



Program Review

Golden West College

General Information

Important Information

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

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

Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

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

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- 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 Catorgorically 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)

* History

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

History had 2 full-time, tenured professors during the last program review cycle. In Spring 2019, David Moore, 1 of the full-time History professors, retired. Justin Smith was hired as a full-time History instructor in Spring 2019. Currently, History has 1 full-time, tenured professor, and 1 full-time tenure-track professor. The Academic Senate approved a total of three historians before David Moore retired 3 years ago, but GWC has of yet to hire another historian.

What are your program's strengths?

Despite the COVID-19 closures in Spring 2020, the History department has improved its average fill rate, success rate, retention rate, and the number of ADT degrees awarded. In the last 3 years, the number of students on the waitlist has gone from 65 to 82 students, demonstrating that the discipline is in high demand at GWC. History also has a popular student club, which has attracted higher enrollment at GWC and in History courses.

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

The History program was approved for at least 3 full-time historians, but the college has of yet to hire another historian since David Moore retired in Spring 2019. Currently, History has 1 tenured full-time historian and 1 tenure-track historian. Also, the demand to take History courses and the number of students on the waitlist has increased in the last 3 years, which has spread the full-time History faculty thin. This means that around 80-85% of History sections are being taught by part-time instructors, which largely includes LCF sections. All students, regardless of their major, are required to take either HIST G170 or HIST G175 as part of their US History and US Constitution general education requirement, which puts immense pressure on the full-time History faculty.

All History courses were moved online between Spring 2020 and Summer 2021 due to the COVID-19 pandemic. Most part-time History faculty and all full-time History faculty received Canvas online training and successfully navigated the transition to online instruction. Currently, the History program is adding more online courses to accommodate student demand, but also intends to move back to on-campus instruction and active student learning. Obstacles include a lack of classroom space on-campus due to the limitation of facilities and equipment set aside for the Social Sciences, Liberal Arts & Culture department, and Psychology department to share.

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	* 0	* 0	* 0
Associate Degrees for Transfer	* 31	* 28	* 34

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).

* The number of History ADTs awarded has increased from 28 to 34 in the last year. The number of degrees awarded has averaged between the mid 20s and mid 30s every year. The number of History degrees being awarded has increased; however, the number of full-time, tenured faculty in the History department has decreased, which has put stress on the resources for the program.

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

* 46

FTES/FTEF ratio from 2 years ago * 46

FTES/FTEF ratio from last year * 45

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

The trend of FTES/FTEF numbers in the History department held steady between 2016 and 2020, but has slightly declined after the COVID closures between 2020 and 2021. The College has experienced a declining trend of FTES/FTEF in the last three years (average 31), so the department is doing better on average than the college as a whole. The History department is planning to better advertise its new courses and ADT degree and attract more students to the major through the History Club.

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?

* The general trend in academia has been a decline in the success rates between the different genders, races/ethnicities, and other special populations of the student body across the college and across the nation. In History, however, the success rate has improved for all races/ethnicities (with the exception of American Indians regrettably), all genders, and all special population groups (with the exception of veterans sadly). The History program has added new courses to attract underrepresented students to the discipline and major, such as women and students of color. In Fall 2020, the History program added a course on the Ethnic

Groups of the USA (i.e. Asian, African, Latinx, and Native Americans), which enables students to attain their US History and US Constitution general education requirements via HIST G170 or HIST G175 (the traditional route) or via HIST G155, which provides a special focus on the experiences of racial minorities and women.

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.

The History program is doing well with offering online courses and meeting its enrollments. However, the Liberal Arts & Culture department is forced to share the 7 classrooms in the Admin building, which is crumbling on the first floor, with the Social Science and Psychology departments. This presents problems of available classrooms and working technology to hold quality on-campus classes, which has impacted enrollments for on-site classes in the last couple of semesters.

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

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

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.

HIST G132 and HIST G135, namely the History of the British Isles, have not been offered since David Moore retired in Spring 2019. This is why a regional historian is needed as a hire to meet student demand and offer these courses once more.

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)
HIST G101		History ADT
HIST G155		History ADT

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.)

All course SLOs are intended to align with program SLOs in order to ensure articulation and transfer of credit. The History department plans to update all course SLOs and CORs in the next year or two.

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.

Secure optimum level of full-time faculty to sustain discipline vitality and maintain position as one of the college's most productive departments. History needs at least 3 f/t faculty to sustain momentum. Relations with Counseling. Improve understanding of our courses by counselors. Accessible discretionary fund for course related outside speakers, field trips, off campus activities connected to disciplines.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

History still has not met the goal of hiring at least a third full-time historian. New classes have been added in the program in the last year. These courses were created to satisfy student demand and state requirements in the History of ethnic groups and regions. A full-time historian with an emphasis in ethnic studies and regional History is needed to meet the needs of the degree and the demands of the student body.

What actions will the program take to accomplish this goal?

The History program will submit two faculty requests for a full-time History hire to the Academic Senate in Fall 2021.

What metric will you use to measure your goal?

History has maintained an average of 300 FTES for the last 3 years, but the total full-time faculty in History is only 2 professors--1 full-time and 1 tenure-track. Attain full time hire in History.

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

Develop and create a clean, safe, and inviting centralized hub for liberal arts and culture and sibling disciplines to provide students with easy and intuitive access to our faculty and staff, classrooms, general meeting rooms, study and social spaces, resources (speaker series, clubs, media, artifacts, tools, materials, career opportunities, etc.).

What actions will the program take to accomplish this goal?

Create a planning workgroup among the interested programs to discuss vision and goals. Gain support from our dean and appropriate decision-makers on campus. Seek out necessary funding and proposals. Work with the SSFC to allocate an appropriate space.

What metric will you use to measure your goal?

The successful development and implementation of this space will be the first metric. Assuming this is achieved we will then look at the metrics of enrollment, success, retention, ADTs, and transfers within our programs, as well as disaggregated data on success and retention rates of racial/ethnic groups, gender, and special populations.

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.

Professional Development is not required. It was selected as a mission that our goal supports not as a request.

When do you plan to implement this Professional Development.

n/a

What budget will this require?

n/a

Goal 3 (Required)

Description of Program's Goal

Revise History CORs (courses on record), revise History SLOs, and add new History courses to existing History ADT.

What actions will the program take to accomplish this goal?

History faculty will submit revisions to History CORs and ADT via CurricUNET and CCI.

What metric will you use to measure your goal?

Compliance with the 6-year deadline on CORs to update program curriculum. Revise a minimum of four CORs per semester in History.

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:

History/Liberal Arts & Cultur

How many faculty requests would you like to submit?

- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

Historian of Ethnic Groups

Please post your job description (or upload below)

If desired, please upload your job description

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.

David Moore retired in 2019, so History has been operating with 2 full-time historians.

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.

Currently, History only has 1 tenured full-time historian, who is also the CCI representative, Co-Chair, and faculty advisor for the History Club. This has made it difficult to hire, evaluate, and support part-time History faculty, who are carrying the majority of courses (85%!!) including LCF sections. History has 15 classes that need to be updated/revised and the degree needs to be revised to remove cross-listed courses and include new courses in the discipline. Student interest in the degree and club has been rising, but the number of full-time, tenured faculty has been decreasing.

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?

Recently, History has created a new course where all students can meet their US History and US Constitutional general education requirements via HIST G155: Ethnic Groups of the US. This course analyzes the history of Asian, African, Latinx, and Native Americans and provides an alternative to the traditional US History route required of all students (i.e. HIST G170 or HIST G175). This course also satisfies the new general education Area F: Ethnic Studies. The History department also offers the History of Asia and the History of Latin America, which can only be taught every other semester due to lack of faculty. A History hire in Ethnic Studies is sorely needed to meet student demand and major and transfer requirements at GWC.

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.

The study and support of ethnic groups and other disadvantaged groups has been a goal of GWC and Vision 2030. Recently, Area F was added to the general education pattern for transfer. History has several courses that specialize in ethnic studies but lacks the full-time faculty to teach them. The students, the History program, and the college need a History hire that emphasizes in the history of ethnic studies. The History department has more than enough load to provide for 1 or more hire.

Upload additional information (if desired)

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

M.A. in History or B.A. in History and M.A. in Ethnic Studies.

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

The study and support of ethnic groups and other disadvantaged groups has been a goal of GWC and Vision 2030. Recently, Area F was added to the general education pattern for transfer. History has several courses that specialize in ethnic studies but lacks the full-time faculty to teach them. The students, the History program, and the college need a History hire that emphasizes in the history of ethnic studies.

You have more than 1 faculty request.

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

1

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

It appears that the request is for two Historian, one of which has a specialty in Ethnic Studies and the other one a specialty in Regional History. Such specialties seems important given the national, regional and local social educational contexts. Additionally, History is a popular discipline and may sustain two FT faculty members. It will be important to explore the courses that these FT faculty members will teach and tie such courses to the transferable opportunities available. Additionally, the reality that HIST courses are taught primarily by PT faculty is significant for the experience students have at GWC.

Second Faculty Request - Position Information

Position title and area of specialization (if applicable).

Regional Historian

Please post your job description (or upload below)

If desired, please upload your job description

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.

David Moore retired in 2019, so History has been operating with 2 full-time historians.

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.

Currently, History only has 1 tenured full-time historian, who is also the CCI representative, Co-Chair, and faculty advisor for the History Club. This has made it difficult to hire, evaluate, and support part-time History faculty, who are carrying the majority of courses (85%!!) including LCF sections. History has 15 classes that need to be updated/revised and the degree needs to be revised to remove cross-listed courses and include new courses in the discipline. Student interest in the degree and club has been rising, but the number of full-time, tenured faculty has been decreasing.

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?

Since David Moore has retired, History has been unable to teach HIST G132 and HIST G135, which make up the history of the British Isles. This is regrettable, considering the courses are in high demand with the students. Furthermore, History offers a course on the history of California, which is frequently taken not only by History majors but also primarily by students interested in majoring in Liberal Arts and Education. California History is in high demand—even for the winter and summer terms. Lastly, History has two courses on the history of Asia and the history of Latin America, regions that meet ethnic studies requirements and demand but can only be offered every other semester due to lack of faculty in the History department. A History hire is needed to meet student demand and offer crucial courses to the major.

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,
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- 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.

The History courses that explore the past of regional societies--especially those that focus on ethnic groups such as California, Asia, and Latin America--satisfy student demand for more courses on race/ethnicity; state and transfer requirements; and the goals of the College and Vision 2030. Moreover, these courses are crucial to completion of the History major. However, the History department has been forced to suspend them or offer them every other semester due to lack of full-time faculty. The History department has more than enough LHE to provide for 1 or more full-time hire.

Upload additional information (if desired)

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

M.A. in History

Advisory board recommendations or requests.

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

The study and support of ethnic groups and other disadvantaged groups has been a goal of GWC and Vision 2030. Recently, Area F was added to the general education pattern for transfer. History has several courses that specialize in ethnic and/or regional studies but lacks the full-time faculty to teach them. The students, the History program, and the college need a History hire that emphasizes in regional history.

You have more than 1 faculty request.

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

2

Supervisor's Review

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

- No concerns
- I have concerns

Comments:

The HIST courses that focus on regions - world and national - appear to be in need of a specialist. The PT faculty who teach these courses currently do not have specialties in the history of regions. So, the request is based on a serious need for one of the most popular majors in the college. Additionally and in general, HIST can benefit from another FT faculty member given the FTEs produced and the involvement of the FT faculty in the History Club and other campus-wide activities.



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:

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.

This request is to achieve a shared goal across multiple programs (Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, Global Studies, and Sociology) which likely account for the largest amount of transfer-level FTESs based on the data provided. However, our programs are hidden on campus and there is no space for our many students to connect, study, and engage with each other and their instructors in an organic way. The odd space we do have is locked behind two separate hallways, is unknown, dilapidated, and so multi-purpose that there is none. We lack an infrastructure to provide opportunities and events to our students outside of the classroom that would improve success, equity, enrollment, completion/transfers, community, and communication. The discipline-specific knowledge and expertise of faculty in these programs offers critical insight into critical, societal issues of today at multiple scales from the personal to the global. However, we have no clear space to meaningfully sort through these issues with our students and colleagues outside of the classroom.

Therefore, to sustain these programs which are so vital to the campus and increase enrollment and ADTs in the smaller programs, we require a space that is easily accessible, clean, inclusive, equitable, lively, informative, flexible, and intuitively specific to our academic area. A Center/Hub would support multiple needs collectively and within each represented program. Because the programs included in this request serve such a large population of students, this Center/Hub would equally serve the needs of the college as a whole.

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.

The Center/Hub supports all seven college goals as outlined below along with the Key Performance Indicators associate with each goal.

ENROLLMENT

The Center will increase campus awareness of the multiple programs in this academic area which will lead to increased enrollment as more students are exposed to our programs and variety of courses we offer, especially lesser-known ones. This will improve the Key Performance Indicator of FTES; PACE-Student Focus; CCSSE- Support for Learners

EQUITY AND SUCCESS

The Center/Hub will be developed with equity in mind to attract diverse students, faculty and staff. We will do this by offering events that engage with critical social issues affecting diverse populations; promoting these events to diverse students and inviting speakers from diverse backgrounds that reflect our student population and community. We will work with student services to reach underserved students, special populations, and diverse racial/ethnic/cultural groups. Our events will reflect this commitment to inclusion and social justice.

In terms of success, the Center/Hub will provide students with supplemental educational opportunities related to their own courses but also across disciplines to demonstrate the intersectionality of the represented programs. The supplemental opportunities will challenge students and help them conceptualize their academic work within the real world. Students will be exposed to and celebrate a variety of cultures and interests that will enrich their understanding and connection to their community. This then will improve the following key indicators: CCSSE – Active Learning; CCSSE – Academic Challenge; CCSSE-Faculty interaction; CCSSE- Support for Learners; and PACE-Student Focus

COMPLETION

Students earning ADTs in one of the many programs represented by the Center/Hub will significantly improve their chances of timely completion because they will have easier access to faculty and peers to help them stay on top of their coursework, study, and feel seen. When students know that they are part of something, they are more likely to stick with it and invest their time in it. Furthermore, the Center will provide information and resources about the programs at UCs and CSUs to help students develop and achieve their goals of transferring. This will improve the key performance indicators: Successful Course Completion Rate, College Completion, Number of Associates and ADT degrees awarded, UC and CSU Transfer.

WORKFORCE PREPARATION

The Center/Hub will provide students with career and employment opportunities within the represented programs. Here, students will also be made aware of specific industry-related courses these programs offer. This will improve the Key Performance Indicators of: PACE-Student Focus; CCSSE-Faculty interaction; CCSSE - Support for Learners; CCSSE – Active Learning; CCSSE – Academic Challenge

FACILITIES

Students want more comfortable, inviting spaces where they can hang out and interact with each other outside of the classroom. The Center/Hub will allow students to remain on campus in between classes instead of driving off campus or sitting in their cars. The space(s) will be multi-purpose and accessible. The goal is for faculty and related staff/admin offices to be located logically within the Hub so that they are easily accessible not only to students but for other faculty, admin and staff as well. Furthermore, the Center/Hub will provide events that are open to the public showcasing a clean, inviting space. This will improve the Key Performance Indicators of PACE-Student Focus; CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

PROFESSIONAL DEVELOPMENT

The Center/Hub will be a location to host speakers and workshops that are experts in their disciplines, thus providing professional development to college employees and education to students. In particular, pertinent issues surrounding race, gender, politics, and mental health are just a few areas that faculty within these programs can speak to or organize speakers for. This will improve the Key Performance Indicators of CCSSE-Faculty interaction; CCSSE- Support for Learners; PACE Institutional Structure

COMMUNICATION

The Center/Hub will make the participating programs vastly more accessible and visible which will improve communication between and among students, faculty, admin, and staff. Also, because these programs will be centralized around the Hub, it'll be far easier to communicate at this "one-stop-shop." The Center/Hub will also develop a virtual website to communicate with the college. This will improve the Key Performance Indicators of CCSSE-Faculty interaction; CCSSE- Support for Learners PACE Institutional Structure

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

*The center will provide a range of benefits to students and faculty at GWC. The center will serve as a designated space for faculty in the Social Sciences, Liberal Arts & Culture, and Psychology departments and students to meet in order to discuss course work, student success, and transfer or career plans. The center will also serve as a reserved space for student clubs, such as the History Club, Philosophy Club, and Psychology Club, to gather and hold meetings. These popular clubs have drawn student enrollment to GWC, but the club members currently struggle to find a designated space to congregate. The center would include computer stations for students to study and work on their courses. Faculty can also provide maps, globes, graphs, archaeological artifacts, biological specimens, and historical documents in the center, making it a museum and archival atmosphere. Lastly, it is the departments' hope that counselors knowledgeable of the transfer degrees in Psychology, Political Science, Economics, Sociology, Global Studies, History, Geography, Philosophy, and Anthropology can attend the center and answer students' questions regarding completion of degrees and transfer.

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?

*As outlined above, the creation of this center is likely to increase student engagement with the campus, other students, and faculty by providing a welcoming space, effectively creating a Social Science learning community on or campus. When students feel more involved and engaged on a campus, their success and retention increase, which in turn improves the efficiency and effectiveness of not only Social Science programs but all disciplines that include our courses in their pathways. Our campus has long discussed and sought methods of increasing student engagement on our campus and ways that we can keep students on campus longer in beneficial ways outside of the classroom, as doing so improves our ability to foster successful students. This center would do just that. This center will provide long-term cost savings by serving the needs of multiple programs and students in one centralized space. Sharing space and resources is far more cost-effective than having several smaller spaces to meet this need for 3 separate departments and 9 programs individually.

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:

The desire for a Social Sciences Center has been expressed by many faculty members from multiple disciplines. It appears that the intent is to have designated space for students and faculty to interact, and to create a community of learners/students who identify with their majors - this is true at the STEM Center, for example, and the request seems valid and valuable. I support further discussions about this shared need across the Division.

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.

...3432303035

Sunshine McClain
Signature

11/29/2021, 9:39 AM
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

This well-presented Program Review solicits two FT faculty members given the popularity of the discipline and the sufficient FTEs for two FT faculty members to make load easily. Also, the PR requests for funding for a space that faculty members and students can share - this is a widespread sentiment across the Division. The goals are well-stated and seem accomplishable. Especially pertinent to the Division is the focus on the course updates that the FT faculty member hope to complete soon.

IEC: Please provide feedback on this Program Review

Need to input number of ADTs conferred in the boxes. Data on FTES/FTEF for 2020-21 (last year) is incorrect. It should be 41.

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

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

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

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

IEC Signature

Electronically signed by Robyn Brammer on 11/24/2021 2:36:31 PM