



Program Review

Golden West College

General Information

Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
- At the bottom of the page, there is a **“Save Progress”** button. That button can be very useful. However, if you have already been logged out due to a time error, it won't actually save the information to your account. To check to see if you have been logged out, a better approach is to click the **“Previous”** button. This will take you to the previous page AND it will save what you have typed on the current page. If you had been logged off, you will be immediately notified.

Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? Administrative
 Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
 Student Services

Who is your Dean/Supervisor? Robyn Brammer
 Joseph Dowling
 Rick Hicks
 Janet Houlihan
 Danny Johnson
 Claudia Lee
 Alice Martanegara
 Carla Martinez
 Alex Miranda
 Kay Nguyen
 Meridith Randall
 Christina Ryan Rodriguez
 Matthew Valerius
 Tim Vu
 Chris Whiteside

Who is your Vice President? Lee, Claudia
 Houlihan, Janet
 Randall, Meridith

If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

Program Review Purpose

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

Program Review Data Driven Decision Making

- Continual improvement

- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

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Program Information

Please note, the term Program Review is a standard. We will use "program" throughout the document. Please regard this as your "department" or "area".

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

Business and Career Educ

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

Career Education (CE) has faced several reorganizations resulting in almost constant change affecting the college's ability to continue realizing improvements. Also, a high turnover rate of administrators and classified staff coupled with the elimination of several positions challenge growth and sustainment. Program elimination also plays a crucial role in the colleges' ability to recover from metric declines.

What are your program's strengths?

CE Administrative leadership, faculty, and staff with expertise in Career Education (CE)
Administrative leadership willing to support innovation and best practices (Acceleration/Compression and Pipeline)
Capacity to fiscally support program improvement and innovation
Established programs with solid reputations within the community
Experienced staff with a solid understanding of career education
Recent investments in CE programs for improvement and growth
Professional Development resources to support administration, faculty, and staff
Legislative support for CE and Workforce training- including grant funds
New and ongoing funding possibilities in the form of new funding, grants, and contracts
1. WIOA funding – training
2. Community Services – expanded services
3. Contract Education
4. Employment Training Panel (ETP)
5. Strong Workforce Program (SWP)
6. K-12 Strong Workforce (K12SWP)
7. Guided Pathways
Create more robust college and industry linkages
Opportunities for cross-disciplinary collaboration
New CE Programs (Credit and Non-Credit)
Development of low unit certificates
Dual Enrollment and other early credit opportunities
Leveraging the use of new metrics and data in the evaluation and assessment of programs.
Open Education Resource adoption
CE Marketing
Outreach Collective- integrating outreach initiatives
Focus on Equity at the College levels allows for more collaboration across campus.
New Population of students who are looking for reskilling or upskilling due to unemployment
Using data on resilient jobs to plan for new program development

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

The program review process doesn't meet the needs of CE and integrated resource management
Lack of common standards/administrative practices at college and District levels- Contracts, Checks, PO
Processes- timing impedes work
Need for additional institutionalized staff to support CE
Lack of space for CE programs and administration to grow
CE specific on-demand data (Enrollment Management)
Organization of CE programs
Increased need for CE specialization at the career center
Need for dedicated counselor(s) for CE
Uninviting facilities
Lack of programmatic base funds with overreliance on special funds
Lack of high school engagement
CE program diversity (New Allied Health and non-credit)
Meeting programs compliance requirements in statute and accreditation
Demand in FTES for CE programs to meet or grow enrollment targets
The rapid growth of AEP (Destructive competition, internal and external)
A resurgence of proprietary college program offerings
Open-Source Education (alternative forms of education)
Performance-based funding
Lack of qualified faculty for CE programs
Institution-wide understanding of ongoing changes in CE
Shrinking K-12 student population
COVID- Lack of classes on campus
COVID- Budget issues from the pandemic
Hiring freeze
Single Term registration
Legislation instability that impacts course offerings (CJ, Cosmetology, and Nursing)
Local four-year colleges increasing freshman classes
COVID- Students may not want to go into specific careers due to shutdown (Cosmo, Culinary, etc.)

ADMINISTRATIVE SERVICES INFORMATION

Over the past two years, how did you measure your effectiveness and customer satisfaction? What were the results?

CE uses the Strong Workforce Program (SWP), Completion and employment data for examining long-term outcomes.
Strong Workforce Program Students
All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year. (2018-2019 - 6,086 Students and 2019-2020 - 5,971 Students).
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district (2018-2019 -19% and 2019-2020 – 19%).
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status Number of unduplicated Strong Workforce Program students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained

apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code (2018-2019 – 593 and 2019-2020 – 588).

SWP Students Who Transferred to a Four-Year Postsecondary Institution
Among students earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of students who enrolled in any four-year postsecondary institution in the subsequent year (2017-2018 -535 and 2018-2019 – 523).

SWP Students with a Job Closely Related to Their Field of Study Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study (2016-2017 – 68% and 2017-2018 – 72%).

Median Annual Earnings for SWP Exiting Students Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit (2017-2018 - \$41,252 and 2018-2019 - \$44,844).

Over the past two years, how did you measure your efficiency and productivity? What were your results?

Over the past five years, CE has used the FTES/FTEF(30) formula for efficiency as a standard measure across all programs. Administrators, faculty, and staff received training to use this measure and implement it into their daily work and decision-making processes. We realized a small decline in 2019-2020 due to the Covid transition, but CE recovered quickly to its highest efficiency in five years. (2016-2017 - 22.9, 2017-2018 – 24.9, 2018-2019 – 25.5, 2019-2020 -24.7, 2020-2021 – 28.8).

Program Review Goals and Requests for Funding

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

- Faculty
- Equipment, Facilities, Technology
- Support Staff

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

Vision 2030 Goals Legend

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

Goals from Previous Program Review Cycle

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

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

- o CE Goal 1.1 - Increase enrollment, student retention, and student success in CE programs by 10%. Enrollment did not increase however student retention and success did.
- o CE Goal 1.2 - Increase program and course efficiency year over year. Successfully completed.
- o CE Goal 1.3 - Develop new CE programs that are feasible and sustainable in the industry sectors that are identified as a "Priority Focus" or an "Emergent Sector" with an emphasis on new programs that can be integrated into existing academic programs, thus leveraging existing resources. Leverage the Economic and Workforce Development Division for the pursuit of Accelerated CE pathways and Pre-Engineering Pathways. Multiple programs developed; pre-engineering pathway completed.
- o CE Goal 1.3 - Increase student success and retention in CE programs by sharing best practices and providing professional development opportunities. Multiple faculty participated in CE sponsored trainings and conferences.
- o CE Goal 1.4 - Complete all faculty and staff evaluations in a timely manner to ensure continued excellence in teaching and support services. Completed.
- o CE Goal 1.5 - Contribute to the development of an Innovation Center that supports and enhances both current and emerging CE programs. Completed and discontinued.
- o CE Goal 1.6 - Increase the number of state and nationally recognized credentials to contribute to program performance measures. Not met curriculum updates have not kept pace with current credentials in some areas.
- o CE Goal 1.6.A - Identify state and nationally recognized credentials in CE Programs and analyze their respective performance measures. Completed.
- o CE Goal 1.6.B - Identify and analyze the viability of resources needed for both state and nationally recognized credentials in CE programs to meet performance measures. Completed.
- o CE Goal 1.7 - Increase the number of local certificates that contribute to program performance measures. Completed.
- o CE Goal 2.1 - Evaluate and improve the CE data reported (e.g., Perkins indicators, LaunchBoard, etc.). Ongoing.
- o CE Goal 3.1 - Develop CE facilities plans that effectively address resource needs to provide a safe, welcoming, and supportive environment that benefits students, faculty, staff, and the community. Ongoing.
- o CE Goal 4.1 - Improve both internal and external GWC CE communication. Substantially Completed.
- o CE Goal 4.1.A - Gather notable CE activities and ensure their transmission to marketing and information stakeholders. Ongoing.
- o CE Goal 4.2 - Develop and implement a process for CE program alignment with both GWC's overall mission and CE's mission; set measurable goals that align with both GWC and CE goals; and generate an end-of-year report that summarizes the CE program's contribution to GWC's success, including cluster goal attainment. Ongoing.
- o CE Goal 4.3 - Coordinate CE program's marketing collateral so that it provides guided pathways for each program; detail the students' progression path/maps for the programs; and demonstrate advanced planning by developing two-year program/course delivery plans. Completed.
- o CE Goal 4.3.A - Ensure visibility of CE programs and services by improving communication with an emphasis in leveraging digital media. Ongoing.
- o CE Goal 5.1 - Improve CE advisory committee's effectiveness and maturity by developing and implementing updated advisory guidelines; link program and curricular reviews to unit planning for advisory committee input. Completed.
- o CE Goal 5.1.A - Improve the advisory committees' engagement in the development, promotion, operation, evaluation, and maintenance of CE programs. Ongoing.

- o CE Goal 5.2 - Develop and implement a CE local planning team (LPT). In partnership with other Deans, build and strengthen both the advisory committees and the LPT. Ongoing.
- o CE Goal 5.3 - Promote the development of CE student clubs. Initiating.
- o CE Goal 6.1 - Implement CE program planning to analyze past expenditures and data as they correlate to future resource needs; develop program(s) & initial budget(s) based on actual need; articulate program Strengths, Weaknesses, Opportunities, and Threats (SWOT) in the obtainment of goals including Institution, Program, and Student learning outcomes. Completed.
- o CE Goal 6.2 - Develop budget plans that effectively address resource needs within acceptable limits by demonstrating needs for resources from additional sources, develop program-level resource priorities, and identify areas where material fees may offset instructional supply budgets. Completed.
- o CE Goal 6.2.A - Ensure compliant Career and Technical Education (CE) programs and services receive priority consideration for resources. Ongoing.
- o CE Goal 6.3 - Contribute to the continual improvement of a program review/annual update process and documentation to meet the need of CE programs and allow for critical analysis of each program's current health, including an analysis of resource needs. Train faculty on how to properly assess and critique their own programs. Ongoing.
- o CE Goal 6.4 - Systematize the operational processes for the division's contracts and grants ensuring that the process for acquiring and managing grants is efficient, accurate, and timely. Completed.
- o CE Goal 6.5 - Implement strategies for effective CE FTES growth and efficiency through Portfolio Management, Marketing, and Scheduling. Ongoing.
- o CE Goal 6.6 - Proactively address staffing issues to better empower the Division to do its work and improve the quality, operation, and support of the existing programs; thus, stabilizing staffing for both certificated and classified positions. Completed.
- o CE Goal 6.7 - Ensure that Division processes around schedule development, faculty assignments, and load sheets are accurate, efficient, and timely. Completed.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

*Increase Career Education (CE) academic programs' student enrollment, retention, and success.

Increase CE academic programs program efficiencies.

What actions will the program take to accomplish this goal?

*Continue CE-focused outreach, counseling, and professional development activities.

What metric will you use to measure your goal?

*Count of enrollments, retention, and success.

Average EFF across all programs.

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

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

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

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- Faculty
- Facilities
- Technology
- Equipment

Professional Development (funding request)

- Support Staff (permanent classified)
- None of the above

Goal 2 (Required)

Description of Program's Goal

*Implement CE support services and academic program projects that address identified special populations equity gaps, especially Perkins.

Pathways and recruitment strategies during program development will focus on equity.

What actions will the program take to accomplish this goal?

*Continue with existing CE support services and provide special populations training.

Increased front side program development stratifies and delivery to improve equity.

What metric will you use to measure your goal?

*Count of special populations in the various CE programs.

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

- Enrollment
- Equity and Success
- Completion

- Workforce Preparation
- Facilities
- Professional Development
- Communication

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

- Faculty
- Facilities
- Technology
- Equipment

Professional Development (funding request)

- Support Staff (permanent classified)
- None of the above

Goal 3 (Required)

Description of Program's Goal

*Develop new CE programs based on regional workforce demands, integrating with current academic programs, and leveraging existing resources.

Improve the advisory committees' engagement in the development, promotion, operation, evaluation, and maintenance of CE programs.

Identify and implement actions to improve employer engagement in connecting students to career opportunities.

What actions will the program take to accomplish this goal?

*Analysis and presentation of regional workforce demand. Leverage distance technology for advisory meetings and engage potential members at industry-specific functions. Leverage workforce intermediaries relationships with employers to create additional career opportunities for students.

What metric will you use to measure your goal?

*Count of students with a job closely related to their field of study.
Average median annual earnings for exiting students.

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

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

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

- Faculty
- Facilities
- Technology
- Equipment

Professional Development (funding request)

- Support Staff (permanent classified)
- None of the above

Goal 4 (Optional)

Description of Department's Goal

OTHER INFORMATION

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

Optional file upload (if desired)

Optional file upload (if desired)

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3235373636
Chris Whiteside 11/12/2021, 9:28 AM
Signature Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Deans/Supervisors - If you would like to return this document to the originator, prior to IEC's review, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator.

If you sign the document, it will go forward to IEC.

You will get another chance to review the document after IEC, CCD (if instructional), and the Vice President have provided comments.

IEC: Please provide feedback on this Program Review

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

- Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.
- Higher Education Emergency Relief Fund (HEERF II):**
Assist students impacted by the COVID-19 pandemic
- Lottery:**
Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.
- Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development