



Program Review

Golden West College

General Information

Important Information

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

- Please type your information into a Word document then paste the information here.
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Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

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

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? *

- Yes
- No
- Not applicable

Who is your Vice President? *

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

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

Program Review Purpose

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

Data Driven Decision Making

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

Program Review Reporting Cycle

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

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Program Information

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

* Biology

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

Since the last program review cycle, we have moved into the new state-of-the-art Math and Science Center. The expanded STEM Center in the Math and Science Center became a very popular place for students to gather and study. Materials like textbooks, laboratory models and calculators are available for loan from the STEM Center. Having these materials available helps to narrow the equity gap and will contribute to increased student success.

A global pandemic has required faculty and students to adapt to a very different learning environment. The biology department worked tirelessly to develop new curriculum and become certified to teach online courses.

The department also had distance addendums added to many courses which will allow for more scheduling options for students with work/family obligations that limit their ability to attend classes in a traditional format.

At the end of the 2019 Spring semester, one of our long-time microbiology professors retired.

In the Fall of 2019, the Math/Science division was awarded a Title V HSI grant. The focus of the grant is to increase student interest, success and transfer rates in STEM. Another goal of the grant is to provide professional development opportunities for faculty so that they can better meet the needs of GWC's diverse student population.

What are your program's strengths?

* The Math and Science Center is a gem on the Golden West College campus offering a state-of-the-art facility on a community college campus. After many years in an outdated facility, the new building gives students and faculty an opportunity to learn and work in up-to-date classrooms and lab facilities.

We have been able to meet the demands of our community by expanding the course offerings for impacted classes which has led to increased enrollment even though overall campus enrollment has decreased over the past 3 years.

Our average fill rate of 88% is consistently higher than the campus average of 74.4%.

The Biology faculty and Classified staff are a cohesive and collaborative group with a reputation for excellent instruction. Both part-time and full-time faculty are committed to open communication and professional development to improve student success.

All campus committees have representatives from the Biology department.

Our students participate in research opportunities like Project RAISE at Cal State Fullerton.

Our faculty and Classified staff are focused on student success. The expanded STEM Center has increased student learning opportunities by providing study resources and access to faculty and tutors outside of scheduled class hours.

Our faculty and staff participate in Science Showtime in collaboration with the Rotary Club of Huntington Beach. This event draws young people interested in science to our campus and showcases our Math and Science Center to people in the community.

The faculty has worked to lower the cost to students of course materials. Many of our part-time and full-time faculty have in full or partially adopted Open Education Resources (OER) in their courses.

The Biology department consistently assessed student learning outcomes at a higher rate than the rest of campus (Average of the past four years- 87.75% compared to campus average of 50.75%).

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

* A high part-time to full-time faculty ratio makes it difficult to maintain consistency and instructional effectiveness throughout the department. The majority of our courses have co-requisite lab courses and the LHE limit for part-time instructors makes it difficult to hire faculty to teach the longer labs like Anatomy and Microbiology.

The current level of instructional assistance and classified staffing is inadequate and has been exacerbated by the expansion of our program into the larger building. The move to the new Math and Science Center allowed for an increase in course offerings by about 25% but no additional instructional support was hired. Substitute hourly employees are hired on contract each semester to assist the Instructional Associates but these positions must be requested on a semester-to-semester basis. There is a significant lag in hiring time, which often leads us to be short staffed at the beginning of the term, when there is an abundance of preparatory work to be completed. Federal Work Study students are used to assist with laboratory preparation, but these students lack the necessary skills and must be trained each term by the Instructional Associates. We currently have two Instructional Associates with more preparatory work to do than two people can handle. We have no full-time evening support and lack dedicated support staff for Anatomy which is a very prep-heavy course.

The lack of District-wide parity regarding lab LHE with lower compensation for lab sections, 0.9 LHE makes it difficult to attract and retain qualified part-time faculty.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

- * Yes
 No

What type of awards does your program offer?

- Certificates
 AA/AS Degree
 Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	*0	*0	*0
Associate Degrees	*49	*37	*27
Associate Degrees for Transfer	*0	*0	*0

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

* In 2018-2019 we saw a significant increase in the number of AA degrees awarded in Biology (49 up from 19 in 2017-2018). Since then, the number of AA degrees have decreased while still well above 2017-18 numbers. The decline could be attributed to the fact that since the spring of 2019, all instruction has been delivered remotely. Student services, counseling and all other offices have also been operating remotely. Without regular interaction with counselors, students eligible for an AA degree may not have applied.

While Biology does not offer Certificates of Achievement, many of the biology courses are included in the Pre-Professional certificates such as the Pre-Health Science, Pre-Occupational Therapy, Pre-Physical Therapy, Pre-Physician Assistant Certificates of Achievement as well as the Public Health Science AA Degree.

Many of the students who enroll in biology courses at GWC already have undergraduate degrees and have returned to college because their interests have changed, or they are shifting careers. These students are filling in the gaps in their education and taking prerequisite courses at a community college to save money, and are not interested in earning a transfer degree. These students either transfer or enter health professional programs that do not require degrees or certificates.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago

*40

FTES/FTEF ratio from 2 years ago

*36

FTES/FTEF ratio from last year

*42

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

Biology has a higher FTES/FTEF ratio than the college average (42 compared to 31). The focus going forward will be to increase student success and retention rather than increase enrollment numbers. With the return to campus for students, faculty and staff, the STEM Center will be utilized once again as a resource and source of support for biology students. For the past two years, students have not had access to the out of class resources that the STEM Center provides.

By increasing exposure of the faculty to the resources provided by the Learning Resource Center, faculty can then communicate these resources to their students early in the semester. Access to the above-mentioned resources will increase student retention and success.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

* As discussed previously, the STEM Center served as a central hub and resource center for students who were looking for additional support outside of the classroom. Many full-time and part-time faculty held drop-in hours at the STEM center for STEM student questions. Models and textbooks are available for check-out to students.

Faculty have adopted the GWC Academic guidelines for making their course syllabi more accessible and equitable to all student groups.

Representatives for the Learning Resource Center have been invited to department meetings to share the student resources available and teach the faculty how to communicate about these resources to their students early in the semester. The embedded tutor program has been adopted by many biology faculty, allowing their students a high level of support from a person other than the faculty member.

The GWC Wellness Central Initiative has been shared at the department meetings to inform faculty of the mental health resources available to our students. Connecting these resources to our students is essential at this present time while students are still suffering from the impact of the COVID pandemic.

Going forward, the HSI grant funds will be used to improve the student success of our STEM students, particularly students that are experiencing disproportionate impact. As of the most recent data, 31.2% of biology students identify as Hispanic/Latinx. The retention rate of these students was 76.3% (80.3% all Biology students) and the success rate was 59.4% (71.6% all Biology student). The areas being investigated in this early grant period are instituting an "early alert" system to give us information on students who are not performing at a desirable level; the hope being that early intervention will increase both retention, completion, and success rates. STEM Peer mentors have been hired to assist STEM students with their transfer plans. A dedicated STEM Transfer Expert has also been hired. The Counseling department is working with the grant team to develop a STEM "learning community" that will foster a sense of community and excitement around the study of STEM courses and STEM transfer pathways.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

* Challenges faced moving online:

Lack of student engagement and time management in online classes.
False enrollments
Proctoring and maintaining integrity
Equity issues regarding student as well as PT vs FT technology access
Lack of consistency regarding interactions between students and various faculty members

Successes achieved moving online:

A large number of faculty are now trained and certified to teach online courses
Moving towards offering more diverse modes of delivery for our changing student population
Ability to open the STEM center and loan out technology to help students achieve success by identifying and solving potential equity issues
Collaboration between faculty and utilization of SLOa's to adjust curriculum as needed, especially for faculty new to online teaching

Distance Ed vs on-campus instruction:
 Overall success rate has dropped after moving online
 Students don't feel a sense of community as much as they did when in-person.
 Students are less aware of support that they can receive on campus
 Students won't respond to emails or communications from instructors as often when online making it harder for the instructor to help struggling students.
 Students seem to be signing up for more classes online but that doesn't mean they have the time to complete them.
 Offering online courses does reach a student population that we have not served in the past.
 Distance Ed courses allow more flexibility and opportunity for students with work/family obligations to attend classes outside of the traditional course schedule.

Program Review Curriculum

After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?

- Yes
- No

For classes where the date of revision is more than 6 or more years for a transfer-level-course or 3 or more years for a CTE course, revisions for all such classes to CCI are required within the next two academic years.

- I understand

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)

- Yes
- No

SLOs must use different wording than the Course objectives. SLOs should reflect the objectives without mirroring the language. You indicated that one or more of your courses needs to have a revision submitted to CCI within the next two academic years.

- I understand

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

- Yes
- No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

BIOL G186 has been offered for the past few semesters but has been cancelled due to low enrollment. This course is included in the Biology AS-T degree and will continue to be offered in the spring semesters. Once the AS-T has been approved, this class will likely fill when offered.
 BIOL G260 Biostatistics has not been successfully offered within 2 years. Considering that this course transfers to both UCI and CSULB we do not want it retired.

Do you have active courses that are not part of a degree or certificate?

- Yes
- No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Course(s)	Certificate(s)	Degree(s)
BIOL G219		supports student success in
BIOL G205		a stand alone course that si

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

*Based on our SAOs/SLOs data faculty have learned the following:
 The department has found that students are more successful when asked to recall memorized information but less successful when asked to apply or analyze information. Instructors have worked to develop activities that encourage and improve analytical thinking skills.

Program Review Goals and Requests for Funding

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

- Faculty
- Equipment, Facilities, Technology

- Support Staff

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

Vision 2030 Goals Legend

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

Goals from Previous Program Review Cycle

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

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

Goal 1: Expand course offerings to address student needs regarding degrees, transfers, and certificates.

Accomplishments:

Enrollment numbers increased.
 Course offerings were expanded by about 25% with the move to the new building
 Transfers increased for 28 to 53 from 2018-2019 to 2019-20 (no data provided for 2021-22)

Challenges: Requests for new faculty and additional instructional support personnel were not granted to meet the expansion.

Goal 2: Increase student success by providing appropriate support (both materials and personnel) for the courses that are offered.

Accomplishments:

Expansion of the STEM Center
 Classroom materials for the new Math and Science building were purchased
 Increase utilization of the Embedded Tutoring Program in core Biology courses
 Increase in online course offerings
 Providing Chromebooks to loan to students with a need
 Home Dissection kits were used in some Anatomy lab courses to enhance student learning
 Microbiology Lab Kits were distributed to students

Challenges: Requests for new faculty and additional instructional support personnel were not granted to meet the expansion.

Goal 3: Enhance outreach and recruitment efforts to attract a vibrant and diverse student population.

Accomplishments

Hosted a STEM Center Open House for students and community members
 Hosted a successful Science Showtime that allowed us to showcase our excellent faculty and impressive new Math and Science Center in the fall of 2019. (Fall of 20 and 21 were not scheduled due to COVID)

Challenges: Outreach and recruitment efforts were thwarted in this program review cycle due to the COVID pandemic

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

Development of a new Biology AD-T to increase interest in Biology and transfer rates for Biology majors.

What actions will the program take to accomplish this goal?

Work with the curriculum committee (CCI) to develop the Biology AD-T
 Work with the Counseling Department so that students are directed toward the Biology AD-T.
 Increase outreach efforts at local feeder schools so that they are aware of the Biology AD-T at GWC.

What metric will you use to measure your goal?

Track enrollment trends, certificates and degrees awarded, retention and success data and transfer rates in Biology via ORPIE.

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

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

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

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

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)

- Support Staff (permanent classified)
 None of the above

Goal 2 (Required)

Description of Program's Goal

* Increase student success by providing support services and hiring faculty and support staff to meet the demands of the courses offered.

What actions will the program take to accomplish this goal?

* Hiring new full-time faculty members.
Hire 3 Instructional Assistants (E-113 permanent part time): 1 permanent evening position, 1 permanent microbiology culture/preparation support staff, 1 permanent anatomy/STEM Center support staff.
Increase opportunities for Faculty Professional Development in the areas of student success and equity.
Work with Classified Professional Development to create training opportunities for Classified Staff in student success and equity.
Increase the use of the Embedded Tutor program and Learning Resource Center/Academic Success Center services in Biology courses.
Create opportunities and/or lab activities for students to learn about LRC services at the beginning of course terms.
Recommend successful students from each course to become peer tutors each semester

What metric will you use to measure your goal?

* Track student enrollment, retention, and success data via ORPHIE for all Biology students.
Track Hispanic/Latinx student enrollment, retention and success data via ORPHIE
Track STEM student participation in Academic Success Center Programs
Track number available biology peer tutors and embedded tutors per semester.
Increase Professional Development offerings specifically for STEM fields and track attendance.
Track the PT/FT ratio
Create a tracking program to track Classified staff prep time per course vs. time needed to fully support laboratory programs.

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

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

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

- Faculty
 Facilities
 Technology
 Equipment
 Professional Development (funding request)
 Support Staff (permanent classified)
 None of the above

Please describe the type of Professional Development required.

* Equity and diversity training for faculty and classified staff

When do you plan to implement this Professional Development.

* Fall 2022

What budget will this require?

* Title V HSI Grant Budget

Goal 3 (Required)

Description of Program's Goal

* Enhance and increase outreach and recruitment efforts to attract more STEM students to GWC and create a vibrant and diverse student population.

What actions will the program take to accomplish this goal?

* Continue to work with the Dual Enrollment program to develop a STEM transfer pathway at local feeder high schools.
Within the confines of the HSI STEM grant, create a STEM Outreach program.
Work with the Outreach Team to provide information about STEM programs at GWC to local feeder high schools and local community college populations.
Host a STEM Orientation Event on campus at the start of each semester.
Continue the collaboration with the Rotary Club of Huntington Beach to host the Science Showtime event.
Toward the end of the grant, create a permanent Classified position/hire an Outreach Specialist (E-119) or Program Coordinator-STEM (E-118) for our STEM program. This position will be exclusively responsible for creating a fully viable STEM Outreach program, track student success data and be the liaison for college task groups/workgroup to be the face of GWC STEM.

What metric will you use to measure your goal?

* Track attendance data at campus outreach events, disaggregate data by race/ethnicity.
Track attendance data at GWC STEM Orientation events, disaggregate data by race/ethnicity.
Track outreach efforts for the GWC STEM program for 2021-2022 and the remainder of this Program Review Cycle and compare to past years efforts, via the Program Coordinator-STEM position (TBD).
Track student enrollment, retention, and success rates in STEM programs via ORPIE and via the HSI grant research analyst (hire date TBD).

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

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

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

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 4 (Optional)

Description of Department's Goal

OTHER INFORMATION

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

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

Academic Senate
Faculty Request

Faculty Hiring Criteria:

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

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

Biology

How many faculty requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

Microbiology

Please post your job description (or upload below)

If desired, please upload your job description Job Bulletin- Instructor, Biological Sciences_Microbiology.pdf

Program Classification (*Check all that apply*).

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

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

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

Please describe what you checked above.

A long-time microbiology tenured faculty member retired at the end of the spring 2019 semester. long-time mic

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

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

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

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

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

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty

- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

We have lost our two main microbiology faculty members to retirement in the past 4 years and have not hired a full-time replacement. Microbiology is a key course for students transferring with the goal of a career in health professions or taking pre-requisite courses to fulfill requirements for a professional programs such as nursing, physician's assistant and pre-medical, and as such, it is a class in high demand. The past few years we have seen a record number of students waitlisted for this impacted class (42 WL students in the fall of 21). Due to the specialized nature of this course, the large number of hours required in the laboratory and the part-time faculty 10 LHE cap, it is difficult to find part-time faculty to teach this course. Most of the lecture are double sections, which require two, or in some cases, three part-time faculty members to cover the class. A benefit of another full-time faculty member would allow one instructor to cover both the lecture and the lab giving students the advantage of consistency throughout the course. This course requires a level of safety up to CalOSHA standards and it takes a coordinated effort to train part-time faculty. There is a tremendous amount of coordination between the lecture and labs in biology courses. With such a lab heavy course, such as Microbiology, faculty is needed that possesses enough expertise to teach the course and plan the hands on techniques. It takes a substantial amount of outside of the class effort to plan and coordinate the needs of the lab with the resources available. Part-time faculty simply does not have the time, nor are they compensated for such work. The lack of full-time faculty ultimately decreases the quality of instruction and the laboratory experience for the students.

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?

As is often the case in Biology, microbiology is a highly specialized course and requires a faculty member with a particular skill set and knowledge base to adequately teach this course. The expansion of the biology department into the new building allowed for an additional microbiology laboratory. With the extra space we were able to add additional sections but we are still operating under capacity in the additional lab space. Another full-time faculty could allow for expansion of the program which would allow more students to enroll in this impacted course. As stated above, this is a particularly difficult position to fill with part-time faculty.

COLLEGE-WIDE NEEDS (1 – 10 points)

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

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

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

- Coursework required or recommended for several degree/certificate programs,
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Our department and campus pride ourselves on the ability to prepare students to transfer successfully to 4 year universities or professional programs with the knowledge and skills needed to meet their academic goals. A strong FT faculty presence in courses like Microbiology, which fulfills multiple transfer requirements, can have a large impact on student success. An additional FT hire will allow for greater coordination and consistency to the program ensuring standards of learning and preparedness are met in a safe environment. In doing so, our department can continue to contribute to the overall Transfer degrees awarded by Golden West College.

In addition to contributing to Transfer degrees, the demand for healthcare jobs is growing, as the current global situation has proven. As the demand for these jobs increase, so do the demand for microbiology courses which are pre-requisite courses for: medical school, nursing, dental school, physician's assistant programs to name a few. Ensuring we have qualified, dedicated faculty teaching this course will translate to student success and a continued reputation of producing prepared students. If we are forced to continue working with the current FT:PT ratio, the integrity of our courses taught will decrease and students will look toward elsewhere for these important courses.

Upload additional information (if desired)

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

Masters degree in Biology

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

Enrollment and Completion: In bringing qualified and stable faculty to the program, our standards and high-quality experiences between biology classes would ensure that enrollment continued to grow and success rates increase. When students feel like they are receiving a sub-par experience or education, they are less likely to complete their degree requirements or courses on our campus.

Equity and Success, Facilities, Workforce Preparation: Additional FT faculty will also allow for current FT faculty to have more time outside of the classroom, instead of always having to take overload, to work on equity

opportunities through the STEM center and recent funding awards that will directly impact our students. The STEM center is the driving force of our building and our department. The Biology faculty are working extremely hard to provide equity-minded services and programs that will increase student success but there is a need for additional training and curriculum development to better suit needs of marginalized and disadvantaged students. This requires faculty to have more time outside of the classroom to make adjustments to their teaching styles to better meet the needs of current GWC students. FT faculty are more familiar with the GWC student population, and, therefore are more likely to direct students to the myriad of resources available to increase student success rates.

Professional Development: As mentioned previously, the current biology faculty are maxing out on overload to help fill the need and demand for courses (including during summer session) and consequently, are spread very thin. With additional responsibilities to committees, this leaves then little to no time for professional development. Having additional full-time faculty will allow more time for professional development outside the classroom.

You have more than 1 faculty request.

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

2

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

Second Faculty Request - Position Information

Position title and area of specialization (if applicable).

Anatomy and Physiology

Please post your job description (or upload below)

If desired, please upload your job description Job Bulletin- Instructor, Biological Sciences_a&p.pdf

Program Classification (*Check all that apply*).

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

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

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

Please describe what you checked above.

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

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

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

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

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

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.

- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

All previous full-time Anatomy and Physiology hires were to fill vacancies created by retirements stemming back to 2010. Since these hires, the Biology Department has moved in the new Math and Science Center and the Anatomy and Physiology course offerings have doubled in size (we schedule up to 30 single sections for all A/P type courses), and yet we are maintaining the same number of full-time instructors. As of Fall 2021, the full-time to part-time faculty ratio for all A/P courses is at 33%, this includes all current full-time A/P faculty taking overload to help with demand. It is extremely difficult to train and coordinate part-time faculty, many of which are co-teaching and performing experiments/dissections within the classroom that require a level of safety up to CalOSHA standards. Since coordination is becoming more difficult due to the growing number of PT faculty and course offerings, it is also becoming increasingly difficult to offer quality courses with so few FT instructors and such a small pool of qualified PT instructors, especially for Anatomy and Physiology which are such specialty courses. Overall, there is strong student demand for Anatomy/Physiology course offerings as they feed into Kinesiology transfer degrees and as a prerequisite course for many nursing and health professions certificates and degrees. We need the FT faculty to support the current programs, course offerings and future demand.

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?

As mentioned previously, since moving into the new Math and Science Center, we have been able to offer more A/P courses. With these increased offerings, the demand for qualified faculty to teach has also increased. Unfortunately, a qualified PT pool for Anatomy and Physiology is difficult to come by. The vast majority of applicants have general biology or molecular biology degrees. Unlike other disciplines, not all biologists are qualified to teach all of the courses offered in our department. Anatomy and Physiology require a particular knowledge and experience base. The large amount of LHE associated with Anatomy labs also poses are problem for hiring PT faculty. Each lab is 5.4 LHE and the PT LHE cap is 10. This means that PT faculty are not able to teach more than one lab in this discipline. Qualified instructors are forced to teach in anatomy on other campuses outside our district to meet their economic needs.

more A/P courses. With these increased offerings, the demand for qualified faculty to teach has also increased. Unfortunately, a qualified PT pool for Anatomy and Physiology is difficult to come by. The vast majority of applicants have general biology or molecular biology degrees. Unlike other disciplines, not all biologists are qualified to teach all of the courses offered in our department. Anatomy and Physiology require a particular knowledge and experience base. The large amount of LHE associated with Anatomy labs also poses are problem for hiring PT faculty. Each lab is 5.4 LHE and the PT LHE cap is 10. This means that PT faculty are not able to teach more than one lab in this discipline. Qualified instructors are forced to teach in anatomy on other campuses outside our district to meet their economic needs.

COLLEGE-WIDE NEEDS (1 – 10 points)

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

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

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

- Coursework required or recommended for several degree/certificate programs,
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Our department and campus pride ourselves on the ability to help students transfer successfully to 4 year universities with the knowledge and skills needed to finish their degree. Having a large FT presence in courses like Anatomy and Physiology, which serve as courses that can fulfill multiple transfer requirements, can have a large impact on student success. An additional FT hire will allow for greater coordination and consistency to the program ensuring standards of learning and preparedness are met in a safe environment. In doing so, our department can continue to contribute to the overall Transfer degrees awarded by Golden West College.

In addition to contributing to Transfer degrees, the demand for healthcare jobs is growing, as the current global situation has proven. As the demand for these jobs increase, so do the demand for A/P courses which are pre-requisite courses for: medical school, nursing, dental school, physical therapy, physician's assistant programs and occupational therapy to name a few. The A/P programs within the Biology Department serve as one of the largest enrollments for our department. Ensuring we have qualified, dedicated faculty teaching these courses will translate to student success and a continued reputation of producing prepared students. If we are forced to continue working with the current FT:PT ratio, the integrity of our courses taught will decrease and students will look toward elsewhere for these important courses.

Upload additional information (if desired)

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

Master's degree in Biology

Advisory board recommendations or requests.

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

• Enrollment and Completion: In bringing qualified and stable faculty to the program, our standards and high-quality experiences between classes would ensure that enrollment continued to grow and success rates increase. When students feel like they are receiving a sub-par experience or education, they are less likely to complete their degree requirements or courses on our campus.

Equity and Success, Facilities, Workforce Preparation: Additional FT faculty will also allow for current FT faculty to have more time outside of the classroom, instead of always having to take overload, to work on equity opportunities through the STEM center and recent funding awards that will directly impact our students. The STEM center is the driving force of our building and our department. The Biology faculty are working extremely hard to provide equity-minded services and programs that will increase student success but there is a need for additional training and curriculum development to better suit needs of marginalized and disadvantaged students. This requires faculty to have more time outside of the classroom to make adjustments to their teaching styles to better meet the needs of current GWC students.

Professional Development: As mentioned previously, the current biology faculty (the A/P faculty particularly) are maxing out on overload to help fill the need and demand for A/P courses (including during summer session). With additional responsibilities to committees, this leaves then little to no time for professional development. Having additional full-time faculty will allow more time for professional development outside the classroom.

You have more than 1 faculty request.

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

•

Supervisor's Review

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

- No concerns
- I have concerns

Comments:



Program Review

General Fund Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

1st Classified Position Request

POSITION REQUESTED

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

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

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

Contract

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

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart for the campus](#).

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

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

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

What are the essential duties this position will fulfill?

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

1. Works with faculty/instructional administrator to design, construct, troubleshoot, modify or rebuild equipment, modules, experiments that will be used in the classrooms/ laboratories in a division comprised of various related but different subject areas.
 2. Assists in laboratory preparation for all assigned Biological Sciences/Chemistry classes.
 3. Creates written instructions for use of lab services and computer equipment, as necessary. Creates answer keys for sample materials for all materials in instructional materials files.
 4. When performing setup, calculates amounts and portions such as mass, volume, length, percentage, concentration levels, angles, etc. Safely keeps and properly disposes and/or takes down the experiments and simulations.
 5. Makes repairs to equipment and learning assistance devices. Checks out and maintains control over tools, equipment, supplies, materials used by students. May be required to maintain contact with appropriate vendors.
 6. Maintains records of laboratory activity, including typing forms or inputting data or otherwise retaining information regarding the acquisition, maintenance and distribution of tools, equipment, materials, supplies, and/or written materials.
 7. Provides for the general cleanliness and security of the laboratory or shop work area. Handles and disposes of harmful or hazardous materials according to specific instructions relating to their disposal. Participates in providing for a safe environment for the conduct of the laboratory. Reports maintenance problems as they occur.
 8. Attends training as necessary to maintain currency of knowledge and communicates safety concerns and necessary updates to supervisors.
- Instructional Assistant – Biological Sciences/Chemistry Updated August 2019 2
9. Performs other related duties as assigned that support the objective of the position.
 10. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

JUSTIFICATION

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

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

- Yes
- No

Program Needs (50 points):

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

Click here to enter text.

allowed for an increase in course offerings by about 25% but no additional instructional support was hired. Substitute hourly employees are hired on contract each semester to assist the Instructional Associates but these positions must be requested on a semester to semester basis and the lag in hiring time often leads us to be short staffed at the beginning of the term when there is an abundance of preparatory work that must be done. Federal Work Study students are used to assist with laboratory preparation, but these students lack the necessary skills and must be trained each term by the Instructional Associates. We currently have two Instructional Associates with more preparatory work to do than two people can handle. We have no full-time evening support and lack dedicated support staff for anatomy which is a very prep-heavy course.

College-Wide Priority (30 points):

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

1. Enrollment: In order to attract prospective STEM students from the community, we must provide high quality and dynamic academic programs-to be that face of GWC. Components for a strong program include excellent faculty, state of the art materials and adequate Classified professionals to take those materials and create great laboratory programs. The Math/Science division is sorely lacking in providing the support staff needed for a growing STEM program. In order to be successful, to keep up with a growing program, and to attract more students to our College, we must keep the Classified staff numbers in line with the addition of more courses.
2. Completion: The key to advancing student completion of individual courses, degrees and transfer to Pre-professional health programs is having high quality academic programs. There are many components to a dynamic program-faculty, materials and Classified professionals to support instruction. To prepare great learning experiences through our laboratory programs, the Math/Science division is in dire need of adequate instructional support staff. With a growing program and a new building that can support an addition of courses, it is critical to keep up and create additional Classified positions to support this program. Without this, we run the risk of losing students and not being in a position to aid them in completion.

Contributions to Other College Operations (20 points):

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

- * Under the "Essential duties and Responsibilities" portion of the Instructional Assistant job specification, number 9, this position can also serve as support staff for the STEM Center operations and occasional support for the Math/Science Division office.

You have more than 1 classified professional request.

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

- * 1

Supervisor's Review

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

- * No concerns
- I have concerns

Comments:

2nd Classified Position Request

POSITION REQUESTED

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

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116) *

Job Title (should match description below)

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

Contract

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

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

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

- * https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20I-L/Instructor%20Associate%20Biological%20Sciences%20-%20Chemistry.pdf

What are the essential duties this position will fulfill?

- * Specific duties may vary among departments, divisions and jobs. Incumbents typically perform a substantial portion or all of the following types of duties, as assigned:
 1. Works with faculty/instructional administrator to design, construct, troubleshoot, modify or rebuild equipment, modules, experiments that will be used in the classrooms/laboratories in a division comprised of various related but different subject areas.
 2. Assists in laboratory preparation for all assigned Biological Sciences/Chemistry classes.
 3. Creates written instructions for use of lab services and computer equipment, as necessary. Creates answer keys for sample materials for all materials in instructional materials files.
 4. When performing setup, calculates amounts and portions such as mass, volume, length,

percentage, concentration levels, angles, etc. Safely keeps and properly disposes and/or takes down the experiments and simulations.

5. Makes repairs to equipment and learning assistance devices. Checks out and maintains control over tools, equipment, supplies, materials used by students. May be required to maintain contact with appropriate vendors.

6. Maintains records of laboratory activity, including typing forms or inputting data or otherwise retaining information regarding the acquisition, maintenance and distribution of tools, equipment, materials, supplies, and/or written materials.

7. Provides for the general cleanliness and security of the laboratory or shop work area. Handles and disposes of harmful or hazardous materials according to specific instructions relating to their disposal. Participates in providing for a safe environment for the conduct of the laboratory. Reports maintenance problems as they occur.

8. Attends training as necessary to maintain currency of knowledge and communicates safety concerns and necessary updates to supervisors.

Instructional Assistant – Biological Sciences/Chemistry Updated August 2019 2

9. Performs other related duties as assigned that support the objective of the position.

10. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

JUSTIFICATION

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

Currently we have one Instructional Assistant for Microbiology which is a prep-heavy class and requires a knowledge of laboratory procedures, OSHA safety standards. The Microbiology program is large at GWC and there is more preparatory work than one person can handle.

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

- Yes
- No

Program Needs (50 points):

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

Click here to enter text.

The current level of instructional assistance and classified staffing is inadequate and has been exacerbated by the expansion of our program into the larger building. The move to the new Math and Science Center allowed for an increase in course offerings by about 25% but no additional instructional support was hired. Substitute hourly employees are hired on contract each semester to assist the Instructional Associates but these positions must be requested on a semester to semester basis and the lag in hiring time often leads us to be short staffed at the beginning of the term when there is an abundance of preparatory work that must be done. Federal Work Study students are used to assist with laboratory preparation, but these students lack the necessary skills and must be trained each term by the Instructional Associates. We currently have two Instructional Associates with more preparatory work to do than two people can handle.

College-Wide Priority (30 points):

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

1. Enrollment: In order to attract prospective STEM students from the community, we must provide high quality and dynamic academic programs-to be that face of GWC. Components for a strong program include excellent faculty, state of the art materials and adequate Classified professionals to take those materials and create great laboratory programs. The Math/Science division is sorely lacking in providing the support staff needed for a growing STEM program. In order to be successful, to keep up with a growing program, and to attract more students to our College, we must keep the Classified staff numbers in line with the addition of more courses.

2. Completion: The key to advancing student completion of individual courses, degrees and transfer to Pre-professional health programs is having high quality academic programs. There are many components to a dynamic program-faculty, materials and Classified professionals to support instruction. To prepare great learning experiences through our laboratory programs, the Math/Science division is in dire need of adequate instructional support staff. With a growing program and a new building that can support an addition of courses, it is critical to keep up and create additional Classified positions to support this program. Without this, we run the risk of losing students and not being in a position to aid them in completion.

Contributions to Other College Operations (20 points):

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

Under the "Essential duties and Responsibilities" portion of the Instructional Assistant job specification, number 9, this position can also serve as support staff for the STEM Center operations and occasional support for the Math/Science Division office.

You have more than 1 classified professional request.

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

2

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

3rd Classified Position Request

POSITION REQUESTED

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

SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116)

Job Title (should match description below)

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

Contract

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

JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

Attach a copy of the CCCD Position Description, if available (obtain from Personnel Dept)

https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20I-L/Instructional%20Associate%20Biological%20Sciences%20-%20Chemistry.pdf

What are the essential duties this position will fulfill?

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

1. Works with faculty/instructional administrator to design, construct, troubleshoot, modify or rebuild equipment, modules, experiments that will be used in the classrooms/laboratories in a division comprised of various related but different subject areas.
2. Assists in laboratory preparation for all assigned Biological Sciences/Chemistry classes.
3. Creates written instructions for use of lab services and computer equipment, as necessary. Creates answer keys for sample materials for all materials in instructional materials files.
4. When performing setup, calculates amounts and portions such as mass, volume, length, percentage, concentration levels, angles, etc. Safely keeps and properly disposes and/or takes down the experiments and simulations.
5. Makes repairs to equipment and learning assistance devices. Checks out and maintains control over tools, equipment, supplies, materials used by students. May be required to maintain contact with appropriate vendors.
6. Maintains records of laboratory activity, including typing forms or inputting data or otherwise retaining information regarding the acquisition, maintenance and distribution of tools, equipment, materials, supplies, and/or written materials.
7. Provides for the general cleanliness and security of the laboratory or shop work area. Handles and disposes of harmful or hazardous materials according to specific instructions relating to their disposal. Participates in providing for a safe environment for the conduct of the laboratory. Reports maintenance problems as they occur.
8. Attends training as necessary to maintain currency of knowledge and communicates safety concerns and necessary updates to supervisors.

Instructional Assistant – Biological Sciences/Chemistry Updated August 2019 2

9. Performs other related duties as assigned that support the objective of the position.
10. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

JUSTIFICATION

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

Currently the Biology department lacks dedicated support staff for anatomy which is a prep-heavy class.

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

- Yes
- No

Program Needs (50 points):

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review. [Click here to enter text.](#)

The current level of instructional assistance and classified staffing is inadequate and has been exacerbated by the expansion of our program into the larger building. The move to the new Math and Science Center allowed for an increase in course offerings by about 25% but no additional instructional support was hired. Substitute hourly employees are hired on contract each semester to assist the Instructional Associates but these positions must be requested on a semester to semester basis and the lag in hiring time often leads us to be short staffed at the beginning of the term when there is an abundance of preparatory work that must be done. Federal Work Study students are used to assist with laboratory preparation, but these students lack the necessary skills and must be trained each term by the Instructional Associates. We currently have two Instructional Associates with more preparatory work to do than two people can handle.

College-Wide Priority (30 points):

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

1. Enrollment: In order to attract prospective STEM students from the community, we must provide high quality and dynamic academic programs-to be that face of GWC. Components for a strong program include excellent faculty, state of the art materials and adequate Classified professionals to take those materials and create great laboratory programs. The Math/Science division is sorely lacking in providing the support staff needed for a growing STEM program. In order to be successful, to keep up with a growing program, and to attract more students to our College, we must keep the Classified staff numbers in line with the addition of more courses.
2. Completion: The key to advancing student completion of individual courses, degrees and transfer to Pre-professional health programs is having high quality academic programs. There are many components to a dynamic program-faculty, materials and Classified professionals to support instruction. To prepare great learning experiences through our laboratory programs, the Math/Science division is in dire need of adequate instructional support staff. With a growing program and a new building that can support an addition of courses, it is critical to keep up and create additional Classified positions to support this program. Without this, we run the risk of losing students and not being in a position to aid them in completion.

Contributions to Other College Operations (20 points):

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

Under the "Essential duties and Responsibilities" portion of the Instructional Assistant job specification, number 9, this position can also serve as support staff for the STEM Center operations and occasional

support for the Math/Science Division office.

You have more than 1 classified professional request.

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

3

Supervisor's Review

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

- No concerns
- I have concerns

Comments:



Program Review

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

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

1st Equipment/Technology/Facilities/Professional Development Request

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

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

Please note that all requests will need the following information:

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

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

Total dollar amount for this request:

\$ 15,000

Does this request address a clear health and safety issue?

- Yes
- No

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

Microscopy is central to the study of biology and microscopes are regularly used in many of our biology labs. Currently we do not have a maintenance contract to maintain our scopes. Regular maintenance includes thorough cleaning of the scopes, lubrication of the moving parts, inspection of the optical elements, aligning of the lighting paths and a warranty on labor and workmanship.

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

Workforce Preparation: Microscopy is a skill that Biology students need to master prior to transfer. GWC Biology labs prepare students for demanding coursework and proper equipment is essential to this skill set.

Facilities: Our labs and lab equipment need to be up to date and operational to properly prepare our students for future courses or careers.

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

no

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

If funded, the regular maintenance of the biology department microscopes will prolong the life of the microscopes and extend the period before they need to be replaced.

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

1

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

I fully support this funding request.

General Information

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

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

...3836323638
Catherine Egan 12/01/2021, 7:51 AM
Signature Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

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

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

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

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

IEC: Please provide feedback on this Program Review

Should discuss data specific to Hispanic/Latinx students in the data analysis section. Goals 2 and 3 reference diverse student population with regards to the STEM grant. Since the STEM grant focus is on increasing enrollment and success of Hispanic/Latinx students, department should add specific actions and language relating to the success and enrollment of Hispanic/Latinx students in STEM.

Please complete the forms for the faculty and staff requests.

Dean's Second Review

Superuser final check

CCD Reviewer

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

I have completed the CCD Review

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

If you sign the document, it will go back to the dean for a final review. If the dean forwards

the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

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

Vice President: Please provide feedback on this Program Review

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

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

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

Dean / Supervisor
Signature

Electronically signed by Rick Hicks on 10/22/2021 4:22:42 PM

IEC Signature

Electronically signed by Robyn Brammer on 11/15/2021 7:42:23 PM