

# Enrollment Management Plan: 2025-2028

## **Golden West College: Approved September 17, 2025**

The purpose of the Golden West College (GWC) Enrollment Management Plan (EMP) is to serve as the College's operational guide to increasing enrollment, persistence, and completion from 2025-2028. The plan supports the college in achieving its mission, vision and values. The EMP provides specific strategies and activities that will be implemented each year, to move the college towards achieving each of the four impact goals. The goals in the EMP align with the college's Strategic Plan and the Student Equity Plan.

The Enrollment Management Plan was developed in spring 2025 by the Planning Council, whose membership includes faculty, staff, students, and managers: *Damien Jordan, Cristina Tiernes Cruz, Erin Craig, Annamaria Crescimanno, Michael Tran, Theresa Lavarini, Christy Bañales, Alex Letourneau, Dorsie Brooks, Lauren Davis Sosenko, Christina Ryan Rodriguez, Andre Manukyan, Gisela Verduzco, Ciara Orna, Matthew Gonzalez, Jennifer Kalfsbeek-Goetz, and Claudia Lee.*

## **Enrollment Management Plan Impact Goals**

Golden West College has established four goals – referred to as impact goals – for the current enrollment management plan (EMP). Impact goals focus on the outcomes of their intent and are intentionally Specific, Measurable, Actionable, Relevant, Time-bound, Inclusive, and Equity-grounded. The impact goals also outline specific strategies to support achievement of the goals, including responsible parties for these strategies.

- **Impact Goal 1:** GWC will aim to grow dual enrollment FTES by 10% annually
- **Impact Goal 2:** GWC will aim to increase adult learner / post-traditional student enrollments by 10%.
- **Impact Goal 3:** GWC will aim to increase English/math 1<sup>st</sup> year enrollment by half of the gap each year and the college will aim to close DI success rate gaps in English/math courses by half each year.
- **Impact Goal 4:** GWC will aim to increase the number of students awarded certs, AA degrees, and transfer rates by 10%.

**Golden West College recognizes that achieving our impact goals requires a fresh, strategic approach to how we assess and build our course schedule.** To drive dual enrollment growth, better serve mid-career adult learners, increase enrollment in English composition and transfer-level math, and boost program completions and transfers, we must take a critical look at how we design and deploy our schedule. Scheduling isn't just logistics – it's a lever for access, equity, and student success.

## **Aligning the EMP with our Vision, Mission, Values, and Plans**

The GWC EMP is grounded in the college mission, vision, and values, all of which were updated and approved through the participatory governance process and by the board of trustees in Spring 2025. The EMP is intentionally informed by and linked to the GWC Strategic Plan, to ensure our enrollment strategies support the college's overarching goals. This plan is also grounded in the Student Equity and Achievement Plan of the College because equity and inclusion are inexorable values of the college.

### **The GWC Vision**

Elevating students to their highest potential.

## The GWC Mission

Golden West College provides culturally affirming educational opportunities for our students and community to achieve upward mobility. Our academic excellence, exceptional student services, and community partnerships empower students to achieve personal and academic goals and contribute toward an inclusive and equitable society.

## GWC Values

**Equity Through Servingness:** We are committed to culturally affirming classroom approaches, fostering community engagement, and identity development. As a minority-serving institution, we are equity-centered in curriculum, programs, and hiring practices to advance social mobility and civic engagement.

**Faculty Excellence:** Our faculty exemplify expertise and excellence through rigorous and transformative teaching, which fosters a supportive and inclusive environment. They are deeply committed to preparing all students to contribute meaningfully to society and excel in their chosen paths.

**Advancement and Innovation:** We promote individual growth and agency by inviting diverse perspectives and driving meaningful institutional advancements and innovation.

**Collaboration and Partnerships:** We value collaboration that advances educational opportunities and shared goals by nurturing partnerships with local school districts, the arts, business, industry, non-profits, and other organizations that align with our mission.

**Environmental Sustainability:** We are dedicated to cultivating a rich and engaging campus by strengthening practices that support and protect our natural resources.

**Stewardship and Accountability:** We are committed to the responsible management of college fiscal and human resources, engaging in the effective and transparent use of funds, nurturing employee potential, and strategically planning for a sustainable future.

**Continuous Improvement:** We are committed to a culture of continuous improvement, where innovation, learning, and collaboration drive our success. We strive to enhance processes, embrace change, and intentionally seek ways to improve the student experience and learning.

## Strategic Enrollment Management Plan Strategies and Activities

### Overview: Golden West College Enrollment Management Plan (2025–2028)

Golden West College's Enrollment Management Plan (EMP) outlines four strategic impact goals designed to strengthen and grow enrollment, improve student success, and close equity gaps over the next three years. The plan is rooted in the college's mission and emphasizes equity, innovation, and data-informed decision-making. Across the four impact goals, the EMP emphasizes intentional scheduling, equity-grounded planning, and strong cross-functional collaboration. The plan reflects GWC's commitment to access, student success, and continuous institutional improvement.

## The Plan Matrix: Measurable Strategies and Activities

GWC Impact Goal 1	GWC Activities for AY26	GWC Activities for AY27	GWC Activities for AY28
<b>Impact Goal 1: GWC will aim to grow dual enrollment FTES by 10% annually</b>			
Strategy A: Increase enrollment of 1 <sup>st</sup> generation high school students by 15% annually.	<ul style="list-style-type: none"> <li>Target specific schools who have large populations of 1<sup>st</sup> gen students.</li> </ul> <p><b>Responsible Lead:</b> Dean IE</p> <ul style="list-style-type: none"> <li>Offer courses within the bell system (students have multiple obligations/responsibilities)</li> </ul> <p><b>Responsible Lead:</b> Dean IE</p> <ul style="list-style-type: none"> <li>Strategically increase marketing and outreach (focus on FREE tuition, course offerings, benefits, campus resources, support services)</li> </ul> <p><b>Responsible Lead:</b> Director of Marketing and Dean IE</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> generation students are navigating their own academic journey, so marketing needs to tailor their outreach specifically to students – fliers directly to students.</li> </ul> <p><b>Responsible Lead:</b> Director of Marketing, Dean IE</p> <ul style="list-style-type: none"> <li>Offer workshops during a relevant time of day for students and their parents to learn about dual enrollment.</li> </ul> <p><b>Responsible Lead:</b> Dual Enrollment Program Coordinator</p> <ul style="list-style-type: none"> <li>Utilization of Slate to streamline application (examples: parent permission and student acknowledgement of participating in dual enrollment program).</li> </ul>	<ul style="list-style-type: none"> <li>Review and adjust goal to increase accordingly based on 2026 metrics. Refine activities based on evaluation findings and implement each year.</li> </ul>	<ul style="list-style-type: none"> <li>Review and adjust goal and increase accordingly based on 2027 metrics. Refine activities based on evaluation findings and implement each year.</li> </ul>

<b>GWC Impact Goal 1</b>	<b>GWC Activities for AY26</b>	<b>GWC Activities for AY27</b>	<b>GWC Activities for AY28</b>
	Responsible Lead: Dean IE		
Strategy B: Increase number of CCAP agreements/relationships by one per year.	<ul style="list-style-type: none"> <li>Develop at least one new pathway with an existing high school or add one additional CCAP agreement with a high school.</li> </ul> <p><b>Responsible Lead: Dean IE, Dual Enrollment Project Coordinator, VPI</b></p>	<ul style="list-style-type: none"> <li>Develop at least one new pathway with an existing high school or add one additional CCAP agreement with a high school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop at least one new pathway with an existing high school or add one additional CCAP agreement with a high school.</li> </ul>
Strategy C: Increase non-CCAP special admit enrollments by 5%	<ul style="list-style-type: none"> <li>Increase summer offerings.</li> </ul> <p><b>Responsible Lead: Dean IE, VPI, Discipline Deans</b></p> <ul style="list-style-type: none"> <li>Review modalities to ensure they are meeting the needs of students.</li> </ul> <p><b>Responsible Lead: Dean IE, VPI, Discipline Deans</b></p>	<ul style="list-style-type: none"> <li>Review and adjust goal of increase accordingly based on 2026 metrics. Refine activities based on evaluation findings and implement each year.</li> </ul>	Review and adjust goal of increase accordingly based on 2027 metrics. Refine activities based on evaluation findings and implement each year.
Strategy D: Improve and strengthen internal dual enrollment processes to support quality dual enrollment offerings, as well as retention and expansion of partnerships.	<ul style="list-style-type: none"> <li>Identify barriers and effectiveness of enrollment processes and student support for success and retention.</li> </ul> <p><b>Responsible Lead: Dean of Dual Enrollment, Dual Enrollment Faculty Coordinator</b></p> <ul style="list-style-type: none"> <li>Implement strategies to remove identified barriers and improve access.</li> </ul> <p><b>Responsible Lead: Dean of Dual Enrollment</b></p> <ul style="list-style-type: none"> <li>Follow up on Dual Enrollment Collaborative from 2024 to professional development to Dual Enrollment faculty from CIL ensure that Dual Enrollment faculty feel engaged in college Flex Day and other development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Review and adjust goal based on 2026 metrics. Refine activities based on evaluation findings and implement each year.</li> <li>Refine activities based on evaluation findings and implement each year.</li> </ul>	<ul style="list-style-type: none"> <li>Review and adjust goal of increase accordingly based on 2026 metrics. Refine activities based on evaluation findings and implement each year.</li> </ul>

<b>GWC Impact Goal 1</b>	<b>GWC Activities for AY26</b>	<b>GWC Activities for AY27</b>	<b>GWC Activities for AY28</b>
	<p><b>Responsible Lead: CIL/ Dean of Dual Enrollment/Faculty Dual Enrollment Coordinator</b></p> <ul style="list-style-type: none"> <li>• Dual Enrollment faculty cohort to mentor and share positive experiences with student engagement and success.</li> </ul> <p><b>Responsible Lead: Faculty Dual Enrollment Coordinator</b></p> <ul style="list-style-type: none"> <li>• Utilize Case Management Strategies for students at risk of not being successful in the program.</li> </ul> <p><b>Responsible Lead: Dean of Counseling/Dean of Dual Enrollment</b></p>		
Strategy E: Ensure students have a positive experience	<ul style="list-style-type: none"> <li>• Engage a faculty coordinator liaison.</li> </ul> <p><b>Responsible Lead: VPI/Dean of Dual Enrollment</b></p> <ul style="list-style-type: none"> <li>• Coordinate with A&amp;R to streamline processes and quickly respond to and support students through application and registration process, especially during peak registration times.</li> </ul> <p><b>Responsible Lead: Dean of Enrollment Services</b></p> <ul style="list-style-type: none"> <li>• Analyze student satisfaction.</li> </ul> <p><b>Responsible Lead: Dual Enrollment Program Coordinator/IR Senior Research Analyst</b></p> <ul style="list-style-type: none"> <li>• Access to all student resources on campus - ensure students are aware of benefits of being a student at GWC (OCTA, Tutoring and Learning Center, Student Activities, ID Card/Student Discounts, Health Center, DSPS, Basic Need Coordination)</li> </ul>	<ul style="list-style-type: none"> <li>• Review data and adjust interventions based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Review data and adjust interventions based on feedback</li> </ul>

<b><i>GWC Impact Goal 1</i></b>	<b><i>GWC Activities for AY26</i></b>	<b><i>GWC Activities for AY27</i></b>	<b><i>GWC Activities for AY28</i></b>
	Responsible Lead: Dual Enrollment Program Coordinator		

<b>GWC Impact Goal 2</b>	<b>GWC Activities for AY26</b>	<b>GWC Activities for AY27</b>	<b>GWC Activities for AY28</b>
<b>Impact Goal 2: GWC will aim to increase adult learner / post-traditional student enrollments by 10%.</b>			
<p>Strategy A: Develop a clear mission and approach to Credit for Prior Learning opportunities including effective communications and strategies to increase CPL enrollment each year.</p>	<ul style="list-style-type: none"> <li>Develop a plan and set goals for years 2 and 3, including creating a clear communication strategy (web page) regarding CPL, a clear process for students to qualify for CPL, and a clear process for the faculty role in CPL review and approval.</li> </ul> <p><b>Responsible Lead: VPI, Impact Goal 2 workgroup</b></p> <ul style="list-style-type: none"> <li>Identify groups that are more likely to be eligible for CPL and customize outreach and marketing to these populations, including but not limited to veterans.</li> </ul> <p><b>Responsible Lead: VPI, Impact Goal 2 workgroup</b></p> <ul style="list-style-type: none"> <li>Utilize Slate as a communication tool.</li> </ul> <p><b>Responsible Lead: Impact Goal 2 workgroup</b></p>	<ul style="list-style-type: none"> <li>Implement plan</li> <li>Track increases</li> <li>Review goals and strategies and modify if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Continue plan implementation</li> <li>Track increases</li> </ul>
<p>Strategy B: Fully develop and launch a program for accelerated college education (PACE), targeting adult learners in programs that are in high demand and lead to living-and high-wage careers.</p>	<ul style="list-style-type: none"> <li>Develop and implement a strategic plan for a Program for Accelerated College Education (PACE) program, including setting enrollment goals for years 2 and 3.</li> </ul> <p><b>Responsible Leads: VPI, Dean of CTE &amp; Business, Dean of Counseling, Director of Enrollment Services</b></p> <ul style="list-style-type: none"> <li>Launch at least one PACE program.</li> </ul> <p><b>Responsible Lead: Instructional Deans</b></p> <ul style="list-style-type: none"> <li>Develop strategies for managing and supporting PACE program cohorts.</li> </ul> <p><b>Responsible Lead: VPI</b></p>	<ul style="list-style-type: none"> <li>Track enrollments and assess success and retention.</li> <li>Launch additional PACE cohorts as demand warrants it.</li> </ul>	<ul style="list-style-type: none"> <li>Track enrollments and assess success and retention.</li> <li>Launch additional PACE cohorts as demand warrants it.</li> <li>Assess plan effectiveness in preparation for the development of a new plan.</li> </ul>

<b>GWC Impact Goal 2</b>	<b>GWC Activities for AY26</b>	<b>GWC Activities for AY27</b>	<b>GWC Activities for AY28</b>
Strategy C: Expand course offerings to appeal to re-skilling and upskilling mid-career community members.	<ul style="list-style-type: none"> <li>Develop a plan to enroll adult learners into the workforce and community enrichment program of study that is responsive to their skills and interest. This plan will be based on the labor market and worker skills gaps.</li> </ul> <p><b>Responsible Lead:</b> Faculty/ Instructional Deans</p> <ul style="list-style-type: none"> <li>Work with marketing to appeal to individuals with some college and no degree.</li> </ul> <p><b>Responsible Lead:</b> Marketing/ Deans</p> <ul style="list-style-type: none"> <li>Assess the schedule of offerings, adjusting to meet the needs of the community, and considering support needed as well as offering modalities, including but not limited to non-credit, online, evening, weekend, etc. offerings.</li> </ul> <p><b>Responsible Lead:</b> Instructional Deans / VPI / Chairs</p> <ul style="list-style-type: none"> <li>Create enhanced noncredit courses and programs where relevant.</li> </ul> <p><b>Responsible Lead:</b> Adult Education Program (AEP) / VPI/ Instructional Deans/ Faculty</p>	<ul style="list-style-type: none"> <li>Implement the plan.</li> <li>Track enrollments and assess success and retention.</li> </ul>	<ul style="list-style-type: none"> <li>Implement stages of plan with increasing programs of study based on identified need.</li> <li>Track enrollments and assess success and retention.</li> </ul>
Strategy D: Attract older adult learners (seniors / retirees) to courses / programs that are	<ul style="list-style-type: none"> <li>Develop a plan and set goals.</li> </ul> <p><b>Responsible Lead:</b> Adult Education Program (AEP)</p> <ul style="list-style-type: none"> <li>Include College Emeritus offerings: work with the HB community (Leisure World and HB Senior Center) to highlight classes that older</li> </ul>	<ul style="list-style-type: none"> <li>Track enrollment increases.</li> <li>Assess success and retention.</li> <li>Assess plan and modify activities as data warrants.</li> </ul>	<ul style="list-style-type: none"> <li>Track enrollment increases.</li> <li>Assess plan and modify activities as data warrants.</li> </ul>

GWC Impact Goal 2	GWC Activities for AY26	GWC Activities for AY27	GWC Activities for AY28
responsive to their skills and interests.	<p>adults would be interested in (Languages, Technology, Auto. Art, Music, Theater, etc.) including case management support to increase access to registration, etc.</p> <p><b>Responsible Lead: Instructional Deans/ Faculty /Foundation / VPI/President</b></p> <ul style="list-style-type: none"> <li>• Develop and implement the plan</li> </ul> <p><b>Responsible Lead: Instructional Deans/ Faculty /Foundation/ VPI/ President</b></p>	<ul style="list-style-type: none"> <li>• Review goals and strategies and modify if needed.</li> </ul>	

GWC Impact Goal 3	GWC Activities for AY26	GWC Activities for AY27	GWC Activities for AY28
<b>Impact Goal 3: GWC will aim to increase English/math 1<sup>st</sup> year enrollment by half of the gap each year and the college will aim to close DI success rate gaps in English/math courses by half each year.</b>			
Strategy A: Further develop Community of Practice work to include English and expand on prelim math CoP work - identifying gaps, practices and needs through institutional inquiry	<ul style="list-style-type: none"> <li>• Expand to English department for CoP work: make DI and gaps a regular agenda item on monthly department meetings &amp; discuss current practices that are working for faculty. Research best practices.</li> </ul> <p><b>Responsible Lead: Instructional Dean+Chairs, Dean IE</b></p> <ul style="list-style-type: none"> <li>• Continue CoP in math, track progress, conduct more inquiry.</li> </ul> <p><b>Responsible Lead: IE and Math success strategist (title V stem grant funded)</b></p>	<ul style="list-style-type: none"> <li>• Continue to support the expansion of CoP work.</li> <li>• Analyze the data to measure progress to see what is working and what else we need to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support the expansion of CoP work.</li> <li>• Expansion of CoP work.</li> <li>• Analyze the data to measure progress to see what is working and what else we need to do.</li> </ul>

<p>Strategy B: Realign academic programs to include math and English in the first semester.</p>	<ul style="list-style-type: none"> <li>Collaborate with counselors to ensure that math &amp; English are part of the first-year experience.</li> </ul> <p><b>Responsible Lead: Counseling Dean and Chairs</b></p> <ul style="list-style-type: none"> <li>Develop cohort classes that connect Math &amp; English in their first year, preferably the first semester. That allows students to retake English &amp; Math if needed.</li> </ul> <p><b>Responsible Lead: Department Chairs, Dean, Counselors</b></p>	<ul style="list-style-type: none"> <li>Analyze data regarding enrollment in math &amp; English during first-year experience.</li> <li>Analyze retention, completion, and success rates of the cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze data regarding enrollment in math &amp; English during first-year experience.</li> <li>Analyze retention, completion, and success rates of the cohorts.</li> </ul>
<p>Strategy C: Identify specific subgroups on campus (undecided/athletes/etc.) who have not taken math/English in the first year and target enrollment and support.</p>	<ul style="list-style-type: none"> <li>Work with counseling to identify who the subgroups are.</li> </ul> <p><b>Responsible Lead: Counseling faculty, Chairs, and Dean</b></p> <ul style="list-style-type: none"> <li>Conduct inquiry to identify root causes of barriers to enrollment.</li> </ul> <p><b>Responsible Lead: Counseling faculty, Chairs, and Dean</b></p> <ul style="list-style-type: none"> <li>Collaborate with relevant campus leaders to promote enrollment for these students.</li> </ul> <p><b>Responsible Lead: marketing department, outreach, dual enrollment Dean and Coordinator and counseling.</b></p>	<ul style="list-style-type: none"> <li>Create plans to address DI gaps and analyze success of plans in each of the following semesters.</li> <li>Create plans to address the identified barriers to enrollment. Review discussions with relevant campus leaders to see how the collaboration is working and where more/less is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the collaborative work in previous years and analyze gaps, to determine next steps to address barriers to enrollment.</li> </ul>
<p>Strategy D: Cohort students to complete English and math in the first semester and explore FYE successful models</p>	<ul style="list-style-type: none"> <li>Identify English and math courses to be linked and appropriate timing</li> </ul> <p><b>Responsible Lead: Department Chairs and Deans</b></p> <ul style="list-style-type: none"> <li>Explore integration with Golden Promise program</li> <li>Identify successful strategies and activities to retain students in the first year (including fall to spring persistence)</li> <li>Collaborate with counseling to support and enroll students in the cohort.</li> </ul> <p><b>Responsible Lead: department chairs and deans</b></p>	<ul style="list-style-type: none"> <li>Link the courses.</li> <li>Monitor cohort enrollment and success</li> <li>Analyze data collected from students and faculty.</li> <li>Continue to refine practices for next academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor cohort enrollment and success</li> <li>Analyze data collected from students and faculty.</li> <li>Continue to refine practices for next academic year.</li> </ul>

	<ul style="list-style-type: none"> <li>Collect quantitative and qualitative data from students and faculty.</li> </ul> <p><b>Responsible Lead: inquiry leads (data coaches) and IE</b></p> <ul style="list-style-type: none"> <li>Refine practices for next academic year.</li> </ul> <p><b>Responsible Lead: Department faculty</b></p>		
<p><b>Strategy E: Analyze and refine PASS program related to DI student persistence and success</b></p>	<ul style="list-style-type: none"> <li>Recommend that all English instructors use PASS leaders in ENG 100S/1000C in Fall 2025 and require PASS leaders as of SP26: study data and refine strategies to close DI gaps to improve persistence &amp; success.</li> </ul> <p><b>Responsible Lead: Departments, data coaches, and PASS supervisors</b></p> <ul style="list-style-type: none"> <li>Budget inquiry to support PASS leaders as an institutional item.</li> </ul> <p><b>Responsible Lead: VPI, TLC (ASC)</b></p>	<ul style="list-style-type: none"> <li>This work is dependent on if PASS will continue to due AB 1705 funding ending and if it will be supported by other funding and/or institutionalized.</li> </ul>	<ul style="list-style-type: none"> <li>This work is dependent on if PASS will continue to due AB 1705 funding ending and if it will be supported by other funding and/or institutionalized.</li> </ul>
<p><b>Strategy F: Target, train, and support faculty in need of culturally affirming strategies and practices</b></p>	<ul style="list-style-type: none"> <li>Increase the quantity of English and math faculty who attend PD on inclusive practices</li> </ul> <p><b>Responsible Lead: CIL, Deans</b></p> <ul style="list-style-type: none"> <li>Expand PD on humanizing practices to English and math faculty.</li> </ul> <p><b>Responsible Lead: CIL Coordinatr, Title V STEM grant Director, Deans (English and Math), Select Math and English faculty, IPD mamber</b></p> <ul style="list-style-type: none"> <li>Increase the quantity of data coaches who can conduct inquiry within their classes and department.</li> </ul> <p><b>Responsible Lead: Office of Institutional Effectiveness</b></p>	<ul style="list-style-type: none"> <li>Increase the quantity of English and math faculty who attend PD on inclusive practices</li> <li>Expand PD on humanizing practices to English and math faculty.</li> <li>Increase the diversity of presenters that are English and math faculty</li> <li>Increase the quantity of data coaches who can conduct inquiry within their classes and department.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the quantity of English and math faculty who attend PD on inclusive practices</li> <li>Expand PD on humanizing practices to English and math faculty.</li> <li>Increase the diversity of presenters that are English and math faculty</li> </ul>

<p>Strategy G: Messaging to students</p>	<ul style="list-style-type: none"> <li>Move MAP completion up on timeline after GWC Application</li> </ul> <p><b>Responsible Lead: Counseling</b></p> <ul style="list-style-type: none"> <li>New AB 1705 Math messaging campaign</li> </ul> <p><b>Responsible Lead: Math and Counseling</b></p> <ul style="list-style-type: none"> <li>Communicate to prospective students by educating them about GWC courses and programs, and potentially offering Math/English tutoring to local K-12 students.</li> </ul> <p><b>Responsible Lead: TLC, A&amp;R with advice from Marketing.</b></p>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of enrollment related to math messaging plan.</li> <li>Continue communicating to prospective students by offering Math/English tutoring to local K-12 students. Analyze data of local K-12 students who took advantage of tutoring in the previous year.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of enrollment related to math messaging plan.</li> <li>Continue communicating to prospective students by offering Math/English tutoring to local K-12 students. Analyze data of local K-12 students who took advantage of tutoring in the previous year.</li> </ul>
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<b>GWC Impact Goal 4</b>	<b>GWC Activities for AY26</b>	<b>GWC Activities for AY27</b>	<b>GWC Activities for AY28</b>
<b>Impact Goal 4: GWC will aim to increase the number of students awarded certificates, associate degrees, and transfer rates by 10%.</b>			
<p>Strategy A: Increase awareness of support programs and services.</p>	<ul style="list-style-type: none"> <li>Embed support programs and services into orientation and Canvas.</li> <li>Use MAP data to create targeted Slate campaigns to provide relevant resources.</li> <li>Host Welcome Week fair and classroom visits.</li> <li>Launch survey to gather perceived barriers.</li> </ul> <p><b>Responsible Leads: Dean of Counseling, VPSS, Dean of Equity, Director of Student Life.</b></p>	<ul style="list-style-type: none"> <li>Counselors and instructional faculty make referrals to support services.</li> <li>Launch “Program Matchmaker” campaign.</li> <li>Nudge unconnected students by week 6.</li> <li>Begin tracking GPA/retention differences by support program connection.</li> </ul>	<ul style="list-style-type: none"> <li>Reassess and reevaluate year one and two goals.</li> <li>Use student feedback to re-target disconnected students.</li> <li>Integrate findings into annual planning/equity reviews.</li> </ul>

<p>Strategy B: Improve registration and enrollment processes.</p>	<ul style="list-style-type: none"> <li>• Create a workgroup including DEIA representatives (to ensure equity metrics are being met and implemented).</li> <li>• Identify applicant-to-enrollee gaps.</li> <li>• Prioritize at least 1 Enrollment process for full workgroup review.</li> </ul> <p><b>Responsible Leads:</b> Director and Dean of Enrollment Services, Dean of Counseling, VPSS.</p>	<ul style="list-style-type: none"> <li>• Launch automated messaging at key enrollment/registration points.</li> <li>• Continue workgroup review current and new Enrollment process.</li> </ul>	<ul style="list-style-type: none"> <li>• Reassess and evaluate goals from years one and two.</li> <li>• Present findings at key meetings, Flex Day, and/or through CIL.</li> </ul>
<p>Strategy C: Collaborate across campus to increase transfer, AA degrees, and certificates by 5%</p>	<ul style="list-style-type: none"> <li>• Create an advisory committee to meet once a semester to update and re-evaluate activities.</li> <li>• A&amp;R and Transfer Center to collaborate on an associate degree for Transfer list each fall and spring and conduct targeted outreach activities to students missing requirements.</li> <li>• Expand transfer and graduation awareness campaigns.</li> </ul> <p><b>Responsible Leads:</b> Transfer Center Coordinator, Deans of CTE, Counseling, and Enrollment Services.</p>	<ul style="list-style-type: none"> <li>• Auto certify students completing Cal-GETC certificate of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Reassess and reevaluate goals from years one and two.</li> </ul>
<p>Strategy D: Increase partnerships and agreements with universities.</p>	<ul style="list-style-type: none"> <li>• Work with Dean of Counseling and contact CSULB and UCI to evaluate opportunities to collaborate.</li> <li>• Create Transfer Center Advisory Committee including local university partners to create strategies to increase university partnerships and agreements.</li> <li>• Inventory current informal university partnerships and assess articulation gaps.</li> </ul> <p><b>Responsible Leads:</b> Transfer Center Coordinator, Dean of Counseling, VPSS, Articulation Officer, Instructional Deans/Faculty.</p>	<ul style="list-style-type: none"> <li>• Begin drafting MOU agreements with CSULB and UCI and other local universities.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess outcomes from years one and two and establish benchmarks for year three.</li> </ul>

<p>Strategy E: Expand and improve transfer services.</p>	<ul style="list-style-type: none"> <li>• Work with campus administration to identify funding sources to increase transfer center support staff.</li> <li>• Increase remote and in person drop-in and appointment services; weekend and evening workshops for adult learners.</li> <li>• Host pathway-directed outreach to dual enrollment students to inform them about transfer benefits of attending GWC.</li> <li>• Improve and increase awareness of the Transfer Academy.</li> <li>• Explore funding sources to support students completing University SIRs, application fees, etc.</li> </ul> <p><b>Responsible Leads:</b> VPSS, Dean of Counseling, Transfer Center, Dean of Dual Enrollment, Foundation Director, Marketing Direct.</p>	<ul style="list-style-type: none"> <li>• Evaluate students who have earned an ADT but have not transferred to discuss transfer options and academic goals, as well as barriers and resources.</li> <li>• Continue year-one activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reassess and reevaluate goals from years one and two.</li> <li>• Develop Transfer Academy “alumni tracker” to check on outcomes and establish a mentorship loop.</li> </ul>
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