



Program Review

Purpose

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

Data Driven Decision Making

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

Reporting Cycle

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

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

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

AUTHOR INFORMATION

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

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

Program Review - Draft

*Program-Review-Instruction-DistanceEd.docx

Program Review - Final Submission

*Program-Review-Instruction-Distance Ed-FINAL.docx

This Program Review includes the following:

Pick all that apply.

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

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

Pick all that apply.

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

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

Faculty Requests (up to 3)
One upload per request

Faculty Upload1
Faculty Upload2
Faculty Upload3

Faculty Requests (up to 3)
One upload per request

Faculty Upload1
Faculty Upload2
Faculty Upload3

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

- FTE Upload1
Program-Review-Request-for-Funding-2023-24-Facilities,-Equipment,-
Technology,-Other-Funding-Online_Instruction.docx
- FTE Upload2
- FTE Upload3
- FTE Upload4
- FTE Upload5

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

- FTE Upload1
Program-Review-Request-for-Funding-2023-24-Facilities,-Equipment,-
Technology,-Other-Funding-Online_Instruction-FINAL.docx
- FTE Upload2
- FTE Upload3
- FTE Upload4
- FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

- Classified Upload1
Program-Review-Request-for-Funding-2023-24-Classified-Personnel.docx
- Classified Upload2
- Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

- Classified Upload1
Program-Review-Request-for-Funding-2023-24-Classified-Personnel-FINAL.docx
- Classified Upload2
- Classified Upload3

Supporting Materials (Optional)

- Upload1 Instructional Associate - Online Instruction.pdf
- Upload2 OnlineInstructionOrgChart-PR-2023.pdf
- Upload3

Supporting Materials (Optional)

- Upload1 Instructional_Associate-Online_Instruction.pdf
- Upload2 OnlineInstructionOrgChart-PR-2023.pdf
- Upload3

...3832383037

Jorge Ascencio

Author - Draft Signature

10/06/2023

Date

...3530313737

Jorge Ascencio

Author - Final Signature

12/06/2023

Date

Dean/Manager Draft Feedback

FileUpload2 Program Review, OID, Dean's response to PR.docx

IEC Feedback

The data sections of the program review are blank. I see the note to modify the dashboard in the future. You should submit a research request if you need timely data about your program. Further, have you worked with any departments to disaggregate student learning outcome data for online instruction. This could be a great pilot with the new student learning outcome coordinator, Amy Thach.

Your requests are not linked to the goals in your program review. While you wrote about some of the recommendations in the text, they should directly link to your goals.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

FileUpload2

...3835303539

Alex Miranda

12/06/2023

Dean/Manager Signature

Date

Vice President Feedback

The Online Instruction department did a fantastic job in supporting the Districtwide Accessibility Review audit. With an increase in online offerings, professional development support for the department is needed. I would like to see a comprehensive survey of faculty needs in terms of training and other type of resources and how that would support student success in an online environment. Customer satisfaction surveys would also be helpful. I would suggest the department also utilize the administrative unit program review template.

FileUpload3

...3035333935

Kay Nguyen

01/03/2024

Vice President Signature

Date

Downloaded to the following Committee Teams folder on:

-- Choose --

...3931323031

Lauren Davis Sosenko

01/10/2024

IEC Signature

Date

Dean/Manager -
Feedback Signature

Electronically signed by Alex Miranda on 10/10/2023 3:27:30 PM

Academic Senate:
Technical Review
Signature

Signature not required

Academic Senate
Signature

Signature not required

IEC: Technical Review
Signature

Electronically signed by Lauren Davis Sosenko on 10/20/2023 4:48:18 PM



Program Review Request Instruction

Program Review Purpose

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

SUBMITTER INFORMATION

First Name:	Jorge
Last Name:	Ascencio
Email:	jascencio@gwc.cccd.edu
ID:	Click or tap here to enter text.
Phone Number:	(714) 895-8107
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Choose an item.

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
Online Instructional/Distance Education

Please provide a brief description and any significant change in your program since the last Program Review cycle.
The Online Instruction Department supports all faculty who use Canvas to teach their courses in the online or hybrid modality and those who use Canvas to enhance their face-to-face instruction. The department provides one-on-one and group training and workshops to assist our faculty in effectively teaching online using GWC’s Canvas Learning Management System (LMS). The department also offers LMS-related technical support to all GWC students using Canvas, staff that use our LMS to help departments, faculty, and students, or to collaborate among themselves through non-academic course shells.

What are your program’s strengths? (Answers could include but not limited to KPI data)
The Online Instruction Department is known for its ability to quickly adapt to new situations. Whenever there is a technical function or issue that our staff is unfamiliar with, we are able to research it and provide guidance to faculty members in a short amount of time. We provide



Program Review Request Instruction

responses to questions and requests from faculty and staff from other departments within 24 hours. A wide array of questions are presented on a daily basis through email, phone, and biweekly Zoom Open Lab sessions. These range from requests to add faculty or tutors to Canvas shells to more in-depth questions such as Respondus LockDown Browser interactions across multiple operating systems or issues with Panopto videos and recorded grades. Due to this variety, our staff is adept at remaining flexible and constantly changing our approaches to address the needs of faculty. We're able to quickly switch back and forth between research, testing, and answering questions.

Furthermore, our department also provides the same quality of technical support to students who call the help desk or submit a ticket. Our department is also highly proactive when it comes to processes such as the District Course Accessibility Review during this current fall semester. We had started emphasizing the importance of accessibility and showing faculty how to utilize the Pope Tech Accessibility Checker tool as early as the Fall 2022 semester.

Another significant strength of the department is the quality of our training. As a result of the Level 1 Canvas training that our department developed, most faculty members are well-versed in the basic functions of Canvas. In an informal survey of 27 individuals, 21 self-identified as intermediate users of Canvas while 3 more self-identified as experts. Due to the level of their knowledge, we are now fielding more advanced questions and requests.

Enrollment in online and hybrid classes remains high in the post-pandemic times at GWC. The chart below (Figure 1) shows that even though we are in the second year of having returned to a face-to-face campus, the internet-based enrollment continues to be high.

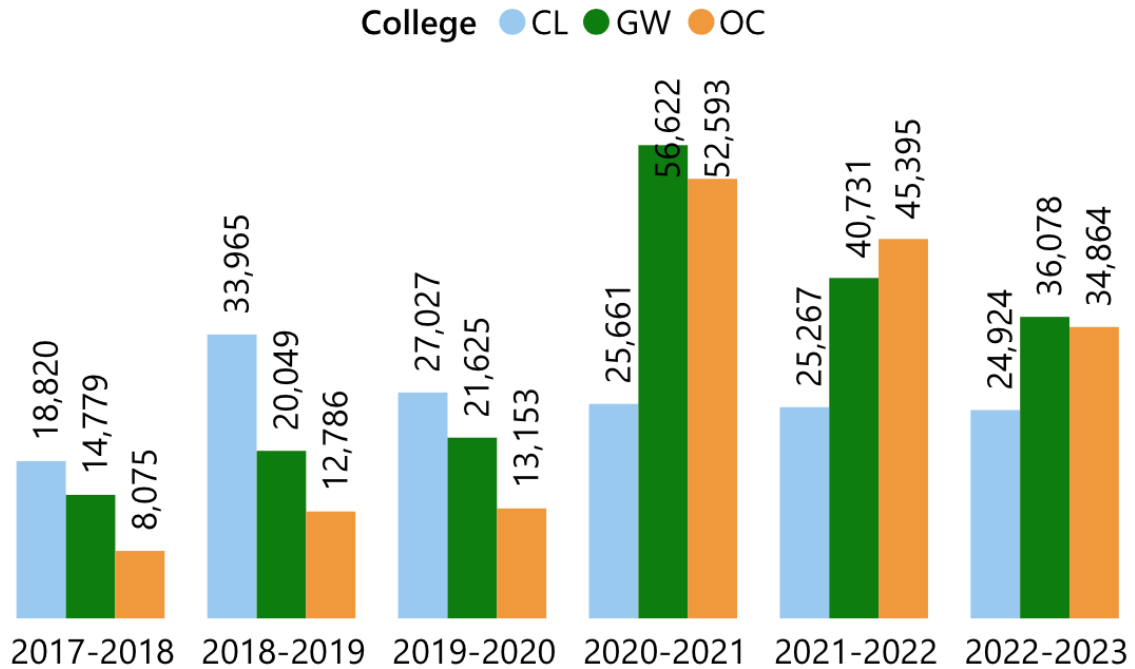


Program Review Request Instruction

Figure 1. Five-year Enrollment Trend of Internet-Based (online and hybrid) Courses by College.

Census Enrollment

Online and Hybrid Only



Data Source: GWC Enrollment Management Dashboard / Enrollment Summary Charts.

Figure 1 shows that as a college, GWC’s enrollment in internet-based courses is higher than Coastline’s and OCC’s.

The comparison of internet-based enrollment from Figure 1 with GWC’s total enrollment at census in Figure 2 shows that our college’s internet-based enrollment has remained at a staggering 61.5% (36,078 out of the total enrollment of 58,660), as shown in Figure 3 below.

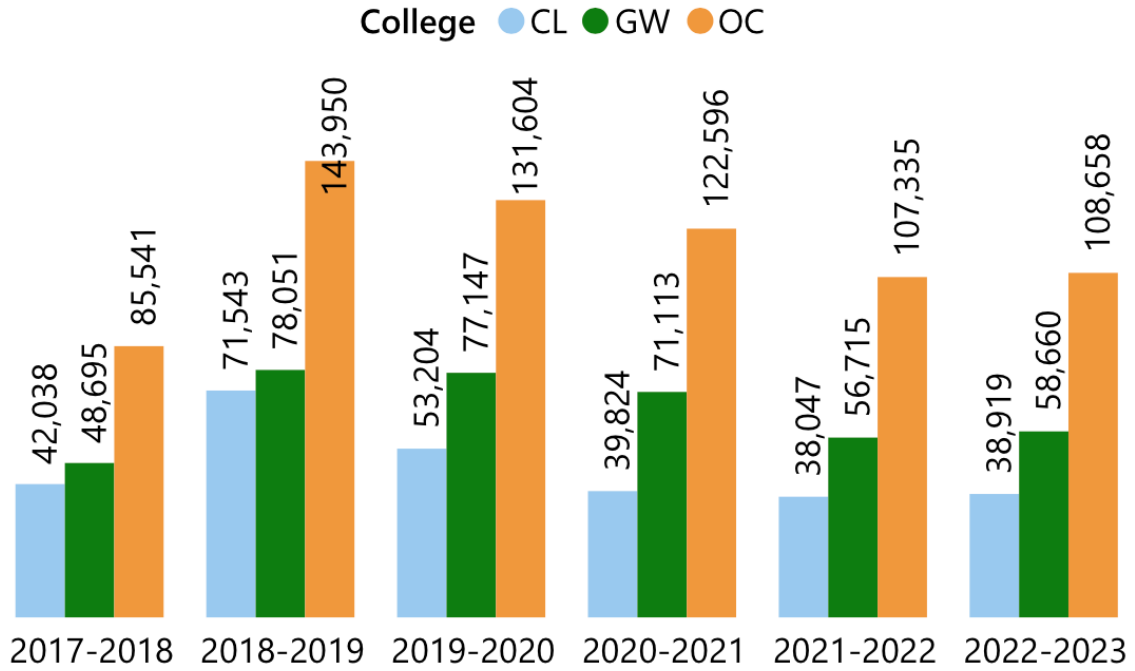


Program Review Request Instruction

Figure 2. Five-year Census Enrollment Trend by College.

Census Enrollment

All Course Modalities



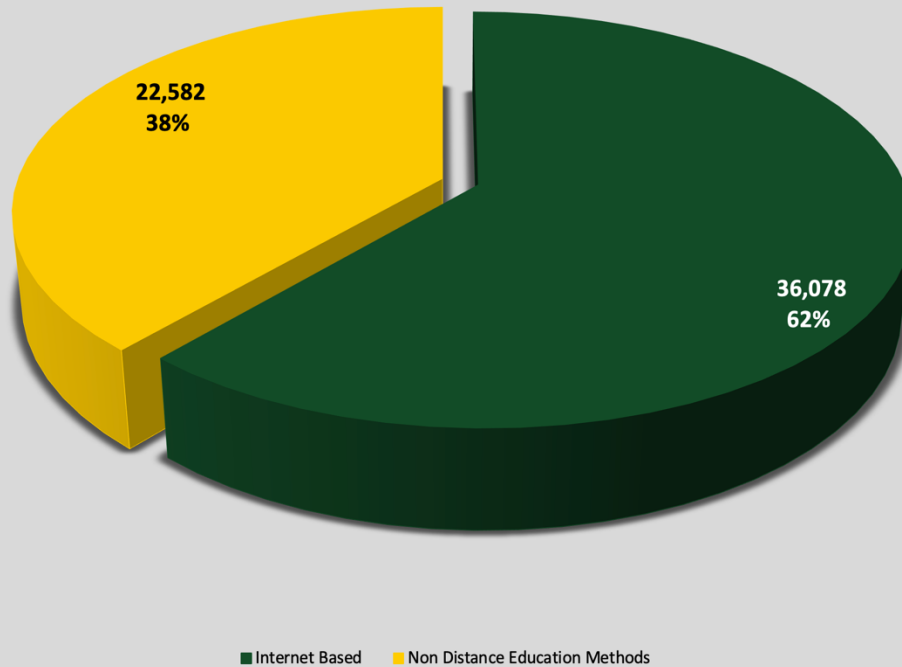
Data Source: GWC Enrollment Management Dashboard / Enrollment Summary Charts.



Program Review Request Instruction

Figure 3.

**Golden West College
Enrollment Comparison by Modality
Total Enrollment at Census 58,6608
2022 - 2023**



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 continued demand for our department due to internet-based (online and hybrid only) enrollment still being an overwhelming 61.5% (36,078 out of the total of 58,660 at census date) and the lack of the appropriate staff to serve these faculty, students, and other departments that support them continues to be a challenge to our department. Source: CCCD Banner Student Information System Enrollment Management Dashboard filtering by Session Type and comparing all vs. Online and Hybrid. The support staff-to-faculty and student ratio is as important and impactful as the faculty-to-student ratio is. The more support our faculty have from our staff, the more time they can dedicate to their teaching and not to the technology itself. The same applies to our online students; the more support they receive to navigate the LMS and its tools, the more time they can dedicate to their studies.

For several years, the Online Instruction Department has not been allowed to spend money on training or conferences. Still, our department has needed to keep up with educational technology changes that have been adopted by our college as directed by our District, requested by our faculty and academic programs, or due to changing needs such as the recent pandemic and endorsed by the State. This includes the technologies' research, coordination of installations, administration, and all levels of support to faculty, students, and employees who use Canvas.



Program Review Request Instruction

Lastly, the loss of a professional expert in our department has increased the workload of the remaining staff members. It will be challenging to maintain the timeliness of responses to phone calls and email requests while simultaneously keeping up with advances and innovations in educational technology. Staying current requires a significant investment of time, and a professional expert would allow our staff to focus more on the implementation of new tools and the development of training for those tools.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

Enrollment in online courses at GWC has remained high after the pandemic era due to the increased quality of our online and hybrid courses since the Online Teaching Certification and the excellent support our online faculty and students get here at GWC.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

The Online Instruction Department supports Golden West College's goal of reducing barriers to learning and increasing access to educational opportunities through technology.

The Online Instruction Department created a template that GWC instructors are encouraged to use to provide a consistent experience for students taking online courses. The template underwent a rigorous review process by the GWC DEIA Team, also known as The Equity Squad, and changes were made to ensure that it met the needs of all students. The DEIA Team reviewed the language and navigation through a student lens and recommended changes to increase equitable access for all students. These recommendations were presented to the Director of Online Instruction for implementation in collaboration with the Distance Education Advisory Committee.

Our department also assists faculty with the process of creating accessible course content by providing email, phone, Zoom, and in-person technical support to faculty using tools such as Panopto and Pope Tech. We help faculty with the process of adding captions to their lectures recorded in Panopto. We also help faculty with fixing errors and addressing alerts found by the Pope Tech Accessibility checker within Canvas. Finally, we provide one-on-one and group training sessions for the utilization of the Pope Tech tool.

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

The Online Instruction Department has collaborated with DSPS for an event centered around the Accessibility Review for randomly selected courses. There will be a panel of students discussing their challenges with an audience of faculty members in order to demonstrate the importance of accessibility to enable the success of all students. DSPS also asked our department about Canvas



Program Review Request Instruction

functions that could simplify the process of providing accommodations, and we researched and implemented an LTI called Accommodate HQ.

Our department also collaborates with the Academic Success Center's embedded tutoring program. We add tutors to the Canvas shells of their assigned classes so that they can access course content in order to assist students with assignments and upcoming exams.

We work with the Dual Enrollment Program in adding high school teachers to our college courses so that they can coordinate upcoming lessons with their GWC co-teachers.

We also create departmental Canvas shells by request. These shells are used as collaboration spaces where instructors can share resources such as sample syllabi and lessons, guides, and contact information for other departments.

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

Our department researches, implements, and provides technical support for various tools within Canvas. We help instructors set up Zoom meetings in the embedded Canvas tool so that students can easily access class sessions and review recordings later. For pre-recorded lectures, we help instructors utilize Panopto to create videos that include embedded quizzes that keep students continuously engaged. Most recently we had to gain expertise in the use of Pope Tech to help our faculty review their Canvas courses for accessibility issues.

In order to further increase student engagement with online course content, our department created a series of training webinars centered around Design Tools. These webinars teach instructors about various functions of Design Tools to make their courses easier to navigate and more visually appealing than a basic Canvas course.

To support accessibility efforts, we also researched and implemented a tool called Accommodate HQ that helps members of the DSPS Department to easily provide time extension accommodations to students for multiple assignments and exams from a single, unified dashboard.

The Online Instruction Department created a Course Orientation Module for students contained within the GWC Canvas Course Template previously mentioned. This course orientation module prepares students to successfully use the college's LMS, by providing a series of short videos designed to help students navigate and learn how to use Canvas. These student readiness tutorial video resources are tailored to students' needs and are focused on enhancing the academic and technical skills needed to be successful in an online learning environment.

Our department is also responsible for integrating adaptive learning tools such as ALEKS, which creates a tailored learning experience for students with different levels of knowledge.



Program Review Request Instruction

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

Choose an item.

AWARDS

What type of awards does your program offer?

- Certificates
- Associate Degree
- Associate Dress for Transfer

Please provide the information for the number of 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	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Associate Degrees	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Associate Degrees for Transfer	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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 and Planning, and Institutional Effectiveness (ORPIE).

Click or tap here to enter text.

FTES and FTEF

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 three years ago, two years ago, and this past year.

Please note: For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.

	3 years ago	2 years ago	1 year ago (this past year)
--	-------------	-------------	-----------------------------



Program Review Request Instruction

FTES/FTEF Ratio:

***NOTE: Filter not available under the Page Filters of the FTES and FTEF section of the Instructional Program Review Dashboard. A request will be made to add this filter and a Modality/Session Type to all other sections of the Instructional Program Review Dashboard for future Program Review reports.**

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

Click or tap here to enter text.

CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

If you do not currently have a representative on CCI, you may contact either:

Gary Kirby: gkirbyjr@gwc.cccd.edu

Monica Jovanovich: mjovanovich@gwc.cccd.edu

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 years or more for a CTE course)?

- 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

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.

Click or tap here to enter text.

STUDENT LEARNING OUTCOMES

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

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

- Yes
- No



Program Review Request Instruction

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?

Click or tap here to enter text.

GOALS AND REQUESTS FOR FUNDING

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

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan Goals Legend

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



Program Review Request Instruction

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

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

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

Except for *New Quizzes*, which was part of Goal 1, and decided by the District Canvas Coordination Workgroup that it was not ready to be implemented, all the goals set in the previous program review cycle were achieved. The department assisted our faculty in successfully and accurately moving all videos created using Knowmia to the newly adopted video editing tool, Panopto. As a result, we successfully transitioned from Knowmia to Panopto, and all the videos were moved and re-linked manually when necessary.

The goal of creating a self-paced and abbreviated Level 1 faculty training course to mitigate the burden on faculty to go through the process of being trained and subsequently certified to teach online at GWC was not completed. Still, the result was an outstanding and thoroughly planned and created course.

For goal 3, a lot of work and effort was put into the preparation of the district-wide Accessibility Review, which started this week. The communication sent to the faculty selected to participate in the Accessibility Review and announcements to the rest of the faculty to attend the optional trainings and kickoff event resulted in a great response from faculty and a smooth and successful launch of the project. The Accessibility Course Review launch included a panel of four DSPS students who gave invaluable input and suggestions.

As set in our department's goal 4 for the last Program Review, the Online Instruction Department staff continues to stay up to date in the constantly changing technology developments and innovations that affect online instruction. Since the past Program Review alone, the department staff has had to learn and gain expertise in Canvas Credentials, Design Tools, Panopto, Accommodate HQ, and Pope Tech to train and support our faculty. There was extensive communication disseminated to all our faculty through various means, as stated in our goal. The Online Instruction Department communicated the adoption of these technologies and the available support by our department via Canvas announcements, emails, and updates to our Distance Education Advisory Committee. As a result, all these technologies were implemented, the necessary content migrated smoothly, and faculty continued to be supported and trained in using each of these recently implemented technologies.

A full-time employee at the EE-114 level was requested to help with the continued work overload in our department and to help with these new technology implementations but was not funded.



Program Review Request Instruction

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:

Survey faculty to identify and implement new technologies that will enhance current approaches to distance learning.

What actions will be taken to accomplish the goal?

Survey our faculty and their students to identify their distance education-related technology needs. Evaluate recommended technologies and the viability of their integration with our LMS. Consult with our sister colleges and District IT about feasibility, security, risk services, and accessibility of these technologies. Consult with District IT to complete the integration of these technologies with our LMS. Gain the necessary expertise to be able to train and support our faculty in the use of these technologies with the funds requested under the "Facilities, Equipment, Technology, and Other" category.

What metric will you use to measure your goal?

Surveys administered, number of responses, number of technologies successfully integrated with our LMS, trainings for our department's staff, and number of trainings offered to faculty and their attendance.

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

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

GOAL 2 (Required)

Description of goal:

Continue supporting our district-wide course accessibility review effort.

What actions will be taken to accomplish the goal?



Program Review Request Instruction

The Online Instruction Department will offer one-on-one consults with faculty who would like assistance with the accessibility review of their courses or the use of the tools we have (Pope Tech, UDOIT, etc.) to make their Canvas course components accessible.
Virtual drop-in sessions will be created for those faculty selected each year and those who want to start making their courses accessible.

What metric will you use to measure your goal?

Surveys administered, number of responses, number of technologies successfully integrated with our LMS, trainings for our department's staff, and number of trainings offered to faculty and their attendance.

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

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

GOAL 3 (Required)

Description of goal:

Do a pilot to integrate student learning outcomes into a few Canvas courses and explore the possibility of integrating them into a larger number of courses and entire academic departments to assess cSLOs and pSLOs.

What actions will be taken to accomplish the goal?

Work with GWC's Student Learning Outcomes Coordinator to liaise and collaborate with faculty and implement student learning outcomes in five to ten Canvas courses.

After the pilot, the Online Instruction department will support the more extensive integration of student learning outcomes into Canvas and provide training if necessary to ensure alignment with the GWC SLO Workgroup, departmental objectives, and educational standards.

What metric will you use to measure your goal?

The number of courses in the pilot.
SLO assessment.
The number of courses that integrate student learning outcomes into Canvas after completion of the pilot.



Program Review Request Instruction

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

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

OTHER INFORMATION

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

Click or tap here to enter text.

Submitter's Signature: *Jorge Ascencio*

Date: December 6, 2023

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	Jorge
Submitter's Last Name:	Ascencio
Submitter's Email:	jascencio@gwc.cccd.edu
Submitter's Phone Number:	895-8107
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Click or tap here to enter text.
Who is your Vice President?	Kay Nguyen
Program/Department:	Online Instruction/Distance Education

Type of Review:

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

- Instruction
- Student Services
- Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):
<p>Identify and implement new technologies that will enhance current approaches to distance learning.</p> <p>Refresh the 11+ year-old equipment that faculty use when visiting our department seeking help with the newly implemented technologies or with their Canvas courses in general. This new equipment will also be utilized when assisting students who come into the office for support.</p>

Data to support the Program's Goal (if necessary/desired)
<p>Data Dashboards</p> <p>If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks</p>
<p>Although the Online Instruction Department was a crucial part of meeting several standards in our 2018 Accreditation Report, we wrote that the college supported our operations and technology needs and was commended on two accreditation standards (II.A.7, II.C.3), which are directly related to our department's efforts, that has changed and the college no longer deems it essential to spend on our department's needs.</p> <p>Standard IIA.7 states that – The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</p>

What actions will the program take to accomplish this goal?



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Attend professional development activities in order to support our faculty and students with emerging technologies that are either implemented by our District or identified by faculty through a survey.

What metric will you use to measure this goal?

Survey results.
 The number of technologies identified by faculty and the number of these technologies that were implemented and integrated with our LMS.
 The number of professional activities attended by the department staff.

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

Please describe how this goal supports the College’s missions and goals [\(Vision 2030\)](#).

This goal is essential in helping GWC with Access, Equity, and Inclusiveness Excellence in Teaching and Learning Innovation and Technology

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

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

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
4 - HP Elite Mini 800 G9 PCs.	\$4,235
4 - HP Conferencing Monitors.	\$2,099
4 - 24-inch iMacs.	\$9,335



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

HP Color LaseJet Printer.	\$1,409
11 - Noise Canceling On-Ear Headsets.	\$ 1,541
Funds for staff professional development.	\$9,000

Do you have any existing funds in your budget to cover this expense? Please describe.

No.

Will there be an on-going cost for this request? What is the total cost of ownership?

The normal computer cycle replacement.

Supervisor's Review

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

No concerns

I have concerns about this recommendation

I believe department or wing funds exist to cover this request: partial full payment

Comments: [Click or tap here to enter text.](#)

Supervisor's Signature: *Jorge Ascencio*

Date: 12/6/2023

Vice President's Signature: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

OFFICE USE ONLY

President's Recommendation:

- Funding recommended
- Funding not recommended

President's Signature: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Jorge
Submitter's Last Name:	Ascencio
Submitter's Email:	jascencio@gwc.cccd.edu
Submitter's Phone Number:	895-8107
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Click or tap here to enter text.
Who is your Vice President?	Kay Nguyen
Program/Department:	Online Instruction / Distance Education

Type of Review:

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

- Instruction
- Student Services
- Administrative

POSITION REQUEST

Please check one of the following:

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

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

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

Salary Information

Salary Schedule Range:	EE-115
Annual Salary (Step 1) \$:	62,255.18
Step 5 \$:	75,671.36

Contract (check one):

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

Job Description Summary

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



Program Review Request- Classified

Golden West College

What are the essential duties this position will fulfill?

1. Assists faculty with an online course with lecture or discussion.
2. Works with faculty to design, construct, troubleshoot, modify or rebuild online courses.
3. Provides assistance to faculty in the use of a dedicated online instruction computer laboratory. Sets up, maintains, and oversees that all software is up-to-date in the computer laboratory.
4. Provides technical assistance to faculty, troubleshooting and diagnosing problems with the online courses.
5. Assists faculty with the instruction, demonstration, and presentation of learning materials for online instruction.
6. Orients new faculty on the procedures used and technology available to facilitate online learning.
7. Assists faculty in preparation of manuals, handouts, and training/teaching materials.
8. Facilitates and/or conducts 'in-person' learning management system training sessions.
9. Works with students individually to enhance their learning. Provides direct assistance in the use of equipment and materials needed for instruction.
10. Assists students with technical difficulties regarding online instruction.
Instructional Associate – Online Instruction Updated September 2019 1
11. Provides assistance to students regarding various aspects of online courses.
12. Responds to student questions and provides information regarding resources available to online students.
13. Ensures compliance with policies, procedures, and priorities related to use of online instruction software and equipment.
14. Recommends design and implementation of changes to training programs, materials, and new technologies to enhance understanding by participants with varying learning styles.
15. Participates in developing and modifying of system user guides and manuals. Develops and maintains end-user/participant materials including informational (how-to) presentations, tip sheets, FAQs, online modules, interactive courses, and videos.
16. Maintains current knowledge of advances in training and development, adult learning, and instructional technology. Evaluates and recommends multimedia and computer equipment and software to support training.
17. Supports training activities by writing and/or maintaining instructional/training materials, helpful tips, and communications to and from vendors.
18. Evaluates and revamps training materials as appropriate to meet changing technology and user needs.
19. Performs other related duties as assigned that support the objective of the position.
20. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

JUSTIFICATION

What is the compelling need for an immediate replacement?

The COVID-19 pandemic has changed the educational environment. Although our college has attempted to return to an on-campus modality, a lot more faculty and students are utilizing online educational tools in their classroom whether it be online or on campus. Our current Online Instruction Department team is at capacity with ongoing workload and demands.

This increase in demand for the Online Instruction Department, along with the ADA accessibility audit and all the new goals and tasks taken on by the department will require additional permanent classified staff support.

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

The demands of the Online Instruction department have increased significantly with new tasks. This, in addition to the new normal of an increased number of classes being offered online, which in effect requires more training and support to faculty and help to their students, is putting a lot of stress on the department, which is not sustainable.

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

Yes

No

Position title and Area of Specialization (if applicable)



Program Review Request- Classified

Golden West College

Click or tap here to enter text.

Needs/Priority Rubric (1-10 points)

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

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

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

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

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

Continuing to offer a high percentage of our classes in an internet-based modality, which means that 61.5% of enrollments are online or hybrid, translates into more work for the three-person department. We support all those faculty starting from their training, helping them with the creation of their courses, providing one-on-one continued support in using our LMS (Canvas) and all the instructional tools they use to teach their class, and providing Canvas technical support to their students. The consequences of not filling this position and the staff continuing to shoulder all this work are unsustainable. They will continue to cause quick employee turnover, as we have experienced in the past.

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

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

This request directly affects the access, equity, and inclusiveness; excellence in teaching and learning; and innovation and technology values of the college. As our technology-assisted and online course presence grows, we have to stay ahead and make sure that our students receive the accessibility and innovation they demand in today's education. This request helps increase student completion by strengthening online instruction through increased available support. Online instruction support to faculty and students helps the college by broadening the reach of our course offerings to persons with disabilities, people with complex or conflicting work or family schedules who otherwise would not be able to attend college, and people who are unable to travel to our campus.

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

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

The Online Instruction Department, and therefore this position, benefits the entire college by supporting all online and on-campus courses that use our Canvas Learning Management System not only to teach in an online or hybrid modality but to supplement their face-to-face classes by utilizing the instructional technologies available to them that we support.

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



Program Review Request- Classified

Golden West College

(Determined by the Executive Team)

Click or tap here to enter text.

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

We have barely survived by working a lot of extra hours when needed, by having the Department Director continue to perform a lot of the classified tasks, and by repeatedly pleading to continue the hiring of a part-time employee and then a Professional Expert, but this position was recently denied. Again, this is not a sustainable way for a department that supports the entire college with instructional technologies to continue.

Submitter's Signature: *Jorge Ascencio*

Date: 10/6/2023

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

Date: Click or tap to enter a date.

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

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

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

Date: Click or tap to enter a date.



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Jorge
Submitter's Last Name:	Ascencio
Submitter's Email:	jascencio@gwc.cccd.edu
Submitter's Phone Number:	895-8107
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Click or tap here to enter text.
Who is your Vice President?	Kay Nguyen
Program/Department:	Online Instruction / Distance Education

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Program Review Request- Classified

Golden West College

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Instructional Associate – Online Instruction Updated September 2019 1
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Program Review Request- Classified

Golden West College

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Program Review Request- Classified

Golden West College

(Determined by the Executive Team)

Click or tap here to enter text.

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Submitter's Signature: *Jorge Ascencio*

Date: 10/6/2023

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

Date: Click or tap to enter a date.

Supervisor's Review

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

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

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

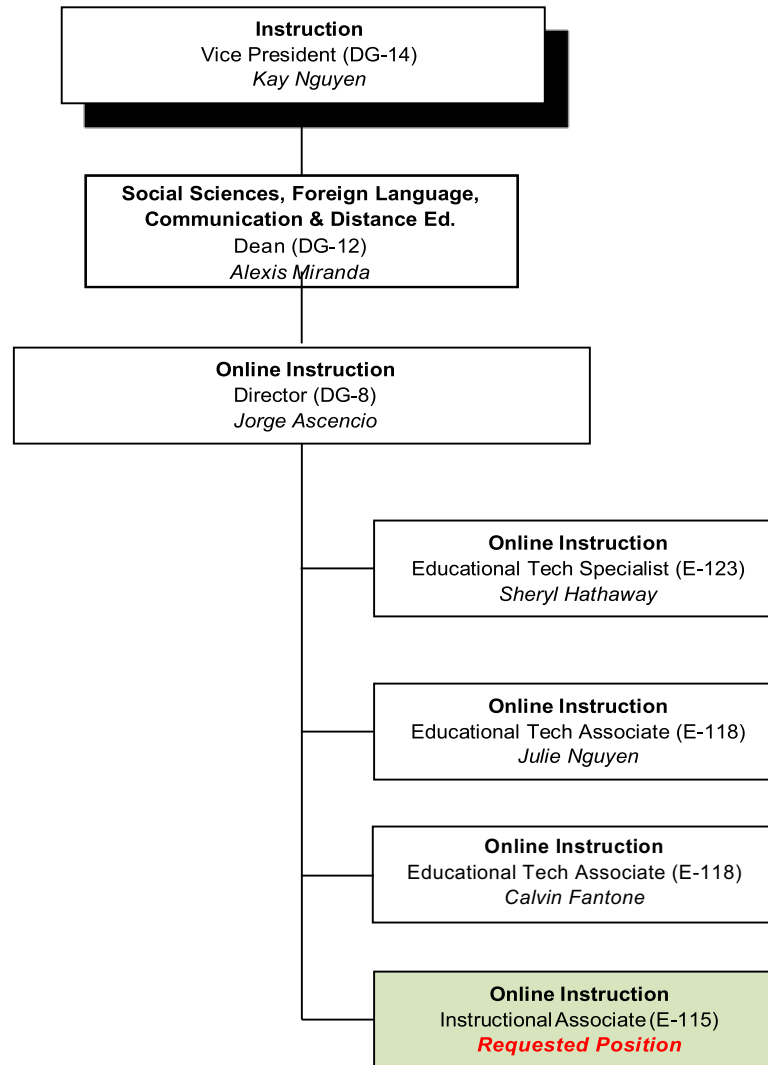
President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



October 6, 2023

Online Instruction Department / Distance Education



Classification: Instructional Associate – Online Instruction	Specification Number: 93185
Board of Trustees’ approval date: 11/06/19	Salary Grade: 115

Summary

Provides instruction support in the form of tutorial assistance in classroom, on-line interactive, learning laboratory, or drop-in tutorial settings to students who are involved in all levels of pre-college to advanced lower-division college course work. Instruction support requires competence in subject matter taught at the college and the ability to schedule and assign student or emeritus tutors.

Distinguishing Career Features

The Instructional Associate is part of a career path for instruction support in on-line, classroom/lab, or walk-in learning center environments. Instructional Assistants typically do not possess an Associate’s degree or trade credential, may serve under a lab coordinator, or assist instructors in a limited term course of study. Advancement to Associate requires the academic credentials described in this description and the ability to support a variety of walk-in and scheduled lab environments, technologies to enhance learning, and learning styles.

Essential Duties and Responsibilities

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. Assists faculty with an online course with lecture or discussion.
2. Works with faculty to design, construct, troubleshoot, modify or rebuild online courses.
3. Provides assistance to faculty in the use of a dedicated online instruction computer laboratory. Sets up, maintains, and oversees that all software is up-to-date in the computer laboratory.
4. Provides technical assistance to faculty, troubleshooting and diagnosing problems with the online courses.
5. Assists faculty with the instruction, demonstration, and presentation of learning materials for online instruction.
6. Orients new faculty on the procedures used and technology available to facilitate online learning.
7. Assists faculty in preparation of manuals, handouts, and training/teaching materials.
8. Facilitates and/or conducts ‘in-person’ learning management system training sessions.
9. Works with students individually to enhance their learning. Provides direct assistance in the use of equipment and materials needed for instruction.
10. Assists students with technical difficulties regarding online instruction.

11. Provides assistance to students regarding various aspects of online courses.
12. Responds to student questions and provides information regarding resources available to online students.
13. Ensures compliance with policies, procedures, and priorities related to use of online instruction software and equipment.
14. Recommends design and implementation of changes to training programs, materials, and new technologies to enhance understanding by participants with varying learning styles.
15. Participates in developing and modifying of system user guides and manuals. Develops and maintains end-user/participant materials including informational (how-to) presentations, tip sheets, FAQs, online modules, interactive courses, and videos.
16. Maintains current knowledge of advances in training and development, adult learning, and instructional technology. Evaluates and recommends multimedia and computer equipment and software to support training.
17. Supports training activities by writing and/or maintaining instructional/training materials, helpful tips, and communications to and from vendors.
18. Evaluates and revamps training materials as appropriate to meet changing technology and user needs.
19. Performs other related duties as assigned that support the objective of the position.
20. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

Qualifications

▪ Knowledge and Skills

1. The position requires in-depth knowledge of one or more lower-division majors or languages.
2. Requires awareness of the difficulties students may have with learning respect to the grasp of course content, learning styles, adaptive technologies, computer-aided and on-line support.
3. Requires working knowledge of tutorial and instructional techniques.
4. Requires a well-developed knowledge of computer-aided instructional techniques and general purpose learning applications.
5. Requires working knowledge of computer operating systems used by the college.
6. Requires knowledge of and skill at using the web-based access and conducting research.
7. Requires skill at writing examples and problems to help students learn the subject matter.
8. Requires knowledge of and skill in using proper English grammar, vocabulary, syntax, spelling and punctuation.
9. Requires sufficient human relations skill to convey technical concepts to others and to

facilitate a small group learning process.

10. Requires a basic knowledge of standard and common office clerical practices.

▪ **Abilities**

1. Requires the ability to perform the essential responsibilities and functions of the position.
2. Requires the ability to give general instruction support, providing tutoring and assistance in assigned subject matter for adult students of diverse backgrounds, abilities and skill levels.
3. Requires the ability to make demonstrations to small groups.
4. Requires the ability to relate positively to students in a teaching/learning environment, develop and maintain effective working relationships, and recognize the difficulties students may have in comprehending the subject matter.
5. Requires the ability to support and supplement instructors' specific curriculum and assignments at the level being taught.
6. Requires the ability to administer tests.
7. Requires the ability to listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in the subject matter.
8. Requires the ability to convey concepts both orally and in writing, speak in an engaging, clear, and concise manner, and follow standing instructions.
9. Requires the ability to oversee and mentor student-tutors and perform general clerical tasks.
10. Requires the ability to operate and maintain computer-aided learning equipment and utilize software applications that are dedicated to the subject matter.

▪ **Physical Abilities**

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

▪ **Education and Experience**

The position requires an Associate's degree in the academic major being supported. Two years of tutoring or instructional lab experience which may be concurrent with education, or 12 credit hours of upper division credit hours in the major. Or, any combination of education and experience which would provide the required equivalent qualifications for the position.

A Bachelor's degree is preferred and may substitute for experience.

- **Licenses and Certificates**

May require a valid driver license.

- **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

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