



Golden West College Strategic Plan 2025-2029

Spring 2025



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Introduction

Golden West College is carrying forward its seven Strategic Goals from the Vision 2030 Comprehensive Master Plan, with one refinement: the Communication goal now includes an emphasis on "engagement."

1. Enrollment
2. Equity & Success
3. Completion
4. Workforce Preparation
5. Professional Development
6. Facilities
7. Communication (and Engagement)

Mission Statement

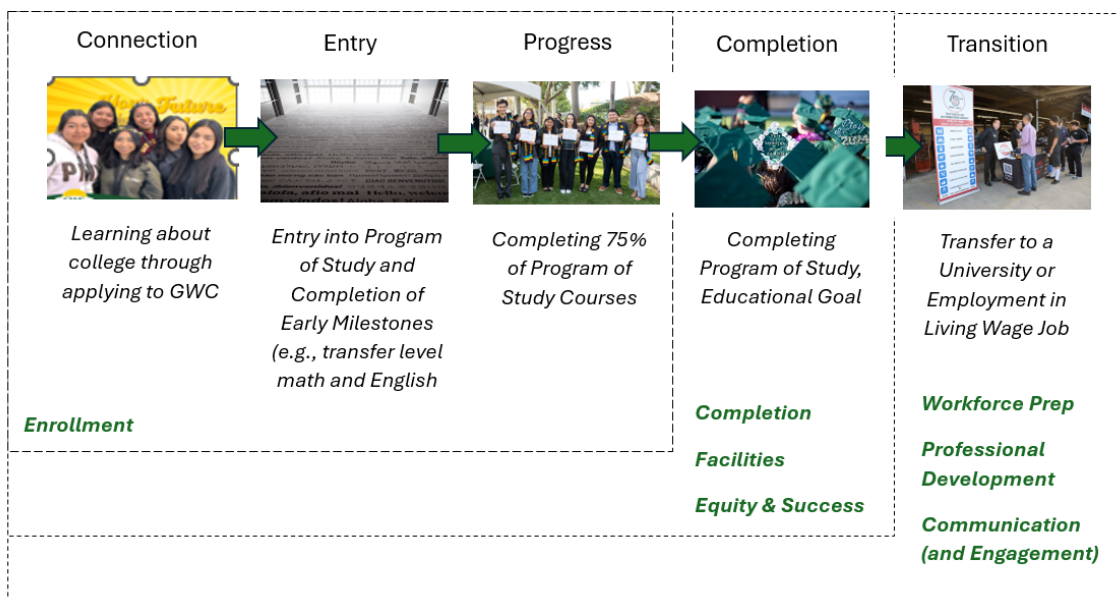
Golden West College provides culturally affirming educational opportunities for our students and community to achieve upward mobility. Our academic excellence, exceptional student services, and community partnerships empower students to achieve personal and academic goals and contribute toward an inclusive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

The GWC Planning Council developed this Strategic Plan with input from staff, faculty, and administrators, who helped shape the strategies. A list of contributors can be found in the Appendix. In creating this plan, the Planning Council reviewed the 2021-2025 Strategic Plan, assessed progress reports from across the college, considered the 2024-2025 priorities set by the President's Cabinet (see Appendix), and incorporated key frameworks and guidelines, including the Loss/Momentum framework (described below), the California Chancellor's Office Vision 2030 goals, and the Student Centered Funding Formula.

Framing and Alignment

This Strategic Plan drew from the [Loss/Momentum Framework](#) developed by the Gates Foundation as a conceptual framework for the student experience and desired outcomes.

Figure 1: Loss/Momentum Framework Mapped with GWC Strategic Goals



In addition to the Loss/Momentum Framework, the Planning Council considered the California Community College Chancellor's Office (CCCCO) *Vision 2030* goals for the state and the state Student Centered Funding Formula (SCFF) milestones and student groups, which are organized by the related GWC Strategic Goals:

Completion

- 30% increase in students completing a degree or certificate (Vision 2030)
- 20% increase in students who transfer to CSU (California State University) or UC (University of California) (Vision 2030)
- Degree and Certificate Completion (SCFF)
- Transfer to a University (SCFF)

Workforce Preparation

- 10 percentage point increase in students who earn a living wage (Vision 2030)
- 9 or more CTE Unit Completion (SCFF)

Enrollment, Equity & Success, and Communication (and Engagement):

- 10% increase in enrollments by Foster Youth (Vision 2030)
- 10% increase in enrollments by Perkins Economically Disadvantaged students (Vision 2030)
- 10% increase in enrollments by Veterans (Vision 2030)
- 10% increase in number of students receiving the California College Promise Grant (CCPG) (Vision 2030)
- 10% increase in number of students receiving Pell Grants (Vision 2030)
- 10% decrease in number of units in excess of 60 to degree (Vision 2030)
- Completing transfer-level math and English in first year (SCFF)
- Completion of SCFF milestones (e.g., math and English, 9+CTE units, degree/certificate, transfer) for students who are California Promise Grant or Pell recipients

Facilities and Professional Development are related to all CCCO Vision 2030 goals and SCFF metrics. These metrics will be integrated into the GWC Strategic Plan and the College's Key Performance Indicator (KPI) Dashboard. Some metrics will be developed in the coming year.

Some metrics and goals are defined in this Strategic Plan based upon the most recent year of data available for the metric. The goals which are denoted by an arrow ("→") are the goals for the college by the end of this Strategic Plan cycle in 2029. Some metrics and goals will be collected and developed during the first year.

Goal 1: Enrollment

GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.

Strategies	
<p>1. Improve student connection, entry, and progress, thereby moving students from prospect to applicant, applicant to enrollee, and enrollee to graduate/ transfer/ workforce, especially for disproportionately impacted student groups. Integrating programs so they are brought to the student, rather than students seeking them out, and offering more concrete transfer pipelines.</p> <p><i>Metric(s):</i> 2% increase in headcount annually (18,889→20,853) 2% increase in FTES annually (8,360→9,230) 9% point increase in persistence (61%→70%) 30% increase in Degree Completion* (1,360→1,768) 10% increase in enrollment by Foster Youth* (143→157) 10% increase in enrollment by Economically Disadvantaged* (10,647→11,712) 10% increase in enrollment by Veterans* (317→349) 10% increase in students receiving the community college promise grant (CCPG) (6,360→6,996) 10% increase in students receiving Pell (2,929→3,222)</p>	<p><i>Primary Responsibility:</i> Vice President of Student Services (VPSS); Vice President of Instruction (VPI)</p> <p>Contributors: Outreach; Admissions & Records; special programs; Academic Success Center; Basic Needs; Faculty; Instruction; Center for Innovation and Learning; Academic Senate, Diversity, Equity, Inclusion, and Accessibility Committee, Institutional Effectiveness Committee, Planning Council, and President's Cabinet</p>
<p>2. Increase enrollment of current high school students through Dual and Concurrent Enrollment. Establish dual enrollment pathways at high schools with a high proportion of traditionally marginalized students. Create transition messaging and support to encourage dual enrollment students to attend GWC after high school.</p> <p><i>Metric(s):</i> 10% dual enrollment (course enrollments) increase annually (4,697→7,563) 15% increase in student headcount of first-generation dual enrollment students annually (609→1,225)</p>	<p><i>Primary Responsibility:</i> Dean of Dual Enrollment</p> <p>Contributors: Dual Enrollment office; Dual Enrollment Work Group; Planning Council; President's Cabinet; Admissions & Records</p>
<p>3. Create and expand enhanced non-credit courses/ programs that meet community needs and result in employment or advancement. Offerings are informed by local business partners, consider student financial aid needs, and celebrate non-credit milestones.</p> <p><i>Metric(s):</i> 15% non-credit enrollment increase annually (3,496→7,032)</p>	<p><i>Primary Responsibility:</i> Director of Adult Education</p> <p>Contributors: Adult Education office; Instruction; Faculty; CCD; CCI</p>

*CCCCO Vision 2030 Metric

<p>4. Create a student-centered schedule that promotes timely completion and offers flexible learning pathways, including building a program for adult college education (PACE) program and relevant support to accommodate adult learners' schedule.</p> <p><i>Metric(s):</i> 10% increase of non-traditional students (aged 25+) annually (5,403→8,702)</p>	<p><i>Primary Responsibility:</i> VPI, Deans</p> <p>Contributors: Deans, Chairs, VPSS</p>
<p>5. Create and/or refine Credit for Prior Learning (CPL) opportunities for students.</p> <p><i>Metric(s):</i> Ensure CPL process is accurate and establish a student baseline by 2026-2027 Establish baseline count of number of classes that have a credit for prior learning component.</p>	<p><i>Primary Responsibility:</i> VPI</p> <p>Contributors: Enrollment Services, Veterans Services, Counseling</p>
<p>6. Revise Golden Promise Program to encourage English and math in the first semester for Transfer students, utilizing counseling courses to students with lower GPAs, and require Student Education Plans (SEPs) in the first semester.</p> <p><i>Metric(s):</i> 10% point increase the number of students who take transfer-level math and English in their first academic year (24%→34%)[†] Establish a baseline count of students who receive an education plan in the first semester, year in fall 2025.</p>	<p><i>Primary Responsibility:</i> Dean of Counseling, Director of Financial Aid</p> <p>Contributors: Counseling Department; math and English faculty; AB1705 Community of Practice</p>
<p>7. Grow the International Student Program (ISP) to include more students and countries.</p> <p><i>Metric(s):</i> 2% increase in the number of ISP students annually (173→187)</p>	<p><i>Primary Responsibility:</i> Director of the International Student Program</p> <p>Contributors: VPSS</p>

Note: Applicant Yield Rate is usually an important metric related to enrollment; however, this metric has not been stable due to fraudulent applications. The Office of Research, Planning, and Institutional Effectiveness (ORPIE) will assess a baseline in spring 2025.

[†]Internal Student Equity Plan Metric

Goal 2: Equity and Success

GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.

Strategies	
<p>1. Support and develop culturally-affirming curriculum in academic programs and courses, such as Ethnic Studies, to enhance diversity and equity-mindedness in curriculum and attract students.</p> <p><i>Metric(s):</i> 10% point increase in students who strongly agree that they belong at this college (26%→36%)</p>	<p><i>Primary Responsibility:</i> Discipline faculty, CCI</p> <p>Contributors: Academic Senate, Deans, VPI</p>
<p>2. Discuss, facilitate training, and implement culturally-affirming instructional practices that empower and promote a positive experience for students, with an emphasis in math and English, and remove opportunity gaps for Hispanic/Latine students, Black or African American students, and Native Hawaiian/Pacific Islander students, as well as male students.</p> <p><i>Metric(s):</i> Establish baseline of faculty trained in inclusive pedagogical practices in fall 2025, number of trained STEM faculty Increase Hispanic/Latine student transfer-level math and English completion by 9% or 74 students[†] (15%→24%) Increase Black or African American student transfer-level math and English completion by 9% or 5 students[†] (9%→22%) Increase Pacific Islander student transfer-level math and English completion by 9% or 4 students[†] (15%→22%)</p>	<p><i>Primary Responsibility:</i> Coordinator of the Center for Innovation and Learning (CIL)</p> <p>Contributors: Academic Senate, Deans, VPI, DEIA Committee</p>
<p>3. Identify and remove barriers to entry and progress, such as affordability, social/life balance, path navigation, and support network, to foster success for all students. Increase the number of students who are aware of and use campus resources.</p> <p><i>Metric(s):</i> 9% increase in persistence (61%→70%)</p>	<p><i>Primary Responsibility:</i> Counseling, Basic Needs</p> <p>Contributors: Instruction and student services programs; Puente; Umoja; Embedded Tutors; PASS leaders; STEM Center; Math Lab; Academic Success Center; Starfish; ENGL G100S +Math 115 Cohort; ENGL G100S + Counseling G 1-5; OFAR (Open for Anti-Racism); Dual Enrollment</p>

[†] Internal Student Equity Plan Metric

<p>4. Incorporate GWC identity as a minority serving institution (e.g., Hispanic Serving Institution (HSI), Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI)) into campus culture and activities that promote a sense of belonging for students, especially for Hispanic/Latine and Vietnamese students.</p> <p><i>Metric(s):</i> 10% point increase in students who strongly agree that they belong at this college (26%→36%)</p>	<p><i>Primary Responsibility:</i> VPI, VPSS</p> <p>Contributors: Aspire, Somos</p>
<p>5. Incorporate equity-minded hiring approaches to identify, attract and retain diverse college personnel including administrators, faculty, and classified professionals.</p> <p><i>Metric(s):</i> Establish baseline of ratio between students and employees of color (78% of students are students of color, while 54% of employees are employees of color (47% of faculty; 67% of classified staff; and, 78% of administrators) Establish baseline of turnover in employees by demographic categories.</p>	<p><i>Primary Responsibility:</i> Director of HR, Hiring managers</p> <p>Contributors: Hiring committee members</p>
<p>6. Fully implement the Internal Student Equity Plan. Continue to assess disproportionate impact across Connection, Entry, Progress, Completion, and Transition and respond to remove gaps.</p> <p><i>Metric(s):</i> Increase enrollment of Hispanic/Latine and Asian applicants by 8%[†] (71%→79% or 100 Hispanic/Latine students; 76%→84% or 84 Asian students) Increase persistence among first-generation and Hispanic/Latine students by 5% or 72 students[†] (48%→53%) Increase Hispanic/Latine student transfer-level math and English completion by 9% or 74 students [†] (15%→24%) Increase Hispanic/Latine student completion by 5% or 227 students[†] (15%→20%) Increase Hispanic/Latine (32%→35% or 11 students), First-Generation (establish baseline in fall 2025), and Economically Disadvantaged (20%→22% or 7 students), student transfers[†] by 2% annually</p>	<p><i>Primary Responsibility:</i> DEIA tri-chairs</p> <p>Contributors: DEIA committee members; Institutional Effectiveness staff</p>
<p>7. Establish Zero Textbook Cost (ZTC) in 100% of GWC courses.</p> <p><i>Metric(s):</i> 100% of courses that offer ZTC (60%→100%)</p>	<p><i>Primary Responsibility:</i> Faculty; Instruction</p> <p>Contributors: Library; Academic Senate; CIL</p>

[†] Internal Student Equity Plan Metric

<p>8. Integrate academic aspects to campus life social activities, increase social ties for peer-to-peer community engagement. Allow for identity development through campus involvement.</p> <p><i>Metric(s):</i> 10% point increase in students who strongly agree that they belong at this college (26%→36%)</p>	<p><i>Primary Responsibility:</i> VPSS</p> <p>Contributors: Student Services; Campus Life; Associate Dean of Equity; First-year experience; Learning Communities</p>
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Goal 3: Completion

GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

Strategies	
<p>1. Provide students with a well-defined path to completion by streamlining processes, eliminating obstacles, and offering user-friendly language and resources throughout the academic journey (e.g., curriculum and how to navigate college). Provide the community with Spanish and Vietnamese translations.</p> <p><i>Metric(s):</i> 30% increase in degrees/certificates* 50% of publications in Spanish and Vietnamese</p>	<p><i>Primary Responsibility:</i> Faculty (curriculum), Counseling (how to navigate)</p> <p>Contributors: Marketing (language translation)</p>
<p>2. Implement personalized academic counseling and expanded student support services. Leverage early alert, targeted academic services, and utilize data to inform interventions.</p> <p><i>Metric(s):</i> Increase disproportionate impacted population engagement in counseling to increase personalized academic counseling and expanded student support services; Establish baseline in fall 2025</p>	<p><i>Primary Responsibility:</i> Counseling or Dean of Counseling</p> <p>Contributors: Faculty with Slate and messaging to students, Institutional Effectiveness</p>
<p>3. Develop courses, programs, learning communities and support programs (ASPIRE, Puente, RAICES, LOOP, Umoja) that align with curriculum, delivery of course content, and assessment.</p> <p><i>Metric(s):</i> Increase participation of students in identified support programs; Establish baseline in fall 2025</p>	<p><i>Primary Responsibility:</i> VPSS & VPI</p> <p>Contributors: Directors of each special program, counseling, CCI, Deans</p>
<p>4. Use identified equity gaps to target student resources and guidance to help students clarify their goals, navigate academic pathways, stay on track, and successfully transition to the workforce or further education.</p> <p><i>Metric(s):</i> Increase Hispanic/Latine student completion by 5% (15%→20%)</p>	<p><i>Primary Responsibility:</i> Associate Dean of Equity, Instructional Deans</p> <p>Contributors: Institutional Effectiveness, VPI, VPSS, Counseling</p>

*CCCCO Vision 2030 Metric

<p>5. Design and revise course and program curriculum to align with the evolving needs of transfer students and the workforce that incorporate practical experiences to enhance student preparedness.</p> <p><i>Metric(s):</i> Increase internships by 20 (0→20)</p>	<p><i>Primary Responsibility:</i> Career Center, Dean of CTE</p> <p>Contributors: Faculty, Counseling</p>
<p>6. Encourage all students who need transfer-level Math and English courses to complete them within their first semester of college. Revise program maps.</p> <p><i>Metric(s):</i> 10% point increase the number of students who take transfer-level math and English in their first academic year (24%→34%)[†]</p> <p>100% of revised program maps published prior to start of 26-27 academic year (Program Mapper).</p>	<p><i>Primary Responsibility:</i> Counseling</p> <p>Contributors: Discipline faculty, Deans, Counseling, Athletic Director</p>
<p>7. Increase opportunity pipelines from GWC to transfer or to the workforce. Advertise these benefits of GWC to transfer to 4-year universities and employment.</p> <p><i>Metric(s):</i> Increase the number of transfer agreements with 4-year universities (e.g., CSU Fullerton MOU). Increase partnerships with local business and employers</p>	<p><i>Primary Responsibility:</i> Transfer Center, Career Center</p> <p>Contributors: Faculty, President, Deans</p>
<p>8. Build success coaching strategies across the campus and special programs. Determine what type of success coaching is most effective for student success. Provide plan to President by end of Spring 2026.</p> <p><i>Metric(s):</i> Course success of students who receive success coach strategies.</p>	<p><i>Primary Responsibility:</i> VPI and VPSS</p> <p>Contributors: Dean of Counseling, Deans</p>

[†]Internal Student Equity Plan

Goal 4: Workforce Preparation

GWC will support student success by developing and offering academic programs that maximize career opportunities.

Strategies	
<p>1. Expand career and technical education (CTE) pathways into Enhanced Noncredit. Mirror existing credit pathways or include preparation for career pathways and continuing education for upskilling or career advancement. Consider where instruction could be delivered in Spanish or Vietnamese. Review programs to ensure alignment with industry partner needs and expectations.</p> <p><i>Metric(s):</i> 15% non-credit enrollment increase annually (3,496→7,032) Build 3 additional non-credit pathway programs</p>	<p><i>Primary Responsibility:</i> Director of Noncredit and Adult Education; Discipline Deans</p> <p>Contributors: Faculty Industry advisory board Community Partners</p>
<p>2. Expand Career Center capacity to support and serve students regarding workforce information, career guidance, job placement, and work experience education. Identify success/placement goals of participants based on metrics of receiving workforce information, career guidance, job placement, and work experience education.</p> <p><i>Metric(s):</i> Establish baseline of students who use the Career Center</p>	<p><i>Primary Responsibility:</i> Dean of Counseling</p> <p>Contributors: Deans, Regional CTE Resources</p>
<p>3. Expand industry partnerships and Workforce Development Boards, unions, and other non-government organizations to increase access to adult learners.</p> <p><i>Metric(s):</i> Identify at least 1 new partner per industry (Workforce Development Boards, unions, and other non-government organizations)</p>	<p><i>Primary Responsibility:</i> Discipline Deans, VPI</p> <p>Contributors: Regional CTE Committee OCBC</p>
<p>4. Utilize strategic and innovative scheduling to find ways to accelerate students through pathways to the workforce.</p> <p><i>Metric(s):</i> 20 PACE business students</p>	<p><i>Primary Responsibility:</i> VPI, Discipline Deans</p> <p>Contributors: Institutional Effectiveness</p>

<p>5. Utilize innovative ways to lower the cost of courses, books, or materials for students, using lottery, grant funds, financial aid alignment, and noncredit pathways.</p> <p><i>Metric(s):</i> 100% of courses that offer ZTC (60%→100%)</p>	<p><i>Primary Responsibility:</i> Director of Financial Aid, VPI</p> <p>Contributors: Associate Director of Student Equity, Nursing Department</p>
<p>6. Expand marketing and recruitment efforts into career pathways in collaboration with dual enrollment, adult education, general campus outreach, and all partners.</p> <p><i>Metric(s):</i> 10% increase in Career and Technical Education course enrollment (10,793→11,872) 40 nursing dual enrollment students applying to the GWC nursing program each year</p>	<p><i>Primary Responsibility:</i> Dean of CTE, Dean of Institutional Effectiveness/Dual Enrollment</p> <p>Contributors: Institutional Effectiveness Office, Director of Adult Ed CTE, Director of Outreach, Nursing Department</p>

Goal 5: Facilities

GWC will provide flexible, accessible, and sustainable learning environments that keep pace with program needs and support the success of students, faculty, staff, and communities.

Strategies	
<p>1. Update existing buildings and build new spaces to modernize campus to attract the students of tomorrow. Focus on new classrooms with more space (i.e., 80+ students) and active learning design. New buildings should include mix use space for both college and community usage through facility rental or lease, and reflect GWC's culture and legacy (i.e., celebrate championships, donors, notable faculty).</p> <p><i>Strategy informed by new Comprehensive Master Plan for Facilities, in development.</i></p> <p><i>Metric(s):</i> Establish a baseline of classroom usage 2% increase in headcount annually (18,889→20,853)</p>	<p><i>Primary Responsibility:</i> Vice President of Administrative Services (VPAS)</p> <p>Contributors: Maintenance & Operations, President's Cabinet, VPI, VPSS</p>
<p>2. Create more collaborative spaces on campus specifically for students to interact with each other and with faculty. Include "gaming" spaces (e.g., bowling lanes, pool tables, ping pong, gaming room).</p> <p><i>Metric(s):</i> Establish baselines of students using The Lounge, Student Union # of collaborative spaces on campus</p>	<p><i>Primary Responsibility:</i> VPSS, VPAS</p> <p>Contributors: Associated Students of Golden West College (ASGWC)</p>
<p>3. Continue to improve food and dining options and physical spaces for food services.</p> <p><i>Metric(s):</i> Increase of students who are satisfied with the food quality on campus (67%→75%)</p>	<p><i>Primary Responsibility:</i> VPAS</p> <p>Contributors: ASGWC, Food vendor, Maintenance & Operations</p>
<p>4. Maintain clean and inviting spaces that promote student success, retention and support student need.</p> <p><i>Metric(s):</i> Establish a baseline of facilities tickets that are completed within two weeks</p>	<p><i>Primary Responsibility:</i> Director of Maintenance & Operations</p> <p>Contributors: Maintenance & Operations</p>

<p>5. Ensure that classrooms and online faculty, students, and staff have the technology and equipment necessary to support faculty, staff and student educational goals. Examples include Owl cameras, Lightboard, AI detection software, Wi-Fi expansion, laptop refresh.</p> <p><i>Metric(s):</i> # of students and faculty who report that they have the technology and equipment necessary for students to reach their educational goals (establish baseline with new survey)</p>	<p><i>Primary Responsibility:</i> Technology Department</p> <p>Contributor: Technology Committee</p>
<p>6. Continue to develop campus infrastructure to improve wayfinding, increase accessibility, and increase sustainability. Examples include signage, lights, and solar project.</p> <p><i>Metric(s):</i> Establish a baseline of the number of identified accessibility challenges in 2024-2025 Complete the solar project</p>	<p><i>Primary Responsibility:</i> VPAS</p> <p>Contributor: Director of Marketing and Outreach; Maintenance and Operations; Sustainability Committee</p>

Goal 6: Professional Development

GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.

Strategies	
<p>1. Centralize the professional development marketing and online presence among Institute for Professional Development (IPD), the Center for Innovation and Learning (CIL), and Human Resources (HR) professional development.</p> <p><i>Metric(s):</i> Centralized professional development sign up, funding processes. Establish a baseline of the number of employees who engage in professional development</p>	<p><i>Primary Responsibility:</i> Director of HR</p> <p>Contributors: IPD chair, CIL chair, HR</p>
<p>2. Continue to refine and implement the data coaching program for college personnel aligning to program review to improve data use for continuous improvement across the campus.</p> <p><i>Metric(s):</i> By Fall 2027, at least one trained data coach in each department/program on campus.</p>	<p><i>Primary Responsibility:</i> CIL Coordinator, Dean of Institutional Effectiveness</p> <p>Contributors: Department chairs and faculty</p>
<p>3. Continue to enhance and develop campus-wide professional development to unite the campus community (Faculty, Staff and Administration).</p> <p><i>Metric(s):</i> Continue to include all groups in Summit strands</p>	<p><i>Primary Responsibility:</i> CIL Coordinator; Director of Human Resources</p> <p>Contributors: VPI, Spring summit coordinator. Faculty, staff and managers</p>
<p>4. Increase awareness, adding reflection and accountability for individuals who attend outside conferences with categorical monies and grants (e.g., Student Equity and Achievement Program (SEAP); Hispanic-Serving Institution (HSI) Title V Science, Technology, Engineering, and Math (STEM) grant. Simplify the application and reimbursement process.</p> <p><i>Metric(s):</i> 10% annual increase in awareness/workshops to learn more about SEAP, HSI, and STEM grant and conferences.</p>	<p><i>Primary Responsibility:</i> CIL Coordinator</p> <p>Contributors: VPI and Deans, College President</p>
<p>5. Incorporate Equity and Social and Cultural Injustice workshops/trainings into Professional Development offerings for Managers and Classified</p>	<p><i>Primary Responsibility:</i> CIL Coordinator</p>

<p><i>Metric(s):</i> Establish a baseline of the number of managers and classified employees who are trained in equity and social and cultural injustice workshops by fall 2026</p>	<p>Contributors: Training and Development Specialist VPI, Deans, HR</p>
<p>6. More rigorously evaluate professional development opportunities, connecting changes in practice to student success outcomes (i.e., how is professional development related to student learning and achievement).</p> <p><i>Metric(s):</i> Establish a baseline of the number of employees who report changes to their practice (i.e., teaching, practices) based on professional development by spring 2026</p>	<p><i>Primary Responsibility:</i> Dean of Institutional Effectiveness, Human Resources</p> <p>Contributors: CIL Coordinator</p>
<p>7. Encourage more faculty to participate in anti-racism professional development.</p> <p><i>Metric(s):</i> Establish a baseline of the number of faculty who complete the anti-racism professional development by spring 2026</p>	<p>Primary Responsibility: Academic Senate</p> <p>Contributors: Faculty who have completed the training, CIL Coordinator, IPD Chair</p>

Goal 7: Communication (and Engagement)

GWC will effectively communicate and collaborate within the College and its communities. GWC also will engage students, staff, and the community to increase student success and connection to the college.

Strategies	
<p>1. Develop cohesive messaging to promote the College's overall brand identity, and processes. Highlight in this messaging the Local Admission Preference to California State Universities (e.g., CSU Long Beach for Garden Grove Unified students).</p> <p><i>Metric(s):</i> Complete the GWC re-branding activities Increased use of GWC branding</p>	<p><i>Primary Responsibility:</i> Director of Marketing & Outreach</p> <p>Contributors: President's Office</p>
<p>2. Increase communication via diverse mediums with internal and external audiences about campus-wide activities, academic opportunities, deadlines, and support services.</p> <p><i>Metric(s):</i> Increased social media engagement, GWC app, and Google analytics for website data</p>	<p><i>Primary Responsibility:</i> Director of Marketing & Outreach, President</p> <p>Contributors: VPAS, VPSS, VPI, Student Support Services – Counseling, Campus Life, Financial Aid</p>
<p>3. Enhance user experience and overall design for communication platforms such as the website and GWC App to make them more informative, accessible, intuitive, and engaging for internal and external audiences.</p> <p><i>Metric(s):</i> Establish a baseline of the number of website users by fall 2025 Establish a baseline of the number of GWC App users by fall 2025</p>	<p><i>Primary Responsibility:</i> Director of Marketing & Outreach, Dean of Enrollment Services (for GWC App)</p> <p>Contributors: Individual departments across campus</p>
<p>4. Align paid advertising and organic marketing strategies with the College's overall mission and goals.</p> <p><i>Metric(s):</i> Analysis of enrollment numbers in response to strategies</p>	<p><i>Primary Responsibility:</i> Director of Marketing & Outreach</p> <p>Contributors: Executive Team</p>
<p>5. Streamline communication between all constituency groups via official shared governance committees, including having updated minutes and agendas posted on the College website and regular reporting to President's Cabinet.</p>	<p><i>Primary Responsibility:</i> All Shared Governance Committees, College Webmaster</p>

<p><i>Metric(s):</i> 100% of governance committee agendas/minutes posted</p>	
<p>6. Increase opportunities to network and connect with local community via presence at and sponsorship of city chamber events, nonprofit events and activities, cultural celebrations. Identify goal for community outreach within Spanish and Vietnamese communities.</p> <p><i>Metric(s):</i> # of community events attended # of community events sponsored</p>	<p><i>Primary Responsibility:</i> Director of Marketing & Outreach</p> <p>Contributors: Foundation Director, Executive Team</p>
<p>7. Improve campus data literacy and establish common data metrics (with year-to-year measurements) to inform assessment practices and support decision making.</p> <p><i>Metric(s):</i> 90% of departments use data in program review</p>	<p><i>Primary Responsibility:</i> Dean of Institutional Effectiveness/Dual Enrollment</p> <p>Contributors: Institutional Effectiveness, Data Coaches, CIL Coordinator</p>
<p>8. Strengthen student engagement with faculty and the campus.</p> <p><i>Metric(s):</i> Increase the 44.3 benchmark score for Student-Faculty Interaction on the CCSSE to the averaged top 10% of cohort (61.6)</p>	<p><i>Primary Responsibility:</i> Faculty</p> <p>Contributors: VPI, Discipline Deans, Chairs</p>

Appendix

Teams:

1. Enrollment: Gisela Verduzco, Kay, Ben, Christina Cruz
 2. Equity & Success: Theresa Lavarini, Christina Rodriguez, Jeannette
 3. Completion: Michael Tran, Lauren Davis Sosenko, Christy Banales
 4. Workforce Prep: Dorsie Brooks, Linda Ju-On, Alice Martanegara
 5. Facilities: Rick Hicks, Danny Johnson, Joe Dowling, Kevin Harrison, Shawn Taylor
 6. Professional Development: Erin Craig, Uyen Tran, Kate Green
 7. Communication (and engagement): Andrea Rango, Ciara (Student), Diana Retes
- Metric Review: Lauren Davis Sosenko, Damien Jordan, and Alex Letourneau

President's Cabinet 2024-2025 Priorities

1. Increase Student Engagement
2. Support Employee Development
3. Increase Math Success
4. Achieve Equity Goals
5. Increase Foundation Effectiveness
6. Increase Enrollment and Transfer
7. Expand Students' Basic Needs Support
8. Convert All Classes to Open Education Resource/Zero Textbook Cost
9. Approach Fiscal Stability
10. Elevate GWC