



Program Review

Purpose

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

Data Driven Decision Making

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

Reporting Cycle

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

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

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

AUTHOR INFORMATION

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

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

Program Review - Draft

*Program Review - Dual Enrollment
_100623.docx

Program Review - Final Submission

*Program Review - Dual Enrollment
_110323.docx

This Program Review includes the following:

Pick all that apply.

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

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

Pick all that apply.

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

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

Faculty Requests (up to 3)
One upload per request

Faculty Upload1
Faculty Upload2
Faculty Upload3

Faculty Requests (up to 3)
One upload per request

Faculty Upload1
Faculty Upload2
Faculty Upload3

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

- FTE Upload1
- FTE Upload2
- FTE Upload3
- FTE Upload4
- FTE Upload5

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

- FTE Upload1 Other-Funding-DE_1.docx
- FTE Upload2
- FTE Upload3
- FTE Upload4
- FTE Upload5

Classified Personnel Draft Requests (up to 3)

One upload per request

- Classified Upload1 Classified-Personnel_DE1.docx
- Classified Upload2
- Classified Upload3

Classified Personnel Updated Requests (up to 3)

One upload per request

- Classified Upload1 Classified-Personnel_DE1.docx
- Classified Upload2
- Classified Upload3

Supporting Materials (Optional)

- Upload1 DE_Org Chart.docx
- Upload2 Outreach Specialist - General.pdf
- Upload3

Supporting Materials (Optional)

- Upload1 DE_Org Chart.docx
- Upload2 Outreach Specialist - General.pdf
- Upload3

...3437373434

Lauren Davis Losenko

10/06/2023

Author - Draft Signature

Date

...3238313736

Lauren Davis Losenko

11/03/2023

Author - Final Signature

Date

Dean/Manager Draft Feedback

The ASOs look good....I do think we could estimate the FTES, maybe for next year. Let's also be consistent in terminology: special admit = all high school students in any GWC class; dual enrollment = only students in classes offered under CCAP; concurrent students = only student in regular GWC (non-CCAP) classes.

FileUpload2

IEC Feedback

The "This Program Review includes the following:", which is located five paragraphs above this box, needs to be answered.

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

FileUpload2

...3536393836

Lauren Davis Sosenko

11/09/2023

Dean/Manager Signature

Date

Vice President Feedback

FileUpload3

...3337363933

Meridith Randall

11/13/2023

Vice President Signature

Date

Downloaded to the following Committee Teams folder on:

...3530333535

Lauren Davis Sosenko

12/05/2023

IEC Signature

Date

Dean/Manager -
Feedback Signature

Electronically signed by Lauren Davis Sosenko on 10/30/2023 4:10:51 PM

Academic Senate:
Technical Review
Signature

Signature not required

Academic Senate
Signature

Signature not required

IEC: Technical Review
Signature

Electronically signed by Gita Alemansour on 10/12/2023 2:24:24 PM



Program Review Request

Administrative Services – Dual Enrollment

Program Review Purpose

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

DATA

| | |
|----------------------------------|-----|
| Number of staff: | 1.5 |
| Number of administrators: | 1 |

KPIs: Include data for 2022-2023 and goals for 2023-2024

| | |
|---|---|
| Total FTES: | 2022-2023= 510.88 FTES -> Goal: 10% increase, 561.97 |
| Total LHEs: | Data not available for dual enrollment at this time. |
| Efficiency (FTES to LHE ratio): | Data not available for dual enrollment at this time. |
| Enrollment count: | Summer 2022: 1,183 -> Goal: 1,122 Fall 2022: 1,035 -> Goal: 858 Spring 2023: 1,093 -> Goal: 928 10% increase goal in 2023-2024 |
| Course Success Rate: | 89.5% Courses Success Rate With increasing access and targeting more "middle band" students this high success rate may decline. |
| Number of Certificates Awarded: | First DE Cohort completes in 2023-2024 |
| Number of Associate Degrees Awarded: | First DE Cohort completes in 2023-2024 |
| Number of ADTs Awarded (subset of above): | First DE Cohort completes in 2023-2024 |
| Number of dual enrollment students: | Summer 2022: 1,327 -> Goal: 1,460 Fall 2022: 785 -> Goal: 864 Spring 2023: 932 -> Goal: 1,025 10% increase goal for 2023-2024 |
| Number of dual or concurrent enrollment students who completed English G100: | In 2022-2023, 256 high school students took ENGL G100 or G100S. |



Program Review Request Administrative Services – Dual Enrollment

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| | <p>The success rate ranged from 75%-92% by term. In 2023-2024, GWC is piloting a G100S in its Bridge to College pathway at GWC. The pathway includes "middle band" students who may not have college plans. We will watch the success rate in this class closely.</p> |
| <p>Number of dual or concurrent enrollment students who completed transfer level math:</p> | <p>In 2022-2023, 301 high school students took a transfer-level math course. The success rate ranged from 84%-93%. We are exploring how to spread this class over the academic year like we did for ENGL G100S.</p> |

| | |
|---|--|
| <p>List the Administrative Service Outcomes (ASOs) for Dual Enrollment: <i>If you have not defined your ASOs, please describe how you will define them in 2023-2024.</i></p> | <p>The Dual Enrollment staff convened to discuss the Administrative Unit Outcomes (AUOs) for dual enrollment and recommended the following metrics:</p> <ol style="list-style-type: none"> 1. Increase dual enrollment (including both dual and concurrent enrollment) by 10% annually 2. Reduce the difference between dual enrollment student race/ethnicity compared to the general student population race/ethnicity percentages of partners with at least two pathways 3. Implement two new dual enrollment pathways within the next year (e.g., adopting Bridge to College in a new high school or updating existing pathways) 4. 90% of all dual enrollment students are registered on the first day of class 5. Provide faculty orientation for each high school site before each semester starts |
| <p>Describe how you assessed your ASOs this year? (e.g., survey, document review) <i>If you have not assessed ASOs, describe your plan to assess in 2023-2024.</i></p> | <p>The dual enrollment office will collect the data to answer the ASOs through administrative data in the ORPIE office or through operational data collection (e.g., are students registered on the first day of class). This report will be prepared in the summer, shared with dual enrollment staff and college leadership, and then posted publicly on the dual enrollment website for all college stakeholders to access.</p> |
| <p>What were the findings of your ASO assessment?</p> | <p>These metrics have not been formally assessed this year. However, the Dean has observed:</p> <ol style="list-style-type: none"> 1. When looking at course enrollments by dual enrollment students, we have seen tremendous growth over the last five years: 2017-18: 400 2018-19: 484 (+21%) |



Program Review Request Administrative Services – Dual Enrollment

| | |
|---|--|
| | <p>2019-20: 1819 (+276%) 2020-21: 2634 (+45%) 2021-22: 2,644 (+0%) 2022-2021: 3,044 (+15%)</p> <p>2. When looking at one of the strongest partners with a large enrollment, we found that 75% of dual enrollment is among Asian students although they only represent 43% of the student population, and only 22% are by Hispanic/Latinx students when they represent 50% of the student population.</p> <p>4. About 40% of dual enrollment students were enrolled on the first day of class in fall 2023</p> <p>5. Two faculty orientations out of 10 sites were held in fall 2023</p> |
| How do you plan to strengthen practices/policies to improve your outcomes? | Please see the next prompt for the ways that the Dual Enrollment team will implement in the next year to improve outcomes. |

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more stakeholders (students, employees) or improving your outcomes.

The Dual Enrollment team has several actions planned for spring 2024 and beyond to improve these outcomes, including:

- 1 and 3. Building new dual enrollment pathways at additional high schools or strengthening the existing pathways
2. Growing the Bridge to College dual enrollment pathway that intentionally targets "middle band" high school students who would not normally enroll in college classes. Market this pathway to more high schools to encourage adoption.
4. DE staff have identified several ways to improve the registration process defined through meeting with the A&R team and the Dean of Counseling (SLATE expert) to review the registration process and improve the process, by: 1) implement and enforce deadlines for concurrent enrollment forms and dual enrollment rosters; 2) testing the use of SLATE for the dual and concurrent enrollment forms; 3) planning to be on-site earlier at the beginning of the high school term start date and training partner staff to support student completion of the CCCApply application and relevant forms; and, 4) participating in the Counselor breakfast and exploring a Counselor-to-Counselor retreat about high school and college expectations, requirements, and operations.
5. DE staff will collaborate with the Dual Enrollment Workgroup (DEW) members to refine the existing orientation content and implement the orientations, centering the faculty voice and experience in the orientation.

PROGRAM-SPECIFIC QUESTIONS

Describe the functions of Dual Enrollment?



Program Review Request Administrative Services – Dual Enrollment

The Office of Dual Enrollment is responsible for implementing dual enrollment opportunities for local K-12 students. The department's purpose is to create opportunities for students to get early access to college, thereby creating a stronger college-going culture in local K-12 districts and encouraging those students who do not see themselves as "college-going" to pursue a college degree/certificate. Dual enrollment is intended as an equity program to increase college access to student populations that do not usually access college. Currently there are two types of dual enrollment at GWC: 1) dual enrollment or Career and College Access Partnership (CCAP) enrollments and 2) concurrent enrollment or non-CCAP enrollments.

- CCAP dual enrollment: Enrollment in specific sections coordinated through the K-12 and college partnership. These sections are closed to other college students. DE students earn high school and college credit for the course.
- Non-CCAP concurrent enrollment: High school students enroll in college courses on their own. The DE offers CCAP dual enrollment and non-CCAP concurrent opportunities by building partnerships with K-12 districts and internal stakeholders and by building robust and attractive DE offerings.

Building Partnerships with K-12 districts and Internal Stakeholders

GWC works with two local K-12 districts: Huntington Beach Union High School District (HBUHSD) and Garden Grove Unified School District (GGUSD). GWC DE staff implement the existing Career and College Access Partnership (CCAP) agreement with these districts by creating a dual enrollment course schedule with these districts and then with the GWC scheduler to ensure the courses are scheduled and discipline deans to ensure the courses are staffed. Often this work may be characterized as bridging two distinct institutions and cultures. DE staff work with the high schools to support student registration and with the GWC Admissions & Records team to ensure that all student records are accurate and complete for course registrations.

As the DE program has evolved at GWC, different stakeholders have provided input about what has gone well and what could be improved. The Dual Enrollment Workgroup (DEW) currently reviews important "lessons learned" from the field and informs faculty professional development offerings (through the Center for Innovation and Learning (CIL)) as well as DE operations at GWC.

The DE office also supports processing of concurrent enrollment forms for students who would like to take college classes on their own. The demand of CE is largest in the summer term when high school students are on break from their high school classes. Challenges have arisen in clearing pre-requisites for summer courses (e.g., SPAN G185) when the high school term does not end until mid-June. DE staff are working with discipline faculty and the Dean to clarify deadlines and requirement expectations that the DE staff will re-iterate to the high school partners.

Finally, DE staff work directly with students to complete the registration process and gain access the myGWC and Canvas systems. The team has run into many challenges related to this access and works with students to troubleshoot their access.

Building DE Offerings

DE has prioritized creating dual enrollment pathways with set scheduled course offerings to achieve access, discipline exploration, and completion of important college milestones (e.g., completing transfer-level English). These include the Early College Academy at Los Amigos High School and three



Program Review Request Administrative Services – Dual Enrollment

pathways operating at Westminster High School in HBUHSD (i.e., Bridge to College, Nursing Pathway, Education Pathway). The K-12 and GWC teams continue to refine these pathways, adding additional cohorts, course,

The DEW members and discipline Deans also provide expertise related to the dual enrollment course offerings. Most recently, GWC recommended updates to the ECA course offering with a single pattern General Education course sequence recommendation. The plan is to implement this new course sequence starting in fall 2024. Further, GWC faculty have recommended course changes, such as ECON G175 Principals of Macroeconomics instead of ECON G150 Principals of Microeconomics to fulfill the high school standards in Economics. The Office of DE is working with the high school staff to implement these changes.

What does Dual Enrollment do exceptionally well?

DE is contributing to GWC's mission by providing an enriching and innovative dual enrollment offering for local K-12 students. The team is focusing on building dual enrollment pathways to give students a clear path in college course-taking. Further, the Bridge to College intentionally targets students who may not see themselves as "college going" to engage capable students and shift their mindset about the possibility of college. DE is committed to continuous improvement, as is evidenced by the recommendation for a single GE track course sequence and recommendation to implement SLATE.

How does Dual Enrollment help GWC meet its mission?

Golden West College provides an intellectually and culturally stimulating learning environment for its diverse student population. The College provides enriching and innovative programs that help students: transfer to four-year institutions, earn associate degrees, complete certificates in career and technical education, advance their careers, and demonstrate college readiness. The College is committed to continuous assessment and improvement of student learning and institutional effectiveness.

DE is contributing to GWC's mission by providing an enriching and innovative dual enrollment offering for local K-12 students. The team is focusing on building dual enrollment pathways to give students a clear path in college course-taking. Further, the Bridge to College intentionally targets students who may not see themselves as "college going" to engage capable students and shift their mindset about the possibility of college. DE is committed to continuous improvement, as is evidenced by the recommendation for a single GE track course sequence and recommendation to implement SLATE.

In addition, dual enrollment helps K-12 students demonstrate college readiness which is a benefit to the students who are enrolling directly into a 4-year institution. Finally, dual enrollment prepares students and saves them time and money for those who want to complete a degree/cert or transfer to a 4-year university.

How can Dual Enrollment adapt to handle the increased volume in programs requiring additional tracking and reports?

DE is struggling to handle increased volume of students who are interested in DE opportunities. This is particularly evident in the registration process. DE staff work closely with A&R to register students, but need more support and a more structured timeline with hard deadlines to best serve students.



Program Review Request Administrative Services – Dual Enrollment

What are the most impactful changes in processes to the Dual Enrollment that can improve service to students and the campus community?

DE would like to provide a more equitable application and registration process to support students that do not have digital access. A few real-life examples of this lack of digital access include not having the ability to have a personal email outside of the one provided by their high school, smartphone with no data or no smartphone at all. Also, create an application that is more tailored to a high school student by leaving out questions that don't pertain to/are irrelevant to a high school student or simply not required. Some of these challenges are out of our hands as DE currently depends on the CCCApply system. DE staff is engaged in the Registration Taskforce to support improvement.

Implementing SLATE for Dual Enrollment and Concurrent Enrollment forms will greatly improve our efficiency, as students will not have to be in Banner to access the electronic forms. DE is also interested in exploring the possibility of one district-level dual enrollment form that could ease the form collection burden across the three sister colleges and be more student-friendly.

DE is struggling to handle increased volume of students who are interested in DE opportunities. This is particularly evident in the registration process. DE staff work closely with A&R to register students but more support is need and DE will institute a more structured timeline with hard deadlines to best serve students. This focus on timing, will allow DE to conduct early outreach visits, 2-3 months ahead of registration date, to be better prepared for when semester starts and implement a deadline/stopping point for receiving release forms to better accommodate processing times and minimize bottlenecking.

DE does need additional and permanent staff to support the program needs. This program is growing, bolstering the college enrollment, but dedicated and consistent staffing is needed for the program to be successful.

What are the biggest challenges facing the Dual Enrollment in completing its role?

Resource Allocation: Staff and funding to adequately support the demand and growth of Dual Enrollment. DE needs a permanent coordiantor to support the increased volume of student participants and high school sections.

Student Recruitment: Increasing enrollment, effective marketing and outreach to attract and retain students.

Communication and Coordination: careful/strategic planning along with effective and timely communication and coordination among faculty, staff, and administrators to ensure smooth operations.

GOALS AND REQUESTS FOR FUNDING



Program Review Request Administrative Services – Dual Enrollment

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

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend

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

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

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

| Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not. |
|--|
| <p>The previous program review included three goals:</p> <p>1: Increase the number of high school students enrolling at GWC each year through dual and concurrent enrollment. Achieve 5,000 enrollments by the end of the 2022-2023 academic year. Outcome: While the count of dual enrollments increased, the count fell short of the 5,000 count, and has remained stable at just over 3,000 enrollments over the last three years. This goal requested a permanent classified support employee, which was not funded.</p> <p>2: Increase the percentage of high school students who successfully pass their college course: limit D, F, and W grades.</p> |



Program Review Request Administrative Services – Dual Enrollment

Outcome: Success rates of high school students has remained high and stable, without increase at around 90%. This goal requested a permanent classified support employee, which was not funded.

3. Increase college enrollment rate among high school graduates who took a GWC course through dual or concurrent enrollment. Increase the number and percentage of graduates who attend Golden West College after high school.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

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

GOAL 1 (Required)

Description of goal:

Increase dual and concurrent enrollment by 10% annually and increase access to students who may not currently view themselves as "college-going"

What actions will be taken to accomplish the goal?

- Build more dual enrollment pathway opportunities in GGUSD and HBUHSD
- Create or update clear matrix of college to high school classes for both GGUSD and HBUHSD to share broadly during outreach events.
- Refine registration processes and timelines to support understanding of processes and timelines by students and families
- Establish consistent and enough personnel to grow the program, including at least one permanent classified position to support outreach and dual enrollment pathway development, as well as coordinate registration, collaborate with A&R, and inform the Registration Taskforce
- Develop dual enrollment marketing materials to use during student and parent nights and other events

What metric will you use to measure your goal?

Course enrollment by dual or concurrent enrollment students and comparison of these students to the general K-12 student body by race/ethnicity to assess representation

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



Program Review Request Administrative Services – Dual Enrollment

Communication

GOAL 2 (Required)

Description of goal:

Implement two new dual enrollment pathways by fall 2025

What actions will be taken to accomplish the goal?

- Continue to build relationships with high schools
- Develop marketing materials about dual enrollment pathways
- Track the data for student outcomes
- Participate in Counselor-to-Counselor dialogues
- Establish consistent and enough personnel to grow the program, including at least one a permanent classified position to support outreach and dual enrollment pathway development, as well as coordinate registration, collaborate with A&R, and inform the Registration Taskforce
- Develop dual enrollment marketing materials to use during student and parent nights and other events

What metric will you use to measure your goal?

Number of pathways implemented

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:

Improve the registration process for dual enrollment students to make it more user-friendly and efficient

What actions will be taken to accomplish the goal?

- Participate in the Registration Taskforce
- Implement SLATE dual enrollment and concurrent enrollment forms



Program Review Request Administrative Services – Dual Enrollment

- Train partner staff to support student registration steps
- Establish consistent and enough personnel to grow the program, including at least one permanent classified position to support outreach and dual enrollment pathway development, as well as coordinate registration, collaborate with A&R, and inform the Registration Taskforce

What metric will you use to measure your goal?

Improved reports from high school counselors and DE staff about registration process; Having 90% of students enrolled in courses on the first day of class.

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?

Dual enrollment is an area of growth for enrollment for the college. The Office of Dual Enrollment is strategizing how to grow dual enrollment in a way that serves high school students and honors the GWC curriculum. The success rates are very high for dual enrollment students (about 90%), and while that is positive, it is also important to increase access to students who are capable but may not currently see themselves as college students.

Dual enrollment also is excited to include collaboration with a dual enrollment counselor. In late fall 2023, the Office of Dual Enrollment will collaborate with counseling to define the scope of work for this counselor in high schools. This plan also will be shared with the DEW to get feedback from discipline faculty who have been in the dual enrollment classrooms.

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

Date: Click or tap to enter a date.

Supervisor's Review

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



Program Review Request Administrative Services – Dual Enrollment

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

| | |
|--------------------------------------|------------------------------|
| Submitter's First Name: | Lauren |
| Submitter's Last Name: | Davis Sosenko |
| Submitter's Email: | ldavissosenko@ccd.edu |
| Submitter's Phone Number: | x. 58727 |
| Who is your Dean/Supervisor? | Meridith Randall |
| Are you the Department Chair? | Not applicable |
| Who is your Vice President? | Meridith Randall (President) |
| Program/Department: | Dual Enrollment |

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): |
|--|
| Increase dual and concurrent enrollment by 10% annually and increase access to students who may not currently view themselves as "college-going" |

| 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 |
| <p>Dual Enrollment FTES earns the district more money on the Student-Centered Funding Formula than other student enrollments. In 2021-2022, dual enrollment earned \$5,907 per FTES, compared to \$4,212 from a regular FTES (Exhibit C from the CCCCO). In 2021-2022, GWC produced 394.93 FTES from dual or concurrent enrollment, and in 2022-2023 that increased to 510.88 (a 29% increase). In the coming year, the department would like to increase by another 10%.</p> <p>This goal also is encouraging the local K-12 population to continue their education at Golden West College. While census data tells us that the K-12 population is getting smaller. The population of students who do not go to college also tells us that there is a potential student population for us to serve: HBUHSD: 11% of Asian; 21% of white; 33% of Hispanic/Latinx students do not attend college GGUSD: 11% of Asian; 27% of white; and, 37% of Hispanic/Latinx students do not attend college</p> <p>Increasing dual enrollment will contribute to the fiscal health of the institution.</p> |



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

In addition to supporting the college’s fiscal health, dual enrollment is also an equity strategy. The college has partnered with local K-12 districts to appeal to the “middle band” of students to engage in dual enrollment. The Bridge to College pathway at WHS targets student who are not college-bound and helps them see that they are college material. This year, we are working with the 23 Bridge students to transition to GWC as first-time college students. Growing this type of dual enrollment pathway will lead to increasing college enrollment.

What actions will the program take to accomplish this goal?

- Build more dual enrollment pathway opportunities in GGUSD and HBUHSD
- Create or update clear matrix of college to high school classes for both GGUSD and HBUHSD to share broadly during outreach events.
- Refine registration processes and timelines to support understanding of processes and timelines by students and families
- Establish consistent and enough personnel to grow the program, including at least one permanent classified position to support outreach and dual enrollment pathway development, as well as coordinate registration, collaborate with A&R, and inform the Registration Taskforce
- Develop dual enrollment marketing materials to use during student and parent nights and other events

What metric will you use to measure this goal?

Dual and concurrent enrollment headcounts and FTES

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).

To realize GWC’s missing and goals from its Vision 2030 Comprehensive Master Plan, dual and concurrent enrollment provides early college access to students in the service area. This goal supports enrollment and the fiscal health of the college, as described above, in relation to the Student-Centered Funding Formula. Dual enrollment also is an equity strategy to reach more students from low-income areas and first-generation students. This goal also directly relates to helping more students complete with degrees or certificates in a much shorter timeframe.

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)



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

- 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 |
|---|----------------------------------|
| Marketing materials for dual enrollment | 5000 |
| Click or tap here to enter text. | Click or tap here to enter text. |
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Do you have any existing funds in your budget to cover this expense? Please describe.

The dual enrollment program only has one grant for instructional materials, which does not allow for marketing materials costs. The Dean will ask the K-16 Partnerships Grant managing Dean if there is available funds to support this request.

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

There is no on-going cost for this request.

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.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

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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- Classified

Golden West College

CLASSIFIED REQUEST

| | |
|--------------------------------------|-----------------------|
| Submitter's First Name: | Lauren |
| Submitter's Last Name: | Davis Sosenko |
| Submitter's Email: | ldavissosenko@ccd.edu |
| Submitter's Phone Number: | 714-895-8727 |
| Who is your Dean/Supervisor? | Meridith Randall |
| Are you the Department Chair? | Not applicable |
| Who is your Vice President? | Meridith Randall |
| Program/Department: | Dual Enrollment |

Type of Review:

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

- Instruction
- Student Services
- Administrative

POSITION REQUEST

Please check one of the following:

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

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

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

Salary Information

| | |
|-----------------------------------|--------|
| Salary Schedule Range: | 119 |
| Annual Salary (Step 1) \$: | 75366 |
| Step 5 \$: | 101609 |

Contract (check one):

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

Job Description Summary

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



Program Review Request- Classified

Golden West College

What are the essential duties this position will fulfill?

Creating Outreach Materials and doing presentations at high schools for students and parents
 Organizing GWC Visits for high school students
 Supporting registration of high school dual enrollment students- e.g., visiting high schools and working with students to complete CCCApply, DE/CE forms, and then working with A&R to get the students registered.
 Providing technical assistance to students through the dual enrollment help desk
 Helping students at the high schools access their Canvas (e.g., working through technology barriers) in coordination with the IT helpdesk and Canvas helpdesk
 Working with the high school counselors for course registration and events
 Working with the Dual Enrollment Workgroup (DEW) and the dual enrollment counselor to coordinate serves with the various K-12 districts and schools.
 Working collaboratively with A&R to ensure proper documentation is collected for registration and identifying suspended or spammed CCCApply Applications

JUSTIFICATION

What is the compelling need for an immediate replacement?

DE has an important impact on GWC enrollment. Over the last two summers, dual enrollment students accounted for one out of every 5 GWC students. Further, this is one student population that could grown enrollment. This program however requires a significant amount of support to get enrolled in the college and in classes. In the field, students face technology challenges and the registration process was not designed with a K-12 student in-mind. The current DE staff must troubleshoot many logistical and technological limitations with high school partners. This support is conducted both by GWC employee and high school counselor staff. Over the last 18 months, there has been tremendous staff turnover on the GWC dual enrollment area. Important efforts to bridge the dual enrollment staffing have kept the program going, and the new Dean who splits her time (50% with Institutional Effectiveness) cannot be in the field as much as it is needed. However, the process has suffered from new staff having to re-learn or re-design processes and re-build partnership relationships. Now is the time to commit permanent staffing resources to this important student population through hiring a permanent Outreach Specialist to work in the program.

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

The consequences for not filling this position is likely further staff turnover that will impact dual enrollment course enrollments, equitable access to dual enrollment in our service area, loss of enrollment to other local colleges, and disrupt plans to grow the program.

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

- Yes
- No

Position title and Area of Specialization (if applicable)

Outreach Specialist

Needs/Priority Rubric (1-10 points)

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

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

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



Program Review Request- Classified

Golden West College

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

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

Dual Enrollment is staffed at a low level. Currently with a Dean (.5 FTE), an Administrative Assistant (.5 FTE), and a short-term Professional Expert (1 FTE). All employees are new to the college as of 2023, and the department has had employee shortages experienced at least since it was last noted in the last program review. The staff turnover in the department has been detrimental to the program, causing delays in scheduling courses and registering students in dual enrollment classes. The department would like to hire a permanent Outreach Specialist to complete tasks like:

- Creating Outreach Materials and doing presentations at high schools for students and parents
- Organizing GWC Visits for high school students
- Supporting registration of high school dual enrollment students- e.g., visiting high schools and working with students to complete CCCApply, DE/CE forms, and then working with A&R to get the students registered.
- Providing technical assistance to students through the dual enrollment help desk
- Helping students at the high schools access their Canvas (e.g., working through technology barriers) in coordination with the IT helpdesk and Canvas helpdesk
- Working with the high school counselors for course registration and events
- Working collaboratively with A&R to ensure proper documentation is collected for registration and identifying suspended or spammed CCCApply Applications

This classified position will hopefully support long-term employee longevity, giving the program needed stability. It also will alleviate some pressure on collaborating groups, such as A&R who helps complete the registration process for students. This position also will support the Dean and the Dual Enrollment Workgroup to explore ways to improve dual enrollment offerings across the two high school districts and troubleshoot challenges. Most importantly, this position will support growth of the dual enrollment program which contributes significant levels of enrollment to GWC.

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

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

This request aligns directly to the college's goals of enrollment and equity. In summer 2023, dual enrollment accounted for 21% of the College's enrollment. In primary terms, dual enrollment is about 7-8% of total enrollment. However, this dual enrollment is often the CCAP dual enrollment organized in pathway course sequences. These pathways are intended to engage a wide-breath of high school students, beyond the 4.0 or AP students, in college classes. In this way, dual enrollment is designed to change the college-going culture among first-generation and other students who do not see themselves as "college-going." Dual enrollment is a long-standing, proven strategy to improve the college-going culture among high-school students. It also expands access to college to more students who would not traditionally pursue college. These are foundational equity efforts that will help GWC connect with more students who need community college to gain economic mobility.

In addition to the benefits of students, the dual enrollment also supports college/district funding because dual enrollment is funded at a higher level per FTES on the Student Centered Funding Formula (SCFF). As the college looks at long-term fiscal stability, strong dual enrollment counts may be argued at the district level that we are contributing substantially to the fiscal stability of the college/district.

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



Program Review Request- Classified

Golden West College

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

Dual Enrollment is challenging to support in some ways, leaning on expertise in Outreach, discipline faculty, counseling, and Admissions & Records. Permanent staffing will support strong relationships with these departments/areas of the college. These are the ways the position would serve these areas:

- Outreach: Outreach members of other departments have helped dual enrollment in heavy timeframes. With a permanent position, dual enrollment would be well positioned to extend its own coverage, as well as pinch hit for other departments when they need outreach support;
- Discipline Faculty in the Dual Enrollment Workgroup (DEW): This position could attend the DEW meetings to listen to challenges identified by discipline faculty. The position would help with problem-solving and understand what challenges should be tackled with high school partners.
- Counseling: This year we will start to collaborate with a dual enrollment counselor who will help the K-12 districts in dual enrollment classes. As with the DEW, This position meet with the Counselor to understand challenges faced in the field and help to troubleshoot any logistics or partner discussions that will support ongoing positive relationships.
- Admission & Records: Heavy dual enrollment time periods negatively impact Admissions & Records staff. This position will support concise and accurate recordkeeping that will support clear Admission & Records processes. Most recently, the dual enrollment team found that many dual enrollment student applications are ending in suspension or the SPAM filter. Through consultation with A&R, dual enrollment will provide a more detailed list of the students so it is easier for A&R to pull the applications into Banner. This position would help with this type of documentation and communication with A&R.

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

(Determined by the Executive Team)

Currently, there is an hourly employee that has been in place since May 2023. However, in the year before there was another hourly employee who had a similarly role as well as a permanent employee who was pinch hit in the role for several months. Staff shortages were documented in the last dual enrollment program review in 2021. Therefore, there is a demonstrated need for this position that has lasted well over several years.

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

The dual enrollment department is growing and needs consistent, knowledgeable staff to represent the college to the community, its high school partners, and the GWC dual enrollment students. The demonstrated need is documented in this program review and the last program review. The dual enrollment function is directly contributing to the GWC goals for enrollment and equity, and further supports funding to the college/district through the Student Centered Funding Formula (SCFF).

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

Date: Click or tap to enter a date.

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

Date: Click or tap to enter a date.

Supervisor's Review

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



Program Review Request- Classified

Golden West College

- 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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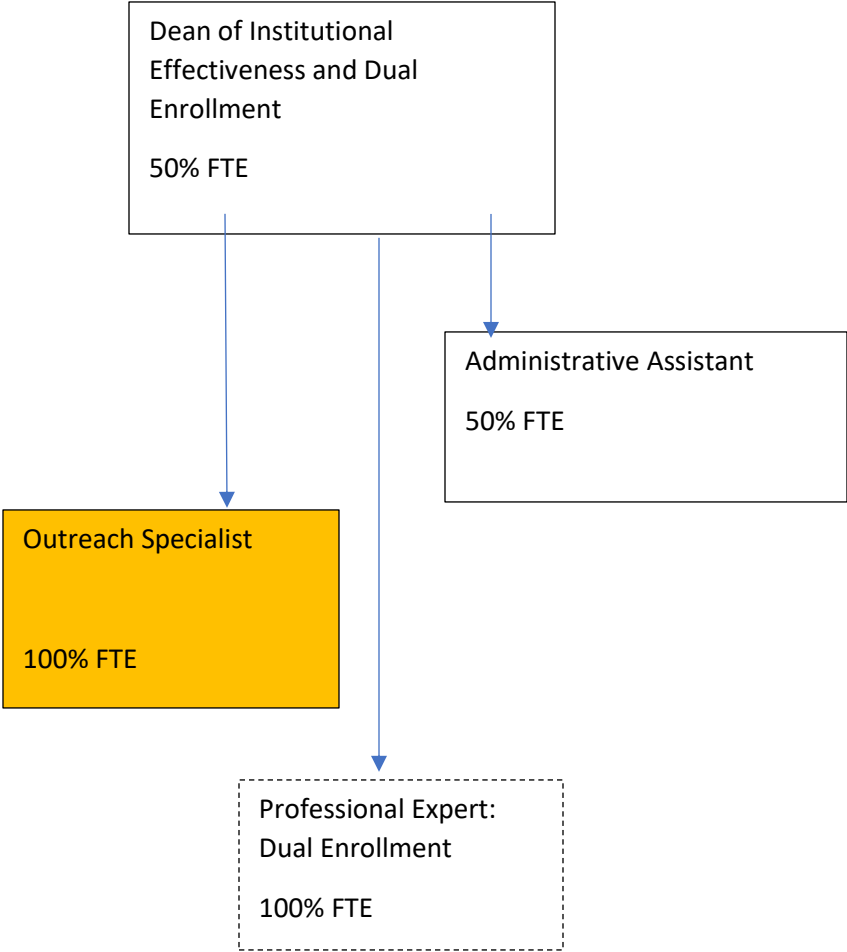
President's Recommendation:

- 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.

Department Org Chart



| | |
|---|------------------------|
| Classification: Outreach Specialist – General | Position Number: 65250 |
| Board of Trustees’ approval date: 11/20/19 | Salary Grade: 119 |

Summary

Promotes the enrollment and retention of students, particularly students from historically underrepresented backgrounds, into the college. Plans, coordinates, and implements programs and activities that reach out to potential students using techniques such as speaking to community groups, organizing programs and events to enhance school readiness, and making direct contact with potential students.

Distinguishing Career Features

The Outreach Specialist - General is a specialized position within a career path encompassing counseling, admissions and records, and related student services. The Outreach Specialist – General serves in a technical and outreach capacity to support the program. Advancement through the career path is based on need and expanded job design.

Essential Duties and Responsibilities

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

1. Advocates for opportunities in higher education to a diverse population of potential high school students.
2. Gives presentations about the institution and other programs designed to give access to education and resources contributing to student success.
3. Schedules, coordinates, and presents information to individuals and/or groups to provide general college information and specific program information, including eligibility requirements, to prospective students at local area high schools, community organizations, on-campus events, and other locations.
4. Plans, develops and oversees schedules for recruitment events.
5. Assists with the completion of the college application and connects prospective students with various campus departments based on the students' needs or inquiries.
6. Provides leadership for Campus Tours, including recruiting, selecting, training, and reviewing student and hourly staff.
7. Builds a prospective student pipeline through outreach events to K-12 schools and identifies new markets for the recruitment of students including out of district and out of state students.
8. Initiates and maintains communications with identified prospective students. Provides liaison to service area schools, agencies, and community-based organizations.
9. Collaborates with Marketing and Publications to create materials (newsletters, flyers,

brochures, etc.) for the recruitment of prospective students.

10. Assists in the creation and distribution of informational materials for assigned programs. Creates and maintains presentations and reference guides for prospective students.
11. Trains, assigns, prioritizes, and reviews work of student and hourly staff.
12. Assists the responsible administrator(s) in development of the program budget and purchasing procedures.
13. Performs other related duties as assigned that support the objective of the position.
14. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

Qualifications

▪ Knowledge and Skills

1. Strong interpersonal, analytical, oral and written communication skills.
2. Knowledge of the college's degrees, programs, and certificates.
3. Knowledge of Title IV and other student aid programs.
4. Knowledge of FAFSA and other student aid program application procedures.
5. Knowledge of services, resources and general eligibility rules for students from diverse backgrounds, including students from disproportionately impacted and disadvantaged communities.
6. Knowledge of admissions/recruiting strategies in higher education.
7. Knowledge of local high schools and community organizations.
8. Knowledge of current California Community Colleges reforms and special initiatives related to student services, academic programs, and Career Education.
9. Understanding of basic student development theory preferred.

▪ Abilities

1. Requires the ability to perform the essential responsibilities and functions of the position.
2. Requires the ability to interpret and apply program rules and regulations, obtain factual and interpretative information through interviews, and advise students individually and in groups on complex student-related matters.
3. Ability to reason logically and use initiative in planning work assignments and in implementing long-range program improvements.
4. Ability to plan, develop, coordinate, supervise, and organize programs and activities. Ability to interact with a diverse student population, faculty, staff, and the public.
5. Ability to analyze complex situations accurately and adopt effective courses of action.
6. Ability to establish and maintain cooperative working relationships with a variety of individuals.
7. Excellent verbal and written communication skills, as well as the ability to acquire

knowledge of campus procedures, activities, and of the overall organization.

▪ **Physical Abilities**

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

▪ **Education and Experience**

The position typically requires an Associate’s degree in a social or human services field or education and three-years of experience working with student populations. A Bachelor’s degree may substitute for some experience. Or, any combination of education and experience which would provide the required equivalent qualifications for the position.

▪ **Licenses and Certificates**

Requires a valid driver license.

▪ **Working Conditions**

Work is performed indoors where minimal safety considerations exist.

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