



2022-25 Student Equity Plan

Golden West College

Introduction

The California Community College State Chancellor's Office requires community colleges to complete a Student Equity Plan every three years (e.g., 2022-25, 2025-28, etc.). In the Student Equity Plan, each college develops detailed goals to boost achievement and to close equity gaps as measured by specific success indicators. These indicators are successful enrollment, term persistence, transfer level Math and English completion, degrees and certificates awarded, and transfer rates. Equity gaps and disproportionately impacted (DI) status are determined using Percentage Point Gap Minus One analysis as required by the State Chancellor's Office. Colleges are required to set goals for closing equity gaps for at least one DI student group for each of the five equity metrics.

The Golden West College (GWC) Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee was tasked with the development of the 2022-25 Student Equity Plan. The DEIA Committee met every 2nd and 4th Wednesday throughout the Fall 2022 semester. The committee members were provided with the State Chancellor's Office data and had discussions on which DI groups to prioritize as well as interventions for closing equity gaps. The DEIA Committee addressed at least one DI group for each of the five indicators. The 2022-25 Student Equity Plan was vetted through the GWC governance structure and was submitted into the NOVA platform before the November 30, 2022, deadline.

The GWC 2022-25 Student Equity Plan focuses on the following target outcomes and DI groups:

- **Successful Enrollment:** Increase enrollment at the college for Asian applicants by 8.1% or 99 additional students.
- **Term Persistence:** Increase first-generation student retention by 5.2% or 59 additional students.
- **English and Math Completion:** Increase Hispanic or Latina/o/x student completion of transfer level Math and English by 8.9% or 77 additional students.
- **Completion:** Increase Hispanic or Latina/o/x student completion by 5% or 43 additional students.
- **Transfer:** Increase the number of first-generation students applying for transfer and enrolling at the four-year institution by 2% or 9 additional students.

Please note, in addition to the 2022-25 Student Equity Plan submitted to the State Chancellor's Office, GWC has finalized an Internal Student Equity Plan (ISEP) that addresses additional groups experiencing equity gaps and/or disproportionate impact.



Golden West College – Student Equity Plan (2022-2025)

DETAILS

Summary of Target Outcomes for 2022-2025

Successful Enrollment

Asian

1-year outcome: Reduce equity gap between Asian applicants and all other applicants by 2.0%

2-year outcome: Reduce equity gap between Asian applicants and all other applicants by 4.0%

3-year outcome: Completely close the equity gap between Asian applicants and all other applicants (increase enrollment at college by Asian applicants by 8.1%)

Completed Transfer-Level Math & English

Hispanic or Latino

1-year outcome: Increase Math and English transfer level completion by 2%.

2-year outcome: Increase Math and English transfer level completion by 2%.

3-year outcome: Close achievement gap by increasing completion of transfer-level Math & English for **77 additional** students.

Persistence: First Primary Term to Secondary Term

First-Generation

1-year outcome: Advocate and create retention action plans with Student Services, Instruction and Human Resources.

2-year outcome: Pilot initiatives within the action plans and track student utilization and satisfaction of services and instruction.

3-year outcome: Close the achievement gap by increasing retention for **59 additional** students.

Transfer

First-Generation

1-year outcome: Increase by **2%** the number of first-generation students applying for transfer and enrolling at the four-year institution.

2-year outcome: Increase by **2%** the number of first-generation students applying for transfer and enrolling at the four-year institution.

3-year outcome: Increase by **2%** the number of first-generation students applying for transfer and enrolling at the four-year institution.

Completion

Hispanic or Latino

1-year outcome: Increase Hispanic/Latinx student completion of MAP by **3%** and measure using participation data. Increase student services awareness of unique challenges faced by Hispanic/Latinx students by disseminating survey/focus group results.

2-year outcome: Increase Hispanic/Latinx student participation in academic planning activities and measure using participation data. Increase Hispanic/Latinx student participation in student services that address their academic and non-academic needs.

3-year outcome: Increase Hispanic/Latinx student completion by **5%** (i.e., an additional **43 students** or equivalent to a success rate of 28%).



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Equity Plan Reflection

2019-22 Activities Summary

- Outreach Case Management Model
- Student Equity Research
- Professional Development
- Student-Athlete Success Center
- Student-Athlete Mentoring Program
- DSPS Equity: Freshman Success & Autism Support
- Career Center Inventories and Services
- Puente Retention and Completion Transfer Initiative
- Transfer Center Counseling and Degree Reporting
- Outreach/Emancipated Foster Youth Specialist
- Welcome Day Orientation
- College Scheduler
- Hobson's Starfish Suite
- ConnexEd Cranium Cafe
- Equity Center

Whitney Yamamura, Ed.D., Chancellor



Key Initiatives/Projects/Activities

Golden West College utilized a Request for Proposal (RFP) process to fund several initiatives. The Recruitment to Completion Committee (RCC) oversaw the process, reviewing and rating each proposal. They recommended funding levels for qualifying initiatives, which were then reviewed by the Planning & Budget Committee. The Committee made final funding-level recommendations to the College President.

Through the Gate Moving Students Through the Transfer Pipeline

- **Targeted outreach using the “Through the Gate” transfer study (RP Group) through case management. Targets Access, Retention, Vision Goal Completion, and Transfer to Four-year Institutions.**

Student Ally Center – Supporting Non-Academic Challenges for Retention

- **Supports the Retention success metric by addressing student non-academic challenges through resource connection.**

Puente Retention and Completion Initiative

- **Academic, counseling, and mentoring programs for students to build the necessary skills for college and life success.**

Umoja Learning Community

- **Learning community serving the growing Black/African American student population on campus and responding to the culturally diverse needs of students.**

Early Alert Specialists

- **Retention Specialists to case manage students in the lowest-level math and English courses.**

Equity Professional Development and Events

- **Professional development programming to address inequities experienced by disproportionately impacted students.**

DSPS Comprehensive Autism Program

- **An Autism Spectrum student support program developed by DSPS counselors/staff and students.**

In addition, the College continuously funded the following areas to directly support the goals of the Student Equity and Achievement Program.

Counseling

- **Academic Counseling, staff support, High School partnership events, and technology support including College Scheduler.**

Chromebook Loan Program

- **Chromebook devices for academic completion support.**

Equity Coordination

- **Program Director, Equity Specialist, and Equity Researcher to support campus-wide retention efforts.**

Veterans Resource Center

- **Veteran Equity Specialist supporting Veteran and military-connected students.**



Financial Aid

- **Staff directly supports economically disadvantaged students.**

Enrollment Services

- **Staff directly supporting successful enrollments.**

Academic Success Center

- **Staff supporting retention through tutoring services.**

GWC App

- **Application for student engagement and support services awareness.**

Evidence of Decreased Disproportionate Impact*

Each funded initiative is requested to track data and provide progress toward closing equity gaps for targeted disproportionately impacted student populations. Data tables are generated by the Equity Researcher in the Office of Research, Planning, and Institutional Effectiveness. The Equity Researcher assists with data disaggregation and data table creation to show progress towards closing equity gaps as well as provide satisfaction surveys to include in the program review cycle. The Recruitment to Completion Committee reviews the progress reported by each equity initiative seeking renewal of funding support. In the past, each initiative leader has been asked to present the initiative goals and progress toward closing the achievement gap to create a space for constructive feedback to maximize outcomes.*

2022-25 Planning Efforts

During the **2019-22** equity plan cycle, the Recruitment to Completion Committee (RCC) requested a Request for Proposal (RFP) for new and renewal equity initiatives. The template required data collection to ensure monthly/regular progress towards the initiative goals and research that justified the initiative model and alignment with best practices. For the **2022-25 cycle**, the college reviewed the participatory governance committee structure and created the Diversity, Equity, and Inclusion (DEI) committee with the charge to complete the Student Equity Plan and have dedicated equity discussions to focus equity efforts.

Moving forward, the campus will create one unified funding request process that aligns with the institution's Program Review Cycle. This will allow all constituent groups the opportunity to submit all funding requests through one mechanism, which streamlines the request process and allows different funding sources to be considered based on initiative focus and goals including equity.

In addition to the continuous initiatives funded through equity, the **2022-23** initiatives funded through the RFP process include:

Student Ally Center Supporting Non-Academic Challenges for Retention

- **Focuses on addressing the Retention success metric by addressing non-academic challenges that students may experience outside the classroom through resource connection.**

Early Alert Specialists

- **Retention Specialists to case manage students in the lowest-level math and English courses.**

Through the Gate Moving Students Through the Transfer Pipeline

- **Targeted outreach using the "Through the Gate" transfer study (RP Group) through a case-management method. Targets Access, Retention, Vision Goal Completion, and Transfer to Four-year Institutions.**

Professional Development and Events

- **Professional development programming to address inequities experienced by disproportionately impacted students.**



Foundations for Academic Success & Transfer (F.A.S.T.) Center for Student-Athletes

- An academically focused environment provided to assist student-athletes with completing the academic work necessary to succeed and transfer. Designed to centralize support services such as counseling, mentoring, tutoring, and mental health workshops.

Comprehensive Autism Program

- An Autism Spectrum student program developed by DSPS counselors/staff and students. A multifaceted support system with a commitment to autistic students.

Role Models of Latinx and Black Chemists

- Display successful Latinx and Black chemist role models.

Pandemic Acknowledgement

× Interrupted Work Fully

× Catalyzed Work

✓ Delayed Work Provide an explanation (optional)

Provide an explanation (optional)

Golden West College quickly transitioned to the online environment at the pandemic's beginning. The goal was to transition and provide students with the necessary tools to continue their education and achieve academic goals. The online environment was not exclusive to instruction as Student Services also transitioned support systems and events to the online environment. Basic needs such as food and technology continued to be available to students via a drive-thru system. Although we transitioned our services to alternative modalities, we did experience a decrease in student engagement. This did not interrupt our equity plans; however, we did experience a delay throughout the transition as we navigated engagement challenges.

Executive Summary URL*

<https://www.goldenwestcollege.edu/student-equity/plans/index.html>*

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Asian	✓	X	X	X	X
Hispanic or Latino	X	✓	X	X	✓
First-Generation	X	X	✓	✓	X



Successful Enrollment

Asian

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a student population in learning, experience, and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Golden West College understands and acknowledges that students face many unique challenges inside and outside the classroom. Providing continual professional development opportunities for campus professionals, faculty, and management is key to understanding the diverse student population that we serve with a focal lens on our Asian population under the successful enrollment metric.

Structure Evaluation

Current Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

- Navigating Open CCC Apply as well as the campus registration process is a challenge for many students, especially first-generation students. There are multiple steps in the enrollment process specifically the use of separate systems, which creates a barrier to successfully enrolling in the college.
- Many Asian student applications are placed in suspended status due to common last names and require Admissions and Records staff to manually push their applications to generate their GWC accounts and provide permission to register. This creates a significant barrier to enrollment that disproportionately impacts Asian students.
- The college is currently exploring options to proactively reach out and assist Asian students who have applied but have not registered to complete the enrollment process.
- Timelines related to new student application workshops and registration assistance do not always meet student needs; there are large gaps between key application and enrollment steps, and insufficient ongoing communication with prospective students to clarify the next steps.
- There is insufficient and sporadic communication and programming with potential students to clarify application, registration processes, and onboarding steps to becoming a college student, especially for first-generation college students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)



What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Maximize existing resources to proactively facilitate enrollment processes aimed at prospective students in a case management format and provide ongoing support throughout the process to ensure successful application, enrollment, and onboarding.
- Create and offer application workshop sessions with on-demand support to quickly download CCC Apply information and process for enrollment. This allows students to create a GWC account quickly and efficiently and register for classes without additional delays, ideally with instructions and support in multiple languages. Provide regular and ongoing communication and programming aimed at prospective students from disproportionately impacted groups to ensure no lags and gaps in engagement prevent them from applying to the college and registering in classes successfully.
- Establish an effective onboarding process to guide students through the expectations of being a college student, connect them with a counselor to create a comprehensive education plan, and enable them to engage with faculty members in their chosen academic program earlier.
- Maintain current enrollments and visibly support Asian students.
- Continue collaboration with academic Counseling services to maximize academic counseling services through the enrollment process.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To transform all current inequitable processes, policies, practices, and/or culture to a more equity-minded approach is continual campus-wide collaboration. It is vital to understand our unique roles on campus and how we contribute towards equitable outcomes whether we are inside or outside the classroom. Student services, instruction, and administrative services are important components to infuse into the foundation of the institution to maximize student enrollment and success.

Action

Action Steps *

- Advocate at the California Community College Chancellor's Office to improve and streamline Open CC Apply.
- Engage with prospective students in multiple modalities.
- Participate in new student onboarding activities to create a welcoming environment at the college and clarify academic pathways for students.
- Conduct application, registration, and onboarding workshops for prospective students in multiple modalities, specifically focusing on disproportionately impacted students.
- Utilize a case management approach and proactively contact students who have applied but not registered to help them complete the enrollment process.
- Lead new student onboarding sessions and connect new students with campus resources to ease their transition to the college.
- Host GWC outreach and recruitment workshops to assist prospective students with college applications, course registration, financial aid applications, and new student onboarding.
- Create new partnerships between GWC student clubs and those at local high schools, specifically focused on Asian students (e.g., GWC Vietnamese Student Association), to increase peer-to-peer recruitment opportunities and enrollment/registration support.



Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Technology Investments & Tools:

- Improve and streamline Open CCC Apply to increase submission rates and assist more students with getting a college account created quickly and efficiently.
- Connect data systems at the state level so that students do not have to re-apply to community colleges after high school (for instance to convert their status from a Special Admit to a First-Time College Student).

Technical Assistance / Professional Development:

- Share strategies and best practices from across the state for maximizing the percentage of new applicants who ultimately enroll at the college, with specific guidance focused on disproportionately impacted groups.
- Provide regional professional development opportunities focused on maximizing enrollments.

Completed Transfer-Level Math & English

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience, and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Golden West College understands and acknowledges that students face many unique challenges inside and outside the classroom. Providing continual professional development opportunities for campus professionals, faculty, and management is key to understanding the diverse student population that we serve with a focal lens on our Hispanic/Latinx population under the completed transfer-level math and English metric.



Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Math:

- Student knowledge to enroll in the correct math class. Not all students use the self-guided placement tool to identify the correct math class.
- Confusion for students knowing if the co-requisite courses are a good fit for them as related to 100-level transfer math courses.
- Two years of remote offerings (online and live online) learning transfer-level math.
- Students not aware of all learning and support resources available to them - tutoring, DLAs, success coaches.

English:

- Lukewarm support across campus for Puente and Umoja programs.
- Faculty lacking understanding of equity-grading practices.
- Faculty and administrators may not fully understand and appreciate the many challenges the new students entering the college are facing post-pandemic.
- Some faculty, administrators, and staff want to return to the way it was before the pandemic and not adapt to the “new normal.”
- Students lacking study and social skills to succeed in college classes.
- Not hiring more full-time faculty in English and math with diverse backgrounds and outlooks: fresh perspectives and diversity would be an asset, especially now.

× Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Math:

- Ensuring policies and practices support all students in doing the self-guided placement to end up in the math class they need.
- Marketing and strategic alignment of student support to student need.
- Creating a more seamless way for students to access and enroll the co-requisite classes for math 115 and 160.
- Create professional development aligned to skill gaps, differentiation, and inclusive instruction in the math courses.
- Support all students with technology needs to access remote math classes - Chromebooks, internet.

English:

- The GWC English Department held a joint Fall 2022 Symposium with ESL/ELL to discuss how to best support students and close our equity gaps. The discussion included brainstorming and best practices that should help move the needle, which include the following:
- Student Focus Groups to learn the challenges they are facing and how the college can best support them.
- Embedded Tutoring and Increased hours for student tutoring online: the English Department is working with the Academic Success Center to create the best system of tutors, workshops, and specific learning activities for students in English classes. These measures are needed to fill the void left by the Writing and Reading Center which was previously staffed by faculty and English-department recommended tutors.



- Adopt more equitable grading practices. Provide more free materials for students, whether OERs, printed documents from graphics, or books purchased and located in the library.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To transform all current inequitable processes, policies, practices, and/or cultures to a more equity-minded approach is continual campus-wide collaboration. It is vital to understand our unique roles on campus and how we contribute towards equitable outcomes whether we are inside or outside the classroom. Student services, instruction, and administrative services are important components to infuse in the foundation of the institution to maximize student success in math and English.

Action

Action Steps *

Math:

- The math department wrote COR, which has the math class and corequisite as one course instead of two. Math 115S and Math 160S.
- Implementing statewide recommended GPA bands for the "S" classes listed above as a two-year pilot. Implement professional development aligned to the above-mentioned topics and geared towards math teaching.
- Provide ongoing ways for students to access remediation in math but also get through transfer level math within their first year of attendance.

English:

- Collaborate more with ESL/ELL by sharing resources, discussions, and even faculty, such as having a qualified ESL instructor teaching ENG G100S, our six-unit Freshman Composition with additional support.
- Offer an ESL-focused 100S class for students coming through ESL/ELL course progression.
- Continue to support and grow our Puente and Umoja programs.
- Each semester, our English department hosts a department symposium to discuss best practices and innovative approaches to our curriculum. The part-time faculty are encouraged to attend and present on topics, too. We will continue this practice.
- Continue to keep our English Department Canvas shell updated to keep all faculty (full and part-time) informed of the most recent CORs, sample syllabi, assignments, lesson plans, department meetings, student equity plans, and more.
- Our department prides itself on its student-centered instruction and grading for equity: many of us are ditching the 100-point grading method in favor of portfolio and outcomes-based grading for the required essays.
- In department meetings, updated course outlines, and department symposiums, faculty are encouraged to use readings, materials, and discussion prompts from diverse viewpoints in their classrooms, both virtual and face-to-face.
- English faculty also attend college workshops that focus on becoming allies to our college's distinct populations: autistic students, veterans, undocumented students, foster youth, and our LGBTQ+ population. We also will continue to seek out faculty members--both full and part-time--who engender cultural diversity in all its many forms.



- Participate in Dual Enrollment programs in partnership with local high schools. The department has already taken preliminary steps by participating in a pilot program this fall with Los Amigos High School in Fountain Valley, CA, and is having a meeting with Westminster High School on November 14, 2022.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Representation:

The Chancellor's Office could support the college in increasing the representation of Hispanic/Latinx in our staff and faculty by providing policies and best practices for how to properly recruit to attract more Hispanic/Latinx candidates, as well as professional development for hiring committees to be equitable in their practices and decision-making.

Persistence: First Primary Term to Secondary Term

First-Generation

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Golden West College understands and acknowledges that students face many unique challenges inside and outside the classroom. Providing continual professional development opportunities for campus professionals, faculty, and management is key to understanding the diverse student population that we serve with a focal lens on our first-generation population under the persistence metric.

Structure Evaluation

Current Structure

- ✓ Instruction



What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Transitioning from the pandemic with online services to a post-pandemic environment where services are mixed has been a challenge for students. Golden West College transitioned quickly to a 100% online environment to continue to provide academic and support services to currently enrolled students. While this provided a benefit to students who thrive in the online environment, it also created additional challenges for students who thrive under on-campus instruction.

- Survey students to determine instructional modality and consider future course offerings based on student interest and demand.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Post-pandemic, we are transitioning to a blend of in-person and online services. Meanwhile, many of our students may still choose and prefer online services. We also note that a large percentage of our student population comes from Asian and Latinx communities. Students may choose online courses and services because it allows them to also serve important roles in their families. The College modality of services (offering events on-campus and not for online students).

- Consider simultaneous events both in-person and online.
 - × Budgeting and Administration (HR, Purchasing, Processes, etc.)
 - × General Operations (A&R, Parking, Campus Policing, etc.)
 - × Other Ideal Structure
 - × Instruction × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
 - × Budgeting and Administration (HR, Purchasing, Processes, etc.)
 - × General Operations (A&R, Parking, Campus Policing, etc.)
 - × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Student Services:

- Deliver services and events in different modalities simultaneously considering students who cannot return to campus instruction.
- Create student orientations from a First-Generation lens and consider diverse cultural backgrounds.
- Provide professional development opportunities to increase awareness of barriers and challenges for first-generation students.
- Increase awareness of services offered by the Student Ally Center (Basic Needs), which includes case management of non-academic challenges to address basic needs through resource connection and emergency grants.
- Create affinity groups for the community on campus.

Instruction:

- Deliver first-day instruction from a First-Generation lens. Timely interventions throughout the semester from a First-Generation lens.
- Provide professional development opportunities to increase awareness of barriers and challenges for first-generation students.
- Consider cohort models with early alert interventions.



Action

Action Steps *

Student Services:

- Collaborate with Student Services to explore online event options in addition to on-campus planning.
- Work with PDAC / Equity / Center for Innovation & Learning to provide professional development opportunities.
- Work with outreach to develop alternative orientation agendas with a First-Generation lens.
- Expand orientation services to student families.
- Reach out to Region 8 campuses for best practices including technology support.
- Continue to provide basic needs resources including technology, alternative textbook options, and emergency grants.

Instruction:

- Provide opportunities for training in conjunction with the Center for Innovation and Learning.
- Revisit Center for Urban Education (CUE) protocols to provide tools for faculty about first-day instruction to expand protocols campus-wide.
- Reach out to Region 8 campuses for best practices including technology support.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- ✓ Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Pilots & Building Communities of Practice. - Knowing best practices and innovation can inform our efforts to consider new initiatives and/or expand to improve equitable outcomes.



Transfer

First-Generation

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Golden West College understands and acknowledges that students face many unique challenges inside and outside the classroom. Providing continual professional development opportunities for campus professionals, faculty, and management is key to understanding the diverse student population that we serve with a focal lens on our first-generation population under the transfer metric.

Structure Evaluation Current Structure

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The college promotes the Vision for Success and Guided Pathways with onboarding and persistence through the first year. The campus needs an integrated approach to meeting transfer outcomes outlined in this and other reports. Further, the campus faces challenges with first-generation students, particularly those from underserved communities in persisting through completion of degrees and transfer.

Outside of the Puente program, curricular programming for first-year students on a transfer pathway does not exist. However, a first-year transfer awareness program has been created through a newly formed Transfer Academy and is in the pilot year of implementation.

Retention programs and support for first-generation students' campus-wide is something that needs to start from their first semester of enrollment. The development of a learning community or First Year Experience is critical to building confidence, connection to the campus, connection to faculty, and improving persistence through completion and transfer. Demystifying transfer options, encouraging regular connection to the Transfer Center, and awareness of support geared toward transfer is needed early so that students can stay on track and meet their transfer goals.

Promotional campaigns highlighting the success of student populations (e.g., first-generation students, students of color, males, and athletes) who have transferred should be a priority for the campus to help create and promote a transfer culture.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other Ideal Structure

× Instruction



✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Explore options to create a First-Year and Second-Year Experience program that is aligned to support completion of Math and English in the first year, along with a strong focus on transfer outcomes and requirements should allow for early notification, buy-in from discipline faculty, and case management of students with a transfer goal. First-year experience programs could include comprehensive services including transfer counseling, career exploration assessments, financial aid workshops, evaluation for EOPS and/or DSP&S eligibility and program enrollment, coordination of support services for students (Equity), create a first-generation student club to keep students connected during their enrollment.
- Maximize current resources for the transfer center to increase capacity to assist students enrolled in guaranteed admission programs (e.g., Transfer Admission Guarantee (TAG), conduct high-touch monitoring for students in a transfer pathway as identified by unit completion.
- Campus advocacy for expanding transfer partnerships with local four-year universities. Early university experiences, including a summer transfer institute in partnership with a local UC or CSU campus, would help increase awareness and allow students to envision themselves at the university. Model programs exist with local campuses and should be implemented at Golden West College.
- A proactive approach to increasing transfer articulation and transfer agreements with other institutions is vital to closing equity gaps as this would expand transfer options for students in all areas.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To transform all current inequitable processes, policies, practices, and/or culture to a more equity-minded approach is continual campus-wide collaboration. It is vital to understand our unique roles on campus and how we contribute towards equitable outcomes whether we are inside or outside the classroom. Student services, instruction, and administrative services are important components to infuse in the foundation of the institution to maximize transfer success.

Action

Action Steps *

- Collaborate with Equity Researcher to develop on-demand data dashboards outlining students with DI group identifiers to target the first-generation, and first-generation male students more intentionally.
- Collaboration with Math and English faculty as well as other disciplines on campus to establish the first-year experience program and provide early exposure to transfer options.
- Expansion of the Transfer Academy for early intervention, particularly with first-generation students into a First Year Experience programming.
- Development of a Mentorship program targeted at first-generation students. This process is being housed within the Puente Program to maintain the persistence of these students and provide them with first-generation role models who have successfully navigated the transfer process and have obtained at least a bachelor's degree. This should be evaluated for effectiveness and expanded campus wide.
- Continue academic support and explore programs such as MESA and early interventions.



Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development to establish learning communities focused on transfer, early integration of transfer models, and building instructional partnerships within the campus faculty body and with partner institutions.

Data and research on student applicants to the CSU, UC, and Private/Independent Institutions. Currently, data sets from the UC are preliminary and do not include admission or enrollment statuses, and CSU reports are summaries of students overall. Individual student data is critical to see if outcomes are being met with groups of students within DI groups.

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

- × Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience, and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points Current Structure *

Golden West College understands and acknowledges that students face many unique challenges inside and outside the classroom. Providing continual professional development opportunities for campus professionals, faculty, and management is key to



understanding the diverse student population that we serve with a focal lens on our Hispanic/Latinx population under the completion metric.

Structure Evaluation

Current Structure

✗ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Successful degree and/or certificate completion within three years is impacted by various milestones in the student journey. We will focus on education/career planning more specifically on the process for creating academic plans, math course placements, and career planning workshops. We will also focus on alleviating financial and non-academic challenges to improve persistence and ultimately completion rates.

Outreach and New Student Orientation: First-time freshman students interested in attending GWC are guided to complete the new student orientation, which includes the completion of "My Academic Plan". Students answer questions about their educational goals, desired career pathways, and self-placement in math and English. Counselors review student responses and create a 1-semester plan in their student account, called Degreeworks, which students will access and register for the recommended courses from their plan. Students who do not complete new student orientation nor connect with counseling can mistakenly register for incorrect classes, which impedes time to completion. Moreover, students who register late or seek assistance from family or friends with course selection have an increased chance of registering for courses that do not align with their pathway or educational goal. The unfamiliarity with math and English self-placements and the appropriate math sequences connected to majors can also lead students to enroll in the wrong math course. Courses/Workshops: Currently GWC offers counseling courses by discipline that help students develop an academic plan, and workshops on college success, career/college planning, and career exploration. Enrollment/participation in these courses and workshops is generally low in comparison to the student population. The level of promotion of these activities varies from promotions in only a couple of platforms to extensive promotions and advertisements.

Student Challenges:

Some students struggle to pay for educational costs such as textbooks, course materials, and computer and Wi-fi access, especially with the increase in online instruction. Though financial aid is available, some students may be unaware of this resource and/or need assistance with the application process. Additionally, students may lack support at home and need venues conducive to studying and connecting with other students. Finally, our college needs to increase staffing for case management and drop-out prevention to address student challenges and provide the support needed to persist.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other Ideal Structure

✗ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

To transform all current inequitable processes, policies, practices, and/or cultures to a more equity-minded approach is continual campus-wide collaboration. It is vital to understand our unique roles on campus and how we contribute towards equitable outcomes whether we are inside or outside the classroom. Student services, instruction, and administrative services are important components to infuse into the foundation of the institution to maximize student completion and success.



- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal*

- Connecting students to student services, such as counseling, for career and academic planning and how to best navigate the college environment. Most importantly, information should be provided to students during the new student orientation process before students enroll at GWC as well as throughout their first year at GWC in high enrollment courses such as math and English courses.
- Courses/Workshops: As mentioned before the level of promotion of these courses and academic planning and career workshops vary. The promotions of all the workshops should be streamlined and posted in multiple locations for all students. There should also be an added effort to reach Hispanic/Latinx students.
- Student Challenges: Communication is key to making students aware of campus resources. For students to utilize study areas and computer labs, our campus will promote the Academic Success Center, the STEM Center, and the Student Ally Center. Furthermore, educating these new students about campus resources including computer and Wi-Fi access can help address completion barriers for Hispanic/Latinx.

Action

Action Steps *

- Culture of Awareness: Overall, there is a need to better understand the Hispanic/Latinx student experience at GWC. More specifically we need to identify obstacles to completing MAP, enrolling in courses best suited for their academic goals, participating in informational workshops, and identifying challenges for term-to-term persistence. Additionally, since several of our action steps focus on participation and awareness, focus groups with Hispanic/Latinx students on how to best reach them should be a priority. We plan to share findings with the campus community and other groups that are involved in addressing the equity gaps for Hispanic/Latinx students. These informational workshops would include professional development activities to promote equity-minded practices.
- Outreach and New Student Registration: It is vital to stay connected and increase our presence in the high schools that have a large number of Hispanic/Latinx students. Offering workshops with feeder high schools to assist with completion of New Student Orientation for MAP completion at feeder high schools to aid in this effort. Furthermore, more support staff is required to conduct workshops at various levels such as outreach, financial aid, admissions and records, counseling, and student life.
- Courses/Workshops: In addition to streamlining academic planning opportunities and identifying additional forms of promotion. We will also advertise these events at Hispanic/Latinx student clubs. Additionally, we will conduct Hispanic/Latinx student surveys and/or focus groups to gather information on 1) how to best reach this student demographic, and 2) obstacles to academic planning. At the end of the courses and/or workshops, we will administer satisfaction surveys to gather information on knowledge gains and additional content to include.
- Student Challenges: An action plan includes hosting Financial Aid workshops to prospective students at feeder HSI high schools and current students involved with Club N, PUENTE, and Puente Club. Moreover, the financial aid office will outreach to faculty to make presentations in classrooms, especially during the spring semester, before the March application (and renewal) deadline. Additionally, the Academic Success Center, the STEM Center, and the Student Ally Center will make classroom presentations, send email announcements, and post flyers throughout campus regarding the resources that they provide. Students will be surveyed to evaluate the effectiveness of these methods. We will work with the Center for Innovation and Learning (CIL) when these initiatives require collaborations with faculty.
- Get students into guided pathways.
- Continue to provide academic support and early alert interventions.
- Create affinity groups to support students and create a community on-campus.



- Continue to provide basic needs resources including technology, textbook alternatives, and emergency grants.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Best Practices/Guidance/ Professional Development: Share strategies and best practices from across the state for maximizing completion rates for Hispanic/Latinx students. Specifically, how to increase active engagement of Hispanic/Latinx students in academic planning early in their academic careers.

Additionally, support is needed to increase funding for support staff. Increased outreach efforts at Feeder High Schools which have a large percentage of Hispanic/Latinx students require additional staff to perform workshops. Staff is also needed to conduct case management to stay connected with students who have started the new student orientation process but have not persisted. There is also a need to increase case management and drop-out prevention capabilities for our programs that support our Hispanic/Latinx students.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?
Not Entered

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals. Not Entered

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.
Not Entered

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.
Not Entered



4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Not Entered

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Not Entered

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Not Entered

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Not Entered

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. Not Entered

8. Mental Health Supports

8.1 Mental Health-Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard-to-reach, underserved populations.

Not Entered

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Not Entered

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Not Entered

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Not Entered



GOLDEN WEST COLLEGE
HUNTINGTON BEACH, CA

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Certification

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