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:	
• Instructional Program Review Dashboard	Available now
• Student Services Program Review Dashboard	*Coming August 28, 2023*
• 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:	
• 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
• Step 1b: **Content Review** by Deans/Director. Feedback due to author.	Friday, October 6, 2023
• 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
• 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
• Step 4: Funding Requests proceed through governance structure.	
• 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
• 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
▪ 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

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Dean/Manager First Name [Christina] Last Name [Ryan Rodriguez] Email [Ryan Rodriguez, Chri ▼]

Vice President First Name [Claudia] Last Name [Lee] Email [Lee, Claudia = clee24 ▼]

Program Review - Draft
*A&R Program Review - Jennifer Ortberg .docx

Program Review - Final Submission
*A&R Program Review 2023- Jennifer Ortberg edits 122023.docx

This Program Review includes the following: *[Yes ▼]
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 [-- Choose -- ▼]

Facilities, Technology, Equipment Request [-- Choose -- ▼]

Classified Request [Yes ▼]

This Program Review includes the following: *[Yes ▼]
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 [-- Choose -- ▼]

Facilities, Technology, Equipment Request [Yes ▼]

Classified Request [Yes ▼]

Faculty Requests (up to 3) *One upload per request*	Faculty Requests (up to 3) *One upload per request*
Faculty Upload1 A&R Program Review - Jennifer Ortberg .docx	Faculty Upload1
Faculty Upload2	Faculty Upload2
Faculty Upload3	Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)	Facilities, Technology or Equipment Update Requests (up to 5)
FTE Upload1	FTE Upload1
FTE Upload2	FTE Upload2
FTE Upload3	FTE Upload3
FTE Upload4	FTE Upload4
FTE Upload5	FTE Upload5

Classified Personnel Draft Requests (up to 3) *One upload per request*	Classified Personnel Updated Requests (up to 3) *One upload per request*
Classified Upload1	Classified Upload1 EE114 -Review-Request-for-Funding-2023-24-Classified-Personnel Dual enrollment.docx
Classified Upload2	Classified Upload2 Systems Analyst Program-Review-Request-for-Funding-2023-24-Classified-Personnel Admissions Records Systems Analyst (new position) (002).docx
Classified Upload3	Classified Upload3

Supporting Materials (Optional)	Supporting Materials (Optional)
Upload1	Upload1
Upload2	Upload2
Upload3	Upload3

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Christy Banales
Author - Draft Signature

11/22/2023
Date

Resubmitted on the behalf o

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Christina Ryan Rodriguez
Author - Final Signature

12/05/2023
Date

Dean/Manager Draft Feedback

The Program Review for Admissions & Records was submitted by Roslyn Haley on behalf of Jennifer Ortberg the author of record. As Dean of Enrollment Services, I concur with the information and commend Jennifer for excellence in management with limited resources, staff shortages, and increased demands for service. The A&R team serves all GWC students and manages registration and enrollment for all programs in Instruction, efficiently and effectively. Although one of the smaller colleges in the district, GWC awards more degrees. Additionally, the management of Banner 9 for the campus and filtering processes for CCCApply Spam and Suspended file clearances are laudable.

FileUpload2

IEC Feedback

Very in-depth and well substantiated. Excellent review.

FileUpload4
Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1
Program Review Rubric Upload

Dean/Manager Final Feedback

No concerns, addresses current goals and challenges the department is

facing.

FileUpload2

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Christina Ryan Rodriguez   12/08/2023
Dean/Manager Signature   Date

Vice President Feedback

FileUpload3

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Claudia Lee   12/14/2023
Vice President Signature   Date

Downloaded to the following Committee Teams folder on: -- Choose -- [▼]   [   ]

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Lauren Davis Sosenko   12/14/2023
IEC Signature   Date

Dean/Manager - Feedback Signature	Electronically signed by Christy Banales on 11/22/2023 4:25:14 PM
Academic Senate: Technical Review Signature	Signature not required
Academic Senate Signature	Signature not required
IEC: Technical Review Signature	Electronically signed by Christy Banales on 11/22/2023 4:24:10 PM

Program Review Purpose

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

SUBMITTER INFORMATION

Submitter's First Name:	Jennifer
Submitter's Last Name:	Ortberg
Submitter's Email:	jortberg@gwc.cccd.edu
Submitter's ID:	
Submitter's Phone Number:	X58965
Who is your Dean/Supervisor?	Christina Ryan Rodriguez
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program:
Department of Admissions & Records Programs include: Admissions and Registration; Credit/Non-Credit, and Dual Enrollment Processing; Residency, FERPA, Veterans, Call Center, Answer Center, Transcript Evaluation, Graduation, Verifications, Transcripts, and Student Information System Management/Banner

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

- Transcript Verification Project – Department personnel verified that 600,000 Class 1 permanent record transcripts from 1966-1989 were scanned into the Banner Document Management System (BDMS) and confirmed digital images. The Board of Trustees approved destroying paper transcript copies at project completion. All student records are now electronic.
- Dual Enrollment/Concurrent Enrollment/CCAP – In partnership with the Dual Enrollment Department, Admissions & Records has been instrumental in Golden West College's partnership with local high schools. Since 2021, we have seen increased Dual Enrollment registration by 7.5% for Summer, 9.9% for Fall, and 8.8% for Spring terms. Banner updates, information requests, registration, enrollment, phones, and in-person services are provided.
- Fraud – Fraudulent applications and enrollments became an issue in the Spring of 2021 and continues to be a problem. CCCApply identifies potential SPAM (or fraud) and places it in a Suspension folder for the college with a notation of fraud status = 3. This primarily automated process is designed to observe suspicious patterns within admission application submissions and flags potentially fraudulent applications for review by college staff. The college is required to make updates specifically to review the Suspension folder and actively mark admission applications as "SPAM" or "NOT SPAM." The spam filter relies on machine learning to improve its effectiveness, making timely updates by Admissions &Records necessary to detect fraud. This requires hiring additional staff to analyze and identify suspected fraud applications before enrollment. This increase makes tracking actual student activity and completion increasingly challenging to create benchmarks for planning and determining success. The Director of Admissions & Records has led the initiative to prevent fraudulent applications from entering our database, and the Admissions & Records team continues to identify and stop fraud daily by monitoring CCCApply's fraud filter as well as requiring in-person verification only for any student whose application has been identified as potential fraud. Staff have gone through training to identify fraudulent forms of identification and what to look for to identify a fraudulent application to the college.
- Customer Service – The Office of Admissions & Records has implemented significant technological and operational improvements that have enhanced student success and achievement since the last Program Review Report in 2019. Admissions & Records intakes 1,300+ calls per month with an answer rate of 98.2% and an average wait time for students of only 51 seconds. In addition, over 400 live chat messages are also answered each month. All forms have been moved to an online version through Dynamic Forms, allowing for increased processing time. Forms are processed within 1-3 business days with few exceptions due to missing data. With the enhancement and accessibility of our online forms and our Live Chat and text messaging capabilities, we connect with students and process their requests faster than ever before.
- Drop for Non-Payment –Text messages are sent to students through Signal Vine during our drop for non-payment period, offering them a variety of ways to defer their payment, including putting on holds for students who are in the process of applying for financial aid. This has resulted in a reduction of 23.9% of the students dropped from Summer 2023 to Fall 2023. AR is implementing Slate as part of their communication plan as a drip campaign for email communications.
- Website Updates – The Admissions & Records website conducts iterative review and evaluation by the team for each program in Admissions & Records. Student, staff, and community

feedback are reviewed to assess satisfaction regularly. A continuous cycle of quality improvement to increase access and ease for students, staff, and the community in finding information.

- Goldie – Goldie is an AI-powered chatbot assistant. This chat feature answers questions about GWC in any language and is available from the GWC website home page. From October 2022 to present, 276 new or update questions/answers were created in Goldie from student interactions with AI.
- Classified Leadership Development Academy – Three staff completed the program, and one is currently participating (23-24 academic year)
- Conferring Degrees and Certificates – Golden West College continues to lead the district in the number of degrees and certificates awarded. From 2021-2023 Golden West College awarded 13,660 degrees and certificates. GWC utilized auto award process for 2021-2022. This data is in comparison to the 9,895 awarded by OCC and 4,146 awarded by Coastline College during the same period.

What are your program's strengths?

The Admissions and Records (A&R) program at Golden West College has a comprehensive approach to student support, encompassing a wide range of services designed to facilitate academic success and enhance the overall student experience. Program's strengths include:

1. Student-Centered Holistic Services and Support:

A&R is committed to providing holistic and student-centered services that cater to the diverse needs of prospective students, current students, faculty, academic departments, and the wider community through both in-person and virtual support modalities, ensuring that our services are accessible to all.

2. Streamlined Graduation Services:

The graduation process has been streamlined to ensure that students can navigate the requirements and procedures with ease. This streamlined approach helps students meet graduation milestones efficiently and timely.

3. Efficient Transcript Evaluations with Synchronous Updates in DegreeWorks:

A&R expedites transcript evaluations, providing students with prompt and accurate assessments of their academic records. The integration with DegreeWorks enables synchronous updates, keeping students informed of their progress and eligibility for graduation.

4. Leveraging NextGen Dynamic Forms and 24/7 Virtual Access:

A&R embraces NextGen dynamic forms, offering students a streamlined and user-friendly platform for completing essential forms. We also provide 24/7 virtual access to these forms, allowing students to access and submit them at their convenience.

5. Enhanced Residency Processes:

A&R has refined our residency processes, ensuring clear communication, efficient review, and timely turnaround times for residency applications. This streamlined approach expedites the residency determination process for students.

6. Responsive Call Center and Outgoing Call Campaigns:

A&R maintains a responsive call center, ensuring that students' inquiries and concerns are promptly addressed and engages in proactive outgoing call/text message campaigns to provide students with timely updates and reminders.

7. AI Chat – Goldie:

AI chatbot, Goldie, serves as a readily accessible resource for students, providing immediate answers to frequently asked questions and directing them to appropriate resources. Goldie's 24/7 availability ensures that students have access to support whenever they need it.

8. Thorough and accurate transcript evaluations and graduation audits, which saves students time and money, helping them reach their graduation goals more quickly.

By consistently providing accurate and efficient transcript evaluations and graduation audits, the Evaluations/Graduation Team helps students avoid unnecessary delays and costs associated with transcript errors or missed graduation deadlines. This allows students to focus on their studies and progress towards their academic goals more efficiently.

9. Degrees and Certificates – Golden West College continues to lead the district in the number of degrees and certificates awarded. From 2021-2023 Golden West College awarded 13,600+ degrees and certificates. Of those, 4,980 were awarded by GWC utilizing the auto award process. This data is in comparison to the 9,895 awarded by OCC and 4,146 awarded by Coastline College during the same period.

Golden West College has a commendable record of awarding degrees and certificates, consistently surpassing neighboring institutions like Orange Coast College (OCC) and Coastline College. Between 2021 and 2023, GWC conferred over 13,600 degrees and certificates, with nearly 5,000 awarded through the automated award process. This demonstrates GWC's commitment to facilitating timely graduation for its students and supporting their academic achievements.

10. Collaborative Partnerships Across Campus Departments:
     Efficient transcript evaluation/synchronous updates in BANNER and DegreeWorks ensures all credits are accounted for. The Evaluations/Graduation Team maintains close collaboration with various departments, particularly the Counseling and Financial Aid department, to provide comprehensive support and guidance to students throughout their academic journey. This collaborative approach ensures that students receive the necessary assistance to navigate graduation requirements, address any challenges, and ultimately achieve their graduation goals.

     Proactive communication and transparency with Counseling: Accurate and up-to-date transcript information prior to student appointments helps counselors provide effective advising to students, ensuring they are on track to graduate.

     Financial Aid: Accurate transcript information is crucial for financial aid eligibility determinations, particularly for Pell Grant recipients. Timely updates in BANNER and DegreeWorks help financial aid administrators review students' academic progress accurately and quickly.

A&R fosters strong partnerships across campus departments, fostering collaboration and information sharing. This collaborative approach enhances efficiency, engagement, and student success, ensuring that enrollment services are aligned with the broader goals of the college. A&R is dedicated to comprehensive, accessible, and student-centered support and continuously strive to improve our services, ensuring GWC students have the resources and guidance they need to achieve their academic aspirations.

What are the challenges for your program?

The following challenges underscores the need for comprehensive strategies, adequate resources, and ongoing collaboration to ensure the continued success for Admissions and Records:

1. Increased issues with growing fraud applications

This challenge highlights the increasing prevalence of fraudulent applications, which poses a significant risk to the integrity of the program filling classes with fraud accounts inflating enrollment numbers making it difficult to plan for classes as well as making financial aid vulnerable in providing financial aid. Addressing this challenge may require enhanced verification procedures, collaboration with fraud detection experts, and the implementation of more stringent application criteria.

2. Registration management of suspended files and troubleshooting technical issues

Effectively managing suspended files and resolving technical issues are crucial aspects of registration management. This challenge emphasizes the need for robust systems and procedures to handle suspended files, as well as the availability of skilled technical support to address any glitches or issues that arise during registration.

3. Dual enrollment: scaling program demand and addressing unique challenges of high school students

As dual enrollment programs gain popularity, managing the growing demand and addressing the specific needs of high school students present unique challenges. This challenge highlights the need for strategies to streamline the application and registration process for high school students, ensuring they receive appropriate clearance and register prior to the start of classes. This specialized program requires intrusive support of students and families which would benefit from additional staffing to support this student population and having bi-lingual staff would benefit goals related to CCAP.

4. Implementation and scaling of Credit for Prior Learning processes

Credit for Prior Learning (CPL) programs offer students the opportunity to earn credit for knowledge and skills acquired outside of traditional coursework. However, implementing and scaling CPL programs can be challenging working between Enrollment Services and Instructional Divisions. This challenge emphasizes the need for clear guidelines, efficient assessment processes, and adequate resources to support CPL initiatives. An MOU is in process for a faculty position to move this program forward from the instructional wing. We look forward to expanding this program and meeting the needs of a new population adult learners.

5. Technology (Microsoft Social Intents, NextGen/Dynamic Forms, SLATE)

Effective utilization of technology is essential for program success. This challenge highlights the need for training and support in using Microsoft Social Intents, NextGen/Dynamic Forms, SLATE, and Banner processes ensuring that staff and students can fully leverage these technologies. A&R positions have evolved since the last program review cycle moving all processes to be conducted virtually. This requires a more sophisticated skill sets to utilize the technology, run reports, and implement dynamic technology to meet current demands of students. As technology has increased having a systems analyst in AR is critical to troubleshoot the technology, run reports for compliance, audit the data that is in Banner and provide continuous assessment of these technological tools to ensure effectiveness and return of investment.

6. Students of Concern / Safety concerns

Identifying and addressing student concerns and safety issues are paramount responsibilities for documentation for Admissions and Records in the Student Information System (SIS). This challenge emphasizes the need for proactive measures of communication by ACT to identify students of concern, provide appropriate support services, and ensure a safe and inclusive learning environment for all.

7. Providing Comprehensive Registration Support for Diverse Student Populations

At Golden West College (GWC), the Enrollment Services Division plays a crucial role in ensuring a seamless and supportive registration experience for all students, particularly those with specialized needs that require comprehensive support. The division's commitment to assisting these students extends beyond application and registration procedures, often requiring personalized support that can span up to an hour. As the campus embraces increasing diversity and welcomes more non-native English speakers, the need for bilingual staff has become increasingly evident. During peak registration periods, additional staff members from across campus are often called upon to ensure that all students receive the assistance they require.

8. Students not understanding graduation requirements

Many students struggle to understand the specific graduation requirements for their major or program. This can lead to confusion, frustration, and even delays in graduation. The complexity around graduation requirements can vary depending on the student's major, program, and transfer credits. The information about these requirements is often spread out across multiple websites and documents, making it difficult for students to find and understand unless they are guided by a counselor. At times, by the time they make it to AR they are frustrated realizing they did not take the appropriate coursework having too few or too many credits.

9. Communication: Students may not read the communications that are going out via email, text, and on the GWC App. This can lead to student making assumptions, increased confusion on the process and missed deadlines. Some students may not take advantage of receiving academic advising, which can make it difficult for them to plan their coursework and meet graduation requirements.

10. Students not understanding GE Breadth/IGETC Certification

Many students struggle to understand the requirements for GE Breadth/IGETC Certification, which can
lead to delays in transfer and graduation. There are a number of factors that can contribute to this
problem, including: The complexity of GE Breadth/IGETC requirements: The requirements for GE
Breadth/IGETC Certification can be complex and vary depending on the student's intended major and
transfer institution. The information about these requirements is often spread out across multiple
websites and documents, making it difficult for students to find and understand putting pressure on AR
to fill in the gaps and refer them back to Counseling for more support.

To address these growing needs and enhance the overall registration experience, a Registration Task
Force was established in 2023. Comprising faculty, staff, and administrators who support student
registration for various student populations, the Task Force is tasked with investigating the challenges
faced by students during the registration process.

The Task Force's focuses their efforts to understand the experiences of general college students,
financial aid students, adult education students, dual enrollment students, international students, and
veterans. Through a comprehensive Action Research study, the Task Force aims to:

1. Comprehensive Mapping of Registration Processes: Document and analyze the course
   registration processes for each identified student population.

2. Identifying Registration Challenges: Uncover the specific challenges encountered by students
   during registration, providing tangible evidence to inform improvement strategies.

3. Formulating Recommendations for Process Enhancement: Develop actionable
   recommendations to address the identified challenges and streamline the registration process
   for all students.

4. Communicating Findings and Recommendations: Share the study's findings and
   recommendations with the campus community and the district to facilitate informed decision-
   making and implementation of necessary changes.

5. Addressing Local and District-Level Challenges: Determine whether the identified challenges
   can be resolved locally through technology, process, or content modifications, or whether
   district-level changes are required.

By undertaking this comprehensive study, the Registration Task Force seeks to transform the
registration experience at GWC, ensuring that all students have the support they need to embark on
their educational journeys successfully.

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

1. Streamlined Online Prerequisite Form Enhances Student Experience

The previous Student Activity Outcomes (SAOs) were developed in 2019-2020, reflecting the pre-pandemic campus environment. The need to shift to virtual operations during the COVID-19 pandemic prompted the digitization of all forms, including the online prerequisite form. This transition has significantly improved efficiency, organization, and student accessibility, as students can now access these essential forms 24/7 online.

2. Enhancing Support for Payment Arrangements and Reducing Drops for Non-Payment

Prior to the COVID-19 pandemic, the department had successfully implemented initiatives to increase student payment arrangement opportunities and improve communication, effectively reducing the number of students dropped for non-payment. However, the pandemic's impact and the rise in fraudulent applications necessitated a policy change, restricting the maximum allowable balance from $100 to $25 to mitigate fraud risks. Despite this change, A&R maintains a comprehensive communication plan and actively engages with students on the Drop for Non-Payment (DFNP) list, ensuring that they receive timely support and assistance.

3. Maximizing Award Opportunities and Navigating Enrollment Fluctuations

In 2018-2019, A&R implemented an in-house developed auto-award program in collaboration with counseling, successfully increasing awards to 3,100. While significant progress was made in conferring all eligible awards, the enrollment declines and resource constraints limited the college's ability to achieve the target of 3,100 awards. A&R remains committed to streamlining the graduation application process and maximizing award opportunities within the available staffing resources. While the auto-award program has taken a less prominent role in recent years due to the Student-Centered Funding Formula's impact on college awards, A&R continues to explore strategies for optimizing award distribution.

In summary, A&R has demonstrated its adaptability and commitment to student success in the face of evolving challenges. The department's efforts to enhance online services, support payment arrangements, and maximize award opportunities have positively impacted student experiences and outcomes. A&R's ongoing efforts to refine its strategies and optimize resource allocation will further contribute to its mission of serving students effectively which will be reflected and evaluated in the 2023-2024 SAOs.

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

A&R ensures accessibility using technology and in-person interactions to support the admission application process, have multilingual staff hired and uses AI to translate all languages as inquires

submitted. The Department works collaboratively with other campus divisions to promote an environment of diversity, equity, and inclusion. As a Student Services department in Enrollment Management, A&R supports FA outreach programming that includes but is not limited to underrepresented high school students and community programs, Undocumented Student Action, College Fairs, LGBTQIA, EOPS, Vets, CalWORKs, SSPS, Global, and others. Staff members in the department serve on shared governance DEI committees. Bi-lingual staff include language fluency in Spanish and Vietnamese. A&R will implement the Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) plans adopted by the Coast Community College District and CCCCO.

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

Fostering Collaboration for Student Success: Admissions and Records (A&R) has built strong partnerships with instructional divisions, deans, and the Vice President of Instruction. A&R ensures seamless communication, transparency, and a shared commitment to student well-being. The dean regularly attending campus-wide committees and weekly VP Instruction meetings allows A&R to stay abreast of emerging trends, identify potential challenges, and proactively address student concerns.

AR collaborates most impactfully with the AR transcript evaluations and graduation requirements in their efforts partnerships across campus departments to support student success these include:

1. The Evaluations/Graduation Team works closely with several departments on campus to ensure student success. Here are a few examples:
2. Graduation Petition: The NextGen forms workflow keeps the Counseling Department, Transfer Center, and Special Student Programs informed about their students' graduation petition status in real time. This allows them to monitor student progress and provide assistance if a student is denied admission.
3. Graduation Data & Communication: The Evaluations/Graduation Team collects graduation data and shares it with Department Chairs and Deans, who use this information to shape and support their programs and pathways. The Grad clerk is also an instrumental partner in the commencement activities partnering with ensuring communication goes out to all graduates, assisting with the student details in the program and answering commencement related questions.
4. Counseling: The Evaluations/Grad Team has a strong working relationship with the Counseling department. They collaborate on efficient and accurate evaluations and maintain regular communication to support student advising. A new NextGen form called "Counselor Requests and/or Transcript Evaluation" has been created for counselors to use for the following:
5. Requesting initial evaluation/articulation of outside transcripts: Requesting a second review of an initial evaluation for special consideration/exceptions and DegreeWorks substitutions. Inquiring in advance about articulation of courses before advising students taking courses at outside institutions for future transfer
6. Transfer Center: The Evaluations/Graduation Team has addressed the issue of students failing to request GE Certification when ordering official transcripts. To prevent this, their graduation petition now includes a workflow feature that sends a notification to an Evaluator when a CSU or

IGETC Certificate of Achievement has been awarded. This prompts the Evaluator to post the GE Certification notes in BANNER, so the GE Certification service is completed before the official transcript order is placed.

7. Nursing Office: The Evaluations/Graduation team regularly collaborates with the Nursing office to assist in developing admission evaluation processes, building forms, and solving problems with transfer.

8. Transcripts: The Evaluations/Graduation team often supports the transcript office in sending/receiving credentials related to nursing admission, evaluation of pre-requisite clearances using out of state coursework, CSU and IGETC certification for LOTE, etc.

9. Veteran Certification: The Evaluations/Graduation office works directly with the Veteran Certifying specialist to ensure proper DD214 credit is received and applied to students' records in a timely fashion.

This proactive approach has been instrumental in expediting the resolution of student issues, minimizing disruptions to their academic journeys. Enrollment Services goals are related to optimizing communication channels and ensure that student records are accurate, and requests are processed in a timely manner. Fostering strong partnerships and promoting open communication, A&R plays a pivotal role in advancing student success. The department's collaborative spirit ensures that student needs are met promptly and effectively, paving the way for a fulfilling academic experience.

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

Admissions and Records (A&R) is committed to providing students with convenient, accessible, and efficient support services. By leveraging dynamic technology, A&R has transformed student interactions and streamlined administrative processes, fostering a more student-centric approach.

1. Real-time Support through Social Intents and Live Chat

A&R has implemented Social Intents and Live Chat via Microsoft Teams, providing students and the public with immediate access to support during business hours. Questions received after hours are promptly addressed by staff the next business day, ensuring that student inquiries are never left unanswered.

2. Collaborative Workspaces with Microsoft Teams

Microsoft Teams has become an indispensable tool for collaboration and communication within A&R. The platform's workspace chat, videoconferencing capabilities, file storage, and application integration have significantly enhanced teamwork and file sharing, enabling A&R staff to work together seamlessly in a secure environment.

3. Campus Logic Chatbot: Providing Answers Anytime, Anywhere

Campus Logic, an AI-powered chatbot, serves as an extension of A&R's support services, providing students with answers to their questions 24/7. Continuously learning from the questions, it receives, Campus Logic has effectively reduced the number of phone calls to A&R, further enhancing its ability to respond to student inquiries promptly.

4. Streamlined Admissions Processes with Dynamic Forms

A&R has developed a dynamic form for all admissions applications, replacing the outdated paper-based process. Students can now conveniently complete the form electronically, easily upload required documents, and track the progress of their applications. This digital transformation has eliminated the risk of lost paperwork and streamlined the admissions process for all prospective students.

5. Timely Outreach with SignalVine Texting Software

A&R utilizes SignalVine texting software to communicate with students proactively, providing important reminders, notifications, and outreach during drop-for-non-payment periods. This targeted communication ensures that students are kept informed and supported throughout their academic journey.

6. Seamless Registration with Banner 9 Implementation

The successful implementation of Banner 9 has significantly improved the self-service registration experience for GWC students. The transition to a single-term environment required modifications to campus processes and increased collaboration with OCC and Coastline, ensuring that GWC students receive high-level support throughout the registration process.

7. Unified Communication with InContact Center and Ring Central

The integration of InContact Center and Ring Central has streamlined and centralized A&R's phone system, providing a unified communication platform that enhances responsiveness and efficiency especially in the Call Center where the integration has streamlined call handling, reduced wait times, and improved the overall customer experience for students and the public.

KEY PERFORMANCE INDICATORS

Unduplicated headcount:	17,457 (21-22) 18,044 (22-23)
Duplicated headcount (served):	N/A
Number of students eligible for services:	17,457 (21-22) 18,044 (22-23)
Number of new students served:	3,079 (21-22) 3,543 (22-23)
Number of returning students served:	1,308 (21-22) 1,348 (22-23)

Demographics (C0 #'s to be provided to Institutional Research for demographic breakdown):
Admissions & Records serves all students through matriculation from application to graduation.

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.
To further enhance A&R capacity LAEP students have been hired to conduct in-depth research, surveys, and direct assessments of programmatic needs. These insights guide planning and

decision-making processes, ensuring that A&R is prepared to meet the demands of increasing enrollments, both online and in-person.

In addition, A&R continues to proactively leverage current technology and gain a comprehensive understanding of student needs, Admissions and Records is committed to providing an exceptional and supportive experience for all students, regardless of their enrollment modality. Ongoing use of Alchemer online survey software to help capture data and review Service Area Outcomes.

PROGRAM-SPECIFIC QUESTIONS:
ADMISSIONS AND RECORDS

How have potential fraud students impacted the operations of A&R? What steps has A&R implemented to prevent/reduce "ghost" enrollments?

Combating Fraudulent Applications: The Chancellor's Office created a Technology Taskforce and identified the importance of combatting fraudulent applications at the systems level, recognizing their detrimental impact on the integrity of the admissions process and the potential for financial aid misuse. By implementing robust detection mechanisms and fostering open communication, GWC, District and the Chancellor's Office work together to identify and prevent fraudulent activity.

Regular SPAM Filter Review and Updates: The Chancellor's Office strongly emphasizes the importance of regular reviews and updates to the CCCApply SPAM filter. This weekly review process ensures that the filter's algorithm remains effective in identifying and flagging potential fraudulent applications. Additionally, colleges are urged to promptly correct confirmed SPAM and false positive (valid application) SPAM results. This has increased work for the applications specialist who has to review suspended application to ensure that legitimate applications are being processed

Reporting Mechanisms for Fraudulent Activity

GWC reports the number of fraudulent applications to the Tech Center. This includes correcting the fraud status value through the CCCApply. Suspension folder or directly submitting a list of fraudulent application IDs. Additionally, colleges are encouraged to inform the Tech Center about the level of fraudulent activity occurring locally. This timely

communication allows the Tech Center to provide targeted support and respond effectively to emerging trends.

Collaboration and Information Sharing

Admissions and Records and financial aid work closely together to provide information related to suspected fraudulent apps and communicate in real time suspicious activity through MS Team. The Chancellor's Office maintains open communication channels with the Tech Center to receive regular updates on fraudulent activity, CCCApply SPAM filter usage, and other relevant issues. This collaborative approach facilitates the sharing of best practices, identification of emerging threats, and the development of effective countermeasures.

Active Enrollment Management

GWC and Coast District are responsible for eliminating inactive enrollment per 5 CCR § 58004(c). This proactive measure helps to prevent fraudulent activity by ensuring that only active students are eligible for financial aid.

Partnership Role in Identifying Non-Attending Students

The Enrollment Services Dean has provided continuous updates in instructional deans meeting regarding fraudulent activity. Instructional deans have partnered to review rosters and alert A&R director to any anomalies on class rosters that need additional investigation to proactively drop fraudulent accounts. In addition, Enrollment Services has provided campus-wide communication and provided sessions during Faculty Flex Day to encourage faculty to support in identifying non-attending students by the Census date. By promptly removing non-attending students from their rosters, faculty significantly reduce the likelihood of fraudulent financial aid disbursements. Continuous professional development and training opportunities are essential for staying ahead of evolving fraud detection methods and cybersecurity threats. Enrollment Services has worked closely with the college, District, Chancellor's Office, and the Tech Center to effectively identify and prevent fraudulent applications, safeguarding the integrity of the admissions process and ensuring that financial aid resources are allocated appropriately.

What are the various methods A&R is utilizing to meet the needs of students both virtually and in person? What challenges/barriers are students encountering?

A&R's Multifaceted Approach to Student Support: Bridging Virtual and In-Person Interactions

Admissions and Records (A&R) is committed to providing comprehensive and accessible support to students, whether they are interacting virtually or in person. The department employs a diverse range

of communication channels and outreach strategies to ensure that students have the information and assistance they need to navigate their academic journeys successfully.

Virtual Engagement Channels:

- Phone and Text: A&R maintains dedicated phone lines and text messaging services to provide immediate support during business hours.

- Live Chat: A&R offers live chat functionality through Microsoft Teams, enabling students to connect with staff in real-time.

- Zoom: A&R utilizes Zoom for virtual meetings, webinars, and online workshops to provide personalized guidance and address student concerns.

- GWC Mobile App: The GWC Mobile App serves as a convenient hub for students to access important information, including class schedules, registration deadlines, and financial aid updates.

- Slate/Email Campaigns: A&R strategically utilizes targeted email campaigns and Slate messaging to inform students about key deadlines, upcoming events, and essential resources.

In-Person Engagement Strategies:

- Posted Mail: A&R sends important notifications specifically related to graduation and diplomas via traditional mail. There has been a significant reduction in traditional mail with the increased use of technology. However, it is still used as an important communication channel as needed to ensure students are reached by any ways necessary.

- Updated Daily Work Schedule: A&R staff members maintain flexible work schedules to accommodate students' varying needs and availability.

- Community and High School Outreach: A&R actively engages with the local community and high schools to promote awareness of GWC's programs and services, encouraging prospective students to pursue higher education.

- Campus-wide Outreach: A&R staff members regularly participate in campus events, workshops, and orientation sessions to connect with students and provide personalized support.

- Classroom Visits: A&R representatives visit classrooms to introduce students to the department's resources and services, addressing their questions and concerns directly. This is

specifically related to athletes and other special programs who have requested this level of support.

- Answer Center Staffing: A&R employs LAEP professionals and part-time call center staff to provide comprehensive support in the Answer Center, ensuring that students receive assistance and are directed to appropriate personnel to address their inquiry.

Addressing Student Challenges:

- Information Overload: A&R is committed to streamlining communication and delivering concise, actionable information. However, this requires additional communication across the campus to reduce information overload.

- Multiple Class Schedule Versions: A&R is working towards consolidating and standardizing the class schedule format to eliminate confusion and ensure easy access for students which exist via website schedule, Degreeworks and banner registration.

- Waitlisted Classes: A&R proactively monitors waitlists and communicates with affected students regarding waitlist movement and alternative course options. Increased partnership with division offices will help to reallocate students to open courses and ensure that students are able to progress in their academic goals.

- CCCApply: A&R provides comprehensive support to students using CCCApply, including assistance with application completion, troubleshooting, and status updates.

- Fraud and Suspended Applications: A&R implements stringent verification procedures to identify and prevent fraudulent applications. Students with suspended applications who engage with the campus are resolved and moved to active status. As the volume of fraud and suspended application increases troubleshooting these applications becomes more difficult to be proactive and requires the student to act for resolution. This has been increasingly problematic for non-credit students. An MS Teams has been created for AR and Non-credit to troubleshoot identified students who may be mistakenly caught by the suspended student application algorithm.

- Drop for Non-Payment: A&R proactively communicates with students regarding upcoming payment deadlines and potential drop for non-payment. The department also offers payment plan options and connects students with financial aid resources to prevent unnecessary drops. Additional communication is provided for students enrolled in full time courses and athletes. These interventions are critical and require personnel who are able to pull reports and filter for specific student populations to ensure the A&R department is being proactive and providing timely information.

By employing a combination of virtual and in-person engagement strategies, A&R is committed to providing accessible and responsive support to all students, addressing their challenges, and ensuring that they have the resources and guidance they need to succeed.

How is A&R providing timely information to students regarding application status, registration and college policies and procedures? What challenges/barriers are students/staff encountering?

Admissions and Records (A&R) recognizes the importance of timely and accessible information for students to make informed decisions and navigate their academic journeys seamlessly. The department employs a multi-pronged approach to provide students with easy access to critical information regarding application status, registration, and college policies and procedures.

Leveraging Technology for Information Dissemination

A&R utilizes a range of innovative technologies to ensure that students have immediate access to relevant information:

- Comprehensive Website: The A&R website serves as a central hub for students to access up-to-date information on application deadlines, registration requirements, financial aid options, and college policies.

- Self-Service Portal: The GWC student portal provides students with a personalized platform to view their application status, track their registration progress, access official documents, and manage their academic records.

- Email Communications: A&R sends regular email updates to students, keeping them informed about important deadlines, upcoming events, and essential reminders.

- Targeted Notifications: A&R utilizes targeted notifications and SignalVine messaging systems to deliver personalized information to students based on their specific needs and application status.

Addressing Challenges and Barriers

While A&R strives to provide timely and accessible information, there are still challenges and barriers that can hinder student access:

- Information Overload: Students may face information overload due to the sheer volume of emails, notifications, and updates they receive. A&R is working on streamlining communication and delivering concise, actionable information to reduce information overload.

- Varied Communication Channels: The multitude of communication channels, such as email, text messages, and the GWC Mobile App, can create confusion for some students. A&R is exploring strategies to consolidate and standardize communication channels to enhance clarity.

- Technology Access and Literacy: Some students may lack access to reliable internet connectivity or have limited technological literacy, making it challenging to access online resources. A&R is working to expand computer access on campus and provide additional training and support for students.

- Language Barriers: Non-native English speakers may encounter difficulties understanding complex academic information and policies. A&R is committed to providing multilingual resources and support to ensure equitable access for all students.

A&R is committed to continuous improvement and regularly gathers feedback from students and staff to identify areas for enhancement. The department is actively leveraging current technologies available and improving communication strategies to further streamline information delivery and address any lingering challenges.

What outreach strategies are being implemented to increase application to registration? (SLATE for drip campaign)

Admissions and Records (A&R) is committed to enhancing its outreach strategies to effectively attract prospective students and increase application-to-registration conversions. The department is implementing a multifaceted approach that leverages technology, collaboration, and targeted communication to connect with students and guide them through the enrollment process.

Strong collaboration continues between Financial Aid and Admissions and Records to increase application and registration. Campaigns include:

- Targeted Outreach to DACA Applicants and Students: Recognizing the unique needs and challenges faced by DACA applicants and students, A&R has established a dedicated Residency specialist position. This specialist will work closely with Financial Aid (FA) staff to develop comprehensive outreach and case management strategies specifically tailored to this population. This targeted approach will ensure that DACA

applicants and students receive the personalized support and guidance they need to navigate the application and registration process successfully.

- Reports generated for Golden Promise Program to capture new applicants and ensure they are registered full time students for eligibility

- Drop for non-payment campaigns running reports and providing direct communication for those who are pending financial aid, have full time enrollment, are athletes etc.

- Text message campaigns for Applied not enrolled students to complete the process once the registration window opens.

- Leveraging SLATE for Personalized Drip Campaigns: A&R is harnessing the power of SLATE, a customer relationship management (CRM) platform, to implement personalized drip campaigns. These campaigns will deliver targeted messages and reminders to prospective students at key stages of the application process, nurturing their interest and encouraging them to complete their applications and register for classes.

- Collaboration with High Schools and Community Organizations to provide virtual and in-person registration workshops beyond providing individualized support via chat.

Tailored Outreach Based on Student Data

A&R is leveraging data analytics to identify specific student groups that may benefit from targeted enrollment efforts. This data-driven approach allows A&R to tailor its outreach messages and strategies to address the unique needs of different student populations, increasing the effectiveness of its outreach efforts.

Continuous Evaluation and Improvement

Admissions and Records (A&R) is dedicated to continuous improvement and refinement of its enrollment strategies. The department will maintain a vigilant watch on the effectiveness of its enrollment initiatives and gather feedback from prospective and admitted students to pinpoint areas for improvement. Additionally, A&R will enhance the visibility of its comprehensive wraparound services and interventions by conducting more publicly accessible registration workshops. This ongoing evaluation process ensures that A&R's outreach strategies remain relevant, impactful, and aligned with its goal of boosting application-to-registration conversions and guiding students throughout their entire academic journey, culminating in graduation.

GOALS AND REQUESTS FOR FUNDING

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

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend

1. **Enrollment:** GWC will increase credit and non-credit 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 achieving the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the college and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

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

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

GOAL #1

Using Campus Logic, build the knowledge base to increase the "intelligence' of the AI

As part of their Leadership Academy project, an A&R staff member led a project to build a stronger, more intelligent, and more robust student chatbot. Goldie is the chatbot on our website that provides a quick answer when a question is typed in and Goldie is only as good as we build it. The staff member enlisted the help of many on the A&R Team and asked them to document the top five inquiries they would receive each day from the students and public to continue feeding information and answers to Goldie to serve our students better.

GOAL #2

Install and utilize card readers at the counter for tracking services.

Card readers were purchased but not installed. We were going to use SARS as the database but instead pivoted to Accudemia. A&R submitted a request for technology funding for Accudemia but was never funded.

GOAL #3
Create and maintain auto-award lists in A&R

We have continued to auto-award degrees and certificates; however, the number of auto-awards continues to decline mainly because when we review a student's grad petition, we look for and award all degrees the student would be eligible for vs. waiting to do that late by running the auto award process. The numbers below show traditional and auto awards (AAP) for the last two years.

Summer 2021	126	467	922	1515	*896 AAP, 615 Traditional
Fall 2021	144	548	566	1258	* No Auto Award
Spring 2022	631	2076	2508	5212	*1439 AAP, 3773 Traditional
2021-2022 Total	901	3091	3996	7988	
	ADTs	AA/AS	Certs	Totals	AAP Notes
Summer 2022	105	721	457	1283	*774 AAP, 510 Traditional
Fall 2022	155	473	517	1145	*452 AAP, 693 Traditional
Spring 2023	525	1364	1319	3208	*1419 AAP, 1789 Traditional
2022-2023 Total	785	2558	2293	5636	
	ADTs	AA/AS	Certs	Totals	AAP Notes
Summer 2023	80	225	292	597	*179 AAP, 418 Traditional
Fall 2023				0	
Spring 2024					

GOAL #4
Implement technology for receiving EDI transcripts. Limited currently to sending EDI transcripts. This has been an ongoing goal for the last two program review cycles, and while this would benefit the college and the student, it is not a project that has received a high enough priority on the IT project list.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:
Strengthen the partnership and coordination between the Admissions and Records (A&R) department and the Dual Enrollment Office to effectively manage the growing demand for dual enrollment opportunities. Increase the number of high school dual enrollment students successfully onboarded, registered, and supported by 10% within the next academic year. Expand the reach of GWC's dual enrollment program by engaging all local high school students, starting with 9th grade, resulting in a 10% increase in the number of admissions applications submitted by dual enrollment students. Establish a comprehensive engagement plan that aligns with the resources and capabilities of the A&R and Dual Enrollment Offices. Implement the engagement plan within the first six months of the next academic year and achieve the measurable targets by the end of the year. Ensure that the engagement plan is inclusive of all local high schools, with a focus on reaching underserved communities for CCAP and providing equitable access to dual enrollment opportunities. Evaluate processes to address any systemic barriers that may hinder participation in dual enrollment programs, ensuring that CCAP students are enrolling as the program is intended to provide a pathway to higher education.

What actions will be taken to accomplish the goal?
The following comprehensive actions, A&R and the Dual Enrollment Office will support in effectively expanding access to dual enrollment opportunities, fostering early connections with prospective students, and ultimately enhancing student success.

1. Enhance Outreach and Engagement:

Application Workshops: A&R and the Dual Enrollment Office will collaborate to conduct informative application workshops at high schools, providing students with hands-on guidance on completing the GWC admissions application. These workshops will also address frequently asked questions and address any concerns regarding the dual enrollment process and work in partnership with HS District to engage 9th graders.

2. Partner with outreach Dual Enrollment in providing more Embedded support to HS Districts:

Timely Application Deadlines: A&R will work with high school counselors and administrators to establish clear and consistent application deadlines for dual enrollment programs. This collaboration will ensure that students have ample time to complete the application process and receive necessary guidance from their high school advisors.

Hard Deadline Enforcement: A&R will encourage high school districts to enforce hard deadlines for dual enrollment applications, ensuring that all students have submitted their applications by the designated dates. This adherence to deadlines will streamline the onboarding and registration process for dual enrollment students.

3.   Strengthen Internal Capacity and Resource Allocation:

A&R is requesting that the part-time Dual Enrollment Technician position be increased to a full-time position to provide dedicated support to the growing dual enrollment student population. Ongoing support and interventions are needed to provide expedited turnaround time and process application submission, providing clearance and guidance of Dual Enrollment forms and targeted support during registration periods. The additional hours of dedicated support to this program will ensure that students have timely access to assistance and guidance throughout the dual enrollment process and that the office can effectively manage the increased workload and provide efficient service to students.

What metric will you use to measure your goal?
Comparative data of success applicants for DE program compared to general student population. Additional support and intervention for students and parents should have a higher success of registering.

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:
To minimize fraud and improve the efficiency of Admissions and Records (AR) processes, AR will implement the following measures enhances the efficiency of Admissions and Records (AR) processes, minimize the impact of technical issues, and optimize student experiences by implementing a comprehensive strategy encompassing fraud detection, technical support, and proactive communication creating a more seamless experience for students and campus departments alike.

What actions will be taken to accomplish the goal?

To promptly address and resolve technical issues and proactively reduce fraudulent enrollments. AR would like to expand a dedicated support team comprising the AR Director, a Student Services Systems Analyst with expertise in Banner technical issues and create a clear escalation procedure will be implemented for complex issues that require specialized attention. This Student Services Systems Analyst can be the point person to work directly with financial aid and campus departments to address technical concerns and fraud. Having a support of knowledge and reduce reliance on director's sole expertise a troubleshooting procedures and technical solutions will be documented and stored creating a manual. Historical knowledge will also be captured and preserved for future reference.

Student Services Specialist with specialized expertise in Banner processes will be hired to support the AR Director in handling complex technical matters. This dedicated specialist will provide invaluable insights and problem-solving capabilities. Trainings will be developed utilizing Scribe tool to capture step by step actions and saved in an archive.

Data collection and analysis mechanisms will be implemented to identify recurring technical issues and patterns. Utilizing data insights, AR Student Services Systems Analyst will proactively address potential problems, and mitigate fraud before they impact instructor rosters, students' registration, or AR processes, minimizing disruptions and ensuring smooth operations.

Clear and concise communication channels will be developed to inform students about potential technical issues and provide timely updates. Self-service support guides will be created using video software like Scribe to empower students to resolve basic technical issues independently.

Important information regarding registration deadlines, system maintenance, and troubleshooting steps will be proactively communicated through utilization of Slate drip campaigns for students, ensuring that students and campus departments are well-informed and prepared.

What metric will you use to measure your goal?

Proactively reduce fraudulent enrollments to 5% by identifying and intercepting fraudulent applications. While ongoing technical issues may arise due to system updates, our agile approach will ensure prompt resolution, minimizing disruptions to campus departments. We will continue to provide timely troubleshooting and technical support with enhanced attention to detail.

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:
Develop a comprehensive communication and outreach plan that utilizes SLATE as the primary platform for disseminating information to students, faculty, and staff. This would provide a proactive and intrusive communication to student populations who are typically more passive in their engagement with college communications and have a higher risk of attrition.

Move 20% of outgoing communications sent via Banner to SLATE and find target audiences to pilot and build comfort with the platform for both staff and students within the next six months via drip campaigns. Establish a dedicated Admissions and Records SLATE team to work with ES Dean to ensure ongoing content creation and engagement. Enhance the visibility and effectiveness of communication efforts by leveraging SLATE's features for targeted messaging, personalized experiences, and data-driven insights. Implement the communication and outreach plan for A&R within the next six months, with regular progress evaluations and adjustments as needed. Strengthen communication channels, improve information accessibility, and foster a more connected and informed campus community through enhanced SLATE utilization.

What actions will be taken to accomplish the goal?

To enhance communication and outreach efforts, we propose a collaborative approach involving the Coast Community District, Information Technology, and a dedicated part-time specialist.

Participate in Coast Community District and Information Technology Slate meetings with SIG and across the district. Create local GWC workgroup to ensure that messaging is consistent, aligned with strategic goals, and tailored to the needs of diverse audiences.

Regular meetings and joint planning sessions will facilitate the sharing of ideas, the identification of target audiences, and the development of targeted communication strategies. This collaborative approach will streamline communication workflows, minimize duplication of efforts, and maximize the impact of outreach initiatives.

Hiring a Part-Time Specialist to dedicate the necessary time and expertise to developing and implementing effective communication and outreach strategies, we recommend hiring a part-time specialist. This individual will play a crucial role in: Outreach Development: Conducting research to identify target audiences, assessing their communication preferences, and developing tailored outreach plans. Content Creation: Crafting engaging and informative content for various channels, including website updates, newsletters, social media posts, and email communications.

Communication Facilitation: Collaborating with different departments to gather information, coordinate messaging, and ensure consistent communication across all platforms. Data Analysis: Monitoring website traffic, social media engagement, and email open rates to evaluate the effectiveness of communication efforts and make data-driven improvements.

What metric will you use to measure your goal?

Enable the Slate usage metrics feature which captures aggregated usage disaggregate data to determine that vulnerable student populations and DI groups are being effectively served through this communication modality.

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?

Golden West College is committed to fostering an intellectually and culturally stimulating learning environment for its diverse student population. As the first point of contact for prospective, continuing, and returning students, all the way to graduation, Admissions and Records (A&R) plays a pivotal role in achieving this mission. The department's accurate and professional services in areas such as applications, registration, enrollment, record evaluation, veteran services, transfer credit processing, dual enrollment facilitation, add/drops, withdrawals, census reports, degree conferment and graduation, MIS data management, and efficient record management are essential to the college's success.

The increasing prevalence of fraudulent applications and suspended files has added hundreds of additional review and clearance processes, requiring A&R staff to meticulously sift through thousands of records to identify legitimate applications. The department effectively delivers its services through a combination of in-person interactions, AI-powered chatbots, phone support, email communication, a comprehensive website, and the MyGWC portal. A&R bears the responsibility for ensuring the efficient and effective utilization of these modalities in the most secure way following FERPA guidelines.

Banner access and security are solely managed by the A&R Director, with security as the top priority. The department's services directly impact budget allocations to the college, making efficiency paramount.

A&R actively collaborates with other Student Services offices to ensure that all student needs are met prior to the start of each semester. To facilitate this collaboration, three LAEP student employees were hired through the Financial Aid Office to provide support and assistance at the Answer Center. These employees' direct students to the appropriate Student Services office while tracking, surveying, and recording student needs.

A&R also manages the implementation of changes to State and Federal laws, such as the Family Educational Rights and Privacy Act (FERPA).

The impact of COVID-19 has significantly increased the demand for A&R services as students seek assistance with online class registration, enrollment changes, and other aspects of their academic journey. A&R has effectively responded to this increased demand of both students and campus staff, faculty and administrators across campus providing exceptional customer service and technological assistance.

Every academic program on campus relies on A&R's interventions to ensure that rosters are clean, grades are posted, and student and faculty needs are met. The department is hopeful that the magnitude and importance of its work will be given due consideration when making decisions regarding resource allocation and support.

Submitter's Signature: Jennifer Ortberg	Date: 10-06-2023

Supervisor's Review

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

☑ No concerns

☐ I have concerns

Admissions and Records

Comments: Document submitted by Roslyn Haley on behalf of Jennifer Ortberg

Supervisor's Signature: Christina Ryan Rodriguez		Date: 12/05/2023

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

FACULTY REQUEST

Submitter's First Name:	Amanda
Submitter's Last Name:	Best
Submitter's Email:	abest@gwc.cccd.edu
Submitter's Phone Number:	X58360
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen
Program/Department:	Click or tap here to enter text.

Type of Review:

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

☒ Instruction

☐ Student Services

☐ Administrative

Faculty Hiring Criteria:

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

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

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

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

Position title and area of specialization (if applicable).
2D/Drawing/Life Drawing

Please provide and describe the data demonstrating the need for the request.
The Art Department has continuously struggled to maintain full time instructors being down to 1 full time faculty member as recently as 10 years ago. We have slowly rebuilt the full time faculty and were promised another full time faculty for this position in 2019. This search failed and the President at the time decided to not re-run the search. We have always maintained a need for the department and are currently sitting at 10.2 FTEF for the 2022-2023 academic year.

Please post job description (copy and paste description).

1.	Teach Traditional Life Drawing, Life Painting, Drawin, and, Two-Dimensional Design.
2.	These classes will be studio based.
3.	Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following:
a)	Teach all scheduled classes
b)	Follow department course outlines, create and update curriculum when necessary
c)	Keep accurate records of student enrollment, attendance and progress
d)	Post and maintain scheduled office hours
e)	Participate in departmental and division meetings and college and/or district-wide activities
f)	Serve on committees as assigned
g)	Participate in professional development activities, workshops and/or classes
h)Contribute to the growth and enrichment of the Fine Arts Department including but not limited to outreach, holiday art sale, student art show, etc.	
4.	Assignment may include day, evening and weekend classes.

Program Classification (check all that apply)

- ☒ Instructor (transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or non-credit)
- ☐ Counselor
- ☐ Librarian
- ☐ Other: Click or tap here to enter text.

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

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

Describe what you checked above.
We were approved for a full time position for 2019. We had a failed search and the President at the time chose to not re-run the search and continued to choose other positions above ours even through we have a clear need.

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

Program/Department Needs (1-10 points)

- 1 - 4 points: little or no contribution or impact

- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

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

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

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

☒Programs/departments with no or few full-time faculty.

☒Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.

☐There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.

☒The program/department cannot maintain a stable core of full-time to part-time ratio to provide a quality program or program growth.

☐There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).

☒There is difficulty in finding and keeping qualified part-time faculty.

☐Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

☐New developments and/or trends in the service area that would influence a determination of need for the position.

☒Supervision is required to reduce health and safety hazards.

☐   Preparation for careers/employment in fields with strong current and future prospects.
.

Describe what you checked above.

The art department currently has only 3 full time faculty to oversee all of our studios/art history and faculty. We only have one faculty member that teaches in the second dimension. Unfortunately, this is too few faculty to teach our core classes. We do not have a full time faculty teaching Drawing, Life Drawing and only once a year a full timer teaches 2D Design which are all core foundational classes. All three areas are required classes for degree seekers. We are barely keeping our head above water trying to maintain our program.
 	
   NEGATIVE IMPACT: There are currently only 2 full-time faculty teaching studio courses, many of which are core courses for our department's three degrees. In the last 7 years, the department was down to 1 full-time faculty member from an all-time high of 13. With only 2 full-time studio faculty, we have over fifteen classes each semester that no full-time faculty teach, and we end up relying on part-time faculty to maintain the curriculum, manage classroom resources (such as supplies, equipment, booking and overseeing art models), and managing student artwork.
 	
   PROGRAM QUALITY/GROWTH: With a third full-time studio faculty member, the Art Department would be able to grow with the addition of multiple sections of our core courses required for our degree such as: Painting, Drawing, 2D Design, Life Painting and Drawing (a key course for understanding anatomy). These courses not only relate to our

department's degrees but also support other areas such as graphic design, animation, etc.

DIFFICULTY FINDING/KEEPING: In 2020, we lost our longstanding part-time 2D Design Instructor to COVID and our Life Drawing Instructor moved on to another opportunity. As a result, we have had tremendous difficulty finding a replacement for those areas. If we had to hire a new part-time faculty member for either of these positions next semester, we would have no prospects. We performed an adjunct search for candidates this past summer 2021 and after conducting several interviews for each position, only found the two faculty we hired for the positions to have the necessary skills and experience for the job despite doing an exhaustive search through our local community colleges and universities for both current instructors and future instructors currently enrolled in graduate programs. These positions can be a revolving door and we need to stem the flow by hiring a full-time faculty member.

SUPERVISION: These areas use toxic materials, large and specialized equipment, and require management of live nude figure models (hiring, booking, and coordinating). If the materials are mismanaged or misused by faculty or students, it could result in a significant health and safety risk. The job of hiring, booking, and managing the nude figure models for the Life Drawing and Painting courses requires not only a lot of extra work, but also heightened sensitivity to the vetting process and the in-class management given the nature of the job. The Life Drawing and Painting classes are dependent upon specialized faculty in order to create a safe environment for the students and the models.

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?

Our lack of full-time faculty inhibits the growth of the department as courses have been cut due to a lack of stable part-time faulty. Additionally, we are not able to offer additional sections of the core courses required for our degrees.

Given the LHE cap for part-time faculty in our district and the high LHE of all studio courses, part-time faculty can only teach one course per semester within the district. Because of this, the pool of qualified and available faculty is extremely small.

While we are up to date with our curriculum, we have added additional work to our part-time faculty to fulfill those obligations.

A new faculty member would be teaching core courses that are required for the AA/AA-T degrees and as a result would help our majors complete their degrees faster which aids in retention.

The coordination of live nude figure models (hiring, booking, and coordinating) should be managed by a full-time faculty member which is currently impossible and thrusts the unpaid burden upon part-time faculty.

College-wide Needs (1-10 points)
- 1 - 4 points: little or no contribution or impact

- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

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

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

☒ Coursework required or recommended for several degree/certificate programs.

☐ Significant general education requirements.

☐ Serve substantial numbers of the student population.

☐ Serve a special population of students not served by other programs.

☒ Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs.

☐ New programs the college wants to develop and support through resources, facilities.

☐ Contributions to college and district goals including student equity.

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

Describe what you checked above.
Through the hiring of a third full-time studio faculty member, the Art Department would be able to increase the number of degrees awarded, the number of transfers (we currently have two AA-Ts and one AA), and help students achieve their educational goals more quickly. The faculty member would be able to teach additional sections of our in-demand, core courses that are required for our three degrees such as: Painting, Drawing, 2D Design, Life Painting and Drawing. These would help our students progress our degrees faster as these are all courses in our degrees and Painting, Drawing, and 2D Design are core courses. This would also help students outside of the major as many of the courses they would teach also fulfill the Area C Arts & Humanities requirement for the local AA and CSUGE. In addition, this faculty member would teach from a global perspective, thus diversifying the perspective of art and culture.

If there are any license, certifications, or degrees required for this faculty position, please describe them here.
Masters of Fine Art with a specialization in in 2D, Drawing or Life Drawing/Painting.

How does this position address long-term college goals and Vision 2030 Goals?
Increase number of degrees awarded and skill sets learned for in-demand jobs Increase number of transfers Achieve educational goals more quickly Increase CTE employment Reduce equity and achievement gaps

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

Program Review Request- Faculty
Golden West College

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

Rank: 1

Submitter's Signature: *Amanda Best*   **Date: 10/6/2023**

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.

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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.

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Amanda**
Submitter's Last Name:	**Best**
Submitter's Email:	**abest@gwc.cccd.edu**
Submitter's Phone Number:	**X58360**
Who is your Dean/Supervisor?	**Martie Ramm Engle**
Are you the Department Chair?	**Yes**
Who is your Vice President?	**Kay Nguyen**
Program/Department:	**Art**

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):
To maintain required equipment used in our areas.

Data to support the Program's Goal (if necessary/desired) **Data Dashboards** **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
Not clear what data is needed as the request is for equipment used in a printmaking class

What actions will the program take to accomplish this goal?
Requesting replacement equipment.

What metric will you use to measure this goal?
Did we receive replacement equipment.

Program Review Request- Facilities, Equipment, Technology & Other
Golden West College

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).
Stated long-term college priorities based on the results of appropriate College-wide discussions identified by College plans (see Mission/Vision Statement, Values and College Goals at http://www.goldenwestcollege.edu/about/mission/ • Where other considerations are relatively equal, positions in programs that contribute to the operations of other college programs are given greater priority. Other college programs include: o Coursework required or recommended for several degree/certificate programs, o Significant general education requirements o Serve substantial numbers of the student population o Serve a special population of students not served by other programs • Application to Statewide Community College Goals of serving students in Transfer, Basic Skills, 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

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
Magnetic Dial Thermometer: 50° to 750°F/10° to 400°C, 2 in Dial Dia, Glass Lens, ±2% Accuracy	50.00

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

HP LaserJet Enterprise 700 Printer M712dn	2736.71
BASELAYR V2331 LED Exposure Unit - 23x31in	2933.95
Baselayr Complete Emulsion	55.00
Screen 48" Washout Booth w/ Backlit System	2249.95
Click or tap here to enter text.	Click or tap here to enter text.

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?
We maintain the equipment. No new costs would be associated with the replacement equipment.

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: 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.

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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- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	**Amanda**
Submitter's Last Name:	**Best**
Submitter's Email:	**abest@gwc.cccd.edu**
Submitter's Phone Number:	**X58360**
Who is your Dean/Supervisor?	**Martie Ramm Engle**
Are you the Department Chair?	**Yes**
Who is your Vice President?	**Kay Nguyen**
Program/Department:	**Art**

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):
To maintain required equipment used in our areas.

Data to support the Program's Goal (if necessary/desired)   **Data Dashboards**   **If additional data is necessary/desired, fill out a Research Request - May take up to 4 weeks**
Not clear what data is needed as the request is for lights/equipment used for our life drawing classes.

What actions will the program take to accomplish this goal?
Requesting replacement equipment.

What metric will you use to measure this goal?
Did we receive replacement equipment.

Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

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).
Stated long-term college priorities based on the results of appropriate College-wide discussions identified by College plans (see Mission/Vision Statement, Values and College Goals at http://www.goldenwestcollege.edu/about/mission/   • Where other considerations are relatively equal, positions in programs that contribute to the operations of other college programs are given greater priority. Other college programs include: o Coursework required or recommended for several degree/certificate programs,   o Significant general education requirements   o Serve substantial numbers of the student population   o Serve a special population of students not served by other programs   • Application to Statewide Community College Goals of serving students in Transfer, Basic Skills, 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

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- ☐ 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
Arri 150 Watt Fresnel Tungsten Light	559.98
Matthews Baby Jr. Double Riser Steel Stand	434.63

Ushio ESP Modeling Lamp - 150 watts / 120 volts	150.00
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

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?

We maintain the equipment. No new costs would be associated with the replacement equipment.

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: 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:

☐ Funding recommended

☐ Funding not recommended

President's Signature: Click or tap here to enter text. **Date:** Click or tap to enter a date.