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.
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Submitter's First Name:	*Rick
Submitter's Last Name:	*Hicks
Submitter's Email:	*rhicks@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

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

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)

Math Sciences; Health, Kin,

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

Our MS Division has moved into our State-of-the-Art Math Sciences building. This welcome move has provided a facility worthy of the many dedicated and professional staff who call it home. It also enabled us to expand programs, offer a fully functioning STEM Center and a "maker space" that will be useful as we promote STEM, Engineering and related courses.

The size of the building allowed us to increase class offerings by about 25%. Sadly, this increase has been somewhat offset by the pandemic. We expect these sections to return as we get back on ground.

The Covid Pandemic significantly altered our program delivery and has perhaps permanently altered them. This is both good and bad.

Unique funding opportunities, such as the STEM grant, have allowed us to purchase needed additional supplies and equipment. This support will also provide a platform for COR revisions, OER updates to programs not using them and Professional Development meant to improve access and success of underrepresented groups.

As mentioned, we were granted an HSI Title V STEM grant and this will also prove impactful as we work toward the participation and success of Hispanic and LatinX students and other underrepresented students.

Finally, the span of MS has increased to include Health, Kinesiology, Athletics, and, Cosmetology.

Cosmetology moved to a completely remote instructional modality that forced us to discontinue Esthetics. The lessons learned by being remote are being incorporated into future course revisions and should assist as we revise COR's related to the Legislative changes beginning January 1, 2022.

Likewise Health, Kin, and Athletics had to move quickly to a completely remote format. Their ability to remain focused and competitive while adapting to extraordinary circumstances was a significant achievement articulated more fully in the department specific review.

What are your program's strengths?

Highly skilled certificated staff. Many are incredibly motivated and have used the new building and the pandemic to identify and implement new instructional strategies and modalities that have met the demands of our students and established new approaches for the future. This includes our Health, Kin, Athletics and Cosmetology faculty as well.

We also enjoy a strong supporting classified group whose dedication, creativity and flexibility have been essential to meeting our student and faculty needs.

The LCF support for all instruction also resides in Math Sciences. Although the pandemic moved classes off campus, the requests for Large Class support has not diminished by much. The one full time LCF employee has been stellar at helping faculty during the pandemic and as we move back on ground, she has been supplanted by a Prof Expert employee who is likewise indispensable. LCF will need to be augmented going forward.

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

Physical and Biological Sciences have lost instructors due to retirement, one in each Department. Dr. Stein left Physics due to the FERP and Jennifer Wilcox left Chemistry to take a job in the Northeast. Dr. Miller also availed himself of the FERP to retire at the end of the Spring 2020 semester. These losses coupled with the increased demands in both departments, Biology in particular, have made it a challenge to staff properly. We are leaving FTES on the table as a result of this. Program Reviews for these departments have made it a priority to request additional faculty. I support these requests, particularly within Biology. I believe the data supports the addition of 2 full time instructors in Biology alone.

Athletics has lost one full time coach who also supplemented as an instructor in Health, Kinesiology, Athletics.

Cosmetology had one full time instructor retire as well. Each of our departments has made program specific requests to deal with additional faculty.

Just as we have suffered losses within the certificated ranks, we have also incurred lost staffing in our Instructional Assistants positions. Traditionally our MS lab techs have been supplemented by between 12 and 14 part time techs in oder to properly prep, set up and clean up labs. The District made the decision to reduce the number of part time employees used in this manner system wide. The result is that as we are moving towards a more complete return to campus, our labs are understaffed just when we need to be fully functioning. Come Spring 2022, we will be nearly 100% back on ground and the use of IA's essential. We have addressed the need to fund several Permanent Part-time IA's to ensure our labs continue uninterrupted in the department PR's.

Cosmetology incurred the untimely passing of our Cosmetology Lab Associate. This vacancy has resulted in a loss of continuity between the Dispensary Technicians, faculty and ordering needs. The loss will become even more serious with our return to on ground classes beginning in January 2022 along with the added Esthetics course that is set to resume at the same time. We will be requesting this position be filled.

Finally, the need to provide appropriate help to classes 55 and larger is real. In the past, we had 1 senior full-time LCF employee who was augmented by 1, 10-month and 2, 20-hours per week employees. Like with the IA's, we lost the part-time LCF support and our full-time employee left. We were able to get the 10-month employee moved to full time but the net decrease means this person is wholly unable to replace these vacancies; and faculty, as they return, require more help than she can provide. I will be asking for another full-time LCF employee to meet the demand of instruction.

ADMINISTRATIVE SERVICES INFORMATION

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

Retention, success rates, enrollment management metrics all show that MS is well regarded and performing at a high level.

Student complaints were very low pre-pandemic. During the crisis we have seen a spike in student complaints as has the rest of the campus. An emphasis on grace and providing all appropriate help to our students has been an area of emphasis and training.

Similar criteria applies to Cosmetology and Athletics.

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

The Global Pandemic, forced changes in instructional modalities, the advent of AB 705 and move to our new MS building have made assessments difficult. Our initial move allowed us to increase sections in all of the traditional MS departments. This increase was met with full classes, particularly in BIO and Math.

The move to all remote instruction also had the initial benefit of increased offerings and fill rates higher than the campus at large. However, as the pandemic has continued and the tension between a safe return to campus and remote instruction has resulted in declining enrollments in all but BIO. Cosmo and Health, Kin and ATH also saw precipitous declines in enrollment.

The good news during this time is that our understanding of enrollment management principles and new adult teaching methods has prepped us for our return to on campus instruction and the presentation of strategically placed remote instruction.

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.

I did not find a previous Administrative Review for Math Sciences.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Increase FTES in our departments.

What actions will the program take to accomplish this goal?

Proper sequencing of courses meant to ensure students can obtain degrees, degrees for transfer and certificates in a timely manner.

Offer a strategic mix of on ground and remote modality courses to maximize enrollment and be competitive with other colleges.

Increase the number of ADT's, particularly in STEM.

Utilize the STEM grant to fund Professional Development meant to improve overall teaching prowess and understanding of how best to support our under represented students.

A variety of efforts will be instituted to engage our direct feeder institutions in our STEM programs.

Utilize our STEM grant funding to institutionalize our STEM Transfer Counselors and Outreach Specialists.

Be more creative in marketing and the use of social media.

Resume Science Showtime as our major on campus outreach of the year coupled with the return of Summer Science workshops for kids. Plans for other outreach will be developed.

What metric will you use to measure your goal?

The most obvious is that there will be an actual increase in FTES.

We will also see an increase in the number of degrees, ADT's, and certificates awarded.

We will see an increase in participation by and the success of underrepresented groups, particularly Hispanic

and LatinX, in STEM.

Retention will increase.

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

Please describe the type of Professional Development required.

Working for the success of under represented students.

Adult Learning techniques and DE instruction.

Curriculum development and COR revisions in Curricunet.

Creating ADT's.

When do you plan to implement this Professional Development.

In the next 12 months

What budget will this require?

STEM grant is built to incldu

Goal 2 (Required)

Description of Program's Goal

Fully Implement the Title V STEM grant.

What actions will the program take to accomplish this goal?

Retain the STEM Grant Director for continuity and to ensure we meet federal requirements.

Ensure all of the funded positions identified in the grant are filled and the staff are performing satisfactorily.

Provide the guidance and funding outlined in the grant to create STEM ADT's.

Provide the guidance and funding outlined in the grant to deliver the required professional development to faculty.

See that the outreach called for in the grant is being done and that our external partners, both in education and industry, are engaged.

What metric will you use to measure your goal?

The grant calls for specific and measurable accomplishments:
We will increase the access, success and transfer of under represented groups in STEM.
1) Increase the percentage of Hispanic students in STEM (26%) to match the overall Hispanic population at the College (33%).
2) Increase Hispanic Student Success Rate in STEM by 5-10% based on current STEM discipline baseline.
3) Increase Hispanic students Transfer Rate to four-year institutions from 27% to match the overall Hispanic population at the College (33%).
Create a culture of inquiry to improve quality standards and institutional effectiveness.
1) Expand Capacity of Institutional Research Office by increasing the number of Researchers from 3 to 4.
2) Identify and Provide Strategic Professional Development to impact 100% of STEM faculty annually, focusing on improving Hispanic students success in STEM.
Increase enrollment in STEM education.
1) Increase the number of first-time Hispanic students, especially those interested in STEM, participating in Financial Literacy-related workshops by 30%.

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

Please describe the type of Professional Development required.

*Working for the success of under represented students.

Adult Learning techniques and DE instruction.

Curriculum development and COR revisions in Curricunet.

Creating ADT's.

When do you plan to implement this Professional Development.

*AY '22/'23; Throughout the li

What budget will this require?

*Funds are avaible in the STE

Goal 3 (Required)

Description of Program's Goal

*Develop STEM Associate Degrees for Transfer

What actions will the program take to accomplish this goal?

*Work specifically on the development of additional ADTs in the 3 STEM programs with the highest student enrollment (Biology, Chemistry, and Computer Science).

Work to resolve issues with courses that have too many units affecting our ability to offer ADT's.

Provide professional development for faculty in ADT creation. Funds are available in the grant to cover this work and participation in related professional development.

What metric will you use to measure your goal?

*The number of ADT's created and approved.

The correction of unit counts for courses in Math, Chemistry and Biology that currently interfere with ADT's.

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

Please describe the type of Professional Development required.

*There is sufficient funding available in the STEM grant to provide professional development as well as cover costs for the creation of ADT's.

When do you plan to implement this Professional Development.

*In the next 2-4 years.

What budget will this require?

*STEM grant was developed

Goal 4 (Optional)

Description of Department's Goal

Institute COR Revisions to meet the Legislative Mandates for Cosmetology, Esthetics and other elements of our Cosmetology program; increase FTES.

We will use this opportunity for improvement in program offerings and department cohesion.

What actions will the program take to accomplish this goal?

Faculty are working cooperatively and in conjunction with the state to identify the essential changes needed to

meet the new guidelines.

The use of new instructional methods will be selectively incorporated into the courses to keep us contemporary and where appropriate, innovative.

We will work with our Guided Pathways Director on dual and concurrent enrollment options to capture the younger students made available through this legislation.

All changes will be introduced within the existing MOU for the Cosmetology work schedule.

We will request that the vacant Cosmetology Lab Associate, made so by the passing of Ms. Dietrickson at the end of 2019, be filled. This position, salary grade 115, is critical to the safe and efficient running of the department. The absence of the Lab Associate has resulted in poor communication between Cosmo and Esthetics as well as disarray with ordering and filling of supply needs.

Resume offering cosmetology and esthetic treatments for paying customers. Because Strong Work Force funds are being used to pay for the free kits, we will structure our services to cover these costs once our SWF monies are gone.

We will work closely with campus and district PR to advertise our programs; highlighting our excellent offerings as well as our low, to no cost start up kits.

Hire an additional Cosmetology instructor as FTES increase. This request was dealt with in the department's program review.

What metric will you use to measure your goal?

COR updates will be submitted to CCI for Tech Review on or before January 25, 2022.

Required edits and corrections will be made in a timely manner to ensure we meet state standards and remain competitive within the industry.

Implementation of the new courses will be integrated into the existing classes efficiently and within the calendar year 2022.

Non-Credit courses will be considered and developed where appropriate.

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

OTHER INFORMATION

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

LCF and Cosmetology Lab Associate request are pending the review of this document. Because the first goal did not include a position request, the forms for this did not populate.

Optional file upload (if desired)

Optional file upload (if desired)

How many Classified Professional Requests would you like to submit?

* ○ 0
  ○ 1
  ● 2
  ○ 3
  ○ 4

1st Classified Position Request

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

Previously Approved Job Description (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.)
* Yes

When did this position become vacant (i.e., last day the employee worked)   Years ago:
* 01/01/2020   1.9

What was the history of this position and how was it funded?

This position has traditionally been funded via General Fund.

It provides essential support for large classes of 55 students or more. Specifically this person assists instructors so they can concentrate on teaching in lecture hall settings or other large venues by handling clerical, data management, audio-visual/multimedia, test proctoring, and document control.

This position serves in a partial leadership role to assure support to hourly staff during lectures, all the while providing direct support to instructor in the same settings.

SALARY REQUESTED (Click here to see the salary schedules)

Salary Schedule (e.g., EE) EE   Range (e.g., 116) * 115

Job Title (should match description below) * Course Assistant -Senior   Please use a mid-level step for salary: * 50,000
                                                                         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.

Position Description
Classification: Cosmetology Lab Associate   Specification Number: 65097
Board of Trustees' approval date: 10/23/19   Salary Grade: 115

Summary
Provides technical and instructional assistance to students involved in cosmetology and esthetics curriculum that includes customer service-oriented classroom and laboratory settings designed to further their knowledge and physical skill. Sets up, oversees, and gives demonstrations. Designs tests or simulation situations to support learning in compliance with faculty requirements.

Distinguishing Career Features
The Cosmetology Lab Associate is part of an instruction support career path providing specialized assistance to faculty. This position requires an instructor of cosmetology license and competency to support instruction with demonstrations and use of chemicals and products.

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

1.   Orients students on the procedures and equipment available within the classroom or laboratory facility.
2.   Monitors student attendance and documents the nature of and performance while conducting learning exercises.

3.   Prepares and maintains a variety of statistical reports and records on activities for student and program evaluation.
4.   Performs administrative support duties such as preparation of instructional materials and maintaining records, files and inventories. Provides input to faculty for the determination of grades, units and credit.
5.   Assists in monitoring expenditures within approved financial allocations, in procuring and evaluating new or replacement equipment, software, books or other materials and supplies for instructional and laboratory use. Assists with inventory.
6.   Contributes to student retention by referring students to campus and community support services and programs.
7.   Answers phones and schedules appointments for clients.
8.   Processes client payments for services.
9.   Performs other related duties as assigned that support the objective of the position.
10. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

Qualifications

?   Knowledge and Skills
1.   The position requires in-depth knowledge of the concepts, learning strategies, and activities in the field of Cosmetology and Esthetics.

3.   Prepares and maintains a variety of statistical reports and records on activities for student and program evaluation.
4.   Performs administrative support duties such as preparation of instructional materials and maintaining records, files and inventories. Provides input to faculty for the determination of grades, units and credit.
5.   Assists in monitoring expenditures within approved financial allocations, in procuring and evaluating new or replacement equipment, software, books or other materials and supplies for instructional and laboratory use. Assists with inventory.

2. Requires knowledge of and skill in describing the current trends and styles in grooming and fashion.
3. Requires well- developed knowledge of proper chemical mixtures and combinations.
4. Requires in-depth knowledge of laboratory procedures, organization, equipment, tests, experiments, and simulations.
5. Requires knowledge of instruction, tutoring, study skills development, and test administration.
6. Requires working knowledge of methods and procedures used in standard, financial and statistical record keeping, and salon practices.
7. Requires sufficient mathematical skills to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
8. Requires well- developed English language skills to read, analyze, and apply procedural manuals, instructional and software manuals, textbooks and needed resources on learning strategies.
9. Requires well-developed human relations skills to facilitate learning with small groups and to convey technical concepts to others.
10. Requires sensitivity to the needs and needs and behavior of student of various ethnic, racial and cultural backgrounds.

? Abilities
1. Requires the ability to perform the essential responsibilities and functions of the position.
2. Requires the ability to deliver instructional support to small groups, designing and setting up classroom and laboratory assignments, experiments, simulations, and tests, as well as student assignments.
3. Requires the ability to perform a variety of instructional assistance, tutoring and related support functions within the field of cosmetology.
4. Requires the ability to assist students in understanding the basic fundamentals of various aspects of cosmetology.
5. Requires the ability to maintain a customer service-oriented lab and equipment in a safe and organized manner, including the handling of chemicals.
6. Requires the ability to instruct students in the use of equipment, materials, chemicals, and computer-aided programs.
7. Requires the ability to perform routine record keeping and report writing duties.
8. Requires the ability to organize and prioritize work and manage time effectively.
9. Requires the ability to communicate in both formal and informal setting with students, instructors, and outside customers.
10. Requires the ability to coordinate the activities of students and student workers.
11. Requires the ability to maintain collaborative relationships with faculty, peers, and students in a way that enhances student engagement.

? Physical Abilities
1. The general physical demands, working conditions, and essential job functions associated with this classification will be kept on file with the Office of Human Resources.

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

?   Education and Experience
The position requires an Associate's degree in cosmetology and four years of progressive experience that includes salon administration, service, and instructing. Or, any combination of education and experience which would provide the required equivalent qualifications for the position.

?   Licenses and Certificates
May require a valid driver license. Requires valid cosmetology license issued by the state of California.

?   Working Conditions
Work is performed indoors where safety considerations exist from physical labor and use of chemicals.

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

What are the essential duties this position will fulfill?

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

1. Assists the instructors with a variety of pre-class preparation and performs clerical support to assist instructors and instructional programs, including typing, filing, copying, developing forms, operating instructional equipment, answering phones, and responding to routine questions.
2. Assist instructors with shipping, receiving, and tracking of exams and assignments to and from proctoring sites.
3. Assist instructors by generating and mail test and progress reports to students at various sites.
4. Opens and prepares the teaching facility and tests the operating status of audio- visual and other instructional equipment, making minor adjustments as required. Uses audio-visual and other equipment to support the instructor.
5. Provides ancillary instructional assistance by setting up displays, computers, and special materials for presentations.
6. Assists instructors to create and format course-related materials and tests. Hands out and collects materials in person or to a course webpage, issues, proctors, and controls exams.
7. Assists instructors with data management, word processing, and reporting of classroom information and statistics such as those depicting attendance and student involvement and performance.
8. Assist instructors with grade changes, Incompletes, drops and downloading of rosters.
9. Assist faculty with creation of ParScore rosters for only those faculty that are scheduled to teach in a large lecture hall.
10. Assist instructors to monitor class enrollment and prepare add codes for students using Course Assistant - Senior Updated September 2019 Page 2
Mass rosters. Also is responsible for compiling data on "no show" students as well as submitting those "no show" students to Records. Course assistant is also responsible for determining and converting "DNs" (drop with refund) students to "NSs" per state ed code.
11. Assists with the creation, layout and formatting of testing materials. Scores tests and assignments using instructor-generated criteria. Reviews test and assignment data and scores with students and staff as requested by an instructor.
12. Schedule meetings, appointments, and special events as they pertain to the instructional needs of faculty and students.

13. Trains, assigns and reviews work of short term hourly employees as needed.
14. Performs other related duties as assigned that support the objective of the position.
15. Required to abide by all District policies and procedures including Board Policy 3050 –
Code of Professional Ethics.

JUSTIFICATION

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

This senior position was filled for many years and only became vacant just before the Covid Pandemic hit when our senior Course Assistant separated from service. This position not only directly served as a Course Assistant themselves but also directed the activates of the single 12-month Course Assistant and the PT Course Assistants into a cohesive, Campus-wide support network.

The absence of this direct support and the leadership needed to address campus-wide LCF concerns, is already having negative impacts in that classes are not being supported, faculty are being taken from their primary function of instruction to handle the myriad clerical, IT and other support functions more efficiently and cost effectively handled by the LCF Course Assistants.

Faculty have lodged complaints about the lack of classroom support and with our return to campus, the absence of the Senior Course Assistant will become more acute.

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.

Course Assistants have proven to be indispensable. Any instructor who has taught a class of 55 or more and had the benefit of this aid will testify to this fact. The Course Assistant - Senior, is unique on campus. It does not serve as a tutor or other instructional asset per se; rather this position helps alleviate the clerical and IT support functions that bog faculty in large classes down. This specific position is even more necessary in that it also coordinates the activities of the single 12-month Course Assistant and part-time assistants who together, alleviate much of the burdensome and inefficient work taken up with large classes.

The need for this position has always been great and even when staffed previously, faculty would complain about lack of support. We could not meet all of the requests for support with an LCF Course Assistant. The same held true during our Remote Instruction as the Course Assistants were able to provide similar help in the virtual instructional world. As we return to campus, this position is critical to the support of large classes for all of the reasons identified and carries the additional responsibility of organizing once more the LCF Course Assistants responsibilities campus wide.

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.

This position supports all academic divisions, freeing the faculty to meet learning needs of their students, rather than be burdened with work which takes them out of the classroom.

Course Assistants help instructors by:
Proctoring the online courses using Respondus Monitor Browser.
Providing IT set-up, proctoring in class and student assistance.
Preparing classroom supplies and PPE supplies for instructors and the students.
Assisting instructors by tracking students' daily attendance.
Assisting instructors by notifying students of unique or pertinent notices for the day.

LCF Senior Additional Duties:
Train LCF Course Assistants on Canvas, and online proctoring Systems such as Respondus Monitor and Zoom.
Designate and set up access for LCF courses and the course assistants.
Set up the Chemistry Placement exam in Canvas for on ground or ONLINE testing, among the many other important duties stated above.

Contributions to Other College Operations (20 points):
To what extent would the position requested benefit or serve other departments, programs, or plans?

Offsets other faculty or classified from being pulled from their primary tasks to support large classes. Saves money in that the cost of this position is far less than the cost of a certificated employee performing the functions described above.

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:

2nd Classified Position Request

POSITION REQUESTED

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

Previously Approved Job Description (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.)

* Cosmetology Lab Associate

When did this position become vacant (i.e., last day the employee worked)

* 11/29/2019

Years ago:

1.9

What was the history of this position and how was it funded?

* The Cosmetology Lab Associate is an essential support member of the Cosmetology/Esthetics instructional team. This position is much more than mere support staff. They function as a facilitator of class instruction, coordinates and presents demonstrations, welcomes and manages client services.

It is funded by General Funds.

This position became vacant due to the passing of the office holder at the end of 2019. As we are planning for all Cosmetology/Esthetics instruction to return in Soring, it is imperative this vacant position be filled.

SALARY REQUESTED (Click here to see the salary schedules)

Salary Schedule (e.g., EE) EE

Range (e.g., 116) * 115

Job Title (should match description below) * Cosmetology Lab Associate

Please use a mid-level step for salary: * 50,000.00
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.)

* Provides technical and instructional assistance to students involved in cosmetology and esthetics curriculum that includes customer service-oriented classroom and laboratory settings designed to further their knowledge and physical skill. Sets up, oversees, and gives demonstrations. Designs tests or simulation situations to support learning in compliance with faculty requirements.

What are the essential duties this position will fulfill?

* Essential Duties and Responsibilities
Specific duties may vary among departments, divisions and jobs. Incumbents typically perform a substantial portion or all of the following kinds of duties, as assigned:
1. Orients students on the procedures and equipment available within the classroom or laboratory facility.
2. Monitors student attendance and documents the nature of and performance while conducting learning exercises.
3. Prepares and maintains a variety of statistical reports and records on activities for student and program evaluation.
4. Performs administrative support duties such as preparation of instructional materials and maintaining records, files and inventories. Provides input to faculty for the determination of grades, units and credit.
5. Assists in monitoring expenditures within approved financial allocations, in procuring and evaluating new or replacement equipment, software, books or other materials and supplies for instructional and laboratory use. Assists with inventory.
6. Contributes to student retention by referring students to campus and community support services and programs.
7. Answers phones and schedules appointments for clients.
8. Processes client payments for services.
9. Performs other related duties as assigned that support the objective of the position.
10. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.
Qualifications
? Knowledge and Skills
1. The position requires in-depth knowledge of the concepts, learning strategies, and activities in the field of Cosmetology and Esthetics.
Cosmetology Lab Associate Updated S eptember 2019 Page 2
2. Requires knowledge of and skill in describing the current trends and styles in grooming and fashion.
3. Requires well- developed knowledge of proper chemical mixtures and combinations.
4. Requires in-depth knowledge of laboratory procedures, organization, equipment, tests, experiments, and simulations.
5. Requires knowledge of instruction, tutoring, study skills development, and test administration.
6. Requires working knowledge of methods and procedures used in standard, financial and statistical record keeping, and salon practices.
7. Requires sufficient mathematical skills to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
8. Requires well- developed English language skills to read, analyze, and apply procedural manuals, instructional and software manuals, textbooks and needed resources on learning strategies.
9. Requires well-developed human relations skills to facilitate learning with small groups and to convey technical concepts to others.
10. Requires sensitivity to the needs and needs and behavior of student of various ethnic, racial and cultural backgrounds.
? Abilities
1. Requires the ability to perform the essential responsibilities and functions of the position.
2. Requires the ability to deliver instructional support to small groups, designing and setting up classroom and laboratory assignments, experiments, simulations, and tests, as well as student assignments.

3. Requires the ability to perform a variety of instructional assistance, tutoring and related support functions within the field of cosmetology.
4. Requires the ability to assist students in understanding the basic fundamentals of various aspects of cosmetology.
5. Requires the ability to maintain a customer service-oriented lab and equipment in a safe and organized manner, including the handling of chemicals.
6. Requires the ability to instruct students in the use of equipment, materials, chemicals, and computer-aided programs.
7. Requires the ability to perform routine record keeping and report writing duties.
8. Requires the ability to organize and prioritize work and manage time effectively.
9. Requires the ability to communicate in both formal and informal setting with students, instructors, and outside customers.
10. Requires the ability to coordinate the activities of students and student workers.
11. Requires the ability to maintain collaborative relationships with faculty, peers, and students in a way that enhances student engagement.

JUSTIFICATION

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

The Cosmetology/Esthetics program is highly complex. The need for instructional support, including tutoring which is a part of this job description, laboratory dispensing, records keeping, client liaison and fiduciary obligations are all critical for the successful administration of this program. In essence, salon management competencies are needed to keep all of this running smoothly.

The failure to fill this important position within Cosmetology, particularly as we return to full time classes on campus, will result in a lack of cohesion between certificated and classified employees. We are seeing this unfortunate outcome even during remote instruction.

In addition, without this position being filled, our existing Dispensary Technicians will not be able to keep up with the existing demanding work load. Someone will need to be asked to work out of class to complete duties ascribed to the Cosmetology Lab Associate, raising their salary to meet this increased responsibilities.

Without this position filled, records keeping has been disjointed and fragmented. This is unacceptable as verifiable records are required by state licensing boards. Poorly maintained records not only harm our students but place at risk our certification to run Cosmetology and Esthetics courses.

Last, it is imperative that we fill this position because the Cosmetology Lab Associate must serve as the "Office Manager" for client services. These services have traditionally funded many elements of Cosmetology that the General Fund could not afford. Filling this spot will enable us to coordinate and book client services that will financially boost our course offerings.

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.

It is important to clarify this is not an additional position request. It is the filling of an existing, vacant position that is needed for the good order and efficient running of Cosmetology. As stated, the Cosmetology/Esthetics program is highly complex. The need for instructional support, including tutoring which is a part of this job description, laboratory dispensing, records keeping, client liaison and fiduciary obligations are all critical for the successful administration of this program. In essence, salon management competencies are needed to keep all of this running smoothly.

The failure to fill this important position within Cosmetology, particularly as we return to full time classes on campus, will result in a lack of cohesion between certificated and classified employees. We are seeing this unfortunate outcome even during remote instruction.

In addition, without this position being filled, our existing Dispensary Technicians will not be able to keep up with the existing demanding work load. Someone will need to be asked to work out of class to complete duties ascribed to the Cosmetology Lab Associate.

Without this position filled, records keeping has been disjointed and fragmented. This is unacceptable as verifiable records are required by state licensing boards. Poorly maintained records not only harm our students but place at risk our certification to run Cosmetology and Esthetics courses.

Last, it is imperative that we fill this position because the Cosmetology Lab Associate must serve as the "Office Manager" for client services. These services have traditionally funded many elements of Cosmetology the General Fund could not afford. Filling this spot will enable us to coordinate and book client services that will financially boost our course offerings.

As we are planning for all Cosmetology/Esthetics instruction to return in Spring, it is imperative this vacant position be filled.

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.

This position supports our Cosmetology and Esthetics programs whose graduates are sought after by the local beauty industry. Major corporations such as Ulta Beauty seek out our graduates and present them with more than living wage jobs immediately upon graduation.

In addition, the entrepreneurial nature of our program creates opportunities to offset general fund needs by virtue of our client services offerings. We are also eligible for significant support from Strong Work Force and other CTE related grants and funding opportunities.

And, this program is important because of the diversity of students drawn to careers in Cosmetology, Esthetics, Barbering and related fields.

Contributions to Other College Operations (20 points):
To what extent would the position requested benefit or serve other departments, programs, or plans?

Costs associated with Cosmetology can be somewhat offset by our client services, saving general fund dollars for other important needs. These services are available on campus to our students and employees alike for reasonable fees compared to treatments at a local salon.

This position will support a program that provides its graduates with immediate job opportunities upon graduation.

In addition, the employee must have ceritifcates in the beauty field and will presnt

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:
*

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:
* $ 0

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.
* NA

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.
* NA

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

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?
* NA

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.
* 0

Supervisor's Review

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

Comments:
*

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.

...3633333737

Rick Hicks
_____   11/29/2021, 8:37 PM
Signature   Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

[text box]

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

[text box]

Dean's Second Review

[text box]

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