



Internal Student Equity Plan 2023-24

Golden West College

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INTRODUCTION

Student Equity Plan Purpose

The Student Equity and Achievement Program (SEA Program) is designed to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstance. According to the California State Legislature EDC 78222(a), the intent of the Student Equity and Achievement Program is to support California Community Colleges in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing the following:

- a) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
- b) Ensuring students complete their educational goals and a defined course of study.
- c) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

State Chancellor's Student Equity Plan & Internal Student Equity Plan

Golden West College is required to submit a Student Equity Plan to the California Community Colleges Chancellor's Office (CCCCO) every three years. The 2022-25 Student Equity Plan was submitted to the CCCCCO on November 30, 2022, based on a template requesting limited information in relation to one disproportionately impacted student group per metric. The College is also required to maintain an internal Student Equity Plan that is continuously updated. Maintaining the internal plan will facilitate the following:

- a) Documentation of internal equity metrics and measures.
- b) Documentation of current and proposed equity efforts.
- c) Outline a process to track all initiatives in closing equity gaps.

The Diversity, Equity, Inclusion, and Accessibility (DEIA) committee was established in Fall 2022 and was tasked with writing the internal Student Equity Plan. This first version addresses at least one disproportionately impacted (DI) student population per metric and documents equity initiative efforts campus-wide regardless of funding sources. Although not all disproportionately impacted students are addressed in this version of the plan, the DEIA

committee will continue to update this document to ensure all groups are addressed and all equity initiatives are implemented with best practices that serve specific populations. Maintaining the internal plan will allow the College to track the progress of all initiatives in closing equity gaps. The DEIA committee drafted an initial evaluation plan designed to assess the effectiveness of equity initiatives currently funded under equity. This plan will be placed into practice during the 2023-24 academic year to assist equity initiative leaders in evaluating and adjusting program practices to best serve students. Please refer to Appendix I for evaluation areas of equity funded programs.

Plan Development Process

The DEIA committee met every 2nd and 4th Wednesday throughout the Fall 2022 and Spring 2023 semesters. Committee members learned to use the Student Equity Data Dashboards and had the opportunity to request and discuss additional data provided by the Senior Research Analyst-Equity. A retreat was also held on March 3, 2023. The committee was split into five (5) subgroups. Each subgroup addressed one of the metrics and at least one DI group based on data analyses that supports a student group with the most disproportionate impact. The campus also had the opportunity to submit information on current equity initiatives through questionnaire link where they were able to submit program information. Please refer to Appendix II for questionnaire submissions. The DEIA committee gathered feedback on a draft of this plan by hosting equity walks in Fall 2023, sharing the plan with governance committees and campus groups, and through a form where feedback could be submitted online. The five DEIA committee subgroups used the feedback collected to update and revise the Internal Student Equity Plan.

The College acknowledges that not all disproportionately impacted students are addressed in this first version of the plan. The DEIA committee is committed to continuously update this document to include all students experiencing disproportionate impact.

Our Institution

Golden West College (GWC) is one of three community colleges within the Coast Community College District. Located in Orange County, GWC serves Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. In the 2022-23 academic year, Golden West College served 18,047 unduplicated students with 30% of its students being 25 years of age or younger. The racial/ethnic composition is 32.2% Hispanic/Latinx, 32.1% Asian, 24.1% White, 2.1% Black/African American, 0.5% Native Hawaiian/Pacific islander, and 0.1% American Indian/Alaska Native. In addition, 4.9% identified with two or more races, and 3.9% identified as Unknown. As a Hispanic Serving Institution (HSI), Golden West College recognizes the continuous increase of our Hispanic/Latinx population in community and in our college. Hispanic/Latinx students are experiencing disproportionate impact in various student success metrics and are addressed throughout this internal Student Equity Plan. The College acknowledges that not all disproportionately impacted students are addressed in this first version of the plan. The DEIA committee is committed to continuously update this document to include all students experiencing disproportionate impact.

Definitions and Terminology

Definitions are integral to allow readers a common language that advances an understanding of the internal student equity plan's meaning and goals. Below are some of the terms used throughout this plan.

- **Accessibility:** The "ability to access" the functionality of a system and gain the related benefits. The degree to which a product, service, or environment is accessible by as many people as possible.
- **Color Blind:** Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term colorblind de-emphasizes/ignores race and ethnicity which is a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.
- **Disproportionate Impact (DI):** Disproportionate impact occurs when a subset of students based on characteristics such as race, gender, and abilities have *observably* differently outcomes compared to other students. DI status is determined by PPG-1 methodology and a margin of error test. For more information refer to [State Chancellor documentations](#).

- **Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.
- **Equality:** The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. This imagines an equal world, the state of being equal in status, rights, and opportunities. Aims to promote fairness but it can only work if everyone starts from the same place and needs the same help. People who support equality believe everyone should be given the same type of support regardless of different circumstances and identities.
- **Equity:** The condition under which individuals are provided the resources they need to have access to the same opportunities. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Equity requires us to be aware of how race/ethnicity, gender, and special population status can affect the opportunities available to an individual and consequently their educational outcomes. Equity initiatives aim to achieve parity in educational outcomes across all groups.
- **Equity Gap:** Equity gaps occur when a subset of students based on characteristics such as race, gender, and abilities have different outcomes compared to other students. A student group may have an equity gap but not be disproportionately impacted.
- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
- **LGBT:** An abbreviation for lesbian, gay, bisexual, and transgender. Acronym used at the California Community Colleges Chancellor's Office (CCCCO).
- **LGBTQIA+:** An abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allies.
- **Percentage Point Gap Minus One (PPG-1) Method:** Equity gap analysis method that compares the outcomes of a subgroup and the reference group (all other students excluding the subgroup). A negative PPG-1 value indicates the subgroup has a lower success rate compared to the reference group. A positive PPG-1 means that the subgroup has a higher success rate.

Equity Metrics and Disproportionately Impacted (DI) Groups

The Student Equity and Achievement Program is required to address students that are experiencing disproportionate impact within five metrics including Successful Enrollment, Persistence, Completion of Transfer Level Math and English, Completion of Degrees and Certificates, and Transfers to four-year institutions. Golden West College identifies disproportionately impacted students by following specific guidelines from the California Community Colleges Chancellor's Office (CCCCO) to extract and evaluate data. However, State Chancellor's Office metrics and measures have changed several times, and their metrics only focus on first-time college students of credit enrollment. To maintain consistent terminology that addresses equity gaps for *all* students, Golden West College has developed internal equity metrics that will be used to supplement the State Chancellor definitions. Table 1 below summarizes both Golden West College and the State Chancellor's Office metrics, timelines, and the students included for each metric. Both State Chancellor and internal equity data were reviewed during the development of the internal Student Equity Plan. This research and evaluation were conducted by the Senior Research Analyst-Equity and used by the DEIA committee to collaborate and develop this plan.

Table 1. Summary of Golden West College (GWC) and California Community College State Chancellor’s Office (CCCCO) Equity Metrics

Metric	Definition	Timeline		Students Included	
		GWC	CCCCO	GWC	CCCCO
Successful Enrollment	Among all applicants, the proportion who enrolled in a community college in the selected year.	Selected academic year.		All applicants.	
Persistence	The proportion of students who persisted from their first primary term of enrollment to the subsequent term.	Selected academic year. Fall to Spring or Spring to Fall retention based on primary term.		All students except those who completed an award or transferred to a postsecondary institution (excludes special admit).	
Transfer Level Math & English Completion	The proportion of students who completed both transfer-level Math and English in their first academic year of credit enrollment.	Within an academic year of primary term (e.g., Summer to Spring, Spring to Fall). Completion is considered within GWC only.	Within the academic year of the primary term. If primary term is in spring, students only have the spring term to complete. CCCCCO considers completion districtwide.	First-time college student with minimal credit enrollment of .5 units, excludes special admit.	
Degrees/Certificates Completion	CCCCO: First-time college cohort students attained an award/degree within three years. GWC: The proportion of students who earned a Chancellor’s Office approved certificate and/or an associate degree.	Selected academic year.	Within 3 years of primary term.	All students (except special admit).	
Transfers to Four Year Institutions	Students that transferred to a four-year institution in state or out of state.	Within 3 years of primary term.		First-time college student of credit enrollment (excludes special admit).	

This internal Student Equity plan addresses each of the five metric and at least one disproportionately impacted group identified in the State Chancellor’s data. The table below illustrates baseline year data provided by the State Chancellor’s office for the state plan. A light green cell indicates the group is disproportionately impacted (DI) for the metric in the baseline year. (Please refer to Appendix III for baseline year information.) The values in the table cells reflect the number of students needed to achieve full equity. First-time college students of credit enrollment who are Male, Black/African American, Hispanic/Latinx, first generation, and/or LGBT students are disproportionately impacted for several metrics.

Table 2. State Chancellor Equity Data Summary (2023 Data Release of Baseline Years)

Subgroup	Successful Enrollment	Persisted	ENGL/Math Completion	Completion	Transfer
Cohort Size	4,856	2,826	2,343	2,686	1,236
Golden West Overall	35.6%	69.5%	28.7%	20.1%	27.3%
Gender					
Female	108				
Male		71		89	45
Non-Binary		3			
Unreported			8		
Ethnicity					
American Indian or Alaska Native					1
Asian	99				
Black or African American		16	12	8	
Filipino	15				
Hawaiian or Pacific Islander			4	4	
Hispanic/Latinx			77	101	23
Two or more races					
White		38			
Special Population					
Disability			12		10
Economically Disadvantaged					
First-Generation		59	33	74	23
Foster Youth			2	4	4
Homeless		7	4		
LGBT			11	13	5
Veteran					

All the data referenced and illustrated in this plan is available on the Golden West College Research website.

Equity dashboards have been created for each [internal metrics](#) and for [State Chancellor data](#).

EQUITY METRICS

Successful Enrollment

Successful enrollment is defined by the State Chancellor's office as the proportion of first-time college students who successfully enrolled at GWC. For the internal student equity plan, GWC uses this definition as well as identifying the enrollment rates of *all* applicants and enrollment rates for those that completed an Online Orientation and/or My Academic Plan (MAP).

Trends

According to the State Chancellor's data, Asian students experienced disproportionate impact related to successful enrollment (Table 2). Internal enrollment data was also reviewed for applicants who completed the online student orientation and/or MAP (Table 3 below). Hispanic/Latinx students were disproportionately impacted and had the largest number of enrollments needed to close the gap. The data suggests a need for additional resources and guidance for Asian and Hispanic/Latinx student populations to support successful enrollment. Asian and Hispanic/Latinx applicants are the DI groups selected for the successful enrollment metric.

Table 3. 2021-22 Successful Enrollment for applicants that completed an orientation or MAP (Internal)

Subgroup	Applicants	Enrolled	Subgroup Avg.	Reference Group Avg.	PPG-1	MOE	DI	No. needed to close gap
All (No Disaggregation)								
Hispanic/Latinx	1,179	831	70.5%	74.9%	-4.4%	2.6%	Yes	52
Asian	1,101	841	76.4%	71.8%	4.6%	2.5%	No	
White	732	532	72.7%	73.5%	-0.8%	3.2%	No	6
Two or more races	186	137	73.7%	73.3%	0.4%	6.3%	No	
Black/Afr. American	63	45	71.4%	73.4%	-1.9%	11.2%	No	1
Unknown	22	19	86.4%	73.2%	13.1%	14.3%	No	
Nat. Hawaiian/Pac. Islander	13	10	76.9%	73.3%	3.6%	22.9%	No	
Amer. Indian/Alaska Native	6	6	100.0%	73.3%	26.7%	2.0%	No	

Goals

- Evolve and improve outreach and recruitment efforts to address the needs of Disproportionately Impacted (DI) student populations.
- Establish an effective and consistent pipeline for Dual Enrollment students to enroll at GWC after high school graduation focusing on schools with high populations of DI student groups (Currently there are 2,000 dual enrollment students, if 50% of these students enrolled after high school it would translate to approximately 750 FTES.)

- Develop interventions with a comprehensive and culturally conscious mindset to address enrollment barriers including communicating with DI student populations and their families/support systems.
- Engage and outreach to Hispanic/Latinx and Asian college applicants to increase their enrollments by 8% over the next 3 years.

Current Actions

The items below are meant to demonstrate the current efforts provided by the institution for increasing enrollment.

	Key Actions	Strategies/Initiatives	Lead/Responsible Groups
1	Puente Mentorship Program (Pilot)	Volunteer GWC Staff, Faculty, Administrators for Puente Mentors	Michael Crane, Michael Tran, Jorge Quiroz Moreno
		Recruit GWC Puente Alumni	Nancy Fong/Jessica Patapoff
2	Dual & Concurrent Enrollment Program	Workshops	Teresa Rodriguez/ Jorge Quiroz Moreno
3	Outreach Activities & Programming	Chicanx/Latinx College Day	Outreach/Equity Manager
		Goldchella (Preview Day)	Outreach
		Fall Kickoff	SSMT Lead
		CTE Pathways Events	CTE Outreach and CTE Faculty

Rationale/Justification

Historically, application for admission at Golden West College opens in Mid-September during college application “season.” Once a student completes their application, an online orientation process is started within 48 hours. This process includes developing a My Academic Plan (MAP) with the GWC Counseling division. Theoretically, students can have a date for Freshman Priority Registration as early as October, but not have any additional contact with GWC until Preview Day in April (Goldchella) and then Fall Kickoff in August.

This lack of contact is problematic, particularly for first-generation and disproportionately impacted student populations such as Latinx/Hispanic and Asian students. There is a need for more programming/activities that address the specific needs of DI student populations and their families/support systems. There is an opportunity to create programming during established/regular outreach activities that will specifically meet the needs of Latinx/Hispanic

and Asian students and their families. This programming can also support the development of relationships with college-minded families in our community.

Additionally, the College currently has insufficient staffing resources, especially multilingual staff in Outreach and Recruitment and Admissions and Records, to proactively assist DI students who have applied but not completed the enrollment process.

Last, there is an opportunity to outreach to student populations that are already affiliated with GWC through its Dual and Concurrent Enrollment program. Not only does this program give the College direct access to local high schools but it also provides a potential pipeline for students to enroll at GWC.

Intended Impact of Proposed Actions

The following proposed actions are intended to increase contact with both potential GWC students and current GWC's Dual and Concurrent Enrollment students, with a focus on Hispanic/Latinx and Asian college students. The intended impact of these actions is to support students and their families in such a way that they feel as though they are part of and belong in the GWC campus community.

Proposed Actions (New)

This plan proposes that the College supports more programming from October-April to support Latinx/Hispanic students and their families. This plan also recommends that the College be more proactive in engaging with Dual Enrollment students and their parents by offering more support during college application season and taking steps to make this group feel connected to GWC. This group recommends that the College add to the programming for current outreach activities to specifically support Latinx/Hispanic students.

Please note that a review of the current application processing systems is also recommended. Applications from individuals with similar names and previous dual enrollment students are often unprocessed. Applicants then need to contact Admissions and Records who will then manually process and update these applications. If Golden West College is to reduce barriers to successful enrollment and/or increase the number of DE students that re-enroll after high school graduation, these technical issues need to be addressed.

Key Action: Expand programming for current outreach activities by and creating a Golden Futures Nights orientation for all new first-time applicants who are not yet enrolled.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Golden Futures Night is to be hosted in the summer months leading up to the Fall semester at least three sessions. • Presentations will be hosted in Vietnamese and Spanish. • Host a Hispanic/Latinx focused orientation session to encourage enrollment for first-time applicants. • As part of the orientation, host a parallel Parent Orientation to inform parents about how and why their children (applicants) should enroll at GWC.
Steps & Tasks	<ul style="list-style-type: none"> • Identify knowledge gaps for students. • Develop session content based on knowledge gaps and through a first-generation lens and consideration of diverse cultural backgrounds. • Develop workshop content and create guide in multiple languages including Vietnamese and Spanish. • Develop workshops that guide applicants through the onboarding processes including financial aid, orientation, registration, meeting with a counselor, first-time student expectations, and comprehensive education plans. • Collaborate with GWC clubs to have current students support the onboarding process for applicants and create peer-to-peer interaction. • Collaborate with faculty to have them attend the workshops so applicants can engage with faculty in their major. • Create targeted messaging and case management approach to targeting those who attended the workshop and have not yet enrolled.
Responsible Lead	<ul style="list-style-type: none"> • Outreach, Admissions and Records, Financial Aid, and Counseling
Contributing Groups	<ul style="list-style-type: none"> • Student Programs like EOPS and DSPS • Outreach/ Promotions/Marketing • Counseling • Admissions and Records – Application specialist • Financial Aid • Translators • Student Clubs
Timeline	Fall 2023
Resources Needed	Staff time to develop session content

Key Action: Create a Series College Application Support Workshop for Parents of first-time college applicants and Dual Enrollment Students.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Host free workshops for parents of potential college students with focus on Hispanic/Latinx college applicants and Dual Enrollment students; offered in languages other than English.
Steps & Tasks	<ul style="list-style-type: none"> • Coordinate Transfer Center event that walks parents through application process (deadlines, supplemental material, strategies for success, etc.) • Develop workshop content through a first-generation lens and consideration of diverse cultural backgrounds. • In late summer/early fall, offer first parent workshop to walk Parents through GWC College application process, onboarding process, and different resources available at GWC (e.g., financial aid, counseling, etc.) As part of workshops available include session on how parent can best support their first-time college student. • In fall terms provide parent workshops CSU and UC and private universities when it's time for their students to transfer.
Responsible Lead	<ul style="list-style-type: none"> • To be determined (TBD)
Contributing Groups	<ul style="list-style-type: none"> • Transfer Center • Outreach • Admissions and Records • Counseling • Financial Aid • Dual enrollment • Student programs like DSPS, EOPS, PUENTE, UMOJA, MESA • Academic Success Center
Timeline	Fall 2023/Spring 2024
Resources Needed	<ul style="list-style-type: none"> • Funding for event (staffing and food) • Staff time to plan and execute event

Key Action: Increase Dual Enrollment Outreach to establish a pipeline.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Increase enrollment at GWC via proactive engagement of students enrolled in Dual & Concurrent Enrollment programs with a special focus on Hispanic/Latinx and Asian.
Steps & Tasks	<ul style="list-style-type: none"> • In late summer host bilingual workshops at Arts & Letters building to transition students from Dual & Concurrent Enrolled students to GWC. Workshops would include application process with on-demand support, on-boarding process, resources at GWC, and first-time student expectations. • Collaborate with GWC clubs to have current students support the onboarding process and create peer-to-peer interaction. Involve previous Dual Enrollment students currently enrolled at GWC. • Establish a Peer-to-Peer mentoring program similar to "link crew".

Key Action: Increase Dual Enrollment Outreach to establish a pipeline.	
	<ul style="list-style-type: none"> • Create targeted messaging and case management approach to targeting previous DE students who attended the workshop and have not yet enrolled in Fall. • Host fall follow-up workshops to successfully enroll DE students in second 8-weeks and/or future terms. • Celebrate previous DE student achievement by creating GWC promotional items such as pennant flag and special graduation cord and recognition of previous DE students at GWC Commencement.
Responsible Lead	<ul style="list-style-type: none"> • Dual Enrollment Dean Lauren Sosenko
Contributing Groups	<ul style="list-style-type: none"> • Dual Enrollment • Promotions/Marketing/ Outreach • Admissions and Records including an Application Specialist. • Counseling • Financial Aid • Dual enrollment • Student programs like DSPS, EOPS, PUENTE, UMOJA, MESA • Academic Success Center • Graduation Committee/Workgroup
Timeline	Fall 2023/Spring 2024
Resources Needed	<ul style="list-style-type: none"> • Staff time to develop session content. • Funding for bilingual marketing material and promotional items. • Coordination with Commencement planning committee. • Dedicated full-time Outreach staff for Dual Enrollment

Persistence

The State Chancellor's office defines Persistence as the proportion of first-time college students who were retained from their first primary term of enrollment to the subsequent term. For example, out of the number of first-time college students who enrolled in the Fall term, how many re-enrolled in the Spring term. For the internal student equity plan, GWC uses the same definition for term-to-term persistence but instead includes *all* students except special admits and students who completed an award or transferred to a secondary institution.

Trends

Table 4 below illustrates the PPG-1 trends for State Chancellor's data. The DI groups selected for this metric are first-generation students and Hispanic/Latinx Male students. Both student groups are selected since they have sustained equity gaps (Table 4) and represent some of the largest additional persistence numbers to close the equity gap (Table 2). First-generation students represent the largest number of additional persistence in State chancellor data (Table 2 above). In internal data, Hispanic/Latinx male students are disproportionately impacted and represent the largest number of additional persistence cases needed to close the equity gap (Table 5).

Table 4. State Chancellor Persistence Data - PPG-1 Trends

Subgroup	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Amer. Indian/Alaska Native					
All (No Disaggregation)	-17.2%	6.3%	17.3%	-11.9%	-2.8%
Asian					
All (No Disaggregation)	13.1%	9.9%	8.5%	10.9%	15.5%
Black/Afr. American					
All (No Disaggregation)	-16.7%	-5.1%	-33.3%	-33.4%	-28.2%
Filipino					
All (No Disaggregation)	0.9%	-3.3%	5.7%	-1.5%	-4.3%
First Generation					
All (No Disaggregation)	-10.3%	-4.7%	-2.3%	0.0%	-5.2%
Hispanic/Latinx					
All (No Disaggregation)	-4.0%	-1.0%	-1.8%	-3.9%	-1.4%
Nat. Hawaiian/Pac. Islander					
All (No Disaggregation)	-23.5%	-21.5%	-15.9%	-0.3%	-2.8%
Two or more races					
All (No Disaggregation)	1.5%	11.1%	4.2%	8.6%	-2.2%
White					
All (No Disaggregation)	-4.6%	-7.4%	-3.1%	-0.4%	-5.8%

Note: Orange highlights indicate a negative equity gap.

Table 5. 2021-22 Persistence Data for male students (Internal)

Subgroup	Unduplicated Headcount	Retained	Subgroup Avg.	Reference Group Avg.	PPG-1	MOE	DI	No. needed to close gap
Male								
Amer. Indian/Alaska Native	8	4	50.0%	50.8%	-0.8%	34.6%	No	0
Asian	1,252	690	55.1%	50.2%	4.9%	2.8%	No	
Black/Afr. American	133	63	47.4%	36.3%	11.1%	8.5%	No	5
Filipino	68	28	41.2%	42.8%	-1.6%	11.7%	No	7
Hispanic/Latinx	1,401	671	47.9%	51.3%	-3.4%	2.6%	Yes	47
Nat. Hawaiian/Pac. Islander	33	14	42.4%	50.8%	-8.4%	16.9%	No	3
Two or more races	235	141	60.0%	13.8%	46.2%	6.3%	No	
Unknown	146	93	63.7%	50.6%	13.1%	7.8%	No	
White	1,151	561	48.7%	49.4%	-0.7%	2.9%	No	30

Goals

- Host faculty trainings to encourage curriculum and pedagogy that is equity minded and culturally aware with a focus on first-generation and Hispanic/Latinx males.
- Explore and offer student services and faculty hours outside the traditional hours to support students with busy schedules.
- Increase persistence among first-generation and Hispanic/Latinx students by 5%.

Current Actions

Currently there are a couple actions/interventions/programs at GWC that aim to reduce persistence equity gaps for Hispanic/Latinx students.

Key Actions	Strategies/Initiatives	Lead/Responsible Groups
Puente Program	English Learning Community	Jessica Patapoff
	Puente Counseling	Nancy Fong
	Parent Orientation	Jessica Patapoff/Nancy Fong
	Northern Trips	Jessica Patapoff/Nancy Fong
Fall Kick-Off Day	General orientation sessions	Outreach/Marketing

Rationale/Justification

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

Post-pandemic, we are transitioning to a blend of in-person and online services and instruction. Meanwhile, many of our students still choose online services and courses. We also note that a large percentage of our student population are part-time and/or come from Asian and Latinx communities. Those students often choose online courses and services because their schedules require flexibility and/or it allows them to also serve important roles in their families.

Intended Impact of Proposed Actions

Many of the proposed actions below are aimed at helping students who have hybridized, busy schedules, and who may need help navigating busy lives centered around their families. The proposed actions also focus on training faculty in classroom practices that support first-generation and Hispanic/Latinx males.

Proposed Actions (New)

Key Action: Practice mindful classroom practices and culturally aware teaching to create equitable educational environments.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Host faculty (full-time and part-time) training on curriculum and pedagogy that is equity minded and culturally aware. • Provide training on first-generation classroom strategies as well as strategies aimed at men of color, specifically Hispanic/Latinx males. • Develop and recommend a standard of equitable grading practices that are outcomes based.
Steps & Tasks	<ul style="list-style-type: none"> • Identify strategies and develop trainings that: <ul style="list-style-type: none"> ○ Increase awareness on the barriers/challenges faced by these student groups. ○ Support the delivery of instruction from a first-generation lens. ○ Support equity minded practices in the classroom. ○ Reflect on implicit bias and how to mitigate those biases. • Revisit Center for Urban Education (CUE) protocols to provide tools for faculty in relation to first day instruction and share protocols campus-wide. • Review the ASCCC IDEAA Tools and how this resource can be aligned with campus needs training. • Collaborate with PUENTE and UMOJA to recreate the training. • Increase faculty knowledge of the PUENTE framework. <ul style="list-style-type: none"> ○ Collaborate with PUENTE Coordinators to train other faculty to PUENTIFY their courses. ○ Host these faculty trainings on an annual basis during events like flex day. • Adopt an equity guideline and best practices for all courses. <ul style="list-style-type: none"> ○ Provide Professional Development on Equity guidelines.

Key Action: Practice mindful classroom practices and culturally aware teaching to create equitable educational environments.	
	<ul style="list-style-type: none"> ○ Recruit “Equity Faculty Leads” to support other faculty in integrating equity into their syllabus, course messages, and curriculum. ○ Promote peer review of course content using the Equity guideline and best practices. ● Provide all these trainings through the CIL for faculty. ● With all the training listed above, consider the different strategies or areas of concern/focus for different departments. ● Identify funding to encourage and incentivize faculty participation.
Responsible Lead	<ul style="list-style-type: none"> ● TBD
Contributing Groups	<ul style="list-style-type: none"> ● Center for Learning and Innovation (CIL) ● Student Ally Center ● Vice President of Instruction ● Diversity, Equity, Inclusion and Accessibility committee ● Campus Leadership ● Campus Committees ● Academic Senate ● Faculty
Timeline	<i>Spring 2024</i>
Resources Needed	<ul style="list-style-type: none"> ● <i>Funding for training development.</i> ● <i>Funding for faculty participants.</i> ● Funding for PUENTE program assistant. ● Staff time

Key Action: Increase accessibility of faculty.	
Strategies & Initiatives	<ul style="list-style-type: none"> ● Provide office hours at times outside the usual 8am – 5pm schedule when data supports the need. ● Rebrand office hours to student hours.
Steps & Tasks	<ul style="list-style-type: none"> ● Continue to conduct student surveys to identify which times and modalities tend to work better for students. ● Discuss results with instruction, faculty, and facilities to identify best hours and locations (on-campus or online) to host additional office hours. ● Develop and encourage an appointment system for “student hours”.
Responsible Lead	<ul style="list-style-type: none"> ● TBD
Contributing Groups	<ul style="list-style-type: none"> ● <i>Research</i> ● <i>Vice President of Instruction</i> ● Faculty Union/ Academic Senate ● Facilities
Timeline	<ul style="list-style-type: none"> ● <i>Spring 2024</i> ● <i>Fall 2024</i>
Resources Needed	<ul style="list-style-type: none"> ● <i>Staff time</i>

Key Action: Increase accessibility and use of student services.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Provide student services at times outside the usual 8am – 5pm schedule when data supports the need. • Provide services in a variety of modalities. For example, text and chat services, beyond Zoom and traditional face-to-face modalities.
Steps & Tasks	<ul style="list-style-type: none"> • Discuss previous findings in student preferences from the preferred modality survey with SSMT. • Conduct additional student surveys to identify popular alternative times. • Discuss survey results with SSMT and leadership. • Work with student services departments to provide services in a variety of modalities. • Consider having extended hours for the library and counseling. • Develop and encourage an appointment system across different student services. • Continue to advertise and promote current services offered including alternative textbook options, basic needs, tutoring, technology, and emergency grants.
Responsible Lead	<ul style="list-style-type: none"> • TBD
Contributing Groups	<ul style="list-style-type: none"> • Research • Student Services Management team • Vice President of Student Services • GWC Administration • Promotions/Marketing
Timeline	<ul style="list-style-type: none"> • Fall 2023/<i>Spring 2024</i> • Fall 2024
Resources Needed	<ul style="list-style-type: none"> • Additional staffing and funding • Funding for equipment that facilitates different modalities. • Release time for staff for training on different equipment/technology

Transfer Level Math and English Completion

Both the State Chancellor's office and internal data define transfer level Math and English completion as the proportion of first-time in college students who completed both transfer-level Math and English in their first year. The State Chancellor's office measures completion of transfer level Math and English within the district and allows until the end of the academic year in which a student first enrolled. For example, summer students have until the end of spring and Spring students only have that one term to complete both requirements (within the district). The internal definition only considers completions within GWC and measures completion within an academic year of a student's primary term. For example, if a student's first term is in Spring then they have until the end of the following fall term to complete both requirements.

Trends

The plan for this metric will focus on the DI group of Hispanic/Latinx students. According to Chancellor State Equity Data for transfer-level English and Math (Table 2), Hispanic/Latinx students had the largest number of additional completions to close the equity gap. Table 6 below represents internal data on transfer-level Math and English completion rates of different student populations for 2021-22 academic year. As illustrated in Table 6, Hispanic/Latinx students have a large equity gap where they are DI and represent the largest number of additional completions.

Table 6. 2021-22 Transfer level Math and English Equity Data (Internal)

Subgroup	Unduplicated Headcount	Completed Both Transfer Level English & Math	Subgroup Avg.	Reference Group Avg.	PPG-1	MOE	DI	No. needed to close gap
All (No Disaggregation)								
Amer. Indian/Alaska Native	3	0	0.0%	22.9%	-22.9%	2.0%	Yes	1
Asian	595	223	37.5%	17.7%	19.8%	3.9%	No	
Black/Afr. American	45	4	8.9%	23.2%	-14.3%	8.3%	Yes	6
Filipino	33	12	36.4%	22.7%	13.7%	16.4%	No	
Hispanic/Latinx	819	123	15.0%	27.3%	-12.3%	2.4%	Yes	101
Nat. Hawaiian/Pac. Islander	18	0	0.0%	23.1%	-23.1%	2.0%	Yes	4
Two or more races	114	36	31.6%	22.4%	9.1%	8.5%	No	
Unknown	50	9	18.0%	23.0%	-5.0%	10.6%	No	3
White	599	114	19.0%	24.3%	-5.2%	3.1%	Yes	31

Goals

- Increase Hispanic/Latinx student sense of belonging by improving employee representation and employee cultural awareness.
- Improve current English and Math placement process to enroll students in the correct transfer level Math and English courses.

- Improve the effectiveness of the support component of transfer level Math and English class (e.g., ENGL G100S, MATH G115S, MATH G160S).
- Enhance student support by increasing access to Math and English Faculty, and resources needed for course completion.
- Increase Hispanic/Latinx student Transfer-Level Math and English completion by 2% in 2023-24 and close the achievement gap by 2024-25 (8.9% increase).

Current Actions

Current actions/interventions/programs at GWC that aim to reduce equity gaps for transfer-level Math and English completion of Hispanic/Latinx students include the Puente Program that is conducive to an English learning community and provides counseling, Academic support such as peer and embedded tutoring, a writing and math assistance lab, asynchronous writing feedback, and writing workshops. GWC also offers college algebra with support that is linked to a counseling study skills course for Business and STEM students. Current interventions also include online self-guided placement tools that provides recommended Math and English courses to enroll in either: 4-unit standalone 100 level English and math courses and/or 6-unit courses that include 2 additional units as a co-requisite for English 100, Math 115, and Math 160. GWC also provides flexible class modalities such as in-person, online (synchronous/ asynchronous), hybrid (in-person/online), HyFlex, , and the Raices Program which builds a collaborative STEM community to increase STEM academic and transfer success for first-generation, Latinx students.

Key Actions	Strategies/Initiatives	Lead/Responsible Groups
Puente Program	English Learning Community	Jessica Patapoff
	Puente Counseling	Nancy Fong
Academic Support	Peer Tutoring, Embedded Tutoring, Writing Assistance Lab, Math Assistance Lab, Asynchronous Writing Feedback, Writing Workshops	Christina Oja
Placement tool	Online, self-guided placement tool helps students determine the appropriate Math and English classes to enroll in.	Counseling
	Two-year pilot which utilizes high school GPA bands to identify students in need of support and require them to enroll in either Math G115S (College Algebra) and Math G160S (Introduction to Statistics) 6-unit courses that include corequisite support.	
Flexible Course Modalities	Options include in-person, live online, asynchronous online, hybrid, and HyFlex, 16 week, 12 week, and 8 week courses for multiple attempts per semester and acceleration purposes.	Vice President of Instruction, Academic Deans

Key Actions	Strategies/Initiatives	Lead/Responsible Groups
Co-requisite Math Support Courses	Options to enroll in a six -unit MATH G115S – College Algebra with Support and/or MATH G160S – Introduction to Statistics with Support	Math Department
	Cohort model with Math G115S and Counseling G105 (Strategies for College Success) in the Fall 2023 and Spring 2024 semesters.	
Raices Program	Peer Mentorship, Individualized Support, Textbooks and materials loan, University Tours and field trips, STEM tutoring and workshops	Samantha Nguyen, Counseling and Transfer Center

Rationale/Justification

- **Representation:** Though GWC’s student population is 34% Hispanic/Latinx in Fall 2021, this population is not mirrored in our faculty and staff (13% and 23% Hispanic/Latinx, respectively). As found by the recent climate study, students feel the lack of diversity of the faculty and staff has contributed to their lack of knowledge of support communities and safe spaces on campus.
- **Technology and Support:** Many students do not have the necessary equipment to be successful, such as a computer, calculator, or Wi-Fi. Many students are not able to contact support for their technology issues or for help with navigating their online courses.
- **Class Policies and Modality:** According to drop survey data, the primary reasons students indicated as their cause for dropping a class are personal, health, family, and/or work issues that require more flexibility in deadlines and accommodation of individual students’ needs as well as flexibility in class modality.
- **English Course Support:** Analysis of MAP recommendations and student English enrollments illustrated that there is minimal difference in success rates for students who were recommend transfer level English with support, and either enrolled in English courses with support or without support. These results suggest that the support in English courses should be revised to improve their effectiveness.

Intended Impact of Proposed Actions

In addition to the measures already in place, it is recommended to implement the following measures to help Hispanic/Latinx students complete transfer-level Math and English classes within their first year:

- Improve the sense of belonging for Hispanic/Latinx students by diversifying the faculty and staff to be representative of the student population, providing cultural awareness training to faculty and staff, and updating our college mission to be more equitable.
- Provide additional support to students during their first year of transfer level Math and English.
- Increase student access to faculty support by considering faculty coordinator positions for the Academic Success Center and adding Math and writing faculty office hours to the Academic Success Center and STEM Center.
- Improve student access to technology and other resources that support successful course completion.

Strategies and steps to achieve the proposed actions are outlined in the table below.

Proposed Actions (New)

Key Action: Improve Hispanic/Latinx Students' Sense of Belonging	
Strategies & Initiatives	<ul style="list-style-type: none"> • Adjust recruiting and hiring procedures to increase the number of Hispanic/Latinx staff and faculty to better represent the Hispanic/Latinx student population. • Provide professional development to all staff and faculty to provide culturally responsive services and instruction. • Update our college mission to acknowledge we are a minority serving institution (MSI) and include an anti-racism statement. • Expand cohorts of Hispanic/Latinx students when appropriate in math course, particularly for Business and STEM students.
Steps & Tasks	<ul style="list-style-type: none"> • Human Resources review of hiring practices, norms, and applicant data. <ul style="list-style-type: none"> ○ Discuss results with executive team and district and identify additional practices that promote diversity. • Identify outside consultant(s) to provide professional development to further establish culturally responsive services and instruction. • Finalize mission/vision draft within DEIA Committee and vet through shared governance structure.
Responsible Lead	<ul style="list-style-type: none"> • TBD
Contributing Groups	<ul style="list-style-type: none"> • Faculty • Human Resources • Center for Innovation and Learning (CIL) • DEIA Committee

Key Action: Improve Hispanic/Latinx Students' Sense of Belonging	
	<ul style="list-style-type: none"> • Executive Team • Student Equity and Achievement Program (SEAP)
Timeline	<ul style="list-style-type: none"> • Fall 2023/Spring 2024 • Fall 2024
Resources Needed	<ul style="list-style-type: none"> • Funding for outside consultants, faculty compensation, facilitation of training days

Key Action: Provide additional support to students during their first year of transfer level Math and English.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Review and update curriculum for transfer level Math & English courses including the support component of these courses. • Provide additional support opportunities through expansion of current programs, new programs (i.e., learning communities, Jumpstart) and courses.
Steps & Tasks	<ul style="list-style-type: none"> • Professional development for faculty on how to use the extra instructional time in classes with support and creating inclusive instruction. • Explore the development of classes that offer support in additional weeks in advance and/or stretch over two terms. Restructure the former summer bridge program, "Jumpstart" for each guided pathway including with feeder high schools. • Develop an English 100S equivalent course specifically for English language learners. • Develop math "S" courses " that align to the current legislation and students' needs. • The Academic Success Center will collaborate with faculty through a work group as well as department meetings to develop and refine support resources (e.g., DLAs, Bridge program, etc.). • The Academic Success Center will continue to provide Study Skills workshops and promote workshop to students. • Recruiting and supporting Latinx tutors in English and math to support students through 100 level English and math.
Responsible Lead	<ul style="list-style-type: none"> • TBD
Contributing Groups	<ul style="list-style-type: none"> • Academic Success Center • Dean of Arts and Letters and English / ESL Departments • Dean of Math and Science and Math Department • Vice President of Instruction • Academic Senate/Council for Curriculum and Instruction • Counseling
Timeline	Spring 2024 to on-going
Resources Needed	<ul style="list-style-type: none"> • Funding for curriculum development. • Funding for training development. • Funding for faculty participants.

Key Action: Increase student access to faculty support.	
Strategies & Initiatives	<ul style="list-style-type: none"> Increasing faculty involvement in the Academic Success Center to develop resources and programs for students (e.g., DLA, summer programs, ESL resources, office hours).
Steps & Tasks	<ul style="list-style-type: none"> Consider creating faculty coordinator roles in the Academic Success Center to increase faculty support for Math and Writing. <ul style="list-style-type: none"> Identify funding, create MOU, fly positions through Academic Senate Add faculty hours for math and writing support to the Academic Success Center/STEM Center. <ul style="list-style-type: none"> Identify funding, create schedule of faculty hours, advertise to students. Identify non-traditional 100-level math courses and ensure faculty access and academic support are available for students.
Responsible Lead	<ul style="list-style-type: none"> TBD
Contributing Groups	<ul style="list-style-type: none"> Academic Success Center STEM Center Academic Senate Math and English Departments
Timeline	Fall 2024
Resources Needed	<ul style="list-style-type: none"> Faculty compensation

Key Action: Improve student access to free technology and other class materials that supports successful course completion.	
Strategies & Initiatives	<ul style="list-style-type: none"> Improve access to and familiarity with technology to ensure equitable services for technology insecure students.
Steps & Tasks	<ul style="list-style-type: none"> Advertise the Chromebook Loan program, internet/Wi-Fi hotspots, graphing calculator rentals, computer labs, etc. to students. Work with basic needs department to increase accessibility of technology available to students. Host workshops on how to use technology properly and effectively. Continue to host and advertise Academic Success Center workshops on online learning. Provide more free materials for students, whether OERs, printed documents from graphics, or books purchased and located in the library. Have at least one section of ZTC for each math course at GWC.
Responsible Lead	<ul style="list-style-type: none"> TBD
Contributing Groups	<ul style="list-style-type: none"> Student Equity and Achievement Program (SEAP) Academic Success Center

Key Action: Improve student access to free technology and other class materials that supports successful course completion.	
	<ul style="list-style-type: none"> • IT • Promotions • Instruction • Library
Timeline	Fall 2024
Resources Needed	<ul style="list-style-type: none"> • Funding for additional technology • Staff to get technology to students and develop workshop to train students

Degree and Certificate Completion

The State Chancellor's office defines completion as the proportion of first-time college students who completed a degree or certificate within three years. For the internal student equity plan, GWC uses this definition along with the following definition for completion, the proportion of students who completed a degree or certificate in the selected academic year.

Trends

Hispanic/Latinx students is the DI group selected for the degree and certificate completion metric. The State Chancellor's Office provided completion data for first-time college students. Table 7 below illustrates the PPG-1 rates for disproportionately impacted student groups. As seen in the table Hispanic/Latinx students have consistently been disproportionately impacted for completion and their equity gap is increasing.

Table 7. State Chancellor Completion Data – PPG-1 Trends

Subgroup	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Amer. Indian/Alaska Native					
All (No Disaggregation)	-13.2%	-12.5%			
Black/Afr. American					
All (No Disaggregation)				-6.7%	-8.0%
DSPS					
All (No Disaggregation)	-6.3%		-9.2%	-10.9%	
First Generation					
All (No Disaggregation)		-5.8%	-5.2%		-3.7%
Foster Youth					
All (No Disaggregation)			-10.5%	-7.0%	-10.5%
Hispanic/Latinx					
All (No Disaggregation)	-3.7%	-3.4%	-3.2%	-3.8%	-4.8%
LGBT					
All (No Disaggregation)					-14.7%
Nat. Hawaiian/Pac. Islander					
All (No Disaggregation)			-10.7%		-10.0%
Two or more races					
All (No Disaggregation)		-4.6%			-6.0%

Note: Orange highlights indicate a negative equity gap.

For the last 5 academic years excluding 2019-20, Hispanic/Latinx students have consistently had an equity gap even in years where they were not disproportionately impacted. Table 8 illustrates a similar narrative, where Hispanic/Latinx students had an equity gap and had the largest number of completions needed to close the equity gap out of all race/ethnicities.

Table 8. 2021-22 Degree and Certificate Completion (Internal)

Subgroup	Unduplicated Headcount	Earned An Award	Subgroup Avg.	Reference Group Avg.	PPG-1	MOE	DI	No. needed to close gap
All (No Disaggregation)								
Amer. Indian/Alaska Native	21	3	14.3%	16.5%	-2.2%	15.0%	No	0
Asian	4,517	836	18.5%	15.7%	2.8%	2.0%	No	
Black/Afr. American	332	26	7.8%	16.7%	-8.9%	2.9%	Yes	29
Filipino	328	49	14.9%	16.5%	-1.6%	3.9%	No	5
Hispanic/Latinx	4,980	769	15.4%	17.0%	-1.6%	2.0%	No	78
Nat. Hawaiian/Pac. Islander	71	7	9.9%	16.5%	-6.7%	6.9%	No	5
Two or more races	719	98	13.6%	16.6%	-3.0%	2.5%	Yes	22
Unknown	519	115	22.2%	16.3%	5.9%	3.6%	No	
White	3,878	632	16.3%	16.6%	-0.3%	2.0%	No	10

Goals

- Increase Hispanic/Latinx student completion of MAP by 3% and measure using participation data.
- Increase Hispanic/Latinx student completion of academic plans and measure using participation data.
- Increase Hispanic/Latinx student completion by 5% (i.e., an additional 43 students) over the next 3 years.

Current Actions

Currently there are several actions/interventions/programs at GWC that aim to reduce completion equity gaps for Hispanic/Latinx students.

Key Actions	Strategies/Initiatives	Lead/Responsible Groups	Program Impacts/Outcomes
Puente Program	English Learning Community	Jessica Patapoff	From 2015-16 to 2020-21, ENGL G100 course success rates are much higher for PUENTE students.
	Puente Counseling	Nancy Fong	
	Parent Orientation	Jessica Patapoff/Nancy Fong	
	Northern Trips	Jessica Patapoff/Nancy Fong	
STEM Grant	Embedded Tutoring	LRC/STEM grant coordinator	

Rationale/Justification

Successful degree and/or certificate completion is impacted by various milestones in the student journey. Consequently, we cannot address completion rates without considering the different steps/milestones a student needs to reach to earn a degree/certificate. These milestones include enrolling in the appropriate classes, understanding pathways, developing planning/time management skills that support academic success, and successfully completing courses. We will focus on education/career planning more specifically on the process for creating academic plans, and career planning workshops. We also recommend a review of the MAP process and academic planning and career workshops.

Intended Impact of Proposed Actions

The proposed actions are designed to improve programing/processes that students access during their academic journeys. All these proposed actions are designed to facilitate different milestones in students' journey that ultimately lead to completion of degrees/certificates.

Proposed Actions (New)

Key Action: Review MAP and online orientation process and identify potential areas of improvement.	
Strategies & Initiatives	<ul style="list-style-type: none"> Analyze historical MAP data. Update MAP form. Review Canvas online orientation modules.
Steps & Tasks	<ul style="list-style-type: none"> Review historical MAP data, analyze MAP recommendations, Counselor MAP updates, and student enrollments to identify trends. Identify common schedule updates and identify MAP updates to streamline updates (if any). Update MAP form to be inclusive of all programs (e.g., CTE) and continuously assess recommendation accuracy. Assess/revise wording in the MAP email messaging with clear steps through the MAP process including following up with counselors for a comprehensive plan. <ul style="list-style-type: none"> Require check box with statement of general next steps. Pilot the revised MAP form to student council. Review canvas online material is the same across student and counselor accounts. Review canvas online presentation of materials to encourage engagement
Responsible Lead	<ul style="list-style-type: none"> TBD
Contributing Groups	<ul style="list-style-type: none"> Research Counseling Guided Pathways Work Group
Timeline	Fall 2023/Spring 2024
Resources Needed	<ul style="list-style-type: none"> Staff time

Key Action: Increase the number of first-time students that complete MAP and online orientation.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Outreach to feeder high schools for Hispanic/Latinx student population. • Continued timely messaging for student applicants.
Steps & Tasks	<ul style="list-style-type: none"> • Identify historical feeder high schools for Hispanic/Latinx student population. • Collaborate with feeder high schools so GWC staff can conduct outreach sessions that allow students to complete MAP. • Follow up via email with feeder high school applicants who completed MAP to schedule meeting with counselor. • Develop process to continuously track the completion of MAP and online orientation by student applicants. • Develop process to identify student applicants that have not yet completed MAP online orientation. • Send communication encouraging students to complete MAP and online orientation. • Create and send follow-up communication that encourages and highlights the benefits of applicants enrolling in their Math and English recommended placements.
Responsible Lead	<ul style="list-style-type: none"> • TBD
Contributing Groups	<ul style="list-style-type: none"> • Research • Counseling • Promotions, Marketing, and Outreach • Guided Pathways Work Group
Timeline	<ul style="list-style-type: none"> • Summer 2023 to Spring 2024 for process improvements • Updates – ongoing.
Resources Needed	<ul style="list-style-type: none"> • Staff time

Key Action: Increase number of current students that have academic plans.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Update degree works resources. • Increase number of students that use degree works for academic planning. • Target students who have not completed educational plans. • Provide professional development and resources to faculty and classified staff regarding degree works.
Steps & Tasks	<ul style="list-style-type: none"> • Update current video with degree works information. • Create PDF guide to supplement video. Post PDF guide in MyGWC and on GWC website. • Pilot revised video and PDF guide to student council. • Promote new/updated resources and degree works workshops to all students.

Key Action: Increase number of current students that have academic plans.	
	<ul style="list-style-type: none"> • New resources can also include posters and advertising for each ADT. • Hold workshops where current students are informed on new resources and trained on how to use them for their academic planning. Hold workshops for Club N, PUENTE, and PUENTE Club. • Incorporate academic planning, degree works, and other resources into onboarding events (e.g., to Fall-Kick off, Goldchella, etc.) • Message students encouraging them to schedule an appointment with a counselor to complete an SEP.
Responsible Lead	<ul style="list-style-type: none"> • TBD
Contributing Groups	<ul style="list-style-type: none"> • Counseling • Marketing • Student Council • Learning Resource Center • Center for Innovation and Learning • Faculty • Outreach
Timeline	<ul style="list-style-type: none"> • Summer 2023 to Spring 2024 for process improvements. • Updates – ongoing.
Resources Needed	<ul style="list-style-type: none"> • Staff time

Key Action: Increase participation of current academic planning and career workshops.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Develop a prize incentive program between Counseling, Transfer Center, Career Center, and the Learning Resource Center to incentivize student participation in academic planning (e.g., SEP, workshops) and career workshops. • Increase student awareness of workshops. • Facilitate student participation in workshops. • Target students who have not completed educational plans.
Steps & Tasks	<ul style="list-style-type: none"> • Include and promote workshops on GWC events calendar and send website page via email at start of semester. • Post workshop information on GWC application and other social media. • Develop and conduct research to identify challenges/barriers/scheduling for students to participate as well as unique workshop needs of Hispanic/Latinx students. • Update workshops to address concerns identified in research. • Develop incentive program for students to participate in workshops. • Identify students who have not completed an educational plan. • Message students, encouraging them to participate in workshop.
Responsible Lead	<ul style="list-style-type: none"> • TBD
Contributing Groups	<ul style="list-style-type: none"> • Academic Resource Center • Learning Resource Center • Career Center

Key Action: Increase participation of current academic planning and career workshops.	
	<ul style="list-style-type: none"> • Research • Counseling • Promotions/Marketing
Timeline	Fall 2023 to ongoing
Resources Needed	<ul style="list-style-type: none"> • Staff time

Transfer

The California Community College Chancellor’s office defines the Transfer metric as students that transferred to a four-year institution in-state or out-of-state within three years of their initial enrollment. For the internal equity plan, GWC uses the same definition.

Trends

The transfer metric plan focuses on Hispanic/Latinx students, first-generation, and economically disadvantaged students. The number of completions needed to close an equity gap for Hispanic/Latinx and First-Generation has been consistently the largest value as illustrated by the State Chancellor data (Table 2 above). Table 9 below illustrates the PPG-1 rates for disproportionately impacted student groups. As seen in the table Hispanic/Latinx and First-Generation College students have been disproportionately impacted for several years. Table 10 illustrates similar internal data trends for economically disadvantaged students where they represent the largest number of additional successful transfers to close the equity gap (i.e., high negative PPG-1 values and additional transfers needed to close the gap).

Table 9. State Chancellor Completion Data - PPG-1 Trends

Subgroup	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Amer. Indian/Alaska Native					
All (No Disaggregation)		-5.4%	-28.9%	32.3%	-26.7%
Asian					
All (No Disaggregation)	8.7%	9.4%	12.4%	12.0%	5.1%
Black/Afr. American					
All (No Disaggregation)	13.7%	5.4%	-11.9%	-28.3%	3.5%
Economically Disadvantaged					
All (No Disaggregation)	0.0%	-1.7%	-1.6%	9.5%	4.3%
Filipino					
All (No Disaggregation)	7.1%	3.0%	28.6%	7.5%	-5.2%
First Generation					
All (No Disaggregation)	-10.3%	0.6%	2.2%	0.0%	-4.3%
Hispanic/Latinx					
All (No Disaggregation)	-14.0%	-9.7%	-12.3%	-12.5%	-4.5%
Nat. Hawaiian/Pac. Islander					
All (No Disaggregation)	-16.9%	-22.9%	-14.7%	-7.9%	-1.6%
Two or more races					
All (No Disaggregation)	2.9%	-5.7%	-1.3%	-1.5%	0.2%
White					
All (No Disaggregation)	2.8%	6.1%	6.6%	6.0%	3.7%

Note: Orange highlights indicate a negative equity gap.

Table 10. 2019-20 Transfers to Four-year Institutions (Internal)

Subgroup	Unduplicated Headcount	Transferred	Subgroup Avg.	Reference Group Avg.	PPG-1	MOE	DI	No. needed to close gap
All (No Disaggregation)								
Economically Disadvantaged	1,782	349	19.6%	25.6%	-6.1%	2.0%	Yes	108
EOPS	219	60	27.4%	21.2%	6.2%	5.9%	No	
DSPS	177	20	11.3%	22.4%	-11.1%	4.7%	Yes	20
Veteran	16	5	31.3%	21.7%	9.6%	22.7%	No	
Foster Youth	30	3	10.0%	21.9%	-11.9%	10.7%	Yes	4
CalWORKS	10	0	0.0%	21.8%	-21.8%	2.0%	Yes	2

Goals

- Increase Hispanic/Latinx, First-Generation, and Economically Disadvantaged student transfers by 2% annually.
- Increase transfer awareness by establishing Transfer Awareness campaigns to highlight transfer programming to first-generation college students.
- Increase Hispanic/Latinx, First-Generation, and Economically Disadvantaged student participation in academic transfer planning activities including the Transfer Academy, and Transfer Admission Planner programs and measure using participation data.

- Increase participation of Hispanic/Latinx, First-Generation, and Economically Disadvantaged students in transfer majors by creating Student Educational Plans aligned to a transfer general education curriculum.
- Increase the number of university applications submitted by promoting awareness of the current fee waiver and creating a transfer application scholarship for non-qualifying students.

Continue to establish/maintain an effective and consistent pipeline for Dual Enrollment students to enroll in a transfer pathway at GWC.

Current Actions

Key Actions	Strategies/Initiatives	Lead/Responsible Groups
Transfer Awareness	Transfer Academy	Michael Tran, Yvonne Portillo
	Transfer Counseling	Michael Tran, Yvonne Portillo, Counseling Division
	ADT e-Verification System	Michael Tran, Yvonne Portillo, Transfer Staff
	Campus Tours/ Trips	Thao Tran, Michael Tran
Through the Gate Outreach	At the Gate	Yvonne Portillo
	Near the Gate	Yvonne Portillo, Michael Tran

Rationale/Justification

Successful transfer is one of the final stages of a student’s educational journey. Creating a culture of transfer is a campus responsibility and starts from their entry point to the community college. Our transfer outcomes are based on collaboration from other equity metrics, and focused on similar student groups that face equity gaps in multiple domains. Refocusing goals to inform students about transfer options and placing them on the transfer path requires early interventions, and a collaborative approach with other equity segments to get students to the point where they are ready to move to the next step in their educational journey.

Intended Impact of Proposed Actions

The transfer actions are building on content from other areas, including the Successful Enrollment, Math/English, and Completion metrics so that there is a consistent and unified process for meeting outcomes specifically for our Hispanic/Latinx, first-generation, and economically disadvantaged student populations. This would allow for campus wide collaboration to meet the goals of equity and Guided Pathways.

Proposed Actions (New)

Key Action: Increase Transfer Awareness on campus	
Strategies & Initiatives	<ul style="list-style-type: none"> • Create a Transfer Starts Today Campaign. • Create a Transfer Culture on campus. • Host a Transfer Awareness Week in October of each Fall term. • Host a Transfer Student Reception at the end of each academic year.
Steps & Tasks	<ul style="list-style-type: none"> • Create promotional banners with “Your Future is Golden” and “Transfer Starts Today” using former GWC students wearing their university gear. • Recruit faculty transfer advocates to participate in the early dissemination of transfer information. This will include training faculty on transfer basics. • Plan designated transfer activities during the week of the Fall Transfer Fair and promote event to campus community. • Invite university representatives, admitted transfer students, families, and former GWC students for student panel events where accepted transfers can develop connections to their 4-year institutions. • Host a “Transfer Basics” for GWC Faculty to help promote transfer requirements. • Host a year-end celebration for students attending a university in the upcoming fall term.
Responsible Lead	<ul style="list-style-type: none"> • Transfer Center Coordinator and Staff
Contributing Groups	<ul style="list-style-type: none"> • Transfer Center • Marketing/Promotions/Outreach • Facilities

Key Action: Increase Transfer Awareness on campus	
	<ul style="list-style-type: none"> • Counseling Division (Counseling Dean, faculty and staff) • Academic Senate and Faculty • Vice President of Instruction • Vice President of Student Services • ASGWC • Research
Timeline	Fall 2023/Spring 2024
Resources Needed	<ul style="list-style-type: none"> • Staff time • Additional funding an extra EOPS counselor. • Event funding

Key Action: Increase the number of first-time students that participate in the Transfer Academy	
Strategies & Initiatives	<ul style="list-style-type: none"> • Outreach to feeder high schools for Hispanic/Latinx, first-generation , and economically disadvantaged student populations. • Increase the overall number of Transfer Academy participants through continued timely messaging for all applicants with targeted focus on Hispanic/Latinx, first-generation, and economically disadvantaged student populations.
Steps & Tasks	<ul style="list-style-type: none"> • Identify historical feeder high schools for Hispanic/Latinx, first-generation, and economically disadvantaged student population. • Collaborate with feeder high schools so GWC staff can conduct outreach sessions that include transfer options and guaranteed admission programs. • Follow up with feeder high school applicants who completed MAP and indicated a goal of transfer to schedule meeting with a transfer counselor. • Develop process to continuously track the completion of MAP transfer programs by student applicants. • Develop process to identify student applicants that have not yet completed MAP but are on a transfer pathway. • Conduct presentations about the Transfer Academy during the Fall Kick-Off/Welcome Day activities. • Send communication encouraging students to participate in the Transfer Academy and transfer activities through Signal Vine and Starfish • Collaborate with faculty across disciplines to increase awareness of transfer academy and include this information in course canvas sites.
Responsible Lead	<ul style="list-style-type: none"> • Transfer Center Coordinator, Transfer Center staff
Contributing Groups	<ul style="list-style-type: none"> • Research • Promotions/Marketing/Outreach • Transfer Center Coordinator and Staff • Dean of Counseling and Counseling Department (e.g., counselors, administrative assistants).

Key Action: Increase the number of first-time students that participate in the Transfer Academy	
	<ul style="list-style-type: none"> • Academic Senate and Faculty • Enrollment Management
Timeline	<ul style="list-style-type: none"> • Summer 2023/Spring 2024 • Ongoing
Resources Needed	<ul style="list-style-type: none"> • Staff time • Promotional content/Marketing

Key Action: Increase student knowledge of transfer pathways.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Update Transfer Planning Guide (TPG). • Increase number of students that use the Transfer Admission Planner (TAP) for early transfer planning. • Increase student awareness of transfer resources
Steps & Tasks	<ul style="list-style-type: none"> • Update current TPG with guaranteed admission programs and online degree information. • Create video to supplement TPG. Post PDF guide and videos on MyGWC and on GWC website. • Promote TAP resources and degree works workshops (new item in completion metric) to all students. • Incorporate transfer planning session into GWC student orientations including but not limited to Fall-Kick off, etc. • Promote new resources to all students through online and physical collaterals (e.g., pamphlets). • Incorporate new resources to academic and transfer workshops in multiple modalities (in-person, synchronous online, and asynchronous online). <ul style="list-style-type: none"> ○ Collaborate with CIL to provide student workshops in various modalities including HyFlex. • Provide information on the transfer application process and fee waiver to encourage applications. • Establish a faculty/staff university alumni group that can serve as a resource for students when they want to learn more about specific universities. This may also include faculty that work at GWC as well as a 4-year institution. • Include and promote workshops on GWC events calendar and partner with the currently learning communities on campus. • Collaborate with CIL and Classified Leadership Academy to engage staff with Transfer Center Resources and pathways available to students.
Responsible Lead	<ul style="list-style-type: none"> • Transfer Center Coordinator, Transfer Center staff
Contributing Groups	<ul style="list-style-type: none"> • Counseling • Marketing/Promotions/Outreach

Key Action: Increase student knowledge of transfer pathways.	
	<ul style="list-style-type: none"> • Transfer Center • Learning Resource Center • Center for Innovation and Learning • Campus Life
Timeline	Fall 2023/Spring 2024
Resources Needed	<ul style="list-style-type: none"> • Staff time • Printing Costs

Key Action: Increase the number of students that apply for transfer.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Create and offer a Transfer Application Scholarship for current GWC students. • Develop summer transfer experience for GWC students so they gain the 4-year experience and receive university guidance on their upcoming transfer applications.
Steps & Tasks	<ul style="list-style-type: none"> • Identify potential for reimbursement process to student for application costs for those who do not earn an application fee waiver. • Solicit donations from campus community to support scholarships for students. • Collaboration between transfer center and foundations to develop scholarship process and acquire funding for transfer applications and summer transfer experience. • Advertise and increase the number of transfer applications for those without an application fee waiver. • Expand partnerships with local 4-year institutions to create a summer transfer partnership.
Responsible Lead	<ul style="list-style-type: none"> • Foundation • Dean of Counseling
Contributing Groups	<ul style="list-style-type: none"> • Transfer Center • Foundation • Research • Dean of Counseling • Marketing/Promotions
Timeline	Spring 2024
Resources Needed	<ul style="list-style-type: none"> • Staff time • Funding for scholarship • Funding for summer transfer experience

Key Action: Partner with Dual Enrollment to increase participation in Guaranteed Transfer Admission Pathways.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Increase early Transfer Outcomes for Dual Enrollment students
Steps & Tasks	<ul style="list-style-type: none"> • Advertise transfer options for all DE students with specific need for enrollment at GWC after HS Graduation • Parent Orientation to detail options and benefits for transferring into a four-year institution (vs. Freshman admits). • Sign early “Admission to GWC” contracts
Responsible Lead	<ul style="list-style-type: none"> • Dean of Research and Dual Enrollment
Contributing Groups	<ul style="list-style-type: none"> • Transfer Center • Counseling • Outreach • Dual Enrollment and High Schools • Vice President of Instruction
Timeline	Fall 2023/Ongoing
Resources Needed	<ul style="list-style-type: none"> • Staff time • Promotional Material

Key Actions Across Metrics

When reviewing the California Community College State Chancellor data, there are some student groups who are disproportionately impacted in several of the equity metrics that represent milestones in the student academic journey. For example, first-generation students are disproportionately impacted in persistence, completion of transfer level Math and English, completion of an award, and transfers to 4-year institutions (Table 2). State data also illustrates that Hispanic/Latinx students are disproportionately impacted in completion of transfer level Math and English, completion of an award, and transfers to 4-year institutions.

When reviewing internal data (Equity Metrics Dashboard), Black/African American students are disproportionately impacted from successful enrollment to the academic milestone of completing an award.

The DEIA committee has reviewed these trends and discussed interventions that would impact these different student groups at different stages of their academic career. In an effort to integrate and streamline efforts and initiatives, the DEIA committee recommends the development of a first-year experience program that targets these different groups and supports different stages of the student journey to ultimately lead to higher success rates across several equity metrics. The DEIA committee also recommends additional research to help identify barriers/challenges across equity metrics for different student groups, and campus discussions/collaborations to resolve the identified challenges.

Goals

- Investigate the feasibility of a first-year experience program for Hispanic/Latinx, Black/African American, First Generation, and Economically Disadvantaged students at GWC.
- Host faculty trainings to encourage curriculum and pedagogy that is equity minded and culturally aware.

Increase campus awareness of unique challenges faced by Hispanic/Latinx, Black/African American, First Generation, and Economically Disadvantaged students by conducting and disseminating survey/focus group results.

Key Action: Establish a First Year Experience program for Hispanic/Latinx, Black/African American, First-Generation, and Economically Disadvantaged students.	
Strategies & Initiatives	<ul style="list-style-type: none"> • Develop and implement a first-year experience program centered around disproportionately impacted student needs. • Develop the FYE program with Transfer Academy activities, engagement in intercultural learning environments, community building, culturally responsive curriculum, and collaboration with comprehensive student services.
Steps & Tasks	<ul style="list-style-type: none"> • Advertise FYE program to applicants and establish a pipeline into this FYE. <ul style="list-style-type: none"> ○ Promote program to feeder high schools and first-time college applicants through high school visits, current programming, and new proposed programming. ○ Invite potential FYE students to meet with current FYE students and program faculty to assist in recruiting and promote a sense of belonging and inclusiveness early in the program. • Identify FYE programming that best fits GWC campus and addresses unique needs of DI students across equity metrics. <ul style="list-style-type: none"> ○ Design program that addresses unique needs of students including family orientations, community building, and transfer pathways. • Include comprehensive services including transfer counseling, career exploration assessments, financial aid workshops, EOPS and DSPS eligibility evaluations, and basic needs services to support early expose to campus support programs. • Partner with faculty to build curriculum that is culturally responsive (i.e., respects learners' cultures and prior experiences) • Create a collaboration between discipline faculty and transfer center to create a case management system for students with a transfer goal.

Key Action: Establish a First Year Experience program for Hispanic/Latinx, Black/African American, First-Generation, and Economically Disadvantaged students.	
	<ul style="list-style-type: none"> • Identify how faculty will be compensated for their collaboration in the FYE. • Create a mentorship component as part of the FYE. • Encourage regular student connections with the Transfer Center and other transfer support resources.
Steps & Tasks	<ul style="list-style-type: none"> • Host events that highlight student diversity in collaboration with International/intercultural program, Puente, and Umoja Programs with a focus on the cross-cultural experiences (e.g., Afro-Latinos experiences). • Host events that view celebrations like Hispanic and Black Heritage through an academic and learning perspective. • Create a first-generation student club to keep students connected and support the development of this student community. • Assess FYE program and identify areas of improvement. <ul style="list-style-type: none"> ○ Conduct student surveys to assess programmatic components. ○ Assess student outcomes continuously including equity metrics and equity gap reduction/closure for Hispanic/Latinx students.
Lead Responsible	<ul style="list-style-type: none"> • TBD
Collaborating Groups	<ul style="list-style-type: none"> • Campus leadership • Campus life • Enrollment Management • Faculty and CCI • Feeder High Schools • Marketing/Promotions/Outreach • Puente Program • Research • Student programs (e.g., EOPS, DSPS, Basic needs) • Transfer Center • Umoja Program
Timeline	Fall 2024/Ongoing
Resources Needed	<ul style="list-style-type: none"> • Staff time • FYE funding. • Funding for additional staffing/personnel. • Expansion of course offerings to include culturally relevant curriculum. • Staff time to develop session content. • Funding for promotion.

Key Action: Identify and address academic and non-academic barriers that hinder successful outcomes for DI students.	
Strategies & Initiatives	<ul style="list-style-type: none"> Identify and address academic and non-academic barriers that hinder outcomes for Hispanic/Latinx, Black/African American, first-generation, and economically disadvantaged student populations.
Steps & Tasks	<ul style="list-style-type: none"> Conduct research on barriers and needs for attainment of GWC Hispanic/Latinx, Black/African American, and First-generation students (e.g., obstacles to completing MAP, workshop participation, term-to-term persistence, course completion, completion of transfer level math and English, and completion overall.) Address academic and non-academic challenges through Research, Student Services, and Instruction collaborations. <ul style="list-style-type: none"> Share research results and guide discussions on how to address research results with Instruction, Student Services, CIL, and governance committees. Identify and implement solutions based on campus discussions. Partner with Puente, EOPS, and other targeted student groups to create focus groups for understanding the challenges when addressing student outcomes. <ul style="list-style-type: none"> Based on results, address challenges through existing and new campus resources to foster a supportive and cohesive educational environment.
Lead Responsible	<ul style="list-style-type: none"> ORPIE
Collaborating Groups	<ul style="list-style-type: none"> Research Governance Committees Student Services SEAP Instruction
Timeline	Fall 2023/Spring 2024
Resources Needed	<ul style="list-style-type: none"> Staff time

APPENDICES

Appendix I: Program Evaluation Plan

Equity funding program evaluations are required to assess programming and student outcomes. The program evaluations require coordinators to collaborate with the Senior Research Analyst - Equity to develop student surveys and receive student outcome data. The exact student outcomes assessed will be determined by the program goals (i.e., DI group and metric addressed).

Program Area	Assessment Area	Method	Timeline	Analysis
Programing				
Recruitment and student participation in program	<ul style="list-style-type: none"> Number of participants overall. Number of participants per event/activity/intervention. 	Program records	End of each term in academic year	Descriptive
Program activities, services, and events.	<ul style="list-style-type: none"> Satisfaction levels with activities/resources/etc. Usefulness of activities Identify additional student needs. Identify common student recommendations for improving the program 	Student surveys	End of academic year	Descriptive
Program Student Outcomes (If applicable, based on metric addressed by program)				
Short-term metric indicator	<ul style="list-style-type: none"> Course retention rates. Course success rates. 	Program records and institutional data.	End of academic year.	<ul style="list-style-type: none"> Compare program student outcomes to students with similar demographics and to all other GWC students. Compare program student outcomes (first-time student only) to first-time students with similar demographics and to all other GWC students.
Successful Enrollment	Applicant enrollment rates.			
Persistence	Fall to Spring and Spring to Fall retention. Exclude those who earned an award or transferred.			
Completion of Transfer level Math and English	<ul style="list-style-type: none"> Completion of transfer level Math. Completion of transfer level English. Completion of both transfer level Math and English. 			

Program Area	Assessment Area	Method	Timeline	Analysis
Degrees/Certificate Completion	<ul style="list-style-type: none"> ○ Completion of degrees/certificates within 3 years of first enrollment. ○ Proportion of students who attained a degree/certificate. 	Program records and institutional data.	End of academic year.	<ul style="list-style-type: none"> ○ Compare trends over time (if applicable).
Transfer to 4 Year Institutions	Transfer rates within 3 academic years of first enrollment.			

Appendix II: Campus Wide Equity Programs/Initiatives (Questionnaire Submissions)

Key Actions	Strategies/Initiatives	Lead/Responsible Groups	Program Impacts/Outcomes
Puente Mentorship Program (Pilot)	Volunteer GWC Staff, Faculty, Administrators for Puente Mentors	Michael Crane, Michael Tran, Jorge Quiroz Moreno	Provide academic, and professional guidance to the participating students.
	Recruit GWC Puente Alumni	Nancy Fong/Jessica Patapoff	GWC Puente Alumni can assist in recruitment of students.
Financial Aid	Director/IT/System Analyst		We may begin to receive financial aid applications
	Staff Training	FA Director/Manager	Staff are trained on any new fed/state regulations to ensure files are reviewed properly
	Student FA Portal system set up	Director/System Analyst	Ensures that students will have access to their financial aid portal to begin submitting required documents
	FA Workshops (FAFSA/Dream Act)	FA Team	Allows students to receive assistance in completing their financial application and/or additional required documents.
	Timely Disbursements	FA Team	W/system, portal set up and staff trained to review files, we may begin to package student awards to ensure timely disbursements.
Non-Credit & ESL	Revamped ESL curricula	Teresa Nguyen	Effective Fall 2023 to align with AB705.
	Increased student support services	Linda Ju-Ong	Awarded about 250 certificates 2022-2023.
	Conversation Lab	Christina Oja	Increased students' pronunciation and conversation skills.
	Provided USCIS materials; provide one-on-one mock interviews	Teresa Nguyen	36 students passed the Naturalization test.

Key Actions	Strategies/Initiatives	Lead/Responsible Groups	Program Impacts/Outcomes
Role Models for Latinx and Black chemists	Share examples of Latinx and Black chemist role models	James Almy	The goal is to increase the success, retention, and enrollment (access) of Latinx and Black student in chemistry courses.
Umoja	Enrolling students in Umoja friendly courses	Tasha Chambliss and Herman Singh	Students enrolled in Umoja friendly courses tend to perform better and close equity gaps historically (Umoja Data)
	Completion of English and Math	Tasha Chambliss and Herman Singh	Umoja students who complete Math and English in the first year show a 300% more likely to transfer/graduate (Umoja State Level data)
Center for Innovation and Learning	Inclusive Instructional Innovation Professional Learning Series	Erin Craig and Sacha Moore	65 faculty members have attended at least one session in the III series resulting in
	2022-23 GWC Data Coach Training and Inquiry Projects	CIL Data Coach Leaders	25 data coaches trained in racial equity gap identification, technical tools and more. 10 Faculty data coaches also conducting inquiry in spring 2023.
	New Faculty and Leadership Academies	CIL/Flex Day Coordinator	12 new full-time faculty learning instructional and job responsibilities over 10 months. 7 leadership academy members doing similar work but at a leader-level and also working on passion projects.
	Flex Day Hours Requirement Revamp	Flex Day Work Group	In Spring 2023, faculty could complete up to 3 hours of their flex day requirement through the CIL.
	The CIL Opens in Fall 2022	CIL/Flex Day Coordinator	Over 125 people to date served at the CIL in 2022-23

Appendix III: Baseline Years for Equity Metrics

The following table illustrates the baseline years used for the equity metrics.

Metric	State Chancellor's Office Data	GWC Internal Data
Successful Enrollment	2020-21	2021-22
Persistence	2019-20	
Transfer Level Math & English Completion	2020-21	
Degrees/Certificate Completion	2017-18	
Transfers to Four-Year Institutions	2016-17	2019-20