

Golden West College - Student Equity Plan (2025-28) CERTIFIED

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Golden West College's 2025-28 Student Equity Plan was developed through a deeply collaborative and cross-functional process, ensuring active involvement from all campus constituencies as required by Education Code 78220. The development was guided by the college's shared governance structure, with key contributions from the Academic Senate, classified professionals, administrators, and faculty from both student services and instruction. Standing committees, such as the DEIA Committee, served as forums for dialogue and planning, ensuring that the strategies reflect a comprehensive institutional perspective. This process integrated expertise from various departments, including Counseling, Financial Aid, Institutional Research, and specialized support programs like EOPS, DSPPS, and Umoja/Puente, to create a cohesive and integrated plan.

A central component of our equity strategy is the intentional leveraging of student voice to ensure our efforts are grounded in the lived realities of those we serve. Student voice is structurally embedded in our institutional decision-making, as student representatives are active members on all shared governance committees, including the DEIA Committee where this plan was developed. This ensures direct student participation and feedback throughout the planning process. Additionally, the college analyzes student data to understand student experiences and identify needs, which serves as a critical feedback loop to guide the development of responsive strategies. We also center student voice through our learning communities like Puente and

Umoja, which are designed to validate and build upon the cultural wealth and lived experiences of our Hispanic/Latinx and Black/African American students. By integrating student voice through direct representation in governance and a deep analysis of their experiences, we ensure our equity goals are not only data-informed but also authentically student-centered.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

Golden West College’s approach to the 2025-28 Student Equity Plan is intentionally and unapologetically race-conscious, aligning with the core principles outlined in "Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans". Our framework is built upon the four key organizational commitments, symbolic, technical, material, and relational, to ensure that racial equity is woven into the fabric of our institution.

Our plan is grounded in technical and symbolic commitments. We use disaggregated data with race as the primary variable to identify specific equity gaps for populations such as Hispanic/Latinx, Black/African American, and Native Hawaiian/Pacific Islander students. This data-driven approach enables a symbolic commitment by allowing us to unapologetically focus on race, as demonstrated in the plan's intensive focus on the Hispanic student population and its acknowledgment of their disproportionately impacted (DI) status across multiple metrics. This makes our focus on racial equity visible and non-negotiable.

Furthermore, GWC makes tangible material and relational commitments. We dedicate material resources to programs and personnel that directly serve racially minoritized students, such as the Umoja, Puente, and ASPIRE programs, which provide culturally affirming curriculum and support. This is coupled with a relational commitment to foster cross-campus collaboration. Strategies such as developing "Umojafy/PUENTEfy" course sections, training faculty on culturally competent pedagogy through the Center for Innovation & Learning (CIL), and creating partnerships between Counseling and Outreach embed race-conscious practices across the institution. By integrating these four commitments, our plan moves beyond aspiration to enact systemic transformation where racially minoritized students are seen, heard, and supported in their journey to success.

- ✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college’s student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Golden West College is committed to a dynamic and transparent process of continuous improvement to ensure the 2025-28 Student Equity Plan effectively advances our institutional goals. Our local review process is designed to be ongoing, collaborative, and data-informed, involving a broad coalition of campus members to assess progress and make adjustments as needed.

The evaluation process will be integrated into the college's shared governance structure and led by the DEIA committee in collaboration with the Office of Institutional Effectiveness, the Academic Senate, and other key stakeholders. The review will be driven by both quantitative and qualitative data. We will track progress on the plan's key metrics for our identified DI populations while also gathering qualitative data through student focus groups, surveys, and feedback from program coordinators to understand the student experience behind the numbers.

To ensure accountability and transparency, we will adhere to an annual review schedule. At the conclusion of each academic year, data on all key performance indicators will be compiled and analyzed. A comprehensive progress report will be developed and presented to all shared governance bodies and the campus community each Spring semester (following the deadline for the report submission to CCCO). This annual report will celebrate successes, identify areas for improvement, and provide data-informed recommendations for refining strategies. This iterative cycle of assessment, reflection, and action

ensures that our student equity plan remains a living document that is responsive to the needs of our students and effective in closing equity gaps.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Meridith Randall	Approver: Chancellor/President	n/a	mrandall12@gwc.cccd.edu	
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Andranik Manukyan	Alternate Project Lead	n/a	amanukyan3@ccd.edu	(818) 679-8533
Justin Smith	Approver: Academic Senate President	n/a	jsmith510@gwc.cccd.edu	
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Andranik Manukyan	Project Lead	n/a	amanukyan3@ccd.edu	(818) 679-8533
Christina Ryan Rodriguez	Alternate Project Lead	n/a	cryanrodriguez@gwc.cccd.edu	(714) 895-8128
Tanya Tran	Approver: Chief Business Officer	n/a	tanyatran@ccd.edu	
Jennifer Kalfsbeek-Goetz Ph.D.	Approver: Chief Instructional Officer	n/a	jkalfsbeek@ccd.edu	(714) 895-8295 ext: 8295

Student Equity Plan Reflection

Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

Reflecting on the 2022-25 Student Equity Plan, GWC has learned that the root causes of our equity gaps stem not from student deficits, but from institutional barriers. A primary root cause is a cultural and pedagogical mismatch in the classroom, where the absence of culturally responsive practices can diminish the sense of belonging for our racially minoritized students, particularly our Latine population. A second major root cause is the presence of significant navigational and informational barriers. These challenges disproportionately affect first-generation students, who often lack the social capital to navigate complex processes like financial aid, educational planning, and transfer without proactive institutional guidance. To address these barriers, several institutional actions and cultural changes have proven most impactful in helping us reduce equity gaps:

1. **Formalizing an Institutional Anti-Racism Commitment:** A foundational cultural change has been the adoption of an official anti-racism statement. This institutional action declares that GWC is committed to “unapologetically and intentionally creating a space that celebrates our diverse cultures and experiences.” This symbolic commitment serves as a moral and strategic compass, setting a clear expectation for the entire campus community and providing the framework upon which all other equity-focused strategies are built.
2. **Investing in Culturally Affirming Learning Communities:** We have seen the profound impact of cohort-based programs that foster a deep sense of belonging. The Puente Program, for example, has demonstrated remarkable success, with its students completing transfer-level English at higher rates than similar student groups. This success has reinforced our understanding that providing culturally affirming curriculum and intensive, relational counseling is a powerful, tangible application of our anti-racist commitment.
3. **Building a Campus-Wide Culture of Equity Through Professional Development:** A significant cultural shift has been the recognition that equity is a shared responsibility. Our investment in robust professional development through the Center for Innovation & Learning (CIL) has been a critical lever for change. By offering extensive training on inclusive instruction, anti-racism and data coaching, we are building the capacity of faculty and staff to become active agents of equity, moving this work from the margins to the institutional core.

Plan Continuity *

Based on the successes and key learnings from the previous cycle, the 2025-28 Student Equity Plan is intentionally designed to provide continuity by scaling and institutionalizing what is working well. We have identified two foundational discoveries that will guide the implementation of the new plan.

First, we will build upon the discovery that formalizing an anti-racist stance provides a powerful strategic foundation for all equity work. The adoption of our anti-racism statement in the previous cycle was a pivotal cultural shift. For our new plan, this commitment will continue to serve as our guiding principle. The 2025-28 plan operationalizes this stance through its unapologetically race-conscious approach, from using disaggregated data with race as a primary variable to implementing targeted, culturally affirming strategies for our Hispanic/Latinx and Black/African American students. This provides direct continuity by ensuring our foundational commitment to anti-racism actively shapes our goals, resource allocation, and daily practices.

Second, our new plan is guided by the discovery of the profound impact of high-touch, culturally affirming learning communities. The 2022-25 plan demonstrated the significant success of programs like Puente, whose students completed transfer-level English at higher rates. The 2025-28 plan continues this momentum by not just supporting these programs, but by scaling this successful cohort-based model. A key strategy for continuity is the intentional expansion of the Transfer Academy by creating direct pipelines from Puente, Umoja, ASPIRE, and MESA. This ensures that more of our disproportionately impacted students benefit from a proven strategy of providing structured, supportive, and community-based pathways to success. These discoveries form the core of our new plan, ensuring we build upon our progress and embed successful practices more deeply into the fabric of the college.

Executive Summary

URL and PDF Upload

Executive Summary URL *

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

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[GWC SEP 3.0 Executive Summary.pdf](#)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Black or African American	14.2%	41	4.8%	14	8.8%	26
White	16.3%	402	7.6%	187	9.6%	236
Completed Both Transfer-Level Math & English - DI Student Populations						
DSPS	15.7%	26	2.5%	5	8.1%	14
Hispanic	17%	157	7.2%	67	9.6%	89
LGBT	13.5%	26	5.7%	11	10.4%	21
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	34.2%	13	16.3%	7	31.4%	12
Hispanic	62.6%	504	0.5%	4	3.8%	31
White	61.7%	342	0.4%	3	4.4%	25
Completion - DI Student Populations						
DSPS	16.7%	37	2.2%	5	7%	16
First Generation	18.8%	223	5.3%	64	7.5%	89
Hispanic	17.5%	190	6.8%	75	9.2%	100
Male	19.5%	274	5%	70	7.1%	100
Two or More Races Male	14.5%	10	0.6%	1	8.9%	7
Transferred to a Four-Year - DI Student Populations						
First Generation	30.5%	124	3.1%	13	7.6%	32
Hispanic	32.2%	128	0.3%	2	4.9%	20

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	22.6%	1642	N/A	N/A	N/A	N/A
Black or African American	14.2%	41	4.8%	14	8.8%	26
White	16.3%	402	7.6%	187	9.6%	236
American Indian and Alaska Native	8.3%	3	5.4%	2	14.4%	6

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1);** and second, **a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i>	
1	Expand the College Application Support workshops for support units/families of first-time college applicants and Dual Enrollment students.
2	Expand outreach events hosted throughout the academic year to feature critical information for students and their support units/families.
3	Collaborate with outreach staff and counselors to establish the top 10 feeder high schools for disproportionately impacted student enrollment and visit those campuses to provide on-site course registration drives.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	23.2%	601	N/A	N/A	N/A	N/A
DSPS	15.7%	26	2.5%	5	8.1%	14
Hispanic	17%	157	7.2%	67	9.6%	89
LGBT	13.5%	26	5.7%	11	10.4%	21
American Indian and Alaska Native	0.0%	0	13.4%	1	23.2%	1
Black or African American	6.7%	4	10.6%	7	16.9%	11
Pacific Islander	7.1%	1	2.7%	1	16.2%	3
Homeless	0.0%	0	18.8%	4	23.4%	5

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric - First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals**Completed Transfer-Level Math and English Equity Goals**

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals**Disproportionately Impacted Student Population(s)**

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your

identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>	
1	Professional Development: HR and the Center for Innovation & Learning will boost Hispanic/Latine belonging through ongoing, culturally responsive PD for faculty and staff. Actions: regular trainings, DEIAinfused flex days, equity modules in new hire orientation, quarterly workshops on external PD and funding, guidance on using extra class time, campus “gallery walks” to share conference takeaways, and outside experts as needed.
2	Culturally Responsive Instruction: CIL with Math & English will audit and upgrade transferlevel courses. Math will train faculty to Umojafy/PUENTEFy sections and steer Black & Latine students into them. English will analyze ENGL C1000E gaps, refresh content with ESL/ELL partners, host an annual cultural responsiveness symposium, build first year math/English cohorts, and start Umojafied ENGL C1000 learning communities.
3	Student Academic Supports: The Academic Success Center (ASC) will team with faculty to refresh DLAs, Bridge, and other aids; strongly recommend in class tutors for ENGL G100S; and widen study skills, writing, math, and grammar workshops. ASC/STEM faculty hours will rise, and students will retain access to free tech and course materials.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	65.1%	1511	N/A	N/A	N/A	N/A
Black or African American	34.2%	13	16.3%	7	31.4%	12
Hispanic	62.6%	504	0.5%	4	3.8%	31
White	61.7%	342	0.4%	3	4.4%	25
Homeless	42.1%	8	1.0%	1	23.2%	5
Veterans	33.3%	8	13.2%	4	32.1%	8

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>	
1	Collaborate with the Center for Innovation and Learning (CIL) to deliver ongoing professional learning for faculty on culturally competent, equity-minded, and anti-racist teaching. Focus on building faculty capacity to affirm and elevate the cultural wealth, linguistic capital, and lived experiences of Black/African American, Latine, Pacific Islander, and Indigenous students.
2	Utilize identity based communities to provide Latine and Black/African American students with culturally relevant mentorship, academic counseling, and leadership development. Celebrate students’ community cultural wealth and foster a sense of belonging that increases persistence and completion rates.
3	Partner with EOPS/CARE, Guardian Scholars, and CalWORKs to offer proactive, strengths-based counseling for Latine, Black/African American, Indigenous, and first-generation students. Leverage students’ aspirational and familial capital through culturally responsive education planning and consistent check-ins to ensure persistence into the second term.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in

Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completion

Data Review/Establishing Equity and Student Populations Goals

Student Population	Completion Data					
	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	23.2%	677	N/A	N/A	N/A	N/A
DSPS	16.7%	37	2.2%	5	7%	16
First Generation	18.8%	223	5.3%	64	7.5%	89
Hispanic	17.5%	190	6.8%	75	9.2%	100
Male	19.5%	274	5%	70	7.1%	100
Two or More Races Male	14.5%	10	0.6%	1	8.9%	7
Pacific Islander (Female)	0.0%	0	15.3%	1	23.3%	2
Black or African American	7.1%	5	9.7%	6	16.4%	10
Homeless	0.0%	0	13.4%	4	20.0%	6
Veteran	22.2%	6	7.7%	4	15.9%	7

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa,

Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

- 1 Continually review and revise the tools and technology that support students towards the path of completion, and align those tools/technology with the current landscape and changing rules related to placement, CalGETC requirements, and new programmatic offerings.
- 2 Establish and/or strengthen learning communities for Hispanic/Latinx, Black/African American, First-Generation, and Economically Disadvantaged students.
- 3 Provide students with a well-defined path to completion by streamlining processes, eliminating obstacles, and offering user-friendly language and resources throughout the academic journey.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	35.4%	404	N/A	N/A	N/A	N/A
First Generation	30.5%	124	3.1%	13	7.6%	32
Hispanic	32.2%	128	0.3%	2	4.9%	20
American Indian and Alaska Native	0.0%	0	21.6%	1	35.4%	1
Native Hawaiian and Pacific Islander	10.0%	1	7.0%	1	25.6%	3
Homeless	0.0%	0	25.7%	2	35.5%	2

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit

private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click ‘Yes’ and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s)	
(500 character max for each strategy)	
<i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>	
1	Continue the “Transfer Starts Today Campaign” with intentional marketing for first generation students and the DI populations. Marketing would include social media, parent/family target events such as Family Night, Goldchella, and Fall Kick-Off. Offering workshops for families in different languages.
2	Promotion of resources to help students be successful such as Transfer Academy, Guarantee programs, CSUF partnership, CSULB local advantage, TAG, TSP, Application help, review of personal insight statements.
3	Increase the overall number of Transfer Academy participants through continued timely messaging for all applicants with targeted focus on Hispanic/Latine, first-generation, and economically disadvantaged student populations. Partner with Puente, Umoja, MESA, and Raices to promote the Transfer Academy to all the students in those programs.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

Golden West College's strategies for 2025-28 aim to close persistent equity gaps by fostering a campus-wide transfer culture. While GWC boasts a 90% transfer rate and the highest Hispanic/Latinx transfer rate among Orange County community colleges, this student group remains disproportionately impacted. Our strategies address this paradox by systematically removing barriers and creating transparent, high-support pathways aligned with Vision 2030.

We are removing informational barriers by making transfer integral to the campus experience. The annual Transfer Awareness Week serves as a focal point, featuring a comprehensive Transfer Fair, university tours, and application workshops. Crucially, this week includes workshops for faculty and staff, empowering them to become transfer advocates. This decentralizes transfer knowledge and ensures students receive consistent information from multiple touchpoints, demystifying the process for all students, especially the first-generation.

To create clear pathways for our most impacted students, we have centered our efforts on high-touch programs like the Transfer Academy. This cohort model provides DI students with a dedicated transfer counselor and a sequenced curriculum, including a first-semester "Transfer Pathway" course and a second-semester COUN 205 course on navigating major requirements. This structure provides sustained, proactive support from a student's first day. The model is reinforced through collaborations with programs like Puente, Aspire, Umoja, EOPS, and MESA, which serve as trusted gateways to the Academy and provide their own valuable experiences, such as Puente's Northern California university tour.

By combining these universal "transfer culture" initiatives with intensive, targeted support for DI populations, our plan creates a robust, multi-layered ecosystem. This strategy works because it doesn't wait for students to seek help; it embeds support into their academic journey and illuminates a clear, achievable path to a baccalaureate degree. This ensures we not only maintain our high overall transfer rates but achieve true equity, fulfilling the core mandate of Vision 2030.

*[Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II)

Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Hispanic

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Based on a thorough review of Golden West College's (GWC) data, the primary barriers for our Latine student population, who are disproportionately impacted (DI) across multiple success metrics, can be categorized into three interconnected areas:

Navigational and Informational Barriers: A significant challenge exists in the transition from application to enrollment and from community college to transfer. Data shows a need to increase Latine applicant enrollment by 8% over three years, indicating a leaky pipeline where interest doesn't convert to attendance. This is often due to families' unfamiliarity with complex higher ed systems, compounded by linguistic barriers. This challenge reappears at the transfer stage, where Latine students, despite high transfer rates relative to other colleges, are still DI at GWC with a transfer rate of 32.2% compared to the overall rate of 35.4%. This points to a "transfer knowledge" gap that prevents students from successfully navigating applications, deadlines, and requirements.

Structural and Pedagogical Barriers: Institutional practices within the classroom create significant hurdles, particularly in foundational courses. Hispanic/Latine students are DI in the completion of transfer-level math and English, with a success rate of only 17% compared to 23.2% for the overall population. This is not a reflection of student ability but rather of an academic environment that may lack culturally responsive curriculum and pedagogy. This barrier contributes to lower persistence rates, where Latine students also experience a DI gap.

Cultural and Relational Barriers: Underpinning the other challenges is a barrier related to students' sense of belonging. Transactional support is insufficient; students thrive in environments where their cultural wealth and lived experiences are valued. The data on persistence and completion—where Latine are DI with a 17.5% completion rate versus 23.2% overall reflects this need.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

GWC's action plan to support its Latine students is a comprehensive, integrated effort to address the identified barriers across all five key metrics. This plan moves beyond isolated interventions toward a holistic transformation of our processes, pedagogy, and campus culture to ensure Latine students not only enroll but thrive and achieve their educational goals.

Successful Enrollment: To overcome the navigational and informational barriers preventing Hispanic/Latinx applicants from enrolling, GWC will create a welcoming, culturally relevant, and bilingual pipeline from our feeder high schools to our campus. We will expand our "Family Info Night" series and "College Application Support Workshops for Parents," ensuring the increased availability of presentations and promotional materials in Spanish. Our Outreach team will collaborate with Counselors to establish on-site course registration drives at the top 10 feeder high schools for Latiné enrollment. Furthermore, we will expand "Pathway Days" to include hands-on, career-focused sessions with culturally aligned mentors to build a seamless transition from dual enrollment to GWC.

Completed Transfer-Level Math & English: To address the structural and pedagogical barriers leading to disproportionate outcomes in gateway courses, our action plan focuses on embedding culturally responsive and affirming practices directly into the curriculum, faculty development, and academic support systems. Through the Center for Innovation & Learning (CIL), we will provide ongoing, culturally responsive professional development for all faculty and staff to improve cultural awareness. The Math and English departments will audit transfer-level courses and train faculty to create "Umojafy/PUENTefy" sections designed to support Black and Latinx students. The Academic Success Center (ASC) will enhance its support by increasing in-class tutors for ENGL G100S and expanding workshops

Persistence: To counter the cultural and relational barriers that impact retention, we will foster a campus environment that actively validates and leverages the cultural wealth of our Latine students, thereby deepening their sense of belonging. We will deliver ongoing faculty training on equity-minded, culturally competent teaching, with a specific focus on strategies for men of color and Hispanic/Latinx males. The college will develop and adopt a standard of equitable, outcomes-based grading practices by 2028. We will heavily utilize the expertise of the Puente Program to provide culturally relevant mentorship and academic counseling. Proactive, strengths-based counseling will be offered in partnership with EOPS/CARE, leveraging students' aspirational and familial capital to ensure they persist into their second term.

Completion: To address the cumulative barriers that result in lower completion rates, our plan integrates academic and student support services to ensure students are on a clear, well-supported path to graduation. We will continue to establish and strengthen learning communities like Puente and Raices to serve as central hubs for academic, social, and cultural support. We will overhaul the My Academic Plan (MAP) and Online Orientation processes to make them shorter, more intuitive, and fully aligned with new placement rules and general education requirements (CalGETC). A "Reverse MAP" process will be created to ensure current students who registered without seeing a counselor receive an abbreviated Student Education Plan (SEP).

Transfer: To close the "transfer knowledge" gap, our action plan will cultivate a pervasive, proactive transfer culture that is inclusive of families and embedded throughout the entire student journey. The "Transfer Starts Today Campaign" will continue with intentional marketing for DI populations and their families, featuring multilingual workshops and outreach at family-oriented campus events. We will recruit and train faculty to serve as "transfer advocates" and provide them with Canvas modules they can import into their courses to disseminate information early and often. Most critically, we will partner directly with the Puente and Raices programs to create a seamless pipeline that encourages and supports their students to join the Transfer Academy.

Resources, Structures, and Support: To accomplish this plan, GWC will leverage a robust network of existing and enhanced resources. Key structures like the Center for Innovation and Learning, the Tutoring Center, and the Basic Needs Center will be central to providing faculty training and direct student support. Our action plan is built upon the foundational support of programs such as our acclaimed learning communities, student services programs, and the Transfer Academy. This work will be carried out by dedicated employees. Finally, our commitment is supported by providing students with equitable access to technology and by using disaggregated data to drive continuous inquiry and improvement across the institution.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,377	157	11%	208	15%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	442	142	32%	169	38%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,403	720	51%	831	59%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	424	134	32%	157	37%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

Disproportionately Impacted Groups By Term:

- Fall 2022 – Unknown Race (end of first year)
- Spring 2023- Asian, Unknown Race (End of First Term), Unknown Race (End of First Year)
- Fall 2023- Asian, Unknown Race (End of First Term), Asian and Unknown Race (End of First Year)
- Spring 2024- Asian, Unknown Race (End of First Term), Unknown Race (End of First Year)

Comprehensive Education Plan Implementation for DI Student Populations *

To address the disproportionate impact on Asian and Unknown Race student populations in receiving a comprehensive education plan, Golden West College will implement a multi-pronged approach that combines high-touch programmatic support with technology-driven, targeted outreach.

A primary strategy involves leveraging the ASPIRE program, which was established in 2023 to serve our Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students. The ASPIRE program, which currently supports 86 students with a dedicated coordinator and counselor, will be structurally enhanced to make the completion of a comprehensive education plan a mandatory requirement during a student's first semester in the program. This structural change ensures that participants, who are part of a key DI group, receive early, personalized academic guidance, setting a clear path from the start of their journey.

To reach both Asian students not in ASPIRE and students of an Unknown Race, the college will utilize its recently acquired Slate CRM platform. This technology will enable us to deploy intentional and targeted email and text campaigns. These campaigns will be segmented by student demographics and academic goals to proactively prompt students who have not completed an Ed Plan to schedule appointments with a counselor during their first term.

Finally, for students who may have bypassed initial onboarding steps, we will implement a "Reverse MAP" process. This initiative involves intentional outreach to students who have already registered for courses without a formal plan on file. Counselors will then work with them to build an abbreviated Ed Plan, which will later be developed into a comprehensive one. This ensures we have a safety net to support students at various points in their journey.

Together, these strategies create an integrated system of programmatic requirements, targeted communication, and proactive support designed to close the equity gap and ensure our DI students receive their comprehensive education plans in a timely manner.

Comprehensive Education Plan Implementation for ALL Students *

Golden West College (GWC) will implement several key strategies to ensure all students receive a comprehensive education plan early in their academic journey. Our plan addresses the low completion rates shown in our data, such as for the Fall 2023 cohort where only 59% of students had a plan by the end of their first academic year.

To boost early educational planning, GWC has initiated a program aligned with AB 928 by hiring part-time counselors dedicated to proactive outreach. These counselors intentionally connect with students who have a transfer goal on file before they reach 15 units, ensuring they meet with a counselor to create a plan. This early intervention is already showing success, as over 400 students benefited from this targeted effort during the 2024-2025 academic year.

Technology-Enhanced Onboarding and Support: We are significantly enhancing our ability to support all students through the integration of new technology and improved online tools.

- **My Academic Plan (MAP):** A new version of our MAP tool was launched in Fall 2024. This allows new students to input their major, goals, and academic history to receive an immediate, foundational academic plan for their first year of college. This serves as the critical first step toward a comprehensive plan.
- **Slate CRM Integration:** The new MAP is now integrated with our Slate CRM platform. This powerful integration allows the Counseling Division to identify and "nudge" first-time students who have not yet completed MAP. These targeted email and text campaigns will not only prompt students to complete the initial MAP but will also guide them to schedule an appointment with a counselor to develop their full, comprehensive education plan. This creates a structured and automated funnel from initial enrollment to long-term planning.

These combined strategies of direct outreach and technology-driven nudges create a robust system designed to dramatically increase the number of all GWC students who receive a comprehensive education plan within their first year.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Golden West College's equity-centered efforts are structurally aligned with the Guided Pathways framework, which is organized into eight distinct Learning and Career Pathways to provide students with clear, accessible roadmaps. Our key strategies are integrated across the student journey and are designed to advance the Vision 2030 pillars of Equity in Access, Support, and Success.

- **Equity in Access:** We clarify the path for students by grouping majors into eight distinct pathways, helping students explore options and select a program of study with confidence. To further enhance access, especially for working adults and student-

parents, the college offers a robust selection of fully online Associate Degrees for Transfer and certificates, proactively bringing college to students wherever they are. This structural clarity and flexibility are foundational to ensuring equitable entry into a program of study.

- **Equity in Support:** We help students get on the path through early, structured academic planning. All new students complete "My Academic Plan" (MAP), which counselors use to develop a first-semester Student Educational Plan (SEP). This high-touch, mandatory intervention is a core SEA requirement that sets students, particularly first-generation students, on an efficient path from day one, directly counteracting the tendency to accumulate excess units through unguided course selection.
- **Equity in Support & Success:** To ensure students stay on the path, we utilize targeted initiatives like "Through the Gate," which uses a case-management approach to move disproportionately impacted (DI) students toward transfer. We also embed high-impact learning communities like Umoja and Puente to provide culturally affirming curriculum and intensive counseling for our Black/African American and Hispanic/Latinx students. These proven retention and success drivers provide holistic support, reduce excess units, shorten time-to-degree, and are central to closing equity gaps in completion and transfer.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

GWC's holistic plan to maximize aid receipt aligns with the Equity in Support pillar by removing financial barriers. Our 2025-29 Strategic Plan institutionalizes this commitment with goals to increase Pell Grant and California College Promise Grant (CCPG) recipients by 10% each. Key strategies include:

- **Proactive and Accessible Support:** We offer hands-on FAFSA/Dream Act support through walk-in assistance with specialists, one-on-one online appointments, and workshops, ensuring all students can navigate the complex application process.
- **Leveraging the Golden Promise Program (GPP):** The GPP provides free tuition to students who don't qualify for traditional aid but requires all applicants to complete a FAFSA or Dream Act application. This "nudge" strategy ensures every student is screened for eligibility, maximizing the use of federal and state dollars while preserving institutional funds for their intended population.
- **Dedicated Support for DI Populations:** We provide a dedicated Financial Aid Specialist for AB540 students to offer expert guidance on the complex Dream Act Application. We will also formalize an outreach plan where Financial Aid Specialists conduct targeted, bilingual workshops at feeder high schools and community organizations serving high concentrations of low-income and Hispanic/Latinx families. This adopts best practices of early family engagement to address barriers like parental mistrust or lack of information, building community trust and increasing application rates.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

GWC's DSPS program proactively supports DI students with disabilities, advancing Equity in Access and Equity in Support. Our mission is to ensure all students have equal access to educational opportunities, allowing them to participate fully in all facets of campus life. Key strategies include:

- **Individualized and Comprehensive Support:** We provide a full range of services based on a collaborative, individualized Academic Accommodation Plan (AAP), including alternate media, assistive technology, sign language interpreting, and testing accommodations, ensuring each student receives tailored support to address their specific educational limitations.
- **Fostering a Shared Institutional Responsibility:** We advance Equity in Support through proactive collaboration with faculty, providing them with resources, training, and recommended syllabus language to normalize the accommodation process. This

structural approach shifts the model from reactive problem-solving to a campus-wide commitment to accessibility, reducing barriers before they can negatively impact a student's experience.

- Targeted and Integrated Services: We offer specialized initiatives like the Comprehensive Autism Program (CAP) to meet nuanced needs within the broader population of students with disabilities. DSPS maintains strong referral pathways with other key campus programs like the Veterans Resource Center and EOPS, ensuring students are identified and connected to holistic, wrap-around support that is integrated across the institution. To drive continuous improvement and ensure our services lead to Equity in Success, we will enhance our data analysis to measure the impact of specific services on student success metrics.
- DSPS meets with students as they transition from high school as first-time college students. Counselors review students stated goals and aspirations and guide them into picking a major/career goal. In order to help eliminate disproportionate impact for students, a Counseling Course that is coupled with an English class, specifically for DSPS students allows for individualized attention for students to meet their individual needs. The collaboration with the English and Counseling faculty strengthen the student outcome goals by working to create a supportive environment for the student.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

GWC's EOPS and CalWORKs programs provide intensive, "over and above" services to eliminate disproportionate impact, embodying the Equity in Support pillar.

- Primary Intervention for First-Generation Students: EOPS is our primary structured intervention for first-generation students, a DI group for persistence. The program provides mandatory counseling, book services, priority registration, and financial grants, directly addressing academic and financial barriers to promote
- Equity in Success. Eligibility criteria, which require students to qualify for a CCPG and be educationally disadvantaged (a definition that explicitly includes being a first-generation college student), ensure the program targets those most in need of this intensive support.
- Tiered Support for Student-Parents: The CalWORKs program offers specialized services for students receiving TANF benefits to help them achieve long-term self-sufficiency through higher education. The CARE program, a component of EOPS, adds another layer of support specifically for single-parent CalWORKs students, providing additional, targeted resources like gas cards and unmet need grants to address the unique financial challenges that could otherwise derail their educational progress.

This interlocking, tiered model efficiently targets the most comprehensive services to our highest-need students, directly addressing the academic, financial, and personal barriers that impact their ability to persist and complete their educational goals.

The majority of students served by the EOPS Program are students of color who have been identified as disproportionately impacted groups in our current Student Equity Plan. In addition, according to the new funding formula the students served by the EOPS program are the students that generate the most revenue for the college. Making our program critical to campus budget stability as the majority of our program is categorically funded separate from general funds. All three of our programs align with the college mission and goals. We demonstrate a strong commitment to student learning. Ensure program excellence through student achievement, and service outcomes.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

GWC supports former and current foster youth through our coordinated NextUp and Guardian Scholars programs, providing intensive, holistic services that exemplify the Equity in Support pillar.

- **Targeted, High-Touch Services:** Our dual-program model provides support that extends well beyond standard EOPS services to address the unique barriers this population faces. This includes direct financial assistance for educational supplies, mandatory fees, and transportation, as well as robust case management with multiple required counseling contacts per semester and critical referrals for off-campus resources like housing.
- **Strategic and Collaborative Approach:** Our 2025-29 Strategic Plan includes a goal to increase foster youth enrollment by 10%, demonstrating an institutional commitment to Equity in Access. To promote Equity in Success, we foster inter-departmental collaborations, such as our partnership with CTE that uses SWP and Perkins funds to provide students with industry-specific tools and supplies, removing a direct financial barrier to their chosen career pathway. Our model's effectiveness is evidenced by tangible outcomes, including three Guardian Scholars recently receiving full-ride scholarships to CSU, Fullerton—a powerful testament to the program's success in fostering academic excellence and facilitating transfer.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

GWC's Veterans Resource Center (VRC) provides a centralized, "one-stop shop" support hub for military-connected students, aligning with CCCCO best practices. Our strategies advance all three Vision 2030 pillars:

- **Equity in Access:** Our 2025-29 Strategic Plan includes a goal to increase veteran enrollment by 10%, and the VRC's comprehensive support system is the primary vehicle for achieving this.
- **Equity in Support:** The VRC offers holistic services including dedicated academic counseling, VA benefits certification, free tutoring within the VRC, and basic needs support like Chromebook loans and supplies. We ensure seamless, wrap-around care through a strong network of on-campus partners (DSPPS, Financial Aid) and community organizations (Goodwill, U.S. Vets) for housing and mental health support.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Golden West College (GWC) has identified support for justice-involved and justice-impacted students as a critical area for development to advance Equity in Access and Equity in Support. While we do not currently have a formal Rising Scholars program, we are committed to building a welcoming and supportive pathway for this population. Our action plan for the 2025-28 cycle focuses on foundational research, strategic planning, and leveraging existing resources.

Discovery and Planning Phase: Our primary goal is to develop an evidence-based support model tailored to the needs of our community. DEIA Committee: We will use the DEIA committee to investigate the specific barriers justice-impacted students face at GWC. The DEIA committee will conduct an environmental scan of best practices from California community colleges with successful Rising Scholars programs. A key action step will be to engage with local community partners, such as reentry service providers and county agencies, to understand regional needs and build collaborative support pipelines. Estimates timeline is 2026-2028.

2025-2028 Initiatives: While developing a long-term plan, we will implement over the 3-year period, high-impact strategies using existing infrastructure.

- **Develop a Centralized Resource Hub:** We will create a dedicated webpage for justice-impacted students that consolidates crucial information on admissions, financial aid eligibility, Credit for Prior Learning, and links to on-campus support like The

Stand (our basic needs center) and community resources.

- Designate a Point of Contact: We will designate and train a specific counselor to serve as a knowledgeable and welcoming point of contact. This individual will act as an ally and navigator, providing "warm handoffs" to other campus services like DSPS and EOPS to ensure students receive holistic, wrap-around support.

These foundational steps will provide immediate support while informing the future development of a structured, comprehensive program designed to increase access and success for our justice-involved students.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

GWC increases access and success for low-income adult learners through a multi-faceted strategy focused on removing barriers, a core objective of Vision 2030, which prioritizes the 6.8 million Californians with a high school diploma but no college credential.

- Equity in Access: We provide a critical on-ramp to education and employment through a wide range of tuition-free, "open access" noncredit programs, including ESL, GED preparation, and short-term vocational certificates like Automotive Technician and CNA. These programs require no tuition or proof of residency, making them a vital entry point for adult learners.
- Equity in Support: We provide a comprehensive financial safety net through the California College Promise Grant (fee waiver) and the Golden Promise Program (free tuition for those not eligible for other aid). We also mitigate non-academic barriers through robust basic needs support, including our food and clothing pantry (The Stand), a widespread Chromebook loan program, and free bus passes.
- Equity in Success: Our strategies are grounded in data that identifies equity gaps for overlapping DI populations, such as Hispanic students in completion (17.5%) and Black students in persistence (34.2%). To close these gaps, we will implement culturally competent professional development for faculty, strengthen learning communities like Puente and Umoja, and offer proactive, strengths-based counseling through EOPS/CARE to improve persistence and completion.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

GWC will support the equitable expansion of Credit for Prior Learning (CPL) to accelerate completion for DI students, a key strategy for Equity in Success that directly aligns with Vision 2030's goal to honor and validate the college-level skills of veterans and working adults.

- Moving from Passive Policy to Proactive Outreach: While we have an established CPL policy (AP 4235), we will move to a proactive outreach campaign, in partnership with CTE and Adult Education, to inform students in DI populations about CPL opportunities for industry certifications and work experience. This is a direct strategy to address identified completion gaps for groups like first-generation students (18.8% baseline rate) and veterans (22.2% baseline rate) by validating their existing knowledge and reducing their time-to-degree.
- Leveraging a Successful Model for Equitable Expansion: We will leverage our successful and streamlined process for evaluating military Joint Service Transcripts (JSTs) within the Veterans Resource Center as an institutional model. We will form a faculty-driven workgroup to develop clear, transparent rubrics and procedures for assessing non-military prior learning. This will ensure that assessments are rigorous and equitable across all programs, building institutional capacity to serve a wider range of working adult learners and honor the skills they bring to the classroom. We have already implemented a form to easily facilitate access to CPL and evaluate student portfolios.
- Areas of Growth: Our data for IB (international baccalaureate) is currently low, so we are working to increase awareness with students on this option.

10. Dual Enrollment *

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

GWC is committed to increasing equitable dual enrollment, a cornerstone of Vision 2030's strategy for Equity in Access, which envisions all high school students graduating with at least 12 units of college credit.

- **Removing Barriers to Access:** Our College and Career Access Pathways (CCAP) partnerships provide college courses to high school students at no cost for tuition or textbooks, taught directly on their high school campuses to eliminate transportation and scheduling barriers. To ensure equitable access, our Strategic Plan prioritizes establishing new pathways at high schools with a high proportion of traditionally marginalized students.
- **Data-Driven Strategies for Equity in Success:** We use a data-driven approach to monitor and ensure equity. We have a formal Administrative Unit Outcome to "Reduce the difference between dual enrollment student race/ethnicity compared to the general student population race/ethnicity percentages of partners". To build a seamless and equitable pipeline to GWC, we have also set a specific goal to increase the percentage of Hispanic/Latinx dual enrollment students who successfully enroll at GWC post-graduation by 7.5% annually, addressing a baseline enrollment rate of 70.5%. Key strategies to achieve this include developing culturally conscious interventions, creating "roadmaps to completion" infographics, and conducting on-site registration drives at key feeder high schools.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

GWC coordinates Strong Workforce Program (SWP), Perkins, and SEA funds to support DI students in attaining living-wage careers, directly advancing Vision 2030's goal for Equity in Success.

- **Strategic Program Alignment:** State-funded SWP aligns our Career Technical Education (CTE) programs with regional labor market demands for high-wage jobs, while federal Perkins funds are explicitly targeted to close equity gaps for designated "special populations," including economically disadvantaged students and individuals with disabilities. This ensures our programs are both relevant and equitable.
- **Braided Funding for Holistic Support:** Our core strategy is a "braided funding" model that provides seamless, wrap-around support, embodying Equity in Support. For example, a Hispanic DI student in an automotive technology program can receive SEA-funded tutoring for a general education course, use SWP-funded industry-standard equipment in their lab, and receive guidance from a Perkins-funded CTE counselor. This coordinated approach ensures students receive comprehensive support from entry through employment. This is also demonstrated in our collaboration with NextUp, where SWP/Perkins funds purchase industry-specific tools for foster youth, removing a direct financial barrier to their success.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Program Names: Umoja, Puente, International Students, and The Stand (Basic Needs)

GWC's equity efforts are strengthened by key programs that foster belonging and well-being, forming a critical "Third Pillar" of Equity in Support.

- Umoja and Puente Learning Communities: These programs are essential to our Equity in Success strategy. They provide culturally affirming curriculum, intensive counseling, and a strong sense of community for our Black/African American and Hispanic/Latinx students, respectively. As proven high-impact practices, they directly address DI gaps in persistence and completion by creating a space of academic validation and belonging that is foundational to student success.
- International Students: Given the current immigration and international education landscape, GWC is working to ensure Equity in Success for this diverse student population, especially since many of the students in the program fall within the DI populations identified throughout the plan.
- The Stand (Basic Needs Support): The Stand is our campus hub for basic needs case management, providing a single point of contact and "warm handoffs" to resources like food, clothing, and emergency aid. These services provide the foundational stability necessary for academic success and disproportionately benefit low-income students, foster youth, and other DI populations for whom a non-academic crisis can derail their educational journey.

These programs complement the academic structure of Guided Pathways and the targeted services of categorical programs. We assert that all three pillars are deeply interconnected; a student cannot succeed academically if they are hungry or do not feel a sense of connection to the campus community. This holistic approach ensures we serve the whole student. Sources and related content

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