Program Review
Golden West College

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.
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Submitter's First Name:	*Damien
Submitter's Last Name:	*Jordan
Submitter's Email:	*djordan@gwc.cccd.edu
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

Are you the Department Chair? *
- ◉ Yes
- ○ No
- ○ Not applicable

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).

Important Update

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Program Information

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

Counseling

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

The Counseling Department offers comprehensive, student-centered counseling services to prospective, continuing, and returning students. These services include general counseling, career counseling, transfer counseling, and career services. Special student populations including: International, Nursing, Puente, Athletes, basic skills, Dual Enrollment, Adult Education, non-credit, CTE, and Veteran students. Counseling services are offered to continuing students, returning students, students new to GWC and non-students alike through DROP-IN (first-come, first-served), Phone and Zoom appointments. Transcript evaluation from local and non-local universities, academic planning including the establishment of a student-centered Student Education Plan (SEP) using DegreeWorks is included.

What are your program's strengths?

The Counseling Department has a progressive mindset, adapting to the times and working in a collaborative spirit to meet students' needs. Evidence of our group work can be found in the re-imagination of FPR, the overhaul of the campus Orientation, the creation of MAP (My Academic Plan), our authorship of 7 new Pathways Planning courses, the revision to COLL G100 to COUN G105 and the creation of OER's for all of our Counseling courses since the last Program Review cycle.

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

Counseling has experienced three retirements and the death of a fourth faculty member since the last Program Review Cycle. This has significantly impacted our ability to serve the number of students by Pathway. The split assignments for full-time Counselors also hinders us from serving the general population. Of the 13 full-time Counselors, only 6 do not have a percentage of their time designated to serving a special population. The Counselor to student ratio is untenable to reach the majority of the students attending Golden West College.

STUDENT SERVICES INFORMATION

If you do not have any of the below information, please type "N/A" in that box.

	4-years ago	3-years ago	2-years ago	1-year ago
Number of students served (unduplicated)	9488	10096	10091	7678
Percentage of students served (served/campus headcount)	52	55	54	37
Number of students served (duplicated)	17174	18036	19708	15247

Outside of hiring new faculty or staff (which should be included in your program goals, if needed), please discuss the above trends and your plan for serving more students.

Counseling has been utilizing Zoom for virtual Counseling appointments, as well as engaging students through phone appointments. These modalities had not been used prior to COVID-19, and we have found it to be helpful to serve students outside of the traditional, on-campus, face-to-face appointments, and so we will continue to use these methods to serve students. We have faced a large increase of returning, older students (25+) seeking online programs and appropriate accompanying services. These services require Counseling outside of our "normal operating hours" (after 5pm, weekends). Counseling will continue to explore the possibilities to serve these students as demand increases.

Over the past two years, what technology and/or processes did you implement to impact the success of our students?

Since COVID-19 in Spring 2020, the Counseling department has migrated all services to virtual services: Phone, Zoom and CaMP text messaging. Both Counseling main webpage and Transfer Center webpages, as the front-facing point of contact for students, have been updated with current information and access to Front Desk staffs/Transfer Services. Counseling has worked to complete the digital migration from paper forms to utilizing NextGen Dynamic forms where possible to move processes online to serve students.

What new outreach/recruitment initiatives have you implemented over the past two years?

Seven new Counseling courses were authored and offered to align with the Guided Pathways initiative. These courses have been highly successful, with the need of additional sections to be added for Social & Behavioral Sciences and Nursing, Health Science and Kinesiology.

Since the 2018/19 Program Review cycle, the Counseling Department completely overhauled the FPR process, first moving the "intake" form to Canvas, allowing Counselors to produce more student-informed first semester Ed Plans. We then overhauled the campus orientation to a Canvas Orientation and created MAP (My Academic Plan). This tool allows students to self-place for English, ESL, Math as well as identify their Program of Study/Major as well as select some General Education courses. This allows Counselors to build student-selected, Counselor-informed Education Plans with accuracy toward Major/career goal. This effort has increased our ability to serve more students with accurate education plans for their first semester/year.

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.

GOAL 1: Increase participation in guided pathways to align to transfer (Planning for ___ courses) - Seven new Counseling courses were authored and offered to align with the Guided Pathways initiative. These courses have been highly successful, with the need of additional sections to be added for Social & Behavioral Sciences and Nursing, Health Science and Kinesiology. The offering of these courses resulted in (FTE's) for the campus. These courses, as approved for CSU GE AREA E are being offered for the first time this Fall 2021. First 2-year graduates will be "visible" in Spring 2023.
GOAL 2: Students having a first semester plan at FPR - MAP/Canvas Orientation (Priority Registration checklist) - Since the 2018/19 Program Review cycle, the Counseling Department completely overhauled the FPR process, first moving the "intake" form to Canvas, allowing Counselors to produce more student-informed first semester Ed Plans. We then overhauled the campus orientation to a Canvas Orientation and created MAP (My Academic Plan). This tool allows students to self-place for English, ESL, Math as well as identify their Program of Study/Major as well as select some General Education courses. This allows Counselors to build student-selected, Counselor-informed Education Plans with accuracy toward Major/career goal. This effort has increased our ability to serve more students with accurate education plans for their first semester/year.
GOAL 3: Increase student retention from semester to semester - We didn't have Signal Vine until 2020. The approach prior to Signal Vine was to email and text students individually. In 2019-2020, we had 1,608 students in the program for Math. Faculty had to volunteer to have their students part of the program. All students were emailed and 400 students were reached through text or phone.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Please note:
Equity should be embedded into all goals for students services.
Student services programs must have a goal related to outreach and recruitment.

Goal 1 (Required)

Description of Program's Goal

Improve onboarding and recruitment processes within Counseling to increase enrollment and retention.

What actions will the program take to accomplish this goal?

Hire a full-time Outreach Counselor to work with high schools to meet demands of increased Dual Enrollment and Pathways pipeline populations including Freshman Transfer students.
Revise and personalize MAP to simplify information necessary for initial SEP. Revise Online Orientation to simplify informational pieces, update info on Guided Pathways, SEP development, AB705, transfer timelines, etc.

What metric will you use to measure your goal?

Increase contact hours to local feeder high schools offering Dual Enrollment with GWC.

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

Provide "on-time" interventions within the lifespan of the student to increase % of students with SEPs / promote Completion/Transfer programs, utilizing high-touch intervention activities through CaMP, Signal Vine, etc. (Life Cycle: Prospect, Applicant, Enrollee, Student, Graduate/Transfer/Career Ready)

What actions will the program take to accomplish this goal?

Hire a full-time Success Coach (1 FTE) within the Counseling Department. Hours to be allotted toward Puente in accordance with the MOU. Remaining hours to focus on applicants to enrollees toward satisfying Priority Registration elements and registration. Intervention activities including Early Alert, increase "on-time"

outreach to students toward completion, Auto-award program. For the Academic Year 2021-2022, Counseling requested SB85 funds to hire "success coaches" and part-time Counselors to pilot these activities for stop-out students and those impacted by COVID-19.

What metric will you use to measure your goal?

Increase numbers of applicants to students who have completed all aspects of Priority Registration (Application, MAP, Online Orientation, SEP, FAFSA) and enrollment.

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

Begin assigning Counselors to students within the lifespan of the student (Life Cycle: Prospect, Applicant, Enrollee, Student, Graduate/Transfer/Career Ready).   Develop relationships with students that can be sustained from application to graduation, update informed Educational Goals for all students and personalized service.

What actions will the program take to accomplish this goal?

Hire at least one full-time General Counselor who will coordinate the case management of students and assist classified professionals to link students with Counselors based on Program of Study.

What metric will you use to measure your goal?

Increase overall # of SEP's, and ensure that SEP's are updated or confirmed annually (or as appropriate) to student-centered goals (career, academic, transfer).

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

Update and maintain departmental technologies to serve students (virtual and in-person).

What actions will the program take to accomplish this goal?

Use of NextGen Dynamic Forms to improve Counseling forms/processes will continue. Review/update use of MS Teams as central internal communication/informational hub for Counseling. Purchase a departmental copier to provide paper resources to on-ground students and scan documents for upload.

What metric will you use to measure your goal?

Ability to provide all forms/processes online and paper resources where appropriate. Survey students to track efficiency and availability of forms to 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 5 (Optional)

Description of Department's Goal

Provide and expand Counseling and departmental support to special student populations including CTE and Career Education programs.

What actions will the program take to accomplish this goal?

Hire one full-time Counselor to focus on CTE populations. Counseling has been hiring 4 part-time counselors for the past four years to serve the CTE, Education, and Nursing populations. The goal is to hire one full-time Counselor to serve these populations. Other part-time Counseling hours are necessary to serve: Adult Education, Dual Enrollment, Puente, Re-Entry, Veterans, Workforce Development and related majors. Other potentially impacted areas would include Athletics, International Counseling, Early Alert, Education Counseling, Financial Aid Counseling, Probation/Disqualification, Transfer Center and instruction of Counseling courses.

What metric will you use to measure your goal?

Increase in percentage of students with SEP's, tracking of progress and monitoring Graduation/Transfer rates for specific student populations as outlined above (including EOPS, DSPS, CalWorks).

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

OTHER INFORMATION

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

Counseling has experienced three retirements and an unexpected death of a faculty member (4 Counseling positions) since the last Program Review cycle. This has seriously impacted our ability to serve all students including DI groups, special populations. Counseling had been increasing service to students to over 50% and rising. However, over the last two years the loss of full-time Counseling faculty and the experience of COVID-19 is reflected in the drop of our percentage of service to students. Counseling, as a student service area was greatly impacted by COVID-19 as we were required to migrate all services and access to those services online.

Optional file upload (if desired)

Optional file upload (if desired)

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 tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).
NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Counseling

How many faculty requests would you like to submit?

* ○ 1
　 ○ 2
　 ● 3
　 ○ 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

* Counseling / CTE

Please post your job description (or upload below)

Reporting to the Dean of Counseling and Social Sciences, the counselor provides educational, career, and personal counseling to current and prospective GWC students and the general student population, with a focus on Career and Technical Education courses/programs. Workforce Development programs include Education, Business, Nursing, Automotive Technology, Cosmetology, Nursing, etc. The primary assignment involves providing a wide range of educational, career and personal counseling to current and prospective college students and instruction in student success, career planning and/or other personal growth courses. 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 counselor also advises dual-enrollment and Pathway students (and their families), builds relationships with middle and high schools, provides pathway workshops to new students, offers dual-enrollment guidance/support, and bridges academic planning between high school and college. Hours and days may vary including during intercession and summer session; duty days may vary depending on the needs of the program, and some evening hours might be required.

If desired, please upload your job description Job Bulletin Counselor Career Education.docx

Program Classification *(Check all that apply)*.

- ☐ Instructor (Transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or Non-Credit)
- ☑ Counselor
- ☐ Librarian
- ☐ Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? *(Check all that apply and describe or leave all blank if none apply)*

- ☑ Untimely death or loss of faculty member due to health conditions
- ☐ Sudden unexpected retirement or resignation
- ☐ Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- ☐ Loss of Tenure-track faculty
- ☐ Legal/Mandatory requirements

Please describe what you checked above.

Unexpected loss by death of Stephanie Dumont

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 FT to PT ratio to provide a quality program or program growth.

☐ There are substantial problems of coordination/supervision of the program's/department's PT faculty.
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)

☐ There is difficulty in finding and keeping qualified PT faculty.

☐ Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

☐ New developments and/or trends in the service area that would influence a determination of need for the position.

☐ Supervision is required to reduce health and safety hazards.

☑ Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

> Career Education Counseling addresses the needs of any student enrolled in a course/program with CTE Top Codes. GWC Counseling has been hiring PT Counselors for 4 years to attempt to serve this student population. CTE populations at GWC include Automotive Technology, Cosmetology, Education, Criminal Justice and Nursing among the most popular programs.

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?

> *Our former colleague, Stephanie Dumont, had been responsible for authoring the ADT in Elementary Education and Child and Adolescent Development. These degrees have been increasing in awards since their establishment. With the changing conditions of Teaching as a profession and the "mass exodus" of teachers from the field in Orange and Los Angeles counties as a result of the impact of COVID-19, the need for a Counselor to serve this population is clear. The increase of Dual Enrollment to include courses to prepare students for a career in teaching is also increasing the demand for current Counseling services.

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/impact the operations of other college programs such as: (Check all that apply and describe)?

☐ Coursework required or recommended for several degree/certificate programs,

☐ Significant general education requirements

☐ Serve substantial numbers of the student population

☑ Serve a special population of students not served by other programs

☑ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs

☐ New programs the college wants to develop and support through resources, facilities

☑ Contributions to college and district goals including student equity

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

Please describe what you checked above.

Upload additional information (if desired)

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

> 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 Master's degree from an accredited institution in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development.
> c.   Note: A license as a Marriage and Family Therapist (MFT) is and alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.
> d.   Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
> 2.   Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
> vMinimum 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 Master's degree from an accredited institution in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development.
> c.   Note: A license as a Marriage and Family Therapist (MFT) is and alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.
> d.   Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
> 2.   Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

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

Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
Workforce Preparation: GWC will support student success by developing and offering academic programs and student services that maximize career opportunities

You have more than 1 faculty request.
Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

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

* ⦿ No concerns
  ○ I have concerns

Comments:

The Workforce Development part-time counselors have been playing an essential role on campus. If we were to lose that funding, it would be difficult to maintain these terms services

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Second Faculty Request - Position Information

Position title and area of specialization (if applicable).

General Counseling

Please post your job description (or upload below)

If desired, please upload your job description Job description - Counselor - 12-G-16 through 15-G-16.docx

Program Classification *(Check all that apply).*

- ☐ Instructor (Transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or Non-Credit)
- ☑ Counselor
- ☐ Librarian
- ☐ Other

Does this faculty request meet the criteria for *Extenuating Circumstances* beyond the department/program control since the last 2 PR cycles? *(Check all that apply and describe or leave all blank if none apply)*

- ☐ Untimely death or loss of faculty member due to health conditions
- ☐ Sudden unexpected retirement or resignation
- ☐ Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- ☑ Loss of Tenure-track faculty
- ☐ Legal/Mandatory requirements

Please describe what you checked above.

Counseling has experienced 3 FT Counselor retirements since the last Program Review cycle.

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

☐ New developments and/or trends in the service area that would influence a determination of need for the position.

☐ Supervision is required to reduce health and safety hazards.

☐ Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

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?

Counseling at Golden West College consists of 13 FT Counselors. However, of that number, only 6 Counselors are not at least partially assigned to a special student population (Athletics, CalWorks, DSPS, EOPS, Financial Aid, International Students, Puente, etc.) That leaves 6 FT Counselors to serve the general student population at the college. With the state initiative to include Counseling services by Pathways and the skewed numbers of students declaring Nursing, Business and Psychology as the Top 3 preferred majors, serving these students with an appropriate Counselor to Student ration is untenable. The number of students declaring "Nursing" alone as their major is 2000+.

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/impact the operations of other college programs such as: (Check all that apply and describe)?

☐ Coursework required or recommended for several degree/certificate programs,

☑ Significant general education requirements

☐ Serve substantial numbers of the student population

☐ Serve a special population of students not served by other programs

☑ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs

☐ New programs the college wants to develop and support through resources, facilities

☑ Contributions to college and district goals including student equity

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

Please describe what you checked above.

Upload additional information (if desired)

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

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 Master's degree from an accredited institution in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development.
c.   Note: A license as a Marriage and Family Therapist (MFT) is and alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.
d.   Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
2.   Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Advisory board recommendations or requests.

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

Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
Workforce Preparation: GWC will support student success by developing and offering academic programs and student services that maximize career opportunities

You have more than 1 faculty request.
Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

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

○ No concerns
○ I have concerns

Comments:
The loss of three counselors in general Counseling has been difficult. I agree with this proposal.

Third Faculty Request - Position Information

Position title and area of specialization (if applicable).

Counselor: Outreach/Dual E

Please post your job description (or upload below)

Reporting to the Dean of Counseling and Social Sciences, the counselor provides educational, career, and personal counseling to current and prospective GWC students, including Dual Enrollment students and the general student population. The primary assignment involves providing a wide range of educational, career and personal counseling to current and prospective college students and instruction in student success, career planning and/or other personal growth courses. 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 counselor also advises dual-enrollment and Pathway students (and their families), builds relationships with middle and high schools, provides pathway workshops to new students, offers dual-enrollment guidance/support, and bridges academic planning between high school and college. Hours and days may vary including during intercession and summer session; duty days may vary depending on the needs of the program, and some evening hours might be required.

If desired, please upload your job description
Faculty Job Announcement - (Categorical) Counselor General -Outreach 2017.docx

Program Classification *(Check all that apply)*.

- ☐ Instructor (Transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or Non-Credit)
- ☑ Counselor
- ☐ Librarian
- ☐ Other

Does this faculty request meet the criteria for *Extenuating Circumstances* beyond the department/program control since the last 2 PR cycles? *(Check all that apply and describe or leave all blank if none apply)*

- ☐ Untimely death or loss of faculty member due to health conditions
- ☐ Sudden unexpected retirement or resignation
- ☐ Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- ☐ Loss of Tenure-track faculty
- ☐ Legal/Mandatory requirements

Please describe what you checked above.

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 FT to PT ratio to provide a quality program or program growth.
- ☐ There are substantial problems of coordination/supervision of the program's/department's PT faculty.
  (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- ☐ There is difficulty in finding and keeping qualified PT faculty.
- ☐ Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- ☐ New developments and/or trends in the service area that would influence a determination of need for the position.
- ☐ Supervision is required to reduce health and safety hazards.
- ☑ Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

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

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?

*GWC has never designated a full-time Counselor to the Dual Enrollment or Outreach activities in general, but the need for Counseling faculty presence in both of these areas to address 1) Increasing enrollment, as well as 2) Assisting Dual Enrollment students for appropriate course completion based on academic goals is now quickly become a necessity.

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/impact the operations of other college programs such as: (Check all that apply and describe)?

☐ Coursework required or recommended for several degree/certificate programs,

☐ Significant general education requirements

☐ Serve substantial numbers of the student population

☐ Serve a special population of students not served by other programs

☐ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs

☑ New programs the college wants to develop and support through resources, facilities

☐ Contributions to college and district goals including student equity

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

Please describe what you checked above.

Please see the attached jpg that shows the dramatic increase of Dual Enrollment at GWC. These enrollments have significant implications on Recruitment, Enrollment, and Transfer.

Upload additional information (if desired) Dual Enrollment 2017-2020.jpg

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

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 Master's degree from an accredited institution in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development.
c.   Note: A license as a Marriage and Family Therapist (MFT) is and alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.
d.   Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
2.   Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
vMinimum 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 Master's degree from an accredited institution in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development.
c.   Note: A license as a Marriage and Family Therapist (MFT) is and alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.
d.   Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.
2.   Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Advisory board recommendations or requests.

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

*Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
Workforce Preparation: GWC will support student success by developing and offering academic programs and student services that maximize career opportunities

You have more than 1 faculty request.
Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

*3

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
* ⦿ No concerns
  ◯ I have concerns

Comments:
*Being able to send a counselor to advanced placement classes could have a significant impact in the number of students who come to Golden West College.

Program Review
General Fund
Classified Professional Request

How many Classified Professional Requests would you like to submit?

* ○ 1
● 2
○ 3
○ 4

1st Classified Position Request

POSITION REQUESTED

* ○ Replacement Position (Previously funded/ not currently funded)
● New Position (Never been funded/newly created)

SALARY REQUESTED (Click here to see the salary schedules)

Salary Schedule (e.g., EE) | EE - 12 months |

Range (e.g., 116) * | 118 |

Job Title (should match description below) * | Student Retention Specialis |

Please use a mid-level step for salary: * | 75,505 |
Salary (e.g., $50,000)

Contract

* ● 12 month
○ 11 month
○ 10 month
○ 100% FTE
○ Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current Organizational Chart for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the CCCD Position Description portal.

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

* The Student Retention Specialist is an entry-level professional within an advising and student services career. On behalf of faculty, Specialists work with students by applying intensive motivational and case management strategies to encourage satisfactory academic performance and engagement into the college community. Specialists work with other counselors to remain current with transferability of courses, majors, and admissions requirements and up to date on student status.

What are the essential duties this position will fulfill?

* MAP Tracking and maintenance
Early alert tracking, texting, and follow up (especially for math and English)
CTE outreach for students without SEPs
Athletics tracking and maintenance
Veteran tracking and maintenance
Puente and Umoja tracking, texting, application assistance, and follow up
General tracking and texting for students at each phase of their college life cycle (i.e., prospects on the CRM, applicants, enrollees in the first year, on-boarded students with priority registration, transfer eligible students, graduation eligible students, and career eligible students.

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

* We currently do not have the resources to track students in the lifecycle: Potential student to Applicant, Applicant to Enrollee, Enrollee to Graduation/Transfer ready, etc. We have a homegrown system: MAP (My Academic Plan) that will give us the raw numbers of students who have expressed interest in the college and taken a significant step toward matriculating. Our goal is case manage students who have applied and not yet submitted their MAP, as well as those who have submitted MAP but not met with a Counselor to have external records evaluated and an SEP built, as well as those who have submitted MAP but not yet enrolled. Efforts to case manage these students is expected to yield more FTEs for the campus by meeting the students where they are in the lifecycle. Without attention to these gaps in application and enrollment, we will continue to miss addressing this opportunity. We also do not currently have Student Retention specialists assigned to any of our special programs, where they can make a significant contribution to aiding retention.

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

* ○ Yes
● No

Program Needs (50 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 on the program/department that will result. Please use information from program review.
Click here to enter text.

* Golden West is the only college that has a system like MAP that combines English/Math placement with identification of a Major/Program of Study and career goals that allows Counselors to "read" submissions and produce student-centered Student Education Plans for incoming students (Freshman and Transfers). We have noticed a significant number of students transferring to Golden West from other institutions but lack the manpower to effectively case manage the outreach to the students, booking appointments and following up for registration assistance after a Counselor has met with them to complete an evaluation and SEP. We could easily net more FTEs for students by providing them "on-time" application, evaluation, Counseling and registration assistance. This service will allow us to provide a comprehensive Student Service experience for incoming students that will set us apart from other campuses.

College-Wide Priority (30 points):

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by Vision 2030.

The goal of this request to boost FTEs for the college, plain and simple. The work required is not at a Counselor level, but will require high functioning individuals who can keep accurate records, understand tracking and effectively identify the needs of applicants, matriculated applicants, and registered students. While MAP has been very effective for the students who use it, and allow Counselors to produce Student Education Plans that will result in student success, the college loses students between application and the applicant's MAP submission, then again between the MAP submission and registration. These individuals we are requesting will play a vital role in "guiding students" through their initial "Next Steps" as they apply to the college and prepare for their first semester here. Once students are enrolled at Golden West, these Specialists can help with Financial Aid follow-up, and registration assistance from Fall to Spring.

Contributions to Other College Operations (20 points):

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

Counseling's activities and services are directly related to Outreach and Retention as well as the success of any of the programs offered at the college. Counseling is responsible for the shepherding of new students, returning students, continuing students and graduates at times. Our goals at the moment are focused on Outreach, Onboarding and Retention, which this request supports.

You have more than 1 classified professional request.

Please rank this request against your others. For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

Supervisor's Review

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

○ No concerns
○ I have concerns

Comments:

2nd Classified Position Request

POSITION REQUESTED

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

SALARY REQUESTED (Click here to see the salary schedules)

Salary Schedule (e.g., EE) EE - 12 months   Range (e.g., 116) * 118

Job Title (should match description below) * Student Retention Specialis   Please use a mid-level step for salary: * 75,505
Salary (e.g., $50,000)

Contract

◉ 12 month
○ 11 month
○ 10 month
○ 100% FTE
○ Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current Organizational Chart for the campus.

Attach a copy of the CCCD Position Description, if available (Please note that an approved job description from our District HR office is required in order to complete the request form. You may not proceed with the request without the job description.)

The Student Retention Specialist is an entry-level professional within an advising and student services career. On behalf of faculty, Specialists work with students by applying intensive motivational and case management strategies to encourage satisfactory academic performance and engagement into the college community. Specialists work with other counselors to remain current with transferability of courses, majors, and admissions requirements and up to date on student status.

What are the essential duties this position will fulfill?

MAP Tracking and maintenance
Early alert tracking, texting, and follow up (especially for math and English)
CTE outreach for students without SEPs
Athletics tracking and maintenance
Veteran tracking and maintenance
Puente and Umoja tracking, texting, application assistance, and follow up
General tracking and texting for students at each phase of their college life cycle (i.e., prospects on the CRM, applicants, enrollees in the first year, on-boarded students with priority registration, transfer eligible students, graduation eligible students, and career eligible students.

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

We currently do not have the resources to track students in the lifecycle: Potential student to Applicant, Applicant to Enrollee, Enrollee to Graduation/Transfer ready, etc. We have a homegrown system: MAP (My Academic Plan) that will give us the raw numbers of students who have expressed interest in the college and taken a significant step toward matriculating. Our goal is case manage students who have applied and not yet submitted their MAP, as well as those who have submitted MAP but not met with a Counselor to have external records evaluated and an SEP built, as well as those who have submitted MAP but not yet enrolled. Efforts to case manage these students is expected to yield more FTEs for the campus by meeting the students where

they are in the lifecycle. Without attention to these gaps in application and enrollment, we will continue to miss addressing this opportunity. We also do not currently have Student Retention specialists assigned to any of our special programs, where they can make a significant contribution to aiding retention.

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

*
○ Yes
◉ No

Program Needs (50 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 on the program/department that will result. Please use information from program review.

Click here to enter text.

*Golden West is the only college that has a system like MAP that combines English/Math placement with identification of a Major/Program of Study and career goals that allows Counselors to "read" submissions and produce student-centered Student Education Plans for incoming students (Freshman and Transfers). We have noticed a significant number of students transferring to Golden West from other institutions but lack the manpower to effectively case manage the outreach to the students, booking appointments and following up for registration assistance after a Counselor has met with them to complete an evaluation and SEP. We could easily net more FTEs for students by providing them "on-time" application, evaluation, Counseling and registration assistance. This service will allow us to provide a comprehensive Student Service experience for incoming students that will set us apart from other campuses.

College-Wide Priority (30 points):

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by Vision 2030.

*The goal of this request to boost FTEs for the college, plain and simple. The work required is not at a Counselor level, but will require high functioning individuals who can keep accurate records, understand tracking and effectively identify the needs of applicants, matriculated applicants, and registered students. While MAP has been very effective for the students who use it, and allow Counselors to produce Student Education Plans that will result in student success, the college loses students between application and the applicant's MAP submission, then again between the MAP submission and registration. These individuals we are requesting will play a vital role in "guiding students" through their initial "Next Steps" as they apply to the college and prepare for their first semester here. Once students are enrolled at Golden West, these Specialists can help with Financial Aid follow-up, and registration assistance from Fall to Spring.

Contributions to Other College Operations (20 points):

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

*Counseling's activities and services are directly related to Outreach and Retention as well as the success of any of the programs offered at the college. Counseling is responsible for the shepherding of new students, returning students, continuing students and graduates at times. Our goals at the moment are focused on Outreach, Onboarding and Retention, which this request supports. These Specialists will assist in Counseling's efforts to maintain Early Alert efforts, aiding in students' successful completion of transfer-level English and Math within their first year by outreaching and offering assistance and referrals to the Academic Success Center, Counseling services, appropriate program referrals. They will also be assigned 10 hours to the Puente program specifically as part of the MOU for the Puente program to receive programmatic assistance.

You have more than 1 classified professional request.

Please rank this request against your others. For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

*1

Supervisor's Review

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

*
○ No concerns
○ I have concerns

Comments:

*

Program Review
One-Time Funding Request
Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

* ○ 1
* ● 2
* ○ 3
* ○ 4
* ○ 5
* ○ 6
* ○ 7
* ○ 8

1st Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

* ● Equipment (Technology)
* ○ Equipment (Non-Technology)
* ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
* ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

$ 10,000

Does this request address a clear health and safety issue?

* ○ Yes
* ● No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

The GWC Counseling department's copier is out of warranty status and has reached the end of its life cycle. The copier services the entire Counseling division's printing needs as well as the Counseling courses. During the COVID-19 pandemic, this has not been an issue as there has been no one on campus, but with staff and faculty returning Spring 2022, the lack of this equipment will severely hinder our ability to provide any hard copy resources to students, faculty and staff.

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

Facilities: GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

No

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

A centralized copier is essential to providing hard copy resources to students, faculty and staff as well as allowing us to scan documents for email to students, campus and off-campus colleagues and professional connections.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

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

* ○ No concerns
* ● I have concerns

Comments:

We were fortunate to get an extension on our maintenance agreement for the year. We will need a replacement by the Fall

---

2nd Equipment/Technology/Facilities/Professional Development Request

TYPE OF FUNDS REQUESTED (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

* ○ Equipment (Technology)
* ○ Equipment (Non-Technology)
* ● Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
* ○ Other (e.g. conferences, funding for professional development)

Please note that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 15,000

Does this request address a clear health and safety issue?
* ○ Yes
  ● No

Program Needs: What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.
* The Counseling Office's support staff works in an open office environment that serves as the Front Desks for Counseling, Career Center and Transfer Center. These common areas are very loud when multiple students are at the various, which is not only disruptive but presents a significant challenge to mitigate volume and ensure private conversations can be had (FERPA).

Support of College Goals: How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.
* Facilities: GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

Contributions to Other College Operations: Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?
* Yes. This request would serve the Counseling, Transfer and Career Centers.

Demonstrates long-term cost savings or improves program efficiency or effectiveness: If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?
* Counseling has been asking staff members to utilize Counseling offices because confidential conversations are not possible in their current work environments. This impacts the Counseling, Career and Transfer Centers.

Please rank this request against your others. For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.
* 2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.
* ○ No concerns
  ● I have concerns

Comments:
* We have been battling this since we moved into the new building. It would be very helpful for students and for the staff if we could find a way to minimize the noise level.

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.**

...3534373438

Damien Jordan   11/29/2021, 8:40 AM
Signature   Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

Nicely done, Damien!

IEC: Please provide feedback on this Program Review

*Goal #1: Make goal specific. Goal #2: Metric should be more aligned with goal. Complete the form for the requested classified staff.

Dean's Second Review

Superuser final check ☐

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 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

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.

Supervisor/Dean Signature	Electronically signed by Robyn Brammer on 10/30/2021 2:31:30 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 8:17:37 PM