Executive Summary:
Golden West College Student Equity Plan 2025-2028

Introduction: A Commitment to Equity and Institutional Transformation

This document serves as the official Executive Summary for the Golden West College (GWC) 2025-2028 Student Equity Plan, developed and submitted in compliance with the requirements of California Education Code 78220(c). It represents a public-facing commitment to the California Community Colleges Chancellor's Office, the California State Legislature, and the diverse communities GWC is privileged to serve. This plan is not merely a set of initiatives but a declaration of our institutional intent, outlining a comprehensive, data-informed, and integrated strategy to dismantle systemic barriers and advance equitable outcomes for all students.

The foundational philosophy of this plan is rooted in a significant institutional shift, an evolution from a student-deficit mindset to one of institutional responsibility. Through deep reflection on the 2022-2025 planning cycle, GWC has concluded that persistent equity gaps stem not from the capabilities or aspirations of our students, but from barriers, policies, and practices that have historically impeded their success. As such, this plan was developed with an equity minded approach, anchored by a formal anti-racism commitment that serves as both a moral and strategic compass. This framework compels us to disaggregate data with race as a primary variable and to design targeted, culturally affirming strategies that address the specific needs of racially minoritized student populations.

In moving forward with the plan, GWC aligned its efforts with the broader goals of the California Community College system. The strategies detailed are structurally integrated with the California Community College Guided Pathways framework and are designed to advance the Vision 2030 goals. This plan positions GWC as a partner in the statewide mission to ensure equitable access, support, and success, thereby fostering socioeconomic mobility for our students.

Part I: Reflection and Accountability from the 2022-2025 Student Equity Plan

Assessment of Progress on 2022-2025 Goals

In accordance with legislative mandates, this section provides a transparent assessment of the progress made toward the goals of the 2022-2025 Student Equity Plan. The previous planning cycle was a period of significant institutional learning, revealing that the most profound advancements in equity are achieved through systemic cultural change rather than isolated interventions. Three key learnings proved most impactful and have directly informed the strategies of the 2025-2028 plan:

1. *Formalizing an Institutional Anti-Racism Commitment:* The adoption of an official anti-racism statement was a foundational cultural change, establishing a clear and non-negotiable 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:* The demonstrated success of cohort-based programs like Puente, whose students completed transfer-level English at higher rates, reinforced the understanding that providing culturally affirming curriculum and intensive, relational counseling is a powerful and tangible application of GWC's anti-racist commitment.

3. *Building a Campus-Wide Culture of Equity:* A significant investment in robust professional development through the Center for Innovation & Learning (CIL) served as a critical lever for change. By offering extensive training on inclusive instruction, anti-racism, and data analysis, the college began to build the capacity of all faculty and staff to become active agents of equity, moving this work from the margins to the institutional core.

These learnings provided the context for the pursuit of the specific, measurable goals set forth in the 2022-2025 plan, which are summarized below.

Student Success Metric	Disproportionately Impacted (DI) Group	2022-2025 Quantitative Goal	Summary of Progress/Outcome
Successful Enrollment	Asian	Increase enrollment by 8.1% or 99 additional students.	**Outcome**: **GAP Closed** GWC was able to close this gap by the baseline year used for the 2025-2028 Student Equity Plan. Asian students are no longer a DI group in this category. Progress was driven by targeted outreach and review of application processes. Key learnings regarding navigational barriers for all first-generation students informed broader institutional strategies.
Term Persistence	First-Generation	Increase retention by 5.2% or 59 additional students.	**Outcome**: **GAP Closed** GWC was able to close this gap by the baseline year used for the 2025-2028 Student Equity Plan. First generation students are no longer a DI group in this category.

			Initiatives focused on creating retention action plans. The success of high-touch, culturally affirming programs demonstrated the importance of fostering a sense of belonging to improve persistence.
English and Math Completion	Latine	Increase completion of transfer-level Math and English by 8.9% or 77 additional students.	**Outcome**: **Gap Persists** The success of the Puente Program in this area was a significant finding, highlighting the effectiveness of culturally responsive curriculum and pedagogy in gateway courses. However, this gap continued to exist for this equity category.
Completion	Latine	Increase completion by 5% or 43 additional students.	**Outcome**: **Increase of 5.5%,** however, gap persists because other ethnic groups increased completion during the same timeframe. Efforts focused on increasing participation in academic planning. The need for more intuitive and supportive educational planning tools like My Academic Plan (MAP) was identified as a key area for improvement. However, Latine students continue to experience disproportionate impact because other groups increased completion at similar or higher rates.
Transfer	First-Generation	Increase transfer enrollment by 2% or 9 additional students.	**Outcome**: **Gap Persists** Initiatives like the "Through the Gate" case management model were implemented. Learnings pointed to the need

			for a more pervasive, campus-wide transfer culture and structured pathways. Despite efforts, the gap persists. Given the delay in cohort analyzed, the effectiveness of these strategies cannot be analyzed for another year.

Note: Quantitative goals are sourced from the official 2022-2025 Student Equity Plan report. Final quantitative outcomes are documented in the college's official annual reports submitted to the Chancellor's Office.

Detailed Accounting of the 2022-2025 SEA Program Expenditures

GWC utilized Student Equity and Achievement (SEA) Program funds to support a range of initiatives aimed at achieving the goals of the 2022-2025 plan. The college employed a structured funding process, including a formal Request for Proposal (RFP) managed by the Recruitment to Completion Committee (RCC), to allocate resources to new and innovative projects. Concurrently, the college provided continuous funding to core programs and personnel essential to the institution's equity infrastructure. While detailed financial ledgers are maintained at the district level, the following table provides a categorical breakdown of key areas supported by SEA funding during the 2022-2025 cycle.

Expenditure Category	Specific Allocation
Personnel & Coordination	Equity Coordination (Program Director, Equity Specialist, Equity Researcher) to support campus-wide efforts.
	Veterans Resource Center (Veteran Equity Specialist) supporting military-connected students.
Core Student Services	Counseling (Academic Counseling, staff support, high school partnership events).
Programs & Initiatives	Student Ally Center (Supporting non-academic challenges for retention).
	"Through the Gate" (Case management for transfer-intending students).
	Various initiatives funded through the RFP process.

Direct Student Support	Chromebook Loan Program (Technology for academic completion).
Technology	College Scheduler and other technology to support counseling and educational planning.

Note: Expenditure categories are sourced from the 2022-2025 Student Equity Plan report.

The expenditure strategy reflects the institutional learning that occurred during the cycle. The investment in personnel for equity coordination and research, alongside continuous funding for counseling and targeted support centers, demonstrates a commitment to building a permanent infrastructure for equity work. This approach signifies a strategic allocation of resources designed to build the entire institution's capacity to serve students equitably, rather than funding a series of disconnected, short-term projects.

Part II: Charting the Course for 2025-2028 Goals, Initiatives, and Resources

<u>Disproportionately Impacted Student Populations and Equity Goals</u>

The 2025-2028 Student Equity Plan is grounded in a rigorous, race-conscious analysis of disaggregated student outcome data. This data-informed approach allows GWC to identify specific student populations experiencing disproportionate impact (DI) across five key success metrics. For each identified group, the college has established two distinct goals: Goal 1 is to achieve the calculated threshold necessary to eliminate the statistical finding of disproportionate impact, and Goal 2 is the more ambitious target of fully closing the equity gap relative to the highest-performing group. The following table provides a comprehensive overview of these populations and their corresponding equity goals for the 2025-2028 planning cycle.

Student Success Metric	DI Student Population	Baseline Year Performance (%)	Goal 1: % Increase Needed to Eliminate DI	Goal 2: % Increase Needed to Fully Close Equity Gap
Successful Enrollment	Black or African American	14.2%	4.8%	8.8%
	White	16.3%	7.6%	9.6%
	American Indian and Alaska Native	8.3%	5.4%	14.4%

Completed Both Transfer-Level Math & English	DSPS	15.7%	2.5%	8.1%
	Hispanic	17.0%	7.2%	9.6%
	LGBT	13.5%	5.7%	10.4%
	American Indian and Alaska Native	0%	13.4%	23.2%
	Black or African American	6.7%	10.6%	16.9%
	Pacific Islander	7.1%	2.7%	16.2%
	Homeless	0%	18.8%	23.4%
Persistence: First Primary Term to Secondary Term	Black or African American	34.2%	16.3%	31.4%
	Hispanic	62.6%	0.5%	3.8%
	White	61.7%	0.4%	4.4%
	Homeless	42.1%	1%	23.2%
	Veterans	33.3%	13.2%	32.1%
Completion	DSPS	16.7%	2.2%	7.0%
	First Generation	18.8%	5.3%	7.5%
	Hispanic	17.5%	6.8%	9.2%
	Male	19.5%	5.0%	7.1%
	Two or More Races Male	14.5%	0.6%	8.9%

	Pacific Islander (Female)	0%	15.3%	23.3%
	Black or African American	7.1%	9.7%	16.4%
	Homeless	0%	13.4%	20.0%
	Veterans	22.2%	7.7%	15.9%
Transferred to a Four-Year	First Generation	30.5%	3.1%	7.6%
	Hispanic	32.2%	0.3%	4.9%
	American Indian and Alaska Native	0%	21.6%	35.4%
	Native Hawaiian and Pacific Islander	10.0%	7.0%	25.6%
	Homeless	0%	25.7%	35.5%

Note: Data is sourced from the detailed metric tables in the Golden West College 2025-2028 Student Equity Plan. Baseline years vary by metric as established by the Chancellor's Office.

Strategic Initiatives for Closing Equity Gaps

To achieve the ambitious goals outlined above, Golden West College will implement a coordinated suite of strategic initiatives across the student journey. These strategies are designed to be interconnected, creating an ecosystem of support that addresses the specific barriers identified for our disproportionately impacted students.

- *Successful Enrollment:* To address barriers at the very start of the student journey, GWC will focus on creating a welcoming, culturally relevant, and bilingual pipeline from feeder high schools to the campus. Key initiatives include expanding the "Family Info Night" series and "College Application Support Workshops for Parents," with an increased availability of presentations and promotional materials in Spanish. The Outreach team will collaborate with Counselors to conduct on-site course registration drives at the top 10 feeder high schools for Latine enrollment. Furthermore, "Pathway Days" will be expanded to include hands-on, career-focused sessions with culturally aligned mentors to build a seamless and supportive transition from dual enrollment to GWC.

- *Completed Both Transfer-Level Math & English:* To address the structural and pedagogical barriers that lead to inequitable outcomes in gateway courses, the college will embed culturally responsive and affirming practices directly into the curriculum, faculty development, and academic support systems. The Center for Innovation & Learning (CIL) will provide ongoing, culturally responsive professional development for 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 specifically designed to support Black and Latine students. Concurrently, the Tutoring and Learning Center will enhance its support by increasing the availability of in-class tutors for gateway English courses and expanding its workshop offerings.

- *Persistence:* To counter the cultural and relational barriers that impact student retention, GWC will foster a campus environment that actively validates and leverages the cultural wealth of its students, thereby deepening their sense of belonging. This will be accomplished through ongoing faculty training on equity-minded and culturally competent teaching, with a specific focus on strategies aimed at men of color. The college will also develop and adopt a standard of equitable, outcomes-based grading practices by 2028. Critically, the college will leverage the expertise of the Puente Program to provide culturally relevant mentorship and academic counseling, while partnering with EOPS/CARE to offer proactive, strengths-based counseling that builds on students' aspirational and familial capital.

- *Completion:* To address the cumulative barriers that result in lower completion rates, the plan integrates academic and student support services to ensure students are on a clear, well-supported path to their goals. The college will continue to establish and strengthen learning communities like Puente and Raices to serve as central hubs for academic, social, and cultural support. A major structural change will be the overhaul of 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. For students who may have bypassed these initial steps, a "Reverse MAP" process will be implemented to ensure they receive a foundational Student Education Plan.

- *Transfer:* To close the "transfer knowledge" gap, particularly for first-generation students, the action plan will cultivate a pervasive and proactive transfer culture that is inclusive of families and embedded throughout the 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. A key structural initiative will be the recruitment and training of faculty to serve as "transfer advocates," empowering them to disseminate critical transfer information early and often. Most importantly, the college will create a seamless pipeline by partnering directly with the Puente, Umoja, and Raices programs to encourage and support their students to join the high-structure Transfer Academy.

The strategic design of these initiatives creates a scaffolding effect, where supports are not offered in isolation but are intentionally layered to build momentum. A student from a disproportionately impacted background can be brought into the college through culturally

specific outreach, supported in their gateway courses with culturally relevant pedagogy, retained through high-touch mentorship in a learning community, and then funneled from that same learning community directly into a high-structure Transfer Academy. This integrated journey is a direct implementation of the Guided Pathways philosophy, designed to reduce points of friction and ensure students are seen, supported, and successful at every stage.

Intensive Focus: A Holistic Action Plan for Hispanic/Latine Student Success

Given that Hispanic/Latine students represent one of the largest student populations at GWC, and these students are identified as disproportionately impacted across multiple success metrics, including transfer-level math and English completion, persistence, overall completion, and transfer, this plan designates this group for intensive focus. GWC's action plan for this population is a comprehensive, integrated effort designed to address three core, interconnected barriers identified through data analysis:

1. *Navigational and Informational Barriers:* These are addressed through the creation of a bilingual pipeline from high schools, featuring Spanish-language materials and workshops for parents, and on-site registration drives. At the other end of the student journey, the "transfer knowledge" gap is closed through the "Transfer Starts Today Campaign" and the recruitment of faculty transfer advocates.

2. *Structural and Pedagogical Barriers:* These are addressed by moving beyond transactional support to transform the classroom experience. The creation of "PUENTEfy" course sections, coupled with campus-wide professional development on culturally responsive pedagogy, aims to make the academic environment more affirming and effective for Latine students.

3. *Cultural and Relational Barriers:* These are addressed by leveraging the deep expertise of the Puente and Raices learning communities. These programs provide culturally relevant mentorship, academic counseling, and a powerful sense of belonging that validates students' lived experiences and cultural wealth, serving as a critical anchor for their persistence and completion.

By weaving together these targeted strategies across the entire student lifecycle, this action plan represents a holistic commitment to ensuring Hispanic/Latine students not only enroll at GWC but are given every opportunity to thrive and achieve their educational goals.

Resource and Program Alignment

The successful implementation of this plan is supported by the strategic alignment of resources, programs, and institutional structures. Student Equity and Achievement (SEA) Program funds serve as the primary resource for the initiatives described, supporting personnel, program activities, and direct student support in alignment with the Chancellor's Office SEA Program Expenditure Guidelines.

Golden West College employs a braided funding model to provide seamless, wrap-around

support, avoiding a siloed approach to student services. This model strategically coordinates SEA funds with other categorical and general funds to ensure students receive comprehensive support from entry through completion/transfer.

All equity efforts are structurally aligned with the college's Guided Pathways framework, which organizes programs into eight distinct Learning and Career Pathways to provide students with clear, accessible roadmaps. For more information, please visit: https://www.goldenwestcollege.edu/pathways/index.html.

This framework is reinforced through proactive coordination with key categorical programs that provide intensive, "over and above" services to DI populations, including:

- *Financial Aid:* Maximizing aid receipt through proactive FAFSA/Dream Act support and targeted outreach.

- *Disabled Students Programs and Services (DSPS):* Providing individualized academic accommodation plans and fostering a campus-wide commitment to accessibility.

- *EOPS/CalWORKs:* Offering structured interventions for first-generation and student-parent populations.

- *NextUp/Guardian Scholars:* Providing holistic services for current and former foster youth.

- *Veterans Resource Center (VRC):* Serving as a centralized, "one-stop shop" for military-connected students.

Finally, this plan is supported by critical institutional assets, including dedicated personnel such as equity coordinators and counselors; key structures like the Center for Innovation and Learning (CIL) and The Stand (Basic Needs Center); and technology platforms like Slate CRM, which enables targeted, proactive student communication.

Conclusion: Fostering a Culture of Equity and Success

The GWC 2025-2028 Student Equity Plan is a living document, representing an ongoing institutional commitment to dismantling systemic barriers and fostering a culture where every student can succeed. The college is dedicated to a dynamic and transparent process of continuous improvement to ensure this plan effectively advances our goals.

This process will be integrated into the college's shared governance structure and led by the Diversity, Equity, Inclusion, and Accessibility (DEIA) committee. Adhering to an annual review schedule, the college will compile and analyze data on all key performance indicators.

A comprehensive progress report will be developed and presented to all shared governance bodies and the campus community each spring, celebrating successes, identifying areas for improvement, and providing data-informed recommendations for refining strategies. This iterative cycle of assessment, reflection, and action ensures that our student equity plan remains

responsive to the needs of our students and effective in closing equity gaps.

Contact for Further Information

In accordance with California Education Code 78220(c), the following official may be contacted for further information regarding the Golden West College 2025-2028 Student Equity Plan:

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