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#): C02646423   First Name Cristina   Last Name Tiernes Cruz

Wing Instruction   Email Address ctiernescruz@gwc.cccd.edu   Office Phone (714) 676-4913 Ext:51215

Dean/Manager First Name Dean Martie   Last Name Ramm-Engle   Email Ramm Engle, Martie

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

Program Review - Draft
*Program-Review-Instruction-WLD FINAL DRAFT-Cristina Tiernes.pdf

Program Review - Final Submission
*Program-Review-Instruction-WLD FINAL SUBMISSION-Cristina Tiernes.pdf

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 Yes

Facilities, Technology, Equipment Request -- Choose --

Classified Request -- Choose --

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

Faculty Upload1   Faculty Upload1 2023-2024 - World Languages-Interpreting Program Review-Faculty Request-10-17-23.pdf

Faculty Upload2   Faculty Upload2

Faculty Upload3   Faculty Upload3

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

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

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

Classified Upload1

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

Upload2

Upload3

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Cristina Fiernes Cruz   10/05/2023
Author - Draft Signature
                          Date

...3337343737

Cristina Fiernes Cruz   12/07/2023
Author - Final Signature
                          Date

_____

Dean/Manager Draft Feedback

Very thorough program review. I have a few concerns but all are easily fixed.

Under FTES/FTEF, please correct spelling on "Our Plants (plans) to serve students is to offer..."

Goal 1 and Goal 3 are basically the same. Can you reexamine these two goals and maybe include something that will make them appear different? Or, you may have to find a different Goal 3. Perhaps something about technology required to present your courses in new modalities or better ways to be part of dual enrollment. You do not have to use either of these. Think about what will be best for your departments.

Goal 1 I think you meant faculty but you wrote factory. " A request for additional factory was submitted.

In Goal 1 and Goal 2 you checked off professional development. Please note that professional development as a college goal has to do with faculty and staff training and education. I am unsure if either of these goals have to do with faculty or staff education and training. Please review.

Under Additional info: I think the sentence should read "However, this will not be possible without additional faculty."

As I stated, this is a very positive and professional program review.

Thank you.

FileUpload2

IEC Feedback

The "This Program Review includes the following" (stated five paragraphs above) needs to be answered.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

Well done. Thank you.

FileUpload2

...3338323033

Martie Ramm Engle   12/07/2023
Dean/Manager Signature   Date

Vice President Feedback

FileUpload3

...3436363439

Kay Nguyen   12/07/2023
Vice President Signature   Date

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

...3730343331

Lauren Davis Sosenko 12/14/2023
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Martie Ramm Engle on 10/10/2023 3:07:25 PM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Gita Alemansour on 10/12/2023 2:01:27 PM

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

First Name:	Cristina
Last Name:	Tiernes Cruz
Email:	ctiernescruz@gwc.cccd.edu
ID:	E79448
Phone Number:	(714) 676-4913 Ext:51215
Who is your Dean/Supervisor?	Dean Martie Ramm-Engle
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
World Language Department: Spanish, Vietnamese and American Sign Language

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The World Language Department provides both traditional and online courses. Students can earn a World Language, Spanish, Vietnamese or an American Sign Language Interpreting Associate in Arts Degree; a Spanish Associate in Arts Degree for Transfer; and an American Sign Language Interpreting Certificate of Achievement. Languages courses fulfill "Area C: Arts and Humanities" general education requirements from the CSU GE Breadth and "Area 6: Language Other Than English" IGETC language requirement. Since the last review cycle, which coincided with the adaptation of all of our courses to the online modality due to the Covid-Pandemic, we have observed that in this post-pandemic period many of our students prefer to continue taking classes online, therefore, we plan to offer courses under the Hyflex modality, to broaden the modalities to our language courses and support a flexible course offering schedule to meet student's preferences. Enrollment has been maintained as it was in the past year; However, retention and success rates have been improved.

Since the last review cycle, a full time faculty member from American Sign Language and Interpreting has retired.

What are your program's strengths? (Answers could include but not limited to KPI data)

The strengths of the World Language Department Programs are the following:

1) Our core Courses and Degrees are transferable.

2) Students can complete the following degrees:

- World Language, Associate in Arts Degree,
- Spanish, Associate in Arts Degree,
- Spanish, Associate in Arts Degree for Transfer,
- Vietnamese Language, Associate in Arts Degree.
- American Sign Language Interpreting, Associate in Arts Degree,
- American Sign Language Interpreting, Certificate of Achievement.

3) The World Language Department facuty serve on key campus committees.

4) In the business world, Spanish is the most important language after English. Therefore, offering Spanish classes is an ally of international business. There are currently 5 million Latin companies in United States that contribute 800,000 million dollars annually. The Spanish language contributes to the leading the world in international business.

5) The languages we offer, Spanish, Vietnamese, American Sign Language and Interpreting are desired in professional fields such as: Health, Business and Law Enforcement. Our languages connect professionals to our multilingual and multicultural communities.

6) Club Ñ -student club- is a Hispanic club on campus that provides the Hispanic students a cultural and familiar space and that has become an international and a multicultural club with students from different countries and continents.

7) The Vietnamese Student Association (VSA) is the Vietnamese student club on campus that promotes the Vietnamese culture language and costumes and provides a cultural and familiar space.

8) Communication/reaching out to Vietnamese Community/diverse communities: Organizing activities/taking part in the events on campus and outside of the campus to introduce the Vietnamese Program to diverse learners and students (in collaboration with Campus Life's Office, Intercultural Program, Vietnamese Student Assocation, Oak View Family Resource Center,…)

9) Historically, the American Sign Language (ASL) retention rate and success rate have been higher that the overall college rate. After the pandemic, it has dropped slightly.

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

1) Our World Language Department would like to take advantage of the background in Spanish and Vietnamese languages of the new students that we receive at the College every year, and who are Hispanic, Latino and Vietnamese, to offer them to take classes in these languages, to help them to graduate from the college with a double Associate Degree. We believe this would help the enrollment in our department, the numbers of our Division, the numbers of degrees earned annually for the College, and of course and most importantly, to make our studentsand community to increase their

opportunities in the job market.

2) The non-replacement of a full-time position (Kim pascoe, 2015) in the American Sign Language and Interpreting field has affected curriculum mainteinance and development and program growth of the American Sign Language and Interpreting.

3) The Vietnamese Language Program has difficulty in increasing the enrollment. The students have been less interested in taking foreign language class (currently as a common situation in different colleges and universities) (especially, so called a less commonly taught/learnt language like Vietnamese language). Enrollment has not been in a good status since foreign language breadth requirement has been changed/removed depending on universities/institutions and students' majors.

4) Maintaining cosistancy in the American Sign Language classes due to the lack of full time faculty.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

1) The Retention Rate of our World Languages Department presents an excellent number corresponding to 90% student retention. This retention is clearly related to the teaching work that our full-time and part-time instructors do in class every day and the knowledge of their subject matter.

2) The Spanish and Vietnamese fields present a magnificent percentage of success rate corresponding to 82.2%, standing out above the average presented by the College which is 75.5%.

3) Club Ñ, the student Spanish club, and the Vietnamese Student Association (VSA), are established in our department to promote the GWC Spanish and Vietnamese programs, promote Spanish and Vietnamese language and cultures, and support student success by cultivating an academic family where students feel identified by their mother tongue and feel their culture is recognized and celebrated here at Golden West College.

4) The enrollment has been maintained due to the different modalities of instruction: on-campus courses and online courses. (All the Vietnamese courses were offered on-campus before and the enrollment was not high.)

5) All key performance indicators in ASL are down. Similar to across the college. However, most are showing an upswing.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

The World Language Department is one of the best representation on our GWC campus of diversity, multiculturalism, equity, inclusion and accessibility. Starting by mentioning our department faculty who are natives of Hispanic or Asian countries, or are North Americans of Hispanic, Latino, Chicano or Vietnamese descent. Or mentioning some of our American Sign Language instructors who are deaf, and who has multicultural backgrounds. Therefore, this is our daily working day in our Department to embrace all these language and cultural differences, disabilities, and do a great job working all together as a team.

So, our Department's strategy to support this diversity comes from us naturally because the diversity

of our students is our diversity. We understand them perfectly when they share in class how many times they suffer some kind of discrimination, because it is the same discrimination that our department instructors suffer often. So, our World Language Department is constantly helping our students and giving them support to cope with these kind of situations.

The strategy of our World Language Department uses to support diversity, equity, inclusion and accessibility is to be more inclusive of the different student populations we serve, being flexible and accommodating them in everything we can. Flexibility with assignments, pedagogical approaches, due dates, access to instructor via Zoom at any time a student could meet, and flexibility with varied technology access and experiences. This flexibility that our department offers our students embraces and accommodates their disabilities, their gender identities, their races, their cultures, their languages, their religious beliefs, their sexual orientation, their political beliefs, their bilingual or trilingual ways to express themselves, their ways to think with a diferent perspective, etc.

Our Program supports the goals of diversity, equity, inclusion, and accessibily by offering options of the different learning modalities: face-to-face learning and online learning. It is good to offer students options of learning modalities so that they can choose the preference that fits their working and studying schedule.

Our outreach to local High Schools and our duel enrollment programs have increase the number of female students above the GWC average and the number of latino students above the GWC average.

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

1) Our World Languages Department is very excited to be able to collaborate with the Sociology by promote the each others courses by connecting students to faculty, and by supporting events created by the faculty for the students.

2) Our department also wants to open collaborative ties with the ESL Department to be able to identify those Hispanic, Latino, Chicano or Vietnamese ESL students, and be able to offer them to continue studying Spanish and Vietnamese courses in our College.

3) Our Program works in collaboration with Campus Life's Office and Intercultural Program to organize on-campus activities/events for students in our Program (taking part in Club Expo, College Preview Day,..) to help students get to know Vietnamese culture and Vietnamese community. Additionally, collaboration with IT Office is made in order to have language lab set up for students' practice and improving their language skills.

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

1) Some successes with respect to technology in our department have been that distance education has brought our department and our college closer to students. Online modalities break the obstacles of distance, reconcile the higher education with student's work hours, and reconcile the higher education with student's family life. Distance Education also brings higher education closer to people with varied disabilities, who would not otherwise be able to attend campus.

The online teaching modality has made the path to higher education more accessible for people, starting their educational path as well as people seeking to become professionals or specialists.

The flexibility of online teaching modalities allows students to study anywhere and at any time.

2) Future virtual reality glasses in our department through which we will be able to offer our students immersion experiences in different languages and cultures from other countries using this virtual reality glasses. We believe that it will help them be more successful in studying the language and culture by being able to visit virtualy other countries and talk with virtual citizens in their native languages.

3) The World Language department use CANVAS, a Spanish language platform with audio, video voice recognition, partners chats capabilities, open and close captioning, etc.

4) Our Program works closely with IT Office to install the audio files in our the language lab computers, which contributes to helping students practice and improve listening/language skills.

5) Zoom technology has allowed us to simulate Video relay Interpreting and Video Distance Interpreting for our INTR G190 class. Also, the ASL class will be moving to digital workbooks that will integrate with online courses.

Do any of the courses in your program have a CTE TOP code?
Yes

AWARDS

What type of awards does your program offer?

☒ Certificates

☒ Associate Degree

☒ Associate Dress for Transfer

Please provide the information for the number of awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3 years ago	**2 years ago**	**1 year ago**
Certificates	12	11	12
Associate Degrees	17	18	17
Associate Degrees for Transfer	6	7	4

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research and Planning, and Institutional Effectiveness (ORPIE).
The number of awards obtained during 2020, 2021 and 2022 by the World Language Department, which includes the areas of Spanish, Vietnamese, American Sign Language and Interpretation, has been increasing and has been very satisfactory, presenting a total of:

1) 35 earned Associate Degrees in Arts,

2) 11 Associate Degrees in Arts for Transfer, and

3) 23 Certificate of Achievement.

Making a general total of 69 awards awarded by the World Language Department.

The number of awards has not been remarkably increased on Vietnamese because there has not been major of Vietnamese language.

A slight decrease in American Sign Language over the last three years reflecting the decrease in student population over the last three years.

FTES and FTEF

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from three years ago, two years ago, and this past year.

Please note: *For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.*

	3 years ago	**2 years ago**	**1 year ago** (this past year)
FTES/FTEF Ratio:	Spanish: 31 Vietnamese: 30 American Sign Language and Interpreting: 29	Spanish: 21 Vietnamese: 28 American Sign Language and Interpreting: 22	Spanish: 23 Vietnamese: 21 American Sign Language and Interpreting: 18

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.
The trends and plan to improve efficiency and serve more students, was spear headed by an improved schedule that aimed at increasing retention and enrollment. An improved schedule that offered more 8-week and 12-week courses during the same semester proved to be effective in enrollment and retention. Our plans to serve students is to offer a balanced number of hyflex and online courses, since the trend we have seen after the pandemic shows that online courses meet the needs of many students due to the flexibility. Each semester we see how the student population has preferred online courses in general. The enrollment has not been rising remarkably and the data trends above is shown for that reason. Our Program continues to promote the Vietnamese Language Program to diversity of learners, non-heritage learners of Vietnamese and heritage learners of Vietnamese to increase enrollment.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

If you do not currently have a representative on CCI, you may contact either:

Gary Kirby: gkirbyjr@gwc.cccd.edu

Monica Jovanovich: mjovanovich@gwc.cccd.edu

Do you have any courses that have not been updated to CCI, within the required timeframe (6 or more years for a transfer-level course, 3 years or more for a CTE course)?

☒ Yes

☐ No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? Please note, classes that were cancelled, they were not successfully offered)

☒ Yes

☐ No

Do you have active courses that are not part of a degree or certificate?

☐ Yes

☒ No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.
AA Sign language, Cert. Achievement Sign language, Certificate of Achievement Interpreting.

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).

☐ Yes

☒ No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?
Each semester, all the faculty of the languages classes in the World Language Department tests a language skill (listening, speaking, reading, or writing) that is determined by the department. The result of the SLO test helps faculty determine if improvement is needed in the teaching of that skill by providing extra time and extra practice on it, or by changing the teaching approach with the goal of reaching the various learning styles. Faculty uses positive results, a 70% or higher class-average, as a measure of having met the SLO. Our Program has utilized SLO (Student Learning Outcome) result to study/investigate students' possible weakness to adjust the program/curriculum for helping them improve language proficiency and/or promote their strengths for maintaining those strengths.

Sign language has a high success rate for our SLO's however, each SLO is being considered for revision to match similar SLOs to CSULB. Our priority now is to update the COR with CCI.

GOALS AND REQUESTS FOR FUNDING

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
- Facilities, Equipment, Technology & Other
- Classified Personnel

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) PREVIOUS GOAL 1: Hire a Full-time Spanish faculty. Outcome: Goal was met.
2) PREVIOUS GOAL 2: Create Certificate Programs for Spanish with the focus of Spanish language training for professionals. Outcome: Goal is currently being worked on.

The delay was a department decision to change from a Certificate Program to a Non-Credit Program to meet a real need in our community.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:
Maintain and Increase the enrollment.

What actions will be taken to accomplish the goal?
1) Make new videos, posters and flyers related to the World Language Department as a whole, as well as related to our Spanish, Vietnamese, American Sign Language and Interpretating programs, listing the offered classes. 2) Cultural events, on and off campus events should be organized in collaboration with Student Service Office, Campus' Life Office, and Club N and the Vietnamese Student Association (VSA) to introduce the Vietnamese program and classes to more students and Vietnamese community as well to the communities of other ethnic races. 3) Create a non-credit certificates programs Spanish for professions, such as: Spanish for Health Care Professionals, Business Spanish, and a Spanish for Law Enforcement to name a few. 4) Promote Spanish, Vietnamese and American Sign Language social/cultural awareness in relation with other ethnic groups' cultural values as groundwork for building up students' skills in social networking and professional/leadership experience. 5) Use of social media and/or digital resources to introduce the Vietnamese Language Program; reaching out to communities/other concerned programs/areas for promoting Vietnamese Language courses to diverse learners from racially, ethnically, culturally, and linguistically diverse communities and backgrounds. 6) Our World Language Department will reach out to Spanish, Vietnamese and American Sign Language communities on and off campus in coordination with the Student Associations of Southern California, Campus Life's Office, and Intercultural Office to host events. 7) To finish re-writing the ASL course to correspond with the new CSULB Linguistics: English/ASL interpreter degree and to articulate our classes with their program will coordinate with CCI and the articulation officer. Completion of articulation before the next program review cycle. A request for additional faculty was submitted. New faculty was not hired. The first re-write for INTR G100 has been submitted.

What metric will you use to measure your goal?
Data from OPRIE: good enrollment in all languages courses. Completion of all six updates required.

Success in organizing social and cultural events on and off campus: Hispanic Heritange Month events, El Dia de los Muertos event, El Cinco de Mayo event, Club Rush, College Preview Day, GWC New Year Festival, UVSA New Year Festival, International Education Week event, etc.

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:
Revise/update CORs and Distance Education addenda in a regular basis, and improve usage of the Language lab.

What actions will be taken to accomplish the goal?
1) The revision/updating of the CORs/Distance Education addenda is made in alignment with State/District/CCI/Tech Review policies and regulations. 2) A new language lab has been created in the Language Arts Complex building. It is currently being used for American Sign Language classes. The new configuration enhances the ability to practice conversations.

What metric will you use to measure your goal?
CCI approval of CORs and Distance Education addenda of all the languages courses. And, number of classes offered in that lab.

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)

![GWC Logo] **Program Review Request**
Instruction

Description of goal:
Offer different learning/instruction modalities in Spanish, Vietnamese, American Sign Language and Interpreting (both face-to-face learning formality and online learning formality) for accomodating students' s registration.

What actions will be taken to accomplish the goal?
Adjusting the number of face-to-face Spanish, Vietnamese, American Sign Language and Interpreting courses and online courses for accommodating students' registration and improving enrollment, retention, and completion.

What metric will you use to measure your goal?
Good enrollment in both face-to-face courses and online courses, to be shown via ORPIE data.

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?
In our World Languages Department we lost a full-time professor of American Sign Language and Interpreting due to retirement years ago, and was never replaced. It is because of this absence that Sign Language and Interpreting is struggling and facing challenges in staying up to date on its CurricuNet courses. GWC is poised to articulate our American Sign Language classes with the linguistics program at CSULB. This would increase demand for our classes and create a pathway to a four year degree. However, this will not be possible without additional faculty. The addition of a Sign/Interpreting instructor would help this process.

Submitter's Signature: *Cristina Tiernes Cruz*	**Date:** 12/7/**2023**

Supervisor's Review
As the supervisor of this program, I have reviewed this request.

Program Review Request

Instruction

☐ 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- Faculty

Golden West College

FACULTY REQUEST

Submitter's First Name:	Ronald
Submitter's Last Name:	Wilkinson
Submitter's Email:	rwilkinson@gwc.cccd.edu
Submitter's Phone Number:	58771
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	No
Who is your Vice President?	Kay Nguyen
Program/Department:	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)

Position title and area of specialization (if applicable).
Sign language/Interpreting Instructor

Please provide and describe the data demonstrating the need for the request.
Faculty duties such as updating Courses outlines and updating SLOs are out of date due to the number of courses that now fall to one full time faculty. Historically, ASL/Interpreting has had two full time instructors. The popularity of online ASL classes nescessitate the need for a full time instructor to keep those courses current and up to date.

Please post job description (copy and paste description).
PERFORMANCE RESPONSIBILITIES

- Provide instruction in accordance with established curriculum and course outlines.

- Maintain appropriate standards of professional conduct and ethics.

- Maintain current knowledge in the subject matter areas.

- Fulfill professional responsibilities of a part-time/temporary faculty member.

- Teach all scheduled classes.

- Maintain accurate records.

- Assignments may include day, evening, weekend, on-line and/or off-campus classes.

Qualifications and Physical Demands
MINIMUM QUALIFICATIONS

1. Must meet one of the following qualifications under (a) through (d):

a. Valid California Community College instructor credential, appropriate to the subject, per Education Code 87355 (issued prior to July 1, 1990);
b. Bachelor's degree and two years of professional experience in American Sign language, Interpreting, or Linguistics with an ASL emphasis
c. Associate degree and six years of professional experience.
d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.

2. Evidence of a sensitivity to, understanding of, and the ability to manage the classroom environment AND effectively provide instruction to community college students of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds.

DESIRABLE QUALIFICATIONS

1. Recent community college or lower division teaching experience.
2. Expertise and professional experience in field of course(s) to be taught.
3. Five years of interpreting experience

Program Classification (check all that apply)
- ☒ Instructor (transfer-level classes)

☒ Instructor (CTE classes)

☐ Instructor (ELL/ESL or non-credit)

☐ Counselor

☐ Librarian

☐ Other: | Click or tap here to enter text. |

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.
Historically, ASL/Interpreting has had two tenured faculty. However, with the retirement of Kim Pascoe, ASL/Interpreting has been operating with one faculty member. This loss of a second tenured posistion has caused faculty administrative tasks to fall behind and destabilized the consistancy of teaching across the courses.

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

Program/Department Needs (1-10 points)
- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

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

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

☒Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.

☒Programs/departments with no or few full-time faculty.

☒Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

☒There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.

☒The program/department cannot maintain a stable core of 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.
Loss of faculty means a loss of supervision over part time faculty. The lack of supervision is evident in SLO data being incomplete. Part time faculty are difficult to maintain as they prefer to work nights, but are required to work day shifts to handle uncovered classes.

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?
Part time faculty need more than on full time faculty leader. Currently there are 6-8 part-time instructors for one full time faculty member.

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.

☒ 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 ASL/ Interpreting program is most popular among our Latinx community and females. It also serves a significant portion of Deaf students who wish to pursue a course of training to become Certified Deaf Interpreters. The ASL/Interpreting program can be used for an AA degree, a transfer degree, and a CTE certificate. The Summer ASL program online, which draws a substantial number of High School students, will end because the CORs are out of date.

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

BA in ASL, Interpreting, or Linguistics with an emphasis in ASL or Interpreting. Preference for an interpreter with RID, EIPA, or ESSE certification.

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

The GWC ASL/Interpreting program has previous had a high retention rate and sucesss rate for awarding dgegrees and certificates. These have gone down post pandemic. Most importantly, the CTE aspect of the Interpreter training Program provides entry level jobs for sucessful students. Also, professionals return to enhance their careers by earning a certificate in ASL as a second language.

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

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: 1

Submitter's Signature: *RC Wilkinson*   **Date:** 10/14/2023

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: *Martie Ramm Engle*   **Date:** 10/17/2023

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

Date: Click or tap to enter a date.

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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.