requirements to include Ethnic Studies courses, AB928: CalGETC requiring mandated SEPs for students, AB1705: Assessment, and other reforms creates a challenge with meeting the standards of these mandates. Constant professional development, training, and documentation has been required to manage these and advise students properly of what requirements they must meet to complete their educational goals.

Technology also continues to be a barrier to serving students. With the added security measures in place by the district, Counselors must continually modify their browsers to clear their "cookies" and "cache" to continue to access MyCoast features. As well, DegreeWorks has been extremely slow that it take us double the time to create a student education plan than before. It is also very glitchy where some information does not load consistently, and information isn't always saved.

Technology access in the Student Services Center as a whole has been problematic, with Counselors not able to access the employee WiFi, and a lack of cell phone coverage with certain carriers. Counselors and staff use their phones frequently for Ring Central (external communication) and Microsoft Teams (internal communication)

### **How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?**

Counselors created an SAO Survey for the utilization of Counseling appointments. The survey asked students to indicate if they were able to meet with counselors during the 8:00 am - 5:00 pm time frame that the SSC is open, and what times they would need services that are not currently available. The results of the survey indicated that students were asking for services beyond the standard operating hours. This resulted in a pilot of offering Counseling services two nights a week from 5:00 - 8:00 pm. Based on the success of that pilot, we have expanded those services to four nights a week:



## Program Review Request – Student Services Counseling

5:00 - 8:00 pm, and Saturdays 9:00 am - 12:00 pm for the Fall 2023, and will continue to add evening, and weekend hours for Spring 2024 and beyond.

### **How does your department/program support the goals of diversity, equity, inclusion, and accessibility?**

The Counseling department functions from a place of social justice and equitable services to students. As student advocates, we strive to provide an all-inclusive, open-door service, that meets the needs of the diverse community that Golden West College enrolls. The expansion of services to evening and weekend hours was decided specifically to meet the needs of students and be accessible and include adult students who may have other obligations during normal business hours.

All of the documents that are provided by students online are checked for accessibility and images tagged for screen readers. We also provide students with Counseling in their preferred language, including Vietnamese and Spanish speakers.

Counseling offers specialized services to students in designated populations, including international students, Puente, CalWORKS, athletes, dual enrollment, adult education, non-credit, financial aid, transfer, and Veterans students. Additional attention is given to students who are undecided and utilizing the services in the Career Center for assessments and confirmation of career goals that align to a student's program of study and educational plan.

Equitable services also include the multiple modalities offered to students for Counseling sessions.

Department decisions and programming is also completed with an eye to inclusion and equity, and we're intentful with making decisions to provide a positive experience to all students on campus and in the community.

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

Counselors collaborate with other departments and programs on a regular basis. In providing general services, collaboration must exist with athletics, STEM disciplines, Nursing, and CTE areas. Counselors regularly attend academic department meetings in their speciality to provide recommendations of course offerings based on typical course sequencing, and keep abreast to changes in curriculum or programs. Counselors also provide individualized advocacy with faculty for items like course substitutions for degree requirements, articulation and partnerships with our local universities, and regional consortiums with partner campuses including community colleges and four-year universities.

During this Program Review cycle, Counseling has also partnered with the Math department to create a cohort of students to support their academic progress in STEM specific pathway courses. We linked





## Program Review Request – Student Services Counseling

by corequisite enrollment the COUN G105 (Strategies for College Success) paired with a MATH G115S (College Algebra with Support) to increase the academic success of the gateway course to calculus. STEM students will need to pass both MATH G115 (College Algebra) and MATH G120 (Trigonometry) prior to entering MATH G180 (Calculus). Based on the success of this effort, we hope expand the COUN G105 partnership to multiple Math courses including other support course offerings, and also partner with the ENGL G100S (Freshman Composition with Support) classes to create a full First-Year Experience program to help students not only be successful on campus, but be integrated into the campus community.

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

- [Starfish](#)
- [-Slate](#)
- [-Signal Vine](#)
- [-DegreeWorks](#)
- [-Live Chat](#)
- [-Zoom](#)
- [-Ring Central](#)
- [-Outlook](#)
- [-eCounseling \(Google Forms/Outlook\)](#)
- [-Canvas](#)
- [-Global Protect \(access to campus databases via VPN\)](#)
- [-GWC App](#)
- [Dynamic Forms](#)
- [SARS](#)
- [Teams](#)

## KEY PERFORMANCE INDICATORS

<b>Unduplicated headcount:</b>	11,590 total. 21-22: 5665 , 22-23:5925
<b>Duplicated headcount (served):</b>	20,390
<b>Number of students eligible for services:</b>	2021-22: 17,449/ 2022-23: 18,044
<b>Number of new students served:</b>	897
<b>Number of returning students served:</b>	8922

### Demographics (CO #'s to be provided to Institutional Research for demographic breakdown):

Submitted to Institutional Research in the Spring 2023 semester and Summer 2023.



## Program Review Request – Student Services Counseling

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

Golden West College has purchased Starfish, to be used, in part, to assist with Early Alert and in-reach to service students without SEP's to encourage them to make counseling appointments to align their educational goals with appropriate course planning.

Starfish will also provide support to students who may benefit from early Counseling and Student Support Services as evidenced by their Canvas grades. This will require collaboration with discipline faculty to utilize Starfish in the form of "flags raised" and "referrals" to specific and appropriate programs/services and send "kudos" to students to recognize their accomplishments.

Our goals this year reflect plans to be more intentional about ensuring specific populations get their Comprehensive Student Education Plans on file in a timely manner. We are supporting the goals of retention and completion, and supporting the KPI's of completion of transfer-level English and Math within a student's first year.

At this point, Counseling is at capacity with services to students and are working with technology to automate some of these processes, such as referrals to appropriate campus programs, to support students with their academic success.

### PROGRAM-SPECIFIC QUESTIONS:

#### **COUNSELING**

**How is the Counseling Center adapting to the varying needs of students (modality, process, etc.) to ensure that counseling appointments are maximized?**

Since COVID-19 forced student contact strictly to phone calls and Zoom appointments, and we have migrated back to a 50% campus presence for full time faculty, and 100% on ground presence for part-time counselors. Counseling has integrated in person and zoom appointment modalities into our services as a regular practice. Counseling meets the student need for counseling via phone calls, in-person visits and Zoom sessions. Counselors also respond to general student questions via email and missed Live-Chat sessions when applicable. Counselors also build a drop-in schedule throughout the week to provide on-demand services for students with immediate challenges.

In the last Program Review cycle, Counseling also piloted evening hours, making Zoom appointments for students twice a week from 5:00 pm-8:00 pm during the Fall 2022 and Spring 2023 semesters. Those appointments had an overwhelmingly high usage, and so we have expanded the hours for after-hours student appointments to four nights a week (Monday - Thursday from 5:00 -8:00 pm), as well as Saturdays from 9:00 am-12:00 pm via phone or Zoom. The goal is to be available to those students who are unavailable or unable to meet with Counselors during regular business hours of the



## Program Review Request – Student Services Counseling

SSC. Based on attendance, we are seeing that we are meeting this student need. [Counselors reply to emails and become available to students on drop-in when there are no-shows.](#)

### **How many enrolled students at a minimum of 12 units have a Student Education Plan (SEP) on file? What are the plans for reaching out to students who are not following their SEP?**

6722 Abbreviated SEP / 3806 Comprehensive SEP  
Total records from 2021-2023 = 10,530

We're currently utilizing SignalVine messaging to reach students who do not have an SEP on file. The message is simple and sent as "It's time to create your Student Education Plan with your Counselor!"

At this point, we don't have a way to track students who are not following their SEP as outlined semester-by-semester. Most times, students are instructed to swap courses from semester to semester based on availability of the classes, and their own personal schedules.

### **How many students have completed MAP, of those student how many students following their education plan in their first semester? What are the plans for reaching out to those who are not following their SEP?**

Currently DegreeWorks does not have the capabilities to determine if students are following the plan outlined semester-by-semester. Often, students will move coursework between terms based on course availability, their own schedules, and other personal choices.

One option that can be explored is to provide intensive and directed outreach and service to those who have an Abbreviated Plan (one or two semesters) and have them complete a Comprehensive SEP.

MAP is difficult to track since students utilize this for clearing Math and English placement. Not all students completing MAP need an SEP. 1972 MAP or first semester plans were created from July 1, 2021 - September 2023, however this does not represent all students using MAP for clearing initial placements. One of our goals is to move MAP over to Banner Serve Service. As we implement this tool and link it directly to Banner, we can discuss with Institutional Research and District IT to see what additional connections we can build into the new tool to facilitate automating some of this data and tracking.

Students had the ability to apply to GWC and submit MAP for Fall 2024 from December 1, 2022 - September 20, 2023. In this time period, Counseling completed 865 SEP's for Fall 2023. Of those, 600 students are registered for Fall 2023.

Based on other goals, we are already in the planning stages for conducting outreach campaigns for students to return for comprehensive educational planning and registration for Spring 2024



## Program Review Request – Student Services Counseling

registration. This aligns to one of our current goals and will work through a process for adhering to AB928 mandates of comprehensive educational plans for students at 15 units.

### GOALS AND REQUESTS FOR FUNDING

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

- Faculty
- 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.**

Counseling's goals from the last Program Review cycle included hiring three full-time Counselors: one to focus on CTE populations, and the other to work with high schools to meet the demands of increased Dual Enrollment. None of those positions have been hired due to budgetary constraints and hiring freeze. Since 2019, Counseling has experienced three retirements and the death of a fourth faculty member and those positions have not been replaced creating a workload issue with



## Program Review Request – Student Services Counseling

Counselors serving in multiple roles. The Dual Enrollment program at GWC has expanded dramatically since the last Program Review cycle, with little to no dedicated Counseling services for this specific population. With the increased demand and significant implications for Enrollment as well as Transfer, a full-time Counselor to case manage this population is needed.

Strong Workforce money has allowed the hiring of a CTE Dual Enrollment Counselor for 10 hours per week to begin working with our local high school partners and develop SEP's for Dual Enrollment students. This effort is to support students enrolled in, or interested in CTE courses/programs as a recruitment and retention effort. This does not currently include counseling instruction in Dual Enrollment counseling courses.

One of our goals was the use of SB85 funds to hire "success coaches" and part-time Counselors to engage in activities to reach the stop-out students and those impacted by COVID-19. However, those funds have been discontinued, and the services along with them. The implementation of Starfish will require additional support and the loss of "success coaches" creates a gap in staffing to appropriately onboard new technologies focused on retention.

The department also requested 2 classified positions: A Student Retention Specialist, an entry-level professional to work with students by applying intensive motivational and case management strategies to encourage satisfactory academic performance and engagement into the college community. The Specialists work with other counselors to remain current with transferability of courses, majors, and admissions requirements and up to date on student status.

One of the goal's of the last Program Review Cycle was to revise the Online Orientation using Design tools presented in the Canvas Level 2 trainings. That revision makes the Online Orientation now more accessible and includes updated information on Guided Pathways, AB705 placement for English and Math, and transfer timelines.

### GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

#### **GOAL 1 (Required)**

##### **Description of goal:**

Integrate Starfish as a retention tool by establishing the first phase of Early Alert activities with English and Math department by CRN by Spring 2024. Full implementation and functionality will be completed by Spring 2025.

##### **What actions will be taken to accomplish the goal?**



## Program Review Request – Student Services Counseling

Training for all counselors will take place to ensure that they have the tools needed to utilize the services. For the first phase, we will identify CRN's by semester for English and Math faculty.

Additional collaboration and training for English and Math faculty on use of Canvas for up-to-date grading for greater effectiveness of Early Alert is needed. We also need to collaborate with the Academic Success Center to analyze need for Success Coaches to assist with workshops for student topics of time management, study skills, and overcoming test anxiety.

In order for Starfish to be successful, we must start with a strong foundation with Counseling and Instruction to create a response to referrals, be proactive in assisting students, and oversee the cohort management for outreach and engagement by special populations. Last year, we had a one-year contract full-time counselor who assisted with Early Alert. That contract ended and was not renewed. We need a dedicated full-time counselor to accomplish this goal for the Counseling referrals that we anticipate for the entire campus, and create partnerships with Academic Success for providing services based in the AS area. We also must establish, hire, and train Counseling Success Coaches to assist with the case management and student contacts.

### What metric will you use to measure your goal?

Starfish will be set up to be assigned to English/Math classes by CRN.

Tracking of students who use referrals recommended.

Completion of courses during that term and continued enrollment to completion.

Approval, hiring, and training of Success Coaches.

### 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:

Establish a process for implementing the requirements of Comprehensive Educational Plans for all students by 15 units as required by AB928 starting in Fall 2024.

#### What actions will be taken to accomplish the goal?



## Program Review Request – Student Services Counseling

In preparation for Fall 2024, we are currently creating campaigns with designated student populations to complete Comprehensive Educational Plans in Fall 2023, and will continue this effort in Spring 2024 while working out any problem areas.

Collaborate with Special Populations to determine overlap and services provided in those areas vs. General Counseling to distribute the workload.

Collaborate with Financial Aid to identify students enrolled full-time, and funded through Financial Aid receiving Golden Promise to schedule appointments to get their Comprehensive SEP's completed.

### What metric will you use to measure your goal?

Determine effectiveness of various messaging services to determine the most effective communication channels for students.

Count the number of Comprehensive SEP's completed in Fall 2023 and Spring 2024.

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

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

### **GOAL 3 (Required)**

#### Description of goal:

Create First Year Experience programs on campus establishing cohorts of students in special populations (MESA/Title V, ASPIRE) for student success.

#### What actions will be taken to accomplish the goal?

Collaborate with Title V/MESA to create a pathway for Math success by linking MATH G115S and COUN G105, MATH G140S + COUN G105, and MATH G180S + COUN G105.



## Program Review Request – Student Services Counseling

Tie ENGL G100S to COUN G105 for generalized non-STEM pathways following a Puente model for the ASPIRE cohort with culturally relevant instructional content and reading. This allows for the establishment of a cohort to support the AANHPI Grant requirements.

Encourage students in Golden Promise Program to register for cohort courses.

Update MAP for students to include cohort-linked courses for first semester enrollment.

Faculty collaboration and workshops through CIL for blended instructional models and cohort support teams.

Work with Student Services team to schedule cohort-based events on campus and encourage participation.

Tie cohort participation to Transfer Academy enrollment.

### What metric will you use to measure your goal?

Establishment of cohorts in both English and Math with new CRN co-requisite/linked courses.

Completion of professional development via CIL for instructional faculty/counseling faculty teams.

Implementation of Starfish to provide case management for cohorts.

Successful completion of students in the cohort and persistence in subsequent semesters.

Data to evaluate completion outcomes for cohort vs. non-cohort student success.

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

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

### OTHER INFORMATION

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

The Counseling Division worked with Admissions to give Counselors the ability to clear prerequisites in SOATEST for English and Math courses based on unofficial transcripts. Counselors also now have the ability to clear prerequisites for science courses and other courses with prerequisites, which is a





## Program Review Request – Student Services Counseling

departure from previous practice. This cuts down the time to clear prerequisites for students trying to register, removing barriers.

**Submitter's Signature:** *Yvonne V. Portillo, Ed.D.*

**Date:** 10/31/2023

### Supervisor's Review

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

- No concerns
- I have concerns

**Comments:** Click or tap here to enter text.

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

**Date:** Click or tap to enter a date.

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

**Date:** Click or tap to enter a date.



# Program Review Request- Classified

Golden West College

## CLASSIFIED REQUEST

Submitter's First Name:	Yvonne
Submitter's Last Name:	Portillo
Submitter's Email:	Yportillo@gwc.cccd.edu
Submitter's Phone Number:	X51051
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	yes
Who is your Vice President?	Claudia Lee
Program/Department:	Counseling

### 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?	Click or tap here to enter text.
Job Title	Student Services Assistant

### Salary Information

Salary Schedule Range:	E-113
Annual Salary (Step 1) \$:	56,678.77
Step 5 \$:	68,893.83

### 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?

Support students through responses via LiveChat, responding to department emails, and providing back-up coverage to the front reception desk for general Counseling, Transfer, and Career Areas. Coordinate with other departments in the counseling division to ensure responses are routed to the appropriate area. Schedule student appointments when requested via LiveChat.

### JUSTIFICATION

#### What is the compelling need for an immediate replacement?

LiveChat is a newer response feature that can receive several hundred inquiries per week. Many of these take several minutes to respond to and address the needs of the student. Having a dedicated person to this area ensures that adequate phone and in person services are given priority, and reduces the overburden of current staff to manage multiple platforms simultaneously (In person, Phone, LiveChat). This individual will also respond to "missed chats" and emails that come in after hours. Additionally, the staff member will be responsible for being available to respond to SignalVine and Slate campaigns on behalf of the department. In the 2021-2022 academic year, LiveChat responses totaled 8,890, and in 2022-2023 that total was 7,989. These numbers do not include responses that originated in another "chat" function and needed Counseling staff interventions.

#### What are the consequences if this position is not immediately replaced?

Student chat and email inquiries and requests for Counseling services will not be provided to students. This has a particularly negative impact on distance learners and others who may not be able to visit campus for questions and are using online features to request information and book virtual appointments. Secondary impact of burnout of current staff and eventual departure of individuals due to work load and technologies integrated into the department during the COVID pandemic and have not been retired now that we're back on campus.

**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)

Student Services Assistant - Counseling

#### 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.



## Program Review Request- Classified

Golden West College

Counseling is one of the higher traffic areas and provides services to potential, current, and former students as well as the general community. The department provides a holistic range of services and often times, individuals are referred to counseling from other areas.

There are currently two full time staff members that manage the "reception" desk - one primary for in-person intakes. This individual greets students, books appointments, answers calls, and supports Counseling faculty with student needs. The second individual is a "back-up" for that front reception, and has higher level tasks of managing online counselor schedules, schedule changes, counseling appointments and reports.

A third member of the Counseling team provides complex level technical reporting and is often pulled from these tasks to support the phone and chat functions, causing delays in technical upgrades and division reporting.

The counseling division not only serves current students, but the expansion of dual enrollment has meant service to students and parents, which requires additional time and documentation.

### #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).*

This position helps the campus with meeting nearly every goal on campus. From initial recruitment and enrollment, persistence, and completion/transfer, the position will ensure that students are provided a high level of service and given the personalized attention that they need to feel connected to GWC.

It aligns to the values of a welcoming campus environment, Access, Equity & Inclusion, and innovation in technology by providing services to students in the modality that they are accessing more frequently. It supports student equity by providing counseling services and campus referrals to students who may be working during our normal business hours, but need counseling services through online modalities. It expands access beyond our direct service areas, as chat functions are available to individuals out of the area.

No additional facilities would be needed for this position as the department has desk space for a second person at the reception that is currently unfilled.

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

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

The position will support other areas of student services by making sure that there is always someone on task to respond to these inquiries and provide the accurate and appropriate referrals. The referrals to and from other areas, particularly in LiveChat, are critical to customer service and providing a "warm handoff" to areas where the student may need assistance, as well as welcoming students who land in other chat areas and need to be serviced by counseling.

It supports the campus master plan and student support by integrating student services and keeping students engaged. It benefits students with the flexible learning and service spaces and online instruction by providing online services to those enrolled online.

### #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):



# Program Review Request- Classified

Golden West College

(Determined by the Executive Team)

The position has been filled off and on by hourly employees and professional experts. Since these are often temporary positions, the lack of additional staffing puts the burden of incorporating the new technologies into existing workloads for staff.

### Please provide justification why the department wants the position to be permanent.

The Counseling division at one point had two classified positions at the front desk reception, and three "back office" individuals to provide support for technology, counselors, and other division programs. These have now been reduced to three positions, one focused primarily on technology support leaving two individuals to manage all the other duties. While general counseling services the majority of students, the staff provide referrals and support for both counselors and students, they collaborate with other student services and instructional divisions. The consistency in training, service, and collaboration across multiple departments requires someone that is a permanent employee. Investing in full time employees allows for us to grow leaders from within and serve the department and campus long term.

Submitter's Signature: *Yvonne V. Portillo*

Date: 11/5/2023

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.

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.



# Program Review Request- Faculty

Golden West College

## FACULTY REQUEST

<b>Submitter's First Name:</b>	Heather
<b>Submitter's Last Name:</b>	Antunez
<b>Submitter's Email:</b>	hantunez@gwc.cccd.edu
<b>Submitter's Phone Number:</b>	714.594.7021
<b>Who is your Dean/Supervisor?</b>	Gisela Verduzco
<b>Are you the Department Chair?</b>	Yes
<b>Who is your Vice President?</b>	Claudia Lee
<b>Program/Department:</b>	Click or tap here to enter text.

### Type of Review:

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

- Instruction
- Student Services
- Administrative

### 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 demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 [dashboard](#) provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

<b>Position title and area of specialization (if applicable).</b>
Counselor, Dual Enrollment

<b>Please provide and describe the data demonstrating the need for the request.</b>
In the 2021-2022 and 2022-2023 academic years, 605 and 429 unduplicated students were served through College Success courses. An additional 344 and 254 Special Admit (K12) students were enrolled in these courses through concurrent enrollment. The expansion of these courses has caused difficulty in the department with staffing and providing services to these additional students.
The success of students in the College Success courses is higher than for the general campus student population with a 93% and 95% retention rate, and an 81% and 84% success rate. The addition of 50 FTES and 32 FETF rates



## Program Review Request- Faculty

Golden West College

demonstrate that this provides additional enrollment to the college and the need for a full-time Counseling faculty member to provide this instruction and service. During the 2021-2023 academic years, at least 4 sections each semester is scheduled for Dual Enrollment students (12 LHE per semester). The additional remaining time with this position would be dedicated to providing counseling services, including continuing enrollment at Golden West College after high school graduation by providing Student Educational Planning and Transfer Services.

Dual Enrollment has expanded from one campus and an Early College Academy to additional sites within the Garden Grove Unified High School District and the addition of Huntington Beach Unified High School District. The enrollment expansion in Dual Enrollment with our high school partners is a priority for the campus, and the department does not have enough counselors available to teach these classes. Currently, we are utilizing part-time counselors to fill these roles, and supplementing instruction in Counseling courses with services provided by different individuals. Quality delivery of services would include a full time Counselor to provide both instruction and counseling services to this population.

### **Please post job description (copy and paste description).**

Golden West College is currently seeking a full-time tenure track Dual Enrollment Counselor commencing with the Fall 2024 semester. The Dual Enrollment Counselor will work on and off campus to provide counseling instruction and services to students who are participating in Dual Enrollment at either the high school or middle school sites. The counselor provides guidance to students related to college credit, educational, career, and personal counseling to students both on and off site. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of Golden West College and the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence and student learning and success through the work of Counseling.

Examples of Duties: Duties may include, but are not limited to, the following:

1. Teach counseling and guidance classes both on and off site for Dual Enrollment student populations, and provide workshops to staff and students as appropriate.
2. Provide educational, career and personal counseling support and referrals for a diverse student body regarding goal completion, basic skills, probation, financial assistance and how to succeed in college.
3. Implement services to meet the needs of students including, online, drop-in, group and general counseling.
4. Assist students in interpreting certificate, associate degree and transfer related requirements in written and computerized format.
5. Assist students in assessing their aptitudes, abilities and interests and advising them regarding current and future employment trends.
6. Teach a variety of Counseling courses both in person and online for Dual Enrollment students and continuing students.





## Program Review Request- Faculty

Golden West College

7. Contribute to innovation in counseling services by working with instructional faculty to design student success programs and/or services.
8. Participate in assessing Student Learning Outcomes, Program Learning Outcomes, and Program Reviews.
9. Assist students in making decisions relative to career choice, major selection, and educational planning, including appropriate assessment, vocational counseling, for transfer to a four-year college/ university.
10. Assist targeted high school students in assessing, planning, and implementing their immediate and long-range goals through programs such as Enrollment, Guided Pathways, Transfer, and other academic and student services programs designed to facilitate their college readiness and early commitment to college.
11. Provide general student orientations, program advisement, and follow-up counseling for new and continuing students.
12. Provide counseling and guidance services as may be appropriate to special student audiences, including veterans, the disadvantaged, and members of underrepresented groups, academically marginal students, disabled persons, re-entry students, and other special populations.
13. Develop effective working relationships with faculty members in instructional areas, and perform division liaison activities as required.
14. Assist with the development of dual enrollment counseling related publications, and in the presentation of workshops for special student audiences.
15. Conduct group counseling/advising as required.
16. Assist students seeking referral to appropriate community agencies or services in response to educational, career, and/or personal concerns.
17. Participate in curriculum development, implementation, revision, and evaluation of Counseling curriculum for student success.
18. Support the transfer center outcomes by performing data collection, analyzing trends in transfer student progress, and reporting for department evaluations.
19. Assist, where appropriate, in the articulation of courses and programs with four-year colleges and universities.
20. Assist in the development and implementation of special programs focusing on access and retention including special services for first-year students.
21. Serve on division and college-wide committees and/or task forces.
22. Assists in carrying out the Student Vision for Success goals.
23. Develop Student Educational Plans (SEP) for new and continuing students in Dual Enrollment and other general students.
24. Maintain current knowledge in the subject matter areas.
25. Maintain appropriate standards of professional conduct and ethics.
26. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student counseling sessions; participate in departmental meetings and college and/or district-wide activities and committees as assigned.
27. Participate in professional growth activities, and assume other counseling and guidance responsibilities as assigned.

**Program Classification (check all that apply)**



# Program Review Request- Faculty

Golden West College

- 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’s control since the last 2 program review cycles? (check all that apply)**

- Untimely death or loss of faculty due to health conditions
- Sudden unexpected retirement or resignation
- Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)
- Loss of tenure-track faculty
- Legal/mandatory requirements

**Describe what you checked above.**

The department has lost two general tenure track counselors due to retirement since 2019, and two during the 2016-2018 terms. The anticipated loss of another full-time counselor in Fall 2023 leaves the department understaffed to manage the multiple obligations that the department has to the college and students. Statewide, nearly 72 counseling positions have been hired throughout the state, including 28 positions within Region 7 and 8 (local colleges). Trained, professional full-time tenure track counseling faculty continue to be a critical component needed to assure that students achieve their educational and career goals and relying on temporary faculty (full or part-time) creates an untenable burden on our department to continually train new counselors. Part-time counselors are an inefficient and expensive option, as there is high turnover and intensive training throughout the semester that must take place. Also there is currently no dedicated funding for part-time counseling. Changes to admissions, degree patterns, and campus impaction require a technical competency and depth of knowledge that part time counselors cannot quickly grasp.

*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)



## Program Review Request- Faculty

Golden West College

- 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 full-time to part-time ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).
- There is difficulty in finding and keeping qualified part-time 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.

### Describe what you checked above.

Counseling faculty provide a combination of instruction and services to students. The expansion of Dual Enrollment at Golden West College has created a process whereby we are filling these sections with part-time counseling faculty only, and additional counseling services are provided by an already overburdened counseling department. Since the overwhelming majority of these courses are taught off-site at the high schools, current counselors cannot teach these sections and maintain their full-time contractual needs for counseling hours. Additionally, finding qualified part-time counselors who have knowledge of both instructional methods, and providing counseling services to this population is challenging since we cannot use the current pool of high school counselors to provide these services. Their degrees in School Counseling do not meet minimum qualifications for the positions, and they do not possess the knowledge in community college curriculum and programs, degree options, and transfer admission knowledge that this candidate would need.

Statewide, nearly 72 counseling positions have been hired throughout the state, including 28 positions within Region 7 and 8 (local colleges). Trained, professional full-time tenure track counseling faculty continue to be a critical component needed to assure that students achieve their educational and career goals and relying on temporary faculty (full or part-time) creates an untenable burden on our department to continually train new counselors. Part-time counselors are an inefficient and expensive option, as there is high turnover and intensive training throughout the semester that must take place. Also there is currently no dedicated funding for part-time counseling. Changes to admissions, degree patterns, and campus impactation require a technical competency and depth of knowledge that part time counselors cannot quickly grasp.

The high school student population is not one that has been historically served by community college counselors and



## Program Review Request- Faculty

Golden West College

unique knowledge of college admission at both the freshman and transfer level, including the different options available to students at each level is critical for providing counseling guidance. A counselor trained specifically in a K16 setting is ideal for this position.

### **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?**

Dual Enrollment courses are currently taught by part-time instructors, and there is constant turnover and change with this faculty group. Part-time scheduling is challenging as they are often assigned counseling hours at other campuses and cannot be scheduled for the instructional time within the bell-schedule of the high school without losing compensation from another assignment. This creates a shortage of available qualified individuals for this assignment.

Further, the current College Success course is planned for retirement in its current form. The College Success division and COLL G100 course was housed in a different division and moved to Counseling a few years ago. The Counseling division has a similar Counseling course (COUN G105) focused on student success with additional topics not found in the COLL G100 course. The creation of the counseling course was to provide equivalent coursework within our district and throughout the state so that students could enroll, and if needed, repeat courses that were equivalent in content and delivery. Once this retirement occurs, the course would be limited to Counseling faculty only who are trained to provide not only the student success topics for instruction, but provide the educational, career, and brief personal counseling that is needed by current students. COUN G105 is the main course delivered to students enrolled at Golden West College has an OER that was developed by the faculty and used in all sections, and this is not the case with COLL G100. Consistency in curricular offerings will ensure quality instruction and SLO evaluations.

The Counseling department is also expecting the retirement of a full-time tenured counselor in Fall 2023, and without a replacement, an already stressed department will struggle to continue to provide these course offerings.

### **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 to/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.



## Program Review Request- Faculty

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- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions.

### Describe what you checked above.

The Counseling department lost two full time faculty members in 2021 and is anticipating another retirement in 2023. These positions have not been replaced with Tenure Track positions, and a one-year temporary position that was hired was not funded in the prior program review cycle.

The Dual Enrollment coursework meets both UC and CSU transfer for credit and provides instructional and support tools that supports the students in other coursework completed as part of their high school A-G graduation and college admission requirements, and the other dual enrollment classes through Golden West College. The course is also part of the GWC general education pattern, is a requirement in more than one Liberal Arts degree. As university Dual Admission programs expand, the Dual Enrollment counselor can provide continued support to this population throughout their time in high school with additional Golden West College graduation and transfer options for students seeking a guaranteed route to their CSU or UC of choice.

Dual Enrollment is a population that is served by the entire counseling department and other instructional areas, however, the nature and delivery of these courses at the high school sites makes them unique as counseling provides both instruction and service. The growing number of participants in dual enrollment, and the CCCCO goals of expanding dual enrollment to all students in California demonstrates additional FTES in areas that were not previously accounted for in the current curriculum and staffing levels.

### If there are any license, certifications, or degrees required for this faculty position, please describe them here.

Minimum qualifications for Counseling faculty.

### How does this position address long-term college goals and [Vision 2030 Goals](#)?

#### ENROLLMENT

GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.

#### 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.

#### COMMUNICATION

GWC will effectively communicate and collaborate within the College and its communities.

**If you have more than one faculty request, please rank this against your others.**



## Program Review Request- Faculty

Golden West College

For example, if you are requesting three (3) faculty for this discipline, you could put a “2” in this box, a “1” on the next request and “3” on the third. “1” being your first priority, “2”, your second priority, and “3” your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.

Rank: 3

Submitter's Signature: *Heather Antunez*

Date: 11/3/2023

### Supervisor's Review

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

No concerns

I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

### 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.

Classification: Student Services Assistant	Specification Number: 94322
Board of Trustees approval date: 12/11/19	Salary Grade: 113

**Summary**

Provides generalist administrative and clerical support in an assigned student-centered program/ area following well-established policies, procedures, and methods.

**Distinguishing Career Features**

The Student Services Assistant is part of a general administrative career path. Work is focused in these areas: data entry, receptionist, records maintenance, cashier or equivalent transactions, file maintenance and retrieval of information, and reports. The Student Services Assistant requires clerical, recordkeeping, cashier experience and the ability to process financial and non-financial business and student information, and has the basic knowledge of the terminology, practices, and procedures used by student-centered program and/or departments. Advancement potential exists in a variety of administrative support and technical career ladders, each requiring additional specialized clerical and subject matter knowledge.

**Essential Duties and Responsibilities**

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

1. Provides technical assistance and information to students regarding assigned programs, including assistance with enrollment, matriculation, and registration. Determines eligibility of students for specific programs.
2. Receives, greets, and directs phone inquires and visitors. Identifies student/visitor needs, provides a variety of routine information and routes them to the appropriate resource; screens, sorts, and distributes mail.
3. Updates and verifies student records and information provided.
4. Analyzes and determines status of program documentation; refers problems to manager for assistance and/or resolution; notifies students of determination of or need for additional information.
5. Establishes and maintains records of student contact. Inputs student data and follow-ups as needed with telephone calls and correspondence.
6. Refers students to Academic Success Coaches, Counselor, and Student Success Centers concerning class schedules, tutoring, workshops, and/or academic progress. Assists students with resolving problems and in communicating effectively with staff.
7. Sets up and maintains files. Assembles, collates and prepares materials for distribution. Posts information and documents to records. Enters data onto established District and college databases.

8. Works with staff, vendors, students, and other customers to process transactions and in some circumstances, serve as an advocate to troubleshoot non-routine issues.
9. Contacts other departments to locate information and/or services not provided by the department.
10. Performs other related duties as assigned that support the objective of the position.
11. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

## **Qualifications**

### **▪ Knowledge and Skills**

1. Requires basic knowledge of administrative practices, general office procedures, filing, alphanumeric record keeping, receptionist and telephone techniques and etiquette.
2. Requires a working knowledge of modern office practices, procedures and equipment including receptionist and telephone techniques and etiquette.
3. Requires basic knowledge of typical departmental and assigned program procedures regarding information and document flow.
4. Requires sufficient knowledge of and skill at accessing and using personal computer applications such as office productivity suites, business and student data entry formats, and e-mail.
5. Requires a working knowledge in the use of common personal computer-based office productivity software including special applications used by the college.
6. Requires sufficient math skills to perform columnar calculations, decimals, fractions, etc.
7. Requires sufficient knowledge of English language, grammar, spelling and punctuation to prepare routine correspondence and memoranda.
8. Requires sufficient human relations skills to greet, exercise patience, and work collaboratively with others, inside and outside the department.
9. Requires sufficient human relations skills to maintain harmony with peers and customers and portray a positive image of the organization unit and District.

### **▪ Abilities**

1. Requires the ability to perform the essential responsibilities and functions of the position.
2. Requires the ability to learn, understand and apply District and college rules, policies, procedures, and terminology used by the college and its functional areas and programs for customer service processes.
3. Requires the ability to use a personal computer for data entry, word processing, and spreadsheets.
4. Requires the ability to operate standard office machines.
5. Requires the ability to maintain record files and prepare reports on pre-determined formats.
6. Requires the ability to enter alphanumeric information to data entry screens.



7. Requires the ability to accurately complete tasks and transactions within an environment dominated by interruptions.
8. Requires the ability to prioritize workload to meet established deadlines.
9. Requires the ability to work as contributing member of a team, work productively and cooperatively with other teams and external customers, and convey a positive image of the college.

▪ **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 typically requires a High School diploma supplemented by post-secondary course work in general office skills and one year of experience in a high volume customer service, general clerical, data entry, and production keyboarding environment. Post-secondary education in business may substitute for some experience. Or, any combination of education and experience which would provide the required equivalent qualifications for this position.

▪ **Licenses and Certificates**

May require a valid driver 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.*

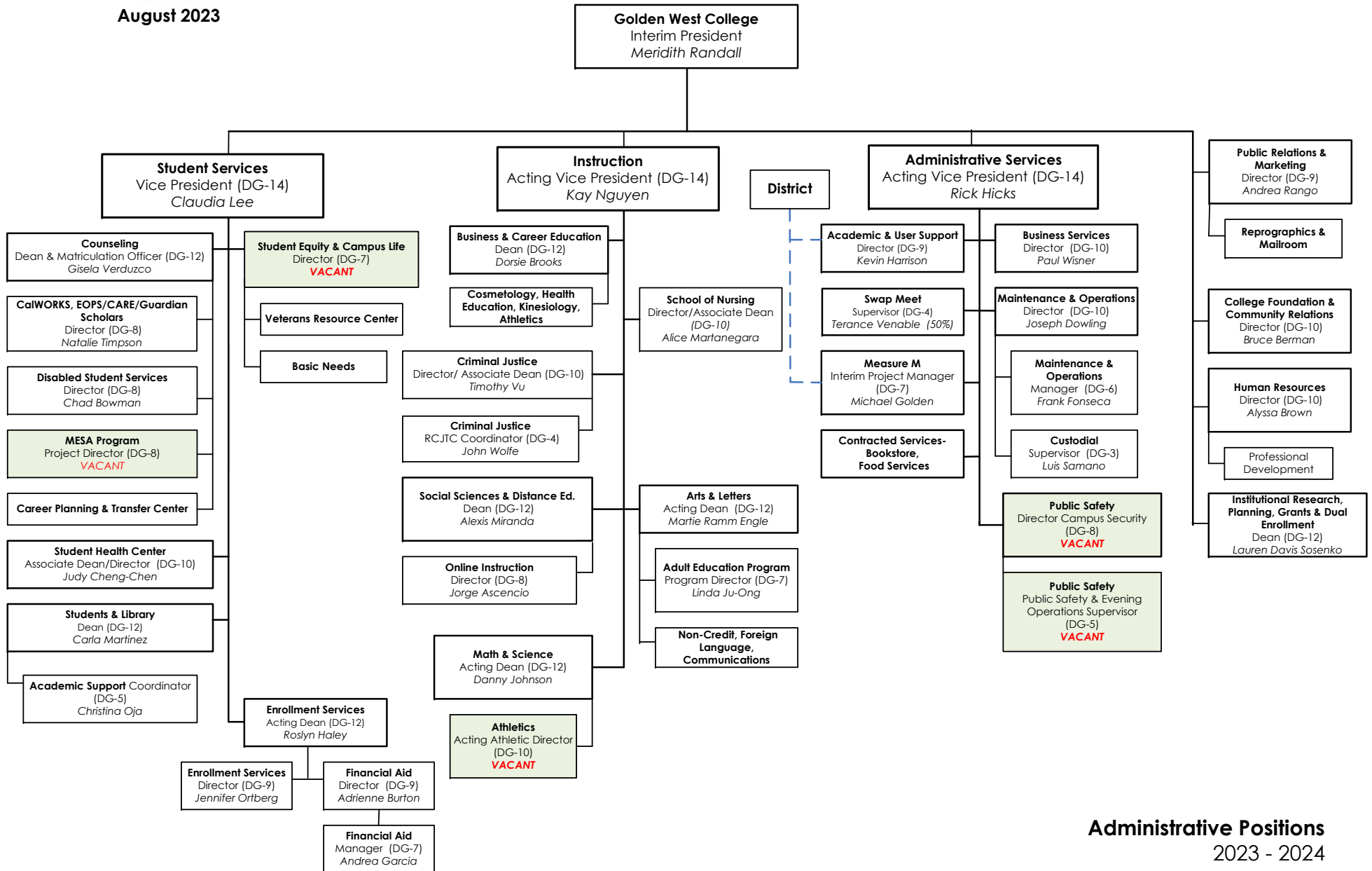


# **Contract Employee Organization Chart**

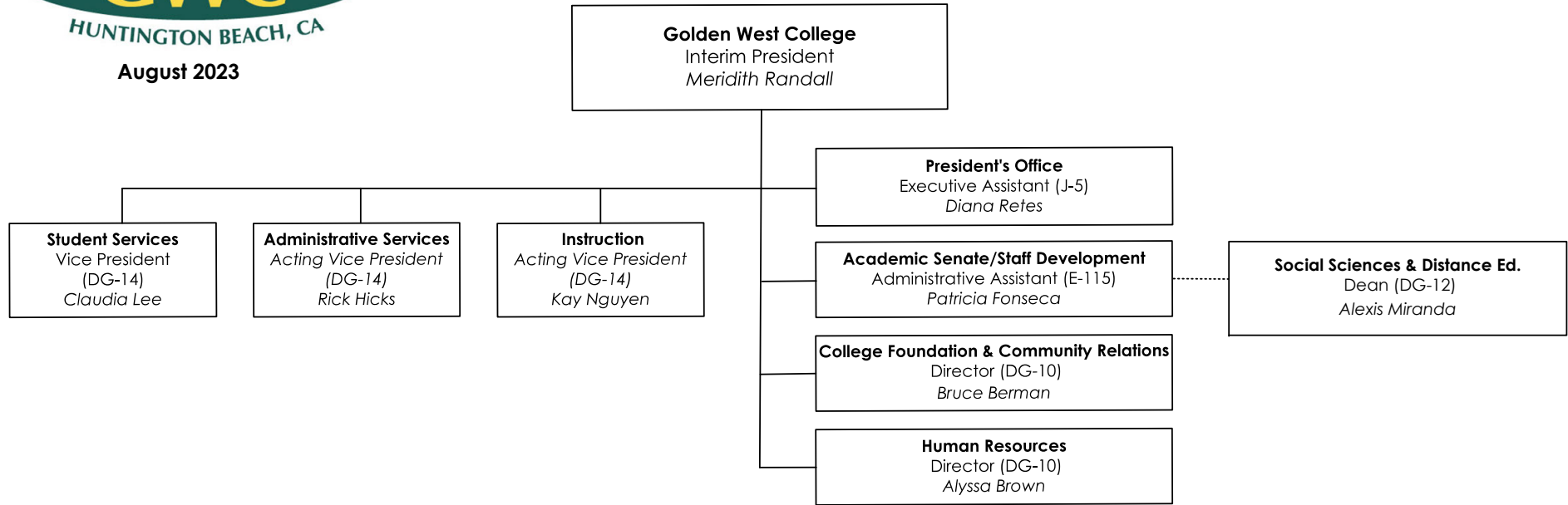
**August 2023**



August 2023

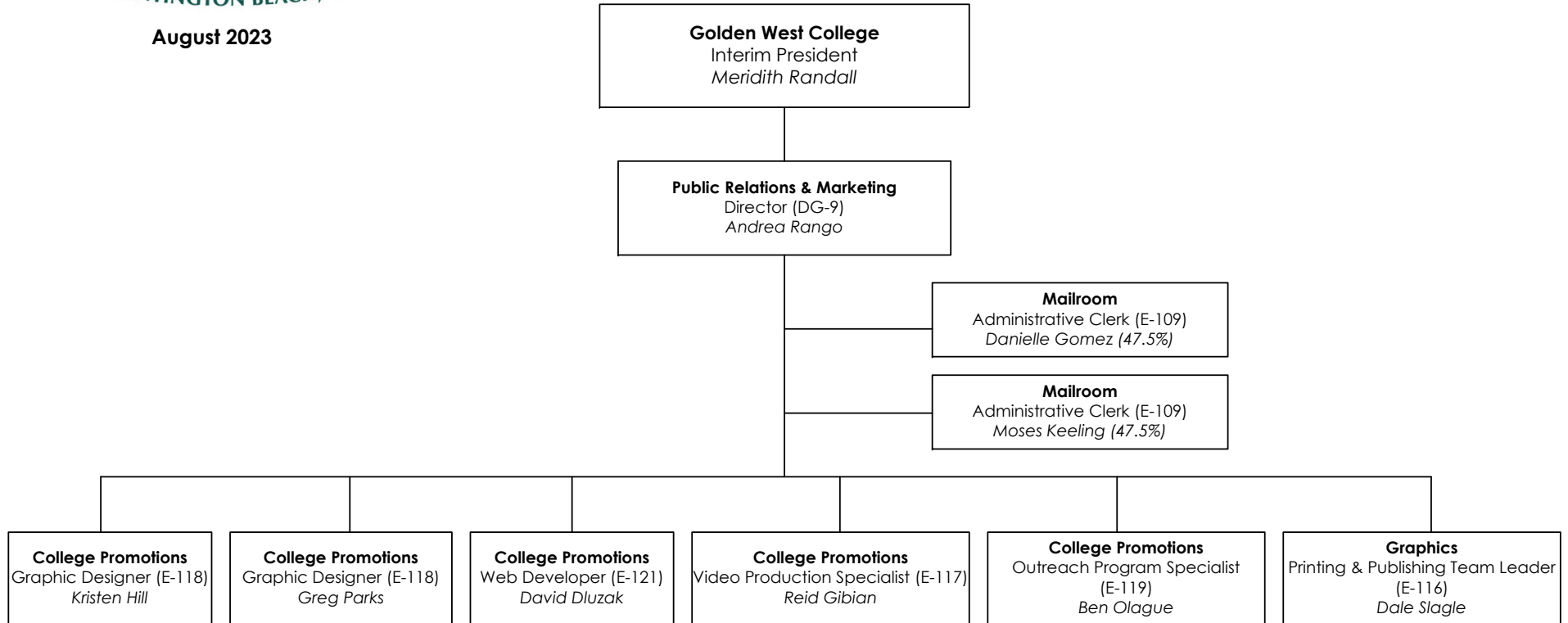


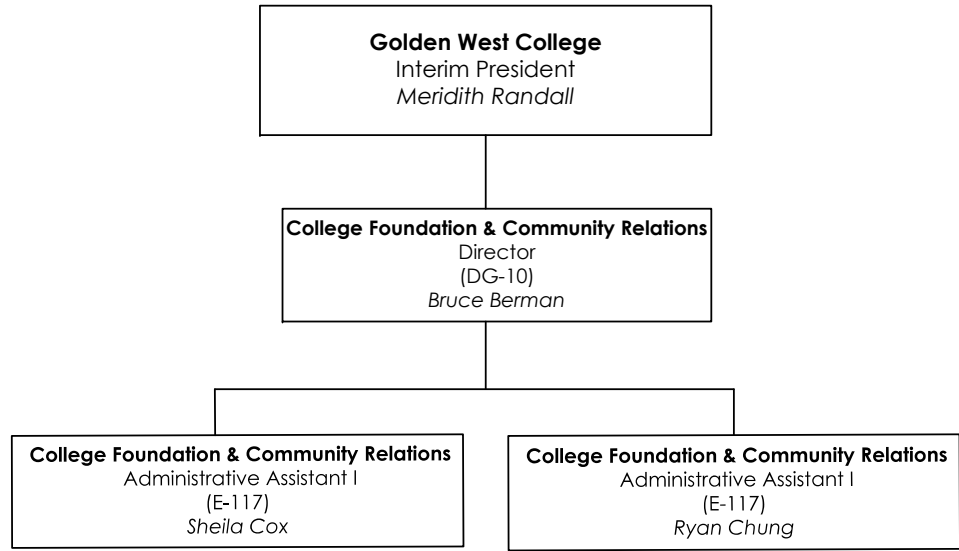
Administrative Positions  
2023 - 2024





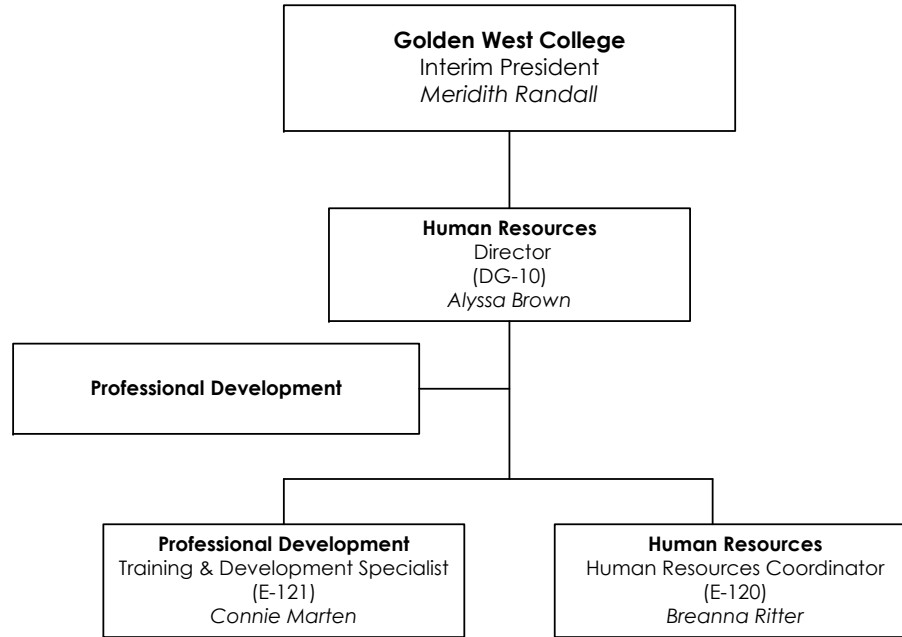
August 2023





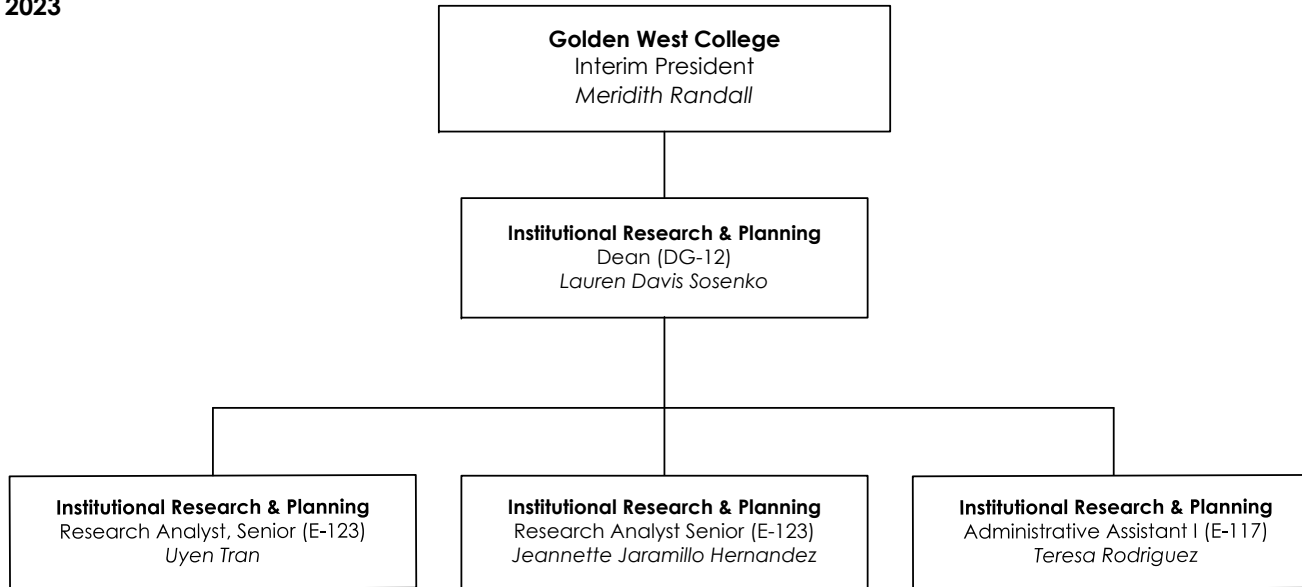


August 2023





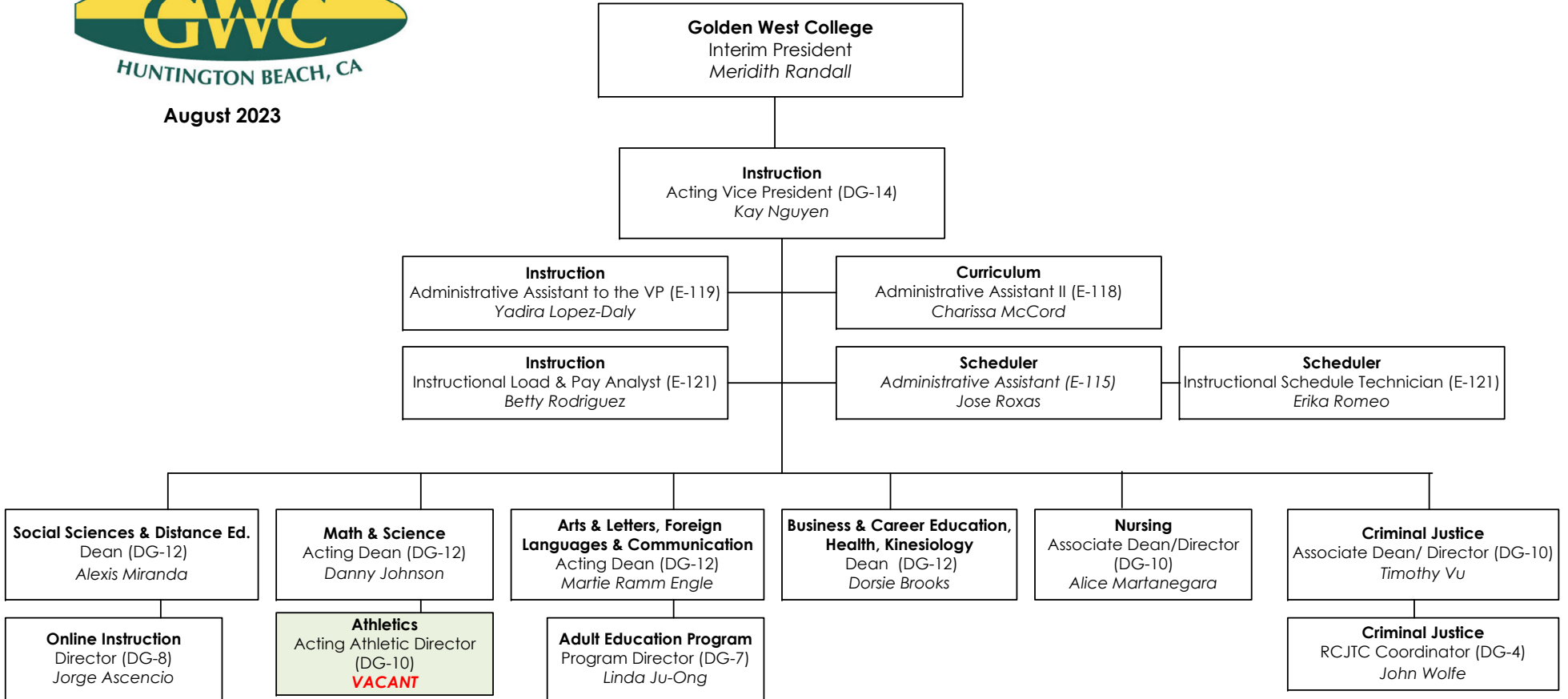
August 2023







August 2023





**Instruction**  
Acting Vice President (DG-14)  
*Kay Nguyen*

**Arts & Letters**  
Acting Dean (DG-12)  
*Martie Ramm Engle*

**Arts & Letters**  
Division/Area Office Coordinator (E-117)  
*Samantha Nguyen*

**Technical Theater**  
Theater Costume Design  
& Ward Coord (E-119)  
*Amanda Martin*

**Arts & Letters**  
Theater Technical Specialist (E-119)  
*Bryan Dauberive*

**English**  
Chair & Professor  
*Theresa Lavarini*

**Non-Credit & ELL**  
Chair & Instructor  
*Teresa Nguyen*

**Communication Studies**  
Co-Chair & Associate  
Professor  
*Rachel Wegter*

**World Languages &  
Sign Language**  
Chair & Professor  
*Cristina Tiernes Cruz*

**Visual Arts**  
Co-Chair & Professor  
*Amanda Best*

**Music**  
Professor  
*Collette Hausey*

**Performing Arts**  
Professor  
*Thomas Amen*

**English**  
Professor  
*Keisha Cosand*

**English**  
Professor  
*Elizabeth Shiroishi*

**ESL**  
Professor  
*David Barrett*

**Communication Studies**  
Co-Chair & Assistant  
Professor  
*Heather Kelley*

**Spanish**  
Professor  
*Veronica Pizano*

**Visual Arts**  
Co-Chair & Associate  
Professor  
*Monica Jovanovich*

**Choral Music**  
Professor  
*Dawn Brooks*

**Performing Arts**  
Instructor  
*Timothy Mueller*

**English**  
Professor  
*Cecelia Galassi*

**English**  
Professor  
*Sacha Moore*

**Communication Studies**  
Professor  
*John Lervold*

**Spanish**  
Professor  
*Tammie Tran*

**Visual Arts**  
Associate Professor  
*Amy Runyen*

**Dance**  
Instructor  
*Leslie Bitong*

**English**  
Professor  
*Abraham Tarango*

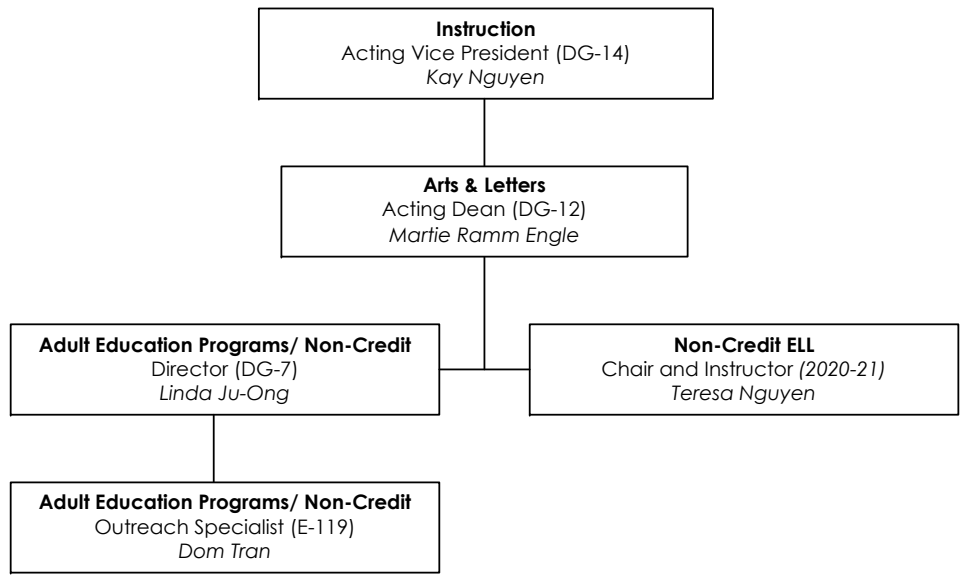
**English**  
Professor  
*Brian Thill*

**English**  
Professor  
*Paul Tayyar*

**English**  
Assistant Professor  
*Mujib Tahir*

**English - Puente**  
Associate Professor  
*Jessica Patapoff*

**English**  
Associate Professor  
*Ayesha Zia*

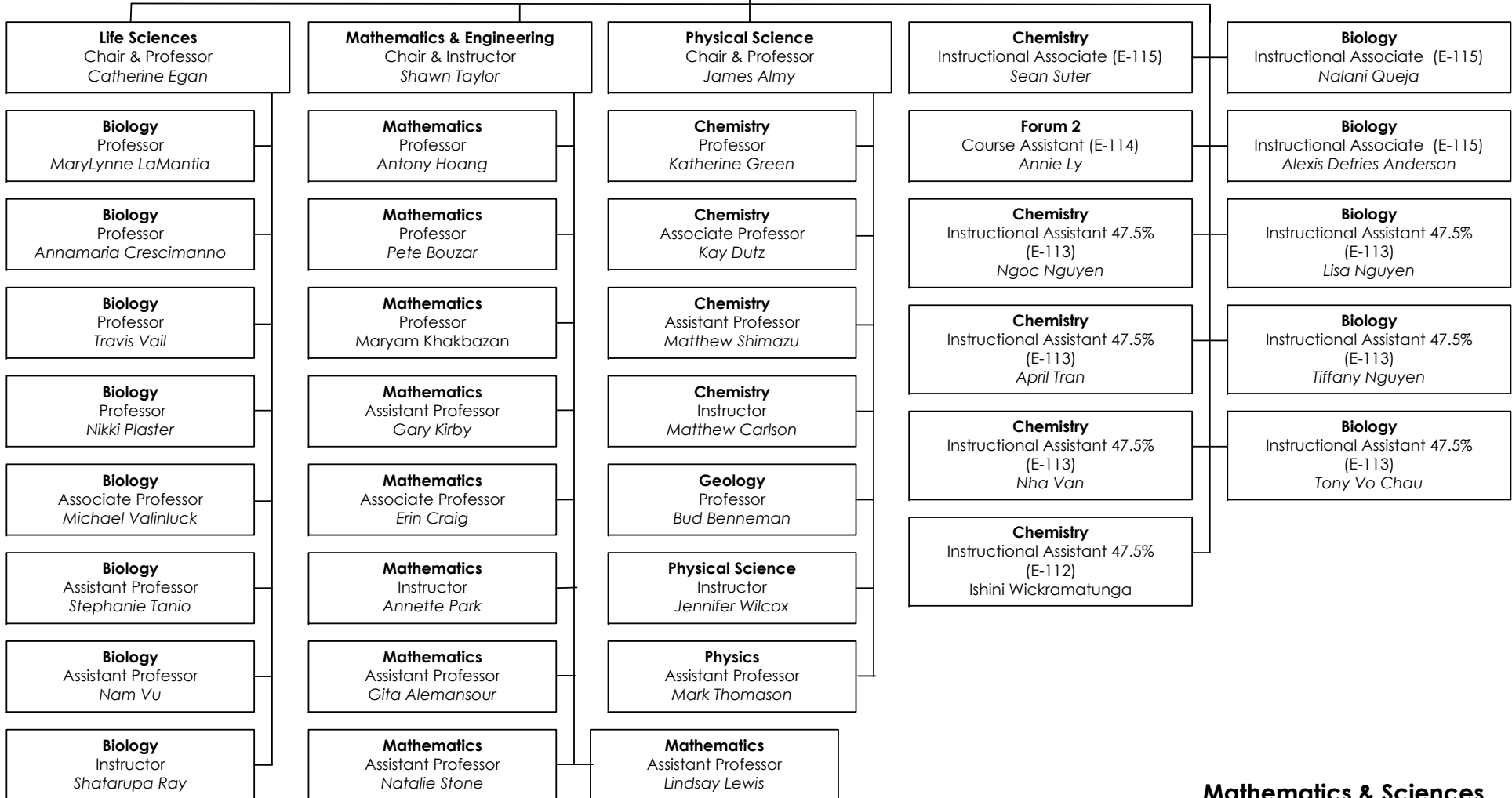




**Instruction**  
Acting Vice President (DG-14)  
Kay Nguyen

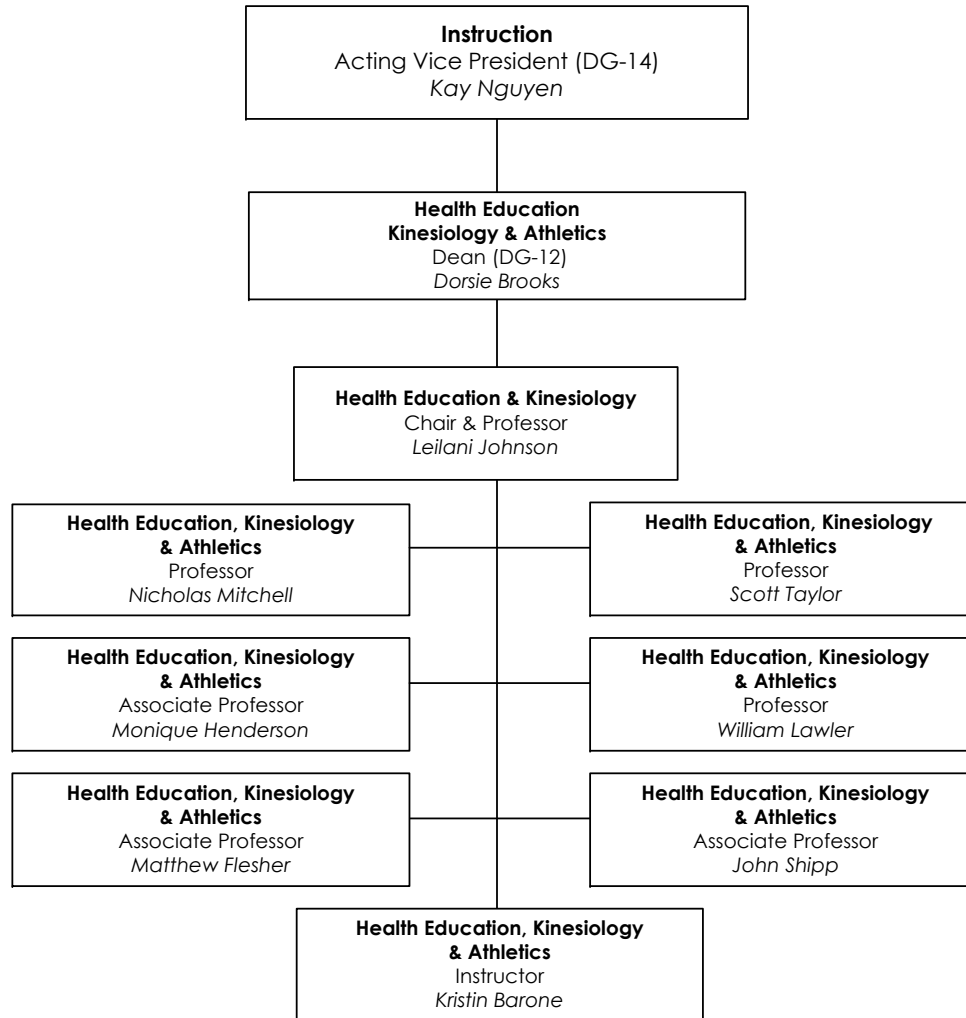
**Math & Science**  
Acting Dean (DG-12)  
Danny Johnson

**Mathematics & Sciences**  
Division/Area Office Coordinator (E-117)  
Susan Girard



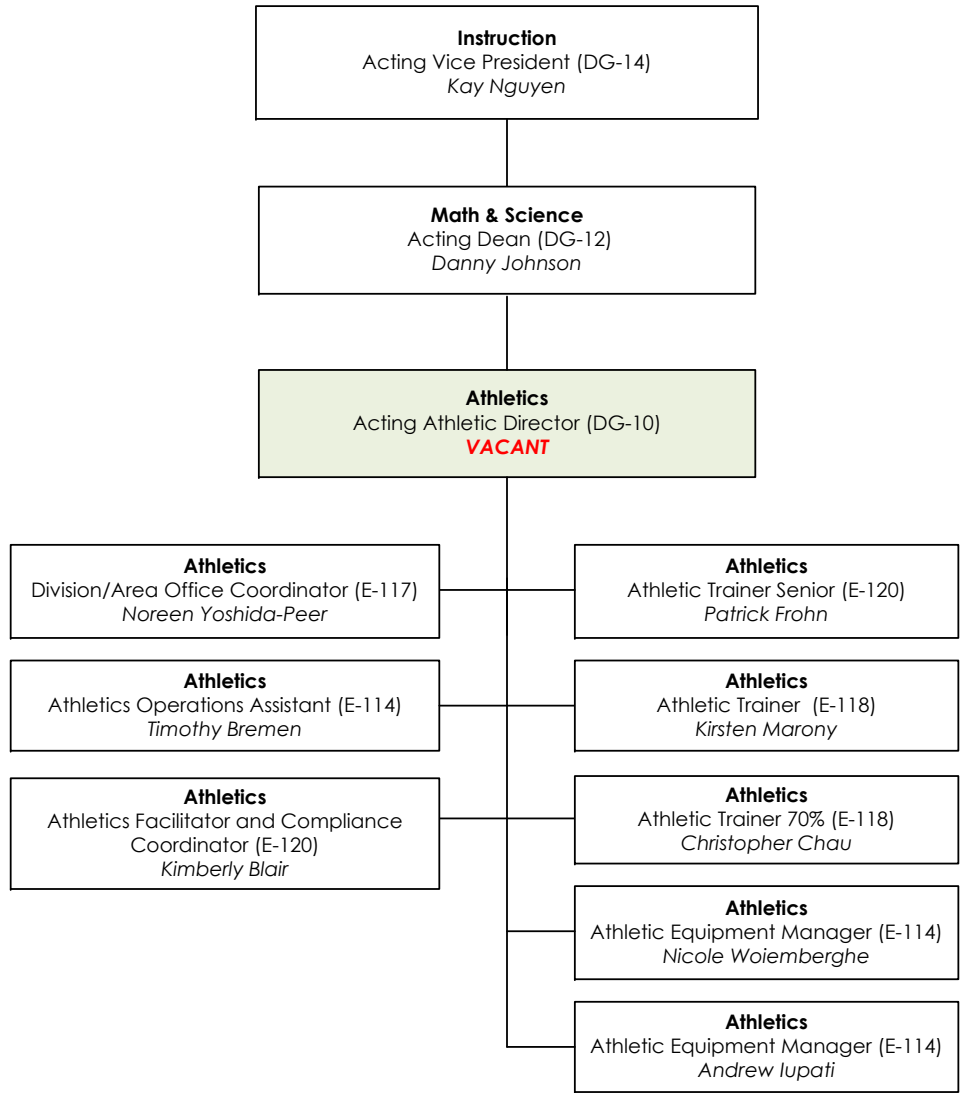


August 2023





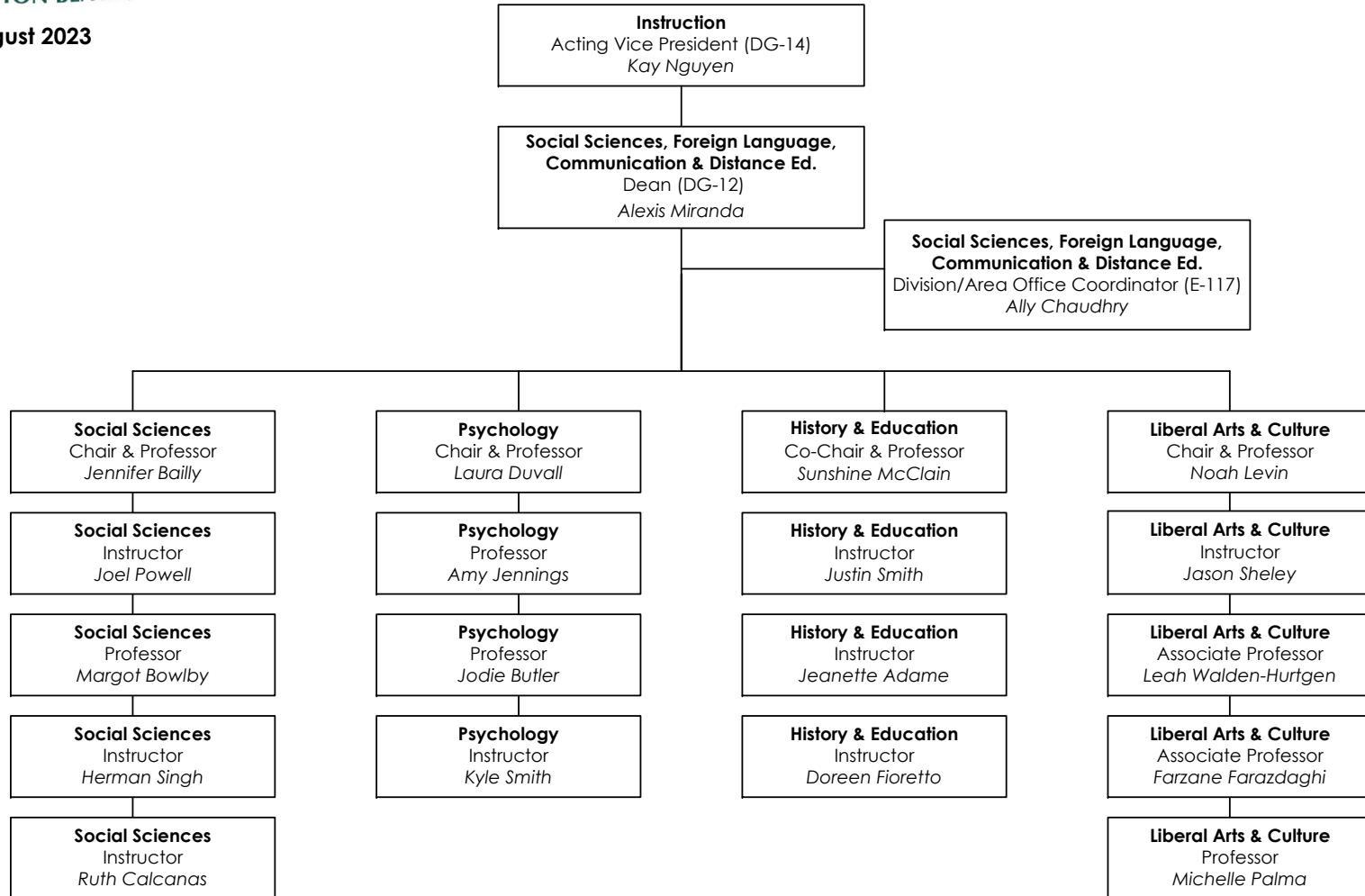
August 2023

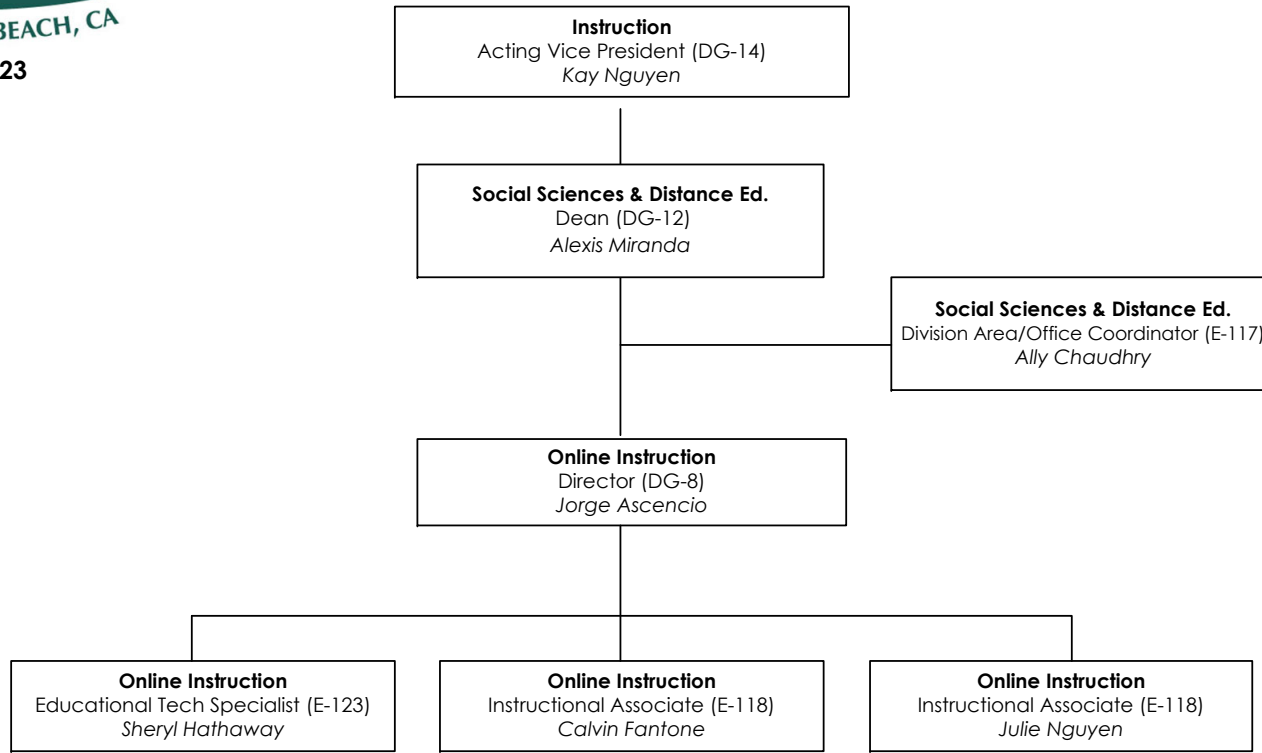


**Athletics**  
2023 - 2024



August 2023

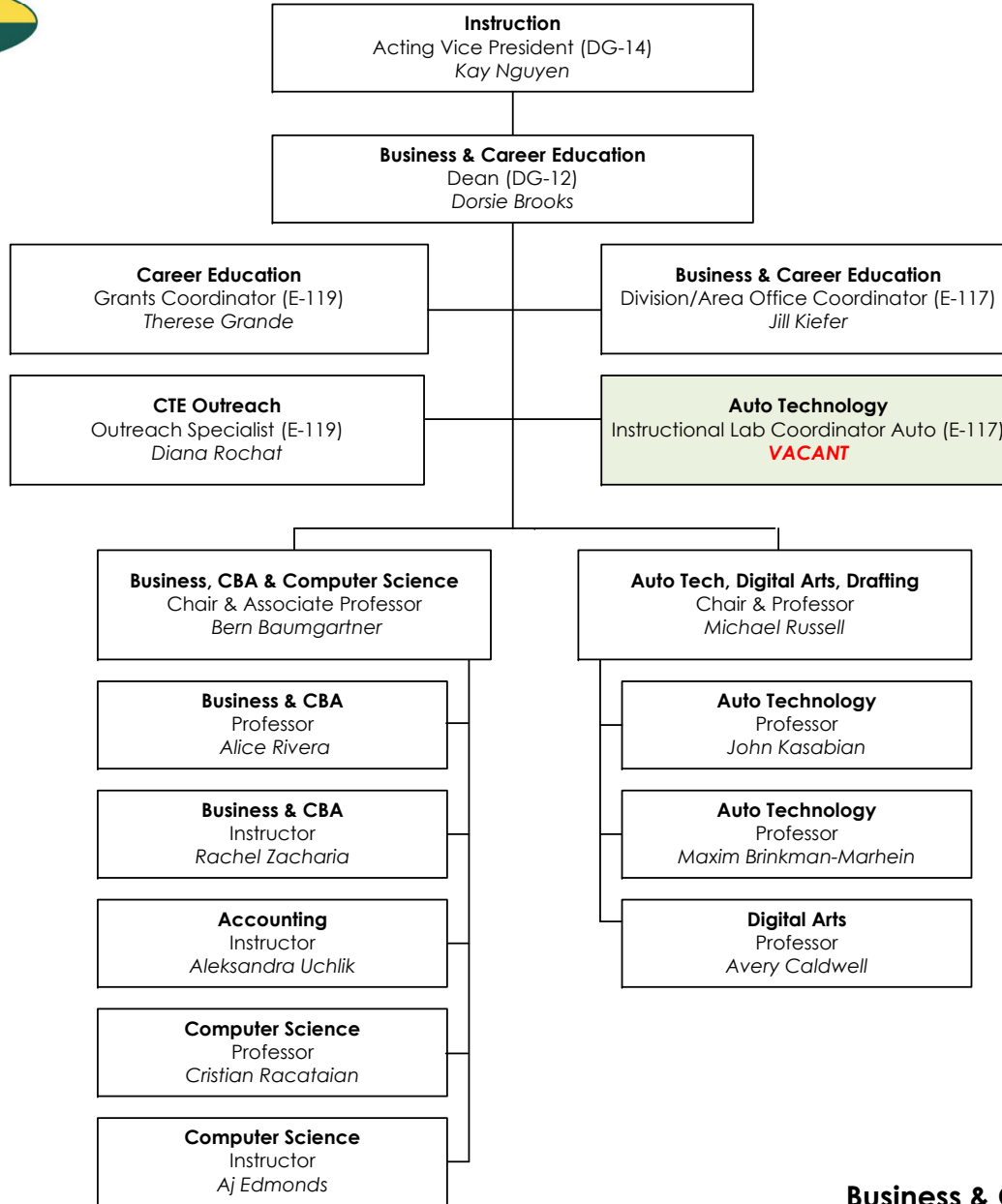






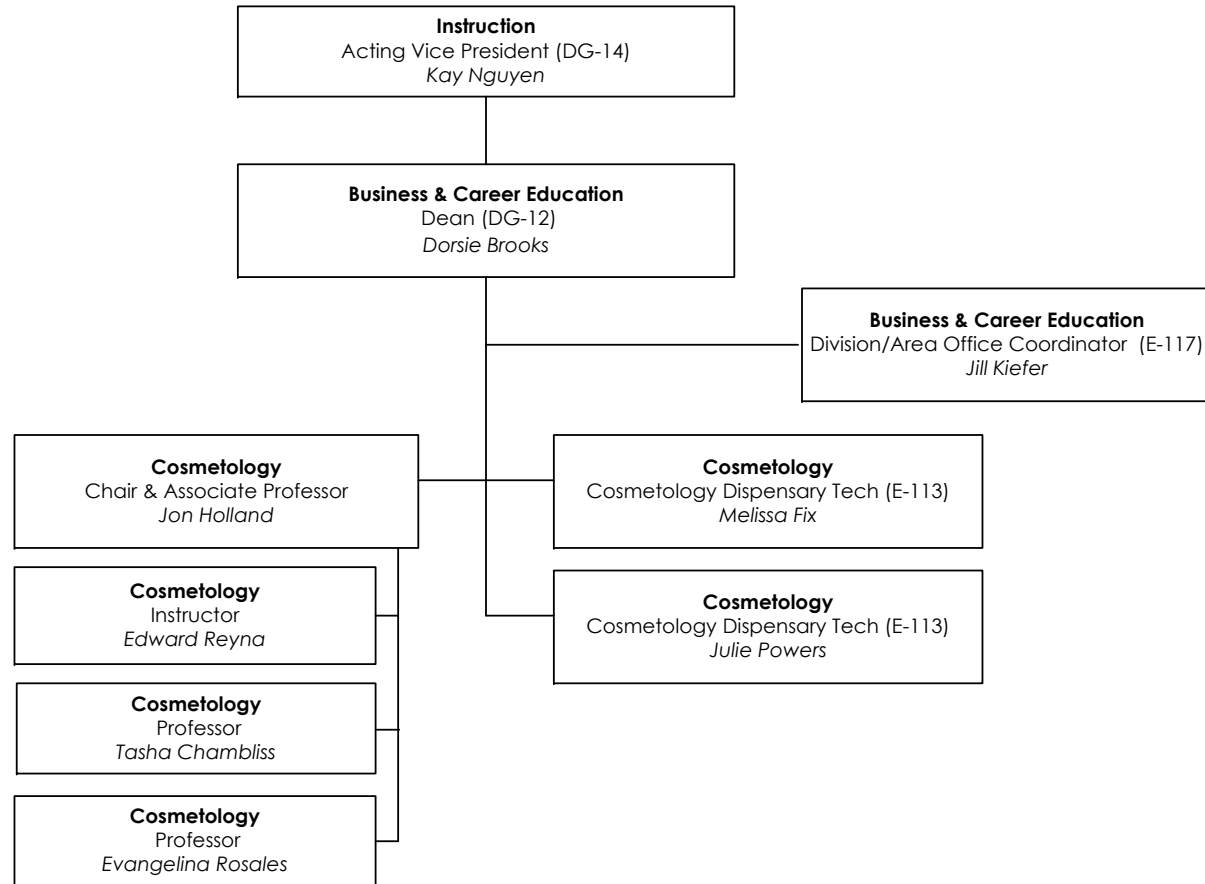


August 2023



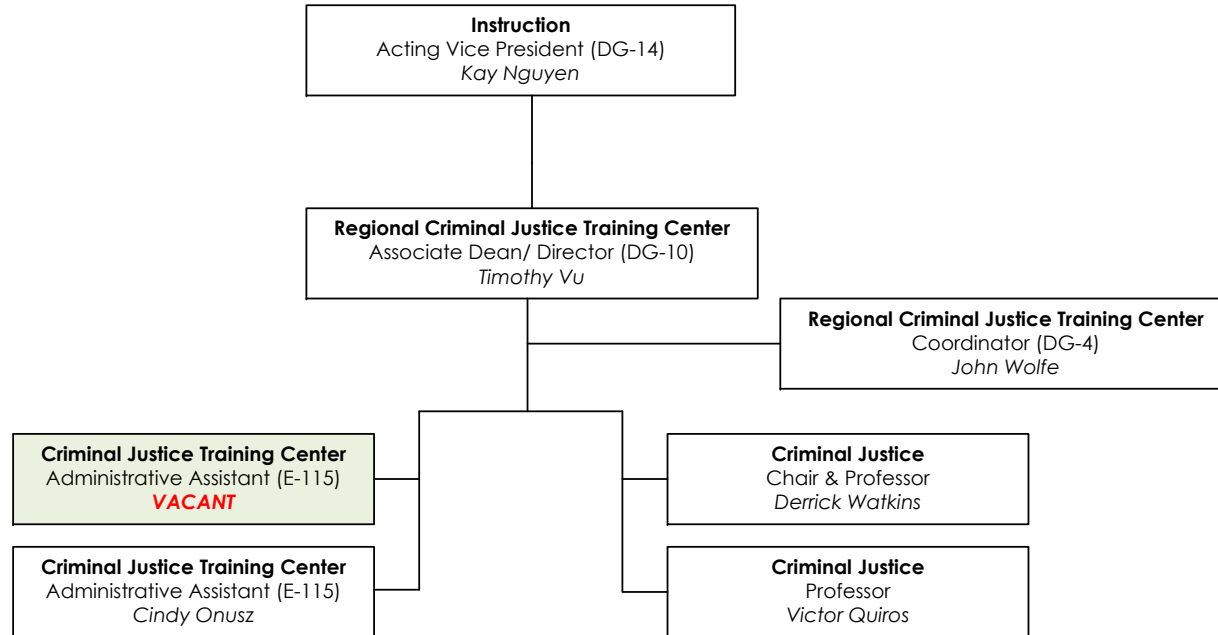


August 2023



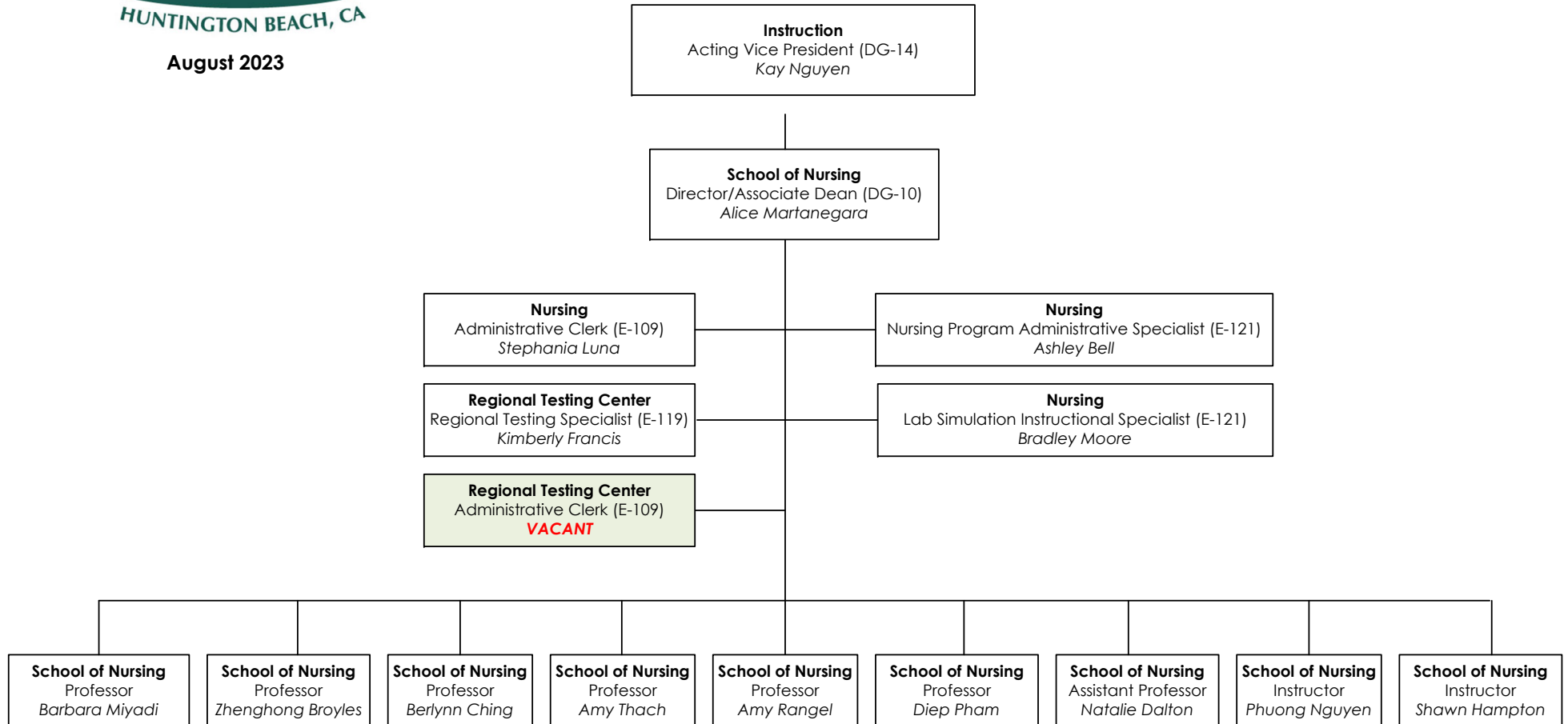


August 2023





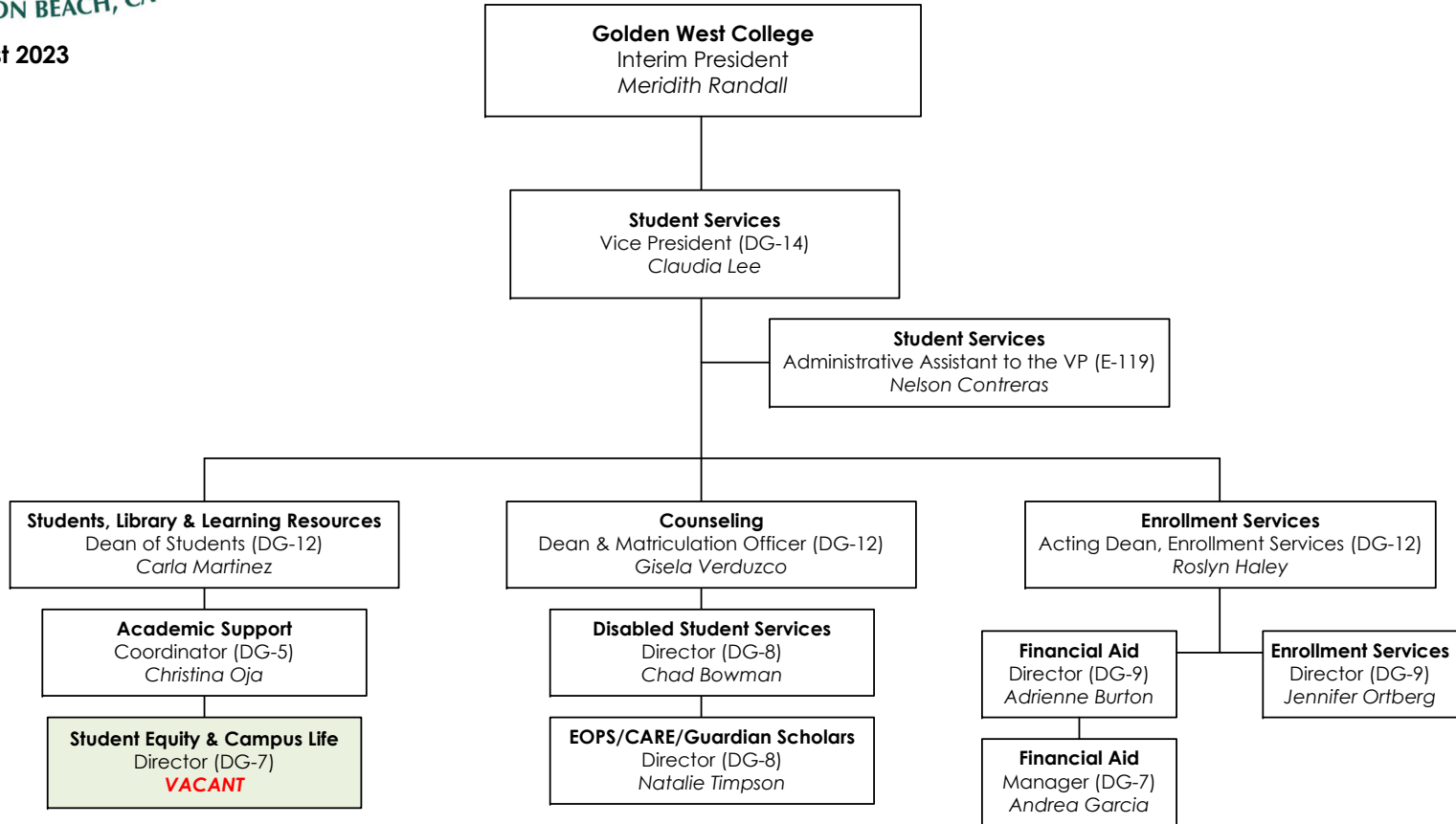
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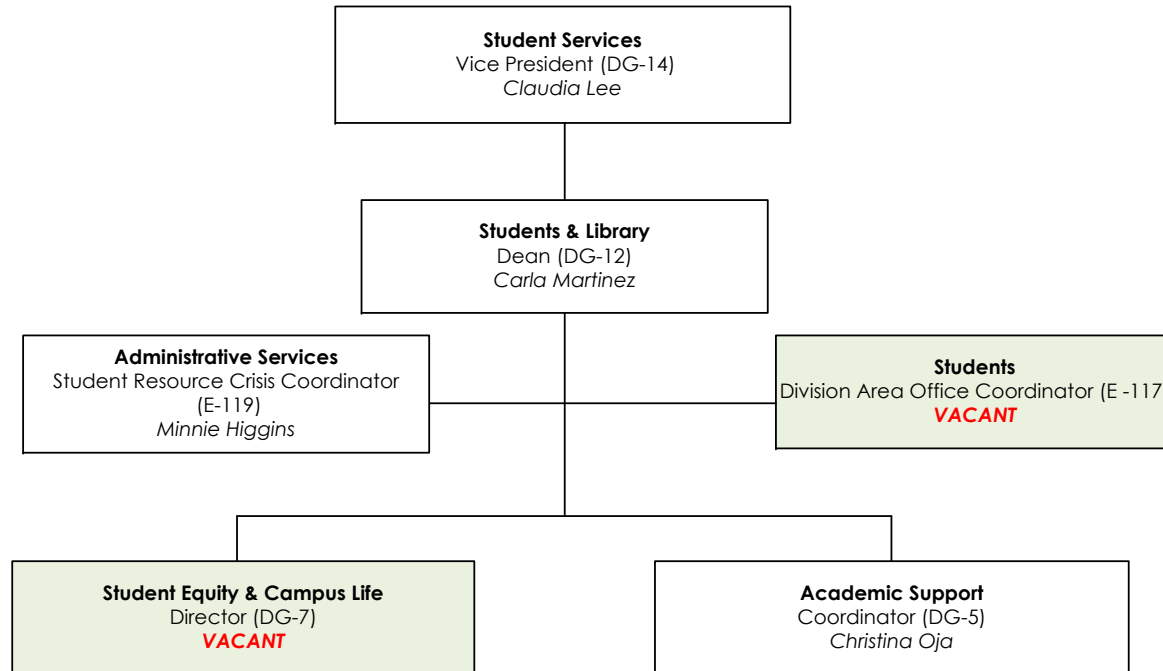


School of Nursing & Regional Testing Center  
2023 - 2024



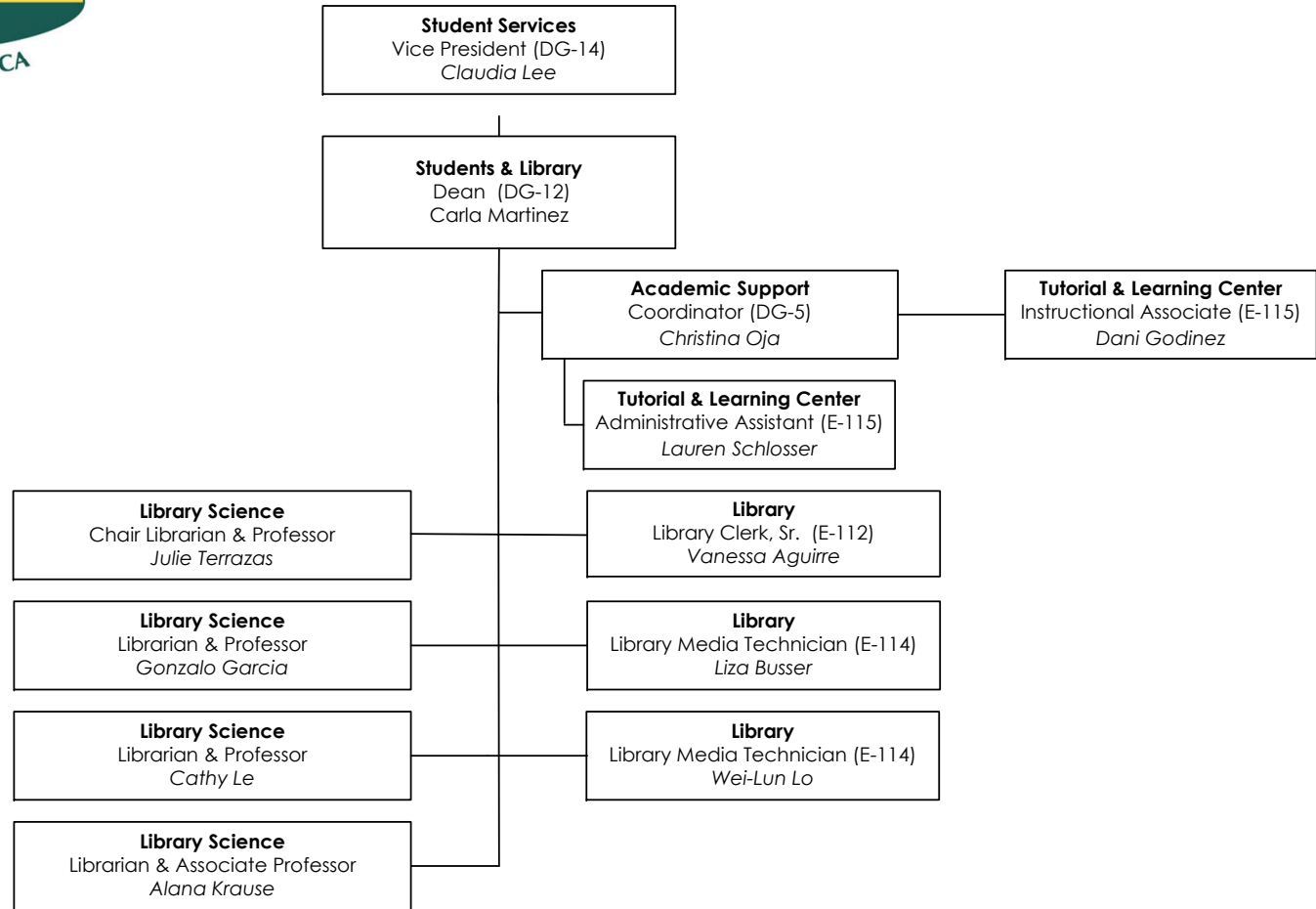
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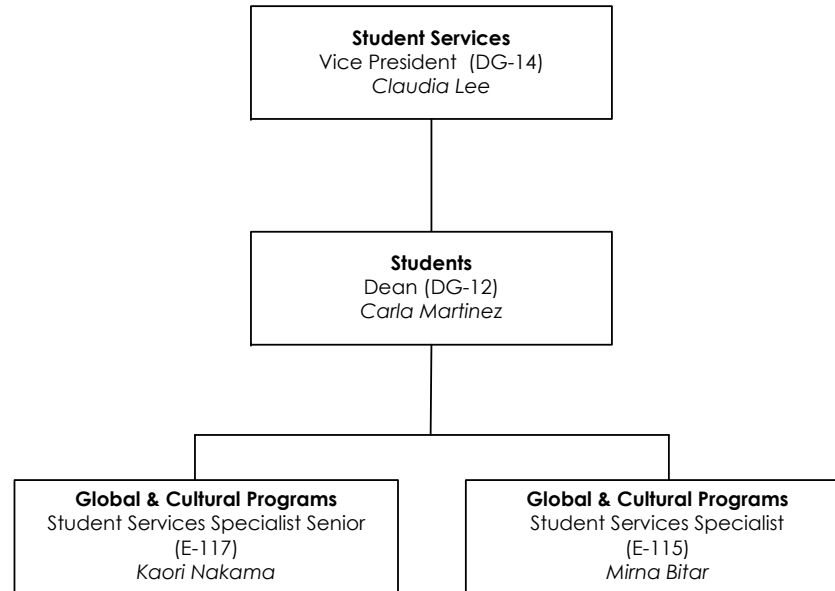




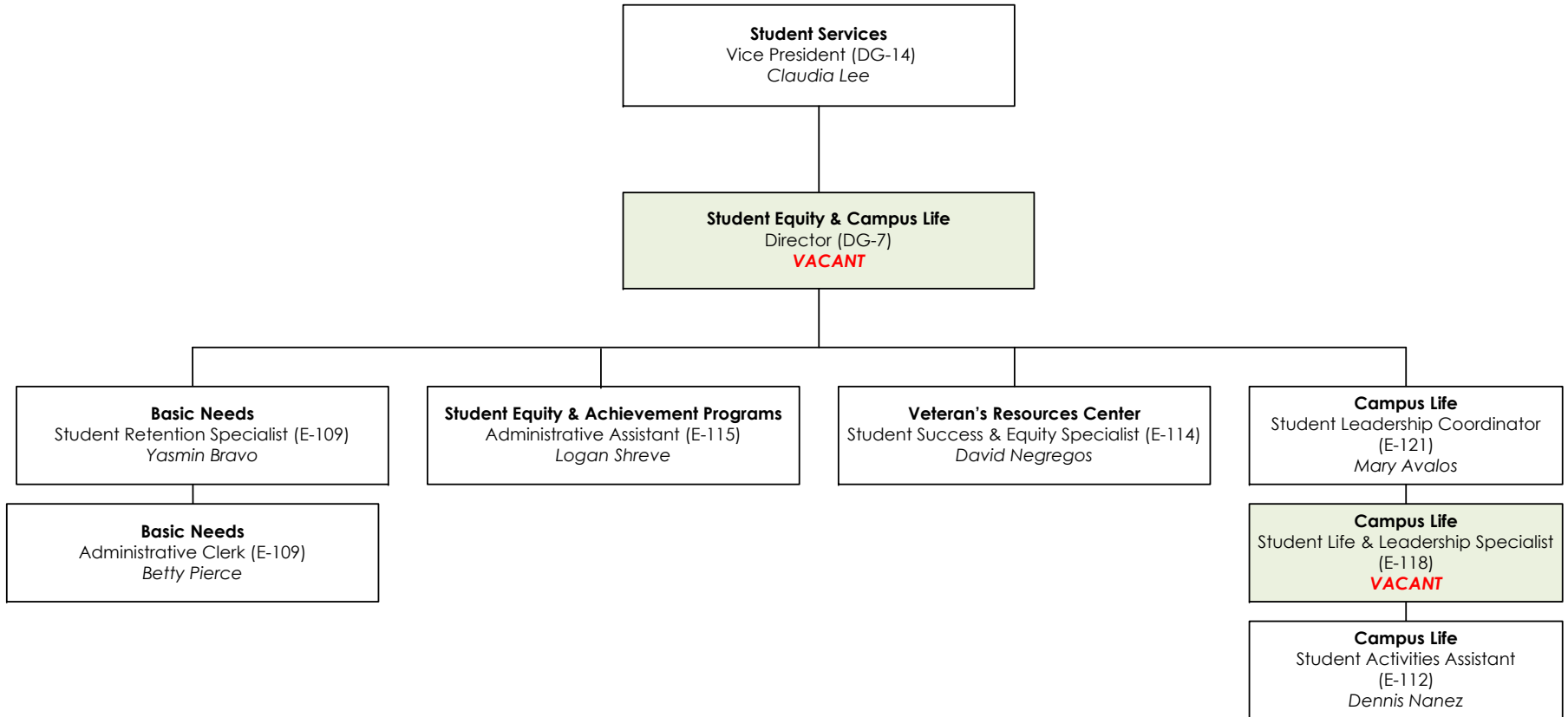


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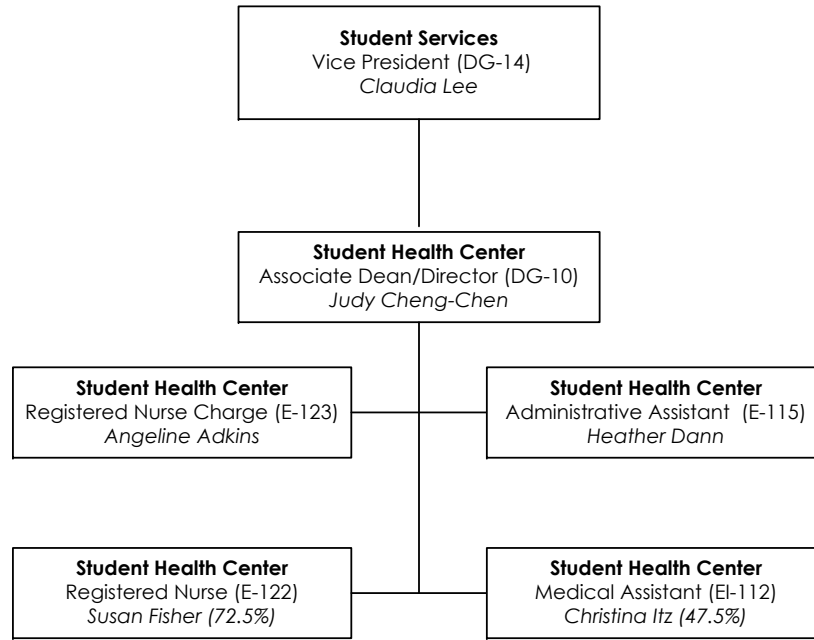






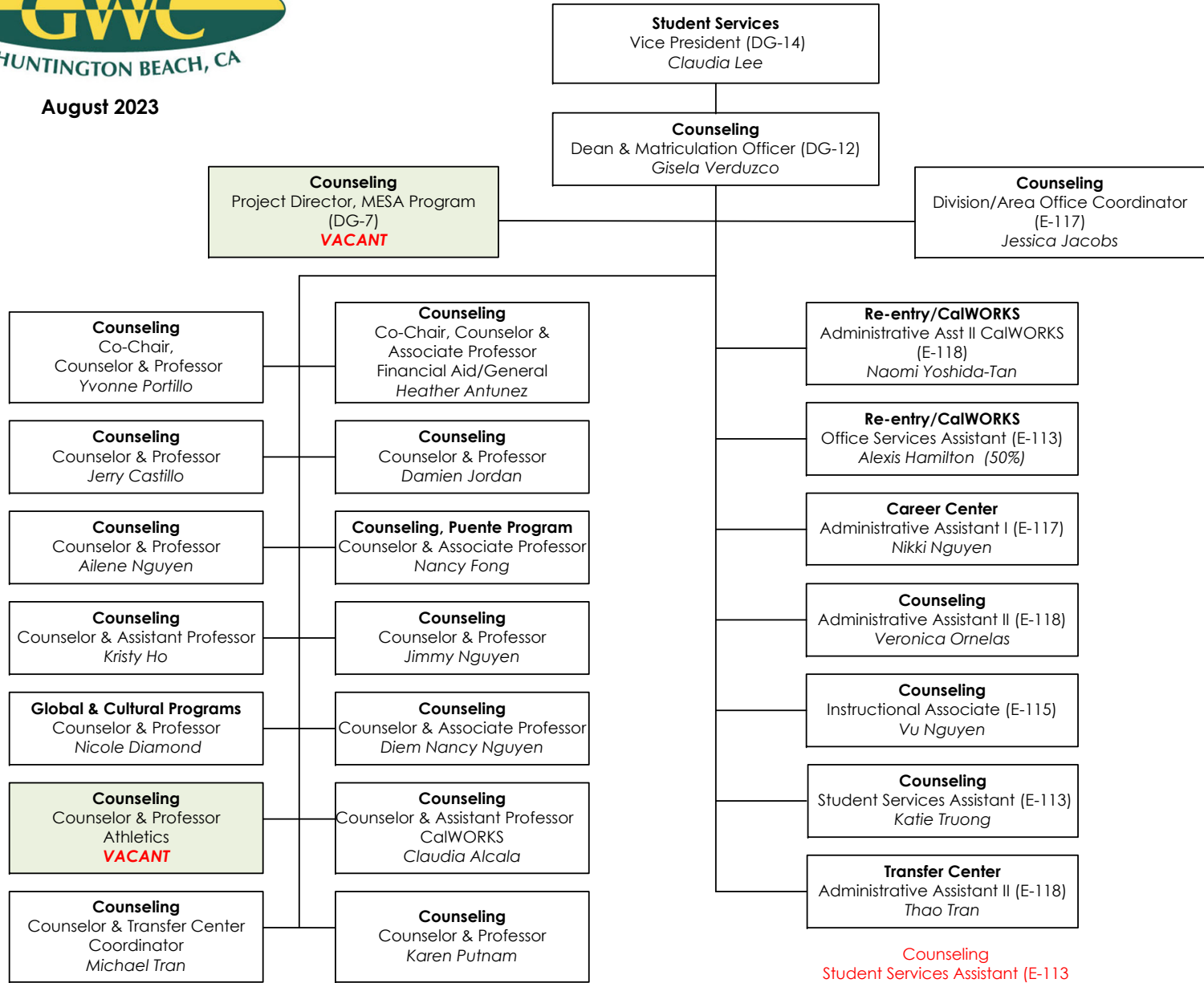


August 2023





August 2023



**Counseling**  
Student Services Assistant (E-113)  
REQUEST NEW POSITION

**Counseling**  
2023 - 2024



**Student Services**  
 Vice President (DG-14)  
*Claudia Lee*

**Counseling**  
 Dean & Matriculation Officer (DG-12)  
*Gisela Verduzco*

**CalWORKS/ EOPS/CARE/Guardian  
 Scholars**  
 Director (DG-8)  
*Natalie Timpson*

**EOPS**  
 Accounting Technician Senior (E-117)  
*Jeanie Nguyen*

**EOPS**  
 Student Programs Specialist (E-114)  
*Michael Crane*

**EOPS**  
 Student Programs Specialist (E-114)  
*Bridget Vu*

**EOPS**  
 Student Programs Specialist (E-114)  
*Hilda Friend*

**EOPS**  
 Student Programs Specialist (E-114)  
*Lorena Perez*

**EOPS**  
 Counselor & Instructor  
*Armando Garcia*

**EOPS**  
 Counselor & Professor  
*Michelle Sambrano*

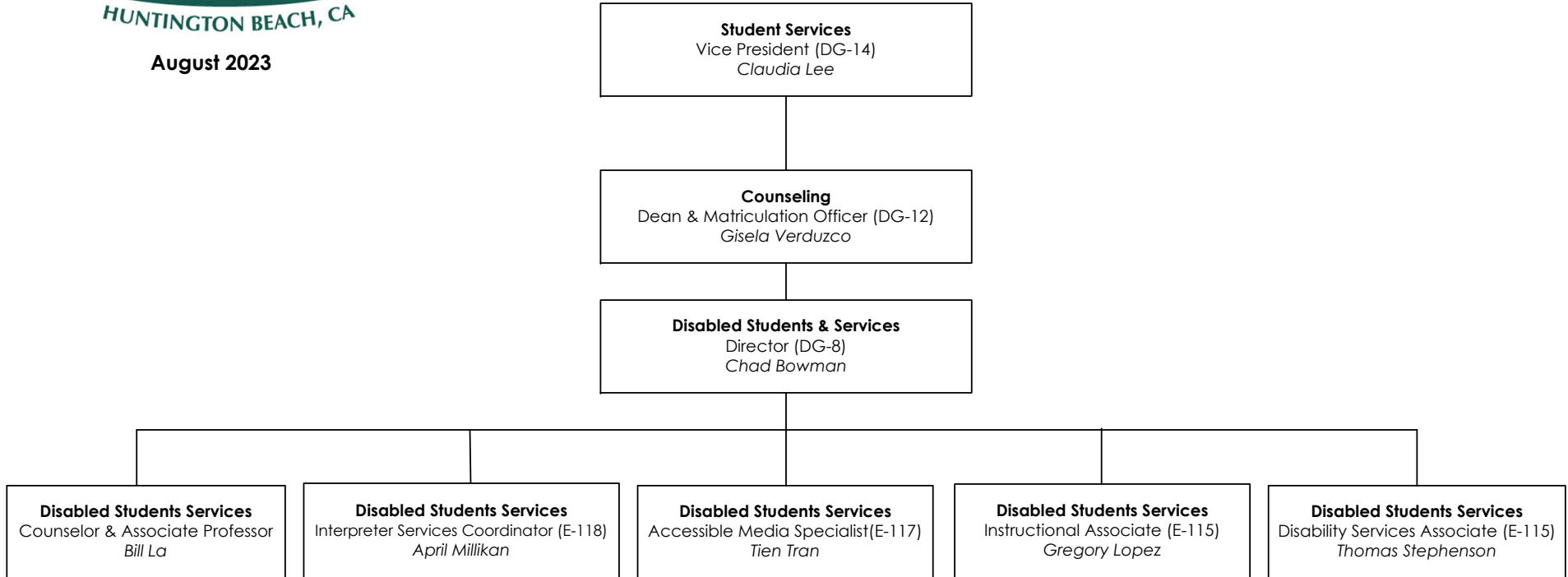
**CalWORKS**  
 Office Services Assistant (E-113)  
**VACANT**

**CalWORKS**  
 Student Services Program Coordinator (E-118)  
*Naomi Yoshida-Tan*

**EOPS/CARE/Guardian Scholars**  
 2023 - 2024

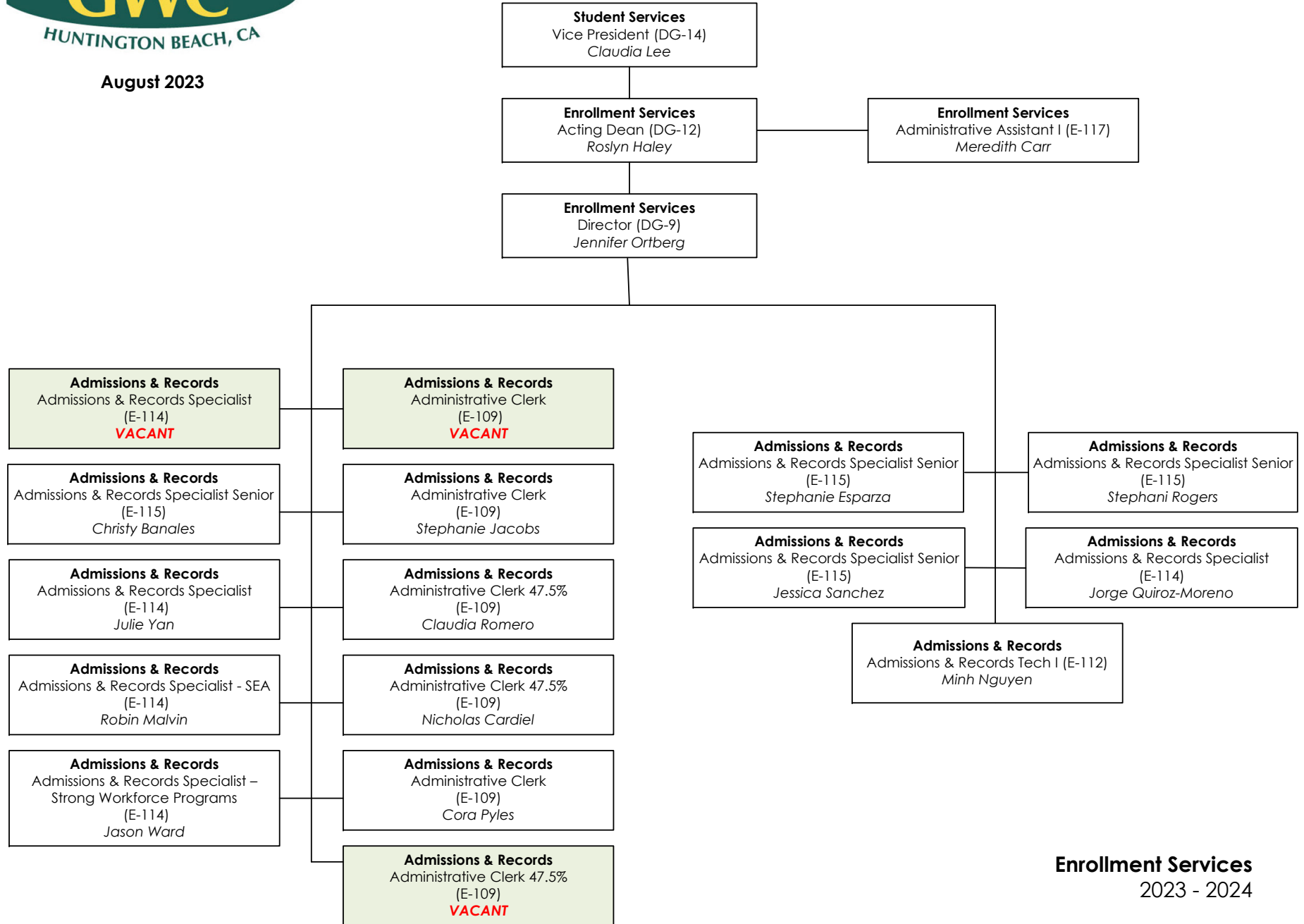


August 2023

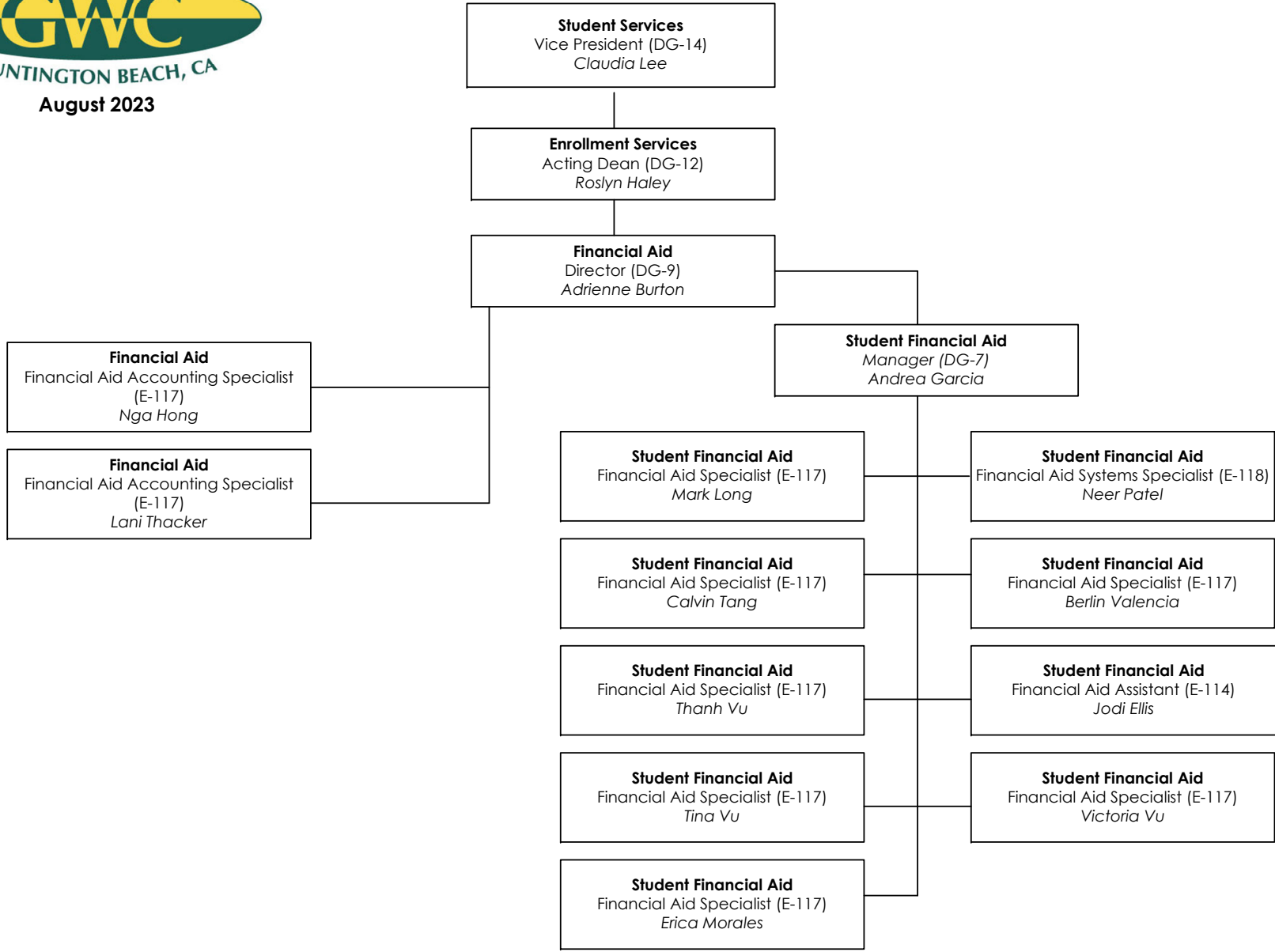




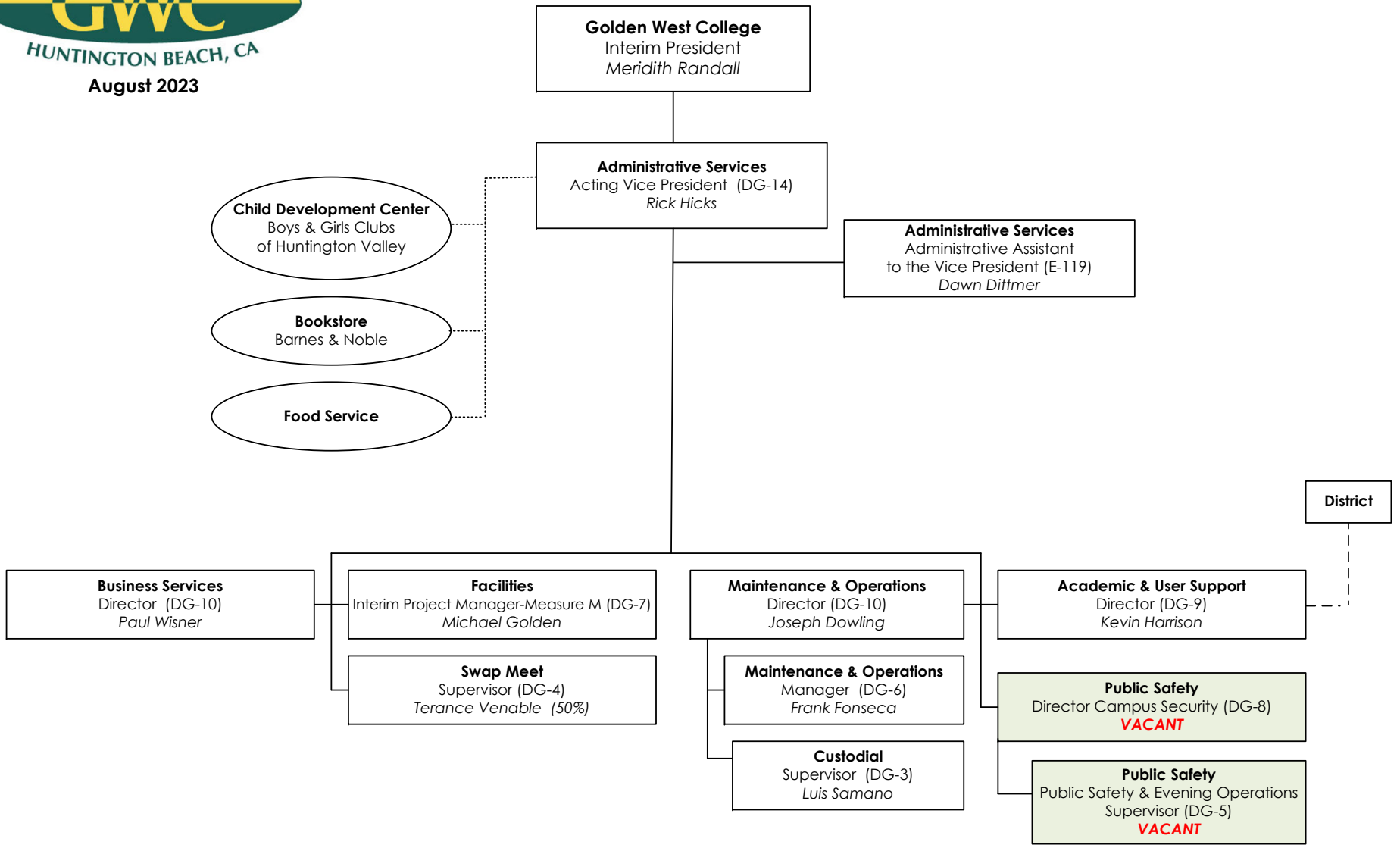
August 2023



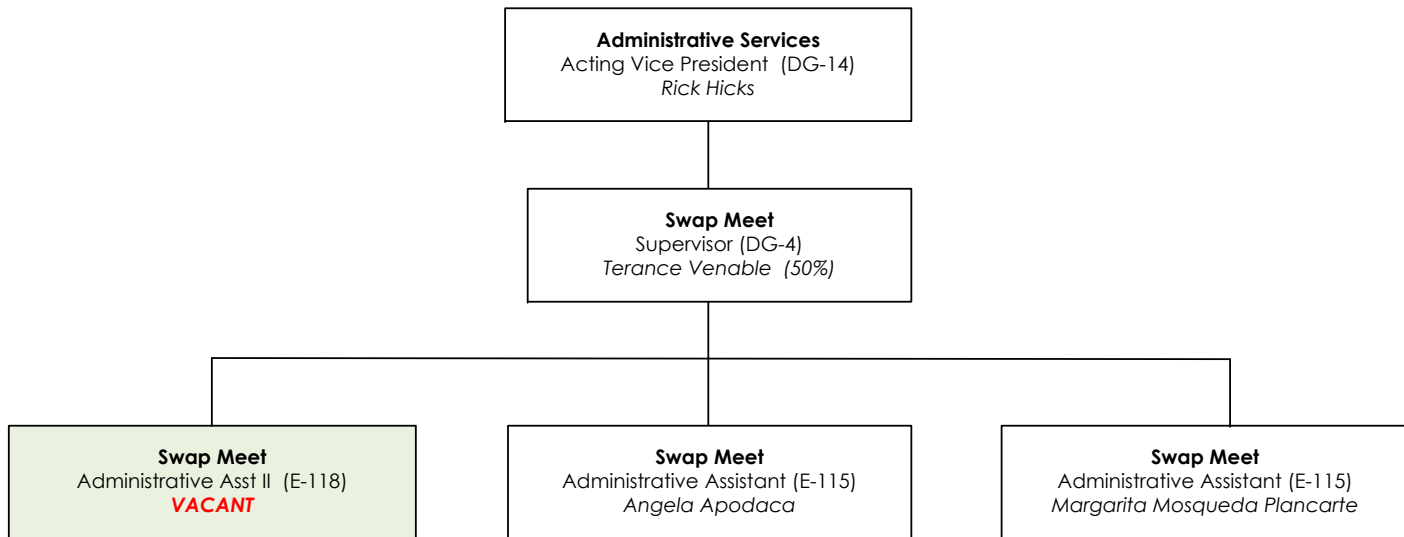
Enrollment Services  
2023 - 2024



**Student Financial Aid**  
2023 - 2024







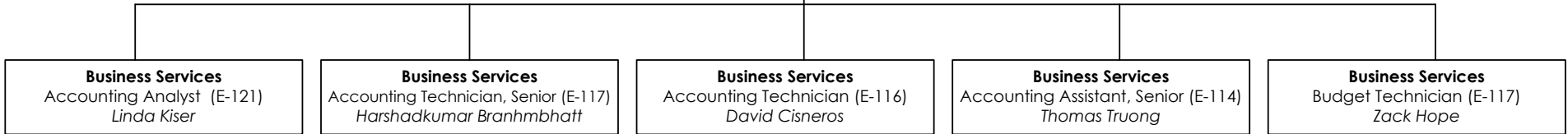
**Swap Meet**  
2023 - 2024



August 2023

**Administrative Services**  
Acting Vice President (DG-14)  
*Rick Hicks*

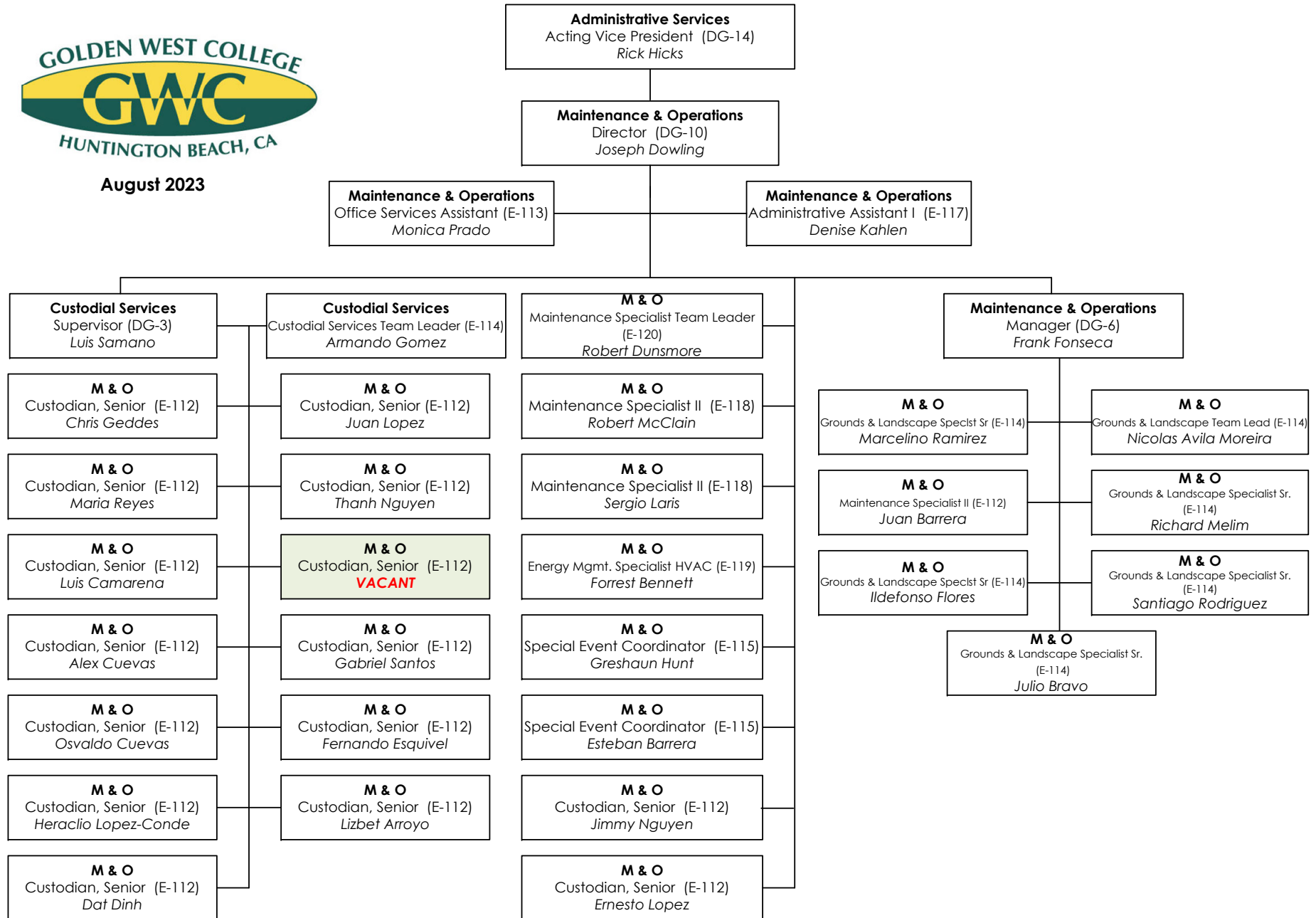
**Business Services**  
Director (DG-10)  
*Paul Wisner*



**Business Services**  
2023 - 2024

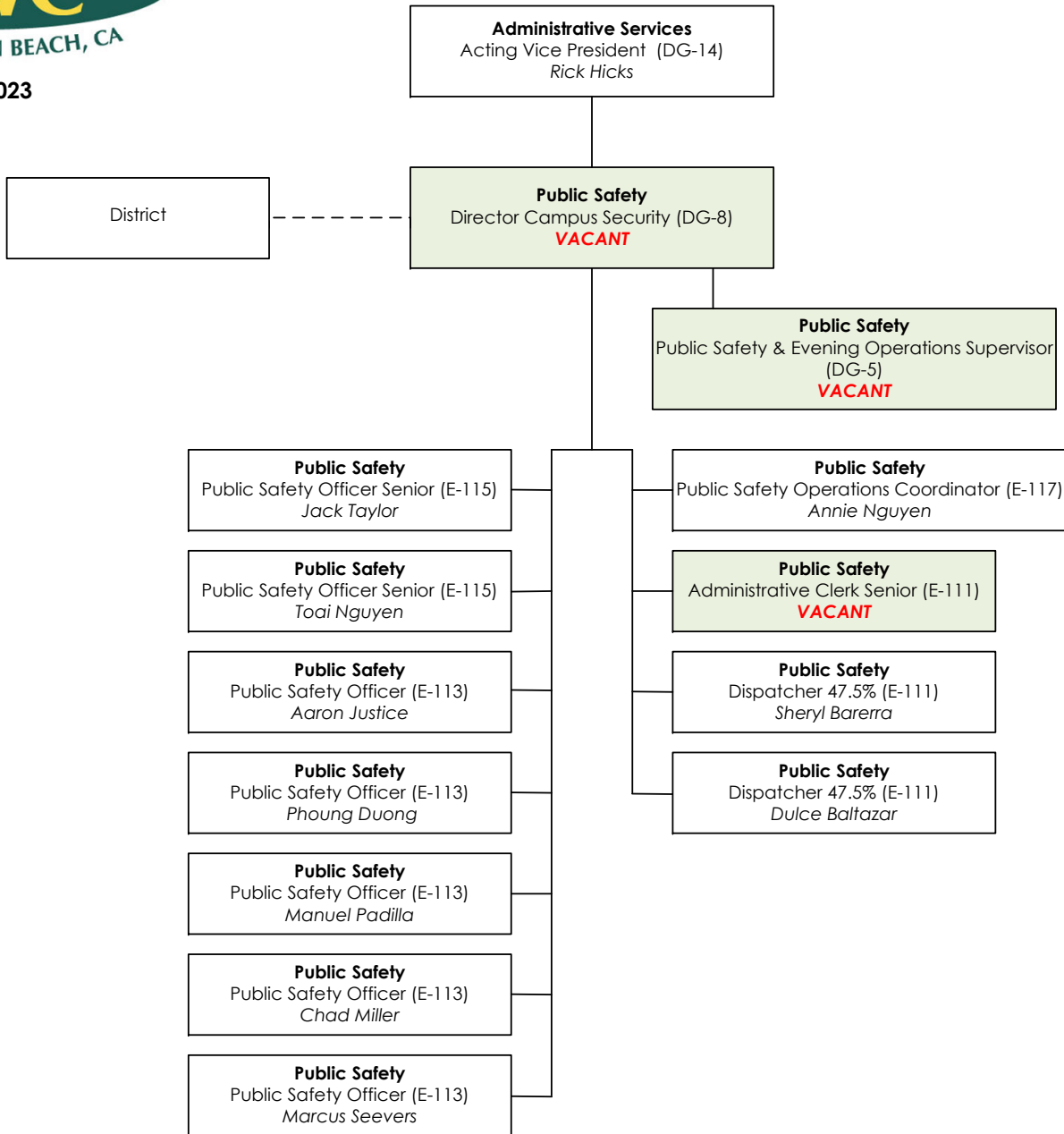


August 2023





August 2023



Public Safety  
2023 - 2024