



Program Review

Purpose

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

Data Driven Decision Making

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

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website :	August 22, 2023
Data is available on the ORPIE website:	
<ul style="list-style-type: none"> Instructional Program Review Dashboard 	Available now
<ul style="list-style-type: none"> Student Services Program Review Dashboard 	Coming August 28, 2023
<ul style="list-style-type: none"> State comparison data may be found on Data Mart or Cal-Pass Plus 	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
<ul style="list-style-type: none"> Step 1a: Technical Review by IEC (for all) and Academic Senate (for any that include a faculty request). See the technical review rubrics. 	Friday, October 6, 2023
<ul style="list-style-type: none"> Step 1b: Content Review by Deans/Director. Feedback due to author. 	Friday, October 6, 2023
<ul style="list-style-type: none"> Step 2: Completed Revisions submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback. 	Friday, November 3, 2023
<ul style="list-style-type: none"> Step 3: Final Program Review Approvals by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website. 	Friday, December 1, 2023
<ul style="list-style-type: none"> Step 4: Funding Requests proceed through governance structure. 	
<ul style="list-style-type: none"> Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization. 	Friday, December 1, 2023
<ul style="list-style-type: none"> Committees forward recommendations to the Budget Committee 	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
<ul style="list-style-type: none"> President makes final faculty decisions and reports to Senate at Special Meeting. Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate. 	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): First Name Last Name
Wing Email Address Office Phone

Dean/Manager First Name Last Name Email
Vice President First Name Last Name Email

Program Review - Draft

*Transfer Center 23-24 Oct 6 PR draft.pdf

Program Review - Final

Submission

*Program Review - Transfer Center - 23-25
FINAL.pdf

This Program Review includes the following:

Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

Faculty Requests (up to 3)

One upload per request

Faculty Upload1 Program-Review-Request-for-Funding-2023-24-Faculty.docx

Faculty Upload2

Faculty Upload3

Faculty Requests (up to 3)

One upload per request

Faculty Upload1 Program-Review-Request-for-Funding-2023-24-Faculty.docx

Faculty Upload2

Faculty Upload3

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

FTE Upload1
FTE Upload2
FTE Upload3
FTE Upload4
FTE Upload5

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

FTE Upload1
FTE Upload2
FTE Upload3
FTE Upload4
FTE Upload5

Classified Personnel Draft Requests (up to 3)

One upload per request

Classified Upload1 Transfer Center Staff Request PR Oct 6 Draft.pdf
Classified Upload2
Classified Upload3

Classified Personnel Updated Requests (up to 3)

One upload per request

Classified Upload1 Program Review - Personnel Request 113.docx
Classified Upload2 Program Review - Personnel Request 117.docx
Classified Upload3

Supporting Materials (Optional)

Upload1 E115 (Program Support Specialist).pdf
Upload2 Org Chart.pdf
Upload3

Supporting Materials (Optional)

Upload1 GWC Org Chart - TC REQUEST.pdf
Upload2
Upload3

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Michael Iran

10/06/2023

Author - Draft Signature

Date

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Michael Iran

11/02/2023

Author - Final Signature

Date

Dean/Manager Draft Feedback

Goals/metrics and activities well aligned. Please complete the summary of outcomes from previous program review cycle.

FileUpload2

IEC Feedback

Your program review was very informative, especially with the myriad regulation changes you are dealing with.

Although your SAOs are currently being updated, please provide a description of the SAOs used in the past, by listing the specific outcomes measured, describe the specific data collected, and the change that you completed because of what you learned.

The summary of your last program review goals was blank.

Check the Org Chart and Job description on the classified request. Add the faculty and classified request jobs to the org chart.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

The Executive Board of the Academic Senate has reviewed your request for faculty and has no urgent feedback to provide. Please be ready to respond to questions related to your data/metrics and the urgency of your request.

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

FileUpload2

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Gisela Verduzco
Dean/Manager Signature

11/20/2023
Date

Vice President Feedback

This is a very comprehensive and well written program review. The Transfer Center continues to expand its level of service to our students and increase awareness of transfer. Michael and team have made great progress in these areas and as transfer continues to be an emphasis at the state and local level, I fully support the many efforts being implemented. Well done!

FileUpload3

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Claudia Lee
Vice President Signature

11/21/2023
Date

Downloaded to the following Committee Teams folder on:

-- Choose --

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Lauren Davis Sosenko
IEC Signature

12/05/2023
Date

Dean/Manager -
Feedback Signature

Electronically signed by Gisela Verduzco on 10/20/2023 5:49:19 PM

Academic Senate:
Technical Review
Signature

Electronically signed by GWC Academic Senate on 10/25/2023 4:01:19 PM

Academic Senate
Signature

Electronic Signature Pending

IEC: Technical Review
Signature

Electronically signed by Lauren Davis Sosenko on 10/21/2023 8:57:56 AM



Program Review Request – Student Services Transfer Center

Program Review Purpose

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

SUBMITTER INFORMATION

Submitter’s First Name:	Michael
Submitter’s Last Name:	Tran
Submitter’s Email:	Mtran401@gwc.cccd.edu
Submitter’s ID:	
Submitter’s Phone Number:	714-895-8127
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program:
Transfer Center

Please provide a brief description and any significant change in your program since the last Program Review cycle.
<p>Since the COVID-19 Pandemic and the return to campus, the Transfer Center has begun to serve students over multiple modalities, beyond traditional in-person services. These modalities include Zoom, Live Chat, and phone, with these often done simultaneously with in-person services. This multitasking has caused a strain on our limited staffing and requires extra time and people power.</p> <p>Also, since the pandemic, students have faced increased mental health struggles, difficulty passing coursework, financial challenges, lack of support, and added family responsibilities. Transfer students are coming to us with more complicated situations which require more time and attention. They bring numerous transcripts with courses taken online at multiple community colleges across the state because of increased access to online/asynchronous education. Often, these courses do not articulate to the CSU or UC, are repeats of coursework not successfully completed at one college but passed at another, or are unable to access the transcript altogether, complicating transcript evaluation and the transfer process. We often have to meet with students several times, over the course of the academic</p>



Program Review Request – Student Services Transfer Center

year to help students complete EW requests, submit grade appeals, send and evaluate transcripts, and assist with non-academic issues.

Equity funding to transfer was cut by 30%, which reduced our ability to offer counselors hours during the winter and reduced part-time counseling hours generally. Winter hours are critical for CSU and UC applicants, who need to update applications and provide supplemental information during the month of January for Fall admission.

The Transfer Center also has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Coordinator has provided support and training for these positions to meet the goals of the grant. Included in those functions are three STEM Success Coaches and an full time Transfer Mentor position. We lost the Transfer Mentor position, and only have two Success Coaches in place. The Success Coaches are current graduate students and will be completing their degree in Spring 2024, so a third position (unfilled) is critical to continue the programming and have an understanding of the Stem Mentor program. The Transfer Mentor specifically served the transfer needs of this STEM Grant population and provided oversight to the Success Coaches, STEM Mentor program (Raices), and clerical support. The Transfer Center staff has provided these roles in the absense of the Transfer Mentor.

Further complicating the issue is Dual Enrollment (DE) and the large number of students who enrolled in GWC coursework while still in high school. DE students come to use with mixed records that include college-level courses, AP examinations, and often want to transfer to the university within one year of enrolling at Golden West College. While the Transfer Center focuses on transfer admission policies, declining enrollment at many CSU campuses has meant that these campuses are admitting lower-division students (i.e. students with less than 60 units). Often, these lower-division admissions must have met requirements as freshman. Since this is an admission level that we don't typically deal with, Transfer Center staff and counselors have been forced to learn not only the complex and changing transfer admission requirements, but admission requirements for high school students including high school eligibility or A-G coursework, GPA thresholds for freshman admits, and eligibility indexes.

Beyond serving the DE population, we are also dealing with extended application deadlines with the application window for university admission changing annually. Often this comes with only a few days notice and the Transfer Center must pivot and advertise that services for transfer applications are still available.

Post pandemic, counselors in the Transfer Center are helping manage the mental health challenges of students and providing referrals to other areas as needed once their initial crisis has been managed. This has also increased the time spent with students as we're working with them to help problem



Program Review Request – Student Services Transfer Center

solve and regain a stable emotional state before we refer them to the health center for additional resources.

AB 928 mandates that by August 2024, GWC must place all students on an ADT track if one exists, if the student indicates they want to transfer. Also, that part of the matriculation process, must meet with a counselor before census at least once and develop a student education plan, or a hold will be placed on a student's account and students will be unable to access financial aid. While this mandate, in some ways, may help some students, it can lead to confusion, students spending more time at GWC than necessary, and prevent students from attending GWC in the worst case.

Several major changes to transfer general education requirements, namely AREA F Ethnic Studies for CSU General Education Breadth starting Fall 2021 and AREA 7 Ethnic Studies on IGETC starting Fall 2023. These changes require us to provide professional development for counselors and admissions staff, as well as outreach to students to update educational plans to ensure students complete general education requirements prior to transfer. This is critical because completion of general education is required to post an ADT, which confers benefits during the transfer process (e.g., +0.1 GPA bump, guaranteed admission into the CSU system, and a guarantee they do not need to complete more than 60 units after transfer) and ensures students can complete bachelor's degrees in a timely manner.

In 2022-2023, the Transfer Center launched the Transfer Academy (TA), a support program open to all new students with the aim of helping them transfer to a university and start transfer planning early in their academic journey. The Transfer Center offers TA students resources, workshops, and connects students with counselors to help demystify the transfer process. Students in the Transfer Academy are required to take a 3-unit Counseling Pathways course in the fall and a 1-unit introduction to transfer course in the spring, which provides students with a learning community like support program. During the first year of the Transfer Academy in 2022-2023, 97 students were a part of the program, but only 7 students enrolled in the 1-unit transfer course in the spring. This year, we have 166 students in the 2023-2024 cohort and have created a more intentional orientation and onboarding process where students have signed participation agreements. We have also partnered with the Puente Program to streamline transfer information for that particular learning community. All Puente students are part of the Transfer Academy unless they opt out. We are hopeful that many more students will complete the Transfer Academy and enroll and complete COUN G205 in the spring term.

The CSU and UC launched Dual Admission programs for 2023-2024. These students were not admitted to the CSU or UC out of high school and will be offered a guaranteed transfer pathway, if they complete specific requirements. These students will attend GWC and complete transfer admission requirements and will have a confirmed spot at the campus they've designated when entering that agreement. Invites will be sent to eligible students with the aim of increasing access to underrepresented groups with curricular, geographical, or financial challenges; increase graduation



Program Review Request – Student Services Transfer Center

rates among underrepresented students; reduce costs and time-to-degree completion; and improve transfer pathways. Students will have three years to complete transfer requirements to maintain eligibility in the program and a guaranteed admission.

Despite the promotion of "dedicated support" to these Dual Admission students, we're finding that thus far, the Transfer Center has been their main point of contact for interpreting the requirements and steps necessary to maintain their admission status.

Starfish will be a new tool we can use to target Transfer Academy, Dual Admissions (CSU and UC, respectively), and transfer students generally. We can use Starfish to monitor and track student progress through the transfer pipeline, however, the program is not fully functional as of yet and will continue to be refined to ensure that the student populations are tagged appropriately so that they can be included in the case management process.

What are your program's strengths?

Despite our current challenges, The Transfer Center continues to exceed, or very closely meet the general campus transfer goals as reported by the Institutional Research. Uncontrolled factors such as university limits on admission, and the increasing GPAs required for admission to local universities negatively impact the transfer rates, as those who are "homebound" (cannot move to attend college) are restricted in their transfer options.

We continue to serve students in a comprehensive manner. We have created an online virtual drop-in that students can access daily for services, created a YouTube channel with ADA compliant videos for assistance with the application for the UC and CSU, filing the GWC Petition for Graduation, and the GWC Transcript order process.

We have also been able to increase communication by using RingCentral App to continue to answer phones and send text messages to students using SignalVine. A Canvas online shell for transfer-related content is now active and allows for students to self-explore information about transfer related issues, including admission requirements, financial aid options, housing, and other support programs. Students can "self-enroll" from the Transfer Center website and to date, over 200 students have self-registered in the Canvas course.

We have created a Transfer Academy, which is a comprehensive program to assist students transfer to the university. Currently, we have 166 students in the Transfer Academy to get additional support services (a dedicated counselor, transfer workshops, priority registration for transfer events, regular communication from the Transfer Center) to support them throughout the transfer process. In order for students to participate in a Pathways a course in the fall and a one-unit transfer course in the spring, which helps us build a learning community like support program and a familiarity with the Transfer Center and transfer services.



Program Review Request – Student Services Transfer Center

We are bringing transfer to the campus at large to foster and develop a Transfer Culture. We have presented at Faculty Flex day and division meetings. Our first Transfer Week (Oct 16-20, 2023) will include a faculty and staff luncheon to share transfer complexities. We have been approved for a Transfer Starts Today/Your Future is Golden campaign. This campaign will feature students who have transferred wearing university shirts, to showcase our transfer students and to link GWC with student success. These highlights will be featured on the lightposts surrounding the campus as well as within the campus.

The Transfer Counselors have worked collaboratively with instructional faculty to advise on course development needed to bridge equity gaps in transfer, aligning Associate Degree for Transfer content to the state model curriculum, advocate for courses to be offered for student completion, and help inform faculty of how their courses impact transfer and meet student transfer goals. This has been critical for allowing students to complete their educational process and earn awards for their academic work. The advocacy continues regionally through monthly meetings with our university partners, and bringing critical topics forward for discussion and clarifying complex policies so that the Transfer Center can share the information with the rest of the Counseling division and campus community.

We are evolving the way we communicate to students and put out notifications and reminders over social media, like Instagram, Tik Tok, X (formerly Twitter), and the GWC App. We have made a concerted effort to grow the number of followers across these platforms and to put content that resonates with our students.

Lastly, Transfer Center staff and counselors are deeply committed to a student-centered approach and consistently go the extra mile to support our students. We take proactive steps, such as sending emails along with admission appeals on behalf of students and collaborating closely with Admissions and Records to facilitate the posting of ADT degrees and general education certifications. Additionally, we actively advocate for policies that prioritize students' needs and smooth their transition to local universities. Our team maintains a positive attitude and is genuinely enthusiastic about assisting students in achieving their transfer goals.

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

Our program faces several challenges, especially in light of the evolving educational landscape and the impact of the pandemic. One major challenge is the shift towards servicing students over multiple modalities, including Zoom, Live Chat, email, phone, beyond in-person services. While this expanded accessibility is beneficial for students, it has strained our limited staff and counselors, requiring them to adapt to various communication methods and demands.

Education legislation has further complicated the transfer process for students. For instance, the introduction of AREA F/AREA 7 ethnic studies requirements for CSUGE and IGETC has created complexity. Determining whether students need ethnic studies involves understanding catalog rights



Program Review Request – Student Services Transfer Center

and continuous enrollment. Understanding this is essential because the completion of ADT degrees and general education certification hinges on fulfilling general education requirements under a particular catalog year.

Upcoming legislation such as AB 1111/single course numbering and AB 928/CalGETC presents new challenges. These changes require us to collaborate with the Chancellor's Office, four-year universities, and other stakeholders at the community college level to advocate for our students and seek clarity on the implementation of these regulations. Critical to this advocacy is supporting students who will lose access to more "hands on" and self-development coursework in general education and choices for completing their requirements. Self-development courses are particularly important to our underserved student population.

CSU and UC dual admission programs and the GWC Transfer Academy are exciting new resources to help our students transfer. However, our ability to grow these initiatives and help our students take advantage of these resources is hindered because of limited staffing and resources.

Finally, a lack of permanent dedicated funding for transfer support and activities continues to be a barrier to creating long-term planning and consistent programming to serve the needs of our students.

How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?

SAO's for the Transfer Center are completed on a regular basis; however, due to the various changes that have occurred since the last reporting cycle, these SAOs are currently being updated.

In prior years we have tried to increase the number of students applying to CSU campuses, increase access to transfer services overall and post more ADT degrees.

This was accomplished by providing more weekend and evening workshops to accommodate students with diverse scheduling needs. Workshops are offered over Zoom to increase access. We also run a drop-in Zoom that is open 5 days a week to assist students with CSU/UC applications who are unable to attend CSU workshops. Services such as transcript evaluation and ADT evaluation are also provided to improve students transfer to CSU.

Part of the revisions of the SAOs will include transfer awareness campaigns to provide earlier outreach to students and partnering with dual enrollment to increase the transfer pipelines for students.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility?

We recognize that first-generation college students and those who fall into the equity gaps outlined in the GWC strategic plan may face unique challenges when it comes to navigating the transfer process.



Program Review Request – Student Services Transfer Center

To address this, the Transfer Center provides comprehensive services tailored to the needs of underserved populations. We understand that these students may be less familiar with transfer options, and we work to provide resources and services to assist our transfer students. In our commitment to diversity, equity, inclusion, and accessibility, we understand that we need to be flexible and provide students with options. To accommodate this, we offer transfer services through a variety of modalities to ensure that every student can access the support they require. We have a number of in-person and online programs to meet the various needs of our students.

Flexible workshop scheduling: we recognize that students have varying availability due to work or family obligations. To cater to their needs, we offer workshops during evenings and weekends, allowing them to participate at times that are most convenient for them.

Virtual access: for students who may face challenges in making it to campus, we provide a drop-in Zoom service, which is open all day, five days a week. This virtual platform allows remote access to our services, ensuring that students can connect with us regardless of their physical location. This has been our most utilized way of accessing transfer services.

Counseling options: recognizing that counseling needs differ, we provide flexible counseling services. Students can access our services through both drop-in counseling and appointment-based counseling. This flexibility is especially crucial for underserved students, as it accommodates their unique circumstances and preferences. Appointments are available in person, over Zoom, and by phone.

Transfer Awareness Week: this year, the Transfer Center is organizing a Transfer Awareness Week, a dedicated initiative designed to promote a transfer-oriented culture and provide crucial information to all students. The week will feature a Transfer 101 workshop with a transfer student panel, a transfer luncheon for faculty and staff, a university transfer fair, workshops on CSU and UC admissions, guidance on the Jack Kent Cooke undergraduate transfer scholarship, and tabling at strategic campus locations. These events aim to ensure that students from diverse backgrounds have access to essential transfer resources and information. The goal of these events is to demystify the transfer process and provide support for students who fall in those equity gaps.

Transfer Academy: our newly launched Transfer Academy is specifically designed to support first-time college students, particularly those from underserved backgrounds, on their journey to transfer to universities. This program is offered free of charge and connects students with counselors, the Transfer Center, and additional support services throughout the entire transfer process. By providing this comprehensive support, we are helping to level the playing field and ensure that all students have equitable access to educational opportunities.

UC and CSU dual admission: AB 132 mandates that the CSU and UC create a separate transfer pathway for first-time freshman applicants who are denied admission to the university. The new dual admission guarantees transfer. The pathway is intended to increase access to the UC and CSU for prospective underrepresented students experiencing limitations in high school offered, geographical constraints, or financial hardships. Students who opt into dual admission programs may need additional support from the Transfer Center as they navigate the transfer process as dually admitted students.



Program Review Request – Student Services Transfer Center

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

The Transfer Center is committed to advancing student success through collaboration with various departments on campus.

One example of this collaborative effort is our coordination with the Admissions and Records department to facilitate ADT (Associate Degree for Transfer) eVerification for CSU admission. During each fall and spring semester, the Transfer Center receives a list of all GWC students who are pursuing an ADT and applied to the CSU. Our team meticulously reviews this list and communicates with the CSU system to verify whether students have fulfilled the necessary ADT requirements. This close collaboration with Admissions and Records enables us to proactively engage with students who may be missing requirements, guiding them towards late-start classes for specific major or general education courses when feasible. This proactive approach results in more ADT postings, enhancing students' chances of successful transfer, as the ADT confers a .1 GPA boost during the admissions process.

Furthermore, we engage with deans and faculty members across campus to re-write courses and degrees, ensuring that they articulate or align with university requirements, which will ensure a smoother transfer process for our students. Additionally, we collaborate with faculty to design and deliver workshops that provide insights into academic and career options within specific majors, such as psychology and business. These workshops not only help students understand the expectations of upper-division coursework but also provide guidance on post-transfer success in their chosen fields.

In our commitment to fostering a transfer-friendly campus culture, we have planned Transfer Awareness Week, which will include a luncheon for faculty and staff. This initiative aims to educate our colleagues about the transfer process and how they can support our students in their journey. We also actively participate in faculty development activities, including presentations during faculty flex days and division meetings, with the intention of further integrating transfer-related knowledge into the college community.

Additionally, our newly launched Transfer Academy collaborates with the Puente Program to provide comprehensive transfer assistance. This collaboration extends support to Puente students, ensuring they have access to the resources and guidance necessary to successfully navigate the transfer process. As the program develops, there are opportunities to collaborate with other programs on campus such as Umoja, EOPS, Veterans, DSPS, and others.

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

The Transfer Center embraces technology as a crucial tool to enhance student success. Here are some of the key ways we utilize technology:

Virtual accessibility: we offer a drop-in Zoom service five days a week, all day, providing students with easy and convenient access to counseling and transfer services remotely. This virtual platform allows us to connect with students in real-time, addressing their questions and concerns promptly.



Program Review Request – Student Services Transfer Center

Multichannel communication: we monitor various communication channels, including Live Chat, email, and phone calls, to ensure that students have multiple avenues to reach us and receive the support they need. This approach accommodates diverse student preferences and needs. We also utilize Ring Central to answer our department phone lines from anywhere while using the app on our personal cell phones.

Texting with Signal Vine: we leverage Signal Vine, a texting-based application, to connect with students effectively. Through text messages, we can keep students informed about available services, upcoming deadlines, and important updates. This method ensures that students receive timely and relevant information directly on their mobile devices. Students who take advantage of transfer services are more responsive to text messages than emails and phone calls.

Educational planning with DegreeWorks: we utilize DegreeWorks, an educational planning tool, to assist students in mapping out their academic journey. This software enables students to visualize their progress toward degree completion and stay on track with their educational goals. We also include notes and reminders for students.

Banner is employed for a variety of administrative tasks, such as entering clearances and looking up student information such as placement scores. We also use Banner to look up course equivalencies and outside transcripts.

KEY PERFORMANCE INDICATORS

Unduplicated headcount:	3,983 (+1494 Live Chat) = 5,477
Duplicated headcount (served):	1,352 (not including Live Chat)
Number of students eligible for services:	16,864
Number of new students served:	83
Number of returning students served:	50

Demographics (CO #'s to be provided to Institutional Research for demographic breakdown):

Race/Ethnicity	2021-2022	2022-2023
White	4307	4352
Unknown	508	695
Two or more races	846	888
Nat. Hawaiian/Pac. Islander	75	92
Hispanic/Latinx	5579	5810
Black/Afr. American	341	385
Asian	5764	5799
Amer. Indian/Alaska Native	29	23
Total	17449	18044

Gender	2021-2022	2022-2023
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Program Review Request – Student Services Transfer Center

Female	3345	3318
Male	2125	2360
Unknown	109	132
Total	5579	5810

Age Group	2021-2022	2022-2023
18 to 19	1404	1532
20 to 24	2021	1960
25 to 29	834	897
30 to 34	432	428
35 to 39	206	212
40 and over	247	305
Under 18	729	767
Total	5579	5810

Student type	2021-2022	2022-2023
Continuing	3469	3440
First time at GWC, attended another college	698	866
First time college student	363	416
Other	14	10
Returning	444	466
Special admit	591	612
Total	5579	5810

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

The data indicates the Transfer Center is effectively serving a substantial number of students despite current staffing levels. This demonstrates the TC's efficiency and what is working well.

The data also shows that the students served by the Transfer Center reflect the racial and ethnic backgrounds as well as gender distribution of the campus at large. This suggests that the TC is inclusive and accessible to a diverse student population.

There is an evident increase in the number of students over 40 and under 18 seeking transfer services. This demonstrates a broad demographic range of students requiring support.

To service more students based on our current data, including meeting the needs of older returning students and students under 18, we can conduct target outreach using Starfish and Slate to identify and communicate with these students. We can offer support and information and resources relevant to these students.



Program Review Request – Student Services Transfer Center

Flexible transfer/counseling services. Recognizing the need for flexibility, we will offer counseling services through various platforms- Zoom, phone, in-person. This will help accommodate the different preferences and scheduling needs of our students. We will also continue providing services over email, phone, and Live Chat. Lastly, we will stay committed to assisting students with various scheduling needs and continue to offer workshops on weekends and evenings.

We will continue to train our professional experts (currently grant funded) to offer more services (workshops, GPA calculations, application reviews, and other transfer assistance) to our students. Beyond what is currently offered, the TC is at capacity and cannot expand services without additional staffing and financial support.

PROGRAM-SPECIFIC QUESTIONS:

TRANSFER CENTER

How is the Transfer Center collaborating with other areas on campus to advance student success?

This is a duplicate question. Response provide in general student service section (two questions ago).

How is the Transfer Center communicating/connecting with students to keep them informed of transfer deadlines, requirements, and promote transfer services?

The Transfer Center uses a multi-faceted communication and connection strategy to ensure that students are well-informed about transfer deadlines, requirements, and the range of transfer services available.

Campus signage: we strategically place signage across the campus to serve as visual reminders of major transfer deadlines, particularly for CSU and UC applications. This helps students stay informed and on track with their application timelines.

Social media engagement: we maintain an active presence on various social media platforms, including Instagram, TikTok, Twitter (X), and the GWC App. Through regular posts and updates, we share important information about transfer deadlines, requirements, and available services. Social media allows us to reach a wide audience and engage with students in a way that resonates with them.

Signal Vine and email: to provide personalized and timely communication, we utilize Signal Vine, a texting-based application, and email. We send reminders and guidance to students regarding processes for ADT verification, next steps in the transfer process, and general reminders about important dates and requirements.



Program Review Request – Student Services Transfer Center

Classroom presentations: we actively engage with students through classroom presentations. These sessions allow us to directly inform students about the array of transfer services available and educate them about critical deadlines and requirements.

How is the Transfer Center supporting students through the transfer process, (comprehensive services offered)?

The GWC Transfer Center is dedicated to providing comprehensive support to students navigating the transfer process, ensuring they have the resources and guidance needed to transfer successfully. Here are some of the services provided:

Computer lab: our computer lab allows students to research universities, apply for scholarships, and apply for transfer with real-time assistance.

Counseling: we offer both drop-in and appointment-based counseling. Our transfer counselors assist students with educational planning, helping them understand their transfer options, and by addressing any questions or concerns they have.

Transcript evaluation and educational planning: we provide transcript evaluation services to help students understand how their completed coursework aligns with their transfer goals. We collaborate with departments across campus to facilitate course substitution requests, especially for students pursuing Associate Degrees for Transfer (ADTs). We offer educational planning for students to align with their transfer goals.

Drop-in Zoom. We operate a Zoom that's open daily. Students are able to Zoom in for quick questions or full service assistance (transcript review, GPA calculation, unit counts, educational planning). This allows students more options and easier access to transfer assistance.

University engagement. We arrange appointments with university representatives to facilitate direct communication between students and prospective institutions. We also arrange campus tours and workshops to help students understand CSU, UC, and private school admissions.

Next-Steps assistance. We guide students through critical next steps, such as transcript ordering, application updates, associate degree applications. We also assist students with Student Intent to Register (SIR) steps, setting up student portals, and orientation, ensuring a smooth transition to their universities.

Transfer Academy. A newly launched program for first-time college students interested in transfer. This free program is designed to help all students, especially students from underserved backgrounds, transfer to universities as smoothly as possible. Students in the Transfer Academy take two counseling courses (a three-unit Pathways course in fall, and a one unit transfer course in spring), are



Program Review Request – Student Services Transfer Center

connected to transfer counselors, given priority access to transfer events (university representative appointments, campus tours, etc), and are offered workshops and bonus events throughout their first year and beyond.

Transfer workshops. The TC provides workshops on CSU and UC admissions, Transfer Admission Guarantee (UC-TAG), Jack Kent Cooke Undergraduate Transfer Scholarships. The workshops provide an overview of requirements as well as a walk through of the applications. We also collaborate with various universities to provide workshops and services to our students, such as UCLA to host a personal insight question review session for our students.

How is the Transfer Center advancing/expanding partnerships with four-year institutions?

The Transfer Center is actively advancing and expanding partnerships with four-year institutions to enhance opportunities and support for GWC students in their transfer journeys.

Memorandum of Understanding (MOU) with Arizona State University (ASU). We have established a significant partnership with ASU through an MOU. This agreement ensures that GWC students have the opportunity for guaranteed admission to ASU if they meet all the specified requirements. It also provides students with direct access to valuable transfer tools and access to ASU's transfer specialists. This collaboration facilitates a seamless transition for our students to a well-regarded four-year institution.

Articulation Agreement with Claremont Lincoln University. Our Transfer Center has also worked to create an articulation agreement with Claremont Lincoln University, further expanding transfer options for our students. This agreement helps outline the transfer process and credit transfer policies, simplifying the transition for students interested in pursuing their education at Claremont Lincoln University.

Participation in Community College Transfer Success Forum. We actively engage in the Community College Transfer Success Forum, where leaders from local community colleges and CSU Long Beach come together to discuss issues relevant to the success of GWC students transferring to CSULB. us to address challenges and share best practices, ultimately benefiting our students.

Representation at Region 8 Meetings. We maintain a presence at Region 8 meetings, which include representatives from CSULB, CSUDH, CSUF, UCI, Cal Poly Pomona, and other institutions. These meetings serve as a platform for discussing transfer-related issues and offer an opportunity for us to provide valuable suggestions to assist with addressing these issues.

Representation at South Coast Higher Education Council (SCHEC) meetings. The Transfer Center actively participates in meetings with SCHEC schools, which encompass both public and private institutions within the South Coast region of Southern California. These interactions facilitate the sharing of information and the establishment of communication channels that benefit our students seeking transfer opportunities. This connection offers scholarship opportunities for GWC students.



Program Review Request – Student Services Transfer Center

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend

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

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

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

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

Goal 1

Description of Program's Goal

Outreach to students using data driven metrics and designing messages based on student status aligned to the At The Gate research study.
--

Targeted outreach, using the “Through the Gate” transfer study (RP Group) will be utilized to outreach to students in a case-management method within three different target groups, starting with those who meet requirements, in progress to meet requirements in a given year, and new students who declare a transfer intent. Activities include year-round communication to students, case



Program Review Request – Student Services Transfer Center

management style calls and tracking, informational activities and workshops starting in Summer, directed transfer counseling in August during the Spring CSU Application period and in preparation for UC Tag Submission in September, Fall application assistance, and in January supplemental application and updates assistance. Academic year support will facilitate transcript evaluation, assisting with transfer-specific student questions, workshop facilitation, and student outreach for the year.

Outcome: we used Argos reports to send targeted messages to students at various stages of transfer. Students with 60 or more units that did not have a degree posted were sent messages to inquire about applying for transfer or degrees. Students with 30-59 units were sent messages to do transfer checks and update student educational plans. Students with above a 3.0 gpa range were offered ADT verifications. A second note went out to inform students they were ready to apply for the degree. Students with 0-30 units were sent messaging about UC-TAG participation and inform them they could be guaranteed admission to the UC. Transfer conducted presentations to ASGWC about UC-TAG and guaranteed admissions.

Goal 2

Description of Program's Goal

Provide continual professional development and training to counseling and instructional faculty for understanding ADT degrees and completion of requirements as they relate to transfer admission.

A workshop series for counselors and instructional faculty will be provided each semester with updates to the university transfer process, and samples of student cases for review. This is critical to having broad understanding of the ADT process, which directly impacts our completion and transfer rates.

Outcome: presentations Academic Senate about ADTs, changes in legislation impacting transfer, in-department professional development on returning adults in post-secondary ed. We did not do larger faculty workshops due to legislation changes that needed to be addressed (AB 928/CalGETC, AREA F ethnic studies, AB 1705).

Goal 3: Increase the number of applicants to the UC system.

Description of Program's Goal

Using a case management model, provide outreach to students based on competitive GPA reports to encourage UC Application submission. This would involve improving awareness of the Transfer Admission Guarantee programs by hosting workshops and advertising, posting to social media and other campus advertising. We would a staff member to collaborate with the Puente Program and AGS for information sessions and student records, audit student transcripts for admission eligibility, early



Program Review Request – Student Services Transfer Center

outreach in summer to encourage submission of the Transfer Admission Guarantee (September submission), and track them through the year long transfer process.

Outcome: based on insitutional data provided, GWC increased the number of students who were admitted in 20-21 to 111, up from 84 in the prior cycle.

Requests were made for tenting and table purchases for our fall-statewide transfer fair. This was not provided through Program Review. However, we were able to order two tents through one-time funding in the VP's office.

We asked for a Transfer Counselor, which was revised to Counselor/Coordinator. That was met.

We asked for two classified positions: a Transfer Specialist for 40 hours (30 hours in transfer/10 in Puento) and a Counselor Technician to do SARS tracking and data. Neither position was funded.

With current staffing levels (one full time staff member) and graduate interns, it is difficult to meet the needs of our transfer students.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:
Increase the number of students who complete the Transfer Academy (TA) to 100.

What actions will be taken to accomplish the goal?
Completion is defined as submission of a participation agreement, completion a Pathways course in fall and COUN G205 (navigating the transfer process) in the spring.
Classroom presentations for Pathways courses for in-person/hybrid courses and Canvas videos for asynchronous Pathways courses to promote the Transfer Academy.



Program Review Request – Student Services Transfer Center

Provide clear and accessible orientations so students understand the requirements and the benefits of their participation.

Consistent engagement and communication with students to encourage participation and provide case management on student progress.

Provide engaging and relevant workshops and resources for TA students.

Connect TA students to counselors and resources in transfer and general counseling.

Offer incentives such as TC branded items, scholarships available only TA students, and end of the year banquet.

Work with general counseling to ensure all TA students have an SEP (preferably CSEP) on file that includes COUN G205 in the spring.

Hire a full-time counselor and classified staff to help with the administration and management of the Transfer Academy.

What metric will you use to measure your goal?

Measure the number of students who submit a participation agreement and complete a pathways course in fall and COUN G205 in spring.

Which of the College's missions and goals does this goal support? (check all that apply)

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

GOAL 2 (Required)

Description of goal:

Increase the number of students participating in transfer guarantee pathways (UC-TAG, CSU TSP, UC Dual Admission).

What actions will be taken to accomplish the goal?



Program Review Request – Student Services Transfer Center

Currently, about 100 GWC students per year submit a UC Transfer Admission Guarantee (TAG) program. With new dual admissions programs at the CSU and UC, there is real opportunity to grow the number of students in transfer guarantee programs.

Partner with Dual Enrollment and Outreach to inform high school seniors about the TAG and CSU TSP/Dual Admission program. Encourage enrollment at GWC and opt into these programs.

Conduct workshops to assist students complete TSP agreements.

Use Signal Vine (texting based application), Starfish, and Slate to communicate to students about transfer guarantee options, eligibility requirements, reminders, and support services available to them

Provide counseling and transfer services to assist students with educational planning, understanding requirements, and transfer applications and next steps.

Have students enroll into the GWC Canvas Transfer Hub to communicate information and send out push notifications to students about transfer guarantee pathways.

Ensure that Transfer Academy and any student in COUN G205 gets UC TAG information and completes a UC Transfer Admission Planner (TAP).

Email students in pathways courses early on to inform them about transfer guarantee pathway options.

Hire a new full-time counselor and full-time classified to assist with management of these efforts.

What metric will you use to measure your goal?

Measure the number of students who complete a TSP agreement with GWC and another CSU, a UC dual admission agreement, and UC TAG application.

Which of the College's missions and goals does this goal support? (check all that apply)

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

GOAL 3 (Required)



Program Review Request – Student Services Transfer Center

Description of goal:

Increase the number of ADTs awarded at GWC by 5%.

What actions will be taken to accomplish the goal?

In 2022-2023, GWC awarded 785 ADTs.

Continue working with Admissions to assist in the verification of ADT completion. Reach out to students who are missing requirements and advise them of missing requirements.

Provide professional development and support for counselors to ensure understanding of changing degree and general education requirements so ensure accurate educational planning.

Leverage Starfish and Slate to communicate to students to meet with counselors and the Transfer Center early and often to ensure students understand requirements.

Ensure that COUN G205, Navigating the Transfer Process, includes ADT information.

Work with district to improve DegreeWorks so it's clearer to students and counselors which requirements remain.

Hire a new full-time counselor and full-time classified to assist with management of these efforts.

What metric will you use to measure your goal?

Gather data on ADTs awarded by GWC in 2023-2024 and 2024-2025.

Which of the College's missions and goals does this goal support? (check all that apply)

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

OTHER INFORMATION

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

The data provided by Institutional Research show that the students served by the Transfer Center have higher success rates in classes by about 5% compared to the average GWC student. This



Program Review Request – Student Services Transfer Center

suggests that the Transfer Center and the resources and support provided to students is correlated to a positive impacts on students' academic performance.

The Transfer Center is dedicated to serving our students and, while continuing to innovate to provide access to resources to students that adapt to challenges, such as the pandemic and legislation and policies that complicate the transfer process for students, it's important to acknowledge the challenges we face due to funding and limitations.

Our staff and counselors have shown remarkable dedication by working harder than ever to address more complex situations (e.g., more students are taking classes online at multiple colleges complicating articulation and transcript evaluation) and navigate the ever-changing transfer landscape (e.g., legislation such as AB 1460/Ethnic Studies, AB 1111/single course numbering, AB 928/CalGETC). One transfer counselor has joined a statewide faculty advocacy group and conducted workshops on the negative impact and gaps that would be created when AB928/CalGETC goes into effect. Additional advocacy at the state level has been through public comments and responding to legislators in general session.

However, there is still room for growth and improvement, especially when it comes to serving students who fall into equity gaps. For example, the introduction of dual admissions programs by the UC and CSU offers exciting new transfer pathways who were not admitted to the UC/CSU out of high school. This student group may not have intended to enroll at GWC or any community college after high school, and these new pathways can be an enrollment growth opportunity.

Also, the Transfer Center provides wrap around services to Transfer Academy students to support them throughout the transfer process. Students who complete the Transfer Academy may be better positioned to persist, earn ADT or general Associate of Arts degrees, and ultimately transfer to a university. However, effective management and expansion of these services require additional staffing and resources. To maximize our impact and increase transfer numbers, particularly for underserved populations, we recognize the need for additional support.

The aim of the Transfer Center is to be a resource to students, faculty, and staff at GWC. Because we know it takes an insitution to transfer a student, not just a Transfer Center, we want to foster a Transfer Culture at GWC.

Lastly, while the numbers of students serviced by the Transfer Center track with declining enrollments at colleges/universities over the past two years, we believe the data do not reflect how many students we are truly servicing. Pre-pandemic, we were limited in how we serviced students, namely in person services. The students we serve require more time and energy, as their cases are becoming more complex, and the Transfer Center is much busier than it once was with Live Chat, Zoom, phone calls, and emails.

The 1,494 students we assisted by Live Chat is not included in the data that institutional research provided. It is difficult to track Live Chats because students do not always provided C#'s or real names. We are working on a way to track Live Chats, emails, and phone calls for next program review.

Submitter's Signature: *Michael Tran* or you have to enter text.



Program Review Request – Student Services Transfer Center

Date: 11/1/2023

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.



Program Review Request- Faculty

Golden West College

FACULTY REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Tran
Submitter's Email:	Mtran401@gwc.cccd.edu
Submitter's Phone Number:	714-895-8127
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No
Who is your Vice President?	Claudia Lee
Program/Department:	Click or tap here to enter text.

Type of Review:

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

- Instruction
- Student Services
- Administrative

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty request form
- Program Review reports
- Program Vitality Reports (PVR) if applicable
- Data demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 [dashboard](#) provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

Position title and area of specialization (if applicable).
Full time Transfer and Dual Enrollment Counselor

Please provide and describe the data demonstrating the need for the request.			
Race/Ethnicity	2021-2022	2022-2023	
White	4307	4352	
Unknown	508	695	
Two or more races	846	888	
Nat. Hawaiian/Pac. Islander	75	92	
Hispanic/Latinx	5579	5810	



Program Review Request- Faculty

Golden West College

Black/Afr. American	341	385
Asian	5764	5799
Amer. Indian/Alaska Native	29	23
Total	17449	18044

Gender	2021-2022	2022-2023
Female	3345	3318
Male	2125	2360
Unknown	109	132
Total	5579	5810

Age Group	2021-2022	2022-2023
18 to 19	1404	1532
20 to 24	2021	1960
25 to 29	834	897
30 to 34	432	428
35 to 39	206	212
40 and over	247	305
Under 18	729	767
Total	5579	5810

Student type	2021-2022	2022-2023
Continuing	3469	3440
First time at GWC, attended another college	698	866
First time college student	363	416
Other	14	10
Returning	444	466
Special admit	591	612
Total	5579	5810

What is not included in the data, in addition the the number of students served via Zoom, phone, email, and in-person, is that we have served 1,494 students via Live Chat since the last program review.

The data indicates the Transfer Center is effectively serving a substantial number of students despite current staffing levels. This demonstrates the TC's efficiency and what is working well.

The data also shows that the students served by the Transfer Center reflect the racial and ethnic backgrounds as well as gender distribution of the campus at large. This suggests that the TC is inclusive and accessible to a diverse student population.

There is an evident increase in the number of students over 40 and under 18 seeking transfer services. This



Program Review Request- Faculty

Golden West College

demonstrates a broad demographic range of students requiring support.

To service more students based on our current data, including meeting the needs of older returning students and students under 18, we can conduct target outreach using Starfish and Slate to identify and communicate with these students. We can offer support and information and resources relevant to these students.

Flexible transfer/counseling services. Recognizing the need for flexibility, we will offer counseling services through various platforms- Zoom, phone, in-person. This will help accommodate the different preferences and scheduling needs of our students. We will also continue providing services over email, phone, and Live Chat. Lastly, we will stay committed to assisting students with various scheduling needs and continue to offer workshops on weekends and evenings.

We will continue to train our professional experts (currently grant funded) to offer more services (workshops, GPA calculations, application reviews, and other transfer assistance) to our students. Beyond what is currently offered, the TC is at capacity and cannot expand services without additional staffing and financial support.

Please post job description (copy and paste description).

THE POSITION

Golden West College is currently seeking a full-time tenure track Transfer Counselor commencing with the Fall 2024 semester. The primary assignment involves providing educational, career, and personal counseling to current and prospective GWC students. The counselor provides guidance to students related to career exploration, certificate, degree, and transfer requirements, and other program requirements as needed. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of Golden West College and the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence and student learning and success through the work of Counseling.

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

Provide comprehensive educational, career, and personal counseling to current and prospective students.

Assist students in making decisions relative to career choice, major selection, and educational planning, including appropriate assessment, vocational counseling, for transfer to a four-year college/ university.

Provide general transfer orientations, program advisement, and follow-up counseling for new and continuing



Program Review Request- Faculty

Golden West College

students.

Provide transfer counseling and guidance services as may be appropriate to special student audiences, including veterans, the disadvantaged, and members of underrepresented groups, academically marginal students, disabled persons, re-entry students, and other special populations.

Participate, as appropriate, in college outreach programs to local high schools and the community to provide information on transfer programs, including guaranteed admission options.

Develop effective working relationships with faculty members in instructional areas, and perform division liaison activities as required.

Assist with the development of transfer center related publications, and in the presentation of workshops for special student audiences.

Conduct group counseling/advising as required.

Assist students seeking referral to appropriate community agencies or services in response to educational, career, and/or personal concerns.

Participate in curriculum development, implementation, revision, and evaluation of Counseling curriculum for student success.

Support the transfer center outcomes by performing data collection, analyzing trends in transfer student progress, and reporting for department evaluations.

Teach counseling and guidance classes and provide workshops to staff and students as appropriate.

Assist, where appropriate, in the articulation of courses and programs with four-year colleges and universities.

Assist in the development and implementation of special programs focusing on access and retention including special services for first-year students.

Serve on division and college-wide committees and/or task forces.

Assists in carrying out the Student Vision for Success goals.

Develop Student Educational Plans (SEP) for new and continuing students in the Transfer Academy and other general students.

Maintain current knowledge in the subject matter areas.



Program Review Request- Faculty

Golden West College

Maintain appropriate standards of professional conduct and ethics.

Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student counseling sessions; participate in departmental meetings and college and/or district-wide activities and committees as assigned.

Participate in professional growth activities, and assume other counseling and guidance responsibilities as assigned

Minimum Qualifications:

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

Possess the California Community College Teaching Credential for this subject area.

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, marriage and family therapy, or marriage, family and child counseling.

Possess a Bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.

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.

Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

A minimum of two years of recent experience counseling and teaching at the post-secondary level preferably working with students from equity groups.

Demonstrated knowledge of community college curricula and the higher education system.

Evidence of understanding of and commitment to maintaining knowledge of local, state, and federal policies related to education.

Demonstrated knowledge of matriculation requirements with competencies in general academic counseling, educational planning, career and personal counseling.



Program Review Request- Faculty

Golden West College

Experience in blending student success strategies such as: goal setting, time-management, problem solving, study methods, and research skills into counseling sessions and curriculum.

Evidence of a strong commitment to professional growth and development, and to the continued innovation and improvement of successful counseling and teaching.

Demonstrated ability to establish and maintain positive and effective working relationships with on-campus groups (including students, parents, faculty, administrators, and staff) as well as off-campus community and education partners.

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

Evidence of an ability to address the instructional needs to provide an inclusive and equitable education experience to the general student population.

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

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

Evidence of innovation, scholarship, or leadership in counseling.

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

Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a whole.

Ability to work with computers, and use the Internet and interactive technologies to engage students in the counseling process; and intrinsic motivation and ability to develop and teach online courses.

Ability to work with student record management, reporting, and educational planning software.

Evidence of ability to plan, coordinate and implement counseling projects and special events.

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

Program Classification (check all that apply)

- Instructor (transfer-level classes)
- Instructor (CTE classes)



Program Review Request- Faculty

Golden West College

- Instructor (ELL/ESL or non-credit)
- Counselor
- Librarian
- Other:

Does this faculty request meet the criteria for extenuating circumstances beyond the department/program’s control since the last 2 program review cycles? (check all that apply)

- Untimely death or loss of faculty due to health conditions
- Sudden unexpected retirement or resignation
- Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)
- Loss of tenure-track faculty
- Legal/mandatory requirements

Describe what you checked above.
N/A

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

Program/Department Needs (1-10 points)

- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

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

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

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty.
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of full-time to part-time ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program’s/department’s part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).
- There is difficulty in finding and keeping qualified part-time faculty.



Program Review Request- Faculty

Golden West College

- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Describe what you checked above.

Since the COVID-19 Pandemic and the return to campus, the Transfer Center has begun to serve students over multiple modalities, beyond traditional in-person services. These modalities include Zoom, Live Chat, and phone, with these often done simultaneously with in-person services. This multitasking has caused a strain on our limited staffing and requires extra time and people power.

Also, since the pandemic, students have faced increased mental health struggles, difficulty passing coursework, financial challenges, lack of support, and added family responsibilities. Transfer students are coming to us with more complicated situations which require more time and attention. They bring numerous transcripts with courses taken online at multiple community colleges across the state because of increased access to online/asynchronous education. Often, these courses do not articulate to the CSU or UC, are repeats of coursework not successfully completed at one college but passed at another, or are unable to access the transcript altogether, complicating transcript evaluation and the transfer process. We often have to meet with students several times, over the course of the academic year to help students complete EW requests, submit grade appeals, send and evaluate transcripts, and assist with non-academic issues.

The Transfer Center also has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Coordinator has provided support and training for these positions to meet the goals of the grant. Included in those functions are three STEM Success Coaches and an full time Transfer Mentor position. We lost the Transfer Mentor position, and only have two Success Coaches in place. The Success Coaches are current graduate students and will be completing their degree in Spring 2024, so a third position (unfilled) is critical to continue the programming and have an understanding of the Stem Mentor program. The Transfer Mentor specifically served the transfer needs of this STEM Grant population and provided oversight to the Success Coaches, STEM Mentor program (Raices), and clerical support. The Transfer Center staff has provided these roles in the absence of the Transfer Mentor.

Further complicating the issue is Dual Enrollment (DE) and the large number of students who enrolled in GWC coursework while still in high school. DE students come to us with mixed records that include college-level courses, AP examinations, and often want to transfer to the university within one year of enrolling at Golden West College. While the Transfer Center focuses on transfer admission policies, declining enrollment at many CSU campuses has meant that these campuses are admitting lower-division students (i.e. students with less than 60 units). Often, these lower-division admissions must have met requirements as freshman. Since this is an admission level that we don't typically deal with, Transfer Center staff and counselors have been forced to learn not only the complex and changing transfer admission requirements, but admission requirements for high school students including high school eligibility



Program Review Request- Faculty

Golden West College

or A-G coursework, GPA thresholds for freshman admits, and eligibility indexes.

Beyond serving the DE population, we are also dealing with extended application deadlines with the application window for university admission changing annually. Often this comes with only a few days notice and the Transfer Center must pivot and advertise that services for transfer applications are still available.

Post pandemic, counselors in the Transfer Center are helping manage the mental health challenges of students and providing referrals to other areas as needed once their initial crisis has been managed. This has also increased the time spent with students as we're working with them to help problem solve and regain a stable emotional state before we refer them to the health center for additional resources.

AB 928 mandates that by August 2024, GWC must place all students on an ADT track if one exists, if the student indicates they want to transfer. Also, that part of the matriculation process, must meet with a counselor before census at least once and develop a student education plan, or a hold will be placed on a student's account and students will be unable to access financial aid. While this mandate, in some ways, may help some students, it can lead to confusion, students spending more time at GWC than necessary, and prevent students from attending GWC in the worst case.

Several major changes to transfer general education requirements, namely AREA F Ethnic Studies for CSU General Education Breadth starting Fall 2021 and AREA 7 Ethnic Studies on IGETC starting Fall 2023. These changes require us to provide professional development for counselors and admissions staff, as well as outreach to students to update educational plans to ensure students complete general education requirements prior to transfer. This is critical because completion of general education is required to post an ADT, which confers benefits during the transfer process (e.g., +0.1 GPA bump, guaranteed admission into the CSU system, and a guarantee they do not need to complete more than 60 units after transfer) and ensures students can complete bachelor's degrees in a timely manner.

In 2022-2023, the Transfer Center launched the Transfer Academy (TA), a support program open to all new students with the aim of helping them transfer to a university and start transfer planning early in their academic journey. The Transfer Center offers TA students resources, workshops, and connects students with counselors to help demystify the transfer process. Students in the Transfer Academy are required to take a 3-unit Counseling Pathways course in the fall and a 1-unit introduction to transfer course in the spring, which provides students with a learning community like support program. During the first year of the Transfer Academy in 2022-2023, 97 students were a part of the program, but only 7 students enrolled in the 1-unit transfer course in the spring. This year, we have 166 students in the 2023-2024 cohort and have created a more intentional orientation and onboarding process where students have signed participation agreements. We have also partnered with the Puente Program to streamline transfer information for that particular learning community. All Puente students are part of the Transfer Academy unless they opt out. We are hopeful that many more students will complete the Transfer Academy and enroll and complete COUN G205 in the spring term.

The CSU and UC launched Dual Admission programs for 2023-2024. These students were not admitted to the CSU or



Program Review Request- Faculty

Golden West College

UC out of high school and will be offered a guaranteed transfer pathway, if they complete specific requirements. These students will attend GWC and complete transfer admission requirements and will have a confirmed spot at the campus they've designated when entering that agreement. Invites will be sent to eligible students with the aim of increasing access to underrepresented groups with curricular, geographical, or financial challenges; increase graduation rates among underrepresented students; reduce costs and time-to-degree completion; and improve transfer pathways. Students will have three years to complete transfer requirements to maintain eligibility in the program and a guaranteed admission.

Despite the promotion of "dedicated support" to these Dual Admission students, we're finding that thus far, the Transfer Center has been their main point of contact for interpreting the requirements and steps necessary to maintain their admission status.

Starfish will be a new tool we can use to target Transfer Academy, Dual Admissions (CSU and UC, respectively), and transfer students generally. We can use Starfish to monitor and track student progress through the transfer pipeline, however, the program is not fully functional as of yet and will continue to be refined to ensure that the student populations are tagged appropriately so that they can be included in the case management process.

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?

Transfer Academy
Dual admission at CSU and UC
Dual enrollment

College-wide Needs (1-10 points)

- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

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

Where other considerations are relatively equal, does the request for this position contribute to/impact the operations of other college programs such as: (check all that apply and describe)

- Coursework required or recommended for several degree/certificate programs.
- Significant general education requirements.
- Serve substantial numbers of the student population.
- Serve a special population of students not served by other programs.
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs.
- New programs the college wants to develop and support through resources, facilities.
- Contributions to college and district goals including student equity.



Program Review Request- Faculty

Golden West College

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

Describe what you checked above.

Dual admission. The CSU and UC have launched dual admission programs. The Transfer Center is the main point of contact for these students to understand their requirements and maintain a guaranteed spot into the CSU or UC of their choice. Requirements must be met within three years. These programs create accessibility to the university for underserved students and will take a case management approach to serve effectively.

Transfer Academy is another program designed to close equity gaps outlined in the strategic plan. The program provides students access to transfer planning and services early on, connection with counselors and peers interested in transfer, and wrap around services throughout their time at GWC. Students from underserved populations stand to benefit the most from this program.

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

Must meet one of the following qualifications:

- 1) Possess a California Community College Teaching Credential for this subject area.
- 2) 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, marriage and family therapy, or marriage, family, and child counseling.
- 3) Possess a Bachelor's degree in one of the above listed degrees and a license as a marriage and family therapist (MFT) is an alternative qualification for this discipline. Or, possess a combination of education and experience that is at least the equivalent of the above.

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

Closes equity gaps by helping students from underserved populations transfer and earn more ADTs.

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

For example, if you are requesting three (3) faculty for this discipline, you could put a "2" in this box, a "1" on the next request and "3" on the third. "1" being your first priority, "2", your second priority, and "3" your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.

Rank: N/A

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

Date: Click or tap to enter a date.



Program Review Request- Faculty

Golden West College

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

- Hire position
- Hire one-year temporary
- Not hiring at this time

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

Date: Click or tap to enter a date.



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Tran
Submitter's Email:	Mtran401@gwc.cccd.edu
Submitter's Phone Number:	714-895-8127
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No
Who is your Vice President?	Claudia Lee
Program/Department:	Transfer Center

Type of Review:

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

- Instruction
- Student Services
- Administrative

POSITION REQUEST

Please check one of the following:

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

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

If this request is for a replacement, how long has the position been vacant?	Click or tap here to enter text.
Job Title	Click or tap here to enter text.

Salary Information

Salary Schedule Range:	113
Annual Salary (Step 1) \$:	56,678.77
Step 5 \$:	68,893.83

Contract (check one):

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

Job Description Summary

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



Program Review Request- Classified

Golden West College

What are the essential duties this position will fulfill?

1. Identifies, assembles, prepares, and distributes informatino relating to available CCC programs, alternatives, careers and educatinoal planning, transfer programs, and academic and student support services.
2. Assists counselors in providing supportive services by performing pre-counseling and follow-up activities relating to individual student cases, campus-wide programs, and counseling activities. Serves as a student advocate to navigate matriculation.
3. Participates in conducting student tours and orientation sessions involving the oral and written distribution of pertinent information to new and transferring students.
4. Provides advisement assistance for students during registratino and enrollment periods in recommending appropriate classes and planning schedules for counselor approval.
5. Assist students to navigate career assessment and interest instruments and assists with career research.
6. Maintains and updates counseling records pertaining to students' academic progress, course and major choices, career interests, and problem areas.
7. Refers students to available and perinent college or community programs or services that enhance their ability to maintain active status.

JUSTIFICATION

What is the compelling need for an immediate replacement?

The Transfer Center has obigations to te Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.

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

We will not be able to meet the demands of our students which are growing more complicated because of pandemic related issues (mental health, multiple transcripts from increased online education), education legislation (ethnic studies, AB 1705, AB 1111, AB 928), the changing transfer landscape (dual enrollment, dual admission at CSU and UC) and the explosion in demand for remote services (Zoom, Live Chat, increased phone calls and emails).

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

- Yes
 No

Position title and Area of Specialization (if applicable)

Counseling (Transfer) Assistant

Needs/Priority Rubric (1-10 points)

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

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

Fully respond to each of the following questions. Your responses will be the basis that Planning Council and the



Program Review Request- Classified

Golden West College

Executive Team members will apply the criteria and rate this request.

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

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

Since the COVID-19 Pandemic and the return to campus, the Transfer Center has begun to serve students over multiple modalities. These modalities include Zoom, in person, Live Chat, phone, often simultaneously. This multitasking has caused a strain on our limited staffing and requires extra time and people power. Also, since the pandemic, students have faced increased mental health struggles, difficulty passing coursework, financial challenges, lack of support, and added family responsibilities. Transfer students are coming to us with more complicated situations which require more time and attention. They bring numerous transcripts with courses taken online at multiple community colleges across the state because of increased access to online/asynchronous education. Often, these courses do not articulate to the CSU or UC, are repeats of coursework not successfully completed at one college but passed at another, or are unable to access the transcript altogether, complicating transcript evaluation and the transfer process. We often have to meet with students several times, over the course of the academic year to help students complete EW requests, submit grade appeals, send and evaluate transcripts, and help them with non-academic issues.

Further complicating the issue is Dual Enrollment (DE) and the large number of students who enrolled in GWC coursework while still in high school. DE students come to us with mixed records that include college-level courses, AP examinations, and often want to transfer to the university within one year of enrolling at Golden West College. While the Transfer Center focuses on transfer admission policies, declined enrollment at many CSU campuses has meant that these campuses are admitting lower-division students (i.e. students with less than 60 units). Often, these lower-division admissions must have met requirements as freshman. Since this is an admission level that we don't typically deal with, Transfer Center staff and counselors have been forced to learn not only the complex and changing transfer admission requirements, but admission requirements for high school students including high school eligibility or A-G coursework, gpa thresholds for freshman admits, and eligibility indexes.

Post pandemic, counselors in the Transfer Center are helping manage the mental health challenges of students and providing referrals to other areas as needed once their initial crisis has been managed. This has also increased the time spent with students as we're working with them to help problem solve and regain a stable emotional state before we refer them to the health center for additional resources.

Several major changes to transfer general education requirements, namely AREA F Ethnic Studies for CSU General Education Breadth starting Fall 2021 and AREA 7 Ethnic Studies on IGETC starting Fall 2023. These changes require us to provide professional development for counselors and admissions staff, as well as reach out to students to update educational plans to ensure students complete general education requirements prior to transfer. This is critical because completion of general education is required to post an ADT, which confers benefits during the transfer process (e.g., +0.1 GPA bump, guaranteed admission into the CSU system, and a guarantee they do not need to complete more than 60 units after transfer) and ensures students can complete bachelor's degrees in a timely manner.

In 2022-2023, the Transfer Center launched the Transfer Academy (TA), a support program open to all new students with the aim of helping them transfer to a university and start transfer planning early in their academic journey. The Transfer Center offers TA students resources, workshops, and connects students with counselors to help demystify the transfer process. Students in the Transfer Academy are required to take a 3-unit Counseling Pathways course in the fall and a 1-unit introduction to transfer course in the spring, which provides students with a learning community like support program. During the first year of the Transfer Academy in 2022-2023, 97 students were part of the



Program Review Request- Classified

Golden West College

program, but only 7 students enrolled in the 1-unit transfer course in the spring. This year, we have 157 students in the 2023-2024 cohort and have created a more intentional orientation and onboarding process where students have signed participation agreements. We have also partnered with the Puente Program to streamline transfer information for that particular learning community. All Puente students are part of the Transfer Academy unless they opt out. We are hopeful that many more students will complete the Transfer Academy and enroll and complete COUN G205 in the spring term.

The CSU and UC launched Dual Admission programs for 2023-2024. These students were not admitted to the CSU or UC out of high school and will be offered a guaranteed transfer pathway, if they complete specific requirements. These students will attend GWC and complete transfer admission requirements but will have a confirmed spot at the campus they've designated when entering that agreement. The University of California or California State University will extend invitations to eligible students with the aim of increasing access to underrepresented groups with curricular, geographical, or financial challenges; increase graduation rates among underrepresented students; reduce costs and time-to-degree completion; and improve transfer pathways. Students will have three years to complete transfer requirements to maintain eligibility in the program and a guaranteed admission.

Despite the promotion of "dedicated support" to these Dual Admission students, we're finding that thus far, the Transfer Center has been their main point of contact for interpreting the requirements and steps necessary to maintain their admission status.

Starfish will be a new tool we can use to target Transfer Academy, Dual Admissions (CSU and UC, respectively), and transfer students generally. We can use Starfish to monitor and track student progress through the transfer pipeline, however, the program is not fully functional as of yet and will continue to be refined to ensure that the student populations are tagged appropriately so that they can be included in the case management process.

The Transfer Center needs a full time position offer flexible services--workshops, GPA calculations, application reviews, and other transfer services, over weekends and evenings in person and via Zoom--to our students. We are currently operating at capacity and the ability not only to serve our students but to expand our ability to help transfer more students is stifled due to staffing/funding restraints.

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

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

The request for additional staffing directly aligns and supports the college's goals of increasing enrollment, equity, success, and completion in several ways:

The request acknowledges that the college has implemented new transfer guarantee pathways (UC dual admission and CSU dual admission programs) to attract more students. Additional staffing can aid in the management and growth of these programs, making it easier for students to transition from the community college to a four-year institution. This, in turn, can attract more students to Golden West College, contributing to increased enrollment.

New staffing can ensure that these programs are accessible to a broader range of students, supporting equity initiatives such as the Transfer Academy. The request highlights the importance of the transfer academy, a support program aimed at increasing completion and transfer rates, as well as the attainment of Associate Degree for Transfer (ADT) degrees. Staffing is necessary to make this program successful, which directly supports the goal of improving completion rates as well as equity and success. When students receive proper guidance and support, they are more likely to complete their degrees and transfer successfully.



Program Review Request- Classified

Golden West College

Funding this position would also help the Transfer Center adapt to changing student needs. The request acknowledges that the college is experiencing changes in student demographics and needs, with more students seeking assistance due to complex situations. This includes students taking classes online at multiple community colleges. Additional staffing can help meet these evolving demands efficiently, ensuring that students receive the support they need, thus contributing to their success and completion.

Accessibility and Communication: The college's efforts to provide accessibility through various communication channels (Zoom, in person, live chat, email, phone) demonstrate a commitment to reaching and assisting students through multiple means. Additional staffing can help manage these channels effectively, ensuring that students receive timely and personalized guidance, which is crucial for their success and, ultimately, completion of their academic goals.

The Transfer Center staffing directly supports the college's goals by enhancing programs that attract students, promoting equity and success, improving completion rates, and adapting to changing student needs.

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

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

The majority of GWC students aim to transfer to four-year institutions, and therefore, increasing access to transfer services is essential for students in almost every department and program. The requested position would facilitate access to transfer services for all students, regardless of their program or department.

Also, the Transfer Academy (TA), a one-year program set up like a learning community, is an example of how the requested position would serve other departments and programs. This program is open to all students, and we have partnered with Puente Program to enhance transfer opportunities for underrepresented students. Working with EOPS to expand support for underserved students who want to transfer.

There is potential to partner with other departments and programs such as Umoja, DSPS, Veterans Services, and Dual Enrollment students. These partnerships can help tailor transfer services to meet the unique needs of specific student populations.

The Transfer Center has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Lastly, GWC's commitment to fostering transfer opportunities aligns with the broader institutional goals of many departments and programs. This position would help GWC meet its mission of providing a quality education and supporting student achievement, which benefits the college as a whole.

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

(Determined by the Executive Team)

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.



Program Review Request- Classified

Golden West College

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

Since the pandemic, the nature of our work is growing more complex and the demands of our students has grown exponentially as well. By percentage, our Transfer Center helps transfer more student to the CSU and UC and posts more ADTs when compared to other colleges within our district and other community colleges of similar size and demographics. Despite these achievements, in comparison to other local colleges we do this with a quarter of the staffing and counselors.

We currently operate with one permanent full-time staff member. It is impossible to meet the needs of our transfer students and assist with the goals of the college to transfer more students without another permanent position.

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

Date: 10/6/2023

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

Date: Click or tap to enter a date.

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

- Hire position
- Hire one-year temporary
- Not hiring at this time

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

Date: Click or tap to enter a date.



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Tran
Submitter's Email:	Mtran401@gwc.cccd.edu
Submitter's Phone Number:	714-895-8127
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No
Who is your Vice President?	Claudia Lee
Program/Department:	Transfer Center

Type of Review:

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

- Instruction
- Student Services
- Administrative

POSITION REQUEST

Please check one of the following:

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

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

If this request is for a replacement, how long has the position been vacant?	Click or tap here to enter text.
Job Title	Click or tap here to enter text.

Salary Information

Salary Schedule Range:	117
Annual Salary (Step 1) \$:	68,470
Step 5 \$:	83,932

Contract (check one):

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

Job Description Summary

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



Program Review Request- Classified

Golden West College

What are the essential duties this position will fulfill?

- Collaborate with the Office of Institutional Research to gather data-sets on specific campus populations.
- Under the direction of counselor and Transfer Center Coordinator, review academic coursework to determine completion of transfer, degree or certificate requirements.
- Maintain accurate records of student progress and counseling contacts.
- Analyze, evaluate, and report data regarding Degree Completion Project.
- Review files, student records, and other documents to obtain information to respond to requests from department.
- Prepare progress reports for students and counselors.
- Prepare and maintain database of student information.
- Provide support for SSSP activities, including counselor referrals, scheduling at-risk student intervention programs; and assist with department and college-wide programs and events.
- Assist students with basic academic information using counseling materials and technical equipment when necessary, to clearly convey information. Anticipate students' questions and prepare answers.
- Coordinate workshops, and follow-up individual and/or group sessions for general student and at-risk populations.
- Perform general office functions as necessary to maintain accuracy of counseling materials and services;
- Attend meetings and serve on campus committees, attend conferences, and other collaborative projects as assigned.

JUSTIFICATION

What is the compelling need for an immediate replacement?

The Transfer Center has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.

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

We will not be able to meet the demands of our students which are growing more complicated because of pandemic related issues (mental health, multiple transcripts from increased online education), education legislation (ethnic studies, AB 1705, AB 1111, AB 928), the changing transfer landscape (dual enrollment, dual admission at CSU and UC) and the explosion in demand for remote services (Zoom, Live Chat, increased phone calls and emails).

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

- Yes
 No

Position title and Area of Specialization (if applicable)

Program Support Specialist

Needs/Priority Rubric (1-10 points)

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

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



Program Review Request- Classified

Golden West College

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

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

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

Since the COVID-19 Pandemic and the return to campus, the Transfer Center has begun to serve students over multiple modalities. These modalities include Zoom, in person, Live Chat, phone, often simultaneously. This multitasking has caused a strain on our limited staffing and requires extra time and people power. Also, since the pandemic, students have faced increased mental health struggles, difficulty passing coursework, financial challenges, lack of support, and added family responsibilities. Transfer students are coming to us with more complicated situations which require more time and attention. They bring numerous transcripts with courses taken online at multiple community colleges across the state because of increased access to online/asynchronous education. Often, these courses do not articulate to the CSU or UC, are repeats of coursework not successfully completed at one college but passed at another, or are unable to access the transcript altogether, complicating transcript evaluation and the transfer process. We often have to meet with students several times, over the course of the academic year to help students complete EW requests, submit grade appeals, send and evaluate transcripts, and help them with non-academic issues.

Further complicating the issue is Dual Enrollment (DE) and the large number of students who enrolled in GWC coursework while still in high school. DE students come to us with mixed records that include college-level courses, AP examinations, and often want to transfer to the university within one year of enrolling at Golden West College. While the Transfer Center focuses on transfer admission policies, declined enrollment at many CSU campuses has meant that these campuses are admitting lower-division students (i.e. students with less than 60 units). Often, these lower-division admissions must have met requirements as freshman. Since this is an admission level that we don't typically deal with, Transfer Center staff and counselors have been forced to learn not only the complex and changing transfer admission requirements, but admission requirements for high school students including high school eligibility or A-G coursework, gpa thresholds for freshman admits, and eligibility indexes.

Post pandemic, counselors in the Transfer Center are helping manage the mental health challenges of students and providing referrals to other areas as needed once their initial crisis has been managed. This has also increased the time spent with students as we're working with them to help problem solve and regain a stable emotional state before we refer them to the health center for additional resources.

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In 2022-2023, the Transfer Center launched the Transfer Academy (TA), a support program open to all new students with the aim of helping them transfer to a university and start transfer planning early in their academic journey. The Transfer Center offers TA students resources, workshops, and connects students with counselors to help demystify the transfer process. Students in the Transfer Academy are required to take a 3-unit Counseling Pathways course in the fall and a 1-unit introduction to transfer course in the spring, which provides students with a learning community



Program Review Request- Classified

Golden West College

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

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

The request for additional staffing directly aligns and supports the college's goals of increasing enrollment, equity, success, and completion in several ways:

The request acknowledges that the college has implemented new transfer guarantee pathways (UC dual admission and CSU dual admission programs) to attract more students. Additional staffing can aid in the management and growth of these programs, making it easier for students to transition from the community college to a four-year institution. This, in turn, can attract more students to Golden West College, contributing to increased enrollment.

New staffing can ensure that these programs are accessible to a broader range of students, supporting equity initiatives such as the Transfer Academy. The request highlights the importance of the transfer academy, a support program aimed at increasing completion and transfer rates, as well as the attainment of Associate Degree for Transfer (ADT) degrees. Staffing is necessary to make this program successful, which directly supports the goal of improving completion rates as well as equity and success. When students receive proper guidance and support, they are more likely to complete their degrees and transfer successfully.



Program Review Request- Classified

Golden West College

Funding this position would also help the Transfer Center adapt to changing student needs. The request acknowledges that the college is experiencing changes in student demographics and needs, with more students seeking assistance due to complex situations. This includes students taking classes online at multiple community colleges. Additional staffing can help meet these evolving demands efficiently, ensuring that students receive the support they need, thus contributing to their success and completion.

Accessibility and Communication: The college's efforts to provide accessibility through various communication channels (Zoom, in person, live chat, email, phone) demonstrate a commitment to reaching and assisting students through multiple means. Additional staffing can help manage these channels effectively, ensuring that students receive timely and personalized guidance, which is crucial for their success and, ultimately, completion of their academic goals.

The Transfer Center staffing directly supports the college's goals by enhancing programs that attract students, promoting equity and success, improving completion rates, and adapting to changing student needs.

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

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

The majority of GWC students aim to transfer to four-year institutions, and therefore, increasing access to transfer services is essential for students in almost every department and program. The requested position would facilitate access to transfer services for all students, regardless of their program or department.

Also, the Transfer Academy (TA), a one-year program set up like a learning community, is an example of how the requested position would serve other departments and programs. This program is open to all students, and we have partnered with Puente Program to enhance transfer opportunities for underrepresented students. Working with EOPS to expand support for underserved students who want to transfer.

There is potential to partner with other departments and programs such as Umoja, DSPS, Veterans Services, and Dual Enrollment students. These partnerships can help tailor transfer services to meet the unique needs of specific student populations.

The Transfer Center has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Lastly, GWC's commitment to fostering transfer opportunities aligns with the broader institutional goals of many departments and programs. This position would help GWC meet its mission of providing a quality education and supporting student achievement, which benefits the college as a whole.

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

(Determined by the Executive Team)

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical



Program Review Request- Classified

Golden West College

to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.

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

Since the pandemic, the nature of our work is growing more complex and the demands of our students has grown exponentially as well. By percentage, our Transfer Center helps transfer more student to the CSU and UC and posts more ADTs when compared to other colleges within our district and other community colleges of similar size and demographics. Despite these achievements, in comparison to other local colleges we do this with a quarter of the staffing and counselors.

We currently operate with one permanent full-time staff member. It is impossible to meet the needs of our transfer students and assist with the goals of the college to transfer more students without another permanent position.

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

Date: 10/6/2023

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

Date: Click or tap to enter a date.

Supervisor's Review

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

No concerns

I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

Hire position

Hire one-year temporary

Not hiring at this time

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

Date: Click or tap to enter a date.

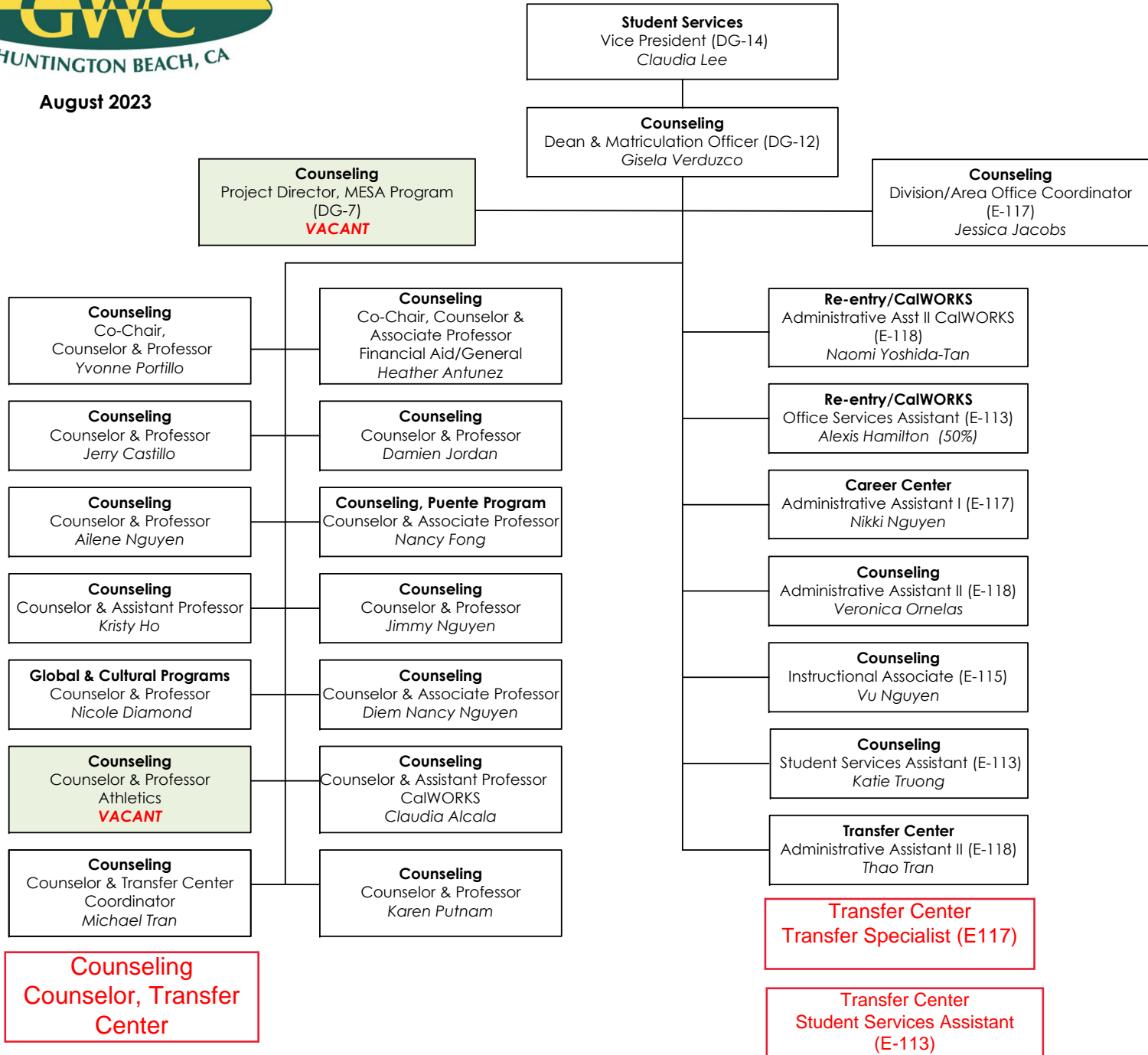


Program Review Request- Classified

Golden West College



August 2023



Counseling
2023 - 2024

PROFESSIONAL OPPORTUNITY

Position No:
Opening Date:
Closing Date:

Position Description: **Program Support Specialist** (Range E115), One Position
Full-time, 12 month
Location: Golden West College
Start Date: July 1, 2024
Starting Salary: \$62,255 - \$83,932

CONDITIONS OF EMPLOYMENT: This is a regular, full-time, 12-month per year position. The normal hours of work will be 9:00 a.m. to 6:00 p.m., Monday through Friday; however alternate work hours during peak times may be revised to 10:00 a.m. to 7:00 p.m. The effective date of employment will be arranged with the supervisor.

DEFINITION: Under the direction of the appropriate Dean and the Transfer Center Coordinator, assist students and counselors with retention and completion projects transfer center outreach and maintain communication with select student populations, collaborate with other departments to determine counseling needs, provide general support for the counseling office; participate in SEAP activities, and perform other related duties as assigned.

EXAMPLES OF DUTIES:

- Collaborate with the Office of Institutional Research to gather data-sets on specific campus populations.
- Under the direction of counselor and Transfer Center Coordinator, review academic coursework to determine completion of transfer, degree or certificate requirements.
- Maintain accurate records of student progress and counseling contacts.
- Analyze, evaluate, and report data regarding Degree Completion Project.
- Review files, student records, and other documents to obtain information to respond to requests from department.
- Prepare progress reports for students and counselors.
- Prepare and maintain database of student information.
- Provide support for SSSP activities, including counselor referrals, scheduling at-risk student intervention programs; and assist with department and college-wide programs and events.
- Assist students with basic academic information using counseling materials and technical equipment when necessary, to clearly convey information. Anticipate students' questions and prepare answers.
- Coordinate workshops, and follow-up individual and/or group sessions for general student and at-risk populations.
- Perform general office functions as necessary to maintain accuracy of counseling materials and services;
- Attend meetings and serve on campus committees, attend conferences, and other collaborative projects as assigned.

- Perform other related job duties as assigned.

INSTRUCTIONAL ASSOCIATE - COUNSELING & GUIDANCE

(Matriculation)

#G-039-05

MINIMUM QUALIFICATIONS:

KNOWLEDGE OF:

1. College level transcript evaluation.
2. College policies and procedures related to degree completion and transfer to four year colleges/universities, including but not limited to articulation agreements; degree requirements, and career /technical certificate requirements.
3. Modern student information systems (i.e. DegreeWorks, Banner, PeopleSoft, etc).
4. Adobe Acrobat and Microsoft office software, including Excel, Word, Publisher, and Access databases.
5. Ability to appraise counseling resources and make necessary updates and changes.
6. Student needs and anticipate questions.
7. Community College Counseling functions and additional college resources.
8. A wide variety of career and educational opportunities.
9. Modern office equipment, including use of computer for record keeping, word processing, and reporting.
10. Business telephone etiquette.
11. Proper English usage, including grammar, spelling, vocabulary, and punctuation.

ABILITY TO:

1. Establish and maintain comprehensive and accurate student records.
2. Gather data and compile information into clear and comprehensive written reports.
3. Work with statistical data and Excel spreadsheets.
4. Use independent judgment and work with minimum supervision.
5. Communicate effectively, both orally and in writing.
6. Establish and maintain effective relationships with those contacted in the course of work, including students, counseling faculty and staff, other college employees, and the community.
7. Effectively assist students from a wide variety of cultural backgrounds, including English Language Learners.
8. Manage the SARS database and utilize BANNER, DegreeWorks, and other educational-based software.
9. Plan, organize, and schedule a variety of activities.
10. Oversee the work of others.
11. Type at an acceptable rate of speed (at least 50 wpm), and perform simple typing tasks.

EDUCATION/EXPERIENCE:

1. Completion of at least two years of college-level course work in related subject areas.
2. At least two years of experience in an instructional/college environment, preferably in the area of Admissions and Records or Counseling and Guidance.
3. Any combination of education and experience that would provide the required qualifications.

DESIRABLE QUALIFICATIONS:

1. Bilingual ability in English and either Spanish or Vietnamese.
2. General knowledge of college programs and requirements.
3. Experience with retention strategies.
4. Bachelor's degree in related subject area.

COAST COMMUNITY COLLEGE DISTRICT 15 AN EQUAL OPPORTUNITY EMPLOYER
24 Hour Job Hotline (714) 438-4744 *Personnel Services (714) 438-4714 or 438-4715**
Applications Online-www.cccd.edu

5. Experience with SARS and BANNER.

EMPLOYEE BENEFITS: The District provides a comprehensive benefits program. Dental and vision care plans for employees and their dependents, and life insurance and income protection plans for employees are fully paid by the District. A variety of medical plans covering employees and their dependents are available, with the District paying the major portion of the cost. Other liberal benefits include, on an annual basis: vacation, 12 days the first year; sick leave, 12 days; holidays, averaging 12 days. Employees participate in both the Public Employees Retirement System and Social Security.

APPLICATION PROCEDURES: The completed application for this specific position must be submitted directly to the Coast Community College District Office of Human Resources, 1370 Adams Avenue, Costa Mesa, CA 92626, Attention: Applicant Processing. Application forms may be obtained online at www.cccd.edu or will be mailed upon request by calling (714) 438-4714 or 4384715. Information for TDD users is available by calling (714) 4384755. Because of possible postal delays, it is suggested when feasible you personally obtain the application form, complete all portions and return it before the closing date deadline. Postmarked on or before deadline date is acceptable. The District will consider only individuals who submit a completed application. A limited number of applicants will be invited for interview(s) at their own expense. Reasonable accommodations will be made for any physical or mental limitations of a handicapped person under provisions of the ADA.

BOARD APPROVAL DATE

This position is funded through the SSSP grant. The continuation of this funding is contingent upon the availability of grant funding.

Supplemental Questions

1. Describe your educational background and how it relates to this position.
2. Describe your related experience working in a college or counseling department.
3. Describe your experience collecting and analyzing student data for the purpose of assessing degree/certificate completion.
4. Describe your experience in and knowledge of training hourly staff members.
5. Describe your knowledge of and experience with counseling-related software/systems, assessments, and online tools.



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Tran
Submitter's Email:	Mtran401@gwc.cccd.edu
Submitter's Phone Number:	714-895-8127
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No
Who is your Vice President?	Claudia Lee
Program/Department:	Transfer Center

Type of Review:

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

- Instruction
- Student Services
- Administrative

POSITION REQUEST

Please check one of the following:

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

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

If this request is for a replacement, how long has the position been vacant?	Click or tap here to enter text.
Job Title	Click or tap here to enter text.

Salary Information

Salary Schedule Range:	115
Annual Salary (Step 1) \$:	62,225.18
Step 5 \$:	75,671.36

Contract (check one):

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

Job Description Summary

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



Program Review Request- Classified

Golden West College

What are the essential duties this position will fulfill?

- Collaborate with the Office of Institutional Research to gather data-sets on specific campus populations.
- Under the direction of counselor and Transfer Center Coordinator, review academic coursework to determine completion of transfer, degree or certificate requirements.
- Maintain accurate records of student progress and counseling contacts.
- Analyze, evaluate, and report data regarding Degree Completion Project.
- Review files, student records, and other documents to obtain information to respond to requests from department.
- Prepare progress reports for students and counselors.
- Prepare and maintain database of student information.
- Provide support for SSSP activities, including counselor referrals, scheduling at-risk student intervention programs; and assist with department and college-wide programs and events.
- Assist students with basic academic information using counseling materials and technical equipment when necessary, to clearly convey information. Anticipate students' questions and prepare answers.
- Coordinate workshops, and follow-up individual and/or group sessions for general student and at-risk populations.
- Perform general office functions as necessary to maintain accuracy of counseling materials and services;
- Attend meetings and serve on campus committees, attend conferences, and other collaborative projects as assigned.

JUSTIFICATION

What is the compelling need for an immediate replacement?

The Transfer Center has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.

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

We will not be able to meet the demands of our students which are growing more complicated because of pandemic related issues (mental health, multiple transcripts from increased online education), education legislation (ethnic studies, AB 1705, AB 1111, AB 928), the changing transfer landscape (dual enrollment, dual admission at CSU and UC) and the explosion in demand for remote services (Zoom, Live Chat, increased phone calls and emails).

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

- Yes
- No

Position title and Area of Specialization (if applicable)

Program Support Specialist

Needs/Priority Rubric (1-10 points)

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

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



Program Review Request- Classified

Golden West College

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

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

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

Since the COVID-19 Pandemic and the return to campus, the Transfer Center has begun to serve students over multiple modalities. These modalities include Zoom, in person, Live Chat, phone, often simultaneously. This multitasking has caused a strain on our limited staffing and requires extra time and people power. Also, since the pandemic, students have faced increased mental health struggles, difficulty passing coursework, financial challenges, lack of support, and added family responsibilities. Transfer students are coming to us with more complicated situations which require more time and attention. They bring numerous transcripts with courses taken online at multiple community colleges across the state because of increased access to online/asynchronous education. Often, these courses do not articulate to the CSU or UC, are repeats of coursework not successfully completed at one college but passed at another, or are unable to access the transcript altogether, complicating transcript evaluation and the transfer process. We often have to meet with students several times, over the course of the academic year to help students complete EW requests, submit grade appeals, send and evaluate transcripts, and help them with non-academic issues.

Further complicating the issue is Dual Enrollment (DE) and the large number of students who enrolled in GWC coursework while still in high school. DE students come to us with mixed records that include college-level courses, AP examinations, and often want to transfer to the university within one year of enrolling at Golden West College. While the Transfer Center focuses on transfer admission policies, declined enrollment at many CSU campuses has meant that these campuses are admitting lower-division students (i.e. students with less than 60 units). Often, these lower-division admissions must have met requirements as freshman. Since this is an admission level that we don't typically deal with, Transfer Center staff and counselors have been forced to learn not only the complex and changing transfer admission requirements, but admission requirements for high school students including high school eligibility or A-G coursework, gpa thresholds for freshman admits, and eligibility indexes.

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Program Review Request- Classified

Golden West College

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Program Review Request- Classified

Golden West College

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Program Review Request- Classified

Golden West College

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

Please provide justification why the department wants the position to be permanent: Put simply, since the pandemic, the nature of our work is growing more complex and the demands of our students has grown alongside that. By percentage, our Transfer Center helps transfer more student to the CSU and UC and posts more ADTs when compared to other colleges within our district and other community colleges of similar size and demographics. We currently operate with one permanent full-time staff member. We serve the entire college. It is impossible to meet the needs of our transfer students and assist with the goals of the college to transfer more students without another permanent position.

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

Date: 10/6/2023

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

Date: Click or tap to enter a date.

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

- Hire position
- Hire one-year temporary
- Not hiring at this time

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

Date: Click or tap to enter a date.