



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:	
<ul style="list-style-type: none"> Instructional Program Review Dashboard 	Available now
<ul style="list-style-type: none"> Student Services Program Review Dashboard 	Coming August 28, 2023
<ul style="list-style-type: none"> 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:	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Step 1b: Content Review by Deans/Director. Feedback due to author. 	Friday, October 6, 2023
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Step 4: Funding Requests proceed through governance structure. 	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Committees forward recommendations to the Budget Committee 	Friday, December 1, 2023
<ul style="list-style-type: none"> Faculty Hiring timeline: 	

<ul style="list-style-type: none"> Academic Senate Q&A 	Tuesday, November 14, 2023
<ul style="list-style-type: none"> Senator Ratings due 	Friday, November 17, 2023
<ul style="list-style-type: none"> Academic Senate – Special Meeting to Review Rankings 	Tuesday, November 28, 2023
<ul style="list-style-type: none"> 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"> 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
<ul style="list-style-type: none"> Hiring committee participants appointed by the Academic Senate. 	Tuesday, December 12, 2023
<ul style="list-style-type: none"> The Budget Committee forwards all recommended non-faculty requests to the Executive Committee 	Tuesday, December 12, 2023
<ul style="list-style-type: none"> 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
[*Program-Review-InstructionAuto1d.docx](#)

Program Review - Final Submission
[*Program-Review-InstructionAuto1d \(1\).docx](#)

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

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 \(1D\).docx](#)
 Faculty Upload2
 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 [hoist request with quote.pdf](#)
 FTE Upload2 [laptop request with quote.pdf](#)
 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)

Classified Personnel Updated Requests (up to 3)

One upload per request

Classified Upload1 [Auto Classified Request \(002\).pdf](#)
Classified Upload2
Classified Upload3

One upload per request

Classified Upload1
Classified Upload2
Classified Upload3

Supporting Materials (Optional)

Upload1
Upload2
Upload3

Supporting Materials (Optional)

Upload1
Upload2
Upload3

* ...3439333530
Mike Russell 10/03/2023

Author - Draft Signature Date

* ...3437363936
Mike Russell 10/23/2023

Author - Final Signature Date

Dean/Manager Draft Feedback

1. SLOs- Please provide an example of when you have used SLO evaluation to make an instructional change.
2. I support the request for FT faculty and the technology requests.
Overall comprehensive program review.

FileUpload2

IEC Feedback

1. SLO- Please provide an example of when you have used SLO evaluation to change instruction.

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

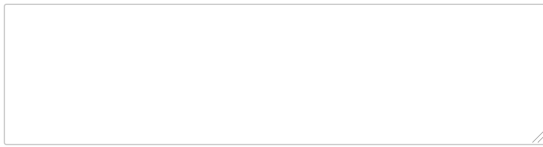
This program review is very comprehensive and covers the areas of challenges and strength within the auto program. Exploration of how to better engage with industry, work experience education, and even apprenticeships would be other areas to expand and foster student success.
I would like to see further research into student demographics and work to understand exactly who the automotive students are and where the equity gaps exist in order to adapt the program.
I support the faculty hiring, classified evening support, and the equipment requests.

FileUpload2

* ...3933373033
Dorsie Brooks 10/25/2023

Dean/Manager Signature Date

Vice President Feedback



FileUpload3

* ...3530303936

Kay Nguyen
Vice President Signature

12/06/2023
Date

Downloaded to the following Committee Teams folder on:

-- Choose --

* ...3339353139

Lauren Davis Losenko
IEC Signature

12/14/2023
Date

Academic Senate Signature

Date

Dean/Manager -
Feedback Signature

Electronically signed by Dorsie Brooks on 10/20/2023 10:38:33 AM

Academic Senate:
Technical Review
Signature

Electronically signed by GWC Academic Senate on 10/18/2023 4:01:29 PM

Academic Senate
Signature

Electronic Signature Pending

IEC: Technical Review
Signature

Electronically signed by Dorsie Brooks on 10/20/2023 10:42:00 AM



Program Review Request Instruction

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:	Mike
Last Name:	Russell
Email:	mrussell@gwc.ccd.edu
ID:	E75870
Phone Number:	562-252-2677
Who is your Dean/Supervisor?	Dorsie Brooks
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
Automotive Technology

Please provide a brief description and any significant change in your program since the last Program Review cycle.
Since our last program review, our department has lost one full-time faculty member and our lab coordinator. We are currently in the search process to replace our lab coordinator. We have launched our new Comprehensive Automotive Technician Certificate, increased non-credit course offering, and hired a new part-time faculty. We recently have started talks with General Motors and Tesla to provide factory training to our students.

What are your program's strengths? (Answers could include but not limited to KPI data)
Our strengths include high student demand, industry engagement, non-credit students transitioning to the for-credit program, Automotive Service Excellence Education Foundation (ASEEF) certification, corporate partnerships (Honda, Volvo, Subaru), new SMOG program (non-credit and for-credit).

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

Finding qualified part-time faculty, reduction of course offering due to losing 1 full-time faculty, support coverage from a qualified instructional associate for night classes. Because of these challenges we are not able to expand to cover emerging curriculum such as Alternative Fuels to stay current and relevant to the current workforce.

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

The demand for Automotive technicians is currently extremely high. This is both an opportunity and a challenge as students are becoming employed quickly, but sometimes they also stop out of the program since they have opportunities to work full time. The department has shared this frustration with industry partners to express how a well rounded, well educated employee will be better for the employers and the students in the future.

In the last year, the college/department, has been approached by more industry partners, both dealerships and small shops, than ever before. The demand for technicians is more than the college can currently supply.

The Automotive field is changing every day with the emergence of new technologies and alternative fuels. The program needs to be able to shift to providing opportunities for skills in those areas in order to remain relevant and in demand.

For the past year, including the Fall 2023 semester, classes have been completely full with instructors accepting 4-5 students over the class cap to serve the demand. Additionally, due to waitlist demands, the department and dean added an additional class to the Fall schedule, which also filled completely. There have been several Strong Workforce Regional Projects over the last several years to try to align the 5 community colleges in OC who offer automotive programs to make it easier for OC students to transfer in and out of the various colleges depending on their needs. These regional discussions have allowed the department to collaborate across colleges on professional development, faculty certifications, technology, and curriculum. The projects have also provided additional funding to the department for equipment and supplies.

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 department has been deliberate in decision making regarding course materials and supplies, by making the technology and equipment required for each course as low as possible. The department has reduced textbook cost by switching to a one time digital textbook suite (two year subscription), used by all instructors. This means that the student purchases on subscription and can use that book for all automotive classes.

The department participates in professional development opportunities offered by the college and industry to promote equitable practices in the classroom. The department also participates in events that specifically recruit nontraditional students into the program. The Noncredit Auto classes have also been an additional way to recruit women into the program.

While the majority of Auto classes are 16 weeks in length, the department has been experimenting



Program Review Request Instruction

with shorter term classes (Auto G181 and Auto G101) in addition to the short term vocational trainings in the Noncredit pathway.

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

Participation in Professional development. Goldchella, Notifying students of campus events, pathway days, career center, career fair and job fairs. The department also collaborates with the Financial Aid office on Pathway Days to make sure that students are working on financial aid immediately when they start thinking about college.

The department also works with the CTE Counselors, allowing them into the classroom for presentations and encouraging students to create Educational Plans for progression towards certificates and degrees.

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

Technology in the form of industry recognized tools and equipment, computers, and software are vetted by faculty and approved by the Automotive Advisory Committee. All student have access to all equipment, based on classes they are enrolled in, during instructional time. YesYes

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	9	50	99
Associate Degrees	12	19	12
Associate Degrees for Transfer	0	0	0



Program Review Request Instruction

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).

Overall trends show an annual increase in certificate output. This has been complemented by the addition of non-credit programs. Typically, our for-credit degree output trends toward a low output one year followed by a higher output the next year. The outlier in this data is 2020-2021, which is due to low enrollment during the pandemic.

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:	17	18	25

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

All instructors are teaching overload each semester to meet student demand due to being down one full-time faculty member since 2021. Each year, we balance efficiency with student completion. Difficulty in finding qualified part-time faculty inhibits our ability to expand into alternative fuel and other emerging technologies. At this point, we have reached a plateau in how many LHE we can offer.

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



Program Review Request Instruction

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.

We are currently working on two certificates, Hybrid Vehicles Diagnostic Specialists Certificate and Hybrid Vehicle Maintenance Specialist. Auto 101 Intro to Auto, Auto G170 Hybrid Vehicles, Auto G171 Hybrid (suspended), Auto G173 Electric Vehicles will be required for completion of these certificates.

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?

SLO evaluation has led to updating all SLO's to gain better insight into deficiencies in our classes. These revisions have allowed for assessments that have given insight into issues regarding completion and availability of tools and resources for all students. To address completion, we are working toward revising our certificate and degree offerings to allow students to complete smaller certificates that are stackable and enter the workforce sooner but also allow for students to easily return for additional courses that will lead to increases in pay. This change has allowed us to expand instruction which has led to an increase in enrollment. However, we are now looking for ways to cover the courses we will need to add to accommodate our increase in enrollment. For the past few years, we have used our SLO evaluations to increase our tool and resources inventory. Although we have seen notable success, our industry continues to evolve and change. Therefore, these evaluations are ongoing.

GOALS AND REQUESTS FOR FUNDING



Program Review Request Instruction

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. Revise curriculum to increase certificate and degree output, incorporate stand alone classes into certificate/degree pathways, and create more pathways for students to earn awards.

All classes have, with the exception G170 and G171 have been revised. Our new certificate pathways are in process of moving through Curricunet.

2. Increase faculty to support enrollment and completion.

Since the last program review, one faculty member and our Instructional Lab Coordinator have resigned. We are currently in the hiring process to replace our Lab Coordinator, However, we now need to increase our full-time faculty by 2 instead of 1.

3. Develop an partnership with Hunter Engineering.



Program Review Request Instruction

A contract was submitted by Hunter Engineering to provide equipment and resources in exchange for sharing our facility to provide factory training to automotive technician working in the industry. We do not know if the contract was approved or denied.

4. Proposal for construction of outdoor lab space which will include solar panels and EV charging stations for sustainability and instruction.

We are still advocating for this goal.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:

Explore expanding offering into weekends and evenings. Evening classes provide more options for students who cannot make daytime classes.

What actions will be taken to accomplish the goal?

Increase enrollment/completions find faculty to teach evening and weekend classes. Increase resources to accommodate increased enrollment. Increase instructional support staff.

What metric will you use to measure your goal?

Enrollment numbers, completions. Reduction in equity gaps.

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:

Explore the option of moving all classes to non-credit

What actions will be taken to accomplish the goal?



Program Review Request Instruction

Develop/revise curriculum. Propose changes to curriculum to the Automotive Advisory for approval in moving forward. Work with Dean Brooks to navigate through the administrative requirement of changing. Obtain resources to accommodate the non-credit requirements including tools and equipment, learning resources, etc.

What metric will you use to measure your goal?

Enrollment. reduction in equity gaps. Increase certificate output

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:

Expand department to teach Alternative Fuels, and Advanced transportation programs.

What actions will be taken to accomplish the goal?

Increase/hire the necessary number of qualified faculty to successfully cover required classes.
Develop/offer more course offerings. Obtain instructional supplies to support. Increase instructional support staff.

What metric will you use to measure your goal?

Expanded FTEF & FTES. Completion rates for certificates and degrees. Increase enrollment.
Reduction in equity gaps.

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



Program Review Request Instruction

OTHER INFORMATION

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

The automotive faculty has returned to pre-pandemic enrollment and success rates, even with the reductions in full-time faculty in the department. However, we are fearful that we are going to reach a plateau and will be unable to grow unless we increase the number of full-time faculty

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

Date: Click or tap to enter a date.

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.



Program Review Request- Faculty

Golden West College

FACULTY REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Russell
Submitter's Email:	mrussell@gwc.cccd.edu
Submitter's Phone Number:	562-252-2677
Who is your Dean/Supervisor?	Dorsie Brooks
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen Automotive Department (could not add below)
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).
In academic year 2021-2022 our total full-faculty decreased from 4 to 3. When the department had 4 full-time faculty, our annual LHE would vary between 170-180. With the loss of our 4th instructor, LHE was forced to decrease. The department needs the flexibility that the additional faculty member allows when it comes to expanding both course offerings and new technologies that the department needs to stay current with industry trends.

Please provide and describe the data demonstrating the need for the request.
There are currently three (3) full time and two (2) part time faculty in the Automotive department. Program Review data shows that the FTEF of the department is at 5.6, showing that the department can sustain at least one new full time faculty member.



Program Review Request- Faculty

Golden West College

Demand for automotive classes is very high- with the area going from 148.99 LHE in 2021-2022 to 168.11 LHE in 22-23- almost 13% gain in LHE, even with only 3 FT instructors.

Awards in the program have jumped from 21 in 20-21 (a very low year, to be fair) to 69 in 21-22 and 111 in 22-23. The increase is attributable to the increase in Noncredit pathways and awards that offer short term skills to get people into the workforce quickly. These classes have been offered regularly since 21-22 and provide both a pipeline of new students into the credit pathway, but also the skills people need to go directly into the workforce. The department needs to continue this work with additional Noncredit offerings, but is unable to expand due to the limits of available faculty.

Labor Market Data shows that the demand for Automotive Technicians is expected to grow by an additional 5% in OC over the next two years. A Labor Market report from March 2023 is attached to this request.

Please post job description (copy and paste description).

Coast Community College District

Instructor, Automotive

SALARY \$4,112.83 - \$9,805.42 Monthly

\$49,354.00 - \$117,665.00 Annually

LOCATION Huntington Beach, CA

JOB TYPE Full Time Faculty JOB NUMBER 3-G-18

DIVISION Golden West College OPENING DATE 02/16/2017

CLOSING DATE 3/30/2017 11:59 PM Pacific

Definition

Golden West College is currently seeking a full-time, tenure track Automotive Instructor commencing with the 2017 fall semester. The primary teaching assignment involves automotive technology. 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 automotive technology.

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

1. Provide instruction in Automotive Technology in accordance with established course outlines.



Program Review Request- Faculty

Golden West College

2. Provide leadership in the development and revision of Automotive Technology curriculum.
3. Participate in curriculum development, implementation, and evaluation; participate in and develop programs to measure student performance.
4. Maintain current knowledge in the subject matter areas.
5. Maintain appropriate standards of professional conduct and ethics.
6. 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 enrollment, attendance, and progress; submit student grades according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or districtwide activities and committees as assigned.
7. Assignment may include day, evening, weekend, and online sections.

Qualifications and Physical Demands

MINIMUM QUALIFICATIONS:

1. Must meet one of the following qualifications under (a) through (d):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Bachelor's degree or higher AND two (2) years of professional experience.
 - c. Possess an Associate's degree AND six (6) years of professional experience.
 - d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates applying with minimum qualifications on the basis of equivalency must upload an Application for Equivalency to their online application (form downloadable at www.cccd.edu/employment) in addition to all other required materials.
2. Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.

Desirable Qualifications:

National Institute for Automotive Service Excellence (ASE) Certifications A1 through A8, G1, L1, L2, L3, and F1.

US Environmental Protection Agency (USEPA) Section 609 Refrigerant Handling Certification.

California Bureau of Automotive Repair (BAR) Certified SMOG Instructor.

Previous teaching experience in a National Automotive Technician's Education Foundation (NATEF) accredited automotive program.

Ability to contribute to campus and district-wide professional responsibilities and activities.

Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

Experience with service and repair of light-duty diesel and alternative fuel vehicles.

Formal college or manufacturer automotive training.

Evidence of student success in teaching in an automotive technology program.

Evidence of participation in student success initiatives in a post-secondary setting.

Evidence of experience in blending student success strategies, such as: goal setting, time-management, problem solving, study methods, and research skills into their own curriculum. (Candidates who have not had such experience will be expected to gain these competencies during their first year, so that they are able to incorporate these strategies into their own courses.)



Program Review Request- Faculty

Golden West College

Evidence of an ability to address the instructional needs of a diverse and frequently underprepared student population.

Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.

Evidence of an ability to adapt teaching pedagogy to the knowledge level (developmental through transfer) and personality of each individual and class.

Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.

Evidence of innovation, scholarship, or leadership in the teaching of automotive technology.

Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.

Ability to work with computers, and use the Internet and interactive technologies to engage students in on- campus and online courses (where academically appropriate) and Student Support methodologies, such as supplemental course support, learning management systems, Q&A Chat rooms, video supplements, and strategies for large group delivery as well as intrinsic motivation and ability to develop and teach online courses.

Evidence of an ability to communicate effectively both orally and in writing.

Conditions of Employment

Start Date: Fall Semester (August 2017)

For a full-time, two-semester position, a maximum starting range of \$49,354 to \$84,144 is offered, based on the 2016-2017 salary schedule of \$49,354 to \$117,665. In addition, an annual stipend of \$2,878 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.

The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)

The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individuals interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

*Application and required materials must be electronically submitted on-line at <http://www.cccd.edu/employment> by the

indicated closing date. Incomplete applications and application materials submitted by mail will not be considered.

Additional Information

ATTENTION: Before applying, please be sure to review the Coast Colleges District Board Policy regarding Nepotism (BP 7310 (Download PDF reader)) to check if your application may be impacted. If you have any questions, please contact HR

Recruitment at 714-438-4714 or 714-438-4716.

APPLICATION REQUIREMENTS: To be considered for employment you must submit a COMPLETE application packet. A complete application packet includes EACH of the following:

1. A complete Coast Community College District Online Employment Application.



Program Review Request- Faculty

Golden West College

2. A current resume of professional experience, educational background, and teaching experience (upload as a separate attachment - PDF recommended).
 3. A cover letter highlighting your qualifications for the desired position, INCLUDING desirable qualifications for the subject(s) to be taught (upload as a separate attachment - PDF recommended).
 4. All unofficial copies of undergraduate and graduate transcripts, if applicable (upload as a separate attachment - PDF recommended).
 5. Answers to ALL Supplemental Questions (please provide clear and detailed responses as they will be carefully evaluated to determine the most qualified candidate(s) to be invited for an interview; please do not paste your resume or put "see resume" or leave blank).
 6. Application for Equivalency, if applicable. Candidates who are applying with minimum qualifications on the basis of equivalency must attach a completed Application for Equivalency Form (which can be downloaded at www.cccd.edu/employment) to their online application, along with supporting documents, in addition to all other required materials (upload as a separate attachment - PDF recommended).
 7. Please do not attach additional application materials--they will not be reviewed or returned.
- Submission of all required application information and materials is the responsibility of the applicant.

APPLICATION PROCEDURES:

Applications must be received no later than the posted closing date. There are NO EXCEPTIONS. Electronic applications

may be completed by visiting www.cccd.edu/employment. Once you have completed an electronic application, you may

apply to open positions within the Coast Community College District by submitting the application and all other required

materials. Required materials differ for each open position and must be complete when submitted for a specific posting.

Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4714.

All application materials become the property of the Coast Community College District and will NOT be copied or returned.

Information for TDD users is available by calling (714) 438-4755.

To ensure consistency and fairness to all applicants, please do not submit materials in addition to those requested.

Additional materials will not be considered or returned. Any documents that you are unable to attach can be faxed to (714)

782-6065. Faxes must clearly indicate your name and the job to which you are applying.

Be sure to complete all questions and sections of the application even if your cover letter or CV/Resume already addresses

those questions. For questions which may not apply, indicate "n/a" (not applicable). If you do not know an answer, please

indicate so, but do not leave any space blank. All applications will be screened under a process of utmost confidentiality by

a committee of representatives from the college community.

Disability Accommodations: Individuals who need reasonable accommodations in accordance with ADA should notify



Program Review Request- Faculty

Golden West College

the

Human Resources Office for assistance or call 714.438.4714 or 714.438.4716.

SELECTION PROCEDURES:

1. All online applications and required materials received by the deadline date will be screened to determine which applicant(s) meet(s) the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the required qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview with the College/District. Therefore, it is highly recommended that applicants submit clear, detailed responses to all supplemental questions in order to demonstrate his/her qualifications as related to the position.
3. If any travel is required for an applicant to participate in-person during the interview process, this will be done so at the candidate's own expense.
4. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.
5. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
6. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
7. The campus President will make the final recommendation for employment to the Board of Trustees.
8. The successful candidate will be offered the position and placed on the current salary schedule based on their experience.
9. The start date will be determined by the Dean of the Division/Department depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION:

To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.

The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.

Applicants wishing to apply for more than one position must submit separate application materials for each desired position.

During the interview process, consideration will be given to factors in addition to education and experience, including but not limited to: professional development, ability to work with others, and commitment to meet student needs.

Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.

Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.

The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.



Program Review Request- Faculty

Golden West College

The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.

The College does not return materials submitted in the application for a position. (Copies of original supporting documents are acceptable).

Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes Coastline Community College, Golden West

College, and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange

Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community

college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

Agency

Coast Community College District

Address

1370 Adams Avenue

Costa Mesa, California, 92626

Phone

714-438-4713

714-438-4714

Website

<http://www.cccd.edu>

Instructor, Automotive Supplemental Questionnaire

*QUESTION 1

I understand that a COMPLETE application packet is required for consideration, which includes the following: 1. A complete Coast Community College District Online Employment Application 2. A current resume or curriculum vitae (as a

separate attachment - PDF recommended) 3. A cover letter outlining your education and experience relevant to this

position (as a separate attachment - PDF recommended) 4. Answers to all supplemental questions (clear, thorough

responses required for evaluation purposes) 5. Application for Equivalency, if applicable (as a separate attachment - P

Program Classification (check all that apply)

- Instructor (transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or non-credit)
- Counselor



Program Review Request- Faculty

Golden West College

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.

Our fourth full-time faculty resigned in Spring of 2021 and has not been replaced. This has caused us to reduce our LHE offering and restricted our ability to expand/grow into emerging technologies like Electric Vehicle and Alternative Fuels.

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.



Program Review Request- Faculty

Golden West College

- 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.

Our accreditation with the Automotive Service Excellence Education Foundation (ASEEF) requires that faculty hold specific certifications to teach in our program. This makes finding part-time faculty difficult. Since most part-time faculty are typically employed full-time in the industry, it becomes challenging to find someone who fits. With 4 full-time faculty, the automotive department was able to maintain a max LHE of 84 when necessary. This is necessary when adjunct faculty are not available. With the reduction of one full-time member of the faculty, our current faculty teaching load has been reduced to a maximum of 63 LHE per semester, which has resulted in class cancellations due to staffing. Due to the loss of our 4th full-time faculty, we are unable to expand into alternative fuels and electric vehicles, which are "new developments" in our area.

The program has also expanded into Noncredit short term certificates. While the Noncredit classes have provided pathways into the program and to the workforce and the program has plans to create additional Noncredit courses, the program is currently stunted by lack of faculty. There is simply too much demand for the core classes to justify pulling faculty for additional expansion.

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?

The need for additional full-time faculty is supported through the difficulty to schedule and staff classes that allow students to complete certificate and degree requirements efficiently. In addition, it is supported by the difficulty of finding qualified part-time faculty to who can staff classes that are scheduled during time that best serve the needs of our automotive students.

The program cannot expand into necessary fields (Alternative fuel technology, more Noncredit courses) while still supporting the traditional program demands without additional faculty.

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)



Program Review Request- Faculty

Golden West College

- 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.

Filling the vacant faculty position will allow increased schedule offerings which directly leads to higher enrollment and completion rates. Increases in enrollment will have a positive affect on program and college wide FTES. Higher FTES rates expands the potential for higher completion rates.

The creation of additional Noncredit and Alternative Fuel programs creates opportunities for new populations of students to the programs, namely adults who are looking to reskill, upskill, or change careers. These students are people who the college has not specifically served in the past.

Creation of short term skills training aligns with both state and federal legislation, including but not limited to, Workforce Innovation and Opportunity Act, Carl D. Perkins Strengthening Career Education Act, Vision for Success, Higher Education Roadmap, Recovery with Equity Act and many others. The state's commitment to green jobs includes advanced transportation and the certificates and degrees that the Automotive program can create contributes directly to that goal.

CTE programs, and automotive specifically, help to contribute to the college's equity goals by providing the trianing needed that leads to high demand, good paying jobs for our students. These programs help elevate communities by providing solid skills training that allow people to contribute to their community and the economy while improving their own lives.

Data shows that 70% of the Automotive 22-23 CTE Perkins cohort was considered economically disadvantaged. The same data also shows the program is serving many special populations including foster youth, out of work individuals, English language learners, single parents, and individuals with disabilities. The program and college can serve these students even better by expanding access by adding an additional faculty member.

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

Faculty must be Automotive Service Excellence (ASE) certified as a Master Technician, areas A1-A8
ASE General Technician, G1
ASE L1, Engine performance is required to teach Engine Performance



Program Review Request- Faculty

Golden West College

Smog Teaching credential, issued by the Bureau of Automotive Repair (BAR), is required to teach Smog Certification courses.

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

Filling a vacant full-time faculty position will support the following Vision 2030 Goals:

GWC College Goal 1

GWC College Goal 3

GWC College Goal 4

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: *Michael Russell*

Date: 9/29/2023

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



Program Review Request- Faculty

Golden West College

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

Date: Click or tap to enter a date.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

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

Type of Review:

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

- Instruction
- Student Services
- Administrative

Directions:

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

GOAL

Description of Program's Goal (required):
To replace in-ground automotive hoists with enviromentally friendly automotive hoists.

Data to support the Program's Goal (if necessary/desired)
Data Dashboards
If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks
At present time, the automotive facility has five in-ground Ifits that were installed in the late '60s. When these lifts leak hydraulic fluid, they tend to contimate the soil beneath them. In addition, repair parts are scarce and when available, it is typically not cost-effective to repair them.

What actions will the program take to accomplish this goal?
Remove the five remaining in-ground hoists and replace with efficient, environmentally safe above ground hoists.

What metric will you use to measure this goal?
Lower repair costs when repairing automotive hoists.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

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

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

Please describe how this goal supports the College’s missions and goals [\(Vision 2030\)](#).

This project supports Equity and Success, and completion by having relevant, industry based equipment for all students to use. It supports facilities by being enviromentally responsible and reducing repair costs on outdated equipment.

REQUEST FOR FUNDING

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

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

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

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

Description of Item(s)	Total Dollar Amount Requested
5 automotive hoists	\$47,000.00
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.

Our general fund budget will not cover this project

Will there be an on-going cost for this request? What is the total cost of ownership?



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Annual inspection and certification. This inspection is done on all lifts annually including the current in-ground hoists. There will be no additional on-going costs.

Supervisor's Review

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

- No concerns
- I have concerns about this recommendation
- I believe department or wing funds exist to cover this request: partial full payment

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

- Funding recommended
- Funding not recommended

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

Date: Click or tap to enter a date.



Quote

Submit to Snap-on Industrial
 3011 IL RTE 176, Door 1
 Crystal Lake, IL 60014
 877-740-1900

Quote Number IMP-001188256
Quote Date 9/29/2023
Quote Expiration Date 11/28/2023
Customer Name COAST COMMUNITY COLLEGE DISTRICT
Customer BP 201306237
Contact Information:
Name Mike Russell
E-mail -
Phone Number -
Sales Rep MYERS, LYNN (QUINT)
Mobile # 949-482-9899
E-mail Address Lynn.C.Myers@snapon.com

Ship Via 1 - UPS GROUND
Payment Terms P30 - NET 30 DAYS
Ship to 201306237
 COAST COMMUNITY COLLEGE DISTRICT
 7112 MCFADDEN AVE
 HUNTINGTON BEACH CA 92647
Bill to 201306236
 DO NOT MAIL DO NOT MAIL
 1370 ADAMS AVENUE
 accountspayable@cccd.edu
 COSTA MESA CA 92626

Line Number	Part Number	Description	Quantity	Unit Net Price	Line Total
1	EELR532A	10K 2-POST LIFT RED	1	\$4,985.08	\$4,985.08
2	EAK0299T22A	STACK ADAPTER KIT	1	\$205.46	\$205.46
3	EAK0299T27A	AIR/ELECTRIC WORK STATION	1	\$377.44	\$377.44
4	INSTALLIFT	EQUIPMENT INSTALL CHARGE	1	\$2,400.00	\$2,400.00

Total Weight 1,680.80 lbs
Sub Total \$7,967.98
Shipping \$0.00
Tax \$617.52

Grand Total \$8,585.50

Tax and freight shown are estimates.

Applicable tax and freight will be charged to the Customer's account.

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap-on hereby objects to any additional and/or different terms, which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect.

The sale of product is subject to Customer meeting Snap-on Industrial's credit approvals. Financing through Snap-on Credit LLC is available on most purchases. Ask your Sales Rep for more information.

*Please provide vendor and pricing information to customer service on this part number.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

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

Type of Review:

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

- Instruction
- Student Services
- Administrative

Directions:

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

GOAL

Description of Program's Goal (required):
To replace outdated laptop computers.

Data to support the Program's Goal (if necessary/desired)
Data Dashboards
If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks
A majority of students rely on program supplied laptop computers to access service information and complete lab assignments. The Automotive Department is looking to replace older computers that are now performing below an acceptable standard.

What actions will the program take to accomplish this goal?
The Automotive Department will work with the division office, and Tech Services to obtain and program new laptop computers for automotive students to use during instruction.

What metric will you use to measure this goal?
An increase in student success. Students using department supplied laptops during instruction



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

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

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

Please describe how this goal supports the College’s missions and goals (Vision 2030).

Providing laptop computers to all automotive students promotes equity and success. Many of our students rely on these laptops to complete work, and access service information to complete assignments. Students access assignments and service information to complete assignments which leads to employment and completion.

REQUEST FOR FUNDING

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

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

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

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

Description of Item(s)	Total Dollar Amount Requested
30 Panasonic Toughbooks, storage, warranty	86,642.94
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.

Our general fund budget will not cover this project



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Will there be an on-going cost for this request? What is the total cost of ownership?

No ongoing costs.

Supervisor's Review

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

- No concerns
- I have concerns about this recommendation
- I believe department or wing funds exist to cover this request: partial full payment

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

- Funding recommended
- Funding not recommended

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

Date: Click or tap to enter a date.

Jerry Spiratos




Organization: Coast Community College District

Group: Technology

Quote: 1666939869

Expiration: 11/2/2023

Billing Information	Shipping Information
Billing Address: COAST COMMUNITY COLLEGE DIST ACCOUNTS PAYABLE 1370 ADAMS AVENUE COSTA MESA, CA 92626	Shipping Address: GOLDEN COLLEGE COAST COMMUNITY COLLEGE DISTRICT 7112 MCFADDEN AVE HUNTINGTON BEACH, CA 92647

	Product	Unit Price	Qty	Total
	Panasonic Toughbook 55 core i5-1145G7/16GB/512GB OPAL/Wi-Fi/BT/WC/14" HD/W11P-W10P In Stock Item#: 41427036 Mfg. Part#: FZ-55D2601KM	\$2,309.38	30	\$69,281.40
	State Environmental Fee			\$120.00
	Panasonic 2-Year Warranty Extension for Laptop (Years 4 and 5) In Stock Item#: 5725959 Mfg. Part#: CF-SVCLTEXT2Y	\$297.24	30	\$8,917.20
	Ergotron Zip40 Charging Cart Out of Stock Item#: 36850621 Mfg. Part#: DM40-2009-1	\$2,434.61	1	\$2,434.61

Subtotal:	\$80,633.21
Shipping & Handling:	Heavyweight Ground - \$331.74
Tax:	\$5,557.99
Fees:	\$120.00
Total:	\$86,642.94



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

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

Type of Review:

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

- Instruction
- Student Services
- Administrative

POSITION REQUEST

Please check one of the following:

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

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

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

Salary Information

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

Contract (check one):

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

Job Description Summary

- Required:** Attach a copy of the department Organizational Chart showing all positions and highlighting the position requested.
- Required:** Attach a copy of the CCCD Position Description, if available (obtain from Personnel Dept).
- CCCD does not have a position description as it is a new position within the district.**



Program Review Request- Classified

Golden West College

What are the essential duties this position will fulfill?

Support daytime and evening instructors with tool room check out and inventory procedures.
Ensure building is secure at the end of instruction for the evening

JUSTIFICATION

What is the compelling need for an immediate replacement?

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

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

No coverage for instructors teaching night time classes which can lead to student safety issues. Instructional associate monitor tool inventory and equipment operation. When there is no coverage, this falls on the instructor, forcing the instructor to split time between shop management and safety.

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

Yes

No

Position title and Area of Specialization (if applicable)

Automotive Instructional Associate

Needs/Priority Rubric (1-10 points)

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

How does this request for a classified position meet the following criteria? (2 page max.)

Fully respond to each of the following questions. Your responses will be the basis that Planning Council and the Executive Team members will apply the criteria and rate this request.

#1. Program Needs (1-10 points):

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

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

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



Program Review Request- Classified

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How does this request align and directly support the [College's Goals](#)? How does this position address stated long-term college priorities identified by College plans? (e.g. Master Plan, Instructional Plan, Student Equity Plan, Facilities Plan) *Please cite the plans and goal(s).*

Enrollment: Night-time support will allow for a larger night-time offering by increasing LHE output.
Equity and Success: Night-time support will student success through class offerings in the evening for students who are working during the day and do not have the ability to attend daytime classes.
Completion: Having night-time support which will allow to increase night-time LHE, which will lead to higher completions rates.
Workforce preparation: Students completing night-time classes will have the opportunity to complete certificate requirements at a faster rate. Night-time support will for an increases in evening courses.
Facilities: Evening coverage will help to maintain inventory and insure buidlings are secure and ready for student use which will lead to student success.

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

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

Additional support staff will allow for all scheduled automotive classes to be supported in the tool room, which will reduce thert and instructional time loss. Completer tool room coverage will make it easier to expand course offering and increase LHE offerings, increase total FTES, and completions. An Automotive Instructional Associate will be able to assist in monitoring classes which will increase campus safety.

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

(Determined by the Executive Team)

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

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

As our department expands into non-credit and for-credit evening offerings. We will need constant coverage.

Submitter's Signature: *Michael Russell*

Date: 9/29/2023

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

Date: Click or tap to enter a date.

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.



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

Summary

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

Distinguishing Career Features

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

Essential Duties and Responsibilities

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

1. Tutors students on an individual and small-group basis in all levels of the specific curriculum taught at the College. Tutors students who may have learning difficulties, carrying out remedies for learning problems in subject matter, resources, or technologies.
2. Assists and advises students to enhance skills in problem analysis, grammar and syntax, proper use of tutorial and computer-aided laboratory equipment. Presents and may customize demonstrations and drills to students along with explanation of concepts.
3. In walk-in learning lab environments, schedules, trains, oversees, and monitors the attendance of student and other temporary tutors. Trains and assists student and other temporary help in use of interactive and computer-aided tools, materials, and equipment.
4. In on-line interactive courses, provides instructional support to remote students by messaging, social media, and telephone help for both subject matter and instructional technology. Prepares indexed and accessible documentation of help responses.
5. Provides and may coordinate tutorial assistance, small group discussions, and computer-assisted instruction support (for on-line coursework) in such a way as to enhance students' after having difficulty grasping subject matter or are more effective in one-on-one level settings.
6. Maintains student attendance records including in scheduled labs. Performs data entry
Creates written instructions for use of resource center or laboratory services and computer equipment, as necessary.

7. Creates written instructions for use of resource center or laboratory services and computer equipment, as necessary.
8. Researches available supplemental learning materials. Consults reference works and/or performs searches to research concepts related to student questions across the foreign language or related curriculum.
9. Tutors and instruct students in learning and test-taking strategies (e.g., flash cards, study guides, test-taking techniques, coping with stress, and otherwise alleviating test anxiety).
10. Under faculty guidance, designs and presents remote tools and other forms of help to on-line students who are having difficulty with subject matter or online access.
11. Assists faculty by organizing and participating in cultural and vocational awareness activities that enhance student learning.
12. Maintains lab equipment and makes repairs as needed, calling for maintenance, as necessary. Delivers materials and equipment to classrooms, laboratories and/or offices, as requested. Ensures that labs and learning centers are clean, orderly, and functional.
13. Processes timesheets, purchase requisitions, and other standardized documents, following established procedures.
14. Orders, receives, catalogs and stores supplies, materials and equipment; directs and participates in inventory of lab equipment and materials, assuring that adequate quantities are available for instructional use; marks equipment with approved identification. Provides technical assistance in the preparation of specifications for equipment and material purchases; interviews vendors to assess new equipment and supplies and recommends selection as requested
15. Performs other related duties as assigned that support the objective of the position.
16. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

Qualifications

▪ Knowledge and Skills

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

8. Requires knowledge of and skill in using proper English grammar, vocabulary, syntax, spelling and punctuation.
9. Requires enough human relations skill to convey technical concepts to others and to facilitate a small group learning process.
10. Requires a basic knowledge of standard and common office clerical practices.
11. Understands District hiring practices and procedures.
12. Communicates skills with students, tutors, and faculty.

▪ **Abilities**

1. Requires the ability to perform the essential responsibilities and functions of the position.
2. Requires the ability to provide general instruction support, providing tutoring and assistance in assigned subject matter for adult students of diverse backgrounds, abilities and skill levels.
3. Requires the ability to make demonstrations to small groups.
4. Requires the ability to relate positively to students in a teaching/learning environment, develop and maintain effective working relationships, and recognize the difficulties students may have in comprehending the subject matter.
5. Requires the ability to support and supplement instructors' specific curriculum and assignments at the level being taught.
6. Requires the ability to administer tests.
7. Requires the ability to listen actively and effectively, identify and solve problems, facilitate learning for students, and build student self-confidence and confidence in the subject matter.
8. Requires the ability to convey concepts both orally and in writing, speak in an engaging, clear, and concise manner, and follow standing instructions.
9. Requires the ability to oversee and mentor student-tutors and perform general clerical tasks.
10. Requires the ability to operate and maintain computer-aided learning equipment and utilize software applications that are dedicated to the subject matter.

▪ **Physical Abilities**

1. The general physical demands, working conditions, and essential job functions associated with this classification will be kept on file with the Office of Human Resources.
2. Essential functions will vary by position.
3. As defined by Title I of the Americans with Disabilities Act ("ADA") and California's Fair Employment and Housing Act ("FEHA"), the District shall engage in a timely, good faith interactive process with employees or employment applicants who are requesting or are in need of reasonable accommodations and, provide reasonable accommodations for employees or employment applicants who, because of their disability, are limited in or unable to perform one or more of the essential functions of their job in accordance with applicable state and federal law.

▪ **Education and Experience**

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

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

- **Licenses and Certificates**

May require a valid driver's license.

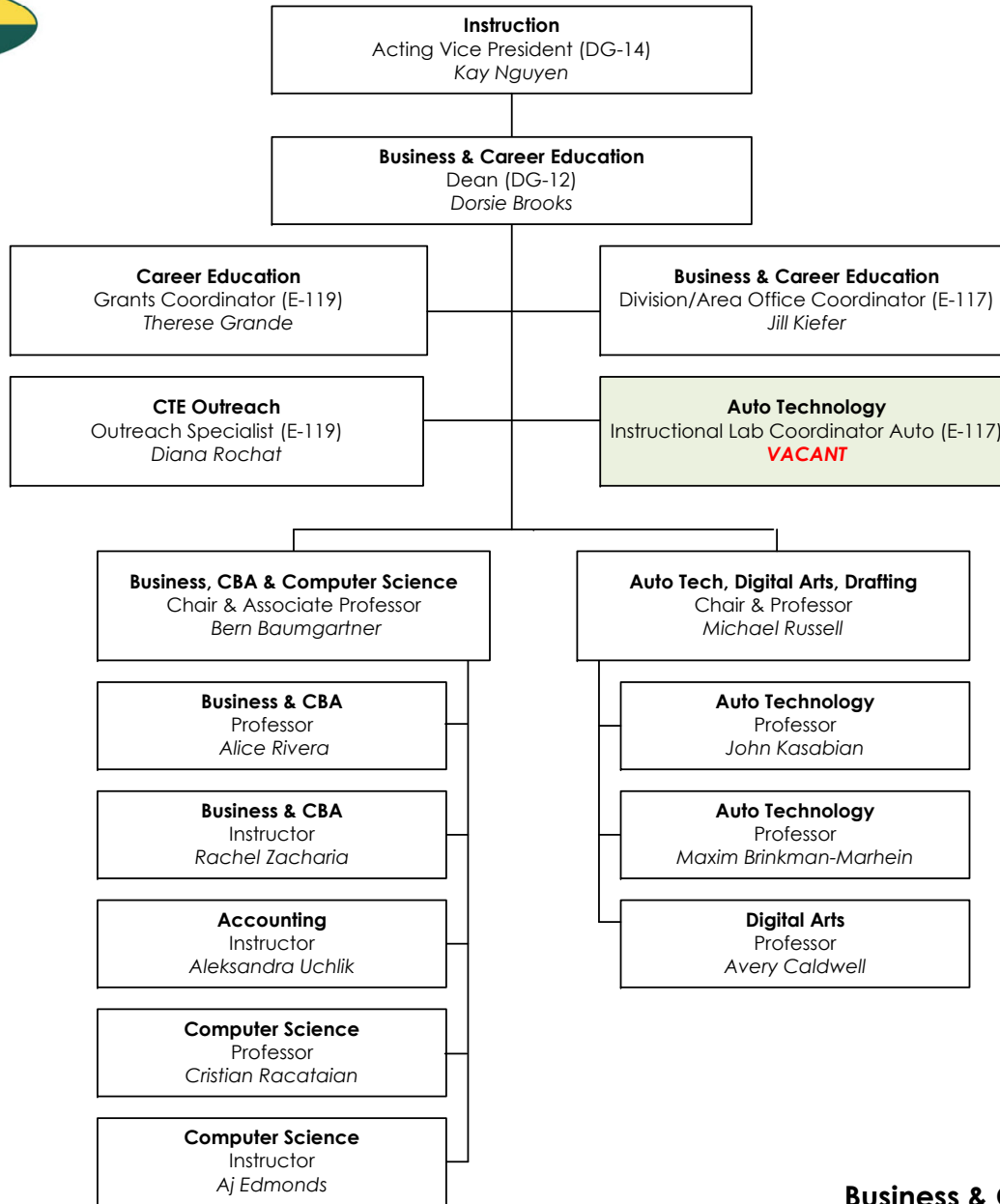
- **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

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



August 2023



ADD Proposed
47.5% Evening
Position Here