

**Golden West College**  
**Student Equity Plan**

**January 1, 2015**

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# GOLDEN WEST COLLEGE STUDENT EQUITY PLAN

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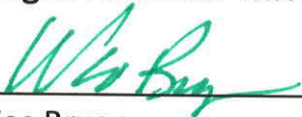
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# Golden West College Student Equity Plan Signature Page

District: Coast Community College District

Date Approved by Board of Trustees: 12/10/2014

College President: Mr. Wes Bryan

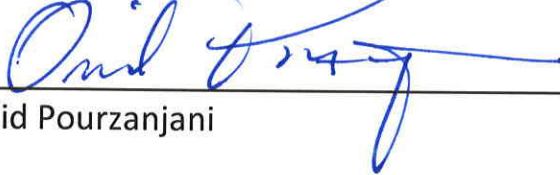


Wes Bryan

12-18-14

Date

Vice President of Student Services:



Omid Pourzanjani

12-18-14

Date

Vice President of Instruction:



Omid Pourzanjani

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Martie Ramm Engle

12/18/14

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Student Equity Contact Person:



Susana Castellanos-Gaona

12/18/2014

Date

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## **Executive Summary**

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## EXECUTIVE SUMMARY

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### Background

Golden West College (GWC) is one of three community colleges of the Coast Community College District located in Orange County, serving primarily the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. Golden West College has 15,798 students with 68% of its students 25 years of age and younger. The ethnic/racial composition of Golden West College is 32% White Non-Hispanic, 28% Asian, 28% Hispanic, 2% African American and, 4% Two or More Races, and 7% Other.

### Population Served

The population in Orange County as a whole is becoming more diverse and more aged. Soon there will be a wave of Baby Boomers reaching the typical age for retirement. By the year 2025, individuals over age 65 will make up 17 percent of the population and by 2050 they will make up an estimated 21 percent of the Orange County population. In contrast, only 10 percent of the population was over age 65 in the year 2000. Today the 25 to 34 age group represents 16 percent of the Orange County population while the 35 to 44 age group represents 17 percent of the County residents. The age group, 14 years of age or younger, comprises 23 percent of the population. By 2025, both the 25-34 and 35-44 age groups will have shrunk to 13 percent of the population and the younger than 14 age groups will be only 19 percent. Many of the older County residents may elect to delay retirement as their experience and technical skills will be in demand and their pension and/or social security resources may not be sufficient to support their preferred lifestyle.

Today, Hispanics make up 33 percent of the Orange County population, but by 2025 Hispanics will be the largest ethnic group at 43 percent of the population and by 2050 this group is anticipated to represent 53 percent of the population. By contrast, the White population is currently 48 percent of the Orange County population, and the Asian population is 16 percent. By the year 2025 the White population is anticipated to be at only 34 percent while the Asian population will increase modestly to 18 percent. As the Hispanic population has been traditionally underrepresented in higher education institutions, Orange County faces a challenge to encourage and prepare young people from this group to pursue postsecondary education.

### Budget

These goals and activities will be supported by the State allocation that supports the Student Equity Plan for Golden West College.

**Evaluation Schedule**

The Student Equity Workgroup will publish an annual report on the progress of the college toward implementing its student equity goals. The Office of Research and Institutional Effectiveness will assist the workgroup in gathering the data and analyzing the results.

District: Coast Community College District

College: Golden West College

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## **Campus-Based Research**

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### **Data Structure and Indicator Definitions**

The California Community Colleges Chancellor's Office (CCCCO) has defined 5 Student Equity Success Indicators to be included in the Student Equity Plan (SEP). This section will provide a definition of each equity indicator and a brief overview of how the data for each indicator will be presented and analyzed.

#### **Data Structure**

Each of the Student Equity Success Indicators must be presented in a disaggregated format representing several population groups. These population groups include age, gender, ethnicity, disability status, and economic disadvantage. The Campus Based Research portion of the SEP will be separated into five sections corresponding to the five indicators. In each section, a data table will present the data for each indicator disaggregated by population groups for a five-year time span.

In order to assess equity within each indicator, a disproportionate impact (DI) analysis will be conducted. Disproportionate impact occurs when a particular population group (e.g., based on race, gender, etc.) exhibits a level of access or success that is significantly lower than that of a reference group (i.e., if there is a clear historical majority group) or than that of students overall. Generally, DI is defined as an access or success rate that is less than 80% that of a reference group or the overall average. Within each data table, shaded areas indicate a finding of DI.

Following each data chart, a written interpretation of the trends in the data, including DI findings, will be presented to identify the key issues uncovered in the analysis.

#### **Student Equity Success Indicators**

##### **Indicator #1: Access**

Definition: The percentage of each population group that is enrolled at GWC compared to the representation of the same population group within the Coast District service area. This percentage is often referred to as the participation rate.

##### **Indicator #2: Course Completion**

Definition: The ratio of the number of credit courses that students, by population group, successfully complete compared to the number of credit courses that students in that same population group were enrolled on the census day of the term. This ratio is expressed as a percentage and can be thought of as a *course success rate* for each population group.

Additionally, as part of this indicator, the SEP instructions specify that colleges must report on academic progress probation and disqualification data. A separate data chart will examine the percentage of students within each population group who have an academic status corresponding to probation or disqualification.

##### **Indicator #3: ESL and Basic Skills Completion**

Because of particularities regarding sizes of the cohorts within some population groups in basic skills and ESL courses, we will provide two different metrics in this section. The second indicator corresponds to the CCCC's official ESL and Basic Skills Completion metric as outlined in the Student



Equity Plan instructions, while the first indicator is based on the definition of ESL and basic skills completion outlined in the CCC 2013 Scorecard.

Definition #1: The ratio of the number of students by population group who complete a degree-applicable (transfer-level) course within 6 years after beginning a basic skills or ESL sequence at below transfer level.

Definition #2: The ratio of the number of students by population group who complete a degree-applicable (transfer-level) course after completing the final level of a basic skills sequence.

**Indicator #4: Degree and Certificate Completion**

Definition: The ratio of the number of students who complete degree, certificate, or transfer-related outcomes in each population group compared to the number of degree, certificate, and/or transfer-seeking students in that same population group. In other words, the percentage of students exhibiting intent to obtain a degree/certificate and/or transfer and who actually accomplish this goal.

Although the official definition of this metric as provided by the CCCCCO specifies the percentage of students completing *degree and certificate* outcomes only, the SEP instructions suggest utilizing data available through the Student Success Scorecard. The Student Progress and Attainment Rate (SPART), which is part of the Student Success Scorecard includes transfer as a completion outcome as well as degree and certificate attainment, and thus transfer outcomes are also included in the data presented here. Data specific to transfers will be presented in Indicator #5.

**Indicator #5: Transfer**

Definition: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English compared to the number of students in the same population group who actually transfer after one or more (up to six) years.

**CAMPUS-BASED RESEARCH**

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

**Indicator #1: Access**

Definition: The percentage of each population group that is enrolled at GWC compared to the representation of the same population group within the Coast District service area. This percentage is often referred to as the participation rate.

<b>Enrollments</b>						
	Coast District Service Area*	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>AGE</b>						
< 20	24.0%	24.2%	25.2%	26.2%	27.1%	28.3%
20-24	6.8%	35.9%	37.3%	37.5%	38.9%	40.1%
25-29	7.5%	15.0%	15.4%	15.6%	14.7%	14.0%
30-34	6.5%	7.1%	7.0%	6.6%	6.5%	6.3%
35-39	7.0%	5.1%	4.6%	4.3%	3.9%	3.3%
40-49	14.8%	6.8%	6.0%	5.9%	5.2%	4.6%
50+	33.5%	5.8%	4.5%	4.0%	3.7%	3.5%
<b>GENDER</b>						
Female	50.4%	54.4%	54.3%	53.1%	53.5%	53.0%
Male	49.6%	44.7%	44.8%	45.8%	45.5%	46.4%
Unreported	-	0.9%	0.9%	1.1%	1.0%	0.6%
<b>ETHNICITY</b>						
African-American	0.9%	1.9%	1.9%	2.2%	2.2%	1.9%
American Indian/Alaskan Native	0.2%	0.9%	0.6%	0.4%	0.3%	0.3%
Asian	23.0%	27.9%	28.5%	27.3%	27.7%	27.5%
Filipino	N/R	2.9%	2.7%	2.4%	2.4%	1.9%
Hispanic	23.9%	17.3%	20.8%	24.2%	26.0%	27.6%
Multi-Ethnicity	2.0%	0.0%	2.6%	3.6%	3.9%	4.0%
Pacific Islander	0.4%	1.0%	0.7%	0.6%	0.6%	0.5%
White Non-Hispanic	49.3%	37.3%	38.5%	37.7%	35.2%	32.5%
Unknown	0.2%	10.8%	3.8%	1.7%	1.7%	3.8%
<b>DISABILITY STATUS</b>						
Not Disabled/Unreported	94.5%	97.0%	96.9%	96.3%	96.2%	94.7%
Disabled	5.5%	3.0%	3.1%	3.7%	3.8%	5.3%
<b>ECONOMIC DISADVANTAGE</b>						
Disadvantaged**	8.6%	30.8%	35.4%	40.3%	48.1%	54.9%
Not Disadvantaged	91.4%	69.2%	64.6%	59.7%	51.9%	45.1%
<b>Disproportionate Impact (DI):</b>	Enrollment rate < 80% of Service Area population percentage					

Data Sources: CCCC DataMart (Annual Headcounts, DSPS Report, & Financial Aid); U.S. Census Bureau (American Community Survey 2012)

\*The Coast District Service Area includes the following cities: Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, and Westminster.

\*\*Economic disadvantage for the Coast District Service Area was defined as the percentage of households whose income in the last 12 months was below poverty level. Disadvantage for GWC students was defined as receiving a BOG waiver, which is awarded based on financial need.

## Observations

### AGE

1. There is evidence of disproportionate impact for age groups 35-39, 40-49, and 50+.
2. Close to 70% of the GWC student population is under 25.
3. The percentage of students under 24 has increased since 2008/09.
4. It is not surprising that older students are underrepresented at GWC compared to the general population because the most common educational goal of GWC students is to obtain an AA degree and transfer to a 4-year institution, and this goal is primarily the aim of traditional aged college students who have not yet attained a degree or begun a career.

### GENDER

1. Over the past 5 years, female students have outnumbered male students by 7-10%.
2. Although female students are slightly overrepresented, and male students slightly underrepresented in the GWC student population compared to the service area population, the discrepancy is not enough for a finding of DI.
3. Enrollment of male students as a percentage of the total student population has been increasing slowly but steadily over the past 5 academic years, providing some reassurance that lack of male participation, which has been a concern of the district in the past, may be abating.

### ETHNICITY

1. GWC's large population of Asian students is made up of mostly Vietnamese students, which is unsurprising given that GWC serves the communities of Garden Grove and Westminster, both of which have a large Vietnamese population.
2. There is evidence of disproportionate impact for white students when compared to the service area. It is generally recognized that DI analyses are meant to assess DI for traditionally underrepresented minority groups, which would not include White individuals. This underrepresentation may also be attributable to the fact that household income for white individuals tends to be higher, on average, than that of other groups. Since community colleges are particularly well-suited to serve lower income students, it may be that white students are more likely to attend 4-year universities after high school rather than attending community college first. Nonetheless, GWC recognizes the need to serve all students regardless of race.
3. GWC's Hispanic population has grown substantially over the past 5 academic years, consistent with statewide trends.
4. Although still a small percentage, GWC has seen growth in multi-ethnic students. Going forward, it will be important for the college to monitor these students to uncover any particular challenges faced by this group.

### **DISABILITY STATUS**

1. There is evidence of disproportionate impact for disabled students in 4 of the last 5 academic years. The numbers of disabled students being served at GWC has increased substantially in the recent past, and in the most recent academic year examined (2012/13) the proportion of disabled students at GWC almost exactly matched that of the service area. This may be due to increased outreach efforts by the Disabled Students Programs and Services Office to encourage disabled students to take advantage of the benefits they are entitled to at the college.

### **ECONOMIC DISADVANTAGE**

1. The data indicate that non-economically disadvantaged students are underrepresented compared to the district service area (while disadvantaged students are clearly overrepresented). There are two main reasons for this. The first is that, as mentioned previously, community colleges are uniquely suited to serve low income students and thus attract larger numbers of low income students than other higher education institutions might. Second, and perhaps more influential in this case, is that the definition of economic disadvantage utilized in this comparison differs between the student population and the service area population. As noted in a footnote under the data table, economic disadvantage for the district service area was defined as the percentage of households whose income in the last 12 months fell below the poverty level. Economic disadvantage for students, on the other hand, was defined as receiving a Board of Governors (BOG) Fee Waiver. To qualify for a BOG waiver, students must demonstrate household income below 150% of the poverty level. Thus, the criterion for students is more inclusive.

This same data was presented to all faculty, management, and staff during the All College Meeting on September 12, 2014. Groups were divided based on departments to analyze the data. The following are some observations from these groups:

1. As indicated in your attached observations, the data suggests that the White, non-Hispanic population of students (including those over the age of 35) who are not economically disadvantaged were and continue to be underserved. This lack of support should be formally addressed in the Student Equity Plan with genuine concern as to how this lack of service to this population does affect our standing in the community it serves, which for the most part, reflects this population group.
2. The white non-Hispanic population is showing the largest decrease in participation rates. The participation rate of this demographic has fallen 4.8% from 2008 to 2013, the largest drop of any other group.
3. The consensus of the group was that GWC is currently doing a good job at providing access to students, but needed to focus on support services that will aid students in completion and student success.

**CAMPUS-BASED RESEARCH**

**B. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

**Indicator #2: Course Completion**

Definition: The ratio of the number of credit courses that students, by population group, successfully complete compared to the number of credit courses that students in that same population group were enrolled on the census day of the term. This ratio is expressed as a percentage and can be thought of as a “course success rate” for each population group.

<b>Course Success Rates</b>					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>AGE</b>					
< 18	67.9%	71.6%	74.7%	69.8%	76.1%
18-19	65.5%	66.8%	67.4%	67.4%	66.5%
20-24	68.7%	66.8%	65.4%	66.6%	67.2%
25-29	72.2%	73.2%	70.0%	68.7%	70.8%
30-34	76.3%	75.6%	73.2%	68.9%	70.4%
35-39	77.9%	79.4%	75.4%	73.5%	74.2%
40-49	77.2%	77.6%	75.0%	71.0%	74.2%
50+	79.3%	77.1%	78.4%	75.9%	75.7%
<b>GENDER</b>					
Female	71.5%	70.5%	69.1%	69.0%	69.2%
Male*	67.3%	67.6%	67.1%	66.4%	67.1%
Unreported	74.4%	75.0%	63.2%	71.0%	66.6%
<b>ETHNICITY</b>					
African-American	56.2%	56.8%	54.9%	52.9%	55.5%
American Indian/Alaskan Native	67.8%	69.0%	64.7%	64.7%	67.1%
Asian	71.8%	72.9%	72.8%	71.9%	71.6%
Hispanic	63.6%	63.9%	61.5%	62.1%	63.4%
Multi-Ethnicity	N/A	61.8%	64.7%	63.6%	63.9%
Pacific Islander	58.9%	56.5%	57.9%	54.5%	52.4%
White Non-Hispanic*	70.7%	70.2%	69.9%	70.5%	70.9%
Unknown	73.4%	73.4%	71.9%	71.6%	69.6%
<b>DISABILITY STATUS</b>					
Not Disabled/Unreported*	68.0%	68.4%	70.4%	70.4%	69.3%
Disabled	58.4%	62.7%	65.4%	58.7%	65.9%
<b>ECONOMIC DISADVANTAGE</b>					
Received BOG Waiver	67.8%	69.2%	70.6%	69.8%	68.0%
Did Not Receive BOG Waiver*	67.6%	67.4%	69.9%	70.4%	71.1%
Disproportionate Impact (DI):	Success Rate of < 80% of average rate or reference group rate (* denotes reference group)				
Data Source: CCCCO DataMart (Retention/Success Rate)					
Note: Success rates only include Degree Applicable Courses					

**Observations**

**AGE**

1. In general, success rates tend to be higher for older students than for most young students, with the possible exception of under 18 year-olds. Older students returning to college after a break in their education may have a better idea of their interests and strengths. Alternatively, older students may face more pressure to successfully complete their courses because of time and financial constraints imposed by careers and families.
2. Despite the general trend of higher success rates for older students, no disproportionate impact for course success rates was observed based on age group.

**GENDER**

1. Females tend to have slightly higher success rates than males, though not significantly so.

**ETHNICITY**

1. When compared to white students, there is fairly consistent evidence for disproportionate impact for African American students over 4 of the past 5 fall terms and for Pacific Islander students over the past 2 fall terms.

**DISABILITY STATUS**

1. Although course success rates for disabled students are consistently lower than those of non-disabled students, it is encouraging that over the past 5 Fall terms the discrepancy has never met the threshold for disproportionate impact. Nonetheless, because of the consistency of the trend, it will be important for the college to find ways to help disabled students succeed.

**ECONOMIC DISADVANTAGE**

1. Course success rates for students receiving vs. not receiving a BOG waiver have been very similar over the past 5 fall terms.

**Probation/Disqualification**

Definition: The percentage of students within each population group who have an academic status corresponding to probation or disqualification.

<b>Probation/Disqualification Rates</b>					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>AGE</b>					
< 18	33.6%	28.5%	20.7%	28.6%	22.6%
18-19	37.0%	36.2%	28.8%	33.7%	35.5%
20-24	28.5%	31.2%	26.5%	30.0%	29.8%
25-29	21.4%	23.2%	18.9%	21.5%	21.6%
30-34	17.9%	18.2%	15.3%	21.0%	18.1%
35-39	16.3%	13.4%	14.0%	15.4%	12.7%
40-49	16.1%	13.6%	14.6%	16.3%	14.2%
50+	14.2%	13.3%	10.2%	9.9%	15.1%
<b>GENDER</b>					
Female	23.2%	25.0%	21.8%	25.3%	24.9%
Male	32.4%	32.1%	25.7%	30.0%	31.6%
Unreported	21.3%	26.8%	31.4%	27.7%	22.5%
<b>ETHNICITY</b>					
African-American	45.7%	39.9%	30.6%	49.2%	38.5%
American Indian/Alaskan Native	22.6%	27.8%	28.3%	40.0%	40.0%
Asian	23.5%	23.2%	18.2%	21.0%	22.0%
Hispanic	35.8%	38.0%	33.4%	37.1%	37.1%
Multi-Ethnicity	N/A	39.0%	26.8%	33.2%	32.7%
Pacific Islander	39.4%	45.6%	27.8%	40.6%	51.1%
White Non-Hispanic*	25.9%	26.7%	21.7%	24.4%	25.0%
Unknown	26.6%	21.5%	18.1%	21.4%	24.9%
<b>DISABILITY STATUS</b>					
Not Disabled/Unreported*	27.0%	28.1%	23.6%	27.1%	27.9%
Disabled	38.8%	31.2%	24.8%	42.6%	30.8%
<b>ECONOMIC DISADVANTAGE</b>					
Received BOG Waiver	25.6%	26.2%	22.7%	27.2%	28.4%
Did Not Receive BOG Waiver*	28.4%	29.7%	24.5%	27.9%	27.5%
Disproportionate Impact (DI)	Probation/Disqualification Rate > 120% of average or reference group (* denotes reference group)				

Note: The denominator used to determine each percentage only contains students who are probation-eligible (i.e., have completed at least 12 units at the college)

Source: MIS Referential Files

### **Observations**

A note on disproportionate impact:

Because in the case of probation rates, lower is better, the DI analyses need to address disproportionately *high* rates rather than disproportionately low rates as they did for access and course success. Thus, the DI 80% rule was inverted so that DI is indicated when a probation/disqualification rate for a particular population group is more than 120% that of the average or reference group.

### **AGE**

1. Younger students exhibit disproportionately high rates of probation/disqualification compared to older students. The two groups that exhibit DI most consistently are also the two most common age groups at the college (18-19 and 20-24 year-olds).

### **GENDER**

1. Because males have consistently higher rates of probation/disqualification than females and therefore it seems nonsensical to consider them as a reference group, DI was assessed by comparing both male and female rates to the averages across both genders (and unknown) for each fall term.
2. Although males consistently have higher rates of probation/disqualification than females, DI was only observed for one fall term in 2008. Nonetheless, the college recognizes the need to address the academic problems of its male students.

### **ETHNICITY**

1. The trends for probation/disqualification rates by ethnicity are disturbing. All minority groups except for Asians exhibit consistent disproportionate impact compared to white students.
2. In most cases, probation/disqualification rates for minority students are at least 10% higher than those of white students, and as much as 20-25% higher in some cases.
3. Overall, African American and Pacific Islander students exhibit the highest probation/disqualification rates. These groups represent a very small minority of students on campus, and this most certainly contributes to their more variable probation/disqualification rates compared to larger ethnic groups. Nonetheless, their persistently high rates are of great concern.

### **DISABILITY STATUS**

1. There was some evidence of disproportionate impact in probation/disqualification rates for disabled students. However, in three of the five previous fall terms, probation/disqualification rates for disabled students were comparable, albeit slightly higher, than those of non-disabled students.
2. These trends should continue to be monitored to determine whether probation/disqualification rates remain an issue for disabled students.



District: Coast Community College District

College: Golden West College

**ECONOMIC DISADVANTAGE**

1. Students who receive BOG waivers have probation/disqualification rates that are quite similar to those who do not receive BOG waivers.

**CAMPUS-BASED RESEARCH**

**C. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

**Indicator #3: ESL/Basic Skills Completion**

Definition #1: The ratio of the number of students by population group who complete a degree-applicable (transfer-level) course within 6 years after beginning a basic skills or ESL sequence at below transfer level.

Note:

- These data were obtained from the Student Success Scorecard, and were not available broken out by disability status and receipt of financial aid.

Remedial English	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate
<b>AGE</b>										
< 20 years old	766	56.0%	863	56.1%	978	56.3%	889	56.7%	916	55.3%
20 to 24 years old	295	40.3%	273	39.9%	292	46.2%	233	47.2%	273	46.9%
25 to 39 years old	177	44.6%	165	43.6%	164	43.9%	135	50.4%	174	44.8%
40+ years old	97	22.7%	66	31.8%	75	24.0%	41	34.1%	90	33.3%
<b>GENDER</b>										
Female	683	49.0%	712	52.5%	766	55.6%	646	57.7%	829	56.5%
Male*	641	48.5%	653	47.6%	741	47.1%	647	49.6%	619	44.1%
<b>ETHNICITY</b>										
African American	39	46.2%	26	34.6%	38	23.7%	30	43.3%	27	29.6%
American Indian/Alaska Native	15	60.0%	15	53.3%	13	38.5%	17	41.2%	15	46.7%
Asian	505	51.1%	496	54.8%	500	57.8%	458	62.2%	498	56.8%
Filipino	31	54.8%	39	59.0%	36	61.1%	27	66.7%	41	51.2%
Hispanic	269	44.2%	293	45.1%	343	40.5%	312	45.5%	361	44.9%
Pacific Islander	21	28.6%	19	21.1%	22	54.5%	13	30.8%	19	31.6%
White*	379	48.5%	401	50.4%	455	53.4%	389	52.4%	403	48.6%
<b>Disproportionate Impact (DI):</b>	Success Rate < 80% of average or reference group (* denotes reference group)									

Remedial Math	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate
<b>AGE</b>										
< 20 years old	542	29.5%	525	31.0%	530	33.6%	528	29.5%	519	32.9%
20 to 24 years old	289	23.5%	259	26.6%	243	36.2%	248	32.3%	248	36.7%
25 to 39 years old	205	33.7%	137	27.7%	121	33.1%	153	28.8%	147	33.3%
40+ years old	79	20.3%	53	17.0%	74	25.7%	53	37.7%	67	28.4%
<b>GENDER</b>										
Female	604	28.5%	540	29.6%	538	34.4%	531	33.7%	571	36.3%
Male*	503	28.0%	434	27.4%	426	32.9%	449	26.7%	407	30.2%
<b>ETHNICITY</b>										
African American	32	31.3%	22	4.5%	24	12.5%	19	15.8%	26	19.2%
American Indian/Alaska Native	< 10	25.0%	19	21.1%	< 10	37.5%	14	21.4%	< 10	60.0%
Asian	211	36.5%	161	36.0%	181	42.0%	189	38.1%	174	36.8%
Filipino	25	20.0%	34	26.5%	29	34.5%	19	31.6%	27	37.0%
Hispanic	249	21.3%	246	26.8%	236	27.5%	252	20.6%	241	32.0%
Pacific Islander	17	5.9%	12	0.0%	11	27.3%	11	27.3%	10	20.0%
White*	503	29.0%	412	29.6%	413	34.6%	405	34.8%	423	32.9%
<b>Disproportionate Impact (DI):</b> Success Rate < 80% of average or reference group (* denotes reference group)										

Remedial ESL	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate	Cohort Size	Success Rate
<b>AGE</b>										
< 20 years old	105	28.6%	82	35.4%	86	39.5%	83	41.0%	94	52.1%
20 to 24 years old	99	31.3%	107	37.4%	132	34.1%	113	29.2%	82	34.1%
25 to 39 years old	151	13.2%	161	16.1%	121	19.0%	158	22.8%	144	14.6%
40+ years old	120	8.3%	114	7.9%	112	6.3%	131	9.9%	105	9.5%
<b>GENDER</b>										
Female	284	21.1%	268	26.5%	265	26.4%	285	25.6%	278	26.6%
Male*	191	16.2%	193	16.6%	186	21.0%	199	21.6%	145	23.4%
<b>ETHNICITY</b>										
African American	< 10	N/A	< 10	N/A	0	N/A	< 10	N/A	< 10	N/A
American Indian/Alaska Native	0	N/A	< 10	N/A	0	N/A	0	N/A	0	N/A
Asian	384	20.3%	379	23.2%	364	24.2%	403	24.8%	322	26.4%
Filipino	< 10	N/A	< 10	N/A	< 10	N/A	< 10	N/A	< 10	N/A
Hispanic	49	18.4%	39	17.9%	42	11.9%	21	9.5%	42	19.0%
Pacific Islander	< 10	N/A	0	N/A	< 10	N/A	< 10	N/A	0	N/A
White	17	5.9%	18	33.3%	27	40.7%	26	30.8%	24	20.8%
<b>Disproportionate Impact (DI):</b> Success Rate < 80% of average or reference group (* denotes reference group)										

Notes:

- For the ESL Data, DI for ethnicity was not assessed using white students as the reference group because white students do not represent a current or historical majority in ESL education. Thus, percentages are compared to 80% of the average probation rate for each cohort year.
- Some ethnic groups were so infrequently represented in the ESL data that comparisons could not be made. If a group had less than 10 students in it, that group's data was not included, and the DI thresholds were calculated without those groups.

### **Observations**

Overall, 6-year transfer-level completion rates for students who start out in basic skills are quite low.

#### **AGE**

1. Across all basic skills subjects, but particularly English and ESL, there is evidence of disproportionate impact in success rates for older students (especially students aged 40 and older). This trend is not as consistent in math.

#### **GENDER**

1. There is no evidence of disproportionate impact in 6 year basic skills completion rates for females as compared to males. Female completion rates tend to be slightly higher than those for males, particularly in English
2. Interestingly, the discrepancy between male and female basic skills completion rates seems to be getting progressively somewhat larger between 2008/09 and 2012/13 in both English and Math, but not ESL. This appears to be due primarily to rising completion rates amongst females.

#### **ETHNICITY**

1. In remedial English, there is evidence of disproportionate impact in 6-year completion rates for African American, American Indian/Alaskan Native, and Pacific Islander students compared to white students. Pacific Islander students exhibit the most consistent pattern of DI, while African American students exhibit DI in three of the five cohorts, and Native American/Alaskan Native students exhibit DI in two of the five cohorts. DI was also observed for Hispanic students, but only in one cohort.
2. In remedial Math, again African American and Pacific Islander students exhibited the most consistent patterns of DI in 6-year completion rates compared to white students. The Pacific Islander cohorts, however, were very small. DI was also observed in three out of five cohorts for Hispanic students. American Indian/Alaskan Native students exhibited DI in both of the cohorts that were large enough to be included. Finally, Filipino students exhibited DI in only one out of the five cohorts.
3. Most ethnic groups could not be examined for ESL completion rates because of the extremely low numbers of students in the cohorts from these groups. However, of the groups included, Hispanic students exhibited fairly consistent evidence of disproportionate impact, and white students exhibited DI as compared to average success rates only in one cohort.

Definition #2: The ratio of the number of students by population group who complete a degree-applicable (transfer-level) course after completing the final level of a basic skills sequence. Like the measures presented previously, students were given 6 years to complete a college-level course.

Remedial English: One-Level Below to Transfer-Level Success Rates					
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<b>AGE</b>					
< 20	73.8%	74.7%	72.7%	73.1%	66.5%
20-24	53.5%	62.0%	73.4%	70.5%	61.1%
25-29	66.7%	60.0%	44.0%	77.8%	75.0%
30+	77.3%	64.5%	64.0%	63.3%	72.7%
<b>GENDER</b>					
Female	69.5%	69.7%	72.5%	71.6%	69.4%
Male*	72.6%	74.7%	69.7%	73.2%	61.3%
<b>ETHNICITY</b>					
African American	60.0%	< 10	46.2%	61.5%	< 10
American Indian/Alaskan Native	< 10	< 10	< 10	< 10	< 10
Asian	73.0%	72.6%	77.8%	83.5%	70.9%
Hispanic	70.3%	65.9%	68.3%	61.6%	64.9%
Pacific Islander	< 10	< 10	< 10	< 10	< 10
Unknown	69.7%	73.7%	68.0%	68.4%	65.1%
White*	69.9%	72.9%	69.7%	69.6%	61.0%
<b>DISABILITY STATUS</b>					
Disabled	77.3%	69.6%	76.9%	70.0%	70.4%
Not Disabled*	70.3%	71.9%	71.0%	72.5%	66.0%
<b>ECONOMIC DISADVANTAGE</b>					
Received BOG Waiver	72.5%	74.2%	73.9%	78.2%	79.6%
Did Not Receive BOG Waiver*	68.8%	66.8%	68.5%	66.5%	48.3%

Remedial Math: One-Level Below to Transfer-Level Success Rates					
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<b>AGE</b>					
< 20	59.9%	55.5%	55.6%	57.0%	63.0%
20-24	52.3%	53.5%	57.8%	47.9%	55.8%
25-29	37.0%	34.5%	56.0%	52.9%	45.5%
30+	42.3%	50.0%	34.8%	38.1%	30.0%
<b>GENDER</b>					
Female	50.7%	52.9%	53.7%	54.6%	60.4%
Male*	62.0%	54.3%	56.5%	53.7%	56.9%
<b>ETHNICITY</b>					
African American	< 10	< 10	< 10	< 10	< 10
American Indian/Alaskan Native	< 10	< 10	< 10	< 10	< 10
Asian	52.7%	56.5%	53.0%	58.0%	56.1%
Hispanic	55.4%	46.2%	47.4%	44.9%	60.8%
Pacific Islander	< 10	< 10	< 10	< 10	< 10
Unknown	54.5%	45.0%	63.9%	48.1%	66.7%
White*	60.1%	57.3%	58.2%	58.0%	58.8%
<b>DISABILITY STATUS</b>					
Disabled	42.9%	46.2%	52.6%	42.9%	47.4%
Not Disabled*	56.1%	53.7%	55.1%	54.6%	59.5%
<b>ECONOMIC DISADVANTAGE</b>					
Received BOG Waiver	57.3%	59.7%	52.7%	59.0%	65.0%
Did Not Receive BOG Waiver*	54.6%	47.8%	57.6%	49.0%	50.6%

Notes:

- Because such small numbers of students in each cohort for ESL successfully completed the final level of ESL and went on to attempt a transfer-level English course, the data for ESL as defined by this metric was not meaningful for comparison purposes. Thus, only English and math data will be discussed with regard to definition #2.
- These data were pulled from a different data source than the 6-year completion rates, and thus we were able to include disability status and economic disadvantage here.

**Observations**

There were noticeably fewer areas of disproportionate impact in basic skills English and Math completion when considering only students who passed a final English/math course and their rates of transfer level English/Math completion. There was some evidence for DI in older students in math, but this was the only somewhat consistent pattern found. This is in stark contrast to the 6-year basic skills completion rates presented in the previous section, which showed evidence of DI in several groups. Thus, it seems that once students make it to the final level of basic skills, their odds of finishing the sequence and completing college-level coursework are substantially greater no matter what population groups they belong to. Efforts to improve equity outcomes, then, should focus on moving students in lower levels of basic skills through the curriculum efficiently.



**CAMPUS-BASED RESEARCH**

**D. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

**Indicator #4: Degree & Certificate Completion**

Definition: The ratio of the number of students who complete degree, certificate, or transfer-related outcomes in each population group compared to the number of degree, certificate, and/or transfer-seeking students in that same population group. In other words, the percentage of students exhibiting intent to obtain a degree/certificate and/or transfer who actually accomplish this goal within 6 years.

Completion Overall	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Cohort Size	Completion Rate	Cohort Size	Completion Rate	Cohort Size	Completion Rate	Cohort Size	Completion Rate	Cohort Size	Completion Rate
<b>AGE</b>										
< 20 years old	1,057	53.1%	1,162	56.9%	1,325	57.4%	1,253	54.1%	1,359	54.8%
20 to 24 years old	144	42.4%	140	50.0%	145	42.1%	127	40.2%	156	46.2%
25 to 39 years old	104	45.2%	90	28.9%	61	41.0%	78	42.3%	90	31.1%
40+ years old	52	28.8%	45	44.4%	55	27.3%	52	38.5%	46	32.6%
<b>GENDER</b>										
Female	733	54.2%	762	54.3%	885	55.4%	770	53.9%	914	53.1%
Male*	619	46.0%	674	53.7%	697	53.2%	738	49.6%	725	51.2%
<b>ETHNICITY</b>										
African American	17	35.3%	18	50.0%	24	45.8%	19	52.6%	21	42.9%
American Indian/Alaska Native	12	50.0%	15	40.0%	11	63.6%	14	14.3%	16	37.5%
Asian	473	55.0%	471	62.6%	543	63.0%	522	61.5%	465	62.2%
Filipino	34	52.9%	28	46.4%	41	58.5%	29	41.4%	43	44.2%
Hispanic	216	39.8%	256	39.8%	284	45.4%	286	38.1%	347	42.7%
Pacific Islander	13	38.5%	16	50.0%	20	30.0%	< 10	N/A	20	40.0%
White*	510	49.0%	527	54.8%	549	51.4%	548	51.1%	609	52.9%
<b>DISABILITY STATUS</b>										
Not Disabled/Unreported*	1309	46.3%	1376	48.6%	1518	49.5%	1431	47.1%	1581	47.2%
Disabled	48	31.3%	61	29.5%	68	27.9%	79	31.6%	70	28.6%
<b>ECONOMIC DISADVANTAGE</b>										
Not Disadvantaged* <sup>47</sup>	584	45.5%	637	47.6%	683	47.7%	600	44.3%	657	44.7%
Disadvantaged	773	45.9%	800	48.0%	903	49.2%	910	47.6%	994	47.5%
<b>Disproportionate Impact (DI):</b>	Success Rate < 80% of average or reference group (* denotes reference group)									

Data Source: 2013 Student Success Scorecard Data (SPAR 5-Year Trends)

**Observations**

**AGE**

1. There is some evidence of disproportionate impact in completion rates for the two oldest age groups (25-39 and 40+). However, the evidence is inconsistent.

**GENDER**

1. There is no evidence of disproportionate impact in completion rates for female students compared to male students.

**ETHNICITY**

1. There is some evidence of disproportionate impact in completion rates for American Indian/Alaskan Natives, Hispanics, and Pacific Islanders. However, in each case, the evidence is inconsistent.

**DISABILITY STATUS**

1. There is consistent evidence of disproportionate impact in completion rates for disabled students as compared to non-disabled students. In each cohort, completion rates for disabled students are approximately 15-20% lower than those of non-disabled students.

**ECONOMIC DISADVANTAGE**

1. Completion rates for all cohorts are very similar for students receiving vs. not receiving BOG waivers.

This same data was presented to all faculty, management, and staff during the All College Meeting. Groups were divided based on departments to analyze the data. The following are some observations from these groups:

1. These two populations should be formally addressed in the GWC Student Equity Plan:
  - o Disabled Students – the data suggest that a completion rate of less than 20% over the last 11 years is the standard but should not be.
  - o African American Students – the data suggests that there is great yearly fluctuation over the last 10 years in the successful completion rate of this population. While the highs of 27.8% and 21.1% are important, the percentages below 20% are problematic and indicate that consistent action is needed.

**CAMPUS-BASED RESEARCH**

**E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

**Indicator #5: Transfer**

Definition: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English compared to the number of students in the same population group who actually transfer after one or more (up to six) years.

Transfers	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	% Transferred	Cohort Size	% Transferred	Cohort Size	% Transferred	Cohort Size	% Transferred	Cohort Size	% Transferred	Cohort Size
<b>AGE</b>										
17 or Less	53.8%	173	54.0%	189	62.7%	233	54.5%	244	50.5%	190
18 & 19	43.7%	572	42.6%	681	41.7%	722	40.9%	821	43.6%	764
20 to 24	35.0%	80	47.1%	87	41.2%	102	29.2%	89	39.8%	103
25 to 29	11.5%	26	13.6%	22	25.0%	8	60.9%	23	20.8%	24
30 to 34	37.9%	29	28.6%	21	9.0%	22	17.9%	28	22.7%	22
40+	23.1%	13	27.3%	11	12.5%	24	24.0%	25	16.7%	18
<b>GENDER</b>										
Female	48.1%	470	43.3%	543	45.9%	632	43.7%	657	42.8%	640
Male*	38.5%	418	44.9%	468	42.8%	477	40.6%	571	43.7%	478
<b>ETHNICITY</b>										
African-American	N/A	< 10	33.3%	12	18.8%	16	45.5%	11	20.0%	10
American Indian/Alaskan Native	N/A	< 10	23.1%	13	N/A	< 10	18.2%	11	27.3%	11
Asian	48.0%	302	56.0%	327	61.2%	389	53.4%	414	51.9%	322
Filipino	40.0%	20	52.6%	19	26.1%	23	36.4%	22	24.1%	29
Hispanic	29.3%	150	29.7%	175	35.2%	176	28.3%	223	35.0%	234
Pacific Islander	40.0%	10	N/A	< 10	28.6%	14	N/A	< 10	28.6%	14
Unknown	52.3%	65	49.2%	63	42.0%	81	39.7%	73	36.7%	90
White Non-Hispanic*	45.6%	329	40.4%	394	36.0%	405	40.5%	472	45.0%	411
<b>DISABILITY STATUS</b>										
Disabled	31.8%	22	28.1%	32	28.9%	38	30.8%	52	31.1%	45
Not Disabled/Unreported*	43.7%	871	44.5%	979	45.2%	1073	42.8%	1178	43.6%	1076
<b>ECONOMIC DISADVANTAGE</b>										
Received BOG Waiver	44.5%	456	44.2%	545	48.0%	575	44.2%	638	44.2%	654
Did not receive BOG waiver*	42.3%	437	43.8%	466	41.0%	536	40.2%	592	41.5%	467
Disproportionate Impact (DI):	Transfer Rate < 80% of average or reference group (* denotes reference group)									

Data Source: CCCC DataMart (Transfer Velocity)

## **Observations**

### **AGE**

1. There is consistent evidence of disproportionate impact in transfer rates for older students. This is particularly true for students over 40, but also, to a lesser extent, for 30-39 year-olds and 25-29 year-olds.
2. Students younger than 25 are within the typical age range for college undergraduates. The lower transfer rates for students older than 25 may reflect different goals of this population. However, the cohorts only include students who are identified as transfer-directed based on their course-taking patterns. An alternative explanation is that older students may face more barriers to transfer than younger students because of greater family, work, or financial constraints.

### **GENDER**

1. Female students do not evidence disproportionate rates of transfer compared to male students.

### **ETHNICITY**

1. There is some evidence of disproportionate impact in transfer rates for several ethnic groups. The most consistent DI is observed for Hispanic students. All but one cohort have transfer rates approximately 10% below those of white students. This trend is concerning particularly in light of GWC's recent designation as a Hispanic-serving institution, and providing resources and support for Hispanic transfer-directed students should be a priority.
2. There is also consistent evidence of disproportionate impact for Native American/Alaskan Native students. DI was observed in all 3 cohorts that were large enough to include.
3. Although DI is only observed for Pacific Islander students in 2 cohorts, Pacific Islander students only have 3 cohorts that are large enough to include in the comparison, so given this they also show fairly consistent evidence of DI.
4. Filipino and African-American students exhibit some inconsistent evidence of DI. DI is observed in two cohorts for each of these groups.

### **DISABILITY STATUS**

1. Similar to the findings for completion rates, rates of transfer for disabled students are significantly lower than those of non-disabled students in every cohort. Disabled students may face several barriers to degree completion and transfer that need to be addressed in a systematic manner in order to increase equity for this group.

**District:** Coast Community College District

**College:** Golden West College

**ECONOMIC DISADVANTAGE**

1. There is no evidence of disproportionate impact for students receiving BOG waivers as compared to those not receiving BOG waivers.

## Overall Observations

### **AGE**

Older students exhibited disproportionate impact in several areas, including access, basic skills and ESL completion, degree/certificate completion, and transfer. Although the access issue can likely be explained by the simple fact that many adults in the community have already completed their education or are not interested in pursuing education further, the other trends deserve attention. Older students may face special challenges not faced by younger students that impact their basic skills/ESL and overall completion and transfer rates. Efforts should be made to identify these factors in order for the college to design programs to help support older students as they work toward their goals.

### **GENDER**

It is encouraging that there were almost no disproportionate impact findings based on gender. Males and females demonstrate equitable access, success, basic skills completion, degree completion, and transfer. One area of concern is the generally higher rates of males with an academic status of probation or dismissal. Although in most cases this discrepancy did not amount to a finding of disproportionate impact, the trend was consistent enough to warrant discussion of ways to better support the academic achievement of male students.

### **ETHNICITY**

Although the Access findings demonstrate that minority groups are well-represented at GWC in proportion to the population in our service community, these groups lagged behind white and Asian students in many indicators, and these findings deserve serious consideration. In particular, African American and Pacific Islander students demonstrated lower rates of course success, basic skills completion, and transfer, and higher rates of probation/disqualification, than white students. Native American/Alaskan Native students also exhibited some areas of disproportionate impact, including probation rates, degree and certificate completion, and transfer. These three groups are the smallest ethnic groups represented on campus, which makes some comparisons difficult. However, the trends indicate a consistent problem faced by students in these groups.

Hispanic students also exhibited disproportionate impact in several areas, including probation rates, math basic skills and ESL completion, transfer rates, and to some extent degree and certificate completion. GWC is a designated Hispanic Serving Institution, serving a large population of Hispanic students each year. It will be important to continue to monitor these trends and implement programs and services targeted to Hispanic students in order to increase equity in these areas.

**DISABILITY STATUS**

Equity of access appears to be increasing as the overall numbers of disabled students at GWC increase. However, this trend will need to be continuously monitored and efforts made to reach out to disabled students who may not seek out services in order to improve access. Disabled students also demonstrate equitable course success rates compared to non-disabled students. However, there is a very consistent trend for students with disabilities to have lower rates of degree and certificate completion and transfer when compared to non-disabled students. Because disabled students' course success rates are comparable, this likely means that disabled students are facing barriers to completion that are not related to their ability to get through their courses successfully. Rather, it may be that other challenges tend to lead disabled students to drop out before completing their goals. Identifying these challenges and finding ways to address them will be critical to improving equitable outcomes for disabled students.

**ECONOMIC DISADVANTAGE**

The percentage of GWC students receiving a BOG waiver, and thus the percentage experiencing economic disadvantage, has climbed quite dramatically in the past 5 years. Despite this, students who do and do not receive BOG waivers perform similarly in all of the indicator areas. This encouraging trend suggests that students facing economic hardships are successfully taking advantage of educational opportunities at the college and overcoming barriers in order to achieve their academic goals.

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## Goals and Activities

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**GOALS AND ACTIVITIES**

**A. STUDENT SUCCESS INDICATOR FOR ACCESS**

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

**GOAL A.** While there are instances of disproportionate impact for White Non-Hispanic, disabled, and non-economically disadvantaged students, there are a number of external factors that may affect this outcome. The Student Equity Workgroup will share its findings with all standing campus committees to determine whether additional research or action is necessary and warranted. The student population in our service area is changing with an increase in the Hispanic population and a decrease in the Caucasian population. To maintain equity and access for all students, the College will focus on the following objectives:

**Goals:**

- Coordinate with the Office of Research and Institutional Effectiveness to gather more data to better understand the external factors contributing to the disproportionate impact for White Non-Hispanic, disabled, and non-economically disadvantaged students.
- Use data on the Student Equity Plan to raise awareness among all constituent groups at the institution and obtain feedback.

ACTIVITY A.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activities	Funding Source	Responsible Staff	Target Date
Present data and findings to all constituent groups at the institution level.	General Funds	Members from Recruitment to Completion Committee	February 2015
		Members from Student Life and Administrative Services Planning Team	
Present further findings including possible external factors on disproportionate impact to all constituent groups at the institution level.	General Funds	Office of Research and Institutional Effectiveness	June 2015

District: Coast Community College District

College: Golden West College

**EXPECTED OUTCOME A.1.1**

- By June 30, 2015, the Student Equity Workgroup will gain a better understanding of the external factors that may be affecting a disproportionate impact for White Non-Hispanic, disabled, and economically disadvantaged students.

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**GOALS AND ACTIVITIES**

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**B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

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**GOAL B.** Data indicates and reveals evidence of disproportionate impact for African American students and for Pacific Islanders in the area of course completion. There is also evidence of disproportionate impact for all minority groups (except for Asians) who are placed on probation/disqualification status when compared to White students. In most cases, probation/disqualification rates for minority students are between 10% and 25% higher than those of white students. African American and Pacific Islander students exhibit the highest probation/disqualification rates.

**Goals:**

- Coordinate with the Office of Research and Institutional Effectiveness to gather data to further understand course completion and probation/disqualification rates for minority students.
- Understand why African American and Pacific Islander students are more likely to not achieve course completion.
- Understand why minority groups are more likely to be on probation/disqualification status.
- Use data on the Student Equity Plan to guide the Student Success and Support Program (SSSP) Plan.
- Implement core services supported by the SSSP guidelines including orientation, assessment, counseling, and follow-up services.
- Increase student involvement in College life.
- Increase and strengthen student academic support services and programs such as the Writing Center and Math Achievement Center.
- Establish a STEM Learning Resource Center to promote and provide career information for STEM related fields.

**ACTIVITY B.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activities	Funding Source	Responsible Staff	Target Date
Present data and findings to all constituent groups at the institution level.	General Funds	Members from Recruitment to Completion Committee  Members from Student Life and Administrative Services Planning Team	February 2015
Present further findings including possible external factors on disproportionate impact to all constituent groups at the institution level.	General Funds	Office of Research and Institutional Effectiveness	June 2015
Review reports from the student engagement survey that was conducted at the college in spring 2014 to identify gaps and needs in current student engagement offerings.	General Funds	Student Life and Administrative Services Planning Team (SLASPT)	June 2015
Student Success – The GWC STEM Center will offer workshops developed to increase student success in STEM disciplines. Workshops will include, but are not limited to: significant figures, unit analysis, scientific calculator use, college application assistance, and resume writing. The GWC STEM center will also offer individual and small group, discipline specific tutoring.	General Funds  Grants	Math and Sciences Division Dean  Math/Science Departments and Faculty	August 2015

<p>Facilitate discussion during Recruitment to Completion Committee (RCC) meetings to determine and include activities in the Student Support and Success Program (SSSP) Plan. Activities must support the Student Equity Plan data and must provide the most impact.</p>	<p>General Funds SSSP Funds</p>	<p>Recruitment to Completion Committee</p>	<p>October 2015</p>
<p>Implement a DSPS Student Success course that links with student enrolled in basic skills English, math, and/or ESL course with embedded tutoring and resource development within the class.</p>	<p>SEP Funds</p>	<p>Disabled Student Programs &amp; Services Tutoring Services</p>	<p>December 2015</p>
<p>Obtain updates from Student Success and Support Program to monitor progress on activities within the SSSP Plan that provide core services (orientation, assessment, counseling, follow-up services) to mitigate the disproportionate impact on course completion and probation/disqualification status.</p>	<p>General Funds SSSP Funds Student Equity Funds</p>	<p>Student Success and Support Programs Recruitment to Completion Committee</p>	<p>June 2016</p>
<p>Enhance Service Learning as an option for increasing student engagement.</p>	<p>General Funds Student Equity Funds</p>	<p>Office of the Vice President and Student Learning</p>	<p>June 2016</p>
<p>Strengthen existing Associated Students of Golden West College (ASGWC) student government program through amendments to the ASGWC Constitution, establishment of bylaws, and the development of other governing documents. Organizational changes will result in greater and more meaningful student leadership opportunities and experiences.</p>	<p>General Funds ASGWC Funds Student Equity Funds</p>	<p>Office of the Vice President of Student Life and Administrative Services Dean of Student Life Associated Students</p>	<p>June 2016</p>

<p>Increase faculty, staff, and administrator engagement in College life.</p>	<p>General Funds Student Equity Funds</p>	<p>Office of the Vice President of Instruction and Student Learning Division Deans College Faculty, Staff, and Administration</p>	<p>June 2016</p>
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**EXPECTED OUTCOME B.1.1**

- By June 30, 2015, the Student Equity Workgroup will have identified at least two factors that may begin to explain the disproportionate impact of minority students, especially for African American and Pacific Islander students. These factors should be presented to all campus standing committees. Furthermore, the SLASPT will have identified gaps and needs in current student engagement offerings
- By June 30, 2016, the Student Equity Workgroup will have collaborated with the Student Success and Support Program (SSSP) to implement at least one activity to increase the course success rates and decrease the rates of probation/disqualification status among minority students. Furthermore, the ASGWC will have completed student government program amendments to create meaningful student leadership opportunities and experiences.
- By June 30, 2017, the Student Equity Workgroup will expect to see a significant increase in the course success of minority students and a significant decrease on the rates of probation/disqualification status among minority students. Furthermore, the Student Equity Workgroup will expect to see a significant increase in faculty, staff, and administrator engagement in College life.

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**GOALS AND ACTIVITIES**

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**C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

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**GOAL C. The Student Equity Workgroup will collaborate with the Basic Skills Initiative workgroup, departments of English, Math, ESL, and the Office of Research and Institutional Effectiveness to identify reasons of the disproportionate impact among minority groups as they attempt to complete basic skills English, Math or ELS courses.**

Goals:

- Ensure that the 2014-15 ESL Basic Skills Allocation Goals/Action Plan and Expenditure Plan addresses activities to mitigate the disproportionate impact identified in the Student Equity Plan.
- Mathematics department will investigate the feasibility and implementation of hybrid-SI support models to reach a larger number of our basic skills students in Elementary and Intermediate Algebra. As a result of this goal, the successful progression rate of students from elementary algebra with SI support to intermediate algebra will increase 5% by 2017-2018 over the current 2012-2013 rate.
- Using the findings from the Basic Skills Cohort Progress Tracking Tool, the ESL department will work in conjunction with Support Services on campus to promote a greater understanding of the need for ESL students to remain steadfast in the ESL track, and, in particular, remain enrolled in the ESL 071 course. The tracking tool shows that when ESL students jump into the regular English track their success rates are alarmingly low. By providing clarity for ESL students in counseling, in class and in the Writing and Reading Center, the success progression rate from ESL to English will increase. More specifically, the successful progression of students, who come in at the 50 level or higher and take ESL 071, will increase 4% by 2017-2018 over the current 2012-2013 rate.
- Through the analysis found in the Basic Skills Cohort Progress Tracking Tool and the student learning outcomes noted in the department Mastery Test, there is much evidence to show that students are coming to the campus extremely under prepared. As a result, the English department will investigate the feasibility and implementation of a support model, which endeavors to mitigate a lack of college and English course readiness. This will foster marked improvements over the next five years in the success rate from developmental to transfer English, while also lessening the impact of new repeatability regulations. The successful progression rate of students who begin at two levels below Freshman Composition and benefit from this support model will increase 5% by 2017-2018 over the current 2012-2013 rate.

- Work closely with feeder high schools, Office of Research and Institutional Effectiveness, and Planning Division to perform a gap analysis, determine the area in most need and move overall BSI program from activities to scalable outcomes in student success.
- Investigate the offering of basic skills courses at reduced class sizes.
- Increase student academic support services and programs such as the Writing Center, Math Achievement Center, and STEM Center.
- Enhance success rate of student with disabilities completing basic skills English, math, and ESL courses through course linkages with a DSPS Student Success course that includes embedded tutoring for basic skills components and college success skill development.

**ACTIVITY C.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activities	Funding Source	Responsible Staff	Target Date
Collaborate with Recruitment to Completion Committee (RCC) to ensure that activities within 2014-15 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan are implemented and addressing the disproportionate impact identified in the Student Equity Plan	General Funds Basic Skills Initiative Funds	English/Math department  Human Resources  Project Director Title III grant  Basic Skills Initiative Coordinator  Recruitment to Completion Committee (RCC)  Student Equity Plan Workgroup	June 2015



<p>Program and Curriculum Planning and Development</p> <p>Supplemental Instruction and Tutoring:</p> <ul style="list-style-type: none"> <li>• Explore hiring English &amp; Math instructor(s) to teach basic skills courses piloting the integration of identified success strategies &amp; perform Title III grant math/English coordination (25% paid by Title III grant)</li> <li>• Continue Basic Skills Workshop series in English/ESL &amp; Math</li> <li>• Track the impact of contacts in the Writing Center with student achievement in specific classes</li> </ul>	<p>General Funds Basic Skills Initiative Funds</p>	<p>English/Math department Human Resources Project Director Title III grant Basic Skills Initiative Coordinator</p>	<p>June 2015</p>
<p>Advisement and Counseling Services:</p> <ul style="list-style-type: none"> <li>• Develop a pilot for embedded counseling in basic skills courses (targeting 10 English, 7 math, and 6 ESL sections) for spring/fall 2015.</li> </ul> <p>Student Assessment services:</p> <ul style="list-style-type: none"> <li>• Create a short (3 minute) “Why take assessment seriously” video</li> <li>• Implement Math/English pre-assessment activities designed to improve student success with taking our assessment test.</li> </ul>	<p>General Funds Basic Skills Initiative Funds</p>	<p>Counseling, Math, English, ESL faculty Basic Skills Initiative Coordinator English/ESL/Math department faculty Project Director Title III grant Office of Research and Institutional Effectiveness Assessment Center</p>	<p>June 2015</p>

<p>Professional Development activities:</p> <ul style="list-style-type: none"> <li>English/ESL/Math Department Symposiums</li> <li>Curriculum alignment meetings between GWC faculty &amp; feeder high school English/ESL/Math faculty.</li> <li>Support other faculty training to help basic skills students succeed.</li> </ul>	<p>General Funds Basic Skills Initiative Funds</p>	<p>Deans, Arts &amp; Letters/Math &amp; Science English/Math department Faculty BSI Coordinator Project Director Title III grant</p>	<p>June 2015</p>
<p>Provide embedded tutoring to DSPS students.</p>	<p>SEP Funds</p>	<p>Disabled Student Programs &amp; Services Tutoring Services</p>	<p>December 2015</p>

**EXPECTED OUTCOME C.1.1**

By June 30, 2015:

- Collect disaggregated data and determine use of results to better impact student success.
- Complete activities as stated in the Basic Skills Initiative plan.

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**GOALS AND ACTIVITIES**

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**D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION**

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

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**GOAL D. Although there are incidents of disproportionate impact in completion rates for American Indian/Alaska Natives, Hispanics, and Pacific Islanders, the evidence is inconsistent. There is consistent evidence of disproportionate impact in completion rates for disabled students as compared to non-disabled students. In each cohort, completion rates for disabled students are approximately 15-20% lower than those of non-disabled students.**

**Goals:**

- Coordinate with the Office of Research and Institutional Effectiveness to gather additional data to further understand the external factors that may be contributing to inconsistent evidence of disproportionate impact among American Indian/Alaska Natives, Hispanics and Pacific Islanders.
- Coordinate with the Office of Research and Institutional Effectiveness to gather additional data to further understand the external factors that may be contributing to the disproportionate impact among disabled students.
- Strengthen Student Success Pathways to increase degree and certificate completion.
- Improve remediation – Success rates out of our College gatekeeper courses need to be improved.
- Establish a STEM Learning Resource Center to promote and provide career information for STEM related fields.
- Increase student academic support services and program such as the Writing Center and Math Achievement Center.
- Address non-academic variables identified through the Student Success Score (SSS) survey tool, that impact equity, student learning, and success.

**ACTIVITY D.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activities	Funding Source	Responsible Staff	Target Date
Continue to design and deliver course sequence tracks that provide CSU-GE/IGETC General Education certificates, CTE Certificates, and/or AA degrees in a defined period of time.	General Funds	Division Deans	June 2015
Identify strategies to increase the number of students completing 30 units or more.	General Funds	Division Deans	June 2015
Student Success – The GWC STEM Center will offer workshops developed to increase student success in STEM disciplines. Workshops will include, but are not limited to: significant figures, unit analysis, scientific calculator use, college application assistance, and resume writing. The GWC STEM center will also offer individual and small group, discipline specific tutoring.	General Funds Grants	Math and Sciences Division Dean Math/Science Departments and Faculty	August 2015
Implementation of a “Student Success Score” (SSS) survey tool to assess, identify, provide support and evaluate outcomes related to nonacademic variables that impact student success. The hypothesis of the SSS is that higher scores on the assessment tool will correlate with higher rates of student success. The survey has 20 questions and has a scoring range of 1 to 100 and it takes less than 5 minutes to complete. The SSS will help identify needs and provide a mechanism to offer support services. The SSS would be administered at	SEP Funds	Student Life and Administrative Support Services	August 2015

<p>enrollment to create a baseline and then administered as needed to assess the current status. The score will be a reference point (data) upon which we can evaluate student progress as well as our efforts to support students.</p>			
<p>Implementation of an “Exit Survey” that will ask students why they are dropping a class or are dropping out of school. This Exit Survey will consist of a pull down menu that includes the top ten reasons why students drop and will also include a write in option. The purpose of the Exit Survey is to collect data as to why students drop out. This data will help GWC decide what support services are needed to support and promote student success, especially persistence, retention, and completion.</p>	<p>SEP Funds</p>	<p>Student Life and Administrative Support Services</p>	<p>August 2015</p>
<p>Evaluate alternative assessment and placement policies, such as:</p> <ul style="list-style-type: none"> <li>• Evaluate the time students need to wait between attempts;</li> <li>• explore pre-assessment models;</li> <li>• evaluate placement models that consider using student performance data other than assessment tests; and</li> <li>• evaluate diagnostic-based assessment tools.</li> <li>• implement more effective processes to inform students of their assessment results and the follow-up options.</li> </ul>	<p>General Funds SSSP Funds</p>	<p>Enrollment Management Student Success and Support Programs Assessment Center</p>	<p>June 2016</p>

<p>Title II, Objective 6: Productivity will improve by decreasing time to degree completion by 15% for students who complete in Spring 2017.</p>	<p>Title III Grant</p>	<p>Counseling, Math, English, ESL faculty BSI coordinator English/ESL/Math department faculty Project Director Title III grant Office of Research and Institutional Effectiveness Basic Skills Initiative Coordinator</p>	<p>June 2017</p>
<p>Title III, Objective 1: The percentage of first time students from GWC who place in transfer-level math and English courses upon entrance to the college will increase from 25% to no less than 40%. (Source: Banner Assessment)</p>	<p>Title III Grant</p>	<p>Counseling, Math, English, ESL faculty BSI coordinator English/ESL/Math department faculty Project Director Title III grant Office of Research and Institutional Effectiveness Basic Skills Initiative Coordinator.</p>	<p>June 2017</p>

**EXPECTED OUTCOME D.1.1**

- By June 30, 2015, the College will identify strategies for course sequencing and to increase the number of students completing 30 units or more.
- By June 30, 2016, the Student Equity Workgroup will consider possible activities and implement those that provide the most impact.
- By June 30, 2017, the College will increase the completion rate by 15%.

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**GOALS AND ACTIVITIES**

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**E. STUDENT SUCCESS INDICATOR FOR TRANSFER**

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

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**GOAL E.** There is evidence of disproportionate impact in transfer rates for several minority groups including African American, American Indian/Alaska Native, Filipino, Hispanic, and Pacific Islander. The most consistent DI is observed for Hispanic students. All but one cohort have transfer rates approximately 10% below those of white students. This trend is concerning particularly in light of GWC’s recent designation as a Hispanic Serving Institution (HSI).

**Goals:**

- Increase Completion
- Improve and Strengthen Transfer Pathways
- Establish a STEM Learning Resource Center to promote and provide career information for STEM related fields.
- Increase student academic support services and programs such as the Writing Center, Math Achievement Center, and STEM Center.



**ACTIVITY E.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activities	Funding Source	Responsible Staff	Target Date
<p>Continue to design and deliver course sequence tracks that provide CSU-GE/IGETC General Education certificates, CTE Certificates, and/or AA degrees in a defined period of time.</p>	<p>General Funds</p>	<p>Office of the Vice President of Instruction and Student Learning Division Deans</p>	<p>June 2015</p>
<p>Transfer and Career Awareness – The GWC STEM Center will assist students in researching and applying for transfer STEM majors to receiving Universities. The hosting of STEM specific transfer workshops will aid students in this activity. The STEM Center will host talks by University transfer representatives, instructors, and administrators. Visit to local Universities will be facilitated by the STEM center. The STEM center will also create partnerships will local, regional, and national companies employing STEM professions. Through these partnerships the STEM center will facilitate discussion opportunities between students and STEM professionals. The STEM Center will also facilitate site visits and internship opportunities to local businesses.</p>	<p>General Funds Grants</p>	<p>Math and Sciences Division Dean Math/Science Departments and Faculty</p>	<p>August 2015</p>
<p>Continue to design and deliver CSU-in-2 pathways and demonstrate outcomes.</p>	<p>General Funds</p>	<p>Office of the Vice President of Instruction and Student Learning Division Deans</p>	<p>June 2016</p>

<p>Title III, Objective 4: The number of Hispanic full-time students, who transfer from GWC (128 Hispanic/661 total in 2011-12) to California State Universities, will increase by a minimum of 20% over Fall 2011-12 baselines (847) to 156. (Source: CSU Analytics Unit)</p>	<p>Title III Grant</p>	<p>Counseling, Math, English, ESL faculty BSI coordinator English/ESL/Math department faculty Project Director Title III grant Office of Research and Institutional Effectiveness Basic Skills Initiative Coordinator</p>	<p>June 2017</p>
<p>Title III, Objective 2: Total progression from basic skills courses through transfer level courses for the 2016-2017 cohorts will increase from 22% to 34% in English and from 11% to 27% in math (2010-2012 cohort baselines. (Source: KPI Report 2013)</p>	<p>Title III Grant</p>	<p>Counseling, Math, English, ESL faculty BSI coordinator English/ESL/Math department faculty Project Director Title III grant Office of Research and Institutional Effectiveness Basic Skills Initiative Coordinator</p>	<p>June 2017</p>

**EXPECTED OUTCOME E.1.**

- By June 30, 2015, the College will identify strategies for course sequencing.
- By June 30, 2016, the Student Equity Workgroup will consider possible activities and implement those that provide the most impact.
- By June 30, 2017, the College will increase the transfer rate for Hispanic students by 20%.

District: Coast Community College District

College: Golden West College

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## Budget

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**SOURCES OF FUNDING**

Please refer to each activity for a list of funds.

<b>STUDENT EQUITY ALLOCATION</b>	
<b>PROJECTS</b>	<b>ALLOCATION</b>
Evaluate Early-Alert research mechanism and remediate completion barriers.	\$95,000
Implement embedded counseling and tutoring to increase completion.	\$95,000
Implement College Readiness Bootcamps at high school sites to increase readiness for target populations	\$95,000
DSPS - Introduce Initiative to increase completion within populations with lower than average completion rates.	\$65,000
Increase outreach efforts for awareness and recruitment to increase access for targeted student populations.	\$50,000
Project Coordination	\$70,000
Professional Development for faculty and staff including conference and travel expenses	\$10,000
<b>TOTAL ALLOCATION</b>	<b>\$480,000</b>

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## Evaluation Schedule and Process

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**EVALUATION SCHEDULE AND PROCESS**

The Student Equity Plan will be evaluated on a yearly basis through the collaboration of the Student Equity Workgroup. This group will report to each standing committee at the College to provide updates on activity progress and timeline completion. Feedback from each standing committee will be recorded and considered for the revision/update of this plan. This plan will be used as core data to make informed decisions on activities and campus plans including:

- Student Success and Support Program (SSSP) Plan
- Basic Skills Initiative Plan
- Enrollment Management Plan
- Title III Grant

The evaluation schedule and process will follow the following timeline:

ACTIVITY	TIMELINE
Evaluate status of current Student Equity Plan including expenditures.	January 2015
Work with Office of Research and Institutional Effectiveness to obtain data on various variables on disproportionate impact.	January 2015
Present data to standing committees and obtain feedback for Student Equity Plan revisions.	March 2015
Student Equity Workgroup meetings to discuss potential Student Equity Plan revisions	April 2015
Complete Student Equity Plan Revisions	June 2015
Present revised Student Equity Plan to standing committees	August 2015
Present final Student Equity Plan to Board of Trustees	October 2015
Submit Student Equity Plan to California Community Colleges Chancellor's Office	November 2015
Implement Student Equity Plan activities	December 2015 – February 2016

District: Coast Community College District

College: Golden West College

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## Attachments

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District: Coast Community College District

College: Golden West College

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**ATTACHMENTS**

None.